



# ACADEMIC PLAN

## FOR MIDDLE STAGE (CLASS VI - VIII)



SESSION 2021-22

केन्द्रीय विद्यालय संगठन, क्षेत्रीय कार्यालय, रायपुर  
KENDRIYA VIDYALAYA SANGATHAN, RAIPUR REGION



# ACADEMIC PLAN

## OUR PATRONS



**Ms. Chandana Mandal, Deputy Commissioner, KVS RO, Raipur**



**Mrs. Biraja Mishra, Assistant Commissioner,  
KVS RO, Raipur**



**Mr. A. K. Mishra, Assistant Commissioner,  
KVS RO, Raipur**

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**Mr. S.S. Dhurwe, Principal, KV Dhamtari**



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1. Mr. Rahul Dev, Principal Gr-II, KV Saraipali
2. Mrs. Soma Seal, PGT(Comp. Sci.), KV CISF Bhilai



## Message



It's a matter of great pride that Kendriya Vidyalaya Sangathan, Raipur Region is entrusted with an opportunity to prepare an Academic Plan for the four phases of NEP 2020 which needs to be adopted from this academic year 2021-22.

With the pandemic still hovering and the recent reports suggesting that the young population is more vulnerable group in the third wave, physical presence of students in the Vidyalaya during the ensuing session 2021-22 seems a distant possibility. Hence, in order to ensure seamless academic transaction during the current session 2021-22, this action-plan will definitely help to focus on overall well-being of the students, Pedagogical requirements as per NEP, specially FLN, Outcome Based Learning, Self - Regulated Learning, Varied forms of Learner Engagement and assessment, Multi - Disciplinary Learning etc.

I extend my best wishes to all the stakeholders who would be involved in this awe-inspiring task of preparation of Annual Plan & ensuring it reaches to the grass root level, creating adequate awareness, motivation & competencies, & thereby based on our strengths and experience of online teaching will ensure new ways of teaching-learning and assessment in tune with the guiding pillars of NEP i.e. Access, Equity, Quality, Affordability & Accountability.

**Ms. Chandana Mandal,**  
**Deputy Commissioner,**  
**KVS Regional Office, Raipur**



**KENDRIYA VIDYALAYA SANGATHAN RAIPUR REGION**  
**ACADEMIC PLAN**  
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1. To move to any of the pages, click on subject of Table of content at page no 05.
2. The Video links may also be opened by copy and paste the link in the address bar of Web Browser.
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# CLASS – VI



## केन्द्रीय विद्यालय संगठन रायपुर संभाग

अकादमिक योजना सत्र: 2021-22

विषय - हिन्दी वसंत भाग -1 , बाल रामकथा

कुल पाठों की संख्या				29 (17+12)	प्रथम सत्र	15 (9+6)	द्वितीय सत्र	14 (8 +6)				
क्र मां क	सत्र	माह	कुल कार्य दिवसों की संख्या	वसंत भाग -1/ बाल रामकथा / पाठ का नाम	संभावित उपलब्ध घण्टे	अनुमानित आवश्यक कालांशों की संख्या (40 मिनट/का लखंड)	शिक्षण के लक्ष्य	सीखने के प्रतिफल	शिक्षण अधिगम क्रियाकलाप	आकलन योजना	गृहकार्य/ परियोजना कार्य	संबंधित लिंक
1	सत्र 1	अप्रै ल	24	वह चिड़िया जो	16	7	<p>1. कविता सुनने के बाद सभी विद्यार्थी कविता के अंशों के प्रश्नों के उत्तर देने में समर्थ होंगे  </p> <p>2. कक्षा में चर्चा करते हुए विद्यार्थियों के वाचन कौशल का विकास होगा  </p> <p>3. समूह में बैठे विद्यार्थी मात्राओं को ध्यान में रखते हुए धाराप्रवाह पढ़ने में सक्षम होंगे  </p> <p>4. पाठ के अनुच्छेदों का अर्थ समझ कर अपना दृष्टिकोण लिख पाने में समर्थ होंगे।</p>	<p>1. विभिन्न प्रकार की ध्वनियों को सुनने के अनुभव, किसी वस्तु के स्वाद आदि के अनुभव को अपने ढंग से मौखिक / सांकेतिक भाषा में प्रस्तुत करना  </p> <p>2. कविता के माध्यम से पक्षियों के प्रति मानवीय संवेदना को समझना  </p>	<p>कविता का सस्वर गायन   काठिन्य निवारण और भावग्रहण (ऑनलाइन-गूगल मीट और क्लासरूम के माध्यम से)  </p>	<p>बच्चे कविता का सस्वर पाठ अध्यापक/ अभिभावक को सुनाएं। गूगल फॉर्म ( क्विज़) के माध्यम से आकलन किया जाएगा।</p> <p>आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघुतरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे   कविता की रिकॉर्डिंग क्लासरूम में भेजें।</p>	<p>1 स्वयं को छोटी चिड़िया मानकर कविता के भाव को अपने शब्दों में लिखिए।</p> <p>2. चिड़िया का चित्र बनाकर रंग भरें।</p> <p>3. विशेषण, क्रिया विशेषण पर आधारित प्रश्न दिए जाएं   पाठ पर आधारित अन्य प्रश्न भी दे सकते हैं।</p>	<p><a href="https://www.youtube.com/watch?v=T93aUA1jHkI">https://www.youtube.com/watch?v=T93aUA1jHkI</a></p> <p><a href="https://www.youtube.com/watch?v=JAojKwC-6IM">https://www.youtube.com/watch?v=JAojKwC-6IM</a></p> <p><a href="https://diksha.gov.in/play/collecton/do_31307361355266457613823?referrersource%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collecton/do_31307361355266457613823?referrersource%26utm_campaign%3Dshare_content</a></p> <p><a href="https://youtu.be/-gzbkh38bY">https://youtu.be/-gzbkh38bY</a></p>



2			बचपन	7	<p>1. अध्यापक / अध्यापिका अपने बचपन में रहने के ढंग को और बच्चे अपने अनुभव को साझा करेंगे।</p> <p>2. पाठ सुनने के बाद सभी विद्यार्थी पाठ के अंशों के प्रश्नों के उत्तर देने में समर्थ होंगे।</p> <p>3. समकालीन साहित्यकारों के योगदान के प्रति जागरूक हो सकेंगे।</p> <p>4. प्राचीन खानपान और सांस्कृतिक परिवर्तनों को जान सकेंगे।</p>	<p>1. सुनी, देखी गई बात जैसे- स्थानीय सामाजिक घटनाओं, कार्यों और गतिविधियों पर बेझिझक बात करना और प्रश्न करना।</p> <p>2. नैतिक मूल्यों में इन परिवर्तनों को व्याख्यायित करना।</p>	<p>उचित उतार चढ़ाव के साथ पाठ का आदर्श वाचन और अनुकरण वाचन। काठिन्य निवारण और भाव विस्तार (ऑनलाइन- गूगल मीट और क्लासरूम के माध्यम से)।</p>	<p>बच्चे संस्मरण का सार अध्यापक / अभिभावक को सुनाएँगे।</p> <p>गूगल फॉर्म ( क्विज़) के माध्यम से आकलन किया जाएगा।</p> <p>आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध, लघुतरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे।</p>	<p>1. अपने बचपन की स्मृतियों को ताजा करके संक्षेप में लिखिए।</p> <p>2. अपने पसंद की पोशाकों का चित्र बनाकर उनका वर्णन करें।</p> <p>3. संज्ञा पर आधारित प्रश्न दिए जाएँ। पाठ पर आधारित अन्य प्रश्न भी दे सकते हैं।</p>	<p><a href="https://www.youtube.com/watch?v=thfyYS0pmdE">https://www.youtube.com/watch?v=thfyYS0pmdE</a></p> <p><a href="https://youtu.be/AAj27elzQek">https://youtu.be/AAj27elzQek</a></p> <p><a href="https://diksha.gov.in/play/collecton/do_31307361355266457613823?refeferrer=utm_source%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collecton/do_31307361355266457613823?refeferrer=utm_source%26utm_campaign%3Dshare_content</a></p>
3			अवधपुरी में राम (बाल रामकथा)	3	<p>1. पाठ को पढ़कर उसका भाव ग्रहण कर सकेंगे।</p> <p>2. पाठ से संबंधित प्रश्नों के लिखित / मौखिक उत्तर दे सकेंगे।</p> <p>3. अपनी भाषा में पाठ के बारे में चर्चा कर सकेंगे।</p> <p>4. पाठ का सारांश लिख सकेंगे।</p>	<p>किसी पाठ्य वस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिन्दु को खोजना / अनुमान लगाना / निष्कर्ष निकालना।</p>	<p>बच्चे अध्यापक / अभिभावक के मार्गदर्शन में सम्बन्धित पाठ का स्वपठन करेंगे।</p> <p>अध्यापक / अभिभावक द्वारा सारांश बताया जाएगा।</p>	<p>बहुविकल्पीय तथा लघु उत्तरीय प्रश्नों को पी. डी. एफ. में उपलब्ध कराया जाएगा, जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे।</p>	<p>1. कोई 5 प्राचीन पौराणिक नगरों के नाम लिखिए।</p> <p>2. पाठ से जो शिक्षा मिलती है उसके बारे में लिखिए।</p>	<p><a href="https://youtu.be/baPrRyjt0rQ">https://youtu.be/baPrRyjt0rQ</a></p> <p><a href="https://diksha.gov.in/play/collecton/do_31313957528526028812548">https://diksha.gov.in/play/collecton/do_31313957528526028812548</a></p>
4			जंगल और जनकपुर (बाल रामकथा)	3	<p>1. पाठ को पढ़कर उसका भाव ग्रहण कर सकेंगे।</p> <p>2. पाठ से संबंधित प्रश्नों के लिखित</p>	<p>किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें</p>	<p>बच्चे अध्यापक / अभिभावक के मार्गदर्शन में सम्बन्धित पाठ का स्वपठन करेंगे।</p> <p>अध्यापक / अभिभावक</p>	<p>बहुविकल्पीय (गूगल फॉर्म आधारित) / लघुतरीय प्रश्नों (आवश्यकतानुसार प्रश्न पीडीएफ एफ में</p>	<p>1. जंगल से हमें कौन-कौन सी चीजें प्राप्त होती हैं, लिखिए।</p> <p>2. जंगल में पाए जाने वाले विभिन्न जीवों और प्राकृतिक दृश्यों का सचित्र वर्णन कीजिए।</p>	<p><a href="https://youtu.be/a9hoCBTUNe4">https://youtu.be/a9hoCBTUNe4</a></p>





						/मौखिक उत्तर दे सकेंगे   3. अपनी भाषा में पाठ के बारे में चर्चा कर सकेंगे   4. पाठ का सारांश लिख सकेंगे	किसी विशेष बिन्दु को खोजना / अनुमान लगाना / निष्कर्ष निकालना	द्वारा सारांश बताया जाएगा	व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) के माध्यम से होगा जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे	3 पाठ से जो शिक्षा मिलती है उसके बारे में लिखिए	<a href="https://diksha.gov.in/play/collecton/do_31313957528526028812548">https://diksha.gov.in/play/collecton/do_31313957528526028812548</a>
5			पत्र-लेखन		4	छात्र औपचारिक तथा अनौपचारिक पत्र लिख सकेंगे	वर्तनी की शुद्धता के साथ सही-सही लिखने की योग्यता का विकास	बच्चों को पत्र-लेखन का पूर्वज्ञान है   उन्हें औपचारिक और अनौपचारिक पत्र की जानकारी देना और लेखन प्रक्रिया से अवगत करवाना	बच्चे निर्देशानुसार अध्यापक / अभिभावक के मार्गदर्शन में औपचारिक एवं अनौपचारिक पत्र लिखेंगे	2-2 औपचारिक एवं अनौपचारिक पत्र लिखिए	<a href="https://youtu.be/ItkkHXLekC">https://youtu.be/ItkkHXLekC</a>
6	मई-जून	10	नादान दोस्त	6.6	7	1. छात्र पक्षियों और मनुष्य के व्यावहारिक जीवन के अंतर को स्पष्ट कर सकेंगे   2. पाठ सुनने के बाद सभी विद्यार्थी पाठ के अंशों के प्रश्नों के उत्तर देने में समर्थ होंगे   3. कठिन शब्दों के उच्चारण का अभ्यास कर सकेंगे   4. लेखन कौशल का विकास कर सकेंगे।	1. देखी सुनी घटनाओं / रचनाओं / मुद्दों पर बातचीत को अपने ढंग से आगे बढ़ाना   2. सरसरी नजर से किसी पाठ्यवस्तु को पढ़कर उसकी विषय-वस्तु का अनुमान लगाना   3. किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिन्दु को खोजना / अनुमान लगाना	उचित उतार चढ़ाव के साथ पाठ का आदर्श वाचन और अनुकरण वाचन   काठिन्य निवारण और भावविस्तार (ऑनलाइन- गूगल मीट और क्लासरूम के माध्यम से)	बच्चे कहानी का सार अध्यापक / अभिभावक को सुनाएंगे   गूगल फॉर्म (क्विज़)के माध्यम से आकलन किया जाएगा   आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघुतरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे	1. चिड़िया अपने अंडों की देखभाल कैसे करती है पता लगाकर लिखिए   2. केशव और श्यामा के बीच हुई बातों के अंश को संवाद के रूप में लिखिए   3. गुणवाचक विशेषण और सर्वनाम पर आधारित प्रश्न दिए जाएँ   पाठ पर आधारित अन्य प्रश्न भी दे सकते हैं	<a href="https://www.youtube.com/watch?v=jej00_rGAuA">https://www.youtube.com/watch?v=jej00_rGAuA</a> <a href="https://www.youtube.com/watch?v=a1uLXvhBaw0">https://www.youtube.com/watch?v=a1uLXvhBaw0</a> <a href="https://youtu.be/GsmnsNdXxY">https://youtu.be/GsmnsNdXxY</a> <a href="https://diksha.gov.in/play/collecton/do_31307361355266457613823?referrersource%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collecton/do_31307361355266457613823?referrersource%26utm_campaign%3Dshare_content</a> <a href="https://youtu.be/bw-yCHUeO3w">https://youtu.be/bw-yCHUeO3w</a>



7			अपठित बोध		3	1. छात्र अपठित अंश को पढ़कर उसका भाव ग्रहण कर सकेंगे। 2. अपठित अंश से संबंधित प्रश्नों के उत्तर लिख / बोल सकेंगे।	लिखते समय वर्तनी ज्ञान का प्रयोग।	सर्वप्रथम बच्चों को पठित अंश के बारे में बताते हुए उसमें से प्रश्न निर्माण करके उसके उत्तर देने को कहना। विद्यार्थियों को अपठित अंशों के कुछ प्रतिदर्श उपलब्ध करवाना।	अपठित बोध का आकलन गूगल फॉर्म (क्विज़) के माध्यम से आकलन किया जाएगा।	अपठित बोध पर आधारित प्रश्न दें।	<a href="https://www.youtube.com/watch?v=I8X6CI5FSA">https://www.youtube.com/watch?v=I8X6CI5FSA</a>
						1. कविता सुनने के बाद सभी विद्यार्थी कविता के अंशों के प्रश्नों के उत्तर देने में समर्थ होंगे। 2. कक्षा में चर्चा करते हुए विद्यार्थियों के वाचन कौशल का विकास होगा। 3. समूह में बैठे विद्यार्थी मात्राओं को ध्यान में रखते हुए धाराप्रवाह पढ़ने में सक्षम होंगे। 4. पाठ के अनुच्छेदों का अर्थ समझ कर अपना दृष्टिकोण लिख पाने में समर्थ होंगे। 5. कक्षा में पढ़ाई गई कविता का सार अपने शब्दों में लिख सकेंगे।	1. सुनी, देखी गई बात जैसे- स्थानीय सामाजिक घटनाओं, कार्यों और गतिविधियों को अपने शब्दों में कहना। 2. विभिन्न अवसरों में कही जा रही दूसरों की बातों को अपने शब्दों में बताना।	कविता का सस्वर गायन। काठिन्य निवारण और भाव ग्रहण (ऑनलाइन-गूगल मीट और क्लासरूम के माध्यम से)।	बच्चे कविता का सस्वर पाठ अध्यापक / अभिभावक को सुनाएंगे। गूगल फॉर्म (क्विज़) के माध्यम से आकलन किया जाएगा। आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध, लघुतरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे। कविता की रिकॉर्डिंग क्लासरूम में भेजें।	1. चाँद को देखकर आपके मन में जो विचार उठते हैं उन्हें कविता के रूप में लिखिए। 2. दो अर्थों वाले शब्द और योजक चिह्नों से संबंधित प्रश्न दें। पाठ पर आधारित अन्य प्रश्न भी दे सकते हैं।	<a href="https://youtu.be/H5pFN-I5mAo">https://youtu.be/H5pFN-I5mAo</a>  <a href="https://diksha.gov.in/play/collecton/do_31307361355266457613823?referr=utm_source%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collecton/do_31307361355266457613823?referr=utm_source%26utm_campaign%3Dshare_content</a>
8	जुलाई	26	चाँद से थोड़ी सी गप्पें	17.33	5						



9	अक्षरों का महत्त्व	6	<p>1. छात्र अक्षरों के महत्त्व के बारे में अपने विचार साझा करेंगे  </p> <p>2. छात्र हिन्दी वर्ण माला का अभ्यास करेंगे लिखेंगे  </p> <p>3. पाठ सुनने के बाद सभी विद्यार्थी पाठ के अंशों के प्रश्नों के उत्तर देने में समर्थ होंगे  </p> <p>4. कठिन शब्दों के उच्चारण का अभ्यास कर सकेंगे  </p> <p>5. कक्षा में चर्चा करते हुए विद्यार्थियों के वाचन कौशल का विकास होगा  </p> <p>6. समूह में बैठे विद्यार्थी मात्राओं को ध्यान में रखते हुए धाराप्रवाह पढ़ने में सक्षम होंगे  </p>	<p>अपने परिवेश में मौजूद लोक कथाओं और लोक गीतों के बारे में जानते हुए चर्चा करना  </p>	<p>उचित उतार चढ़ाव के साथ पाठ का आदर्श वाचन और अनुकरण वाचन   काठिन्य निवारण और भाव विस्तार (ऑनलाइन- गूगल मीट और क्लासरूम के माध्यम से)  </p>	<p>बच्चे निबन्ध का सार अध्यापक / अभिभावक को सुनाएँगे  </p> <p>गूगल फॉर्म ( क्विज़)के माध्यम से आकलन किया जाएगा </p> <p>आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघुतरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे  </p>	<p>1. सूर्य का चित्र बनाकर लिखिए कि वो हमारे किस काम आता है </p> <p>2. अ और अन उपसर्ग से शब्द बनाइए</p> <p>3 परिमाणवाचक विशेषण से सम्बन्धित प्रश्न दें   पाठ पर आधारित व्याकरण के अन्य प्रश्न भी दे सकते हैं </p>	<p><a href="https://youtu.be/qDY1A5E1LU">https://youtu.be/qDY1A5E1LU</a> <a href="https://youtu.be/c5sAwdSIBQw">https://youtu.be/c5sAwdSIBQw</a></p> <p><a href="https://diksha.gov.in/play/collecton/do_31307361355266457613823?referrer=utm_source%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collecton/do_31307361355266457613823?referrer=utm_source%26utm_campaign%3Dshare_content</a></p>
			10	पार नज़र के	7	<p>1. छात्र एलियन के विषय में अपनी जानकारी साझा करेंगे और वैज्ञानिक गतिविधियों के विषय में अपने विचार प्रस्तुत करेंगे  </p> <p>2. जमीन के ऊपर मंगल ग्रह पर सब कुछ कैसा होगा, इसकी कल्पना करके लिख सकेंगे  </p>	<p>अपने से भिन्न भाषा,खान-पान,रहन-सहन संबंधी विविधताओं पर बातचीत करना  </p>	<p>उचित उतार चढ़ाव के साथ पाठ का आदर्श वाचन और अनुकरण वाचन   काठिन्य निवारण और भाव विस्तार (ऑनलाइन- गूगल मीट और क्लासरूम के माध्यम से )  </p>



					3. पाठ सुनने के बाद सभी विद्यार्थी पाठ के अंशों के प्रश्नों के उत्तर देने में समर्थ होंगे   4. कठिन शब्दों के उच्चारण का अभ्यास कर सकेंगे   5. जिस तरह छोटू तकनीकी ज्ञान प्राप्त करना चाहता उसी प्रकार अध्यापक विद्यार्थियों को देश की सेवा के लिए प्रेरित करेंगे		कलासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे ।		
11		दो वरदान (बाल रामकथा)	2	1. पाठ को पढ़कर उसका भाव ग्रहण कर सकेंगे   2. पाठ से संबंधित प्रश्नों के लिखित / मौखिक उत्तर दे सकेंगे   3. अपनी भाषा में पाठ के बारे में चर्चा कर सकेंगे   4. पाठ का सारांश लिख सकेंगे	किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिन्दु को खोजना / अनुमान लगाना / निष्कर्ष निकालना	बच्चे अध्यापक / अभिभावक के मार्गदर्शन में सम्बन्धित पाठ का स्वपठन करेंगे   अध्यापक / अभिभावक द्वारा सारांश बताया जाएगा	बहुविकल्पीय (गूगल फॉर्म आधारित ) / लघुतरीय प्रश्नों (आवश्यकतानुसार प्रश्न पी डी एफ में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) के माध्यम से होगा, जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे ।	1. यदि आपको मौका मिले तो अपने घरवालों से क्या क्या माँगेंगे ? 2. पाठ से जो शिक्षा मिलती है उसके बारे में लिखना	<a href="https://youtu.be/RE5xVy5Layw">https://youtu.be/RE5xVy5Layw</a>  <a href="https://diksha.gov.in/play/collecticon/do_31313957528526028812548">https://diksha.gov.in/play/collecticon/do_31313957528526028812548</a>
12		राम का वनगमन (बाल रामकथा)	3	1. पाठ को पढ़कर उसका भाव ग्रहण कर सकेंगे   2. पाठ से संबंधित प्रश्नों के लिखित / मौखिक उत्तर दे सकेंगे   3. अपनी भाषा में पाठ के बारे में चर्चा कर सकेंगे	किसी पाठ्य वस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिन्दु को खोजना / अनुमान लगाना	बच्चे अध्यापक / अभिभावक के मार्गदर्शन में सम्बन्धित पाठ का स्वपठन करेंगे   अध्यापक / अभिभावक द्वारा सारांश बताया जाएगा	बहुविकल्पीय (गूगल फॉर्म आधारित ) / लघुतरीय प्रश्नों (आवश्यकतानुसार प्रश्न पी डी एफ में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) के माध्यम से होगा, जिनके उत्तर	1. यदि आपको वन में जाने का अवसर मिले तो आप वहाँ क्या करना चाहेंगे ? 2. पाठ से जो शिक्षा मिलती है उसके बारे में लिखना	<a href="https://youtu.be/7h4GVWmyK8I">https://youtu.be/7h4GVWmyK8I</a>  <a href="https://diksha.gov.in/play/collecticon/do_31313957528526028812548">https://diksha.gov.in/play/collecticon/do_31313957528526028812548</a>



						4. पाठ का सारांश लिख सकेंगे	/निष्कर्ष निकालना		विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे		
13			अनुच्छेद लेखन		3	छात्र दिए गए विषय पर अपने अनुभव के आधार पर लिख सकेंगे	वर्तनी की शुद्धता के साथ सही-सही लिखने की योग्यता का विकास	अनुच्छेद के सम्बन्ध में जानकारी देकर उदाहरण स्वरूप कुछ अनुच्छेद बच्चों के पठन के लिए उपलब्ध करवाना	बच्चे निर्देशानुसार अध्यापक / अभिभावक के मार्गदर्शन में अनुच्छेद लिखेंगे	दिए गए विषयों पर अनुच्छेद लिखना है	<a href="https://youtu.be/bxLMU1FdFww">https://youtu.be/bxLMU1FdFww</a>
			<b>प्रथम आवधिक परीक्षा</b>	<b>अगस्त के प्रथम सप्ताह में 31 जुलाई तक के पाठ्यक्रम का आकलन किया जाएगा</b>							
14	अगस्त	23	साथी हाथ बढ़ाना	15.33	7	<p>1. सहयोग की भावना पर बल देते हुए कक्षा में चर्चा करेंगे।</p> <p>2. किताब से सामूहिक गीत का पठन और गायन किया जाएगा  </p> <p>3. कविता सुनने के बाद सभी विद्यार्थी कविता के अंशों के प्रश्नों के उत्तर देने में समर्थ होंगे  </p> <p>4. कक्षा में चर्चा करते हुए विद्यार्थियों के वाचन कौशल का विकास होगा  </p> <p>5. अपने आसपास जो साथी हैं, उसके बारे में लिख सकेंगे  </p>	सरसरी नज़र पर किसी पाठ्यवस्तु को पढ़कर उसकी विषय वस्तु का अनुमान लगाना	कविता का सस्वर गायन  काठिन्य निवारण और भाव ग्रहण (ऑनलाइन-गूगल मीट और क्लासरूम के माध्यम से)	बच्चे गीत का सस्वर पाठ अध्यापक / अभिभावक को सुनाएँगे। गूगल फॉर्म ( क्विज़) के माध्यम से आकलन किया जाएगा। आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध, लघुतरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे   गीत की रिकॉर्डिंग क्लासरूम में भेजें।	<p>1. "एकता में शक्ति है" इस विषय पर 8-10 पंक्तियों में अपने विचार लिखिए।</p> <p>2. इस गीत को आप किन अवसरों पर गाएँगे ?</p> <p>3. पाठ में संकलित व्याकरण से सम्बन्धित प्रश्न दें   पाठ पर आधारित अन्य प्रश्न भी दे सकते हैं  </p>	<p><a href="https://www.youtube.com/watch?v=CPmo3YSePw0">https://www.youtube.com/watch?v=CPmo3YSePw0</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31307361355266457613823?referrer=utm_source%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_31307361355266457613823?referrer=utm_source%26utm_campaign%3Dshare_content</a></p>



15	ऐसे-ऐसे	<p>1. नाटक के माध्यम से बाल मनोभावों को उजागर करते हुए छात्र दृश्य-श्रव्य कौशलों को जानेंगे।</p> <p>2. पाठ का नाट्य अभिनय कर सकेंगे।</p> <p>3. पाठ सुनने के बाद सभी विद्यार्थी पाठ के अंशों के प्रश्नों के उत्तर देने में समर्थ होंगे।</p> <p>4. कठिन शब्दों के उच्चारण का अभ्यास कर सकेंगे।</p> <p>5. पाठ के विषय में अपना दृष्टिकोण एक अनुच्छेद में लिख सकेंगे।</p>	<p>किसी पाठ्यवस्तु की बारीकी से जांच करते हुए उसमें किसी विशेष बिन्दु को खोजना / अनुमान लगाना / निष्कर्ष निकालना।</p>	<p>उचित उतार चढ़ाव के साथ पाठ का आदर्श वाचन और अनुकरण वाचन। काठिन्य निवारण और भाव विस्तार (ऑनलाइन- गूगल मीट और क्लासरूम के माध्यम से)।</p>	<p>बच्चे एकांकी का सार अध्यापक/ अभिभावक को सुनाएंगे।</p> <p>गूगल फॉर्म ( क्विज़)के माध्यम से आकलन किया जाएगा।</p> <p>आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघुतरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे।</p>	<p>1. इस पाठ में आपको कौन सा पात्र अच्छा लगा ? कारण सहित बताइए।</p> <p>2. डॉक्टर और वैद्य के बारे में बताइए।</p> <p>3. वाक्य के प्रकार से सम्बन्धित प्रश्न दें। पाठ पर आधारित अन्य प्रश्न भी दे सकते हैं।</p>	<p><a href="https://youtu.be/zhrCnlTyuRk">https://youtu.be/zhrCnlTyuRk</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31307361355266457613823?referrer=utm_source%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_31307361355266457613823?referrer=utm_source%26utm_campaign%3Dshare_content</a></p>
16	चित्रकूट में भरत (बाल रामक था)	<p>1. पाठ को पढ़कर उसका भाव ग्रहण कर सकेंगे।</p> <p>2. पाठ से संबंधित प्रश्नों के लिखित / मौखिक उत्तर दे सकेंगे।</p> <p>3. अपनी भाषा में पाठ के बारे में चर्चा कर सकेंगे।</p> <p>4. पाठ का सारांश लिख सकेंगे।</p>	<p>किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिन्दु को खोजना / अनुमान लगाना / निष्कर्ष निकालना।</p>	<p>बच्चे अध्यापक / अभिभावक के मार्गदर्शन में सम्बन्धित पाठ का स्वपठन करेंगे। अध्यापक / अभिभावक द्वारा सारांश बताया जाएगा।</p>	<p>बहुविकल्पीय (गूगल फॉर्म आधारित ) / लघुतरीय प्रश्नों (आवश्यकतानुसार प्रश्न पी डी एफ में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) के माध्यम से होगा, जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे।</p>	<p>1. चित्रकूट के बारे में एक अनुच्छेद लिखिए।</p> <p>2. पाठ से जो शिक्षा मिलती है उसके बारे में लिखना।</p>	<p><a href="https://youtu.be/qSMpDxcdat8">https://youtu.be/qSMpDxcdat8</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31313957528526028812548">https://diksha.gov.in/play/collection/do_31313957528526028812548</a></p>
17	निबन्ध लेखन	<p>1. छात्र दिए गए विषय पर अपने अनुभव के आधार पर लिख सकेंगे।</p>	<p>विभिन्न विषयों और उद्देश्यों के लिए लिखते समय उपयुक्त शब्दों, शुद्ध वर्तनी, वाक्य संरचनाओं, उपसर्ग, प्रत्यय, समास आदि का प्रयोग।</p>	<p>बच्चे अनुच्छेद लेखन से परिचित हैं। उनके पूर्वज्ञान को आगे बढ़ाते हुए निबंध लेखन की प्रक्रिया से अवगत करवाना।</p>	<p>बच्चे दिए गए निर्देश बिंदुओं के आधार पर अध्यापक / अभिभावक के मार्गदर्शन में निबन्ध लिखेंगे।</p>	<p>निर्देश बिंदुओं के साथ निबंध लिखने का कार्य दें।</p>	<p><a href="https://www.youtube.com/watch?v=gJp0y9T0xsE">https://www.youtube.com/watch?v=gJp0y9T0xsE</a></p>



18	सितंबर	24	टिकट अलबम	9	<p>1. समूह में बैठे विद्यार्थी निर्धारित अंश का पठन करेंगे।</p> <p>2. बच्चे अपने पसंद की चीजें जमा करने के बारे में अपने विचार लिखेंगे जिससे लेखन कौशल का विकास होगा।</p> <p>3. बच्चों को मात्राओं का ज्ञान होगा।</p>	हिन्दी भाषा में विभिन्न प्रकार की जानकारी परक सामग्री को पढ़ना और उसके बारे में अपनी पसंद-नापसंद, राय, टिप्पणी देना।	उचित उतार चढ़ाव के साथ पाठ का आदर्श वाचन और अनुकरण वाचन। काठिन्य निवारण और भावविस्तार (ऑनलाइन- गूगल मीट और क्लासरूम के माध्यम से)।	बच्चे कहानी का सार अध्यापक / अभिभावक को सुनाएँगे। गूगल फॉर्म ( क्विज़) के माध्यम से आकलन किया जाएगा। आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघुतरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे।	<p>1. क्या आप किसी वस्तु का संकलन करते हैं यदि हाँ तो उसके बारे में लिखिए। यदि नहीं तो बताइए कि आप किस वस्तु का संकलन करेंगे और क्यों ?</p> <p>2. आपकी घड़ी स्कूल में कहीं खो गई है , इस सम्बन्ध में स्कूल के नोटिस बोर्ड में लगाने के लिए एक नोटिस तैयार कीजिए।</p> <p>3. पाठ में शामिल व्याकरण से सम्बन्धित प्रश्न दें। पाठ पर आधारित अन्य प्रश्न भी दे सकते हैं।</p>	<p><a href="https://www.youtube.com/watch?v=Xj4MaUwqnQI">https://www.youtube.com/watch?v=Xj4MaUwqnQI</a></p> <p><a href="https://youtu.be/VKKbxqoIGGI">https://youtu.be/VKKbxqoIGGI</a></p> <p><a href="https://diksha.gov.in/play/collecion/doi31307361355266457613823?refeferrer=utm_source%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collecion/doi31307361355266457613823?refeferrer=utm_source%26utm_campaign%3Dshare_content</a></p>
			दंडक वन में दस वर्ष (बाल रामक था)	6	<p>1. पाठ को पढ़कर उसका भाव ग्रहण कर सकेंगे।</p> <p>2. पाठ से संबंधित प्रश्नों के लिखित / मौखिक उत्तर दे सकेंगे।</p> <p>3. अपनी भाषा में पाठ के बारे में चर्चा कर सकेंगे।</p> <p>4. पाठ का सारांश लिख सकेंगे।</p>	किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिन्दु को खोजना / अनुमान लगाना / निष्कर्ष निकालना।	बच्चे अध्यापक / अभिभावक के मार्गदर्शन में सम्बन्धित पाठ का स्वपठन करेंगे। अध्यापक / अभिभावक द्वारा सारांश बताया जाएगा।	बहुविकल्पीय (गूगल फॉर्म आधारित) / लघुतरीय प्रश्नों (आवश्यकतानुसार प्रश्न पी डी एफ में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) के माध्यम से होगा, जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे।	<p>1. पाठ का सार लिखिए।</p> <p>2. पाठ से जो शिक्षा मिलती है उसके बारे में लिखिए।</p>	<p><a href="https://youtu.be/Njx800h5oyc">https://youtu.be/Njx800h5oyc</a></p> <p><a href="https://diksha.gov.in/play/collecion/doi31313957528526028812548">https://diksha.gov.in/play/collecion/doi31313957528526028812548</a></p>
			अपठित बोध	4	<p>1. छात्र अपठित अंश को पढ़कर उसका भाव ग्रहण कर सकेंगे।</p> <p>2. अपठित अंश से संबंधित प्रश्नों के उत्तर लिख/बोल सकेंगे।</p>	लिखते समय वर्तनी ज्ञान का प्रयोग करना।	सर्वप्रथम बच्चों को पठित अंश के बारे में बताते हुए उसमें से प्रश्न निर्माण करके उसके उत्तर देने को कहना। विद्यार्थियों को अपठित अंशों के कुछ	अपठित बोध का आकलन गूगल फॉर्म ( क्विज़) के माध्यम से आकलन किया जाएगा।	अपठित बोध पर आधारित प्रश्न दें।	<p><a href="https://www.youtube.com/watch?v=I8X6CI5FSA">https://www.youtube.com/watch?v=I8X6CI5FSA</a></p>



21				संवाद लेखन	5	1. अपने अनुभव के आधार पर संवाद लेखन करेंगे   2. अपनी कल्पना का प्रयोग करेंगे	विभिन्न विषयों और उद्देश्यों के लिए लिखते समय उपयुक्त शब्दों, वाक्य संरचनाओं, विराम चिह्नों का उचित प्रयोग करना	बच्चों को कक्षा 6 में पढ़ाए गए पाठ ऐसे-ऐसे पाठ के संदर्भ में संवाद की जानकारी देना  अन्य संबंधित सामग्री उपलब्ध करवाना	निर्देशानुसार दी गई वस्तुओं के बीच काल्पनिक संवाद लिखेंगे  अध्यापक / अभिभावक आकलन करेंगे )	निर्देशानुसार दी गई विभिन्न वस्तुओं के बीच काल्पनिक संवाद लिखिए।	<a href="https://www.youtube.com/watch?v=zBMO_q5WPM">https://www.youtube.com/watch?v=zBMO_q5WPM</a>
				<b>अर्द्धवार्षिक परीक्षा</b>	<b>अक्टूबर माह के प्रथम सप्ताह में 30 सितम्बर तक के पाठ्यक्रम का आकलन किया जाएगा</b>						
22	सत्र 2	अक्टूबर	15	झाँसी की रानी	9	1. कक्षा में भारत के गौरवपूर्ण इतिहास के बारे में चर्चा करेंगे  2. किताब से सामूहिक गीत का पठन और गायन किया जाएगा  3. कविता सुनने के बाद सभी विद्यार्थी कविता के अंशों से प्रश्नों के उत्तर देने में समर्थ होंगे   4. कक्षा में चर्चा करते हुए विद्यार्थियों के वाचन कौशल का विकास होगा   5. झाँसी की रानी के जीवन की विशेषताओं के बारे में लिख सकेंगे	भाषा की बारीकियों / व्यवस्था / ढंग पर ध्यान देते हुए उसकी सराहना कर सकेंगे,जैसे कविता में लय-तुक, वर्ण-आवृत्ति तथा कहानी, निबन्ध में मुहावरे लोकोक्ति आदि।	कविता का सस्वर गायन  काठिन्य निवारण और भाव ग्रहण (ऑनलाइन-गूगल मीट और क्लासरूम के माध्यम से)	बच्चे कविता का सस्वर पाठ अध्यापक/ अभिभावक को सुनाएँगे   गूगल फॉर्म ( क्विज़) के माध्यम से आकलन किया जाएगा   आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघुतरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे	1. झाँसी की रानी लक्ष्मीबाई पर एक अनुच्छेद लिखिए। 2. इस पाठ में जिन हथियारों के नाम आए हैं उनके चित्र बनाइए। 3. सम्बन्ध वाचक शब्दों "का","के" और "की" से संबंधित प्रश्न दें।पाठ पर आधारित अन्य प्रश्न भी दे सकते हैं।	<a href="https://www.youtube.com/watch?v=VweBnNpCENM">https://www.youtube.com/watch?v=VweBnNpCENM</a> <a href="https://www.youtube.com/watch?v=Dp8biTdUwXo">https://www.youtube.com/watch?v=Dp8biTdUwXo</a> <a href="https://diksha.gov.in/play/collection/do_31307361355266457613823?referrer=utm_source%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_31307361355266457613823?referrer=utm_source%26utm_campaign%3Dshare_content</a>
				सोने का हिरण (बाल रामकथा)	2	1. पाठ को पढ़कर उसका भाव ग्रहण कर सकेंगे  2. पाठ से संबंधित प्रश्नों के लिखित /मौखिक उत्तर दे सकेंगे  3. अपनी भाषा में पाठ के बारे में चर्चा कर सकेंगे  4. पाठ का सारांश लिख सकेंगे	किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिन्दु को खोजना / अनुमान लगाना / निष्कर्ष निकालना	बच्चे अध्यापक / अभिभावक के मार्गदर्शन में सम्बन्धित पाठ का स्वपठन करेंगे   अध्यापक / अभिभावक द्वारा सारांश बताया जाएगा	बहुविकल्पीय (गूगल फॉर्म आधारित ) / लघुतरीय प्रश्नों (आवश्यकतानुसार प्रश्न पी डी एफ में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) के माध्यम से होगा, जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे	1. सोने के हिरण का चित्र बनाइए और उसकी मनमोहकता के विषय में कुछ पंक्तियाँ लिखिए   2. पाठ से जो शिक्षा मिलती है उसके बारे में लिखना	<a href="https://youtu.be/pQWJHPuDcwc">https://youtu.be/pQWJHPuDcwc</a> <a href="https://diksha.gov.in/play/collection/do_31313957528526028812548">https://diksha.gov.in/play/collection/do_31313957528526028812548</a>





24			सीता की खोज (बाल रामकथा)		2	<ol style="list-style-type: none"> <li>1. पाठ को पढ़कर उसका भाव ग्रहण कर सकेंगे  </li> <li>2. पाठ से संबंधित प्रश्नों के लिखित / मौखिक उत्तर दे सकेंगे  </li> <li>3. अपनी भाषा में पाठ के बारे में चर्चा कर सकेंगे  </li> <li>4. पाठ का सारांश लिख सकेंगे  </li> </ol>	<p>किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिन्दु को खोजना / अनुमान लगाना / निष्कर्ष निकालना  </p>	<p>बच्चे अध्यापक / अभिभावक के मार्गदर्शन में सम्बन्धित पाठ का स्वपठन करेंगे   अध्यापक / अभिभावक द्वारा सारांश बताया जाएगा  </p>	<p>बहुविकल्पीय (गूगल फॉर्म आधारित) / लघूत्तरीय प्रश्नों (आवश्यकतानुसार प्रश्न पी डी एफ में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा) के माध्यम से होगा, जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे  </p>	<ol style="list-style-type: none"> <li>1. इस पाठ से संबंधित लघु प्रश्न दें।</li> <li>2. पाठ से जो शिक्षा मिलती है उसके बारे में लिखना  </li> </ol>	<p><a href="https://youtu.be/k75pavlxkw4">https://youtu.be/k75pavlxkw4</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31313957528526028812548">https://diksha.gov.in/play/collection/do_31313957528526028812548</a></p>
25			राम और सुग्रीव (बाल रामकथा)		2	<ol style="list-style-type: none"> <li>1. पाठ को पढ़कर उसका भाव ग्रहण कर सकेंगे  </li> <li>2. पाठ से संबंधित प्रश्नों के लिखित / मौखिक उत्तर दे सकेंगे  </li> <li>3. अपनी भाषा में पाठ के बारे में चर्चा कर सकेंगे  </li> <li>4. पाठ का सारांश लिख सकेंगे  </li> </ol>	<p>किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी नए विशेष बिन्दु को खोजना / अनुमान लगाना / निष्कर्ष निकालना  </p>	<p>बच्चे अध्यापक / अभिभावक के मार्गदर्शन में सम्बन्धित पाठ का स्वपठन करेंगे   अध्यापक / अभिभावक द्वारा सारांश बताया जाएगा  </p>	<p>बहुविकल्पीय (गूगल फॉर्म आधारित) / लघूत्तरीय प्रश्नों (आवश्यकतानुसार प्रश्न पी डी एफ में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा) के माध्यम से होगा, जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे  </p>	<ol style="list-style-type: none"> <li>1. पाठ के आधार पर सुग्रीव के बारे में लिखिए।</li> <li>2. पाठ से जो शिक्षा मिलती है उसके बारे में लिखना  </li> </ol>	<p><a href="https://www.youtube.com/watch?v=Ay3SZfwxROE">https://www.youtube.com/watch?v=Ay3SZfwxROE</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31313957528526028812548">https://diksha.gov.in/play/collection/do_31313957528526028812548</a></p>
26	नवम्बर	23	जो देखकर भी नहीं देखते	15.33	9	<ol style="list-style-type: none"> <li>1. प्रकृति और आँखों के महत्त्व को जानते हुए छात्र आपस में चर्चा करेंगे  </li> <li>2. पाठ से संबंधित प्रश्नों के उत्तर देने में सक्षम होंगे  </li> <li>3. "आँखों का महत्त्व" विषय में छात्र कक्षा में लिखेंगे जिससे लेखन कौशल का विकास होगा  </li> </ol>	<p>विभिन्न विधाओं में लिखी गई साहित्यिक सामग्री को उचित आरोह-अवरोह और सही गति के साथ पढ़ना  </p>	<p>उचित उतार चढ़ाव के साथ पाठ का आदर्श वाचन और अनुकरण वाचन   काठिन्य निवारण और भाव विस्तार (ऑनलाइन-गूगल मीट और क्लासरूम के माध्यम से)  </p>	<p>बच्चे निबन्ध का सार अध्यापक / अभिभावक को सुनाएँगे   गूगल फॉर्म (क्विज़) के माध्यम से आकलन किया जाएगा   आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध, लघूत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा) जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे  </p>	<ol style="list-style-type: none"> <li>1. किसी प्राकृतिक स्थान की यात्रा का आँखों देखा वर्णन अपने शब्दों में लिखिए  </li> <li>2. हेलेन केलर पर एक अनुच्छेद लिखिए  </li> <li>3. पाठ में शामिल व्याकरण से सम्बन्धित प्रश्न दिए जाएँ   पाठ पर आधारित अन्य प्रश्न भी दे सकते हैं  </li> </ol>	<p><a href="https://www.youtube.com/watch?v=FHShyZmnE">https://www.youtube.com/watch?v=FHShyZmnE</a></p> <p><a href="https://www.youtube.com/watch?v=v8k8JjAf4Eshttps://youtu.be/Ro0VWYk5G2E">https://www.youtube.com/watch?v=v8k8JjAf4Eshttps://youtu.be/Ro0VWYk5G2E</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31307361355266457613823?referrer=utm_source%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_31307361355266457613823?referrer=utm_source%26utm_campaign%3Dshare_content</a></p>



27			संसार पुस्तक है	9	<p>1. छात्र संसार और प्रकृति के संबंध पर कक्षा में चर्चा करेंगे और प्रकृति के संबंध में अपने विचार बता पाएँगे  </p> <p>2. पृथ्वी के निर्माण की प्रक्रिया के बारे में लिख सकेंगे  </p> <p>3. पाठ में आए विषय पर अपनी प्रतिक्रिया लिख सकेंगे  </p> <p>4. छात्रों में प्रकृति प्रेम और प्रकृति के प्रति आदर की भावना का विकास हो सकेगा  </p>	हिन्दी भाषा में विविध प्रकार की रचनाओं को पढ़ना	उचित उतार चढ़ाव के साथ पाठ का आदर्श वाचन और अनुकरण वाचन   काठिन्य निवारण और भाव विस्तार (ऑनलाइन-गूगल मीट और क्लासरूम के माध्यम से)	बच्चे पत्र का सार अध्यापक / अभिभावक को सुनाएँगे   गूगल फॉर्म ( क्विज़)के माध्यम से आकलन किया जाएगा। आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघुतरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे	<p>1. अपनी गर्मी की छुट्टियों के बारे में बताते हुए अपने मित्र को पत्र लिखिए।</p> <p>2. अनुमान लगाकर वस्त्र-निर्माण की कहानी लिखिए।</p> <p>3. योजक शब्द,प्रत्यय और क्रिया से सम्बन्धित प्रश्न दें   पाठ पर आधारित अन्य प्रश्न भी दे सकते हैं  </p>	<p><a href="https://www.youtube.com/watch?v=sEzHMgQ8aOo">https://www.youtube.com/watch?v=sEzHMgQ8aOo</a></p> <p><a href="https://youtu.be/qwerFksezGw">https://youtu.be/qwerFksezGw</a></p> <p><a href="https://diksha.gov.in/play/collecti on/do_31307361355266457613823?referr er=utm_source%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collecti on/do_31307361355266457613823?referr er=utm_source%26utm_campaign%3Dshare_content</a></p>	
28			लंका में हनुमान (बाल रामक था)	5	<p>1. पाठ को पढ़कर उसका भाव ग्रहण कर सकेंगे  </p> <p>2. पाठ से संबंधित प्रश्नों के लिखित / मौखिक उत्तर दे सकेंगे  </p> <p>3. अपनी भाषा में पाठ के बारे में चर्चा कर सकेंगे  </p> <p>4. पाठ का सारांश लिख सकेंगे  </p>	किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिन्दु को खोजना /अनुमान लगाना /निष्कर्ष निकालना	बच्चे अध्यापक / अभिभावक के मार्गदर्शन में सम्बन्धित पाठ का स्वपठन करेंगे   अध्यापक / अभिभावक द्वारा सारांश बताया जाएगा	बहुविकल्पीय (गूगल फॉर्म आधारित ) / लघुतरीय प्रश्नों (आवश्यकतानुसार प्रश्न पीडीएफ फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) के माध्यम से होगा, जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे	<p>1. पाठ के आधार पर लंका का वर्णन करते हुए चित्र बनाइए।</p> <p>2. पाठ से जो शिक्षा मिलती है उसके बारे में लिखना  </p>	<p><a href="https://youtu.be/tbTNHtSjaly">https://youtu.be/tbTNHtSjaly</a></p> <p><a href="https://diksha.gov.in/play/collecti on/do_31313957528526028812548">https://diksha.gov.in/play/collecti on/do_31313957528526028812548</a></p>	
29	दिसम्बर	18	में सबसे छोटी होऊँ	12	7	<p>1. माँ की ममता के विषय में चर्चा करेंगे।</p> <p>2. कविता का सस्वर गायन करेंगे जिससे लय-ताल, गति-यति का विकास होगा  </p> <p>3. माँ के प्रति प्रेम भाव व्यक्त करते हुए एक पत्र लिखेंगे  </p> <p>4. पाठ को शुद्ध उच्चारण के साथ पढ़ सकेंगे और अपनी प्रतिक्रिया लिख सकेंगे  </p>	नये शब्दों के प्रति जिज्ञासा प्रकट कर उनके अर्थ समझने के लिए शब्दकोश का प्रयोग करना	कविता का सस्वर गायन   काठिन्य निवारण और भावग्रहण (ऑनलाइन-गूगल मीट और क्लासरूम के माध्यम से)	बच्चे कविता का सस्वर पाठ अध्यापक / अभिभावक को सुनाएँगे। गूगल फॉर्म ( क्विज़) के माध्यम से आकलन किया जाएगा। आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघुतरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे   कविता की रिकॉर्डिंग क्लासरूम में भेजें	<p>1. कविता के आधार पर बताइए कि बच्ची अपनी माँ से क्या चाहती है ?</p> <p>2. क्या आप हमेशा छोटे बने रहना चाहेंगे / चाहेंगी ? अपने उत्तर का कारण भी लिखिए।</p> <p>3. विलोम शब्द और शब्दार्थ से सम्बन्धित प्रश्न दें   पाठ पर आधारित अन्य प्रश्न भी दे सकते हैं।</p>	<p><a href="https://www.youtube.com/watch?v=rB_y40oGrTA">https://www.youtube.com/watch?v=rB_y40oGrTA</a></p> <p><a href="https://www.youtube.com/watch?v=q5302pHLKJQhttps://youtu.be/WoQIQY-m1yg">https://www.youtube.com/watch?v=q5302pHLKJQhttps://youtu.be/WoQIQY-m1yg</a></p> <p><a href="https://diksha.gov.in/play/collecti on/do_31307361355266457613823?referr er=utm_source%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collecti on/do_31307361355266457613823?referr er=utm_source%26utm_campaign%3Dshare_content</a></p>



30			लोक गीत	7	<p>1. लोकगीत के महत्त्व पर कक्षा में चर्चा करेंगे  </p> <p>2. अपने क्षेत्र के लोकगीत सुन सकेंगे  </p> <p>3. प्रश्नों के उत्तर देने में सक्षम होंगे  </p> <p>4. लोकगीत विषय पर अपनी प्रतिक्रिया लिखने में सक्षम होंगे  </p>	<p>विविध कलाओं के प्रति जिज्ञासा व्यक्त करते हुए उनकी सराहना करना  </p> <p>सार्वजनिक स्थानों पर दूसरों के द्वारा व्यक्त किए गए अनुभवों को लिखना  </p>	<p>उचित उतार चढ़ाव के साथ पाठ का आदर्श वाचन और अनुकरण वाचन   काठिन्य निवारण और भाव विस्तार (ऑनलाइन-गूगल मीट और क्लासरूम से)  </p>	<p>बच्चे निबन्ध का सार अध्यापक / अभिभावक को सुनाएँगे।</p> <p>गूगल फॉर्म ( क्विज़)के माध्यम से आकलन किया जाएगा।</p> <p>आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघुतरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे ।</p>	<p>1. अपने क्षेत्र का लोकगीत रिकॉर्ड करके क्लासरूम में भेजिए।</p> <p>2. अपने पसंद के वाद्ययंत्र का चित्र बनाकर उसका वर्णन कीजिए।</p> <p>3. पाठ में संकलित व्याकरण से सम्बन्धित प्रश्न दें   पाठ पर आधारित अन्य प्रश्न भी दे सकते हैं।</p>	<p><a href="https://youtu.be/rYCAWFTzIdI">https://youtu.be/rYCAWFTzIdI</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31307361355266457613823?referrer=utm_source%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_31307361355266457613823?referrer=utm_source%26utm_campaign%3Dshare_content</a></p>	
					31		लंका विजय (बाल रामकथा)	4	<p>1. पाठ को पढ़कर उसका भाव ग्रहण कर सकेंगे  </p> <p>2. पाठ से संबंधित प्रश्नों के लिखित / मौखिक उत्तर दे सकेंगे  </p> <p>3. अपनी भाषा में पाठ के बारे में चर्चा कर सकेंगे  </p> <p>4. पाठ का सारांश लिख सकेंगे  </p>	<p>किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिन्दु को खोजना / अनुमान लगाना / निष्कर्ष निकालना  </p>	<p>बच्चे अध्यापक / अभिभावक के मार्गदर्शन में सम्बन्धित पाठ का स्वपठन करेंगे  </p> <p>अध्यापक / अभिभावक द्वारा सारांश बताया जाएगा  </p>
		<b>द्वितीय आवधिक परीक्षा</b>	<b>जनवरी माह के प्रथम सप्ताह में 31 दिसंबर तक के पाठ्यक्रम का आकलन किया जाएगा</b>								
32	जनवरी	24	नौकर	16	9	<p>1. सभी के प्रति समानता की भावना के विकास पर बल देते हुए कक्षा में चर्चा करेंगे  </p> <p>2. पाठ से संबंधित प्रश्नों के उत्तर देने में सक्षम होंगे  </p> <p>3. छात्र पाठ से संबंधित मूल भाव पर अपने विचार रखने और लिखने में सक्षम होंगे।</p> <p>4. "गांधी एक महान आत्मा " विषय पर चर्चा करेंगे।</p>	<p>हिन्दी भाषा में विभिन्न प्रकार की जानकारी परक सामग्री को पढ़कर उसके बारे में अपनी पसंद-नापसंद, राय, टिप्पणी को लिखित या ब्रेल भाषा में व्यक्त</p>	<p>उचित उतार चढ़ाव के साथ पाठ का आदर्श वाचन और अनुकरण वाचन   काठिन्य निवारण और भाव विस्तार (ऑनलाइन-गूगल मीट और क्लासरूम के</p>	<p>बच्चे पाठ का सार अध्यापक / अभिभावक को सुनाएँगे।</p> <p>गूगल फॉर्म ( क्विज़)के माध्यम से आकलन किया जाएगा।</p> <p>आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघुतरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित</p>	<p>1. गाँधीजी के बारे में एक अनुच्छेद लिखिए।</p> <p>2. गाँधीजी के जीवन से सम्बन्धित किसी घटना के बारे में लिखिए जो पाठ में न हो  </p> <p>3. क्रिया से संज्ञा बनाने सम्बन्धी प्रश्न दें   पाठ पर आधारित अन्य प्रश्न भी दे सकते हैं।</p>	<p><a href="https://youtu.be/jseeb2Y33VM">https://youtu.be/jseeb2Y33VM</a></p> <p><a href="https://www.youtube.com/watch?v=iPIPP0zuExE">https://www.youtube.com/watch?v=iPIPP0zuExE</a></p> <p><a href="https://www.youtube.com/watch?v=C9GS7CjCaOE">https://www.youtube.com/watch?v=C9GS7CjCaOE</a></p>



					करना	माध्यम से)	आकलन किया जाएगा (प्रश्न पी डी एफ में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे ।		<a href="https://diksha.gov.in/play/collection/do_31307361355266457613823?referrer=utm_source%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_31307361355266457613823?referrer=utm_source%26utm_campaign%3Dshare_content</a>
33	वन के मार्ग में	9	<p>1. राम- सीता के आपसी सहयोग तथा अपनत्व की भावना पर कक्षा में चर्चा करेंगे ।</p> <p>2. पाठ से संबंधित प्रश्नों के मौखिक उत्तर देने में सक्षम होंगे ।</p> <p>3. पाठ के आधार पर अयोध्या का वर्णन लिखेंगे।</p> <p>4. पाठ के विषय में अपना दृष्टिकोण लिख पाने में सक्षम होंगे ।</p>	विभिन्न विषयों, उद्देश्यों के लिए उपयुक्त विराम-चिह्नों का उपयोग करते हुए लिखेंगे ।	कविता का सस्वर गायन   काठिन्य निवारण और भाव ग्रहण (ऑनलाइन- गूगल मीट और क्लासरूम के माध्यम से)	बच्चे कविता का सस्वर पाठ अध्यापक / अभिभावक को सुनाएँगे। गूगल फॉर्म ( क्विज़) के माध्यम से आकलन किया जाएगा। आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघूत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे । कविता की रिकॉर्डिंग क्लासरूम में भेजें।	<p>1. तुलसीदास जी पर एक अनुच्छेद लिखिए और यथासंभव उनका चित्र भी चिपकाइए।</p> <p>2. अपनी कल्पना से लिखिए की वन में कौन- कौन सी कठिनाइयाँ हो सकती हैं ।</p> <p>3. पाठ में आए शब्दों के अर्थ सम्बन्धी प्रश्न दें। पाठ पर आधारित अन्य प्रश्न भी दे सकते हैं।</p>	<p><a href="https://www.youtube.com/watch?v=BHraS8Ys3xA">https://www.youtube.com/watch?v=BHraS8Ys3xA</a></p> <p><a href="https://diksha.gov.in/play/collection/do_313957528526028812548">https://diksha.gov.in/play/collection/do_313957528526028812548</a></p>	
34	राम का राज्याभिषेक (बाल रामकथा)	6	<p>1. पाठ को पढ़कर उसका भाव ग्रहण कर सकेंगे ।</p> <p>2. पाठ से संबंधित प्रश्नों के लिखित / मौखिक उत्तर दे सकेंगे ।</p> <p>3. अपनी भाषा में पाठ के बारे में चर्चा कर सकेंगे ।</p>	किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिन्दु को खोजना / अनुमान लगाना / निष्कर्ष	बच्चे अध्यापक / अभिभावक के मार्गदर्शन में सम्बन्धित पाठ का स्वपठन करेंगे। अध्यापक / अभिभावक द्वारा सारांश	बहुविकल्पीय (गूगल फॉर्म आधारित ) / लघूत्तरीय प्रश्नों (आवश्यकतानुसार प्रश्न पी डी एफ में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा	<p>1. इस पाठ का सार लिखिए ।</p> <p>2. पाठ से जो शिक्षा मिलती है उसके बारे में लिखना ।</p>	<a href="https://youtu.be/9QzraBojiUE">https://youtu.be/9QzraBojiUE</a>	



						4. पाठ का सारांश लिख सकेंगे	निकालना	बताया जाएगा	) के माध्यम से होगा, जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे		
35	फरवरी	23	साँस-साँस में बाँस	15.3 3	6	<p>1. बाँस की दैनिक उपयोग की वस्तुओं पर कक्षा में चर्चा करेंगे  </p> <p>2. पाठ सुनने के बाद मौखिक प्रश्नों के उत्तर दे सकेंगे  </p> <p>3. पाठ को शुद्ध उच्चारण के साथ धाराप्रवाह पढ़ने में सक्षम होंगे  </p> <p>4. पाठ के विषय में एक अनुच्छेद में अपनी प्रतिक्रिया लिख पाने में सक्षम होंगे  </p>	<p>1. विभिन्न अवसरों में कही जा रही दूसरों की बातों को अपने ढंग से लिखना  </p> <p>2. विभिन्न संदर्भ में विभिन्न उद्देश्यों के लिए लिखते समय शब्दों, वाक्य संरचनाओं, मुहावरे आदि का उचित प्रयोग करना  </p>	<p>उचित उतार चढ़ाव के साथ पाठ का आदर्श वाचन और अनुकरण वाचन   काठिन्य निवारण और भाव विस्तार (ऑनलाइन-गूगल मीट और क्लासरूम के माध्यम से)  </p>	<p>बच्चे पाठ का सार अध्यापक / अभिभावक को सुनाएँगे।</p> <p>गूगल फॉर्म ( क्विज़) के माध्यम से आकलन किया जाएगा।</p> <p>आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघुतरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा )</p> <p>जिनके उत्तर विद्यार्थी शिक्षक तथा अभिभावक के मार्गदर्शन में लिखेंगे  </p>	<p>1. बाँस से खपच्चियाँ बनाकर टोकरी बनाने की पूरी प्रक्रिया पर एक अनुच्छेद लिखिए।</p> <p>2. बाँस निर्मित वस्तुओं के चित्र बनाकर उनके बारे में बताइए।</p> <p>3. पाठ में आए व्याकरण सम्बन्धी प्रश्न दें   पाठ पर आधारित अन्य प्रश्न भी दे सकते हैं  </p>	<p><a href="https://youtu.be/j38WB5xAw4Q">https://youtu.be/j38WB5xAw4Q</a></p> <p><a href="https://www.youtube.com/watch?v=57mMSu5kqSM">https://www.youtube.com/watch?v=57mMSu5kqSM</a></p> <p><a href="https://www.youtube.com/watch?v=yDRqmXR_I5s">https://www.youtube.com/watch?v=yDRqmXR_I5s</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31307361355266457613823?referrer=utm_source%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/do_31307361355266457613823?referrer=utm_source%26utm_campaign%3Dshare_content</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31313957528526028812548">https://diksha.gov.in/play/collection/do_31313957528526028812548</a></p>
36	मार्च	<b>पुनरावृत्ति एवं सत्रांत परीक्षा</b>									



## केन्द्रीय विद्यालय संगठन रायपुर संभाग

मैक्रो पाठ-योजना (पाठ-योजना )

कक्षा-छठवीं विषय - हिन्दी पाठ - 1 वह चिड़िया जो (वसंत-भाग 1 )

शिक्षक का नाम -----विद्यालय का नाम -----


पाठ	पाठ का प्रस्तावना क्रियाकलाप	अधिगम उद्देश्य	अधिगम प्रतिफल	सक्रिय अधिगम प्रविधि	सूचना और संचार प्रौद्योगिकी स्रोत	अधिगम मूल्यांकन	दत्त कार्य	दक्षताएँ
वह चिड़िया जो	<p>1. चिड़िया का स्वाभाविक निवास स्थान कहाँ है ?</p> <p>2. चिड़िया क्या खाना पसंद करती है ?</p> <p>3. आपको कौन सी चिड़िया पसंद है ?</p>	<ul style="list-style-type: none"> <li>काव्य के साथ जुड़ी भावनाओं के माध्यम से छात्रों की भावनात्मक दृढ़ता का विकास ।</li> <li>परिवारशिक्षक आदि की भाषा ,मित्र,   सुनकर समझने की योग्यता</li> <li>दूसरों के साथ वार्तालाप तथा प्रतिक्रिया करने की योग्यता ।</li> <li>लिखित सामग्री को ध्वनियों एवं मात्राओं की शुद्धता के साथ पढ़ना ।</li> <li>वर्तनी की शुद्धता सहित सहीसही -   लिखने की योग्यता का विकास</li> <li>सीखे गए ज्ञान को परिवेश से जोड़ सकने की जागरूकता ।</li> </ul> <p>अधिगम का स्वयं के जीवन में उपयोग एवं सृजन शक्ति का विकास</p>	<p>1. विभिन्न प्रकार की ध्वनियों को सुनने के अनुभव, किसी वस्तु के स्वाद आदि के अनुभव को अपने ढंग से मौखिक / सांकेतिक भाषा में प्रस्तुत करना ।</p> <p>2. कविता के माध्यम से पक्षियों के प्रति मानवीय संवेदना को समझना ।</p>	<p>कविता का सस्वर गायन   काठिन्य निवारण और भाव ग्रहण (ऑनलाइन- गूगल मीट और क्लासरूम के माध्यम से) ।</p>	<p><a href="https://www.youtube.com/watch?v=T93aUA1jHkl">https://www.youtube.com/watch?v=T93aUA1jHkl</a></p> <p><a href="https://www.youtube.com/watch?v=JAojKwC-6IM">https://www.youtube.com/watch?v=JAojKwC-6IM</a></p> <p><a href="https://diksha.gov.in/play/collection/doi/31307361355266457613823?refeferrer=utm_source%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/collection/doi/31307361355266457613823?refeferrer=utm_source%26utm_campaign%3Dshare_content</a></p>	<p>1.पूर्व ज्ञान का मूल्यांकन</p> <p>2.प्रश्न -उत्तर और मौखिक जाँच</p> <p>3.लिखित परीक्षा - कार्यपत्रक, गूगल फॉर्म,</p> <p>4. पाठ का सारांश अपने शब्दों में लिखो ।</p> <p>5.कठिन शब्द एवं उनके अर्थ लिखना</p>	<p>1. कला समेकित परियोजना कार्य -घरेलू अनुपयोगी चीजों से अपनी पसंदीदा चिड़िया का मॉडल बनाओ ।</p> <p>2. क्या चिड़िया को पिंजरे में कैद करके रखना उचित है? सोचिए और इस आधार पर एक अनुच्छेद लिखिए ?</p>	<ul style="list-style-type: none"> <li>सुनना (श्रवण)</li> <li>बोलना (वाचन)</li> <li>पढ़ना (पठन)</li> <li>लिखना (लेखन)</li> <li>परिवेश जागरूकता चिंतन एवं कल्पना</li> </ul>




माइक्रो पाठ-योजना (दैनिक पाठ-योजना )

कक्षा-छठवीं विषय- हिन्दी पाठ -1वह चिड़िया जो (वसंत-भाग 1 )

शिक्षक का नाम -----विद्यालय का नाम-----

सीखने का प्रतिफल(जो हम चाहते हैं कि बच्चें जानें और वे उसे कर सकें )		<ol style="list-style-type: none"><li>1.चिड़िया की तीन मूल आवश्यकताओं से परिचित हो सकेंगे ।</li><li>2. चिड़िया के प्रकृति प्रेम के माध्यम से बच्चों को प्रकृति प्रेम की प्रेरणा मिलेगी ।</li><li>3. प्रकृति की रक्षा को प्रेरित होंगे ।</li><li>4. अपने भावों व विचारों को व्यक्त कर पाएँगे ।</li><li>5.कविता का सस्वर पाठ कर सकेंगे ।</li></ol>	
आवश्यक संसाधन		ई-पाठ्यपुस्तक, पीपीटी , इन्टरनेट से वीडियो, चिड़िया के चित्र इत्यादि	
क्रियाकलाप	समय	चिड़िया के बारे में चर्चा करते हुए जानकारी दी जाएगी तथा उनसे सम्बंधित कुछ इस प्रकार के प्रस्तावना प्रश्न पूछे जाएँगे ? <ol style="list-style-type: none"><li>1. चिड़िया का स्वाभाविक निवास स्थान कहाँ है ?</li><li>2. चिड़िया क्या खाना पसंद करती है ?</li><li>3. आपको कौन-सी चिड़िया पसंद है ?</li></ol>	
पॉवर-पॉइंट प्रस्तुति या अध्यापन के अन्य माध्यम से अवधारणा को समझाना / काव्यात्मक शैली में पाठ का गायन विद्यार्थियों कविता का गायन किया जाएगा ।	10-15 मिनट		

<p>2.विद्यार्थियों द्वारा कार्यपत्रक हल करना और उत्तरों पर परिचर्चा करना</p>	<p>10मिनट</p>	 <p>प्रस्तुतीकरण :-शिक्षक द्वारा उचित उच्चारण व हाव-भाव के साथ पाठ का गायन किया जाएगा   चिड़िया के मधुर गीत व मधुर व्यवहार के बारे में चर्चा करते हुए उसकी व्याख्या करना  </p> <p>एनसीईआरटी का वीडियो <a href="https://youtu.be/T93aUA1jHkI">https://youtu.be/T93aUA1jHkI</a></p>
<p>3.चर्चा किए गए विषय के प्रश्नों को हल करना</p> <p>4.पाठ की पुनरावृत्ति</p>	<p>5 से 10 मिनट</p>	<p>पठित पाठ के अंश के आधार पर बहुविकल्पीय प्रश्न, गूगल फॉर्म,ऑनलाइन प्रश्नमाला,मौखिक प्रश्न एवं गतिविधियाँ आयोजित करना   जैसे- निम्नलिखित के पर्यायवाची शब्द लिखिए</p> <p>चिड़िया नदी जल पंख अन्न</p> <p>चिड़िया को किन किन चीजों से प्यार है ?</p>
	<p>5 मिनट</p>	<p>नीली चिड़िया तथा वनबाबा की बातचीत को संवाद के रूप में लिखिए  </p> <ul style="list-style-type: none"> <li>• बारी-बारी से विद्यार्थियों द्वारा कविता का पाठ करना और अपने विचार रखना  </li> <li>• पाठ का सारांश व माइंड-मैप निर्माण</li> </ul>







सक्रिय अधिगम प्रविधि		<ol style="list-style-type: none"> <li>1. कला समेकित परियोजना कार्य -घरेलू अनुपयोगी चीजों से अपनी पसंदीदा चिड़िया का मॉडल बनाओ ।</li> <li>2. क्या चिड़िया को पिंजरे में कैद करके रखना उचित है ? सोचिए और इस आधार पर एक अनुच्छेद लिखिए ।</li> </ol>
अधिगम मूल्यांकन		<ol style="list-style-type: none"> <li>1.पूर्व ज्ञान का मूल्यांकन</li> <li>2.प्रश्न -उत्तर और मौखिक जाँच</li> <li>3.लिखित परीक्षा -कार्यपत्रक,गूगल फॉर्म,</li> <li>4. पाठ का सारांश अपने शब्दों में लिखो ।</li> <li>5. कठिन शब्द एवं उनके अर्थ लिखना</li> </ol>
दक्षताएँ		<ol style="list-style-type: none"> <li>1. श्रवण कौशल</li> <li>2. बोलना</li> <li>3. पठन कौशल</li> <li>4. रचनात्मकता</li> </ol>

**मैक्रो पाठ-योजना (पाठ-योजना )**

**कक्षा-छठवीं विषय - हिन्दी पाठ - 1 वह चिड़िया जो (वसंत-भाग 1 )**

शिक्षक का नाम -----

विद्यालय का नाम -----

पाठ	पाठ का प्रस्तावना क्रियाकलाप	अधिगम उद्देश्य	अधिगम प्रतिफल	सक्रिय अधिगम प्रविधि	सूचना और संचार प्रौद्योगिकी स्रोत	अधिगम मूल्यांकन	दत्त कार्य	दक्षताएँ
वह चिड़िया जो	<ol style="list-style-type: none"> <li>1. चिड़िया का स्वाभाविक निवास स्थान कहाँ है ?</li> <li>2. चिड़िया क्या खाना पसंद करती है?</li> <li>3. आपको कौन सी चिड़िया पसंद है?</li> </ol>	<ul style="list-style-type: none"> <li>• काव्य के साथ जुड़ी भावनाओं के माध्यम से छात्रों की भावनात्मक दृढ़ता का विकास ।</li> <li>• परिवारशिक्षक आदि की भाषा ,मित्र,   सुनकर समझने की योग्यता</li> <li>• दूसरों के साथ वार्तालाप तथा प्रतिक्रिया करने की योग्यता ।</li> <li>• लिखित सामग्री को ध्वनियों एवं मात्राओं की शुद्धता के साथ पढ़ना ।</li> <li>• वर्तनी की शुद्धता सहित सहीसही लिखने -   की योग्यता का विकास</li> <li>• सीखे गए ज्ञान को परिवेश से जोड़ सकने</li> </ul>	<ol style="list-style-type: none"> <li>1. विभिन्न प्रकार की ध्वनियों को सुनने के अनुभव, किसी वस्तु के स्वाद आदि के अनुभव को अपने ढंग से मौखिक / सांकेतिक भाषा में प्रस्तुत करना ।</li> <li>2. कविता के माध्यम से</li> </ol>	कविता का सस्वर गायन  काठिन्य निवारण और भावग्रहण (ऑनलाइन - गूगल मीट और क्लासरूम के माध्यम से) ।	<a href="https://www.youtube.com/watch?v=T93aUA1jHkI">https://www.youtube.com/watch?v=T93aUA1jHkI</a>  <a href="https://www.youtube.com/watch?v=JAojKwC-6IM">https://www.youtube.com/watch?v=JAojKwC-6IM</a>	<ol style="list-style-type: none"> <li>1.पूर्व ज्ञान का मूल्यांकन</li> <li>2.प्रश्न -उत्तर और मौखिक जाँच</li> <li>3.लिखित परीक्षा - कार्यपत्रक, गूगल फॉर्म,</li> <li>4. पाठ का सारांश अपने शब्दों में लिखो ।</li> <li>5.कठिन शब्द एवं उनके अर्थ लिखना</li> </ol>	<ol style="list-style-type: none"> <li>1. कला समेकित परियोजना कार्य -घरेलू अनुपयोगी चीजों से अपनी पसंदीदा चिड़िया का मॉडल बनाओ ।</li> <li>2. क्या चिड़िया को पिंजरे में कैद करके रखना</li> </ol>	<ul style="list-style-type: none"> <li>• सुनना (श्रवण)</li> <li>• बोलना (वाचन)</li> <li>• पढ़ना (पठन)</li> <li>• लिखना (लेखन)</li> <li>• परिवेश जागरूकता चिंतन एवं</li> </ul>



		की जागरूकता   • अधिगम का स्वयं के जीवन में उपयोग एवं सृजन शक्ति का विकास	पक्षियों के प्रति मानवीय संवेदना को समझना	<a href="https://diksa.gov.in/play/collection/do_31307361355266457613823?refeferrer=utm_source%26utm_campaign%3Dshare_content">https://diksa.gov.in/play/collection/do_31307361355266457613823?refeferrer=utm_source%26utm_campaign%3Dshare_content</a>		उचित है ? सोचिए और इस आधार पर एक अनुच्छेद लिखिए?	कल्पना
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KENDRIYA VIDYALAYA SANGATHAN, RAIPUR REGION												
ACADEMIC PLANNER (2021-22)												
VI - ENGLISH												
CLASS:	VI				MAIN COURSE BOOK: HONEYSUCKLE						TOTAL CHAPTERS:	28
SUBJECT:	ENGLISH				SUPPLEMENTARY READER: A PACT WITH THE SUN						CHAPTERS FOR TERM-1: 15	CHAPTERS FOR TERM-2: 13
S. NO.	TERM	MONTH	NO. OF WORKING DAYS	UNIT NUMBER/ CHAPTER NUMBER/ NAME OF CHAPTER	TENTATIVE NUMBER OF HOURS AVAILABLE (4 PERIODS/WEEK)	TENTATIVE NUMBER OF PERIODS REQUIRED (40 MINUTES /PERIOD)	HIGHLIGHTS OF THE GENERAL LEARNING GOALS	LEARNING OUTCOMES TO BE COVERED AS PER TRALO	TEACHING LEARNING ACTIVITIES	ASSESSMENT PLANNING	ASSIGNMENTS	LINKS/URL
1	TERM-1	APRIL	24	BRIDGE COURSE	11 HOURS(16 PERIODS)	6	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATING, RESPONDING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING, SPEAKING	OVERVIEW OF THE LANGUAGE ITEMS LIKE PARTS OF SPEECH, PUNCTUATION, WRITING, TENSES, SUBJECT-VERB AGREEMENT, SENTENCE, WRITING, LSRW ACTIVITIES, ETC.	QUIZ THROUGH GOOGLE FORM, QUESTIONNAIRE	EXERCISES BASED ON RESPECTIVE TOPICS, MCQ	USE SUITABLE LINKS IF REQUIRED
				WHO DID PATRICK'S HOMEWORK?		4	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK- INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE. USING SYNONYMS/ANTONY	1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER 2. STUDENTS' FEELINGS ABOUT DOING HOMEWORK 3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER 4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED 5. CRITICAL ANALYSIS OF THE CHARACTERS BY THE STUDENTS 6. DRAMATIZATION OF THE CHAPTER BY THE STUDENTS 7. NARRATION OF A SIMILAR	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS	PRIOR READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE TEXT' IN FAIR NOTEBOOKS, SOLVING 'WORKING WITH LANGUAGE' IN THE BOOK WITH A PENCIL IN CLASSROOM, WRITING/SPEAKING TASKS,	<a href="https://diksha.gov.in/play/collecton/do_31310347507664486411406?">https://diksha.gov.in/play/collecton/do_31310347507664486411406?</a>



					MS, DEDUCING WORD MEANINGS FROM CLUES IN CONTEXT WHILE READING A VARIETY OF TEXTS IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR APPROPRIATE APPLICATION IN LANGUAGE. RESPONDING TO A VARIETY OF QUESTIONS ON VARIOUS TEXTS VERBALLY AND IN WRITING TO DEMONSTRATE COMPREHENSION SKILLS.	STORY BY THE STUDENTS 8. DEBATE/SPEECH 9. WRITING ACTIVITY 10. CROSSWORD 11. WORKING WITH LANGUAGE		ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED		
				A HOUSE, A HOME	1 TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	RECITES AND SHARES POEMS, SONGS, JOKES, RIDDLES, TONGUE TWISTERS, ETC., IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE AND COMMUNICATION SKILLS. PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK- INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE. READS A VARIETY OF TEXTS IN ENGLISH AND IDENTIFIES MAIN IDEAS, CHARACTERS, SEQUENCE OF IDEAS AND EVENTS AND RELATES WITH HIS/HER PERSONAL EXPERIENCE TO DEMONSTRATE REFLECTION SKILLS. IDENTIFIES AND APPRECIATES SIGNIFICANT LITERARY ELEMENTS SUCH AS - METAPHOR, IMAGERY, SYMBOL, SIMILE, ONOMATOPOEIA,	1. INTRODUCTORY QUESTIONS RELATED TO THE POEM BY THE TEACHER 2. STUDENTS' FEELINGS ABOUT THEIR HOMES 3. MODEL RECITATION BY THE TEACHER 4. CHORAL RECITATION BY THE STUDENTS 5. RECITATION BY INDIVIDUAL STUDENTS, IF REQUIRED 6. EXPLANATION OF THE POEM BY THE TEACHER 7. EXPLORING COMPOSER'S USE OF LANGUAGE AND LITERARY DEVICES 8. DRAMATIZATION/ROLE PLAY 9. WRITING ACTIVITY 10. WORKING WITH THE POEM 11. INDIVIDUAL AND PAIR ACTIVITIES	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS/PERCEPTION IN CORRECT GRAMMATICAL FORM	PRIOR READING OF THE POEM INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE POEM' IN FAIR NOTEBOOKS, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/collecton/do_31310347507664486411406?">https://diksha.gov.in/play/collecton/do_31310347507664486411406?</a>



					INTENTION/POINT OF VIEW, RHYME SCHEME, ETC., IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR SIGNIFICANCE IN LITERATURE AND NARRATIVES. WRITES COHERENTLY WITH FOCUS ON APPROPRIATE BEGINNING , MIDDLE AND END IN ENGLISH. READS DIFFERENT KINDS OF TEXTS SUCH AS PROSE, POETRY, PLAY FOR UNDERSTANDING, APPRECIATION AND TO WRITE ANSWERS OF QUESTIONS IN ORDER TO DEMONSTRATE COMPREHENSION AND INFERENTIAL SKILLS.				
		A TALE OF TWO BIRDS	3	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATING IN ACTIVITIES, ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCTION OF SPEECH OF GREAT SPEAKERS.USING SYNONYMS/ANTONY MS, DEDUCING WORD MEANINGS FROM CLUES. DRAFTING, REVISING AND WRITING SHORT PARAGRAPHS BASED ON VERBAL, PRINT AND VISUAL CLUES.	1. BRIEF INTRODUCTION OF THE CONTENT BY THE TEACHER 2. READING OF THE TEXTUAL QUESTIONS BY THE STUDENTS 3. PAIRING OF THE STUDENTS AND READING OF THE TEXT BY THEM 4. DISCUSSION OF THE ANSWERS TO THE TEXTUAL QUESTIONS BY THE STUDENTS 5. ANY WRITING, LISTENING OR FURTHER ORAL PRACTICE BY THE STUDENTS	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINIONS/PERCEPTION	CLASSROOM READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK FROM THEIR DICTIONARIES, FINDING ANSWERS TO THE TEXTUAL QUESTIONS IN PAIRS , COMPARING THE ANSWERS WITH OTHER PAIRS IN THE CLASSROOM, WRITING/SPEAKING TASKS IN THE CLASSROOM, DOING TEXTUAL QUESTIONS IN FAIR NOTEBOOKS FROM HOME, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/collecton/do_3131034750789222401965">https://diksha.gov.in/play/collecton/do_3131034750789222401965</a>
		WRITING: NOTICE (LOST AND FOUND)	2	TO DEVELOP THE STUDENTS INTO EXCELLING WRITERS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING	INTRODUCTION OF NOTICE WRITING WILL BE GIVEN, PURPOSE OF NOTICE WRITING AND FORMAT OF NOTICE WRITING WILL BE EXPLAINED	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.	PROBLEMS OF NOTICE WRITING WILL BE GIVEN.	<a href="https://www.youtube.com/watch?v=Xms7y5Z5Fdc">https://www.youtube.com/watch?v=Xms7y5Z5Fdc</a>



2	MAY-JUNE	10	THE KITE	5 HOURS(7 PERIODS)	2	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	RECITES AND SHARES POEMS, SONGS, JOKES, RIDDLES, TONGUE TWISTERS, ETC., IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE AND COMMUNICATION SKILLS. PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK- INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE. USES SYNONYMS/ANTONYMS, DEDUCES WORD MEANINGS FROM CLUES IN CONTEXT WHILE READING A VARIETY OF TEXTS IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR APPROPRIATE APPLICATION IN LANGUAGE. IDENTIFIES AND APPRECIATES SIGNIFICANT LITERARY ELEMENTS SUCH AS - METAPHOR, IMAGERY, SYMBOL, SIMILE, ONOMATOPOEIA, INTENTION/POINT OF VIEW, RHYME SCHEME, ETC., IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR SIGNIFICANCE IN LITERATURE AND NARRATIVES. WRITES COHERENTLY WITH FOCUS ON APPROPRIATE BEGINNING , MIDDLE AND END IN ENGLISH. READS DIFFERENT KINDS OF TEXTS SUCH AS PROSE, POETRY, PLAY FOR UNDERSTANDING, APPRECIATION AND	1. INTRODUCTORY QUESTIONS RELATED TO THE POEM BY THE TEACHER 2. STUDENTS' FEELINGS AND OPINIONS ABOUT FLYING A KITE 3. MODEL RECITATION BY THE TEACHER 4. CHORAL RECITATION BY THE STUDENTS 5. RECITATION BY INDIVIDUAL STUDENTS, IF REQUIRED 6. EXPLANATION OF THE POEM BY THE TEACHER 7. EXPLORING COMPOSER'S USE OF LANGUAGE AND LITERARY DEVICES 8. SPEAKING ON HOW TO FLY A KITE 9. WRITING ACTIVITY 10. WORKING WITH THE POEM 11. INDIVIDUAL AND PAIR ACTIVITIES	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS/PERCEPTION IN CORRECT GRAMMATICAL FORM	PRIOR READING OF THE POEM INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE POEM' IN FAIR NOTEBOOKS, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/collecton/do_31310347507664486411406">https://diksha.gov.in/play/collecton/do_31310347507664486411406</a>
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							TO WRITE ANSWERS OF QUESTIONS IN ORDER TO DEMONSTRATE COMPREHENSION AND INFERENCE SKILLS.					
				HOW THE DOG FOUND HIMSELF A NEW MASTER!		5	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK- INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE. USE SYNONYMS/ANTONYMS, DEDUCES WORD MEANINGS FROM CLUES IN CONTEXT WHILE READING A VARIETY OF TEXTS IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR APPROPRIATE APPLICATION IN LANGUAGE. WRITING MESSAGES, INVITATIONS, SHORT PARAGRAPHS AND LETTERS (FORMAL AND INFORMAL) AND WITH A SENSE OF AUDIENCE. RESPONDING TO A VARIETY OF QUESTIONS ON VARIOUS TEXTS VERBALLY AND IN WRITING TO DEMONSTRATE COMPREHENSION SKILLS.	1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER 2. STUDENTS' OPINIONS ABOUT DOMESTIC ANIMALS 3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER 4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED 5. CRITICAL ANALYSIS OF THE CHARACTERS BY THE STUDENTS 6. DRAMATIZATION OF THE CHAPTER BY THE STUDENTS 7. NARRATION OF A SIMILAR STORY BY THE STUDENTS 8. DEBATE/SPEECH 9. WRITING ACTIVITY 10. CROSSWORD 11. WORKING WITH LANGUAGE	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS	PRIOR READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE TEXT' IN FAIR NOTEBOOKS, SOLVING 'WORKING WITH LANGUAGE' IN THE BOOK WITH A PENCIL IN CLASSROOM, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/collecton/do_31310347507664486411406">https://diksha.gov.in/play/collecton/do_31310347507664486411406</a>
3		JULY	25	THE FRIENDLY MONGOOSE	11 HOURS(17 PERIODS)	3	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK- INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. USING	1. BRIEF INTRODUCTION OF THE CONTENT BY THE TEACHER 2. READING OF THE TEXTUAL QUESTIONS BY THE STUDENTS 3. PAIRING OF THE STUDENTS AND READING OF THE TEXT BY THEM 4. DISCUSSION OF THE ANSWERS TO THE TEXTUAL QUESTIONS BY THE STUDENTS	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINIONS/PERCEPTION	CLASSROOM READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK FROM THEIR DICTIONARIES, FINDING ANSWERS TO THE TEXTUAL QUESTIONS IN PAIRS, COMPARING THE	<a href="https://diksha.gov.in/play/collecton/do_3131034750789222401965">https://diksha.gov.in/play/collecton/do_3131034750789222401965</a>



					SYNONYMS/ANTONYMS, DEDUCING WORD MEANINGS FROM CLUES IN CONTEXT. RESPONDING TO A VARIETY OF QUESTIONS ON VARIOUS TEXTS VERBALLY AND IN WRITING TO DEMONSTRATE COMPREHENSION SKILLS.	5. ANY WRITING, LISTENING OR FURTHER ORAL PRACTICE BY THE STUDENTS		ANSWERS WITH OTHER PAIRS IN THE CLASSROOM, WRITING/SPEAKING TASKS IN THE CLASSROOM, DOING TEXTUAL QUESTIONS IN FAIR NOTEBOOKS FROM HOME, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	
		TARO'S REWARD	5	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK- INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE. USING SYNONYMS/ANTONYMS, DEDUCING WORD MEANINGS FROM CLUES IN CONTEXT WHILE READING A VARIETY OF TEXTS IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR APPROPRIATE APPLICATION IN LANGUAGE. DRAFTS, REVISES AND WRITES SHORT PARAGRAPHS BASED ON VERBAL, PRINT AND VISUAL CLUES IN ORDER TO DEMONSTRATE EDITORIAL SKILLS. REFERS TO DICTIONARY TO CHECK MULTIPLE MEANINGS OF WORDS AND THEIR SPELLINGS, AS WELL AS REFERS TO THESAURUS TO CHECK FOR MULTIPLE WORDS FOR A WORD, IN ORDER TO DISPLAY ABILITY TO GROUP WORDS AND USE THESE WORDS IN CONTEXT. RESPONDING TO A VARIETY OF	1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER 2. STUDENTS' FEELINGS ABOUT THEIR PARENTS 3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER 4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED 5. CRITICAL ANALYSIS OF THE CHARACTERS BY THE STUDENTS 6. DRAMATIZATION OF THE CHAPTER BY THE STUDENTS 7. NARRATION OF A SIMILAR STORY BY THE STUDENTS 8. DEBATE/SPEECH 9. WRITING ACTIVITY 10. DICTATION 11. WORKING WITH LANGUAGE	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS	PRIOR READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE TEXT' IN FAIR NOTEBOOKS, SOLVING 'WORKING WITH LANGUAGE' IN THE BOOK WITH A PENCIL IN CLASSROOM, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/collecti on/do_31310347507664486411406">https://diksha.gov.in/play/collecti on/do_31310347507664486411406</a>





					QUESTIONS ON VARIOUS TEXTS VERBALLY AND IN WRITING TO DEMONSTRATE COMPREHENSION SKILLS.				
		THE QUARREL	1	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	<p>RECITES AND SHARES POEMS, SONGS, JOKES, RIDDLES, TONGUE TWISTERS, ETC., IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE AND COMMUNICATION SKILLS. PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK- INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE. READS A VARIETY OF TEXTS IN ENGLISH AND IDENTIFIES MAIN IDEAS, CHARACTERS, SEQUENCE OF IDEAS AND EVENTS AND RELATES WITH HIS/HER PERSONAL EXPERIENCE TO DEMONSTRATE REFLECTION SKILLS. IDENTIFIES AND APPRECIATES SIGNIFICANT LITERARY ELEMENTS SUCH AS - METAPHOR, IMAGERY, SYMBOL, SIMILE, ONOMATOPOEIA, INTENTION/POINT OF VIEW, RHYME SCHEME, ETC., IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR SIGNIFICANCE IN LITERATURE AND NARRATIVES. WRITES COHERENTLY WITH FOCUS ON APPROPRIATE BEGINNING , MIDDLE</p>	<p>1. INTRODUCTORY QUESTIONS RELATED TO THE POEM BY THE TEACHER 2. STUDENTS' THOUGHTS ABOUT WHY QUARRELS HAPPEN BETWEEN SIBLINGS 3. MODEL RECITATION BY THE TEACHER 4. CHORAL RECITATION BY THE STUDENTS 5. RECITATION BY INDIVIDUAL STUDENTS, IF REQUIRED 6. EXPLANATION OF THE POEM BY THE TEACHER 7. EXPLORING COMPOSER'S USE OF LANGUAGE AND LITERARY DEVICES 8. DRAMATIZATION/ROLE PLAY 9. WRITING ACTIVITY 10. WORKING WITH THE POEM 11. INDIVIDUAL AND PAIR ACTIVITIES</p>	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS/PERCEPTION IN CORRECT GRAMMATICAL FORM	PRIOR READING OF THE POEM INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE POEM' IN FAIR NOTEBOOKS, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/collecton/do_31310347507664486411406">https://diksha.gov.in/play/collecton/do_31310347507664486411406</a>



				AND END IN ENGLISH. READS DIFFERENT KINDS OF TEXTS SUCH AS PROSE, POETRY, PLAY FOR UNDERSTANDING, APPRECIATION AND TO WRITE ANSWERS OF QUESTIONS IN ORDER TO DEMONSTRATE COMPREHENSION AND INFERENTIAL SKILLS.					
		THE SHEPHERD'S TREASURE	3	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK- INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. USING SYNONYMS/ANTONYMS, DEDUCING WORD MEANINGS FROM CLUES IN CONTEXT TO DEMONSTRATE UNDERSTANDING OF THEIR APPROPRIATE APPLICATION.	1. BRIEF INTRODUCTION OF THE CONTENT BY THE TEACHER 2. READING OF THE TEXTUAL QUESTIONS BY THE STUDENTS 3. PAIRING OF THE STUDENTS AND READING OF THE TEXT BY THEM 4. DISCUSSION OF THE ANSWERS TO THE TEXTUAL QUESTIONS BY THE STUDENTS 5. ANY WRITING, LISTENING OR FURTHER ORAL PRACTICE BY THE STUDENTS	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINIONS/PERCEPTION	CLASSROOM READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK FROM THEIR DICTIONARIES, FINDING ANSWERS TO THE TEXTUAL QUESTIONS IN PAIRS, COMPARING THE ANSWERS WITH OTHER PAIRS IN THE CLASSROOM, WRITING/SPEAKING TASKS IN THE CLASSROOM, DOING TEXTUAL QUESTIONS IN FAIR NOTEBOOKS FROM HOME, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	USE SUITABLE LINKS IF REQUIRED
		WRITING: MESSAGE	1	TO DEVELOP THE STUDENTS INTO EXCELLING WRITERS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING	PURPOSE OF MESSAGE WRITING AND FORMAT WILL BE EXPLAINED, IMPORTANT POINTS WILL BE DISCUSSED.	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.	QUESTIONS OF MESSAGE WRITING WILL BE GIVEN	<a href="https://www.youtube.com/watch?v=Q0SnrFugV2Y">https://www.youtube.com/watch?v=Q0SnrFugV2Y</a>
		LETTER WRITING: FORMAL LETTER (LEAVE APPLICATION)	1	TO DEVELOP THE STUDENTS INTO EXCELLING WRITERS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING	LEAVE APPLICATION WILL BE EXPLAINED USING PRIOR KNOWLEDGE OF STUDENTS	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.	PROBLEMS WILL BE GIVEN TO STUDENTS TO DO AT HOME.	USE SUITABLE LINKS IF REQUIRED
		ACTIVITY: SPEECH/ ROLE PLAY	2	TO DEVELOP THE STUDENTS INTO IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATING, RESPONDING, QUESTIONING, DEMONSTRATING, REFERRING, DEDUCING, SPEAKING	VALUE POINTS OF SPEECH AND ROLE PLAY WILL BE DISCUSSED AND STUDENTS WILL BE ASKED TO SPEAK ON THE GIVEN TOPIC	STUDENTS WILL BE ASSESSED ON THE BASIS OF PRESENTATION, CONTENT, PRONUNCIATION AND FLUENCY, VOICE CLARITY AND VOLUME, CONFIDENCE AND	DIALOGUE WRITING, PREPARATION OF SPEECH	USE SUITABLE LINKS IF REQUIRED



									ENTHUSIASM		
			GRAMMAR: ADJECTIVES		1	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS	PARTICIPATING, RESPONDING, QUESTIONING, DEMONSTRATING, REFERRING, DEDUCING, WRITING	ADJECTIVES WILL BE EXPLAINED WITH EXAMPLE USING PRIOR KNOWLEDGE OF THE STUDENTS, KINDS OF ADJECTIVES WILL BE EXPLAINED	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.	EXERCISE QUESTIONS WILL BE ASSIGNED	USE SUITABLE LINKS IF REQUIRED
PT 1	FIRST WEEK OF AUGUST, SYLLABUS COVERED UP TO 31ST OF JULY WILL BE ASSESSED										
4	AUGUST	23	AN INDIAN-AMERICAN WOMAN IN SPACE: KALPANA CHAWLA	10 HOURS(15 PERIODS)	5	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK- INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE. USING SYNONYMS/ANTONYMS, DEDUCING WORD MEANINGS FROM CLUES IN CONTEXT WHILE READING A VARIETY OF TEXTS IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR APPROPRIATE APPLICATION IN LANGUAGE. DRAFTS, REVISES AND WRITES SHORT PARAGRAPHS BASED ON VERBAL, PRINT AND VISUAL CLUES IN ORDER TO DEMONSTRATE EDITORIAL SKILLS. RESPONDING TO A VARIETY OF QUESTIONS ON VARIOUS TEXTS VERBALLY AND IN WRITING TO DEMONSTRATE COMPREHENSION SKILLS.	1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER 2. STUDENTS' FEELINGS ABOUT GOING INTO SPACE 3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER 4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED 5. CRITICAL ANALYSIS OF THE SPACE MISSIONS BY THE STUDENTS 6. NARRATION OF A SIMILAR STORY BY THE STUDENTS 7. DEBATE/SPEECH 8. WRITING ACTIVITY 9. WORKING WITH LANGUAGE	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS	PRIOR READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE TEXT' IN FAIR NOTEBOOKS, SOLVING 'WORKING WITH LANGUAGE' IN THE BOOK WITH A PENCIL IN CLASSROOM, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/collecti on/do_31310347 50766448641140 6?referrer=utm_s ource%3Dmobile %26utm_campai gn%3Dshare_con tent&amp;contentId= do_31311767730 370969611021">https://diksha.gov.in/play/collecti on/do_31310347 50766448641140 6?referrer=utm_s ource%3Dmobile %26utm_campai gn%3Dshare_con tent&amp;contentId= do_31311767730 370969611021</a>



				<b>BEAUTY</b>			<b>2</b> TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	RECITES AND SHARES POEMS, SONGS, JOKES, RIDDLES, TONGUE TWISTERS, ETC., IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE AND COMMUNICATION SKILLS. USING SYNONYMS/ANTONYMS, DEDUCES WORD MEANINGS FROM CLUES IN CONTEXT WHILE READING A VARIETY OF TEXTS IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR APPROPRIATE APPLICATION IN LANGUAGE. PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK- INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE. IDENTIFIES AND APPRECIATES SIGNIFICANT LITERARY ELEMENTS SUCH AS - METAPHOR, IMAGERY, SYMBOL, SIMILE, ONOMATOPOEIA, INTENTION/POINT OF VIEW, RHYME SCHEME, ETC., IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR SIGNIFICANCE IN LITERATURE AND NARRATIVES. WRITES COHERENTLY WITH FOCUS ON APPROPRIATE BEGINNING , MIDDLE AND END IN ENGLISH. READS DIFFERENT KINDS OF TEXTS SUCH AS PROSE, POETRY, PLAY FOR UNDERSTANDING,	1. INTRODUCTORY QUESTIONS RELATED TO THE POEM BY THE TEACHER 2. STUDENTS' OPINIONS ABOUT BEAUTY 3. MODEL RECITATION BY THE TEACHER 4. CHORAL RECITATION BY THE STUDENTS 5. RECITATION BY INDIVIDUAL STUDENTS, IF REQUIRED 6. EXPLANATION OF THE POEM BY THE TEACHER 7. EXPLORING COMPOSER'S USE OF LANGUAGE AND LITERARY DEVICES 8. MORE DESCRIPTION OF BEAUTY BY STUDENTS 9. WRITING ACTIVITY 10. WORKING WITH THE POEM 11. INDIVIDUAL AND PAIR ACTIVITIES	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS/PERCEPTION IN CORRECT GRAMMATICAL FORM	PRIOR READING OF THE POEM INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE POEM' IN FAIR NOTEBOOKS, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/collecton/do_31310347507664486411406">https://diksha.gov.in/play/collecton/do_31310347507664486411406</a>
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					APPRECIATION AND TO WRITE ANSWERS OF QUESTIONS IN ORDER TO DEMONSTRATE COMPREHENSION AND INFERENCE SKILLS.						
				THE OLD-CLOCK SHOP	3	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK- INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE. WRITING GRAMMATICALLY CORRECT SENTENCES FOR A VARIETY OF SITUATIONS IN ORDER TO DEMONSTRATE APPROPRIATE USAGE OF NOUN, PRONOUN, VERB, ADVERB, ETC. USING MEANINGFUL SENTENCES TO DESCRIBE/NARRATE FACTUAL/IMAGINARY SITUATIONS IN SPEECH AND WRITING IN ORDER TO DEMONSTRATE COMMUNICATION SKILLS. READS A VARIETY OF TEXTS IN ENGLISH AND IDENTIFIES MAIN IDEAS, CHARACTERS, SEQUENCE OF IDEAS AND EVENTS AND RELATES WITH HIS/HER PERSONAL EXPERIENCE TO DEMONSTRATE REFLECTION SKILLS. RESPONDING TO A VARIETY OF QUESTIONS ON VARIOUS TEXTS VERBALLY AND IN WRITING TO DEMONSTRATE COMPREHENSION SKILLS.	1. BRIEF INTRODUCTION OF THE CONTENT BY THE TEACHER 2. READING OF THE TEXTUAL QUESTIONS BY THE STUDENTS 3. PAIRING OF THE STUDENTS AND READING OF THE TEXT BY THEM 4. DISCUSSION OF THE ANSWERS TO THE TEXTUAL QUESTIONS BY THE STUDENTS 5. ANY WRITING, LISTENING OR FURTHER ORAL PRACTICE BY THE STUDENTS	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINIONS/PERCEPTION	CLASSROOM READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK FROM THEIR DICTIONARIES, FINDING ANSWERS TO THE TEXTUAL QUESTIONS IN PAIRS, COMPARING THE ANSWERS WITH OTHER PAIRS IN THE CLASSROOM, WRITING/SPEAKING TASKS IN THE CLASSROOM, DOING TEXTUAL QUESTIONS IN FAIR NOTEBOOKS FROM HOME, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	USE SUITABLE LINKS IF REQUIRED



				WRITING: PARAGRAPH WRITING		1	TO DEVELOP THE STUDENTS INTO EXCELLING WRITERS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING	DISCUSSION ON MAIN PARTS OF PARAGRAPH WRITING WITH SAMPLE	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.	TOPICS FOR PARAGRAPH WRITING	USE SUITABLE LINKS IF REQUIRED
				GRAMMAR: ARTICLES, PRONOUNS & VERB FORMS		4	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS	PARTICIPATING, RESPONDING, QUESTIONING, DEMONSTRATING, REFERRING, DEDUCING, WRITING	USING PRIOR KNOWLEDGE OF STUDENTS ARTICLES, PRONOUNS AND VERB FORMS WILL BE EXPLAINED WITH EXAMPLES	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.	EXERCISE QUESTIONS WILL BE ASSIGNED	USE SUITABLE LINKS IF REQUIRED
5	SEPTEMBER	24	A DIFFERENT KIND OF SCHOOL	11 HOURS(16 PERIODS)	5	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK-INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE. USING SYNONYMS/ANTONYMS, DEDUCING WORD MEANINGS FROM CLUES IN CONTEXT WHILE READING A VARIETY OF TEXTS IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR APPROPRIATE APPLICATION IN LANGUAGE. DRAFTS, REVISES AND WRITES SHORT PARAGRAPHS BASED ON VERBAL, PRINT AND VISUAL CLUES IN ORDER TO DEMONSTRATE EDITORIAL SKILLS. REFERS TO DICTIONARY TO CHECK MULTIPLE MEANINGS OF WORDS AND THEIR SPELLINGS, AS WELL AS REFERS TO THESAURUS TO CHECK FOR MULTIPLE WORDS FOR A WORD, IN ORDER TO DISPLAY ABILITY TO GROUP WORDS AND USE THESE WORDS IN	1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER 2. STUDENTS' FEELINGS ABOUT THEIR SCHOOL 3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER 4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED 5. CRITICAL ANALYSIS OF THE CHARACTERS BY THE STUDENTS 6. DRAMATIZATION OF THE CHAPTER BY THE STUDENTS 7. NARRATION OF A SIMILAR STORY BY THE STUDENTS 8. DEBATE/SPEECH 9. WRITING ACTIVITY 10. WORKING WITH LANGUAGE	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS	PRIOR READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE TEXT' IN FAIR NOTEBOOKS, SOLVING 'WORKING WITH LANGUAGE' IN THE BOOK WITH A PENCIL IN CLASSROOM, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/collecton/do_31310347507664486411406?">https://diksha.gov.in/play/collecton/do_31310347507664486411406?</a>	



					CONTEXT. RESPONDING TO A VARIETY OF QUESTIONS ON VARIOUS TEXTS VERBALLY AND IN WRITING TO DEMONSTRATE COMPREHENSION SKILLS.						
				WHERE DO ALL THE TEACHERS GO?	2	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	RESPONDS TO A VARIETY OF QUESTIONS ON FAMILIAR AND UNFAMILIAR TEXTS, VERBALLY AND IN WRITING IN ORDER TO DEMONSTRATE COMPREHENSION SKILLS. RECITES AND SHARES POEMS, SONGS, JOKES, RIDDLES, TONGUE TWISTERS, ETC., IN ORDER TO DEMONSTRATE FLUNCY IN LANGUAGE AND COMMUNICATION SKILLS. USING SYNONYMS/ANTONY MS, DEDUCES WORD MEANINGS FROM CLUES IN CONTEXT WHILE READING A VARIETY OF TEXTS IN ORDER TO DEMONSTRATE UNERSTANDING OF THEIR APPROPRIATE APPLICATION IN LANGUAGE. PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK- INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE. RAISES QUESTIONS/DISCUSSE S THE IDEAS OF THE TEXT IN ORDER TO ANALYSE THE TEXT AND PROVIDE	1. INTRODUCTORY QUESTIONS RELATED TO THE POEM BY THE TEACHER 2.STUDENTS' FEELINGS ABOUT THEIR TEACHERS 3. MODEL RECITATION BY THE TEACHER 4. CHORAL RECITATION BY THE STUDENTS 5. RECITATION BY INDIVIDUAL STUDENTS, IF REQUIRED 6. EXPLANATION OF THE POEM BY THE TEACHER 7. EXPLORING COMPOSER'S USE OF LANGUAGE AND LITERARY DEVICES 8. SPEECH ON TEACHERS BY THESTUDENTS 9. WRITING ACTIVITY 10. WORKING WITH THE POEM 11. INDIVIDUAL AND PAIR ACTIVITIES	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS/PERC EPTION IN CORRECT GRAMMATICAL FORM	PRIOR READING OF THE POEM INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE POEM' IN FAIR NOTEBOOKS, WRITING/SPEAKIN G TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/collecton/do_31310347507664486411406">https://diksha.gov.in/play/collecton/do_31310347507664486411406</a>



				SOLUTIONS TO THE PROBLEMS RAISED. IDENTIFIES AND APPRECIATES SIGNIFICANT LITERARY ELEMENTS SUCH AS - METAPHOR, IMAGERY, SYMBOL, SIMILE, ONOMATOPOEIA, INTENTION/POINT OF VIEW, RHYME SCHEME, ETC., IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR SIGNIFICANCE IN LITERATURE AND NARRATIVES. WRITES COHERENTLY WITH FOCUS ON APPROPRIATE BEGINNING , MIDDLE AND END IN ENGLISH. READS DIFFERENT KINDS OF TEXTS SUCH AS PROSE, POETRY, PLAY FOR UNDERSTANDING, APPRECIATION AND TO WRITE ANSWERS OF QUESTIONS IN ORDER TO DEMONSTRATE COMPREHENSION AND INFERENTIAL SKILLS.					
		TANSEN	3	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK- INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE. WRITING GRAMMATICALLY CORRECT SENTENCES FOR A VARIETY OF SITUATIONS IN ORDER TO DEMONSTRATE APPROPRIATE USAGE OF NOUN, PRONOUN, VERB, ADVERB, DETERMINERS, ETC. USING MEANINGFUL SENTENCES TO DESCRIBE/NARRATE	1. BRIEF INTRODUCTION OF THE CONTENT BY THE TEACHER 2. READING OF THE TEXTUAL QUESTIONS BY THE STUDENTS 3. PAIRING OF THE STUDENTS AND READING OF THE TEXT BY THEM 4. DISCUSSION OF THE ANSWERS TO THE TEXTUAL QUESTIONS BY THE STUDENTS 5. ANY WRITING, LISTENING OR FURTHER ORAL PRACTICE BY THE STUDENTS	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINIONS/PERCEPTION	CLASSROOM READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK FROM THEIR DICTIONARIES, FINDING ANSWERS TO THE TEXTUAL QUESTIONS IN PAIRS , COMPARING THE ANSWERS WITH OTHER PAIRS IN THE CLASSROOM, WRITING/SPEAKING TASKS IN THE CLASSROOM, DOING TEXTUAL QUESTIONS IN FAIR NOTEBOOKS FROM HOME, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/collecton/do_3131034750789222401965">https://diksha.gov.in/play/collecton/do_3131034750789222401965</a>





								FACTUAL/IMAGINARY SITUATIONS IN SPEECH AND WRITING IN ORDER TO DEMONSTRATE COMMUNICATION SKILLS. READS A VARIETY OF TEXTS IN ENGLISH AND IDENTIFIES MAIN IDEAS, CHARACTERS, SEQUENCE OF IDEAS AND EVENTS AND RELATES WITH HIS/HER PERSONAL EXPERIENCE TO DEMONSTRATE REFLECTION SKILLS. RESPONDING TO A VARIETY OF QUESTIONS ON VARIOUS TEXTS VERBALLY AND IN WRITING TO DEMONSTRATE COMPREHENSION SKILLS.				
				WRITING: STORY WRITING	2	TO DEVELOP THE STUDENTS INTO EXCELLING WRITERS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING	SALIENT FEATURES OF GOOD STORY WRITING WILL BE DISCUSSED WITH EXAMPLE	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN CONTAINING OUTLINES OF A STORY.	BEGINNING OF THE STORY WILL BE GIVEN AND STUDENTS WILL BE ASKED TO COMPLETE THE STORY	USE SUITABLE LINKS IF REQUIRED	
				LISTENING ACTIVITY	1	TO DEVELOP THE STUDENTS INTO FINER LISTENERS, INGENIOUS THINKERS	PARTICIPATING, RESPONDING, DEMONSTRATING, REFERRING, DEDUCING, LISTENING	STORY WILL BE READ OR ANY AUDIO OR VIDEO CLIPPING CAN BE USED	STUDENTS WILL BE ASSESSED ON THE BASIS OF ATTENTION, INTERPRETATION, COMPREHENSION, ACCURACY AND ORGANISATION	LISTENING PRACTICE TOPICS, ACTIVITIES WILL BE SUGGESTED	USE SUITABLE LINKS IF REQUIRED	
				INTEGRATED GRAMMAR EXERCISES (EDITING, SENTENCE REORDERING)	3	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS	PARTICIPATING, RESPONDING, QUESTIONING, DEMONSTRATING, REFERRING, DEDUCING, WRITING	INTEGRATED GRAMMAR WILL BE TAUGHT USING PRIOR KNOWLEDGE OF THE STUDENTS	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.	INTEGRATED GRAMMAR EXERCISES	USE SUITABLE LINKS IF REQUIRED	
<b>HALF YEARLY EXAMINATION: FIRST/SECOND WEEK OF OCTOBER, ENTIRE SYLLABUS OF TERM-1 WILL BE ASSESSED</b>												
6	TERM-2	OCTOBER	15	REVISION FOR HALF YEARLY EXAMINATION	7 HOURS(10 PERIODS)	4 TO 6	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING, SPEAKING	DETAILED REVISION WORK WILL BE DONE FOR THE EXAMS	CLARIFICATION OF DOUBTS, PRACTICE QUESTION/S, WORKSHEETS WILL BE GIVEN.	ASSIGNMENTS RELATED TO REVISION WORK WILL BE GIVEN EVERY DAY	USE SUITABLE LINKS IF REQUIRED



				WHO I AM			HUMAN BEINGS					
						4	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK- INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE. USING SYNONYMS/ANTONYMS, DEDUCING WORD MEANINGS FROM CLUES IN CONTEXT WHILE READING A VARIETY OF TEXTS IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR APPROPRIATE APPLICATION IN LANGUAGE. DRAFTS, REVISES AND WRITES SHORT PARAGRAPHS BASED ON VERBAL, PRINT AND VISUAL CLUES IN ORDER TO DEMONSTRATE EDITORIAL SKILLS. RESPONDING TO A VARIETY OF QUESTIONS ON VARIOUS TEXTS VERBALLY AND IN WRITING TO DEMONSTRATE COMPREHENSION SKILLS.	1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER 2. STUDENTS' OPINIONS ABOUT THEMSELVES 3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER 4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED 5. CRITICAL ANALYSIS OF THE CHARACTERS BY THE STUDENTS 6. DRAMATIZATION OF THE CHAPTER BY THE STUDENTS 7. DISCUSSION ABOUT MULTIPLE INTELLIGENCES 8. DEBATE/SPEECH 9. WRITING ACTIVITY 10. WORKING WITH LANGUAGE	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS	PRIOR READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE TEXT' IN FAIR NOTEBOOKS, SOLVING 'WORKING WITH LANGUAGE' IN THE BOOK WITH A PENCIL IN CLASSROOM, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/pl/ay/content/do_3131568967350108161124">https://diksha.gov.in/pl/ay/content/do_3131568967350108161124</a>
7		NOVEMBER	20	THE WONDERFUL WORDS	9 HOURS(13 PERIODS)	1	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	RECITES AND SHARES POEMS, SONGS, JOKES, RIDDLES, TONGUE TWISTERS, ETC., IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE AND COMMUNICATION SKILLS. PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK- INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING	1. INTRODUCTORY QUESTIONS RELATED TO THE POEM BY THE TEACHER 2. STUDENTS' OPINIONS ABOUT LANGUAGES AND WORDS 3. MODEL RECITATION BY THE TEACHER 4. CHORAL RECITATION BY THE STUDENTS 5. RECITATION BY INDIVIDUAL STUDENTS, IF REQUIRED 6. EXPLANATION OF THE POEM BY THE TEACHER 7. EXPLORING COMPOSER'S USE OF LANGUAGE AND LITERARY DEVICES	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS/PERCEPTION IN CORRECT GRAMMATICAL FORM	PRIOR READING OF THE POEM INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE POEM' IN FAIR NOTEBOOKS, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/pl/ay/content/do_3131255666256117761358">https://diksha.gov.in/pl/ay/content/do_3131255666256117761358</a>



					<p>SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE. IDENTIFIES AND APPRECIATES SIGNIFICANT LITERARY ELEMENTS SUCH AS - METAPHOR, IMAGERY, SYMBOL, SIMILE, ONOMATOPOEIA, INTENTION/POINT OF VIEW, RHYME SCHEME, ETC., IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR SIGNIFICANCE IN LITERATURE AND NARRATIVES. READS A VARIETY OF TEXTS IN ENGLISH AND IDENTIFIES MAIN IDEAS, CHARACTERS, SEQUENCE OF IDEAS AND EVENTS AND RELATES WITH HIS/HER PERSONAL EXPERIENCES IN ORDER TO DEMONSTRATE REFLECTION SKILLS. WRITES MESSAGES, INVITATIONS, SHORT PARAGRAPHS AND LETTERS (FORMAL AND INFORMAL) AND WITH A SENSE OF AUDIENCE. READS DIFFERENT KINDS OF TEXTS SUCH AS PROSE, POETRY, PLAY FOR UNDERSTANDING, APPRECIATION AND TO WRITE ANSWERS OF QUESTIONS IN ORDER TO DEMONSTRATE COMPREHENSION AND INFERRENTIAL SKILLS.</p>	<p>8. SPEECH ON USE OF WORDS 9. WRITING ACTIVITY 10. WORKING WITH THE POEM 11. INDIVIDUAL AND PAIR ACTIVITIES</p>					
				<p>THE MONKEY AND THE CROCODILE</p>	<p>3</p>	<p>TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS</p>	<p>PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK- INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS,</p>	<p>1. BRIEF INTRODUCTION OF THE CONTENT BY THE TEACHER 2. READING OF THE TEXTUAL QUESTIONS BY THE STUDENTS 3. PAIRING OF THE STUDENTS AND READING OF THE TEXT BY THEM 4. DISCUSSION OF THE ANSWERS TO THE TEXTUAL</p>	<p>QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINIONS/PERCEPTION</p>	<p>CLASSROOM READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK FROM THEIR DICTIONARIES, FINDING ANSWERS TO THE TEXTUAL QUESTIONS IN</p>	<p><a href="https://diksha.gov.in/pl/ay/content/do_3131568/89350627328198">https://diksha.gov.in/pl/ay/content/do_3131568/89350627328198</a></p>



					HUMAN BEINGS	STORYTELLING, ETC. IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE. WRITING GRAMMATICALLY CORRECT SENTENCES FOR A VARIETY OF SITUATIONS IN ORDER TO DEMONSTRATE APPROPRIATE USAGE OF NOUN, PRONOUN, VERB, ADVERB, DETERMINERS, ETC. USING MEANINGFUL SENTENCES TO DESCRIBE/NARRATE FACTUAL/IMAGINARY SITUATIONS IN SPEECH AND WRITING IN ORDER TO DEMONSTRATE COMMUNICATION SKILLS. READS A VARIETY OF TEXTS IN ENGLISH AND IDENTIFIES MAIN IDEAS, CHARACTERS, SEQUENCE OF IDEAS AND EVENTS AND RELATES WITH HIS/HER PERSONAL EXPERIENCE TO DEMONSTRATE REFLECTION SKILLS. RESPONDING TO A VARIETY OF QUESTIONS ON VARIOUS TEXTS VERBALLY AND IN WRITING TO DEMONSTRATE COMPREHENSION SKILLS.	QUESTIONS BY THE STUDENTS 5. ANY WRITING, LISTENING OR FURTHER ORAL PRACTICE BY THE STUDENTS		PAIRS , COMPARING THE ANSWERS WITH OTHER PAIRS IN THE CLASSROOM, WRITING/SPEAKING TASKS IN THE CLASSROOM, DOING TEXTUAL QUESTIONS IN FAIR NOTEBOOKS FROM HOME, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED
	FAIR PLAY	4	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK- INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE. USING SYNONYMS/ANTONYMS, DEDUCING WORD MEANINGS FROM	1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER 2. STUDENTS' FEELINGS ABOUT THEIR BEST FRIEND 3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER 4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED 5. CRITICAL ANALYSIS OF THE CHARACTERS BY THE STUDENTS 6. DRAMATIZATION OF THE CHAPTER BY THE STUDENTS 7. NARRATION OF A SIMILAR STORY BY THE STUDENTS 8. DEBATE/SPEECH	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS	PRIOR READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE TEXT' IN FAIR NOTEBOOKS, SOLVING 'WORKING WITH LANGUAGE' IN THE BOOK WITH A PENCIL IN CLASSROOM, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED	<a href="https://diksha.gov.in/play/content/do_3131920735542394881501">https://diksha.gov.in/play/content/do_3131920735542394881501</a>	



						<p>CLUES IN CONTEXT WHILE READING A VARIETY OF TEXTS IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR APPROPRIATE APPLICATION IN LANGUAGE. DRAFTS, REVISES AND WRITES SHORT PARAGRAPHS BASED ON VERBAL, PRINT AND VISUAL CLUES IN ORDER TO DEMONSTRATE EDITORIAL SKILLS. RESPONDING TO A VARIETY OF QUESTIONS ON VARIOUS TEXTS VERBALLY AND IN WRITING TO DEMONSTRATE COMPREHENSION SKILLS.</p>	<p>9. WRITING ACTIVITY 10. DICTATION 11. WORKING WITH LANGUAGE</p>		<p>PROJECT TASK IF REQUIRED</p>		
				<b>A GAME OF CHANCE</b>	<b>4</b>	<p>TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS</p>	<p>PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK- INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE. WRITING GRAMMATICALLY CORRECT SENTENCES FOR A VARIETY OF SITUATIONS IN ORDER TO DEMONSTRATE APPROPRIATE USAGE OF NOUN, PRONOUN, VERB, ADVERB, DETERMINERS, ETC. READS A VARIETY OF TEXTS IN ENGLISH AND IDENTIFIES MAIN IDEAS, CHARACTERS, SEQUENCE OF IDEAS AND EVENTS AND RELATES WITH HIS/HER PERSONAL EXPERIENCE TO DEMONSTRATE REFLECTION SKILLS. WRITES MESSAGES, INVITATIONS, SHORT</p>	<p>1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER 2. STUDENTS' OPINIONS ABOUT GAME OF CHANCE 3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER 4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED 5. CRITICAL ANALYSIS OF THE CHARACTERS BY THE STUDENTS 6. DRAMATIZATION OF THE CHAPTER BY THE STUDENTS 7. NARRATION OF A SIMILAR STORY BY THE STUDENTS 8. DEBATE/SPEECH 9. READING ALOUD ACTIVITY 10. DICTATION 11. CONVERSATION ACTIVITY 12. WORKING WITH LANGUAGE</p>	<p>QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS</p>	<p>PRIOR READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE TEXT' IN FAIR NOTEBOOKS, SOLVING 'WORKING WITH LANGUAGE' IN THE BOOK WITH A PENCIL IN CLASSROOM, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED</p>	<p><a href="https://diksha.gov.in/plav/content/do_31313404385560985611980">https://diksha.gov.in/plav/content/do_31313404385560985611980</a></p>



							PARAGRAPHS AND LETTERS (FORMAL AND INFORMAL) AND WITH A SENSE OF AUDIENCE. RESPONDING TO A VARIETY OF QUESTIONS ON VARIOUS TEXTS VERBALLY AND IN WRITING TO DEMONSTRATE COMPREHENSION SKILLS.					
				LETTER WRITING: INFORMAL LETTER		1	TO DEVELOP THE STUDENTS INTO EXCELLING WRITERS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING	INFORMAL LETTER WILL BE EXPLAINED USING PRIOR KNOWLEDGE OF STUDENTS	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.	INFORMAL LETTER PROBLEMS WILL BE GIVEN	USE SUITABLE LINKS IF REQUIRED
				ACTIVITY: WRITING (FROM HOME)		0	TO DEVELOP THE STUDENTS INTO EXCELLING WRITERS	PARTICIPATING, RESPONDING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING	A WRITING ACTIVITY WILL BE ASSIGNED TO BE DONE FROM HOME	STUDENTS WILL BE ASSESSED ON THE BASIS OF FORMAT, CONTENT, ORGANISATION, CREATIVITY AND ORIGINALITY, VOCABULARY AND GRAMMAR	A WRITING ACTIVITY WILL BE ASSIGNED	USE SUITABLE LINKS IF REQUIRED
8	DECEMBER	18	THE WONDER CALLED SLEEP	8 HOURS(12 PERIODS)	2	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK-INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE. WRITING MESSAGES, INVITATIONS, SHORT PARAGRAPHS AND LETTERS (FORMAL AND INFORMAL) AND WITH A SENSE OF AUDIENCE. READS VARIOUS TYPES OF WRITING SUCH AS MESSAGES, NOTICES, LETTERS, REPORT, BIOGRAPHY, DIARY ENTRY, TRAVELOGUE, ETC. IN ORDER TO UNDERSTAND THE CONTEXT IN WHICH THEY ARE WRITTEN. REFERS TO DICTIONARY TO CHECK	1. BRIEF INTRODUCTION OF THE CONTENT BY THE TEACHER 2. READING OF THE TEXTUAL QUESTIONS BY THE STUDENTS 3. PAIRING OF THE STUDENTS AND READING OF THE TEXT BY THEM 4. DISCUSSION OF THE ANSWERS TO THE TEXTUAL QUESTIONS BY THE STUDENTS 5. ANY WRITING, LISTENING OR FURTHER ORAL PRACTICE BY THE STUDENTS	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINIONS/PERCEPTION	CLASSROOM READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK FROM THEIR DICTIONARIES, FINDING ANSWERS TO THE TEXTUAL QUESTIONS IN PAIRS, COMPARING THE ANSWERS WITH OTHER PAIRS IN THE CLASSROOM, WRITING/SPEAKING TASKS IN THE CLASSROOM, DOING TEXTUAL QUESTIONS IN FAIR NOTEBOOKS FROM HOME, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/content/do_3129911199409274881163">https://diksha.gov.in/play/content/do_3129911199409274881163</a>	



					MULTIPLE MEANINGS OF WORDS AND THEIR SPELLINGS, AS WELL AS REFERS TO THESAURUS TO CHECK FOR MULTIPLE WORDS FOR A WORD, IN ORDER TO DISPLAY ABILITY TO GROUP WORDS AND USE THESE WORDS IN CONTEXT. RESPONDING TO A VARIETY OF QUESTIONS ON VARIOUS TEXTS VERBALLY AND IN WRITING TO DEMONSTRATE COMPREHENSION SKILLS.			
VOCATION	2	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	RECITES AND SHARES POEMS, SONGS, JOKES, RIDDLES, TONGUE TWISTERS, ETC., IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE AND COMMUNICATION SKILLS. PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK- INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE. READS A VARIETY OF TEXTS IN ENGLISH AND IDENTIFIES MAIN IDEAS, CHARACTERS, SEQUENCE OF IDEAS AND EVENTS AND RELATES WITH HIS/HER PERSONAL EXPERIENCE TO DEMONSTRATE REFLECTION SKILLS. IDENTIFIES AND APPRECIATES SIGNIFICANT LITERARY ELEMENTS SUCH AS - METAPHOR, IMAGERY, SYMBOL, SIMILE, ONOMATOPOEIA,	1. INTRODUCTORY QUESTIONS RELATED TO THE POEM BY THE TEACHER 2. STUDENTS' THOUGHTS ABOUT WHAT THEY WANT TO BE 3. MODEL RECITATION BY THE TEACHER 4. CHORAL RECITATION BY THE STUDENTS 5. RECITATION BY INDIVIDUAL STUDENTS, IF REQUIRED 6. EXPLANATION OF THE POEM BY THE TEACHER 7. EXPLORING COMPOSER'S USE OF LANGUAGE AND LITERARY DEVICES 8. DRAMATIZATION/ROLE PLAY/SPEECH 9. WRITING ACTIVITY 10. WORKING WITH THE POEM 11. INDIVIDUAL AND PAIR ACTIVITIES	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS/PERCEPTION IN CORRECT GRAMMATICAL FORM	PRIOR READING OF THE POEM INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE POEM' IN FAIR NOTEBOOKS, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/plav/content/do_3131340452026695681936">https://diksha.gov.in/plav/content/do_3131340452026695681936</a> , <a href="https://diksha.gov.in/plav/content/do_31313404638003200012048">https://diksha.gov.in/plav/content/do_31313404638003200012048</a>	



				INTENTION/POINT OF VIEW, RHYME SCHEME, ETC., IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR SIGNIFICANCE IN LITERATURE AND NARRATIVES. WRITES COHERENTLY WITH FOCUS ON APPROPRIATE BEGINNING, MIDDLE AND END IN ENGLISH. READS DIFFERENT KINDS OF TEXTS SUCH AS PROSE, POETRY, PLAY FOR UNDERSTANDING, APPRECIATION AND TO WRITE ANSWERS OF QUESTIONS IN ORDER TO DEMONSTRATE COMPREHENSION AND INFERENCE SKILLS.					
			<b>A PACT WITH THE SUN</b>	<b>2</b> TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK- INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE. WRITING COHERENTLY WITH FOCUS ON APPROPRIATE BEGINNING, MIDDLE AND END IN ENGLISH. REFERS TO DICTIONARY TO CHECK MULTIPLE MEANINGS OF WORDS AND THEIR SPELLINGS, AND TO SUGGESTED WEBSITES FOR INFORMATION. USING SYNONYMS/ANTONYMS, DEDUCING WORD MEANINGS FROM CLUES IN CONTEXT WHILE READING A VARIETY OF TEXTS IN ORDER TO DEMONSTRATE	1. BRIEF INTRODUCTION OF THE CONTENT BY THE TEACHER 2. READING OF THE TEXTUAL QUESTIONS BY THE STUDENTS 3. PAIRING OF THE STUDENTS AND READING OF THE TEXT BY THEM 4. DISCUSSION OF THE ANSWERS TO THE TEXTUAL QUESTIONS BY THE STUDENTS 5. ANY WRITING, LISTENING OR FURTHER ORAL PRACTICE BY THE STUDENTS	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINIONS/PERCEPTION	CLASSROOM READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK FROM THEIR DICTIONARIES, FINDING ANSWERS TO THE TEXTUAL QUESTIONS IN PAIRS, COMPARING THE ANSWERS WITH OTHER PAIRS IN THE CLASSROOM, WRITING/SPEAKING TASKS IN THE CLASSROOM, DOING TEXTUAL QUESTIONS IN FAIR NOTEBOOKS FROM HOME, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/pl ay/content/do_3129911 199512903681164">https://diksha.gov.in/pl ay/content/do_3129911 199512903681164</a>





					UNDERSTANDING OF THEIR APPROPRIATE APPLICATION. RESPONDING TO A VARIETY OF QUESTIONS ON VARIOUS TEXTS VERBALLY AND IN WRITING TO DEMONSTRATE COMPREHENSION SKILLS.						
				DESERT ANIMALS	4	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK- INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE. WRITING GRAMMATICALLY CORRECT SENTENCES FOR A VARIETY OF SITUATIONS IN ORDER TO DEMONSTRATE APPROPRIATE USAGE OF NOUN, PRONOUN, VERB, ADVERB, DETERMINERS, ETC. USING MEANINGFUL SENTENCES TO DESCRIBE/NARRATE FACTUAL/IMAGINARY SITUATIONS IN SPEECH AND WRITING IN ORDER TO DEMONSTRATE COMMUNICATION SKILLS. READS A VARIETY OF TEXTS IN ENGLISH AND IDENTIFIES MAIN IDEAS, CHARACTERS, SEQUENCE OF IDEAS AND EVENTS AND RELATES WITH HIS/HER PERSONAL EXPERIENCE TO DEMONSTRATE REFLECTION SKILLS. RESPONDING TO A VARIETY OF QUESTIONS ON VARIOUS TEXTS VERBALLY AND IN	1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER 2. STUDENTS' KNOWLEDGE ABOUT DESERTS 3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER 4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED 5. ANALYSIS OF THE DESERT ANIMALS BY THE STUDENTS 6. DESCRIPTION OF THE CHAPTER BY THE STUDENTS 7. DEBATE/SPEECH 8. WRITING ACTIVITY 9. THINKING ABOUT LANGUAGE	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS	PRIOR READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE TEXT' IN FAIR NOTEBOOKS, SOLVING 'WORKING WITH LANGUAGE' IN THE BOOK WITH A PENCIL IN CLASSROOM, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/pl/ay/content/do_31318346249959833611262">https://diksha.gov.in/pl/ay/content/do_31318346249959833611262</a>



							WRITING TO DEMONSTRATE COMPREHENSION SKILLS.				
			GRAMMAR: PREPOSITIONS		2	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS	PARTICIPATING, RESPONDING, QUESTIONING, DEMONSTRATING, REFERRING, DEDUCING, WRITING	PREPOSITIONS WILL BE EXPLAINED WITH EXAMPLES USING PRIOR KNOWLEDGE OF STUDENTS	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.	EXERCISE QUESTIONS WILL BE ASSIGNED	USE SUITABLE LINKS IF REQUIRED
PT 2	AFTER WINTER-BREAK, SYLLABUS UP TO THE COMMENCEMENT OF WINTER-BREAK										
9	JANUARY	23	WHATIF	10 HOURS(15 PERIODS)	2	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	RECITES AND SHARES POEMS, SONGS, JOKES, RIDDLES, TONGUE TWISTERS, ETC., IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE AND COMMUNICATION SKILLS. PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK- INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE. IDENTIFIES AND APPRECIATES SIGNIFICANT LITERARY ELEMENTS SUCH AS - METAPHOR, IMAGERY, SYMBOL, SIMILE, ONOMATOPOEIA, INTENTION/POINT OF VIEW, RHYME SCHEME, ETC., IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR SIGNIFICANCE IN LITERATURE AND NARRATIVES. READS A VARIETY OF TEXTS IN ENGLISH AND IDENTIFIES MAIN IDEAS, CHARACTERS, SEQUENCE OF IDEAS AND EVENTS AND RELATES WITH HIS/HER PERSONAL EXPERIENCES IN	1. INTRODUCTORY QUESTIONS RELATED TO THE POEM BY THE TEACHER 2. STUDENTS' THOUGHTS ABOUT THEIR FEARS 3. MODEL RECITATION BY THE TEACHER 4. CHORAL RECITATION BY THE STUDENTS 5. RECITATION BY INDIVIDUAL STUDENTS, IF REQUIRED 6. EXPLANATION OF THE POEM BY THE TEACHER 7. EXPLORING COMPOSER'S USE OF LANGUAGE AND LITERARY DEVICES 8. DRAMATIZATION/ROLE PLAY/SPEECH 9. WRITING ACTIVITY 10. WORKING WITH THE POEM 11. INDIVIDUAL AND PAIR ACTIVITIES	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS/PERCEPTION IN CORRECT GRAMMATICAL FORM	PRIOR READING OF THE POEM INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE POEM' IN FAIR NOTEBOOKS, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/content/do_3129911198459904001170">https://diksha.gov.in/play/content/do_3129911198459904001170</a>



					ORDER TO DEMONSTRATE REFLECTION SKILLS. USES MEANINGFUL SENTENCES TO DESCRIBE/NARRATE FACTUAL/IMAGINARY SITUATIONS IN SPEECH AND WRITING IN ORDER TO DEMONSTRATE COMMUNICATION SKILLS IN DIFFERENT GIVEN SITUATIONS. READS DIFFERENT KINDS OF TEXTS SUCH AS PROSE, POETRY, PLAY FOR UNDERSTANDING, APPRECIATION AND TO WRITE ANSWERS OF QUESTIONS IN ORDER TO DEMONSTRATE COMPREHENSION AND INFERENTIAL SKILLS.					
				WHAT HAPPENED TO THE REPTILES	3 TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK- INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE. READING FROM NOTICE BOARD, NEWSPAPER, INTERNET, TABLES, CHARTS, DIAGRAMS AND MAPS, ETC. IN ORDER TO SEEK INFORMATION AND SUMMARIES IT FOR THE READER/LISTENER IN HIS/HER OWN WORDS. WRITING A BOOK REVIEW IN ORDER TO LEARN TO THINK CRITICALLY ND OBJECTIVELY ABOUT WHAT HE/SHE HAS READ. REFERS TO DICTIONARY TO CHECK MULTIPLE MEANINGS OF WORDS AND THEIR SPELLINGS, AS WELL AS	1. BRIEF INTRODUCTION OF THE CONTENT BY THE TEACHER 2. READING OF THE TEXTUAL QUESTIONS BY THE STUDENTS 3. PAIRING OF THE STUDENTS AND READING OF THE TEXT BY THEM 4. DISCUSSION OF THE ANSWERS TO THE TEXTUAL QUESTIONS BY THE STUDENTS 5. ANY WRITING, LISTENING OR FURTHER ORAL PRACTICE BY THE STUDENTS	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINIONS/PERCEPTION	CLASSROOM READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK FROM THEIR DICTIONARIES, FINDING ANSWERS TO THE TEXTUAL QUESTIONS IN PAIRS , COMPARING THE ANSWERS WITH OTHER PAIRS IN THE CLASSROOM, WRITING/SPEAKING TASKS IN THE CLASSROOM, DOING TEXTUAL QUESTIONS IN FAIR NOTEBOOKS FROM HOME, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/pl ay/content/do_3129911 199633981441172">https://diksha.gov.in/pl ay/content/do_3129911 199633981441172</a>



				REFERS TO THESAURUS TO CHECK FOR MULTIPLE WORDS FOR A WORD, IN ORDER TO DISPLAY ABILITY TO GROUP WORDS AND USE THESE WORDS IN CONTEXT. RESPONDING TO A VARIETY OF QUESTIONS ON VARIOUS TEXTS VERBALLY AND IN WRITING TO DEMONSTRATE COMPREHENSION SKILLS.				
THE BANYAN TREE	6	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK- INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE. WRITING GRAMMATICALLY CORRECT SENTENCES FOR A VARIETY OF SITUATIONS IN ORDER TO DEMONSTRATE APPROPRIATE USAGE OF NOUN, PRONOUN, VERB, ADVERB, DETERMINERS, ETC. READS A VARIETY OF TEXTS IN ENGLISH AND IDENTIFIES MAIN IDEAS, CHARACTERS, SEQUENCE OF IDEAS AND EVENTS AND RELATES WITH HIS/HER PERSONAL EXPERIENCE TO DEMONSTRATE REFLECTION SKILLS. WRITES MESSAGES, INVITATIONS, SHORT PARAGRAPHS AND LETTERS (FORMAL AND INFORMAL) AND WITH A SENSE OF AUDIENCE. RESPONDING TO A VARIETY OF QUESTIONS ON VARIOUS TEXTS	<ol style="list-style-type: none"> <li>1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER</li> <li>2. STUDENTS' OPINIONS ABOUT SNAKES AND MONGOOSES</li> <li>3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER</li> <li>4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED</li> <li>5. CRITICAL ANALYSIS OF THE INCIDENT OF THE CHAPTER BY THE STUDENTS</li> <li>6. NARRATION OF A SIMILAR STORY BY THE STUDENTS</li> <li>7. DEBATE/SPEECH</li> <li>8. WRITING ACTIVITY</li> <li>9. WORKING WITH LANGUAGE</li> </ol>	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS	PRIOR READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE TEXT' IN FAIR NOTEBOOKS, SOLVING 'WORKING WITH LANGUAGE' IN THE BOOK WITH A PENCIL IN CLASSROOM, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/pl/ay/content/do_313209010679062528164">https://diksha.gov.in/pl/ay/content/do_313209010679062528164</a> , <a href="https://diksha.gov.in/pl/ay/content/do_31321964997936742411332">https://diksha.gov.in/pl/ay/content/do_31321964997936742411332</a>	



							VERBALLY AND IN WRITING TO DEMONSTRATE COMPREHENSION SKILLS.					
							3 TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS	PARTICIPATING, RESPONDING, QUESTIONING, DEMONSTRATING, REFERRING, DEDUCING, WRITING	ADVERBS, CONJUNCTIONS, SYNONYMS-ANTONYMS WILL BE EXPLAINED WITH EXAMPLES USING PRIOR KNOWLEDGE OF STUDENTS	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.	EXERCISE QUESTIONS WILL BE ASSIGNED	USE SUITABLE LINKS IF REQUIRED
							1 TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DEDUCING, WRITING, SPEAKING	A READING-COMPREHENSION ACTIVITY WILL BE CONDUCTED USING GOOGLE FORM	STUDENTS WILL BE ASSESSED ON THE BASIS OF ATTENTION, INTERPRETATION, COMPREHENSION, ACCURACY AND ORGANISATION	READING COMPREHENSION ACTIVITIES WILL BE SUGGESTED	USE SUITABLE LINKS IF REQUIRED
10	FEBRUARY	23	A STRANGE WRESTLING MATCH	10 HOURS(15 PERIODS)	3	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATION IN ACTIVITIES LIKE IN INDIVIDUAL TALK-INTRODUCING ONESELF AND OTHER PERSONS; ROLE PLAY, GROUP DISCUSSION, DEBATE, SPEECH, REPRODUCING SPEECHES OF GREAT SPEAKERS, STORYTELLING, ETC. IN ORDER TO DEMONSTRATE FLUENCY IN LANGUAGE. USING SYNONYMS/ANTONYMS, DEDUCING WORD MEANINGS FROM CLUES IN CONTEXT WHILE READING A VARIETY OF TEXTS IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR APPROPRIATE APPLICATION IN LANGUAGE. DRAFTS, REVISES AND WRITES SHORT PARAGRAPHS BASED ON VERBAL, PRINT AND VISUAL CLUES IN ORDER TO DEMONSTRATE EDITORIAL SKILLS. REFERS TO DICTIONARY TO CHECK MULTIPLE MEANINGS OF WORDS AND THEIR	1. BRIEF INTRODUCTION OF THE CONTENT BY THE TEACHER 2. READING OF THE TEXTUAL QUESTIONS BY THE STUDENTS 3. PAIRING OF THE STUDENTS AND READING OF THE TEXT BY THEM 4. DISCUSSION OF THE ANSWERS TO THE TEXTUAL QUESTIONS BY THE STUDENTS 5. ANY WRITING, LISTENING OR FURTHER ORAL PRACTICE BY THE STUDENTS	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINIONS/PERCEPTION	CLASSROOM READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK FROM THEIR DICTIONARIES, FINDING ANSWERS TO THE TEXTUAL QUESTIONS IN PAIRS, COMPARING THE ANSWERS WITH OTHER PAIRS IN THE CLASSROOM, WRITING/SPEAKING TASKS IN THE CLASSROOM, DOING TEXTUAL QUESTIONS IN FAIR NOTEBOOKS FROM HOME, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/pl/ay/content/do_3129911199773736961173">https://diksha.gov.in/pl/ay/content/do_3129911199773736961173</a>	



						SPELLINGS, AS WELL AS REFERS TO THESAURUS TO CHECKFOR MULTIPLE WORDS FOR A WORD, IN ORDER TO DISPLAY ABILITY TO GROUP WORDS AND USE THESE WORDS IN CONTEXT. RESPONDING TO A VARIETY OF QUESTIONS ON VARIOUS TEXTS VERBALLY AND IN WRITING TO DEMONSTRATE COMPREHENSION SKILLS.					
				INTEGRATED GRAMMAR ACTIVITIES (EDITING, GAP FILLING, SENTENCE REORDERING)	4	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS	PARTICIPATING, RESPONDING, QUESTIONING, DEMONSTRATING, REFERRING, DEDUCING, WRITING	INTEGRATED GRAMMAR WILL BE TAUGHT USING PRIOR KNOWLEDGE OF THE STUDENTS	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.	INTEGRATED GRAMMAR EXERCISES	<a href="#">USE SUITABLE LINKS IF REQUIRED</a>
				REVISION FOR ANNUAL EXAM	8	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING, SPEAKING	DETAILED REVISION WORK WILL BE DONE FOR THE EXAMS	CLARIFICATION OF DOUBTS, PRACTICE QUESTION/S, WORKSHEETS WILL BE GIVEN.	ASSIGNMENTS RELATED TO REVISION WORK WILL BE GIVEN EVERY DAY	<a href="#">USE SUITABLE LINKS IF REQUIRED</a>
<b>11</b>	<b>MARCH</b>	<b>SESSION-ENDING EXAMINATION</b>									



**Micro Lesson Plan (Daily Lesson Plan)**  
**CLASS VI**  
**Chapter 1: Poem- A House, A Home**  
**Unit 1**

<b>Learning outcomes</b> (what we want the students to know and be able to do)		<ol style="list-style-type: none"><li>1. Recite the poem with proper intonation and correct pronunciation.</li><li>2. Identify the rhyme scheme.</li><li>3. Understand the poetic devices and realize the love for home and the family members.</li><li>4. Appreciate and justify the theme of the poem, 'Home is where the heart is'. (critical competency)</li><li>5. Analyse some important points like- 'There is no place like home' and 'Charity begins at home'</li><li>6. Identify the essence of the poem and share ideas.</li><li>7. Develop their imagination.</li><li>8. Differentiate between a house and a home.</li><li>9. Know the values like love, care, and selflessness.</li><li>10. Enhance their vocabulary.</li></ol>
<b>Resources needed</b>		E Textbook, ppt., digital content
<b>Activity</b>	<b>Time</b>	<b>Introductory Questions:-</b> <ol style="list-style-type: none"><li>1. What comes to your mind when you think of a house?</li><li>2. What is your house made up of?</li><li>3. <b>What is a home?</b></li></ol>



<p>1. Explaining the poem using Power Point Presentation or other mode of teaching</p>	<p>10-15 mins</p>	<div data-bbox="1412 192 2197 775" data-label="Image"> </div> <div data-bbox="1064 808 2556 853" data-label="Section-Header"> <p><b>Explanation:-</b></p> </div> <div data-bbox="1106 891 2521 1111" data-label="List-Group"> <ol style="list-style-type: none"> <li>1. Model reading by the teacher.</li> <li>2. Poem recitation by the students.</li> <li>3. Students will be asked to pick out the rhyming words.</li> <li>4. Rhyme scheme and poetic devices (like enjambment, Repetition etc.) used in the poem will be explained.</li> <li>5. Difference between the house and a home will be explained.</li> </ol> </div> <div data-bbox="1159 1151 2521 1189" data-label="Text"> <p>(House is just the structure made up of materials)</p> </div> <div data-bbox="1159 1225 2521 1263" data-label="Text"> <p>(Home is a place where people live together with Emotions)</p> </div>
<p>2. Solving of activity by students and discussion on answers.</p>	<p>10 mins</p>	<div data-bbox="1079 1267 2542 1305" data-label="Text"> <p><b>wood, love, sand, tiles, care, stones, affection, emotions, cement, selflessness</b></p> </div> <div data-bbox="1231 1384 1322 1413" data-label="Text"> <p>House</p> </div> <div data-bbox="1526 1346 2085 1375" data-label="Text"> <p>Put the words given above in its right column</p> </div> <div data-bbox="1596 1384 1686 1413" data-label="Text"> <p>Home</p> </div>
<p>3. Solving questions on the topic discussed</p>	<p>5 to 10 mins</p>	<div data-bbox="1404 1805 2484 1912" data-label="List-Group"> <ol style="list-style-type: none"> <li>1. What are the values you learn in Home?</li> <li>2. What is a rhyme scheme of the second stanza.</li> <li>3. List some materials needed in construction of a house.</li> </ol> </div>





<b>4.Recapitulation of the lesson</b>	<b>5 mins</b>	<p style="text-align: center;"><b>Fill in the blanks with suitable words .</b></p> <p><b>1. The poem is written by _____.</b> <b>2. A house is made up of _____.</b> <b>3. A home is made up of _____.</b></p> <hr/> <p style="text-align: center;"><a href="https://diksha.gov.in/play/collection/do_31310347507664486411406?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31283254977046937613389">https://diksha.gov.in/play/collection/do_31310347507664486411406?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31283254977046937613389</a></p> <p style="text-align: center;">Questions will be asked using the Diksha portal Link.</p>
<b>Active learning strategies</b>		<p><b>1. Students will be asked to draw and colour a house and a Home.</b> <b>2. Write few lines about their house.</b></p>
<b>Assessment for learning</b>		<p><b>1. Students will write three differences between a house and a home .</b> <b>2. Students will do the exercise given on page no. 16 of textbook.</b></p>
<b>Competencies</b>		<p><b>1. Critical thinking</b> <b>2. Analytical skill</b></p>



**SAMPLE MACRO LESSON PLAN**

**Class VI ENGLISH**

**Chapter 1: Who Did Patrick's Homework?**

Text	Lesson Activity	Learning Objective/s	Learning Outcome/s	Active Learning	ICT	Assessment for Learning	Assignment	Competencies
<p><b>Who Did Patrick's Homework ?</b></p>	<p><b>INTRODUCTORY QUESTIONS</b></p> <p>1. Do you like homework? Do you do it yourself or do you get help?</p> <p>2. What is a tiny man with magical powers called?</p> <p>3. Do you know any story of elves?</p>	<ol style="list-style-type: none"> <li>1. Know the author 'Carol Moore'</li> <li>2. Understand and comprehend the text</li> <li>3. Introspect their way of studying.</li> <li>4. Understand the meaning of proverb 'Self help is a great help'.</li> <li>5. Understand the importance of hard work.</li> <li>6. Recognise the plot development and sequence of events.</li> <li>7. Analyse and infer answers based on the text</li> <li>8. Use new words and phrases in own language and be able to express in grammatically correct language through the exercise given in the text.</li> <li>9. Learn prepositional phrases</li> </ol>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>• To read the lesson fluently with correct pronunciation and expression</li> <li>• Justify the theme of the lesson.</li> <li>• To understand the importance of hard work for success.</li> <li>• Sequence of events</li> <li>• To give critical analysis of the characters in the story.</li> <li>• To enhance vocabulary</li> <li>• To use phrases in a sentence</li> <li>• To understand writer's use of language and structure</li> <li>• Develop critical thinking</li> <li>• Nurture knowledge of effective habits</li> </ul>	<ol style="list-style-type: none"> <li>1. Discussion on the incident when they didn't want to do a thing but they had to do it due to certain reasons.</li> <li>2. Story telling</li> <li>3. Speech on 'importance of hard work for success'</li> <li>4. Crossword puzzle (given on page 12 of textbook)</li> <li>5. Writing activity given on page 13 of the textbook</li> </ol>	<p><a href="https://diksha.gov.in/play/collection/do_31310347507664486411406?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31306535773741056018793">https://diksha.gov.in/play/collection/do_31310347507664486411406?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31306535773741056018793</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31310347507664486411406?contentType=TextBook">https://diksha.gov.in/play/collection/do_31310347507664486411406?contentType=TextBook</a></p> <p><a href="https://youtu.be/Enog8296Ukk">https://youtu.be/Enog8296Ukk</a></p>	<ol style="list-style-type: none"> <li>1. What games did Patrick like to play?</li> <li>2. What was Patrick's wish?</li> <li>3. In what subjects did the little man need help, to do Patrick's homework?</li> <li>4. How did the elf made Patrick do his homework?</li> <li>5. Why were Patrick's teachers and classmates amazed?</li> <li>6. Describe the Elf.</li> </ol> <p>Multiple Choice Questions</p> <p>1. Patrick never did his homework because ____</p> <ol style="list-style-type: none"> <li>a. He loved to watch TV.</li> <li>b. He enjoyed parties.</li> <li>c. He hated homework.</li> <li>d. He was lazy.</li> </ol> <p>2. Ignormous is a person who:</p> <ol style="list-style-type: none"> <li>a. is popular</li> <li>b. lacks education</li> <li>c. knows literature</li> <li>d. is lazy</li> </ol> <p>3. 'Little man's face wrinkled like a dish-cloth' shows his emotions:</p> <ol style="list-style-type: none"> <li>a. of anger</li> <li>b. of fear</li> <li>c. of love</li> <li>d. of hatred</li> </ol> <p>4. The elf granted a wish:</p> <ol style="list-style-type: none"> <li>a. to show its power</li> <li>b. to keep his promise</li> <li>c. in return for his protection</li> <li>d. to make him rich</li> </ol> <p>5. The homework of Patrick was done by ____.</p> <ol style="list-style-type: none"> <li>a. Elf</li> <li>b. Patrick</li> <li>c. Cat</li> <li>d. Nobody</li> </ol>	<ol style="list-style-type: none"> <li>1. Write new words with their meaning and use them into sentences of your own.</li> <li>2. Write character sketch of Patrick.</li> <li>3. Make Comic strips of the conversation between Patrick and Elf</li> </ol> <p>( Art integrated learning &amp; Sports integrated learning: projects can be included)</p>	<p>Critical thinking</p> <p>Higher order thinking skills</p> <p>Analytical skill</p>

Note:

1. The Macro Lesson Plans for the other chapters to be covered during a fortnight should be made in the similar manner, attached together, and put before the competent authority as per the schedule in the form of 'Fortnightly Plan'.



2. Supplementary Reader is meant for increasing reading speed and proficiency. A study has found that Supplementary Reader is effective medium for helping EFL (English as a Foreign Language) students to master reading skills that enable them to develop their comprehension skills to answer questions demanding recall, interpretation, prediction and opinion. The teacher's role is minimal here. The teacher will act as a facilitator, observer, organizer and guide only.

The following strategy should be adopted for teaching 'Supplementary Reader' in the classroom:

- i. The content of a chapter should be introduced orally to relate the reading practice. The students can see the vocabulary from their dictionaries. (Encourage every student to bring a good, medium sized dictionary every day.)
- ii. The students should be encouraged to read the questions given after the text before reading the main text. The questions may be discussed in a subtle manner for encouragement.
- iii. The students can now read the text. They may be divided into pairs. Each pair should try to find the answers to the questions by reading. Later, an arrangement should be made in the classroom to assist the pairs to discuss (inter-pair discussion) and compare their answers.



KENDRIYA VIDYALAYA SANGATHAN, RAIPUR REGION												
ACADEMIC PLAN 2021-22												
VI - MATHS												
CLASS VI												
SUBJECT MATHS												
TOTAL NUMBER OF CHAPTERS-			14			TERM I:- 7CHAPTERS	TERM II:- 7 CHAPTERS					
S. N O.	T E R M	M O N T H	NO. OF WORKING DAYS	UNIT NO./CHAPTER NO./CHAPTER NAME	TENTATIVE NUMBER OF HOURS AVAILABLE	TENTATIVE NUMBER OF PERIODS REQUIRED (40 MIN/PD.)	HIGHLIGHTS OF THE GENERAL LEARNING GOALS	TOTAL LO TO BE COVERED AS PER (TRALO)	Teaching Learning Activities	Assessment planning	Assignments	Links /URL
1	T E R M I	AP R I L	23	Bridge course	6	8	Revise the previous knowledge	Recall the previous knowledge	Do activity in under basic Concepts and Mathematical Formulas .Try to Previous Knowledge Connect to daily life situations.	Class Test	Oral Test .Individual and group Activity	Shows VedioLink given in Bridge Course material.
				Knowing our numbers	3	5	Solve problems involving large numbers by applying appropriate operations.	Applies appropriate operations in order to solve problems involving large numbers.	Through various situations, make children compare numbers.Give different numbers to understand that Indian system is in terms of hundreds and International system is in terms of thousands.	Worksheet, google form. Small Concept based worksheet.	Make Chart for Indian system, International system	<a href="https://diks ha.gov.in/play/content/do_313019194563411968134">https://diks ha.gov.in/play/content/do_313019194563411968134</a>
2	T E R M I	M A Y /J U N E	8	Whole numbers	3	5	Recognise and appreciates ( through patterns)the broad classification of numbers	Identifies number patterns through recognise the broad classification.	Make the children understand the operations of whole numbers on number line by demonstrating the method in different problems.	By asking oral question.	Do the activity for prime number and composite number given in NCERT book	<a href="https://diks ha.gov.in/play/content/do_3130580943032647681398">https://diks ha.gov.in/play/content/do_3130580943032647681398</a>
3	T E R M I	J U L Y	24	Playing with numbers	4	6	Applies HCF and LCM in a particular situations	Applies the concept of HCF or LCM in order to solve problems in a real life situations.	Involve children in classification of numbers on the basis of their properties like even , odd, multiples and factors.Demonstrate the method of prime factorization to find the LCM and HCF	Quiz, Rapid test for finding LCM and HCF	Lab activity : LCM finding	<a href="https://diks ha.gov.in/play/content/do_3131105583039119361127">https://diks ha.gov.in/play/content/do_3131105583039119361127</a>
				Basic Geometrical ideas	5	8	8	Provides examples from surround in order to describes	Demonstrate figures on the black board or on the smart board	By asking oral question. Identification of	ART INTEGRATED PROJECT	<a href="https://diks ha.gov.in/play/content/">https://diks ha.gov.in/play/content/</a>



							geometrical ideas like line, line segment open and closed figures.	and make the children understand the representations of them.	shapes name		<a href="https://diksaha.gov.in/play/content/do_3130580946316574721894">do_3130580946316574721894</a>	
	<b>PT 1</b>	<b>FIRST WEEK OF AUGUST SYLLABUS UPTO 31st OF JULY WILL BE ASSESED</b>										
4	AUGUST	23	Understanding Elementary Shapes	5	8	Demonstrates an understanding of angles by identifying examples, classifying angles,	In order to demonstrate an understanding of angles for identification, classification of angles.	Explain with diagram what is right angle and what is straight angle. Demonstrate the concepts using 'Directions' and 'Clock	Oral test, Puzzle	Prepare Puzzle, Riddle using elementary shapes.	<a href="https://diksaha.gov.in/play/content/do_31307452935963443219163">https://diksaha.gov.in/play/content/do_31307452935963443219163</a>	
			Integers	4	6	Solve problems involving addition and subtraction of integers.	Applies addition and subtraction rules involving positive and negative integers in order to solve real life problems.	Make the children understand how to identify the position of a given integer by moving to the right and left of 0.	Google Form	Using different colour of Bindis show the activity of addition of Integers.	<a href="https://diksaha.gov.in/play/collection/do_31310347508104396811408?contentId=do_3130580947144785921336">https://diksaha.gov.in/play/collection/do_31310347508104396811408?contentId=do_3130580947144785921336</a>	
5	SEPTEMBER	25	Integers continued	3	4			Add two integers on number line by moving as many steps to the right side of the first number on the number line, If +ve is added and move in the opposite direction if -ve is added.	Class test		<a href="https://diksha.gov.in/play/collection/do_31310347508104396811408?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_313081875003408384110985">https://diksha.gov.in/play/collection/do_31310347508104396811408?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_313081875003408384110985</a>	
			Fractions	6	10	Uses fractions in different situations .	Calculates fractions in different real life situations in order to identify the appropriate quantity	Define fraction as the part of a whole . Representation of a fraction in the form $\frac{a}{b}$ . Show the diagrammatic representation of fractions through examples	Worksheet, google form	Lab Activity; Representation of fractions by cutting and pasting.	<a href="https://diksaha.gov.in/play/content/do_3130591034554122241582">https://diksaha.gov.in/play/content/do_3130591034554122241582</a>	
	<b>HY</b>	<b>FIRST WEEK OF OCTOBER THE SYLLABUS OF TERM 1 UPTO SEPTEMBER WILL BE ASSESED</b>										
6	<b>TERM II</b>	OCTOBER	16	Decimals	5	8	Solves problems on daily life situations involving addition and subtraction of decimals	Calculates addition and subtraction of decimal in order to solve daily life problems.	<b>Explain decimal numbers ,representation of decimal number on numberline, compare of decimal numbers, use of decimal numbers in daily life.</b>	Worksheet, google form	Prepare shopping list of objects for monthly grocery items where decimal used. Calculate the expenditure in Rs.	<a href="https://diksaha.gov.in/play/content/do_31308591488221184012101">https://diksaha.gov.in/play/content/do_31308591488221184012101</a>



7	NO VE MB ER	23	Data Handling	4	6	Arranges collected information in the form of table pictograph and bar graph and interprets them.	Arranges collected information in appropriate form.	Make the children understand how a data can be organized. Make the children understand how to put tally marks and what the use of it through different examples	Oral test, Puzzle	Lab Activity; Representation of a data by a bar graph	<a href="https://diks ha.gov.in/pl ay/content/ do_31303941 34441656321 722">https://diks ha.gov.in/pl ay/content/ do_31303941 34441656321 722</a>
			Mensuration	4	6	Finds out the perimeter and area of rectangular objects in the surroundings like floor of the class room.	Calculates perimeter and area of rectangular objects to measure them for real life objects.	Show the children different closed figured to understand the concept of perimeter. Recollect the method of finding the area by counting the squares inside the figure and express the area in square cm or square m.	Oral test/Dictation	PROJECT: Area Perimeter of different rooms, how many Tiles needed etc.	<a href="https://diks ha.gov.in/pl ay/content/ do_31305910 35102986241 626">https://diks ha.gov.in/pl ay/content/ do_31305910 35102986241 626</a>
			Algebra	2	4	Uses variable with different operations to generalise a given situation.	Involves use of variables with different operations to generalise a given situation in order to find a solution to a given problem.	Explain the terms variables and constants through different examples that they have already learned. Demonstrate daily life problems where variables can be used Like age related questions.	Google Form	Convert the statements to algebraic expressions and the conversion of algebraic expression into statements. at least 5 each	<a href="https://diks ha.gov.in/pl ay/content/ do_31307452 96962764801 6403">https://diks ha.gov.in/pl ay/content/ do_31307452 96962764801 6403</a>
8	DEC EM BER	18	Algebra continued	2	4						
			Ratio & Proportion	4	6	Compares quantities using ratios in different situations, uses unitary method.	Represent the measurement as ratios in order to compare two quantities in real life. Uses unitary method.	Make the children understand how to write the ratio of two quantities. Making the equivalent fractions. the ratio of two quantities, means one is how many times the other	Quiz, Rapid test for finding Ratio.	Project: In daily life where Ratio and Proportion used, find at least 5 examples.	<a href="https://diksha .gov.in/play/c ontent/do_31 3074513606 0907521939 6">https://diksha .gov.in/play/c ontent/do_31 3074513606 0907521939 6</a>
	<b>PT 2</b>	<b>After the winter break syllabus covered upto the commencement of winter break.</b>									
9	JAN UAR Y	22	Symmetry	4	6	Demonstrate an understanding of line symmetry. Describes and provides examples of edges, vertices and faces.	Classifies commonly found 3-D objects, labels different part of a 3-D objects.	Explain 2D, 3D objects order of rotation etc with examples of surroundings.	MCQ based google form	Collect and classify 2D, 3D objects.	<a href="https://diks ha.gov.in/pl ay/content/ do_31305910 35714437121 583">https://diks ha.gov.in/pl ay/content/ do_31305910 35714437121 583</a>



				Practical Geometry	5	8	Use of compass and ruler to draw parallel line, perpendicular, angles etc	Able to draw parallel line, perpendicular, different angles etc.	Demonstrate the construction on the board.	Questions and Answer from exercises	Lab Activity:- Construction perpendicular bisector angle bisector etc.	<a href="https://diksa.gov.in/play/content/do_31307453001911500818102">https://diksa.gov.in/play/content/do_31307453001911500818102</a>	
10	FE BR UA RY	23	<b>REVISION FOR SESSION ENDING EXAM</b>										



SELF LEARNING LINK		
S.N.	CHAPTER	OTHER IMPOTANT LINK
		LINK
1	KNOWING OUR NUMBER	<a href="https://youtu.be/j9jm3wFMBQs">https://youtu.be/j9jm3wFMBQs</a>
		<a href="https://youtu.be/i7AFqIaZmZA">https://youtu.be/i7AFqIaZmZA</a>
		<a href="https://youtu.be/GMoJx-QoeuM">https://youtu.be/GMoJx-QoeuM</a>
		<a href="https://youtu.be/2qM_Pguldwg">https://youtu.be/2qM_Pguldwg</a>
		<a href="https://youtu.be/QhtpDkJqV5Q">https://youtu.be/QhtpDkJqV5Q</a>
2	WHOLE NUMBER	<a href="https://youtu.be/PVNiyorUc2s">https://youtu.be/PVNiyorUc2s</a>
		<a href="https://youtu.be/JUeZwIM5aVI">https://youtu.be/JUeZwIM5aVI</a>
		<a href="https://youtu.be/jBW6vPcd2RQ">https://youtu.be/jBW6vPcd2RQ</a>
		<a href="https://youtu.be/tN9IN0hTLsY">https://youtu.be/tN9IN0hTLsY</a>
3	PLAYING WITH NUMBERS	<a href="https://youtu.be/nBu7m-EIMa0">https://youtu.be/nBu7m-EIMa0</a>
		<a href="https://youtu.be/zY_uLUKWLjM">https://youtu.be/zY_uLUKWLjM</a>
		<a href="https://youtu.be/DNAqY8YucGI">https://youtu.be/DNAqY8YucGI</a>
		<a href="https://youtu.be/S4JFznUF9x0">https://youtu.be/S4JFznUF9x0</a>
4	BASIC GEOMETRICAL IDEAS	<a href="https://youtu.be/mJ_RCCNuxjs">https://youtu.be/mJ_RCCNuxjs</a>
		<a href="https://youtu.be/dQxczQmV_k">https://youtu.be/dQxczQmV_k</a>
		<a href="https://youtu.be/9ODep52Qyqc">https://youtu.be/9ODep52Qyqc</a>
		<a href="https://youtu.be/jSdWGcuDm5E">https://youtu.be/jSdWGcuDm5E</a>
		<a href="https://youtu.be/9ODep52Qyqc">https://youtu.be/9ODep52Qyqc</a>
		<a href="https://youtu.be/k6f89zIWKJs">https://youtu.be/k6f89zIWKJs</a>
		<a href="https://youtu.be/iP6A5Qdz4cY">https://youtu.be/iP6A5Qdz4cY</a>
5	UNDERSTANDING ELEMENTARY SHAPES	<a href="https://youtu.be/KPVODrQPIBA">https://youtu.be/KPVODrQPIBA</a>
		<a href="https://youtu.be/h_IBICtIafi">https://youtu.be/h_IBICtIafi</a>
		<a href="https://youtu.be/S0dHoGUjEBk">https://youtu.be/S0dHoGUjEBk</a>
		<a href="https://youtu.be/X_QyEotR-kU">https://youtu.be/X_QyEotR-kU</a>
		<a href="https://youtu.be/1dt6hQbnPww">https://youtu.be/1dt6hQbnPww</a>
6	INTEGER	<a href="https://youtu.be/J-_LtOA--XY">https://youtu.be/J-_LtOA--XY</a>
		<a href="https://youtu.be/BVVrp7WkcCM">https://youtu.be/BVVrp7WkcCM</a>
		<a href="https://youtu.be/2NiXgfMp9Mw">https://youtu.be/2NiXgfMp9Mw</a>
		<a href="https://youtu.be/u3HANGB47pA">https://youtu.be/u3HANGB47pA</a>
		<a href="https://youtu.be/FJ36lj1s9os">https://youtu.be/FJ36lj1s9os</a>
		<a href="https://youtu.be/mlNHizV4x8Y">https://youtu.be/mlNHizV4x8Y</a>
		<a href="https://youtu.be/eL8h-NSNLmo">https://youtu.be/eL8h-NSNLmo</a>
7	FRACTION	<a href="https://youtu.be/sAc_PIL4A9I">https://youtu.be/sAc_PIL4A9I</a>
		<a href="https://youtu.be/M0fyuNtK_QE">https://youtu.be/M0fyuNtK_QE</a>
		<a href="https://youtu.be/oyZw_1UN0FQ">https://youtu.be/oyZw_1UN0FQ</a>
		<a href="https://youtu.be/eb0hQeMHD0U">https://youtu.be/eb0hQeMHD0U</a>
		<a href="https://youtu.be/Z9c01LXVpo0">https://youtu.be/Z9c01LXVpo0</a>
		<a href="https://youtu.be/8xgFCxV6TQw">https://youtu.be/8xgFCxV6TQw</a>
8	DECIMAL	<a href="https://youtu.be/jRVBION-hic">https://youtu.be/jRVBION-hic</a>
		<a href="https://youtu.be/P734V5AOh5g">https://youtu.be/P734V5AOh5g</a>
		<a href="https://youtu.be/mAnfRhI2ISc">https://youtu.be/mAnfRhI2ISc</a>
		<a href="https://youtu.be/xMScdsWZGfI">https://youtu.be/xMScdsWZGfI</a>





		<a href="https://youtu.be/wnea6G72pHg">https://youtu.be/wnea6G72pHg</a>	
		<a href="https://youtu.be/wLJzQNKImM">https://youtu.be/wLJzQNKImM</a>	
		<a href="https://youtu.be/m0aNbQi2uzl">https://youtu.be/m0aNbQi2uzl</a>	
9	DATA HANDLING	<a href="https://youtu.be/CAFlgO4_jNw">https://youtu.be/CAFlgO4_jNw</a>	
		<a href="https://youtu.be/jFUy24xHouw">https://youtu.be/jFUy24xHouw</a>	
		<a href="https://youtu.be/6tKWbKAq3Ro">https://youtu.be/6tKWbKAq3Ro</a>	
		<a href="https://youtu.be/_dbK7XUXArQ">https://youtu.be/_dbK7XUXArQ</a>	
		<a href="https://youtu.be/niXv72AVnuo">https://youtu.be/niXv72AVnuo</a>	
10	MENSURATION	<a href="https://youtu.be/fJaEscBRXSk">https://youtu.be/fJaEscBRXSk</a>	
		<a href="https://youtu.be/0kRuFIWC6iA">https://youtu.be/0kRuFIWC6iA</a>	
		<a href="https://youtu.be/j-F6Lpa3M9M">https://youtu.be/j-F6Lpa3M9M</a>	
		<a href="https://youtu.be/yB_x-cF96p4">https://youtu.be/yB_x-cF96p4</a>	
		<a href="https://youtu.be/1xfo5aLn2IU">https://youtu.be/1xfo5aLn2IU</a>	
		<a href="https://youtu.be/06fih7gWpdc">https://youtu.be/06fih7gWpdc</a>	
11	ALGEBRA	<a href="https://youtu.be/YzO7z85pPQI">https://youtu.be/YzO7z85pPQI</a>	
		<a href="https://youtu.be/jwUHes9EQso">https://youtu.be/jwUHes9EQso</a>	
		<a href="https://youtu.be/T8XY_wL9G1o">https://youtu.be/T8XY_wL9G1o</a>	
12	RATIO AND PROPORTION	<a href="https://youtu.be/3pnVuX0fdDc">https://youtu.be/3pnVuX0fdDc</a>	
		<a href="https://youtu.be/FEQ3iIDDOSo">https://youtu.be/FEQ3iIDDOSo</a>	
		<a href="https://youtu.be/atVLwWUaPvY">https://youtu.be/atVLwWUaPvY</a>	
		<a href="https://youtu.be/d312t0m2i3o">https://youtu.be/d312t0m2i3o</a>	
13	SYMMETRY	<a href="https://youtu.be/APzbhiC2fWQ">https://youtu.be/APzbhiC2fWQ</a>	
		<a href="https://youtu.be/v-yTimLkwoQ">https://youtu.be/v-yTimLkwoQ</a>	
		<a href="https://youtu.be/RKfo2lkP9yo">https://youtu.be/RKfo2lkP9yo</a>	
		<a href="https://youtu.be/HFHdnDvfSyQ">https://youtu.be/HFHdnDvfSyQ</a>	
		<a href="https://youtu.be/0OXatV9dRUo">https://youtu.be/0OXatV9dRUo</a>	
		<a href="https://youtu.be/9eSSzfneE9c">https://youtu.be/9eSSzfneE9c</a>	
14	PRACTICAL GEOMETRY	<a href="https://youtu.be/mnFwAJ_TPeY">https://youtu.be/mnFwAJ_TPeY</a>	
		<a href="https://youtu.be/jISn9O813fk">https://youtu.be/jISn9O813fk</a>	
		<a href="https://youtu.be/Z6LyY3zILA8">https://youtu.be/Z6LyY3zILA8</a>	
		<a href="https://youtu.be/OprJbq9kbg">https://youtu.be/OprJbq9kbg</a>	
		<a href="https://youtu.be/M0AdUaIJIXQ">https://youtu.be/M0AdUaIJIXQ</a>	
		<a href="https://youtu.be/Tn8jnfhxRXY">https://youtu.be/Tn8jnfhxRXY</a>	



## KENDRIYA VIDYALAYA SANGATHAN

### (REGIONAL OFFICE RAIPUR )

CLASS – VI

NAME OF THE UNIT: - FRACTION

NUMBER OF PERIODS: 12 MONTH: SEPTEMBER 2021

Date of Commencement: - Expected date of completion: - Actual date of Completion:-

**KEY CONCEPTS**:-Fraction, Fraction on a number line Types of fraction and their conversions, Equivalent fraction and simplest form of fractions . Like and Unlike Fractions comparing fractions ,Addition and Subtraction of fractions

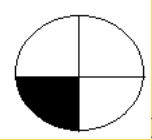

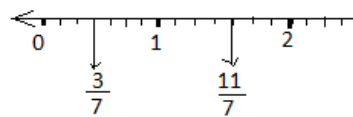
#### **VALUES EMBEDDED IN THE UNIT:-**

1. Comparison of two fraction.
2. Honesty and truthfulness.
- 3.Applied in daily life situations.
- 4.Social and moral values

#### **Competencies :**

1. Critical thinking
2. Higher order thinking skill.
3. Understanding basic concepts .
4. Problem solving ability



Introductory Lesson Activity	Learning Objectives	Learning outcomes	Active Learning	ICT	Assessment for learning	Assignment (in Different Form)
<p>Meaning of Fraction.</p> <p>Fraction on a number line.</p> <p>Types of fraction and their conversions.</p> <p>Equivalent fraction and simplest form of fractions .</p> <p>Like and Unlike Fractions</p> <p>Comparing fractions ,</p> <p>Addition and Subtraction of fractions</p>	<p>1. Understand the concept of a fraction as the part of a whole.</p> <p>2. Understand the representation of fractions on a number line.</p> <p>3.. Understand the different types of fractions as proper, improper and mixed fractions</p> <p>4. Able to convert one form to another.</p> <p>5. Understand the meaning of equivalent fractions.</p> <p>6. Able to make the simplest form of a given fraction.</p> <p>7.Able to distinguish between the like and unlike fractions and apply them to compare two fractions.</p> <p>8. Understand the method to add and subtract fractions.</p>	<p>1. To understand meaning of fraction and identify greater or less.</p> <p>2.To know and understand representation of fraction on number line.</p> <p>3.To understand types of fraction like mixed and proper</p> <p>4. To understand and make equivalent fraction.</p> <p>5.To convert simplest form of the fraction</p> <p>6. Able to distinguish between the like and unlike fractions and apply them to compare two fractions.</p> <p>7. To Understand the addition and subtraction of given fractions.</p> <p>8.Able to solve word problem questions.</p>	<p>1. Show the diagrammatic representation of fractions through examples.</p>  <p>It represents <math>\frac{1}{4}</math></p>  <p>It represents <math>\frac{4}{9}</math></p> <p>2. Explain the method of representation of fractions on the number line by drawing it.</p>  <p>3. <math>N^r &lt; D^r \Rightarrow</math> Proper fraction. E.g. <math>\frac{1}{2}, \frac{3}{5}, \frac{99}{100}, \dots</math>  <math>N^r &gt; D^r \Rightarrow</math> Improper fraction. For E.g. <math>\frac{5}{2}, \frac{23}{21}, \frac{50}{35}, \dots</math>          The combination of a whole number and a proper fraction is called mixed fraction.</p> <p>4. Demonstrate the equivalent fractions by taking different examples.</p> $\frac{2}{5} = \frac{2 \times 4}{5 \times 4} = \frac{8}{20}$ $\frac{45}{45} = \frac{45 \div 5}{45 \div 5} = \frac{9}{9}$ $\frac{50}{50} = \frac{50 \div 5}{50 \div 5} = \frac{10}{10}$	<p>Meaning of fraction <a href="https://diksha.gov.in/play/content/do_313110559572287488163">https://diksha.gov.in/play/content/do_313110559572287488163</a></p> <p>Types of fraction <a href="https://youtu.be/jRVBION-hlc">https://youtu.be/jRVBION-hlc</a></p> <p>Simplification <a href="https://youtu.be/cF0dBieEShw">https://youtu.be/cF0dBieEShw</a></p> <p>Compare Fraction <a href="https://diksha.gov.in/play/content/do_3130591033093324801546">https://diksha.gov.in/play/content/do_3130591033093324801546</a></p> <p><a href="https://diksha.gov.in/play/content/do_3130591033460080641581">https://diksha.gov.in/play/content/do_3130591033460080641581</a></p> <p><a href="https://diksha.gov.in/play/content/do_3130591034180648961547">https://diksha.gov.in/play/content/do_3130591034180648961547</a></p> <p><a href="https://diksha.gov.in/play/content/do_3130591034554122241582">https://diksha.gov.in/play/content/do_3130591034554122241582</a></p> <p>Addition and subtraction1. <a href="https://youtu.be/oyZw_1UN0FQ">https://youtu.be/oyZw_1UN0FQ</a>          2.<a href="https://youtu.be/BxQqtPX7mhM">https://youtu.be/BxQqtPX7mhM</a></p> <p>3. <a href="https://diksha.gov.in/play/content/do_31305910348266700811428">https://diksha.gov.in/play/content/do_31305910348266700811428</a></p>	<p>NCERT SOLUTION <a href="https://youtu.be/ERcTGeLdiPY">https://youtu.be/ERcTGeLdiPY</a></p> <p><a href="https://www.learncbse.in/ncert-solutions-for-class-6-maths-fractions-exercise-7-1/#Fractions_Class_6_Ex_7.1">https://www.learncbse.in/ncert-solutions-for-class-6-maths-fractions-exercise-7-1/#Fractions_Class_6_Ex_7.1</a></p> <p>Worksheet <a href="https://mycbseguide.com/blog/cbse-class-6-maths-fractions-chapter-7-extra-questions/">https://mycbseguide.com/blog/cbse-class-6-maths-fractions-chapter-7-extra-questions/</a></p> <p>Practice for MCQ and Fill in the Blanks <a href="http://www.learnmathsonline.org/cbse-class-6-maths/class-6-maths-chapter-7-fractions-practice-problems-and-mcq/">http://www.learnmathsonline.org/cbse-class-6-maths/class-6-maths-chapter-7-fractions-practice-problems-and-mcq/</a></p>	<p>1.Lab Activity; Representation of fractions by cutting and pasting</p> <p>2.By solving questions on black board.</p> <p>3.Write down the time spent on each activity in a day .Express each time period as a fraction of whole day .Arrange them in ascending order also write them in simplest form and decimal form</p> <p>4.Write some fraction and show in form of picture/drawing.</p> <p>5.Observe and write some different daily life situations using fraction. Find the sum and difference of these fractions.</p> <p>Reference: Back to Basics VI-VIII Lesson – 8 NCERT TEXT BOOK</p>



Simplest form  $\Rightarrow$   
numerator and  
denominator have no  
common factor.

$\frac{10}{12} = \frac{10 \div 2}{12 \div 2} = \frac{5}{6}$  is the  
simplest form

Like fractions  $\Rightarrow$  All  
denominators are equal

Unlike fractions  $\Rightarrow$   
denominators are  
unequal

If denominators are  
equal compare the  
numerators

If denominators are  
unequal make them  
equal by using LCM  
and equivalent  
fractions.

$$\begin{array}{cccc} 2 & 1 & 1 & 1 \\ \hline 3 & 5 & 2 & 3 \\ \hline 20 & 6 & 15 & 10 \\ \hline 30 & 30 & 30 & 30 \\ \hline \frac{6}{30} < \frac{10}{30} < \frac{15}{30} < \frac{20}{30} \\ \hline \frac{1}{5} < \frac{1}{3} < \frac{1}{2} < \frac{2}{3} \end{array}$$

Make the denominators  
same by using LCM  
and add or subtract the  
numerators.

$$\begin{aligned} \frac{5}{6} + \frac{2}{5} &= \frac{25}{30} + \frac{12}{30} \\ &= \frac{25 + 12}{30} \\ &= \frac{37}{30} \end{aligned}$$

$$\begin{aligned} \frac{5}{6} - \frac{2}{5} &= \frac{25}{30} - \frac{12}{30} \\ &= \frac{25 - 12}{30} \\ &= \frac{13}{30} \end{aligned}$$

Do more problems on  
board to understand  
more.

1. A piece of wire  $\frac{7}{8}$   
metre long broke into  
two pieces. One piece



			<p>was <math>\frac{1}{4}</math> metre. How long is the other piece?</p> <p>2. Nandini's house is <math>\frac{9}{10}</math> km from her school. She walked some distance and then took a bus for <math>\frac{1}{2}</math> km to reach the school. How far did she walk? Do such more problem from NCERT BOOK .</p>			
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**B. ASSESSMENT:**

Text Book Based Questions	Exam Oriented Question Bank (MCQ, FILL IN THE BLANKS)	Questions From Blue Print	LAT Questions	Difficult Areas of Assessment
<p>Exercise questions and try these questions from NCERT Text Book Chapter - 6</p>	<p><a href="https://kumarsir34.files.wordpress.com/2017/04/class-vi-maths-question-bank-for-2017-18.pdf">Worksheet https://kumarsir34.files.wordpress.com/2017/04/class-vi-maths-question-bank-for-2017-18.pdf</a></p> <p><a href="https://letsplaymaths.com/Class-6-Fractions-Worksheet-1.html">2.https://letsplaymaths.com/Class-6-Fractions-Worksheet-1.html</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31310347508104396811408?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_313081876634255360111133">3. https://diksha.gov.in/play/collection/do_31310347508104396811408?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_313081876634255360111133</a></p>	<p>Questions for High Achievers: <a href="https://coolgyan.org/worksheets/grade-6-fractions-worksheets/">https://coolgyan.org/worksheets/grade-6-fractions-worksheets/</a></p> <p>Questions for slow bloomers: <a href="https://coolgyan.org/worksheets/grade-6-fractions-worksheets/">https://coolgyan.org/worksheets/grade-6-fractions-worksheets/</a></p> <p>2. <a href="https://diksha.gov.in/play/collection/do_31310347508104396811408?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31308188362016358419902">https://diksha.gov.in/play/collection/do_31310347508104396811408?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31308188362016358419902</a></p>	<p>1. What fraction of a day is 8 hours?</p> <p>2. What fraction of an hour is 40 minutes?</p> <p>3. Express the following as mixed fractions (a) <math>\frac{17}{4}</math> (b) <math>\frac{27}{5}</math> (c) <math>\frac{7}{3}</math></p> <p>4. Find five equivalent fractions of each of the following. (a) <math>\frac{2}{3}</math> (b) <math>\frac{1}{5}</math> (c) <math>\frac{5}{9}</math></p> <p>5. Write the simplest form of : (a) <math>\frac{16}{72}</math> (b) <math>\frac{80}{24}</math> (c) <math>\frac{15}{90}</math></p> <p>6. Fill appropriate sign. ( '&lt;', '=', '&gt;' ) <math>\frac{1}{2}</math> <input type="checkbox"/> <math>\frac{1}{5}</math> (b) <math>\frac{3}{5}</math> <input type="checkbox"/> <math>\frac{2}{3}</math></p> <p>7. Mother made a gudpatti in a round shape. She divided it into 5 parts. Seema ate one piece from it. If I eat another piece then how much would be left?</p>	<p>1. Sarita bought <math>\frac{2}{5}</math> metre of ribbon and Lalita <math>\frac{3}{4}</math> metre of ribbon. What is the total length of the ribbon they bought?</p> <p>2. Naina was given <math>1\frac{1}{2}</math> piece of cake and Najma was given <math>1\frac{1}{3}</math> piece of cake. Find the total amount of cake was given to both of them.</p> <p>3. Jaidev takes <math>2\frac{1}{5}</math> minutes to walk across the school ground. Rahul takes <math>\frac{7}{4}</math> minutes to do the same. Who takes less time and by what fraction?</p> <p>4. Ronald drank orange juice from a 500 ml bottle. He found that <math>\frac{2}{5}</math> was remaining. How much did he drink?</p> <p>5. Out of a class of 150, one-third opted for German, two-fifth for Italian and rest for French. Find how many opted for French?</p>

**C. ASSESSMENT TOOLS :**

1. ORAL TEST (Group and Individual)
2. Written test such as Work sheet
3. Online assessment Google form, online quiz, Puzzle
4. CCT Based question.



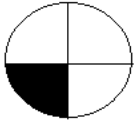

**KENDRIYA VIDYALAYA SANGATHAN (REGIONAL OFFICE RAIPUR)**

Micro Lesson Plan (Daily Basis)

CLASS-6 SUBJECT: MATHEMATICS

Topic: Fraction Subtopic : Time Duration:40 minutes

Period..... Teacher..... Date:.....

<p><b>Learning outcomes</b> (what we want the students to know and be able to do)</p>	<p>1.Understand the concept of a fraction as the part of a whole. 2.To able the fraction in picture form . 3.To know and understand about fraction</p>
<p><b>Resources needed</b></p>	<p>1. Piece of Paper and things surrounding in classroom. 2. Video from internet.</p>
<p><b>Lesson Activities</b></p>	
<p><b>Time</b> (In Minutes)</p>	<p><b>5 Minutes</b></p> <p><b>Introductory activity:</b></p> <p>1. Teacher shows piece of Paper and cut/fold it. and then asks many questions like How many parts are there ? 2. How many parts are coloured and blanks? 3. How many parts are altogether? Through these type of question Teacher developed lesson / concept.</p> <p><b>Main activity:( Explanation Part)</b></p> <p>Define fraction as the part of a whole . Representation of a fraction in the form <math>\frac{a}{b}</math> where a is called numerator and b is called denominator.</p> <p>Show the diagrammatic representation of fractions through e.g.  It represent <math>\frac{1}{4}</math>  It represents <math>\frac{4}{9}</math></p> <p><b>1. What fraction of a day is 8 hours?</b></p> <p>Solve : we Know that 1 day = 24 Hours Or 24 Hours = 1 day 8 hours = <math>\frac{8}{24}</math> Day</p>
<p><b>20 Minutes</b></p>	



<p><b>10 Minutes</b></p> <p><b>5 Minutes</b></p>	<p><b>2. What fraction of an hour is 40 minutes?</b></p> <p>Solve : we Know that 60 Minutes = 1 Hours So 40 Minutes = <math>\frac{40}{60}</math> Hours</p> <p><b>3. Kanchan dyes dresses. She had to dye 30 dresses. She has so far finished 20 dresses. What fraction of dresses has she finished?</b></p> <p>Solve: Finished Dresses = <math>\frac{20}{30}</math> Parts of Dresses.</p> <p><b>Ask many question and interaction with student in easy language.</b></p> <p><b>SOLVING QUESTIONS BY STUDENT:</b></p> <ol style="list-style-type: none"> <li>1. What fraction of a day is 6 hours?</li> <li>2. What fraction of a meter is 20 cm?</li> <li>3. Write the natural numbers from 2 to 12. What fraction of them are prime numbers?</li> <li>4. Represent <math>\frac{3}{7}</math> in form of picture.</li> <li>5. Write the natural numbers from 102 to 113. What fraction of them are prime numbers?</li> </ol> <p><b>Recapitulation of the lesson:</b></p> <ol style="list-style-type: none"> <li>1. Fraction is kind of relation between two things or comparison between two things. Like <math>\frac{2}{3}</math> means 2 parts out of 3 parts.</li> </ol>
<p><b>Active learning strategies</b></p>	<ol style="list-style-type: none"> <li>1. Learning by Doing.</li> <li>2. Simple to Complex method.</li> <li>3. Explanation with Demonstration.</li> </ol>
<p><b>Assessment for learning</b></p>	<ol style="list-style-type: none"> <li>1. Assessing prior knowledge.</li> <li>2. Question Answer and Oral test.</li> <li>3. Written test. Small Work sheet.</li> </ol>
<p><b>Competencies</b></p>	<ol style="list-style-type: none"> <li>1. Higher order thinking skills.</li> <li>2. Understanding basic concepts.</li> <li>3. Knowledge.</li> </ol>

Teacher's Signature

Principal's Signature





**KENDRIYA VIDYALAYA SANGATHAN, RAIPUR REGION**  
**ACADEMIC PLAN (2021-2022)**

CLASS:- VI (षष्ठी) संस्कृत

NCERT TEXT BOOK- रुचिराभाग-1

SUBJECT:-संस्कृत

Total Number of Chapters :- 15					TERM I = 8	TERM II = 7							
S NO	TERM	MONTHS	NO OF WORKING DAYS	Unit No./Chapter Number/Name of Chapter	Tentative Number of Hours Available	Tentative Number of Periods Required (40 Minutes/pd.)	Highlights of the General Learning Goals and Core Concepts	Total LO to be covered as per (TRALO)	Teaching Learning Activities	Assessment Planning	Assignments	Links / Url	
1	TERM 1	अप्रैल	24	प्रथमःपाठः - शब्दपरिचयः-I (अकारान्तपुंलिङ्गः) व्याकरणांशाः- अकारान्तपुंलिङ्गः- बालकः   धातुरूपाणि- पठ्, गम्-लट्, लृट्, लङ्, लोट्लकाराः	8 Hours	12	लिङ्ग-वचन- पुरुषसर्वनामशब्द परिचयः	छात्राःवर्णपरिचयं, वर्णविच्छेदं वर्णसंयोजनं च अवगमिष्यन्ति	शब्दानांशुद्धो च्चरणम्   ऑनलाइनगूगल क्लासरूम, व्हाट्सएप्प-द्वारा	गूगलफार्मद्वारा पाठाधारितप्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	अकारान्तपुंलिङ्ग-शब्दानां प्रथमा-विभक्तौरूपलेखनम्	<a href="https://www.samskritutorial.in/class_six">https://www.samskritutorial.in/class_six</a> <a href="https://www.youtube.com/watch?v=ykGRfJupay0">https://www.youtube.com/watch?v=ykGRfJupay0</a> <a href="https://www.youtube.com/watch?v=ZO6g5reKVfg">https://www.youtube.com/watch?v=ZO6g5reKVfg</a> <a href="https://youtu.be/FqYdSa9Qgio">https://youtu.be/FqYdSa9Qgio</a>	
2		मई/जून	10	द्वितीयःपाठः- शब्दपरिचयः-II (आकारान्तःस्त्रीलिङ्गः) व्याकरणांशाः - आकारान्तस्त्रीलिङ्गः - बालिका	2:40 Hours	4	लिङ्ग-वचन- पुरुषसर्वनामशब्द परिचयः	छात्राःवर्णपरिचयं, वर्णविच्छेदं वर्णसंयोजनं च अवगमिष्यन्ति	शब्दानांशुद्धो च्चरणम्   ऑनलाइनगूगल क्लासरूम, व्हाट्सएप्प-द्वारा	गूगलफार्मद्वारा पाठाधारितप्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	आकारान्तःस्त्रीलिङ्ग-शब्दानांप्रथमा-विभक्तौरूपलेखनम्	<a href="https://www.youtube.com/watch?v=VF5FlzvqvG0">https://www.youtube.com/watch?v=VF5FlzvqvG0</a> <a href="https://youtu.be/DWswWlen_V1o">https://youtu.be/DWswWlen_V1o</a>	
3		जुलाई	26	तृतीयपाठः - शब्दपरिचयः-III (अकारान्तःनपुं. लिङ्गः) व्याकरणांशाः - अकारान्तनपुंसक लिङ्गः - पुष्प	4 Hours	6						अकारान्तःनपुं.लिङ्ग-शब्दानांप्रथमा-विभक्तौरूपलेखनम्	<a href="https://www.youtube.com/watch?v=QapDIQKqfkE">https://www.youtube.com/watch?v=QapDIQKqfkE</a> <a href="https://youtu.be/7SkKeMsJGBU">https://youtu.be/7SkKeMsJGBU</a>
4					चतुर्थः पाठः- विद्यालयः	4 Hours	6	अस्मद- युष्मदशब्दपरिचयः	छात्राःविभक्ति, पुरुषप्रयोगम् च	पुरुषाणाम् स्मरणम्	गूगलफार्मद्वारा पाठाधारितप्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	शब्दरूपाणां, लेखनम् स्मरणम् च	<a href="https://www.youtube.com/watch?v=fZjtibWHeqY">https://www.youtube.com/watch?v=fZjtibWHeqY</a> <a href="https://youtu.be/AdZ">https://youtu.be/AdZ</a>



		(अस्मद्युष्मदश बदरूपाणि)			यः	अवगमिष्यन्ति	ऑनलाइनगूगल क्लासरूम, व्हाट्सएप्प- द्वारा	शुनोतरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	4fOw_XBY			
<p><b>FIRST WEEK OF AUGUST, SYLLABUS UPTO 31ST OF JULY WILL BE ASSESSED</b></p>												
<p><b>PT I</b></p>												
5	अगस्त	23	पञ्चमःपाठः - वृक्षाः   व्याकरणांशाः- शब्दरूपाणि- बालक, बालिका, पुष्प	4 Hours	6	द्वितीया- विभक्तेःपरिचयः 	छात्राःद्वितीया- विभक्तिः, वृक्षाणां महत्वं च ज्ञास्यन्ति	सस्वरगानम्अनु गानं,संवादं च   ऑनलाइनगूगल क्लासरूम, व्हाट्सएप्प- द्वारा	गूगलफार्मद्वारा पाठाधारितप्र शुनोतरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	बालक, बालिका, पुष्प, शब्दरूपाणां लेखनम् स्मरणम् च	<a href="https://www.youtube.com/watch?v=iYkCmY8Ef9E">https://www.youtube.com/watch?v=iYkCmY8Ef9E</a>  <a href="https://youtu.be/0yiqSIC7d8">https://youtu.be/0yiqSIC7d8</a>	
6			षष्ठः पाठः- समुद्रतटः   (विभक्ति- परिचयः)	4 Hours	6	तृतीया-चतुर्थी- विभक्तिभ्यांपरि चयः	कारक-चिह्न- विभक्तिःकण्ठ स्थीकरणम्	वाक्यैःविभक्तेः अभ्यासः   ऑनलाइन..		कारक-चिह्न- विभक्तिः  लेखनम् स्मरणम् च	<a href="https://www.youtube.com/watch?v=WP9Rh7sUaXU">https://www.youtube.com/watch?v=WP9Rh7sUaXU</a>  <a href="https://youtu.be/u0mPRPtg-g">https://youtu.be/u0mPRPtg-g</a>	
7	सितम्बर	24	सप्तमः पाठः- बकस्यप्रतीकारः   (अव्यय- परिचयः)	4 Hours	6	अव्ययपदानांपरि चयः	कारक-चिह्न- विभक्तिःकण्ठ स्थीकरणम्	वाक्यैःअव्ययप दानाम् अभ्यासः   ऑनलाइन..	गूगलफार्मद्वारा पाठाधारितप्र शुनोतरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	अव्ययपदानां अर्थज्ञानम् लेखनम् स्मरणम् च	<a href="https://www.youtube.com/watch?v=SEnAYL9b1og">https://www.youtube.com/watch?v=SEnAYL9b1og</a>  <a href="https://youtu.be/1rkF0gl-00s">https://youtu.be/1rkF0gl-00s</a>	
8			अष्टमः पाठः- सूक्तिस्तबकः   (वाक्यरचनायाः अभ्यासः)	4 Hours	6	श्लोकैःनैतिकम् ल्यानांपरिचयः	वाक्यरचनायाः अभ्यासः	सस्वरगानम् अनुगानं च   ऑनलाइनगूगल क्लासरूम, व्हाट्सएप्प- द्वारा		सस्वरंश्लोकान् Record कृत्वाप्रेषणम्  श्लोकानां लेखनम् स्मरणम् च	<a href="https://www.youtube.com/watch?v=TjrTo3P6u20">https://www.youtube.com/watch?v=TjrTo3P6u20</a>  <a href="https://youtu.be/kHNkCtZ17Dg">https://youtu.be/kHNkCtZ17Dg</a>	
<p><b>FIRST WEEK OF OCTOBER. SYLLABUS FROM APRIL UPTO SEPTEMBER WILL BE ASSESSED.</b></p>												
<p><b>HY</b></p>												
9	TERM 2	अक्टूबर	15	नवमः पाठः- क्रीडास्पर्धा   धातुरूपाणि- स्था, नी, चिन्त, -लट्, लृट्, लङ्, लोट्लकाराः	2:40 Hours	4	पुरुषाणांपरिचयः प्रयोगश्च	धातुरूपाणांलेखनं , अभ्यासः च	आदर्शपाठः, अनुपाठः,लेखना भ्यासः	गूगलफार्मद्वारा पाठाधारितप्र शुनोतरी (Quiz), लिखितपरीक्षा	धातुरूपाणां लेखनम् स्मरणम् च	<a href="https://www.youtube.com/watch?v=OBL2UBQcDZo">https://www.youtube.com/watch?v=OBL2UBQcDZo</a>  <a href="https://youtu.be/OBL2UBQcDZo">https://youtu.be/OBL2UBQcDZo</a>



10	नवम्बर	23	दशमः पाठः- कृषिकाः कर्मवीराः । (इका.पु.शब्द- मुनि)	4 Hours	6	श्लोकैःकृषिकाणा म्महत्वम्।	इका. पु. मुनिशब्दरूपस्यप रिचयः ।	सस्वरगानम् अनुगानं च । ऑनलाइन..	गूगलफार्मद्वारा पाठाधारितप्र श्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	सस्वरं श्लोकान् Record कृत्वाप्रेषणम् ।	<a href="https://www.youtube.com/watch?v=s-SSRamEfCM">https://www.youtube.com/watch?v=s-SSRamEfCM</a>  <a href="https://youtu.be/N0u4Js5NPaA">https://youtu.be/N0u4Js5NPaA</a>
11			एकादशः पाठः- पुष्पोत्सवः । (सप्तमीविभक्तेः अभ्यासः)	4 Hours	6	सप्तमी- विभक्तेःपरिचयः अभ्यासःच।	सप्तमी- विभक्तेःवाक्यरच नायाःअभ्यासः ।	वाक्यैःसप्तमीवि भक्तेःअभ्यासः । ऑनलाइन..		विविधभरतीयोत्सवनां चित्रसहितं नामलेखनम् ।	<a href="https://www.youtube.com/watch?v=ZCF4HTfAWPU">https://www.youtube.com/watch?v=ZCF4HTfAWPU</a> <a href="https://youtu.be/Ynn76t9HRoE">https://youtu.be/Ynn76t9HRoE</a>
12	दिसम्बर	18	द्वादशः पाठःदशमःत्वम सि । (संख्यावाचिपदा नांज्ञानम्)	2:40 Hours	4	संख्यावाचिपदानां परिचयः ।	संख्यावाचिपदानां त्रिषुलिङ्गेषुअ भ्यासः ।	संख्यानांशुद्धो च्चरणम्, पठनंलेखनं च ।	गूगलफार्मद्वारा पाठाधारितप्र श्नोत्तरी (Quiz), लिखितपरीक्षा ।	संस्कृते1-30 संख्या लेखनं स्मरणम् च ।	<a href="https://www.youtube.com/watch?v=BknuIOuEgAI">https://www.youtube.com/watch?v=BknuIOuEgAI</a> <a href="https://youtu.be/NVPLk8Mgh_E">https://youtu.be/NVPLk8Mgh_E</a>
<b>FIRST WEEK OF JANUARY. SYLLABUS FROM OCTOBER UPTO DECEMBER WILL BE ASSESSED.</b>											
<b>PT II</b>											
13	जनवरी	24	त्रयोदशःपाठः - विमानयानरचया म । (उका.पु.शब्द - भानु)	4 Hours	6	तृतीया- विभक्तेःपुनरभ्या सः ।	उका. पु. भानुशब्दरूपस्य परिचयः ।	सस्वरगानम् अनुगानं च । ऑनलाइन..	गूगलफार्मद्वारा पाठाधारितप्र श्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	विमानयानस्य चित्रनिर्माणम्, सस्वरं गीतम् Record कृत्वाप्रेषणम् ।	<a href="https://www.youtube.com/watch?v=57KmbOLDIQ">https://www.youtube.com/watch?v=57KmbOLDIQ</a> <a href="https://youtu.be/AcvNPcPOsXk">https://youtu.be/AcvNPcPOsXk</a>
14			चतुर्दशःपाठः - अहहआः च । (अव्ययशब्दानांप्र योगः)	4 Hours	6	अव्ययपदानां परिचयः ।	बुद्धेःमहत्वम्।	आदर्शपाठः, अनुपाठः,लेखना भ्यासः ।		गृहेकथा-श्रावणम् ।	<a href="https://www.youtube.com/watch?v=sfWAC60gbck">https://www.youtube.com/watch?v=sfWAC60gbck</a> <a href="https://youtu.be/XfW3dgiPilo">https://youtu.be/XfW3dgiPilo</a>
15	फरवरी	23	पञ्चदशः पाठः- मातुलचन्द्र । (पुनरावृत्तिः)	2:40 Hours	6	संबोधन- परिचयः ।	पुनरावृत्तिः	सस्वरगानम्अनु गानं च । ऑनलाइन..	गूगलफार्मद्वारा पाठाधारितप्र श्नोत्तरी	सस्वरं गीतम् Record कृत्वाप्रेषणम् ।	<a href="https://youtu.be/OyiqSIC7d8">https://youtu.be/OyiqSIC7d8</a> <a href="https://youtu.be/TnqeWZk7l3s">https://youtu.be/TnqeWZk7l3s</a>
<b>SESSION ENDING EXAM. SYLLABUS FROM OCTOBER UPTO MARCH &amp; 10% SYLLABUS FROM TERM I WILL BE ASSESSED.</b>											
<b>मार्च</b>											

सूचना :- [https://www.samskrittutorial.in/class\\_six](https://www.samskrittutorial.in/class_six) इसपरसभीछात्र Login/signup करेंतथापाठ्यपुस्तककेसमस्तपाठोंकाविवरणहलसहितप्राप्तकरें ।

केन्द्रीय-विद्यालय-संगठन क्षे.का.रायपुरम्

पाठ योजना

दिनांक-.....

कक्षा विभागश्च-

षष्ठी

विषय- संस्कृतम्

पाठस्य नाम- 5.वृक्षाः



आवश्यकता: कालांश:- 4

प्रारंभस्य वास्तविक-तिथि:- .....

दैनिक पाठयोजना

पाठस्य सारांशः	प्रमुखं कौशलम्	आवश्यकः शिक्षणाधिगमः	करणीयाः उपायाः	आकलन-युक्ति-योजना												
<p>अस्मिन् पद्यपाठे वृक्षाणां जीवनस्य वर्णनमस्ति । वृक्षाः कथयन्ति यत् ते वने वने निवसन्ति एवञ्च वनानां निर्माणं कुर्वन्ति । वृक्षाणां शाखानामुपरि स्थिताः खगाः स्वकीयैः ध्वनिभिः किमपि वैशिष्ट्यं कूजन्ति । वृक्षाः निरन्तरं पवनं जलं च पिबन्ति । ते स्वप्रतिबिम्बं जले कौतुकेन पश्यन्ति । हर्षदेवमाधवः अग्रे कथयन्ति यत् वृक्षाः स्वकीयैः मूलेः पातालं स्पृशन्ति शिरस्सु च मेघान् वहन्ति । अन्ते कविः कथयति यत् वृक्षा स्वछायारूपी संस्तरणं प्रसार्य सर्वेभ्यः छाया प्रयच्छन्ति ।</p> <p>द्वितीयाविभक्तेः रूपाणि-</p> <table border="0"> <tr> <td>एकवचन</td> <td>द्विवचन</td> <td>बहुवचन</td> </tr> <tr> <td>रामं</td> <td>रामौ</td> <td>रामान्</td> </tr> <tr> <td>बालिकां</td> <td>बालिके</td> <td>बालिकाः</td> </tr> <tr> <td>पुष्पम्</td> <td>पुष्पे</td> <td>पुष्पाणि</td> </tr> </table>	एकवचन	द्विवचन	बहुवचन	रामं	रामौ	रामान्	बालिकां	बालिके	बालिकाः	पुष्पम्	पुष्पे	पुष्पाणि	<ul style="list-style-type: none"> <li>पठनम्</li> <li>उच्चारणं</li> <li>लेखनाभ्यासः</li> </ul>	<ul style="list-style-type: none"> <li>श्लोकानां गायनम्</li> <li>उच्चारणाभ्यासः</li> </ul>	<ul style="list-style-type: none"> <li>प्रस्तावना पुरस्सरं पाठोपस्थापना</li> <li>आदर्शपाठः</li> <li>छात्रैः वैयक्तिकरूपे सामूहिकरूपे अनुपाठः</li> <li>अशुद्धिसंशोधनम्</li> <li>पदच्छेदः</li> <li>पदपरिचयः</li> <li>पदार्थ</li> <li>आकांक्षा प्रश्नाः</li> <li>अन्वयः</li> <li>अध्यापककथनम्</li> <li>सौन्दर्यबोधात्मक प्रश्नाः</li> <li>सस्वरपाठः</li> <li>अनुपाठः</li> </ul>	<ul style="list-style-type: none"> <li>बोधप्रश्नानि</li> <li>शिक्षकेण विद्यार्थिभिः वैयक्तिकरूपेण सामूहिकरूपेण च अभ्यासः</li> <li>कक्षाकार्यम्</li> <li>गृहकार्यम्</li> </ul>
एकवचन	द्विवचन	बहुवचन														
रामं	रामौ	रामान्														
बालिकां	बालिके	बालिकाः														
पुष्पम्	पुष्पे	पुष्पाणि														




कक्षा-6 विषयः : संस्कृत उपविषयः- प्रथमः पाठः- शब्द परिचयः 01 समयः 40 मिनट

कालांशः.....

शिक्षकः .....

दिनांकः.....

शिक्षण-अधिगम		<p>छात्राः संस्कृतशब्दानां पठने समर्थाः स्युः ।</p> <p>छात्राः संस्कृतशब्दानां पठने समर्थाः तेषां स्पष्टरूपेण उच्चारणे च समर्थाः स्युः ।</p> <p>छात्राः तद एतद् शब्दयोः ज्ञानं कृत्वा तेषां प्रयोगस्य विषये जास्यन्ति ।</p> <p>छात्राः अकारान्तपुल्लिङ्गशब्दानां वर्णविच्छेदं ज्ञात्वा वर्णसंयोजनेन शब्दनिर्माणे समर्थाः स्युः</p> <p>छात्राः संस्कृतशब्दानां लेखने समर्थाः स्युः ।</p>		
आवश्यक संसाधन		पाठ्यपुस्तक रुचिरा भाग1,ppt,		
क्रियाकलाप	Time	परिचयात्मक प्रश्नाः-		

<p>विषय व्याख्या व स्पष्टता</p>	<p>10-15 mins</p>	<p>1) सामान्यतः शब्दः किम् अस्ति? 2) लिङ्ग कति सन्ति? 3) अकारान्त शब्दः किम् अस्ति?</p> <p>षष्ठी कक्षायां बालकाः प्रथमं वारं संस्कृतं पठन्ति अतः असमिन् पाठे अध्यापकः हिन्दी भाषायाः यः बालकानां पूर्वज्ञानम् अस्ति तस्य सहायतयाः पाठनं करिष्यति। येन संस्कृतभाषायां सहजं प्रवेशं करिष्यन्ति।</p> <p>- सर्वप्रथमं वर्णविच्छेदं माध्यमेन अकारान्त शब्दस्य स्पष्टीकरणं भविष्यति यथा-</p> <p>बालकः - ब्+आ+ल्+अ+क्+अः</p> <p>अत्र शब्दस्य 'अ' अन्तः वर्णः अस्ति ,शब्दः अकारान्तः अस्ति।</p> <p>- पाठस्य आदर्शवाचनम् अनुवाचनम् च भविष्यति।</p> <p>- तत्, एतत् ,किम् च सर्वनाम शब्दानाम् प्रथमा विभक्तिः स्पष्टीकरणं</p> <p>- भाषानुवाद</p> <p>- अन्य उदाहरणार्थं माध्यमेन अकारान्त शब्दानाम् उच्चारणम् ।</p> <p>- संस्कृत भाषायां त्रीणि लिङ्गानि, त्रीणि वचनानि, त्रयः पुरुषः च सन्ति इति स्पष्टीकरणं।</p> <p><a href="https://www.sanskrittutorial.in/class_six">https://www.sanskrittutorial.in/class_six</a></p>
<p>र्यपत्रक</p>		
<p>विषयाधारित प्रश्न</p>	<p>5 to 10 mins</p>	<p>-चित्रं दृष्ट्वा शब्दान् वदत्- यथा-</p> <p>  </p> <p>1. _____ 2. _____ 3. _____</p> <p>-वर्णसंयोजनं विच्छेदं च लिखत-</p> <p>सौचिकः - _+_+_+_+_</p> <p>_____ - अ+श्+व+अः</p> <p>वृद्धाः - _+_+_+_+_</p> <p>अध्यापककथनम्</p> <p>पुनरावृत्यात्मकप्रश्नाः</p> <p><a href="https://www.youtube.com/watch?v=ykGRfJupay0">https://www.youtube.com/watch?v=ykGRfJupay0</a></p>
<p>पाठ सारांश</p>	<p>5 mins</p>	



सक्रिय-अधिगम प्रविधि		-अकारान्त पुल्लिङ्ग शब्दान् चित्रसहितम् लिखत। - कक्षायाम् अन्तराक्षरी माध्यमेन बालकाः अकारान्त पुल्लिङ्ग शब्दानां अभ्यासं करिष्यन्ति।
अधिगम मूल्यांकन		पाठगत अभ्यास प्रश्नोत्तराणि लिखत।
दक्षता		* श्रवणम् * भाषणम् * पठनम् * लेखनम्



**KENDRIYA VIDYALAYA SANGATHAN, RAIPUR REGION**  
**ACADEMIC PLAN (2021-2022)**  
**VI - SCIENCE**

CLAS S:		VI											
SUBJ ECT:		SCIENCE											
Total Number of Chapters :-		16		TERM I	9	TERM 2	7						
S	TE R M	MONT H	NO OF W OR KI NG DA YS	Unit No./Chap ter Number/ Name of Chapter	Tentativ e Number of Hours Availabl e	Tentati ve Numbe r of Period s Requir ed (40 Minute s/pd.)	Highlights of the General Learning Goals and Core Concepts	Total LO to be covered as per (TRALO)	Teaching learning activities	Assessment	Assignments	ICT	AIL
	TE R M 1	APRIL	24	Bridge Course	10	15							
		MAY-JUNE	10	Food: Where does it come from?	4	6	Analyze the food items in order to Identify the ingredients used in different food items. List the animal products in order to understand how we depend on them for our food.	Categorize organisms into Herbivores, carnivores & omnivores based on their food habits or nutrition.Makes efforts to protect environment, e.g., minimising wastag eof food.	<a href="http://cbseacademic.nic.in/web_material/term/6science.pdf">http://cbseacademic.nic.in/web_material/term/6science.pdf</a>	<a href="https://diksha.gov.in/play/collection/do_3131034750873272321967?contentId=do_31279855747741286417050">https://diksha.gov.in/play/collection/do_3131034750873272321967?contentId=do_31279855747741286417050</a>  <a href="https://diksha.gov.in/play/collection/do_3131034750873272321967?contentId=do_3127985539646172816851">https://diksha.gov.in/play/collection/do_3131034750873272321967?contentId=do_3127985539646172816851</a>	Make a list (with pictures, when possible) of food items generally taken by people of different regions of India. Place these on a large outline map of India	<a href="https://diksha.gov.in/play/collection/do_3131034750873272321967?contentId=do_31279855747741286417050">https://diksha.gov.in/play/collection/do_3131034750873272321967?contentId=do_31279855747741286417050</a>  <a href="https://diksha.gov.in/play/collection/do_3131034750873272321967?contentId=do_3127985539646172816851">https://diksha.gov.in/play/collection/do_3131034750873272321967?contentId=do_3127985539646172816851</a>	Role play a chef to prepare your favorite dish
		JULY	26	Compo nents of food	4	6	Function of each nutrients in order to discuss the importance of nutrients in good health. Design a balance diet plan in order to provide body sufficient nutrients it need to	Design a balanced diet plan in order to provide body sufficient nutrients it need to function properly	Students will make a list of healthy and unhealthy food. Write down what makes a food healthy or unhealthy.	<a href="https://diksha.gov.in/play/collection/do_3131034750873272321967?contentId=do_31279855469196083216854">https://diksha.gov.in/play/collection/do_3131034750873272321967?contentId=do_31279855469196083216854</a>	Design a balanced diet plan in order to provide body sufficient nutrients it need	<a href="https://diksha.gov.in/play/content/do_313078813060153">https://diksha.gov.in/play/content/do_313078813060153</a>	Decoration of Salad and take photo



			function properly.	Explain the function of each nutrients in order to discuss the importance of nutrients in good health.		<a href="https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_31279855477108736016855">https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_31279855477108736016855</a>  <a href="https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_31279855762848972817052">https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_31279855762848972817052</a>	to function properly.	<a href="#">34419745</a>	
Fiber to Fabric	4	6	Examine various fabrics in order to predict what they are made up of. Classify the given fabrics as Natural or Synthetic, based on their source.	Explain various processes of making yarn from fibres in order to create the fabric. Classify the given fabrics as Natural or Synthetic based on their source. Outline the history of textile industry in our country	Compare fabric materials. Different pieces of fabric (4¼" x 11" each), such as nylon stocking, light-weight cotton, denim.	<a href="https://diksha.gov.in/play/collecti on/do_31300094104302387213626?contentId=do_31324163349022310413191">https://diksha.gov.in/play/collecti on/do_31300094104302387213626?contentId=do_31324163349022310413191</a>	Do you know that famous Sufi Saint and poet Kabir, was a weaver? Find out about his life and teachings	<p>presentation</p> <ul style="list-style-type: none"> <li>• E content</li> </ul> <p><a href="https://www.youtube.com/watch?v=3UnMBDsZJW8">https://www.youtube.com/watch?v=3UnMBDsZJW8</a></p> <p><a href="https://www.youtube.com/watch?v=R2u9Z4AcL90">https://www.youtube.com/watch?v=R2u9Z4AcL90</a></p> <p><a href="https://www.youtube.com/watch?v=klZeS-g0UHo">https://www.youtube.com/watch?v=klZeS-g0UHo</a></p> <p><a href="https://www.youtube.com/watch?v=azANWZEU0Ik">https://www.youtube.com/watch?v=azANWZEU0Ik</a></p> <p><a href="https://diksha.gov.in/play/content/do_313078">https://diksha.gov.in/play/content/do_313078</a></p>	Make a bag by using old clothes





													<a href="#">813131153</a> <a href="#">40819746</a>
		Sorting material into groups	4	6	List the objects around us in order to analyse the materials they are made up of.	Plan and conduct an investigation in order to classify different kinds of materials by their observable properties. Observe the change in the shape of object added to water in order to categorize them as soluble and insoluble materials	<a href="http://www.sciencebuddies.org/">http://www.sciencebuddies.org/</a>	<a href="https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_3127587744887848961460">https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_3127587744887848961460</a>	Suggested activity NO.1 Page No.34 (NCERT TEXTBOOK)	<a href="https://diksha.gov.in/play/content/do_31307881342242816018026">https://diksha.gov.in/play/content/do_31307881342242816018026</a>			
<b>PT I</b>	<b>FIRST WEEK OF AUGUST, SYLLABUS UPTO 31ST OF JULY WILL BE ASSESSED</b>												
AUGUST	23	Separation of substances	4	6	Identify properties of given items and select a property that would help them easily separate the items from each other.	Identify properties of given items and select a property that would help them easily separate the items from each other. Outlines methods that can be adapted in everyday life situations such as separation of husk from grains, separation of fine sand from coarse sand Arrives at logical conclusion that certain specific methods can be employed to separate solid mixtures based on the size, colour or weight of the components	Ask students to separate Choco chips from cookies (Students are not allowed to touch the cooking with hands while mining) with the help of the chosen tool. 4) Set the timer for 5 minutes. Let's think 1) What did we learn about mining from our chocolate chip cookie experience? 2) How did we separate the chocolate from the cookie? 3) What were some problems with the separation? 4) Would there be better ways of separating the chocolate from the cookie?	<a href="https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_312757462801530880158">https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_312757462801530880158</a>	Visit a nearby dairy and report about the processes used to separate cream from milk.	<a href="https://diksha.gov.in/play/content/do_31307881353814835218027">https://diksha.gov.in/play/content/do_31307881353814835218027</a>			



		Changes around us	4	6	Changes based on interpretations into reversible and irreversible changes.	Organizes the observation to generalize about various changes Classifies changes into reversible and irreversible changes Generalize about various types of changes. Illustrate examples of changes to highlight the factors that can bring about specific changes	Take a piece of paper and fold it as shown in Fig.6.2(ncert book). You have changed the sheet of paper into a toy aeroplane. You may have lots of fun in flying this plane. Once you are tired of it, unfold the paper again.	Page NO.52,53 <a href="https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_31279856498592972817222">https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_31279856498592972817222</a>  <a href="https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_31279856518560153617043">https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_31279856518560153617043</a>	Suggested activity NO.1 Page No.51 (NCERT TEXTBOOK)	<a href="https://diksha.gov.in/play/content/do_31307881365133721619747">https://diksha.gov.in/play/content/do_31307881365133721619747</a>	
		Getting to know plants	4	6	Compare the features of Herbs, Shrubs & Trees in order to classify them considering their physical features / appearance	Analyze the parts of a plant and their function to in order to classify them into root and shoot system Compare the features of herbs, shrubs & trees, considering their physical features/ appearance. Illustrate the structure of a (typical) flower with labelling at least 6 key parts and elaborate on each one.	Names of plant parts are hidden in this grid. Search for them by going up, down, or even diagonally forward as well as backward. Have fun! (NCERT page no.65) Puzzle	page NO.68,69 <a href="https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_31306678983376076819707">https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_31306678983376076819707</a>  <a href="https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_313066790524772352111213">https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_313066790524772352111213</a>	Compare the features of herbs, shrubs & trees, considering their physical features/appearance.	<a href="https://diksha.gov.in/play/content/do_31307881375462195219748">https://diksha.gov.in/play/content/do_31307881375462195219748</a>	Make a decorative item by using plant product
SEPTEMBER	24	Body movements	5.3	8	Identify the type of joints in human body & their extent of movement /motion	Draws labelled diagrams. Compare the characteristics features of body movements of various organisms Identify the type of joints in human body & the extent of their motion Identify the structure and function of skeletal system. Compare the characteristics features of body movements of various organisms	<a href="http://cbseacademic.nic.in/web_material/term/6science.pdf(page%20NO.80)">http://cbseacademic.nic.in/web_material/term/6science.pdf (page NO.80)</a>	<a href="https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_31279856874650009617126">https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_31279856874650009617126</a>  <a href="https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_31279857272488755217246">https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_31279857272488755217246</a>	http://cbseacademic.nic.in/web_material/term/6science.pdf Build an artificial hand Page NO>80,81	<a href="https://diksha.gov.in/play/content/do_313078813854212096111448">https://diksha.gov.in/play/content/do_313078813854212096111448</a>	



			The living organisms- Characteristics and habitats	5.3	8	Summarize the key features of living organisms that contribute to their survival in their habitats	Differentiate between the terrestrial & aquatic habitats based on their abiotic factors. Critique the idea that the absence of any one feature characteristic of a habitat, might not affect the balance of the habitat Apply knowledge of life processes in studying a specimen for signs of life	Activity NO.5(page NO. 91) NCERT TEXT BOOK	Page NO.86,87 <a href="https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_3131530188686213121769">https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_3131530188686213121769</a>	Visit a local zoo and find out what special arrangements are made for the animals that have been brought there from different habitats.	<a href="https://diksha.gov.in/play/content/do_313078813949812736111449">https://diksha.gov.in/play/content/do_313078813949812736111449</a>
	HY	FIRST WEEK OF OCTOBER. THE ENTIRE SYLLABUS OF TERM WILL BE ASSESSED UPTO SEPTEMBER									
TE R M 2	OCTOBER	15	Motion and measurement of distances	5.3	8	Compare the measurement of length for an object using a scientific instrument and an unscientific instrument in order to differentiate between standard and non-standard units of measurement	Apply scientific inquiry to measure the length of an object in order to approximate the length of a curved line. Sequence different modes of transport from earliest to the most recent in order to suggest possible modification required in current scenario.	Activity NO 4 Page NO.101 NCERT TEXT BOOK (MEASUREMENT OF A CURVE LINE)	<a href="https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_313237993220521984133">https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_313237993220521984133</a>	Draw a map of your home	<a href="https://diksha.gov.in/play/content/do_313078814175862784111677">https://diksha.gov.in/play/content/do_313078814175862784111677</a>
	NOVEMBER	23	Light, shadows and reflections	5.3	8	Distinguishes objects based on the following features- emission of light by them and visibility through shadows & reflections.working of a pinhole camera diagrammatically	Makes conclusion about the nature of reflection shown by a plane mirror. Evaluates criteria for formation of shadows and makes judgment about situations like, shadow of an airplane flying at a higher altitude and shadow of a bird flying nearer to the ground,	Dayaan-Bayaan page NO. 114 NCERT TEXT BOOK	<a href="https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_31308529242173440013421">https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_31308529242173440013421</a>  <a href="https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_31308529270495641611903">https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_31308529270495641611903</a>	: Evaluates criteria for formation of shadows and makes judgment about situations like, shadow of an airplane flying at a higher altitude and shadow of a bird flying nearer to the ground	<a href="https://diksha.gov.in/resources/play/content/do_31308806163314278412366">https://diksha.gov.in/resources/play/content/do_31308806163314278412366</a>



			Electricity and circuits	5.3	8	Test items to classify them as conductor and insulator in order to examine the role of conductors and insulators in day-to-day life. structure and function of the electric cell	Analyze the flow of current in a simple electric circuit with battery, bulb and wires to identify necessary condition to ensure flow of current. Infer why metals like copper and aluminium are used for making wires for domestic & industrial purposes.	Case study: Life before and after electricity Page NO. 141 <a href="http://cbseacademic.nic.in/web_material/term/6science.pdf">http://cbseacademic.nic.in/web_material/term/6science.pdf</a>	<a href="https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_31279857908319027217280">https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_31279857908319027217280</a>  <a href="https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_31279857928611430417164">https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_31279857928611430417164</a>	Suggested activity NO.3 Page No.124 (NCERT TEXTBOOK)	<a href="https://diksha.gov.in/play/content/do_313078814262779904111678">https://diksha.gov.in/play/content/do_313078814262779904111678</a>
DECEMBER	18	Fun with magnets	4	6	Substances as magnetic & nonmagnetic based on their ability to be attracted by magnets along with examples.	Analyze what happens when two magnets are placed together in order to conclude the property of magnet.	Using a compass, find the direction in which windows and entrance to your house or classroom open.	<a href="http://cbseacademic.nic.in/web_material/term/6science.pdf">http://cbseacademic.nic.in/web_material/term/6science.pdf</a> Page NO.145,146 <a href="https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_31279857975545856017166">https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_31279857975545856017166</a>	Few iron nails and screws got mixed with the wooden shavings while a carpenter was working with them. How can you help him in getting the nails and screws back from the scrap without wasting his time in searching with his hands?	<a href="https://diksha.gov.in/play/content/do_31307881444175052818028">https://diksha.gov.in/play/content/do_31307881444175052818028</a>	<a href="https://www.youtube.com/watch?v=TPhiNH79BSw">https://www.youtube.com/watch?v=TPhiNH79BSw</a> Make a hanging pen stand
		Water	4	6	List down all the sources of water in order to conclude the major source of water. important role played by trees /plants in water cycle	Draws labelled diagrams. Evaluate the consequences of mismanagement of water or excessive usage of ground water.	Prepare a poster on ways of saving water and display .Write a few slogans of your own on the topic 'Save Water'.	<a href="https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_3131530191953346561772">https://diksha.gov.in/play/collecti on/do_3131034750873272321967?contentId=do_3131530191953346561772</a>  <a href="https://diksha.gov.in/play/collecti on/do_3131034750873272321967">https://diksha.gov.in/play/collecti on/do_3131034750873272321967</a>	Suggested activity NO. Page No.146 (NCERT TEXTBOOK) 2	<a href="https://diksha.gov.in/resources/play/content/do_3130880647584235521362">https://diksha.gov.in/resources/play/content/do_3130880647584235521362</a>	Draw a colourful watercycle



									<a href="https://dikhsha.gov.in/play/collecti...">?contentId=do_3131530193172889601609</a>			
<b>PT II AFTER THE WINTER BREAK, SYLLABUS COVERED UPTO THE COMMENCEMENT OF THE WINTER BREAK</b>												
JANUARY	24	Air around us	5.3	8	Depict the composition of air using pie chart.Importance of air for the sustenance of life on earth	Outline the causes & effects of Air pollution. Prove the presence of air in water and soil in order to explain how oxygen becomes available to animals and plants.	Activity NO.6 Page NO.151 NCERT TEXT BOOK	<a href="https://dikhsha.gov.in/play/collecti...">https://dikhsha.gov.in/play/collecti... on/do_3131034750873272321967?contentId=do_31279858194308300817175</a>  <a href="https://dikhsha.gov.in/play/collecti...">https://dikhsha.gov.in/play/collecti... on/do_3131034750873272321967?contentId=do_31279858201214156817292</a>	Depict the composition of air using pie chart	<a href="https://dikhsha.gov.in/play/content/do_313078814807539712111452">https://dikhsha.gov.in/play/content/do_313078814807539712111452</a>		
		Garbage in, Garbage out	5.3	8	compostable waste and non-Compostable waste, in connection with properties of the end product,vermicomposting.Outline possible means of dealing with a specific type of waste (Plastics), in connection with composting, reuse,recycle, reduce etc	Discuss the waste management system in your community in order to explain the process of garbage disposal by 'Safai Karamcharis'.Exhibits creativity in designing, planning, makinguse of available resources, etc.	Collect old and discarded objects and material like glass bottles, plastic bottles,coconut husk, wool, bed sheets, greeting cards and any other thing. Can you make something useful out of these, instead of throwing them? Try.	<a href="https://dikhsha.gov.in/play/collecti...">https://dikhsha.gov.in/play/collecti... on/do_3131034750873272321967?contentId=do_3131530195782041601512</a>  <a href="https://dikhsha.gov.in/play/collecti...">https://dikhsha.gov.in/play/collecti... on/do_3131034750873272321967?contentId=do_31323933035700224017</a>	: Discuss the waste management system in the community in order to explain the process of garbage disposal by'Safai Karamcharis'.	<a href="https://dikhsha.gov.in/play/content/do_313078814887739392111679">https://dikhsha.gov.in/play/content/do_313078814887739392111679</a>		
FEBRUARY	23	Revision for session ending exam			Practice sample paper							
MARCH	SESSION ENDING EXAM											

Syllabus for PT - I : Food :where does it come from,Component of food,Fibre to fabric,Sorting materials into groups.

Syllabus for HY : Food :where does it come from,Component of food,Fibre to fabric,Sorting materials into groups,Separation of substances,Changes around us,Getting to know plant,Body movement,The living organism- charactersitics and habitat

Syllabus for PT -II : Motion and measurement of time and distance,Light shadows and reflections,Electricity and circuits,Fun with magnets,Water.

Syllabus for Session ending Exam (Cumalative): Motion and measurement of time and distance,Light shadows and reflections,Electricity and circuits,Fun with magnets,Water,Air around us,Garbage in garbage out



- Instructions: (1) Teachers can decide Chapter wise CCT questions and engage their students as per their convenience.  
 (2) In every assesment teachers must include 30% CCT type questions .  
 (3) No part of syllabus (chapter) has been deleted but if teachers wants to ,it has to be done in every section of that school.  
 (4) Art integrated project should be decide in subject committee meeting and apply it all over the sections of that school. Teachers should inform about the same well in advance to students.  
 (5) Every teacher should note that content that you select should be related to day to day life during teaching.

### Lesson Plan

Name of the Chapter	Food: Where Does It Come From	
Class	VI	
Subject	Science	
Date of Commencement		
Actual date of Completion		
<b>Gist of the Lesson (summary)</b>		
All living beings need food. Food is needed by all living beings for-		
<ul style="list-style-type: none"> <li>➤ . Food and its different varieties</li> <li>➤ Growth of the body.</li> <li>➤ Energy to do work.</li> <li>➤ Repair of damaged parts.</li> <li>➤ Protection against diseases</li> <li>➤ Ingredients of common food items</li> </ul>		
➤ There is a range or varieties of food eaten over various states of India.		
➤ Sources of food		
➤ The main sources of our food are plants and animals.		
➤ Edible parts of plants		
➤ Classification of animals on the basis of food habits.		
➤ They are classified as herbivores, carnivores and omnivores.		
<b>Key Words of the chapter:</b>		
Ingredients, Edible parts, Sprouted seeds, Nectar, Herbivore, Carnivore, Omnivore.		
<b>Learning Objectives</b>		
At the end of the chapter students will be able to		



<ul style="list-style-type: none"><li>➤ Develop conceptual clarity of the chapter</li><li>➤ Know about varieties of food and their ingredient.</li><li>➤ Able to identify the edible parts of plants.</li><li>➤ Know about food habits of different animals.</li><li>➤ Understand the importance of balanced diet.</li><li>➤ Understanding food and its importance in our life.</li><li>➤ Explores surrounding and know about different types of food.</li></ul>	
<p><b>Activities / Project Planned/ Question Prepared</b></p> <ul style="list-style-type: none"><li>● Sources of food and classify into plant and animal products</li><li>● Edible Parts of Plants</li><li>● Types of animals</li><li>● Divide students into 4 groups (10-12 students in each group) and give them different names i.e. A, B, C and D.</li><li>● Ask the Groups to Brainstorm on the video shown</li><li>● Ask the groups to write on learnings from the video using Google Docs</li><li>● Ask group leader to present their learning from this activity</li><li>● Lets students Watch YT video on<ul style="list-style-type: none"><li>○ List of Questions given to all groups as home Assignment</li></ul></li><li>● Instruct students to do Research on over Wikipedia using Google Search Engine</li><li>● Assign a list of questions to all students to write the answer after research from Textbook and Internet</li></ul>	
<p><b>Additional Information / Reference</b> NCERT textbooks: <a href="https://ncert.nic.in/textbook.php">https://ncert.nic.in/textbook.php</a> Google .YouTube , google forms, Kahoot for quiz,Diksha</p>	
<p><b>ICT</b></p> <ol style="list-style-type: none"><li>1. PowerPoint presentation</li><li>2. E-content</li><li>3. Collected related videos</li><li>4. <a href="https://youtu.be/-7tYydWug7o">https://youtu.be/-7tYydWug7o</a></li><li>5. <a href="https://youtu.be/515vyEypyp_o">https://youtu.be/515vyEypyp_o</a></li><li>6. <a href="https://youtu.be/7EJMm5FeQWE">https://youtu.be/7EJMm5FeQWE</a></li><li>7. <a href="https://diksha.gov.in/resources/play/collection/do_3131034750873272321967?contentType=TextBook">https://diksha.gov.in/resources/play/collection/do_3131034750873272321967?contentType=TextBook</a></li><li>8. <a href="https://diksha.gov.in/play/collection/do_3131034750873272321967?contentId=do_31307881297984716819744">https://diksha.gov.in/play/collection/do_3131034750873272321967?contentId=do_31307881297984716819744</a></li><li>9. education.com</li><li>10. teacher.org</li><li>11. pinterest.com</li></ol>	
<p><b>Class Assignments / Evaluation</b></p> <ul style="list-style-type: none"><li>➤ Instruct different group members to participate in a quiz on topic using Google form/Kahoot</li><li>➤ Ask them to complete the <a href="#">Task 1</a> in G-suit .</li><li>➤ Instruct Students to Open their G- Suit account and complete all the questions within the time limit assign for the task</li><li>➤ Teacher have to prepared with Rubric checklist to Assess individual students using Google Sheet.</li><li>➤ Ask students to complete the <a href="#">Task 2</a></li></ul> <p><a href="#">Responses from students and Grading</a></p>	
<p><b>Suggested Projects/ Student's Activity</b></p> <ol style="list-style-type: none"><li>1. To paste the best dish of different regions of India on a map</li><li>2. Find out the names of the plants that grow in water and which are eaten as food.</li></ol>	



<p>3. Scrap book activity—paste five animals each according to their food habits. 4. INVESTIGATORY PROJECT –</p>	
<p>Go to five different families in your neighbour and note the main food items they prepare with ingredients.</p>	
<p><b>Art Integrated Activity:</b> Prepare a Collage on Dishes of India <b>To paste the best dish of different regions of India on a map</b></p>	
<p><b>ASSESSMENT</b> Text book questions Additional skill-based questions Name the two sources of food with example. Draw your favorite plant and label it's parts Classify the animals on the basis of food habits. Give example for each</p>	



CHECKLIST FOR 'QUIZ'			
DATE:	Group :	A/ B/ C/ D	CLASS/SECTION:
Sl. No.	CRITERIA	YES (1 mark)	NO (No Mark)
1.	Did the Group was able to develop the conceptual clarity?		
2.	Was the group able to answer all questions in the quiz?		
3.	Was the group able to complete the given task on time?		
4.	All group member participated in the task given?		
<b>Learning Outcomes from the whole Chapter</b>			
Concept Clarity Group work / Collaboration Communication Technological skills Research skills Presentation			





**Micro Lesson Plan (Daily Lesson Plan)**  
**Chapter 1 Food: Where does it comes from**

<b>Learning Outcomes</b> (what we want the students to know and be able to do)	<ul style="list-style-type: none"> <li>➤ Understand the importance of balanced diet.</li> <li>➤ Understanding food and its ingredients</li> <li>➤ To identify the ingredients in food items</li> <li>➤ To classify ingredients into plant and animal source</li> </ul>	
<b>Resources needed</b>	Textbook, Food items, ingredients,	
<b>Activity</b>	Duration	
<b>1. Explaining the concepts using Power Point Presentation or other mode of teaching</b>	10-15 mins	Food Ingredients It's source Activity 2-Food items & their ingredients Activity 3: Ingredients used to prepare food items and their sources <a href="https://youtu.be/gdFQeyo1LwU">https://youtu.be/gdFQeyo1LwU</a>
2. Solving of worksheets by students and discussion on answers/demonstration of experiments.	10 min	Google forms diksha diksha2
3.Solving questions on the topic discussed	10 min	dikshaws  <ol style="list-style-type: none"> <li>1. What is food?</li> <li>2. What do you mean by ingredients?</li> <li>3. Name the ingredients in Kheer.</li> <li>4. Are there any food items which contain both plant and animal source?</li> </ol>
4.Recapitulation of the lesson	5 min	Kahoot -Quiz format  <a href="https://kahoot.it/challenge/06697032?challenge-id=d5a93923-3b86-4ecc-afc2-a8873a933645_1623136449326">https://kahoot.it/challenge/06697032?challenge-id=d5a93923-3b86-4ecc-afc2-a8873a933645_1623136449326</a>
Active learning strategies		<ol style="list-style-type: none"> <li>1. Prepare lemonade and find the ingredients to make it tasty.</li> <li>2. Make a video on preparation of healthy salad.</li> <li>3. AIL: Collage on food items.</li> </ol>
Assessment for learning		<ul style="list-style-type: none"> <li>➤ Students will find the ingredients of food items.</li> <li>➤ Classify the food ingredients into plant or animal sources.</li> </ul>
Competencies		<ol style="list-style-type: none"> <li>5. Observation</li> <li>6. Identification and classification</li> <li>7. Remembering skill</li> </ol>



**KENDRIYA VIDYALAYA SANGATHAN, RAIPUR REGION**  
**ACADEMIC PLAN (2021-2022)**

Class VI			Subject			SST		Total Chapters -28				
S.N O.	M O N T H	NO OF WORKING DAYS	Chapter Number	NAME OF THE CHAPTER	Tentative Number of Hours Available	Tentative Number of Periods Required (40 Minutes/pd.)	Highlights of the General Learning Goals and Core Concepts.	Total LO to be covered as per (TRALO)	Teaching learning activities	Assessment planning	Assignment	Remarks link/url
1	A P R I L	24	G 1	The earth in the solar system	4	6	<ul style="list-style-type: none"> <li>* Explore their knowledge about universe, galaxy, stars, solar system and planets with the help of diagrams.</li> <li>* Describes different characteristics and motions, etc. of stars, planets and satellites e.g., sun, earth and moon in order to distinguish between them.</li> <li>* Critically analyses about various celestial bodies</li> <li>* Compare planets and dwarf planets</li> <li>* Define phases of the moon.</li> <li>* Explore and describe unique place of the Earth in the Solar System, which provides ideal conditions for all forms of life.</li> </ul>	Describes different characteristics and motions, etc. of stars, planets and satellites e.g., sun, earth and moon in order to distinguish between them	<ul style="list-style-type: none"> <li>* Point out and write the name of different celestial bodies and their importance.</li> <li>* Teacher will initiate the discussion on the objects scene in the space.</li> </ul>	* Key words of the chapter will be questioned in MCQ forms. Worksheet link is given.	<ul style="list-style-type: none"> <li>* Long questions based on this chapter.</li> <li>* To make a colourful Model of solar system on Black A 4 sheet.</li> </ul>	<p><a href="https://www.youtube.com/watch?v=H2uYkNONHk&amp;t=4s">https://www.youtube.com/watch?v=H2uYkNONHk&amp;t=4s</a></p> <p><a href="https://diksha.gov.in/play/collecion/do_3132124756482048001528?contentId=do_31315806259485081611823">https://diksha.gov.in/play/collecion/do_3132124756482048001528?contentId=do_31315806259485081611823</a></p> <p><a href="https://diksha.gov.in/play/content/do_313068253349355520110001">https://diksha.gov.in/play/content/do_313068253349355520110001</a></p>
2			H 1	What ,Where ,How and When	4	5	<ul style="list-style-type: none"> <li>* To understand the importance of archaeological sources to reconstruct history.</li> <li>* Students would be able to mark the important places where first-time crops were grown.</li> <li>* Locate the Ganga and its tributaries on</li> </ul>	Identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period	<ul style="list-style-type: none"> <li>* Teacher introduces the chapter with explanation connect links with basic knowledge of indian continent, division of history. * ICT tools</li> </ul>	*Key words of the chapter will be questioned in MCQ forms.	To make a manuscript on people leaf, make a list of all the objects that archaeologist may find.	<p><a href="https://www.youtube.com/watch?v=LrJq1PPo5t0">https://www.youtube.com/watch?v=LrJq1PPo5t0</a></p> <p><a href="https://www.bing.com/search?q=quiz+on+What+%2CWhat+%2CWhere+%2CHow+and+When&amp;gs=n&amp;form=Q">https://www.bing.com/search?q=quiz+on+What+%2CWhat+%2CWhere+%2CHow+and+When&amp;gs=n&amp;form=Q</a></p>



							the map * To understand the importance of maps while studying past. * Differentiate between manuscripts and inscriptions and analyses importance of manuscripts and inscriptions for the kings and common man. * Students would be able to understand the concept of A.D. and B.C. Learning dates with the events for better understanding.			creatively can use. * Map work. * Show the picture of manuscript and inscriptions.			<a href="https://dikhsha.gov.in/play/content/do_3132091968934051841122">BRE&amp;sp=-1&amp;pq=quiz+onwhat+%2Cwhat+and+when&amp;sc=0-32&amp;sk=&amp;cvid=0619D626E4274219BAA4B000E403BF5A</a>  <a href="https://dikhsha.gov.in/play/content/do_3132091968934051841122">https://dikhsha.gov.in/play/content/do_3132091968934051841122</a>
			H 2	on the trail of the earliest people	Deleted								
3			H 3	From Hunting Gathering to Growing food	3	4	*Students will be able to explain the start of settlement at one place , Relate the origin of farming and domestication. * Critically analyse how farming and domestication have changed over a period of time. Student will be able to learn about the diversification of life skills (farming, pottery, weaving, etc.) , to understand the factors that led to settled life - use of tools, making of houses, clay pots. *The student will be able to understand the settled life with the help of the case study – Mehargarh.	Explain broad developments during the ancient period and relates the developments occurring in one place with another.	*Show the map with some important archaeological sites(page no 13) *Discuss on rock painting and life for first farmers and herders.	key words of the chapter will be questioned in MCQ forms.	*Do exercise 2&3 page no 22 of textbook * Map work page no 13 of textbook	<a href="https://dikhsha.gov.in/play/content/do_3130895008559595521401"> (895) From hunting - gathering to growing food   class 6 History CBSE - YouTube</a>  <a href="https://dikhsha.gov.in/play/content/do_3130895008559595521401">https://dikhsha.gov.in/play/content/do_3130895008559595521401</a>	



4			C 1	Understanding Diversity	3	4	<ul style="list-style-type: none"> <li>* Students will appreciate that how diversity enhances their life.</li> <li>* Critical analyzation of the different kind of features of the diversity like geographical, historical, cultural etc.</li> <li>* Describe the incidents that took place at Jaliawala Bagh massacre.</li> <li>* Appreciate, accept and adopt that Diversity adds value in your life*</li> <li>* Enhance their communication skills by discussing on diversity in India.</li> </ul>	Develops a healthy attitude towards various kinds of diversity around her /him.	Group activity - To participate in group discussion and mapping point will be done. Link is given in ramarks.	provide them worksheet *MCQ based on the chapter	* Fill the chart given in your text book page number 9 *solve question 1 -5 page no 12	<a href="https://diksha.gov.in/play/content/do_31323737724926361611896">https://diksha.gov.in/play/content/do_31323737724926361611896</a>  <a href="https://youtu.be/jY9cIF8tsw">https://youtu.be/jY9cIF8tsw</a>  (895) Understanding Diversity   civics   class6   ncert   by Abhishek dubey  Part 2 - YouTube  *see the video part 1 to 4
5	MAY-JUNE	10	G 2	GLOBE : Latitudes and Longitudes	4	6	<ul style="list-style-type: none"> <li>*Understand Latitudes and Longitudes, Heat Zones of the earth and the relationship between time and longitude.</li> <li>* To Critically analyse heat zones on the basis of Latitudes.</li> <li>* To identify relationship between longitude and time.</li> <li>* To clarify difference between the standard time and local time.</li> </ul>	Identifies latitudes and longitudes, e.g., poles, equator, tropics, states /UTs of India and other neighboring countries on globe and the world map	<ul style="list-style-type: none"> <li>*Show the globe and ask to find out ocean and continents.</li> <li>*Identify the equator and draw in their copies.</li> <li>* Recognize heat zones with its importance.</li> </ul>	* True and false and fill ups will be formed on the basis of the concept. * Draw a figure of earth on A 4 Sheet and ask to show heat of zones.	Some long questions as home work ..such as explain the figure 2.4 A & 2.4 B given in page no 12 in textbook. * explain the need of standard time.	<a href="https://diksha.gov.in/play/content/do_31257982077906944019802">https://diksha.gov.in/play/content/do_31257982077906944019802</a>  (895) Globe: Latitudes and Longitudes Full Chapter Class 6 Geography   NCERT Geography Class 6 Chapter 2 - YouTube
6	JULY	24	C 2	Diversity and Discrimination	3	4	<ul style="list-style-type: none"> <li>*Critical analysation on difference and Prejudice *To learn about caste discrimination in India</li> <li>Able to know the several reasons of</li> </ul>	*Recognises various forms of discrimination and understands the nature and sources of discrimination.  *Differentiates	Group activity students will be divided into four groups to make a poster on gender equality with respect to equal	*Match the statement given in text book page no. 15 and 23.  *Worksheet link is given in	Do the exercise 2, 3 and 4 from ncert text book page no 24.	<a href="https://diksha.gov.in/play/collection/do_31304273078918348814292?contentId=do_31299112">https://diksha.gov.in/play/collection/do_31304273078918348814292?contentId=do_31299112</a>



							inequalities and discrimination. *Case study of Dr. Baba saheb. *To learn about different kind of fundamental rights	between equality and inequality in various forms to treat them in a healthy way*	opportunities to women in various fields like education occupation sports and family.	remarks		<a href="https://diksa.gov.in/play/content/do_3130696293250498561292">12110479361178</a>  <a href="https://diksa.gov.in/play/content/do_3130696293250498561292">https://diksa.gov.in/play/content/do_3130696293250498561292</a>  (895) Diversity and Discrimination Full Chapter Class 6 Civics   NCERT Class 6 Civics Chapter 2 - YouTube
7		G 3	Motions of the earth	4	5	<p>*Student will be able to understand the concept of day and night. Demonstrates day and night; and seasons through oral discussions /in writing /through models and other formats.</p> <p>*Critically analyses the concept of day and night.</p> <p>*Enable the students to describe the terms – Orbital plane, Axis, Rotation, Equinox, etc.</p>	Demonstrates day and night; and seasons through oral discussions /in writing /through models and other formats.	<p>Make a drawing to show the inclination of the earth.</p> <p>* Record the timings of sunrise and sunset at your place taking help from your local newspaper on the 21 st of each month and answer.....1. In which month the day is shortest . ...2. in which months are the day and nights early equal</p>	A quiz will be plan on the basis of the chapter	<p>Solve the exercise no 1 given in your textbook page no 21</p> <p>*For fun... draw different shapes of ellipses by placing 2 pins nearer and for the using the same loop of thread notice when the ellipses become circular</p>	<a href="https://diksa.gov.in/play/collecion/do_31310352535175168011721?contentId=do_3129911209466265601157">https://diksa.gov.in/play/collecion/do_31310352535175168011721?contentId=do_3129911209466265601157</a>  (895) Motions of The Earth - Full Chapter   Class 6 Geography - YouTube	



8			H 4	In the earliest cities	3	4	<p>*Develop the idea of citizenship by making them Visualize how the people of Indus Valley Civilization took good care of the cities, drainage system, architecture etc the different parts of the city like The Great Bath.</p> <p>*Discuss the importance of Great Bath</p> <p>*Student will be able to understand and discuss the construction style of houses.</p> <p>*Student will be able to understand the difference between citadel and lower town.</p> <p>* Critically analyse various metals were used in making tools and ornaments.</p> <p>*Appreciate the work of craft persons collaboratively Discuss the importance features of Dholavira and Lothal.</p>	Locates important historical sites,places on the outline map of India	<p>*class will start by just talking about the life of Indus civilization and story of Harappa to develop critical thinking.</p> <p>* Group learning.</p> <p>* PPT and digital content.</p>	<p>*key words of the chapter will be questioned in MCQ forms.</p> <p>*Worksheet link is in remarks</p>	<p>*map work page no 25. differentiate betweenindusvalley cities and modern cities</p> <p>* do exercise 1,2 &amp; 3 page no 34</p>	<p><a href="https://diksha.gov.in/play/collection/do_31304270850207744012665?contentId=do_3129911207999569921146">https://diksha.gov.in/play/collection/do_31304270850207744012665?contentId=do_3129911207999569921146</a></p> <p><a href="https://youtu.be/JSYUFqzevg">https://youtu.be/JSYUFqzevg</a></p> <p><a href="https://diksha.gov.in/play/content/do_313109174115860480175">https://diksha.gov.in/play/content/do_313109174115860480175</a></p>
9			H 5	What books and burial tell us	4	5	<p>*Critically analyse the social, religious and economic background of Rig Veda civilization .</p> <p>*Evaluate why</p>	Describes issues events , personalities mentioned in literary works of the time.	Introduction of this chapter with PPT, and digital contents would be shared.	key words of the chapter will be questioned in MCQ forms. *online MCQ will be	Long Question as a home work . Do the exercises page no 45	



							<p>Vedas are the foundation of modern Indian culture and religion.</p> <p>*Growth and composition of early Sanskrit literature like the Vedas, importance of the Vedic rituals on social and religious life of people.</p> <p>*Acquire knowledge about social category that had grown during the early period.</p> <p>Know the role of the people belonging to different categories.</p> <p>*Student will be able to understand the social and religious life of the people of ancient times, the use of megaliths in their life.</p> <p>Able to explain 1. Different types of occupations of that time</p> <p>2. People of that time had sense of arithmetical calculation / geometrical design of the body</p> <p>3. Kinds of animals that were hunted by people for food</p> <p>4. Kinds of crops, fruits, grains that were used as food</p>			<p>*Making chart, writing a report on ancient books,</p> <p>* Draw a figure given page no 40</p>	conducted		<p><a href="#">(895) What Books and Burials Tell Us Full Chapter Class 6 History   NCERT Class 6 History Chapter 4 - YouTube</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31304270850204467212503?contentId=do_3129911208158658561147">https://diksha.gov.in/play/collection/do_31304270850204467212503?contentId=do_3129911208158658561147</a></p> <p><a href="https://diksha.gov.in/play/content/do_3130895265738424321415">https://diksha.gov.in/play/content/do_3130895265738424321415</a></p>
4	<b>P T I</b>	<b>FIRST WEEK OF AUGUST, SYLLABUS UPTO 31ST OF JULY</b>								4	<b>PT I</b>	<b>FIRST WEEK OF AUGUST, SYLLABUS UPTO 31ST OF JULY</b>	



		WILL BE ASSESSED										WILL BE ASSESSED
10	AUGUST	23	C 3	what is government	3	4	<p>*Understand meaning of government. Why it is necessary and how it work at different level.</p> <p>* Will able to differentiate between Democratic, Monarchy and Dictatorship Government</p> <p>*Critical analyzation on that, why democracy is the best form of government.</p> <p>* Will able to explain about Women's Suffrage movement</p>	dentifies various levels of the government local, state and union	<p>Pair activities- student keep all the material(A4 size colour paper, glue, and news paper on 7 days) on the table . see and read the headline carefully from the newspaper ,cut those headline from newspaper the role of government highlighted . take 5 such cutouts and paste on A4 size sheet. now read the hand lines again discussion on the work of government.</p>	ask some very short questions in the class, link is given in remarks	Give them meaningful long questions as home assignment. Link is given in remark column.	<p><a href="https://youtu.be/-kmw-3UC0fg">https://youtu.be/-kmw-3UC0fg</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31307361008593305613436?contentId=do_3129911212238192641181">https://diksha.gov.in/play/collection/do_31307361008593305613436?contentId=do_3129911212238192641181</a></p> <p><a href="https://diksha.gov.in/play/content/do_3130894133123317761175">https://diksha.gov.in/play/content/do_3130894133123317761175</a></p>
11			H 6	Kingdoms, kings and early republic	4	6	<p>*Student will be able to understand and appreciate the freedom to choose rulers of today and how the system differed in those times.</p> <p>*Critically analyse the money involved in performing these yajnas. Example - Ashvamedha Yajna Collaboratively they will realize how varna system.</p> <p>* They will understand the</p>	Describes the implications of India's contacts with regions outside India in the fields of religion, art, architecture, etc.	<p>*Teachers will ask the students to mark the mahajanpadas and janpadas on a political map of india .</p> <p>*Role play by students on the administration of the magadha empire*</p> <p>Map work.</p>	key words of the chapter will be questioned in MCQ forms. *online MCQ will be conducted *recall the important dates page no 56. *some questions based on varna and caste system. *do exercise 4 &5 page no56	*Map work page no 49. Long answer from the schapter.	<p><a href="https://diksha.gov.in/play/collection/do_313293271232602112141435?contentId=do_313293215586484224141374">https://diksha.gov.in/play/collection/do_313293271232602112141435?contentId=do_313293215586484224141374</a></p>





							procedure of performing Ashvamedha yajnas Importance of performing yajnas by the kings /rulers. *Know the importance of janapadas and mahajanapadas. Students will know the about the life of people living in janapadas and mahajanapadas.								<a href="#">(895) Class 6 History Chapter 6    Kingdoms, Kings &amp; Early Republic    Ascension Classes - YouTube</a>
12			C 4	Key elements of a democratic government	4	5	*Students will able to explain about racial discrimination in South Africa *Appreciate the efforts done by The African National Congress. *Critically analyze how democratic government ensure participation of people in the government processes. *Students can critically analyze that conflict occurs when people of different cultures, religion, regions or economic background do not get along with each other or some other feel they are being discriminated. *Examine Case study of Kaveri river water dispute Appreciate, accept and adopt the value of Constitution in your life.	locates physical features of India such as– mountains, plateaus, plains, rivers, desert ,etc. on the map of India		Class activity- required a blank white small chit. Teacher will ask the students to come forward for the election of class monitor for stop the students who will come forward will stand for the election. the Student of the whole class will vote for their favourite candidate for the post of class monitor. Each candidate will make their own symbol for which the students will vote for a blank sheet will be given to all the students of the class for giving votes.	make a quiz based on this chapeter . Link is given in remarks.	solve question 1-5 page no 40		<a href="https://youtu.be/YV9-thdhphw">https://youtu.be/YV9-thdhphw</a>  <a href="https://diksha.gov.in/play/collection/do_31304273078915072014070?contentId=do_3129911212392038401179">https://diksha.gov.in/play/collection/do_31304273078915072014070?contentId=do_3129911212392038401179</a>  <a href="https://diksha.gov.in/play/content/do_3130696361189457921138">https://diksha.gov.in/play/content/do_3130696361189457921138</a>	
13			G 4	Maps	3	4	*Locate different places and points in	Draw a neighborhood map	Take an old rubber ball and	Quiz will be formed on the	visit web portal school Bhuvan		<a href="https://diksha.gov.in/play/c">https://diksha.gov.in/play/c</a>		



							the local map. *function and concept of map *know about the importance of map with the help of globe * know about classification of map *understand the different types of direction. *Design Creative methods to make a plan of their own house or school.	showing scale ,direction and features with the help of conventional symbols.	draw whatever you like all over it you may also mark north pole and South pole on it now but this Ball with a knife and try to flatten it notice how the drawing are distorted. *Draw a map of village given in your textbook figure 4.1 page number 25	content of the chapter. *Draw a sketch of your school and show your classroom the library the principles room with directions.	NCERT and draw online neighborhood map on satellite imageries	<a href="https://collection/do_31304270632425062411887?contentId=do_3129911210507632641168">ollection/do_31304270632425062411887?contentId=do_3129911210507632641168</a>  <a href="https://diksha.gov.in/play/content/do_31318289251239526412126">https://diksha.gov.in/play/content/do_31318289251239526412126</a>  <a href="https://youtu.be/9jIL1MiYgnQ">https://youtu.be/9jIL1MiYgnQ</a>
14	SE PT E M B E R	24	H 7	New questions and ideas	4	6	*Understand the importance of religion Buddhism, its concept and life of Buddha discuss the importance of teachings of Buddha. *Analyses basic ideas and values of various religions and systems of thought during ancient period Built. *Explain the importance of Upanishads, what it literally means. *Students would be able to Acquire information about the recording of the thoughts in those times in Upanishads. *Why atman and Brahman were one?(Critical thinking. * understand the importance of religion Jainism, its concept and life of	Analyses basic ideas and values of various religions and systems of thought during ancient period	pair activity-teacher will ask the students to collect the information about the life of Buddha and Mahavira. * show photoes , video clip related Buddha and Mahavira. * student's role play of Buddha and Mahavira * telling story	key words of the chapter will be questioned in MCQ forms. *online MCQ will be conducted * recall important days pageno 66 *exercise no 2.page no 65	long questions based on this chapter.	<a href="https://youtu.be/0dLgcJviQ9Y">https://youtu.be/0dLgcJviQ9Y</a>  <a href="https://diksha.gov.in/play/content/do_313109183972245504158">https://diksha.gov.in/play/content/do_313109183972245504158</a>  <a href="https://diksha.gov.in/play/content/do_312717817181020160116764">https://diksha.gov.in/play/content/do_312717817181020160116764</a>



							Mahavira. Discuss the importance of teachings of Mahavira *To knowing about book Vinaya Pitaka and the term used for men and women who lives in sangha Debate on that why men and women live separately in sangha? (critical thinking)					
15			C 5	Panchayati raj	4	6	*know the importance of Gram Sabha, that it is the key factor in making the Gram Panchayat. Students can critically analyze the task of Gram Panchayat to implement development programmes for all villages that come under. *Able to know the different sources of funds for Gram Panchayat *Critical thinking of peoples participation in the Panchayati Raj system at different level.	Describes the role of government, especially at the local level in order to understand its complexity.	perform a skit on the base of gram panchat-sarpanch, members, villegers.	make a google form quiz based on this chapeter . Link is given in remarks.	learn ther work of gram panchayat, sources of fund from the panchayat page no 46, and also write the need of gram panchayat.	<a href="https://youtu.be/vffZRCFVp84">https://youtu.be/vffZRCFVp84</a>  <a href="https://diksha.gov.in/play/collection/do31304273078914252814046?contentId=do_3129911212533678081182">https://diksha.gov.in/play/collection/do31304273078914252814046?contentId=do_3129911212533678081182</a>
				REVISION WORK FOR HALF YEARLY EXAMINATION								
	<b>HY / Term 1</b>	<b>FIRST WEEK OF OCTOBER. THE ENTIRE SYLLABUS OF TERM WILL BE ASSESSED UPTO SEPTEMBER</b>								<b>HY / Term 1</b>	<b>FIRST WEEK OF OCTOBER. THE ENTIRE SYLLABUS OF TERM WILL BE ASSESSED UPTO SEPTEMBER</b>	



16	O C T O B E R	15	H 8	Ashoka the emperor who gave up the war	4	6	<p>Student will be able to understand and appreciate the freedom to choose rulers of today and how the system differed in those times</p> <p>*Discuss the difference in kingdom and empire</p> <p>Examples of some of the kingdoms and empires.</p> <p>Critically analyse the hierarchy of various dynasties.</p> <p>*Appreciate the importance of this hierarchy and some of the most famous and powerful rulers in the History collaboratively</p> <p>*Student will be able to understand and appreciate the the kind of ruler Ashoka was and his transformation as a human being.</p> <p>*Appreciate the need for putting a Ban on War and no violence society.</p> <p>*Critically analyse various issues that led to war of Kalinga and its outcomes</p> <p>*Student will be able to understand why the lions are shown on our currency notes.</p> <p>2. Knowing about the Mughal empire and Mauryan officials</p> <p>3. Collecting the tribute from the people.</p> <p>Critically analyse</p>	Lists out significant contributions of important kingdoms, dynasties with examples viz., Ashokan inscriptions, Gupta coins, Ratha temples by Pallavas etc	role play, video clip based on Ashoka, design the national symbol of India, explain important terms- dhamma , bramhi script	online quiz on google forms, key words, map work	map work page no 68, write different types of script page no 73, learn important dates. Write a short note on Ashoka and his Dhamma.	<a href="https://diksha.gov.in/play/collection/do_31307360985475481612480?contentId=do_3129911208504033281149">https://diksha.gov.in/play/collection/do_31307360985475481612480?contentId=do_3129911208504033281149</a>
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							various information on Mughal empire and Mauryan officials *Student will be able to understand the inscriptions that declared his declaration.						
17			H 9	Vital village and thriving town	4	6	<p>*Explain the increased use of iron tools for the benefit of agriculture</p> <p>*Assess and evaluate why expansion of agriculture was important in term of revenue generation .</p> <p>* adoption of different irrigation methods for expansion of agriculture</p> <p>*know the categories of people in Indian villages.</p> <p>Know the role of the people belonging to different categories.</p> <p>*Students will know and understand growth of cities about 2500 years ago.</p> <p>*Student will be able to understand the crafts, craftsmen and trade that existed during that period.</p> <p>*Critically analyse the development of road and water transport to facilitate trade</p>	Outlines India's significant contributions in culture and science viz. astronomy, medicine, mathematics, and knowledge of metals, etc	students will be divided into 4 groups, and each group will do any 1 craft of their choice like jewellerymaking,loom-bands,tattoo-making *drawing iron tools page no 79	fill the chart, page no 80 MCQ VSA	make panchmarg coins with the help of POP, learn important dates and do exercise 5 &6 page no 90	<p><a href="#">(895) Vital Villages Thriving Towns   Class 6 history chapter 8   Class 6 history UPSC/IAS 2020 - YouTube</a></p> <p><a href="https://diksha.gov.in/play/content/do_3131870344457338881579">https://diksha.gov.in/play/content/do_3131870344457338881579</a></p>	



18	N O V E M B E R	23	G 5	Major domains of the earth	4	5	<p>Students will be able to understand the importance of lithosphere, atmosphere, hydrosphere and biosphere.</p> <p>*Critically analysis the seven major continents and five oceans.</p> <p>* Critical analysis of the layers of atmosphere. *Know about water cycle and global warming.</p>	<p>draws and understands diagrams in order to understand lithosphere, atmosphere, hydrosphere and biosphere.</p> <p>Locate directions on the flat surface and continents and oceans on the world map.</p>	<p>Initiate the class discussion on the natural surroundings participate in the discussion and share their ideas</p> <p>*Show the major continents on the world map and their importance mark the continents on a world map</p> <p>*Relate the other domains with the biosphere sensitize the atmosphere and importance of having biosphere</p>	<p>Short answer questions will be formed and given to do on their own.</p>	<p>Map work figure 5.1 page number 31</p> <p>*Cut the outline of the continents from an outline map of the world and arrange them according to their decreasing sizes</p> <p>*prepare a water cycle on A4 sheet.</p>	<p><a href="#">(895) FOUR DOMAINS OF THE EARTH   Atmosphere   Lithosphere   Hydrosphere   Biosphere   Dr Binocs Show - YouTube</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31304270632425881611941?contentId=do_3129911210685726721177">https://diksha.gov.in/play/collection/do_31304270632425881611941?contentId=do_3129911210685726721177</a></p> <p><a href="https://diksha.gov.in/play/content/do_31323802117549260812744">https://diksha.gov.in/play/content/do_31323802117549260812744</a></p>
19			G 6	Major landforms of the earth	3	4	<p>*Critically analyse various landforms. What is the difference between them?</p> <p>*Enhance their knowledge about oldest plateau.</p> <p>*Understand the importance of plateaus that how useful they are. Aware of the importance of various landforms</p> <p>*Appreciate the diversity in relief features of the Earth.</p> <p>*Students would be able to Present in front of the class the refined knowledge</p>	<p>Locates physical features of India such as– mountains, plateaus, plains, rivers, desert, etc. on the map of India in order to compare and describe them.</p>	<p>To create an attractive and colourful chart in class showing the uses of a mountain under the following themes number 1 water from water sources originate in the mountains including rivers glaciers waterfalls rapids 2 forest products 3 influence of climate 4 tourism 5 rocks and minerals</p>	<p>Quiz will be formed on the content of the chapter.</p> <p>*Draw a sketch of your school and show your classroom the library the principles room with directions.</p>	<p>Do exercises given in your book. Make a collage of different landforms of the earth and colour it</p>	<p><a href="#">(895) LANDFORMS   Types Of Landforms   Landforms Of The Earth   The Dr Binocs Show   Peekaboo Kidz - YouTube</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31305469462182297612474?contentId=do_313066069812477952114668">https://diksha.gov.in/play/collection/do_31305469462182297612474?contentId=do_313066069812477952114668</a></p>



							about mountains and plateaus amongst themselves by discussing /communicating.						
20			C 6	Rural administration	3	4	<p>*Understand the functioning and responsibility of police circles and the officials responsible for a peaceful environment at all levels</p> <p>*Know that lack of education makes record keeping very important to safeguard the ignorant from exploitation of landlords, money lenders, and middlemen.</p> <p>*Critically analysis the role of patwari. He / She is responsible for the maintenance of land records and the collection of land revenue</p> <p>*Analysis of the governmental action in securing equality of women by passing laws</p> <p>*Make a list on different public services in the village collect information.</p>	Describes the functioning of rural local government body in sectors like health and education	Individual activity teacher will ask you to follow the instructions keep the material ( khasra record from book and glue ) on the table read the picture carefully see the record and aspect of the castra record look at the ice sketch map and see in the index now look at the symbols and try to find out the answer of the questions given in the book	make a google form quiz based on this chapter . Link is given in remarks.	long question based on the chapter.	<p><a href="https://youtu.be/LvPtwwUoGQ">https://youtu.be/LvPtwwUoGQ</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31302220691900006415873?contentId=do_3129911212696862721180">https://diksha.gov.in/play/collection/do_31302220691900006415873?contentId=do_3129911212696862721180</a></p> <p><a href="https://diksha.gov.in/play/content/do_3131100132399677441628">https://diksha.gov.in/play/content/do_3131100132399677441628</a></p>	



21			H 10	Traders kings and pilgrims	4	5	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. creatively generate idea to connect the Sangam texts and long distance exchange.</li> <li>2. Critically analyse trade relations with Rome.</li> <li>3. collaboratively find out the need for traders to explore the sea routes.</li> </ol> <p>*Critically make judgements and decisions regarding evidences found from archeological sites related to trade of items.</p> <p>*Role of ruling families of southern India</p> <p>Students will know and understand like Satvahanas as lords of Dakshinapath</p> <p>*Compare and contrast the role muvendar and Satvahanas</p> <p>*Students would be able to effectively interact with others in collaboration to communicate the facilitation of trade</p> <p>The story of silk route</p> <p>Learners will be able to</p> <ol style="list-style-type: none"> <li>1. Understand the significance of the name ' Silk Route'</li> <li>2. Locate silk route in the map</li> </ol> <p>Students would be</p>	Analyses basic ideas and values of various religions and systems of thought during ancient period		individual activity- draw the silk route on a political map of the world, use silk fabric for showing routes. *use PPT for explanation.	matching page no 101, recall important dates page no 102	lets discuss and lets do from exercise page no 102	<p><a href="https://diksha.gov.in/play/content/do_31319707356761292811921">https://diksha.gov.in/play/content/do_31319707356761292811921</a></p> <p><a href="https://diksha.gov.in/play/content/do_31310917553179852813268">https://diksha.gov.in/play/content/do_31310917553179852813268</a></p> <p><a href="https://diksha.gov.in/play/collecion/do_3131304270850207744012683?contentId=do_3129911208818442241150">https://diksha.gov.in/play/collecion/do_3131304270850207744012683?contentId=do_3129911208818442241150</a></p>
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							able to learn about 1. Creatively generate ideas on why kings tried to control silk route. 2. communicate effectively about Kushanas as rulers who controlled silk route *Understand the spread of Buddhism and its relation to silk route and Kushana dynasty. Critically reason out why Buddhism spread far and wide. *Communicate clearly about difference between old and new form of Buddhism.					
22	D E C E M B E R	18	C 7	Urban administration	3	4	Students will develop collaboration by taking part in the discussion the issues and problems faced by the people living in urban areas. *Describes the functioning of urban local government body in sectors like health and education. * Functions performed by Municipal Corporation. *Election of ward councillors and Mayor by the citizens. *Students will able to know the different sources of money of Municipal corporation *Learn civic sense	Describes the functioning of urban local government body in sectors like health and education.	role play as a ward councilor, member of the ward, mayor , society problems.	make a google form quiz based on this chapter . Link is given in remarks.	fil in the blanks of sentences page no 59, fill the chart page no 62, solve questions page no 63	<a href="https://youtu.be/cgKQn5b-tMg">https://youtu.be/cgKQn5b-tMg</a>  <a href="https://diksha.gov.in/play/collecion/do31304273078916710414176?contentId=do_3129911212854804481183">https://diksha.gov.in/play/collecion/do31304273078916710414176?contentId=do_3129911212854804481183</a>



							and need of different ways to protest for unjust (citizenship) *Knowledge about Role and responsibilities of ward councilor and Mayor, Elected and administrative staff of municipal Corporation.						
23			H 11	New empires and kingdoms	4	6	To know about Gupta dynasty Students will know and understand 1. What are Prashastis and what they tell us. 2. Samudra Gupta's Prashasti940 3. Accounts of Gupta dynasty from description by Harishena. Students would be able to 1. Critically use system thinking and generate ideas from various sources like literary and archeological to derive information about Gupta dynasty. 2. Communicate through information literacy tools about Genealogies of Kingdoms as mentioned in Prashastis 3. Critically differentiate the treatment of Samudragupta towards the rulers defeated by him (Rulers of Aryavarta, Dakshinapath, Rulers	analysis basic ideas and administrative system of various dynasties and systems of thought during ancient period	synthesises information related to various historical developments	key words of the chapter will be questioned in MCQ forms. *online MCQ will be conducted, true and false from exercise *make online quiz.	*map work page no 105, *learn about samudragupt *long question form exercise.	<a href="https://www.youtube.com/watch?v=abhishekdubey"> (895) New empires and kingdoms 6 abhishekdubey - YouTube</a>  <a href="https://diksha.gov.in/play/collection/do_31304270850204467212489?contentId=do_3129911209048309761151">https://diksha.gov.in/play/collection/do_31304270850204467212489?contentId=do_3129911209048309761151</a>  <a href="https://diksha.gov.in/play/content/do_319707368109670411556">https://diksha.gov.in/play/content/do_319707368109670411556</a>	



of Assam, Bengal, Nepal and few Ganasanghas and the descendants of Kushanas, Sakas and Srilanka)  
To comprehend and explain the life of Harshvardhan.  
Discuss and Explain the ThePrashasti of Ruling kings of south India.  
Students will know and understand  
1. What are Prashastis and what they tell us.  
2. Life and extent of kingdom of Harhasvardhan through Harshacharita  
3. the life and expeditions of the Pallavas, Chalukyas and Pulakesin  
4. Describe the events indicating towards the expansion in international trade, art, architecture and their contribution to the Indian history  
Students would be able to critically use system thinking and generate ideas from various sources like literary and archeological to derive information about Harshvardhana  
Students would be able to communicate

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through information literacy tools about Genealogies of Kingdoms as mentioned in Prashastis. Learners would be able to explain the development of different administrative systems and a new kind of army. Students will know and understand

1. List all the important designations
2. to compare and contrast their administrative systems from the earlier ones.
3. Distinguish the key features that made the army new and different from earlier ones

\*The key features of administration and the designations. and also, revenue collection for maintenance of army  
\*Critically analyse the distinguishing features between the assembly of brahmins and non-Brahmins.  
\*Develop citizenship by voicing opinion about how condition of common people is better in modern times as compared to earlier times

**REVISION WORK  
FOR P T 2**



EXAMINATION												
		AFTER THE WINTER BREAK, SYLLABUS COVERED UPTO THE COMMENCEMENT OF THE WINTER BREAK									PT II	AFTER THE WINTER BREAK, SYLLABUS COVERED UPTO THE COMMENCEMENT OF THE WINTER BREAK
24	JANUARY	24	G 7	Our country India	4	5	<p>explore their knowledge about Indian standard time and its importance</p> <p>*Critically analyse various geographical fact about India collaboratively.</p> <p>*Know more about India in terms of locational setting, neighbours, all the major physical features and how they are complementary to each other</p>	Locates states, capitals neighbour countries and important places on the map of India	<p>Teacher will initiate a group discussion on India my country students will discuss about the different states and culture of India.</p> <p>*Play a video on the major physical divisions of India and show to the students ask them students to find out neighboring countries of India with the help of an atlas</p>	<p>Teacher will ask the students to bring up political map of India efforts sheet color pencil and glue are there before the activity show the map of never in countries of India sharing the land boundaries .</p> <p>*draw map 7.1 and 7.2 , 7.3 page no 49,51.</p>	<p>Write a letter to your friend who is staying in abroad about the beauty of India</p>	<p><a href="#">(895) Our Country - India [Chapter 7]   Class 6 Geography NCERT   CDS/CAPF 2020 - YouTube</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31304270632425062411875?contentId=do_3129911211331174401170">https://diksha.gov.in/play/collection/do_31304270632425062411875?contentId=do_3129911211331174401170</a></p>
25			C 8	Rural livelihoods	3	5	<p>*Students will develop collaboration by taking part in the discussion understand various types of occupation prevailing in rural areas.</p> <p>*Describes factors responsible for availability of different occupations undertaken in rural and urban areas.</p> <p>* Difference between farming and non-</p>	Describes factors responsible for availability of different occupations undertaken in rural and urban areas	<p>Individual activity printout of page number 67 of book and glue . 1 keep all the material on the table 2 see the picture carefully 3 look for the different works people do in villages 4 identify the farm activities in the picture 5 classify the form and non farm</p>	<p>very short answe for class assessment link in remarks.</p>	<p>make a ppt based on the chapter</p>	<p><a href="#">(895) Rural Livelihoods   class 6 civics chapter 8   Class 6 civics UPSC/IAS - YouTube</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31304273078915891214114?contentId=do_31299112">https://diksha.gov.in/play/collection/do_31304273078915891214114?contentId=do_31299112</a></p>



							farming activities. *Describe the working conditions of landless farmers , small farmers . *Analyze the situation that how the miserable condition of farmers when caught in debt trap. *working conditions of large-scale farmers .			activities from the picture 6 complete the table given below 7 try to find out the answer of the questions given in the book			<a href="https://diksha.gov.in/play/content/do_31311001393896652811467">13012418561181</a>  <a href="https://diksha.gov.in/play/content/do_31311001393896652811467">https://diksha.gov.in/play/content/do_31311001393896652811467</a>
26			H 12	Buildings, painting and Books	4	6	students will able to know about ancient time buildings made by stone ,iron and bricks.they also understand the skillful works related paintings on caves .they will understand books ancients books like tamil book ,puranas,meghduta etc.	Describes the patterns how buildings ,paintings are made in ancient time. Understand how much people learned at that time.	group activity- to do a play on anyone epic. Explain the chapter story form, use PPT for showing painting and buildings.	ask the figure based questions *recall important dates in the class page no 124	draw iron pillar *find out more and learn a story from one of the epics. *do ex 3&4 page no 125	<a href="https://diksha.gov.in/play/collection/do_31302220449483980815686?contentId=do_3129911209200680961152">https://diksha.gov.in/play/collection/do_31302220449483980815686?contentId=do_3129911209200680961152</a>	<a href="https://diksha.gov.in/play/collection/do_31302220449483980815686?contentId=do_3129911209200680961152">(895) Buildings, Paintings and Books Full Chapter Class 6 History   NCERT History Class 6 Chapter 11 - YouTube</a>
27	FE B R U A R Y	23	G 8	India- climate, vegetation and wild life	5	7	*Students will able to discuss the importance of change in climate. Appreciate the need of it. *BE Aware of the importance of forests in our life Discuss the importance of preservation of animals. *Why do birds	Recognises that the earth is a unique celestial body due to existence of life ,zones of the earth with special reference to biosphere.	Teacher will highlight the different seasons in our country students will write the different seasons along with their characteristics in their notebooks map activity different	with the help of figure 8.2 on page number 59 teacher will ask what we get from forest in MCQ forms	Make a list of any ten different wildlife sanctuaries in India along with the names of the animals found there *For fun.... make a list of trees in your neighborhood and collect pictures of	<a href="https://diksha.gov.in/play/collection/do_31302220449483980815686?contentId=do_3129911209200680961152">(895) India: Climate, Vegetation and Wildlife Full Chapter Class 6 Geography   NCERT Class 6 Chapter 8 - YouTube</a>	






## Micro Lesson Plan (Daily Lesson Plan)

### Chapter 1 The Earth in the Solar System

#### Unit 1

<b>Learning outcomes</b> (what we want the students to know and be able to do)		Understand the concept of the solar system and the differences between stars, planets and celestial bodies.
<b>Resources needed</b>		E Textbook,PPT , black colour A4 sheet , glue , colour ful paper , (for activity). Students will be informed about the list one day before.
<b>Activity</b>	<b>Time</b>	
1. Explaining the concepts using Power Point Presentation or other mode of teaching	10-15 mins	<p style="text-align: center;"><b>Introductory Questions:-</b></p> <ul style="list-style-type: none"> <li>• What do you mean by sun?</li> <li>• What do you mean by stars?</li> <li>• Students will told to identify the diagram.</li> </ul> <div style="text-align: center;">  </div> <p style="text-align: center;"><b>Explanation:-</b></p> <p><a href="https://www.youtube.com/watch?v= H2uYkNONHk&amp;t=4s">https://www.youtube.com/watch?v= H2uYkNONHk&amp;t=4s</a></p> <ul style="list-style-type: none"> <li>• The sun , the moon and all those objects shining in the night sky are called celestial bodies. Some celestial bodies are very big and hot. They are made up of gases. They have their own heat and light, which they emit in large amounts. These celestial bodies are called stars. The sun is a star. Some celestial bodies do not have their own heat and light. They are lit by the light of the stars. Such bodies are known as planets. The sun heat planets, satellites and some other celestial bodies known as asteroids and meteoroids form a solar system. We often call it a solar family, sun as its head. Some celestial bodies do not have their own heat and light. They are lit by the light of the stars. Such bodies are known as planets. The sun heat planets, satellites and some other celestial bodies known as asteroids and meteoroids form a solar system. We often call it a solar family, sun as its head. Some celestial bodies do not have their own heat and light. They are lit by the light of the stars. Such bodies are known as planets. The sun heat planets, satellites and some other celestial bodies known as asteroids and meteoroids form a solar system. We often call it a solar family, sun as its head.</li> </ul> <p style="text-align: center;"><b>We learn more about sun planets and other celestial bodies in next class.</b></p> <p><a href="https://educationwithfun.com/mod/resource/view.php?id=862">https://educationwithfun.com/mod/resource/view.php?id=862</a> worksheet</p>





<b>2.Solving of worksheets by students and discussion on answers</b>	<b>10 mins</b>	<ol style="list-style-type: none"><li>1. What is galaxy?</li><li>2. Name the largest planet of the solar system.</li><li>3. Name the nearest planet to the sun.</li><li>4. What are the celestial bodies?</li><li>5. Define Stars.</li></ol>	
<b>3.Solving questions on the topic discussed</b>	<b>5 to 10 mins</b>		
<b>4.Recapitulation of the lesson</b>	<b>5 mins</b>	<b>Q1. What are the source of energy for earth and other planets?</b> <b>Q2. Name the smallest planet of the solar system.</b> <b>MCQ will be asked using the Diksha portal Link.</b>	
<b>Active learning strategies</b>		<ul style="list-style-type: none"><li>• To make a colourful solar system on black A4 sheet.</li></ul> <b>AS ART INTEGRATED ACTIVITES</b>	
<b>Assessment for learning</b>		<ol style="list-style-type: none"><li>1. Explain about solar system in your own word.</li></ol>	
<b>Competencies</b>		<ul style="list-style-type: none"><li>• <b>Analytical thinking</b></li><li>• <b>Art integrated presentation of solar system.</b></li><li>• <b>Remembering skill</b></li></ul>	



**KENDRIYA VIDYALAYA SANGATHAN RAIPUR REGION**

**MACRO LESSON PLAN (FOR FORTHNIGHTLY PLANNING)**

Class VI SSt (Geography)  
Chapter 1 Solar System

Text	Introductory Lesson Activity	Learning Objective/s	Learning Outcome/s	Active Learning	ICT	Assessment for Learning	Assignment	Competencies
Earth in the Solar system	<p><b>INTRODUCTORY QUESTIONS:-</b></p> <p><b>1.What do you mean by stars?</b></p> <p><b>2.Do you think any other celestial bodies found in the sky other than stars?</b></p> <p><b>3. What do you know about Sun?</b></p> <p><b>Unit wise Explanation of the chapter :-</b></p> <ol style="list-style-type: none"> <li>1. Meaning of solar system.</li> <li>2. Different shapes and different positions of moon.</li> <li>3. Stars: Pole Star, Constellations.</li> <li>4. Planets: The Earth.</li> <li>5. Satellites: Human Made Satellites.</li> <li>6. Asteroids and meteoroids.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the concept of the solar system and the differences between stars, planets and satellites.</li> <li>2. Recognize the unique place of the earth in the solar system, which provides ideal condition for all forms of life, including human beings;</li> <li>3. Get motivated to ask questions as questions reflect on their interest and curiosity about the related topic</li> <li>4. Observe stars, planets, satellite (Moon), eclipse under the guidance of parents/teacher/ elders, etc. to understand astronomical phenomena.</li> </ol>	<p><b>Students will be able:</b></p> <ul style="list-style-type: none"> <li>• <b>To understand the concept of solar system.</b></li> <li>• <b>To understand the star and also know that sun is a star.</b></li> <li>• <b>To understand unit place of earth in the solar system for existing of life.</b> <ul style="list-style-type: none"> <li>• <b>The students know about celestial bodies.</b></li> <li>• <b>They know the sequence of planets and their sizes.</b></li> <li>• <b>They can differentiate between human made satellites and man made satellites.</b></li> <li>• <b>Students understand the asteroids and meteoroids.</b></li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Illustrate activity based and picture based on the topic of solar system.</li> <li>2. Explain through activity, select 9 children in the following order and give each one of them a placard. (Next step as per NCERT text book)</li> </ol>	<p>Power point presentation on-</p> <ol style="list-style-type: none"> <li>1. Description of Universe and Solar system</li> <li>2. Animations/videos on following links may be used to enrich the teaching:</li> </ol> <p><a href="https://drive.google.com/file/d/1R20mSApzRMVJVqSKGTrJCGX1CnY8DfpP/view?usp=sharing">https://drive.google.com/file/d/1R20mSApzRMVJVqSKGTrJCGX1CnY8DfpP/view?usp=sharing</a></p> <p><a href="https://www.youtube.com/watch?v=H2uYkNONHk&amp;t=4s">https://www.youtube.com/watch?v=H2uYkNONHk&amp;t=4s</a></p>	<p><b>1.Well colourful solar system on black A4 sheet will be drawn by the students.</b></p> <p><b>2.Very short answer type questions:-</b></p> <ol style="list-style-type: none"> <li>6. What is the name given to the full moon night?</li> <li>7. What are celestial bodies?</li> <li>8. Name the twin planets.</li> <li>9. Which planet is known as blue planet?</li> <li>10. Name the star which indicates north direction.</li> </ol>	<ol style="list-style-type: none"> <li>1. How does moon appear different each night?</li> <li>2. State the characteristics of sun.</li> <li>3. Why Earth is called unique planet?</li> </ol> <p><b>(Project based learning- preparation of portfolio.</b></p> <p><b>i) Art integrated learning &amp; Sports integrated learning: for teaching and projects.)</b></p>	<p><b>Critical thinking</b></p> <p><b>Higher order thinking skills</b></p> <p><b>Communicate ideas</b></p>



# CLASS - VII



केन्द्रीय विद्यालय संगठन रायपुर संभाग												
अकादमिक योजना सत्र: 2021-22												
विषय हिन्दी वसंत भाग - 2 , बाल महाभारत कथा												
कुल पाठों की संख्या			61 (20+41)	प्रथम सत्र	30 (10+20)	द्वितीय सत्र	31(10 +21 )					
क्रमांक	सत्र	माह	कुल कार्य दिवसों की संख्या	वसंत भाग -2/ बाल महाभारत कथा / पाठ का नाम	संभावित उपलब्ध घण्टे	अनुमानित आवश्यक कालांशों की संख्या(40 मिनट/कालखंड)	शिक्षण के लक्ष्य	सीखने के प्रतिफल	शिक्षण अधिगम क्रियाकलाप	ऑकलन योजना	गृहकार्य/ परियोजना कार्य	संबंधित लिंक
1	सत्र 1	अप्रैल	24	हम पंछी उन्मुक्त गगन के	16	6	<p>1. कविता सुनने समझने के बाद उसमें बताए गए भाव सन्देश को पढ़ पाएँगे   बंधन में रहना किसी को पसंद नहीं होता  </p> <p>2. कविता का लयबद्ध वाचन करते हुए उससे प्राप्त शिक्षा का वर्णन करेंगे  </p> <p>3. समूह में बैठे विद्यार्थी मात्राओं को ध्यान में रखते हुए धाराप्रवाह पढ़ने में सक्षम होंगे  </p> <p>4. एक अनुच्छेद पाठ का अर्थव्यक्त कर अपनी दृष्टिकोण लिख पाने में सक्षम होंगे  </p>	<p>1. विभिन्न प्रकार की रचनाओं को पढ़कर समूह में चर्चा कर सकेंगे  </p> <p>2. अपने पालतू पशु या पक्षी के साथ अपने संबंधों पर चर्चा कर पाएँगे  </p> <p>3. किसी सामग्री को पढ़ते हुए लेखक के द्वारा कहे गए विचार को समझकर और अपने-अपने अनुभवों के साथ उसकी संगति,</p>	<p>कविता का सस्वर गायन  काठिन्य निवारण और भाव ग्रहण (ऑनलाइन-गूगल मीट और क्लासरूम के माध्यम से)  </p>	<p>1. बच्चे कविता का सस्वर पाठ अध्यापक/ अभिभावक को सुनाएँगे। गूगलफॉर्म ( क्विज़ ) के माध्यम से आकलन किया जाएगा।</p> <p>2. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघुतरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से</p>	<p>1. आजादी के बारे में लिखते हुए बताइए कि क्या आप सुख सुविधा के साथ बंधन में रहना पसंद करेंगे ? कारण भी बताएँ  </p> <p>2. कविता के आधार पर पिंजरे और चिड़िया का चित्र बनाइए   3. समास से सम्बन्धित प्रश्न दें। पाठ पर आधारित अन्य प्रश्न भी दे सकते हैं।</p>	<p><a href="https://www.youtube.com/watch?v=T_jDSavBFU&amp;t=5s">https://www.youtube.com/watch?v=T_jDSavBFU&amp;t=5s</a></p> <p><a href="https://www.youtube.com/watch?v=g68zaD1Rqhg">https://www.youtube.com/watch?v=g68zaD1Rqhg</a></p>



					सहमति या असहमति के संदर्भ में अपने विचार व्यक्त करते हैं ।		उपलब्ध करवाया जाएगा ) जिनके उत्तर बच्चे शिक्षक और अभिभावक के मार्गदर्शन में लिखेंगे ।  3. कविता की रिकॉर्डिंग क्लासरूम में भेजें।	
2	दादी माँ	6	<p>1. बुजुर्गों के जीवन के महत्व को समझाते हुए पाठ का वाचन करवाया जाएगा ।</p> <p>2. पाठ सुनने के बाद सभी विद्यार्थी पाठ के अंशों के प्रश्नों के उत्तर देने में समर्थ होंगे ।</p> <p>3. अपने दादा या दादी के बारे में लिखेंगे जिससे उनकी लेखन कौशल में विकास होगा।</p> <p>4. पाठ को शुद्ध उच्चारण के साथ पढ़ सकेंगे और अपनी प्रतिक्रिया लिख सकेंगे ।</p>	<p>किसी चित्र या दृश्य को देखने के अनुभव को अपने ढंग से मौखिक या सांकेतिक भाषा में व्यक्त कर सकेंगे ।</p>	<p>उचित उतार चढ़ाव के साथ पाठ का आदर्श वाचन और अनुकरण वाचन । काठिन्य निवारण और भाव विस्तार (ऑनलाइन-गूगल मीट और क्लासरूम के माध्यम से) ।</p>	<p>1. बच्चे कहानी का सार अध्यापक / अभिभावक को सुनाएँगे।</p> <p>2. गूगलफॉर्म ( क्विज़) के माध्यम से आकलन किया जाएगा ।</p> <p>3. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघूत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिनके उत्तर बच्चे</p>	<p>1. अपनी दादी माँ की विशेषताएँ बताते हुए एक अनुच्छेद लिखिए। 2. इस पाठ में दैनिक जीवन में उपयोग में आने वाली बहुत से वस्तुओं का उल्लेख है, आप अपने पसंद की किन्हीं पाँच चीजों का चित्र बनाकर उनके बारे में लिखिए।</p> <p>3. व्याकरण पर आधारित प्रश्न और पाठ आधारित अन्य प्रश्न दे सकते हैं ।</p>	<p><a href="https://youtu.be/s8xx8VvZ0_I">https://youtu.be/s8xx8VvZ0_I</a> <a href="https://youtu.be/hW3DZ5l4iSg">https://youtu.be/hW3DZ5l4iSg</a> <a href="https://www.youtube.com/watch?v=uOkjyOOVI_E">https://www.youtube.com/watch?v=uOkjyOOVI_E</a></p>



							शिक्षक और अभिभावक के मार्गदर्शन में लिखेंगे।	
3	महाभारत कथा, देवव्रत, भीष्म प्रतिज्ञा (बाल महाभारत कथा)	5	<p>1. पाठ को पढ़कर उसका भाव ग्रहण कर सकेंगे।</p> <p>2. पाठ से संबंधित प्रश्नों के लिखित / मौखिक उत्तर दे सकेंगे।</p> <p>3. अपनी भाषा में पाठ के बारे में चर्चा कर सकेंगे।</p> <p>4. पाठ का सारांश लिख सकेंगे।</p>	<p>किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिन्दु को खोजेंगे / अनुमान लगाएँगे / निष्कर्ष निकालेंगे।</p>	<p>बच्चे अध्यापक / अभिभावक के मार्गदर्शन में संबंधित सम्बन्धित पाठ का स्वपठन करेंगे। अध्यापक / अभिभावक द्वारा सारांश बताया जाएगा।</p>	<p>बहुविकल्पीय (गूगल फॉर्म आधारित) / लघूत्तरीय प्रश्नों (आवश्यकतानुसार प्रश्न पीडीएफ फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा) के माध्यम से होगा, जिनके उत्तर बच्चे शिक्षक और अभिभावक के मार्गदर्शन में लिखेंगे।</p>	<p>1. संकलित पाठ से अति लघूत्तरीय / लघूत्तरीय प्रश्न दिए जा सकते हैं।</p> <p>2. पाठ से जो शिक्षा मिलती है उसके बारे में लिखना।</p>	<p><a href="https://youtu.be/H3dEBmtMPhI">https://youtu.be/H3dEBmtMPhI</a> <a href="https://youtu.be/A0gwm8AzMhg">https://youtu.be/A0gwm8AzMhg</a></p>
4	अनुच्छेद लेखन	3	छात्र दिए गए विषय पर अपने अनुभव और पूर्वज्ञान के आधार पर अनुच्छेद लिख सकेंगे।	<p>विभिन्न विषयों और उद्देश्यों के लिए लिखते समय उपयुक्त शब्दों, शुद्ध वर्तनी, वाक्य संरचनाओं, उपसर्ग, प्रत्यय, समास आदि का प्रयोग।</p>	<p>अनुच्छेद के सम्बन्ध में जानकारी देकर उदाहरण स्वरूप कुछ अनुच्छेद बच्चों के पठन के लिए उपलब्ध करवाना।</p>	<p>बच्चे निर्देशानुसार अध्यापक/ अभिभावक के मार्गदर्शन में अनुच्छेद लिखेंगे।</p>	<p>दिए गए विषयों पर अनुच्छेद लिखना है।</p>	<p><a href="https://youtu.be/bxLMU1FdFvw">https://youtu.be/bxLMU1FdFvw</a></p>



5			पत्र-लेखन	4	छात्र औपचारिक तथा अनौपचारिक पत्र लिख सकेंगे।	वर्तनी की शुद्धता के साथ सही-सही लिखने की योग्यता का विकास।	बच्चों को पत्र-लेखन का पूर्वज्ञान है। उन्हें औपचारिक और अनौपचारिक पत्र की जानकारी देना और उनके लेखन प्रक्रिया से अवगत करवाना।	बच्चे निर्देशानुसार अध्यापक / अभिभावक के मार्गदर्शन में औपचारिक एवं अनौपचारिक पत्र लिखेंगे।	2-2 औपचारिक एवं अनौपचारिक पत्र लिखिए।	<a href="https://youtu.be/TjtkkHXLeKc">https://youtu.be/TjtkkHXLeKc</a>	
6	मई-जून	10	हिमालय की बेटियाँ	6.6	4	1. पाठ के माध्यम से विद्यार्थियों को प्रकृति से जोड़ना हिमालय पर्वत और उससे निकलने वाली पवित्र नदियों के बारे में बताना। 2. पाठ सुनने के बाद सभी विद्यार्थी पाठ के अंशों के प्रश्नों के उत्तर देने में समर्थ होंगे। 3. कठिन शब्दों के उच्चारण का अभ्यास कर सकेंगे। 4. प्रकृति से मिलने वाले संसाधनों को सुरक्षित रखने हेतु की जाने वाले उपायों पर लेखन कार्य करेंगे। 5. नमामि गंगे - के भाव द्वारा नदियों की सुरक्षा करने का भाव समझने में सक्षम हो	अपने परिवेश में मौजूद लोक-कथाओं और लोकगीत के बारे में चर्चा करना और उनकी सराहना करना।	उचित उतार चढ़ाव के साथ पाठ का आदर्श वाचन और अनुकरण वाचन। काठिन्य निवारण और भाव विस्तार (ऑनलाइन-गूगल मीट और क्लासरूम के माध्यम से)।	1. बच्चे निबंध का सार अध्यापक / अभिभावक को सुनाएंगे। 2. गूगलफॉर्म (क्विज़) के माध्यम से आकलन किया जाएगा। 3. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध, लघुतरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया	1. इस पाठ में हिमालय पर्वत का उल्लेख है, आप भी अपने आसपास स्थित किसी पर्वत के बारे में जानकारी एकत्र कर लिखिए। 2. पर्वतीय क्षेत्र के सुबह या शाम के दृश्य का चित्र बनाइए। 3. पाठ में शामिल व्याकरण से सम्बन्धित प्रश्न दें। पाठ आधारित अन्य प्रश्न भी दिए जा सकते हैं।	<a href="https://www.youtube.com/watch?v=Ymk-1NhfAFs">https://www.youtube.com/watch?v=Ymk-1NhfAFs</a>



					सकेंगे			जाएगा ) जिनके उत्तर बच्चे शिक्षक और अभिभावक के मार्गदर्शन में लिखेंगे	
7		अम्बा और भीष्म, विदुर, कुंती (बाल महाभारत कथा)	4	1. पाठ को पढ़कर उसका भाव ग्रहण कर सकेंगे   2. पाठ से संबंधित प्रश्नों के लिखित / मौखिक उत्तर दे सकेंगे   3. अपनी भाषा में पाठ के बारे में चर्चा कर सकेंगे   4. पाठ का सारांश लिख सकेंगे	किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिन्दु को खोजेंगे / अनुमान लगाएँगे / निष्कर्ष निकालेंगे	बच्चे अध्यापक / अभिभावक के मार्गदर्शन में सम्बन्धित पाठ का स्वपठन करेंगे   अध्यापक / अभिभावक द्वारा सारांश बताया जाएगा	बहुविकल्पीय (गूगल फॉर्मआधारित) / लघूत्तरीय प्रश्नों (आवश्यकतानुसार प्रश्न पीडीएफ फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) के माध्यम से होगा, जिनके उत्तर बच्चे शिक्षक और अभिभावक के मार्गदर्शन में लिखेंगे	1. संकलित पाठ से अति लघूत्तरीय / लघूत्तरीय प्रश्न दिए जा सकते हैं। 2. पाठ से जो शिक्षा मिलती है उसके बारे में लिखना	<a href="https://youtu.be/gwQZJGu1QUU">https://youtu.be/gwQZJGu1QUU</a> <a href="https://youtu.be/19kvE14wfGY">https://youtu.be/19kvE14wfGY</a>
8		अपठित बोध	2	1. छात्र अपठित अंश को पढ़कर उसका भाव ग्रहण कर सकेंगे   2. अपठित अंश से संबंधित प्रश्नों के उत्तर लिख /बोल सकेंगे	लिखते समय वर्तनी ज्ञान का प्रयोग	सर्वप्रथम बच्चों को पठित अंश के बारे में बताते हुए उसमें से प्रश्न निर्माण करके उसके उत्तर देने को कहना   विद्यार्थियों को अपठित अंशों के कुछ	अपठित बोध का आकलन गूगलफॉर्म ( क्विज़) के माध्यम से आकलन किया जाएगा	अपठित बोध पर आधारित प्रश्न दें	





9	जुलाई	26	कठपुतली	17.33	5	<p>1. विद्यार्थियों को स्वाभिमान से जीने के लिए प्रेरित करना।</p> <p>2. कविता सुनने के बाद सभी विद्यार्थी कविता के अंशों के प्रश्नों के उत्तर देने में समर्थ होंगे।</p> <p>3. विद्यार्थियों को कवि की अन्य कविताओं के माध्यम से जीवन की यथार्थताओं से परिचित हों सकेंगे।</p> <p>4. समूह में बैठे विद्यार्थी मात्राओं को ध्यान में रखते हुए धाराप्रवाह पढ़ने में सक्षम होंगे।</p> <p>5. राजस्थान की परंपराओं के बारे में छात्र लिखेंगे 6.</p>	<p>1. कहानी, कविता आदि पढ़कर लेखन के विविध तौर तरीकों और शैलियों को पहचानना।</p> <p>2. विविध कलाओं से जुड़ी सामग्री में प्रयुक्त भाषा के प्रति जिज्ञासा व्यक्त करते हुए उसकी सराहना करना।</p>	<p>कविता का सस्वर गायन। काठिन्य निवारण और भावग्रहण (ऑनलाइन-गूगल मीट और क्लासरूम के माध्यम से)।</p>	<p>1. बच्चे कविता का सस्वरपाठ अध्यापक/अभिभावक को सुनाएँगे। गूगलफॉर्म (क्विज़) के माध्यम से आकलन किया जाएगा।</p> <p>2. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध, लघुतरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा) जिनके उत्तर बच्चे शिक्षक और अभिभावक के मार्गदर्शन में</p>	<p>1. आपके विचार से विरोध करना आसान है या जिम्मेदारी उठाना? टूक सहित लिखिए।</p> <p>2. कठपुतली का चित्र बनाकर उस पर पाँच वाक्य लिखिए।</p> <p>3. पाठ में शामिल व्याकरण से सम्बन्धित प्रश्न दें। पाठ आधारित अन्य प्रश्न भी दिए जा सकते हैं।</p>	<p><a href="https://www.youtube.com/watch?v=uyF-LwAT8OI">https://www.youtube.com/watch?v=uyF-LwAT8OI</a></p>		



					कक्षा में पढ़ाई गई कविता का सार अपने शब्दों में लिखेंगे।		लिखेंगे। 3. कविता की रिकॉर्डिंग क्लासरूम में भेजें।		
10		मिठाईवाला	6	<p>1. शिक्षक द्वारा पढ़ाए गए पाठ को विद्यार्थी ध्यान पूर्वक सुनेंगे। पाठ के नायक खिलौने वाले की मनोदशा पर चर्चा करते हुए वाचन का अभ्यास करेंगे।</p> <p>2. समूह में बैठे विद्यार्थी निर्धारित अंश का पाठन करेंगे।</p> <p>3. एक अनुच्छेद पाठ का अर्थव्यक्त कर उस पर अपने दृष्टिकोण लिख पाने में सक्षम होंगे।</p>	<p>1. विविध कलाओं से जुड़ी सामग्री में प्रयुक्त भाषा के प्रति जिज्ञासा व्यक्त करते हुए उसकी सराहना करना।</p>	<p>उचित उतार चढ़ाव के साथ पाठ का आदर्श वाचन और अनुकरण वाचन। काठिन्य निवारण और भाव विस्तार (ऑनलाइन-गूगल मीट और क्लासरूम के माध्यमसे)।</p>	<p>1. बच्चे कहानी का सार अध्यापक / अभिभावक को सुनाएंगे।</p> <p>2. गूगल फॉर्म (क्विज़) के माध्यम से आकलन किया जाएगा।</p> <p>3. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध, लघुतरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा) जिनके उत्तर बच्चे शिक्षक और</p>	<p>1. फेरीवाले पर अनुच्छेद लिखते हुए अपने अनुभव के आधार पर बताइए कि आप के घर में कौन-से समान फेरीवाले से खरीदते हैं ?</p> <p>2. खिलौनेवाले का चित्र बनाइए।</p> <p>3. "वाला" के प्रयोग से सम्बन्धित और संख्यावाची शब्दों से सम्बन्धी प्रश्न दें। पाठ आधारित अन्य प्रश्न भी दे सकते हैं।</p>	<p><a href="https://www.youtube.com/watch?v=NeEPX-2PPRA">https://www.youtube.com/watch?v=NeEPX-2PPRA</a></p>



11			रक्त और हमारा शरीर	6	<p>1. शिक्षक द्वारा रक्त के उपयोग एवं उससे प्राप्त होने वाली ऊर्जा के तथ्य से परिचित करवाते हुए पाठ को पढ़कर समझाया जाएगा और कठिन शब्दों के अर्थ बताए जाएंगे।</p> <p>2. समूह में बैठे विद्यार्थी निर्धारित अंश का पाठन करेंगे।</p> <p>3. शारीरिक संरचना के बारे में लिख पाने में सक्षम होंगे।</p>	अपने अनुभवों को अपनी भाषा शैली में लिखना।	उचित उतार चढ़ाव के साथ पाठ का आदर्श वाचन और अनुकरण वाचन। काठिन्य निवारण और भाव विस्तार (ऑनलाइन-गूगल मीट और क्लासरूम के माध्यमसे)।	अभिभावक के मार्गदर्शन में लिखेंगे।	<p>1. बच्चे निबंध का सार अध्यापक / अभिभावक को सुनाएंगे।</p> <p>2. गूगलफॉर्म (क्विज़) के माध्यम से आकलन किया जाएगा।</p> <p>3. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध, लघुतरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा) जिनके उत्तर बच्चे शिक्षक और अभिभावक के मार्गदर्शन में लिखेंगे।</p>	<p>1. रक्त के की संरचना के बारे में पाठ के आधार पर लिखिए।</p> <p>2. प्रोटीन, विटामिन युक्त खाद्य पदार्थों के चित्र बनाएँ और उसका वर्णन कीजिए।</p> <p>3. पाठ में शामिल व्याकरण से सम्बन्धित प्रश्न दें। पाठ आधारित अन्य प्रश्न भी दिए जा सकते हैं।</p> <p><a href="https://www.youtube.com/watch?v=uJP-rJonrCo">https://www.youtube.com/watch?v=uJP-rJonrCo</a></p>
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12	भीम, कर्ण, द्रोणाचार्य, लाख का घर (बाल महाभारत कथा)	6	<p>1. पाठ को पढ़कर उसका भाव ग्रहण कर सकेंगे।</p> <p>2. पाठ से संबंधित प्रश्नों के लिखित / मौखिक उत्तर दे सकेंगे।</p> <p>3. अपनी भाषा में पाठ के बारे में चर्चा कर सकेंगे।</p> <p>4. पाठ का सारांश लिख सकेंगे।</p>	<p>किसी पाठ्यवस्तु को बारीकी से जाँच करते हुए उसमें किसी विशेष बिन्दु को खोजेंगे / अनुमान लगाएँगे / निष्कर्ष निकालना ।</p>	<p>बच्चे अध्यापक / अभिभावक के मार्गदर्शन में सम्बन्धित पाठ का स्वपठन करेंगे   अध्यापक / अभिभावक द्वारा सारांश बताया जाएगा ।</p>	<p>बहुविकल्पीय (गूगल फॉर्म आधारित ) / लघूत्तरीय प्रश्नों (आवश्यकतानुसार प्रश्न पीडीएफ फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) के माध्यम से होगा, जिनके उत्तर बच्चे शिक्षक और अभिभावक के मार्गदर्शन में लिखेंगे ।</p>	<p>1. संकलित पाठ से अति लघूत्तरीय / लघूत्तरीय प्रश्न दिए जा सकते हैं।</p> <p>2. पाठ से जो शिक्षा मिलती है उसके बारे में लिखना ।</p>	<p><a href="https://youtu.be/541WEQCd1g">https://youtu.be/541WEQCd1g</a> <a href="https://youtu.be/yYn2elQuTi8">https://youtu.be/yYn2elQuTi8</a> <a href="https://youtu.be/-EGclL9Uec">https://youtu.be/-EGclL9Uec</a></p>
13	संवाद लेखन	3	<p>1. अपने अनुभव के आधार पर संवाद लेखन करेंगे।</p> <p>2. अपनी कल्पना का प्रयोग करेंगे ।</p>	<p>विभिन्न विषयों और उद्देश्यों के लिए लिखते समय उपयुक्त शब्दों, वाक्य संरचनाओं, विराम चिहनों का उचित प्रयोग करना ।</p>	<p>बच्चों को कक्षा 6 में पढ़े पाठ ऐसे-ऐसे पाठ के संदर्भ में संवाद की जानकारी देना   अन्य संबंधित सामग्री उपलब्ध करवाना ।</p>	<p>निर्देशानुसार दिए गए वस्तुओं के बीच काल्पनिक संवाद लिखेंगे। (अध्यापक/अभिभावक आकलन करेंगे )</p>	<p>निर्देशानुसार दी गई वस्तुओं के बीच काल्पनिक संवाद लिखिए।</p>	
	<b>प्रथम आवधिक परीक्षा</b>	<b>अगस्त के प्रथम सप्ताह में 31 जुलाई तक के पाठ्यक्रम का आकलन किया जाएगा</b>						



14	अगस्त	23	पापा खो गए	7	1. समूह में बैठे विद्यार्थी निर्धारित अंश का पठन करेंगे। 2. पाठ के अंत में किन्हीं दो निर्जीव वस्तुओं के बीचमें बात करते हुए अपने विचार संवाद के रूप में लिखेंगे।	विभिन्न स्थानीय, सामाजिक प्राकृतिक मुद्दों / घटनाओं के प्रति अपनी तार्किक प्रतिक्रिया देना, जैसे-बरसात के दिनों में हरा भरा होना-विषय पर चर्चा	उचित उतार चढ़ाव के साथ पाठ का आदर्श वाचन और अनुकरण वाचन। काठिन्य निवारण और भावविस्तार (ऑनलाइन-गूगल मीट और क्लासरूम के माध्यमसे)।	1. बच्चे नाटक का सार अध्यापक / अभिभावक को सुनाएँगे। 2. गूगलफॉर्म ( क्विज़) के माध्यम से आकलन किया जाएगा। 3. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध, लघूत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिसका उत्तर बच्चे अभिभावक के मार्गदर्शन में लिखेंगे।	1. अपने घर के दो निर्जीव चीजों के मध्य वार्तालाप को संवाद-शैली में लिखिए। 2. पाठ के अपने प्रिय पात्र का चित्र बनाइए सुर उसके बारे में लिखिए। 3. विराम चिह्न से सम्बन्धित प्रश्न दिए जाएँ। पाठ आधारित अन्य प्रश्न भी दे सकते हैं।	<a href="https://www.youtube.com/watch?v=qfLZieYxfoA">https://www.youtube.com/watch?v=qfLZieYxfoA</a>
			शाम एक किसान	5	1. विद्यार्थियों द्वारा प्रकृति के मनोभावों को समझते हुए प्रकृति प्रेम की भावना को जागृत करेंगे। 2. कविता सुनने के बाद सभी विद्यार्थी कविता के अंशों के प्रश्नों के उत्तर देने में समर्थ होंगे। 3. समूह में बैठे	विभिन्न विषयों और उद्देश्यों के लिए लिखते समय उपयुक्त शब्दों, शुद्ध वर्तनी, वाक्य संरचनाओं, मुहावरों, लोकोक्तियों, विराम चिह्न और व्याकरण	कविता का सस्वर गायन। काठिन्य निवारण और भावग्रहण (ऑनलाइन-गूगल मीट और क्लासरूम के माध्यम से)।	1. बच्चे कविता का सस्वर पाठ अध्यापक / अभिभावक को सुनाएँगे। गूगलफॉर्म ( क्विज़ ) के माध्यम से आकलन किया जाएगा। 2. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध, लघूत्तरीय	1. सुबह या शाम के दृश्य पर एक कविता लिखने का प्रयास कीजिए। 2. इस पाठ में पलाश के फूल का उल्लेख है, आप कुछ	<a href="https://www.youtube.com/watch?v=nEBHJZijO68">https://www.youtube.com/watch?v=nEBHJZijO68</a>



				विद्यार्थी निर्धारित अंश का पठन करेंगे। 4 . पाठ में आए विषय पर अपनी पतिक्रिया लिख सकेंगे ।	आदि का प्रयोग करना ।		प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिसका उत्तर बच्चे अभिभावक के मार्गदर्शन में लिखेंगे । 3. कविता की रिकॉर्डिंग क्लासरूम में भेजें।	अन्य (कम से कम पाँच) फूलों का सचित्र वर्णन कीजिए। 3. पाठ में शामिल व्याकरण से सम्बन्धित प्रश्न दें। पाठ आधारित अन्य प्रश्न भी दिए जा सकते हैं ।	
16	पांडवों की रक्षा ,द्रौपदी स्वयंवर, इन्द्रप्रस्थ , जरासंध, शकुनि का प्रवेश (बाल महाभारत कथा)	7	1. पाठ को पढ़कर उसका भाव ग्रहण कर सकेंगे । 2. पाठ से संबंधित प्रश्नों के लिखित / मौखिक उत्तर दे सकेंगे । 3. अपनी भाषा में पाठ के बारे में चर्चा कर सकेंगे । 4. पाठ का सारांश लिख सकेंगे ।	किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिन्दु को खोजेंगे / अनुमान लगाएंगे / निष्कर्ष निकालना ।	बच्चे अध्यापक / अभिभावक के मार्गदर्शन में सम्बन्धित पाठ का स्वपठन करेंगे । अध्यापक / अभिभावक द्वारा सारांश बताया जाएगा ।	बहुविकल्पीय (गूगल फॉर्मआधारित ) / लघूत्तरीय प्रश्नों (आवश्यकतानुसार प्रश्न पीडीएफ फॉर्मेट में व्हाट्सएप्प या गूगलक्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) के माध्यम से होगा, जिनके उत्तर बच्चे शिक्षक और अभिभावक के मार्गदर्शन में लिखेंगे ।	1. संकलित पाठ से अति लघूत्तरीय/ लघूत्तरीय प्रश्न दिए जा सकते हैं । 2. पाठ से जो शिक्षा मिलती है उसके बारे में लिखना ।	<a href="https://youtu.be/B3o_sY8suuw">https://youtu.be/B3o_sY8suuw</a> <a href="https://youtu.be/Qjfr6gdKeWc">https://youtu.be/Qjfr6gdKeWc</a> <a href="https://youtu.be/1QzHdnRGJgo">https://youtu.be/1QzHdnRGJgo</a> <a href="https://youtu.be/5eOJuTIOIE4">https://youtu.be/5eOJuTIOIE4</a>	



17			निबन्ध लेखन	4	1. छात्र दिए गए विषय पर अपने अनुभव के आधार पर निर्देशानुसार निबन्ध लिख सकेंगे।	विभिन्न विषयों और उद्देश्यों के लिए लिखते समय उपयुक्त शब्दों, शुद्ध वर्तनी, वाक्य संरचनाओं, उपसर्ग, प्रत्यय, समास आदि का प्रयोग।	बच्चे अनुच्छेद लेखन से परिचित हैं। उनके पूर्वज्ञान को आगे बढ़ाते हुए निबंध लेखन की प्रक्रिया से अवगत करवाना।	बच्चे दिए गए निर्देश बिंदुओं के आधार पर अध्यापक/अभिभावक के मार्गदर्शन में निबन्ध लिखेंगे।	निर्देश बिंदुओं के साथ निबंध लिखने का कार्य दें।		
	18	सितंबर	24	चिड़िया की बच्ची	16	7	1. विद्यार्थियों द्वारा आजादी के महत्व को समझते हुए आजादी की भावना को जागृत करना। 2. ओजस्वितापूर्ण पाठ के माध्यम से पूर्व पठित अंश से विद्यार्थियों को जोड़ा जाएगा। 3. समूह में बैठे विद्यार्थी निर्धारित अंश का पठन करेंगे। 4. पाठ के अंत में विद्यार्थी आजादी के महत्व के बारे में लिखेंगे।	विभिन्न संवेदनशील मुद्दों, विषयों, जैसे- जाति, धर्म, रंग, लिंग, रीति-रिवाजों के बारे में मौखिक रूप से अपनी तार्किक समझ को अभिव्यक्त करना।	उचित उतार चढ़ाव के साथ पाठ का आदर्श वाचन और अनुकरण वाचन। काठिन्य निवारण और भाव विस्तार (ऑनलाइन-गूगल मीट और क्लासरूम के माध्यम से)।	1. बच्चे कहानी का सार अध्यापक/अभिभावक को सुनाएँगे। 2. गूगलफॉर्म (क्विज़) के माध्यम से आकलन किया जाएगा। 3. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध, लघुतरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा) जिनके उत्तर बच्चे शिक्षक और के मार्गदर्शन में लिखेंगे।	1. आप के लिए "माँ महत्वपूर्ण है या संपन्नता भरा जीवन" तर्कसहित अपने विचार लिखिए। 2. इस कहानी में आपको कौन सबसे अच्छा लगा और क्यों ? लिखिए। 3. पाठ में शामिल व्याकरण से सम्बन्धित प्रश्न दें। पाठ आधारित अन्य प्रश्न भी दिए जा सकते हैं।



19			अपूर्व अनुभव	7	<p>1. निशक्त जनों की सहायता के लिए प्रेरित करते हुए पाठ में प्रयुक्त कठिन शब्दों के अर्थ समझते हुए वाचन करेंगे।</p> <p>2. पाठ से संबंधित प्रश्नों के लिखित / मौखिक उत्तर दे सकेंगे।</p> <p>3. समूह में बैठे विद्यार्थी निर्धारित अंश का पठन करेंगे।</p> <p>4. पाठ के अंत में पाठ में वर्णित अद्भुत पाठशाला और उसमें पढ़ने वाले बच्चों की कहानी लिख सकेंगे।</p>	<p>किसी पाठ्यपुस्तक को पढ़ने के दौरान समझने के लिए जरूरत पड़ने पर अपने किसी सहपाठी या शिक्षक की मदद कर उपयुक्त संदर्भ सामग्री की मदद लेना।</p>	<p>उचित उतार चढ़ाव के साथ पाठ का आदर्श वाचन और अनुकरण वाचन। काठिन्य निवारण और भाव विस्तार (ऑनलाइन-गूगल मीट और क्लासरूम के माध्यमसे)।</p>	<p>1. बच्चे संस्मरण का सार अध्यापक / अभिभावक को सुनाएँगे।</p> <p>2. गूगलफॉर्म (क्विज़) के माध्यम से आकलन किया जाएगा।</p> <p>3. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध, लघूत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा)।</p> <p>जिनके उत्तर बच्चे शिक्षक और अभिभावक के मार्गदर्शन में लिखेंगे।</p>	<p>1. कल्पना कीजिए आप तोतोचान हैं, पेड़ पर चढ़ने के अनुभव को अपने शब्दों में लिखिए।</p> <p>2. पल्स पोलियो अभियान के बारे में बताते हुए वर्तमान में हो रहे कोविड-19 के टीकाकरण कार्यक्रम पर अपने विचार व्यक्त कीजिए।</p> <p>3. पाठ में शामिल व्याकरण से सम्बन्धित प्रश्न दें। पाठ आधारित अन्य प्रश्न भी दिए जा सकते हैं।</p>	<p><a href="https://www.youtube.com/watch?v=a6Q6b-VgVt0">https://www.youtube.com/watch?v=a6Q6b-VgVt0</a></p>
20			चौसर का खेल व द्रौपदी की व्यथा, धृतराष्ट्र की चिंता, भीम और	10	<p>1. पाठ को पढ़कर उसका भाव ग्रहण कर सकेंगे।</p> <p>2. पाठ से संबंधित प्रश्नों के लिखित / मौखिक उत्तर दे सकेंगे।</p>	<p>किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिन्दु को खोजेंगे</p>	<p>बच्चे अध्यापक/अभिभावक के मार्गदर्शन में सम्बन्धित पाठ का स्वपठन करेंगे।</p>	<p>बहुविकल्पीय (गूगल फॉर्म आधारित) / लघूत्तरीय प्रश्नों (आवश्यकतानुसार प्रश्न पीडीएफ फॉर्मेट में व्हाट्सएप्प या</p>	<p>1. संकलित पाठ से अति लघूत्तरीय/ लघूत्तरीय प्रश्न दिए जा सकते हैं।</p> <p>2. पाठ से जो</p>	<p><a href="https://youtu.be/HywAeNH58dg">https://youtu.be/HywAeNH58dg</a> <a href="https://youtu.be/uAhllNbFdKU">https://youtu.be/uAhllNbFdKU</a> <a href="https://youtu.be/sLVmsrsVR7M">https://youtu.be/sLVmsrsVR7M</a></p>





				हनुमान ,द्वेष करनेवाले का जी नहीं भरता , मायावी सरोवर (बाल महाभारत कथा)			3. अपनी भाषा में पाठ के बारे में चर्चा कर सकेंगे   4. पाठ का सारांश लिख सकेंगे	/अनुमान लगाएंगे /निष्कर्ष निकालना	अध्यापक / अभिभावक द्वारा सारांश बताया जाएगा	गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) के माध्यम से होगा, जिसका उत्तर बच्चे अभिभावक के मार्गदर्शन में लिखेंगे	शिक्षा मिलती है उसके बारे में लिखना	
			<b>अर्द्धवार्षिक परीक्षा</b>	<b>अक्टूबर माह के प्रथम सप्ताह में 30 सितम्बर तक के पाठ्यक्रम का आकलन किया जाएगा</b>								
21	सत्र 2	अक्टूबर	15	रहीम के दोहे	10	8	1 रहीम के दोहों के माध्यम से छात्रों को मानवीय व्यवहार से जोड़ना   2.पाठ से संबंधित प्रश्नों के लिखित / मौखिक उत्तर दे सकेंगे   3.समूह में बैठे विद्यार्थी निर्धारित अंश का पठन करेंगे  4. पाठ के अंत में विद्यार्थी कम से कम 3 दोहों को	विविध कलाओं जैसे- हस्तकला, वास्तुकला, खेती-बाड़ी, नृत्यकला आदि से जुड़ी सामग्री में प्रयुक्त भाषा के प्रति जिज्ञासा व्यक्त करते हुए उसकी सरहना करते हैं	कविता का सस्वर गायन   काठिन्य निवारण और भावग्रहण (ऑनलाइन- गूगल मीट और क्लासरूम के माध्यम से)	1. बच्चे कविता का सस्वरपाठ अध्यापक/ अभिभावक को सुनाएंगे  गूगलफॉर्म ( क्विज़ ) के माध्यम से आकलन किया जाएगा  2. आवश्यकता अनुसार कार्य प्रपत्र, उचित सम्बन्ध , लघूत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा	1. हिन्दी कैलेंडर के बढ़ महीनों के नाम लिखिए  2. हमारे देश में छः ऋतुएँ मानी गई हैं, उनका नाम लिखते हुए किसी एक ऋतु का सचित्र वर्णन कीजिए  3. अनुप्रास अलंकार से सम्बन्धित प्रश्न दें। पाठ आधारित अन्य प्रश्न भी दिए जा सकते हैं	<a href="https://www.youtube.com/watch?v=5O-dej5E2VU">https://www.youtube.com/watch?v=5O-dej5E2VU</a>





						सारांश लिख सकेंगे।			के माध्यम से होगा, जिनके उत्तर बच्चे शिक्षक और अभिभावक के मार्गदर्शन में लिखेंगे।		
23	नवम्बर	23	कंचा	15.33	6	<p>1. बाल मनोभावों के विषय में चर्चा करते हुए बच्चों के बाल सुलभ व्यवहार का वर्णन करना।</p> <p>2. पाठ से संबंधित प्रश्नों के उत्तर देने में सक्षम होंगे।</p> <p>3. पूर्वज्ञान के आधार पर छात्रों को पाठ से जोड़ा जाएगा।</p>	<p>भाषा की संरचना तथा नए शब्दों का प्रयोग करना, जैसे - आप बढ़ते हैं तो बढ़ते ही चले जाते हैं।</p>	<p>उचित उतार चढ़ाव के साथ पाठ का आदर्श वाचन और अनुकरण वाचन।</p> <p>काठिन्य निवारण और भाव विस्तार (ऑनलाइन-गूगल मीट और क्लासरूम के माध्यम से)।</p>	<p>1. बच्चे कहानी का सार अध्यापक / अभिभावक को सुनाएँगे।</p> <p>2. गूगलफॉर्म (क्विज़) के माध्यम से आकलन किया जाएगा।</p> <p>3. आवश्यकता अनुसार कार्य प्रपत्र, उचित सम्बन्ध, लघूत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी फॉर्मेट में व्हाट्सएप्प या गूगल</p>	<p>1. बच्चे की तरह के खेल खेलते हैं, कुछ स्थानीय खेलों के नाम लिखकर किसी एक के खेलने की विधि लिखिए।</p> <p>2. यदि बच्चों को खेलने को न मिले तो क्या होगा? अपनी कल्पना से लिखिए।</p> <p>3. पाठ में शामिल व्याकरण से सम्बन्धित प्रश्न दें। पाठ आधारित अन्य प्रश्न भी दिए जा सकते हैं।</p>	<p><a href="https://www.youtube.com/watch?v=zoZTyuYtJAK">https://www.youtube.com/watch?v=zoZTyuYtJAK</a></p>



							कलासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिनके उत्तर बच्चे शिक्षक और अभिभावक के मार्गदर्शन में लिखेंगे।	
24	एक तिनका	3	<p>1. पाठ से संबंधित प्रश्नों के उत्तर देने में सक्षम होंगे।</p> <p>2. कविता का सस्वर गायन करेंगे जिससे लय-ताल, गति-यति का विकास होगा।</p> <p>3. समूह में बैठे विद्यार्थी निर्धारित अंश का पाठन करेंगे।</p> <p>4. पाठ को शुद्ध उच्चारण के साथ पढ़ सकेंगे और</p>	हिन्दी भाषा में विभिन्न प्रकार की सामग्री (समाचार-पत्र / पत्रिका, कहानी, जानकारी परक सामग्री, इंटरनेट प्रकाशित होने वाली सामग्री आदि ) को समझकर पढ़ते हैं और उसमें अपनी पसंद नापसंद के पक्ष में लिखित या ब्रेल भाषा	कविता का सस्वर गायन। काठिन्य निवारण और भावग्रहण (ऑनलाइन-गूगल मीट और कलासरूम के माध्यम से)।	<p>1. बच्चे कविता का सस्वरपाठ अध्यापक / अभिभावक को सुनाएं।</p> <p>2. गूगलफॉर्म ( क्विज़ ) के माध्यम से आकलन किया जाएगा।</p> <p>3. आवश्यकता अनुसार कार्य प्रपत्र, उचित सम्बन्ध , लघूत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी</p>	<p>1. हमें घमंड क्यों नहीं करना चाहिए? इससे क्या नुकसान है? लिखिए।</p> <p>3. पाठ में शामिल व्याकरण से सम्बन्धित प्रश्न दें। पाठ आधारित अन्य प्रश्न भी दिए जा सकते हैं।</p>	<a href="https://www.youtube.com/watch?v=OlxNVWlHu0s">https://www.youtube.com/watch?v=OlxNVWlHu0s</a>



				अपनी प्रतिक्रिया लिख सकेंगे ।	में अपने तर्क रखते हैं ।		फॉर्मेट में व्हाट्सएप्प या गूगल क्लास रूम के माध्यम से उपलब्ध करवाया जाएगा ) जिनके उत्तर बच्चे शिक्षक और अभिभावक के मार्गदर्शन में लिखेंगे । 3. कविता की रिकॉर्डिंग क्लासरूम में भेजें।		
25		खानपान की बदलती तसवीर	5	1. वर्तमान खाद्य व्यवस्था पर चर्चा करते हुए कहानी में प्रयुक्त विभिन्न भाषाओं के खाद्य व्यंजनों से संबंधित शब्दों का ज्ञान करवाना । 2. आधुनिक युग के खानपान से होने वाले हानि -लाभ	पढ़ी गई सामग्री पर चिंतन करते हुए बेहतर समझ के लिए प्रश्न पूछते हैं । परिचर्चा करते हैं ।	उचित उतार चढ़ाव के साथ पाठ का आदर्श वाचन और अनुकरण वाचन । काठिन्य निवारण और भाव विस्तार (ऑनलाइन-गूगल मीट और क्लासरूम के माध्यम से) ।	1. बच्चे निबंध का सार अध्यापक / अभिभावक को सुनाएंगे । 2. गूगलफॉर्म ( क्विज़) के माध्यम से आकलन किया जाएगा । 3. आवश्यकता अनुसार कार्य प्रपत्र, उचित सम्बन्ध , लघूत्तरीय प्रश्नों के	1. खाने में आपको क्या पसंद है और क्या नापसंद है ? दोनों के बारे में कारण सहित उत्तर लिखिए। दोनों में कौन अधिक पौष्टिक है ? 2. किसी एक व्यंजन की विधि लिखिए और चित्र भी बनाइए । 3. पाठ में शामिल	<a href="https://www.youtube.com/watch?v=Yd5Fu2RdmP8">https://www.youtube.com/watch?v=Yd5Fu2RdmP8</a>



				का वर्णन कर पाठ से जोड़ा जाएगा   3. समूह में बैठे विद्यार्थी निर्धारित अंश का पाठन करेंगे   4 .पाठ के अंत में अपनी प्रतिक्रिया लिख पाने में सक्षम होंगे			माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिनके उत्तर बच्चे शिक्षक और अभिभावक के मार्गदर्शन में लिखेंगे	व्याकरण से सम्बन्धित प्रश्न दें  पाठ आधारित अन्य प्रश्न भी दिए जा सकते हैं	
26	नीलकंठ	6	1. विद्यार्थियों द्वारा पशु-पक्षी के मनोभावों को समझते हुए भाव-भंगिमा से परिचित होंगे   2. राष्ट्रीय पक्षी मोर पर अपने विचार प्रस्तुत करते हुए	विभिन्न अवसरों / संदर्भों में कही जा रही दूसरों की बातों को अपने ढंग से लिखना , जैसे - अपने गाँव की चौपाल की बातचीत या अपनी मोहल्ले के	उचित उतार चढ़ाव के साथ पाठ का आदर्श वाचन और अनुकरण वाचन   काठिन्य निवारण और भाव विस्तार (ऑनलाइन-गूगल मीट और क्लासरूम के माध्यम से)	1. बच्चे कहानी का सार अध्यापक / अभिभावक को सुनाएँगे। 2. गूगलफॉर्म ( क्विज़) के माध्यम से आकलन किया जाएगा   3. आवश्यकता अनुसार कार्य प्रपत्र, उचित	1. नीलकंठ पक्षी का चित्र बनाकर उसके बारे में एक अनुच्छेद लिखिए। 2.क्या हमें पक्षियों को बंधन में रखना चाहिए ? अपने विचार लिखिए। 3. संधि और विग्रह से सम्बन्धित	<a href="https://www.youtube.com/watch?v=Bz4quG3xZY">https://www.youtube.com/watch?v=Bz4quG3xZY</a>	



				विद्यार्थी अपने भाव प्रस्तुत करने में सक्षम होंगे   3. पाठ में आए विषय पर अपनी पतिक्रिया लिख सकेंगे	लिए तरह तरह के कार्य करने वालों की बातचीत		सम्बन्ध , लघूत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिनके उत्तर बच्चे शिक्षक और अभिभावक के मार्गदर्शन में लिखेंगे	प्रश्न दें। पाठ आधारित प्रश्न भी दिए जा सकते हैं	
27	मंत्रणा , राजदूत संजय (बाल महाभारत कथा )	3	1. पाठ को पढ़कर उसका भाव ग्रहण कर सकेंगे   2. पाठ से संबंधित प्रश्नों के लिखित / मौखिक उत्तर दे सकेंगे   3. अपनी	किसी पाठ्य वस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिन्दु को खोजेंगे / अनुमान लगाएंगे / निष्कर्ष	बच्चे अध्यापक / अभिभावक के मार्गदर्शन में सम्बन्धित पाठ का स्वपठन करेंगे। अध्यापक / अभिभावक द्वारा सारांश बताया	बहुविकल्पीय (गूगल फॉर्म आधारित ) / लघूत्तरीय प्रश्नों (आवश्यकता अनुसार प्रश्न पीडीएफफॉर्मेट में व्हाट्सएप्प या गूगलक्लासरूम के	1. संकलित पाठ से अति लघूत्तरीय/ लघूत्तरीय प्रश्न दिए जा सकते हैं   2. पाठ से जो शिक्षा मिलती है उसके बारे में लिखना	<a href="https://youtu.be/22_P-9RT0es">https://youtu.be/22_P-9RT0es</a> <a href="https://youtu.be/-zvXYJUytSc">https://youtu.be/-zvXYJUytSc</a>	



						भाषा में पाठ के बारे में चर्चा कर सकेंगे । 4. पाठ का सारांश लिख सकेंगे ।	निकालना ।	जाएगा ।	माध्यम से उपलब्ध करवाया जाएगा ) के माध्यम से होगा, जिनके उत्तर बच्चे शिक्षक और अभिभावक के मार्गदर्शन में लिखेंगे ।		
28	दिसम्बर	18	भोर और बरखा	12	4	1. विद्यार्थियों को प्रकृति की सुंदरता से अवगत कराना । 2. कविता का सस्वर गायन करेंगे जिससे लय-ताल, गति-यति का विकास होगा । 3. कृष्ण के बचपन की घटनाओं पर चर्चा करते हुए शिक्षक द्वारा छात्रों को कविता से जोड़ा जाएगा । 4. समूह में बैठे विद्यार्थी	विभिन्न पठन सामग्रियों में प्रयुक्त शब्दों, मुहावरों, लोकोक्तियों का समझते हुए उनकी सराहना करते हैं ।	कविता का सस्वर गायन। काठिन्य निवारण और भाव ग्रहण (ऑनलाइन-गूगल मीट और क्लासरूम के माध्यम से) ।	1. बच्चे कविता का सस्वर पाठ अध्यापक / अभिभावक को सुनाएंगे । गूगलफॉर्म ( क्विज़ ) के माध्यम से आकलन किया जाएगा । 2. आवश्यकता अनुसार कार्य प्रपत्र, उचित सम्बन्ध , लघूत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी	1. आपको कौन-सा मौसम अच्छा लगता है ? कारण सहित लिखिए। 2. कविता के दूसरे पद पर आधारित चित्र बनाइए। 3. अनेक शब्दों के लिए एक शब्द और पुनरुक्त शब्दों से सम्बन्धित प्रश्न दें । पाठ आधारित अन्य प्रश्न भी दिए जा सकते हैं।	<a href="https://www.youtube.com/watch?v=87F5QPqhrYA">https://www.youtube.com/watch?v=87F5QPqhrYA</a>





				पाठ को शुद्ध उच्चारण के साथ पढ़ सकेंगे और मीरा और कृष्ण के बारे में लिख सकेंगे।			फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिनके उत्तर बच्चे शिक्षक और अभिभावक के मार्गदर्शन में लिखेंगे। 3. कविता की रिकॉर्डिंग क्लासरूम में भेजें।		
29		वीर कुँवरसिंह	5	1. स्वतंत्रता संग्राम का मूल्य समझाते हुए विद्यार्थियों को स्वाभिमान से जीने के लिए प्रेरित करना। 2. ओजस्विता पूर्ण पाठ वाचन के माध्यम से पूर्व पठित अंश से विद्यार्थियों को जोड़ा	किसी पाठ्यवस्तु की बारीकी से जांच करते हुए उसमें किसी विशेष बिन्दु को खोजते हैं।	उचित उतार चढ़ाव के साथ पाठ का आदर्श वाचन और अनुकरण वाचन। काठिन्य निवारण और भाव विस्तार (ऑनलाइन-गूगल मीट और क्लासरूम के माध्यमसे)।	1. बच्चे जीवनी का सार अध्यापक / अभिभावक को सुनाएँगे। 2. गूगलफॉर्म ( क्विज़) के माध्यम से आकलन किया जाएगा। 3. आवश्यकता अनुसार कार्य प्रपत्र, उचित सम्बन्ध , लघुत्तरीय	1. किसी एक स्वतंत्रता संग्राम सेनानी के बारे में बताइए। 2. स्वतंत्रता संग्राम पर एक अनुच्छेद लिखिए। 3. एकवचन और बहुवचन से सम्बन्धित प्रश्न दें। पाठ आधारित अन्य प्रश्न भी दिए जा सकते हैं।	<a href="https://www.youtube.com/watch?v=MtUcHfKXARk">https://www.youtube.com/watch?v=MtUcHfKXARk</a>



				जाएगा   3. समूह में बैठे विद्यार्थी निर्धारित अंश का पाठन करेंगे   4. पाठ में आए विषय पर अपनी प्रतिक्रिया लिखने में सक्षम होंगे			प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिनके उत्तर बच्चे शिक्षक और अभिभावक के मार्गदर्शन में लिखेंगे		
30	संघर्ष के कारण मैं तुनुकमिज़ाज हो गया :धनराज	4	1. राष्ट्रीय खेल हॉकी से जोड़ते हुए छात्रों द्वारा अपने जीवन में मनोरंजन के स्रोतों का विश्लेषण करना   2. ओजस्विता पूर्ण पाठ वाचन के माध्यम से	भित्ति पत्रिका / पत्रिका आदि के लिये तरह-तरह की सामग्री जुटाते हैं, लिखते हैं और उनका सम्पादन करते हैं	उचित उतार चढ़ाव के साथ पाठ का आदर्श वाचन और अनुकरण वाचन   काठिन्य निवारण और भाव विस्तार (ऑनलाइन-गूगल मीट और क्लासरूम के	1. बच्चे साक्षात्कार का सार अध्यापक / अभिभावक को सुनाएँगे। 2. गूगलफॉर्म ( क्विज़) के माध्यम से आकलन किया जाएगा। 3. आवश्यकता अनुसार कार्य	1. ऐसे व्यक्ति का साक्षात्कार लीजिए जिनसे आपको प्रेरणा मिलती हो। 2. दो ऐसे व्यक्तियों के बारे में सचित्र जानकारी एकत्र कर लिखिए, जिन्होंने अभाव में	<a href="https://www.youtube.com/watch?v=w6rw3FtQDY8">https://www.youtube.com/watch?v=w6rw3FtQDY8</a>	



				पूर्व पठित अंश से विद्यार्थियों को जोड़ा जाएगा। 3. समूह में बैठे विद्यार्थी निर्धारित अंश का पाठन करेंगे। 4. पाठ में आए विषय पर अपनी प्रतिक्रिया लिखने में सक्षम होंगे।	माध्यम से)।	प्रपत्र, उचित सम्बन्ध, लघूत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा) जिनके उत्तर बच्चे शिक्षक और अभिभावक के मार्गदर्शन में लिखेंगे।	जीवन जीते हुए सफलता प्राप्त की। 3. पाठ में शामिल व्याकरण से सम्बन्धित प्रश्न दें। पाठ आधारित अन्य प्रश्न भी दिए जा सकते हैं।	
31	शांतिदूत श्रीकृष्ण, पांडवों और कौरवों के सेनापति, पहला, दूसरा और तीसरा दिन, चौथा, पाँचवाँ और छठा दिन, सातवाँ आठवाँ और नवाँ दिन, भीष्म शर-शैया पर (बाल	5	1. पाठ को पढ़कर उसका भाव ग्रहण कर सकेंगे। 2. पाठ से संबंधित प्रश्नों के लिखित/मौखिक उत्तर दे सकेंगे।	किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिन्दु को खोजेंगे / अनुमान लगाएंगे / निष्कर्ष	बच्चे अध्यापक/अभिभावक के मार्गदर्शन में सम्बन्धित पाठ का स्वपठन करेंगे। अध्यापक/अभिभावक द्वारा सारांश बताया	बहुविकल्पीय (गूगल फॉर्म आधारित) / लघूत्तरीय प्रश्नों (आवश्यकता अनुसार प्रश्न पीडीएफ फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम	1. संकलित पाठ से अति लघूत्तरीय/ लघूत्तरीय प्रश्न दिए जा सकते हैं। 2. पाठ से जो शिक्षा मिलती है उसके बारे में लिखना।	<a href="https://youtu.be/X4jr05tPbWc">https://youtu.be/X4jr05tPbWc</a> <a href="https://youtu.be/gdTJN4f177Y">https://youtu.be/gdTJN4f177Y</a> <a href="https://youtu.be/s_wbog0jdn0">https://youtu.be/s_wbog0jdn0</a> <a href="https://youtu.be/9DN2z4Qi30M">https://youtu.be/9DN2z4Qi30M</a> <a href="https://youtu.be/WtoKkiHfOrM">https://youtu.be/WtoKkiHfOrM</a> <a href="https://youtu.be/Q-WR1PdcUww">https://youtu.be/Q-WR1PdcUww</a>



			महाभारत कथा )			3. अपनी भाषा में पाठ के बारे में चर्चा कर सकेंगे। 4. पाठ का सारांश लिख सकेंगे।	निकालना	जाएगा	म के माध्यम से उपलब्ध करवाया जाएगा ) के माध्यम से होगा, जिनके उत्तर बच्चे शिक्षक और अभिभावक के मार्गदर्शन में लिखेंगे		
		<b>द्वितीय आवधिक परीक्षा</b>	<b>जनवरी माह के प्रथम सप्ताह में 31 दिसंबर तक के पाठ्यक्रम का आकलन किया जाएगा</b>								
32	जनवरी	24	आश्रम का अनुमानित व्यय	16	9	1. गाँधीजी के की गए कार्यों पर चर्चा करते हुए विद्यार्थियों को गाँधी जीद्वारा किए गए कार्यों से अवगत करवाना   2. पाठ से संबंधित प्रश्नों के लिखित/मौखिक उत्तर दे सकेंगे। 3. गाँधीजी के पूर्वज्ञान के आधार पर छात्रों को पाठ से जोड़ा जाएगा   4. पाठ का सारांश लिख सकेंगे।	किसी पाठ्य वस्तु को पढ़कर उसकी उपयोगिता के बारे में बताते हैं   पढ़ी गई सामग्री पर चिंतन करते हुए बेहतर समझ के लिए प्रश्न पूछते हैं	उचित उतार चढ़ाव के साथ पाठ का आदर्श वाचन और अनुकरण वाचन   काठिन्य निवारण और भाव विस्तार(ऑन लाइन- गूगल मीट और क्लासरूम के माध्यम से)	1. बच्चे लेखा- जोखा कासार अध्यापक/ अभिभावक को सुनाएंगे। 2. गूगलफॉर्म ( क्विज़) के माध्यम से आकलन किया जाएगा। 3. आवश्यकतानुसार कार्य	1. अपने घर के मासिक खर्चों का अनुमानित बजट तैयार कीजिए। 2. रसोई में काम आने वाले किन्ही 10 बर्तनों के नाम और चित्र के साथ वर्णन करें। 3. इक, इत प्रत्यय और तत्पुरुष समास से सम्बन्धित प्रश्न दें। पाठ आधारित अन्य प्रश्न भी दिए जा सकते हैं	<a href="https://www.youtube.com/watch?v=V_K1uWV6gWE">https://www.youtube.com/watch?v=V_K1uWV6gWE</a>





33	बारहवाँ दिन , अभिमन्यु, युधिष्ठिर की चिंता और कामना ,भूरिश्रवा , जयद्रथ और आचार्य द्रोण का अंत , कर्ण और दुर्योधन भी मारे गए , अश्वत्थामा (बाल महाभारत कथा)	1 5	1. पाठ को पढ़कर उसका भाव ग्रहण कर सकेंगे। 2. पाठ से संबंधित प्रश्नों के लिखित/मौखिकउत्तर दे सकेंगे। 3. अपनी भाषा में पाठ के बारे में चर्चा कर सकेंगे। 4. पाठ का सारांश लिख सकेंगे।	किसीपाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिन्दु को खोजेंगे /अनुमान लगाएंगे /निष्कर्ष निकालना ।	बच्चे अध्यापक/अभिभावक के मार्गदर्शन मेसम्बन्धित पाठ का स्वपठन करेंगे। अध्यापक/अभिभावक द्वारा सारांश बताया जाएगा ।	बहुविकल्पीय (गूगल फॉर्म आधारित ) / लघूत्तरीय प्रश्नों (आवश्यकतानुसार प्रश्न पीडीएफ फॉर्मेट में व्हाट्सएप या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) के माध्यम से होगा, जिसका उत्तरबच्चे अभिभावक के मार्गदर्शन में लिखेंगे ।	1. संकलित पाठ से अति लघूत्तरीय/ लघूत्तरीय प्रश्न दिए जा सकते हैं। 2. पाठ से जो शिक्षा मिलती है उसके बारे मेंलिखना ।	<a href="https://youtu.be/91VLpijCBPI">https://youtu.be/91VLpijCBPI</a> <a href="https://youtu.be/V0foeSjisXc">https://youtu.be/V0foeSjisXc</a> <a href="https://youtu.be/iNms7oCKyUw">https://youtu.be/iNms7oCKyUw</a> <a href="https://youtu.be/IXQO5n6k_I0">https://youtu.be/IXQO5n6k_I0</a> <a href="https://youtu.be/biuttLFYmYY">https://youtu.be/biuttLFYmYY</a>
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34	फरवरी	23	विप्लव गायन	15.33	7	<p>1.स्वाधीनता संग्राम की लड़ाई में जुड़े लोगों में जोश और आत्मविश्वास भर्ती कविता पढ़ाई और समझाई जाएगी।</p> <p>2. ओजस्वितापूर्ण पाठ वाचन के माध्यम से पूर्व पठित अंश से विद्यार्थियों को जोड़ा जाएगा।</p> <p>3. समूह में बैठे विद्यार्थी निर्धारित अंश का पाठन करेंगे।</p> <p>4. पाठ के अंत में कवि के जीवन के बारे में छात्र लिखेंगे।</p> <p>5. पाठ का सारांश लिख सकेंगे।</p>	<p>विभिन्न अवसरों / संदर्भों में कही जा रही दूसरों की बातों को अपने ढंग से लिखते हैं, जैसे - अपनी गाँव की चौपाल की बातचीत या अपनी मोहल्ले के लिए तरह तरह के कार्य करने वालों की बातचीत।</p>	<p>कविता का सस्वर गायन। काठिन्य निवारण और भावग्रहण (ऑनलाइन-गूगल मीट और क्लासरूम के माध्यम से)।</p>	<p>1. बच्चे कविता का सस्वर पाठ अध्यापक/अभिभावक को सुनाएंगे। गूगल फॉर्म (क्विज़) के माध्यम से आकलन किया जाएगा।</p> <p>2. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध 'लघुतरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी</p>	<p>1. इस कविता का सार लिखिए और बताइए की आपको इससे क्या प्रेरणा मिलती है?</p> <p>2. आप भी इसी भाव की कविता लिखने का प्रयास कीजिए।</p> <p>3. अंत्यानुप्रास और विराम चिहनों हे सम्बन्धित प्रश्न दें। पाठ आधारित अन्य प्रश्न भी दिए जा सकते हैं।</p>	<p><a href="https://www.youtube.com/watch?v=KfO9ijYD_NY">https://www.youtube.com/watch?v=KfO9ijYD_NY</a></p>
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		और युधिष्ठिर (बाल महाभारत कथा)			/अनुमान लगाएंगे /निष्कर्ष निकालना	करेंगे। अध्यापक/अ भिभावक द्वारा सारांश बताया जाएगा	प्रश्नों (आवश्य कतानुसा र प्रश्न पीडीएफ फॉर्मेट में व्हाट्सए प्प या गूगल क्लासरू म के माध्यम से उपलब्ध करवाया जाएगा ) के माध्यम से होगा, जिनके उत्तर बच्चे शिक्षक और अभिभाव क के मार्गदर्श न में लिखेंगे ।			
36	मार्च	पुनरावृत्ति एवं सत्रांत परीक्षा								



मैक्रो पाठ( योजना-योजना (पाक्षिक पाठ-




कक्षा -सातवीं पाठ भाग 2-मिठाईवाला (वसंत 5-)

पाठ	पाठ का प्रस्तावना क्रियाकलाप	अधिगम उद्देश्य	अधिगम प्रतिफल	सक्रिय अधिगमप्रविधि	सूचना और संचार प्रौद्योगिकी स्रोत	अधिगम मूल्यांकन	सौपा गया कार्य	दक्षताएँ
खिलौनेवाला	<p>प्रस्तावना प्रश्न-:</p> <p>1.कुछ प्रमुख भारतीय त्यौहारों के नाम बताओ ।</p> <p>2.त्यौहारों में आपके यहाँ क्या-क्या तैयारियाँ की जाती हैं ?</p> <p>3.बच्चों को क्या-क्या चीजें पसंद होती हैं?</p> <p>मिठाइयों खिलौनों के , चित्र दिखाना</p> <p>विद्यार्थियों द्वारा शुद्ध वाचन</p> <p>विद्यार्थियों द्वारा अभिनय व संवाद</p> <p>पाठ एक "मिठाईवाला" ऐसे प्रतिष्ठित व्यापार व्यावहारिक व मृदुभाषी पिता की कहानी है जिसने अपना पूरा परिवार खो दिया है वगाँव के छोटे । बच्चों में अपने परिवार तरह के -को देऔर तरह मिठाई, खिलौने व सामान लाकर बहुत ही कम दाम पर बेचता है</p>	<p>1.शुद्ध उच्चारण के साथ पठन कौशल व लेखन कौशल का विकास ।</p> <p>2. स्वयं कहानी लिख सकने की क्षमता का विकास करना ।</p>	<p>1. विभिन्न फेरीवालों के दिनचर्या से परिचित होंगे ।</p> <p>2. मिठाईवाला के व्यक्तित्व से परिचित होंगे और उनसे प्रेरणा लेंगे ।</p> <p>3. कहानी कथन शैली विकसित होगी ।</p> <p>4. अपने भावों व विचारों को व्यक्त कर पाएँगे ।</p> <p>5.पारिवारिक एवं मानवीय संवेदना विकसित होंगे ।</p> <p>6.विभिन्न प्रकार के पारंपरिक पकवानों व खिलौनों से परिचित होंगे ।</p>	<p>सभी विद्यार्थी पाठ्यपुस्तक का उचित मात्रा व उच्चारण का प्रयोग करते हुए वाचन करेंगे ।</p> <p>खिलौनेवाला के जीवन व उनके व्यवहार के बारे में परिचर्चा करेंगे ।</p> <p>लघुउत्तरीय प्रश्न - और बहुविकल्पीय प्रश्नों के उत्तर देंगे ।</p> <p>कला समेकित परियोजना कार्य- घरेलूअनुपयोगी चीजों से खिलौने /आर्टिफैक्ट बनाना ।</p>	<p>ईकिताब-</p> <p><a href="https://diksha.gov.in/play/collection/do_3131395753275392001970?referrer=utm_source%3Dmobile%26utm_campaign%3D_content">https://diksha.gov.in/play/collection/do_3131395753275392001970?referrer=utm_source%3Dmobile%26utm_campaign%3D_content</a></p> <p>बहुविकल्पीय प्रश्न दीक्षा एप से <a href="https://diksha.gov.in/play/collection/do_31307361354240000014884?contentId=do_3130957668342824961841">https://diksha.gov.in/play/collection/do_31307361354240000014884?contentId=do_3130957668342824961841</a></p> <p>पाठ व्याख्या वीडियो <a href="https://diksha.gov.in/play/collection/do_31307361354240000014884?contentId=do_313253483718672384126455">https://diksha.gov.in/play/collection/do_31307361354240000014884?contentId=do_313253483718672384126455</a></p> <p>अति लघुउत्तरीय प्रश्न- <a href="https://diksha.gov.in/play/collection/do_31307361354240000014884?contentId=do_31280350171847065614314">https://diksha.gov.in/play/collection/do_31307361354240000014884?contentId=do_31280350171847065614314</a></p> <p>दीर्घ उत्तरीय प्रश्न उत्तर <a href="https://diksha.gov.in/play/collection/do_31307361354240000014884?contentId=do_31280350315003084814338">https://diksha.gov.in/play/collection/do_31307361354240000014884?contentId=do_31280350315003084814338</a></p> <p>पाठ का सारांश पीपीटी <a href="https://diksha.gov.in/play/collection/do_31307361354240000014884?contentId=do_312795722350813184111849">https://diksha.gov.in/play/collection/do_31307361354240000014884?contentId=do_312795722350813184111849</a></p>	<p>1.पूर्व ज्ञान का मूल्यांकन / श्रुतलेखन</p> <p>2.प्रश्न -उत्तर और मौखिक जाँच</p> <p>3.लिखित परीक्षा -कार्यपत्रक , गूगल फॉर्म</p> <p>4. बहुविकल्पीय प्रश्न जैसे -:</p> <p>"*मिठाईवालापाठ के लेखक ' -के नाम हैं</p> <p>(a) भवानीप्रसाद मिश्र</p> <p>(b) भगवतीप्रसाद वाजपेयी</p> <p>(c) विजय तेंदुलकर</p> <p>(d) शिवप्रसाद सिंह</p> <p>*किसके गान से हलचल मच जाती थी?</p> <p>(a) किसी गायक के</p> <p>(b) शास्त्रीय संगीतज्ञ के</p> <p>(c) खिलौनेवाले के</p> <p>(d) इनमें कोई नहीं</p> <p>5 . शब्दों में पाठ का 100 सारांश लेखन/ वाचन अभ्यास कार्य</p>	<p>1.कला समेकित परियोजना कार्य- घरेलू अनुपयोगी चीजों से खिलौने/आर्टिफैक्ट बनाओ।</p> <p>2 .मिठाई वाला के परिवार के साथ क्या हुआ होगा? सोचिए और इस आधार पर एक कहानी बनाइए।</p> <p>3.अपने घर के आसपास फेरी - लगाकर सामान बेचने वालों की सूची बनाओ कि क्या सामान -क्या ? मिलता है</p>	<p>श्रवणकौशल</p> <p>बोलना</p> <p>पठनकौशल</p> <p>रचनात्मकता</p> <p>उच्च स्तरीय विचारशक्ति</p>

## माइक्रो पाठ( योजना-योजना (दैनिक पाठ-कक्षा-सातवीं विषय - हिन्दी

### 5- पाठ मिठाईवाला (2 भाग-वसंत)

शिक्षक का नाम----- विद्यालय का नाम.....

<p>सीखने का प्रतिफल) हम चाहते हैं कि बच्चें जाने और वे उसे ( कर सके</p>		<ol style="list-style-type: none"> <li>1. विभिन्न फेरीवालों के दिनचर्या से परिचित होंगे  </li> <li>2. मिठाईवाला के व्यक्तित्व से परिचित होंगे और उनसे प्रेरणा लेंगे  </li> <li>3. कहानी कथन शैली विकसित होगी  </li> <li>4. अपने भावों व विचारों को व्यक्त करपाएंगे </li> <li>5.पारिवारिक एवं मानवीय संवेदना विकसित होंगे  </li> <li>6.विभिन्न प्रकार के पारंपरिक पकवानों व खिलौनों से परिचित होंगे  </li> </ol>	
<p>आवश्यक संसाधन</p>		<p>ई- पाठ्यपुस्तक, पीपीटी,इन्टरनेट से वीडियोपारंपरिक पकवानों ,के चित्र इत्यादि</p>	
<p>क्रियाकलाप</p>	<p>समय</p>	<p>विभिन्न अवसरों पर एवं त्यौहारों पर बनाए जाने पकवान और मिठाईयों के बारे में चर्चा करते हुए जानकारी दी जाएगी तथा उनसे सम्बंधित कुछ इस प्रकार के प्रस्तावना प्रश्न पूछे जाएंगे:-</p> <ol style="list-style-type: none"> <li>1. कुछ प्रमुख भारतीय त्यौहारों के नाम बताओ  </li> <li>2. त्यौहारों में आपके यहाँ क्या तैयारियाँ की जाती हैं ?बच्चों को क्या-क्या चीजें पसंद हैं ?</li> </ol>	
<p>पॉवर-पॉइंट प्रस्तुति या अध्यापन के अन्य माध्यम से अवधारणा को समझाना /पाठ का नाटकीकरण  कहानी कथन शैली में पाठ का वाचन  विद्यार्थियों द्वारा संवाद अदायगी व अभिनय</p>	<p>10-15 मिनट</p>	<div data-bbox="712 1144 1697 1592" data-label="Image">  </div> <div data-bbox="1705 1227 2210 1599" data-label="Image">  </div> <div data-bbox="712 1599 1271 1973" data-label="Image">  </div> <p>प्रस्तुतीकरण:- शिक्षक द्वारा उचित उच्चारण हाव भाव भाव के साथ पाठ का वाचन किया जाएगा   मिथईवाला द्वारा मिठाई बेचने का तरीका-</p>	



<p>2.विद्यार्थियों द्वारा कार्यपत्रक हल करना और उत्तरों पर परिचर्चा करना</p> <p>3.चर्चा किए गए विषय के प्रश्नों को हल करना</p> <p>4.पाठ की पुनरावृत्ति</p>	<p>10मिनट</p> <p>5 से 10 मिनट</p> <p>5 मिनट</p>	<p>उनके गीत व मधुर व्यवहार के बारे में चर्चा करते हुए उसकी व्याख्या करना  </p> <p><a href="https://diksha.gov.in/play/collection/do_31307361354240000014884?contentId=do_3129911214058782721174">https://diksha.gov.in/play/collection/do_31307361354240000014884?contentId=do_3129911214058782721174</a></p> <p>पाठ व्याख्या वीडियो <a href="https://diksha.gov.in/play/collection/do_31307361354240000014884?contentId=do_313253483718672384126455">https://diksha.gov.in/play/collection/do_31307361354240000014884?contentId=do_313253483718672384126455</a></p> <p>पठित पाठ के अंश के आधार पर बहुविकल्पीय प्रश्न, गूगल फॉर्म,ऑनलाइन प्रश्न माला -मौखिक प्रश्न एवं परिचर्चा आयोजित करना  जैसे,</p> <p>किस के गान से हलचल मच जाती थी?</p> <p>(a) किसी गायक के</p> <p>(b) शास्त्रीय संगीतज्ञ से</p> <p>(c) खिलौनेवाले के</p> <p>(d) इनमें कोई नहीं</p> <p>अलग चीजें क्यों-मिठाईवाला अलग*बेचता था और वह महीनों बाद क्यों आता था ?</p> <p>बहुविकल्पीय प्रश्न दीक्षा एप से <a href="https://diksha.gov.in/play/collection/do_31307361354240000014884?contentId=do_3130957668342824961841">https://diksha.gov.in/play/collection/do_31307361354240000014884?contentId=do_3130957668342824961841</a></p> <ul style="list-style-type: none"> <li>• मिठाईवाला का स्वभाव बहुत मधुर था  </li> <li>• मिठाईवाला व्यावहारकुशल, दयालु,संतोषी,स्नेही,मधुर आवाज़ वाला,बच्चों का प्रिय था  </li> <li>• मिठाईवाला एक व्यापारी नहीं अपितु एक पिता था  </li> </ul> <p><a href="https://diksha.gov.in/play/collection/do_31307361354240000014884?contentId=do_313253483718672384126455">https://diksha.gov.in/play/collection/do_31307361354240000014884?contentId=do_313253483718672384126455</a></p> <p>खिलौनेवाले के आने पर बच्चों की क्य*प्रतिक्रिया होती थी ?</p> <ul style="list-style-type: none"> <li>• बारी  बारी से विद्यार्थियों द्वारा कहानी कहना और अपने विचार रखना-</li> <li>• पाठ का सारांश व माइंड मैप निर्माण-</li> </ul>
<p>सक्रिय अधिगम प्रविधि</p>		<p>3. कला समेकित परियोजना कार्य घरेलू खिलौने , आर्टीफैक्ट बनाओ/ मिठाईवाला के परिवार के साथ क्या हुआ होगा सोचिए और इस ?   आधार पर एक कहानी बनाइए</p>
<p>अधिगम मूल्यांकन</p>		<p>1.पूर्व ज्ञान का मूल्यांकन</p> <p>2.प्रश्न -उत्तर और मौखिक जाँच</p> <p>3.लिखित परीक्षा -कार्यपत्रक,गूगल फॉर्म,</p> <p>4. पाठ का सारांश अपने शब्दों में लिखो  </p> <p>5.कठिन शब्द एवं उनके अर्थ लिखना</p>
<p>दक्षताएँ</p>		<p>1. श्रवण कौशल</p> <p>2. बोलना</p> <p>3. पठन कौशल</p> <p>4. अभिनय व रचनात्मकता</p>



ACADEMIC PLANNER (2021-22)												
VII - ENGLISH												
CLASS:	VII			MAIN COURSE BOOK: HONEYCOMB							TOTAL CHAPTERS:	29
SUBJECT :	ENGLISH			SUPPLEMENTARY READER: AN ALIEN HAND							CHAPTERS FOR TERM-1: 15	CHAPTERS FOR TERM-2: 14
S. NO.	TERM	MONTH	NO. OF WORKING DAYS	UNIT NUMBER/ CHAPTER NUMBER/ NAME OF CHAPTER	TENTATIVE NUMBER OF HOURS AVAILABLE (4PERIODS/ WEEK)	TENTATIVE NUMBER OF PERIODS REQUIRED (40 MINUTES/ PERIOD)	HIGHLIGHTS OF THE GENERAL LEARNING GOALS	LEARNING OUTCOMES TO BE COVERED AS PER TRALO	TEACHING LEARNING ACTIVITIES	ASSESSMENT PLANNING	ASSIGNMENTS	LINKS/URL
1	TERM-1	APRIL	24	BRIDGE COURSE	11 HOURS(16 PERIODS)	6	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATING, RESPONDING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING, SPEAKING	OVERVIEW OF THE LANGUAGE ITEMS LIKE PARTS OF SPEECH, PUNCTUATION, WRITING, TENSES, SUBJECT-VERB AGREEMENT, SENTENCE, WRITING, JUMBLED WORDS, CROSSWORD PUZZLE, RHYMING WORDS, LSRW ACTIVITIES, ETC.	QUIZ THROUGH GOOGLE FORM, QUESTIONNAIRE	EXERCISES BASED ON RESPECTIVE TOPICS, MCQ	USE SUITABLE LINKS IF REQUIRED
				THREE QUESTIONS		4	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	THINKS CRITICALLY ABOUT CHARACTERS, EVENTS, IDEAS, THEMES AND RELATES THEM TO LIFE IN ORDER TO COMPARE AND CONTRAST THEM. REFERS DICTIONARY, THESAURUS AND ENCYCLOPAEDIA IN ORDER TO FIND MEANINGS/SPELLING OF WORDS WHILE READING AND WRITING AND TO DEMONSTRATE RESEARCH SKILLS. PARTICIPATES IN DIFFERENT ACTIVITIES IN ENGLISH SUCH AS	1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER 2.STUDENTS' THOUGHTS ABOUT WISDOM 3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER 4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED 5. CRITICAL ANALYSIS OF THE CHARACTERS BY THE STUDENTS 6. DRAMATIZATION OF THE CHAPTER BY THE STUDENTS 7. NARRATION OF A SIMILAR STORY BY THE STUDENTS 8. DEBATE/SPEECH 9. WRITING ACTIVITY 10. WORKING WITH LANGUAGE	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS	PRIOR READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE TEXT' IN FAIR NOTEBOOKS, SOLVING 'WORKING WITH LANGUAGE' IN THE BOOK WITH A PENCIL IN CLASSROOM, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/content/do_31308517230709145611694">https://diksha.gov.in/play/content/do_31308517230709145611694</a> <a href="https://diksha.gov.in/play/content/do_31308516965478400013357">https://diksha.gov.in/play/content/do_31308516965478400013357</a>



					ROLE PLAY, POETRY RECITATION, SKIT, DRAMA, DEBATE, SPEECH, ELOCUTION, DECLAMATION, QUIZ, etc., ORGANIZED BY SCHOOL AND OTHER SUCH ORGANIZATIONS IN ORDER TO DEMONSTRATE FLUENCY AND COMPREHENSION OF THE LANGUAGE. ANSWERS QUESTIONS ORALLY AND IN WRITING ON A VARIETY OF TEXTS - BOTH FAMILIAR AS WELL AS UNFAMILIAR.				
					READS ALOUD STORIES AND RECITES POEMS WITH APPROPRIATE PAUSE, INTONATION AND PRONUNCIATION. REFERS DICTIONARY, THESAURUS AND ENCYCLOPAEDIA IN ORDER TO FIND MEANINGS/SPELLING OF WORDS WHILE READING AND WRITING AND TO DEMONSTRATE RESEARCH SKILLS. ANSWERS QUESTIONS ORALLY AND IN WRITING ON A VARIETY OF TEXTS - BOTH FAMILIAR AS WELL AS UNFAMILIAR. USE THE RULES OF GRAMMAR IN SPEECH AND WRITING AND CONTEXTS FOCUSING ON NOUN, PRONOUN, VERB, DETERMINERS, TIME AND TENSE, PASSIVATION, ADJECTIVE, ADVERB, etc., IN ORDER TO DEMONSTRATE		QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS /PERCEPTION IN CORRECT GRAMMATICAL FORM	PRIOR READING OF THE POEM INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE POEM' IN FAIR NOTEBOOKS, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/content/do_31308520146098585612719">https://diksha.gov.in/play/content/do_31308520146098585612719</a>
				TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS		1. INTRODUCTORY QUESTIONS RELATED TO THE POEM BY THE TEACHER 2. STUDENTS' OPINIONS ABOUT SQUIRRELS 3. MODEL RECITATION BY THE TEACHER 4. CHORAL RECITATION BY THE STUDENTS 5. RECITATION BY INDIVIDUAL STUDENTS, IF REQUIRED 6. EXPLANATION OF THE POEM BY THE TEACHER 7. EXPLORING COMPOSER'S USE OF LANGUAGE AND LITERARY DEVICES 8. DRAMATIZATION/ROLE PLAY 9. WRITING ACTIVITY 10. WORKING WITH THE POEM 11. INDIVIDUAL AND PAIR ACTIVITIES			
			THE SQUIRREL	1					





				WRITING: MESSAGE	1	TO DEVELOP THE STUDENTS INTO EXCELLING WRITERS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING	PURPOSE OF MESSAGE WRITING AND FORMAT WILL BE EXPLAINED, IMPORTANT POINTS WILL BE DISCUSSED.	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.	QUESTIONS OF MESSAGE WRITING WILL BE GIVEN	<a href="https://www.youtube.com/watch?v=QOSnrFUgV2Y">https://www.youtube.com/watch?v=QOSnrFUgV2Y</a>
2	MAY-JUNE	10	5 HOUR S(7 PERIODS)	THE REBEL	2	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	ANSWERS QUESTIONS ORALLY AND IN WRITING ON A VARIETY OF TEXTS - BOTH FAMILIAR AS WELL AS UNFAMILIAR. RAISES AND RESPONDS TO QUESTIONS BASED ON TEXTS (FROM BOOKS OR OTHER RESOURCES) IN ORDER TO DEMONSTRATE CURIOSITY AND INQUISITIVENESS. IDENTIFIES AND APPRECIATES SIGNIFICANT LITERARY ELEMENTS SUCH AS - METAPHOR, IMAGERY, SYMBOL, SIMILE, ONOMATOPOEIA, INTENTION/POINT OF VIEW, RHYME SCHEME, etc., IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR SIGNIFICANCE IN LITERATURE AND NARRATIVES.	1. INTRODUCTORY QUESTIONS RELATED TO THE POEM BY THE TEACHER 2. STUDENTS' OPINIONS ABOUT A REBEL 3. MODEL RECITATION BY THE TEACHER 4. CHORAL RECITATION BY THE STUDENTS 5. RECITATION BY INDIVIDUAL STUDENTS, IF REQUIRED 6. EXPLANATION OF THE POEM BY THE TEACHER 7. EXPLORING COMPOSER'S USE OF LANGUAGE AND LITERARY DEVICES 8. DRAMATIZATION/ROLE PLAY 9. WRITING ACTIVITY 10. WORKING WITH THE POEM 11. INDIVIDUAL AND PAIR ACTIVITIES	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS /PERCEPTION IN CORRECT GRAMMATICAL FORM	PRIOR READING OF THE POEM INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE POEM' IN FAIR NOTEBOOKS, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/content/do_313090042057121792179">https://diksha.gov.in/play/content/do_313090042057121792179</a>
				A GIFT OF CHAPPALS	5	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	REFERS DICTIONARY, THESAURUS AND ENCYCLOPAEDIA IN ORDER TO FIND MEANINGS/SPELLING OF WORDS WHILE READING AND TO DEMONSTRATE RESEARCH SKILLS. USE THE RULES OF GRAMMAR IN SPEECH AND WRITING AND CONTEXTS FOCUSING ON	1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER 2. STUDENTS' OPINIONS ABOUT THEIR SIBLINGS AND COUSINS 3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER 4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED 5. CRITICAL ANALYSIS OF THE CHARACTERS BY THE STUDENTS 6. DRAMATIZATION OF THE CHAPTER BY THE STUDENTS	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS	PRIOR READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE TEXT' IN FAIR NOTEBOOKS, SOLVING 'WORKING WITH LANGUAGE' IN THE BOOK WITH A PENCIL IN CLASSROOM, WRITING/SPEAKING TASKS,	<a href="https://diksha.gov.in/play/content/do_31308516651056332811524">https://diksha.gov.in/play/content/do_31308516651056332811524</a>





			NOUN, PRONOUN, VERB, DETERMINERS, TIME AND TENSE, PASSIVATION, ADJECTIVE, ADVERB, etc., IN ORDER TO DEMONSTRATE COMPREHENSION AND KNOWLEDGE OF THEIR USAGE THROUGH A VARIETY OF SITUATIONS. IDENTIFIES DETAILS, CHARACTERS, MAIN IDEA AND SEQUENCE OF IDEAS AND EVENTS IN TEXTUAL/NON-TEXTUAL MATERIAL IN ORDER TO DEMONSTRATE COMPREHENSION OF TEXT AND SEQUENCING SKILLS. PARTICIPATES IN DIFFERENT ACTIVITIES IN ENGLISH SUCH AS ROLE PLAY, POETRY RECITATION, SKIT, DRAMA, DEBATE, SPEECH, ELOCUTION, DECLAMATION, QUIZ, etc., ORGANIZED BY SCHOOL AND OTHER SUCH ORGANIZATIONS IN ORDER TO DEMONSTRATE FLUENCY AND COMPREHENSION OF THE LANGUAGE.	7. NARRATION OF A SIMILAR STORY BY THE STUDENTS 8. DEBATE/SPEECH 9. WRITING ACTIVITY 10. WORKING WITH LANGUAGE	ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED
3	JULY	25	<p>TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS</p> <p>BRINGING UP KARI</p> <p>3</p>	<p>ANSWERS QUESTIONS ORALLY AND IN WRITING ON A VARIETY OF TEXTS - BOTH FAMILIAR AS WELL AS UNFAMILIAR. WRITES FORMAL LETTERS, PERSONAL DIARY, LIST, E-MAIL, SMS, NOTICE, REPORT, SHORT PERSONAL/BIOGRAPHICAL EXPERIENCES, etc.,</p> <p>1. BRIEF INTRODUCTION OF THE CONTENT BY THE TEACHER 2. READING OF THE TEXTUAL QUESTIONS BY THE STUDENTS 3. PAIRING OF THE STUDENTS AND READING OF THE TEXT BY THEM 4. DISCUSSION OF THE ANSWERS TO THE TEXTUAL QUESTIONS BY THE STUDENTS 5. ANY WRITING, LISTENING OR FURTHER ORAL PRACTICE</p>	<p>QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINIONS /PERCEPTION</p> <p>CLASSROOM READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK FROM THEIR DICTIONARIES, FINDING ANSWERS TO THE TEXTUAL QUESTIONS IN PAIRS, COMPARING THE ANSWERS WITH OTHER PAIRS IN</p>

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						<p>IN ORDER TO DEMONSTRATE KNOWLEDGE OF THE FEATURES OF THE VARIOUS TYPES OF WRITING. REFERS DICTIONARY, THESAURUS AND ENCYCLOPAEDIA IN ORDER TO FIND MEANINGS/SPELLING OF WORDS WHILE READING AND WRITING AND TO DEMONSTRATE RESEARCH SKILLS.</p>	BY THE STUDENTS		<p>THE CLASSROOM, WRITING/SPEAKING TASKS IN THE CLASSROOM, DOING TEXTUAL QUESTIONS IN FAIR NOTEBOOKS FROM HOME, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED</p>	
					<p>TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS</p>	<p>READS A VARIETY OF TEXTS FOR PLEASURE, e.g., ADVENTURE STORIES AND SCIENCE FICTION, FAIRY TALES, BIOGRAPHY, AUTOBIOGRAPHY, TRAVELOGUE, etc., IN ORDER TO DEMONSTRATE EXTENSIVE READING SKILLS. WRITES DIALOGUES FROM A STORY AND STORY FROM DIALOGUES, POEMS, SKITS, COMIC STRIPS, BROCHURES, etc., IN ORDER TO DEMONSTRATE CREATIVITY SKILLS. THINKS CRITICALLY ABOUT CHARACTERS, EVENTS, IDEAS, THEMES AND RELATES THEM TO LIFE IN ORDER TO COMPARE AND CONTRAST THEM. IDENTIFIES DETAILS, CHARACTERS, MAIN IDEA AND SEQUENCE OF IDEAS AND EVENTS IN TEXTUAL/NON-TEXTUAL MATERIAL IN ORDER TO DEMONSTRATE COMPREHENSION OF TEXT AND SEQUENCING SKILLS.</p>	<p>1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER 2.STUDENTS' OPINIONS ABOUT WIT 3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER 4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED 5. CRITICAL ANALYSIS OF THE CHARACTERS BY THE STUDENTS 6. DRAMATIZATION OF THE CHAPTER BY THE STUDENTS 7. NARRATION OF A SIMILAR STORY BY THE STUDENTS 8. WRITING ACTIVITY 9. WORD LADDER 10. WORKING WITH LANGUAGE</p>	<p>QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS</p>	<p>PRIOR READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE TEXT' IN FAIR NOTEBOOKS, SOLVING 'WORKING WITH LANGUAGE' IN THE BOOK WITH A PENCIL IN CLASSROOM, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED</p>	<p><a href="https://diksha.gov.in/play/content/do_31310445786325811212457">https://diksha.gov.in/play/content/do_31310445786325811212457</a></p>
					GOPAL AND THE HILSA FISH					
						3				



					<p>PARTICIPATES IN DIFFERENT ACTIVITIES IN ENGLISH SUCH AS ROLE PLAY, POETRY RECITATION, SKIT, DRAMA, DEBATE, SPEECH, ELOCUTION, DECLAMATION, QUIZ, etc., ORGANIZED BY SCHOOL AND OTHER SUCH ORGANIZATIONS IN ORDER TO DEMONSTRATE FLUENCY AND COMPREHENSION OF THE LANGUAGE.</p>				
				<p>TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS</p>	<p>ANSWERS QUESTIONS ORALLY AND IN WRITING ON A VARIETY OF TEXTS - BOTH FAMILIAR AS WELL AS UNFAMILIAR. REFERS DICTIONARY, THESAURUS AND ENCYCLOPAEDIA IN ORDER TO FIND MEANINGS/SPELLING OF WORDS WHILE READING AND WRITING AND TO DEMONSTRATE RESEARCH SKILLS. WRITES FORMAL LETTERS, PERSONAL DIARY, LIST, E-MAIL, SMS, NOTICE, REPORT, SHORT PERSONAL/BIOGRAPHICAL EXPERIENCES, etc., IN ORDER TO DEMONSTRATE KNOWLEDGE OF THE FEATURES OF THE VARIOUS TYPES OF WRITING. IDENTIFIES AND APPRECIATES SIGNIFICANT LITERARY ELEMENTS SUCH AS - METAPHOR, IMAGERY, SYMBOL, SIMILE, ONOMATOPOEIA, INTENTION/POINT OF VIEW, RHYME</p>	<p>1. INTRODUCTORY QUESTIONS RELATED TO THE POEM BY THE TEACHER 2. STUDENTS' FEELINGS ABOUT THEIR FAVOURITE PLACE AT THEIR HOMES 3. MODEL RECITATION BY THE TEACHER 4. CHORAL RECITATION BY THE STUDENTS 5. RECITATION BY INDIVIDUAL STUDENTS, IF REQUIRED 6. EXPLANATION OF THE POEM BY THE TEACHER 7. EXPLORING COMPOSER'S USE OF LANGUAGE AND LITERARY DEVICES 8. DRAMATIZATION/ROLE PLAY 9. WRITING ACTIVITY 10. WORKING WITH THE POEM 11. INDIVIDUAL AND PAIR ACTIVITIES</p>	<p>QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS /PERCEPTION IN CORRECT GRAMMATICAL FORM</p>	<p>PRIOR READING OF THE POEM INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE POEM' IN FAIR NOTEBOOKS, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED</p>	<p><a href="https://diksha.gov.in/play/content/do_313067714134949888110887">https://diksha.gov.in/play/content/do_313067714134949888110887</a></p>
		THE SHED		2					



						SCHEME, etc., IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR SIGNIFICANCE IN LITERATURE AND NARRATIVES.					
						ANSWERS QUESTIONS ORALLY AND IN WRITING ON A VARIETY OF TEXTS - BOTH FAMILIAR AS WELL AS UNFAMILIAR. PARTICIPATES IN DIFFERENT ACTIVITIES IN ENGLISH SUCH AS ROLE PLAY, POETRY RECITATION, SKIT, DRAMA, DEBATE, SPEECH, ELOCUTION, DECLAMATION, QUIZ, etc., ORGANIZED BY SCHOOL AND OTHER SUCH ORGANIZATIONS IN ORDER TO DEMONSTRATE FLUENCY AND COMPREHENSION OF THE LANGUAGE. REFERS TO SUGGESTED WEBSITES AND USES ALL FORMS OF ICT (SUCH AS, MOBILE, YOUTUBE, TED TALKS, etc.) TO BROWSE FOR INFORMATION IN ORDER TO PREPARE FOR PROJECTS/SLIDES/DISCUSSIONS/etc. REFERS TO DICTIONARY, THESAURUS AND ENCYCLOPAEDIA IN ORDER TO FIND MEANINGS/SPELLING OF WORDS WHILE READING AND WRITING AND TO DEMONSTRATE RESEARCH SKILLS. READS A VARIETY OF TEXTS FOR PLEASURE, e.g., ADVENTURE			QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINIONS /PERCEPTION	CLASSROOM READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK FROM THEIR DICTIONARIES, FINDING ANSWERS TO THE TEXTUAL QUESTIONS IN PAIRS , COMPARING THE ANSWERS WITH OTHER PAIRS IN THE CLASSROOM, WRITING/SPEAKING TASKS IN THE CLASSROOM, DOING TEXTUAL QUESTIONS IN FAIR NOTEBOOKS FROM HOME, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/content/do_3129911221401518081191">https://diksha.gov.in/play/content/do_3129911221401518081191</a>
				TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS							
			THE DESERT	2			1. BRIEF INTRODUCTION OF THE CONTENT BY THE TEACHER 2. READING OF THE TEXTUAL QUESTIONS BY THE STUDENTS 3. PAIRING OF THE STUDENTS AND READING OF THE TEXT BY THEM 4. DISCUSSION OF THE ANSWERS TO THE TEXTUAL QUESTIONS BY THE STUDENTS 5. ANY WRITING, LISTENING OR FURTHER ORAL PRACTICE BY THE STUDENTS				



						STORIES AND SCIENCE FICTION, FAIRY TALES, BIOGRAPHY, AUTOBIOGRAPHY, TRAVELOGUE, etc., IN ORDER TO DEMONSTRATE EXTENSIVE READING SKILLS.					
			WRITING: FORMAL LETTER (LEAVE APPLICATION )	1	TO DEVELOP THE STUDENTS INTO EXCELLING WRITERS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING	LEAVE APPLICATION WILL BE EXPLAINED USING PRIOR KNOWLEDGE OF STUDENTS	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.	PROBLEMS WILL BE GIVEN TO STUDENTS TO DO AT HOME.	USE SUITABLE LINKS IF REQUIRED	
			WRITING: NOTICE (COMPETITIONS)	1	TO DEVELOP THE STUDENTS INTO EXCELLING WRITERS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING	INTRODUCTION OF NOTICE WRITING WILL BE GIVEN, PURPOSE OF NOTICE WRITING AND FORMAT OF NOTICE WRITING WILL BE EXPLAINED	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.	PROBLEMS OF NOTICE WRITING WILL BE GIVEN.	USE SUITABLE LINKS IF REQUIRED	
			WRITING: STORY WRITING	1	TO DEVELOP THE STUDENTS INTO EXCELLING WRITERS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING	SALIENT FEATURES OF GOOD STORY WRITING WILL BE DISCUSSED WITH EXAMPLE	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN CONTAINING OUTLINES OF A STORY.	BEGINNING OF A STORY WILL BE GIVEN AND STUDENTS WILL BE ASKED TO COMPLETE THE STORY	USE SUITABLE LINKS IF REQUIRED	
			GRAMMAR: USE OF TENSES	3	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS	PARTICIPATING, RESPONDING, QUESTIONING, DEMONSTRATING, REFERRING, DEDUCING, WRITING	USING PRIOR KNOWLEDGE OF STUDENTS, TENSES WILL BE EXPLAINED WITH EXAMPLES	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.	EXERCISE QUESTIONS WILL BE ASSIGNED	USE SUITABLE LINKS IF REQUIRED	
			ACTIVITY: LISTENING	1	TO DEVELOP THE STUDENTS INTO FINER LISTENERS, INGENIOUS THINKERS	PARTICIPATING, RESPONDING, DEMONSTRATING, REFERRING, DEDUCING, LISTENING	STORY WILL BE READ OR ANY AUDIO OR VIDEO CLIPPING CAN BE USED	STUDENTS WILL BE ASSESSED ON THE BASIS OF ATTENTION, INTERPRETATION, COMPREHENSION, ACCURACY AND ORGANISATION	LISTENING PRACTICE TOPICS, ACTIVITIES WILL BE SUGGESTED	USE SUITABLE LINKS IF REQUIRED	
PT 1	FIRST WEEK OF AUGUST, SYLLABUS COVERED UP TO 31ST OF JULY WILL BE ASSESSED										
4	AUGUST	23	THE ASHES THAT MADE	10	5	TO DEVELOP THE STUDENTS INTO	IDENTIFIES DETAILS, CHARACTERS, MAIN	1. INTRODUCTORY QUESTIONS RELATED TO THE	QUESTIONNAIRE, OBSERVATION OF	PRIOR READING OF THE CHAPTER	<a href="https://diksha.gov.in/play/content/do_3131296488642723841">https://diksha.gov.in/play/content/do_3131296488642723841</a>



					TREES BLOOM	HOURS(15 PERIODS)	REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	IDEA AND SEQUENCE OF IDEAS AND EVENTS IN TEXTUAL/NON-TEXTUAL MATERIAL IN ORDER TO DEMONSTRATE COMPREHENSION OF TEXT AND SEQUENCING SKILLS. WRITES DIALOGUES FROM A STORY AND STORY FROM DIALOGUES, POEMS, SKITS, COMIC STRIPS, BROCHURES, etc., IN ORDER TO DEMONSTRATE CREATIVITY SKILLS. THINKS CRITICALLY ABOUT CHARACTERS, EVENTS, IDEAS, THEMES AND RELATES THEM TO LIFE IN ORDER TO COMPARE AND CONTRAST THEM. PARTICIPATES IN DIFFERENT ACTIVITIES IN ENGLISH SUCH AS ROLE PLAY, POETRY RECITATION, SKIT, DRAMA, DEBATE, SPEECH, ELOCUTION, DECLAMATION, QUIZ, etc., ORGANIZED BY SCHOOL AND OTHER SUCH ORGANIZATIONS IN ORDER TO DEMONSTRATE FLUENCY AND COMPREHENSION OF THE LANGUAGE. WRITES FORMAL LETTERS, PERSONAL DIARY, LIST, E-MAIL, SMS, NOTICE, REPORT, SHORT PERSONAL/BIOGRAPHICAL EXPERIENCES, etc., IN ORDER TO DEMONSTRATE KNOWLEDGE OF THE FEATURES OF THE VARIOUS TYPES OF WRITING.	CHAPTER BY THE TEACHER 2.STUDENTS' OPINIONSS ABOUT KINDNESS AND GOODNESS 3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER 4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED 5. CRITICAL ANALYSIS OF THE CHARACTERS BY THE STUDENTS 6. DRAMATIZATION OF THE CHAPTER BY THE STUDENTS 7. NARRATION OF A SIMILAR STORY BY THE STUDENTS 8. DEBATE/SPEECH 9. WRITING ACTIVITY 10. WORKING WITH LANGUAGE	STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS	INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE TEXT' IN FAIR NOTEBOOKS, SOLVING 'WORKING WITH LANGUAGE' IN THE BOOK WITH A PENCIL IN CLASSROOM, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/content/do_31312964879956377612742">521. https://diksha.gov.in/play/content/do_31312964879956377612742</a>
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				ANSWERS QUESTIONS ORALLY AND IN WRITING ON A VARIETY OF TEXTS - BOTH FAMILIAR AS WELL AS UNFAMILIAR. PARTICIPATES IN DIFFERENT ACTIVITIES IN ENGLISH SUCH AS ROLE PLAY, POETRY RECITATION, SKIT, DRAMA, DEBATE, SPEECH, ELOCUTION, DECLAMATION, QUIZ, etc., ORGANIZED BY SCHOOL AND OTHER SUCH ORGANIZATIONS IN ORDER TO DEMONSTRATE FLUENCY AND COMPREHENSION OF THE LANGUAGE. IDENTIFIES AND APPRECIATES SIGNIFICANT LITERARY ELEMENTS SUCH AS - METAPHOR, IMAGERY, SYMBOL, SIMILE, ONOMATOPOEIA, INTENTION/POINT OF VIEW, RHYME SCHEME, etc., IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR SIGNIFICANCE IN LITERATURE AND NARRATIVES.		QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS /PERCEPTION IN CORRECT GRAMMATICAL FORM	PRIOR READING OF THE POEM INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE POEM' IN FAIR NOTEBOOKS, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/content/do_3131296499681198081566">https://diksha.gov.in/play/content/do_3131296499681198081566</a>
CHIVVY	2	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS		1. INTRODUCTORY QUESTIONS RELATED TO THE POEM BY THE TEACHER 2. STUDENTS' FEELINGS ABOUT BEING NAGGED BY THE ELDERS 3. MODEL RECITATION BY THE TEACHER 4. CHORAL RECITATION BY THE STUDENTS 5. RECITATION BY INDIVIDUAL STUDENTS, IF REQUIRED 6. EXPLANATION OF THE POEM BY THE TEACHER 7. EXPLORING COMPOSER'S USE OF LANGUAGE AND LITERARY DEVICES 8. DRAMATIZATION/ROLE PLAY 9. WRITING ACTIVITY 10. WORKING WITH THE POEM 11. INDIVIDUAL AND PAIR ACTIVITIES				
THE COP AND THE ANTHEM	3	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	ANSWERS QUESTIONS ORALLY AND IN WRITING ON A VARIETY OF TEXTS - BOTH FAMILIAR AS WELL AS UNFAMILIAR. USE THE RULES OF GRAMMAR IN SPEECH AND WRITING AND CONTEXTS FOCUSING ON NOUN, PRONOUN, VERB, DETERMINERS, TIME AND TENSE,	1. BRIEF INTRODUCTION OF THE CONTENT BY THE TEACHER 2. READING OF THE TEXTUAL QUESTIONS BY THE STUDENTS 3. PAIRING OF THE STUDENTS AND READING OF THE TEXT BY THEM 4. DISCUSSION OF THE ANSWERS TO THE TEXTUAL QUESTIONS BY THE STUDENTS 5. ANY WRITING, LISTENING OR FURTHER ORAL PRACTICE BY THE STUDENTS	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINIONS /PERCEPTION	CLASSROOM READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK FROM THEIR DICTIONARIES, FINDING ANSWERS TO THE TEXTUAL QUESTIONS IN PAIRS, COMPARING THE ANSWERS WITH OTHER PAIRS IN THE CLASSROOM, WRITING/SPEAKING	<a href="https://diksha.gov.in/play/content/do_3129911221529640961184">https://diksha.gov.in/play/content/do_3129911221529640961184</a>	



								PASSIVATION, ADJECTIVE, ADVERB, etc., IN ORDER TO DEMONSTRATE COMPREHENSION AND KNOWLEDGE OF THEIR USAGE THROUGH A VARIETY OF SITUATIONS. PARTICIPATES IN DIFFERENT ACTIVITIES IN ENGLISH SUCH AS ROLE PLAY, POETRY RECITATION, SKIT, DRAMA, DEBATE, SPEECH, ELOCUTION, DECLAMATION, QUIZ, etc., ORGANIZED BY SCHOOL AND OTHER SUCH ORGANIZATIONS IN ORDER TO DEMONSTRATE FLUENCY AND COMPREHENSION OF THE LANGUAGE.				G TASKS IN THE CLASSROOM, DOING TEXTUAL QUESTIONS IN FAIR NOTEBOOKS FROM HOME, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED
				WRITING: PARAGRAPH		1	TO DEVELOP THE STUDENTS INTO EXCELLING WRITERS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING	DISCUSSION ON MAIN PARTS OF PARAGRAPH WRITING WITH SAMPLE	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.	TOPICS FOR PARAGRAPH WRITING	
				GRAMMAR: REPORTED SPEECH		4	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS	PARTICIPATING, RESPONDING, QUESTIONING, DEMONSTRATING, REFERRING, DEDUCING, WRITING	USING PRIOR KNOWLEDGE OF STUDENTS, REPORTED SPEECH WILL BE EXPLAINED WITH EXAMPLES	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.	EXERCISE QUESTIONS WILL BE ASSIGNED	<a href="https://diksha.gov.in/play/content/do_313262997417738240136232">https://diksha.gov.in/play/content/do_313262997417738240136232</a>
5	SEPTEMBER	24	11 HOUR S(16 PERIODS)	QUALITY		4	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	THINKS CRITICALLY ABOUT CHARACTERS, EVENTS, IDEAS, THEMES AND RELATES THEM TO LIFE IN ORDER TO COMPARE AND CONTRAST THEM. USE THE RULES OF GRAMMAR IN SPEECH AND WRITING AND	1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER 2. STUDENTS' OPINIONS ABOUT QUALITY 3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER 4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED 5. CRITICAL ANALYSIS OF THE CHARACTERS BY THE	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS	PRIOR READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE TEXT' IN FAIR NOTEBOOKS, SOLVING 'WORKING WITH LANGUAGE' IN THE BOOK WITH A	<a href="https://diksha.gov.in/play/content/do_31316022403299737613394">https://diksha.gov.in/play/content/do_31316022403299737613394</a>





					CONTEXTS FOCUSING ON NOUN, PRONOUN, VERB, DETERMINERS, TIME AND TENSE, PASSIVATION, ADJECTIVE, ADVERB, etc., IN ORDER TO DEMONSTRATE COMPREHENSION AND KNOWLEDGE OF THEIR USAGE THROUGH A VARIETY OF SITUATIONS. PARTICIPATES IN DIFFERENT ACTIVITIES IN ENGLISH SUCH AS ROLE PLAY, POETRY RECITATION, SKIT, DRAMA, DEBATE, SPEECH, ELOCUTION, DECLAMATION, QUIZ, etc., ORGANIZED BY SCHOOL AND OTHER SUCH ORGANIZATIONS IN ORDER TO DEMONSTRATE FLUENCY AND COMPREHENSION OF THE LANGUAGE. WRITES FORMAL LETTERS, PERSONAL DIARY, LIST, E- MAIL, SMS, NOTICE, REPORT, SHORT PERSONAL/BIOGRA PHICAL EXPERIENCES, etc., IN ORDER TO DEMONSTRATE KNOWLEDGE OF THE FEATURES OF THE VARIOUS TYPES OF WRITING.	STUDENTS 6. DRAMATIZATION OF THE CHAPTER BY THE STUDENTS 7. NARRATION OF A SIMILAR STORY BY THE STUDENTS 8. DEBATE/SPEECH 9. WRITING ACTIVITY 10. WORKING WITH LANGUAGE	PENCIL IN CLASSROOM, WRITING/SPEAKIN G TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED		
					ANSWERS QUESTIONS ORALLY AND IN WRITING ON A VARIETY OF TEXTS - BOTH FAMILIAR AS WELL AS UNFAMILIAR. READS TABLES, CHARTS, DIAGRAMS AND MAPS, AND INCORPORATES THE INFORMATION IN	1. INTRODUCTORY QUESTIONS RELATED TO THE POEM BY THE TEACHER 2. STUDENTS' OPINIONS ABOUT TREES 3. MODEL RECITATION BY THE TEACHER 4. CHORAL RECITATION BY THE STUDENTS 5. RECITATION BY INDIVIDUAL STUDENTS, IF REQUIRED	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS /PERCEPTION IN CORRECT GRAMMATICAL	PRIOR READING OF THE POEM INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE POEM' IN FAIR NOTEBOOKS, WRITING/SPEAKIN G TASKS, ART/SPORT	<a href="https://diksha.gov.in/play/content/do_31310357879630233611408">https://diksha.gov.in/play/content/do_31310357879630233611408</a>
			TREES	2	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS				



					HUMAN BEINGS	WRITING IN ORDER TO INTERPRET THEM. USE THE RULES OF GRAMMAR IN SPEECH AND WRITING AND CONTEXTS FOCUSING ON NOUN, PRONOUN, VERB, DETERMINERS, TIME AND TENSE, PASSIVATION, ADJECTIVE, ADVERB, etc., IN ORDER TO DEMONSTRATE COMPREHENSION AND KNOWLEDGE OF THEIR USAGE THROUGH A VARIETY OF SITUATIONS. IDENTIFIES AND APPRECIATES SIGNIFICANT LITERARY ELEMENTS SUCH AS - METAPHOR, IMAGERY, SYMBOL, SIMILE, ONOMATOPOEIA, INTENTION/POINT OF VIEW, RHYME SCHEME, etc., IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR SIGNIFICANCE IN LITERATURE AND NARRATIVES.	<p>6. EXPLANATION OF THE POEM BY THE TEACHER</p> <p>7. EXPLORING COMPOSER'S USE OF LANGUAGE AND LITERARY DEVICES</p> <p>8. DRAMATIZATION/ROLE PLAY</p> <p>9. WRITING ACTIVITY</p> <p>10. WORKING WITH THE POEM</p> <p>11. INDIVIDUAL AND PAIR ACTIVITIES</p>	FORM	INTEGRATED PROJECT TASK IF REQUIRED
					TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	RAISES AND RESPONDS TO QUESTIONS BASED ON TEXTS (FROM BOOKS OR OTHER RESOURCES) IN ORDER TO DEMONSTRATE CURIOSITY AND INQUISITIVENESS. USE THE RULES OF GRAMMAR IN SPEECH AND WRITING AND CONTEXTS FOCUSING ON NOUN, PRONOUN, VERB, DETERMINERS, TIME AND TENSE,	<p>1. BRIEF INTRODUCTION OF THE CONTENT BY THE TEACHER</p> <p>2. READING OF THE TEXTUAL QUESTIONS BY THE STUDENTS</p> <p>3. PAIRING OF THE STUDENTS AND READING OF THE TEXT BY THEM</p> <p>4. DISCUSSION OF THE ANSWERS TO THE TEXTUAL QUESTIONS BY THE STUDENTS</p> <p>5. ANY WRITING, LISTENING OR FURTHER ORAL PRACTICE BY THE STUDENTS</p>	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINIONS /PERCEPTION	CLASSROOM READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK FROM THEIR DICTIONARIES, FINDING ANSWERS TO THE TEXTUAL QUESTIONS IN PAIRS , COMPARING THE ANSWERS WITH OTHER PAIRS IN THE CLASSROOM, WRITING/SPEAKING TASKS IN THE CLASSROOM, DOING TEXTUAL
					GOLU GROWS A NOSE	3			<a href="https://diksha.gov.in/play/content/do_3131487797139783681_2013">https://diksha.gov.in/play/content/do_3131487797139783681_2013</a>



					PASSIVATION, ADJECTIVE, ADVERB, etc., IN ORDER TO DEMONSTRATE COMPREHENSION AND KNOWLEDGE OF THEIR USAGE THROUGH A VARIETY OF SITUATIONS. IDENTIFIES DETAILS, CHARACTERS, MAIN IDEA AND SEQUENCE OF IDEAS AND EVENTS IN TEXTUAL/NON-TEXTUAL MATERIAL IN ORDER TO DEMONSTRATE COMPREHENSION OF TEXT AND SEQUENCING SKILLS. THINKS CRITICALLY ABOUT CHARACTERS, EVENTS, IDEAS, THEMES AND RELATES THEM TO LIFE IN ORDER TO COMPARE AND CONTRAST THEM. WRITES DIALOGUES FROM A STORY AND STORY FROM DIALOGUES, POEMS, SKITS, COMIC STRIPS, BROCHURES, etc., IN ORDER TO DEMONSTRATE CREATIVITY SKILLS.			QUESTIONS IN FAIR NOTEBOOKS FROM HOME, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED			
				WRITING: INFORMAL LETTER	1	TO DEVELOP THE STUDENTS INTO EXCELLING WRITERS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING	INFORMAL LETTER WILL BE EXPLAINED USING PRIOR KNOWLEDGE OF STUDENTS	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.	INFORMAL LETTER PROBLEMS WILL BE GIVEN	USE SUITABLE LINKS IF REQUIRED
				WRITING: BIO SKETCH	1	TO DEVELOP THE STUDENTS INTO EXCELLING WRITERS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING	DISCUSSION ON MAIN PARTS OF BIO-SKETCH WRITING WITH SAMPLE	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.	TOPICS FOR BIO-SKETCH WRITING	USE SUITABLE LINKS IF REQUIRED



				ACTIVITY: SPEECH/ ROLE PLAY	2	TO DEVELOP THE STUDENTS INTO IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATING, RESPONDING, QUESTIONING, DEMONSTRATING, REFERRING, DEDUCING, SPEAKING	VALUE POINTS OF SPEECH AND ROLE PLAY WILL BE DISCUSSED AND STUDENTS WILL BE ASKED TO SPEAK ON THE GIVEN TOPIC	STUDENTS WILL BE ASSESSED ON THE BASIS OF PRESENTATION, CONTENT, PRONUNCIATION AND FLUENCY, VOICE CLARITY AND VOLUME, CONFIDENCE AND ENTHUSIASM	DIALOGUE WRITING, PREPARATION OF SPEECH	USE SUITABLE LINKS IF REQUIRED
				INTEGRATED GRAMMAR EXERCISES (EDITING, SENTENCE REORDERING , GAP FILLING )	3	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS	PARTICIPATING, RESPONDING, QUESTIONING, DEMONSTRATING, REFERRING, DEDUCING, WRITING	INTEGRATED GRAMMAR WILL BE TAUGHT USING PRIOR KNOWLEDGE OF THE STUDENTS	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.	INTEGRATED GRAMMAR EXERCISES	USE SUITABLE LINKS IF REQUIRED
HALF YEARLY EXAMINATION: FIRST/SECOND WEEK OF OCTOBER, ENTIRE SYLLABUS OF TERM-1 WILL BE ASSESSED											
				REVISION FOR HALF YEARLY EXAMINATION	4 TO 6	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING, SPEAKING	DETAILED REVISION WORK WILL BE DONE FOR THE EXAMS	CLARIFICATION OF DOUBTS, PRACTICE QUESTION/S, WORKSHEETS WILL BE GIVEN.	ASSIGNMENTS RELATED TO REVISION WORK WILL BE GIVEN EVERY DAY	USE SUITABLE LINKS IF REQUIRED
6	TERM-2	OCTOBER	15	EXPERT DETECTIVES	7 HOUR S(10 PERIODS)	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	IDENTIFIES DETAILS, CHARACTERS, MAIN IDEA AND SEQUENCE OF IDEAS AND EVENTS IN TEXTUAL/NON-TEXTUAL MATERIAL IN ORDER TO DEMONSTRATE COMPREHENSION OF TEXT AND SEQUENCING SKILLS. THINKS CRITICALLY ABOUT CHARACTERS, EVENTS, IDEAS, THEMES AND RELATES THEM TO LIFE IN ORDER TO COMPARE AND CONTRAST THEM. PARTICIPATES IN DIFFERENT ACTIVITIES IN ENGLISH SUCH AS ROLE PLAY, POETRY RECITATION, SKIT, DRAMA, DEBATE,	1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER 2. STUDENTS' OPINIONS ABOUT BEING A SPY 3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER 4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED 5. CRITICAL ANALYSIS OF THE CHARACTERS BY THE STUDENTS 6. DRAMATIZATION OF THE CHAPTER BY THE STUDENTS 7. NARRATION OF A SIMILAR STORY BY THE STUDENTS 8. DEBATE/SPEECH 9. WRITING ACTIVITY 10. WORKING WITH LANGUAGE	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS	PRIOR READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE TEXT' IN FAIR NOTEBOOKS, SOLVING 'WORKING WITH LANGUAGE' IN THE BOOK WITH A PENCIL IN CLASSROOM, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/content/do_3131248418925854721121">https://diksha.gov.in/play/content/do_3131248418925854721121</a> , <a href="https://diksha.gov.in/play/content/do_31314877028581376012202">https://diksha.gov.in/play/content/do_31314877028581376012202</a>



								<p>SPEECH, ELOCUTION, DECLAMATION, QUIZ, etc., ORGANIZED BY SCHOOL AND OTHER SUCH ORGANIZATIONS IN ORDER TO DEMONSTRATE FLUENCY AND COMPREHENSION OF THE LANGUAGE. ANSWERS QUESTIONS ORALLY AND IN WRITING ON A VARIETY OF TEXTS - BOTH FAMILIAR AS WELL AS UNFAMILIAR. TAKES NOTES WHILE TEACHER TEACHES/FROM BOOKS/FROM ONLINE MATERIALS.</p>			
7	NOVEMBER	20	9 HOURS (13 PERIODS)	<p>TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS</p>	2	<p>MYSTERY OF THE TALKING FAN</p>	<p>ANSWERS QUESTIONS ORALLY AND IN WRITING ON A VARIETY OF TEXTS - BOTH FAMILIAR AS WELL AS UNFAMILIAR. REFERS TO SUGGESTED WEBSITES AND USES ALL FORMS OF ICT (SUCH AS, MOBILE, YOUTUBE, TED TALKS, etc.) TO BROWSE FOR INFORMATION IN ORDER TO PREPARE FOR PROJECTS/SLIDES/DISCUSSIONS/etc. IDENTIFIES AND APPRECIATES SIGNIFICANT LITERARY ELEMENTS SUCH AS - METAPHOR, IMAGERY, SYMBOL, SIMILE, ONOMATOPOEIA, INTENTION/POINT OF VIEW, RHYME SCHEME, etc., IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR SIGNIFICANCE IN LITERATURE AND</p>	<p>1. INTRODUCTORY QUESTIONS RELATED TO THE POEM BY THE TEACHER 2. STUDENTS' OPINIONS ABOUT THE FEELINGS OF MACHINES 3. MODEL RECITATION BY THE TEACHER 4. CHORAL RECITATION BY THE STUDENTS 5. RECITATION BY INDIVIDUAL STUDENTS, IF REQUIRED 6. EXPLANATION OF THE POEM BY THE TEACHER 7. EXPLORING COMPOSER'S USE OF LANGUAGE AND LITERARY DEVICES 8. DRAMATIZATION/ROLE PLAY 9. WRITING ACTIVITY 10. WORKING WITH THE POEM 11. INDIVIDUAL AND PAIR ACTIVITIES</p>	<p>QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS /PERCEPTION IN CORRECT GRAMMATICAL FORM</p>	<p>PRIOR READING OF THE POEM INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE POEM' IN FAIR NOTEBOOKS, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED</p>	<p><a href="https://diksha.gov.in/play/content/do_31311840099156787211583">https://diksha.gov.in/play/content/do_31311840099156787211583</a></p>







								OF THE LANGUAGE. WRITES FORMAL LETTERS, PERSONAL DIARY, LIST, E-MAIL, SMS, NOTICE, REPORT, SHORT PERSONAL/BIOGRAPHICAL EXPERIENCES, etc., IN ORDER TO DEMONSTRATE KNOWLEDGE OF THE FEATURES OF THE VARIOUS TYPES OF WRITING.				
				CHANDANI	3	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	IDENTIFIES DETAILS, CHARACTERS, MAIN IDEA AND SEQUENCE OF IDEAS AND EVENTS IN TEXTUAL/NON-TEXTUAL MATERIAL IN ORDER TO DEMONSTRATE COMPREHENSION OF TEXT AND SEQUENCING SKILLS. READS UNFAMILIAR WORDS IN CONTEXT IN ORDER TO INFER THEIR MEANING. THINKS CRITICALLY ABOUT CHARACTERS, EVENTS, IDEAS, THEMES AND RELATES THEM TO LIFE IN ORDER TO COMPARE AND CONTRAST THEM.	1. BRIEF INTRODUCTION OF THE CONTENT BY THE TEACHER 2. READING OF THE TEXTUAL QUESTIONS BY THE STUDENTS 3. PAIRING OF THE STUDENTS AND READING OF THE TEXT BY THEM 4. DISCUSSION OF THE ANSWERS TO THE TEXTUAL QUESTIONS BY THE STUDENTS 5. ANY WRITING, LISTENING OR FURTHER ORAL PRACTICE BY THE STUDENTS	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINIONS /PERCEPTION	CLASSROOM READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK FROM THEIR DICTIONARIES, FINDING ANSWERS TO THE TEXTUAL QUESTIONS IN PAIRS , COMPARING THE ANSWERS WITH OTHER PAIRS IN THE CLASSROOM, WRITING/SPEAKING TASKS IN THE CLASSROOM, DOING TEXTUAL QUESTIONS IN FAIR NOTEBOOKS FROM HOME, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/content/do_3129911221964390401199">https://diksha.gov.in/play/content/do_3129911221964390401199</a>	
				ACTIVITY: WRITING	1	TO DEVELOP THE STUDENTS INTO EXCELLING WRITERS	PARTICIPATING, RESPONDING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING	A WRITING ACTIVITY WILL BE ASSIGNED	STUDENTS WILL BE ASSESSED ON THE BASIS OF FORMAT, CONTENT, ORGANISATION, CREATIVITY AND ORIGINALITY, VOCABULARY AND GRAMMAR	A WRITING ACTIVITY WILL BE ASSIGNED TO BE DONE IN THE CLASSROOM	USE SUITABLE LINKS IF REQUIRED	
8	DECEMBER	18	8 HOUR S(12 PERIODS)	DAD AND THE CAT AND THE TREE	2	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	ANSWERS QUESTIONS ORALLY AND IN WRITING ON A VARIETY OF TEXTS - BOTH FAMILIAR AS WELL AS UNFAMILIAR. READS ALOUD STORIES AND RECITES POEMS WITH APPROPRIATE PAUSE, INTONATION AND	1. INTRODUCTORY QUESTIONS RELATED TO THE POEM BY THE TEACHER 2. STUDENTS' OPINIONS ABOUT BOASTFUL NATURE OF THE ELDERS 3. MODEL RECITATION BY THE TEACHER 4. CHORAL RECITATION BY THE STUDENTS 5. RECITATION BY INDIVIDUAL STUDENTS, IF REQUIRED	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS /PERCEPTION IN CORRECT GRAMMATICAL FORM	PRIOR READING OF THE POEM INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE POEM' IN FAIR NOTEBOOKS, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED	<a href="https://diksha.gov.in/play/content/do_31322241294586675213271">https://diksha.gov.in/play/content/do_31322241294586675213271</a>	





					<p>PRONUNCIATION. WRITES FORMAL LETTERS, PERSONAL DIARY, LIST, E-MAIL, SMS, NOTICE, REPORT, SHORT PERSONAL/BIOGRAPHICAL EXPERIENCES, etc., IN ORDER TO DEMONSTRATE KNOWLEDGE OF THE FEATURES OF THE VARIOUS TYPES OF WRITING. IDENTIFIES AND APPRECIATES SIGNIFICANT LITERARY ELEMENTS SUCH AS - METAPHOR, IMAGERY, SYMBOL, SIMILE, ONOMATOPOEIA, INTENTION/POINT OF VIEW, RHYME SCHEME, etc., IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR SIGNIFICANCE IN LITERATURE AND NARRATIVES.</p>	<p>6. EXPLANATION OF THE POEM BY THE TEACHER 7. EXPLORING COMPOSER'S USE OF LANGUAGE AND LITERARY DEVICES 8. DRAMATIZATION/ROLE PLAY 9. WRITING ACTIVITY 10. WORKING WITH THE POEM 11. INDIVIDUAL AND PAIR ACTIVITIES</p>		PROJECT TASK IF REQUIRED	
					<p>ANSWERS QUESTIONS ORALLY AND IN WRITING ON A VARIETY OF TEXTS - BOTH FAMILIAR AS WELL AS UNFAMILIAR. USE THE RULES OF GRAMMAR IN SPEECH AND WRITING AND CONTEXTS FOCUSING ON NOUN, PRONOUN, VERB, DETERMINERS, TIME AND TENSE, PASSIVATION, ADJECTIVE, ADVERB, etc., IN ORDER TO DEMONSTRATE COMPREHENSION AND KNOWLEDGE OF THEIR USAGE THROUGH A VARIETY OF SITUATIONS. PARTICIPATES IN</p>	<p>1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER 2. STUDENTS' OPINIONS ABOUT FIRE 3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER 4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED 5. CRITICAL ANALYSIS OF THE FIRE INCIDENTS BY THE STUDENTS 6. DRAMATIZATION OF THE CHAPTER BY THE STUDENTS 7. NARRATION OF AN INCIDENT OF RESCUE BY THE STUDENTS 8. DEBATE/SPEECH 9. WRITING ACTIVITY 10. WORKING WITH LANGUAGE</p>	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS	<p>PRIOR READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE TEXT' IN FAIR NOTEBOOKS, SOLVING 'WORKING WITH LANGUAGE' IN THE BOOK WITH A PENCIL IN CLASSROOM, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED</p>	<p><a href="https://diksha.gov.in/play/content/do_31319908790410444811977">https://diksha.gov.in/play/content/do_31319908790410444811977</a></p>
				<p>FIRE: FRIEND AND FOE</p>	3				



					DIFFERENT ACTIVITIES IN ENGLISH SUCH AS ROLE PLAY, POETRY RECITATION, SKIT, DRAMA, DEBATE, SPEECH, ELOCUTION, DECLAMATION, QUIZ, etc., ORGANIZED BY SCHOOL AND OTHER SUCH ORGANIZATIONS IN ORDER TO DEMONSTRATE FLUENCY AND COMPREHENSION OF THE LANGUAGE. WRITES FORMAL LETTERS, PERSONAL DIARY, LIST, E-MAIL, SMS, NOTICE, REPORT, SHORT PERSONAL/BIOGRAPHICAL EXPERIENCES, etc., IN ORDER TO DEMONSTRATE KNOWLEDGE OF THE FEATURES OF THE VARIOUS TYPES OF WRITING.					
					ANSWERS QUESTIONS ORALLY AND IN WRITING ON A VARIETY OF TEXTS - BOTH FAMILIAR AS WELL AS UNFAMILIAR. USE THE RULES OF GRAMMAR IN SPEECH AND WRITING AND CONTEXTS FOCUSING ON NOUN, PRONOUN, VERB, DETERMINERS, TIME AND TENSE, PASSIVATION, ADJECTIVE, ADVERB, etc., IN ORDER TO DEMONSTRATE COMPREHENSION AND KNOWLEDGE OF THEIR USAGE THROUGH A VARIETY OF SITUATIONS. WRITES DIALOGUES FROM A STORY AND					
				MEADOW SURPRISES	2	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	1. INTRODUCTORY QUESTIONS RELATED TO THE POEM BY THE TEACHER 2. STUDENTS' OPINIONS ABOUT GRASSLANDS 3. MODEL RECITATION BY THE TEACHER 4. CHORAL RECITATION BY THE STUDENTS 5. RECITATION BY INDIVIDUAL STUDENTS, IF REQUIRED 6. EXPLANATION OF THE POEM BY THE TEACHER 7. EXPLORING COMPOSER'S USE OF LANGUAGE AND LITERARY DEVICES 8. DRAMATIZATION/ROLE PLAY/SPEAKING ACTIVITY 9. WRITING ACTIVITY 10. WORKING WITH THE POEM 11. INDIVIDUAL AND PAIR ACTIVITIES	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS /PERCEPTION IN CORRECT GRAMMATICAL FORM	PRIOR READING OF THE POEM INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE POEM' IN FAIR NOTEBOOKS, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/content/do_31316294710914252814429">https://diksha.gov.in/play/content/do_31316294710914252814429</a>



						STORY FROM DIALOGUES, POEMS, SKITS, COMIC STRIPS, BROCHURES, etc., IN ORDER TO DEMONSTRATE CREATIVITY SKILLS. REFERS TO SUGGESTED WEBSITES AND USES ALL FORMS OF ICT (SUCH AS MOBILE, YOUTUBE, TED TALKS, etc.) TO BROWSE FOR INFORMATION IN ORDER TO PREPARE FOR PROJECTS/SLIDES/DISCUSSIONS/etc. IDENTIFIES AND APPRECIATES SIGNIFICANT LITERARY ELEMENTS SUCH AS - METAPHOR, IMAGERY, SYMBOL, SIMILE, ONOMATOPOEIA, INTENTION/POINT OF VIEW, RHYME SCHEME, etc., IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR SIGNIFICANCE IN LITERATURE AND NARRATIVES.							
						IDENTIFIES DETAILS, CHARACTERS, MAIN IDEA AND SEQUENCE OF IDEAS AND EVENTS IN TEXTUAL/NON-TEXTUAL MATERIAL IN ORDER TO DEMONSTRATE COMPREHENSION OF TEXT AND SEQUENCING SKILLS. WRITES DIALOGUES FROM A STORY AND STORY FROM DIALOGUES, POEMS, SKITS, COMIC STRIPS, BROCHURES, etc., IN ORDER TO DEMONSTRATE CREATIVITY SKILLS. THINKS CRITICALLY	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	2	THE BEAR STORY		QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINIONS /PERCEPTION	CLASSROOM READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK FROM THEIR DICTIONARIES, FINDING ANSWERS TO THE TEXTUAL QUESTIONS IN PAIRS , COMPARING THE ANSWERS WITH OTHER PAIRS IN THE CLASSROOM, WRITING/SPEAKING TASKS IN THE CLASSROOM, DOING TEXTUAL QUESTIONS IN FAIR NOTEBOOKS FROM HOME, ART/SPORT	<a href="https://diksha.gov.in/play/content/do_3129911222122496001185">https://diksha.gov.in/play/content/do_3129911222122496001185</a>



						ABOUT CHARACTERS, EVENTS, IDEAS, THEMES AND RELATES THEM TO LIFE IN ORDER TO COMPARE AND CONTRAST THEM. PARTICIPATES IN DIFFERENT ACTIVITIES IN ENGLISH SUCH AS ROLE PLAY, POETRY RECITATION, SKIT, DRAMA, DEBATE, SPEECH, ELOCUTION, DECLAMATION, QUIZ, etc., ORGANIZED BY SCHOOL AND OTHER SUCH ORGANIZATIONS IN ORDER TO DEMONSTRATE FLUENCY AND COMPREHENSION OF THE LANGUAGE.			INTEGRATED PROJECT TASK IF REQUIRED	
						ENGAGES IN CONVERSATION WITH FAMILY, FRIENDS, AND PEOPLE FROM DIFFERENT PROFESSIONS SUCH AS SHOPKEEPER, SALESPERSON, etc., IN ENGLISH BY USING APPROPRIATE VOCABULARY AND ALSO LEARNS VOCABULARY ASSOCIATED WITH VARIOUS PROFESSIONS (e.g. COOK, COBBLER, FARMER, BLACKSMITH, DOCTOR, etc.). WRITES FORMAL LETTERS, PERSONAL DIARY, LIST, E-MAIL, SMS, NOTICE, REPORT, SHORT PERSONAL/BIOGRAPHICAL EXPERIENCES, etc., IN ORDER TO DEMONSTRATE KNOWLEDGE OF THE FEATURES OF THE VARIOUS TYPES				
		A BICYCLE IN GOOD REPAIR	3	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS			1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER 2. STUDENTS' OPINIONS ABOUT A PERSON WHO PRETENDS TO BE OVER CLEVER 3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER 4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED 5. CRITICAL ANALYSIS OF THE CHARACTERS BY THE STUDENTS 6. DRAMATIZATION OF THE CHAPTER BY THE STUDENTS 7. NARRATION OF A SIMILAR STORY BY THE STUDENTS 8. DEBATE/SPEECH 9. WRITING ACTIVITY 10. WORKING WITH LANGUAGE	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS	PRIOR READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE TEXT' IN FAIR NOTEBOOKS, SOLVING 'WORKING WITH LANGUAGE' IN THE BOOK WITH A PENCIL IN CLASSROOM, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/content/do_31322241331757056014653">https://diksha.gov.in/play/content/do_31322241331757056014653</a>



								OF WRITING. USE THE RULES OF GRAMMAR IN SPEECH AND WRITING AND CONTEXTS FOCUSING ON NOUN, PRONOUN, VERB, DETERMINERS, TIME AND TENSE, PASSIVATION, ADJECTIVE, ADVERB, etc., IN ORDER TO DEMONSTRATE COMPREHENSION AND KNOWLEDGE OF THEIR USAGE THROUGH A VARIETY OF SITUATIONS. THINKS CRITICALLY ABOUT CHARACTERS, EVENTS, IDEAS, THEMES AND RELATES THEM TO LIFE IN ORDER TO COMPARE AND CONTRAST THEM.						
PT 2	AFTER WINTER-BREAK, SYLLABUS UP TO THE COMMENCEMENT OF WINTER-BREAK													
9	JANUARY	23					10 HOUR S(15 PERIODS)	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	2	ANSWERS QUESTIONS ORALLY AND IN WRITING ON A VARIETY OF TEXTS - BOTH FAMILIAR AS WELL AS UNFAMILIAR. ORGANIZES SENTENCES COHERENTLY IN ENGLISH WITH THE HELP OF VERBAL AND VISUAL CLUES AND WITH A SENSE OF AUDIENCE. REFERS TO SUGGESTED WEBSITES AND USES ALL FORMS OF ICT (SUCH AS, MOBILE, YOUTUBE, TED TALKS, etc.) TO BROWSE FOR INFORMATION IN ORDER TO PREPARE FOR PROJECTS/SLIDES/DISCUSSIONS/etc. THINKS CRITICALLY ABOUT CHARACTERS,	1. INTRODUCTORY QUESTIONS RELATED TO THE POEM BY THE TEACHER 2. STUDENTS' OPINIONS ABOUT SNAKES 3. MODEL RECITATION BY THE TEACHER 4. CHORAL RECITATION BY THE STUDENTS 5. RECITATION BY INDIVIDUAL STUDENTS, IF REQUIRED 6. EXPLANATION OF THE POEM BY THE TEACHER 7. EXPLORING COMPOSER'S USE OF LANGUAGE AND LITERARY DEVICES 8. DRAMATIZATION/ROLE PLAY/SPEECH 9. WRITING ACTIVITY 10. WORKING WITH THE POEM 11. INDIVIDUAL AND PAIR ACTIVITIES	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS /PERCEPTION IN CORRECT GRAMMATICAL FORM	PRIOR READING OF THE POEM INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE POEM' IN FAIR NOTEBOOKS, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/content/do_31316295508223590413415">https://diksha.gov.in/play/content/do_31316295508223590413415</a>
								GARDEN SNAKE						



					EVENTS, IDEAS, THEMES AND RELATES THEM TO LIFE IN ORDER TO COMPARE AND CONTRAST THEM. IDENTIFIES AND APPRECIATES SIGNIFICANT LITERARY ELEMENTS SUCH AS - METAPHOR, IMAGERY, SYMBOL, SIMILE, ONOMATOPOEIA, INTENTION/POINT OF VIEW, RHYME SCHEME, etc., IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR SIGNIFICANCE IN LITERATURE AND NARRATIVES.				
					IDENTIFIES DETAILS, CHARACTERS, MAIN IDEA AND SEQUENCE OF IDEAS AND EVENTS IN TEXTUAL/NON-TEXTUAL MATERIAL IN ORDER TO DEMONSTRATE COMPREHENSION OF TEXT AND SEQUENCING SKILLS. WRITES DIALOGUES FROM A STORY AND STORY FROM DIALOGUES, POEMS, SKITS, COMIC STRIPS, BROCHURES, etc., IN ORDER TO DEMONSTRATE CREATIVITY SKILLS. THINKS CRITICALLY ABOUT CHARACTERS, EVENTS, IDEAS, THEMES AND RELATES THEM TO LIFE IN ORDER TO COMPARE AND CONTRAST THEM. WRITES FORMAL LETTERS, PERSONAL DIARY, LIST, E-MAIL, SMS, NOTICE, REPORT, SHORT PERSONAL/BIOGRAPHICAL				
				TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS					
			A TIGER IN THE HOUSE	3			QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINIONS /PERCEPTION	CLASSROOM READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK FROM THEIR DICTIONARIES, FINDING ANSWERS TO THE TEXTUAL QUESTIONS IN PAIRS , COMPARING THE ANSWERS WITH OTHER PAIRS IN THE CLASSROOM, WRITING/SPEAKING TASKS IN THE CLASSROOM, DOING TEXTUAL QUESTIONS IN FAIR NOTEBOOKS FROM HOME, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/content/do_312991122275112961193">https://diksha.gov.in/play/content/do_312991122275112961193</a>



				EXPERIENCES, etc., IN ORDER TO DEMONSTRATE KNOWLEDGE OF THE FEATURES OF THE VARIOUS TYPES OF WRITING.				
	THE STORY OF CRICKET	5	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	THINKS CRITICALLY ABOUT CHARACTERS, EVENTS, IDEAS, THEMES AND RELATES THEM TO LIFE IN ORDER TO COMPARE AND CONTRAST THEM. REFERS DICTIONARY, THESAURUS AND ENCYCLOPAEDIA IN ORDER TO FIND MEANINGS/SPELLING OF WORDS WHILE READING AND WRITING AND TO DEMONSTRATE RESEARCH SKILLS. ANSWERS QUESTIONS ORALLY AND IN WRITING ON A VARIETY OF TEXTS - BOTH FAMILIAR AS WELL AS UNFAMILIAR.	1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER 2. STUDENTS' OPINIONS ABOUT CRICKET 3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER 4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED 5. CRITICAL ANALYSIS OF THE INCIDENTS BY THE STUDENTS 6. DRAMATIZATION OF THE CHAPTER (THE BRITISH VS THE PARSIS) BY THE STUDENTS 7. NARRATION OF A SIMILAR STORY/INCIDENT BY THE STUDENTS 8. DEBATE/SPEECH 9. WRITING ACTIVITY 10. WORKING WITH LANGUAGE	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ROLES, DISPLAY OF THEIR FEELINGS/OPINIONS	PRIOR READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK, DOING 'WORKING WITH THE TEXT' IN FAIR NOTEBOOKS, SOLVING 'WORKING WITH LANGUAGE' IN THE BOOK WITH A PENCIL IN CLASSROOM, WRITING/SPEAKING TASKS, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	<a href="https://diksha.gov.in/play/content/do_31320339071123456014154">https://diksha.gov.in/play/content/do_31320339071123456014154</a>
	GRAMMAR: DIALOGUE COMPLETION, ARTICLES, SYNONYMS, ANTONYMS	4	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS	PARTICIPATING, RESPONDING, QUESTIONING, DEMONSTRATING, REFERRING, DEDUCING, WRITING	DIALOGUE COMPLETION, ARTICLES, SYNONYMS-ANTONYMS WILL BE EXPLAINED WITH EXAMPLES USING PRIOR KNOWLEDGE OF STUDENTS	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.	EXERCISE QUESTIONS WILL BE ASSIGNED	USE SUITABLE LINKS IF REQUIRED
	ACTIVITY: READING COMPREHENSION	1	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DEDUCING, WRITING, SPEAKING	A READING-COMPREHENSION ACTIVITY WILL BE CONDUCTED USING GOOGLE FORM	STUDENTS WILL BE ASSESSED ON THE BASIS OF ATTENTION, INTERPRETATION, COMPREHENSION, ACCURACY AND ORGANISATION	READING COMPREHENSION ACTIVITIES WILL BE SUGGESTED	USE SUITABLE LINKS IF REQUIRED



10	FEBRUARY	23	10 HOUR S(15 PERIO DS)	AN ALIEN HAND	3	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	IDENTIFIES DETAILS, CHARACTERS, MAIN IDEA AND SEQUENCE OF IDEAS AND EVENTS IN TEXTUAL/NON- TEXTUAL MATERIAL IN ORDER TO DEMONSTRATE COMPREHENSION OF TEXT AND SEQUENCING SKILLS. USE THE RULES OF GRAMMAR IN SPEECH AND WRITING AND CONTEXTS FOCUSING ON NOUN, PRONOUN, VERB, DETERMINERS, TIME AND TENSE, PASSIVATION, ADJECTIVE, ADVERB, etc., IN ORDER TO DEMONSTRATE COMPREHENSION AND KNOWLEDGE OF THEIR USAGE THROUGH A VARIETY OF SITUATIONS. THINKS CRITICALLY ABOUT CHARACTERS, EVENTS, IDEAS, THEMES AND RELATES THEM TO LIFE IN ORDER TO COMPARE AND CONTRAST THEM. WRITES FORMAL LETTERS, PERSONAL DIARY, LIST, E- MAIL,SMS, NOTICE, REPORT, SHORT PERSONAL/BIOGRA PHICAL EXPERIENCES, etc., IN ORDER TO DEMONSTRATE KNOWLEDGE OF THE FEATURES OF THE VARIOUS TYPES OF WRITING.	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINIONS /PERCEPTION	CLASSROOM READING OF THE CHAPTER INTENSIVELY, ALONG WITH THE VOCABULARY WORK FROM THEIR DICTIONARIES, FINDING ANSWERS TO THE TEXTUAL QUESTIONS IN PAIRS , COMPARING THE ANSWERS WITH OTHER PAIRS IN THE CLASSROOM, WRITING/SPEAKIN G TASKS IN THE CLASSROOM, DOING TEXTUAL QUESTIONS IN FAIR NOTEBOOKS FROM HOME, ART/SPORT INTEGRATED PROJECT TASK IF REQUIRED	1. BRIEF INTRODUCTION OF THE CONTENT BY THE TEACHER 2. READING OF THE TEXTUAL QUESTIONS BY THE STUDENTS 3. PAIRING OF THE STUDENTS AND READING OF THE TEXT BY THEM 4. DISCUSSION OF THE ANSWERS TO THE TEXTUAL QUESTIONS BY THE STUDENTS 5. ANY WRITING, LISTENING OR FURTHER ORAL PRACTICE BY THE STUDENTS	<a href="https://diksha.gov.in/plav/content/do_3129911222402088961200">https://diksha.gov.in/plav/content/do_3129911222402088961200</a>
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			INTEGRATED GRAMMAR ACTIVITIES (EDITING, GAP FILLING, SENTENCE REORDERING )	4	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS	PARTICIPATING, RESPONDING, QUESTIONING, DEMONSTRATING, REFERRING, DEDUCING, WRITING	INTEGRATED GRAMMAR WILL BE TAUGHT USING PRIOR KNOWLEDGE OF THE STUDENTS	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.	INTEGRATED GRAMMAR EXERCISES	USE SUITABLE LINKS IF REQUIRED
			REVISION FOR ANNUAL EXAM	8	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING, SPEAKING	DETAILED REVISION WORK WILL BE DONE FOR THE EXAMS	CLARIFICATION OF DOUBTS, PRACTICE QUESTION/S, WORKSHEETS WILL BE GIVEN.	ASSIGNMENTS RELATED TO REVISION WORK WILL BE GIVEN EVERY DAY	USE SUITABLE LINKS IF REQUIRED
11	MARCH	SESSION-ENDING EXAMINATION								



**KENDRIYA VIDYALAYA SANGATHAN, RAIPUR REGION**  
**Micro Lesson Plan (Daily Lesson Plan)**  
**CLASS VII (ENGLISH)**  
**Chapter 4: Poem- Chivvy**  
**Unit 4**

<p><b>Learning outcomes</b> (what we want the students to know and be able to do)</p>		<ol style="list-style-type: none"> <li>1. Recite the poem with proper intonation and correct pronunciation.</li> <li>2. Know the poet 'Michael Rosen'</li> <li>3. Understand the poetic devices.</li> <li>4. Identify the central idea of the poem.</li> <li>5. Analyse the motivation behind people's actions in various situations.</li> <li>6. Contrast people's behaviour in public and private sphere.</li> <li>7. Appreciate the emotions/values reflected in the poem.</li> <li>8. Skim and scan the poem</li> <li>9. Analyse the need for rules in school</li> <li>10. Frame rules for elders.</li> <li>11. Develop their imagination.</li> <li>12. Enhance their vocabulary.</li> </ol>												
<p><b>Resources needed</b></p>		<p>E Textbook, ppt., digital content</p>												
<p><b>Activity</b></p>	<p><b>Time</b></p>	<p style="text-align: center;"><b>Introductory Questions:-</b></p> <ol style="list-style-type: none"> <li>1. Do you like to be always told what to do or not to do?</li> <li>2. Do grown-ups do this, in your experience?</li> <li>3. How do you feel when you are being nagged?</li> </ol>												
<p>1. Explaining the poem using Power Point Presentation or other mode of teaching</p>	<p>10-15 mins</p>	<p style="text-align: center;"><b>Explanation:-</b></p> <ol style="list-style-type: none"> <li>1. Model reading by the teacher.</li> <li>2. Poem recitation by the students.</li> <li>3. Poetic devices (like alliteration, anaphora etc.) used in the poem will be explained.</li> <li>4. New and difficult words will be explained.</li> <li>5. Central idea of the poem will be discussed.</li> </ol>												
<p>2. Solving of activity by students and discussion on answers.</p>	<p>10 mins</p>	<p style="text-align: center;"><b>Frame rules</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">Public rules</th> <th style="padding: 5px;">Family rules</th> </tr> </thead> <tbody> <tr><td style="height: 15px;"> </td><td> </td></tr> <tr><td style="height: 15px;"> </td><td> </td></tr> <tr><td style="height: 15px;"> </td><td> </td></tr> <tr><td style="height: 15px;"> </td><td> </td></tr> <tr><td style="height: 15px;"> </td><td> </td></tr> </tbody> </table>	Public rules	Family rules										
Public rules	Family rules													



<b>3.Solving questions on the topic discussed</b>	<b>5 to 10 mins</b>	<ol style="list-style-type: none"><li>1. What is the central idea of the poem?</li><li>2. Why rules are necessary?</li><li>3. Is the title of the poem appropriate?</li></ol>
<b>4.Recapitulation of the lesson</b>	<b>5 mins</b>	<p>Fill in the blanks with suitable words.</p> <ol style="list-style-type: none"><li>1. The poem is written by _____.</li><li>2. The child is asked to stand straight because ____.</li></ol> <p><a href="https://diksha.gov.in/play/collection/do_3131034751141642241730?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31306802209087488019877">https://diksha.gov.in/play/collection/do_3131034751141642241730?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31306802209087488019877</a></p> <p>Questions will be asked using the Diksha portal Link.</p>
<b>Active learning strategies</b>		<b>Debate on topic – Should children be nagged every now and then?</b>
<b>Assessment for learning</b>		<ol style="list-style-type: none"><li>1. Why do the grown-ups tell the children not to talk with their mouth full?</li><li>2. What all instructions are given by the adults regarding noise?</li><li>3. Students will do the exercise given on page no. 70 of textbook.</li></ol>
<b>Competencies</b>		<ol style="list-style-type: none"><li>1. Critical thinking</li><li>2. Analytical skill</li></ol>



SAMPLE MACRO LESSON PLAN Class VII (ENGLISH) Chapter 4: THE ASHES THAT MADE TREES BLOOM								
Text	Lesson Activity	Learning Objective/s	Learning Outcome/s	Active Learning	ICT	Assessment for Learning	Assignment/s	Competencies
<b>THE ASHES THAT MADE TREES BLOOM</b>	1. Share your experience of meeting with someone who loves his pet as his own child. 2. Tell us of a story of a pet displaying his love and devotion to his master. 3. Individual students read small portions of the lesson. 4. One group of students frame questions of their own based on the portion read. Another group gives answers to the questions asked. 5. Locate information for critical analysis of the characters. 6. Sketching of Japanese art, architecture or costume. 7. Translate words of your	1. Understanding the importance of good values. 2. Recognising the plot development and sequence of events. 3. Analysing and inferring answers based on the text 4. Using new words and phrases in own language and being able to express in grammatically correct language through the exercise given in the text.	Students will be able to: 1. Read the lesson fluently with correct pronunciation and expression. 2. Justify the title and the theme of the lesson. 3. Give critical analysis of the characters in the story. 4. Enhance their vocabulary. 5. Write dialogues. 6. Understand writer's use of language and structure. 7. Express themselves on a related topic.	1. Selective events of the story are dramatised / Role play. 2. Narrating a similar story. 3. Writing activity given on page 68 of the textbook. 4. Diary Entry. 5. Paraphrasing. 6. Debate on virtues of kindness and helpfulness.	<a href="https://diksha.gov.in/play/content/do_3131404379234959361229">https://diksha.gov.in/play/content/do_3131404379234959361229</a>  <a href="https://diksha.gov.in/play/content/do_3131404367881011201481">https://diksha.gov.in/play/content/do_3131404367881011201481</a>	<b>Questionnaire:</b> 1. The old couple loved the dog as ..... 2. The old man was a ..... farmer. (name of crop) 3. Japanese name for the sun: ..... 4. What did the dog do to lead the farmer to the hidden gold? 5. Who killed the dog and why? 6. The greedy couple borrowed the mill and the mortar to make..... 7. How did the spirit of the dog help the farmer? 8. Why did the daimio reward the farmer but punish his neighbour for the same act?  <b>Other observations:</b> 1. Students' participation in the activities	1. Read the parts of the chapter intensively, along with the vocabulary work. 2. Doing 'Comprehension Check' questions and 'Working with the Text' in fair notebooks. 3. Solving 'Working with Language' part in the book with a pencil. 4. Write character sketch of the good old man.  (Art Integrated Learning & Sports Integrated Learning can be included wherever required)	1. Critical thinking skill 2. Analytical skill 3. Decision making skill 4. Art integrated learning 5. Higher order thinking 6. communication skill



	language or dialect into Japanese.					2. The presentation of their roles 3. Display of their emotions and empathy		
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Note:

1. The Macro Lesson Plans for the other chapters to be covered during a fortnight should be made in the similar manner, attached together, and put before the competent authority as per the schedule in the form of 'Fortnightly Plan'.

2. Supplementary Reader is meant for increasing reading speed and proficiency. A study has found that Supplementary Reader is effective medium for helping EFL (English as a Foreign Language) students to master reading skills that enable them to develop their comprehension skills to answer questions demanding recall, interpretation, prediction and opinion. The teacher's role is minimal here. The teacher will act as a facilitator, observer, organizer and guide only.

The following strategy should be adopted for teaching 'Supplementary Reader' in the classroom:

i. The content of a chapter should be introduced orally to relate the reading practice. The students can see the vocabulary from their dictionaries. (Encourage every student to bring a good, medium sized dictionary every day.)

ii. The students should be encouraged to read the questions given after the text before reading the main text. The questions may be discussed in a subtle manner for encouragement.

iii. The students can now read the text. They may be divided into pairs. Each pair should try to find the answers to the questions by reading. Later, an arrangement should be made in the classroom to assist the pairs to discuss (inter-pair discussion) and compare their answers.

iv. Once all pairs reach agreement, the teacher creates a general discussion, and students give their answers according to the text. The teacher should encourage the students to clarify anything that has not been understood, and explain grammatical points.

v. The students may now do any writing, listening or further oral practice related to the text.

vi. Answers to the textual questions must be recorded by the students in their fair notebooks.



**KENDRIYA VIDYALAYA SANGATHAN, RAIPUR REGION**  
**ACADEMIC PLAN (2021-2022)**

CLASS:- VII (सप्तमी)

SUBJECT:-संस्कृत

NCERT TEXT BOOK- रुचिरा भाग-2

Total Number of Chapters :- 15				TERMI = 8	TERM II = 7							
SNO	TERM	MONTHS	NO OF WORKING DAYS	Unit No./Chapter Number/Name of Chapter	Tentative Number of Hours Available	Tentative Number of Periods Required (40 Minutes /pd.)	Highlights of the General Learning Goals and Core Concepts	Total LO to be covered as per (TRALO)	Teaching Learning Activities	Assessment Planning	Assignments	Links / Url
1	TERM 1	अप्रैल	24	प्रथमःपाठः -सुभाषितानि   शब्दरूपाणि-किम् (पुं, स्त्री ,न. पुं.) धातुरूपाणि-चर, कृ (लट्, लृट्, लङ्, लोट्, विधिलिङ् लकारः)	6 Hours	8	श्लोकैः नैतिकमूल्यानां परिचयः	जीवनमूल्य-विषयस्य ज्ञानम्, शब्दानां धातुनां च मूलरूप-ज्ञानम्	सस्वरगानम् अनुगानं च   ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प-द्वारा	गूगलफार्मद्वारा पाठाधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	सस्वरं श्लोकान् Record कृत्वा प्रेषणम्   श्लोकानां लेखनम् स्मरणम् च	<a href="https://www.sanskrittutorial.in/class_seve">https://www.sanskrittutorial.in/class_seve</a> <a href="https://www.youtube.com/watch?v=NqYTJI2hcnE">https://www.youtube.com/watch?v=NqYTJI2hcnE</a>
2		मई/जून	10	द्वितीयःपाठः- दुर्बुद्धिः विनश्यति   शब्दरूपाणि - तत्शब्दः (पुं, स्त्री ,न. पुं.)	2:40 Hours	4	कथामध्यमेन नैतिक शिक्षा   पञ्चतन्त्रस्य परिचयः	विद्यार्थिनः अत्र प्रश्ननिर्माणस्य, कथायाः च विषये ज्ञास्यन्ति, लङ्गलकारः प्रयोगपरिचयः	आदर्शपाठः, अनुपाठः, शुद्धोच्चारणं च   ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प-द्वारा	गूगलफार्मद्वारा पाठाधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	स्वयमेव पठनम्, गृहे कथा-श्रावणम् च	<a href="https://www.youtube.com/watch?v=c8gZW3-zVKA">https://www.youtube.com/watch?v=c8gZW3-zVKA</a>
3		जुलाई	26	तृतीय पाठः - स्वावलंबनम्   शब्दरूपाणि -एतत्, शब्दः (पुं, स्त्री ,न. पुं.)	4 Hours	6	तत् एतत्शब्दयोः प्रयोगपरिचयः	संस्कृते संख्या ज्ञानम् 1-50	आदर्शपाठः, अनुपाठः, च   ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प-द्वारा	गूगलफार्मद्वारा पाठाधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	संस्कृते 1-50 पर्यन्तं संख्या लेखनम्, कण्ठस्थीकरणं च	<a href="https://www.youtube.com/watch?v=G6ixi0v">https://www.youtube.com/watch?v=G6ixi0v</a>




									Classroom)	36GA
4		चतुर्थः पाठः- हास्यबालकविसम्मेलनम्   (अव्यय प्रयोगः)	4 Ho urs	6	अव्ययपदानां परिचयः	अव्ययानितेषांप्रयोगः। पुरुष-प्रयोगैः वाक्यरचनायाः अभ्यासः		सस्वरगानम् अनुगानं च   ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प-द्वारा	हास्यकवितापठनं संग्रहः च	<a href="https://www.youtube.com/watch?v=B4IEJBP0H2c">https://www.youtube.com/watch?v=B4IEJBP0H2c</a> <a href="https://www.youtube.com/watch?v=TZ9lv1pl8Y">https://www.youtube.com/watch?v=TZ9lv1pl8Y</a>
<p><b>P</b> → <b>FIRST WEEK OF AUGUST, SYLLABUS UPTO 31ST OF JULY WILL BE ASSESSED</b></p>										
5	अग स्त	23	पञ्चमःपाठः- पण्डिता रमाबाई शब्दरूपाणि - मति (इकारान्तस्त्रीलिङ्गः)	4 Ho urs	6	रमाबाईमहोदयायाः जीवनपरिचयः	मति , इकारान्तस्त्रीलिङ्गशब्दस्य प्रयोगःअभ्यासश्च	आदर्शपाठः, अनुपाठः, च। ऑनलाइन गूगल क्लासरूम, व्हाट्सएप्प-द्वारा	वर्तमानसमये 'मुक्तिमिशन' इति संस्थायाः विषये ज्ञानार्जनम् संग्रहःच ।	<a href="https://www.youtube.com/watch?v=cLBx9qWLquc">https://www.youtube.com/watch?v=cLBx9qWLquc</a>
6			षष्ठःपाठः- सदाचारः   धातुरूपाणि-वस्, दृश् (लट्, लृट्, लङ्, लोट्, विधिलि ङ्लकाराः)	4 Ho urs	6	श्लोकैःनैतिकमूल्या नां परिचयः	धातुरूपाणांप्रयोगः अभ्यासश्च	सस्वरगानम्अनुगानं च   ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प-द्वारा	सस्वरंश्लोकान् Record कृत्वा प्रेषणम्  श्लोकानां लेखनम् स्मरणम् च ।	<a href="https://www.youtube.com/watch?v=opauGyIjIFg">https://www.youtube.com/watch?v=opauGyIjIFg</a>
7	सित म्बर	24	सप्तमःपाठः-संकल्पः सिद्धिदायकः। (नदी ईकारान्तस्त्रीलिङ्गः)	4 Ho urs	6	माता- पार्वत्याःपरिणय- परिचयः, धातुप्रयोगः च	नदी , ईकारान्तस्त्रीलिङ्गशब्दस्य प्रयोगः अभ्यासश्च	आदर्शपाठः, अनुपाठः, च। ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प-द्वारा	नदी , ईकारान्तस्त्रीलिङ्गश ब्दस्य लेखनं स्मरणं च	<a href="https://www.youtube.com/watch?v=hrjhNIGSVt8">https://www.youtube.com/watch?v=hrjhNIGSVt8</a>
8			अष्टमः पाठः- त्रिवर्णः ध्वजः   (पुनरावृत्तिः)	4 Ho urs	6	अस्माकं राष्ट्रध्वजस्य परिचयः	शब्दानां विभक्ति-वचन-अभ्यासः	आदर्शपाठः, अनुपाठः, च। ऑनलाइन गूगल क्लासरूम, व्हाट्सएप्प-द्वारा	अस्माकं राष्ट्रध्वजस्य चित्रनिर्माणम्, पञ्चवाक्यलेखनम् च	<a href="https://www.youtube.com/watch?v=G95ByJOTgB0">https://www.youtube.com/watch?v=G95ByJOTgB0</a>



FIRST WEEK OF OCTOBER. SYLLABUS FROM APRIL UPTO SEPTEMBER WILL BE ASSESSED.											
9	अक्टूबर	15	नवमः पाठः- अहमपि विद्यालयं गमिष्यामि ।	2:40 Hours	4	शिक्षायाः मौलिकाधिकारस्य परिचयः ।	सन्धिः, विलोम-पर्याय-मेलनस्य अभ्यासः ।	आदर्शपाठः, अनुपाठः, सम्भाषणम् च। ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प-द्वारा	गूगलफार्मद्वारा पाठधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	भरतस्य विविधराज्यानां साक्षरता विषये ज्ञानार्जनं, संग्रहः च ।	<a href="https://www.youtube.com/watch?v=X2yKdNUP1Do">https://www.youtube.com/watch?v=X2yKdNUP1Do</a>
10	नवम्बर	23	दशमः पाठः- विश्वबन्धुत्वम् । (कारकविभक्तिः उपपदविभक्तिश्च)	4 Hours	6	कारक-उपपदविभक्तिः परिचयः ।	कारक-चिह्न-विभक्तिः पुनरावृत्तिः । उपपदविभक्ति-पदानां परिशिष्टात् अभ्यासः ।	आदर्शपाठः, अनुपाठः, च। ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प-द्वारा	गूगलफार्मद्वारा पाठधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	भरतस्य मित्रदेशानां नामलेखनं, संग्रहः च ।	<a href="https://www.youtube.com/watch?v=WOKS WfK7aYk&amp;t=123s">https://www.youtube.com/watch?v=WOKS WfK7aYk&amp;t=123s</a>
			एकादशः पाठः- समवायो हि दुर्जयः शब्दरूपाणि - वारि (इकारान्त नपुं. लिङ्गः)	4 Hours		कथामाध्यमेन नैतिकशिक्षा ।	वारि, इकारान्त नपुं. लिङ्गशब्दस्य प्रयोगः अभ्यासः च ।	आदर्शपाठः, अनुपाठः, च। ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प-द्वारा		स्वयमेव पठनम्, गृहे कथा-श्रावणम् च ।	<a href="https://www.youtube.com/watch?v=HnUdzT PUrv4">https://www.youtube.com/watch?v=HnUdzT PUrv4</a>
11	दिसम्बर	18	द्वादशः पाठः- विद्याधनम् । धातुरूपाणि-स्था, पच्, पा, (लट्, लृट्, लङ्, लोट्, विधिलिङ् लकारः)	2:40 Hours	4	श्लोकेः नैतिकमूल्यानां परिचयः	धातुरूपाणां प्रयोगः अभ्यासश्च ।	सस्वरगानम् अनुगानं च । ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प-द्वारा	गूगलफार्मद्वारा पाठधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	सस्वरं श्लोकान् Record कृत्वा प्रेषणम् । श्लोकानां लेखनम् स्मरणम् च ।	<a href="https://www.youtube.com/watch?v=z0zk1makFXw">https://www.youtube.com/watch?v=z0zk1makFXw</a>
FIRST WEEK OF JANUARY. SYLLABUS FROM OCTOBER UPTO DECEMBER WILL BE ASSESSED.											
13	जनवरी	24	त्रयोदशः पाठः- अमृतं संस्कृतम् । मधु शब्दरूप (उकारान्तः नपुं लि.) मति इ. स्त्री. ।	4 Hours	6	तृतीया-विभक्तिः पुनरभ्यासः ।	मधु उका. नपु. शब्दरूपस्य मति इ. स्त्री. शब्दरूपस्य अभ्यासः ।	आदर्शपाठः, अनुपाठः, च। ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प-द्वारा	गूगलफार्मद्वारा पाठधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	संस्कृतभाषायाः महत्वविषये पञ्चवाक्यलेखनम् ।	<a href="https://www.youtube.com/watch?v=qP-v4QnpYH4">https://www.youtube.com/watch?v=qP-v4QnpYH4</a>
			चतुर्दशः पाठः- अनारिकायाः जिज्ञासा । शब्दरूपाणि - पितृ (ऋकारान्तः पुं.)	4 Hours		पितृऋका. पु. शब्दरूपस्य परिचयः ।	चित्रं दृष्ट्वा पदानि च स्वीकृत्य वाक्यरचना-अभ्यासः	आदर्शपाठः, अनुपाठः, च। ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प-द्वारा		पितृऋका. पु. शब्दरूपस्य लेखनं स्मरणं च ।	<a href="https://www.youtube.com/watch?v=6xD-">https://www.youtube.com/watch?v=6xD-</a>





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1 5	फरवरी	23	पञ्चदशः पाठः- लालनगीतम्   (पुनरावृत्ति)	2:4 0 Ho urs	6	प्रातःकालस्यमनोरम -दृश्यस्य परिचयः	चित्रं दृष्ट्वा पदानि च स्वीकृत्य वाक्यरचना-अभ्यासः	सस्वरगानम् अनुगानं च   ऑनलाइन..	गूगलफार्मद्वारा पाठधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा	सस्वरंगीतम् Record कृत्वा प्रेषणम्		<a href="https://www.youtube.com/watch?v=OKymlfD1Qg">https:// www.y outube. com/w atch?v= OKymlf D1Qg</a>
	 <b>SESSION ENDING EXAM. SYLLABUS FROM OCTOBER UPTO MARCH &amp; 20% SYLLABUS FROM TERM I WILL BE ASSESSED.</b>											

**सूचना :- <https://www.samskrittutorial.in/class seven> इस पर सभी छात्र Login/signup करें तथा पाठ्यपुस्तक के समस्त पाठों का विवरण हल सहित प्राप्त करें ।**



केन्द्रीय विद्यालय संगठन रायपुर संभाग  
दैनिक पाठ योजना

कक्षा- 7 विषय: : संस्कृत

उपविषय:-पञ्चमः पाठः - पण्डिता रमाबाई : समय:40 मिनट  
कालांशः:..... शिक्षकः :..... दिनांकः:.....

शिक्षणअधिगम-	1) पाठस्य शुद्धोच्चारणम् कर्तुम् समर्थाः भविष्यन्ति। 2) अव्ययपदानां परिचय परिचयं प्रयोगं च ज्ञास्यन्ति। 3)कर्ता-क्रिया, विशेषण- विशेष्य, संज्ञा- सर्वनाम, पर्याय, विपरीत पदानाम् अन्वेषणं करिष्यन्ति। 4) पाठगत अभ्यास प्रश्नोत्तराणि हल कर्तुम् समर्थाः भविष्यन्ति। 5)पण्डिता रमाबाई महोदयायाः जीवनस्य परिचयः ज्ञास्यन्ति एवं प्रेरिष्यन्ति।
आवश्यक संसाधन	रुचिरा भाग 2-पाठ्यपुस्तकम् ,ppt
क्रियाकलाप	
समय (मिनट)	परिचयात्मका क्रिया-
5 मिनट	कानिचन चित्राणि प्रदर्शयित्वा स्त्रीशिक्षां विकासं ये जनाः कार्यम् अकुर्वन् तान् प्रति प्रश्नान् कुर्मः। अस्मिन् मध्ये पण्डिता रमाबाई चित्रं प्रदर्शितं एवं विषयस्य स्थापना भविष्यति। मुख्य क्रिया :(विषय स्पष्टीकरण) अनुच्छेदः स्त्रीशिक्षाक्षेत्रे अग्रगण्या.....आन्दोलनं प्रारब्धवती।
20 मिनट	सर्वप्रथमं शिक्षकः अनुच्छेदस्य आदर्शवाचनं करिष्यति। तत्पश्चात् कतिपय छात्राः अनुवाचनं करिष्यन्ति। शिक्षकः त्रुटि त्रुटिसंशोधन सह शुद्धोच्चारणं बोधयति। विद्यार्थिभिः वैयक्तिकसामूहिकरूपेण शुद्धोच्चारणस्य अभ्यास करिष्यन्ति। छात्रा पापा पठित्वा अव्ययप्रयोगेण नवीनवाक्यनिर्माणस्य अभ्यासं करिष्यन्ति। * अव्ययपदानानां वाक्यप्रयोगं अकरोत्- 1)च 2)अपि 3)मा 4)न 5)किम् -अधोलिखितानां प्रश्नानां उत्तरं लिखत * 1)कालक्रमेण कस्याः पिता विपन्नः सञ्जातः ? (कमलायाः, रमायाः, तस्याः) 2)'अभ्रमत्'-क्रियापदस्य कःकर्ता?



मिनट 10	(रमा, भारतम्, तदनन्तरम्) 3) 'समग्रम्भारतम्'-अत्रविशेषणपदम्किम्? (समग्रम्, भारतम्) (4रमाबाई कुतः संस्कृतशिक्षा प्राप्तवती? (पितुः, मातुः, भ्रातुः) (5रमाबाई केन प्रभाविता वेदाध्ययनं अकरोत्? (ब्रह्मसमाजेन, आर्यसमाजेन)	
5 मिनट	पठितांश पुनरावृत्ति-: मौनवाचनम् अध्यापककथनम् पुनरावृत्ति प्रश्न <a href="https://www.youtube.com/watch?v=cLBx9qWLquc">https://www.youtube.com/watch?v=cLBx9qWLquc</a>	
सक्रियअधिगम प्रविधि-	(1अनुच्छेदाधारितं एकपदप्रश्नानां अभ्यासं भविष्यति।-व्याकरणात्मक -पूर्णवाक्य- (2सामान्य वाक्यानां उचारणं लेखनम् च। (3अनुच्छेदवाचनस्य ऑडियो वीडियो निर्माण ।/	
अधिगम मूल्यांकन-	(1सामान्य बोधात्मक-प्रश्न- माध्यमेन। (2बहुविकल्पप्रश्नमाध्यमेन। (3सरल मौखिक परीक्षया।	
दक्षता	(1उच्चारणम् (2श्रवणम् (3पाठनम् (4वाचनम् (5लेखनम् सामान्य वाक्य रचनायोग्यता एवं गद्यांशं पठित्वा उत्तरलेखनमसमर्थता।	

अध्यापक हस्ताक्षर

प्राचार्य हस्ताक्षर



केन्द्रीय-विद्यालय-संगठन क्षे.का.रायपुरम्

पाठ योजना

दिनांक-.....

कक्षा विभागश्च -सप्तमी

विषय -संस्कृतम् पाठस्य नाम -3. स्वावलंबनम् ।

आवश्यकः कालांशः -6

प्रारंभस्य वास्तविक-तिथिः -.....

समापनस्य संभावित-तिथिः -.....

वास्तविक-समापनस्य तिथिः- .....

पाठस्य सारांशः	प्रमुखानि कौशलानि	आवश्यकः शिक्षणाधिगमः	करणीयाः उपायाः	आकलन-युक्ति-योजना
<p>अस्य पाठस्य भावःअस्ति यत् मानव जीवनस्य स्वावलंबनम् एव सुखस्य आधारः अस्ति।स्वावलम्बने तु सर्वदा सुखमेव न कदापि कष्टं भवति। कृष्णमूर्तिः श्रीकंठश्च मित्रे आस्ताम्। कृष्णमूर्तिः स्वावलंबीःभूत्वा सदैव सुखस्य अनुभवति। श्रीकंठः सदैव भृत्योपरि आश्रितःअस्ति।सः सदैव सुखस्य अनुभवम् न करोति ,स तु सदैव पराश्रितः अस्ति ।अतएव स्वावलम्बनम् जीवनस्य मूलाधारः अस्ति।सर्वेः जनाःस्वकार्यार्थम् स्वयोपरि विश्वसेयुः।।</p>	<ul style="list-style-type: none"> <li>• श्लोकानां</li> <li>• शुद्धम् उच्चारणम् , सस्वरगायनं च</li> <li>• लेखनाभ्यासः</li> </ul>	<ul style="list-style-type: none"> <li>• श्लोकानां स्मरणाभ्यासः,</li> <li>• पदानां मूलशब्दाः धातवश्च</li> </ul>	<ul style="list-style-type: none"> <li>• प्रस्तावना पुरस्सरं पाठोपस्थापना</li> <li>• आदर्शवाचनम्</li> <li>• छात्रैः वैयक्तिकरूपे सामूहिकरूपे अनुवाचनम्</li> <li>• अशुद्धिसंशोधनम्</li> <li>• विधि-प्रविधिनां प्रयोगं कृत्वा काठिन्यनिवारणम्</li> <li>• कक्षानिरीक्षणम्</li> <li>• बोधपरीक्षात्मकप्रश्नाः</li> <li>• विस्तृतव्याख्या</li> <li>• भावविश्लेषणात्मकप्रश्नाः</li> <li>• सम्पूर्णनाटकस्य अभिनयः</li> <li>• कक्षाकार्यम्</li> </ul>	<ul style="list-style-type: none"> <li>• बोधप्रश्नानि</li> <li>• शिक्षकेण विद्यार्थिभिः वैयक्तिकरूपेण सामूहिकरूपेण च अभ्यासः</li> <li>• कक्षाकार्यम्</li> <li>• गृहकार्यम्</li> </ul>

शिक्षकस्य नाम हस्ताक्षरं च .....

प्राचार्यस्य हस्ताक्षरम्.....



KVS RO RAIPUR												
ACADEMIC PLAN 2021-22 VII - MATHEMATICS												
CLASS VII												
SUBJECT MATHS												
TOTAL NUMBER OF CHAPTERS-15				TERM I:-8 CHAPTERS	TERM II:-7 CHAPTERS							
S. N.	T E R M	M O N T H	NO. OF WORKING DAYS	UNIT NO./CHAPTER NO./CHAPTER NAME	TENTATIVE NUMBER OF HOURS AVAILABLE	TENTATIVE NUMBER OF PERIODS REQUIRED (40 MIN/P D.)	HIGHLIGHTS OF THE GENERAL LEARNING GOALS	TOTAL LO TO BE COVERED AS PER (TRALO)	Teaching Learning Activities	Assesment planning	Assignments	Links/Url
1	T E R M - 1	A P R I L	24	Bridge course	5	8	Revise the previous knowledge	Recall the previous knowledge	Oral Test. Individual and Group Activity	Class Test	Formulas Test and Oral Test	Show Video from given Bridge Course.
				Integers	3	5	Multiplies/divides two integers	Applies rules for multiplication and division in order to solve problems involving two integers with same or different signs.	Marking numbers on a number line. What happens while moving left and moving right on a number line? Activity (Explanation can be given using stair case)	Worksheets to be prepared by teacher.	Google form MCQ worksheet	<a href="https://diksha.gov.in/play/content/doi/31307885328201318419204">https://diksha.gov.in/play/content/doi/31307885328201318419204</a>
2	M A Y - J U N E		8	Fractions and Decimals	4	6	Interprets the division and multiplication of fractions, Uses algorithms to multiply and divide fractions/decimals	Applies algorithm for multiplication and division in order to multiply and divide fractions and decimals.	Skit - Related to divide a piece of chapatti regarding monkey and two cats (Play role of cats and monkey).	Addition and subtraction of fractional number may be given for practice.	Create your own fraction wheels using colored paper.	<a href="https://diksha.gov.in/play/content/doi/31307451407242035215980">https://diksha.gov.in/play/content/doi/31307451407242035215980</a>



3	July	24	Data Handling	7	10	Finds various representative values for simple data from her/his daily life contexts like mean, mode and median.	Calculate mean, median and mode in order to find various representative values for simple data from her/his daily life.	Drawing double bar graph and choosing suitable scales.	Practice Worksheets	Project: Ask the students to find the mean of their sleeping hours during one week.	<a href="https://diksha.gov.in/play/collection/do_31310347511816192011453?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_313078848434462720112004">https://diksha.gov.in/play/collection/do_31310347511816192011453?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_313078848434462720112004</a>
			Simple Equations	8	12	Represent daily life situations in the form of a simple equation and solves it.	Translates a real life situation in the form of a simple algebraic equation in order to arrive at a generalized problem and solution for the situation.	Solving equations by trial error method. Activity of comparing the LHS & RHS for different values of variable	<a href="https://diksha.gov.in/play/collection/do_31310347511816192011453?contentId=do_3131269546105241611271">https://diksha.gov.in/play/collection/do_31310347511816192011453?contentId=do_3131269546105241611271</a>	Students will be asked to collect various examples of variables from their daily life and to tell possible values of those variables. For example dimensions of table top, no. of petals in different flowers etc.	<a href="https://diksha.gov.in/play/content/do_31310505878724608012680">https://diksha.gov.in/play/content/do_31310505878724608012680</a>
<b>PT-1 IN MONTH OF JULY</b>											
4	AUGUST	23	Lines and Angles	4	6	Verifies the properties of various pairs of angles formed when a transversal cuts two lines.	Applies the properties of linear, supplementary, complementary etc. Angle in order to find the value of one angle when the other one is given.	Showing pictures of Complementary, supplementary, Adjacent angles and Linear Pair. Explaining their properties.	In a set of parallel lines find all angles when one angle is given	Draw different types of Parallel lines and identify the corresponding, alternate angles and angles on the same side of transversal	<a href="https://www.youtube.com/watch?v=s_5jQOswx1s">https://www.youtube.com/watch?v=s_5jQOswx1s</a>
			The Triangle and its Properties	6	9	Finds unknown angle of a triangle when its two angles are given	Applies angle sum property of a triangle to calculate unknown angles of a triangle when its two	Use GeoGebra software to explain various properties of triangle.	Exercise 6.4 based on sum of two sides is greater than third side..	Using paper cutting method - prove that sum of all interior angles of a triangle is 180 degree.. (ART INTEGRATED PROJECT)	<a href="https://diksha.gov.in/play/content/do_3130394137542819841705?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/content/do_3130394137542819841705?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>



5	SEPTEMBER	24	Congruence of Triangles	4	7	Explains congruency of triangle on the basis of the information given about them like (SSS, SAS, ASA, RHS)	angles are unknown. Applies the similarity rules in order to explain the congruency of triangle on the basis of the information given about them like (SSS, SAS, ASA, RHS)	Two triangles are congruent if they are copies of each other and when superimposed, cover each other exactly.	Worksheet in Google form	Take two congruent copies of a triangle. By paper folding, investigate if they have equal altitudes. Do they have equal medians? What can you say about their perimeters and areas?	<a href="https://www.mathsisfun.com/geometry/triangles-congruent-finding.html">https://www.mathsisfun.com/geometry/triangles-congruent-finding.html</a>
			Comparing quantities	5	8	Calculates profit/loss percent and rate percent in simple interest.	Applies algorithm to calculate percentages in order to calculate profits, loss and rate of interest in simple interest calculations.	Ask the students to compare their marks obtained in any test with each other in different ways. Price related to an item on buying and selling.	MCQ based on Profit Loss calculation	Visit near shops to enquire the cost of 5-7 items this year and last year and calculate the percentage increase or decrease accordingly.	<a href="https://diksha.gov.in/play/collecton/do_31310347511816192011453?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3130859152794009601291">https://diksha.gov.in/play/collecton/do_31310347511816192011453?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3130859152794009601291</a> 6
<b>TERM 1 FIRST WEEK OF OCTOBER THE ENTIRE SYLLABUS OF TERM WILL BE ASSESSED UPTO SEPTEMBER</b>											
6	OCTOBER	15	Rational Numbers	5	8	Solves problems related to daily life situations involving rational numbers.	Applies appropriate mathematical operations on rational numbers in order to solve problems related to daily life situations.	Make the children understand what is a rational number, Make the children understand how to represent rational numbers on a number line	-By asking oral question.	Representation of rational numbers on numberline.	<a href="https://diksha.gov.in/play/content/do_3130394139382169601969">https://diksha.gov.in/play/content/do_3130394139382169601969</a>
7	NOVEMBER	23	Practical Geometry	5	8	Using ruler and a pair of compasses constructs, a line parallel to a given line from a point outside it .	Uses ruler and a pair of compasses in order to construct a line parallel to a given line from a point outside	Demonstrate the construction on the board.	Questions from exercises	Lab Activity:- Construction of special triangles.	<a href="https://diksha.gov.in/play/content/do_31310506155696947212102">https://diksha.gov.in/play/content/do_31310506155696947212102</a>



							the line.				
			Perimeter and Area	5	8	Calculates areas of the regions enclosed in a rectangle and a square, Finds out the approximate area of closed shapes	Applies properties of simple shape in order to find the areas of the regions enclosed in a rectangle and a square.	Apply the formulae in various problems and make the children understand when and where the formulae can be used	Worksheet, quiz	Lab Activity:- Verify the area of a parallelogram/circle by cutting and pasting	<a href="https://diksha.gov.in/play/collection/do_31310347511816192011453?contentId=do_3131326566210764801849">https://diksha.gov.in/play/collection/do_31310347511816192011453?contentId=do_3131326566210764801849</a>
8	D E C E M B E R	18	Algebraic Expressions	5	8	Adds/subtracts algebraic expressions	Applies algebraic properties in order to add/subtract two algebraic expressions.	Make the children understand the concepts of variables and constants through different examples.	-By asking oral question.	Identify the monomials, binomials, trinomials and polynomials from a given collection of algebraic expressions.	<a href="https://diksha.gov.in/play/content/do_3130191958635560961272">https://diksha.gov.in/play/content/do_3130191958635560961272</a>
			Exponents and Powers	4	6	Uses exponential form of numbers to simplify problems involving multiplication and division of large numbers.	Applies properties of exponential numbers in order to simplify problems involving multiplication and division of large numbers.	Explain power and exponent with example explain the rules.,	work sheet, oral questions.	make a chart to show the rules of power and exponent	<a href="https://diksha.gov.in/play/content/do_31307885429737881619773">https://diksha.gov.in/play/content/do_31307885429737881619773</a>
	<b>PT -2</b>	<b>AFTER THE WINTER BREAK SYLLABUS COVERED UPTO THE COMMENCEMENT OF THE WINTER BREAK</b>									
9	JANUARY	22	Symmetry	4	6	Demonstrate and understanding of line symmetry. Identifying symmetrical 2-D shapes which are symmetrical	In order to demonstrate an understanding of line of symmetry, creates symmetrical 2-D shapes	Examples from surrounding like vegetables, leaves etc. explain line of symmetry	Oral Questions. Draw different symmetrical things with colourful and mark mirror line/symmetry line	Collect different objects from surrounding, draw line of symmetry for them.	<a href="https://diksha.gov.in/play/content/do_31307453028802560018104">https://diksha.gov.in/play/content/do_31307453028802560018104</a>





			Visualizing solid shapes	5	8	Identifies various 3-D objects, Describes and provides examples of edges, vertices and faces.	Classifies commonly found 3-D objects, labels different part of a 3-D objects.	Explain 2D ,3D objects order of rotation etc with examples of surroundings.	MCQ based google form.Draw 2D and 3D Shapes .	Collect and classify 2D,3D objects, find order of rotation for any 5 shapes.	<a href="https://diksha.gov.in/play/content/do_31307453051206860818106">https://diksha.gov.in/play/content/do_31307453051206860818106</a>	
10	FE B	23	<b>Revision for Session Ending Exam</b>									
11	M A R C H	<b>SESSION ENDING EXAM</b>					<b>SELF LEARNING LINK</b>					

**SELF LEARNING LINK**

S.N.	CHAPTER	OTHER IMPOTANT LINK
1	Integers	<a href="https://youtu.be/w-pCV3dLr7c">https://youtu.be/w-pCV3dLr7c</a>
		<a href="https://youtu.be/u3HANGB47pA">https://youtu.be/u3HANGB47pA</a>
		<a href="https://youtu.be/mINHIzV4x8Y">https://youtu.be/mINHIzV4x8Y</a>
		<a href="https://youtu.be/WvmEPypKjis">https://youtu.be/WvmEPypKjis</a>
		<a href="https://youtu.be/TPmiS5Z74tk">https://youtu.be/TPmiS5Z74tk</a>
2	Fractions and Decimals	<a href="https://youtu.be/IMbGkF7sDMc">https://youtu.be/IMbGkF7sDMc</a>
		<a href="https://youtu.be/OvuHnTWs-VY">https://youtu.be/OvuHnTWs-VY</a>
		<a href="https://youtu.be/a5YIPjhY6yk">https://youtu.be/a5YIPjhY6yk</a>
		<a href="https://youtu.be/PSYAFiR6fC0">https://youtu.be/PSYAFiR6fC0</a>
		<a href="https://youtu.be/9XTSPTj90rQ">https://youtu.be/9XTSPTj90rQ</a>
3	Data Handling	<a href="https://youtu.be/7g4Ef4h8o-w">https://youtu.be/7g4Ef4h8o-w</a>
		<a href="https://youtu.be/NE6pudadmJY">https://youtu.be/NE6pudadmJY</a>
		<a href="https://youtu.be/2kwjKfiXVe0">https://youtu.be/2kwjKfiXVe0</a>
		<a href="https://youtu.be/bz3K3pbTxT4">https://youtu.be/bz3K3pbTxT4</a>
4	Simple Equations	<a href="https://youtu.be/4Hkz7Fc5zTM">https://youtu.be/4Hkz7Fc5zTM</a>
		<a href="https://youtu.be/KLQMAegt7GQ">https://youtu.be/KLQMAegt7GQ</a>
		<a href="https://youtu.be/UNTMTJGb15E">https://youtu.be/UNTMTJGb15E</a>
5	Lines and Angles	<a href="https://youtu.be/scUKOb4NgQk">https://youtu.be/scUKOb4NgQk</a>
		<a href="https://youtu.be/HcopReWS5W0">https://youtu.be/HcopReWS5W0</a>
		<a href="https://youtu.be/FiCNvhcdeKo">https://youtu.be/FiCNvhcdeKo</a>
		<a href="https://youtu.be/jgKq92_VxOQ">https://youtu.be/jgKq92_VxOQ</a>
6	The Triangle and its Properties	<a href="https://youtu.be/A7snp0240fo">https://youtu.be/A7snp0240fo</a>
		<a href="https://youtu.be/jSdWGcuDm5E">https://youtu.be/jSdWGcuDm5E</a>
		<a href="https://youtu.be/fQ_t0DrjY94">https://youtu.be/fQ_t0DrjY94</a>
		<a href="https://youtu.be/OGBRxn4hCzg">https://youtu.be/OGBRxn4hCzg</a>
		<a href="https://youtu.be/AYaKlcduTxw">https://youtu.be/AYaKlcduTxw</a>
		<a href="https://youtu.be/yd4JZZ1HN7U">https://youtu.be/yd4JZZ1HN7U</a>



		<a href="https://youtu.be/228fi5B73Fg">https://youtu.be/228fi5B73Fg</a>	
7	Congruence of Triangles	<a href="https://youtu.be/7tO2r1-H7Yg">https://youtu.be/7tO2r1-H7Yg</a> <a href="https://youtu.be/evpQTWfBn-8">https://youtu.be/evpQTWfBn-8</a> <a href="https://youtu.be/ftf3PpYHxAU">https://youtu.be/ftf3PpYHxAU</a> <a href="https://youtu.be/U7SDnAnnFU8">https://youtu.be/U7SDnAnnFU8</a>	
8	Comparing Quantities	<a href="https://youtu.be/0cyB634Vtqc">https://youtu.be/0cyB634Vtqc</a> <a href="https://youtu.be/OIfE_ujF9ro">https://youtu.be/OIfE_ujF9ro</a> <a href="https://youtu.be/dRWzfhZIEpg">https://youtu.be/dRWzfhZIEpg</a> <a href="https://youtu.be/f8E6dKcot0U">https://youtu.be/f8E6dKcot0U</a>	
9	Rational Numbers	<a href="https://youtu.be/PFYpn7QBh_8">https://youtu.be/PFYpn7QBh_8</a> <a href="https://youtu.be/5gk8uWPqi9I">https://youtu.be/5gk8uWPqi9I</a> <a href="https://youtu.be/yIgmmdxqpDU">https://youtu.be/yIgmmdxqpDU</a> <a href="https://youtu.be/rj2rACyUX1E">https://youtu.be/rj2rACyUX1E</a>	
10	Practical Geometry	<a href="https://youtu.be/-l-HvV0PtyQ">https://youtu.be/-l-HvV0PtyQ</a> <a href="https://youtu.be/dZxt1PPUilA">https://youtu.be/dZxt1PPUilA</a> <a href="https://youtu.be/PGq2fUcVko4">https://youtu.be/PGq2fUcVko4</a> <a href="https://youtu.be/GAqSTuZZkAs">https://youtu.be/GAqSTuZZkAs</a>	
11	Perimeter and Area	<a href="https://youtu.be/tM_fIToNbGM">https://youtu.be/tM_fIToNbGM</a> <a href="https://youtu.be/AQQ0SpU8ral">https://youtu.be/AQQ0SpU8ral</a> <a href="https://youtu.be/NeSjvIPUMcE">https://youtu.be/NeSjvIPUMcE</a>	
12	Algebraic Expressions	<a href="https://youtu.be/xFP41SGNaXA">https://youtu.be/xFP41SGNaXA</a> <a href="https://youtu.be/y1YbMPVE5Q0">https://youtu.be/y1YbMPVE5Q0</a> <a href="https://youtu.be/7gMENCJluog">https://youtu.be/7gMENCJluog</a>	
13	Exponents and Powers	<a href="https://youtu.be/PB6clvm_rng">https://youtu.be/PB6clvm_rng</a> <a href="https://youtu.be/4IRKhYIBynQ">https://youtu.be/4IRKhYIBynQ</a> <a href="https://youtu.be/lv_upPCHc_4">https://youtu.be/lv_upPCHc_4</a> <a href="https://youtu.be/Gb6ua9XoE44">https://youtu.be/Gb6ua9XoE44</a>	
14	Symmetry	<a href="https://youtu.be/9plZl1Q9vOQ">https://youtu.be/9plZl1Q9vOQ</a> <a href="https://youtu.be/LbieQZ4vBus">https://youtu.be/LbieQZ4vBus</a> <a href="https://youtu.be/LO5QD4VE-uQ">https://youtu.be/LO5QD4VE-uQ</a> <a href="https://youtu.be/AQBtLrtQYxo">https://youtu.be/AQBtLrtQYxo</a> <a href="https://youtu.be/5IDBxKINc-M">https://youtu.be/5IDBxKINc-M</a>	



**KENDRIYA VIDYALAYA SANGATHAN  
(REGIONAL OFFICE RAIPUR)**

CLASS – VII

NAME OF THE UNIT: - COMPARING QUANTITIES

NUMBER OF PERIOD : 12

MONTH : SEPTEMBER 2021

Date of Commencement: ...Expected date of completion: .....Actual date of Completion:-...

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**KEY CONCEPTS:-** Equivalent ratios, proportion, meaning of percentage, converting fractional numbers to percentage, converting decimals to percentage, converting percentages to decimals and fractions, fun with estimation, use of percentages, converting percentages to “how many”, ratios to percent, increase or decrease as percent, profit or loss as a percentage, charge given on borrowed money or simple interest, interest for multiple years.

**Competencies:**

- Understanding basic Concept.
- CCT
- Problem Solving Ability
- Calculation
- Reasoning and mental ability

**VALUES EMBEDDED IN THE UNIT:-**

1. Comparison of two quantities.
2. Honesty and truthfulness.
3. Business attitude and spirit.
4. Social and moral values



**METHODOLOGY:-**

q	Learning Objectives	Learning Outcomes	Teacher's Activity	ICT	Assessment For Learning	Assignment
Ratios Equivalent ratios Proportion  Meaning of percentage  Converting fractional and decimal numbers to percentage  Fun with estimation  Use of percentage  Ratios to percent  Increase or decrease percent	1.Understanding and use of ratio and equivalent ratios.  2.Understanding the meaning and use of percentage.  3. To find increase or decrease percent.  4.To convert fraction to percentage and vice versa.  5. To convert decimals to percentage and vice versa.  6. Practical problems on percentage.	1.To explain the meaning of percentage and how to compare the quantities using percentage  2.Understanding the conversion of decimals and fractional numbers to percentage and vice versa.  3.Use of the concept of profit and loss in business purpose.	1. Ask the students to compare their marks obtained in any test with each other in different ways.  2.To compare the height or speed. Activity: NCERT Text Book: page no. 153-154  3.Prices related to an item on buying and selling. Activity: NCERT Text Book: page no. 167  4.To calculate simple interest. Activity: NCERT Text Book page no. 169	Finding equivalent ratios- <a href="https://www.youtube.com/watch?v=LGdT65AaSvE">https://www.youtube.com/watch?v=LGdT65AaSvE</a> Understanding the meaning of percentage. <a href="https://www.youtube.com/watch?v=xPmpj5H6GGI">https://www.youtube.com/watch?v=xPmpj5H6GGI</a>  <a href="https://edurev.in/studytube/What-is-meant-by-Percentage--Comparing-Quantities/69698285-4b23-4c77-96fc-4fbd34a43cb2_v">https://edurev.in/studytube/What-is-meant-by-Percentage--Comparing-Quantities/69698285-4b23-4c77-96fc-4fbd34a43cb2_v</a>  Converting fractional numbers to percentage. <a href="https://edurev.in/studytube/Converting-Fractions-to-Percentages--Comparing-Quantities-2-Qua/f9f263c5-64a4-4e47-9724-2a3c78dc6a3b_v">https://edurev.in/studytube/Converting-Fractions-to-Percentages--Comparing-Quantities-2-Qua/f9f263c5-64a4-4e47-9724-2a3c78dc6a3b_v</a>  Calculating simple interest. <a href="https://www.khanacademy.org/math/in-in-class-7th-math-cbse/in-in-7th-comparing-quantities/in-in-comparing-quantities-simple-interest/e/simple-interest">https://www.khanacademy.org/math/in-in-class-7th-math-cbse/in-in-7th-comparing-quantities/in-in-comparing-quantities-simple-interest/e/simple-interest</a>  FROM DIKSHA APP <a href="https://diksha.gov.in/play/content/do_31308591547545190412420">https://diksha.gov.in/play/content/do_31308591547545190412420</a>	NCERT Solutions of the problems.  <a href="https://www.vedantu.com/ncert-solutions/ncert-solutions-class-7-maths-chapter-8-comparing-quantities">https://www.vedantu.com/ncert-solutions/ncert-solutions-class-7-maths-chapter-8-comparing-quantities</a> On line Practice test on percentage <a href="https://schools.glasem.com/60302">https://schools.glasem.com/60302</a> Work sheet on comparing quantities. <a href="http://www.studiestoday.com/worksheets-mathematics-cbse-class-7-maths-worksheets-comparing-quantities-2-218309.html">http://www.studiestoday.com/worksheets-mathematics-cbse-class-7-maths-worksheets-comparing-quantities-2-218309.html</a> Practice test on comparing quantities. <a href="https://www.topperlearning.com/study/cbse/class-7/mathematics/chapter/comparing-quantities/b101c6s3ch277">https://www.topperlearning.com/study/cbse/class-7/mathematics/chapter/comparing-quantities/b101c6s3ch277</a>	1.Visit near shops to enquire the cost of 5-7 items this year and last year and calculate the percentage increase or decrease accordingly.  2.Compare your height in class 7 to class 5 in cm and find the percentage of increase in your height.  3.Visit nearby shops to enquire the cost price and selling price of 5-10 items and calculate the profit or loss accordingly.
Profit or loss as a percentage	7.To convert ratios to percents.  8.Understanding and use of profit or loss as a percentage.		5.To convert percentages to fractions or decimals.  Activity: NCERT Text Book page no. 161-162			
Simple interest	9.Understanding and use of simple interest.  10. Correlate with daily life situations.	4.Understand in the process of lending and borrowing money how the extra amount are charged				
Interest on multiple years	11. To develop mental ability and calculation.					Reference: Back to Basics VI-VIII Lesson – 8 NCERT TEXT BOOK



**B. ASSESSMENT:**

Text Book Based Questions	Exam Oriented Question Bank (MCQ,FILL IN THE BLANKS)	Questions From Blue Print	LAT Questions	Difficult Areas of Assessment
<p>Exercise questions and try these questions from NCERT Text Book Chapter - 8</p>	<p><a href="https://www.vedantu.com/cbse/important-questions-class-7-maths-chapter-8">https://www.vedantu.com/cbse/important-questions-class-7-maths-chapter-8</a></p> <p><a href="https://www.myschoolpage.com/mathematics-online-tutoring-2/cbse/ncert-grade-7-comparing-quantities-questions/">https://www.myschoolpage.com/mathematics-online-tutoring-2/cbse/ncert-grade-7-comparing-quantities-questions/</a></p> <p><a href="https://www.examfear.com/test/Class-7/Maths/Comparing-Quantities.htm">https://www.examfear.com/test/Class-7/Maths/Comparing-Quantities.htm</a></p>	<p><a href="https://www.studyadda.com/question-bank/7th-class/mathematics/comparing-quantities/comparing-quantities/265">https://www.studyadda.com/question-bank/7th-class/mathematics/comparing-quantities/comparing-quantities/265</a></p> <p>Questions for High Achievers: <a href="https://www.google.co.in/search?q=comparing+quantities+class+7+extra+questions+for+high+achievers&amp;tbm=isch&amp;source=univ&amp;sa=X&amp;ved=2ahUKEwi7xdHZ">https://www.google.co.in/search?q=comparing+quantities+class+7+extra+questions+for+high+achievers&amp;tbm=isch&amp;source=univ&amp;sa=X&amp;ved=2ahUKEwi7xdHZ</a></p> <p>Questions for slow bloomers:</p>	<p>1.Find the ratio of 5 km to 500 m</p> <p>2. Are the ratios 1:2 and 2:3 equivalent?</p> <p>3. 6 balls cost Rs. 300. What is the cost of 10 such balls?</p> <p>4. Write <math>\frac{3}{4}</math> as percentage.</p> <p>5.The cost of a flower pot is Rs. 150. If the shopkeeper sells it at a loss of 10% , find the price at which it is sold.</p> <p>6. Rs. 10000 is invested at 5% interest rate p.a. Find the interest at the end of one year.</p>	<p>1. A shop has 500 parts, out of which 10 are defective. What percent are defective?</p> <p>2. Rahul bought a shirt and saved Rs. 25 When a discount of 20% was given. What was the price of the shirt before the discount?</p> <p>3. If Rs. 250 is divided among Ravi, Raju and Roy so that Ravi gets two parts, Raju gets three parts and Roy five parts. How much money will each get?</p>



**KENDRIYA VIDYALAYA SANGATHAN (REGIONAL OFFICE RAIPUR)**

Micro Lesson Plan (Daily Basis)

CLASS-7 SUBJECT: MATHEMATICS

Topic: Comparing Quantities. Subtopic :Ratio Period.....

Time Duration:40min Teacher.....Date:.....

<b>Learning outcomes</b> (what we want the students to know and be able to do)	1.Understanding the meaning of ratio and their importance. 2. Understanding and use of ratio and equivalent ratios.
<b>Resources needed</b>	1. Power Point Presentation 2. Video from Internet 3. NCERT TEXT BOOK.
<b>Lesson Activities</b>	
<b>Time</b> (In Minutes)	
<b>5Minutes</b>	<p><b>Introductory activity:</b> 1.Recollect the concepts of Ratio and Proportion from the children discuss them by using different examples.Ratio means comparison of two quantities in the same unit to say one is “<i>how many times</i>” the other. The ratio of a to b is denoted by a:b or <math>\frac{a}{b}</math></p> <p>If a:b = c:d then they are said to be equivalent ratios and a, b, c and d are said to be in proportion.</p> <p>Unitary method means ‘find the value of one from many and then find the value of required many’. Show the unitary method in different situations.</p> <p><b>Main activity:( Explanation Part)</b> Heena is two times taller than Amir. Or Amir’s height is <math>\frac{1}{2}</math>of Heena’s height.</p> <p>Height Ratio of Heena to Amir :1:2 20 marbles are divided between Rita and Amit such that Rita has 12 marbles and Amit has 8 marbles. We say, Ratio of marbles are Rita to Amit = <math>\frac{12}{8} : \frac{3}{2}</math>.</p>
<b>20 Minutes</b>	<p><b>1.Find the ratio of 3 km to 300 m.</b> Solve: First convert both the distances to the same unit. So, 3 km = 3 × 1000 m = 3000 m. Thus, the required ratio, 3 km : 300 m is 3000 : 300 = 10 : 1. <b>To compare two quantities, the units must be the same.</b></p> <p><b>2.Find the ratio of:</b> (a) Rs 5 to 50 paise (b) 15 kg to 210 g Solve:1 Rs.= 100 Paise Rs5=500 Paise Then Ratio is <math>\frac{500}{50} = \frac{50}{5} = \frac{10}{1}</math> or 10:1      Ans</p>



<p><b>10 Minutes</b></p> <p><b>5Minutes</b></p>	<p>(b) 1 Kg=1000gm then 15Kg =15,000gm</p> <p>Ratio is <math>=\frac{15000}{210} =\frac{500}{7} =500:7</math> Ans</p> <p><b>3. 6 bowls cost Rs 90. What would be the cost of 10 such bowls?</b> Solution:</p> <p>Cost of 6 bowls is Rs 90. Therefore, cost of 1 bowl = Rs <math>\frac{90}{6}</math> Hence, cost of 10 bowls = Rs <math>\frac{90}{6} \times 10 =</math> Rs 150</p> <p><b>SOLVING QUESTIONS BY STUDENT:</b></p> <p><b>1.Find the ratio of:</b> (a) 9 m to 27 cm (b)30 days to 36 hours</p> <p>2. A map is given with a scale of 2 cm = 1000 km. What is the actual distance between the two places in kms, if the distance in the map is 2.5 cm</p> <p>3.The car that I own can go 150 km with 25 litres of petrol. How far can it go with 30 litres of petrol?</p> <p><b>Recapitulation of the lesson:</b> 1.Ratio is the relation between two things .or Compare between two things. Like <math>\frac{2}{3}</math> means 2:3 ( We say Two Ratio three ) To compare two quantities, the units must be the same.</p>
<p><b>Active learning strategies</b></p>	<p>1. Learning by Doing. 2.Simple to Complex method. 3.Explanation with Demonstration .</p>
<p><b>Assessment for learning</b></p>	<p>1.Assessing prior knowledge. 2.Question Answer and Oral test . 3.Written test .Small Work sheet .</p>
<p><b>Competencies</b></p>	<p>1.Higher order thinking skills. 2.Under basic concepts. 3.Knowledge . 4.Problem Solving Ability .</p>

Teacher Signature

Principal Signature



**KENDRIYA VIDYALAYA SANGATHAN, RAIPUR REGION**  
**ACAMEMIC PLAN (2021-2022)**

**VII - SCIENCE**

CLASS: VII		VII - SCIENCE													
SUBJECT: SCIENCE															
Total Number of Chapters :-		18		TERM I			9			TERM 2			9		
S N O	TER M	MONTH	NO OF WORKING DAYS	Unit No./Chapt er Number/N ame of Chapter	Tenta tive Num ber of Hours Avail able	Tentativ e Number of Periods Require d (40 Minutes /pd.)	Highlights of the General Learning Goals and Core Concepts	Total LO to be covered as per (TRALO)	Teaching learning activities	Assessment	Assignments	ICT	AIL		
1		APRIL	24	Bridge course	10	15									
2	TER M 1	MAY- JUNE	10	Nutritio n in plants	4	6	Nutrition , Modes Of Nutrition , Autrotro phic Nutrition , Heterotr ophic Nutrition , Replishi ng Nutrient s	The different types of Nutrition in plants. Learn and understand autotrophic mode of nutrition and heterotrophic mode of nutrition in plants To know the process of photosynthesis To know about parasitic plants and insectivorous plants To know how nutrients are replenished in the soil	To show that sunlight is necessary for photosynthesis (page-30) To observe saprophytic fungus by growing bread mould. To observe parasitic and insectivorous plants in YouTube Chew, Bite, Chomp (Understanding the Structure of Teeth)	Work Sheet Practice labelled diagram Practice writing answer within stipulated time Quiz MCQ questions <a href="https://forms.gle/koRWaaK7VGM6HScAA">https://forms.gle/koRWaaK7VGM6HScAA</a> <a href="https://diksha.gov.in/play/collection/do31310347512270848011288?contentId=do_31279858454801612817301">https://diksha.gov.in/play/collection/do31310347512270848011288?contentId=do_31279858454801612817301</a>	Textbook question Additional Skill based questions Short answers question Long answer questions Diagram based question	PowerPoint presentation E-content Collected related videos <a href="https://www.youtube.com/watch?v=rglzXT2szrk">https://www.youtube.com/watch?v=rglzXT2szrk</a> <a href="https://www.youtube.com/watch?v=lZKEw0VCMGM">https://www.youtube.com/watch?v=lZKEw0VCMGM</a> <a href="http://aven.amritalearning.com/index.php?sub=100&amp;brch=293&amp;sim=1462&amp;cnt=3348">http://aven.amritalearning.com/index.php?sub=100&amp;brch=293&amp;sim=1462&amp;cnt=3348</a> <a href="https://docs.google.com/presentation/d/15iTSD4x1AcxVwYgshBCJ-bKO8XorO9BKIR_ADrpzclw/edit#slide=id.g5130210594_0_612">https://docs.google.com/presentation/d/15iTSD4x1AcxVwYgshBCJ-bKO8XorO9BKIR_ADrpzclw/edit#slide=id.g5130210594_0_612</a>	Diagrammatically describe briefly the process of synthesis of food in green plant.		
4		JULY	26	Nutritio n in animals	4	6	Nutrition, Nutrients , Different Ways Of Taking Food, Digestion , Steps Of Nutrition, Digestion In Amoeba	Recall details pertaining to different modes of acquiring food. Classifies animals based on their modes of feeding Illustrate human digestive system with the help of a well	To study the mode of feeding in various animals (Page11) To study the different types of teeth and their function in human being. (Page To observe the role of saliva in digestion (Page 14) To determine the position of taste buds on the tongue. (Page 15)	Work Sheet Practice labelled diagram Practice writing answer within stipulated time Quiz <a href="https://forms.gle/TojBvDZML6JaESRB9">https://forms.gle/TojBvDZML6JaESRB9</a> <a href="https://forms.gle/MWhMaJfxiYb2yiZT9">https://forms.gle/MWhMaJfxiYb2yiZT9</a> Oral testing <a href="https://docs.google.com/presentation/d/">https://docs.google.com/presentation/d/</a>	Textbook question Additional Skill based questions Short answers question Long answer questions Diagram based question	PowerPoint presentation E-content Collected related videos <a href="https://www.youtube.com/watch?v=iaqxTaXit9M">https://www.youtube.com/watch?v=iaqxTaXit9M</a> <a href="https://www.youtube.com/watch?v=zr4onA2k_LY">https://www.youtube.com/watch?v=zr4onA2k_LY</a> <a href="https://www.youtube.com/watch?v=zr4onA2k_LY">https://www.youtube.com/watch?v=zr4onA2k_LY</a>	Make a claymodel of digestive system Visual Artwork, Role Play, Videos		





					And Ruminants	labelled diagram & elaborate the process & function of each part. Compare & contrast the features of digestive system of grass-eating animals with those of humans.	To see the ruminants.	<a href="https://www.youtube.com/watch?v=jBytzO0SXO0&amp;t=21s">15iTSD4x1AcxVwYgshBCJ-bKO8XorO9BKIRADrpzcLw/edit#slide=id.g5130210594_0_612</a>		<a href="https://www.youtube.com/watch?v=jBytzO0SXO0&amp;t=21s">com/watch?v=jBytzO0SXO0&amp;t=21s</a> <a href="https://www.youtube.com/watch?v=5_4Y0tTHqyk">https://www.youtube.com/watch?v=5_4Y0tTHqyk</a> <a href="https://www.youtube.com/watch?v=OALhQTNfUhs">https://www.youtube.com/watch?v=OALhQTNfUhs</a> <a href="https://www.youtube.com/watch?v=kK7IWjNYwxIhttps://docs.google.com/forms/d/1o8NLKz9ojeOORuJvgOPm_o6ZBDis5OIRLDIset65498/edit">https://www.youtube.com/watch?v=kK7IWjNYwxIhttps://docs.google.com/forms/d/1o8NLKz9ojeOORuJvgOPm_o6ZBDis5OIRLDIset65498/edit</a>			
				Fiber to fabric	4	6	Fibre, Animal Fibre, Wool, Silk, Sericulture	Examine selective breeding process for obtaining special characters in the offspring, e.g. soft under hair in sheep Compare coarse beard hair & soft under hair of animals based on their utility Outline the steps involved in processing of fibres into wool Outline the steps involved in obtaining silk from cocoon	To observe the texture of hair on various parts of our body To find the animals whose hair are used as wool To find the location of different wool yielding animals in India and the world To identify and compare the texture of various types of silk with that of artificial silk To observe the life history of silk moth For worksheets <a href="https://tiwariacademy.com">https://tiwariacademy.com</a> For activities <a href="https://physicscatalyst.com">https://physicscatalyst.com</a> <a href="https://youtu.be/z3HI7UoSLUQ">https://youtu.be/z3HI7UoSLUQ</a> Life Cycle of a Silkworm Creating a storyline	Worksheets Practice labelled diagrams Practice writing answers within stipulated time. Quiz Oral testing <a href="https://schools.agla sem.com">https://schools.agla sem.com</a> <a href="https://www.learn cbse.in">https://www.learn cbse.in</a> <a href="https://physicscatalyst.comhttps://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31306625201378099219635">https://physicscatalyst.comhttps://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31306625201378099219635</a>	Textbook question Additional Skill based questions Short answers question Long answer questions Diagram based question	<a href="https://www.youtube.com/watch?v=3UnMBDsZJW8">https://www.youtube.com/watch?v=3UnMBDsZJW8</a> <a href="https://www.youtube.com/watch?v=R2u9Z4AcL90">https://www.youtube.com/watch?v=R2u9Z4AcL90</a> <a href="https://www.youtube.com/watch?v=klZeS-g0UHo">https://www.youtube.com/watch?v=klZeS-g0UHo</a>	Visual Artwork, Role Play, Videos, Life Cycle of a Silkworm Creating a storyline
				Heat	4	6	Hot And Cold Concept, Temperature, Measurement Of Temperature And Different Units Of Temperature, Types Of Thermo	Distinguish the Clinical thermometer from Laboratory thermometer (range, least count, units of measurement). Observe the heating and cooling of objects in order to describe conduction. Correlate the	Devise an activity to show that woolen clothes are insulators/ poor conductors of heat Devise an activity or elaborate a situation to show the rate of thermal conduction, convection & radiation. Observe the heating and cooling of objects in Kitchen. Measures and calculates in order to	Worksheets 1.Practice labelled diagrams 2.Practice writing answers within stipulated time. 3.Quiz Oral testing <a href="https://schools.agla sem.com">https://schools.agla sem.com</a> <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_313066343">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_313066343</a>	Textbook question Additional Skill based questions Short answers question Long answer questions Diagram based question	1.Power point presentation 2.E-content 3.Collect related videos <a href="https://www.tiwariacademy.com">https://www.tiwariacademy.com</a> <a href="https://www.vedantu.com">https://www.vedantu.com</a> <a href="https://youtu.be/NzsOc_dzps">https://youtu.be/NzsOc_dzps</a> <a href="http://cbseacademic.nic.in/web_material/term/7science.pdf">http://cbseacademic.nic.in/web_material/term/7science.pdf</a> concept map	Role Play, make small Videos, Draw sea breeze and land breeze Make Your Own Thermometer (Source: <a href="http://www.sciencebuddies.org">www.sciencebuddies.org</a> )



						meter, Transfer Of Heat- Its Three Types. Conductors And Insulators Of Heat, Sea Breeze And Land Breeze And Types Of Clothes Used In Summer And Winter Heat	modes of transfer of heat to the usage of different clothes in different parts of the world (Polar, temperature, tropical, etc.)	demonstrate understanding of measurability of various scientific processes/phenomena : (such as, measurement and calculation of temperature; <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31310503539407257612252">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31310503539407257612252</a>	001808896115508		<a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31310503539407257612252">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31310503539407257612252</a>		
4	PT I	FIRST WEEK OF AUGUST, SYLLABUS UPTO 31ST OF JULY WILL BE ASSESSED											
	AUGUST	23	Acid bases and salt	5.33	8	Acids, Bases, Salts, Natural Indicators And Neutralization In Daily Life. Edible substances and their taste Chemical Nature of acids and bases and Neutralization Importance of neutralization in everyday life.	Examine the common substance used at home based on taste and touch and classify them as acidic or basic. Conducts simple investigations to seek answers to queries, e.g., can extract of coloured flowers be used as acid-base indicator? Illustrates neutralization reactions seen in everyday life. Evaluate the effectiveness of certain neutralization reactions employed in everyday life, based on observed data	Find the taste of food items Tamarind, ice-cream sugarcane, curd, milk, soap..... Activity-2 To test the acidic and basic nature of different solutions using red and blue litmus. page-51 Activity-3 To test the acidic and basic nature of different solutions using natural indicators (turmeric) page-51 Activity-4 To study the effect of china rose as indicator on acidic, basic and neutral solution page-52 Activity-5 To study the effect of litmus paper, turmeric paper and china rose as indicator on acidic, basic	<a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31275111257214976016970">Practice writing answers within stipulated time.</a> <a href="https://tiwariacademy.com">Quiz</a> <a href="https://tiwariacademy.com">Oral testing</a> <a href="https://tiwariacademy.com">For worksheets</a> <a href="https://tiwariacademy.com">https://tiwariacademy.com</a> <a href="https://physicscatalyst.com">For activities</a> <a href="https://physicscatalyst.com">https://physicscatalyst.com</a> <a href="https://youtu.be/z3HI7UoSLUQ">https://youtu.be/z3HI7UoSLUQ</a> <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31275111257214976016970">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31275111257214976016970</a> <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31275165897276620817632https://cbseacademic.nic.in/web_material/term/7science.pdf">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31275165897276620817632https://cbseacademic.nic.in/web_material/term/7science.pdf</a> <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31310503569727488012669">page 42</a>		.Power point presentation 2.E-content 3.Collected related videos Google forms <a href="https://www.tiwariacademy.com">https://www.tiwariacademy.com</a> <a href="https://www.vedantu.com">https://www.vedantu.com</a> <a href="https://youtu.be/NzsOc_dzps">https://youtu.be/NzsOc_dzps</a> <a href="https://youtu.be/4DwfmwZe_jo">https://youtu.be/4DwfmwZe_jo</a> <a href="https://youtu.be/o_Oxutnx-sl">https://youtu.be/o_Oxutnx-sl</a>	Textbook question Additional Skill based questions Short answers question Long answer questions Diagram based question	Role play, make small Videos on acid base and salt in day today life



						Physical Changes, Chemical Changes, Rusting of Iron, Galvanisation, Crystallisation, Important terms and definitions Properties of a substance To differentiate between temporary and permanent changes, reversible and irreversible changes. Characteristics of physical and chemical changes in our daily life Rusting of iron Crystallisation	Differentiates physical changes from other changes (periodic changes etc) in order to characterize the common feature of physical changes. Evaluate a given set of changes (in everyday life) on attributes of physical or chemical changes to distinguish between them.	To show the cutting of paper or tearing of paper is a physical change. (page-58) To show that the conversion of a chalk stick into chalk dust is a physical change To show that the melting of ice and freezing of water is a physical change To prepare magnesium Hydroxide in the laboratory To study the reaction between copper sulphate and iron To study the reaction between baking soda and vinegar To obtain pure copper sulphate crystals from an impure sample	Work Sheet Practice writing answer within stipulated time Quiz Oral testing <a href="http://aven.amritalearning.com/index.php?sub=100&amp;brch=294&amp;sim=1472&amp;cnt=3386">http://aven.amritalearning.com/index.php?sub=100&amp;brch=294&amp;sim=1472&amp;cnt=3386</a> MCQ questions Quiz <a href="https://forms.gle/VPCHjqnM2r2ae6FT7">https://forms.gle/VPCHjqnM2r2ae6FT7</a>	Textbook question Additional Skill based questions Short answers question Long answer questions Diagram based question	<a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31310503614993203212388">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31310503614993203212388</a> <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31310503648756531212410">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31310503648756531212410</a> <a href="https://www.youtube.com/watch?v=PROpBsX5KiE">https://www.youtube.com/watch?v=PROpBsX5KiE</a>	
5	SEPTEMBER	24	Weather, climate and adaptation of animals to climate	5.33	8	Weather, Climate, Adaptation To Climate, Elements Or Factors, Polar	Climate factors .Local and regional climatic condition. Movement of air and its effect. Special feature to survive .	To study the weather data of a week. To record the maximum and minimum temperature of the week Collect the news paper and make the weather report. To collect pictures of	Work Sheet Practice labelled diagram Practice writing answer within stipulated time Quiz Oral testing <a href="https://docs.google">https://docs.google</a>	Textbook question Additional Skill based questions Short answers question Long answer questions	<a href="https://www.youtube.com/watch?v=Bq2XIYP_Hk">PowerPoint presentation E-content Collected related videos https://www.youtube.com/watch?v=Bq2XIYP_Hk</a> <a href="https://www.youtube.com/watch?v=Bq2XIYP_Hk">https://www.youtube.com/watch?v=Bq2XIYP_Hk</a>	Flood Maps: of year 2020, 2021



					Regions, Tropical Forest, Migration, Effect Of Climatic Changes Factors affecting the weather Climate and adaptation.	animals of Polar region and tropical forest Ø Graph –Weather data for week in a city of northern India.	<a href="http://com/presentation/d/15iTSD4x1AcxVwYgshBCJ-bKO8XorO9BKIRADrpzcLw/edit#slide=id.g5130210594_0_612">com/presentation/d/15iTSD4x1AcxVwYgshBCJ-bKO8XorO9BKIRADrpzcLw/edit#slide=id.g5130210594_0_612</a> <a href="http://cbseacademic.nic.in/web_material/term/7science.pdf">http://cbseacademic.nic.in/web_material/term/7science.pdf</a> page 60-73	Diagram based question	<a href="http://com/watch?v=SgtYnDedQbM">com/watch?v=SgtYnDedQbM</a> <a href="https://edurev.in/studytube/Chapter-Notes-Chapter-7--Weather-Climate-and-Adaptations-of-Animal--Climate--Class-7th--Science/5c497528-00f8-4535-ba77-724d5900e642_t">https://edurev.in/studytube/Chapter-Notes-Chapter-7--Weather-Climate-and-Adaptations-of-Animal--Climate--Class-7th--Science/5c497528-00f8-4535-ba77-724d5900e642_t</a>
					Adaptation in animals living in the Antarctic region The polar regions The tropical rainforests Migration Global warming				
					Anemometer, Cyclone, Hurricane, Lightning, Tornado, Typhoon, Wind Flow Pattern, Low Pressure, Monsoon Winds, Pressure, Thunder storms Air and pressure Air expands on	Interview eyewitness of people affected by cyclones. Collecting pictures of cyclones, thunderstorms, tornadoes etc. Making an anemometer Activities to show properties of air. Collecting weather reports and analysing them. <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3130999836692971521416">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3130999836692971521416</a>	Work Sheet Quiz Oral testing	Power point presentation 2.E-content 3.Collecting related videos Google forms <a href="https://byjus.com/nce-rt-solutions-class-7-science/chapter-8-winds-storms-and-cyclones/">https://byjus.com/nce-rt-solutions-class-7-science/chapter-8-winds-storms-and-cyclones/</a> <a href="https://www.youtube.com/watch?v=F4ApOc4p-CE">https://www.youtube.com/watch?v=F4ApOc4p-CE</a> <a href="https://www.youtube.com/watch?v=s9ULt359Etk">https://www.youtube.com/watch?v=s9ULt359Etk</a> <a href="https://www.youtube.com/watch?v=5MJYC1KsiTg">https://www.youtube.com/watch?v=5MJYC1KsiTg</a> <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3130986728557772801293">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3130986728557772801293</a>	Cyclone in a Bottle (Source: <a href="https://www.aidr.org.au/media/5267/aidr-cyclone-lessonplan.pdf">https://www.aidr.org.au/media/5267/aidr-cyclone-lessonplan.pdf</a> ) Real-Life Cyclone Story



							heating Wind currents are generate d due to uneven heating on the earth Thunder storms and cyclones How a thunders torm becomes a cyclone Destructi on caused by cyclones Safety measure s against destructi on Anemom eter				
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**HY FIRST WEEK OF OCTOBER. THE ENTIRE SYLLABUS OF TERM WILL BE ASSESSED UPTO SEPTEMBER**

6	TER M 2	OCTOBE R	15	Soil	5.33	8	Soil, Weatheri ng, Soil Teeming With Life, Soil Profile, Humus, Horizon, Types of Soil, Propertie s of Soil, Percolati on, Soil And Crops Soil Profile Soil Types Percolati on Rate of Water in Soil Moisture	Conducts simple investigations to seek answers to queries.Examine different soil samples in order to calculate the percentage of water absorbed and assess moisture absorbing property of soil	To identify the things present in soil samples collected from different area Page 96 To observe the different layers of soil Page 97 To find out which type of soil can be used for making pots, toys and statues Page 99 To find the percolation rate of water through different type of soil Page 100 To observe that the soil contains moisture Page 101 To find out the amount of water absorbed by the soil sample Page 101 Soil Erosion : Engage the class in a hands-on demonstration of soil erosion.	Work Sheet Quiz Oral testing <a href="https://diksha.gov.in/play/collection/do_31310347512270_848011288?contentId=do_31308740186476544013037">https://diksha.gov.in/play/collection/do_31310347512270_848011288?contentId=do_31308740186476544013037</a>	PowerPoint presentation E-content Collected related videos <a href="http://ncert.nic.in/textbook/textbook.htm?gesc1=9-19">http://ncert.nic.in/textbook/textbook.htm?gesc1=9-19</a> <a href="https://www.youtube.com/channel/UCkDw-LPU1Nnd2WRsfNDbUcA?v=0aDaNGhusN8">https://www.youtube.com/channel/UCkDw-LPU1Nnd2WRsfNDbUcA?v=0aDaNGhusN8</a> <a href="https://www.youtube.com/watch?v=ssIEtdNZfGw&amp;list=PLHOGBLPrsnMojtlIhhVwNSyNpJ8co_LS6">https://www.youtube.com/watch?v=ssIEtdNZfGw&amp;list=PLHOGBLPrsnMojtlIhhVwNSyNpJ8co_LS6</a> <a href="https://www.youtube.com/watch?v=DcjzpeP5074">https://www.youtube.com/watch?v=DcjzpeP5074</a> <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do</a>	Textbook question Additional Skill based questions Short answers question Long answer questions Diagram based question	Clay modelling, Planting plants in different types of soil and make a video, To find out the different living organisms in different soil(play ground, garden soil, field, potted plant, road side) and make a video
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							in Soil Absorption of Water by Soil Soil And Crops Soil erosion					<a href="https://dikhsha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31314044771113369616">3131000536515215361295https://dikhsha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31314044771113369616</a>
7	NOVEMBER	23	Respiration in organisms	4	6	<p>Aerobic respiration, Anaerobic respiration, Breathing rate, Cellular respiration, Diaphragm, Exhalation, Gills, Lungs, Inhalation, Spiracles, Tracheae, Ribs, Need of respiration, Breathing in human being, Breathing in other animals, Respiration in plants.</p>	<p>Measures and calculates e.g., temperature; pulse rate. Draws labelled diagrams / flow charts e.g., organ systems. process of respiration in cockroach, earthworm, fish and plants in order to predict consequences of absence of respiratory organs/features, in animals or plants. Define cellular respiration in order to differentiate between aerobic and anaerobic respiration Describe the process of breathing in humans in order to explain the role of nostrils (hair and mucus), trachea, lungs, ribs and diaphragm. Describe the process of respiration in cockroach, earthworm, fish and plants in order to predict consequences</p>	<p>- To observe breathing rate during different physical activities. - To arrange various activities according to the rate of breathing. - To observe the change in the size of chest cavity during breathing. - To understand the mechanism of breathing (pg no 113). - To check the presence of the carbon dioxide in the exhale air.</p>	<p><a href="https://dikhsha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31279913170967756817629">https://dikhsha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31279913170967756817629</a>  <a href="https://dikhsha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31279913186738176017631http://cbseacademic.nic.in/web_material/term/7science.pdf">https://dikhsha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31279913186738176017631http://cbseacademic.nic.in/web_material/term/7science.pdf</a> page81- 83</p>	<p>Textbook question Additional Skill based questions Short answers question Long answer questions Diagram based question</p>	<p><a href="https://dikhsha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31310503772849766412945">https://dikhsha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31310503772849766412945</a>  <a href="https://dikhsha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31310503827346227212600">https://dikhsha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31310503827346227212600</a>  <a href="https://www.youtube.com/watch?v=QGiqFmqYv0Y">https://www.youtube.com/watch?v=QGiqFmqYv0Y</a></p>	



							of absence of respiratory organs/features, in animals or plants.									
							Ammonia, Artery, Blood, Blood vessels, Capillary, Circulatory system, Dialysis, Excretion, Excretory system, Haemoglobin, Heart beat, Kidneys, Phloem, Plasma, Platelets, Pulse, Red blood cell, Root hair, Stethoscope, Sweat, Tissue, Urea, Ureter, Urethra, Uric acid, Urinary bladder, Vein, White blood cell, Xylem, Human circulatory system, Excretion in animal, transportation of substances in plants.	Outline functions carried out by parts of the human circulatory system in order to examine the importance of circulation of oxygen. Recall details/functions of parts of the excretory system. Draws labelled diagrams / flow charts e.g., organ systems. Analyse the implications of intermixing of oxygenated and deoxygenated blood. Process of transport of water, minerals and food in plants in order to differentiate between xylem and phloem. Explain the process of transpiration in order to infer its advantages.								
			Transportation in animals and plants	4	6			<ul style="list-style-type: none"> <li>- To find out the pulse rate of a normal human being.</li> <li>- To construct a stethoscope and find the relation between heart beat and the pulse rate.</li> <li>- To demonstrate transportation of water through the cells.</li> </ul>	<a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131530246622904321614">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131530246622904321614</a>  <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131530247438090241873http://cbseacademic.in/web_material/term/7science.pdf">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131530247438090241873http://cbseacademic.in/web_material/term/7science.pdf</a> page 91-104	<a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131006608483123201593">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131006608483123201593</a>  <a href="https://www.youtube.com/watch?v=24PO7HDthYA">https://www.youtube.com/watch?v=24PO7HDthYA</a>  <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131006699291443201522">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131006699291443201522</a>						Textbook question Additional Skill based questions Short answers question Long answer questions Diagram based question



				Reproduction in plants	4	6	<p>Asexual reproduction, Budding, Embryo, Fertilisation, Fragmentation, Gametes, Hypha, Ovule, Pollen grain, Pollen tube, Pollination, Seed dispersal, Sexual reproduction, Spore, Sporangium, Vegetative propagation, Zygote.</p> <p>Compare the outcomes of sexual reproduction in unisexual plants with those in bisexual plants. Draws labelled diagrams / flow charts e.g., organ systems in human and plants Observe and recall how different types of plants grow new ones in order to differentiate between asexual and sexual modes of reproduction.</p>	<p>- To observe vegetative propagation by stem (Pg no.133)/by buds (Pg no.134). - To observe budding in yeast. - To observe various parts of a stamen and pistel. - To collect seeds that disperse by wind.</p>	<p><a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31279913267760332817637">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31279913267760332817637</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31279913281092812817638">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31279913281092812817638</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31279913302469836817640http://cbseacademic.nic.in/web_material/term/7science.pdf">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31279913302469836817640http://cbseacademic.nic.in/web_material/term/7science.pdf</a> page 110-115</p>	<p>Textbook question Additional Skill based questions Short answers question Long answer questions Diagram based question</p>	<p><a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31310503967608012812671">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31310503967608012812671</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31310504005008588812255">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31310504005008588812255</a></p> <p><a href="https://www.youtube.com/watch?v=6jll71OUeJQ">https://www.youtube.com/watch?v=6jll71OUeJQ</a> (Source: <a href="https://sciencebob.com/blow-up-a-balloon-with-yeast/">https://sciencebob.com/blow-up-a-balloon-with-yeast/</a>)</p>
8	DECEMBER	18	Motion and time	4	6	<p>Bar graph Graphs Non-uniform motion Keywords Oscillation Simple pendulum Speed Time period Uniform motion Unit of time Measurement of time Measurement of Speed Distance - Time graph</p> <p>Derive the mathematical formula to calculate speed in order to compare the speeds of various moving objects (uniform and non-uniform motion). Plots and interprets graphs e.g., distance- time graph Calculate speed or distance or time taken if any two of these three are quantitates are provided Record data for distance covered in fixed intervals of time for a moving</p>	<p>- To determine the time period of simple pendulum - To calculate the speed of a moving ball (Pg No. 148-150). Plotting speed-time graphs for different kinds of motion</p>	<p><a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31279913328620339217524">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31279913328620339217524</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31279913360274227217526">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31279913360274227217526</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31279913380534681617528">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31279913380534681617528</a></p>	<p>Textbook question Additional Skill based questions Short answers question Long answer questions Diagram based question</p>	<p><a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31310504131936256012256">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31310504131936256012256</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131892648891924481111">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131892648891924481111</a></p>	





							object in order to plot a distance-time graph and interpret the shape.					
			Electric current and its effects	4	6	Battery Circuit diagram Electric components Electric bell Electromagnet Fuse Heating effect of current Magnetic effect of current Symbols of Electric Components Heating Effect of Electric Current Magnetic Effect of Electric Current	Translate a circuit with actual components into a circuit diagram. to recall the precautions to be observed while working with electricity. Discuss and appreciate stories of scientific discoveries. Evaluate the role of a fuse wire and MCBs provide forelectrical safety in a circuit. Perform a simple activity to demonstrate the magnetic effect of an electric current. Outline the construction and uses of electromagnets and electric bell.	To make a circuit diagram of an electric circuit. To observe the heating effect of electric current. To observe the heating effect of electric current. To demonstrate the working of an electric fuse. To observe magnetic effect of electric current. To construct an electromagnet Comparing energy efficiency of incandescent bulbs, LEDs and CFLs	<a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131007497681960961924">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131007497681960961924</a>  <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131892649658613761112">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131892649658613761112</a>  <a href="https://www.youtube.com/watch?v=ejfFoUHZuiY">https://www.youtube.com/watch?v=ejfFoUHZuiY</a>	Textbook question Additional Skill based questions Short answers question Long answer questions Diagram based question		
<b>PT II</b>		<b>AFTER THE WINTER BREAK, SYLLABUS COVERED UPTO THE COMMENCEMENT OF THE WINTER BREAK</b>										
JANUARY	24	Light	4	6	Concave lens, Concave mirror, Convex lens, Convex mirror, Erect image, Reflection of Light, Spherical mirror or lenses, Types of	Recall reflection as change in direction of light by polished surfaces/mirrors. Conclude from observations that concave mirror forms real, inverted image at all places except when the object is too close whereas convex mirror is erect,	- To show the reflection of light by a plane mirror (Pg no. 175). - To show that image formed by a plane mirror is virtual and erect (Pg no. 176). Making a refractive telescope Colour Mixer (Additive Colour Mixing) (Source: <a href="http://www.arvindguptatoys.com/toys/colourmixer.html">http://www.arvindguptatoys.com/toys/colourmixer.html</a> )	<a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31308439108061593611717">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31308439108061593611717</a>  <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31308439731985612811084">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31308439731985612811084</a>  <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31310347512270848011288?contentId=do_3131007798029844481785">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131007798029844481785</a>	Textbook question Additional Skill based questions Short answers question Long answer questions Diagram based question	<a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131007798029844481785">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131007798029844481785</a>  <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131007898743521281558">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131007898743521281558</a>  <a href="https://www.youtube.com/watch?v=VUCDShzsDg4&amp;t=37s">https://www.youtube.com/watch?v=VUCDShzsDg4&amp;t=37s</a>		



						mirrors and lenses, Dispersion of light.	virtual & smaller size than the object. images formed by mirrors and lenses, etc., on the basis of their properties Outline the important uses of spherical mirrors & lenses.		<a href="https://www.diksha.gov.in/play/collection/do_31308392265045606412590">848011288?contentId=do_31308392265045606412590</a>					
9					Water : A precious resource	4	6	Aquifer, Depletion, Drip irrigation, Groundwater, Infiltration, Recharge, Water harvesting, Water table. Availability of water, Forms of water, Groundwater, Water Management.	Visualise the percentage of freshwater available on the Earth in order to conclude the need for water conservation. Describe infiltration i.e. seepage of water into the ground in order to define the water table and aquifer Applies learning of scientific concepts in day-to-day life. Analyse the rainfall map of India. Recall the water cycle. Suggest the steps for efficient water management at individual/community level. Suggest the steps for efficient water management at individual/community level.	- To find the amount of water available for human consumption. - To identify the process involved in water cycle.	- <a href="https://www.diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131530249417195521516">https://www.diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131530249417195521516</a> - <a href="https://www.diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131530250088120321517">https://www.diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131530250088120321517</a>		<a href="https://www.diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31314962824915353612454">https://www.diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31314962824915353612454</a> <a href="https://www.diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31314963197002547212920">https://www.diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31314963197002547212920</a> <a href="https://www.youtube.com/watch?v=p52sVcnQAI&amp;t=78s">https://www.youtube.com/watch?v=p52sVcnQAI&amp;t=78s</a>	- Explain water cycle with diagram. - Draw a poster and slogan on water harvesting or Rain water harvesting. - Draw a post card on "Save Water, Save Earth".



						Forest: our life line	4	6	Canopy Crown Decomposers Seed dispersal Soil erosion Understorey Deforestation Humus Regeneration. Forest our wealth, Food Chain, Balance in nature, Conservation of Forest.	Infer reasons for the aerial appearance of forests (as shown in the chapter), in connection with types of trees/shapes of trees. Outline features of forests that are responsible for sustenance of life. Design a forest ecosystem by considering a few plants and methods for treatment of polluted water for reuse, etc. animals and explaining how they support one another.	- To observe and make a list of things which are made from materials obtained from the forest (Pg No. 208). - To observe and identify the various types of trees in your neighbourhood, forest or park. - To observe the decaying matter in warm and moist. - To draw a food chain or a flow chart of food chain/Food web. Trees Make Great Windbreakers Forest Walk <a href="https://ecosystems.psu.edu/youth/sftrc/lesson-plans/forestry">https://ecosystems.psu.edu/youth/sftrc/lesson-plans/forestry</a>	- <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131530251935907841696">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131530251935907841696</a> - <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131530252364677121697">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131530252364677121697</a>	Textbook question Additional Skill based questions Short answers question Long answer questions Diagram based question	(Source: <a href="https://www.fs.usda.gov/Internet/FSE_DOCUMENTS/stelprdb5201734.pdf">https://www.fs.usda.gov/Internet/FSE_DOCUMENTS/stelprdb5201734.pdf</a> ) - <a href="https://www.youtube.com/watch?v=aOn7ybncP14">https://www.youtube.com/watch?v=aOn7ybncP14</a> - <a href="https://www.youtube.com/watch?v=D2Vb8JxJs8">https://www.youtube.com/watch?v=D2Vb8JxJs8</a>	- Draw a poster on Conservation of Forest. - Effects of Deforestation - Prepare a Awareness video on Conservation or Deforestation of Forest.
10		FEBRUARY	23	Waste water story	4	6	Aeration Aerobic /Anaerobic bacteria Biogas Contaminant Sanitation Sewage Sewer Sewerage Sludge Wastewater Water our lifeline Wastewater Treatment	List the uses of water in everyday life in order to identify various source of contamination. Define sewage and list its components in order to identify their points of origin. Perform various processes related to treatment of wastewater in order to describe processes inside a Wastewater Treatment Plant.	To find out the usages of clean water Page 220 To study the nature of sewage in your area To understand the process of waste water treatment plant . Make a flow chart/line diagram of sewage route from all the various sources of generation to the treatment plant Conduct a water contamination survey in order to devise a plan for good sanitation practices and avoidance of contagious diseases. Clean Water Challenge	MCQs <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131530253746831361972">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_3131530253746831361972</a>	<a href="http://cbseacademic.nic.in/web_material/term/7science.pdf">http://cbseacademic.nic.in/web_material/term/7science.pdf</a> page 178-111	<a href="https://youtu.be/Ac_1--sMP6k">https://youtu.be/Ac_1--sMP6k</a> <a href="https://youtu.be/s8IVjQg7yno">https://youtu.be/s8IVjQg7yno</a> <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31308447250123161612390">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_31308447250123161612390</a> <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_313247272713576448112588">https://diksha.gov.in/play/collection/do_31310347512270848011288?contentId=do_313247272713576448112588</a>	Prepare a Sanitation Plan for the Class		
				Revision for session ending exam	6.66	10	Practice sample paper								



1		MARCH	<b>SESSION ENDING EXAM</b>																
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Syllabus for PT - I : nutrition in plants,Nutrition in animals,Fiber to fabric,Heat.

Syllabus for HY : nutrition in plants,Nutrition in animals,Fiber to fabric,Heat,Acid bases and salt,Physical and chemical change,Weather climate and adptation,Wind ,strom and cyclone.

Syllabus for PT -II : Soil,Respiration in organism,Transportation in plants and animals,reproduction in plants,Motion and time,Electric current and its effects.

Syllabus for Session ending Exam (Cumalative): Respiration in organism,Transportation in plants and animals,reproduction in plants,Motion and time,Electric current and its effects,Light,water a precious resourse,Forest our life line,Waste water story

Instructions:

(1)Teachers can decide Chapter wise CCT questions and engage their students as per their convenience.

(2) In every assesment teachers must include 30% CCT type questions .

(3) No part of syllabus (chapter) has been deleted but if teachers wants to ,it has to be done in every section of that school.

(4) Art integrated project should be decide in subject committee meeting and apply it all over the sections of that school.Teachers should inform about the same well in advance to students.

(5) Every teacher should note that content that you select should be related to day to day life during teaching.



### Lesson Plan

Name of the Chapter	NUTRITION IN PLANTS	
Class	VII	
Subject	Science	
Date of Commencement		
Actual date of Completion		
<b>Gist of the Lesson (summary)</b> <ul style="list-style-type: none"><li>➤ Nutrients</li><li>➤ Mode of nutrition in plants</li><li>➤ Autotrophic and heterotrophic mode of nutrition in plants</li><li>➤ Photosynthesis — food making process in plants</li><li>➤ Insectivorous</li><li>➤ Saprotrophs and Saprotrophic</li><li>➤ How nutrients are replenished in the soil?</li></ul>		
<b>Key Words of the chapter:</b> Nutrition, Modes Of Nutrition, Autotrophic Nutrition, Heterotrophic Nutrition, Relishing Nutrients		
<b>Learning Objectives</b> <p>At the end of the chapter students will be able to</p> <ul style="list-style-type: none"><li>➤ The different types of Nutrition in plants.</li><li>➤ Learn and understand autotrophic mode of nutrition and heterotrophic mode of nutrition in plants</li><li>➤ To know the process of photosynthesis</li><li>➤ develop the definition of nutrition and analyze the concept of nutrition</li><li>➤ evolve the concept of saprophytic, parasitic and symbiotic nutrition</li><li>➤ To know about parasitic plants and insectivorous plants</li><li>➤ To know how nutrients are replenished in the soil</li></ul>		



**Activities / Project Planned/ Question Prepared**

To show that sunlight is necessary for photosynthesis (page-30)  
To observe saprophytic fungus by growing bread mold.  
To observe parasitic and insectivorous plants in YouTube  
What nutrients do plant need?  
How can a farmer replenish nutrients from the soil?

**Additional Information / Reference**

NCERT textbooks: <https://ncert.nic.in/textbook.php>  
Google .YouTube , google forms, Kahoot for quiz <https://create.kahoot.it/share/ch-1-nutrition-in-plants/b418c7b3-af0d-4846-b993-4ca3db400ca1> ,Diksha [https://diksha.gov.in/play/collection/do\\_31322176386694348812903?contentId=do\\_31310503234483814412666](https://diksha.gov.in/play/collection/do_31322176386694348812903?contentId=do_31310503234483814412666)

**ICT**

- PowerPoint presentation
- E-content
- Collected related videos <https://youtu.be/Kv0e5usW1w8>
- <https://youtu.be/DaHL6h2yoEU>
- [https://diksha.gov.in/play/collection/do\\_31322176386694348812903?contentId=do\\_31308518095738470411538](https://diksha.gov.in/play/collection/do_31322176386694348812903?contentId=do_31308518095738470411538)
- [https://diksha.gov.in/play/collection/do\\_31322176386694348812903?contentId=do\\_313065469320257536112852](https://diksha.gov.in/play/collection/do_31322176386694348812903?contentId=do_313065469320257536112852)
- education.com
- teacher.org
- pinterest.com

**Class Assignments / Evaluation**

- Instruct different group members to participate in a quiz on topic using Google form/Kahoot
- Ask them to complete the [Task 1](#) in G-suit .
- Instruct Students to Open their G- Suit account and complete all the questions within the time limit assign for the task
- Teacher have to prepared with Rubric checklist to Assess individual students using Google Sheet.
- Ask students to complete the [Task 2](#)

[Responses from students and Grading](#)

- <https://create.kahoot.it/share/ch-1-nutrition-in-plants/b418c7b3-af0d-4846-b993-4ca3db400ca1>
- [https://diksha.gov.in/play/collection/do\\_31322176386694348812903?contentId=do\\_31279858454801612817301](https://diksha.gov.in/play/collection/do_31322176386694348812903?contentId=do_31279858454801612817301)

**Suggested Projects/ Student’s Activity**

**Activity : Leaves prepare starch**

1. Making a terrarium
2. Nitrogen is an essential nutrient for plant growth. But farmer who cultivate pulses as crops like green gram Bengal gram black gram, do not apply nitrogenous fertilizer during cultivation. Why?
3. Diagrammatically describe briefly the process of synthesis of food in green plant.
4. Investigatory project – To study essentiality of minerals and deficiency symptoms of essential minerals on plant growth.

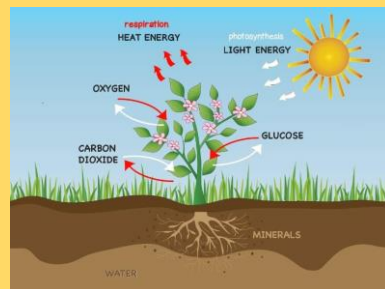
**Art Integrated Activity:**

Prepare a model of insectivorous plants  
To paste the variated leaves in scrap book



**ASSESSMENT**

Text book questions  
Additional skill-based questions  
Diagrams from lesson  
<https://forms.gle/zTy5iskAAPTzpzSA>



**CHECKLIST FOR 'QUIZ'**

DATE:		Group : A/ B/ C/ D		CLASS/SECTION:	
Sl. No.	CRITERIA	YES (1 mark)	NO (No Mark)		
1.	Did the Group was able to develop the conceptual clarity?				
2.	Was the group able to answer all questions in the quiz?				
3.	Was the group able to complete the given task on time?				
4.	All group member participated in the task given?				

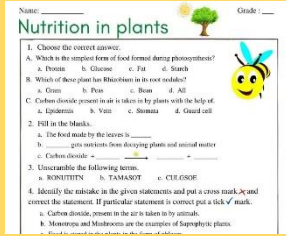
**Learning Outcomes from the whole Chapter**

Concept Clarity  
Group work / Collaboration  
Communication  
Technological skills  
Research skills  
Presentation



**Micro Lesson Plan (Daily Lesson Plan)**

**Chapter 1 NUTRITION IN PLANTS**

<b>Learning Outcomes</b> (what we want the students to know and be able to do)		<ul style="list-style-type: none"> <li>➤ develop the concept of food making process in plants</li> <li>➤ identify the components required and represent the chemical equation of photosynthesis</li> </ul>
<b>Resources needed</b>	Textbook, photosynthesis, plant, algae, internet	
<b>Activity</b>	<b>Duration</b>	
<b>1. Explaining the concepts using Power Point Presentation or other mode of teaching</b>	10-15 mins	<p>To show that leaves prepare food which is stored in the form of starch in the presence of sunlight.</p> <p>Teacher will</p> <ol style="list-style-type: none"> <li>1. Explain the concept of photosynthesis and the raw materials required for it.</li> <li>2. Arrange the materials for the individual</li> <li>3. Make pairs and explain the role of each member of the pair</li> <li>4. Give instructions regarding the activity</li> </ol> <p><a href="https://diksha">https://diksha</a></p>
<b>2. Solving of worksheets by students and discussion on answers/demonstration of experiments.</b>	10 min	<p>Google forms</p> <p><a href="https://diksha">https://diksha</a></p> 
<b>3. Solving questions on the topic discussed</b>	10 min	<p><a href="https://diksha">https://diksha</a>.</p> <p>How will you test the presence of starch in leaves?</p> <p>Write the steps involved in the process of making food by plants.</p> <p>Show with the help of a sketch that plants are the ultimate source of food.</p>
<b>4. Recapitulation of the lesson</b>	5 min	<p>Kahoot -Quiz format</p> <p><a href="https://create.kahoot.it/share/photosynthesis-respiration-grade-7/e0ba3c94-0a73-492c-b501-8f21aa81921f">https://create.kahoot.it/share/photosynthesis-respiration-grade-7/e0ba3c94-0a73-492c-b501-8f21aa81921f</a></p>
<b>Active learning strategies</b>	<u>AIL : To paste the variated leaves in scrap book</u>	
<b>Assessment for learning Competencies</b>	<p>Students will draw the diagram of photosynthesis, stomata</p> <ol style="list-style-type: none"> <li>1. Observation</li> <li>2. Identification and classification</li> <li>3. Remembering skill</li> </ol>	





**KENDRIYA VIDYALAYA SANGATHAN, RAIPUR REGION**

**ACADEMIC PLAN (2021-2022)**

CLASS: VII

SUBJECT: SST

Total Number of Chapters :- 28

SNO	MONTH	NO OF WORKING DAYS	Chapter Number	Name of Chapter	Tentative Number of Hours Available	Tentative Number of Periods Required (40 Minutes/pd.)	Highlights of the General Learning Goals and Core Concepts	Total LO to be covered as per (TRALO)	Teaching Learning Activities	Assessment planning	Assignments	Remark links /url
<b>TERM 1 (15 CHAPTERS)</b>												
1	APRIL	24	H 1	Tracing changes through thousand years	3	5	Students will be able: to understand the changes that occurred during the thousand years.	Relates key historical developments during medieval period occurring in one place with another and describes them in order to reflect on the changes in society during medieval period and compare it with present day time	A free hand outline map of India will be drawn by the students.	key words of the chapter will be questioned in an mcq form.	Map activity (pg 9) live worksheet should be used for immediate learning.	<a href="https://diksha.gov.in/play/collecction/do_31310347512692736011412">https://diksha.gov.in/play/collecction/do_31310347512692736011412</a>
			G 1	Environment	3	5	1. To understand the different components of Natural environment. 2. To know about the problems of human environment	Describes different components of the environment in order to show understanding of the interrelationship between them.	Discuss and share their observations and experiences regarding various aspects of the environment,	Short answer questions will be framed and given to do on their own.	Imagine an ideal environment where you would love to live. Draw the picture of your ideal environment.	<a href="https://diksha.gov.in/play/collecction/do_31310347513120358411457">https://diksha.gov.in/play/collecction/do_31310347513120358411457</a>
			C 1	On Equality	3	5	To understand the concept of equality and challenges of a democratic country	Interprets social, political and economic issues in one's own region with reference to the right to equality	If you were one of the Ansari would you have responded to the suggestion that you change your name? (Group discussion)	True/ false and Fill ups will be framed on the basis of the concept.	certain situations (including inequalities) will be given and asked to write a short story.	<a href="https://diksha.gov.in/play/collecction/do_3131034751359385601732">https://diksha.gov.in/play/collecction/do_3131034751359385601732</a>
2	MAY-JUNE	10	H 2	New Kings and Kingdoms	4	6	The emergence of new dynasties:	Analyses socio-political and economic changes during medieval period in order to compare it with present day time.	Identify the images of different monuments given in the chapter and write any two features of each	A quiz will be planned for the dynasties and their kings	map activity (pg 16).	<a href="https://diksha.gov.in/play/collecction/do_31305607231714099212718?contentId=do_3129911228413296641148">https://diksha.gov.in/play/collecction/do_31305607231714099212718?contentId=do_3129911228413296641148</a>



3	JULY	24	H 3	The Delhi Sultans	4	6	To understand that the transformation of Delhi into a capital that controlled vast areas of the subcontinent	Analyses administrative measures and strategies for military control adopted by different kingdoms, e.g. the Khaljis, Tughluqs and Mughals etc.	map work (pg 35)	<a href="https://diksha.gov.in/resources/play/collection/do_31310347512692736011412?contentType=TextBook">https://diksha.gov.in/resources/play/collection/do_31310347512692736011412?contentType=TextBook</a> this link can be used to mcq	Compare Figures 2, 3, 4 and 5. What similarities and differences do you notice amongst the mosques? (pg 36 and 37)	<a href="https://diksha.gov.in/play/collection/do_31305607231710822412494?contentId=do_3129911228618833921153">https://diksha.gov.in/play/collection/do_31305607231710822412494?contentId=do_3129911228618833921153</a>
			G 2	Inside Our Earth	4	6	1. To understand the layered structure of the earth. 2. To familiarize with types of rocks, their uses and properties.	Identifies major layers of the earth's interior and their characteristics in order to construct a scientific explanation for the changes that take place on the surface of earth	An onion will be opened layered by layer by the students to understand the layers of the earth.	draw a labelled diagram of interior of earth	For fun.(i) What are the minerals most commonly used in the following (pg 11) objects? (ii) Identify some more objects made up of different minerals.	<a href="https://www.youtube.com/watch?v=ulpXju5QsKU">https://www.youtube.com/watch?v=ulpXju5QsKU</a>  <a href="https://diksha.gov.in/play/collection/do_31304278007902208012432?contentId=do_3129911230720983041157">https://diksha.gov.in/play/collection/do_31304278007902208012432?contentId=do_3129911230720983041157</a>
			C 2	Role of government in Health	4	6	To understand that health not only refers to physical health but also the mental and social health.	Explains the roles, functions, salient features of local government and state government in order to differentiate between the two.	Pg( 20 ), a title to the columns will be suggested by the students.	Where do you go when you are ill? Are there any problems that you face? Write a paragraph based on your experience.	make a collage of picture related to health.	<a href="https://diksha.gov.in/play/collection/do_31304278140388147213546?contentId=do_3129911232709672961153">https://diksha.gov.in/play/collection/do_31304278140388147213546?contentId=do_3129911232709672961153</a>
			C 3	How the State Government works	4	6	To understand the organization of the state Government includes the Governor, The State Legislature and the state Council of Ministers	Explains the roles, functions, salient features of local government and state government in order to differentiate between the two. Describes the process of election to the legislative assembly	Dramatisation of Assembly elections.	Providing situations and telling the students to provide the correct word.	Construct a table, similar to the one given for Himachal Pradesh, for your state. Pg 33	<a href="https://diksha.gov.in/play/collection/do_31302286241165312017997?contentId=do_3129911232932495361154">https://diksha.gov.in/play/collection/do_31302286241165312017997?contentId=do_3129911232932495361154</a>
PT I		FIRST WEEK OF AUGUST, SYLLABUS UPTO 31ST OF JULY WILL BE ASSESSED										
4	AUGUST	23	H 4	The Mughal Empire	4	6	Mughals their ancestors and successors	Analyses administrative measures and strategies for military control adopted by different kingdoms, e.g., the Khaljis, and Tughluqs, Mughals, etc. in order to compare and contrast them	A coin of Mughal empire will be made using foil paper.	A quiz will be framed on the content of the chapter.	map work pg 50 Make a list of places annexed by the Mughal emperor (from Akbar to Aurangzeb)	<a href="https://youtu.be/iHUYdnys64Q">https://youtu.be/iHUYdnys64Q</a>  <a href="https://diksha.gov.in/play/collection/do_31302283893699379218163?contentId=do_3129911228783902721154">https://diksha.gov.in/play/collection/do_31302283893699379218163?contentId=do_3129911228783902721154</a>



			<b>H 5</b>	<b>Rulers and Building</b>	4	6	To understand that building temples, mosque and tanks meant to demonstrate the power.	Describes distinctive developments in style and technology used for construction of temples, tombs and mosque with examples.	Trace out planning of your house to construct.	Historical monument based puzzle will be prepared.	A collage of different monuments studied in the chapter and of the concern city will be prepared.	<a href="https://diksha.gov.in/play/collectio n/do_31304278075418214413504?contentId=do_3129911228997058561160">https://diksha.gov.in/play/collectio n/do_31304278075418214413504?contentId=do_3129911228997058561160</a>
			<b>C 4</b>	<b>Growing up as Boys and Girls</b>	3	5	To understand that gender roles refer to how an individual adopts himself to the role prescribed for his or her sex by the society.	Identifies women achievers and their achievements in different fields from various regions of India	Why do you think that men and boys generally do not do housework? Do you think they should?	Make a list of occupation occupied by the girls and boys.	Make a drawing of a street or a park in your neighbourhood. Show the different kinds of activities young boys and girls may be engaged in.	<a href="https://www.youtube.com/watch?v=FOGiARq-slo">https://www.youtube.com/watch?v=FOGiARq-slo</a> <a href="https://diksha.gov.in/play/collectio n/do_31307361013385625612749?contentId=do_3129911233166622721165">https://diksha.gov.in/play/collectio n/do_31307361013385625612749?contentId=do_3129911233166622721165</a>
			<b>G 3</b>	<b>Our Changing Earth</b>	4	6	1. To familiarize with the basics of lithospheric plates and plate tectonics. 2. endogenic forces and exogenic forces.	Explains preventive actions to be undertaken in the event of disasters.	Unscramble the jumbled words. And find the hidden Value from the underlined letters. 1. GCDNEOENI2. IECNTREPE3. TGWRENAEHI	Textbook pg 19 (Q 6)	Prepare models to display different types of landforms	<a href="https://www.youtube.com/watch?v=DjDfZuDDd40">https://www.youtube.com/watch?v=DjDfZuDDd40</a> <a href="https://diksha.gov.in/play/collectio n/do_31302286065104486417835?contentId=do_3129911230900961281158">https://diksha.gov.in/play/collectio n/do_31302286065104486417835?contentId=do_3129911230900961281158</a>
5	SEPTEMBER	24	<b>G 4</b>	<b>Air</b>	4	6	To understand the importance of atmosphere	Analyses factors contributing to pollution in their surroundings and lists measures to prevent it in order to understand how to protect and conserve the environment.	Text book pg 28 and 29 will be assigned.	Diagram practice of layers of atmosphere, wind system and types of rainfall.	Diagram practice of layers of atmosphere, wind system and types of rainfall.	<a href="https://diksha.gov.in/play/collectio n/do_31304278007898931212218?contentId=do_3129911231139921921152">https://diksha.gov.in/play/collectio n/do_31304278007898931212218?contentId=do_3129911231139921921152</a>
			<b>C 5</b>	<b>Women change the world</b>	3	4	To understand the inequality and injustice faced by females	Illustrates contribution of women to different fields with appropriate examples	Text book pg 55	Online MCQ will be conducted.	Write an article on any of the great women and her achievement.	<a href="https://www.youtube.com/watch?v=M8LxHmNFAEo">https://www.youtube.com/watch?v=M8LxHmNFAEo</a> <a href="https://diksha.gov.in/play/collectio n/do_31307361013380710412735?contentId=do_31308511193000345611646">https://diksha.gov.in/play/collectio n/do_31307361013380710412735?contentId=do_31308511193000345611646</a>



			<b>G 5</b>	<b>Water</b>	4	6	1. To understand the classification and distribution of major water bodies. 2. To understand how waves are formed in the ocean or seas when wind blows across the water surface	Shows sensitivity to the need for conservation of natural resources– air, water, energy, flora and fauna - in order to describe how to protect and conserve the environment	rextbook activity pg 32	<a href="https://diksha.gov.in/resources/play/collection/do_31310347513120358411457?contentType=TextBook">https://diksha.gov.in/resources/play/collection/do_31310347513120358411457?contentType=TextBook</a>	List out the causes and solutions to the water scarcity in ones locality.	<a href="https://diksha.gov.in/play/content/do_313256470595485696129806">https://diksha.gov.in/play/content/do_313256470595485696129806</a>
<b>HAL YEARLY EXAM</b>			<b>FIRST WEEK OF OCTOBER. THE ENTIRE SYLLABUS OF TERM WILL BE ASSESSED UPTO SEPTEMBER</b>									
<b>TERM 2 ( 13 CHAPTERS)</b>												
6	OCTOBER	15	H 6	<b>Towns, Traders and crafts persons.</b>	4	6	To be able to examine the difference between founded towns and those that grow as a result of trade	Describes distinctive developments in style and technology used for construction of temples, tombs and mosques with examples in order to analyse it in own vocabulary.	conduct a discussion on lesson-towns, traders and craftspersons to acquaint the students with the medieval trading towns Hampi, Surat and Masulipatnam.	Fill ups, true and false andshort question will be framed .	Make a list oftowns in yourdistrict and try toclassify these asadministrati vecentres or astemple/pilgrimcentres. Map work pg 75	<a href="https://youtu.be/uSv4CwDyjl5">https://youtu.be/uSv4CwDyjl5</a> <a href="https://diksha.gov.in/play/collection/do_31302283893675622418066?contentId=do_3129911229267230721149">https://diksha.gov.in/play/collection/do_31302283893675622418066?contentId=do_3129911229267230721149</a>
			G 6	<b>Natural vegetation and wildlife.</b>	4	6	To understand the factors that influences the natural vegetation of a place	Shows the sensitivity to the need for conservation of natural resources-flora and fauna	group discussion will be conducted on the National parks of India (flora and fauna).	Make a collage of rainforest, grassland and coniferous forests	Look around in yoursurroundings and find out the articlesmade of hard woodand soft wood. • Find out and learnthe names of fewtrees of your locality.	<a href="https://www.youtube.com/watch?v=njE6OE5okHU">https://www.youtube.com/watch?v=njE6OE5okHU</a> <a href="https://diksha.gov.in/play/collection/do_31304320371800473613009?contentId=do_3129911272642478081234">https://diksha.gov.in/play/collection/do_31304320371800473613009?contentId=do_3129911272642478081234</a>
7	NOVEMBER	23	H 7	<b>Tribes, nomads and settled communities</b>	4	6	To understand the societies in the sub-continent which did not follow the social rules and rituals prescribed by the Brahmans called tribal.	Describes, compares and contrasts the livelihood patterns and the geographical condition of the area inhabited, e.g., tribes, nomadic pastoralists and banjaras. In order to explain the relationship between livelihood pattern and geography.	A video of Munda tribe will be shown then a group discussion on the life of tribes.	Poster making on the life of tribal people. (house, ornaments, utencils, cloth etc..)	On a physicalmap of thesubcontinent, identify the areasin which tribalpeople may havelived. Map work pg 93	<a href="https://diksha.gov.in/play/collection/do_31304278075416576013386?contentId=do_3129911229506928641150">https://diksha.gov.in/play/collection/do_31304278075416576013386?contentId=do_3129911229506928641150</a>



			C 6	Understanding Media.	4	6	To understand what is media, what is print media, electronic media and the comparisons of all media and its role.	Examines various forms, etc. Of media - newspapers /TV /electronic media, etc. – in order to explain the functioning of media with appropriate examples.	Take a newspaper and count the number of advertisements in it. Some people say that newspapers have too many advertisements. Do you think this is true and why? Discussion.	online Cross word Puzzle with the help of hints.	Individually, students will make print or electronic media.	<a href="https://diksha.gov.in/play/collection/do_31302286241173504018037?contentId=do_3129911233722777601166">https://diksha.gov.in/play/collection/do_31302286241173504018037?contentId=do_3129911233722777601166</a>
			C 7	Markets around us.	3	4	To understand the markets around us.	Traces how goods travel through various market places in order to differentiate between different kinds of markets	The teacher could write a few words on the board and ask the students to come up with a 'single word' that could be used as a suffix. For example: Vegetable Farmer's Stock Hyper Super	Short Questions will be framed about the types of market and trade process.	Collect the information of markets of the world having distinctive feature... eg Floating market	<a href="https://www.youtube.com/watch?v=vTUTJRQqBNU">https://www.youtube.com/watch?v=vTUTJRQqBNU</a> <a href="https://diksha.gov.in/play/collection/do_31302286241179238418062?contentId=do_3129911233883914241156">https://diksha.gov.in/play/collection/do_31302286241179238418062?contentId=do_3129911233883914241156</a>
			G 7	Human environment Settlement, transport and communication	4	6	understand our dwellings and their types.	Analyses factors contributing to pollution in their surroundings and lists 953 measures to prevent it in order to understand how to protect and conserve the environment	Find out the names of some newspapers and TV news channels in English, Hindi and a regional language	Map work of transport.	Find out the factors responsible for the pollution of environment and suggest the preventive measures.	<a href="https://diksha.gov.in/play/collection/do_31304278007902208012410?contentId=do_3129911231823790081164">https://diksha.gov.in/play/collection/do_31304278007902208012410?contentId=do_3129911231823790081164</a>
8	DECEMBER	18	H 8	Devotional paths to the Divine	4	6	To understand the idea of a supreme god. • To be familiar with the emergence of religious movements	Analyses factors which led to the emergence of new religious ideas and movements (bhakti and sufi)	<a href="https://diksha.gov.in/resources/play/collection/do_31310347512692736011412?contentType=TextBook">https://diksha.gov.in/resources/play/collection/do_31310347512692736011412?contentType=TextBook</a> . By playing this slide the questions will be discussed .	Mcq will be framed.	Find out more about the works of any other saint poet whose compositions have been included in this chapter. Note down few poems written by them.	<a href="https://diksha.gov.in/play/content/do_31280561856022937615518">https://diksha.gov.in/play/content/do_31280561856022937615518</a>
			C 9	A shirt in the Market	4	6	To be able to know about that in markets opportunities are highly unequal.	Traces how goods travel through various market places in order to differentiate between different kinds of markets	Create a flowchart and discuss the steps on an A4 size sheet on the journey of a shirt from a farm to factory.	<a href="https://diksha.gov.in/play/collection/do_3131034751359385601732">https://diksha.gov.in/play/collection/do_3131034751359385601732</a>	Lets recycle the used and wasted rags, bags, face mask etc.....	<a href="https://diksha.gov.in/play/collection/do_31304278140386508813458?contentId=do_3129911234161131521162">https://diksha.gov.in/play/collection/do_31304278140386508813458?contentId=do_3129911234161131521162</a>

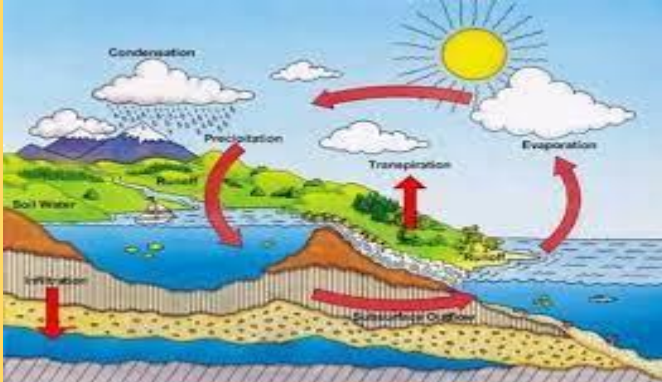


			<b>G 8</b>	<b>Human environment interactions Tropical and subtropical region</b>	3	4	To understand by tropical and sub-tropical areas and the features of both regions	Draw interrelationship between climatic regions and life of people living in different climatic regions of the world, including India	List some handicrafts made from jute, bamboo and silk. An online quiz will be conducted by showing the images of different regions.	Map work pg (63). MCQ will be framed in google form	text book Pg 64 activity. Students will make the video while doing the activity.	<a href="https://diksha.gov.in/play/collectio n/do_31310347513120358411457">https://diksha.gov.in/play/collectio n/do_31310347513120358411457</a> <a href="https://diksha.gov.in/play/content /do_31283254990603878413274">https://diksha.gov.in/play/content /do_31283254990603878413274</a>
<b>PT II</b>		<b>AFTER THE WINTER BREAK, SYLLABUS COVERED UPTO THE COMMENCEMENT OF THE WINTER BREAK</b>										
9	JANUARY	24	<b>H 9</b>	<b>The making of regional cultures</b>	4	6	To understand regional cultures that grew around religious traditions	Analyses administrative measures and strategies for military control adopted by different kingdoms, e.g., the Khiljis, and Tughluqs, Mughals, etc. in order to compare and contrast them	students of different cultural backgrounds will be instructed to speak few sentences in their language.	MCQ based google form.	To make a brochure, recognize the picture and fill the observation table	<a href="https://diksha.gov.in/play/collectio n/do_31304278075418214413480?contentId=do_3129911229909401601151">https://diksha.gov.in/play/collectio n/do_31304278075418214413480?contentId=do_3129911229909401601151</a>
			<b>C 10</b>	<b>Struggles for Equality</b>	3	4	To Understand the true meaning of equality	Interprets social, political and economic issues in one's own region with reference to the right to equality	Listing 10 rules and regulations to be observed by all the students of class	Short questions will be given to write the answers of their own. Off line	<a href="https://diksha.gov.in/resources/play/collectio n/do_3131034751359385601732?contentType=TextBook discussion on the video.">https://diksha.gov.in/resources/play/collectio n/do_3131034751359385601732?contentType=TextBook discussion on the video.</a> <a href="https://diksha.gov.in/play/collectio n/do_3131034751359385601732">https://diksha.gov.in/play/collectio n/do_3131034751359385601732</a>	<a href="https://diksha.gov.in/play/collectio n/do_31302286241162035217982?contentId=do_3129911234400010241157">https://diksha.gov.in/play/collectio n/do_31302286241162035217982?contentId=do_3129911234400010241157</a>
			<b>G 9</b>	<b>Life in the desert</b>	4	6	To understand about the features of two desert regions-The Sahara Desert of Africa and Ladakh of India	Analyses factors that impact development of specific regions	Mind Map (half filled with hints) will be done.	On the map, mark the deserts and describe the life in the Sahara and Ladakh deserts	Question Bank (VSO, SQ AND LQ) will be given	<a href="https://diksha.gov.in/play/collectio n/do_31302286065111040017866?contentId=do_3129911232245186561160">https://diksha.gov.in/play/collectio n/do_31302286065111040017866?contentId=do_3129911232245186561160</a>
10	FEBRUARY	23	<b>H 10</b>	<b>18th century Political formations</b>	5	7	The crisis of the empire and the later Mughals. The ceasing Independence: • The Sikhs • The Marathas • The Jaats	Draws comparisons between policies of different rulers in order to demonstrate evaluation skills.	Students will work in pair and identify the prominent regional Kingdoms who took to armed struggle against the Mughals	MCQ based google form.	Collect popular tales about rulers from any one of the following groups of people: the Rajputs, Jats, Sikhs or Marathas.	<a href="https://diksha.gov.in/play/collectio n/do_31330326017274675217874?contentId=do_3129911230127882241156">https://diksha.gov.in/play/collectio n/do_31330326017274675217874?contentId=do_3129911230127882241156</a>
<b>REVISION FOR THE SESSION ENDING EXAM.</b>												
11	MARCH	<b>SESSION ENDING EXAM</b>										



**Micro Lesson Plan (Daily Lesson Plan)**

**Class: - VII**  
**Subject: - SST**  
**Geography: - Chapter 5:- Water**  
**Unit 1**

<p><b>Learning outcomes</b> (what we want the students to know and be able to do)</p>		<ol style="list-style-type: none"> <li>1. To understand earth is a terrarium.</li> <li>2. To understand the process in water cycle.</li> <li>3. To understand the cause of salinity of the ocean water.</li> </ol>
<p><b>Resources needed</b></p>		<p>E Textbook, A glass of water, some amount of salt, spoon, some plants, pebbles,jar.....(for activity). Students will be informed about the list one day before.</p>
<p><b>Activity</b></p>	<p><b>Time</b></p>	<p><b>Introductory Questions:-</b></p> <ol style="list-style-type: none"> <li>1. Why does the earth does called a blue planet?</li> <li>2. What type of resource water is?</li> <li>3. Students will be told to identify the diagram.</li> </ol>
<p>1. Explaining the concepts using Power Point Presentation or other mode of teaching</p>	<p>10-15 mins</p>	 <p><b>Explanation:-</b></p> <p><a href="https://diksha.gov.in/resources/play/collection/do_31310347513120358411457?contentType=TextBook">https://diksha.gov.in/resources/play/collection/do_31310347513120358411457?contentType=TextBook</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31310347513120358411457">https://diksha.gov.in/play/collection/do_31310347513120358411457</a></p> <ol style="list-style-type: none"> <li>1. The process by which water continually changes its form and circulates between oceans, atmosphere and land is known as the water cycle.</li> <li>2. The World Water Day is celebrated on 22 March.</li> <li>3. Our earth is like a terrarium.</li> <li>4. The major sources of fresh water are the rivers, ponds, springs and glaciers.</li> <li>5. The water of the oceans is salty or saline as it contains large amount of dissolved salts.</li> <li>6. Most of the salt is sodium chloride or the common table salt that we eat.</li> </ol> <p><b>Interesting facts</b></p> <ol style="list-style-type: none"> <li>a) Salinity is the amount of salt in grams present in 1000 grams of water. The average salinity of the oceans is 35 parts per thousand.</li> <li>b) Dead Sea in Israel has salinity of 340 grams per litre of water. Swimmers can float in it because the increased salt content makes it dense.</li> </ol> <p><a href="https://youtu.be/uhXxC4piJ_4">https://youtu.be/uhXxC4piJ_4</a> 4. Making of closed terrarium</p>



2.Solving of worksheets by students and discussion on answers/demonstration of experiments.	10 mins	<ol style="list-style-type: none"><li>1. When is the World Water Day celebrated?</li><li>2. Name some sources of fresh water.</li><li>3. Name the three states of water in which it exists.</li><li>4. Give the reason ocean water is saline</li></ol>
3.Solving questions on the topic discussed	5 to 10 mins	<p><a href="https://diksha.gov.in/resources/play/collection/do_31310347513120358411457?contentType=TextBook">https://diksha.gov.in/resources/play/collection/do_31310347513120358411457?contentType=TextBook</a>. Q1. Do you agree with it , that our earth is a terrarium? <a href="https://diksha.gov.in/resources/play/collection/do_31310347513120358411457?contentType=TextBook">https://diksha.gov.in/resources/play/collection/do_31310347513120358411457?contentType=TextBook</a> MCQ will be asked using the Diksha portal Link.</p>
4.Recapitulation of the lesson	5 mins	
Active learning strategies		<ol style="list-style-type: none"><li>1. Dissolving 2 table spoon of salt in a glass of water.</li><li>2. <a href="https://youtu.be/uhXxC4piJ_4">https://youtu.be/uhXxC4piJ_4</a>. Making of closed terrarium</li><li>3. ART INTEGRATED ACTIVITES CAN BE INCLUDED AS PER THE REQUIREMENT</li></ol>
Assessment for learning		Students will make the well labelled diagram of water cycle.





**KENDRIYA VIDYALAYA SANGATHAN RAIPUR**

**REGION**

**MACRO LESSON PLAN (FOR FORTHNIGHTLY PLANNING)**

**Class :- VII SST**

Chapter 5:- Geography :- Water								
Text	Introductory Lesson Activity	Learning Objective/s	Learning Outcome/s	Active Learning	ICT	Assessment for Learning	Assignment	Competencies
Water	<p><b>INTRODUCTORY QUESTIONS:-</b></p> <ol style="list-style-type: none"> <li>1.Name some of the natural resources.</li> <li>2.Why does the earth called a blue planet?</li> <li>3.What are the uses of water?</li> </ol> <p>Unit wise Explanation of the chapter :-</p> <ol style="list-style-type: none"> <li>1.Explanation of water cycle</li> <li>2.Factors responsible for the water cycle</li> <li>3.The taste of a water differs with its dissolve content</li> <li>4.Explanation of the</li> </ol>	<p>1. Shows sensitivity to the need for conservation of natural resources– air, water, energy, flora and fauna - in order to describe how to protect and conserve the environment.</p> <p>2. To understand the classification and distribution of major water bodies</p>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>• To understand the classification and distribution of major water bodies.</li> <li>• To understand the cause behind the origin of waves tides ocean currents and their effects.</li> <li>• To understand the continuous circulation of water among the hydrosphere, atmosphere and lithosphere called hydrological cycles.</li> </ul> <p>To understand how waves are formed in the ocean or seas when wind blows across the water surface.</p> <ul style="list-style-type: none"> <li>• To understand amount of salt present in the sea water is Salinity.</li> <li>• To understand when the rain water is soaked by ground is called ground water.</li> <li>• To understand that enormous sea waves caused due to undersea earthquake or volcanic eruption which cause tremendous destruction in coastal areas.</li> <li>• To realize the importance of water conservation.</li> </ul>	<p>Students will do these activities during the class</p> <ol style="list-style-type: none"> <li>1.Diagrammatic explanation of water cycle(NCERT Text book Pg. No 30)</li> <li>2. Keeping two glass of water with which salt is added to one of them to taste the water of the two glasses.</li> <li>3. by dropping a stone in a pond or in a pit filled with water to see the formation of waves.</li> </ol> <p>(NCERT Text Book Pg no. 36)</p> <p>(NCERT Text Book Pg no 32)</p> <p>(Activities will be conducted as per the requirement.)</p>	<ol style="list-style-type: none"> <li>1. <a href="https://diksa.gov.in/resources/play/collection/do_31310347513120358411457?contentType=TextBook">https://diksa.gov.in/resources/play/collection/do_31310347513120358411457?contentType=TextBook</a></li> <li>2. <a href="https://diksa.gov.in/resources/play/collection/do_31310347513120358411457?contentType=TextBook">https://diksa.gov.in/resources/play/collection/do_31310347513120358411457?contentType=TextBook</a></li> <li>3. <a href="http://www.youtube.com/watch?v=suaPK5i2fU">www.youtube.com/watch?v=suaPK5i2fU</a></li> </ol>	<p>1.Well labelled diagram of a water cycle will be drawn by the students.</p> <p>2. MCQ will be prepared on the facts about the water.</p> <p><b>Multiple Choice Questions</b></p> <p>1. _____ have calm waters</p> <p>a. Oceans b. Ponds c. Lakes d. Both b and c</p> <p>2. _____ is not a fresh water source.</p> <p>a.River b.Lake c.Glacier d.Ocean</p> <p>3. The following are the types of tides ____</p> <p>a.Spring tide b.Autumn tide c.Neap tide d.Both a and c</p>	<p>1.List out the different methods of water conservation.</p> <p>2. Collect the data of water consumptions in five families in your neighbourhood.</p> <p>(Project based learning-preparation of portfolio.</p> <p>i) Art integrated learning &amp; Sports integrated learning: for teaching and projects.)</p>	<p>Critical thinking</p> <p>Higher order thinking skills</p> <p>Communicate ideas</p>



	<p>distribution of water bodies</p> <p>5. Explanation of the movement of ocean water :- waves, tides and ocean current</p>					<p>4. The areas where the warm and cold currents meets helps in_____</p> <p>a. Getting a good catch</p> <p>b. Navigation</p> <p>c. Both a and b</p> <p>d. None of the above</p> <p>5. _____ is a warm current</p> <p>a. Labrador Ocean Current</p> <p>b. Gulf Stream</p> <p>c. Tsunami</p> <p>d. All of the above</p>		
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# CLASS – VIII



केन्द्रीय विद्यालय संगठन रायपुर संभाग

अकादमिक योजना सत्र: 2021-22

कक्षा - 8

विषय हिन्दी वसंत भाग -3, भारत की खोज

कुल पाठों की संख्या				27 (18+9)	प्रथम सत्र	13 (9+4)	द्वितीय सत्र	14 (9+5)				
क्रमांक	सत्र	माह	कुलकार्य दिवसों की संख्या	वसंतभाग -3/ भारत की खोज / पाठ का नाम	संभावित उपलब्ध घण्टे	अनुमानित आवश्यक कालों की संख्या(40 मिनट/कालखंड)	शिक्षण के लक्ष्य	अधिगम प्रतिफल	शिक्षण अधिगम क्रियाकलाप	आकलन योजना	गृहकार्य/ परियोजना कार्य	संबंधितलिंक
1	अप्रैल	24	ध्वनि	16	7	<p>1. कविता सुनने के बाद सभी विद्यार्थी कविता के अंशों का भावार्थ समझकर प्रश्नों के उत्तर देने में समर्थ होंगे।</p> <p>2. कक्षा में चर्चा करते हुए विद्यार्थियों के श्रवण एवं वाचनकौशल का विकास होगा।</p> <p>3. समूह में बैठे विद्यार्थी मात्राओं को ध्यान में रखते हुए धाराप्रवाह पढ़ने में सक्षम होंगे।</p> <p>4. पाठ का अर्थव्यक्त कर अपना दृष्टिकोण लिख पाने में सक्षम होंगे।</p> <p>5. नींद और आलस्य छोड़कर नवजीवन का संदेश।</p>	<p>1. विभिन्न प्रकारके ध्वनियों को सुनने के अनुभव, किसी वस्तु के स्वाद आदि के अनुभव को अपने ढंग से मौखिक/सांकेतिक भाषा में प्रस्तुत करना</p> <p>2. कविता के माध्यम से किसी भी परिस्थिति में सकारात्मकता का भाव होना।</p> <p>3. मानवीय संवेदना और रचनात्मकता का विकास।</p> <p>4. उत्साहपूर्ण जीवन तथा जागरूकता का महत्त्व।</p>	<p>कविता का सस्वर वाचन/गायन</p>	<p>1. बच्चे कविता का सस्वर पाठ अध्यापक/ अभिभावक को सुनाएँगे। गूगलफॉर्म ( क्विज़ ) के माध्यम से आकलन किया जाएगा।</p> <p>2. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघु उत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया (प्रश्न पी डी एफ फॉर्मेट</p>	<p>1. बसंत ऋतु पर कुछ कविताओं का संकलन तैयार कीजिए।</p> <p>2. विशेषण की परिभाषा लिखते हुए उनके भेद बताइए।</p> <p>3. हमारे देश में छः ऋतुएँ मानी गई हैं, उनका नाम लिखते हुए किसी एक ऋतु का सचित्र वर्णन कीजिए।</p>	<p><a href="https://diks ha.gov.in/play/collection/do_31307361351100006413143?contentId=do_3129911234637496321167">https://diks ha.gov.in/play/collection/do_31307361351100006413143?contentId=do_3129911234637496321167</a></p>	





4.लाख से बनने वाली चीजों के बारे में जानकारी |

व्यक्त करना।

4. रोजगार व स्वरोजगार के अवसरों पर चर्चा करना |

माध्यम से आकलन किया जाएगा।  
3. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघु उत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ फॉर्मेट मेंव्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिसका उत्तर बच्चे शिक्षक/अभिभावक के मार्गदर्शन में लिखेंगे |

अलग कैसे होती है बताओ?  
2. संज्ञा की परिभाषा एवं भेद लिखिए |  
3. पाठ में आये कुछ क्रिया शब्दों को अपनी क्षेत्रीय बोली में लिखिए |  
4. परंपरागत व्यवसायों के बारे में जानकारी एकत्रित कीजिये |

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और अनुकरण वाचन| काठिन्य निवारण और भाव

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3	अहमदनगर का किला	3	<p>1. शुद्ध उच्चारण के साथ पठन कौशल व लेखन कौशल का विकास ।</p> <p>2. जवाहरलाल नेहरु के बारे में जानकारी प्राप्त करेंगे ।</p> <p>3. अहमदनगर का किला के बारे में ऐतिहासिक जानकारी दिए जाएंगे ।</p>	<p>किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिन्दु को खोजेंगे / अनुमान लगाना / निष्कर्ष निकालना ।</p>	<p>विस्तार ऑनलाइन गूगल मीट और गूगल क्लासरूम से</p>	<p><a href="https://youtu.be/VN8ZcBAZq4c">https://youtu.be/VN8ZcBAZq4c</a></p>		
			<p>बच्चों अध्यापक/पालक के मार्गदर्शन में सम्बंधित पाठ का स्वाध्याय करेंगे ।</p> <p>अध्यापक/पालक द्वारा सारांश बताया जाएगा ।</p>	<p>1. छात्र स्वनिर्मित लघु प्रश्नोत्तर लिखेंगे।</p>	<p><a href="https://youtu.be/1PVhM8J5UFw">https://youtu.be/1PVhM8J5UFw</a></p> <p><a href="https://youtu.be/XV3OyGrHUAg">https://youtu.be/XV3OyGrHUAg</a></p> <p><a href="https://diks.ha.gov.in/play/collection/do_31307361360369254415114?contentId=do_312811312952229888111647">https://diks.ha.gov.in/play/collection/do_31307361360369254415114?contentId=do_312811312952229888111647</a></p>			
4	तलाश	4	<p>1. शुद्ध उच्चारण के साथ पठन कौशल व लेखन कौशल का विकास ।</p> <p>2. भारत के सामाजिक, सांस्कृतिक और वैज्ञानिक विरासत से परिचित कराया जाएगा ।</p>	<p>1. किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिन्दु को खोजना / अनुमान लगाना / निष्कर्ष निकालना ।</p> <p>2. भारत की सामाजिक-सांस्कृतिक विविधता और एकता के बारे में जानेंगे ।</p>	<p>बच्चों अध्यापक/पालक को सुनाएँगे ।</p> <p>2. गूगलफॉर्म (क्विज़) के माध्यम से आकलन किया जाएगा।</p> <p>3. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघु उत्तरीय प्रश्नों के माध्यम से पाठ</p>	<p>1. बच्चे पाठ का सार अध्यापक/अभिभावक को सुनाएँगे ।</p> <p>2. गूगलफॉर्म (क्विज़) के माध्यम से आकलन किया जाएगा।</p> <p>3. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघु उत्तरीय प्रश्नों के माध्यम से पाठ</p>	<p>1. 'मेरा भारत महान' विषय पर अनुच्छेद लिखो।</p>	<p><a href="https://youtu.be/KuPDZfbtato">https://youtu.be/KuPDZfbtato</a></p>



5	पत्र-लेखन	3	छात्र औपचारिक तथा अनौपचारिक पत्र के प्रारूप और शैली को समझकर लिख सकेंगे।	वर्तनी की शुद्धता के साथ सही-सही लिखने की योग्यता का विकास और प्रारूप के अनुसार विभिन्न विषयों पर मौलिक पत्र लेखन ।	पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिसका उत्तर बच्चे शिक्षक/अभिभावक के मार्गदर्शन में लिखेंगे ।	<a href="https://youtu.be/A-Znvm0TI_5o">https://youtu.be/A-Znvm0TI_5o</a> <a href="https://diksa.gov.in/play/collection/do_31307361360369254415114?contentId=do_31281131403490099211851">https://diksa.gov.in/play/collection/do_31307361360369254415114?contentId=do_31281131403490099211851</a> <a href="https://youtu.be/aPq-wUhM6FA">https://youtu.be/aPq-wUhM6FA</a>
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10

बस की यात्रा

6.6

7

1. छात्र यातायात के साधनों से परिचित होंगे।
2. पाठ सुनने के बाद सभी विद्यार्थी पाठ के अंशों के प्रश्नों के उत्तर देने में समर्थ होंगे।
3. कठिन शब्दों के उच्चारण का अभ्यास कर सकेंगे।
4. मेरी बस यात्राविषय पर पाँच वाक्य लिखेंगे जिससे लेखन क्षमता का विकास होगा।

1. देखी सुनी घटनाओं/रचनाओं /मुद्दों पर बातचीत को अपने ढंग से आगे बढ़ाना।
2. सरसरी तौर पर किसी पाठ्यवस्तु को पढ़कर उसकी विषय-वस्तु का अनुमान लगाना।
3. विपरीत परिस्थितियों में संतुलन की आवश्यकताका विकास करना।
4. मुहावरों का अर्थ व उनका प्रयोग करना।
5. गद्य की विभिन्नविधाओं से परिचित होना।

उचितउतार- चढ़ाव के साथ पाठ का आदर्श वाचन

और अनुकरण

1. बच्चे व्यंग का सार अध्यापक/ अभिभावक को सुनाएँगे।
2. गूगलफॉर्म ( क्विज़) के माध्यम से आकलन किया जाएगा।
3. आवश्यकतानु सार कार्य प्रपत्र, उचित सम्बन्ध , लघु उत्तरीय प्रश्नों के माध्यम सेपाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिसका उत्तर बच्चे शिक्षक/ अभिभावक के मार्गदर्शन में लिखेंगे।

1. 'सविनय अवज्ञा आन्दोलन ' के बारे में लिखिए।
2. अपनी किसी बस-यात्रा का यात्रा संस्मरण लिखिए।
3. पाठ में आये मुहावरों का अर्थ लिखकर वाक्य बनाइये।



7			अपठित बोध	3	लिखते समय वर्तनी ज्ञान का प्रयोग   कम शब्दों में अपने विचार लिखना	लिखते समय वर्तनी ज्ञान का प्रयोग   कम शब्दों में अपने विचार लिखना	वाचन  काठिन्य निवारण और भाव		<a href="https://www.doe.gov.in/n/do_31307361351100006413143?contentId=do_31281132094806425611876">n/do_31307361351100006413143?contentId=do_31281132094806425611876</a>
							विस्तार ऑनलाइन गूगलमीट और गूगलक्लासरूम से		<a href="https://youtu.be/9odQ8ucUy_M">https://youtu.be/9odQ8ucUy_M</a>
8	जुलाई	26	दीवानों की हस्ती	17.33	5	1. कविता सुनने के बाद सभी विद्यार्थी कविता के अंशों के प्रश्नों के उत्तर देने में समर्थ होंगे	1.कविता में प्रयुक्त कठिन शब्दों को जानना व उनका प्रयोग करना	कविता का सस्वर वाचन/गायन	1. बच्चे कविता का सस्वरपाठ अध्यापक/ अभिभावक को सुनाएँगे   गूगलफॉर्म ( क्विज़ ) के माध्यम से आकलन किया जाएगा।
						2. कक्षा में चर्चा करते हुए विद्यार्थियों के श्रवण व वाचन कौशल का विकास होगा	2.जीवन को उत्साहपूर्ण बनाने तथा कार्य-कुशलता के लिए पारस्परिक सहयोग की भावना		
					3. समूह में बैठे विद्यार्थी मात्राओं को ध्यान में रखते हुए धाराप्रवाह पढ़ने और कविता वाचन में सक्षम होंगे	3. समाज व राष्ट्र के प्रति अपने दायित्वों का निर्वहन व श्रेष्ठ नागरिक गुणों का विकास			समाचार पत्र से एक लेख पढ़कर उससे लघु प्रश्नोत्तर बनाइये।
					4.जीवन में सदा प्रसन्न रहना	4.जीवन में एकला चलो का भाव लेते हुए भलाई का कार्य करते जाना			<a href="https://youtu.be/D0NoONuZi74">https://youtu.be/D0NoONuZi74</a>
					5. कक्षा में पढ़ाई गई कविता का सार अपने शब्दों में लिखेंगे				<a href="https://youtu.be/sUKLFwxA82M">https://youtu.be/sUKLFwxA82M</a>
									<a href="https://youtu.be/SXSEtITIZQ">https://youtu.be/SXSEtITIZQ</a>
									'परोपकार' विषय पर अनुच्छेद लिखिए।



										<p>फॉर्मेट मेंव्हाट्सएप्प या गूगल क्लासरूम के माध्यम सेउपलब्ध करवाया जाएगा ) जिसका उत्तर बच्चे शिक्षक/अभिभावक के मार्गदर्शन में लिखेंगे ।  3. कविता की रिकॉर्डिंग क्लासरूम में भेजें।</p>		<p><a href="https://youtu.be/5YX1VhUPMZ4">https://youtu.be/5YX1VhUPMZ4</a></p>
9				चिट्ठियों की अनूठी दुनिया	6		<p>1.शुद्ध उच्चारण के साथ पठन कौशल व लेखन कौशल का विकास । 2. विभिन्न प्रकार के पत्र -पत्रिकाओं का वाचन और उसका अवबोध । 3. पत्र लेखन के इतिहास से परिचय । 4. औपचारिक एवं अनौपचारिक पत्रों के बारे में समझ विकसित होंगे ।</p>	<p>1. चिट्ठियों के बारे में स्वयं से एक आलेख लिख पाएंगे । 2. पत्रों के माध्यम से अपनी भावनाएं व्यक्त करसकेंगे । 3. समाचार पत्रों और पत्र-पत्रिकाओं केवाचनके प्रति रुचि ।</p>	<p>काठिन्य निवारण और भावग्रहण  ऑनलाइन गूगलमीट और गूगलक्लासरूम से</p>	<p>1. बच्चे निबंध का सार अध्यापक/अभिभावक को सुनाएँगे । 2. गूगलफॉर्म ( क्विज़) के माध्यम से आकलन किया जाएगा। 3.आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघु उत्तरीय प्रश्नों के माध्यम सेपाठ पर</p>	<p>1.संचार के साधनों का सचित्र वर्णन कीजिये। 2.पाठ से 'इक' प्रत्यय वाले शब्द छांट कर लिखिए।</p>	<p><a href="https://youtu.be/G4CSip3x5iQ">https://youtu.be/G4CSip3x5iQ</a></p>





				लिख सकेंगे।			सम्बन्ध , लघु उत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिसका उत्तर बच्चे शिक्षक/अभिभावक के मार्गदर्शन में लिखेंगे ।  3. कविता की रिकॉर्डिंग क्लासरूम में भेजें।	
						काठिन्य निवारण और भावग्रहण  ऑनलाइन गूगलमीट और गूगलक्लासरूम से		<a href="https://youtu.be/Pr1WmMyal-c">https://youtu.be/Pr1WmMyal-c</a>
11		सिन्धु घाटी की सभ्यता	7	1. पाठ को पढ़कर उसका भाव ग्रहण कर सकेंगे। 2. पाठ से संबंधित प्रश्नों के लिखित/मौखिक उत्तर दे सकेंगे। 3. अपनी भाषा में पाठ के बारे में चर्चा	1. किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिन्दु को खोजना / अनुमान लगाना / निष्कर्ष निकालना । 2. सिन्धु घाटी की समृद्धि		1. बच्चे पाठ का सार अध्यापक/ अभिभावक को सुनाएँगे । 2. गूगलफॉर्म (	1. पाठ से छात्र स्वनिर्मित लघु प्रश्नोत्तर लिखेंगे।  <a href="https://diks ha.gov.in/play/collectio n/do 31307 361360369 254415114? contentId=d o 3128113">https://diks ha.gov.in/play/collectio n/do 31307 361360369 254415114? contentId=d o 3128113</a>



[151126241](https://www.kvsraipur.org)  
[2811857](https://www.kvsraipur.org)

<https://youtu.be/A1HgRq1-hcs>

<https://youtu.be/LHnBHxYA8E>

<https://youtu.be/2NWWMnd5hbs>  
[https://youtu.be/DVm79fm\\_FVQ](https://youtu.be/DVm79fm_FVQ)

कर सकेंगे।  
4.सिन्धु घाटी की सभ्यता से परिचित होंगे।

विकसित सभ्यता के बारे में विस्तृत जानकारी प्राप्त कर लेंगे।  
3.वेद,उपनिषद और भारतीय दर्शन से परिचित होंगे।

क्विज़) के माध्यम से आकलन किया जाएगा।  
3.आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध, लघु उत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा) जिसका उत्तर बच्चे शिक्षक/अभिभावक के मार्गदर्शन में लिखेंगे।

'कोरोना लक्षण और बचाव' एवं 'मोबाइल फोन आज की आवश्यकता' पर अनुच्छेद लिखिए।

12

अनुच्छेद लेखन

2

1. छात्र दिए गए विषय पर अपने अनुभव के आधार पर लिख सकेंगे।

वर्तनी की शुद्धता के साथ सही-सही लिखने की योग्यता का विकास

**प्रथम आवधिक परीक्षा : अगस्त के प्रथम सप्ताह में 31 जुलाई तक के पाठ्यक्रम का आकलन किया जाएगा**

13

अगस्त

23

क्या निराश हुआ जाए

15.3  
3

8

1. सहयोग की भावना और आशावादी भाव पर बल देते हुए कक्षा में चर्चा करेंगे।  
2. शुद्ध वर्तनी, उच्चारण।  
3. धाराप्रवाह पठन व मौलिक चिंतन का विकास करना 4. समाज में फैले बुराईयों व

1. जीवन में सफलता प्राप्त करने के लिए आशावादी व सकारात्मक दृष्टिकोण का विकास।  
2. विद्यार्थियों में पारस्परिक सहयोग, समन्वय और

उचित उतार-चढ़ाव के साथ पाठ का आदर्शवाच

1. समाचार पत्र से सकारात्मक समाचारों को पढ़कर कक्षा में सुनाइए।  
2. पाठ से द्वंद्व



14			युगों का दौर	8	भ्रष्टाचार को देखकर निराश नहीं होना चाहिए	मानवीय संवेदना का विकास	न		समास का उदाहरण छांट कर लिखिए।	
					3. जीवन में एकला चलो का भाव लेते हुए भलाई का कार्य करते जाना					
					1. गुप्तकालीन शासन व्यवस्था से परिचित कराया जाएगा	1.समुद्र गुप्त की शासन प्रणाली से परिचय प्राप्त का लेंगे				
15			निबन्ध लेखन	7	2.पाठ को पढ़कर विद्यार्थी दक्षिण-पूर्व एशिया और भारतीय उपनिवेश से परिचित होंगे	2.भारत के प्राचीन रंगमंच और साहित्य से परिचित होंगे			छात्र पाठ से स्वनिर्मित लघु प्रश्नोत्तर लिखेंगे।	<a href="https://youtu.be/aCHTLggtGkM">https://youtu.be/aCHTLggtGkM</a> <a href="https://youtu.be/XAnKfYT9hSY">https://youtu.be/XAnKfYT9hSY</a>
					3.समृद्ध भारतीय कला, संगीत, गणित विज्ञान और साहित्य से परिचित कराया जाएगा					
16	सितम्बर	24	यह सबसे कठिन समय नहीं	16	1. छात्र दिए गए विषय पर अपने अनुभव के आधार पर लिख सकेंगे।	विभिन्न विषयों और उद्देश्यों के लिए लिखते समय उपयुक्त शब्दों, शुद्ध वर्तनी, वाक्य संरचनाओं, उपसर्ग, प्रत्यय, समास आदि का प्रयोग			'मेरे सपनों का भारत' और 'ऑनलाइन कक्षा की उपयोगिता' पर निबंध लिखिए।	<a href="https://youtu.be/6VxfOhqPSc">https://youtu.be/6VxfOhqPSc</a>
					1. कविता सुनने के बाद सभी विद्यार्थी कविताके अंशों के प्रश्नों के उत्तर देने में समर्थ होंगे	1. जीवन में सफलता प्राप्त करने के लिए आशावादी व सकारात्मक दृष्टिकोण का विकास।			1. बच्चे कविता का सस्वरपाठ अध्यापक/ अभिभावक को सुनाएँगे। गूगलफॉर्म ( क्विज़ ) के माध्यम से आकलन किया जाएगा।	
				6	2. कक्षा में चर्चा करते हुए विद्यार्थियों के श्रवणवाचन कौशल का विकास होगा	2.विद्यार्थियों द्वारा कथा निर्माण जिसके आखिरी हिस्से में कठिन परिस्थितियों से जीतने का संदेश हो			2.कविता का सारांश अपने शब्दों में लिखिए।	<a href="https://youtu.be/-Q4BRfUtNb">https://youtu.be/-Q4BRfUtNb</a> <a href="#">o</a>
					3. समूह में बैठे विद्यार्थी मात्राओं को ध्यान में रखते हुए धाराप्रवाह पढ़ने और कविता वाचन में सक्षम होंगे					
					4.जीवन में कठिनाई आने पर सकारात्मक रहना और उसका मुकाबला करना					
					5. कक्षा में पढ़ाई गई कविता का सार अपने शब्दों में लिखेंगे					
							कविता का सस्वर वाचन/गायन		2. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघु उत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ फॉर्मेट में व्हाट्सएप्प या	



17	कबीर की साखियाँ	8	<p>1. कविता का शुद्ध वर्तनी के साथ सस्वर वाचन व कठिन शब्दों का अर्थग्रहण</p> <p>2. कबीरदासजी के बारे में जानकारी प्राप्त करेंगे ।</p> <p>3. क्षेत्रीय भाषाओं के बारे में जानकारी प्राप्त करेंगे ।</p> <p>4. पदों के अर्थ समझकर अपने शब्दों में उसकी व्याख्या करेंगे ।</p> <p>5. ज्ञान प्राप्ति हेतु सतत प्रयत्नशील रहेंगे ।</p>	<p>1. कबीरदासजी के साहित्य और सामाजिक चेतना के बारे में विस्तृत जानकारी प्राप्त कर लेंगे ।</p> <p>2. सामाजिक एवं मानवीय गुणों का विकास करेंगे ।</p> <p>3. अपनी क्षेत्रीय भाषा के प्रति सम्मान की भावना विकसित होगी ।</p>	<p>गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिसका उत्तर बच्चे शिक्षक/अभिभावक के मार्गदर्शन में लिखेंगे ।</p> <p>3. कविता की रिकॉर्डिंग क्लासरूम में भेजें।</p>	<p>काठिन्य निवारण और भावग्रहण</p> <p>ऑनलाइन गूगलमीट और गूगलक्लासरूम से</p>	<p><a href="https://youtu.be/oQEnDsjr6mU">https://youtu.be/oQEnDsjr6mU</a></p>
			<p>1. बच्चे कविता का सस्वरपाठ अध्यापक/अभिभावक को सुनाएँगे । गूगलफॉर्म ( क्विज़ ) के माध्यम से आकलन किया जाएगा।</p> <p>2. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघु उत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित</p>	<p>1. 'कबीर की साखियाँ ' गाकर एक वीडियो बनाइये।</p> <p>2. कबीर के जीवन पर आधारित पॉवरपॉइंट प्रस्तुत कीजिये।</p>	<p><a href="https://youtu.be/ngF88zXnfQ0">https://youtu.be/ngF88zXnfQ0</a></p>		







**अर्धवार्षिक परीक्षा : अक्टूबर माह के प्रथमसप्ताह में 30 सितम्बर तक के पाठ्यक्रम का आकलन किया जाएगा**

20	अक्टूबर	15	कामचोर	10	9	<p>1.शुद्ध उच्चारण के साथ पठन कौशल व लेखन कौशल का विकास  </p> <p>2. पाठ को पढ़कर उन्हें समझकर संबंधित प्रश्नों के उत्तर बोल और लिख पाएंगे  </p> <p>3.अपने पारिवारिक दायित्वों से परिचित होंगे  </p> <p>4. अपने विचारों को भावपूर्ण रूप से रख सकने में सक्षम होंगे  </p> <p>5. सृजनात्मकता का विकास  </p>	<p>1. उचित हाव-भाव के साथ कहानी- कथन कर सकेंगे  </p> <p>2.पारिवारिक जिम्मेदारी का अहसास होगा  </p> <p>3.अपने व्यक्तिगत और सामाजिक कर्तव्यों के प्रति जागरूक होंगे  </p> <p>4. सहयोग व सामंजस्य की भावना विकसित होंगे  </p>	<p>1. बच्चे कहानी का सार अध्यापक/ अभिभावक को सुनाएंगे  </p> <p>2. गूगलफॉर्म ( क्विज़) के माध्यम सेआकलन कियाजाएगा।</p> <p>3. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघु उत्तरीय प्रश्नों के माध्यम सेपाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम सेउपलब्ध करवाया जाएगा ) जिसका उत्तर बच्चे शिक्षक/अभिभावक के मार्गदर्शन में लिखेंगे  </p>	<p>1.पाठ से उपसर्ग छांट कर लिखिए।</p> <p>2.कामचोर कहानी को एकांकी में परिवर्तित कीजिये।</p>	<p><a href="https://youtu.be/L93TyyQQ0v0">https://youtu.be/L93TyyQQ0v0</a></p> <p><a href="https://youtu.be/q1iCjN8AzA">https://youtu.be/q1iCjN8AzA</a></p> <p><a href="https://youtu.be/nLBaY7IKyF4">https://youtu.be/nLBaY7IKyF4</a></p>
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21	नई समस्याएँ	6	<p>1. शुद्ध उच्चारण के साथ पठन कौशल व लेखन कौशल का विकास  </p> <p>2. पाठ को पढ़कर उन्हें समझकर संबंधित प्रश्नों के उत्तर बोल और लिख पाएंगे  </p> <p>3. मुगलकालीन इतिहास से परिचित कराया जाएगा  </p> <p>4. कबीर, गुरुनानक और अमीर खुसरो के सामाजिक व सांस्कृतिक समन्वय से परिचित होंगे  </p>	<p>1. प्रभुत्व के लिए मराठों और अंग्रेजों के संघर्ष जान सकेंगे  </p> <p>2. यांत्रिक उन्नति और रचनात्मक शक्ति में एशिया और यूरोप के बीच अंतर को समझ पाएंगे  </p>	<p>1. बच्चे पाठ का सार अध्यापक/अभिभावक को सुनाएंगे  </p> <p>2. गूगल फॉर्म (क्विज़) के माध्यम से आकलन किया जाएगा  </p> <p>3. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध, लघु उत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा) जिसका उत्तर बच्चे शिक्षक/अभिभावक के मार्गदर्शन में लिखेंगे  </p>	<p>छात्र पाठ से स्वनिर्मित लघु प्रश्नोत्तर लिखेंगे  </p>	<p><a href="https://diks ha.gov.in/pl ay/collectio n/do 31307 361360369 254415114? contentId=d o 3128113 164194693 12111654">https://diks ha.gov.in/pl ay/collectio n/do 31307 361360369 254415114? contentId=d o 3128113 164194693 12111654</a></p>
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22	नवम्बर	23	जब सिनेमा ने बोलना सीखा	15.3 3	7	<p>1. शुद्ध उच्चारण के साथ पठन कौशल व लेखन कौशल का विकास  </p> <p>2. भारतीय सिनेमा और विश्व सिनेमा के बारे में छात्र आपस में चर्चा करेंगे  </p> <p>3. पाठ से संबंधित प्रश्नों के उत्तर देने में सक्षम होंगे  </p> <p>4. उपसर्ग और प्रत्यय के बारे में जानकारी प्राप्त करेंगे  </p>	<p>1. विभिन्न विधाओं में लिखी गई साहित्यिक सामग्री को उचित आरोह-अवरोह और सही गति के साथ पढ़ना और उसका अभिनय करना  </p> <p>2. सामाजिक, सांस्कृतिक एवं राष्ट्रिय मुद्दों की फिल्मों के बारे में जानकारी एकत्रित करना  </p> <p>3. संक्षिप्त पटकथा लेखन व संवाद लेखन करेंगे  </p>	<p>1. बच्चे आलेख का सार अध्यापक/अभिभावक को सुनाएँगे  </p> <p>2. गूगलफॉर्म (क्विज़) के माध्यम से आकलन किया जाएगा  </p> <p>3. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध, लघु उत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा) जिसका उत्तर बच्चे शिक्षक/अभिभावक के मार्गदर्शन में लिखेंगे  </p>	<p>1. पाठ से ऐसे शब्द छांट कर लिखो जिसमें उपसर्ग और प्रत्यय दोनों हों  </p> <p>2. जब आप पहली बार सिनेमा हॉल सिनेमा देखने गए इसका अनुभव लिखिए  </p> <p>3. कोई एक प्रेरणादायी फिल्म की कहानी अपने शब्दों में सुनाओ  </p>	<p><a href="https://youtu.be/wCvEI_Evu0_k">https://youtu.be/wCvEI_Evu0_k</a></p>	
23			सुदामा चरित		7	<p>1. कविता का शुद्ध वर्तनी के साथ सस्वर वाचन व कठिन शब्दों का अर्थग्रहण  </p>	<p>1. अभिमान रहित जीवन और प्रेम व स्नेह की भावना</p>	<p>कविता का सस्वर वाचन/गा</p>	<p>1. बच्चे कविता का सस्वरपाठ अध्यापक/</p>	<p>1. सच्चे मित्र की क्या-क्या विशेषता</p>	<p><a href="https://youtu.be/r7hFYLCICEU">https://youtu.be/r7hFYLCICEU</a></p>



2. श्रीकृष्ण और सुदामा की मित्रता के बारे में जानकारी प्राप्त करेंगे |
3. विभिन्न क्षेत्रीय भाषाओं के बारे में जानकारी प्राप्त करेंगे |
4. पदों के अर्थ समझकर अपने शब्दों में उसकी व्याख्या करेंगे | 5. जीवन में वास्तविक मित्र और उसके महत्व को समझेंगे |

- विकसित होगी |
2. पारिवारिक व सामाजिक संबंधों में प्रगाढ़ता होगी |
  3. सूरदासजी की कृष्ण-भक्ति से भलीभांति परिचित हो पाएँगे |
  4. जीवन में सच्चे मित्र का अर्थ और महत्व समझ पाएँगे |

यन

अभिभावक को सुनाएँगे |  
गूगलफॉर्म ( क्विज़ ) के माध्यम से आकलन किया जाएगा |

2. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघु उत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिसका उत्तर बच्चे शिक्षक/अभिभावक के मार्गदर्शन में लिखेंगे |

3. कविता की रिकॉर्डिंग क्लासरूम में भेजें |

- होनी चाहिए |
2. मित्रता संबंधी दोहों का संकलन कीजिये |
  3. कविता को एकांकी में परिवर्तित कर के उसका अभिनय कीजिये |

काठिन्य  
निवारण  
और  
भावग्रहण

<https://youtu.be/OKki8e7XkiU>

24

जहाँ

5

1. पाठ को पढ़कर उसका भाव ग्रहण कर सकेंगे |

1. नर-नारी में समानता का

1. बच्चे रिपोर्टाज का सार

1. 'महिला सशक्तिक

[https://youtu.be/3\\_NBK](https://youtu.be/3_NBK)





					<p>2.अंग्रेजों के कुशासन और शिक्षा व्यवस्था से परिचय  </p> <p>3. राजा राममोहन रॉय के बारे में जान जायेंगे  </p>	<p>खोजना /अनुमान लगाना /निष्कर्ष निकालना  </p>		<p>सुनाएँगे</p> <p>2. गूगलफॉर्म ( क्विज़) के माध्यम से आकलन कियाजाएगा।</p> <p>3.आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघु उत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ फॉर्मेट मेंव्हाट्सएप्प या गूगल क्लासरूम के माध्यम सेउपलब्ध करवाया जाएगा ) जिसका उत्तर बच्चे शिक्षक/अभिभावक के मार्गदर्शन में लिखेंगे  </p>		<p><a href="https://diksa.gov.in/play/collection/do_31307361360369254415114?contentId=do_312811317031796736111657">https://diksa.gov.in/play/collection/do_31307361360369254415114?contentId=do_312811317031796736111657</a></p>
26	दिसंबर	18	अकबरी लोटा	12	7	<p>1. शुद्ध वर्तनी के साथ पाठ का वाचन  </p> <p>2. उचित हाव-भाव और संवाद-अदायगी के साथ कहानी का मंचन  </p>	<p>1. रोचक मुहावरों, उदाहरणों का प्रयोग करते हुए मजेदार वाक्य निर्माण करेंगे  </p>	<p>1. बच्चे कहानी का सार अध्यापक/अभिभावक को</p>	<p>1. 'अकबरी लोटा' कहानी का एकांकी में</p>	<p><a href="https://youtu.be/fvFbc73muDQ">https://youtu.be/fvFbc73muDQ</a></p>



				<p>3.कल्पनाशीलता का विकास  </p> <p>4.मुसीबत में न घबराना  </p>	<p>2.प्रचलित लोकोक्तियों की सूची तैयार करेंगे  </p>		<p>सुनाएँगे  </p> <p>2. गूगलफॉर्म ( क्विज़) के माध्यम से आकलन कियाजाएगा।</p> <p>3.आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघु उत्तरीय प्रश्नों के माध्यम सेपाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ फॉर्मेट मेंव्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिसका उत्तर बच्चे शिक्षक/अभिभावक के मार्गदर्शन में लिखेंगे  </p>	<p>रूपांतरण कीजिये।</p> <p>2.पाठ में आये मुहावरों का अर्थ एवं वाक्यों में प्रयोग कीजिये।</p>	
27		सूर के पद	7	<p>1. कविता का शुद्ध वर्तनी के साथ सस्वर वाचन व कठिन शब्दों का अर्थग्रहण  </p> <p>2. श्रीकृष्ण की बाललीला के बारे में जानकारी प्राप्त करेंगे  </p> <p>3. विभिन्न क्षेत्रीय भाषाओं के बारे में जानकारी प्राप्त करेंगे  </p> <p>4. पदों के अर्थ समझकर अपने शब्दों में उसकी व्याख्या</p>	<p>1. पर्यायवाची शब्दों की सूची बनाना  </p> <p>2.विपरीतार्थक शब्दों की सूची बनाना  </p> <p>3."मेरी प्यारी माँ"विषय पर</p>	कविता का सस्वर वाचन/गायन	<p>1. बच्चे कविता का सस्वरपाठ अध्यापक/अभिभावक को सुनाएँगे  </p> <p>गूगलफॉर्म ( क्विज़ ) के</p>	<p>1. 'सूर के पद' को गाकर एक वीडियो बनाइये।</p> <p>2. 'सूरदास'</p>	<p><a href="https://youtu.be/zxqt7OHP9LY">https://youtu.be/zxqt7OHP9LY</a></p> <p><a href="https://youtu.be/w ugVWLHfUg">https://youtu.be/w ugVWLHfUg</a></p> <p><a href="https://youtu.be/ANHHrkEROZg">https://youtu.be/ANHHrkEROZg</a></p>





करेंगे |

एक अनुच्छेद लिखना

4. सूरदासजी के अन्य पदों के बारे में जानकारी |

माध्यम से आकलन किया जाएगा।  
2. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध, लघु उत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिसका उत्तर बच्चे शिक्षक/अभिभावक के मार्गदर्शन में लिखेंगे |  
3. कविता की रिकॉर्डिंग क्लासरूम में भेजें।

के जीवन पर पी. पी.टी. बनाइये।

काठिन्य निवारण और भावग्रहण

ऑनलाइन गूगलमीट और गूगलक्ला

<https://youtu.be/JbQk7XKk7pw>

<https://youtu.be/fms0QOrXcmo>



28	अंतिम दौर -2	4	<p>1. गांधीजी के भारत आगमन और उनके विविध कार्यों के बारे में बताया जाएगा  </p> <p>2. गांधीजी के नेतृत्व में कांग्रेस की सक्रियता से परिचय  </p>	<p>1. दक्षिण अफ्रीका से भारत लौटने पर भारतीय समाज में हुए विविध परिवर्तनों को समझ पाएँगे  </p> <p>2. राष्ट्रीय चेतना का विकास होगा  </p>	सरूम से	<p>1. बच्चे पाठ का सार अध्यापक/अभिभावक को सुनाएँगे  </p> <p>2. गूगलफॉर्म (क्विज़) के माध्यम से आकलन किया जाएगा  </p> <p>3. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध, लघु उत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा) जिसका उत्तर बच्चे शिक्षक/अभिभावक के मार्गदर्शन में लिखेंगे  </p>	<p>छात्र पाठ से स्वनिर्मित लघु प्रश्नोत्तर लिखेंगे  </p> <p><a href="https://youtu.be/TgrCufn6_lc">https://youtu.be/TgrCufn6_lc</a></p> <p><a href="https://diksa.gov.in/play/collectio n/do_31307361360369254415114?contentId=do_3131212">https://diksa.gov.in/play/collectio n/do_31307361360369254415114?contentId=do_3131212</a></p>
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[346811924](#)  
[481561](#)

<https://youtu.be/kRK1WjRDkQY>

1.गांधीजी के भारत छोड़ो आन्दोलन के बारे में सामान्य जानकारी देना ।

1.गांधीजी के भारत छोड़ो आन्दोलन के प्रस्ताव और उस दौरान हुए आन्दोलन के बारे में जानेंगे ।

1. बच्चे पाठ का सार अध्यापक/अभिभावक को सुनाएँगे ।  
2. गूगलफॉर्म ( क्विज़) के माध्यम सेआकलनकियाजा एगा।  
3.आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघु उत्तरीय प्रश्नों के माध्यम सेपाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ फॉर्मेट मेंव्हाट्सएप्प या गूगल क्लासरूम के माध्यम सेउपलब्ध करवाया जाएगा ) जिसका उत्तर बच्चे शिक्षक/अभिभावक के मार्गदर्शन में लिखेंगे ।

छात्र पाठ से स्वनिर्मित लघु प्रश्नोत्तर लिखेंगे।

[https://diks ha.gov.in/play/collectio n/do\\_31307361360369254415114?contentId=do\\_3128113178943324](https://diks ha.gov.in/play/collectio n/do_31307361360369254415114?contentId=do_3128113178943324)

29

तनाव

16

6

जनवरी

24



										16111661
30			पानी की कहानी	9	<p>1. शुद्ध उच्चारण के साथ पठन कौशल व लेखन कौशल का विकास।</p> <p>2. पानी के निर्माण के विविध पक्षों से परिचित होंगे।</p> <p>3. जीवन में पानी के महत्व व उपयोगिता से परिचित होंगे</p> <p>4. जलचक्र और जल संरक्षण पर परिचर्चा करेंगे।</p>	<p>1. "पानी की कहानी" के आधार पर पानी के जन्म और जीवन-यात्रा का अपने शब्दों में वर्णन करना।</p> <p>2. क्रिया और कारकों के बारे में जानकारी प्राप्त कर लेंगे।</p> <p>3. जल संरक्षण के उपाय लिखेंगे।</p>		<p>1. बच्चे कहानी का सार अध्यापक/अभिभावक को सुनाएँगे।</p> <p>2. गूगलफॉर्म (क्विज़) के माध्यम से आकलन किया जाएगा।</p> <p>3. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध, लघु उत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा) जिसका उत्तर बच्चे शिक्षक/अभिभावक के मार्गदर्शन में लिखेंगे।</p>	<p>1. 'जल ही जीवन है' विषय पर अनुच्छेद लिखिए।</p> <p>2. क्रिया की परिभाषा एवं प्रकार लिखिए।</p> <p>3. कारक की परिभाषा एवं भेद लिखिए।</p>	<p><a href="https://youtu.be/kfZHdXD0pbl">https://youtu.be/kfZHdXD0pbl</a></p> <p><a href="https://youtu.be/nt5Qmc7T6KE">https://youtu.be/nt5Qmc7T6KE</a></p> <p><a href="https://youtu.be/O28pY">https://youtu.be/O28pY</a></p>



[9lmKCo](https://youtu.be/7lwPefTr368)

<https://youtu.be/7lwPefTr368>

<https://youtu.be/zunLzGc9dMA>

<https://youtu.be/LHiyncxYfaY>

31			बाज और साँप	9	<p>1. श्रवण, वाचन, पठन एवं लेखन कौशल का विकास  </p> <p>2. पाठ को पढ़कर उन्हें समझकर प्रश्नों के उत्तर दे सकेंगे  </p> <p>3. बाज और साँप के जीवन की विषमताओं से परिचित कराना  </p> <p>4. संघर्षशील व सफल व्यक्तियों के बारे में बताया जाएगा  </p>	<p>1. जीवन में साहसिक लोगों के जीवन-चरित्र से प्रेरणा लेंगे  </p> <p>2. कठिनाइयों का सामना करते हुए सफलता प्राप्त करेंगे  </p> <p>3. स्वाभिमानी बनेंगे  </p> <p>4. विभिन्न अर्थों में मुहावरों और प्रत्ययों का प्रयोग करेंगे  </p>	<p>1. बच्चे कहानी का सार अध्यापक/अभिभावक को सुनाएँगे  </p> <p>2. गूगल फॉर्म (क्विज़) के माध्यम से आकलन किया जाएगा  </p> <p>3. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध, लघु उत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा) जिसका उत्तर बच्चे शिक्षक/अभिभावक के मार्गदर्शन में लिखेंगे  </p>	<p>1. अपने क्षेत्र के ख्यातिप्राप्त व्यक्तियों की सूची बनाइये एवं किसी एक व्यक्ति की सफलता की कहानी लिखिए  </p> <p>2. पाठ में आये प्रत्यय शब्दों की सूची बनाइये  </p> <p>3. पक्षी वैज्ञानिक सालिम अली के बारे में पढ़िए  </p>		
32	फरवरी	23	टोपी	15.3 3	7	<p>1. शुद्ध उच्चारण के साथ पठन कौशल व लेखन कौशल का विकास  </p>	<p>1. ग्रामीण व क्षेत्रीय बोली में प्रयुक्त होने वाले शब्दों को</p>	<p>1. बच्चे कहानी का सार अध्यापक/अभिभावक को</p>	<p>1. अपने क्षेत्र के कला-शिल्प के बारे में</p>	



			<p>2. विभिन्न पक्षियों से परिचित होंगे  </p> <p>3. टोपी बनाने की प्रक्रिया को समझेंगे  </p> <p>4. विभिन्न कारीगरों के कार्य व दिनचर्या से परिचित होंगे  </p>	<p>एकत्रित करना  </p> <p>2. अपनी स्थानीय कला /शिल्प का विकास व प्रचार - प्रसार करना  </p>		<p>सुनाएँगे  </p> <p>2. गूगलफॉर्म ( क्विज़) के माध्यम से आकलन किया जाएगा </p> <p>3. आवश्यकतानुसार कार्य प्रपत्र, उचित सम्बन्ध , लघु उत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा (प्रश्न पी डी एफ फॉर्मेट में व्हाट्सएप्प या गूगल क्लासरूम के माध्यम से उपलब्ध करवाया जाएगा ) जिसका उत्तर बच्चे शिक्षक/अभिभावक के मार्गदर्शन में लिखेंगे  </p>	<p>जानकारी इकट्ठा कीजिये </p> <p>2. पाठ से ग्रामीण शब्दों को छांट कर लिखिए एवं अर्थ बताइए </p>	<p><a href="https://youtu.be/DWTB1R2I54">https://youtu.be/DWTB1R2I54</a></p>
33	दो पृष्ठभूमियाँ	7	<p>1. शुद्ध उच्चारण के साथ पठन कौशल व लेखन कौशल का विकास  </p> <p>2. पाठ को पढ़कर समझ विकसित कर सकेंगे  </p> <p>3. भारत छोड़ो आन्दोलन के बारे में बताया जाएगा  </p>	<p>1 आजादी के बाद के भारत की दो पृष्ठभूमियाँ - भारतीय और अंग्रेजी को समझने का प्रयास करेंगे  </p> <p>2. भारत के सामने आने वाली समस्याओं के बारे में विचार कर सकेंगे  </p>			<p>छात्र पाठ से स्वनिर्मित लघु प्रश्नोत्तर लिखेंगे </p>	<p><a href="https://youtu.be/Rr53OXkzxtA">https://youtu.be/Rr53OXkzxtA</a></p> <p><a href="https://diks.gov.in/play/collection/do_31307361360369254415114?contentId=d">https://diks.gov.in/play/collection/do_31307361360369254415114?contentId=d</a></p>





## केन्द्रीय विद्यालय संगठन रायपुर संभाग

मैक्रो पाठ योजना (पाक्षिक पाठ योजना)

कक्षा 2-आठवीं पाठ -लाख की चूड़ियाँ(भाग 3-वसंत)

पाठ	पाठ का प्रस्तावना क्रियाकलाप	अधिगम उद्देश्य	अधिगम प्रतिफल	सक्रिय अधिगमप्रविधि	सूचना और संचार प्रौद्योगिकी स्रोत	अधिगम मूल्यांकन	सौपा गया कार्य	दक्षताएँ
लाख की चूड़ियाँ	<p>प्रस्तावना प्रश्न -:</p> <p>1. गर्मी की छुट्टियों में तुम कहाँ-कहाँ जाते हो?</p> <p>2. महिलाओं द्वारा संजने-संवरने के लिए इस्तेमाल की जाने वाली चीजों के नाम बताओ।</p> <p>3. उन चीजों के नाम बताओ जिनका उपयोग सजावटी सामान बनाने में किया जाता है?</p> <p>4. सौन्दर्य- प्रसाधन के सामान बनाकर बेचने वाले को क्या कहते हैं?</p> <p>लाख, यालाहसंस्कृतके 'लाक्षा' शब्द से व्युत्पन्न समझा जाता है। संभवतः लाखों कीड़ों से उत्पन्न होने के कारण इसका नाम लाक्षा पड़ा था।</p> <p>ख. लाख एक बहुपयोगी प्राकृतिक राल है, जो एक सूक्ष्म कीट का दैहिक स्राव है।</p> <p>ग. लाख के उत्पादन करने के लिए पोषक वृक्षों जैसे कुसूम, पलास व बेर अथवा झाड़ीदार पौधों जैसे भालिया की आवश्यकता पड़ती है।</p> <p>विद्यार्थियों द्वारा बारी-बारी से पाठ वाचन व अपनी समझ अनुसार उनका सारांश।</p> <p>“लाख की चूड़ियाँ” पाठ लाख के कारीगरों की दिनचर्या, ग्रामीण जीवन व मशीनी युग का उनके रोजगार पर प्रभाव और उनकी मजबूरियों का चित्रण करता है।</p>	<p>1. शुद्ध उच्चारण के साथ पठन कौशल व लेखन कौशल का विकास।</p> <p>2. ग्रामीण परिवेश व सामाजिक जीवन प्रणाली से अवगत कराना।</p> <p>3. परंपरागत व्यवसाय के बारे में जानना।</p> <p>4. ग्रामीण उद्योग की समस्याएँ और उनके कामगारों के जीवन से परिचित होना।</p>	<p>1. लाख व इनसे बनने वाली विभिन्न चीजों के बारे में जानकारी एकत्रित करेंगे।</p> <p>2. घरेलू उद्योग - धंधे और बनने वाली चीजों के बारे में जान जायेंगे।</p> <p>3. अपने भावों व विचारों को व्यक्त कर पाएंगे।</p> <p>4. रोजगार व स्वरोजगार के अवसरों पर चर्चा करना।</p> <p>5. लाख की खेती के बारे में जानकारी प्राप्त कर लेंगे।</p>	<p>सभी विद्यार्थी पाठ्यपुस्तक का उचित मात्रा व उच्चारण का प्रयोग करते हुए वाचन करेंगे।</p> <p>लाख से बनी चीजों के बारे में परिचर्चा करेंगे।</p> <p>लघुउत्तरीय प्रश्न - और बहुविकल्पीय प्रश्नों के उत्तर देंगे।</p> <p>कला समेकित परियोजना कार्य - घरेलू अनुपयोगी चीजों से सजावटी सामान / आर्टिफैक्ट बनाओ।</p>	<p><a href="https://diksha.gov.in/play/collection/do_31310347514050150411461?contentId=do_3129911234704261121158">https://diksha.gov.in/play/collection/do_31310347514050150411461?contentId=do_3129911234704261121158</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31307361351100006413143?contentId=do_31307669347958784017710">https://diksha.gov.in/play/collection/do_31307361351100006413143?contentId=do_31307669347958784017710</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31307361351100006413143?contentId=do_31281132046511308811874">https://diksha.gov.in/play/collection/do_31307361351100006413143?contentId=do_31281132046511308811874</a></p> <p><a href="https://youtu.be/Q0eyNYKEX8Q">https://youtu.be/Q0eyNYKEX8Q</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31307361351100006413143?contentId=do_31281132046511308811874">https://diksha.gov.in/play/collection/do_31307361351100006413143?contentId=do_31281132046511308811874</a></p> <p><a href="https://youtu.be/Q0eyNYKEX8Q">https://youtu.be/Q0eyNYKEX8Q</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31307361351100006413143?contentId=do_31281132046511308811874">https://diksha.gov.in/play/collection/do_31307361351100006413143?contentId=do_31281132046511308811874</a></p>	<p>1. पूर्व ज्ञान का मूल्यांकन .</p> <p>2. प्रश्न -उत्तर और मौखिक जाँच</p> <p>3. लिखित परीक्षा -कार्यपत्रक, गूगल फॉर्म</p> <p>4. “लोकल फारवोकल” को केन्द्रित करते हुए एनारा लेखन कीजिए।</p> <p>बहुविकल्पीय प्रश्न -:</p> <p><a href="https://youtu.be/Q0eyNYKEX8Q">https://youtu.be/Q0eyNYKEX8Q</a></p> <p>बहुविकल्पीय प्रश्न दीक्षा एप द्वारा</p> <p><a href="https://diksha.gov.in/play/collection/do_31307361351100006413143?contentId=do_31281132046511308811874">https://diksha.gov.in/play/collection/do_31307361351100006413143?contentId=do_31281132046511308811874</a></p> <ul style="list-style-type: none"> <li>विद्यार्थियों से पाठ से सम्बंधित 5 अति-लघुउत्तरीय और 5 बहु-विकल्पीय प्रश्न निर्माण करवाना।</li> <li>गूगल क्लासरूम पर पाठ सारांश / दैनिक मजदूर के जीवन सम्बन्धी लेख लिखकर मंगाना।</li> <li>परम्परागत व्यवसायों के बारे में जानकारी एकत्रित करने कहना।</li> </ul>	<p>1. लाख से बनी चीजों के चित्र सहित नाम लिखो।</p> <p>2. कला समेकित परियोजना कार्य- घरेलू अनुपयोगी चीजों से सजावटी सामान/ आर्टिफैक्ट बनाओ।</p> <p>3. अपने क्षेत्र में बनाई जाने वाली कुटीर उद्योग की चीजों के प्रचार-प्रसार के लिए कार्ययोजना तैयार कीजिए।</p> <p>4. मशीनी युग से बदलूँ जैसे कामगारों के जीवन में क्या बदलाव आया ? विचार कीजिए।</p>	<p>श्रवणकौशल</p> <p>बोलना</p> <p>पठनकौशल</p> <p>रचनात्मकता</p> <p>उच्च स्तरीय विचारशक्ति</p>





## केन्द्रीय विद्यालय संगठन रायपुर संभाग

माइक्रो पाठ योजना (दैनिक पाठ योजना)

कक्षा 2-हिन्दी पाठ -आठवीं विषय-लाख की चूड़ियाँ(भाग 3-वसंत)

शिक्षक का नाम----- विद्यालय का नाम.....

<p>सीखने का प्रतिफल (जो हम चाहते हैं कि बच्चें जाने और वे उसे कर सकें )</p>		<ol style="list-style-type: none"> <li>1.लाख व इनसे बनने वाली विभिन्न चीजों के बारे में जानकारी एकत्रित करेंगे  </li> <li>2. घरेलू उद्योग धंधे-और बनने वाली चीजों के बारे में जान जायेंगे  </li> <li>3. अपने भावों व विचारों को व्यक्त कर पाएँगे  </li> <li>4. रोजगार व स्वरोजगार के अवसरों पर चर्चा करना  </li> <li>5.लाख की खेती के बारे में जानकारी प्राप्त कर लेंगे  </li> </ol>
<p>आवश्यक संसाधन</p>		<p>ई-पाठ्यपुस्तक ,लाख की चूड़ी , लाख से बनी चीजें , सजावटी सामान पीपीटी, इन्टरनेट वीडियो इत्यादि विद्यार्थियों को कम से कम एक दिन पहले इन चीजों के बारे में बता दिया जाएगा </p>
<p>क्रियाकलाप</p>	<p>समय</p>	<p>शिक्षक द्वारा लाख की खेती, उनसे बनने वाली चीजों के बारे में चर्चा करते हुए कुछ इस प्रकार के प्रस्तावना प्रश्न पूछे जाएंगे:-</p> <ol style="list-style-type: none"> <li>1.गर्मी की छुट्टियों में तुम कहाँ-कहाँ जाते हो?</li> <li>2महिलाओं द्वारा सजने संवरने के लिए इस्तेमाल की जाने वाली चीजों के नाम बताओ?</li> <li>3उन चीजों के नाम बताओ जिनका उपयोग सजावटी सामान बनाने में किया जाता है ?</li> <li>4 सौन्दर्य प्रसाधन बनाकर बेचने वाले को क्या कहते हैं?</li> </ol>
<p>1. पॉवरपॉइंट प्रस्तुति या - अध्यापन के अन्य माध्यम से अवधारणा को समझाना</p>	<p>10-15 मिनट</p>	 

लाख से बनी विभिन्न वस्तुएँ:-



लाख की चूड़ियाँ  
लाख के बने हुए डिब्बे  
गले के हार  
झुमके  
सुंदर पेन  
दवाइयों में व रंगने के लिए भी इस्तेमाल  
होता है।

10मिनट

2.विद्यार्थियों द्वारा कार्यपत्रक हल करना और उत्तरों पर परिचर्चा करना

प्रस्तुतीकरण. 1:- लाख एक बहुपयोगी प्राकृतिक राल है, जो एक सूक्ष्म कीट का दैहिक स्राव है।

.2 लाख, या लाह संस्कृत के 'लाक्षा' शब्द से व्युत्पन्न समझा जाता है। संभवतः लाखों कीड़ों से उत्पन्न होने के कारण इसका नाम लाक्षा पड़ा था।

.3लाख के उत्पादन करने के लिए पोषक वृक्षों जैसे कुसूम, पलास व बेर अथवा झाड़ीदार पौधों जैसे भालिया की आवश्यकता पड़ती है।

.4 हमारे देश में पैदा होने वाली लाख का लगभग 60 प्रतिशत हिस्सा झारखण्ड राज्य से प्राप्त होता है।

3.चर्चा किए गए विषय के प्रश्नों को हल करना

5 से 10  
मिनट

लाख से बनने वाली चीजों , उनके उपयोग, बदलू की दिनचर्या और रोजगार पर चर्चा करेंगे

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<https://youtu.be/Q0eyNYKEX8Q>

ग्रामीण परिवेश की चर्चा करना , बदलू की चारित्रिक विशेषताएँ, बच्चों की बाल-सुलभ व्यवहार, रोजगार स्वरोजगार और और कुटीर उद्योग पर परिचर्चा करना व उससे सम्बंधित बहुविकल्पीय प्रश्न अति लघु उत्तरीय, मौखिक प्रश्न गूगल फॉर्म इत्यादि रूप में परीक्षण, विद्यार्थियों द्वारा उत्तर देना और शिक्षक द्वारा उनका समंवीकरण।

पठित भाग का सारांश के रूप में पुनरावृत्ति परिचर्चा, ऑडियो और वीडियो की प्रस्तुति, विद्यार्थियों द्वारा मौखिक सारांश वाचन।

**रोचकतथ्य\* -:**

बहुविकल्पीय प्रश्न <https://youtu.be/Q0eyNYKEX8Q>

4.पाठ की पुनरावृत्ति

5 मिनट

बहुविकल्पीय प्रश्न दीक्षा एप द्वारा

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सक्रिय अधिगम प्रविधि		1.कला समेकित परियोजना कार्य ,घरेलू अनुपयोगी चीजों से सजावटी सामन/ आर्टिफैक्ट बनाना   2.अपने क्षेत्र में बनाई जाने वाली कुटीर उद्योग की चीजों के प्रचार प्रसारके लिए कार्ययोजना तैयार कीजिए   3.उदाहरण व परिचर्चा
अधिगम मूल्यांकन		1.पूर्व ज्ञान का मूल्यांकन 2.प्रश्न -उत्तर और मौखिक जाँच, गूगल फॉर्म 3.लिखित परीक्षा -कार्यपत्रक, गूगल क्लासरूम में जमा कराना 4. “वोकल फॉर लोकल” को केन्द्रित करते हुए नारा लेखन कीजिए और ऑडियो बनाकर गूगल क्लासरूम में जमा कीजिए
दक्षताएँ		1.श्रवण कौशल 2.वाचन कौशल 3.पठन कौशल 4.रचनात्मकता

हस्ताक्षर शिक्षक

हस्ताक्षर प्राचार्य



**KENDRIYA VIDYALAYA SANGATHAN, RAIPUR REGION**

**ACADEMIC PLAN (2021-2022) VIII – SCIENCE**

CLASS: VIII  
SUBJECT: SCIENCE

Total Number of Chapters :-				18	TERMI	10	TERM 2	8					
S NO	TERM	MONTH	NO OF WORKING DAYS	Unit No./Chapter Number/Name of Chapter	Tentative Number of Hours Available	Tentative Number of Periods Required (40 Minutes/pd.)	Highlights of the General Learning Goals and Core Concepts	Total LO to be covered as per (TRALO)	Teaching learning activities	Assessment	Assignments	ICT	AIL
1	TERM I	APRIL	24	Bridg course	10	15							
		MAY-JUNE	10	Crop production and management	4	6	<b>Agricultural practices, basic practices of crop production, preparation of soil, Agricultural implements, manure and fertilizers, methods of irrigation, protection from weeds, harvesting ,storage of grains, food from animals, Nitrogen fixation, Nitrogen cycle</b>	Compare the advantage of three major tools used for tilling and ploughing to justify the variety of agricultural practices. Distinguish between manure and fertilisers. To identify ways in which nutrients in soil is replenished. Classify the major crops based on the time they are sown in the field to explain the months Kharif and Rabi crops are cultivated .	1.Interaction and discussion with local men farmer about farming. 2.Asking questions related to crops in their village. 3.Pictures of modern and traditional agricultural Tools. Preparation of soil by using plants and animal waste. making as manure, sample of fertilizer brought from market Different sources of water, methods of irrigation Sprinkler system and drip method. Visiting near by garden to know unwanted plants and methods of control by manual , Tilling the soil, uprooting by hands chemical methods. Discussion about the factors affecting the grains like	Worksheets Identification of tools by diagrams. Quiz Oral testing  <a href="https://diksha.gov.in/play/collection/do_31302289110347776018876?contentId=do_3129911244940410881210">https://diksha.gov.in/play/collection/do_31302289110347776018876?contentId=do_3129911244940410881210</a>	To paste the picture of different crops grown in village. Find out the names of the crops that is grown in different season. Prepare compost in your kitchen garden to use.  Stick the pictures of implements and tools used in agriculture.	<a href="http://cbseacademic.nic.in/web_material/term/8science.pdf">http://cbseacademic.nic.in/web_material/term/8science.pdf</a> <a href="https://www.youtube.com/watch?v=TAkDSiHzEHU">https://www.youtube.com/watch?v=TAkDSiHzEHU</a> <a href="https://www.youtube.com/watch?v=WZeNnoGETnI">https://www.youtube.com/watch?v=WZeNnoGETnI</a> <a href="https://www.youtube.com/results?search_query=animal+husbandry+class+8">https://www.youtube.com/results?search_query=animal+husbandry+class+8</a>	Make a decorative items by using grains



							Describe the process of crop rotation to explain ways in which nutrients in soil is replenished.	moisture, insect, rats, microorganisms like bacteria and fungus. storing in jute bags Animal husbandry rearing animals for food number of animals from where we get Food.		Project work S.NO.4 Page NO.15 NCERT TEXTBOOK		
2		JULY	26	Micr o Org anis m:- Frie nds and foe	4	6	About micro-organisms, importance of micro-organisms in our daily life, Habitat of Micro-organisms, classification of micro-organisms, Antibiotics and vaccination of micro-organisms General use of micro-organisms Medicinal use of micro-organisms Antibiotics and vaccination Food poisoning Food preservations Nitrogen cycle	Classifies materials and organisms based on properties-useful and harmful microorganisms.  Knows the methods of preserving food  Knows about nitrogen cycle.	Activity 1 page 9 ncert text book List of some common diseases caused by micro-organisms List of some common plant disease List some preservatives used in our daily life.	FOOD PRESERVATION  <a href="https://diksha.gov.in/play/collection/do_3130_228911033794_5618830?contentId=do_3129_911245129564_161211">https://diksha.gov.in/play/collection/do_3130_228911033794_5618830?contentId=do_3129_911245129564_161211</a>  <a href="https://diksha.gov.in/play/collection/do_3130_228911033794_5618830?contentId=do_3127_987453344235_5217369">https://diksha.gov.in/play/collection/do_3130_228911033794_5618830?contentId=do_3127_987453344235_5217369</a>	<a href="https://youtu.be/rmERthFo9Uo">https://youtu.be/rmERthFo9Uo</a>  Collect the labels from the bottles of jams and jellies. Write down the list of contents printed on the labels.	.Power point presentation.,E-content <a href="https://www.tiwariacademy.com">https://www.tiwariacademy.com</a>



		Synthetic Fibres and plastics	4	6	Types of fibers- Natural and Synthetic, Use of fibers, Advantages and disadvantages of synthetic fibres,Plastics and kinds of plastic, Use of plastics, Plastics and the environment. Difference between Thermoplastics and Thermosetting plastics. General properties of plastics Solution and problem created by plastics	Differentiates materials such as, natural and human made fibres.Properties of fibres.  Knows about types of plastics and its advantage and disadvantage.	.Interaction and discussion about the clothes lunch box water bottle etc. 2.Asking questions related to fibres like plant fibres and animal fibres used in daily life. 3.Piece of cloth to show the fibre and use. Piece of synthetic fibre and its use. Showing sample of plastics like dinner set(melamine)Handle of utensils,carry bags etc. Light ,strong and durable Biodegradable and non-biodegradable. Disposal of plastic waste leads following health and environment hazards:-air pollution, water pollution, soil pollution	<a href="https://diksha.gov.in/play/collec tion/do_31310347515623014411296?contentId =do_31314948849422336012376">https://diksha.gov.in/play/collec tion/do_31310347515623014411296?contentId =do_31314948849422336012376</a>	Activity NO.4 NCERT TEXTBOOK Page NO.42  Write down the different types of synthetic fibres,raw material,proper ties and uses in tabular form.	<a href="https://www.youtube.com/watch?v=Ze0Kc6KWn7U&amp;list=PLCK60xC5wgOj6htnXqvFyDeZZ2Kd0YxeP&amp;index=4">https://www.youtube.com/watch?v=Ze0Kc6KWn7U&amp;list=PLCK60xC5wgOj6htnXqvFyDeZZ2Kd0YxeP&amp;index=4</a>	Prepare any useful thing from waste plastic
3		Materials: Metals and Non metals	5.33	8	Physical difference between metals and non-metals. Ductility and malleability properties of metals. Conductance of heat and electricity in metals. Concept of metal oxides and metal hydroxides. Reactivity of metals and non-metals	Applies learning of scientific concepts in day- to-day life,e.g.,using appropriate metals and non-metals for various purpose.Writes word equation for chemical reactions, e.g., reactions of metals and non-metals with air, water and acids, etc.	Activity 4.5 of NCERT text-book Various practical activities showing them physical and chemical properties of metals and non-metals. Give students certain metals and non-metals and tell them identify them.	<a href="https://diksha.gov.in/play/collec tion/do_31310347515623014411296">https://diksha.gov.in/play/collec tion/do_31310347515623014411296</a>	<a href="http://edudel.nic.in/welcome folder/activities dt_13092017/ science activit y_class_viii.pdf">http://edudel.nic.in/welcome folder/activities dt_13092017/ science activit y_class_viii.pdf</a> Page NO.42 Mitali's grandmother was upset about the blackening of her silverware. Mitali told her not to worry and that she knew how to bring back the shine on the	<a href="https://www.youtube.com/watch?v=3kWUSsYHcl&amp;list=PLCK60xC5wgOj6htnXqvFyDeZZ2Kd0YxeP&amp;index=5">https://www.youtube.com/watch?v=3kWUSsYHcl&amp;list=PLCK60xC5wgOj6htnXqvFyDeZZ2Kd0YxeP&amp;index=5</a>	




silverware.  
You too join in  
to learn how it  
is done.

**PT I FIRST WEEK OF AUGUST, SYLLABUS UPTO 31ST OF JULY WILL BE ASSESSED**

AUGUST	23	Coal and petroleum	5.33	8	Classify natural resources based on their ability to replenish in order to distinguish between inexhaustible and exhaustible natural resources	Makes efforts to protect environment, e.g., using resources judiciously	Take a beaker and fill half of it with water. Put a handful of wheat seeds and stir well. Wait for some time. Page NO.4 NCERT TEXTBOOK. Complete the following word puzzle with the help of clues given below. Page NO.15	<a href="https://diksha.gov.in/play/collec tion/do_31310347515623014411296?contentId=do_31279875244453888017482">https://diksha.gov.in/play/collec tion/do_31310347515623014411296?contentId=do_31279875244453888017482</a> (VERY SHORT ANSWER)	Get an outline map of India. Mark the places in the map where coal, petroleum and natural gas are found. Show the places where petroleum refineries are situated. <a href="http://edudel.nic.in/welcome_folder/activities_dt_13092017/science_activity_class_viii.pdf">http://edudel.nic.in/welcome_folder/activities_dt_13092017/science_activity_class_viii.pdf</a>	<a href="https://diksha.gov.in/play/content/do_3130928913234165761987">https://diksha.gov.in/play/content/do_3130928913234165761987</a>  <a href="https://www.youtube.com/watch?v=H1vZsBCcbqI&amp;list=PLCK60xC5wgOj6htnXqvFyDeZZ2Kd0YxeP&amp;index=6">https://www.youtube.com/watch?v=H1vZsBCcbqI&amp;list=PLCK60xC5wgOj6htnXqvFyDeZZ2Kd0YxeP&amp;index=6</a>	
		Combustion and flame	5.33	8	Differentiate between the type of combustion taking place in gas stove, burning of phosphorus and bursting of fire crackers to assess rapid combustion, spontaneous combustion and explosion	Relates processes and phenomenon with causes, e.g., smog formation with the presence of pollutants in air; deterioration of monuments with acid rain, etc.	<u>List harmful by-products of burning fuel to be aware of its harmful effects on individuals and environment such as global warming and acid rains.</u> <a href="http://cbseacademic.nic.in/manual.html">http://cbseacademic.nic.in/manual.html</a> (Page NO.59)	<a href="https://diksha.gov.in/play/collec tion/do_31310347515623014411296?contentId=do_313149497152143360126">https://diksha.gov.in/play/collec tion/do_31310347515623014411296?contentId=do_313149497152143360126</a>	Find out the number, type and location of fire extinguishers available in your school, near by shops and factories. Write a brief report about the preparedness of these establishments to fight fire.	<a href="https://diksha.gov.in/play/content/do_3130900576884162561109">https://diksha.gov.in/play/content/do_3130900576884162561109</a>  <a href="https://www.youtube.com/watch?v=bxukRMkDNP8&amp;list=PLCK60xC5wgOj6htnXqvFyDeZZ2Kd0YxeP&amp;index=7">https://www.youtube.com/watch?v=bxukRMkDNP8&amp;list=PLCK60xC5wgOj6htnXqvFyDeZZ2Kd0YxeP&amp;index=7</a>	
	SEPTEMBER	24	Conservation of plants and animals	4	6	List causes of deforestation to reflect on its rampant existence despite forest being essential to life. Interpret the importance of Red Data Book to explain why keeping a track of endangered species is important	Classifies organisms based on characteristics. Get knowledge about the flora and fauna exclusive to a particular region to describe the term endemic species	<u>Observe the harmful effects of deforestation leading to soil erosion</u> <a href="http://cbseacademic.nic.in/manual.html">http://cbseacademic.nic.in/manual.html</a> (Page NO.69)	<a href="https://diksha.gov.in/play/collec tion/do_31310347515623014411296?contentId=do_31314950465318092812766">https://diksha.gov.in/play/collec tion/do_31310347515623014411296?contentId=do_31314950465318092812766</a>	<a href="http://edudel.nic.in/welcome_folder/activities_dt_13092017/science_activity_class_viii.pdf">http://edudel.nic.in/welcome_folder/activities_dt_13092017/science_activity_class_viii.pdf</a> Page NO.69 A Tree study	<a href="https://diksha.gov.in/play/content/do_31309290530716876811408">https://diksha.gov.in/play/content/do_31309290530716876811408</a>  <a href="https://www.youtube.com/watch?v=ad69KciMiAM&amp;list=PLCK60xC5wgOj6htnXqvFyD">https://www.youtube.com/watch?v=ad69KciMiAM&amp;list=PLCK60xC5wgOj6htnXqvFyD</a>



												<a href="https://diksha.gov.in/play/content/do_31309294628492902411179">eZZ2Kd0YxeP&amp;index=8</a>	
5			Cell structures and functions	4	6	List the different parts and functions of a typical cell in order to appreciate the unit structure in an organism.	Distinguish between plant and animal cells to explain the function of cell wall. Draws labelled diagram of cell	Activity 8.2 (NCERT TEXTBOOK PAGE NO.62)		<a href="http://edudel.nic.in/welcome_folder/activities_dt_13092017/science_activity_class_viii.pdf">http://edudel.nic.in/welcome_folder/activities_dt_13092017/science_activity_class_viii.pdf</a> Page NO.76 Inside Story 	<a href="https://diksha.gov.in/play/content/do_31309294628492902411179">https://diksha.gov.in/play/content/do_31309294628492902411179</a>  <a href="https://www.youtube.com/watch?v=FrsAJdwbEAA&amp;list=PLCK60xC5wgOj6htnXqvFyDeZZ2Kd0YxeP&amp;index=9">https://www.youtube.com/watch?v=FrsAJdwbEAA&amp;list=PLCK60xC5wgOj6htnXqvFyDeZZ2Kd0YxeP&amp;index=9</a>	Clay model of a cell or  By paper and cardboard cutting	
			Reproduction in animals	4	6	Differentiate between asexual and sexual reproduction in order to list two modes of reproduction. Describe the process of fertilization in order to explain zygote formation.	Explains processes and phenomenon, e.g., reproduction in human and animals.	Classify commonly known animals and plants based on how they reproduce (word puzzle) (Page NO.83)	<a href="http://cbseacademic.nic.in/manual.html">page NO.76,77 http://cbseacademic.nic.in/manual.html</a>	<a href="https://diksha.gov.in/play/content/do_31309292805497651211415">Page NO.80 Stage of Reproduction</a>	<a href="https://diksha.gov.in/play/content/do_31309292805497651211415">https://diksha.gov.in/play/content/do_31309292805497651211415</a>  <a href="https://www.youtube.com/watch?v=QanrEGnHVLM&amp;list=PLCK60xC5wgOj6htnXqvFyDeZZ2Kd0YxeP&amp;index=10">https://www.youtube.com/watch?v=QanrEGnHVLM&amp;list=PLCK60xC5wgOj6htnXqvFyDeZZ2Kd0YxeP&amp;index=10</a>		
<b>HY FIRST WEEK OF OCTOBER. THE ENTIRE SYLLABUS OF TERM WILL BE ASSESSED UPTO SEPTEMBER</b>													
6	TERM 2	OCTOBER	1 Reaching the age of adolescence	4	6	Enumerate different variations that take place in body at puberty to explain the effect of adolescence on changing human body	Challenging myths and taboos regarding adolescence  Knows about the changes taking place during puberty.	Activity 10.2 (NCERT TEXTBOOK PAGE NO.115)	<a href="http://cbseacademic.nic.in/manual.html">page NO.86,87 http://cbseacademic.nic.in/manual.html</a>	Collect newspaper cuttings and information in magazines about HIV/AIDS. Write a one page article of 15 to 20 sentences on HIV/AIDS	<a href="https://diksha.gov.in/play/content/do_31309300524994560011220">https://diksha.gov.in/play/content/do_31309300524994560011220</a>  <a href="https://www.youtube.com/watch?v=yZTkVBaDySc&amp;list=PLCK60xC5wgOj6htnXqvFyDeZZ2Kd0YxeP&amp;index=11">https://www.youtube.com/watch?v=yZTkVBaDySc&amp;list=PLCK60xC5wgOj6htnXqvFyDeZZ2Kd0YxeP&amp;index=11</a>		
7		NOVEMBER	2,3 Force and pressure	4	6	Classify common actions involving motion of object as push or pull in order to define the term force  Relation between	Differentiate examples from daily life where an action causes change in movement or shape due to the contact between two objects in order to define contact forces :contact and non-contact forces.	Discover the direction of pressure applied by liquid when put in a container to conclude that liquids exert pressure on the walls of the container <a href="http://cbseacademic.nic.in/manual.html">http://cbseacademic.nic.in/manual.html</a> (Page NO.101)	<a href="https://diksha.gov.in/play/collecion/do_31310347515623014411296?contentId=do_31314955048945254414466">https://diksha.gov.in/play/collecion/do_31310347515623014411296?contentId=do_31314955048945254414466</a>	.http://edudel.nic.in/welcome_folder/activities_dt_13092017/science_activity_class_viii.pdf Page NO.1,2 The story of magdeberg	<a href="https://diksha.gov.in/play/content/do_31309303271380582411060">https://diksha.gov.in/play/content/do_31309303271380582411060</a>  <a href="https://www.youtube.com/watch?v=AbaZhNdm1fY&amp;list=PLCK60xC5wgOj6htnXqvFy">https://www.youtube.com/watch?v=AbaZhNdm1fY&amp;list=PLCK60xC5wgOj6htnXqvFy</a>		





					pressure ,force and surface area.				hemisphere	<a href="https://www.youtube.com/watch?v=V_T2qeyJn48&amp;list=PLCK60xC5wgOj6htnXqvFyDeZZ2Kd0YxeP&amp;index=13">DeZZ2Kd0YxeP&amp;index=13</a>		
			Friction	4	6	Differentiate between rolling friction and sliding friction in order to explain why ball bearings are employed in machines e.g. bicycle wheels	Analyse situations where resistance is felt while applying force to move a body in order to explain friction force where acts in opposite direction	Activity 12.3 (NCERT TEXTBOOK PAGE NO.149)	<a href="https://diksha.gov.in/play/collection/do_31310347515623014411296?contentId=do_31314955368370176012403">https://diksha.gov.in/play/collection/do_31310347515623014411296?contentId=do_31314955368370176012403</a>	.http://edudel.nic.in/welcome_folder/activities_dt_13092017/science_activity_class_viii.pdf Page NO.35 The tug of war	<a href="https://www.youtube.com/watch?v=V_T2qeyJn48&amp;list=PLCK60xC5wgOj6htnXqvFyDeZZ2Kd0YxeP&amp;index=15">https://www.youtube.com/watch?v=V_T2qeyJn48&amp;list=PLCK60xC5wgOj6htnXqvFyDeZZ2Kd0YxeP&amp;index=15</a>	
			Sound	4	6	Differentiate between frequency and amplitude in order to describe factors responsible for loudness and pitch of the sound List commonly known musical instrument and identify parts that vibrate in order to explain that vibration produces sound	Recall the audible range of sound for humans in order to explain why certain sounds cannot be heard by humans  Harmful effects of noise pollution in order to mitigate it Describe the structure and function of an eardrum in order to explain how humans hear sound	<a href="http://cbseacademic.nic.in/manual.html">Activity 2:Scissors, balloons,2 cell phones,2 transparent glasses, thread,sand.</a> <a href="http://cbseacademic.nic.in/manual.html">http://cbseacademic.nic.in/manual.html</a> (page NO.118 &119)	<a href="http://cbseacademic.nic.in/manual.html">page NO.113,114 http://cbseacademic.nic.in/manual.html</a>	1.If you play a musical instrument, bring it to the class and demonstrate how you play it. 2. Prepare a list of famous Indian musicians and the instruments they play.	<a href="https://www.youtube.com/watch?v=VbBcBCBDScE&amp;list=PLCK60xC5wgOj6htnXqvFyDeZZ2Kd0YxeP&amp;index=16">https://www.youtube.com/watch?v=VbBcBCBDScE&amp;list=PLCK60xC5wgOj6htnXqvFyDeZZ2Kd0YxeP&amp;index=16</a>	if you can play any musical instrument make a video
8	DECEMBER	18	Chemical effects of electric current	4	6	Various changes due to chemical effects.  Electroplating and its applications	Knows about the changes taking place due to chemical effects.  Learns about the application of electroplating.	Take about two teaspoonfuls of distilled water in a clean and dry plastic or rubber cap of a bottle. (You may obtain distilled water from your school science lab. You may also get distilled water from a medical store or a doctor or a nurse). Use the tester to test whether distilled water conducts electricity or not. What do you find? Does distilled water conduct electricity? Now dissolve a pinch of common salt in distilled water. Again test. What do you conclude this time?	<a href="https://diksha.gov.in/play/collection/do_31310347515623014411296?contentId=do_31279877977695846417500">https://diksha.gov.in/play/collection/do_31310347515623014411296?contentId=do_31279877977695846417500</a> (very short answer)	Imagine that you are an 'entrepreneur' and have been provided a loan by a bank to set up a small electroplating unit. What object you would like to electroplate and for what purpose? (Look up the meaning of 'entrepreneur'	<a href="https://www.youtube.com/watch?v=QAifLyzRsk&amp;list=PLCK60xC5wgOj6htnXqvFyDeZZ2Kd0YxeP&amp;index=17">https://www.youtube.com/watch?v=QAifLyzRsk&amp;list=PLCK60xC5wgOj6htnXqvFyDeZZ2Kd0YxeP&amp;index=17</a>	





				Artificial satellite and its applications				My fourth is in BUN and also in FUN My last is in STAR but not in RADAR I am a planet that moves round the Sun.	
		Pollution of air and water	3 . 3	5  Elaborate the formation and effects of acid rain in order to acid rain, etc.explain the reasons for discolouration of the marble of monuments (Taj Mahal)  Diseases caused due to air and water pollution	Describe water pollution in order to assess it as a threat to human beings.	You may have covered your nose while passing a brick kiln emitting smoke or started coughing while walking on a busy road (Fig. 18.1). On the basis of your experience, compare the quality of air at the places given below:(page NO.241 NCERT TEXTBOOK)	<a href="http://cbseacademic.nic.in/manual.html">http://cbseacademic.nic.in/manual.html</a> (page NO.158,159)	Organise a field visit to a river in or around your town with the help of your teachers/parents.(page NO.53 NCERT TEXTBOOK)	<a href="https://www.youtube.com/watch?v=zBK6Ml2apIM&amp;list=PLCK60xC5wgOj6htnXqvFyDeZZ2Kd0YxeP&amp;index=23">https://www.youtube.com/watch?v=zBK6Ml2apIM&amp;list=PLCK60xC5wgOj6htnXqvFyDeZZ2Kd0YxeP&amp;index=23</a>
10	FEBRUARY	Revision for session ending exam							
11	MARCH	<b>SESSION ENDING EXAM</b>							

Syllabus for PT - I : Crop production and improvement, Microorganism : Friends and foe, Synthetic fibers and plastics, Materials : Metals and Non metals.

Syllabus for HY : Crop production and improvement, Microorganism : Friends and foe, Synthetic fibers and plastics, Materials : Metals and Non metals, Coal and petroleum, Combustion and flame, Conservation of plants and animals, Cell structure and function, Reproduction in animals.

Syllabus for PT -II : Reaching the age of adolescence, Force and pressure, Friction, Sound, Chemical effects of current, Some Natural phenomena.

Syllabus for Session ending Exam(Cumulative): Reaching the age of adolescence ,Force and pressure,Friction,Sound,Chemical effects of electric current,Some Natural phenomena,Light,Stars and Solar system,Pollution of air and water.

- Instructions:** (1) Teachers can decide Chapter wise CCT questions and engage their students as per their convenience.  
 (2) In every assesment teachers must include 30% CCT type questions.  
 (3) No part of syllabus (chapter) has been deleted but if teachers wants to, it has to be done in every section of that school.  
 (4) Art integrated project should be decided in subject committee meeting and apply it all over the sections of that school.  
 Teachers should inform about the same well in advance to students.  
 (5) Every teacher should note that content that you select should be related to day to day life during teaching.



**Lesson Plan**

<b>Name of the Chapter</b>	<b>Microorganisms: Friend and Foe</b>	
<b>Class</b>	<b>VIII</b>	
<b>Subject</b>	<b>Science</b>	
<b>Gist of the Lesson (summary)</b> <ul style="list-style-type: none"><li>➤ Classification of micro-organisms</li><li>➤ General use of micro-organisms</li><li>➤ Medicinal use of micro-organisms</li><li>➤ Commercial Use of Microorganisms</li><li>➤ Medicinal Use of Microorganisms</li><li>➤ Antibiotics and vaccination</li><li>➤ Harmful Microorganisms</li><li>➤ Food poisoning</li><li>➤ Food preservations</li></ul>		
<b>Objectives:</b> <b>(At the end of the chapter students will be able to)</b> <ul style="list-style-type: none"><li>➤ Develop conceptual clarity of the chapter</li><li>➤ Know about varieties of microorganisms and their importance in human life</li><li>➤ Understand microorganisms as friend or a foe</li><li>➤ Identify the ways to preserve Food</li><li>➤ Understanding micro-organisms and its importance in our life.</li><li>➤ Explores surrounding and know about different category of micro-organisms.</li><li>➤ Able to identify the structure of micro-organisms.</li><li>➤ Able to know use of micro-organisms in different areas.</li><li>➤ Identify different habitat of micro-organisms.</li></ul>		
<b>Activities / Project Planned/ Question Prepared</b> <ul style="list-style-type: none"><li>● Display the YT video on<ul style="list-style-type: none"><li>○ Types of Microbes</li><li>○ <a href="#">Vaccination - How Do Vaccines Prevent Illness - What Is Immunization</a></li></ul></li><li>● Divide students into 4 groups(10-12 students in each group) and give them different names i.e. A, B, C and D.</li><li>● Ask the Groups to Brainstorm on the video shown</li><li>● Ask the groups to write on learnings from the video using Google Docs</li><li>● Ask group leader to present their learning from this activity</li><li>● Lets students Watch YT video on<ul style="list-style-type: none"><li>○ <a href="#">Pasteurization of milk</a></li><li>○ <a href="#">Flu Attack! How A Virus Invades Your Body</a></li></ul></li><li>● List of Questions given to all groups as home Assignment</li></ul>		

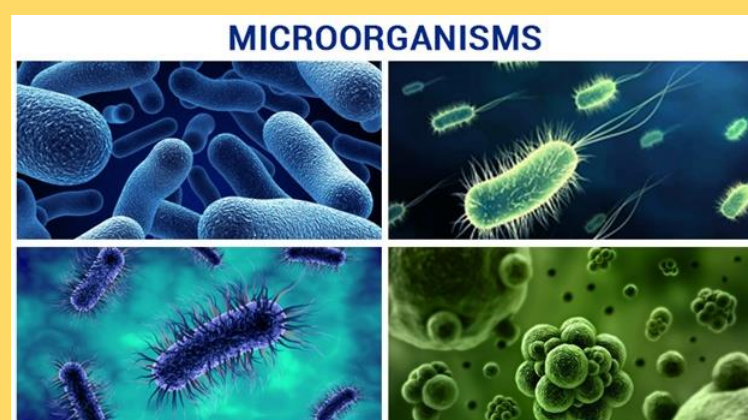


<ul style="list-style-type: none"><li>● Instruct students to do Research on Forest over Wikipedia using Google Search Engine</li><li>● <a href="#">Assign a list of questions</a> to all students to write the answer after research from Textbook and Internet</li></ul>	
<b>ICT</b> <ul style="list-style-type: none"><li>➤ .Power point presentation</li><li>➤ E-content</li><li>➤ Collected related videos</li><li>➤ <a href="https://youtu.be/qO8uyBXY4vo">https://youtu.be/qO8uyBXY4vo</a></li><li>➤ <a href="https://youtu.be/A25vVa5ZjXw">https://youtu.be/A25vVa5ZjXw</a></li><li>➤ <a href="https://youtu.be/ILGh0yzxrHI">https://youtu.be/ILGh0yzxrHI</a></li><li>➤ <a href="https://youtu.be/5DGwOJXSxqg">https://youtu.be/5DGwOJXSxqg</a></li></ul>	
<b>Additional Information / Reference</b> <p>HIV and AIDS, COVID-19, Black fungus</p> <p>Education.com</p> <p>Teacher.org</p> <p>Pinterest.com</p>	
<b>Class Assignments / Evaluation</b> <ul style="list-style-type: none"><li>➤ Instruct different group members to participate in a quiz on topic using Google form</li><li>➤ Ask them to complete the <a href="#">Assignment on</a> Microorganism in Google Lab.</li><li>➤ Instruct Students to Open their G-Suite account and complete all the questions within the time limit assign for Quiz</li><li>➤ Teacher have to prepared with Rubric checklist to Assess individual students using Google Sheet.</li><li>➤ <a href="#">Microorganism (Responses)Comparison sheet</a></li></ul>	
<b>Assessment</b> <ul style="list-style-type: none"><li>➤ Worksheets</li><li>➤ Identification of different types of microorganisms.</li><li>➤ Practice writing answers within stipulated time.</li><li>➤ Quiz</li><li>➤ Text book questions</li><li>➤ Additional skill-based questions</li></ul>	
<b>Art Integrated Activity:</b> <p>Make a cutout of microorganisms</p> <p>Identify the countries affected by COVID-19 in world map</p>	
<b>Suggested project/ students' activity</b> <ol style="list-style-type: none"><li>1. To prepare model of bacteria / virus</li><li>2. To prepare Worksheet on micro-organisms</li></ol>	



3. Scrap book activity- paste any five micro-organisms.	
<p><b>Learning Outcomes from the whole Chapter</b></p> <p>Concept Clarity</p> <p>Group work / Collaboration</p> <p>Communication</p> <p>Technological skills</p> <p>Research skills</p> <p>Presentation</p>	

CHECKLIST FOR 'QUIZ'			
DATE:	Group: A/ B/ C/ D	CLASS/SECTION:	
S.N	CRITERIA	YES (1 mark)	NO (No mark)
1.	Did the Group was able to develop the conceptual clarity?		
2.	Was the group able to answer all questions in the quiz?		
3.	Was the group able to complete the given task on time?		
4.	All group member participated in the task given?		



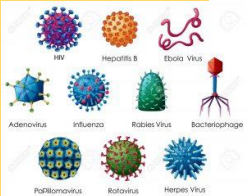
Chapter 2:

Micro Lesson Plan (Daily Lesson Plan)

**Microorganisms: Friend and Foe**

<p><b>Learning Outcomes</b> (what we want the students to know and be able to do)</p>	<ul style="list-style-type: none"> <li>➤ Understanding micro-organisms and its importance in our life.</li> <li>➤ Able to identify the structure of micro-organisms</li> <li>➤ Understanding the nature of microorganisms</li> </ul>
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	➤ To identify the symptoms and classify	
<b>Resources needed</b>	Textbook, microorganisms, microscope, paper cutouts, internet	
<b>Activity</b>	<b>Duration</b>	
<b>1. Explaining the concepts using Power Point Presentation or other mode of teaching</b>	10-15 mins	<p>Introductory questions: How food get spoiled How humans and animals get diseases Classification of micro-organisms</p> <p><a href="#">ddikshs</a> : Comic book</p> 
2. Solving of worksheets by students and discussion on answers/demonstration of experiments.	10 min	<p>Google forms</p> <p><a href="https://create.kahoot.it/share/microorganisms-friend-and-foe/2affbb63-b305-417e-9180-6ac16f06c3e4">https://create.kahoot.it/share/microorganisms-friend-and-foe/2affbb63-b305-417e-9180-6ac16f06c3e4</a></p>
3. Solving questions on the topic discussed	10 min	<ol style="list-style-type: none"> <li>List of some common diseases caused by micro-organisms</li> <li>What is the importance of microorganism in our daily life?</li> <li>Can we see microorganisms with naked eyes?</li> </ol> <p>Text book questions Additional skill-based questions</p>
4. Recapitulation of the lesson	5 min	<p>Kahoot -Quiz format</p> <p><a href="https://create.kahoot.it/share/microorganisms/059abd80-4d95-44ca-90d9-8ea84be81473">https://create.kahoot.it/share/microorganisms/059abd80-4d95-44ca-90d9-8ea84be81473</a></p>
Active learning strategies		<ol style="list-style-type: none"> <li>Collect some moist soil from the field in a beaker and add water to it. What do you see?</li> <li>Take a few drops of water from a pond. Spread on a glass slide and observe through a microscope.</li> <li>AIL :Prepare 3d models of microorganisms using clay, paper.</li> </ol>
Assessment for learning		<ul style="list-style-type: none"> <li>➤ Students will make well labelled diagram of microorganisms.</li> <li>➤ Classify microorganisms into different groups</li> <li>➤ Match the following, MCQs, Fill in the blanks</li> </ul>
Competecies		<ol style="list-style-type: none"> <li>Observation</li> <li>Identification and classification</li> <li>Remembering skills</li> </ol>



**KENDRIYA VIDYALAYA SANGATHAN, RAIPUR REGION**

**ACADEMIC PLAN (2021-2022)**

**CLASS:- VIII (अष्टमी)**

**NCERT TEXT BOOK- रुचिरा भाग-3**

**SUBJECT:-संस्कृत**

**Total Number of Chapters :-  
15**

**TERM I = 8**

**TERM II = 7**

S N	TERM	MONTH S	NO OF WORKING DAYS	Unit No./Chapter Number/Name of Chapter	Tentative Number of Hours Available	Tentative Number of Periods Required (40 Minutes/ pd.)	Highlights of the General Learning Goals and Core Concepts	Total LO to be covered as per (TRALO)	Teaching Learning Activities	Assessment Planning	Assignments	Links / Url
1		अप्रैल	24	प्रथमःपाठः -सुभाषितानि । व्याकरणांशाः- वर्णविचारः, प्रश्ननिर्माणम्, (सप्तककार, किम् शब्द)कारकपरिचयः, पुरुषप्रयोगः ।	8 Hours	12	श्लोकैः नैतिकमूल्यानां परिचयः ।	वर्णविचारः, प्रश्ननिर्माणम्, कारकपरिचयः, पुरुषप्रयोगः । एतेषां पुनरावृत्तिः अभ्यासःच	सस्वरगानम् अनुगानं च । ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प- द्वारा	गूगलफार्मद्वारा पाठाधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	सस्वरं श्लोकान् Record कृत्वा प्रेषणम् ।श्लोकानां लेखनम् स्मरणम् च ।	<a href="https://www.sanskrittutorial.in/class_eight">https://www.sanskrittutorial.in/class_eight</a> <a href="https://www.youtube.com/watch?v=ba6NvY0TDos">https://www.youtube.com/watch?v=ba6NvY0TDos</a> <a href="https://www.youtube.com/watch?v=oyHau3Vquls">https://www.youtube.com/watch?v=oyHau3Vquls</a>
2	<b>TERM 1</b>	मई/जून	10	द्वितीयःपाठः- बिलस्य वाणी न कदापि मे श्रुता । व्याकरणांशाः-संधिः- दीर्घ, गुण, वृद्धिः।	2:40 Hours	4	कथामाध्यमेननैतिक शिक्षा। पञ्चतन्त्रस्य परिचयः।	छात्राःअत्र पदानां सन्धिः सन्धिविच्छेदं च ज्ञास्यन्ति,	आदर्शपाठः, अनुपाठः, पदानां सन्धिःच। ऑनलाइन गूगलक्लासरूम, व्हाट्स एप्प-द्वारा	गूगलफार्मद्वारा पाठाधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	संधिनियमानांस्मारणम् लेखनम् च ।	<a href="https://www.youtube.com/watch?v=doJNTLwrPGQ">https://www.youtube.com/watch?v=doJNTLwrPGQ</a>
3		जुलाई	26	तृतीय पाठः - डिजी- भारतम्। धातुरूपाणि-खाद् धातु (लट्, लृट्, लङ्, लोट्, विधिलिङ् लकाराः)	4 Hours	6	भारतसर्वकारस्य 'डिजिटलइण्डिया' इत्यस्य परिचयः	धातुरूपाणांप्रयोगः अभ्यासश्च ।	आदर्शपाठः, अनुपाठः, डि जी- भारतम्विषय स्यउपरिवादवि वादम्। ऑन लाइन गूगल क्लासरूम,	गूगलफार्मद्वारा पाठाधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google	भारतसर्वकारस्य 'Digital India, विषये पञ्च लेखनम्।	<a href="https://www.youtube.com/watch?v=l4PMb1hF3-c">https://www.youtube.com/watch?v=l4PMb1hF3-c</a>







								व्हाट्स एप्प-द्वारा	Classroom)		
4			चतुर्थः पाठः- सदैव पुरतो निधेहि चरणम् । सन्धिः- यण । (अव्यय प्रयोगः)	4 Hours	6	सन्धिः- यण अव्ययपदानां लोटलकारशब्दानाम् अभ्यासः ।	अव्ययानितेषांप्र योगः। वाक्यरचनायाः अभ्यासः । यणसन्धेः ज्ञानम् ।	सस्वरगानम् अनुगानं च । ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प- द्वारा		सस्वरं गीतम् Record कृत्वा प्रेषणम् ।गीतस्यलेखनम् स्मरणम् च	<a href="https://youtu.be/W3zljK1Sd0s">https://youtu.be/W3zljK1Sd0s</a>  <a href="https://www.youtube.com/watch?v=lupLsS9_DOK">https://www.youtube.com/watch?v=lupLsS9_DOK</a>
<p style="text-align: center;"><b>PT I</b></p> <p style="text-align: center;"><b>FIRST WEEK OF AUGUST, SYLLABUS UPTO 31ST OF JULY WILL BE ASSESSED</b></p>											
5			पञ्चमःपाठः- कण्टकेनैव कण्टकम् । शब्दरूपाणि-मातृ, स्वसृ (ऋकारान्त स्त्री लि.)	4 Hours	6	कथामध्यमेन नैतिकशिक्षा। पञ्चतन्त्रस्यहितोप देशस्य च परिचयः।	मातृ , ऋकारान्तस्त्री लिङ्गशब्दस्य, क्त्वा, तुमुन् प्रत्यययोः प्रयोगः अभ्यासश्च ।	आदर्शपाठः, अनुपाठः, च। ऑनलाइन गूगल क्लासरूम, व्हाट्सएप्प- द्वारा		स्वयमेव पठनम् , गृहे कथा-श्रावणम् च ।	<a href="https://www.youtube.com/watch?v=zx9d4jpDzsw">https://www.youtube.com/watch?v=zx9d4jpDzsw</a>  <a href="https://youtu.be/qeKu_nyszot=54">https://youtu.be/qeKu_nyszot=54</a>
6	अगस्त	23	षष्ठःपाठः- गृहं शून्यं सुतां विना । शब्दरूपाणि- यत् (पुं, स्त्री ,नपुं.लिङ्गेषु )	4 Hours	6	कन्यानांशिक्षा, भ्रूण-हत्यायाः विरोधः ।जनजागरणम् ।	यत्शब्दरूपस्य त्रिषु लिङ्गेषु प्रयोगः अभ्यासश्च ।	आदर्शपाठः, अनुपाठःनाटक स्यअभिनयः, च। ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प- द्वारा	लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	कन्यानांमहत्त्वविषये संस्कृतभाषायांपञ्चवा क्यलेखनम्।	<a href="https://www.youtube.com/watch?v=9rNjT9xbB_w">https://www.youtube.com/watch?v=9rNjT9xbB_w</a>
7	सितम्बर	24	सप्तमः पाठः- भारतजनतासहम्।(कारक, उपपद-विभक्तिपरिचयः)	4 Hours	6	भारतवर्षस्यमाहा त्म्यम्, काव्यस्य रसास्वादनं च ।	कारक-उपपद- विभक्तेःप्रयोगः अभ्यासश्च । संधिविच्छेदः ।	सस्वरगानम्अ नुगानं च । ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प- द्वारा	गूगलफार्मद्वा रा पाठाधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	सस्वरंगीतम् Record कृत्वा प्रेषणम् ।गीतस्य लेखनम् स्मरणम् च	<a href="https://www.youtube.com/watch?v=Ugwa7F3b0oYh">भारतजनता..भाग 01 https://www.youtube.com/watch?v=Ugwa7F3b0oYh</a>  <a href="https://www.youtube.com/watch?v=9vKq8l3cYbQ&amp;t=95s">भारतजनता..भाग 02 https://www.youtube.com/watch?v=9vKq8l3cYbQ&amp;t=95s</a>  <a href="https://youtu.be/TZh8pA3a1V8">https://youtu.be/TZh8pA3a1V8</a>



8			अष्टमः पाठः- संसारसागरस्य नायकाः । (प्रत्ययाः - क्त्वा, तुमुन्, ल्यप्)	4 Hours	6	वास्तुकाराणां शिल्पीनां च विषये परिचयः ।	क्त्वा, तुमुन्, ल्यप् प्रत्ययानां प्रयोगः अभ्यास श्च ।	आदर्शपाठः, अनुपाठः, च। ऑनलाइन गूगल क्लासरूम, व्हाट्सएप्प- द्वारा		क्त्वा, तुमुन्, ल्यप् प्रत्ययपदानां पाठात् चयनं कृत्वा लेखनम् ।	<a href="https://www.youtube.com/watch?v=0RrqaVOpwvA">https://www.youtube.com/watch?v=0RrqaVOpwvA</a>
<b>FIRST WEEK OF OCTOBER. SYLLABUS FROM APRIL UPTO SEPTEMBER WILL BE ASSESSED.</b>											
<b>HY</b>											
9	अक्टूबर	15	नवमः पाठः- सप्तभगिन्यः। धातुरूपाणि-इष (इच्छा) (लट्, लृट्, लङ्, लोट्, विधिलिङ्लकाराः)	2:40 Hours	4	पूर्वोत्तर- सप्त- राज्यानां वि षये परिचयः ।	इषधातुरूपस्य पञ्चलकारेषु प्रयोगः अभ्यासश्च ।	आदर्शपाठः, अनुपाठः, च। ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प- द्वारा	गूगलफार्मद्वारा पाठाधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा ..	भारतस्यमानचित्रं निर्माय सप्तराज्यानां प्रदर्शनम्, नाम लेखनम् च ।	<a href="https://www.youtube.com/watch?v=wP8PUT3hFpc">https://www.youtube.com/watch?v=wP8PUT3hFpc</a>
10	नवम्बर	23	दशमः पाठः-नीतिनवनीतम् । शब्दरूपाणि- इदम् (पुं, स्त्री, न. पुं. लिङ्गेषु)	4 Hours	6	श्लोकैः नैति कमूल्यानां ज्ञानम् ।	इदम्शब्दस्य त्रिषु लिङ्गेषु प्रयोगः अभ्यासश्च । वाक्यरचनायाः अभ्यासः ।	सस्वरगानम् अ नुगानं च । ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प- द्वारा	गूगलफार्मद्वारा पाठाधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	सस्वरंश्लोकान् Record कृत्वा प्रेषणम् । श्लोकानां लेखनम् स्मरणम् च ।	<a href="https://www.youtube.com/watch?v=eS2JGuMXH0g">https://www.youtube.com/watch?v=eS2JGuMXH0g</a>
11			एकादशः पाठः -सावित्री बाई फुले । (कर्ता, क्रिया, विशेषण, विशेष्य, पर्याय, विलोम, अभ्यासः)	4 Hours	6	सावित्री- बाई-फुले महोदयायाः परिचयः ।	गद्यांशे कर्ता, क्रिया, विशेषण, विशेष्य, पर्याय, विलोम, पदानाम् अन्वेषण- अभ्यासः ।	आदर्शपाठः, अनुपाठः, च। ऑनलाइन गूगल क्लासरूम, व्हाट्सएप्प- द्वारा		सावित्रीबाईफुले महोदयायाः विषये संस्कृतेपञ्चवाक्यलेख नम् ।	<a href="https://www.youtube.com/watch?v=bjudBrLOTEo">https://www.youtube.com/watch?v=bjudBrLOTEo</a>
12	दिसम्बर	18	द्वादशः पाठः-कः रक्षति कः रक्षितः। (कर्ता-कर्म-क्रिया-माध्यमेन वाक्य-रचना)	2:40 Hours	4	प्लास्टिक स्य दुष्प्रभावस्य	कर्ता-कर्म- क्रिया- माध्यमेन	आदर्शपाठः, अनुपाठः, च। ऑनलाइन	गूगलफार्मद्वारा पाठाधारित प्रश्नोत्तरी	"वृक्षाणां महत्त्वम्" अस्मिन् विषये संस्कृते पञ्चवाक्यलेखनम् ।	<a href="https://www.youtube.com/watch?v=fGYLNuKQZlo">https://www.youtube.com/watch?v=fGYLNuKQZlo</a>



						पर्यावरणरक्ष णस्य चपरिचयः ।	वाक्य- रचनायाः ज्ञानम् , प्रयोगः अभ्यासश्च ।	गूगल क्लासरूम, व्हाट्सएप्प- द्वारा	(Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)		
	 <b>FIRST WEEK OF JANUARY. SYLLABUS FROM OCTOBER UPTO DECEMBER WILL BE ASSESSED.</b> PT II										
13	जनवरी	24	त्रयोदशः पाठः- क्षितौ राजते भारतस्वर्णभूमिः । (चित्रं दृष्ट्वा वाक्यरचना)	4 Hours	6	भारतभूमेः माहात्म्यम्, काव्यस्य रसास्वादनं च ।	चित्रं दृष्ट्वा वाक्यरचनायाः अभ्यासः ।	सस्वरगानम् अनुगानं च । ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प- द्वारा	गूगलफार्मद्वारा पाठाधारित प्रश्नोत्तरी (Quiz),	सस्वरं गीतम् Record कृत्वा प्रेषणम् । गीतस्यलेखनम् स्मरणम् च	<a href="https://www.sanskrittutorial.in/class_eight">https://www.sanskrittutorial.in/class_eight</a>  <a href="https://www.youtube.com/watch?v=v9TzjorpgYk">https://www.youtube.com/watch?v=v9TzjorpgYk</a>
14			चतुर्दशः पाठः- आर्यभटः । संख्यावाचकाः शब्दाः 1-4 त्रिषु लिङ्गेषु, संख्या 51 तः 100	4 Hours	6	महान्गणित ज्ञः आर्यभटस्य परिचयः ।	संस्कृतेनसंख्या 51 तः 100 पर्यन्तम् अभ्यासः ।	आदर्शपाठः, अनुपाठः, च। ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प- द्वारा	लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	संस्कृतेसंख्या 1-100 लेखनम् स्मरणम् च ।	<a href="https://www.youtube.com/watch?v=7bTfqp1cPZQ">https://www.youtube.com/watch?v=7bTfqp1cPZQ</a>
15	फरवरी	23	पञ्चदशः पाठः- प्रहेलिकाः । (पुनरावृत्ति)	2:40 Hours	6	बुद्धि- परीक्षणं प्रहे लिकाणां रसास्वादनं च ।	संपूर्ण- पाठ्यक्रमस्य पु नरावृत्तिः ।	सस्वरगानम् अनुगानं च । ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प- द्वारा	गूगलफार्मद्वारा पाठाधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा ।	सस्वरं श्लोकान् Record कृत्वा प्रेषणम् । श्लोकानां लेखनम् स्मरणम् च ।	<a href="https://www.youtube.com/watch?v=0xO1Q6tXEp4">https://www.youtube.com/watch?v=0xO1Q6tXEp4</a>
	 <b>SESSION ENDING EXAM. SYLLABUS FROM OCTOBER UPTO MARCH &amp; 30% SYLLABUS FROM TERM I WILL BE ASSESSED.</b> मार्च										

सूचना :- [https://www.sanskrittutorial.in/class\\_eight](https://www.sanskrittutorial.in/class_eight) इस पर सभी छात्र Login/signup करें तथा पाठ्यपुस्तक के समस्त पाठों का विवरण हल सहित प्राप्त करें ।



केन्द्रीय विद्यालय संगठन रायपुर संभाग

दैनिक पाठ योजना कक्षा-8 विषय: : संस्कृत

उपविषय:- प्रथमः पाठः सुभाषितानि समयः 40 मिनट

कालांशः..... शिक्षकः ..... दिनांकः.....

शिक्षण-अधिगम	(1) श्लोकानां शुद्धोच्चारणम् कर्तुम् समर्थाः भविष्यन्ति। (2) शब्द धातु पदानाम् परिचयं प्रयोगं च ज्ञास्यन्ति। (3) कर्ताकरिष्यन्ति। सर्वनाम, ,पर्याय ,विपरीत पदानाम् अन्वेषणं -विशेष्य, संज्ञा -क्रिया, विशेषण- (4) पाठगत अभ्यास प्रश्नोत्तराणि कर्तुम् समर्थाः भविष्यन्ति। (5) श्लोकद्वयोः नैतिकशिक्षां गृह्णीष्यन्ति एवं जीवने उपयोगिता ज्ञास्यन्ति ।
आवश्यक संसाधन	रुचिरा भाग-3 पाठ्यपुस्तकम्, ppt
क्रियाकलाप	
समय (मिनट)	परिचयात्मका क्रिया- सर्वप्रथमं पाठस्य नाम स्टीकरणं भविष्यति। सुभाषितम् = सु+भाषितम् सुंदर मधुर वचन तत्पश्चात् श्लोकद्वयोः सामान्यः परिचयः भविष्यति। मुख्यक्रिया- श्लोक-
5 मिनट	लुब्धस्य नश्यति यशः पिशुनस्य मैत्री नष्टक्रियस्य कुलमर्थपरस्य धर्मः ॥ विद्याफलं व्यसनिनः कृपणस्य सौख्यं राज्यं प्रमत्तसचिवस्य नराधिपस्य ॥
20 मिनट	पीत्वा रसं तु कटुकं मधुरं समानं माधुर्यमेव जनयेन्मधुमक्षिकासौ ।



<p>10 मिनट</p> <p>5 मिनट</p>	<p>सन्तस्तथैव समसज्जनदुर्जनानां श्रुत्वा वचः मधुरसूक्तरसं सृजन्ति ॥ सर्वप्रथमं शिक्षकः श्लोकद्वयोः सस्वरवाचनं करिष्यति। तत्पश्चात् छात्राः अनुवाचनं करिष्यन्ति। शिक्षकः त्रुटिसंशोधन सह शुद्धोच्चारणं बोधयति। विद्यार्थिभिः वैयक्तिकसामूहिकरूपेण शुद्धोच्चारणस्य अभ्यास करिष्यन्ति। पदानां अर्थ स्पष्टीकरणम्। श्लोकद्वयस्य अन्वयः बोधः। छात्राणाम् सहायतया श्लोकयोः अनुवादः । * अधोलिखितानां प्रश्नानां उत्तरं लिखत- 1)अर्थपरस्य कः नश्यति? (गुणः, धर्मः, अर्थः) 2)कस्य सौख्यं नश्यति? (कृपणस्य, लुब्धस्य, पिशुनस्य) 3) के मधुरसूक्तरसं सृजन्ति? (मधुमक्षिकाः, सन्तः, समुद्राः) 4)मधुमक्षिका पुष्पाणां रस ..... (पा + क्त्वा) मधुरं मधु जनयति। (पात्वा, पिबित्वा, पीत्वा) 5)'मधुमक्षिका मधुर जनयति' अत्र कर्तृ-पदं किम्?  समानार्थकं पदं चित्वा समक्षं रिक्तस्थाने लिखत- मञ्जूषासज्जनाः, कीर्तिः, राजा- 1. यशः ..... = 2. नराधिपः ..... = 3. सन्तः ..... = पठितांश पुनरावृत्तिः- मौनवाचनम् अध्यापककथनम् पुनरावृत्ति प्रश्न</p>	
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सक्रिय-अधिगम प्रविधि	1) श्लोकाधारितं एकपद-पूर्णवाक्य- व्याकरणात्मक-प्रश्नानां अभ्यासं भविष्यति। 2) सामान्य वाक्यानां उचारणं लेखनम् च। 3) श्लोकद्वयस्य ऑडियो /वीडियो निर्माण ।
अधिगम - मूल्यांकन	1) सामान्य बोधात्मक प्रश्न माध्यमेन। 2) बहुविकल्पप्रश्नमाध्यमेन। 3) मौखिक परीक्षामाध्यमेन।
दक्षता	1) उच्चारणम् 2) श्रवणम् 3) पाठनम् 4) वाचनम् 5) लेखनम् सामान्य वाक्य रचनायोग्यता एवं श्लोकं पठित्वा उत्तरलेखनसमर्थता।



केन्द्रीय-विद्यालय-संगठन क्षे.का.रायपुरम्

पाठ योजना

दिनांक-..... कक्षा विभागश्च -अष्टमी विषय -संस्कृतम् पाठस्य नाम -6.गृहं शून्यं सुतां विना ।

आवश्यकः कालांशः -6

प्रारंभस्य वास्तविक-तिथिः -.....

समापनस्य संभावित-तिथिः -.....

वास्तविक-समापनस्य तिथिः- .....

पाठस्य सारांशः	प्रमुखानि कौशलानि	आवश्यकः शिक्षणाधिगमः	करणीयाः उपायाः	आकलन-युक्ति-योजना
बालिकां रक्ष बालिकां पाठय इति सर्वकारस्य योजनायाः प्रकाशकः अयं पाठः । अस्मिन् नाटके शालिनी माला च द्वे स्त्रीपात्रे स्तः। शालिनी यदा अवगच्छति यत् माला )तस्याः भ्रातृजाया ( स्वकुक्षौ गर्भं धारयति परन्तु राकेशः )तस्याः भ्राता (इच्छति यत् लिङ्गपरीक्षणं कारयित्वा गर्भं यदि कन्या अस्ति चेत् हन्तव्या ।तदा शालिनी राकेशं बोधयति यत् अस्माभिः बालक-बालिकयोः मध्ये भेदः न करणीयः यतोहि अस्माकं शास्त्रेष्वपि पुत्रीपुत्रयोः मध्ये भेदः न कृतम् ।	<ul style="list-style-type: none"> <li>श्लोकानां</li> <li>शुद्धम् उच्चारणम् , सस्वरगायनं च</li> <li>लेखनाभ्यासः</li> </ul>	<ul style="list-style-type: none"> <li>श्लोकानां स्मरणाभ्यासः,</li> <li>पदानां मूलशब्दाः धातवश्च</li> </ul>	<ul style="list-style-type: none"> <li>प्रस्तावना पुरस्सरं पाठोपस्थापना</li> <li>आदर्शवाचनम्</li> <li>छात्रैः वैयक्तिकरूपे सामूहिकरूपे अनुवाचनम्</li> <li>अशुद्धिसंशोधनम्</li> <li>विधि-प्रविधिनां प्रयोगं कृत्वा काठिन्यनिवारणम्</li> <li>कक्षानिरीक्षणम्</li> <li>बोधपरीक्षात्मकप्रश्नाः</li> <li>विस्तृतव्याख्या</li> <li>भावविश्लेषणात्मकप्रश्नाः</li> <li>सम्पूर्णनाटकस्य अभिनयः</li> <li>कक्षाकार्यम्</li> </ul>	<ul style="list-style-type: none"> <li>बोधप्रश्नानि</li> <li>शिक्षकेण विद्यार्थिभिः वैयक्तिकरूपेण सामूहिकरूपेण च अभ्यासः</li> <li>कक्षाकार्यम्</li> <li>गृहकार्यम्</li> </ul>

शिक्षकस्य नाम हस्ताक्षरं च .....

प्राचार्यस्य हस्ताक्षरम्



KENDRIYA VIDYALAYA SANGATHAN, RAIPUR REGION

ACADEMIC PLANNER (2021-22)

VIII - ENGLISH

C L A S S :  S U B J E C T :	VIII		MAIN COURSE BOOK: HONEYDEW									28
	ENGLISH		SUPPLEMENTARY READER: IT SO HAPPENED								CHAPTERS FOR TERM-1: 15	CHAPTERS FOR TERM-2: 13

S. NO.	TERM	MONTH	NO. OF WORKING DAYS	UNIT NUMBER / CHAPTER NUMBER / NAME OF CHAPTER	TENTATIVE NUMBER OF HOURS AVAILABLE (4PERIODS/WEEK)	TENTATIVE NUMBER OF PERIODS REQUIRED (40 MINUTES /PERIOD)	HIGHLIGHTS OF THE GENERAL LEARNING GOALS	LEARNING OUTCOMES TO BE COVERED AS PER TRALO	TEACHING LEARNING ACTIVITIES	ASSESSMENT PLANNING	ASSIGNMENTS	LINKS/URL
1	TERM - 1	APRIL	24	BRIDGE COURSE	11 HOURS(16 PERIODS)	5	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING, SPEAKING	OVERVIEW OF THE LANGUAGE ITEMS LIKE PARTS OF SPEECH, PUNCTUATION, WRITING, TENSES, SUBJECT-VERB AGREEMENT, SENTENCE, WRITING, LSRW ACTIVITIES, ETC.	QUIZ THROUGH GOOGLE FORM, QUESTIONNAIRE	EXERCISES BASED ON RESPECTIVE TOPICS, MCQ	USE SUITABLE LINKS IF REQUIRED M7:S8
				THE BEST CHRISTMAS PRESENT IN THE WORLD		5	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS,	1. ASK QUESTIONS IN DIFFERENT CONTEXTS AND SITUATIONS (EXAMPLE-BASED ON THE TEXT/BEYOND THE TEXT/OUT OF CURIOSITY/WHILE ENGAGING IN CONVERSATION USING APPROPRIATE VOCABULARY AND	1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER 2.STUDENTS' FEELINGS ABOUT FESTIVALS AND	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, DISPLAY OF THEIR	1.MAKE CHRISTMAS CARD FOR THE SOLDIERS OF WAR. 2.ATTEMPT THE EXERCISE GIVEN	<a href="https://diksha.gov.in/play/collecton/do_31310347514754662411393?referrer=utm_source%3Dmobil">https://diksha.gov.in/play/collecton/do_31310347514754662411393?referrer=utm_source%3Dmobil</a>





						IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	ACCURATE SENTENCES) 2. COMMUNICATES USING GRAMMATICAL FORMS ( EXAMPLE - CLAUSES, COMPARISON OF ADJECTIVES, TIME AND TENSE, ACTIVE PASSIVE VOICE, REPORTED SPEECH ETC.) IN ORDER TO DEMONSTRATE ACCURATE AND APPROPRIATE USE OF GRAMMAR. 3. WRITE ANSWERS TO TEXTUAL / NON TEXTUAL QUESTIONS AFTER COMPREHENSION / INFERENCE; DRAWS CHARACTER SKETCH, ATTEMPTS EXTRAPOLATIVE WRITING.	WAR 3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER 4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED 5. CRITICAL ANALYSIS ON THE CONSEQUENCES OF WAR BY THE STUDENTS 6. DEBATE/SPEECH 7. WRITING ACTIVITY 8. WORKING WITH LANGUAGE	FEELINGS/OPINIONS	PAGE 17 AND 18	<a href="https://e%26utm_campaign%3Dshare_content&amp;contentId=do_31308589904770662411822">e%26utm_campaign%3Dshare_content&amp;contentId=do_31308589904770662411822</a>
					2	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	1. READS, COMPARES, CONTRASTS, GIVES OPINIONS AND RELATES IDEAS TO LIFE IN ORDER TO DEMONSTRATE CRITICAL THINKING SKILLS. 2. PARTICIPATES IN DIFFERENT EVENTS SUCH AS POETRY RECITATION, DEBATE, SPEECH, ELOCUTION, QUIZ ETC. IN ORDER TO DISPLAY RATIONAL THINKING, CITIZENSHIP MANNERS, ORGANIZATION OF THOUGHTS, PERSUASION AND PUBLIC SPEAKING SKILLS. 3. NARRATE STORIES (REAL OR IMAGINARY) AND REAL LIFE-EXPERIENCE IN ENGLISH TO DEMONSTRATE CREATIVE USE OF AND FLUENCY IN THE LANGUAGE AND SKILLS OF PUBLIC SPEAKING. 4. IDENTIFIES AND APPRECIATES LITERARY ELEMENTS, RHYME SCHEME. 5. WRITE ANSWERS TO TEXTUAL/NON-TEXTUAL QUESTIONS AFTER COMPREHENSION/INFERENCE; DRAWS CHARACTER SKETCH, ATTEMPTS EXTRAPOLATIVE WRITING.	1. INTRODUCTORY QUESTIONS RELATED TO THE POEM BY THE TEACHER 2. MODEL RECITATION BY THE TEACHER 3. CHORAL RECITATION BY THE STUDENTS 4. RECITATION BY INDIVIDUAL STUDENTS, IF REQUIRED 5. EXPLANATION OF THE POEM BY THE TEACHER 6. EXPLORING COMPOSER'S USE OF LANGUAGE AND LITERARY DEVICES 7. DRAMATIZATION/ROLE PLAY 8. WRITING ACTIVITY 9. WORKING WITH THE POEM 10. INDIVIDUAL AND PAIR ACTIVITIES. 11. MORAL OF THE FABLE WILL BE DISCUSSED	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, DISPLAY OF THEIR FEELINGS/OPINIONS/PERCEPTION IN CORRECT GRAMMATICAL FORM	REARRANGE THE FOLLOWING SENTENCES TO CONSTRUCT A STORY. 1. ONE COLD DAY, A HUNGRY GRASSHOPPER CAME TO THE ANTHILL AND BEGGED FOR A LITTLE SOMETHING TO EAT. 2. HE REPLIED."ALAS!! SPENT ALL MY TIME SINGING AND PLAYING AND DANCING, AND NEVER THOUGHT OF WINTER. 3. ONE ANT ASKED HIM HOW HE HAD SPENT HIS TIME DURING SUMMER AND WHETHER HE HAD SAVED ANYTHING FOR WINTER. 4. A NEST OF ANTS HAD BEEN OCCUPIED ALL THROUGH THE SUMMER AND AUTUMN COLLECTING FOOD FOR WINTER.	<a href="https://diksha.gov.in/play/collecton/do_31310347514754662411393?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31311270451638272011961">https://diksha.gov.in/play/collecton/do_31310347514754662411393?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31311270451638272011961</a>





						WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	2. PARTICIPATE IN DIFFERENT EVENTS SUCH AS POETRY RECITATION, DEBATE, SPEECH, ELOCUTION, QUIZ, ETC IN ORDER TO DISPLAY RATIONAL THINKING, MANNERS, ORGANIZATION OF THOUGHTS, PERSUASION AND PUBLIC SPEAKING SKILLS. 3. IDENTIFIES AND APPRECIATES SIGNIFICANT LITERARY ELEMENTS, POINT OF VIEW, RHYME SCHEME ETC. IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR SIGNIFICANCE IN LITERATURE AND NARRATIVES. 4. WRITE ANSWERS TO TEXTUAL/NON-TEXTUAL QUESTIONS AFTER COMPREHENSION/INFERENCE; ATTEMPT EXTRAPOLATIVE WRITING.	2. MODEL RECITATION BY THE TEACHER 3. CHORAL RECITATION BY THE STUDENTS 4. RECITATION BY INDIVIDUAL STUDENTS, IF REQUIRED 5. EXPLANATION OF THE POEM BY THE TEACHER 6. EXPLORING COMPOSER'S USE OF LANGUAGE AND LITERARY DEVICES 7. WRITING ACTIVITY 8. WORKING WITH THE POEM 9. INDIVIDUAL AND PAIR ACTIVITIES. 10. THEME OF THE POEM WILL BE DISCUSSED.	THE ACTIVITIES, DISPLAY OF THEIR FEELINGS/OPINIONS/PERCEPTION IN CORRECT GRAMMATICAL FORM	(POLITICAL) MAP MARK AND COLOUR THE NEIGHBOURING COUNTRIES OF INDIA .	<a href="https://www.google.com/url?sa=t&amp;source=web&amp;rc=t=j&amp;url=https://m.youtube.com/watch%3Fv%3DSPNZLhxOBAA&amp;ved=2ahUKewiAqpSfjJvxAhVD4zgGH">3?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31308514119747174411229</a>
				THE TSUNAMI	5	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	1. ASK QUESTIONS IN DIFFERENT CONTEXTS AND SITUATIONS (EXAMPLE-BASED ON THE TEXT/BEYOND THE TEXT/OUT OF CURIOSITY/WHILE ENGAGING IN CONVERSATION USING APPROPRIATE VOCABULARY AND ACCURATE SENTENCES) 2. NARRATE STORIES (REAL OR IMAGINARY) AND REAL LIFE-EXPERIENCE IN ENGLISH TO DEMONSTRATE CREATIVE USE AND FLUENCY IN THE LANGUAGE AND SKILLS OF PUBLIC SPEAKING. 3. PREPARES A WRITE UP AFTER SEEKING INFORMATION IN PRINT/ONLINE, NOTICE BOARD, NEWSPAPER,ETC. 4. WRITES ANSWERS TO TEXTUAL/NON-TEXTUALQUESTIONS AFTER COMPREHENSION/INFERENCE; DRAWS CHARACTER SKETCH, ATTEMPTS EXTRAPOLATIVE WRITING.	1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER 2. STUDENTS' FEELINGS ABOUT TSUNAMI 3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER 4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED 5. CRITICAL ANALYSIS OF THE TSUNAMI BY THE STUDENTS 6. NARRATION OF A SIMILAR STORY OF COURAGE BY THE STUDENTS 7. WRITING ACTIVITY 8. WORKING WITH LANGUAGE	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, DISPLAY OF THEIR FEELINGS/OPINIONS	1. COLLECT INFORMATION ON 'DISASTER PREPAREDNESS AND PREPARE A POSTER ON THE SAME' 2.ACTIVITY GIVEN ON PAGE 32 UNDER 'SPEAKING AND WRITING'.	<a href="https://diksha.gov.in/play/collection/do_31310347514754662411393?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3131248104216166401124">https://diksha.gov.in/play/collection/do_31310347514754662411393?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3131248104216166401124</a>
3	JULY	25	CHILDREN AT WORK	11 HOURS(17 PERIODS)	3	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS	1. ASKS QUESTIONS IN DIFFERENT CONTEXTS ANS SITUATIONS (EXAMPLE-BASED ON THE TEXT/BEYOND THE TEXT/OUT OF CURIOSITY/WHILE ENGAGING IN CONVERSATION USING APPROPRIATE VOCABULARY AND ACCURATE SENTENCES) 2.READS, COMPARES,CONTRASTS, GIVES OPINIONS AND RELATES IDEAS TO LIFE	1. BRIEF INTRODUCTION OF THE CONTENT BY THE TEACHER 2. READING OF THE TEXTUAL QUESTIONS BY THE STUDENTS 3. PAIRING OF THE STUDENTS AND READING OF THE TEXT BY THEM	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINION	1. WRITE A PARAGRAPH ON 'CHILD LABOUR' 2. ATTEMPT EXERCISE GIVEN ON PAGE 16	<a href="https://www.google.com/url?sa=t&amp;source=web&amp;rc=t=j&amp;url=https://m.youtube.com/watch%3Fv%3DSPNZLhxOBAA&amp;ved=2ahUKewiAqpSfjJvxAhVD4zgGH">https://www.google.com/url?sa=t&amp;source=web&amp;rc=t=j&amp;url=https://m.youtube.com/watch%3Fv%3DSPNZLhxOBAA&amp;ved=2ahUKewiAqpSfjJvxAhVD4zgGH</a>



						THINKERS AND RIGHTEOUS HUMAN BEINGS	IN ORDER TO DEMONSTRATE CRITICAL THINKING SKILLS 3. WRITE ANSWERS TO TEXTUAL/NON-TEXTUAL QUESTIONS AFTER COMPREHENSION/INFERENCE; DRAWS CHARACTER SKETCH, ATTEMPTS EXTRAPOLATIVE WRITING.	4. DISCUSSION OF THE ANSWERS TO THE TEXTUAL QUESTIONS BY THE STUDENTS 5. ANY WRITING, LISTENING OR FURTHER ORAL PRACTICE BY THE STUDENTS	S/PERCEPTION		<a href="https://br5ArsQz40FegQICBAH&amp;usg=AOvVaw1YB8Q6KEvPISOq0q8HGQUz">br5ArsQz40FegQICBAH&amp;usg=AOvVaw1YB8Q6KEvPISOq0q8HGQUz</a>
				GLIMPSE OF THE PAST	4	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	1. ASK QUESTIONS IN DIFFERENT CONTEXTS AND SITUATIONS (EXAMPLE-BASED ON THE TEXT/BEYOND THE TEXT/OUT OF CURIOSITY/WHILE ENGAGING IN CONVERSATION USING APPROPRIATE VOCABULARY AND ACCURATE SENTENCES) 2. WRITE A COHERENT AND MEANINGFUL PARAGRAPH THROUGH THE PROCESS OF DRAFTING, REVISING, EDITING AND FINALISING IN ORDER TO DEMONSTRATE CRITICAL THINKING , CREATIVITY AND EDITORIAL SKILLS. 3. WRITE ANSWERS TO TEXTUAL/NON-TEXTUAL QUESTIONS AFTER COMPREHENSION/INFERENCE; DRAWS CHARACTER SKETCH; ATTEMPTS EXTRAPOLATIVE WRITING.	1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER 2. STUDENTS' FEELINGS ABOUT PRE INDEPENDENT INDIA 3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER 4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED 5. CRITICAL ANALYSIS OF THE FIRST WAR OF INDEPENDENCE BY THE STUDENTS 6. NARRATION OF A SIMILAR STORY BY THE STUDENTS 7. DEBATE/SPEECH 8. WRITING ACTIVITY 9. WORKING WITH LANGUAGE	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINION S/PERCEPTION	1. ACTIVITY GIVEN ON PAGE 47 (LOOK AT THE PICTURES AND WRITE THE STORY IN YOUR OWN WORDS. GIVE IT A TITLE.) 2. WRITE ABOUT ANY ONE FREEDOM FIGHTER.	<a href="https://diksha.gov.in/play/content/do_3130992978072616961423?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/content/do_3130992978072616961423?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>
				MACAVITY: THE MYSTERY CAT	2	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	ASKS QUESTIONS IN DIFFERENT CONTEXTS AND SITUATIONS (e.g. BASED ON THE TEXT/ BEYOND THE TEXT / OUT OF CURIOSITY / WHILE ENGAGING IN CONVERSATION USING APPROPRIATE VOCABULARY AND ACCURATE SENTENCES) 2. PARTICIPATES IN DIFFERENT EVENTS SUCH AS POETRY RECITATION, DEBATE, SPEECH, ELOCUTION, QUIZ etc. IN ORDER TO DISPLAY RATIONAL THINKING, CITIZENSHIP, MANNERS, ORGANIZATION OF THOUGHTS, PERSUASION AND PUBLIC SPEAKING SKILLS. 3. IDENTIFIES AND APPRECIATES SIGNIFICANT LITERARY ELEMENTS SUCH AS METAPHOR, IMAGERY, SYMBOL, SIMILE, ONOMATOPOEIA, INTENTION/	1. INTRODUCTORY QUESTIONS RELATED TO THE POEM BY THE TEACHER 2. MODEL RECITATION BY THE TEACHER 3.. CHORAL RECITATION BY THE STUDENTS 4. RECITATION BY INDIVIDUAL STUDENTS, IF REQUIRED 5. EXPRESSING THEIR FEELINGS ABOUT THE MYSTERY CAT 6. EXPLANATION OF THE POEM BY THE TEACHER 7. EXPLORING COMPOSER'S USE OF LANGUAGE AND	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, DISPLAY OF THEIR FEELINGS/OPINION S/PERCEPTION IN CORRECT GRAMMATICAL FORM	1. WRITE THE QUALITIES AND PHYSICAL ATTRIBUTES OF THE CAT 2. FIND OUT NEW WORDS FROM THE POEM AND AND MAKE SENTENCES ON YOUR OWN..	<a href="https://diksha.gov.in/play/content/do_31310088145100800011059?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/content/do_31310088145100800011059?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>



							POINT OF VIEW, RHYME SCHEME, etc IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR SIGNIFICANCE IN LITERATURE AND NARRATIVES.	LITERARY DEVICES 8. DRAMATIZATION/ROLE PLAY 9. WRITING ACTIVITY 10. WORKING WITH THE POEM 11. INDIVIDUAL AND PAIR ACTIVITIES.			
					3	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	1. ASKS QUESTIONS IN DIFFERENT CONTEXTS ANS SITUATIONS (EXAMPLE-BASED ON THE TEXT/BEYOND THE TEXT/OUT OF CURIOSITY/WHILE ENGAGING IN CONVERSATION USING APPROPRIATE VOCABULARY AND ACCURATE SENTENCES) 2. READS, COMPARES, CONTRASTS, GIVES OPINIONS AND RELATES IDEAS TO LIFE IN ORDER TO DEMONSTRATE CRITICAL THINKING SKILLS 3. WRITE ANSWERS TO TEXTUAL/NON-TEXTUAL QUESTIONS AFTER COMPREHENSION/INFERENCE; DRAWS CHARACTER SKETCH, ATTEMPTS EXTRAPOLATIVE WRITING.	1. BRIEF INTRODUCTION OF THE CONTENT BY THE TEACHER 2. READING OF THE TEXTUAL QUESTIONS BY THE STUDENTS 3. PAIRING OF THE STUDENTS AND READING OF THE TEXT BY THEM 4. DISCUSSION OF THE ANSWERS OF THE TEXTUAL QUESTIONS BY THE STUDENTS 5. ANY WRITING, LISTENING OR FURTHER ORAL PRACTICE BY THE STUDENTS	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINION S/PERCEPTION	1. GIANT'S GARDEN WAS BEAUTIFUL, CHILDREN LOVED TO PLAY IN IT- MAKE YOUR GARDEN BEAUTIFUL BY TAKING CARE OF THE PLANTS, WATERING THEM OR BY PLANTING PLANTS. 2. DESCRIBE GIANT'S GARDEN	<a href="https://www.google.com/url?sa=t&amp;source=web&amp;rc=t=j&amp;url=https://m.youtube.com/watch%3Fv%3DUqxJqzuEHYE&amp;ved=2ahUKEwjSpfunipvxAhW_yzgGHd_sdDocQz40FegQIBxAH&amp;usg=AOvVaw1Kh0oZYdEiA2CN_t4yhJ_E">https://www.google.com/url?sa=t&amp;source=web&amp;rc=t=j&amp;url=https://m.youtube.com/watch%3Fv%3DUqxJqzuEHYE&amp;ved=2ahUKEwjSpfunipvxAhW_yzgGHd_sdDocQz40FegQIBxAH&amp;usg=AOvVaw1Kh0oZYdEiA2CN_t4yhJ_E</a>  <a href="https://diksha.gov.in/play/content/do_31257981485777715229339">https://diksha.gov.in/play/content/do_31257981485777715229339</a>
					1	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING, SPEAKING	FORMAT OF ARTICLE WRITING WILL BE EXPLAINED, SALIENT FEATURES OF ARTICLE WRITING WILL BE DISCUSSED.	PRACTICE QUESTION WILL BE GIVEN	TOPICS FOR ARTICLE WRITING WILL BE GIVEN	<a href="https://www.youtube.com/watch?v=uRMSEDh3wEU">https://www.youtube.com/watch?v=uRMSEDh3wEU</a>
					1	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING, SPEAKING	SALIENT FEATURES OF A GOOD STORY WRITING WILL BE DISCUSSED	OUTLINE OF THE STORY WILL BE GIVEN AND STUDENTS WILL BE ASKED TO WRITE THE STORY	BEGINNING OF THE STORY WILL BE GIVEN AND STUDENT WILL BE ASKED TO COMPLETE THE STORY	USE SUITABLE LINKS IF REQUIRED



				ACTIVITY : LISTENING	1	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING, SPEAKING	STORY WILL BE READ OR ANY AUDIO OR VIDEO CLIPPING CAN BE USED		STUDENTS WILL BE ASKED TO ANSWER THE QUESTIONS BASED ON THE STORY	SOME MORE QUESTIONS RELATED TO THE SAME STORY WILL BE GIVEN	USE SUITABLE LINKS IF REQUIRED
				GRAMMAR: DETERMINERS	2	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING, SPEAKING	VERB FORMS AND REPORTED SPEECH WILL BE TAUGHT USING PRIOR KNOWLEDGE OF THE STUDENTS		COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.	EXERCISE QUESTIONS WILL BE ASSIGNED	USE SUITABLE LINKS IF REQUIRED
PT 1		FIRST WEEK OF AUGUST, SYLLABUS COVERED UP TO 31ST OF JULY WILL BE ASSESSED										
4	AUGUST	23	BEPIN CHOUDHARY'S LAPSE OF MEMORY	10 HOURS(15 PERIODS)	5	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	1. ASK QUESTIONS IN DIFFERENT CONTEXTS AND SITUATIONS (EXAMPLE-BASED ON THE TEXT/BEYOND THE TEXT/OUT OF CURIOSITY/WHILE ENGAGING IN CONVERSATION USING APPROPRIATE VOCABULARY AND ACCURATE SENTENCES) 2. IDENTIFIES DETAILS, CHARACTERS, MAIN IDEA AND SEQUENCE OF IDEAS AND EVENTS WHILE READING IN ORDER TO DEMONSTRATE COMPREHENSION OF THE LANGUAGE AND SEQUENCING SKILLS. 3. WRITE ANSWERS TO TEXTUAL/NON-TEXTUAL QUESTIONS AFTER COMPREHENSION/INFERENCE; DRAWS CHARACTER SKETCH, ATTEMPTS EXTRAPOLATIVE WRITING.	1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER 2.STUDENTS' FEELINGS ABOUT FORGETFULNESS 3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER 4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED 5. NARRATION OF A SIMILAR STORY BY THE STUDENTS 6. DEBATE/SPEECH 7. WRITING ACTIVITY 8. WORKING WITH LANGUAGE	MCQ, COMPREHENSION CHECK	1.JUMBLED WORDS 2.WRITE FIVE IDIOMS AND THEIR MEANINGS	<a href="https://diksha.gov.in/play/collect ion/do_31310347514754662411393?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31307952616805171211166">https://diksha.gov.in/play/collect ion/do_31310347514754662411393?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31307952616805171211166</a> 4	
			THE LAST BARGAIN		2	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER	1.IDENTIFIES DETAILS, CHARACTERS, MAIN IDEA AND SEQUENCE OF IDEAS AND EVENTS WHILE READING IN ORDER TO DEMONSTRATE COMPREHENSION OF THE LANGUAGE AND SEQUENCING	RECITATION OF THE POEM, STUDENTS WILL BE ASKED TO IDENTIFY THE RHYME SCHEME AND LITERARY DEVICES,	MCQ, ORAL TEST	PREPARE A SET DIALOGUES ON HOW YOU CONVINCED YOUR PARENTS TO GET A	<a href="https://www.google.com/url?sa=t&amp;source=web&amp;rc t=j&amp;url=https://m.youtube.com/">https://www.google.com/url?sa=t&amp;source=web&amp;rc t=j&amp;url=https://m.youtube.com/</a>	



						<p>LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS</p>	<p>SKILLS. 2. PARTICIPATES IN DIFFERENT EVENTS SUCH AS POETRY RECITATION, DEBATE, SPEECH, ELOCUTION, DECLAMATION, QUIZ, ETC. IN ORDER TO DISPLAY RATIONAL THINKING, CITIZENSHIPS, MANNERS, ORGANIZATION OF THOUGHTS, PERSUASION AND PUBLIC SPEAKING SKILLS. 3. IDENTIFIES AND APPRECIATES SIGNIFICANT LITERARY ELEMENTS, RHYME SCHEME ETC IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR SIGNIFICANCE IN LITERATURE AND NARRATIVES. 4. WRITE ANSWERS TO TEXTUAL/NON-TEXTUAL QUESTIONS AFTER COMPREHENSION/INFERENCE; DRAWS CHARACTER SKETCH, ATTEMPTS EXTRAPOLATIVE WRITING.</p>	<p>THEME OF THE POEM WILL BE DISCUSSED.</p>		<p>THING WHICH GIVES YOU JOY.</p>	<p><a href="https://www.youtube.com/watch?v=2ahUKEwiwqZ6SnZvxAhUp8HMBHQhiDrEQz40FegQIIBAs&amp;usg=AOvVaw0pKhv9X5copaB9YHQ78Xvm">watch%3Fv%3DzW_2Vkxo59s&amp;ved=2ahUKEwiwqZ6SnZvxAhUp8HMBHQhiDrEQz40FegQIIBAs&amp;usg=AOvVaw0pKhv9X5copaB9YHQ78Xvm</a></p>
			THE TREASURE WITHIN	3	<p>TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS</p>	<p>1. ASKS QUESTIONS IN DIFFERENT CONTEXTS AND SITUATIONS (EXAMPLE-BASED ON THE TEXT/BEYOND THE TEXT/OUT OF CURIOSITY/WHILE ENGAGING IN CONVERSATION USING APPROPRIATE VOCABULARY AND ACCURATE SENTENCES) 2. READS, COMPARES, CONTRASTS, GIVES OPINIONS AND RELATES IDEAS TO LIFE IN ORDER TO DEMONSTRATE CRITICAL THINKING SKILLS 3. WRITE ANSWERS TO TEXTUAL/NON-TEXTUAL QUESTIONS AFTER COMPREHENSION/INFERENCE; DRAWS CHARACTER SKETCH, ATTEMPTS EXTRAPOLATIVE WRITING.</p>	<p>1. BRIEF INTRODUCTION OF THE CONTENT BY THE TEACHER 2. READING OF THE TEXTUAL QUESTIONS BY THE STUDENTS 3. PAIRING OF THE STUDENTS AND READING OF THE TEXT BY THEM 4. DISCUSSION OF THE ANSWERS TO THE TEXTUAL QUESTIONS BY THE STUDENTS 5. ANY WRITING, LISTENING OR FURTHER ORAL PRACTICE BY THE STUDENTS</p>	<p>QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINIONS/PERCEPTION</p>	<p>1. YOU HAVE TO TAKE THE INTERVIEW OF SACHIN TENDULKAR. PREPARE FIVE INTERVIEW QUESTIONS THAT YOU WOULD LIKE TO ASK 2. ATTEMPT EXERCISE GIVEN ON PAGE 32</p>	<p><a href="https://diksha.gov.in/play/collection/do_31310347514754662411393?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31311854941750886411912">https://diksha.gov.in/play/collection/do_31310347514754662411393?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31311854941750886411912</a></p>	
			WRITING : PARAGRAPH	1	<p>TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS</p>	<p>PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING, SPEAKING</p>	<p>SALIENT FEATURES OF PARAGRAPH WRITING WILL BE DISCUSSED</p>	<p>PRACTICE QUESTIONS WILL BE GIVEN</p>	<p>TOPICS FOR PARAGRAPH WRITING WILL BE GIVEN</p>	<p>USE SUITABLE LINKS IF REQUIRED</p>	
			GRAMMAR: VERB	4	<p>TO DEVELOP THE STUDENTS INTO</p>	<p>PARTICIPATING, RESPONDING, READING, QUESTIONING,</p>	<p>VERB FORMS AND REPORTED SPEECH WILL</p>	<p>PRACTICE QUESTIONS WILL</p>	<p>EXERCISE QUESTIONS WILL</p>		



				FORMS, REPORTED SPEECH		REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING, SPEAKING	BE TAUGHT USING PRIOR KNOWLEDGE OF THE STUDENTS	BE GIVEN	BE ASSIGNED	<a href="https://diksha.gov.in/play/content/do_313262997417738240136232">https://diksha.gov.in/play/content/do_313262997417738240136232</a>
5	SEPT EMBER	24	THE SUMMIT WITHIN	11 HOURS(16 PERIODS)	4	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	1. ASK QUESTIONS IN DIFFERENT CONTEXTS AND SITUATIONS (EXAMPLE-BASED ON THE TEXT/BEYOND THE TEXT/OUT OF CURIOSITY/WHILE ENGAGING IN CONVERSATION USING APPROPRIATE VOCABULARY AND ACCURATE SENTENCES). 2. COMMUNICATES USING GRAMMATICAL FORMS (EXAMPLE- CLAUSES, COMPARISON OF ADJECTIVES, TIME AND TENSE, ACTIVE PASSIVE VOICE, REPORTED SPEECH ETC.) IN ORDER TO DEMONSTRATE ACCURATE AND APPROPRIATE USE OF GRAMMAR. 3. WRITE ANSWERS TO TEXTUAL/NON-TEXTUAL QUESTIONS AFTER COMPREHENSION/INFERENCE; DRAWS CHARACTER SKETCH, ATTEMPTS EXTRAPOLATIVE WRITING.	1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER 2. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER 3. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED 4. CRITICAL ANALYSIS OF CLIMBING THE SUMMIT WITHIN BY THE STUDENTS 5. NARRATION OF A SIMILAR STORY BY THE STUDENTS 6. DEBATE/SPEECH 7. WRITING ACTIVITY 8. WORKING WITH LANGUAGE	ORAL AND WRITTEN TEST	1.WRITE A COMPOSITION DESCRIBING A VISIT TO THE HILLS , OR ANY PLACE YOU FOUND BEAUTIFUL AND INSPIRING (SPEAKING AND WRITING GIVEN ON PG 82)	<a href="https://diksha.gov.in/play/collecti on/do_31310347514754662411393?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3131156179244646401486">https://diksha.gov.in/play/collecti on/do_31310347514754662411393?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3131156179244646401486</a>
			THE SCHOOL BOY		2	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	1.READS, COMPARES, CONTRASTS, GIVES OPINIONS AND RELATES IDEAS TO LIFE IN ORDER TO DEMONSTRATE CRITICAL THINKING SKILLS. 2. IDENTIFIES AND APPRECIATES SIGNIFICANT LITERARY ELEMENTS , RHYME SCHEME ETC IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR SIGNIFICANCE IN LITERATURE AND NARRATIVES. 3. WRITE ANSWERS TO TEXTUAL/NON-TEXTUAL QUESTIONS AFTER COMPREHENSION/INFERENCE; DRAWS CHARACTER SKETCH, ATTEMPTS EXTRAPOLATIVE WRITING	RECITATION OF THE POEM, STUDENTS WILL BE ASKED TO IDENTIFY THE RHYME SCHEME AND LITERARY DEVICES, THEME OF THE POEM WILL BE DISCUSSED.	MCQ, EXERCISE (WORKING WITH TEXT POEM ON PAGE 84)	1.WRITE A POEM USING RHYMING WORDS	<a href="https://diksha.gov.in/play/content/do_3131185476568104961969?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/content/do_3131185476568104961969?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>
			PRINCES S SEPTEMBER		3	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER	1. ASKS QUESTIONS IN DIFFERENT CONTEXTS ANS SITUATIONS (EXAMPLE-BASED ON THE TEXT/BEYOND THE TEXT/OUT OF CURIOSITY/WHILE ENGAGING IN CONVERSATION USING	1. BRIEF INTRODUCTION OF THE CONTENT BY THE TEACHER 2. READING OF THE TEXTUAL QUESTIONS BY	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES,	1. WRITE GOOD QUALITIES OF PRINCESS SEPTEMBER 2.ATTEMPT	<a href="https://www.google.com/url?sa=t&amp;source=web&amp;rc t=j&amp;url=https://www.successcds.">https://www.google.com/url?sa=t&amp;source=web&amp;rc t=j&amp;url=https://www.successcds.</a>





						LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	APPROPRIATE VOCABULARY AND ACCURATE SENTENCES) 2. READS, COMPARES, CONTRASTS, GIVES OPINIONS AND RELATES IDEAS TO LIFE IN ORDER TO DEMONSTRATE CRITICAL THINKING SKILLS . 3. WRITE ANSWERS TO TEXTUAL/NON-TEXTUAL QUESTIONS AFTER COMPREHENSION/INFERENCE; DRAWS CHARACTER SKETCH, ATTEMPTS EXTRAPOLATIVE WRITING.	THE STUDENTS 3. PAIRING OF THE STUDENTS AND READING OF THE TEXT BY THEM 4. DISCUSSION OF THE ANSWERS TO THE TEXTUAL QUESTIONS BY THE STUDENTS 5. ANY WRITING, LISTENING OR FURTHER ORAL PRACTICE BY THE STUDENTS	PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINIONS/PERCEPTION	EXERCISE GIVEN ON PAGE 44	<a href="https://www.cbse.gov.in/learn-english/class-8/princess-september-class-8-cbse-english.html#:~:text=The%20lesson%20%25E2%2580%259CPrincess%2520September%25E2%2580%259D%2520by,not%2520want%2520to%2520lose%2520him.&amp;ved=2ahUKEwjMmJnkkJvxAhXwwjgGHZ-eA24QFjACegQIBBAF&amp;usg=AOvVaw0Sgx2rEQhI9R35NayUF5hx&amp;cshid=1623811580512">net/learn-english/class-8/princess-september-class-8-cbse-english.html#:~:text=The%20lesson%20%25E2%2580%259CPrincess%2520September%25E2%2580%259D%2520by,not%2520want%2520to%2520lose%2520him.&amp;ved=2ahUKEwjMmJnkkJvxAhXwwjgGHZ-eA24QFjACegQIBBAF&amp;usg=AOvVaw0Sgx2rEQhI9R35NayUF5hx&amp;cshid=1623811580512</a>
					2	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING, SPEAKING	ACTIVE AND PASSIVE VOICE WILL BE TAUGHT USING PRIOR KNOWLEDGE OF THE STUDENTS	PRACTICE QUESTIONS WILL BE GIVEN	EXERCISE QUESTIONS WILL BE ASSIGNED	<a href="https://diksha.gov.in/play/content/do_3127759063_25184512112219">https://diksha.gov.in/play/content/do_3127759063_25184512112219</a>
					1	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING, SPEAKING	COMPREHEND THE PASSAGE AND ANSWER THE QUESTIONS	PASSAGE FOR PRACTICE	PASSAGE WILL BE GIVEN	USE SUITABLE LINKS IF REQUIRED
					4	TO DEVELOP THE STUDENTS INTO REFINED READERS,	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING,	INTEGRATED GRAMMAR WILL BE TAUGHT USING PRIOR KNOWLEDGE OF	COMPREHENSION CHECK QUESTIONS DURING AND AT	INTEGRATED GRAMMAR EXERCISES	USE SUITABLE LINKS IF REQUIRED
						GRAMMAR: ACTIVE-PASSIVE VOICE					
						ACTIVITY : READING COMPREHENSION					
						INTEGRATED GRAMMAR					



				AR EXERCISES (EDITING, GAP FILLING, SENTENCE REORDERING)		EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	DRAFTING, DEDUCING, WRITING, LISTENING, SPEAKING	THE STUDENTS	THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.			
HALF YEARLY EXAMINATION: FIRST/SECOND WEEK OF OCTOBER, ENTIRE SYLLABUS OF TERM-1 WILL BE ASSESSED												
6	TERM - 2	OCTOBER	15	REVISION FOR HALF YEARLY EXAMINATION	7 HOURS(10 PERIODS)	4 TO 6	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING, SPEAKING	DETAILED REVISION WORK WILL BE DONE FOR THE EXAMS	CLARIFICATION OF DOUBTS, PRACTICE QUESTION/S, WORKSHEETS WILL BE GIVEN.	ASSIGNMENTS RELATED TO REVISION WORK WILL BE GIVEN EVERY DAY	USE SUITABLE LINKS IF REQUIRED
				THIS IS JODY'S FAWN		4	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	1. ASK QUESTIONS IN DIFFERENT CONTEXTS AND SITUATIONS (EXAMPLE-BASED ON THE TEXT/BEYOND THE TEXT/OUT OF CURIOSITY/WHILE ENGAGING IN CONVERSATION USING APPROPRIATE VOCABULARY AND ACCURATE SENTENCES). 2. PARTICIPATE IN DIFFERENT EVENTS SUCH AS POETRY RECITATION, DEBATE, SPEECH, ELOCUTION, QUIZ ETC. IN ORDER TO DISPLAY RATIONAL THINKING, CITIZENSHIP, MANNERS, ORGANIZATION OF THOUGHTS, PERSUASION AND PUBLIC SPEAKING SKILLS. 3. PREPARES WRITE UP AFTER SEEKING INFORMATION IN PRINT/ONLINE, NOTICE BOARD, NEWSPAPER ETC. 4. WRITE ANSWERS TO TEXTUAL/NON-TEXTUAL QUESTIONS AFTER COMPREHENSION/INFERENCE; DRAWS CHARACTER SKETCH, ATTEMPTS EXTRAPOLATIVE WRITING.	1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER 2. STUDENTS' FEELINGS FOR THE HELPLESS ANIMALS 3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER 4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED 5. CRITICAL ANALYSIS OF JODY'S UNCONDITIONAL LOVE FOR FAWN 6. NARRATION OF A SIMILAR STORY BY THE STUDENTS 7. DEBATE/SPEECH 8. WRITING ACTIVITY 9. WORKING WITH LANGUAGE	MCQ, COMPREHENSION CHECK, ORAL AND WRITTEN TEST	WRITE A SHORT PARAGRAPH ON WHAT TO DO IF A SNAKE CHOOSES TO BITE YOU. (WRITING ACTIVITY GIVEN ON PAGE 95)	<a href="https://diksha.gov.in/play/collection/do_31310347514754662411393?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31315808331267276811007">https://diksha.gov.in/play/collection/do_31310347514754662411393?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31315808331267276811007</a>
7		NOVEMBER	20	THE DUCK AND THE KANGAROO	9 HOURS(13 PERIODS)	2	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER	READS, COMPARES, CONTRASTS, GIVES OPINIONS AND RELATES IDEAS TO LIFE IN ORDER TO DEMONSTRATE CRITICAL THINKING SKILLS. 2. NARRATE STORIES (REAL OR	RECITATION OF THE POEM, STUDENTS WILL BE ASKED TO IDENTIFY THE RHYME SCHEME AND LITERARY DEVICES,	MCQ, ORAL AND WRITTEN TEST	TAKING WORDS THAT COME AT THE END OF LINES, WRITE FIVE PAIRS OF RHYMING	<a href="https://diksha.gov.in/play/content/do_31311778109621043211436?referrer=utm_so">https://diksha.gov.in/play/content/do_31311778109621043211436?referrer=utm_so</a>



						<p>LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS</p>	<p>IMAGINARY) AND REAL LIFE EXPERIENCE IN ENGLISH TO DEMONSTRATE CREATIVE USE OF AND FLUENCY IN THE LANGUAGE AND SKILLS OF PUBLIC SPEAKING.</p> <p>3. PARTICIPATE IN DIFFERENT EVENTS SUCH AS POETRY RECITATION, DEBATE, SPEECH, ELOCUTION, DECLAMATION, QUIZ, ETC IN ORDER TO DISPLAY RATIONAL THINKING, CITIZENSHIP, MANNERS, ORGANIZATION OF THOUGHTS, PERSUASION AND PUBLIC SPEAKING SKILLS.</p> <p>4. IDENTIFIES AND APPRECIATES SIGNIFICANT LITERARY ELEMENTS SUCH AS- METAPHOR, IMAGERY, SYMBOL, SIMILE, ONOMATOPOEIA, INTENTION/POINT OF VIEW, RHYME SCHEME, ETC. IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR SIGNIFICANCE IN LITERATURE AND NARRATIVES.</p> <p>5. WRITE ANSWERS TO TEXTUAL/NON-TEXTUAL QUESTIONS AFTER COMPREHENSION/INFERENCE ; DRAWS CHARACTER SKETCH, ATTEMPTS EXTRAPOLATIVE WRITING.</p>	<p>THEME OF THE POEM WILL BE DISCUSSED.</p>		<p>WORDS (WORKING WITH THE POEM GIVEN ON PAGE 99)</p>	<p><a href="https://dikhsha.gov.in/play/content/do_312795723247509504110693">urce%3Dmobile%26utm_campaign%3Dshare_content</a></p>
				THE FIGHT	3	<p>TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS</p>	<p>1. ASKS QUESTIONS IN DIFFERENT CONTEXTS ANS SITUATIONS (EXAMPLE-BASED ON THE TEXT/BEYOND THE TEXT/OUT OF CURIOSITY/WHILE ENGAGING IN CONVERSATION USING APPROPRIATE VOCABULARY AND ACCURATE SENTENCES)</p> <p>2. READS, COMPARES, CONTRASTS, GIVES OPINIONS AND RELATES IDEAS TO LIFE IN ORDER TO DEMONSTRATE CRITICAL THINKING SKILLS</p> <p>3. WRITE ANSWERS TO TEXTUAL/NON-TEXTUAL QUESTIONS AFTER COMPREHENSION/INFERENCE; DRAWS CHARACTER SKETCH, ATTEMPTS EXTRAPOLATIVE WRITING.</p>	<p>1. BRIEF INTRODUCTION OF THE CONTENT BY THE TEACHER</p> <p>2. READING OF THE TEXTUAL QUESTIONS BY THE STUDENTS</p> <p>3. PAIRING OF THE STUDENTS AND READING OF THE TEXT BY THEM</p> <p>4. DISCUSSION OF THE ANSWERS TO THE TEXTUAL QUESTIONS BY THE STUDENTS</p> <p>5. ANY WRITING, LISTENING OR FURTHER ORAL PRACTICE BY THE STUDENTS</p>	<p>QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINIONS/PERCEPTION</p>	<p>1. MAKE A PICTURE CHART ABOUT "THE DIFFERENT STYLES OF SWIMMING"</p>	<p><a href="https://dikhsha.gov.in/play/content/do_312795723247509504110693">https://dikhsha.gov.in/play/content/do_312795723247509504110693</a></p>
				A VISIT TO CAMBRIDGE	4	<p>TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS,</p>	<p>1. ASK QUESTIONS IN DIFFERENT CONTEXTS AND SITUATIONS (EXAMPLE-BASED ON THE TEXT/BEYOND THE TEXT/OUT OF CURIOSITY/WHILE ENGAGING IN CONVERSATION USING APPROPRIATE VOCABULARY AND ACCURATE SENTENCES)</p> <p>2. PARTICIPATE IN DIFFERENT EVENTS</p>	<p>1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER</p> <p>2. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER</p> <p>4. MODEL READING AND</p>	<p>ORAL AND WRITTEN TEST</p>	<p>IMAGINE THAT YOU ARE A JOURNALIST. YOU HAVE BEEN ASKED TO INTERVIEW THE PRESIDENT OF THE VILLAGE PANCHAYAT.</p>	<p><a href="https://dikhsha.gov.in/play/content/do_3131898551405690881270?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_con">https://dikhsha.gov.in/play/content/do_3131898551405690881270?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_con</a></p>



						INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	SUCH AS DEBATE, SPEECH, ELOCUTION, DECLAMATION, QUIZ, ETC IN ORDER TO DISPLAY RATIONAL THINKING, CITIZENSHIP, MANNERS, ORGANIZATION OF THOUGHTS, PERSUASION AND PUBLIC SPEAKING SKILLS. 3. WRITE ANSWERS TO TEXTUAL/NON-TEXTUAL QUESTIONS AFTER COMPREHENSION/INFERENCE ; DRAWS CHARACTER SKETCH, ATTEMPTS EXTRAPOLATIVE WRITING.	EXPLANATION BY THE TEACHER, IF REQUIRED 5. CRITICAL ANALYSIS OF THE CHARACTERS BY THE STUDENTS 6. NARRATION OF A SIMILAR STORY BY THE STUDENTS 7. DEBATE/SPEECH 8. WRITING ACTIVITY 9. WORKING WITH LANGUAGE		WRITE EIGHT TO TEN QUESTIONS YOU WISH TO ASK. (ACTIVITY GIVEN ON PAGE 104)	<a href="#">tent</a>
				THE OPEN WINDOW	3	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	1. ASKS QUESTIONS IN DIFFERENT CONTEXTS ANS SITUATIONS (EXAMPLE-BASED ON THE TEXT/BEYOND THE TEXT/OUT OF CURIOSITY/WHILE ENGAGING IN CONVERSATION USING APPROPRIATE VOCABULARY AND ACCURATE SENTENCES) 2. READS, COMPARES, CONTRASTS, GIVES OPINIONS AND RELATES IDEAS TO LIFE IN ORDER TO DEMONSTRATE CRITICAL THINKING SKILLS . 3. READS UNFAMILIAR WORDS IN CONTEXT AND INFER THEIR MEANING IN ORDER TO DEMONSTRATE COMPREHENSION 4. WRITE ANSWERS TO TEXTUAL/NON-TEXTUAL QUESTIONS AFTER COMPREHENSION/INFERENCE; DRAWS CHARACTER SKETCH, ATTEMPTS EXTRAPOLATIVE WRITING.	1. BRIEF INTRODUCTION OF THE CONTENT BY THE TEACHER 2. READING OF THE TEXTUAL QUESTIONS BY THE STUDENTS 3. PAIRING OF THE STUDENTS AND READING OF THE TEXT BY THEM 4. DISCUSSION OF THE ANSWERS TO THE TEXTUAL QUESTIONS BY THE STUDENTS 5. ANY WRITING, LISTENING OR FURTHER ORAL PRACTICE BY THE STUDENTS	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINIONS/PERCEPTION	1. WRITE CHARACTER SKETCH OF VERA. 2. ATTEMPT THE EXERCISE GIVEN ON PAGE 61	<a href="https://www.google.com/url?sa=t&amp;source=web&amp;rc=t=j&amp;url=https://m.youtube.com/watch%3Fv%3DVXozrbH8eBk&amp;ved=2ahUKEwj-r8Kjk5vxAhWxmOYKH5YC2wQz40FegQICxAH&amp;usg=AOvVaw3ZK73DzE1VDc8Gr3gGpd cT">https://www.google.com/url?sa=t&amp;source=web&amp;rc=t=j&amp;url=https://m.youtube.com/watch%3Fv%3DVXozrbH8eBk&amp;ved=2ahUKEwj-r8Kjk5vxAhWxmOYKH5YC2wQz40FegQICxAH&amp;usg=AOvVaw3ZK73DzE1VDc8Gr3gGpd cT</a>
				WRITING : LETTER TO EDITOR	1	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING, SPEAKING	FORMAL LETTER (LETTER TO THE EDITOR) WILL BE EXPLAINED USING PRIOR KNOWLEDGE OF STUDENTS	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.	FORMAL LETTER PROBLEMS WILL BE GIVEN	USE SUITABLE LINKS IF REQUIRED
8	DECEMBER	18	WHEN I SET OUT FOR LYONNESSE	8 HOURS(12 PERIODS)	1	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE	1. IDENTIFIES DETAILS, CHARACTERS, MAIN IDEA AND SEQUENCE OF IDEAS AND EVENTS WHILE READING IN ORDER TO DEMONSTRATE COMPREHENSION OF THE LANGUAGE AND SEQUENCING SKILLS. 2. PARTICIPATES IN DIFFERENT EVENTS	POEM RECITATION, RHYME SCHEME AND LITERARY DEVICES USED IN THE POEM WILL BE DISCUSSED	MCQ. ORAL AND WRITTEN TEST	MAKE A VIDEO OF YOUR POEM RECITATION AND SEND IT	<a href="https://www.google.com/url?sa=t&amp;source=web&amp;rc=t=j&amp;url=https://m.youtube.com/watch%3Fv%3DqfiAgfXzREc&amp;ved=">https://www.google.com/url?sa=t&amp;source=web&amp;rc=t=j&amp;url=https://m.youtube.com/watch%3Fv%3DqfiAgfXzREc&amp;ved=</a>



						<p><b>SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS</b></p>	<p>SUCH AS POETRY RECITATION, DEBATE, SPEECH, ELOCUTION, DECLAMATION, QUIZ, ETC ORGANISED BY SCHOOL AND OTHER SUCH ORGANIZATIONS, IN ORDER TO DISPLAY RATIONAL THINKING, CITIZENSHIP, MANNERS, ORGANIZATION OF THOUGHT, PERSUASION AND PUBLIC SPEAKING SKILLS.</p> <p>3. READ UNFAMILIAR WORDS IN CONTEXT AND INFER THEIR MEANING IN ORDER TO DEMONSTRATE COMPREHENSION.</p> <p>4. WRITE ANSWERS TO TEXTUAL/NON-TEXTUAL QUESTIONS AFTER COMPREHENSION/INFERENCE ; DRAWS CHARACTER SKETCH, ATTEMPTS EXTRAPOLATIVE WRITING.</p>					<p><a href="https://www.google.com/url?sa=t&amp;source=web&amp;rc=t=j&amp;url=https://m.youtube.com/watch%3Fv%3DaiM-qP6upiE&amp;ved=2ahUKewjzub25nJvxAhUp7nMBHUXC0wQz40FegQIB">2ahUKewjT66rml5vxAhWJSH0KHcgrAZwQz40FegQIBhAQ&amp;usg=AOvAw0-oQcZ2ut25MthdN16AN8U</a></p>
					3	<p><b>TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS</b></p>	<p>1. ASK QUESTIONS IN DIFFERENT CONTEXTS AND SITUATIONS (EXAMPLE-BASED ON THE TEXT/BEYOND THE TEXT/OUT OF CURIOSITY/WHILE ENGAGING IN CONVERSATION USING APPROPRIATE VOCABULARY AND ACCURATE SENTENCES) .</p> <p>2. READS, COMPARES, CONTRASTS, GIVES OPINIONS AND RELATES IDEAS TO LIFE IN ORDER TO DEMONSTRATE CRITICAL THINKING SKILLS.</p> <p>3. IDENTIFIES AND APPRECIATES SIGNIFICANT LITERARY ELEMENTS , RHYME SCHEME ETC IN ORDER TO DEMONSTRATE UNDERSTANDING OF THEIR SIGNIFICANCE IN LITERATURE AND NARRATIVES.</p> <p>4. WRITE ANSWERS TO TEXTUAL/NON-TEXTUAL QUESTIONS AFTER COMPREHENSION/INFERENCE; DRAWS CHARACTER SKETCH, ATTEMPTS EXTRAPOLATIVE WRITING</p>	<p>1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER</p> <p>2. STUDENTS' FEELINGS ABOUT THE CHANGES THAT OCCUR IN NATURE AS SEASONS CHANGES</p> <p>3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER</p> <p>4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED</p> <p>5. DEBATE/SPEECH</p> <p>6. WRITING ACTIVITY</p> <p>7. WORKING WITH LANGUAGE</p>	<p>ORAL AND WRITTEN TEST</p>	<p>1. DO YOU NOTICE THE CHANGES THAT OCCUR IN NATURE AS THE SEASON CHANGES? WRITE FIVE OR SIX SENTENCES ABOUT WHAT YOU SEE IN NATURE IN YOUR PART OF THE COUNTRY DURING THE MONTHS OF MAY, AUGUST AND SEPTEMBER</p>	<p><a href="https://diksha.gov.in/play/content/do_31313465740859801611027?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/content/do_31313465740859801611027?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a></p>	
					3	<p><b>TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS</b></p>	<p>1. ASKS QUESTIONS IN DIFFERENT CONTEXTS AND SITUATIONS (EXAMPLE-BASED ON THE TEXT/BEYOND THE TEXT/OUT OF CURIOSITY/WHILE ENGAGING IN CONVERSATION USING APPROPRIATE VOCABULARY AND ACCURATE SENTENCES)</p> <p>2. READS, COMPARES, CONTRASTS, GIVES OPINIONS AND RELATES IDEAS TO LIFE IN ORDER TO DEMONSTRATE CRITICAL THINKING SKILLS</p>	<p>1. BRIEF INTRODUCTION OF THE CONTENT BY THE TEACHER</p> <p>2. READING OF THE TEXTUAL QUESTIONS BY THE STUDENTS</p> <p>3. PAIRING OF THE STUDENTS AND READING OF THE TEXT BY THEM</p> <p>4. DISCUSSION OF THE ANSWERS TO THE</p>	<p>QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINIONS/PERCEPTION</p>	<p>1. COMIC STRIPS OF THE CONVERSATION BETWEEN THE BOY AND THE COIN</p> <p>2. ATTEMPT EXERCISE OF PAGE 72</p>	<p><a href="https://www.google.com/url?sa=t&amp;source=web&amp;rc=t=j&amp;url=https://m.youtube.com/watch%3Fv%3DaiM-qP6upiE&amp;ved=2ahUKewjzub25nJvxAhUp7nMBHUXC0wQz40FegQIB">https://www.google.com/url?sa=t&amp;source=web&amp;rc=t=j&amp;url=https://m.youtube.com/watch%3Fv%3DaiM-qP6upiE&amp;ved=2ahUKewjzub25nJvxAhUp7nMBHUXC0wQz40FegQIB</a></p>	



						HUMAN BEINGS	3. WRITE ANSWERS TO TEXTUAL/NON-TEXTUAL QUESTIONS AFTER COMPREHENSION/INFERENCE; DRAWS CHARACTER SKETCH, ATTEMPTS EXTRAPOLATIVE WRITING.	TEXTUAL QUESTIONS BY THE STUDENTS 5. ANY WRITING, LISTENING OR FURTHER ORAL PRACTICE BY THE STUDENTS			<a href="https://www.google.com/url?sa=t&amp;source=web&amp;rc=t=j&amp;url=https://m.youtube.com/watch%3Fv%3DsV3gtSTQKf4&amp;ved=2ahUKewjB5dXym5vxAhVC63MBHRKwAdwQz40FegQIFBAJ&amp;usg=AOvVaw02et8l8bH9z9_QC3MUQ92g">xAH&amp;usg=AOvVaw1OMwOGEQeKoyMXKvov0TXD</a>
				ON THE GRASSHOPPER AND CRICKET	1	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	1. READS, COMPARES, CONTRASTS, GIVES OPINIONS AND RELATES IDEAS TO LIFE IN ORDER TO DEMONSTRATE CRITICAL THINKING SKILLS. 2. PARTICIPATES IN DIFFERENT EVENTS SUCH AS POETRY RECITATION, DEBATE, SPEECH, ELOCUTION, DECLAMATION, QUIZ, ETC. IN ORDER TO DISPLAY RATIONAL THINKING, CITIZENSHIPS, MANNERS, ORGANIZATION OF THOUGHTS, PERSUASION AND PUBLIC SPEAKING SKILLS.	RECITATION OF THE POEM, STUDENTS WILL BE ASKED TO IDENTIFY THE RHYME SCHEME AND LITERARY DEVICES, THEME OF THE POEM WILL BE DISCUSSED	MCQ	WRITE A PARAPHRASE OF THE POEM	<a href="https://www.google.com/url?sa=t&amp;source=web&amp;rc=t=j&amp;url=https://m.youtube.com/watch%3Fv%3DsV3gtSTQKf4&amp;ved=2ahUKewjB5dXym5vxAhVC63MBHRKwAdwQz40FegQIFBAJ&amp;usg=AOvVaw02et8l8bH9z9_QC3MUQ92g">https://www.google.com/url?sa=t&amp;source=web&amp;rc=t=j&amp;url=https://m.youtube.com/watch%3Fv%3DsV3gtSTQKf4&amp;ved=2ahUKewjB5dXym5vxAhVC63MBHRKwAdwQz40FegQIFBAJ&amp;usg=AOvVaw02et8l8bH9z9_QC3MUQ92g</a>
				WRITING : BIO SKETCH, DIARY ENTRY	2	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING, SPEAKING	FORMAT AND SALIENT FEATURES OF DIARY ENTRY AND BIO SKETCH WILL BE DISCUSSED	PRACTICE QUESTIONS	BIO SKETCH OF ANY FAMOUS PERSONALITY	USE SUITABLE LINKS IF REQUIRED
				ACTIVITY : WRITING (FROM HOME)	1	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING, SPEAKING	A WRITING ACTIVITY WILL BE ASSIGNED TO BE DONE FROM HOME	STUDENTS WILL BE ASSESSED ON THE BASIS OF FORMAT, CONTENT, ORGANISATION, CREATIVITY AND ORIGINALITY, VOCABULARY AND GRAMMAR	A WRITING ACTIVITY WILL BE ASSIGNED	USE SUITABLE LINKS IF REQUIRED
				GRAMMAR: CONJUNCTIONS (IN BRIEF)	1	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING, SPEAKING	CONJUNCTIONS WILL BE EXPLAINED WITH EXAMPLE USING PRIOR KNOWLEDGE OF THE STUDENTS.	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE	EXERCISE QUESTIONS WILL BE ASSIGNED	USE SUITABLE LINKS IF REQUIRED



							SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS			QUESTION/S WILL BE GIVEN		
PT 2	AFTER WINTER-BREAK, SYLLABUS UP TO THE COMMENCEMENT OF WINTER-BREAK											
9	JANUARY	23	THE GREAT STONE FACE-I	10 HOURS(15 PERIODS)	4	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	<p>1.ASKS QUESTIONS IN DIFFERENT CONTEXTS AND SITUATIONS (e.g. BASED ON THE TEXT/ BEYOND THE TEXT / OUT OF CURIOSITY / WHILE ENGAGING IN CONVERSATION USING APPROPRIATE VOCABULARY AND ACCURATE SENTENCES)</p> <p>2.NARRATE STORIES (REAL OR IMAGINARY) AND REAL-LIFE EXPERIENCES IN ENGLISH TO DEMONSTRATE CREATIVE USE OF AND FLUENCY IN THE LANGUAGE AND SKILLS OF PUBLIC SPEAKING.</p> <p>3. COMMUNICATES USING GRAMMATICAL FORMS(EXAMPLE- CLAUSES, COMPARISON OF ADJECTIVES, TIME AND TENSE, ACTIVE AND PASSIVE VOICE, REPORTED SPEECH ETC.) IN ORDER TO DEMONSTRATE ACCURATE AND APPROPRIATE USE OF GRAMMAR.</p> <p>4. WRITE ANSWERS TO TEXTUAL/NON-TEXTUAL QUESTIONS AFTER COMPREHENSION/INFERENCE; DRAWS CHARACTER SKETCH, ATTEMPTS EXTRAPOLATIVE WRITING.</p>	<p>1. INTRODUCTORY QUESTIONS RELATED TO THE CHAPTER BY THE TEACHER</p> <p>2.STUDENTS' FEELINGS ABOUT THE GREAT STONE FACE</p> <p>3. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER</p> <p>4. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED</p> <p>5. DEBATE/SPEECH</p> <p>6. WRITING ACTIVITY</p> <p>7. WORKING WITH LANGUAGE</p>	MCQ, ORAL AND WRITTEN TEST	DRAW THE GREAT STONE FACE AND WRITE FEW LINES ABOUT IT.	<a href="https://diksha.gov.in/play/content/do_31321816968844083211622?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/content/do_31321816968844083211622?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>	
			THE COMET-I		3	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	<p>1. ASKS QUESTIONS IN DIFFERENT CONTEXTS ANS SITUATIONS (EXAMPLE-BASED ON THE TEXT/BEYOND THE TEXT/OUT OF CURIOSITY/WHILE ENGAGING IN CONVERSATION USING APPROPRIATE VOCABULARY AND ACCURATE SENTENCES)</p> <p>2.READS, COMPARES,CONTRASTS, GIVES OPINIONS AND RELATES IDEAS TO LIFE IN ORDER TO DEMONSTRATE CRITICAL THINKING SKILLS</p> <p>3.WRITE ANSWERS TO TEXTUAL/NON-TEXTUAL QUESTIONS AFTER COMPREHENSION/INFERENCE; DRAWS CHARACTER SKETCH, ATTEMPTS EXTRAPOLATIVE WRITING.</p>	<p>1. BRIEF INTRODUCTION OF THE CONTENT BY THE TEACHER</p> <p>2. READING OF THE TEXTUAL QUESTIONS BY THE STUDENTS</p> <p>3. PAIRING OF THE STUDENTS AND READING OF THE TEXT BY THEM</p> <p>4. DISCUSSION OF THE ANSWERS TO THE TEXTUAL QUESTIONS BY THE STUDENTS</p> <p>5. ANY WRITING, LISTENING OR FURTHER ORAL PRACTICE BY THE STUDENTS</p>	QUESTIONNAIRE, OBSERVATION OF STUDENTS' PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINION S/PERCEPTION	<p>1.ATTEMPT EXERCISE OF THE CHAPTER</p> <p>2.WRITE DIFFERENCE BETWEEN ASTRONOMY AND ASTROLOGY</p>	<a href="https://www.google.com/url?sa=t&amp;source=web&amp;rc=t=j&amp;url=https://m.youtube.com/watch%3Fv%3DgvYjVwy82yY&amp;ved=2ahUKEwi46b2DmZvxAhWPaCsKHT0IAhsQz40FegQlChAH&amp;usg=AOvVaw2tHhzVB-gnhl3MA5Rgqqbi">https://www.google.com/url?sa=t&amp;source=web&amp;rc=t=j&amp;url=https://m.youtube.com/watch%3Fv%3DgvYjVwy82yY&amp;ved=2ahUKEwi46b2DmZvxAhWPaCsKHT0IAhsQz40FegQlChAH&amp;usg=AOvVaw2tHhzVB-gnhl3MA5Rgqqbi</a>	
			THE GREAT		4	TO DEVELOP THE STUDENTS INTO	1.ASKS QUESTIONS IN DIFFERENT CONTEXTS AND SITUATIONS (e.g. BASED	1. INTRODUCTORY QUESTIONS RELATED TO	MCQ, ORAL AND WRITTEN TEST	1. IMAGINE THAT YOU ARE THE	<a href="https://diksha.gov.in/play/conte">https://diksha.gov.in/play/conte</a>	



				STONE FACE-II		REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	ON THE TEXT/ BEYOND THE TEXT / OUT OF CURIOSITY / WHILE ENGAGING IN CONVERSATION USING APPROPRIATE VOCABULARY AND ACCURATE SENTENCES) 2. PARTICIPATES IN DIFFERENT EVENTS SUCH AS DEBATE, SPEECH, ELOCUTION, QUIZ, ETC. IN ORDER TO DISPLAY RATIONAL TRHINKING, CITIZENSHIOP, MANNERS, ORGANIZATION OF THOUGHTS, PERSUASION AND PUBLIC SPEAKING SKILLS. 3. COMMUNICATES USING GRAMMATICAL FORMS(EXAMPLE- CLAUSES, COMPARISON OF ADJECTIVES, TIME AND TENSE, ACTIVE AND PASSIVE VOICE, REPORTED SPEECH ETC.) IN ORDER TO DEMONSTRATE ACCURATE AND APPROPRIATE USE OF GRAMMAR. 4. WRITE ANSWERS TO TEXTUAL/NON-TEXTUAL QUESTIONS AFTER COMPREHENSION/INFERENCE; DRAWS CHARACTER SKETCH, ATTEMPTS EXTRAPOLATIVE WRITING.	THE CHAPTER BY THE TEACHER 2. INDIVIDUAL STUDENTS READ SMALL PORTIONS OF THE CHAPTER 3. MODEL READING AND EXPLANATION BY THE TEACHER, IF REQUIRED 5. NARRATION OF A SIMILAR STORY BY THE STUDENTS 6. DEBATE/SPEECH 7. WRITING ACTIVITY 8. WORKING WITH LANGUAGE		POET. YOU HAVE COME TO YOUR NATIVE VALLEY TO MEET A FAMOUS PREACHER CALLED ERNEST. DESCRIBE THE INCIDENTS OF YOUR FIRST MEETING WITH HIM	<a href="https://www.google.com/url?sa=t&amp;source=web&amp;rc">nt/do_313276891173765120125168?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>
				GRAMMAR: PREPOSITIONS	2	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING, SPEAKING	PREPOSITIONS WILL BE EXPLAINED WITH EXAMPLE USING PRIOR KNOWLEDGE OF THE STUDENTS, KINDS OF PREPOSITIONS WILL BE EXPLAINED	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN	EXERCISE QUESTIONS WILL BE ASSIGNED	USE SUITABLE LINKS IF REQUIRED
				ACTIVITY : SPEECH/ EXTEMPORE/DEBATE/ROLE PLAY/CONVERSATION	2	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING, SPEAKING	VALUE POINTS OF SPEECH, EXTEMPORE, DEBATE, ROLE PLAY AND CONVERSATION WILL BE DISCUSSED AND STUDENTS WILL BE ASKED TO SPEAK ON THE GIVEN TOPIC	STUDENTS WILL BE ASSESSED ON THE BASIS OF PRESENTATION, CONTENT, PRONUNCIATION AND FLUENCY, VOICE CLARITY AND VOLUME, CONFIDENCE AND ENTHUSIASM	DIALOGUE WRITING, PREPARATION OF SPEECH, TOPICS FOR DEBATE AND EXTEMPORE WILL BE GIVEN	USE SUITABLE LINKS IF REQUIRED
10	FEBRUARY	23	THE COMET-II	10 HOURS(15 PERIODS)	3	TO DEVELOP THE STUDENTS INTO REFINED READERS,	1. ASKS QUESTIONS IN DIFFERENT CONTEXTS ANS SITUATIONS (EXAMPLE-BASED ON THE TEXT/BEYOND THE	1. BRIEF INTRODUCTION OF THE CONTENT BY THE TEACHER	QUESTIONNAIRE, OBSERVATION OF STUDENTS'	1. CHARACTER SKETCH OF DUTTADA.	<a href="https://www.google.com/url?sa=t&amp;source=web&amp;rc">https://www.google.com/url?sa=t&amp;source=web&amp;rc</a>





						EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	TEXT/OUT OF CURIOSITY/WHILE ENGAGING IN CONVERSATION USING APPROPRIATE VOCABULARY AND ACCURATE SENTENCES) 2. READS, COMPARES, CONTRASTS, GIVES OPINIONS AND RELATES IDEAS TO LIFE IN ORDER TO DEMONSTRATE CRITICAL THINKING SKILLS 3. WRITE ANSWERS TO TEXTUAL/NON-TEXTUAL QUESTIONS AFTER COMPREHENSION/INFERENCE; DRAWS CHARACTER SKETCH, ATTEMPTS EXTRAPOLATIVE WRITING.	2. READING OF THE TEXTUAL QUESTIONS BY THE STUDENTS 3. PAIRING OF THE STUDENTS AND READING OF THE TEXT BY THEM 4. DISCUSSION OF THE ANSWERS TO THE TEXTUAL QUESTIONS BY THE STUDENTS 5. ANY WRITING, LISTENING OR FURTHER ORAL PRACTICE BY THE STUDENTS	PARTICIPATION IN THE ACTIVITIES, PRESENTATION OF THEIR ANSWERS, DISPLAY OF THEIR FEELINGS/OPINIONS/PERCEPTION	2. PICK OUT NEW WORDS AND MAKE SENTENCES ON YOUR OWN	<a href="https://m.youtube.com/watch%3Fv%3D9bP6QhQRYKs&amp;ved=2ahUKEwjsgPW0mpvxAhWSh eYKHeTwCjcQz40FegQIBBAH&amp;usg=AOvVaw1IW8as6T1B53ZUNAUg1OUP">t=j&amp;url=https://m.youtube.com/watch%3Fv%3D9bP6QhQRYKs&amp;ved=2ahUKEwjsgPW0mpvxAhWSh eYKHeTwCjcQz40FegQIBBAH&amp;usg=AOvVaw1IW8as6T1B53ZUNAUg1OUP</a>
			INTEGRATED GRAMMAR ACTIVITIES (EDITING, GAP FILLING, SENTENCE REORDERING)		4	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING, SPEAKING	INTEGRATED GRAMMAR WILL BE TAUGHT USING PRIOR KNOWLEDGE OF THE STUDENTS	COMPREHENSION CHECK QUESTIONS DURING AND AT THE END OF TEACHING-LEARNING, PRACTICE QUESTION/S WILL BE GIVEN.	INTEGRATED GRAMMAR EXERCISES	USE SUITABLE LINKS IF REQUIRED
			REVISION FOR ANNUAL EXAM		8	TO DEVELOP THE STUDENTS INTO REFINED READERS, EXCELLING WRITERS, FINER LISTENERS, IMPRESSIVE SPEAKERS, INGENIOUS THINKERS AND RIGHTEOUS HUMAN BEINGS	PARTICIPATING, RESPONDING, READING, QUESTIONING, DEMONSTRATING, REFERRING, DRAFTING, DEDUCING, WRITING, LISTENING, SPEAKING	DETAILED REVISION WORK WILL BE DONE FOR THE EXAMS	CLARIFICATION OF DOUBTS, PRACTICE QUESTION/S, WORKSHEETS WILL BE GIVEN.	ASSIGNMENTS RELATED TO REVISION WORK WILL BE GIVEN EVERY DAY	USE SUITABLE LINKS IF REQUIRED





<b>2. Solving of activity by students and discussion on answers.</b>	<b>10 mins</b>	<b>Activity given on page 18</b> <b>(Dictionary Work)</b> <b>Find these Phrasal Verbs in the story.</b> <b>[burn out light up look on run out keep out]</b> <b>Write down the sentences in which they occur. Consult a dictionary and write down the meaning that you think matches the meaning of the phrasal verb in the sentence.</b>
<b>3.Solving questions on the topic discussed</b>	<b>5 mins</b>	<b>1. Which war does the story talk about?</b> <b>2. How festival contribute to bring harmony among people?</b> <b>3. Is war the only way of resolving conflicts between nations?</b>
<b>4.Recapitulation of the lesson</b>	<b>5 mins</b>	<b>1. What did the narrator find in the junk shop?</b> <b>2. What did he find in the drawer?</b> <b>3. When was the letter written? By whom and to whom?</b> <b>4. Which were the countries involved in war?</b> <b>5. What was the best Christmas present in the chapter?</b> <a href="https://diksha.gov.in/play/collection/do_31310347514754662411393">https://diksha.gov.in/play/collection/do_31310347514754662411393</a> <b>Questions will be asked using the Diksha portal Link.</b>
<b>Active learning strategies</b>		<b>1. Find sentences in the story which appeals you the most.</b> <b>2. Diary entry.</b>
<b>Assessment for learning</b>		<b>1. Oral and written test.</b> <b>2. Students will do the exercise given on page no. 16</b>
<b>Competencies</b>		<b>1. Critical thinking</b> <b>2. Analytical skill</b>



**SAMPLE MACRO LESSON PLAN**

**Class VIII (ENGLISH)**

**Poem 1: THE ANT AND THE CRICKET**

Text	Lesson Activity	Learning Objective/s	Learning Outcome/s	Active Learning	ICT	Assessment for Learning	Assignment /s	Competencies
<b>THE ANT AND THE CRICKET</b>	<p>1. Narrating fables with content of resilience, farsightedness, etc., as the main theme.</p> <p>2. Recitation (Model recitation followed by choral recitation)</p> <p>3. Individual students reciting small portions of the poem</p> <p>4. Comprehension of the poem.</p> <p>5. Exploring composer's use of language and literary devices.</p> <p>6. Consolidation</p>	<p>1. Recognizing and classifying the genre of a fable (short stories, usually with animals as characters, conveying a moral), recall and discuss familiar fables, and relate fables to real life experiences.</p> <p>2. To develop fluency in the language, and memorisation.</p> <p>3. Infer, deduce and analyse qualities of characters, such as the cricket as being too lazy to work for himself, and then too scared of dying of hunger; the ant's attitude towards work, and motto of never borrowing or lending.</p> <p>4. Comment on the effect of the composer's use of language and structure.</p>	<p>Students will be able to:</p> <p>1. Narrate stories (real or imaginary) and real life experiences in English.</p> <p>2. Recite with expression and intonation.</p> <p>3. Read, compare, contrast, give opinion and relate ideas to life in order to demonstrate critical thinking skills.</p> <p>4. Identify and appreciate significant literary elements in order to demonstrate understanding of their significance in literature and narratives.</p> <p>5. Write answers to textual/non-textual questions after comprehension/inference; write character</p>	<p>1. Dramatization of the poem/ Role play.</p> <p>2. Narrating a similar fable.</p> <p>3. Musical presentation of the poem.</p> <p>4. 'Think-Pair-Share' strategy to present the fable.</p> <p>5. Use of images to stimulate discussion. Use of 'See-Think-Wonder' strategy.</p> <p>6. Individual and pair activity(ies) involving</p>	<p><a href="https://diksha.gov.in/play/content/do_31311270451638272011961">https://diksha.gov.in/play/content/do_31311270451638272011961</a></p>	<p><b>Questionnaire:</b></p> <p>1. What was the reaction of the cricket when he realised that his cupboard was empty in the winter season?</p> <p>2. What are some of the signs of approaching winter as mentioned in the poem?</p> <p>3. How would you describe the cricket?</p> <p>4. How would you describe the ant?</p> <p>5. How did the ant react to the cricket's confession that he had spent his precious time in singing during Summer and Spring?</p> <p>6. The contextual meaning of the phrase 'set off' is .....</p> <p>7. A word used in the poem meaning 'people' .....</p> <p>8. The cricket incurred a great problem for himself due to his recklessness. How can human beings prepare</p>	<p>1. (Prior Reading as H.W.) Read the poem intensively, along with the vocabulary work.</p> <p>2. Doing 'Working with the Poem' part in fair notebooks.</p> <p>3. Write brief character sketches of the cricket and the ant.</p> <p>4. Write a few lines about what you learnt from this fable.</p> <p>(Art Integrated Learning &amp;</p>	<p>1. Critical thinking skill</p> <p>2. Analytical skill</p> <p>3. Collaboration</p> <p>4. Application</p> <p>5. Higher order thinking</p> <p>6. Communication skill</p>



	n of the learning.	5. Review and analyse the text to infer answers to the questions based on the text.  6. Frame and write answers on their own based on discussions and reading of the text.	sketch, dialogues, attempt extrapolative writing.  6.Enhance their vocabulary.  7. Understand the composer’s use of language and structure.	deep thinking and creativity.  7.Individual writing activity.		themselves for unforeseen difficulties?  <b>Other observations:</b>  1. Students’ participation in the activities  2. The presentation of their roles  3. Display of their perception, and in grammatically correct form.	Sports Integrated Learning can be included wherever required)	
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**Note:**

1.The Macro Lesson Plans for the other chapters to be covered during a fortnight should be made in the similar manner, attached together, and put before the competent authority as per the schedule in the form of ‘Fortnightly Plan’.

2. Supplementary Reader is meant for increasing reading speed and proficiency. A study has found that Supplementary Reader is effective medium for helping EFL (English as a Foreign Language) students to master reading skills that enable them to develop their comprehension skills to answer questions demanding recall, interpretation, prediction and opinion. The teacher’s role is minimal here. The teacher will act as a facilitator, observer, organizer and guide only.

The following strategy should be adopted for teaching ‘Supplementary Reader’ in the classroom:

- i.The content of a chapter should be introduced orally to relate the reading practice. The students can see the vocabulary from their dictionaries. (Encourage every student to bring a good, medium sized dictionary every day.)
- ii. The students should be encouraged to read the questions given after the text before reading the main text. The questions may be discussed in a subtle manner for encouragement.
- iii. The students can now read the text. They may be divided into pairs. Each pair should try to find the answers to the questions by reading. Later, an arrangement should be made in the classroom to assist the pairs to discuss (inter-pair discussion) and compare their answers.
- iv. Once all pairs reach agreement, the teacher creates a general discussion, and students give their answers according to the text. The teacher should encourage the students to clarify anything that has not been understood, and explain grammatical points.
- v. The students may now do any writing, listening or further oral practice related to the text.
- vi. Answers to the textual questions must be recorded by the students in their fair notebooks.



## KENDRIYA VIDYALAYA SANGATHAN, RAIPUR REGION

### ACADEMIC PLAN 2021-22

#### VIII - MATHS

CLASS				VIII									
SUBJECT				MATHS									
TOTAL NUMBER OF CHAPTERS-				16		TERM I -8		TERM II-8					
S. N.	TE R M	M O N T H	NO. OF WORKING DAYS	UNIT NO./ CHAPTER NO./CHAPTER NAME	TENTATIVE NUMBER OF HOURS AVAILABLE	TENTATIVE NUMBER OF PERIODS REQUIRED (40 MIN/PD.)	HIGHLIGHTS OF THE GENERAL LEARNING GOALS	TOTAL LO TO BE COVERED AS PER (TRALO)	Teaching Learning Activities	Assessment planning	Assignment	Links/Url	
	TER M 1			Bridge course	5	8	Revise the previous knowledge.	Recall the previous knowledge.	Do Activities in given Bridge Course	Class Test	Individual and Group activity	Show video link in Bridge Course	
1		A P R I L	23	Rational number	3	5	Finds out as many rational numbers as possible between two given rational numbers	Calculate rational numbers to prove that there are infinite rational numbers between two rational numbers	Involve children in writing general form of rational numbers and to associate it with rules of algebra.	Worksheet, Quiz	Lab Activity:- Representing rational numbers on a number line.	<a href="https://diksha.gov.in/play/collectio n/do_31310347515146240011465?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentl d=do_313065473153269760110119">https://diksha.gov.in/play/collectio n/do_31310347515146240011465?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentl d=do_313065473153269760110119</a>	
2		M A Y - J U N E	10	Linear equation in one variable	4	6	solves puzzle and daily life problems using variables	Uses variables in order to solve problems.	Demonstrate with examples that the solution of a linear equation is the value of the variable which satisfy the equation. Explain the method of transposing the terms from one side to another side of an equal sign.	MCQ Google form	Apply the concept of linear equations of variable in our daily life	<a href="https://diksha.gov.in/play/content/do_31307451536198041619146">https://diksha.gov.in/play/content/do_31307451536198041619146</a>	



3	J U L Y	26	Understanding quadrilaterals	3	5	Solves problems related to angles of a quadrilateral using angle sum property	Uses angle sum property in order to solve problems related to angles of quadrilateral.	Explain all the concepts using figures. Show the different kinds of quadrilaterals and explain their properties.	Oral Test/Dictation	Prepare a Quadrilateral family chart	<a href="https://diksha.gov.in/play/collectio n/do_31310347515146240011465?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentl d=do_31309298069694873611356">https://diksha.gov.in/play/collectio n/do_31310347515146240011465?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentl d=do_31309298069694873611356</a>
			Practical Geometry	3	5	Constructs different quadrilaterals using compasses and straight edges.	Uses compasses and straight edge in order to construct a given quadrilateral.	With the properties explain how the special quadrilaterals can be constructed	Lab activity	Construct special property based quadrilaterals	<a href="https://diksha.gov.in/play/collectio n/do_31310347515146240011465?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentl d=do_3130908501218426881459">https://diksha.gov.in/play/collectio n/do_31310347515146240011465?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentl d=do_3130908501218426881459</a>
			Data Handling	4	6	Draws and interprets bar charts and pie charts.	Draws and interpret bar graphs and pie charts in order to answer a variety of questions based on them.	Explain how a raw data can be organized using tally marks, Explain the class intervals and class limits by using example, Explain the terms random experiment, outcomes and equally likely outcomes.	Worksheet, Google form	ART INTEGRATED PROJECT. Data collection and their interpretation.	<a href="https://diksha.gov.in/play/colle ction/do_31310347515146240011465?contentId=do_3131128415739985921102">https://diksha.gov.in/play/colle ction/do_31310347515146240011465?contentId=do_3131128415739985921102</a>
	<b>P T 1</b>	<b>FIRST WEEK OF AUGUST SYLLABUS UPTO 31st OF JULY WILL BE ASSESED</b>									
4	A U G U S T	23	Squares and square roots	4	6	Find squares and square roots using different methods.	Applies different methods in order to find the square and square roots.	Define a square number as the square of a natural number, Ask the students to write the square of first 20 natural numbers. Explain the properties by giving different examples.	-By asking oral question.	Collect number pattern based questions and enjoy beauty of maths	<a href="https://diksha.gov.in/play/cont ent/do_313078854548275200112013">https://diksha.gov.in/play/cont ent/do_313078854548275200112013</a>



						Find cubes and cube roots using different methods.	Applies different methods in order to find the cube and cube roots.	Define cubic number, and explain how to find the cube root	Quiz	Prepare a number game using cube of first 10 natural numbers.	<a href="https://diksha.gov.in/play/content/do_31307885472333004817865">https://diksha.gov.in/play/content/do_31307885472333004817865</a>
5	SEPTEMBER	24	Comparing quantities	9	14	Applies the concept of percent in profit and loss situation in finding discount, VAT and compound interest.	Observes a given context in order to apply the concept of profit and loss.	Recall the concept of ratios and percentages from the lower classes through different examples. Make the children understand profit and loss %. Explain the formula by doing different problems.	work sheet, google form	Project: Collect rate of interest % for different Banks for different loans, compare them. OR Calculate profit or loss % for any daily life example.	<a href="https://diksha.gov.in/play/collection/do_31310347515146240011465?contentId=do_31321821921455308812386">https://diksha.gov.in/play/collection/do_31310347515146240011465?contentId=do_31321821921455308812386</a>
	<b>H</b>	<b>Y FIRST WEEK OF OCTOBER THE ENTIRE SYLLABUS OF TERM WILL BE ASSESED UPTO SEPTEMBER</b>									
6	<b>T</b>	15	Algebraic expressions and identities	5	8	Uses various algebraic identities in solving problems of daily life.	Uses various algebraic identities in order to solve problems of daily life.	Make the children understand the concepts of variables and constants through different examples. Make the children understand that while adding two like terms the coefficients are added without any change in the Variable.	Oral test, Quiz	prepare a chart according to properties of algebraic expressions	<a href="https://diksha.gov.in/play/content/do_31307885493265203219776">https://diksha.gov.in/play/content/do_31307885493265203219776</a>
7	NOVEMBER	23	Visualizing Solid shapes	3	5	Represent 3D shapes on a plane surface such as sheet of paper, Verify Euler's relation through pattern.	Analyses patterns in order to verify Euler's relation	Explain face , edge, vertices, check it with Euler's formula, Net preparation for cuboid, cylinder etc.	MCQ based google form	Collect 3D objects from surrounding count face , edge and vertices for each object.	<a href="https://youtu.be/nKwfkW_DkM">https://youtu.be/nKwfkW_DkM</a>
			Mensuration			5	6	Finds Surface area and volume of cuboidal and cylindrical object.	Uses appropriate formulae in order to find surface area and volume of cuboidal and cylindrical object.	Recollect the formulae and practice more problems related. Make the children understand how to use the formula to find the area and volume by demonstrating different problems.	<a href="https://diksha.gov.in/play/collection/do_31310347515146240011465?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31307739">https://diksha.gov.in/play/collection/do_31310347515146240011465?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31307739</a>





									<a href="https://www.kvsraipur.org/">120937369618679</a>		
					Solves problems with integral exponents.	Applies rules of exponents in order to solve problems with integral exponents	Explain power and exponent with example explain the rules.,		work sheet, oral questions.	make a chart to show the rules of power and exponent	<a href="https://diksha.gov.in/play/content/do_31307885550659993617868">https://diksha.gov.in/play/content/do_31307885550659993617868</a>
8	D E C E M B E R	18			Solves problems based on direct and inverse proportions	Solves problems based on direct and inverse proportions in order to establish how one quantity depends on other.	Two quantities which are varying in the same direction (either increasing or decreasing) together in such a way that the ratio of the quantities are in the same ratio, are said to be in the direct proportion. Explain inverse proportion		work sheet, google form	collect different daily life situations where you can observe direct or inverse proportion.	<a href="https://diksha.gov.in/play/content/do_31311056837776179215663">https://diksha.gov.in/play/content/do_31311056837776179215663</a>
					Factorisation	Uses various algebraic identities in solving problems of daily life.	Uses various algebraic identities in order to solve problems of daily life.	Explain identities and how to factorise by middle term splitting method.		-By asking oral question.	Prepare a chart of identities and show with some example how identities make calculation easy
	<b>P T 2</b>	<b>AFTER THE WINTER BREAK SYLLABUS COVERED UPTO THE COMMENCEMENT OF THE WINTER BREAK</b>									
9	J A N U A R Y	24			Estimate the area of shapes by using square grid/graph sheet and verify using formulas.	Uses square grid / graph sheet in order to estimate the area of various polygon.	Explain coordinates, axis , origin etc using ppt, corelate it with examples of surrounding		work sheet, google form	Take a example of any classroom and denote any for objects coordinates.	<a href="https://diksha.gov.in/play/content/do_3131105724312043521144">https://diksha.gov.in/play/content/do_3131105724312043521144</a>
					Playing with Numbers	Proves divisibility rules of 2,3,4,5,6,9 and 11	Observe the patterns and use the divisibility rules	Explain divisibility rule , patterns, and how to find the unknown variables		Questions from exercises, quiz	Prepare a game using pattern ,divisibility rule and enjoy the beauty of





		<a href="https://youtu.be/-E0zh0jsivs">https://youtu.be/-E0zh0jsivs</a>	
		<a href="https://youtu.be/Lz393KkHwpY">https://youtu.be/Lz393KkHwpY</a>	
5	DATA HANDLING	<a href="https://youtu.be/sxrSJfH2NKM">https://youtu.be/sxrSJfH2NKM</a>	
		<a href="https://youtu.be/DtJGJcrmH1c">https://youtu.be/DtJGJcrmH1c</a>	
		<a href="https://youtu.be/KqIFNzBMevg">https://youtu.be/KqIFNzBMevg</a>	
		<a href="https://youtu.be/0xR3_bTqe48">https://youtu.be/0xR3_bTqe48</a>	
6	SQUARE AND SQUARE ROOTS	<a href="https://youtu.be/fblfhriNBXo">https://youtu.be/fblfhriNBXo</a>	
		<a href="https://youtu.be/nTPMnrjPOMU">https://youtu.be/nTPMnrjPOMU</a>	
		<a href="https://youtu.be/rnoIHK3d7jw">https://youtu.be/rnoIHK3d7jw</a>	
		<a href="https://youtu.be/RagzBOu032w">https://youtu.be/RagzBOu032w</a>	
		<a href="https://youtu.be/w3zX8N_CBtQ">https://youtu.be/w3zX8N_CBtQ</a>	
		<a href="https://youtu.be/ACEdiifEazQ">https://youtu.be/ACEdiifEazQ</a>	
7	CUBES AND CUBE ROOT	<a href="https://youtu.be/S2AvTPiDJA8">https://youtu.be/S2AvTPiDJA8</a>	
		<a href="https://youtu.be/co6V83nRUcA">https://youtu.be/co6V83nRUcA</a>	
		<a href="https://youtu.be/DBysu0wjFLY">https://youtu.be/DBysu0wjFLY</a>	
		<a href="https://youtu.be/5wZeYC2vBYc">https://youtu.be/5wZeYC2vBYc</a>	
		<a href="https://youtu.be/-txnlwnZ5dY">https://youtu.be/-txnlwnZ5dY</a>	
8	COMPARING QUANTITIES	<a href="https://youtu.be/cq1q7YGPTHY">https://youtu.be/cq1q7YGPTHY</a>	
		<a href="https://youtu.be/uVWclB6oxBs">https://youtu.be/uVWclB6oxBs</a>	
		<a href="https://youtu.be/eTjdsLogro4">https://youtu.be/eTjdsLogro4</a>	
		<a href="https://youtu.be/zlZ18U7UgxA">https://youtu.be/zlZ18U7UgxA</a>	
		<a href="https://youtu.be/NDZr7TvdaVQ">https://youtu.be/NDZr7TvdaVQ</a>	
9	ALGEBRAIC EXPRESSION AND IDENTITIES	<a href="https://youtu.be/toB_BmAPbg">https://youtu.be/toB_BmAPbg</a>	
		<a href="https://youtu.be/nJh3bvXOOIM">https://youtu.be/nJh3bvXOOIM</a>	
		<a href="https://youtu.be/N6DYQ9FjZOM">https://youtu.be/N6DYQ9FjZOM</a>	
		<a href="https://youtu.be/KEU3LOIVVuc">https://youtu.be/KEU3LOIVVuc</a>	
		<a href="https://youtu.be/OOvQ6ilU50c">https://youtu.be/OOvQ6ilU50c</a>	
		<a href="https://youtu.be/EmD8cNdBros">https://youtu.be/EmD8cNdBros</a>	
10	Visualising Solid Shapes	<a href="https://youtu.be/nKwfkW_DkcM">https://youtu.be/nKwfkW_DkcM</a>	
		<a href="https://youtu.be/CjckENVVnQM">https://youtu.be/CjckENVVnQM</a>	
		<a href="https://youtu.be/xdQ1Uz_yTX8">https://youtu.be/xdQ1Uz_yTX8</a>	



		<a href="https://youtu.be/Dy5kSTjPQj8">https://youtu.be/Dy5kSTjPQj8</a>	
		<a href="https://youtu.be/SETZE1gn5bY">https://youtu.be/SETZE1gn5bY</a>	
11	MENSURATION	<a href="https://youtu.be/QwSYnsb7wfU">https://youtu.be/QwSYnsb7wfU</a>	
		<a href="https://youtu.be/XurIND3ZPzA">https://youtu.be/XurIND3ZPzA</a>	
		<a href="https://www.youtube.com/watch?v=J6oxcXvuYI8&amp;t=449s">https://www.youtube.com/watch?v=J6oxcXvuYI8&amp;t=449s</a>	
		<a href="https://youtu.be/RTQ5KC0KZdw">https://youtu.be/RTQ5KC0KZdw</a>	
		<a href="https://www.youtube.com/watch?v=_n56zbJ4ckI">https://www.youtube.com/watch?v=_n56zbJ4ckI</a>	
		<a href="https://www.youtube.com/watch?v=iZOMwZR3Xfg">https://www.youtube.com/watch?v=iZOMwZR3Xfg</a>	
12	EXPONENT AND POWERS	<a href="https://www.youtube.com/watch?v=eqCj-is66vQ">https://www.youtube.com/watch?v=eqCj-is66vQ</a>	
		<a href="https://www.youtube.com/watch?v=USXYW64eg4s">https://www.youtube.com/watch?v=USXYW64eg4s</a>	
		<a href="https://youtu.be/_LDQjrppLxQ">https://youtu.be/_LDQjrppLxQ</a>	
		<a href="https://www.youtube.com/watch?v=vrLXRhtGiLg">https://www.youtube.com/watch?v=vrLXRhtGiLg</a>	
		<a href="https://www.youtube.com/watch?v=g-aGlozlgMo">https://www.youtube.com/watch?v=g-aGlozlgMo</a>	
		<a href="https://www.youtube.com/watch?v=Jv_upPCHc_4&amp;t=9s">https://www.youtube.com/watch?v=Jv_upPCHc_4&amp;t=9s</a>	
13	DIRECT AND INVERSE PROPORTION	<a href="https://www.youtube.com/watch?v=1m0RpTCE5wo">https://www.youtube.com/watch?v=1m0RpTCE5wo</a>	
		<a href="https://www.youtube.com/watch?v=RkRm8g80ydk">https://www.youtube.com/watch?v=RkRm8g80ydk</a>	
		<a href="https://www.youtube.com/watch?v=bB8sB9S8xyk">https://www.youtube.com/watch?v=bB8sB9S8xyk</a>	
		<a href="https://www.youtube.com/watch?v=xi2UA94JRO8">https://www.youtube.com/watch?v=xi2UA94JRO8</a>	
14	FACTORISATION	<a href="https://youtu.be/HalNIJ8cPZE">https://youtu.be/HalNIJ8cPZE</a>	
		<a href="https://www.youtube.com/watch?v=e_BmrCDhWEk">https://www.youtube.com/watch?v=e_BmrCDhWEk</a>	
		<a href="https://www.youtube.com/watch?v=aq7rtToR1Uc">https://www.youtube.com/watch?v=aq7rtToR1Uc</a>	
		<a href="https://www.youtube.com/watch?v=o4uumRul44A">https://www.youtube.com/watch?v=o4uumRul44A</a>	
		<a href="https://www.youtube.com/watch?v=TzF-nyzxhdk">https://www.youtube.com/watch?v=TzF-nyzxhdk</a>	
15	INTRODUCTION TO GRAPHS	<a href="https://www.youtube.com/watch?v=Rxt3XE-seUo">https://www.youtube.com/watch?v=Rxt3XE-seUo</a>	
		<a href="https://www.youtube.com/watch?v=3IPspTetBws">https://www.youtube.com/watch?v=3IPspTetBws</a>	
		<a href="https://www.youtube.com/watch?v=jnWtlwwX_Ac">https://www.youtube.com/watch?v=jnWtlwwX_Ac</a>	
		<a href="https://www.youtube.com/watch?v=Wrq5mOd9ubw">https://www.youtube.com/watch?v=Wrq5mOd9ubw</a>	
16	PLAYING WITH NUMBERS	<a href="https://www.youtube.com/watch?v=nS0UCTPcXnY">https://www.youtube.com/watch?v=nS0UCTPcXnY</a>	
		<a href="https://www.youtube.com/watch?v=L9nEpw5mP4I">https://www.youtube.com/watch?v=L9nEpw5mP4I</a>	
		<a href="https://www.youtube.com/watch?v=dZOG6MlxkoA">https://www.youtube.com/watch?v=dZOG6MlxkoA</a>	
		<a href="https://youtu.be/mta5uPkKzbl">https://youtu.be/mta5uPkKzbl</a>	



**KENDRIYA VIDYALAYA SANGATHAN**  
**(REGIONAL OFFICE RAIPUR)**

CLASS – VIII      NAME OF THE UNIT: - MENSURATION

NUMBER OF PERIODS: 15      MONTH: NOVEMBER 2021

Date of Commencement: - .....Expected date of completion:.....Actual date of Completion:-.....

**KEY CONCEPTS**:-Introduction ,Area and perimeter of rectangle, square, circle, parallelogram and triangle,Area of Quadrilateral ,Area of Trapezium, Area of Rhombus, Polygons , Surface Area of Cube and Cuboid ,Volume of Cube and Cuboid ,Surface Area and Volume of Cylinder.


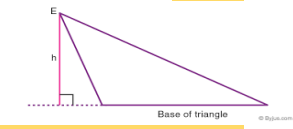
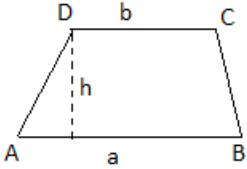
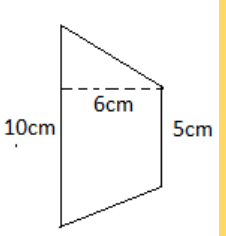
**VALUES EMBEDDED IN THE UNIT:-**

- 1.Measurement in daily life
- 2.Applied in daily life situations.
- 3.Honesty and truthfulness.
- 4.Social and moral values.

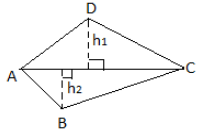
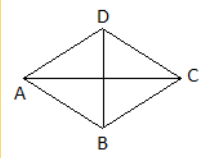
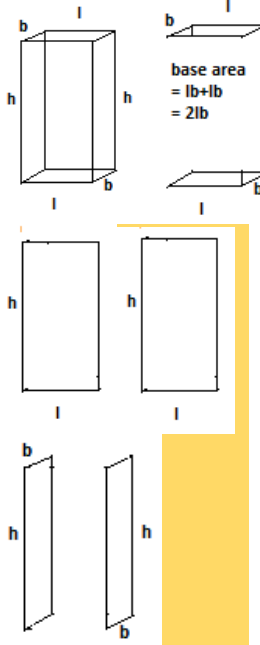
Competencies:

- 1.Understanding basic Concept.
- 2.CCT.
- 3.Problem Solving Ability
4. Ability to Compute
- 5.Reasoning and mental ability .

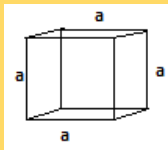
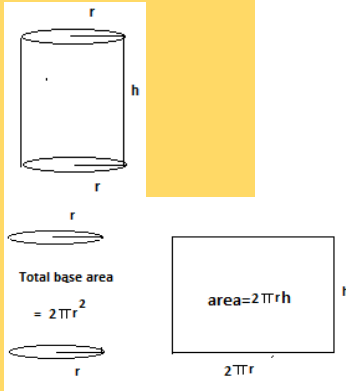


Introductory Lesson activity	Learning Objectives	Learning Objectives	Learning Outcomes	ICT	Assessment For Learning	Assignment
<p>Introduction</p> <p>Area and perimeter of rectangle, Square, Circle, parallelogram and triangle.</p> <p>Area of Quadrilateral</p> <p>Area of Trapezium,</p> <p>Area of Rhombus, Polygons ,</p> <p>Surface Area of Cube and Cuboid ,</p>	<p>1. The students should be able to know the formula for the area and perimeter of various figures and how to apply in different situations.</p> <p>2. To identify the shape of a trapezium and how to find the area using the formula.</p> <p>3. To know the formula and its application.</p> <p>4. To know how to split the given polygon into different plane figures whose area can be calculated.</p> <p>5. understand the formula for finding the surface area of a cuboid = <math>2(lb+lh+bh)</math> and surface area of a cube = <math>6a^2</math> Volume = <math>a^3</math>.</p> <p>6. To understand the formula for</p>	<p>1.To know and understand Concept of area and perimeter of various figure.</p> <p>2.To calculate area and perimeter of given simple figure.</p> <p>3. To calculate area of trapezium.</p> <p>4. To calculate area of general Quadrilateral and able to solve problem.</p> <p>5. To know and understand Volume of Cube, Cuboid and Cylinder .</p> <p>6. To calculate area of Rhombus in different method.</p> <p>7.Able to solve area and volume related to cube ,cuboid and cylinder.</p>	<p>1.Recollect the following formulae and practice more problems related.            Area of rectangle = <math>l \times b</math>,            Perimeter = <math>2(l + b)</math>            Area of square = <math>a^2</math> ,            Perimeter = <math>4a</math>            Area of triangle = <math>\frac{1}{2}bh</math>,            Area of parallelogram = <math>bh</math>            Area of circle = <math>\pi r^2</math>,            Perimeter = <math>2\pi r</math></p>   <p>2.</p>  <p>Area of trapezium = <math>\frac{1}{2}(a + b)h</math>  <math>= \frac{1}{2}(\text{sum of parallel sides}) \times \text{distance between them}</math></p>  <p>Area = <math>\frac{1}{2}(10 + 5)6 = \frac{1}{2} \times 15 \times 6 = 45\text{cm}^2</math></p> <p>3. Area of quadrilateral = <math>\frac{1}{2}AC(h_1 + h_2)</math></p>	<p>Introduction  <a href="https://youtu.be/9jQHc8oH0WU">https://youtu.be/9jQHc8oH0WU</a>  <a href="https://youtu.be/06fih7gWpdc">https://youtu.be/06fih7gWpdc</a></p> <p>Formulae of area and Volume  <a href="https://youtu.be/RTQ5KC0KZdw">https://youtu.be/RTQ5KC0KZdw</a></p> <p>Area of Rhombus  <a href="https://youtu.be/ExRCTDYuMIk">https://youtu.be/ExRCTDYuMIk</a></p> <p>From Diksha app  <a href="https://diksha.gov.in/play/content/doi313078855099670528111719">https://diksha.gov.in/play/content/doi313078855099670528111719</a></p>	<p>NCERT SOLUTION  <a href="https://www.learnncbse.in/ncert-solutions-for-class-8-maths-chapter-11-mensuration/">https://www.learnncbse.in/ncert-solutions-for-class-8-maths-chapter-11-mensuration/</a>  <a href="https://www.learnncbse.in/mensuration-ncert-extra-questions-for-class-8-maths-chapter-11/">https://www.learnncbse.in/mensuration-ncert-extra-questions-for-class-8-maths-chapter-11/</a></p> <p>Worksheets  <a href="https://www.learnncbse.in/mensuration-ncert-extra-questions-for-class-8-maths-chapter-11/">https://www.learnncbse.in/mensuration-ncert-extra-questions-for-class-8-maths-chapter-11/</a></p> <p>Practice for MCQ and Fill in the Blanks  <a href="https://www.learninsta.com/mcq-questions-for-class-8-maths-chapter-11/">https://www.learninsta.com/mcq-questions-for-class-8-maths-chapter-11/</a></p>	<p>1.Draw any trapezium WXYZ on a piece of graph paper as shown in the figure and cut it out .</p> <p>2. Collect general items from your home and Find the surface area and Volume like Soaps, toys, pastes, snacks etc. often come in the packing of cuboidal, cubical or cylindrical boxes. Collect, such boxes .</p> <p><b>3.Lab Activity</b>            i) Take a cylindrical can or box and trace the base of the can on graph paper and cut it [Fig 11.39(i)]. Take another graph paper in such a</p>



<p>Volume of Cube and Cuboid</p>	<p>finding the total surface area = <math>2\pi r(r + h)</math> Volume = <math>\pi r^2 h</math></p> <p>(b) Volume of cylinder = base area <math>\times</math> height = <math>\pi r^2 h</math></p>	<p>8. To know and understand surface area of Cube, Cuboid and Cylinder .</p> <p>9. Learn all Formulae area and volume of Solid Figure such as Cube, Cuboid, cylinder.</p>	 <p>4.</p>  <p>Area of rhombus = <math>AC \times BD =</math> <i>Product of the diagonals.</i> Do the examples from the text book. Divide the given polygon into a number of shapes like triangles, rectangles, trapezium etc and find the area of each figure and then find the total area. Give more e.g. from the text book.</p> <p>5.</p>  <p>base area = <math>lb + lb = 2lb</math></p> <p>Lateral Surface Area = <math>2lh + 2bh</math> <math>= 2(l+b)h =</math> perimeter of base <math>\times</math> height Total Surface Area (TSA) = <math>2lb + 2lh + 2bh =</math></p>	<p>Surface Area and Volume of Cylinder.</p> <p><a href="https://youtu.be/ddP_tyfl12U">https://youtu.be/ddP_tyfl12U</a></p> <p>Recall formulae of area and volume</p> <p><a href="https://youtu.be/bKnu2Gw53cA">https://youtu.be/bKnu2Gw53cA</a></p>	<p><a href="#">11-with-answers/</a></p> <p>2.</p> <p><a href="http://www.learnmathsonline.org/class-8-maths/mensuration-chapter-11-mcq/">http://www.learnmathsonline.org/class-8-maths/mensuration-chapter-11-mcq/</a></p>	<p>way that its width is equal to the height of the can. Wrap the strip around the can such that it just fits around the can (remove the excess paper) [Fig 11.39(ii)]. Tape the pieces [Fig 11.39(iii)] together to form a cylinder [Fig 11.39(iv)]. What is the shape of the paper that goes around the can? (From NCERT BOOK PAGE NO. 183)</p> <p>Reference: Back to Basics VI-VIII Lesson – 8 NCERT TEXT BOOK</p>
<p>Surface Area and Volume of Cylinder.</p>						



			<p><math>2(lb+lh+bh)</math>. Volume = base area <math>\times</math>height= <math>lbh</math> Make the children understand how to use the formula to find the area and volume by demonstrating different problems.</p> <p>6.</p>  <p>Total base area = <math>2a^2</math>, L S A = <math>4a^2</math>, T S A = <math>6a^2</math>, Volume of a cube = <math>a^3</math></p> <p>7.</p>  <p>Total base area = <math>2\pi r^2</math></p> <p>area=<math>2\pi r h</math></p> <p>Total base area = <math>2\pi r^2</math>, CSA = <math>2\pi r h</math>, T S A = <math>2\pi r^2 + 2\pi r h =</math> <math>2\pi r(r + h)</math></p>		
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**B. ASSESSMENT:**

Text Book Based Questions	Exam Oriented Question Bank (MCQ, FILL IN THE BLANKS)	Questions From Blue Print	LAT Questions	Difficult Areas of Assessment
<p>Exercise questions and try these questions from NCERT Text Book Chapter - 11</p>	<p>Worksheet 1. <a href="https://www.learnncbse.in/ncert-solutions-for-class-8-maths-chapter-11-mensuration/">https://www.learnncbse.in/ncert-solutions-for-class-8-maths-chapter-11-mensuration/</a></p>	<p>1. Questions for High Achievers: <a href="https://www.learnncbse.in/mensuration-ncert-extra-questions-for-class-8-maths-chapter-11/">https://www.learnncbse.in/mensuration-ncert-extra-questions-for-class-8-maths-chapter-11/</a></p> <p>2. Questions for slow bloomers: <a href="https://www.careerlauncher.com/cbse-ncert/class-8/Math/CBSE-Mensuration-MCQ.html">https://www.careerlauncher.com/cbse-ncert/class-8/Math/CBSE-Mensuration-MCQ.html</a></p>	<p>1. Find the area of Rhombus whose diagonals are of length 10 and 8.2 cm.</p> <p>2. The area of Rhombus is <math>240 \text{ cm}^2</math></p> <p>3. Calculate the height of a cuboid which has a base area of <math>180 \text{ cm}^2</math> and volume is <math>900 \text{ cm}^3</math>.</p> <p>4. The length and breadth of a rectangle are in the ratio 4 : 3. If its perimeter is 154 cm, find its length and breadth.</p> <p>5. Write all Formulas of surface area and volume of Cube, cuboid and cylinder.</p> <p>6. <math>1 \text{ cm}^3 = \underline{\hspace{1cm}} \text{ mm}^3</math></p> <p>7. The volume of a cuboid of length l, breadth b and height h is _____</p> <p>8. If the edge of a cube is 1 cm then which of the following is its volume?</p>	<p>1. A copper wire of length 44 cm is to be bent into a square and a circle. Which will have a larger area?</p> <p>2. The volume of a box is <math>13400 \text{ cm}^3</math>. The area of its base is <math>670 \text{ cm}^2</math>. Find the height of the box.</p> <p>3. Two cubes are joined end to end. Find the volume of the resulting cuboid, if each side of the cubes is 6 cm.</p> <p>4. The area of a trapezium is <math>400 \text{ cm}^2</math>, the distance between the parallel sides is 16 cm. If one of the parallel sides is 20 cm, find the length of the other side.</p> <p>5. The diameter of a roller is 84 cm and its length is 120 cm. It takes 500 complete revolutions to move once over to level a playground. Find the area of the playground in <math>\text{m}^2</math>.</p>



			(i) $6 \text{ m}^3$ (ii) $3 \text{ m}^3$ (iii) $1 \text{ m}^3$ (iv) none of these	
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C. ASSESSMENT TOOLS :

1. ORAL TEST (Group and Individual )
2. Written test such as Work sheet
3. Online assessment Google form, online quiz, puzzles.
4. Dictation of area and volume formulas.
5. CCT .

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**KENDRIYA VIDYALAYA SANGATHAN (REGIONAL OFFICE RAIPUR)**

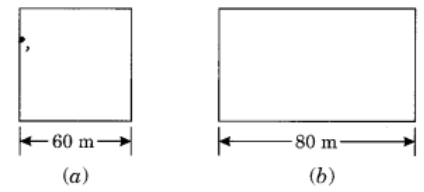
Micro Lesson Plan (Daily Basis)

CLASS-8 SUBJECT: MATHEMATICS

Topic: Mensuration. Subtopic: Area & Perimeter Period.....

Time Duration:40min Teacher.....Date:.....

<b>Learning outcomes</b> (what we want the students to know and to be able to do)	1.To know and understand the concept of area and Perimeter given figure (Rectangle,square,triangle Parallelogram, Circle) 2. The students should be able to know the formula for the area and perimeter of various figures and how to apply in different situations.
<b>Resources needed</b>	1. Live Blackboard Class through G-suit ID 2. Power Point Presentation 3. Video from Internet 4. NCERT TEXT BOOK.
<b>Lesson Activities</b>	
<b>Time</b> (In Minutes)	Introductory activity: We have learnt that for a closed plane figure, the perimeter is the distance around its boundary and its area is the region covered by it.
<b>5Minutes</b>	1. Teacher asks many questions to student related to following formulae. Recollect the following formulae and practice more problems related.  Area of rectangle = $l \times b$ , Perimeter = $2(l + b)$ Area of square = $a^2$ , Perimeter = $4a$ Area of triangle = $\frac{1}{2}bh$ , Area of parallelogram = $bh$ Area of circle = $\pi r^2$ , Perimeter = $2\pi r$  Main activity:( Explanation Part) 1. A rectangular park whose length is 30 m and width is 20 m. What is the total length of the fence surrounding it? To find the length of the fence we need to find the perimeter of this park, which is 100 m. How much land is occupied by the park? Solution: We Know that Perimeter = $2(l + b)$ $l=30m$ and $b=20m$ put the value in formulae Perimeter = $2(30+20) =100m$ .....Ans Area of rectangle = $l \times b$ Area of rectangle = $30m \times 20m = 600m^2$ Ans
<b>20Minutes</b>	2.A square and a rectangular field with measurements as given in the figure have the same perimeter. Which field has a larger area?(Page no171)



Solution:

Perimeter of figure (a) =  $4 \times \text{side} = 4 \times 60 = 240 \text{ m}$

Perimeter of figure (b) =  $2 [l + b]$

Perimeter of figure (b) = Perimeter of figure (a)

$2[l + b] = 240$

$\Rightarrow 2 [80 + b] = 240$

$\Rightarrow 80 + b = 120$

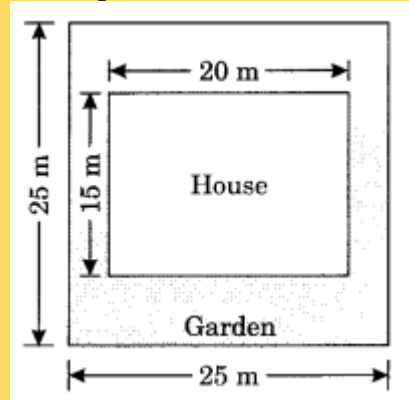
$\Rightarrow b = 120 - 80 = 40 \text{ m}$

Area of figure (a) =  $(\text{side})^2 = 60 \times 60 = 3600 \text{ m}^2$

Area of figure (b) =  $l \times b = 80 \times 40 = 3200 \text{ m}^2$

So, area of figure (a) is longer than the area of figure (b).

3. Mrs Kaushik has a square plot with the measurement as shown in the figure. She wants to construct a house in the middle of the plot. A garden is developed around the house. Find the total cost of developing a garden around the house at the rate of ₹ 55 per  $\text{m}^2$



Solution:

Area of the plot =  $\text{side} \times \text{side} = 25 \text{ m} \times 25 \text{ m} = 625 \text{ m}^2$ .

Area of the house =  $l \times b = 20 \text{ m} \times 15 \text{ m} = 300 \text{ m}^2$

Area of the garden to be developed =  $\text{Area of the plot} - \text{Area of the house} = 625 \text{ m}^2 - 300 \text{ m}^2 = 325 \text{ m}^2$

Cost of developing the garden =  $\text{₹ } 325 \times 55 = \text{₹ } 17875$

SOLVED QUESTIONS BY STUDENT:

1. The shape of a garden is rectangular in the middle and semicircular at the ends as shown in the diagram. Find the area and the perimeter of this garden. [Length of rectangle is  $20 - (3.5 + 3.5)$  metres]

2. A flooring tile has the shape of a parallelogram whose base is 24 cm and the corresponding height is 10 cm. How many such tiles are required to cover a floor of area  $1080 \text{ m}^2$ ? (If required you can split the tiles in whatever way you want to fill up the corners).

Recapitulation of the lesson:

- Area of rectangle =  $l \times b$ , Perimeter =  $2(l + b)$
- Area of square =  $a^2$ , Perimeter =  $4a$
- Area of triangle =  $\frac{1}{2}bh$ ,
- Area of parallelogram =  $bh$
- Area of circle =  $\pi r^2$ , Perimeter =  $2\pi r$

10 Minutes

5Minutes



<b>Active learning strategies</b>	<ol style="list-style-type: none"><li>1. Learning by Doing.</li><li>2. Inductive- Deductive method.</li><li>3. Explanation with Demonstration.</li></ol>	
<b>Assessment for learning</b>	<ol style="list-style-type: none"><li>1. Assessing prior knowledge.</li><li>2. Question Answer and Oral test.</li><li>3. Written test. Small Work sheet.</li><li>4. Lab Activity related to measurement</li></ol>	
<b>Competencies</b>	<ol style="list-style-type: none"><li>1. Application in daily life situations.</li><li>2. Understanding basic concepts.</li><li>3. Knowledge Measurement</li><li>4. Problem Solving Ability.</li></ol>	

Teacher's Signature

Principal's Signature



**KENDRIYA VIDYALAYA SANGATHAN, RAIPUR REGION**

**ACADEMIC PLAN (2021-2022)**

**CLASS: VIII**

**SUBJECT: SST**

**Total Number of Chapters :- 26**

**TERM 1 (13 CHAPTERS)**

S N O	MONTH	NO OF WOR KING DAYS	Chapter Number	Name of Chapter	Tentati ve Numb er of Hours Availa ble	Tentati ve Numb er of Period s Requir ed (40 Minute s/pd.)	Highlights of the General Learning Goals and Core Concepts	Total LO to be covered as per (TRALO)	Teaching Learning Activities	Assessment planning	Assignments	Remark links /url
1	APRIL	24	H 1	How, When and Where	3	5	Understand the notions of the time	Explains the importance of dates in history and why do we divide history into different periods.	Discussion on the fig 1 ,pg 1 textbook.	A worksheet containing MCQ, short answer and new terminologies will be assigned in the google classroom.	Students will be told to make the time table for their studies after the school classes.	<a href="https://diksha.gov.in/play/collection/do_31310347517497344011054?contentId=do_3129911251216220161169">https://diksha.gov.in/play/collection/do_31310347517497344011054?contentId=do_3129911251216220161169</a>
			G 1	Resources	3	5	Types of resources and its use and importance.	Justifies judicious use of natural resources in order to maintain developments in all areas	Pg 2 Activity	Word puzzle of natural, manmade, renewable and non renewable resources.	What are the ways you can conserve resources? In a survey way.	<a href="https://diksha.gov.in/play/collection/do_3131034751628083201734?contentId=do_31314959984745676812563">https://diksha.gov.in/play/collection/do_3131034751628083201734?contentId=do_31314959984745676812563</a>
			C 1	Indian Constituti on	4	6	Familiarize with constitutive rules	Applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation (e.g., Child Rights	A story will be told on the concept of majority, minority and the equality. Then developmentry questions will be asked.	With the help of the mind map the short questions will be asked .	Make a biography on Dr.B.R.Ambedkar	<a href="https://diksha.gov.in/play/collection/do_31310347517095936011395?contentId=do_31314877515795660811888">https://diksha.gov.in/play/collection/do_31310347517095936011395?contentId=do_31314877515795660811888</a>



2	MAY-JUNE	8	H 2	From Trade to Territory:- The Company Establishes power	4	6	Explains the reasons how the English East India company became the most dominant power	Explains the reasons how the English East India company became the most dominant power	students will be told to collect the different spices available in their house and make a collage.	A worksheet will be framed related to the chapter including fill ups, match the columns, true false etc...	Collect pictures, stories, poems and information about any of the following – the Rani of Jhansi, Mahadji Sindhia, Haidar Ali, Maharaja Ranjit Singh, Lord Dalhousie or any other contemporary ruler of your region.	<a href="https://www.youtube.com/watch?v=b2QnCXR8WYI">https://www.youtube.com/watch?v=b2QnCXR8WYI</a> <a href="https://diksha.gov.in/play/collection/do_31310347517497344011054?contentId=do_3129911251488522241182">https://diksha.gov.in/play/collection/do_31310347517497344011054?contentId=do_3129911251488522241182</a>
3	JULY	26	H 3	Ruling the Country side	3	6	Analyses critically the company's strategy to become the chief financial administrator	Examines the differences in the colonial agrarian policies in different regions of the country	Dramatisation of conversation between a peasant and a planter.	A worksheet will be framed related to the chapter including fill ups, match the columns, true false etc...	Picture reading will be assigned with some questions.	<a href="https://diksha.gov.in/play/collection/do_31310347517497344011054?contentId=do_3129911253235138561176">https://diksha.gov.in/play/collection/do_31310347517497344011054?contentId=do_3129911253235138561176</a>
			G 2	Land, Soil, Water, Natural vegetation & Wild Life Resources	4	6	Enumerate factors, for distribution, degradation and conservation of Natural resources	Justifies judicious use of natural resources in order to maintain developments in all areas	pg 13 activity	Online Worksheet (short answer type question) will be framed and assigned in the google classroom.	Talk to some elderly person in your family or neighbourhood and collect information about changes in the land use over the years, in the place where you live. Display your findings on a chart paper.	<a href="https://diksha.gov.in/play/collection/do_3131034751628083201734?contentId=do_31314960227051110412565">https://diksha.gov.in/play/collection/do_3131034751628083201734?contentId=do_31314960227051110412565</a>
			C 2	Understanding Secularism	4	6	Learns the concept of peaceful co-existence where all the religions are same in the eyes of the law	Differentiates between state government and union government in order to compare and contrast their roles /functions /responsibilities /mandate, etc	List out the religious holidays in the annual holiday calendar of school.	<a href="https://diksha.gov.in/resources/play/collection/do_31310347517095936011395?contentType=TextBook_while_showing_this_slide_the_questions_will_be_asked.">https://diksha.gov.in/resources/play/collection/do_31310347517095936011395?contentType=TextBook_while_showing_this_slide_the_questions_will_be_asked.</a>	Design your own poster on religious tolerance for your peers.	<a href="https://diksha.gov.in/play/collection/do_31310347517095936011395?contentId=do_31314877183908249612010">https://diksha.gov.in/play/collection/do_31310347517095936011395?contentId=do_31314877183908249612010</a>
<b>PT I</b>		<b>FIRST WEEK OF AUGUST, SYLLABUS UPTO 31ST OF JULY WILL BE ASSESSED</b>										



4	AUGUST	23	H 4	Tribal, Dikus and the Vision of Golden Age	3	6	Relationship between tribes and Britishers in the 19th cent	Explains the policies of the colonial administration towards the tribal communities	Picture activity. Showing the pictures of different tribes and questions related to these will be asked.	Map activity, short answer type questions other than textbook will be given to answer.	Choose any tribal group living in India today. Findout about their customs and way of life,	<a href="https://diksha.gov.in/play/collection/do_31310347517497344011054?contentId=do_3129911253521858561177">https://diksha.gov.in/play/collection/do_31310347517497344011054?contentId=do_3129911253521858561177</a>
			C 3	Why do we need Parliament	3	5	Enables citizens of India to participate in decision making and control the government	Describes the process of election to the Lok Sabha	Mock parliament election. Do you think there would be any difference if the class monitor was selected by the teacher or elected by the students? Discuss	Google form will be framed on the facts of the chapter .	Point out the Lok Sabha constituencies of your state for the year 2019.	<a href="https://www.youtube.com/watch?v=E-ZSjmhCYk">https://www.youtube.com/watch?v=E-ZSjmhCYk</a> <a href="https://diksha.gov.in/play/collection/do_31310347517095936011395?contentId=do_31314877665407795212012">https://diksha.gov.in/play/collection/do_31310347517095936011395?contentId=do_31314877665407795212012</a>
			C 4	Understanding Laws	3	5	Understand the in-discriminatory basis of law and its integral value in the society	Describes the process of making a law. (e.g., domestic violence act, RTI act, RTE act)	Read the newspapers/watch news on TV for a week and find out if there are any unpopular laws that people in India or around the world are currently protesting	MCQ will be framed.	Write in your own words what you understand by the term the 'rule of law'. In your response include a fictitious or real example of a violation of the rule of law	<a href="https://diksha.gov.in/play/collection/do_31310347517095936011395?contentId=do_31314877830145638412396">https://diksha.gov.in/play/collection/do_31310347517095936011395?contentId=do_31314877830145638412396</a>
5	SEPTEMBER	24	H 5	When people Rebel , 1857 and After	4	6	Analyses the significant developments in the process of nation building	Explain the origin, nature and spread of the revolt of 1857 in order to infer the lessons learned from it.	Imagine you are a sepoy in the Company army, advising your nephew not to take employment in the army. What reasons would you give?	A worksheet will be framed related to the chapter including fill ups, match the columns, true false etc...	Make a list of places where the uprising took place in May, June and July 1857. Show in the map of India.	<a href="https://diksha.gov.in/play/collection/do_31310347517497344011054?contentId=do_3129911253667840001170">https://diksha.gov.in/play/collection/do_31310347517497344011054?contentId=do_3129911253667840001170</a>
			C 5	Judiciary	4	6	role played by Indian judiciary , three different levels of courts , Understand civil law and criminal laws and public interest litigation	Describes the functioning of the judicial system in India by citing some landmark cases	The role play is based on the story – 'Judgment of King Solomon'.	Activity worksheet will be prepared based on the Role play.	Collect the statements of famous philosophers about Judiciary.	<a href="https://youtu.be/IXDvY8qXNQc">https://youtu.be/IXDvY8qXNQc</a> <a href="https://diksha.gov.in/play/collection/do_31310347517095936011395?contentId=do_31314878076805120011897">https://diksha.gov.in/play/collection/do_31310347517095936011395?contentId=do_31314878076805120011897</a>





				<b>G 3</b>	<b>Minerals and Power Resources</b>	4	6	locate the distribution, importance and conservation of important minerals power resources	Locates distribution of important minerals on the world map	List uses of any five minerals.	Map and Atlas reading.	A model of a solar cooker will be made by the students. ( pg 32)	<a href="https://www.youtube.com/watch?v=hXVMN0fj-s">https://www.youtube.com/watch?v=hXVMN0fj-s</a> <a href="https://diksha.gov.in/play/collection/do_3131034751628083201734?contentId=do_31314960731797913612419">https://diksha.gov.in/play/collection/do_3131034751628083201734?contentId=do_31314960731797913612419</a>
<b>HY</b>	<b>FIRST WEEK OF OCTOBER. THE ENTIRE SYLLABUS OF TERM WILL BE ASSESSED UPTO SEPTEMBER</b>												
<b>TERM 2 (13 CHAPTERS)</b>													
6	<b>OCTOBER</b>	15	<b>H 6</b>	<b>Weavers, Iron Smelters and Factory Owners</b>	4	6	Indian Textiles and the World Market	Analyses the reasons and context of decline of pre-existing urban centres and handicraft industries, and the development of new urban centres and industries in India during the colonial period.	the picture activity to identify the activities related to weaving process.	Google form will be framed on the facts of the chapter .	Make a table of distribution of fabrics in India region wise.	<a href="https://diksha.gov.in/play/collection/do_31310347517497344011054?contentId=do_3129911253993635841183">https://diksha.gov.in/play/collection/do_31310347517497344011054?contentId=do_3129911253993635841183</a>	
7	<b>NOVEMBER</b>	20	<b>H 7</b>	<b>Civilising the Native, Educating the Nation</b>	4	6	Comprehend the strategic moves of the British to “civilize the natives” they changed the education policy	Traces the historical developments in the education system in order to explain the institutionalisation of the new education system in India	<a href="https://diksha.gov.in/resources/play/collection/do_31310347517497344011054?contentId=do_3129911254238330881184">https://diksha.gov.in/resources/play/collection/do_31310347517497344011054?contentId=do_3129911254238330881184</a>	A worksheet will be framed related to the chapter including fill ups, match the columns, true false etc...	Make a model of any craft item of your choice. ( pottery, knitting, weaving..etc)	<a href="https://diksha.gov.in/play/collection/do_31310347517497344011054?contentId=do_3129911254238330881184">https://diksha.gov.in/play/collection/do_31310347517497344011054?contentId=do_3129911254238330881184</a>	
			<b>G 4</b>	<b>Agriculture</b>	3	5	Forms of farming and comparative study of farm of India and USA	Analyses the factors due to which some countries are known for production of major crops and locates these countries on the world map.	Collect seeds of wheat, rice, jowar, bajra, ragi, maize, oilseeds and pulses available in the market.	Google form will be framed on the facts of the chapter .	Draw a comparative poster of the USA and India farm .	<a href="https://www.youtube.com/watch?v=QUiM-kCwNUg">https://www.youtube.com/watch?v=QUiM-kCwNUg</a> <a href="https://diksha.gov.in/play/collection/do_3131034751628083201734?contentId=do_3129911248551034881165">https://diksha.gov.in/play/collection/do_3131034751628083201734?contentId=do_3129911248551034881165</a>	



			<b>C 6</b>	<b>Understanding Our Criminal Justice System</b>	4	6	Understand that the role played by the police, the Prosecutor, the judge and execution of all legal procedures during the trial	Demonstrates how to file a First Information Report (FIR)	Th Role Play of the Trial before the Magistrate - State vs Shanti Hembram	the activity worksheet questions to conduct a short quiz	Paste newspaper articles related to police investigation	<a href="https://www.youtube.com/watch?v=XRvm2-t6uRw">https://www.youtube.com/watch?v=XRvm2-t6uRw</a> <a href="https://diksha.gov.in/play/collection/do_31310347517095936011395?contentId=do_31314878290407424012417">https://diksha.gov.in/play/collection/do_31310347517095936011395?contentId=do_31314878290407424012417</a>
			<b>C 7</b>	<b>Understanding Marginalisation</b>	3	5	Who are Adivasis, Break the stereotypical, Address marginalization of minorities through various struggles	Analyses the causes and consequences of marginalisation faced by disadvantaged sections of one's own region	Discussion on story board page 71	Online quiz will be organised.	Paste newspaper articles related to minority communities in India	<a href="https://diksha.gov.in/play/collection/do_31310347517095936011395?contentId=do_31314879775067340811908">https://diksha.gov.in/play/collection/do_31310347517095936011395?contentId=do_31314879775067340811908</a>
			<b>H 8</b>	<b>Women, Caste and Reform</b>	3	5	Apprehend the gender and caste differences prevailing in the society	Analyses the laws and policies of colonial administration towards issues related to caste, women, widow remarriage, child marriage, social reforms.	Pg 103	A worksheet having MCQ, short answer, match the columns etc. will be framed.	Write an article on any of the social reformer of India.	<a href="https://diksha.gov.in/play/collection/do_31310347517497344011054?contentId=do_3129911254387671041178">https://diksha.gov.in/play/collection/do_31310347517497344011054?contentId=do_3129911254387671041178</a>
8	DEC EM BER	18	<b>G 5</b>	<b>Industries</b>	3	5	Categorize different types of industries, factors affecting location of industries, studies industrial System and enlist industrial regions across the world.	Classifies different types of industries based on raw materials, size and ownership	Classification of industries with the help of concept map	A worksheet having MCQ, short answer, match the columns etc. will be framed.	Find out the inputs, outputs and processes involved in the manufacture of a leather shoe or any product of your own choice.	<a href="https://diksha.gov.in/play/collection/do_3131034751628083201734?contentId=do_3129911248719872001166">https://diksha.gov.in/play/collection/do_3131034751628083201734?contentId=do_3129911248719872001166</a>
			<b>C 8</b>	<b>Confronting Marginalisation</b>	3	5	Invoking Fundamental Rights, Laws for the Marginalized and Protecting the Rights of Dalits and Adivasis	Identifies the role of government in providing public facilities such as water, sanitation, road, electricity etc., in order to recognise their availability and the tasks that government performs.	story board of the textbook will be discussed.	Google form will be created in the mcq form and assigned in the google classroom.	Write on your own an article, poem, passage painting etc...depicting the confrontation to marginalisation.	<a href="https://diksha.gov.in/play/collection/do_31310347517095936011395?contentId=do_31314879896730828811904">https://diksha.gov.in/play/collection/do_31310347517095936011395?contentId=do_31314879896730828811904</a>



			C 9	Public Facilities	3	5	Identify the right to water as being a part of the Right to Life under Article 21 or universal access to water	Identifies the role of government in providing public facilities such as water, sanitation, road, electricity etc., in order to recognise their availability and the tasks that government performs.	take a note of all the public facilities the student avail and see in their surroundings.	Express your ideas about the public facilities in any of the way you like. Story telling, poem,drama,drawing,craft etc....	Write a formal letter (format will be provided) to the MLA regarding the public issues concerning your locality like – water and electricity supply, drainage system, public transport.	<a href="https://diksha.gov.in/play/collection/do_31310347517095936011395?contentId=do_31314880171532288012266">https://diksha.gov.in/play/collection/do_31310347517095936011395?contentId=do_31314880171532288012266</a>
	<b>PT II</b>	<b>AFTER THE WINTER BREAK, SYLLABUS COVERED UPTO THE COMMENCEMENT OF THE WINTER BREAK</b>										
9	JAN U A R Y	24	H 9	The Making of National Moveme nt (1870- 1947)	4	6	Describe the contribution of freedom fighters and struggle against the Foreign rule	Outlines the course of the Indian national movement from the 1870s till independence	making of time line.	map activity, Word Puzzle, Worksheet will be framed to assess the facts of the chapter.	make a collage of the freedom fighters of the country.	<a href="https://diksha.gov.in/play/collection/do_31310347517497344011054?contentId=do_3129911254527836161171">https://diksha.gov.in/play/collection/do_31310347517497344011054?contentId=do_3129911254527836161171</a>
			G 6	Human Resource s	3	5	Identify and recognize the factors affecting distribution and composition of population.	Interprets the world map in order to demonstrate understanding of uneven distribution of population	pg 63 and 64.	Online word puzzle will be framed related to the terminologies confronted in the chapter.	The students will prepare a chart with the population of Indian States with the population of countries that match the State. They will try to match the population of a state with the population of a country and mark it on the map.	<a href="https://diksha.gov.in/play/collection/do_3131034751628083201734?contentId=do_3129911248914923521178">https://diksha.gov.in/play/collection/do_3131034751628083201734?contentId=do_3129911248914923521178</a>
			C 10	Law and Social Justice	3	5	Bhopal gas tragedy, Enforcement of Safety Laws, New Laws to Protect the Environment	Describes the role of government in regulating economic activities	The guidelines will be shared to make a diary entry on the incident of Bhopal gas tragedy in 1984.	Worksheet will be framed including short answer type questions, MCQ, fill ups etc....	The gas leak at Vishakhapatnam's chemical plant in May 2020 shows that we have not learnt a lesson from the Bhopal gas tragedy in 1984. Find out the causes behind the recent gas leak tragedy at Vishakhapatnam.	<a href="https://diksha.gov.in/play/collection/do_31310347517095936011395?contentId=do_31314880334772633611911">https://diksha.gov.in/play/collection/do_31310347517095936011395?contentId=do_31314880334772633611911</a>
10	FEB R U A R Y	15	H 10	India after Indepen dence	4	6	Understand the challenges and achievements in making India a nation-state	Analyses the significant developments in the process of nation building	Discuss in your class, one advantage and one disadvantage today of the decision to keep English as a language of India	Short answer type questions will be assigned in the google classroom.	After Independence, why was there a reluctance to divide the country on linguistic lines?	<a href="https://diksha.gov.in/play/collection/do_31310347517497344011054?contentId=do_3129911254747709441179">https://diksha.gov.in/play/collection/do_31310347517497344011054?contentId=do_3129911254747709441179</a>
<b>REVISION FOR THE SESSION ENDING EXAM.</b>												
11	MA R C H	<b>SESSION ENDING EXAM</b>										



**KENDRIYA VIDYALAYA SANGATHAN RAIPUR REGION**

**MACRO LESSON PLAN (FOR FORTHNIGHTLY PLANNING)**

Class :- VIII SST								
History : Chapter 3:- <u>RULING THE COUNTRYSIDE</u>								
Text	Introductory Lesson Activity	Learning Objective/s	Learning Outcome/s	Active Learning	ICT	Assessment for Learning	Assignment	Competencies
<u>RULING THE COUNTRYSIDE</u>	<p>INTRODUCTORY QUESTIONS:-</p> <ol style="list-style-type: none"> <li>1.What was the sole motive of the British to trade with India?</li> <li>2.What was the main occupation of the India?</li> <li>3.Where do the agriculture most practiced?</li> </ol> <p>Unit wise Explanation of the chapter :-</p> <ol style="list-style-type: none"> <li>1.Explanation of revenue system</li> <li>2.Factors responsible for the ruining conditions of the farmers and peasants.</li> <li>3. The value of Indigo Plant and its cultivation.</li> <li>4.Explanation of theColonial agrarian policies</li> <li>5. Difference between the natural and synthetic dyes.</li> </ol>	Examines the differences in the colonial agrarian policies in different regions of the country, in order to explain the different impact of these policies on different regions	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>• To Analyses critically the company’s strategy to become the chief financial administrator of the territory under its control</li> <li>• To Learn about the strategy to yield revenue from countryside British expanded the cultivation of opium and indigo.</li> <li>• To Learns about the strategy to yield revenue from countryside British expanded the cultivation of opium and indigo</li> </ul> <p>To Explain the disappearing tribal livelihoods, threat to life, danger to jhum cultivation</p> <ul style="list-style-type: none"> <li>• To Evaluate the rebellion by the tribal groups in different parts of the country against the changes in laws</li> </ul>	<p>Students will do these activities during the class</p> <ol style="list-style-type: none"> <li>1. During the class different water colours will be mixed and new colours will be discovered.</li> <li>2. Panel discussion on how things have changes over time.</li> </ol>	<ol style="list-style-type: none"> <li>4. <a href="https://diksha.gov.in/resource/play/collectio n/do_31310347517497344011054?contentT ype=TextBook">https://diksha.gov.in/resource/play/collectio n/do_31310347517497344011054?contentT ype=TextBook</a></li> <li>5. <a href="https://diksha.gov.in/resource/play/collectio n/do_31310347517497344011054?contentT ype=TextBook">https://diksha.gov.in/resource/play/collectio n/do_31310347517497344011054?contentT ype=TextBook</a></li> <li>6. <a href="https://www.youtube.com/watch?v=n7XGMp6HP9Y">https://www.y outube.com/w atch?v=n7XGM p6HP9Y</a></li> </ol>	<ol style="list-style-type: none"> <li>1.Imagine that you are a Company representative sending a report back to England about the conditions in rural areas under Company rule. What would you write?</li> <li>2. One word Answers:-               <ol style="list-style-type: none"> <li>1. The planters said that they would rather beg than sow_____ . (Indigo)</li> <li>2. After the revolt, indigo production collapsed in Bengal. But the planters now shifted their operation to_____. (Bihar)</li> <li>3. Indigo rebellion took place in 19th century in _____. (Bengal)</li> <li>4. In British revenue records _____ is a revenue estate which may be a village or a group of villages.(mahal)</li> </ol> </li> </ol>	<p>1.A water colour painting with the use of natural colours will be made by the students.</p> <p><b>(Project based learning- preparation of portfolio.</b></p> <p><b>i) Art integrated learning &amp; Sports integrated learning: for teaching and projects.)</b></p>	<p>Critical thinking</p> <p>Higher order thinking skills</p> <p>Drawing skills</p>



**KENDRIYA VIDYALAYA SANGATHAN, RAIPUR REGION**


**Micro Lesson Plan (Daily Lesson Plan)**

**Class: - VIII**

**Subject: - SST**

**History: - Chapter 3:- Ruling the country Side**

**Unit 1**

<b>Learning outcomes</b> (what we want the students to know and be able to do)		<b>4. To understand how did the Company Becomes the Diwan.</b>
<b>Resources needed</b>		<b>E Textbook, Water coulurs , brush and A4 size paper. An outline map of India</b>
<b>Activity</b>	<b>Time</b>	<p><b>Introductory Questions:-</b></p> <ol style="list-style-type: none"> <li>4. <b>Why did the British come to India?</b></li> <li>5. <b>What were they trading with India?</b></li> <li>6. <b>Students will be told to identify the Painting.</b></li> </ol>  <p><b>Explanation:-</b> <a href="https://diksha.gov.in/resources/play/collection/do_31310347517497344011054?contentType=TextBook">https://diksha.gov.in/resources/play/collection/do_31310347517497344011054?contentType=TextBook</a></p>
<ol style="list-style-type: none"> <li>1. <b>Explaining the concepts using Power Point Presentation or other mode of teaching</b></li> <li>2. <b>Solving of worksheets by</b></li> </ol>	<b>10-15 mins</b>	



<p>students and discussion on answers/demonstration of experiments.</p> <p>3.Solving questions on the topic discussed</p> <p>4.Recapitulation of the lesson</p>	<p>10 mins</p> <p>5 to 10 mins</p> <p>5 mins</p>	<p>The process by which water continually changes its form and circulates between oceans, atmosphere and land is known as the water cycle.</p> <p>7. On 12 August 1765, the Mughal emperor appointed the East India Company as the Diwan of Bengal.</p> <p>8. The painter was commissioned by Clive to record the memorable events in Clive's life.</p> <p>9. As Diwan, the Company became the chief financial administrator of the territory under its control.</p> <p>10. A trading company had also to ensure that it could buy the products it needed and sell what it wanted.</p> <p><b>Developmentry Question:-Name any two natural fibers.</b></p> <p>11. The effort was to increase the revenue as much as it could and buy fine cotton and silk cloth as cheaply as possible.</p> <p>12. It wanted a large revenue income but was unwilling to set up any regular system of assessment and collection.</p> <p><b>Developmentry Question:-What was the medium of exchange in the 17<sup>th</sup> - 18<sup>th</sup> cent?</b></p> <p>13. Now the revenue collected in Bengal could finance the purchase of goods for export.</p> <p>14. Sir Isaac Newton introduced indigo as one of the seven base colours of his work, in the mid-1660s, when the East India Company had begun importing indigo dye into England.</p> <p><b><u>ONE WORD ANSWER</u></b></p> <p>1. When Diwani of Bengal was given to British?</p> <p>2. Which british official received the diwani?</p> <p>3. What was the chief benefit, that the company got after diwani?</p> <p>4. What was collected as revenue by the british?</p> <p>Fig. 2 – A weekly market in Murshidabad in Bengal (Textbook)</p> <p>On the basis of this picture questions relate to the market and british policy will be asked.</p> <p>1. What is this picture about?</p> <p>2. What are the workers doing?</p> <p>1. Shah Alam conveying the grant of the Diwani to _____.</p> <p>2. _____ East India Company was appointed as Diwan of Bengal.</p> <p>3. The Company although a Diwan, viewed itself primarily a _____.</p> <p>4. The Company was not interested in setting up any regular system of _____.</p> <p>5. They wanted large revenue income, depended on goods like fine _____ cloth for export.</p>
<p>Active learning strategies</p>		<p>4. Students will be told to make a new colour by mixing 2-3 water colours.</p> <p>5. In the outline map of India Bengal will be show and marked by the students in their map.</p> <p>6. ART INTEGRATED ACTIVITES CAN BE INCLUDED AS PER THE REQUIREMENT</p>
<p>Assessment for learning</p>		<p>Online quiz will be conducted.</p>



**Prepared and compiled by KVS RO Raipur.**