



EIGHT WEEK

ALTERNATIVE ACADEMIC CALENDAR FOR THE UPPER PRIMARY STAGE

PART II



EIGHT WEEK

**ALTERNATIVE ACADEMIC CALENDAR
FOR THE UPPER PRIMARY STAGE**

PART II

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

First Edition

?? 2020 ?? 1942

PD ?T ??

© National Council of
Educational Research and
Training, 2020

Published online at the Publication
Division by the Secretary, National
Council of Educational Research
and Training, Sri Aurobindo Marg,
New Delhi 110 016.

ALL RIGHTS RESERVED

- No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- The correct price of this publication is the price printed on this page, Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

OFFICES OF THE PUBLICATION DIVISION, NCERT

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016 Phone : 011-26562708

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bengaluru 560 085 Phone : 080-26725740

Navjivan Trust Building
P.O.Navjivan
Ahmedabad 380 014 Phone : 079-27541446

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114 Phone : 033-25530454

CWC Complex
Maligaon
Guwahati 781 021 Phone : 0361-2674869

Publication Team

Head, Publication Division : *Anup Kumar Rajput*

Chief Editor : *Shveta Uppal*

Chief Production Officer : *Arun Chitkara*

Chief Business Manager (Incharge) : *Vipin Dewan*

Cover

Shweta Rao



रमेश पोखरियाल 'निशंक'
Ramesh Pokhriyal 'Nishank'



सत्यमेव जयते

मंत्री
मानव संसाधन विकास
भारत सरकार
MINISTER
HUMAN RESOURCE DEVELOPMENT
GOVERNMENT OF INDIA



MESSAGE

At present, many countries of the world including India have been facing the outbreak of Covid-19 with courage. Our teachers and students are currently in homes to prevent the spread of this virus. Many efforts have been made by the Ministry of Human Resource Development to continue the learning of students even at home through on-line resources. Class wise e-resources and e-textbooks are available on various online platforms such as e-pathshala, NROER, SWAYAM and Diksha, so that students in higher classes can self-learn, and students in elementary classes can learn under the guidance of their teachers and parents. In view of this, we have taken a new initiative of developing an Alternative Academic Calendar for our school students. Following this calendar, students of all classes can receive school education systematically at home with the help of their teachers through available technological and social media tools till their schools get open. Parents of primary and upper primary students will be guided by teachers about the activities to be conducted with children using mobile phone, SMS, radio, television or various other social media. These activities are related to their syllabus and learning outcomes. Teachers will also be able to guide students by establishing contact with them through mobile phones or social media. This calendar has been developed by the NCERT in such a manner that it provides adequate space to the State contexts.

I hope that all the States and Union Territories will implement this and provide a new dimension to the learning of school students. I am also very much hopeful that in this difficult time, our teachers will not only be able to reduce the stress and worries of the children but also will be successful in motivating children to learn with interest in the conducive and participatory learning environment created at home by their parents.

(Ramesh Pokhriyal 'Nishank')



सबको शिक्षा, अच्छी शिक्षा

Room No. 3, 'C' Wing, 3rd Floor, Shastri Bhavan, New Delhi-110 115
Phone : 91-11-23782387, 23782698, Fax : 91-11-23382365
E-mail : minister.hrd@gov.in

Foreword

In this period of Covid-19, which is declared as a global pandemic, our teachers, parents and students have to remain at homes to prevent its spread in the community. In this situation, it is our responsibility to provide them with multiple alternative ways of learning at home through interesting activities. It is necessary because in the present environment of stress, we not only have to keep our children busy but also maintain continuity of their learning in their new classes. In this context, NCERT has developed an *Alternative Academic Calendar* for all the stages of school education.

In this calendar the themes/topics have been selected from syllabus and are linked with the learning outcomes. Guidelines have been developed for conducting interesting activities based on these learning outcomes. But it is a matter of fact that many teachers and parents only have simple mobile phones as a tool available at their homes and all the teachers and students do not have virtual classroom facility. In view of this the activities are designed and presented in such a way that many activities can be conducted by the parents and students on their own after talking to the teachers over phone. The teachers can contact parents and students using a range of tools starting from simple mobile phones to internet based diverse technological tools for giving them the appropriate guidelines for conducting these activities given in the calendar.

This calendar includes not only generic guidelines and subject specific activities, but also detailed material on the use of different technological and social media tools as well as strategies for reducing stress and anxiety in the present time. This guideline also contains activities related to Art Education and Health and Physical Education. It also includes reference of many learning resources along with textbooks.

This calendar is flexible and suggestive. The teachers can implement this taking into consideration the contexts and needs of the State/UT. This calendar has been developed by the faculty members of all the constituent units of the NCERT including NIE, CIET, PSSCIVE and all the five RIEs using on-line platforms such as WhatsApp, Google Hang-out, Zoom, etc., for discussion and feedback. Their hard work is commendable.

For implementing this calendar, SCERT and the Directorate of Education may form teams including faculty members from DIETs and School Principals, who can continuously follow-up and provide support to teachers using mobile phones and other accessible technological tools and social media.

I hope, this calendar will be useful for teachers and parents in creating a very conducive learning environment at home for the students so that they can learn in a very meaningful and joyful way.

Suggestions of the concerned stakeholders are welcomed for further improving this calendar. Suggestions and feedback may be sent to director.ncert@nic.in and cgncert2019@gmail.com.

New Delhi
April 2020

HRUSHIKESH SENAPATY
Director
National Council of Education
Research and Training

Message

A four-week Alternative Academic Calendar (AAC) for the upper primary stage has already been released by the Honourable Minister of Human Resource and Development and uploaded on the NCERT website (<https://ciet.nic.in/upload/AACprimary-eng.pdf>). It is being implemented in the states and Union Territories. This is the second part of the Alternative Academic Calendar for the Upper Primary Stage for the next eight weeks. The interactive sessions on DTH channel SWAYAM PRABHA are also continued. Guidelines on the use of this calendar are given in the first part (four-week alternative academic calendar). Kindly implement this calendar in continuation with the four-week academic calendar.

Team AAC
NCERT

Acknowledgements

The National Council of Educational Research and Training is grateful to Anita Karwal, *Secretary*, SE&L, Ministry of Human Resource and Development (MHRD), Manoj Ahuja, *Chairman*, CBSE, Rakesh Sanwal, *Additional Secretary*, MHRD, LS Changsan, *Joint Secretary*, MHRD, RC Meena, *Joint Secretary*, MHRD, Santosh Mall, *Commissioner*, Kendriya Vidyalaya Sangathan, Bishwajit Kumar Singh, *Commissioner*, Navodaya Vidyalaya Samiti and *Chairman*, NIOS for their guidance, support and suggestions for the improvement of this academic calendar.

The Council extends its heartfelt thanks to the heads of its constituent units, Joint Director, CIET, Joint Director, PSSCIVE and Principals of all the five RIEs and Heads of its concerned NIE departments, viz., Department of Elementary Education, Department of Teacher Education, Department of Educational Psychology and Foundations of Education, Department of Education in Arts and Aesthetics and also to Dean (Academic), because this work could not be completed without their coordination and contribution of their faculty members.

The Council is also thankful to Gunjan Khurana, *Consultant*, DEE for compilation, Soumma Chandra, *Assistant Editor (Contractual)* for editing, Hari Darshan Lodhi, Neha Pal and Md. Junaid, *DTP Operators (Contractual)*, Publication Division, NCERT, for giving the document a final shape.

Contents

<i>Foreword</i>	<i>v</i>
CLASS VI	1
Science	1
Mathematics	9
Social Science	16
a. History	16
b. Geography	20
c. Social and Political Life	22
हिंदी	23
English	25
संस्कृत	35
Urdu	40
CLASS VII	42
Science	42
Mathematics	52
Social Science	57
a. History	57
b. Geography	60
c. Social and Political Life	62
हिंदी	63
English	65
संस्कृत	76
Urdu	80
CLASS VIII	82
Science	82
Mathematics	89

Social Science	92
a. History	92
b. Geography	94
c. Social and Political Life	96
हिंदी	97
English	99
संस्कृत	109
Urdu	114
Art Education	115
Health and Physical Education	128

CLASS VI

Science

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by parents with the help of teachers)</i>
<p>The learner</p> <ul style="list-style-type: none"> • differentiates different varieties of fabrics • classifies fibres as natural and synthetic • relates processing of various natural plant fibres • explains processes related to manufacturing of fabric and clothing material • draws labelled diagrams/ flow charts related to production of fabric. • discusses and appreciates history of clothing material. • constructs model of <i>charkha</i> using materials from surroundings and explains its working. • applies learning of scientific concepts in day to-day life, e.g., uses of various fabrics in different climatic conditions. • discusses and appreciates stories of history of clothing, popularisation of <i>Khaadi</i> during the Indian Independence movement. 	<p>NCERT/State developed Science Textbook for Class VI</p> <ul style="list-style-type: none"> • E-Resources developed by NCERT, which are available on NROER and also attached as QR Code in textbooks of NCERT. • NCERT Science Laboratory Manual at Upper Primary Stage http://ncert.nic.in/ncerts/1/fhelm202.pdf • NCERT Science Exemplar Problems Class VI http://ncert.nic.in/ncerts/1/feep201.pdf • Live discussion on: <i>Ye Kitabe kya Kehana Chahti hai</i> https://www.youtube.com/watch?v=A0VWuz6zRes • Live telecast of various science concepts at Swayam Prabha Channel • (https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA) • Laboratory Manual in Science for Classes VI-VIII http://www.ncert.nic.in/exemplar/labmanuals.html • Exemplar Problems in Science for Class VI http://www.ncert.nic.in/exemplar/exemplar.html 	<p>Theme— Material</p> <ul style="list-style-type: none"> • Variety of Fabrics • Fibres • Some Plant Fibres <p>WEEK 5</p> <p>Task 1</p> <p>Watch the video (Fabric) on the given link https://www.youtube.com/watch?v=kZUEovh84KE&feature=youtu.be</p> <p>Try to answer the following questions—</p> <ol style="list-style-type: none"> 1. Mention different uses of fabric. 2. What is the difference between fibre and fabric? 3. List the names of some natural sources of fibre. <p>Task 2</p> <ul style="list-style-type: none"> • Collect cuttings of different types of fabrics available at your home. Paste them in a scrap book and write your observations regarding their texture (you may take help of your elders). <p>Task 3</p> <ul style="list-style-type: none"> • Make a picture book of various plant sources of fibres. <p>WEEK 6</p> <p>Theme—Material</p> <ul style="list-style-type: none"> • Yarn to Fabric • History of Clothing Material <p>Task 1</p> <p>Watch the video (<i>tantu se vastratak</i>) on the given link—</p>



<ul style="list-style-type: none"> • makes efforts to protect environment, e.g., using resources judiciously; suggesting ways to cope with environmental hazards. • exhibits creativity in designing, planning, making use of available resources. • exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices. • identifies flowers on the basis of observable features, i.e., appearance, texture, function, aroma, etc. • differentiates tap and fibrous roots. • classifies organisms based on observable properties, e.g. plants as herbs, shrubs, trees, creeper, climbers. • draws labelled diagrams / flow charts of organisms, e.g., parts of flowers • makes efforts to protect environment, e.g., care for plants. • exhibits creativity in designing, planning, making use of available resources. 	<ul style="list-style-type: none"> • Fibre to Fabric http://ncert.nic.in/ncerts/1/feep203.pdf • Learning Outcomes at Elementary Stage http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tilops101.pdf <p>Theme</p> <p>Fibre to Fabric</p> <ul style="list-style-type: none"> • Variety of fabrics • Fibre • Some plant fibres • Spinning cotton yarn • Yarn to fabric • History of clothing material <p>Theme</p> <ul style="list-style-type: none"> • Getting to Know Plants • Herbs, Shrubs and Trees • Stem • Leaf • Root • Flower <p>LINK 1</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/56cd7aa981fcb54223df310 transpiration</p> <p>Link 2</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/56cd7ab781fccb54223df3f4 types of roots</p> <p>Link 3</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/56cd7ac481fccb54223df46e root and rootless plant</p>	<p>https://www.youtube.com/watch?v=u4O89TqFUzY&feature=youtu.be</p> <p>Try to do the following—</p> <ol style="list-style-type: none"> 1. Locate the states where cotton is grown in the map of India. 2. Explain the difference between yarn and fibre. 3. Prepare yarn with the help of cotton by spinning and make a piece of cloth as shown in the video. 4. Make a piece of woolen cloth by knitting. <p>Task 2</p> <ul style="list-style-type: none"> • Collect information about use of <i>charkha</i> as a part of the Indian Independence movement and create a piece of audio on it with the help of mobile handset and share it in the group created by your teacher. <p>Task 3</p> <p>Explore about history of clothing material and make a small power point presentation on it. Share it in the school group.</p> <p>Task 4</p> <p>Create out of waste—</p> <p>Any item from discarded/old cloth material available with you.</p> <p>Theme— The World of the Living</p> <p>WEEK 7</p> <p>https://diksha.gov.in/play/collection/0312726109119234048124638?contentId=do312580363494047744211627 (types of plants)</p> <p>https://www.youtube.com/embed/X6TLFZUC9gI (parts of plants) (kindly check copyright)</p> <ol style="list-style-type: none"> 1. Students can watch the given links and answer the following questions— <ul style="list-style-type: none"> • What are the characteristics of herbs, shrubs and trees? • Give five examples of each. • Draw a labelled diagram each for herb, shrub and tree.
--	--	--



<ul style="list-style-type: none"> exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices. 		<ul style="list-style-type: none"> What are the structure and function of various parts of the plants—stem, leaf and roots? <p>2. Students can also discuss about creepers and climbers with their parents, peers and teachers.</p> <p>https://diksha.gov.in/play/collection/o_312726109119234048124638?contentType=TextBook&contentId=do_312580363527962624111874 (stem)</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/56cd7a7b81fccb54223df1c6 (transportation of colour liquid)</p> <p>While watching the above videos, students can answer the following questions—</p> <ul style="list-style-type: none"> What are the functions of stem? What is the difference between shoot and stem? How does water move through stem? <p>https://diksha.gov.in/play/collection/do_312726109119234048124638?contentType=TextBook&contentId=do_312580363551465472111876 (leaf)</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/56cd7a8981fccb54223df282 (leaf venation)</p> <p>While watching the above links, the learner can understand the</p> <ul style="list-style-type: none"> structure of leaves function of leaves leaf venation draw various parts of a leaf <p>WEEK 8</p> <p>https://diksha.gov.in/play/collection/do_312726109119234048124638?contentType=TextBook&contentId=do_312580363576410112211630 (roots)</p> <p>While watching the above link, the learner can do the following—</p> <ul style="list-style-type: none"> Draw various types of roots. Difference between Tap root and Fibrous root? Give five examples each.
---	--	---



<ul style="list-style-type: none"> identifies internal and external organs, types of Bones, Joints, etc. differentiates between bone and cartilage, movements of different animals draws labelled diagrams/ flow charts of organisms and processes, e.g. joints constructs models using materials from surroundings and explains their working, e.g., ball and socket joint, hinge joint exhibits creativity in designing, planning, making use of available resources. exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices. 	<p>Theme</p> <p>Body Movements</p> <ul style="list-style-type: none"> Human body and its Movement Ball and Socket Joints Pivotal Joint Hinge Joints Fixed Joints Gait of Animals <ul style="list-style-type: none"> ✓ Earthworm, Snail, Cockroach, Birds, Fish, Snakes <p>http://ncert.nic.in/textbook/textbook.htm?fesc1=8-16</p> <p>Exemplar Problems</p> <p>http://ncert.nic.in/ncerts/1/feep208.pdf</p> <p>Link to find out the answers to the questions</p> <p>http://ncert.nic.in/ncerts/1/feep2an.pdf</p>	<p>https://diksha.gov.in/play/collection/do_312726109119234048124638?contentId=do_312580363617189888211632 (flower)</p> <p>while watching the above video, students can—</p> <ul style="list-style-type: none"> identify different parts of flowers draw different parts of flowers different functions of flower parts <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/569a04b581fccb15fb21d355</p> <ul style="list-style-type: none"> students can watch the video and make different coloured paper flowers. <p>WEEK 9</p> <p>https://diksha.gov.in/play/collection/do_312726109119234048124638?contentType=TextBook&contentId=do_312580363689975808211635 (human body and its movement)</p> <p>students can watch the video and answer the following questions—</p> <ul style="list-style-type: none"> What is the importance of the skeletal system in our body? Which organs are protected by the rib cage? What are the function of limb bones, back bones and pelvic bones? Draw a human skeleton. <p>https://diksha.gov.in/play/collection/do_31298104195012198411?contentType=TextBook&contentId=do_3129789294767144961800 (acrobat skeleton)</p> <ul style="list-style-type: none"> Students can watch the video and make their own paper skeleton. <p>https://diksha.gov.in/play/collection/do_312726109119234048124638?contentId=do_312580363715674112111882 (ball and socket joints)</p> <ul style="list-style-type: none"> Prepare a model of ball and socket joint as mentioned under the chapter <i>Body Movement</i>, page no. 68 (NCERT Textbook).
---	---	--



		<p>https://diksha.gov.in/play/collection/do_312726109119234048124638?contentId=do_312580363734851584111883 (pivot joint)</p> <ul style="list-style-type: none"> • While watching the video move your head forward and backward and turn the head to your right or left. https://diksha.gov.in/play/collection/do_312726109119234048124638?contentId=do_312580363749154816211637 (Hing joints) • Watch the video and try to move your elbow and knee. • Construct a model of hinge joint as mentioned in the NCERT textbook, Chapter 8 <i>Body Movement</i>, page no. 69. https://diksha.gov.in/play/collection/do_312726109119234048124638?contentId=do_312580363775918080211638 (fixed joints) • While watching the link, the learner can understand what are fixed joints and why are they important? <p>WEEK 10</p> <p>https://diksha.gov.in/play/collection/do_312726109119234048124638?contentId=do_312580363799937024211639 (movement in earthworm)</p> <ul style="list-style-type: none"> • Watch the above video and understand the movement of an earthworm https://diksha.gov.in/play/collection/do_312726109119234048124638?contentId=do_312580363824488448211641 (movement in snail) • Watch the above video and understand the structure and body movement of a snail https://diksha.gov.in/play/collection/do_312726109119234048124638?contentId=do_31258036384947404811887 (movement in cockroaches) • Watch the above video and understand the structure and movement of cockroaches https://diksha.gov.in/play/collection/do_312726109119234048124638?contentId=do_312580363876687872111889 (movement in birds) • Watch the above video and understand the structure and movement of a bird
--	--	--



<p>The learner</p> <ul style="list-style-type: none"> identifies objects in rest and motion, etc. differentiates between different types of motion on the basis of their properties, etc. conducts simple investigations to seek answers to queries, e.g., what is the need of standard measuring units? measures length, breadth, height of different objects and expresses it in SI units. draws diagrams of different means of transportation. discusses and appreciates stories of scientific discoveries. applies learning of scientific concepts in day-to-day life, e.g. in measuring perimeter or thickness of a coin or bangle etc. 	<p>Theme</p> <p>Motion and Measurement of Distance</p> <ul style="list-style-type: none"> Story of Transport Some Measurements Standard Units of Measurements Correct Measurements of Length Measuring the length of a curved line Moving things around us Types of Motion <p>http://ncert.nic.in/textbook/textbook.htm?fesc1=10-16</p> <ul style="list-style-type: none"> Laboratory Manual in Science for Class VI-VIII http://www.ncert.nic.in/exemplar/labmanuals.html E-Resources developed by NCERT, which are available on NROER and also attached as QR Code in textbooks of NCERT. Exemplar Problems in Science for Class VI, Chapter 10 	<p>https://diksha.gov.in/play/collection/do_312726109119234048124638?contentId=do_312580363914387456211643 (movement in fish)</p> <ul style="list-style-type: none"> Watch the above video and understand the structure and movement of a fish https://diksha.gov.in/play/collection/do_312726109119234048124638?contentId=do_312580363935735808211644 (movement in snake) Watch the above video and understand the movement of a snake Students can make a table showing different animals and their moving patterns and share with their parents, peers and teachers. <p>Theme: Moving Things, People and Ideas</p> <p>WEEK 11</p> <ol style="list-style-type: none"> Read Chapter 10, Class VI of the NCERT textbook. If the physical book is not available with you, you can read/download the digital book from ePathshala or the NCERT website. http://ncert.nic.in/textbook/textbook.htm?fesc1=10-16 Search the internet about means of transport used in ancient times before the invention of wheels (links should not be provided everywhere because we want our children to become independent learners). Discuss with your grandfather and grandmother and parents and ask them which of the means of transport available today was not available when they were kids. Prepare a list of different means of transportation through land, water and air. Draw their diagrams also. Why is the invention of wheel considered as one of the greatest inventions? Discuss with your friends, siblings, parents or teachers. Imagine if the wheel was not invented till date, what changes, do you expect in our lives? Write your thoughts about it and share with your friends, teachers or parents. Take their help in improving your thoughts.
--	---	---



<ul style="list-style-type: none"> • creativity in designing, planning, making use of available resources, etc. e.g., Measuring distance in the absence of standard scales by using objects of known lengths, etc. • constructs model of a scale using materials from surroundings. • exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices etc such as reporting the findings honestly, supporting other friends in need etc. 	<ul style="list-style-type: none"> • http://ncert.nic.in/ncerts/1/feep210.pdf • Link to find out answers to the questions http://ncert.nic.in/ncerts/1/feep2an.pdf 	<p>6. Why are measurements required? Discuss with your friends and family members.</p> <ul style="list-style-type: none"> • Make a list of routine activities done by you and your family members which require measurement of any object. It will help you in understanding the need of measurement in our lives. • Perform Activities 1 and 2 of the NCERT textbook for Class VI and record your observations. These activities are suggested to be performed in a group. You can form a group by taking help of your family members. • Study the observations recorded in the tables. Do you get same readings with handspan/foot of your parents as with your handspan/foot. Think whether lengths of foot/handspan can be considered as standard measuring units? Why or why not? • You can also visit the following link for getting details for performing Activity http://ncert.nic.in/ncerts/1/fhelm205.pdf • After performing the activity try to answer the questions given after the activity. • Discuss with your family members/friends about standard units of measurement and their importance in our daily lives. • Search for different length measuring devices (scale, measuring tape, etc.) at your home and observe them carefully. Read the units marked on them, discuss whether these are marked in SI units or not. If it is not given in SI units, then convert them. • Use the measuring device available at your home and measure length, breadth and height of objects available around you. Note: always take readings as discussed in your textbook for correct measurement of length. Record your observations in a table as given in Table 10.3 of the NCERT textbook.
--	--	---



WEEK 12

1. Open the following link
<https://www.youtube.com/watch?v=Dpze5TQoC5s&feature=youtu.be>

Use the method discussed in the video and in Activity 4 of the NCERT textbook. Accordingly, find the perimeter of circular objects around you, such as, bangles, flying discs, coins, etc, using the method of Activity 4 given in the NCERT textbook.

2. Observe your surroundings and classify them as objects in motion and objects in rest. Record your observations as in Table 10.4 of the NCERT textbook.

Write justifications for each of the entry made by you in the table, i.e., the reason behind keeping an entry in a particular column.

3. Observe/observe from objects of your surroundings and find objects in different types of motions. Classify them in linear motion, circular motion and periodic motion.

Visit the following link for related video

- <https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/588723f1472d4a1fef811680>

Open the link given below

- <https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58871739472d4a1fef810fc8>

Watch the video carefully and relate it with your understanding developed so far.

Things—to do

- Measure the thickness of a page or a coin. Discuss with your friends and find out by using the methods learnt under this theme.
- Make a measuring scale of some other length than your existing scale, using any hard paper/card board.

Note: Since everyone is supposed to stay at home, therefore all the communications with friends and teachers should be done through call or chat. Students may take pictures or videos of their circuits/devices and can share with their friends and teachers.



Mathematics

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise suggested activities (to be guided by parents under the guidance of teacher)</i>
<p>The learner</p> <ul style="list-style-type: none"> • applies HCF or LCM in a particular situation • solves problem involving addition and subtraction of integers. • describes geometrical ideas like line, line segment, open and closed figures, angle, triangle, quadrilateral, circle, etc., with the help of examples in surroundings. <ul style="list-style-type: none"> ✓ demonstrates an understanding of angles by ✓ identifying examples of angles in the surroundings ✓ classifying angles according to their measurements ✓ estimating the measure of angles using 45°, 90°, and 180° as reference angles 	<p>NCERT/State developed Mathematics Textbook for Class VI</p> <p>Theme—Playing with numbers</p> <p>Theme—Basic geometrical ideas</p> <p>Theme—Understanding elementary shapes</p> <p>Theme—Integers</p> <p>E-resources</p> <p>Playing with numbers https://nroer.gov.in/582eac4f16b51c01da6b87dc/file/55b23f2d81fccb054b6be2a0</p> <p>Basic geometrical ideas https://nroer.gov.in/582eac4f16b51c01da6b87dc/file/55b23f4081fccb054b6be3a7</p> <p>Understanding elementary shapes https://nroer.gov.in/582eac4f16b51c01da6b87dc/file/55b23f3f4381fccb054b6be3c2</p> <p>Integers https://nroer.gov.in/582eac4f16b51c01da6b87dc/file/55b23f2f81fccb054b6be2bb</p> <p>Books published by The Association of Mathematics Teachers of India (AMTI) (email-support@amtionline.com)</p>	<p>WEEK 5</p> <p>Discussion may be initiated about multiples of numbers which students have already studied. To begin with the multiplication table of a number, say, 3 may be discussed. The table runs as 3, 6, 9, 12, etc. The idea of multiples of a number can thus be generated. Students may be asked to choose numbers for themselves and generate some of their multiples. For e.g., multiples of 3 are 6, 9, 12, 15, 18, etc. Somewhere during the generation of multiples of numbers they may be made to realise that the number is a multiple of itself, e.g., 3 is also a multiple of itself because $3 = 3 \times 1$. Many such numbers may be discussed.</p> <p>Students may then be asked to take two numbers simultaneously and encouraged to form their multiples, at least 10 (This is just to ensure that there are enough number of multiples which occur in both). They may be asked to find those multiples which are common in both cases. For e.g., multiples of 3 are 3, 6, 9, 12, 15, 18, 21, 24, 27, 30,... and multiples of say, 7 are 7, 14, 21, 28, 35, 42, 49, 56, 63, 70, Multiples that are common are 21, 42, etc. Check for the lowest multiple. It comes out to be 21. Many such examples may be generated by students and discussed. The term Least Common Multiple (LCM) can then be discussed.</p> <p>Then involve students in finding the LCM of more than two numbers. Allow students to make guesses and may discuss with the teacher.</p> <p>Take a number say, 16. Ask the students to send those numbers which divide it completely i.e. leave remainder 0. The numbers will be 2,4,8. Discuss and bring to their notice that 1 and 16 themselves should also be a part of this list. Students may think of many such</p>



numbers and find those which divide these numbers. The terms **divisor and factor** can then be discussed.

Ask them to find numbers which have only two factors. This will facilitate linkage with prime numbers.

In continuation to the above activity, now take, say, two numbers and ask students to send their factors. For e.g., 16 and 20. Their divisors respectively are: 1, 2, 4, 8, 16 and 1, 2, 4, 5, 10, 20. They may then find the common factors, which are 1, 2, and 4. They may tell the largest of these factors and the term **Highest Common factor (HCF)** can then be introduced.

Students can be asked to find those numbers whose HCF is 1. The concept of co-primeness can then be linked. Discussion about HCF of more than two numbers can then be discussed. Students can be encouraged to generate numbers at their will and find their HCF.

Refer to the *Laboratory manual for Elementary Stage* on the NCERT website for activities.

WEEK 6

A game on factors is given in the NCERT textbook for Class VI. Children may be encouraged to play it with their family members. They should find and tell the winning strategy. That will help to deepen their understanding about factors. The same game may be modified for multiples also.

The features 'Try These' or 'Do This' from the textbook will be helpful. Exercises from the textbook and the Exemplar Problem book may be discussed frequently.

The word problems related to LCM and HCF given in the textbook and exemplar problem book may be discussed. Initially the students should read and try to understand the problems for themselves and send their observations to the teacher. For example, they should tell the given information from the problem, what is to be found and how to apply the acquired knowledge about HCF/ LCM in the given situation.



WEEK 7

Divisibility rules by numbers say, 2, 3, 4, 5, 6, 8, 10, 11 and their applications may be discussed. These form an important part of making large computations simpler, for e.g., when a fraction like $\frac{2764}{3948}$ needs to be reduced to its simplest form. Students may be encouraged to apply these rules in different computational situations. Students may be asked to generate examples for themselves.

A discussion may be initiated about the ideas related to Geometry. Initially the ideas of concepts like point and line segment can be discussed by taking examples from things in the students' homes. For example, *a distant star may look like a point, the edge of the table may resemble a line segment, etc.* Students may observe things in their houses and send their observations or explanations to the teacher. The concepts can be extended to line, their types, curves, polygons, etc. Students can get the idea of these figures from plenty of objects around them. For example, *the meeting of edges at a corner can give the idea of intersecting lines, doodle on a paper and open it. We find several closed shapes with straight edges thereby giving an idea of polygons, etc.*

Again the features like 'Try These', 'Do This' and 'Think, Discuss and Write' in the NCERT textbook for Class VI (available online) give good scope for discussion and involvement. Since answers are not given and many of them are open ended so observations and corresponding feedback to the students can give them an opportunity for exploration.

The laboratory manual for elementary classes and visual resources on NROER would be a great help for visualising and understanding the geometrical concepts.



WEEK 8

The concepts of quadrilaterals and circles can then be discussed. Students may be given ample opportunities to draw these shapes and discuss their observations about them.

Interesting exercises are provided in NCERT Mathematics textbook for Class VI available on the NCERT website. These can be taken as exemplars. Taking a cue from these, students may form their problems, thereby giving a good platform for engaging discussions. This may be supported by problems from the *Exemplar Problem Book*.

Now the other properties of shapes are expected to be observed. For example, earlier the concept of line segments was explored now the students should think of the ways of measuring them. The importance of using scales/dividers in measuring their lengths and comparing them can be discussed. Similarly measuring the angles of different shapes using handmade paper protractor can form an interesting activity. Using this protractor, students may be encouraged to check the angles formed between two edges of shapes formed say, doors, windows, tabletops, etc. It can be checked whether the angle is 90° or less than 90° or more than 90° .

WEEK 9

The discussion may now shift to other angles like 45° , 180° , etc. Students may be encouraged to look as many such angles as possible in their surroundings and convey it to the teacher and discuss about them.

Teachers may discuss activities and questions given in features like 'Do This', 'Think, Discuss and Write'. They may encourage and help students to perform the activities using paper.

The concepts of triangles, polygons and solid shapes can then be discussed. The activity related to rigidity of a triangle may be performed by the students under the guidance of teacher. It can be done



		<p>using cardboard or sticks. Students may be encouraged to see (if possible) on Internet or refer magazines or books or newspapers or think and recall structures around them in which triangles are used, like, steel railway bridges, towers, etc.</p> <p>There are many objects in ourhomes like, tables, boxes of different dimensions, cylindrical cans, drinking water glasses, etc. Students may be encouraged to observe the shapes of these objects and classify according to standard solids discussed in the textbooks. They may also try to identify the upper faces of these objects and see if they resemble any polygon. A relation between the shape on the upper face and the shape of the object itself may be attempted to understand the relation between 2D and 3D shapes.</p> <p>WEEK 10</p> <p>Exercises in NCERT Mathematics textbook for Class VI and Exemplar Problem Book may further motivate students to get a clear perception about the basic ideas of geometry and their importance.</p> <p>E-resources available on NROER or E- Pathshala may be referred by the students.</p>
		<p>Students may be given some instances from daily life where opposites are seen and they involve quantities. For example, a person standing under a tree moving 7 m to his left and another moving 10 m to the right from the same spot, depositing Rs 1000 in the Bank and withdrawing Rs. 700 from the bank, etc. While giving an example they may be encouraged to guess what is so special about the situation, without initially telling them about the oppositeness occurring there. Movement towards left and towards right from the same place- it indicates movements in opposite directions and number of steps signify quantity involved. Depositing money and withdrawing it from the same place are opposite ways of making transactions of money or exchange of money in opposite directions, it also involves quantity in the</p>



		<p>form of value of money involved. Students may then be encouraged to provide more such examples. Many more such situations are given in the chapter on Integers in Mathematics textbook for Class VI.</p> <p>A game of strip and counters can be played which is given in the NCERT textbook in the chapter Integers to make students think about introducing integers. Ask the students to play it with their family members and send their observations of, say, 15 moves by each player, and difficulties faced by them. Discuss about the way of introducing new type of numbers. The need for generating new type of numbers will be felt through such games and observations.</p> <p>After discussing many such examples created by students the concept of integers can emerge.</p> <p>WEEK 11</p> <p>Examples discussed earlier to introduce the concept of integers can now be discussed in the light of such new numbers, Integers.</p> <p>Use of NCERT textbook for Class VI, Exemplar Problem Book and Laboratory Manual for elementary classes can be a source of effective discussion.</p> <p>The ordering of Integers can now be taken up. The teacher may then motivate the students to apply the analogy of natural number ordering to integers also. Use of daily life examples and number line can be done in doing so.</p>
		<p>WEEK 12</p> <p>Addition of integers may then be discussed. Use of the number line can be discussed.</p> <p>Different combinations of negative and positive integers can be taken.</p> <p>Different daily life examples can be thought as done while introducing integers.</p> <p>Students may be motivated to play a game of counters for addition of integers given in the NCERT textbook for Class VI</p>



		<p>in the chapter of Integers and convey their observations to the teacher. Through discussions, a general rule may emerge for addition of integers.</p> <p>Similarly a general rule can emerge for subtraction of integers.</p> <p>Students may be encouraged to attempt the features, 'Try These' and exercises from the textbook. Exemplar problem book may also be used. Open ended questions like,</p> $\text{----} + \text{----} = -1$ $\text{----} - 1 = \text{----}$ <p>may be thought of. Students may be encouraged to create and solve such examples to deepen the understanding of the concept.</p>
--	--	---



Social Science

Social Science, as a subject at the Upper Primary Stage, comprises of history, geography and social and political life. Therefore, while preparing the eight-week calendar in social science, these components have been divided into three weeks + three weeks + two weeks (total eight weeks) for history, geography and social and political life respectively.

Accordingly, three week's calendar for Class VII in History is given below.

a. History

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise suggested activities (to be guided by parents under the guidance of teacher)</i>
<p>The learner</p> <ul style="list-style-type: none"> explains broad developments during the ancient period, e.g., hunting-gathering stage, the beginning of agriculture and relates the developments occurring in one place with another locates important historical sites, places on an outlined map of India 	<p>1. NCERT textbook Our Pasts I or State developed textbook</p> <p>2. Dictionary of History for Schools</p> <p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_History.pdf</p> <p>3. MP Tourism website</p> <p>https://youtu.be/ourYdg5UUhE</p> <p>4. Discuss with students through Google classroom/Hangouts/Facebook/Skype</p>	<p>Theme: From hunting-gathering to growing food</p> <p>WEEK 5</p> <p>Students can read out this theme and mark different terms/concepts like hunter-gatherer, site, habitation, factory, Palaeolithic, Mesolithic, microliths, Neolithic burials, etc., appearing in the chapter. Suggest them to consult the dictionary of history to understand these terms and write in their notebooks.</p> <p>Discuss with students—</p> <ul style="list-style-type: none"> Life of hunter-gatherers How they got their food, what they had in food What they used to wear Why they were constantly moving from one place to another <p>You can also show them pictures or drawings of stone tools, rock paintings etc. to help them understand how we come to know about people of this time.</p> <p>A map has already been given in the textbook showing some places where hunter-gatherers used to live. Suggest</p>



		<p>students to look for more such places in India and mark these places on an outlined map of India mentioning the name of the present state where these sites are located. They may be encouraged to reflect on:</p> <ul style="list-style-type: none"> • Why people chose to live in these places? <p>In order to understand the lives of these people, students may be encouraged to watch a video available on MP Tourism website on Bhimbetka.</p> <p>https://youtu.be/ourYdg5UUhE</p> <p>Students may also look for other such sites in other parts of the country and also go through the section 'Elsewhere' given in the chapter.</p> <p>Students may also be encouraged to draw some of these paintings and write what it tells us about the lives of these people. This may be shared with the teacher and assessed.</p> <p>The students have already written various terms and their explanation in the beginning, so the teacher now may suggest them to prepare a chart of various time periods, their meaning and a rough estimate of the time span of these periods with the help of the dictionary.</p> <p>This will help the teacher to assess different skills of students like identification, classification, creativity and communication skills through visuals or writing.</p> <p>WEEK 6</p> <p>Discuss with students—</p> <ul style="list-style-type: none"> • How did change occur in the lives of these people? • How did they start domesticating plants and animals and what does domestication mean? • Changes in the life, food habits, stone tools, etc., in the life of the people when they became farmers and herders. <p>Suggest them to look at map once again to find out places where early farmers and herders lived. Ask them to reflect on—</p>
--	--	---



<p>The learner</p> <ul style="list-style-type: none"> identifies different types of sources (archaeological, literary, etc.) and describes their use in reconstruction of the history of this period. describes issues, events, personalities mentioned in literary works of the time 	<p>1. NCERT textbook Our Pasts I or State developed Textbook</p> <p>2. Dictionary of History for Schools</p> <p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_History.pdf</p> <p>3. Discuss with students through Google classroom/Hangouts/Facebook/Skype</p>	<p>How do we come to know about these people? Make a list of those things.</p> <p>Suggest them to go through the section on 'Towards a settled life' and ask them to draw a pit house. You can also show them a visual of a pit house.</p> <p>Suggest them to read the case study on Mehrgarh and ask them to reflect on questions like—</p> <p>In what ways is this house similar/different to the pit house or the one in which you live?</p> <p>Did lives of hunter-gatherers change everywhere and all at once?</p> <p>In the end suggest students to answer the questions given at the end of the chapter and submit their answers to their teacher through email or click a photo of their answers and share it with their teacher. Sufficient time should be given to the students.</p> <p>Theme: What Books and Burials Tell Us</p> <p>WEEK 7</p> <p>Suggest students to do a reading of the theme and look for various terms/concepts appearing in the chapter in the Dictionary of history.</p> <p>Discuss with students—</p> <ul style="list-style-type: none"> One of the oldest books in the world, what they are called, how they were composed, their language and content, when were they got written, etc., and ask students to reflect on— Why is it said that Rigveda was recited and heard rather than read? Did women compose some hymns? Who were they? <p>Students can reflect and discuss on the above-mentioned questions or can write in their notebooks and share with the teacher, which can be used for assessment.</p> <p>Introduce students to simple strategies of textual analysis by suggesting them to go through the textual source on 'Vishwamitra and rivers' and raise following questions—</p>
--	---	---



		<ul style="list-style-type: none">• Do you get an idea of the place where this hymn was composed?• Name those animals which were there in the society where the sage lived? Were these animals important?• What are other important things that you get to know from these lines?• Do you get an idea of the mode of transport from this verse? <p>Give them some time to respond. Students can write answers in their notebooks, click a photo of their answers and share it with their teacher. Once the teacher gets all the answers, she/he can discuss with students/ share her general comments so that students will get an idea how far they have been able to analyse and understand the text.</p>
--	--	--



b. Geography

Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities (to be guided by parents under the guidance of teacher)
<p>The learner</p> <ul style="list-style-type: none"> differentiates between Rotation and Revolution demonstrates occurrence of day and night due to rotation of the earth on its axis. 	<p>Textbook- The Earth Our Habitat</p> <p>Theme- Motions of the Earth</p> <p>Web Resources</p> <p>For Teacher-</p> <p>What is Earth https://www.nasa.gov/audience/forstudents/k-4/stories/nasa-knows/what-is-earth-k4.html</p> <p>Trilingual Dictionary of Geography for Schools (Hindi-English-Urdu)</p> <p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p>	<p>WEEK 8</p> <p>Theme— Rotation of the Earth and Day and Night</p> <p>Teacher may demonstrate or ask students to do the activity with the help of their parents as mentioned in the chapter on page 18 using torch and ball to understand concept of day and night and rotation.</p> <ul style="list-style-type: none"> Topspin may also be used to make student understand the concept of rotation. Students may be asked to prepare a diagram showing Day and Night (Figure 3.2) given on page 18 and share with their parents and parents may share with the teacher and classmates through email. Students may be asked to write the meaning of Earth day and Circle of illumination. Teacher may explain the tilt of the earth on its axis through diagram and encourage students to draw the diagram showing tilt of the axis of the earth (refer to Fig.3.1, page 18). Student may be encouraged to consult the Dictionary of Geography for Schools (trilingual) (Hindi-English-Urdu) for technical terms given in the chapter.
<p>The learner</p> <ul style="list-style-type: none"> differentiates between circle and ellipse demonstrates revolution of the earth 		<p>WEEK 9</p> <p>Theme— Revolution of the Earth on Elliptical path around the Sun</p> <ul style="list-style-type: none"> Teacher may demonstrate another motion of the earth, i.e., Revolution through diagram or audio-visual material or balls. Student may be asked to distinguish between rotation and revolution of the earth by demonstrating both the motions of the earth in-front of their parents. Student may write about these two motions of the earth and share with teacher and classmates. Student may be encouraged to draw an ellipse as explained under Let's Do on page 20. Students may be asked to draw a circle and ellipse and write the difference between a circle and an ellipse .



<p>The learner</p> <ul style="list-style-type: none"> describes about different seasons i.e summer, winter, spring and autumn demonstrates revolution of the earth on its orbit around the sun. demonstrates change of seasons due to change in the position of the earth around the sun. 		<ul style="list-style-type: none"> Student may be encouraged to consult the Dictionary of Geography for Schools (Trilingual) (Hindi-English- Urdu) for technical terms given in the chapter <p>WEEK 10</p> <p>Theme— Revolution of the Earth and Seasons</p> <ul style="list-style-type: none"> With the help of diagram teacher may explain revolution of the earth as well as the changing position of the earth around the sun. Teacher may focus on the tilt of the earth and its direction during revolution. Student may be encouraged to do the activity at home with the help of a stick and by drawing an ellipse on the floor to understand the concept of tilt of the axis of the earth during revolution. (Hint: Let's Do, page 20) Student may draw diagram showing Revolution of the earth and seasons (Fig. 3.3, page 19) Teacher may explain Equinox and Winter and Summer Solstice with the help of a diagram. Teacher may relate the concepts of heat zones, latitudes, North Pole, South Pole taught in Chapter 2 with seasons, winter and summer solstice and equinox. Student may be encouraged to consult the atlas to locate countries of the world which celebrate Christmas during summers.
---	--	--



c. Social and Political Life

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise suggested activities (to be guided by parents under the guidance of teacher)</i>
<p>The learner</p> <ul style="list-style-type: none"> describes factors responsible for availability of different occupations undertaken in rural and urban areas 	<p>NCERT/State Textbook</p> <p>Social and Political Life-I</p> <p>Theme— Livelihood</p> <p>Children and parents may use the following resources and explore Social Science e-resource available online, e.g.,:</p> <ul style="list-style-type: none"> NISHTHA Portal https://itpd.ncert.gov.in/ Download Module 12 Pedagogy of Social Sciences (Upper Primary Stage) in English or Hindi https://itpd.ncert.gov.in/course/view.php?id=949&section=13 Use text module from pages 388 to 394 for the theme Livelihood <p>QR Code</p> <ul style="list-style-type: none"> Interactive activities given in QR Code of each chapter of NCERT Textbook. 	<p>WEEK 11</p> <ul style="list-style-type: none"> Discuss with your parents about different occupations in your locality. Read case studies, listen/watch audio-visuals on different occupations taken up by men and women from different socio-economic background. Use these resources to learn about concept of livelihood; rural and urban occupations; issues and challenges associated with different types of livelihood. Use these resources to learn about the factors responsible for availability of different livelihoods undertaken in rural areas by men and women, and different sources of livelihoods in your locality. <p>WEEK 12</p> <ul style="list-style-type: none"> Ask questions/doubts with your parents/teacher. Draw people engaged in various occupations in rural and urban areas. Solve activities given in QR Code of chapter 8 Make a poster on different occupations taken up by men and women from different socio-economic background. Solve activities given in the QR Code of chapter 9 Submit written assignments on assigned topics.



हिंदी

सीखने के प्रतिफल	स्रोत/संसाधन	सप्ताहवार सुझावात्मक/गतिविधियाँ (अध्यापकों के सहयोग से अभिभावकों द्वारा संचालित)
<ul style="list-style-type: none"> देखी-सुनी रचनाओं/घटनाओं/मुद्दों पर बातचीत को अपने ढंग से आगे बढ़ाते हैं, जैसे— किसी कहानी को आगे बढ़ाना। विभिन्न विधाओं में लिखी गई साहित्यिक सामग्री को उपयुक्त उतार-चढ़ाव और सही गति के साथ पढ़ते हैं। विभिन्न अवसरों/संदर्भों में कही जा रही दूसरों की बातों को अपने ढंग से लिखते हैं। ICT का उपयोग करते हुए भाषा और साहित्य (हिंदी) संबंधी कौशलों को अर्जित करते हैं। विभिन्न प्रकार की ध्वनियों (जैसे— बारिश, हवा, चिड़ियों की चहचहाहट आदि) को सुनने के अनुभव, किसी वस्तु के स्वाद आदि के अनुभव को अपने ढंग से मौखिक/सांकेतिक भाषा में प्रकट करते हैं। भाषा की बारीकियों/व्यवस्था पर ध्यान देते हुए उसकी सराहना करते हैं, जैसे— कविता में लय-तुक, वर्ण-आवृत्ति (छंद) आदि। हिंदी भाषा में विविध प्रकार की रचनाओं को पढ़ते हैं। 	<ul style="list-style-type: none"> उदाहरण के लिए एनसीईआरटी की पाठ्यपुस्तक वसंत भाग 1 से प्रेमचंद की कहानी 'नादान दोस्त' ली जा सकती है। संबंधित पाठ के लिए निम्न लिंक को क्लिक करें। http://ncert.nic.in/textbook/textbook.htm?fhs1=3-17 https://www.youtube.com/watch?v=lsJqbCxtg0k इस विषय से संबंधित सामग्री के लिए एनसीईआरटी, सीआईईटी की पाठ्यपुस्तक में मौजूद क्यूआर कोड, ई-पाठशाला, एनआरओईआर एवं यूट्यूब पर मौजूद सामग्री भी देख सकते हैं। http://www.ncert.nic.in http://www.ciet.nic.in http://www.swayamprabha.gov.in https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA उदाहरण के लिए एनसीईआरटी की पाठ्यपुस्तक वसंत भाग 1 से शमशेर बहादुर सिंह की कविता 'चाँद से थोड़ी-सी गप्पें' ली जा सकती है। संबंधित पाठ के लिए निम्न लिंक को क्लिक करें। http://ncert.nic.in/textbook/textbook.htm?fhs1=4-17 कविता से संबंधित इस चर्चा को भी देखें। संभावित प्रतिफलों एवं विषयवस्तु को ध्यान में रखते हुए अन्य कविताएँ भी ली जा सकती हैं। एक, कविता को पढ़ते हुए हमें मिलती-जुलती कई कविताओं की समझ विकसित करनी चाहिए। 	<ul style="list-style-type: none"> बाल्यावस्था में किसी भी अनजान स्थिति के प्रति जिज्ञासा सहज और बाल-सुलभ भाव है। बच्चों की कल्पनाएँ उर्वर होती हैं। कहानियाँ उनकी कल्पनाओं एवं जिज्ञासाओं को फलने-फूलने का अवसर प्रदान करती हैं। साथ ही सुनने, बोलने, लिखने एवं पढ़ने संबंधी भाषायी कौशलों को भी विकसित होने का अवसर प्रदान करती हैं। अतः अभी के कठिन समय में विद्यार्थियों को अधिक से अधिक कहानियाँ पढ़ने के लिए प्रेरित करना चाहिए। इससे उनका तनाव भी कम होगा और भाषायी दक्षता भी विकसित होगी। कहानी को किसी मोड़ पर रोककर आगे की कहानी विद्यार्थियों से पूरा करने के लिए कह सकते हैं, जैसे— 'नादान दोस्त' कहानी में अगर अंडा टूटकर नीचे नहीं गिरता तो कहानी कैसे आगे बढ़ती? ऐसा वो लिखकर भी कर सकते हैं या संभव हो तो अपनी आवाज़ में रिकार्ड कर भी अध्यापक को भेज सकते हैं। कुछ भाषा की बात एवं उनके विशिष्ट प्रयोग की ओर भी ध्यान आकृष्ट करना चाहिए। जैसे इस पाठ में आए संज्ञा, सर्वनाम एवं विशेषण शब्दों को विद्यार्थी अलग करें। छुट्टियों में आपका समय कैसे बीतता है? इस विषय पर विद्यार्थी अपना अनुभव डायरी या पत्र के रूप में लिखें। कविता की संवाद शैली को ध्यान में रखते हुए शिक्षक/शिक्षिकाएँ उपयुक्त आरोह-अवरोह के साथ ICT का उपयोग करते हुए कविता का पाठ करें एवं विद्यार्थियों को भी पाठ हेतु प्रेरित करें। पाठ को रिकॉर्ड कर विद्यार्थियों से इसे समूह में साझा करने के लिए भी प्रेरित करें, ताकि यह गतिविधि रोचक भी बने और एक-दूसरे से सीखने का अवसर भी प्रदान करे।

<ul style="list-style-type: none"> ICT का उपयोग करते हुए भाषा और साहित्य (हिंदी) संबंधी कौशलों को अर्जित करते हैं। <p>नोट-</p> <ul style="list-style-type: none"> विषय-वस्तु(थीम) परिवेशीय सजगता, मित्रता एवं समता का भाव। भाषा-कौशल समझ के साथ पढ़ना, लिखना, सुनना, बोलना संबंधी कौशलों का विकास आदि। 	<ul style="list-style-type: none"> इस विषय से संबंधित सामग्री के लिए एनसीईआरटी, सीआईईटी की पाठ्यपुस्तक में मौजूद क्यूआर कोड, ई-पाठशाला, एनआरओईआर एवं यू-ट्यूब पर मौजूद सामग्री भी देख सकते हैं। http://www.ncert.nic.in http://www.ciet.nic.in http://www.swayamprabha.gov.in https://www.youtube.com/channel 	<ul style="list-style-type: none"> जोड़ने वाले शब्द (ताकि, जबकि, हालांकिआदि) भाषा के इन बिंदुओं की समझ बनाएं एवं इनका प्रयोग लिखित/मौखिक रूप में दर्ज करें। कविता की समझ, भाषा की बात एवं संबंधित विषय वस्तुओं का विस्तार अन्य पाठों के संदर्भ में भी करें। इसी प्रक्रिया का पालन करते हुए 'वह चिड़िया जो' एवं 'साथी हाथ बढ़ाना' जैसी कविताओं की भी समझ विकसित की जा सकती है। वस्तुतः कविता पढ़ते हुए हम कई कविताओं को पढ़ते-समझते हैं।
--	--	---



English

Learning Outcomes	Sources/Resources	Week-wise Suggested Activities (to be guided by Parents under the guidance of teacher)
<p>The learner</p> <ul style="list-style-type: none"> recites and shares poems, songs, jokes, riddles, tongue twisters, etc. responds to oral messages, telephonic communication in English and communicates them in English or home language. responds to announcements and instructions made in class, school assembly, railway station and in other public places 	<p>NCERT Textbook</p> <p>Honeysuckle</p> <p>Unit 2: How the Dog found Himself a New Master (week 5,6,7)</p> <p>Poem: The Kite (Week 8)</p> <p>The activities are designed based on the learning outcomes. States can also use their own textbooks</p> <p>The themes chosen at the upper primary stage are—</p> <p>Self, family, home, friends, neighbourhood, environment, animals, plants, arts, sports, games, travel, media, science and technology, health and hygiene, peace, etc.</p> <p>http://ncert.nic.in/textbook/textbook.htm</p>	<p>WEEK 5</p> <p>Competency/Skill- Listening and Speaking</p> <p>Teacher asks learners to</p> <ul style="list-style-type: none"> listen to (radio) or watch news (TV) in English as a resource for developing listening comprehension. write a summary of the news bulletin in a paragraph. watch English movies, serials, educational channels with subtitles or audio-video materials. (They can also listen to radio plays or refer to talking books.) write a role play inspired by any scene, situation, and dialogue from the materials viewed. participate in individual talk, like, introducing oneself and other persons (family, peers, friends) via video calling applications on smartphones or computers. <p>(Prompts and learning cues may be shared through group SMSes, mobile calls or direct messaging software like WhatsApp/Telegram. This can be done by directly contacting individual learners or creating groups of learners)</p>
<p>The learner</p> <ul style="list-style-type: none"> uses synonyms, antonyms, appropriately deduces word meanings from clues in context while reading a variety of texts refers to dictionary to check meaning and spelling, and looks 	<p>Listen to the audio-enabled text (from audio textbooks of NCERT or any text, if available). Share poems, songs, jokes, riddles, tongue twisters, etc.</p> <p>Use a QR code reader on your mobile.</p> <p>Use resources from creative commons</p> <p>Online dictionaries</p> <p>www.macmillandictionary.com</p>	<p>Competency/Skill — Vocabulary</p> <ul style="list-style-type: none"> Give examples for using a dictionary as a reference book for finding multiple meanings of a word in a variety of contexts. Give activities so that learners understand the use of antonym (clean/dirty) synonym (indoor/inside) and homonym (tail/tale). Guide learners and their parents on conducting the following activities for enhancing vocabulary <p>Working with Language</p> <p>A. Activity on collective nouns</p>



<p>upsuggested websites for information</p> <p>The learner</p> <ul style="list-style-type: none"> • reads a variety of texts in English / Braille and identify main ideas, characters, sequence of ideas and events and relate with their personal experiences • reads to seek information from a noticeboard, newspaper, Internet, tables, charts, diagrams and maps etc. 	<p>The Free Online English dictionaries are used for definitions, meanings, synonyms, pronunciations, games, sound effects, high-quality images, ...</p> <p>dictionary.cambridge.org › dictionary</p> <p>QR codes of the textbook have some additional activities.</p> <p>Use ICT (Internet, mobile, website, YouTube, TED talks, etc.) to browse for information, for projects/ PPTs, etc.</p> <p>Do visit NCERT Official the official YouTube channel for lectures, demos and resources.</p> <p>These could be used by all learners.</p> <p>http://ncert.nic.in/textbook/textbook.htm</p> <p>Use ICT (Internet, mobile, website, YouTube, TED talks, etc.) to browse for information, for projects/ PPTs, etc.</p>	<p>Example</p> <p>A clump of trees</p> <p>A gaggle of geese</p> <p>A shoal of whales</p> <p>A pile of clothes</p> <p>B. Creating new words by adding suffixes; for example,</p> <p>Create — creativity</p> <p>C. Word Search</p> <ul style="list-style-type: none"> ✓ showing a picture/object/illustration and asking for the appropriate word(s)/ term(s) ✓ word web ✓ crossword ✓ word ladder ✓ giving synonyms ✓ giving antonyms ✓ explaining through context ✓ using dictionaries <p>WEEK 6</p> <p>Reading</p> <ul style="list-style-type: none"> • Having listened to the audio text, teachers ask learners to read the text on their own. • Learners proceed with reading each episode or section. <p>Note: NCERT textbooks are divided into sections followed by oral comprehension check.</p> <p>You can draw the attention of the learners towards being sensitive to the animals by asking them the following.</p> <ol style="list-style-type: none"> 1. What are the qualities of a good pet-owner (master)? (You can give them clues like a pet-owner who is kind, gentle, protective, sensitive, loving, generous, and especially one who would never beat or hit the pet). 2. Do you find a reversal of the usual situation in the title - How the dog finds a master? Instead of the master finding a dog, it's the animal who finds a master. Now, imagine a situation where all pets choose their masters on their own, instead of it being the other way around. Describe it in 100-150 words.
---	---	--



<ul style="list-style-type: none"> • responds to a variety of questions on familiar and unfamiliar texts verbally and in writing <p>The learner</p> <ul style="list-style-type: none"> • writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc. 	<p>QR codes of the textbook have some additional activities.</p> <p>These could be used by all learners.</p>	<p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Have you ever wondered that even animals can have preferences like us? Just as we select pets that are cute or well-mannered, pets could also have their preferences, couldn't they? (Like the dog in the story who wanted a brave master.) Describe the qualities that animals would want in the human beings who keep them as pets. <p>While reading activity</p> <ul style="list-style-type: none"> • Depending on the length of the text divide it into sub-parts and while reading the text check the comprehension of the learners for each part. • Comprehension checks can be conducted by using — <ul style="list-style-type: none"> ✓ true/false ✓ matching ✓ multiple choices ✓ short answer ✓ gap filling ✓ completion type ✓ word attack ✓ questions and answer ✓ table completion type questions, etc. • End of the text questions can be attempted by the learners for global comprehension check. • This could lead to a discussion on sensitivity towards animals (stray and domesticated), especially in times like these. Encourage reactions and comments. <p>WEEK 7</p> <p>Grammar</p> <ul style="list-style-type: none"> ✓ Give learners examples of the grammar item and then ask them to underline those items in the text. ✓ You can introduce comparative and superlative cases. <p>Begin with simple words. For example,</p> <ul style="list-style-type: none"> • Strong, stronger, strongest • Quiet, quieter, quietest
--	--	--



<ul style="list-style-type: none"> • uses meaningful sentences to describe, narrate factual, imaginary situations in speech and writing. • drafts, revises and writes short paragraphs based on verbal, print and visual clues. • Write coherently with focus on appropriate beginning, middle and end in English. • writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience. 		<ul style="list-style-type: none"> • Clever, cleverer, cleverest • Dull, duller, dullest • High, higher, highest • Large, larger, largest • Ask them to look for more examples online and note them. These can be shared on a group chat, email thread, or cloudbased document. <p>Writing</p> <ul style="list-style-type: none"> • Ask learners to write a dialogue on the given situation. • Imagine a dog is speaking to another. They are discussing their respective masters. • Tell the learners that they must use at least four adjectives that they have read in the story. They should also use the comparative degree of any word learnt in the language exercise. • Share the steps with the learners about the Process Approach to Writing. <ul style="list-style-type: none"> ✓ Brainstorming: writing down many ideas that may come to an individual's mind or through discussions, pair work, group work ✓ Outlining: organising the ideas into a logical sequence ✓ Drafting: writer concentrates on the content of the message (rather than the form). ✓ Revisions: in response to the writer's second thoughts, or feedback provided by the peers or teacher, the draft is revised. ✓ Proofreading: with an emphasis on form. Correct the language and appropriateness of its use. ✓ Final draft: Write the final draft now <p>WEEK 8</p> <p>Poem— <i>The Kite</i></p> <p>Reading</p> <ul style="list-style-type: none"> • Having listened to the audio text (poems), ask the learners to read the text (poem) on their own.
---	--	--



	<ul style="list-style-type: none"> Learners are to read the poem aloud with appropriate stress, pauses and intonation. They can be encouraged to record videos of the recitation and share them on the class group on phone via email. <p>While reading activity</p> <p>While reading the poem, you may ask learners to make a list of all the action words in the poem, e.g., snaps, soars, rides, climbs, pulls, rest, falls, run, fill, flaps, etc.</p> <p>Steps to teach poetry</p> <ul style="list-style-type: none"> begin with a warm-up which is thematically related to the poem, such as, encouraging learners to talk about any experiences that relate to the theme of the poem, using pictures, newspaper articles, etc., as prompts talk about the background of the poem or poet ask the learners to read the poem aloud ask a simple question or two related to the theme of the poem to help learners recall words, phrases and even lines from the poem ask them to read the poem aloud a second time learners now will listen as well as follow the poem in their books ask one or two questions from the poem ask the learners to read the poem silently <p>You may help the learners by consulting the notes appended and if necessary, supplement the glossary. Remember that the objective is not 'to teach' vocabulary but to ensure maximum comprehension of the text, which is integral to total appreciation.</p> <p>Explain that a simile is an obvious comparison and that it is characterised by the use of "As fast as light". Sometimes the word 'like' is also used to denote a comparison.</p> <p>Show them how each simile creates a very vivid picture of what the poet is describing.</p> <p>Ask them to find more similes from the text and to share if they know more.</p>
--	--



		<p>Then look at a simile from the poem “Soars like a ship”. This simile compares the kite to a ship and the sea to the blue sky. They may not have seen the sea and ship, but they can think of the clear blue sky and the kite floating or cruising in it, like a ship.</p> <p>End of the text questions can be attempted by the learners for global comprehension check.</p> <p>At the end of the chapter, ask learners to write a letter to a friend, about kites and their experience of flying a kite.</p> <p>Remind them to follow the process approach to writing.</p> <p>Project: Read two stories from the supplementary reader and write reviews.</p>
--	--	---

Learning Outcomes	Sources/Resources	Week-wise suggested activities (to be guided by parents under the guidance of teacher)
<p>The learner</p> <ul style="list-style-type: none"> recites and shares poems, songs, jokes, riddles, tongue twisters, etc. responds to oral messages, telephonic communication in English and communicates them in English or home language. responds to announcements and instructions made in class, school assembly, railway station and in other public places 	<p>NCERT/State developed Textbook</p> <p><i>Honeysuckle</i></p> <p>Unit 2: Taro’s Reward (week 9,10,11)</p> <p>Poem: The Quarrel (Week 12)</p> <p>The activities designed are based on the learning outcomes, therefore these may be contextualised as per the state textbooks. The themes chosen at the upper primary stage are:</p> <p>Self, family, home, friends, neighbourhood, environment, animals, plants, arts, sports, games, travel, media, science and technology, health and hygiene, peace etc.</p>	<p>WEEK 9</p> <p>Competency/Skill</p> <p>Listening and Speaking</p> <p>Teacher asks learners to —</p> <ul style="list-style-type: none"> listen to (radio) or watch news (TV) in English as a resource for developing listening comprehension. write a summary of the news bulletin in a paragraph. watch English movies, serials, educational channels with subtitles or audio-video materials. (They can also listen to radio plays or refer to talking books.) write a role play inspired by any scene/ situation/ dialogue from the materials viewed. participate in individual talk viz. introducing oneself and other persons (family, peers, friends) via video calling applications on smartphones or computers. <p>(Prompts and learning cues may be shared through group SMSes, mobile calls or direct messaging software like WhatsApp/</p>



<p>The learner</p> <ul style="list-style-type: none"> uses synonyms, antonyms, appropriately deduces word meanings from clues in context while reading a variety of texts refers to the dictionary to look up meaning and spelling, and browses suggested websites for information 	<p>http://ncert.nic.in/textbook/textbook.htm</p> <p>Listen to the audio enabled text (from audio textbooks of NCERT or any text, if available). Share poems, songs, jokes, riddles, tongue twisters, etc.</p> <p>Use QR code reader from mobile.</p> <p>Use resources from creative commons</p> <p>Online dictionaries</p> <p>www.macmillandictionary.com</p> <p>The Free Online English dictionaries are used for definitions, meanings, synonyms, pronunciations, games, sound effects, high-quality images, etc.</p> <p>dictionary.cambridge.org , dictionary</p> <p>QR codes of the textbook have some additional activities.</p> <p>These could be used by all learners.</p>	<p>Telegram. This can be done by directly contacting individual learners or creating groups of learners)</p> <p>Competency/Skill — Vocabulary</p> <ul style="list-style-type: none"> Give examples for using a dictionary as a reference book for finding multiple meanings of a word in a variety of contexts. Guide learners and their parents on conducting the following activities for enhancing vocabulary <p>Working with Language</p> <p>For example: A word-ladder provides an opportunity for vocabulary building. Elicit the required word from learners by providing a set of synonyms for it.</p> <p>Cross—angry, annoyed, displeased, irked</p> <p>Tiny—small, little, negligible, meagre</p> <p>You can also use the following activities—</p> <ul style="list-style-type: none"> ✓ showing picture/object/illustration and asking for appropriate word(s) ✓ word web ✓ crossword ✓ word ladder ✓ giving synonyms ✓ giving antonyms ✓ explaining through context ✓ using dictionaries
<p>The learner</p> <ul style="list-style-type: none"> reads a variety of texts in English/ Braille and identify main ideas, characters, sequence of ideas and events and relate with their personal experiences 	<p>http://ncert.nic.in/textbook/textbook.htm</p> <p>use ICT (Net, mobile, website, Youtube, TED talks, etc.) to browse for information, for projects/ PPT, etc.</p>	<p>WEEK 10</p> <p>Reading</p> <ul style="list-style-type: none"> Having listened to the audio text, ask the learners to read the text on their own. Learners read each episode/proceed section wise. NCERT textbooks are divided into sections followed by oral comprehension check. <p>In order to set the mood of the story you may ask the following questions —</p> <ol style="list-style-type: none"> How do you help your parents in day-to-day activities? Do you think love and caring for the family are important in life?



<p>The learner</p> <ul style="list-style-type: none"> • writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc. • uses meaningful sentences to describe/ narrate factual 		<p>Seek their views and learners can share via online media.</p> <p>While reading activity</p> <ul style="list-style-type: none"> • Depending on the length of the text divide it into parts and while reading the text check the comprehension of the learners for each part. • Comprehension check can be conducted by using <ul style="list-style-type: none"> ✓ true/false ✓ matching ✓ multiple choices ✓ short answer ✓ gap filling ✓ completion type ✓ word attack ✓ questions and answer ✓ table completion type questions, etc. • End of the text questions can be attempted by the learners for global comprehension check. <p>Relate the story to real life situations—</p> <ol style="list-style-type: none"> 1. Taro shared the sake with the neighbours. What do you do when you get something good? Do you share it with others? 2. Do you know a story about someone who was helped by God for being thoughtful, kind and helpful? Narrate the story. 3. What did Shravan Kumar do for his parents? Write a letter to a friend comparing it with Taro's story. <p>WEEK 11</p> <p>Grammar</p> <ul style="list-style-type: none"> • Give learners examples of the grammar item and then ask them to underline these grammar items in the text. • You can introduce the comparative and superlative case. <ol style="list-style-type: none"> 1. Ask the learners to search the text for words that show feelings. For example: Sad, happy, delighted, cold, etc.
--	--	--



<p>/ imaginary situations in speech and writing.</p> <ul style="list-style-type: none"> • drafts, revises and writes short paragraphs based on verbal, print and visual clues. • drafts, revises and writes short paragraphs based on verbal, print and visual clues • writes coherently with focus on appropriate beginning, middle and end in English. • writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience. 	<p>QR codes of the textbook have some additional activities.</p> <p>These could be used by all learners.</p>	<p>2. Ask learners to write adjectives that describe a person—</p> <p>Lazy, cheerful, hard working, obedient, polite, friendly, etc</p> <p>This will help learners understand the character of Taro and write about it.</p> <ul style="list-style-type: none"> • Ask them to look for more examples online and write. <p>Writing</p> <ul style="list-style-type: none"> • Divide the class into groups and the story into portions. • Assign a portion to each group. • Ask each group to write that section of the story in dialogue form. • Later, all the portions can be put in order and a drama will be ready. • Share the steps with the learners about the Process Approach to Writing. <ul style="list-style-type: none"> ✓ Brainstorming: Writing down many ideas that may come to an individual's mind or through discussions, pair work, group work ✓ Outlining: Organising the ideas into a logical sequence ✓ Drafting: Writer concentrates on the content of the message (rather than the form). ✓ Revisions: In response to the writer's second thoughts or feedback provided by peers or teacher, the draft is revised. ✓ Proof-reading: with an emphasis on form. Correct the language and appropriateness of its use. ✓ Final draft: Write the final draft now <p>WEEK 12</p> <p>Poem: <i>The Quarrel</i></p> <p>Reading</p> <ul style="list-style-type: none"> • Having listened to the audio text (poems), ask the learners to read on their own. • Learners read the poem aloud with appropriate stress, pauses and intonation. <p>In order to set the mood of the poem or to bring the learners to the topic of the poem, you may ask the following questions:</p>
---	--	--



- Should you ever fight with your brothers / sisters?
- Usually, who begins the fight?
- How do your parents deal with it?

While reading activity—

Steps to teach poetry

- begin with a warm-up which is thematically related to the poem such as encouraging learners to talk about any experiences that relate to the theme of the poem, using pictures, newspaper articles etc as prompts
- talk about the background of the poem or poet;
- ask the learners to read the poem aloud
- ask a simple question or two related to the theme of the poem to help learners recall words, phrases and even lines from the poem
- ask them to read the poem aloud a second time
- learners now will listen as well as follow the poem in their books
- ask one or two questions from the poem
- ask the learners to read the poem silently

You may help the learners by consulting the notes appended and if necessary, supplement the glossary. Remember that the objective is not 'to teach' vocabulary but to ensure maximum comprehension of the text, which is integral to total appreciation.

Find pairs of rhyming words from the poem. Add some of your own.

For example,

about-out; sight-right; another-brother;
black- back

End of the text questions can be attempted by the learners for global comprehension check.

Write a note to a friend apologising for quarrelling with him. Assure him that you won't do it again

The reason for the quarrel could be—

- ✓ Quarreled over library book
- ✓ Friend lost it
- ✓ Felt very angry
- ✓ Friend was careless

Remind them to follow the process approach to writing.

Project: Read two stories from the supplementary reader and write reviews.



संस्कृतम्

सीखने के प्रतिफल	सामग्री/संसाधन	सप्ताहवार सुझावात्मक/गतिविधियाँ (अध्यापकों के सहयोग से अभिभावकों द्वारा संचालित)
<ul style="list-style-type: none"> संस्कृत भाषा की वर्णमाला के वर्णों को जान सकता है तथा अन्य किसी एक भाषा के वर्णमाला के वर्णों में साहचर्य एवं अंतर समझ सकते हैं। हलन्तादि चिह्नों को समझ सकते हैं। संस्कृत भाषा के सरल और लघु शब्दों को सीखने में समर्थ होते हैं तथा कतिपय शब्दों को स्मरण पूर्वक बोल सकते हैं। संस्कृत भाषा के कुछ संज्ञा एवं क्रिया बोधक शब्दों को बोल सकते हैं। कतिपय संज्ञा एवं क्रिया शब्दों के अर्थ दूसरी भाषा में कह सकते हैं। 	<p>एनसीईआरटी द्वारा अथवा राज्यों द्वारा निर्मित पाठ्यपुस्तक, घर में उपलब्ध पठन लेखन सामग्री अन्य दृश्य श्रव्य सामग्री जैसे इंटरनेट वेबसाइट से, रेडियो दूरदर्शन यूट्यूब (एन.सी.ई.आर.टी. ऑफिशियल) चैनल आदि के माध्यम से संस्कृत भाषा विषयक ज्ञान प्राप्त कर सकते हैं।</p>	<p>प्रथम सप्ताह</p> <p>श्रवण, पठन एवं लेखन कौशल</p> <ol style="list-style-type: none"> यदि छात्र एवं छात्राएँ प्रथम बार संस्कृत पढ़ना प्रारम्भ कर रहे हैं तो शिक्षक/शिक्षिका छात्रों को संस्कृत भाषा की वर्णमाला का शुद्ध उच्चारण कराएँ तथा शुद्ध पढ़ने हेतु प्रेरित करें। पूर्वज्ञात वर्णमाला से संबंध स्थापित करते हुए संस्कृत वर्णमाला का परिचय अवश्य कराएँ। वर्णमाला परिचय के अनन्तर तत्सम्बन्धी बोध प्रश्नों के द्वारा छात्रों के ज्ञान का संपरीक्षण करें यदि कहीं न्यूनता हो तो उसे पूर्ण करें। उच्चारण के साथ-साथ लेखन का भी अभ्यास करायें, एतदर्थ हलन्तादि चिह्नों का ध्यान पूर्वक बोध कराएँ। <p>द्वितीय सप्ताह</p> <p>(प्रथम सप्ताह की गतिविधियों के साथ सरल संज्ञापदों एवं क्रियापदों का उच्चारण, लेखन कराएँ)</p> <p>श्रवण, भाषण, पठन एवं लेखन कौशल</p> <ol style="list-style-type: none"> हलन्तादि चिह्नों को ध्यान में रखते हुए सरल संज्ञापदों एवं क्रियापदों का लेखन करायें। लिखे हुए पदों को उच्चारण हेतु प्रेरित करें। उच्चारण एवं लेखन में यदि कोई दोष हो तो उसे शांत भाव से समझाते हुए संशोधित कराएँ। लेखन हेतु उदारणार्थ कुछ शब्द निम्न हैं यथा — मयूरः, धेनुः, कृष्णः इत्यादि- <ul style="list-style-type: none"> म्+अ+य्+अ+र्+अ= मयूरः ध्+ए+न्+उः= धेनुः क्+ऋ+ष्+ण्+अः= कृष्णः बालकः, बालिका, माता, पिता, भ्राता, अनुजः, अनुजा, अग्रजः, अग्रजा, पितामहः, पितामही, पितृव्यः, पितृव्या इत्यादि। पुस्तकम्, चषकः, दीपकः, आसन्दः, दूरभाषः, पर्यङ्कः आदि। कृषकः, वृषभः, गौः, भल्लूकः, मण्डूकः, कपोतः काकः आदि। <p>क्रियापद यथा</p> <ul style="list-style-type: none"> पठति, लिखति, वदति, हसति, खादति, गच्छति इत्यादि।



- पाठ्यपुस्तक में शब्द परिचय के अन्तर्गत विद्यमान पुल्लिंग, स्त्रीलिंग एवं नपुंसकलिंग शब्दों को समझ सकते हैं।
- पठित शब्दों का वचनों के साथ शुद्ध उच्चारण करते हैं।
- पद संयोजन करके लघु वाक्य निर्माण कर सकते हैं।

- वचन एवं लिंग के अनुसार पदों का संयोजन करके लघु वाक्य निर्माण कर सकते हैं।
- प्रश्नार्थक शब्दों को समझकर उत्तर देने में समर्थ होते हैं।
- पठित अव्ययों का प्रयोग कर सकते हैं।
- लघु प्रश्नों के उत्तर देने में समर्थ हैं।
- पठित श्लोकों का उच्चारण कर सकते हैं।

तृतीय सप्ताह

(प्रथम एवं द्वितीय सप्ताह की गतिविधियों के साथ पुल्लिंग, स्त्रीलिंग एवं नपुंसकलिंग के शब्दों का वचनों के ज्ञान सहित बोध करायें तथा वाक्य विन्यास कराएँ)

पठन, लेखन, श्रवण एवं भाषण कौशल

- पाठ्यपुस्तक में विद्यमान तथा प्रतिदिन व्यवहार में आने वाले शब्दों का परिचय पुल्लिंग, स्त्रीलिंग एवं नपुंसकलिंग के आधार पर कराएँ।
- शब्दों को लिंग एवं वचनों के आधार योजना बताएँ।
- ज्ञात शब्दों किम् एवं एतत् तथा प्रश्नवाचक पदों से जोड़कर पद/वाक्य निर्माण करना सिखाएँ। यथा —
- प्रश्न— एषः कः?/ एषा का ?/एतत् किम्?
- उत्तरम्— एषः बालकः।/एषा बालिका।/एतत् फलम्।
- प्रश्न— एतौ कौ?/एते के?/एते के?
- उत्तरम्— एतौ बालकौ।/एते बालिके?/एते फले?
- प्रश्न— एते के?/एताः काः?/एतानि कानि?
- उत्तरम्— एते बालकाः।/एताः बालिकाः।/एतानि फलानि। mk

चतुर्थ सप्ताह

(पूर्व सप्ताह की गतिविधियों के साथ क्रियापदों एवं अव्ययों का प्रयोग करके वाक्य विन्यास करना तथा सुभाषित उच्चारण करना सिखाएँ)

पठन, लेखन, श्रवण एवं भाषण, कौशल

- पाठ्यपुस्तक में विद्यमान सुभाषित श्लोकों का सस्वर उच्चारण करायें।
- पाठ्यपुस्तक में विद्यमान तथा अन्य सरल संस्कृत शब्दों का सार्थक क्रम में लेखन एवं विन्यास करना सिखाएँ।
- ज्ञात शब्दों को क्रिया पद के साथ वचनों के आधार पर योजित करना बताएँ।
- कर्ता एवं क्रियापद के मध्य अव्ययों का प्रयोग करना सिखाएँ। यथा – अत्र, तत्र, यत्र, सर्वत्र, किम्, कुत्र, कति, कदा, किमर्थम्, कुतः, तदा, यदा, यद्यपि, तथापि इत्यादि।

चतुर्थ सप्ताह

(पूर्व सप्ताह की गतिविधियों के साथ क्रियापदों एवं अव्ययों का प्रयोग करके वाक्य विन्यास करना तथा सुभाषित उच्चारण करना सिखाएँ)



<ul style="list-style-type: none"> • सरलशब्दों में परिचयात्मक शब्दों का प्रयोग करने में समर्थ होते हैं। • विभक्त्यन्त पदों को बोलने में समर्थ होते हैं। • द्वितीया व तृतीया विभक्त्यन्त पदों को बोलने में समर्थ होते हैं। 		<p>पठन, लेखन, श्रवण एवं भाषण, कौशल</p> <ul style="list-style-type: none"> • पाठ्यपुस्तक में विद्यमान सुभाषित श्लोकों का सस्वर उच्चारण कराएँ। • पाठ्यपुस्तक में विद्यमान तथा अन्य सरल संस्कृत शब्दों का सार्थक क्रम में लेखन एवं विन्यास करना सिखाएँ। • ज्ञात शब्दों को क्रिया पद के साथ वचनों के आधार पर योजित करना बताएँ। • कर्ता एवं क्रियापद के मध्य अव्ययों का प्रयोग करना सिखाएँ। यथा- अत्र, तत्र, यत्र, सर्वत्र, किम्, कुत्र, कति, कदा, किमर्थम्, कुतः, तदा, यदा, यद्यपि, तथापि इत्यादि। <p>वाक्यविन्यास यथा</p> <ul style="list-style-type: none"> • प्रश्न: – अत्र बालकाः किमर्थम् आगच्छन्ति ? • उत्तरम् – अत्र बालकाः पठनार्थम् आगच्छन्ति। • प्रश्न: – फलं कुत्र अस्ति ? • उत्तरम् – फलं तत्र अस्ति इत्यादि। <p>श्लोक– उद्यमेन हि सिद्ध्यन्ति कार्याणि न मनोरथैः। न हि सुप्तस्य सिंहस्य प्रविशन्ति मुखे मृगाः॥</p> <p>पञ्चम सप्ताह</p> <p>(पूर्व सप्ताह की गतिविधियों के साथ विद्यालय संबंधी परिचय सरल शब्दों में कराएँ तथा द्वितीया एवं तृतीया विभक्ति का प्रयोग बतायें)</p> <p>पठन, लेखन, श्रवण एवं भाषण कौशल</p> <ul style="list-style-type: none"> • पाठ्यपुस्तक के अनुसार सरल शब्दों में विद्यालय आदि के वातावरण का परिचय कराएँ। • संस्कृत शब्दयुक्त वाक्य में कर्ता कर्म एवं करण कारक की पहचान तथा लेखन करना सिखाएँ। यथा – • एषः विद्यालयः। अत्र छात्राः शिक्षकाः शिक्षिकाश्च सन्ति। एषा सङ्गणकयन्त्रप्रयोगशाला एस्ति। एतानि सर्वाणि सङ्गणक यन्त्राणि सन्ति। एतत् अस्माकं विद्यालयस्य उद्यानम् अस्ति। उद्याने पुष्पाणि विलसन्ति। <p>द्वितीया एवं तृतीया विभक्ति प्रयोग यथा</p> <ul style="list-style-type: none"> • प्रश्न: – ताः बालिकाः किं पठन्ति ? • उत्तरम् – ताः बालिकाः पुस्तकं पठन्ति। • प्रश्न: – सः केन यन्त्रेण पठति? • उत्तरम् – सः मोबाइलयन्त्रेण/सङ्गणकयन्त्रेण पठति।
--	--	---



- सरल शब्दों में लघु परिचयात्मक वर्णन लिखने में समर्थ होते हैं।
- परस्पर वार्तालाप से संस्कृत सम्भाषण में समर्थ होते हैं।
- चतुर्थी विभक्त्यन्त पदों को बोलने में समर्थ होते हैं।
- पञ्चमी विभक्त्यन्त पदों को बोलने में समर्थ हैं।

षष्ठ सप्ताह

(पूर्व सप्ताह की गतिविधियों के साथ वर्णनात्मक लेखन व परस्पर वार्तालाप सिखाएँ तथा चतुर्थी एवं पञ्चमी विभक्ति का प्रयोग बतायें)

पठन, लेखन, श्रवण एवं भाषण, कौशल

- पाठ्यपुस्तक के अनुसार सरल शब्दों में वर्णनात्मक लेखन का अभ्यास कराएँ।
- परस्पर वार्तालाप से सम्बन्धित पाठ पढ़ाते हुए वार्तालाप का अभ्यास कराएँ।
- संस्कृत शब्दयुक्त वाक्य में संप्रदान एवं अपादान कारक की पहचान तथा लेखन करना सिखाएँ। यथा –
- एषः समुद्रतटः। अत्र जनाः पर्यटनाय आगच्छन्ति। केचन तरङ्गैः क्रीडन्ति। केचन च नौकाभिः जलविहारं कुर्वन्ति। तेषु केचन कन्दुकेन क्रीडन्ति। बालिकाः बालकाश्च बालुकाभिः बालुकागृहं रचयन्ति।

हुमा – यूयं कुत्र गच्छथ? इन्द्रः- वयं विद्यालयं गच्छामः।

फेकनः – तत्र क्रीडास्पर्धाः सन्ति। वयं खेलिष्यामः।

रामचरणः – किं स्पर्धाः केवलं बालकेभ्यः एव सन्ति?

प्रसन्ना – नहि बालिकाः अपि खेलिष्यन्ति। इत्यादि..

चतुर्थी एवं पञ्चमी विभक्ति प्रयोग यथा

- प्रश्नः – सः बालकाय किं ददाति ?
- उत्तरम् – सः बालकाय पुस्तकं ददाति।
- प्रश्नः – बालिका कुतः आगच्छति?
- उत्तरम् – बालिका गृहात् आगच्छति।

सप्तम सप्ताह

(पूर्व सप्ताह की गतिविधियों को ध्यान में रखते हुए छन्दोबद्ध पाठ का सस्वर श्लोकोच्चारण के साथ उसका बोध तथा षष्ठी एवं सप्तमी विभक्ति का प्रयोग बताएँ)

पठन, लेखन, श्रवण एवं भाषण, कौशल

- पाठ्यपुस्तक में समागत छन्दोबद्ध पाठ के श्लोकों का शुद्ध उच्चारण पूर्वक बोध कराएँ। यथा –
- सूर्यस्तपतु मेघाः वा वर्षन्तु विपुलं जगत्।
- कृषिकाः कृषिको नित्यं शीतकालेपि कर्मठौ इत्यादि..
- पदों में संबंध एवं अधिकरण की पहचान तथा लेखन करना सिखाएँ। यथा –



<ul style="list-style-type: none"> • गद्यपाठगत पदों के अर्थ को समझने में समर्थ होते हैं। • संस्कृतगीत श्लोक आदि काव्य गायन में समर्थ होते हैं। • रुचि पूर्वक संस्कृतगीत को गायन के साथ शुद्धरूप से पढ़ सकेंगे। 		<ul style="list-style-type: none"> • षष्ठी एवं सप्तमी विभक्ति का प्रयोग, यथा- • प्रश्न:- एतत् धनं कस्य अस्ति? • उत्तरम्- एतत् धनं मोहनस्य अस्ति । • प्रश्न:- शिक्षिका कुत्र उपविशति? • उत्तरम्- शिक्षिका आसन्दे उपविशति । <p>अष्टम सप्ताह</p> <p>(पूर्व सप्ताह की गतिविधियोंके साथ लघु गद्य लेखन, कविता एवं गीत गायन हेतु प्रेरित करें)</p> <p>पठन, लेखन, श्रवण एवं भाषण, कौशल</p> <ul style="list-style-type: none"> • पाठ्यपुस्तक में समागत कथागद्यों का बोध कराते हुए लेखन हेतु प्रेरित करें। यथा- दशमः त्वम् असि - • एकदा दश बालकाः स्नानाय नदीम् अगच्छन्। ते नदीजले चिरं स्नानम् अकुर्वन्। ततः ते तीर्त्वा पारं गताः। तदा तेषां नायकः अपृच्छत्- अपि सर्वे बालकाः नदीम् उत्तीर्णाः? तदा कश्चित् बालकः अगणयत् – एकः, द्वौ, त्रयः, चत्वारः पञ्च, षट्, सप्त, अष्टौ, नव इति सः स्वं न अगणयत्। ते दुःखिताः अतिष्ठन्। तदा तत्र कश्चित् पथिकः आगच्छत्। पथिकः तान् अगणयत् अवदच्च दशमः त्वम् असि इति। तत् श्रुत्वा प्रहृष्टाः भूत्वा सर्वे गृहम् अगच्छन्। विमानयानं रचयामः... इत्यादि। • कुत आगच्छसि मातुल चन्द्र! कुत्र गमिष्यसि मतुल चन्द्र!.. इत्यादि।
---	--	--



Urdu

راک ہق یرط/اں ام رگ رس ہزوج م (Week-wise Activities / Pedagogy)	ذخام (Sources)	ل ص ح ام ی ش زوم آ (Learning Outcomes)
<p>پہلا اور دوسرا ہفتہ (سمجھ کر سنتے ، بولتے، پڑھتے اور لکھتے ہوئے) طلبا ان سرگرمیوں کو والدین/اساتذہ کی مدد سے کر سکتے ہیں۔</p> <ul style="list-style-type: none"> کہانی کو طلبا پڑھ کر، سمجھ کر اور اس کے بارے میں اپنے والدین سے بات چیت کر سکتے ہیں۔ مشکل لفظوں کو تلاش کر کے اس کے معنی بھی لگتے ہیں۔ واحد جمع، متضاد لفظوں کو بھی سبق میں سے تلاش کر کے ان کو لکھ سکتے ہیں۔ کہانی کے مرکزی خیال پر سوچ سمجھ کر اپنی رائے کا اظہار کر سکتے ہیں مثلاً کہانی کے کرداروں پر اپنی پسند ناپسند کو اپنے گھر والوں سے گفتگو کر سکتے ہیں۔ کہانی کے عنوان پر بات کر سکتے ہیں۔ مثلاً اگر اس کہانی کا عنوان 'جیسے کو تباہ ہے؟ تو وہ کہانی کو سمجھ کر اس کا دوسرا عنوان بھی دے سکتے ہیں۔ تیسرا اور چوتھا ہفتہ: طلبا اپنے والدین کے ساتھ مل کر دوسری کہانیوں کو بھی نیٹ سے تلاش کر کے پڑھ سکتے ہیں۔ پسندیدہ کہانیوں پر پہلے گھر میں ان سے گفتگو کی جائے، اس کے بعد ان کو ان کے کرداروں پر لکھوایا جا سکتا ہے، وہ بلا کے بعد ان سے بولنے کے لیے آمادہ کیا جا سکتا ہے، وہ بلا جھجک بول سکیں گے، اس کی ویڈیو، آڈیو بنا کر اپنی دوستوں کو Whatsapp پر بھی کر سکتے ہیں۔ کہانی میں جو مشکل الفاظ آئے ہیں، ان کو بھی جملوں میں استعمال کرایا جا سکتا ہے۔ اس کے علاوہ مشکل لفظوں کو آسان جملے بنا کر استعمال کرایا جا سکتا ہے۔ مثلاً جرأت لفظ کا مطلب واضح کرنے کے لیے ایک اچھا جملہ بنا کر پیش کیا جا سکتا ہے۔ مثلاً اس نے بڑی جرأت کے ساتھ شیر کا مقابلہ کیا۔ اس طرح طلبا کو جرأت کے معنی "ہمت" اخذ کرانے میں آسانی ہوگی۔ پانچواں اور چھٹا ہفتہ: طلبا ان سرگرمیوں کو والدین /اساتذہ کی مدد سے کر سکتے ہیں۔ ڈرامہ کو آڈیو کی مدد سے سن کر اس کے کرداروں پر گھر کے افراد سے گفتگو کر سکتے ہیں۔ مثلاً کرداروں کی خوبیوں اور خامیوں پر، ان کے عادات و اطوار پر بات چیت کر کے آج کے دور میں جو حالات ہیں، ان سے مربوط کر سکتے ہیں۔ آج Corona Virus کی بیماری سے پوری دنیا پریشان ہے۔ ایسے میں اگر ان لوگوں کی مدد کی جائے جو بالکل کیلے ہیں، جن کے بچے دوسرے ملکوں میں ہیں۔ ایک پڑوسی ہونے کے ناطے ان کی مدد کرنا مثلاً ان کی دوائیوں کو لانا، گھر کا سودا سلف لاکر دینا وغیرہ اور جو لوگ غریب ہیں ان کے لیک راشن، پکا ہوا کھانا، فراہم کرنا۔ یہ سب بچے کچھ نہ کچھ 	<p>این سی ای آر ٹی کی اردو کی کتابوں میں دیے گئے QR Code میں دی گئی Audio اور Video کو بھی دیکھ اور سن سکتے ہیں۔</p> <p>طلبا اور والدین مندرجہ ذیل ذرائعوں سے لفظوں کا استعمال کر سکتے ہیں، جو آن لائن دستیاب ہیں۔</p> <ul style="list-style-type: none"> NCERT official Youtube اور NROER پر دیکھ سکتے ہیں۔ latroP AHTHSIN ni.vog.trecn/dpli/ptth /ni.cin.alahshtape//:ptth 7164=di?php.d-cipot 	<p>Competency / Skill (سننا، بولنا، پڑھنا، (سننا، بولنا، پڑھنا، لکھنا)</p> <ul style="list-style-type: none"> کہانی کو مناسب لب و لہجے اور درست تلفظ کہانی کے ساتھ پڑھ سکتے ہیں۔ کہانی کو پڑھ کر سمجھتے ہیں اور مناسب لفظوں میں اپنا اظہار خیال کرتے ہیں۔ کہانی پر گفتگو کرتے ہیں، اور اس پر اپنی پسند یا ناپسند کا اظہار کرتے ہیں۔ کہانی کے مرکزی خیال کو مناسب لفظوں میں لکھتے ہیں۔ ڈرامہ کو مناسب لب و لہجے کے ساتھ مکالمے صحیح انداز اور درست تلفظ کے ساتھ پڑھ کر ادا کرتے ہیں۔ ڈرامہ کو سن کر اور سمجھ کر اس کے مرکزی خیال کو مناسب لفظوں میں لکھتے ہیں۔ ریڈیو، ٹی وی، پر نشر ہونے والے ڈراموں سے متعلق اپنی پسند اور ناپسند کو مناسب لفظوں میں لکھتے ہیں۔ ڈرامہ کو کہانی کی شکل میں لکھتے ہیں۔



<p>کر سکتے ہیں۔</p> <ul style="list-style-type: none"> • ڈرامے کے مرکزی خیال کو لکھنے سے قبل اپنے گھر کے افراد سے بات چیت کر سکتے ہیں۔ ڈرامے کے مکالموں پر ایک رول پلے بھی کر سکتے ہیں۔ پھر اُس رول پلے کو آڈیو، ویڈیو بنا کر اپنے دوستوں / رشتہ داروں اور پڑوسیوں کو epykS یا Whatsapp پر بھیج سکتے ہیں۔ <p>ساتواں اور آٹھواں ہفتہ:</p> <p>ڈرامے کی کہانی کو منفرد طور پر لکھ سکتے ہیں۔ ڈرامے کے مصنف پر بھی گھر والوں سے گفتگو کر سکتے ہیں۔ ان کے دوسرے ڈراموں کو تلاش کر کے Internet پر ان کے ناموں کی فہرست تیار کر سکتے ہیں۔</p> <ul style="list-style-type: none"> • ڈرامے کے مکالموں کو صحیح ادائیگی اور مناسب لہجے کے ساتھ ادا کرنے کے لیے مشق کرائی جاسکتی ہے۔ اس کی سرگرمیوں گھر کے افرادوں کو الگ الگ کرداروں کو مکالموں کو مناسب لب و لہجے جیسے خوشی یا غم کا لہجہ وغیرہ میں ادا کر سکتے ہیں۔ جس سے اپنی بات کو موثر ڈھنگ سے کہنے کی مشق ہو سکتی ہے۔ اس کے علاوہ طلباء روانی سے بولنا اور ان کا تلفظ بھی درست ہو سکتا ہے۔ 	
---	--



Class VII

Science

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by parents with the help of teachers)</i>
<p>The learner</p> <ul style="list-style-type: none"> classifies plants on the basis of modes of nutrition etc. conducts simple investigations to seek answers to queries, e.g., Do leaves other than green also carry out photosynthesis? explains processes such as, photosynthesis in plants; need of nitrogen rich fertilisers in soil, etc. draws labelled diagrams showing photosynthesis applies learning of scientific concepts in day-to-day life, e.g., putting plants in area where they get adequate light and water, method of replenishing nutrients in the soil, etc. relates processes and phenomenon with causes, such as, the need for adding nitrogen rich fertilizers by farmers, eating of insects by some plants and requirement of nutrients, etc. explains - Why some plants eat insects? How fungi grows on some objects? exhibits creativity in designing, planning, making use of available resources, etc such as makin a magnifier for observing fungi growing on bread etc. 	<p>Theme: Food</p> <p>Topic-Nutrition in Plants</p> <p>Contents under this topic are—</p> <ul style="list-style-type: none"> Mode of Nutrition in Plants Photosynthesis-Food Making Process in Plants Other modes of nutrition in plants Saprotrophs How Nutrients are replenished in the soil <p>Chapter NCERT Science Textbook for Class VII</p> <p>http://ncert.nic.in/textbook/textbook.htm?gesc1=1-19</p> <p>Laboratory Manual in Science for Class VI-VIII</p> <p>http://www.ncert.nic.in/exemplar/labmanuals.html</p>	<p>WEEK 5</p> <ul style="list-style-type: none"> Read Chapter 1 of Class VII of the NCERT textbook, if the physical book is not available with you, you can read/download digital book from ePathshala. <p>Link for Chapter 1</p> <p>http://ncert.nic.in/textbook/textbook.htm?gesc1=1-19</p> <ul style="list-style-type: none"> You have learnt in Class VI that food is essential for all living beings. Now, discuss with your friends- from where we get the required nutrients for our body. Based on your discussion make a chart of different Nutrients and their sources. You can share it with your teacher for additional help. Plants are also living beings and they also need food. Discuss with your friends/family members, from where plants get their food. For more clarity you can see the video given in the link below https://www.youtube.com/watch?v=1O0opk-XNhY&feature=youtu.be Draw a chart showing the process of Photosynthesis and its equation. <p>Watch the link given below and explain the process of photosynthesis in plants</p> <p>https://diksha.gov.in/play/collection/do_312726114547941376123545?contentType=TextBook&contentId=do_312580364008857600211648 (process of photosynthesis in plants)</p> <ul style="list-style-type: none"> You may have heard/seen that farmers use nitrogen rich fertilizers, discuss with your elders/friends/teacher, what may be the purpose of using nitrogen rich fertilizers. For more information watch the link given below



<ul style="list-style-type: none"> exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices 	<p>E-Resources developed by NCERT, which are available on NROER and attached as QR Code in textbooks of NCERT.</p> <p>Exemplar Problems in Science for Class VII, Chapter on Heat</p> <p>http://ncert.nic.in/ncerts/1/geep101.pdf</p> <p>Link to find out the Answers to the Questions</p> <p>http://epathshala.nic.in/QR/books/7Science/geep1an1.pdf</p>	<p>https://diksha.gov.in/play/collection/do_312726114547941_376123545?contentType=TextBook&contentId=do_3125803640694_21056211652 (how nutrients are replenished in the soil)</p> <p>WEEK 7</p> <p>https://diksha.gov.in/play/collection/do_312726114547941376123545?contentType=TextBook&contentId=do_312580364044132352211651 (heterotrophic nutrition in plants)</p> <p>after watching the above link students will be able to explain—</p> <ul style="list-style-type: none"> What is host? Why does a plant depend on its host? What are insectivorous plants? Have you seen Cuscuta (Amarbel)? They do not have chlorophyll. Then how do they survive? From where do they get food? Search the internet or discuss with your family members/friends/teachers and try to find the answer. Try to answer- Why our body cannot make food from carbon dioxide, water and minerals like plants do? If you need help you may float the question in the social networking group created by your teacher.
--	--	---



<ul style="list-style-type: none"> applies learning of scientific concepts in day-to-day life, e.g., using sharp knife for cutting easily, increasing area to reduce pressure, etc. 	<p>Chapter 11 of the NCERT Science Textbook for ClassVIII</p> <p>http://ncert.nic.in/textbook/textbook.htm?hesc1=11-18</p>	<ul style="list-style-type: none"> Search the internet about other plants which get their food in a similar way as the Cuscuta. Study about insectivorous plants. Search in which type of soil they generally grow. Try to relate the need of eating insects by insectivorous plants with scarcity of some nutrients in the soil. <p>Discuss with your teacher for more clarity on the concept.</p> <p>https://diksha.gov.in/play/collection/do_3127261_14547941376123545?contentType=TextBook&contentId=do_3125803640549212161_11895 (saprotrophic nutrition)</p> <p>After watching the above video students can explain the following —</p> <ul style="list-style-type: none"> How do they grow? What are the characteristics of fungi How does nutrition take place? What is the symbiotic relationship with other organisms? Perform Activity 1.2 given in the NCERT textbook. You may not have access to microscope or magnifying glass, try to use some other things for magnification, such as, using spectacles of your grand father/mother or making a temporary magnifier using some transparent bottle or polythene. You can search on internet for making such a magnifier. Have you/your family members/friends have seen growth of fungus on some objects in your house? Discuss about the suitable conditions under which they grow. If any of your family member is aware about farming practices, ask them, if plants keep on absorbing nutrients, then how nutrients are being replenished in the soil. You may search on the internet or discuss with your teacher/friends to know more about it. <p>WEEK 8</p> <p>Theme- Material</p> <p>Fibre to Fabric</p> <ul style="list-style-type: none"> Animal fibres <ol style="list-style-type: none"> Wool
--	--	---



<ul style="list-style-type: none"> exhibits creativity in designing, planning, making use of available resources, etc. for carrying out different suggested activities at home. constructs model to show that liquids exert equal pressure at equal heights. exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices, etc., such as, reporting the findings honestly, supporting other friends in need, etc. 	<ul style="list-style-type: none"> Laboratory Manual in Science for Classes VI-VIII http://www.ncert.nic.in/exemplar/labmanuals.html E-Resources developed by NCERT, which are available on NROER and also attached as QR Code in textbooks of NCERT. Exemplar Problems in Science for Class VIII, Chapter 11 http://ncert.nic.in/ncerts/l/heep111.pdf Link to find out the Answers to the Questions http://ncert.nic.in/ncerts/l/heep1an.pdf 	<ul style="list-style-type: none"> From fibre to wool Processing fibres into wool <p>Task 1</p> <p>Watch the following video and try to answer the Questions mentioned below:</p> <ul style="list-style-type: none"> Jaanta vreshey azantu reshe on the given link https://www.youtube.com/watch?v=E6MveN6GIUk&feature=youtu.be <p>Represent various steps of the processing of fibre into wool with the help of flow chart.</p> <p>Explore and make a list of the different breeds of sheep. Mark the states in the map of India where these breeds are reared to obtained different quality of wool.</p> <p>Task 2</p> <p>Share your opinion on is it fare on the part of human to rear sheep and then chop off their hair for getting wool on group created by your teacher.</p> <p>WEEK 9</p> <p>b) Silk</p> <ul style="list-style-type: none"> Life history of silk moth From cocoon to silk <p>Task 1</p> <p>Watch the following videos and try to answer the questions mentioned below.</p> <ul style="list-style-type: none"> ✓ cocoon se reshamtak on the given link https://www.youtube.com/watch?v=pFTT MNKPkh4&feature=youtu.be ✓ Resham on the given link https://www.youtube.com/watch?v=G4LtN4ZoY H4&feature=youtu.be <p>Questions</p> <ul style="list-style-type: none"> Mention the stage of life cycle of silkworm from which silk is obtained.
--	--	---



- What are the conditions required for rearing of silkworm?
- Explain the process of sericulture with the help of a diagram.
- Draw labeled diagram of the life history of silk moth.

Task 2

Write a story on discovery of silk and make a comic script on that.

Task 3

Collect information on different types of silk fibres and create a picturebook of different types of silk fibers and their sources.

WEEK 10

- Read Chapter 4 of Class VII of the NCERT textbook, if the physical book is not available with you, you can read/download the digital book from ePathshala.

<http://epathshala.nic.in/process.php?id=students&type=eTextbooks&ln=en>

- Observe or think of the objects/things used by you or your family members in the past few days and make a table classifying them into hot and cold. In the third column write down the reason why/how you have classified them as hot or cold.

Collaborative Learning: Take a photo of this table and share it with your friends and similarly ask your friends to share their tables. Observe carefully all the entries made in the tables shared by your friends and afterward discuss it with your friends on social networking group and help each other in putting the right things in right columns.

After finalising you can share the compiled table with your teacher for any help.

Perform the Activity 4.1, Ch 4, Class VII, Science of NCERT Textbook

(Teachers may give activity from state developed textbooks also, if state is not using NCERT textbooks)



After performing the activity, can you still rely on your touch sense for classifying objects as hot/cold?

Collaborative Learning: Discuss with your siblings/parents at home or friends through social networking apps and try to find out few more situations/activities by which we can justify that we cannot always classify between hot and cold just by touching or feeling. Keep your teacher in loop so that she can help you when required.

- If you have a thermometer at home, observe it carefully or surf on the internet to see different types of thermometers, their range of measurements and uses.
- If you have a mercury thermometer at your home, perform Activities 4.2 and 4.3 given in NCERT textbook.
- If you do not have thermometer at your home you can visit the following link to understand how to use clinical thermometer for measuring body temperature.

<https://nroer.gov.in/5645d28d81fccb60f166681d/file/58871229472d4a1fef810d12>

In Activity 4.3, it has been suggested to measure the body temperature of at least 10 persons, but during lockdown you may not have 10 persons at your home. For this you can ask all your classmates to measure the temperatures of the persons available in their respective homes and then share the values along with the names, one of the student can compile it and put it in a table. After compiling the results the table can be shared in the group and you all can discuss about the reason of variation of temperature from person to person. Discuss with your teacher for further clarification.

Caution: In order to prevent ourselves and others from infections we must not place the bulb of thermometer under anyone's tongue for measuring temperature of a person instead we can put the thermometer in armpit.



	<ul style="list-style-type: none"> • Learning Outcomes at Elementary Stage http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tilops101.pdf <p>Chapter 1</p> <p>Crop Production and Management</p> <ul style="list-style-type: none"> ✓ Agricultural Practices ✓ Basic Practices of Crop Production 	<p>You may have a digital thermometer at home, which directly shows the temperature of human body in digits.</p> <ul style="list-style-type: none"> • Read about the Laboratory thermometer from your textbook. Surf the internet to see the videos for taking measurements with Laboratory thermometers. • Draw the diagrams of Clinical thermometer and Laboratory thermometer. Write similarities and differences between clinical thermometer and laboratory thermometer. <p>WEEK 11</p> <ul style="list-style-type: none"> • To learn how heat flows from one end of metal to other (Conduction) perform Activity 4.6 given in the NCERT textbook. If due to non-availability of required items you are not able to perform it, visit the following link to see the process. https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5699f80781fccb15fb2138d1 • For classifying materials in conductors and insulators perform Activity 4.7 given in the NCERT textbook. Share your findings with your friends. Now visit your kitchen and observe different parts of cooking vessels. Identify which part is made with conducting material and which part is made of non-conducting material. Share your findings with your friends, discuss about observations, such as, the use of plastic/wooden handles, etc. • To learn how water gets heated when kept on stove/heat source (Convection), perform the Activities 4.8 and 4.9 given in the NCERT textbook. You can also visit the following link for observing the demonstration of the heating process of water https://nroer.gov.in/5645d28d81fccb60f166681d/file/58870924472d4a1fef81083f • Learn more about sea breeze and land breeze, try to explain them by applying your understanding of heat transfer by convection. If you live near coastal areas try to feel the difference in land breeze and sea breeze. If you are not
--	--	---



	<p>Theme: Natural Phenomenon</p> <p>Theme: Winds, Storms and Cyclones</p> <p>Contents of the Chapter</p> <ul style="list-style-type: none"> • Air Exerts Pressure • High speed winds are accompanied by reduced pressure 	<p>near coastal area, surf the Internet to study more about sea breeze and land breeze.</p> <ul style="list-style-type: none"> • Study about a third method by which heat gets transferred i.e. Radiation. Discuss various examples of heat transfer due to radiation. • Draw a chart/table depicting three different processes by which heat gets transferred along with examples of each process. • To understand the variation of absorption of heat with colour of objects, perform Activities 4.10 and 4.11 of NCERT textbook. <p>Perform the above-mentioned activity by painting tin cans with other colours such as red, green, etc.</p> <p>Write your observations in each case.</p> <p>Do you observe any change in the temperature of tin cans painted in different colours?</p> <p>Search the internet to find the reasons for your observations or you can discuss with your friends, elders or teachers.</p> <ul style="list-style-type: none"> • Caution: Perform all the activities under the guidance of elders. <p>Now can you explain which kind of clothes we should wear in summer and winter seasons?</p> <p>Now enjoy solving the puzzle based on the concepts learnt in this chapter.</p> <p>Puzzle on Chapter Heat</p> <p>Link: http://econtent.ncert.org.in/pdf/Science%20Upper%20primary/VII_Heat.pdf</p> <p>WEEK 12</p> <ul style="list-style-type: none"> • Read Chapter 8 of the NCERT textbook, if the physical book is not available with you, you can read/download digital book from ePathshala or NCERT website. <p>http://ncert.nic.in/textbook/textbook.htm?gesc1=8-19</p>
--	--	--



	<ul style="list-style-type: none"> • Air expands on heating • Wind currents are generated due to uneven heating on the earth. • Thunderstorms and Cyclones • Destruction caused by cyclones • Effective safety measures <p>Chapter 8 NCERT Science Textbook Class VII</p> <p>http://ncert.nic.in/textbook/textbook.htm?gesc1=8-19</p> <p>Laboratory Manual in Science for Classes VI-VIII</p> <p>http://www.ncert.nic.in/exemplar/labmanuals.html</p> <p>E-Resources developed by NCERT, which are available on NROER and attached as QR Code in textbooks of NCERT.</p> <p>Exemplar Problems in Science for Class VII, Chapter 8. Winds, Storms and Cyclones http://ncert.nic.in/ncerts/1/geep108.pdf</p>	<ul style="list-style-type: none"> • Think/recall the situations when you have seen/experienced that air exerts pressure and share your findings with your friends over any social networking platforms. Different group members may give different/same examples. In this way you all will be able to appreciate that air exerts pressure. • Learn while you play Read and perform Activities 8.2, 8.3 and 8.4 from NCERT textbook. Now you can ask your family members to separate the two balloons (as in Activity 8.3) by just blowing hard in between them. When they will fail to do so then you can explain them the reason why they could not separate the balloons by blowing hard - high speed winds reduces air pressure. Similarly you can ask them to blow a strip of paper(Activity 8.4) or blowing into a bottle(Activity 8.2) • Perform Activity 8.5 of the NCERT textbook, this will help you in understanding that air expands on heating. If you do not have test tube or beakers, then also you can perform the activity by using plastic bottles in place of test tubes and any vessel/bucket in place of beaker. • Discuss with your friends some more activities by which it can be shown that air expands on heating. You can also search the internet for this and share your findings with your friends and teachers. • Study how wind currents are generated due to uneven heating on earth. Study about different types of wind currents and their causes on globe/map. • Listen to the weather news.They generally discuss about different wind currents or refer to website of India Meteorological Department https://mausam.imd.gov.in/ • Also, try to understand more about different wind currents/monsoon. • What is your opinion, Rain is always good, or it can create some problems too? Ask about the opinion of your family members/friends. Discuss these opinions with your teacher for more information/help.
--	---	---



	<p>Link to find out the Answers to the Questions</p> <p>http://epathshala.nic.in/QR/books/7Science/geep1an8.pdf</p>	<ul style="list-style-type: none"> • After studying about thunderstorm, cyclone and destruction caused by them, visit the following link to understand more about them https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/585b5a9b472d4af21c54d7d5 After seeing this video, discuss about your findings with your friends and teachers, if you could not understand some of the things your friends or teacher may help you in its explanation. • Try to make a model of cyclone. For this see the video from the link given below https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/569a09d681fccb15fb220f5e • List out all the cyclones which were very destructive and try to find out the losses caused by them. In your opinion which one of them was the worst and why? Ask for opinion of your friends also and discuss. • Write an essay or make a powerpoint presentation on— Cyclones—destructive effects and safety measures. • Draw a painting showing destructive effects of Cyclones. • Make a poster for Dos and Dont's during cyclone. • Advanced technology has helped us in minimising the destructive effects of cyclones by their early predictions and alerts. Visit the following link of the National Disaster Management Authority of India, to get more information about different types of disasters and effective safety measures https://ndma.gov.in/en/ • Prepare a list of technological tools which are helpful in the prediction of thunderstorm/cyclone. <p>Project: Make a model of an anemometer for measuring the speed of wind using paper cups or plastic bottles. Refer to extended learning activities for more details.</p>
--	---	--



Mathematics

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by parents with the help of teachers)</i>
<p>The learners</p> <ul style="list-style-type: none"> uses algorithms to multiply and divide fractions/decimals. finds various representative values for simple data from her/his daily life contexts like mean, median and mode recognises variability in real life situations, such as, variations in the height of students in her class and uncertainty in happening of events like throwing a coin interprets data using bar graph such as consumption of electricity is more in winters than summer, runs scored by a team in first 10 overs etc. represents daily life situations in the form of a simple equation and solves it. classifies pairs of angles based on their properties as linear, supplementary, complementary, adjacent and vertically opposite and finds value of the one when the other is given. verifies the properties of various pairs of angles formed when a transversal cuts two lines. 	<p>NCERT Mathematics Textbook for Class VII</p> <p>Theme</p> <p>Fractions and Decimals</p> <p>Theme</p> <p>Data Handling</p> <p>Theme</p> <p>Simple Equations Chapter 5</p> <p>Lines and Angles</p> <p>E-resources</p> <p>Theme</p> <p>Fractions and Decimals</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58dd3933472d4a03227bf93c</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/57df7fe016b51c25f097831d</p> <p>Theme</p> <p>Data Handling</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5b473c4216b51c01f1742322</p>	<p>WEEK 5</p> <ul style="list-style-type: none"> Initially revisiting of decimals can be done by establishing a relation between fractions and decimals studied in Class VI. Discussion about multiplication of decimals may then be initiated using that of fractions. Use of grids of 100 can be made. For e.g. 0.2×0.3 can be written as $2/10 \times 3/10$. It can be done using multiplication of fractions and then representing the product back in decimal form. In a similar way, discussion about division of decimals can be introduced. Students may be encouraged to create and solve the examples and send them to the teacher. <p>WEEK 6</p> <ul style="list-style-type: none"> Activities given in the mathematics textbook for Class VII 'Fractions and decimals' and in the laboratory manual for elementary classes can be referred. Students should send their observations online. Both the books are available on NCERT website. The students can be encouraged to attempt features like 'Try These' and 'Think, discuss and Write' of the mathematics textbook for Class VII. Moreover, exercises from the textbook supported by problems from Exemplar problem book for Class VII will deepen the understanding about decimals. A brief recall of Data and its organisation may be done. Students may be asked to collect data from situations around, such as, persons in their neighbourhood



<https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5b483d2516b51c01ead48649>

<https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5b47382f16b51c01f1741fad>

<https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5b473a4816b51c01f1742140>

Theme

Simple Equations

<http://ncert.nic.in/textbook/textbook.htm?gemh1=4-15>

Theme

Lines and Angles

<https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5b583ec316b51c01ca8ac07e>

<https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/57d2bd5316b51c48aec2a490>

<https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/57d17c0416b51c090c3866e3>

children who help in household works or who do regular exercises during this period etc. Information may be collected using online medium. This may be organised and sent to the teacher. Teacher may discuss about creating more such tasks with the students and ask them to send the data after organising it.

WEEK 7

- Students may be encouraged to send different situations around them. For e.g. Temperature in their city on each day of a month say, May. Students may collect the information from Internet/ Newspapers/ magazines, etc. They may be asked, if we want to know the temperature on a particular day in May then what could it be approximately? The discussion on this question can give rise to the concept of Average or more broadly Arithmetic mean.
- The method of finding arithmetic mean (AM) can then be discussed.
- The concepts of other two central tendencies, i.e., mode and median can also be generated by thinking of daily life situations and then formal ways of calculating them can be thought of.
- The features like 'Try These' in the textbook will help in the skill of developing questions and 'Think, Discuss and Write' will make them think closely on the concepts learnt. Lot of cross questioning can be encouraged.

WEEK 8

- Students may be motivated to create examples and see which central tendency can be used there. For e.g., a shopkeeper selling shirts has range of sizes of shirts. To maximize his profit, he needs to buy shirts of those sizes which are sold most. Which concept can be used AM, Mode or Median.



- Exercises in textbook and exemplar problem provide questions related to daily life. Students may be motivated to discuss and attempt them.
- It may be discussed how visual presentation of data can help in quick understanding of a situation. Students may refer Newspapers/Magazines/Internet to look for Bar graph and double bar graph. It could be about sports, agriculture yields, rainfalls, etc. They should send their observations to the teacher online. This will make them realise the importance of mathematics in different fields of activity around.
- Formal ways of drawing and reading bar graphs/double bar graphs can then be discussed.

WEEK 9

- The students may be encouraged to send situations from their daily life where they are required to predict and take a decision about some event. For e.g., possibility of rain next day. They may consult other family members and friends on phone and think of more such contexts.
- The concept of probability of an event can then be arrived at after enough discussions.
- After this concept discussion may be initiated about what an equation is. Students may be given different conditions, based on which they may form an equation using some variable. For e.g., Saina has purchased some pens, cost of each pen is Rs 6. She has spent Rs. 90 on the purchase of pens. How many pens did she purchase? Students may be encouraged to form conditions and make equations using different variables say, y , n , m , etc.
- After discussing setting up equations, discussion about their solutions may begin. Solutions of equations with guessing may be initiated and then gradually shift to formal methods.



WEEK 10

- The complexities in setting up new equations may be increased, and solutions may be found. An activity can be done as follows: Give the students value of x as say, $x = 4$. Ask them to form as many equations as possible using rules of addition, subtraction, multiplication and division of numbers on both sides. Some of them are $3x-4=8$, $(x/2) + 1 = 3$ etc. Different students can be given different values of x .
- Initially equations with single operation between variables and numbers may be discussed. For example,

$7x = 21$ or $p/8 = 3$. Encourage students to form their own equations and send. Later two or more operations can be introduced. For e.g., $2y + 3 = 7$ or $6t/7 - 5 = 7$.

- Students may then attempt solutions of equations with two or more operations. Step by step way of solving the equation may be encouraged.
- Use of exercises from the textbook and Exemplar problem book will be helpful in understanding the concepts.

WEEK 11

- Word problems are helpful in understanding the formulation of equations. Translating word statements in terms of equations, solving them and getting the required conclusion is an important skill the students should be exposed to.
- A revisit of the basic elements of geometry, like point, line segment, etc., can be done by taking objects around the students. Lots of objects and their resemblance to these concepts can be discussed.
- Students may be asked to measure angles between the edges of plane faces of different objects say, tabletop, window frame, paper folds, etc., they may be asked to add the pairs of such angles formed. Classify the sums obtained as less than 90° , equal to 90° , more than



- 90° but less than 180° , equal to 180° , etc. Concepts of complementary and supplementary angles can be discussed.
- In a similar way, students may be asked to observe different objects like vegetable chopper, scissors etc., look for angles in these objects and send their observations to the teacher. The concepts of adjacent angles, , vertically opposite angles can then be discussed.

WEEK 12

- Students may be motivated to look for objects to see if some of its edges meet and some do not. A list of such objects and the description of such edges may be sent to the teacher. Discussion on Intersecting and parallel lines can be initiated.
- Different types of angles formed with respect to parallel lines can be done. Students may draw parallel lines and find methods to check whether these are parallel or not.
- The terms alternate interior angles, corresponding angles may be discussed. Students may be asked to draw parallel lines and intersecting lines and check for these angles. In which case they are equal and where they are not. Students may be encouraged to draw their inferences based on these observations. General rules may be thought of.
- Visual activities in e-resources on NROER may be seen. Innovative exercise given on 'Think, Discuss and Write', textbook exercises and Exemplar problem book exercises may be encouraged to be attempted.



Social Science

Social Science, as a subject at the Upper Primary Stage, comprises the components of history, geography and social & political life. Therefore, while preparing the eight-week calendar in social science, these components have been divided into 03 weeks + 03 weeks + 02 weeks (total 08 weeks) for History, Geography and Social & Political life respectively. Accordingly, three week's calendar for Class VII in History is given below.

a. History

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by parents with the help of teachers)</i>
<p>The learner</p> <ul style="list-style-type: none"> relates key historical developments during medieval period occurring in one place with another with reference to central India and Deccan analyses socio-political and economic changes during medieval period with reference to south India 	<p>NCERT History textbook for Class VII</p> <p><i>Our Pasts II</i></p> <p>Chapter -2</p> <p><i>New Kings and Kingdoms</i></p> <p>Theme</p> <ul style="list-style-type: none"> Emergence of new dynasties and administration in the kingdoms Land grants and warfare <p>Theme</p> <ul style="list-style-type: none"> The Cholas Splendid temples and sculpture Administration of Cholas <p>Resources</p> <ul style="list-style-type: none"> https://itpd.ncert.gov.in www.nroer.gov.in 	<p>WEEK 5</p> <ul style="list-style-type: none"> Teacher encourages students to locate in the map the central India and Deccan where many new dynasties emerged between 7th and 12th centuries. Student with the help of parents/siblings identifies these states/ places in the map of modern India. The emergence of Chahamanas (Chauhans), Gurjarara-Pratiharas, Parmars and Chandela dynasties in central India is explained by the teacher over phone/email/group chat. Similarly, emergence of Rashtrakutas in Deccan is explained. <p>WEEK 6</p> <p>Students may be motivated to study how these rulers adopted high sounding titles, but shared their powers with small landlords, and obtained resources/revenues from peasants. For this, the teacher may guide them.</p> <p>They may be motivated to compare with the modern administration and source of revenue of the present governments.</p> <p>Teacher may explain about land grants given in lieu of salary to high officers for rendering service to the king.</p>



- 3. http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_History.pdf
- 4. <http://ncert.nic.in/textbook/textbook.htm>
- 5. <https://www.youtube.com/watch?v=tbOQyVrW2tU>
- 6. https://www.eklavya.in/pdfs/Books/Itihas_kya_hai.pdf
- 7. *Trilingual Dictionary of History for Schools, NCERT, 2018*

- This may be compared with the modern way of running administration and earning of revenue by present government by studying interdisciplinary subject i.e., social and political life.

WEEK 7

- Emergence of Chola rulers in South India may be explained to the students by teacher through phone/mail/WhatsApp, etc.
- Students may be encouraged to observe the modern map of southern states i.e. Telangana, Andhra Pradesh, Karnataka, Tamilnadu and Kerala. They may be asked to identify the region where Chola kings ruled during 9th century to 13th century.
- Students may be encouraged to search through the internet the photographs of splendid temples built in south India during medieval period, particularly by the Chola rulers.
- Teacher may explain that these temples were not only centre of prayers but also centre of generating rich revenue for the kings.
- Example of Padmanabhswwami temple at Thiruvananthapuram in Kerala may be given where large quantity of gold is stored.
- Students may be asked to collect pictures/photographs from newspapers/magazines of other famous temples of south India.
- Teacher may further tell about Cholas' patronage of art and literature. Students may be explained about the famous Tamil Sangam literature.

Assignment/Project

- Students may be asked to submit a project about the damage to agricultural produce due to rain and hailstorms after opening of schools.
- Discuss about the sufferings of labourers/ daily wage earners, and their long march to their village on foot due to the corona virus pandemic.



		<ul style="list-style-type: none">• Also discuss about the closure of economic activities and loss of the revenue to government due to the pandemic.• Collect pictures from newspapers, magazines, supplementary books of the splendid temples, sculptures, etc., of south India. Submit the project after opening of schools.
--	--	---



b. Geography

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by parents with the help of teachers)</i>
<p>The learner</p> <ul style="list-style-type: none"> identifies major rock types reflects on the factors leading to disasters and calamities. explains preventive actions to be undertaken in the event of disasters, e.g., earthquake describes formation of landforms due to various factors. 	<p>NCERT Textbook Resources and Development</p> <p>http://ncert.nic.in/textbook/textbook.htm?hess4=0-6</p> <p>Chapter 2: Land, Soil, Water, Natural Vegetation and Wildlife Resources</p> <p>Use the QR code given for the chapter for additional resources</p> <p>Trilingual Dictionary of Geography for Schools (Hindi-English-Urdu)</p> <p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p> <p>Chapter 2: Inside Our Earth</p> <p>Endogenic forces and Exogenic forces;</p> <p>Volcano and Earthquake</p>	<p>WEEK 8</p> <p>Theme— Rocks and Minerals</p> <ul style="list-style-type: none"> Learner can read the chapter and observe figure 2.3 given in the chapter. If learner has any collection of some stones (e.g., in some games like 5 stones, gitti) they may observe their features based on the explanation given about igneous, sedimentary or metamorphic rocks. If stones are visible in the walls of home, they may identify their characteristics also. They may pick up some stones if found in the home compound (these stones should be collected only with the permission of guardians and brought inside home after proper cleaning due to the pandemic). They may try to identify the type of rock. Learners can discuss their findings with elders at home and write down their findings in a notebook. Collect pictures of some monuments and find out which are the rocks used to build them. They can also prepare a scrap book with pictures of these monuments and identify the type of rocks used to build them Observe Fig. 2.4 of Rock Cycle and try to understand how rocks transform from one type to another under certain conditions. Explain it in your own words. <p>WEEK 9</p> <p>Theme— Endogenic forces and Exogenic forces: Volcano and Earthquake</p> <ul style="list-style-type: none"> Suggest the learner to read the chapter and observe the Fig 3.1 which diagrammatically explains about earth movement.



Use the QR code given in the chapter for additional resources

https://ndma.gov.in/en/earthquake-video-gallery/youtubegallery.html?videoid=g4ajSBb1_Ws

This is a link for an animated video for earthquake preparedness which may be shared with young learners

Trilingual Dictionary of Geography for Schools (Hindi-English-Urdu)

http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf

Chapter 3: Inside Our Earth

- Major Landforms
- Work of river, sea waves, ice, wind

Use the QR code given in the chapter for additional resources

Trilingual Dictionary of Geography for Schools (Hindi-English-Urdu)

http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf

- Learner may be encouraged to do the activities given in the chapter under the supervision of an adult or teacher may demonstrate them.
- Learner may observe Fig 3.2, a volcano and Fig. 3.3, origin of an earthquake and explain the process in their own words.
- Learners may prepare a disaster preparedness plan if an earthquake strikes in their region.

WEEK 10

Major Landforms

- Suggest the learner to read about work of river, sea waves, ice and wind given in the chapter and observe the Fig.3.4: Waterfall, Fig.3.5: Features made by a river in a flood plain, Fig. 3.6: Delta, Fig. 3.7: Features made by sea waves, Fig. 3.8.: Glacier and Fig. 3.9: Sand Dunes and understand their formation with the help of the given text. Some of these features may be in and around where learners stay or they may have seen them. Tell them to write about them and how they may have formed.



c. Social and Political Life

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by parents with the help of teachers)</i>
<p>The learners</p> <ul style="list-style-type: none"> differentiates between different kinds of markets. traces how goods travel through various marketplaces. 	<p>NCERT Textbook</p> <p>Social and Political Life-II</p> <ul style="list-style-type: none"> Markets Around Us and A Shirt in the Market <p>Children and parents may use the following resources and explore Social Science e-resource available online e.g.,</p> <ul style="list-style-type: none"> NISHTHA Portal https://itpd.ncert.gov.in/ Download text of Module 12 Pedagogy of Social Sciences (Upper Primary Stage) in English or Hindi https://itpd.ncert.gov.in/course/view.php?id=949&section=13 QR Code Interactive activities given in the QR Code of each chapter. 	<p>WEEK 11</p> <ul style="list-style-type: none"> Discuss with your parents about different kinds of markets such as local and shopping complexes in your locality. Read newspaper articles/magazine articles/stories/case studies, listen/watch audio-visuals about different kinds of markets and how goods travel through various marketplaces. <p>WEEK 12</p> <ul style="list-style-type: none"> Use these resources to learn about different kinds of markets in your locality; try to differentiate between local markets and shopping complexes Use these resources to find out how goods travel through various marketplaces. Discuss with your parents about issues and challenges associated with different kinds of markets in your locality. Ask questions/doubts with your parents/teacher about different types of markets and related issues and challenges. Draw people engaged in various activities in local market based on your experience. Solve activities given in the QR Code of Chapter 7. Make poster on different activities taken up by people in different kinds of market. Solve activities given in the QR Code of Chapter 8. Submit written assignments on assigned topics.



हिंदी

सीखने के प्रतिफल	स्रोत / संसाधन	सप्ताहवार सुझावात्मक/गतिविधियाँ (अध्यापकों के सहयोग से अभिभावकों द्वारा संचालित)
<ul style="list-style-type: none"> कहानी, कविता, निबंध आदि पढ़कर लेखन के विविध तरीकों और शैलियों को पहचानते हैं। रीति-रिवाजों के बारे में मौखिक रूप से अपनी तार्किक समझ अभिव्यक्त करते हैं। विभिन्न विषयों और उद्देश्यों के लिए लिखते समय उपयुक्त शब्दों, वाक्य संरचनाओं, मुहावरों, लोकोक्तियों, विराम-चिह्नों एवं अन्य वैयाकरणिक इकाइयों, जैसे-काल, क्रिया विशेषण, शब्द-युग्म आदि का प्रयोग करते हैं। ICT का उपयोग करते हुए भाषा और साहित्य (हिंदी) संबंधी कौशलों को अर्जित करते हैं। 	<ul style="list-style-type: none"> उदाहरण के लिए एनसीईआरटी की पाठ्यपुस्तक वसंत भाग- 2 से नागार्जुन का निबंध 'हिमालय की बेटियाँ' लिया जा सकता है। संबंधित पाठ के लिए निम्न लिंक को क्लिक करें- http://ncert.nic.in/textbook/textbook.htm?ghvs1=3-20 संभावित प्रतिफलों एवं विषयवस्तुओं को ध्यान में रखते हुए अन्य निबंध भी लिए जा सकते हैं। एक निबंध को पढ़ते हुए हमें मिलते-जुलते कई निबंधों की समझ विकसित करनी चाहिए। इस विषय से संबंधित सामग्री के लिए एनसीईआरटी, सीआईईटी की पाठ्यपुस्तक में मौजूद क्यूआर कोड, ई-पाठशाला, एनआरओईआर एवं यूट्यूब पर मौजूद सामग्री भी देख सकते हैं। http://www.ncert.nic.in http://www.ciet.nic.in http://www.swayamprabha.gov.in https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA 	<ul style="list-style-type: none"> पाठ को पढ़ने से पूर्व भारत के भौतिक मानचित्र (physical map) में हिमालय एवं उससे निकलने वाली नदियों का रास्ता देखें। खासकर नदियों का उद्गम - स्थल एवं जहाँ जा कर वह समुद्र में मिलती हैं अथवा विलीन हो जाती हैं। यह लेख 1947 के आस-पास लिखा गया था। तब से लेकर अब तक नदियों में जो मुख्य बदलाव आए हैं - पता करें एवं ऑनलाइन अथवा लिखित रूप से एक फ़ाइल तैयार करें। नदियों के साथ मानवीय रिश्तों में आए बदलावों की ओर भी विद्यार्थियों का ध्यान आकृष्ट करने की आवश्यकता है। नदियों और हिमालय पर अनेक कवियों ने कविताएँ लिखी हैं, जैसे- गोपाल सिंह ने पाली की कविता 'हिमालय और हम' रामधारी सिंह दिनकर की कविता 'हिमालय' आदि। शिक्षक/शिक्षिकाएँ विद्यार्थियों को ऐसी मिलती-जुलती कविताएँ पढ़ने के लिए प्रेरित करें। कुछ भाषा की बात की ओर भी ध्यान दें और उस आधार पर समझ बनाने की कोशिश करें, जैसे- राजा-रानी का द्वंद्व समास के रूप में प्रयोग, वेत्रवती नदी का बेतवा हो जाना। (ऐसे ही व्यास, झेलम, चिनाब आदि नदियों का प्राचीन नाम पता करें)। 'उनके खयाल में शायद ही यह बात आ सके'- में 'ही' शब्द के प्रयोग की ओर ध्यान देना। पाठ में आए विशेष्य और विशेषणों की सूची तैयार करना आदि। विराम-चिह्नों का प्रयोग: कविता और गद्य पाठों में विराम-चिह्नों के उपयोग के अंतर की ओर ध्यान दें। विशेषणों एवं शब्दों के अलग-अलग प्रकारों/भेदों पर भी विचार करें। कठपुतली के इतिहास के बारे में (लोगों से, इंटरनेट के माध्यम से, लाइब्रेरी आदि के उपयोग से) जानकारी प्राप्त करें। कविता की संवाद शैली को ध्यान में रखते हुए शिक्षक/शिक्षिकाएँ उपयुक्त आरोह-अवरोह के साथ ICT का उपयोग करते हुए कविता का पाठ करें एवं विद्यार्थियों को भी पाठ हेतु प्रेरित करें। पाठ को रिकॉर्ड कर विद्यार्थियों से इसे समूह में साझा करने के लिए भी प्रेरित करें, ताकि यह गतिविधि रोचक भी बने और एक-दूसरे से सीखने का अवसर भी प्रदान करे। <p>कठपुतली गुस्से से उबली बोली- ये धागे क्यों हैं मेरे पीछे-आगे?</p>

<ul style="list-style-type: none"> • किसी सामग्री को पढ़ते हुए लेखक द्वारा रचना के परिप्रेक्ष्य में कहे गए विचार को समझकर और अपने अनुभवों के साथ उसकी संगति, सहमति या असहमति के संदर्भ में अपने विचार व्यक्त करते हैं। • कहानी, कविता, निबंध आदि पढ़कर लेखन के विविध तरीकों और शैलियों को पहचानते हैं। • विभिन्न विषयों और उद्देश्यों के लिए लिखते समय उपयुक्त शब्दों, वाक्य संरचनाओं, मुहावरों, लोकोक्तियों, विराम-चिह्नों एवं अन्य व्याकरणिक इकाइयों जैसे-काल, क्रिया विशेषण, शब्द-युग्म आदि का प्रयोग करते हैं। • ICT का उपयोग करते हुए भाषा और साहित्य (हिंदी) संबंधी कौशलों को अर्जित करते हैं। 	<p>उदाहरण के लिए एनसीईआरटी की पाठ्यपुस्तक वसंत भाग -2 से भवानी प्रसाद मिश्र की कविता 'कठपुतली' ली जा सकती है। संबंधित पाठ के लिए निम्न लिंक को क्लिक करें-</p> <p>http://ncert.nic.in/textbook/textbook.htm?ghvs 1=4-20</p> <p>संभावित प्रतिफलों एवं विषयवस्तु को ध्यान में रखते हुए अन्य कविताएँ भी ली जा सकती हैं। एक कविता को पढ़ते हुए हमें मिलती-जुलती कई कविताओं की समझ विकसित करनी चाहिए।</p> <p>संबंधित पाठ को समझने के लिए नीचे दिए गए लिंक को भी देखें।</p> <p>https://www.youtube.com/watch?v=hvpYIU8Btcs</p> <p>https://www.youtube.com/watch?v=P YbzQILK9aI</p> <p>इस विषय से संबंधित सामग्री के लिए एनसीईआरटी, सीआईईटी पाठ्यपुस्तक में मौजूद क्यूआर कोड, ई-पाठशाला, एन.आर.ओई.आर. एवं यूट्यूब पर मौजूद सामग्री भी देख सकते हैं।</p> <p>http://www.ncert.nic.in</p> <p>http://www.ciet.nic.in</p> <p>http://www.swayamprabha.gov.in</p> <p>https://www.youtube.com/channel/UC T0s92hGjqLX 6p7qY9BBrSA</p>	<p>इन्हें तोड़ दो; मुझे मेरे पाँवों पर छोड़ दो। सुनकर बोलीं और-और कठपुतलियाँ कि हाँ, बहुत दिन हुए हमें अपने मन के छंद हुए। मगर... पहली कठपुतली सोचने लगी- ये कैसी-सी इच्छा मेरे मन में जगी?</p> <p>(भवानी प्रसाद मिश्र)</p> <ul style="list-style-type: none"> • स्वतंत्रता सब को अच्छी लगती है। चाहे 'हम पंछी उन्मुक्त गगन के' की चिड़िया हो या 'कठपुतली' कविता में कठपुतली की भावना। आप भी अपनी ऐसी ही किसी भावना को अपनी 'डायरी' में अभिव्यक्त करें। • शिक्षक/शिक्षिकाएँ भाषा के विशिष्ट प्रयोग की ओर विद्यार्थियों का ध्यान अवश्य आकृष्ट करें, जैसे- काठ और पुतली का मिलकर कठपुतली बनना या हाथ और गोला का मिलकर हथगोला बनना आदि। कविता में शब्दों की जगह बदलकर या पर्यायवाची शब्द रखकर पढ़ने को कहें और कविता में आए बदलावों की ओर ध्यान आकृष्ट करें।
<p>नोट</p> <ul style="list-style-type: none"> • विषय-वस्तु(थीम) – परिवेशीय सजगता, मित्रता एवं समता का भाव • भाषा-कौशल – समझ के साथ पढ़ना, लिखना, सुनना, बोलना संबंधी कौशलों का विकास। 		



English

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by parents with the help of teachers)</i>
<p>The learners</p> <ul style="list-style-type: none"> participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by the school and other such organisations. engages in conversations in English with family, friends, and people from different professions, such as, shopkeeper, salesperson etc. using appropriate vocabulary. responds to different kinds of instructions, requests, directions in varied contexts, viz. school, bank, railway station. speaks about excerpts, dialogues, skits, short films, news and debate on TV and radio, audio-video programmes on suggested websites <p>The learner</p> <ul style="list-style-type: none"> infers the meaning of unfamiliar words by reading them in context. 	<p>NCERT/State developed Textbook</p> <p>Honeycomb</p> <p>Unit 2: Story—A Gift of Chappals (week 5,6,7)</p> <p>Poem – The Rebel (Week 8)</p> <p>The themes chosen at the upper primary stage are—</p> <p><i>Self, family, home, friends, neighbourhood, environment, animals, plants, arts, sports, games, travel, media, science and technology, health and hygiene, peace, etc.</i></p> <p>http://ncert.nic.in/textbook/textbook.htm</p> <p>Listen to the audio enabled text (from audio textbooks of NCERT or any text, if available). Share poems, songs, jokes, riddles, tongue twisters, etc.</p> <p>Use QR code reader from mobile.</p> <p>Use resources from creative commons</p>	<p>WEEK 5</p> <p>Competency/Skill</p> <p>Listening and Speaking</p> <p>Ask learners to</p> <ul style="list-style-type: none"> watch/listen to English news and debates (TV, Radio) as input for discussion and debating skills watch English movies, serials, educational channels with subtitles, audio video materials, teacher reading out from materials and talks by eminent speakers share their experiences, such as, journeys, visits, etc., in pairs /groups introduce self, converse with other persons, participate in role play/speeches, reproduce speeches of great speakers <p>(This may be done through group SMSes or mobile calls or instant messaging apps like WhatsApp/Telegram. Teachers may contact learners directly or create groups with learners.)</p> <p>Competency/Skill</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Give examples for using a dictionary as a reference book for finding multiple meanings of a word in a variety of contexts.



- refers dictionary, thesaurus and encyclopaedia to find meanings/spelling of words while reading and writing.

Online dictionaries
www.
macmillandictionary.
com

The Free Online English dictionaries are used for definitions, meanings, synonyms, pronunciations, games, sound effects, high-quality images, dictionary.cambridge.org › dictionary

QR codes of the textbook have some additional activities.

use ICT (Internet, mobile, website, Youtube, TED talks, etc.) to browse for information, for projects/PPT etc.

These could be used by all learners.

The learner

- reads textual/non-textual materials in English/Braille with comprehension.
- identifies details, characters, main idea and sequence of ideas and events in textual / non-textual material.

<http://ncert.nic.in/textbook/textbook.htm>

- Guide learners/ their parents on conducting the following activities for enhancing learners' vocabulary with respect to the theme.

There are expressions which talk about fear and shock, and can prepare the learners for the text.

In Part I of the story, you can ask learners to underline the words which give this answer (*alarmed, startled, frightened out of his/her wits, hair standing on end, bounced up and down, scurried towards a bamboo tray, etc.*).

Part II is rich in words which bring about a contrast in smooth and rough movements.

Which of these movements represent effortless movements and which represent rough movements?

Ask learners to make a list of words: glided up and down, stumbled, float up, derailing, settled down, jutting out.

You can add more activities by

- ✓ showing picture/object/illustration and asking for appropriate word(s)
- ✓ word web
- ✓ crossword
- ✓ word-ladder
- ✓ giving synonyms
- ✓ giving antonyms
- ✓ explaining through context
- ✓ using dictionaries

WEEK 6

Reading

Ask learners to think about a visit to a relative (in another city/village) and recall all the things that caught their attention. You can model it by saying—*I went to my grandmother's house, and I clearly remember the rusty brown metal gate that swung and creaked when we opened it...*

Let them think of what they have played, what they did, if /and when they were scolded when they did something wrong.



- thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life.
- reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings, etc.
- reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue, etc. (extensive reading)

The learner

- uses appropriate grammatical forms in communication (e.g., noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc.)

QR codes of the textbook have some additional activities.

These could be used by all learners.

Now, ask learners to read each episode/ section wise. There are four clear episodes in the story – (a) finding the cat and the speech about the cat's name, (b) Lalli's violin lessons, (c) the beggar and slippers, and (d) Rukku Manni's reactions.

Each section can be taken up for comprehension activities.

While reading activity—

- Depending on the length of the text divide it into parts and while reading the text check the comprehension of the learners for each part.
- Comprehension check can be conducted by using
 - ✓ true/false
 - ✓ matching
 - ✓ multiple choices
 - ✓ short answer
 - ✓ gap filling
 - ✓ completion type
 - ✓ word attack
 - ✓ questions and answer
 - ✓ table completion type questions, etc.

End of the text questions can be attempted by the learners for global comprehension check.

This is a story about the child's perception of the world, objects, animals and adults. There are many situations where we see that the child's world and the adult's world are different.

Ask learners to narrate a similar situation and how they resolved it. These can be shared online via video messages.

WEEK 7

Grammar

Conditional sentences

Learners will have some familiarity with conditional sentences already, but the exercises here are challenging, so make sure they are done thoroughly and that all rules of form and meaning are understood.

This exercise is on first conditionals, that is If + present simple + will.



- organises sentences coherently in English/ in Braille with the help of verbal and visual clues and with a sense of audience.
- writes formal letters, personal diary, list, email, SMS, etc.
- writes descriptions/ narratives showing sensitivity to gender, environment and appreciation of cultural diversity .
- writes dialogues from a story and story from dialogues.

It expresses a real condition and is quite possible. The first conditional often occurs in a request: If you don't mind, may I leave now?

Ask learners to make a suitable conditional sentence spontaneously from the prompts. For example,

carry an umbrella – will not get wet (If you carry an umbrella, you won't get wet)

- Give learners examples of the grammar item and then ask them to underline these grammar items in the text.
- Ask them to look for more examples online and share them.

Writing

Ask learners to interview their parents / grandparents and seek their views on the present situation of lock down and then write a paragraph reporting their elders' views and as well as their own.

Share the steps in the Process Approach to Writing with the learners.

- ✓ **Brainstorming:** writing down many ideas that may come to an individual's mind or through discussions, pair work and group work.
- ✓ **Outlining:** organising ideas into a logical sequence
- ✓ **Drafting:** writer concentrates on the content of the message (rather than the form).
- ✓ **Revisions:** in response to the writer's second thoughts or feedback provided by peers or teacher, the draft is revised.
- ✓ **Proof-reading:** with an emphasis on form. Correct the language and appropriateness of its use.
- ✓ **Final draft:** Write the final draft now

WEEK 8

Poem: Rebel

Teacher may ask learners to listen to the poem many times from the NCERT audio book and set tasks to understand and appreciate the poem.



This poem is about a rebel.

The dictionary lists three meanings for the word 'rebel'.

Learners should look up the word in the dictionary. This is important because the poem talks about the third kind of rebel, and not the ones who fight for the country or against someone. This poem makes fun of the third kind of rebel: a person who does not obey rules or does not do what others do.

Steps to teach poetry

- Begin with a warm-up which is thematically related to the poem, such as, encouraging learners to talk about any experiences that relate to the theme of the poem, using pictures, newspaper articles, etc., as prompts
- Talk about the background of the poem or poet
- Ask the learners to read the poem aloud
- Ask a simple question or two related to the theme of the poem to help learners recall words, phrases and even lines from the poem
- Ask them to read the poem aloud a second time
- Learners will now listen to, as well as, follow the poem in their books
- ask one or two questions from the poem
- ask the learners to read the poem silently

After the learners read the poem, give them different situations and ask them to say what a rebel would do in the present situation of lockdown.

A person who follows the rules should

- Wear a mask
- Stay home
- Wash hands

Let learners think of 'a rebel' and say what they do.

Ask them to answer questions (iv), (v) and (vi), and also to convey what they understand of the poet's intention. These questions are open-ended and have no fixed answers. Let learners think up answers and share their views online with each other through text message/emails/video messages.



<p>The learner</p> <ul style="list-style-type: none"> • answers questions orally and in writing on a variety of texts • reads aloud stories and recites poems with appropriate pause, intonation and pronunciation. • participates in different activities in English, such as, role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organisations. • engages in conversations in English with family, friends, and people from different professions, such as, shopkeeper, salesperson, etc. using appropriate vocabulary. • responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station. • speaks about excerpts, dialogues, skits, short films, news and debate on TV and radio, audio-video programmes on suggested websites 	<p>NCERT/State developed Textbook</p> <p>Honeycomb</p> <p>Unit 3 : Gopal and the Hilsa Fish (week 9,10,11)</p> <p>Poem: The Shed (Week 12)</p> <p>The themes chosen at the upper primary stage are— <i>Self, family, home, friends, neighbourhood, environment, animals, plants, arts, sports, games, travel, media, science and technology, health and hygiene, peace, etc.</i></p> <p>http://ncert.nic.in/textbook/textbook.htm</p> <p>Listen to the audio enabled text (from audio textbooks of NCERT or any text, if available). Share poems, songs, jokes, riddles, tongue twisters, etc.</p> <p>Use QR code reader from mobile.</p> <p>Use resources from creative commons</p>	<p>Project</p> <p>Prepare an anecdotal diary documenting yours and your family members' stories. This could be annotated with visuals/ videos and can be created digitally.</p> <p>WEEK 9</p> <p>Competency/Skill</p> <p>Listening and Speaking</p> <p>Teacher asks learners to</p> <ul style="list-style-type: none"> • watch/listen to English news and debates (TV, Radio) as input for discussion and debating skills. • watch English movies, serials, educational channels with subtitles, audio-video materials, teacher reading out from materials and talks by eminent speakers. • share their experiences, such as, journeys, visits, etc., in pairs /groups. • introduce self, converse with other persons, participate in role play/make speeches, reproduce speeches of great speakers <p>(This may be done through group SMSes, mobile calls, or apps (WhatsApp/Telegram/Google Meet,etc). Teacher may contact learners individually or create online groups with learners)</p>
<p>The learner</p> <ul style="list-style-type: none"> • infers the meaning of unfamiliar words by reading them in context. 	<p>Online dictionaries</p> <p>www.macmillan.com</p>	<p>Competency/Skill</p> <p>Vocabulary</p> <p>Teach vocabulary associated with various professions (e.g. cook, cobbler, farmer, blacksmith, doctor, etc.) Give activities related to the theme of fishing.</p>



<ul style="list-style-type: none"> refers dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing 	<p>The Free Online English <i>dictionaries</i> are used for <i>definitions, meanings, synonyms, pronunciations, games, sound effects, high-quality images,</i></p> <p>dictionary.ca mbridge.org dictionary</p> <p>QR codes of the textbook have some additional activities.</p> <p>use ICT (Internet, mobile, website, YouTube, TED talks etc) to browse for information, for projects/PPT etc</p> <p>These could be used by all learners.</p>	<ul style="list-style-type: none"> Word ladder provides an opportunity for vocabulary building. Elicit the required word from learners by providing a set of synonyms for it. <ul style="list-style-type: none"> ✓ cross: angry, annoyed, displeased, irked ✓ tiny: small, little, negligible, meagre Form groups of four learners and ask them to choose a word and think of at least four/five words which have similar meanings. Ask them to make a crossword puzzle. They can consult the dictionary to decide on the sentences/ clues describing the words. Then exchange the puzzles among groups via email or instant messaging. In Exercise 2, before learners are asked to make sentences, explain the different phrases that can be used with these words, for instance, <ul style="list-style-type: none"> ✓ challenge: to accept / to take up/to face / to mount a challenge ✓ smearing: smearing mud on the wall/smearing the wall with mud/smearing mud over the wall ✓ comical: comical expression/ comical situation/ comical fellow <p>(Note that comical does not occur with many words. We normally do not say comical character, but comic characters.)</p> <p>More activities can be generated by—</p> <ul style="list-style-type: none"> ✓ showing picture/object/illustration and asking for appropriate word(s) ✓ word web ✓ crossword ✓ word ladder ✓ giving synonyms ✓ giving antonyms ✓ explaining through context ✓ using dictionaries
<p>The learner</p> <ul style="list-style-type: none"> reads textual/non-textual materials in English/Braille with comprehension. 	<p>http://ncert.nic.in/textbook/textbook.htm http://ncert.nic.in/textbook/textbook.htm</p>	<p>WEEK 10</p> <p>Reading</p> <ul style="list-style-type: none"> Having listened to the audio text (role play/ drama), ask the learners to read the text on their own.



- identifies details, characters, main idea and sequence of ideas and events in textual / non-textual material
- thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life.
- reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings, etc.
- reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue, etc. (extensive reading)

The learner

- uses appropriate grammatical forms in
- communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc.)

Use ICT (Internet, mobile, website, YouTube, TED talks etc) to browse for information, for projects/PPT discussion, debates, etc.

QR codes of the textbook have some additional activities.

These could be used by all learners.

Learners are naturally interested in picture stories, particularly comic books.

- Give them a comic strip without dialogues (words in the speech bubbles can be erased). Ask learners to look at the pictures and complete the speech bubbles.

Note: Many learners might find it difficult to write dialogues. Let them do it in their mother tongue, and you can help them reformulate these in English.

- You can also try another activity. Take a comic strip and cut out frame by frame, divide learners into groups and give each group a cut up comic story. Ask them to arrange the pictures in order.

While reading activity—

- Depending on the length of the text divide it into parts and while reading the text check the comprehension of the learners for each part.
- Comprehension check can be conducted by using
 - ✓ true/false
 - ✓ matching
 - ✓ multiple choices
 - ✓ short answer
 - ✓ gap filling
 - ✓ completion type
 - ✓ word attack
 - ✓ questions and answer
 - ✓ table completion type questions, etc.

End of the text questions can be attempted by the learners for global comprehension check.

Ask learners to take a picture strip and write dialogues and share it online.

WEEK 11

Grammar

The exercise is on reported speech. Before learners work on the exercise, make sure that they know how to convert direct to reported speech. The fact that the tense has to change (how much did you pay becomes how much he had paid); the



<ul style="list-style-type: none"> organises sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience writes formal letters, personal diary, list, email, SMS, etc. writes descriptions/ narratives showing sensitivity to gender, environment and appreciation of cultural diversity writes dialogues from a story and story from dialogues 		<p>pronoun has to change (you becomes he/ she/they); in 'wh questions', the reported verb -askedis used.</p> <ul style="list-style-type: none"> Give learners examples of the grammar item and then ask them to underline the grammar items in the text. Ask them to look for more examples online and write. <p>Writing</p> <p>Writing a telephonic conversation</p> <p>Examples include: phoning to make a complaint, speaking to a friend or inquiring about a job position.</p> <p>Going to the shop: Key phrases are often important here, such as, "I would like..." "How much are..." "Good morning..." and so forth.</p> <p>Sharing opinions: Dialogue between two friends. For example, Stay Home, Stay Safe.</p> <p>You can also encourage learners to write a diary/journal everyday till their school reopens.</p> <p>Share the steps of the Process Approach to writing with the learners.</p> <ul style="list-style-type: none"> ✓ Brainstorming: writing down many ideas that may come to an individual's mind or through discussions, pair work, group work ✓ Outlining: organising ideas into a logical sequence ✓ Drafting: writer concentrates on the content of the message (rather than the form). ✓ Revisions: in response to the writer's second thoughts or feedback provided by peers or teacher, the draft is revised. ✓ Proof-reading: with an emphasis on the form. Correct the language and appropriateness of its use. ✓ Final draft: write the final draft now
--	--	--



WEEK 12**Poem: *The Shed***

- Having listened to the audio (poems), ask the learners to read the text on their own.
- Learners read the poem aloud with appropriate stress, pauses and intonation.

While reading activity—

Steps to teach poetry

- begin with a warm-up which is thematically related to the poem, such as, encouraging learners to talk about any experiences that relate to the theme of the poem, using pictures, newspaper articles, etc., as prompts
- share the background of the poem or poet
- ask the learners to read the poem aloud
- ask a simple question or two related to the theme of the poem to help learners recall words, phrases and even lines from the poem

Ask learners to read the poem aloud a second time

- Other learners will now listen to, as well as, follow the poem in their books

OR

- Ask the learners to read the poem silently

You can then ask them one or two questions from the poem.

Ask learners to compare stanzas 1, 2 and 3 with stanza 4. What does the poet think about the following.

1. Spider's web
2. Hinges creaking in the wind
3. Through the cracked panes of glass
4. Brother's words

What does the last line tell you? Is the poet still afraid?

Ask learners to think of different expressions they would use to describe a ghost.



	<p>You may help the learners by consulting the notes appended and if necessary supplement the glossary.</p> <p>Remember that the objective is not 'to teach' vocabulary but to ensure maximum comprehension of the text, which is integral to total appreciation.</p> <p>End of the text questions can be attempted by the learners for global comprehension check.</p> <p>Project</p> <p>Learners can be asked to write one page of dialogues based on their routine and daily conversations during the lockdown. They can be asked to create a story using these dialogues. Stories can be illustrated as well. Later, learners may be asked to read out stories written by their classmates on a group call.</p>
--	--



संस्कृतम्

अधिगम प्रतिफल (Learning Outcomes)	उपयुक्त संसाधन	सप्ताहवार प्रस्तावित/गतिविधियाँ अध्यापकों के सहयोग से अभिभावकों द्वारा संचालित
<ul style="list-style-type: none"> संस्कृत भाषा के समान्य शब्दों के प्रयोग में समर्थ होते हैं। पूर्व पठित शब्दों का स्मरणपूर्वक अवबोध कर उत्तर दे सकते हैं। श्लोकादि पद्यों का उच्चारण उत्साहपूर्वक कर सकेंगे। श्लोकादि पद्यों का योग्य उच्चारण कर सकेंगे। सूक्तियों के तात्पर्य को समझकर व्यवहार में प्रयोग कर सकेंगे। सुभाषितों के अध्ययन से महत्वपूर्ण बात सारगर्भित रूप में एक ही वाक्य में कह सकेंगे। प्रथमा विभक्ति का वाक्य में प्रयोग कर सकेंगे। नाटकादि से प्राप्त शिक्षा एवं उसके महत्व को समझ सकेंगे। 	<p>एनसीईआरटी द्वारा अथवा राज्यों द्वारा निर्मित पाठ्यपुस्तक, घर में उपलब्ध पठन लेखन सामग्री अन्य दृश्य-श्रव्य सामग्री जैसे इंटरनेट वेबसाइट, रेडिओ दूरदर्शन यूट्यूब (एनसीईआरटी ऑफिशियल) चैनल आदि के माध्यम से संस्कृत भाषा विषयक ज्ञान प्राप्त कर सकते हैं।</p>	<p>पाँचवाँ सप्ताह</p> <p>पठन, लेखन एवं भाषण कौशल-</p> <ul style="list-style-type: none"> पूर्वकक्षा में पठित विषय का अनुस्मरण कराते हुए पद, वाक्यांश एवं श्लोक लेखन एवं उच्चारण हेतु प्रेरित करें, यथा – तव नाम किम्? मम नाम प्रकाशः। तव नाम किम्? मम नाम ऋचा। त्वं कुत्र पठसि इत्यादि.. उत्सवप्रियः भारतदेशः। अत्र विविधाः उत्सवाः भवन्ति। अस्माकं राष्ट्रस्य स्वतन्त्रतादिवसः गणतन्त्रदिवसश्च राष्ट्रियपर्वणी स्तः। काकः कृष्णः पिकः कृष्णः को भेदः पिककाकयोः। वसन्तसमये प्राप्ते काकः काकः पिकः पिकः॥ <p>छठा सप्ताह</p> <p>(प्रथम सप्ताह की गतिविधियों को ध्यान में रखते हुए सप्तम कक्षा की पाठ्यपुस्तक का मङ्गल श्लोक सुभाषित आदि का अभ्यास कराएँ तथा प्रथमा विभक्ति का वाक्य प्रयोग करना सिखाएँ)</p> <p>श्रवण, पठन एवं लेखनकौशल-</p> <ul style="list-style-type: none"> पाठ्यपुस्तक में समागत मङ्गल श्लोक सुभाषित आदि छन्दोबद्ध पाठ का शुद्ध उच्चारणपूर्वक अभ्यास कराएँ। श्लोकादि के शुद्ध लेखन हेतु प्रेरित करें, यथा – यथा द्यौश्च पृथिवी न च न बिभीतो न रिष्यतः एवा मे प्राण मा बिभेः। पृथिव्यां त्रीणि रत्नानि जलमन्नं सुभाषितम्। मूढैः पाषाणखण्डेषु रत्नसंज्ञा विधीयते। <p>सातवाँ सप्ताह</p> <p>(पूर्व सप्ताह की गतिविधियों के साथ व्यावहारिक एवं मनोरञ्जन हेतु हास्य बालक विसम्मेलनम् सदृश पाठों को पढ़ने हेतु प्रेरित करें तथा द्वितीया विभक्ति का वाक्य प्रयोग करना सिखाएँ।)</p>



<ul style="list-style-type: none"> • गद्य अथवा पद्य के उच्चारण में समर्थ हो सकेंगे। • हास्य, नाट्य आदि काव्य का अर्थ समझ सकेंगे। • द्वितीया विभक्ति का वाक्य में प्रयोग कर सकेंगे। <ul style="list-style-type: none"> • गद्यांशों के उच्चारण में समर्थ हो सकेंगे। • कथा पढ़कर तत्सम्बन्धित प्रश्नों के उत्तर दे सकेंगे। • संस्कृत के कथानक वाक्य लिखने में समर्थ बनेंगे। • पाठ सम्बन्धित शब्द याद होंगे जिससे व्यावहारिक शब्दकोश की वृद्धि होगी। • तृतीया विभक्ति का वाक्य में प्रयोग कर सकेंगे। <ul style="list-style-type: none"> • पाठ से सम्बन्धित प्रश्नों के उत्तर दे सकेंगे। • सामाजिक गतिविधियों को समझकर उसके विषय में लिख सकेंगे। • समानान्तर अन्य कथानक कह सकेंगे। 		<p>पठन, लेखन, श्रवण एवं भाषण कौशल</p> <ul style="list-style-type: none"> • पाठ्यपुस्तक में समागत हास्यकविसम्मेलन, नाटक जैसे मनोरञ्जन पाठों को पढ़ने एवं शुद्ध लेखन हेतु प्रेरित करें, यथा— • पाठ में आये हुए भावों को स्पष्ट करते हुए इनके महत्व की भी चर्चा अवश्य करें। • व्यंग्यभावों को सरलता से व्यक्त करने का प्रयास करें। <p>यथा – वैद्यराज नमस्तुभ्यं यमराजसहोदरा। यमस्तु हरते प्राणान् वैद्यः प्राणान् धनानि च॥</p> <p>इस प्रकार के काव्यों के हास्य व्यंग्य की प्रतीति हेतु अर्थ बोधन भी करें।</p> <p>आठवाँ सप्ताह</p> <p>(पूर्व सप्ताह की गतिविधियोंके साथ कथा/नाटक को लिखना पढ़ना एवं उसके निहितार्थ को बताएँ तथा तृतीया विभक्ति का वाक्य प्रयोग करना सिखाएँ।)</p> <p>पठन, लेखन एवं भाषण, कौशल</p> <ul style="list-style-type: none"> • पाठ्यपुस्तक में समागत कहानी के पाठों को पढ़ने एवं शुद्ध लेखन हेतु प्रेरित करें। • कहानी के निहितार्थ को भी बोधित करें। • गद्यांशों में आए शब्दों के अर्थ भी छात्रों को बतायें, यथा— दुर्बुद्धिः विनश्यति, स्वावलम्बनम् इत्यादि। • अस्ति मगधदेशे फुल्लोत्पलनामा सरः। तत्र संकटविकटौ हंसौ निवसतः। कम्बुग्रीवनामकः तयोः मित्रम् एकः कूर्मः अपि तत्रैव प्रतिवसति स्म।... <p>सरः = तालाब = Pond कूर्मः = कछुआ = Turtle प्रतिवसति स्म = रहता था = Was living</p> <ul style="list-style-type: none"> • कृष्णमूर्तिः श्रीकण्ठश्च मित्रे आस्ताम्। श्रीकण्ठस्य पिता समृद्धः आसीत्। अतः तस्य भवने सर्वविधानि सुखसाधनानि आसन्। तस्मिन् विशाले भवने चत्वारिंशत् स्तम्भाः आसन्।... <p>समृद्धः = सम्पन्न/धनी = Rich चत्वारिंशत् = चालीस = Forty</p> <p>नौवाँ सप्ताह</p> <p>(पूर्व सप्ताह की गतिविधियों के साथ परस्पर वार्तालाप सम्बन्धित पाठ एवं किसी सामाजिक व्यक्तित्व की जीवनी को लिखना पढ़ना एवं उनके योगदान को बताएँ तथा चतुर्थी विभक्ति का वाक्य प्रयोग करना सिखाएँ।)</p>
--	--	---



- पाठ में समागत शब्दों के अर्थ दूसरी भाषा में बता सकेंगे।
- पढ़े हुए शब्दों का वाक्य में प्रयोग एवं लेखन कर सकेंगे।
- चतुर्थी विभक्ति का वाक्य में प्रयोग कर सकेंगे।

- समानान्तर अन्य कथानक कह सकेंगे।
- पाठ में शब्दों के अर्थ दूसरी भाषा में बता सकेंगे।
- पढ़े हुए शब्दों का वाक्य प्रयोग एवं लेखन कर सकेंगे।

पठन, लेखन एवं भाषण कौशल –

- पाठ्यपुस्तक में समागत किसी सामाजिक व्यक्तित्व की जीवनी पढ़ने एवं शुद्ध लेखन हेतु प्रेरित करें।
- अध्ययन से प्राप्त शिक्षा का उल्लेख करें।
- निहितार्थ बोधित करते हुए गद्यांशों में आए कठिन शब्दों के अर्थ भी बताएँ। यथा – पण्डिता रमा बाई आदि।
- स्त्रीशिक्षाक्षेत्रे अग्रगण्या पण्डिता रमा बाई 1858 तमे ख्रिष्टाब्दे जन्म अलभता। तस्याः पिता अनन्तशास्त्री डोंगरे माता च लक्ष्मीबाई आस्ताम्। तस्मिन् काले स्त्रीशिक्षायाः स्थितिः चिन्तनीया आसीत्। कालक्रमेण रमायाः पिता विपन्नः सञ्जातः। तस्याः पितरौ ज्येष्ठा भगिनी च दुर्भिक्षपीडिताः दिवङ्गताः।...

विपन्नः = निर्धन = Poor

दुर्भिक्षपीडिताः = अकाल पीडित = Victims of famine

दसवाँ सप्ताह

(पूर्व सप्ताह की गतिविधियों के साथ प्रेरक कथा अथवा ऐतिहासिक व्यक्तित्व/स्थान/धरोहर (राष्ट्रीय स्मारक) आदि की कथा को लिखना पढ़ना एवं उसके निहितार्थ को बताएँ तथा पञ्चमी विभक्ति का वाक्य प्रयोग करना सिखाएँ।)

पठन, लेखन, श्रवण एवं भाषण, कौशल-

- पाठ्यपुस्तक में समागत कथा सम्बन्धित पाठों को पढ़ने एवं शुद्ध लेखन हेतु प्रेरित करें।
- पाठ से प्राप्त ज्ञान को व्यवहार में लाने हेतु प्रेरित करें।
- निहितार्थ बोधित करते हुए गद्यांशों में आए कठिन शब्दों के अर्थ भी बताएँ। यथा-सङ्कल्पः सिद्धिदायकः, त्रिवर्णः ध्वजः, विश्वबन्धुत्वम् इत्यादि।
- वत्से मनीषिता देवताः गृहे एव सन्ति। तपः कठिनं भवति। तव शरीरं सुकोमलं वर्तते। गृहे एव वस। तत्रैव तवाभिलाषः सफलः भविष्यति...।
- अद्य स्वतन्त्रतादिवसः। अस्माकं विद्यालयस्य प्राचार्यः ध्वजारोहणं करिष्यति। छात्राश्च सांस्कृतिककार्यक्रमान् प्रस्तोष्यन्ति। अन्ते च मोदकानि मिलिष्यन्ति।

मनीषिता = चाहा गया = Desired

अभिलाषः = इच्छा = Desire

त्रिवर्णः ध्वजः = तिरंगा झण्डा = Tricolour flag



- पाठ से सम्बन्धित प्रश्नों के उत्तर दे सकेंगे।
- पाठ में आये शब्दों के अर्थ दूसरी भाषा में बता सकेंगे।
- पढ़े हुए शब्दों का वाक्य प्रयोग एवं लेखन कर सकेंगे।
- षष्ठी विभक्ति का वाक्यमें प्रयोग कर सकेंगे।

- पाठ में आये शब्दों के अर्थ दूसरी भाषा में बता सकेंगे।
- पठित पद्यों का शुद्ध उच्चारण कर सकेंगे।

- गीत या श्लोक का सस्वर गायन कर सकेंगे।
- सप्तमी विभक्ति का वाक्यमें प्रयोग कर सकेंगे।

ग्यारहवाँ सप्ताह

(पूर्व सप्ताह की गतिविधियोंके साथ देश की विविधता युक्त भाषा/ समाज/ जिज्ञासा/ व्यवहार आदि में से किसी के विषय में लिखना पढ़ना सिखायें एवं उसके महत्व को बतायें तथा षष्ठी विभक्ति का वाक्यप्रयोग करना सिखायें।)

पठन, लेखन, श्रवण एवं भाषण, कौशल-

- पाठ्यपुस्तक में समागत कहानी के पाठों को पढ़ने एवं शुद्ध लेखन हेतु प्रेरित करें।
- पठित पाठ से प्राप्त ज्ञान का संक्षेप में का लेखन करायें।
- निहितार्थ बोधित करते हुये गद्यांशों में आये

कठिन शब्दों के अर्थ भी बतायें। यथा-अमृतं संस्कृतम् इत्यादि।

- ✓ विश्वस्य उपलब्धासु भाषासु संस्कृतभाषा प्राचीनतमा भाषा अस्ति। भाषेयम् अनेकासाम् भाषाणां जननी मता। प्राचीनयोः ज्ञानविज्ञानयोः निधिः अस्यां सुरक्षितः। संस्कृतस्य महत्त्वविषये केनापि कथितम्- भारतस्य प्रतिष्ठे द्वे संस्कृतं संस्कृतिस्तथा।

भाषेयम् = यह भाषा = This Language
मता = मानी गई है = Is accepted
निधिः = खजाना = Treasure

बारहवाँ सप्ताह

(पूर्व सप्ताह की गतिविधियों के साथ किसी संस्कृत गीत/ पद्यकाव्य श्लोक को लिखना पढ़ना एवं उसके शुद्ध उच्चारण तथा सस्वर गायनविधि को बतायें तथा सप्तमी विभक्ति का वाक्य प्रयोग करना सिखायें।)

पठन, लेखन एवं श्रवणकौशल-

- पाठ में समागत संस्कृतगीत/ पद्यों को शुद्ध पढ़ने एवं लेखन हेतु प्रेरित करें।
- पद्यगत भावों को स्पष्टरूप से बोधित करें।
- पद्यांशों में आये कठिन शब्दों के अर्थ भी बतायें। यथा- विद्याधनम्, लालनगीतम् इत्यादि...।

- ✓ विद्या नाम नरस्य रूपमधिकं प्रच्छन्नगुप्तं धनम्, विद्या भोगकरी यशःसुखकरी विद्या गुरुणां गुरुः। विद्या बन्धुजने विदेशगमने विद्या परम् दैवतम्, विद्या राजसु पूज्यते न हि धनं विद्या विहीनः पशुः॥

- ✓ उदिते सूर्ये धरणी विहसति पक्षी कूजति कमलं विकसति। नदति मन्दिरे उच्चैर्ढक्का सरितः सलिले सेलति नौका॥

प्रच्छन्नगुप्तम् = अत्यन्त गुप्त = Hidden
उदिते = उगने पर = On the rise
नदति = ध्वनि करता है = Rings
ढक्का = नगाड़ा = Drum
सेलति = डगमगाती = Shakes



Urdu

ماخذ (Sources)	آموزشی ما حاصل (Learning Outcomes)	مجوزہ سرگرمیاں/طریقہ کار (Week-wise Activities / Pedagogy)
<p>اردو کی NCERT</p> <p>کیتا بوں میں دیے گئے QR Code میں دی گئی Audio اور Video کو بھی دیکھ اور سن سکتے ہیں۔</p> <p>طلباء اور والدین مندرجہ ذیل ذرائعوں کا استعمال کر سکتے ہیں، جو آن لائن دستیاب ہیں۔</p> <p>NCERT Official Youtube اور NROER پر دیکھ سکتے ہیں۔</p> <p>NISHTHA Portal</p> <p>http://ilpd/ncert.gov.in</p> <p>http://epaths ha la.nic.in topic-d.ph 4713=p?id</p>	<p>Competency/ Skill (سننا، بولنا، پڑھنا، لکھنا)</p> <ul style="list-style-type: none"> نظم کو مناسب لب و لہجے اور موزونیت کے ساتھ پڑھ سکتے ہیں۔ نظم کو سن کر، سمجھ کر اپنی رائے کا اظہار خیال کرتے ہیں۔ نظم کے مرکزی خیال کو وضاحت اور دلیلوں کے ساتھ لکھتے ہیں۔ نظم کو ڈرامائی انداز میں پیش کرتے ہیں۔ سفر نامے کو سن کر سمجھتے ہیں اپنی رائے کا اظہار کرتے ہیں۔ سفر ناموں کو مناسب لب و لہجے کے ساتھ پڑھتے ہیں اور اس کے بارے میں اپنی رائے کو مناسب لفظوں میں لکھتے ہیں۔ سفر نامہ کو کہانی کے انداز میں لکھتے ہیں۔ 	<p>پہلا اور دوسرا ہفتہ:</p> <p>(مجھکھ سننے، بولتے، پڑھتے اور لکھتے ہوئے)</p> <p>طلباء ان سرگرمیوں کو والدین/اساتذہ کبھی دے کر سکتے ہیں۔</p> <p>نظم کو سن کر طلباء اس کو سمجھ سکتے ہیں۔ نظم کی تدریسی کا اہم مقصد لطف اندوزی ہے۔ نظم کو سن کر لطف اندوز ہو سکتے ہیں اور اس کو پڑھ کر گھر والوں کو تحت اللفظ یا ترنم سے سنا سکتے ہیں۔</p> <p>تیسرا اور چوتھا ہفتہ:</p> <p>(دیکھ کر سننے، بولتے، پڑھتے اور لکھتے ہوئے)</p> <p>نظم کے مرکزی خیال پر والدین یا بہن بھائیوں سے گفتگو کر کے اس کو لکھ سکتے ہیں۔ جیسے نظم کا عنوان "برسات کی بہاریں ہی تو" برسات کے موسم سے متعلق اپنے تجربات کو بھی ایک مضمون کی شکل میں لکھا جا سکتا ہے اور اس کی کچھ تصاویر بنا کر جیسے بوندوں کا گرنا وغیرہ کو بھی دیکھا جائے، مختلف رنگوں سے پیڑ پودوں اور پھولوں کی تصاویر بھی بنائی جا سکتی ہے۔</p> <p>نظم کو ڈرامائی شکل دے کر طلباء کو اسے گھر کے افراد کے ساتھ مل کر ڈراما کر سکتے ہیں۔ مثلاً: مکالماتی نظمیں جیسے پہاڑ اور گلہری، کڑا اور مٹھی جیسی نظموں کو ڈرامائی انداز میں دو کرداروں کے ساتھ پڑھ سکتے ہیں۔</p> <p>گلہری کی گفتگو اور پہاڑ کی گفتگو کو کالم بنا کر لکھ سکتے ہیں۔ پہاڑ اور گلہری کی تصاویر بنا کر بھی نظم کو مرکزی خیال کو مزید وضاحت سے گفتگو کر سکتے ہیں۔</p> <p>نظم کو مشکل الفاظ کے معنی لغت سے تلاش کر کے لکھ سکتے ہیں۔</p> <p>مذکر، مونث بھی سیاق کی روشنی میں بنائے جا سکتے ہیں۔ اس کے لیے کچھ گتے کی مدد سے کارڈ بنا کر جس میں مذکر اور مونث لکھ کر ان کو دو گروپ بنا کر کارڈ کو بانٹ دیا جائے۔ ایک گروپ اپنا کارڈ دکھاتے ہوئے تو دوسرے گروپ میں سے اس کا مذکر یا مونث والا کارڈ دکھایا جائے۔ اس طرح سبھی بچے کھیل کھیل میں بھی مذکر مونث سیکھ سکتے ہیں۔ اسی طرح لفظ، معنی کے بھی کارڈ کی مدد سے کھیل کر اس کے معنی اخذ کرائے جا سکتے ہیں۔</p> <p>پانچواں اور چھٹا ہفتہ:</p> <p>(دیکھ کر سننے، بولتے، پڑھتے اور لکھتے ہوئے)</p> <p>طلباء ان سرگرمیوں کو والدین اساتذہ کبھی دے کر سکتے ہیں۔</p> <p>سفر نامے کو پڑھ کر اور سمجھ کر اس پر اپنی پسند ناپسند کو گھر کے افراد کے ساتھ گفتگو کر سکتے ہیں۔ سفر نامے میں جغرافیائی حالات، وہاں کی تہذیب اور رہن سہن پر بھی بات چیت کر سکتے ہیں۔ اس بات چیت کو مناسب لفظوں میں لکھ سکتے ہیں۔ مثلاً: "ابن انشا جرمنی میں" اس میں جرمنی کے سفر نامے میں کچھ باتوں کا ذکر کیا گیا ہے۔ جس میں مصنف کو زبان کا مسئلہ درپیش ہوتا ہے۔ وہ جرمن زبان نہیں جانتے تھے، اس لیے ان کو ایک کنگا خریدنے میں خاصی پریشانی ہوئی۔ اگر آپ کے ساتھ ایسا ہی تجربہ ہوا ہو تو اس تجربے کو مضمون کی شکل میں لکھا جا سکتا ہے۔</p> <p>ساتواں اور آٹھواں ہفتہ:</p> <p>(دیکھ کر سننے، بولتے، پڑھتے اور لکھتے ہوئے)</p> <p>"یادگار سفر" کو جو آپ نے اپنے گھر والوں کے ساتھ کیا ہو، اس کے بارے میں بھی گفتگو کرتے ہوئے کچھ تجزیوں کو لکھا جا سکتا ہے۔</p>



- پرانے زمانے میں لوگ پیدل یا پانی کے جہاز سے سفر کرتے تھے۔ ایسا ہی ایک سفرنامہ سند باز جہازی کا ہے اسے آپ این سی ای آر ٹی کی کتاب کے QR CODE سے پڑھ سکتے ہیں۔ اپنی کسی سفر کے بارے میں لکھ کر اپنے کسی دوست کو Whatsapp پر بھیج سکتے ہیں۔
- سفرنامے کو کہانی بنا کر بھی لکھا جا سکتا ہے۔ اس کے لیے جگہ کا نام کون کون افراد تھے سفر میں ریل گاڑی، جہاز اور کار میں سفر کیا ہو، اس کو کہانی کے انداز میں لکھا جا سکتا ہے۔ جیسے “ایک دفعہ کا ذکر ہے کہ ہم ریل گاڑی کے ذریعے ممبئی گھومنے گئے..... اس کے بعد وہاں کی تصاویر جہاں جہاں سے ان کو بھی لگا سکتے ہیں۔
- سفرنامے کو تصاویر کے ساتھ کہانی کی شکل میں لکھ کر گھر کے افراد کو سنایا جا سکتا ہے۔



Class VIII

Science

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by parents with the help of teachers)</i>
<p>The learners</p> <ul style="list-style-type: none"> • differentiates different petroleum products • classifies materials as exhaustible and inexhaustible natural resources. • relates processes and phenomenon related to formation of petroleum • explains processes and phenomenon, related to refining of petroleum • draws labelled diagram/ flow charts related to formation of petroleum and its refining . • discusses and appreciates stories of scientific discoveries such as discovery of Coal. • constructs models using materials from surroundings and explains their working, • applies learning of scientific concepts in day to-day life, e.g., uses of various petroleum products • discusses and appreciates stories of scientific discoveries • makes efforts to protect environment, e.g., using resources judiciously; suggesting ways to cope with environmental hazards . • exhibits creativity in designing, planning, making use of available resources, etc. 	<p>Chapter 5: Coal and Petroleum</p> <ul style="list-style-type: none"> • Exhaustible and inexhaustible natural resources • Coal • Petroleum • Natural gas <p>Students, Teachers and Parents may use the suggested materials.</p> <p><i>Live discussion on: Ye Kitabe kya Kehana Chahti hai</i></p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=A0VWuz6zRes • E-Resources developed by NCERT, which are available on NROER and also attached as QR Code in textbooks of NCERT. • Live telecast of various science concepts at Swayam Prabha Channel (https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA) • Laboratory Manual in Science for Classes VI-VIII http://www.ncert.nic.in/exemplar/labmanuals.html 	<p>WEEK 5</p> <p>Theme- Material</p> <ul style="list-style-type: none"> • Exhaustible and inexhaustible natural resources • Coal <p>Task 1</p> <ul style="list-style-type: none"> • Prepare a poster depicting types of natural resources (exhaustible and inexhaustible) • Discuss in the group created by your teacher about the availability of resources and their utilisation by human beings <p>Task 2</p> <ul style="list-style-type: none"> • Narrate story of coal either through text or pictorial presentation or audio piece and share in group created by your teacher. (Hint: The story should cover its formation and its useful products) <p>WEEK 6</p> <p>Theme- Material</p> <ul style="list-style-type: none"> • Petroleum • Natural gas <p>Task 1</p> <ul style="list-style-type: none"> • Write a comic script on conversation of different petroleum products with each other. <p>Task 2</p> <ul style="list-style-type: none"> • Have discussion on the role of human being in conservation of natural resources on the group created by your teacher.



- exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices

The learner

- differentiates combustible and non combustible substances, different zones of flame
- classifies materials as combustible and non combustible substances
- conducts simple investigations to seek answers to queries, e.g., What are the conditions required for combustion, observe different zones of flame.
- relates processes and phenomenon with causes, e.g., ignition temperature of fuels, Forest Fire, etc.
- explains processes and phenomenon, such as how is fire controlled .
- draws labelled diagram of structure of flame, activities, etc.
- constructs models using materials from surroundings and explains their working such as fire extinguisher

- Exemplar Problems in Science for Class VIII <http://www.ncert.nic.in/exemplar/index.html#view3>
- Coal and Petroleum <http://ncert.nic.in/ncerts/1/heep/105.pdf>
- Learning Outcomes at Elementary Stage http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tilops101.pdf

Weeks 7 and 8

Chapter 6

Combustion and Flame

- What is Combustion
- Types of Combustion
- How do we control Fire
- Structure of Flame
- What is Fuel
- Types of Fuel
- Fuel Efficiency

Students, Teachers and Parents may use the following materials:

- E-Resources developed by NCERT, which are available on NROER and also attached as QR Code in textbooks of NCERT.

WEEK 7

Theme- Material

Combustion and Flame

- What is Combustion
- Types of Combustion
- How do we control Fire
- Structure of Flame

Task 1

- Make a list of substances from your household which are combustible and non-combustible.

Task 2

- Burn a candle in front of you under supervision of an elder and Listen to the audio at given link. Try to observe various zones of a flame as explained in the song. candles flame—

<https://nroer.gov.in/55ab34ff81fcb4f1d806025/file/59f023ed16b51c59f65dfa15>

- Draw a labeled diagram of the structure of a flame

Task 3

Make a model of fire extinguisher by using household substances.



- applies learning of scientific concepts in day to-day life such as use of fire extinguisher, control on fire caused due to different reasons
- makes efforts to protect environment, e.g., using resources judiciously; suggesting ways to cope with environmental hazards, etc.
- exhibits creativity in designing, planning, making use of available resources, etc.
- exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices

The learners

- differentiates between contact and non-contact forces etc.
- conducts simple investigations to seek answers to queries, e.g. Do liquids exert equal pressure at the same depth? What is the effect of surface area on pressure? Etc.
- draws diagrams showing different effects of force

- Live telecast of various science concepts at Swayam Prabha Channel (<https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA>)
- Laboratory Manual in Science for Classes VI-VIII <http://www.ncert.nic.in/exemplar/labmanuals.html>
- Exemplar Problems in Science for Class VIII <http://www.ncert.nic.in/exemplar/index.html#view3>
 - ✓ Combustion and Flame <http://ncert.nic.in/ncerts/l/heep106.pdf>
- Learning Outcomes at Elementary Stage http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/ti_1ops101.pdf

Chapter— Force and Pressure

- Force,
- Types of force
- Effects of force
- Pressure
- Pressure exerted by liquids and Gases
- Atmospheric pressure

WEEK 8

Theme- Material

- What is Fuel?
- Types of Fuel
- Fuel Efficiency

Task 1

- Identify different types of fuels that you observe in your surrounding and depict them through poster making with their uses.

Task 2

- Have a debate on fuel efficiency and choice of fuel for a particular use with your classmates on group created by your teacher.

Task 3

- Write an article/poem/story on harmful effects of burning of fuels and ways to control to cope with environmental hazards.

WEEK 9

Theme: Moving Things, People and Ideas

- Read Chapter 11 of the NCERT science text book for Class VIII, if the physical book is not available with you, you can read/download digital book from ePathshala or NCERT website. <http://ncert.nic.in/textbook/textbook.htm?hesc1=11-18>
- Recall some situations from your everyday experiences, in which you change the position or speed of any object. Record those situations in a table as shown in Table 11.1 of NCERT science textbook.



<ul style="list-style-type: none"> • applies learning of scientific concepts in day-to-day life, e.g., using sharp knife for cutting easily, increasing area to reduce pressure, etc. • exhibits creativity in designing, planning, making use of available resources, etc. for carrying out different suggested activities at home. • constructs model to show that liquids exert equal pressure at equal heights. • exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices, etc., such as, reporting the findings honestly, supporting other friends in need, etc. 	<p>Chapter 11 of the NCERT Science Textbook for Class VIII</p> <p>http://ncert.nic.in/textbook/textbook.htm?hesc1=11-18</p> <ul style="list-style-type: none"> • Laboratory Manual in Science for Classes VI-VIII <p>http://www.ncert.nic.in/exemplar/labmanuals.html</p> <ul style="list-style-type: none"> • E-Resources developed by NCERT, which are available on NROER and also attached as QR Code in textbooks of NCERT. <p>Exemplar Problems in Science for Class VIII, Chapter 11</p> <p>http://ncert.nic.in/ncerts/1/heep111.pdf</p> <p>Link to find out the Answers to the Questions</p> <p>http://ncert.nic.in/ncerts/1/heep1an.pdf</p>	<p>Identify</p> <ul style="list-style-type: none"> • different actions as Push or Pull. You will observe that actions required for such changes can always be grouped as push or pull. In science it is termed as force. • Can you push or pull any object without there being any physical contact between you and the object? Think! <p>Discuss with your friends/family members also.</p> <p>You can see the video given in the link to find a way for it.</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/58870565472d4a1fef8106cc</p> <ul style="list-style-type: none"> • Perform Activity 11.2 of NCERT Science textbook to understand about the net force. In place of friends request your family members to participate in the activity. <p>For more detail of the activity visit Activity 37 of Laboratory Manual Science at the Upper Primary Stage from the link given below</p> <p>http://ncert.nic.in/ncerts/1/fhelm205.pdf</p> <p>Answer the questions given at the end of the activity.</p> <ul style="list-style-type: none"> • To understand more about it play with interactive simulation given in the link below— <p>https://phet.colorado.edu/sims/html/forces-and-motion-basics/latest/forces-and-motion-basics_en.html</p> <p>(Source:PhET Interactive Simulations University of Colorado Boulder https://phet.colorado.edu)</p> <ul style="list-style-type: none"> • Discuss with your friends/family members about effects of applying force on different objects. For example, Change in state of motion or change in shape of objects. Collect the examples of different situations in which force produces different effect. • Make a poster showing different effects of force.
--	--	--



WEEK 10

- Perform Activities 11.6 and 11.7 to understand more about non-contact forces.

Note: if you do not have bar magnets with you, use the magnets from broken toys or speakers, etc., and modify the activity as per the availability of materials.

- Try to cut a potato with a knife from its blunt side or try to cut it with the help of available scale or anything with a thick edge. Now try to cut it with a knife from its sharp edge. (Do this in guidance of elders.)

Write your inferences from the activity done above. Try to relate it with area of blunt edge/sharp edge.

Discuss your inferences with your friends who have also done this activity at their homes.

- Perform Activities 11.8, 11.9 and 11.10 to understand about pressure exerted by liquids and gases. If materials required for performing these activities are not available with you you can search on internet to understand more about it. (every where links should not be provided because we want our children to become independent learners).

- To understand more about the pressure exerted by liquids perform Activity 38 of Laboratory Manual Science for Upper Primary Stage from the link given below

<http://ncert.nic.in/ncerts/1/fhelm205.pdf>

Answer the questions given at the end of the activity.

- Discuss with your friends/family members about different applications in our daily lives where understanding the relation between pressure and area has helped us in doing the things easily.

Visit the following link to understand more about it

<https://nroer.gov.in/5645d28d81fccb60f166681d/file/58870532472d4a1fef8106aa>

- Discuss with your friends/teacher about the magnitude of pressure applied by atmosphere and also why we do not feel it?



<p>The learner</p> <ul style="list-style-type: none"> classifies materials based on properties or characteristics, e.g., kharif and rabi crops. relates processes and phenomenon with causes, e.g., types of soil and crop grown. draws labelled diagram/ flow charts, e.g., types of agricultural tools, methods of irrigation. applies learning of scientific concepts in day-to-day life, e.g., increasing crop production by using organic manure, organic farming. discusses and appreciates stories of scientific discoveries e.g., green revolution in India. makes efforts to protect environment, e.g., using resources judiciously; making controlled use of fertilisers and pesticides. exhibits creativity in designing, planning, making use of available resources. exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices. 	<ul style="list-style-type: none"> Class VIII Science Textbook developed by NCERT/State Textbook. E-Resources developed by NCERT, which are available on NROER and also attached as QR Code in textbooks of NCERT. Live telecast of various science concepts at Swayam Prabha Channel (https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA) Laboratory Manual in Science for Classes VI-VIII http://www.ncert.nic.in/exemplar/labmanuals.html Exemplar Problems in Science for Class VIII http://www.ncert.nic.in/exemplar/index.html#view3 Crop Production and Management http://ncert.nic.in/textbook/textbook.htm?hesc1=1-18 	<p>Note</p> <ul style="list-style-type: none"> Since everyone is supposed to stay at home, therefore all the communications with friends and teachers should be done through call or chat. Students may take pictures or videos of their circuits/devices and can share with their friends and teachers. <p>WEEK 11</p> <p>Theme: Food</p> <ul style="list-style-type: none"> Students can read the chapter carefully from the textbook and also watch the given link https://diksha.gov.in/playcollection/do_312658951284654080119?contentType=TextBook&contentId=do_31266822713110528013275 <p>After watching the above link students will be able to—</p> <ul style="list-style-type: none"> differentiate types of crops season on which crop grown kharif crop cultivation with examples rabi crop cultivation with examples identify major crops grown in India procedure of storage of grains specify traditional methods modern methods <ul style="list-style-type: none"> https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/569a00c181fccb15fb21a150 <ul style="list-style-type: none"> By watching this link, student can understand the Traditional Irrigation Ladle method https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5909675e16b51c0f58b5df2d <ul style="list-style-type: none"> https://nroer.gov.in/55ab34ff81fccb4f1d806025/ https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/56d6b51c81fccb52c0e72a44 Image showing satpula for irrigation https://en.wikipedia.org/wiki/Drip_irrigation Students can understand the process of drip irrigation.
--	---	---



	<ul style="list-style-type: none"> • Learning Outcomes at Elementary Stage http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tilops101.pdf <p>Chapter 1</p> <p>Crop Production and Management</p> <ul style="list-style-type: none"> ✓ Agricultural Practices ✓ Basic Practices of Crop Production 	<p>WEEK 12</p> <ul style="list-style-type: none"> • http://epathshala.nic.in/QR/books/8Science/Word_Search_Crop_Production_Management_ROW%203.pdf <ul style="list-style-type: none"> ✓ Students can search the words related to agriculture in the above link. • http://ncert.nic.in/ncerts/1/heep101.pdf <ul style="list-style-type: none"> ✓ Students can solve the above given questions and discuss with peers, teachers and parents. • https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/585b5b5f472d4af21c54d96d <ul style="list-style-type: none"> ✓ After watching this video students will be able to explain green revolution in India. ✓ Father of Green revolution. ✓ They can also discuss with their parents, peers and teacher and gather more information about green revolution. • https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58a4164a472d4a68b7952eef (the model 'robotic farming' that has been demonstrated in this video has multi-purpose work) <ul style="list-style-type: none"> ✓ The students can watch the link and try to make their own model, after the lockdown is over. ✓ https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58355a8f16b51c4587b7a9c3 (What will the future of agriculture look like?) <ul style="list-style-type: none"> ✓ Students can watch the video and understand the future of agriculture. ✓ Effect of climate change agriculture. ✓ https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5835757e16b51c4587b7aad3 <ul style="list-style-type: none"> ✓ A field trip into India's rice bowl to see how science is empowering farmers to fight Bacterial Leaf Blight. ✓ Student can understand rice crop and methods of pests control.
--	--	--



Mathematics

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by parents with the help of teachers)</i>
<p>The learners</p> <ul style="list-style-type: none"> • solves puzzles and daily life problems using variables . • solves problems related to angles of a quadrilateral using angle sum property • verifies properties of parallelograms and establishes the relationship between them through reasoning. • constructs different quadrilaterals using compasses and straight edge. • draws and interprets bar charts and pie charts. • makes hypotheses on chances of future events on the basis of its earlier occurrences or available data like , after repeated throws of dice and coins 	<p>NCERT Mathematics Textbook for Class VIII</p> <p>Chapter 2 Linear Equations in One Variable</p> <p>Chapter 3 Understanding Quadrilaterals</p> <p>Chapter 4 Practical Geometry</p> <p>Chapter 5 Data Handling</p> <p>E-resources</p> <p>Chapter 2 Linear Equations in One Variable http://ncert.nic.in/textbook/textbook.htm?hemh1=2-16</p> <p>Chapter 3 Understanding Quadrilaterals http://ncert.nic.in/textbook/textbook.htm?hemh1=3-16</p>	<p>WEEK 5</p> <ul style="list-style-type: none"> • A brief recall of equations in one variable can be done by asking students to form equations using different letters and encouraging them to solve those equations. • Applications of equations need to be discussed by giving simple word problems. Setting up an equation after reading the information given in the word problem and solving it step wise needs to be encouraged. Students may be motivated to create word problems on situations around them. For e.g., <i>Everyday Sarika spends some time on doing yoga . She spends one hour more than double the time spent on yoga. How much time does she spend on yoga?</i> • Students may be motivated to form and solve the problems using the concepts learnt earlier in geometry, mensuration, number system etc. and send. For example, <i>if the ratio of length and breadth of a rectangle is 2:3 and its perimeter is 25 cm. What is the length of the rectangle?</i> <p>WEEK 6</p> <ul style="list-style-type: none"> • Initially equations with variable on one side and number on the other may be discussed. Gradually shift to equations having variables on both sides. • Step by step solution of equations may be encouraged. Equations having more than two operations may then be discussed. For e.g. $(2x + 1)/5 = 3-5x$. • Students may be given a solution, such as, say, $x= 2$.students may be asked to form as many equations as possible from this. For ex. $3x-5 = 1$, $x/2 + 3 = 4$ etc.



	<p>Chapter 4 Practical Geometry http://ncert.nic.in/textbook/textbook.htm?hemh1=4-16</p> <p>Chapter 5 Data Handling http://ncert.nic.in/textbook/textbook.htm?hemh1=5-16</p> <p>Books published by The Association of Mathematics Teachers of India (AMTI) (Email-support@amtionline.com)</p>	<ul style="list-style-type: none"> • Different groups of students may be given different solutions for making equations. Equations obtained from one group may be sent to another group for solving. • More complex equations and their applications can then be switched over to. Puzzles featuring in newspapers and magazines can also be thought of. <p>WEEK 7</p> <ul style="list-style-type: none"> • Different types of polygons may be explored by students initially through observing different objects around them and then drawing them. • Quadrilaterals and their different forms can then be observed and discussed. • Paper cutting activities mentioned in the textbook may be done by students and through these they may try to express their ideas of properties of quadrilaterals. <p>WEEK 8</p> <ul style="list-style-type: none"> • Different types of quadrilaterals like, trapezium , parallelograms etc. may be compared through exploration by the students. • Discussion may be done with the teacher and properties be finalised. • Activities and questions from exercises of the Class VIII Mathematics textbook and Exemplar problem book may be discussed to deepen the understanding. <p>WEEK 9</p> <ul style="list-style-type: none"> • Activities using small sticks or straws may be done to form quadrilaterals. Students may be encouraged to make a unique quadrilateral of given dimension. • Conditions may be explored and discussed with the teacher for making a unique quadrilateral. • Based on these different sets of conditions students may be motivated to draw different quadrilaterals on the paper using ruler and compasses.
--	---	--



WEEK 10

- Special types of quadrilaterals may then be discussed and constructed, such as rhombus, square, etc.
- Activities and exercises given in the mathematics textbook for Class VIII, Exemplar problem book and Laboratory manual for Elementary classes may be referred for innovative work.
- E-resources available on NROER may be referred for better visualisation and understanding.

WEEK 11

- A recall and consolidation of organising data and representing it in different forms such as pictographs, bar graphs etc. may be initiated.
- Students may be encouraged to create situations around them and think of using an appropriate and effective way of representing them. For example, blood groups of family members and neighbours.
- Students may be motivated to collect data from the available sources such as Newspapers, magazines, Internet, TV, etc. and try to interpret the data given.
- Situations may be thought of discussed where huge amount of data is required to be organised. For example, marks of Class VIII students scored in all the schools of a city. The need for grouping such a huge data may be thought of and discussed with teacher.

WEEK 12

- With a change in the way of organising data the corresponding ways of representing it may now be thought of.
- Teachers may now motivate students to think of constructing Histogram and pie charts. Different situations may be collected and represented using these ways.
- Situations for chance in daily life may be collected and further discussion may lead to the concept of Probability.
- Use of features like 'Think, discuss and Write' from the textbook and exercises from textbook and Exemplar problem book for Class VIII may be exchanged.



Social Science

a. History

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by parents with the help of teachers)</i>
<p>The learner</p> <ul style="list-style-type: none"> explains the periodisation distinguishes the 'modern' period from the 'medieval' and the 'ancient' on the bases of broad developments and changes in each period describes and uses of various sources to know modern India explains how the English East India Company became the most dominant power explains the differences in the impact of colonial agrarian policies in different regions of the country like the 'indigo rebellion' describes the forms of different tribal societies in the 19th Century and their relationship with the environment. 	<p>NCERT/State Textbook</p> <p>Chapter 1: How, When and Where</p> <p>Chapter 2: From Trade to Territory: The Company Establishes Power</p> <p>Chapter 3: Ruling the Countryside</p> <p>Children and parents may also visit NROER, an online educational resource repository of NCERT and explore the Modern Indian History e-resource available online.</p>	<p>WEEK 5</p> <p>Chapters 1, 2 and 3 (Revision)</p> <p>Parents may ask the child to revise earlier three chapters before moving to the forth chapter. That may asked their child to do some activities and exercises based on the study of first three chapters. So that child can able to recall and retention his earlier knowledge and understanding and through such revision can able to develop understanding of modern India.</p> <p>Few suggested activities/exercises are—</p> <ul style="list-style-type: none"> Ask the child to interview child's mother or another member of child to find out about their life. Now divide their lives into different periods and list out the significant events in each period. Ask the child to explain the basis of his periodisation (Chapter-1: How, When and Where). Ask the child to discuss and share her/his experience of present day traders and how they try to prevent losses and make profits. (Chapter-2: From Trade to Territory: The Company Establishes Power) Ask the child to look at the map of colonial India and how far did English rule spread by 1857. (Chapter 2: From Trade to Territory: The Company Establishes Power) <p>WEEK 6</p> <ul style="list-style-type: none"> The beginning of the child's historical engagement will come through recalling surrounding people and forest/village experiences so that child can able to appreciate diversity of historical experiences. Though the understanding



<ul style="list-style-type: none"> explains the policies of the colonial administration towards the tribal communities 	<p>Chapter 4 Tribals, Dikus and the Vision of a Golden Age</p> <p>Children and parents may also visit NROER, an online educational resource repository of NCERT and explore the Modern Indian History e-resource available online</p> <p>https://www.eklavya.in/pdfs/Books/SSTP/samajik_adhyayan_8/itihaas/9%20Angrezon%20ke%20Shasan%20mein%20Jungle%20aur%20Adivasi.pdf</p> <p>http://www.arvindguptatoys.com/arvindgupta/nbt-munda.pdf</p>	<p>of this chapter child shows concern for tribals and understands their role in the making of history and society. Child observes her/his surroundings and tries to see the change and continuity in the situation of the present day tribes.</p> <ul style="list-style-type: none"> Parents may ask the child to underline five sentences that represent the situation of tribes and their use of forest before British rule. Ask the child why did the use of forests change under British rule? They may ask - have they seen old wooden sleepers used in railway tracks? Are they replacing these with some other material today? They may be asked why this replacement is taking place. Ask the child to find out whether the conditions of work in the mines have changed now. Check how many people die in mines every year, and what are the reasons for their death? <p>WEEK 7</p> <ul style="list-style-type: none"> Ask the child to list out some places where majority of population are tribals, what are the common diseases they are mainly suffering from, how to cure these diseases, etc. Parents may ask from their child to find out the information about spread of current Corona virus in such tribal areas and tribal communities. What is the impact of the spread of Corona virus and current lockdown on the life of tribal people?
---	--	--



b. Geography

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by parents with the help of teachers)</i>
<p>The learner</p> <ul style="list-style-type: none"> justifies judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas describes causes of forest fire, landslide and their risk reduction measures 	<p>NCERT Textbook: Resources and Development</p> <p>http://ncert.nic.in/textbook/textbook.htm?hess4=0-6</p> <p>Chapter 2: Land, Soil, Water, Natural Vegetation and Wildlife Resources</p> <p>Use the QR code given for the chapter for additional resources</p> <p>Trilingual Dictionary of Geography for Schools (Hindi-English-Urdu)</p> <p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p>	<p>WEEK 8</p> <p>Land</p> <ul style="list-style-type: none"> Read the narration given in the beginning of the chapter. It narrates how the lives of two children differ in different parts of the world due to differences in the quality of land, soil, water, natural vegetation, animals and the usage of technology. How does the availability of these resources make places different from each other? Now compare your own region. Which available resources make it different from the stories given here? Write in your own words. Recollect how land in your area has been put to various uses. Discuss with other family members and prepare a write up and state your ideas that whether land has been put to right use. Does the land resource in your area need to be conserved? If yes, how? Read about landslide given in the book. What are the causes of landslide and how it can be managed? <p>WEEK 9</p> <p>Soil, Water</p> <ul style="list-style-type: none"> Read the formation of soil and factors for the formation of soil and understand them with the help of Fig. 2.3: Soil profile and Fig. 2.4: Factors affecting soil formation. Soil conservation measures and related images have been given in the chapter. Read and develop an understanding about it while discussing with teacher or guardian. Write how soil can be conserved in your region. Read about water in the chapter. How water is used in different ways at your home? What is the tentative consumption of water in your home? Can you suggest some ways how water can be conserved in your home?



WEEK 10***Natural Vegetation and Wildlife***

- Read about Natural Vegetation and wildlife given in the book. Read about forest fire too. Discuss with elders at home if there is any change in flora and fauna of your region.
- Suggest ways how conservation of natural vegetation and wildlife can be done. You can prepare a drawing/ collage/poem/ write up, etc., on it.
- You may have heard about forest fire in Australia recently. Discuss with elders and collect some information about it from various resources like magazines, old newspapers, internet, etc.
- Suggest ways how forest fire can be controlled.

Note

The activities given in the book may be done by the learner and some may be performed by the teacher and can be shown to all learners.



c. Social and Political Life

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by parents with the help of teachers)</i>
<p>The learner</p> <ul style="list-style-type: none"> identifies the role of Government in providing public facilities such as water, sanitation, road, electricity etc., and recognises their availability 	<p>NCERT Textbook</p> <p>Social and Political Life-III</p> <p>Economic Presence of the Government—Public Facilities</p> <p>Children and parents may use the following resources and explore Social Science e-resources available online, like,</p> <ul style="list-style-type: none"> NISHTHA Portal https://itpd.ncert.gov.in/ Download text Module 12 Pedagogy of Social Sciences (Upper Primary Stage) in English or Hindi https://itpd.ncert.gov.in/course/view.php?id=949&section=13 QR Code Interactive activities given in QR Code of each chapter. 	<p>WEEK 11</p> <ul style="list-style-type: none"> Discuss with your parents about public facility and its characteristics. Make a list of available public facilities such as water, road, electricity, hospitals, schools, public transport, street lights, public parks etc. in your locality. <p>WEEK 12</p> <ul style="list-style-type: none"> Read case studies, articles and stories related to public facilities given in newspapers/ and magazines, and listen/watch audio-visuals about different types of public facilities. Listen/watch audio visuals about role of Government in providing public facilities. Find out who provides the public facilities in your locality and why? Use these resources to learn about different types of public facilities and why should the government be responsible for providing public facilities? Ask questions/doubts with your parents/teacher e.g., why government must assume the overall responsibility for public facilities even when it gets private companies to do part of the job. Where does the government get money for public facilities? How does lack of access to proper sanitation facilities affect peoples' lives and how does this impact women and girls more acutely? Solve activities given in the QR of Chapter 9. Make a poster on different public facilities in your locality. Submit written assignments on assigned topics.



हिंदी

सीखने के प्रतिफल	स्रोत/ संसाधन	सप्ताहवार सुझावात्मक/गतिविधियाँ (अध्यापकों के सहयोग से अभिभावकों द्वारा संचालित)
<p>विद्यार्थी</p> <ul style="list-style-type: none"> पाठ द्वारा अर्जित विषय-वस्तु की समझ को वर्तमान परिवेश से जोड़कर रचनात्मक एवं तार्किक अभिव्यक्ति लिखित एवं मौखिक रूप से प्रदान करते हैं। अभिव्यक्ति की विविध शैलियों/रूपों को पहचानते हैं, स्वयं लिखते हैं, जैसे – कविता, कहानी, निबंध आदि। हिंदी भाषा में विभिन्न प्रकार की सामग्री (समाचार, पत्र-पत्रिकाएँ, जानकारी पर सामग्री, इंटरनेट, ब्लॉग आदि पर छपने वाली सामग्री) को समझकर पढ़ते हैं और उस पर अपनी पसंद-नापसंद, राय आदि को मौखिक/सांकेतिक भाषा में अभिव्यक्त करते हैं। ICT का उपयोग करते हुए भाषा और साहित्य (हिंदी) संबंधी कौशलों को अर्जित करते हैं। भाषा की बारीकियों/व्यवस्था का लिखित प्रयोग करते हैं, जैसे- कविता के शब्दों को बदलकर अर्थ और लय को समझना। पाठ द्वारा अर्जित विषय-वस्तु की समझ को वर्तमान परिवेश से जोड़कर रचनात्मक एवं तार्किक अभिव्यक्ति एवं लिखित एवं मौखिक रूप से प्रदान करते हैं। अभिव्यक्ति की विविध शैलियों/रूपों को पहचानते हैं, स्वयं लिखते हैं, जैसे- कविता, कहानी, निबंध आदि। 	<ul style="list-style-type: none"> उदाहरण के लिए एनसीईआरटी की पाठ्यपुस्तक वसंत भाग- 3 से कामतानाथ की कहानी (लाख की चूड़ियाँ) ली जा सकती है। संबंधित पाठ के लिए निम्न लिंक को क्लिक करें। http://ncert.nic.in/textbook/textbook.htm?hhvs1=2-18 संभावित प्रतिफलों एवं विषय वस्तुओं को ध्यान में रखते हुए अन्य कहानियाँ भी ली जा सकती हैं। एक कहानी को पढ़ते हुए हमें मिलती-जुलती कई कहानियों की समझ विकसित करनी चाहिए। इस विषय से संबंधित सामग्री के लिए एनसीईआरटी, सीआईईटी पाठ्यपुस्तक में मौजूद क्यूआर कोड, ई-पाठशाला, एनआर ओईआर एवं यूट्यूब पर मौजूद सामग्री भी देख सकते हैं। http://www.ncert.nic.in http://www.ciet.nic.in http://www.swayamprabha.gov.in https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA 	<ul style="list-style-type: none"> सर्वप्रथम मौन रहते हुए कहानी पढ़ें एवं कहानी के मूल भाव को जानने का प्रयास करें। संभव हो तो किसी इलेक्ट्रॉनिक माध्यम का उपयोग करते हुए अपनी आवाज़ में संवाद एवं उतार-चढ़ाव को ध्यान में रखते हुए कहानी रिकॉर्ड करें। संभव हो तो आईसीटी का उपयोग करते हुए समूह में साझा करें ताकि सभी एक-दूसरे की समझ से लाभान्वित हो सकें। उपरोक्त सुविधा न होने की स्थिति में घर के ही किसी सदस्य को अपनी आवाज़ में कहानी सुनाएँ। कहानी के मूल भाव को ध्यान में रखते हुए कहानी में आए पात्रों के लिए संवाद लिखें एवं कहानी को एक संक्षिप्त नाटक का रूप दें। आवाज़ बदल-बदल कर रिकॉर्ड करें एवं समूह में आईसीटी का उपयोग करते हुए साझा करें। चाहे तो घर के किसी सदस्य को शामिल कर नाटक के संवाद बोलें एवं रिकॉर्ड कर साझा करें। लेखक का मानना है कि मशीनी युग ने बहुत सारे हाथ काट दिए हैं। इस भाव को ध्यान में रखते हुए कामों की एक सूची तैयार कीजिए जो पहले हाथ से किए जाते थे पर अब खत्म हो गए हैं या खत्म होने की कगार पर हैं। इस संदर्भ में जुटाई गई जानकारी को ध्यान में रखते हुए अनुमान के आधार पर लिखिए कि उन कारीगरों का क्या हुआ होगा? इसके लिए घर/पास-पड़ोस के बुजुर्गों से (इलेक्ट्रॉनिक माध्यम से) जानकारी एकत्रित कीजिए। अन्य संबंधित संसाधनों का भी उपयोग कर सकते हैं। पाठ में भाषा संबंधी कुछ विशेषताओं की ओर ध्यान दें। जो सुंदरता काँच की चूड़ियों में होती है, लाख में कहाँ संभव है? - इस वाक्य में कहा कुछ जा रहा है लेकिन पात्र की मनोदशा के कारण इसका अर्थ भिन्न है। ऐसी मनोदशा या व्यंग्य में कहे गए वाक्यों के मायने भिन्न हो जाते हैं। पाठ में आए ऐसे और वाक्यों को छाँटे। खुद भी इस तरह के वाक्यों को लिखने का प्रयास करें। उपरोक्त गतिविधियों को ध्यान में रखते हुए पाठ्यपुस्तक में शामिल अन्य कहानियाँ भी पढ़ी-समझी जा सकती है। शिक्षक/शिक्षिकाएँ चाहे तो उपरोक्त गतिविधियों में से उपयुक्तता के आधार पर कुछ गतिविधियों/क्रिया-कलापों का उपयोग आकलन के उद्देश्य से भी कर सकते हैं। यह कविता इस चुनौतीपूर्ण समय में भी आशा का संचार करती है। कविता के इस भाव को और भी बेहतर तरीके से समझने के लिए एनसीआरटी की पाठ्य पुस्तक वसंत भाग 3 में हजारी प्रसाद द्विवेदी का संकलित निबंध 'क्या निराश हुआ जाए' भी पढ़ें। दोनों पाठ एक-दूसरे की समझ विकसित करने में सहायक साबित होंगे।

<ul style="list-style-type: none"> हिंदी भाषा में विभिन्न प्रकार की सामग्री (समाचार, पत्र-पत्रिकाएँ, जानकारी पर (सामग्री, इंटरनेट, ब्लाग आदि पर छपने वाली सामग्री) को समझ कर पढ़ते हैं और उस पर अपनी पसंद-नापसंद, राय आदि को मौखिक/सांकेतिक भाषा में अभिव्यक्त करते हैं। ICT का उपयोग करते हुए भाषा और साहित्य (हिंदी) कौशलों को अर्जित करते हैं। 	<ul style="list-style-type: none"> उदाहरण के लिए एनसीईआरटी की पाठ्यपुस्तक वसंत भाग- 3 से कामतानाथ की कहानी 'लाख की चूड़ियाँ' ली जा सकती है। संबंधित पाठ के लिए निम्न लिंक को क्लिक करें। http://ncert.nic.in/textbook/textbook/ok.htm?hhvs1=2-18 संभावित प्रतिफलों एवं विषयवस्तु को ध्यान में रखते हुए अन्य कहानियाँ भी ली जा सकती हैं। एक कहानी को पढ़ते हुए हमें मिलती-जुलती कई कहानियों की समझ विकसित करनी चाहिए। इस विषय से संबंधित सामग्री के लिए एनसीईआरटी, सीआईईटी पाठ्यपुस्तक में मौजूद क्यूआरकोड, ई-पाठशाला, एन.आर.ओ.ई.आर.एवं यूट्यूब पर मौजूद सामग्री भी देख सकते हैं। 	<ul style="list-style-type: none"> विचार करें कि हम किसी समय को कठिन समय क्यों कहते हैं? उसी समय दुनिया में और भी बेहतर बातें/घटनाएँ हो रही होती हैं। अपने तर्क को लिखित रूप दें एवं संभव हो तो आईसीटी का उपयोग करते हुए समूह में साझा करें। इस कठिन समय में भी जो सकारात्मक बातें हुई हैं, उनकी एक सूची तैयार करें। उचित आरोह-अवरोह के साथ भाव एवं लय को ध्यान में रखते हुए कविता का पाठ करें। पाठ को रिकॉर्ड कर संभव हो तो आईसीटी के माध्यम से समूह में साझा करें। संभव न हो तो घर के किसी सदस्य के सम्मुख/दर्पण के सामने पाठ करें। 'क्या निराश हुआ जाए' (निबंध), "यह सबसे कठिन समय नहीं" (कविता) में जो समानता का भाव है उसे लिखें। संभव हो तो अपने जीवन से संबंधित किसी घटना को भी इससे जोड़कर लिखें। दोनों पाठों से संबंधित भाषा की बातों की जानकारी भी विस्तार से प्राप्त करें, जैसे- विराम चिह्नों का प्रयोग, संज्ञा, सर्वनाम एवं विशेषण का गद्य-पद्य में उपयोग, कविता में शब्दों की स्थिति बदलने से अर्थ, भाव एवं लय में आए बदलाव आदि। उपरोक्त गतिविधियों को ध्यान में रखते हुए शिक्षक/शिक्षिकाएँ और भी रचनात्मक गतिविधियाँ/तौर-तरीके तैयार कर सकते हैं। उनके आधार पर पाठ्यपुस्तकों में शामिल अन्य कविताएँ, निबंध भी पढ़े-समझे जा सकते हैं। शिक्षक/शिक्षिकाएँ चाहे तो उपरोक्त गतिविधियों में से उपयुक्तता के आधार पर कुछ गतिविधियों/क्रियाकलाप का उपयोग आकलन के उद्देश्य से भी कर सकते हैं।
<p>नोट</p> <ul style="list-style-type: none"> विषय-वस्तु (थीम) परिवेशीय सजगता, मित्रता एवं समता का भाव भाषा-कौशल समझ के साथ पढ़ना, लिखना, सुनना, बोलना संबंधी कौशलों का विकास 	<p>http://www.ncert.nic.in http://www.ciet.nic.in http://www.ciet.nic.in http://www.swayamprabha.gov.in https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA</p>	



English

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by parents with the help of teachers)</i>
<p>The learner</p> <ul style="list-style-type: none"> • responds to instructions and • announcements in school and public places viz., railway station, market, airport, cinema hall, and act accordingly. • introduces guests in English, interviews people by asking questions based on the work they do • engages in conversations in English with people from different professions such as bank staff, railway staff, etc. using appropriate vocabulary. • uses formulaic/ polite expressions to communicate such as 'May I borrow your book?', 'I would like to differ' etc. <p>The learner</p> <ul style="list-style-type: none"> • infers the meaning of unfamiliar words by reading them in context. 	<p>NCERT/State developed Textbook</p> <p>Honeydew</p> <p>Unit 2 : The Tsunami (week 5, 6, 7)</p> <p>Poem – Geography Lesson (Week 8)</p> <p>The themes chosen at the upper primary stage are:</p> <p><i>Self, family, home, friends, neighbourhood, environment, animals, plants, arts, sports, games, travel, media, science and technology, health and hygiene, peace etc.</i></p> <p>http://ncert.nic.in/textbook/textbook.htm</p> <p>Listen to the audio enabled text (from audio textbooks of NCERT or any text, if available). Share poems, songs, jokes, riddles, tongue twisters, etc.</p> <p>Use QR code reader from mobile.</p> <p>Use resources from creative commons</p> <p>Online dictionaries</p> <p>www.macmillandictionary.com</p>	<p>WEEK 5</p> <p>Competency/Skill—Listening and Speaking</p> <p>Ask learners to</p> <ul style="list-style-type: none"> • watch/listen to English news and debates (TV, Radio) as input for discussion and debating skills • watch English movies, serials, educational channels with subtitles, audio video materials, the teacher reading out from materials as well as talks by eminent speakers. • share their experiences such as, journeys, visits, etc., in pairs /groups • introduce self, converse with other • persons, participate in role play/ make speeches, reproduce speeches of great speakers <p>(This may be done through group SMSes or mobile calls or via apps like WhatsApp/Telegram/Google Meet. Teachers may contact learners directly or create groups of learners.)</p> <p>Competency/Skill — Vocabulary</p> <ul style="list-style-type: none"> • Give examples for using a dictionary as a reference book for finding multiple meanings of a word in a variety of contexts.



- refers dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing

Free Online English dictionaries are used for definitions, meanings, synonyms, pronunciations, games, sound effects, high-quality images, ...

dictionary.cambridge.org › dictionary

QR codes of the textbook have some additional activities.

use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT etc.

These could be used by all learners.

- Guide learners/ their parents on conducting the following activities for enhancing vocabulary related to the theme.

1. You can take a set of words related to natural calamities - like *flood, famine, storm, earthquake, snowstorm, landslide*, etc. – and jumble the letters of each word.

Ask learners to work out the answers. For example, the above words can be jumbled as lofod, eifmna, romts, threeqkuaa, swnotrosm, edilsdnal, etc.

2. Give the learners a set of words and ask them to categorise them as positive and negative attributes.

brave	sad	resourceful
courageous	traumatised	terrified
sacrificing	frightened	intelligent
helpful	quick-witted	hysterical
confused		

You can develop more activities for vocabulary development by

- ✓ showing picture/object/illustration and asking for appropriate word(s)
- ✓ word web
- ✓ crossword
- ✓ word ladder
- ✓ giving synonyms
- ✓ giving antonyms
- ✓ explaining through context
- ✓ using dictionaries

The learner

- reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them.
- reads textual/non-textual materials in English/Braille with comprehension.
- identifies details, characters, main idea and sequence of ideas and events while reading.

<http://ncert.nic.in/textbook/textbook.htm>

WEEK 6

Reading

Show learners a few pictures of natural calamities like earthquakes, floods, volcanic eruptions, storms or landslides, and a set of headlines or brief reports related to these calamities from newspapers.

Ask them to match the pictures and headlines.

You can ask learners questions like—

- ✓ What is common to all the conditions and what makes them different? Why is the loss of men and material so great?



<ul style="list-style-type: none"> • reads, compares, contrasts, thinks critically and relates ideas to life. • reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc. (extensive reading) <p>The learner</p> <ul style="list-style-type: none"> • prepares a write up after seeking information in print/online, notice board, newspaper, etc. • communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech, etc.) • writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising. 	<p>QR codes of the textbook have some additional activities. These could be used by all learners.</p>	<ul style="list-style-type: none"> ✓ Do you think one can predict such natural calamities? ✓ What would you do if you heard about an earthquake in a neighbouring town? ✓ How would you help others in such a situation? <p>While reading activity—</p> <ul style="list-style-type: none"> • Depending on the length of the text, divide it into parts. While reading the text, check the comprehension of the learners for each part. • Comprehension check can be conducted by using— <ul style="list-style-type: none"> ✓ true/false ✓ matching ✓ multiple choices ✓ short answer ✓ gap filling ✓ completion type ✓ word attack ✓ questions and answer ✓ table completion type questions, etc. <p>End of the text questions can be attempted by the learners for global comprehension check.</p> <p>WEEK 7</p> <p>Grammar</p> <p>This lesson has a lot of examples of active and passive voice.</p> <p>Remember to point out that not all sentences in active voice can be rewritten in the passive.</p> <ul style="list-style-type: none"> • Give learners examples of the grammar item and then ask them to underline the grammar items in the text. • Ask them to look for more examples online and write. <p>Writing</p> <p>Share the steps of the Process Approach to Writing with the learners about—</p> <ul style="list-style-type: none"> ✓ Brainstorming: writing down many ideas that may come to an individual's mind or through discussions, pair work, group work
--	---	--



- writes short paragraphs coherently in English/ Braille with a proper beginning, middle and end with appropriate punctuation marks.
- writes answers to textual/non-textual questions after comprehension/ inference; draws character sketch, attempts extrapolative writing.
- writes email, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/ biographical experiences, etc.
- develops a skit (dialogues from a story) and story from dialogues.

- ✓ **Outlining:** organising the ideas into a logical sequence
- ✓ **Drafting:** writer concentrates on the content of the message (rather than the form).
- ✓ **Revisions:** in response to the writer's second thoughts or feedback provided by peers or teacher, the draft is revised.
- ✓ **Proof-reading:** with an emphasis on form. Correct the language and appropriateness of its use.
- ✓ **Final draft:** Write the final draft now.

Keeping the present pandemic in view, ask the learners to develop an advisory for their locality.

WEEK 8

The poem: Geography Lesson

Teacher may ask learners to listen to the poem a number of times from NCERT audio book and set tasks to understand and appreciate the poem.

In the poem, the poet uses a series of negative terms to describe objects seen at the ground level (*haphazard, unplanned, without style, hate, kill*), but a set of positive terms to describe the aerial view (*developed, inevitability, valleys were populated, logic, attracted, clearly delineated*).

Ask the learners to (i) identify these two sets of words by themselves, and (ii) say what it suggests about the poet's attitude to things on the ground.

Steps to teach poetry

- Begin with a warm up which is thematically related to the poem such as encouraging learners to talk about any experiences that relate to the theme of the poem, using pictures, newspaper articles etc as prompts



<p>The learner</p> <ul style="list-style-type: none"> • responds to instructions and • announcements in school and public places viz. railway station, market, airport, cinema hall, and act accordingly. 	<p>NCERT/State developed Textbook</p> <p>Honeydew</p> <p>Unit 3 : Glimpses of the Past (week 9,10,11)</p>	<ul style="list-style-type: none"> • Talk about the background of the poem or poet; • Ask the learners to read the poem aloud • Ask a simple question or two related to the theme of the poem to help learners recall words, phrases and even lines from the poem <p>Ask them to read the poem aloud a second time</p> <ul style="list-style-type: none"> • Learners will now listen as well as follow the poem in their books <p>OR</p> <ul style="list-style-type: none"> • Ask the learners to read the poem silently <p>You can then ask one or two questions from the poem.</p> <p>An interesting thing in this poem is the set of words used to describe the movement of the jet across the sky: sprang, reached, rose.</p> <p>Why has the poet chosen these words, and not more commonly used verbs such as <i>flew, climbed or travelled?</i></p> <p>After the poem has been dealt with, ask them to write an article on the topic “Some ways in which people on earth can live in harmony and peace”.</p> <p>Remind them that the poem indirectly suggests that people can live with mutual respect if we realise that our quarrels are very insignificant when compared to natural disasters.</p> <p>Project</p> <p>Read two stories from the Supplementary Reader and write their review.</p> <p>WEEK 9</p> <p>Competency/Skill— Listening and Speaking</p> <ul style="list-style-type: none"> • watch/listen to English news and debates (TV, Radio) as input for discussion and debating skills
--	---	---



- introduces guests in English, interviews people by asking questions based on the work they do
- engages in conversations in English with people from different professions such as bank staff, railway staff, etc. using appropriate vocabulary.
- uses formulaic/polite expressions to communicate such as 'May I borrow your book?', 'I would like to differ', etc.

The learner

- infers the meaning of unfamiliar words by reading them in context.
- refers to the dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing

Poem: Macavity: the Mystery Cat

(Week 12) The themes chosen at the upper primary stage are:

Self, family, home, friends, neighbourhood, environment, animals, plants, arts, sports, games, travel, media, science and technology, health and hygiene, peace, etc.

<http://ncert.nic.in/textbook/textbook.htm>

Listen to the audio enabled text (from audio textbooks of NCERT or any text, if available). Share poems, songs, jokes, riddles, tongue twisters, etc.

Use QR code reader from mobile.

Use resources from creative commons

Online dictionaries
www.macmillandictionary.com

The Free Online English dictionaries are used for definitions, meanings, synonyms, pronunciations, games, sound effects, high-quality images,

- watch and listen to English movies, serials, educational channels with subtitles, audio video materials, teacher reading out from materials and talks of eminent speakers.

- share their experiences such as journeys, visits, etc. in pairs /groups
- introduce self, converse with other persons, participate in role play / make speeches, reproduce speeches of great speakers

(This may be done through group SMSes, mobile calls, or apps like WhatsApp/Telegram/Google Meet. Teachers can contact learners directly or create groups of learners)

Competency/Skill—Vocabulary

- Give examples for using a dictionary as a reference book for finding multiple meanings of a word in a variety of contexts.
- Guide learners and their parents on conducting following activities for enhancing vocabulary related to the theme.

You can share pictures of historical events and ask learners to label them with appropriate words.

You can develop more activities for vocabulary development by

- ✓ showing picture/object/illustration and asking for appropriate word(s)
- ✓ word web



<p>The learner</p> <ul style="list-style-type: none"> • reads excerpts, dialogues, poems, • commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them. • reads textual/non-textual materials in • English/Braille with comprehension. • identifies details, characters, main idea and sequence of ideas and events while reading. • reads, compares, contrasts, thinks critically and relates ideas to life. 	<p>dictionary.cambridge.org › dictionary</p> <p>QR codes of the textbook have some additional activities.</p> <p>Use ICT (Internet, mobile, website, YouTube, TED talks etc) to browse for information, for projects/PPTs etc.</p> <p>These could be used by all learners.</p> <p>http://ncert.nic.in/textbook/textbook.htm</p>	<ul style="list-style-type: none"> ✓ crossword ✓ word ladder ✓ giving synonyms ✓ giving antonyms ✓ explaining through context ✓ using dictionaries <p>WEEK 10</p> <p>Reading</p> <p>As a pre-reading exercise to motivate the learners, elicit from them their favourite comic character and why they like it.</p> <p>You can then have a discussion on why they prefer comic strips to stories written in text (i.e. written in paragraph format).</p> <p>Ask the learners if they have noticed something special/different about this lesson, and how does it vary from lessons in their textbooks?</p> <p>The discussion should bring out points like pictures, dialogues, simple and sentences, speech bubbles with arrows pointing at the characters, the expressions on the characters' faces, visual images of the background of the story, especially historical stories, and so on.</p> <p>While reading activity—</p> <ul style="list-style-type: none"> • Depending on the length of the text divide it into parts and while reading the text check the comprehension of the learners for each part. <p>Comprehension check can be conducted by using</p> <ul style="list-style-type: none"> ✓ true/false, ✓ matching, ✓ multiple choices, ✓ short answer, ✓ gap filling,
---	---	--



- reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc. (extensive reading)

The learner

- prepares a write up after seeking information in print / online, notice board, newspaper, etc.
- communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech, etc.)
- writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising.
- writes short paragraphs coherently in English/ Braille with a proper beginning, middle and end with appropriate punctuation marks.
- writes answers to textual/non-textual questions after comprehension / inference; draws character sketch, attempts extrapolative writing.

QR codes of the textbook have some additional activities.

These could be used by all learners.

- ✓ completion type,
- ✓ word attack
- ✓ questions and answer
- ✓ table completion type questions, etc.

End of the text questions can be attempted by the learners for global comprehension check.

Ask the learners which aspect of History they like from their course (Social Science/History) and why? They can write a paragraph explaining why.

WEEK 11

Grammar

This lesson has a lot of examples of reported speech.

This exercise will help the learners practice the grammatical function of direct and indirect speech. You can share some rules for changing direct into reported speech

You may revise the tenses and then take up the reported speech.

- Give learners examples of the grammar item and then ask them to underline these grammar items in the text.
- Ask them to look for more examples online and share them via email or text.

Writing

Divide the class into small groups and give each group a section from the lesson. Then ask them to try and rewrite the story in text form.

They can use the dialogues as they are, or change the direct narration into reported speech.

At the end of the activity, you can consolidate all the paragraphs to form a coherent story.

Share the steps of the Process Approach to Writing with the learners .

- ✓ **Brainstorming:** writing down many ideas that may come to an individual's mind or through discussions, pair work, group work



- writes email, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/ biographical experiences etc.
- develops a skit (dialogues from a story) and story from dialogues.

- ✓ **Outlining:** organising the ideas into a logical sequence
- ✓ **Drafting:** writer concentrates on the content of the message (rather than the form).
- ✓ **Revisions:** in response to the writer's second thoughts or feedback provided by peers or teacher, the draft is revised.
- ✓ **Proof-reading:** with an emphasis on form. Correct the language and appropriateness of its use.
- ✓ **Final draft:** write the final draft now.

WEEK 12

Poem: Macavity— the Mystery Cat

Macavity the 'mystery' cat has been described in human terms in this poem.

The cat's general patterns of behaviour have been dramatised in such a manner that its actions seem to resemble those of master criminals.

The poem builds a sense of excitement and mystery by hinting that Macavity is a riddle for everybody.

After the learners have read the poem once, ask them, to list all the words in the poem that refer to the law, and breaking the law.

Their list should include words like Scotland Yard, Hidden Paw, master criminal and crime. (Definitions of Scotland Yard and the Flying Squad are mentioned in the glossary)

Steps to teach poetry

- Begin with a warm-up which is thematically related to the poem such as encouraging learners to talk about any experiences that relate to the theme of the poem, using pictures, newspaper articles etc as prompts
- Talk about the background of the poem or poet
- Ask the learners to read the poem aloud
- Ask a simple question or two related to the theme of the poem to help learners recall words, phrases and even lines from the poem
- Ask them to read the poem aloud a second time



		<p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Ask the learners to read the poem silently. <p>Learners will now listen to as well as follow the poem in their books.</p> <ul style="list-style-type: none"> • Ask one or two questions from the poem <p>The description of Macavity tells us that he is a very odd and mysterious creature. You can ask learners to identify the lines that describe Macavity.</p> <p>Having read the poem, try to guess whether the poet is fond of cats or not?</p> <p>Project</p> <p>Read two stories from the Supplementary Reader and write their review.</p> <p>OR</p> <p>Write two poems about any other animal of your choice. Add images or annotate with videos if creating online.</p>
--	--	--



संस्कृतम्

अधिगम प्रतिफल (Learning Outcomes)	उपयुक्त संसाधन	सप्ताहवार सुझावात्मक/गतिविधियाँ (अध्यापकों के सहयोग से अभिभावकों द्वारा संचालित)
<ul style="list-style-type: none"> पूर्व पठित शब्दों का स्मरणपूर्वक अवबोध कर उत्तर दे सकते हैं। पूर्व कक्षा में पढ़े गए संस्कृतभाषा के शब्दों को बोलने में समर्थ हैं। उत्साहपूर्वक गद्य एवं पद्यों का उच्चारण कर सकेंगे। लघुवाक्य विन्यास कर सकेंगे। 	<p>एनसीईआरटी द्वारा अथवा राज्यों द्वारा निर्मित पाठ्यपुस्तक, घर में उपलब्ध पठन लेखन सामग्री अन्य दृश्य-श्रव्य सामग्री जैसे इंटरनेट वेबसाइट, रेडियो दूरदर्शन यू ट्यूब (एनसीईआरटी ऑफिशियल) चैनल आदि के माध्यम से संस्कृत भाषा विषयक ज्ञान प्राप्त कर सकते हैं।</p>	<p>पाँचवाँ सप्ताह</p> <p>(पूर्व कक्षा की गतिविधियों का अनुस्मरण कराएँ साथ ही लिङ्ग, विभक्ति, वचन एवं कारकों के विषय में बताते हुए वाक्य प्रयोग करना सिखाएँ।)</p> <p>पठन एवं लेखन भाषण कौशल</p> <ul style="list-style-type: none"> पूर्वकक्षा में पठित विषय का अनुस्मरण कराते हुए पद, वाक्यांश एवं श्लोक लेखन एवं उच्चारण हेतु प्रेरित करें। लिङ्ग, विभक्ति, वचन एवं कारकों के विषय में बतायें। व्यावहारिक शब्दों की परिचर्चा करें, यथा – मम नाम प्रकाशः। तव नाम किम्? मम नाम ऋचा। अहं शिशुमन्दिरे पठामि। त्वं कुत्र पठसि। माठिप येलाद्यवयिदोवस हंअ ? सम्प्रति त्वं कुत्र गच्छसि इत्यादि.. <p>विश्वस्य उपलब्धासु भाषासु संस्कृतभाषा प्राचीनतमा भाषा अस्ति। भाषेयम् अनेकासाम् भाषाणां जननी मता। प्राचीनयोः ज्ञानविज्ञानयोः निधिः अस्यां सुरक्षितः। संस्कृतस्य महत्त्वविषये केनापि कथितम्- भारतस्य प्रतिष्ठे द्वे संस्कृतं संस्कृतिस्तथा।</p> <p>विद्या नाम नरस्य रूपमधिकं प्रच्छन्नगुप्तं धनम्, विद्या भोगकरी यशःसुखकरी विद्या गुरुणां गुरुः। विद्या बन्धुजने विदेशगमने विद्या परम् दैवतम्, विद्या राजसु पूज्यते न हि धनं विद्या विहीनः पशुः।</p> <p>छठा सप्ताह</p> <p>(प्रथम सप्ताह की गतिविधियों को ध्यान में रखते हुए अष्टम कक्षा की पाठ्यपुस्तक का मञ्जल श्लोक के साथ सुभाषित पाठ पढ़ने व स्मरण रखने हेतु प्रेरित करें तथा कर्ता एवं कर्म कारक का वाक्य प्रयोग करना सिखाएँ)</p> <p>श्रवण, भाषण, पठन एवं लेखन कौशल</p> <ul style="list-style-type: none"> पाठ्यपुस्तक में समागत मञ्जल श्लोक सुभाषित आदि छन्दोबद्ध पाठ का शुद्ध उच्चारणपूर्वक अभ्यास कराएँ। पाठांश में आए कठिन शब्दों के अर्थ बताएँ। पाठ में विद्यमान पाठ्य विषयवस्तु के शुद्ध पढ़ने एवं लिखने हेतु प्रेरित करें, यथा –
<ul style="list-style-type: none"> श्लोकादि पद्यों का योग्य उच्चारण कर सकेंगे। सूक्तियों के तात्पर्य को समझकर व्यवहार में प्रयोग कर सकेंगे। पाठ में आए शब्दों के अर्थ दूसरी भाषा में बता सकेंगे। सुभाषित श्लोक स्मरण करके सुना सकेंगे। कर्ता एवं कर्म कारक का वाक्य में प्रयोग कर सकेंगे। 		



- पाठगत शब्दों का योग्य उच्चारण कर सकेंगे।
- पाठ में आये शब्दों के अर्थ दूसरी भाषा में बता सकेंगे।
- समानान्तर वाक्यांश लेखन कर सकेंगे।
- करण एवं सम्प्रदान कारक का वाक्यमें प्रयोग कर सकेंगे।

- पाठगत शब्दों का योग्य उच्चारण कर सकेंगे।
- पाठ में आये शब्दों के अर्थ दूसरी भाषा में बता सकेंगे।
- समानान्तर वाक्यांश लेखन कर सकेंगे।

- ✓ गुणाः गुणज्ञेषु गुणा भवन्ति,
ते निर्गुणं प्राप्य भवन्ति दोषाः।
सुस्वादुतोयाः प्रभवन्ति नद्यः
समुद्रमासाद्य भवन्त्यपेयाः॥
गुणज्ञेषु = गुणियों में
सुस्वादुतोयाः = स्वादिष्ट जल
प्रभवन्ति = निकलती है
समुद्रमासाद्य = समुद्र में मिलकर

सातवां सप्ताह

(पूर्व सप्ताह की गतिविधियों को ध्यान में रखते हुए अष्टम कक्षा की पाठ्यपुस्तक की प्रेरक संवाद, कथाओं को पढ़ने हेतु प्रेरित करें तथा करण एवं सम्प्रदान कारक का वाक्य प्रयोग करना सिखाएँ)

श्रवण, पठन एवं लेखन कौशल

- पाठ्यांश का शुद्ध उच्चारणपूर्वक अभ्यास कराएँ।
- पाठ में आए कठिन शब्दों के अर्थ बताएँ।
- पाठ में विद्यमान पाठ्य विषयवस्तु के शुद्ध पढ़ने एवं लिखने हेतु प्रेरित करें, यथा – बिलस्य वाणी न कदापि मे श्रुता, कण्टकेनैव कण्टकम्, कः रक्षति कः रक्षितः इत्यादि...
- कस्मिंश्चित् वने खरनखरः नाम सिंहः प्रतिवसति स्म। सः कदाचित् इतस्ततः परिभ्रमन् क्षुधार्तः न किञ्चिदपि आहारं प्राप्तवान्...।
- अरे परमिन्दर! त्वमपि विद्युदभावेन पीडितः बहिरागतः? आम् एकतः प्रचण्डातपः कालः अन्यतश्च विद्युदभावः परं बहिरागत्यापि पश्यामि यत् वायुवेगः तु सर्वथा अवरुद्धः। सत्यमेवोक्तम्...।

कस्मिंश्चित् वने (कस्मिन्+चित्) = किसी वन में

क्षुधार्तः (क्षुधा+आर्तः) = भूख से व्याकुल

विद्युदभावेन = बिजली चले जाने के कारण

अवरुद्धः = रुका हुआ

आठवाँ सप्ताह

(पूर्व सप्ताह की गतिविधियों के साथ नाटक/निबन्धों/वातावरण सम्बन्धित वार्तालाप को लिखना पढ़ना एवं उसके निहितार्थ को बताएँ तथा अपादान एवं अधिकरण कारक का वाक्य प्रयोग करना सिखाएँ।)



<ul style="list-style-type: none"> ● अपादान एवं अधिकरण कारक का वाक्यमें प्रयोग कर सकेंगे। <ul style="list-style-type: none"> ● पाठ से सम्बन्धित प्रश्नों के उत्तर दे सकेंगे। ● पाठ में समागत शब्दों के अर्थ दूसरी भाषा में बता सकेंगे। ● सामाजिक गतिविधियों को समझकर उसके विषय में लिख सकेंगे। ● समानान्तर अन्य कथानक कह सकेंगे। ● पढ़े हुए शब्दों का वाक्य प्रयोग एवं लेखन कर सकेंगे। ● सम्बन्ध (षष्ठी विभक्ति) पदों का वाक्यमें प्रयोग कर सकेंगे। ● अधिकरण कारक वाक्य में प्रयोग कर सकेंगे। 		<p>पठन, लेखन एवं भाषण, कौशल-</p> <ul style="list-style-type: none"> ● पाठ्यपुस्तक में समागत पाठों को पढ़ने एवं शुद्ध लेखन हेतु प्रेरित करें। ● नाटक/निबन्ध के निहितार्थ को भी बोधित करें। ● गद्यांशों में आए शब्दों के शब्दार्थ भी छात्रों को बताएँ, यथा- गृहं शून्यं सुतां विना, डिजी भारतम्, संसारसागरस्य नायकाः इत्यादि। ● अद्य सम्पूर्णविश्वे डिजिटलइंडिया इत्यस्य चर्चा श्रूयते। अस्य पदस्य कः भावः? इति मनसि जिज्ञासा उत्पद्यते। कालपरिवर्तनेन सह मानवस्य आवश्यकता अपि परिवर्तते।... ● के आसन् ते अज्ञातनामानः? शतशः, सहस्रशः तडागाः सहसैव शून्यात् न प्रकटीभूताः। इमे एव तडागाः अत्र संसारसागराः इति।... <p>जिज्ञासा = जानने की इच्छा उत्पद्यते = उत्पन्न होता है परिवर्तते = बदलता है तडागाः = तालाब सहसैव = अचानक ही प्रकटीभूताः = प्रकट हुए</p> <p>नौवाँ सप्ताह</p> <p>(पूर्व सप्ताह की गतिविधियों के साथ किसी सामाजिक व्यक्तित्व की जीवनी को लिखना पढ़ना एवं उनके योगदान को बताएँ तथा षष्ठी विभक्ति (सम्बन्ध) एवं अधिकरण कारक वाक्य प्रयोग करना सिखाएँ।)</p> <p>पठन, लेखन एवं भाषण, कौशल</p> <ul style="list-style-type: none"> ● पाठ्यपुस्तक में समागत किसी सामाजिक व्यक्तित्व की जीवनी पढ़ने एवं शुद्ध लेखन हेतु प्रेरित करें। ● अध्ययन से प्राप्त शिक्षा का उल्लेख कराएँ। ● निहितार्थ बोधित करते हुये गद्यांशों में आए कठिन शब्दों के अर्थ भी बताएँ। यथा- आर्यभट्टः, सावित्री बाई फुले इत्यादि। ✓ महान् गणितज्ञः ज्योतिर्विच्च आर्यभट्टः। पृथ्वी स्थिरा वर्तते इति परम्परया प्रचलिता रूढिः तेन प्रत्यादिष्टा।... <p>ज्योतिर्विच् = ज्योतिषी रूढिः = प्रचलित प्रथा/रिवाज प्रत्यादिष्टा = खण्डन किया</p>
--	--	---



- पाठ से सम्बन्धित प्रश्नों के उत्तर दे सकेंगे।
- पाठ में आये शब्दों के अर्थ दूसरी भाषा में बता सकेंगे।
- पढ़े हुए शब्दों का वाक्य प्रयोग एवं लेखन कर सकेंगे।
- संख्यावाचक पदों का वाक्यमें प्रयोग कर सकेंगे।
- उपसर्गों का वाक्य में प्रयोग कर सकेंगे।

- पाठ से सम्बन्धित प्रश्नों के उत्तर दे सकेंगे।
- पाठ में आए शब्दों के अर्थ दूसरी भाषा में बता सकेंगे।
- पढ़े हुए शब्दों का वाक्य प्रयोग एवं लेखन कर सकेंगे।
- पाठों में प्रयुक्त नामपदों एवं क्रियापदों का वाक्यमें प्रयोग कर सकेंगे।
- तद्धित, कृत् आदि प्रत्ययों का वाक्य में प्रयोग कर सकेंगे।

दसवां सप्ताह

(पूर्व सप्ताह की गतिविधियों के साथ प्रेरक कथा/ऐतिहासिक व्यक्तित्व/स्थान/धरोहर (राष्ट्रीय स्मारक) आदि की कथा को लिखना पढ़ना एवं उसके निहितार्थ को बताएँ तथा संख्या वाचक शब्द और उपसर्गों का वाक्य प्रयोग करना सिखाएँ।)

पठन, लेखन, श्रवण एवं भाषण, कौशल

- पाठ्यपुस्तक में समागत कथा सम्बन्धित पाठों को पढ़ने एवं शुद्ध लेखन हेतु प्रेरित करें।
- पाठ से प्राप्त ज्ञान को व्यवहार में लाने हेतु प्रेरित करें।
- निहितार्थ बोधित करते हुये गद्यांशों में आए

कठिन शब्दों के अर्थ भी बताएँ। यथा- सप्त भगिन्यः इत्यादि।

- अध्यापिका- सुप्रभातम्
छात्राः- सुप्रभातम्, सुप्रभातम्
अध्यापिका- भवतु अद्य किं पठनीयम्?
छात्राः- वयं सर्वे स्वदेशस्य राज्यानां विषये ज्ञातुमिच्छामः।
अध्यापिका- शोभनम्। तर्हि वदन्तु। अस्माकं देशे कति राज्यानि सन्ति?

पठनीयम् = पढ़ना चाहिए

ज्ञातुम् = जानने के लिए

कति = कितने

ग्यारहवां सप्ताह

(पूर्व सप्ताह की गतिविधियों के साथ प्रहेलिका/देशिक वैविध्यता/परस्पर व्यवहार आदि में से किसी विषय में लिखना पढ़ना सिखाएँ एवं उसके महत्व को बताएँ तथा पुस्तकस्थ पाठों में प्रयुक्त नामपदों एवं क्रियापदों का तथा कृत् तद्धित आदि प्रत्ययों का वाक्य प्रयोग करना सिखाएँ।)

पठन, लेखन, श्रवण एवं भाषण, कौशल

- पाठ्यपुस्तक में समागत पाठों को पढ़ने एवं शुद्ध लेखन हेतु प्रेरित करें।
- पठित पाठ से प्राप्त विषय का संक्षेप में लेखन कराएँ।
- निहितार्थ बोधित करते हुये गद्यांशों में आए कठिन शब्दों के अर्थ भी बताएँ। यथा-प्रहेलिका आदि।

✓ कस्तूरी जायते कस्मात्?

को हन्ति करीणां कुलम्?

किं कुर्यात् कातरो युद्धे

मृगात् सिंहः पलायते।।

हन्ति = मारता है

कातरः = कायर

करीणाम् = हाँथी का



- पाठ में आये शब्दों के अर्थ दूसरी भाषा में बता सकेंगे।
- पठित पद्यों का शुद्ध उच्चारण कर सकेंगे।
- पद्यों के पदार्थ को समझने में समर्थ होते हैं।
- गीत को यथायोग्य लयबद्ध गायन के साथ पढ़ सकेंगे।

बारहवाँ सप्ताह

(पूर्व सप्ताह की गतिविधियों के साथ नीतिश्लोक/ संस्कृतगीत/ पद्यकाव्य का शुद्ध उच्चारण तथा सस्वर गायनविधि एवं लिखना पढ़ना सिखायें तथा स्वर वर्णों की सन्धि करना बतायें।)

पठन, लेखन एवं श्रवण कौशल-

- पाठ में समागत नीतिश्लोक/ संस्कृतगीत आदि पद्यों को शुद्ध पढ़ने एवं लेखन हेतु प्रेरित करें।
- पद्यगत भावों को सुस्पष्ट रूप से बोधित करें।
- पद्यांशों में आये कठिन शब्दों के अर्थ भी बतायें। यथा- नीतिनवनीतम्, संस्कृतगीतम् इत्यादि...।

- ✓ अभिवादनशीलस्य नित्यं वृद्धोपसेविनः।
चत्वारि तस्य वर्धन्ते आयुर्विद्या यशो बलम्॥
- ✓ सर्वं परवशं दुःखं सर्वमात्मवशं सुखम्।
एतत् विद्यात् समासेन लक्षणं सुखदुःखयोः॥

अभिवादनशीलस्य = प्रणाम करने के स्वभाव वाले का
वृद्धोपसेविनः = बड़ों की सेवा करने वाले के
विद्यात् = जानना चाहिए
समासेन = संक्षेप में



Urdu

ماخذ (Sources)	آموزشی ما حاصل (Learning Outcomes)
<p>مجوزہ سرگرمیاں / طریقہ کار (Week-wise Activities / Pedagogy)</p> <p>پہلا اور دوسرا ہفتہ (سمجھ کر سنتے، بولتے، پڑھتے اور لکھتے ہوئے) طلباء ان سرگرمیوں کو والدین / اساتذہ کی مدد سے کر سکتے ہیں۔ بچو! پچھلی جماعتوں میں آپ نے مختلف مضامین جو کہ ماحولیات، سائنس اور کھیلو اور آلودگی کے موضوعات پر مبنی تھے، ان کو پڑھا ہوگا۔ پانچواں اور چھٹا ہفتہ:</p> <p>طلباء مختلف موضوعات کو مضامین کو این سی ای آر ٹی کی کتابوں یا دوسرے TCI کے ذرائعوں سے حاصل کر کے پڑھ سکتے ہیں۔ ان مضامین کو پڑھ کر اس پر اپنے والدین سے گفتگو کر سکتے ہیں، جیسے سائنس داں میگھ ناسا، یا ہاکی کا جاوگر دھیان چند، آلودگی کے مضر اثرات وغیرہ مضامین کو پڑھ کر اپنے خیالات کا اظہار لکھ کر سکتے ہیں۔</p> <p>زبان کے مختلف رجسٹر پر بھی غور کر سکتے ہیں جیسے سائنسی مضمون کے لیے کن کن لفظوں کا استعمال کیا جا سکتا ہے اسی طرح آلودگی پر کون کون سے لفظوں کو لکھا جا سکتا ہے، آلودگی کے مضر اثرات میں سب طرح کی آلودگی جیسے فضائی آلودگی، آبی آلودگی، صوتی آلودگی پر گفتگو کر سکتے ہیں اور ان پر ایک مضمون لکھ سکتے ہیں۔</p> <p>آج کل لوک ڈاؤن میں آلودگی کتنی کم ہوئی ہے اس پر گفتگو کر کے اس کے بارے میں لکھا جا سکتا ہے صحت اور صفائی سے متعلق بھی اپنے تجربات کو مضمون کی شکل میں لکھا جا سکتا ہے۔ طلباء اس پر ایک رول پلے بھی کر سکتے ہیں۔</p> <p>سوانح کو اردو کی این سی ای آر ٹی کتاب یا کسی دوسری ریاست کی کتاب سے پڑھ سکتے ہیں۔ اسکے علاوہ بچوں میں پچھلی جماعتوں میں بھی کچھ سوانحی حصوں کو سنا اور پڑھا ہوگا۔ بچے سوانحی عمری کو سن کر یا پڑھ کر اس کے بارے میں اپنے والدین سے گفتگو کر سکتے ہیں۔ سوانحی عمری میں کسی شخص کی پیدائش سے لے کر وفات تک کے سبھی حالات کو لکھا جاتا ہے۔ جس سے ان کی زندگی کے سبھی واقعات بچپن، تعلیم، دوست، احباب اور ان کے رشتہ داروں سے متعلق معلومات حاصل ہوتی ہے۔ طلباء اسے گھر میں سوانحی عمری پر گفتگو کر کے اس کے بارے میں اپنے تاثرات کو لکھ سکتے ہیں۔</p> <p>ساتواں اور آٹھواں ہفتہ:</p> <p>طلباء اپنے گھر کے وہ افراد جو حیات نہیں ہیں، ان کے بارے میں ساری معلومات گھر والوں سے معلوم کر کے ان کی تاریخ پیدائش، وطن، تعلیم، نوکر اور تجارتی اسکے اخلاقی پہلو پر بھیسوا کھمراہ لکھتے ہیں۔</p> <p>سوانحی عمری اور کہانی کے فرق کو سمجھانے کے لیے اساتذہ والدین طلباء کے سامنے سوانحی عمری کا ایک حصہ اور کہانی کو رکھ کر دونوں کے فرق پر گفتگو کر کے اپنے خیالات کا اظہار کر سکتے ہیں۔ ان لائن کچھ سوانحی عمریوں کو تلاش کر کے پڑھ سکتے ہیں۔ کچھ مشہور سوانحی عمریوں کے نام بھی تلاش کر کے اپنی کاپی میں لکھ سکتے ہیں۔ اساتذہ یا والدین طلباء سے کسی شاعر یا مصنف کے بارے میں سوانحی حالات اور ان کے ادبی کارناموں سے متعلق گفتگو کر سکتے ہیں طلباء کو دو یا تین دن کا وقت دے کر ایک کوزہ بھی کرا سکتے ہیں۔ اس سے طلباء میں خود اعتمادی بڑھے گی، حاضر دماغی اور حاضر جوابی کی صلاحیت میں اضافہ ہوگا اور مطالعے کی عادت کو فروغ حاصل ہوگا۔</p>	<p>اردو کی NCERT کی کتابوں میں</p> <p>دیے گئے RQ Code میں</p> <p>دی گئی -uA oid اور Video کو بھی دیکھ اور سن سکتے ہیں۔</p> <p>طلباء اور والدین مندرجہ ذیل ذرائعوں کا استعمال کر سکتے ہیں، جو آن لائن دستیاب ہیں۔</p> <p>N C E R T Y o u - t u b e O f - f i c i a l N R O E R پر دیکھ سکتے ہیں۔</p> <p>N I S H T H A Portal http://ilpd/nert.gov.in</p> <p>http://e-path-shala.nic.in/topic-d.php?id=4814</p> <p>Competency/ Skill (سننا، بولنا، پڑھنا، لکھنا)</p> <ul style="list-style-type: none"> • مختلف موضوعات پر لکھے گئے مضامین کو سن کر اس پر اپنی رائے کا اظہار کرتے ہیں۔ • مضامین کو مناسب لب و لہجے کے ساتھ پڑھتے ہیں۔ • مضامین کو مناسب لفظوں میں وضاحت کے ساتھ لکھتے ہیں۔ • مضامین کو لکھتے وقت نئے لفظوں کا استعمال کر سکتے ہیں۔ • سوانحی عمری کو مناسب لب و لہجے کے ساتھ پڑھتے ہیں اور اس پر اظہار کرتے ہیں۔ • سوانحی عمری کو پڑھ کر اسے اپنے لفظوں میں سناتے ہیں۔ • سوانحی عمری کو مناسب لفظوں یا جملوں کی مدد سے لکھتے ہیں۔ • سوانحی عمری اور کہانی کے فرق کو سمجھتے ہیں۔



Arts Education

- Daily time to be spent for Visual Arts activities: 30-45 minutes
- Activities given in the earlier calendar have to be completed first, which might take 8 weeks to complete, then continue with the following activities.

Class VI

Visual Arts

<i>Learning Outcomes</i>	<i>Suggested Activities</i>	<i>Resources/ materials</i>
<p>The learner</p> <ul style="list-style-type: none"> • demonstrates critical and analytical thinking in selecting ideas • demonstrates safe use of art materials and equipment. Stores art work, materials and equipments carefully • refines work using problem solving and critical thinking skills • utilises a range of subject matter, symbols, and ideas in his/her work and in expression of thoughts • understands and applies elements and principles of design effectively 	<p>WEEKS 5 AND 6</p> <p>Make 10 quick drawings by sketching different objects inside your house; fruits, vegetables, utensils, pots, stationary etc.</p> <p>WEEK 7</p> <p>Make a drawing of 1-2 objects kept together, either finish its line, texture, shadow, light and shade with pencil or colour them.</p> <p>WEEK 8</p> <p>Make 10 quick drawings by sketching simple figures of parents, grandparents, siblings and any other family member in the house or seen from balcony, veranda or window of your house.</p> <p>WEEK 9</p> <p>Make a drawing or painting on a separate sheet using the sketched figure/s, engaged in some work or sleeping, relaxing, reading newspaper, etc. Drawing should be with details of figures, drapery/ dress showing its folds, etc. The detailed finishing either in drawing or colouring might take the whole week.</p>	<p>Pencil B, 2B, 4B</p> <p>Sheets (even one side used sheets, old copies/ exercise books, etc., will also do)</p> <p>Bind the loose sheets together into a sketch book.</p> <p>Sketches have to be quick, free hand without using any tools like eraser, ruler or compass.</p> <p>Drawing book/ copy</p> <p>Loose sheets of A3 or A 4 size</p> <p>Water colours, brushes of different sizes</p> <p>Crayons, sketch pens</p> <p>Found objects for 3D works</p>



- identifies and discriminates between types of shapes (geometric and organic), colors (primary, secondary, complementary, intermediate, neutral, tint, tone, shade etc.), lines (characteristics, quality), textures (tactile and visual), and space (background, middle ground, foreground, placement, perspective, overlap, negative, converging lines positive, size, color), balance (symmetrical, asymmetrical, radial) and use of proportion, rhythm, variety, repetition, and movement in their work.

WEEK 11

Collect different materials which are not being used like leaves, dried petals, old newspaper, magazines, buttons, embroidery threads, shell etc. from your home and create a collage, using these objects. You can use a hard surface like, gatta/ cardboard, corrugated sheet used for packing, plywood etc.

WEEK 12

In the last week, and before the schools reopen, students will prepare their portfolio to keep all their works. They will organise all the work sheets, date wise, check all their works, in case any work is unfinished, they can finish it. Make a neat folder, they may use an old portfolio or file, cover it and make it artistic while decorating the same, using their creativity and crafts skills, acquired during the holidays. Put a label on the cover with name, class, section etc. written neatly.

For 3 D works, they may keep it carefully to carry to the school. Mark them with their name, class, etc.

Old newspapers, magazines, calendar, greeting cards, and other found objects.



Class VII

<i>Learning Outcomes</i>	<i>Suggested Activities</i>	<i>Resources/ Materials</i>
<p>The learner</p> <ul style="list-style-type: none"> • demonstrates critical and analytical thinking in selecting ideas • demonstrates safe use of art materials and equipment. Stores art work, materials and equipments carefully • Refines work using problem solving and critical thinking skills • utilises a range of subject matter, symbols, and ideas in his/her work and in expression of thoughts • understands and applies elements and principles of design effectively • identifies and discriminates between types of shapes (geometric and organic), colors (primary, secondary, complementary, intermediate, neutral, tint, tone, shade etc.), lines (characteristics, quality), textures (tactile and visual), and space (background, middle ground, foreground, placement, perspective, overlap, negative, converging lines positive, size, color), balance (symmetrical, asymmetrical, radial) and use of proportion, rhythm, variety, repetition, and movement in their work. • appreciates creativity 	<p style="text-align: center;">WEEKS 5 AND 6</p> <p>Still Life; Select objects of daily use such as bottles, pots, keys, utensils, stationary, etc. and arrange them (3-4 objects) together, observe them to proportion, understand space, shadow, light, shade, treatment of materials; plastic, transparent and opaque, metals etc., arrangement and design. Draw them fair, it may take a few days to improve the drawing. Once drawing is over, select any painting medium to paint them, using line, texture, shadow, light and shade, shape etc. and giving them a 3D impact without using any tools like eraser, ruler or compass.</p> <p style="text-align: center;">WEEKS 7 AND 8</p> <p>Drawing book/s</p> <p>Life Study— Draw human figure and details of body structure, facial features like eyes, nose, eyebrows, lips, cheek bones, proportion of body parts etc. Also, draw separately the body parts and limbs, try to do shading with pencils to create, depth, lines, texture, effects etc. For life study, draw people around you, in different actions, moods, postures, etc.</p> <p>Draw and paint a composition from topics, which involve and explore traditions through festivals you celebrate, such as, Dusshera, Diwali, Eid, Gurupurab, Pongal, Onam, Bihu, Christmas, etc. Human figures may be simple and taken from sketching practice, done in last week.</p> <p style="text-align: center;">WEEK 9</p> <p>Traditions; Study and draw from objects being used in households, and handed down through the family traditions and inheritance. Also, can enquire from elders at home about traditional dresses and costumes, designs and motifs, crafts objects, jewellery, etc., and draw them and paint.</p>	<p>Pencil B, 2B, 4B</p> <p>Sheets (even one side used sheets, old copies/ exercise books etc. will also do)</p> <p>Bind the loose sheets together into a sketch book.</p> <p>Sketches have to be quick, free hand without using any tools like eraser, ruler or compass.</p> <p>Drawing book/ copy</p> <p>Loose sheets of A3 or A 4 size</p> <p>Water colours, poster colours, brushes of different sizes</p> <p>Crayons, sketch pens</p> <p>Found objects for 3D works</p> <p>Old newspapers, magazines, calendar, greeting cards, and other found objects.</p>



Jewellery may also be made with, if any of the students are interested. They can find materials at home and make them in traditional style.

WEEKS 10 AND 11

Nature study: Make a poster on any of the aspects related with saving environment; it could be Save Earth, Save Water, Save Power, Save Tiger/ Wild life etc. For this, first decide/ conceptualise the theme, the components/ elements of the poster, make it in aA 3 or similar size of sheet. Think of a caption related with the theme and write down in an appropriate font type and size.

WEEK 12

In the last week, and before the schools reopen, students will prepare their portfolio to keep all their works. They will organise all the work sheets, date wise, check all their works, in case any work is unfinished, they can finish it. Make a neat folder, they may use an old portfolio or file, cover it and make it artistic while decorating the same, using their creativity and crafts skills, acquired during the holidays. Put a label on the cover with name, class, section, etc., written neatly.

For 3D works, they may keep it carefully to carry to the school. Mark them with their name, class, etc.



Class VIII

<i>Learning Outcomes</i>	<i>Suggested Activities</i>	<i>Resources/Materials</i>
<p>The learner</p> <ul style="list-style-type: none"> • demonstrates critical and analytical thinking in selecting ideas • demonstrates safe use of art materials and equipment. Stores art work, materials and equipments carefully • refines work using problem solving and critical thinking skills • utilises a range of subject matter, symbols, and ideas in his/her work and in expression of thoughts • understands and applies elements and principles of design effectively • identifies and discriminates between types of shapes (geometric and organic), colors (primary, secondary, complementary, intermediate, neutral, tint, tone, shade etc.), lines (characteristics, quality), textures (tactile and visual), and space (background, middle ground, foreground, placement, perspective, overlap, negative, converging lines positive, size, color), balance (symmetrical, asymmetrical, radial) and use of proportion, rhythm, variety, repetition, and movement in their work. 	<p>WEEK 5</p> <p>Still life; Select 4-5 objects of different materials such as glass, metal, plastic, fabric, daily use simple objects in the house, matchbox covers, book covers, pens, shoes and socks, utensils, etc. to be selected and kept in a group to understand light and shade, texture and arrangement. Try to observe it, study carefully. If you had done the still life last month with pencil shading, you may colour it or vies versa.</p> <p>WEEK 6</p> <p>Life study; Sketch and draw, trying to catch the movement in a human figure or a group of figures. Similarly, a flying bird or about to fly, a pet or animal (dog, cat) in a sleeping or alert positions etc. Once, practiced, a composition with human and animal, bird figures, a composition can be drawn and painted. To paint the human figure with colour, the colour used to heighten the aspect of time and space, in occupation or relaxation.</p> <p>WEEK 7</p> <p>Tradition based activities</p> <p>Draw and paint traditional but personal themes from and involving tradition such as marriage in the family, birth etc. To draw and develop designs for traditional crafts, such as, jewellery, pots, hand fans, textiles etc. Create the scenes and paint.</p> <p>WEEK 8</p> <p>Make a composition of 'My Dream', it could be a ZOO, a house, a school, a playground, anything which you have experienced and imagined.</p>	<p>Pencil B, 2B, 4B</p> <p>Sheets (even one side used sheets, old copies/ exercise books, etc. will also do)</p> <p>Bind the loose sheets together into a sketch book.</p> <p>Sketches have to be quick, free hand without using any tools like eraser, ruler or compass.</p> <p>Drawing book/ copy</p> <p>Loose sheets of A3 or A 4 size</p> <p>Water colours, poster colours, brushes of different sizes</p> <p>Crayons, sketch pens</p> <p>Found objects for 3D works</p> <p>Old newspapers, magazines, calendar, greeting cards, and other found objects.</p>



WEEKS 9 AND 10

Select a theme from your language or History textbook, select the characters and plot, imagine

you are in the centre and illustrate it, first make drawings, then compose them and make a composition. The background can show the elements of nature, building, etc.

WEEK 11

Building; Study the different elements of a building; may be it is your own house or the house/ building in the front. The proportion between the height of the room, the window and the door, the stairs, the depth and the perspective, a corner of the room, the depth shown in the building in front of your home. At least make 10 drawings of different elements of structure/ building architecture.

WEEK 12

In the last week, and before the schools reopen, students will prepare their portfolio to keep all their works. They will organise all the work sheets, date wise, check all their works, in case any work is unfinished, they can finish it. Make a neat folder, they may use an old portfolio or file, cover it and make it artistic while decorating the same, using their creativity and crafts skills, acquired during the holidays. Put a label on the cover with name, class, section etc. written neatly.

For 3D works, they may keep it carefully to carry to the school. Mark them with their name, class etc.



Music

Guidelines

The purpose of learning Music at the upper primary level is to know the varied types of Music that exist since ages in the country.

Let us identify them, learn and sing them, understand their connections with other school subjects. Enjoy and practice singing and playing musical instruments regularly. (For detailed guidelines please see the activities in the Performing Arts category of the four week Alternate Academic Calendar for the Upper Primary Stage.)

Class VI

Learning Outcomes	Suggested activities	Sources/ Resources
<p>The learner</p> <ul style="list-style-type: none"> likes and learns and sings songs sung during different ceremonies / rituals understands the lyrics and their relevance. appreciates varied concepts and their role in the society creates tunes and tries the art of rhyming words identifies the synchronisation of vocal music and instrumental music whenever any composition is created sings the basic notes of Indian Music with a variety of patterns / alankar analyses own voice through recordings knows the skill of documentation in Music 	<p>Activity 1 (6 days)</p> <p>Find out from our family members about the songs sung during a marriage ceremony and on other occasions. Do the following ;</p> <ul style="list-style-type: none"> Learn atleast 2 songs. Write down the words along with meaning of the lyrics Record the songs in your own voice and document it Compare this song with a film song and compare them <p>Activity 2 (2-3 days)</p> <p>Learn/play any music found in different advertisements you see on television and document the same.</p> <p>Pick up any product you like and create an advertisement song. Your sibling can also join you. Play any musical instrument like dandiya sticks,manjeera , gong, harmonium etc along with the song composed and record it on your mobile phone.</p>	<p>Maintain a folder of all your recordings</p> <p>Radio, Television or internet</p> <p>Parents/ teachers/ relatives can record and pass it on to children through whatsapp</p> <p>Text books of different classes</p> <p>Story books</p> <p>Some weblinks</p> <p>https://www.youtube.com/watch?v=TuKPw7P8B60</p> <p>https://www.youtube.com/watch?v=xJVwdNZP_Iw</p>



- analyses different types of tunes and rhythm
- relates to the Music and culture of different states
- creates posters of MI for display to share his/her knowledge with peers

Activity 3 (everyday for 10 minutes)

Learn and play a few sargams (See Box-1. 1, 2, 3, 4)

Activity 4 (4 – 5 days)

1. Try to see Musical instruments (MI) in your surroundings/ books / internet or any other. Identify one MI which you like. Sketch it and find out the following—
2. Name of any artist who plays the instrument.
3. Which state is it found in?
4. Is it a string instrument, skin instrument, wind instrument? (Make a small poster and preserve it to decorate your classroom when your school reopens)

Activity 5 (4 – 5 days)

Learn a film song based on any of the themes

Devotional, patriotic, nature

- Write the lyrics
- Name of the film(Year), Music director, lyricist , singer
- Sing in your own voice , record it and keep it in the folder

<https://www.youtube.com/watch?v=KuA0vWHQM Fw&t=24s>

Box -1

s g , r m , g p , m dh , p ni , dh s / s dh , ni p , dh m , p g , m r , g s
s m , r p , g dh , m ni , p s / s p , ni m , dh g , p r , m s
s p , r dh , g ni , m s / s m , ni g , dh r , p s
s dh , r ni , g s / s g , ni r , dh s



Class VII

Learning Outcomes	Suggested activities	Sources/ Resources
<p>The learner</p> <ul style="list-style-type: none"> • shows willingness to know about songs sung during varied rituals/ ceremonies at home • learns and sings songs sung during different ceremonies / rituals • understands the lyrics and their relevance • recognises and appreciates varied dialects/ multilingual concept and their role in the society • creates tunes and tries rhyming words • identifies the synchronisation of vocal music and instrumental music whenever any composition is created • sings the basic notes of Indian Music with a variety of patterns / alankar • analyses own voice through recordings • knows the skill of documentation in Music • analyses different types of tunes and rhythm • relates to the Music and culture of different states 	<p>Activity 1 (6 days)</p> <p>Find out about the songs sung during festivals e.g. Holi, Pongal, Baisakhi, etc., in your region and do the following activities—</p> <ul style="list-style-type: none"> • Learn atleast 2 songs. • Write down the words along with meaning of the lyrics • Record the songs in your own voice and document it • Compare this song to a film song sung and compare them <p>Activity 2 (2-3 days)</p> <p>Learn and play any music found in different advertisements you see on television and document the same.</p> <p>Pick up any product you like and create an advertisement song. Your sibling can also join you. Play any musical instrument like <i>dandiya</i> sticks, <i>manjeera</i>, <i>gong</i>, harmonium, etc., along with the song composed and record it on your mobile phone.</p> <p>Activity 3 (everyday for 10 minutes)</p> <p>play <i>sargams</i> (See Box 2. 1, 2, 3, 4)</p> <p>Activity 4 (7 – 8 days)</p> <p>Vocal/Melodic (instruments like sitar, <i>bansuri</i>, <i>veena</i>, etc.) – Learn <i>aroha avroha</i> and <i>pakad</i> of <i>Raga Yaman</i></p> <p>Learn one composition/ <i>Chhotakhyal</i> in the same raga in <i>Teental</i></p> <p><i>For those who can get the opportunity of learning a percussive instrument – one thekateental</i></p> <p>Activity 5 (4- 5 days)</p> <p>Explore Musical instruments (MI) in your</p>	<p>Radio, Television or internet</p> <p>Parents/ teachers or relatives can record and pass it on to children through whatsapp</p> <p>Textbooks of different classes</p> <p>Story books</p> <p>https://www.youtube.com/watch?v=pUvYbkl6OtA</p> <p>https://www.youtube.com/watch?v=HuVYWI9VNLk&t=526s</p>



- creates posters of MI for display to share his/her knowledge with peers
- knows about materials used to make Musical Instruments
- knows classification of Musical Instruments
- converts textbook poems to musical

surroundings from books / internet or any other. Make sketch of any one MI and find out the following—

5. Name of any artist who plays the instrument
6. Which state is it found in
7. Is it a string instrument, skin instrument, wind instrument? (Make a small poster for your classroom)

Activity 6 (4 – 5 days)

Learn a film song based on any of the themes

Devotional, patriotic or on nature and (i) write the lyrics (ii) Name of the film(Year), Music director, lyricist, singer (iii) Sing in your own voice and record it

Activity 7

Inter disciplinary approach

Select a poem from your hindi or English textbook and do the following—

- Understand the theme / feelings in the words
- Give a tune to it
- Try to understand the notes you have used naturally
- Document it and send it to your classmates and language teacher

Activity 8

Learn a devotional song – sufi, qawwali, bhajan, kirtan, shabad, etc. (youtube, radio, any internet source, records)

Box - 2

Sargams– Murchhana Padhdhati

Saa, rey, gaa, maa, paa, dhaa, nee, saa / saa, nee, dhaa, paa, maa, gaa, rey, saa
 Ni sa rey gaa maa paa dhaa ni / ni dhaa paa maa gaa rey saa ni
 Dhaa ni saa rey gaa maa paa dhaa/ dhaa paa maa gaa rey saa ni dhaa
 Paa dha ni sa re ga ma pa / pa ma ga re sa ni dha



Class VIII

Learning Outcomes	Suggested Activities	Sources/ Resources
<p>The learner</p> <ul style="list-style-type: none"> • shows willingness to know about songs sung during varied rituals/ ceremonies at home • learns and sings songs sung during different ceremonies / rituals • understands the lyrics and their relevance • recognises and appreciates varied dialects/ multilingual concept and their role in the society • creates tunes and tries the art of rhyming words • identifies the synchronisation of vocal music and instrumental music whenever any composition is created • sings the basic notes of Indian Music with a variety of patterns/ alankar • analyses own voice through recordings • knows the skill of documentation in Music • analyses different types of tunes and rhythm • relates to the Music and culture of different states • creates posters of MI for display to share his/her knowledge with peers 	<p>Activity 1 (6 days)</p> <p>Find out from members of your house songs they sung in any religious gathering/ worship places. Do the following activities—</p> <ul style="list-style-type: none"> • Learn atleast twosongs. • Write down the words along with meaning of the lyrics • Record the songs in your own voice and document it • Compare this song to a film song sung and compare them <p>Activity (2-3 days)</p> <p>Learn or play any type of Music found in different advertisements you see on television. Document the same.</p> <p>Pick up any product you like and create an advertisement song. If you have your brothers and sisters, they can also join you. Play any musical instrument like dandiya sticks,manjeera, gong, harmonium, etc., along with the song composed and record it on your mobile phone. Maintain a folder of all your recordings</p> <p>Activity 3 (everyday for 10 minutes)</p> <p>Learn/play a few sargams(See Table - 3)</p> <p>Activity 4 (7 – 8 days)</p> <p>Vocal/Melodic (instruments like <i>sitar, bansuri, veena</i>, etc). Learn <i>aroha avroha</i> and <i>pakad</i> of Raga <i>Khamaj</i></p> <p>Learn one composition/<i>Chhotakhyaal</i> in the same raga in <i>Teentala</i></p> <p><i>For those who can get the opportunity of learning a percussive instrument – one thekateentala and Ektala</i></p>	<ul style="list-style-type: none"> • Radio, Television or internet • Parents/ teachers/ relatives can record and pass it on to children through whatsapp • Textbooks of different classes • Story books • Weblinks; • https://www.youtube.com/watch?v=3k6S2BZMPxk&t=557s • https://www.youtube.com/watch?v=HuVYWI9VNLk&t=526s



- knows about materials used to make Musical different musical Instruments
- knows classification of musical instruments
- converts textbook poems to musical
- recognises different types of musical instruments used in the orchestration of background music

Activity 5 (4- 5 days)

1. Try to see musical instruments in your surroundings/books/internet or any other. Identify one MI which you like. Sketch it and find out the following—
2. Name of any artist who plays the instrument
3. Which state is it found in?
4. Is it a string instrument, skin instrument, wind instrument? (Make a small poster and preserve it to decorate your classroom when your school reopens)

Activity 6 (4 – 5 days)

Learn a good film song based on any of the themes—

Devotional, patriotic, nature

- Write the lyrics
- Name of the film (Year), music director, lyricist, singer

Sing in your own voice, record it and keep it in the folder.

Activity 7

Inter disciplinary approach — Select a poem from your Hindi or English textbook and do the following

- Understand the theme/feelings in the words
- Give a tune to it
- Try to understand the notes you have used naturally
- Document it and send it to your classmates and language teacher

Activity 8

Learn a patriotic song – any language {youtube, radio, any internet source, records} and document it.

Activity 9

Try to understand the types of musical instruments used in an Orchestra with reference to any recording of film music, folk music, advertisement clippings

Write a review.



Box-3**Sargams —Mandra Saptak***Sa nidha pa ma / ma pa dhanisa**Sa ni dha pa/pa dha ni sa**Sa ni dha/dha ni sa**Sa ni sa....***Murchhana Padhdhati***Saa, rey, gaa, maa, paa, dhaa, nee, saa /saa, nee, dhaa, paa, maa, gaa, rey, saa**Ni sa rey gaa maa paa dhaa ni/ nidhaapaamaagaareysaani**Dhaa ni saa rey gaa maa paa dhaa/dhaa paa maa gaa rey saa ni dhaa**Paa dha ni sa re ga ma pa/pa ma ga re sa ni dha*

Health and Physical Education

*(How to remain physically,
emotionally and mentally healthy)*

Introduction

Children continue to do physical activities including Yoga as suggested earlier. These should be considered as an integral part of the everyday activities towards an their overall development. Involving children studying in Classes VI, VII and VIII daily for 30-40 minutes in physical and yogic activities will enable them to remain active and healthy even staying at home during lock down. In this material, some other activities related to understanding about growing up, and helping children to be emotionally and mentally strong have also been included.

Objectives

- To help children know and accept individual and collective responsibility for healthy living at home.
- To help children learn correct postural habits in standing, walking, running, sitting and other basic movements so as to avoid postural defects and physical deformities.
- To help children improve their neuromuscular coordination through participation in yogic and other physical activities and to be physical fitness.
- develop healthy habits and lifestyle in children.
- To develop physical, emotional and mental health
- To provide skills for dealing with psycho-social issues
- To inculcate values and skills in children in order to promote self-control, concentration, peace and relaxation to avoid the ill effects of stress, and strain of staying at home.



Classes VI – VIII

Learning Outcomes	Resources/ Materials	Suggested Activities
<p>The learner</p> <ul style="list-style-type: none"> describes physical Fitness (Strength, Endurance and Flexibility) related activities and does every day to achieve Physical Fitness realises the importance of keeping bones healthy; • become aware of common bone injuries and learn how to deal with them; develops a positive attitude towards the differently abled children; emphasises the importance of maintaining a good posture to be free from postural defects. develops games and sport related Sports Awareness does yogic activities for achieving holistic health appreciates the diversity of, seasonal and locally available food Indian foods identifies differences in physical growth and changes that take place in boys and girls clarifies myths and misconceptions related to growth and development. 	<p><i>Health and Physical Education— A Teachers’ Guide for Class VI</i></p> <p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/fehped101.pdf</p> <p><i>Health and Physical Education A Teachers’ Guide for Class VII</i></p> <p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/hehped101.pdf</p> <p><i>Health and Physical Education A Teachers’ Guide for Class VIII</i></p> <p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/HaP_edu_tg.pdf</p>	<p>Activity 1</p> <p>Find the reason why Mother says you must drink milk and have a balanced diet so that you can grow? Do you think she is correct? Why?</p> <p>In many parts of the country, we find that 10-year-olds look like 5 or 6-year-olds. Draw the comparative pictures and write reasons for this.</p> <p>Activity 2</p> <p>How Bones are Joined Together</p> <p>If you have the facility of a computer, See the chart showing skeletal system. Build with clay or thermocole, the skull and the vertebrae or the limb bones. This you can also see in the science textbook.</p> <p>Ask the child to list joints such as knee, finger bones, wrist, ankle, etc.</p> <p>Asks the child to (i) rotate head; (ii) flex elbows; and (iii) bend knees. Find out —</p> <ul style="list-style-type: none"> how is it that one can flex your elbow or the wrist but not any other part of the arms? how is it that you can flex your arm at elbows or bend knees inwards but not in all directions? how is it that the head cannot rotate a full circle? Why does an infant needs support for his/her head? <p>Activity 3</p> <p>How Bones Can Be Kept Healthy</p> <p>Tells the child that food items rich in calcium are essential for bone building and are for keeping bones healthy as bones are made of calcium salts. Find out from the child how much they know about sources containing calcium. Ask the child to prepare a list of sources containing calcium?</p> <p>Activity 4</p> <p>Below are some food items—</p> <ul style="list-style-type: none"> Milk (in the form of bottle or pouch or cow/buffalo



	<p><i>Yoga A Healthy Way of Living</i>, Upper Primary Stage</p> <p>http://www.ncert.nic.in/gpPDF/pdf/tiyhwlp1.pdf</p> <p>These books are available in Hindi, Urdu and English and in the NCERT website (www.ncert.nic.in).</p> <p>Pictures of athletes and sports persons Sports bulletins Sports records-making and breaking from various Sport Federations</p>	<ul style="list-style-type: none"> • Any milk product : Yoghurt (curd), cheese (paneer) • Fish • Custard apple (<i>shareefa</i>) • Beans • Pluses • Almonds (<i>badam</i>) • Bottle gourd(<i>lauki</i>) • Water melon • Peanuts • Lemon • Ridge gourd(<i>Turai</i>) <p>Write on a paper which item out of those listed above are consumed by you (i) regularly; (ii) at times; and (iii) hates to consume.</p> <p>Can you think about the items that are not included which strengthen bones? What about Vitamin D? From which sources is it available? Write in your note book and share with your parents.</p> <p>Activity 5 Nutrients and the Process of Food Preparation</p> <p>Visit your home kitchen for a week, especially when food is being cooked, and observe the following points as given below—</p> <ul style="list-style-type: none"> • Whether the vegetables or grocery items have been properly washed and cleaned before cooking. • Since overcooking reduces the nutritious value of the food, so observe this aspect when the cooking is in progress. • Look at the amount of oil used for cooking. • Whether variety of food items are cooked from time to time and seasonal fruits are served. • Whether a cooker or proper vessel for cooking is used. <p>Share your experiences based on the observations.</p> <ul style="list-style-type: none"> • Ask the students to prepare a chart showing the responses on the following observations in a week's time. • After a week, ask the students to make a presentation in the class. • Students can show pictures also while writing the responses
--	---	--



Activity 6

Bone injuries and their management

Parents ask the child what the picture shows by posing the following questions—

- What does this picture show?
- Why is the person's hand kept horizontal and hanging in a sling?



Child should also be asked to narrate the experience of someone who has had such an injury and have heard about it. Parents/ teacher then explain to the child. The child can also find out the answer of these questions.

1. What is a fracture?
2. How to identify from symptoms that a bone is broken?
3. What kind of first-aid may be given?
4. How bone injuries can be prevented?
5. How regular physical activities help in making bones strong?

Activities 7

Development of Correct Posture

- Our posture changes when we are walking, standing, sitting, running, etc.

Encourage the child to look into the mirror and see his/her posture. Parents help the child to correct these postures.

- Ask the child to find out the answer of the following questions
 - ✓ Why is it important to maintain correct posture?
 - ✓ What are the postural defects caused by lack of awareness of proper posture?
 - ✓ Why is maintenance of proper posture very important during growing years

Ask the child to collect picture of a good posture when one is walking, standing, sitting, running.

Activity 8

Development of Physical Fitness

- You are in lockdown. How can you as child improve /develop your physical fitness without going outside?
- List the physical exercises which one can do at home. See, out of the list how many physical exercises you are doing as child. If not, what physical exercises are you going to start soon?
- Find out the persons who are regularly doing physical exercises in your family. Talk to him/her and request for sharing the impact of such exercises.
- You must be having many questions in your mind. Prepare a list of question related to Physical fitness which you want to know. Ask your parents or teacher about these.

Activities 9

Flexibility of Muscles

Read the case study given below

Ravi is a student of Class X. He is a good player of football. However, he could not play football for the last few months, as he was preparing for the examinations. After remaining indoors for a long time, he went out to play football one day.

But he could not play well. After playing, he also felt pain in his leg muscles for the next few days.

- Answer the following questions. Write down their responses in your note book .
- Identify the probable cause why Ravi could not play well.
- Since Ravi had pain in his leg muscles, suggest some ways so that he does not face this problem in future.
- Do you think Ravi should have done some stretching exercises before playing the football game to develop flexibility?

Activity 10

Relationship of Games and Fitness

- Write any five rules of the game of your choice. How the game of your choice helps to improve the fitness.? Write in detail about skill of the game of your choice. If you have to play that game/sport at home, what modifications are required? Prepare a chart and start playing.



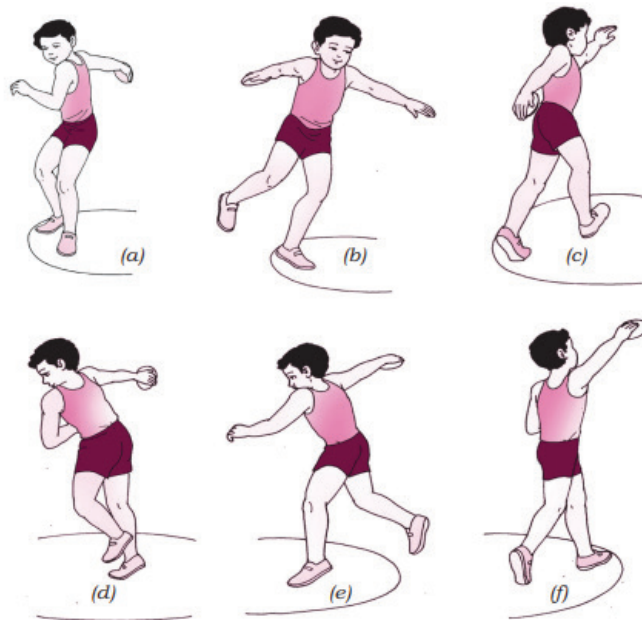
- Also mention the modification required if you have to play with a friend with special needs.

Activity 11

Identification of the Game

Observe the picture given below.

Find the name of the game and discuss with your parents or write about it in your note book.



For reference you can see this link

http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/hehped101.pdf

Activity 12

Find the Games as per Award

- Mention the area/field in which the following awards have been instituted?
 - Arjuna Award
 - Dronacharya Award
 - Rajiv Gandhi Khel Ratna Award
 - Dhyan Chand Award
- Name any two sportspersons who have been conferred with above awards.

Activity 13

Memory Game

The process is as follows—

- Parent/teacher asks the child to place about 10 to 15 small items (e.g., pencil, watch, comb, shoelace, spoon, toy car, etc.) on a tray and cover them with a cloth.
- Sit with the child along with other family members in a circle.
- Place the tray in the middle of the circle and remove the cloth for 60 seconds.
- Everyone has to remember the objects. When the time is up, put the cloth back.
- In turn, each one must name an object in the tray.
- If the first person fails to name an object, and repeats the same or names something which is not in the tray, is out.
- The tray is, then, removed and some or all of the objects are replaced, and the game is restarted with the person following the one who is out. If the parent/ teacher feels that the game is too easy for the group, more objects may be added, or the time may be reduced.

Activity 14

Yogic Practices

Yogic activities can be done by all children including children with special needs. However, children with special needs should perform these activities in consultation with yoga experts/yoga teacher.

The following General Guidelines for Yogic Practices need to be followed before under taking any Yogic practices.

The child be made aware of the following general guidelines. Yogic practices should be—

- done early morning but it can also be practiced in the evening with empty stomach about three hours after lunch
- not practiced in hurry or when exhausted.
- in a clean and non-disturbing place.
- done on a durry, a mat or a blanket.
- simple in the beginning and gradually proceed to do advanced practices.
- done regularly with sincerity and faith.
- started again if practices are discontinued with the basic



The duration and time of yogic practices depend on your availability. However 20-30 minutes is also good for yoga related activities. In Yoga, dos and don't are very important. Therefore these should be kept in mind while doing yogic practices.

The child must be encouraged to do the following yogic activities keeping the comfort level of the child into consideration.

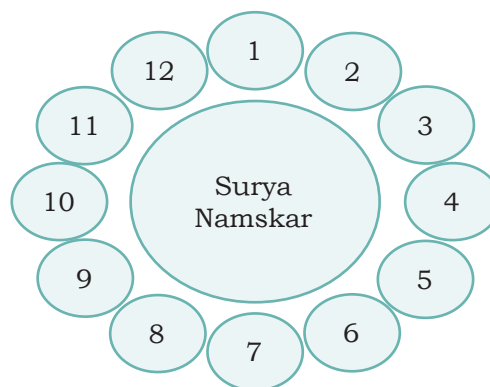
As suggested earlier, continue to do Yogic Practice. These are given class wise.

Activity 15

Surya Namaskara (It is optional)

Surya Namaskara is a series of 12 physical postures. These postures stretch various muscles and spinal column and give flexibility to the whole body. The details are given in the Textbook on Yoga for Healthy Living for the Upper Primary Stage.

Write the names of 12 physical postures. Write down the benefits of Surya Namaskara.



Activity 16

Yogic Practices for Class VI

- | | |
|------------------|--------------------------|
| • Tadasana | • Niralamba Bhujangasana |
| • Vrikshasana | • Ardha-Shalabhasana |
| • Utkatasana | • Makarasana |
| • Vajrasana | • Uttanapadasana |
| • Swastikasana | • Pawanmuktasana |
| • Ardhapadmasana | • Shavasana |

Activity 17**Yogic Practices for Class VII**

- | | |
|--|---------------------------------------|
| • Yogic Practices to Enhance Flexibility | • <i>Dhanurasana</i> |
| • <i>Surya Namaskara Asanas</i> | • <i>Makarasana</i> |
| • <i>Tadasana</i> | • <i>Supta Vajrasana</i> |
| • <i>Hastottanasana</i> | • <i>Chakrasana</i> |
| • <i>Trikonasana</i> | • <i>Ardhahalasana</i> |
| • <i>Katichakrasana</i> | • <i>Shavasana</i> |
| • <i>Padmasana</i> | • <i>Kriya Kapalabhati Pranayamas</i> |
| • <i>Yogamudrasana</i> | • <i>Anuloma-viloma</i> |
| • <i>Paschimottanasana</i> | • <i>Bhastrika Meditation</i> |

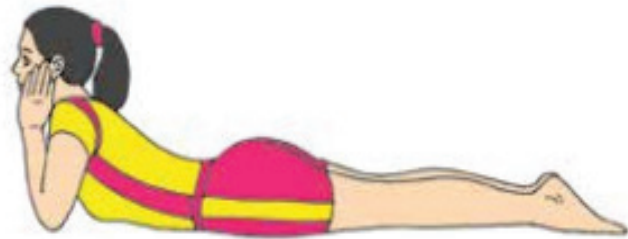
Activity 18**Yogic Practices for Class VIII**

- | | |
|--|-------------------------|
| Yogic Practices for Health and Harmony | • <i>Naukasana</i> |
| Asanas | • <i>Setubandhasana</i> |
| • <i>Garudasana</i> | • <i>Halasana</i> |
| • <i>Baddhapadmasana</i> | • <i>Shavasana</i> |
| • <i>Gomukhasana</i> | • <i>Kriya</i> |
| • <i>Ardhamatsyendrasana</i> | • <i>Agnisara</i> |
| • <i>Bhujangasana</i> | • <i>Pranayamas</i> |
| • <i>Shalabhasana</i> | • <i>Anuloma-viloma</i> |
| • <i>Makarasana</i> | • <i>Seetkari</i> |
| • <i>Matsyasana</i> | • <i>Bhramari</i> |
| | • <i>Meditation</i> |

Pictures of some of the Yogic Practices are given below. For detailed information you can see the link given under resources

Vrikshasana (Tree Posture)

Utkatasan



Ardhapadmasana (Half Lotus Posture) is a meditative posture



Vajrasana

This is a meditative posture. It is the only asana which can be practised immediately after taking meals.

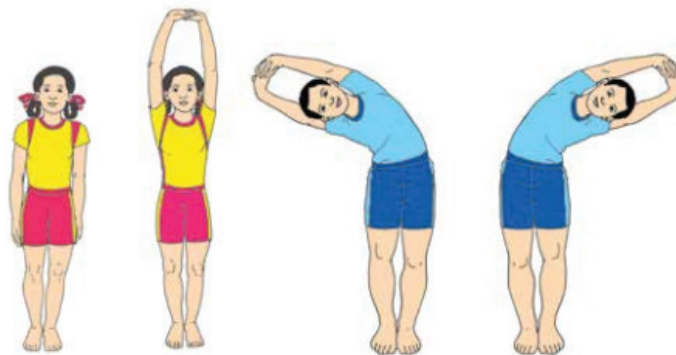
Let us perform the Vajrasana by following the steps given below:

Starting position: Sit with legs extended together, hands by the side of the body, resting on the ground.

6. Fold the left leg at the knee and place the foot under the left buttock.

**Hastottanasana**

Hastottanasana is made of three words: *hasta*, *uttana* and *asana*. *Hasta* means 'arms'; *uttana* means 'stretch up' and *asana* means 'posture'. In this posture, the arms are stretched upwards, hence, it is called *Hastottanasana*.



Yogamudrasana**Uttanapadasana**

It is beneficial in constipation, indigestion, nervous weakness and diabetes. It strengthens the abdominal muscles. It balances the navel centre.

**Shavasana****Activity 19****Pranayama**

*Anuloma-Viloma
Pranayama (Alternate
Nostril Breathing)*

The Anuloma means 'towards' and Viloma means 'reverse'. In this pranayama nostrils are alternately used in reverse order for each inhalation and exhalation. This pranayama is also called *Nadi-Shodhana Pranayama*.



**Bharamari
Pranayama**

The word *bhramari* is derived from a Sanskrit word *bhramara* which means a 'black humming bee'. In *Bharamari Pranayama*, a sound resembling the sound of a black bee is produced, therefore, it is called *Bhramari Pranyama*.

**Activity 20****Meditation**

Concentrate on inhalation and exhalation. During this, your mind may wander here and there. Try to concentrate on your breath only. Keep breathing normally. Try not to think about anything. Give attention to the breath only. This makes the body and mind relaxed.

Along with yogic practices, it is important to take nutritious and healthy food. We should take at least eight hours of sound sleep. Some of the asanas are shown below

Have you experienced any change in your body after performing Surya Namaskara? Did you experience any change in your body after performing the asanas? Write down in your diary.

Activity 21

Make a chart of Asanas

1. Make a chart of any two Asanas with pictures. Write how to do these asanas. What are the benefits of these asanas? Also explain the Dos and Don'ts .
2. Make a chart of any two asanas which are performed in standing position. Write their benefits also.

Write Yes or No

1. *Agnisara* increases respiratory efficiency.
2. In *Garudasana*, the person stands on two legs.
3. We make forceful exhalation in *Anuloma-viloma pranayama*.
4. *Agnisara* is an *asana*.
5. In *Shalabhasana*, the body takes the shape of a locust.



6. While performing an *asana*, movements of the body are coordinated with breathing.

7. There are 10 principles of *yama*.

8. Meditation improve concentration.

Fill in the Blanks

1. In *Halasana*, the body looks like a _____ .

2. There must be a gap of _____ hours between the meals and performing of yogic practices.

3. Alternate nostrils are used for each inhalation and exhalation in _____

4. *Ardhamatsyendrasana* is a simpler version of _____.

5. A soft humming sound is made in _____.

6. The five types of *yama* are _____, *brahmacharya*, *asteya*, *aparigraha*.

7. The five types of *niyama* are *shaucha*, _____, *tapas*, _____, *ishwarapranidhana*.

8. In *matsyasana*, one experiences a feeling of _____.

Activity 22

Case study on water pollution

See the picture and also read the case study.



A polluted stretch of the industrial waste discharged into river Ganga.

Rahul is complaining of a stomach ache. His mother wants to know if he ate something outside. Later, he tells his mother that he had some snacks from a local vendor's stall. The local vendor's stall was just next to a garbage dump, which had not been cleared for a long time. Garbage dumps are a perfect breeding place for flies. As garbage begins to rot, many micro-organisms appear on the garbage. When flies sit on the garbage, the pathogens (disease-causing micro-organisms) stick to their bodies, and when these flies sit on uncovered food items, they leave those germs on the food. So, when we consume the infected food, we fall sick.

After reading the above case study, initiate a discussion with the child on the basis of questions given below:

1. Why did Rahul complain of stomach ache?
2. What happens when garbage accumulates in our surroundings?
3. What are the diseases transmitted by flies?

Activity 23

Prepare a chart on the different types of environmental pollution

Give two examples each of the sources of pollution. You can use pictures from newspapers. Also suggest the ways for controlling the pollution.

Activity 24

Growing up issues

The sign for male is (M) and for female (F). Listed below are five changes that take place in growing children. Put the correct male or female sign in front of the change that occurs only in boys or only in girls or in both.

List of changes

- Hair on upper lip
- Breast development
- Increase in height
- Hair growing under arms
- Change in voice



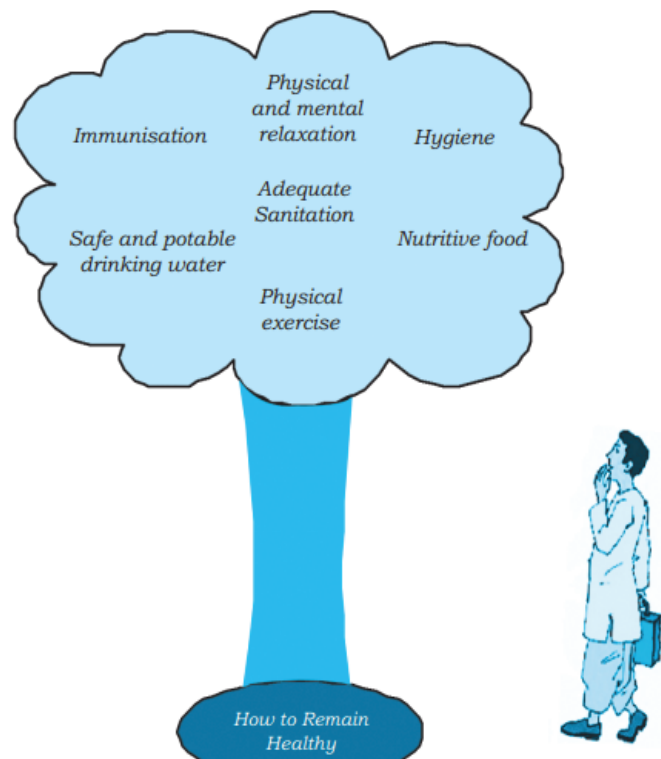
Activity 25

How to remain healthy

Imagine the person in the picture is representing you.

List under each aspect, what are your actions in your daily life.

What else you would like to do to strengthen your health?



Become Emotionally and Mentally Healthy

Parents and children should know that children in the age group of 10- 14 years develop and maintain social and emotional habits which are important for mental well-being. These include eating healthy food, adopting healthy sleep patterns, doing regular exercise, coping with negative emotions, problem-solving, and interpersonal skills.

Do You Know ?

- As we grow, we experience physical, mental, emotional and psycho-social changes
- All these changes do not take place at the same time. Some children mature early, others mature later.
- It is possible that physical changes may take place early, but psycho-social changes take place later in the same individual. It may also happen the other way around.
- We may find these changes sometimes exciting, good or scary, and painful.
- Sometimes, we can influence the changes in our lives and at other times we have little control over them.
- If we are prepared for them, we may be able to manage them better.
- Know and respond to these changes in positive and responsible ways.

By responding to the case studies given below, see how comfortable you are with the changes occurring to you.

Let us try to remain emotionally and mentally healthy.

A. Tune in to your feeling!

Get in touch with your own feelings and get to know yourself better.

Given below is a chart of five feelings. Read through the list and ask yourself, if you had any of these feelings lately. Put a in the column that shows how often you have had these feelings during the past one week.



In the past one week I felt*Contentment**Fearful**Sad**Loved**Angry*

<i>Emotions</i>	<i>Almost all the time</i>	<i>Often</i>	<i>A few times</i>	<i>Hardly</i>	<i>Not at all</i>
<i>Fearful</i>					
<i>Content</i>					
<i>Anger</i>					
<i>Loved</i>					
<i>Sad</i>					

This will show how well you understand yourself and your emotions. You can discuss with your parents, siblings and friends and see what feedback they have to give you and how they assess your feelings as coming across to them.

B. Self-acceptance

Think about a time or situation that reflects the following—

1. I am a brave person. I was brave _____

2. I am capable of being happy. A time I was happy

3. I am a good friend. A time I was there for a friend



4. I am capable of making decisions for myself. A time I made a good decision was _____

5. I am loved and cared about. People who care about me are _____

6. Two things I am really good at are _____

Note down as many as you feel like from the above and feel free to share it with your family and friends.

C. Managing Stress and Anger

<i>Situation/ Reason for Provocation</i>	<i>Anger Response</i>	<i>Consequences</i>	<i>Response Helpful (Yes/No)</i>

Now see your responses and judge whether they were helpful or not.



D. Think about alternative ways to express the anger and to resolve the issue or conflict. Some are given below.

Meditation and do yogic exercise

Laugh a lot

Read a book of interest

Spend time with family

Try something new

Write a journal or story

Sing and dance to music



E. Identify your strengths, weaknesses, opportunities and threats. List the actions to be taken to improve your strengths and weaknesses

Reflect and analyse

Strengths

What do I do very well?

What feedback have others given me about my strengths?

What achievements am I most proud of?

What are the things I do that help me stay happy and deal with this lock down situations?

Weaknesses

What learning or skills am I lacking or need to improve?

What do my teachers or, classmates, friends or parents generally say about my weaknesses?

What are the things I need not to do during this situation?

Opportunities

What are the opportunities available to me to learn new skills?

What are the opportunities available to me to keep myself fit?

Who are the people who can support me to stay happy and deal in these difficult situations from a social distance and how?

Threats

What external resources do I lack?

What external factors block me from remaining stress free?

Remember

- Identifying and using one's strengths can promote well being.
- Strengths can also be applied to manage personal challenges as well as make good use of available time and opportunities.
- Identifying areas of improvement or weaknesses helps individuals grow and become better.
- It is important for one to identify resources at this time of social distancing. This can support them to learn new skills and abilities and can help create opportunities.



Nutrition, Health And Sanitation

My Food Tracker

Track whether you are eating healthy. Discuss with your parents at the end of the day and see how you can eat healthy food within the family budget, in case there are any gaps.



Safe Use of Internet and Social Media Behaviour

- Time is precious; therefore it is very important to see how productively we spend our valuable time.
- It is important to have a check on what are you accessing through media.
- If you encounter any kind of uncomfortable message which you are unsure of, please talk to a trusted adult of your family before talking to your peers.
- Show your time plan to a your parents at home and take their help in making a plan that will result you to be healthy and happy.
- Focus not only on the time spent but content reviewed too.
- Try to follow the plan for one week.
- Use the Internet and social media to learn new skills related to your favorite game and yogic activities. Practice them.
- Observe the change in your physical and mental health.





