









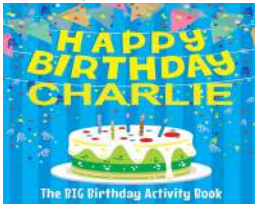




ENGAGE PLANNER
DECEMBER 2024-25
SCHOLASTIC PERIODS






NOTE: Cold Calling will be done in all the Regular Periods.


Class-VI



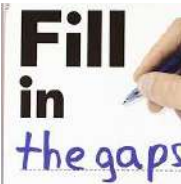




Subject – English





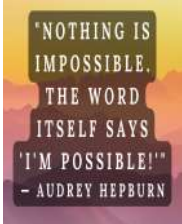

Date and Day	Topics	E (Energize Learners)	N (Navigate Content)	G (Generate Meaning)	A (Apply to Real Life)	G (Gauge the Learning)	E (Extend)
2ndDecember (Monday) – 6thDecember (Friday) Value of the week: Respect for Tradition, Mindfulness, Health Awareness 	You are What you Eat! 	Introduction The teacher will begin by engaging students with a few thought-provoking questions about their own food habits and routines. Students will be asked if they follow certain practices related to eating, such as eating breakfast, sitting on the floor, or eating with their hands. Learning Outcomes Students will be able to: 1. understand the historical and cultural significance of traditional food habits in India. 2. learn how ancient food practices like eating with hands,	Teaching Methodology Discussion method The teacher will present various food habits that have been followed for generations in India, such as eating with hands, sitting on the floor, and having early dinners. The teacher will explain the historical context behind these habits and their benefits according to Ayurveda and modern nutrition science. The teacher will explain how food cooked in clay pots, eating breakfast early, and not skipping meals can contribute to better digestion and health.	Reflection 1. Textbook question answers 2. Reference to Context including MCQs 3. Value Based questions 	Demonstration of the acquired skills Value Based Question Why is it important to preserve traditional food habits? How can these habits help us maintain a balance between health and culture? 	Application of the learning by students Explore Real-Life Applications: Students will create a food diary, following one traditional food habit for a week, and note any physical or mental changes they experience. 	Homework Creative Writing Find out one traditional food habit from any other culture around the world and explain how it benefits the people who follow it. Compare it to an Indian food habit that has similar benefits. 



		<p>sitting on the floor, and eating early have health benefits.</p> <p>3. recognize the connection between food habits and Ayurveda, and how modern nutrition scientists validate these practices.</p> <p>Discussion Questions</p> <p>1. What are some food-related habits you follow at home or school?</p> <p>2. Do you think some of these habits have been passed down through generations?</p> <p>3. Can food habits affect your health and well-being? How?</p>					
<p>9th December (Monday) – 11th December (Wednesday) Value of the week:</p> <p>Hope, Contentment, Family Support</p> 	<p>Charlie's Birthday</p> 	<p>Introduction</p> <p>The teacher will explore the themes in "Charlie's Birthday" by making the students understand how small gestures of kindness, resilience, and family support can have a big impact on personal happiness and relationships.</p> <p>The teacher will begin with an open question:</p>	<p>Teaching Methodology</p> <p>The teacher will read the story excerpt aloud to convey emotions and tone.</p> <p>Encouraging students to listen actively for key emotions, actions, and imagery related to Charlie's experience with his family.</p> 	<p>Reflection</p> <ol style="list-style-type: none"> 1. Textbook question answers 2. Reference to Context including MCQs 3. Value Based questions 	<p>Demonstration of the acquired skills</p> <p>What qualities in Charlie make him a good role model? How do these qualities make his actions impactful for those around him?</p> 	<p>Application of the learning by students</p> <p>Explore Real-Life Applications:</p> <p>Why is it important to stay positive and generous, even when we don't get exactly what we want?</p> 	<p>Homework</p> <p>Students write a letter to their future self, explaining how they would handle a situation where they don't get exactly what they want, just as Charlie doesn't get the golden ticket.</p> 

		<p>"what are some small things you or others do that make a big difference in your life or the lives of others?"</p> <p>Learning Outcomes</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. identify and analyze the central themes of family support, excitement, and disappointment in "<i>Charlie's Birthday</i>". 2. recognizing the Role of Family Support in Emotional Development 3. appreciating the Theme of Resilience and Acceptance. 					
<p>(12th December) Monday – (13th December)</p> <p>Value of the week: Gratitude</p> 	<p>We Plow the Field and Scatter</p>	<p>Introduction</p> <p>The teacher will explain that the poem is a hymn of thanks, praising God for the gifts provided through nature.</p> <p>Learning Objective Students will be able to:</p> <ol style="list-style-type: none"> 1. understand the importance of expressing gratitude for the gifts of nature and life. 	<p>Teaching Methodology</p> <p>The teacher will read the poem aloud, emphasizing key phrases like "God's almighty hand," "good gifts around us," and "thank the Lord, O thank the Lord."</p> <p>While reading, pause at the end of each stanza for discussion.</p> 	<p>Reflection</p> <ol style="list-style-type: none"> 1. Textbook question answers 2. Reference to Context including MCQs 3. Value Based questions 	<p>Demonstration of the acquired skills</p> <p>What does it mean to give thanks to God for all things bright and good? How can we show gratitude in our everyday lives?</p> 	<p>Application of the learning by students</p> <p>Essay Writing How can we show our gratitude for the good things in life, just like the poet does in the poem? What are some ways we can thank God for our blessings?</p>	<p>Homework</p> <p>Create a "Gratitude Tree" poster in the notebook.</p> 


		<p>2. recognize the value of emotional resilience and gratitude in overcoming challenges.</p> <p>3. develop an awareness of the role family and relationships play in fostering gratitude and emotional well-being.</p> <p>Discussion Question</p> <p>1.What are some of the things you are grateful for in your life?</p> <p>2.How do you express your gratitude when you receive something special or important?</p> <p>3.Display pictures of nature (e.g., sun, rain, plants growing, animals) to create a connection to the theme of the poem.</p>					
<p>16thDecember (Monday)- 20thDecember (Friday)</p> <p>Value of the Week-</p>	<p>Grammar Book Chapter-22 Conjunctions</p>	<p>Introduction</p> <p>Video Proper explanation of the topic will be given after showing the video. https://youtu.be/LBVu1XBugM8?si=-pT-eQjWiYopnu4p</p>	<p>Teaching Methodology</p> <p>Explanatory Method Teacher will explain the conjunctions using the examples given in the chapter.</p>	<p>Reflection</p> <p>Book's Back Exercise 1.Underline the conjunctions 2.Fill the gaps using and,but or because</p>	<p>Demonstration of the Acquired Skills</p> <p>Let's Watch A story based on conjunctions will be shown to students.</p>	<p>Application of the learning by students</p> <p>Sentence Combination Activity: Students will combine two or</p>	<p>Homework</p> <p>Create Your Own Story Write a story about a funny animal adventure using conjunctions in your</p>


		<p>Learning outcomes Learners will be able to:</p> <ol style="list-style-type: none"> 1. identify and use basic conjunctions like and, but, or, because in sentences. 2. practice using conjunctions to combine two simple sentences into one. <p>Discussion Questions</p> <ol style="list-style-type: none"> 1. What are conjunctions? 2. Can you think of some examples of conjunctions? 	<p>No Slipping Students will go through the information given in the No slipping section to reinforce their concept.</p> <p>Table Draw a table showing Conjunctions and its uses in the notebook.</p>		<p>https://youtu.be/v61Nqjtz4Ug?feature=shared</p> 	<p>more simple sentences using appropriate conjunctions (and, but, or) in writing exercises. For example:</p> <p>i like playing football.</p> <p>i like playing basketball.</p> <p>il like playing football and basketball."</p>	<p>notebook.(4-5 sentences)</p> 
<p>23rdDecember (Monday)- 27thDecember (Friday)</p> <p>Holiday: Christmas 25thDecember (Wednesday)</p>	<p>Grammar Chapter-25 Direct and Indirect Speech</p> 	<p>Introduction</p> <p>The teacher will introduce the topic "Direct and Indirect Speech" by explaining how we report what others say using either their exact words (direct) or paraphrased words (indirect).</p> <p>Learning outcomes Learners will be able to:</p> <ol style="list-style-type: none"> 1. identify the difference between direct and indirect speech. 2. convert sentences from direct to indirect 	<p>Teaching Methodology</p> <p>Audio Visual A video related to direct and indirect speech will be shown, explaining the key differences between the two. https://youtu.be/uKwIF2QM03E?si=zSPkQO6SU8BtajAj</p> <p>Board Activity The teacher will write sentences on the board and ask students to convert them from direct to indirect speech. Students will also be encouraged to identify key changes in tenses</p>	<p>Reflection</p> <p>Book's Back Exercise</p> <ol style="list-style-type: none"> 1. Fill ups 2. Complete the sentences 3. Change the sentence  <p>Notebook Create a flowchart comparing the structures of Direct and Indirect speech.</p>	<p>Demonstration of the acquired skills</p> <p>Video The teacher will show a short animated video explaining the rules of converting direct speech into indirect speech, featuring real-life conversations. https://youtu.be/67xfNKME85I?si=b2n4Nyp8cnjQOsAD</p>	<p>Application of the learning by students</p> <p>Students will be asked to write three pairs of sentences: one in direct speech and the other converted to indirect speech.</p> <p>Examples</p> <ul style="list-style-type: none"> • Direct Speech: He said, "I will come tomorrow." 	<p>Homework</p> <p>Complete the gap filling by writing the correct form</p>



<p>Value of the Week-</p> 		<p>speech and vice versa.</p> <p>Discussion Questions</p> <ol style="list-style-type: none"> 1.What is direct speech? 2.How do we change direct speech to indirect speech? 	<p>and pronouns.</p> 			<ul style="list-style-type: none"> ● Indirect Speech: He said that he would come the next day. 	
<p>30thDecember (Monday)- 31stDecember (Tuesday)</p> <p>Value of the Week-</p> 	<p>Grammar Chapter- Message Writing</p> 	<p>Introduction</p> <p>The teacher will introduce "Message Writing" by discussing the importance of delivering concise and clear messages in everyday situations.</p> <p>Learning Outcomes Learners will be able to:</p> <ol style="list-style-type: none"> 1.understand the format and essential components of a message. 2.write clear, well-structured messages based on given situations. <p>Discussion Questions</p> <ol style="list-style-type: none"> 1.What is a message, and when do we write one? 	<p>Teaching Methodology</p> <p>The teacher will break down the message writing process into simple, easy-to-follow steps</p> <p>Step 1: Understanding the Purpose The teacher explains when to write messages, emphasizing the need for clarity and brevity.</p> <p>Step 2: Identifying Key Information Students will pick out important details: date, time, recipient, main message, and sender's name.</p> <p>Step 3: Organizing the Message Format The teacher demonstrates the layout:</p> <ol style="list-style-type: none"> 1.Date and Time 2.Recipient's Name 3.Main Message 	<p>Reflection</p> <p>Students will choose a scenario from a list provided by the teacher, such as</p> <p>informing a friend about a canceled event. OR leaving a message for a parent about staying late at school.</p> <p>They will write their own message using the format discussed in class, ensuring they include all key details: date, time, recipient, main</p>	<p>Demonstration of the acquired skills</p> <p>Video The teacher will show a video on message writing, demonstrating how to extract key details from a conversation or event and how to write a simple, effective message. https://youtu.be/-EtiLkMn4_E?si=Ulkfs7ouQOS0QgHQ</p>	<p>Application of the learning by students</p> <p>Students will write three messages based on prompts such as: Informing a parent about a change in plans. Example: Prompt: You were out when your friend called. Write a message for your mother to inform her about your friend's call.</p> <p>Message Example: Date: 27th November Time: 5:00 PM Mom, Neha called to ask about the group project. She wants you to call her back at 6 PM. - Anika</p>	<p>Homework</p> <p>Do ques 2 in grammar book.</p>

		<p>2.What key details should be included in a message?</p>	<p>4.Sender's Name</p> <p>Step 4: Writing the First Draft</p> <p>Students write a draft based on a given scenario using the correct format.</p> 	<p>message, and sender's name.</p> 			
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Subject- Hindi

दिनांक तथा दिवस	विषय/ उपविषय	शिक्षार्थी को ऊर्जावान बनाना/ सशक्तिकरण	पाठ्यसामग्री का संचालन	दीर्घकालीन स्मृति	वास्तविक जीवन अनुप्रयोग	आकलन युक्ति योजना	गतिविधियों का विस्तारीकरण
2 दिसंबर (सोमवार) 11 दिसंबर बुधवार मूल्य शिक्षा: स्वतंत्रता से बढ़कर कुछ नहीं।	पाठ - 15 बेगम हज़रत महल 	परिचय/ प्रस्तावना सीखने की संप्राप्ति 1. छात्र बेगम हज़रत महल के जीवन, साहस और स्वतंत्रता संग्राम में उनके योगदान को समझ सकेंगे। 2. छात्र महिला सशक्तिकरण और नेतृत्व के गुणों का महत्व समझेंगे। 3. 1857 के स्वतंत्रता संग्राम में उनकी भूमिका और अंग्रेज़ों के खिलाफ उनके साहसिक कार्यों समझने का प्रयास करेंगे। पूर्वज्ञान पर आधारित प्रश्न 1. क्या आप भारत के स्वतंत्रता संग्राम के बारे में कुछ जानते हैं? 2. महिलाओं ने स्वतंत्रता संग्राम में किस प्रकार योगदान दिया है। प्रस्तावना छात्रों! आज हम आज एक ऐसी वीर महिला के बारे में जानने जा रहे हैं जिन्होंने भारत के स्वतंत्रता संग्राम में अपना महत्वपूर्ण योगदान दिया।	शिक्षण पद्धतियाँ पठन-पाठन, व्याख्या पाठ के सार/ मूलभाव का स्पष्टीकरण विभिन्न साहसिक वीरांगनाओं के जीवन काल व उनके वीर कार्यों का वर्णन करते हुए बच्चों के ज्ञान में वृद्धि उदाहरण वीर साहसिक महिलाओं के नाम- 1. रानी लक्ष्मीबाई - 2. रानी दुर्गावती	परावर्तन दृश्य-श्रव्य सामग्री वीडियो प्रस्तुतीकरण के लिए क्लिक करें https://youtu.be/vQVqVyOIPrM?feature=share आनंदपूर्ण अधिगम भूमिका निभाना: छात्र बेगम हज़रत महल का चरित्र निभाकर उनके संघर्ष और नेतृत्व को प्रस्तुत कर सकते हैं।	अर्जित कौशल का प्रदर्शन पोस्टर और कला का प्रदर्शन: स्वतंत्रता संग्राम के किसी दृश्य को चित्रित करना या बेगम हज़रत महल की भूमिका को दर्शाने वाला पोस्टर बनाकर अपनी कला व ज्ञान में वृद्धि कर सकते हैं।	छात्रों द्वारा अर्जित ज्ञान का प्रयोग अर्जित ज्ञान का वास्तविक जीवन में प्रयोग छात्रों की समझ को गहरा बनाता है और उन्हें उस ज्ञान का महत्व समझने में मदद करता है। 1. आत्म विश्वास और नेतृत्व कौशल का विकास। 2. समस्याओं का समाधान करने में कुशलता। 3. पाठ्य वस्तु के सार से संबंधित प्रश्न कार्य।	गृहकार्य सोन चिरैया कोई दो वीरांगनाओं का ए4 शीट पर चित्र बनाकर उनके साहसिक कार्यों का वर्णन कीजिए।




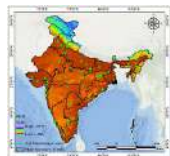


<p>12 दिसंबर (वीरवार) 19 दिसंबर (वीरवार)</p> <p>मूल्य शिक्षा: सार्थक वाक्यों से भावों की अभिव्यक्ति होती है।</p>	<p>पाठ - 17 वर्तनी एवं वाक्य रचना की सामान्य अशुद्धियाँ</p> 	<p>परिचय/ प्रस्तावना सीखने की संप्रप्ति</p> <p>1. छात्रों के व्याकरण संबंधी ज्ञान में वृद्धि होगी। 2. अशुद्धियों को सुधारने से भाषा की गुणवत्ता में सुधार होगी और संवाद करने की क्षमता में भी बढ़ोतरी होगी। 3. लेखन और बोलचाल दोनों में ही सुधार। 4. छात्रों को उनके पिछले ज्ञान से जोड़कर, उनकी वर्तनी और वाक्य रचना की सामान्य गलतियों को पहचानने और सुधारने में मदद मिलेगी।</p> <p>पूर्वज्ञान पर आधारित प्रश्न 1. क्या आप जानते हैं कि वाक्य में क्रिया का स्थान कहाँ होना चाहिए? 2. "स्वागत" शब्द में कौन-सी वर्तनी सही है? स्वागत, स्वागतम्, स्वगात।</p> <p>प्रस्तावना बच्चों आज हम अपनी वर्तनी और वाक्यों का शुद्ध निर्माण करने के लिए व्याकरण की इकाई वर्तनी और वाक्य रचना की सामान्य अशुद्धियाँ का अध्ययन करेंगे।</p>	<p>शिक्षण पद्धतियाँ वर्तनी की सामान्य अशुद्धियाँ</p> <p>ध्वन्यात्मक त्रुटियाँ, शब्दों का अभ्यास, ध्वनि और लेखन में अंतर आदि शिक्षण पद्धतियाँ का कुशल प्रयोग।</p>	<p>परावर्तन दृश्य-श्रव्य सामग्री</p> <p>वीडियो प्रस्तुतीकरण के लिए क्लिक करें</p> <p>https://youtu.be/QIsPAA7wVrA?feature=shared</p> <p>कला एकीकरण: नाट्य कला के माध्यम से वर्तनी सुधार, वाक्य निर्माण की चुनौती।</p>	<p>अर्जित कौशल का प्रदर्शन</p> <p>1. सही वर्तनी पहचानने की क्षमता: विद्यार्थी वर्तनी में सामान्य गलतियों को पहचानने और सुधारने में सक्षम होते हैं। जैसे, "सम्भावना" की जगह "संभावना" लिखना, 2. वर्तनी की त्रुटियों को पहचानने की क्षमता शब्दकोश का उपयोग।</p>	<p>छात्रों द्वारा अर्जित ज्ञान का अनुप्रयोग</p> <p>1. रचनात्मक लेखन में सुधार 2. वर्तनी पर आधारित प्रतियोगिताओं में भाग लेना। 3. वर्तनी और वाक्य रचना के सुधार से आत्मविश्वास में वृद्धि।</p>	<p>गृहकार्य</p> <p>व्याकरण अपने बारे में एक साक्षात्कार तैयार करें, जिसमें आप खुद को और अपनी शिक्षा/उपलब्धियों का सही वाक्य रचना के साथ परिचय देंगे। अभ्यास कार्य</p>
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<p>20 दिसंबर (शुक्रवार) 31 दिसंबर (मंगलवार)</p> <p>अवकाश 25 दिसंबर (बुधवार) क्रिसमस डे</p> <p>मूल्य शिक्षा: वाक्य संरचना में स्पष्टता और भावों की प्रभावशाली अभिव्यक्ति।</p>	<p>पाठ -13 विराम चिह्न</p> 	<p>परिचय/ प्रस्तावना सीखने की संप्राप्ति</p> <p>1. छात्रों के व्याकरण संबंधी ज्ञान में वृद्धि होगी। 2. विराम चिह्नों के प्रकार और उनके प्रयोग को जानेंगे। 3. विराम चिह्नों का सही तरीके से प्रयोग करना सीखेंगे।</p> <p>4. विराम चिह्नों की पहचान और सही चयन कर सकेंगे।</p> <p>पूर्वज्ञान पर आधारित प्रश्न</p> <p>1. विराम चिह्नों का उपयोग क्यों किया जाता है? 2. वाक्य में विराम चिह्नों की क्या भूमिका है? 3. विराम चिह्नों के बिना वाक्य कैसे पढ़ा जाता है? 4. विराम चिह्नों का उपयोग वाक्य की अर्थ और समझ को कैसे बदलता है?</p> <p>प्रस्तावना</p> <p>व्यवहारिक और शिक्षा के क्षेत्र में विराम चिह्नों का अत्यंत ही महत्व है। आज हम विराम चिह्नों व इसके भेदों का अध्ययन करेंगे।</p>	<p>शिक्षण पद्धतियाँ</p> <p>प्रश्नोत्तर विधियों, व्याख्यान द्वारा विराम चिह्न व भेद आदि समझाए जाएंगे।</p> 	<p>परावर्तन</p> <p>दृश्य-श्रव्य सामग्री</p> <p>वीडियो प्रस्तुतीकरण के लिए क्लिक करें https://youtu.be/jWQpi1BzdtQ?feature=share</p> <p>d</p> <p>पूछताछ विधि, वाक्य निर्माण के माध्यम से विराम चिह्नों के प्रयोग का अभ्यास करवाया जाएगा।</p>	<p>अर्जित कौशल का प्रदर्शन</p> <p>1. विधार्थी विराम चिह्नों का वाक्यों में सही स्थान पर प्रयोग करने में सक्षम होंगे।</p>	<p>छात्रों द्वारा अर्जित ज्ञान का अनुप्रयोग</p> <p>1. व्यवहारिक जीवन में आत्मविश्वास का विकास। 2. विराम चिह्नों का उनके उचित स्थान पर प्रयोग।</p>	<p>गृहकार्य व्याकरण</p> <p>पृष्ठ संख्या 111, 113, और 114, अभ्यास कार्य का गहन अध्ययन</p> <p>‘सच्ची मित्रता’ विषय पर कहानी लिखकर उचित स्थान पर विराम चिह्नों का प्रयोग कीजिए।</p>
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Subject – Mathematics

Date and Day	Topics	E (Energize Learners)	N (Navigate Content)	G (Generate Meaning)	A (Apply to Real Life)	G (Gauge the Learning)	E (Extend)
<p>2nd December (Monday) – 31st December (Tuesday)</p> <p>Holidays: Christmas</p> <p>25th December (Wednesday)</p> <p>Value - Students will understand the importance of using variables and how they help represent real-life situations through mathematical expressions.</p>	Chapter- 11 Algebra	<p>Introduction</p> <ul style="list-style-type: none"> Algebra is often called arithmetic of literal or variables. Literals are letters and they represent numbers. All algebraic expressions contain one or more literals connected by addition, subtraction, multiplication or division. Constants have fixed values, whereas variables have no fixed values. An algebraic expression can be evaluated by taking some fixed value of the variables. <p>Video https://youtu.be/YzO7z85pPQI?si=wSTmMLVGvaQfULVZ</p> <p>To start the class Learning outcome/s : Each child will be able to-</p> <ul style="list-style-type: none"> learn about constants, variables (or literals) and their combination with four basic operations. generalise patterns. translate the statements into mathematical form and vice-versa. learn to operate basic operations with algebraic expressions. evaluate given expressions for specific values of letters involved. <p>Discussion Question:</p> <ul style="list-style-type: none"> What is a variable, and why is it important in math? How can algebra be used to represent patterns or real-life situations? 	<p>Teaching Methodology</p> <p>The teacher will introduce the concept of variables with practical examples, such as using letters to represent numbers in daily life (e.g., "n" for the number of apples). She will also connect algebra to everyday life, illustrating how variables and equations model real-world situations, such as cost-price calculations or science experiments.</p> <p>Video https://youtu.be/fUOdon3y1hU?si=MI5AMWhuKhcDOHPJ</p> <p>Life Skills Make a word problem question using two different variables and represent it through toothpicks or paper cutouts. <i>(Material Required – toothpicks or paper cutouts and sketch pens)</i></p>	<p>Reflection</p> <p>COURSEBOOK</p> <ul style="list-style-type: none"> Exercise 11A Exercise 11B Exercise 11C Exercise 11D Mental Math MCQ Case Based Questions <p>WORK BOOK</p> <ul style="list-style-type: none"> Framework- 1 and 2 	<p>Demonstration of Acquired Skills</p> <p>Students will create their own simple algebraic equations representing situations in daily life, like calculating the total cost of items.</p>	<p>Application of the learning by the students</p> <p>Students will be asked to create problems based on their surroundings and write corresponding algebraic expressions.</p>	<p>Homework</p> <p>Art Integration Activity Make a circular wheel to show the types of algebraic expressions with examples.</p> <p><i>(Material Required – Circular cutout and sketch pens)</i></p>


Subject- Science

Date and Day	Topics	E (Energize Learners)	N (Navigate Content)	G (Generate Meaning)	A (Apply to Real Life)	G (Gauge the Learning)	E (Extend)
<p>2nd December 2024 (Monday)- 31st December 2024 (Tuesday)</p> <p>Holiday- 25th December, 2024 (Wednesday) Christmas</p> <p>Value of the week:</p> 	<p>Chapter 11 - Air Around Us</p>	<p>Introduction Introduction of the chapter will be done by the video Class 6 Scien...</p> <p>Learning Outcomes Students will be able to understand: - about air present everywhere and it is a mixture of gasses. - about importance of air - various properties of air - about the role of the atmosphere. - balance of oxygen and carbon dioxide in nature. - about the causes of air pollution and ways to reduce it.</p> <p>Discussion questions a) Where is the weathercock used for? b) How is the breeze different from wind? c) What is the atmosphere?</p>	<p>Teaching Methodology</p> <p>Audio Visual Chapter will be introduced by the video Class 6 ...</p> <p>Experiential Method a. To show that air occupies space with the help of balloons b. To show the presence of oxygen in air with the help of candle experiment</p> 	<p>Reflection Book exercise Short Q/Ans Long Q/Ans Framework 1,2</p> <p>Diagrams a) Composition of Air</p> 	<p>Demonstration of the Acquired Skills</p> <p>Critical Thinking a. Students will mark 5 most polluted states of the country in the map of India and various steps taken by the State Government to reduce air pollution on A4 size sheets and will paste them in the notebook.</p> 	<p>Application of the learning by students</p> <p>Art Integration a. Students will make a Pinwheel using a square sheet of paper and a stick. b. Students will make a poster of Stop Air Pollution on A4 size sheet and paste in their notebooks.</p> 	<p>Homework</p> <p>Research Based To find out the air quality index of Delhi for 7 days. Make a table for the same to record the data in notebook.</p> 






















Subject-Social Science


Date and Day	Topics	E (Energize Learners)	N (Navigate Content)	G (Generate Meaning)	A (Apply to Real Life)	G (Gauge the Learning)	E (Extend)
<p>02 December (Monday) – 10 December (Tuesday)</p> <p>Value of the Week-</p> <p>Friendship is the only cure for hatred, the only Guarantee of Peace</p> 	<p>History Chapter-11 The Golden Age: (Gupta Empire)</p>	<p>Introduction</p> <p>Teacher will introduce through story-telling that after the decline of the Mauryan Empire, the Satavahanas and the Kushanas arose as two important political powers in the Deccan and in the north respectively. On the ruins of the Kushanas, arose the Empire of the Guptas which was the second most powerful empire of ancient India.</p> <p>Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> gain knowledge about the rise, expansion and fall of the Gupta Empire. know about key rulers and their role in the Gupta Dynasty. learn about the 'Golden Age' of the Gupta Dynasty. be familiar with the development of culture, art and education during the period. <p>Discussion Question: What is a Prashasti?</p>	<p>Teaching Methodology</p> <p>Story-telling Method</p> <p>Teacher will narrate a story of the Gupta Empire. She will explain about the founder- Srigupta. He strengthened his political position by marrying into the Lichchhavi family. She will further explain that later his son- Samudragupta took over. His achievements were inscribed on the Ashokan Pillar at Allahabad. He was succeeded by Ramagupta, who was captured by Shakas. His brother, Chadragupta-II defeated Shakas and took the title- Vikramaditya.</p> <p>Timeline</p> <p>Teacher will start the timeline and students will continue...</p> <p>SriGupta ➡ Ghatotkach a ➡ Chandragupta-I ➡ Samudragupta ➡ Rama gupta ➡ and so on</p>	<p>Reflection</p> <ul style="list-style-type: none"> Back Exercise Very short Q/A Short Q/A Long Q/A Workbook- Framework-1 & 2 	<p>Demonstration of the Acquired Skills</p> <p>Critical Thinking</p> <p>Teacher will discuss what could have been the reasons that the Guptas involved the local people in the task of administration? She will further explain how their involvement would have benefited them.</p> <p>She will ask students-</p> <p>Do you think that we live in a Golden Age today in India?</p>	<p>Application of the learning by students</p> <p>Map Reflection</p> <p>On the political map of India, students will mark the following important centres of the Gupta rulers:</p> <ol style="list-style-type: none"> Ujjayani Pataliputra Kannauj Mathura Prayag 	<p>Homework</p> <p>Creativity</p> <p>Write a prashasti about your friend describing their qualities, achievements etc.</p> <p>Art Integration</p> <p>Enact some interesting Panchatantra stories with your grandparents/parents. Share a video with your teacher in the class.</p>

<p>11 December (Wednesday) – 19 December (Thursday)</p> <p>Value of the Week- Unity in Diversity</p>	<p>Geography Chapter-6 India: Political and Physical Divisions</p>	<p>Introduction</p> <p>Teacher will introduce the chapter with the help of a physical map of India. She will explain that India is referred to as the Indian subcontinent because it is a geographical unit which is self-sufficient in itself.</p> <p>Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • know about India, its size and location • get familiarised with the political and physical divisions of India. • understand the importance of the physical divisions • understand the inherent geographical unity of India. <p>Discussion Question: Name the smallest and largest state of India area-wise.</p>	<p>Teaching Methodology</p> <p>Audio-Video cum Discussion Method</p> <p>Teacher will show a video and discuss the location and size of India. She will also use the globe to explain the latitudinal and longitudinal extent of India.</p> <p>https://www.youtube.com/watch?v=I_EMHGuo7YA</p> <p>Flowchart</p> <p>Teacher ask students to prepare a mind of the following to summarise it:</p> <p>Neighbouring countries of India</p> <p>States and Capitals</p> <p>Major Landforms</p>	<p>Reflection</p> <ul style="list-style-type: none"> • Back Exercise • Very short Q/A • Short Q/A • Long Q/A • Workbook-Framework-1 & 2 	<p>Demonstration of the Acquired Skills</p> <p>Map Skills</p> <p>On the political map of India, mark the following:</p> <p>a) Aravalli Hills</p> <p>b) Eastern and Western Ghats</p> <p>c) Thar Desert</p> <p>d) Deccan Plateau</p>	<p>Application of the learning by students</p> <p>Maths Integration</p> <p>You are planning a four-day trip to Jaipur with your family. Prepare a budget including travel, accommodation, food, activities, miscellaneous</p>	<p>Homework</p> <p>Ek Bharat, Shrestha Bharat Activity</p> <p>Prepare a detailed report on the lifestyle, food, clothing etc. of the people living in Lakshadweep Islands.</p>
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<p>20 December (Friday) – 31 December (Tuesday)</p> <p>Value of the Week- Every good citizen adds to the strength of a nation.</p>	<p>Civics Chapter-6 Local Self-Government Urban Areas</p>	<p>Introduction Teacher will introduce by discussing- Like the rural areas, the urban areas also have a local self-government set-up, but the urban administration is a bit different from the rural administration. Teacher will ask students' observations about the same.</p> <p>Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • get an idea about the urban local self-government • know the source of income for these bodies • widen their knowledge about the functioning and supervision of these bodies. <p>Discussion Question: Why are the urban civic bodies often bigger than the rural ones?</p>	<p>Teaching Methodology</p> <p>Audio-Visual</p> <p>https://www.youtube.com/watch?v=Y1Edy7MKSp4</p> <p>Teacher will show the video and explain about Urban Civic Bodies. Students will further prepare a mind map.</p> <p>Explanation and Discussion Method</p> <p>Teacher will explain about 'a community protest' in which she will explain Supervision of local bodies</p>	<p>Reflection</p> <ul style="list-style-type: none"> • Back Exercise • Very short Q/A • Short Q/A • Long Q/A • Workbook-Framework-1 & 2 	<p>Demonstration of the Acquired Skills</p> <p>Communication Skills</p> <p>Teacher will organise a debate on the topic-</p> <p>'It is costly to maintain service in a city.'</p> <p>Value Building</p> <p>Teacher will ask students to prepare a list of all the facilities your local self-governing bodies provide you to lead a better life.</p>	<p>Application of the learning by students</p> <p>Picture Study</p>  <p>a) Find out which body in your city is responsible for dealing with this issue?</p> <p>b) Also suggest a few ways of proper disposal of waste in your city.</p>	<p>Homework</p> <p>Digital Integration</p> <p>Visit the website of any urban local body and find the following:</p> <ol style="list-style-type: none"> 1. online service provided by them 2. important contact numbers 3. name of various departments 4. names of councillors and committees <p>Prepare a PPT on the same and send it to your teacher's mail ID.</p> <p>[Mail ID will be provided by the teacher in class.].</p>
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Subject- French

Jour et Date	LeSujets	Dynamiser dans les Apprenants	Naviguer dans le contenu	Générer du sens	Appliquer à la vraie vie	évaluer l'apprentissage	étendre																
2 Décembre (Lundi) -13 Décembre (Mardi) Valeur de la semaine: Un Sourire coute moins cher que l'electricite, mais donne autant de lumière.	Sujet Lecon-9 (Où habites-tu?) <ul style="list-style-type: none">Dire sa nationalité et les pays <div>Les nationalités en anglais</div> <table><thead><tr><th>Pays</th><th>Nationalités</th></tr></thead><tbody><tr><td> France</td><td>French</td></tr><tr><td> United States</td><td>American</td></tr><tr><td> Belgium</td><td>Belgian</td></tr><tr><td> Canada</td><td>Canadian</td></tr><tr><td> Spain</td><td>Spanish</td></tr><tr><td> China</td><td>Chinese</td></tr><tr><td> Italy</td><td>Italian</td></tr></tbody></table> <div>www.couranglais.com</div>	Pays	Nationalités	 France	French	 United States	American	 Belgium	Belgian	 Canada	Canadian	 Spain	Spanish	 China	Chinese	 Italy	Italian	Introduction de la Leçon le professeur introduira la leçon en leur parlant des différents pays et nationalités Résultat d'apprentissage(learning Outcome): Les étudiants apprendront et seront capables de leur distinguer différents pays et leur nationalités Question de Discussion Quelle est votre nationalité?	Méthodologie d'enseignement : Enseignement magistral Apprentissage basé sur la technologie Apprentissage en Groupe Apprentissage individuel	Vocabulaire Exercise pour les dos. Activité conseil d'administration Exercices du cahier d'exercices	Démonstration des compétences acquises le professeur leur assignera une question a resoudre et reviseront les topics.	Application de l'apprentissage parles étudiants Les étudiants exploreront et trouveront dix leaders mondiaux célèbres. ils colleront les images de maniere créative et écrivent la nationalité en francais	Devoir <ul style="list-style-type: none">Compléter l'activité donnée.Compléter le cahier de travail de Leçon-9
Pays	Nationalités																						
 France	French																						
 United States	American																						
 Belgium	Belgian																						
 Canada	Canadian																						
 Spain	Spanish																						
 China	Chinese																						
 Italy	Italian																						

<p>16 Décembre (Lundi)-31 Décembre (Mardi)</p> <p>Vacances:</p> <p>25 Décembre - Christmas</p> <p>Valeur de la Semaine:</p> <p>Un Sourire coute moins cher que l'électricité, mais donne autant de lumiere.</p>	<p>Leçon- 10 (La famille d' Alain)</p> <ul style="list-style-type: none"> Savoir utiliser les adjectifs possessifs 	<p>Introduction de la Leçon</p> <p>La professeure expliquera la terminaison du verbe "er."</p> <p>Résultat de l'apprentissage: les étudiants apprendront à connaître divers adjectifs.</p> <p>Question de Discussion: Présentez-vous?</p>	<p>Méthodologie d'enseignement :</p> <p>Enseignement magistral</p> <p>Apprentissage basé sur la technologie</p> <p>Apprentissage en Groupe</p> <p>Apprentissage individuel</p>	<p>Vocabulaire</p> <ul style="list-style-type: none"> Exercice pour les dos. Activité conseil d'administration. 	<p>Démonstration des compétences acquises</p> <p>Présentez-vous en français utilisant les adjectifs et vocabulaire appris dans le chapitre et dessinez votre portrait/croquis</p>	<p>Application de l'apprentissage</p> <p>l'enseignant dire aux élèves de résoudre l'exercice su dos.</p>	<p>Devoir</p> <ul style="list-style-type: none"> <u>Compléter l'activité donnée.</u> Compléter le cahier de travail de Leçon-10
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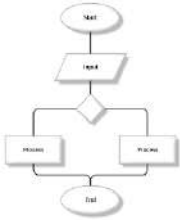

Subject – Sanskrit

दिनांक: दिवस: च	विषय उपविषय च	सशक्तिकरणम्	पाठ्यसामग्रया संचालनम्	दीर्घकालिक स्मृति	अर्जित ज्ञान कौशलम्	आकलनम् व्यक्ति योजना	गतिविधिनाम् विस्तारीकरणम्
दिनांक: दिवस: च	प्रकरणम्	प्रस्तावना	शिक्षण पद्धति	परावर्तनम्	प्रदर्शनम्	मूल्यांकनम्	गृहकार्यम्
<p>2 मार्गशीर्ष मासेन (इन्द्रावरः)</p> <p>6 मार्गशीर्ष मास (शुक्रावरः)</p> <p>मूल्यशिक्षा: संस्कृतभाषेसु रुचि: उत्पन्नम् कुर्वन्</p>	<p>सप्तदशः पाठः सम्बोधनम्</p> 	<p>https://www.youtube.com/watch?si=nLDY8WYJy3wmHr0W&v=0EAX-CqXJH0&feature=youtu.be</p> <p>अस्मिन् पाठे शिक्षिका छात्रान् संस्कृतभाषेसु सप्तदशः पाठः सम्बोधनम् पाठिष्यति। सा दृश्य सामग्री दृष्ट्वा छात्रान् पाठ</p>	<p>दृश्य सामग्री सहायतया पाठं विस्तारपूर्वक कारयिष्यति। सम्बोधनम् अर्थ विस्तारपूर्वक कारयिष्यति। पाठ्यपुस्तक सहायतया विषयं कारयिष्यति।</p>	<p>छात्राः संस्कृतभाषेसु सम्बोधनम् अर्थ ज्ञातुं शक्नुवन्ति। ते अनेकाः नवीन शब्देन अवगतम् भविष्यन्ति। ते 'हे', 'अरे', 'रे', 'भो' इति शब्दानां प्रयोगाः कर्तुं समर्थाः भविष्यन्ति।</p>	<p>सम्बोधनम् विषये ज्ञातुं शक्नुवन्ति। ते सम्बोधनम् शब्दानां प्रयोगाः कर्तुं समर्थाः भविष्यन्ति। ते परस्परम् वार्तालापं कर्तुं समर्थाः भविष्यन्ति। तस्मिन् संस्कृतभाषेसु रुचिः उत्पन्नम् भविष्यति।</p>	<p>एकपदेन उत्तरत-</p> <ol style="list-style-type: none"> नितिः रचितः च कुत्र गच्छतः ? किम् पुण्यं कार्यं भवति? केन कस्यापि जीवनस्य रक्षा भवति? 	<p>छात्र विभिन्न शब्दरूपों के सचित्र चार्ट बनाकर कक्षा को सजाएँ।</p>







		विषये आधारित: प्रश्नाः पृच्छस्यति। चर्चात्मक तथ्यः येन यूयम् किञ्चित् सम्बोधनम् कुर्वन्ति तर्हि किम् कथयति? सम्बोधनम् कः कः चिह्न भवन्ति?					
9 मार्गशीर्ष मासेन (इन्द्रवासरः) 13 मार्गशीर्ष मास (शुक्रवासरः) मूल्य शिक्षा: जीवनं सारं ज्ञातुं समर्थाः भवन्	प्रकरणम् अष्टादशः पाठः सुभाषितानि (श्लोकाः) कला एकीकरण – श्लोकों को कंठस्थ करके कक्षा में सुनाए। 	प्रस्तावना https://youtu.be/npgjtlMIg9U?si=0ohY7XNwj4T1JauT अस्मिन् पाठे शिक्षिका छात्रान् संस्कृतभाषेसु सुभाषितानि श्लोकाः कारयिष्यति। दृश्य सामग्री सहायतया श्लोकानाम् महता कथयन्ति। चर्चात्मक तथ्यः श्लोकाः किम् सन्ति? कोऽपि द्वि श्लोकाः वदतु। श्लोकाः अस्माकं जीवने किम् भूमिकाः अदा कुर्वन्ति?	शिक्षण पद्धति दृश्य सामग्री सहायतया पाठं विस्तारपूर्वक कारयिष्यति। मौखिक भाषेन पाठं अर्थ कारयिष्यति	परावर्तनम् छात्राः श्लोकाः माध्यमेन जीवनं सारं ज्ञातुं शक्नुवन्ति। ते विद्यायाः महता ज्ञातुं शक्नुवन्ति। ते सत्यम् वार्ताः ज्ञातुं शक्नुवन्ति।	प्रदर्शनम् ते इदं पाठेन कर्म, धर्म, ज्ञान वाणीस्य सद्व्यवहारं ज्ञातुं शक्नुवन्ति।	मूल्यांकनम् निम्न में से जो आप करते हैं, उसके सामने 'आम' और जो नहीं करते, उसके सामने 'न' लिखिए – अपने गुरुओं का सम्मान करना..... सदैव मीठे वचन बोलना किसी की बुराई करना दूसरों की सहायता करना	गृहकार्यम् चार्ट पञ्च श्लोकाः लिखत।
16 मार्गशीर्ष मासेन (इन्द्रवासरः) 20 मार्गशीर्ष मास (शुक्रवासरः) मूल्य शिक्षा: संस्कृतभाषेसु रुचिः उत्पन्नम् कुर्वन्	प्रकरणम् दिव्यम् संस्कृत- व्याकरणम् सप्तदशः पाठः अशुद्धि-संशोधनम् 	प्रस्तावना अस्मिन् पाठे शिक्षिका छात्रान् संस्कृतभाषेसु अशुद्धि संशोधनम् वाक्यानि प्रयोगाः कर्तुं समर्थाः कारयिष्यति। चर्चात्मक तथ्यः अशुद्धि संशोधनम् किम् भवति? वाक्येषु अशुद्धि कर्तुम् किम् कथयति?	शिक्षण पद्धति दृश्य सामग्री सहायतया सप्तदशः पाठं विस्तारपूर्वक कारयिष्यति। पाठ्यपुस्तक सहायतया पाठं ज्ञातुं समर्थाः कुर्वन्ति।	परावर्तनम् ते शुद्धः वाक्यानि निर्मितः समर्थाः भविष्यन्ति। ते संस्कृत व्याकरण संबंधी नियमाः ज्ञातुं शक्नुवन्ति। ते क्रिया, विशेषण शब्दाः ज्ञातुं शक्नुवन्ति।	प्रदर्शनम् छात्रान् संस्कृतभाषेसु रुचिः उत्पन्नम् भविष्यति। ते वाक्यानि शुद्धः- अशुद्धः भेदाः ज्ञातुं शक्नुवन्ति	मूल्यांकनम् कर्ता-क्रिया संबंधी अशुद्धि वदतु। 1) सः पठसि। 2) ते पठति। 3) वयम् पठामि। 4) तौ पठति।	गृहकार्यम् रेखांकित शब्दानाम् शुद्धानि कृत्वा वाक्यानि पुनः लिखत- 1) एकम् सूर्यः। 2) त्रयः फलानि। 3) देवम् नमः। 4) ते धावति। 5) रामः पठन्ति।

<p>23 मार्गशीर्ष मासेन (इन्दूवासरः) 31 मार्गशीर्ष मास (सौम्यवासरः)</p> <p>अवकाशः क्रिस्तजयन्तीः 25 मार्गशीर्ष मास (सौम्यवासरः)</p> <p>मूल्य शिक्षाः संस्कृतभाषेसु रुचिः उत्पन्नम् कुर्वन्</p>	<p>प्रकरणम्</p> <p>पाठ सप्तदशः, अष्टादशः</p>	<p>प्रस्तावना</p> <p>अस्मिन् कालांशे शिक्षिका पाठ सप्तदशः, अष्टादशः पुनरावृत्ति कारयिष्यति।</p>	<p>शिक्षण पद्धति</p> <p>मौखिक व्याख्या प्रश्नाः पृच्छस्यति।</p>	<p>परावर्तनम्</p> <p>छात्राः अशुद्धि संशोधनम् कर्तुं समर्थाः भविष्यन्ति। ते संस्कृतभाषेसु वार्तालापं कर्तुं समर्थाः भविष्यन्ति</p>	<p>प्रदर्शनम्</p> <p>छात्राः संस्कृतभाषेसु रुचिः उत्पन्नम् भविष्यति। ते अशुद्धि संशोधनम् माध्यमेन वाक्यानि निर्मितः समर्थाः भविष्यन्ति। ते श्लोकाः माध्यमेन जीवनं सारं ज्ञातुं शक्नुवन्ति।</p>	<p>मूल्यांकनम्</p> <p>निज ज्ञानं आधारे कोऽपि द्वि श्लोकाः वदतु।</p>	<p>गृहकार्यम्</p> <p>पाठ सप्तदशः, अष्टादश पुनरावृत्ति कुरुत।</p>

SUBJECT-COMPUTER


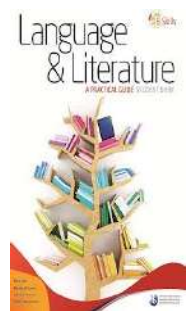
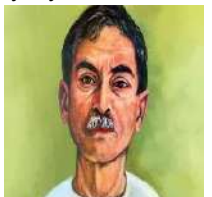



Date and Day	Topics	E (Energize Learners)	N (Navigate Content)	G (Generate Meaning)	A (Apply to Real Life)	G (Gauge the Learning)	E (Extend)
<p>2nd December (Monday) – 31st December (Tuesday)</p> <p>Holidays:</p> <p>Christmas 25th December (Wednesday)</p> <p>Value of the week- Inspire</p>  <p>Programming of Problem Solving</p>	<p>Chapter 9 Understanding essence of coding</p>  <p>Topic</p> <ul style="list-style-type: none"> ➤ Coding ➤ Programming Language ➤ Flowchart ➤ Pseudocode 	<p>Introduction</p> <p>Coding is a way to give instructions to computers, helping them perform tasks, solve problems, and create various applications.</p> <p>Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ➤ understand the basic concept of coding and its role in technology. ➤ recognize the importance of coding in daily life and digital environments. ➤ identify simple coding structures, like commands and sequences. <p>Discussion questions</p> <p>a) Why is coding important? b) What does a coding language do?</p>	<p>Teaching Methodology</p> <p>Videos to be shown in class:</p> <ul style="list-style-type: none"> ➤ https://www.youtube.com/watch?v=kNdlrA3TUPQ ➤ https://www.youtube.com/watch?v=N7ZmPYaXoic  <p>Hands on Experiential</p> <p>The teacher will use various teaching aids like PPT, green board, and chalk in order to make the students understand the concept of Coding.</p>	<p>Reflection</p> <p>Course Book</p> <ul style="list-style-type: none"> • Back Exercise • Application Questions • Short Answer Questions • Long questions • Multiple Choice Questions 	<p>Demonstration of the Acquired Skills</p> <p>Class Discussion</p> <p>➤ How coding helps break down problems, plan solutions step-by-step, and manage resources to turn ideas into digital solutions.</p> <p>AUDIO AND VISUAL</p> <p>Watch the video and recognize difference between programming and coding.</p> <p>➤ https://www.youtube.com/watch?v=ClRGjwYgdT4&t=22s</p> <p>Practical in Lab:</p> <p>Create a flowchart for safety crossing the road.</p>	<p>Application of the learning by students</p> <p>Pattern Recognition Activities:</p> <p>Flowcharts as visual tools to outline steps in problem-solving, using symbols to represent actions, decisions, and sequences systematically.</p>  <p>Hands-On Coding Exercises: Create simple flowcharts using block-based coding platforms (e.g., Scratch) to develop games or animations.</p>	<p>Homework</p> <p>➤ Solve Test Paper on back of the chapter</p>  <p>Integration with Technology</p> <p>Online coding games like Scratch and Code.org engage students with fun, interactive puzzles and logic challenges, teaching sequencing, logic, and problem-solving while fostering hands-on practice and building a strong foundation in coding.</p>

SUBJECT-ARTIFICIAL INTELLIGENCE

Date and Day	Topics	E (Energize Learners)	N (Navigate Content)	G (Generate Meaning)	A (Apply to Real Life)	G (Gauge the Learning)	E (Extend)
<p>2nd December (Monday) – 31st December (Tuesday)</p> <p>Holidays:</p> <p>Christmas 25th December (Wednesday)</p> <p>Value of the week- Innovation – Creating the Future</p> 	<p>Chapter 6 Robotics and future of AI</p>  <p>Topic</p> <ul style="list-style-type: none"> ➤ Introduction ➤ Applications of Robotics ➤ Difference between Robots & Humanoid ➤ Future Directions of Artificial Intelligence ➤ Environmental Sustainability <p>Discussion questions</p> <p>a) Name one task that robots can do better than humans.</p> <p>b) How can AI help us in the future?</p>	<p>Introduction</p> <p>Robotics and AI are transforming our world! Will discover how robots and smart machines assist us in our daily lives.</p> <p>Learning Outcomes:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ understand what robotics and AI are and how they work together. ➤ identify different types of robots and their uses in daily life. ➤ recognize the importance of robots in future industries like healthcare, education, and transportation. 	<p>Teaching Methodology</p> <p>Videos to be shown in class:</p> <p>➤ https://www.youtube.com/watch?v=tiOdAdQaUE</p> <p>Hands-On Exploration and Tool Usage:</p>  <p>➤ Students will engage in practical where explore different types of robots and their working.</p>	<p>Reflection</p> <p>Course Book</p> <ul style="list-style-type: none"> • Back Exercise • Application Questions • Short Answer Questions • Long questions • Multiple Choice Questions <p>HOTS</p> <p>➤ How do you think AI will change the way we live in the next 10 years? Give examples of tasks or jobs that AI might help with or replace in the future.</p> <p>➤ What are some tasks that robots can do to help people at home or in factories? Can you think of a robot you would design</p>	<p>Demonstration of the Acquired Skills</p> <p>Class Discussion</p> <p>➤ Explore how robotics and AI are changing our world, from helping in daily tasks to shaping the future.</p> <p>AUDIO AND VISUAL</p> <p>➤ https://www.youtube.com/watch?v=htjRUL3neMg</p> <p>Practical Demonstration:</p>  <p>How a robot or AI assistant works, like a voice-controlled smart speaker or a simple robot performing a task, highlighting how they make decisions and help us daily.</p>	<p>➤ Application of the learning by students</p> <p>Real-Life Scenario Exploration</p>  <p>Students will identify and discuss various AI applications in everyday life, such as:</p> <ul style="list-style-type: none"> ➤ self-driving cars helping us travel safely ➤ robots assisting doctors in surgeries, showcasing their impact on our future. 	<p>Homework</p> <p>➤ Solve back exercise of the chapter</p> <p>➤ Class Test</p>  <p>Application-Based Question</p> <p>Imagine you are designing an AI-powered robot to help elderly people at home. What tasks would the robot perform, and how would AI make it smarter to assist with daily needs?</p>

				to make life easier?			
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Subject- General knowledge

Date and Day	Topics	E (Energize Learners)	N (Navigate Content)	G (Generate Meaning)	A (Apply to Real Life)	G (Gauge the Learning)	E (Extend)
<p>2nd December (Monday) - 31st December (Tuesday)</p> <p>Holidays:</p> <p>25th December (Christmas)</p> <p>Value of the week: A good listener is a good speaker.</p> 	<p>UNIT 7 – Language and literature</p> 	<p>Introduction</p> <p>1. Wheels of knowledge: Identifying similar words based on their rhyming, meaning and degree of comparison.</p> <p>2. Newscast terminology: Terms used in television industry.</p> <p>3. International writers: Brief account on life of writers across the world</p> <p>4. Mythological Creatures: Identification of mythological creatures with the help of their pictures.</p> <p>5. Vocabulary workout: Matching words with their synonyms.</p> <p>Learning outcomes-Students will be able to:</p> <ul style="list-style-type: none"> • know about terms used in news and television industry. • learn about different mythological creatures. • understand about the life of writers across the world. <p>Discussion Question What are poetic devices? Name some commonly used poetic devices.</p>	<p>Teaching Methodology Audio Visual Teacher will show the following video to show about life of Munshi Premchand. https://www.youtube.com/watch?v=g3HsC3FeDE</p> <p>Premchand (born July 31, 1880, Lamahi, near Varanasi, India—died October 8, 1936, Varanasi) was an Indian author of <u>novels</u> and <u>short stories</u> in <u>Hindi</u> and <u>Urdu</u> who pioneered in adapting Indian themes to Western literary styles.</p>  <p>Newspaper Knowledge Students will paste different commercial ads from newspaper in their notebook.</p> <p>Vocabulary Workout</p>	<p>Reflection</p> <ul style="list-style-type: none"> • Fill in the blanks • Crossword puzzle • Picture identification 	<p>Demonstration of the Acquired Skills Students will be able to identify different writers across the world.</p> 	<p>Application of the learning by students Students will be able to identify different poetic devices used in different poems.</p> 	<p>Homework Art integration activity: Students will prepare a poster on any mythological creature they have heard about.</p>  <p>Material required: A4 sheet, pencil, eraser, sharpener, colours.</p>





			Students will understand antonyms and synonyms by forming synonyms and antonyms of different words.				
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CO-SCHOLASTIC PERIODS

Subject- Life skills

Date and Day	Topic	Learning outcomes	Demonstration	Apply to real life
<p>2nd December (Monday)- 31st December (Tuesday)</p> <p>Holidays- 25th December, 2024 (Wednesday) Christmas</p> <p>Value "Don't watch the clock; do what it does. Keep going." – Sam Levenson</p>	<p>Chapter 8 NEVER GIVE UP</p> <p>Chapter 9 THANKING GOD</p>	<p>Introduction https://youtu.be/0XWzqUptsYU?si=2qBxTBGqXU5nizqE A young boy is selected to represent his school in an inter-school dance competition. Despite facing challenges in learning a difficult dance move, he perseveres with the help of his parents and a helpful online tutorial. Gatu's determination and hard work ultimately lead him to victory.</p> <p>Learning outcomes The students will be able to:</p> <ol style="list-style-type: none"> 1. develop resilience and a positive mindset to face and overcome challenges. 2. foster gratitude and an appreciation for life's blessings and opportunities. 3. cultivate humility, perseverance, and a problem-solving attitude in daily life. 4. encourage mindfulness and a thankful outlook, helping build inner strength and optimism. <p>Discussion question How can you practice saying thank you and not giving up when things are hard?</p>	<p>Teaching methodology</p> <ul style="list-style-type: none"> • Storytelling • Visual Aids and Demonstrations • Art and Craft-Based Learning • Guided Group Activities 	<p>Demonstration of the skills acquired</p> <p>Art integration</p> <p>The "Gratitude and Perseverance Tree"</p> <ul style="list-style-type: none"> • Students will work together to create a visual display of thankfulness and resilience. • Each student adds a leaf to the tree, with one side showing something they are thankful for and the other side sharing a time they didn't give up. This collaborative activity promotes teamwork, gratitude, and persistence. <p>Materials Required: Chart paper, pre-cut paper leaves, markers, crayons, and stickers.</p>

Subject- Art and Craft

Date and Day	Topics	Learning Outcomes	Demonstration Method	A (Apply to Real Life)
<p>2nd December, 2024 (Monday)- 31st December, 2024 (Tuesday)</p> <p>Holidays- 25th December 2024 (Wednesday)- Christmas</p> <p>Value-</p> <p>Design creates culture. Culture shapes values. Values determine the future.</p>	<p>1.Human Drawing- stick Drawing</p>  <p>2. Composition- Nature</p>  <p>3. Design- Decorative art</p>  <p>4. Art activity – painting with wax</p>  <p>Christmas activity</p>	<p>Introduction</p> <p>Nature drawing is a drawing of things created by God. They include the drawings of birds, animals, flowers.</p> <p>Human drawing is a form of its various shapes and postures using any of the drawing media.</p> <p>Learning outcomes- Students will be able to:</p> <ol style="list-style-type: none"> 1. develop hand and finger movements, which can improve their dexterity and eye-hand coordination. 2. exploration of different art forms. 3. improved gross and fine motor skills. 4. understand collaboration art projects, teamwork, communication and cooperation. 5. develop visual- spatial skills that are important for math. 6. learn about design principles, color, concepts, media, and formats. 	<p>Teaching Methodology</p> <p>The teacher will explain the grid technique for accurate proportions and teach shading, lighting, and texture, enabling picture resizing without worrying about proportions, ratios, or calculations.</p> <p>(Material required-)</p> <p>Nature drawing</p> <ol style="list-style-type: none"> 1. Book be an artist 2. pencil 3. stencil 4. shading pencil(4b and 6b) 5. eraser 6. oil pastels 7. water colors <p>Stick drawing</p> <ol style="list-style-type: none"> 1. Book be an artist 2. Pencil 3. Black or colored marker <p>Design- decorative art</p> <ol style="list-style-type: none"> 1. Book be an artist 2. Sketch pens or poster colors <p>Painting with wax</p> <ol style="list-style-type: none"> 1. Book be an artist 2. Colored Wax crayons 	<p>Demonstration of the Acquired Skills</p> <p>Students will be able to Nature drawing elements. They will also develop a deeper understanding of their surroundings and enhance their artistic abilities. They will integrate art activities into their life through their home décor, fashion, hobbies and daily routines. They will also engaging in the competition to enhance the creative and imaginative skills.</p> <p>Students will apply the creative skills learned in class to enhance personal projects and everyday tasks, such as designing greeting cards or creating educational posters and paintings.</p>

			Christmas activity <ol style="list-style-type: none"> 1. Colored sheets 2. Decorative items 3. Glitter pens 	
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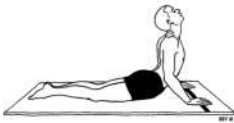
Subject- Library



Date and Day	Topics	Learning Outcomes	Demonstration Method	A (Apply to Real Life)
<p>2nd December (Monday) – 31st December (Tuesday)</p> <p>Holidays:</p> <p>Christmas</p> <p>25th December (Wednesday)</p> <p>Value of the month:</p> <p>“Reading is to the mind what exercise is to the body”</p>	<p>Topic-words of the day</p>	<p>Chapter Introduction-</p> <p>Students will find difficult/new words from the newspaper. The meaning of the words will be written from the dictionary/thesaurus. They will write these words with meaning in almanac.</p> <p>Learning Outcomes- Students will be able to:</p> <ul style="list-style-type: none"> ● increased their knowledge. ● learn how to use dictionaries and other reference books.. ● enhance their vocabulary. 	<p>Teaching Methodology The teacher will describe the value of the newspaper in life and how to use newspaper for enhancing general knowledge. To create interest in newspapers teacher will ask some questions like:</p> <ol style="list-style-type: none"> 1. Do you like students corner in the newspaper? 2. Tell me your favourite place in newspaper. 3. What makes newspaper interesting for you? <ul style="list-style-type: none"> ● The Reading Method was almost totally focused on students reading individually and silently. Dr West believed that this would teach students the correct form of the language, and all the subsequent knowledge they needed could be built on this structure. ● The student can use newspaper as an extension of your child text books. For example, you can select appropriate passages from the newspaper and give your child reading comprehension 	<p>Demonstration of the Acquired Skills</p> <p>Reading skills contribute to a child's reading ability - in other words, how well they can read and understand what they're reading. There's a wide variety of reading skills that children develop and work on throughout their primary education and beyond.</p> <p>These skills can be placed into four main categories: decoding, fluency, vocabulary, and understanding sentences.</p> <p>These main reading skills make up the bulk of a child's reading ability. Overall, they aim to arm children with the skills to be able to understand the meaning of what they read. This is not only essential for their English lessons and their other school subjects, but also for all areas of life beyond their education</p>

			exercises. You can also teach grammar and do vocabulary-building exercises with her to help facilitate language development.	
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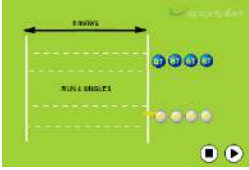

Subject- Yoga

Date and Day	Topics	Learning Outcomes	Demonstration Method	A (Apply to Real Life)
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<p>2nd December (Monday) – 31st December (Tuesday)</p> <p>Holidays: Christmas 25th December (Wednesday)</p> <p>Value of the week</p> 	<ul style="list-style-type: none"> Mayurasana  <ul style="list-style-type: none"> Utkatasana  <ul style="list-style-type: none"> Makarasana  <ul style="list-style-type: none"> Bhujangasana 	<p>Introduction</p> <ul style="list-style-type: none"> Mayurasana, or the peacock pose, is a yoga pose that involves balancing the body on the hands while extending the legs backward. The name comes from the Sanskrit words Mayur (peacock) and asana (pose). Utkatasana, also known as Chair Pose, is a standing yoga pose that involves bending the knees and holding a partial squat. The Sanskrit name Utkatasana translates to "powerful". Makarasana is derived from two words - 'makar' which means crocodile in Sanskrit and 'asana' (pose). Thus it is a pose that resembles a crocodile. Makarasana is very beneficial for sciatica, slip disk, stress reduction, and problems affecting the waist and knees. Bhujangasana, also known as Cobra Pose, is a yoga pose that involves reclining back-bending to stretch the spine, chest, and abdomen <p>Learning Outcomes Student will be able to:</p> <ul style="list-style-type: none"> improve flexibility and balance. strengthen arms, shoulders, and back muscles. enhanced core stability and posture. increase circulation and oxygenation. reduce stress and anxiety. cultivate awareness and focus. develop body awareness and coordination. balance energy and calms the mind. prepares for more advanced yoga poses. enhance self-discipline and concentration. 	<p>Teaching Methodology</p> <p>The teacher will begin with a brief introduction to each pose, highlighting benefits, contraindications, and modifications. He will demonstrate each asana, emphasizing proper alignment, breathing, and engagement. He will also encourage students to listen to their bodies, modify or rest when needed, and explore creative expressions of each pose.</p> <p>Link</p> <ul style="list-style-type: none"> Mayurasana https://youtu.be/ASNK54226ts?si=gOQjN0_laS3Tgclr Utkatasana https://youtu.be/tEZhXr0FuAQ?si=XI3Y4avqBW7vFlk1 Makarasana https://youtu.be/tFReLsh9Z7Y?si=Mj7J2FCsSq2mIEOT Bhujangasana https://youtu.be/qp1jcVFbXuE?si=mBlc7WYuDlIx-a8P 	<p>Demonstration of the Acquired Skill.</p> <p>After learning Mayurasana, Utkatasana, Makarasana, and Bhujangasana, students will be able to demonstrate acquired skills by executing each pose with precision, balance, and control, showcasing improved flexibility, strength, and body awareness. They will confidently modify poses to accommodate individual needs, incorporate effective breathing techniques, and relax into each asana. Students will sequence poses seamlessly, understand benefits, contraindications, and safety precautions. Students' ability to create and lead short yoga sequences, participate in yoga-related projects, and apply yoga principles to daily life further demonstrates their mastery of these foundational poses.</p>
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Date and Day	Topics	Learning Outcomes	Demonstration Method	A (Apply to Real Life)
<p>2nd December (Monday) – 31st December (Tuesday)</p> <p>Holidays: Christmas</p> <p>25th December (Wednesday)</p> <p>Value of the week</p> <p>The greatest match a man can win is won within.</p>	<p>Rebound taking in basketball</p> 	<p>Introduction</p> <p>The students will be introduced to rebound taking in basketball and the importance of effective rebound taking in basketball will be emphasized.</p> <p>Learning Outcomes</p> <p>Student will be able to:</p> <ul style="list-style-type: none"> do proper positioning and footwork for rebounding. improve strength, power, and endurance. enhance agility and quickness. understand rebounding fundamentals (stance, positioning, timing). read the ball's trajectory and opponent's movement. develop skills for tipping, tapping, and securing rebounds. 	<p>Teaching Methodology</p> <p>The teacher will explain the basketball rebound taking skills by demonstrating himself, emphasizing the correct form which is as follows:</p> <p>Stance and Positioning:</p> <ol style="list-style-type: none"> 1. Feet shoulder-width apart, toes pointed slightly outward. 2. Knees slightly bent, weight evenly distributed. 3. Back straight, core engaged. 4. Position yourself near the basket, between opponent and board. <p>Box-Out Technique:</p> <ol style="list-style-type: none"> 1. Contact the opponent with a forearm or shoulder. 2. Seal opponent with body, keeping them away from board. 3. Keep elbows wide, hands up. <p>Rebounding:</p> <ol style="list-style-type: none"> 1. Jump vertically, exploding upward. 2. Extend arms, hands shoulder-width apart. 3. Catch rebound with fingertips, securing ball. 4. Protect ball with body, elbows in. <p>Rebound taking in basketball</p> <p>https://youtu.be/4_L5s2w-YNo?si=Rv0j9Tfv_lo-tNZd</p> <p>https://youtu.be/i6S0-ajbCF8?si=9W2ybjwlnNyeiCSZ</p>	<p>Demonstration of the Acquired Skills</p> <p>Students will be able to demonstrate acquired skills by consistently executing proper box-out technique, securing rebounds with fingertips, and protecting the ball. They will be able to showcase improved strength, power, and endurance, explosively jumping to grab rebounds in traffic and contested situations. Students will also effectively anticipate opponent movement, adjusted positioning, and communicate with teammates to secure rebounds. Their enhanced spatial awareness, timing, and footwork enabled them to outmaneuver opponents, securing crucial rebounds in pivotal game moments. Overall, students will be able to exhibit confidence, aggressiveness, and mastery of rebounding fundamentals, translating to improved team performance and success on the court.</p> 

Subject- Cricket

Date and Day	Topics	Learning Outcomes	Demonstration Method	A (Apply to Real Life)
<p>2nd December (Monday) – 31st December (Tuesday)</p> <p>Holidays: Christmas</p> <p>25th December (Wednesday)</p> <p>Value of the week</p> 	<p>Running between the wickets and ball on cone drills</p> 	<p>Introduction</p> <p>The students will be introduced to the Running between the wickets and ball on cone drills in cricket. Running between the wickets and ball on cone drills are two essential training exercises in cricket, focusing on improving a player's speed, agility, and ball-handling skills.</p> <p>Learning Outcomes</p> <p>Student will be able to:</p> <ul style="list-style-type: none"> improve acceleration and deceleration. enhance agility and change-of-direction ability. increase speed and reaction time. develop cricket-specific endurance. do effective turning and changing direction. improve footwork and agility around cones. enhance hand-eye coordination. 	<p>Teaching Methodology</p> <p>The teacher will explain the running between the wickets and ball on cone drills by demonstrating the drill himself, emphasizing on proper technique for executing.</p> <p>Start Position:</p> <ol style="list-style-type: none"> Stand behind the popping crease. Feet shoulder-width apart, knees slightly bent. Body weight evenly distributed. <p>Running Technique:</p> <ol style="list-style-type: none"> Explosive acceleration: Push off back foot, drive forward. Quick turnover: Bring front foot forward, land midfoot. Maintain posture: Keep head up, shoulders relaxed. Pump arms: Keep elbows bent, hands relaxed. Change-of-direction: Use the inside foot to pivot. <p>Turning Technique:</p> <ol style="list-style-type: none"> Approach turn: Slow down, prepare to turn. Plant foot: Use the inside foot to pivot. Rotate body: Keep shoulders aligned. Push off: Use your back foot to accelerate. <p>Running between the wickets and ball on cone drills</p> <p>https://youtu.be/o-4Kc-ECEBE?si=jmFo4-l-3lnbVf7V</p>	<p>Demonstration of the Acquired Skills</p> <p>Students will be able to demonstrate acquired skills by exhibiting swift and agile movements between the wickets, showcasing improved acceleration, deceleration, and change-of-direction abilities. They will efficiently navigate turns, maintain balance and control, while keeping their eyes on the ball. Their ability to quickly change direction, speed, and agility enabled them to effectively simulate running between wickets, replicating game-like scenarios. Notably, students' running times between wickets will be decreased, while their accuracy in picking up and placing the ball will be increased. They will also display confidence and fluidity in their movements.</p> 

SUGGESTIONS FOR PARENTS:

1. Kindly ensure that your ward wears prescribed school uniform, I.D card, neat and tidy shoes, etc.
2. Please see that your ward carries books and notebooks according to the Time Table for the day.
3. Encourage healthy eating habits and regulate your ward's sleeping hours as at least 8 hours sleep is essential for healthy growth and development.
4. Expensive gadgets and articles should not be brought to school. I pods, mobile phones, expensive watches, calculators, jewellery etc. will be confiscated and disciplinary action will be taken.
5. In case your ward is absent, ensure that you fill the leave application record in the almanac. If the leave is more than 3 days, send the leave application the very next day and be in touch with other classmates for the work done in the class and other instructions given in the class. Also, ensure you fill the leave record in the Almanac.
6. Encourage your child to do self-study at home and to converse in English.
7. Acknowledge your ward's Almanac on a regular basis with your signature.
8. Continuous Assessments will take place. Make sure your ward revises the classwork.
9. Be in touch with the school through our website and webpage on Facebook, Instagram and Youtube with the name De Indian Public School.
10. Kindly ensure that your ward prepares for cold calling, according to the schedule.

EVENTS OF THE MONTH:

- Maths Intra/Inter Class Competition will be held on December 18, 2024.
- P.T.M will be held on December 21, 2024.
- December 25, 2024 will be an off in lieu of Christmas.
- Winter Carnival will be held on December 28, 2024.

INTRA CLASS/INTER CLASS COMPETITIONS:

<u>Date</u>	<u>Day</u>	<u>Topic</u>	<u>Class</u>
December 18,2024	Wednesday	Tringle Fun	VI
December 18,2024	Wednesday	Camelid's Pie	VII
December 18,2024	Wednesday	Comic Mania	VIII
December 18,2024	Wednesday	Mathematical Rap Song	IX
December 18,2024	Wednesday	Geometry in Real Life	X

SENTENCES OF THE MONTH: Based on Proverbs

- 1. If you are too lazy to plough, don't expect a harvest.**
- 2. Even a small star shines in the darkness.**
- 3. Let praise come to you, don't run after it.**
- 4. The face is the index of the mind.**
- 5. Money spent on the mind is never spent in vain.**

Note:

- 1. Parents are not allowed to take back their child on half day or short leave. If something is really important, then you are requested not to send the child to the school.**
- 2. Although the school will be strict to the given planner but there might be minor changes due to unforeseen circumstances.**
- 3. Parents must carry the Parent's I-card while coming to the school.**
- 4. Mobile phones are prohibited in the school premises.**