

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.
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<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.
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<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).
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		<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
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<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.
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<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.
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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/imagine 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> $\text{----} + \text{----} = -1$ $\text{----} - 1 = -1$ <p>may be thought of. Students may be encouraged to create and solve such examples to deepen the understanding of the concept.</p>
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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>
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<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>
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		<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>
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<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.
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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।
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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.
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<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
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<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.
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	<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>
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		<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>
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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.
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<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>
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	<ul style="list-style-type: none"> • Should you ever fight with your brothers / sisters? • Usually, who begins the fight? • How do your parents deal with it? <p>While reading activity—</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>Find pairs of rhyming words from the poem. Add some of your own.</p> <p>For example,</p> <p>about-out; sight-right; another-brother; black- back</p> <p>End of the text questions can be attempted by the learners for global comprehension check.</p> <p>Write a note to a friend apologising for quarrelling with him. Assure him that you won’t do it again</p> <p>The reason for the quarrel could be—</p> <ul style="list-style-type: none"> ✓ Quarreled over library book ✓ Friend lost it ✓ Felt very angry ✓ Friend was careless <p>Remind them to follow the process approach to writing.</p> <p>Project: Read two stories from the supplementary reader and write reviews.</p>
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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/l/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_312726114547941376123545?contentType=TextBook&contentId=do_312580364069421056211652 (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.
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<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 Class VIII</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
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- 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.

- 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>

- From fibre to wool
- Processing fibres into wool

Task 1

Watch the following video and try to answer the Questions mentioned below:

- Jaanta vreshey azantu reshe on the given link

<https://www.youtube.com/watch?v=E6MveN6GIUk&feature=youtu.be>

Represent various steps of the processing of fibre into wool with the help of flow chart.

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.

Task 2

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.

WEEK 9

b) Silk

- Life history of silk moth
- From cocoon to silk

Task 1

Watch the following videos and try to answer the questions mentioned below.

- ✓ 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=G4LtN4ZoYH4&feature=youtu.be>

Questions

- 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 picture book 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)



	<p>After performing the activity, can you still rely on your touch sense for classifying objects as hot/cold?</p> <p>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.</p> <ul style="list-style-type: none"> • 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. <p>https://nroer.gov.in/5645d28d81fccb60f166681d/file/58871229472d4a1fef810d12</p> <p>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.</p> <p>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.</p>
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	<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 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
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	<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>
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	<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.
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	<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>
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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 $\frac{2}{10} \times \frac{3}{10}$. 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>Our Pasts II</p> <p>Chapter -2</p> <p>New Kings and Kingdoms</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>



	<ul style="list-style-type: none"> 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. <i>Trilingual Dictionary of History for Schools, NCERT, 2018</i> 	<ul style="list-style-type: none"> 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. <p>WEEK 7</p> <ul style="list-style-type: none"> 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. <p>Assignment/Project</p> <ul style="list-style-type: none"> 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.
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		<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.
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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/UCT0s92hGjqL X6p7q Y9BBrSA 	<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>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>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।
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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.



<ul style="list-style-type: none"> refers dictionary, thesaurus and encyclopaedia to find meanings/spelling of words while reading and writing. 	<p>Online dictionaries www.macmillandictionary.com</p> <p>The Free Online English dictionaries are used for definitions, meanings, synonyms, pronunciations, games, sound effects, high-quality images, 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/PPT etc.</p> <p>These could be used by all learners.</p>	<ul style="list-style-type: none"> Guide learners/ their parents on conducting the following activities for enhancing learners' vocabulary with respect to the theme. <p>There are expressions which talk about fear and shock, and can prepare the learners for the text.</p> <p>In Part I of the story, you can ask learners to underline the words which give this answer (<i>alarmed, startled, frightened out of his/her wits, hair standing on end, bounced up and down, scurried towards a bamboo tray, etc.</i>).</p> <p>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?</p> <p>Ask learners to make a list of words: glided up and down, stumbled, float up, derailing, settled down, jutting out.</p> <p>You can add more activities 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. identifies details, characters, main idea and sequence of ideas and events in textual / non-textual material. 	<p>http://ncert.nic.in/textbook/textbook.htm</p>	<p>WEEK 6</p> <p>Reading</p> <p>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>I went to my grandmother's house, and I clearly remember the rusty brown metal gate that swung and creaked when we opened it...</i></p> <p>Let them think of what they have played, what they did, if /and when they were scolded when they did something wrong.</p>



<ul style="list-style-type: none"> 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) <p>The learner</p> <ul style="list-style-type: none"> uses appropriate grammatical forms in communication (e.g., noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc.) 	<p>QR codes of the textbook have some additional activities. These could be used by all learners.</p>	<p>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.</p> <p>Each section can be taken up for comprehension activities.</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. <p>End of the text questions can be attempted by the learners for global comprehension check.</p> <p>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.</p> <p>Ask learners to narrate a similar situation and how they resolved it. These can be shared online via video messages.</p> <p>WEEK 7</p> <p>Grammar</p> <p>Conditional sentences</p> <p>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.</p> <p>This exercise is on first conditionals, that is If + present simple + will.</p>
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<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>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?</p> <p>Ask learners to make a suitable conditional sentence spontaneously from the prompts. For example,</p> <p><i>carry an umbrella – will not get wet (If you carry an umbrella, you won't get wet)</i></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. Ask them to look for more examples online and share them. <p>Writing</p> <p>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.</p> <p>Share the steps in 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 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 <p>WEEK 8</p> <p>Poem: Rebel</p> <p>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.</p>
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	<p>This poem is about a rebel.</p> <p>The dictionary lists three meanings for the word 'rebel'.</p> <p>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.</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 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 <p>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.</p> <p>A person who follows the rules should</p> <ul style="list-style-type: none"> • Wear a mask • Stay home • Wash hands <p>Let learners think of 'a rebel' and say what they do.</p> <p>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>
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<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 Honeycomb Unit 3 : Gopal and the Hilsa Fish (week 9,10,11) Poem: The Shed (Week 12) 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> 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</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 www.macmillan.com www.macmillandictionary.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.



<ul style="list-style-type: none"> 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) 	<p>Use ICT (Internet, mobile, website, YouTube, TED talks etc) to browse for information, for projects/PPT discussion, debates, etc.</p>	<p>Learners are naturally interested in picture stories, particularly comic books.</p> <ul style="list-style-type: none"> 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. <p>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.</p> <ul style="list-style-type: none"> 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. <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. <p>End of the text questions can be attempted by the learners for global comprehension check.</p> <p>Ask learners to take a picture strip and write dialogues and share it online.</p>
<p>The learner</p> <ul style="list-style-type: none"> uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc.) 	<p>QR codes of the textbook have some additional activities. These could be used by all learners.</p>	<p>WEEK 11</p> <p>Grammar</p> <p>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</p>



- 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

pronoun has to change (you becomes he/ she/they); in 'wh questions', the reported verb -askedis used.

- 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.

Writing

Writing a telephonic conversation

Examples include: phoning to make a complaint, speaking to a friend or inquiring about a job position.

Going to the shop: Key phrases are often important here, such as, "I would like..." "How much are..." "Good morning..." and so forth.

Sharing opinions: Dialogue between two friends. For example, Stay Home, Stay Safe.

You can also encourage learners to write a diary/journal everyday till their school reopens.

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
- ✓ **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>
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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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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>
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- 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

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.



<ul style="list-style-type: none"> exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices <p>The learner</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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/heep105.pdf Learning Outcomes at Elementary Stage http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tilops101.pdf <p>Weeks 7 and 8</p> <p>Chapter 6</p> <p>Combustion and Flame</p> <ul style="list-style-type: none"> What is Combustion Types of Combustion How do we control Fire Structure of Flame What is Fuel Types of Fuel Fuel Efficiency <p>Students, Teachers and Parents may use the following materials:</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>WEEK 7</p> <p>Theme- Material</p> <p>Combustion and Flame</p> <ul style="list-style-type: none"> What is Combustion Types of Combustion How do we control Fire Structure of Flame <p>Task 1</p> <ul style="list-style-type: none"> Make a list of substances from your household which are combustible and non-combustible. <p>Task 2</p> <ul style="list-style-type: none"> 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— <p>https://nroer.gov.in/55ab34ff81fcb4f1d806025/file/59f023ed16b51c59f65dfa15</p> <ul style="list-style-type: none"> Draw a labeled diagram of the structure of a flame <p>Task 3</p> <p>Make a model of fire extinguisher by using household substances.</p>
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- 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/1/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.
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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.
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	<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.
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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.
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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?
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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। <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 	<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। <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>	<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।
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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.



<ul style="list-style-type: none"> refers dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing 	<p>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 (Net, 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"> Guide learners/ their parents on conducting the following activities for enhancing vocabulary related to the theme. <ol style="list-style-type: none"> You can take a set of words related to natural calamities - like <i>flood, famine, storm, earthquake, snowstorm, landslide</i>, etc. – and jumble the letters of each word. <p>Ask learners to work out the answers. For example, the above words can be jumbled as lofod, eifmna, romts, threeqkuaa, swnotrosm, edilsdnal, etc.</p> <ol style="list-style-type: none"> Give the learners a set of words and ask them to categorise them as positive and negative attributes. <p>brave sad resourceful courageous traumatised terrified sacrificing frightened intelligent helpful quick-witted hysterical confused</p> <p>You can develop more activities for vocabulary development 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 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. 	<p>http://ncert.nic.in/textbook/textbook.htm</p>	<p>WEEK 6</p> <p>Reading</p> <p>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.</p> <p>Ask them to match the pictures and headlines.</p> <p>You can ask learners questions like—</p> <ul style="list-style-type: none"> ✓ 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
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<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> ✓ 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>Keeping the present pandemic in view, ask the learners to develop an advisory for their locality.</p> <p>WEEK 8</p> <p>The poem: Geography Lesson</p> <p>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.</p> <p>In the poem, the poet uses a series of negative terms to describe objects seen at the ground level (<i>haphazard, unplanned, without style, hate, kill</i>), but a set of positive terms to describe the aerial view (<i>developed, inevitability, valleys were populated, logic, attracted, clearly delineated</i>).</p> <p>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.</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
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<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</i>, <i>climbed</i> or <i>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
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<ul style="list-style-type: none"> 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. refers to the dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing 	<p>Poem: Macavity: the Mystery Cat (Week 12) 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>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 www.macmillandictionary.com</p> <p>The Free Online English dictionaries are used for definitions, meanings, synonyms, pronunciations, games, sound effects, high-quality images,</p>	<ul style="list-style-type: none"> 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 <p>(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)</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 following activities for enhancing vocabulary related to the theme. <p>You can share pictures of historical events and ask learners to label them with appropriate words.</p> <p>You can develop more activities for vocabulary development by</p> <ul style="list-style-type: none"> ✓ showing picture/object/illustration and asking for appropriate word(s) ✓ word web
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<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,
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<ul style="list-style-type: none"> 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. 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. 	<p>QR codes of the textbook have some additional activities. These could be used by all learners.</p>	<ul style="list-style-type: none"> ✓ 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>Ask the learners which aspect of History they like from their course (Social Science/History) and why? They can write a paragraph explaining why.</p> <p>WEEK 11</p> <p>Grammar</p> <p>This lesson has a lot of examples of reported speech.</p> <p>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</p> <p>You may revise the tenses and then take up the reported speech.</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. Ask them to look for more examples online and share them via email or text. <p>Writing</p> <p>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.</p> <p>They can use the dialogues as they are, or change the direct narration into reported speech.</p> <p>At the end of the activity, you can consolidate all the paragraphs to form a coherent story.</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
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- 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>
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