

Monday 13/7/20 Test Schedule

Pbe - पेशा + एका घर

Ist Dept

13/7/20 to 18/7/20

Eng - Number + Gender

P.K - Transport's Name

Tuesday 14/7/20

Hindi - स्वर + व्यंजन

Math - J-C 301 to 500

P.K - Flowers Name

Wednesday 15/7/20

E.V.S - L-4 B.ex

Com - L-2 B.ex

Draw - Top Revision + colour fill on back

Thursday 16/7/20

Pbe - पिछली + पिछला के आ

Eng - opp + Article

Draw - Top Test

Friday 17/7/20

Hindi - इ (इ) की मात्रा

Math - R.C 500 to 301

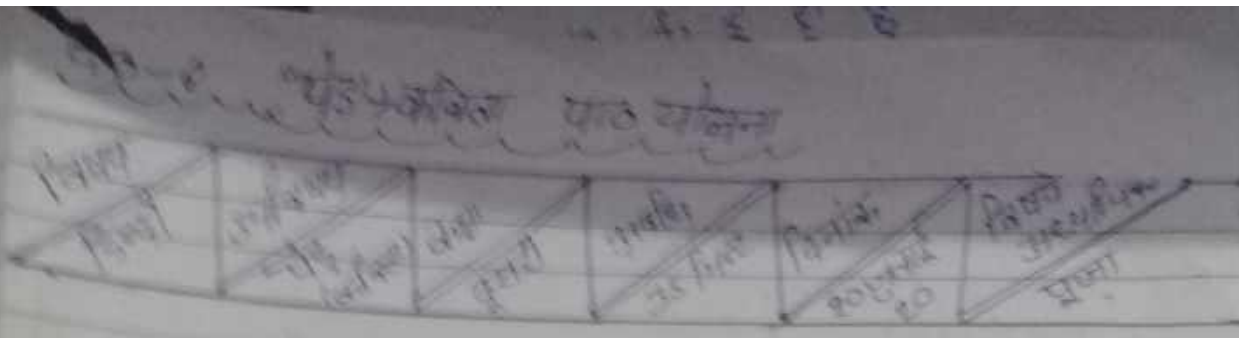
Eng - L-3 B.ex

Saturday 18/7/20

E.V.S - L-4 Ques/Ans

Com - L-2 Jumble word

Pbe - L-3 B.ex



साधारण साधना - कठक का कर्म, श्यामपट्ट, चाँक, हॉलिंग।

विशेष साधना - पंड से संबंधित चार्ट।

- साधारण उद्देश्य -
1. बच्चों के ज्ञान में वृद्धि करना।
 2. बच्चों के हाथ प्रणाल में वृद्धि करना।
 3. बच्चों में कल्पनाशक्ति का विकास करना।
 4. बच्चों की दिव्य विषय में रुचि बढ़ाना।

- विशेष उद्देश्य -
1. पंड कल्पना के माध्यम से बच्चों के पंडों के मद्दल सिखावना।
 2. पंड में रुचि पर, भावित्य में जान बूझी मुसोबतों को बार में बताना।

विज्ञान विधि - व्याख्यात्मक एवं वर्णनात्मक विधि।

पूर्वजन्म कार्य - अध्यापक को प्रश्नक चलानी कि बच्चे को, पंडों को बार में आवश्यक जानने दें।

क्र.	अर्थपूर्ण विषय	उत्तर क्रियाएँ
1	क - कुछ पंडों के नाम बतवाओ	उत्तर - जाम, कला, लीची, आमरुद, अंजूर आदि।
2	प्र - कर्म अर्थक कर्मसहित कर्म कहे लो इ	उत्तर - आम।
3	इ - आम किस पर उगते है?	उत्तर - पंडी पर।
4	ए - आमके घर में कर्म लो पंड लो इ	उत्तर - नोख और आमरुद।
5	उ - आम पंड में इतने पर क्या उपलब्ध हलेंगे इ।	उत्तर - पौधे।

3rd Class Lesson plan - Maths

Exercise - 4.5 Word problems

General Aids: Blackboard, chalk, dusters

Specific Aid: Mobile phone

General Aim: Student's will be able to understand the concept of problems and how to write it.

P.R. Testing: Do you know how to write statements?

Introduction: Today, we will discuss about word problems related to multiplication.

Presentation

<u>Subject Matter</u>	<u>Teacher Activity</u>	<u>Student Activity</u>
For e.g. If the cost of 1 toy is ₹ 25. Find the cost of 4 such toys.	Teacher will solve all the problems on blackboard and also make a video on it.	Student listen and watch video carefully and solve on their notebooks.

Recaptulation: Revise all the problems once again.

Homework: Solve problems on their fair notebooks.

दोनों कांड गिलाकर दिखाते
हुए इसको गिलाकर क्या
पढ़ेंगे ?

'संगस्थानक प्रयोग'
छान निरउत्तर

उद्देश्य कथन : छात्रों ! आज हम सब 'दो अक्षरों से बने शब्द'
का अध्ययन करेंगे ।

प्रस्तुतीकरण :

क्र.सं.	गिलाकर बिन्दु	अध्यापिका क्रिया	छान अनुक्रिया	सहायक सामग्री
1.	परिभाषा बताते हुए	अध्यापिका छात्रों को परिभाषा बताती हुई श्यामपट्ट पर लिखती हैं- "दो या दो से अधिक वर्णों के सार्थक समूह को शब्द कहते हैं।"	छान अध्यापिका को बहुत ध्यान से सुनते हैं और कार्य देखते हैं तथा अपनी उत्तर-पुस्तिका पर लिखते हैं।	शब्द की परिभाषा: "दो या दो से अधिक वर्णों के सार्थक समूह को शब्द कहते हैं।"
2.	स्पष्टीकरण द्वारा	जैसे : ह + ल = हल ग + ग + न = गगन ज + ग + म + ग = जगमग अध्यापिका प्रश्न पूछती हैं - न + ल अक्षरों को गिलाने से कौन-सा शब्द बनेगा? शाबदा ! अतिउत्तम बेटा बैठ जाओ ।	छान ध्यान से उदाहरण देखते हैं। छान उत्तर देता है खड़े होकर कहता है - (नल)	उदाहरण : ह + ल = हल ग + ग + न = गगन ज + ग + म + ग = जगमग

पाठ योजना - 6

दिनांक : 20-7-20

विषय : हिंदी व्याकरण

कक्षा : 4

चक्र : II

अवधि : 35 मिनट

प्रकरण : शब्द

सामान्य उद्देश्य :

- (i) छात्रों में हिन्दी विषय के प्रति रुचि उत्पन्न करना।
- (ii) छात्रों में शुद्ध व स्पष्ट हिन्दी लिखने की क्षमता का विकास करना।
- (iii) छात्रों के शब्द भण्डार का विकास करना।

विशिष्ट उद्देश्य :

- (i) छात्रों को सही शब्दों के विषय में जानकारी देना।
- (ii) छात्र सही शब्दों का प्रयोग करना सीखेंगे।

आवश्यक सामग्री : श्यामपट्ट, फ्लैश कार्ड, संकेतक, पाठ्य-पुस्तक।

पूर्व ज्ञान परीक्षण :

प्रस्तावना प्रश्न :

क्र.सं.	अध्यापिका किये	छात्र अनुकिया
1.	फ्लैश कार्ड पर बना हुआ (क) अक्षर बच्चों इस पर क्या लिखा है?	"(क)"
	दूसरा फ्लैश कार्ड 'ल' अक्षर बना हुआ दिखाते हुए बच्चों इस पर क्या लिखा है?	"(ल)"

Content	Student's Activity	Teacher's Role
1. Synonyms	Students listen carefully.	There are words which have the same meaning as given words. Such words are called synonyms.
2. Eg. of synonyms	Students also give some eg. of synonyms.	Sad - Unhappy Half - Asobolone etc.
3. Antonyms	Students listen carefully.	There are words which mean the opposite of one another. Such words are called antonyms.
4. Eg. of Antonyms	Students also give some eg. of antonyms.	eg - Light - heavy punish - reward etc.
5. Homophones	Students listen carefully.	Such pairs of words which have similar sounds but different spelling are called homophones.
6. Eg. of homophones	Students also give some eg. of homophones.	eg of homophones: 1. die 2. flour

Class 5th

Timing - 30 min

Subject English Grammar

Day / Monday

Topic Synonyms and Antonyms and Homophones

Teaching aid - Book, notebook, mobile phone, video and audio.

General Aim:-

1) To develop the students interest in subject

2) English language

2) To develop their language skills

3) To enable them to learn how to speak words.

4) To enable them to learn how to understand the difference between the words.

Specific aim:- To give the students general information about the topic of Synonyms and Antonyms.

Previous knowledge Testing:-

1. Name any two things which have same meaning but different spelling?
2. Name any one thing which have same sound but different meaning?
3. Do you know about opposite words.

Announcement of topic:- Students today we are read about synonyms, Antonyms and Homophones.

Content	Teacher's activity	Student's activity	Activity	Example of all kinds of Adjective after Explaining each type	Students will note all these in their notebooks	Showing Examples
Definition	What is Adjective? Adjective is a word that tells you more about a noun.	Students are listening carefully	Explanation method is used.			
Explanation	The words that qualify the nouns or pronouns are called Adjectives. For Example: • This girl is beautiful. • She drinks hot coffee. • I got first position in class. • Vijay is a brave boy.	Student listen the Example and find adjective word	Tell Some Examples • beautiful • first • brave.			
Kinds of Adjective	How many Types of Adjective?	Students become silent				
	So, there are six kinds of Adjective 1. Qualitative Adjective 2. Quantitative Adjective 3. Numeral Adjective 4. Interrogative Adjective 5. Demonstrative Adjective 6. Possessive Adjective	Students are listening carefully	Show kinds of Adjective.			

Evaluation Questions

Ques 1 What is Adjective? Give some example of Adjective.

Ques 2 Write kinds of Adjective and also give some example of each kind.

Homework:

Students, solve the Exercise of (Chapter no 4) Adjectives in your Grammar Topic.

Lesson Plan

Class - 6th

Subject - English

Topic - Adjective

General Teaching Aids: Show different types of Examples to Students, Books, etc.

General Aims

- * To improve the ability of student to understand English Grammar.
- * To create opportunities for Students to engage in Creative Self Expression.
- * To enable Students to classify Adjective.
- * To enable Students to develop their interest in learning.
- * Students will be able to point out various examples from their daily life situations.

Previous Knowledge Testing

- * What is Noun?
- Name of Place, Person, animal or thing.
- * Give an example of Noun
→ Rajat is good boy. Rajat is Noun.
- * The words which describes or give some information about noun are called?
- Adjectives become Silent

Announcement of Topic

Go, Students Today we will do study about Adjective.

Lesson Plan

Class - 7th

Subject - Science

Topic - Soil

Teaching Aid:-

Objectives of Teaching:-

- ① Students will be able to recall the major and minor concept of Science.
- (2) Students will be able to distinguish the different types of soil and its properties.
- (3) Students will be able to use concept in daily life.
- (4) Students will develop the scientific skill of distinguish the various types of soil.

Previous Knowledge Testing Questions:-

- Q1. On which planet we live?
- Q2. Name the various Natural resources.
- Q3. Where do we grow plants?
- Q4. Where do the earthworms live?
- Q5. From where plants get their nutrients?

Announcement of Topic:-

Students today we will discuss our topic Soil, its types and properties of soil.

Content	Teacher's Activity	Student's Activity
Soil and its formation	Soil is one of most important natural resource. It provide anchorage to the plants and supplies water and nutrients. It is the home of many organisms. Soil is formed by the breaking down of rocks by the action of wind, water and climate. This process is called weathering.	Students will listen carefully

Soil Profile:	<p>A vertical section through different layers of the soil is called the soil profile.</p>	Students will perform Activity by collecting samples of various soils to understand the different layers of soil profile.
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- A-horizon** → This layer is generally soft, porous and can retain more water it is called the top soil. Roots of small plants are embedded in the top soil.
- B-horizon** → This layer has lesser amount of humus but more of minerals. This layer is generally harder and more compact.
- C-horizon** → This is made up of small lumps of rocks with cracks

CLASS — 8th
Sub — Mathematics
Ch = 2 [Linear equation in one variable]

Teaching Aids — Paper, Pen / Black board, ~~Chalk~~

General aim

1. To develop interest in Maths
2. To enhance the Knowledge of student's
3. To develop thinking of student's.
4. To develop Problem solving attitude of student's.

Specific aim — To enable students understand the concept of 'The Linear Equation in one variable' and Problems

P. K Testing —

1. What is variable and Constant?
2. What is linear equation in one variable?
3. Define Balancing method and Transposing method.
4. Two numbers are in the Ratio 5:3
If they differ by 18. What are the numbers.

Write the equation of 4 Question
[No answer]

Announcement of Topic → So Student's today we will discuss ~~Problems~~ Problems sum

and solving systems having the variable on both sides

Teacher's Activity

Teacher's Activity

Student's Activity

Ex 7.22
Problem 1.9 p. 22

New Teacher will explain Problem about linear equation in one variable

Student's Activity

Q If you deduct from a number, say 15, the result is 4, you get what is number?

Student's will give answer and understand the problem

Ans to above

Let the number be x

$$x - \frac{1}{2} = \frac{1}{8}$$

$$x - \frac{1}{2} = \frac{1}{8} - \frac{1}{2}$$

$$x - \frac{1}{2} = \frac{1 \times 2}{2} - \frac{1 \times 2}{2}$$

$$x - \frac{1}{2} = \frac{1}{4}$$

$$x = \frac{1}{4} + \frac{1}{2}$$

$$x = \frac{1+2}{4} = \frac{3}{4}$$

$$\text{Number} = \frac{3}{4}$$

The Answer ..

What is the formula of perimeter of rectangle?

Student's answer the question

Q The perimeter of a rectangular park is 150m. Its length is 40m more than its breadth. What are the length and the breadth of the park?

Student's answer the question

New Student's Answer the question on notebook

Recapitulation

1. Write the formula of perimeter of rectangle

2. Write the formula of triangle

3. Sign

$$+ = \dots$$

$$- = \dots$$

$$x = \dots$$

Content

Teacher Activity

Student's Act

C
O
N
S
E
C
U
T
I
V
E

Consecutive numbers \Rightarrow

Numbers which follow each other in order, without gaps, from smallest to largest

12, 13, 14 ...

are consecutive numbers

[2, 4, 6, 8, 10 ... are

even consecutive numbers]

Students will listen carefully and understand the concept

Number ?

[5, 10, 15 ... are consecutive multiples of 5]

Problem

6 Three ...

Sum no. (6)

Three consecutive integers add up to 51. What are integers?

Student's Note
down the sum on N.B

Let consecutive three integers = $x, x+1, x+2$

Acc to statement,

$$x + x + 1 + x + 2 = 51$$

$$3x + 3 = 51 \quad [\text{using } \begin{matrix} \text{distributive} \\ \text{property} \end{matrix}]$$

$$3x = 51 - 3$$

$$3x = 48$$

$$x = \frac{48}{3} = 16$$

Packing by Jerome K. Jerome

General Objectives - to make English more enjoyable and appreciable to the student

to encourage them to express their views and feelings about the story

to develop the imagination and enrich their vocabulary

to enable the students to speak and write correct English.

Specific Objectives

to enable the students the fact that packing is an art and few people are gifted with this art

to enable them packing involves concentration and deftness

Material

Books: Packing, Vocabulary list, Character Evaluation

Pre Knowledge Testing

Do you like going on trips? What kind of trips do you enjoy most?

How do you feel about having a pack for a trip?

How do you feel about not having a list and how do you feel about not having a list of things you must not forget to take with you?

Does this make you angry or laugh at yourself?

About the Author

Jerome K. Jerome was an English writer and best known for writing the comic novel 'Three Men in a Boat' (1880) and 'The Idle Man' (1881).
 2nd May 1859, Calverton, United Kingdom
 11 June 1927, Northampton General Hospital, United Kingdom
 He wrote a sequel to 'Three Men in a Boat' - 'Three Men on the Bummel'

Introduction About the Chapter

Packing is one of the chapters taken from 'Three Men in a Boat'. This story is an extract from this novel. The narrator of the story and his two friends decided to go on holiday. The question of packing the things for the journey arose. The author thought that he was an expert in packing. He asked his friends, George and Mark to leave packing to him. When he had finished packing, certain things remained out. He opened the bag again. In the same way

He had to pack and unpack again.
The packing was still not complete. Florio and George undertook to do the rest of the job. But they were also not expert in packing. They damaged a number of things and did the job shabbily. At last the packing was completed by 12.30 in the night. They went to bed with the intention of waking up at 6.30 in the morning.

Summary of the Chapter

The author and his friends decided to go on holiday. The author thought he was an expert in packing. He told his friends George and Harris that he would do the packing. They at once agreed to his suggestion. George put on a pipe and sat in an easy chair. Harris put his legs on a table and lit a cigar. The author had not contended this. He was unhappy with himself for having offered to pack. He had thought that Harris and George would pack and he would boss over them. When he worked and the people around him relaxed, he was greatly irritated. At the same time, he could not sit still and see others working.

The narrator started packing. It took him a longer time than he had expected. He packed the bag ~~but~~ left the boots

outside. So he had to re-open the bag and put the boots in. No sooner had he packed the bag than he forgot whether he had packed his toothbrush. He again opened the bag and made a search for the toothbrush which he finally found inside a hat. When he had finished, George asked if the two soap cakes in the narrator's got irritated and refused to re-open the bag. ~~once again~~ However he had to open the bag once again when he found that he had packed his spectacles. Now it was the turn of George and Harris to do the rest of the packing. They began in a light hearted spirit to show the narrator that it was not a very difficult task. But they too proved themselves immature as they made a lot of mistakes while packing. They started with breaking a cup. Then Harris packed the strawberry jam on top of a tomato and squashed it. And then there was George who trod on the butter. In this way they messed up things and took a long time in packing. The narrator's dog Montmorency lingered the task of packing by creating nuisance. He came and sat on things, just when they were wanted to be packed. He put his leg into the jam and disturbed the teaspoons. He pretended that the lemons were rats and got into the hamper to attack them. The packing was finished at ^{mid} night.

5] Footprints Without Feet [20/12/20 to 25/12/20]

Footprints Without Feet [H.G. Wells] Written by

- General Objectives
- To make English prose enjoyable and appreciable to the students
 - To develop positive attitude towards the language
 - To encourage them to express their views and feelings about the story.
 - To develop the imagination and enrich their vocabulary.
 - To develop moral values in the students
 - To enable the students to speak and write correct English.

- Specific Objectives
- * To enable them to discriminate the good from the evil
 - * It creates imagination power among the students.
 - * To enable them use their energies in a constructive manner

Material Book: Footprints Without Feet, Vocabulary list, Character Evaluation

- Knowledge Testing
- Can a man become invisible?
 - Do you watch any movie about it?

Can you name of the character having the magical power?

Introduction
About the Author

Herbert George Wells [2nd Sep 1866 - 13 Aug 1946]
was an English writer. He wrote dozens of novels, short stories and works of social commentary, biography and autobiography and even two books on recreational war games. He is now best remembered for his science fiction novels and is often called the "father of science fiction", along with Jules Verne and Hugo Gernsback.

Introduction
About the story

The story Footprints Without Feet describes the story of a brilliant scientist, Griffin, who degenerated himself into a lawless person. Griffin discovered that the human body could become transparent and invisible. He misused it to threaten, trouble and beat innocent persons and rob them.

Summary

The story is about a scientist named Griffin. He had been discovering ways which could make a man invisible and finally succeeded certain rare drugs that made him invisible. He was first noticed by two boys in staircase of a house. They see his footsteps and started following it.

Summary of the chapter

They follow it until the footsteps are faint and cannot be seen.

First, as he is feeling cold, he enters a mall for some warmth. After the stores shut down, he decides to wear some warm clothes and eat something. He first undresses a few clothes and wears them, then found the kitchen of a restaurant, he eats cold meat and some coffee. Later he goes to a grocery store and eats sweets and drinks wine. He then falls asleep on a pile of quilts.

He then wakes up in the morning when some of the store assistants had seen him and started chasing him. He quickly threw away all the clothes he was wearing and became invisible again without any clothes in the cold winter of London. He then decides to steal clothes from a theatre company and to wear his new clothes. He then steals handkerchiefs for his face, dark glasses, false nose and a hat for covering himself. He then hits the shopkeeper and steals all his money. Then he decides that he would go to a remote place named Iping. He books two rooms at an inn at the Iping place. Once he wakes up one, he finds four people. He also stole money from George who's desk. A policeman named Toffers was called. Mrs. Hall, the wife of the landlord, asks him questions regarding where he is and what he did to her families. This makes him really furious.

The people then see a headless man and Mr. Toffers. They are unable to catch Griffin as he removes all his clothes and becomes invisible. He even knocks out Toffers as he tries to catch him.

Lesson Assignment

Reconstruction

Question students and listen the responses while reading the book.

A whole class discussion could be held at the beginning of the next page.

Review the events of lessons and characters again and again to enable the students to keep them in their minds.

Questions are raised before going to the next page.

Group Discussion

* Suppose you are invisible for a day. How will you enjoy moments of the day?

* Do you think it would be scientifically possible for a man to become invisible or transparent?