2025

MIS International School

ANNUAL PEDAGOGICAL PLAN
2025-26
PRINCIPAL: Mrs. Monika Chhabra

Name: MIS International School, BalewadiSchool
Code:30889
Address: Opp. Chhatrapati Shivaji sports complex, Nr octroi naka, Balewadi, Pune 411045
Email ID: admissions@mis.edu.in
Phone Number: 020-66289655
Website:https://www.mis.edu.in
Name of the Principal:Mrs. Monika Chhabra
Email ID: principal@mis.edu.in

Vision

To be one of the leading K-12 (Kindergarten to Grade 12) school and opening path of **Self Discovery** for the children by creating a truly exceptional school which **Inspires, Empowers and Enlightens** students and Enriches the communities that we are part of.

Mission

To foster emergence of responsible, fulfilled Global Citizens & lifelong learners into the world, who are contributors to humanity's true evolution by providing highest quality of education; qualified, creative& competent staff along with comprehensive curriculum within a safe innovative learning environment.

About the school:

MIS International School is a private, progressive, innovative, child centered, co- educational English medium school, committed to providing quality education to all the students. The school offers Pre-primary, Primary and Secondary Education and follows the CBSEcurriculum. The school strives to provide high quality education programs with an emphasis on creating learning environments that are innovative and enriching. MIS International School aims at providing Global Education with Holistic Development at affordable fees.

Key Strengths:

Holistic approach:
Leave behind the hypertrophy of the mind & harmoniously develop all dimensions of the human being.

The Intellectual Dimension
Fundamental learning, interdisciplinary projects to reconsider subjects, experimenting along, with eagerness to learn: we cultivate Global Intelligence, one that connects the intelligence of reason with intelligence of the heart.

The Emotional and Affectionate Dimension
Allows us to cultivate a positive relational quality for the self and for others: non-judgment, valorization (taking care of oneself), learning positive and fair conflict resolution. We at MIS International School nurture the Emotional Quotient of our students in order to make them compassionate.

The Physical Development Dimension
The Physical Development Dimension is primordial for a balanced development. Sports areseen as integral part of curriculum, in addition to vital nutrition and health consciousness stressed upon.

The Creative Dimension
The Creative Dimension represents the potential of imagination, creativity & innovation among the children. Art, music, miming games and ecological projects are carried out by the children to nurture the creativity skills.

Joyful learning experience:
Joy and Pleasure are the most powerful driving forces behind learning. We offer inspiring pedagogical activities that engage children, create inquisitiveness towards learning, without constraints or pressure & thus developing in them the zest to be lifelong learners.

MOTTO "Developing Global Citizens"

The 21st Century has presented new opportunities & challenges which require a different approach to education. In fast-changing & inter dependent world, it is necessary for young people to acquire knowledge, skills, values & attitudes to adapt and to thrive. Their Education should prepare them for living and working in a global society.
This is why developing global citizens is a key learning context within the curriculum for excellence which is firmly embedded with the experiences & outcomes across all curriculum areas.

Annual Pedagogical Plan 2025-26

Pedagogical Plan Committee (PPC)

The Principal, MIS is the pedagogical leader and orchestrates the long term and short term academic and experiential pedagogical plan for holistic development of our students and professional capacity building for our teachers. The entire teaching faculty along with the principal was involved in making Annual Pedagogical Plan.

Consultations and Discussion held in preparing the Annual Pedagogical Plan:

It was decided that the Annual Pedagogical Plan would involve academic, extra curricular and co- curricular plan. Academic plan is to be made using pedagogical strategies for Art integration, active and experiential learning strategies, Power of Hands and STEAM

Focus should be not on content but **developing content around concepts to develop competencies in the children**. Competencies of the 21st century that need to be focused on this academic year:

Critical Thinking
Collaboration
Effective communication
Creativity
Emapthy
Agility
Inter-disciplinary learning
Problemsolving
Conceptual Clarity

Teaching a child the 21st Century competencies have to start by teachers practicing them and developing those competencies in them. **Teacher professional capacity building to be mix of: Classroom strategies, subject enrichment, pedagogy and leadership workshops.**

Formative Assessments to include **Interactive sessions, performing experiments, hands on activities, group activities, role plays, Art and drama, Art integrated projects, art of storytelling, problem based projects etc. with a rubric to assess application of learning**. Assessment to be looked as a **tool to assess prior knowledge** as well as a feedback tool **to understand the gaps in learning** of a student.

Questions for Assessment of students learning to be a mix of: Higher Order thinking or Critical Thinking questions, Prior knowledge testing as well as factual direct learning questions

Goals to be achieved

Annual Goals for the academic year 2025-26:

Teach the competencies marked for this academic year through the subjects.

Integrating subject topics across grades for inter-disciplinary learning and hands onexperiential learning to actively engage the child.

Focus is to be not just on completion of subject but subject understanding and concept clearly.

Defined rubrics for assessment and definite learning outcomes and competencies for eachsubject and grade level

Clear plan for teacher capacity building: Pedagogical, Subject enrichment and classroom management.

Long Term Goal:

The schools long term goal is captured in the school vision wherein collective opening path of Self Discovery for the children by creating a truly exceptional school which Inspires**, Empowers and Enlightens** students and **Enriches** the communities that we are part of.

Teacher: Professional Development Plan

Virtual trainings by Principal
Virtual trainings by different expert's/resource persons
Virtual trainings as provided by CB

Teachers

MIS INTERNATIONAL SCHOOL BALEWADI

Teachers Name	Designation	Place
Ms. Beena James	**PRT**	MIS International SchooI,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411092
Ms. Vaishali Bhokare	**Art Teacher**	MIS International SchooI,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411093
Ms. Karouna Pawar	**Sr. Officer**	MIS International SchooI,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411094
Ms. Smitha Nair	**TGT**	MIS International SchooI,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411095
Ms. Monika Chhabra	**Principal**	MIS International SchooI,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411096
Ms. Savita Gore	**PRT**	MIS International SchooI,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411097
Ms. Shweta Nikam	**PRT(Maths,ICT)**	MIS International SchooI,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411098
Ms. Shraddha Patil	**PRT**	MIS International SchooI,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411099
Ms. Sarita Jeowani	**PGT**	MIS International SchooI,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411100
Ms. Bakul Karandikar	**Sr. Officer**	MIS International SchooI,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411101
Ms. Eshani Jain	**TGT**	MIS International SchooI,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411102
Ms. Vaishnavi Pandhare	**TGT**	MIS International SchooI,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411103
Ms. Pankhuri Bhondele	**PRT**	MIS International SchooI,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411104

Ms. Rucha N. Adhi	**PRT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411105
Mr. Arvind Shirke	**PE Teacher PGT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411106
Mr. Sanjay Tak	**TGT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411108
Ms. Pallavi Ajinkya Shinde	**PRT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411109
Ms. Preeti Pawar	**PRT (Marathi)**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411110
Ms. Jyoti Jogdand	**TGT (Marathi)**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411111
Ms. Pradnya Fulsundar	**NTT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411112
Ms. Vandana Bavadekar	**Business Manager**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411113
Mr. Sujay Bhausaheb Ghule	**Special Educator**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411114
Ms. Kavita Gandhi	**Sr. Officer (PP Incharge)**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411114
Ms. Shreelekha Chitnis	**PGT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411116
Mr. Sidharth J Lagade	**Librarian**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, pposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411117
Ms. Shweta Mishra	**TGT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411118
Ms. Debjani Debsarma	**TGT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411119
Ms. Vanita Singh	**TGT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411120

Ms. Satyarekha Kasina	**PRT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411121
Ms. Swapnali More	**PRT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411122
Ms. Pranita Sharma (German)	**TGT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411123
Ms. Mamta H Umap	**TGT - ICT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411124
Ms. Swati Desai	**PRT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411125
Ms. Vrushali Haridas	**ICT Teacher**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411126
Ms. Devarati Nag	**Dance Teacher**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411127
Mr. Pruthviraj Balwantrao Chavan	**Music Teacher**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411128
Mr. Imran Shaikh	**PE Teacher**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411129
Mr. Sachin L Kumbhar	**PE Teacher**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411130
Ms. Arti Randhe	**PRT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411131
Ms.Sonali Mandlik	**ICT Teacher**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411131
Ms.Mugdha Sangit	**PRT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411133
Ms. Roopa Rajesh	**TGT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411134
Ms. Leena Ankur Potghante	**Assistant**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411135

Rajashree Rajendra Shewale	**TGT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411136
Mr. Aniruddha P Saswade	**Zumba Teacher cum Activity Incharge**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411137
Ms. Dipti Bhushan Kolhe	**NTT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411138
Mr. Gowardhan Dnyanoba Gonge	**Sr. Officer**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411139
Ms. Sunita Sanjay Chaudhari	**PRT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411140
Ms.Ada Fathima	**ICT Teacher**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411141
Ms. Sarika Santosh Kande	**TGT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411142
Mr. Akshay B Jadhav	**Music Assistant (Keyboard Instructor)**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411143
Ms.Devaki Kashikar	**Assistant**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411144
Ms. Jayashri J Hampiholi	**TGT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411145
Ms.Anuya Sandeep Athare	**PRT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411146
Ms.Ritu Hasija	**PRT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411147
Ms.Amruta Jaideep Vinchurkar	**TGT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411148
Mr. Dattatray Shivaji Sakat	**Activity In-charge**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411092
Mr. Akash Dashrath Jadhav	**Lab Assistant**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411093

Ms. Shalini Negi Panwar	**TGT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411094
Ms. Tejashree Sandesh Bhalerao	**PE Teacher**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411095
Ms.Deepti Ajaykumar	**NTT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411096
Ms.Pooja Bawane	**Counsellor**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411097
Ms.Sujata Pande	**NTT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411098
Ms.Gayatri Sawant	**NTT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411099
Ms.Preeti Pandey Tiwari	**Assistant**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411100
Ms.Shital Rananaware	**Art Teacher**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411101
Ms.Bhagyashri Yogesh Patil	**Assistant**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411102
Ms. Charushila Chetan Sawant	**PRT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411103
Ms. Pooja P. Ambaskar	**Assistant**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411104
Ms. Shruti Pethe	**PRT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411105
Mr. Niraj Ramsipahi Saket	**Football Coach**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411106
Ms. Sujata Gosavi	**PRT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411107
Ms. Geetanjali Kandalwar	**Jr. Officer**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411108

Ms.Minal Khemchand Chaudhari	**PGT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411109
Ms.Gauri D Joshi	**PRT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411110
Ms. Ashwini Pandhare	**PGT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411111
Ms.Ritu Kurhade	**Dance Teacher**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411112
Ms.Jyoti Ghuge	**Front Desk Executive**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411113
Mr. Rameshwar Dinkarrao Ratnaparkhe	**Art Teacher**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411114
Ms. Anupama Sharma	**TGT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411114
Ms. Tanuja Dehulia	**TGT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411116
Ms. Siddhi Vihang Bhandari	**TGT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, pposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411117
Ms. Jaipreet Kaur Juneja	**PRT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411118
Ms. Samruddhi Vikramsinh Naiknimbalkar	**NTT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411119
Ms. Pallavi Deepak Deshmukh	**Assistant**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411120
Ms. Annapurna Rahul Bedmutha	**PRT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411121
Ms. Meetali Ravindra Berry	**TGT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411122
Ms. Namrata Sachin Bhalerao	**Administrator**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411123

Ms. Miloni Ravasia	**Assistant**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411124
Ms. Puja Arote	**Music Teacher**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411125
Ms. Pallavi Sachin Vesanekar	**PRT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411126
Kiran	**ICT Teacher**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411127
Ranjeeta Verma	**PRT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411128
Rashmi Shrivastava	**PRT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411129
Sonali Shrikant Aken	**Assistant**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411130
Poornima Joshi	**NTT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411131
Anuradha Nilesh Patil Khirid	**PRT math sci**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411131
Sushma Duggaraju	**PRT eng**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411133
Sandhya Salunkhe	**TGT eng**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411134
Pranjali Parijat Vaidya	**TGT math**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411135
Swapnil Shinde	**Activity Incharge**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411136
Rupinderjit Kaur	**PGT math**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411137
Chaitali Wani	**Sr. Officer**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411138

Akshay D Jamkar	**PE Teacher**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411139
Samiksha Meshram	**PRT hindi**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411140
Rayavarapu Padma Parimala Sree	**PRT eng**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411141
Sweta Nikhil Aglawe	**TGT math**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411142
Ms. Akshada Shevate	**Librarian**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411143
Ms. Koweleka Mazumder	**Dance Teacher**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411144
Ms. Prachi Dube	**Assistant**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411145
Ms. Kamal Sanjay Bendale	**TGT sst**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411146
Ms. Malti Nitin Manmode	**Assistant**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411147
Ms. Shweta Mohan Kulkarni	**Lab Assistant**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411148
Ms. Neerja Inderjit Wahi	**TGT sst**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411092
Ms. Archana Das	**PRT hindi**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411093
Ms. Swati Pundlik Shelar	**PRT hindi**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411094
Mrs. Dipa Ajaykumar Hiwarkar	**Jr. Officer**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411095
Mrs. Prerna Sagar Gavhane	**Jr.Officer**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411096

Mrs. Niharika Silky	**Assistant**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411097
Mrs.Pooja Yengal	**Assistant**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411098
Mrs.Snehal M. Patil	**PGT chem**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411099
Amrapali Kamble	**Front Desk Executive**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411100
Mrs. Aishwarya R. Chillal	**Art Teacher**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411101
Monali Kolapkar	**Administrator**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411102
Ganesh Mehta	**PE Teacher**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411103
Poonam Gill	**TGT Science**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411104
Poonam Shingare	**Dance Teacher**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411105
Devashri Songirkar	**Assistant**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411106
Priyanka Amol Kuthe	**Assistant**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411107
Nitisha Selute	**Assistant**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411108
Radha Kamtam	**PRT English**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411109
Veena Nalawade	**NTT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411110
Pamela Manna	**PRT Math, Eng**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411111

Elisha Dsouza	**PRT SST**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411112
Pallavi Tikale	**PE Teacher**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411113
Jyoti Patil	**PRT Marathi**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411114
Pallavi Kulkarni	**TGT Math**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411114
Archana Shelke	**ICT Teacher**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411116
Kunda Bhole	**ICT Teacher**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, pposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411117
Sweta Jadhav	**PRT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411118
Mrunal Nandgude	**PRT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411119
Sonam Chandak	**ICT Teacher**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411120
Shraddha Pardeshi	**TGT Science**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411121
Bhavana Patil	**3D/ Robotics Asst**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411122
Prajakta Jagtap	**TGT Science**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411123
Vanita Bhui	**TGT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411124
Deepika Gupta	**Assistant**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411125
Savita Shinde	**PRT**	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411126

Adya Trivedi	**Music**	MIS International SchooI,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411127

Student Clubs and Activities:

Holistic education of a child requires much more than just academic excellence. Students at MIS International School have formed student's clubs lead by students and supported by teachers to ensure extra-curricular activities as well as many-a student initiatives.

*Till the time the school is operational with online classes only those activities will be conducted which can be arranged virtually.

MIS student clubs include:

Mathematics Laboratory

Mathematics Laboratory is a place where students can learn and explore mathematical concepts and verify mathematical facts and theorems through a variety of activities using different materials.
"The only way to learn Mathematics is to do Mathematics"
To implement this MIS International School has well designed and fullyequipped mathematics lab, where students can explore and learn the mathematical concepts in experiential manner.

Computer Lab

To equip our students for the future we have a full-fledged computer laboratory with easy access to the latest field of technology. It is an important section of the school which enables student-led workshop and offers them hands on IT knowledge. The school lays emphasis on computer from class 1.

Science Lab

Effective teaching and learning of science involves seeing, handling and manipulating real objects and materials. MIS International School has well and technically equipped composite science lab, which allows students to interact directly with the scientific concepts. They get a first-hand learning experience by performing various experiments, activities and demonstrations on their own. This way we nurture budding scientists making them ponder on the lines of How and Why.

Performing Arts

The co-scholastic activities are given equal importance along with the scholastic at MIS. Main roots of performing arts are Dance, Movement, Music and Singing. The students get acquaintance to new roles when they enact in Role play. To minimize the stage fright and to inculcate the confidence in the student's various activities/competitions like Socio-Dramatic Plays, Show & Tell, Extempore and Elocution are held.

Athenaeum

Our athenaeum is well-equipped, full of various kinds of books for various age groups. It inculcates reading habits in students from an early age. **Reading** is one of the most fundamental skills that is essential to conquer success in life.
Developing good **reading practices** is vital to your child's future not just scholastically, but in everyday life as well. **Reading not just** allows exposure to words and phrases but it also helps the imagination to soar high.

Sports/ Physical Education

The importance of **sports** and games in **school** encompasses more than just the benefit of physical activity. It increases self-esteem and mental attentiveness. It leads to composed psychological and physical progress. It teaches the children life abilities like solidarity, leadership and perseverance. At MIS we offer Cricket, Football, Basketball, Skating, Taekwondo, Gymnastics and Chess as sports club activities. Our state of the art outdoor facilities for sports are Skating ring, Basketball court, Football field and Cricket pitches.

Infirmary

MIS has a tie up with **Jupiter Hospital,** Baner. With the objective of providing quick medical assistance, school has a well-resourced **infirmary.**
In association with **Address Health,** annual health check for the students of our institution is conducted with the provision of **One-on-One Counseling with Parents** as the health and wellbeing of the young learners is of utmost importance

Activity Planner:

(*The activity planner is as follows however it will be followed meticulously once the school stars operating in fiscal form.)

MIS INTERNATIONAL SCHOOL, BALEWADI

YEARLY PLANNER – SESSION 2025-26

ACTIVITIES / COMPETITIONS

GRADES I – XII

***LET'S CONNECT SESSION: Saturday, 29 March 2025 – Virtual Platform – Grades I-XII**

APRIL 2025				
Date	**Day**	**Activity / Competition / Event**	**Grade**	**Category**
01.04.25	Tuesday	**Welcome Aboard!!!**	VI-XII	Activity
02.04.25	Wednesday		III-V	Activity
03.04.25	Thursday		I - II	Activity
GREEN LUNGS				
				
23.04.25	Wednesday	**Eco-Friendly Art And Craft (Best Out Of Waste)**	I-V	Competition
		Creating Birdhouse	VI-XII	Competition
JUNE 2025				
Date	**Day**	**Activity / Competition / Event**	**Grade**	**Category**
04.06.25	Wednesday	**Investiture Ceremony**	VIII-XII	Event
INTERNATIONAL YOGA DAY				
				
11.06.25	Wednesday	**Breathe... Flow... Lets Go !!**	I-V	Activity
		Inhale The Future Exhale The Past	VI-XII	Activity
JULY 2025				
Date	**Day**	**Activity / Competition / Event**	**Grade**	**Category**
Second week of July*		**Periodic Test - 1**	I–XII	Assessment
WORLD CHOCOLATE DAY				
				
23.07.25	Wednesday	**Chocolate Crafting**	I-V	Activity
		Chocolate Commercial (Create and Present)	VI-XII	Activity

MIS INTERNATIONAL SCHOOL, BALEWADI

YEARLY PLANNER – SESSION 2025-26

ACTIVITIES / COMPETITIONS

GRADES I – XII

AUGUST 2025				
Date	**Day**	**Activity / Competition / Event**	**Grade**	**Category**
02.08.25	**Saturday**	**Parent Teacher Meeting - 1**	**I-XII**	**Open House**
SAARE JAHAN SE ACHHA				
13.08.25	Wednesday	**Musical Performance**	I-V	Inter Class Competition
		Tricolored Rangoli	VI-XII	
				
15.08.25	Friday	**Independence Day Celebrations**		Flag hoisting

SEPTEMBER 2025				
Date	**Day**	**Activity / Competition / Event**	**Grade**	**Category**
				
03.09.25	Wednesday	**Eco-Friendly M-sites**	I-XII	Competition
Third & Fourth week*		**Half Yearly Exam**	I-XII	Assessment

OCTOBER 2025				
Date	**Day**	**Activity / Competition / Event**	**Grade**	**Category**
THE MAN OF THE MILLENIUM (Spoken Skills)				
				
08.10.25	Wednesday	**Gandhiji Ke Teen Bandar**	I-V	Activity
		Be A Buddy, Not A Bully	VI-XII	Group Activity
11.10.25	**Saturday**	**Parent Teacher Meeting - 2**	**I-XII**	**Open House**

NOVEMBER 2025				
Date	**Day**	**Activity / Competition / Event**	**Grade**	**Category**
FESTIVAL CHARISMA				
				
08.11.25	Saturday	**Talent Xpress Cum Fete**	I-XII	Event
Fourth Week of Nov*		**Periodic Test - 2**	I –XII	Assessment

MIS INTERNATIONAL SCHOOL, BALEWADI

YEARLY PLANNER – SESSION 2025-26

ACTIVITIES / COMPETITIONS

GRADES I – XII

DECEMBER 2025				
Date	**Day**	**Activity / Competition / Event**	**Grade**	**Category**
13.12.25	Saturday	**Annual Day**	I-III	Event
14.12.25	Sunday	**Annual Day**	IV-IX	Event
				
17.12.25	Wednesday	**Christmas Cheers**	I-XII	Competition
JANUARY 2026				
Date	**Day**	**Activity / Competition / Event**	**Grade**	**Category**
10.01.26	**Saturday**	**Parent Teacher Meeting-3**	**I- XII**	**Open House**
Second Week Of Jan		**Fond Memories**	I-XII	Class Photograph
				
Second / Third Week		**Sports Week**	I-XII	Event and Competition
26.01.26	Monday	**Republic Day Celebrations**		Flag Unfurling
FEBRUARY 2026				
Date	**Day**	**Activity / Competition / Event**	**Grade**	**Category**
Last week of February*		**Final Exam/ Term-2**	I-IX X-XII	Assessment
***X and XII - As per CBSE Date Sheet**				
MARCH 2026				
Date	**Day**	**Activity / Competition / Event**	**Grade**	**Category**
Second / Third Week		**Parent Teacher Meeting-4Result Of Term - 2**	**I-IX & XI**	**Open House**
APRIL 2026				
Date	**Day**	**Activity / Competition / Event**	**Grade**	**Category**
01.04.26	Wednesday	**The Celestial Journey Begins!!!**	VI-XII	New Session
02.04.26	Thursday		III-V	New Session
03.04.26	Friday		I-II	New Session

CCA periods may be utilized for CBSE Activities/Performing Arts as and when required. Any Change in the Activity Schedule will be intimated to the parent

*** Time period is mentioned tentatively.**

MIS INTERNATIONALSCHOOL

HOLIDAY LIST FOR STUDENTS- SESSION 2025-26

Sr. No	Holiday	Date	Day
1	Ram Navami	06 April' 25	Sunday
2	Dr. Ambedkar Jayanti	14 April' 25	Monday
3	Good Friday	18 April' 25	Friday
4	Summer Vacation	01 May' 25 Onwards	
5	Bakrid	07 June' 25	Saturday
6	Palkhi	To Be Announced	
7	Muharram	06 July' 25	Sunday
8	Raksha Bandhan	09 August' 25	Saturday
9	Independence Day – Non Instructional Day	15 August' 25	Friday
10	Janmashtami	16 August' 25	Saturday
11	Ganesh Chaturthi	27 August' 25	Wednesday
12	Gauri Pooja	01 September' 25	Monday
13	Eid E Milad (Tentative)	05 September' 25	Friday
14	Anant Chaturdashi	06 September' 25	Saturday
15	Gandhi Jayanti / Dussehra	02 October' 25	Thursday
16	Deepawali Vacation	17 Oct' 25 to 26 Oct' 25	
17	Guru Nanak Jayanti	05 November' 25	Wednesday
18	Christmas Vacation	24 Dec' 25 to 02 Jan' 26	
19	Makar Sankranti	14 January' 26	Wednesday
20	Republic Day – Non Instructional Day	26 January' 26	Monday
21	Mahashivratri	15 February' 26	Sunday
22	Chhatrapati Shivaji Maharaj Jayanti	19 February' 26	Thursday
23	Holi	04 March' 26	Wednesday
24	Gudi Padwa	20 March' 26	Friday
25	Eid Ul Fitr (Tentative)	21 March' 26	Saturday

Holiday list for students- Session 2025-26

Vacations	Grades 1 to 5	Grades 6 to 12
Summer Vacation	01 May' 25 to 02 June'25 Students to report on 03 June' 25	01 May' 25 to 01 June' 25 Students to report on 02 June' 25
Deepawali Vacation	17 Oct' 25 to 26 Oct' 25 Students to report on 27 Oct' 25	
Christmas Vacation	24 Dec' 25 to 04 Jan' 26 Students to report on 05 Jan' 26	

Holidays for festivals based on religious calendar might change. In case there is any variation, the same will be

MIS INTERNATIONAL SCHOOL, Balewadi

YEARLY PLANNER – SESSION 2025-26

PRE- PRIMARY ACTIVITIES / COMPETITIONS

LET'S CONNECT SESSION: Saturday, 29 March 2025 – Virtual Platform

APRIL 2025				
Date	**Day**	**Activity / Competition / Event**		
04.04.25	Friday	**A Vibrant New Session Awaits!!**	Jr.KG, Sr.KG	Activity
07.04.25	Monday		Nursery	Activity
WORLD HEALTH DAY CELEBRATION				
11.04.25	Friday	**Elevate Fitness, E evate Life** Zumba Session	Nur,Jr.KG,Sr.KG	Activity
Green Lungs				
17.04.25	Thursday	**Nature Scavenger Hunt**	Nur,Jr.KG,Sr.KG	Activity
28.04.25	Monday	**Pool Party** Splish Splash	Nursery & Jr.KG	Activity
29.04.25	Tuesday		Sr.KG	Activity
JUNE 2025				
World Ocean Day				
06.06.25	Friday	**Let's Explore The Ocean Together!**	Nur,Jr.KG,Sr.KG	Activity
14.06.25	Saturday	**Parent Teacher Meeting-1**	Nur,Jr.KG,Sr.KG	Open House
20.06.25	Friday	**Bend, Balance, and Be Happy!** International Yoga Day	Nur,Jr.KG,Sr.KG	Activity
25.06.25	Wednesday	**Families Are Forever**	Nur,Jr.KG,Sr.KG	Activity
JULY 2025				
17.07.25	Thursday	**Poetry In Motion** Let Your Voice Shine!	Nur,Jr.KG,Sr.KG	Competition
26.07.25	Saturday	**Indradhanush** Colours Kaleidoscope	Nur,Jr.KG,Sr.KG	Event
AUGUST 2025				
Friendship Day Celebrations				
04.08.25	Monday	**Together We Shine** Key To Happiness	Nur,Jr.KG,Sr.KG	Activity
08.08.25	Friday	**Threads Of Love, Bonds Of Joy!** Rakhi Celebration	Nur,Jr.KG,Sr.KG	Activity
14.08.25	Thursday	**Celebrate Freedom, Ignite Unity!** Honoring The Great Patriotism	Nur,Jr.KG,Sr.KG	Competition
26.08.25	Tuesday	**Shree Mangal Murthi Morya**	Nur,Jr.KG,Sr.KG	Activity

SEPTEMBER 2025				
13.09.25	Saturday	**Grandparents: Our Guiding Stars!**	Nur,Jr.KG,Sr.KG	Event
Third & Fourth week*		**Half Yearly Exam / Term-1**	Nur,Jr.KG,Sr.KG	Assessment
OCTOBER 2025				
08.10.25	Wednesday	**Adventure Awaits** Field Trip	Nur,Jr.KG,Sr.KG	Activity
11.10.25	Saturday	**Parent Teacher Meeting-2**	Nur,Jr.KG,Sr.KG	Open House
16.10.25	Thursday	**Sparkle and Shine** Celebrate The Festival Of Lights!	Nur,Jr.KG,Sr.KG	Activity
NOVEMBER 2025				
08.11.25	Saturday	**Talent Xpress cum Fete**	Nur,Jr.KG,Sr.KG	Event
13.11.25	Thursday	**Unleash The Magic Of Storytelling**	Nur,Jr.KG,Sr.KG	Competition
18.11.25	Tuesday	**Little Chefs, Big Creations!** Stirring Up Fun	Nur,Jr.KG,Sr.KG	Activity
26.11.25	Wednesday	**Self-Awareness**	Nur,Jr.KG,Sr.KG	Activity
DECEMBER 2025				
13.12.25	Saturday	**Annual Day**	Nur,Jr.KG,Sr.KG	Event
23.12.25	Tuesday	**Let's Welcome Santa** Christmas Fun	Nur,Jr.KG,Sr.KG	Activity
JANUARY 2026				
10.01.26	Saturday	**Fuel The Fun, Ignite The Spirit** Sports Day Celebration	Nur Jr.KG,Sr.KG	Event
Second week of Jan		**Creating Memories**	Nur,Jr.KG,Sr.KG	Class Photograph
24.01.26	Saturday	**Parent Teacher Meeting-3**	Nur Jr.KG,Sr.KG	Open house
30.01.26	Friday	**Discover, Create, Inspire!** Ansudhaan- Science Exhibition	Nur Jr.KG,Sr.KG	Event
FEBRUARY 2026				
06.02.26	Friday	**Community Heroes Parade**	Nur,Jr.KG,Sr.KG	Competition
Last Week Of February & First Week Of March*		**Final Exam / Term 2**	Nur,Jr.KG,Sr.KG	Assessment

MARCH 2026				
13 .03.26	Friday	**Graduation Day Ceremony** Result Of Term 2	Sr.KG	Open House & Graduation Day
14 03.26	Saturday	**Result Of Term 2**	Nur, Jr.KG	Open House
APRIL 2026				
03 04.26	Friday	**The Celestial Journey Begins!!!**	Jr.KG- Sr.KG	New Session
06 04.26	Monday		Nursery	New Session



Any change in the Activity Schedule will be intimated to parents.
*** Time period is mentioned tentatively.**

MIS International School

Holiday List for Students- Session 2025-26

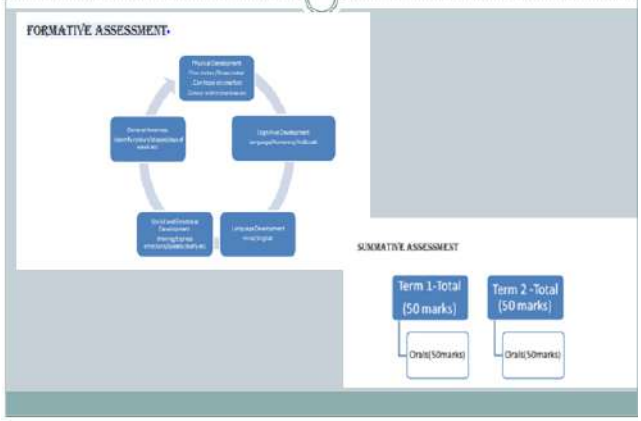
Sr. No	Holiday	Date	Day
1	Ram Navami	06 April'25	Sunday
2	Ambedkar Jayanti	14 April'25	Monday
3	Good Friday	18 April'25	Friday
4	Summer Vacation	01 May' 25 onwards	
5	*Bakrid*	*07 June'25*	*Saturday*
6	Palkhi	To be announced	
7	Muharram	O6 July'25	Sunday
8	Raksha Bandhan	09 August'25	Saturday
9	Independence Day	15 August'25	Friday
10	Janmashtami	16 August'25	Saturday
11	Ganesh Chaturthi	27 August'25	Wednesday
12	Gauri Pooja	01 September'25	Monday
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20	Republic Day	26 January'26	Monday
21	Mahashivaratri	15 February'26	Sunday
22	Chh.Shivaji Maharaj Jayanti	19 February'26	Thursday
23	Holi	04 March'26	Wednesday
24	Gudi Padwa	20 March'26	Friday
25	Eid Ul Fitr	21 March'26	Saturday

Holiday list for students - Session 2025-26

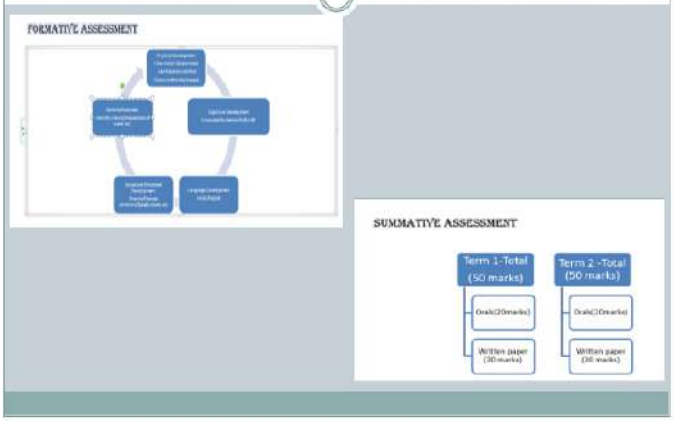
Vacation	Nursery	Jr.KG & Sr.KG
Summer Vacation	01 May' 25-03 June'25 Students to report on 04 June'25	01 May' 25-03 June'25 Students to report on 04 June'25
Deepawali Vacation	17 October'25 to 26 October'25 Students to report on 27 Oct ' 25	17 October'25 to 26 October'25 Students to report on 27 Oct ' 25
Christmas Vacation	24 Dec' 25 to 04 Jan' 26 Students to report on 05 Jan' 26	24 Dec' 25 to 04 Jan' 26 Students to report on 05 Jan' 26

Holidays for festivals based on religious calendar might change.
In case of any variation, the same will be intimated to the students.

Foundational Stage (Nursery)



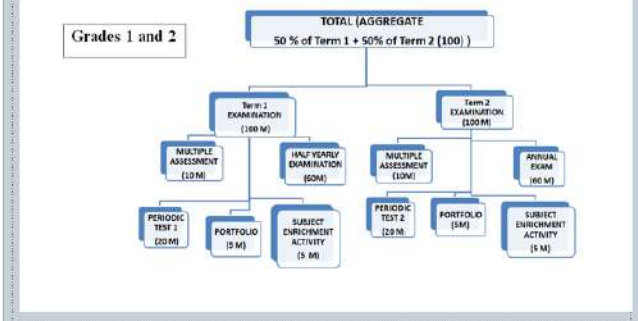
Foundational Stage (Jr. KG – Sr. KG)



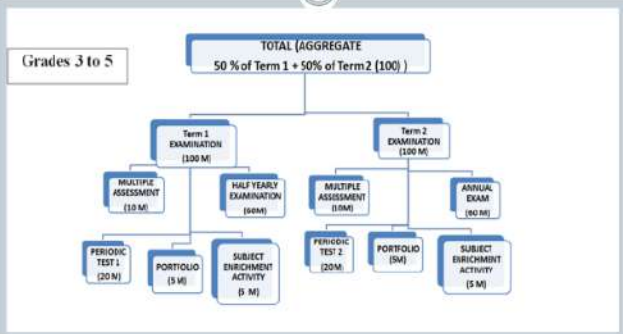
Rules for Teachers

- Portion of Exam should be given in prior, one month before the exams.
- Completion of portion for ,
  Term Exams: 3 weeks before the exam starts.
- Revision should be done prior the exam.
- Sample Papers needs to be submitted to parents for practice.
- Distribution of marks and weightage across the section.
- Papers should be thoroughly checked. Covering all the topics and subtopics.
- Marks distribution should be justifying number of sub questions given under main question. No error in maximum marks, no spelling mistakes and grammatical errors in question papers.
- General remarks should be typed by class teachers and checked by the Principal ma'am within a week before the Term exam.
- Cross checking has to be done by cross checker after correction of bundle of exam papers. Cross checker should sign on each paper after cross checking.
- Follow the timeline and submit the things.
- Marks entry is to be done in result sheet (excel sheet).
- Discipline grading should be done by the class teachers on the basis of 3 points grading scale A, A+, A++ for other parameters.
- Attendance should be calculated on term basis.
- Soft copy of question papers in specified format needs to be submitted within stipulated time to the coordinator.

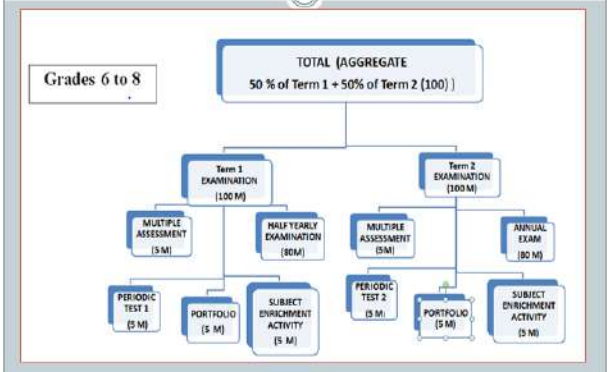
Foundational stage (1 and 2)

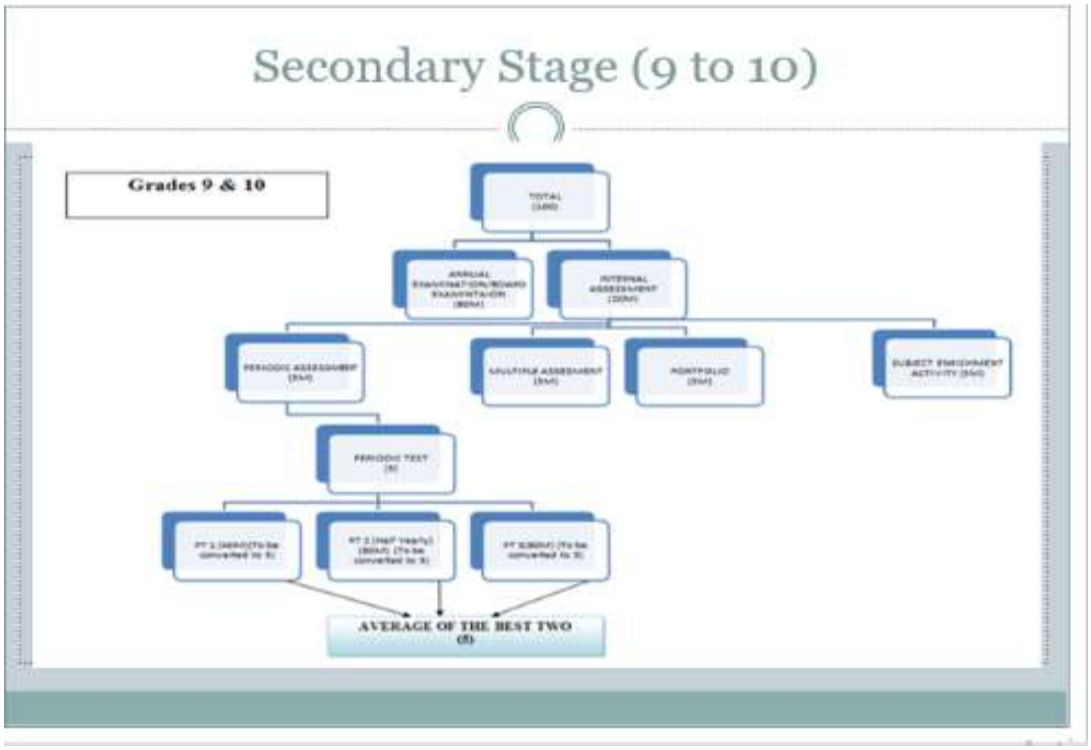


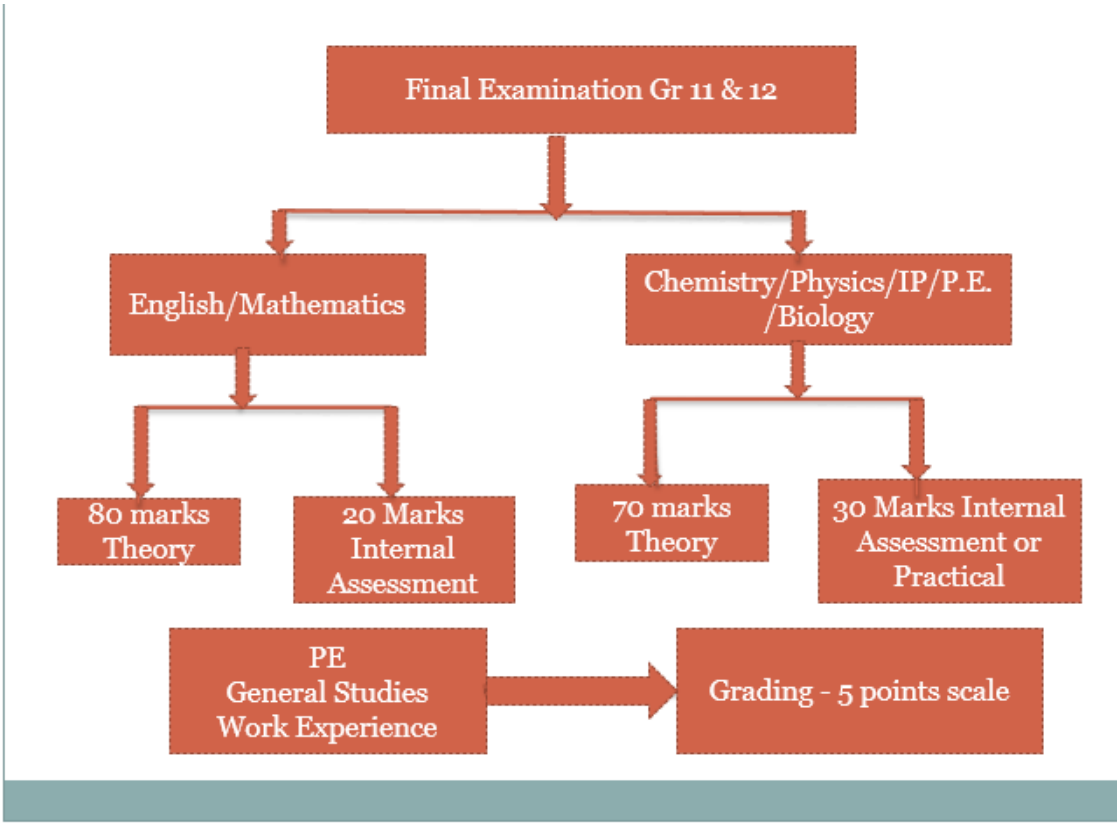
Preparatory Stage (3 to 5)



Middle Stage (6 to 8)




Secondary Stage (9 to 10)
Grades 9 & 10
AVERAGE OF THE BEST TWO


Final Examination Gr 11 & 12
English/Mathematics
Chemistry/Physics/IP/P.E. /Biology
80 marks Theory
20 Marks Internal Assessment
70 marks Theory
30 Marks Internal Assessment or Practical
PE
General Studies
Work Experience
Grading - 5 points scale

Details of Stackholders

S.No.	Employee Name	Designation	Education Qualification	Prof.Qualification B.Ed. / Non B.Ed. / ECCE
1	Ms. Beena James	PRT	B.A. (English)	B.Ed.
2	Ms. Vaishali Bhokare	Art Teacher	H.Sc. ATD	ATD
3	Ms. Karouna Pawar	Sr. Officer	PGDEA M.Com. B.Com.	-
4	Ms. Smitha Nair	TGT	B.A. (Economics)	B.Ed.
5	Ms. Monika Chhabra	Principal	M.A.	B.Ed.
6	Ms. Savita Gore	PRT	B.Sc. B.Ed.	B.Ed.
7	Ms. Prerna Mehta	Sr. Officer	MBA (HR), B.Ed. B.Com.	B.Ed.
8	Ms. Shweta Nikam	PRT	MCA B.Sc. B.Ed.	B.Ed.
9	Ms. Shraddha Patil	PRT	MPM BCS B.Ed.	B.Ed.
10	Ms. Sarita Jeowani	PGT	MCA	B.Ed.
11	Ms. Bakul Karandikar	Sr. Officer	M.Com.	-

12	Ms. Eshani Jain	TGT	B.E. B.Ed. M.Ed.	B.Ed. M.Ed.
13	Ms. Vaishnavi Pandhare	TGT	M.A. (Marathi & Psychology) B.Ed.	B.Ed.
14	Ms. Pankhuri Bhondele	PRT	M.Sc (Microbiology)	B.Ed.
15	Ms. Rucha N. Adhi	PRT	B.Com. MPM DPPTT	DPPTT B.Ed.
16	Mr. Arvind Shirke	PE Teacher	M.P.Ed.	M.P.Ed.
17	Ms. Shradha Kar	NTT	B.E ECED	ECED
18	Ms. Aishwarya Bolade	ICT Teacher	M.Sc.(Geology) B.Ed.	B.Ed.
19	Ms. Sayali Mandawkar	ICT Teacher	BCA	-
20	Mr. Sanjay Tak	TGT	M.A. (Hindi)	B.Ed.
21	Ms. Pallavi Ajinkya Shinde	PRT	B.Com.	B.Ed.
22	Ms. Medha Manohar	ICT Teacher	B.Sc (Chemistry) MCM	-
23	Ms. Greeshma Gopish	PRT	MBA (Finance) B.Com. B.Ed.	B.Ed.
24	Ms. Preeti Pawar	PRT (Marathi)	B.HSc. B.Ed.	B.Ed.

25	Ms. Jyoti Jogdand	TGT (Marathi)	B.A. (Eng. Lit) B.Ed.	B.Ed.
26	Ms. Archana Priya	PRT (Hindi)	B.A.	B.Ed.
27	Ms. Pradnya Fulsundar	NTT	B.Sc. (Chemistry)	ECCE
28	Ms. Kunda Bhushan Bhole	NTT	MCA B.Sc. (Chemistry)	TTC
29	Ms. Vandana Bavadekar	Business Manager	MBA BA (Eco) B.Ed.	B.Ed.
30	Mr. Sujay Bhausaheb Ghule	Special Educator	B.A. DSE (M.R)	DSE (M.R. RCI Registered)
31	Ms. Kavita Gandhi	Sr. Officer (PP Incharge)	MBA (Marketing & Systems), B.Ed., ECCE, B.Sc. (Home Science)	B.Ed. ECCE
32	Ms. Shreelekha Chitnis	PGT	B.Com. (Economics English)	B.Ed. NTT
33	Mr. Sidharth J Lagade	Librarian	B.A. B.Lib.	B.Lib.
34	Ms. Shweta Mishra	TGT	M.Tech, B.Sc. (Maths)	B.Ed.
35	Ms. Debjani Debsarma	TGT	M.A. (History)	B.Ed.
36	Ms. Vanita Singh	TGT	M.A (Economics)	B.Ed.
37	Ms. Satyarekha Kasina	PRT	B.Sc. (Comp Science) B.Ed., ECCE	B.Ed., ECCE
38	Ms. Swapnali More	PRT	M.Com., B.Com.	B.Ed.

39	Ms. Pranita Sharma (German)	TGT	BHMS	B2
40	Ms. Mamta H Umap	TGT - ICT	BE (Computers)	B.Ed.
41	Ms. Swati Desai	PRT	B.Com. M.Com. ECCE	ECCE, B.Ed
42	Ms. Vrushali Haridas	ICT Teacher	Diploma in Electronic Engineering	ECCE
43	Ms. Chinmayee Acharya	PRT	MBA BA (Philosophy) TTC	TTC B.Ed.
44	Ms.Shruti Divate	Art Teacher	ATD, GD Art Final Year	ATD, GD Art Final Year
45	Ms. Devarati Nag	Dance Teacher	MA (Dance), BA (Dance)	-
46	Mr. Pruthviraj Balwantrao Chavan	Music Teacher	MA (Music), BA (Music)	-
47	Mr. Imran Shaikh	PE Teacher	BP.Ed.	B.P.Ed.
48	Mr. Sachin L Kumbhar	PE Teacher	MA BP.Ed.	B.P.Ed.
49	Ms. Arti Randhe	PRT	MA (Political Science), BA (Pol Science)	D.Ed.
50	Ms.Sonali Mandlik	ICT Teacher	M.Sc. (Computer Science) B.Sc	ECCE
51	Ms.Mugdha Sangit	PRT	MMM, B.Sc. (Chemistry)	B.Ed.
52	Ms. Shital Lunawat	PRT	B.A. (Hindi)	B.Ed.

53	Ms. Roopa Rajesh	TGT	B.Sc. (Statistics) M.A. (English)	B.Ed.
54	Ms. Leena Ankur Potghante	Assistant	B.A. (Economics)	-
55	Rajashree Rajendra Shewale	TGT	M.A. (English)	B.Ed.
56	Mr. Aniruddha P Saswade	Zumba Teacher cum Activity Incharge	12th	Zumba B1 Certified, Certified Personal Trainer
57	Ms. Dipti Bhushan Kolhe	NTT	B.E. (ENTC)	ECCE
58	Mr. Gowardhan Dnyanoba Gonge	Sr. Officer	B.A.	-
59	Ms. Sunita Sanjay Chaudhari	PRT	B.Sc. (Chemistry)	B.Ed.
60	Ms.Ada Fathima	ICT Teacher	B.E.	-
61	Ms. Sarika Santosh Kande	TGT	M.A.	B.Ed. D.Ed.
62	Mr. Akshay B Jadhav	Music Assistant (Keyboard Instructor)	TY Arts	RDX Music
63	Ms.Devaki Kashikar	Assistant	B.Sc. LLB	Persuing B.Ed. (1st year completed - 31/07/2024)
64	Ms. Jayashri J Hampiholi	TGT	PHD, MA (Hindi)	M.Ed.
65	Ms.Anuya Sandeep Athare	PRT	M.A. (Hindi)	B.Ed.

66	Ms.Ritu Hasija	PRT	MBA B.Com. (Comp App)	B.Ed.
67	Ms.Amruta Jaideep Vinchurkar	TGT	M.Sc. (Electronics)	B.Ed.
68	Mr. Dattatray Shivaji Sakat	Activity In-charge	H.Sc.	-
69	Mr. Akash Dashrath Jadhav	Lab Assistant	B.Sc. (Physics)	-
70	Ms. Shalini Negi Panwar	TGT	M.Sc. (Maths)	B.Ed.
71	Ms. Tejashree Sandesh Bhalerao	PE Teacher	B.Com. B.P. Ed. M.P.Ed.	B.P.Ed. M.P.Ed.
72	Ms.Deepti Ajaykumar	NTT	12th Pass	ECCE
73	Ms.Pooja Bawane	Counsellor	M.A. (Psychology)	M.Ed.
74	Ms.Sujata Pande	NTT	M.Sc. (Electronics)	ECCE
75	Ms.Gayatri Sawant	NTT	M.A. (Political Science)	ECCE
76	Ms.Preeti Pandey Tiwari	Assistant	M.A. (Economics)	B.Ed.
77	Ms.Shital Rananaware	Art Teacher	GD.Art Dip.Ed.	GD.Art Dip.Ed.
78	Ms.Bhagyashri Yogesh Patil	Assistant	B.Text.	-

79	Ms. Charushila Chetan Sawant	PRT	M.Sc. (Biochemistry)	B.Ed.
80	Ms. Pooja P. Ambaskar	Assistant	B.Sc. (Microbiology)	B.Ed. (1st Year completed - 31/07/2024)
81	Ms. Shruti Pethe	PRT	M.Sc. (Bio Chemistry)	B.Ed.
82	Ms. Seema Patil	TGT	M.Sc. (Electronics)	B.Ed.
83	Mr. Niraj Ramsipahi Saket	Football Coach	12th Pass	Appearing in D license approach for Football
84	Ms. Sujata Gosavi	PRT	M.A. (English)	B.Ed.
85	Ms. Geetanjali Kandalwar	Jr. Officer	M.D. (Accu Puncture)	ECCE
86	Ms.Sonam Chandak	NTT	M.C.M.	ECCE
87	Ms.Minal Khemchand Chaudhari	PGT	M.Sc. (Physics)	B.Ed.
88	Ms.Gauri D Joshi	PRT	M.Sc. (Analytical Chemistry)	B.Ed.
89	Ms. Ashwini Pandhare	PGT	M.Sc. (Micro Biology) B.Ed.	B.Ed.
90	Ms.Ritu Kurhade	Dance Teacher	MBA BBA	Katthak (4th Exam)
91	Ms.Jyoti Ghuge	Front Desk Executive	M.Com. B.Com.	DTL & GDCA

92	Mr. Rameshwar Dinkarrao Ratnaparkhe	Art Teacher	ATD	ATD
93	Ms. Anupama Sharma	TGT	B.A (Sanskrit & Hindi)	B.Ed.
94	Ms. Tanuja Dehulia	TGT	M.Sc. (Bio Tech.)	B.Ed
95	Ms. Siddhi Vihang Bhandari	TGT	M.Sc. (Maths)	B.Ed
96	Ms. Mrunal Nandgude	Assistant	B.Sc. (Comp Science)	B.Ed. (1st Year Completed - 31/07/2024)
97	Ms. Jaipreet Kaur Juneja	PRT	MBA (HR) B.Com.	B.Ed.
98	Ms. Aaditi Abhijit Patil	Assistant	BE (Electronic)	-
99	Ms. Samruddhi Vikramsinh Naiknimbalkar	NTT	MBA (HR Marketing) B.Dfc.	ECCE
100	Ms. Pallavi Deepak Deshmukh	Assistant	B.Com.	ECCE
101	Ms. Vaidehi Pavaman Jainapur	NTT	B.Com.	ECCE, B.Ed.
102	Ms. Annapurna Rahul Bedmutha	PRT	B.A. (Marathi History)	D.Ed. B.Ed. Persuing (1st Year)
103	Ms. Meetali Ravindra Berry	TGT	M.A. (Economics)	B2 German Language
104	Ms. Meenakshi Agrawal	PRT	M.Com.	B.Ed.

105	Ms. Rutika Ramesh Sanas	ICT Teacher	BCS (Computer)	-
106	Ms. Namrata Sachin Bhalerao	Administrator	B.A. (Economics) M.P.Ed.	M.P. Ed.
107	Ms. Miloni Ravasia	Assistant	BDFC	-
108	Ms. Samruddha Sharad Gunjal	ICT Teacher	MCS	-
109	Ms. Geetashri Hardikar	TGT	M.Sc. (Chemistry)	B.Ed.
110	Ms. Puja Arote	Music Teacher	MA (Music)	-
111	Ms. Pallavi Sachin Vesanekar	Assistant	B.Com.	Persuing B.Ed.
112	Kiran	ICT Teacher	B.Tech CS	-
113	Ranjeeta Verma	PRT	B.A. (Sociology) M.A (Eng)	B.Ed
114	Rashmi Shrivastava	PRT	MBA B.Com.	B.Ed
115	Sonali Shrikant Aken	Assistant	B.A. (Economics)	B.Ed. (Persuing)
116	Poornima Joshi	NTT	B.Tech (IT)	ECCE
117	Anuradha Nilesh Patil Khirid	PRT	M.Sc. (Bio Chemistry)	B.Ed.

118	Sushma Duggaraju	PRT	M.Sc. (Bio Chemistry)	B.Ed.
119	Sandhya Salunkhe	TGT	M.A. (English)	B.Ed.
121	Sodnyani Dungule	PE Teacher	M.P.Ed.	M.P.Ed.
125	Akshay D Jamkar	PE Teacher	M.P.Ed.	M.P.Ed.
122	Swapnil Shinde	Activity Incharge	10th (F)	Dance Teacher Training Program (Western Form)
123	Rupinderjit Kaur	PGT	M.Sc. (Maths)	B.Ed.
124	Chaitali Wani	Jr. Officer	M.E. (Computers)	ECCE (Persuing)
126	Samiksha Meshram	PRT	B.E. M.A. (Hindi)	B.Ed.
128	Rayavarapu Padma Parimala Sree	PRT	M.A. (English)	B.Ed.
127	Elvira D'souza	PRT	B.Com.	B.Ed.
129	Sweta Nikhil Aglawe	TGT	B.Sc. (Mathematics)	B.Ed.
132	Ms. Koweleka Mazumder	Dance Teacher	B.A. (Creative Dance)	B.A. (Creative Dance)
130	Jadhav Sweta Shashikant	Assistant	M.Sc. (Maths)	B.Ed. (Persuing)

131	Ms. Akshada Shevate	Librarian	M.Lib	-
134	Ms. Kamal Sanjay Bendale	TGT	M.A. (Geography)	B.Ed.
133	Ms. Prachi Dube	Assistant	M.Sc. (Nutrition & Food Processing) B.Sc. (Biotechnology)	-
137	Ms. Payaswini Panda	PGT (Chemistry)	M.Phil. M.Sc. (Chemistry)	B.Ed.
135	Ms. Malti Nitin Manmode	Assistant	M.A. (Marathi)	B.Ed.
136	Ms. Shweta Mohan Kulkarni	Lab Assistant	B.Sc. (Chemistry)	-
120	Pranjali Parijat Vaidya	TGT	B.Sc. (Statistics)	B.Ed.
138	Ms. Nilambari Nitin Bagade	Assistant	B.E.	-
139	Ms. Pooja Sunil Patwardhan	Jr. Officer	M.Com.	-
140	Ms. Neerja Inderjit Wahi	TGT	B.A. (Eco & Po. Science)	-

Coordination with Parents/Community/Board

EPTA Meeting- 1
A. Y. 2025-26
Minutes of Meeting

Day & Date: Saturday, 26 April 2025
Venue: Conference Room, Ground Floor
Time: 9:00 a.m.

The meeting commenced with Principal Mrs. Monika Chhabra warmly welcoming and congratulating the newly elected EPTA Committee members.

Points Discussed:

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1. Briefing on Roles and Responsibilities of EPTA Members

- The agenda was read out.
- The Principal explained that EPTA plays a multifaceted and crucial role in supporting the holistic development of students.
- Emphasis was placed on collaboration and mutual cooperation between parents and staff for the progress of students.

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2. Selection of Chairperson, Vice Chairman, Secretary and Joint Secretary

After the introduction of each member of EPTA, the EPTA unanimously selected the following members:

Designation of EPTA Committee members:

Chairperson	Mrs. Monika Chhabra	Principal
Vice Chairman	Mr. Vishal Dubey	Grade XII Parent
Secretary	Dr. Suhasini Tayade	Grade VI Parent
Joint Secretary	Ms. Shweta Jain	Grade VIII Parent

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3. Welcome Activities for M-sites

The Principal elaborated on the welcome activities conducted for students on the first day of school in April'25.

- **Pre-primary:** Art work including building blocks and story time along with making personal Bookmarks
- **Grades I to V:** Crafting Paper rocket and other creative art work

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4. Financial Literacy Program (Grade V)

The principal informed the committee about the following**:**

- The Financial Literacy program, previously for Grades VI–IX, is now extended to Grade V.
- Students will learn about financial concepts, currency, investments, etc. which is very essential for being updated and taking informed financial decisions in future.

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5. Student Participation in Codeavour Competition

The Principal proudly shared that the MIS International School team secured the position of 1st Runner-up at Codeavour 6.0, held at Mansukhbhai Kothari International School, Kondhwa, on 5th April 2025, and was selected for the Nationals in Delhi. The school supported the students by covering 50% of the trip cost. One ICT teacher also accompanied the students for the event. The selection of students for the competition was based on their knowledge, presentation skills, and confidence.

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6. Introduction of Robotics

She said that to keep up with industrial trends, Robotics has been included in the curriculum.

- Robotics is introduced for Grades 3, 4, 5, and 8.
- Students of Grades III–V have received Robotics kits and books.
- Grade VIII has an advanced, fully school-sponsored syllabus wherein the students will require advance level equipment in this first year.
- Positive feedback was received from Grade 8 parents.

7. LearnQuest Program for Mathematics (Grade III and IV)

She further stated that abstract concept of Mathematics can be learnt easily by hands on activities and hence LearnQuest activities have been taken and mapped with curriculum.

- Grade III: Mathematical 12 activities have been incorporated
- Grade IV: Mathematical 6 activities have been incorporated.

- Activity videos have already been shared with parents via WhatsApp.

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8. CBSE Training for Teachers

Principal mentioned that training for teachers helps teachers being updated with latest teaching methodologies.

- As per CBSE guidelines, 50 hours of training is mandatory (25 hours CBSE + 25 hours internal) for teachers.
- 2 CBSE trainings have been completed in April for the teachers. The topics were Art Integration and Elementary Science.

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9. CBSE Recruitment Exam at MIS

She shared that the school became an examination centre and hosted the CBSE Recruitment Exam on Sunday, 20th April 2025.

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10. Admissions for Grade XI

She mentioned that admissions for Grade XI (Science stream) have commenced. The school is offering Science stream.

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11. Summer Vacations and School Reopening

She mentioned the vacation schedule as shared in the planner:

Grade Level	Vacation Dates	Reopening Date
Pre-primary	01 May 2025 – 03 June 2025	04 June 2025
Grades 1–5	01 May 2025 – 02 June 2025	03 June 2025
Grades 6–12	01 May 2025 – 01 June 2025	02 June 2025

12. Periodic Test 1

She informed about the forthcoming periodic test 1.

- Periodic Test 1 is scheduled in the month July.
- Date sheet will be shared one month prior so that students can prepare well in advance.

Additional Points:

I.School Refurbishment

The Principal informed that, as stated in Circular No. 2 dated 2nd April 2025, the renovation work has commenced. One classroom has been fully refurbished, including new flooring, painting, customized posters, and curtains. Work is currently ongoing in two additional classrooms and the exam cell. EPTA members also had the opportunity to visit the newly refurbished classrooms and the music lab.

The Principal shared that students will be also taught Tabla. This addition will benefit students who have an interest in learning Tabla. The EPTA members were shown the Tabla room.

II.Manthan

She informed that an event to inculcate scientific temperament among students has been planned for June/July for grades III to V. This will help students in fostering curiosity and innovative mindset. This way developing scientific temperament ensures students are future ready.

III.Interaction with Oxford representative

Towards the end of the meeting, Principal invited Oxford representative Mr. Nehul Jain to join the EPTA members in the meeting room. She strictly advised Mr. Nehul regarding the following:

I. Credit card and debit cards should be accepted by their vendor.
II. Communication by the vendor should be polite and they should acknowledge the parents' concerns, if any.
III. Vendor should readily provide facilities like sending the books by courier on parent's request, on payment terms, if the parent is not available due to some reason.
IV. Vendor has to abide by the timeline and schedule as set by the school.

She also appreciated that the Oxford books are thematic books and focus on real-life application-based learning.

IV. Private Transport

One of the members Mr. Rajesh Mohanty, representative of grade 4, raised the concern regarding private van transport dispersal. He mentioned that it is done at the end. The principal explained that the majority of the students are to be dispersed first and hence the school buses that carry the 40 to 50 students (according to capacity) are allowed to leave first. Following this, parent pick up students are dispersed. She also mentioned that eventually when the private van students are dispersed, school faces concerns like safety norms not being followed by the private van drivers. The importance of safety viz carrying escort card, having students as per the capacity of private van, speed governor, CCTV cameras are to be complied by the private van drivers. She also requested EPTA to support the school in this regard so that safety norms are followed by the private van drivers.

Meeting concluded with a note of collaboration for the year ahead.

Lesson Plan

Sample Lesson Plan across all grades

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2025-26)

Teacher's Name – Preeti Tiwari **Grade –1st**

Subject - Hindi **Month: April**

Topic – वर्णमाला **No. of Periods - 5**

Sub - topic: वर्णमाला
Specific objectives: स्वर और व्यंजन
Methodology: कथन, स्पष्टीकरण,सुलेख लेखन, क्रमबद्ध जानकारी तथा प्रश्नोत्तर पद्धति।
Activities: छात्र स्वर और व्यंजन लिखेंगे । उचित उच्चारण के साथ कविता का गायन करेंगे ।
Board work: अक्षरों को उनके स्वरूप में बनाना, क्रमबद्ध जानकारी ।
Learning outcomes: हिंदी भाषा की लिपि जानेंगे। स्वर और व्यंजन के सभी अक्षर जान पाएँगे। स्वर और व्यंजन का सही उच्चारण जानेंगे।
Application: छात्र उचित उच्चारण के साथ स्वर और व्यंजन का वाचन तथा लेखन करेंगे । चित्र देखकर छात्र स्वर और व्यंजन बताएँगे।
ICT Integration / Art Integration : Video Power Point Presentation
Class assessment/ Recapitulation: : स्वर और व्यंजन का उचित उच्चारण के साथ वाचन और लेखन।
Homework/ worksheets: कक्षाकार्य पर आधारित गृहकार्य तथा कार्यपत्र।
Reference: गुलमोहर हिंदी पाठ्यपुस्तक

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name - Preeti Tiwari **Grade -1st**

Subject - Hindi **Month – June**

Topic – 1- मात्रा परिचय (अ) **No. of Periods - 4**

Sub - topic: दशरथ शहर चल (अ)
Specific objectives: बिना मात्रा वाले शब्द, अ से शुरु होने वाले शब्द ।
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: : विषय वस्तु से जुड़े अपने अनुभव पूरे वाक्यों में मौखिक रूप में या चित्र द्वारा बता सकते हैं।
Board work: मुख्य शब्द तथा दो, तीन, और चार अक्षरवाले शब्द लिखेंगे।
Learning outcomes: बच्चे मात्रा सहित शब्द और उनके मेल से बनने वाले वाक्य पढ़ना और लिखना सीखेंगे। मौखिक तथा लेखन कौशल का विकास करेंगे ।
Application: अ से शुरु होने वाले शब्दों से चित्रों के बारे में बातचीत करते हैं। चित्रों के नाम बताते हैं।
ICT Integration / Art Integration : : Video Power Point Presentation
Class assessment/ Recapitulation:-------
Homework/ worksheets: अ से शुरु होने वाले दो, तीन, और चार अक्षरवाले शब्द लिखने को देंगे।
Reference गुलमोहर हिंदी पाठ्यपुस्तक, शब्दकोश।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name –Preeti Tiwari **Grade - 1st**

Subject - Hindi **Month – June**

Topic – 2 आ की मात्रा **No. of Periods - 4**

Sub - topic: आ- आम वाला आया
Specific objectives: आ कि मात्रा वाले शब्द
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: आ मात्रा वाले शब्द पढ़ेगें और लिखेंगे । आ की मात्रा लगाकर शब्दों को पूरा करेंगे। बिना मात्रा वाले शब्द और आ मात्रा वाले शब्दों के बीच अंतर जान पाएँगें।
Board work: मुख्य शब्द तथा आ मात्रा वाले शब्द पढ़ेगें और लिखेंगे।
Learning outcomes: मौखिक तथा लेखन कौशल का विकास करना । चित्रों के बारे में बातचीत, कहानी के प्रश्न , जानकारी छाँटना, मात्राओं की पहचान करके उनको जोड़कर लिखना।
Application: हाव-भाव से कहानी पढ़ते हैं। आ से शुरु होने वाले शब्दों से चित्रों के बारे में बातचीत करते हैं। चित्रों के नाम बताते हैं।
ICT Integration / Art Integration: Video Power Point Presentation
Class assessment/ Recapitulation:----------
Homework/ worksheets: आ मात्रा वाले दो, तीन, और चार अक्षरवाले शब्द लिखने को देंगे।
Reference: गुलमोहर हिंदी पाठ्यपुस्तक, शब्दकोश।

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2025-26)

Teacher's name: Preeti Tiwari **Grade-1st**

Subject - Hindi **Month -June**

Topic- : 3- इ की मात्रा **Periods No. of - 4**

Sub - topic: इ - शिखा सितार बजा
Specific objectives: इ – की मात्रा वाले शब्द ।
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: इ मात्रा वाले शब्द पढ़ेगें और लिखेंगे । इ की मात्रा लगाकर शब्दों को पूरा करेंगे। इ मात्रा से शुरु होने वाले चित्रों के नाम पढ़ेगें और लिखेंगे।
Board work: मुख्य शब्द तथा इ मात्रा वाले शब्द पढ़ेगें और लिखेंगे।
Learning outcomes: मौखिक तथा लेखन कौशल का विकास करना । चित्रों के बारे में बातचीत, कहानी के प्रश्न , जानकारी छाँटना, मात्राओं की पहचान करके उनको जोड़कर लिखना।
Application: हाव–भाव से शब्द पढ़ते हैं। इ से शुरु होने वाले शब्दों से चित्रों के बारे में बातचीत करते हैं।
ICT Integration / Art Integration: Video Power Point Presentation
Class assessment/ Recapitulation: इ की मात्रा व्यंजन के आगे लगाई जाती है।
Homework/ worksheets: मात्राओं के आधार पर वर्ण में मात्रा लगाना। इ मात्रा वाले शब्द लिखने को देंगे।
Reference: गुलमोहर हिंदी पाठ्यपुस्तक, शब्दकोश ।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name –Preeti Tiwari **Grade – 1st**

Subject - Hindi **Month - June**

Topic – 4 ई की मात्रा **No. of Periods - 4**

Sub - topic: ई - शादी की दावत
Specific objectives: ई की मात्रा वाले शब्द ।
Methodology: : उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: ई मात्रा वाले शब्द पढ़ेगें और लिखेंगे । ई की मात्रा लगाकर शब्दों को पूरा करेंगे। ई मात्रा से शुरु होने वाले चित्रों के नाम पढ़ेगें|
Board work: मुख्य शब्द तथा ई मात्रा वाले शब्द पढ़ेगें और लिखेंगे।
Learning outcomes: मौखिक तथा लेखन कौशल का विकास करना । चित्रों के बारे में बातचीत, मिठाइयों और पशुओं के नाम लिखना, मात्राओं की पहचान करके उनको जोड़कर लिखना।
Application: इ और ई मात्रा वाले शब्दों के बीच का उच्चारण और चिन्ह का अंतर समझ पाते हैं। मात्रा वाले शब्दों को पढ़ते और लिखते हैं।
ICT Integration / Art Integration : : Video Power Point Presentation
Class assessment/ Recapitulation: ई की मात्रा व्यंजन के पीछे लगाई जाती है।
Homework/ worksheets: मात्राओं के आधार पर वर्ण में मात्रा लगाना । ई मात्रा वाले शब्द लिखने को देंगे।
Reference: गुलमोहर हिंदी पाठ्यपुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2025-26)

Teacher's Name –Preeti Tiwari **Grade – 1st**

Subject - Hindi **Month - July**

Topic – 5- उ की मात्रा **No. of Periods -** 4

Sub - topic: उ - दशहरा
Specific objectives: उ की मात्रा वाले शब्द ।
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: उ मात्रा वाले शब्द पढ़ेगें और लिखेंगे । उ की मात्रा लगाकर शब्दों को पूरा करेंगे। उ मात्रा से शुरु होने वाले चित्रों के नाम पढ़ेगें और लिखेंगे।
Board work: मुख्य शब्द तथा उ मात्रा वाले शब्द पढ़ेगें और लिखेंगे।
Learning outcomes: उ की मात्रा का ज्ञान, प्रश्नोत्तर, चित्रों के बारे में बातचीत, मात्राओं की पहचान करके उनको जोड़कर लिखना।
Application: हाव-भाव से शब्द पढ़ते हैं। उ से शुरु होने वाले शब्दों से चित्रों के बारे में बातचीत करते हैं। उ से शुरु होने वाले चित्रों के नाम बताते हैं।
ICT Integration / Art Integration : Video Power Point Presentation
Class assessment/ Recapitulation:----------
Homework/ worksheets: मात्राओं के आधार पर वर्ण में मात्रा लगाना। उ मात्रा वाले शब्द लिखने को देंगे।
Reference: गुलमोहर हिंदी पाठ्यपुस्तक, शब्दकोश ।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name –Preeti Tiwari **Grade – 1st**

Subject - Hindi **Month - July**

Topic – 6- ऊ की मात्रा **No. of Periods - 4**

Sub - topic: ऊ - तरबूज़ वाला आया
Specific objectives: ऊ की मात्रा वाले शब्द ।
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: ऊ मात्रा वाले शब्द पढ़ेगें और लिखेंगे । ऊ की मात्रा लगाकर शब्दों को पूरा करेंगे। ऊ मात्रा से शुरु होने वाले चित्रों के नाम पढ़ेगें और लिखेंगे।
Board work: मुख्य शब्द तथा ऊ मात्रा वाले शब्द पढ़ेगें और लिखेंगे।
Learning outcomes: ऊ की मात्रा का ज्ञान, चित्रों के बारे में बातचीत, मात्राओं की पहचान करके उनको जोड़कर लिखना। ऊ की मात्रावाले शब्दों का चित्र से मिलान करना।
Application: उ और ऊ मात्रा वाले शब्दों के बीच का उच्चारण और चिन्ह का अंतर समझ पाते हैं। मात्रा वाले शब्दों को पढ़ते और लिखते हैं।
ICT Integration / Art Integration: Video Power Point Presentation
Class assessment/ Recapitulation:------
Homework/ worksheets: मात्राओं के आधार पर वर्ण में मात्रा लगाना। ऊ मात्रा वाले शब्द लिखने को देंगे।
Reference: गुलमोहर हिंदी पाठ्यपुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2024-25)

Teacher's Name – Preeti Tiwari | **Grade – 1st**

Subject - Hindi | **Month - July**

Topic – 7- ऋ की मात्रा | **No. of Periods - 4**

Sub – topic: **ऋ की मात्रा**
Specific objectives: ऋ की मात्रा वाले शब्द ।
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: ऋ मात्रा वाले शब्द पढ़ेगें और लिखेंगे। ऋ की मात्रा लगाकर शब्दों को पूरा करेंगे। ऋ मात्रा से शुरु होने वाले चित्रों के नाम पढ़ेगें और लिखेंगे।
Board work: फलक, चित्र, पाठ्यपुस्तक
Learning outcomes: ऋ की मात्रायुक्त शब्दों को पढना, सही उत्तर लिखना, चित्र देखकर एक नाम और लिखना।
Application: ऋ से शुरु होने वाले शब्दों से चित्रों के बारे में बातचीत करते हैं। ऋ से शुरु होने वाले चित्रों के नाम बताते हैं।
ICT Integration / Art Integration: Video Power Point Presentation
Class assessment/ Recapitulation: ……
Homework/ worksheets: मात्राओं के आधार पर वर्ण में मात्रा लगाना। ऋ की मात्रा वाले शब्द लिखने को देंगे।
Reference: गुलमोहर हिंदी पाठ्यपुस्तक, शब्दकोश, चार्ट ।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name - Preeti Tiwari **Grade – 1st**

Subject - Hindi **Month – August**

Topic – 8- ए की मात्रा **No. of Periods - 4**

Sub - topic: ए - सावधान रहिए
Specific objectives: ए की मात्रा वाले शब्द ।
Methodology: : उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: ए मात्रा वाले शब्द पढ़ेगें और लिखेंगे। ए की मात्रा लगाकर शब्दों को पूरा करेंगे। ए मात्रा से शुरु होने वाले चित्रों के नाम पढ़ेगें।
Board work: मुख्य शब्द तथा ए मात्रा वाले शब्द पढ़ेगें और लिखेंगे।
Learning outcomes: मौखिक तथा लेखन कौशल का विकास करना। ए की मात्रायुक्त शब्दों को पढ़ना , बोलना और अंतर समझना। चित्रों के बारे में बातचीत, मात्राओं की पहचान करके उनको जोड़कर लिखना।
Application: हाव-भाव से कविता गाते हैं। ए से शुरु होने वाले शब्दों से चित्रों के बारे में बातचीत करते हैं। ए से शुरु होने वाले चित्रों के नाम बताते हैं।
ICT Integration / Art Integration : Video Power Point Presentation
Class assessment/ Recapitulation:
Homework/ worksheets: मात्राओं के आधार पर वर्ण में मात्रा लगाना । ए मात्रा वाले शब्द लिखने को देंगे।
Reference: गुलमोहर हिंदी पाठ्यपुस्तक, शब्दकोश, चार्ट ।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name - Preeti Tiwari **Grade – 1st**

Subject - Hindi **Month -August**

Topic – 9 ऐ की मात्रा **No. of Periods - 4**

Sub - topic: ऐ - समझ की बात
Specific objectives: ऐ की मात्रा वाले शब्द ।
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: ऐ मात्रा वाले शब्द पढ़ेगें और लिखेंगे। ऐ की मात्रा लगाकर शब्दों को पूरा करेंगे। ऐ मात्रा से शुरु होने वाले चित्रों के नाम पढ़ेगें और लिखेंगे।
Board work: मुख्य शब्द तथा ऐ मात्रा वाले शब्द पढ़ेगें और लिखेंगे।
Learning outcomes: मौखिक तथा लेखन कौशल का विकास करना। चित्रों के बारे में बातचीत, कहानी के प्रश्न, जानकारी छाँटना, मात्राओं की पहचान करके उनको जोड़कर लिखना।
Application: ए और ऐ मात्रा वाले शब्दों के बीच का उच्चारण और चिन्ह का अंतर समझ पाते हैं। मात्रा वाले शब्दों को पढ़ते और लिखते हैं।
ICT Integration / Art Integration: Video Power Point Presentation
Class assessment/ Recapitulation:
Homework/ worksheets: मात्राओं के आधार पर वर्ण में मात्रा लगाना। ऐ मात्रा वाले शब्द लिखने को देंगे।
Reference: गुलमोहर हिंदी पाठ्यपुस्तक, शब्दकोश, चार्ट ।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2024-25)

Teacher's Name –Preeti Tiwari **Grade – 1st**

Subject - Hindi **Month - August**

Topic – 10 - ओ की मात्रा **No. of Periods - 4**

Sub - topic: ओ - मोर करता शोर
Specific objectives: ओ की मात्रा वाले शब्द ।
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: ओ मात्रा वाले शब्द पढ़ेगें और लिखेंगे। ओ की मात्रा लगाकर शब्दों को पूरा करेंगे। ओ मात्रा से शुरु होने वाले चित्रों के नाम पढ़ेगें ।
Board work: मुख्य शब्द तथा ओ मात्रा वाले शब्द पढ़ेगें और लिखेंगे।
Learning outcomes: मौखिक तथा लेखन कौशल का विकास करना। चित्रों के बारे में बातचीत, कहानी के प्रश्न , जानकारी छाँटना, मात्राओं की पहचान करके उनको जोड़कर लिखना।
Application: हाव-भाव से शब्द पढ़ते हैं। ओ से शुरु होने वाले शब्दों से चित्रों के बारे में बातचीत करते हैं। ओ से शुरु होने वाले चित्रों के नाम बताते हैं।
ICT Integration / Art Integration: Video Power Point Presentation
Class assessment/ Recapitulation:
Homework/ worksheets: मात्राओं के आधार पर वर्ण में मात्रा लगाना। ओ मात्रा वाले शब्द लिखने को देंगे।
Reference: गुलमोहर हिंदी पाठ्यपुस्तक, शब्दकोश, चार्ट ।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name –Preeti Tiwari **Grade – 1st**

Subject - Hindi **Month - August**

Topic – 11- औ की मात्रा **No. of Periods - 4**

Sub - topic: औ –खिलौनेवाला आया
Specific objectives: औ की मात्रा वाले शब्द ।
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: औ मात्रा वाले शब्द पढ़ेगें और लिखेंगे। औ की मात्रा लगाकर शब्दों को पूरा करेंगे। औ मात्रा से शुरु होने वाले चित्रों के नाम पढ़ेगें और लिखेंगे।
Board work: मुख्य शब्द तथा औ मात्रा वाले शब्द पढ़ेगें और लिखेंगे।
Learning outcomes: मौखिक तथा लेखन कौशल का विकास करना। चित्रों के बारे में बातचीत, कहानी के प्रश्न , जानकारी छाँटना, मात्राओं की पहचान करके उनको जोड़कर लिखना।
Application: ओ और औ मात्रा वाले शब्दों के बीच का उच्चारण और चिन्ह का अंतर समझ पाते हैं। मात्रा वाले शब्दो को पढ़ते हैं।
ICT Integration / Art Integration: Video Power Point Presentation
Class assessment/ Recapitulation:
Homework/ worksheets: मात्राओं के आधार पर वर्ण में मात्रा लगाना। औ मात्रा वाले शब्द लिखने को देंगे।
Reference: गुलमोहर हिंदी पाठ्यपुस्तक, शब्दकोश, चार्ट ।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name –Preeti Tiwari **Grade – 1st**

Subject - Hindi **Month - August**

Topic –12 – गिनती **No. of Periods - 4**

Sub - topic: **गिनती**
Specific objectives: : गिनती वाले शब्द
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, अध्यापन पद्धति, कथन।
Activities: नंबर देखकर संख्या का नाम बताएगे |
Board work: एक से दस तक गिनती वाले शब्द पढ़ेगें और लिखेंगे।
Learning outcomes: मौखिक तथा लेखन कौशल का विकास करना। चित्रों के बारे में बातचीत, जानकारी छाँटना, नंबरो को पहचान कर उनको लिखना |
Application: नंबर के चित्र देखकर संख्या नाम बताना
ICT Integration / Art Integration : Video Power Point Presentation
Class assessment/ Recapitulation:
Homework/ worksheets: गिनती लिखने को देगे |
Reference: गुलमोहर हिंदी पाठ्यपुस्तक, शब्दकोश, चार्ट ।

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2025-26)

Teacher's Name –Preeti Tiwari **Grade – 1st**

Subject - Hindi **Month - September**

Topic – 12- अनुस्वार का प्रयोग **No. of Periods - 5**

Sub - topic: अनुस्वार- जंगल की होली (अं)
Specific objectives: अनुस्वार
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: अनुस्वार शब्द को पढ़ना, लिखना और वाक्य पूरे कर प्रश्नो के उत्तर देना।
Board work: मुख्य शब्द, उपयुक्त अनुस्वार और अनुनासिक वाले शब्द ।
Learning outcomes: अनुस्वार वाले शब्दों से मौखिक तथा लेखन कौशल का विकास करना । वाक्य पूरे करना, कहानी का अनुमान लगाना। चित्रों के बारे में बातचीत, कहानी के प्रश्न, जानकारी छाँटना, मात्राओं की पहचान करके उनको जोड़कर लिखना।
Application: अनुस्वार मात्रा वाले शब्दों का उच्चारण और चिन्ह का अंतर समझ पाते हैं। मात्रा वाले शब्दों को पढ़ते और लिखते हैं।
ICT Integration / Art Integration: Video Power Point Presentation
Class assessment/ Recapitulation: ……
Homework/ worksheets: अनुस्वार चिन्ह का प्रयोग करके शब्द पूरे करो। मात्राओं के आधार पर वर्ण में मात्रा लगाना । अनुस्वार मात्रा वाले शब्द लिखना।
Reference: गुलमोहर हिंदी पाठ्यपुस्तक, शब्दकोश, चार्ट ।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name –Preeti Tiwari **Grade – 1st**

Subject - Hindi **Month - September**

Topic – 12- रंग **No. of Periods - 4**

Sub - topic: रंग – सतरंगा इंद्रधनुष
Specific objectives: रंगो के नाम
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: रंगो के नाम को पढ़ना, लिखना।
Board work: मुख्य शब्द को बोर्ड पर लिखना ।
Learning outcomes: रंगो वाले शब्दों से मौखिक तथा लेखन कौशल का विकास करना । वाक्य पूरे करना, कहानी का अनुमान लगाना। चित्रों के बारे में बातचीत, कहानी के प्रश्न, जानकारी छाँटना रंगो को पहचान करके उनको जोड़कर लिखना।
Application: रंगो वाले शब्दों का उच्चारण और चिन्ह का अंतर समझ पाते।
ICT Integration / Art Integration: Video Power Point Presentation
Class assessment/ Recapitulation: ……
Homework/ worksheets:रंगो के नाम लिखने को देगे
Reference: गुलमोहर हिंदी पाठ्यपुस्तक, शब्दकोश, चार्ट ।

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2025-26)

Teacher's Name –Preeti Tiwari **Grade – 1st**

Subject - Hindi **Month -October**

Topic – 14- अः की ध्वनि **No. of Periods - 5**

Sub - topic: अः -प्रातः उठो
Specific objectives: अः वाले शब्द|
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: अः वाले शब्द पढ़ेगें और लिखेंगे। अः लगाकर शब्दों को पूरा करेंगे। अः से शुरु होने वाले चित्रों के नाम पढ़ेगें ।
Board work: मुख्य शब्द तथा अः मात्रा वाले शब्द पढ़ेगें और लिखेंगे।
Learning outcomes: मौखिक तथा लेखन कौशल का विकास करना। चित्रों के बारे में बातचीत, जानकारी छाँटना।
Application: अः वाले शब्दों का उच्चारण तथा लिखवाएंगे।
ICT Integration / Art Integration: Video Power Point Presentation
Class assessment/ Recapitulation:
Homework/ worksheets अः वाले शब्द लिखना।
Reference: गुलमोहर हिंदी पाठ्यपुस्तक, शब्दकोश, चार्ट ।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name –Preeti Tiwari **Grade – 1st**

Subject - Hindi **Month - October**

Topic – 12- बारहखड़ी **No. of Periods - 5**

Sub - topic: बारहखड़ी
Specific objectives: बारहखड़ी वाले अक्षर।
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
• Activities: बारहखड़ी वाले अक्षर को पढ़ना और बोलना, अंतर समझना, बारहखड़ी को सूर ताल के साथ पढ़ेगे और लिखेंगे।
Board work: मुख्य शब्द को बोर्ड पर लिखना।
Learning outcomes:मात्राओ के अंतर को समझना और बाराहखड़ी को बोलना।
Application: मात्रा वाले शब्दों के बीच का उच्चारण और चिन्ह का अंतर समझ पाते हैं। मात्रा वाले शब्दों को पढ़ते हैं।
ICT Integration / Art Integration: Video Power Point Presentation
Class assessment/ Recapitulation: ……
Homework/ worksheets : बारहखड़ी लिखने को देगे।
Reference: गुलमोहर हिंदी पाठ्यपुस्तक, शब्दकोश, चार्ट।

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2025-26)

Teacher's Name –Preeti Tiwari **Grade – 1st**

Subject - Hindi **Month - October**

Topic – 12- अनुनासिक का प्रयोग **No. of Periods - 5**

Sub - topic: अनुनासिक – जो मैं चाहूँ
Specific objectives: : अनुनासिक वाले शब्द।
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: अनुनासिक वाले शब्द को पढ़ना और बोलना, अंतर समझना, चित्र देखकर उत्तर देना, सही जगह पर चंद्रबिंदु लगाना।
Board work: : मुख्य शब्द, उपयुक्त अनुनासिक वाले शब्द ।
Learning outcomes:अनुनासिक वाले शब्दों से मौखिक तथा लेखन कौशल का विकास करना । वाक्य पूरे करना, कविता का अनुमान लगाना। चित्रों के बारे में बातचीत, कविता के प्रश्न , जानकारी छाँटना, मात्राओं की पहचान करके उनको जोड़कर लिखना।
Application: अनुनासिक मात्रा वाले शब्दों के बीच का उच्चारण और चिन्ह का अंतर समझ पाते हैं। मात्रा वाले शब्दों को पढ़ते हैं।
ICT Integration / Art Integration: Video Power Point Presentation
Class assessment/ Recapitulation:
Homework/ worksheets: अनुनासिक चिन्ह का प्रयोग करके शब्द पूरे करो। मात्राओं के आधार पर वर्ण में मात्रा लगाना। अनुनासिक मात्रा वाले शब्द लिखना।
Reference: गुलमोहर हिंदी पाठ्यपुस्तक, शब्दकोश, चार्ट ।

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2025-26)

Teacher's Name –Preeti Tiwari **Grade – 1st**

Subject - Hindi **Month -October**

Topic – 14- शरीर के अंग **No. of Periods - 5**

Sub - topic: शरीर के अंग
Specific objectives: शरीर के अंग वाले शब्द|
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: शरीर के अंग पढ़ेगें और लिखेंगे। शरीर के अंगो के चित्रों से मिलान करेगे |
Board work: मुख्य शब्द शरीर के अंग वाले नाम पढ़ेगें और लिखेंगे।
Learning outcomes: मौखिक तथा लेखन कौशल का विकास करना। चित्रों के बारे में बातचीत, जानकारी छाँटना।
Application: शरीर के अंग वाले नाम वाले शब्दों का उच्चारण तथा लिखवाएंगे।
ICT Integration / Art Integration: Video Power Point Presentation
Class assessment/ Recapitulation:
Homework/ worksheets: शरीर के अंग वाले नाम लिखना।
Reference: गुलमोहर हिंदी पाठ्यपुस्तक, शब्दकोश, चार्ट ।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name –Preeti Tiwari **Grade – 1st**

Subject - Hind **Month -November**

Topic – 1 बुद्धिमान खरगोश **No. of Periods - 5**

1) Sub – topic बुद्धिमान खरगोश
Specific objectives: लयात्मकता का ज्ञान, पर्यावरण प्रेम।
Methodology: स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: खरगोश का चित्र बनाकर रंग भरना ।
Board work: मुख्य शब्द, निर्देश
Learning outcomes: पालतु और जंगली जनवरो के बारे में बताना। कल्पना- शक्ति का विकास करना ।
Application: आनंद, पशु-पक्षी प्रेम, सद्भाव, स्वच्छता, पर्यावरण प्रेम।
ICT Integration / Art Integration: Video Power Point Presentation
Class assessment/ Recapitulation:
Homework/ worksheets: पाठ के नीचे दिए गए प्रश्न।
Reference: गुलमोहर हिंदी पाठ्यपुस्तक, शब्दकोश ।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name –Preeti Tiwari **Grade -1st**

Subject - Hindi **Month – November**

Topic –2 आया सब्जीवाला **No. of Periods - 5**

1) Sub - topic: आया सब्जीवाला
Specific objectivesदैनिक जीवन में उपयोग में आने वाली सब्जियों के बारे में बात करना।
Methodology: स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: चित्र देखकर नाम लिखो। चित्र देखकर उस चित्र पर बातचीत करना और लिखना।
Board work: मुख्य शब्द, निर्देश
Learning outcomes: प्रश्नोत्तर, बहुविकल्पीय, पाठ के अनुसार क्रम लिखना।
Application: सब्जियों से होने वाले फायदे के बारे में बात करना।
ICT Integration / Art Integration: Video Power Point Presentation
Class assessment/ Recapitulation:
Homework/ worksheets: सब्जियों के नाम लिखना।
Reference: गुलमोहर हिंदी पाठ्यपुस्तक, शब्दकोश।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name –Preeti Tiwari **Grade – 1st**

Subject - Hindi **Month –December**

Topic –5 तैरूँ या उड़ूँ **No. of Periods - 5**

Sub - topic: तैरूँ या उड़ूँ
Specific objectives: बागबानी की सामान्य जानकारी देना।
Methodology: स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: रंगीन कागज के टुकड़ो से सजाकर चित्र सुंदर बनाओ।
Board work: मुख्य शब्द, निर्देश
Learning outcomes: प्रकृति प्रेम, निर्भरता का बोध कराना।
Application: पहचानकर मिलाओ सही शब्द चुनकर खाली स्थान भरो।
ICT Integration / Art Integration: Video Power Point Presentation
Class assessment/ Recapitulation:
Homework/ worksheets: पाठ के नीचे दिए गए प्रश्न।
Reference: गुलमोहर हिंदी पाठ्यपुस्तक, शब्दकोश।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name - Preeti Tiwari **Grade – 1st**

Subject - Hindi **Month - January**

Topic –6 बड़े काम के हाथ **No. of Periods - 5**

Sub – topic बड़े काम के हाथ
Specific objectives: पशु – पक्षियों के प्रति दया-भाव उजागर करना| नैतिक मूल्यों का विकास करना|
Methodology: स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: चित्रों में रंग भरो और इन पर बातचीत करो| फलों और सब्जियों के नाम लिखना|
Board work: मुख्य शब्द, निर्देश
Learning outcomes: जिस काम केलिएआप बने वही काम करे।
Application: एक से अनेक शब्द लिखो| उलटे अर्थ से मिलाओ।
ICT Integration / Art Integration: Video Power Point Presentation
Class assessment/ Recapitulation: ……
Homework/ worksheets: पाठ के नीचे दिए गए प्रश्न।
Reference: गुलमोहर हिंदी पाठ्यपुस्तक, शब्दकोश।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name –Preeti Tiwari **Grade -1st**

Subject - Hindi **Month - January**

Topic – पढ़ो और समझो **No. of Periods - 5**

Sub - topic: पढ़ो और समझो
Specific objectives: लयात्मकता का ज्ञान
Methodology: स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति
Activities: : उपवन के बारे में पाँच वाक्य बोलना|
Board work: मुख्य शब्द, निर्देश
Learning outcomes: बहुविकल्पीय, मिलान करना।
Application: उपवन के बारे में पाँच वाक्य बोलना।
ICT Integration / Art Integration: Video Power Point Presentation
Class assessment/ Recapitulation:
Homework/ worksheets: ..... घर पर वाचन करे|
Reference: गुलमोहर हिंदी पाठ्यपुस्तक, शब्दकोश ।

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name – Chinmayee Acharya **Grade - 1**

Subject - English **Month –June**

Topic 2 –Rani's First day at School **No. of Periods -17**

Sub - topic:

- Rani's First day at school
- Reading and Reflection
- Understand, Think and Answer
- Vocabulary (Words related to family)
- Nouns –Naming words
- Use of "and"
- Short sound and Long sound – "E"

Specific objectives:

- To understand how Rani spent her first day at school.
- To understand the Relationship between the Family members.
- To make students understand of Noun.
- To make students understand and appreciate the story.

Methodology:

- Explanation Method
- Demonstration Method
- Activity based Method
- Class room Discussion

Activities:

- Students will talk about which is their activity in school.
- Students name few things they carry in their school bag.
- Make your own socks puppet. (SEA-1)

Board work: New words and Exercises given in the book

Learning outcomes:

- The students will be able to understand the Importance of school time.
- The students will be able to identify that how we spent our school time.
- The students will be able to develop their Vocabulary relating to school activities.
- The students will develop a positive attitude towards all life forms(eg.animals)
- Students will be able to identify naming words in a sentence and write them.
- Students will be able to use nouns in sentences.
- Students will be able to write sentences using pictures.
- Students will able to use "and " in sentences.

Application: Reference Book

ICT Integration / Art Integration :

- Video
- Power Point Presentation
- Make your own socks puppet. (SEA-1)

Class assessment/ Recapitulation: Questions will be asked based on the topic -Match the columns ,Fill in the blanks ,Question answers etc

Homework/ worksheets: Picture based questions / worksheets

Reference: Oxford Advantage Little Champs – My Learning Hub English A

Learner's grammar and Composition.

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2025-26)

Teacher's Name – Chinmayee Acharya **Grade - 1**

Subject - English **Month –July**

Topic – (lesson no. 3- If I were) **No. of Periods - 20**

Sub - topic:

- If I were
- Reading and Reflection
- Understand and Think and Answer
- Nouns – One and Many and Gender (male and Female).

Specific objectives:

- To understand and identify names of community helpers.
- To understand and speak about the everyday activities done in school.
- To enable the students to understand how community helpers are important in our community.
- To make the students understand and respond positively to classroom norms.

Methodology:

- Explanation Method
- Demonstration Method
- Activity based Method
- Class room Discussion

Activities:

- Students will introduce themselves as a community helper.
- Students will discuss the work of each community helper.

Board work: New words and Exercises given in the book

Learning outcomes:

- The students will be able to understand that as they grow there are many changes in them in their appearance, likes dislikes.
- Students will be able to understand that people, animals and plants around them also change as they grow.
- Students will be able to understand how every one support the community by doing different type of work.
- The students will be able to understand that we can learn many new and interesting things from the teachers.
- Students will be able to express their thought regarding different type of job.
- Students will be able to understand what is a Nouns – One and Many and Gender (male and Female).
- The students will be able to use the appropriate nouns in sentences

Application: Reference Book

ICT Integration / Art Integration :

- Video
- Power Point Presentation
- Fun task – Who am I?

Class assessment/ Recapitulation: Questions will be asked based on the topic -Match the columns, Fill in the blanks, Question answers etc.

Homework/ worksheets: Picture based questions / worksheets

Reference: Oxford Advantage Little Champs – My Learning Hub English A

Learner's grammar and Composition.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name – Chinmayee Acharya **Grade - 1**

Subject - English **Month – August**

Topic – (Lesson 4 – Click and the Kids, lesson no 5-Glub,**) No. of Periods - 20**

Sub - topic:

- Click and the Kids.
- Glub
- Reading and Reflection
- Understand and Think and Answer
- Words with double consonants.
- Noun- One and more than one.
- Short sound and Long sound – "I"

Specific objectives:

- To understand about different type of clothes.
- To understand the how the dresses are designed.
- To understand different type of sounds.
- To make students discuss about clothes.
- Understand the proper use of A and An

Methodology:

- Explanation Method
- Demonstration Method
- Activity based Method
- Class room Discussion

Activities:

- Students will colour and old trunk.
- Students will use -s and make words singular to plural.
- Students will tell how they can take care of their clothes.

Board work: New words and Exercises given in the book

Learning outcomes:

- The students will be able to understand to identify the different type of clothes.
- The students will be able to understand how we should take care of clothes.
- The students will understand the values of kindness and being helpful.
- Students will be able to identify singular and plural words.
- Student will get to know about different emotions i.e fear, happy, sadness, surprise etc.
- Students will get to know the names of the animals and their young ones. e.g (Frog-Tadpole)
- Students also get to know about types of clothes we wear in different seasons.
- Students will be able to change singular words to plural words by using -s or -es
- The students will be able to understand the usage of a and an
- The students will be able to identify short and long sound of "I"
- The students will be able to use the double consonant.
- Students will able to complete the story by looking at the pictures.

Application: Reference Book

ICT Integration / Art Integration :

- Video
- Power Point Presentation
- Colour an old trunk.

Class assessment/ Recapitulation: Questions will be asked based on the topic - Match the columns ,Fill in the blanks ,Question answers etc

Homework/ worksheets: Picture based questions / worksheets

Reference: Oxford Advantage Little Champs – My Learning Hub English A Learner's grammar and Composition.

MIS INTERNATIONAL SCHOOL,Balewadi

Lesson Plan (2025-26)

Teacher's Name – Chinmayee Acharya **Grade - 1**

Subject - English **Month – September**

Topic – (lesson no. -6 A little seed) **No. of Periods - 15**

Sub - topic:

- Glub
- A little seed
- Reading and Reflection
- Understand and Think and Answer
- Vocabulary (Words related to opposites)
- Use of this ,that
- Short and long sound of "o"

Specific objectives:

- To understand about the different types of sound.
- To understand the why the moon appears in the night.
- To make students understand the Value of friendship.
- Methodology:
- Explanation Method
- Demonstration Method
- Activity based Method
- Class room Discussion

Activities:

- Students will draw a picture of the night sky
- Students will name the action words done on daily basis.
- Students will name 3 ways they can help their friend.

Board work: New words and Exercises given in the book

Learning outcomes:

- The students will be able to understand to identify the objects in the sky at night.
- The students will be able to understand how the reflection of the moon can be seen in water.
- The students will be able to understand why the moon appears at night.
- Students will be able to understand why good friends are important.
- The students will understand the values of kindness and being helpful.
- Students will be able to identify action words and tell about their day to day actions.
- Students will be able to write the action words with the help of the pictures.
- The students will be able to understand the usage of am, is and are.
- The students will be able to identify the describing words.
- The students will be able to use the appropriate adjectives in sentences.

Application: Reference Book

ICT Integration / Art Integration :

- Video
- Power Point Presentation
- Drawing a Picture of the night sky.

Class assessment/ Recapitulation: Questions will be asked based on the topic -Match the columns ,Fill in the blanks ,Question answers etc

Homework/ worksheets: Picture based questions / worksheets

Reference: Oxford Advantage Little Champs – My Learning Hub English A

Learner's grammar and Composition.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name – Chinmayee Acharya **Grade - 1**

Subject - English **Month –October**

Topic – (lesson no. 7 - The Fun Bus) **No. of Periods - 18**

Sub - topic:

- A little seed.
- Reading and Reflection
- Understand and Think and Answer
- Pronoun (I , you , he , she , it)

Specific objectives:

- To understand the different type of animals and their sounds.
- To read and appreciate the lesson.
- Students will be able to understand how animals also socialize among themselves.

Methodology:

- Explanation Method
- Demonstration Method
- Activity based Method
- Class room Discussion

Activities:

- To identify pronoun.
- Teacher will enact the pronoun and students will identify the pronoun.

Board work: New words and Exercises given in the book

Learning outcomes:

- The students will able to understand different type of animals.
- Students will come to know about different types of transport and their uses.
- How we use map while travelling.
- Students will be able to say the short and long sound of "u" correctly.
- To enable students to show care and tenderness in dealing with other living things.
- Students will understand to show care and joy in engaging with all life forms.
- Students will be able to use appropriate adjectives in sentences.
- Identify the describing words in a sentence.
- Students learn how to use pronoun in a sentences.

Application: Reference Book

ICT Integration / Art Integration :

- Video
- Power Point Presentation

Class assessment/ Recapitulation: Questions will be asked based on the topic -Match the columns ,Fill in the blanks ,Question answers etc.

Homework/ worksheets: Picture based questions / worksheets

Reference: Oxford Advantage Little Champs – My Learning Hub English B

Learner's grammar and Composition.

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2025-26)

Teacher's Name – Chinmayee Acharya **Grade - 1**

Subject -English **Month -November**

Topic – (lesson 8- My Robot Dog) **No. of Periods -14**

Sub - topic:

- My Robot Dog
- Reading and Reflection
- Understand and Think and Answer
- Grammar -describing words.

Specific objectives:

- To understand what is a market how the transactions take place in a market (Buying and selling)
- To understand how to make a shopping list.
- To enable the students to understand the Vocabulary related to the Market place like Vendors, sellers, buyers, price

Methodology:

- Explanation Method
- Demonstration Method
- Activity based Method
- Class room Discussion

Activities:

- Students will enact as a robot.
- Students will name the technology which is helpful in everyday life.

Board work: New words and Exercises given in the book

Learning outcomes:

- To enable the students to understand what is a machine and how these machines are helpful.
- Students will be able to develop knowledge about new technologies like AI, Robot etc.
- Students will be able to understand what are the various activities that people do in a market.
- The students will be able to understand how to make a robot useful.
- The students will be able to develop communication skills for day to day interaction.
- The students will be able to understand the appropriate usage of has and have in a sentence.
- Students able to understand the describing words.

Application: Reference Book

ICT Integration / Art Integration :

- Video
- Power point presentation

Class assessment/ Recapitulation: Questions will be asked based on the topic -Match the columns ,Fill in the blanks ,Question answers etc

Homework/ worksheets: Picture based questions / worksheets

Reference: Oxford Advantage Little Champs – My Learning Hub English B

Learner's grammar and Composition

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name – Chinmayee Acharya **Grade - 1**

Subject -English **Month -December**

Topic – (L-9 Susheela's Kolams, L-10 Boond) **No. of Periods-15**

Sub - topic:

- Susheela's Kolam
- Boond
- Reading and Reflection
- Understand and Think and Answer
- Grammar - Action Words

Specific objectives:

- To understand the different types of festivals and how people celebrate that.
- To understand the Rain Cycle.
- To enable the importance of the water how we can save water.
- To understand the causes of water pollution.

Methodology:

- Explanation Method
- Demonstration Method
- Activity based Method
- Class room Discussion

Activities :

Students will do the role play for Water Cycle.

Board work: New words and Exercises given in the book

Learning outcomes:

- Student will understand how festivals celebrated in India.
- Students will aware about our rich heritage and culture.
- Students will understand the proper use of "c" and "g" sound correctly
- Students will identify plots and characters in a story and retell it in the correct sequences using vocabulary from the story.
- Students will get to know about water and its uses.
- Students will also get to know about the importance of water and how we can control the water wastage.

Students will be able to identify about action words tell about day to day actions they do

Application: Reference Book

ICT Integration / Art Integration :

- Video
- Power point presentation

Class assessment/ Recapitulation: Questions will be asked based on the topic -Match the columns ,Fill in the blanks ,Question answers etc

Homework/ worksheets: Picture based questions / worksheets

Reference: Oxford Advantage Little Champs – My Learning Hub English B

Learner's grammar and Composition

MIS INTERNATIONAL SCHOOL ,Balewadi

Lesson Plan (2025-26)

Teacher's Name – Chinmayee Acharya **Grade - 1**

Subject – English **Month- January**

Topic – (L-11 The Kites (poem), L12 –Uncle moon forgets counting)**No. of Periods - 22**

Sub - topic:

- The Kites.
- Uncle moon forgets counting.
- Reading and Reflection
- Understand and Think and Answer
- Preposition
- Am , is ,are
- Has ,Have
- Picture Composition
- Composition Writing

Specific objectives:

- To understand all about sky.
- Hoe kites are made and how they fly high.
- To understand about stars, moon and sun.
- To understand about sky.
- To understand the syllable and how they pronounce.

Methodology:

- Explanation Method
- Demonstration Method
- Activity based Method
- Class room Discussion

Activities:

- Students will read the
- Students will be able to tell of the steps to make bread.

Board work: New words and Exercises given in the book

Learning outcomes:

- Students will understand how the poet compare the kite with the coloured birds.
- Students will understand the how kite flying is also celebrated as a festival.
- Students will be able to read poems and appreciate the poem.
- Students will get to know about air pollution and what the effects of pollution are, and also how we can control air pollution.
- Students will get to know about sky and starts.
- Also, students get to know about how the day and night happens due to rotation of earth.
- Students will be able to understand the use of am is and are.

- Students will be able to complete the sentences by using is, am or are.
- Student will understand the appropriate usage of Has/Have in a sentence.
- Students will be able to read the story and answer the questions based on story
- They will be able to read short stories and comprehend their meaning.

Students will learn how to answer the question by looking at the given picture\ passage.

Application: Reference Book

ICT Integration / Art Integration:

- Video
- Power Point Presentation

Class assessment/ Recapitulation: Questions will be asked based on the topic -Match the columns ,Fill in the blanks ,Question answers etc.

Homework/ worksheets: Picture based questions / worksheets

Reference: Oxford Advantage Little Champs – My Learning Hub English B

Learner's grammar and Composition

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2025-26)

Teacher's Name – Chinmayee Acharya **Grade - 1**

Subject - English

Topic – (Revision for the Annual Exam**)** **No. of Periods - 1**

Sub - topic:

- Susheela's Kolams
- Boond
- The kites
- Uncle moon forgets counting.
- Composition writing

Specific objectives:

- Revision

Methodology:

- Explanation Method
- Demonstration Method
- Activity based Method
- Class room Discussion

Activities:

- none

Board work: Revision Exercises

Learning outcomes:

- The students will be able to complete the revision worksheets/ Exercises

Application: Reference Book

ICT Integration / Art Integration :

- Video
- Power Point Presentation

Class assessment/ Recapitulation: Questions will be asked based on the topic -Match the columns ,Fill in the blanks ,Question answers etc.

Homework/ worksheets: Picture based questions / worksheets

Reference: Oxford Advantage Little Champs – My Learning Hub English B

Learner's grammar and Composition

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2025-26)

Teacher's Name – Rucha N. Adhi **Grade - 1**

Subject - Mathematics **Month – April**

Topic – Theme 1, I am Special Prep Time, **No. of Period - 10**

Counting Tales (Numbers up to 50)

Subtopic:

- Concept of Zero
- Number Names
- Concept of Tens and Ones
- Bigger or Smaller
- Biggest or Smallest
- Before, After, Between
- Backward Counting
- Shapes
- Place Value and Face Value

Specific objective:

- Students will understand the numbers 1 to 20 and one to one correspondence.
- Count the number of objects in a collection.
- Place value and Face Value read and write numbers up to 20.
- discuss the meaning of 0.
- recognize the value of zero.
- use 0 to describe the number of objects in a group.

Methodology:

- Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Make a number wall hanging using any numbers from 0 to 20.Decorate it with different colours and objects of your choice.
- Circle the number names of the given numbers using different colours in the given word search puzzle.

Board work:



Learning outcomes:

- Students will be able to work with numbers from 1 to 20 and count objects using numbers 1 to 20.
- Understand the concept of zero.
- Identify bigger or smaller numbers.
- Identify biggest or smallest numbers.
- Identify symbols for comparison.
- Compare numbers.
- Write numbers before, after and between.
- Order numbers.
- Understand backward counting.
- Count up to 99 both forwards and backwards and in groups of 10s and 20s.

Application:

Students will be able to :

- Perceive Bigger or Smaller number.
- Develop the concept of zero.
- Learn Before, After, Between numbers.
- Detect More, Less or Equal numbers.
- Place value and Face value

ICT Integration/Art Integration :

- Video , 3D Videos
- Power Point Presentation

Class assessment/ Recapitulation:

- Questions will be asked at the end of the chapter.
- Class test (oral) will be conducted.
- Story problems.

Homework/ worksheets:

- Homework will be given based in class work.
- Worksheet will be given.

Reference:

- Worksheets by teachersedu.in
- Google

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (202-25)

Teacher's Name – Ms.Rucha N Adhi **Grade - 1**

Subject - Mathematics **Month - June**

Topic – Theme 2 How Many More (Addition) **Number of Period - 7**

Subtopic:

- Addition by Counting On
- Adding Zero
- Adding One
- Addition on a Number Line
- Order in Addition
- Addition Facts
- Vertical Addition
- Addition of three Numbers

Specific objective:

- Students will understand how to represent addition with objects and actions to understand the concepts of adding.
- Students should be able to add different objects together to find out how many objects are there in total.
- The students should be able to explain up to 3 different reasons that being able to add is important.

Methodology:

- Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Draw a number flower for any number in notebook and colour it with colour pencils.
- Write a number (say 8) in the Centre. Write all the combinations of numbers which give the sum as 8 in the petals.

Board work :



Learning outcomes:

- Students will be able to add two numbers by counting on.
- Add two numbers using number line.
- Learn addition facts.
- Add numbers vertically.
- Add three numbers by counting on.
- Add three numbers using number line.
- Solve word problems.

Application:

Students will be able to learn :

- How to add three numbers.
- How to add three numbers using number line.
- Adding numbers vertically.
- Solving word problems using addition method.
- Students will be able to solve story problems.

ICT Integration/Art Integration :

- Video , 3D Videos
- Power Point Presentation

Class assessment/ Recapitulation:

- Questions will be asked at the end of the chapter.
- Class test (oral) will be conducted.
- Story problems.

Homework/ worksheets:

- Homework will be given based in class work.
- Worksheet will be given.

Reference:

- Worksheets by teachersedu.in
- Google

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2024-25)

Teacher's Name – Ms. Rucha **Grade - 1**

Subject - Mathematics **Month - June**

Topic – Theme 3 Our Basic Needs **No. of Period - 7**

The Great Math Race (Numbers up to100)

Subtopic:

- Subtraction by Counting and Crossing Out
- Subtracting Zero
- Subtracting One
- Subtracting the Same Number
- Subtraction on a Number Line
- Vertical Subtraction
- Subtraction Facts

Specific objective:

- Students will be able to define 'subtraction'.
- Use number lines to solve subtraction problems.
- Students will be able to mentally find 10 less than a given two-digit number without counting.

Methodology:

- Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Use a coloured number strip with numbers 0 to 9 written on it and solve the subtraction sums.
- Solve the subtraction sums, then color the parrot using the colour that matches the difference.

Boardwork :



Learning outcomes:

- Students will be able to observe pictures and subtract.

- Subtract numbers using a number line.
- Subtract numbers vertically.
- Understand subtraction facts.
- Solve word problems.

Application:

Students will be able to :

- Subtract by counting and crossing out.
- Subtracting Zero.
- Subtracting One
- Subtracting the Same Number
- Subtraction on a Number Line
- Vertical Subtraction
- Subtraction Facts

Class assessment/ Recapitulation:

- Questions will be asked at the end of the chapter.
- Class test (oral) will be conducted.
- Story problems.

ICT Integration/Art Integration :

- Video , 3D Videos
- Power Point Presentation

Homework/ worksheets:

- Homework will be given based in class work.
- Worksheet will be given.

Reference:

- Worksheets by teachersedu.in
- Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Rashmi Shrivastava **Garde: 1**

Subject: EVS **Month: April**

Topic: Prep Time! **No. of period- 6**

Subtopic: • Shapes and colours • Body parts • Plants • Animals • Food • Vehicles
Specific objective: Students will be able to:- • Name colours and shapes. • Recognize patterns. • Identify the names of body parts. • Identify the names of plants. • List the names of animals. • Name different types of food. • Distinguish healthy food from unhealthy food. • Write the names of vehicles.
Methodology: • Activity Based Method. • Lecture method, demonstration method and class room discussion, PowerPoint presentation and video.
Activities: • Fun with picture • Pictures will be shown on projectors. • Ask students to make different patterns using 3 different shapes or colours. • Play Simon says game.

Resources: Teacher resource book, Content Book, projector, white board and marker.

Board work:

- Drawing different patterns after discussing with students.
- Draw a food item and ask students about it.
- Draw a picture of animal and ask students about that animal.

Learning outcomes:

- Students will be able to recognize patterns, colours and shapes.
- Students can identify names of body parts, plants, animals and vehicles.
- Students can name different types of food and differentiate between healthy and unhealthy food.

Application: My learning hub Part A and My practice hub

ICT Integrated: Video

Extra questions/ Class assessment/ Recapitulation: Oral questions asked

Homework/ worksheets: Picture based questions.

Reference: Oxford Advantage

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Rashmi Shrivastava **Garde: 1**

Subject: EVS **Month: April**

Topic: L- 1 My Body **No. of period- 6**

Subtopic:

- Parts of our body
- Uses of our body parts
- Sense Organs
- Keeping our body clean
- I am different! I am special!

Specific objective:

Students will be able to:-

- Write their names, class, date of birth and favourite activity.
- Locate different body parts.
- Discuss the uses of our body parts
- Identify the sense organs and their functions.
- Express about difference in physical appearance.
- List the ways to keep our body clean.

Methodology:

- Activity Based Method.
- Lecture method
- Demonstration method
- Classroom discussion
- PowerPoint presentation

Activities:

- Video showing different body parts
- Label the parts of body.
- Role plays the activity for students to identify the body parts used.
- Fun with rhymes.
- Label the parts of body. Play game asking students to point the body part told by teach
- Think & tell – How are you different from your friend?

Resources: Pictures of body parts, Teacher resource book, Content Book, white board, and flashcard of body parts.

Board work:

Write your "self-introduction" in five lines.

- My name is …….
- My birthday is on ……...
- I study in class 1.
- My favourite game/cartoon/activity is…….
- Which activities did you choose?
- Which body parts do use while doing the activity? Summarize the responses on the board.
- Ask questions related to the concept.



- Let's Practise exercise.

Learning outcomes:

- Student will be able to understand that we look different from each other and no two people in the world look the same.
- Students will be able to understand that more than one body parts are used to do an activity.
- Students will be able to name the five senses and their uses.
- Students will be able to understand that we need to take extra care of our body parts.

Application: My learning hub Part A, My practice hub and notebook.

ICT Integrated: Video

Extra questions/ Class assessment/ Recapitulation:

- Do you notice any difference between you and your partner?
- How would you feel if all the children in your class looked exactly like you?
- What will happen as you grow into as adult?
- Q1. What should we keep in mind while washing our hands? Does using more toothpaste for brushing teeth clean our teeth better?

Homework/ worksheets: Picture based questions.

Reference: Oxford Advantage

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Rashmi Shrivastava **Garde: 1**

Subject: EVS **Month: April**

Topic: L-2 My Family and Home **No.of period- 6**

Subtopic:

- My family
- Houses we live in
- Keeping our house clean

Specific objective:

Students will be able to:-

- Define family.
- Talk about family and name its members.
- Tell the difference between small and big family.
- Identify different members of family.
- Name different rooms in a house.
- List some ways to keep a house clean.

Methodology:

- Activity Based Method.
- Lecture method.
- Demonstration method.
- Class room discussion.

Activities:

- Paste pictures of your family members in the notebook and write their names below them.
- Paste photograph of your family members and make your family tree on a chart paper.
- Make a thank you card for each member of your family.

Resources: Teacher resource book, Content Book, white board, and marker.

Board work:

- Draw the table on board and write the names of their family member.
- Ask questions related to the concept.
- Lets practice exercise.

Learning outcomes:

- Students will understand that there are many members in a family and we all need each other.
- Students will come to know about different kinds of family (small and big).
- Stuents will be able to dentify different members of family.
- Students will be able to name the different rooms in a house.
- Students can list some ways to keep a house clean.

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Application: My learning hub Part A, My practice hub and notebook.

ICT Integrated: Video

Extra questions/ Class assessment/ Recapitulation:

At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.

Homework/ worksheets: Picture based questions.

Reference: Oxford Advantage

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Rashmi Shrivastava **Garde: 1**

Subject: EVS **Month: June**

Topic: L-3 My Neighbourhood **No. of period- 9**

Subtopic:

- Places in a neighbourhood.
- People who help us.

Specific objective:

Students will be able to:-

- Identify the places in a neighbourhood.
- Name the places in a neighbourhood.
- Identify the people who help us.
- List the ways to keep the neighbourhood clean.

Methodology:

- Activity Based Method.
- Lecture method
- Demonstration method
- Class room discussion

Activities:

- Draw and write about the places you see around your house.
- Find out the names of some people who help you at school. Write their names in your notebook.

Resources: Flashcards, Teacher resource book, Content Book, white board, and marker.

Board work:

- Let's practise exercise.

Learning outcomes:

- Students will be able to learn about their community and neighbourhood.
- Students will come to know about the places and importance of their neighborhood.
- Students can identify the people who help us.
- Students can list the ways to keep the neighbourhood clean.

Application: My learning hub Part A, My practice hub and notebook.

ICT Integrated: PPT and videos.

Extra questions/ Class assessment/ Recapitulation:

Oral questions will be asked by showing pictures.

Homework/ worksheets:

Picture based questions.

Reference: Oxford Advantage

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Rashmi Shrivastava **Garde: 1**

Subject: EVS **Month: July**

Topic: chapter-4 My School **No. of periods: 5**

Subtopic:

- Activities in the school
- Places in the school

Specific objective:
Students will be able to:-

- Name the activities we do in school.
- Recognize places in a school.
- List the ways to keep the school clean.

Methodology:

Activity Based method,

Lecture method,

Demonstration method,

Class room discussion

Activities:

- Show different places in the school and in notebook they will write name off places they saw during walk.
- Tell us about any two activities you do in groups with your friends in school.
- Draw and Write 4 lines about My school.

Board work:

- What are the places they saw in the school?
- Write student responses on the board.

Learning outcomes:

- Students will be able to identify activities we do at school.
- Students will recognize places in a school.
- Students will be able to understand that their school is a part of the community they live in.

Application: My learning hub Part A, My practice hub and notebook.

ICT Integrated: Video

Extra questions/ Class assessment/ Recapitulation:

At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.

Homework/ worksheets:

Draw and Write 4 lines about My school. Show different places in the school and in notebook they will write name off places they saw during walk.

Reference: Oxford Advantage

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Rashmi Shrivastava **Garde: 1**

Subject: EVS **Month: June**

Topic: L-5 Staying safe **No. of period- 10**

Subtopic:

- Staying safe at Home
- Staying safe in School
- Staying safe on the Road
- Safe and unsafe touch
- What to do when you feel unsafe

Specific objective:

- Students create safety rule for home.
- Students identify safety rules to be followed on road.
- Students identify common road signs, and know the safety rule for each.
- Students identify safety rule for school.
- Students learn about safe and unsafe touch.
- Students will learn what to when they feel unsafe.

Methodology:

- Activity Based Method.
- Lecture method.
- Demonstration method.
- Class room discussion.

Activities:

- My Safety List- Talk about 5 things you should do to stay safe at home and on road.
- Role play activity.

Board work:

- What activities can hurt you on the playground? On the road? Summarizing student response on the board.
- Let's practise exercise.

Learning outcomes:

- Students will understand the importance of safety rules and will learn ways by which they can avoid accidents and keep themselves safe in places they go frequently.
- Student will be able to identify safety rule for school.
- Students will be able to create safety rule for home.
- They are able to identify safety rules to be followed on road.
- Students will differentiate between safe and unsafe touch.

Application: My learning hub Part A, My practice hub and notebook.

ICT Integrated: Video

Extra questions/ Class assessment/ Recapitulation:

- What is Zebra crossing?
- What is a traffic signal?
- What rule should we have in classrooms?
- Which rules should be followed at home?

Homework/ worksheets: Picture based questions. Match the following. True or False

Reference: Oxford Advantage

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Rashmi Shrivastava **Garde: 1**

Subject: EVS **Month: July**

Topic: L-6 Food we eat **No of periods: 9**

Subtopic:

- Sources of food
- Meals of the day
- Healthy eating habits

Specific objective:

Students will be able to:-

- Identify the sources of food.
- Identify the meals of the day.
- Differentiate between healthy and unhealthy food.
- List some healthy eating habits.

Methodology:

- Activity Based Method.
- Lecture method.
- Demonstration method.
- Class room discussion.

Activities:

- Ask your students to make a weekly meal chart of the food items they eat.
- Paste the pictures of healthy and unhealthy food in notebook.

Board work:

- Draw the table in the notebook and write the names of all the foods.

  Food we get from plants Food we get from animals

- Let's Practise exercise.

Learning outcomes:

- Students will identify the sources of food.
- Students will identify the meals of the day.
- Students will list some healthy eating habits.
- Students will be able to discuss the concept of food and its health benefits.

Application: My learning hub Part A, My practice hub and notebook.

ICT Integrated: Video and PPT

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.

Homework/ worksheets:

- Ask your students to make a weekly meal chart of the food items they eat.
- Paste the pictures of healthy and unhealthy food in notebook.

Reference: Oxford Advantage

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Rashmi Shrivastava **Garde: 1**

Subject: EVS **Month: July**

Topic: L-7 Clothes we wear **No. of periods- 9**

Subtopic:

- Types of clothes

Specific objective:

Students will be able to:-

- Explain the need of clothes.
- Identify different types of clothes.
- Identify the different clothes used in different seasons.

Methodology:

- Audio Visual Method.
- Lecture method
- Demonstration method
- Class room discussion,

Activities:

- Paste pictures of clothes you like to wear in your scrapbook. Use old magazines, books or newspapers to get the pictures.
- Fun Task in textbook.

Board work:

- Name of the seasons and clothes.
- Let's Practise exercise.

Learning outcomes:

- Students can explain the need for clothes.
- Students can identify different types of clothes
- Students will identify clothes used in different seasons.
- Students can discuss the importance of wearing clothes.

Application: My learning hub Part A, My practice hub and notebook.

ICT Integrated: Video

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students.
- Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
-

Homework/ worksheets:

- Fun task in textbook

Reference: Oxford Advantage

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Rashmi Shrivastava **Garde: 1**
Subject: EVS **Month: August**
Topic: L-8 Plants around us **No of periods: 10**

Subtopic:

- Types of plants
- Importance of plants

Specific objective:

Students will be able to:-

- Find the difference between different types of plants.
- List the uses of plants.
- Explain how plants grow.

Methodology:

- Audio Visual method.
- Lecture method
- Demonstration method,
- Class room discussion

Activities:

- Ask students to sow 8-10 gram seeds in an ice cream cup with some mud in it. Water it daily and keep it in the sun.
- Quiz time on types of plants.
-

Board work:

- Draw different types of plants.
- Let's practise exercise.

Learning outcomes:

- Students will come to know about the different types of plants.
- Students can list the various uses of plants.
- Students will be able to explain how plants grow.
- Students will be able to talk about how to take care of plants.

Application:

- My learning hub Part A, My practice hub and notebook.

ICT Integrated:

- PPT and videos

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students.
- Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.

Homework/ worksheets:

- Ask students to sow 8-10 gram seeds in an ice cream cup with some mud in it. Water it daily and keep it in the sun.
- Draw a picture of plant in your notebook.

Reference: Oxford Advantage

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Rashmi Shrivastava | Garde: 1

Subject: EVS | Month: August

Topic: L-9 Animals around us | No. of periods: 9

Subtopic:

- Animals that live on land
- Animals that live on trees
- Animals that live in water
- Homes of animals
- Animals make different sounds

Specific objective:

Students will be able to:-

- Identify types of animals.
- Differentiate between animals on the basis of their habitat.
- Name animals living on land.
- Name animals living on trees.
- Name animals living in water.
- Discuss the homes of animals.
- Identify animal sound.

Methodology:

- Activity based method
- Lecture method
- Demonstration method
- Class room discussion

Activities:

- Name your favourite animal and describe it in a few lines.
- Word search puzzle
- Make a chart of animals that live on land, water and both on land as well as in water

Board work:

- Draw the table on the board and write the names of the animals that live on land, tress and water.
- Let's practise exercise.

Learning outcomes:

- Students will be able to identify the different types of animals.
- Students will be able to talk about the characteristics of animals.

- Students will be able to name the places where animals live.
- Students will be able to identify animal sound.
- Students will be able to consolidate the understanding of different animals and how they live.

Application:

- My learning hub Part A, My practice hub and notebook.

ICT Integrated: Video and PPT

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.

Homework/ worksheets:

- Draw 2 animals who live in water.

Reference: Oxford Advantage

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Rashmi Shrivastava Garde: 1

Subject: EVS Month: October

Topic: L-10 On the move No. of period- 8

Subtopic:

- Land transport
- Air transport
- Water transport

Specific objective:

Students will be able to:-

- Classify vehicles into the means of land, water and air transport.
- Identify some special vehicle.
- Find solutions to reduce smoke from vehicles.
- Talk about the vehicles used during travel.

Methodology:

- Activity Based Method
- Lecture method
- Demonstration method
- Class room discussion

Activities:

- Students will bring the favourite vehicle toy or picture of favourite vehicle and tell 3 to 4 lines about it.

Board work:

- Let's practise exercise.

Learning outcomes:

- Students will be able to understand the importance of transport.
- Students will be able to identify different vehicles.
- Students will be able to classify vehicles into the means of land, water and air transport.
- Students will be able to identify some special vehicles.
- Students will be able to list the ways to reduce smoke from vehicles.

Application: My learning hub Part B, My practice hub and notebook

ICT Integrated: Video

Extra questions/ Class assessment/ Recapitulation:

At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.

Homework/ worksheets:

Picture based questions.

Reference: Oxford Advantage

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Rashmi Shrivastava Garde: 1

Subject: EVS Month: October

Topic: L-11 How we communicate No of periods: 8

Subtopic:

- Ways of communication
- Braille
- Means of communication

Specific objective:

Students will be able to:-

- Identify the meaning of communication.
- Explain about communication and modes of communication.
- Recognize different means of communication.
- Explore braille as a way of communication.
- Recognize different means of one to one and one to many communication.

Methodology:

- Activity based method
- Lecture method.
- Demonstration method.
- Class room discussion

Activities:

- A role play on sending message through a communication device made with paper cup and string.
- Writing message for their friend on paper.
- Play game of charades.

Board work:

- Table of one to one and one to many communication.
- Let's practise exercise.

Learning outcomes:

- Students will be able to identify the meaning of communication.
- Students will be able to different means of communication.
- Students will be able to explore braille as a way of communication.
- Students will be able to practice polite communication.
- Students will be able to recognize different means of one to one and one to many communication.

Application: My learning hub Part B, My practice hub and notebook

ICT Integrated:

Video and PPT

Extra questions/ Class assessment/ Recapitulation :

- At the end of the chapter, summarize all the concepts of the lesson to students.
- Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.

Homework/ worksheets:

- Worksheet from my practice hub.

Reference: Oxford Advantage

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Rashmi Shrivastava | Garde: 1

Subject: EVS | Month: November

Topic: L-12 Tech Time | No. of periods: 8

Subtopic:

- Technologies

Specific objective:

Students will be able to:-

- Define technology.
- Identify how technology helps us.
- Recognize the use of technology in computer, washing machines, refrigerators, television and mobile phones.

Methodology:

- Lecture method
- Demonstration method
- Class room discussion

Activities*:*

- Draw or paste the pictures of 2 technologies used at your home and write their name and use in 1 line.
- Fun with picture.

Board work:

- Let's practise exercise.

Learning outcomes:

- Students will be able to define technology.
- Students can identify how technology helps us.
- Students can recognize the uses of things made using technology.
- Students will be able to discuss the role of technology in their lives.

Application:

My learning hub Part B, My practice hub and notebook.

ICT Integrated:

- PPT and videos

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.

Homework/ worksheets:

- Paste the pictures of different technology used at home.
- Fun task in textbook.

Reference: Oxford Advantage

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Rashmi Shrivastava
Garde: 1
Subject: EVS
Month: November
Topic: L-13 National Symbols
No. of periods: 9

Subtopic:

- National symbols

Specific objective:

Students will be able to:-

- Define national symbols.
- Identify our national symbols.

Methodology:

- Lecture method
- Demonstration method
- class room discussion

Activities:

- Draw national flag in the notebook.
- Fun task activity in textbook.

Board work:

- Draw national flag.
- Let's practise exercise..

Learning outcomes: .

- Students will recognize the meaning of national symbols.
- Students can identify the national symbols of India.
- Students will recognize India as their country.
- Students will learn to show respect towards our country and keeping it clean.

Application:

My learning hub Part B, My practice hub and notebook.

ICT Integrated:

- PPT and videos

Extra questions/ Class assessment/ Recapitulation:

- Ask students to share any information they know about India.

Homework/ worksheets:

- Draw national flag in their notebook.

Reference: Oxford Advantage

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Rashmi Shrivastava Garde: 1

Subject: EVS Month: December

Topic: L-14 Air No. of periods: 9

Subtopic:

- Air
- Uses of air
- Dirty air

Specific objectives:

Students will be able to:-

- Explain the properties of air.
- Understand the properties and uses of air.
- Explain air pollution.
- Talk about causes of air pollution.

Methodology:

- Activity Based Method.
- Lecture method
- Demonstration method
- Classroom discussion

Activities:

- Doing experiment for explaining properties of air.

Board work:

- Let's practise exercise.

Learning outcomes:

- Students will be able to explain the properties of air.
- Students will be able to identify the uses of air.
- Students will be able to discuss air pollution.
- Students will be able to talk about the effects of cutting down trees.
- Students will be able to talk about clean air.

Application:

- My learning hub Part B, My practice hub and notebook.

ICT Integrated:

- Video

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.

Homework/ worksheets:

- Let’s observe in textbook.

Reference:

Oxford Advantage

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Rashmi Shrivastav Garde: 1

Subject: EVS Month: December

Topic: L-15 Water No. of periods: 8

Subtopic:

- Water and its uses
- Sources of water
- Clean water

Specific objective:

Students will be able to:-

- Understand the importance of water.
- List the uses of water.
- Identify the sources of water.
- Talk about clean water.

Methodology:

- Lecture method,
- Demonstration method
- class room discussion

Activities*:*

- Talk about some activities that are making our sources of water dirty.
- Ask students to draw a poster on save water.
- Write five ways in which we can save water in notebook.
- Imagine you get up in the morning and find no water in the house. There is no water left on the Earth. Do a role play in front of the class showing a use of water. Tell them to write five things that would be difficult to do without water.
- Students will draw 4 human activities which make sources of water dirty and unfit for use.

Board work:

- Let's practise exercise.

Learning outcomes:

- Students will understand that rain is the main source of water; we need water for many purposes.
- Students will be able to understand that water is important and used by all living things.
- Students will learn about uses of water.
- Students will learn sources of water.
- Students will be able to discuss the activities that make water dirty.
- Students will be able to discuss the ways to save water.

Application:

- My learning hub Part b, My practice hub and notebook.

ICT Integrated:

Video

Extra questions/ Class assessment/ Recapitulation:

- What kind of water do we need to use? Where do we get from?

Homework/ worksheets:

- Paste pictures of sources of water.

Reference: Oxford Advantage

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Rashmi Shrivastava | Garde: 1

Subject: EVS | Month: January

Topic: L-16 Weather | No. of periods: 9

Subtopic:

- Weather
- Hot or sunny day
- Cold day
- Rainy day
- Windy day

Specific objective:

Students will be able to

- Students will be able to understand difference between season and weather.
- Students will be able to differentiate between different weather.
- Students will learn that weather keeps changing every day.

Methodology:

- Activity Based Method
- Lecture method,
- Demonstration method
- Class room discussion

Activities:

- Draw and colour pictures that show- Hot day, Cold day, Rainy day & Cloudy day & talk about it in class.

Board work:

- Let's practise exercise.

Learning outcomes:

- Students will be able to understand the concept of weather.
- Students will be able to define weather.
- Students will be able to identify the different types of weather conditions.
- Students will be able to identify seasonal clothes, food and activities.

Application:

- My learning hub Part B, My practice hub and notebook.

ICT Integrated:

Video and PPT

Extra questions/ Class assessment/ Recapitulation:

At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.

Homework/ worksheets:

- Paste a pictures of days having different weather conditioned on a chart paper.
- Fun Task in textbook.

Reference: Oxford Advantage

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Rashmi Shrivastava Garde: 1

Subject: EVS Month: January

Topic: L-17 Our earth and the sky No. of periods: 9

Subtopic:

- The sky
- Our earth

Specific objective:

Students will be able to:-

- Discuss our earth and sky.
- Understand the stars, moon and the sun.
- Differentiate between night sky and Day sky.
- Understand the rainbow colours.
- Identify some landforms around us.

Methodology:

- Activity Based Method
- Lecture method,
- demonstration method
- class room discussion

Activities*:*

- Draw a rainbow in your notebook.
- In scrapbook children will make a night sky by sticking glittery stars on black colour paper.
- Prayas activity in textbook.

Board work:

- Let's practise exercise.

Learning outcomes:

- Students will understand the day sky.
- Students will understand the night sky.
- Students will be able to differentiate between day sky and night sky.
- Student s will be able to our earth and the sky.
- Students will be able to identify the objects that we see in the sky.
- Students will be able to identify some landforms around us.

Application:

My learning hub Part B, My practice hub and notebook.

ICT Integrated:

- Video

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.

Homework/ worksheets:

- Draw and color the sun and the moon.

Reference: Oxford Advantage

MIS INTERNATIONAL SCHOOL,Balewadi

Lesson Plan (2025-26)

Teacher's Name - Ms. Mrunal Nandgude **Grade - 1**

Subject - ICT **Month -April**

Topic – L1. Computer - A Machine **No. of Periods - 7**

Sub-topic:

- Natural and Human-Made Things
- Machine
- Computer- A Smart Machine
- Types of Computer

Specific objectives:

- To make students understand what is computer,why it is known as a smart machine.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity-based teaching.**

- Introduction of the computer as an electronic machine and its usage is explained with interactive discussion.

Activities:

- Ask students how computers help them in the day-to-day life and where have they have seen.
- Computers all around them.
- Practical: How to switch on the computer and make a list of how computers help us.
- How to start and shut down the computer.

Board work: Keywords, Questions and Answers.

Learning outcomes: The students understand what is computer and its usage and learn how computers help us in our day to day life.

Application: To relate the concept taught the importance of computer every day in life.

ICT Integration: Visit to Lab

Class assessment/ Recapitulation:

Notebook work

1. Write any two places where have you seen computer?
2. Write any three uses of a computer.

Recapitulation: Recap would be done by practical work in the class & through a class test.

Homework/ worksheets: One worksheet should be given on Know your computer when the chapter is finished.

Reference: Textbook and internet for a worksheet.

MIS INTERNATIONAL SCHOOL,Balewadi
Lesson Plan (2025-26)

Teacher's Name - Ms. Mrunal Nandgude **Grade – 1**

Subject - ICT **Month – June**

Topic – L2. Uses of a Computer **No. of Periods – 8**

Sub - topic: • What are the uses of a computer? • How computers help us? • Places where computers are used.
Specific objectives: • To make students an interactive, lively discussion with the students to help them understand the uses and applications of computers.
Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.** • Students are explained about basic uses of computer. Discussion about different parts of computer with their uses and features.
Activities: • To identify and write the different uses of computer in Computer Lab / Class Room. • Video on other devices (https://youtu.be/pJf9bx8rH94?si=PmJaCUeCLrg7XUPu)
Board work: Keywords, Questions and answers.
Learning outcomes: The students understand, what is computer and its usage.
Application: To relate the concept taught to everyday situations in life.
ICT Integration / Art Integration: Video / PPT
Class assessment/ Recapitulation: Notebook work Recapitulation: Recap would be done by practical work in the class & through class test.
Homework/ worksheets: No
Reference: Text book, YouTube video and ICT Lab.

MIS INTERNATIONAL SCHOOL,Balewadi
Lesson Plan (2025-26)

Teacher's Name - Ms. Mrunal Nandgude **Grade - 1**

Subject - ICT **Month - July**

Topic – L3. Parts of Computer **No. of Periods – 8**

Sub - topic:

- Monitor, Keyboard and Mouse
- CPU, UPS, Speakers

Specific objectives:

- Help students spot various parts of a computer and explain the devices.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

- Students are explained about basic parts of computer. Discussion about different parts of computer with their uses and features.

Activities:

- To identify and write the names of the different parts of a computer.
- PPT
- Video on other devices (https://youtu.be/0FZeUqLXkv4)

Board work: Keywords, Questions and answers.

Learning outcomes: The students understand the different parts of computer, what is computer and its usage.

Application: To relate the concept taught to everyday situations in life.

ICT Integration / Art Integration: Video / PPT

Class assessment/ Recapitulation: Notebook work

Recapitulation: Recap would be done by practical work in the class & through class test.

Homework/ worksheets: No

Reference: Text book, YouTube video and ICT Lab.

MIS INTERNATIONALSCHOOL,BALEWADI
Lesson Plan (25-26)

Teacher's Name: Ms. Swati Shelar **Class**-**2nd**
Subject: Hindi **Month** - **April**
Topic: **भाषा-वर्णमाला** **No. of periods**: 5

Subtopic: भाषा और वर्णमाला
Specific objective: भाषा की परिभाषा तथा प्रकार स्वर और व्यंजन
Methodology: कथन, स्पष्टीकरण, सुलेखन, क्रमबद्ध जानकारी तथा प्रश्नोत्तर पद्धति |
Activities: भाषा की परिभाषा तथा प्रकार समझेंगे। छात्र स्वर और व्यंजन लिखेंगे। उचित उच्चारण के साथ कविता का गायन करेंगे ।
Resources : हिंदी वर्णमाला चार्ट, विडिओ तथा पाठ्यपुस्तक।
Board work: अक्षरों को उनके स्वरूप में बनाना, क्रमबद्ध जानकारी । भाषा की परिभाषा तथा प्रकार के रूपों को लिखना । भाषा के रूप :- १) मौखिक २) लिखित
Learning outcomes: भाषा की परिभाषा तथा प्रकार जान पाएँगे। हिंदी भाषा की लिपि जानेंगे। स्वर और व्यंजन के सभी अक्षर जान पाएँगे। स्वर और व्यंजन का सही उच्चारण जानेंगे।
Application: छात्र उचित उच्चारण के साथ स्वर और व्यंजन का वाचन तथा लेखन करेंगे तथा भाषा के प्रकारों का प्रयोग हर दिन करेंगे । एक-दूसरे की भाषा सीखने की कोशिश करेंगे ।
ICT Integrated: Video, PPT
Extra questions/ Class assessment/ Recapitulation : भाषा का महत्त्व बताइए । स्वर और व्यंजन का उचित उच्चारण के साथ वाचन और लेखन।
Homework/ worksheets: कक्षाकार्य पर आधारित गृहकार्य तथा कार्यपत्र।
Reference: वर्णमाला पुस्तक

MIS INTERNATIONAL SCHOOL

Lesson Plan (25-26)

Teacher's Name: Ms. Swati Shelar
Subject: Hindi
Topic: 1 - **प्रार्थना**

Class: **2nd**
Month: April
No. of periods: **4**

Subtopic:- उलटे अर्थवाले शब्द, समान तुकवाले शब्द , ऋतुओं के नाम
Specific objective: उलटे अर्थवाले शब्द लिखना, समान तुकवाले शब्द बनाना,ऋतुओं के नाम लिखना ।
Methodology: उच्चारण, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन ।
Activities: प्रार्थना का हाव-भाव के साथ गायन करेंगे। चित्र देखकर प्रार्थना स्थलों की पहचान करना| वर्ग पहेली सुलझाना। उलटे अर्थ वाले शब्द पहचानेंगे।
Resources: फलक, चित्र, पाठ्यपुस्तक
Board work : कठिन शब्द, शब्दार्थ, प्रश्न-उत्तर, उलटे अर्थ वाले शब्द सही जगह पर लिखना। समान तुकवाले शब्द लिखना। वर्ग पहेली सुलझाना|
Learning outcomes: कविता का लययुक्त वाचन करना सीखेंगे।
Application : उलटे अर्थ वाले शब्द बताते हैं। वर्ग पहेली सुलझाते हैं।
ICT Integrated: Video, PPT
Extra questions/ Class assessment/ Recapitulation :- आप ने कौन-कौन से प्रार्थना स्थल देखे है ?
Homework/ worksheets: दिए गए चित्र को देखकर पहेली सुलझाना।
Reference: व्याकरण पुस्तक, शब्दकोश और पाठ्यपुस्तक

MIS INTERNATIONAL SCHOOL

Lesson Plan (25-26)

Teacher's Name: Ms. Swati Shelar
Class: 2nd
Subject: Hindi
Month: April
Topic: **पाठ 2 – नन्ही सुनहरी**
No. of periods:5

Subtopic: वर्ण विच्छेद, संज्ञा शब्द
Specific objective: वर्ण विच्छेद स्पष्ट करना, संज्ञा की परिभाषा तथा उनके उदाहरण
Methodology: उच्चारण, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: चित्र मे रंग भरे।
Resources: फलक, चित्र, पाठ्यपुस्तक
Board work: मुख्य शब्द तथा शब्द-अर्थ पढ़ेगें और लिखेंगे, प्रश्न-उत्तर लिखेंगे।
• **Learning outcomes :** दया, करुणा और परोपकार आदि नैतिक मूल्यों का विकास करते हैं। • एक–दूसरे को मदद करने की भावना। हिंदी में संज्ञा शब्दों का प्रयोग।
Application: हाव-भाव से कहानी पढ़ते हैं। कहानी से संज्ञा शब्द ढूँढते हैं।
ICT Integrated: Video, Flash-Cards.
Extra questions/ Class assessment/ Recapitulation : दूसरों कि मदद किस प्रकार की जा सकती है?
Homework/ worksheets: मांसाहारी तथा शाकाहारी जानवरों के नाम लिखिए ।
Reference:, किताब शब्दकोश

MIS INTERNATIONAL SCHOOL
Lesson Plan (25-26)

Teacher's Name: Ms. Swati Shelar
Subject: Hindi
Topic: पाठ 3 - **बापू**

Class: 2nd
Month: June
No. of periods: 6

Subtopic: **विशेषता बताने वाले शब्द**
Specific objective: विशेषता शब्द की परिभाषा तथा उनके उदाहरण
Methodology: उच्चारण, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन ।
Activities: विशेषता शब्द परिभाषा तथा उदाहरण द्वारा समझाना।
Resources: फलक, चित्र, पाठ्यपुस्तक
Board work: मुख्य शब्द तथा शब्द-अर्थ, शब्द ।
Learning outcomes: सच्चाई का महत्व समझकर सत्य कि भावना निर्माण करते हैं। विशेषण शब्द की जानकारी लेते हैं, शब्द-युग्म, वर्ण क्रम सीखते हैं।
Application: हाव-भाव से कहानी पढ़ते हैं। कहानी से विशेषण की जानकारी लेते हैं।
ICT Integrated: Video, PPT
Extra questions/ Class assessment/ Recapitulation : बापू का एक रेखाचित्र बनाइए।
Homework/ worksheets: शब्दों के कोड भरिए।
Reference: किताब, शब्दकोश, चार्ट ।

MIS INTERNATIONAL SCHOOL,BALEWADI
Lesson Plan (25-26)

Teacher's Name: Ms. Swati Shelar
Class: 2nd
Subject: Hindi
Month: June
Topic:- ४ **होली**
No. of periods: 5

Subtopic: **पर्यायवाची शब्द**
Specific objective: पर्यायवाची शब्द के उदाहरण।
Methodology: स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: पन्ना क्र.३१ पर दिए गई तालिका पूर्ण करना। होली का महत्व जानना। होली के दिन बनाए जाने वाले पदार्थों के बारे में जानना।
Resources: फलक, चित्र, पाठ्यपुस्तक
Board work: मुख्य शब्द तथा शब्द-अर्थ
Learning outcomes: रंगों कि विविधताओं से अवगत होना, होली का महत्व जानना, वातावरण मे भरी रंगों की जानकारी प्राप्त करना।
Application: रंगों को पहचानकर को उनकी जानकारी देते हैं।
ICT Integrated: Video, Documentary
Extra questions/ Class assessment/ Recapitulation : '**होली**' इस विषय पर पाँच वाक्य लिखो।
Homework/ worksheets: पर्यायवाची के अलग-अलग शब्द लिखो।
Reference: पुस्तक, शब्दकोश, चार्ट ।

MIS INTERNATIONALSCHOOL,BALEWADI
Lesson Plan (25-26)

Teacher's Name: Ms. Swati Shelar
Class: 2nd
Subject: Hindi
Month: June
Topic: पर्यायवाची शब्द
No. of periods: 4

Subtopic: पर्यायवाची शब्द
Specific objective: समान अर्थ बताने वाले शब्द
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन.
Activities: प्राकृतिक चीजों के बारें में बताना। कक्षा में एक-दूसरे को मदद करते हैं।
Resources: फलक, चित्र, पाठ्यपुस्तक
Board work: पर्यायवाची शब्द, कठिन शब्द, शब्दार्थ प्रश्न-उत्तर।
Learning outcomes: शब्द युग्मों कि जानकारी लेते है, समान अर्थ वाले शब्द समझते हैं।
Application: पर्यायवाची शब्द पहचानते हैं।
ICT Integrated: Video
Extra questions/ Class assessment/ Recapitulation : पर्यायवाची शब्द लिखो।
Homework/ worksheets: समान अर्थ वाले शब्दों को क्या कहते हैं?
Reference: पुस्तक, शब्दकोश, चार्ट ।

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (25-26)

Teacher's Name: Ms. Swati Shelar **Class**: 2nd

Subject: Hindi Month: July

Topic: ६ -**मददगार कौन?** **No. of periods**: 6

Subtopic: SEA -Activity
Specific objective: वर्ण-विच्छेद की कहानी
Methodology: उच्चारण, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन.
Activities: वर्ण-विच्छेद शब्द – परिभाषा देकर उदाहरण देना तथा कॉपी में लिखना। कक्षा में अनुशासन रखते हैं।
Resources: फलक, चित्र, पाठ्यपुस्तक
Board work: मुख्य शब्द तथा शब्द -अर्थ पढ़ेगें और लिखेंगे। वर्ण-विच्छेद शब्द -अर्थ पढ़ेंगे और लिखेंगे।
• **Learning outcome**: परिश्रम का महत्त्व जानते हैं। अनुशासन का महत्त्व समझते हैं। स्वावलंबन बनने की भावना निर्माण होती है। हमारे सहायकों के नामों की सूची बनाए। •
Application: कक्षा में अनुशासन में रहते हैं।
ICT Integrated: video
Extra questions/ Class assessment/ Recapitulation : परिश्रम का महत्त्व बताते हैं।
Homework/ worksheets: अपने गुणों के बारे में लिखो। हमारे सहायकों के नाम लिखो।
Reference: पुस्तक, शब्दकोश, चार्ट ।

MIS INTERNATIONAL SCHOOL,BALEWADI
Lesson Plan (25-26)

Teacher's Name: Ms. Swati Shelar
Class: 2nd
Subject: Hindi
Month: August
Topic: ७ -संज्ञा
No. of periods:4

Subtopic: संज्ञा
Specific objective: **संज्ञा**
Methodology: उच्चारण, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन.
Activities: संज्ञा की कहानी से संज्ञा ढूँढना।
Resources: फलक, चित्र, पाठ्यपुस्तक
Board work: संज्ञा कि जानकारी पढ़ेगें और लिखेंगे।
• **Learning outcomes**: पर्वत-नदियों के नाम बताते हैं।
Application: सड़क, जल तथा आकाश वाले वाहनों की पहचानते हैं तथा उनके नाम बताते हैं।
ICT Integrated: Video
Extra questions/ Class assessment/ Recapitulation : बच्चें आस-पास कि वस्तुओं के नाम पहचानकर लिखते हैं|
Homework/ worksheets: वस्तुओं के चित्र निकालकर नाम लिखेंगे |
Reference: पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (25-26)

Teacher's Name: Ms. Swati Shelar **Class**: 2nd
Subject: Hindi **Month**: August
Topic: **पाठ-६ सेहत भरी टोकरी** **No. of periods**: ७

Subtopic: विशेषण
Specific objective: विशेषण शब्द जानेंगे।
Methodology: उच्चारण, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन.
• **Activities:** सब्जियों तथा फलों के चित्र निकालकर उनमें रंग भरेंगे ।
Resources: फलक, चित्र, पाठ्यपुस्तक
Board work: मुख्य शब्द तथा शब्द-अर्थ, प्रश्न– उत्तर लिखेंगे।
Learning outcomes : सेहत के लिए सब्जियाँ तथा फल का महत्व जानेंगे ।
Application: संतुलित भोजन का महत्त्व जानते हैं।
ICT Integrated: Video**,** Power Point Presentation
Extra questions/ Class assessment/ Recapitulation : संतुलित आहार का महत्व
Homework/ worksheets: चित्र देखकर सब्जियों के नाम पहचानना ।
Reference: पुस्तक, शब्दकोश, चार्ट ।

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (25-26)

Teacher's Name: Ms. Swati Shelar
Subject: Hindi
Topic: 9सर्वनाम

Class: 2nd
Month: September
No. of periods: 4

Subtopic: **सर्वनाम**
Specific objective: सर्वनाम की परिभाषा तथा उदाहरण का प्रयोग।
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: सर्वनाम शब्दोंवाला कार्यपत्र हल करना।
Resources: फलक, चित्र, पाठ्यपुस्तक
Board work: मुख्य शब्द तथा सर्वनाम शब्द पढ़ेगें और लिखेंगे।
Learning outcomes: वाक्य में संज्ञा कि जगह सर्वनाम का प्रयोग करते हैं।
Application: संज्ञा शब्दों की जगह पर सही सर्वनाम शब्द लिखते हैं।
ICT Integrated: Video, PPT.
Extra questions/ Class assessment/ Recapitulation : सर्वनाम का महत्त्व।
Homework/ worksheets: वाक्य में संज्ञा कि जगह सर्वनाम का प्रयोग।
Reference: पुस्तक, शब्दकोश, चार्ट ।

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (25-26)

Teacher's Name: Ms. Swati Shelar
Class: 2nd
Subject: Hindi
Month: Octo**ber**
Topic:7 - **कर भला, तो हो भला**
No. of periods: 6

Subtopic: विलोम शब्द
Specific objective: विलोम शब्द।
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
• **Activities:** पहेली सुलझाना। • विलोम शब्द छाट कर लिखना। • दोस्ती के बारें कक्षा में बोलना।
Resources: फलक, चित्र, पाठ्यपुस्तक
Board work: मुख्य शब्द, शब्दार्थ, उलटे अर्थवाले शब्द ।
Learning outcomes: सामाजिक रिश्तों का महत्व, विलोम शब्द को सही जगह पर लगाते हैं
Application: वाक्यों में सही जगह पर विलोम शब्द का उपयोग करते है। पहेली द्वारा बुद्धि कौशल्य का विकास समझते है। कक्षा में सबके साथ अच्छा बर्ताव करते हैं।
ICT Integrated: Video**,** PPT
Extra questions/ Class assessment/ Recapitulation : प्रकृति से आप क्या सीखते हो?
Homework/ worksheets: एक पक्षी का चित्र निकालो।
Reference: पुस्तक, शब्दकोश, चार्ट ।

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (25-26)

Teacher's Name: Ms. Swati Shelar
Class: 2nd
Subject: Hindi
Month: Novem**ber**
Topic: **पाठ - ४चाँद का कुरता**
No. of periods: 5

• **Subtopic**: - SEA -Activity – २
Specific objective: समान अर्थवाले शब्द, समान तुकवाले शब्द , लिंग पहचानना।
Methodology: उच्चारण, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति,कथन
• **Activities:** कविता याद कर हाव भाव के साथ बोलकर दिखाना।
Resources: फलक, चित्र, पाठ्यपुस्तक
Board work: मुख्य शब्द तथा शब्द-अर्थ पढ़ेगें और लिखेंगे।
• **Learning outcomes:** चाँद-तारों के बारे में जानकारी प्राप्त करेंगे। कविता हाव भाव के साथ वाचन तथा लिखना सीखेंगे। समान अर्थ वाले शब्द लिखना।लिंग पहचानना।
Application: कविता वाचन तथा लेखन करते हैं।
ICT Integrated: Video, PPT
Extra questions/ Class assessment/ Recapitulation : चाँद के बारे में जानकारी बताओ।
Homework/ worksheets: अभिभावकों से जिद करना सही है या गलत?
Reference: पुस्तक, शब्दकोश, चार्ट ।

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (24-25)

Teacher's Name: Ms. Swati Shelar **Class**: 2nd
Subject: Hindi Month**: December**
Topic: **पाठ-९ भविष्यवाणी** **No. of periods**: 5

• **Subtopic: सर्वनाम , महीनों के नाम**
Specific objective: **सर्वनाम** की परिभाषा तथा उदाहरण का प्रयोग, महीनों के नाम के नाम से परिचित करना , विराम चिन्हों का प्रयोग।
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन|
Activities: उचित सर्वनाम शब्द का प्रयोग करना। क्रिया शब्द ढूँढ़ना।
Resources: फलक, चित्र, पाठ्यपुस्तक
Board work: मुख्य शब्द, **सर्वनाम** की परिभाषा तथा उदाहरण का प्रयोग।
Learning outcomes: सर्वनाम शब्दों से मौखिक तथा लेखन कौशल का विकास करना, वाक्य पूरे करना, मेहनत का महत्व।
Application : सर्वनाम शब्दों के बीच का अंतर समझ पाते हैं। क्रिया पहचानते हैं। विराम चिन्हों का सही प्रयोग करते हैं। परिश्रम का महत्व समझते हैं।
ICT Integrated: Video**,** Power Point Presentation
Extra questions/ Class assessment/ Recapitulation : किसानों के बारे में जानकारी लिखो।
Homework/ worksheets: चित्रों को देखकर क्रिया पहचानो ।
Reference: पुस्तक, शब्दकोश, चार्ट ।

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (25-26)

Teacher's Name: Ms. Swati Shelar **Class**: 2nd

Subject: Hindi **Month**: December

Topic: **पाठ-१० हरिद्वार की सैर**

No. of periods: 6

Subtopic: **लिंग, वचन, 'र 'के विभिन्न रूप**
Specific objective: लिंग पहचानना, वचन परिवर्तन करना, 'र 'के विभिन्न रूप समझना।
Methodology: उच्चारण, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन.
Activities: वर्ग पहेली के आधार पर नदियों के नामों कि सूची बनाना ।
Resources: फलक, चित्र, पाठ्यपुस्तक
Board work: मुख्य शब्द तथा शब्द-अर्थ पढ़ेगें और लिखेंगे।
Learning outcomes: देश की समस्याओं के प्रति जागरूक करना। पत्रलेखन सीखना। प्रसिद्ध स्थलों की जानकारी लेना। रेलगाड़ी के सफ़र का अनुभव बताना।
Application: पानी प्रदूषण की समस्या पर उपाय
ICT Integrated: Video
Extra questions/ Class assessment/ Recapitulation : अगर पानी न हो तो क्या होगा?
Homework/ worksheets: पानी का महत्त्व बताओ।
Reference: पुस्तक, शब्दकोश, चार्ट ।

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (25-26)

Teacher's Name: Ms. Swati Shelar **Class**: 2nd
Subject: Hindi **Month-** January
Topic: **पाठ - ११ नकल नहीं अक्ल** **No. of periods**: 6

Subtopic: वर्ण-विच्छेद
Specific objective: वर्ण-विच्छेद करना, कहानी पठन।
Methodology: वाचन, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन ।
Activities: पशु-पक्षियों की क्रियाएँ पहचानना।
Resources: फलक, चित्र, पाठ्यपुस्तक
Board work: मुख्य शब्द तथा शब्द-अर्थ, प्रश्न-उत्तर पढ़ेगें और लिखेंगे।
Learning outcomes :समूह मे कार्य करने की क्षमता में विकास करेंगे।
Application: अक्ल का सही प्रयोग करना सीखते हैं। किसी से तुलना न कर मेहनत करना सीखते हैं।
ICT Integrated: Video**,** Power Point Presentation
Extra questions/ Class assessment/ Recapitulation : कोई भी महत्वपूर्ण कार्य करते समय किसका प्रयोग करना चाहिए? बुद्धि या बाल का?
Homework/ worksheets :अपने प्रिय जानवर का चित्र बनाकर रंग भरो।
Reference: पुस्तक, शब्दकोश, चार्ट ।

MIS INTERNATIONAL SCHOOL,BALEWADI
Lesson Plan (25-26)

Teacher's Name: Ms. Swati Shelar **Class**: 2nd
Subject: Hindi **Month-** January
Topic: **पाठ - १२ लगी आग (कविता)** **No. of periods**: 5

Subtopic: लिंग, वाक्य बनाना, गिनती
Specific objective: लिंग परिवर्तन करना, वाक्य रचना, गिनती पढ़ना।
Methodology: वाचन, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन ।
Activities: अग्निशमक यंत्र का चित्र निकालकर रंग भरना।
Resources: फलक, चित्र, पाठ्यपुस्तक
Board work: मुख्य शब्द तथा शब्द-अर्थ, प्रश्न-उत्तर पढ़ेगें और लिखेंगे।
Learning outcomes :आग बुझाने के यंत्रों के बारे में जानकारी देते हैं।
Application: चौकना रहना तथा आपातकालीन स्थिति में धैर्य बनाए रखना सीखते हैं। गिनती पढ़कर याद करते हैं।
ICT Integrated: Video**,** Power Point Presentation
Extra questions/ Class assessment/ Recapitulation : आप अग्निशामक दल के बारे में क्या जानते हैं?
Homework/ worksheets :कविता की पंक्तियाँ याद करो। कविता से कठिन शब्द छाँटकर लिखिए। गिनती याद कर लिखो।

Reference: पुस्तक, शब्दकोश, चार्ट ।

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe Class: 2

Subject : Marathi No. of periods: 1

Topic: गणेशाचे आगमन (कविता) Month- April

Subtopic : गणेशाचे आगमन (कविता)

Specific objective: विद्यार्थ्यांना गणेशाचे महत्त्व समजणे .व आपल्या सणाविषयी माहिती होणे.

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: गणेशाचे चित्र काढून रंगवणे.

Resources: पुस्तकातील कविता वाचून अर्थ समजावणे.

Board work: नवीन शब्दार्थ लिहिणे .

Learning outcomes: .विद्यार्थ्यांना या कवितेद्वारे गणेश उत्सव सणाचे महत्त्व समजणे.

ICT Integrated: ----------

Application: विद्यार्थी गणेश उत्सवाची माहिती सांगतात.

Extra question/Class assessment/Recapitulation: विद्यार्थी या प्रमाणे नविन सणांची माहिती सांगतात.

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

MIS INTERNATIONAL SCHOOL,BALEWADI

ssson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe

Class: 2

Subject : Marathi

No. of periods: 2

Topic: मुळाक्षरे

Month- April

Subtopic: मुळाक्षरे

Specific objective: विद्यार्थ्यांना स्वर व व्यंजनांची ओळख होणे.

Methodology:

- स्पष्टीकरण पध्दती, लेखन पद्धती
- चर्चा पध्दती.

Activities: . मुळाक्षरांचे तोंडी वाचन घेणे.

Resources: पुस्तकातील चित्र दाखवणे.

Board work: - ----------

Learning outcomes: विद्यार्थ्यांना स्वर व्यंजनांची व्यवस्थित ओळख आहे

Application: विद्यार्थ्यां स्वर व्यंजन तोंडी सांगतात.

ICT Integrated:

- Video
- Power point presentation

Extra question/Class assessment/Recapitulation: स्वर व व्यंजनाची तोंडी उजळणी घेणे.

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

IIS INTERNATIONAL SCHOOL,BALEWADI

esson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe

Class: 2

Subject : Marathi

No. of periods: 2

Topic: माझे शरीर

Month- April

Subtopic: माझे शरीर

Specific objective: .विद्यार्थी शरीराच्या अवयवांची आणि ज्ञानेंद्रियांच्या नावांची ओळख करून घेतील.

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.
- दिग्दर्शन पद्धती

Activities: शरीराच्या अवयवांची चित्रे वहीत चिटकवणे .

Resources: पुस्तकातील चित्र दाखववणे.

Board work: - शरीराचे अवयव काढून नावे देणे.

Learning outcomes: विद्यार्थ्यांना ज्ञानेंद्रियांची ओळख होणे.

Application: विद्यार्थ्यांना शरीराचे अवयव विचारल्यावर ते त्यांनी ओळखले.

ICT Integrated:

- Power point presentation

Extra question/Class assessment/Recapitulation: . अवयवाचे उपयोग तसेच त्यांचे कार्य सांगतात.

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI
esson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe | Class: 2

Subject : Marathi | No. of periods: 3

Topic: मात्रा नसलेले शब्द | Month- April

Subtopic: मात्रा नसलेले शब्द

Specific objective: दोन , तीन ,चार मात्रा नसलेले शब्दांचे वाचन व लेखन घेणे.

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: विद्यार्थी शब्द कोडी सोडवतात.

Resources: पुस्तकातील चित्र दाखववणे. ppt

Board work: - दोन , तीन ,चार मात्रा नसलेले शब्द फलकावर लिहणे.

Learning outcomes: विद्यार्थी मात्रा नसलेल्या दोन ,तीन ,चार अक्षरी शब्दांचे वाचन व लेखन करतात.

Application: . अक्षर व स्वरचिन्हाचा वापर करून शब्द म्हणता व बनवता येतात.

ICT Integrated:

- Video
- Power point presentation

Extra question/Class assessment/Recapitulation: अक्षर जोडून अर्थपूर्ण शब्द बनवा.

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI
Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe | Class: 2

Subject : Marathi | No. of periods: 4

Topic: स्वरचिन्हे | Month- April

Subtopic: 'आ' ची मात्रा ,

Specific objective: विद्यार्थ्यांना अक्षरे ओळखता येणे, शब्द लिहता येणे. व वाचता येतात.

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: चित्र कार्ड दाखववणे त्यावरून शब्द ओळखणे. शब्द व चित्रांच्या जोड्या लावणे.

Resources: पुस्तकातील चित्र दाखववणे.

Board work: - 'आ' स्वरचिन्हचे शब्द लिहिणे.

Learning outcomes: मराठी भाषेतील शब्द ओळखणे व शब्द लिहणे.

Application: अक्षर व स्वरचिन्हाचा वापर करून शब्द म्हणता व बनवता येतात.

ICT Integrated:

- Video
- Power point presentation

Extra question/Class assessment/Recapitulation: चित्र पाहून शब्द लिहा व शब्द तयार करा.

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe Class: 2

Subject : Marathi No. of periods: 2

Topic: अंक १ ते १० अंक Month- June

Subtopic: अंक १ ते १० अंक

Specific objective: विद्यार्थ्यांना मराठीमधून अंक वाचणे व लिहिणे समजते .

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: वर्गामध्ये विद्यार्थी चार्ट मधील अंक मोजतात.

Resources: पुस्तकातील चित्र दाखववणे.अंक म्हणण्यास सांगणे.

Board work: - : विद्यार्थी १ ते १० अंक अंक मोजतात व लिहितात.

Learning outcomes: विद्यार्थी १ ते १० अंक अंक मोजतात.

Application: अंकाचा वापर करून संख्या म्हणता व बनवता येतात.

ICT Integrated: ----------

Extra question/Class assessment/Recapitulation: चित्र पाहून अंक लिहा .

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI
Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe Class: 2

Subject : Marathi Month- June

Topic: स्वरचिन्हे

No. of periods: 3

Subtopic: 'इ ' आणि 'ई' ची मात्रा ,

Specific objective: विद्यार्थ्यांना ऱ्हस्व आणि दीर्घ स्वरचिन्हातील उच्चार व लिहाण्यातील फरक समजतो .

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: चित्र काढून दाखववणे त्यावरून शब्द ओळखणे. शब्द व चित्रांच्या जोड्या लावणे. ,

Resources: पुस्तकातील चित्र दाखववणे.

Board work: - : 'इ ' आणि 'ई ' ची मात्रा चे शब्द लिहिणे . स्वरचिन्हे लिहून दाखवणे .

Learning outcomes: मराठी भाषेतील शब्द ओळखणे व शब्द लिहाणे .

Application: अक्षर व इ ' आणि 'ई ' ची मात्राचा वापर करून शब्द म्हणता व बनवता येतात.

ICT Integrated:

- Video
- Power point presentation

Extra question/Class assessment/Recapitulation: चित्र पाहून शब्द लिहा .

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe Class: 2

Subject : Marathi No. of periods: 3

Topic: स्वरचिन्हे Month- June

Subtopic: 'उ ' आणि 'ऊ' ची मात्रा

Specific objective: विद्यार्थ्यांना ऱ्हस्व आणि दीर्घ स्वरचिन्हातील उच्चार व लिहण्यातील फरक समजतो .

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: चित्र काढून दाखववणे त्यावरून शब्द ओळखणे. शब्द व चित्रांच्या जोड्या लावणे.

Resources: पुस्तकातील चित्र दाखववणे.

Board work: - : 'उ ' आणि 'ऊ ' ची मात्रा चे शब्द लिहिणे . स्वरचिन्हे लिहून दाखवणे .

Learning outcomes: मराठी भाषेतील शब्द ओळखणे व शब्द लिहाणे .

Application: अक्षर व ची मात्रा चा वापर करून शब्द म्हणता व बनवता येतात.

ICT Integrated:

- Video
- Power point presentation

Extra question/Class assessment/Recapitulation: चित्र पाहून शब्द लिहा .

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI
Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe | Class: 2

Subject : Marathi | No. of periods: 4

Topic: स्वरचिन्हे | Month- June

Subtopic: ‘ए ’आणि अॅ’ ‘ ची मात्रा

Specific objective:

- विद्यार्थ्यांना ‘ए ’आणि अॅ च्या मात्रातील उच्चार व लिहाण्यातील फरक समजतो .

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: चित्र काढून दाखववणे त्यावरून शब्द ओळखणे. शब्द व चित्रांच्या जोड्या लावणे.

Resources: पुस्तकातील चित्र दाखववणे.

Board work: - : ‘ए ’आणि‘ अॅ ’ची मात्रा चे शब्द लिहिणे .स्वरचिन्हे लिहून दाखवणे.

Learning outcomes: मराठी भाषेतील शब्द ओळखणे व शब्द लिहाणे.

Application: अक्षर ची मात्रा चा वापर करून शब्द म्हणता व बनवता येतात.

ICT Integrated:

- Video
- Power point presentation

Extra question/Class assessment/Recapitulation: चित्र पाहून शब्द लिहा .

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe Class: 2

Subject : Marathi No. of periods: 3

Topic: 'ऋ' ची मात्रा Month- June

Subtopic: 'ऋ' ची मात्रा

Specific objective: विद्यार्थ्यांना 'ऋ ' ची मात्राचा उच्चार व त्या पासून तयार होणारे शब्द समजतात .

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: चित्र काढून दाखववणे त्यावरून शब्द ओळखणे. शब्द व चित्रांच्या जोड्या लावणे.

Resources: पुस्तकातील चित्र दाखववणे.

Board work: - : 'ऋ ' ची मात्रा चे शब्द लिहिणे . स्वरचिन्हे लिहून दाखवणे .

Learning outcomes: मराठी भाषेतील शब्द ओळखणे व शब्द लिहाणे .

Application: अक्षर व स्वरचिन्हाचा वापर करून शब्द म्हणता व बनवता येतात.

ICT Integrated:

- Video
- Power point presentation

Extra question/Class assessment/Recapitulation: चित्र पाहून शब्द लिहा .

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe Class: 2

Subject : Marathi No. of periods: 4

Topic: स्वरचिन्हे Month- June

Subtopic: 'ऐ ' आणि 'ओ' ची मात्रा

Specific objective:

- विद्यार्थ्यांना ऐ ' आणि 'ओ' स्वरचिन्हातील उच्चार व लिहाण्यातील फरक समजतो .

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: चित्र काढून दाखववणे त्यावरून शब्द ओळखणे. शब्द व चित्रांच्या जोड्या लावणे.

Resources: पुस्तकातील चित्र दाखववणे.

Board work: - : 'ऐ ' आणि 'ओ' ची मात्रा चे शब्द लिहिणे .ची मात्रा लिहून दाखवणे.

Learning outcomes: मराठी भाषेतील शब्द ओळखणे व शब्द लिहाणे.

Application: अक्षर व ऐ ' आणि 'ओ' ची मात्राचा वापर करून शब्द म्हणता व बनवता येतात.

ICT Integrated:

- Video
- Power point presentation

Extra question/Class assessment/Recapitulation: चित्र पाहून शब्द लिहा .

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe Class: 2

Subject : Marathi No. of periods: 4

Topic: स्वरचिन्हे Month- June

Subtopic: 'ऑ ' आणि 'औ' ची मात्रा

Specific objective:

- विद्यार्थ्यांना ऑ ' आणि 'औ' स्वरचिन्हातील उच्चार व लिहाण्यातील फरक समजतो .

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: चित्र काढून दाखववणे त्यावरून शब्द ओळखणे. शब्द व चित्रांच्या जोड्या लावणे.

Resources: पुस्तकातील चित्र दाखववणे.

Board work: - : 'ऑ ' आणि 'औ' ची मात्रा चे शब्द लिहिणे . ची मात्रा लिहून दाखवणे .

Learning outcomes: मराठी भाषेतील शब्द ओळखणे व शब्द लिहाणे .

Application: अक्षर व ची मात्राचा वापर करून शब्द म्हणता व बनवता येतात.

ICT Integrated:

- Video
- Power point presentation

Extra question/Class assessment/Recapitulation: चित्र पाहून शब्द लिहा .

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe Class: 2

Subject : Marathi No. of periods: 3

Topic: स्वरचिन्हे Month- July

Subtopic: अनुस्वार आणि विसर्ग

Specific objective: विद्यार्थ्यांना अनुस्वार आणि विसर्ग स्वरचिन्हातील उच्चार व लिहाण्यातील फरक समजतो .

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: चित्र काढून दाखववणे त्यावरून शब्द ओळखणे. शब्द व चित्रांच्या जोड्या लावणे.

Resources: पुस्तकातील चित्र दाखववणे.

Board work: - अनुस्वार आणि विसर्ग स्वरचिन्हाचे शब्द लिहिणे. स्वरचिन्हे दाखवणे.

Learning outcomes: मराठी भाषेतील शब्द ओळखणे व शब्द लिहाणे.

Application: अक्षर व स्वरचिन्हाचा वापर करून शब्द म्हणता व बनवता येतात.

ICT Integrated:

- Video
- Power point presentation

Extra question/Class assessment/Recapitulation: चित्र पाहून शब्द लिहा .

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe Class: 2

Subject : Marathi No. of periods: 2

Topic: अंक ११ ते २० Month- July

Subtopic: अंक ११ ते २०

Specific objective: विद्यार्थ्यांना मराठीमधून अंक वाचणे व लिहिणे समजते .

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: वर्गामध्ये विद्यार्थी चार्ट मधील अंक मोजतात.

Resources: पुस्तकातील चित्र दाखववणे.अंक म्हणण्यास सांगणे.

Board work: - : विद्यार्थी ११ ते २० अंक मोजतात व लिहितात.

Learning outcomes: विद्यार्थी ११ ते २० अंक मोजतात.

Application: अंकाचा वापर करून संख्या म्हणता व बनवता येतात.

ICT Integrated: ----------

Extra question/Class assessment/Recapitulation: चित्र पाहून अंक लिहा .

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe Class: 2

Subject : Marathi No. of periods: 2

Topic: चौदाखडी Month- August

Subtopic: चौदाखडी

Specific objective: विद्यार्थ्यांना ऱ्हस्व आणि दीर्घ स्वरचिन्हातील उच्चार व लिहाण्यातील फरक समजतो व त्याआधारे ते चौदाखडी लिहितात व वाचतात .

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: चित्र काढून दाखववणे त्यावरून शब्द ओळखणे. शब्द व चित्रांच्या जोड्या लावणे.

Resources: पुस्तकातील चित्र दाखववणे.

Board work: - : चौदाखडी लिहून दाखवणे.

Learning outcomes: मराठी भाषेतील शब्द ओळखणे व शब्द लिहाणे.

Application: अक्षर व स्वरचिन्हाचा वापर करून शब्द म्हणता व बनवता येतात.

ICT Integrated: ---------

Extra question/Class assessment/Recapitulation: चौदाखडी च्या मदतीने शब्द लिहा .

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe Class: 2

Subject : Marathi No. of periods: 3

Topic: क्ष श्र मात्रांचा अभ्यास ,त्र ,ज्ञ ,आणि जोडाक्षरे Month-

August

Subtopic: क्ष श्र ,त्र ,ज्ञ ,आणि जोडाक्षरे

Specific objective: विद्यार्थ्यांना जोडव्यंजने आणि जोडाक्षरे उच्चार व लिहण्यातील फरक समजतो .

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.
- **Activities**: चित्र काढून दाखववणे त्यावरून शब्द ओळखणे. शब्द व चित्रांच्या जोड्या लावणे.

Resources: पुस्तकातील चित्र दाखववणे.

Board work: - : जोडव्यंजने आणि जोडाक्षरे शब्द लिहिणे . स्वरचिन्हे लिहून दाखवणे .

- **Learning outcomes**: मराठी भाषेतील शब्द ओळखणे व शब्द लिहाणे . संयुक्त व्यंजने 'क्ष' व 'ज्ञ' च्या शब्दांचे योग्य रीतीने वाचन व लेखन सराव .

Application: अक्षर व स्वरचिन्हाचा वापर करून शब्द म्हणता व बनवता येतात.

ICT Integrated:

- Video
- Power point presentation

Extra question/Class assessment/Recapitulation: चित्र पाहून शब्द लिहा .

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe Class: 2

Subject : Marathi No. of periods: 8

Topic: : 'र' ची मात्रा Month- August

Subtopic: 'र ' ची मात्रा रफार

Specific objective: विद्यार्थ्यांना र ' ची मात्रा असलेल्या शब्दांची ओळख होणे ..

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: चित्र काढून दाखववणे त्यावरून शब्द ओळखणे. शब्द व चित्रांच्या जोड्या लावणे.

Resources: पुस्तकातील चित्र दाखववणे.

Board work: - : 'र ' ची मात्रा रफारचे शब्द लिहिणे . स्वरचिन्हे लिहून दाखवणे .

Learning outcomes: र ' ची मात्रा असलेल्या अक्षर व शब्द वाचन करणे.

Application: अक्षर व स्वरचिन्हाचा वापर करून शब्द म्हणता व बनवता येतात.

ICT Integrated:

- Video
- Power point presentation

Extra question/Class assessment/Recapitulation: चित्र पाहून शब्द लिहा .

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe Class: 2

Subject : Marathi No. of periods: 2

Topic: अंकगीत) ११ते २० (Month- August

Subtopic: अंकगीत) ११ ते २० (

Specific objective: विद्यार्थ्यांना मराठीमधून अंक वाचणे व लिहिणे समजते .

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: वर्गामध्ये विद्यार्थी चार्ट मधील अंक मोजतात.

Resources: पुस्तकातील चित्र दाखववणे.अंक म्हणण्यास सांगणे.

Board work: - : विद्यार्थी ११ ते २० अंक मोजतात व लिहितात.

Learning outcomes: विद्यार्थी ११ ते २० अंक मोजतात व अंकगीत तालासुरात म्हणतात.

Application: अंकाचा वापर करून संख्या म्हणता व बनवता येतात.

ICT Integrated: ----------

Extra question/Class assessment/Recapitulation: चित्र पाहून अंक लिहा .

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL
OL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe | Class: 2

Subject : Marathi | No. of periods: 2

Topic: महिने व दिवस | Month- August

Subtopic: महिने व दिवस

Specific objective: विद्यार्थ्यांना महिने व दिवस समजतात

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: विद्यार्थांना आगगाडीच्या आकारात उभे करून महिन्यांची नावे म्हणवून घेणे.

Resources: पाठ्यापुस्तक

Board work: - : शब्द लिहिणे

Learning outcomes: विद्यार्थ्यांना महिने व दिवस समजतात

Application:विद्यार्थी महिन्यांच्या नावाचे वाचन लेखन करतात

ICT Integrated:

- Video
- Power point presentation

Extra question/Class assessment/Recapitulation: चित्र पाहून शब्द लिहा .

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI
Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe | Class: 2

Subject : Marathi | No. of periods: 2

Topic: कोणाचे कोण? | Month- August

Subtopic: कोणाचे कोण?

Specific objective: विद्यार्थ्यांना नातेसंबंध याविषयी माहिती होणे.

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: विद्यार्थांना शब्द कोड्या द्वारे नातेसंबंध विचारणे.

Resources: पाठ्यापुस्तक .

Board work: - : शब्द लिहिणे.

Learning outcomes: विद्यार्थ्यांना नातेसंबध समजतात .

Application:विद्यार्थी नातेसंबंधाचे वाचन व लेखन करतात .

ICT Integrated:

- Video
- Power point presentation

Extra question/Class assessment/Recapitulation: चित्र पाहून शब्द लिहा .

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe | Class: 2

Subject : Marathi | No. of periods: 2

Topic: माझे कुटुंब | Month- August

Subtopic: माझे कुटुंब

Specific objective: विद्यार्थ्यांना नातेसंबंध याविषयी माहिती होणे.

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: विद्यार्थी कुटुंबवृक्षाचे चित्र वहीत काढतो.

Resources: पाठ्यापुस्तक .

Board work: - : शब्द लिहिणे.

Learning outcomes: विद्यार्थ्यांना नातेसंबध समजतात .

Application:विद्यार्थी नातेसंबंधाचे वाचन व लेखन करतात .

ICT Integrated:

- Video
- Power point presentation

Extra question/Class assessment/Recapitulation: चित्र पाहून शब्द लिहा .

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe | Class: 2

Subject : Marathi | No. of periods: 2

Topic: (चला फिरायला) गाव आणि शहर(| Month- August

Subtopic: गाव आणि शहर

Specific objective: विद्यार्थ्यांना गाव आणि शहर याविषयी माहिती होणे.

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: विद्यार्थी गाव आणि शहराचे चित्र वहीत काढतो.

Resources: पाठ्यापुस्तक .

Board work: - : शब्द लिहिणे.

Learning outcomes: विद्यार्थ्यांना गाव आणि शहर यांचे महत्त्व समजते .

Application:विद्यार्थी गाव आणि शहरातील कोणकोणत्या गोष्टीमध्ये फरक आहे हे सांगतो .

ICT Integrated:

- Video
- Power point presentation

Extra question/Class assessment/Recapitulation: चित्र पाहून शब्द लिहा .

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe Class: 2

Subject : Marathi No. of periods: 1

Topic: सारे कसे छान - SEA] (कविता)1 Month- August

Subtopic : सारे कसे छान (कविता)

Specific objective: विद्यार्थ्यांना कवितेद्वारे निसर्गातील बदलांची माहिती होणे.

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: निसर्गाचे चित्र काढून घेणे .कविता तालासुरात म्हणण्यास सांगणे.

Resources: पुस्तकातील चित्र दाखववणे.ppt

Board work: - : निसर्गाचे चित्र काढून समजावणे .

Learning outcomes: विद्यार्थ्यांना कवितेद्वारे निसर्गातील बदल समजतात.

Application: . विद्यार्थी गाव पक्षी याबद्दल , नदी ,वर्णन करतात.

ICT Integrated: ----------

Extra question/Class assessment/Recapitulation: विद्यार्थी निसर्गात असणाऱ्या वस्तूंची नावे सांगतात.

Homework/ worksheets: निसर्गाचे चित्र काढणे.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe Class: 2

Subject : Marathi No. of periods:1

Topic: आमचे घर Month- October

Subtopic (:

Specific objective: विद्यार्थ्यांना वेगवेगळ्या प्राणी व त्यांच्या घरांविषयी माहिती होणे.

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Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: विद्यार्थी प्राण्यांची घरांची नावे सांगतात..

Resources: पाठ्यपुस्तकppt ,

Board work: नवीन शब्दार्थ लिहिणे .

Learning outcomes: विद्यार्थी प्राणी व त्यांची घरे यांची नावे सांगतात.

Application: गोष्ट वाचतात व सांगतात.

ICT Integrated: ----------

Extra question/Class assessment/Recapitulation: विद्यार्थी निसर्गात असणाऱ्या काही प्राण्यांच्या घरांची नावे सांगतात.

Homework/ worksheets: प्राण्यांचे चित्र काढणे.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe Class: 2

Subject : Marathi No. of periods: 4

Topic: समानार्थी व विरुद्धार्थी शब्द

Subtopic : समानार्थी व विरुद्धार्थी शब्द

Specific objective: **विद्यार्थ्यांना समानार्थी व विरुद्धार्थी शब्दातील फरक समजणे.**

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: विद्यार्थी चित्रावरून समानार्थी व विरुद्धार्थी शब्द सांगतात.

Resources: ,ppt . पाठ्यपुस्तक

Board work: . समानार्थी व विरुद्धार्थी शब्द

Learning outcomes: . विद्यार्थ्यांना समानार्थी व विरुद्धार्थी शब्द समजणे.

Application: : : विद्यार्थी वेगवेगळ्या प्रकारचे समानार्थी व विरुद्धार्थी शब्द सांगतात.

ICT Integrated: ----------

Extra question/Class assessment/Recapitulation: .

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe Class: 2

Subject : Marathi No. of periods: 4

Topic: दिशा व उपदिशा Month- November

Subtopic: दिशा व उपदिशा

Specific objective: विद्यार्थ्यांना मराठीमधून दिशा वाचणे, लिहिणे ओळखणे समजते .

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: चित्र काढून दिशा लिहिणे.

Resources: पुस्तकातील चित्र दाखववणे.दिशा म्हणण्यास सांगणे.

Board work: - : दिशा लिहिणे.

Learning outcomes: मराठी भाषेतील दिशा ओळखणे व लिहाणे.

Application: दिशाचा वापर करतात.

ICT Integrated: ----------

Extra question/Class assessment/Recapitulation: चित्र पाहून दिशा लिहा .

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe | Class: 2

Subject : Marathi | No. of periods: 1

Topic: पाऊस- SEA] 2 | [Month- November

Subtopic : पाऊस

Specific objective: विद्यार्थ्यांना कवितेद्वारे निसर्गातील बदलांची माहिती होणे.

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: पावसाचे चित्र काढून घेणे .कविता तालासुरात म्हणण्यास सांगणे .

Resources: पुस्तकातील चित्र दाखववणे.ppt

Board work: - : पावसाचे चित्र काढून समजावणे .

Learning outcomes: विद्यार्थ्यांना कवितेद्वारे निसर्गातील बदल समजतात

Application: . विद्यार्थी पावसाचे वर्णन करतात

ICT Integrated: ----------

Extra question/Class assessment/Recapitulation: विद्यार्थी पावसात वापरल्या जाणाऱ्या वस्तूंची नावे सांगतात.

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe | Class: 2

Subject : Marathi | No. of periods: 1

Topic: कोण काय करतात. | Month- November

Subtopic: कोण काय करतात

Specific objective: विद्यार्थ्यांना आपल्या साहय्काविषयी ओळख होते

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: वेगवेगळ्या सहायकांची नावे सांगतात

Resources: पाठ्यापुस्तक

Board work: - : **शब्द लिहिणे**

Learning outcomes: विद्यार्थ्यांना आपल्या साहय्काविषयी ओळख होते

Application:विद्यार्थी त्यांना माहित असलेल्या साहय्काविषयी चार वाक्य सांगतात

ICT Integrated:

- Video
- Power point presentation

Extra question/Class assessment/Recapitulation: चित्र पाहून शब्द लिहा .

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe | Class: 2

Subject : Marathi | No. of periods:3

Topic: (लहान काठी) कथा | Month- December

Subtopic : लहान काठी) कथा

Specific objective: बुद्धीचातुर्याने आपण कितीही मोठ्या समस्येवर मात करू शकतो हे विद्यार्थ्यांना समजेल .

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: वर्गात गोष्ट सांगणे.

Resources: पाठ्यपुस्तक

Board work: नवीन शब्दार्थ लिहिणे .

Learning outcomes: गोष्टीचे तात्पर्य ओळखतात.

Application: कथेचा सारांश आपल्या शब्दात सांगतात.

ICT Integrated: ----------

Extra question/Class assessment/Recapitulation:

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe

Class: 2

Subject : Marathi

No. of periods:1

Topic: आम्ही आमचे बाळ -

Month- December

- **Subtopic** : आम्हीआमचे बाळ -

Specific objective: विद्यार्थ्यांना प्राणी व त्यांची पिल्ले यांची ओळख होते.

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Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: प्राण्यांची पिल्ले कोणती ते सांगतात..

Resources: पाठ्यपुस्तक

Board work: नवीन शब्दार्थ लिहिणे .

Learning outcomes: विद्यार्थी प्राणी व त्यांची पिल्ले यांची नावे सांगतात.

Application: गोष्ट वाचतात व सांगतात.

ICT Integrated: ----------

Extra question/Class assessment/Recapitulation:

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe Class: 2

Subject : Marathi No. of periods:2

Topic: (पक्ष्यांची शाळा) कविता (Month-December

Subtopic (:

Specific objective: विद्यार्थ्यांना निसर्गातल्या विविध पक्षांची माहिती होते..

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: .कविता तालासुरात म्हणणे.

Resources: पाठ्यपुस्तक

Board work: नवीन शब्दार्थ लिहिणे .

Learning outcomes: .पक्षांबद्दल माहिती होणे.

Application: वर्गात त्यांना माहित असलेल्या पक्षाबद्दल चार वाक्य सांगतात..

ICT Integrated: ----------

Extra question/Class assessment/Recapitulation: **त्यांना माहित असलेल्या कविता सांगतात.**

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe Class: 2

Subject : Marathi No. of periods: 2

Topic: वचन Month- December

Subtopic :

Specific objective: विद्यार्थ्यांना एकवचन व अनेकवचन यातील फरक समजावणे.

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: . कार्यपत्रिका सोडवून घेणे.

Resources: . पाठ्यपुस्तक

Board work: . शब्द

Learning outcomes: . विद्यार्थ्यांना एकवचन व अनेकवचन चे शब्द समजतात.

Application: : . नवीन एकवचन व अनेकवचन चे शब्द सांगतात.

ICT Integrated: ----------

Extra question/Class assessment/Recapitulation: . एकवचन व अनेकवचन शब्दाचे वाचन.

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe Class: 2

Subject : Marathi No. of periods:4

Topic: (घोड्याला अद्दल घडली) कथा (Month-December

Subtopic (:घोड्याला अद्दल घडली

Specific objective: नेहमी अडचणीत असलेल्या व्यक्तीना मदत करावी हे विद्यार्थ्यांना समजते.

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: त्याच प्रकारे आणखी एखादी गोष्ट वर्गात सांगणे.

Resources: पाठ्यपुस्तक

Board work: नवीन शब्दार्थ लिहिणे .

Learning outcomes: गोष्टीचे तात्पर्य ओळखतात.

Application: विद्यार्थी कथेचा सारांश आपल्या शब्दात सांगू शकतील

ICT Integrated: ----------

Extra question/Class assessment/Recapitulation:

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe Class: 2

Subject : Marathi No. of periods:1

Topic: आम्हीआमचे आवाज - Month- January

- **Subtopic** : आम्हीआमचे आवाज -
- **Specific objective**: विद्यार्थ्यांना वेगवेगळ्या प्राण्यांच्या आवाजाबद्दल माहिती होते .

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: विद्यार्थी वेगवेगळ्या प्राण्यांचे आवाज सांगतात.

Resources: पाठ्यपुस्तक

Board work: नवीन शब्दार्थ लिहिणे .

Learning outcomes: विद्यार्थी वेगवेगळ्या प्राण्यांचे आवाज सांगतात.

Application: विद्यार्थी वेगवेगळ्या प्राण्यांचे आवाज सांगतात.

ICT Integrated: ----------

Extra question/Class assessment/Recapitulation:

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe | Class: 2

Subject : Marathi | No. of periods:3

Topic: (माझी शाळा | Month- January

Subtopic (:माझी शाळा

Specific objective: विद्यार्थ्यांना शाळेबद्दल आस्था ,आपुलकी निर्माण होणे ..

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: शाळेविषयी ४ -५ वाक्य सांगणे.

Resources: पाठ्यपुस्तक

Board work: नवीन शब्दार्थ लिहिणे .

Learning outcomes: शाळेविषयी आदर प्रेम जिव्हाळा निर्माण होणे.

Application: आपल्या शाळेविषयी आपल्या शब्दात माहिती सांगतात .

ICT Integrated: ----------

Extra question/Class assessment/Recapitulation:

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe | Class: 2

Subject : Marathi | No. of periods:1

Topic: अंक २१ ते ३० | Month- January

Subtopic (: अंक २१ ते ३०

Specific objective: विद्यार्थ्यांना अंक २१ ते ३० ओळख होते.

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Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: . वस्तू मोजून योग्य अंक लिहणे.

Resources: पाठ्यपुस्तक

Board work: अंक २१ ते ३० लिहिणे .

Learning outcomes: विद्यार्थ्यांना २१ ते ३० अंकाची ओळख होते.

Application: अंकाचे वाचन व लेखन करतात.

ICT Integrated: ----------

Extra question/Class assessment/Recapitulation:

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe | Class: 2

Subject : Marathi | No. of periods: 2

Topic: आपले थोर पुरूष [oral] | Month- January

Subtopic: आपले थोर पुरूष

Specific objective: विद्यार्थ्यांना आपल्या थोर पुरुषांचे महत्व समजते

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: विद्यार्थींना थोर पुरुषांचे नावे सांगतात

Resources: पाठ्यापुस्तक

Board work: - : **शब्द लिहिणे**

Learning outcomes: विद्यार्थ्यांना आपल्या थोर पुरुषांचे महत्व समजते .

Application:विद्यार्थी थोर पुरुषा विषयी दोन वाक्य बोलतात .

ICT Integrated:

- Video
- Power point presentation

Extra question/Class assessment/Recapitulation:

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL , BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe | Class: 2

Subject : Marathi | No. of periods: 3

Topic: मराठी महिने व सण | Month- January

Subtopic:मराठी महिने व सण

Specific objective: विद्यार्थ्यांना मराठी महिने व सण समजणे

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: विद्यार्थांना माहित असलेल्या सणाबद्दल माहिती सांगतात

Resources: पाठ्यापुस्तक

Board work: - : **सणाची नावे लिहिणे**

Learning outcomes: विद्यार्थ्यांना मराठी महिने व सण समजतात

Application:विद्यार्थी त्यांना माहिती असलेल्या सणाविषयी माहिती सांगतात .

ICT Integrated:

- Video
- Power point presentation

Extra question/Class assessment/Recapitulation:

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, , BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe Class: 2

Subject : Marathi No. of periods: 1

Topic: लिंग Month- January

Subtopic : लिंग

Specific objective: विद्यार्थ्यांना स्त्रीलिंग व पुल्लिंग यातील फरक समजावणे.

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: स्त्रीलिंगी व पुल्लिंगी शब्द वाचणे

Resources: पाठ्यपुस्तक .

Board work: शब्द

Learning outcomes: स्त्रीलिंगी व पुल्लिंगी शब्द समजतात.

Application: . नवीन स्त्रीलिंगी व पुल्लिंगी शब्द सांगतात.

ICT Integrated: ----------

Extra question/Class assessment/Recapitulation: स्त्रीलिंगी व पुल्लिंगी शब्दांचे वाचन

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe Class: 2

Subject : Marathi No. of periods: 1

Topic: रंग Month- January

Subtopic : रंग

Specific objective: विद्यार्थ्यांना रंगाविषयी माहिती माहिती होणे .

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: विद्यार्थ्यांना वेगवेगळ्या आकारात रंग भरण्यास सांगणे.

Resources: पाठ्यपुस्तक .

Board work: रंगांची नावे

Learning outcomes: विद्यार्थ्यांना रंगाविषयी माहिती माहिती होणे.

Application: . विद्यार्थी त्यांना माहित असलेल्या आणखी रंगांविषयी माहिती सांगतात.

ICT Integrated: ----------

Extra question/Class assessment/Recapitulation: रंगांच्या नावाचे वाचन करणे.

Homework/ worksheets: वर्तुळात रंग भरणे .

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Mrs. Arti Randhe | Class: 2

Subject : Marathi | No. of periods: 1

Topic: ऋतू)पावसाळा, हिवाळा ,उन्हाळा ,(जरा हसू दया -वाचन | Month- January

Subtopic : ऋतू)पावसाळा, हिवाळा ,उन्हाळा ,(जरा हसू दया -वाचन

Specific objective: विद्यार्थ्यांना मुख्य तीन ऋतू विषयी माहिती होणे.

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पध्दती.

Activities: . ऋतू बद्दल चर्चा करणे.

Resources: . पाठ्यपुस्तक

Board work: . शब्द

Learning outcomes: . विद्यार्थ्यांना मुख्य तीन ऋतू विषयी माहिती होणे.

Application: : . विद्यार्थी ऋतू बद्दल दोन वाक्य बोलतात

ICT Integrated: ----------

Extra question/Class assessment/Recapitulation: .विद्यार्थ्यांना ऋतू बद्दल वर्णन करतात

Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.

Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2025-26)

Teacher's Name –Ms. Jaipreet Kaur **Grade - II**
Subject -EVS **Month -**April
Topic – (Ch.1 My Body**)** **No. of Periods-**9

Sub - topic: • Sense organs • Internal organs • Staying clean and healthy
Specific objectives: The students will be able to • Define sense organs and list their functions. • Develop habits that keep them healthy and safe. • Develop sharpness in sensorial perceptions.
Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.
Activities: • Activity 1: Label the various parts of the body. • Activity 2: Draw an internal organ: Name it and speak about it
Board work: My Learning Hub, Notebook work, My Practice Hub
Learning outcomes: The students will be able to • List ways to protect sense organs. • Identify the internal organs and state their functions. • List the ways of staying clean and healthy. • Differentiate between healthy and unhealthy habits.
Application: The students will be able to • Start recognizing 'self' as an individual belonging to a family and community. • Practice basic self-care and hygiene.
ICT Integration / Art Integration: Video
Class assessment/ Recapitulation: Oral revision of question and answers and written work in My Practice Hub and notebook.
Homework/ worksheets: My Practice Hub, Reading.
Reference: My Learning Hub, My Practice Hub

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Planner (2025-26)

Teacher's Name: Pallavi Vesanekar Class: 2

Subject: Math Month: April

Topic: Theme 1 I Am Special

1.My Maths Playground

(Numbers up to 200) No. of periods: 18

Subtopic:

- Building and reading numbers up to 200
- Face value and Place Value
- Expanded form and Place value of numbers
- Comparing numbers
- Ordering of numbers
- Ordinal numbers
- Even and odd numbers
- Forming Numbers

Specific objective:

- Students will be able to make the numbers up to 200 using place value blocks.
- Students will be able to represent and write numbers up to 200 in expanded form.
- Students will be able to write numbers up to 200

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

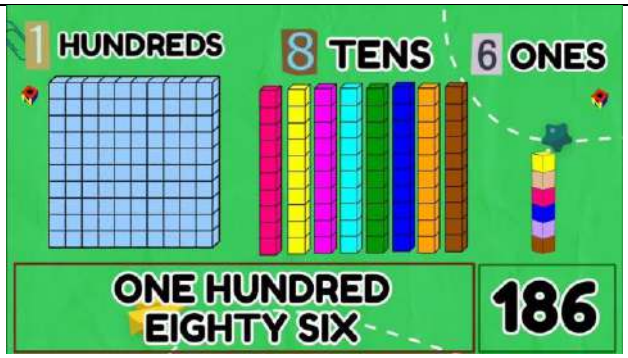
Activity: To show the number on abacus.
Skip counting by 5 and 10

Resources: paper and pencil,My learning Hub-Part A

Learning outcomes:

- Students will be able to read and write numbers till 200.
- Students will be able to Count Numbers on the abacus.
- Students will be able understand face value and place value of a digit in a number till 200.
- Students will be able to compare numbers till 200.

Board Work: Solved textbook exercise questions.



Application: Learners will be able to understand numbers up to 200.

ICT Integrated:

- Video
- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation:

- Questions will be asked at the end of the chapter.
- Questions on Place Value
- Class test (written and oral) will be conducted.

Homework/ worksheets:

- Homework will be given.
- Worksheet will be solved.

Reference: Oxford advantage Little champs Part A, books from library, Google.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Planner (2025-26)

Teacher's Name: Pallavi Vesanekar Class: 2

Subject: Math Month: June

Topic: Theme 1-I Am Special

2 .Jod Utsav

(Addition) No. of periods: 15

Subtopic:

- Addition
- Addition of Three 2- digit Numbers with and without regrouping.
- Addition with regrouping.
- Finding combination that add up to 10
- Story sums (word problem)

Specific Objectives:

- Students will understand addition facts.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

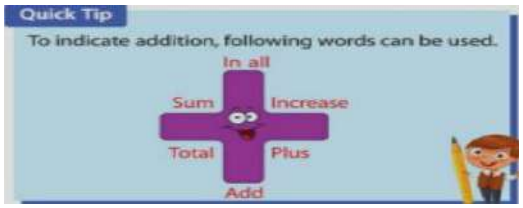
Activity: Addition card game using deck of cards.

Resources: cards,books,notebooks

Learning outcomes:

- Students will be able to add 2-digit numbers with and without regrouping.
- Students will be able to find different combination of numbers that add up to 10.
- Students will be able to add numbers using carry over method.
- Students will be able to solve story sums (word problems) based on addition.

Board Work: Addition facts



Solved textbook exercise questions.

Application: Students will be able to do addition of 2-digit numbers.

ICT Integrated:

- Video
- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation:

- Questions will be asked at the end of the chapter.
- Class test (written and oral) will be conducted.

Homework/ worksheets:

- Homework will be given.
- Worksheet will be solved.

Reference: Oxford advantage Little champs Part A , books from library, Google.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Planner (2025-26)

Teacher's Name: Pallavi Vesanekar Class: 2

Subject: Math Month: July

Topic: Theme 3-Our Basic Needs.

5.Size Safari.

(Measurement) No. of periods: 12

Subtopic:

- Measurement of Length (Metre and Centimetre)
- Measurement of Mass (Grams and Kilograms)
- Measurement of Capacity (Litres and Millilitres)

Specific objective:

- Students will be able to compare the length of different things and arrange them in an order.
- Students will be able to compare weights using non-standard units.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity: Make balance weighing scale working model.

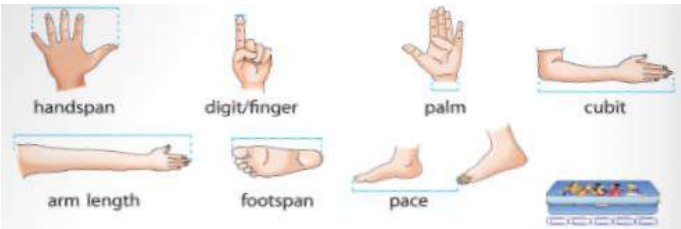
Show some objects(book,pencil,duster)and ask them about heaviest and lightest objects.

Resources: chart paper, disposable glass, pencil and sketch pens.

Learning outcomes:

- Students will be able to measure length in centimetres and meters.
- Students will be able to understand the relation between meters and centimetres.
- Students will be able to understand relation between kilograms and grams
- Students will be able to measure capacity in millilitres and litres.
- Students will be able to measure the length of their handspan.

Board Work: Solved textbook exercise questions.



Application: Students will understand that length can be measured and compared by using non-standard units and how to measure and compare weight and capacity.

ICT Integrated:

- Video
- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation:

- Questions will be asked at the end of the chapter.
- Class test (written and oral) will be conducted.

Homework/ worksheets:

- Homework will be given.
- Worksheet will be solved.

Reference: Oxford advantage Little champs Part A, books from library, Google.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Planner (2025-26)

Teacher's Name: Pallavi Vesanekar Class: 2

Subject: Math Month: July

Topic: Theme-2 Our Community

3.How Many Are Left?

(Subtraction) No. of periods: 11

Subtopic:

- Subtraction
- Relating addition and subtraction
- Subtraction with grouping
- Story sums
- Checking subtraction using addition

Specific objective:

- Students will understand that we can subtract numbers using various strategies and that the place of digits can help us to subtract numbers.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity: Subtraction using blocks.

Resources: blocks

Learning outcomes:

- Students will be able to understand subtraction facts.
- Students will be able to Subtract 2digit numbers.
- Students will be able to find the missing numbers.
- Students will be able to Subtract 1 and 2-digit numbers with or without regrouping.
- Students will be able to Solve subtraction word problems.

Board Work: Solved textbook exercise questions.

56 - 23 = 33



Application: Learners will be able to subtract 2-digit numbers. Learners will be able

to subtract mentally up to numbers 20.
ICT Integrated: • Video • Power Point Presentation
Extra questions/ Class assessment/ Recapitulation: Questions will be asked at the end of the chapter. Class test (written and oral) will be conducted.
Homework/ worksheets: Homework will be given. Worksheet will be solved.
Reference: Oxford advantage Little champs Part A, books from library, Google.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Planner (2025-26)

Teacher's Name: Pallavi Vesanekar Class: 2

Subject: Math Month: August

Topic: Theme 4-Living World

6. Number Adventures

(More Addition and Subtraction) No. of periods: 9

Subtopic:

- Addition
- Addition of 2- digit Numbers regrouping tens.
- Regrouping ones and tens.
- Addition of 3-digit numbers without regrouping.
- Subtracting 3-digit numbers without regrouping.
- Story sums

Specific Objectives:

- Students will understand addition and subtraction with and without regrouping.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity: Addition game using chairs,desk books.

Roll a dice and form numbers.

Resources: Dice,books,chairs desk.

Learning outcomes:

- Students will be able to add 2-digit numbers with regrouping.
- Students will be able to add and subtract 3-digit numbers without regrouping.
- Students will identify appropriate operation (addition and subtraction)to solve problems.
- Students will be able to add numbers using carry over method.
- Students will be able to solve story sums (word problems).

Board Work: Addition and subtraction facts.



Solved textbook exercise questions.

Application: Students will be able to do addition and subtraction of 2- and 3-digit numbers.

ICT Integrated:

- Video
- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation:

- Questions will be asked at the end of the chapter.
- Class test (written and oral) will be conducted

Homework/ worksheets:

- Homework will be given.
- Worksheet will be solved.

Reference: Oxford advantage Little champs Part A, books from library, Google.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Planner (2025-26)

Teacher's Name: Pallavi Vesanekar Class: 2

Subject: Math Month: August

Topic: Theme 2 Our Community.

4.My Number Story

(Numbers up to 1000) No. of periods: 10

Subtopic:

- Building and reading numbers up to 1000.
- Forming Numbers
- Expanded and standard form of numbers
- Comparing numbers up to 1000
- Different digits at hundreds place
- Ordering of numbers (ascending and descending numbers)

Specific objective:

- Students will be able to make the numbers up to 1000 using place value blocks.
- Students will be able to represent and write numbers up to 1000 in expanded form.
- Students will be able to write numbers up to 1000

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

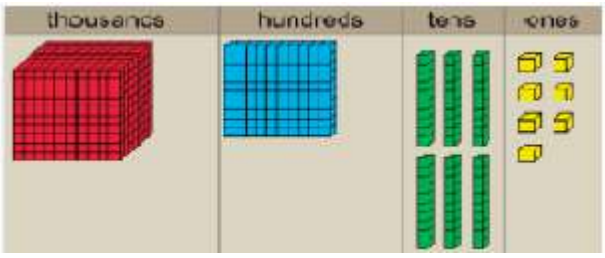
Activity: Form 3 digit greatest and smallest numbers with the help of cards.

Resources: Cards,My learning Hub-Part A

Learning outcomes:

- Students will be able to read and write numbers till 1000.
- Students will be able understand ascending and descending of numbers till 1000.
- Students will be able to compare numbers till 1000.

Board Work: Solved textbook exercise questions.



Application: Learners will be able to understand numbers up to 1000.

ICT Integrated:

- Video
- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation:

- Questions will be asked at the end of the chapter.
- Questions on Place Value
- Class test (written and oral) will be conducted.

Homework/ worksheets:

- Homework will be given.
- Worksheet will be solved.

Reference: Oxford advantage Little champs Part A, books from library, Google.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Planner (2025-26)

Teacher's Name: Pallavi Vesanekar Class: 2

Subject: Math Month: October

Topic: Theme 5-Technology Around Us

7-Maths Street Fair

(Money) No. of periods: 07

Subtopic:

- Money
- Adding and subtracting of Money (Rupees)
- Writing Rupees up to ₹500

Specific objective:

- Students will be able to add and subtract rupees.
- Students will be able to identify the values of coins and currency notes.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity: Role play based on money.

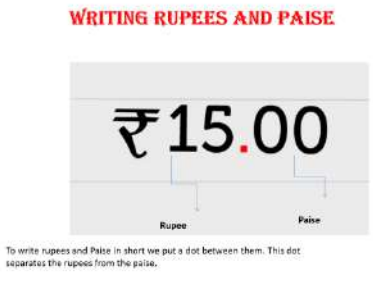
Resources: Students

Learning outcomes:

- Students will be able to learn the real world applications of money,
- Students will be able to add and subtract rupees.
- Students will be able to learn how to make change with money.

Board Work: Solved textbook exercise questions.





Application: Students will understand to add and subtract rupees..

ICT Integrated:

- Video

- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation:

- Questions will be asked at the end of the chapter.
- Class test (written and oral) will be conducted.

Homework/ worksheets:

- Homework will be given.
- Worksheet will be solved.

Reference: Oxford advantage Little champs Part B, books from library, Google.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Pallavi Vesanekar Class: 2

Subject: Math Month: October

Topic: Theme 6-Our India

9-Ready,Set,Multiply!

(Multiplication) No. of periods: 9

Subtopic:

- Meaning of Multiplication –repeated addition
- Multiplication or times Tables 2,5,10
- Multiplication facts
- Multiplication of story sums.

Specific objective:

- Students will be able to make equal groups and find the total using repeated addition.
- Students will be able to understand Multiplication facts.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

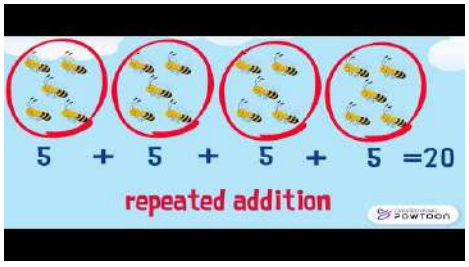
Activity: distribute books and add them.Roll the dice and add.

Resources: Board game and dice.

Learning outcomes:

- Students will be able to understand multiplication concept.
- Students will be able to do multiplication by 0 and 1.
- Students will be able to use multiplication tables to multiply numbers with 2,5,10.
- Students will be able to solve story sum (word problems) based on multiplication.

Board Work: Solved textbook exercise questions.



Application: Students will understand that multiplying means adding the same number repeatedly.

ICT Integrated:

- Video

- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation:

- Questions will be asked at the end of the chapter.
- Class test (written and oral) will be conducted.

Homework/ worksheets:

- Homework will be given.
- Worksheet will be solved.

Reference: Oxford advantage Little champs Part B , books from library, Google.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Pallavi Vesanekar Class: 2

Subject: Math Month: November

Topic: Theme 7- Air and Water

11. Let us Multiply more

(More Multiplication) No. of periods: 13

Subtopic:

- Meaning of Multiplication –repeated addition
- Multiplication or times Tables 3,4,6
- Skip counting in threes on number line.
- Multiplication of a -2 digit number with and without regrouping
- Multiplication of story sums.

Specific objective:

- Students will be able to use multiplication tables to multiply numbers with 3,4,6.
- Students will be able to understand multiply two numbers by using number line..

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

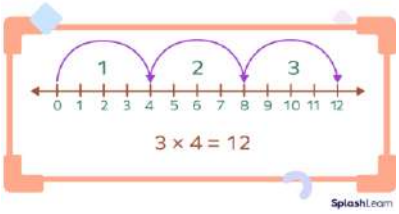
Activity: Arrange some objects in group of 3.And read the table of 3.

Resources: some objects

Learning outcomes:

- Students will be able to understand multiplication fact.
- Students will be able to do multiplication by 3,4,6.
- Students will be able to use multiplication tables to multiply numbers with 3,4,6 with and without regrouping.
- Students will be able to solve story sum (word problems) based on multiplication.

Board Work: Solved textbook exercise questions.



Application: Students will understand that multiplying on the number line.

ICT Integrated:

- Video
- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation:

- Questions will be asked at the end of the chapter.
- Class test (written and oral) will be conducted.

Homework/ worksheets:

- Homework will be given.
- Worksheet will be solved.

Reference: Oxford advantage Little champs Part B , books from library, Google.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Planner (2025-26)

Teacher's Name: Pallavi Vesanekar Class: 2

Subject: Math Month: November/December

Topic: –Theme 6-Our India

10.-Paheliyaan aur Patang

(Shapes and Patterns) No. of period:9

Subtopic:

- Flat shapes (2D) and Solid shapes(3D)
- Patterns
- Paheliyan
- Tracing Shapes

Specific objective:

- Students will be able to learn about some solid shapes like cube, cuboid, cone, cylinder and sphere.
- Students will be able to learn flat shapes like square,triangle,rectangle.
- Students will be able to observe the patterns.
- Students will be able to understand that patterns can be created using different things by following a rule.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity:Colouring mandala art using different colour pattern

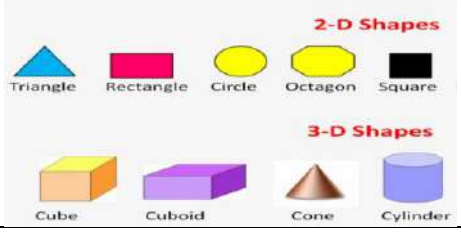
Resources: Mandala art sheet**,** colour pencil.

Learning outcomes:

- Students will be able to learn about some solid shapes and flat shapes.
- Students will be able to trace shapes using the base of solid shapes.
- Students will be able to complete the figure patterns, number patterns and letter patterns by finding the rules.

Board Work: Solved textbook exercise questions.

Difference between 2D and 3D shapes



Patterns with different shapes and colour



Application: Students will be able to understand different shapes and their properties.

ICT Integrated:

- Video
- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation:

Questions will be asked at the end of the chapter by showing different shapes flash card.

SEA Activity will be conducted.

Homework/ worksheets:

Homework will be given.

Worksheet will be solved.

Reference: Oxford advantage Little champs Part B, books from library, Google.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Planner (2025-26)

Teacher's Name: Pallavi Vesanekar Class: 2

Subject: Math Month: December

Topic: Theme 5 Technology Around Us.

8.Samay (Time) No. of periods: 11

Subtopic:

- Reading time
- Reading time as half past the hour
- Days of the week
- Month of the year

Specific objective:

- Students will be able to order the days of the week and the months of the year.
- Students will be able to read and interpret a calendar.
- Students will be able to draw hands in a clock.
- Students will be able to read the time half past the hour.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity: Make paper plate clock.

Resources: paper plate, chart paper and sketch pen

Learning outcomes:

- Students will be able to read the minute hand, hour hand, half past.
- Students will be able to know about days in a week and month of the year.
- Students will be able to know about leap year.

Board Work: Solved textbook exercise questions.



Application: Students will be able to read time and calendar to find information about days, months and important events in there day to day to life.

ICT Integrated:

- Video
- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation:

- Questions will be asked at the end of the chapter.

• Class test (written and oral) will be conducted.
Homework/ worksheets: • Homework will be given • Worksheet will be solved.
Reference: Oxford advantage Little champs Part B, books from library, Google.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Planner (2025-26)

Teacher's Name: Pallavi Vesanekar Class: 2

Subject: Math Month:January Topic:
Theme 8-Earth and Sky

12.Mr Data

(Data Handling) No. of periods: 07

Subtopic:

- Data and Data Handling
- Sorting data
- Tally marks
- Reading data

Specific objective:

- Students will understand that we can organize and display data in different ways to understand and use information quickly.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity: Collect the data of your class about their favourite fruits and make tally mark.

Resources: Boys and girls from class.

Learning outcomes:

- Students will be able to collect and organize the data by looking at pictures.
- Students will be able to answer the questions by interpreting the given data.
- Students will be able to count and represent data using tally marks.

Board Work: Solved textbook exercise questions.

Favourite Fruit	Number of Children
Orange	
Mango	
Apple	
Litchi	
Guava	

S.No	Shapes	Tally Marks
(i)		
(ii)		
(iii)		
(iv)		

Application: Learners will be able to understand and answer the questions by interpreting the given data.

ICT Integrated:

- Video
- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation:

- Questions will be asked at the end of the chapter.

Homework/worksheet:

- Homework will be given.
- Worksheet will be solved.

Reference: Oxford advantage Little champs Part B , books from library, Google.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Planner (2025-26)

Teacher's Name: Pallavi Vesanekar Class: 2

Subject: Math Month: January

Topic: Theme 8-Earth and Sky

13. Together We Share

(Division: Getting Ready) No. of periods: 9

Subtopic:

- Meaning of division
- Equal group
- Equal sharing
- Story sums.

Specific objective:

- Students will understand how to divide the things equally in a group.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching**.**

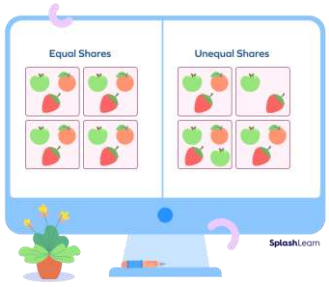
Activity: Divide equally seeds by forming group in to an egg carton.

Resources: egg carton and seeds

Learning outcomes:

- Students will be to understand share a collection of objects equally.
- Students will be to understand to use repeated subtraction to find out the number of groups.
- Students will be able to understand division facts.

Board Work: Solved textbook exercise questions.





Application: Students will be able to understand how to divide the things equally in a group.

ICT Integrated:

- Video
- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation:

- Questions will be asked at the end of the chapter.
- Class test (written and oral) will be conducted.

Homework/ worksheets:

- Homework will be given.
- Worksheet will be solved.

Reference: Oxford advantage Little champs Part B, books from library, Google.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name – Swati Desai **Grade - 2**

Subject - English **Month – February**

Topic – (Revision for the Annual Exam **)** **No. of Periods - 18**

Sub - topic:

- Maya goes Travelling
- More than just a River
- The swan
- I Wonder
- Adjectives
- Preposition
- Sentences
- Joining words
- Picture composition
- Reading comprehension
- Story writing
- Thank you note

Specific objectives:

- Revision

Methodology:

- Explanation Method
- Demonstration Method
- Activity based Method
- Class room Discussion

Activities:

- none

Board work: Revision Exercises

Learning outcomes: The students will be able to complete the revision worksheets/ Exercises

Application: Reference Book

ICT Integration / Art Integration :

- Video
- Power Point Presentation

Class assessment/ Recapitulation: Questions will be asked based on the topic -Match the columns ,Fill in the blanks ,Question answers etc.

Homework/ worksheets: Picture based questions / worksheets

Reference: Oxford – 1. My Learning Hub – Part A and Part B

2. Learners Grammar and Composition

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name - Ms. Rutika Sanas **Grade - 2**

Subject - ICT **Month - April**

Topic –L1 – Computer : A Smart Machine **No. of Periods – 6-7**

Sub-topic: • Difference between Computers and Humans. • Types of Computers • Uses of a Computer at Different Palces.
Specific objectives: To enhance the knowledge of the students about types of computer and uses of computer.
Methodology: **Demonstration Method, Explanation Method (learning method), Activity-based teaching.** • Introduction of the computer as an electronic machine and its usage is explained with interactive discussion.
Activities: • Ask students how computers help them in the day-to-day life and where have they have seen. • Computers all around them. • Practical: How to switch on the computer and make a list of how computers help us. • Textbook and fun Exercises.
Board work: Keywords, Questions and answers.
Learning outcomes: • The students will understand what the difference between humans and the computer. • What are the usage and learn types of computers.
Application: To relate the concept taught the importance of computer every day in life.
ICT Integration: Visit to Lab
Class assessment/ Recapitulation: Notebook work 1. State any two uses of a computer in the hospital? 2. Write any three uses of a computer. Recapitulation: Recap would be done by practical work in the class & through a class test.
Homework/ worksheets: Learn and rewrite keywords
Reference: Textbook and internet for a worksheet.

MIS INTERNATIONAL SCHOOL,BALEWADI
Lesson Plan (2025-26)

Teacher's Name - Ms. Rutika Sanas **Grade - 2**

Subject - ICT **Month - June**

Topic – L2. Computer and its Parts **No. of Periods – 6-7**

Sub - topic:

- Main Parts Of a Computer
- Additional Parts of a computer

Specific objectives:

- Begin with telling the students about main parts of a Computer.
- Students will understand additional Parts of a Computer.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

- Discuss in the class the electronic devices we use in our daily lives.
- Visit the computer lab and identify the devices.
- Draw and colour your favourite device and share it with the class.

Activities:

- Video on Parts of computer (https://www.youtube.com/watch?v=V5oRg3j4mZA)

Board work: Keywords, Questions and answers.

Learning outcomes: The students understand the main parts of computer & additional parts of a Computer.

Application: To relate the concept taught to everyday situations in life.

ICT Integration / Art Integration : Video / PPT

Class assessment/ Recapitulation: Notebook work

Recapitulation: Recap would be done by practical work in the class & through class test.

Homework/ worksheets: Learn and rewrite keywords

Reference: Text book and ICT Lab.

MIS INTERNATIONAL SCHOOL,BALEWADI
Lesson Plan (2025-26)

Teacher's Name - Ms. Rutika Sanas **Grade – 2**

Subject - ICT **Month - July**

Topic – L4. The Keyboard **No. of Periods – 6-7**

Sub - topic:

- Symbol keys
- Special keys
- Desktop and Icons
- Keyboard in a Laptop

Specific objectives:

- To make them learn about the Keyboard.
- To make them understand different types of keys.
- Make the students aware of the desktop and its icons.
- Also let students know about the keyboard and mouse within a laptop.

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching.

Teacher will show to the students a keyboard and demonstrate different keys (A keyboard has 104 keys — Alphabet keys, Number Keys, Special keys,Special keys)

Activities:

- Ask the students to draw a keyboard on an A4 sheet of paper and label these keys: = Shift keys = Enter key = Escape key = Tab key = Symbol keys = Function keys = Keys to spell the name of the student.
- Typing Practice in Notepad or Word Pad
- Video on keyboard and keyboards(https://www.youtube.com/watch?v=7V3iQlnsZzY)

Board work:

Keywords, Question and answers

Learning outcomes:

To make them understand use of keyboard and mouse.

Application:

To relate the concept taught to everyday situations in life.

ICT Integration / Art Integration :

Video / PPT

Class assessment/ Recapitulation:

Text book, YouTube video and ICT Lab.
Homework/ worksheets: Learn and rewrite Keywords
Reference: Text book, ICT Lab, YouTube Videos.

MIS INTERNATIONAL SCHOOL,BALEWADI
Lesson Plan (2025-26)

Teacher's Name - Ms. Rutika sanas **Grade – 2**

Subject - ICT **Month–August-September**

Topic – L5. Working in Ms - Paint **No. of Periods 6- 7**

Sub - topic: Students will learn about

- Pencil Tool
- Eraser Tool
- Fill With Color Tool
- Color Picker Tool
- Text Tool
- Brushes Tool
- Drawing Shapes
- Saving A Drawing
- Opening A Saved Drawing
- Closing Paint

Specific objectives:

- While teaching this chapter, tell the students that Paint is computer program that lets us draw and paint on computer.
- Begin with the description of the steps to start Paint.
- Make the students aware of parts of the Paint window.
- Tell the students about the Shapes group.
- Share with them the knowledge of different shapes present in Shapes group like: Rounded Rectangle Shape Curve Shape Polygon Shape
- Explain the students how colour is filled in a shape.
- Tell the students about freehand drawing.
- Also let them know that Pencil tool is used in freehand drawing. Provide the students with right information about using brushes.
- Make the students aware that typing can be done in Paint using Text tool. Tell the students about the Magnifier tool.
- Explain that Color picker tool is used to choose a colour from an existing picture and to colour the new one.
- Also teach the students how to select a drawing using Select option. Explain how the selected object can be moved.
- Let the students know about the process of cropping an image.
- Finally make them aware of Foreground and Background colour also.

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching.

Demonstrate the parts of Paint windows along with their purpose.

Demonstrate to the students the use of Brushes tool, Pencil tool, fill with color tool, Select tool, Magnifier tool, Color picker tool, Text tool, Cropping tool, Curve shape, and foreground - background color.

Activities:

- Draw beautiful sceneries using all MS - Paint tool.

Board work:

Keywords, Question and answers

Learning outcomes:

MS - Paint will enhance student's creativity in drawing.

Application:

To relate the concept taught to everyday situations in life.

ICT Integration / Art Integration :

Video / PPT

Class assessment/ Recapitulation:

Text book ,Practical

Homework/ worksheets:

Learn and rewrite the keywords

Reference: Text book and ICT Lab.

MIS INTERNATIONAL SCHOOL,BALEWADI
Lesson Plan (2025-26)

Teacher's Name - Ms. Rutika Sanas **Grade – 2**

Subject - ICT **Month - October**

Topic – L3.Handling a Mouse and Touchpad **No. of Periods – 6-7**

Sub - topic:

- Mouse Buttons
- Mouse Pointer
- Mouse Actions
- Touchpad
- Switching On a Computer
- Switching Off a Computer

Specific objectives:

- To make students aware about the use of MOUSE.
- To make them understand different types and parts of MOUSE.
- Give a brief introduction of the touchpad in a laptop.
- Students will understand MouseButtons,Mouse Pointer,Mouse Actions,Touchpad.
- To make students learn about how to start and shut-down the computer.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

- Students are explained about various other parts of Mouse. Discussion about different parts of Mouse with their uses and features.
- Students will understands what the proper steps to switch on and shut down the computer.

Activities:

- PPT

Video on other devices (https://www.youtube.com/watch?v=T1E1RD2NKew)

- Talk about Input/Output/Storage Devices

Board work: Keywords, Question and answers

Learning outcomes:

To make them understand about various parts of Mouse.

Application:To relate the concept taught to real life work on a Computer.

ICT Integration / Art Integration : Video / PPT

Class assessment/ Recapitulation:

Notebook work.

Recapitulation: Recap would be done by practical work in the class & through class test.

Homework/ worksheets: Learn and rewrite keywords.

Reference: Text book, YouTube video and ICT Lab.

MIS INTERNATIONAL SCHOOL,BALEWADI
Lesson Plan (2025-26)

Teacher's Name - Ms. Rutika Sanas **Grade – 2**

Subject - ICT **Month - November**

Topic – L6. Microsoft word **No. of Periods – 6-7**

Sub - topic:

- Starting Word 2019
- Parts Of Word 2019 Window
- Typing the Text
- Saving a Document
- Opening A Saved Document
- Creattting A Newww Document
- Exiting Word 2019

Specific objectives:

- Give Introduction to students of the app 'Word'. Make them aware that the computer program 'Word' helps us type letters, poems and reports on a computer.
- Explain the students how to start Word 2019.
- Let the students know about the components of Word 2019 Window and their utilities.
- Explain to the students the method of typing in Word 2019
- Also let the students know how a document is saved in Word 2019.
- let the students know how a document Opend,Create,Exit in Word 2019.

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching.

- Explain the students how to start Word 2019.
- Explain the students Components of word 2019 window
- Explain the students how to Type Text in Word 2019 window.
- Explain the students how to save A Document in Word 2019 window.

Activities:

- Ask the students to write a paragraph on 'My favorite Pastime' in Word 2019.

Board work:

Keywords, Question and answers

Learning outcomes:

To make them understand use of word 2019

Application:

To relate the concept taught to everyday situations in life.

ICT Integration / Art Integration :

Video / PPT
Class assessment/ Recapitulation: Text book, YouTube video and ICT Lab.
Homework/ worksheets: Learn and rewrite Keywords
Reference: Text book, ICT Lab.

MIS INTERNATIONAL SCHOOL,BALEWADI
Lesson Plan (2025-26)

Teacher's Name - Ms. Rutika Sanas **Grade – 2**

Subject - ICT **Month - December**

Topic – L7. More On ScratchJr **No. of Periods – 6-7**

Sub - topic:

- Block Categories Repeating Actions
- Moving A Character
- Working with Multiple Sprites

Specific objectives:

- While teaching this chapter, make the students recall the learnings about ScratchJr taught in previous class that ScratchJr is a computer program or app used to create animated stories and games.
- Begin with description of components of ScratchJr window like: Save Button, Reset Character Button, Stage, Character, Plus Button, Green Flag, Blocks Palette also tell them about the role of Events block. and Block Categories.
- Let the students know how to control the script.
- Explain how Motion blocks are used to move a character.
- Make the students understand how Looks blocks are used to modify the character.
- Explain the students about Sound blocks.
- Explain how control blocks are used to control the character.
- Finally make the students understand how to use all the above mentioned blocks to create a project.

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching.

Demonstrate the parts of ScratchJr windows along with their purpose.

- Explain the students about controlling the Script, Moving the character, modifying the character, Adding sound, controlling the Character, creating a project.

Activities:

- Ask the students to create a project of their choice using different blocks of ScratchJr.

Board work:

Keywords, Question and answers.

Learning outcomes:

To make them understand use of word 2019

Application:

To relate the concept taught to everyday situations in life.
ICT Integration / Art Integration : Video / PPT
Class assessment/ Recapitulation: Text book, YouTube video and ICT Lab.
Homework/ worksheets: Learn and rewrite Keywords.
Reference: Text book, ICT Lab, Integrated Computer (TUX)

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025 -26

Teacher's Name: **Archana Das** Month: April

Grade: ||| No.periods: 8

Subject: Hindi Topic पाठ- १ सबसे प्यारा हिंदुस्तान (कविता)

Subtopic: सबसे प्यारा दिंदुस्तान (कविता)
Specific objective:भाषा और व्याकरण, वर्ण–विचार , शब्द और वाक्य , वचन
Methodology: स्पष्टीकरण, समूह गायन, कथन और प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • कविता–गायन • कविता लेखन • कविता का सार जानना • कविता की योजना जानना
Resources: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक
Board work: मुख्य शब्द, शब्दार्थ, तुकबंदी वाले शब्द,
Learning outcomes: • लय के साथ कविता पाठ करेंगे । • मौखिक तथा लिखित प्रश्नों के उत्तर देना। • बच्चे अपने देश के प्रति जागरूक होंगें । • भारत की प्राकृतिक विविधता की पहचान होगी । • एकवचन और बहुवचन के शब्दों को पहचानकर प्रयोग करेंगे। • कविता का सार जानेगें । • राष्ट्रीय भावना जाग्रत होगी । • मातृभूमि का महत्व जानेगें । • संयुक्त शब्द सीखना। • तुकबंदी सीखेंगे।

Application:

- संयुक्त शब्दों का सही प्रयोग करेंगे।
- वचन बदलना सीखेंगे।
- नये शब्दों को सीखेंगे।
- माँ, मातृभूमि और मातृभाषा में क्या कोइ समानता है? सोचकर लिखेंगे ।
- राष्ट्रीय चिह्नों को सीखेंगें ।
- भारतीय विभिन्नताओं के बारे में जानेंगे ।

ICT Integrated:

- Video
- PowerPoint presentation

Extra questions/ Class assessment/ Recapitulation :
(1कविता 'सबसे प्यारा हिंदुस्तान' में झंडे का चित्र बनाकर सही रंग भरेंगे।

Homework/ worksheets: कविता पठन, कविता लेखन

Reference: व्याकरण पुस्तक, पाठ्य पुस्तक , शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025 -26

Teacher's Name: Archana Das
Grade: |||
Subject: Hindi

Month: June
No. of periods: 8
Topic: पाठ 2 सुंदर कौन (कहानी)

Subtopic : सुंदर कौन)कहानी
Specific objective: संज्ञा , संज्ञा के भेद, सर्वनाम, विशेषण , विलोम शब्द
Methodology: स्पष्टीकरण वाचन , समूह चर्चा और प्रश्नोत्तर अध्यापन पद्धति ।
Activities • मौलिक ज्ञान के आधार पर कहानी का सार जानना। • पशुओं की मनोवृति के बारे में जानना। · सींग वाले पशुओं के बारे में जानना। • विलोम शब्दों को जानना। • अनुनासिक से परिचय । • क्रिया पहचानना ।
Resources: फलक, चित्र, और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ , संज्ञा , समनर्थी शब्द
Learning outcomes: • शुद्ध वर्तनी जानेगें । • पंचतंत्र की कहानियों से परिचय । • विपरीत परिथितियों में हिम्मत बनाए रखना। • चुनौती का सामना करना। • आत्मविश्वास जगना। • परिश्रम करना। • सकारात्मकता लाना।
Application: • अपठित गद्यान्श पढ़कर उत्तर देना। • वचन बदलकर पुन :वाक्य लिखना। • शब्दों का वाक्यों में प्रयोग करेंगे।
ICT Integrated: • Video • PowerPoint presentation

	Extra questions/ Class assessment/ Recapitulation : पंचतंत्र की कहानियों के बारे में जानकारी प्राप्त कर कक्षा में सुनाएँ।
Homework/ worksheets: पाठ वाचन, प्रश्न–उत्तर	
Reference: , पाठ्य पुस्तक, व्याकरण पुस्तक, शब्दकोश	

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Archana Das
Grade: : |||
Subject: Hindi

Month: July
No. of periods: 7
Topic: पाठ 3 नाद (चित्रकथा)

Subtopic: नाद)चित्रकथा (SEA 1
• **Specific objective**: प्रत्यय और युग्म शब्द, जानेंगे
Methodology: वैज्ञानिक दृष्टिकोण का विकास , कथन, वाचन और प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • प्राकृतिक तत्वों के संगीत को सुनना और वस्तुओं पर थाप देते हुए गाना। • वाद्य यंत्रों का चित्र बनाना • कहानी पढ़ना • SEA) 1वाद्य यन्त्र संबंधित (
Resources: फलक, चित्र, और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ, युग्म शब्द
Learning outcomes: • वाद्य यंत्रों की जानकारी होना • शब्दकोश की बढ़ोतरी होना • वाद्य उपकरणों को जानना • वाद्य परम्परा का परिचय जानना • रचनात्मक लेखन का विकास
Application: • अनुस्वार तथा चंद्रबिंदु वाले शब्दों का वाक्य में प्रयोग करना • बिंदु -)ं (अनुस्वार तथा चंद्रबिंदु-)ँ (अनुनासिक होता है जानेंगे
ICT Integrated: • Video • PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation: १ (विभिन्न वाद्य उपकरणों का चित्र बनाकर उसमें रंग भरें।
Homework/ worksheets: पाठ वाचन, प्रश्न-उत्तर

Reference: , पाठ्य पुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025 -26

Teacher's Name: Archana Das — Month: July
Grade: : ||| — No. of periods: 7
Subject: Hindi — Topic: पाठ 4 ऋतुएं (कविता)

Subtopic: ऋतुएँ) कविता (
Specific objective: विलोम लिंग और संज्ञा शब्द जानेंगे , नए शब्दों की जानकारी
Methodology: वैज्ञानिक दृष्टिकोण का विकास , समूह वाचन और गायन , प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • वर्षा रुपी प्राकृतिक संगीत को सुनना । • ऋतु चक्र की जानकारी के लिए सामूहिक गतिविधि । • कविता पढ़ना और याद करना । • प्रकृति के सम्मान और संरक्षण की समझ पर चर्चा ।
Resources: फलक, वर्षा का चित्र, और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ, तुकबंदी वाले शब्द
Learning outcomes: • ऋतुचक्र की जानकारी होना • शब्द्कोश की बढ़ोतरी होना • वर्षा की उपयोगिता को जानना • विभिन्न ऋतुओं का परिचय जानना • रचनात्मक लेखन का विकास
Application: • विलोम शब्द और लिंग के भेद जानना । • संज्ञा शब्दों की जानकारी होना ।
ICT Integrated: • Video • PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation: १ (भारतीय ऋतुओं के नाम याद कर कक्षा में सुनाना ।

Homework/ worksheets: कविता गायन , प्रश्न–उत्तर
Reference: , पाठ्य पुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL,Balewadi

Lesson Plan 2025-26

Teacher's Name: Archana Das
Grade: : |||
Subject: Hindi

Month: August
No. of periods: 7
Topic: पाठ 5 –सच्ची मित्रता

Subtopic: सच्ची मित्रता
Specific objective: सच्ची मित्रता की पहचान , पौराणिक कहानियों का परिचय और संज्ञा और विशेषण का अभ्यास , नए शब्दों की जानकारी
Methodology: वैज्ञानिक दृष्टिकोण का विकास , सामाजिक और नैतिक गुणों का विकास , तार्किक क्षमता का विकास , प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • देश और उनकी राजधानियों के नाम की सूची बनाइये । • अनेक शब्दों के एक शब्द की जानकारी । • मित्रता पर आधारित कोई भी एक कहानी सुनना । • सुदामा कृष्णा की मित्रता की विडियो दिखाना ।
Resources: फलक, चलचित्र (टी. पी.पी), और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ, मुहावरा, अनेक शब्दों के एक , शब्द
Learning outcomes: • देश और उनकी राजधानियों के नाम की जानकारी होना । • शब्द्कोश की बढ़ोतरी होना । • मित्रता के महत्व को जानना । • मुसीबत में मिलकर सामना करने की सीख । • भावनात्मक सोच का विकास
Application: • पर्यायवाची शब्द जानना । • संज्ञा और सर्वनाम शब्दों की जानकारी होना ।
ICT Integrated: • Video • PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation:

	१ (विभिन्न देशों के नाम और उनकी राजधानी के नाम याद कर कक्षा में सुनना ।
Homework/ worksheets: मित्रता पर आधारित एक कहानी लिखना , प्रश्न-उत्तर	
Reference: , पाठ्य पुस्तक , व्याकरण पुस्तक, शब्दकोश	

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Archana Das Grade: : |||

Subject: Hindi Month: September

Topic: पाठ 6 –ऐसे बनी गुझियाँ No. of periods: 7

Subtopic: ऐसे बनी गुझियाँ
Specific objective: भारतीय संस्कृति से पहचान कराना , सहयोग की भावना का विकास , देशज शब्दों का प्रयोग , नए शब्दों की जानकारी
Methodology: आत्मीयता और पारस्परिक प्रेम का विकास ,वैज्ञानिक दृष्टिकोण का विकास , सामाजिक और नैतिक गुणों का विकास , प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • भारत के राज्य और वहाँ के त्योहारों की सूची बनाइये । • वचन , अनुनासिक और क्रिया शब्दों की जानकारी । • वर्ग पहेली सुलझाना ।
Resources: फलक, त्योहारों के चित्र और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ, वचन , अनुनासिक लगाकर शब्द बनाना
Learning outcomes: • भारत के राज्य और वहाँ के त्योहारों की जानकारी होना । • शब्द्कोश की बढ़ोतरी होना । • त्योहारों के महत्व को जानना । • विभन्न लोक गीत और चित्रकलाओं की जानकारी । • मिलजुल कर रहने की सोच का विकास ।
Application: • एक वचन और बहुवच शब्द जानना • अनुनासिक लगा कर शब्द बनाना । • क्रिया पदों की जानकारी होना ।
ICT Integrated: • Video • PowerPoint presentation

	Extra questions/ Class assessment/ Recapitulation: १ (विभिन्न भारतीय राज्य और उनके प्रमुख त्योहारों की सूची बनाना ।
Homework/ worksheets: अनुनासिक वाले शब्दों की सूची बनाना , प्रश्न–उत्तर	
Reference: , पाठ्य पुस्तक , व्याकरण पुस्तक, शब्दकोश	

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Archana Das
Grade: : |||
Subject: Hindi

Month: October
No. of periods: 7
Topic: पाठ 7 – सम्राट पानी पी रहा है ।

Subtopic: सम्राट पानी पी रहा है ।
Specific objective: भारतीय अभ्यारण्यों से पहचान कराना , जैव विविधताओं से होने वाले नुकसान को जानना , राष्ट्रीय उद्यानों की जानकारी , समानार्थी शब्दों का प्रयोग , नए शब्दों की जानकारी
Methodology: भौगोलिक ज्ञान का विकास ,अभ्यारण्यों की जानकारी ,वैज्ञानिक दृष्टिकोण का विकास, जीव जंतुओं के प्रति प्रेम का विकास , पशु पक्षियों के क्रियाकलापों की जानकारी–, पर्यटन का महत्व जानना , प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • भारत के प्रमुख पर्यटन स्थलों की सूची बनाइये । • राष्ट्रीय उद्यानों की सूची तैयार करना । • जंगली जानवरों का परिचय । • सामान अर्थ वाले शब्द और स्त्रीलिंग पुल्लिंग शब्दों की जानकारी -।
Resources: फलक, विभिन्न अभ्यारण्यों और जंगली जानवरों के चित्र और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ, समानार्थी शब्द , कि और की लगाकर वाक्य बनाना
Learning outcomes: • भारत के प्रमुख पर्यटन स्थलों की जानकारी होना । • राष्ट्रीय उद्यानों की जानकारी । • प्रकृति के महत्व को जानना । • पशु पक्षियों के क्रियाकलापों की जानकारी–। • जीव प्रेम एवं अनुराग के भाव का विकास । • की और कि में अंतर समझना ।
Application: • समानार्थी शब्द जानना • वाक्यांशों के लिए एक शब्द बनाना ।

- स्त्रीलिंग पुल्लिंग की जानकारी होना -।

ICT Integrated:
- Video
- PowerPoint presentation

Extra questions/ Class assessment/ Recapitulation:
१ (भारत के प्रमुख पर्यटन स्थलों और राष्ट्रीय उद्यानों की सूची बनाना ।

Homework/ worksheets: की और कि में अंतर समझते हुए वाक्य बनाना , प्रश्न-उत्तर

Reference: , पाठ्य पुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Archana Das
Grade: : |||
Subject: Hindi

Month: November
No. of periods: 7
Topic: पाठ 8 – पार्क हाथ से निकल गया

Subtopic: पार्क हाथ से निकल गया

Specific objective: विभिन्न भारतीय खेलों से पहचान कराना , खेलों के महत्व को जानना , गाँव का शहरीकरण होने का कारण जानना । शहरीकरण के कारण होने वाली समस्याओं के प्रति सजग करना ।श्रुतिसमभिन्नार्थक शब्द जानना । काल की जानकारी , नए शब्दों की जानकारी

Methodology: वाचन और लेखन कौशल का विकास ,काल और उसके प्रकार की जानकारी ,भावनात्मक विकास , पर्यावरण के प्रति जागरूकता , प्रश्नोत्तर अध्यापन पद्धति ।

Activities:
- विभिन्न भारतीय खेलों की सूची बनाइये ।
- राष्ट्रीय खेल और उनके प्रमुख खिलाड़ियों की सूची तैयार करना ।
- बालपन की यादों को तजा करना ।
- वर्ण संयोजन और श्रुतिसमभिन्नार्थक शब्द का वाक्यों में प्रयोग ।

Resources: फलक, विभिन्न भारतीय खेलों के चित्र और पाठ्यपुस्तक

Board work: मुख्य शब्द और शब्दार्थ, श्रुतिसमभिन्नार्थक शब्द से वाक्य बनाना

Learning outcomes:
- भारत के प्रमुख खेलों और उनके खिलाड़ियों की जानकारी होना ।
- पर्यावरण की सुरक्षा की जानकारी ।
- प्रकृति और पर्यावरण के प्रति जागरूकता ।
- खेलों के महत्व को जानना ।
- बालपन के महत्व को समझना ।
- वर्ण संयोजन समझना ।

Application:
- श्रुतिसमभिन्नार्थक शब्द जानना

• वर्ण संयोजन बनाना । • काल और उसके प्रकार की जानकारी होना ।
ICT Integrated: • Video • PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation: १ ।भारत के प्रमुख खेलों और उनके खिलाड़ियों की सूची बनाना ।
Homework/ worksheets: शब्दों से वाक्य बनाना , प्रश्न–उत्तर
Reference: , पाठ्य पुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Archana Das
Grade: : |||
Subject: Hindi

Month: November
No. of periods: 7
Topic: पाठ 9 – सोने की खान

Subtopic: सोने की खान
Specific objective: गद्य की एक विधा एकांकी से पहचान कराना , गुरु और शिष्य के सम्बन्ध और उनके महत्व को जानना , कर्म की महत्ता प्रतिपादित करना , संयुक्त व्यंजन , सर्वनाम और क्रिया का अभ्यास करना , नए शब्दों की जानकारी ।
Methodology: एकांकी वाचन कौशल का विकास ,क्रिया और उसके भेदों की जानकारी ,सामाजिक और नैतिक गुणों का विकास , अपने कर्तव्यों के प्रति जागरूकता , प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • दिमागी कसरत वाले खेल खेलना । • कक्षा में नाटक का मंचन करना । • विषय पर चर्चा करना " अपना काम स्वयं करना चाहिए"। • वर्ग पहेली सुलझाना ।
Resources: फलक , शिक्षाप्रद कहानी दिखाना और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ, क्रिया के शब्द और उसके भेद
Learning outcomes: • परिश्रम के महत्व को समझना । • आलस के दुस्परिनामों से अवगत होना । • गुरु पर विश्वास जगाना । • बड़ों का आदर करना । • नाटक विधा से परिचय होना ।
Application:

- क्रिया और उसके भेदों से शब्द बनाना
- संयुक्त व्यंजन से शब्द बनाना ।
- घटना के अनुसार वाक्य को क्रम में सजाना ।

ICT Integrated:
- Video
- PowerPoint presentation

Extra questions/ Class assessment/ Recapitulation:
१" (परीक्षा में अच्छे अंक लेन के लिए क्या करना चाहिए वाक्य 5 विषय पर " लिखिए।

Homework/ worksheets: संयुक्त व्यंजन से शब्द बनाना , प्रश्न-उत्तर

Reference: , पाठ्य पुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Archana Das
Grade: : |||
Subject: Hindi

Month: November
No. of periods: 7
Topic: पाठ 10 – गुलदस्ता

Subtopic: गुलदस्ता)SEA- (2

Specific objective: गद्य की एक विधा चित्र कथा से पहचान कराना , भाईचारे की भावना का विकास , दूसरों के कर्म की महत्ता प्रतिपादित करना , स्वर , व्यंजन वर्णों की क्रम से जानकारी , में और मैं का अंतर स्पष्ट करना , नए शब्दों की जानकारी ।

Methodology: चित्र वर्णन कौशल का विकास ,समानार्थी शब्दों की जानकारी ,सामाजिक और नैतिक गुणों का विकास , प्रश्नोत्तर अध्यापन पद्धति, एकता का महत्व जानना ।

Activities:
- कक्षा में जन्मदिन के बारे में चर्चा करना ।
- दो फूलों की बातचीत को कक्षा में नाटक द्वारा प्रस्तुत करना ।
- विषय पर चर्चा करना " फूलों को नहीं तोड़ना चाहिए"।
- वर्ग पहेली सुलझाना ।
- SEA- (2बधाई पत्र बनाना) ।

Resources: फलक, चार्ट पेपर और पाठ्यपुस्तक

Board work: मुख्य शब्द और शब्दार्थ, श्रुतलेख

Learning outcomes:
- एकता के महत्व को समझना ।
- अपनी योग्यता के साथ साथ दूसरे की योग्यता को भी महत्व देना -।
- मिल जुल कर रहने की भावना जगाना-।
- बड़ों का आदर करना ।
- चित्र वर्णन विधा से परिचय होना ।

• में अंतर स्पष्ट होना "में और मैं"।
Application: • समानार्थी शब्द लिखना । • स्वर और व्यंजन के सही क्रम समझना । • खाली स्थान भरिए ।
ICT Integrated: • Video • PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation: १ (अपने गुण और दोष पर विचार कर इस विषय पर कुछ वाक्य लिखिए ।
Homework/ worksheets: हसते)खेलते -pg.no.- (83, प्रश्न–उत्तर
Reference: , पाठ्य पुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Archana Das — Month: December
Grade: : ||| — No. of periods: 7
Subject: Hindi — Topic: पाठ 11 – जादू का ब्रुश

Subtopic: जादू का ब्रुश
Specific objective: कला के प्रति रूचि उत्पन्न करना ,विभिन्न प्रकार की कलाओं से अवगत होना , सर्वनाम, अनुनासिक की पहचान ,विराम चिन्ह का प्रयोग जानना , संवाद लेखन करना , नए शब्दों की जानकारी ।
Methodology: कला कौशल का विकास ,अनुनासिक का सही प्रयोग ,विराम चिन्ह का सही प्रयोग ,वैज्ञानिक दृष्टिकोण का विकास , संवेदनशीलता का विकास , प्रश्नोत्तर अध्यापन पद्धति, ।
Activities: • चित्र पहेली सुलझाना । • जादू से सम्बंधित शब्दों की सूची बनाना ।
Resources: फलक, पाठ से सम्बंधित विडियो , पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ, श्रुतलेख
Learning outcomes: • मानव भावनाओं को समझना । • लालची न बनाना । • जरुरतमंदों की सहायता करना । • सबका हित सोचना ।
Application: • सर्वनाम के शब्द पहचानना ।

• विरामचिन्ह को जानना । • गोंड कला के विषय में जानकारी प्राप्त करना ।
ICT Integrated: • Video • PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation: १ (जादू से सम्बंधित शब्दों की सूची बनाना ।
Homework/ worksheets: भाषा खेल)pg.no.- (90, प्रश्न–उत्तर
Reference: , पाठ्य पुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Archana Das — Month: January
Grade: : ||| — No. of periods: 7
Subject: Hindi — Topic: पाठ 12 – बीज और पौधा

Subtopic: बीज और पौधा
Specific objective: प्रकृति के प्रति रूचि उत्पन्न करना , वृक्षारोपण के लिए बच्चों को अग्रसर करना , आलस्य का त्याग करने की प्रेरणा , नए शब्दों की जानकारी, वर्ण विच्छेद , वचन, संज्ञा तथा विशेषण का अभ्यास ।
Methodology: बीज से पौधों का विकास की प्रक्रिया जानना , समूह वाचन और गायन , शाब्दिक स्पष्टीकरण ,प्रकृति के प्रति रुझान ,वैज्ञानिक दृष्टिकोण का विकास , संवेदनशीलता का विकास , प्रश्नोत्तर अध्यापन पद्धति, ।
Activities: • संज्ञा और विशेषण शब्दों के जोड़े बनाना । • विषय पर संक्षिप्त नोट लिखिए " यदि पौधे चल पाते "। • बीज से वृक्षारोपण की गतिविधि ।
Resources: फलक , पाठ्यपुस्तक छोटा प्लास्टिक का डब्बा, कोई एक प्रकार का बीजमूंग),मेथी इत्यादि (, पानी
Board work: मुख्य शब्द और शब्दार्थ, श्रुतलेख
Learning outcomes: • पौधा बनने की प्रक्रिया को समझना ।

- प्रकृति परिवर्तनशील है, ये जानना ।
- आलस्य ना करने की सीख ।

Application:

- संज्ञा और विशेषण के शब्द पहचानना ।
- वर्ण विच्छेद को जानना -।
- वचन बदलना ।
- कविता की पंक्तियों को पूरा करो ।

ICT Integrated:

- Video
- PowerPoint presentation

Extra questions/ Class assessment/ Recapitulation:
१ (जादू से सम्बंधित शब्दों की सूची बनाना ।

Homework/ worksheets: गहन अध्ययन)pg.no.- (93, प्रश्न–उत्तर

Reference: पाठ्य पुस्तक, व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025 -26

Teacher's Name: **Archana Das** Grade: |||
Month: April Subject: Hindi
Topic पाठ- १ सबसे प्यारा हिंदुस्तान (कविता) No.periods: ८

Subtopic: सबसे प्यारा दिंदुस्तान (कविता)

Specific objective:भाषा और व्याकरण, वर्ण–विचार , शब्द और वाक्य , वचन

Methodology: स्पष्टीकरण, समूह गायन, कथन और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

- कविता–गायन
- कविता लेखन
- कविता का सार जानना
- कविता की योजना जानना

Resources: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ, तुकबंदी वाले शब्द,

Learning outcomes:

- लय के साथ कविता पाठ करेंगे ।
- मौखिक तथा लिखित प्रश्नों के उत्तर देना।
- बच्चे अपने देश के प्रति जागरूक होंगें ।
- भारत की प्राकृतिक विविधता की पहचान होगी ।
- एकवचन और बहुवचन के शब्दों को पहचानकर प्रयोग करेंगे।
- कविता का सार जानेगें ।
- राष्ट्रीय भावना जाग्रत होगी ।
- मातृभूमि का महत्व जानेगें ।
- संयुक्त शब्द सीखना।
- तुकबंदी सीखेंगे।

Application:

- संयुक्त शब्दों का सही प्रयोग करेंगे।
- वचन बदलना सीखेंगे।
- नये शब्दों को सीखेंगे।
- माँ, मातृभूमि और मातृभाषा में क्या कोइ समानता है? सोचकर लिखेंगे ।
- राष्ट्रीय चिह्नों को सीखेंगें ।
- भारतीय विभिन्नताओं के बारे में जानेंगे ।

ICT Integrated:

- Video
- PowerPoint presentation

Extra questions/ Class assessment/ Recapitulation :
(1कविता 'सबसे प्यारा हिंदुस्तान' में झंडे का चित्र बनाकर सही रंग भरेंगे।

Homework/ worksheets: कविता पठन, कविता लेखन

Reference: व्याकरण पुस्तक, पाठ्य पुस्तक , शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025 -26

Teacher's Name: Archana Das
Grade: |||
Subject: Hindi

Month: June
No. of periods: 8
Topic: पाठ 2 सुंदर कौन (कहानी)

Subtopic : सुंदर कौन)कहानी (द
Specific objective: संज्ञा , संज्ञा के भेद, सर्वनाम, विशेषण , विलोम शब्द
Methodology: स्पष्टीकरण वाचन , समूह चर्चा और प्रश्नोत्तर अध्यापन पद्धति ।
Activities • मौलिक ज्ञान के आधार पर कहानी का सार जानना। • पशुओं की मनोवृति के बारे में जानना। · सींग वाले पशुओं के बारे में जानना। • विलोम शब्दों को जानना। • अनुनासिक से परिचय । • क्रिया पहचानना ।
Resources: फलक, चित्र, और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ , संज्ञा , समनर्थी शब्द
Learning outcomes: • शुद्ध वर्तनी जानेगें । • पंचतंत्र की कहानियों से परिचय । • विपरीत परिथितियों में हिम्मत बनाए रखना। • चुनौती का सामना करना। • आत्मविश्वास जगना। • परिश्रम करना। • सकारात्मकता लाना।
Application: • अपठित गद्यान्श पढ़कर उत्तर देना। • वचन बदलकर पुन :वाक्य लिखना। • शब्दों का वाक्यों में प्रयोग करेंगे।
ICT Integrated: • Video • PowerPoint presentation

	Extra questions/ Class assessment/ Recapitulation : पंचतंत्र की कहानियों के बारे में जानकारी प्राप्त कर कक्षा में सुनाएँ।
Homework/ worksheets: पाठ वाचन, प्रश्न–उत्तर	
Reference: , पाठ्य पुस्तक, व्याकरण पुस्तक, शब्दकोश	

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Archana Das
Grade: : |||
Subject: Hindi

Month: July
No. of periods: 7
Topic: पाठ 3 नाद (चित्रकथा)

Subtopic: नाद)चित्रकथा (SEA 1
• **Specific objective**: प्रत्यय और युग्म शब्द, जानेंगे
Methodology: वैज्ञानिक दृष्टिकोण का विकास , कथन, वाचन और प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • प्राकृतिक तत्वों के संगीत को सुनना और वस्तुओं पर थाप देते हुए गाना। • वाद्य यंत्रों का चित्र बनाना • कहानी पढ़ना • SEA) 1वाद्य यन्त्र संबंधित (
Resources: फलक, चित्र, और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ, युग्म शब्द
Learning outcomes: • वाद्य यंत्रों की जानकारी होना • शब्द्कोश की बढ़ोतरी होना • वाद्य उपकरणों को जानना • वाद्य परम्परा का परिचय जानना • रचनात्मक लेखन का विकास
Application: • अनुस्वार तथा चंद्रबिंदु वाले शब्दों का वाक्य में प्रयोग करना • बिंदु -)ं (अनुस्वार तथा चंद्रबिंदु-)ँ (अनुनासिक होता है जानेंगे
ICT Integrated: • Video • PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation: १ (विभिन्न वाद्य उपकरणों का चित्र बनाकर उसमें रंग भरें।
Homework/ worksheets: पाठ वाचन, प्रश्न-उत्तर

Reference: , पाठ्य पुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025 -26

Teacher's Name: Archana Das — Month: July

Grade: : ||| — No. of periods: 7

Subject: Hindi — Topic: पाठ 4 ऋतुएं (कविता)

Subtopic: ऋतुएँ) कविता (
Specific objective: विलोम लिंग और संज्ञा शब्द जानेंगे , नए शब्दों की जानकारी
Methodology: वैज्ञानिक दृष्टिकोण का विकास , समूह वाचन और गायन , प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • वर्षा रुपी प्राकृतिक संगीत को सुनना । • ऋतु चक्र की जानकारी के लिए सामूहिक गतिविधि । • कविता पढ़ना और याद करना । • प्रकृति के सम्मान और संरक्षण की समझ पर चर्चा ।
Resources: फलक, वर्षा का चित्र, और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ, तुकबंदी वाले शब्द
Learning outcomes: • ऋतुचक्र की जानकारी होना • शब्दकोश की बढ़ोतरी होना • वर्षा की उपयोगिता को जानना • विभिन्न ऋतुओं का परिचय जानना • रचनात्मक लेखन का विकास
Application: • विलोम शब्द और लिंग के भेद जानना । • संज्ञा शब्दों की जानकारी होना ।
ICT Integrated: • Video • PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation: १ (भारतीय ऋतुओं के नाम याद कर

कक्षा में सुनाना ।
Homework/ worksheets: कविता गायन , प्रश्न-उत्तर
Reference: , पाठ्य पुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Archana Das — Month: August
Grade: : ||| — No. of periods: 7
Subject: Hindi — Topic: पाठ 5 –सच्ची मित्रता

Subtopic: सच्ची मित्रता
Specific objective: सच्ची मित्रता की पहचान , पौराणिक कहानियों का परिचय और संज्ञा और विशेषण का अभ्यास , नए शब्दों की जानकारी
Methodology: वैज्ञानिक दृष्टिकोण का विकास , सामाजिक और नैतिक गुणों का विकास , तार्किक क्षमता का विकास , प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • देश और उनकी राजधानियों के नाम की सूची बनाइये । • अनेक शब्दों के एक शब्द की जानकारी । • मित्रता पर आधारित कोई भी एक कहानी सुनना । • सुदामा कृष्णा की मित्रता की विडियो दिखाना ।
Resources: फलक, चलचित्र (टी. पी.पी), और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ, मुहावरा, अनेक शब्दों के एक , शब्द
Learning outcomes: • देश और उनकी राजधानियों के नाम की जानकारी होना । • शब्द्कोश की बढ़ोतरी होना । • मित्रता के महत्व को जानना । • मुसीबत में मिलकर सामना करने की सीख । • भावनात्मक सोच का विकास
Application: • पर्यायवाची शब्द जानना । • संज्ञा और सर्वनाम शब्दों की जानकारी होना ।
ICT Integrated: • Video • PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation:

	१ (विभिन्न देशों के नाम और उनकी राजधानी के नाम याद कर कक्षा में सुनना ।
Homework/ worksheets: मित्रता पर आधारित एक कहानी लिखना , प्रश्न-उत्तर	
Reference: , पाठ्य पुस्तक , व्याकरण पुस्तक, शब्दकोश	

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Archana Das
Grade: : |||
Subject: Hindi

Month: September
No. of periods: 7
Topic: पाठ 6 –ऐसे बनी गुझियाँ

Subtopic: ऐसे बनी गुझियाँ
Specific objective: भारतीय संस्कृति से पहचान कराना , सहयोग की भावना का विकास , देशज शब्दों का प्रयोग , नए शब्दों की जानकारी
Methodology: आत्मीयता और पारस्परिक प्रेम का विकास ,वैज्ञानिक दृष्टिकोण का विकास , सामाजिक और नैतिक गुणों का विकास , प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • भारत के राज्य और वहाँ के त्योहारों की सूची बनाइये । • वचन , अनुनासिक और क्रिया शब्दों की जानकारी । • वर्ग पहेली सुलझाना ।
Resources: फलक, त्योहारों के चित्र और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ, वचन , अनुनासिक लगाकर शब्द बनाना
Learning outcomes: • भारत के राज्य और वहाँ के त्योहारों की जानकारी होना । • शब्द्कोश की बढ़ोतरी होना । • त्योहारों के महत्व को जानना । • विभन्न लोक गीत और चित्रकलाओं की जानकारी । • मिलजुल कर रहने की सोच का विकास ।
Application: • एक वचन और बहुवच शब्द जानना • अनुनासिक लगा कर शब्द बनाना । • क्रिया पदों की जानकारी होना ।
ICT Integrated: • Video • PowerPoint presentation

Extra questions/ Class assessment/ Recapitulation: १ (विभिन्न भारतीय राज्य और उनके प्रमुख त्योहारों की सूची बनाना ।
Homework/ worksheets: अनुनासिक वाले शब्दों की सूची बनाना , प्रश्न–उत्तर
Reference: , पाठ्य पुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Archana Das
Grade: : |||
Subject: Hindi

Month: October
No. of periods: 7
Topic: पाठ 7 – सम्राट पानी पी रहा है ।

Subtopic: सम्राट पानी पी रहा है ।
Specific objective: भारतीय अभ्यारण्यों से पहचान कराना , जैव विविधताओं से होने वाले नुकसान को जानना , राष्ट्रीय उद्यानों की जानकारी , समानार्थी शब्दों का प्रयोग , नए शब्दों की जानकारी
Methodology: भौगोलिक ज्ञान का विकास ,अभ्यारण्यों की जानकारी ,वैज्ञानिक दृष्टिकोण का विकास, जीव जंतुओं के प्रति प्रेम का विकास , पशु पक्षियों के क्रियाकलापों की जानकारी–, पर्यटन का महत्व जानना , प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • भारत के प्रमुख पर्यटन स्थलों की सूची बनाइये । • राष्ट्रीय उद्यानों की सूची तैयार करना । • जंगली जानवरों का परिचय । • सामान अर्थ वाले शब्द और स्त्रीलिंग पुल्लिंग शब्दों की जानकारी -।
Resources: फलक, विभिन्न अभ्यारण्यों और जंगली जानवरों के चित्र और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ, समानार्थी शब्द , कि और की लगाकर वाक्य बनाना
Learning outcomes: • भारत के प्रमुख पर्यटन स्थलों की जानकारी होना । • राष्ट्रीय उद्यानों की जानकारी । • प्रकृति के महत्व को जानना । • पशु पक्षियों के क्रियाकलापों की जानकारी–। • जीव प्रेम एवं अनुराग के भाव का विकास । • की और कि में अंतर समझना ।
Application: • समानार्थी शब्द जानना • वाक्यांशों के लिए एक शब्द बनाना । • स्त्रीलिंग पुल्लिंग की जानकारी होना -।
ICT Integrated:

- Video
- PowerPoint presentation

Extra questions/ Class assessment/ Recapitulation:
१ (भारत के प्रमुख पर्यटन स्थलों और राष्ट्रीय उद्यानों की सूची बनाना ।

Homework/ worksheets: की और कि में अंतर समझते हुए वाक्य बनाना , प्रश्न-उत्तर

Reference: , पाठ्य पुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Archana Das
Grade: : |||
Subject: Hindi

Month: November
No. of periods: 7
Topic: पाठ 8 – पार्क हाथ से निकल गया

Subtopic: पार्क हाथ से निकल गया

Specific objective: विभिन्न भारतीय खेलों से पहचान कराना , खेलों के महत्व को जानना , गाँव का शहरीकरण होने का कारण जानना । शहरीकरण के कारण होने वाली समस्याओं के प्रति सजग करना । श्रुतिसमभिन्नार्थक शब्द जानना । काल की जानकारी , नए शब्दों की जानकारी

Methodology: वाचन और लेखन कौशल का विकास ,काल और उसके प्रकार की जानकारी ,भावनात्मक विकास , पर्यावरण के प्रति जागरूकता , प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

- विभिन्न भारतीय खेलों की सूची बनाइये ।
- राष्ट्रीय खेल और उनके प्रमुख खिलाड़ियों की सूची तैयार करना ।
- बालपन की यादों को तजा करना ।
- वर्ण संयोजन और श्रुतिसमभिन्नार्थक शब्द का वाक्यों में प्रयोग ।

Resources: फलक, विभिन्न भारतीय खेलों के चित्र और पाठ्यपुस्तक

Board work: मुख्य शब्द और शब्दार्थ, श्रुतिसमभिन्नार्थक शब्द से वाक्य बनाना

Learning outcomes:

- भारत के प्रमुख खेलों और उनके खिलाड़ियों की जानकारी होना ।
- पर्यावरण की सुरक्षा की जानकारी ।
- प्रकृति और पर्यावरण के प्रति जागरूकता ।
- खेलों के महत्व को जानना ।
- बालपन के महत्व को समझना ।
- वर्ण संयोजन समझना ।

Application:

- श्रुतिसमभिन्नार्थक शब्द जानना
- वर्ण संयोजन बनाना ।

• काल और उसके प्रकार की जानकारी होना ।
ICT Integrated: • Video • PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation: १ ।भारत के प्रमुख खेलों और उनके खिलाड़ियों की सूची बनाना ।
Homework/ worksheets: शब्दों से वाक्य बनाना , प्रश्न–उत्तर
Reference: , पाठ्य पुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Archana Das
Grade: : |||
Subject: Hindi

Month: November
No. of periods: 7
Topic: पाठ 9 – सोने की खान

Subtopic: सोने की खान
Specific objective: गद्य की एक विधा एकांकी से पहचान कराना , गुरु और शिष्य के सम्बन्ध और उनके महत्व को जानना , कर्म की महत्ता प्रतिपादित करना , संयुक्त व्यंजन , सर्वनाम और क्रिया का अभ्यास करना , नए शब्दों की जानकारी ।
Methodology: एकांकी वाचन कौशल का विकास ,क्रिया और उसके भेदों की जानकारी ,सामाजिक और नैतिक गुणों का विकास , अपने कर्तव्यों के प्रति जागरूकता , प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • दिमागी कसरत वाले खेल खेलना । • कक्षा में नाटक का मंचन करना । • विषय पर चर्चा करना " अपना काम स्वयं करना चाहिए"। • वर्ग पहेली सुलझाना ।
Resources: फलक , शिक्षाप्रद कहानी दिखाना और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ, क्रिया के शब्द और उसके भेद
Learning outcomes: • परिश्रम के महत्व को समझना । • आलस के दुस्परिनामों से अवगत होना । • गुरु पर विश्वास जगाना । • बड़ों का आदर करना । • नाटक विधा से परिचय होना ।
Application:

• क्रिया और उसके भेदों से शब्द बनाना • संयुक्त व्यंजन से शब्द बनाना । • घटना के अनुसार वाक्य को क्रम में सजाना ।
ICT Integrated: • Video • PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation: १" (परीक्षा में अच्छे अंक लेन के लिए क्या करना चाहिए वाक्य 5 विषय पर " लिखिए।
Homework/ worksheets: संयुक्त व्यंजन से शब्द बनाना , प्रश्न-उत्तर
Reference: , पाठ्य पुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Archana Das
Grade: : |||
Subject: Hindi

Month: November
No. of periods: 7
Topic: पाठ 10 – गुलदस्ता

Subtopic: गुलदस्ता)SEA- (2
Specific objective: गद्य की एक विधा चित्र कथा से पहचान कराना , भाईचारे की भावना का विकास , दूसरों के कर्म की महत्ता प्रतिपादित करना , स्वर , व्यंजन वर्णों की क्रम से जानकारी , में और मैं का अंतर स्पष्ट करना , नए शब्दों की जानकारी ।
Methodology: चित्र वर्णन कौशल का विकास ,समानार्थी शब्दों की जानकारी ,सामाजिक और नैतिक गुणों का विकास , प्रश्नोत्तर अध्यापन पद्धति, एकता का महत्व जानना ।
Activities: • कक्षा में जन्मदिन के बारे में चर्चा करना । • दो फूलों की बातचीत को कक्षा में नाटक द्वारा प्रस्तुत करना । • विषय पर चर्चा करना " फूलों को नहीं तोड़ना चाहिए"। • वर्ग पहेली सुलझाना । •)SEA- (2बधाई पत्र बनाना ।
Resources: फलक, चार्ट पेपर और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ, श्रुतलेख
Learning outcomes: • एकता के महत्व को समझना । • अपनी योग्यता के साथ साथ दूसरे की योग्यता को भी महत्व देना -। • मिल जुल कर रहने की भावना जगाना-। • बड़ों का आदर करना ।

- चित्र वर्णन विधा से परिचय होना ।
- में अंतर स्पष्ट होना "में और मैं"।

Application:

- समानार्थी शब्द लिखना ।
- स्वर और व्यंजन के सही क्रम समझना ।
- खाली स्थान भरिए ।

ICT Integrated:

- Video
- PowerPoint presentation

Extra questions/ Class assessment/ Recapitulation:
१ (अपने गुण और दोष पर विचार कर इस विषय पर कुछ वाक्य लिखिए ।

Homework/ worksheets: हसते)खेलते -pg.no.- (83, प्रश्न–उत्तर

ence: , पाठ्य पुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Archana Das
Grade: : |||
Subject: Hindi

Month: December
No. of periods: 7
Topic: पाठ 11 – जादू का ब्रुश

Subtopic: जादू का ब्रुश

Specific objective: कला के प्रति रूचि उत्पन्न करना ,विभिन्न प्रकार की कलाओं से अवगत होना , सर्वनाम, अनुनासिक की पहचान ,विराम चिन्ह का प्रयोग जानना , संवाद लेखन करना , नए शब्दों की जानकारी ।

Methodology: कला कौशल का विकास ,अनुनासिक का सही प्रयोग ,विराम चिन्ह का सही प्रयोग ,वैज्ञानिक दृष्टिकोण का विकास ,संवेदनशीलता का विकास , प्रश्नोत्तर अध्यापन पद्धति, ।

Activities:

- चित्र पहेली सुलझाना ।
- जादू से सम्बंधित शब्दों की सूची बनाना ।

Resources: फलक, पाठ से सम्बंधित विडियो , पाठ्यपुस्तक

Board work: मुख्य शब्द और शब्दार्थ, श्रुतलेख

Learning outcomes:

- मानव भावनाओं को समझना ।
- लालची न बनाना ।
- जरुरतमंदों की सहायता करना ।
- सबका हित सोचना ।

Application:

- सर्वनाम के शब्द पहचानना ।

• विरामचिन्ह को जानना । • गोंड कला के विषय में जानकारी प्राप्त करना ।
ICT Integrated: • Video • PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation: १ (जादू से सम्बंधित शब्दों की सूची बनाना ।
Homework/ worksheets: भाषा खेल)pg.no.- (90, प्रश्न–उत्तर
Reference: , पाठ्य पुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Archana Das
Grade: : |||
Subject: Hindi

Month: January
No. of periods: 7
Topic: पाठ 12 – बीज और पौधा

Subtopic: बीज और पौधा
Specific objective: प्रकृति के प्रति रूचि उत्पन्न करना , वृक्षारोपण के लिए बच्चों को अग्रसर करना , आलस्य का त्याग करने की प्रेरणा , नए शब्दों की जानकारी, वर्ण विच्छेद , वचन, संज्ञा तथा विशेषण का अभ्यास ।
Methodology: बीज से पौधों का विकास की प्रक्रिया जानना , समूह वाचन और गायन , शाब्दिक स्पष्टीकरण ,प्रकृति के प्रति रुझान ,वैज्ञानिक दृष्टिकोण का विकास , संवेदनशीलता का विकास , प्रश्नोत्तर अध्यापन पद्धति, ।
Activities: • संज्ञा और विशेषण शब्दों के जोड़े बनाना । • विषय पर संक्षिप्त नोट लिखिए " यदि पौधे चल पाते "। • बीज से वृक्षारोपण की गतिविधि ।
Resources: फलक , पाठ्यपुस्तक छोटा प्लास्टिक का डब्बा, कोई एक प्रकार का बीजमूंग),मेथी इत्यादि (, पानी
Board work: मुख्य शब्द और शब्दार्थ, श्रुतलेख
Learning outcomes:

- पौधा बनने की प्रक्रिया को समझना ।
- प्रकृति परिवर्तनशील है, ये जानना ।
- आलस्य ना करने की सीख ।

Application:

- संज्ञा और विशेषण के शब्द पहचानना ।
- वर्ण विच्छेद को जानना -।
- वचन बदलना ।
- कविता की पंक्तियों को पूरा करो ।

ICT Integrated:

- Video
- PowerPoint presentation

Extra questions/ Class assessment/ Recapitulation:
१ (जादू से सम्बंधित शब्दों की सूची बनाना ।

Homework/ worksheets: गहन अध्ययन)pg.no.- (93, प्रश्न–उत्तर

Reference: पाठ्य पुस्तक, व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms. Ritu Hasija — Grade: 3

Subject: EVS — Month: June

Theme 1: Us and the World

Ch-3. Playing and caring — No. of periods: 9

Subtopic:

- Introduction
- Games We Play
- Safety Rules
- Safe and Unsafe Touch
- Recapitulation
- Theme Culmination

Specific objective:

- Students will be able to observe and describe cultural diversity in their immediate environment (food, clothing, games, different seasons and festivals related to harvest and sowing).
- Students will be able to develop sensitivity towards social and natural environment.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Students will be asked to make a table of indoor and outdoor games with things required to play that game and where it is played.
- Imagine you are playing in the park. Write in a diary.
- Make a poster for Road signs.
- Design the clothes of your Doll/ superhero by cutting and pasting dresses from old magazine and newspaper

Board Work: Textbook work, Notebook Work-Keywords, question and answers.

Learning outcomes: -

The students will be able to-

- Describe their feelings and emotions while playing the game.
- Explain leisure and recreation.
- Differentiate between indoor and outdoor games.
- Identify some indoor and outdoor games.
- Sort the games based on the resources used to play.
- Explain the rules of a game.
- Explain why following safety rules is important.
- List some safety rules to be followed at school.
- List some safety rules to be followed at home.
- List some safety rules to be followed at the park.
- List some safety rules to be followed at the swimming pool.
- List some safety rules to be followed on the road.
- Identify some commonly used road signs to follow on the road.
- List ways to stay safe during heavy rainfall.
- List ways to avoid fire accidents.
- List the steps to be taken during fire.
- Differentiate between safe touch and unsafe touch.

- Design a superhero outfit from cut-outs.
- Set up a library in the neighbourhood.

Application: Write a Diary at home, at park, at the swimming pool, on the road.

ICT Integrated: Video

Extra questions/ Class assessment/ Recapitulation: List the things we should do to stay safe at home and in public places.

Homework/ worksheets: Reading, practice questions. Worksheet, wonder wander given in the textbook.

Reference: Oxford Advantage, World Around Us- Student's Book Part A, Google.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms. Ritu Hasija Grade: 3

Subject: EVS Month: June

Theme 2: Nature at Play

Ch-4. Living and Non- Living things No. of periods: 9

Subtopic:

- Introduction
- Living Things and Their Features
- Non-Living Things and Their Features
- Interdependence Between Living and Non-Living Things
- Recapitulation

Specific objective:

Students will be able to –

- Understand the features of Living and Non-Living things.
- Interdependence between Living and Non-Living things

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity: -

- Make a collage of Living things and non-living things by pasting pictures on a A4 sheet.

Board Work: Textbook work, Notebook work

Learning outcomes: The students will be able to-

- Distinguish between living and non-living things.
- Identify the feature of living things: they need food to survive.
- Discuss the importance of food for living things.
- Identify the feature of living things: they can move on their own.
- Explain the need of movement for living things.
- Identify the feature of living things: they breathe to survive.
- Identify the breathing organs of some living things.
- Identify the body parts living things use to move around.
- Identify the feature of living things: they can feel changes around them.
- Identify the feature of living things: they grow with time.
- Identify the feature of living things: they give birth to young ones of their own kind.
- List the features of non-living things.
- Describe the interdependence of living and non-living things.
- Identify living and non-living things.
- List the features of living and non-living things.

Application: Ask questions to gather data on what the students have understood or can do while you are teaching. Use this data to decide whether a concept must be taught again or revised, or if you can move on to the next concept.

ICT Integrated: Video

Extra questions/ Class assessment/ Recapitulation: Application based questions in the notebook.

Homework/ worksheets: Reading, Worksheet, practice questions.

Reference: Oxford Advantage, World Around Us- Student's Book Part A, Google.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms. Ritu Hasija

Grade: 3

Subject: EVS

Month: July

Theme 2: Nature at Play

Ch-5. Plant Life No. of periods: 10

Subtopic:

- Introduction
- Living Things and Their Features
- Non-Living Things and Their Features
- Interdependence Between Living and Non-Living Things
- Recapitulation

Specific objective:

- The students will be able to observe and identify the natural (plants, animals, geographical features, sun and moon, stars, planets and other natural resources) and social (houses, relationships, etc.) components in their immediate environment.
- Identify the needs of plants and animals, and how they can be supported (water, soil, food and care)

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

Activity 1: Movement of water and minerals in plant-

By dipping the white paper flower stem in colored water for one or two days and then observe the change in the color of flower.

Activity 2:

Germination process- by soaking the seeds/bean and observe the changes in the seed and how the plant is grown

Board Work: Textbook work, Notebook work

Learning outcomes:

Students will be able to –

- Identify the types of plants, and structure of plants.
- Describe the functions of the root and shoot systems.
- Identify the parts of leaf.
- Understand how the plants from seeds.

Application: Worksheets of the workbook.

ICT Integrated: Video

Extra questions/ Class assessment/ Recapitulation: Draw a well labelled diagram of structure of a leaf.
Homework/ worksheets: Reading, practice questions, wonder wander given in the textbook.
Reference: Oxford Advantage, World Around Us- Student's Book Part A, Google.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2024-25)

Teacher's Name: Ms. Ritu Hasija Grade: 3

Subject: EVS Month: August

Theme 2: Nature at Play

Ch- 6: Animal Life No. of periods: 9

Subtopic:

- Introduction
- What Animals Eat
- How Animals Eat
- Food Chain
- Homes of Animals
- Our Feathered Friends
- Insects
- Recapitulation

Specific objective:
Students will be able to-

- Observe and describe diversity among plants and animals in their immediate environment (shape, sounds, food habits, growth and habitat).
- Develop sensitivity towards social and natural environment.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

Activity 1:

- Some birds can't fly. Find out the names of any two such birds.

Activity 2:

- Look for a fallen bird feather in a park. Observe it closely. Dip its stiff end in ink or paint and write on paper with it.

Board Work: Textbook work, Notebook work.

Learning outcomes:

- **identify some animals from the given clues.**
- **reason why giraffes have long necks.**
- **classify animals on the basis of what they eat.**
- **name examples of herbivores, carnivores, omnivores and scavengers.**

Application: Students will learn to identify animals on the basis of how they eat and discuss different ways in which animals consume their food.
ICT Integrated: Video
Extra questions/ Class assessment/ Recapitulation: Draw life cycle of a butterfly.
Homework/ worksheets: Reading, practice questions, wonder wander given in the textbook.
Reference: Oxford Advantage, World Around Us- Student's Book Part A, Google.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms. Ritu Hasija Grade: 3

Subject: EVS Month: August

Theme 2: Nature at Play

Ch-7: Human Body: Internal and External Organs No. of periods: 9

Subtopic:

- Introduction
- External Organs
- Internal Organs
- Being Healthy
- Recapitulation
- Theme Culmination

Specific objective:
Students will learn to-

- identify external organs.
- explain the importance of tongue in eating and talking.
- identify the areas of the tongue that help us recognize different tastes.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

Activity 1:

- Taste different types of food items and tell the taste.

Activity 2:

- Create a daily timetable for yourself. Include time slots for different activities that help us stay clean and healthy.

Board Work: Textbook work, Notebook work

Learning outcomes:

The students will be able to-

- apply the use of their senses to everyday life.
- identify internal and external organs.
- explain the importance of tongue in eating and talking.
- Identify different types of teeth and their functions.

Application: Students will learn to identify the areas of the tongue that help us recognize different tastes.

ICT Integrated: Video

Extra questions/ Class assessment/ Recapitulation: List any five ways to stay healthy.

Homework/ worksheets: Reading, practice questions, wonder wander given in the textbook.

Reference: Oxford Advantage, World Around Us- Student's Book Part A, Google.

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2025-26)

Teacher's Name: Ms. Ritu Hasija | Grade 3

Subject: EVS | Month: September

Theme 3: Our Country

Ch-8. India and Its Diversity | No. of periods: 9

Subtopic:

- Introduction
- National Symbols
- National and Other Festivals

- Diversity in Clothes and Food Habits
- Diversity in Dance Forms
- Recapitulation
- Theme Culmination

Specific objective:

Students will learn to –

- identify the national symbols of India.
- Identify and categorize the cultural diversity in India.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity 1:

- Ask your elders and find out a festival when you worship animals.

Activity 2:

- Make a chart of Classical dance forms of India.

Activity 3:

- With the help of elders, prepare a traditional Indian sweet dish and enjoy it with your friends and family.

Board Work: Textbook work, Notebook work

Learning outcomes:

The students will be able to-

- explain different words used to describe the same thing.
- explain the term diversity.
- explain the significance of different colours in the national flag.
- discuss the national anthem and national song of India.
- explain the features and significance of the national emblem and currency symbol.
- name and explain the significance of the national holidays of India.
- name some festivals celebrated in India.

Application: Explain the features and significance of the national emblem and currency symbol.

ICT Integrated: Video

Extra questions/ Class assessment/ Recapitulation: Which other festivals do you celebrate with your friends and family? Describe how you celebrate them.

Homework/ worksheets: Reading, practice questions, wonder wander given in the textbook.

Reference: Oxford Advantage, World Around Us- Student's Book Part A, Google.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms. Ritu Hasija | Grade: 3

Subject: EVS | Month: October

Theme 4: Motion, People and Ideas

Ch-9. Directions and Map **(SEA-2)** | No. of periods: 8

Subtopic:

- Introduction
- Sketch and Map
- Parts of a Map
- Types of Maps
- Drawing a Map
- Recapitulation

Specific objective:
Students will learn to –

- Differentiate between a sketch and a map.
- Identify the parts of a map.
- Identify different types of maps.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

Activity 1:

- Draw the route from your classroom to the library by using different landmarks. Use different colors. Use different direction like- turn right, turn left, go straight, stop here.

Activity 2(SEA2): - SEA2 will be conducted.

- Map Activity will be conducted.

Board Work: Textbook work

Learning outcomes:

The students will be able to

- explain the meaning of landmarks.
- use landmarks for describing any location.
- differentiate between a sketch and a map.
- identify the four main directions.
- identify the four sub-directions.

Application:
Students will learn to Identify the parts of a map and identify different types of maps.

ICT Integrated: Video
Extra questions/ Class assessment/ Recapitulation: Draw a route from your classroom to the library.
Homework/ worksheets: Reading, practice questions
Reference: Oxford Advantage, World Around Us- Student's Book Part B, Google.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms. Ritu Hasija Grade: 3

Subject: EVS Month: October

Theme 4: Motion, People and Ideas

Ch-10.Travel No. of periods: 7

Subtopic:

- Introduction
- Need for Travel
- Means of Travel

- Choosing the Means of Transport
- Special Vehicles
- Fuel for Vehicles

- Recapitulation

Specific objective:
Students will be able to –

- Explain the need of travelling and how we choose different means of transport.
- Identify different means of transport and special vehicles.
- Explain how to use vehicles responsibly.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity:

Activity 1:

- Make a list of means of transport you use to go to different places. And sort them into land, water and air transport. Make a chart of it.

Board Work: Textbook work, Notebook work

Learning outcomes:

The students will be able to-

- understand the concept of travel.
- explain the need for different means of travel.
- explain the need for travelling.
- identify and describe the different means of transport.
- identify how we choose different means of transport.
- identify the advantages and disadvantages of different means of transport.
- identify special vehicles and describe their uses.

Application: Students will learn to-

- identify different means of transport and special vehicles.

ICT Integrated: Video

Extra questions/ Class assessment/ Recapitulation: Find out which vehicle your grandparents were using in their young age.

Homework/ worksheets: Reading, practice questions, wonder wander given in the textbook.

Reference: Oxford Advantage, World Around Us- Student's Book Part B, Google.

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2025-26)

Teacher's Name: Ms.Ritu Hasija

Grade: 3

Subject: EVS

Month: November

Theme 4: Motion, People and Ideas

Ch-11.Means of Communication

No. of periods: 8

Subtopic:

- Introduction
- Types of Communication
- Means of Communication
- Communication through the Internet
- Communication Etiquette
- Recapitulation
- Theme Culmination

Specific objective:

Students will be able to –

- Identify different types of communication.
- Identify the means of one-to-one and mass communication and their uses.
- Identify the things we should keep in mind while communicating.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

Activity 1:

- Draw or paste any 3 different means of mass communication.

Activity 2:

- With the help of the Morse code given in the book, compose a message giving details about your name, address and parent's names.

Board Work: Textbook work, Notebook work

Learning outcomes:

The students will be able to-

- identify the means of mass communication.
- explain the role of the internet in communication.
- write an e-mail to communicate with family, relatives or friends.
- identify and choose different means of communication for different purposes.
- identify communication etiquette.

Application:

The students will be able to-

- explain the need for communication.
- define communication.

ICT Integrated: Video

Extra questions/ Class assessment/ Recapitulation: Define the means of communication used for different purposes.

Homework/ worksheets: Reading, practice questions, wonder wander given in the textbook.
Reference: Oxford Advantage, World Around Us- Student's Book Part B, Google.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms.Ritu Hasija Grade: 3

Subject: EVS Month: December

Theme 5: Natural Resources and Phenomena

Ch-12. Air Around Us No. of periods: 8

Subtopic:

- Introduction
- Air and Its Uses
- Dirty Air
- Weather and Climate
- Seasons of India

- Recapitulation

Specific objective:

Students will be able to –

- Identify the components and uses of air.
- Differentiate between weather, climate and seasons.
- Identify different seasons in India.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

Activity 1:

Experiments to identify that air is everywhere and the importance of air.

Activity 2:

- Make your own weather report for a week.

Board Work: Textbook work, Notebook work

Learning outcomes:

The students will be able to-

- understand the importance of air for the survival of living beings.
- identify and list different uses of air.
- discuss the effects of smoke and dust in the air around us.
- list ways to keep the air clean.
- identify the features and uses of air.
- differentiate between weather and climate.
- identify different types of weather.

Application:

The students will be able to-

- differentiate between weather, climate and seasons.
- analyze different situations related to air conditions.
- identify the types of clothes worn in a particular season.

ICT Integrated: Video
Extra questions/ Class assessment/ Recapitulation: Describe the different seasons experienced in India.
Homework/ worksheets: Reading, practice questions.
Reference: Oxford Advantage, World Around Us- Student's Book Part B, Google.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms. Ritu Hasija Grade: 3

Subject: EVS Month: December

Theme 5: Natural Resources and Phenomena

Ch-13. Water around Us No. of periods: 7

Subtopic:

- Introduction
- Water and Its Sources
- Saving Water
- Forms of Water and Water Cycle
- Recapitulation
- Theme Culmination

Specific objective:
Students will be able to -

- Identify the sources of water.
- Identify a few ways to save water.
- Identify different forms of water.
- Describe the water cycle.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

Activity 1:

Perform the activity with elder to see the forms of water in different stages at different temperature.

Board Work: Textbook work, Notebook work

Learning outcomes:

The students will be able to-

- identify water as a natural resource.
- identify different sources of water.
- identify the natural and human-made sources of water.
- explain the need for saving water.
- identify the activities that lead to water wastage.
- identify and list ways to save water.
- demonstrate different forms of water.
- identify different forms of water.

Application:
The students will be able to-

- Identify different forms of water.
- Describe the water cycle.

ICT Integrated: Video

Extra questions/ Class assessment/ Recapitulation: Draw a well labelled diagram of Water cycle.
Homework/ worksheets: Reading, practice questions
Reference: Oxford Advantage, World Around Us- Student's Book Part B, Google.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms. Ritu Hasija Grade: 3

Subject: EVS Month: January

Theme 6: Earth and Sky

Ch-14.The Solar System No. of periods: 9

Subtopic:

- Introduction
- The Solar System
- The Moon and its phases
- Stars and constellations
- Recapitulation

Specific objective:

Students will be able to –

- Identify the parts of the solar system and their features.
- Identify different phases of the moon
- Identify stars and various constellations in the sky.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based

teaching.
Activities: Activity 1: Draw and color a daytime and night-time scene.
Board Work: Textbook work, Notebook work
Learning outcomes: The students will be able to- • name the planets of the solar system. • Identify the parts of the solar system and their features. • Identify different phases of the moon • Identify stars and various constellations in the sky.
Application: The students will be able to- • Identify the parts of the solar system and their features. • Identify different phases of the moon • Identify stars and various constellations in the sky.
ICT Integrated: Video
Extra questions/ Class assessment/ Recapitulation: Find out the names of some other constellations.
Homework/ worksheets: Reading, practice questions, wonder wander given in the textbook.
Reference: Oxford Advantage, World Around Us- Student's Book Part B, Google.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms. Ritu Hasija | Grade: 3

Subject: EVS | Month: January

Theme 6: Earth and Sky

Ch-15.Our Earth | No. of periods: 9

Subtopic:

- Introduction
- Shape of the Earth
- Landforms on Earth
- Life on Earth
- Movements of Earth

Specific objective:

Students will be able to –

- Describe the shape of the earth.
- Identify the features that make life possible on earth.
- Identify the two movements of the earth and what cause days, nights and seasons.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity:

Activity 1:

Make a sundial with paper plate.

Board Work: Textbook work, Notebook work

Learning outcomes:

The students will be able to-

- Identify some features of earth.
- Describe the shape of the earth.
- Identify the features that make life possible on earth.
- Identify the two movements of the earth and what cause days, nights and seasons.

Application:
Students will be able to –

- Describe the shape of the earth.
- Identify the features that make life possible on earth.

ICT Integrated: Video

Extra questions/ Class assessment/ Recapitulation: Observe the globe and find out If India is having daytime and is facing the sun, which country will experience night.

Homework/ worksheets: Reading, practice questions, Let's investigate

Reference: Oxford Advantage, World Around Us- Student's Book Part B, Google.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025 -26**)**

Teacher's Name: Annapurna Bedmutha Class: 3

Subject: Marathi Month: April

Topic: १. प्रकाशाची पूजा (प्रार्थना) No. of periods: 3

Subtopic: सूर्यदेवताला नमन करणे

Specific objective: . निसर्ग घटकाविषयी कृतज्ञता भाव जागृत करणे

Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.

Activities: विद्यार्थ्यांना माहित असलेली एखादी प्रार्थना म्हणवून घेणे

Resources: पुस्तक , प्रार्थना

Board work: कठीण शब्द लिहून देणे.

Learning outcomes: संस्कार देणे,प्रार्थनेद्वारे कृतज्ञतेचा भाव व्यक्त करणे.

Application: विद्यार्थ्याना सूर्यप्रकाशाचे महत्व समजले.सूर्य हा विश्वाचा प्रकाश दाता आहे

ICT Integrated: Video

Extra questions/ Class assessment/ Recapitulation: प्रार्थना पाठांतर करणे, कठीण शब्दाचा अर्थ समजणे.

Homework/ worksheets: पार्थना वहीत लिहणे, पठन करणे.

Reference: शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025 -26)

Teacher's Name: Annapurna Bedmutha Class: 3

Subject: Marathi Month: April

Topic: २. कणाचा आदर No of periods :3

Subtopic: भारतीय संस्कृतीमध्ये अन्नाला अनन्यसाधारण महत्वआहे याची ओळख करून घेणे.

Specific objective: भारतीय संस्कृतीची ओळख होणे, मनात आदराची भावना निर्माण होणे

Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.

Activities: विद्यार्थ्यांना त्यांच्या आवडीचे व नावडीचे पदार्थ विचारणे

Resources: पुस्तक, पोष्टिक खाद्यपदार्थांचे चित्र दाखवणे.

Board work: शब्दार्थ, प्रश्न उत्तरे, व्याकरण (उदाहरणे).

Learning outcomes: विद्याथ्यांना अन्नाच्या प्रत्येक कणाचे महत्व समजते. अन्न हेच पूर्णब्रम्ह आहे. अन्नाच्या प्रत्येक कणात आपले जीवन सामावले आहे ,नवीन शब्द समजतात. शिक्षक विद्यार्थ्यांना पाठामध्ये आलेले वाक्प्रचार, त्यांचा अर्थ नीट समजावून देतात.

Application: विद्यार्थीना कठीण शब्द लिहिता येतात. विद्यार्थी अन्नाच्या प्रत्येक कणाचे महत्व आपल्या शब्दात सांगू शकतातअन्नाचा अपव .्यय टाळण्यासाठी उपाययोजना सुचवितात.

ICT Integrated: Video

Extra questions/ Class assessment/ Recapitulation: ,चूक कि बरोबर ते लिहा, कठीण शब्द , विरुद्धार्थी शब्द

Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.

Reference: नवीन आवृत्ती शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025 -26)

Teacher's Name: Annapurna Bedmutha Class 3

Subject: Marathi Month: June

Topic: ३. मी आंबा बोलतोय No. of periods: 4

Subtopic: पर्यावरण शिक्षण ,आंबा या फळाविषयी माहिती (अंक १ ते २० उजळणी)

Specific objective:पर्यावरणा विषयी जागृकता निर्माण होणे,भाषेच्या विविध घटकांचे ज्ञान होणे, विषय समजून त्याचा अभ्यास करणे.

Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.

Activities: राज्यांनुसार आंब्याच्या विविध जाती सांगणे.

Resources: पुस्तक.

Board work: शब्दार्थ, प्रश्न उत्तरे, व्याकरण (उदाहरणे) .अंक १ ते २०

Learning outcomes: विद्यार्थ्यांना आत्मकथन म्हणजे काय ते सोप्या शब्दात सांगता येणे. शब्दसंग्रहात वाढ होणे, शिक्षक विद्यार्थ्यांना काही मजेशीर शब्द व त्यासंबंधातील गंमती जंमती सांगण्यास प्रेरित करतात.

Application: विद्यार्थी वृक्षसंरक्षणाचे व पर्यावरणाचे महत्व आपल्या शब्दात मांडू शकतात. विद्यार्थ्यांना कठीण शब्द लिहिता येतात. शब्दांचे अर्थ समजतात.

ICT Integrated: -- video

Extra questions/ Class assessment/ Recapitulation: विरुद्धार्थी शब्द यांची उदाहरणे, एका शब्दात उत्तरे, चूक कि बरोबर ते लिहा.

Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.

Reference : नवीन आवृत्ती शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025 -26)

Teacher's Name: Annapurna Bedmutha Class: 3
Subject: Marathi Month: June

Topic: ४. लांबूनही ऐकणारा देवमासा No. of periods: 5

Subtopic: देवमाश्याविषयी संपूर्ण माहिती (ओळखा पाहू यांची नावे-चित्राचे निरीक्षण)

Specific objective: विद्यार्थी समद्रातील जीवसृष्टीचेव पर्यायाने पर्यावरणाचे महत्व आपल्या शब्दात मांडू शकतात.

Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.

Activities: चित्रे पाहून माशांचे प्रकार व त्यांची नावे ओळखणे.

Resources: पुस्तक ,

Board work: शब्दार्थ, प्रश्न उत्तरे, समानार्थी शब्द , चूक की बरोबर ते लिहा

Learning outcomes: देवमासाविषयी माहिती मिळविणे. लेखनातून भाषेचा विकास घडविणे.

Application : देवमाशाची वैशिष्टे शब्दाांत तोंडी व लेखी स्वरूपात माांडता येणे.. जलचर प्राणी सुरक्षित राहावेत म्हणून समद्र, नद्या, तळी सुरक्षित ठेवण्यासाठी उपाययोजना सुचवितात.

ICT Integrated: Video - १ (The Blue Whale (2020) २ (Secrets of the sea

Extra questions/ Class assessment/ Recapitulation: विरुद्धार्थी शब्द, (चित्रे पाहून माशांचे प्रकार त्यांच्या नावासह लिहणे)

Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा. चित्रात काय काय दिसत आहे त्यांची नावे लिहा .

Reference: नवीन आवृत्ती शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,Balewadi

Lesson Plan (2025 -26)

Teacher's Name: Annapurna Bedmutha Class: 3

Subject: Marathi Month :July

Topic : ५. माझे कुटुंब No. of periods: 6

Subtopic: माझे कुटुंब

Specific objective: नात्यांची ओळख करून देणे. लिंग बदलणे

Methodology: स्पष्टीकरण पध्दती, चर्चा पद्धत्ती, समूह वाचन

Activities: कुटुंबाच्या सदस्यांची छायाचित्रे वहीत चिकटविणे

Resources: पुस्तक , चित्रे

Board work: शब्दार्थ, प्रश्न उत्तरे, विरुद्धार्थी शब्द , लिंग बदला

Learning outcomes: . विद्यार्थी आपल्या कुटुंबातल्या नातेवाईकांबद्दल आदरभाव व्यक्त करतात. कवितेतील नवीन शब्दांची ओळख करून घेतील व त्यांचा अर्थ समजून घेऊन त्यांचा वाक्यात उपयोग करतात

Application: शब्दांचे लिंग बदलण्यास शिकतात .विद्यार्थी आपल्या कुटुंबातील व्यक्तींशी असलेल्या नात्यांची नावे सांगतात

ICT Integrated: - video

Extra questions/ Class assessment/ Recapitulation: कठीण शब्दांचा अभ्यास करणे.

Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.

Reference: नवीन आवृत्ती शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025 -26)

Teacher's Name: Annapurna Bedmutha Class: 3

Subject: Marathi Month :July

Topic : ६. राजमाता जिजाबाई No. of periods: 6

Subtopic: राजमाता जिजाबाईचे संस्कार, मार्गदर्शन , शिकवणी, आणि आशीर्वादामुळे शिवाजी महाराजाचे स्वराज्याचे स्वप्न साकार करणे.

Specific objective: इतिहासाबद्दल ज्ञान मिळणे, आदर्श मुल्यांची ओळख होणे
Methodology: स्पष्टीकरण पध्दती, चर्चा पद्धत्ती, समूह वाचन

Activities: भारताच्या इतिहासात प्रसिद्ध स्त्री योध्यांबद्दल माहिती एकत्रित करणे

Resources: पुस्तक , चित्रे

Board work: शब्दार्थ, प्रश्न उत्तरे, विरुद्धार्थी शब्द , जोड्या लावा, चूक की बरोबर ते लिहा

Learning outcomes: . विद्यार्थी शिवाजी महाराजाबद्दल, मराठी भाषेबद्दल आदराची भावना व्यक्त करतात . राजमाता जिजाबाईच्या संस्कारामुळे मार्गदर्शनामुळे स्वराज्य स्थापनेचे स्वप्न पूर्ण झाले
Application विद्यार्थी राजमाता जिजाबाई यानी शिवाजी महाराजांना दिलेली आदर्श मुल्ये आपल्या शब्दात साांगतात.

ICT Integrated: - video, गोष्टी, गीते, पोवाडे इत्यादी दाखविणे

Extra questions/ Class assessment/ Recapitulation: कठीण शब्दांचा अभ्यास करणे.

Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.

Reference: नवीन आवृत्ती शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025 -26)

Teacher's Name: Annapurna Bedmutha Class: 3

Subject: Marathi Month:August

Topic: ७. बुद्धीबळ No period:5

Subtopic: बुद्धीबळ (अंक ११ ते ३०)

Specific objective: 'बुद्धिबळ' या पाठामध्ये या खेळाविषयी (माइंड गेम) माहिती देणे

Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती, चर्चा पद्धती

Activities: – आपल्या देशातील राष्ट्रीय खेळ कोणता आहे? चित्र शोधून चिकटवा आणि माहिती लिहा

Resources: पुस्तक , : बुद्धीबळाचे चित्र

Board work: शब्दार्थ, प्रश्न उत्तरे,

Learning outcomes: .बुद्धिबळ खेळाची माहिती होणे. विद्यार्थी बुद्धिबळ खेळण्यास प्रवृत्त होतात.

Application: आत्मविश्वास व खिलाडू वृत्ती निर्माण होते. विद्यार्थी बुद्धिबळ खेळाविषयी आवड व्यक्त करतात. अंक ११ ते ३० अंक अक्षरात लिहतात

ICT Integrated: - video

Extra questions/ Class assessment / Recapitulation : बुद्धिबळ पटूंची नावे लिहा. चूक कि बरोबर ते लिहा , एका शब्दात उत्तरे लिहा. वचन बदला

Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.

Reference: नवीन आवृत्ती शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025 -26)

Teacher's Name: Annapurna Bedmutha Class: 3

Subject: Marathi Month : August

Topic : ८. इंद्रधनुष्य (कविता) No of periods:5

Subtopic: इंद्रधनुष्य, (वचन बदला)

Specific objective:. इंद्रधनुष्याचा सात रंगाची माहिती होणे.

Methodology: स्पष्टीकरण पध्दती, निरीक्षण पद्धत्ती,

Activities: वहीत इंद्रधनुष्याचे चित्र काढून त्यांची नावे लिहणे व रंग भरणे

Resources: पुस्तक , चित्रे

Board work: शब्दार्थ, प्रश्न उत्तरे, समानार्थी शब्द,

Learning outcome: आकाशात इंद्रधनुष्य केव्हा दिसतो हे समजते आणि त्याच्या रंगांची महिती होते, एकवचन आणि अनेकवचन यामधील फरक समजतात

Application: इंद्रधनुष्यामध्ये असणाऱ्या रंगाची नावे समजतात व लिहितात. विद्यार्थी व्यक्ती, वस्तू, प्राणी व स्थळ यांची नामे सांगतात

ICT Integrated: - video

Extra questions/ Class assessment/ Recapitulation: चूक कि बरोबर ते लिहा, एका वाक्यात उत्तरे लिहा .

Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.

Reference: नवीन आवृत्ती शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025 -26)

Teacher's Name: Annapurna Bedmutha Class: 3

Subject: Marathi Month : August

Topic : किती वाजले ? पान क्र ८४ No of periods: 2

Subtopic: किती वाजले,

Specific objective: दैनदिन व्यहारातील आवश्यक असणाऱ्या घड्याळाशी ओळख करून देणे.घड्याळ वाचता येणे

Methodology: स्पष्टीकरण पध्दती, चर्चा पध्दती , निरीक्षण पध्दती

Activities: घड्याळाचे चित्र वहीत काढणे. घडयाळ वाचून दाखविणे

Resources: पुस्तक , चित्रे

Board work: शब्दार्थ , घड्याळाचे चित्र

Learning outcome: विद्यार्थी दैनंदिन व्यवहारात घड्याळाचा उपयोग व वेळेचे महत्त्व समजून घेणे

Application: विद्यार्थी घड्याळाची संरचना समजून घेतात. घड्याळ वाचायला शिकतात.

ICT Integrated: - video

Extra questions/ Class assessment/ Recapitulation: घड्याळाचे चित्र काढून घड्याळात किती वाजले ते लिहणे

Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा

Reference: नवीन आवृत्ती शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms. Sayali M
Class: 3
Subject: ICT
Month-April
Topic: 1. Introduction to IPO
No. of periods: 7

Subtopic: • Working of a Computer • Advantages of a Computer • Limitations of a Computer
Specific objective: • To enhance the knowledge of the students about IPO Cycle, advantages and limitations of a computer.
Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Period 1: Teacher will explain to children about IPO cycle with different activities.

Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain advantages of a computer.

Period 3: Teacher will recap what has been taught on previous lecture. Teacher will explain limitations of a computer.

Period 4: The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done.

Period 5: The teacher helps students to solve textbook exercise.

Period 6: The teacher will explain notebook work and ask student to do it in class.

Period 7: Revision and doubt clear session.

Activities:

- Match the inputs with their correct outputs.
- Identify the various input, processing and output devices.
- Text book Exercises, Lab Work practical, Worksheet, video.

Learning outcomes:

To make students understand the working of a computer, IPO cycle, advantages and limitations of a computer.

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Extra questions: Given in notebook.

Recapitulation: Recap would be done by practical work in the class & through class test.

Homework/ worksheets:

- Veda is recording herself reciting a poem.What is the input and ouput of this process?Which input and output devices will be used in the entire process?
- Keywords in notebook
- Textbook Exercise

Reference: Avartan (Code to AI),Google, internet.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name:Ms. Pankhuri Bhondele

Class: 3

Month: April

Subject: Math

Topic: Theme1-Us and the World

No. of periods: 12

Ch.1 Numbers up to 10000

Subtopic:

- Build numbers up to 10000
- Identify the place value and the face value of numbers
- Compare and order numbers
- Round off numbers

Specific objective

- To enable the students to understand 4 – Digit Numbers.
- To enable them to read, write and compare 4 – Digit Numbers.
- To enable the students to understand represent numbers using the place value structure of the Indian number system, compare whole numbers, and know and can read the names of very large numbers.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity

Group Activity

1. Students will be divided into 4 groups. 10 slips of paper will be made. Teacher will write 0-9 numbers on them. One digit on one slip. Students will form greatest 4-digit number and smallest 4-digit number.

Individual Activity

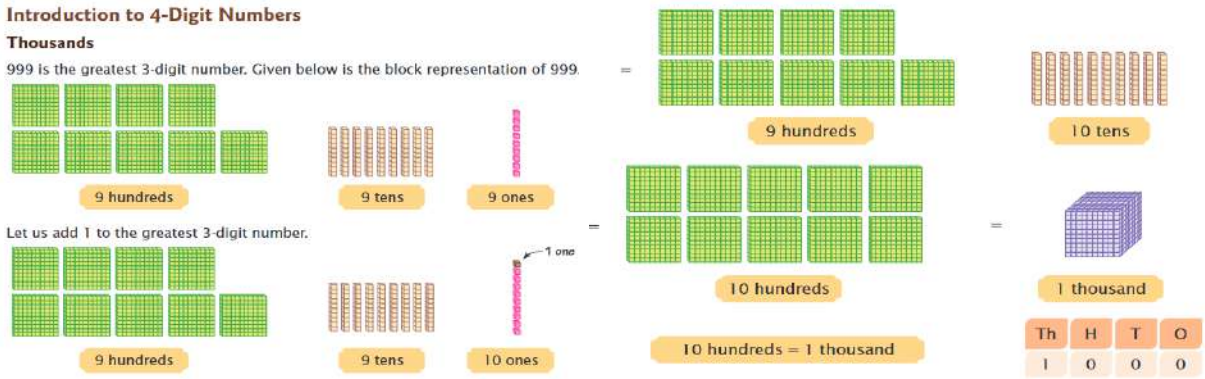
1. Colour the numbers- smallest, greatest, successor, and predecessor.
2. Place value brick towers.

Resources: Text book, White board, Marker, Abacus, Videos.

Learning outcomes: Students will be able to-

- Read and write 4-digit numbers with their number names.
- Identify the face value and place value of a digit in 4-digit numbers.
- Compare 4-digit numbers and write them in ascending and descending orders.
- Compare and Order numbers.
- Write expanded and short form of 4 digit numbers.
- Round off numbers to the nearest 10.
- Differentiate between even and odd numbers.

Board Work:



- Solved textbook exercise questions.
- Reading numbers on abacus.

Application: Students will be able to understand and compare between smallest and largest 4- Digit numbers and can implement it in real life situations.

ICT Integrated:

- Video
- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation:

- Case study based questions from the textbook will be discussed and given to students.
- Class test (written and oral) will be conducted.

Homework/worksheet:

- Compare the remaining questions of the 'Revision Exercise'
- Ask the students to find out the greatest 1-digit, 2-digit and 3-digit numbers.

Reference: Oxford Advantage Textbook, books from library, Google.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms. Pankhuri Bhondele Class: 3

Month: June Subject: Math

Topic: Theme1-Us and the World No. of periods: 12

Ch.2 Addition

Subtopic:

- Add 3-digit numbers with regrouping
- Add 4-digit numbers without regrouping
- Estimating the Sum by rounding off numbers to the nearest ten
- Solve story sums based on addition

Specific Objective: To enable the students to learn addition of 3-digit numbers with regrouping and addition of 4-digit numbers without regrouping.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity

Group Activity

Students will be divided into group of 5-6.Each group will choose 4 playing cards. Then they need to form a 4 –digit smallest and greatest number using the numbers and do its addition.

Individual Activity

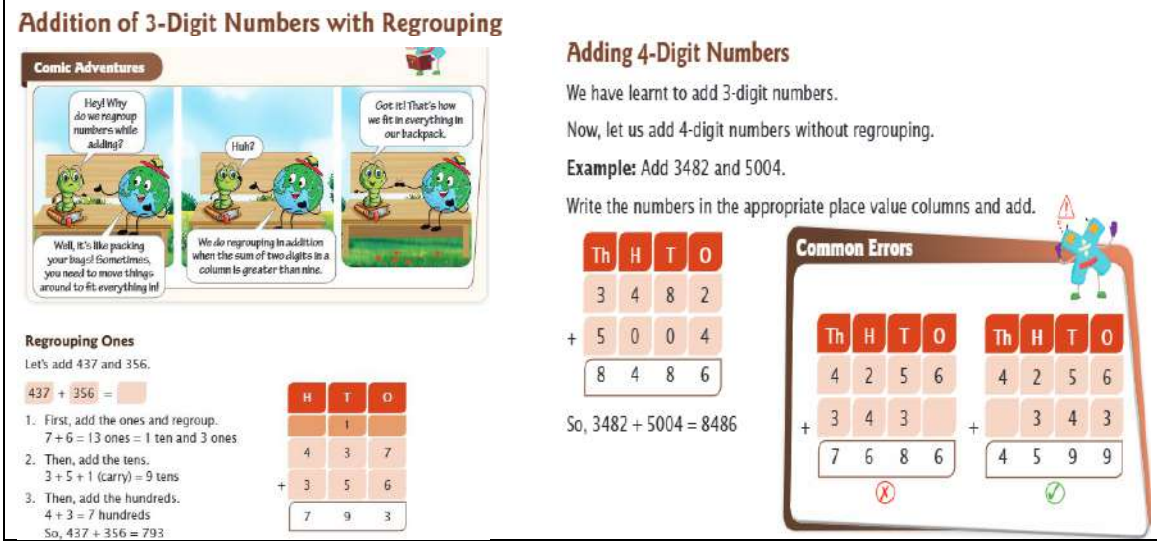
Solve the crossword puzzle based on addition.

Resources: Text book, White board, Marker, Videos, playing cards

Learning outcomes: Students will be able to-

- Add two 4-digit numbers - without regrouping.
- Add 3-digit numbers with regrouping.
- Solve Story Sums.

Board Work:



• Solved textbook exercise questions. • Addition of two 4-digit numbers(without regrouping).
Application: Students will be able to do add 4-Digit numbers and use it in real life situations.
ICT Integrated: • Video • Power Point Presentation
Extra questions/ Class assessment/ Recapitulation: • Theme-End Practice Exercise and life skill based questions will be discussed at the end of the lesson. • Class test (written and oral) will be conducted.
Homework/worksheet: • Case study based questions from the textbook will be discussed and given to students. • Mental math's questions from the workbook will be discussed and given to students.
Reference: Google ,Oxford Advantage

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms. Pankhuri Bhondele Class: 3

Month: July Subject: Math

Topic: Theme2-Nature at Play No. of periods: 14

Ch.3 Subtraction

Subtopic:

- Form fact families
- Subtract 3-digit numbers with regrouping
- Subtract 4-digit numbers
- Estimate the difference by rounding off numbers to the nearest tens
- Solve story sums based on subtraction

Specific Objective: To enable the students to learn Subtraction of 3-Digit Numbers with regrouping and subtraction of 4-digit numbers.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity

Group Activity

Students will be divided into group of 5-6.Each group will choose 4 playing cards. Then they need to form a 4 –digit smallest and greatest number using the numbers and do its subtraction.

Individual Activity

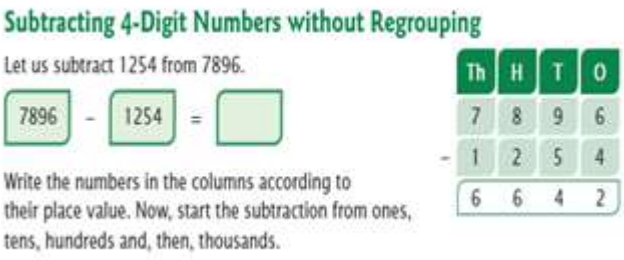
Solve the crossword puzzle based on subtraction.

Resources: Text book, White board, Marker, Videos, playing cards

Learning outcomes: Students will be able to-

- Subtract two 4-digit numbers without regrouping.
- Know subtraction facts.
- Verifying Subtraction using Addition
- Estimate the difference.
- Solve Story Sums.

Board Work:



- Solved textbook exercise questions.
- Subtraction of two 4-digit numbers (without regrouping).

Application: Students will be able to do subtract 4-Digit numbers and use it in real life situations.
ICT Integrated: • Video • Power Point Presentation
Extra questions/ Class assessment/ Recapitulation: • Let's Practice and case study based questions will be discussed at the end of the lesson. • Class test (written and oral) will be conducted.
Homework/worksheet: • Subtract by regrouping questions from the textbook will be discussed and given to students. • Solve the given story sums questions from the textbook will be discussed and given to students.
Reference: Google , Oxford Advantage

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name:Ms. Pankhuri Bhondele Class: 3

Month: August Subject: Math

Topic: Theme2-Nature at Play No. of periods: 10

Ch.4 Shapes and Symmetry

Subtopic:

- Define point, line, line segment and ray
- Measure the length of a line segment
- Draw a line segment of the given length
- Classify and describe plane and solid shapes by their attibutes
- Recognize Symmetry
- Find lines of symmetry in different objects

Specific Objective: To enable the students to understand point, line, line segment, ray, solid and plane shapes, Symmetry.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity

Group Activity

1. Students will make Symmetrical figure by paper cutting.

Individual Activity

1. Students will be divided into groups 5-6 and they will make a Symmetrical design using Colored chart papers, crayons, markers and safety scissors.

Resources: Text book, White board, Marker, Videos, Shapes

Learning outcomes: Students will be able to-

- ♦ Know corners, sides of various shapes.
- ♦ Know corners, edges, faces of solid figures.

Understand different patterns and symmetry.

Board Work:

Solid Shapes

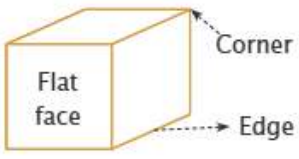
Solid shapes are those that have length, breadth and height. They also have faces, edges and corners.

Faces, Edges and Corners

The surface of a solid shape is called its **face**. A face may be flat or curved.

Edge is a place where two faces meet.

Corner is where the edges meet.



- Solved textbook exercise questions.
- Corners, edges and faces of solid figures.

Application: • Students will be able to identify defining attributes of basic shapes. • Students will be able to identify the number of sides, corners, faces and corners.
ICT Integrated: • Video • Power Point Presentation
Extra questions/ Class assessment/ Recapitulation: • Life skill based questions will be discussed at the end of the lesson. • Class test (written and oral) will be conducted.
Homework/worksheet: • Let's Practice questions from the textbook will be discussed and given to students. • Case study based questions from the textbook will be discussed and given to students. • Theme-End Practice Exercise from the textbook will be discussed and given to students.
Reference: Google ,Oxford Advantage

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms. Pankhuri Bhondele Class: 3

Month: August Subject: Math

Topic: Theme3-Our Country No. of periods: 12

Ch.5 Patterns

Subtopic:

- Identify different types of patterns
- Find pattern core
- Form pattern with numbers
- Identify growing and shrinking patterns
- Recognize tiling as a pattern

Specific Objective: Students will understand that patterns can be created using different things by following a rule.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

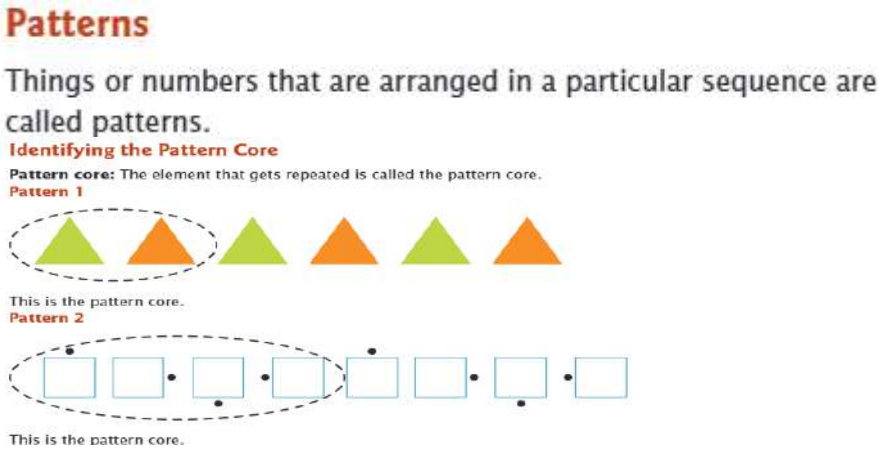
Activity

- Make pattern block plates.
- Children will create their own patterns using skip counting.

Resources: Paper plate, color chart paper, scissors and glue.

Learning outcomes: Students will be able to complete the figure patterns, number patterns and letter patterns by finding the rules.

Board Work:



- Solved textbook exercise questions.
- Solved identifying the pattern core and number patterns.

Application: Learners will be able to identify, describe and extend repeating patterns.

ICT Integrated:

- Video
- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation:

- Let's Explore based questions will be discussed at the end of the lesson.
- Class test (written and oral) will be conducted.

Homework/worksheet:

- Let's Practice questions from the textbook will be discussed and given to students.
- Case study based questions from the textbook will be discussed and given to students.

Reference: Google ,Oxford Advantage

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name: Ms. Pankhuri Bhondele Class: 3

Month: September Subject: Math

Topic: Theme3-Our Country No. of periods: 15

Ch.6 Multiplication

Subtopic:

- Multiply by numbers 7,8 and 9
- Multiply 3-digit numbers without and with regrouping
- Multiply by tens and hundreds
- Describe multiplication properties
- Multiply 2- digit numbers
- Solve story sums based on multiplication

Specific Objective: To enable the students to learn Multiplication of 3-digit numbers with and without regrouping and understand Multiplication properties.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity

Group Activity

Make a puzzle of multiplication fact and its answer.

Individual Activity

1. Make a tree model of the factors given number.
3. Dodging tables.

Resources: Text book, White board, Marker, Videos

Learning outcomes: Students will be able to-

- Know and learn multiplication tables 11-15.
- Understand the multiplication terms.
- Know multiplication properties.
- Multiply 3-digit numbers by 1 digit (with or without regrouping).
- Multiply 2-digit numbers (without and with carrying over).
- Solve Story sums.

Board Work:



- Solved textbook exercise questions.
- Multiplication of 3-digit numbers by 1-digit number.

Application: Students will be able to do multiply numbers and use it in real life situations.

ICT Integrated:

- Video
- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation: • Let's Practice will be discussed at the end of the lesson. • Class test (written and oral) will be conducted.
Homework/worksheet: • Solve the given story sums questions from the textbook will be discussed and given to students. • Solve the case study based questions from the textbook will be discussed and given to students.
Reference: Google , Oxford Advantage

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms. Pankhuri Bhondele Class: 3

Month: October Subject: Math

Topic: Theme4-Motion, People and Ideas No. of periods: 18

Ch.7 Division

Subtopic: • Define division terms and facts • Divide the numbers by doing repeated Subtraction • Relate multiplication with division • Use multiplication tables to divide • Divide 2 and 3-digit numbers using long division method • Solve story sums based on division
Specific Objective: To enable the students to know how to divide the given share equally and divide 2-digit and 3-digit numbers using long division method.
Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity

Group Activity

1. The class will be divided into groups. Each group will be given ice-cream sticks which they need to divide amongst them so that each one gets an equal share.

Individual Activity

1. Make a chart of division facts.

Resources: Text book, White board, Marker, Videos, ice-cream sticks.

Learning outcomes: Students will be able to-

- Know how to share the given number equally.
- Divide by doing repeated subtraction.
- Know properties of division.
- Know division facts.
- Understand concept of relationship between multiplication and division.
- Perform the operation of division of 2 digit numbers and 3 digit numbers by 1 digit.
- Solve Story sums.

Board Work:

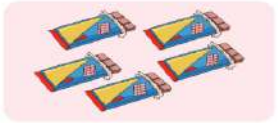
Let's recall what we had learnt earlier.

When we need to share or group things equally, we use division.

There are 10 chocolates here. These chocolates are to be shared equally between two students, Riya and Aman.



Riya



Aman

When 10 chocolates are shared equally between 2 students, each student gets 5 chocolates. $10 \div 2 = 5$

OR

When 10 chocolates are put in groups of 5, 2 groups are made. $10 \div 5 = 2$

- Solved textbook exercise questions.
- Division of 3-digit numbers by 1-digit number.

Application: Students will be able to do divide numbers and use it in real life situations.

ICT Integrated: • Video • Power Point Presentation
Extra questions/ Class assessment/ Recapitulation: • Let's Experience will be discussed at the end of the lesson. • Class test (written and oral) will be conducted.
Homework/worksheet: • Solve the given story sums and let's practice questions from the textbook will be discussed and given to students. • Solve the case study based questions from the textbook will be discussed and given to students.
Reference: Google ,Oxford Advantage

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms. Pankhuri Bhondele Class: 3

Month: November Subject: Math

Topic: Theme4-Motion, People and Ideas No. of periods: 15

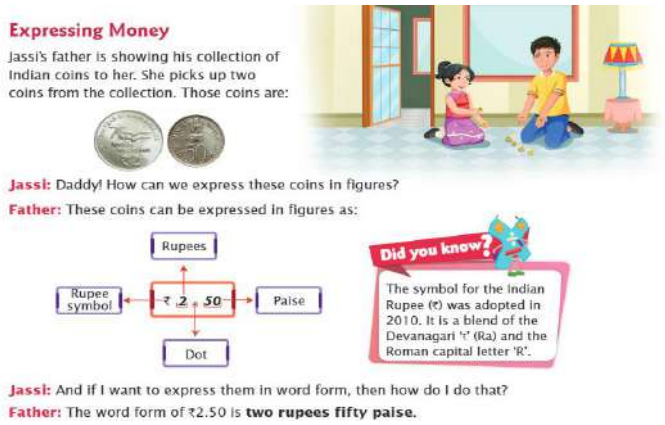
Ch.8 Money

Subtopic: • Express money in figures and in words • Convert paise to rupees and rupees to paise • Add and subtract money • Multiply and Divide Money • Solve Story Sums based on money • Interpret a bill
Specific Objective: To enable the students to understand how to count , add ,subtract, multiply, divide money and conversion rupees into paise and vice-versa,
Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.
Activity **Group Activity** 1. Market game. **Individual Activity** 1. Students will prepare a bill for their expenses in a grocery store.
Resources: Text book, White board, Marker, Videos, Currency Notes.

Learning outcomes: Students will be able to-

- ♦ Know how to convert rupees into paise and vice versa.
- ♦ Count money.
- ♦ Perform the operation of conversion of money.
- ♦ Perform the operation of addition, subtraction, multiplication and division based on money.
- ♦ Solve word problems.
- ♦ Calculate the bill amount.

Board Work:



- Solved textbook exercise questions.
- Addition and subtraction of money.
- Solved Multiplying and Dividing Money.

Application:

- Students will be able to calculate the bill amount.

ICT Integrated:

- Video
- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation:

- Life skill based questions will be discussed at the end of the lesson.
- Class test (written and oral) will be conducted.

Homework/worksheet:

- Solve the Theme-End Practice Exercise from the textbook will be discussed and given to students.
- Solve the case study based questions from the textbook will be discussed and given to students.

Reference: Google , Oxford Advantage

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms. Pankhuri Bhondele Class: 3

Month: November Subject: Math

Topic: Theme5-Nature, Resources and Phenomena
Ch.9 Fractions

No. of periods: 12

Subtopic:

- Recognize fraction of a whole
- Write numerator and denominator of a fraction
- Find fraction of a collection
- Find half, one-third and one-fourth parts of a whole
- Solve Story sums based on fractions

Specific Objective: To enable the students to define fraction, numerator, denominator and how to identify shaded parts and the number of equal parts in a shape.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity

Group Activity

1. Scavenger hunt- Teacher will provide two bowls, one bowl will be tickets showing the numerical fraction and second bowl will be its drawing (fraction).students will be divided into 2 groups. Each group member picks up a tickets from the respective bowl and hunt for its opposite type ticket to match.

Individual Activity

1. Circle the correct fractions.
2. Colour the figures to show the given fractions.

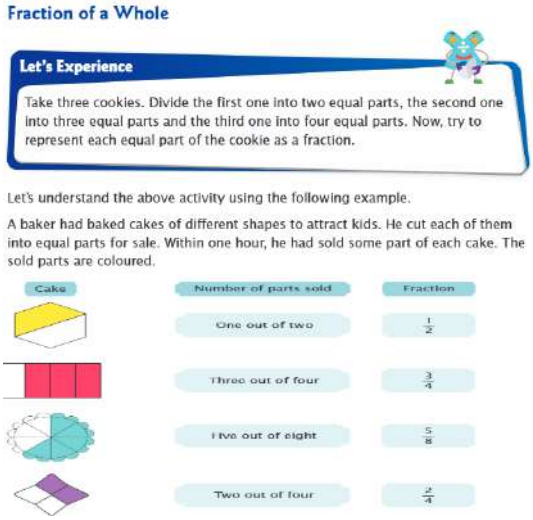
Resources: Text book, White board, Marker, Videos

Learning outcomes: Students will be able to-

- Know Numerator and Denominator
- Learn terms related to fractions
- Know common fractions.

- ♦ Find fraction of a collection
- ♦ Solve Story Sums

Board Work:



- Solved textbook exercise questions.
- Some common fractions.

Application: Students will be able to use fractions while baking and cooking with the help of their parents.

ICT Integrated:

- Video
- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation:

- Let's Experience based questions will be discussed at the end of the lesson.
- Class test (written and oral) will be conducted.

Homework/worksheet:

- Solve the Let's Practice from the textbook will be discussed and given to students.
- Solve the Story sums from the textbook will be discussed and given to students.

Reference: Google , Oxford Advantage

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name:Ms. Pankhuri Bhondele Class: 3

Month: December Subject: Math

Topic: Theme5-Nature, Resources and Phenomena No. of periods: 15

Ch.10 Measurement

Subtopic:

- Measure length of an object
- Convert different units of length
- Convert different units of mass
- Convert different units of capacity

Specific Objective: To enable the students to understand different units of measurement and its conversion.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity

Group Activity

1. Out of the given 3-4 routes from home to school find the shortest route. Then choose the water tank with the maximum capacity and then choose the box of biscuits with maximum weight.

Individual Activity

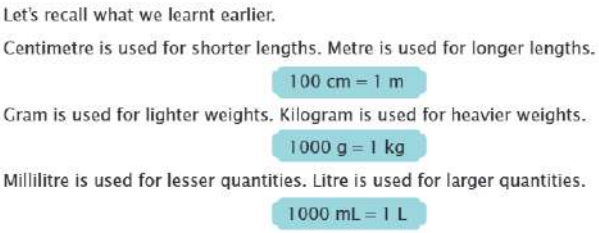
1. Teacher will provide a recipe in some unit of measurement.
Students will write the same recipe in other unit of measurement.

Resources: Text book, White board, Marker, Videos

Learning outcomes: Students will be able to-

- Measure length in centimetres, metres and kilometres
- Convert units of length- m into cm, cm into m, m into km, km into m.
- Convert units of weight- gm into kg, kg into gm.
- Convert units of capacity- l into ml, and ml into l.
- Solve Story Sums.

Board Work:



- Solved textbook exercise questions.
- Solved Life skills questions.

Application: Students will be able to convert, measure different lengths, weights and capacities.

ICT Integrated:

- Video
- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation:

- Life skills based questions will be discussed at the end of the lesson.
- Class test (written and oral) will be conducted.

Homework/worksheet:

- Solve the Theme-End Practice Exercise from the textbook will be discussed and given to students.
- Solve the Case Study based questions from the textbook will be discussed and given to students.

Reference: Google ,Oxford Advantage

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name:Ms. Pankhuri Bhondele Class: 3

Month: January Subject: Math

Topic: Theme6-Earth and Sky No. of periods: 12

Ch.11 Time

Subtopic:

- Read time in hours and minutes
- Tell time to 5 minutes
- Write a.m. and p.m. for a specific time
- Convert hours to minute and minutes to hours
- Identify a particular day and date in a calendar

Specific Objective: To enable the students to understand duration of time and how to calculate number of hours, minutes, seconds, weeks , days and years.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity

Group Activity

1. Make a clock using cardboard and ice cream sticks.
2. Make calendar

Individual Activity

1. Fill in the blanks using calendar.
2. Match the clock with its correct time.

Resources: Text book, White board, Marker, Videos

Learning outcomes: Students will be able to-

- ♦ Know the concept of seconds.
- ♦ Understand how to find duration of time.
- ♦ Calculate time.
- ♦ Read calendar.
- ♦ Understand Leap Year.

Board Work:

Ante Meridiem (a.m.) and Post Meridiem (p.m.)

Noon is the time when the sun shines right above our head.



At this hour, the clock shows the time as 12 o'clock or 12 noon.

We use **p.m. (post meridiem)** for the time between 12 noon and 12 midnight.
To indicate this, 'p.m.' is written after the time.

- Solved textbook exercise questions.

Application:

- Students will be able to tell time using analog clock to their friends and parents.
- Students will be able to calculate and estimate time.

ICT Integrated:

- Video
- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation:

- Let's Explore based questions will be discussed at the end of the lesson.
- Class test (written and oral) will be conducted.

Homework/worksheet:

- Solve the Let's Practice from the textbook will be discussed and given to students.
- Solve the Case Study based questions from the textbook will be discussed and given to students.

Reference: Google ,Oxford Advantage

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms. Pankhuri Bhondele Class: 3

Month: January Subject: Math

Topic: Theme6-Earth and Sky No. of periods: 10

Ch.12 Data Handling

Subtopic:

- Represent the information using a pictograph
- Interpret a pictograph
- Interpret bar graphs

Specific Objective: To enable the students to understand Pictograph.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity

Group Activity

Conduct a quiz in the class.
Divide the students into groups of 4.
Ask the following questions from the students.

- Are tally marks used to count and record data?
- What does a bar graph use to represent data?
- If an apple represents 2 stickers, then how many apples will represent 8 stickers?

Give 1 point for each correct answer.
The group with the maximum correct answers will declare the winner.

Individual Activity

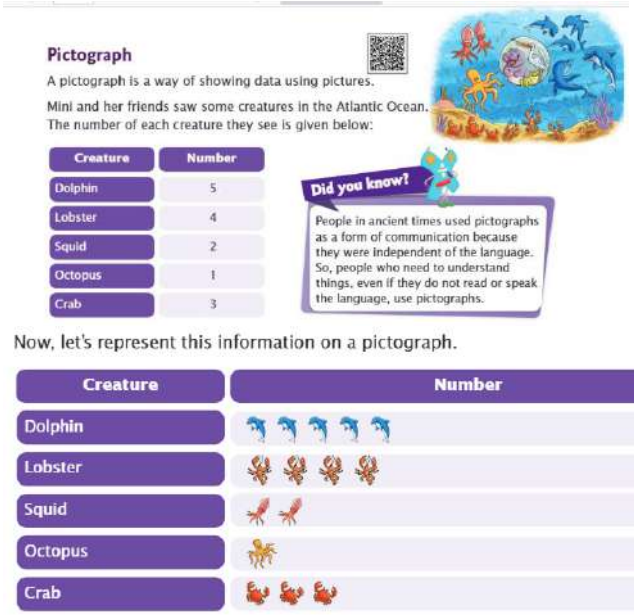
1. Ask students a simple question (e.g., 'what is your favorite ice cream flavors?') and collect their answers.
2. Draw a bar graph using the collected data on the board. Use stickers or small objects to represent the data.
3. Discuss the bar graph with the class. Ask questions like:
    - Which ice cream flavor is the most popular?
    - How many students choose chocolate?

Resources: Text book, White board, Marker, Videos

Learning outcomes: Students will be able to-

- ♦ Read the pictograph and answer the questions based on it.
- ♦ Represent data in a tabular form
- ♦ Interpret bar graphs.

Board Work:



Pictograph

A pictograph is a way of showing data using pictures.

Mini and her friends saw some creatures in the Atlantic Ocean. The number of each creature they see is given below:

Creature	Number
Dolphin	5
Lobster	4
Squid	2
Octopus	1
Crab	3

Did you know?

People in ancient times used pictographs as a form of communication because they were independent of the language. So, people who need to understand things, even if they do not read or speak the language, use pictographs.

Now, let's represent this information on a pictograph.

Creature	Number
Dolphin	
Lobster	
Squid	
Octopus	
Crab	

- Representing the information in pictograph.
- Representing the information in Bar graphs.

Application:

- Students will be able to represent the given data in the form of pictograph.

ICT Integrated:

- Video
- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation:

- Life skill based questions will be discussed at the end of the lesson.
- Class test (written and oral) will be conducted.

Homework/worksheet:

- Solve the Let's Practice from the textbook will be discussed and given to students.
- Solve the Case Study based questions from the textbook will be discussed and given to students.

Reference: Google ,Oxford Advantage

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2025-26)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month - April**

Topic – L-1 Imaginary Gerry

L-2 Another Thank you **No. of Periods - 21**

Sub - topic:

- Introduction
- Poetry Comprehension
- Stanza
- Recapitulation

Specific objectives:

- Read a Poem about Imaginary Friend
- Explain what is a stanza
- Analyze and appreciate a poem
- Identify Common and Proper nouns
- Identify Singular and Plural nouns
- Identify and use Collective nouns
- Impromptu Speech
- Dialogue Writing

Methodology:

Demonstration Method, Explanation Method (learning method) and Inductive Learning.

Activities:

- Decode a pattern
- Spoken Skills- Describe a picture and talk about it.
- Dialogue Writing

Board work:

- Vocabulary/Word meanings/Question and Answer(Literature)

Learning outcomes:

Students will be able to -

- decode an activity.
- visualize and articulate their responses to any new situation.
- read a poem about an imaginary friend.
- read and understand the poem and answer questions.
- analyze a poem.

- recall the chapter and understand its main ideas.
- identify common and proper nouns.
- identify singular and plural nouns and use them appropriately.

Application:

- Development of Social Skills, Improvement in English language skills.

ICT Integration / Art Integration :

- Video
- Power Point Presentation
- Audio
- Draw a Map

Class assessment/ Recapitulation:

- Questions will be asked at the end of the lesson.
- Class test will be conducted.
- Exercises based on topic.

Homework/ worksheets:

Picture based questions / Worksheets/ Exercises in the textbook.

Reference:

Oxford – 1. Student's Book – Part A

2. Learners Grammar and Composition.

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2025-26)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month - June**

Topic – L-3 Smell of Food **No. of Periods - 21**

L-6 Sunset River Cruise on the Brahmaputra (MA)

L-3 Smell of Food

Sub - topic:

- Introduction
- Reading Comprehension
- Homophones
- Subject and Predicate
- Personal Pronouns
- Possessive Pronouns
- Give Directions
- Draw a Map
- Recapitulation

Specific objectives:

- Discuss the connection between the smell of food and hunger.
- Discuss and write the names of things that should always be available for free.
- Discuss and understand the components of a play.

Methodology:

Demonstration Method, Explanation Method (learning method) and Inductive Learning.

Activities:

- Name a few things.
- Ch-6 MA
- Spoken Skills- Give Directions
- Draw a map.

Board work:

- Vocabulary
- Word meanings
- Question and Answer(Literature)

Learning outcomes:

Students will be able to -

- Discuss the connection between the smell of food and hunger. And write the names of things that should always be available for free.
- Read, discuss, understand and appreciate the components of a play.
- Answer questions.
- Identify and use homophones correctly.

- Identify subject and predicate.
- Identify and use personal pronouns and possessive pronouns.
- Give directions to reach a place.
- Draw a map.
- Recall the chapter and understand its main ideas.

Application:

- Development of Social Skills, Improvement in English language skills, Critical and creative thinking, Reasoning, Effective communication, Conversing effectively

ICT Integration / Art Integration :

- Video shared about a story.
- Draw a Map

Class assessment/ Recapitulation:

- Questions will be asked at the end of the lesson.
- Class test (written and oral) will be conducted.
- Exercises based on the topic.

Homework/ worksheets:

- Homework will be given based on class work.
- Draw a map

Reference:

Oxford – 1. Student's Book – Part A

2. Learners Grammar and Composition.

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2025-26)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month – July**

Topic – Ch-4 Too Many Dragons **No. of Periods - 25**

Sub - topic:

- Introduction
- Reading Comprehension
- Onomatopoeic Words
- Simple Present Tense
- Present Continuous Tense
- Quantifiers
- Punctuation: Comma
- Talk About an Experience
- Picture Description
- Recapitulation

Specific objectives:

- Converse fluently and meaningfully in different contexts.
- Apply varied comprehension strategies (inferring, predicting, visualizing) to understand different texts.

Methodology:

- Reading and recitation of the poem
- Inductive approach

Activities:

- Talk about few sounds that you commonly hear early in the morning.
-

Board work:

- Vocabulary/Word meanings/Question and Answer (Literature)
- Rhyming words from the poem.

Learning outcomes:

Students will be able to -

- Discuss how our lives are related to nature.
- Read and appreciate a fantasy story about a little girl and dragons.
- Read and understand a story
- Identify onomatopoeic words and use them in context.
- Use the simple present tense correctly.

- Use the present continuous tense correctly.
- Use quantifiers in sentences.

Application:

- Imagination skill

ICT Integration / Art Integration :

-

Class assessment/ Recapitulation:

- Questions will be asked at the end of the lesson.
- Class test (written and oral) will be conducted.

Homework/ worksheets:

- Homework will be given based on class work.

Reference:

Oxford – 1. Student's Book – Part A

2. Learners Grammar and Composition.

MIS INTERNATIONAL SCHOOL,BALEWADI
Lesson Plan (2023-24)

Teacher's Name – Mrs. Shweta Nikam **Grade - 5**

Subject - ICT **Month - June**

Topic – (L-2 Advanced Features of Word 2019) **No. of Periods - 4**

Sub - topic:

- Spelling and Grammar
- Column Formatting
- Thesaurus
- Paragraph Formatting
- Find and Replace Text
- Mail Merge
- Page Formatting

Specific objectives:

To enhance the knowledge of the students about advanced features of word 2016.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1 :

Before starting the chapter, ask the students to solve the question in Let's Plug-In given on Page 18 of the main course book.

While teaching this chapter, tell the students that formatting refers to the appearance of a document. Introduce the students to Spelling and Grammar Check feature of Word.

Show to the students the representation of spelling and grammar mistakes with different colored wavy lines.

Demonstrate to the students the method of using Spelling and Grammar Check feature of Word.

Period 2: Tell them that Word can go one step ahead and can replace that particular word or phrase by another word or phrase as required by the user using the Replace feature. Demonstrate the steps to use Find and Replace features. Explain to the students that line spacing means the blank space between two lines in a paragraph.

Period 3: Further tell them that the paragraph spacing means the blank space between two consecutive paragraphs in a document. Activity can be created on the Orientation as Take two printouts in different orientations and display them in from of the class to demonstrate the difference between orientations. Tell the students that page margin is the white space all around the printed area of the paper. Make the students understand how they can modify page margin settings for their document. Introduce to the students the concept of orientation as the side of the paper along which the content of the document will be printed. Tell the students about different types of orientations.

Period 4:. Show to them the steps involved in changing the page orientation in a document. Introduce to the students Mail Merge as the feature used to create personalized letters to be sent to many persons.

Activities: Ask the students to solve the exercise Let's Catch Up given on page number 22.

Ask them the various steps involved in creating a mail merge.

Learning outcomes: To make them understand advanced features of word 2016.

Application: To relate the concept taught to everyday situations in life.

ICT Integration / Art Integration :

- Video
- Power Point Presentation

Class assessment/ Recapitulation:

Ask Extra questions in the class.

Recapitulation: Recap would be done by Quiz and oral discussion in the class & through class test.

Homework/ worksheets:

- Textbook Exercise (p.g 34 to 35) in TB
- Notebook writing

Reference:

TOUCHPAD PLUS Ver 4.0

MIS INTERNATIONAL SCHOOL,BALEWADI
Lesson Plan (2023-24)

Teacher's Name – Mrs. Shweta Nikam **Grade - 5**

Subject - ICT **Month - July**

Topic – (L-3 More on PowerPoint 2019) **No. of Periods - 4**

Sub - topic:

- Students will learn about
- Applying Themes
- Changing the Background
- Working with Slide Master
- Inserting SmartArt
- Animations Slide
- Transitions

Specific objectives:

To enhance the knowledge of the students about Formatting a Presentation.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1:

While teaching this chapter, tell the students that PowerPoint 2019 is used to create electronic presentations

Demonstrate the steps to choose a theme, change theme colors, fonts and backgrounds.

Period 2:

Ask the students to solve the exercise Let's Catch Up given on Pages 47 and 48. Introduce students with Slide Master and the steps involved in using this action into a presentation. Show to the students how to insert SmartArt and the steps involved in adding it into a presentation.

Explain to the students that transitions are used to determine how the presentation moves from one slide to the next.

Period 3: Demonstrate the steps involved in inserting a video file into a presentation. (refer Suggested Activity also).

Introduce animation as the feature that gives a moving effect to text and other objects on the slide. Show to the students the steps involved in applying custom animation to various objects on a slide.

Tell the students the animation effects applied to different objects on a slide can be reordered.

Introduce to the students Mail Merge as the feature used to create personalized letters to be sent to many persons.

Period 4:

The exercise at the back of the textbook is done.

Notebook work and worksheets.

Activities:

Learning outcomes: To make them understand **Formatting a Presentation**
Application: To relate the concept taught to everyday situations in life.

ICT Integration / Art Integration :

- Video
- Power Point Presentation

Class assessment/ Recapitulation:

Ask Extra questions in the class.
Recapitulation: Recap would be done by Quiz and oral discussion in the class & through class test.

Homework/ worksheets:

- Textbook Exercise (p.g 47 - 48) in TB
- Notebook writing

Reference:

TOUCHPAD PLUS Ver 4.0

MIS INTERNATIONAL SCHOOL,BALEWADI
Lesson Plan (2023-24)

Teacher's Name – Mrs. Shweta Nikam **Grade - 5**

Subject - ICT **Month - September**

Topic – (L-6 Safeguarding your computer) **No. of Periods - 6**

Sub - topic:

- Computer Malware
- Harms caused by computer malware
- How does a computer get infected?
- Symptoms of infected computer
- Antivirus

Specific objectives:

To enhance the knowledge of the students about the internet is a computer network that connects hosts and end systems throughout the world.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1:

Introduce the concept of World Wide Web (WWW) with reference to basic terms covering web, web servers, posting/uploading, etc.

Explain to the students the process of how the web works.

Introduce web browser as software application designed to find hypertext documents on the web.

Show to the students the steps involved in the process of launching the web browser.

Tell the students about Uniform Resource Locator or URL (unique internet address) and their use while navigating on internet.

Period 2:

Make the students recall E-mail as the process of exchanging messages electronically through communications network by using a computer.

Share with the students the advantages and disadvantages of e-mail.

Explain the components of an e-mail address to the students.

Demonstrate in detail the steps involved in:

• Creating an e-mail account

• Signing in to an e-mail account

• Sending an e-mail (with reference to fields like To, Cc, Bcc and Subject)

Period 3: Attaching files to an e-mail

• Reading a received e-mail

• Signing out from the e-mail account (tell them the importance of this step)

The exercise at the back of the textbook is done.

Ask the students to solve the exercise Let's Catch Up given on page number 78.

Period 5: Notebook work and worksheets.

Activities: Ask the students to solve the exercise Let's Catch Up given on page number 78.

Learning outcomes: To make them understand Internet and Email

Application: To relate the concept taught to everyday situations in life.

ICT Integration / Art Integration :

- Video

Class assessment/ Recapitulation:

Ask Extra questions in the class.

Recapitulation: Recap would be done by Quiz and oral discussion in the class & through class test.

Homework/ worksheets:

- Textbook Exercise (p.g 84-85) in TB
- Notebook writing

Reference:

TOUCHPAD PLUS Ver 2.1

MIS INTERNATIONAL SCHOOL,BALEWADI
Lesson Plan (2023-24)

Teacher's Name – Mrs. Shweta Nikam **Grade - 5**

Subject - ICT **Month - September**

Topic – (L-7 Internet and E-mail) **No. of Periods - 6**

Sub - topic:

- Internet
- Types of Internet connections
- Using Web Browser
- Usings URL's
- E-mail

Specific objectives:

To enhance the knowledge of the students about the internet is a computer network that connects hosts and end systems throughout the world.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1:

Introduce the concept of World Wide Web (WWW) with reference to basic terms covering web, web servers, posting/uploading, etc.

Explain to the students the process of how the web works.

Introduce web browser as software application designed to find hypertext documents on the web.

Show to the students the steps involved in the process of launching the web browser.

Tell the students about Uniform Resource Locator or URL (unique internet address) and their use while navigating on internet.

Period 2:

Make the students recall E-mail as the process of exchanging messages electronically through communications network by using a computer.

Share with the students the advantages and disadvantages of e-mail.

Explain the components of an e-mail address to the students.

Demonstrate in detail the steps involved in:

• Creating an e-mail account

• Signing in to an e-mail account

• Sending an e-mail (with reference to fields like To, Cc, Bcc and Subject)

Period 3: Attaching files to an e-mail

• Reading a received e-mail

• Signing out from the e-mail account (tell them the importance of this step)

The exercise at the back of the textbook is done.

Ask the students to solve the exercise Let's Catch Up given on page number 78.

Period 5: Notebook work and worksheets.

Activities: Ask the students to solve the exercise Let's Catch Up given on page number 78.

Learning outcomes: To make them understand Internet and Email

Application: To relate the concept taught to everyday situations in life.

ICT Integration / Art Integration :

- Video

Class assessment/ Recapitulation:

Ask Extra questions in the class.

Recapitulation: Recap would be done by Quiz and oral discussion in the class & through class test.

Homework/ worksheets:

- Textbook Exercise (p.g 84-85) in TB
- Notebook writing

Reference:

TOUCHPAD PLUS Ver 4.0

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan 2025-2026

Teacher's Name: Ms.Pallavi Shinde | Class: 5

Subject: Math | Month: April

Chapter 1: Number System | No. of periods: 10

Subtopic:
7-digit Numbers and 8-digit numbers, Place Value and face value , International Number System, Rounding off numbers, Number Patterns, Roman Numerals

Specific objective

- To enable the students to understand numbers (counting numbers and fractions)
- To represent whole numbers using the Indian place value system
- understand and carry out the four basic operations with whole numbers
- To discover and recognize patterns in number sequences understand 8 – Digit Numbers.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities: - Demonstration Method, Explanation Method (learning method), Activity based teaching.

Group activity

1. Use digit cards 0 to 9. Pick up any 6 digit cards. Make any one number using all the 6 digit cards, read it and write the number in words. The student who makes the greatest number quickly is the winner.

Individual Activity

1. Individual activity: To find the population of year 2018 of the given countries, write the number in both the number system and compare it.

2. Pick up any 4 numbers from the digit cards form a number and find a predecessor and successor of that number.

Resource: Text book, White board, Marker, Videos

Learning outcomes: : Students will be able to-

- read and write 5- and 6-digit numbers.
- read and write 7- and 8-digit numbers in Indian and International place value system.
- find the exanded form and standard form of various 7- and 8-digit numbers.
- round off numbers to the nearest 10, 100 and 1000.
- apply the learned concepts in different new situations.
- identify patterns in numbers.
- identify the symbols used to write Roman numerals.
- recognize the rules for writing Roman numerals.
- read and write Roman numerals up to 100.

- convert Roman numerals to Hindu-Arabic numerals and vice versa.

Board Work: Indian and international number chart, Notes of subtopic and sums will be solved.

Application: Students will be able to understand and compare between smallest and largest 9- Digit numbers and can implement it in real life situations.

ICT Integrated:

- Video

- **Extra questions/ Class assessment/ Recapitulation**: Questions will be asked related to 9-Digit Numbers at the end of the chapter.
- Questions on Place and Rounding off.
- Class test (written and oral) will be conducted.

- **Homework/ worksheets**: Homework will be given based in class work.

Reference: Google , Oxford Advantage Mathematics Student's Book Part A

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan 2025-2026

Teacher's Name: Ms.Pallavi Shinde Class: 5

Subject: Math Month: April

Chapter2**:** Addition and Subtraction No. of periods: 9

Subtopic:

- Addition, Properties of Addition, Subtraction, Relationship between Addition and Subtraction, Story Sums.

Specific objective:

Students will be able to

understand the properties of addition, subtraction, multiplication and division.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

Individual Activity-

1) To frame word problems.

Resources. Text book, White board, Marker, Videos

Learning outcomes: Students will be able to-

- add 7- and 8-digit numbers.
- remember, analyse and apply the different properties of addition of numbers.
- add numbers using the properties.
- apply the different properties of addition of numbers.
- add numbers using the properties.
- subtract large numbers.
- find the relationship between addition and subtraction.
- check if the subtraction is correct using addition.
- apply the skills of addition and subtraction to solve real-life problems.
- apply the skills of addition and subtraction.
- strengthen their understanding of addition and subtraction of large numbers.
- work in teams to arrive at the correct solutions.
- enrich their problem-solving skills.
- improve the speed and accuracy of calculations.
- practice the addition and subtraction of large numbers independently.
- gather life skills based on their understanding of addition and subtraction.

Board Work: Sums will be solved

ICT Integrated – None

Application: Students will be able to use strategies of mental calculations in their day to day life.

Extra questions/ Class assessment/ Recapitulation

- Questions will be asked at the end of the chapter.
- Workbook questions will be solved.
- Class test (written and oral) will be conducted.

Homework/ worksheets:

- Homework will be given based on class work.
- Worksheet of the workbook will be given.

Reference: Google , Oxford Advantage Mathematics Student's Book Part A

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-2026

Teacher's Name : Ms.Pallavi Shinde Class :5

Subject: Math Month: June

Chapter3: Shapes and Patterns No. of periods: 12

Subtopic: Symmetry, Rotation, Creating Patterns, Nets of Solid Shapes, Different Ways to Look at a shapes

Specific Objective: To find HCF and LCM of the numbers.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity:

Individual Activity :

1.To create a 3D shape using coloured papers.
2. To make 3D nets of different shapes.

Resources: Text book, White board, Marker, Videos

Learning outcomes: Students will be able to-

- identify symmetrical shapes and patterns.
- apply the concept of symmetry in various real-life situations.
- recognise and draw lines of symmetry for different figures.
- learn how shapes look after rotation by specific turns.
- create patterns by repeating or rotating shapes.
- Draw nets of different shapes and identify the corresponding 3D objects they represent.
- interpret different views of objects including top, side and front views.

Application: Student will be able to solve real life questions based on patterns and rotational symmetry

ICT Integrated – Video

Extra questions/ Class assessment/ Recapitulation :

- Questions will be asked at the end of the chapter.
- Questions on test of divisibility will be asked to the students.
- Class test (written and oral) will be conducted.

Homework/worksheet:

- Homework will be given based in class work.
- Worksheet will be given.

Reference: Google , Oxford Advantage Mathematics Student's Book Part A

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan 2025-2026

Teacher's Name: Ms.Pallavi Shinde Class: 5

Subject: Math Month:July

Chapter-4: Multiplication and Division No. of periods: 12

Sub topic: Fractions, Types of fractions, comparing fractions, ordering of fractions, reducing a fraction to its lowest term, Addition and subtraction of fractions, Addition and subtraction of whole numbers and fractions, Addition and subtraction of mixed fractions. operations and the relationships among them, know addition and multiplication tables at least up to 10×10 and apply the four basic operations on whole numbers to solve

Specific Objective: Students will be able to understand understand and visualize arithmetic daily-life problems

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity:

Individual Activity

1. Math Lab Activity given on Textbook Page no.72

Resources: Text book, White board, Marker, Videos

Learning outcomes: Students will be able to-

- recall the multiplication of 4-digit numbers by 2-digit numbers.
- recall the division of 4-digit numbers by 2-digit numbers.
- multiply 5-digit numbers by 2- and 3-digit numbers.
- multiply 5-digit numbers by multiples of 10, 100 and 1000.
- multiply 5-digit numbers with zero in the multiplier.
- divide 5-digit numbers by 2-digit numbers.
- find the average of a group of numbers.
- solve story sums based on multiplication and division.
- apply their knowledge of multiplication and division to solve a variety of problems.
- demonstrate problem-solving abilities using real-world scenarios.

Application: Students will be able to multiply and divide the numbers, calculate the average of numbers and use it to story sums and apply it in their day to day life.

ICT Integrated - Video

Extra questions/ Class assessment/ Recapitulation :

- Questions will be asked at the end of the chapter.
- Questions on comparing and ordering the fractions will be asked.
- Class test (written and oral) will be conducted.

Homework/worksheet:

- Homework will be given based in class work.
- Worksheet of the workbook will be given.

Reference: Google , Oxford Advantage Mathematics Student's Book Part A

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-2026

Teacher's Name: Ms.Pallavi Shinde | Class 5

Subject: Math | Month:August

Chapter 5: Factors | No. of periods: 10

Subtopic: More about factors, Rules of Divisibility, Prime and Composite numbers, Prime Factorization, Highest Common Factors

Specific Objective : To find HCF of the numbers by prime factorization and division method

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity:

Group Activity -

1. Students will shuffle the digit cards. The first player chooses three cards and makes a 3 – digit number. He/ She will try to make a number which can be divisible by 2, 5, 10 and 100 and record the number in the table.

Resources: Text book, White board, Marker, Videos

Learning outcomes: Students will be able to-

- recall the multiplication of 4-digit numbers by 2-digit numbers.
- recall the division of 4-digit numbers by 2-digit numbers.
- multiply 5-digit numbers by 2- and 3-digit numbers.
- multiply 5-digit numbers by multiples of 10, 100 and 1000.
- multiply 5-digit numbers with zero in the multiplier.
- divide 5-digit numbers by 2-digit numbers.
- divide 5-digit numbers by 2-digit numbers.
- find the average of a group of numbers.
- solve story sums based on multiplication and division.
- apply their knowledge of multiplication and division to solve a variety of problems.
- demonstrate problem-solving abilities using real-world scenarios.
- reiterate the concept of multiplication by counting the meeting points.

Application: Students will be able to demonstrate prime factorization method

ICT Integrated – Video (https://youtu.be/0IZyGB1qQmM)

Extra questions/ Class assessment/ Recapitulation :

- Questions will be asked at the end of the chapter.
- Class test (written and oral) will be conducted.

Homework/worksheet:

- Homework will be given based in class work.
- Worksheet will be given.

Reference: Google , Oxford Advantage Mathematics Student's Book Part A

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-2026

Teacher's Name: Pallavi Shinde | Class: 5

Subject: Math | Month: August

Chapter-6: Multiples | No. of periods: 9

Subtopic: Multiples, Lowest Common Multiples

Specific Objective: Students can

- Find the common multiples of the given numbers
- Find LCM using a number line, Prime factorization and short division method

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity:

Group Activity

1. Math Lab Activity (Textbook Page 103)

Resources: Text book, White board, Marker, Videos

Learning outcomes: Students will be able to-

- recall the concept of multiples.
- write the common multiples of a given set of numbers.
- analyse how multiples relate to real-life situations.
- identify and write the multiple of a number.
- write the common multiples of a given set of numbers.
- find the LCM by using a number line.
- find the LCM by using the prime factorization and the short division method.
- solve case-study based problems involving multiples and LCM.
- recall the concept of multiples.
- identify and calculate LCM using a number grid.
- develop analytical skills through active participation in a lab activity.

Application: Students will be able to understand and carry out four operations in day to day life.

ICT Integrated – -

Extra questions/ Class assessment/ Recapitulation :

- Questions will be asked at the end of the chapter.
- Questions on comparing the decimal numbers will be asked.
- Class test (written and oral) will be conducted.

Homework/worksheet:

- Homework will be given based in class work.
- Worksheet will be given.

Reference: Google , Oxford Advantage Mathematics Student's Book Part A

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan 2025-2026

Teacher's NamePallavi Shinde	Class:5
Subject: Math	Month: September
Ch-7: Fractions	No. of periods: 10

Subtopic: Equivalent fractions, Finding equivalent fractions, Reducing a Fraction to its lowest term, Comparing Fractions, Adding Fractions, Subtracting Fractions, Story Sums, Multiplication of Fractions, Reciprocal Of a Fraction, Division of Fractions.

Specific Objective: Students will be able to add, subtract, multiply and divide fractions

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity:

Group Activity – To make fraction wall.

Resources: Text book, White board, Marker, Videos, Cake and Pizza Cuttings

Learning outcomes: Students will be able to-

- onvert mixed fractions to improper fractions and vice a versa
- convert improper fractions to mixed fractions.
- add like fractions.
- recall how to reduce fractions to their lowest term.
- find equivalent fractions.
- reduce a fraction to its lowest term.
- compare like and unlike fractions.
- arrange fractions in ascending or descending order.
- compare unlike fractions.
- arrange fractions in ascending or descending order.
- add like fractions.
- add unlike fractions by finding equivalent fractions.
- add unlike fractions by finding the LCM of the denominators.
- subtract like fractions.
- subtract unlike fractions by finding equivalent fractions.
- subtract unlike fractions by the LCM method.
- subtract mixed fractions.
- solve story sums based on addition and subtraction of fractions.
- multiply a fraction with a whole number.
- explain that 'of' means multiplication.
- multiply a fraction with a fraction.
- multiply two mixed fractions.

Application: Students will be able to use fractions while baking and cooking with the help of their parents.

ICT Integrated –

Extra questions/ Class assessment/ Recapitulation :

- Questions will be asked at the end of the chapter.
- Class test (written and oral) will be conducted.

Homework/worksheet:

- Homework will be given based in class work.

- Worksheet will be given.

Reference: Google , Oxford Advantage Mathematics Student's Book Part A

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan 2024-2025

Teacher's Name: Amruta Vinchurkar Class: 5

Subject: Math Month: October

Chapter -8: Measurement No. of periods: 8

Subtopic: Metric System, Conversion of metric measures, Mathematical Operations on metric measures.

Specific Objective: To enable the students to understand different units of measurement and its conversion.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity:

Group Activity

1. Activity to estimate length, weight and capacity of given objects and compare with their actual measurements.

Individual Activity

1. Make a chart showing conversion of different units.

Resources: Text book, White board, Marker, Videos, Cake and Pizza Cuttings

Learning outcomes: Students will be able to-

- learn the metric system.
- learn how to express the given units of measurements as decimals.
- solve the sums on metric measures using the four operations.

Application: Students will be able to convert, measure, add and subtract different lengths, weights and capacities.

ICT Integrated – Video (https://youtu.be/AVC-426M6V0)

Extra questions/ Class assessment/ Recapitulation :

- Questions will be asked at the end of the chapter.
- Questions on different units of Measurement.
- Class test (written and oral) will be conducted.

Homework/worksheet:

- Homework will be given based in class work.
- Worksheet will be given.

Reference: Google , Viva Publication

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2024-2025

Teacher's Name:Amruta Vinchurkar | Class: 5

Subject: Math | Month: october

Ch-9 Time, Temperature and Money | **No. of periods: 10**

Subtopic: Addition, Subtraction and Multiplication of Time, Conversion of time, conversion of temperature, Money.

Specific Objective: To enable the students to calculate time intervals and read time tables.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity:

Group Activity
1 Make a calendar
2 Frame a bus time table
Individual Activity
1 To collect data of temperature and convert it from one scale to another. (Refer TB page number 122)

Resources: Text book, White board, Marker, Videos, Clock

Learning outcomes: Students will be able to-

- read time to exact minute.
- convert hours into minute and vice versa.
- read timetables of bus and railways.
- solve sums based on temperature.
- perform money conversion and its addition, subtraction and division of money.
- prepare bills for the given data

Application:

- Students will be able to calculate time interval, read time table of bus and railway in day to day life.
- Students find the difference in temperature and compare it with the desired places.

ICT Integrated –Video (https://youtu.be/Wcf5bYNLlik)

Extra questions/ Class assessment/ Recapitulation :

- Questions will be asked at the end of the chapter.
- Questions on converting time will be asked.
- Class test (written and oral) will be conducted.

Homework/worksheet:

- Homework will be given based in class work.
- Worksheet will be given.

Reference: Google , Viva Publication

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2024-2025

Teacher's Name: Amruta Vinchurkar Class: 5

Subject: Math Month: November

Ch-10: Profit and Loss and Unitary Method No. of periods: 12

Subtopic: Profit and Loss, Unitary Method

Specific Objective: To enable the students to understand the concept of profit and loss.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity:

Group Activity

- Group Activity: The activity given in the textbook to reinforce the concept of Profit and Loss.

Individual Activity - --

Resources: Text book, White board, Marker, Videos, Currency Notes

Learning outcomes: Students will be able to-

- understand the concepts of CP, SP, Profit and Loss.
- learn to find out the loss or profit.
- learn to solve problems based on profit and loss.
- understand the concept of unitary method.
- solve word problems based on unitary method.

Application:

- Students will be able to calculate profit and loss earned in any transaction.

ICT Integrated –Video (https://youtu.be/tHF2bXCQ3y4)

Extra questions/ Class assessment/ Recapitulation :

- Questions will be asked at the end of the chapter.
- Questions on how to calculate profit and loss and to frame word problems.
- Class test (written and oral) will be conducted.

Homework/worksheet:

- Homework will be given based in class work.
- Worksheet will be given.

Reference: Google , Viva Publication

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2024-2025

Teacher's Name: Amruta Vinchurkar | Class: 5

Subject: Math | Month: December

Ch-11 Topic: Percentage | No. of periods: 8

Subtopic: Percentage, pictorial representation of percentage, conversion of percentage to fraction, conversion of percentage to decimal, conversion of fraction to percentage, conversion of decimal to percentage, finding percentage of given number/ Quantity, Expressing a number as a percentage of other.

Specific Objective: Students will understand to find the percentage of a number or a quantity.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity:

Group Activity

1. Activity to check the understanding of percentage and equivalent fractions using light colored sheets, a pencil, a ruler and a pair of scissors

Individual Activity

1. To calculate the percentage of a number using dice and index cards with one percentage (10%, 20%, and so on) inscribed on each card. (Refer TB Page number 142)

Resources: Text book, White board, Marker, Videos, Shapes

Learning outcomes: Students will be able to-

- Learn to convert percentages to fractions and vice-versa.
- Understand to convert decimals to percentages and vice-versa.
- Understand to find the percentage of a number or a quantity.

Application:

- Students will be able to find the percentage of the given quantity.

ICT Integrated –Video

1. Percentage story based problems. (https://youtu.be/NRGhUvlcwvA)

Extra questions/ Class assessment/ Recapitulation :

- Questions will be asked at the end of the chapter.
- Questions on identifying different shapes.
- Class test (written and oral) will be conducted.

Homework/worksheet:

- Homework will be given based in class work.

- Worksheet will be given.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2024-2025

Teacher's Name:Amruta Vinchurkar Class:5

Subject: Math Month: December

Chapter-12 Geometry No. of periods: 7

Subtopic: Basics of geometry, Angles, Types of angles, construction of angles using protractor, types of lines, circle, drawing circle of the given radius, measuring circumference of a circle, relation between diameter and circumference.

Specific Objective: To enable the students to understand different types of angles and lines and to understand various concepts related to circles.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity:

Individual Activity

1. To understand different types of angles using paper folding techniques. (Refer TB page number 152.

Resources: Text book, White board, Marker, Videos

Learning outcomes: Students will be able to-

- Read the pictograph and answer the questions based on it.
- Represent the data on a pictograph.

Understand tally marks and count the given data through tally marks.

Application:

- Students will be able to represent the given data in the form of pictograph.
- Students will be able to represent data using tally marks.

ICT Integrated – Video (https://youtu.be/2UmbdX8iMqI)

Extra questions/ Class assessment/ Recapitulation :

- Questions will be asked at the end of the chapter.
- Answer the questions by interpreting the given pictograph.
- Class test (written and oral) will be conducted.

Homework/worksheet:

- Homework will be given based in class work.
- Worksheet will be given.

Reference: Google , Viva Publication

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan 2024-2025

Teacher's Name:Amruta Vinchurkar | Class:5

Subject: Math | Month: January

Chapter-13:Perimeter, Area and Volume | No. of periods:10

Subtopic: Perimeter, Area, Finding area by formula, Perimeter and Area, Volume

Specific Objective : Student will be able to find area and perimeter of the shape and calculate volume of a 3D object

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity:

Group Activity

1. To measure and find the perimeter and area of the different rooms in the school

Individual Activity

1. Individual activity – To demonstrate how figures with same area can have different perimeters. (Refer TB page number 168)

Resources: Text book, White board, Marker, Videos

Learning outcomes: Students will be able to-

- find perimeter of a rectangle, a square and a triangle using formula
- find area by using squared sheet of paper
- find area of a rectangle and a square using formula
- solve word problems based on perimeter and area
- find volume of a cuboid and a cube

Application:

- Students will be able to find area and perimeter of a plot and calculate volume of a 3D shape.

ICT Integrated – Video (https://youtu.be/K_aR9B4tKFk)

Extra questions/ Class assessment/ Recapitulation :

- Questions will be asked at the end of the chapter.
- Class test (written and oral) will be conducted.

Homework/worksheet:

- Homework will be given based in class work.
- Worksheet will be given.

Reference: Google , Viva Publication

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan 2024-2025

Teacher's Name:Amruta Vinchurkar | Class: 5

Subject: Math | Month: January

Chapter-14: Symmetry, Nets and Patterns | **No. of periods: 10**

Subtopic: Symmetry in plane shapes, symmetry in solid shapes, rotational symmetry, Nets, Patterns, Triangular and square numbers.

Specific Objective: Students will be able to understand solid shapes, 3D shapes, symmetry and nets.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity:

Individual Activity

1. To create a paper pattern using kirigami method. (Refer TB page number 186).

Resources: Text book, White board, Marker, Videos

Learning outcomes: Students will be able to-

- Students will be able to understand symmetry in plane and solid shapes,.
- Students will be able to identify nets of 3D shapes, Students will learn about line and plane of symmetry.
- Students will be able to recognise patterns using a repeating unit.

Application:

- Student will be able to solve real life questions based on patterns and rotational symmetry.

ICT Integrated – Video (https://youtu.be/-0wDI6xM3zw)

Extra questions/ Class assessment/ Recapitulation :

- Questions will be asked at the end of the chapter.
- Class test (written and oral) will be conducted.

Homework/worksheet:

- Homework will be given based in class work.
- Worksheet will be given.

Reference: Google , Viva Publication

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2024-2025

Teacher's Name:Amruta Vinchurkar | Class: 5

Subject: Math | Month: February

Chapter-15: Data Handling | No. of periods: 8

Subtopic: Raw data, Bar graph, Pie chart

Specific Objective: To enable the students to represent data in various forms.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activity:

Individual Activity

1. Individual activity – To collect a data on various topics from other classes in the school and present it by drawing a bar graph.

Resources: Text book, White board, Marker, Videos

Learning outcomes: Students will be able to-

- Students will be able to represent data by using pictograph
- Students will be able to represent data using tally marks
- Students will be able to represent data by using bar graphs
- Students will be able to represent data by using pie chart

Application:

- Students will be able to represent the given data in the form of, tally marks, pictograph, bar graph and pie chart.

ICT Integrated – Video (https://youtu.be/2a5OuENTZUg)

Extra questions/ Class assessment/ Recapitulation :

- Questions will be asked at the end of the chapter.
- Answer the questions by interpreting the given graphs.
- Draw the graphs of the given information.
- Class test (written and oral) will be conducted.

Homework/worksheet:

- Homework will be given based in class work.
- Worksheet will be given.

Reference: Google , Viva Publication

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2025-26)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month – October**

Topic – L-8 Pooh Gets into A Tight Place **No. of Periods -04**

Sub - topic:

-

Specific objectives:

Methodology:

- Reading and recitation of the poem.
- Inductive approach

Activities:

- Make a story book

Board work:

- Vocabulary/Word meanings/Question and Answer (Literature)

Learning outcomes:

Students will be able to -

- Solve a code.
- Read and appreciate a story.
- Read and understand a folk tale and answer questions.
- Use synonyms correctly.

Application:

To learn the value of

ICT Integration / Art Integration :

Class assessment/ Recapitulation:

- Questions will be asked at the end of the lesson.
- Class test (written and oral) will be conducted.

Homework/ worksheets:

- Homework will be given based on class work.

Reference:

Oxford – 1. Student's Book – Part B

2. Learners Grammar and Composition.

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2025-26)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month – October**

Topic – L-14 Gul in Space

L-11 Friends (MA) **No. of Periods - 06**

Sub - topic:
Specific objectives:
Methodology: Demonstration Method, Explanation Method (learning method) and Inductive Learning.
Activities: • Write about
Board work: • Vocabulary/Word meanings/Question and Answer(Literature)
Learning outcomes: Students will be able to - • Think about space and discuss. • Solve word puzzles. • Read and appreciate a poem about space. • Recapitulate their learnings from the lesson
Application: Development of Social Skills, Improvement in English language skills.
ICT Integration / Art Integration : • Video.
Class assessment/ Recapitulation: • Questions will be asked at the end of the lesson. • Class test (written and oral) will be conducted.
Homework/ worksheets: • Homework will be given based on class work.
Reference:Oxford – 1. Student's Book – Part B 2. Learners Grammar and Composition.

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2025-26)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month – November**

Topic – L-9 A Bumpy Ride (SEA) **No. of Periods - 04**

Sub - topic: •
Specific objectives: •
Methodology: • Reading and recitation of the poem. • Inductive approach
Activities: • Spinning game.
Board work: • Vocabulary/Word meanings/Question and Answer(Literature)
The students will be able to •
Application: • Development of Social Skills, Improvement in English language skills.
ICT Integration / Art Integration : • Video of
Class assessment/ Recapitulation: • Questions will be asked at the end of the lesson. • Class test (written and oral) will be conducted.
Homework/ worksheets: Homework will be given based on class work.
Reference: Oxford – 1. Student's Book – Part B 2. Learners Grammar and Composition.

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2025-26)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month – September**

Topic –L-10 The Redbud Tree **No. of Periods -**

Sub - topic: •
Specific objectives: •
Methodology: Demonstration Method, Explanation Method (learning method), Inductive Learning
Activities: • Students will be divided in to 2 group each group will do a Role play.
Board work: • Vocabulary and Word meanings
Learning outcomes: Students will be able to – • Reflect over a hypothetical question and express opinions. • Read and understand a factual passage. • Comparative and superlative degrees of adjectives. • Recall the chapter and understand its main ideas • Discuss a reflective question. • Think about trees and their unique features. • Read and understand a graphic story. • discuss the genre of a graphic story. • recall and discuss the events. • use the simple past tense correctly. • use the past continuous tense correctly. • recall the chapter and understand its main ideas
Application: • Development of Social Skills, Improvement in English language skills.
ICT Integration / Art Integration : None

Class assessment/ Recapitulation: None
Homework/ worksheets: None
Reference: Oxford – 1. Student's Book – Part A 2. Learners Grammar and Composition.

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2025-26)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month – October**

Topic – L-8 A family on the roof **No. of Periods - 07**

Sub - topic:

- Vocabulary Junction – Size words
- Reflect – Critical Thinking
- Understand – Recall
- Think -Verifying and evaluating

Specific objectives:

- To develop the skills of listening, speaking, reading and writing .
- To expand the knowledge of grammar and vocabulary.
- To expand the knowledge of grammar and vocabulary.

Methodology:

Demonstration Method, Explanation Method (learning method), Inductive Learning

Activities:

- Write a paragraph about animals are our friends.

Board work:

- Vocabulary/Word meanings/Question and Answer (Literature)
- Size word

Learning outcomes:

Students will be able to –

- develop an understanding of animal behaviour and adaptability to the natural surroundings.
- observe, perceive and relate to the natural surroundings with sensitivity, kindness and empathy.
- build vocabulary by learning size words through crossword puzzle.

Application: Student will learn to treat animals kindly.

ICT Integration / Art Integration :

- Video about animals are our friends.

Class assessment/ Recapitulation:

- Questions will be asked at the end of the lesson.
- Class test (written and oral) will be conducted.

Homework/ worksheets:

- Homework will be given based on class work.

Reference:Oxford – 1. Student's Book – Part A

2. Learners Grammar and Composition.

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2025-26)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month – October**

Topic – L-10 The Big Baboon **No. of Periods - 04**

Sub - topic:

- Vocabulary Junction – Rhyming words
- Reflect – Critical Thinking
- Understand – Recall
- Think -Verifying and evaluating

Specific objectives:

- To develop a taste for light verse .
- To be able to appreciate rhyme and rhythm in poetry.
- To facilitate comprehension of poetry.

Methodology:

- Reading and recitation of poem
- Inductive approach.

Activities:

- Teachers will give one scene from a famous story Panchatantra and students need to complete the Complete story from Panchatantra .
- Ask them to surf the Internet and learn about the evolution of humans from the authentic sources that can be accessed online.

Board work:

- Vocabulary/Word meanings/Question and Answer (Literature)

Learning outcomes:

Students will be able to –

- understand the importance of being well-dressed and how it makes our personality impressive.
- write a guided story.

Application:

- Student will be able to understand about the evolution of humans.

ICT Integration / Art Integration :

- Completing the story with help of pictures.

Class assessment/ Recapitulation:

- Questions will be asked at the end of the lesson.
- Class test (written and oral) will be conducted.

Homework/ worksheets:

- Homework will be given based on class work.

Reference:Oxford – 1. Student's Book – Part A

2. Learners Grammar and Composition.

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2025-26)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month – November**

Topic – L-11 Kites **No. of Periods - 04**

Sub - topic:

- Vocabulary Junction – Words related to flying
- Reflect – Critical Thinking
- Understand – Recall
- Think -Verifying and evaluating

Specific objectives:

- To develop the skills of listening, speaking, reading and writing.
- To expand the knowledge of grammar and vocabulary.
- To learn about kites, their history, features and uses.
- To facilitate comprehension of prose.

Methodology:

Description Method, Explanation Method (learning method), Inductive Learning

Activities:

- Discuss about their most memorable journey .
- Prepare a scrap book on the information collected by the students based on few questions given by the teacher.

Board work:

- Vocabulary/Word meanings/Question and Answer (Literature)
- Antonyms

Learning outcomes:

Students will be able to –

- understand the different aspects of a popular sport.
- understand and use different words related to flying; to learn antonyms.
- develop listening skills; to be able to speak to people to collect information.

Application:

- Importance of different sports.

ICT Integration / Art Integration :

- Making scrap book.

- Video of kite flying can be dangerous.

Class assessment/ Recapitulation:

- Questions will be asked at the end of the lesson.
- Class test (written and oral) will be conducted.

Homework/ worksheets:

- Homework will be given based on class work.

Reference:

Oxford – 1. Student's Book – Part A

2. Learners Grammar and Composition.

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2025-26)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month – November**

Topic – L-12 Dessert **No. of Periods - 04**

Sub - topic:

- Vocabulary Junction – Rhyming words
- Reflect – Critical Thinking
- Understand – Recall
- Think -Verifying and evaluating
- Writing skill -Message writing

Specific objectives:

- To develop a taste for poetry.
- To be able to relate to the narrator's experience described in the poem.
- To facilitate comprehension of poetry.
- To learn about the format of message writing.

Methodology:

Description Method, Explanation Method (learning method), Inductive Learning

Activities:

- Find information on deserts.

Board work:

- Vocabulary/Word meanings/Question and Answer (Literature)
- Rhyming words
- Format of message writing

Learning outcomes:

Students will be able to –

- understand the difficulties and challenges faced by a person under tough and unfavorable circumstances.
- learn rhyming words.
- find information on deserts.
- learn about importance of message.

Application:

- Development of Social Skills, Improvement in English language skills.
- Students will understand how to face challenges during tough time.

ICT Integration / Art Integration :

- Paste the pictures of animals and plants that are found in dessert.

Class assessment/ Recapitulation:

- Questions will be asked at the end of the lesson.
- Class test (written and oral) will be conducted.

Homework/ worksheets:

- Homework will be given based on class work.

Reference:

Oxford – 1. Student's Book – Part A

2. Learners Grammar and Composition.

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2025-26)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month – December**

Topic – L-13The wonderful Tea - kettle **No. of Periods - 06**

Sub - topic:

- Vocabulary Junction – Compound words
- Reflect – Critical Thinking
- Understand – Recall
- Think -Verifying and evaluating
- Writing skill -Message writing

Specific objectives:

- To be able to locate relevant information and draw inferences .
- To develop listening, speaking, reading and writing skills.
- To expand the knowledge of grammar and vocabulary.
- To facilitate comprehension of prose.

Methodology:

Description Method, Explanation Method (learning method), Inductive Learning

Activities:

- A group of students will come forward and perform a skit on the story.

Board work:

- Vocabulary/Word meanings/Question and Answer (Literature)
- Compound words

Learning outcomes:

Students will be able to –

- listening skills; to be able to construct a chain story and speak it out.
- develop vocabulary through an understanding of compound words.

Application:

- Students will learn the value of simplicity.

ICT Integration / Art Integration :

Make a bucket list of qualities that you think ,you should change to become a better person.

Class assessment/ Recapitulation:

- Questions will be asked at the end of the lesson.
- Class test (written and oral) will be conducted.

Homework/ worksheets:

- Homework will be given based on class work.

Reference:

Oxford – 1. Student's Book – Part A

2. Learners Grammar and Composition.

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2025-26)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month – Decembe**

Topic – L-14 The free man (Recitation of poem) **No. of Periods - 06**

Sub - topic:

- Vocabulary Junction
- Reflect – Critical Thinking
- Understand – Recall
- Think -Verifying and evaluating

Specific objectives:

- To develop the qualities of self-respect and assertiveness.
- To appreciate the poem.
- To enable students to capture the central idea of the poem.
- To Recite important lines of the poem.

Methodology:

- Reading and recitation of the poem.

Activities:

- Students will recite the poem.

Board work:

- Vocabulary and word meanings.

Learning outcomes:

Students will be able to –

- read the poem with proper stress and intonation.
- enable students to read poem with correct rhyme and rhythm.

Application: Poetry will help students to develop memorization skills and self expressions.

ICT Integration / Art Integration : None

Class assessment/ Recapitulation:

- Recite the poem.

Homework/ worksheets: None

Reference:

Oxford – 1. Student's Book – Part A

2. Learners Grammar and Composition.

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2024-25)

Teacher's Name – Greeshma Gopish **Grade - 4**

Subject – English **Month – January**

Topic – L-15 A man's club **No. of Periods - 05**

Sub - topic:

- Vocabulary Junction
- Reflect – Critical Thinking
- Understand – Recall
- Think -Verifying and evaluating

Specific objectives:

- To be able to improve life skills by understanding the life of wild animals imaginatively and comparing it with human life.
- To facilitate comprehension of prose.
- To develop the skills of listening, speaking, reading and writing.

Methodology:

Description Method, Explanation Method (learning method), Inductive Learning

Activities:

- Make Law book: Prepare a law book for society in which two guidelines have to be added.
- Role play - An interview with Shere khan and Tabaqui.

Board work:

- Vocabulary/Word meanings/Question and Answer (Literature)

Learning outcomes:

Students will be able to –

- Understand code of conduct that need to be followed in school, home or with friends.
- To develop a critical understanding of animal behaviour.
- To improve listening skills; to understand the basics of an interview and role-play.

Application:

- Students will learn the importance of code of conduct to be followed in school .

ICT Integration / Art Integration :

- Video of the story of Mowgli.

Class assessment/ Recapitulation:

- Questions will be asked at the end of the lesson.

- Class test (written and oral) will be conducted.

Homework/ worksheets:

- Homework will be given based on class work.

Reference:

VIVA Education – Real English, Books from library, Google

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2024-25)

Teacher's Name – Greeshma Gopish **Grade - 4**

Subject – English **Month – January**

Topic – L-16 A wolf's club **No. of Periods - 05**

Sub - topic:

- Reflect – Critical Thinking
- Understand – Recall
- Think -Verifying and evaluating
- Writing skills – Informal letter writing

Specific objectives:

- To develop the skills of listening, speaking, reading and writing.
- To be able to locate information through inference.
- To facilitate comprehension of fictional prose.
- To develop a sound understanding of animal behaviour and enhance life skills.
- To understand the format of informal letter.
- To identify the elements of an informal letter.

Methodology:

Description Method, Explanation Method (learning method), Inductive Learning

Activities:

- Make a puppets based on the characters of jungle book.
- Debate on topic "Can a human child grow up among Wolves?

Board work:

- Vocabulary/Word meanings/Question and Answer (Literature)
- Format of informal letter.

Learning outcomes:

Students will be able to –

- observe the different aspects of life led by animals in a jungle.
- understand the figures of speech like simile make the language more attractive.
- apply the elements to compose a informal letter.

Application:

Students will be able to relate Rudyard Kipling's life with The Jungle Book character Mowgli.

ICT Integration / Art Integration:

- Make puppets based on the characters of Jungle book.

Class assessment/ Recapitulation:

- Questions will be asked at the end of the lesson.

- Class test (written and oral) will be conducted.

Homework/ worksheets:

- Homework will be given based on class work.

Reference:

VIVA Education – Real English, Books from library, Google

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025 -26

Teacher's Name:RANJEETA VERMA Grade: IV
Subject: Hindi Month: April
Topic पाठ- १ अगर ये पल जाते यहीं ठहर (कविता) No. of periods: 7

Subtopic: अगर ये पल जाते यहीं ठहर (कविता)
Specific objective:समानार्थी , , , वाक्यांश के लिए एक शब्द
Methodology: स्पष्टीकरण,गायन, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • कविता-गायन • कविता लेखन • कविता का सार जानना • कविता की योजना जानना
Resources: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक
Board work: मुख्य शब्द, शब्दार्थ, विलोम शब्द,पर्यायवाची शब्द ,प्रश्नों के उत्तर
Learning outcomes: • कविता को लिखने का उद्देश्य जानेगें । • मौखिक तथा लिखित प्रश्नों के उत्तर देना| • बच्चे बरिश की आवश्यकता जानेगें । • लय के साथ कविता पाठ करेंगे जानेगें । • पर्यायवाची शब्दों को पहचानकर प्रयोग करेंगे। • कविता का सार जानेगें । • कविता की योजना जानेगें । • जीवन में बरिश का महत्त्व जानेगें । • अनेक शब्दों के एक शब्द सिखना। • तुकबंदी सिखेंगे।

Application:

- पर्यायवाची शब्दों का सही प्रयोग करेंगे।
- अनेक शब्दों के एक शब्द सिखेंगे।
- नये शब्दों को सिखेंगे।
- समय के महत्व को जानेगें ।
- बचपन की याद ताजा करेंगे।
- समय की पहचान करना सिखेंगे।

ICT Integrated:

- Video
- PowerPoint presentation

Extra questions/ Class assessment/ Recapitulation : (1 कविता" अगर ये पल जाते ठहर" में आने वाले समान अर्थवाले शब्द लिखकर वाक्य बनायेंगे।

Homework/ worksheets: कविता पठन, कविता लेखन

Reference: व्याकरण पुस्तक, पाठ्य पुस्तक , शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name:Ranjeeta verma
Subject: Hindi
Topic: पाठ 2 दो माताएँ (कहानी ,)

Grade: IV
Month: June
No. of periods: 7

Subtopic : दो माताएँ (कहानी)
Specific objective: संज्ञा , संज्ञा के भेद, युग्म शब्द ,विलोम
Methodology: स्पष्टीकरण वाचन , समूह चर्चा और प्रश्नोत्तर अध्यापन पद्धति ।
Activities • अनुभव और भौगोलिक ज्ञान के आधार पर क्षेत्रिय प्रांतों के बारे में जानना। • आदिवासी जनजीवन के बारे में जानना। · त्योहारों के बारें में जानना। • विलोम शब्दों को जानना। • संज्ञा और संज्ञा के भेद जानना। • युग्म शब्द बनाना।
Resources: फलक, चित्र, और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ , संज्ञा , विलोम शब्द
Learning outcomes: • मानव और पशुओं के आपसी प्रेम को जानेगें । • वहाँ की परिस्थिति और जनजीवन को जानेगें । • विपरीत परिथितियों में हिम्मत बनाए रखना। • चुनौती का सामना करना। • सहायता करना। • परिश्रम करना। • सकारात्मकता लाना।
Application: • अपठित गद्यान्श पढ़कर उत्तर देना • युग्म शब्द लिखकर वाक्य में प्रयोग करना। • विलोम शब्दों का वाक्यों में प्रयोग करेंगे।
ICT Integrated: • Video • PowerPoint presentatio
Extra questions/ Class assessment/ Recapitulation : कुछ और त्योहारों और वहाँ के जनजीवन के बारे में जानकारी प्राप्त कर कक्षा में

सुनाएँ।
Homework/ worksheets: पाठ वाचन, शब्दार्थ को अभ्यास पुस्तिका में लिखना
Reference: , पाठ्य पुस्तक, व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ranjeeta verma Month: June
Grade: IV No. of periods: 7
Subject: Hindi Topic: पाठ 3 लो आ गये हम चाँद पर(चित्रकथा)

Subtopic: लो आ गये हम चाँद पर (चित्रकथा)
• **Specific objective**: विशेषण और विशेष्य, बिंदु अनुनासिक (ँ-)अनुस्वार तथा चंद्रबिंदु (ं-) होता है जानेंगे
Methodology: वैज्ञानिक दृष्टिकोण का विकास , कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • अनुस्वार तथा चंद्रबिंदु वाले शब्दों का वाक्य में प्रयोग करना • चंद्रयान का चित्र बनाना • कहानी पढ़ना
Resources: फलक, चित्र, और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ, र की मात्रा वाले शब्द
Learning outcomes: • अंतरिक्ष की जानकारी होना • विज्ञान का महत्व जानना • वैज्ञानिक उपकरणों को जानना • चंद्रयान मिशन को जानना • पर्यावरण का बचाव करना
Application: • अनुस्वार तथा चंद्रबिंदु वाले शब्दों का वाक्य में प्रयोग करना • बिंदु अनुस्वार तथा चंद्रब (ं-)िंदु अनुनासिक होता है जानेंगे (ँ-)
ICT Integrated: • Video • PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation: १ (चंद्रयानका चित्र बनाकर उसमें रंग 3 भरें।

Homework/ worksheets: पाठ वाचन, प्रश्न उत्तर-, शब्दार्थ को अभ्यास पुस्तिका में लिखना
Reference: , पाठ्य पुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan2025-26

Teacher's Name: Ranjeeta verma Month: July

Grade: IV No. of periods: 8

Subject: Hindi Topic पाठ ४:जीवन की सीख (कविता)

Subtopic: जीवन की सीख)कविता(
Specific objective: संयुक्त व्यंजन और सर्वनाम
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • बच्चें अपने - अपने ग्रामीण या शहरी प्राकृतिक परिवेश के अनुभव पर पर चर्चा करेंगे। • दिए गए सर्वनाम शब्दों पर गोला लगाइए । • कविता का सस्वर वचन कीजिए । • "प्रकृति मानव की जन्मजात शिक्षक है" पर अनुच्छेद लिखिए । • कविता का लेखन । •
Resources: फलक, चित्र, पर्चियाँ और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ , विशेषण
Learning outcomes: • कविता के माध्यम से छात्रों को प्राकृतिक परिवेश की सात्विकता की जानकारी देना • प्रकृति और मानव जन-जीवन के साथ एकाकार होने का ज्ञान विकसित करना । • कल्पना शक्ति का विकास । • लिखित और मौखिक कौशल का विकास। • संयुक्त व्यंजन और सर्वनाम की जानकारी होना । • प्राकृतिक सुंदरता का बोध होना ।
Application : • संयुक्त व्यंजन शब्द का प्रयोग करना • सर्वनाम का प्रयोग करना ।
ICT Integrated: • Video • PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation: पर अनुच्छेद लिखिए " पर्यावरण दिवस "।

Homework/ worksheets: पाठ वाचन, प्रश्न उत्तर-
Reference: व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ranjeeta verma Month: July
Grade: IV No. of periods: 5
Subject: Hindi Topic: पाठ 5.फ्लोरेंस नाइटिंगल

Subtopic: फ्लोरेंस नाइटिंगल
Specific objective लिंग ,विशेषण ,वर्ण विच्छेद–
Methodology: स्पष्टीकरण, समूह और प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • लेखक परिचय बताना • अनुच्छेद लेखन" -परोपकार सबसे बड़ा धर्म " • प्राथमिक चिकित्सा बॉक्स मे रखने वाली वस्तुएं की सूची बनाना । • विशेषण ,वर्ण विच्छेद ,लिंग के बारें मे लेखन कार्य ।
Resources: फलक, चित्र, और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ , **लिंग ,विशेषण ,वर्ण विच्छेद–**
Learning outcomes : • देश तथा समाज की विषमताओं की जानकारी देना । • व्यावहारिक ज्ञान, भाषा ज्ञान, श्रवण कौशल को बढाना। • जीवनी विधा का परिचय • ईमानदार और परोपकारी बनने की प्रेरणा देना । • कठिनाइयों का सामना करना सीखाना। • वर्ण विच्छेद–,विशेषण ,लिंग की जानकारी होना
Application: • नए शब्दों के अर्थ लिखना • विशेषण ,वर्ण विच्छेद ,लिंग के बारें मे लेखन कार्य
ICT Integrated: • Video • PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation: १(प्राथमिक चिकित्सा बॉक्स मे रखने वाली वस्तुएं की सूची बनाना और उसकी उपयोगिता लिखिए ।
Homework/ worksheets: पाठ वाचन, प्रश्नउत्तर-, शब्दार्थ को अभ्यास पुस्तिका में लिखना
Reference: व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ranjeeta verma Month : August

Grade: IV No. of periods: 8

Subject: Hindi Topic: पाठ: 7 पोंगल (लेख)

Subtopic: पोंगल (लेख)

Specific objective : **संयुक्त व्यंजन**

Methodology: स्पष्टीकरण, और प्रश्नोत्तर अध्यापन पद्धति।

Activities

- संयुक्त व्यंजन से शब्द लिखना
- 'शब्दों ' का वाक्य में प्रयोग करना
- कारक के चिन्हों का सही प्रयोग ।
- "प्रिय त्योहार "पर एक अनुच्छेव लिखिए।
- देश के प्रति हमारे क्या उत्तरदायित्व एवं महत्व पर क्रम से सूची बनाइए|
- पोंगल त्योहार के बारें मे जानकारी इकठ्ठा कीजिए |
- भारत के त्योहारों पर चर्चा |

Resources: फलक, कार्यपुस्तक और पाठ्यपुस्तक

Board work: मुख्य शब्द और शब्दार्थ , योजक चिहन

Learning outcomes:

- भारतीय संस्कृति की पहचान ।
- देश प्रेम एवम देश के प्रति अपनी जिम्मेदारी समझना ।
- देश के सम्मान एवं प्रतिष्ठा की सोच को बढ़ाना।
- सतकर्मों के प्रति रुचि एवं अनुचित कर्मों से विरक्त होने का भाव जगाना
- पवित्रता, उदारता एवं चित्त की दृढ़ता का विकास करना
- कर्तव्यपरायणता से आत्मविश्वास एवं कर्मठता उत्पन्न करना ।
- त्योहारों के महत्व को जानना |

Application:

- 'शब्दों ' का वाक्य में प्रयोग करना
- संयुक्त व्यंजन से शब्द लिख

ICT Integrated:

- Video
- PowerPoint presentation

Extra questions/ Class assessment/ Recapitulation: १ पर" प्रिय त्योहार" (एक अनुच्छेव लिखिए।

Homework/ worksheets: पाठ वाचन, प्रश्नउत्तर-, शब्दार्थ को अभ्यास पुस्तिका में लिखना
Reference: व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ranjeeta verma Month:September

Grade: IV No. of periods: ५

Subject: Hindi Topic: पाठ: 8 **यह कदंब का पेड़**)**कविता** (

Subtopic: **यह कदंब का पेड़**)**कविता**(
Specific objective: **क्रिया** ,**वचन**,**अनुस्वार** ,**अनुनाशिक का अभ्यास**
Methodology: स्पष्टीकरण, और प्रश्नोत्तर अध्यापन पद्धति।
• **Activities :** • कक्षा में कविता पर चर्चा करना, एवं विचार प्रकट करना • कवि परिचय बताना • चित्र को देखकर क्रिया शब्द लिखना। • चित्र में दिए गए विभिन्न वाद्य यंत्रों के नाम
Resources: फलक, कार्यपुस्तक और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ , **क्रिया** ,**वचन**,**अनुस्वार** ,**अनुनाशिक**
Learning outcomes: • वादय –यंत्रों का ज्ञान। • मातृ –प्रेम का एहसास। • बाल मनोविज्ञान का परिचय। • अनुस्वार और अनुनासिक शब्दों का ज्ञान। • वचन परिवर्तन और क्रिया का ज्ञान।
Application: • वचन परिवर्तन और क्रिया का ज्ञान • चित्र को देखकर क्रिया शब्द लिखना
ICT Integrated: • Video • PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation: १) पेड़ का महत्व पर लेख लिखिए।
Homework/ worksheets: पाठ वाचन, प्रश्न उत्तर-,कविता का सस्वर गायन

Reference: व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ranjeeta verma Month: October

Grade: IV No. of periods: 8

Subject: Hindi Topic: पाठ: 9 **रंगीलों रण**) **संस्मरण** (

Subtopic: **रंगीलों रण**) **संस्मरण**(
Specific objective: कारक चिन्ह , क्रिया **लेखन**चित्र वर्णन :
Methodology: स्पष्टीकरण, और प्रश्नोत्तर अध्यापन पद्धति।
• **Activities**: • चित्र वर्णन करना	, • वाक्य मे सही सर्वनाम शब्दों का प्रयोग • पर्यटन के महत्त्व पर चर्चा करना । • गुजरात के अन्य पर्यटक स्थानों के बारें जानकारी देना | • "कच्छ का रण "पर अनुच्छेद लिखना	
Resources: फलक, कार्यपुस्तक और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ
Learning outcomes : • पाठ के मूल भाव तथा उसमें निहित जीवन-मूल्यों का ज्ञान । • छात्रों में पशु-पक्षी प्रेम को बढावा देना। • गुजरात की संस्कृति का ज्ञान | • पर्यटन का आनंद • क्रिया ,कारक का अभ्यास •
Application: • क्रिया ,कारक का अभ्यास • चित्र वर्णन करना	
ICT Integrated: • Video • PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation: पर्यटन के महत्त्व पर चर्चा करना और कक्षा चर्चा कीजिए	

Homework/ worksheets: पाठ वाचन, प्रश्न उत्तर-, शब्दार्थ को अभ्यास पुस्तिका में लिखना
Reference: व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name Ranjeeta verma Month: October
Grade: IV No. of periods: 7
Subject: Hindi Topic: पाठ: 10 **हीरा और कोयला** (**एकांकी**)

Subtopic: **हीरा और कोयला**)**एकांकी** (
Specific objective: **वचन , ड़, ढ़, ड ,ढ** संवाद लेखन
Methodology: स्पष्टीकरण, और प्रश्नोत्तर अध्यापन पद्धति।
Activities: • शुद्ध उच्चारण और हाव-भाव के साथ पठन नए शब्दों के अर्थ लिखना • चर्चा करना । • हीरे और कोयले के बारें मे जानकारी होना। • वचन कौशल का विकाश • लिंग ,वचन परिवर्तन का अभ्यास होना । • की कि का सही प्रयोग सीखना–। • ड़, ढ़, ड, ढ का सही प्रयोग।
Resources: फलक, कार्यपुस्तक और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ लिंग ,वचन परिवर्तन का अभ्यास होना
Learning outcomes: • प्रकृति का महत्व " पर अनुच्छेद -लेखन । • पाठ पर विस्तार से चर्चा। • ड़, ढ़, ड, ढ का सही प्रयोग करके शब्द बनाना । शब्दों के लिंग और वचन बदलना।
Application: • सार्थक वाक्य बनाना। • ड़, ढ़, ड, ढ का सही प्रयोग करके शब्द बनाना
ICT Integrated: • Video • PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation: १हीरे और कोयले के बारें मे जानकारी (इकट्ठा कीजिए ?
Homework/ worksheets: पाठ वाचन, प्रश्न उत्तर-

Reference: व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ranjeeta verma | Month: October

Grade: IV | No. of periods: ५

Subject: Hindi | Topic: पाठ: 12 **हवा चली** (कविता)

Subtopic: **हवा चली** (कविता)
Specific objective : वर्ण विच्छेद–,विलोम ,क्रिया का अभ्यास **लेखन :**संवाद लेखन
Methodology: स्पष्टीकरण, और प्रश्नोत्तर अध्यापन पद्धति।
• **Activities**: • शब्दों का वर्ण विच्छेद कीजिए–। • वाक्यों में क्रिया शब्द पहचानिए । • दिए गए शब्दों का विलोम लिखिए । • हवा के महत्त्व पर अनुच्छेद लिखिए । • कविता का मौखिक वचन कीजिए ।
Resources: फलक, कार्यपुस्तक और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ, वर्ण विच्छेद–,विलोम ,क्रिया का अभ्यास
Learning outcomes : • छात्रों को हवा के महत्व के बारें में बताना **।** • वाचन और लेखन कौशल का विकास • कविता का आनंद लेना । • तुकबंदी सीखना । • प्रतिक्रिया व्यक्त करने की कला सीखना
Application: • कविता लेखन • संवाद लेखन • शुद्ध उच्चारण और हावभाव के साथ पठन,
ICT Integrated: • Video • PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation: १पर अनुच्छेद " जीवनदायिनी वायु" (

लिखिए?
Homework/ worksheets: पाठ वाचन, प्रश्न उत्तर-,कविता लेखन
Reference: व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ranjeeta verma — Month: November

Grade: IV — No. of periods: 7

Subject: Hindi — Topic: पाठ: १३ **ईदगाह** (**कहानी**)

Subtopic:: ईदगाह) **कहानी** (
Specific objective: रेफ़ वाले शब्द मुहावरे
Methodology: स्पष्टीकरण, और प्रश्नोत्तर अध्यापन पद्धति।
Activities: • पाठ में आए शब्द युग्म की पहचान कीजिए–। • मुहावरे का अर्थ बताते हुए वाक्य बनाइए । • पर अनुच्छेद लिखिए "ईद"। • त्योहार के महत्व पर प्रकाश डालिए ।
Resources: फलक, कार्यपुस्तक और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ , अनेकार्थी शब्द
Learning outcomes: • सांस्कृतिक एकता को बढ़ावा देना। • जीवन में आनंद, उल्लास आदि का संचार करना। • भाईचारे और प्रेम का प्रसार करना • धन का सदुपयोग । • सर्वधर्म सम्मान । • उत्तरदायित्व की भावना का विकास \ • शब्द युग्म की जानकारी–। • मुहावरे का सही प्रयोग ।
Application: • किसी मेले पर अपने अनुभव लिखना • शुद्ध उच्चारण के साथ पठन
ICT Integrated: • Video • PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation:

१अपने शहर के (मेले के बारे में कुछ जानकारियाँ इकट्ठी करके लिखें।
Homework/ worksheets: पाठ वाचन, प्रश्न उत्तर-
Reference: व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ranjeeta verma Month: December

Grade: IV No. of periods: 8

Subject: Hindi Topic: पाठ: १४ दादा जी की चौपाल (विज्ञानपरक कहानी)

Subtopic: दादा जी की चौपाल (विज्ञानपरक कहानी)
Specific objective : अनेक शब्दों के लिए एक शब्द , **:** र के उचित रूप का प्रयोग ,आगत वर्ण ,चित्र वर्णन–
Activities: • किस्सा सुनना। • वाचन करना। • पठन करना। • अनेकार्थी शब्दों से वाक्य में प्रयोग । • छात्रों को किसी भी क्षेत्र में सफलता के लिए मेहनत के विषय में बताना • बच्चों को परिश्रम और अनुशासन का ज्ञान होना। • वैज्ञानिक सोच विकसित करना । • र के अन्य रूप की जानकारी होना । • आगत वर्ण की जानकारी होना ।
Resources: फलक, कार्यपुस्तक और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ
Learning outcomes: • अंधविश्वास से दूर रहना। • जिज्ञासु बनना। • वैज्ञानिक कारणों को जानना। • सोचसमझकर निष्कर्ष निकालना।- • आगत वर्ण लिखिए । • र के अन्य रूपों से शब्द बनाइए । • विज्ञान की उपयोगिता पर अनुच्छेद लिखिए । • चित्र वर्णन कीजिए ।
Application: • मुहाव्ररों का प्रयोग करेंगे। • अनेक शब्दों के लिए एक शब्द लिखेंगे । • शुद्ध उच्चारण के साथ पठन।
ICT Integrated: • Video • PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation: १ अपने दादाजी के साथ हुई कोई बातचीत या उनके द्वारा सुनाया गया कोई किस्सा कक्षा में सुनाएँ । (

Homework/ worksheets: पाठ वाचन, प्रश्न उत्तर-
Reference: व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-2026)

Teacher's Name: Jyoti Patil **Grade:** 4

Subject: Marathi **Month**: April

Topic: १. प्रणाम प्रभुजी तुला (तोंडी) **No. of periods:** १

Subtopic: प्रार्थना - प्रणाम प्रभुजी तुला (तोंडी)
Specific objective: • विदर्याथ्यांना संस्काराची शिकवण देणे. • विद्यार्थ्यांना शिस्तबद्ध संस्काराची शिकवण देणे.
Methodology: स्पष्टीकरण पध्दती, वाचन पध्दती.
Activities: प्रार्थना ताला सुरात म्हणून घेतली.
Resources: -----
Board work: कठीण शब्द
• **Learning outcomes**: • कवितेचा भावार्थ समजणे आवश्यक आहे. • विद्यार्थ्यांना नवीन व कठीण शब्दांचे अर्थ समजणे.
Application: विद्यार्थ्यांना श्लोक ताला सुरात म्हणता आली.
ICT Integrated: -------
Extra questions/ Class assessment/ Recapitulation: इतर श्लोक.
Homework/ worksheets: पाठ्यपुस्तिकेतील श्लोकचे वाचन करतात.
Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2024-25)

Teacher's Name: Jyoti Patil **Grade :** 4

Subject: Marathi **Month:** April

Topic: २. चिंटूने दिला आईला आराम **No. of periods:** 3

• **Subtopic**: पाठ- चिंटूने दिला आईला आराम, • (व्याकरण - समानार्थी शब्द , विरुद्धार्थी शब्द
• **Specific objective**: • वडीलधारी माणसांबद्दल आदर निर्माण करणे . • नैतिक व वैचारिक भावना निर्माण करणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
• **Activities**: • समानार्थी शब्द , विरुद्धार्थी शब्द जोड्या लावा
Resources: पाठ्यपुस्तक
Board work: शब्दार्थ, प्रश्न उत्तरे, व्याकरण उदाहरणे.
• **Learning outcomes**: • घरच्या कामात मदत करण्याचे महत्त्व समजतात. • आईचे महत्त्व समजतात.
Application: • पाठ्यपुस्तिकेतील प्रश्न उत्तरे पूर्ण करा. • गोष्ट ऐकण्याची व वाचण्याची आवड निर्माण होते.
ICT Integrated: -------
Extra questions/ Class assessment/ Recapitulation: व्याकरण समानार्थी शब्द , विरुद्धार्थी शब्द उजळणी .
Homework/ worksheets: ---
Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-2026)

Teacher's Name: Jyoti Patil **Grade:** 4

Subject: Marathi **Month**: June

Topic: ३. चतुर शेतकरी **No. of periods:** 3

Subtopic: चतुर शेतकरी
Specific objective: • बुद्धिचातुर्याने फायदा करून घेता येतो हे शब्दात मांडू शकतील. • कथेतील बारकाव्यांचे निरीक्षण करणे.
Methodology: स्पष्टीकरण पध्दती, कथन पध्दती.
Activities: . • चित्राच्या आधारे गोष्ट पूर्ण करणे. • चित्र पाहून पिंकांची नावे लिहिणे.
Resources: पाठ्यपुस्तक
Board work: कठीण शब्द
• **Learning outcomes**: • भाषेच्या विविध घटकांचे ज्ञान करून घेणे. • विद्यार्थ्यांना नवीन व कठीण शब्दांचे अर्थ समजणे.
Application: विद्यार्थ्यांना कठीण शब्दाचे अर्थ समाजातील व आपल्या भाषेत उत्तरे पूर्ण करतात.
ICT Integrated: YouTube video
Extra questions/ Class assessment/ Recapitulation: शब्दार्थ, वाक्प्रचार,घटनांचा क्रम लावणे.
Homework/ worksheets: "प्रामाणिकपणा" या विषयावर आधारित गोष्ट शोधणे.
Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Jyoti Patil **Grade :** 4

Subject: Marathi **Month:** June

Topic: ४. एकलव्याची गुरुदक्षिणा **No. of periods:** 3

• **Subtopic**: पाठ- एकलव्याची गुरुदक्षिणा • (व्याकरण - समानार्थी शब्द , विरुद्धार्थी शब्द, वाक्प्रचार)
• **Specific objective**: • भारतीय संस्कृतीची ओळख करून देणे. • गुरु शिष्य संस्कारांची रुजवणूक करणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती, कथन पध्दती
• **Activities**: • शब्दकोडे सोडवा • शब्दाला शब्द जोडून योग्य शब्द बनवणे.
Resources: पाठ्यपुस्तक
Board work: शब्दार्थ, प्रश्न उत्तरे, व्याकरण उदाहरणे, कठीण शब्द
• **Learning outcomes**: • भारतीय संस्कृतीचे महत्व समजावणे. • संस्कारचे मूल्य समजतील व आचरणात आणतील.
Application: • पाठ्यपुस्तिकेतील प्रश्न उत्तरे पूर्ण करा. • स्वतःच प्रश्न उत्तर सोडवतील. • गुरुचे महत्व समजतील.
ICT Integrated: -
Extra questions/ Class assessment/ Recapitulation: कोण कोणास म्हणाले, एका वाक्यात उत्तरे लिहा, व्याकरण समानार्थी शब्द , विरुद्धार्थी शब्द उजळणी .
Homework/ worksheets: पाठाचे वाचन, शब्दकोडे सोडवणे
Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Jyoti Patil **Grade :** 4

Subject: Marathi **Month:** July

Topic: ५. पाऊस झेलूया **No. of periods:** 3

• **Subtopic**: कविता - पाऊस झेलूया • (व्याकरण - समानार्थी शब्द , विरुद्धार्थी शब्द, वाक्प्रचार)
• **Specific objective**: • पर्यावरण शिक्षण देणे. • पाठांतराची सायव विकसित करणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती, गायन पध्दती
• **Activities**: • यमक शब्द शोधणे. • कवितेच्या ओळी पूर्ण करणे.
Resources: पाठ्यपुस्तक, पावसाचे चित्र
Board work: शब्दार्थ, प्रश्न उत्तरे, यमक शब्द, कठीण शब्द
• **Learning outcomes**: • निसर्गाचे बदल समजतील. • निसर्गातील घटकांचे बदल समजतील. • कवितेचे चिंतन करणे.
Application: • पाठ्यपुस्तिकेतील प्रश्न उत्तरे पूर्ण करा. • स्वतःच प्रश्न उत्तर सोडवतील. • कविता तालासुरात गायन करतील.
ICT Integrated: -
Extra questions/ Class assessment/ Recapitulation: एका वाक्यात उत्तरे लिहा, व्याकरण समानार्थी शब्द, विरुद्धार्थी शब्द उजळणी .
Homework/ worksheets: कविता गायन, पाऊस कसा पडतो? ते शोधून काढतात.
Reference: शिवाई मराठी पाठ्यपुस्तक, बडबडगीत- ये रे ये रे पावसा

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Jyoti Patil **Grade :** 4

Subject: Marathi **Month:** July

Topic: ६. साहस **No. of periods:** 3

• **Subtopic**: पाठ - साहस • (व्याकरण - समानार्थी शब्द , विरुद्धार्थी शब्द, वाक्प्रचार)
• **Specific objective**: • निरीक्षण कौशल्य विकसित करणे. • गुरु शिष्य संस्कारांची रुजवणूक करणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती, कथन पध्दती
• **Activities**: • शब्दकोडे सोडवा • शब्दाला शब्द जोडून योग्य शब्द बनवणे.
Resources: पाठ्यपुस्तक
Board work: शब्दार्थ, प्रश्न उत्तरे, व्याकरण उदाहरणे, कठीण शब्द
• **Learning outcomes**: • भारतीय संस्कृतीचे महत्व समजावणे. • संस्कारचे मूल्य समजतील व आचरणात आणतील.
Application: • पाठ्यपुस्तिकेतील प्रश्न उत्तरे पूर्ण करा. • स्वतःच प्रश्न उत्तर सोडवतील. • गुरुचे महत्व समजतील.
ICT Integrated: -
Extra questions/ Class assessment/ Recapitulation: कोण कोणास म्हणाले, एका वाक्यात उत्तरे लिहा, व्याकरण समानार्थी शब्द , विरुद्धार्थी शब्द उजळणी .
Homework/ worksheets: पाठाचे वाचन, शब्दकोडे सोडवणे
Reference: शिवाई मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2024-25)

Teacher's Name – Ms. Parimala **Grade - 4**

Subject – English **Month - April**

Topic – 1. Sabeel's Shell **No. of Periods - 5**

Sub - topic: Vocabulary Building

Question and answer

Noun

Noun Number and Gender

Specific objectives:

- analyse how different environments provide protection to specific animals
- converse fluently and meaningfully in different contexts
- develop oral language skills using complex sentence structures to understand and communicate ideas coherently

Methodology: Reading
Explanation method
Demonstration method
Class room discussion
Activity Based Method

Activities:

- Begin the discussion by asking them if they have any pets in their house. If yes, then ask them to describe where they live, eat and sleep in the house. Take some responses.
- Show them pictures of a burrow, anthill, coop, barn and stable, and elicit the names of the animals that live in these. You may also ask them such questions:
  - What does a rabbit need protection from?
  - How do ants use their anthills for protection?
- Encourage maximum students to answer the questions.
- Ask the students to name more animals and where they live. Discuss how their homes help protect them from extreme weather conditions and predators.
- Tell them that they are going to read a story about a boy named Sabeel and a treasure he found at the beach

- Board work: New words from the book. Question and answers will be given to students.

Learning outcomes:

- To enable the comprehension of a poem.
- To develop self-motivation and critical thinking skills.
- Students will be able to express an opinion and participate in a discussion.
- Understand the different rules of singular plural.

Application: Reference book
ICT Integration / Art Integration: Story related to sea .
Class assessment/ Recapitulation: Questions will be asked based on the topic.
Homework/ worksheets: Worksheet.
Reference: Oxford Advantage Part A

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name – Ms.Parimala **Grade - 4**

Subject – English **Month - June**

Topic – 2. Be Glad Your Nose is on Your Face **No. of Periods - 5**

Sub - topic: Vocabulary Building

- Reading
- Question and answer
- Reflect – Critical Thinking
- Understand – Recall
- Think -Verifying and evaluating

Specific objectives:

- Expressing opinions and responding
- Discussion
- Critical and creative thinking
- Using imagination
- Predicting

Methodology: Explanation

Activity:

- Ask the students to open page 28 of the SB and tell them the name of the poem they are going to read.
- Read aloud the question given in the 'I Wonder' section. Allow the students some time to think about it. Elicit multiple response by asking them to raise silent hands.
- Some students may come up with unusual or creative responses. Make sure to appreciate them.

Based on the question given in the 'I Wonder' section, ask them to guess what kind of poem they are about to read. Also, ask them to give a reason for their answer

- Instruct the students to read the question given in the 'I Know' section.
- Ask them to silently read the ten words that describe various smells. Then, read the words aloud so they can hear the correct pronunciation of each word.
- You may also ask them the following questions:
  - What is your favourite pleasant smell and why?
  - What are some smells that people generally find unpleasant?
  - What are some common sources of pleasant and unpleasant smells in your home?
- Elicit multiple responses and give feedback, if needed.

You can also ask the students to think of some more words they can associate with smells

Board work: Vocab and Question and Answer

Learning outcomes:

- categorize descriptive words related to pleasant and unpleasant smells
- discuss meanings of words and develop vocabulary by listening to and reading a variety of texts or other content areas.

• acquire a more comprehensive range of words in various contexts (of home and school experience) through different sources
Application: Reference book
ICT Integration / Art Integration : Videos based on identifying different smells
Class assessment/ Recapitulation: Oral discussion of question and answer
Homework/ worksheets:-
Reference: Oxford Advantage Part A

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name - Ms. Parimala **Grade - 4**

Subject - English **Month - July**

Topic – 3. Why Evergreen Trees Never Lose Their Leaves **No. of Periods -**

Sub - topic: • Picture reading • Discussion   • Predicting
Specific objectives: • identify and describe the unique features of evergreen trees..
Methodology: : Explanation method
Activities: • Ask the students to open the theme-opening page in the SB. Introduce the theme 'Nature at Play' to them. Encourage them to give their interpretation of the theme and the word 'nature'. • Then, ask them to analyze the picture of Octo the octopus on page 34. • Have a brief class discussion about Octo's unique features. Then, encourage the students to work in pairs and complete the code.
Board work: Steps to write the diary.
Learning outcomes: • apply varied comprehension strategies (inferring, predicting, visualizing) to understand different texts. • develop the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)
Application: Factual
ICT Integration / Art Integration: Videos on different types of trees and the habitats
Class assessment/ Recapitulation: Questions will be asked based on the topic.
Homework/ worksheets: Diary Entry
Reference: Oxford Advantage Part A

MIS INTERNATIONAL SCHOOL
Lesson Plan (2024-25)

Teacher's Name - Ms.Parimala **Grade - 4**

Subject - English **Month - August**

Topic –4. Too Many Stinkbugs **No. of Periods - 5**

Sub - topic:

- Vocabulary Building
- Recitation
- Question and answer

Specific objectives:

- identify the common features of insects

Methodology: : Explanation method

Demonstration method

Class room discussion

Activities:

- Begin the session by asking them to name a few bugs. You can also ask them these questions:
  - What do most bugs eat?
  - How are bugs important for the environment?
- Discuss the answers in class and give support and feedback where required.
- Discuss common features of insects
- Ask follow-up questions to their responses.
  - Why should we care about insects?
  - Why should we learn about different insects?

Board work: New words from the book. Question and answers will be given to students.

Learning outcomes:

- apply varied comprehension strategies (inferring, predicting, visualizing) to understand different texts
- develop the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry).

Application: Reference book

ICT Integration / Art Integration: Showing children story about how insects and bugs are useful.

Class assessment/ Recapitulation: Questions will be asked based on the topic.

Homework/ worksheets: worksheet

Reference: Oxford Advantage Part A

MIS INTERNATIONAL SCHOOL
Lesson Plan (2024-25)

Teacher's Name - Ms.Parimala **Grade - 4**

Subject - English **Month - August**

Topic – 6. The Court of Dolls **No. of Periods - 6**

Sub - topic:

- Discussion
- Predicting
- Critical and creative thinking
- Using imagination

Specific objectives:

- converse fluently and meaningfully in different contexts.
- develop oral language skills using complex sentence structures to understand and communicate ideas coherently
- To build active vocabulary
- To develop listening skills

Methodology: : Explanation method

Demonstration method

Class room discussion

Activities:

- Encourage the students to think of some examples of dolls that showcase unique attire or accessories representative of specific regions.
- Elicit multiple responses and give your feedback where required.
- Ask them if they are familiar with the names of the four states. Then, ask them to share one unique fact about them.

Board work: New words from the book. Question and answers will be given to students

Learning outcomes:

- analyse the significance of dolls in representing traditions and cultural heritage

Application: Reference book

ICT Integration / Art Integration: Showing the stories of different doll festivals

Class assessment/ Recapitulation: Questions will be asked based on the topic.

Homework/ worksheets: worksheet

Reference: Oxford Advantage Part A

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms. Kiran Sharma
Class: 4
Topic: 1. Computer Devices

Month-April
Subject: ICT
No. of periods: 7

Subtopic:

- Input Devices
- Output Devices

Specific objective:

- To enhance the knowledge of the students about various input and output devices.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.
Period 1: Teacher will explain to children about what are input devices and various input devices.
Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain output devices and various output devices.
Period 3: Teacher will recap what has been taught on previous lecture. The Textbook exercises for the chapter will be done.
Period 4: The teacher will ask a few questions related to the previous weeks' classes and then she will continue the class. The AVA's activity zone will be done.
Period 5: The teacher helps students to solve textbook exercise.
Period 6: The teacher will explain notebook work and ask student to do it in class.
Period 7: Revision and doubt clear session.

Activities:

- Identify devices with the help of clues.
- Identify and match various input devices.
- Text book exercises, Lab work practical, Worksheet, Videos.

Learning outcomes:
To make students learn about various input and output devices with examples.

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation:

Extra questions: Given in notebook.

Recapitulation: Recap would be done by practical work in the class & through class test.

Homework/ worksheets:

- Holiday project: Create a greeting card in Microsoft Paint on thanking your mother for being a supermom.
- Textbook Exercise
- Worksheet on Computer devices.

Reference: Code to AI, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms. Kiran Sharma
Class: 4
Topic: 2. Memory and Storage Devices

Month-June
Subject: ICT
No. of periods: 7

Subtopic:

- Types of memory
  - Primary memory
  - Secondary memory
- Storage devices

Specific objective:

- To enhance the knowledge of the students about various memory and storage devices.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.
Period 1: Teacher will explain to children about what are primary and secondary memory.
Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain storage devices.
Period 3: Teacher will recap what has been taught on previous lecture. The Textbook exercises for the chapter will be done.
Period 4: The teacher will ask a few questions related to the previous weeks' classes and then she will continue the class. The AVA's activity zone will be done.
Period 5: The teacher helps students to solve textbook exercise.
Period 6: The teacher will explain notebook work and ask student to do it in class.
Period 7: Revision and doubt clear session.

Activities:

- Identify different external storage devices.
- Arrange storage devices from least to most space available in them.
- Text book Exercises, Lab Work practical, Worksheet, video.

Learning outcomes:
To make students learn about various storage and memory devices with examples.

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation:

Extra questions: Given in notebook.

Recapitulation: Recap would be done by practical work in the class & through class test.

Homework/ worksheets:

- Textbook Exercise
- Worksheet on Computer devices.

Reference: Code to AI, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms. Kiran Sharma
Class: 4
Topic: 3. Text formatting in Word

Month-July
Subject: ICT
No. of periods: 8

Subtopic:

- Changing font type, size and color
- Making text Bold, Italic and Underline
- Highlighting text
- Changing text Case and Text Alignment
- Applying Subscript and Superscript
- Bulleted and Numbered list
- Format painter

Specific objective:

- To enhance the knowledge of the students about different text formatting.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.
Period 1: Teacher will explain to children about various font formatting and how to do that.
Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain bulleted and numbered list and format painter.
Period 3: Teacher will recap what has been taught on previous lecture. The Textbook exercises for the chapter will be done.
Period 4: The teacher will ask a few questions related to the previous weeks' classes and then she will continue the class. The AVA's activity zone will be done.
Period 5: The teacher helps students to solve textbook exercise.
Period 6: The teacher will explain notebook work and ask student to do it in class.
Period 7: Revision and doubt clear session.

Activities:

- Keyboard shortcuts of MS Word.
- Type a paragraph in Word and editing it as per the given instructions.
- Text book Exercises, Lab Work practical, Worksheet, videos.

Learning outcomes:
To make students learn about how to do text formatting in MS Word.

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation:

Extra questions: Given in notebook.

Recapitulation: Recap would be done by practical work in the class & through class test.

Homework/ worksheets:

- Textbook Exercise
- Worksheet on Computer devices.

Reference: Code to AI, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms. Kiran Sharma **Month**-August
Class: 4
Subject: ICT **Topic: 4.** Working with objects in Word **No. of periods:** 8

Subtopic:

- Inserting a Text Box
- Inserting a WordArt
- Inserting Shapes
- Inserting Pictures
- Working with tables

Specific objective:

- To enhance the knowledge of the students about how to insert objects.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.
Period 1: Teacher will explain to children about how to insert Textbox, WordArt and Shapes in MS Word document.
Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain how to insert pictures and how to work with tables.
Period 3: Teacher will recap what has been taught on previous lecture. The Textbook exercises for the chapter will be done.
Period 4: The teacher will ask a few questions related to the previous weeks' classes and then she will continue the class. The AVA's activity zone will be done.
Period 5: The teacher helps students to solve textbook exercise.
Period 6: The teacher will explain notebook work and ask student to do it in class.
Period 7: Revision and doubt clear session.

Activities:

- Create a poster according to given instructions.
- Create a table according to given instructions.
- Text book Exercises, Lab Work practical, Worksheet, video..

Learning outcomes:
To make students learn about how to insert objects in MS Word.

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation:

Extra questions: Given in notebook.

Recapitulation: Recap would be done by practical work in the class & through class test.

Homework/ worksheets:

- Textbook Exercise
- Worksheet on Computer devices.

Reference: Code to AI, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms. Kiran Sharma **Month**-October
Class: 4
Subject: ICT **Topic: 5.** Working with Windows **No. of periods:** 7

Subtopic:

- Window Desktop
- Files and Folders
- File Explorer
- Working with Files and Folders

Specific objective:

- To enhance the knowledge of the students about how to create and work with folders.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.
Period 1: Teacher will explain to children about components of Windows Desktop and File Explorer.
Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain how to create files and folders.
Period 3: Teacher will recap what has been taught on previous lecture. The Textbook exercises for the chapter will be done.
Period 4: The teacher will ask a few questions related to the previous weeks' classes and then she will continue the class. The AVA's activity zone will be done.
Period 5: The teacher helps students to solve textbook exercise.
Period 6: The teacher will explain notebook work and ask student to do it in class.
Period 7: Revision and doubt clear session.

Activities:

- Create a new folder and three subfolders within it.
- Move the folder in different location.
- Text book Exercises, Lab Work practical, Worksheet, video.

Learning outcomes:
To make students learn about how to create and work with files and folders.

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation:

Extra questions: Given in notebook.

Recapitulation: Recap would be done by practical work in the class & through class test.

Homework/ worksheets:

- Textbook Exercise
- Worksheet on Computer devices.

Reference: Code to AI, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms. Kiran Sharma **Month**-November
Class: 4
Subject: ICT **Topic: 6.** Introduction to PowerPoint **No. of periods:** 8

Subtopic:

- Starting PowerPoint
- Components of PowerPoint Window
- Adding text in a Placeholder
- Slide Layouts
- Inserting objects in a slide
- Saving, closing and opening a presentation
- Exiting PowerPoint Application

Specific objective:

- To enhance the knowledge of the students about PowerPoint.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.
Period 1: Teacher will explain to children about components of PowerPoint and how to insert objects in it.
Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain how to create, open and save a presentation.
Period 3: Teacher will recap what has been taught on previous lecture. The Textbook exercises for the chapter will be done.
Period 4: The teacher will ask a few questions related to the previous weeks' classes and then she will continue the class. The AVA's activity zone will be done.
Period 5: The teacher helps students to solve textbook exercise.
Period 6: The teacher will explain notebook work and ask student to do it in class.
Period 7: Revision and doubt clear session.

Activities:

- Label the components of PowerPoint Window.
- Create some slides according to given instructions.
- Text book Exercises, Lab Work practical, Worksheet, video.

Learning outcomes:
To make students learn about how to create a presentation in PowerPoint.

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation:

Extra questions: Given in notebook.

Recapitulation: Recap would be done by practical work in the class & through class test.

Homework/ worksheets:

- Textbook Exercise
- Worksheet on Computer devices.

Reference: Code to AI, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms. Kiran Sharma **Month**-December
Class: 4
Subject: ICT **Topic: 7.** More on PowerPoint **No. of periods:** 8

Subtopic:

- Creating a new presentation
- Different presentation views
- Running a slide show
- Rearranging slides
- Applying themes
- Working with Slide Master

Specific objective:

- To enhance the knowledge of the students more about PowerPoint.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.
Period 1: Teacher will explain to children about different presentation views, running and rearranging slides.
Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain applying themes and working with slide master.
Period 3: Teacher will recap what has been taught on previous lecture. The Textbook exercises for the chapter will be done.
Period 4: The teacher will ask a few questions related to the previous weeks' classes and then she will continue the class. The AVA's activity zone will be done.
Period 5: The teacher helps students to solve textbook exercise.
Period 6: The teacher will explain notebook work and ask student to do it in class.
Period 7: Revision and doubt clear session.

Activities:

- Identify and name the presentation views.
- Create a presentation according to given instructions.
- Text book Exercises, Lab Work practical, Worksheet, video.

Learning outcomes:
To make students learn more about PowerPoint.

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation:

Extra questions: Given in notebook.

Recapitulation: Recap would be done by practical work in the class & through class test.

Homework/ worksheets:

- Textbook Exercise
- Worksheet on Computer devices.

Reference: Code to AI, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Ms. Kiran Sharma **Month**-January
Class: 4
Subject: ICT **Topic: 8.** Playing with multiple sprites **No. of periods:** 8

Subtopic:

- More components of Scratch 3.0
- Adding a new sprite
- Show and hide a sprite
- Importing sound from library
- Adding a backdrop

Specific objective:

- To enhance the knowledge of the students about playing with multiple sprites.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.
Period 1: Teacher will explain to children about components of Scratch3.0 and how to add, show and hide a sprite.
Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain how to add a backdrop and how to import sound.
Period 3: Teacher will recap what has been taught on previous lecture. The Textbook exercises for the chapter will be done.
Period 4: The teacher will ask a few questions related to the previous weeks' classes and then she will continue the class. The AVA's activity zone will be done.
Period 5: The teacher helps students to solve textbook exercise.
Period 6: The teacher will explain notebook work and ask student to do it in class.
Period 7: Revision and doubt clear session.

Activities:

- Create a Scratch project according to given instructions
- Text book Exercises, Lab Work practical, Worksheet, video.

Learning outcomes:
To make students learn about working with multiple sprites.

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation:

Extra questions: Given in notebook.

Recapitulation: Recap would be done by practical work in the class & through class test.

Homework/ worksheets:

- Textbook Exercise
- Worksheet on Computer devices.

Reference: Code to AI, Google, Internet.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Ms. Sweta Aglawe
Class: IV
Subject: Mathematics
No. of periods: 14 -15
Topic**: L-1 Place value of greater number**
Month: April

Subtopic:

- 5-Digit and 6-Digit numbers
- Numbers and Number names
- Face value and Place value
- Indian and International number system
- Standard form and Expanded form
- Comparison of numbers
- Ascending and Descending order
- Predecessor and Successor
- Round off
- Conversion of Roman numerals to Hindu-Arabic numerals
- Conversion of Hindu-Arabic numerals to Roman numerals
- Modern usage

Specific objective: Students will be able to read and write 5-digit and 6-digit numbers.
Students will be able to read and write Roman Numerals 1 to 100.

Methodology: Inductive method, brainstorming method, demonstrating the concept with examples.

Activities:

- Find out the population of 4 major cities in your state. Write the number names for each. Also, arrange the population in ascending and descending orders.
- Find the estimate number of people found usually at the following places:

1. A movie hall
2. A cricket stadium
3. A mall
4. A train

- Round off the numbers to the nearest tens and hundreds.

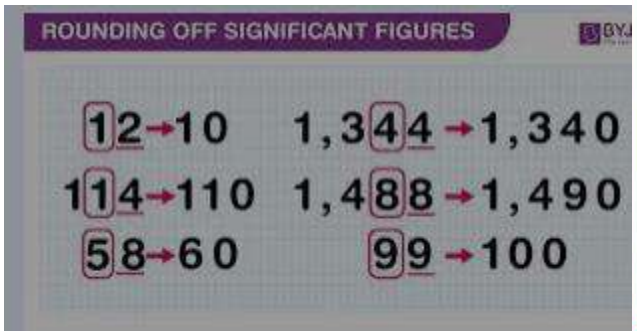
- Find any 3 uses of Roman Numerals in modern times. Draw or stick a picture of the same in the notebook.
- Represent with colorful pens/pencils the Hindu Arabic – Roman Numerals up to hundred in the notebook.

Board Work

CRORES	Ten Crores 10,00,00,000	TC
	Crores 1,00,00,000	C
LAKHS	Ten Lakhs 10,00,000	TL
	Lakhs 1,00,000	L
THOUSANDS	Ten Thousands 10,000	T-TH
	Thousands 1,000	TH
ONES	Hundreds 100	H
	Tens 10	T
	Ones 1	O

International Place Value Chart

PERIODS	PLACES	DIGITS
MILLIONS	Hundred millions 100,000,000	9
	Ten millions 10,000,000	8
	Millions 1,000,000	7
THOUSANDS	Hundred Thousands 100,000	6
	Ten Thousands 10,000	5
	Thousands 1,000	4
ONES	Hundreds 100	3
	Tens 10	2
	Ones 1	1



ROMAN NUMERALS

1	I	11	XI	30	XXX	500	D
2	II	12	XII	40	XL	600	DC
3	III	13	XIII	50	L	700	DCC
4	IV	14	XIV	60	LX	800	DCCC
5	V	15	XV	70	LXX	900	CM
6	VI	16	XVI	80	LXXX	1,000	M
7	VII	17	XVII	90	XC	2,000	MM
8	VIII	18	XVIII	100	C	3,000	MMM
9	IX	19	XIX	200	CC	4,000	MV
10	X	20	XX	300	CCC	5,000	V
				400	CD	10,000	X

Learning outcomes:

- Students will be able to know the face value and place value of large numbers.
- Students will be able to understand relations between the values of the places and understand International Number System.
- Students will be able to compare Indian and International Number System.

- Students will be able to write 5-digit and 6-digit numbers in expanded form.
- Students will be able to compare large numbers with different or same number of digits.
- Students will be able to write predecessor and successor of large numbers.
- Students will be able to arrange large numbers in ascending and descending order.
- Students will be able to form new numbers by arranging the digits in different positions.
- Students will be able to round off numbers to the nearest 10, 100 and 1,000.
- Students will be able to learn Roman numerals up to hundred.
- Students will be able to convert Roman numerals to Hindu Arabic numerals and vice versa.
- Students will be able to add and subtract Roman numerals.
- Students will be able to learn about the use of Roman numerals in modern times.

ICT Integrated:

- Video
- PowerPoint presentation

Application:
Learner can read and write 5-digit and 6-digit numbers in real life.
Conversion of Hindu-Arabic Numerals to Roman Numerals.

Extra questions/ Class assessment/ Recapitulation :

- Workbook worksheets

Homework/ worksheets:

- Workbook worksheets
- Additional practice questions from the text book and other books.

Reference:
Google, textbook book, reference books from the library.

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan

Teacher's Name: Ms. Sweta Aglawe Class: IV

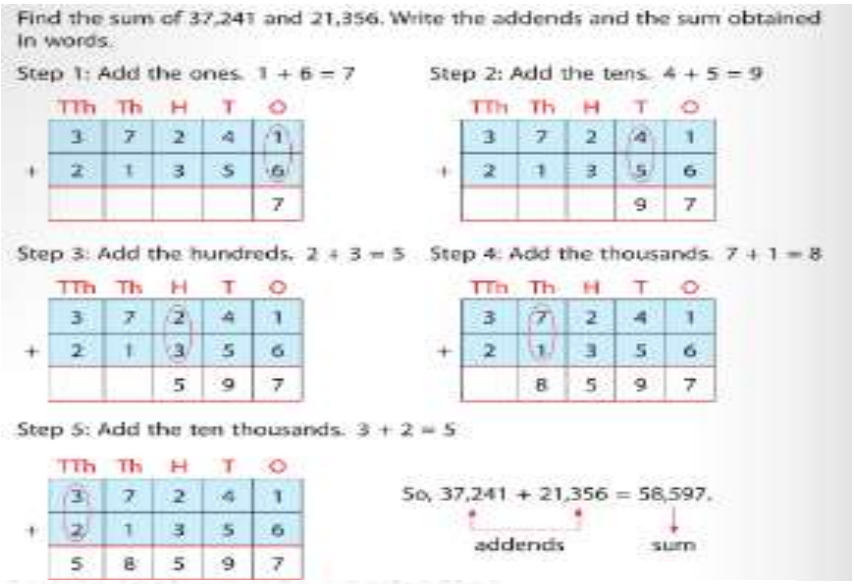
Subject: Mathematics No. of periods: 16-17

Topic: **L-2 Addition and subtraction** Month: April/June

Subtopic: ● Addition and Subtraction of 4 digit and 5 digit numbers ● Use addition to check subtraction ● Properties of Addition and Subtraction ● Rules in number pattern ● Estimate the value ● Real life problems on Addition and Subtraction
Specific objective: ● Students will understand to add 5-digit numbers and 6-digit numbers. ● Learn about properties of addition ● solve word problems on addition ● Students will understand to subtract 5-digit numbers and 6-digit numbers. ● Check subtraction using addition ● Learn about properties of subtraction ● solve word problems on subtraction ● estimate sums and differences
Methodology: Inductive method, activity-based teaching, brainstorming method, demonstrating the concept with examples.
Activities: ● Frame word problem based on each of the following mentioned property of addition: (solution not required) 1. Adding 0 to a number gives the same number 2. Adding 1 to a number gives the next number.

- Individual Activity based on ‘understanding of number names and addition of 6-digit numbers’ given on page number 34 of the textbook.
- Represent some simple subtraction with your siblings/parents using blocks/toys at your home.

Board Work





Learning outcomes:

- Students will be able to add 5-digit and 6-digit numbers
- Students will be able to add three or more numbers.
- Students will be able to find missing digits in an addition and subtraction problem.
- Students will be able to solve and frame word problems based on addition and subtraction.

ICT Integrated:

- Video
- PowerPoint presentation

Application: Add 6-digit numbers, subtract 6 – digit numbers, solve word problems and also frame word problems.
Extra questions/ Class assessment/ Recapitulation : ● Workbook worksheets
Homework/ worksheets: ● Workbook worksheets ● Additional practice questions from the text book and other books.
Reference: Google, Textbook, reference books from the library.

MIS INTERNATIONAL SCHOOL ,BALEWADI
Lesson Plan(2025-26)

Teacher's Name: Ms.Sweta Aglawe
Subject: Mathematics
Topic: L-3 Shapes and Patterns

Class: IV
No. of periods: 12
Math: June

Subtopic:

- Symmetry
- Reflection of symmetry
- Patterns
- Coding and Decoding
- Tessellations
- Views of a solid
- Nets of Solids

Specific objective: Students will know about the various shapes and patterns.

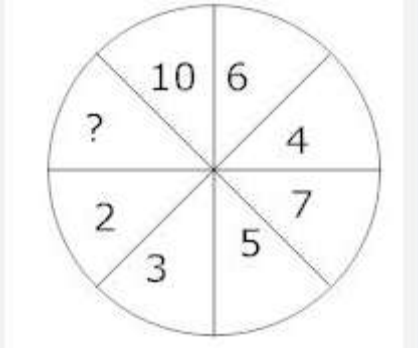
Methodology: Inductive method, activity-based teaching, brainstorming method, demonstrating the concept with examples.

Activities:

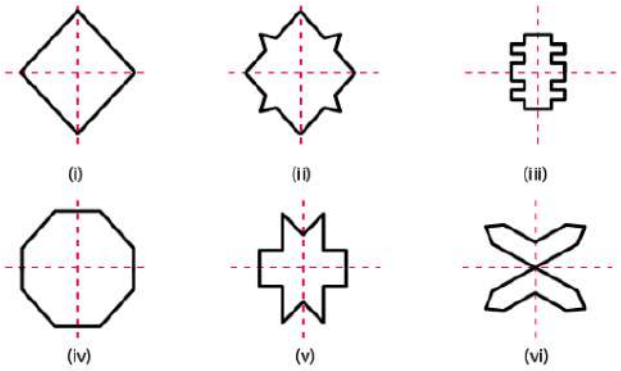
- On a square dotted sheet create Rangoli patterns which have multiple lines of symmetry.
- Identify various (3-D) objects like sphere, cube, cuboid, cylinder, cone from the surroundings with the help of examples from surroundings.
- List ten figures around you and identify it as a closed or open figure.
- A secret message is sent by a parent to the child. Decode the secret message by inserting the correct alphabet on each space.
- To find the perimeter of a given leaf.

Board Work:

Patterns:



Lines of symmetry



Learning outcomes:

- Students will be able to differentiate between open and closed shapes.
- Students will be able to know about polygons (triangle and quadrilaterals) and circle.
- Students will be able to draw a circle using a compass. Draw a 3D shape from a 2D shape using a net.
- Students will be able to identify the front, top and side view of objects.
- Students will be able to complete tessellation by colouring the figures.
- Students will be able to choose tiles that can tessellate the given area.
- Students will be able to find perimeter of a rectangle, square and curved shapes (using a thread and a square grid). Understand the concept of line of symmetry and reflection. Complete patterns by predicting the rules followed in them Understand the concept of casting out nine.

Application:
To draw a circle using a compass. Also to draw a 3D shape from a 2D shape using a net.

Extra questions/ Class assessment/ Recapitulation:

- Workbook worksheets

Homework/ worksheets:

- Workbook worksheets
- Additional practice questions from the text book and other books.

Reference:
Google, Textbook, Work book, reference books from the library.

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan(2025-26)

Teacher's Name: Ms. Sweta Aglawe **Class: IV**
Subject: Mathematics **No. of periods: 15**
Topic: L-4 Multiplication **Month: July/ August**

Subtopic:

- Multiplicand, Multiplier and Product
- Properties of Multiplication
- Multiplication by expanding the multiplicand
- Multiplication by 2-digit multiplier
- Multiplication by 3-digit multiplier
- Multiplication in real life: word problems

Specific objective:

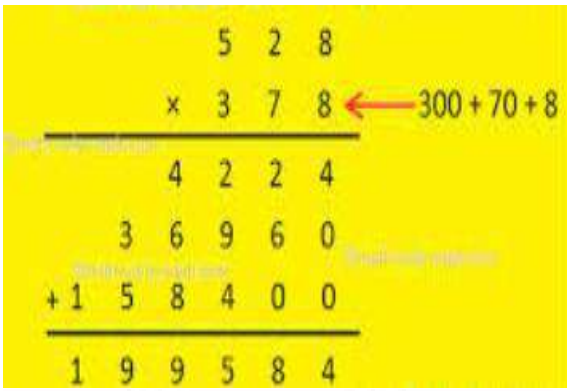
- Learn how to multiply by 10,100 and 1000.
- Multiply using expanded form
- Multiply 2 digit and 3 digit numbers
- Solve word problems on multiplication
- Learn properties of multiplication
- Learn about multiplication tables

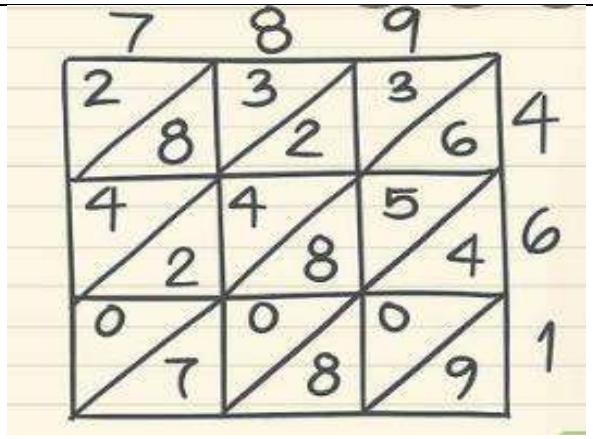
Methodology: Inductive method, activity-based teaching, brainstorming method, demonstrating the concept with examples.

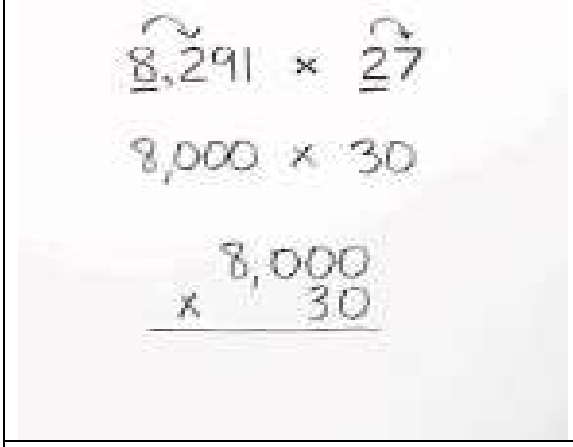
Activities:

- Make a grid with tables 16 to 20 with creative manner, using available resources.
- Math fun activity 'Pick a Number' activity as given on page no. 72 of the textbook.

Board Work:







Learning outcomes:

- Students will be able to know multiplication tables from 16 to 20.
- Students will be able to understand properties of multiplication.
- Students will be able to multiply by numbers ending with zero (10 and its multiples, 100 and its multiples, 1,000 and its multiples).
- Students will be able to multiply by a 1-digit number using standard form and expanded form.
- Students will be able to multiply by 2-digit and 3-digit numbers.
- Students will be able to know how to multiply when there is zero in the multiplier.
- Students will be able to estimate product by rounding off multiplicand and multiplier to the nearest 10, 100 and 1,000.
- Students will be able to know some multiplication tricks to do simple calculations.
- Students will be able to solve and frame word problems.

ICT Integrated:

- Video
- PowerPoint presentation

Application:
Multiply 2-digit and 3-digit numbers, multiply by numbers ending with zero.

Extra questions/ Class assessment/ Recapitulation : ● Workbook worksheets
Homework/ worksheets: ● Workbook worksheets ● Additional practice questions from the text book and other books.
Reference: Google, Textbook, Work book, reference books from the library.

MIS INTERNATIONAL SCHOOL,BALEWADI
Lesson Plan(2025-26)

Teacher's Name: Ms. Sweta Aglawe
Subject: Mathematics
Topic: L-5 Division

Class: IV
No. of periods: 13
Month: August

Subtopic:

- Short division method
- Long division method
- Division by a 2-digit number
- Division of a number by 10, 100 and 1,000
- Estimating the quotient

Specific objective:

- Students will learn short division method and long division method .
- Students will learn to estimate the quotient.
- Students will learn to solve word problems on division.

Methodology: Inductive method, activity-based teaching, brainstorming method, demonstrating the concept with examples.

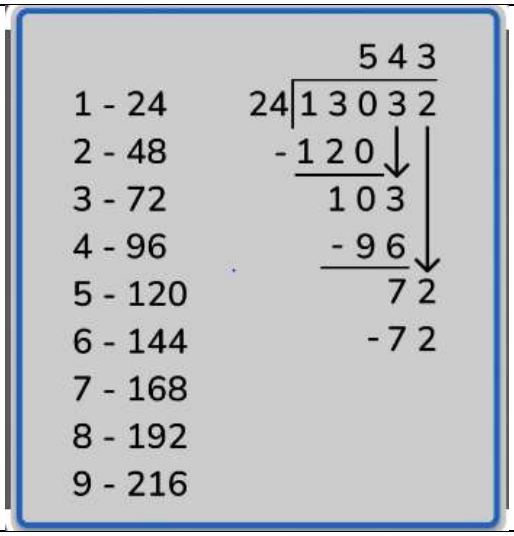
Activities:

- Individual Activity: Make the chart on division vocabulary.
- Brain Teaser:

- A decade has 10 years. How many decades are there in 72 years?
- A jubilee has 60 years. How many jubilees are there in 650 years?
- Use four fives and some of the symbols +, -, X, ÷ to give the answers:

(a) 0 (b) 1 (c) 10

Board Work



Learning outcomes:

- Students will be able to divide by a 2-digit number
- Students will be able to divide by using short division method when divisor is small.
- Students will be able to divide a number by 10, 100 and 1,000.
- Students will be able to divide after cancelling the common number of zero(s) from both the dividend and divisor.
- Students will be able to estimate the quotient.
- Students will be able to solve and frame word problems based on division.

Application:
Divide 4-digit numbers, divide numbers when divisors are 10, 100 and 1,000.

Extra questions/ Class assessment/ Recapitulation:

- Workbook worksheets

Homework/ worksheets:

- Workbook worksheets
- Additional practice questions from the text book and other books.

Reference:
Google, Textbook, Work book, reference books from the library.

MIS INTERNATIONAL SCHOOL,BALEWADI
Lesson Plan(2025-26)

Teacher's Name: Ms. Sweta Aglawe
Subject: Mathematics
Topic: L-6 Time

Class: IV
No. of periods: 10
Month: September

Subtopic:

- Reading time to the exact minute
- Use of Time in A.M and P.M
- 24-hour clock
- Conversion of time
- Converting hours into minutes and vice versa
- Addition and Subtraction of time
- Duration of time

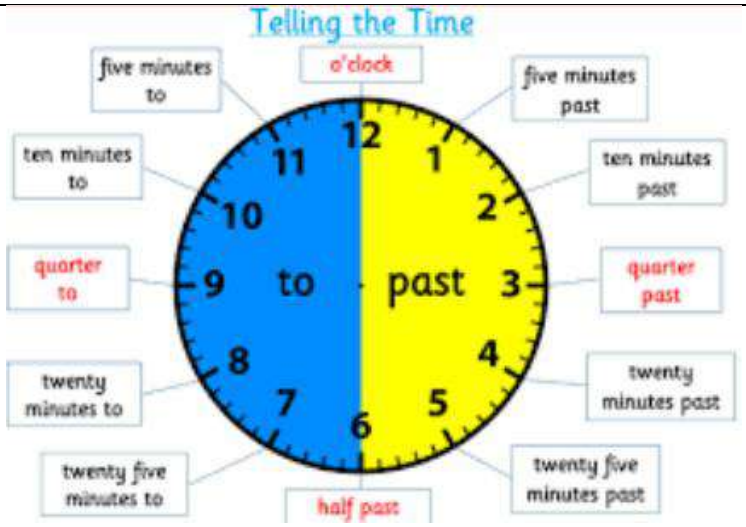
Specific objective: Students will know about the format of 24-hour clock and conversion of time.

Methodology: Inductive method, activity-based teaching, brainstorming method, demonstrating the concept with examples.

Activities:

- Think about your daily routine and fill the time in the table (digital and analogue)
- Here is your friend's calendar for the month of June. Observe the table and answer the questions.
- Just a minute! Work with a partner and use a stopwatch to time each other.
- How many times can you write your name in a minute?
- How many times can you touch your toes in a minute?
- Stand up straight after each touch.
- Make a digital and analogue clock using different innovative ideas.
- Make a timeline of your summer vacations.

Boardwork:



Learning outcomes:

- Students will be able to read and write time in a.m. and p.m.
- Students will be able to understand the format of 24-hour clock.
- Students will be able to convert 24-hour clock time into 12-hour clock time and vice versa.
- Students will be able to learn the advantages of 24-hour clock over 12-hour clock.
- Students will be able to convert hours into minutes and vice versa.
- Students will be able to do addition and subtraction of time.
- Students will be able to know how to find duration of time.
- Students will be able to calculate number of days and hours in a given duration of time

Application:
Conversion of hours into minutes and vice versa and how to find duration of time.

Extra questions/ Class assessment/ Recapitulation:

- Workbook worksheets

Homework/ worksheets:

- Workbook worksheets
- Additional practice questions from the text book and other books.

Reference: Google, Textbook, Work book, reference books from the library.

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan(2025-26)

Teacher's Name: Ms. Sweta Aglawe
Subject: Mathematics
Topic: L- 7 Factors

Class: IV
No. of periods: 12
Month: October

Subtopic:

- Factors
- Prime factorization
- Properties of Factors
- Prime and Composite Numbers
- Tests of Divisibility

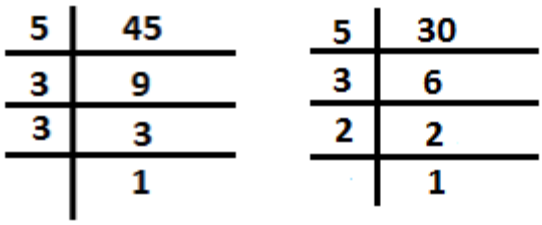
Specific objective: Students will know about Prime Factorization and its methods.

Methodology: Inductive method, activity-based teaching, brainstorming method, demonstrating the concept with examples.

Activities:

- Make a grid of all numbers 1 to 100. Locate the Prime Numbers in it by using the Greek Mathematician, Eratosthenes method. (As per the teacher's instructions)
- Factor captor grid to find out the factors of a given number
- Using chart paper make divisibility rules of 2,3,4,5,6,8,9,10. Represent it in the form of any shape.

Board work:



Learning outcomes:

- Students will be able to learn about factors, properties of factors and common factors.
- Students will be able to find HCF of given numbers.
- Students will be able to prime factorize a number using factor tree method and division method.

● Students will be able to perform prime factorization. ● Students will be able to check if a number is divisible by 2, 3, 5, 6, 9 and 10 by using divisibility tests.
Application: Find the HCF of the given numbers.
Extra questions/ Class assessment/ Recapitulation: ● Workbook worksheets
Homework/ worksheets: ● Workbook worksheets ● Additional practice questions from the text book and other books.
Reference: Google, Textbook, Work book, reference books from the library.

MIS INTERNATIONAL SCHOOL,BALEWADI
Lesson Plan(2025-26)

Teacher's Name: Ms. Sweta Aglawe
Subject: Mathematics
Topic: L- 8 Multiples

Class: IV
No. of periods: 4
Month: October

Subtopic:

- Multiples
- Properties of Multiples
- Prime and Composite Numbers
- Tests of Divisibility

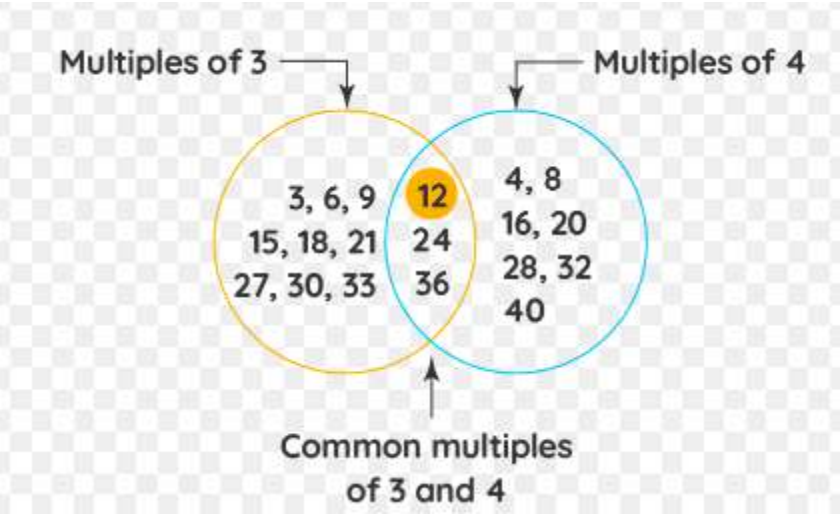
Specific objective: Students will know about Prime Factorization and its methods.

Methodology: Inductive method, activity-based teaching, brainstorming method, demonstrating the concept with examples.

Activities:

- Group Activity: Colour the boxes in the grid according to the multiples of 2, 3 and 4.
- Make a grid of all numbers 1 to 100. Locate the Prime Numbers in it by using the Greek Mathematician, Eratosthenes method. (As per the teacher's instructions)
- Using chart paper make divisibility rules of 2,3,4,5,6,8,9,10. Represent it in the form of any shape.

Board work:



Learning outcomes:

● Students will be able to learn about multiples, properties of multiples and common multiples. ● Students will be able to check if a number is divisible by 2, 3, 5, 6, 9 and 10 by using divisibility tests.
Application: Find the LCM of the given numbers.
Extra questions/ Class assessment/ Recapitulation: ● Workbook worksheets
Homework/ worksheets: ● Workbook worksheets ● Additional practice questions from the text book and other books.
Reference: Google, Textbook, Work book, reference books from the library.

MIS INTERNATIONAL SCHOOL,BALEWADI
Lesson Plan(2025-26)

Teacher's Name: Ms. Sweta Aglawe
Subject: Mathematics
Topic: **L-13 Data Handling**

Class: IV
No. of periods: 7
Month: November

Subtopic:

- Pictographs and tally marks
- Bar graphs

Specific objective: Students will be able to represent data using tally marks.

Methodology: Inductive method, activity-based teaching, brainstorming method, demonstrating the concept with examples.

Activities:

- Collect data on the number of people living in four towers of society and represent it in the form of bar graph.
- Conduct a survey and prepare a list of months in which each student of the class is born. Construct a pictograph and bar graph for same.
- Arrange collected information such as different items in a family in the last six months, in the form of table, pictograph and bar graph and interpret them.

Board work :

Number	Tally marks	Frequency
1	𝍸 |	6
2	𝍸 ||	7
3	𝍸 |	6
4	𝍸	5
5	𝍸	5
6	𝍸 |	6

Month	Number of Cars Sold
January 2017	
February 2017	
March 2017	
	 = 100 cars  = 50 cars

Learning outcomes:

● Students will be able to answer questions by interpreting given pictograph with two scales. ● Students will be able to create vertical pictograph. Represent data using tally marks. Represent data by using bar graphs (both vertical and horizontal).
Application: Represent data using tally marks and bar graphs.
● ICT: Video ● PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation: ● Workbook worksheets
Homework/ worksheets: ● Workbook worksheets ● Additional practice questions from the text book and other books.
Reference: Google, Textbook, Work book, reference books from the library.

MIS INTERNATIONAL SCHOOL,BALEWADI
Lesson Plan(2025-26)

Teacher's Name: Sweta Aglawe
Subject: Mathematics
Topic: L- 9 Fractions

Class: IV
No. of periods: 15
Month: December

Subtopic:

- Equivalent fractions
- Checking the equivalence of two factors
- Types of fractions
- Converting mixed fraction to improper fraction
- Converting improper fraction to mixed fraction
- Comparing mixed fractions
- Comparison and ordering of fractions
- Lowest term of fractions
- Addition and Subtraction of Like, Mixed and Unlike fractions
- Finding fraction of a number

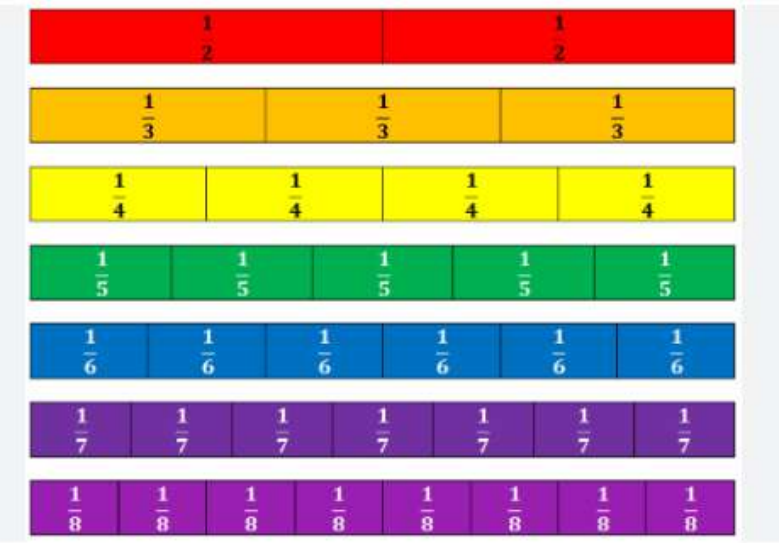
Specific objective: Students will know about the types of fractions.

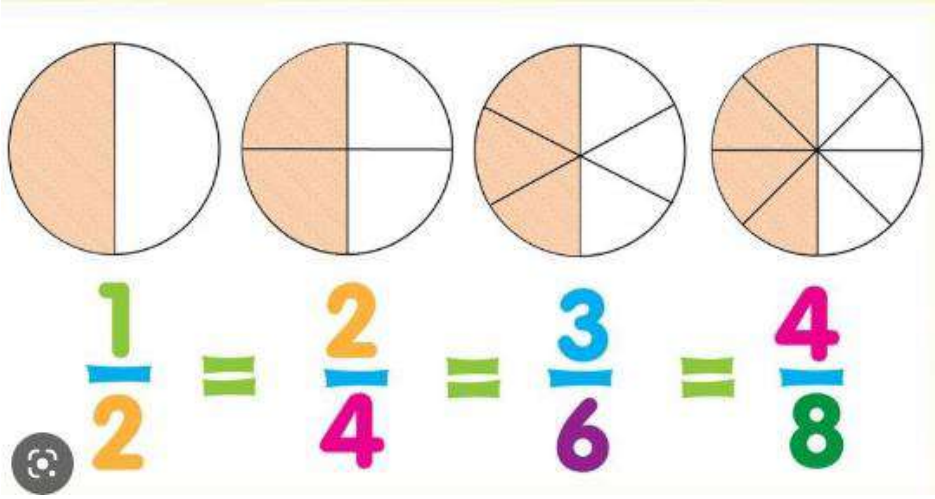
Methodology: Inductive method, activity-based teaching, brainstorming method, demonstrating the concept with examples.

Activities:

- In pairs students play fraction snap. Each player has a set of cards with equivalent fractions, improper fractions, like fractions and mixed fraction. Learners take turns to put a card down on the table and if two successive cards have the same value the first to say, snap wins those cards.
- Using different fraction strips of different colours to do comparison of fractions.
- Use a set of number cards 1 to 10. Work with your partner to find pair of equivalent fraction. Record your answer
- Cross word puzzle.

Board work:





Learning outcomes:

- Students will be able to understand the concept of equivalent fractions.
- Students will be able to check if two fractions are equivalent or not.
- Students will be able to know about different types of fractions (like, unlike, proper, improper, unit and mixed).
- Students will be able to convert mixed fractions to improper fractions and vice versa.
- Students will be able to compare like, unlike and mixed fractions and arrange them in ascending and descending order.
- Students will be able to find fraction of a number.
- Students will be able to convert a fraction into its lowest term.
- Students will be able to add and subtract fractions.
- Students will be able to solve word problems based on fractions.

Application: Conversion of fractions.
Extra questions/ Class assessment/ Recapitulation: ● Workbook worksheets
Homework/ worksheets: ● Workbook worksheets ● Additional practice questions from the text book and other books.
Reference: Google, Textbook, Work book, reference books from the library.

MIS INTERNATIONAL SCHOOL
Lesson Plan

Teacher's Name: Ms.Sweta Aglawe
Subject: Mathematics
Topic: L-10 Decimals

Class: IV
No. of periods:15
Month: December/January

Subtopic:

- Tenths, Hundredths, Thousandths
- Decimal number greater than 1
- Parts of Decimal numbers
- Decimals on number line
- Place value of a decimal numbers
- Conversion of Fraction to Decimal
- Conversion of Decimal to Fraction

Specific objective: Students will know about the Decimal numbers.

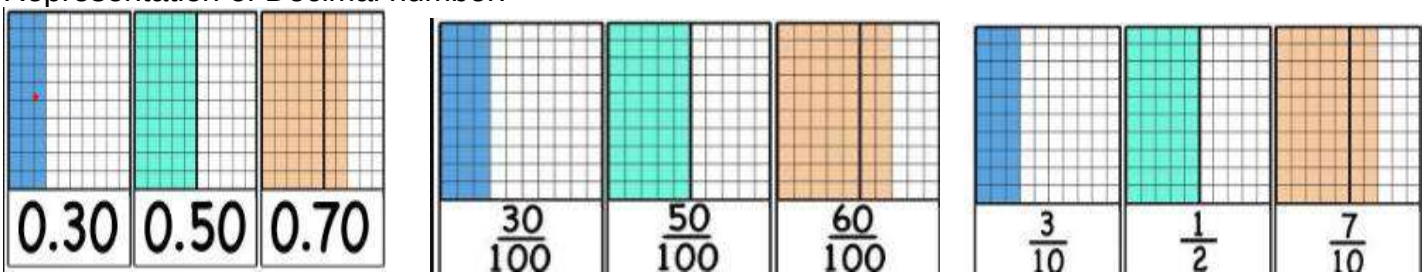
Methodology: Inductive method, activity-based teaching, brainstorming method, demonstrating the concept with examples.

Activities:

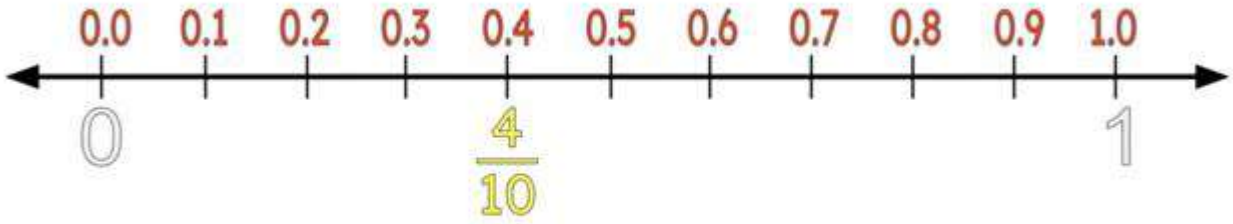
- Simply give students a handful of base ten blocks and have them build decimal numbers, draw a representation, and then write them in decimal and fraction form. This is a great introductory activity.
- Given a decimal number, build it with base ten blocks. Then write it on a mini whiteboard in both decimal and fraction form.
- Connect tenths to hundredths. Ask students to prove that, for example, three-tenths is the same as thirty-hundredths.

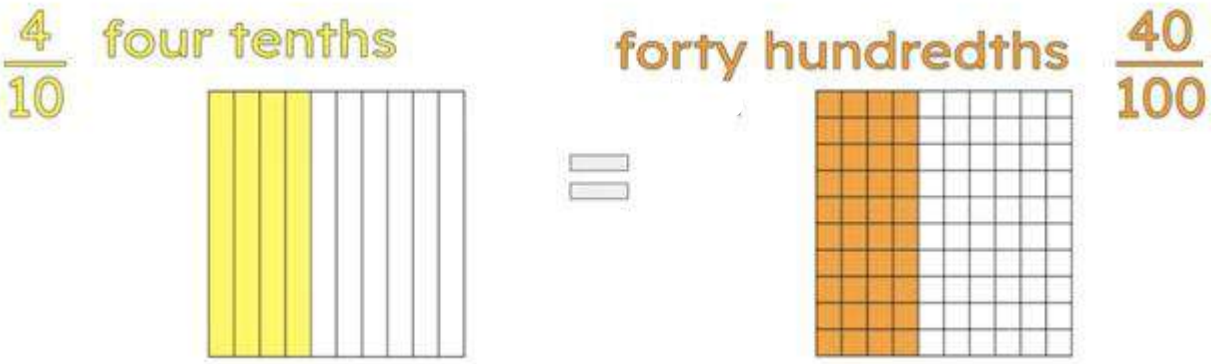
Board work :

Representation of Decimal number:



Decimals on number line:





Learning outcomes:

- Students will be able to learn about Decimal numbers
- Students will be able to know relation between Decimals and Fractions
- Students will be able to understand how to represent decimals on number line.
- Students will be able to learn about Tenths, Hundredths, Thousandths.

Application:

Identify the different types of angles and find the measurement of the missing angle.

Extra questions/ Class assessment/ Recapitulation:

- Workbook worksheets

Homework/ worksheets:

- Workbook worksheets
- Additional practice questions from the text book and other books.

https://youtu.be/gzoM7v4xMsI

R
G ook, Work book, reference books from the library.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Ms. Sweta Aglawe
Subject: Mathematics
Topic: L-11 Measurement

Class: IV
No. of periods: 15
Month: January

Subtopic:

- Metric system
- Smaller units of measurement
- Addition and Subtraction of Metric Measures
- Place value chart of Metric Measures
- Conversions of Metric Measures
- Real life situations involving Measurement

Specific objective: Students will know various units for measuring of Length, Weight and Capacity.

Methodology: Inductive method, activity-based teaching, brainstorming method, demonstrating the concept with examples.

Activities:

(b) Measure or weigh any five objects in your house (eg: edge pf a window, length of a title or weigh the pile of books/newspapers) and compare the observations.

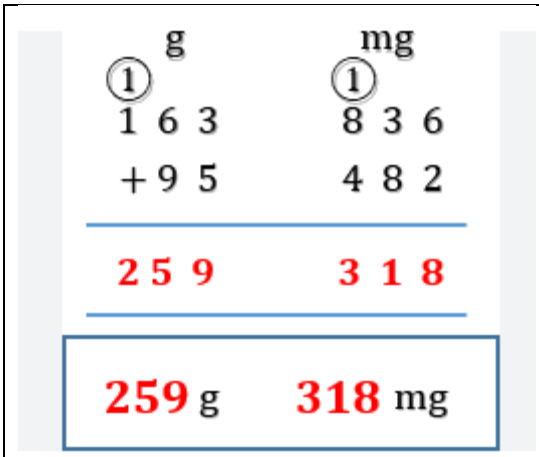
(c) Using metre stick, calculator, and a measuring tape record the heights of each person in your home. Record the height in centimetres and metres in a table on a separate piece of a paper.

(d) Collect six items from the classroom that you think have a mass less than a kilogram. Hold a 1 kg mass in one hand and an object in your other hand. Estimate the mass of the object in grams .Record your estimate .Place the object on the electronic balance and record the exact mass in the table. Repeat with other items.

(e) Make the conversion table on A4 size sheet. Make it creative.

(f) Puzzle on addition and subtraction.

Board work:



Learning outcomes:

- Students will be able to know about various units used for measuring length, weight and capacity and about metric system of measurement.
- Students will be able to convert a bigger unit of measurement into a smaller unit and vice versa.
- Students will be able to add and subtract lengths, weights and capacities.
- Students will be able to solve word problems based on metric measure.

Application:
Conversion of bigger unit of measurement into a smaller unit and vice versa.

Extra questions/ Class assessment/ Recapitulation:

- Workbook worksheets

Homework/ worksheets:

- Workbook worksheets
- Additional practice questions from the text book and other books.

Reference:
Google, Textbook, Work book, reference books from the library.

MIS INTERNATIONAL SCHOOL
Lesson Plan

Teacher's Name: Ms. Sweta Aglawe
Subject: Mathematics
Topic: **L-12 Perimeter and Area**

Class: IV
No. of periods: 13
Month: February

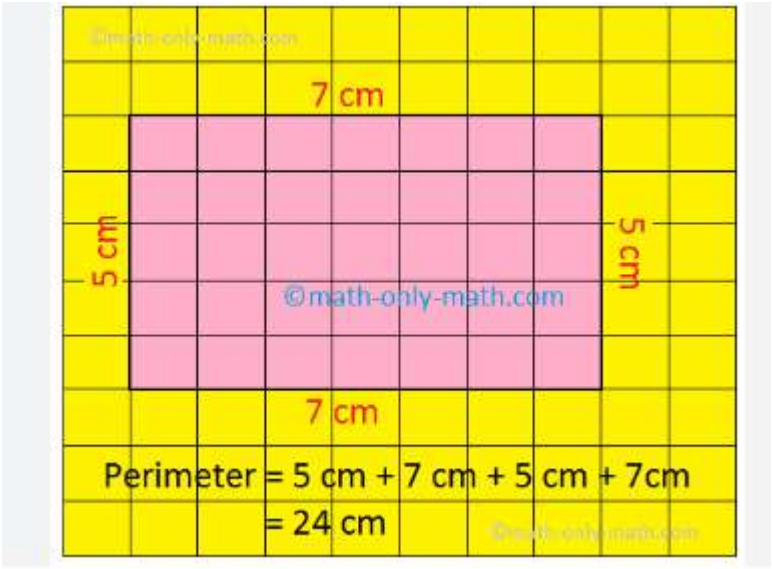
Subtopic:

- Perimeter
- Area
- Finding area of a regular plane shapes
- Estimating the area of irregular plane figures.

Specific objective: Students will be able tounderstand the terms 'Perimeter' and 'area'.

Methodology: Inductive method, activity-based teaching, brainstorming method, demonstrating the concept with examples.

Board work :



Learning outcomes:

- Students will be able to find the area of a regular plane figures.
- Students will be able to find perimeter of plane figures

Application: area of plane figures

ICT Integrated:

- Video
- PowerPoint presentation

Extra questions/ Class assessment/ Recapitulation: ● Workbook worksheets
Homework/ worksheets: ● Workbook worksheets ● Additional practice questions from the text book and other books.
Reference: Google, Textbook, Work book, reference books from the library.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name – Mrs. Gauri Joshi | **Grade - 4**

Subject – Science | **Month – April**

Topic – Ch1 Food: Cooking and Preservation | **No. of Periods – 12**

Sub - topic:

- Balanced Diet
- Deficiency Diseases
- Cooking food
- Methods of Cooking
- Food Spoilage
- Preventing Food Wastage
- Preservation of Food

Specific objectives: Enable students to learn about the components of food, different cooking methods, ways to preserve the food and deficiencies and symptoms of specific components.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Making chart of Food pyramid.

Board work:



Learning outcomes:

By the end of this chapter, students will be able to

- List the components of a balanced diet and explain their functions.
- Describe symptoms and prevention of deficiency diseases.
- Describe the different methods of cooking.
- State ways to prevent spoilage of food.
- List different ways of food preservation.

Application: Students will use the keywords mentioned in the chapter. They will understand that how all the balanced diet is important for good health.

ICT Integration / Art Integration :

- Video
- The chapter integrates science with art by an activity based on craft where students will be pasting different food groups in food pyramid.

Class assessment/ Recapitulation:

Make a list of different methods of preservation.

Homework/ worksheets:

Collect the information about different sources of vitamins.

Reference: Oxford Advantage

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2025-26)

Teacher's Name – Mrs. Gauri Joshi **Grade - 4**

Subject – Science **Month – April**

Topic – Ch2 Our Clothes **No. of Periods - 8**

Sub - topic:

- Fibre to Fabric
- Spinning
- Knitting
- Weaving
- Dyeing and Stitching
- Designs on clothes
- Taking care of clothes

Specific objectives: Encouraging students to learn about the process of making cloth from the particular source.

Methodology: Demonstration Method, Explanation Method (learning method).

Activities: SEA I will be conducted on the same topic.

Board work:

Learning outcomes:

By the end of this chapter, students will be able to explain the process of making fabric from fibre and the designs on clothes.

Application: **Group 1- (Roll No. 1 to 20)**
Choose any one method of making cloth like weaving, knitting. Stick some pictures and explain in few sentences.
Group 2- (Roll No. 21 to 40)
Choose any one design on cloth (Ex. Wood block printing, batik, Pochampalli etc). Explain the process in few sentences with pictures.

Class assessment/ Recapitulation:

SEA will be conducted.

Homework/ worksheets:

Children will search the pictures needed for SEA.

Reference: Oxford Advantage

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name – Mrs. Gauri Joshi **Grade - 4**

Subject – Science **Month – June**

Topic – Ch3 Matter **No. of Periods - 9**

Sub - topic:

- Matter
- States of Matter and changes of states of matter.
- Changing states of matter in nature.
- Water Cycle

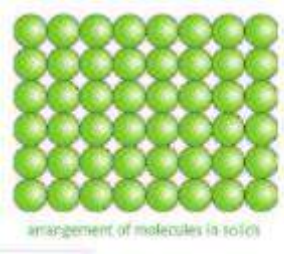
Specific objectives: Students will be able to know different states of matter and arrangement of molecules in them.

Methodology: Explanation Method (learning method), Activity based teaching.

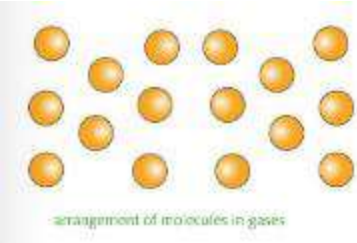
Activities:

Make a chart showing the arrangement of molecules in solids / liquids / gases along with some objects as examples.

Board work:







Learning outcomes:

By the end of this chapter, students will be able to

- describe the term 'mass'.
- Identify objects that have mass and occupy physical space.
- Define the term matter.
- Identify the arrangement of particles in solids, liquids and gases.
- Demonstrate and explain the water cycle.

Application:

- The students will use the keywords mentioned in the unit.
- They will understand the importance of the water cycle.

ICT Integration / Art Integration :

● Video ● The chapter integrates science with art by making a model of the water cycle .
Class assessment/ Recapitulation: Quiz on the topic for recapitulation, class test for evaluation.
Homework/ worksheets: Solve the crossword using the clues. Identify the states of matter by looking at the arrangement of particles.
Reference: Oxford Advantage

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2025-26)

Teacher's Name – Mrs. Gauri Joshi **Grade - 4**

Subject – Science **Month – June**

Topic – Ch4 Reproduction in Plants **No. of Periods - 10**

Sub - topic:

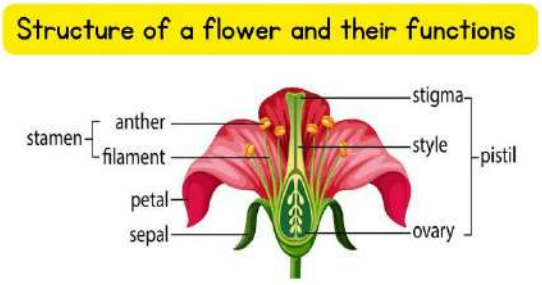
- Parts of Flowers
- Pollination and Fruit formation
- Structure of a Seed
- Germination
- Dispersal of seeds

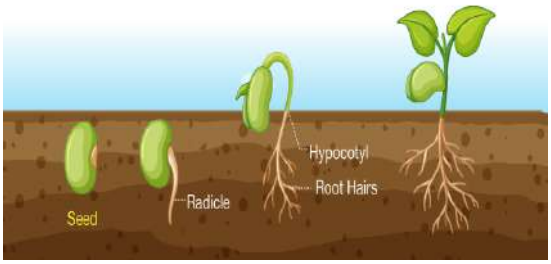
Specific objectives:
Enable students to understand about structure of flower and its functions.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:
Showing the process of germination and parts of flowers.

Board work:





Learning outcomes:

By the end of this chapter, students will be able to
• understand the structure of flower, its parts and their functions.
• learn about different methods of pollination.
• understand structure of a seed and its dispersal.

Application: The students will use the keywords mentioned in the chapter.

- They will understand the importance each part of flower as well as seed..

ICT Integration / Art Integration :

- Video
- The chapter integrates science with the structure of flower and seed as part of art integration.

Class assessment/ Recapitulation:

Quiz on the topic for recapitulation, class test for evaluation.
Homework/ worksheets: Draw a well labeled diagram of parts of a flower, Write a diary entry imagining yourself as a seed growing into new plant.
Reference: Oxford Advantage

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name –Pooja Bawane **Grade - IV**
Subject – Social Science **Month - April**
Topic – L-1 Globes and Maps **No. of Periods -09**

Sub - topic:
- Sketch, Plan and Map
- The Globe
- Types of Map
- Comparison between a Globe and a Map
- Reading a map

Specific objectives:
The students will be -
- Identify the location of different places on a globe.
- list features of a globe
- Read simple maps of a city, state and country to identify natural and human-made features (well, lake, post office, school, hospital, etc.) with reference to symbols and directions.

Methodology:
Explanation Method, Discussion and Inquiry based. Activity based teaching.

Activities:
- Ask the students to turn to page 9 and open the theme-opening page of the theme 'Us and the World'.
- Activity 2 - One students to be blindfolded and guide them to one side of the room.
- The remaining students will give directions using terms, such as – 'take 2 steps towards North', 'take 5 steps towards East' and so on.

Board work:






Location/Physical features/Political divisions/Climate/Seasons/soil/forests

Learning outcomes:
- Students will be able to demonstrate location of India in world Map.
- Students will be able to explain the difference between globe and a map.
- Students will be able to explain the seasons and climate of different region of India.

Application: The students will use the keywords mention in the unit.

ICT Integration / Art Integration : Videos, PPT

Class assessment/ Recapitulation:
- Discussion about reading a map.

Homework/ worksheets:
1.Page 20 of the TB
2. Read lesson

Reference:
Content book/ videos/Pictures/Notes/ Wikipedia, Oxford Advance

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name - Pooja Bawane **Grade - IV**

Subject –Social Science **Month -April**

Topic – L-2 My India **No. of Periods -09**

Sub - topic:
- Location.
- States and Union Territories
- Physical Features in India
- Unity in Diversity

Specific objectives:
- Locate the states and union territories of India on the map.
- List and explain features of India that make it a diverse country.
- List and locate the states and union territories of India.
- List the features of physical divisions of India.

Methodology:
Explanation, Discussion and Inquiry based

Activities:
In workbook- worksheet 2 - On political map of India mark the following
- Any two union territories.
- Any two states with capitals
- Water bodies surrounding the country.
- Any two neighboring countries of India,

Board work:





Learning outcomes:
- The Students describes the location and physical features of India
- The Students summarize the unity in diversity.

Application:
- The students will use the keywords mention in the unit.
- They will write the answers with the help of collected information.

The Students will be able to describe the physical divisions of India.

ICT Integration / Art Integration :
Video, PPT

Class assessment/ Recapitulation:
Worksheet 3, 4 and 5.
Quiz will be conducted in class for revision

Homework/ worksheets:
Complete the flowchart/Notebook work/ and read the lesson.

Reference: Oxford Advance Textbook, Wikipedia, Google

MIS INTERNATIONAL SCHOOL
Lesson Plan (2024-25)

Teacher's Name - Pooja Bawane **Grade - VI**

Subject- Social Science **Month -June**

Topic – L-3-The Physical Features of India (part 1) **No. of Periods - 9**

Sub - topic:
- The Northern Mountains.
- The Northern Plains.

Specific objectives:
The Learner will be able to
- The students list the features of the Greater, outer and middle Himalayas.
- Discuss the importance of the Northern Mountains.

Methodology:
Begin the topic by asking what all rivers they know and list them and lifestyle of the people living in plains

Activities: Learning with Case study.

Board work:





- Division of the northern plains Places in the Northern Plains

Learning outcomes:
- Students will locate the northern fertile plain on the map of India
- Students will be able to locate the river and its tributaries.
- Students will understand the physical features of the plains and the influence of it, on the lifestyle of the people living there.
- Importance of rivers and its influence on life of people.

Application:
- The students will use the keywords mention in the unit.
- They will write the answers with the help of collected information.

ICT Integration / Art Integration :
Video, PPT

Class assessment/ Recapitulation:
- Questions will be asked during and at the end of the chapter.
- Class test (written and oral) will be conducted.

Homework/ worksheets:
Complete the flowchart/Notebook work/Map practice

Reference:
Content book/ videos/Pictures/Notes/ Wikipedia, Oxford Advance

MIS INTERNATIONAL SCHOOL
Lesson Plan (2024-25)

Teacher's Name - Pooja Bawane **Grade – IV**

Subject - Social Science **Month –June**

Topic – L-4 The Physical Features of India (part 2) **No. of Periods - 8**

Sub - topic:
- The Thar Desert.
- The Peninsular Plateau.
- The Coastal Plains.

Specific objectives:
Learners will understand the Physical features of Plateau, desert region and coastal plains.
Also learn more about the people of these regions.

Methodology:
Explanation, discussion and Inquiry based

Activities:
Search for the information and write a paragraph on the tribal people of plateau region

Board work:



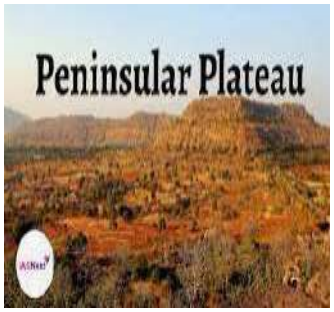
1.Location



Physical features



Rivers of the plateau region



Hills

Learning outcomes:
- Students understand the climate, physical features and rivers of the Plateau, desert region and coastal plains.
- The hills and states of the Southern Plateau
- The people and importance of the Plateau, desert region and coastal plains.

Application:
- The students will use the keywords mention in the unit.
- They will write the answers with the help of collected information

ICT Integration / Art Integration :
Video/PPT

Class assessment/ Recapitulation:
Quiz will be conducted in class for revision

Homework/ worksheets:
Read the lesson and prepare for quiz.

Reference:
Content book/ videos/Pictures/Notes/ Wikipedia, Oxford Advantage

MIS INTERNATIONAL SCHOOL

Lesson Plan (2024-25)

Teacher's Name - Pooja Bawane **Grade - IV**

Subject - Social Science **Month –July**

Topic – L-5 Local Self Government **No. of Periods -11**

Sub - topic:

- Government in villages, towns and cities.

Specific objectives:

Learners understand the

- Discuss the need for different levels of government.
- Critically analyses and resolve real-life problems faced by the people in villages.
- Explain the composition of the gram panchayat.
- Identify and list the role of the gram panchayat.

Methodology:

Explanation, discussion and Inquiry based.

Activities:

On the outline map of India mark and label the seaports of Mumbai, Kochi, Chennai and Visakhapatnam.

Board work:



Gram Panchayat





Work conducted by municipalities.

Learning outcomes:

- To understand the different functions of government bodies.
- Discuss the need for different levels of government.
- Critically analyses and resolve real-life problems faced by the people in villages.

Application:

- The students will use the keywords mention in the unit.
- They will write the answers with the help of collected information

ICT Integration / Art Integration :

PPT/videos

- Class assessment/ Recapitulation: Questions will be asked during and at the end of the chapter.
- Class test (written and oral) will be conducted.

Homework/ worksheets: Solve the case study, workbook exercises.

Reference:

Content book/ videos/Pictures/Notes/ Wikipedia, Textbook Oxford Advantage

MIS INTERNATIONAL SCHOOL
Lesson Plan (2024-25)

Teacher's Name - Pooja Bawane **Grade - IV**

Subject - Social Science **Month -July**

Topic – L-06 The Sultanate Period **No. of Periods - 11**

Sub - topic:
- Establishment of the Delhi Sultanate.
- Dynasties of the Delhi sultanate.
- Decline of the Delhi sultanate.

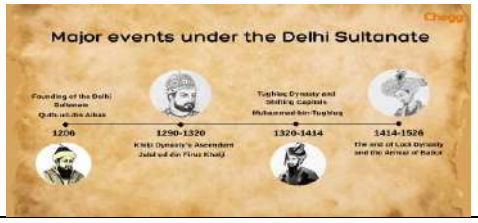
Specific objectives:
The students will be able to
- Describe the establishment of the Delhi Sultanate.
- Explain the role of Mahmud of Ghazni and Muhammad Ghori in the establishment of the Delhi Sultanate.
- Discuss the rule of the Tughluq dynasty.

Methodology:
Explanation, discussion and Inquiry based.

Activities:
Make a time line chart.

Board work:





Learning outcomes:
- Explain the role of Mahmud of Ghazni and Muhammad Ghori in the establishment of the Delhi Sultanate.
- Discuss the rule of the Tughluq dynasty.

Application:
- The students will use the keywords mention in the unit.
- They will write the answers with the help of collected information

ICT Integration / Art Integration : Video/PPT

Class assessment/ Recapitulation:
- Questions will be asked during and at the end of the chapter.
- Class test (written and oral) will be conducted.

Homework/ worksheets:
Read the lesson.

Reference:
Content book/ videos/Pictures/Notes/ Wikipedia, Oxford Advantage

MIS INTERNATIONAL SCHOOL

Lesson Plan (2024-25)

Teacher's Name - Pooja Bawane **Grade - IV**

Subject - Social Science **Month -August**

Topic – L-7 The Mughals **No. of Periods - 9**

Sub - topic:

- Establishment of Mughal Empire.
- Mughal Rulers
- Decline of Mughal Rule.

Specific objectives:

Learners will understand the Mughal Empire.

Methodology: Explanation, discussion and Inquiry based.

Activities:





Board work:

Learning outcomes:

The students will be able to

- Discuss the reign of Aurangzeb.
- Identify the causes for the decline of the Mughal Empire.
- Discuss the rule of Akbar as one of the important periods of the Mughal Empire in Indian history.
- Discuss the reign of Jahangir.

Application: **:**

- The students will use the keywords mention in the unit.
- They will write the answers with the help of collected information

ICT Integration / Art Integration :

Video/PPT

Class assessment/ Recapitulation:

Class test and exercises from the workbook.

Homework/ worksheets

Complete the chart in the textbook and solve the objective questions after reading the text book

Reference:

Content book/ videos/Pictures/Notes/ Wikipedia, Oxford Advantage

MIS INTERNATIONAL SCHOOL

Lesson Plan (2024-25)

Teacher's Name - Pooja Bawane **Grade - IV**

Subject - Social Science **Month -August**

Topic – 8.Our Heritage **No. of Periods - 9**

Sub - topic: • What is heritage • Our cultural heritage
Specific objectives: Learners will understand the importance of our heritage.
Methodology: Explanation, discussion and Inquiry based.
Activities: Stick pictures of different monuments built by man.
Board work: Images of our heritage sites 
Learning outcomes: • Describe the relationship between the natural environment and cultural practices in their immediate environment • Observe and describe cultural diversity in their immediate environment
Application: Have a discussion about the monuments that the students have visited.
ICT Integration / Art Integration : Video/PPT
Class assessment/ Recapitulation: Debate-how to preserve cultural monuments and our heritage.
Homework/ worksheets: Workbook exercises
Reference: Content book/ videos/Pictures/Notes/ Wikipedia, Oxford Advantage

MIS International School, Balewadi
Lesson Plan (2025-26)

Teacher's Name - Charushila Sawant **Grade - 5**

Subject - Science **Month - April**

Topic – L-1 Changes Around Us **No. of Periods - 7**

Sub-topic:

- Reversible and irreversible change
- Mixture and solution
- Separation of Mixtures

Specific objective:

- Encouraging students to learn Reversible and irreversible changes
- Telling students about physical and chemical change
- Telling students about mixtures and solution
- Make the students understand the separation of mixtures

Methodology:

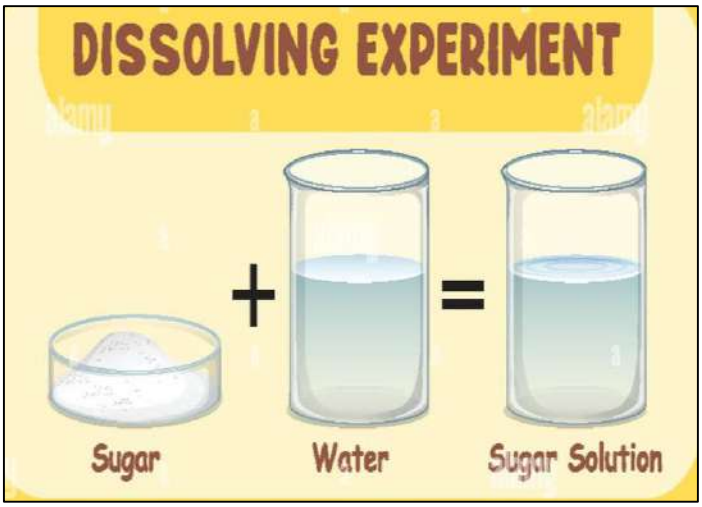
- Demonstration and Lecture method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

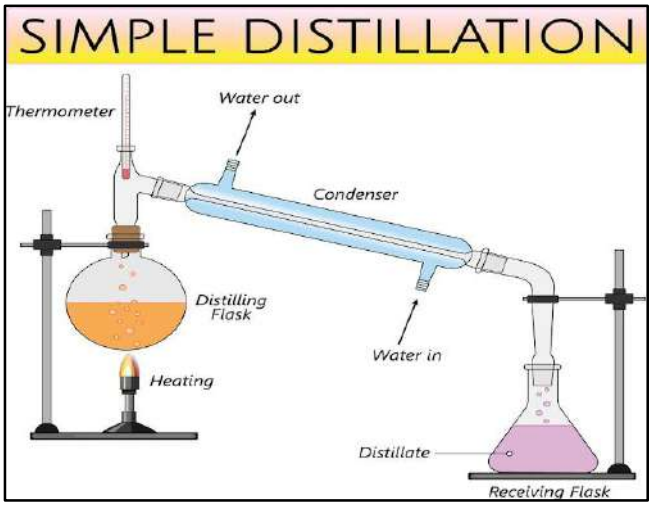
Activities:

- Ask students to observe the elders for the separation of a solid particles by hand picking and sieving methods.

Board work:

- Depict the process of making solution.
- Ask questions related to the concept and write the summarized answers on the board.





Learning outcomes:

- Students should come to know about reversible and irreversible changes also the physical and chemical changes. They should become aware of the concept of mixture and solution and different methods of soluble and insoluble substances.

Application:

- Students can apply the knowledge in understanding the concept of mixture and solution.

ICT Integration/ Art Integration:

- Describe the process of making solution, distillation and filtration method in MS Power Point. Insert relevant images to support the process.

Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/ worksheets:

- Students will solve the worksheet 1, 2, 3 and 4 as homework and students can also do the investigator's Journey as a fun in presence of parents.

Reference:

- Student's Book Part A
- Charts and pictures of various changes we see around us..

MIS International School, Balewadi
Lesson Plan (2025-26)

Teacher's Name- Charushila Sawant **Grade - 5**

Subject - Science **Month - April**

Topic – L- -2 Safety and First Aid **No. of Periods - 5**

Sub-topic:

- Safety on Roads
- Road Sign
- Fire Safety
- First Aid
- First aid measures of wounds, cuts, burns, animal bites, fractures, eye wounds

Specific objective:

- Encouraging students to learn about safety on roads
- Telling students about different road signs
- Telling students about fire safety
- Telling students about first aid kit
- Telling students about the different first aid measures wounds, cuts, burns, animal bites, fractures, eye wounds

Methodology:

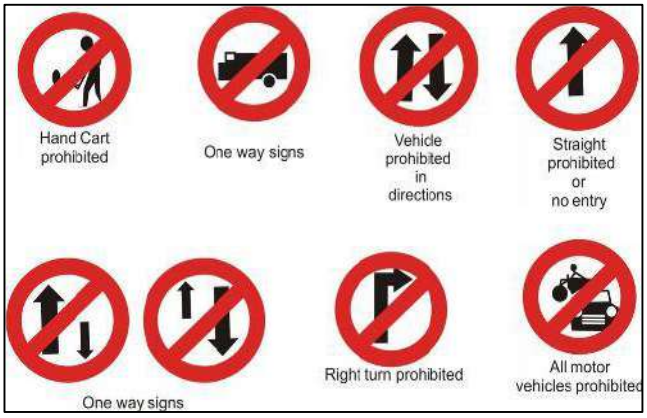
- Lecture method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

Ask students to make the small first aid kit at home.

Board work:

- Draw some road signs and list out the items of first aid kit.
- Ask questions related to the concept and write the summarized answers on the board.





Learning outcomes:

- Students should come to know about the various road sign which are important for road safety
- They should understand the first aid kit and its various measures in case of emergency.

Application:

- Students can apply the knowledge in understanding the importance of road safety and different safety measures.

ICT Integration/ Art Integration:

- Collect the more information about road safety and signs with the help of internet and paste it in the notebook.

Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/ worksheets:.

- Ask students to attempt the exercise on their own.
- Ask student s to solve worksheets 1 to 5 given in workbook and students can also do the investigator’s Journey as a fun in presence of parents

Reference:

- Charts, pictures and videos of various road safety measures.

MIS International School, Balewadi
Lesson Plan (2025-26)

Teacher's Name - Charushila Sawant **Grade - 5**

Subject - Science **Month – June**

Topic – L-3 How Plant Propagate **No. of Periods - 7**

Sub-topic:

- Reproduction from seeds
- Reproduction from other parts

Specific objective:

- Encouraging students to learn how plants reproduce through seeds
- Telling students about germination, dispersal and its agents
- Telling students about reproduction in plants from parts other than seeds

Methodology:

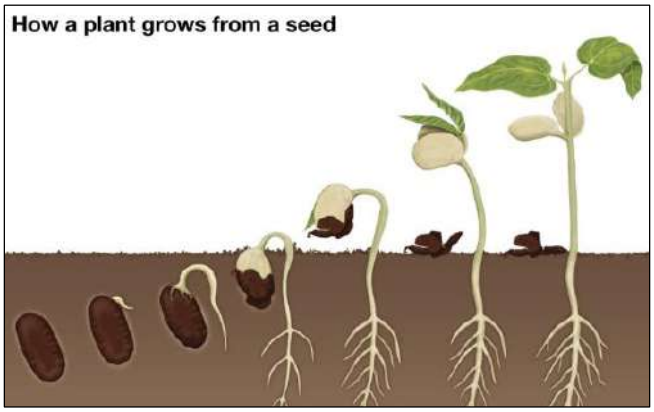
- Lecture method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

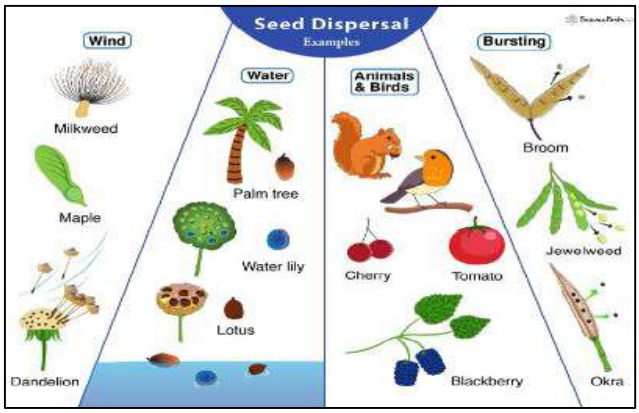
Activities:

- Ask students to plant a seed of a fruit and observe the time taken by the seed to germinate.
- Teacher can demonstrate how a new plant arises from an eye of a potato tuber.

Board work:

- Depict the reproduction from seeds and other parts of the plant.
- Ask questions related to the concept and write the summarized answers on the board.





Learning outcomes:

- Students should come to know about germination, dispersal and the role of various agents in dispersal. They should become aware of the concept of reproduction in plants from parts other than seeds.

Application:

- Students can apply the knowledge in understanding the concept of reproduction and germination.

ICT Integration/ Art Integration:

- Describe the process of germination in MS Power Point. Insert relevant images to support the process.

Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/ worksheets:

- Explain how reproduction in plants takes place from the seeds.
- Carefully demonstrate the given activity. Explain each part of a seed and its function.
- Describe germination.
- Explain dispersal and its agents.

Reference:

- Charts and pictures of various plants, encyclopaedia, a potato tuber with eyes, a bryophyllum leaf with plants at its notches, an onion bulb with new shoot arising from it, etc.

MIS International School, Balewadi
Lesson Plan (2025-26)

Teacher's Name - Charushila Sawant **Grade - 5**

Subject - Science **Month – June**

Topic – L-4 How Animals Sense **No. of Periods - 7**

Sub-topic:

- How animals see
- How animals Smell
- How animals hear
- How animals communicate
- How animals move
- How animals sleep

Specific objective:

- Encouraging students to learn about how the animals sense
- Telling students about how animals see
- Telling students about how animals Smell
- Telling students about how animals hear
- Telling students about how animals communicate
- Telling students about how animals move
- Telling students about how animals sleep

Methodology:

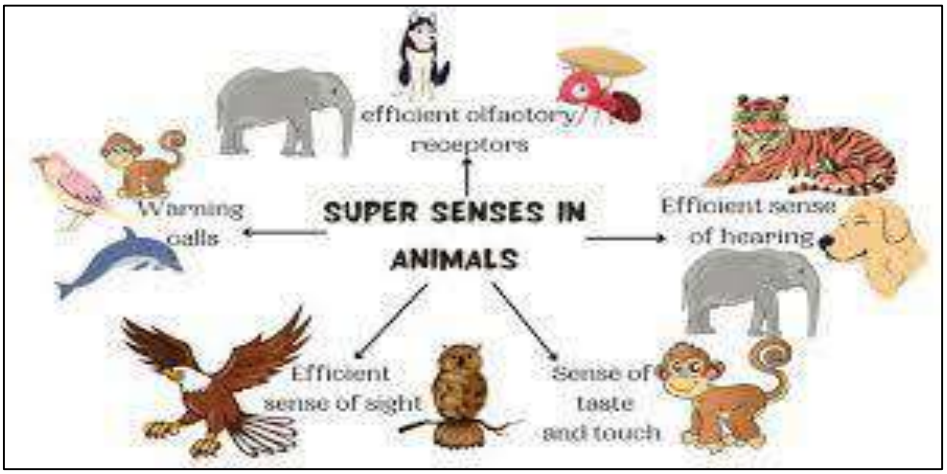
- Lecture method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

- Students can visit any farm and observe the movement of earthworm.

Board work:

- List out the different sense organs of animals
- Ask questions related to the concept and write the summarized answers on the board.



Learning outcomes:

- Students should understand the different sense organs in different animals and how they work.

Application:

Students can apply the knowledge in understanding the different sense organ of animals

ICT Integration/ Art Integration:

- Make a PowerPoint presentation on different sense organs in different animals by collecting information on internet.

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/ worksheets:

- Ask students to attempt the exercise on their own.
- Ask student s to solve worksheets 1 to 4 given in the workbook and students can also do the investigator’s Journey as a fun.

Reference:

Charts, pictures, relevant videos and encyclopaedia

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Preeti Pawar Class: 5

Subject: Marathi Month: April

Topic:1 ही आमुची प्रार्थना No. of periods: 1

Subtopic: • ही आमुची प्रार्थना. (तोंडी)
Specific objective: • विद्यार्थी कवितेचे श्रवण व वाचन करतात. • अर्थ समजून घेतात.
Methodology: • स्पष्टीकरण पध्दती, • वाचन पद्धती
Activities: • प्रार्थना तालासुरात म्हणतात.
Resources: • पाठ्यपुस्तक.
Board work: • अवघड शब्द
Learning outcomes: • प्रार्थनेचा अर्थ समजतात.
Application: • विद्यार्थीना नवीन शब्द समजतात.
ICT Integrated: ---
Extra questions/ Class assessment/ Recapitulation: • प्रार्थनांचे वाचन
Homework/ worksheets: ---
Reference: शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Preeti Pawar | Class: 5

Subject: Marathi | Month: April

Topic: 2 जंगलाचा कायदा | No. of periods: ३

Subtopic:

- पाठ- जंगलाचा कायदा , व्याकरण (विरुद्धार्थी शब्द, समानार्थी शब्द),

अंक ३१ ते ५० उजळणी

Specific objective:

- पर्यावरणविषयक ज्ञान मिळवणे.
- सहचार्याची भावना विकसित करणे.
- पाठाचा अर्थ समजून घेतात.
- व्याकरण समजून घेतात.

Methodology:

- स्पष्टीकरण पध्दती,
- वाचन पद्धती

Activities:

- तोंडी कथा वर्गात म्हणून दाखवणे.
- समानार्थी विरुद्धार्थी जोड्या लावणे.
- अंक ३१ ते ५०

Resources:

- पाठ्यपुस्तक.

Board work:

- अवघड शब्द , अंक ३१ ते ५० , व्याकरण उदाहरणे.

Learning outcomes:

- पर्यावरणाबद्दल माहिती गोळा करतात.
- अंक समजून ओळखता येतात.
- व्याकरण - समानार्थी विरुद्धार्थी जोड्या लावता येतात.
- पाठावर आधारीत प्रश्नांची उत्तरे लिहतात.

Application: विद्यार्थीना नवीन शब्द समजणे. त्यांचे अर्थ समजावून देणे.

ICT Integrated: ---

- जंगलांचा बचाव करणे गरजेचे आहे हे चित्रीकरण दाखवणे.

Extra questions/ Class assessment/ Recapitulation:

- व्याकरण पुस्तक समानार्थी विरुद्धार्थी शब्द वाचन

Reference: शिवाई मराठीपाठ्यपुस्तक, जीवनदीप व्याकरण पुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Preeti Pawar Class: 5

Subject: Marathi Month: April

Topic: 3.सायफोन. No. of periods: 3

Subtopic: • सायफोन • व्याकरण (वर्तमानकाळ)
Specific objective: • पाठाचे श्रवण व वाचन करणे . • 'सायफोन' या पद्धतीबद्दल मराठीत सांगता व लिहिता येणे.
Methodology: • स्पष्टीकरण पध्दती,प्रश्न उत्तर पध्दती. • चित्रांच्या माध्यमातून प्रयोग स्पष्ट करणे/ प्रत्यक्ष प्रयोग करून दाखवणे (प्रयोगाचे साहित्य)/ **you tube** वरील **video** दाखवणे.
Activities: • वर्गात वैज्ञानिक प्रयोग करून दाखवणे.
Resources: • पाठ्यपुस्तक, व्याकरण पुस्तक
Board work: • शब्दार्थ, प्रश्न उत्तरे, • व्याकरण (उदाहरणे), समानार्थी, विरुद्धार्थी शब्द लिहिणे. • व्याकरण (वर्तमानकाळ)
Learning outcomes: • 'सायफोन' या वैज्ञानिक पद्धतीबद्दल मराठी भाषेत बोलू शकतात. • पाठातील कठीण शब्दांचा अर्थ समजून घेतात.
Application: • पाठावर आधारित प्रश्न स्वत: वाचून त्यांची उत्तरे आपल्या शब्दांत लिहू शकतात. • व्याकरण (वर्तमानकाळ) उदाहरणे सांगतात.
ICT Integrated: Video
Extra questions/ Class assessment/ Recapitulation: समानार्थी शब्द यांची उदाहरणे. (वर्तमानकाळ) यांची उदाहरणे.
Homework/ worksheets:

• अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा. • विज्ञानातील शोध कोणी लावले ते शोधा.
Reference: शिवाई मराठीपाठ्यपुस्तक, जीवनदीप व्याकरण पुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Preeti Pawar Class: 5

Subject: Marathi Month: June

Topic: ४. संत नरहरी सोनार No. of periods: 5

Subtopic: • पाठ – संत नरहरी सोनार • व्याकरण (नाम व नामाचे प्रकार)
Specific objective: • संत नरहरी सोनाराचा भक्तीभाव तोंडी व लेखी स्वरूपात मांडता येणे. • पाठाचे श्रवण व वाचन करणे . • विद्यार्थी कठीण शब्दांचे अर्थ सांगू शकतात. • विद्यार्थी पाठाीरील आधाररत प्रश्नांची उत्तरे सांगून लिहू शकतात.
Methodology: • कथाकथन • स्पष्टीकरण पध्दती.
Activities: • महाराष्ट्रातील कोणत्याही एका संताची माहिती सचित्र लिहा.
Resources: • पाठ्यपुस्तक, व्याकरण पुस्तक
Board work: • शब्दार्थ, प्रश्न उत्तरे • व्याकरण नाम व नामाचे प्रकार व्याख्या आणि उदाहरणे.
Learning outcomes: • विद्यार्थी संत नरहरी सोनार यांची कथा थोडक्यात आपल्या शब्दात सांगतात. • पाठातील कठीण शब्दांचा अर्थ समजून घेतात. • कथेवरून आशय समजून घेणे. • पाठात आलेली नामे (व्याकरण – 'नाम') शोधून सांगू शकतात.
Application:

• पाठावर आधारित प्रश्न स्वत: वाचून त्यांची उत्तरे आपल्या शब्दांत लिहू शकतात. • व्याकरण (नाम व नामाचे प्रकार) उदाहरणे वहीत लिहितात.
ICT Integrated: – https://youtu.be/uXPIhMtG9-8?si=La87Rjw0NNRaKn0O
Extra questions/ Class assessment/ Recapitulation • नाम व नामाचे प्रकार यांची उदाहरणे.
Homework/ worksheets: • अभ्यास पुस्तिकेतील प्रश्न ३ पूर्ण करा.
Reference: शिवाई मराठीपाठ्यपुस्तक, जीवनदीप व्याकरण पुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Preeti Pawar Class: 5

Subject: Marathi Month: जून

Topic: ५. **जिंकू किंवा मरू** No. of periods: 5

Subtopic: • जिंकू किंवा मरू • व्याकरण – वर्तमानकाळ व त्याचे प्रकार
Specific objective: • देशभक्तीची भावना व्यक्त आपल्या शब्दांत करतात. • आपल्या देशासाठी आपण काय करू शकतो हे सांगू शकतात. • कवितेतील कठीण शब्दांचा अर्थ तसेच कवितेचा भावार्थ समजून घेतात. • वर्तमानकाळ व त्याचे प्रकार समजणे.
Methodology: • स्पष्टीकरण पध्दती,प्रश्न उत्तर पध्दती. • संभाषण पद्धती, वाचन.

Activities:

- महाराष्ट्रातील स्वातंत्रवीरांच्या नावांची यादी तयार करा.

Resources:

- पाठ्यपुस्तक आणि व्याकरण पुस्तक

Board work:

- शब्दार्थ, प्रश्न उत्तरे
- व्याकरण – वर्तमानकाळ व त्याचे प्रकार उदाहरणे.

Learning outcomes:

- कवितेचे श्रवण व वाचन करणे.
- देशभक्तीची भावना व्यक्त करता येणे.
- वर्तमानकाळ व त्याचे प्रकार समजणे.

Application:

- कवितेचा भावार्थ समजणे.
- कविता ताला सुरात म्हणता येणे.

ICT Integrated: - ---

Extra questions/ Class assessment/ Recapitulation: –

- पाठावरील शब्दार्थ वहीत लिहणे.

Homework/ worksheets:

- पाठ वाचन व व्याकरण पुस्तकातील वर्तमान काळ प्र.४

Reference: शिवाई मराठीपाठ्यपुस्तक, जीवनदीप व्याकरण पुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Preeti Pawar Class**: 5**

Subject**:** Marathi Month: जूलै

Topic: ६. हॉर्नबिल No. of periods: 5

Subtopic: • हॉर्नबिल • अंक ५१ ते ७०
Specific objective: • पर्यावरणातील विविध घटकांची ओळख करून देणे. • भाषाविषयक विकास घडविणे.
Methodology: • स्पष्टीकरण पध्दती,प्रश्न उत्तर पध्दती.
Activities: • महाराष्ट्राचा राज्यपक्षी – हरियाल याची माहिती वाचणे.
Resources: • पाठ्यपुस्तक
Board work: • शब्दार्थ • अंक ५१ ते ७०
Learning outcomes: • विद्यार्थी नवीन कठीण शब्दांचे अर्थ सांगू शकतात. • विद्यार्थी पाठावरील आधारीत प्रश्नांची उत्तरे सांगून लिहू शकतात.
Application: • विद्यार्थी हॉननबिल पक्ष्याबद्दलची माहीती आपल्या शब्दात सांगू शकतात. • सामान्यज्ञानात वृद्धी होते.
ICT Integrated: – • हरियालच्या माहितीचा व्हिडीओ दाखवला.
Extra questions/ Class assessment/ Recapitulation • अंक ओळखून अक्षरात लिहा.
Homework/ worksheets: - अंक उजळणी १ ते ७०
Reference: शिवाई मराठीपाठ्यपुस्तक, नवनीत व्याकरण पुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Preeti Pawar Class: 5

Subject: Marathi Month:

Topic: ८. **आयुष्य खूप सुंदर आहे** No. of periods:

Subtopic: • आयुष्य खूप सुंदर आहे. • कुसुमाग्रज यांची माहिती • चित्रवर्णन
Specific objective: • कवितेचे श्रवण व वाचन करणे. • कवितेचा अर्थ आपल्या व सोप्या शब्दांत सांगता येणे. • चित्र पाहून वाक्य रचना करता येणे.
Methodology: • चित्रवर्णन • स्पष्टीकरण पद्धत • वाचन पद्धत
Activities: • कुसुमाग्रज यांच्या कवितांची नावे वहीत लिहा. • चित्र पाहून ५ वाक्य लिहा.
Resources: • पुस्तक • चित्र
Board work: • शब्दार्थ, प्रश्न उत्तरे, • व्याकरण (उदाहरणे).
Learning outcomes: • आपल्या आयुष्यात कोणत्या गोष्टींना व व्यक्तींना महत्त्व द्यायचे ते सांगू शकतात.
Application: • आपले आयुष्य खूप छान व किंमती आहे हे सांगू शकतात.
ICT Integrated: - कुसुमाग्रजांची कविता दाखवणे.
Extra questions/ Class assessment/ Recapitulation: - • चित्रवर्णन व्याकरण उजळणी. • कुसुमाग्रज यांची माहिती.
Homework/ worksheets: • अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.

• उतारा वाचून प्रश्नांची उत्तरे लिहा.
Reference: शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2024-25

Teacher's Name: Preeti Pawar Class: **5**
Subject: Marathi Month:

Topic: **९. कलेतील परमेश्वर** No. of periods: **4**

Subtopic: • कलेतील परमेश्वर • व्याकरण
Specific objective: • विद्यार्थी विविध कला-साधनांची नावे तसेच कलेचे महत्त्व थोडक्यात सांगू शकतात. • नाम व नामाचे प्रकार समजणे. • पाठातील कठीण शब्दांचा अर्थ समजून घेतात.
Methodology: • स्पष्टीकरण पध्दती,प्रश्न उत्तर पध्दती. • बिस्मिल्ला खान यांची छायाचित्रे, **you tube** वरील **video**, सनई किंवा सनईचे छायाचित्र.
Activities: • तुम्हांला मोठे झाल्यावर कोणती कला जोपासायला आवडेल या वरून वर्गात चर्चा करणे.
Resources: • पाठ्यपुस्तक
Board work: • शब्दार्थ, प्रश्न उत्तरे, व्याकरण (उदाहरणे).
Learning outcomes: • विद्यार्थी थोर सनई वादक बिस्मिल्ला खॉ यांची ओळख करून घेतात. • विद्यार्थी विविध कला-साधनांची नावे तसेच कलेचे महत्त्व थोडक्यात सांगू शकतात.
Application: • विद्यार्थीना नवीन शब्द समजतात.

ICT Integrated: -
Extra questions/ Class assessment/ Recapitulation: • नाम व नामाचे प्रकार यांची उदाहरणे.
Homework/ worksheets: • अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2024-25

Teacher's Name: Preeti Pawar Class: **5**

Subject: Marathi Month: July

Topic: **१०. करवीरनगरी– कोल्हापूर** No. of periods: **5**

Subtopic: • करवीरनगरी– कोल्हापूर • निबंध लेखन
Specific objective: • पाठाचे श्रवण व वाचन करणे. • 'कोल्हापूर' या शहराची वैशिष्ट्ये सांगू व लिहू शकतात. • निबंध लेखन लिहिता येणे.
Methodology: • स्पष्टीकरण पध्दती,प्रश्न उत्तर पध्दती. वाचन. • संभाषण पद्धती.
Activities: • कोल्हापूर शहरातील प्रसिद्ध स्थळांची छायाचित्रे वहीत चिटकवून कोल्हापूर शहराबद्दलची ऐतिहासिक माहिती लिहा. • विरुद्ध अर्थाच्या शब्दाच्या जोड्या लावा. • विषयाला अनुसरून निबंध लिहणे.
Resources: • पुस्तक, विरुद्धार्थी शब्दांचा तक्ता.
Board work: • शब्दार्थ, प्रश्न उत्तरे, जोड्या लावा.
Learning outcomes: • विद्यार्थी कोल्हापूर शहराचे धार्मिक, ऐतिहासिक तसेच पर्यटन क्षेत्र म्हणून असलेले महत्त्व सांगू शकतात.

Application: • ऐतिहासिक स्थळांबद्दल माहिती समजतात.
ICT Integrated: -
Extra questions/ Class assessment/ Recapitulation: • उदाहरणांसह व्याकरण उजळणी.
Homework/ worksheets: • अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2024-25

Teacher's Name: Preeti Pawar Class: 5

Subject: Marathi Month: नोव्हेंबर

Topic: ११. **धडा** No. of periods: **6**

Subtopic: • धडा • व्याकरण - वाक्प्रचार
Specific objective: • पाठातील कठीण शब्दांचा अर्थ समजून घेतात. • विद्यार्थी पाठाचे श्रवण व वाचन करतात. • वाक्प्रचारांचा वाक्यांत उपयोग करू शकतात.
Methodology: • स्पष्टीकरण पध्दती,प्रश्न उत्तर पध्दती. वाचन. • संभाषण पद्धती.
Activities: • तुमच्या कुटुंबाबरोबर केलेल्या सहलीचा अनुभव लिहा.

Resources:

- पुस्तक

Board work:

- शब्दार्थ, प्रश्न उत्तरे,
- व्याकरण वाक्प्रचार उदाहरणे

Learning outcomes:

- मोठ्यांपासून गोष्टी लपवून काही करू नये हे कारणांसहित समजावून सांगू शकतात.
- वाक्प्रचारांचा वाक्यात उपयोग करता येणे.

Application:

- पाठाचे श्रवण व वाचन करणे.
- तोंडी किंवा लेखी स्वरुपात कथा आपल्या शब्दांत, थोडक्यात मांडू शकणे.

ICT Integrated: -

Extra questions/ Class assessment/ Recapitulation: –

- पाठ वाचन करणे.

Homework/ worksheets:

- वाक्प्रचारांच्या जोड्या जुळवा.

Reference: शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2024-25

Teacher's Name: Preeti Pawar Class: **5**

Subject: Marathi Month: June

Topic: १५.**गम्मत जम्मत (कविता)** No. Of periods: **5**

Subtopic:

- गम्मत जम्मत (कविता)
- अंक ५१ ते ७०
- वचन बदला

Specific objective:

- कवितेचा भावार्थ समजावणे, नवीन शब्द समजावणे.
- वचन बदलाचे शब्द समजतात.
- अंकांचा उच्चार समजतात.

Methodology:

- स्पष्टीकरण पध्दती,
- प्रश्न उत्तर पध्दती.

Activities:

- विद्यार्थी आपले स्वत:चे अनुभव सांगतील.

Resources: पाठ्यपुस्तक

Board work:

- शब्दार्थ, प्रश्न उत्तरे
- अंक ५१ ते ७०
- वचन बदला उदाहरणे

Learning outcomes:

- कवितेतील मुलांच्या मज्जा-मस्तीचे, गंमती-जंमतीचे वर्णन आपल्या शब्दांत मौखिक व लेखी स्वरुपात करता येणे.
- आपल्याला कोणत्या गोष्टी करण्यात आनंद मिळतो हे सांगता येणे.
- कवितेतील जोडशब्द व ध्वनिसाम्य असलेले शब्द ओळखून सांगता येणे.

Application:

- विद्यार्थीना नवीन शब्द समजतात.
- अंक ओळखून अक्षरात लिहता येणे.

ICT Integrated:

Extra questions/ Class assessment/ Recapitulation:

- वचन बदला विरुद्धार्थी शब्द,
- सामान्य नाम,विशेषनाम,व भाववाचक नामाची उदाहरणे उजळणी

Homework/ worksheets:

- अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.

Reference: शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2024-25

Teacher's Name: Preeti Pawar Class: 5

Subject: Marathi Month: July

Topic: **7. डॉ. सी. व्ही. रामन** No. Of periods: **5**

Subtopic: • डॉ. सी. व्ही. रामन • व्याकरण (सर्वनाम)
Specific objective: • सर्वनाम ओळखणे.
Methodology: • स्पष्टीकरण पध्दती,प्रश्न उत्तर पध्दती.
Activities: • पाच वैज्ञानिकांची सचित्र नावे लिहा. • वैज्ञानिक दिनाबद्दल माहिती सांगा. • वाक्यातील सर्वनाम ओळखा.
Resources: • पाठ्यपुस्तक • 'राष्ट्रीय विज्ञान दिना' बद्दल माहिती (video.)
Board work: • शब्दार्थ, प्रश्न उत्तरे, • सर्वनामाची उदाहरणे.
Learning outcomes: • विद्यार्थी थोर भारतीय शास्त्रज्ञ डॉ. सी.व्ही. रामन यांच्याबद्दल माहिती सांगू शकतात. • पाठातील कठीण शब्दांचा अर्थ समजून घेतात.
Application: विद्यार्थीना भारत मधील शास्त्रज्ञांची नावे समजणे.
ICT Integrated: Video
Extra questions/ Class assessment/ Recapitulation: - सर्वनामाची उदाहरणे,
Homework/ worksheets: • अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा. • 'राष्ट्रीय विज्ञान दिना' बद्दल माहिती लिहा.
Reference: शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2024-25)

Teacher's Name – Ms. Elvira Dsouza **Grade - 5**

Subject – English **Month - April**

Topic – 1. Trickster Traits **No. of Periods - 5**

Sub - topic: Vocabulary Building

Question and answer

Noun

Noun Number and Gender

Specific objectives:

- To facilitate comprehension of poetry.
- To boost critical thinking skills to understand and analyse
- To understand the use of 'trick' in a poem.
- To be able to speak before the class and share personal experiences and observations with the peers.
- To compose a poem using the given refrains.
- To be able to make a presentation on a movie with a value-based theme.
- Identify different types of noun.

Methodology: Reading
Explanation method
Demonstration method
Class room discussion
Activity Based Method

Activities:

- Ask the learners to read and recite the poem. Model some lines in order to help them with intonation and gestures.
- Ask the learners to use the difficult words in the sentence.
- Hold an interactive session engaging all students for a discussion on the theme of the poem.
- Ask them to express their opinion about the title of the poem.
- Ask them if they can suggest another title for the poem. This will enable the students to have a clearer understanding of what the poem deals with, and how it relates to their own perception of their goals.
- Identify the types of nouns and solved the exercise from grammar book.

- Board work: New words from the book. Question and answers will be given to students.

Learning outcomes:

- To enable the comprehension of a poem.
- To develop self-motivation and critical thinking skills.
- Students will be able to express an opinion and participate in a discussion.
- Understand the different rules of singular plural.

Application: Reference book

ICT Integration / Art Integration : Story related to birds and their young ones

.
Class assessment/ Recapitulation: Questions will be asked based on the topic.
Homework/ worksheets: Worksheet.
Reference: Oxford Advantage Part A

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name – Ms. Elvira Dsouza **Grade - 5**

Subject – English **Month - April**

Topic – 2. Children of the Digital Age **No. of Periods - 5**

Sub - topic: Vocabulary Building • Reading • Question and answer • Reflect – Critical Thinking • Understand – Recall • Think -Verifying and evaluating
Specific objectives: • To facilitate comprehension of the prose form of writing. • To build active vocabulary. • To develop listening skills; to develop storytelling skills. • To understand how to organize their thoughts and make them apprehensible.
Methodology: Demonstration Method, Explanation Method (learning method) and Inductive Learning.
Activities: • Class room debate about the pros and cons of digital technologies
Board work: Vocab and Question and Answer
Learning outcomes: Students will be able to – • facilitate comprehension of prose. • keep their thoughts organized. • able to articulate ideas; to develop debating skills
Application: Reference book
ICT Integration / Art Integration : Video based on story, Video on diary writing
Class assessment/ Recapitulation: Oral discussion of question and answer
Homework/ worksheets:- worksheet
Reference: Oxford Advantage Part A

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

ame - Ms. Elvira Dsouza **Grade - 5**

Subject - English **Month - June**

Topic – 3. The Diary of a Pet Stinkbug(only reading)No. of Periods - 7

Sub - topic: • Talk on pets. • Vocabulary • Reading • Diary Entry
Specific objectives: • To be able to develop sensitivity towards small, harmless and friendly animals and understand the value of animal care; to be able to reject some misconceptions and myths about animals and people. • To facilitate comprehension of prose pieces. • To enable students to understand the use of the stylistic device of idioms. • To improve listening skills. • Steps to write the diary.
Methodology: : Explanation method
Activities: • Initiate a discussion on the animals that many of us keep as pets in our home. • Ask them if they are familiar with any other animal apart from the dog and cat, which people like to keep as pets.
Board work: Steps to write the diary.
Learning outcomes: • To inculcate an interest in reading stories.
Application: Factual
ICT Integration / Art Integration: Show a dog related video and how helpful they are to humans.
Class assessment/ Recapitulation: Questions will be asked based on the topic.
Homework/ worksheets: Diary Entry
Reference: Oxford Advantage Part A

MIS INTERNATIONAL SCHOOL

Lesson Plan (2024-25)

Teacher's Name - Ms. Elvira Dsouza **Grade - 5**

Subject - English **Month -July**

Topic –4. The Tiger who wore white gloves (Poem)No. of Periods - 5

Sub - topic:

- Vocabulary Building
- Recitation
- Question and answer

Specific objectives:

- To boost the skills of thinking, observation and creativity
- To facilitate comprehension of poetry
- To improve critical thinking of higher order
- To be able to compare and identify different things.
- To be able to speak before the class
- To develop sustained writing skills

Methodology: : Explanation method

Demonstration method

Class room discussion

Activity Based Method

Activities:

- Discuss in the class about your idea on fashion
- Read the poem with a lot of passion and proper intonation. This must be a model reading.
- Recitation of the poem.
- Discuss the meaning in the class.
- Ask questions based on topic.

Board work: New words from the book. Question and answers will be given to students.

Learning outcomes:

- To inculcate an interest in poetry.
- To be able to understand and formulate ideas independently.
- Learners will be able to relate the theme of a poem to participate in collaborative discussions.
- Learners will be to be able to narrate their experiences and participate in discussions.
- Learners will be able to recite and understand a poem relate to the poem at personal level for meanings of words from the context convert a poem into a play.

Application: Reference book

ICT Integration / Art Integration: Showing children story about good fashion sense

Class assessment/ Recapitulation: Questions will be asked based on the topic.
Homework/ worksheets: worksheet
Reference: Oxford Advantage Part A

MIS INTERNATIONAL SCHOOL
Lesson Plan (2024-25)

Teacher's Name - Ms. Elvira Dsouza **Grade - 5**

Subject - English **Month - July**

Topic – 5. The Turtle Story **No. of Periods - 6**

Sub - topic: • Vocabulary Junction – Idioms • Reflect – Critical Thinking • Understand – Recall • Think -Verifying and evaluating
Specific objectives: • To facilitate comprehension of prose pieces • To build active vocabulary • To develop listening skills
Methodology: : Explanation method Demonstration method Class room discussion
Activities: • Model Reading • Comprehend the lesson • Discussion of question and answer
Board work: New words from the book. Question and answers will be given to students
Learning outcomes: ▪ To inculcate an interest in wit-and-humor-based stories ▪ To develop the skill of active listening ▪ To develop critical thinking skills of higher order
Application: Reference book
ICT Integration / Art Integration: Showing the stories of sea creatures
Class assessment/ Recapitulation: Questions will be asked based on the topic.
Homework/ worksheets: worksheet
Reference: Oxford Advantage Part A

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name - Ms. Elvira Dsouza **Grade - 5**
Subject - English **Month - August**
Topic – 6. Finding Birbal (Role play) **No. of Periods - 4**

Sub - topic: • Vocabulary Junction • Reflect – Critical Thinking • Understand – Recall • Think -Verifying and evaluating
Specific objectives: • To improve communication and problem solving skills through the application of practical wisdom and logical approach. • To be able to develop a rational understanding of debatable issues that attract diverse opinions and perceptions. • To facilitate comprehension of prose.
Methodology: : Explanation method Demonstration method Class room discussion
Activities: • Students will be divided in to 2 group each group will do a Role play.
Board work: No
Learning outcomes: Students will be able to – • speak coherently in a dialogue form. • enhance current teaching strategies. • relate with real-world scenarios. • learn skills used in real-world situations (negotiation, debate, teamwork, cooperation, persuasion) provide opportunities for critical observation of peers.
Application: Reference book
ICT Integration / Art Integration : Video
Class assessment/ Recapitulation: No
Homework/ worksheets: no

MIS INTERNATIONAL SCHOOL
Lesson Plan (2024-25)

Teacher's Name – Ms. Elvira Dsouza **Grade - 5**

Subject - English **Month - September**

Topic – 7. The Women in Blue **No. of Periods - 6**

Sub - topic: ▪ Reading ▪ Discussion ▪ Vocabulary Building ▪ Question and answer
Specific objectives: ▪ To facilitate the comprehension of prose pieces ▪ To understand and use onomatopoeic words correctly ▪ To be able to develop listening skills; to be able to address a gathering confidently ▪ To be able to develop futuristic thinking
Methodology: Explanation method, Demonstration method, Class room discussion
Activities: ▪ Ask the students how many of them have seen the films like- Chak De India ▪ Model Reading ▪ Discuss question and answer.
Board work: New words from the book. Question and answers will be given to students
Learning outcomes: ▪ To inculcate an interest in sports ▪ To develop the skill of active listening. ▪ To develop critical thinking skill of higher order
Application: videos
ICT Integration / Art Integration : Video
Class assessment/ Recapitulation: Question and answer
Homework/ worksheets: worksheet
Reference: Oxford Advantage Part A

MIS INTERNATIONAL SCHOOL

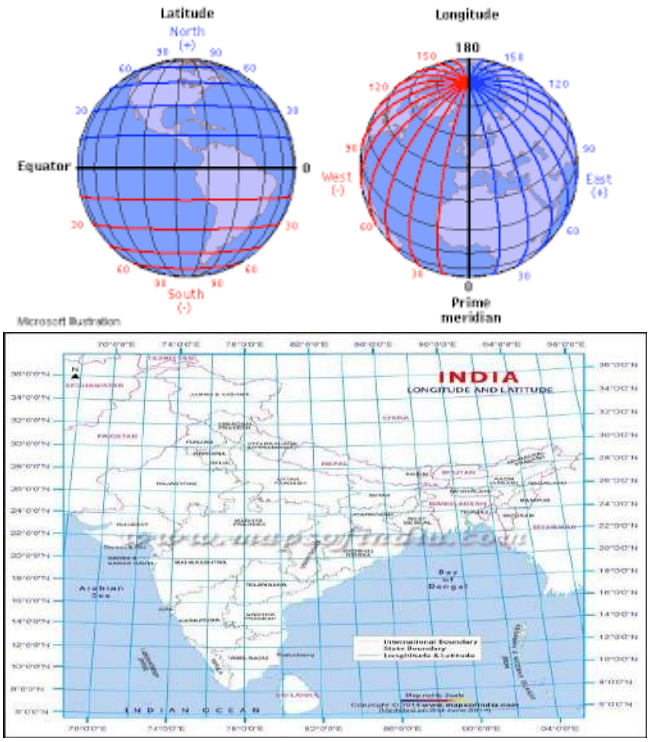
Lesson Plan (2025-26)

Teacher's Name - Swapnali More **Grade - 5**

Subject - Social Science **Month - April**

Topic – Ls -1-Latitudes and Longitudes. **No. of Periods - 7**

Sub-topic: • Latitudes • Longitudes • Grid • Map
Specific objective: • Encouraging students to learn about habitats of animals • Telling students about types of body covering of different animals • Telling students about the feeding habits of animals • Telling students about the breathing organs of animals • Telling students about the movement in animals • Introducing the concept of migration in animals to students
Methodology: • Lecture method • Encourage students to attempt the exercise on their own. • Encourage students to indulge in discussions and practice-based learning.
Activities: • Ask students to locate places with the help of latitudes and longitudes. • Ask students to compare and contrast and identify the features of latitudes and longitudes. • Ask students to identify the coordinates of given points. • Find out the difference in the time of any five foreign countries in comparison to India.
Board work: Draw latitude and longitude and explain with the help of Diagram.



Learning outcomes:

- Students will be able to identify lines of latitude/longitude on a map
- Comprehend and know about different symbols, signs and colors used in a map

Application:

- Students can apply the knowledge by locating different place on map with the help of Longitude and latitude.

ICT Integration/ Art Integration:

- Paste or draw different sign and symbol of map in notebook.

Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/ worksheets:

Draw and label the important latitudes on the globe.

Write down the coordinates of the given point.

Locate some places with the help of latitudes and longitudes.

Reference:

Charts, pictures and videos.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name - Swapnali More **Grade - 5**

Subject – Social Science **Month - April**

Topic – Ls 2. Movements of the Earth. **No of Periods -7**

Sub-topic:

- The Shape of the Earth
- Movements of the Earth
- Rotation and Revolution

Specific objective:

- Students will understand that the earth rotates on its axis and around the sun causing day and night and change in the seasons

Methodology:

- Lecture method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

- Ask students to work in pairs and make poster creating awareness about eclipses.

Learning outcomes:

- Students will understand effects of rotation i.e. day and night.
- Students will understand effects of revolution i.e. seasons.
- Students will understand Rotation v/s Revolution of the Earth.

Student will be able to explain the movement of the sun around the sun.

- Student will be able to explain that Earth tilts on its axis

Application:

Students can apply the knowledge in understanding the seasons of different region.

ICT Integration/ Art Integration:

- Draw and label earth's axis.

Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/ worksheets:

- Make a chart on rotation and revolution of the earth with picture.

Reference: Charts, pictures, videos.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name - Swapnali More **Grade – 5**

Subject – Social Science **Month - April**

Topic – Ls –3. Temperature Zones **Periods - 7**

Sub-topic:

- Factors affecting the climate of a Place
  Altitude, winds, distance from the equator, humidity, distance from the sea.
- Temperature zones of the world.

Specific objective:

- Student will be able to explain the features of heat zones of the Earth.
- Student will be able to identify some factors which affect the climate of a place.
- Student will be able to identify the temperature zones of the world.

Methodology:

- Lecture method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions.

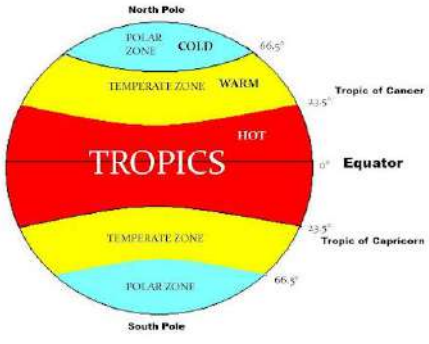
Activities:

- Find out the in which heat zones the given places are located with the help of atlas.

Board work:

- Important heat zones and latitudes of the earth.
- Sun's rays falling on earth.





Learning outcomes:

Students will recognize:-

• heat zones of the earth. • Student will be able to explain how wind affect the climate of a place.
Application: • Students can identify and locate the three heat zones of the world. • Students will be able to
ICT Integration/ Art Integration: • Video • Power Point Presentation
Class assessment/ Recapitulation: • At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts. • Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
Homework/ worksheets: Draw important latitudes and heat zones of the earth.
Reference: Charts Maps and pictures.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name - Swapnali More

Grade - 5

Subject – Social Science

Month - June

Topic – Ls -4 The Torrid Zone

Periods - 5

Sub-topic: • The Equatorial Rainforest Wildlife, Life of the People, Plant Life • Protection of the Equatorial Rainforest • The Tropical Desesrts:- Climate, Plant Life, Wild Life, Life of the People

Specific objective:

- Learner will be able to identify the loation and explain the features of the equatorial rainforests.
- Learner will be able to identify the loation and explain the features of the tropical deserts.

Methodology:

- Lecture method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions.

Activities:

- Map work:- equatorial rainforests and hot deserts.

Board work:

- List main characteristiscs of the equatorial rainforests and tropical deserts
- List the characteristics of the layers of the equatorial rainforests.

Learning outcomes:

Students will recognize: and analyze the pictures and identify the factors which are destroying forest.

Application:

- Students can apply the knowledge in identifying and categorizing the characteristics of equatorial rainforests and tropical rainforests

ICT Integration/ Art Integration:

- Video
- Power Point Presentation

Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/ worksheets:

Draw and colour the various layers of the equatorial rainforests.

Reference:

Charts Maps and pictures.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name – Swapnali More

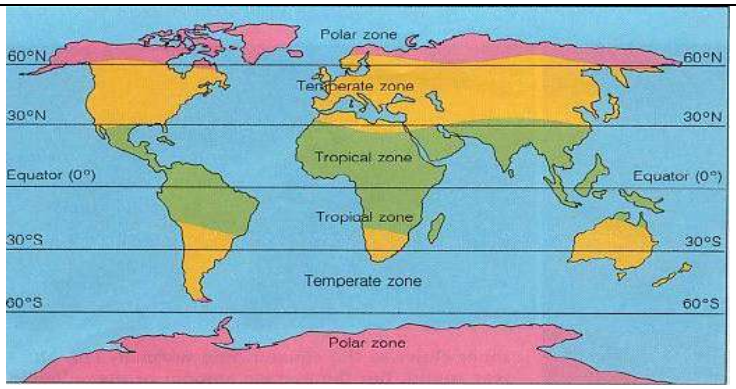
Grade - 5

Subject - Social Science

Month – June

Topic – Ls -5. The Temperate and Frigid Zones **No of Periods - 7**

Sub-topic: • The Temperate Zone :- climate, wildlife, Plant Life, Life of the People • The Frigid Zone :- climate, wildlife, Plant Life, Life of the People
Specific objective: • The learners will be able to explain the climate, wildlife, vegetation and life of the people of the temperate zone. • The learners will be able to explain the climate, wildlife, vegetation and life of the people of the frigid zone
Methodology: • Lecture method • Encourage students to attempt the exercise on their own. • Encourage students to indulge in discussions and practice-based learning.
Activities: • Ask students to draw the Earth's Internal Structure in notebook.
Board work: • Complete the concept map by writing the main points of each aspect of the temperate and frigid zone.





Learning outcomes:

- Outline Earth's internal layers and also will be able to know some of the evidence leading to their discovery
- Learners will be able to state the salient properties of Earth's outer layers, its crust, and the underlying mantle.
- Students will learn that magma is released from the earth’s interior causing volcanic eruptions on the surface.

Application:

Students can apply the knowledge in understanding the formation of continents.

ICT Integration/ Art Integration

PPT and Video

Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/ worksheets:

- Worksheet :- concept map by writing the main points of each aspect of the temperate grassland.
- Worksheet :- concept map by writing the main points of each aspect of the frigid zone.
-

Reference:

Pictures, relevant videos and encyclopaedia

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name – Swapnali More
Grade - 5
Subject - Social Science
Month - June
Topic – Ls -6 Elections **No. of Periods - 7**

Sub-topic: • The Election Commission of India • Political Parties • Importance of Voting
Specific objective: • Students will understand the importance of voting. • Students will understand the steps in election process.

Methodology:

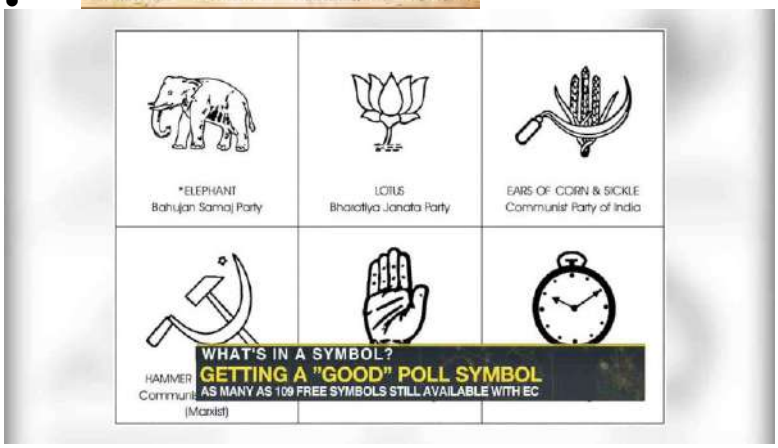
- Lecture method
- Inquiry- based learning
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

- Conduct a quiz based on the concepts given in the chapter.
- Check the solubility of sugar, salt and turmeric powder.

Board work:

- Steps of the election process.
- Draw some symbols of political parties.
- 



Learning outcomes:

- Students will understand the role of political parties in election.
- Students will understand the symbols of political parties.

Application:

- Students will be able to evaluate the situation and identify some conditions associated with voting.

ICT Integration/ Art Integration:

- PPT and Video

Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.

• Assess the responses of students during classroom discussions, activities and on answers for performance evaluation. • Questions based on Thinking Skills, Values and Life Skills based questions, Web Charts, identification-based questions and Worksheet can be used to assess various abilities of students.
Homework/ worksheets: • Discuss the situation mentioned in worksheet and answer the questions. • Draw symbols of any two political parties of Indian and also write the names •
Reference: Charts, pictures, and encyclopaedia

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name – Swapnali More

Grade - 5

Subject – Social Science

Month - July

Topic – Ls -7 The Indian Government No. of Periods - 7

Sub-topic:

- Role of the Indian Government
- Central Government, Parliament, State Government, Local Self Government.

Specific objective:

- Role of the Judiciary.
- Different levels of courts.

Methodology:

- Lecture method
- Problem Based Learning

Activities:

- Sort the terms related to the different levels of Indian government
- Identify the levels of the government and the important offices present at each level.

Board work:

- Flow chart of Indian Judiciary.
- Concept map on different levels of the Indian government.

Learning outcomes:

- Students will be able to identify the main organs and people involved in the government.
- Students will be able to explain why it is important for judiciary to be independent and impartial.

Application:

- Students will sort the terms related to the different levels of Indian government.
- Student will identify the level of the government and the important offices present at each level.

ICT Integration/ Art Integration:

- Collect information about the present officers at each level.

Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Questions based on Thinking Skills, Values and Life Skills based questions, Web Charts, identification-based questions and Worksheet can be used to assess various abilities of students.

Homework/ worksheets:

- Solve all the worksheets given in workbook.

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Reference:

Charts, pictures, relevant videos and encyclopaedia

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name - Swapnali More

Grade - 5

Subject - Social Science

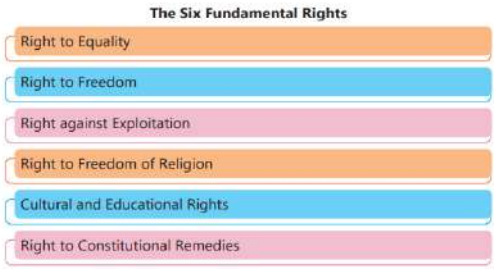
Month – August

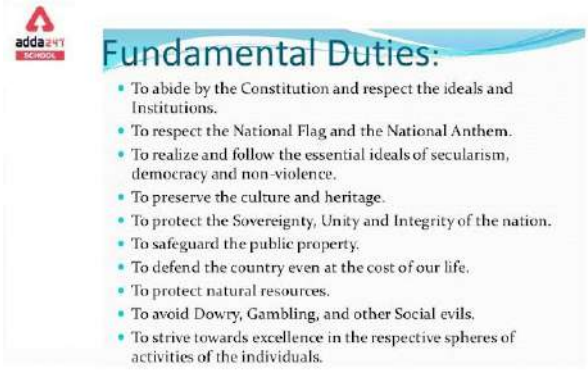
Topic – Ls -8. Our Rights and Duties **No of Periods - 7**

Sub-topic: • The Constitution of India • Fundamental Rights • Fundamental Duties • Directive principles of State Policy
Specific objective: • Students will know about constitution of India • Students will know about their fundamental rights and duties. • Students will know about the directive principles of state policy.
Methodology: • Lecture method • Enquiry based method. • Encourage students to attempt the exercise on their own. • Encourage students to indulge in discussions and practice-based learning.
Activities: • Ask students to identify and sort fundamental rights and duties. • ask students to analyse the situation and use the correct fundamental right.

Board work:

- List of Fundamental rights and duties.



- 

Learning outcomes:

- know about the fundamental rights and duties.
- Know about the directive principles.

Application:

Students can analyze the situation and match them to the correct fundamental right.

ICT Integration/ Art Integration:

- Draw a flow chart of fundamental rights.

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/ worksheets:

- Solve all the worksheets given in workbook.

Reference:

Charts, pictures, relevant videos and encyclopaedia.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name – Swapnali More

Grade - 5

Subject – Social Science **Month - August**

Topic – Ls -9 The coming of the Europeans **No. of Periods - 8**

Sub-topic:

- Arrival of the Trading Companies
- Battle of Plassey,
- The Battle of Buxar,
- Expansion of Power in India

- The Revolt of 1857 and the Rise of Nationalism.

Specific objective:

Students will be able to

- Complete the code3 to find the way.
- Discuss how European companies set up their trading centres in India.
- Understand how Europeans came to India.
- Understand why Europeans came to India.
- Explain the events that helped the british to expand their power in India.
- Asses the significance of the Revolt of 1857 and the rise of nationalism.
-

Methodology:

- Lecture method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

- Mughal Emperor Bahadur Shah II, Rani Laxmibai, Nana Saheb . Gather information about them and share with the class.
- Write and enact imaginary dialogues between English officers and Siraj-ud-Daulah.
- Common people talking about the spread of the Revolt of 1857.

Board work:

- . Difference between subsidiary Alliance and Doctrine of Lapse.
- Map work

Learning outcomes:

- Students will be able to link the historical events that led to independence.

Application:

Students will be able to discuss how various European companies set up their trading centres in India.

Explain events that helped the British to expand their power in India.

ICT Integration/ Art Integration:

- Video/ PPT

Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Questions based on Thinking Skills, Values and Life Skills based questions, Web Charts, identification-based questions and Worksheet can be used to assess various abilities of students.

Homework/ worksheets:

- Solve the Exercises from textbook and worksheets

Reference:

Charts, pictures, videos, Map, newspaper articles and encyclopaedia

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Swapnali More

Grade - 5

Subject – Social Science

Month -

Topic – Ls -10 The Freedom Struggle: Part 1 **No. of Periods - 8**

Sub-topic: • The National Congress • Partition of Bengal • Swadeshi and Boycott Movements
Specific objective: • Students will understand that
Methodology: • Lecture method • Encourage students to attempt the exercise on their own. • Encourage students to indulge in discussions and practice-based learning.
Activities: • .Write and enact imaginary dialogues between English officers and Siraj-ud-Daulah. • Common people talking about the spread of the Revolt of 1857.
Board work: • .map work
Learning outcomes: • Talk about social reforms • Name some of the social reformers. • Explain the significance of the Indian National Congress

Application: • Discuss the swadeshi and boycott movements and their significance.
ICT Integration/ Art Integration: • Video/ PPT
Class assessment/ Recapitulation: • At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts. • Assess the responses of students during classroom discussions, activities and on answers for performance evaluation. • Questions based on Thinking Skills, Values and Life Skills based questions, Web Charts, identification-based questions and Worksheet can be used to assess various abilities of students.
Homework/ worksheets: • Solve the Exercises from textbook and worksheets
Reference: Charts, pictures, videos, Map, newspaper articles and encyclopaedia

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Swapnali More

Grade - 5

Subject – Social Science **Month –**

Topic – Ls -11 **No. of Periods - 11**

Sub-topic: •
Specific objective: • Students will understand that
Methodology: • Lecture method • Encourage students to attempt the exercise on their own.

• Encourage students to indulge in discussions and practice-based learning.
Activities: • .
Board work: • .
Learning outcomes: •
Application:
ICT Integration/ Art Integration: • Video/ PPT
Class assessment/ Recapitulation: • At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts. • Assess the responses of students during classroom discussions, activities and on answers for performance evaluation. • Questions based on Thinking Skills, Values and Life Skills based questions, Web Charts, identification-based questions and Worksheet can be used to assess various abilities of students.
Homework/ worksheets: • Solve the Exercises from textbook and worksheets
Reference: Charts, pictures, videos, Map, newspaper articles and encyclopaedia

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name – Swapnali More

Grade - 5

Subject – Social Science **Month -**

Topic – Ls -12 **No. of Periods - 13**

Sub-topic: •
Specific objective: • Students will understand that
Methodology: • Lecture method • Encourage students to attempt the exercise on their own. • Encourage students to indulge in discussions and practice-based learning.
Activities: • .
Board work: • .
Learning outcomes: •
Application:
ICT Integration/ Art Integration: • Video/ PPT
Class assessment/ Recapitulation: • At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts. • Assess the responses of students during classroom discussions, activities and on answers for performance evaluation. • Questions based on Thinking Skills, Values and Life Skills based questions, Web Charts, identification-based questions and Worksheet can be used to assess various abilities of students.
Homework/ worksheets: • Solve the Exercises from textbook and worksheets
Reference: Charts, pictures, videos, Map, newspaper articles and encyclopaedia

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Swapnali More

Grade - 5

Subject – Social Science **Month -**

Topic – Ls -13 **No. of Periods - 15**

Sub-topic: •
Specific objective: • Students will understand that
Methodology: • Lecture method • Encourage students to attempt the exercise on their own. • Encourage students to indulge in discussions and practice-based learning.
Activities: • .
Board work: • .
Learning outcomes: •
Application:
ICT Integration/ Art Integration: • Video/ PPT
Class assessment/ Recapitulation: • At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts. • Assess the responses of students during classroom discussions, activities and on answers for performance evaluation. • Questions based on Thinking Skills, Values and Life Skills based questions, Web Charts, identification-based questions and Worksheet can be used to assess various abilities of students.
Homework/ worksheets: • Solve the Exercises from textbook and worksheets
Reference:

Charts, pictures, videos, Map, newspaper articles and encyclopaedia

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Swapnali More

Grade - 5

Subject – Social Science **Month -**

Topic – Ls -14 **No. of Periods - 13**

Sub-topic: •
Specific objective: • Students will understand that
Methodology: • Lecture method • Encourage students to attempt the exercise on their own. • Encourage students to indulge in discussions and practice-based learning.
Activities: • .
Board work: • .
Learning outcomes: •
Application:
ICT Integration/ Art Integration: • Video/ PPT
Class assessment/ Recapitulation:

• At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts. • Assess the responses of students during classroom discussions, activities and on answers for performance evaluation. • Questions based on Thinking Skills, Values and Life Skills based questions, Web Charts, identification-based questions and Worksheet can be used to assess various abilities of students.
Homework/ worksheets: • Solve the Exercises from textbook and worksheets
Reference: Charts, pictures, videos, Map, newspaper articles and encyclopaedia

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Swapnali More

Grade - 5

Subject – Social Science **Month -**

Topic – Ls -15 **No. of Periods - 13**

Sub-topic: •
Specific objective: • Students will understand that
Methodology: • Lecture method • Encourage students to attempt the exercise on their own. • Encourage students to indulge in discussions and practice-based learning.
Activities: • .
Board work: • .
Learning outcomes:

•
Application:
ICT Integration/ Art Integration: • Video/ PPT
Class assessment/ Recapitulation: • At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts. • Assess the responses of students during classroom discussions, activities and on answers for performance evaluation. • Questions based on Thinking Skills, Values and Life Skills based questions, Web Charts, identification-based questions and Worksheet can be used to assess various abilities of students.
Homework/ worksheets: • Solve the Exercises from textbook and worksheets
Reference: Charts, pictures, videos, Map, newspaper articles and encyclopaedia

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan

Teacher's Name: Anuya Athare **Grade: V**

Subject: Hindi **Month- April**

Topic: **पाठ १: समय बहुत ही मूल्यवान है** No. of periods: 12

Subtopic: समय बहुत ही मूल्यवान है
Specific objective: • ध्वनन तथा वर्ण • संज्ञा के ववकार - ल ंग , वचन
Methodology: स्पष्टीकरर्, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धनत ।
Activities: • कववता-गायन • कववता की पंक्ततयों के अथण अपने शब्दों में ल खना । • कववता से पाँच संज्ञा शब्द चुनकर ल खखना | • पशु - पक्षियों के चचत्र देखकर , वे अपने ककस गुर् के ल ए प्रलसद्ध हैं, ल खना | • रचनात्मक -व सृजनात्मकता का ववकास |
Resources: च चचत्र और पाठ्यपुस्तक
Board work: मुख्य शब्द, शब्दाथण, ध्वनन और वर्ण |
Learning outcomes: • समय का मूल्य जानना | • समय का महत्त्व को जानना | • परिश्रमी बनने के लिए प्रोत्सालहत किना| • लवपीत परिलथितीयों में धैयय िखना | • भाितीय भाषाएँ ति उनकी लिलप जानना । • ध्वलनयों के दो प्रकाि को जानना | • संज्ञा के ववकार को जानना | • लिग के भेद किना सीखना । • वचन बदि सीखना |

Application: • लिग, वचन शब्द को बताना | • कलवता सूि - ताि के साि बोिना।
ICT Integrated: • Video : कववता का अननमेशन • Power Point Presentation – भाषा, ध्वनन और वर्ण PPT
Extra questions/ Class assessment/ Recapitulation : 1) यदद चींटी अपनी 'कमणठता' के ल ए प्रलसद्ध है, तो नीचे क्जन पशु-पक्षियों के चचत्र ददए गए हैं, वे अपने ककस गुर् के ल ए प्रलसद्ध हैं? ल खखए।
Homework/ worksheets: कववता पठन, शब्दाथण, कदठन शब्द
Reference: पाठयपुस्तक, व्याकरर् पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan

Teacher's Name: Anuya Athare **Grade: V**

Subject: Hindi **Month- June**

Topic: **पाठ २: शूलपाणि** No. of periods: 9

Subtopic: शू पाखर्
Specific objective: • संज्ञा
Methodology: स्पष्टीकरर्, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धनत ।
Activities: • ल ंग - पररवतणन करना । • शब्दों के आगे पह ा शब्द ल खकर यौचगक शब्द बनाना । • चचत्र वर्णन करना । • पररभाषा के अनुसार पाठ से चुनकर दो-दो उदाहरर् ल खना । • सवणनाम के भेद पहचान कर रेखांककत करना । • सेवा , करुर्ा , अदहंसा और द्या का संदेश । • संवाद - शै ी कौश का ववकास । • संज्ञा के भेद समझेंगे ।
Resources: च चचत्र और पाठ्यपुस्तक
Board work: मुख्य शब्द, शब्दाथण, संज्ञा के भेद
Learning outcomes: •अलहसा ति दया आदद मानवीय मूल्यों को अंगीकृत किाना । •एक दूसि को मदद किाना । •अपनी गिती के लिए माफ़ी माँगना । •संज्ञा के भेद सीखना ।

Application:

•संज्ञा के भेद बताना ।

ICT Integrated:

- Video : पाठ का अननमेशन
- Power Point Presentation – संज्ञा

Extra questions/ Class assessment/ Recapitulation :

१. शू पाखर् गावावा ोें को ककस प्रकार से परेशान करता होगा?

* तया आज के युग में भी राि◌ंस होते हैं ?

* आप उसने ककन कायो के कारर् उन्हें राि◌ंस मानते है ?

२. किा की शुरुवात 2-3 लमनट श्वास पर ध्यान देने की प्रकिया से की जाए |

शू पाखर् का स्वभाव है - दूसरों को कष्ट देना और महावीर प्रभु का स्वभाव है - दूसरों की मदद करना

दूसरोंके स्वभाव व कायो को देखकर तया हमें अपने स्वभाव को भी बद देना चादहए |

- ऊपर ददए गए दो ववषयों पर किा में चचाण करेंगे |

Homework/ worksheets: पाठ वाचन, शब्दाथण , कदठन शब्द , संज्ञा के भेद

Reference: पाठयपुस्तक, व्याकरर् पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan

Teacher's Name: : Anuya Athare **Grade: V**

Subject: Hindi **Month- june**

Topic: **पाठ ३: नवरोज़** No. of periods: 9

Subtopic: नवरोज़
Specific objective: • लचत्रवर्यन

Methodology: चचाणत्मकपद्धनत , कथन, समूह और प्रश्नोत्तर अध्यापन पद्धनत
Activities: • पाठ से ज़ औ फ़ आगत व्यंजनों वाि शब्द चुनकि लिखना | • वाक्यों में से लवशेषर् - लवशेष्य छाँटकि लिखना | • भाित के लवलभन्न ाज्यों की पोशाकों को पहचानकि दकस ाज्य से संबंलधत हैं उस ाज्य का नाम लिखेंगे | • भाितीय त्योहाि: की जानकाि देना | • वाचन - श्रवर् कौशि का लवकास | • **गलतलवलध** - भाित के लवलभन्न ाज्यों के पोशाकों को पहचानकि उनके नाम लिलखना	लिखेंगे	
Resources: च चचत्र और पाठ्यपुस्तक
• **Board work**: मुख्य शब्द, शब्दाथण,
Learning outcomes: •नविोज़ त्योहाि का महत्व समझाना | • ऐलतहालसक जानकाि प्राप्त होना | • सामालजकता , भाईंचाि , दान का महत्व •भाितीय त्योहाि: की जानकाि होना | •वाचन - श्रवर् कौशि का लवकास होना | •लचत्र वर्यन लिखना सीखना	

Application:

- त्योंहार की तैयारी में छात्र हाथ बाँटाना समझेंगे।
- सामाक्जक तथा भावनात्मक,चचंतन का ववकास।
- पयाणयवाची शब्द की जानकारी ेना।

ICT Integrated:

- Video : पाठ अॅननमेशन
- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation :

१. नवरोज़ के अवसर पर बच्चे गरीब पारसी पररवारों को उपहार और कपड़े देते हैं |

अ. आप कब-कब ऐसा करते हैं?

ब. दान देना, गरीबों की मदद करना - इनका हमारे जीवन में महत्व हो सकता हैं?

२. त्योहार जीवन में ह्षण- उल् ास ाते हैं और हमारी संस्कृनत और परंपराओं से हमारा पररचय भी करवाते हैं | इस बारे में आप तया सोचते हैं?

* ऊपर ददए गए दो ववषयों पर किा में चचाण करेंगे |

Homework/ worksheets: शब्दाथण , कदठन शब्द , गु मोहर पन्ना ि.३१ पोशाकों के नाम ल खना |

Reference: पाठयपुस्तक, व्याकरर् पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan

Teacher's Name: : Anuya Athare **Grade: V**

Subject: Hindi **Month- July**

Topic: **पाठ** 4. **झंडा ऊँचा रहे हमारा** No. of periods: 12

Subtopic: झंडा ऊाँ चा रहे हमारा
Specific objective: **१. शब्द भंडाि** - सवयनाम, लविोम शब्द
Methodology: अलभनय पद्धनत, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धनत ।
Activities: • उपसगय , प्रत्यय औि दिया - भेद का अभ्यास किना | • 'लव' ति 'थव' उपसगय ि्गाकि मूि शब्दों से नए शब्द बनाना | • ि्ाष्ट्रीय ध्वज का महत्व | • झंडे का प्रतीकात्मक उपयोग | • थवतंत्रता आंदोि्न के दौि्ान लवलभन्न झंडों का प्रयोग | • सवयनाम के भेद पहचानना |
Resources: च चचत्र और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दाथण, प्रश्न- उत्तर, लविोम शब्द, सवयनाम के भेद
Learning outcomes: • लतिंगे का इलतहास, इसका महत्व जानना | • एकता व अखंडता के प्रतीक के रूप में लतिंगे की जानकाि्ी प्राप्त होना । • ि्ाष्ट्रीय ध्वज का महत्व जानना | • झंडे का प्रतीकात्मक उपयोग | • लविोम शब्द सीखना । • सवयनाम के भेद समझेंगे|

Application:

- सवणनाम , वव ोम शब्द बद करना जानेंगे।
- राष्ट्रीय त्योहार समझेंगें |
- वव ोम शब्द बद करेंगें।

ICT Integrated:

- Video : पाठ अॅननमेशन
- Power Point Presentation –

Extra questions/ Class assessment/ Recapitulation :

१. नतरंगे का प्रत्येक रंग और चि तया दशाणता है ?

* आप नतरंगे के मान को बनाए रखने के ल ए तया - तया कर सकते है ? चचाण कीक्जए |

Homework/ worksheets: शब्दाथण , कदठन शब्द, पाठ में आए शब्दों से ररतत स्थान भररए ।

Reference: पाठयपुस्तक, व्याकरर् पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan

Teacher's Name: Anuya Athare **Grade: V**

Subject: Hindi **Month- July**

Topic: **पाठ ५: पुष्प की अभिलाषा** No. of periods: 9

Subtopic: पुष्प की अलभ ाषा
Specific objective: • पयाणयवाची शब्द
Methodology: स्पष्टीकरर्, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धनत ।
Activities: • सैलनकों के त्याग एवं बलिदान के प्रलत सम्मान की भावना का लवकास | • कलवता का ियात्मक वाचन | • वर्य - लवच्छेद का अभ्यास | • तुकांत शब्द ल खखए | • पंक्ततयों के भाव अपने शब्दों में ल खना | • पयाययवाची शब्द बदि किना सीखना । • संवाद - शैि ी के मूि लबदुओं का परिचय | • **गलतलवलध** - ओर्म - पाठ का वाचन किना	
Resources: च चचत्र और पाठ्यपुस्तक
• **Board work**: मुख्य शब्द, शब्दाथण, पयाणयवाची शब्द

Learning outcomes: •देश को सवोपरि मानना । •देश की सुिक्षा किने वाि सैलनक का सम्मान किना । •देश प्रेम की भवना को जागृत किना । •पयाययवाची शब्द सीखना ।
Application:

• पयाणयवाची शब्द बद करेंगे । • भारतीय सेना के अंग समझेंगे। • शब्दों के अथ समझते हुए वातय बनाएँगे ।
ICT Integrated: • Video : पाठ अॅननमेशन • Power Point Presentation –
Extra questions/ Class assessment/ Recapitulation : 1) संकेत पढ़कर तार पर झू ते हुए वर्ो की मदद सही शब्द ल खखए ।
Homework/ worksheets: शब्दाथण , कदठन शब्द , कववता पठन
Reference: पाठयपुस्तक, व्याकरर् पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan

Teacher's Name: Anuya Athare **Grade: V**

Subject: Hindi **Month- August**

Topic: **पाठ ६ - भमट्ठू** No. of periods: 9

Subtopic: - लमट्ठू
Specific objective: **१.** पत्रिखन (अनौपचारिक)
Methodology: स्पष्टीकरर्, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धनत ।
Activities: • काव्जयी ि◌ेखकों से परिलचत किाना। • कहानी का ि◌साथवादन किाना। • संयुक्त शब्दों व संज्ञा के भेदों का अभ्यास किाना। • प्रश्न - लनमायर् किना। • संज्ञा के प्रत्येक भेद के लिए शब्द चुनकि लिखना। • 'त' वायके वर्◌ो से आिंभ होने वाि◌े नाम लिखना। • पत्र - ि◌ेखन लिखना समझना। • पशु-पलक्षियों के नाम लिखकि एक्सेि◌ शीट बनाना।

Resources: च चचत्र और पाठ्यपुस्तक
Board work: मुख्य शब्द, शब्दाथण
Learning outcomes: •पशु - प्रेम, दया, सहानुभूनत, मदद की भावना को जागृत करना। •संि◌क्षर् की भावना , बड़ो का कहना मानना आदद गुर्◌ोिं लवकास होना। •कतयव्य - बोध , संवेदनशीि◌ता सीखाना •पत्र - ि◌ेखन लिखना सीखना।
Application: • एक तथा अनेक शब्दों को जानेंगे । • आत्मववश्वास तथा बौवद्धक ववकास होना । • अनौपचाररक पत्र ल खना सीखेंगे। • बच्चे वचन पररवनतणत कर एकवचन तथा बहुबवचन शब्द करेंगे ।

ICT Integrated:

- Video : कववता का अननमेशन
- Power Point Presentation –

Extra questions/ Class assessment/ Recapitulation :

१. भाषा का खे - ददए गए चचत्र को देखकर -

***** उन चीज़ो के नाम ल खखए, क्जन्हें जानतवाचक संज्ञा कहा जा सकता है |

* 'त' वगण के सभी वर्ो से आरंभ होने वा े नाम ल खखए |

Homework/ worksheets: शब्दाथण, श्रुत ेख, पत्र - ेखन , गु मोहर पन्ना ि. ५३ कंप्यूटर से दोस्ती - पशु-पक्षियों के नाम ल खकर एतसे शीट बनाइए |

Reference: पाठयपुस्तक, व्याकरर् पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan

Teacher's Name: : Anuya Athare **Grade: V**

Subject: Hindi **Month- August**

Topic: **पाठ ७: अमूल्य उपहार** No. of periods: 9

Subtopic: अमूल्य उपहार
Specific objective: चचत्र वर्णन
Methodology: स्पष्टीकरर्, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धनत ।
Activities: • समानता व लनश्चि प्रेम की वकाि्त किना। • प्रकृलत से नाता जोड़ने का संदेश देना। • वगय-पहेि्ी द्वाि्ा बुलि कौशि का लवकास। • लविाम-लचह्नों औ दियालवशेषर्ोः का प्रयोग। • चचत्र वर्णन लिखना समझना। • **गलतलवलध -** एक भाि्त - श्रेष्ठ भाि्त गुजिात ि्ाज्य पि आधारित गलतलवलधयाँ मौलखक किना।
Resources: च चचत्र और पाठ्यपुस्तक
Board work: मुख्य शब्द, शब्दाथण, चचत्र वर्णन

Learning outcomes:

- भेदभाव िलहत दोथती किना सीखना ।
- पेड़ - पौधों को महत्व देना समझना|
- चचत्र वर्णन लिखना सीखना |

Application:

- चचत्र देखकर चचत्र वर्णन ल खेंगे |
- दोस्ती का जीवन में महत्व जानेंगे ।

ICT Integrated:

- Video : पाठ का अननमेशन
- Power Point Presentation –

Extra questions/ Class assessment/ Recapitulation :

१. तया आपके पररवार के बड़े भी कभी-कभी आपको ककसी ववशेष से अचिक मे जो करने से रोकते हैं? चचाण करें ।

२. 'तया हमें अपने से बराबर वा ोंं से ही दोस्ती करनी चादहए" इस ववषय में चचाण करें ।

Homework/ worksheets: शब्दाथण, श्रुत ेख, कहानी ेखन, गु मोहर पन्ना ि.६३ पाठ्यपुस्तक में कीक्जए|

Reference: पाठयपुस्तक, व्याकरर् पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan

Teacher's Name: : Anuya Athare **Grade: V**

Subject: Hindi **Month- October**

Topic: **पाठ ८ पपता का पत्र, पुत्र के नाम** No. of periods: 8

Subtopic: वपता का पत्र, पुत्र के नाम
Specific objective: : ववशेषर्
Methodology: स्पष्टीकरर्, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धनत ।
Activities: • 'अमीिी की तुिना में गिीबी अलधक सुखद है '-क्या आप गांधी जी के इस किन से सहमत हैं? अपने मत के समियन में कुछ उदाहिर् सोचकि बतयेंगें| • शब्दों से उपसगण करके ल खना | • वातयों में किया शब्दीं को रेखांककत करना | • 'कक' और 'की' वा ं वातय पाठ से चुनकर ल खना | • ववशेषर् के भेद पहचानना |
Resources: च चचत्र और पाठ्यपुस्तक
• **Board work**: मुख्य शब्द, शब्दाथण, ववशेषर् के भेद

Learning outcomes: •माता - लपता की सेवा सवौपरि है यह समझना । •आत्मा औि पिमात्मा का ज्ञान ही सच्ची लशक्षा यह जानना । •काम की अलधकता में भी धैयय औि अपनी लनयलमतता को बनाए िखना | •ववशेषर् के भेद सीखना ।

Application:

- ववशेषर् के भेद समझेंगे ।
- छात्र किया की पररभाषा तथा उसके भेद समझेंगे।
- बच्चे प्राथणना का महत्व जानेंगे ।
- बच्चे गांिीजी के बारे में जानेंगे ।
- बच्चे का तथा उसके तीन प्रकार को समझेंगे।

ICT Integrated:

- Video : पाठ का अननमेशन
- Power Point Presentation –

Extra questions/ Class assessment/ Recapitulation :

- - 'अमीरी की तु ना में गरीबी अचिक सुखद है' तया आप गांिीजी के इस कथन से सहमत हैं ? | अपने मत के समथणन में कुछ उदाहरर् सोचकर बताइए

Homework/ worksheets: शब्दाथण, श्रुत ेख, पाठ से 'कक' और 'की' वा ो दो-दो वातय चुनकर ल खखए|

Reference: पाठयपुस्तक, व्याकरर् पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan

Teacher's Name: : Anuya Athare **Grade: V**

Subject: Hindi **Month- October**

Topic: **पाठ ९- वषाा की बहार** No. of periods: 8

Subtopic: वषाण की बहार

Specific objective:

: मुहावि , श्रुलतसमलभन्नाियक शब्द

Methodology: स्पष्टीकरर्, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धनत ।

Activities:

- प्राकृनतक सं ुदरता का रसास्वादन कराना |
- तु नात्मक अध्ययन का अभ्यास |
- कलवता का भाव थपष्ट किना |
- शब्दों के पयाययवाची लिखना |
- रिक्त थिानों की पूर्तत उपयुक्त लवशेषर्ोंं से किना |
- गोिे में ददए वर्ो से साियक शब्द सोचकि लिखना |
- मुहाविों का उपयोग किना समझना |
- श्रुलतसमलभन्नाियक शब्द बदि किना समझना ।
- **गलतलवलध** - सायना नेहवाि पाठ का वाचन किना |

Resources: च चचत्र और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दाथण, का के भेद , मुहावि , श्रुलतसमलभन्नाियक शब्द

Learning outcomes:

- वषाय - ऋतु की महत्ता समझना |
- प्रकृलत के प्रलत प्रेम-भावना तिा सम्मान जागरूक किना |
- हषोल्ि ास के साि जीवन का आनंद , ईश्वि के प्रलत आथिा भाव को जागृत किना |
- मुहाविों का उपयोग किना सीखना |
- श्रुलतसमलभन्नाियक शब्द सीखना ।

Application:

- बच्चे का तथा उसके तीन प्रकार को समझेंगे।
- बच्चों में सामाक्जक तथा भावनात्मक गुर्ोंं का ववकास होगा ।
- छात्र ववशेषर् तथा उसके भेदों को ववलभन्न उदाहरर्ोंं से समझेंगे।
- छात्र मुहावरो के अथण समझकर उसका प्रयोग करेंगे।

ICT Integrated:

- Video : पाठ का अननमेशन
- Power Point Presentation –

Extra questions/ Class assessment/ Recapitulation :

१. बाढ़ आती है तो बाररश को कोसते हैं और सूखा पड़ता है तो बाररश के ल ए तरसते हैं | अब आप

ही बताइए - बाररश वरदान या अलभशाप ! इस ववषय में चचाण करें।
Homework/ worksheets: शब्दाथण , श्रुत ेख ,गु मोहर पाठ्यपुस्तक पन्ना ि.७८ भाषा का खे पाठ्यपुस्तक में ककक्जए।
Reference: पाठयपुस्तक, व्याकरर् पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan

Teacher's Name: : Anuya Athare **Grade: V**

Subject: Hindi **Month- November**

Topic: **पाठ १० पानी सहेजो, पानी बचाओ** No. of periods: 11

Subtopic: पानी सहेजो, पानी बचाओ
Specific objective: : अनुच्छेद ि ेखन
Methodology: स्पष्टीकरर्, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धनत ।
Activities: • ि ोककिा का परिचय देना | • वतयमान की जि संि क्षर् समथया पि चचाय किना | • समुच्चयबोधक शब्दों का अभ्यास | • अनुच्छेद ि ेखन किना |
Resources: च चचत्र और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दाथण, किया के भेद, वव ोम शब्द
Learning outcomes: • सूझ - बूझ , कठोि परिश्रम की समझना | • दृढ़ लनश्चय आदी गुर्ो ं का लवकास होना | • ि ेलगथतानी क्षेत्र में जि की हेतु समथया - समाधान की जानकाि ी होना | • अनुच्छेद ि ेखन लिखना सीखना	

Application: • छात्र चचत्र देखकर उसके आार पर अनुच्छेद ि ेखन किना समझेंगे। • जीवन में पानी के महत्त्व को समझेंगे। • बच्चे रेचगस्तान ि ेत्र में ज की समस्याओं को समझेंगे	
ICT Integrated: • Video : पाठ का अननमेशन • Power Point Presentation
Extra questions/ Class assessment/ Recapitulation : गु मोहर पन्ना ि. ८७ भाषा का खे पाठ्यपुस्तक में ल खखए	
Homework/ worksheets - शब्दाथण, श्रुत ेख, अनुच्छेद ि ेखन
Reference: पाठयपुस्तक, व्याकरर् पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan

Teacher's Name: : Anuya Athare **Grade: V**

Subject: Hindi **Month- November**

Topic: **पाठ११ पवकलांग नहीं, दिवयांग हूँ मैं...** No. of periods: 8

Subtopic: ववक ाांग नहीं, ददव्यांग हूाँ मैं. . .
Specific objective: **:** किया तथा का
Methodology: स्पष्टीकरर्, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धनत ।
Activities: • लज़म्मेदाि नागरिक के कतयव्यों के प्रलत जागरूकता ि्ाना | • काि्क - लचह्नों के प्रयोग का अभ्यास • शब्द-सीढ़ी द्वाि्ा बुलि कौशि का लवकास | • किया तथा का के भेद किना पहचानकर लिखना | • **गलतलवलध - शाबाश !-** पाठ वाचन किना

Resources: च चचत्र और पाठ्यपुस्तक
Board work: मुख्य शब्द, शब्दाथण, किया तथा का के भेद
Learning outcomes: • सभी का सम्मान किना सीखना | • अपनी अक्षमता को ताकत बनाना | • सकाि्ात्मक सोच को बढ़ावा देना | • किया तथा का के भेद किना सीखना|
Application: • किया तथा का के भेद समझेंगे। • ववद्याचथणयों में सकारात्मक सोच की भवना का ववकास होगा। • छात्र श्रम का महत्त्व समझेंगे।
ICT Integrated: • Video : पाठ का अननमेशन • Power Point Presentation

Extra questions/ Class assessment/ Recapitulation -

१. गु मोहर पाठ्यपुस्तक पन्ना ि.९४ शब्द- सीढ़ी पाठ्यपुस्तक में ल खना |

Homework/ worksheets: शब्दाथण , श्रुत ेख,

Reference: पाठयपुस्तक, व्याकरर् पुस्तक, शब्दकोश

SCHOOL BALEWADI

Lesson Plan

Teacher's Name: Anuya Athare **Grade: V**

Subject: Hindi **Month- December**

Topic: **पाठ१२ सुख की कंुजी** No. of periods: 9

Subtopic: सुख की कंुजी
Specific objective: **१.** दियालवशेषर् अव्यय **२.** वाक्यांश के लिए एक शब्द
Methodology: स्पष्टीकरर्, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धनत ।
Activities: • जालतवाचक ता भाववाचक संज्ञा छाँटकि अिग-अिग लिखना। • जीवन - कौशि के महत्व को प्रलतपाददत किना। • अपरठत काव्यांश को ध्यान पढ़कि प्रश्नों के उत्ति लिखना। • कियाववशेषर् अव्यय वातय में से पहचानकर लिखना । • वाक्यांश के लिए एक शब्द बदि समझकि किना ।
Resources: च चचत्र और पाठ्यपुस्तक
Board work: मुख्य शब्द, शब्दाथण, मुहावरे , मुहावरे के अथण, योजक शब्द के उदाहरर्
Learning outcomes: • जीवन - कौशि के महत्व को प्रलतपाददत किना। • गोंड लचत्रकिा का व्यावहारिक ज्ञान प्राप्त किना। • अपरठत बोध औि काल्पलनक संवाद - ि◌ेखन का अभ्यास। • कियाववशेषर् अव्यय किना सीखना। • वाक्यांश के लिए एक शब्द सीखना ।
Application: • कियाववशेषर् अव्यय समझकर उसका प्रयोग करेंगे। • ववद्याथी तीन ऋतुओं में होने वा ◌ा भौगोल क बद ◌ाव जानेंगे ।
ICT Integrated: • Video : पाठ का अननमेशन • Power Point Presentation –
Extra questions/ Class assessment/ Recapitulation :

१. गु मोहर पाठ्यपुस्तक पन्ना ि. १०२ का अपदठत काव्यांश पढ़कर उसके प्रश्न - उत्तर पाठ्यपुस्तक में ल खेंगें ।
Homework/ worksheets: शब्दाथण, श्रुत ेख, कियाववशेषर् अव्यय , वातयांश के ल ए एक शब्द
Reference: पाठयपुस्तक, व्याकरर् पुस्तक, शब्दकोश

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RNATIONAL SCHOOL BALEWADI

Lesson Plan

Teacher's Name: Anuya Athare **Grade: V**

Subject: Hindi **Month- January**

Topic: **पाठ१३**: **बैक्टीररया** No. of periods: 8

Subtopic: बैतटीररया
Specific objective: **:** ववरामचचन्ह, संवाद ि ेखन
Methodology: स्पष्टीकरर्, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धनत ।
Activities: • उत्ति से प्रश्न लनमायर् किना । • लचत्र देखकि उसके अनुसाि दो-दो पंलक्तयाँ लिखना । • 'ड़' या 'ढ़' लिखकि शब्द बनाना । • आगत शब्दों के लहदी पयायय लिखना । • वगय- पहेि ी से लबमारियों के नाम ढूँढ़कि लिखना । • संवाद ि ेखन ि ेखन किना । • लविामलचन्ह पहचानकर ल खना ।
Resources: च चचत्र और पाठ्यपुस्तक
Board work: मुख्य शब्द, शब्दाथण, ववरामचचन्ह, संवाद ेखन

Learning outcomes:

- लजज्ञासु प्रवृलत्त का बनना |
- साफ़ पानी पीने का महत्त्व को समझना |
- लशक्षा या सीख देने वाि े को अंत में धन्यवाद कहना |
- संवाद ि े खन लिखना समझना |

- लविामलचन्ह सीखना|

Application:

- अच्छे तथा बुरे बैकटीररया में अंतर समझेंगे |
- छात्र ददए गए ववषय पर संवाद े खन ल खेंगे।

ICT Integrated:

- Video : पाठ का अननमेशन

Extra questions/ Class assessment/ Recapitulation -

२. 'बैतटीररया भी हम इनसानों की तरह ही हैं -अच्छे और बुरे।' तया आप इस बात से सहमत हैं? ववषय पर चचाण |

Homework/ worksheets: संवाद े खन, शब्दाथण, श्रुत े ख, गु मोहर पाठ्यपुस्तक पन्ना ि. ११० वाण- पहे ी पाठ्यपुस्तक में ल खना |

Reference: पाठयपुस्तक, व्याकरर् पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan

Teacher's Name: Anuya Athare **Grade: V**

Subject: Hindi **Month- January**

Topic: **१४: तोत्तो चान** No. of periods: 8

Subtopic: तोत्तो चान
Specific objective: : पत्र ेखन(अनौपचाररक), अनेकाि ी शब्द
Methodology: स्पष्टीकरर्, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धनत ।
Activities:

- प्रश्न लनमायर् किना |
- वाक्यांशों के लिए एक - एक शब्द लिखना |
- वाक्यों के आगे काि का भेद लिखना |
- कहानी का िसाथवादन |
- आत्मलवश्वास ति लनथथवाि य सेवा की प्रेि र्ा देना |
- अनेकाि ी शब्द बदि समझकि किना ।
- पत्र ि ेखन लिखना समझेंगे |

- **गलतलवलध -**
- शब्द एक - ि ंग

अनेक - लचत्र में ि ंग भिना

बूझो तो जानें (

पहेि ीयाँ|

Resources: च चचत्र और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दाथण, प्रश्न-उत्तर ,वातयांश के ल ए एक शब्द

Learning outcomes:

- परिश्रम , देश - प्रेम , आम्तलवश्वास , व्यावहारिक ज्ञान , कुशाग्रता , लनथथवाि य सेवा - भाव समझना |
- लवपिीत परिलथिती में न घबिाना |
- वाचन - श्रवर् कौशि का लवकास |
- अनेकाि ी शब्द सीखना ।
- पत्र - ि ेखन सीखना |

Application:

- छात्र अनेकाि ी शब्द समझकर ल खेंगे।
- लनथथवाि य सेवा - भाव का महत्त्व समझेंगे।

ICT Integrated:

- Video : पाठ का अननमेशन

Extra questions/ Class assessment/ Recapitulation : गु मोहर पन्ना ि.११९ ददए गए आरेखीय चचत्र के आिार पर कहानी का सार अपने शब्दो में बताना |

Homework/ worksheets: शब्दाथण, श्रुत ेख, अनेकाि ी शब्द

Reference: पाठयपुस्तक, व्याकरर् पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name - Jyoti Jogdand.

Grade - 6

Subject - Marathi **Month –**

April

Topic – (१. प्रार्थना देवा तुला–कविता**)** **No. of Periods - 3**

Sub – प्रार्थना देवा तुला, जोडशब्द

Specific objectives:

- विद्यार्थ्यांमध्ये भाषाविषयक आकलन करून, नैतिक विचार रुजवले जातील.
- विद्यार्थी प्रार्थना देवा तुला कवितेचे चे श्रवण, वाचन करतील.

Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.

Activities: कविता पाठ करणे.

कवितेतील ओळींचा अर्थ लिहिणे.

Board work: शब्दार्थ, प्रश्न उत्तरे. व्याकरण – समानार्थी शब्द, जोडशब्द

Learning outcomes:

- कवितेचा अर्थ शब्दांत मांडता येणे.
- विद्यार्थ्यांना ईश्वराची आळवणी कशी करावी यांचा परिचय होईल.
- प्रार्थना तालासुरात सभिनय सादर करता येणे.
- कवितेवर आधारित प्रश्नांची उत्तरे आपल्या शब्दांत मौखिक व लेखी स्वरुपात मांडू शकतील .

Application: विद्यार्थीना लहान ओळीतून मोठा आशय समजला.

ICT Integration / Art Integration : - _____

Class assessment/ Recapitulation: कवितेच्या ओळीचे अर्थ लिहणे. समानार्थी शब्द, **जोडशब्द**.

Homework/ worksheets: कविता पाठ करणे, कवितेवर आधारित पाठ्यपुस्तकातील प्रश्नउत्तरे लिहिणे.

Reference: शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name - Jyoti Jogdand.

Grade - 6

Subject - Marathi **Month - April**

Topic – २. स्वामिनिष्ठ चेतक **No. Of Periods – 3**

Sub - topic: स्वामिनिष्ठ चेतक, नाम व नामाचे प्रकार, शब्दांच्या जाती.

Specific objectives:

- विद्यार्थी पाठाचे श्रवण व वाचन करतात. पाठाच्या माध्यमातून ऐतिहासीक समृद्धीचा परिचय करून घेतात.
- आधारित प्रश्नांची उत्तरे आपल्या शब्दांत मौखिक व लेखी स्वरुपात मांडू शकतील.

Methodology: स्पष्टीकरण पध्दती, वाचन पद्धती, प्रश्न उत्तर पध्दती.

Activities: तुमच्या घरी या सेवा देणाऱ्या व्यक्तींबद्दल प्रत्येकी दोन ते तीन ओळींत लिहा.

Board work: शब्दार्थ, प्रश्न उत्तरे. व्याकरण – लिंग बदला, वचन बदला

Learning outcomes:

- पाठावर आधारित प्रश्न स्वत: वाचून त्यांची उत्तरे आपल्या शब्दांत लिहू शकतात.
- विद्यार्थी पाठाचे श्रवण व वाचन करतात.
- पाठावर आधारित प्रश्न स्वत: वाचून त्यांची उत्तरे आपल्या शब्दांत लिहू शकतात.
- पाठातील कठीण शब्दांचा अर्थ समजून घेतात..

Application: 'पैशांपेक्षा जीवनमूल्ये मोठी' हे आपल्या शब्दांत स्पष्ट करू शकतात.

ICT Integration / Art Integration : _____

Class assessment/ Recapitulation: कोण कोणास म्हणाले ते सांगा. अशुद्ध लेखन शुद्ध करुन लिहणे.

Homework/ worksheets: शब्दार्थ लेखन पूर्ण करा.

Reference: शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name - Jyoti Jogdand. **Grade - 6**

Subject - Marathi **Month – June**

Topic – (३. गोदावरी) **No. of Periods - 3**

Sub – **गोदावरी, (व्याकरण- शब्दसमूहाबद्दल एक शब्द)**

Specific objectives:

- विद्यार्थी पाठाचे श्रवण व वाचन करतात.
- पाठाच्या माध्यमातून 'बालमजूर' या संकल्पनेची तसेच या संदर्भातील कायद्याची माहिती करून घेतात.

Methodology: स्पष्टीकरण पध्दती, वाचन पद्धती, प्रश्न उत्तर पध्दती.

Activities: 'नद्यांचे महत्व आपल्या जीवनात अनन्यसाधारण आहे या 'विषयावर विद्यार्थी व शिक्षक चर्चा करतात.

Board work: शब्दार्थ, प्रश्न उत्तरे, व्याकरण (उदाहरणे).

Learning outcomes:

- विद्यार्थी गोदावरी नदीचे भौगोलिक महत्व आपल्या शब्दात मांडू शकतात. पाठातील कठीण शब्दांचा अर्थ समजून घेतात.
- समान अर्थाचे शब्द वापरून वाक्ये बनवतात तसेच पाठातील नामांचे नामप्रकारांत वर्गीकरण करतात.
- विद्यार्थी पाठाचे श्रवण व वाचन करतात.

Application: विद्यार्थी गोदावरी नदीचे भौगोलिक महत्व आपल्या शब्दात मांडू शकतात.
ICT Integration / Art Integration : _____

Class assessment/ Recapitulation: विरुद्धार्थी शब्द, वचन बदला, लिंग बदला.

Homework/ worksheets:

Reference: शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name - Jyoti Jogdand.
Grade - 6

Subject - Marathi **Month - June**

Topic – (४. मातृप्रेम) **No. of Periods -** 3

Sub - : **मातृप्रेम (वचन बदला, नाम)**

Specific objectives:

- कवितेची मध्यवर्ती कल्पना समजावून घेतील व आपल्या शब्दांत सांगू शकतील.
- विद्यार्थी पाठाचे वाचन करतील .
- पठावरील प्रश्नांची उत्तरे आपल्या शब्दांत मौखिक व लेखी स्वरुपात मांडू शकतील.

Methodology: स्पष्टीकरण पध्दती, वाचन पद्धती, प्रश्न उत्तर पध्दती.

Activities: 'माझी आई' या विषयावर १० ते १२ ओळी निबंध लिहिणे.

Board work: शब्दार्थ, प्रश्न-उत्तरे.व्याकरण –शब्दसमूहाबद्दल एक शब्द.

Learning outcomes:

- आईवरील प्रेमासाठी मुले काय करू शकतात याविषयीची ही सुंदर कथा सांगतात.
- विद्यार्थी पाठाचे वाचन करतील.
- कथा समजावून घेतील व आपल्या शब्दांत सांगू शकतील.
- पाठातील नवीन शब्दांची ओळख करून त्यांचा अर्थ समजून घेऊन वाक्यांत अचूक उपयोग करतील.

Application: विद्यार्थ्यांना आई आपल्यावर किती जीवापाड प्रेम करते याविषयी कळले. शब्दसमूहाबद्दल एक शब्द उदाहरणे.

ICT Integration / Art Integration : _____

Class assessment/ Recapitulation: 'माझी आई' या विषयावर १० ते १२ ओळी निबंध लिहा.

Homework/ worksheets: पुस्तकातील प्रश्न उत्तरे पूर्ण करा.

Reference: शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name - Jyoti Jogdand. **Grade - 6**

Subject - Marathi **Month – July**

Topic – (५.बदलती नभाचे रंग कसे.) **No. of Periods - 3**

Sub – बदलती नभाचे रंग कसे. (कविता) समानार्थी, विरुद्धार्थी शब्द.

Specific objectives:

- निसर्गात होणाऱ्या बदलांचे चित्रण करणे.
- निसर्गातील आकाश, फूल, फळ, इंद्रधनुष्याचे वर्णन करता येणे.

Methodology: स्पष्टीकरण पध्दती, वाचन पद्धती, प्रश्न उत्तर पध्दती.

Activities: एखादे निसर्गचित्र रेखाटा त्यामध्ये रंग भरा.

Board work: शब्दार्थ, प्रश्न उत्तरे

Learning outcomes:

- विद्यार्थी कवितेचे श्रवण व वाचन करतात.
- कवितेतील कठीण शब्दांचा अर्थ समजून घेतात.
- कवितेवर आधारित प्रश्न स्वत: वाचून त्यांची उत्तरे आपल्या शब्दांत लिहू शकतात.
- सर्वनाम या घटकाच्या उजळणीतून सर्वनामांची संकल्पना दृढ होते.

Application: इतरांच्या गुणांचा आदर करावा, इतरांना कमी लेखू नये.

ICT Integration / Art Integration : - _____

१. Class assessment/ Recapitulation: वाक्प्रचार वहीत लिहून घेणे. कविता शब्दांत मांडता येणे.

Homework/ worksheets: पाठ्यपुस्तकातील कवितेवर आधारित प्रश्नउत्तरे लिहिणे.

Reference: शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name - Jyoti Jogdand.

Grade - 6

Subject - Marathi **Month – July**

Topic – (६. तेनालीराम आणि स्वप्न महाल) **No. of Periods - 3**

Sub – **तेनालीराम आणि स्वप्न महाल, सर्वनाम.**

Specific objectives:

- विद्यार्थ्यांना पाठाच्या माध्यमातून तेनालीरामचा परिचय जवळून होईल.
-

Methodology: वाचन व शब्दोच्चार पद्धती, स्पष्टीकरण पध्दती.

Activities: तेनालीरामच्या चातुर्य कथांचे वर्गात वाचन तयार करणे.
Board work: शब्दार्थ, प्रश्न उत्तरे व्याकरण उदाहरणे.

Learning outcomes:

- विद्यार्थी तेनालीराम विषयी विस्तृत माहिती लेखी किंवा मौखिक स्वरुपात सांगू शकतात.
- पाठातील कठीण व नवीन शब्दांचा अर्थ तसेच कठीण संकल्पना समजून घेतील.
- पाठावर आधारित प्रश्नांची उत्तरे लिहू शकतील.
- सर्वनाम या घटकाच्या उजळणीतून सर्वनामांची संकल्पना दृढ होते.

Application: विद्यार्थी तेनालीराम हा विद्वान व हुशार मंत्री आहे आपल्या शब्दांत सांगू शकतील.
ICT Integration / Art Integration : – _____

Class assessment/ Recapitulation: वाक्यात उपयोग करा.

Homework/ worksheets: पाठ्यपुस्तकातील पाठावर आधारित प्रश्नउत्तरे लिहिणे.

Reference: शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name - Jyoti Jogdand. **Grade - 6**

Subject - Marathi **Month – Augest**

Topic – (७. फुलपाखरू आणि पतंग) **No. of Periods: 3**

Sub – **फुलपाखरू आणि पतंग, (निबंध लेखन)**

Specific objectives:

- पाठाचा अर्थ आपल्या शब्दांत सांगता येणे.
- गर्वाचे घर नेहमी रिकामेच राहते हे या कथेद्वारे सांगता येणे.

Methodology: वाचन, लेखन व पाठांतर पद्धती.

Activities: गर्वाचे घर नेहमी रिकामे यावर आधारित कथा सांगणे.

Board work: शब्दार्थ, प्रश्न उत्तरे, व्याकरण उदाहरणे.

Learning outcomes:

- बढाई मारणाऱ्या पतंगाच्या फजितीची कथा आपल्या शब्दात सांगू शकतात.
- पाठावर आधारित प्रश्नांची उत्तरे आपल्या शब्दांत मौखिक व लेखी स्वरुपात मांडू शकतील.
- विद्यार्थी पाठाचे वाचन करतील .

Application: गर्वाचे घर नेहमी रिकामे विद्यार्थीना लहान ओळीतून मोठा आशय समजला.

ICT Integration / Art Integration : – _____

Class assessment/ Recapitulation: प्रश्न उत्तरे, व्याकरण -निबंध लेखन

Homework/ worksheets: व्याकरण पुस्तकातील कार्य पूर्ण करणे

Reference: : शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name - Jyoti Jogdand.

Grade - 6

Subject - Marathi **Month – Augest**

Topic – (८. आला आला श्रावणमास) **No. of Periods - 3**

Sub – आला आला श्रावणमास–कविता ,विशेषण

Specific objectives:

- श्रावण महिन्यातील पडणारा पाऊस व त्यामुळे होणारे बदल विद्यार्थी शब्दांत मांडू शकतात.
- कवितेतील कठीण शब्दांचा अर्थ समजून घेतात.

Methodology: शब्दार्थ, प्रश्न उत्तरे, कथालेखन.

Activities: श्रावणमासातील निसर्गाचे चित्र रेखाटा व ते रंगवा.
Board work: शब्दार्थ, प्रश्न उत्तरे. व्याकरण- उदाहरणे.

Learning outcomes:

- कवितेतील नवीन शब्द, वाक्प्रचारांचा वाक्यांत उपयोग करता येणे.
- 'विशेषण' या घटकाच्या उजळणीतून विशेषणांची संकल्पना दृढ होते.
- कवितेतील वाक्प्रचारांचा आपल्या वाक्यांत उपयोग करू शकतात.
- कवितेवर आधारित प्रश्न स्वत: वाचून त्यांची उत्तरे आपल्या शब्दांत लिहू शकतात.
- कवितेतील कठीण शब्दांचा अर्थ समजून घेतात..

Application: निसर्गात सुरु असलेल्या या निसर्ग खेळाचे वर्णन करता येणे.
ICT Integration / Art Integration : - _____

Class assessment/ Recapitulation: विद्यार्थ्यांना निसर्गात सुरु असलेल्या या निसर्ग खेळाचे वर्णन करता येणे.

Homework/ worksheets: चित्रवर्णन, व्याकरण पुस्तकातील कार्य पूर्ण करा.

Reference: शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name - Jyoti Jogdand.

Grade - 6

Subject - Marathi **Month – October**

Topic – (९. निसर्गरम्य गोवा**)** **No. of Periods - 3**

Sub – निसर्गरम्य गोवा

Specific objectives :

- विद्यार्थ्यांना पाठाच्या माध्यमातून 'गोवा' या प्रसिद्ध पर्यटन स्थळाचा परिचय जवळून होईल.
- गोव्यातील प्रेक्षणीय स्थळांची नावे सांगू शकतील.

Methodology: वाचन व शब्दोच्चार पद्धती, स्पष्टीकरण पध्दती.

Activities: महाराष्ट्रातील निसर्गरम्य स्थळांची यादी तयार करणे.

Board work: शब्दार्थ, प्रश्न उत्तरे, व्याकरण (उदाहरणे)

Learning outcomes:

- विद्यार्थी 'गोवा' या पर्यटन स्थळाची विस्तृत माहिती लेखी किंवा मौखिक स्वरुपात सांगू शकतात.
- गोवा हे 'पर्यटन स्थळ' सगळ्यांनाच माहीत असणे.
- पाठातील कठीण व नवीन शब्दांचा अर्थ तसेच कठीण संकल्पना समजून घेतील.
- पाठावर आधारित प्रश्नांची उत्तरे लिहू शकतील.

Application: विद्यार्थी गोव्या बद्दलची माहिती आपल्या शब्दांत सांगू शकतील.
गोव्यातील प्रेक्षणीय स्थळांची नावे सांगू शकतील.

ICT Integration / Art Integration : – _____

Class assessment/ Recapitulation: वाक्यात उपयोग करा.

Homework/ worksheets: पाठ्यपुस्तकातील पाठावर आधारित प्रश्नउत्तरे लिहिणे.

Reference: शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name - Jyoti Jogdand.

Grade - 6

Subject - Marathi **Month – October**

Topic – (१०. अभय साधक – डॉ. बाबा आमटे) **No. of Periods - 3**

Sub – अभय साधक – डॉ. बाबा आमटे

Specific objectives:

- विद्यार्थी थोर समाजसेवक बाबा आमटे यांचा परिचय करून घेतील.
- विद्यार्थ्यांना 'समाजसेवा' म्हणजे काय ते माहीत असणे. त्यांचे या बाबतीतील पूर्वज्ञान जागृत करणे.

Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.

Activities: गोष्ट सांगितली.

Board work: शब्दार्थ, प्रश्न उत्तरे. व्याकरण – उदाहरणे

Learning outcomes:

- विद्यार्थी बाबा आमटे यांच्या प्रेरणात्मक कार्याबद्दल बोलू व लिहू शकतात.
- समाजातील वंचित लोकांबद्दल सहानुभूतीची भावना आपल्या शब्दांतून मांडतात.

- विद्यार्थी पाठातून स्पष्ट झालेली मुल्ये आपल्या शब्दांत मांडतील.
- वाक्प्रचारांचा वाक्यांत उपयोग करू शकतील.
- विद्यार्थी पाठाचे श्रवण, वाचन करतील.

Application: अभय साधक – डॉ. बाबा आमटे या व्यक्तिचित्रणात्मक पाठातून त्यांच्या अफाट जीवनकार्याचा परिचय करून घेतात.

ICT Integration / Art Integration : – _____

Class assessment/ Recapitulation: यमक जुळणारे शब्द, जोड्या लावा, वाक्यात उपयोग करा.

Homework/ worksheets: अर्थपूर्ण वाक्य बनवा, वाक्प्रचार.

Reference: शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name - Jyoti Jogdand.

Grade - 6

Subject - Marathi **Month – November**

Topic – (११. अभ्यास कसा करावा? **)** **No. of Periods - 3**

Sub – अभ्यास कसा करावा?

Specific objectives:

- पाठातील कठीण शब्दांचा अर्थ समजून घेतात.
- शुद्धलेखन सराव करतात.

Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.

Activities: शब्द गाडी खेळ खेळणे.

Board work: शब्दार्थ, प्रश्न उत्तरे

Learning outcomes:

- अभ्यास करण्याच्या मनोरंजक युक्त्या आपल्या शब्दांत सांगू शकतात.
- पाठातील नवीन शब्दांचा वाक्यांत उपयोग करता येणे.
- पाठातील कठीण शब्दांचा अर्थ समजून घेतात..
- पाठावर आधारित प्रश्न स्वत: वाचून त्यांची उत्तरे आपल्या शब्दांत लिहू शकतात.

- शुद्धलेखन सराव करतात.

Application: अभ्यासाची आवड निर्माण करणे.

ICT Integration / Art Integration : – _____

Class assessment/ Recapitulation: काळ ओळखा, शुद्धलेखन

Homework/ worksheets: पाठावरील प्रश्न उत्तरे वहीत लिहणे.

Reference: शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name - Jyoti Jogdand.

Grade - 6

Subject - Marathi **Month – November**

Topic – (१२. काय भुललासी वरलीया रंगा**)** **No. of Periods - 3**

Sub – काय भुललासी वरलीया रंगा

Specific objectives:

- अभंगाचा भावार्थ आपल्या शब्दांत सांगता येणे.
- संत चोखामेळा यांच्याबद्दल माहिती सांगता येणे.

Methodology: स्पष्टीकरण पध्दती, वाचन, लेखन व पाठांतर पद्धती.

Activities: संत चोखामेळा यांचे इतर अभंग वर्गात वाचन करणे.

Board work: शब्दार्थ, प्रश्न उत्तरे, जोडशब्द उदाहरणे

Learning outcomes:

- बाह्यरूपापेक्षा आंतरिक भावना अधिक महत्त्वाची असते हे उदाहरणांसहित सांगू शकतात.
- अभंगाचा भावार्थ समजावून घेतील व आपल्या शब्दांत सांगू शकतील.
- अभंगावर आधारित प्रश्नांची उत्तरे आपल्या शब्दांत मौखिक व लेखी स्वरुपात मांडू शकतील .

- विद्यार्थी अभंगाचे वाचन करतील .

Application: विद्यार्थ्यांना काही संतांचा परिचय असणे. विद्यार्थीना लहान ओळीतून मोठा आशय समजला.

ICT Integration / Art Integration : – _____

Class assessment/ Recapitulation: प्रश्न उत्तरे, व्याकरण -निबंध लेखन

Homework/ worksheets: व्याकरण पुस्तकातील कार्य पूर्ण करणे

Reference: शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name - Jyoti Jogdand. **Grade - 6**

Subject - Marathi **Month – December**

Topic – (१३. स्वच्छता सर्वोपरी**)** **No. of Periods - 3**

Sub – स्वच्छता सर्वोपरी

Specific objectives:

- स्वच्छतेचे महत्त्व आपल्या शब्दांत सांगू शकतात.
- पाठातील कठीण शब्दांचा अर्थ समजून घेतात.

Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.

Activities: वर्ग सजावट उपक्रम राबवणे.

Board work: शब्दार्थ, प्रश्न उत्तरे, लिंग बदला, विरुद्धार्थी शब्द.

Learning outcomes:

- स्वच्छतेचे महत्त्व सांगता येणे.
- विद्यार्थी पाठाचे श्रवण व वाचन करतात.
- पाठातील कठीण शब्दांचा अर्थ समजून घेतात..
- पाठावर आधारित प्रश्न स्वत: वाचून त्यांची उत्तरे आपल्या शब्दांत लिहू शकतात.
- क्रियापदांचा वाक्यांत उपयोग करतात.

Application: स्वच्छतेचे महत्त्व आपल्या शब्दांत सांगू शकतात.

ICT Integration / Art Integration : – _____

Class assessment/ Recapitulation: कोण कोणास म्हणाले ले सांगा, लिंग बदला वचन बदला

Homework/ worksheets: पाठ्यपुस्तकातील पाठावर आधारित प्रश्नउत्तरे लिहिणे.

Reference: शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name - Jyoti Jogdand.

Grade - 6

Subject - Marathi **Month – December**

Topic – (१४. नाताळ-ख्रिसमस, **No. of Periods - 3**

Sub – नाताळ-ख्रिसमस, **जाहिरात**

Specific objectives:

- भारत देशात कोणकोणते सण प्रामुख्याने साजरे केले जातात समजते.
- प्रत्येक धर्माचे कोणते प्रमुख सण सांगता येणे.
- ते कसे साजरे केले जातात हे समजतात.

Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.

Activities: आवडता सण या विषयावर निबंध लिहा.

Board work: शब्दार्थ, प्रश्न उत्तरे, लिंग बदला, विरुद्धार्थी शब्द.

Learning outcomes:

- 'नाताळ' - या सणाची माहिती व या सणाचे आपले अनुभव आपल्या शब्दांत सांगू शकतात.
- विद्यार्थी पाठाचे श्रवण व वाचन करतात.
- पाठातील कठीण शब्दांचा अर्थ समजून घेतात.
- पाठावर आधारित प्रश्न स्वत: वाचून त्यांची उत्तरे आपल्या शब्दांत लिहू शकतात.

Application: विद्यार्थी पाठाचे श्रवण व वाचन करतात.

ICT Integration / Art Integration : - _____

Class assessment/ Recapitulation: व्याकरण उदाहरणे, पाठ वाचन.

Homework/ worksheets: पाठ्यपुस्तकातील पाठावर आधारित प्रश्नउत्तरे लिहिणे.

Reference: शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name - Jyoti Jogdand.

Grade - 6

Subject - Marathi **Month – January**

Topic – (१५. आनंदी आनंद गडे**)** **No. of Periods - 3**

Sub – आनंदी आनंद गडे (कविता) निबंधलेखन.

Specific objectives:

- कवितेचे श्रवण आणि गायन करतील .
- कवितेचा भावार्थ समजावून घेतील व आपल्या शब्दांत सांगू शकतील.

Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.

Activities: कविता ताला सुरात म्हणणे.

Board work: शब्दार्थ, प्रश्न उत्तरे, लिंग बदला, विरुद्धार्थी शब्द.

Learning outcomes:

- कवितेचा भावार्थ समजावून घेतील व आपल्या शब्दांत सांगू शकतील.
- कवितेचे श्रवण आणि गायन करतील .
- कवितेचा भावार्थ समजावून घेतील व आपल्या शब्दांत सांगू शकतील.
- कवितेवर आधारित प्रश्नांची उत्तरे आपल्या शब्दांत मौखिक व लेखी स्वरुपात मांडू शकतील .

Application: विद्यार्थी बालकवीं उर्फ त्र्यंबक बापूजी ठोंबरे यांचा परिचय करून घेतील

ICT Integration / Art Integration : – _____

Class assessment/ Recapitulation: यमक जुळणारे शब्द, जोड्या लावा, वाक्यात उपयोग करा.

Homework/ worksheets: व्याकरण पुस्तकातील कार्य पूर्ण करणे.

Reference: शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

ıme - Jyoti Jogdand. **Grade - 6**

Subject - Marathi **Month – January**

Topic – (१६.धाडसी हिरा**)** **No. of Periods - 3**

Sub – धाडसी हिरा, पत्रलेखन.

Specific objectives:

- पाठाद्वारे बाळाच्या प्रेमापोटी छत्रपतींच्या स्वराज्यात राहणारी साहसी,धाडसी 'हिरा' व तिचा पराक्रम समजून घेतात.

Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.

Activities: महाराष्ट्रातील तुम्हाला आवडणाऱ्या किल्ल्यांपैकी कोणत्याही एका किल्ल्याची माहिती मिळवा.

Board work: शब्दार्थ, प्रश्न उत्तरे, पत्रलेखन, निबंधलेखन.

Learning outcomes:

- 'साहसी',धाडसी 'हिरा' व तिचा पराक्रम आपल्या शब्दांत सांगू शकतात.
- विद्यार्थी पाठाचे श्रवण व वाचन करतात.
- पाठातील कठीण शब्दांचा अर्थ समजून घेतात..
- पाठावर आधारित प्रश्न स्वत: वाचून त्यांची उत्तरे आपल्या शब्दांत लिहू शकतात.

Application: विद्यार्थी पाठाचे श्रवण व वाचन करतात.

ICT Integration / Art Integration : – _____

Class assessment/ Recapitulation: व्याकरण उदाहरणे, पाठ वाचन

Homework/ worksheets: पाठ्यपुस्तकातील पाठावर आधारित प्रश्नउत्तरे लिहिणे.

Reference: शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025-26

Teacher's Name: Samiksha Meshram
Grade: VI

Subject: Hindi
Month- April
Topic: **पाठ १ :** आ रही रवि की सवारी No. of periods: 8

Subtopic: आ रही रवि की सवारी
व्याकरण :वर्ण विचार
Specific objective:

- भाषा, लिपि और व्याकरण
- ध्वनियाँ, वर्ण एवं वर्तनी , वर्ण-संयोजन

Methodology: स्पष्टीकरण, पद्य पठन , समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

- कविता–गायन
- प्रकृति से संबधित कोई चित्र बनाकर उसके बारे में लिखना।
- अपनी क्ल्पना से प्राकृतिक उपादानों की बातचीत लिखना।
- अपनी मन की बातें डायरी में लिखना।
- के 'र' विभिन्न रूपों पर चर्चा करना।

Resources: चलचित्र और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ, ध्वनियाँ और वर्ण ,भाषा की लिपियाँ ।

Learning outcomes:

- इक्कसवी सदी की समस्याओं के प्रति जागरूकता।
- लोकगीत परम्परा का परिचय ।
- सौर-मंडल के बारे में जानना ।
- पर्यायवाची शब्द ,समान तुक वाले शब्दों को जानना ।
- भारतीय भाषाएँ तथा उनकी लिपि जानना ।
- वर्णों को तथा वर्तनी के महत्वपूर्ण बिंदुओं को जानना। अनुस्वार – अनुनासिक का प्रयोग जानना ।

Application:

- कविता का सार जानेगें ।

- बच्चे मन की बात बताएँगे ।
- लय के साथ कविता पाठ करेंगे ।
- भारतीय भाषाएँ तथा उनकी लिपि बताएँगे ।
- वर्णों को तथा वर्तनी के महत्वपूर्ण बिंदुओं लेखन में उपयोग करेंगे ।

ICT Integrated:

- Video : कविता का अनिमेशन
- Power Point Presentation – ध्वनियाँ और वर्ण PPT

Extra questions/ Class assessment/ Recapitulation :
(1सूर्य से संबधित कोई सुंदर चित्र बनाकर उसके विषय में पाँच वाक्य लिखिए।

Homework/ worksheets: कविता पठन, शब्दार्थकठिन, शब्द

Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025-26

Teacher's Name: Samiksha Meshram
Grade: VI
Subject: Hindi
-**Month**April
Topic: **पाठ २ :** अन्याय का विरोध
No. of periods: 6

Subtopic: अन्याय का विरोध
व्याकरण : चित्र वर्णन
Specific objective:

- संज्ञा
- अशुद्धी शोधन
- मुहावरे

Methodology: स्पष्टीकरण, कथाकथन-, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

- किसी के साथ हुए अन्याय के विषय में कक्षा में चर्चा करना ।
- "गाँधी जी का सत्याग्रह "विषय पर चर्चा।
- विश्व के प्रमुख देशों की मुद्रा की सूचि तैयार करना ।
- मुहावरे का अर्थ बताते हुए उसका प्रयोग करना विश्व के प्रमुख देशों की मुद्रा की सूचि तैयार करना ।
- चित्र– वर्णन का अभ्यास करना ।

Resources: चलचित्र और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ, ध्वनियाँ और वर्ण

Learning outcomes:

- अन्याय का प्रतिकार करने की प्रेरणा देना ।
- लेखन और वाचन कौशल का विकास।
- व्यावहारिकता ,आत्मनियंत्रण एवं कर्तव्यनिष्ठा का बोध ।
- चिंतन–मनन द्वारा बौद्धिक क्षमता का विकास।
- अशुद्धि शोधन द्वारा भाषा शुद्धता का अभ्यास ।
- चित्र -वर्णन विधा को समझना ।

Application:

- अन्याय को समझकर उसका प्रतिकार करना सीखेंगे ।

- वाक्पटु तथा कर्तव्यनिष्ठ बनेंगे ।
- मुहावरों का अर्थ बता सकेंगे ।

ICT Integrated:

- Video : पाठ का अनिमेशन
- Power Point Presentation – संज्ञा

Extra questions/ Class assessment/ Recapitulation : " (1अन्याय सहन करना उतना ही बड़ा पाप है,जितना अन्याय करना ।" अपने विचार व्यक्त करें ।

Homework/ worksheets: पाठ वाचन

Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025-26

Teacher's Name: Samiksha Meshram
Grade: VI

Subject: Hindi
-Monthjune
Topic: **पाठ ३ :** खाद्य संस्कृति No. of periods: 10

Subtopic: खाद्य संस्कृति
व्याकरण : संज्ञा, लिंग, वचन

Specific objective:

- वर्ण-विच्छेद
- पर्यायवाची शब्द
- विपरीतार्थक शब्द
- सर्वनाम

Methodology: चर्चात्मकपद्धति , कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति

Activities:

- भुखमरी की समस्याओं के विषय पर चर्चा करना ।
- अन्न का महत्तव समझकर विषय पर चर्चा करना, तथा अनुभवो को व्यक्त करना ।
- विश्व खाद्य दिवस पर वाक्य अनुच्छेद लिखना ।

Resources: चलचित्र और पाठ्यपुस्तक

- **Board work**: मुख्य शब्द, शब्दार्थ, पर्यायवाची शब्दों के उदाहरण ,प्रश्न-उत्तर

Learning outcomes:

- अन्न का महत्त्व समझाना ।
- लिखित और मौखिक कौशल का विकास।
- वैश्विक समस्या के प्रति जागरूकता लाना।
- वर्ण विच्छेद तथा सर्वनाम शब्दों की जानकारी प्राप्त करना ।
- विलोम शब्दों को जानना
- संज्ञा के विकार की जानकारी प्राप्त करना ।

Application:

- भूखमरी की समस्या के विरूद्ध उपाय खोजेंगे।
- सामाजिक तथा भावनात्मक ,चिंतन का विकास।
- पर्यायवाची शब्द की जानकारी लेना।
- संज्ञा के विकार का अभ्यास कार्य करना ।

ICT Integrated:

- Video : पाठ ॲनिमेशन
- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation : (1भोजन केवल स्वाद के लिए ही नहीं बल्कि शरीर और मन के लिए भी संतोषप्रद होना चाहिए । विषय पर अपने विचार लिखिए।

Homework/ worksheets: शब्दार्थ लिखें , खुशी के पल अपनी (२७- पेज) पाठ्यपुस्तक में करें ।

Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025-26

Teacher's Name: samiksha Meshram
Grade: VI

Subject: Hindi
-MonthJuly
Topic: **पाठ 4 .गिल्लू**
No. of periods: 6

Subtopic: **गिल्लू** **व्याकरण :**

लेखन : अनुच्छेद लेखन

Specific objective:

- विशेषण
- लिंग
- भाववाचक संज्ञा

Methodology: अभिनय पद्धति, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

- पशु-पक्षियों के संरक्षण के लिए अपने कर्तव्यों की चर्चा करना ।
- विलुप्ति के कगार पर खड़े जीवों की सूची बनाना ।
- विभिन्न विषयों में अनुच्छेद लेखन की चर्चा करना ।

Resources: चलचित्र और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ, प्रश्न उत्तर ,सर्वनाम के भेद तथा उदाहरण

Learning outcomes:

- पशु-पक्षियों के साथ प्रेमपूर्ण व्यवाहर सिखाना ।
- रेखाचित्र विधा का परिचय ।
- शब्द- भण्डार में वृद्धी ।
- पशु-पक्षियों की स्वभावगत विशेषता को जानना ।
- अनुच्छेद लेखन विधा की जानकारी प्राप्त करना ।

Application:

- जीवों से प्रेम करेंगे ।
- पशु-संरक्षण के उपायों में रूचि लेंगे ।
- व्याकरणीय बिन्दुओं का ज्ञान सुदृढ़ होना ।

ICT Integrated:

- Video : पाठ ॲनिमेशन
- Power Point Presentation –

Extra questions/ Class assessment/ Recapitulation : एक छात्र के रूप में आप पशु-पक्षी हिंसा पर रोकथाम में क्या योगदान देना चाहेंगे?

Homework/ worksheets: पाठ में आए संयुक्त व्यंजन वाले शब्द छाँटकर लिखिए।

Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025-26

Teacher's Name: samiksha Meshram
Grade: VI

Subject: Hindi
-MonthJuly
Topic: **पाठ ५ : अभी समय है** No. of periods: 6

Subtopic: **अभी समय है**

Specific objective:

- विलोम शब्द
- काल
- अनुनासिक और अनुस्वार शब्द

Methodology: समूह और प्रश्नोत्तर अध्यापन पद्धति। स्पष्टीकरण, पद्य पठन

Activities:

- आलस्य' के नुकसानों' इस पर एक सुची बनाना
- परिश्रम के महत्त्व के अनुभव पर पर चर्चा करेंगे।
- पाँच भारतीय भाषाओँ में वाक्य लिखना।
- शब्दों के अर्थ समझते हुए वाक्य बनाएँगे।

Resources: चलचित्र और पाठ्यपुस्तक

- **Board work**: मुख्य शब्द, शब्दार्थ, अशुद्द शब्दो के शुद्ध शब्द , शुद्ध वाक्य

Learning outcomes:

- जीवन की उद्यमशीलता के महत्तव को समझना।
- समय की महत्ता का बोध।
- अभिव्यक्ति कौशल का विकास।
- जीवन के मर्म को समझना ।

Application:

- समय पर काम करना सीखेंगे।
- परिश्रम के महत्त्व को जानेगे।
- काल का ज्ञान होगा।

ICT Integrated:

- Video : पाठ ॲनिमेशन
- Power Point Presentation –

Extra questions/ Class assessment/ Recapitulation : (1"केवल समय की कद्र करने वाले लोग ही जीवन में सफल होते हैं ।" तर्क दीजिए ।

Homework/ worksheets: 'समय का महत्त्व' विषय पर एक अनुच्छेद लिखिए ।

Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025-26

Teacher's Name: Samiksha Meshram
Grade: VI

Subject: Hindi
-**Month**August
Topic: **पाठ ६ - घंटियाँ** No. of periods: 7

Subtopic: . **घंटियाँ** **व्याकरण** : सर्वनाम ,पर्यायवाची शब्द ,विलोम शब्द

Specific objective:

- वचन
- क्रिया-विशेषण

Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

- 'ध्वनियों के महत्त्व' विषय पर चर्चा
- लेखक परिचय बताना ।
- मुहावरों के प्रयोग से वाक्य बनाएंगे ।
- मौखिक लिखित अभ्यास- ।
- सर्वनाम, विलोम शब्द का अभ्यासकार्य करना ।

Resources: चलचित्र और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ, मुहावरो के उदाहरण , अभ्यास कार्य

Learning outcomes:

- प्रकति के समय-संतुलन को समझना।
- व्यावहारिक ज्ञान, भाषा ज्ञान, श्रवण कौशल को बढाना।
- तकनिकी शब्दों द्वारा ज्ञान-वृद्धी ।
- मुहावरों का ज्ञान ।
- विभिन्न प्रकार की ध्वनियों के महत्त्व को जानना ।
- सर्वनाम की परिभाषा तथा उसके भेदों की जानकारी प्राप्त करना ।
- विलोम शब्द तथा कहानी लेखन की विधा को जानना ।

Application:

- समय के महत्त्व को जानेगे ।
- व्याकरणीय बिन्दुओं का ज्ञान सुदृढ़ होना ।
- ध्वनियों का जीवन में महत्व समझेंगे ।

ICT Integrated:

- Video : पाठ ॲनिमेशन
- Power Point Presentation –

Extra questions/ Class assessment/ Recapitulation : सड़क का ध्वनि प्रदुषण पर विचार व्यक्त करें ।

Homework/ worksheets: वचन बदलकर लिखिए ।

Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025-26

Teacher's Name: samiksha Meshram

Grade: VI

Subject: Hindi

-Month September

Topic: **पाठ ७ : मेरी यूरोप यात्रा** No. of periods: 7

Subtopic: **मेरी यूरोप यात्रा** **लेखन :** पत्र लेखन

Specific objective:

- प्रत्यय
- विशेषण
- श्रुतिसम शब्द

Methodology: पाठ वर्णन प्रणाली , कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

- पर्यटन को बढ़ावा देने वाले स्लोगन लिखना ।
- लेखक परिचय बताना
- लंबी यात्रा करने या न करने के कारणों पर विचार करना
- प्रमुख वैश्विक स्थलों के बारे में जानकारी एकत्रित करना

Resources: चलचित्र और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ, द्वित्व व्यंजन के शब्द

Learning outcomes:

- विश्व की प्राचीन सभ्यता और संस्कृति से परिचित कराना।
- पर्यटन की प्रवृत्ति को बढ़ावा देना ।
- विश्लेष्णात्मक क्षमता का विकास ।
- वैश्विक प्राकतिक विविधताओं को जानना- समझना ।
- भाषा में विराम चिह्न के महत्त्व को समझना ।
- पत्र लेखन विधा के पदों को जानेगे ।

Application:

- पर्यटन प्रविति को बढ़ावा मिलेगा ।
- विश्व की प्राचीन सभ्यता और संस्कृति से परिचित होंगे ।
- विभिन्न विषयों पर पत्र लेखन विधा को पर चर्चा करना ।

ICT Integrated:

- Video : पाठ का अनिमेशन

- Power Point Presentation –

Extra questions/ Class assessment/ Recapitulation : 'जैसा-देश ,वैसा भेष' इस विषय में चर्चा करें ।

Homework/ worksheets: किसी पर्यटन-स्थल की सुरक्षा हेतु कौन-कौन सी सावधानियाँ बरतनी चाहिए लिखिए ?

Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025-26

Teacher's Name: samiksha Meshram
Grade: VI

Subject: Hindi
-MonthOctober
Topic: **पाठ ८ -डॉ .भीमराव अंबेडकर** No. of periods: 6

Subtopic: **डॉ .भीमराव अंबेडकर**
व्याकरण :विशेषण
Specific objective:

- र और ऋ में अंतर
- अनेक शब्दों के लिए एक शब्द
- प्रत्यय
- भाववाचक संज्ञा

Methodology: पाठ वर्णन प्रणाली , कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

- 'विद्या धन-सा धन नहीं' विषय पर अनुच्छेद लिखेंगे ।
- मौखिक-लिखित अभ्यास ।
- परिवार का लघु सविधान तैयार करना ।
- सामाजिक भेदभाव के दुष्परिमाण पर चर्चा करना ।
- विशेषण संबधी अभ्यास कार्य ।

Resources: चलचित्र और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ, अभ्यास कार्य

Learning outcomes:

- सवैधानिक मूल्यों का विकास ।
- सामाजिक विषमताओं का स्वरुप एवं उनका सामाधान।
- आज़ादी के पूर्व की सामाजिक व्यवस्था को समझना ।
- डॉ .भीमराव अंबेडकर के संघर्ष को जानना ।
- विशेषण की परिभाषा तथा उसके भेदों को जानना ।

Application:

- शिक्षा की महत्ता से परिचित होंगे ।
- बच्चों में सामाजिक तथा भावनात्मक गुणों का विकास होगा ।
- सकारात्मक बिन्दुओं के अभ्यास द्वारा ज्ञान सुदृढ़ होगा ।

ICT Integrated:

- Video : पाठ का अनिमेशन
- Power Point Presentation –

Extra questions/ Class assessment/ Recapitulation : 'बालविवाह क्यों - नहीं होना चाहिए?' इस विषय में चर्चा करें।

Homework/ worksheets: पाठ में आए योजक चिह्न वाले शब्दों के लिखिए।

Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan

Teacher's Name: samiksha Meshram
Grade: VI

Subject: Hindi

-MonthOctober

Topic: **पाठ ९ -तुलसीदास और कबीरदास के दोहे (दोहे (** No. of periods: 7

Subtopic: **तुलसीदास और कबीरदास के दोहे (दोहे (** **व्याकरण :** मुहावरे

Specific objective:

: पर्यायवाची शब्द

संज्ञा के भेद

Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

- दोहों का लययुक्त वाचन करना ।
- तुलसीदास तथा कबीरदास के जीवन परिचय पर चर्चा करना ।
- दोहों से मिली सीख का दैनिक जीवन में उपयोग पर चर्चा ।
- ज्ञानवर्धक दोहे एकत्र करना और कंठस्थ करना।
- विभिन्न मुहावरों का वाक्यों में प्रयोग ।

Resources: चलचित्र और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ, पाठ संबंधी अभ्यास कार्य

Learning outcomes:

- भारत के संत -कवियों का परिचय ।
- अभिव्यक्ति कौशल एवं सृजनात्मक कला का विकास ।
- व्यावहारिकताधैर्य, मृदुवाणी, आत्मनियंत्रण, जैसे जीवन मूल्यों का विकास ।
- मानक-वर्तनी का अभ्यास ।
- विभिन्न उदाहरणों के माध्यम से मुहावरों को समझना ।

Application:

- बच्चे काल तथा उसके तीन प्रकार को समझेंगे।
- बच्चों में सामाजिक तथा भावनात्मक गुणों का विकास होगा ।
- छात्र विशेषण तथा उसके भेदों को विभिन्न उदाहरणों से समझेंगे।

ICT Integrated:

- Video : पाठ का अनिमेशन
- Power Point Presentation –

Extra questions/ Class assessment/ Recapitulation :

'क्या आपको अपने स्वाभाव को बदलने की आवश्यकता है?' इस विषय में चर्चा करें।

Homework/ worksheets: वाक्य बनाइए पृष्ठ क्रमांक ७६ पाठ्यपुस्तक में किजिए।

Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025-26

Teacher's Name: Samiksha Meshram
Grade: VI

Subject: Hindi
-MonthNovember
Topic: **पाठ १० गाँव बड़ा या शहर** No. of periods: 8

Subtopic: **गाँव बड़ा या शहर** श्रुतिसमभिन्नार्थक शब्द
लेखन : संवाद लेखन

Specific objective:
: विलोम शब्द
सर्वनाम
कारक चिह्न

Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

- जनसंख्या वृद्धी के दुष्परिमाणों पर अनुच्छेद-लेखन
- गाँवों की बदलती जीवन-शैली पर चर्चा ।
- गाँवों और शहरों की विशेषताओं को बताना।
- संवाद लेखन विधा पर चर्चा ।

Resources: चलचित्र और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ, पाठ संबंधी अभ्यास कार्य

Learning outcomes:

- गाँव की समस्याओं के प्रति जागरूकता ।
- वाचन और लेखन कौशल का विकास
- तुलनात्मक अध्ययन एवं मानसिक योग्यता का विस्तार।
- कृषि एवं पशुपालन की महत्ता को समझना ।
- स्वच्छता के महत्त्व की जानकारी प्राप्त करना ।
- संवाद लेखन का ज्ञान ।
- श्रुतिसमभिन्नार्थक शब्दों की जानकारी प्राप्त करना ।

Application:

- गाँव की समस्या को समझेंगे।
- व्याकरणीय बिन्दुओं से परिचित होंगे ।
- गाँव तथा शहर की सकारात्मक बातों को अपनाएंगे|

ICT Integrated:

- Video : पाठ का अनिमेशन
- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation : गाँव और शहर की विशेषताएं लिखिए|

Homework/ worksheets: मुहावरों का प्रयोग करें |

Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025-26

Teacher's Name: samiksha Meshram
Grade: VI

Subject: Hindi
-MonthDecember
Topic: **पाठ११ मिठाईवाला** No. of periods: 7

Subtopic: **मिठाईवाला** **व्याकरण :** क्रिया ,काल

Specific objective:

- **:** विराम चिह्न
- अशुधी शोधन

Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

- जीवन एक ,रंग अनेक विषय पर चर्चा करना ।
- फेरीवालों की समस्याओं की सूची बनाए।
- पाठ संबधी रचनात्मक गतिविधियाँ करना ।
- क्रिया तथा काल का अभ्यास कार्य करना ।

Resources: चलचित्र और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ, अभ्यास कार्य

Learning outcomes:

- आत्मविश्लेषण शैली की समझ का विकास ।
- मानवीय मूल्यों की समझ का विकास ।
- फेरीवाले के बारे में जानना ।
- खुशियों को बटोरने की कला का ज्ञान ।
- क्रिया तथा काल के भेदों की जानकारी प्राप्त करना ।

Application:

- छात्र हर परिस्थिति में खुश रहने की कला सीखेंगे।
- विद्यार्थियों में समानता तथा सत्कार की भावना का विकास होगा।
- छात्र श्रम का महत्त्व समझेंगे।

ICT Integrated:

- Video : पाठ का अनिमेशन
- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation : 'फेरीवाला और कौन-कौन से सामन बेच सकता था? ' इस विषय में चर्चा करें।

Homework/ worksheets: पाठ में आए दवित्व व्यंजन वाले शब्द छांटकर लिखिए|

Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025-26

Teacher's Name: samiksha Meshram
Grade: VI

Subject: Hindi
-Month January
Topic: **पाठ१२ मिथिला की मधुबनी** No. of periods: 7

Subtopic: **मिथिला की मधुबनी** **व्याकरण**: अविकारी शब्द , वाक्यांशों के लिए एक शब्द

Specific objective:

- अनेक शबों के लिए एक शब्द
- लिंग
- वाक्य

Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

- लोककला के संरक्षण के विषय में जानकारी एकत्र कीजिए।
- विभिन्न व्याकरणीय बिन्दुओं के अभ्यास से ज्ञान बढ़ाना।
- कला दिवस पर शिक्षक को भावपूर्ण संदेश लिखना।
- अविकारी शब्द , वाक्यांशों के लिए एक शब्द का अभ्यास कार्य करना

Resources: चलचित्र और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ, , पाठ संबंधी अभ्यास कार्य

Learning outcomes:

- भारतीय लोककला तथा संस्कृति की समझ का विकास ।

- साक्षात्कार शैली से परिचय ।
- महीला सशक्तिकरण को समझना ।
- कला का प्रकृति से संबंध जानना ।
- मिथिला की मधुबनी पेंटिंग के बारे में जानना ।
- अविकारी शब्द , वाक्यांशों के लिए एक शब्द की जानकारी प्राप्त करना ।

Application:

- लोककलाओं के संरक्षण की भावना का विकास।
- अपनी संस्कृति से जुडाव होगा ।
- मधुबनी पटिंग के बारे में जानेंगे ।

ICT Integrated:

- Video : पाठ का अनिमेशन
- Power Point Presentation –

Extra questions/ Class assessment/ Recapitulation : विभिन्न प्रकार की कला की चर्चा किजिए।

Homework/ worksheets: नुक्ता लगाकर शब्द बनाइए ।

Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025-26

Teacher's Name: samiksha Meshram
Grade: VI

Subject: Hindi
-Month January
Topic: **पाठ१३ :** कमल,आज उनकी जय बोल No. of periods:
6

Subtopic: कमल,आज उनकी जय बोल **लेखन :** पत्रलेखन) औपचारिक **)**

Specific objective:
:लिंग, वचन, कारक , अनुच्छेद लेखन

Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

- सेना-दिवस के विषय में अनुच्छेद लिखिए ।
- देश के १० स्वतंत्रता सेनानियों का जीवन परिचय तैयार करे ।
- विभाजन के समय भारत की परेशानियों पर चर्चा करना ।
- विभिन्न विषयों पर पत्र लिखने का अभ्यास ।

Resources: चलचित्र और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ, पाठ संबंधी अभ्यास कार्य

Learning outcomes:

- शहीद सैनिकों का गुणगान करना ।
- वैचारिक विश्लेषण की समझ ।
- बच्चों में देशभक्ति का भाव जगाना ।
- सैनिकों के साहस और बलिदान की भावना से परिचय कराना ।
- तकनिकी कौशल का विकास ।
- पत्रलेखन (औपचारिक **)** की विधा को समझना

Application:

- वीरता की भावना का विकास होगा ।
- शहीदों तथा वीरों के प्रति सम्मान की भावना जागेगी ।
- छात्रों मे देशभक्ति और देश प्रेम कि भवना जागृत होंगी।

ICT Integrated:

- Video : पाठ का अनिमेशन

Extra questions/ Class assessment/ Recapitulation :"साहसी का जीवन ही जीवन है। "इस विषय में चर्चा करें।

Homework/ worksheets: शहीद होने और मरने में क्या अंतर है? लिखिए ।

Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025-26

Teacher's Name: samiksha Meshram
Grade: VI

Subject: Hindi
-MonthFebruary
Topic: १४ :पक्की दोस्ती No. of periods: 5

Subtopic: पक्की दोस्ती
Specific objective:
:क्रियाविस्मयादिबोधक , शब्द

Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

- शब्दों को शब्दकोश क्रम के अनुसार व्यवस्थित करना ।
- 'ख़ुशी के पल' पर चर्चा करना
- रेल्वे जंक्शन,टर्मिनल और सेन्ट्रल का अंतर बताना ।

Resources: चलचित्र और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ, प्रश्न-उत्तर , पाठ संबंधी अभ्यास कार्य

Learning outcomes:

- वैज्ञानिक दृष्टिकोण और तर्क शक्ति का विकास
- कठिन शब्दों को समझने का नया नजरिया विकसित करना ।
- शब्दकोश क्रम और क्रिया भेद की जानकारी ।

Application:

- छात्र विज्ञानगणित , जैसे जटिल विषयों को नए दृष्टिकोण से समझेंगे ।
- छात्रों में तर्कशती का विकास होगा ।
- विद्यार्थियों में उत्तम गुणों की जिज्ञासा उत्पन्न होगी।

ICT Integrated:

- Video : पाठ का अनिमेशन

Extra questions/ Class assessment/ Recapitulation : ज्ञान हमारे चारों ओर बिखरा हुआ है |विषय पर चर्चा करें ।

Homework/ worksheets: विस्मयादिबोधक शब्दों से वाक्य बनाइए।–पृष्ठ क्रमांक ११७

Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Mrs. Siddhi Class:6

Subject: Math Month: April

Topic: Patterns in mathematics No. of periods- 11

Subtopic:

- What is Mathematics
- Patterns in Numbers
- Visualizing Number system
- Relation among Number system
- Another Relation between sequences
- Patterns in shapes

Specific objective:

- Students can identify patterns in numbers and form number sequences.
- Students will be able to visualize Number sequence using picture,
- Students will be able to understand relation among different number sequence.
- Students will be able to demonstrate understanding of shape patterns.
- Students will be able to find ways in which shape sequences are related to number sequences.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

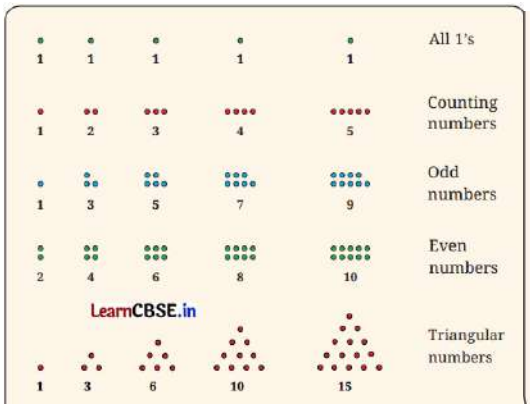
- Show different numbers patterns on table chart to understand pattern.

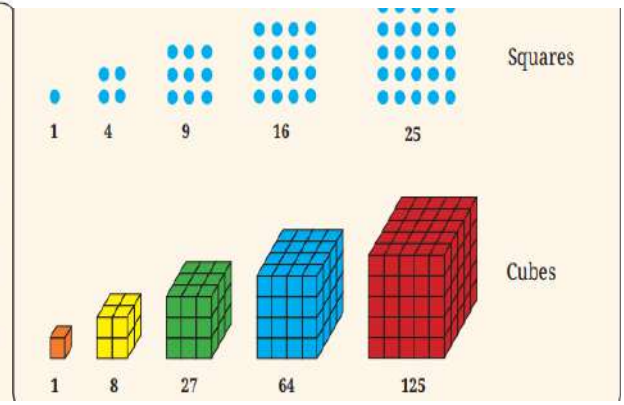
Resources:

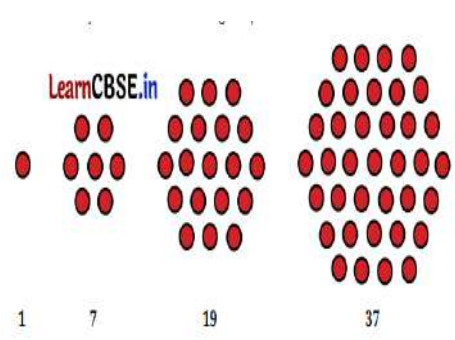
Number line, textbook, black board

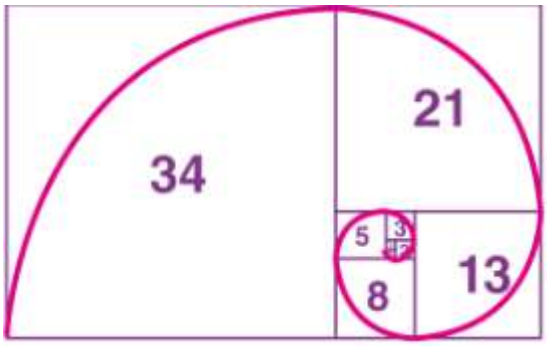
Board work:

:









Learning outcomes:
Learner will be able to-

- Draw the basic patterns of odd, even, triangular, squares and cubes, Virahanka Fibonacci s
- Solve shape sequences also possess some interesting relationships with number sequence.

ICT Integrated:

- Video
- PowerPoint presentation

Application:

- Learners will be able to read and write 8 digits numbers.

Extra questions/ Class assessment/ Recapitulation:

- Class test will be conducted.

- Extra questions will be provided to practice.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal textbook, vivadigital.com, Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Mrs. Siddhi Class: 6
Subject: Math Month: July
Topic: Lines and Angles No. of periods- 11

Subtopic:

- Points
- Lines and line segment
- Ray
- Angle
- Comparing angles with Circular tracing paper
- Comparison of Line segments by tracing
- Different type of angles
- Protractor
- Measuring an angle by protractor

Specific objective:

- Students will be able to understand the basic concept of some geometrical entities such as point, lines, segments and ray.
- Students will be able to understand the concept of angles and their types
- Students will be able to draw and measure an angle with the help of protractor.
- Students will be able to compare lines and angles with tracing paper.
- Students will be able to classify pair of angles as complementary and supplementary.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

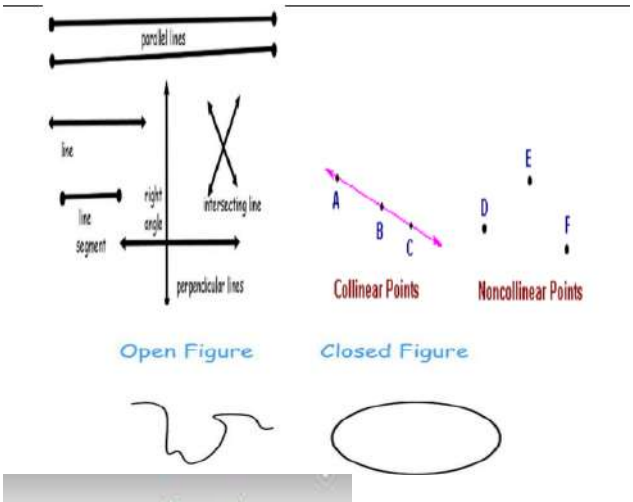
Activities:

- Lab Activity: Identifying types of angles using paper folding technique.

Resources:

textbook, black board, matchsticks

Board Work:







Learning outcomes:

Learner will be able to-

- Identify and define- line, line segment, ray, collinear points, non-collinear points.
- Differentiate between line, line segment and ray.
- Identify intersecting, concurrent, parallel and perpendicular lines.
- Draw a different types of angles
- Identify the supplementary and complementary angles.

ICT Integrated:

- Video
- PowerPoint presentation

Application:

Students can apply this concept to draw architectural designs or projects.

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them q questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal textbook, vivadigital.com, Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Mrs. Siddhi

Class: 6

Subject: Math

Month: August

Topic: Playing with Numbers

No. of periods- 19

Subtopic:

- Numbers which Neighbors whisper
- Supercells
- Patterns of numbers on the number line
- Playing with digits
- Beauty of palindromic numbers with interesting patterns
- Magic of kaprekar number
- Clock and calendar numbers
- Collatz conjecture-An Unsolved Mystery
- Estimation an easy way to count

Specific objective:

Students will be able to

- Understand the concept of least value or greatest value (supercells) relative to its neighbors
- Identify patterns of numbers on the number line
- Appreciates the role of digit, beauty of palindromes, clock and calendar numbers
- Verify the magic of number of kaprekar
- Develop skill for computational thinking
- Discover number patterns
- Understand my mystery of Collatz conjecture
- Do simple estimation and develop strategies to win games

Methodology:

- Activity based learning
- Problem solving method and strategic thinking

- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

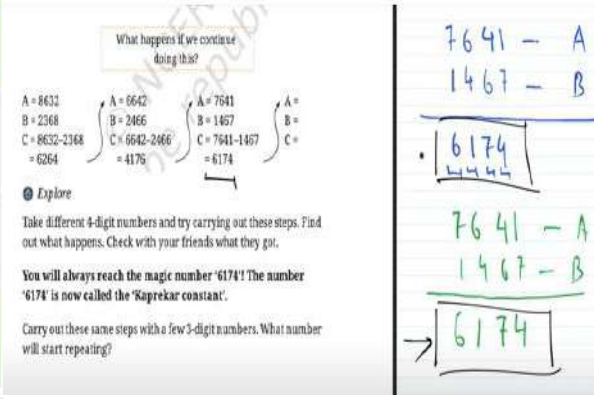
- Group activity: winning strategies games

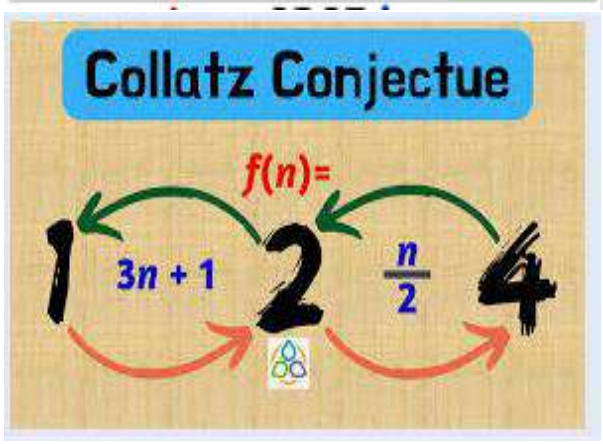
Resources:

textbook, black board

Board work:

2430	7500	7350	9870
3115	4795	9124	9230
4580	8632	8280	3446
5785	1944	5805	6034





Learning outcomes:

- Students can find supercells.
- Students can solve palindrome number examples
- Students can find the kaprekar constant 6174
- Students can do collatz conjecture.

ICT Integrated:

- Video
- PowerPoint presentation

Application:

Learner can apply mathematical operations, LCM and HCF to solve problems in real life (How many tables should be arranged for 48 guests so that each table has equal number of guests without anybody left?)

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask the oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answ for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal textbook, vivadigital.com, Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Mrs. Siddhi
Class: 6
Subject: Math Month: October
Topic: Data Handling and presentation No. of periods- 8

Subtopic:

- Collection and organization of data
- Types of Data
- Pictorial Representation of Data
- Bar Graphs
- Construction of Bar graph
- Infographics

Specific objective:

- Students will be able to understand how to handle numerical data and know the meaning of raw data.
- Students will be able to differentiate between primary and secondary data.
- Students will be able to organize data using tally marks.
- Students will be able to represent and interpret data using pictographs and bar graphs.
- Students will be able to understand and appreciate the advantages and disadvantages of infographics.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

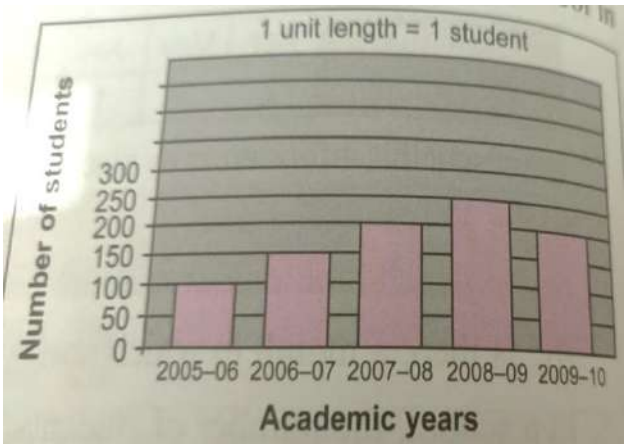
Activities:

- Conduct a survey and prepare a list of months in which each student of the class is born. Construct a pictograph and bar graph for the same.

Resources:

Red and blue coloured strips, number line, textbook, black board

Board work:





Learning outcomes:

- Students will be able to understand about the properties of bar graphs and how to construct a ba graph
- Students will read and interpret pictographs and bar graphs.

ICT Integrated:

- Video
- PowerPoint presentation

Application:

Learners will be able to read and represent bar graph.

Extra questions/ Class assessment/ Recapitulation:

- Class test will be conducted.
- Extra questions will be provided to practice.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal textbook, vivadigital.com, Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Mrs. Siddhi
Class: 6
Subject: Math
Month: April/June
Topic: Prime Time (Multiples and factors) No. of periods- 9/8

Subtopic:

- Factors and their multiples
- Types of numbers
- Test of divisibility and some property of divisibility
- Common factors and multiples
- Co-prime numbers
- Prime Factorization
- HCF and LCM

Specific objective:

- Students will be able to understand the concept of factors and multiplies with their properties.
- Students will be able to differentiate numbers on the basis of even, odd, prime and composite numbers.
- Students will be able to check whether a given number is exactly divisible by another number by using the divisibility test.
- Students will be able to understand the concept of prime factorization of a number using long division and factor tree method.
- Define co-prime numbers and apply prime factorization.

Methodology:

- Activity based learning
- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

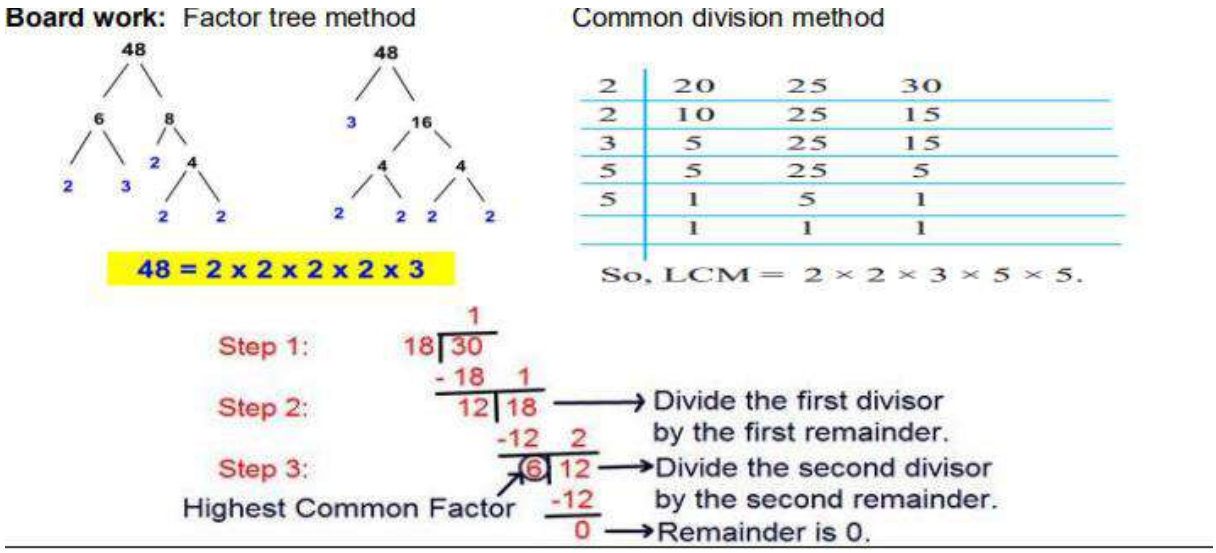
Activities:

- Lab Activity: Find the prime and composite numbers using Sieve Method.
- Lab Activity: Finding HCF of two numbers using coloured strips.
- Lab activity: Finding LCM of two numbers using coloured strips

Resources:

textbook, black board

Board work:



Divisibility Rules	
A number is divisible by	
2	If last digit is 0, 2, 4, 6, or 8
3	If the sum of the digits is divisible by 3
4	If the last two digits is divisible by 4
5	If the last digit is 0 or 5
6	If the number is divisible by 2 and 3
7	cross off last digit, double it and subtract. Repeat if you want. If new number is divisible by 7, the original number is divisible by 7
8	If last 3 digits is divisible by 8
9	If the sum of the digits is divisible by 9
10	If the last digit is 0
11	Subtract the last digit from the number formed by the remaining digits. If new number is divisible by 11, the original number is divisible by 11
12	If the number is divisible by 3 and 4

Learning outcomes:

- Students can find factors and multiples of a number.
- Students can check whether a number is divisible by a number by applying the divisibility rules.
- Students can understand factor tree method, common division method and long division method.
- Students can do prime factorization HCF and LCM.

ICT Integrated:

- Video
- PowerPoint presentation

Application:

Learner can apply mathematical operations, LCM and HCF to solve problems in real life (How many tables should be arranged for 48 guests so that each table has equal number of guests without anybody left?)

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask the oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answ for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal textbook, vivadigital.com, Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Mrs. Siddhi
Class:6
Subject: Math
Month: November
Topic: Perimeter and Area No. of periods: 11

Subtopic:

- Perimeter
- Area
- Units of Area
- Area of a square and rectangle

Specific objective:

Students will be able to

- Defining and finding the perimeter of irregular shapes.
- Understand the difference between perimeter and area
- Evaluate perimeter and area of standard closed figures
- Convert one unit of area into another
- Estimate area of closed figure
- Solved problem related to daily life.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

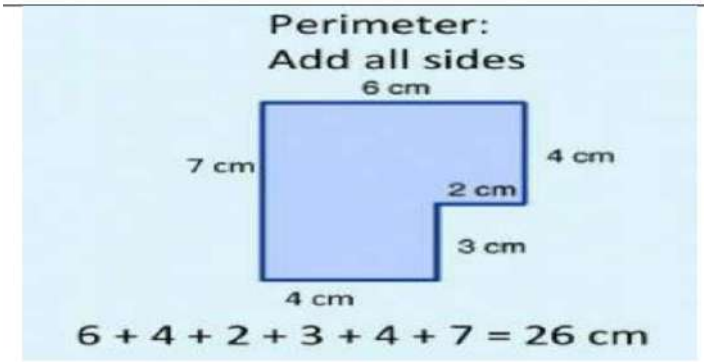
Activities:

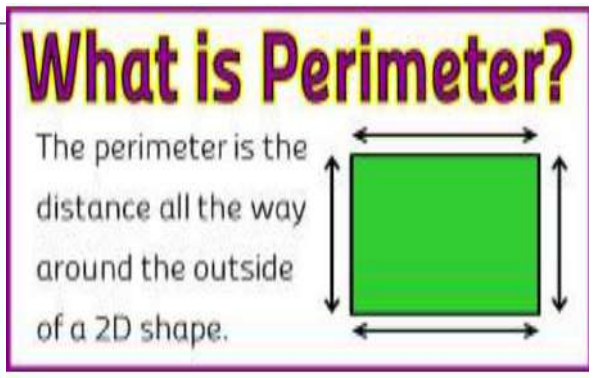
- Lab activity: Finding the perimeter and area of polygon using a square grid.
- Lab activity: Find the area of irregular figures on grid paper.

Resources:

textbook, black board, leaves, cutout of shapes

Board work





Learning outcomes:

- Students will able to know how to find perimeter and area of polygons.
- Students will able to derive the formula for the perimeter of rectangle and square.
- Students will able to define and find the perimeter of irregular shapes
- Students will able to find the area of enclosed figure.
- Students will able to find the area of rectangles.

ICT Integrated:

- Video
- PowerPoint presentation

Application:

- Learners can apply the concept to solve problems in real life.

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answer performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal textbook, vivadigital.com, Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Mrs. Siddhi
Class:6
Subject: Math
Month: October
Topic: Fractions No. of periods- 8

Subtopic:

- Representation of Fractions on a number line
- Proper, improper and mixed fraction
- Changing an improper fraction into mixed fraction
- Simplest form of fraction
- Like and unlike Fraction
- Compression of fractions

- Addition and subtraction of Fraction

Specific objective:

- Students can understand and represent fractions on a number line.
- Students will be able to represent the fractions on a number grid.
- Students will be able to define proper, improper and mixed fractions
- Students will be able to do the conversion of mixed fraction into improper fraction and improper fraction into mixed fractions.
- Students will be able to check whether two or fractions are equivalent.
- Students will be able to compare like and unlike fractions
- Students will be able to understand addition and subtraction of various types of fractions

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

- Lab Activity: Comparison of fractions using fraction strips.

Resources:

Fraction strips, black board, textbook

Board work:

Types of Fractions

Proper Fractions: $\frac{2}{3}$ $\frac{5}{7}$ $\frac{8}{12}$ $\frac{100}{250}$

Improper Fractions: $\frac{5}{3}$ $\frac{7}{2}$ $\frac{18}{10}$ $\frac{240}{175}$

Mixed Numbers: $1\frac{2}{3}$ $4\frac{7}{9}$ $6\frac{1}{5}$ $12\frac{3}{4}$

$$\frac{3}{4} + \frac{1}{3} = \frac{3 \times 3}{4 \times 3} + \frac{1 \times 4}{3 \times 4}$$

$$= \frac{9}{12} + \frac{4}{12}$$

$$= \frac{13}{12} = 1\frac{1}{12}$$



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

Learning outcomes:

Learner will be able to-

- Students will able to represent fractions on a number line
- Students will able to convert a fraction into simplest form.
- Students will able to do comparison of fractions.
- Students will able to do addition and subtraction of fractions.

ICT Integrated:

- Video
- PowerPoint presentation

Application:

Learners will be able to apply the concept in real life to divide things equally

Extra questions/ Class assessment/ Recapitulation:

- Class test will be conducted.
- Extra questions will be provided to practice.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal textbook, vivadigital.com, Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Mrs. Siddhi
Subject: Math
Topic: Practical Geometry

Class: 6
Month: January
No. of periods- 18

Subtopic:

- Curve
- Some instrument used in construction
- Construction of Line segment using a Ruler and compass
- Construction of circle when its radius is known
- Squares and Rectangles
- Rotation of square and rectangle
- Construction of square
- Alternate method to obtain points D and C
- Construction of Rectangle
- Alternate method to obtain point S
- Locate a point Equidistant from two given points

Specific objective:

Students will be able to

- Draw a line segment of the given length
- Construct a circle of given radius with the help of compass
- Use a ruler and compass to construct a square and a rectangle
- Apply construction techniques to draw different figures and patterns we see around us.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

- Constructing perpendicular lines, square and rectangle .

Resources:

ruler, protractor, rounder, VIva textbook, blackboard

Board work:

The steps for square construction are as follows:

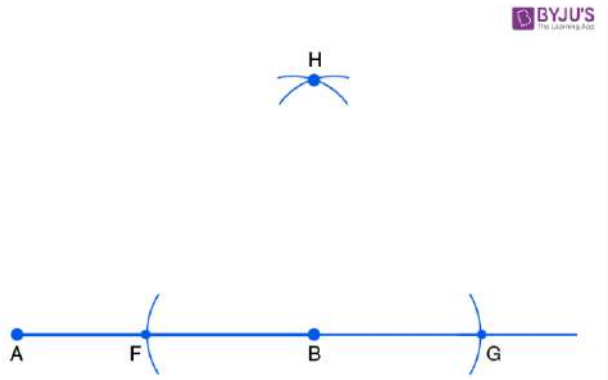
- **Step 1:** Draw a line segment AB of 5 cm.



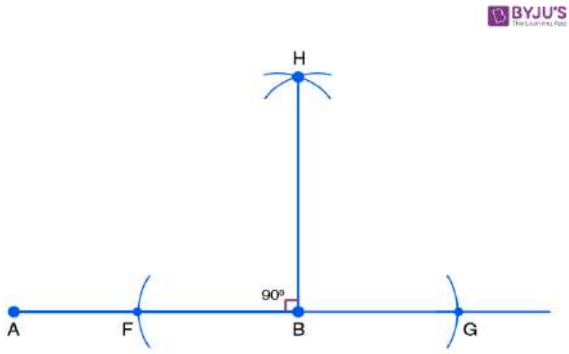
- **Step 2:** Extend the line AB and using a compass, mark two arcs from B on the line. Mark the points as F and G.



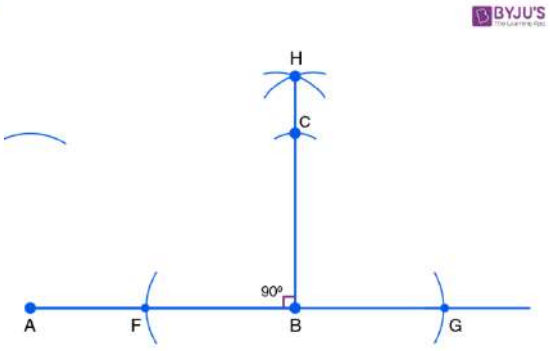
- **Step 3:** Mark arcs from points F and G above the line. The point where the arcs meet is named H.



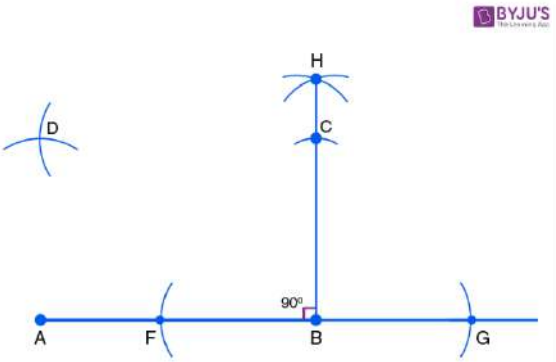
- **Step 4:** Join points B and H.



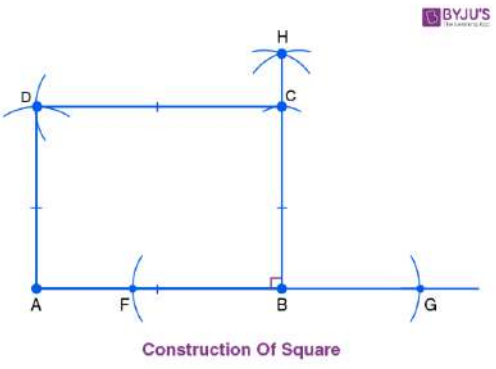
- **Step 5:** Set the compass to a radius of 5 cm and mark the arc from points A and B. The point where the arc intersects BH is the vertex C of the square.



- **Step 6:** With the same radius of 5 cm on the compass, mark an arc from the point C on the previously drawn arc above the point A. Mark their point of intersection as D.



- **Step 7:** Join the points C and D as well as A and D to get the required square ABCD.



Construction Of Square

Learning outcomes:

- Students will able to construct a circle when radius is given.
- Students will able to construct a line segment of a given length.
- Students will able to Construct a perpendicular to a given line through a point lying on it and through a point not on it
- Students will able to construct. Square and rectangles

ICT Integrated:

- Video
- PowerPoint presentation

Application:

- Students can apply the geometric concepts in computer imaging, something that is use nowadays for creating animations, video games and designing

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answe for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal textbook, vivadigital.com, Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Mrs. Siddhi
Subject: Math
Topic: symmetry

Class: 6
Month: Nov/Dec
No. of periods- 8/17

Subtopic:

- Line of symmetry
- Reflection and Rotational symmetry
- Symmetry in shapes and designs.

Specific objective:

- Identifying and draw all lines of symmetry in shapes.
- Drawing symmetrical design on squared paper.
- Link mirror reflection with line symmetry
- Evolve the understanding of the concept of rotational symmetry
- Visualize symmetry in nature and its application in daily life.

Methodology:

- Activity learning method
- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

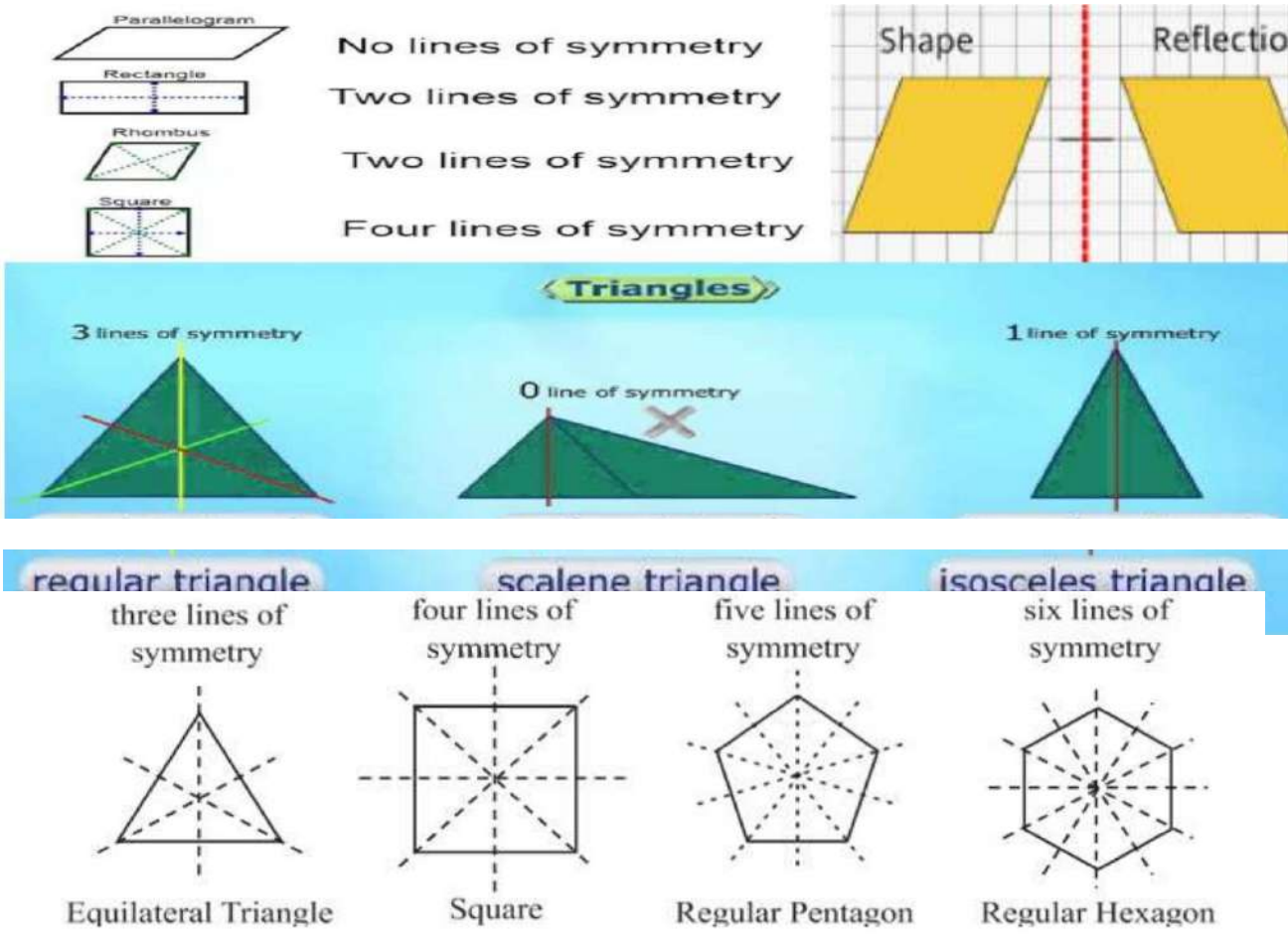
Activities:

- Make symmetrical figures using different color threads.
- Lab activity: Finding the line of symmetry of a figure by paper folding technique.

Resources:

textbook, black board, colour thread

Board work



Learning outcomes:

- Students will able to learn about the concept of symmetry.
- Student will able to find the line of symmetry in a given figure.
- Students will able to learn about the reflection and symmetry.
- Students will able to identify symmetrical 2-D dimensional which are symmetrical along one or more lines.
- Students will able to do symmetry in letters also.
- Students will able to create multiple lines of symmetry in different figures.
- Students will able to know about vertical, horizontal, and diagonal lines of symmetry
- Students will also know that line of symmetry and axis of symmetry are same

ICT Integrated:

- Video
- PowerPoint presentation

Application:

- Students can use this concept to draw and identify symmetrical objects.
- Students can apply the concept of Symmetry when they observe in many places in their lives without even noticing it. It is easily noticeable in various arts, buildings, and monuments. Nature uses symmetry to make things beautiful. For example, consider the pictures of the butt and the leaf.

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answe performance evaluation
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal textbook, vivadigital.com, Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Mrs. Siddhi
Class: 6
Subject: Math Month: June
Topic: Integers No. of periods- 12

Subtopic:

- Representation of integers on number line
- Ordering of integers
- Absolute value of integers
- Rules of addition and subtraction of integers.

Specific objective:

- To represent integers on a number line.
- Understand the importance of integers in real life
- Understand the concept of addition and subtraction of integers

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

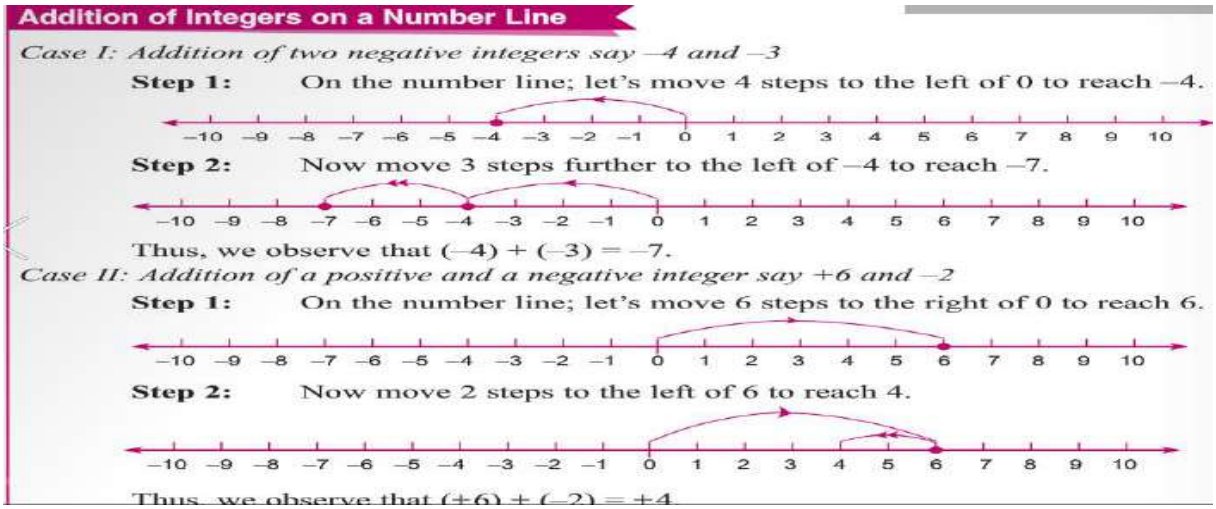
- Group Activity: Add and subtract integers on a number line. Write the story problems for it.

- Divide integers using unit squares of different colours and represent the division of integers in pictorial form.

Resources:

Red and blue coloured unit squares, text book, black board.

Board work:



Learning outcomes:

- Students can represent integers on a number line.
- Students can perform different operations like addition, subtraction on integers and state their properties.
- Students can simplify the expressions by following order of operations and using the brackets.

ICT Integrated:

- Video
- PowerPoint presentation

Application:

- Students can apply the concept of integers in measuring the temperature. The positive a negative aspects of a temperature let them know, compare and measure the change in temperatu
- Apart from measuring temperature integers are used in the credits and debits calculation the banks.

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers performance evaluation.
- Use exercises given at the end of the chapter as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal textbook, vivadigital.com, Google

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025-26

Teacher's Name: Ms. Kamal Bendale Grade: 6

Subject: Social Studies Month - **April**

Topic: Ch-1 Timelines and Sources of History No. of periods: 06

Subtopic: What is History/Why Do We Study History?/ How Do We Study History?/Timelines/Sources of history
Specific objective: ● Students will be able to apply their understanding of the significance of history, different historical sources.
Methodology: Begin the topic with some questions related to the past and why it is remembered/showing pictures of the school building/ask applicable questions.
Activities: ● Write down the kinds of sources/draw a mind map.
Resources: Content book/workbook/white board/marker/pictures.
Board work:1.History meaning 2.what do you see and what it tells us 3.Kinds of sources 4.Important things in the school 5.studying History.
Learning outcomes: • explains the meaning of history and the purpose of its study. • measures historical time and plots the dates on a timeline. • identifies different types of sources (archaeological, literary, etc.) • describes

the importance of sources in the reconstruction of history of this period.
Application: 1. The students will use the keywords mentioned in the unit. 2. They will write the answers with the help of collected information.
ICT Integration / Art Integration: Find about the different Earthern pots that were used in the past and draw that pattern on the earthern pot available in market today from the internet.
Extra questions/ Class assessment/ Recapitulation: 1. Discussion about the need for knowing history
Homework/ worksheets: 1. Ask them to write about their own views about history, 2. Ask them to find out the facts i.e.which events happened in the past.
Reference: Wikipedia

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025-26

Teacher's Name: Ms. Kamal Bendale
Grade: 6
Subject: Social Studies
Month - **April**
Topic: Geo. Chapter 01- The Earth and the Solar System
No. of periods: 07

Subtopic: Celestial bodies/Inner planets/The outer planets/The Earth
Specific objective: ● Learners will be able to understand the unique place of the earth in the solar system.
Methodology: Begin the topic with some questions related to Telescope /speak about 4 inner and outer planets/discussion questions

Activities: ● Activity1: collect and make an article of the people who went to space
Resources: Content book/workbook/white board/marker/Telescope
Board work: 1.objects and celestial bodies 2.Planets 3.Inner and outer planets 4.earth unique planet.
Learning outcomes: • defines the universe and its components including stars, galaxies and celestial bodies. • recognizes that the earth is a unique celestial body due to the existence of life. • identifies the phases of the moon.
Application: 1. The students will use the keywords mentioned in the unit. 2. They will write the answers with the help of collected information.
ICT Integration/ Art Integration: Find out about dwarf planets and collect pictures and information to make a colorful chart.
Extra questions/ Class assessment/ Recapitulation: 1. Discussion about the planets
Homework/ worksheets: 1. Ask them to write about their own views about the role of the solar system, 2. Ask them to find out the facts on Mars.
Reference: Wikipedia

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025-26

Teacher's Name: Ms. Kamal Bendale
Grade: 6
Subject: Social Studies
Month - **April**
Topic: Ch-18- Indian Culture and its Roots
No. of periods: 07

Subtopic: The Dawn of a New Age • The Coming of the Aryans • The Vedas • The Early Vedic Age • The Later Vedic Age • New Religious Thoughts • Gautama Buddha and Buddhism • Vardhamana Mahavira and Jainism • Folk

and Tribal Influences on Indian Culture
Specific objective: Learners will be able to outline the basic tenets of system of thought, and the context in which they developed and flourished.
Methodology: Begin the topic with the story of the Buddha and its teachings/read the story wise beggar/discuss about Vedic conditions
Activities: Prepare a scrap-book on Vedic age.
Board work: 1. Buddhism 2. Upanishads 3. Jainism 4.Vedic society
Specific objective: Learners will be able to outline the basic tenets of system of thought, and the context in which they developed and flourished.
Learning outcomes: ● explains the Vedas and their message. • identifies different types of sources (archaeological, literary, etc.) and describes their use in the reconstruction of history of this period. • describes the various socio-cultural changes that took place during the Vedic Age. • analyses basic ideas and values of various religions and systems of thought during the Ancient Period. • discusses and appreciates the contibution of folk and tribal traditions on Indian culture. • locates important historical sites and places on an outline map of India.
Application: 1. The students will use the keywords mention in the unit. 2. They will write the answers with the help of collected information.
ICT Integration/ Art Integration: Create a PPT on the famous monasteries that have been excavated in India.
Extra questions/ Class assessment/ Recapitulation: Create a PPT on the famous monasteries that have been excavated in India.
Homework/ worksheets: : Write down about Buddhism and Jainism
Reference: Wikipedia

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name - Ms. Rajashree Shewale **Grade – 6**

Subject - English **Month -April**

Topic – 1. A Caterpillar called Matthew **No. of Periods - 10**

Sub - topic: Discussion on the animal rights their emotions.

Vocabulary Building

Question and answer

Noun

Noun Number and Gender

Specific objectives:

- reads a story aloud with correct pronunciation.
- identifies and interprets the central ideas of the story, and recognizes the relevant details to answer questions.
- contextualizes the story with their real-life experiences.
- identifies cross-curricular connections and describes the same.
- collaborates on a given task as per the instructions provided.
- demonstrates appreciation and respect for linguistic diversity.
- reads and shortlists suitable local/regional language texts based on the context and translates them into English.
- identifies and uses different parts of speech in familiar and unfamiliar contexts.
- identifies and defines problems in a given context, formulates and articulates solutions using appropriate vocabulary and correct grammatical structure.
- demonstrates the capacities of empathy and compassion, dispositions of curiosity and wonder and values of inclusion.
- Identifies the different types of noun and understand different types of gender.

Methodology: Reading

Explanation method

Demonstration method

Class room discussion

Activity Based Method

Activities:

- Initiate a discussion on the importance of animal emotions and feelings.
- Ask the learners to read Model some lines in order to help them with intonation and gestures.
- Ask the learners to use the difficult words in the sentence.
- Hold an interactive session engaging all students for a discussion on the theme of the lesson.
- Ask them to express their opinion about friendship.
- Ask them about their morning routine
- Identify the types of nouns and solved the exercise from grammar book.

- Board work: New words from the book. Question and answers will be given to students.

Learning outcomes:

- To enable the comprehension of a lesson.
- To develop self-motivation and critical thinking skills.
- Student will understand the importance of animal feelings and emotions.
- Students will be able to express an opinion and participate in a discussion.
- Understand the different rules of singular plural.

Application: Reference book

ICT Integration / Art Integration: Video

Class assessment/ Recapitulation: Questions will be asked based on the topic.

Homework/ worksheets: Worksheet.

Reference: Oxford New Pathways

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name - Ms. Rajashree Shewale **Grade - 6**

Subject - English **Month - April**

Topic – 3. Foreign Lands **No. of Periods - 5**

Sub - topic:

- Vocabulary
- Reading
- Question and answer
- Diary Writing

Specific objectives:

- reads a poem aloud with correct pronunciation.
- identifies and interprets the central ideas of the poem, and recognizes the relevant details to answer questions.
- contextualizes the poem with their real-life experiences.
- collaborates on a given task as per the instructions provided.
- identifies and uses different literary devices in familiar and unfamiliar contexts.
- demonstrates the capacities of exploration and curiosity, disposition of wonder and amazement, and values of imagination, freedom and open-mindedness.
- follows multiple steps to a process either by reading or listening
- To understand the format of Dairy writing.

Methodology: : Explanation method

Demonstration method

Class room discussion

Activity Based Method

Activities:

- Recitation
- Ask student to read the poem with proper rhythm.
- Explain the meaning.
- Discuss difficult words and ask them to use the words in the sentence.

Board work: New words from the book. Question and answers will be given to students.

Learning outcomes:

- To inculcate an interest in reciting poem.
- To be able to develop the skill of listening for Comprehension.
- To develop HOTS (Higher Order Thinking Skills)
- To understand the format of diary writing.

Application: Factual, interferential and extrapolative comprehension.

ICT Integration / Art Integration: video

Class assessment/ Recapitulation: Questions will be asked based on the topic.

Homework/ worksheets: Worksheet.

Reference: Oxford New Pathways

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name - Ms. Rajashree Shewale **Grade - 6**

Subject - English **Month -April**

Topic – 2. The Classroom in the Train **No. of Periods - 6**

Sub - topic: Vocabulary Building

Question and answer

Articles

Specific objectives:

- reads a story aloud with correct pronunciation.
- identifies and interprets the central ideas of the story, and recognizes the relevant details to answer questions.
- contextualizes the story with his/her real-life experiences.
- identifies cross-curricular connections and describes the same.
- collaborates on a given task as per the instructions provided.
- produces a creative piece of writing from the point of view of a character using appropriate vocabulary and correct grammar structures.
- identifies and analyses personality traits of a character and articulates them in the required format using appropriate vocabulary and correct grammar structures.
- identifies details and derives meaning from information presented as an audio.
- demonstrates appreciation of and pride in India's culture, history, knowledge systems and achievements.
- identifies and defines problems in a given context, formulates and articulates solutions using appropriate vocabulary and correct grammatical structure.
- demonstrates the capacities of empathy and compassion, disposition of curiosity and wonder, and values of inclusion
- To understand the functions and classification of pronouns.

Methodology:

Explanation method

Demonstration method

Class room discussion

Activity Based Method

Activities:

- Read the lesson.
- Ask the students about their ideal school
- Discuss with the students about the incredible school describe in the lesson.
- Talk to the students about the challenges faced by the students and head master during World War II
- Ask the students to tell you the meanings of the words given in the glossary.
- Get them to make sentences with these words.
- Solve the exercise from grammar book.
- Board work: New words from the book. Question and answers will be given to students.

Learning outcomes:

- To understand the conventional system of education and its challenges during World war II
- demonstrates the capacities of empathy and compassion, disposition of curiosity and wonder, and values of inclusion.
- To develop HOTS (Higher Order Thinking Skill)
- Identify different type of pronoun.

Application: Reference book

ICT Integration / Art Integration: Video

Class assessment/ Recapitulation: Oral discussion of question and answer

Homework/ worksheets:- worksheet

Reference: Oxford New Pathways

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2025-26)

Teacher's Name - Ms. Rajashree Shewale **Grade - 6**

Subject - English **Month - June**

Topic – 6. The Laburnum **No. of Periods - 15**

Sub - topic:

- Recitation
- Comprehend the poem
- Vocabulary Building
- Question and answer
- Pronoun
- Demonstrative and relative pronoun

Specific objectives:

- reads a poem aloud with correct pronunciation and enunciation.
- identifies and interprets the central ideas of a poem and uses them to answer questions.
- demonstrates appreciation for nature and environment.
- relates the ideas of the poem with their own experiences.
- identifies poetic devices and figures of speech in the poem.
- locates sight and sound images in the poem.
- learns to find the rhyme scheme of a poem.
- creates a nature journal where they record their observations of a nature walk.
- builds a bird feeder and expresses its environmental importance in their own words.

Methodology: Explanation method

Demonstration method

Class room discussion

Activity Based Method

Activities:

- Recite the poem in the group.
- Comprehend the poem.
- Discussed the meanings of difficult words.
- Discussed questions and answers.
- Discussed the poetic devices and figures of speech in the poem.

Board work: New words from the book. Question and answers will give to students.

Learning outcomes:

- To be able to locate and verify information in a poem piece
- To be able to enjoy a poem and understand what it wants to convey.
- To be able to identify the poetic devices and figures of speech.

Application: Reference book

ICT Integration / Art Integration : Video

Class assessment/ Recapitulation: Question and answer

Homework/ worksheets: worksheet

Reference: Oxford New Pathways

MIS INTERNATIONAL SCHOOL, BALEWADI Lesson Plan (2025-26)

Teacher's Name - Ms. Rajashree Shewale **Grade - 6**

Subject - English **Month -July**

Topic –4. The Story of Amber Beads **No. of Periods - 5**

Sub - topic:

- Discussion on the importance of moral values.
- Vocabulary Building
- Question and answer
-

Specific objectives:

- reads a story aloud with correct pronunciation.
- identifies and interprets the central ideas of the story, and recognizes the relevant details to answer questions.
- critically analyzes and relates the story to their own experiences.
- identifies cross-curricular connections and describes the same.
- identifies and lists synonyms from a passage.
- identifies the subject and the predicate in a particular context.
- applies the rules of subject-verb agreement and modifies the verb according to the subject.
- adds suffixes to words accurately.
- demonstrates appreciation for India and its rich history.
- demonstrates the capacity of logical reasoning, disposition of curiosity and wonder, and values of respect for environment and nature.

Methodology: : Explanation method

Demonstration method

Class room discussion

Activity Based Method

Activities:

- Divide the class into four groups and assign them the roles.
- Reading was conducted.
- Students will comprehend the passage.
- Students will find out the meaning of difficult words.
- Conduct questions and answers orally,

Board work: New words from the book. Question and answers will give to students.

Learning outcomes:

- To understand different phenomena of the nature.
- To understand the values of respect for environment and nature.
- Demonstrates the capacity of logical reasoning.

Application: Reference book

ICT Integration / Art Integration: Video

Class assessment/ Recapitulation: Questions will asked based on the topic.

Homework/ worksheets: worksheet

Reference: Oxford New pathways

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name - Mrs. Archana Shelke

Grade - 6

Subject - ICT **Month - April**

Topic – Computer Languages **No. of Periods - 5**

Sub-topic:

- First Generation language
- Second Generation language
- Third Generation language
- Fourth Generation language
- Fifth Generation language
- Translator

Specific objectives: The students will understand Computer language history

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Teacher will explain to students about Computer languages & Explanation of First , Second generation languages with advantages & disadvantages

Period 2: Explanation of Third , Fourth, Fifth generation languages with advantages & disadvantages. Explanation of Translator

Period 3: Activity - Ask the students to identify different types of computer languages, and write them under the appropriate category

Period 4: Textbook Exercises & oral discussion

Period 5: Notebook writing

Activities: Ask the students to identify different types of computer languages, and write them under the appropriate category

Board work: Activity of page no. 14

Learning outcomes: Students will learn about

1. First Generation language
2. Second Generation language
3. Third Generation language
4. Fourth Generation language
5. Fifth Generation language
6. Translator

Application: Students can make own creative presentation. Use photo album feature.

ICT Integration / Art Integration : Show Computer language video to students

Class assessment/ Recapitulation: Ask Extra questions in the class.

Recapitulation: Recap would be done by oral discussion in the class.

Homework/ worksheets:

Textbook Exercise (pg. 12 & 13)

Notebook Writing: Long answer type questions. (pg.13)

Reference: Code to AI Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name - Mrs. Archana Shelke

Grade - 6

Subject - ICT **Month - June**

Topic – (2. Formulas and Functions in Excel) **No.of Periods - 7**

Sub-topic:

1. Formulas
2. Types of Cell References
3. Copying Formula of another worksheet
4. Functions
5. AutoSum Feature
6. Function Library

7. Formula Errors

Specific objectives: To enhance the knowledge of the students about making Excel Spreadsheets using more features.

Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Period 1: Demonstrate Formulas

Period 2: Practical Tell the students that Excel allows inserting blank rows and columns at the required place in the worksheet. Demonstrate to the students how two or more cells can be merged into one and also how a cell can be split up into two or more cells.

Period 3: Explain some worksheet formatting features of Excel like: • Wrap text – displaying multiple lines of text in a cell • Formatting numbers – applying various data types to the cells • Cell borders – boundary around a cell or a series of cells • Cell styles – Pre-defined cell border, colour and formatting • Cell fills – adding colours or shades in the cells S

Period 4: Practical how the students the steps involved in applying all of these formatting features on a worksheet. Explain to the students that worksheet tab can be customized by changing its default name and colour.

Period 5: Practical Introduce AutoFill feature of Excel as automatically filling a series of data in the worksheet and the steps involved in the same to the students.

Period 6: Practical Ask the students to solve the exercise 'Double Tap' given on page number 26.

Activities:

- After explaining the chapter, let the students do the exercises given on pages 31 and 32 in the main course book. Tell the students to try sections such as 'Scratch Your Brain' and 'Go Online' given on pages 32 and 33 in the main course book.
- Take the students to the computer lab and let them practice the activity given in the DIY In The Lab section on page 33 in the main course book. This will enhance the ability of the students and serve as a productivity and accountability and technology literacy activity.
- Ask the students to complete the elements like 'Interdisciplinary Learning' given on page 30 in the computer lab and 'Experiential Learning' given on page 26 at home and show it to him/her the next day.

Board work: Timeline from pg 31

Learning outcomes: To make them understands how to Inserting Rows/Columns Merging Cells Splitting Cells , Ink equations

Application: What is the use of AutoFill feature? Q. Write the steps of applying Auto fill feature. Pg 33,quiz

ICT Integration / Art Integration :

- Animation Video
- PowerPoint Presentation

Class assessment/ Recapitulation: DIY in the lab.

Recapitulation: Recap would be done by practical

Homework/ worksheets:

Textbook Exercise (pg. 30 to 31) in TB

Notebook Writing: Periodic Assessment1 from Textbook pg. 34

Reference: TOUCHPAD PLUS Ver.4.0 , https://orangewebsupport.co.in/

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name - Mrs. Archana

Grade - 6

Subject - ICT **Month - July**

Topic – (3. Charts, Formulas and Functions in Excel) **No.of Periods - 6**

- Using Formulas to Perform Calculations
- Order of Operation
- Data Types in Excel
- Cell Referencing in Formulas and its Types
- Different Ways to Enter a Formula
- References to Other Worksheets
- Understanding Cell Range + Functions

Specific objectives: To enhance the knowledge of the students about making Excel Spreadsheets using more functions.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Teacher will take Let's plug-in subject enrichment activity i.e. Answer the question.

Period 2 and 3: Teacher will explain how to use data types through excel sheets step wise on the projector in the Lab.

Period 4: The teacher will explain how different ways to enter a formula

step by step in the lab.

Period 5: The teacher will explain how to Insert rows and columns step by step in the lab.

Period 6: Then teacher will start the explanation of the functions with different rules.

Period 7: Then teacher will start the Test Your Skills i.e. exercise of the textbook.

Period 8: Notebook Writing

Activities: Ask the students to enter their last mark sheet in Excel and calculate total marks scored, average marks scored, maximum and minimum marks amongst all the marks and the number of subjects using various Functions used in Excel.

Board work: TimeLine 46.

Learning outcomes: Using Formulas to Perform Calculations

- Order of Operation
- Data Types in Excel
- Cell Referencing in Formulas and its Types
- Different Ways to Enter a Formula
- References to Other Worksheets
- Understanding Cell Range + Functions

Application: State the purpose of SUM / SQRT / MOD / COUNT / LEN / RIGHT / TODAY / MAX function. Q. What is the syntax of PRODUCT / INT / POWER / CONCATENATE / LEFT / UPPER / LOWER / MIN / AVERAGE function?

ICT Integration / Art Integration :

- Animation Video
- PowerPoint Presentation

Class assessment/ Recapitulation: Practical : A better me, how to use excel at homes, shops, business

Recapitulation: Competency based questions.

Homework/ worksheets:

Textbook Exercise (pg. 45 to 47) in TB

Notebook Writing: Timeline pg. 46.

Reference: TOUCHPAD PLUS Ver.4.0 , https://orangewebsupport.co.in/

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2024-25)

Teacher's Name - Medha Manohar **Grade - 6**

Subject - ICT **Month - August**

Topic – (5. Introduction to HTML5 and CSS3) **No.of Periods - 5**

- HTML ☞ Tags and Attributes
- Rules for Writing HTML Codes
- Structure of an HTML Document
- HTML5 Document structure
- Creating and Saving an HTML document
- Editing an Existing HTML Document
- Introducing CSS3

Specific objectives: To enhance the knowledge of the students about different types of viruses.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Before starting the chapter, ask the students to solve the question in 'Take Off' given on page 71 of the main course book. While teaching this chapter, tell the students that websites consist of millions of pages called web pages which contain text, graphics, audios, videos and links to other pages. Introduce Hypertext Markup Language (HTML) as language that describes the structure of a web page.
Period 2: Practical: Make the students understand the meaning of the terms like hypertext and markup language. Tell the students about the tools needed for working with HTML5. Make the students aware about the different types of HTML editors – WYSIWYG editor and Text editor. Familiarize the students with basic HTML terms like tags, container tags, empty tags, block level tags, text level tags and attributes. Tell the students about the concept of nesting of tags. Share with the students the general rules followed for writing HTML5 codes.
Period 3: Practical: Show to the students a HTML5 document and make them understand and identify the various sections and structure of the HTML5 document.
Period 4: Practical: Demonstrate to the students the steps involved in: • Creating a HTML document • Saving a HTML document • Previewing a web page Tell the students about the meaning and use of basic HTML tags covering, tags discussed.
Period 5: Practical: Introduce CSS3 to the students. Let the students know that

there are three ways to use the CSS styles in HTML document. They are: Inline style sheet Internal Style Sheet External Style Sheet Show the students the method of editing an existing HTML5 document.

Activities: Ask the students some oral questions based on this chapter. Q. What is HTML? Q. Define hypertext and Markup language. Q. Name the different types of HTML editors. Q. What are tags and attributes? Q. State the rules followed while writing HTML5 codes. Q. Name the text editor most commonly used to write HTML5 codes.

Board work: Timeline pg 79

Learning outcomes: Creating and Saving an HTML document ☞ Editing an Existing HTML Document

Application: Create a webpage of your favorite topic.

ICT Integration / Art Integration :

- Animation Video
- PowerPoint Presentation

Class assessment/ Recapitulation: After explaining the chapter, let the students do the exercises given on pages 79, 80 and 81 in the main course book as Test Your Skills. Tell the students to try sections such as ‘Scratch Your Brain’ and ‘Go Online’ given on pages 80 and 81 in the main course book.

Recapitulation: Take the students to the computer lab and let them practice the activity given in the DIY In The Lab section on page 81 in the main course book. This will enhance the ability of the students and serve as a creativity and information literacy activity. Ask the students to complete the elements like ‘Interdisciplinary Learning’ given on page 78 in the computer lab. Suggested Activity.

Homework/ worksheets:

Textbook Exercise (pg.79 to 81) in TB

Notebook Writing: Long answer type questions.

Reference: TOUCHPAD PLUS Ver.4.0 , https://orangewebsupport.co.in/

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2024-25)

Teacher's Name - Mrs. Medha Manohar **Grade - 6**

Subject - ICT **Month - October**

Topic – (4.Digital drawing in Krita) **No.of Periods - 6**

- Downloading and installing Krita
- Opening Krita
- Creating a New Document
- Tools in Krita Working with Drawing Tools
- Working with Brushes
- Using Fills, Gradients and Patterns
- Using Multibrush Tool

Specific objectives: To enhance the knowledge of the students about making Shapes using Animate CC.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1 : Menu bar: It contains different menus such as File, Edit, View, Image, Layer, Tools, etc. to do various tasks. Tool Options Docker: It displays different options and properties that are available for the selected tool. Toolbar: It contains shortcuts for some options like New, Open, Save, Undo and Redo present under the File and Edit menus.

Period 2 : Toolbox: It contains various tools that are used to create, edit and enhance an image. Workspace: It is the place for creating and editing images. Color Selector Docker: It is used to apply color effects to the images. Layers Docker: It is used to set order of visibility of the objects. Status bar: It displays the zoom level of the workspace and size of the Krita file.

Period 3 : Tell the students how to switch to drawing workspace. 4. Plus (Ver. 4.0)-VI (Lesson Plan) 13 Let them know how to create a new document. Explain dimensions tab and content tab in Krita. Share the knowledge of tools in Krita with the students.

Period 4 : Make the students understand how to work with drawing tools in Krita. Tell the students that Krita offers many types of brushes giving different colouring effects to the drawings. Explain to the students about using fills, gradients and patterns in Krita.

Period 5 : Let the students know about multibrush tool and how to use it. Ask the

students to solve the exercise ‘Double Tap’ given on page 58.

Period 6 :Practical Draw different images in krita

Activities: Create a scene with moon and some stars by using different tools and brushes.

Board work: Timeline pg63

Learning outcomes: Creating a New Document

- Tools in Krita Working with Drawing Tools
- Working with Brushes
- Using Fills, Gradients and Patterns
- Using Multibrush Tool

Application:

ICT Integration / Art Integration :

- Animation Video
- PowerPoint Presentation

Class assessment/ Recapitulation: Periodic Assessment2 Tb- pg 67,68

Recapitulation: Practical

Homework/ worksheets:

Textbook Exercise (pg. 64 and 65) in TB

Notebook Writing: Long answer type questions.

Reference: TOUCHPAD PLUS Ver.4.0 , https://orangewebsupport.co.in/

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2024-25)

Teacher's Name - Medha Manohar **Grade - 6**

Subject - ICT **Month - November**

Topic – (6.Internet Services) **No.of Periods - 4**

Sub-topic:

- Social Networking +
- Skype ☞ E-Banking
- Newsgroup ☞ Blogging
- Cloud Computing ☞
- RSS (Really Simple Syndication) + Podcast

Specific objectives: To enhance the knowledge of the students about HTML and CSS3.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Before starting the chapter, ask the students to read the comic given on page 82 to understand the recap of the topic. While teaching this chapter, brief the students about Internet. Introduce Social Networking to the students using examples.

Period 2: Explain to the students the concept of Facebook in detail and also tell the steps involved in creating account on Facebook. Demonstrate to the students the function of Twitter in detail and also tell the steps involved in creating account on Twitter. Demonstrate to the students the steps involved in using Quora and Skype in details. Explain the Internet services like: • E-Banking • Newsgroup • Blogging • Cloud Computing • RSS (Really Simple Syndication) • Podcasting

Period 3: Tell the students the difference between a blog and a website. Explain to the students the benefits and risks of using cloud computing. Ask the students to solve the exercise 'Double Tap' given on page 86.

Period 4: Practical: Use Google as search engine to find information about a cricket player.

Activities: Make a chart of digital safety tips

Board work: Timeline pg 93

Learning outcomes: To make them understand how to create a webpage using HTML.

Application: Name few apps you know.

ICT Integration / Art Integration :

- Animation Video
- PowerPoint Presentation

Class assessment/ Recapitulation: Ask Extra questions in the class.

Recapitulation: Periodic Assessment 3

Homework/ worksheets:

Textbook Exercise (pg. 93 to 95) in TB

Notebook Writing: Long answer type questions.

Reference: TOUCHPAD PLUS Ver.4.0 , https://orangewebsupport.co.in/

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2024-25)

Teacher's Name - Medha Manohar **Grade - 6**

Subject - ICT **Month - December**

Topic – (7. Algorithmic Intelligence) **No.of Periods - 4**

Sub-topic:

- Algorithm
- Flowcharts
- Solving Problems Using Algorithms
- Mind Maps

Specific objectives: To enhance the knowledge of the students how to write an Algorithm and flowchart.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Before starting the chapter, ask the students to solve the question in 'Take Off' given on page 101 of the main course book. While teaching this chapter, tell the students about how humans communicate and their language. Also give an introduction of problem solving techniques, algorithm, flowchart, etc.

Period 2: Introduce algorithms as set of steps in a sequential and ordered manner to solve any problem or to complete a task. Encourage the students to write algorithms involving some basic tasks like going to market to purchase a pen or involving mathematical problems.

Period 3: Introduce flowcharts as diagrammatic representation of an algorithm. Explain the shapes and usage of flowchart symbols covering Start / Stop box, Process box, Decision box, Input / Output box, Flow lines and Connectors.

Period 4: Make the students learn the rules for drawing a flowchart. Encourage the students to draw flowcharts for the algorithms written earlier. Make the students aware of mind maps. Let the students know how to draw a mind map. Ask the students to solve the question in 'Double Tap' on page 103.

Activities: Ask the students to find some questions which can be solved using algorithm and

flowchart.

Board work: Write down Timeline answers on board.

Learning outcomes: To make them understand how to write an algorithm and how to draw a flow chart using any given topic.

Application: Students can make an algorithm on a given topic.

ICT Integration / Art Integration : Animation Video

- PowerPoint Presentation

Class assessment/ Recapitulation: Ask Extra questions in the class.

Recapitulation: DIY in the lab.

Homework/ worksheets:

Textbook Exercise (pg. 89 to 91) in TB

Notebook Writing: Long answer type questions.

Reference: TOUCHPAD PLUS Ver.4.0 , https://orangewebsupport.co.in/

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2024-25)

Teacher's Name - Medha Manohar **Grade - 6**

Subject - ICT **Month - January**

Topic – (8. Introduction to Programming 9. Python) **No.of Periods – 8**

Sub-topic:

- Computer Languages
- Language Translator
- Working of Language Translators
- Features of Python
- Installing Python Programming in Python
- Input and Output ☞ Variables in Python Data Types Comments in Python
- Operators Precedence of Operators
- Some More Programs

Specific objectives: To enhance the knowledge of the students of programming.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Before starting the chapter, ask the students to solve the question in 'Take off' given on page 110 of the main course book. While teaching this chapter, tell the students about how humans communicate and their language. Tell the students that computer languages are categorized as low-level languages (machine dependent) and high level languages (machine independent). Share with the students that low level languages are further classified as machine language (first generation language made up of 0s and 1s) and assembly language (second generation language made up of alphanumeric symbols).

Period 2: Make the students learn that the high level languages are further classified as third generation languages (examples: BASIC, COBOL, FORTRAN, PASCAL, etc.), fourth generation languages (examples: SQL, Perl, Python, etc.) and natural language or fifth generation languages Mercury, OPS5 and Prolog associated with expert system and artificial intelligence).

Period 3: Tell the students the advantages and disadvantages of high level languages over low level languages. Introduce the concept of language translators as software that converts a high level language into a machine language covering:

Assembler – used to translate assembly language into machine language. Compiler – used to convert source program at once into machine language before executing it. Interpreter – used to convert source program one line at a time into machine language before executing it.

Also make the students aware of working of language translators. Ask the students to solve the question in 'Double Tap' on page number 111.

Period 4: Share with the students the features of Python briefly that it is: • Easy to code • Open-source language • Object-oriented • Integrated and Extensible language • Interpreted language • Dynamically Typed language

Period 5: Creating a new file • Writing a program • Saving Python program • Running a Python program

Period 6: Arithmetic Operators • Assignment Operators • Logical Operators • Relational Operators

Activities: After explaining the chapter, let the students do the exercises given on pages 113 and 114 in the main course book. Tell the students to try sections such as 'Scratch Your Brain' and 'Go Online' given on page 114 in the main course book. Ask the students to complete the elements like 'Experiential Learning' given on page 113 at home and show it to him/her the next day.

Board work: Timeline

Learning outcomes: Computer Languages

- Language Translator
- Working of Language Translators

Application: Ask the students to collect more information about the computer languages and translators.

ICT Integration / Art Integration :

- Animation Video

Class assessment/ Recapitulation: Ask Extra questions in the class.

Recapitulation: Recap would be done by Quiz and oral discussion in the class through class tests.

Homework/ worksheets:

Textbook Exercise (pg. 113 ,114) in TB

Notebook Writing: Long answer type questions.

Reference: TOUCHPAD PLUS Ver.4.0 , https://orangewebsupport.co.in/

MIS INTERNATIONAL SCHOOL, BALEWADI, BALEWADI

Lesson Plan (2024-25)

Teacher's Name - Medha Manohar **Grade - 6**

Subject - ICT **Month - February**

Topic – (10. Intelligence and AI approaches) **No.of Periods - 4**

Sub-topic:

- Intelligence
- Types of Intelligence
- AI Approach

Specific objectives: To enhance the knowledge of the students about AI.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1 : Explain the types of Intelligence along with the qualities of the same to the students: Naturalistic Intelligence • Musical Intelligence • Logical-Mathematical Intelligence • Existential Intelligence

Period 2: Interpersonal Intelligence • Bodily-Kinesthetic Intelligence • Linguistic Intelligence • Intrapersonal Intelligence • Spatial Intelligence Make the students do some activities for exploring Intelligence. Define the AI Approach which simulate human attribute: • Rule Based Approach • Learning Based Approach Ask the students to solve the question in 'Double Tap' on page 136

Period3: Define the two AI approaches: • Rule Based Approach • Learning Based Approach.

Activities: Make a presentation showing different types of intelligence and their qualities.

Board work: TimeLine pg138.

Learning outcomes: To make them understand various types of intelligence.

Application: Students can create a presentation on various types of intelligence.

ICT Integration / Art Integration :

- Animation Video
- PowerPoint Presentation

Class assessment/ Recapitulation: Ask Extra questions in the class.

Recapitulation: Periodic Assessment 4

Homework/ worksheets: Textbook Exercise (pg. 138 ,139,140) in TB

Notebook Writing: Long answer type questions. Test sheet 2

Reference: TOUCHPAD PLUS Ver.4.0 , https://orangewebsupport.co.in/

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Tanuja D.

Grade - 8

Subject - Science **Month - April**

Topic –1. Food where Does it Come From **No. of Periods -6**

Sub - topic:

- Food varieties
- Food eaten by animals
- Sources of food
- Plant as source of food
- Animal as source of food

Specific objectives:

- Students will be able to know about food and its need
- Students will be able to know about what animals eat—herbivores, carnivores and omnivores
- Students will be able to know about sources of food—plant parts and animal products

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching.

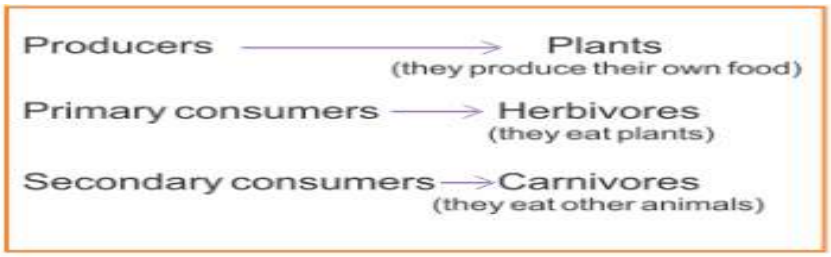
Activities:

- Make a list “what your friends will eat today.”
- Make a list what food ingredients are available in their daily meal
- List of sources of food.
- Show some pictures of food items and initiate the discussion on the topic ‘Why do we need food?’ Collect the views of the learners and summarize on the blackboard.
- Ask the learners to open their lunch boxes and show the food items present in them. Ask the learners to recognize all food items.
- Show the pictures of various animals and ask the learners about their food intake.
- Explain that food provides energy to move and grow to human beings and animals
- Collection, identification and pasting of cereals, pulses, spices along with the areas in which these foods are eaten in a scrapbook.
- Make sprouts using gram seeds.
- Write down the ingredients of four dishes from four directions of India

Board work:

Food item	Ingredients
1. Chapati/Roti	Atta (flour) and water
2. Rice	Rice grains and water
3. Dal	Pulses, water, salt, oil/ghee and spices
4. Vegetable curry	Vegetable, salt, oil, spices and water
5. Kheer	Milk, rice and sugar
6. Idli	Rice, urad dal, salt and water
7. Chicken curry	Chicken, oil/ghee, spices, vegetables and water

Food product	Source
Eggs	Hen, duck
Meat	Sheep, goat, chicken, fish
Honey	Honeybees [honey is stored in the beehive (nest of bees)]
Milk	Cow, buffalo, goat



Learning outcomes:

Learners will be able to:

- Explain about food and its need
- Make efforts to protect environment, e.g., minimizing wastage of food
- Explain what animals eat—herbivores, carnivores and omnivores
- Explain about sources of food—plant parts and animal products

Application: Learners can stop wasting the food.

ICT Integration / Art Integration :

Students can select any five states of their choice. They will find any one name of the festival majorly celebrated in each state, find out the names of different food items prepared on these festivals and ingredients used. They will create MS PowerPoint to display the data collected. They can also insert related image and videos.

Class assessment/ Recapitulation:

- At the end of the chapter, summarize the concepts taught during the lesson, i.e., need of food by living organisms, types and ingredients of various food items, plant parts as food, animals as sources of food, etc.
- Assess the response of the learners in the class with the given activities and projects.
- Assess the children's response in answering various types of questions (very short, short, and long answers) correctly.
- Use exercises given at the end of the chapter as assessment tools.

Homework/ worksheets: Ask students to attempt some of the exercise on their own.

Reference: ncert.nic.in, www.oxfordsecondary.com/myp-science-support, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Tanuja D. **Grade -7**

Subject - Science **Month - April**

Topic – 2.Components of food **No. of Periods - 6**

Sub - topic:

- Components of food
- Nutrients or food on the basis of their role
- Dietary and culinary practice
- Effect of nutrition on health
- Balanced diet
- Deficiency diseases

Specific objectives:

- Students will be able to know about the components of food
- Students will be able to know their sources and significance for human health
- Students will be able to know about balanced diet
- Students will be able to know about deficiency diseases

Methodology:

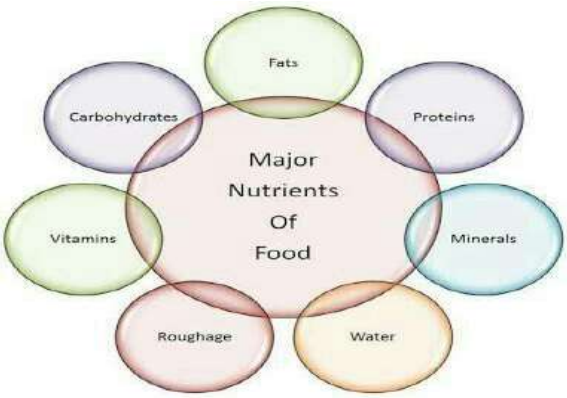
Demonstration Method, Explanation Method (learning method), Activity based teaching, Audio-Visual Explanation

Activities:

- To test for the presence of starch in food samples.
- To test for the presence of fat in food samples.
- To test for the presence of protein in food samples.
- Show some samples of food items like milk and milk products, cereals, pulses, oil, ghee, eggs, fish, etc. or their pictures in the class and ask their names from the children. Write all the names on the blackboard.
- Ask the learners why different food items have different tastes (due to the presence of different components of food). Initiate a discussion on the topic 'Nutrients—Components of Food'.
- Get an idea of nutrients from the children and show the information related to seven types of nutrients present in different types of food.
- Ask them to open their lunch boxes and share the information/knowledge about the nutrients present in food items they have brought in their lunch box
- Test for the presence of starch, fats and proteins in food samples.
- Make a chart on the various deficiency diseases and their causes.

Board work:

Food group	Sources
Energy-giving foods	Sugar, jaggery, potato, sweet potato, honey, cereals (wheat, rice and maize), oils and fats
Bodybuilding foods	Milk, pulses (beans, split beans, pea, soyabean), cheese, eggs, fish and meat
Protective foods	Green leafy vegetables (spinach, cabbage), cauliflower, carrot, tomato, fruit, milk and eggs



Vitamin/ Mineral	Deficiency disease/disorder	Symptoms
Vitamin A	Loss of vision	Poor vision, loss of vision in darkness (night), sometimes complete loss of vision
Vitamin B1	Beriberi	Weak muscles and very little energy to work
Vitamin C	Scurvy	Bleeding gums, wounds take longer time to heal
Vitamin D	Rickets	Bones become soft and bent
Calcium	Bone and tooth decay	Weak bones, tooth decay
Iodine	Goiter	Glands in the neck appear swollen, mental disability in children
Iron	Anaemia	Weakness

Learning outcomes: Learners will be able to:

- Describe the components of food
- Explain their sources and significance for human health
- Conduct simple investigations to seek answers to queries, e.g., What are the food nutrients present in animal fodder?
- Describe balanced diet
- Apply learning of scientific concepts in day-to-day life, e.g., selecting food items for a balanced diet
- Explain about deficiency diseases
- Relate processes and phenomenon with causes, e.g., deficiency diseases with diet

Application:

- Learners can spread awareness about a balanced diet starting from home.
- Learners can know about the nutrients present in the food.

ICT Integration / Art Integration :

Students will record the various types of food items they eat for the meals (breakfast, lunch and dinner). Enlist them and categorize according to the major food components present in them on a chart paper/A4 size sheet. They will draw related pictures on the chart paper/A4 size sheet.

Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts related to components of food, importance of food nutrients, balanced diet, deficiency diseases and avoiding wastage of food.
- Assess the response of the learners in class activities, group discussions, while asking questions, etc.
- Assess the responses of the learners to the different types of questions. Do not ignore half attended questions.

Homework/ worksheets:

Ask students to attempt some of the exercise on their own.

Reference: ncert.nic.in, www.oxfordsecondary.com/myp-science-support, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Tanuja D.

Grade -6

Subject - Science **Month - April**

Topic – 4.Fibre to Fabric **No. of Periods - 7**

Sub - topic:

- History of clothing
- Different types of fabrics
- Cotton
- Jute

Specific objectives:

- Students will be able to know about history of clothing
- Students will be able to know about different types of clothing materials
- Students will be able to know about development of clothing materials
- Students will be able to know about soil and climatic conditions required for the cultivation of plant fibres – cotton and jute
- Students will be able to know about production of clothing materials

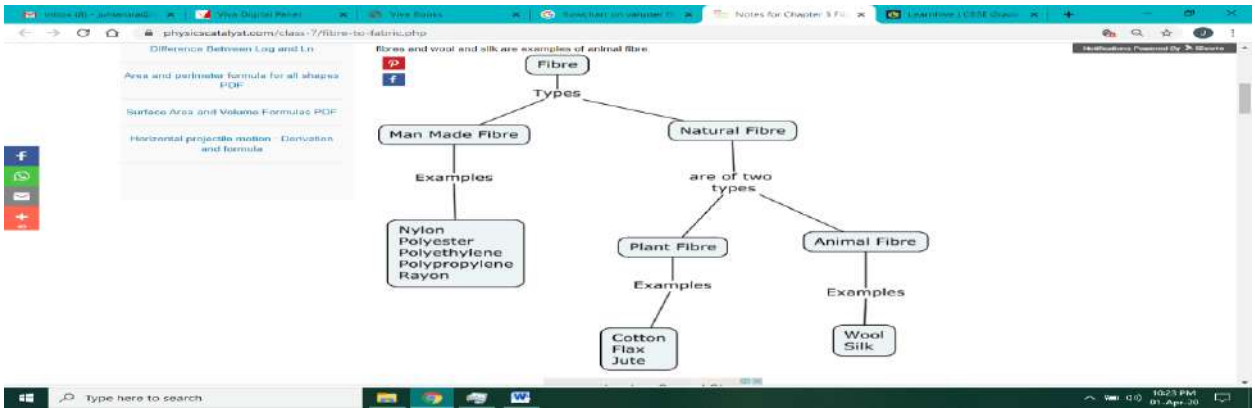
Methodology:

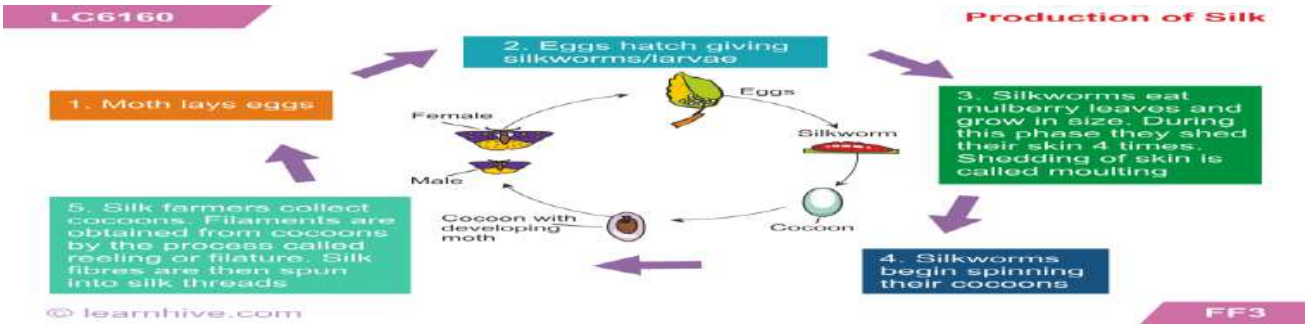
Demonstration Method, Explanation Method (learning method), Activity based teaching, Audio-Visual Explanation

Activities:

- Initiate a discussion on 'How people used to cover their bodies in ancient times?'
- Show them different pictures of ancient clothing and discuss the need of clothing and history of clothing. Collect all the responses of the learners and write them on the blackboard.
- Ask the children what they are wearing and why. Initiate discussion on 'Clothing in different seasons'. Give examples like school uniforms in different seasons are different, etc.
- Ask the learners about what types of clothes are worn by people in different places, e.g., people living in mountains, on plains, near seashore, etc. Discuss all the responses, write and classify them on the blackboard.
- To make the weaving pattern from paper.
- Collect pictures of various types of clothing worn by people in different places and paste them in a scrapbook and write their names below the pictures.

Board work:





Learning outcomes:

Learners will be able to:

- Explain history of clothing
- Describe different types of clothing materials
- Describe the development of clothing materials
- Describe soil and climatic conditions required for the cultivation of plant fibres – cotton and jute
- Explain processes and phenomenon, e.g., processing of plant fibres
- Differentiate between fibres and yarns
- Apply learning of scientific concepts in day-to-day life, e.g., selecting season appropriate fabrics
- Describe the production of clothing materials.

Application:

Learners can identify the different kinds of fibres and can choose them accordingly in day-to-day life.

ICT Integration / Art Integration :

- Collect pictures of various types of clothing worn by people in different places and paste them in a scrapbook and write their names below the pictures.

Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts related to history of clothing, need of clothing, variety of clothes in different seasons, types of fibres, and details of production of cotton and jute.

• Assess the responses of the learners during classroom discussion and activities. • Assess the response of learners to exercises (very short, short and long answers, and questions based on thinking skills).
Homework/ worksheets: Ask students to attempt some of the exercise on their own.
Reference: ncert.nic.in, www.oxfordsecondary.com/myp-science-support, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Tanuja D.

Grade -6

Subject - Science **Month - June**

Topic-5. Sorting Materials into groups **No. of Periods - 6**

Sub - topic:

- Grouping materials or things
- Properties of materials
- Properties of some commonly used materials

Specific objectives:

- Students will be able to know about different kinds of materials around you
- Students will be able to know about properties of materials – appearance, hardness, solubility or insolubility, density and transparency

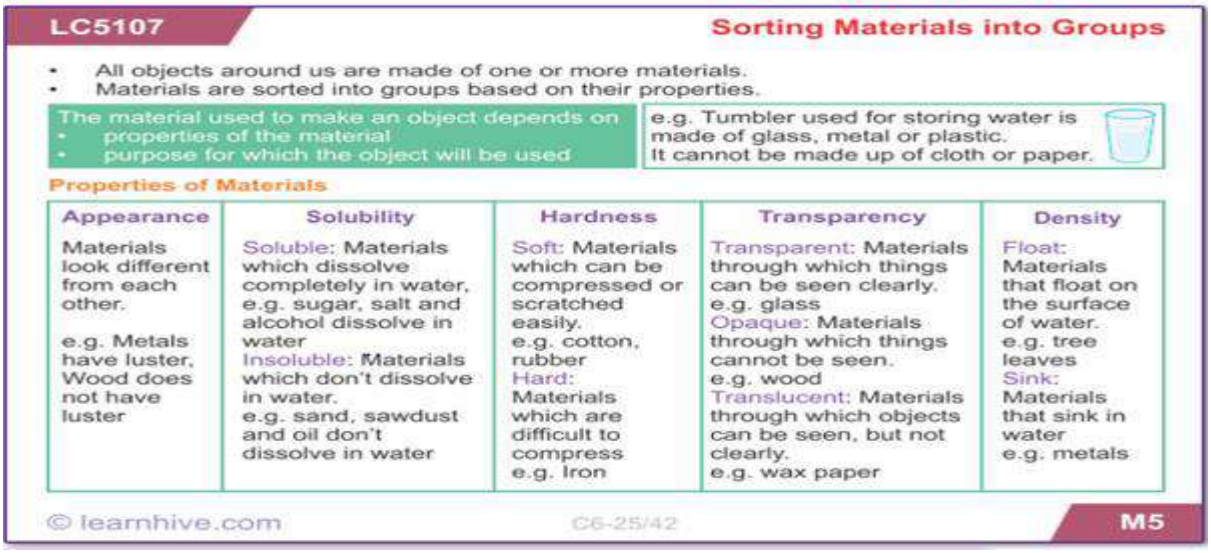
Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching, Audio-Visual Explanation

Activities:

- Ask the learners to look around them and name the things they observe. Increase the domain of thinking by asking them about the various things that they see in their homes. Write down the responses of learners on the blackboard. (Abstract thinking)
- Ask the learners to name some items not viewed through unaided eyes. Develop an idea of microorganisms and nano-particles.
- Write all the names of materials told by the learners on the blackboard. Ask them how they all can be remembered simultaneously. Develop the idea of grouping.
- Initiate a discussion on the topic 'Importance of grouping/classification.'
- Grouping of various materials on the basis of their properties.
- Making saturated solutions.
- Demonstration on the effect of temperature on solubility

Board work:



Learning outcomes: Learners will be able to:

- Explain about different kinds of materials around you
- Describe properties of materials – appearance, hardness, solubility or insolubility, density and transparency
- Classify materials based on observable properties, e.g., materials as soluble, insoluble, transparent, translucent and opaque.

Application:

Learners can identify the different kinds of materials in day-to-day life based on their properties.

ICT Integration / Art Integration :

Create presentation in MS PowerPoint on “Classification of Materials”. Discuss different properties by which material can be classified. Insert relevant pictures.

Class assessment/ Recapitulation:

- At the end of the chapter, summarize the chapter and concepts taught during the discussion.
- Assess the response of the learners during class activities, discussion and oral questioning.
- Assess the correctness of the answers in activity responded by the learners. Half attended questions should also be assessed.

Homework/ worksheets:

Ask students to attempt some of the exercises on their own.

Reference:

ncert.nic.in, www.oxfordsecondary.com/myp-science-support, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Tanuja D.

Grade -6

Subject - Science **Month - June**

Topic – 3. Separation of substances **No. of Periods - 6**

Sub - topic:

- Element, Compound and Mixture
- Methods of separation
- Separation using more than one method

Specific objectives:

Students will be able to know about different methods of separation – handpicking, sieving, threshing, winnowing, sedimentation, decantation, filtration, evaporation and condensation.

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching, Audio-Visual Explanation.

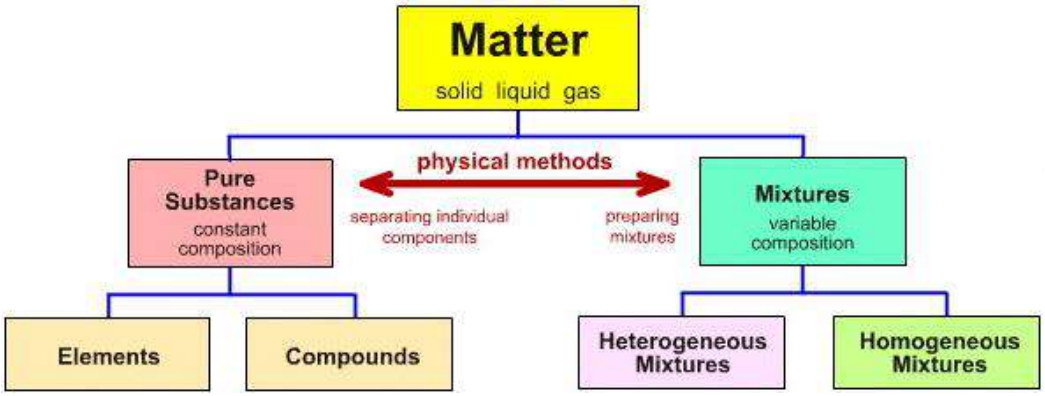
Activities:

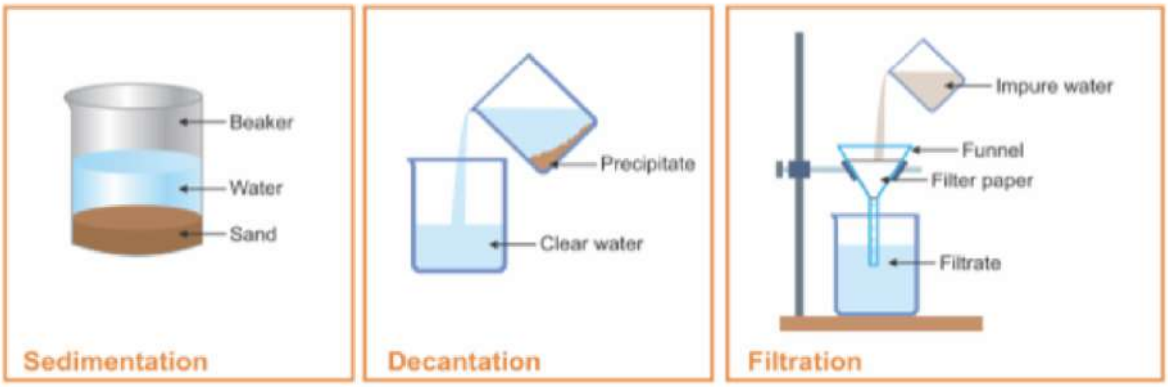
- To separate a mixture of sand and water.
- To separate a mixture of water and salt by evaporation.
- To separate a mud and water by
  a) Sedimentation and decantation, and b) filtration
- Initiate a discussion on the topic 'Need for separation of substances from a mixture' by showing them different food items having undesirable substances like rice having some small stones, wheat grains having some insects, gram grains having stalks, etc. Clarify the idea of purity in case of food items.
- Ask the class to imagine the situations given in the textbook and see their response to each situation. Write all the responses on the blackboard.
- Ask the class to name any five pure substances from day-to-day life. Ask them questions like why are they pure and what types of undesirable substances may be present in them. Generate a consciousness that we should consume contamination-free substances for good health.
- Take a sample of impure wheat grains and use a sieve to separate the insects and other undesirable substances from wheat grains. This demonstration of separation of undesirable items from food items will enhance their understanding.
- Activity to separate different things using different methods of separation (e.g. Sedimentation, filtration, etc.)

Board work:

Element	Symbol
Sodium	Na
Nitrogen	N
Oxygen	O
Iron	Fe
Magnesium	Mg
Sulphur	S
Chlorine	Cl
Carbon	C

Compound	Molecular Formula
Water	H_2O
Carbon dioxide	CO_2
Glucose	$C_6H_{12}O_6$
Copper sulphate	$CuSO_4$
Common salt	NaCl





Sieving

- Process for separating solids when the constituents of a mixture are of different sizes using a wired mesh sieve e.g. sand and gravel.
- Solids larger than the wire mesh size are retained on the sieve and smaller solids pass through it.
- By using different sieves, each with a wire mesh of different size solids can be separated into different heaps of uniform sizes.



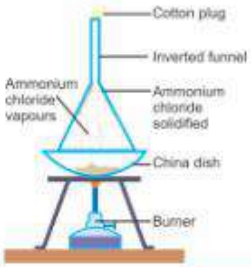
Magnetic

Used to separate components of mixture that are magnetic in nature e.g. iron filings and sulphur.



Sublimation

- The change of matter from solid to gaseous state without being converted to liquid state is called sublimation.
- It's used to separate a mixture of solids when one of the solids sublimates and others do not.
- Some solids like ammonium chloride, iodine, naphthalene balls and camphor, change directly from solid to gas.



Learning outcomes:

Learners will be able to:

- Describe the need for separation of substances from a mixture
- Describe different methods of separation – handpicking, sieving, threshing, winnowing, sedimentation, decantation, filtration, evaporation and condensation.

Application:

- Learners can apply separation methods in daily life.
- Learners can apply learning to hypothetical situations

ICT Integration / Art Integration :

Create presentation on in MS PowerPoint on 'Salt from sea'. Discuss how salt is obtained from sea water.

Class assessment/ Recapitulation:

- At the end of the chapter, summarize the concepts and terms taught in the class like why do we need to separate the substances from a mixture, what are different separation techniques, etc. Make sure that the students have a clear understanding of various separation techniques.
- Assess the responses of learners in class activities and group discussions.
- Assess the correctness of responses of learners to the different questions. Half attended questions should also be assessed.

Homework/ worksheets: Ask students to attempt some of the exercise on their own.
Reference: ncert.nic.in, www.oxfordsecondary.com/myp-science-support, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Tanuja D.

Grade - 6

Subject - Science **Month - July**

Topic- 8.Getting to know plants **No. of Periods - 6**

Sub - topic:

- Categories of Plants
- Parts of a plant and their functions

Specific objectives:

- Students will be able to know about categories of plants
- Students will be able to know about the parts of a plant
- Students will be able to know the structure and functions of roots, stems and leaves
- Students will be able to know the structure and function of a flower

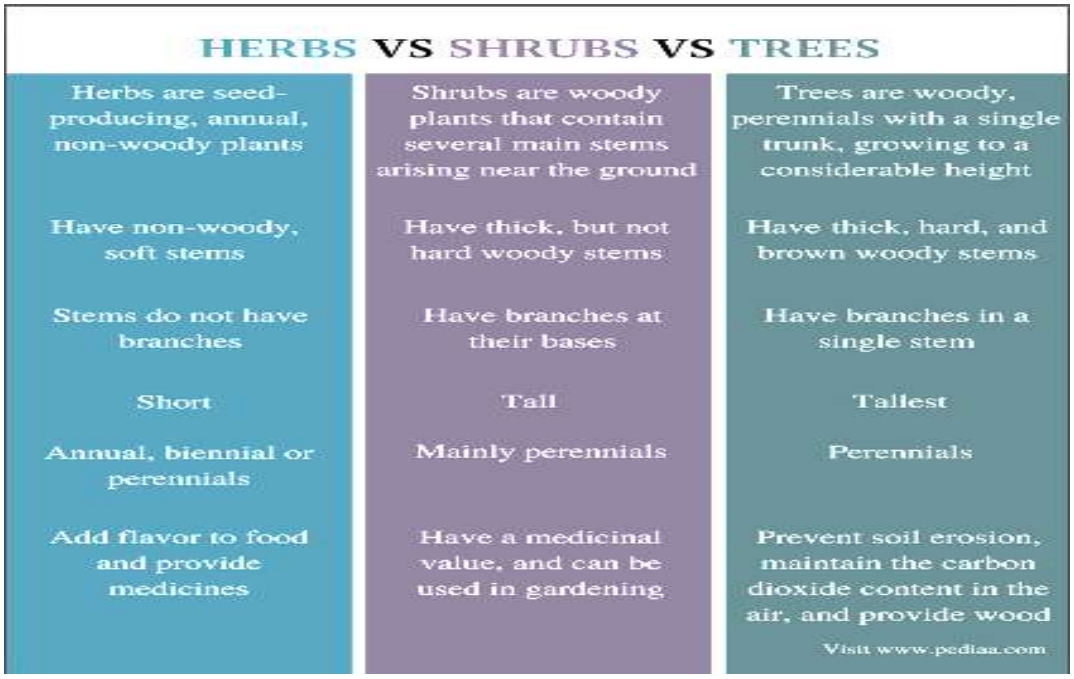
Methodology:

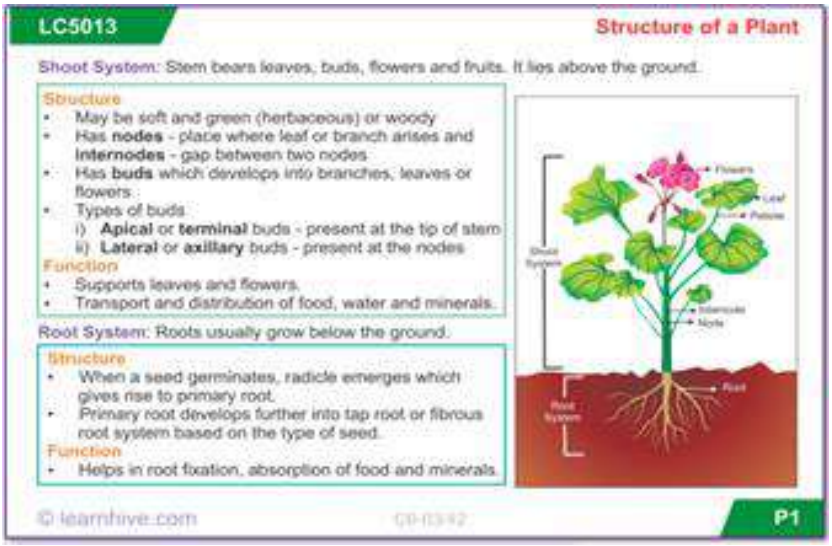
Demonstration Method, Explanation Method (learning method), Activity based teaching, Audio-Visual Explanation

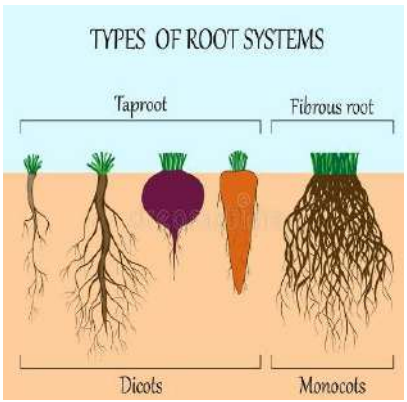
Activities:

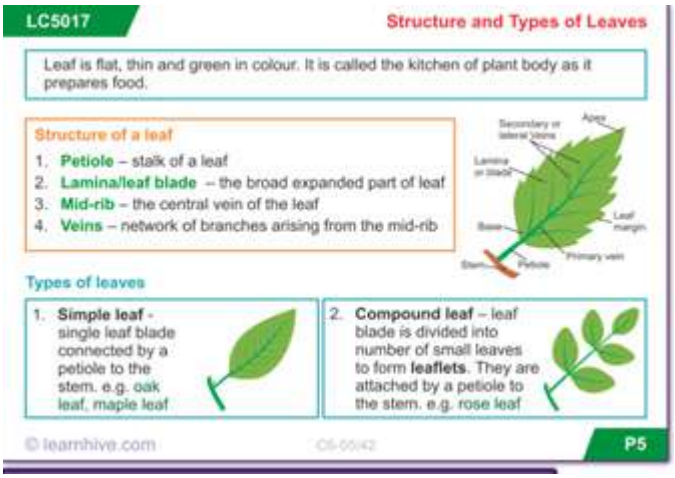
- Take the class to a ground/park/school garden, and show them various types of plants with different heights, different types of leaves, etc.
- Initiate a discussion in the class by asking them about what they have seen in the park/garden and what are the characteristics of the plants they have seen. Write all the responses on the blackboard.
- If field visit is not possible, then show them pictures of various types of plants and ask their characteristics to develop an idea of classification of plants.
- To separate the different parts of a flower and name them.
- Activity to show plants transpire (Observe the process of transpiration in plants in the given conditions.)

Board work:


HERBS VS SHRUBS VS TREES
Herbs are seed-producing, annual, non-woody plants
Have non-woody, soft stems
Stems do not have branches
Short
Annual, biennial or perennials
Add flavor to food and provide medicines
Shrubs are woody plants that contain several main stems arising near the ground
Have thick, but not hard woody stems
Have branches at their bases
Tall
Mainly perennials
Have a medicinal value, and can be used in gardening
Trees are woody, perennials with a single trunk, growing to a considerable height
Have thick, hard, and brown woody stems
Have branches in a single stem
Tallest
Perennials
Prevent soil erosion, maintain the carbon dioxide content in the air, and provide wood
Visit www.pediaa.com


LC5013
Structure of a Plant
Shoot System: Stem bears leaves, buds, flowers and fruits. It lies above the ground.
Structure
May be soft and green (herbaceous) or woody
Has nodes - place where leaf or branch arises and internodes - gap between two nodes
Has buds which develops into branches, leaves or flowers
Types of buds
i) Apical or terminal buds - present at the tip of stem
ii) Lateral or axillary buds - present at the nodes
Function
Supports leaves and flowers.
Transport and distribution of food, water and minerals.
Root System: Roots usually grow below the ground.
Structure
When a seed germinates, radicle emerges which gives rise to primary root.
Primary root develops further into tap root or fibrous root system based on the type of seed.
Function
Helps in root fixation, absorption of food and minerals.
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P1


TYPES OF ROOT SYSTEMS
Taproot
Fibrous root
Dicots
Monocots


LC5017
Structure and Types of Leaves
Leaf is flat, thin and green in colour. It is called the kitchen of plant body as it prepares food.
Structure of a leaf
1. Petiole – stalk of a leaf
2. Lamina/leaf blade – the broad expanded part of leaf
3. Mid-rib – the central vein of the leaf
4. Veins – network of branches arising from the mid-rib
Types of leaves
1. Simple leaf - single leaf blade connected by a petiole to the stem. e.g. oak leaf, maple leaf
2. Compound leaf – leaf blade is divided into number of small leaves to form leaflets. They are attached by a petiole to the stem. e.g. rose leaf
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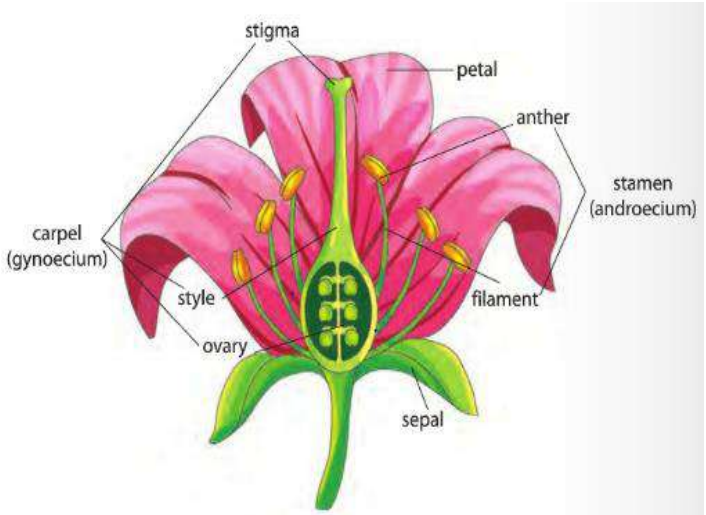


Fig. 9.8: Parts of a flower

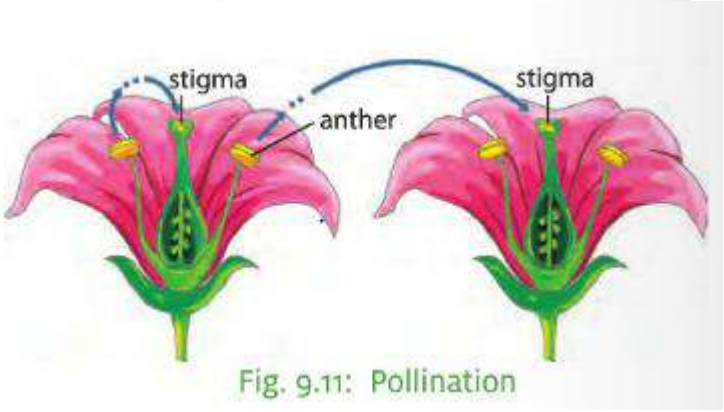


Fig. 9.11: Pollination

Learning outcomes:

Learners will be able to:

- List categories of plants
- Describe the parts of a plant
- Explain the structure and functions of roots, stems and leaves
- Differentiate between tap roots and fibrous roots
- Classify plants such as herbs, shrubs, trees, creepers, climbers
- Explain the structure and function of a flower
- Draw labelled diagram of parts of flower.

Application:

- Learners can differentiate plants according to their characteristics and make arrangements in the garden.
- Learners can explain the importance of photosynthesis.

ICT Integration / Art Integration :

Prepare a presentation on the topic ‘Modification on Plants’ in MS PowePoint.

Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts developed during the discussion and activities.
- Assess the learners by their responses during classroom discussions and activities.
- Various types of exercises (very short, short, and long answers, and questions based on thinking skills) can be used as tools.
- Use exercises mentioned in the book as assessment tools.

Homework/ worksheets:

Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, www.oxfordsecondary.com/myp-science-support, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Tanuja D.

Grade - 6

Subject - Science **Month - July**

Topic- 11.Measurements and Motion **No. of Periods - 7**

Sub - topic:

- Course of development of transport
- Measurement
- Motion

Specific objectives:

- Students will be able to know about transport
- Students will be able to know about measurement
- Students will be able to know about need to measure distance (length)
- Students will be able to know about measurement of length
- Students will be able to know about motion and its types

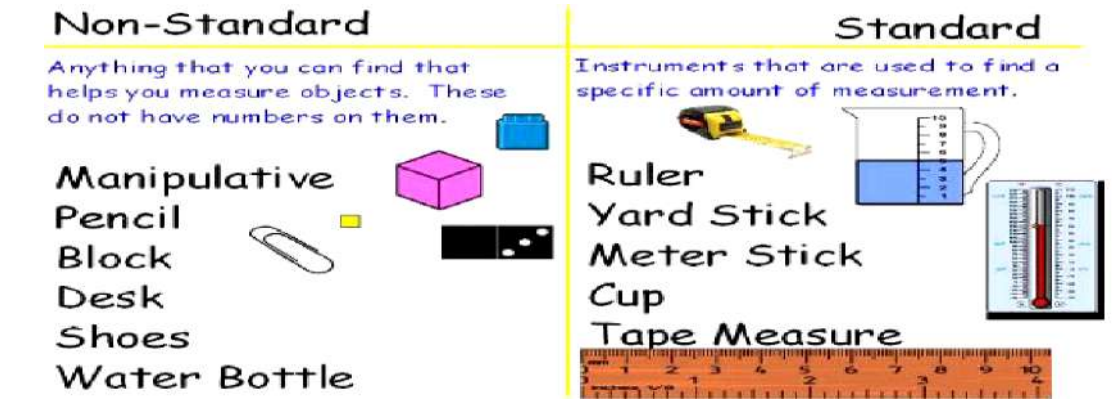
Methodology:

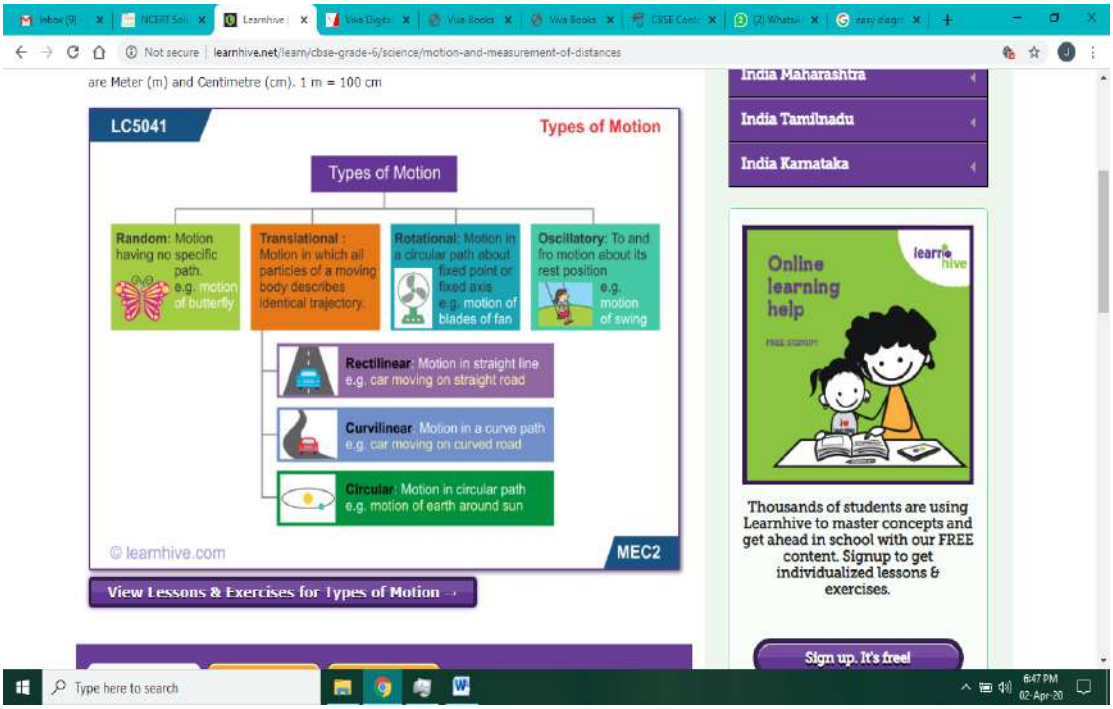
Demonstration Method, Explanation Method (learning method), Activity based teaching, Audio-Visual Explanation

Activities:

- Show the learners pictures of different means of transport and initiate a discussion on the need of transportation. Share the details of various modes of transport like land transport, water transport and air transport.
- Find out the dimensions & area of your desk/table using measuring-tape.

Board work:





Learning outcomes:

Learners will be able to:

- Know and understand the term: uniform, non-uniform motion, periodic motion and SI units
- Explain about transport, measurement and the need to measure distance (length)
- Explain about measurement of length
- Explain about motion and its types
- Explain about measurement of time
- Measure physical quantities and expresses in SI units, e.g., length
- Explain about motion and its types
- Classify different types of motions as rectilinear, curvilinear, periodic, non-periodic, oscillatory, vibratory etc.
- Differentiate between uniform and non-uniform speed
- Solve numerical based on speed and time.
- Explain the working of a simple pendulum.
- Draw distance-time graph.

Application:

- Learners can choose the appropriate tool and unit for measurement in daily life.
- Learners can identify the type of motion exhibited by objects in daily life.
- Learners can critically analyze the motion in their surroundings and concept of periodic motion for measurement of time.

ICT Integration / Art Integration :

Write a report on the topic ‘Advancements in Transport’ in MS World.

Class assessment/ Recapitulation:

- At the end of the chapter, revise and summarize all the terms/concepts taught during the discussion of the chapter.
- Assess the responses of the learners during class activities and discussions
- Various exercises (very short, short and long answers, and questions based on thinking skills) can be used as assessment tools
- Use exercises mentioned in the book as assessment tools.

Homework/ worksheets:

Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, www.oxfordsecondary.com/myp-science-support, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Tanuja D.

Grade - 6

Subject - Science **Month - August**

Topic- 14.Electricity and Circuits **No. of Periods-5**

Sub - topic:

- Electric Current
- Electric Bulb
- Electric Circuits
- Electric Switch
- Torch
- Electric Conductors and Insulators

Specific objectives:

- Students will be able to know about electric current
- Students will be able to know about electric circuit
- Students will be able to know about electrical appliances
- Students will be able to know about conductors and insulators

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching, Audio-Visual Explanation

Activities:

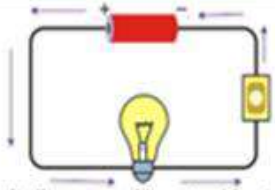
- Show pictures of various electrical appliances and generate an idea that electricity is very important to run electrical equipment.
- Initiate a discussion by posing a situational question, 'What will happen if there is no light at night?' Collect the responses of the learners and make a list on the blackboard. Show the importance of a torch, generator or inverter in such a situation.
- To make an electric switch using drawing pins.
- Draw a well-labeled diagram of an electric torch.

Board work:

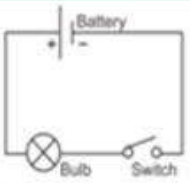
LC5072

Electric Circuit

A closed path in which current flows is known as an **Electric circuit**. Electric circuit comprises of electrical components (e.g. cell or battery, bulb, switch, wire)



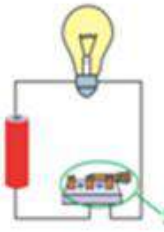
Circuit diagram with actual instruments



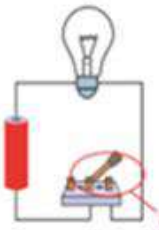
Circuit diagram with symbols

Direction of current: positive terminal of battery to its negative terminal

Electric switch A switch is a simple device that either breaks the circuit or completes it. Circuits have a switch so that they can be turned on and off.



When the switch is turned on, it closes the gap. Thus the electricity is able to flow and make the device work and the bulb glows.

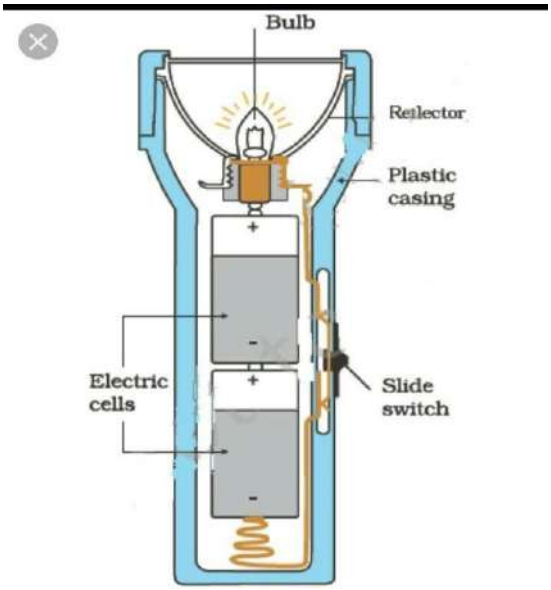


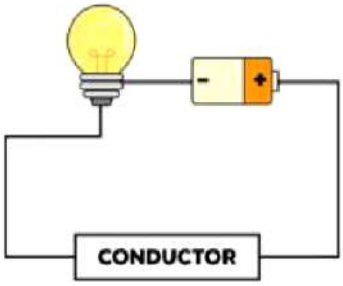
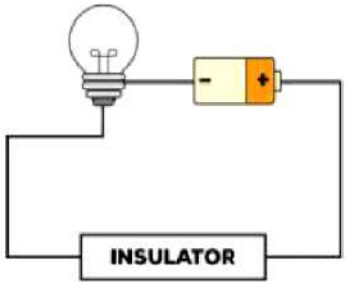
When the switch is off, it makes a gap in the circuit. Thus electricity cannot flow through the circuit and the bulb does not glow.

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Fig. 12.3: An electric bulb



	Conductors of electricity	Insulators of electricity
Definition	Materials that allow electricity to pass through them	Materials that do not allow electricity to pass through them
Examples	Metals, salt solution and carbon (graphite)	Most non-metals such as plastic, rubber, air and pure water
Example of a circuit connected to the material		
Explanation of observations	• When a conductor of electricity is connected to a circuit, there is a closed circuit. • Thus, electricity flows through the bulb, allowing it to light up.	• When an insulator of electricity is connected to a circuit, there is an open circuit. • Thus, electricity will not flow through the bulb, preventing it from lighting up.

Learning outcomes:

Learners will be able to:

- Explain electric current, electric circuit and electrical appliances
- Differentiate between conductors and insulators

Application:

- Learners can make a simple set up of electric circuits.
- Learners can understand and apply the applications of conductors and insulators in daily life.

ICT Integration / Art Integration :

Students can create a 3D model of Electric circuit.

Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts taught during the discussion of the chapter.
- Assess the performance of learners by their responses during class discussions and activities.
- For different exercises (very short, short and long answers, and questions based on thinking skills) can be used.
- Use exercises mentioned in the book as assessment tools.

Homework/ worksheets:

Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, www.oxfordsecondary.com/myp-science-support, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Tanuja D.

Grade - 6

Subject - Science **Month-August**

Topic- 12.Fun with Magnets **No. of Periods-5**

Sub - topic:

- Discovery of magnets
- Magnetic and non-magnetic materials
- Poles of a magnet
- Make your own magnet
- Make your own magnetic compass
- A few cautions

Specific objectives:

- Students will be able to know about magnets
- Students will be able to know about poles of a magnet
- Students will be able to know about magnetic and non-magnetic materials
- Students will be able to know about magnetic compass
- Students will be able to know about magnetic induction
- Students will be able to know about handling of magnets
-

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching, Audio-Visual Explanation

Activities:

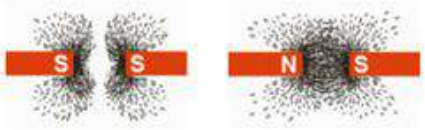
- Exhibit some magnetic items and ask the learners about their working. For example, working on a cabinet, magnetic lock of a toy using a magnet, etc. Develop an idea that magnets are used for various purposes.
- Show the learners different types of magnets like bar magnet, horse shoe magnet, cylindrical bar magnet, etc. to develop an interest to know about magnets.
- Making of an artificial magnet.
- Activity showing the position of a freely suspended magnet

Board work:

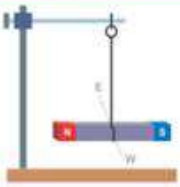
LC5078

Properties of Magnet

1. **Magnet has two poles** –These are the ends of a magnet where magnetic force is strongest.



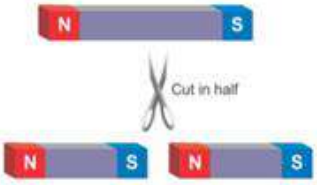
2. When a magnet is suspended freely, it comes to **rest in the north–south direction.**



3. Magnet always **attracts objects made up of iron and steel.**



4. **Poles always exist in pairs.** They cannot be separated.



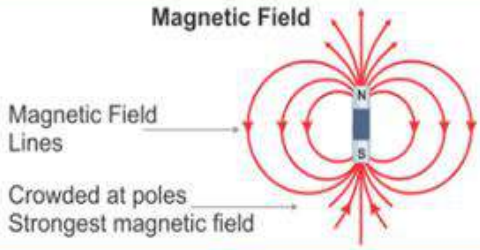
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MAG2

LC5079

Magnetic Field

The region around a magnet where its influence is felt is called the magnetic field of the magnet.



We cannot see the magnetic field, but it can be represented by **a set of curves around a magnet called magnet field lines or magnetic lines of force.**

Properties of magnetic field lines

1. The lines **start from north pole** and **end at south pole** of magnet.
2. They are **crowded at poles** where **magnetic field is strongest.**
3. The **lines do not intersect** each other.
4. Each line is **continuous closed curve** passing through the magnet.

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MAG3

Learning outcomes:

Learners will be able to:

- Explain magnets, poles of a magnet
- Differentiate between magnetic and non-magnetic materials
- Describe magnetic compass, magnetic induction
- Apply learning of scientific concepts in day-to-day life, e.g., using compass needle for finding directions
- Explain about handling of magnets
- Conduct simple investigations to seek answers to queries, e.g., Does a freely suspended magnet align in a particular direction?

Application:

- Learners will know about the uses and working of compass.
- Learners will know the applications of electromagnets.
- Learners can apply scientific concepts in daily life situations.

ICT Integration / Art Integration :

Create a web page in HTML with the title ‘Uses of Magnet’ and body containing a brief write-up about various uses of different types of magnets. Save your web page and view it.

Class assessment/ Recapitulation:

- At the end of the chapter, summarize the concepts about magnet, its history, magnetic poles, properties of poles, applications of magnetic induction and magnets. Highlight the safety precautions for handling magnets.
- Assess the learners by their responses during classroom discussions and activities.
- Various exercises (very short, short and long answer questions) should be used as assessment tools.
- Use exercises mentioned in the book as assessment tools.

Homework/ worksheets:

Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, www.oxfordsecondary.com/myp-science-support, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Tanuja D.

Grade - 6

Subject - Science **Month- October**

Topic- 6.Changes Around Us **No. of Periods-5**

Sub - topic:

- Reversible and irreversible changes
- Physical and chemical changes
- Expansion and Contraction
- Physical changes in water

Specific objectives:

- Students will be able to know about some changes which can be reversed and others which cannot be reversed
- Students will be able to know about solubility and saturated solutions
  Students will be able to know about the relation between solubility and temperature

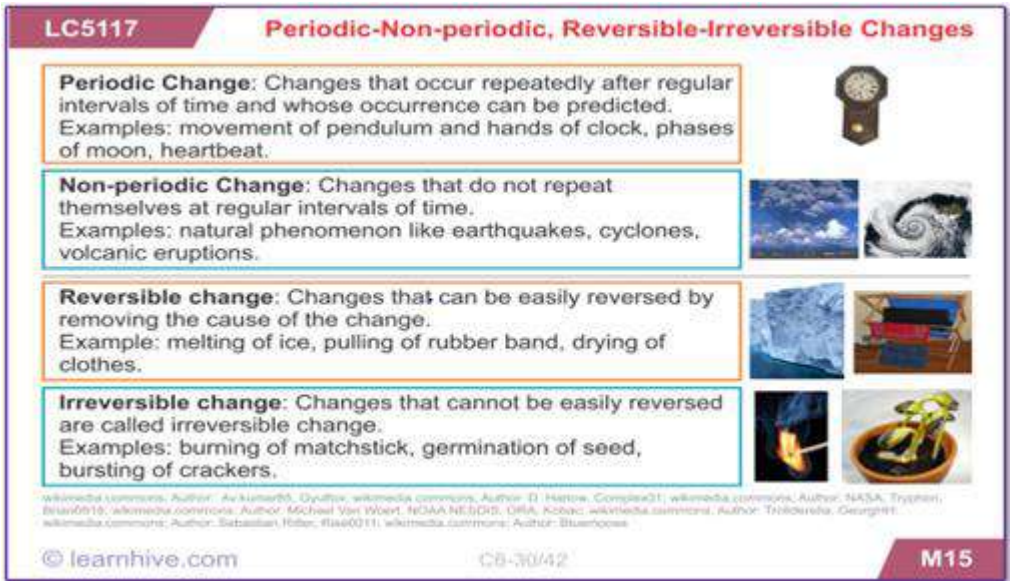
Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching, Audio-Visual Explanation

Activities:

- Ask the children to think about some changes from day-to-day life like weather changes, germination of a seed into a plant, conversion of leaves after falling from trees into compost, turning of paper into ash on burning, etc. List the changes told by the children on the blackboard.
- Make a boat from a sheet of paper without cutting the paper. Ask the children to make a few items from the paper or newspaper (old) by folding it. Develop an idea about a change which can be reversed by undoing the change.
- Different activities to show changes around us using balloons, rubber bands, paper etc.

Board work:



Physical Change: Change that occur only in the physical properties of a substance. No new substance is formed.

Changes take place only in physical properties as no molecular changes occur.
No new substances are formed
Mostly reversible
Amount of energy change is small

Examples: Change of state of matter



Ice to water

1. **Melting**: Change of substance from solid state to liquid state.
2. **Evaporation or boiling**: Change of substance from liquid state to gaseous state.
3. **Condensation**: Change of substance from gaseous state to liquid state.
4. **Freezing or solidification**: Change of substance from liquid state to solid state.

Chemical Change: Change that involves the formation of new substances.

Changes take place in chemical properties due to molecular changes.
New substances are formed
Mostly irreversible
Amount of energy change is large

Examples: burning of wood, rusting of iron



wikimedia commons; Author: Waugsberg

Rusting: A chemical change in which iron reacts with oxygen and forms iron oxide.

Learning outcomes: Learners will be able to:

- Describe some changes which can be reversed and others which cannot be reversed
- Classify changes based on observable properties, e.g., changes that can be reversed and that cannot be reversed
- Conduct simple investigations to seek answers to queries, e.g., Can all physical changes be reversed?
- Explain about solubility and saturated solutions
- Understand the relation between solubility and temperature

Application:

- Learners can relate different types of changes and their reasons in day-to-day life.
- Learners can apply scientific concepts in daily life situations.

ICT Integration / Art Integration :

Create a web page in HTML with the title ‘Changes In Nature’ and body containing a brief write-up about different changes we can observe in nature. Save your web page and view it.

Class assessment/ Recapitulation:

- At the end of the chapter, summarize the concepts taught during the discussion in the class.
- Assess the response of the learners during classroom activities, discussion.
- Assess the correctness of responses given by the learners to the questions (very short, short and long answers).

Homework/ worksheets:

Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, www.oxfordsecondary.com/myp-science-support, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher’s Name – Tanuja D.

Grade - 6

Subject - Science **Month- October**

Topic- 7.Things Around us **No. of Periods-5**

Sub - topic:

- Characteristics common to living things
- Differences between living and non-living things
- Features common between living and non-living things
- Differences between plants and animals

Specific objectives:

- Students will be able to know about the characteristics of living things

- Students will be able to know about the differences between living and non-living things

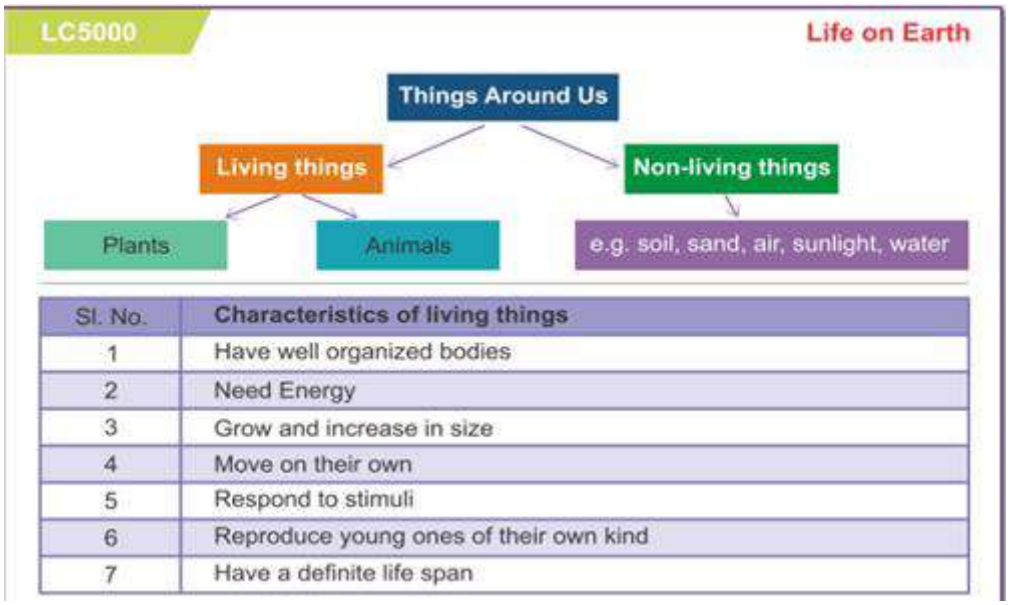
Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching, Audio-Visual Explanation

Activities:

- Show some pictures of living and non-living things (in a mixed manner) to identify them.
- Ask the children to find out which of the things are living and which are non-living. Note down the observations (basis of classification) of all the learners on the blackboard.
- List few living and non-living things you see around you

Board work:



Sl. No.	Characteristics of living things
1	Have well organized bodies
2	Need Energy
3	Grow and increase in size
4	Move on their own
5	Respond to stimuli
6	Reproduce young ones of their own kind
7	Have a definite life span

Learning outcomes: Learners will be able to:

- Describe the characteristics of living things
- Differentiate between living and non-living things

Application:

Learners can differentiate living and non-living things using the characteristics.

ICT Integration / Art Integration :

Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the characteristic properties of living things and differences between animals and plants.
- Assess the response of learners during classroom discussions and activities
- Assess the learners' responses towards exercises (very short, short and long answers, and questions based on thinking skills) in exercises.

Homework/ worksheets:

Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, www.oxfordsecondary.com/myp-science-support, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Tanuja D.

Grade - 6

Subject - Science **Month-October**

Topic- 10. Habitat of the Living **No. of Periods-6**

Sub - topic:

- Habitat
- Types of habitats
- Components of the Environment
- Habitat and Adaptation
- Adaptations in Terrestrial Habitats
- Adaptations in Aquatic Habitats

Specific objectives:

- Students will be able to know about a habitat and its types
- Students will be able to know about the components of a habitat
- Students will be able to know about the adaptations in terrestrial habitats
- Students will be able to know about the adaptations in aquatic habitats

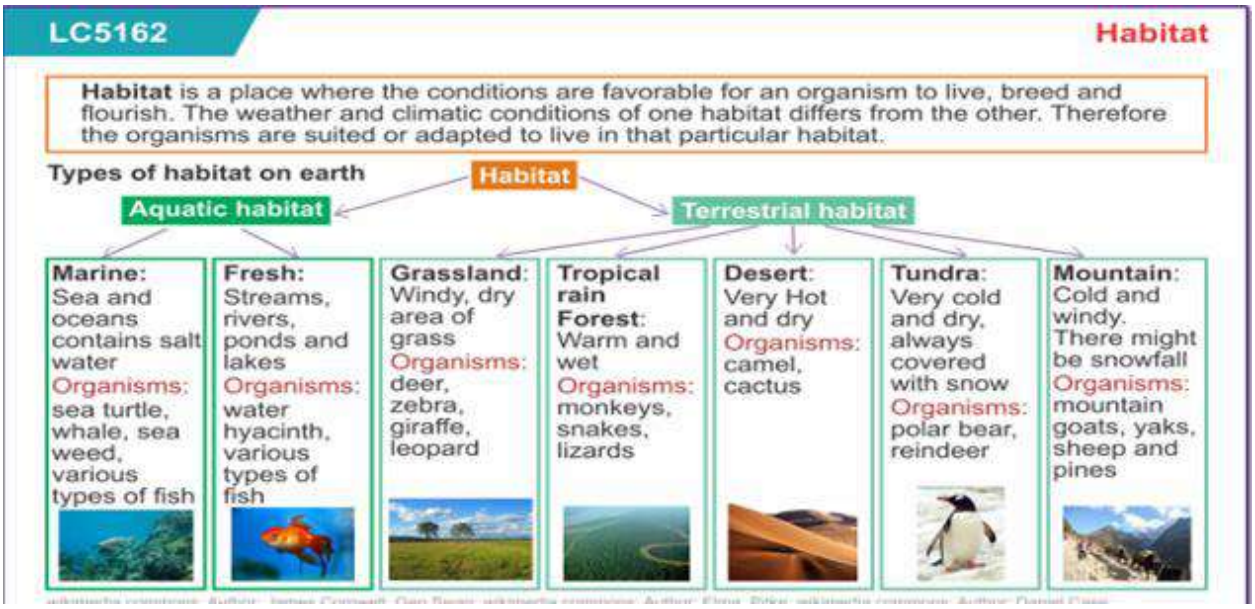
Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching, Audio-Visual Explanation

Activities:

- Initiate a discussion in the class on the topic ‘Is it possible for living things to survive in isolation?’ Collect the responses of learners and modify, if needed. Explain the meaning of environment.
- Show the pictures of shelters of different animals and ask about the different things required around the shelter of an animal. Develop a concept of habitat.
- Make a list of 5 plants and animals and paste them on the scrap book, living in different habitats as mentioned in the text.
- Discussion on ‘Is it possible for living things to survive in isolation?’

Board work:



Learning outcomes:

Learners will be able to:

- Describe habitat and its types
- Explain the components of a habitat
- Explain the adaptations in terrestrial habitats
- Explain the adaptations in aquatic habitats
- Classify components of habitat as biotic and abiotic
- Relate processes and phenomenon with causes, e.g., adaptations of animals and plants with their habitat

Application:

- Learners can identify various biotic and abiotic components present around them.
- Learners can identify the adaptive features of living things present around them.

ICT Integration / Art Integration :

Choose a plant or animal which ha interesting features, adaptation or habits. Find out more about it on the internet. Then create a presentation on the Topic ‘An interesting animal/plant’ in MS PowerPoint.

Class assessment/ Recapitulation:

- At the end of the chapter, summarize the concepts taught during the discussion and activities.
- Assess the responses of all the learners during classroom discussions.
- Assess the correctness of responses (very short, short and long answers) of the learners.
- Use exercises mentioned in the book as assessment tools.

Homework/ worksheets:

Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, www.oxfordsecondary.com/myp-science-support, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Tanuja D.

Grade - 6

Subject - Science **Month- November**

Topic- 10.Form and Movement in Animals **No. of Periods- 5**

Sub - topic:

- Movements in animals
- Movements in human beings

Specific objectives:

- Students will be able to know about the organ systems inside our body
- Students will be able to know about the body movements in different animals—earthworm, snail, cockroach, fish, birds and snakes
- Students will be able to know about the human skeletal system
- Students will be able to know about the types of joints and their role in body movements
- Students will be able to know about the role of muscles in movement

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching, Audio-Visual

Explanation

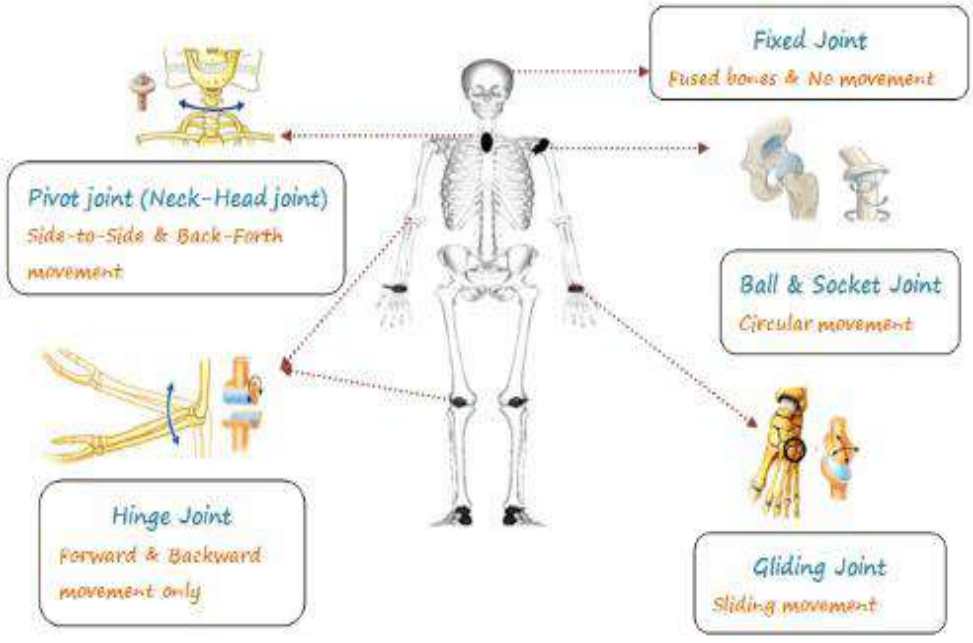
Activities:

- Show a plant to the learners and ask about the root and the shoot system. Give them an idea that like the plants, animals also have different organ systems.
- Show the poster showing different organs in the human body and initiate the discussion on how the human body works. Also discuss the type of organs involved in movement and locomotion. Write all the responses of the learners and develop a concept that human body is like a complex machine which functions using many organ systems
- Make a model of ball & socket joint & hinge joint using different materials.
-

Board work:

LOCOMOTION VERSUS MOVEMENT

Definition	refers to the movement of any organism from place to place	refers to any type of motion
Relation to original position	involves moving away from the original position of the organism	can happen with or without moving away from the organism's original position
Voluntary or involuntary	typically voluntary	may be voluntary or involuntary
Types	(animals) aerial, arboreal, aquatic, cursorial, fossorial, saltatorial	(organisms in general) amoeboid, ciliary, muscular



Learning outcomes:

Learners will be able to:

- Explain about the organ systems inside our body
- Explain the body movements in different animals—earthworm, snail, cockroach, fish, birds and snakes
- Describe the human skeletal system
- Describe the types of joints and their role in body movements
- Describe the role of muscles in movement

Application:

- Learners will know how the movement takes place in their body.
- Learners can identify the motion exhibited by organisms around them.

ICT Integration / Art Integration :

Prepare a presentation on the topic ‘Movement in Animals’ in MS PowerPoint. Make it in a systemic manner that is easy to comprehend.

Class assessment/ Recapitulation:

- At the end of the chapter, summarize the concepts taught during the discussion of the chapter.
- Assess all the responses of the learners during classroom discussions and activities.
- Various exercises (very short, short and long answers, and questions based on thinking skills) can be used as assessment tools.
- Use exercises mentioned in the book as assessment tools.

Homework/ worksheets:

Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, www.oxfordsecondary.com/myp-science-support, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher’s Name – Tanuja D.

Grade - 6

Subject - Science **Month- November**

Topic- 13.Light, Shadow and Reflection **No. of**

Periods-5

Sub - topic:

- Transparent, translucent and opaque objects
- Shadow
- Pinhole camera
- Mirrors, Images and Reflection

Specific objectives:

- Students will be able to know about luminous and non-luminous objects
- Students will be able to know about shadow formation that requires a source of light, an opaque object and a screen
- Students will be able to know about the characteristics of a shadow
- Students will be able to know about reflecting surfaces

Students will be able to know about images that are different from shadows

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching**,** Audio-Visual Explanation

Activities:

- Initiate a discussion on a hypothetical situation like what will you do if there is no light in your room, how will you feel, will you be able to see anything, etc. Develop a concept that light is necessary to see the objects around us. The source of light may be natural (like the sun) or artificial like candle, torch, etc. (show them).
- Collect information/responses from the learners on natural sources and man-made sources of light. Take a torch and let its light fall on a mirror. Ask the children about what is happening. Light is bounced back by the surface of the mirror. Similarly, light falls on the moon's surface and is bounced back and we see the moon.
- Develop the idea that the moon has no light of its own. Explain luminous and non-luminous objects.
- Construction of Pinhole camera. *(SE Activity)*
- Group Discussion on "How can the moon be seen by us in spite of having no light of its own?"

Board work:

LC5087

Light

Light is a **form of energy** which helps us to see objects.

Rectilinear propagation of light

The property of light that it always travels in a **straight line** in the form of rays.

Sources of light



Natural sources
sun, stars

Artificial sources
flash light, candle, bulb, electric lamp



Luminous and Non Luminous Bodies

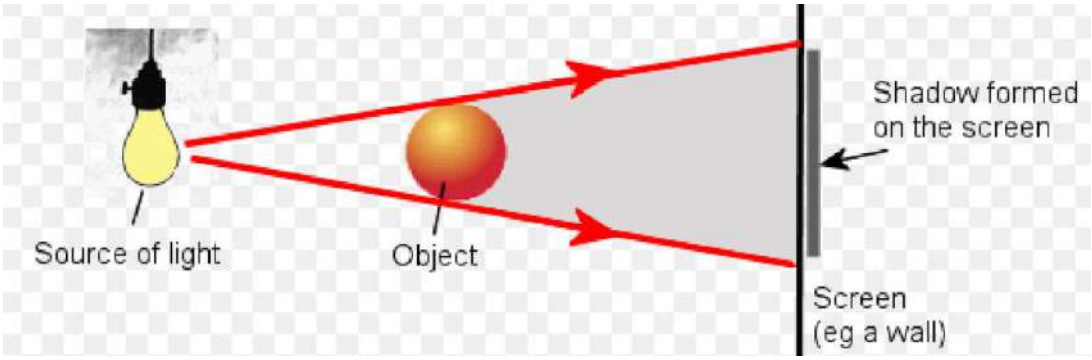
Luminous Bodies
- Bodies which emit their own light.
- e.g. sun, stars, bulb

Non-luminous bodies
- Bodies which do not have their own light.
- e.g. Moon, chair

A non-luminous body becomes visible when light falls on it from a luminous body.

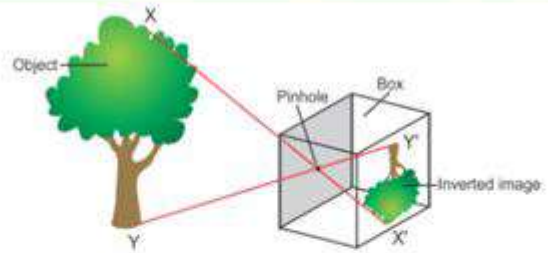


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LC5090 **Pinhole Camera**

It is a simple device which helps us understand the rectilinear propagation of light.



A **pinhole camera** is a simple camera without a lens and with a single small **pinhole (aperture)**. Effectively it is a light-proof box with a small hole on one side and translucent screen on the opposite side e.g. wax paper. Light reflecting from an object passes through this single point and gets projected as an inverted image on the screen.

Working

As light travels in a straight line, light reflecting from **X** strikes the box at **X'** and light from **Y** strikes at **Y'**. Hence light from all other points between X and Y on passing through the pinhole strikes at points in-between X' and Y', and an inverted image is seen on the screen.

Size of the image depends on
1. **distance of the screen from the pinhole**
2. **distance of the object in front of the pinhole**

Learning outcomes:

Learners will be able to:

- Differentiate between luminous and non-luminous objects
- Explain the shadow formation that requires a source of light, an opaque object and a screen
- Describe the characteristics of a shadow
- Explain about reflecting surfaces
- Explain about images that are different from shadows
- Explain processes and phenomenon, e.g., formation of shadows; reflection of light from plane mirror
- Construct models using materials from surroundings and explains their working, e.g., pinhole camera, periscope

Application:

- Learners can understand the reason behind the different shadow formation by an object.
- Learners can understand the reason behind the different kinds of image formation.
- Learners can apply learning to hypothetical situations.

ICT Integration / Art Integration :

Create a presentation on the topic ‘Uses of reflection in Everyday life’ in MS PowerPoint

Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts developed during the discussion of the chapter.
- Assess the performance of the learners by their responses during classroom discussions and involvement in class activities.
- Various exercises (very short, short and long answers, and questions based on thinking skills) can be used as assessment tools.
- Use exercises mentioned in the book as assessment tools.

Homework/ worksheets:

Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, www.oxfordsecondary.com/myp-science-support, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Tanuja D.

Grade - 6

Subject - Science **Month- November**

Topic- 15.Water and its importance **No. of Periods- 5**

Sub - topic:
• Distribution of water on Earth • Importance of water • States of water • Water Cycle • Sources of water • Water as a disaster • Water conversion
Specific objectives:
• Students will be able to know about importance of water – dependence of living things on water • Students will be able to know about sources of water

- Students will be able to know about droughts and floods
- Students will be able to know about water conservation
- Students will be able to know about rainwater harvesting

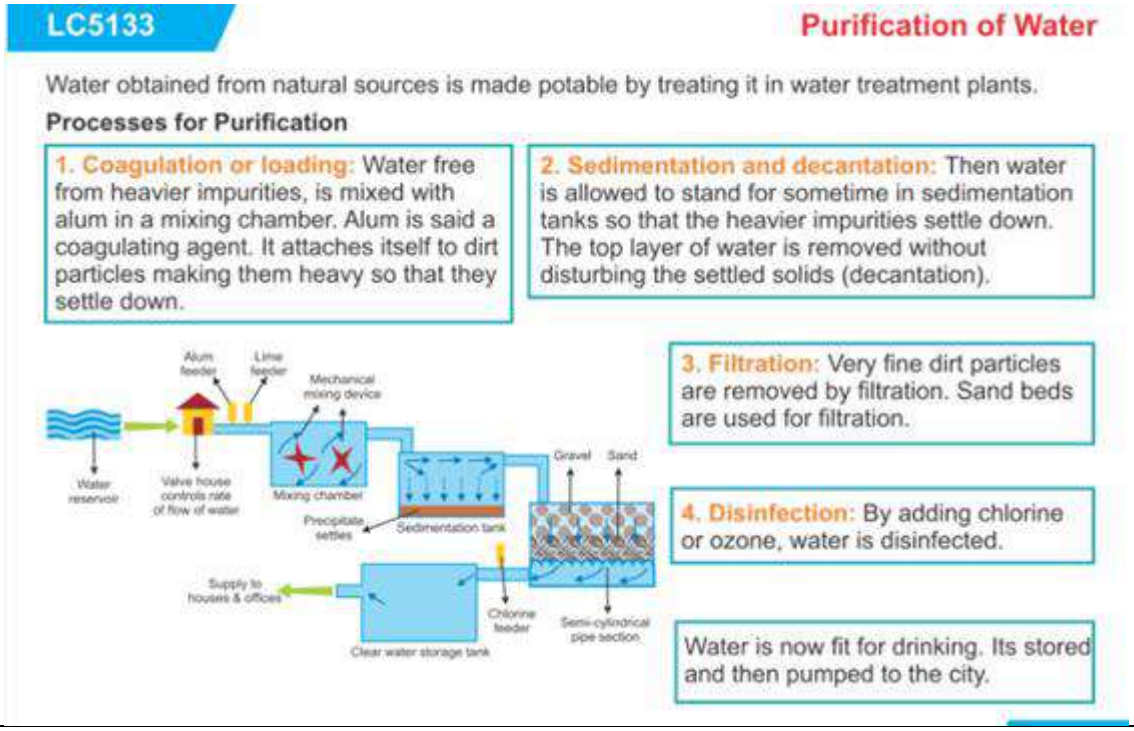
Methodology:

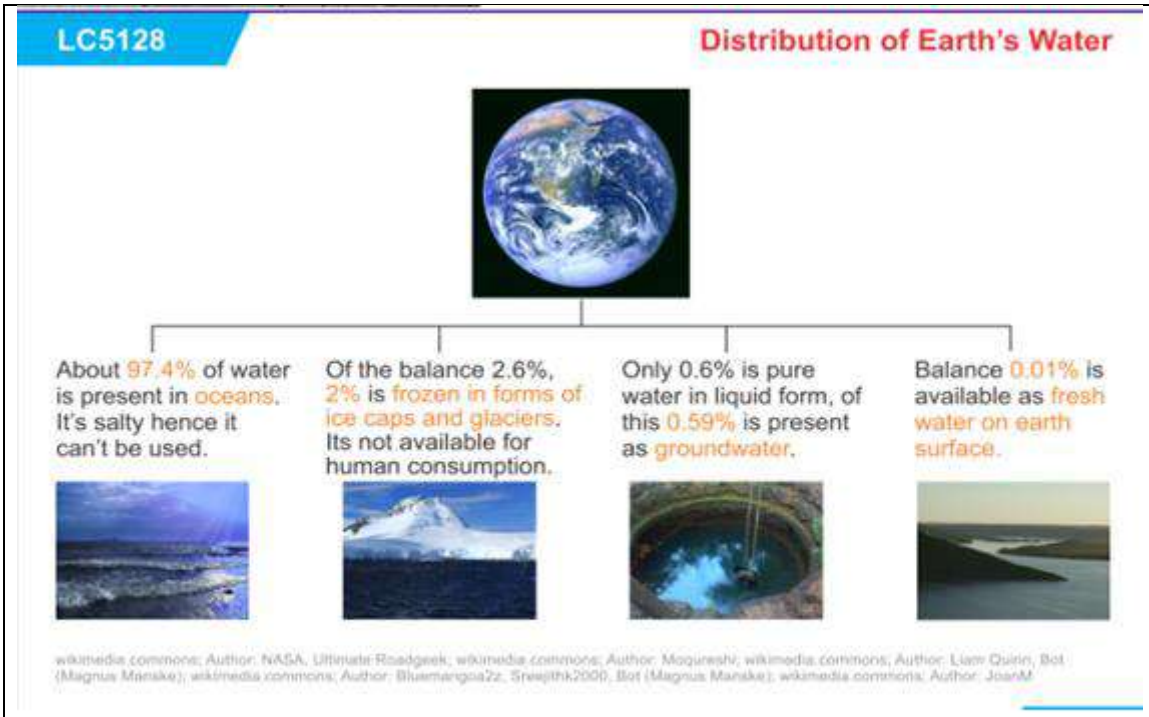
Demonstration Method, Explanation Method (learning method), Activity based teaching, Audio-Visual Explanation

Activities:

- Take some water from a water bottle and ask the children about the importance of water for all living things. Write the learners' responses on blackboard.
- Ask the learners how water is used by them. List various types of activities (personal, social or industrial) where water is used on the blackboard.
- Activity to show presence of water vapors in air.

Board work:





Learning outcomes:

Learners will be able to:

- Explain the importance of water – dependence of living things on water
- Describe sources of water
- Differentiate between droughts and floods
- Explain water conservation
- Explain rainwater harvesting
- Make efforts to protect environment, e.g., spreading awareness to adopt rainwater harvesting

Application:

- Learners can spread awareness about the importance of water conservation.
- Learners will understand that water is scarce, and that we need to plan to increase the availability of water.

ICT Integration / Art Integration :

Students can make posters on Conservation of Water and write ways to save water.

Class assessment/ Recapitulation:

- At the end of the chapter summarize the concepts and terms taught in the chapter.

• Assess the performance of learners by their responses during classroom discussions and activities. • Various exercises (very short, short and long answers, and questions based on thinking skills) can be used as assessment tools. • Use exercises mentioned in the book as assessment tools.
Homework/ worksheets: Ask students to attempt some of the exercise on their own.
Reference: ncert.nic.in, www.oxfordsecondary.com/myp-science-support, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Tanuja D.

Grade - 6

Subject - Science **Month- November**

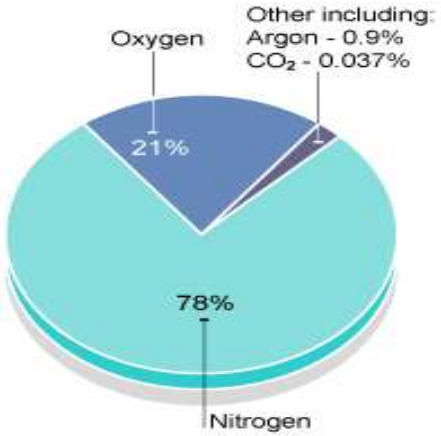
Topic- 16.Air around Us **No. of Periods-5**

Sub - topic: • Properties of air • Composition of air • Air supports life • Balance of gases in the air • Uses of air • Air pollution
Specific objectives: • Students will be able to know about presence of air around us • Students will be able to know about components of air • Students will be able to know about uses of air
Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching, Audio-Visual Explanation:
Activities:

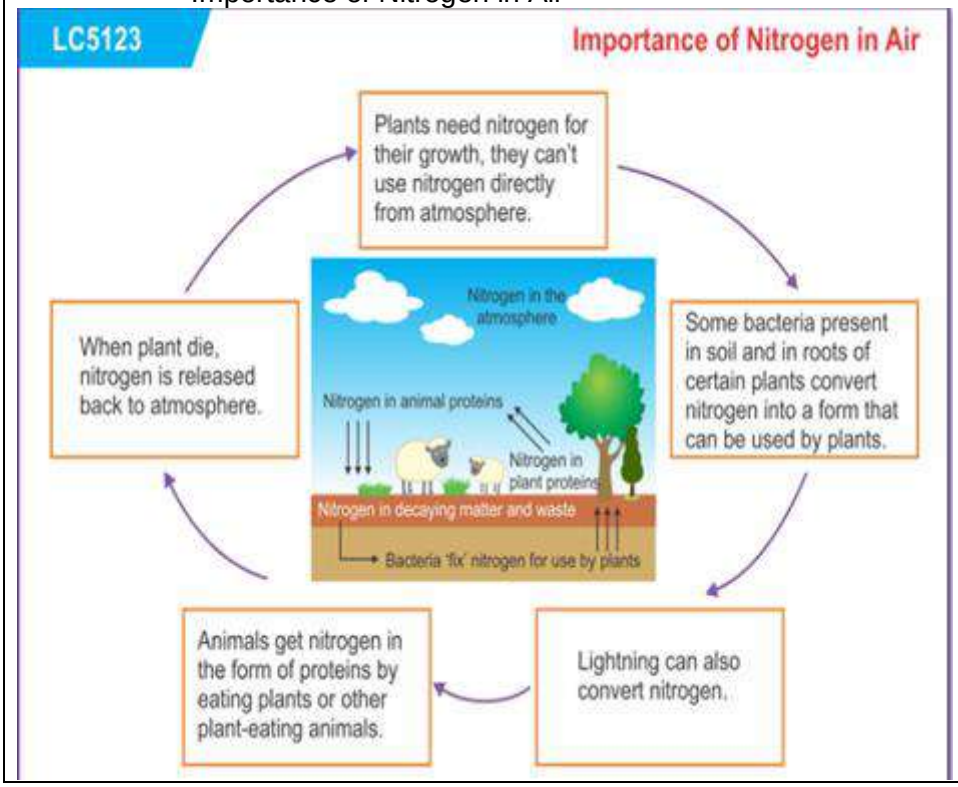
- Ask the learners whether they have seen air. Clear the idea that the presence of air can be felt. Switch on the fan in the class and put an open notebook under it. The pages of the notebook start fluttering. Explain that it shows the presence of air.
- Distribute a few balloons among the children and ask them to blow air in balloons. Show them an inflated cycle tube and working of different types of pin wheels. Explain the presence of air with the help of these.
- To show the presence of air around us.
- Demonstrate that air supports burning.

Board work:

- Composition of Air



- Importance of Nitrogen in Air



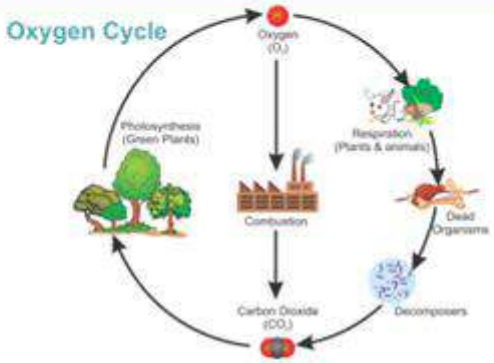
LC5124 — Importance of Oxygen in Air

Oxygen is required for

Combustion : the process of burning of fuel in air with release of energy in the form of heat and light.

Respiration : a form of combustion in which oxygen reacts with food to release energy.

Rusting : the corrosion of iron when exposed to air (oxygen) and moisture (water).



LC5125 — Importance of Carbon dioxide in Air

Carbon dioxide plays a vital role in living beings through Photosynthesis.

Photosynthesis: The process by which plants make their own food (glucose) using carbon dioxide and water in the presence of sunlight and chlorophyll, and release oxygen.



Aquatic plants use carbon dioxide dissolved in water for photosynthesis.

Importance of Water Vapor

The amount of water vapor present in air is called humidity.
In absence of water vapor
- plants' leaves become dry and crumble
- animals can get dehydrated

Excess water vapor can cause discomfort, heat becomes severe even though the temperatures are not very high.

Learning outcomes: Learners will be able to:

- Explain the presence of air around us
- Describe components of air
- Explain the uses of air

Application:

Learners can spread awareness about the effect of air pollution.

ICT Integration / Art Integration :

Create a web page in HTML with the title ‘Prevention of air pollution’ and body containing 6 to 10 ways in which air pollution can be prevented. Save your web page and view it.
Class assessment/ Recapitulation: • At the end of the chapter, revise and summarize all the concepts. • Assess the performance of the learners through their responses during classroom discussions and activities • Various exercises (very short, short and long answers, and questions based on thinking skills) can be used as assessment tools. • Use exercises mentioned in the book as assessment tools.
Homework/ worksheets: Ask students to attempt some of the exercise on their own.
Reference: ncert.nic.in, www.oxfordsecondary.com/myp-science-support, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher’s Name – Tanuja D.

Grade - 6

Subject - Science **Month- November**

Topic- 17. Garbage in Garbage out **No. of Periods- 6**

Sub - topic: • Types of waste • Segregation of wastes • Waste management
Specific objectives: • Students will be able to know about wastes and their types • Students will be able to know about biodegradable and non-biodegradable wastes • Students will be able to know about the methods of waste management – landfills, composting and vermicomposting • Students will be able to know about the steps to reduce generation of wastes

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching, Audio-Visual Explanation

Activities:

- Show a dustbin present in the class to the learners and initiate a discussion by asking questions like what is inside the dustbin, why is the dustbin kept in the class, etc. Develop an idea about wastes.
- Illustrate wastes by giving some examples and explore more from the learners. Write all the responses of learners on blackboard.
- Make two bins (green and blue) and explain their usage according to the guidelines issued. *(SE Activity)*
- Demonstration of process of vermicomposting

Board work:



Learning outcomes:

Learners will be able to:

- Explain about wastes and their types
- Describe biodegradable and non-biodegradable wastes
- Describe the methods of waste management – landfills, composting and vermicomposting
- Explain processes of formation of vermicompost
- Describe the steps to reduce generation of wastes

Application: • Learners can spread awareness about garbage disposal. • Learners can collect wet waste to compost and to use that for gardening. • Learners can exhibit creativity in designing models using eco-friendly resources.
ICT Integration / Art Integration : 1.Students can create things using waste materials to show best out of waste 2. Students can make a 3D model showing segregation of wastes; wet garbage and dry garbage.
Class assessment/ Recapitulation: • At the end of the chapter, revise and summarize the concepts taught during the lesson. • Assess the performance of the learners by their responses during classroom discussions and activities. • With the knowledge provided in the lesson, the learners should now be sensitive to environmental problems. • They should be responsible towards their surroundings. • Various exercises (very short, short and long answers, and questions based on thinking skills) can be used as assessment tools. • Use exercises mentioned in the book as assessment tools.
Homework/ worksheets: Ask students to attempt some of the exercise on their own.
Reference: ncert.nic.in, www.oxfordsecondary.com/myp-science-support, Google.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name – Seema Patil

Grade – 7 **Subject - Science**

Month - April

Topic – Nutrition in Plants **No. of Periods -**

Sub - topic:

- Nutrition and its Types
- Autotrophic Nutrition in Plants
- Heterotrophic Nutrition in Plants
- How Nutrients are replenished in the soil.

Specific objectives: Students will be able

- To know about modes of nutrition – autotrophic and heterotrophic
- To know about nutrition in plants – photosynthesis
- To know about heterotrophic nutrition in plants – parasitic, saprophytic, insectivorous and Symbiotic relation

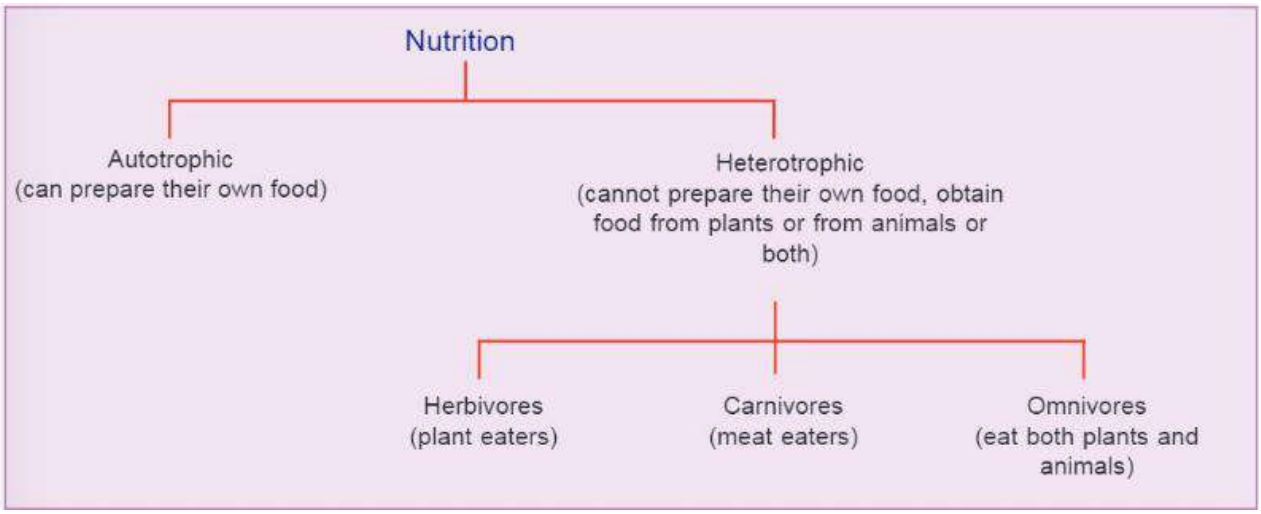
Methodology :

Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Recall the previous knowledge of learners on food and ask them questions related to the need of food by living beings. Ask the students to name some nutrients provided by the food, whether all living thing need food, etc. Open their lunch boxes and discuss the nutrients present in the food items. Write down the responses of the learners on the blackboard
- Discuss the nutrients present in the different types of food they eat every day.
- Regroup the given organisms according to their modes of nutrition.

Board work:



$$6CO_2 + 6H_2O \xrightarrow[\text{Chlorophyll (in the leaves)}]{\text{Sunlight}} C_6H_{12}O_6 + 6O_2$$

Carbon dioxide (from atmosphere) + Water (from soil) → Carbohydrate (food) + Oxygen

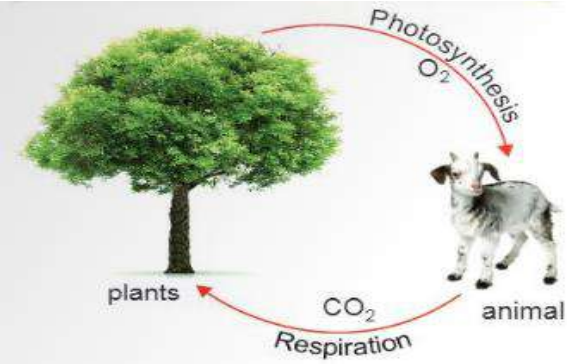


Fig. 1.9: Balance of oxygen and carbon dioxide in the atmosphere

Learning outcomes: : Learners will be able to:

- Explain about modes of nutrition – autotrophic and heterotrophic
- Explain about nutrition in plants – photosynthesis
- Describe heterotrophic nutrition in plants – parasitic, saprophytic, insectivorous and symbiotic
- Understand the significance of symbiosis in nitrogen fixation

Application: Learners can understand the balance of oxygen and carbon dioxide in atmosphere and may give their contribution for the same.

- Observe the growth of fungi on a slice of bread at home ,

.

ICT Integration / Art Integration :

Prepare Mind map on the topic ‘Types of Nutrition in Plants’. Make it in systematic way i.e is easy to understand and comprehend.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2024-25)

Teacher's Name – Seema Patil

Grade - 7

Subject - Science **Month -April**

Topic – 2. Nutrition in Animals **No. of Periods - 9**

Sub - topic:

- Steps Involved in Animal Nutrition
- Nutrition in Animals
- Nutrition in Grass-eating Animals
- Digestion in Amoeba

Specific objectives: Students will be able

- To know about steps in animal nutrition
- To know about nutrition in Amoeba
- To know about nutrition in human
- To know about nutrition in grass-eating animals

Methodology :

Demonstration Method, Explanation Method (learning method), Activity based teaching

Activities:

- Show pictures of some food items obtained from the animals and the ones used by other animals as their food. Recall the nutrition value/nutrients present in such items.
- Regroup the given organisms into herbivores, carnivores and omnivores.
- Make a chart on the human digestive system and explain the functions of different parts and steps involved in digestion.
- Draw and write the steps if nutrition in amoeba.

Board work;

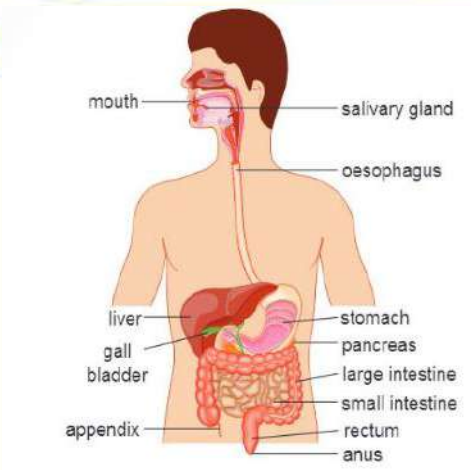


Fig. 2.4: Human digestive system

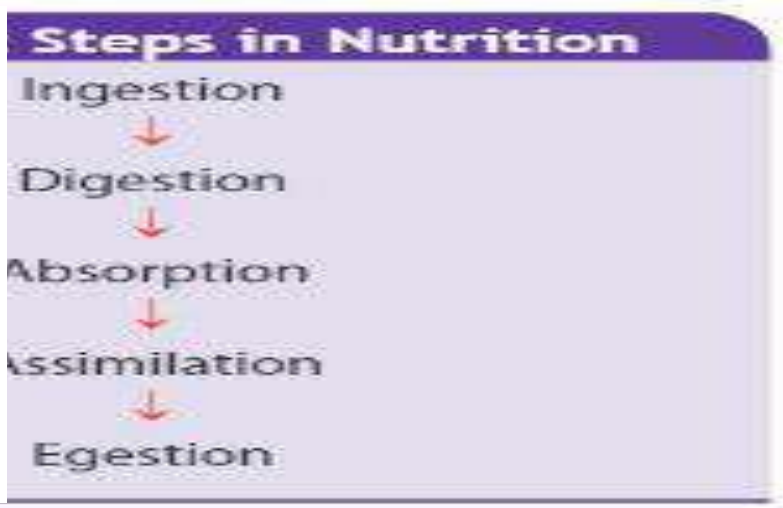


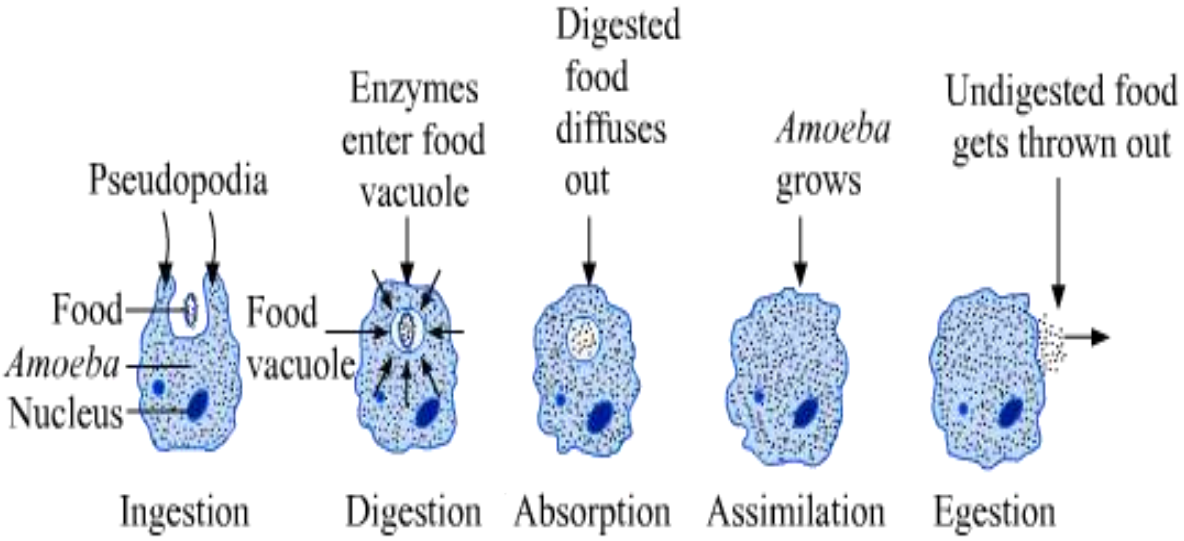




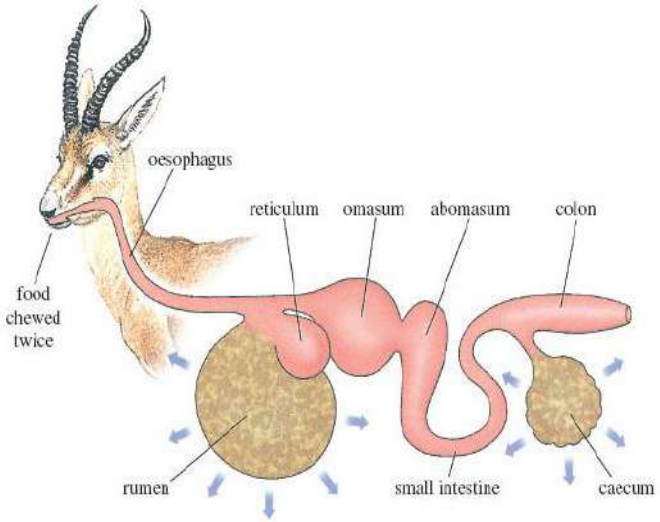
Fig. 2.7: Location of taste buds on the tongue

Table 2.1: Type and number of teeth in humans

S. No.	Types of teeth	Number of teeth		Total number of teeth	Function
		Lower jaw	Lower jaw		
1.	Incisors (teeth located in front)	4	4	8	Cutting and biting food
2.	Canines (sharp teeth on either side of incisors)	2	2	4	Piercing and tearing food
3.	Premolars (on either side of canines)	4	4	8	Chewing and grinding food
4.	Molars (on either side of premolars)	6	6	12	Chewing and grinding food



Nutrition In Amoeba



Learning outcomes : : Learners will be able to:

- Describe the steps in animal nutrition
- Describe the human digestive system and its working in relation to five steps of nutrition.
- Describe the steps of nutrition in *Amoeba*
- Explain about nutrition in humans
- Explain about nutrition in grass-eating animals

Application**: HOTS (Reason Out) Question**

- Why does the inner linning of the small intestine have a large surface area ?
- Picture – based Questions ,asked in classroom.

ICT Integration / Art Integration :

- Videos
- PowerPoint presentation

Class assessment/ Recapitulation:

- At the end of the chapter, revise the concepts and summarize them.
- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Various exercises (very short, short and long answers, and questions based on thinking skills) can be used as assessment tools.

Homework/ worksheets: Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025- 26

Teacher's Name: Ms. Meetali Berry
Class: VII

Subject: German No. of periods: 10

Topic 1: Was isst du in der Pause?

Subtopic: Names of food items and beverages. Ask prices.
Specific objective: Students will learn names of food items and beverages in German. Student will be able to ask prices of the food items and beverages in German
Methodology: Explanation, dialogue delivery between students, and interaction with students.
Activity: Dialogue delivery practice in the class.
Resources: Reading texts in the book, listening to audio texts and songs
Learning outcomes: Students will be able to name food items and beverages in German and will be able to ask prices of the food items and beverages in German.
Application: Naming of food items and beverages.
Extra questions/ Class assessment/ Recapitulation: Reading dialogues again from the book, doing exercises from the workbook, and writing a menu card in the notebook.
Homework/worksheet: Exercises in the workbook and repeating the names.
Reference: Hallo Deutsch (part 2).

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025- 26

Teacher's Name: Ms. Meetali Berry
Class: VII

Subject: German No. of periods: 12

Topic 2: Meine Schulsachen!

Subtopic:

• Names of things in a school bag.
Specific objective: Students will be able to name the school objects in the bag. Students will be able to name the subjects taught in the school
Methodology: Explanation, discussion and interaction with students.
Activities: Usage of audios and songs to show the objects to the students.
Resources: Showing the students the audios, songs and pictures, and usage of book.
Learning outcomes: Students will be able to recognize and name the school objects and school subjects
Application: Recognize and name the school objects and school subjects
Extra questions/ Class assessment/ Recapitulation :
Homework/worksheet: Exercises in the workbook.
Reference: Hallo Deutsch (part 2).

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025- 26

Teacher's Name: Ms. Meetali Berry
Class: VII

Subject: German No. of periods: 10

Topic 3: Was gibt es im Fernsehen?

Subtopic: Names of the weekdays, names of TV programs.
Specific objective: Students will learn names of days of the week and discuss favorite TV shows.
Methodology: Reading of book and audio video.
Activities: Dialogue delivery between the students. Demonstration of charts.
Resources: Charts, worksheets and books.
Learning outcomes: Students will learn names of days of the week and discuss favorite TV shows.
Application: Sentence formation with personal pronouns. Clear idea about definite and indefinite articles and using them in the sentences in appropriate way.
Extra questions/ Class assessment/ Recapitulation :
Homework/worksheet: Doing exercises from textbook and workbook. Writing personal pronouns in notebook. Writing a TV show chart in the notebook.
Reference: Hallo Deutsch (part 2).

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025- 26

Teacher's Name: Ms. Meetali Berry
Class: VII

Subject: German No. of periods: 10

Topic 4: Um wieviel Uhr stehst du auf?

Subtopic: Read and tell time
Specific objective: Students will learn to tell time Students will draw clocks depicting different time zones.
Methodology: Videos and learning through games.
Activities: By showing the audios and songs of numbers.
Resources: Textbook, workbook, audios and songs.
Learning outcomes: Students will be able to spell the numbers. They will learn the nouns in plurals.
Application: Tell the time in German and tell their daily and weekly schedule.
Extra questions/ Class assessment/ Recapitulation: Doing exercises from the workbook and drawing the clocks in the notebook.
Homework/worksheet: Prepare a chart on time.
Reference: Hallo Deutsch (part 2).

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2024- 25

Teacher's Name: Ms.Meetali Berry
Class: VII

Subject: German No. of periods: 10

Topic 5: Kannst du Inlineskaten

Subtopic: Students will be able to name different sports/ hobbies and related vocabulary.
Specific objective: Students will be able to name different sports/ hobbies and related vocabulary.
Methodology: Textbook and audios.
Activities: By showing pictures and live demonstration. Role play of telling the hobbies.
Resources: Textbooks
Learning outcomes: Students will be able to name different sports/ hobbies and related vocabulary.
Application: Tell the names of different sports/ hobbies and related vocabulary.
Extra questions/ Class assessment/ Recapitulation: Doing exercises from the workbook
Homework/worksheet: Make a chart on hobbies and write a few lines related to the hobby.
Reference: Hallo Deutsch (part 2).

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025- 26

Teacher's Name: Ms.Meetali Berry
Class: VII

Subject: German No. of periods: 6 +4

Topic 6: Wem gehört das Fahrrad?

Subtopic: Names of clothes.

Specific objective: Students will be able to name different types of clothes.
Methodology: textbook and audio.
Activities: Dialogue delivery describing favorite clothes
Resources: Textbook and workbook.
Learning outcomes: Students will be able to describe favorite clothes.
Application: name and describe favorite clothes.
Extra questions/ Class assessment/ Recapitulation: Doing exercises from the book.
Homework/worksheet: Doing exercises and drawing different clothes in the notebook.
Reference: Hallo Deutsch (part 2).

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025- 26

Teacher's Name: Ms. Meetali Berry
Class: VII

Subject: German No. of periods: 8

Topic 7: Wohin fährst du im Urlaub?

Subtopic: vocabulary of dates, name of the months, seasons in a year and the festivals celebrated.
Specific objective: Students will be able to tell dates, name of the months, seasons in a year and the festivals celebrated

Methodology: By showing different festivals and seasons in a year. Audio and textbook.
Activities: Drawing a festival and describing it.
Resources: Textbooks.
Learning outcomes: Students will be able to tell months, seasons and festivals in a year.
Application: Students will be able to tell the names of months, seasons, and festivals in a year
Extra questions/ Class assessment/ Recapitulation: The names of the seasons, months and festivals.
Homework/worksheet: Exercises in the workbook and book.
Reference: Hallo Deutsch (part 2).

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025- 26

Teacher's Name: Ms. Meetali Berry
Class: VII

Subject: German No. of periods: 8+4

Topic 7: Alles Gute zum Geburtstag

Subtopic: vocabulary of years and zodiac signs in German, to ask about date of birth and year
Specific objective: Students will be able to tell their zodiac signs and ordinal numbers
Methodology: Audios & Textbook
Activities: List the birthdays according to zodiac signs on a chart

Resources: Textbooks.
Learning outcomes: Students will be able to tell birth year and zodiac sign
Application: Students will be able to tell birth year and zodiac sign
Extra questions/ Class assessment/ Recapitulation: zodiac signs & ordinal numbers
Homework/worksheet: Exercises in the workbook and book.
Reference: Hallo Deutsch (part 2).

MIS International School, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Anupama Sharma

Grade : VII

Subject: Hindi

Month : April **Topic :** अध्याय 1: वरदान

No.of periods: 08

Subtopic: ईश्वर से की गई प्रार्थना के महत्व को बताना,

Specific objective:

- छात्रों को पाठ के मुख्य विचारों और संदेश को समझाना।
- कविता में निहित सामाजिक एवं नैतिक मूल्यों पर चर्चा करना।
- कविता में निहित संदेश और नैतिक शिक्षा पर चर्चा करना।
- छात्रों के भाषायी कौशल और शब्द-भंडार को विकसित
- कठिन शब्दों की व्याख्या करना।
- नए शब्दों का वाक्य प्रयोग करवाना।

Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

- प्रार्थना पर लिखी कविताओं का संकलन करना।
- रवींद्र नाथ ठाकुर के विषय में जानकारी एकत्रित करना।
- कविता से आपको क्या सीख मिलती है?
- यदि आपको एक वरदान मांगने का मौका मिले, तो आप क्या मांगेंगे?
- दिए गए शब्दों का वर्णविच्छेद कीजिए। -

•कविता पठन करना।

Board work: मुख्य शब्द, शब्दार्थ

Learning outcomes:

•कविता के सस्वर-वाचन एवं कविता के मूल भाव तथा उसमें निहित जीवन-मूल्यों का ज्ञान

•विश्वबंधुत्व की भावना से आत्म-सम्मान एवं स्वतंत्रता का महत्त्व

•छात्रों में अनुशासन ध्यान और बढावा देना।

•कविता का भावात्मक,ज्ञानात्मक एवं कौशलात्मक तथा शाब्दिक अर्थ जानना

•काव्य -शिक्षण में रुचि प्रोत्साहन देना तथा

•लक्ष्य को पाने का प्रयत्न करना।

•कविता का शाब्दिक अर्थ जानना

•वर्ण की प्रक्रिया और भेदों का महत्व जानेंगे।

Application:

- नए शब्दों का प्रयोग करेंगे।
- कविता का सार जानेंगे ।
- कविता की योजना जानेंगे ।
- प्रार्थना पर लिखी कविताओं की रचना एवं उनका संकलन करना।

ICT Integrated: Integrated:

- कविता पर आधारित चलचित्र
- पी.टी.पी.

Extra questions/ Class assessment/ Recapitulation :

कइस कविता को पढ़कर आपके मन में क्या विचार उठते हैं (?

खछात्रों से कल्पना करने के लिए कहना कि अगर उन्हें कोई एक (वरदान मिल

जाए, तो वे उसका उपयोग कैसे करेंगे?

Homework/worksheet: कविता वाचन, प्रश्नोत्तर लेखन,

लघु उत्तरीय प्रश्न, दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए।

Reference: पुस्तक कक्षा :7 हिंदी (गुलमोहर) पुस्तक, शब्दकोश,

MIS International School, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Anupama Sharma
Grade: VII

Subject: Hindi
Month: June

Topic : पाठ: 2 देशप्रेम का दाम
No.of periods: 08

Subtopic: देशप्रेम के महत्व को बताना, वर्ण विच्छेद -
Specific objective:

- स्वतंत्रता सेनानियों के प्रति सम्मान-भाव जाग्रत करना।
- छात्रों को पाठ के मुख्य विचारों और संदेश को समझाना।
- कहानी में निहित सामाजिक एवं नैतिक मूल्यों पर चर्चा करना
- कविता में निहित संदेश और नैतिक शिक्षा पर चर्चा करना।
- छात्रों के भाषायी कौशल और शब्द-भंडार को विकसित करना।
- कठिन शब्दों की व्याख्या करना
- नए शब्दों का वाक्य प्रयोग करवाना।

Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

- 'मेरा देश महान' विषय पर एक अनुच्छेद लिखिए।
- स्वतंत्रता सेनानियों का देश की स्वतंत्रता में योगदान - इस विषय पर परिचर्चा।
- देश के प्रति हमारे क्या उत्तरदायित्व एवं महत्व पर क्रम से सूची बनाइए।
- नागरिकों को कुछ मौलिक अधिकार प्रदान किए गए हैं, उन्हें इंटरनेट से ढूँढ़कर या शिक्षक से पूछकर अपनी कॉपी में लिखिए और याद कीजिए।

Board work: मुख्य शब्द, शब्दार्थ

Learning outcomes:

- देश के सम्मान एवं प्रतिष्ठा की सोच को बढ़ाना।
- सतकर्मों के प्रति रुचि एवं अनुचित कर्मों से विरक्त होने का भाव जगाना
- पवित्रता, उदारता एवं चित्त की दृढ़ता का विकास करना ।
- कर्तव्यपरायणता से आत्मविश्वास एवं कर्मठता उत्पन्न करना ।
- छात्रों में अनुशासन ध्यान और बढावा देना।
- कहानी का भावात्मक, ज्ञानात्मक एवं कौशलात्मक तथा शाब्दिक अर्थ जानना
- वर्ण की प्रक्रिया और भेदों का महत्व जानेंगे।

Application:

- देश के प्रति हमारे उत्तरदायित्व एवं महत्व के विषय में जानकारी|
- यदि देश आजाद नही हुआ तो हमारी स्थिति कैसी होती ? जानना ।
- स्वतंत्रता सेनानियों के बारे में संक्षिप्त परिचय देना।
- क्या आप अपने देश के लिए कुछ करने की इच्छा रखते हैं?
- देशप्रेम क्या होता है? क्या आपने किसी ऐसे व्यक्ति के बारे में सुना है जिसने देश के लिए बलिदान दिया हो?

ICT Integrated: Integrated:

- कहानी पर आधारित चलचित्र
- पी.टी.पी.

Extra questions/ Class assessment/ Recapitulation :

क कहानी के संदेश पर (50-100 शब्दों में अनुच्छेद लिखवाना।

ख ("यदि मुझे देश के लिए कुछ करने का मौका मिलेविषय "... पर5-7 पंक्तियाँ लिखवाना।

Homework/worksheet: कहानी वाचन, प्रश्नोत्तर लेखन, लघु उत्तरीय प्रश्न, दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए।

Reference: पुस्तक कक्षा :7 हिंदी (गुलमोहर) पुस्तक, शब्दकोश,

MIS International School,Balewadi

Lesson Plan (2025-26)

Teacher's Name: Anupama Sharma **Grade : V**

Subject: Hindi **Month :** june

Topic : पाठ ३ :मैं हूँ सूजा तामांग **No.of periods**

Subtopic: पाठ ३ : मैं हूँ सूजा तामांग, अनौपचारिक पत्र,

Specific objective: देश की प्राकृतिक विविधताओं का परिचय , सिक्किम की सुंदरता का वर्णन किया गया है।

Methodology: प्रश्नोत्तर प्रणाली, व्याख्यान प्रणाली, स्पष्टीकरण प्रणाली

Activities:

- सिक्किम की भाषाओं का मानचित्र बनाइए।
- स्वतंत्रता सेनानियों के चित्र एकत्रित करना
- देश के वीर जवानों के जीवन- संघर्ष पर कविता अथवा अनुच्छेद- लेखन
- प्राकृतिक सुंदर स्थानों की सचित्र जानकारी लिखिए।

Board work: शब्दार्थ-
बेघर – बिना घर के
संगम – दो धाराओं का मिलन स्थल
पर्यटक- अलग- अलग स्थानों पर घूमनेवाला

Learning outcomes:

- सिक्किम की प्राकृतिक सुंदरता से अवगत कराना।
- पहाड़ी इलाके के जीवन का परिचय ।
- बाँध निर्माण के दुष्प्रभावों का ज्ञान होगा।
- स्वतंत्रता के महत्त्व से अवगत कराना।
- मनुष्य के प्रति संवेदनशीलता का निर्माण
- लेखन और वाचन कौशल का विकास।
- चिंतन-मनन द्वारा बौद्धिक क्षमता का विकास।
- पर्यायवाची शब्द का भेद जानेंगे।

Application: • पहाड़ी इलाके में सफर करेंगे। • मनुष्य के प्रति संवेदनशीलता भरा व्यवहार करेंगे।
ICT Integrated: • पाठ से संबंधित चलचित्र • पी.पी.टी.
Extra Questions/ Class assessment/ Recapitulation: १. सूजा तामांग पैदल ही स्कूल क्यों जाती थी? २. सूजा तामांग को कौन–सी बात अच्छी नहीं लगती?
Homework/ worksheets: बहुवैकल्पिक प्रश्नोत्तर, एक वाक्य में उत्तर, भाषा बोध प्रश्न।
Reference: पुस्तक कक्षा :7 हिंदी (गुलमोहर) पुस्तक, शब्दकोश,

MIS International School, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Anupama Sharma

Grade : VII

Subject: Hindi

Month : July

Topic : अध्याय 1: वरदान

No.of periods: 08

Subtopic: पृथ्वी की भौगोलिक संरचना की जानकारी ।

Specific objective:

- छात्रों को पाठ के मुख्य विचारों और संदेश को समझाना।
- *ज्वालामुखी* पाठ को समझेंगे।
- लेखक की भावनाओं और ज्वालामुखी के प्राकृतिक स्वरूप को पहचानेंगे।
- नए शब्दों का सही प्रयोग और अर्थ समझेंगे।
- पर्यावरण और प्रकृति के प्रति संवेदनशीलता विकसित करें
- छात्रों के भाषायी कौशल और शब्द-भंडार को विकसित

Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

- •प्रार्थना पर लिखी कविताओं का संकलन करना।
- •रवींद्र नाथ ठाकुर के विषय में जानकारी एकत्रित करना।
- •कविता से आपको क्या सीख मिलती है?
- •यदि आपको एक वरदान मांगने का मौका मिले, तो आप क्या मांगेंगे?
- •दिए गए शब्दों का वर्ण विच्छेद -कीजिए।
- •कविता पठन करना।

Board work: मुख्य शब्द, शब्दार्थ

Learning outcomes:

- •कविता के सस्वर-वाचन एवं कविता के मूल भाव तथा उसमें निहित जीवन-मूल्यों का ज्ञान
- •विश्वबंधुत्व की भावना से आत्म-सम्मान एवं स्वतंत्रता का महत्त्व
- •छात्रों में अनुशासन ध्यान और बढावा देना।
- •कविता का भावात्मक,ज्ञानात्मक एवं कौशलात्मक तथा शाब्दिक अर्थ जानना
- •काव्य -शिक्षण में रुचि प्रोत्साहन देना तथा
- •लक्ष्य को पाने का प्रयत्न करना।
- •कविता का शाब्दिक अर्थ जानना
- •वर्ण की प्रक्रिया और भेदों का महत्व जानेंगे।

Application:

- नए शब्दों का प्रयोग करेंगे।
- कविता का सार जानेंगे ।
- कविता की योजना जानेंगे ।
- प्रार्थना पर लिखी कविताओं की रचना एवं उनका संकलन करना।

ICT Integrated: Integrated:

- कविता पर आधारित चलचित्र
- पी.टी.पी.

Extra questions/ Class assessment/ Recapitulation :

कइस कविता को पढ़कर आपके मन में क्या विचार उठते हैं (?

खछात्रों से कल्पना करने के लिए कहना कि अगर उन्हें कोई एक (वरदान मिल जाए, तो वे उसका उपयोग कैसे करेंगे?

Homework/worksheet: कविता वाचन, प्रश्नोत्तर लेखन,
लघु उत्तरीय प्रश्न, दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए।

Reference: पुस्तक कक्षा :7 हिंदी (गुलमोहर) पुस्तक, शब्दकोश,

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name – Mamta Umap **Grade - 7**

Subject - ICT **Month - April**

Topic – (L-1 Number System) **No. of Periods - 6**

Key Concepts

- ◆ Decimal Number System
- ◆ Binary Number System

Octal Number System

- ❖ Hexadecimal Number System
- ❖ Conversions in Number Systems

Computer Arithmetic

Specific objectives: The students will understands Conversions
The students will understands Binary arithmetic.

Methodology:

Share the rules of binary addition, subtraction, multiplication and division.

Show to the students the method of carrying out mathematical operations on binary numbers and verifying the results by corresponding conversions to decimal numbers

Ask the student to solve the exercise Let's Catch Up given on page number 11, 12 and 13.

Activities:

Convert the last four digits of your parents' mobile numbers into binary number.

Ask the students to prepare a comparative chart with four columns, the first one listing the digits used in Hexadecimal number system and in the remaining three columns, their equivalent value under decimal, binary and octal number systems.

Board work: Explained conversions on board.

Learning outcomes:

Students will learn about

- ☞ Number System
- ☞ Decimal to Binary Conversion
- ☞ Binary to Decimal Conversion
- ☞ Operations on Binary Numbers

- Application: Detailed walkthrough of decimal and binary number system.

ICT Integration / Art Integration :Video on number system shown

Class assessment/ Recapitulation:

After explaining the chapter, let the students do the exercises given on Pages 14 and 15 in the main course book as Test Your Skills. Tell the students to try sections under Fun Zone– Let's Solve and Let's Explore given on Pages 15 and 16 in the main course book.

Let the students solve the questions given in the Tech Practice section on Page 16. This will enhance the ability of the students and serve as a Subject Enrichment activity.

Homework/ worksheets: Practice conversions.

- Why computer understand only 0 and 1 number?

Why number systems apply in computer only not other thing?

Reference: Google

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2025-26)

Teacher's Name – MAMTA UMAP **Grade - 7**

Subject - ICT **Month - July**

Topic – (L-2 Advanced Features of Excel) **No. of Periods - 8**

Sub - topic: Sorting Data, Filtering data, conditional formatting

Specific objectives: The students will be able to differentiate between sort and custom sort.
Methodology: Demonstrate steps of creating chart, modifying a chart by changing type, layout design.

Activities: Use filter option complete pg. 33 from textbook (Tech practice)

Board work: Explained filtering and conditional formatting option on computer and explained on board.

Learning outcomes: Students will learn sorting, filtering, conditional formatting.

Application: Showing information in different charts. Use filter option and conditional formatting.
ICT Integration / Art Integration: Video, PPT on charts. Demonstration on computer.

Class assessment/ Recapitulation: Prepare a pie chart on literate population in India.

Homework/ worksheets: Practical assignment pg 27 DIY In the Lab.

Reference: Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name – Mamta Umap **Grade - 7**

Subject - ICT **Month - August**

Topic – (L-3 Layers in Krita) **No. of Periods - 5**

Sub - topic: 1. Components of Krita 2. Layers in Krita 3. Using Multiple Layers Creating a New File 4.Managing Layers.

Specific objectives: The students will be able to learn layer in Krita.
Activities: After explaining the chapter, let the students do the exercises given on page 36 in the main course book. Tell the students to try sections such as 'Scratch Your Brain' and 'Go Online' given on page 37 in the main course book.

Ask the students to create any two images using multiple layers.

Board work: Explained and demonstrated layers in Krita.

Learning outcomes: Students will learn multiple layers can be used to create an image in Krita.

ICT Integration / Art Integration: Video, Demonstration on computer.

Class assessment/ Recapitulation: Tech Practice pg 36 from course book.

Homework/ worksheets: Practical assignment on animation. Ask the students to

create an animation where two cars coming on a road from opposite direction.

Reference: Google

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2025-26)

Teacher's Name – Mamta Umap **Grade - 7**

Subject - ICT **Month - September**

Topic – (L-4 Animations in Krita) **No. of Periods - 7**

Sub - topic: Basic Concepts in Animation ,Creating an Animation of Bouncing Ball , Creating Animated LED Lights.

Specific objectives: The students will be able to learn Animation in Krita.

Methodology: Technology -based learning, Lecture-based learning.

Evaluation: Ask the students to complete the elements like 'Interdisciplinary Learning' given on page 44 in the computer lab.

Activities: Ask the students to create an animation where two cars are coming on a road from opposite directions and crash in the center.

Board work: Explained and demonstrated internet services.

Learning outcomes: Students will learn how to make the presentation in Krita.

Application: Using Krita App.

ICT Integration / Art Integration: Video, PPT, Demonstration on computer.

Class assessment/ Recapitulation: Ask the student to solve the exercise ‘Take Off’ given on page 39.

Homework/ worksheets: After explaining the chapter, let the students do the exercises given on pages 45 and 46 in the main course book. Tell the students to try sections such as ‘Scratch Your Brain’ and ‘Go Online’ given on pages 46 and 47 in the main course book.

Reference: Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher’s Name – Mamta Umap **Grade - 7**

Subject - ICT **Month - September**

Topic – (L-5 Google Apps) **No. of Periods - 8**

Sub - topic: Google , Apps of Google.

Specific objectives: Let the students know about several apps of Google like Gmail, Google Drive, Google Maps, Google Docs, Google Sheets, Google Slides, YouTube, etc.
Methodology: Technology -based learning, Lecture-based learning.

Activities: Ask the students to learn how to use the Google Maps.

Board work: Explained and demonstrated the Google Apps.

Learning outcomes: Also make them understand how these Google apps have made our day-to-day activities easier to perform.

Application: Using internet services.

ICT Integration / Art Integration: Video, PPT , Demonstration on computer.

Class assessment/ Recapitulation: After explaining the chapter, let the students do the exercises given on pages 65 and 66 in the main course book. Tell the students to try sections such as ‘Scratch Your Brain’ and ‘Go Online’ given on pages 66 and 67 in the main course book.

Homework/ worksheets: Take the students to the computer lab and let them practice the activity given in the DIY In The Lab section on page 67 in the main course book. This will enhance the ability of the students and serve as a technology literacy activity.

Reference: Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher’s Name – Mamta Umap **Grade - 7**

Subject - ICT **Month - October**

Topic – (L-6 App Development) **No. of Periods - 8**

Sub - topic: What is an app, Types of mobile Apps, Developing an app, The Android and iOS, Varieties of Apps, Downloading and Installing the App.

Specific objectives: Gaming app, productive app, native app

Methodology:

Technology -based learning, Lecture-based learning.

Activities: Ask the students to learn how to use the internet services.

Board work: Explained and demonstrated various Apps.

Learning outcomes: downloading and installing the Apps , Types of mobile Apps, Developing an app.

Application:.
Ask the students some oral questions based on this chapter. Q. What is an App? Q. What is Android? Q. Define iOS. Q. What are Native Apps? Q. What are Web Apps? Q. What are Hybrid Apps? Q. Name some Hybrid Apps.

ICT Integration / Art Integration: Video, PPT, Demonstration on computer.

Class assessment/ Recapitulation: Develop an app reciting tables.

Homework/ worksheets: Practical assignment on developing a Google apps.

Reference: Google

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2025-26)

Teacher's Name – Mamta Umap **Grade - 7**

Subject - ICT **Month - November**

Topic – (L-7 More on HTML 5) **No. of Periods - 8**

Sub - topic: HTML tags and attributes, Text properties, background properties, font + margin properties

Specific objectives: Text properties, background properties, font + margin properties,function of different tags.
Methodology:

Technology -based learning, Lecture-based learning.

Activities: Ask the students to learn how to use the internet services.

Board work: Explained and demonstrated various HTML tags.

Learning outcomes:

What is the function of:

- <HTML> tag
- <BODY> tag
-
 tag
- <B> tag
- <SUP> tag
- <CENTER> tag
- <HEAD> tag
- <Hn> tag
- <HR> tag
- <I> tag
- <SUB> tag
- <Title> tag
- <P> tag
- <PRE> tag
- <U> tag
- <FONT> tag

Application:.

Demonstrate to the students the steps involved in using these tags using programs and syntax.

Tell the students about HTML and attributes used in making web pages.

Introduce the students with the text Properties and show the how to use these:

Also show them a code to use all these properties.

Demonstrate the students with the background properties and show them how to use these:

Also show them a code to use all these properties.

Tell the students about how to control multiple pages using CSS with the help of a program.

Demonstrate the students with the margin properties and show them how to use them with the help of a program.

Ask the student to solve the exercise Let's Catch Up given on page number 88.

Ensure that the scope of Teacher's Corner given at the end of the chapter has been covered.

ICT Integration / Art Integration: Video, PPT, Demonstration on computer.

Class assessment/ Recapitulation: Ask the students to create a web page using all the HTML Tags taught in this chapter.

Homework/ worksheets: Practical assignment on developing an app.

Reference: Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name – Mamta Umap **Grade - 7**

Subject - ICT **Month - December**

Topic – (L-8 Lists and Tables HTML 5) **No. of Periods - 7**

Sub - topic: Creating Lists, Creating tables

Specific objectives: Text properties, background properties, font + margin properties, function of different tags.

Methodology:

Technology -based learning, Lecture-based learning.

Activities: Ask the students to learn how to use the internet services.

Board work: Explained and demonstrated various HTML tags.

Learning outcomes:

Introduce list as collection of related items.

Tell the students that there are three types of lists – Ordered List (Numbered List), Unordered List (Bulleted List) and Definition List (Description List).

Explain the use of <OL> tag to create ordered lists, <UL> tag to create unordered lists and <DL> tag to create definition lists. (See Suggested Activity 1 also).

Explain the use of <TABLE> tag and its child tags covering <TR>, <TD>, <TH> and <Caption>.

Explain the use of different attributes of <TABLE> tag covering BORDER, BORDERCOLOR, FRAMES, BGCOLOR, BACKGROUND, HEIGHT, WIDTH, CELLSPACING and CELLPADDING.

Discuss the use of different attributes of <TD> tag explaining about ALIGN, BGCOLOR, WIDTH, ROWSPAN, COLSPAN and VALIGN attributes.

Tell the students that all the attributes except ROWSPAN and COLSPAN are taken up by <TR> tag also.

Demonstrate the code to create a table and its data in HTML. (See Suggested Activity 2 also).

Ask the student to solve the exercise Let's Catch Up given on page number 101 and 107.

Extension

Application:

Introduce list as collection of related items.

Tell the students that there are three types of lists – Ordered List (Numbered List), Unordered List (Bulleted List) and Definition List (Description List).

Explain the use of <OL> tag to create ordered lists, <UL> tag to create unordered lists and <DL> tag to create definition lists. (See Suggested Activity 1 also).

Explain the use of <TABLE> tag and its child tags covering <TR>, <TD>, <TH> and <Caption>.

Explain the use of different attributes of <TABLE> tag covering BORDER, BORDERCOLOR, FRAMES, BGCOLOR, BACKGROUND, HEIGHT, WIDTH, CELLSPACING and CELLPADDING.

Discuss the use of different attributes of <TD> tag explaining about ALIGN, BGCOLOR, WIDTH, ROWSPAN, COLSPAN and VALIGN attributes.

ICT Integration / Art Integration: Video, PPT, Demonstration on computer.

Class assessment/ Recapitulation: Take the students to the computer lab and let them practise the activity given in the DIY In The Lab section on page 113 in the main course book. This will enhance the ability of the students and serve as a creativity and technology literacy activity.

Homework/ worksheets: Ask the students to complete the elements like ‘Art Integration Learning’ given on page 104 and ‘Interdisciplinary Learning’ given on page on page 110 at home and show it to him/her the next day.

Reference: Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher’s Name – Mamta Umap **Grade – 7**

Subject - ICT **Month - January**

Topic – (L-9 Algorithmic Intelligence) **No. of**

Periods - 6

Sub - topic: Information Processing , Conditions in a program

Specific objectives: Make the students aware of information processing.
Methodology:

Technology -based learning, Lecture-based learning.

Activities: Ask the students to learn how to use if statements.

Board work: Explained and demonstrated conditions in a program.

Learning outcomes:

Ask the students some oral questions based on this chapter.

Q. What is algorithm? Q. What is a flowchart?

Q. Name the base to write a program.

Q. What is information processing?

Q. What is the importance of processing of information?

Q. What is binary code?

Q. Define conditions in a program.

Q. Why are conditional statements used in a program?

Application: Take the students to the computer lab and let them practice the activity given in the DIY In The Lab section on page 126 in the main course book. This will enhance the ability of the students and serve as a creativity and critical thinking activity.

ICT Integration / Art Integration: Video, PPT, Demonstration on computer.

Class assessment/ Recapitulation: Ask the students to write any if-then-else conditional statements.

Homework/ worksheets: Practical assignment: Ask the students to complete the elements like ‘Interdisciplinary Learning’ given on page 122 and ‘Experiential Learning’ given on page on page 123 at home and show it to him/her the next day.

Reference: Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name – Mamta Umap **Grade – 7**

Subject - ICT **Month - January**

Topic – (L-10 Conditional statements in Python) **No. of Periods - 6**

Sub - topic: Decision making statements.

Specific objectives:

- if statement
- Nested if statement
- if...else statement
- if...elif...else ladder

Methodology:

Technology -based learning, Lecture-based learning.

Activities: Ask the students to learn how to use if statements.

Board work: Explained and demonstrated various decision making statements.

Learning outcomes:

Ask the students some oral questions based on this chapter.

Q. Write the names of decision making statements.

Q. What is the function of if statement?

Q. What is the function of if...else statement?

Q. What is the function of nested if statement?

Q. What is the function of if...elif...else statement?

Application:

After explaining the chapter, let the students do the exercises given on Pages 120 and 121 in the main course book as Test Your Skills. Tell the students to try sections under Fun Zone– Let's Solve and Let's Explore given on Pages 121 and 122 in the main course book.

Take the students to the computer lab and let them practice the activity given in the Tech Practice section on Page 122 in the main course book. This will enhance the ability of the students and serve as a Subject Enrichment activity.

ICT Integration / Art Integration: Video, PPT, Demonstration on computer.

Class assessment/ Recapitulation: Write a program to check whether the number is prime or not.

Homework/ worksheets: Practical assignment: prepare a food menu using looping and conditional statements.

Reference: Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name – Mamta Umap **Grade - 7**

Subject - ICT **Month - February**

Topic – (L-11 Concept of Smart Living) **No. of**

Periods - 6

Sub - topic: Smart Homes, Devices used in Smart Homes.

Specific objectives: Explain to students the benefits of smart homes
Methodology:

Technology -based learning, Lecture-based learning.

Activities: Ask the students about the smart homes.

Board work:

Learning outcomes: Ask the students to find more devices that are used in smart homes.

Application:

Take the students to the computer lab and let them practise the activity given in the DIY In The Lab section on page 145 in the main course book. This will enhance the ability of the students and serve as a technology literacy activity.
ICT Integration / Art Integration: Video, PPT, Demonstration on computer.

Class assessment/ Recapitulation:

Homework/ worksheets: Ask the students to complete the elements like 'Interdisciplinary Learning' given on page 143 at home and show it to him/her the next day

Reference: Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Smitha Nair
Grade: VII

Subject: Social Studies Month – April

Topic: Ch01 Our Environment No. of

periods:04

Subtopic: Components of the environment/Ecosystem/Human interaction with the environment/Threats of the environment
Specific objective: ● Learners will be able to understand the environment in its totality including both natural and human components.
Methodology: Begin the topic with some questions –What are the different things that you see on your way to school/difference between biotic and abiotic
Activities: ● Find out reasons why our environment is getting degraded with each passing day.
Resources: Content book/workbook/white board/marker
Board work:1.Environment 2.mindmap drawing (Ecosystem)
Learning outcomes: ● Children will understand the following things –explain the term environment and its components 2.interaction with environment.
Application: 1. The students will use the keywords mentioned in the unit. 2. They will write the answers with the help of collected information.
Extra questions/ Class assessment/ Recapitulation: 1. Discussion about the need for a healthy environment.
Homework/ worksheets: 1. Ask them to write about abiotic and biotic 2. Ask them how human beings modify environment
Reference: Wikipedia

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Smitha Nair

Grade: VII
Subject: Social Studies Month - April
Topic: Ch01 When, Where and How? No. of periods: 07

Subtopic:

- Continuity and change
- Sources of history
- Archaeological sources
- Oral traditions

Specific objective:
Cartography and other sources of history
• Sources for studying medieval Indian history
• Major political and economic developments in India
• New social and political groups
• Major religious developments in India

Methodology: Begin the topic with some questions related to past and why it is remembered/why people spoke different languages/ ask applicable question

Activities:

- Making a project on the history of any three food items or beverages that came to India in the medieval period.

Resources: Content book/workbook/white board/marker.

Board work: 1.History meaning 2.what do you see and what it tells us 3.Kinds of sources 4.Literary sources 5.Archaeological sources 6.Oral traditions

Learning outcomes:

Learners will understand

- the multiple sources of information to study various periods in history
- Relate the key historical developments of medieval period occurring in one place with another

Application: 1. The students will use the keywords mentioned in the unit. 2. They will write the answers with the help of collected information.

Extra questions/ Class assessment/ Recapitulation: 1. Discussion about the need for knowing history/changes that have happened/division of history.

Homework/ worksheets: 1. Ask them to write about their own views about periodization of history, 2. Ask them to find out the facts i.e. different changes we see from ancient to medieval history.
Reference: Wikipedia

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Smitha Nair Grade: VII

Subject: Social Studies Month - April

Topic: Ch24 The Story of Democracy No. of periods: 07

Subtopic: What is democracy, History of democracy, the birth of democracy
Specific objective: ● Students will be able to analyses the structure and system of administration
Methodology: Begin the topic with some questions related to different forms of government. Which of them is the most popular?
Activities: ● Draw your own symbol of democracy and give a suitable slogan.
Resources: Content book/workbook/white board/marker/map of India
Board work: 1. Democracy 2. History of democracy 3. American Revolution 4. French Revolution
Learning outcomes: Learners ● Recognizes and describes the various stages in the development of democracy ● Explains the importance of equality in democracy
Application: 1. The students will use the keywords mentioned in the unit. 2. They

will write the answers with the help of collected information.
Extra questions/ Class assessment/ Recapitulation: 1. Discussion about how you describe your family setup as democratic? Explain how each member of your family participates in day-to-day decision making.
Homework/ worksheets: 1. Ask them to write about the New Kingdom, 2. Ask them how did the life of the people change in chola kingdom
Reference: Wikipedia

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Smitha Nair
Grade: VII

Subject: Social Studies
Month - June

Topic: Ch02 New Kingdoms
No. of periods: 07

Subtopic: Rajputs and their origin, rivalry between regional powers, administration during this period, invasions in India
Specific objective: ● Students will be able to evaluate the impact of foreign invasions on the Indian subcontinent
Methodology: Begin the topic with how after Harshavardhan's death, his empire disintegrated and broke into smaller kingdoms.
Activities: ● On outline map of India, mark and color the kingdoms mentioned in the chapter.
Resources: Content book/workbook/white board/marker/map of India
Board work: 1.dynasties and regions they rule/division of kingdoms/Kanuj and its importance/ Chola kingdoms were famous for
Learning outcomes: ● Children will understand the following things –Developments in the Northern and Deccan regions, Various dynasties, and administration of cholas.

Application: 1. The students will use the keywords mentioned in the unit. 2. They will write the answers with the help of collected information.
Extra questions/ Class assessment/ Recapitulation: 1. Discussion about the Cholas
Homework/ worksheets: 1. Ask them to write about the New Kingdom, 2. Ask them how did the life of the people change in chola kingdom
Reference: Wikipedia

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Smitha Nair
Grade: VII

Subject: Social Studies
Month - June

Topic: Ch03 The Delhi Sultanate No. of periods: 07

Subtopic: New Dynasties/Strengthening the Delhi Sultanate/Sources of Information/Policies of the two Sultans/More on the Delhi Sultanate
Specific objective: ● Develop an understanding of strategies of military control and resource mobilization.
Methodology: Begin the topic with some questions about Muhammad Ghori who defeated Prithviraj Chauhan in the battle of Tarain.
Activities: ● Outline map of India showing the territory under Alauddin.

Resources: Content book/workbook/white board/marker/chart paper/
Board work: 1.Mind map(Delhi)/Delhi Sultanate
Learning outcomes: ● Children will understand the following things –Administration of Delhi Sultanate/Identify the dynasties.
Application: 1. The students will use the keywords mentioned in the unit. 2. They will write the answers with the help of collected information.
Extra questions/ Class assessment/ Recapitulation: 1. Discussion Delhi Sultanate
Homework/ worksheets: 1. Ask them to make a time-line on Delhi Sultanate.
Reference: Wikipedia

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Smitha Nair Grade: VII

Subject: Social Studies
Month - June

Topic: Ch04 The Mughal Empire
No. of periods: 07

Subtopic: Making of an Empire /Sher Shah Suri /The Reign of Akbar/ Administration
Specific objective: ● Learners will be able to trace the political history of the 16th and 17th centuries.
Methodology: Begin the topic by explaining about the kings and their

administration.
Activities: ● Facts about Mughal times
Resources: Content book/workbook/white board/marker
Board work: 1.Making of an Empire 2.Sher Shah Suri 3.The Reign of Akbar 4. Administration
Learning outcomes: ● Students can understand the contribution of the Mughal Empire.
Application:1. The students will use the keywords mentioned in the unit. 2. They will write the answers with the help of collected information.
Extra questions/ Class assessment/ Recapitulation: complete the source based question of Humayun's Tomb-Page 64
Homework/ worksheets: Write down the administration of the Golden Era.
Reference: Wikipedia

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Smitha Nair Grade: VII

Subject: Social Studies Month - April

Topic: Ch25 What is Democracy? No. of periods: 07

Subtopic: What is Democracy?/ other forms of government/ what makes Democracy popular
Specific objective: ● To understand the importance and idea of equality and dignity in democracy.
Methodology: Begin the topic with a mind map: Topic- Democracy/Discussion question.
Activities: ● Prepare a report on the laws passed by the Indian Government to remove the inequalities from the society.
Resources: Content book/workbook/white board/marker/chart paper/
Board work: 1. Democracy 2. different forms of government 3. Why is democracy so popular
Learning outcomes: ● Children will identify and understand about the different forms of inequality and discrimination prevailing in a country.
Application: 1. The students will use the keywords mentioned in the unit. 2. They will write the answers with the help of collected information.
Extra questions/ Class assessment/ Recapitulation: 1. Discussion on democracy
Homework/ worksheets: 1. Ask them why it is important to have the rule of law in a democracy.
Reference: Wikipedia

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Smitha Nair
Grade: VII

Subject: Social Studies
Month - August

Topic: Ch27 Government in the States
No. of periods: 07

Subtopic: Federal system in India/State Government/Executive at State Level/
Specific objective: ● They will understand the features and the functions of the state government.
Methodology: Begin the topic with the three levels of the government and its functions.
Activities: ● Make a flowchart on state government
Resources: Content book/workbook/white board/marker
Board work: 1.Forming the state government 2. Executive at the state level 3.State legislature and its functions
Learning outcomes: ● The students can identify features of the state government. 2. The functions of the state government
Application: 1. The students will use the keywords mentioned in the unit. 2. They will write the answers with the help of collected information.
Extra questions/ Class assessment/ Recapitulation: Study the picture of Karnataka Vidhan Sabha and answer the given questions pg.211
Homework/ worksheets: Find details of your state legislature- Name of CM, Governor, Speaker and no. of seats in each house
Reference: Wikipedia

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Smitha Nair
Grade: VII

Subject: Social Studies
Month - August

Topic: Ch29 Media and Democracy No. of periods: 04

Subtopic: Role of media and democracy/Censorship and media/Setting the news agenda/balanced reporting
Specific objective: ● Learners will be able to understand that the media functions to allow the public to express their opinions and hear the opinions of others.
Methodology: Begin the topic about the role of media in today's times.
Activities: ●
Resources: Content book/workbook/white board/marker
Board work: 1. Role of media and democracy 2.Censorship and media 3.Setting the news agenda 4.balanced reporting
Learning outcomes: ● Learners will be able to identify the purpose of mass media.
Application:1. The students will use the keywords mentioned in the unit. 2. They will write the answers with the help of collected information.
Extra questions/ Class assessment/ Recapitulation: Complete the learning chart.
Homework/ Worksheets: Project work-page 48

Reference: Wikipedia

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Smitha Nair Grade: VII

Subject: Social Studies Month – October (SEA)

Topic: Ch30 Advertising No. of periods: 03

Subtopic: Purpose of Advertisements/Brands & Advertising/Impact on Lifestyle & Social Values/Advertising & Equality
Specific objective: ● Learners will be able to understand the link between information and power.
Methodology: Begin the topic with Asking questions–on Advertisement/Make an advertisement of a pencil.
Activities: ● SEA
Resources: Content book/workbook/white board/marker/cut outs/Flashcards
Board work: 1.Advertisement 2.Positive impact and Negative Impact.
Learning outcomes: ● Learners will be able to understand the role of advertisement.

Application: 1. The students will use the keywords mentioned in the unit. 2. They will write the answers with the help of collected information.
Extra questions/ Class assessment/ Recapitulation: 1. Discussion – Which do you think is the most effective media.
Homework/ worksheets: 1.Make an advertisement of your choice.
Reference: Wikipedia

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Smitha Nair
Grade: VII

Subject: Social Studies
Month - June

Topic: Ch12 Interior of the Earth No. of periods: 07

Subtopic: Structure of the Earth/ Rocks and Minerals/Igneous Rocks/ Sedimentary & Metamorphic rocks/ Rock cycle
Specific objective: ● Learners will understand that the interior of the earth is made up of concentric layers and rocks are very valuable to us.
Methodology: Begin the topic of the different layers of the earth and types of rocks and its characteristics.
Activities: ● Prepare PPT on the layers of earth.

Resources: Content book/workbook/white board/marker
Board work: 1.layers of the earth 2.rocks 3.Types of rocks
Learning outcomes: ● The students can identify the layers of the earth's interior and different types of rocks
Application:1. The students will use the keywords mentioned in the unit. 2. They will write the answers with the help of collected information
Extra questions/ Class assessment/ Recapitulation: Discussion on layers of the Earth.
Homework/ worksheets: Draw the rock cycle
Reference: Wikipedia

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Smitha Nair
Grade: VII

Subject: Social Science
Month - August

Topic: Ch13 Earth movements and Major Landforms No. of periods: 07

Subtopic: Folding & Faulting/Volcanoes/Earthquakes/Other Landforms/
Specific objective: ● Learners will be able to describe the formation of landforms due to various factors.

Methodology: Begin the topic with the difference between Endogenic & Exogenic forces/.
Activities: ● Make a model on planet earth.
Resources: Content book/workbook/white board/marker.
Board work:1.Endogenic/ Exogenic Forces 2.Volcanoes 3.Earthquake 4.Major Landforms .
Learning outcomes: ● Learners can explain the effects of natural disasters on our environment.
Application: 1. The students will use the keywords mentioned in the unit. 2. They will write the answers with the help of collected information.
Extra questions/ Class assessment/ Recapitulation: What is one similarity between volcanic eruptions and earthquakes?
Homework/ worksheets: List down the safety measures that we can take during an earthquake.
Reference: Wikipedia

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Smitha Nair
Grade: VII

Subject: Social Studies
Month - September

Topic: Ch15 Elements of Weather and Climate
No. of periods: 04

Subtopic: Atmosphere & global warming/ temperature, pressure and winds/case study on Odisha.
Specific objective: ● Learners will be able to explain the earth's blanket.
Methodology: Begin the topic by explaining about the Composition of atmosphere /Reasons behind winds blowing from
Activities: Prepare weather report for a week
Resources: Content book/workbook/white board/marker
Board work: 1.Composition of atmosphere 2. Temperature & pressure 3.Cyclone
Learning outcomes: ● Students will be able to explain the causes of changing composition and structure of the atmosphere.
Application:1. The students will use the keywords mention in the unit. 2. They will write the answers with the help of collected information.
ICT Integration/Art Integration: Students will be able to explain about weather and climates difference and can co-relate the role of weather and climate with the natural calamities.
Extra questions/ Class assessment/ Recapitulation: What measures can we take in our daily lives to reduce the emission of greenhouse gases into the atmosphere.
Homework/ worksheets: Write an essay on global warming.
Reference: Wikipedia.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Smitha Nair
Grade: VII

Subject: Social Studies
Month – August

Topic: Ch18 Water No. of periods: 07

Subtopic Oceans/ Importance of Oceans/Tides/ Waves/ Ocean Currents /Tsunami-Case Study
Specific objective: ● Learners will be able to analyse the distribution of water on earth.
Methodology: Begin the topic with asking question-What do you imagine when you think of the sea/Uses of water
Activities: ● Make a list of activities that can be organized for the celebration of World Water Day.
Resources: Content book/Teacher's Manual/white board/marker
Board work: 1.Oceans 2.Oceans uses 3.warning signs of Tsunami
Learning outcomes: ● Learners will be able to explain the different phenomena related to water bodies on earth
Application: 1. The students will use the keywords mention in the unit. 2. They will write the answers with the help of collected information.
Extra questions/ Class assessment/ Recapitulation: 1. Discussion – Tsunami and its Post-traumatic stress faced by the victims.
Homework/ worksheets: Case study
Reference: Wikipedia

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Smitha Nair
Grade: VII

Subject: Social Studies
Month - November

Topic: Ch33 Markets Around Us No. of periods: 07

Subtopic: Different markets/Access to Markets /Different Buyers & Sellers/Markets & Equality
Specific objective: ● To draw comparison between different kinds of markets.
Methodology: Begin the topic with Asking question–What is a market/Different Kinds of Market
Activities: ● Project work -Markets.
Resources: Content book/Teacher's Manual/white board/marker/chart paper/
Board work: 1.Weekly markets/Neighborhood shops/Shopping Malls/Goods/Supply Chain
Learning outcomes: ● Learners will be able to understand the different types of market around us.
Application: 1. The students will use the keywords mention in the unit. 2. They will write the answers with the help of collected information.
Extra questions/ Class assessment/ Recapitulation: 1. Discussion- Why are goods sold in weekly markets cheaper than those in shopping malls
Homework/ worksheets: 1.How does a buying and selling involved in a supply chain.
Reference: Wikipedia

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Smitha Nair Grade: VII

Subject: Social Studies Month - December

Topic: Ch21 Life in the Desert Regions No. of periods: 07

Subtopic: Case Study- The Sahara, Case Study- Ladakh.
Specific objective: ● Learners will be able to understand life in a desert region.
Methodology: Begin the topic with some questions-What do you understand by deserts/discuss about Sahara desert/ Ladakh people lifestyle.
Activities: ● list out the deserts located across the world.
Resources: Content book/Teacher's Manual /white board/marker/chart paper/Atlas
Board work: 1.Difference-Hot desert/Cold desert 2.Nomadic tribes 3.Main features of a desert
Learning outcomes: ● Children will understand the following things – features, climate and vegetation of hot and cold desert.
Application: 1. The students will use the keywords mention in the unit. 2. They will write the answers with the help of collected information.
Extra questions/ Class assessment/ Recapitulation: 1. Discussion about the desert
Homework/ worksheets: 1. Ask them to write about which desert we learnt 2. What are the main occupations of people?
Reference: Wikipedia

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Smitha Nair Grade: VII

Subject: Social Studies
Month - October

Topic: Ch07 Developments in Tribal Communities No. of periods: 04

Subtopic: The Tribes/Nomads and settled Communities/Changes in society/ Ahoms
Specific objective: ● Learners will be able to know about different tribal community and the developments made by them
Methodology: Begin the topic by speaking about which are Nomads and their role in society/What are the different changes in society that takes place.
Activities: ● Types of tribes-project (Chart work)
Resources: Content book/workbook/white board/marker
Board work: 1. The Tribals 2. settled Communities 3. Changes in society 4.Case study – The Gonds/Ahoms 5. Tribes and Caste
Learning outcomes: ● Learners will be able to differentiate between the lives of the tribe and settled community.
Application:1. The students will use the keywords mention in the unit. 2. They will write the answers with the help of collected information.
Extra questions/ Class assessment/ Recapitulation: Were banjarans there in medieval India? How were they important?
Homework/ worksheets: Read the case study of Ahoms and write down the following answers.

Reference: Wikipedia

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Smitha Nair
Grade: VII

Subject: Social Studies
Month - December

Topic: Ch22 Life in the Tropical and Sub -Tropical Regions No. of periods: 04

Subtopic: Case Study - Amazon Basin/ Ganga Brahmaputra basin/Life
Specific objective: ● Learners will be able to understand that there are complex interrelationships between natural and human environment of the Tropical and sub -Tropical Regions.
Methodology: Begin the topic by asking about the thick forest of Amazon basin and why do you see a variety of birds and animals there
Activities: ● find out tribes in Amazon basin
Resources: Content book/Teacher's Manual/white board/marker
Board work: 1. Amazon Basin 2.location, climate 3.Ganga Brahmaputra basin 4. people
Learning outcomes: ● Learners will be able to identify and explain the features/climate and way of life in the tropical and subtropical regions.
Application: 1. The students will use the keywords mention in the unit. 2. They will write the answers with the help of collected information.

Extra questions/ Class assessment/ Recapitulation: Discuss similarities and differences between tribal hunters of Amazon rainforests and tribal people of north-east India.
Homework/ worksheets: On outline map of India mark- Ganga and its tributaries, major towns of Ganga basin, Sundarban Delta
Reference: Wikipedia

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Smitha Nair
Grade: VII

Subject: Social Studies
Month - July

Topic: Ch31 Role Played by Gender No. of periods: 04

Subtopic: Different roles for men and women/Valuing Women's work/Discrimination against women/Challenging Discrimination against women
Specific objective: ● Learners will be able to understand that women are discriminated against in the society and gender discrimination needs to be challenged.
Methodology: Begin the topic about the rights of women in present times and previous times.
Activities: ● Case study
Resources: Content book/workbook/white board/marker
Board work: 1.Different roles for men and women 2.Valuing Women"s work 3.Discrimination against women4.Challenging Discrimination against women

Learning outcomes: ● Learners will be able to identify gender roles in society.
Application: 1. The students will use the keywords mention in the unit. 2. They will write the answers with the help of collected information.
Extra questions/ Class assessment/ Recapitulation: Complete the learning chart.
Homework/ Worksheets: Project work-page 39
Reference: Wikipedia

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Smitha Nair
Grade: VII

Subject: Social Studies
Month - November

Topic: Ch08 Religious Ideas and Movements No. of periods: 04

Subtopic: Belief in the supreme/Beginning of the Bhakti Movement/Sufism
Specific objective: ● Learners will be able to understand major religious ideas and practices that emerged during the medieval period.
Methodology: Begin the topic about certain rituals of worship been followed during religious ceremonies.
Activities: ● Collect information about Kabir.
Resources: Content book/workbook/white board/marker

Board work: 1.Belief in the supreme 2.Beginning of the Bhakti Movement 3.Sufism
Learning outcomes: ● Learners will be able to identify the religious reforms in India.
Application:1. The students will use the keywords mention in the unit. 2. They will write the answers with the help of collected information.
Extra questions/ Class assessment/ Recapitulation: Complete the learning chart.
Homework/ Worksheets: Collect more information on Sufism
Reference: Wikipedia

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Smitha Nair Grade: VII

Subject: Social Studies Month - December

Topic: Ch09 Flowering of Regional Cultures No. of periods: 04

Subtopic: Language and social values/Tradition of paintings/story of kathak/Case study
Specific objective: ● Learners will be able to understand the regional cultures that emerged during the medieval period
Methodology: Begin the topic about certain traditions and culture followed during festivals and what it signifies.
Activities:

● case study
Resources: Content book/workbook/white board/marker
Board work: 1.Language and social values 2.Tradition of paintings 3.story of kathak
Learning outcomes: ● Learners will be able to identify the features of different regional cultures.
Application: 1. The students will use the keywords mention in the unit. 2. They will write the answers with the help of collected information.
Extra questions/ Class assessment/ Recapitulation: Complete the learning chart.
Homework/ Worksheets: Collect pictures on different styles of paintings.
Reference: Wikipedia

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Smitha Nair
Grade: VII

Subject: Social Studies
Month - January

Topic: Ch10 New Political Formations in the 18th Century No. of periods: 04

Subtopic: The Downfall Begins/Emergence of Autonomous states/ The Rajputs/Administration in new states
Specific objective: ● Learners will be able to understand what led to the emergence of regional states.

Methodology: Begin the topic about the changes that took place in the mughal empire.
Activities: ● Collect more information about the Rajputs.
Resources: Content book/workbook/white board/marker
Board work: 1. The Downfall Begins 2.Emergence of Autonomous states 3.The Rajputs 4.Administration in new states
Learning outcomes: ● Learners will be able to identify and state the reasons for the decline of the Mughal Empire
Application:1. The students will use the keywords mention in the unit. 2. They will write the answers with the help of collected information.
Extra questions/ Class assessment/ Recapitulation: Complete the learning chart.
Homework/ Worksheets: project work-page 99
Reference: Wikipedia

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Smitha Nair Grade: VII

Subject: Social Studies
Month - April

Topic: Ch 14 Atmosphere
No. of periods: 04

Subtopic: Composition of the atmosphere, structure of the atmosphere

Specific objective: ● Learners will be able explain the composition of the atmosphere
Methodology: Showing different layers of atmosphere landform pictures.
Activities: ● Draw the different layers of the atmosphere paste it on chart paper.
Resources: Content book/workbook/white board/marker
Board work: 1. Structure of the Earth 2. Five layers- Stratosphere, Mesophere, Thermosphere, Exosphere
Learning outcomes: ● Learners will be able to identify the structure of the atmosphere
Application:1. The students will use the keywords mention in the unit. 2. They will write the answers with the help of collected information.
Extra questions/ Class assessment/ Recapitulation: Share information on how modern lifestyle is damaging the atmosphere
Homework/ Worksheets-SEA
Reference: Wikipedia

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name: Smitha Nair Grade: VII

Subject: Social Studies
Month - April

Topic: Ch 14 Atmosphere
No. of periods: 04

Subtopic: Composition of the atmosphere, structure of the atmosphere
Specific objective: ● Learners will be able explain the composition of the atmosphere
Methodology: Showing different layers of atmosphere landform pictures.
Activities: ● Draw the different layers of the atmosphere paste it on chart paper.
Resources: Content book/workbook/white board/marker
Board work: 1. Structure of the Earth 2. Five layers- Stratosphere, Mesophere, Thermosphere, Exosphere
Learning outcomes: ● Learners will be able to identify the structure of the atmosphere
Application:1. The students will use the keywords mention in the unit. 2. They will write the answers with the help of collected information.
Extra questions/ Class assessment/ Recapitulation: Share information on how modern lifestyle is damaging the atmosphere
Homework/ Worksheets-SEA
Reference: Wikipedia

Teacher's Name: Ms Vaishnavi Pandhare Class: 7

Subject: Marathi **Topic**: १. महाराष्ट्र माझा (कविता) No. of periods: 4

: MonthApril

Subtopic: १. महाराष्ट्र माझा (कविता)

Specific objective:

- महाराष्ट्र राज्यातील विविधतेची ओळख करून देणे.
- महाराष्ट्र राज्यात सर्व जाती धर्माचे लोक आनंदाने राहतात .

Methodology:

- स्पष्टीकरण पध्दती

Activities:

- कविता ताला सुरात म्हणून घेतली.

Resources:

- पुस्तक.

Board work:

- शब्दार्थलेखन
- स्पष्टीकरण पध्दती
- प्रश्नोत्तरांची चर्चा करून वहीत लेखन केले.
- व्याकरण – उदाहरणे देऊन स्पष्टीकरण केले.

Learning outcomes:

- विद्यार्थी कवितेचे वाचन करून भावार्थ समजून घेतील व आपल्या शब्दांत मांडतील.
- 'भारतीय संस्कृती, संस्कार मुल्य भाषा कौशल्य बद्दल अधिक जाणून घेतील.
- कवितेतील कठीण शब्द व कठीण संकल्पना समजून घेतील तसेच
- 'महाराष्ट्र राज्य' या विषयावर बोलू, लिहू शकतील.
- कवितेतील काही शब्दसमुहांचा वाक्यांत अचूक वापर करता येणे.

Application:

- विद्यार्थीना लहान ओळीतून मोठा आशय समजला.
- कवितेचा भावार्थ सांगता आला.
- कविता तालबद्ध पद्धतीने म्हणता येणे.
- महाराष्ट्र राज्य' या विषयावर माहिती सांगता आली.

ICT Integrated:

- महाराष्ट्र माझा कवितेचा व्हिडीओ दाखविला.

- महाराष्ट्र राज्याचे महत्त्व याबद्दल व्हिडीओ दाखविला.

Extra questions/ Class assessment/ Recapitulation:

- कविता वहीत लिहा.

Homework/ worksheets:

- शब्दार्थलेखन
- स्पष्टीकरण पध्दती
- प्रश्नोत्तरांची चर्चा करून वहीत लेखन केले.
- व्याकरण – उदाहरणे देऊन स्पष्टीकरण केले.

Reference:

- शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Ms Vaishnavi Pandhare
Class: 7

Subject: Marathi **Topic**: २ निरुपयोगी मूर्ती No. of periods: 4
: MonthApril

Subtopic:

- निरुपयोगी मूर्ती
- नाम,सर्वनाम

Specific objective:

- देशातील प्रसिद्ध मूर्तीकरांचा परिचय करून देणे.
- मूर्तीकरांनी तयार केलेल्या मूर्ती ची माहिती करून देणे.
- पाठाच्या माध्यमातून माणुसकीचे महत्त्व समजावून देणे.

Methodology:

- स्पष्टीकरण पध्दती
- प्रश्नोत्तरांची चर्चा करून वहीत लेखन केले.
- व्याकरण – उदाहरणे देऊन स्पष्टीकरण केले.

Activities:

- देशातील प्रसिद्ध मूर्ती करांची माहिती मिळवा व त्यांनी तयार केलेल्या मूर्ती ची माहिती लिहा.
- पाठ वाचन घेतले.

Resources:

- पुस्तक.

Board work:

- शब्दार्थलेखन
- प्रश्नोत्तरे लेखन
- व्याकरण – उदाहरणे

Learning outcomes:

- भाषेची लय व शैली समजून घेऊन त्याचा उपयोग करणे.
- विद्यार्थ्यांना पाठाच्या माध्यमातून माणुसकीचे महत्त्व जपणे समजेल.
- पाठातील कठीण संकल्पना, नवीन तसेच कठीण शब्दांचा अर्थ समजून घेतील.
- पाठातील वाक्प्रचारांचा अर्थ समजून घेऊन वाक्यांत उपयोग करू शकतील.

Application:

- विद्यार्थ्यांना पाठाच्या माध्यमातून माणुसकीचे महत्त्व जपणे समजतात .
- विद्यार्थी पाठाचे श्रवण, वाचन करतात.
- पाठातील कठीण संकल्पना, नवीन तसेच कठीण शब्दांचा अर्थ समजतो.
- पाठातील वाक्प्रचारांचा अर्थ समजून घेऊन वाक्यांत उपयोग करतात.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगतात.

ICT Integrated:

- देशातील प्रसिद्ध मूर्तीकरांचा जीवन चरित्र व्हिडीओ दाखविला.
- विविध मूर्तींच्या चित्रांचे पॉवरपॉइंट प्रेझेन्टेशन दाखविले.

Extra questions/ Class assessment/ Recapitulation:

- कोणत्याही दोन मूर्तीकरांची चित्रे लावून त्यांच्या जीवनातील एक प्रसंग लिहा.
- नाम,सर्वनाम चे प्रत्येकी पाच उदाहरणे लिहा.

Homework/ worksheets:

- पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक..

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan2025-26

Teacher's Name: Ms Vaishnavi Pandhare Class: 7

Subject: Marathi **Topic**: 3 कुणाशी कसे वागावे? No. of periods: 4

Month: June

Subtopic:

- कुणाशी कसे वागावे?
- समानार्थी शब्द ,विरुद्धार्थी शब्द

Specific objective:

- भारतातील विविध सण व त्या बद्दल माहिती देणे.
- भारतीय संस्कृतीची ओळख करून देणे.
- विविध प्रांतातील लोक प्रवृत्तीचा परिचय करून देणे.
- या पाठातून सहचाराची भावना विद्यार्थीना समजावून सांगणे.
- संवाद कौशल्य वाढवणे.

Methodology:

- स्पष्टीकरण पध्दती
- प्रश्नोत्तरांची चर्चा करून वहीत लेखन केले.
- व्याकरण – उदाहरणे देऊन स्पष्टीकरण केले.

Activities:

- तुम्हाला राग येतो तेव्हा .... या विषयावर माहिती लिहा.
- पाठ वाचन घेतले.

Resources:

- पुस्तक.

Board work:

- शब्दार्थलेखन
- प्रश्नोत्तरे लेखन
- व्याकरण – उदाहरणे

Learning outcomes:

- विद्यार्थ्यांना पाठाच्या माध्यमातून क्रोधावर विजय मिळविण्याचे काही उपाय सांगू व लिहू शकतील .
- विद्यार्थी पाठाचे श्रवण, वाचन करतील .
- पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील .
- वाक्प्रचारांचा अर्थ समजून घेऊन वाक्यांत उपयोग करू शकतील .
- विद्यार्थ्यांमध्ये संवाद कौशल्य वाढेल.

Application:

- विद्यार्थीनी लेखकाबद्दल माहिती सांगितली .
- विद्यार्थीनी पाठचा आशय सांगितला .
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली .
- क्रोधा या विषयावर आपले मत व्यक्त करतात.

ICT Integrated:

- लेखकाबद्दल माहितीचा व्हिडीओ दाखविला.

Extra questions/ Class assessment/ Recapitulation:

- समानार्थी शब्दांच्या जोड्यांची प्रत्येकी पाच उदाहरणे लिहा.

Homework/ worksheets:

- पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan2025-26

Teacher's Name: Ms Vaishnavi Pandhare Class: 7

Subject: Marathi **Topic**: ४ छत्रपती संभाजी महाराज No. of periods: 8

Month – July

Subtopic:

- छत्रपती संभाजी महाराज
- विशेषण,क्रियापद

Specific objective:

- श्रमाचे महत्त्व सांगणे.
- सतत उद्योगी राहून, चांगल्या गुणांचा संचय करण्याची शिकवण देणे.

Methodology:

- स्पष्टीकरण पध्दती

Activities:

- परिश्रमाचे महत्त्व सांगणाऱ्या कविता अंतरजालाच्या मदतीने मिळवा व लिहा.
- छत्रपती संभाजी महाराज यांच्या बालपणीच्या कथा मिळवा व वर्गात सादर करा.

Resources:

- पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- विद्यार्थी छत्रपती संभाजी महाराजांचे कर्तुत्व समजून घेतील व आपल्या शब्दांत मांडतील.
- छत्रपती संभाजी महाराजांच्या गुणांचे वर्णन आपल्या शब्दांत करू शकतील.
- छत्रपती संभाजी महाराजांच्या शोर्य कथा सांगू शकतील.
- स्वतः मधील गुणांचे वर्णन आपल्या शब्दांत सांगू शकतील.

Application:

- विद्यार्थीना संकल्प व त्याची पूर्ती याबद्दल आशय समजला.
- विद्यार्थी छत्रपती संभाजी महाराजांच्या गुणांचे वर्णन आपल्या शब्दांत करतात.
- विद्यार्थीनी पाठचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- छत्रपती संभाजी महाराजांच्या शोर्य कथाचा व्हिडीओ दाखविला.

Extra questions/ Class assessment/ Recapitulation: -

- विशेषण,क्रियापद चे प्रत्येकी पाच उदाहरणे लिहा.

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक..

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan2025-26

Teacher's Name Ms Vaishnavi Pandhare Class: 7

Subject: Marathi **Topic**: ५ भाऊबीज (कविता) No. of periods: 5

Month- July

Topic :

- भाऊबीज

Specific objective:

- जीवनात येणारी सुख, दुख गोड मानून आनंदाने जगावे हे समजावून सांगणे.
- विद्यार्थीना नात्यांचे महत्त्व समजावून सांगणे.
- मानवी जीवनातील भावा –बहिणीच्या नात्यांचे महत्त्व सांगणे.

Methodology:

- स्पष्टीकरण पध्दती
- चर्चा पद्धत
- प्रश्न उत्तर पध्दती

Activities:

- भावा – बहिणीचे नाते या विषयावर माहिती लिहा व तुमचे अनुभव सांगा.
- 'रक्षाबंधन' चित्र काढा.

Resources:

- पुस्तक.

Board work: -

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे.

Learning outcomes:

- विद्यार्थीना या जीवनात येणारी सुख, दुख गोड मानून आनंदाने जगावे हे समजले पाहिजे.
- विद्यार्थी भावा – बहिणीचे नाते समजून त्या नात्यातील आपुलकी जाणून घेतील.
- विद्यार्थी नात्यांचे महत्त्व आपल्या शब्दांत मांडतील.
- पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील.
- वाक्प्रचारांचा अर्थ समजून घेऊन वाक्यांत उपयोग करू शकतील.

Application:

- विद्यार्थीना पाठचा मोठा आशय समजला.
- विद्यार्थीना भावा – बहिणीचे नाते समजून त्या नात्यातील आपुलकीची जाणीव होते.
- विद्यार्थीना नात्यांचे महत्त्व समजते.

Extra questions/ Class assessment/ Recapitulation: -

- रक्षाबंधन' चा तुमचा अनुभव दहा ओळीत लिहा.

Homework/ worksheets:

- पाठाचे वाचन करा.
- पाठातील जोडाक्षरे लिहा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक..

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan2025-26

Teacher's Name Ms Vaishnavi Pandhare Class: 7

Subject: Marathi **Topic**: ६ आपला अन्नदाता शेतकरी No. of periods: 6

Month – Aug

- **Topic** : ६ आपला अन्नदाता शेतकरी
- निबंधलेखन
- पत्रलेखन

Specific objective:

- शेतकऱ्यांविषयी कृतज्ञता भाव वाढवणे.
- शेतीविषयक कामाची माहिती करून देणे.

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पद्धत
- प्रश्न उत्तर पध्दती

Activities:

- शेतीमध्ये वापरल्या जाणाऱ्या औजाराची माहिती लिहा.

Resources:

- पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- विद्यार्थी पाठाचे श्रवण, वाचन करतील.
- विद्यार्थी कृषीपुत्राचे महत्त्व आपल्या शब्दांत मांडतील.
- पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील .
- शेतीविषयक कामे ओळखून सांगू शकतील.
- भाषेतील विविध बारकावे उदा .शब्दांची पुनरावृत्ती, लिंग, वचन, विरुदार्थी शब्द इत्यादींविषयी अभ्यास करतात.

- विविध संवेदनशील मुद्दे (उदा. जात, धर्म, लिंग, वर्ण,रीतिरिवाज) यांविषयी आपले मित्र, शिक्षक आणिकुटुंबातील सदस्यांना प्रश्न विचारतात.

Application:

- विद्यार्थीनमध्ये समाजऋण, माणुसकी याचे दर्शन घडते.
- विद्यार्थीनी लेखकाबद्दल माहिती सांगितली.
- विद्यार्थीनी पाठचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.
- विद्यार्थीना शेतकऱ्याच्या कष्टाची जाणीव झाली.

Extra questions/ Class assessment/ Recapitulation: -

- निबंधलेखन
- पत्रलेखन

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक..

Lesson Plan2025-26

Teacher's Name: Ms Vaishnavi Pandhare
Class: 7

Subject: Marathi **Topic**: निरोप (कविता)
No. of periods: 6
Month – Aug

- **Topic** : निरोप (कविता)

Specific objective:

- सैनिकांविषयी प्रेम, आपुलकी वाढवणे.
- सैनिकांना युद्धासाठी हसतमुखाने निरोप देणाऱ्या मातेविषयी कृतज्ञता व आदर बाळगणे.

Methodology:

- स्पष्टीकरण पध्दती,
- कथन पध्दती
- ज्ञाताकडून अज्ञाताकडे

Activities:

- मराठीमध्ये ऐकलेली गोष्ट, कथा व प्रत्यक्ष आलेल्या अनुभवाविषयी चर्चा करतात.
- कवितातला सुरात म्हणून घेतली.

Resources: -पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- विद्यार्थी कवितेचे वाचन करून भावार्थ समजून घेतील व आपल्या शब्दांत मांडतील.
- वीर व वीरमातांबद्दल आदराची भावना आपल्या शब्दांत व्यक्त करतील.
- कवितेतील कठीण शब्द व कठीण संकल्पना समजून घेतील.
- कवितेत आलेल्या वाक्प्रचारांचे स्वत:च्या वाक्यांत उपयोग करू शकतील.

Application:

- सैनिकांविषयी प्रेम, आपुलकी निर्माण झाली .
- सैनिकांना युद्धासाठी हसतमुखाने निरोप देणाऱ्या मातेविषयी कृतज्ञता व आदर बाळगतात .

Extra questions/ Class assessment/ Recapitulation:

- इतिहासात प्रसिद्ध असलेल्या महाराष्ट्रातील विरांगनांची माहिती लिहा

Homework/ worksheets:

- पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक..

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan2025-26

Teacher's Name: Ms Vaishnavi Pandhare
Class: 7

Subject: Marathi **Topic**: ८ आनंदातले दिवस No. of periods: 4
Month – Sep

Subtopic:

- आनंदातले दिवस
- वाक्यरुपांतर

Specific objective:

- जुन्या व नव्या जीवन मूल्यांविषयीचे दृष्टी ,निर्णयक्षमता, प्रेम याविषयीचे वर्णन सांगितले आहे.
- शिस्त, व्यवहारातील काटेकोरपणा इ.मुल्ये सांगणे.
- कोणतेही काम करण्याची लाज न बाळगणे .
- कर्तव्यदक्ष करणे.

Methodology:

- स्पष्टीकरण पध्दती,
- कथन पध्दती
- ज्ञाताकडून अज्ञाताकडे

Activities:

- तपोवन या प्रकल्पाविषयी माहिती लिहा.

Resources:

- पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- विद्यार्थी पाठाचे श्रवण, वाचन करतील.
- विद्यार्थी बाबा आमटे, प्रकाश आमटे व विकास आमटे या थोर समाजसेवक पिता पुत्रांचा परिचय करून घेतील, त्यांच्याबाबतीत बोलू शकतील, लिहू शकतील.
- विद्यार्थी पाठातून स्पष्ट झालेली मुल्ये आपल्या शब्दांत मांडतील.
- पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील.

- वाक्प्रचारांचा वाक्यांत उपयोग करू शकतात.

Application:

- विद्यार्थीना जुन्या व नव्या जीवन मूल्यांविषयीचे, निर्णयक्षमता, प्रेम याबद्दल आशय समजला.
- विद्यार्थीनी लेखकाबद्दल माहिती सांगितली.
- विद्यार्थीनी पाठचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- प्रकाश आमटे यांच्या जीवनचरित्र

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण वाक्य व त्याचे प्रकार लिहा

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक..

Teacher's Name: Ms Vaishnavi Pandhare
Class: 7

Subject: Marath **Topic**: ९ **चंदाराणी (छकुलीच्या स्वप्नातील दृश्य)** No. of periods: 5
Month – Oct

- **Topic** : चंदाराणी **(**छकुलीच्या स्वप्नातील दृश्य**)**

Specific objective:

- मनावर संस्कार करणे.
- नाटक या साहित्य प्रकाराची ओळख करून देणे.
- क्षमा या मूल्याचे महत्त्व समजावून देणे.

Methodology:

- स्पष्टीकरण पध्दती,
- कथन पध्दती
- ज्ञाताकडून अज्ञाताकडे

- Activities:
- माझ्या कल्पनेतील परी या विषयावर पाच ओळी लिहा.

Resources:

- पुस्तक.

Board work: -

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरण

Learning outcomes:

- विद्यार्थी नाटक या साहित्यप्रकाराची ओळख करून घेतील.
- विद्यार्थी पाठाचे नाट्यरुपात वाचन करतात.
- आपले म्हणजे लहान मुलांचे आचरण कसे असावे सोप्या शब्दांत सांगू शकतात.
- पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील.
- नवीन शब्दांचा आपल्या वाक्यांत उपयोग करा..
- समानार्थी शब्द, विरुद्धार्थी शब्द यांचा अभ्यास करणे.
- विविध उद्दिष्टांसाठी लेखन करताना योग्य शब्दांचा वापर, योग्य वाक्यरचना आणि लेखनाच्या स्वरूपाचा विचार करूनव निर्णय घेऊन त्याप्रमाणे लेखन करतात .उदा .मित्रास पत्र, निबंध इ.

Application:

- विद्यार्थीना जुन्या व नव्या जीवन मूल्यांविषयीचे, निर्णयक्षमता, प्रेम याबद्दल आशय समजला.
- विद्यार्थीनी लेखकाबद्दल माहिती सांगितली.

- विद्यार्थीनी पाठचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

Extra questions/ Class assessment/ Recapitulation: -

- पाठाचे वाचन करणे.वाक्यांचे प्रकार ओळखा.
- अर्थपूर्ण वाक्य बनवा.

Homework/ worksheets:

- पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan2025-26

Teacher's Name: Ms Vaishnavi Pandhare
Class: 7

Subject: Marathi **Topic**: १० शब्द
No. of periods: 8
Month – Oct

Subtopic:

शब्द

Specific objective:

- विविध साहित्यप्रकारांचा परिचय करणे.
- काव्यवाचन ,पाठांतर ,लेखन ,अभंग काव्यप्रकाराची ओळख करून देणे.
- शब्दांचे महत्त्व कळावे.
- शब्दच तारक मारक ठरतात , याची जाणीव करून देणे.

Methodology:

- स्पष्टीकरण पध्दती,
- ज्ञाताकडून अज्ञाताकडे

Activities:

- व्यक्तिमत्व विकासात छंदाचे महत्व सांगा.
- तुमच्या छंदा बद्धल थोडक्यात सांगा.
- महाराष्टातील पाच संतांची माहिती लिहा.

Resources:

- पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- वाचलेल्या, लिहिलेल्या, ऐकलेल्या, पाहिलेल्या, समजलेल्या भाषेचा सर्जनशीलवापर करणे.
- साहित्याचे विविध प्रकार समजून घेऊन त्यांचा आनंद घेणे.
- संदर्भ आणि लिहिण्याच्या उद्देशानुसार उपयुक्त भाषा शब्द, वाक्ये इत्यादी समजणे त्याचा वापर करणे.
- प्रभावीपणे आणि व्यवस्थितपणे लेखन करू शकतील
- इतर संवेदनशीलमुद्द्यांना समजून घेऊन त्यावर चर्चा करतात.

Application:

- विद्यार्थीना विविध साहित्यप्रकारांचा परिचय करून दिला व त्याचा आशय समजला.
- विद्यार्थीनी कवी माहिती सांगितली.

- विद्यार्थीनी कवितेचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- संत तुकारामाचे जीवन चरित्र व्हिडीओ दाखवला.

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण समास व त्याचे प्रकार

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan2025-26

Teacher's Name: Ms Vaishnavi Pandhare
Class: 7

Subject: Marathi **Topic**: ११ रोहिडेश्वर No. of periods: 4

Month – Nov

Subtopic:

- रोहिडेश्वर
- पत्रलेखन

Specific objective:

- गड किल्ल्यांची ओळख करून देणे.
- छत्रपती शिवाजी महाराजांच्या कार्यांची ओळख करून देणे.

Methodology:

- स्पष्टीकरण पध्दती
- कथाकथन पद्धती

Activities:

- व्यक्तिमत्व विकासात छंदाचे महत्व सांगा.
- तुमची दिनचर्या लिहा.
- कर्तृत्ववान महिलांच्या गोष्टी सांगा.

Resources:

- पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- वाचलेल्या, लिहिलेल्या, ऐकलेल्या, पाहिलेल्या, समजलेल्या भाषेचा सर्जनशीलवापर करणे.
- साहित्याचे विविध प्रकार समजून घेऊन त्यांचा आनंद घेणे.
- संदर्भ आणि लिहिण्याच्या उद्देशानुसार उपयुक्त भाषा शब्द, वाक्ये इत्यादी समजणे त्याचा वापर करणे.
- प्रभावीपणे आणि व्यवस्थितपणे लेखन करू शकतील
- इतर संवेदनशीलमुद्द्यांना समजून घेऊन त्यावर चर्चा करतात.

Application:

- विद्यार्थीना विविध साहित्यप्रकारांचा परिचय करून दिला व त्याचा आशय समजला.
- विद्यार्थीनी लेखकाबद्दल माहिती सांगितली.
- विद्यार्थीनी पाठचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- छत्रपती शिवाजी महाराजांच्या कार्यांचा व्हिडीओ दाखवणे.

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण समास व त्याचे प्रकार

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक..

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan2025-26

Teacher's Name : Ms Vaishnavi Pandhare
Class: 7

Subject: Marathi **Topic**: १२ श्यामचे पोहणे No. of periods:

4
Month – Nov

Subtopic:

- श्यामचे पोहणे
- निबंधलेखन

Specific objective:

- कृषीसंस्कृती, श्रम प्रतिष्ठा एकजुटीचे सामर्थ्य या मूल्याचे महत्व मनात रुजवणे.
- आईच्या संस्काराचे महत्त्व समजावने .
- मूल्य संवर्धन करणे.

Methodology: स्पष्टीकरण पध्दती,

Activities:

साने सानेगुरुजी बद्दल माहिती लिहा. .

Resources:

- पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- वाचलेल्या, लिहिलेल्या, ऐकलेल्या, पाहिलेल्या, समजलेल्या भाषेचा सर्जनशीलवापर करणे.
- कृषीसंस्कृती, श्रम प्रतिष्ठा एकजुटीचे सामर्थ्य या मूल्याचे महत्व मनात रुजवणे.
- संदर्भ आणि लिहिण्याच्या उद्देशानुसार उपयुक्त भाषा शब्द, वाक्ये इत्यादी समजणे त्याचा वापर करणे.
- प्रभावीपणे आणि व्यवस्थितपणे लेखन करू शकतील
- इतर संवेदनशीलमुद्द्यांना समजून घेऊन त्यावर चर्चा करतात.

Application:

- विद्यार्थीना विविध साहित्यप्रकारांचा परिचय करून दिला व त्याचा आशय समजला.
- विद्यार्थीनी लेखकाची माहिती सांगितली.
- विद्यार्थीनी पाठाचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- श्यामची आई चित्रपट व्हिडीओ

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक..

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan2025-26

Teacher's Name: Ms Vaishnavi Pandhare
Class: 7

Subject: Marathi **Topic**: असे जगावे (कविता) No. of

periods: 4 Month – Dec

Subtopic:

- असे जगावे (कविता)
- कथालेखन

Specific objective:

- कठीण प्रसंगी ढासळून न जाता साहसाने सामना करावा.
- विद्यार्थीमध्ये साहसी वृत्ती निर्माण करणे.

Methodology: स्पष्टीकरण पध्दती,

Activities:

- कष्ट केल्याने माणूस सुखी होतो.यावर आधारित गोष्ट सांगणे.

Resources:

- पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- वाचलेल्या, लिहिलेल्या, ऐकलेल्या, पाहिलेल्या, समजलेल्या भाषेचा सर्जनशीलवापर करणे.
- साहित्याचे विविध प्रकार समजून घेऊन त्यांचा आनंद घेणे.
- संदर्भ आणि लिहिण्याच्या उद्देशानुसार उपयुक्त भाषा शब्द, वाक्ये इत्यादी समजणे त्याचा वापर करणे.
- प्रभावीपणे आणि व्यवस्थितपणे लेखन करू शकतील
- इतर संवेदनशीलमुद्द्यांना समजून घेऊन त्यावर चर्चा करतात.
- कवितेच्या आधारे आयुष्याला कसे भिडावे हे सांगू शकतील.
- भ्रष्टाचाराचा गुलाम न होता त्याचा निषेध करा.
- कष्ट केल्याने माणूस सुखी होतो.मेहनत करणे ही एक पूजाच आहे. हे मौलिक विचार या पाठातून मिळतात.
- आपल्या परिसरात घडणारे प्रसंग, घटना इत्यादींचे सूक्ष्मनिरीक्षण करतताते

Application:

- विद्यार्थीना विविध साहित्यप्रकारांचा परिचय करून दिला व त्याचा आशय समजला.

- विद्यार्थीनी कवी माहिती सांगितली.
- विद्यार्थीनी कवितेचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- None

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan2025-26

Teacher's Name: Ms Vaishnavi Pandhare
Class: 7

Subject: Marathi **Topic**: सुसंगती सदा घडो No. of periods: 4 Month – Dec

Subtopic:

- सुसंगती सदा घडो
- कथालेखन

Specific objective:

- कठीण प्रसंगी ढासळून न जाता साहसाने सामना करावा.
- विद्यार्थीमध्ये साहसी वृत्ती निर्माण करणे.
- मुलांवर योग्य संस्कार घडावे.
- संगतीच्या परिणामाची जाणीव व्हावी.

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पद्धत
- कथाकथन पद्धत

Activities:

- एखादी कथा, कविता स्वत:च्या कल्पनेने पूर्ण करतात.

Resources: पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- वाचलेल्या, लिहिलेल्या, ऐकलेल्या, पाहिलेल्या, समजलेल्या भाषेचा सर्जनशीलवापर करणे.
- साहित्याचे विविध प्रकार समजून घेऊन त्यांचा आनंद घेणे.
- संदर्भ आणि लिहिण्याच्या उद्देशानुसार उपयुक्त भाषा शब्द, वाक्ये इत्यादी समजणे त्याचा वापर करणे.
- प्रभावीपणे आणि व्यवस्थितपणे लेखन करू शकतील
- इतर संवेदनशीलमुद्द्यांना समजून घेऊन त्यावर चर्चा करतात.
- कवितेच्या आधारे आयुष्याला कसे भिडावे हे सांगू शकतील.
- भ्रष्टाचाराचा गुलाम न होता त्याचा निषेध करा.
- कष्ट केल्याने माणूस सुखी होतो.मेहनत करणे ही एक पूजाच आहे. हे मौलिक विचार या पाठातून मिळतात.
- आपल्या परिसरात घडणारे प्रसंग, घटना इत्यादींचे सूक्ष्मनिरीक्षण करततात

Application:

- विद्यार्थीना विविध साहित्यप्रकारांचा परिचय करून दिला व त्याचा आशय समजला.
- विद्यार्थीनी कवी माहिती सांगितली.
- विद्यार्थीनी कवितेचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- None

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan2025-26

Teacher's Name: Ms Vaishnavi Pandhare
Class: 7

Subject: Marathi **Topic**: कलवारी पहाड No. of periods: 4
Month – Jan

Subtopic:

- कलवारी पहाड
- कथालेखन

Specific objective:

- प्रवास वर्णनाची ओळख.
- विद्यार्थीमध्ये साहसी वृत्ती निर्माण करणे.
- धर्माविषयी आदर निर्माण करणे.

Methodology: स्पष्टीकरण पध्दती,

Activities:

- इझराईल या देशाबद्दल माहिती सांगणे.

Resources:

- पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- विद्यार्थी पाठाचे श्रवण, वाचन करतील.
- विद्यार्थी गुड फ्रायडे व येशू मसीहा यांच्याबद्दल विस्तृत माहिती आपल्या शब्दांत सांगू व लिहू शकतील.

Application:

- विद्यार्थीना विविध साहित्यप्रकारांचा परिचय करून दिला व त्याचा आशय समजला.
- विद्यार्थीनी येसू ख्रिस्त यांची माहिती सांगितली.
- विद्यार्थीनी पाठाचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- None

Extra questions/ Class assessment/ Recapitulation: - व्याकरण

Homework/ worksheets: - पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025-2026

Teacher's Name: Ms. Pranjali Vaidya Class: 7

Subject: Mathematics No. of periods- 14

Topic: Integers Month: April

Subtopic:

- Natural numbers
- Whole numbers
- Integers
- Modulus or absolute value
- Representation of integers on a number line
- Properties if addition of integers
- Properties of subtraction of integers
- Multiplication of integers
- Division of integers
- Order of Operations and use of brackets.

Specific objective:

- To represent integers on a number line.
- To perform different operations like addition, subtraction, multiplication and division on integers and state their properties.
- To simplify the expressions by following order of operations and using the brackets.
- To use the BODMAS rule of fundamental operations.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

- Individual Activity:

Identify three real-life situations where integers could be used to convey information. Create one problem using each situation.

- Individual Activity:

Divide the class in groups of four. Ask them to make some problem cards like the one shown below and solve them.

X	-6	-2	÷	-5	-2
6			5		
2			2		

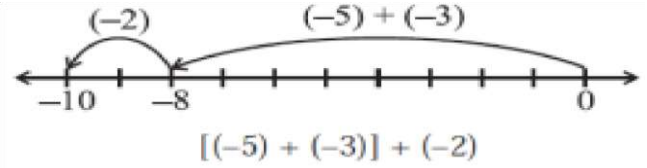
Resources: Text book, black board.

Board work:

- Representing integers on number line
- Illustrating addition, subtraction, multiplication and division of integers.

$[(-3) \times (-2)] \times 5 = 6 \times 5 = 30$

$(-3) \times [(-2) \times 5] = (-3) \times (-10) = 30$



(i) $(-18) \times (-10) \times 9 = [(-18) \times (-10)] \times 9 = 180 \times 9 = 1620$

(ii) $(-20) \times (-2) \times (-5) \times 7 = -20 \times (-2 \times -5) \times 7 = [-20 \times 10] \times 7 = -140$

(iii) $(-1) \times (-5) \times (-4) \times (-6) = [(-1) \times (-5)] \times [(-4) \times (-6)] = 5 \times 24 = 12$

Learning outcomes:

- Students can represent integers on a number line.
- Students can perform different operations like addition, subtraction, multiplication and division on integers and state their properties.
- Students can simplify the expressions by following order of operations and using the brackets.

Application:

- Students can apply the concept of integers in measuring the temperature. The positive and negative aspects of a temperature let them know, compare and measure the change in temperature.
- Apart from measuring temperature integers are used in the credits and debits calculation by the banks.

ICT Integrated:

- Video

● Power Point presentation
Extra questions/ Class assessment/ Recapitulation: ● At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts ● Assess the responses of students during classroom discussions, activities and on answers for performance evaluation. ● Use exercises given at the end of the chapter as assessment tools.
Homework/ worksheets: ● Ask students to attempt some of the exercise questions on their own. ● Questions given based on the class work. ● Worksheets given to solve.
Reference: Viva Start Up Text book, R.D Sharma Text Book, Google.

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025-2026

Teacher's Name: Ms. Pranjali Vaidya Class: 7

Subject: Mathematics No. of periods-14

Topic : Fraction Month : April

Subtopic: ● Fractions ● Multiplication of fractions ● Division of fractions
Specific objective: ● To state different types of fractions along with examples. ● To multiply and divide the fractions.
Methodology: • Problem solving method and strategic thinking • Inductive and deductive method • Encourage students to attempt the exercise on their own. • Encourage students to indulge in discussions and practice-based learning.
Activities: ● Lab Activity: Multiply a fraction by a whole number and a fraction by a fraction. (Math lab Activity book – page no. 1)

- Find ten words and categorise them as a term connected to addition, multiplication, division and measurement of distance or time. (Grid fun: pg. no. 37 from textbook.)

Resources:

Fractions lab kit, text book, black board.

Board work

- Solve classwork problems.
- Illustrate operations (+, -, ×, ÷) on fractions
- Illustrate operations (+, -, ×, ÷) on decimals

$\frac{2}{3} \times \frac{7}{5} = \frac{2\times7}{3\times5} = \frac{14}{15}$. $\frac{1}{3} \div \frac{5}{6} = \frac{1}{3} \times$ reciprocal of $\frac{5}{6} = \frac{1}{3} \times \frac{5}{6} = \frac{2}{5}$

Learning outcomes: Learners will be able to:

- find the reciprocal and multiplicative inverse of a fraction.
- multiply and divide the fractions.
- solve real life problems based on fractions.

Application: Learners will be able to:

- Fractions are used in baking to tell how much of an ingredient to use.
- Fractions are used in telling time; each minute is a fraction of the hour.
- Finally, fractions are used to determine discounts when there's a sale going on

ICT Intergrated:

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

- **Reference**:

Viva Start Up Text book, R.D Sharma Text Book, Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name – Sandhya S

Grade- 7

Subject - English **Month- April**

Topic –Unit 1 L-1 A Hero **No. of Periods - 7**

Sub - topic: A Hero (Prose)

Specific objectives:

- To understand the importance of being courageous over having strength.
- To make the students realize how experiences shift our perspectives.

Methodology:

Class room discussion

Communicative Approach

Activities: Group activity

Group discussion on 'Courage is everything, strength and age are not important'.

Board work: New words

Learning outcomes:

- The students understand the importance of being courageous in life.
- The students introspect and understand own personality.

Application: Workbook

ICT Integration / Art Integration: Power Point Presentation

Peer loud reading of the lesson.

Draw a pie chart about your fears and write 2 ways to overcome these fears.

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the textbook.

Reference: Textbook, e-book

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name – Sandhya S **Grade- 7**

Subject - English **Month- April**

Topic –Unit 1 L-2 The Taste of Water Melon **No. of Periods - 7**

Sub - topic: The Taste of Water Melon (Prose)

Specific objectives:

- To make the students understand and identify different expressions of kindness and improving self-behavior.
- The students will be able to understand the real-life connect with the nature and human being.

Methodology:

Communicative Approach

Class room discussion

Activities: Oral Discussion

At times we do things under peer pressure that we would not have otherwise done. The students will share their experience in the class.

Board work: New words

Learning outcomes:

- The students understand the real life connect with the nature and human beings.
- The students learn to relate to ideas with personal experiences.
- The students understand the importance of accepting mistakes and improving behavior.

Application: Workbook

ICT Integration / Art Integration: Power Point Presentation

Individual tabular representation of 2 strengths and 2 weaknesses

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of question answers and other exercises from the textbook.

Reference: Textbook, e-book

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name – Sandhya S **Grade-7**

Subject - English **Month-June**

Topic –Unit 1 L-3 The Flower-School **No. of Periods - 6**

Sub - topic: The Flower-School (Poem)

Specific objectives:

Students will be able:

• To locate, infer, verify and analyze information.

• To observe nature and experience its beauty in all seasons.

• To appreciate Indo-Anglian literature.

Methodology:

Class room discussion

Activity based Method (Poem Recitation)

Activities:

- Gathering more information about the poet 'Rabindranath Tagore'.
- Write a poem on the theme of 'Nature'.

Board work: New words

Learning outcomes:

- The students understand the value of nature.
- The students expand the knowledge of poetic devices.

Application: Workbook

ICT Integration / Art Integration: Power Point Presentation

Write a poem on ‘Nature’.

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions (Oral Work)

Homework/ worksheets: Completion of the activity of writing a poem based on nature.

Reference: Textbook, e-book

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher’s Name – Sandhya S **Grade- 7**

Subject - English **Month- June**

Topic –Unit 2 L-1 Atlantis (For Activity only) **No. of Periods - 1**

Sub - topic: **Atlantis (Prose)**

Specific objectives:

Students will be able:

•To locate and infer information.

•To think beyond the text using intuitive skills and analyze its real life relevance.

Methodology:

Communicative Approach

Class room discussion

Activities: Students will collect information on 'Human greed –A Threat to the Environment' for any one of the given examples and write few ways to avoid it.

Eg. The Maldives (Indian Ocean), Venice (Italy), The Sundarbans (India and Bangladesh), The Louisiana Coastline (USA), The Nile Delta (Egypt), Kiribati (Pacific Ocean), Bangladesh Coastal Areas, Tuvalu (Pacific Ocean)
Board work: New words

Learning outcomes:

- Students will be able to appreciate the mutual understanding between humans and nature.
- Students will be able to learn the value of nature and ways to conserve nature.

Application: Workbook

ICT Integration / Art Integration: Power Point Presentation

Poster making on 'Conserve Nature'.

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of question answers and other exercises from the textbook.

Reference: Textbook, e-book

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Sandhya S

Grade- 7

Subject - English **Month- June**

Topic – Unit 2 L-2 The Diary of a Space Traveler **No. of Periods - 6**

Sub - topic: **The Diary of a Space Traveler (Prose)**

Specific objectives:

Students will be able:

- To enrich vocabulary by better understanding of the context.
- To think creatively and imaginatively and appreciate literature.

Methodology:

Communicative Approach

Class room discussion

Interactive Language Learning

Activities: Diary writing.

Board work: New words

Learning outcomes:

- Students are able to write a diary.
- Students are able to relate the life on Earth with the life on other planet based on the context.
- Students are able to understand and think beyond the text using intuitive skills and analyze its real life relevance.

Application: Workbook

ICT Integration / Art Integration : Power Point Presentation

Draw a satellite of your imagination.
Design a creative travel postcard of hometown / favourite city.

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of question answers and other exercises from the textbook.

Reference: Textbook, e-book

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name – Sandhya S **Grade- 7**

Subject - English **Month- July**

Topic- Unit 2 L-3 The Lake of Innisfree **No. of Periods - 6**

Sub - topic: L-3The Lake Isle of Innisfree **(Poem)**

Specific objectives:

Students will be able:

- To appreciate and value nature.
- To locate, infer, analyze and evaluate information.
- To do literary analysis of the poem.

Methodology:

Communicative Approach

Class room discussion

Activities: Poem recitation and students will discuss about their feelings they experienced in the company of nature.

Board work: New words

Learning outcomes:

- Students will be able to relate to the poem at a personal level.
- Students will be able to read the hidden message from the poem.
- Students will be able to value and conserve nature.

Application: Workbook

ICT Integration / Art Integration: Power Point Presentation

Recitation of the poem with voice modulation.

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of question answers and other exercises from the textbook.

Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name – Sandhya S **Grade-7**

Subject - English **Month-July**

Topic- Unit 3 L-1 The One Who Survived **No. of Periods - 6**

Sub - topic: The One Who Survived (Prose-Graphic Story)

Specific objectives:

Students will be able:

- To develop a taste for reading different genres of literature
- To locate, infer, analyse and evaluate information.

Methodology:

Communicative approach

Class room discussion

Activities: Individual activity
To collect information about real life heroes who faced adversity using courage.
Eg Abhinandan Vardhaman, Neerja Banot etc
Board work: New words

Learning outcomes:

- Students learn to read and write a graphic story.
- Students learn to relate to the theme of the story.
- Students are able to express an opinion and participate in a discussion.

Application: Workbook

ICT Integration / Art Integration: Power Point Presentation
Word web of Ada, the protagonist of the lesson who fought the adversity.

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of question answers and other exercises from the textbook.

Reference: Textbook, e-Book

MIS INTERNATIONAL SCHOOL

Lesson Plan- 2025-26

Teacher's Name: Ms Sarika Kande
Class: 8

Subject: Marathi **Topic**: १ मातृवंदना No. of periods: 4

Month : April

Subtopic: १. मातृवंदना

Specific objective:

- काव्य आणि कवयित्री ओळख करून देणे.
- मानवी जीवनात आईचे महत्त्व समजून सांगणे.

Methodology:

- स्पष्टीकरण पध्दती
- मुर्ताकडून अमुर्ताकडे

Activities:

- कविता ताला सुरात म्हणून घेतली.

Resources:

- पुस्तक.

Board work:

- शब्दार्थलेखन

- स्पष्टीकरण पध्दती
- प्रश्नोत्तरांची चर्चा करून वहीत लेखन केले.
- व्याकरण – उदाहरणे देऊन स्पष्टीकरण केले.

Learning outcomes:

- विद्यार्थ्यांना कवी ग.दि.माडगुळकर यांचा परिचय होईल.
- विद्यार्थी कवितेचे श्रवण, वाचन करतील.
- कवितेतील नवीन शब्दांचा अर्थ समजून घेतील. कवितेवर आधारित प्रश्नांची उत्तरे लिहू शकतील.
- कवितेची मध्यवर्ती संकल्पना व भावार्थ समजून घेऊन आपल्या शब्दांत
- तोंडी व लेखी स्वरुपात मांडू शकतील.

Application:

- विद्यार्थीना लहान ओळीतून मोठा आशय समजला.
- कवितेचा भावार्थ सांगता आला.
- कविता तालबद्ध पद्धतीने म्हणता येणे.

ICT Integrated:

- मातृवंदना कवितेचा व्हिडीओ दाखविला.
- आईची महती व्हिडीओ दाखविला.

Extra questions/ Class assessment/ Recapitulation:

- कविता वहीत लिहा.

Homework/ worksheets:

- शब्दार्थलेखन
- स्पष्टीकरण पध्दती
- प्रश्नोत्तरांची चर्चा करून वहीत लेखन केले.
- व्याकरण – उदाहरणे देऊन स्पष्टीकरण केले.

Reference:

- शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan2024-25

Teacher's Name: Ms Sarika Kande Class: 8

Subject: Marathi **Topic**: २ डोळ्यांची किंमत No. of periods: 4
Month : April

Subtopic: डोळ्यांची किंमत

Specific objective:

- वाचन, आकलन लेखन , विनोदी साहित्याचा परिचय करून देणे.
- मानवी अवयवाचे महत्त्व समजून घेणे.

Methodology:

- स्पष्टीकरण पध्दती
- प्रश्नोत्तरांची चर्चा करून वहीत लेखन केले.
- व्याकरण – उदाहरणे देऊन स्पष्टीकरण केले.

Activities:

- शरीरातील प्रत्येक अवयव महत्त्वाचा आहे, हे सांगणारी एखादी कथा वर्गात सादर करा.

Resources:

- पुस्तक.

Board work:

- शब्दार्थलेखन
- प्रश्नोत्तरे लेखन
- व्याकरण – उदाहरणे

Learning outcomes:

- देवाने दिलेले शरीर ही एक अमुल्य देणगी आहे समजून घेऊन त्याचा वापर योग्य करणे.

Application:

- विद्यार्थ्यांना पाठाच्या मानवी अवयवांची माहिती होईल.
- विद्यार्थी पाठाचे श्रवण, वाचन करतील.
- पाठातील कठीण संकल्पना, नवीन तसेच कठीण शब्दांचा अर्थ समजून घेतील. पाठावर
- वाक्प्रचारांचा अर्थ समजून घेऊन वाक्यांत उपयोग करू शकतील.
- पाठावर आधारित शब्द समूहांबद्दल एक शब्द सांगू शकतात.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- अवयवांचे महत्त्व यांचा व्हिडीओ दाखविला.

Extra questions/ Class assessment/ Recapitulation:

- नाम, सर्वनाम चे प्रत्येकी पाच उदाहरणे लिहा.

Homework/ worksheets:

- पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक..

MIS INTERNATIONAL SCHOOL

Lesson Plan2024-25

Teacher's Name: Ms Sarika Kande Class: 8

Subject: Marathi **Topic**: 3 आकाशदर्शन No. of periods: 4
Month : June

Subtopic:

- आकाश दर्शन
- निबंधलेखन

Specific objective:

- विद्यार्थीना विविध ग्रह, तारे यांची माहिती देणे.
- आकाश दर्शनासाठी प्रेरित करणे .

Methodology:

- स्पष्टीकरण पध्दती
- प्रश्नोत्तरांची चर्चा करून वहीत लेखन केले.
- व्याकरण – उदाहरणे देऊन स्पष्टीकरण केले.

Activities:

- आपली सूर्यमाला चित्र काढा.
- पाठ वाचन घेतले.

Resources:

- पुस्तक.

Board work:

- शब्दार्थलेखन
- प्रश्नोत्तरे लेखन
- व्याकरण – उदाहरणे

Learning outcomes:

- विद्यार्थी पाठाचे श्रवण व स्पष्ट उच्चारणासहित वाचन करतील.
- विद्यार्थी विविध ग्रह, तारे यांची माहिती आपल्या शब्दांत सांगू शकतील.
- आकाशदर्शन केले असल्यास आपले अनुभव सांगू शकतील.
- पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील.

Application:

- विद्यार्थीनी लेखकाबद्दल माहिती सांगितली.
- विद्यार्थीनी पाठचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- लेखकाबद्दल माहितीचा व्हिडीओ दाखविला.
- आपली आकाश गंगा व्हिडीओ दाखवला.

Extra questions/ Class assessment/ Recapitulation:

- विशेषण, क्रियापद चे प्रत्येकी पाच उदाहरणे लिहा.

Homework/ worksheets:

- पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan2024-25

Teacher's Name: Ms Sarika Kande Class: 8

Subject: Marathi **Topic**: ४ अनाथांची आई : सिंधुताई No. of periods: 8

Month – July

Subtopic:

- अनाथांची आई : सिंधुताई
- वाक्य व त्याचे प्रकार

Specific objective:

- सिंधुताई च्या कार्याचे महत्त्व सांगणे.
- सिंधुताई यांनी अनाथ मुलांसाठी केलेल्या कार्याची माहिती सांगणे.
- दैनदिन जीवनामध्ये आईचे अनन्य साधारण महत्त्व कसे आहे, ते समजून सांगणे.
- **Methodology**: स्पष्टीकरण पध्दती
- चर्चा पद्धत
- प्रश्न उत्तर पध्दती

Activities:

- आपल्या आई बद्दल माहिती लिहा
- मानवतेचे महान कार्य करणाऱ्या दोन व्यक्तींची नावे व त्यांचे कार्य वर्गात सादर करा.

Resources:

- पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- विद्यार्थ्यांना सिंधुताई यांचा परिचय होईल.
- विद्यार्थी पाठाचे वाचन करतील.
- पाठातील नवीन शब्दांचा अर्थ समजून घेतील..
- पाठातील मध्यवर्ती संकल्पना व अर्थ समजून घेऊन आपल्या शब्दांत तोंडी व लेखी स्वरुपात मांडू शकतील.
- विद्यार्थ्यांना आपल्या आयुष्यातील आईचे स्थान, गरज याची चांगलीच जाणीव होईल.
- विद्यार्थीना अर्थपूर्ण वाक्य बनवता येते. नवीन शब्द समजतात.

Application:

- विद्यार्थीना संकल्प व त्याची पूर्ती याबद्दल आशय समजला.
- विद्यार्थीनी लेखकाबद्दल माहिती सांगितली.
- विद्यार्थीनी पाठाचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- सिंधुताई सपकाळ यांच्या कार्याचा व्हिडीओ दाखविला.

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण वाक्य व त्याचे प्रकार लिहा.

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक..

MIS INTERNATIONAL SCHOOL

Lesson Plan2024-25

Teacher's Name Ms Sarika Kande
Class: 8

Subject: Marathi **Topic**: ५ कापणी No. of periods: 5

Month- July

Topic :

- कापणी

Specific objective:

- निसर्गातील मानवी वर्तन विद्यार्थीना समजावून सांगणे.
- मानवी जीवनात शेतीचे महत्त्व समजावून सांगणे.

Methodology:

- स्पष्टीकरण पध्दती
- चर्चा पद्धत
- प्रश्न उत्तर पध्दती

Activities:

- शेती करण्यासाठी वापरल्या जाणाऱ्या अवजारांची नावे लिहा.

Resources:

- पुस्तक.

Board work: -

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे.

Learning outcomes:

- विद्यार्थीना शेतकऱ्यांच्या जीवनात येणाऱ्या समस्या समजले पाहिजे.
- विद्यार्थी पाठाचे श्रवण, वाचन करतील.
- विद्यार्थी निसर्गाचे महत्त्व आपल्या शब्दांत मांडतील.
- पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील.
- वाक्प्रचारांचा अर्थ समजून घेऊन वाक्यांत उपयोग करू शकतील.

- विद्यार्थी पाठाचे श्रवण व स्पष्ट उच्चारणासहित वाचन करतील .

Application:

- विद्यार्थीना कवितेचा मोठा आशय समजला .
- विद्यार्थीना शेतीचे महत्त्व समजले.

Extra questions/ Class assessment/ Recapitulation: -

- शेतकऱ्याचे आत्मकथन या विषयावर दहा ओळी निबंध लिहा.

Homework/ worksheets:

- कविता वाचन करा.
- कविता तालासुरात म्हणा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक..

MIS INTERNATIONAL SCHOOL

Lesson Plan2024-25

Teacher's Name Ms Sarika Kande Class: 8

Subject: Marathi **Topic**: ६ बाळाचे पाय पाळण्यात दिसतात No. of periods: 6

Month – Aug

- **Topic** : ६ बाळाचे पाय पाळण्यात दिसतात
- निबंधलेखन
- पत्रलेखन

Specific objective:

- शेतकऱ्यांविषयी कृतज्ञता भाव वाढवणे.
- शेतीविषयक कामाची माहिती करून देणे.

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पद्धत
- प्रश्न उत्तर पध्दती

Activities:

- थोर सामाजिक कार्यकर्ता विषयी माहिती लिहा.

Resources:

- पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- विद्यार्थी पाठाचे श्रवण, वाचन करतील.
- विद्यार्थी कृषीपुत्राचे महत्त्व आपल्या शब्दांत मांडतील.
- पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील .
- चरित्रात्मक पाठाच्या माध्यमातून 'समाजसुधारक अण्णा हजारे' या व्यक्तिमत्त्वाची ओळख करून घेतील.
- भाषेतील विविध बारकावे उदा .शब्दांची पुनरावृत्ती, लिंग, वचन, विरुदार्थी शब्द इत्यादींविषयी अभ्यास करतात.
- विविध संवेदनशील मुद्दे (उदा. जात, धर्म, लिंग, वर्ण,रीतिरिवाज) यांविषयी आपले मित्र, शिक्षक आणिकुटुंबातील सदस्यांना प्रश्न विचारतात.

Application:

- विद्यार्थीनमध्ये समाजऋण, माणुसकी याचे दर्शन घडते.
- विद्यार्थीनी लेखकाबद्दल माहिती सांगितली.
- विद्यार्थीनी पाठचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.
- विद्यार्थीना समाजसुधारक यांच्या कार्याची जाणीव झाली.

Extra questions/ Class assessment/ Recapitulation: -

- निबंधलेखन
- पत्रलेखन

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक..

MIS INTERNATIONAL SCHOOL

Lesson Plan2024-25

Teacher's Name: Ms Sarika Kande
Class: 8

Subject: Marathi **Topic**: ७. बुद्धिबळातील डावपेच
No. of periods: 6
Month – Aug

Topic : बुद्धिबळातील डावपेच

- पत्रलेखन

Specific objective:

- महात्मा फुले यांचे निर्मिका संबंधी विचार जाणून घेणे.
- माणसाला मिळालेल्या बुद्धी आणि अवयवांच्या आधारे जनसेवा करण्याची प्रेरणा देणे.

Methodology:

- स्पष्टीकरण पध्दती,
- कथन पध्दती
- ज्ञाताकडून अज्ञाताकडे

Activities:

- व्यक्तिमत्व विकासात छंदाचे महत्व सांगा.
- तुमची दिनचर्या लिहा.
- बुद्धिबळ या खेळाविषयी माहिती लिहा.

Resources: -पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- विद्यार्थी पाठाचे श्रवण व स्पष्ट उच्चारणासहित वाचन करतील.
- विद्यार्थी माधवराव पेशव्यांचे गुण विशेष आपल्या शब्दांत सांगू शकतील.
- बुद्धिबळाच्या खेळातील डावातून सांगितला गेलेला संदेश ओळखून सांगू शकतील.
- पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील.
- पाठातील वाक्प्रचारांचे वाक्यांत उपयोग करतील.

Application:

- विद्यार्थीना विविध साहित्यप्रकारांचा परिचय करून दिला व त्याचा आशय समजला.
- विद्यार्थीनी लेखकाबद्दल माहिती सांगितली.
- विद्यार्थीनी पाठचा आशय सांगितला.

- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

Extra questions/ Class assessment/ Recapitulation:

- व्याकरण समास व त्याचे प्रकार

Homework/ worksheets:

- पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक..

MIS INTERNATIONAL SCHOOL

Lesson Plan2024-25

Teacher's Name: Ms Sarika Kande
Class: 8

Subject: Marathi **Topic**: ८ जगणं विसरू नको No. of periods: 4

Month – Sep

Subtopic:

१० जगणे विसरू नको

Specific objective:

- विविध साहित्यप्रकारांचा परिचय करणे.
- काव्यवाचन ,पाठांतर ,लेखन ,अभंग काव्यप्रकाराची ओळख करून देणे.
- येणाऱ्या संकटावर मात करत स्वत:चा विकास कसा करावा , याबाबत मुलीना मार्गदर्शन करणे.

Methodology:

- स्पष्टीकरण पध्दती,
- ज्ञाताकडून अज्ञाताकडे

Activities:

- व्यक्तिमत्व विकासात छंदाचे महत्व सांगा.
- तुमच्या छंदा बद्धल थोडक्यात सांगा.
- एकविसाव्या शतकातल्या स्त्री या विषयावर दहा ओळी लेखन करा

Resources:

- पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- वाचलेल्या, लिहिलेल्या, ऐकलेल्या, पाहिलेल्या, समजलेल्या भाषेचा सर्जनशीलवापर करणे
- साहित्याचे विविध प्रकार समजून घेऊन त्यांचा आनंद घेणे.
- संदर्भ आणि लिहिण्याच्या उद्देशानुसार उपयुक्त भाषा शब्द, वाक्ये इत्यादी समजणे त्याचा वापर करणे.
- प्रभावीपणे आणि व्यवस्थितपणे लेखन करू शकतील
- इतर संवेदनशीलमुद्द्यांना समजून घेऊन त्यावर चर्चा करतात.

Application:

- विद्यार्थीना विविध साहित्यप्रकारांचा परिचय करून दिला व त्याचा आशय समजला.
- विद्यार्थीनी कवी माहिती सांगितली.
- विद्यार्थीनी कवितेचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- संत तुकारामाचे जीवन चरित्र व्हिडीओ दाखवला.

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण समास व त्याचे प्रकार

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan2024-25

Teacher's Name: Ms Sarika Kande Class: 8

Subject: Marath **Topic**: ९ **वाचाल तर वाचाल** No. of periods: 5
Month – Oct

Subtopic:

- वाचाल तर वाचाल

- वाक्यरुपांतर

Specific objective:

- अवांतर वाचनाचे महत्त्व समजावणे.
- शिस्त, व्यवहारातील काटेकोरपणा इ.मुल्ये सांगणे.
- कोणतेही काम करण्याची लाज न बाळगणे .
- कर्तव्यदक्ष करणे.

Methodology:

- स्पष्टीकरण पध्दती,
- कथन पध्दती
- ज्ञाताकडून अज्ञाताकडे

Activities:

- तुमच्या आवडत्या लेखकाबद्दल पाच ओळी माहिती लिहा .

Resources:

- पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- विद्यार्थी पाठाचे श्रवण व स्पष्ट उच्चारणासहित वाचन करतील.
- विद्यार्थी डॉ. बाबासाहेब आंबेडकरांच्या वाचन प्रेमाबद्दल सांगू शकतात. 'वाचनाचे महत्त्व' या
- विषयावर बोलू व लिहू शकतात.
- पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील.
- आपल्या आवडत्या पुस्तकाबद्दल लिहू शकतील.
- कल्पनाशक्ती आणि सृजनशीलतेचा विकास करण्याच्याक्रिया जसे-अभिनय, मूकाभिनय, सृजनात्मक लेख, विविध स्थितींमधील संवाद इत्यादींचेआयोजन केले जावे आणि त्याच्या तयारीशी संबंधितलिखित साहित्य आणि अहवाल लेखनाची संधी द्यावी.
-

Application:

- विद्यार्थीना जुन्या व नव्या जीवन मूल्यांविषयीचे, निर्णयक्षमता, प्रेम याबद्दल आशय समजला.
- विद्यार्थीनी लेखकाबद्दल माहिती सांगितली.
- विद्यार्थीनी पाठचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- बाबासाहेब आंबेडकर यांचा जीवनपट

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण वाक्य व त्याचे प्रकार लिहा

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference: शिवाई मराठीपाठ्यपुस्तक..

MIS INTERNATIONAL SCHOOL

Lesson Plan2024-25

Teacher's Name: Ms Sarika Kande
Class: 8

Subject: Marathi **Topic**: १० पक्षांचा राजा गरुड No. of periods: 8
Month – Oct

Subtopic:

१० जगणे विसरू नको

Specific objective:

- विविध साहित्यप्रकारांचा परिचय करणे.
- काव्यवाचन ,पाठांतर ,लेखन ,अभंग काव्यप्रकाराची ओळख करून देणे.
- येणाऱ्या संकटावर मात करत स्वत:चा विकास कसा करावा , याबाबत मुलीना मार्गदर्शन करणे.

Methodology:

- स्पष्टीकरण पध्दती,
- ज्ञाताकडून अज्ञाताकडे

Activities:

- व्यक्तिमत्व विकासात छंदाचे महत्व सांगा.
- तुमच्या छंदा बद्धल थोडक्यात सांगा.
- एकविसाव्या शतकातल्या स्त्री या विषयावर दहा ओळी लेखन करा

Resources:

- पुस्तक.

Board work:

- शाब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- वाचलेल्या, लिहिलेल्या, ऐकलेल्या, पाहिलेल्या, समजलेल्या भाषेचा सर्जनशीलवापर करणे.
- साहित्याचे विविध प्रकार समजून घेऊन त्यांचा आनंद घेणे.
- संदर्भ आणि लिहिण्याच्या उद्देशानुसार उपयुक्त भाषा शब्द, वाक्ये इत्यादी समजणे त्याचा वापर करणे.
- प्रभावीपणे आणि व्यवस्थितपणे लेखन करू शकतील
- इतर संवेदनशीलमुद्द्यांना समजून घेऊन त्यावर चर्चा करतात.

Application:

- विद्यार्थीना विविध साहित्यप्रकारांचा परिचय करून दिला व त्याचा आशय समजला.
- विद्यार्थीनी कवी माहिती सांगितली.
- विद्यार्थीनी कवितेचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- संत तुकारामाचे जीवन चरित्र व्हिडीओ दाखवला.

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण समास व त्याचे प्रकार

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan2024-25

Teacher's Name: Ms Sarika Kande
Class: 8

Subject: Marathi **Topic**: ११ बोधगया No. of periods: 4
Month – Nov

Subtopic:

- बोधगया
- विशेषण, क्रियापद

Specific objective:

- भारतातील विविध एतिहासिक स्थळ व त्या बद्दल माहिती देणे.
- धार्मिक स्थळ, संस्कृतीची ओळख करून देणे.
- बोधगयेविषयी ऐतिहासिक माहिती देऊन आपला संस्कृतीचा वारसा जपणे.
- या पाठातून वस्तूच्या संदर्भातील असलेल्या आठवणी याचे महत्व विद्यार्थीना समजावून सांगणे.

Methodology:

- स्पष्टीकरण पध्दती
- प्रश्नोत्तरांची चर्चा करून वहीत लेखन केले.
- व्याकरण – उदाहरणे देऊन स्पष्टीकरण केले.

Activities:

- कोणत्याही एका स्थळाविषयी तुमच्या असलेल्या आठवणी सांगा.
- पाठ वाचन घेतले.

Resources:

- पुस्तक.

Board work:

- शब्दार्थलेखन

- प्रश्नोत्तरे लेखन
- व्याकरण – उदाहरणे

Learning outcomes:

- विद्यार्थ्यांना पाठाच्या माध्यमातून 'बोधगया' या ऐतिहासिक स्थळाचा परिचय होईल.
- विद्यार्थी पाठाचे श्रवण, वाचन करतील.
- पाठातील कठीण व नवीन शब्दांचा अर्थ तसेच कठीण संकल्पना समजून घेतील.
- वाक्प्रचारांचा अर्थ समजून घेऊन वाक्यांत उपयोग करू शकतील. विद्यार्थी पाठाचे वाचन न अडखळता करू शकतील.
- विद्यार्थी बौद्धकालीन संस्कृती, कला, शिल्पकला इ. बद्दल माहिती सांगू शकतील

Application:

- विद्यार्थीनी लेखकाबद्दल माहिती सांगितली.
- विद्यार्थीनी पाठचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- लेखकाबद्दल माहितीचा व्हिडीओ दाखविला.
- बोधगया या ठिकाणाची माहिती देणारा व्हिडीओ दाखविला.

Extra questions/ Class assessment/ Recapitulation:

- विशेषण, क्रियापद चे प्रत्येकी पाच उदाहरणे लिहा.

Homework/ worksheets:

- पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan2024-25

Teacher's Name : Ms Sarika Kande
Class: 8

Subject: Marathi **Topic**: १२ माय मराठी No. of periods: 4
Month – Nov

Subtopic:

- आकाश दर्शन
- निबंधलेखन

Specific objective:

- विद्यार्थीना विविध ग्रह, तारे यांची माहिती देणे.
- आकाश दर्शनासाठी प्रेरित करणे .

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पद्धत

Activities:

आपली सूर्यमाला चित्र काढा.

Resources:

- पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- विद्यार्थी पाठाचे श्रवण व स्पष्ट उच्चारणासहित वाचन करतील.
- विद्यार्थी विविध ग्रह, तारे यांची माहिती आपल्या शब्दांत सांगू शकतील.
- आकाशदर्शन केले असल्यास आपले अनुभव सांगू शकतील.
- पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील.

Application:

- विद्यार्थीना विविध साहित्यप्रकारांचा परिचय करून दिला व त्याचा आशय समजला.
- विद्यार्थीनी लेखकाची माहिती सांगितली.
- विद्यार्थीनी पाठाचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- आपली आकाश गंगा व्हिडीओ दाखवला.

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक..

MIS INTERNATIONAL SCHOOL

Lesson Plan2024-25

Teacher's Name: Ms Sarika Kande
Class: 8

Subject: Marathi **Topic**: १३. कलारी पटू No. of periods: 4 Month – Dec

Subtopic:

- असे जगावे (कविता)
- कथालेखन

Specific objective:

- कठीण प्रसंगी ढासळून न जाता साहसाने सामना करावा.
- विद्यार्थीमध्ये साहसी वृत्ती निर्माण करणे.

Methodology: स्पष्टीकरण पध्दती,

Activities:

- स्वातंत्र वीरांची नावे सांगा.
- कविता तालासुरात म्हणून घेतली.

Resources:

- पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- विद्यार्थी कवितेचे श्रवण, वाचन करतील.
- कवितेची मध्यवर्ती संकल्पना व भावार्थ समजून घेऊन आपल्या शब्दांत तोंडी व लेखी स्वरुपात मांडू शकतील.
- 'सैनिकांच्या त्यागमयी जीवनाबद्दल बोलू शकतील.
- सैनिकांबद्दल आदराची भावना शब्दांत व्यक्त करू शकतील.

Application:

- विद्यार्थीना विविध साहित्यप्रकारांचा परिचय करून दिला व त्याचा आशय समजला.
- विद्यार्थीनी कवी माहिती सांगितली.
- विद्यार्थीनी कवितेचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- None

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक.

Lesson Plan2025-26

Teacher's Name: Ms Sarika Kande Class: 8

Subject: Marathi **Topic**: सप्तरंगी इंद्रधनुष्य No. of periods: 4 Month – Dec

Subtopic:

- हेमलकसा – मुक्या प्राण्यांचे अनाथालय
- कथालेखन

Specific objective:

- प्रवासवर्णन या साहित्य प्रकारची ओळख होणे.
- मुलांमध्ये प्राण्यांविषयी भूतदया निर्माण करणे .
- सामाजिक बांधिलकी जपणे.

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पद्धत
- कथाकथन पद्धत

Activities:

डॉ.प्रकाश आमटे यांच्या लोक बिरादरी प्रकल्पाविषयी माहिती लिहा

Resources: पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- विद्यार्थी डॉ. प्रकाश आमटे व त्यांच्या लोक बिरादरी प्रकल्पाबद्दलची माहिती सांगू शकतील.
- पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील.
- पाठातील वाक्प्रचारांचे वाक्यांत उपयोग करू शकतील.
- मुलाखतीसाठी स्वत:चे प्रश्न तयार करू शकतील.1. विद्यार्थी पाठाचे श्रवण व स्पष्ट उच्चारणासहित वाचन करतील.
- विद्यार्थी डॉ. प्रकाश आमटे व त्यांच्या लोक बिरादरी प्रकल्पाबद्दलची माहिती सांगू शकतील.
- पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील.
- पाठातील वाक्प्रचारांचे वाक्यांत उपयोग करू शकतील.
- मुलाखतीसाठी स्वत:चे प्रश्न तयार करू शकतील.

Application:

- विद्यार्थीना विविध साहित्यप्रकारांचा परिचय करून दिला व त्याचा आशय समजला.

- विद्यार्थीनी लेखकाची माहिती सांगितली.
- विद्यार्थीनी पाआशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- डॉ. प्रकाश आमटे व त्यांच्या लोक बिरादरी प्रकल्पाबद्दलची माहिती

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan2024-25

Teacher's Name: Ms Sarika Kande
Class: 8

Subject: Marathi **Topic**: १५ प्रहरी सीमेचे अमुचे No. of periods: 4 Month –

Jan

Subtopic:

- प्रहरी सीमेचे अमुचे (कविता)
- कथालेखन

Specific objective:

- कठीण प्रसंगी ढासळून न जाता साहसाने सामना करावा.
- विद्यार्थीमध्ये साहसी वृत्ती निर्माण करणे.

Methodology: स्पष्टीकरण पध्दती,

Activities:

- स्वातंत्र वीरांची नावे सांगा.
- कविता तालासुरात म्हणून घेतली.

Resources:

- पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- विद्यार्थी कवितेचे श्रवण, वाचन करतील.
- कवितेची मध्यवर्ती संकल्पना व भावार्थ समजून घेऊन आपल्या शब्दांत तोंडी व
  लेखी स्वरुपात मांडू शकतील.
- 'सैनिकांच्या त्यागमयी जीवनाबद्दल बोलू शकतील.
- सैनिकांबद्दल आदराची भावना शब्दांत व्यक्त करू शकतील.

Application:

- विद्यार्थीना विविध साहित्यप्रकारांचा परिचय करून दिला व त्याचा आशय समजला.
- विद्यार्थीनी कवी माहिती सांगितली.
- विद्यार्थीनी कवितेचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- None

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan2024-25

Teacher's Name: Ms Sarika Kande
Class: 8

Subject: Marathi **Topic**: रायाजी बांदल No. of periods: 4
Month – Jan

Subtopic:

विसरभोळा गोकुळ

Specific objective:

- नाट्य लेखन प्रकारा ची ओळख.
- अवांतर वाचनाची सवय लावणे.

Methodology: स्पष्टीकरण पध्दती,

Activities:

- लोभ हा प्राण नाशक असतो यावर गोष्ट लिहा.
- पाठाचे वाचन करणे.

Resources:

- पुस्तक.

Board work:

-

Learning outcomes:

- विद्यार्थी पाठाचे श्रवण व स्पष्ट उच्चारणासहित वाचन करतील.
- पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील. .
- रचनात्मक,आत्मकथनात्मक शैली समजतात.
- वाचलेल्या पाठ्यविषयाचे सूक्ष्म वाचन करून त्यातीलवैशिष्ट्य शोधतात.
- पाठ्यविषयाचा अभ्यास करताना आकलनासाठी आवश्यकतेनुसार वर्गमित्र / शिक्षक यांची मदत घेऊन उपयुक्त संदर्भ साहित्याची (शब्दकोश, इंटरनेट, मानचित्र इत्यादी) मदतघेतात

Application:

- विद्यार्थीना विविध साहित्यप्रकारांचा परिचय करून दिला व त्याचा आशय समजला.
- विद्यार्थीनी स्वामी विवेकानंद यांची माहिती सांगितली.
- विद्यार्थीनी पाठाचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- None

Extra questions/ Class assessment/ Recapitulation: - व्याकरण

Homework/ worksheets: - पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan2024-25

Teacher's Name: Ms Sarika Kande Class: 8

Subject: Marathi **Topic**: १७. शब्दकोश (स्थूल वाचन) No. of periods: 4 Month – Jan

Subtopic:

विसरभोळा गोकुळ

Specific objective:

- नाट्य लेखन प्रकारा ची ओळख.
- अवांतर वाचनाची सवय लावणे.

Methodology: स्पष्टीकरण पध्दती,

Activities:

- लोभ हा प्राण नाशक असतो यावर गोष्ट लिहा.
- पाठाचे वाचन करणे.

Resources:

- पुस्तक.

Board work:

-

Learning outcomes:

- विद्यार्थी पाठाचे श्रवण व स्पष्ट उच्चारणासहित वाचन करतील.
- पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील. .
- रचनात्मक,आत्मकथनात्मक शैली समजतात.
- वाचलेल्या पाठ्यविषयाचे सूक्ष्म वाचन करून त्यातीलवैशिष्ट्य शोधतात.

- पाठ्यविषयाचा अभ्यास करताना आकलनासाठी आवश्यकतेनुसार वर्गमित्र / शिक्षक यांची मदत घेऊन उपयुक्त संदर्भ साहित्याची (शब्दकोश, इंटरनेट, मानचित्र इत्यादी) मदतघेतात

Application:

- विद्यार्थीना विविध साहित्यप्रकारांचा परिचय करून दिला व त्याचा आशय समजला.
- विद्यार्थीनी स्वामी विवेकानंद यांची माहिती सांगितली.
- विद्यार्थीनी पाठाचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- None

Extra questions/ Class assessment/ Recapitulation: - व्याकरण

Homework/ worksheets: - पाठाचे वाचन करा.

Reference:

- शिवाई मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Ms.Shweta Mishra Class: 8

Subject: Mathematics No. of periods: 12

Topic: Rational Numbers

Subtopic:

- Rational numbers
- Properties of rational numbers
- Roles of zero and one
- Negative of a rational number
- Multiplicative inverse
- Representation of rational numbers on number line.
- Rational numbers between two rational numbers

Specific objective: Students will be able to:

- Understand the exact meaning of rational numbers
- Write a rational number in its standard form
- Represent rational number on number line
- Compare rational numbers with same and different denominators
- Use the various properties of rational numbers

Methodology:

Problem solving method and strategic thinking, Inductive and deductive method, Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Express Rational numbers between 2 numbers on a number line.
- Identify the properties of rational numbers in the given questions.
- Discussion and generalization about the properties of rational numbers by observing the examples. Compile statements related to properties exhibited by numbers under different operations like addition, subtraction, multiplication and division in a tabular form.
- To learn about rational numbers and its operations pictorially.

Resources:

Chart Paper, PPT, Textbook, worksheet, white board, Marker pen.

Board work:

Property	Operations on Rational Numbers			
Name	Addition	Subtraction	Multiplication	Division*
Closure	$a + b \in Q$	$a - b \in Q$	$a \times b \in Q$	$a \div b \in Q$
Commutative	$a + b = b + a$	$a - b \neq b - a$	$a \times b = b \times a$	$a \div b \neq b \div a$
Associative	$(a + b) + c = a + (b + c)$	$(a - b) - c \neq a - (b - c)$	$(a \times b) \times c = a \times (b \times c)$	$(a \div b) \div c \neq a \div (b \div c)$
Distributive	$a \times (b + c) = ab + ac$	$a \times (b - c) = ab - ac$	Not applicable	Not applicable
Where a, b, $c \in Q$ (set of rational numbers), *b is a non-zero rational number				

Learning outcomes: Learners will be able to:

- Define and recognize rational numbers
- Analysis the properties of rational numbers
- Generalize and apply properties of addition, subtraction, multiplication and division of rational numbers
- Find out as many rational numbers as possible between two given rational numbers.
- Represent rational numbers on number line

Application:

- Learner can use this concept to solve problems based on directions.
- Links with daily life and finds suitable condition for applying the concept.

ICT Integrated:

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize and revise all the concepts of the lesson to students. A them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of the learners during classroom discussions, activities and oral questionnaire for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

Vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan

Teacher's Name: : Ms.Shweta Mishra Class: 8
Subject: Mathematics No. of periods: 6

Topic: **Exponents and Powers**

Subtopics:

- Powers with negative exponents
- Laws of exponents
- Use of exponents to express small numbers in standard form

Specific objective: Students will be able:

- Write exponential notation of rational numbers
- Write reciprocals with negative and positive internal exponents
- Solve expression using laws of exponents
- Express numbers in standard form/ scientific notation using exponents

Methodology:

Problem solving method and strategic thinking, Inductive and deductive method, Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

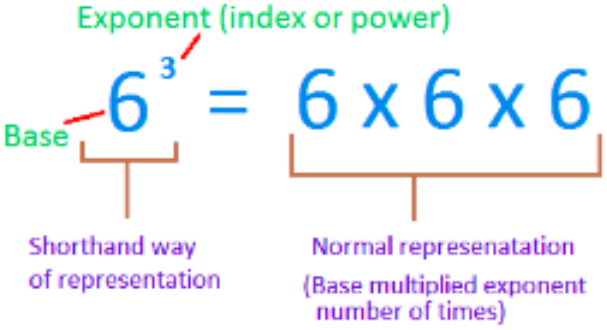
- Write the given numbers as a product of their prime factors and in exponential form.
- Prepare a chart showing the laws of exponents with examples.

Resources:

Chart paper/ A4 sheet, white board, marker, textbook.

Board work:





$(i)\ a^m \times a^n = a^{m+n}$

$(ii)\ \dfrac{a^m}{a^n} = a^{m-n}$

$(iii)\ (a^m)^n = a^{mn}$

$(iv)\ a^m \times b^m = (ab)^m$

$(v)\ \dfrac{a^m}{b^m} = \left(\dfrac{a}{b}\right)^m$

$(vi)\ a^0 = 1$

$(vii)\ \left(\dfrac{a^{-m}}{b^{-n}}\right) = \dfrac{b^n}{a^m}$

$(viii)\ \left(\dfrac{a}{b}\right)^{-m} = \left(\dfrac{b}{a}\right)^m$

Rules

From Scientific Notation to Standard Form

1) Move the current decimal point the number of places based on the exponent as follows:

(+) positive exponent = to the RIGHT

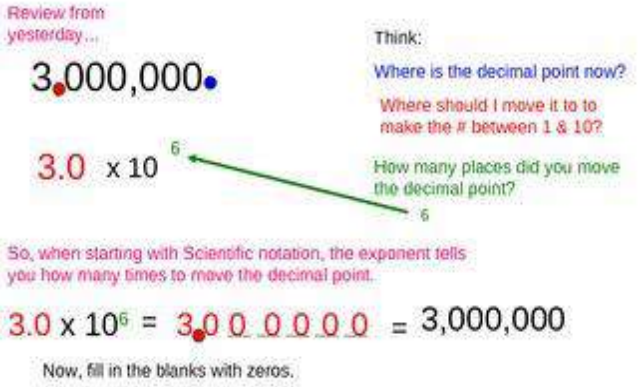
(−) negative exponent = to the LEFT

Example 1 3.6×10^5 3.60000. = 360,000

Example 2 8.43×10^{-7} 00000008.43

= 0.000000843

Scientific Notation to Standard Form



Convert to Scientific Notation

3,250,000,000.	0.0000004
9 units to the LEFT	7 units to the RIGHT
LEFT → positive exponent	RIGHT → negative exponent
3.25×10^{9}	4×10^{-7}

Decimal → Scientific Notation

Move decimal point **right** or **left** to arrange **one digit** to the left of decimal point.

1.	52,314	Move left 4 places	5.2314×10^{4}
2.	3.2	No need to move	3.2×10^{0}
3.	.0000428	Move right 5 places	4.28×10^{-5}
4.	602,000,000	Move left 8 places	6.02×10^{8}

Learning outcomes: Learners will be able to:

- Express a rational number in exponential form
- Apply the laws of exponents to negative integers
- Apply the laws of indices to solving problems
- Represent a decimal number in the expanded form using exponents
- Solve problems with integral exponents.
- Capable of expressing large and small numbers in standard form

Application:

- Learner can use this concept to solve problems based on directions.
- Skills to solve sums related to exponent

ICT Integrated:

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize and revise all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of the learners during classroom discussions, activities and oral questionnaire for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

Vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Ms.Shweta Mishra Class: 8

Subject: Mathematics No. of periods: 8

Topic: Squares and Square Roots

Subtopic:

- Properties of square numbers
- Patterns
- Finding the square of a number
- Pythagorean triplet
- Finding square roots by o prime factorization o division method
- Square roots of decimal
- Estimating square root

Specific objective: Students will be able to:

- Find square of a number
- Understand perfect square and square numbers
- Identify interesting patters of square numbers
- Understands various methods to find square root

Methodology:

Problem solving method and strategic thinking, Inductive and deductive method, Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Make a table showing the squares of numbers from 1-30 on a chart paper and stick it in front of your study table to have a look at it every day.
- Estimating Squares and Square roots of the negative numbers.
- Make a chart on the squares and square roots of the commonly used numbers

Resources:

Chart paper, Textbook, white board, marker.

Board work:

Some of the Square Numbers

1^2	=	1	16^2	=	256
2^2	=	4	17^2	=	289
3^2	=	9	18^2	=	324
4^2	=	16	19^2	=	361
5^2	=	25	20^2	=	400
6^2	=	36	21^2	=	441
7^2	=	49	22^2	=	484
8^2	=	64	23^2	=	529
9^2	=	81	24^2	=	576
10^2	=	100	25^2	=	625
11^2	=	121	26^2	=	676
12^2	=	144	27^2	=	729
13^2	=	169	28^2	=	784
14^2	=	196	29^2	=	841
15^2	=	225	30^2	=	900

Square of a number.

If a natural number m can be expressed as n2 (where n is a natural number), then m is the square root or perfect square.

i.e. if $m = n^2$ (m, n – natural numbers)

E.g. $81 = 3 \times 3 \times 3 \times 3$

$= 3^2 \times 3^2 = (3 \times 3)^2 = 9^2$

Hence, 9 is the square root of 81.

Properties of Square Numbers

Properties of square numbers are:

- If a number has 0, 1, 4, 5, 6 or 9 in the unit's place, then it may or may not be a square number. If a number has 2, 3, 7 or 8 in its units place then it is not a square number.
- If a number has 1 or 9 in unit's place, then it's square ends in 1.
- If a square number ends in 6, the number whose square it is, will have either 4 or 6 in unit's place.

- Any number having 1 or 9 in its one's place will always have a square ending with 1.

Number	Square Number
1	1
9	81
11	121
19	361
21	441

- Any number which has 4 or 6 in its unit's place, its square will always end with 6.

Number	Square Number
4	16
16	256
24	576
36	1296
44	1936

- Any number which has 0 in its unit's place, its square will always have an even number of zeros at the end.

Number	Square number
10	100
50	2500
100	10000
150	22500
400	160000

Finding the Square of a Number

To find the square of any number we needed to divide the number into two parts then we can solve it easily.

If number is 'x' then $x = (p + q)$ and $x^2 = (p + q)^2$

You can also use the formula $(p + q)^2 = p^2 + 2pq + q^2$

Example

Find the square of 53.

Solution:

Divide the number in two parts.

$53 = 50 + 3$

$53^2 = (50 + 3)^2$

$= (50 + 3)\ (50 + 3)$

$= 50(50 + 3) + 3(50 + 3)$

$= 2500 + 150 + 150 + 9$

$= 2809$

Finding square of a number with unit's place 5

The square of a number **N5** is equal to (N(N+1))×100+25, where **N** can have one or more than one digit.
For example: 152=(1×2)×100+25=200+25=225
2052=(20×21)×100+25=42000+25=42025

One's digit in square of a number.

(1). The ones digit in the square of number can be determined if the ones digit of the number is known.

If the number ends in	Square of the numbers would end in	Examples
1 or 9	1	$11^2 = 121 : 19^2 = 361$
2 or 8	4	$12^2 = 144 : 18^2 = 324$
4 or 6	6	$14^2 = 196 : 16^2 = 256$
3 or 7	6	$13^2 = 169 : 17^2 = 289$
5	5	$25^2 – 625$
0	0	$80^2 = 6400.$

(2). The number of zeros at the end of a perfect square is always even and double the number of zeros at the end of the number

E.g.

Single zero $\begin{cases} 40^2 = 1600 \\ 30^2 = 900 \end{cases}$ Double zero (even)

Double zero $\{700^2 = 490000\}$ four zero (even)

(3). The square of an even number is always an even number and square of an odd number is always an odd number.

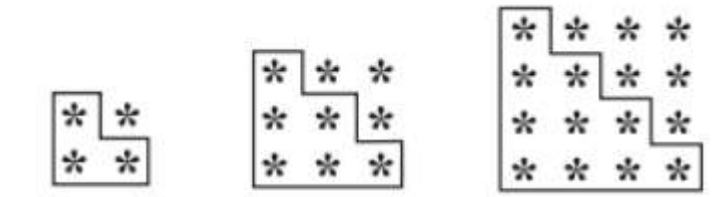
E.g.

Even	Odd
$6^2 = 36$	$7^2 = 49$
$14^2 = 196$	$13^2 = 169$

Some Interesting Patterns

1. Adding Triangular Numbers

If we could arrange the dotted pattern of the numbers in a triangular form then these numbers are called **Triangular Numbers**. If we add two consecutive triangular numbers then we can get the square number.



$1 + 3 = 4 = 2^2$ $\quad 3 + 6 = 9 = 3^2$ $\quad 6 + 10 = 16 = 4^2$

2. Numbers between Square Numbers

If we take two consecutive numbers n and n + 1, then there will be (2n) non-perfect square numbers between their squares numbers.

Example

Let's take n = 5 and $5^2 = 25$

n + 1 = 5 + 1 = 6 and $6^2 = 36$

2n = 2(5) = 10

There must be 10 numbers between 25 and 36.

The numbers are 26, 27, 28, 29, 30, 31, 32, 33, 34, 35.

3. Adding Odd Numbers

Sum of first n natural odd numbers is n^2.

$$\begin{aligned} 1 &= 1 = 1^2 \\ 1+3 &= 4 = 2^2 \\ 1+3+5 &= 9 = 3^2 \\ 1+3+5+7 &= 16 = 4^2 \\ 1+3+5+7+9 &= 25 = 5^2 \\ 1+3+5+7+\cdots+n &= n^2 \end{aligned}$$

Any square number must be the sum of consecutive odd numbers starting from 1.

And if any natural number which is not a sum of successive odd natural numbers starting with 1, then it will not be a perfect square.

4. A Sum of Consecutive Natural Numbers

Every square number is the summation of two consecutive positive natural numbers.

If we are finding the square of n the to find the two consecutive natural numbers we can use the formula

$$\text{First Number} = \frac{n^2 - 1}{2}$$

$$\text{Second Number} = \frac{n^2 + 1}{2}$$

Example
$5^2 = 25$

$$\text{First Number} = \frac{5^2 - 1}{2} = 12$$

$$\text{Second Number} = \frac{5^2 + 1}{2} = 13$$

12 + 13 = 25

Likewise, you can check for other numbers like

$11^2 = 121 = 60 + 61$

5. The Product of Two Consecutive Even or Odd Natural Numbers

If we have two consecutive odd or even numbers (a + 1) and (a -1) then their product will be $(a^2 - 1)$

Example

Let take two consecutive odd numbers 21 and 23.

$21 \times 23 = (20 - 1) \times (20 + 1) = 20^2 - 1$

Random Interesting Patterns Followed by Square Numbers

Patterns in numbers like 1, 11, 111, … :
12= 1
112= 1 2 1
1112= 1 2 3 2 1
11112= 1 2 3 4 3 2 1
111112= 1 2 3 4 5 4 3 2 1
111111112=1 2 3 4 5 6 7 8 7 6 5 4 3 2 1

Pythagorean Triplets

For any natural number m>1, we have (2m)2+(m2−1)2=(m2+1)2.
2m, (m2−1) and (m2+1) forms a Pythagorean triplet.
For m=2, 2m=4, m2−1=3 and m2+1=5.
So, 3, 4, 5 is the required Pythagorean triplet.

Square Roots

The square root is the inverse operation of squaring. To find the number with the given square is called the **Square Root**.

$2^2 = 4$, so the square root of 4 is 2

$10^2 = 100$, therefore square root of 100 is 10

There are two square roots of any number. One is positive and other is negative.

The square root of 100 could be 10 or -10.

Symbol of Positive Square Root

$\sqrt{}$

Estimating the number of digits in the square root of a number

If a perfect square has *n* digits, then its square root will have n2 digits if *n* is **even** and (n+1)/2 digits if *n* is **odd**.

For example: 100 has 3 digits, and its square root(10) has (3+1)/2 =2 digits.

Finding Square Root

1. Through Repeated Subtraction

As we know that every square number is the sum of consecutive odd natural numbers starting from 1, so we can find the square root by doing opposite because root is the inverse of the square.

We need to subtract the odd natural numbers starting from 1 from the given square number until the remainder is zero to get its square root.

The number of steps will be the square root of that square number.

Example

Calculate the square root of 64 by repeated addition.

Solution:

64 – 1 = 63

63 – 3 = 60

60 – 5 = 55

55 – 7 = 48

28 – 13 = 15

48 – 9 = 39

15 – 15 = 0

39 – 11 = 28

2. Prime Factorization

In this method, we need to list the prime factors of the given number and then make the pair of two same numbers.

Then write one number for each pair and multiply to find the square root.

Example

Calculate the square root of 784 using prime factorization method.

Solution:

List the prime factors of 784.

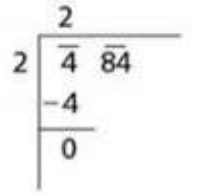
784 = 2 × 2 × 2 × 2 × 7 × 7

√784 = 2 × 2 × 7 = 28

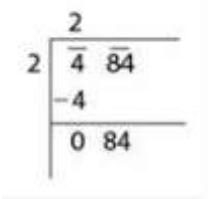
3. Division Method

Steps to find the square root by division method

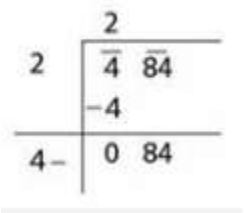
Steps involved in finding the square root of 484 by Long division method:
Step 1: Place a bar over every pair of numbers starting from the digit at units place. If the number of digits in it is odd, then the left-most single-digit too will have a bar.
Step 2: Take the largest number as divisor whose square is less than or equal to the number on the extreme left. Divide and write quotient.



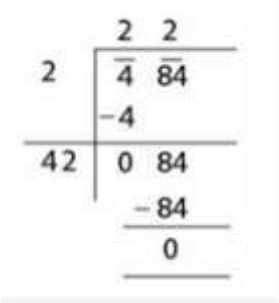
Step 3: Bring down the number which is under the next bar to the right side of the remainder.



Step 4: Double the value of the quotient and enter it with a blank on the right side.



Step 5: Guess the largest possible digit to fill the blank which will also become the new digit in the quotient, such that when the new divisor is multiplied to the new
quotient the product is less than or equal to the dividend.



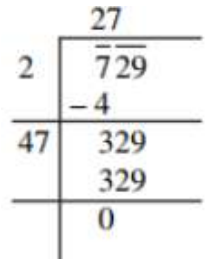
The remainder is 0, therefore, √484 =22.

Step 6: If there are large number of digits then you can repeat the steps 3, 4, 5 until the remainder does not become 0.

Example

Calculate the square root of √729 using division method.

Solution:



Thus, √729 = 27.

Square Roots of Decimals

To find the square root of a decimal number we have to put bars on the primary part of the number in the same manner as we did above. And for the digits on the right of the decimal we have to put bars starting from the first decimal place.
Rest of the method is same as above. We just need to put the decimal in between when the decimal will come in the division.

Example

Find √7.29 using division method.

Solution:

	2. 7
2	7. 2 9
	- 4
47	3 2 9
	3 2 9
	0

Thus, √7.29 = 2.7

Remark: To put the bar on a number like 174.241, we will put a bar on 74 and a bar on 1 as it is a single digit left. And in the numbers after decimal, we will put a bar on 24 and put zero after 1 to make it double-digit.
174. 24 10

Learning outcomes: Learners will be able to:

- Identify perfect squares
- Apply properties of square numbers
- Determine square root of real numbers
- Estimate the square root of real numbers
- Find squares and square roots of numbers using different methods.

Application:

- Learner can use this concept to solve problems based on directions.
- Skill of knowing square number by observing unit digit
- Applying knowledge of square roots

ICT Integrated:

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize and revise all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of the learners during classroom discussions, activities and oral questionnaire for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

Vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: : Ms.Shweta Mishra
Class: 8

Subject: Mathematics No. of periods: 6

Topic: Cubes and Cube Roots

Subtopics:

- Cubes
- Cube Roots

Specific objective: Students will be able:

- Find the cube of a number
- Understand the properties of cubes
- Study and understand the patterns and cubes
- Find the cube root of numbers by prime factorization method and cube estimation

Methodology:

Problem solving method and strategic thinking, Inductive and deductive method, Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Make a chart on the Cubes and Cube roots of the commonly used numbers.

Resources:

Textbook, white board, markers, chart paper

Board work:

The numbers 729, 1000, 1728 are also perfect cubes.

Number	Cube
1	$1^3 = 1$
2	$2^3 = 8$
3	$3^3 = 27$
4	$4^3 = 64$
5	$5^3 =$ ____
6	$6^3 =$ ____
7	$7^3 =$ ____
8	$8^3 =$ ____
9	$9^3 =$ ____
10	$10^3 =$ ____

Complete it.

We are even, so are our cubes

We are odd so are our cubes

Number	Cube
11	1331
12	1728
13	2197
14	2744
15	3375
16	4096
17	4913
18	5832
19	6859
20	8000

Adding consecutive odd numbers

Observe the following pattern of sums of odd numbers.

$$1 = 1 = 1^3$$
$$3 + 5 = 8 = 2^3$$
$$7 + 9 + 11 = 27 = 3^3$$
$$13 + 15 + 17 + 19 = 64 = 4^3$$
$$21 + 23 + 25 + 27 + 29 = 125 = 5^3$$

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Cubes and their prime factors

Consider the following prime factorisation of the numbers and their cubes.

Prime factorisation of a number	Prime factorisation of its cube
$4 = 2 \times 2$	$4^3 = 64 = 2 \times 2 \times 2 \times 2 \times 2 \times 2 = 2^3 \times 2^3$
$6 = 2 \times 3$	$6^3 = 216 = 2 \times 2 \times 2 \times 3 \times 3 \times 3 = 2^3 \times 3^3$
$15 = 3 \times 5$	$15^3 = 3375 = 3 \times 3 \times 3 \times 5 \times 5 \times 5 = 3^3 \times 5^3$
$12 = 2 \times 2 \times 3$	$12^3 = 1728 = 2 \times 2 \times 2 \times 2 \times 2 \times 2 \times 3 \times 3 \times 3 = 2^3 \times 2^3 \times 3^3$

each prime factor appears three times in its cubes

Statement	Inference
$1^3 = 1$	$\sqrt[3]{1} = 1$
$2^3 = 8$	$\sqrt[3]{8} = \sqrt[3]{2^3} = 2$
$3^3 = 27$	$\sqrt[3]{27} = \sqrt[3]{3^3} = 3$
$4^3 = 64$	$\sqrt[3]{64} = 4$
$5^3 = 125$	$\sqrt[3]{125} = 5$

Statement	Inference
$6^3 = 216$	$\sqrt[3]{216} = 6$
$7^3 = 343$	$\sqrt[3]{343} = 7$
$8^3 = 512$	$\sqrt[3]{512} = 8$
$9^3 = 729$	$\sqrt[3]{729} = 9$
$10^3 = 1000$	$\sqrt[3]{1000} = 10$

Learning outcomes: Learners will be able to:

- Identify perfect cubes
- Understand the properties of cubes
- Define cube roots
- Understand the properties of cube roots
- Find cubes and cube roots of numbers using different methods.

Application:

- Learner can use this concept to solve problems based on directions.
- Skill of knowing cube number by observing unit digit

ICT Integrated:

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize and revise all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of the learners during classroom discussions, activities and oral questionnaire for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

Vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: : Ms.Shweta Mishra
Class: 8

Subject: Mathematics No. of periods: 12

Topic: Algebraic Expressions and Identities (Part-I,Part-II)

Subtopics:

- Expressions
- Terms, factors and coefficients
- Monomials, binomials and polynomials.
- Like and unlike terms
- Addition and subtraction of Algebraic Expressions
- Multiplication of Algebraic expressions
- Multiplying a monomial by a monomial
- Multiplying a monomial by a polynomial
- Multiplying a polynomial by a polynomial
- Standard Identities

Specific objective: Students will be able:

- Understand and define ,constant , a variable , a literal ,an algebraic expression
- Define like terms , unlike terms , monomial , binomial , trinomial , polynomial
- Find degree of polynomial
- Perform addition, subtraction , multiplication of polynomial

Methodology:

Problem solving method and strategic thinking, Inductive and deductive method, Demonstration Method, Explanation Method (learning method), Activity based teaching.

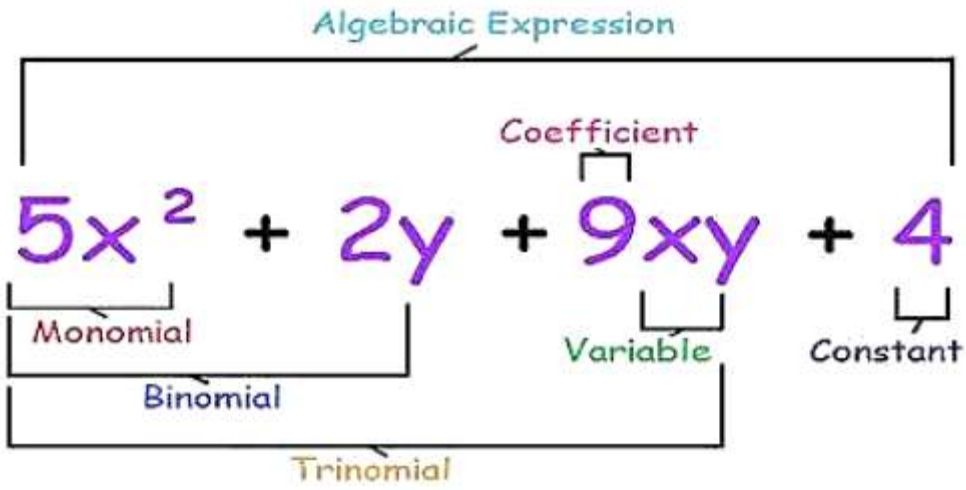
Activities:

- To verify the Algebraic Identities by cutting and pasting *(Mathematics Lab Activity)*
- Choose a great mathematician, write about their famous works and discuss along with other students. *(SE Activity)*

Resources:

Coloured sheets, A4 paper/ chart paper, textbook, white board, marker.

Board work:



IDENTITY - 1

$(a + b)^2 = a^2 + 2ab + b^2$

IDENTITY - 2

$(a - b)^2 = a^2 - 2ab + b^2$

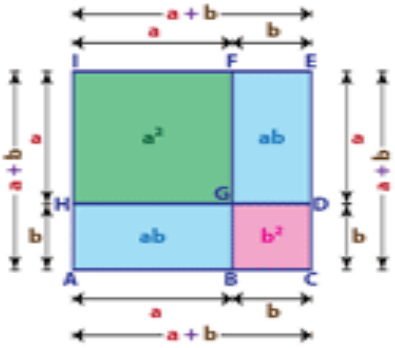
IDENTITY - 3

$a^2 - b^2 = (a + b)(a - b)$

IDENTITY - 4

$(x + a)(x + b) = x^2 + (a + b)x + ab$

$(a + b)^2 = a^2 + 2ab + b^2$



Area of square ACEI = $(a + b)^2$.....(1)

Area of square FGHI = a^2.....(2)

Area of rectangle ABGH = ab.....(3)

Area of rectangle DEFG = ab.....(4)

Area of square BCDG = b^2.....(5)

From (2), (3), (4) and (5) we have,

Area of ACEI = Area of FGHI + Area of ABGH + Area of DEFG + Area of BCDG

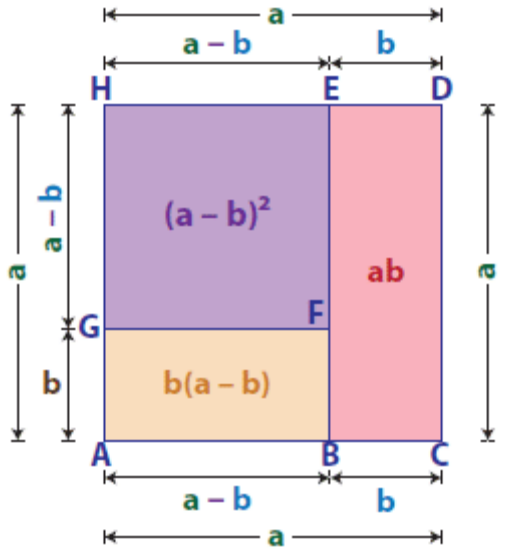
Area of ACEI = $a^2 + ab + ab + b^2$

$= a^2 + 2ab + b^2$.....(6)

From (1) and (6) we have,

$(a + b)^2 = a^2 + 2ab + b^2$

$(a - b)^2 = a^2 - 2ab + b^2$



Area of square ACDH = a^2.....(1)

Area of square EFGH = $(a - b)^2$.....(2)

Area of rectangle BCDE = ab.....(3)

Area of rectangle ABFG = $ab - b^2$.....(4)

From (1), (3) and (4) we have,

Area of EFGH = Area of ACDH – Area of BCDE – Area of ABFG

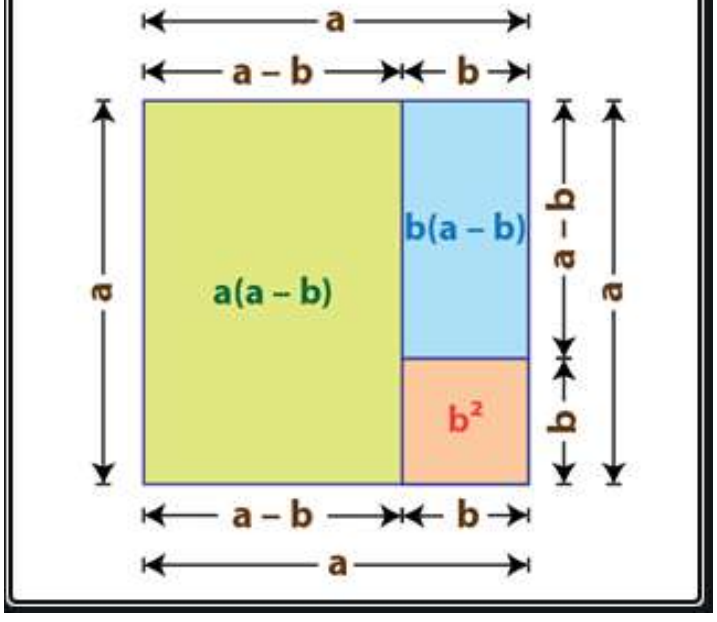
$= a^2 - ab - ab + b^2$

$= a^2 - 2ab + b^2$.....(5)

From (2) and (5) we have,

$(a - b)^2 = a^2 - 2ab + b^2$

$a^2 - b^2 = (a + b)(a - b)$



Learning outcomes: Learners will be able to:

- Identifies monomials, binomials and other polynomials
- Understands the process of multiplication of polynomials
- Add and subtract polynomials
- Multiply polynomials
- Use identities to find products

- Use identities to solve problems

Application:

- Learner can use this concept to solve problems based on directions.
- Skill to differentiate like and unlike terms

ICT Integrated:

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize and revise all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of the learners during classroom discussions, activities and oral questionnaire for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

Vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: : Ms.Shweta Mishra
Class: 8

Subject: Mathematics No. of periods: 10

Topic: Factorization of Algebraic Expressions

Subtopics:

- Factorization by common factors
- Factorization by regrouping terms
- Factorization using identities.
- Division of polynomials
- Factorization using identities.
- Division of polynomials

Specific objective: Students will be able:

- Differentiates between expansion and factorization
- Understands the factors
- Perform division of polynomial
- Use of algebraic identities in factorization

Methodology:

Problem solving method and strategic thinking, Inductive and deductive method, Demonstration Method, Explanation Method (learning method), Activity based teaching.

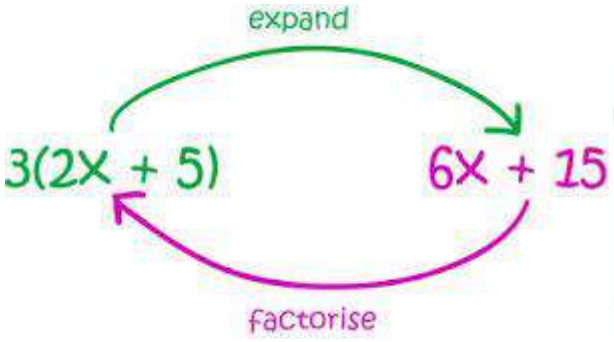
Activities:

- Draw a factor tree for the given algebraic expressions

Resources:

Textbook, lab manual, white board, marker.

Board work:



$$a^2 + 2ab + b^2 = (a+b)^2$$
$$a^2 - 2ab + b^2 = (a-b)^2$$
$$a^2 - b^2 = (a+b)(a-b)$$
$$+ (a+b)x + ab = (x+a)(x+b)$$

Factoring Techniques

Factor out the GCF

$$2yx^2 - 8xy - 24y$$
$$= 2y(x^2 - 4x - 12)$$

Special Cases

Difference of Two Squares

$$x^2 - 9$$
$$= x^2 - 3^2$$
$$= (x+3)(x-3)$$

Perfect Square Trinomial

$$x^2 - 10x + 25$$
$$= (x-5)^2$$

Grouping

$$4x^2 - 4x - 15$$
$$= 4x^2 - 10x + 6x - 15$$
$$= 2x(2x-5) + 3(2x-5)$$
$$= (2x+3)(2x-5)$$

Factor by Grouping

Example:

$$6x^2 + 15x - 21$$

$$= 3\left(2x^2 + 5x - 7\right)$$

1. Factor out Greatest Common Factor

$2 \times -7 = -14$ $\quad +5$

Find two numbers when multiplied get -14 and when added get +5

$+7 \times -2 = -14$

$+7 + -2 = +5$

Rewrite $5x$ as $-2x+7x$

$$= 3\left(2x^2 - 2x + 7x - 7\right)$$

2. Split the middle term into two terms.

$$= 3\left[2x(x-1) + 7(x-1)\right]$$

3. Rewrite the pairs of terms and take out the common factor.

$$= 3(x-1)(2x+7)$$

Factor Out the GCF

The first step to factoring is to factor out the greatest common factor (GCF) from each term.

Example:

$$12y^3 - 15y^2 + 6y$$

$2 \times 2 \times 3 \times y \times y \times y$ $\quad 5 \times 3 \times y \times y$ $\quad 2 \times 3 \times y$

$$3y(4y^2 - 5y + 2)$$

Learning outcomes: Learners will be able to:

- Determine the factors of algebraic forms
- Factorize algebraic form into its factors
- Divide a polynomial by a monomial and binomial
- Use identities to solve problems
- Differentiates between expansion and factorization

Application:

- Learner can use this concept to solve problems based on directions.

ICT Integrated:

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize and revise all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of the learners during classroom discussions, activities and oral questionnaire for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

Vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Ms.Shweta Mishra

Class: 8

Subject: Mathematics No. of periods:10

Topic: Linear Equations in One Variable

Subtopic:

- Solving equations having variable on one side
- Application of linear equations
- Solving equations having variable on both side
- Reducing equation to simpler form
- Equations reducible to the linear form

Specific objective: Students will be able to:

- Differentiate between an expression and an equation
- Define an equation and linear equation
- Convert a given equation to a linear equation and find its solution
- Solve practical problem by expressing it in a mathematical statement

Methodology:

Problem solving method and strategic thinking, Inductive and deductive method, Demonstration Method, Explanation Method (learning method), Activity based teaching.

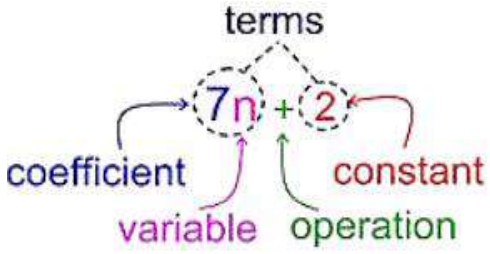
Activities:

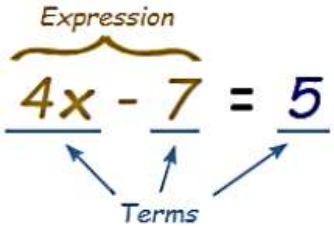
- To draw a relation between numbers and also how algebra can simplify things by the following activity:
  - Write a number
  - Add 2 to it
  - Multiply the resulting number by 3
  - Subtract 3
  - Multiply by 2
  - Find 1/6 of the resulting number
  - Subtract the original number
  - Discuss about the answer obtained.
- To form age relationships in terms of linear equations in one variable.

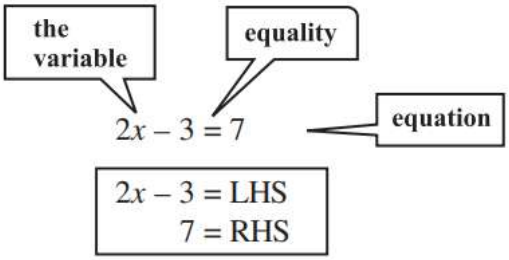
Resources:

Textbook, White board, Marker, PPT presentation.

Board work:







For example, if a child has 2 chocolates of 10 rupees and a 20 rupee note, the total value can be calculated using the equation 2x + 20 = 2 * 10 + 20 = 40. Here 'x' is variable and is the value of the chocolate.



Linear equation in 1 variable

2x + 20 = 40

Another example, one child buys three toys (costing rupees 20 each) from a shopkeeper but gives only 5 rupees to him. The total value of items with child will be 3y - 5, where y is the cost of one toy.



Linear Expression

3y - 5

Example 1: Find the solution of $2x - 3 = 7$

Solution:

Step 1 Add 3 to both sides.

$$2x - 3 + 3 = 7 + 3 \qquad \text{(The balance is not disturbed)}$$

or $$2x = 10$$

Step 2 Next divide both sides by 2.

$$\frac{2x}{2} = \frac{10}{2}$$

or $$x = 5 \qquad \text{(required solution)}$$

Example 2: Solve $2y + 9 = 4$

Solution: Transposing 9 to RHS

$$2y = 4 - 9$$

or $$2y = -5$$

Dividing both sides by 2, $$y = \frac{-5}{2} \qquad \text{(solution)}$$

To check the answer: LHS $= 2\left(\frac{-5}{2}\right) + 9 = -5 + 9 = 4 =$ RHS (as required)

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Solving Equations with Linear Expression on one side and numbers on the other Side

Suppose we have to find the solution of $2x-3=7$, where the linear expression is on the left-hand side, and numbers on the right-hand side.
Step 1: Transpose all the constant terms from the left-hand side to the right-hand side.

$2x=7+3=10 \Rightarrow 2x=10$

Step 2: Divide both sides of the equation by the coefficient of the variable.
In the above equation $2x$ is on the left-hand side. The coefficient of $2x$ is 2.
On dividing the equation by two, We get:
$\frac{1}{2} \times 2x = \frac{1}{2} \times 10$
$\Rightarrow x=\frac{10}{2} = 5$, Which is the required solution.

Solving Equations with variables on both sides

Suppose we have to solve $3x - 3 = x + 2$. In this equation, there are variables on both sides of the equation.
Step 1: Transpose all the terms with a variable from the right-hand side to the left-hand side of the equation and all the constants from the left-hand side to the right-hand side of the equation.
$3x-x=2+3$
$\Rightarrow 2x=5$
Step 2: Divide both sides of the equation by the coefficient of the variable.
$\frac{1}{2} \times 2x = \frac{1}{2} \times 5$
$\Rightarrow x=\frac{5}{}$

Applications (Word Problems)

Sum of two numbers is 74. One of the numbers is 10 more than the other. What are the numbers?
Let one of the numbers be x.
Then the other number is $x + 10$.

Given that the sum of the two numbers is 74.
So, $x+(x+10)=74$
$\Rightarrow 2x+10=74$
$\Rightarrow 2x=74-10=64$
$\Rightarrow x=\frac{64}{2}=32$
One of the number is 32 and the other number is 42.

Learning outcomes: Learners will be able to:

- Recognize linear equation in one variable
- Solve linear equations by transposition
- Frame linear equations and solve real word problems
- Solve puzzles and daily life problems using variables.

Application:

- Learner can use this concept to solve problems based on given situations.

ICT Integrated:

- Video

- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize and revise all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of the learners during classroom discussions, activities and oral questionnaire for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

Vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name Ms.Shweta Mishra

Class: 8

Subject: Mathematics No. of periods: 10

Topic: Direct and Inverse Proportions

Subtopics:

- Direct Proportion
- Inverse Proportion

Specific objective: Students will be able:

- Understands the relation between two quantities.
- To understand the meaning and concept of direct and inverse variation
- To identify whether a given situation is of direct variation on inverse variation

Methodology:

Problem solving method and strategic thinking, Inductive and deductive method, Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

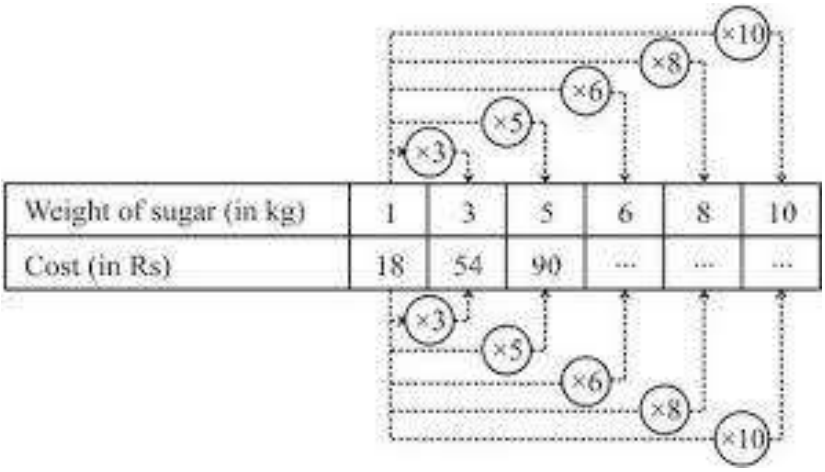
- Deduce direct variations using coloured sheets of paper and geometry box. *(Mathematics la activity)*

- Brainstorming activity based questions are given to solve

Resources:

Coloured sheets of paper, geometry box, white board, marker, textbook.

Board work:



Two quantities x and y are said to be in **direct proportion** if they increase (decrease) together in such a manner that the ratio of their corresponding values remains constant. That is if $\frac{x}{y} = k$ [k is a positive number], then x and y are said to vary directly. In such a case if y_1, y_2 are the values of y corresponding to the values x_1, x_2 of x respectively then $\frac{x_1}{y_1} = \frac{x_2}{y_2}$.

Two quantities x and y are said to be in **inverse proportion** if an increase in x causes a proportion decrease in y (and vice-versa) in such a manner that the product of their corresponding valu remains constant. That is, if $xy = k$, then x and y are said to vary inversely. In this case if y_1, y_2 a the values of y corresponding to the values x_1, x_2 of x respectively then $x_1 y_1 = x_2 y_2$ or $\frac{x_1}{x_2} = \frac{y}{y}$

Learning outcomes: Learners will be able to:

- Understands the relation between two quantities.
- Identifies and analyzes direct and inverse proportions.
- Differentiate between direct and inverse proportions
- Categorize real life situation into direct variation or inverse variation and then solve the accordingly
- Estimate the time taken for daily activities in hours and minutes
- Solve problems related to time and work.
- Solve problems based on direct and inverse proportions

Application:

- Learner can use this concept to solve problems based on directions.

- Students will be able to correlate the concept to real life and applies to find the solution of problems i.e., categories real life situation into direct variation or inverse variation or inverse variation and then solve the accordingly.

ICT Integrated:

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize and revise all the concepts of the lesson to students. A them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of the learners during classroom discussions, activities and oral questionnaire for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

Vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name Ms.Shweta Mishra Class: 8
Subject: Mathematics No. of periods: 6

Topic: Time and work

Subtopics:

- Time and work
- Pipes and Cisterns

Specific objective: Students will be able:

- Understands the relation between time and work.
- To understand time and work are inversely proportional.

Methodology:

Problem solving method and strategic thinking, Inductive and deductive method, Demonstration Method, Explanation Method (learning method).

Activities:

- Deduce inverse variations using colored sheets of paper and geometry box.
- Brainstorming activity based questions are given to solve

Resources:

Colored sheets of paper, geometry box, white board, marker, textbook.

Board work:

Time is directly proportional to work. In other words, more the amount of work done by a person, more is the time needed to do it.

If a person P complete a work in n days, then the work completed by him in one day is (1/n), Conversely, if a person P completes (1/n) work in same day, then he will take n days to complete the work.

Learning outcomes: Learners will be able to:

- Understands the relation between two quantities.
- Identifies and analyzes direct and inverse proportions of time and work.
- Differentiate between direct and inverse proportions

- Categorize real life situation into direct variation or inverse variation and then solve the accordingly
- Estimate the time taken for daily activities in hours and minutes
- Solve problems related to time and work.
- Solve problems based on direct and inverse proportions

Application:

- Learner can use this concept to solve problems based on directions.
- Students will be able to correlate the concept to real life and applies to find the solution of problems i.e., categories real life situation into direct variation or inverse variation or inverse variation and then solve the accordingly.

ICT Integrated:

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize and revise all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of the learners during classroom discussions, activities and oral questionnaire for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

Vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Ms.Shweta Mishra Class: 8

Subject: Mathematics No. of

periods: 18

Topic: Percentage, Profit, loss and Discount tax, Compound Interest

Subtopics:

- Increase or decrease percent
- Discounts
- Profit and Loss
- Sales Tax/ VAT
- Compound Interest
- Rate compounded annually or half yearly
- Applications of Compound Interest

Specific objective: Students will be able:

- Understanding the concepts of ratio, percentage and money transaction
- To convert ratio into percentage and vice versa
- To calculate increase and decrease in certain quantity in terms of percentage
- To calculate simple and compound interest

Methodology:

Problem solving method and strategic thinking, Inductive and deductive method, Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Using a current list of prices for food and clothing, the students will practice math skills relat to percentages.
- Computation of percentage from a given set of values and matching with the one giving san result.
- Buy and sell game conducted in groups. *(SE Activity)*
- Calculating the F.D. amounts compounded annually, half-yearly and quarterly in different banks for a given sum of money taking help from elders and researching on the same. *(SE Activity)*

Resources:

Textbook, white board, marker, situational questions.

Board work:

Comparing Quantities

1. Percentages are numerators of fractions with denominator 100. The symbol '%' is used for percer and it indicates multiplication with $\frac{1}{100}$.
2. Percentage increase/decrease = $\frac{\text{Amount of change}}{\text{Original amount}} \times 100\%$
3. The price at which an article is purchased is called the cost price (CP).

4. The price at which an article is sold is called the selling price (SP).

5. If SP > CP, then a profit is made.

Gain = (SP) – (CP)

6. If SP < CP, then a loss is incurred.

Loss = (CP) – (SP)

7. Gain% = $\left(\frac{\text{gain} \times 100}{\text{CP}}\right)$

Loss% = $\left(\frac{\text{loss} \times 100}{\text{CP}}\right)$

8. Discount: In order to give a boost to the sales of an item or to clear the old stock, articles are sold a reduced prices. This reduction is given on the Marked Price (MP) of the article and is known as discount.

$$\text{Simple Interest (S.I.)} = \frac{\text{P} \times \text{R} \times \text{T}}{100}$$

Let Principal = P, Rate = R% per annum,
Time = n years.

1. When interest is compounded annually :

$$\text{Amount} = \text{P}\left(1 + \frac{\text{R}}{100}\right)^n$$

2. When interest is compounded half-yearly :

$$\text{Amount} = \text{P}\left[1 + \frac{(\text{R}/2)}{100}\right]^{2n}$$

3. When interest is compounded quarterly :

$$\text{Amount} = \text{P}\left[1 + \frac{(\text{R}/4)}{100}\right]^{4n}$$

4. When interest is compounded annually but time is in fraction, say $3\frac{2}{5}$ years.

$$\text{Amount} = \text{P}\left(1 + \frac{\text{R}}{100}\right)^3 \times \left(1 + \frac{\frac{2}{5}\text{R}}{100}\right)$$

Learning outcomes: Learners will be able to:

- Apply the concept of percentage in their day to day life.
- Apply the concept of profit, loss, discount, tax etc. In their day to day life.
- Understand the difference between compound interest and simple Interest
- Apply the concept of per cent in profit and loss situation in finding discount, VAT and compound interest. E.g., calculates discount per cent when marked price and actual discount are given or finds profit per cent when cost price and profit in a transaction are given.

Application:

- Learner can use this concept to solve problems based on directions.
- Understanding the concepts of ratio, percentage and money transaction
- Understands and Skilled to use ratios and percentage to compare the quantities
- Links with real life influenced fully with money transaction, comparing, savings and percentage
- Applies the concepts to solve problems from different spheres using the concepts in own ways
- Applying the concepts to day to day based life activities and problem solving

ICT Integrated:

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize and revise all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of the learners during classroom discussions, activities and oral questionnaire for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

Vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name Ms.Shweta Mishra
Class: 8

Subject: Mathematics No. of periods: 8

Topic: Understanding Quadrilaterals

Subtopic:

- Polygons
- Sum of measure of exterior angle of a polygon
- Types of quadrilaterals
- Some special parallelograms

Specific objective: Students will be able:

- To identify the quadrilaterals and their properties
- To verify the solution of an equation
- To understand the properties of various types of quadrilaterals like parallelogram , rectangle square , rhombus etc. based on sides, angles, diagonals

Methodology:

Problem solving method and strategic thinking, Inductive and deductive method, Demonstration Method, Explanation Method (learning method), Activity based teaching.

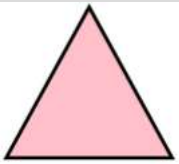
Activities:

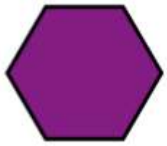
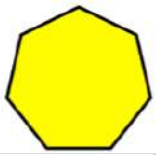
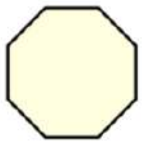
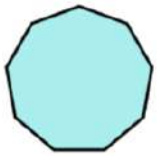
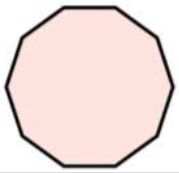
- Verifying the sum of interior angles of Quadrilateral to be 360° using coloured sheets of paper and geometry boxes. *(SE Activity)*
- Write down the discussed formulas along with the figures and examples.
- Make a table showing the features of different types of quadrilaterals based on their properties.
- Write down the discussed formulas along with the figures and examples.

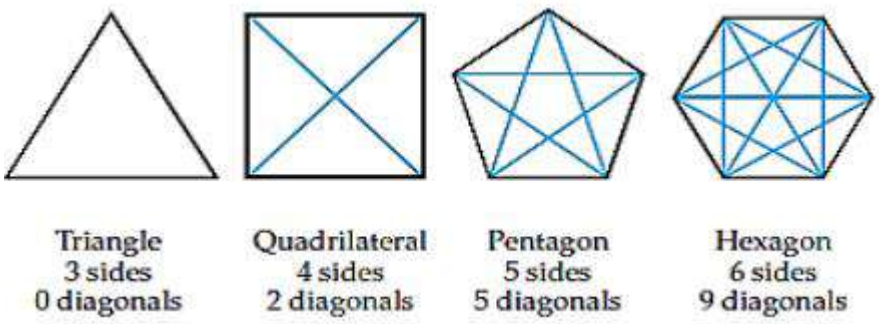
Resources:

Different shapes, colored sheets of paper, geometry box, textbook, white board, marker.

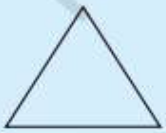
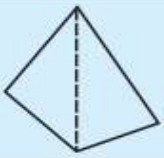
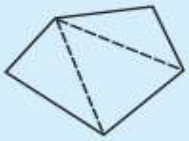
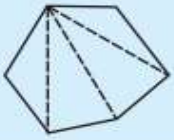
Board work:

Number of sides	Name of Polygon	Figure
3	Triangle	
4	Quadrilateral	

5	Pentagon	
6	Hexagon	
7	Heptagon	
8	Octagon	
9	Nonagon	
10	Decagon	
n	n-gon	



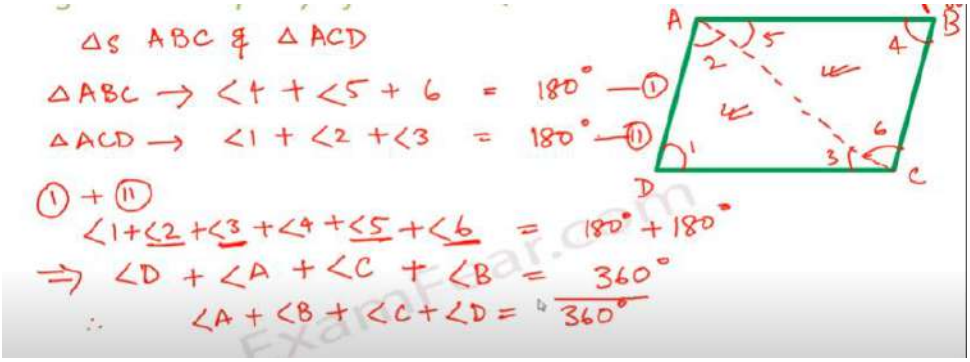
Polygon	Number of Sides	Sum of Interior Angles
Triangle	3	(3 – 2) × 180° = 180°
Quadrilateral	4	(4 – 2)* × 180° = 360°
n-gon	n	(n – 2) × 180°

Figure				
Side	3	4	5	6
Angle sum	180°	$2 \times 180°$ $= (4-2) \times 180°$	$3 \times 180°$ $= (5-2) \times 180°$	$4 \times 180°$ $= (6-2) \times 180°$

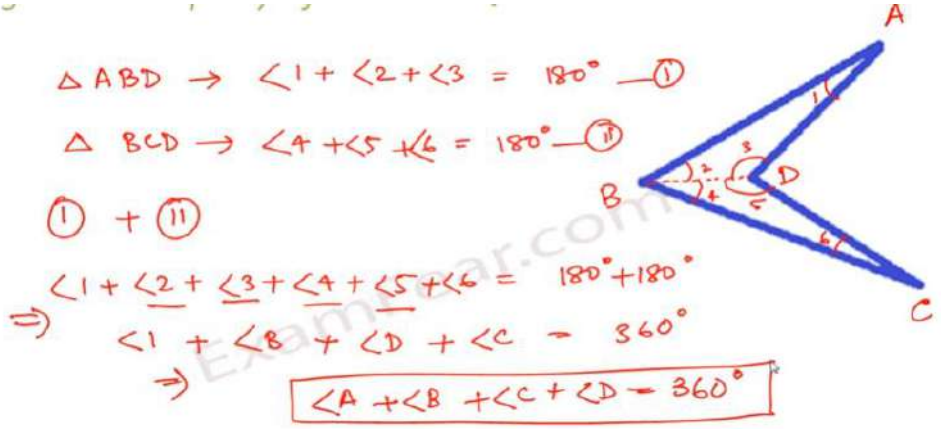
Angle sum property of a Quadrilateral

- Sum of all the interior angles of a Quadrilateral = 360°

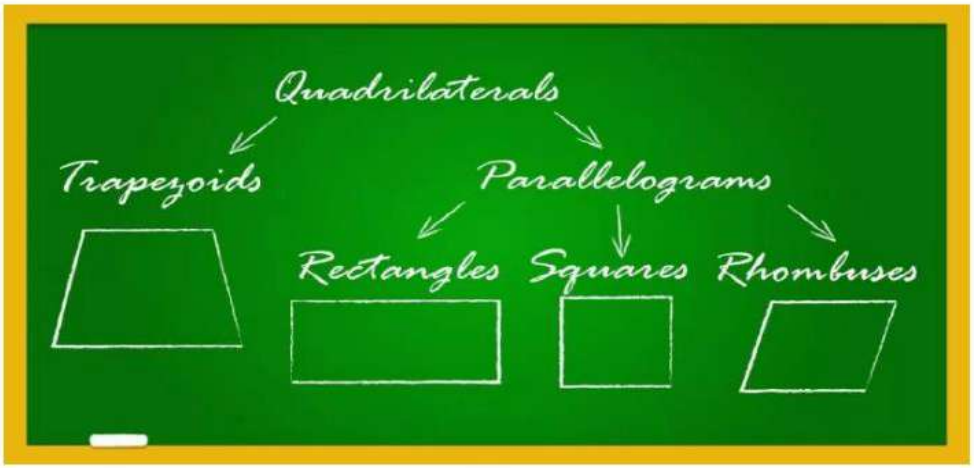
- **Convex Quadrilateral:**

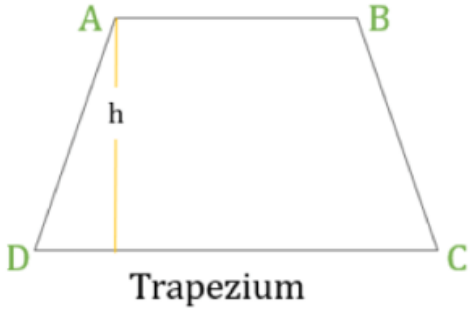


- **Concave Quadrilateral:**



Different types of quadrilaterals

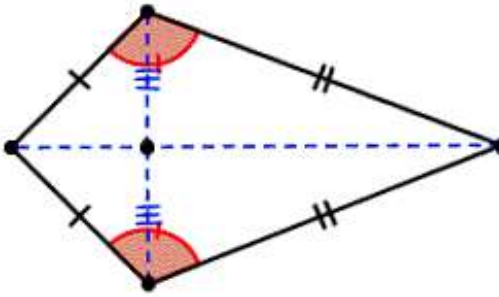


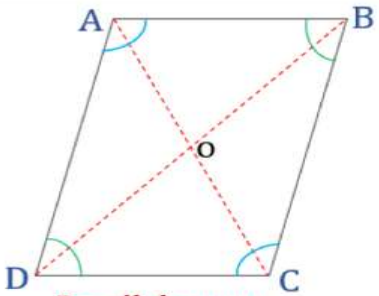


Trapezium

Sides

- AB and CD are parallel.





Parallelogram

Sides

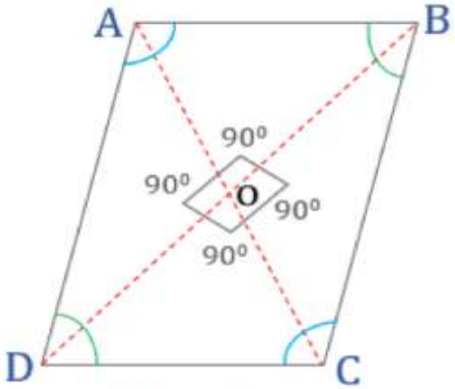
- AB = CD & BC = AD

Diagonals

- AO =OC & DO = OB

Angles

- ∠A = ∠C & ∠B = ∠D



Rhombus

Sides

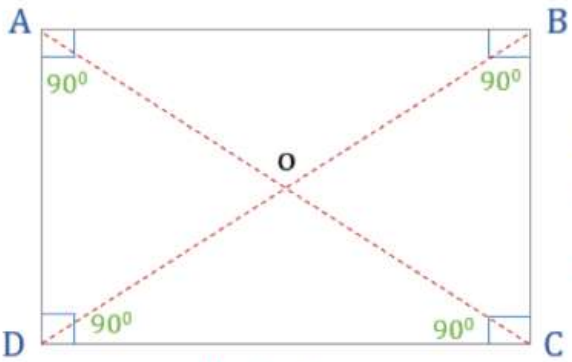
- AB = BC = CD = AD

Diagonals

- AO =OC & DO = OB

Angles

- ∠A = ∠C & ∠B = ∠D

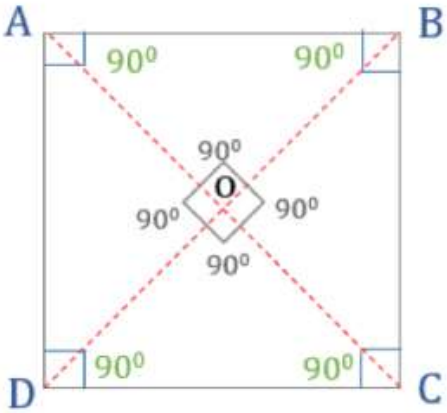


Rectangle

Opposite Sides
- AB = CD & AD = BC

Diagonals
- AO =OC & DO = OB

Angles
- ∠A = ∠B = ∠C = ∠D = 90⁰



Square

Sides
- AB = BC = CD = AD

Diagonals
- AO =OC & DO = OB

Angles
- ∠A = ∠B = ∠C = ∠D = 90⁰

Property		Rectangle	Square	Parallelogram	Rhombus	Trapezium
Sides	All Sides are equal	✗	✓	✗	✓	✗
	Opposite Sides are equal	✓	✓	✓	✓	✗
	Opposite Sides are parallel	✓	✓	✓	✓	✓
Angles	All angles are equal	✓	✓	✗	✗	✗
	Opposite angles are equal	✓	✓	✓	✓	✗
	Sum of two adjacent angles is 180	✓	✓	✓	✓	✗
Diagonals	Bisect each other	✓	✓	✓	✓	✗
	Bisect perpendicularly	✗	✓	✗	✓	✗

Learning outcomes: Learners will be able to:

- Find the sum of interior angles and sum of exterior angles of quadrilaterals which will deepen their understandings of shapes.
- Understand the properties of different types of quadrilaterals and solve problems based on them.
- Solve problems related to angles of a quadrilateral using angle sum property

- Verify properties of parallelograms and establishes the relationship between them through reasoning.

Application:

- Learner can use this concept to solve problems based on directions.

ICT Integrated:

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize and revise all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of the learners during classroom discussions, activities and oral questionnaire for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

Vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name Ms.Shweta Mishra
Class: 8

Subject: Mathematics No. of periods: 8

Topic: Construction of Quadrilaterals

Subtopic:

- Construction of quadrilaterals
- Some special cases of quadrilateral

Specific objective: Students will be able:

- To construct a unique quadrilateral with the five given parts
- To identify if the construction of the quadrilateral of given measurements is possible or not.

Methodology:

Problem solving method and strategic thinking, Inductive and deductive method, Demonstration Method, Explanation Method (learning method), Activity based teaching.

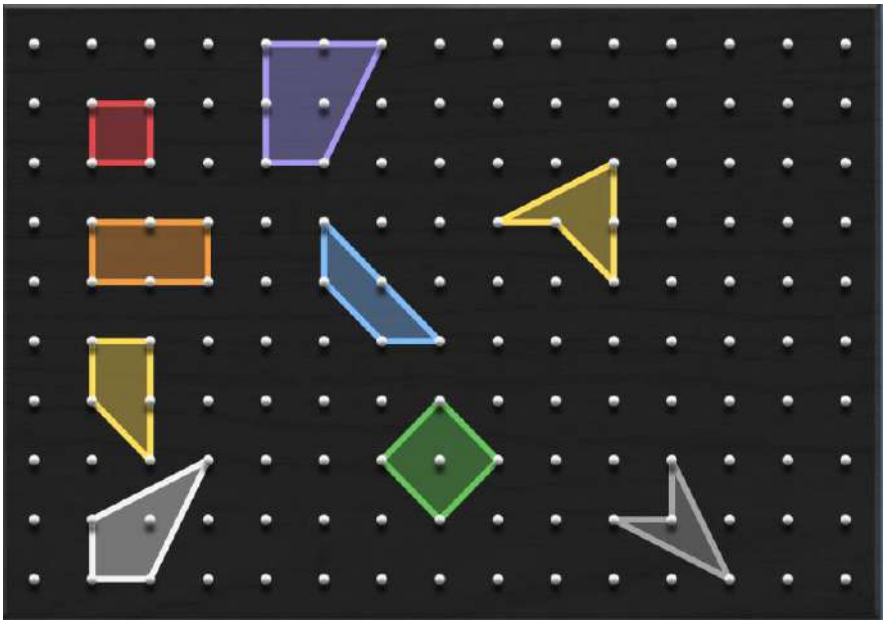
Activities:

- To check the conditions of the construction of a quadrilateral
- Construction of various types of quadrilaterals based on the given points.
- Identifies different parts and types of quadrilaterals on a geo board.
- Mental Mathematics questions are given to solve.

Resources:

Geo board, colored rubber bands, textbook, geometry box, white board, marker.

Board work:



1. When the lengths of four sides and a diagonal are given

Step 1 From the rough sketch, it is easy to see that ΔPQR can be constructed using SSS construction condition. Draw ΔPQR (Fig 4.6).

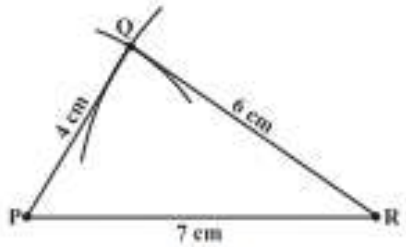


Fig 4.6

Step 2 Now, we have to locate the fourth point S. This 'S' would be on the side opposite to Q with reference to PR. For that, we have two measurements.

S is 5.5 cm away from P. So, with P as centre, draw an arc of radius 5.5 cm. (The point S is somewhere on this arc!) (Fig 4.7).

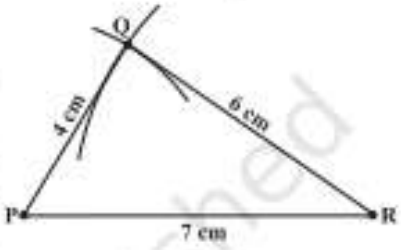




Fig 4.7

Step 3 S is 5 cm away from R. So with R as centre, draw an arc of radius 5 cm (The point S is somewhere on this arc also!) (Fig 4.8).

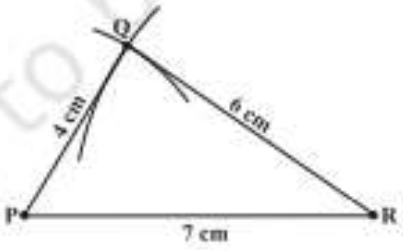




Fig 4.8



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Step 4 S should lie on both the arcs drawn. So it is the point of intersection of the two arcs. Mark S and complete PQRS. PQRS is the required quadrilateral (Fig 4.9).

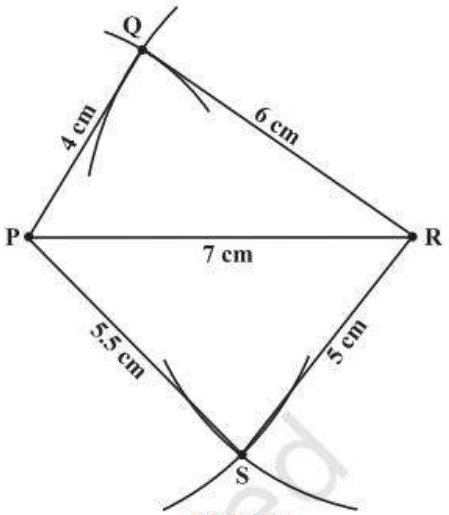


Fig 4.9

4.2.2 When two diagonals and three sides are given

When four sides and a diagonal were given, we first drew a triangle with the available data and then tried to locate the fourth point. The same technique is used here.

Example 2: Construct a quadrilateral ABCD, given that BC = 4.5 cm, AD = 5.5 cm, CD = 5 cm the diagonal AC = 5.5 cm and diagonal BD = 7 cm.

Solution:

Here is the rough sketch of the quadrilateral ABCD (Fig 4.10). Studying this sketch, we can easily see that it is possible to draw Δ ACD first (How?).

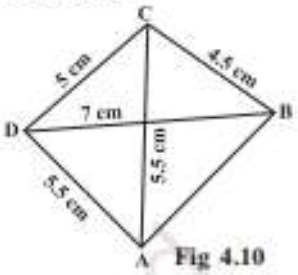


Fig 4.10

Step 1 Draw Δ ACD using SSS construction (Fig 4.11).
(We now need to find B at a distance of 4.5 cm from C and 7 cm from D).

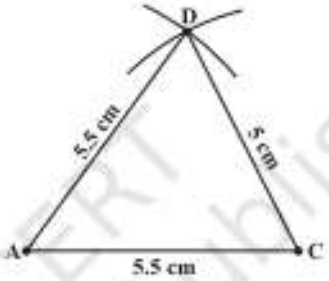


Fig 4.11

Step 2 With D as centre, draw an arc of radius 7 cm. (B is somewhere on this arc) (Fig 4.12).

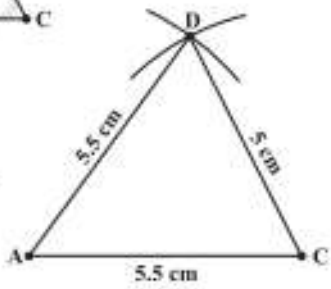



Fig 4.12

Step 3 With C as centre, draw an arc of radius 4.5 cm (B is somewhere on this arc also) (Fig 4.13).

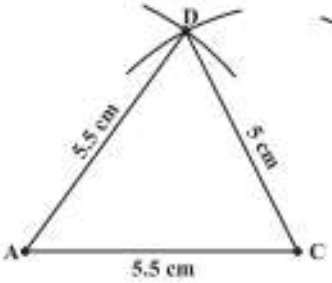



Fig 4.13

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Step 4 Since B lies on both the arcs, B is the point intersection of the two arcs. Mark B and complete ABCD. ABCD is the required quadrilateral (Fig 4.14).

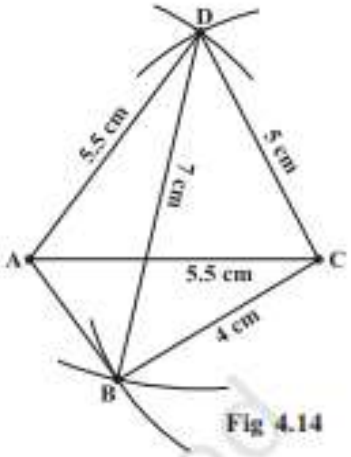


Fig 4.14

4.2.3 When two adjacent sides and three angles are known

As before, we start with constructing a triangle and then look for the fourth point to complete the quadrilateral.

Example 3: Construct a quadrilateral MIST where MI = 3.5 cm, IS = 6.5 cm, $\angle M = 75°$, $\angle I = 105°$ and $\angle S = 120°$.

Solution:

Here is a rough sketch that would help us in deciding our steps of construction. We give only hints for various steps (Fig 4.15).

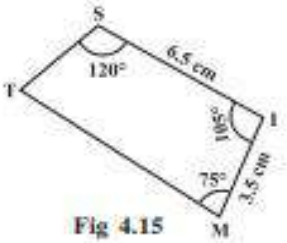


Fig 4.15

Step 1 How do you locate the points? What choice do you make for the base and what is the first step? (Fig 4.16)



Fig 4.16



Step 2 Make $\angle ISY = 120°$ at S (Fig 4.17).

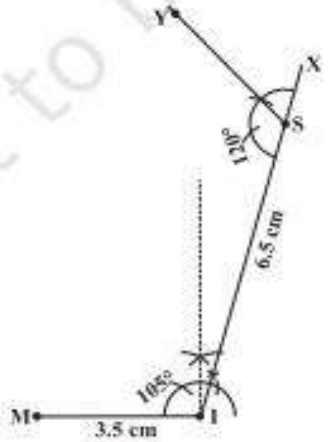


Fig 4.17

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Step 3 Make $\angle IMZ = 75°$ at M. (where will SY and MZ meet?) Mark that point as T. We get the required quadrilateral MIST (Fig 4.18).

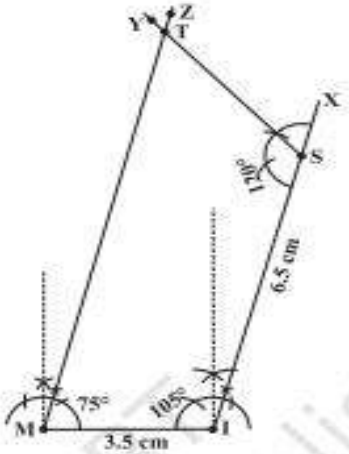


Fig 4.18

4.2.4 When three sides and two included angles are given

Under this type, when you draw a rough sketch, note carefully the "included" angles in particular.

Example 4: Construct a quadrilateral ABCD, where AB = 4 cm, BC = 5 cm, CD = 6.5 cm and $\angle B = 105°$ and $\angle C = 80°$.

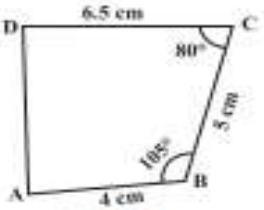


Fig 4.19

Solution:

We draw a rough sketch, as usual, to get an idea of how we can start off. Then we can devise a plan to locate the four points (Fig 4.19).

Step 1 Start with taking BC = 5 cm on B. Draw an angle of 105° along BX. Locate A 4 cm away on this. We now have B, C and A (Fig 4.20).



Fig 4.20

Step 2 The fourth point D is on CY which is inclined at 80° to BC. So make $\angle BCY = 80°$ at C on BC (Fig 4.21).

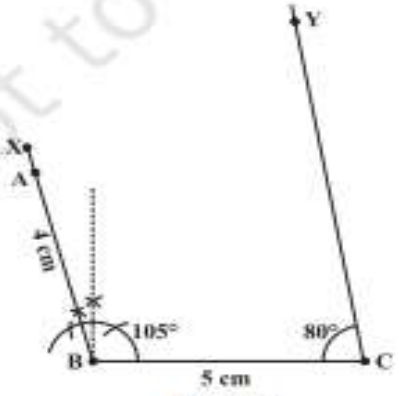


Fig 4.21



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Step 3 D is at a distance of 6.5 cm on CY. With C as centre, draw an arc of length 6.5 cm. It cuts CY at D (Fig 4.22).

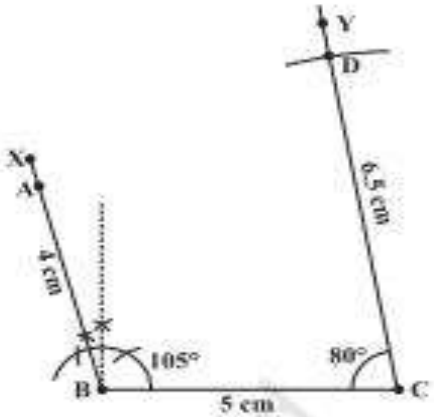


Fig 4.22

Step 4 Complete the quadrilateral ABCD. ABCD is the required quadrilateral (Fig 4.23).

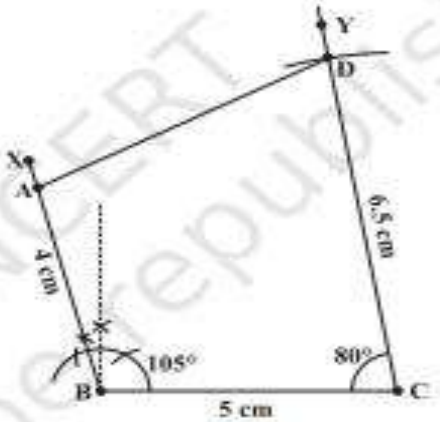


Fig 4.23

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Learning outcomes: Learners will be able to:

- Practice the use of geometrical like scale, compass, protractor etc.
- Value and appreciate the accuracy and neatness required in constructions
- Construct different quadrilaterals using compasses and straight edge.

Application:

- Learner can use this concept to solve problems based on directions.
- Applies suitable construction criterion
- Links with acquired skill
- Analyses and finds own way of constructing special quadrilateral

ICT Integrated:

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize and revise all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.

- Assess the responses of the learners during classroom discussions, activities and oral questionnaire for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

Vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Ms.Shweta Mishra

Class: 8

Subject: Mathematics No. of periods: 5

Topic: Visualizing Solid Shapes

Subtopics:

- Views of 3 D shapes
- Mapping space around us
- Faces, Edges and Vertices
- Euler's Formula

Specific objective: Students will be able:

- Recognizes 2D and 3D shapes
- Identifies top, front and side view of solids
- Understands various polyhedron
- Knows Euler's formula
- Verifies Euler's formula

Methodology:

Problem solving method and strategic thinking, Inductive and deductive method, Demonstration Method, Explanation Method (learning method), Activity based teaching.

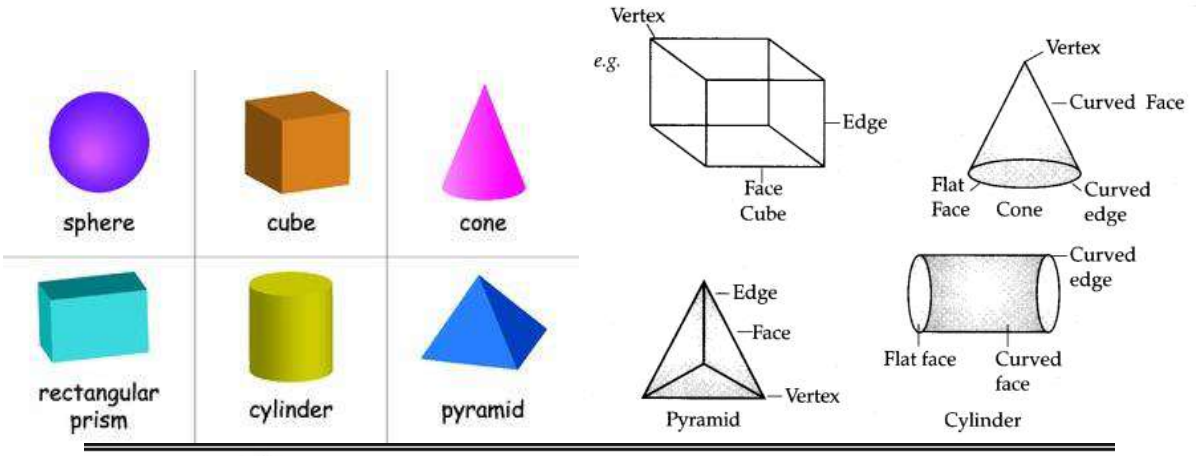
Activities:

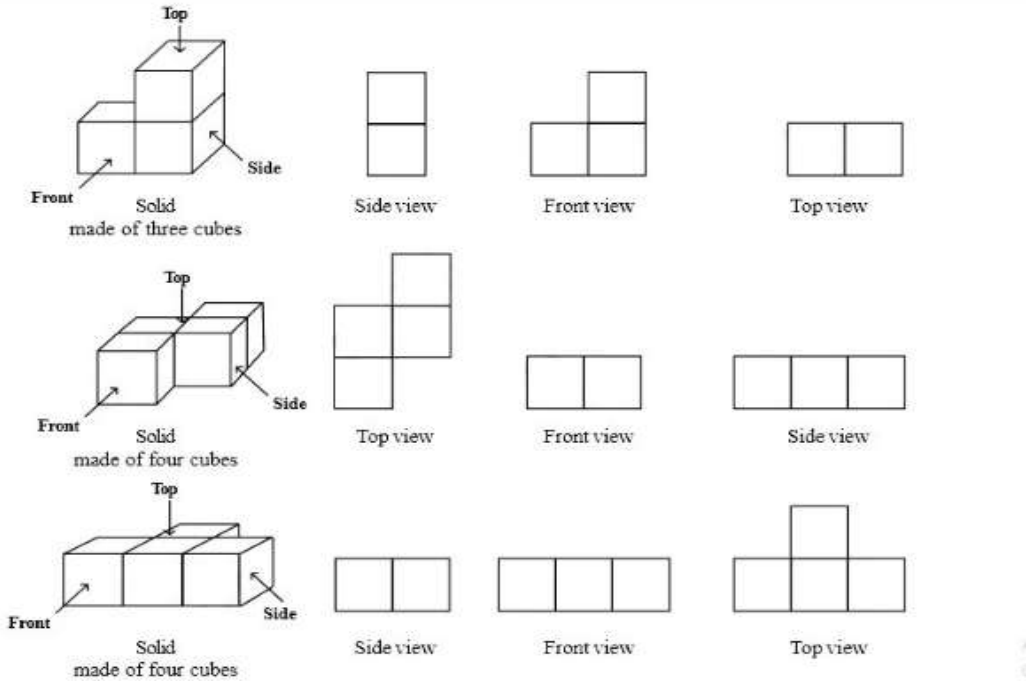
- Make models of various 3D shapes and present before the class.*(SE Activity)*
- Make nets of common 3D shapes and test their accuracy by folding them.*(Mathematics Lab Activity)(SE Activity)*
- Make a table depicting the number of faces, edges and vertices of various 3D shapes.

Resources:

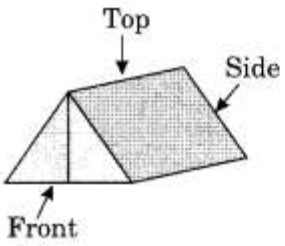
A4 sheets, colored sheets, cardboard, common 3D shapes, white board, marker, textbook.

Board work:

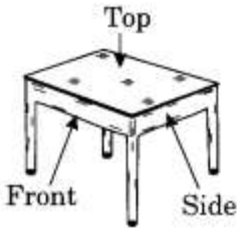




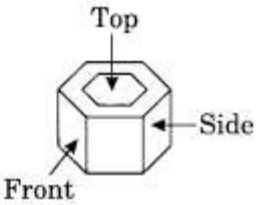
(*a*) A military tent



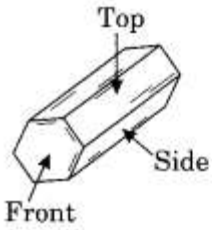
(*b*) A table



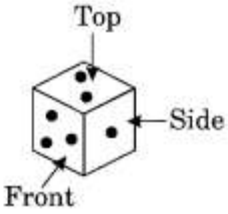
(*c*) A nut



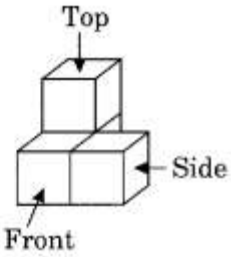
(*d*) A hexagonal block



(*e*) A dice



(*f*) A solid

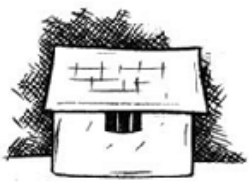




A hut



Front view



Side view



Top view

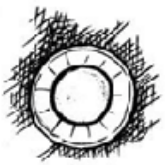
similarly, a glass can have the following views.



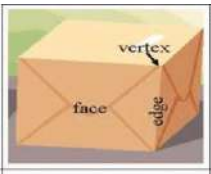
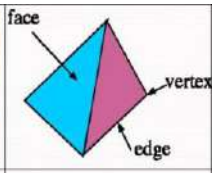
A glass

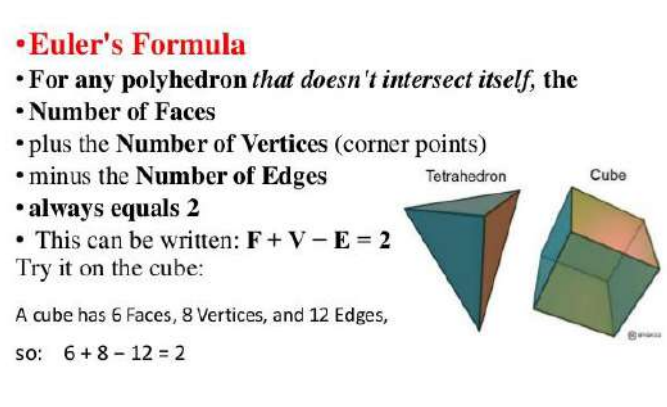


Side view



Top view

		
Faces (F)	6	4
Edges(E)	12	8
Vertices (V)	8	4



Learning outcomes: Learners will be able to:

- Understands various polyhedron
- Differentiate between 2D figures & 3D objects
- Form 3D objects
- Find the Faces, Edges & Vertices of solid shapes
- View different sections of a solid in different ways
- Represent 3D shapes on a plane surface such as sheet of paper, black board etc.
- Make nets of various shapes like cuboids, cubes, pyramids, prisms, etc. And from nets make the shapes and establish relationship among vertices, edges and surfaces
- Verify Euler's relation through pattern

Application:

- Learner can use this concept to solve problems based on directions.
- Skill to draw the map of a location
- Skill to represent various views of a solid

ICT Integrated:

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize and revise all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of the learners during classroom discussions, activities and oral questionnaire for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

Vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Ms.Shweta Mishra
Class: 8

Subject: Mathematics No. of periods: 12

Topic: Mensuration -I,II

Subtopics:

- Area of trapezium
- Area of general quadrilateral
- Area of a polygon
- Solid shapes
- Surface area of cube, cuboid and cylinders
- Volume of cube, cuboid and cylinder
- Volume and Capacity

Specific objective: Students will be able:

- To calculate the area of various 2D figures
- To identify curved surface and total surface of solids
- To calculate surface area and volume of solids like cuboid , cylinder ,etc

Methodology:

Problem solving method and strategic thinking, Inductive and deductive method, Demonstration Method, Explanation Method (learning method), Activity based teaching.

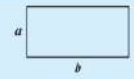
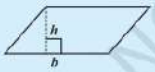
Activities:

- Calculate area and perimeter of a room.
- Identify how changes in dimensions affect area and perimeter.
- Finding area of irregular polygon by dividing into triangles and trapeziums. *(Mathematics La*
Activity)
- Identify how changes in dimensions affect volumes.
- Deducing the formula for calculating lateral surface area of cylinder. *(Mathematics Lab Activity)*

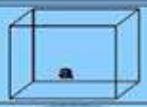
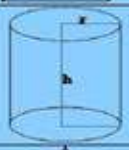
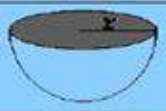
Resources:

Common polygon shapes, chart paper, textbook, white board, marker.

Board work:

Diagram	Shape	Area
	rectangle	$a \times a$
	square	$b \times h$
	triangle	πb^2
	parallelogram	$\frac{1}{2} b \times h$
	circle	$a \times b$

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Name	Figure	Curved Surface Area	Total Surface Area	Volume
Cuboid		$2(l+b)h$	$2(lb+bh+hl)$	lbh
Cube		$4a^2$	$6a^2$	a^2
Right Circular Cylinder		$2\pi rh$	$2\pi r(h+r)$	$\pi r^2 h$
Right Circular Cone		πrl	$\pi r(l+r)$	$\frac{1}{3}\pi r^2 h$
Sphere		$4\pi r^2$	$4\pi r^2$	$\frac{4}{3}\pi r^3$
Solid Hemisphere		$2\pi r^2$	$3\pi r^2$	$\frac{2}{3}\pi r^3$
Hollow Hemisphere		$2\pi r^2$	$2\pi r^2$	$\frac{2}{3}\pi r^3$

Learning outcomes: Learners will be able to:

- Use the formulae and concept of perimeter and area in various real life situations
- Learn the difference between surface area and volume of a solid
- Estimate the area of shapes like trapezium and other polygons by using square grid/ graph sheet and verifies using formulas.
- Find the area of a polygon.
- Find surface area and volume of cuboidal and cylindrical object

Application:

- Learner can use this concept to solve problems based on directions.
- Formation of formula to find surface area of cube, cuboid and cylinder
- Students will be able to use the formulae and concept of perimeter and area in various real life situations

ICT Integrated:

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize and revise all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of the learners during classroom discussions, activities and oral questionnaire for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

Vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name Ms.Shweta Mishra Class: 8

Subject: Mathematics No. of periods: 6

Topic: Playing with Numbers

Subtopics:

- Letters for digits
- Tests of divisibility

Specific objective: Students will be able:

- Magic squares of 3x3 and 4x4 sizes
- Express the number in the general form 100A + 10B +C
- Test the divisibility of the numbers
- Explore number patterns
- Applies divisibility rules on numbers.

Methodology:

Problem solving method and strategic thinking, Inductive and deductive method, Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Prepare a chart showing the divisibility rules along with examples of each.
- Apply the divisibility rule on the given numbers and find factors

Resources:

Chart paper, A4 sheets, textbook, white board, marker.

Board work:

Rules of Divisibility

Divisible by	Conditions	Examples
2	Last digit is 0, 2, 4, 6, or 8	752, 300678, 890
3	Sum of the digits is divisible by 3	5673 5+6+7+3 = 21 21 ÷ 3 = 7
4	Last two digits is divisible by 4	7624 24 ÷ 4 = 6
5	Last digit is 0 or 5	670, 735
6	Number is divisible by 2 and 3	8862 8+8+6+2 = 24 24 ÷ 3 = 8
7	Double the value of the last digit and subtract the result from the rest of the number. The answer is divisible by 7.	385 38 – (2 × 5) = 28 28 ÷ 7 = 4
8	Last three digits of a number is divisible by 8.	1800 800 ÷ 8 = 100
9	Sum of the digits is divisible by 9	378 3 + 7 + 8 = 18 18 ÷ 9 = 2
10	Last digit is 0	8740

Theory

Divisibility by 2

If last digit is

0, 2, 4, 6, 8

Divisibility by 3

If Sum of digit is divisible by 3

Divisible by 4

If last 2 digits are divisible by 4

Divisibility by 5

If its last digit is either 0 or 5

Divisibility by 6

If its divisible by 2 & 3

Divisible by 8

If last 3 digits are Divisible by 8

Divisibility by 9

If sum of its digits is divisible by 9

Divisibility by 10

If last digit is 0

Divisible by 11

If Sum of digits at odd place – Sum of digits at even Place = 0 or Number divisible by 11

We have

$$\begin{array}{r} 3\ A \\ +\ 2\ 5 \\ \hline B\ 2 \end{array}$$

A + 5, we get a unit digit 2

For A = 7, we get 7 + 5 = 12

∴ The value of B = 1(carried on) + 3 + 2 = 6

Thus the addition is

$$\begin{array}{r} 3\ 7 \\ +\ 2\ 5 \\ \hline 6\ 2 \end{array}$$

Hence A = 7 and B = 6

Learning outcomes: Learners will be able to:

- Express two and three digit numbers in generalized form
- Use generalized form of the numbers to explain the working of puzzles
- Understand the concept behind the test for divisibility of number
- Prove divisibility rules of 2, 3,4, 5, 6, 9 and 11
- Applies divisibility rules on numbers.
- Prepares and solves different number games.

Application:

- Learner can use this concept to solve problems based on directions.
- Learners will be able to solve number puzzles and games.
- Comparing and analyzing numbers based on divisibility
- Finding logic and applying on similar cases.

ICT Integrated:

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize and revise all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of the learners during classroom discussions, activities and oral questionnaire for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

Vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Ms.Shweta Mishra

Class: 8

Subject: Mathematics No. of periods: 10

Topic: Frequency distribution and Graph

Histogram, Pie chart and Line Graph

Subtopics:

- Linear graphs
- Applications of graphs

Specific objective: Students will be able:

- To plot a point a coordinate plane using coordinate axes
- To represent the comparative data pictorially with the help of a line graph
- Identifies different graphs

Methodology:

Problem solving method and strategic thinking, Inductive and deductive method, Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

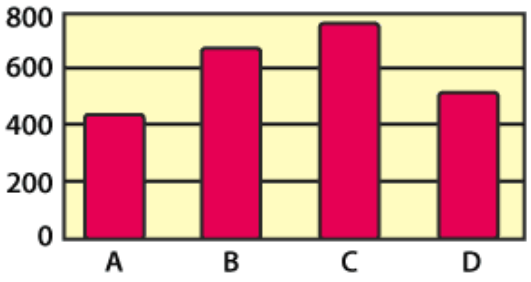
- Create Histograms, Pie charts and Line graphs according to the given information. Interpret data from them and answer the questions that follow. *(SE Activity)*

Resources:

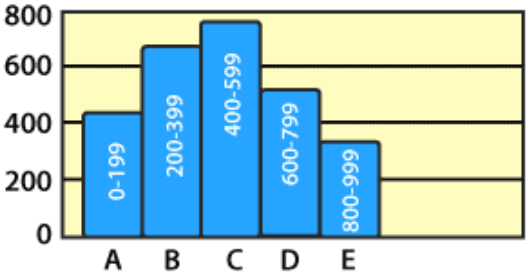
Graph papers, worksheet, textbook, white board, marker.

Board work:

Bar Graphs



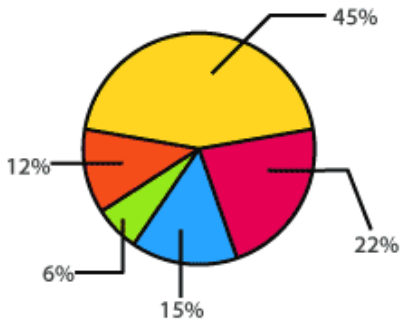
Histograms



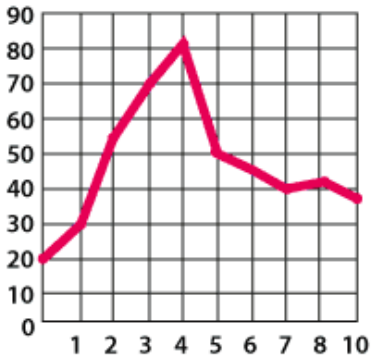
Frequency Table

Rulers of France		
Reign (Years)	Tally	Frequency
1-15	𝍸 𝍸 𝍸 III	18
16-30	𝍸 𝍸 I	11
31-45	𝍸 I	6
46-60	IIII	4
61-75	I	1

Circle Graph



Line Graphs

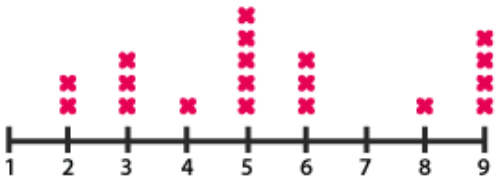


Stem and Leaf Plot

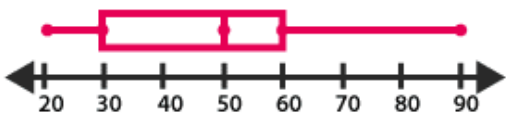
Stem	Leaf
0	1, 1, 2, 2, 3, 4, 4, 4, 4, 5, 8
1	0, 0, 0, 1, 1, 3, 7, 9
2	5, 5, 7, 7, 8, 8, 9, 9
3	0, 1, 1, 1, 2, 2, 2, 4, 5
4	0, 4, 8, 9
5	2, 6, 7, 7, 8
6	3, 6

Key : 6 | 3 = 63 Year

Line Plot



Box and Whisker Plot



Learning outcomes: Learners will be able to:

- Students will use the knowledge of plotting points in the line graphs
- They will learn to compare data with the help of line graphs
- Draw and interpret bar charts and pie charts.
- Understands the information from the graph.

Application:

- Learner can use this concept to solve problems based on directions.
- Represents the data on the graph and drawing conclusion from graph.

ICT Integrated:

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize and revise all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of the learners during classroom discussions, activities and oral questionnaire for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

Vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Ms.Shweta Mishra

Class: 8

Subject: Mathematics No. of periods: 6

Topic: Probability

Subtopic:

- Theoretical approach
- Deterministic operations

- Random experiment
- Chance and Probability

Specific objective: Students will be able:

- To learn theoretical approach to probability.
- Understand the meaning of probability
- Understand the meaning of the terms like a trial , an outcome and an event
- Find the probability of an event

Methodology:

Problem solving method and strategic thinking, Inductive and deductive method, Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Use the Probability tool to investigate the difference between experimental and theoretical probability on number cubes.
- Calculating probabilities using coin, dice, cards etc. *(Lab Activity)*

Resources:

Coins, dice, cards, situational questions, textbook, white board, marker.

Board work:

PROBABILITY

There are certain experiments whose outcomes have an equal chance of occurring.

A **random experiment** is one whose outcome cannot be predicted exactly in advance.

Outcomes of an experiment are **equally likely** if each has the same chance of occurring.

Probability of an event = $\frac{\text{Number of outcomes that make an event}}{\text{Total number of outcomes of the experiment}}$, when the outcomes are equally likely.

One or more outcomes of an experiment make an **event**.

Chances and probability are related to real life.

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Learning outcomes: Learners will be able to:

- Define probability
- Calculate probability for simple events
- Make hypotheses on chances of future events on the basis of its earlier occurrences or available da like , after repeated throws of dice and coins

Application:

- Learner can use this concept to solve problems based on given situations.

- Learners can acquire skill of pictorial representation of data.

ICT Integrated:

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize and revise all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of the learners during classroom discussions, activities and oral questionnaire for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

Vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ms. Mamta Umap **Class: 8**
Subject: ICT **Month- April**
Topic: 1. Networking Concepts **No. of periods: 4**

Subtopic:

- Devices required for a network
- Name different types of topologies
- How to access shared resources in a network?
- What is meant by protocol?

Specific objective:

Student will able

- How to connect to a network?
- Types of physical and wireless media
- How to access shared resources in a network?

Methodology: **Demonstration Method, Explanation Method (learning method), Activity-based teaching.**

Period 1: Before starting the chapter, ask the students to solve the question in 'Take Off' given on page 11 of the main course book.

While teaching this chapter, tell the students that the process of connecting computers and peripheral devices with each other to exchange data is called computer networking.

Tell the students about the meaning and basics of computer networks.

Period 2 : Share with the students the need for a computer network – for resource sharing and for communication.

Discuss with the students the advantages of a computer network.

Introduce network terms like Server (host computer) and Client (dependent on server).

Explain the different types of servers to the students covering dedicated server, print server, database server, network server and web server.

Period 3: Tell the students about the components required for a network covering NIC, hub/switch, router, modem and networking cable.

Share with the students that on the basis of the geographical area covered, the networks can be classified into LAN (Local Area Network), MAN (Metropolitan Area Network), WAN (Wide Area Network), PAN (Personal Area Network) and CAN

(Campus Area Network).

Introduce Topology as the geometric arrangement of computers or nodes in a network.

Explain the difference between different types of topologies covering bus topology, ring topology, star topology, tree topology and mesh topology.

Period 4: The children are taken to the lab and activities related to computer are practiced.

Activities:

- Identify various types of network and make a chart of it.
- Copy a file from the shared drive to your computer
- Connect your computer to the network.
- Identify which network we are having in our computer lab and house/school.
- Class discussion (individual/ paired or group)
- List all the devices they can think of with Bluetooth and how they interact.
- An example would be a phone and a wireless speaker. To test the range of Bluetooth they can play music through the speaker and measure the clarity with each meter they go further from the speaker. This will help consolidate the various facts about Bluetooth PANs.

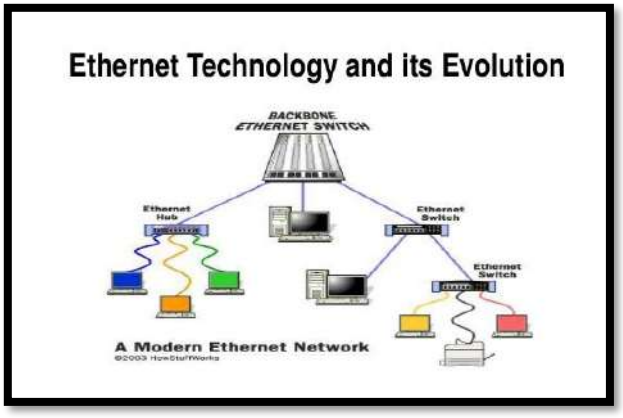
Learning outcomes:

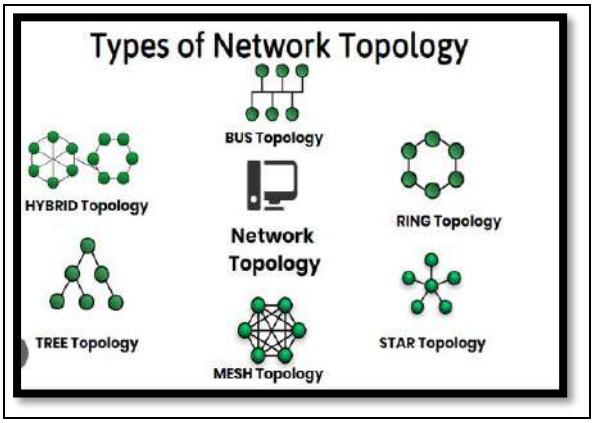
- The students understand working of network and how resources are shared in network.
- The students understand the types of network.
- The Students are able to share resources on network.

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation:

Class assessment





Extra questions :

1. Write two advantages of 4G over 3G Mobile Telecommunication Technologies in terms of speed and services
2. What is a spam mail?

Recapitulation: Recap would be done by practical work in the Lab & through class test.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name:Ms. Mamta Umap
Class: 8
Subject: ICT **Month: June**
Topic: 2. Log On to Access **No. of periods: 4 -5**

Subtopic:

- Opening an Image for Editing
- Understanding Krita Tools
- Components of Krita
- Creating a New File
- Saving an Image

Specific objective:

Student will able

- To start Krita
- To edit image with the help of Tools
- To save an image

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Before starting the chapter, ask the students to solve the question in 'Take Off' given on page 27 of the main course book.

While teaching this chapter, tell the students about image editing.

Introduce the students to free and open source Krita Software.

Period 2 & 3: Tell the students about the various tabs available in the create new document dialog box.

Demonstrate various Krita tools available in Krita for creating and editing Images.

Explain to the students different tools:

Period 4: The teacher will ask few questions related to the previous weeks classes and then she continues the class. Ask the students to solve the exercise 'Double Tap' given on page 36.

Period 5: The student are taken to the lab and activities related to computer are practiced.

Activities:

- Show the use of Tools to edit an image in krita.
- Copy a part of an image to another image. For example copying an image of the kite from one file to another.
- After explaining the chapter, let the students do the exercises given on Pages 38 and 39 in the main course book. Tell the students to try sections such as "Scratch Your Brain' and 'Go Online' given on page 38 and 39 in the main course book.
- Take the students to the computer lab and let them practice the activity given in the DIY In The Lab section on page 39 in the main course book. This will enhance the ability of the students and serve as a creativity and information literacy activity.

Learning outcomes:

- The students will understand the uses of Krita-Image Editing.
- The students will understand the components of Krita-Image Editing window.
- The Students will be able to use different tools used in Krita-Image Editing.

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment

Extra questions

Ask the students some oral questions based on this chapter.

Q. What is the Image editng?

Q. What is Krita?

Q. What is the process to start Krita?

Q. Name any two components of Krita.

Q. What is Resolution?

Q. What do you mean by cropping?

Q. What do you mean by Clonning an image?

Q. Which tool is used to type text?

Q. Which key is used to select the Crop tool?

Recapitulation: Recap would be done by practical work in the class & through class test.

- Homework/ worksheets:
- Textbook Exercise (pg 38to 39) in TB
- Notebook writing

Reference: TOUCHPAD PLUS Ver 4.0 with Krita

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ms. Mamta Umap **Class: 8**

Subject: ICT **Month: July**

Topic: 4. Images, Links and Frames in HTML5 **No. of periods: 4 -5**

Subtopic:

- Inserting Images
- Linking Web Pages
- Creating Marquee
- Frames

Specific objective:

Student will be able:

- Make the students understand that a hyperlink is an underlined text or an image which when clicked takes the user to some other location.
- Tell the students that <IMG> tag is used to insert images and it takes the attributes as SRC, WIDTH, HEIGHT, ALIGN, BORDER and ALT.

Methodology: **Explanation Method (learning method), Activity based teaching.**

Period 1: Before starting the chapter, ask the students to solve the question in 'Take Off' given on page 53 of the main course book.

While teaching this chapter, tell the students that HTML5 allows inserting images and frames on web pages as well as interlinking them.

Tell the students that HTML5 supports JPEG, GIF and PNG image formats.

Period 2:

Demonstrate to the students the use of <IMG> tag and its attributes.

Make the students understand that a hyperlink is an underlined text or an image which when clicked takes the user to some other location.

Period 3: Let the students know that the HTML5 <audio> and <video> tags allow us to add media to a website.

Period 4:

Introduce Frames as a feature to display more than one web page on a single screen of the web browser.

Explain the use of <IFRAME> tag to create and define frames on a web page.

Tell the students that the <IFRAME> tag can take SRC, Height, Width and Name as attributes.

Demonstrate the use of <IFRAME> tags to create frames on a web page.

Ask the students to solve the exercise 'Double Tap' given on pages 54 and 64.

Period 5: After explaining the chapter, let the students do the exercises given on Pages 68, 69 and 70 in the main course book. Tell the students to try sections such as "Scratch Your Brain' and 'Go Online' given on page 69 in the main course book.

Activities: Ask the students to create an e-shopping web site listing categories of items on home page and details of items on separate category pages. Ask the students to create an e-shopping web site listing categories of items on home page and details of items on separate category pages.

Learning outcomes:

- This will enhance the ability of the students and serve as a Subject Enrichment activity.
- Students will learn about all functionalities in our web pages, inserting images , creating marquee, linking web pages and creating frames.
- The student will able to understand the concept of table, section in HTML page.
- Student will be able to create table in web page and can merge column and row in it

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation:

Class assessment

Q. Which tag is used to insert images on a web page?

Q. State the use of SRC / WIDTH / ALIGN /ALT attribute of IMG tag.

Q. Which tag is used to link web pages?

Q. What allows us to display links as buttons?

Q. Which tags in HTML5 allow us to add media to a website?

Q. Which file formats are currently supported to embed audio in HTML5?

Q. Name the attributes that can be taken by IFRAME tag.

Recapitulation: Recap would be done by practical work in the class and through class test.

- Homework/ worksheets: Textbook Exercise (pg no.68-69) in TB
- Notebook writing

Reference: TOUCHPAD PLUS Ver 4.0 with Krita

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ms. Mamta Umap
Class: 8

Subject: ICT **Month: July**
Topic: 5. Forms in HTML5 **No. of periods: 4 -5**

Subtopic:

- What Is a Form in HTML5?
- The <FORM> Tag
- The <INPUT> Tag
- The <SELECT> Tag
- The <TEXTAREA> Tag

Specific objective:

Student will be able:

- Make the students aware of ROWS and COLS attributes of the<TEXTAREA> tag.
- Let them know about the <FORM> tag and its attributes.

Methodology: **Explanation Method (learning method), Activity based teaching.**

Period 1: Before starting the chapter, ask the students to solve the question in 'Take Off' given on page 72 of the main course book.

Period 2:

Begin with introduction of HTML5 form as an interface of a web page that enables the user to enter data that is to be sent to the server for further processing.

Let them know about the <FORM> tag and its attributes.

Make the students understand that radio buttons are are used when the user has to make a selection among multiple choices or options.

Period 3:

Explain to the students how password field is added in the form under the <INPUT> tag.

Let them know about the <SELECT> tag, explaining that it is used to add a drop-down list in the form.

Explain to the students that the <TEXTAREA> tag is used to create a multi-line text box that can accept log text values.

Make the students aware of ROWS and COLS attributes of the<TEXTAREA> tag.

Period 4:

Ask the students to solve the exercise ‘Double Tap’ given on page 73.

After explaining the chapter, let the students do the exercises given on pages 82 and 83 in the main course book. Tell the students to try sections such as ‘Scratch Your Brain’ and ‘Go Online’ given on pages 83 and 84 in the main course book.

Period 5: Take the students to the computer lab and let them practise the activity given in the DIY In The Lab section on page 84 in the main course book. This will enhance the ability of the students and serve as a critical thinking and technology literacy activity.

Activities:

- Ask the students to complete the elements like ‘Interdisciplinary Learning’ given on page 78 and ‘Experiential Learning’ given on page 82 in the computer lab.
- Ask the students to create a registration form for participation in Annual Sports Event of the school. Ask them to invent and add the necessary details at their own.

Learning outcomes:

- This will enhance the ability of the students and serve as a Subject Enrichment activity.
- Make the students aware of the <INPUT> tag and its attributes.

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation:

Class assessment

Q. What is a form in HTML5??

Q. What is the <FORM> tag used for?

Q. Name the attributes of the<FORM> tag.

Q. Define the <INPUT> tag.

Q. What is the use of the Radio attribute of the <INPUT> tag?

Q. What is the use of the <SELECT> tag?

Q. Which attributes of the <TEXTAREA> can specify the number of rows and columns we want in text area?

Recapitulation: Recap would be done by practical work in the class and through class test.

- Homework/ worksheets: Textbook Exercise (pg no.82-83) in TB
- Notebook writing

Reference: TOUCHPAD PLUS Ver 4.0 with Krita

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ms. Mamta Umap **Class: 8**

Subject: ICT **Month: August**

Topic: 3. Trending Technologies **No. of periods: 4 -5**

Subtopic:

- Students will learn about
- Artificial Intelligence
- 3D Printing
- RPA (Robotic Process Automation)
- Internet of Things
- Robotics
- Data Science
- Edge Computing
- Augmented Reality and Virtual Reality

Specific objective:

Student will be able:

- Let them know about the artificial intelligence and explain to them that AI is a part of almost everything we use today such as smartphones, cars and banks.
- Make the students aware of Robotics.

Methodology: **Explanation Method (learning method), Activity based teaching.**

Period 1: Before starting the chapter, ask the students to solve the question in 'Take Off' given on page 41 of the main course book.

Begin with introduction of trending technologies as newer technologies evolving every day across the globe.

Period 2:

we use today such as smartphones, cars and banks.

Make the students aware of Robotics.

Make the students understand the robotic process automation.

Explain some robots to the students.

Period 3:

Let them know about machine learning.

Explain to the students that data science is a field of study that combines domain expertise, programming skills and knowledge of mathematics and statistics to extract meaningful insights from data.

Make the students aware of Internet of Things (IoT).

Period 4: Let them know that Edge computing is a subsection of cloud computing.
Explain the terms Augmented Reality and Virtual Reality to the students.
Also make the students aware of the process of 3D Printing.
Ask the students to solve the exercise 'Double Tap' given on page 44.

Activities:

- Find out more about each of the technological developments given in the chapter.

Learning outcomes:

- This will enhance the ability of the students and serve as a Subject Enrichment activity.
- Students will learn about different technologies.

Application: Google Apps facilitates the provisioning of Google applications and user/enterprise management tools, including Gmail, Google Talk, Google Calendar, Google Docs, Google Videos and Google Cloud Connect.

Extra questions/ Class assessment/ Recapitulation:

Class assessment

Q. What is AI?
Q. Name some devices where AI is used.
Q. Define Robotics.
Q. What is Machine Learning?
Q. Define Data Science.
Q. Define Internet of Things (IoT).
Q. What is Edge computing?
Q. Differentiate between Augmented Reality and Virtual Reality.
Q. What is 3D printing?

Evaluation

After explaining the chapter, let the students do the exercises given on pages 48 and 49 in the main course book. Tell the students to try sections such as 'Scratch Your Brain' and 'Go Online' given on pages 49 and 50 in the main course book.

Recapitulation: Ask the students to try any digital assistant like Alexa or Siri and ask "What is Virtual Reality?"

Ask the students to find some more popular robots and their details other than the ones in the book.

- Homework/ worksheets:
- Textbook Exercise (pg no.48-49) in TB
- Notebook writing

Reference: TOUCHPAD PLUS Ver 4.0 with Krita

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ms. Mamta Umap **Class: 8**

Subject: ICT **Month: October**

Topic: 6. Algorithmic Intelligence **No. of periods: 2-3**

Subtopic:

Students will learn about

- Multiple Conditions in a Program
- Loops in a Program

Specific objective:

Student will be able:

- Let them know that the conditional statements are used in a program to instruct the computer to make a decision.
- Make the students aware of multiple conditions like If... And/Or... followed by Then... Else.

Methodology: **Explanation Method (learning method), Activity based teaching.**

Period 1: Before starting the chapter, ask the students to solve the question in 'Take Off' given on page 89 of the main course book.

Begin with introduction of multiple conditions in a program based on algorithmic intelligence.

Period 2:

Make the students understand that a loop is used to execute instructions or a block of code multiple times, without writing it repeatedly.

Explain to the students that a loop is a sequence of instructions when repeated for a fixed number of times or until the condition is true.

Period 3: Also let them know that there are two types of loops. They are Counting loops and Conditional loops.

Ask the students to solve the exercise 'Double Tap' given on page 90.

Activities:

- Discuss about some real-life examples of conditional situations to teach the concept of conditions.

Learning outcomes:

- This will enhance the ability of the students and serve as a Subject Enrichment activity.
- This will enhance the ability of the students and serve as a creativity and critical thinking activity.

Application: Ask the students to write any if-then-else conditional statements.

Extra questions/ Class assessment/ Recapitulation:

Class assessment

Q. Ask the students some oral questions based on this chapter.

Q. What are conditional statements used for?

Q. What is the result of the computer's decision for a condition?

Q. What is the result of 'If... And' condition in a program based on algorithmic intelligence?

Q. What is the result of 'If... Or' condition in a program based on algorithmic intelligence?

Q. What is a loop?

Q. What is a loop used for?

Q. What is infinite loop?

Q. How many types of loops are there in a program? Name them.

Evaluation

Take the students to the computer lab and let them practice the activity given in the DIY In The Lab section on page 94 in the main course book. This will enhance the ability of the students and serve as a creativity and critical thinking activity.

Recapitulation: Ask the students to complete the elements like 'Interdisciplinary Learning' given on page 90 and 'Experiential Learning' given on page on page 92 .

- Homework/ worksheets:
- Textbook Exercise (pg no.93) in TB
- Notebook writing

Reference: TOUCHPAD PLUS Ver 4.0 with Krita

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Ms. Mamta Umap Class: 8

Subject: ICT

Topic: 7. Loops in Python

No. of periods:4

Subtopic:

Students will learn about

- The FOR Statement
- The WHILE Statements
- Infinite Loop + Jump Statements
- Some More Programs

Specific objective:

Student will be able:

- While teaching this chapter, tell the students about Python has some looping statements.
- Let the students know that Python provides two types of looping statements - for and while.

Methodology: **Explanation Method (learning method), Activity based teaching.**

Period 1: Before starting the chapter, ask the students to solve the question in 'Take Off' given on page 97 of the main course book.

While teaching this chapter get Python revised for the students and repeat the features of Python from the earlier class.

Period 2: Explain to the students that the for statement executes a simple or compound state for a fixed number of times.

Make the students aware of the fact that the while statement executes a set of statements repeatedly until the logical expression evaluates to true.

Let the students know that an infinite loop is one in which if the condition given in a loop never becomes false, then the loop will never terminate and run indefinitely.

Period 3:

Explain to the students that jumping statements in Python are used in a situation when the control of the program needs to be transferred out of the looping body, even if all the values of the iterations of the loop have not been completed.

Demonstrate to the students the steps involved in using these statements using programs and syntax are:

a. FOR statement

• using the range() statement

Period 4:

b. WHILE statement

• infinite loop • while loop using else statement

c. JUMP statement

• break statement • continue statement

Take the students to the computer lab and let them practice of different program using loops.

Activities: Ask the students to complete the elements like 'Interdisciplinary Learning' given on page 102 in the computer lab.

Take the students to the computer lab and let them practise the activity given in the DIY In The Lab section on page 108 in the main course book.

Learning outcomes:

- Student will able to write program in python.
- Student will understand the concept of branching execution, Using multiple conditions
- Using loop.
  Student will able to use loops in program.
- This will enhance the ability of the students and serve as a critical thinking and technology literacy activity.

Application: Ask the students to make a list of series where you can apply the FOR and JUMP statements.

Extra questions/ Class assessment/ Recapitulation:

Class assessment

Q What are looping statement?

Q. How many types of looping statements does Python provide? Name them.

Q. What is the function of FOR statement?

Q. What is range() function?

Q. What is the function of WHILE statement?

Q. What is an infinite loop?

Q. What is the function of JUMP statement?

Q. What is a break statement in Python?

Q. What is the continue statement in Python?

Recapitulation: Recap would be done by practical work in the class through class test.

Homework/ worksheets: Yes

- Textbook Exercise (pg no.106) in TB
- Notebook writing (pg.no 106 and 107)in NB

Reference: Google, Internet, TOUCHPAD PLUS Ver 4.0 with Krita

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Ms. Mamta Umap Class: 8
Subject: ICT
Topic: 8. Functions and String in Python No. of periods:4-5

Subtopic:
Students will learn about

- The FOR Statement

- Some More Programs
- String

Specific objective:

Student will be able:

- While teaching this chapter, tell the students about Python has some looping statements.
- Explain the types of Functions in Python to the students:
- explain to the students about how to call a function.

Methodology: **Explanation Method (learning method), Activity based teaching.**

Period 1: Before starting the chapter, ask the students to solve the question in 'Take Off' given on page 110 of the main course book.

Define the meaning of functions in Python to the students along with:

• Features • Components

Period 2:

. Explain the types of Functions in Python to the students:

• Built-in • User-defined

Period 3:

Tell the students about creating a function and define the ways for:

• Defining a function • Naming a function

• Supply Parameters • Body of the function

Also, explain to the students about how to call a function

Period 4: Tell the meaning of string to the students and define the following:

• Creating Strings • Multi-line Strings

• Using Escape Sequences with Strings • Traversing a String

• String Operators • String Built-in Functions

Activities: Ask the students to complete the elements like 'Interdisciplinary Learning' given on page 113 in the computer lab.

Take the students to the computer lab and let them practise the activity given in the DIY In The Lab section in the main course book.

Learning outcomes:

- Student will able to write program in python.
- Student will understand the concept of branching execution, Using multiple conditions
- Using loop.

  Student will able to use loops in program.
- This will enhance the ability of the students and serve as a critical thinking and technology literacy activity.

Application: Ask the students to create a program in Python using functions.

With string functions, you can create expressions in Access that manipulate text in a variety of ways.

Extra questions/ Class assessment/ Recapitulation:

Class assessment

Ask the students some oral questions based on this chapter.

Q. What is a function?

Q. What are the components of a function?

Q. What are the types of a function?

Q. Explain the following:

a. Defining a function

b. Calling a function

c. Naming a function

d. Creating a function

Q. What is a String?

Q. Explain the following:

a. Multi-line strings

b. Traversing a string

Q. Name the string built-in functions included in Python.

Recapitulation: Recap would be done by practical work in the class through class test.

Homework/ worksheets: Yes

- Textbook Exercise (pg no.119) in TB
- Notebook writing (pg.no 120)in NB

Reference: Google, Internet, TOUCHPAD PLUS Ver 4.0 with Krita

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Ms. Mamta Umap Class: 8

Subject: ICT

Topic: 9. List in Python No. of periods:3-4

Subtopic:

Students will learn about

- Creating a List
- Changing the List Element
- Traversing a List
- Slicing the List
- List Methods
- Adding an Element to the List

- Python Functions
- Operations on a List

Specific objective:

Student will be able:

- Make the students aware of a nested list.
- Let them know about slicing the list.

Methodology: **Explanation Method (learning method), Activity based teaching.**

Period 1: Before starting the chapter, ask the students to solve the question in 'Take Off' given on page 124 of the main course book.

Begin with introduction of list as a sequence of multiple values.

Let them know about how to create a list in Python.

Make the students aware of a nested list.

Make the students understand how to change the list elements.

Period 2:

Explain to the students that traversing means accessing or visiting the elements of a list.

Let them know about slicing the list.

Explain to the students that Python provides various built-in list methods.

Make the students aware of adding an an element to a list.

Period 3:

Let them know that Python also provides various built-in list functions.

Explain to the students various list operations like joining lists, repeating lists, slicing lists and comparing list.

Ask the students to solve the exercise 'Double Tap' given on page 125 and 130.

Activities: Ask the students to complete the elements like 'Interdisciplinary Learning' given on page 128 in the computer lab.

Take the students to the computer lab and let them practice the activity given in the DIY In The Lab section in the main course book.

Learning outcomes:

- Student will able to write program in python.
- Student will understand the concept of branching execution, Using multiple conditions
- Using loop, Traversing a List, List Methods . .
- Student will able to use loops in program.
- This will enhance the ability of the students and serve as a critical thinking and technology literacy activity.

Application: Ask the students to create a program in Python using list, traversing list.

Extra questions/ Class assessment/ Recapitulation:

Class assessment

Ask the students some oral questions based on this chapter.

What is a list in Python?

Q. For what does Python use lists?

Q. What is a nested list?
Q. How are lists mutable?
Q. What do you mean by traversing a list?
Q. What is indexing?
Q. What does list slicing refer to?
Q. Name some built-in list methods provided by Python.
Q. Name some built-in list Python list functions.
Q. Name various list operations provided by Python.

Recapitulation: Recap would be done by practical work in the class through class test.

Homework/ worksheets: Yes

- Textbook Exercise (pg no.132,133) in TB
- Notebook writing (pg.no 133)in NB
- Lab /coding :pg.no.134

Reference: Google, Internet, TOUCHPAD PLUS Ver 4.0 with Krita

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Ms. Mamta Umap Class: 8
Subject: ICT
Topic: 10. Domains of AI No. of periods:3-4

Subtopic:
Students will learn about

- Functions String
- Natural Language Processing (NLP)
- Big Data + Computer Vision (CV)
- Advantages of Artificial Intelligence

Specific objective:

Student will be able to understand :

- What is Robotics?
- Robots around the world
-

Methodology: **Explanation Method (learning method), Activity based teaching.**

Period 1: Before starting the chapter, ask the students to solve the question in 'Take Off' given on page 142 of the main course book.

Begin with introduction of AI as the part of computer science concerned with designing intelligent computer systems, i.e. systems that exhibit characteristics we associate with intelligence in human behaviour.

Period 2:

Let them know that there are different approaches or domains to achieve artificial intelligence.

Explain the following to the students along with proper examples:

- Natural Language Processing (NLP)
- Big Data
- Computer Vision (CV)

Make the students aware of applications of Natural Language Processing.

Period 3:

Make the students aware of the usage of big data in AI.

Let the students know about the applications of computer vision.

Ask the students to solve the exercise 'Double Tap' given on page number 144.

Activities: Ask the students to complete the elements like 'Interdisciplinary Learning' given on page 143 in the computer lab.

After explaining the chapter, let the students do the exercises given on pages 145 and 146 in the main course book. Tell the students to try sections such as "Scratch Your Brain', 'Go Online' and 'A Better Me' given on pages 146 and 147 in the main course book.

Learning outcomes:

- The students will understand the importance of AI.
- Student will be able to understand the impact of A.I on our lifestyle.

Student will understand various examples of A.I in various fields.

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation:

Class assessment

Ask the students some oral questions based on this chapter.

What is a list in Python?

Q. Define AI.

Q. Name the different approaches or domains to achieve artificial intelligence.

Q. What is NLP?

Q. Name any one application of Natural Language Processing.

Q. What is Big Data?

Q. Name the biggest data provider of consumer habits, likes and dislikes, activities and personal preferences which were otherwise not possible.

Q. Explain Computer Vision.

Q. Name any one application of computer vision.

Q. Why is computer vision used in drones?

Q. What is the use of computer vision in healthcare industry?

Recapitulation: Recap would be done by practical work in the class through class test.

Homework/ worksheets: Yes

- Textbook Exercise (pg no.145 in TB
- Notebook writing (pg.no 146)in NB
- Lab /coding :pg.no. 147

Reference: Google, Internet, TOUCHPAD PLUS Ver 4.0 with Krita

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Ms. Mamta Umap Class: 8
Subject: ICT
Topic: 11. Future of AI No. of periods:3-4

Subtopic:
Students will learn about

- Automated Transportation
- Safety and Security
- Traffic Management
- Smart Homes and Cities
- Smart Highway
- Healthcare Industries
- AI in Education
- AI in Finance
- AI in Military and Cybersecurity

Specific objective:

Student will be able to understand :

- know about automated transportation.
- aware of safety and security under AI.
- AI has great potential to boost an individual's economic status.

Methodology: **Explanation Method (learning method), Activity based teaching.**

Period 1: Before starting the chapter, ask the students to solve the question in 'Take Off' given on page 149 of the main course book.

Begin with introduction of the influence of AI while evolving from machine intelligence to artificial general intelligence in three stages.

Period 2:

Let them know about automated transportation.

Make the students aware of safety and security under AI.

Make the students understand how AI can revolutionise the way traffic can be controlled and managed in cities.

Period 3:

Explain to the students that AI enabled homes will let us turn on our lights, play favourite music or change our room temperature at the tap of our smartphones.

Let them know how smart highways are used for monitoring the condition of the road, traffic levels and the speed of the vehicles.

Make the students aware of Google's DeepMind which has already beaten doctors in detecting fatal diseases like breast cancer in its early detection.

Activities: Ask the students to complete the elements like 'Experiential Learning' given on page 154 at home and show it to him/her the next day.

After explaining the chapter, let the students do the exercises given on pages 154 and 155 in the main course book. Tell the students to try sections such as 'Scratch Your Brain' and 'Go Online' given on pages 155 and 156 in the main course book.

Learning outcomes:

- The students will understand the importance of AI.
- Student will be able to understand the impact of A.I on our lifestyle.

  Student will understand various examples of A.I in various fields.

Application: Ask the students to explore more prospects of AI in future. Ask them to find how AI can help in sports.

Extra questions/ Class assessment/ Recapitulation:

Class assessment

Ask the students some oral questions based on this chapter.

Ask the students some oral questions based on this chapter.

Q. When was testing for a self-driving car begun by Google?

Q. How can CCTV based monitoring using AI help in building surveillance systems?

Q. How can congestion on the road be reduced using AI?

Q. What is the concept of smart cities?

Q. What do you mean by a smart highway?

Q. What is the function of Google's DeepMind?

Q What is the use of AI algorithms in finance?

Q. How is AI enhancing the security of a nation?

Recapitulation: Recap would be done by practical work in the class through class test.

Homework/ worksheets: Yes

- Textbook Exercise (pg. no.154) in TB
- Notebook writing (pg.no 155)in NB
- Lab /coding :pg.no. 156

Reference: Google, Internet, TOUCHPAD PLUS Ver 4.0 with Krita

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2025-26)

Teacher's Name – Ms. Pranita Sharma
Grade - VIII

Subject - German
Month – April,June

Topic – L1. Stefan, wie geht's dir?
No. of Periods - 22

Subtopic: Personal pronouns in dativ. Interrogative question "wem?"

Specific objective:

Students will be able to ask and give information about the wellbeing of a person. Students will be able to name some common ailments and remedies.
Students will know the interrogative question "Wem?"

Methodology: Explanation, dialogue delivery between students, and interaction with students.

Activity: Making students do dialogue delivery in the class in German.

Resources: Making the students read texts in the book.

Learning outcomes: Students can ask about the wellbeing of a person.

Students can name the common ailments and remedies.

Students can make questions with "Wem?"

Application: naming of ailments and remedies.

Extra questions/ Class assessment/ Recapitulation: Reading texts from the book, doing exercises from the workbook.

Homework/worksheet: Exercises in the workbook and reading the texts from the book.

Reference: Deutsch und ich 3

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2025-26)

Teacher's Name – Ms. Pranita Sharma
Grade - VIII

Subject - German
Month – July

Topic – L**2. Gesund leben** **No. of Periods - 6**

Subtopic: Modal verbs: dürfen and sollen. Subordinate clause: "weil".
Word: schaden

Specific objective:

Students will be able to use modal verbs sollen and duerfen.

Students will be able to use the subordinate clause: "weil".

Students can make sentences with "schaden".

Methodology: Explanation, make sentences with "sollen" and "duerfen", and interaction with students.

Activity: Students will make sentences with sollen and duerfen. Students will make sentences with "weil".

Resources: Making the students read texts in the book. Solve the workbook.

Learning outcomes: Students will be able to use modal verbs- "dürfen' and "sollen"
students will be able to make sentences with subordinate clause- "weil"
Students can make the sentences with "schaden
Application: Write sentences with modal verbs, subordinate clause and schaden.

Extra questions/ Class assessment/ Recapitulation : Reading texts from the book, doing exercises from the workbook.

Homework/worksheet: Exercises in the workbook and reading the texts from the book.

Reference: Deutsch und ich 3

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2025-26)

Teacher's Name – Ms. Pranita Sharma
Grade - VIII

Subject - German
Month – August

Topic – L3. . Was hast du für deine Gesundheit getan? No. of Periods - 12

Subtopic: Make sentences Past (perfect) with regular and irregular verbs.

Specific objective:

Students will be able to give instructions.

Students will be able to write a mail giving wellbeing about their health.

Methodology: Explanation, dialogue delivery between students, and interaction with students.

Activity: Students will make sentences in imperative. Students will write a mail about their health.

Resources: Making the students read texts in the book. Solve the workbook.

Learning outcomes: Students can formulate instructions.

Students can write a mail on health.

Students can tell about past experiences and everyday events

Students can ask questions when something has happened and answer the same.

Application: Write sentences in imperative.

Extra questions/ Class assessment/ Recapitulation : Reading texts from the book, doing exercises from the workbook.

Homework/worksheet: Exercises in the workbook and reading the texts from the book

Reference: Deutsch und ich 3

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2025-26)

Teacher's Name – Ms. Pranita Sharma
Grade - VIII

Subject - German
Month – October

Topic – L**4. Wo ist Tina?** **No. of Periods - 12**

Subtopic: Interrogative pronoun "Wo?", Dative, Verb-"Wissen", and make indirect questions.

Specific objective:

Students will be able to tell the whereabouts of a person or a place. Students can fix a place of meeting. Students will be able to talk about the places of meeting.

Methodology: Explanation, dialogue delivery between students, and interaction with students.

Activity: Students will talk about where a thing is in the class. Write sentences with the use of articles in Dative.

Resources: Making the students read texts in the book. Solve the workbook.

Learning outcomes: Students can tell their whereabouts.

They can fix a place of meeting.

Students can talk about places of shopping.

Application: Students will be able to make sentences in dative.

Extra questions/ Class assessment/ Recapitulation : Reading texts from the book, doing exercises from the workbook.

Homework/worksheet: Exercises in the workbook and reading the texts from

the book.

Reference: Deutsch und ich 3

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2025-26)

Teacher's Name – Ms. Pranita Sharma
Grade - VIII

Subject - German
Month – November

Topic – L5. Hast du Lust, ins Kino zu gehen? No. of Periods - 9

Subtopic: Preposition of place. How to make questions with "Wohin?". Zu+ Infinitive and preposition in accusative.

Specific objective:

Students will know dative prepositions of place to answer to the question "Wo?"
Students will know the dative and accusative prepositions
Infinitiv with "zu"..

Methodology: Explanation, dialogue delivery between students, and interaction with students.

Activity: Students will make an imaginary city map. Students will make sentences to tell their way.

Resources: Making the students read texts in the book. Solve the workbook. Show them the PPT.

Learning outcomes: Students can make a question with "Wo?".

Students can form sentences by using dative and accusative prepositions.

Students will also be able to make sentences with zu+ Infinitive.

Application: Students can make a conversation by using dative and

accusative case.

Extra questions/ Class assessment/ Recapitulation : Reading texts from the book, doing exercises from the workbook.

Homework/worksheet: Exercises in the workbook and reading the texts from the book.

Reference: Deutsch und ich 3

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2025-26)

Teacher's Name – Ms. Pranita Sharma
Grade - VIII

Subject - German **Month- December,January**

Topic – L6. Ordnung muss sein! **No. of Periods - 21**

Subtopic: Question words "Wo?" and "Wohin?". Verbs in dative and accusative. Conjunctions

Specific objective:

Students will know dative prepositions of place to answer to the question "Wo?"
Students will know the dative and accusative prepositions
Infinitiv with "zu"..

Methodology: Explanation, dialogue delivery between students, and interaction with students.

Activity: Make sentences with "Wo?" and "wohin?". Make sentences with conjunctions oder, und, sondern, aber, denn. Make sentences with two part conjunctions: "zwar…..aber", "nicht nur…….sondern auch."

Resources: Making the students read texts in the book. Solve the workbook. Show them the PPT.

Learning outcomes: Students can make sentences with “Wo?” and “Wohin?”.

Students can use the conjunctions oder, und, sondern, aber, den and two part conjunctions:

“zwar…..aber”, “nicht nur…….sondern auch.”

Application: Students will be able to make better sentences.

Extra questions/ Class assessment/ Recapitulation: Reading texts from the book, doing exercises from the workbook.

Homework/worksheet: Exercises in the workbook and reading the texts from the book.

Reference: Deutsch und ich 3

MIS INTERNATIONAL SCHOOL

Lesson Plan

Grade –Vill

SOCIAL SCIENCE

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Vanita Singh **Class:** 8
Subject: SST History **No. of periods:** 5
Topic: Ch 1-What, How and When

Subtopic:
• Transition to the modern period
• New Rulers, A New Era
• Periodization ,Mapping
• Sources

Specific objective:
• Describe the classification of Indian history by Indian historians and different Sources.

Methodology:
• Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:

Activity:
• Read up about the Dutch, French and Portuguese trading posts in India. Find out the extent (number of years and areas they occupied) of their stay in our country, the items they traded and their influence on the Indian subcontinent. Discuss your findings in the class.
Research on the influence of the trading companies in your state. For example, collect information and the pictures of monuments, buildings, dams and bridges built by the British in the copy.

Resources:
Picture of Industrial Revolution, a pension document of British Army officials, a m by James Rennell and picture of India Gate, e-book, Google.com, vivadigital.in, text book, black board.

Learning outcomes:
• After studying this lesson, learners should be able to explain the problems faced by the British East India Company while setting up trade with India. Further, they should be able to explain how trade led to battles between

Application: 1. The students will use the keywords mention in the unit.
2. They will write the answers with the help of collected information

Extra questions/ Class assessment/ Recapitulation :
- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.

- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/worksheet: Questions from Exercise

Reference:
Wikipedia, charts, pictures, videos, newspaper articles and encyclopedia

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Vanita SIngh **Class:** 8
Subject: SST Geog **No. of periods:** 5
Topic: Ch-14 Resources

Subtopic:
• Natural resources • Man-made resources
• Human resources • Conservation of resources

Specific objective:
• Explain the term 'resources'
Define the terms 'natural resources', 'human-made resources' and 'human resources'
Explain the different ways of conserving natural resources
Explain the principles of sustainable development

Methodology:
• Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:

Activity:
• Ask students to research about solar energy and how it is used in various devices of daily use. Also, ask them to research on the extent of usage of wind energy in India and the places where windmills are set up.
Ask students to find out information about the famous water mill or 'Panchakki' located in Aurangabad district of Maharashtra.

Resources:
Blackboard, e-book, Google.com, text book, black board.

Learning outcomes:
• After studying this lesson, learners should be able to identify the different types o resources, namely natural, human-made and human. They should also be aware o the different ways of conserving resources. Further, they should be able to explain the principles of sustainable development.

Application: 1. The students will use the keywords mentioned in the unit.
2. They will write the answers with the help of collected information

Extra questions/ Class assessment/ Recapitulation :

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/worksheet: Questions from Exercise

Reference:
Wikipedia, charts, pictures, videos, newspaper articles and encyclopedia

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Vanita SIngh **Class:** 8
Subject: SST Social and Political Life **No. of periods:** 5
Topic: Ch-25 The Vision of Indian Constitution.

Subtopic:

- Need for laws
- Constitution, its need and role
- Amendments
- Law and the Constitution
- The Human Rights
- Law and dissent

Specific objective:

Explain the functions of a Constitution
Describe the preamble to the Indian Constitution Describe

the features of the Indian Constitution
Methodology: • Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:
Activity: • Make a scrapbook on some of the members of the Constituent Assembly and write a small description about each member. Make a list of 20 democratic countries and find out which of them are republics. Research on the amendments made to the Indian Constitution.
Resources: charts, pictures, videos, newspaper articles and encyclopedia
Learning outcomes: • After studying this lesson, students should be able to explain the meaning and functions of a Constitution and the principles that go into its making. They should also be able to describe the functions and the key features of the Indian Constitution.
Application: 1. The students will use the keywords mentioned in the unit. 2. They will write the answers with the help of collected information
Extra questions/ Class assessment/ Recapitulation : • At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts. • Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
Homework/worksheet: Questions from Exercise
Reference: Google.com, text book, black board.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Vanita SIngh **Class:** 8

Subject: SST history **No. of periods:** 5

Topic: Ch-2 The Expansion of British Power in India

Subtopic:

- Mercantilism in India
- The English East India Company
- The French East India Company
- Trade Wars

•The conquest of Bengal and Expansion of the Em

Specific objective:

Describe the setting up of the British East India Company and the first English factory in India

Explain how trade led to battles between the British East India Company and the Indian rulers

Expansion of the Company Rule Describe the different strategies adopted the British East India Company to expand its rule in India

Methodology:

•Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:

Activity:

• Read up about the Dutch, French and Portuguese trading posts in India. Find out the extent (number of years and areas they occupied) of their stay in our country, the items they traded and their influence on the Indian subcontinent. Discuss your findings in the class.

Research on the influence of the trading companies in your state. For example, collect information and the pictures of monuments, buildings, dams and bridges built by the British in the copy.

Resources:

Pictures of Vasco da Gama, the coat of arms of the East India Company, Joseph Dupleix, Nawab Siraj-ud-Daulah, Shah Alam II giving Lord Clive the grant of Diwani, Lord Wellesley and Lord Dalhousie, Tipu Sultan, Maharaja Ranjit Singh, Lord Cornwallis, Warren Hastings and map showing India at the beginning of colonial rule, e-book , Google.com, text book, black board.

Learning outcomes:

•After studying this lesson, learners should be able to explain the problems faced

by the British East India Company while setting up trade with India.

Application: 1. The students will use the keywords mentioned in the unit.
2. They will write the answers with the help of collected information

Extra questions/ Class assessment/ Recapitulation :

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/worksheet: Questions from Exercise

Reference:
Wikipedia, charts, pictures, videos, newspaper articles and encyclopedia

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Vanita SIngh **Class:** 8
Subject: SST Geog **No. of periods:** 5
Topic: Ch-22 & 23 What Is Disaster Management and Natural and Manmade Disasters.

Subtopic:

- Disaster
- Management of Disaster
- Natural Disasters
- Man- Made Disasters

•Nuclear Disaster

Specific objective:

- Explain the difference between natural disasters.
- Analyses how to manage disasters.

Methodology:
• Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:

Activity:
• Make a project on Disaster management.

Resources:
Board, PPT, Video and chart paper

Learning outcomes:
• After studying this lesson, learners should be able to describe how to manage disasters.
• After studying this lesson, learners should be able to describe causes of fires-related nuclear chemical terrorism-related disasters.

Application: 1. The students will use the keywords mentioned in the unit.
2. They will write the answers with the help of collected information

Extra questions/ Class assessment/ Recapitulation :

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/worksheet: Read the lesson.

Reference:
Wikipedia, charts, pictures, videos, newspaper articles and encyclopedia

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Vanita SIngh **Class:** 8
Subject: SST history **No. of periods:** 5
Topic: Ch-3 Rural Life and Society

Subtopic:

- Revenue Collection system in Mughal Period
- Revenue system under the British
- Transformation of Agriculture
- Peasant Uprising

• Case Study: Impact on Punjab and Bengal

Specific objective:

• Explain the reasons for the introduction of the land revenue systems by the British East India Company

Describe the land revenue systems introduced by the British East India Company after the assumption of the Diwani of Bengal

Methodology:

• Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:

Activity:

• Ask the students to do the following activities:

Visit a plantation and talk to the labourers working there. Collect information about their working conditions and the processes involved in obtaining the final product.

Research about 'The Haitian Revolution' and share the information with the class.

Resources:

Pictures of Bengal Famine in 1770, Thomas Munro, Physical map of Indian subcontinent showing the areas under different land revenue systems, picture of indigo production in Bengal, e-book, Google.com, text book, black board.

Learning outcomes:

• After studying this lesson, learners should be able to describe the land revenue systems introduced by the Company.

Application: 1. The students will use the keywords mentioned in the unit.
2. They will write the answers with the help of collected information

Extra questions/ Class assessment/ Recapitulation :

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/worksheet: Questions from Exercise

Reference:
Wikipedia, charts, pictures, videos, newspaper articles and encyclopedia

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Vanita SIngh **Class:** 8
Subject: SST **No. of periods:** 5
Topic: Ch-4 Colonialism and Tribal Societies

Subtopic:
- Adivasis
- Tribal life under British rule
- Tribal Revolts

Specific objective:
- Describe the lives of the tribals in India before the colonial period Describe the effects of the colonial rule on the lives of the tribal communities in India
Describe the life of Birsa Munda and the Birsa Movement

Methodology
- Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:

Activity:
- Ask the students to do the following activities:
Visit a plantation and talk to the labourers working there. Collect information about their working conditions and the processes involved in obtaining the final product.
Research about 'The Haitian Revolution' and share the information with the class.

Resources:
Pictures of members of the Santhal tribe, the tribal artists, Birsa Munda, Tirot Sin and Kiang Nongbah, e-book, Google.com, vivadigital.in, text book, black board.

Learning outcomes:

• After studying this lesson, learners should be able to describe the life of the tribal in India in the nineteenth century. They should also be able to explain how the life of the tribals changed during colonial rule. Further, they should be able to describe the life of Birsa Munda and the Birsa Movement.
Application: 1. The students will use the keywords mentioned in the unit. 2. They will write the answers with the help of collected information
Extra questions/ Class assessment/ Recapitulation : • At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts. • Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
Homework/worksheet: Questions from Exercise
Reference: Wikipedia, charts, pictures, videos, newspaper articles and encyclopedia

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Vanita SIngh **Class:** 8
Subject: SST **No. of periods:** 5
Topic: Ch-5 Crafts and Industries

Subtopic: • Indian Industries and Trade before the British Period • Industrial Revolution • British Policies in India • De- Industrialization A case study in textiles • Growth of Industries in the 20th century

Specific objective:
• Analyses the decline of pre-existing urban centers and handicraft industries

Methodology

• Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:

Activity:
• Ask the students to do the following activities:
Make a timeline of the main events of the Industrial revolution
Find out the role of technology (such as advanced weaponry and the modern means of communication, like postal service and telegraph) in the British victory over the rebels.

Resources:
Pictures of Industrial revolution.

Video and Map.

Learning outcomes:
• outlines the features of the Industrial Revolution and British policies in terms of th Indian handicrafts industry. 2. analyses the decline of pre-existing urban centres and handicraft industries. 3. traces the development of new urban centres and industries in India during the colonial period.

Application: 1. The students will use the keywords mentioned in the unit.
2. They will write the answers with the help of collected information

Extra questions/ Class assessment/ Recapitulation :

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/worksheet: Questions from Exercise

Reference:
Wikipedia, charts, pictures, videos, newspaper articles and encyclopedia

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Vanita SIngh **Class:** 8
Subject: SST **No. of periods:** 5
Topic: Ch-6 Revolt of 1857

Subtopic:

- Beginning of Resistance
- Causes of the uprising
- Suppression of the revolt
- Failure of the revolt
- Impact of the Revolt

Specific objective:

• Causes of the Revolt of 1857, Describe the important events during the revolt of 1857 ,Describe the role of a few people who made significant contributions in the revolt

Methodology

• Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:

Activity:

• Ask the students to do the following activities:
Make a timeline of the main events of the 1857 revolt.
Find out the role of technology (such as advanced weaponry and the modern means of communication, like postal service and telegraph) in the British victory over the rebels.

Resources:

Pictures of Nana Saheb, Rani Lakshmibai of Jhansi, Wajid Ali Shah, Bahadur Sh Zafar, painting of Revolt of 1857, map of Revolt of 1857 and picture of Tantia Top e-book , Google.com, text book, black board.

Learning outcomes:

• After completing the lesson, learners should know about the causes and effects o the revolt of 1857. They should also be able to describe the important events in the revolt and the contribution of a few people who participated in it. Moreover, they

should also be able to describe the suppression of the revolt by the Company and the various administrative, political, military and other changes implemented by the British Government after the revolt was suppressed.

Application: 1. The students will use the keywords mentioned in the unit.
2. They will write the answers with the help of collected information

Extra questions/ Class assessment/ Recapitulation :

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/worksheet: Questions from Exercise

Reference:
Wikipedia, charts, pictures, videos, newspaper articles and encyclopedia

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name Vanita SIngh
Class: 8
Subject: SST Geog **No. of periods:** 5
Topic: Ch-15 Natural Resources- Land, Soil and Water

Subtopic:

- Land resources, land use and landslide
- Soil resources, soil types and soil conservation
- Water resources and their conservation
- Factors affecting natural vegetation
- Classification of natural vegetation
- Natural vegetation in India
- Conservation of natural vegetation
- Distribution of wildlife
- Conservation of wildlife

Specific objective:

• Describe the uses of land and the factors determining land use Define the terms ‘private land’ and ‘community land’
Explain the changes in land use over time
Describe the measures that can be adopted to conserve land
List the products obtained from plants and wildlife
Describe the different types of natural vegetation found in the world

Methodology

• Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:

Activity:

• Ask the students to do the following activities:
Find out the major landslides that have occurred in our country and the causes for the same. There can be a discussion in the class on the topic. Also, talk about the mitigation techniques of landslides.
Collect information on the different methods of rainwater harvesting that were practiced or are still practiced in the different parts of our country

Resources:

Blackboard, e-book, maps, Google.com, text book, black board.

Learning outcomes:

• After studying this lesson, learners should be able to describe the natural resources, land, soil, water, vegetation and wildlife. They should be able to describe the different types of land and changes in land use over time.

Application: 1. The students will use the keywords mention in the unit.
2. They will write the answers with the help of collected information

Extra questions/ Class assessment/ Recapitulation :

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/worksheet: Questions from Exercise

Reference:

Wikipedia, charts, pictures, videos, newspaper articles and encyclopaedia

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Vanita SIngh
Class: 8
Subject: SST **No. of periods:** 5
Topic: Ch-16 Natural Vegetation and Wild life

Subtopic:

- Tropical evergreen forest
- Temperate Deciduous forest
- Grass lands
- Wild life and conservation of wild life

Specific objective:

• Describe the different types of minerals based on their composition Describe the various methods of extracting minerals. List the three main types of rocks found on the earth's crust Explain the distribution of minerals in different parts of the world

Methodology:

• Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:

Activity:

• Debate: Our greed has caused more destruction of our forest resources than our need

Resources:

Blackboard, e-book, map, text book, black board.

Learning outcomes:

• After studying this lesson, learners should be able to describe the different types of forest and wildlife. How to use our natural vegetation judiciously and the different methods used conservation of our natural vegetation and wildlife.

Application: 1. The students will use the keywords mentioned in the unit.
2. They will write the answers with the help of collected information

Extra questions/ Class assessment/ Recapitulation :

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.

- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/worksheet: Questions from Exercise

Reference:
Wikipedia, charts, pictures, videos, newspaper articles and encyclopedia

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Vanita SIngh
Class: 8
Subject: SST **No. of periods:** 5
Topic: Ch-17 Minerals and Power Resources

Subtopic:
- Types of minerals and their extraction
- Distribution and conservation of minerals
- Power resources—conventional and non-conventional
- Conservation of power resources

Specific objective:
- Describe the different types of minerals based on their composition Describe the various methods of extracting minerals. List the three main types of rocks found on the earth's crust Explain the distribution of minerals in different parts of the world

Methodology: • Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:
Activity: • Take the students on a virtual trip to any place where conventional or non-conventional sources of energy are being used to generate power. For example, you can take them to a hydel power station, geothermal power plant or wind farm.
Resources: Blackboard, e-book, map, Google.com, text book, black board.
Learning outcomes: • After studying this lesson, learners should be able to describe the different types of minerals and the different methods used for their extraction. They should also be able to name the important minerals found in different countries of the world. Further, they should be able to list the uses of minerals and describe various conventional and non-conventional sources of energy.
Application: 1. The students will use the keywords mentioned in the unit. 2. They will write the answers with the help of collected information
Extra questions/ Class assessment/ Recapitulation : • At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts. • Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
Homework/worksheet: Questions from Exercise
Reference: Wikipedia, charts, pictures, videos, newspaper articles and encyclopedia

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Vanita SIngh
Class: 8
Subject: SST
No. of periods: 5

Topic: Ch-24 The Indian Constitution and the need for laws

Subtopic:

- The Constitution
- Importance of laws in our life
- Law and Dissent

Specific objective:

- Identifies social and political issues in one's own region with reference to the constitution.

Methodology:

• Inquiry-Based Learning: lectures, discussions, and demonstrations, Question an Answer:

Activity:

• web charts or tables given in the lesson. Use the picture which gives an example of child labour in our country while talking about the case study of child labour in India.

Resources:

A picture showing an example of child labour in our country, e-book, Google.com text book, black board.

Learning outcomes:

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After studying this lesson, students should be able to explain the meaning and functions of a Constitution and the principles that go into its making. They should also be able to describe the functions and the key features of the Indian Constitution.

Application: 1. The students will use the keywords mentioned in the unit.
2. They will write the answers with the help of collected information

Extra questions/ Class assessment/ Recapitulation :

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/worksheet: Questions from Exercise

Reference:

Wikipedia, charts, pictures, videos, newspaper articles and encyclopedia

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name; Vanita SIngh **Class:** 8
Subject: SST **No. of periods:** 5
Topic: Ch-26 Government at the center.

Subtopic:
- The Parliament system in India
- Law making procedure
- Composition of the executive
- The executive
- Accountability of the government

• Case Study: Debate between Rajendra Prasad and Jawaharlal Nehru

Specific objective:
• Explain the term 'voting' and its importance
Explain the term 'Parliament' and its formation in India.
Differentiate between the state government and the union government.

Methodolog:
• Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:

Activity:
• Visit the website of the Lok Sabha (http://loksabha.nic.in/) and learn more about its history and functioning in the FAQ section.
Visit the website of the Rajya Sabha (http://rajyasabha.nic.in/) and learn more about its history and functioning in the FAQ section.
Find the number of constituencies in your state and the names of the MPs from each constituency.

Resources:
Pictures of the Parliament of India, Dr. Rajendra Prasad, Dr. Pranab Mukherjee,

Jawaharlal Nehru and Narendra Modi, e-book , Google.com, text book, black board.

Learning outcomes:

• After studying this lesson, students should be able to explain the formation of the Parliament as well as its functions. In addition, students should be able to describe how the national government is formed.

Application: 1. The students will use the keywords mentioned in the unit.
2. They will write the answers with the help of collected information

Extra questions/ Class assessment/ Recapitulation :

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/worksheet: Questions from Exercise

Reference:

Wikipedia, charts, pictures, videos, newspaper articles and encyclopedia

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Vanita SIngh **Class:** 8

Subject: SST **No. of periods:** 5

Topic: Ch-7 Education and British Rule

Subtopic:

• Education in India before British Rule
• Education in India During British Rule
• Indian Reformers
• Case Study- Aligarh Muslim University and Education in Baroda
• National education
• Education, Power and cultural identy

Specific objective:

- English - the window of the world.

●Contribution of Tagore and Gandhiji towards education. ●Abolition of Untouchability ●Importance of English
Methodology • Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:
Activity: • Making a presentation on Gandhiji's and Tagore's educational systems
Resources: Charts, pictures, videos, newspaper articles and encyclopedia
Learning outcomes: ● Learners will be able to understand the development that came about in the sphere of education. ● Students understand the change that emerged due to education. ● Students apply the concept of a new style of education. ● Students develop interest about various types of local schools. ● Students understand the concept of Shantiniketan. ●Students appreciate the new concept of education
Application: 1. The students will use the keywords mentioned in the unit. 2. They will write the answers with the help of collected information
Extra questions/ Class assessment/ Recapitulation : ● At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts. ● Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
Homework/worksheet: Questions from Exercise
Reference: Google.com, Oxford Landmark, text book

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Vanita Singh **Class:** 8

Subject: SST **No. of**

periods: 5
Topic: Chp-8 Women and Reform

Subtopic:
• Status of Indian women
• The Women's question
• Sati, Widow remarriage and child marriage
• Women's education

Specific objective:
- To make women learn about new developments/work.
- Contribution of the social reformers
- Introduction of Girls' Schools.
- The evils of the caste system.

Methodology
• Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:

Activity: Group work where each group has to make a presentation on the ideas o any one female reformer from the 18th or
19th century

Resources:
Charts, pictures, videos, newspaper articles and encyclopedia

Learning outcomes:
- Learners will be able to understand about the reform that took place in Bengal and Maharashtra.
- Students understand the meaning of reform movement
- Students apply the concept of reform movement in the education of women.
- Students develop the interest about various reformers
- Students protects the interest of the women
- Students appreciate the working of the reform movement.

Application:
1. The students will use the keywords mention in the unit.
2. They will write the answers with the help of collected information

Extra questions/ Class assessment/ Recapitulation :
- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/worksheet: Questions from Exercise G-1,2,3
Reference: Google.com, Oxford Landmark, text book

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Vanita Singh Class: 8
Subject: SST No. of periods: 5
Topic: chap- 9 Challenging the caste System

Subtopic: • The Caste System • Why caste Reform? • Eastern India, Western India and South India • Gandhi and the Caste System • Ambedkar and the fight against cast oppression
Specific objective: ● Identifies the issues related to caste and social reforms ● Contribution of the social reformers ● The evils of the caste system.
Methodology • Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:
Activity: • Group activity of making a presentation about any one reformer from the chapter • Making a chart with pictures and information about reformers from previous and this chapter
Resources: Charts, pictures, videos, newspaper articles and encyclopedia
Learning outcomes:

- Learners will be able to understand the reform that took place in Bengal ar Maharashtra.
- Students understand the meaning of reform movement
- Students apply the concept of reform movement in the education of wome
- Students develop the interest about various reformers
- Students protects the interest of the women
- Students appreciate the working of the reform movement.

Application:

1. The students will use the keywords mention in the unit.
2. They will write the answers with the help of collected information

Extra questions/ Class assessment/ Recapitulation :

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if neede re-explain the concepts.
- Assess the responses of students during classroom discussions, activities on answers for performance evaluation.

Homework/worksheet: Questions from Exercise

Reference:
Google.com, Oxford Landmark, text book

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Vanita SIngh Class: 8
Subject: SST No. of periods: 5
Topic: chap- 10 Colonialism and Urban Change

Subtopic:
• British Presence In India
• Emergence of New Urban Space
• Administration of Towns and Cities
• Urban Planning, Case Study- Delhi

Specific objective:

- Causes for the national movement
- Contribution of the national leaders
- Causes and the after effect of various agitations

Methodology • Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:
Activity: • Making a presentation on the Swadeshi movement • Making a presentation about revolutionary movements and the revolutionaries
Resources: Google.com, text book, black board.
Learning outcomes: ● Will learn about the Students gain knowledge about the major movements that took place. ● Students understand the existence of diverse trends within the movement. ● Students apply the concept of harmony of thoughts and words among the leaders. ● Students develop the interest about various types of art forms. ● Students understand the concept of different social groups. ● Students appreciate how India finally achieved Independence.
Application: 1. The students will use the keywords mention in the unit. 2. They will write the answers with the help of collected information
Extra questions/ Class assessment/ Recapitulation : • At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts. • Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
Homework/worksheet: Questions from Exercise E-2,3
Reference: Charts, pictures, videos, newspaper articles and encyclopedia

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Vanita Singh Class: 8
Subject: SST No. of periods: 5
Topic: chap- 9 Change in the Arts

Subtopic:
• The Printing Press in India
• Growth of Indian Press
• Literature, Painting, Music, Dance
• Photography, Drama and Sculpture

Specific objective:
- Major development that occurred during the Modern Period in the field of Art.

Methodology
• Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:

Activity:
• Making an project on any one of the art forms that developed in India during the modern Period.

Resources: Charts, pictures, videos, newspaper articles and encyclopedia

Learning outcomes:
- Will learn about the Students gain knowledge about the major movements that took place.
- Students understand the existence of diverse trends within the movement.
- Students apply the concept of harmony of thoughts and words among the leaders.
- Students develop the interest about various types of art forms.
- Students understand the concept of different social groups.
- Students appreciate how India finally achieved Independence.

Application:
1. The students will use the keywords mention in the unit.
2. They will write the answers with the help of collected information

Extra questions/ Class assessment/ Recapitulation :
- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/worksheet: Questions from Exercise E-2,3

Reference: Google.com, text book, black board.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Vanita Singh Class: 8
Subject: SST No. of periods: 5
Topic: chap- 12 The Nationalist Movement

Subtopic:
• Emergence of Nationalism
• Formation of political associations, moderates and extremists
• Partition of Bengal and Swadeshi and Boycott movements
• Muslim League, Indian Council Act 1909, Congress split and reunification
• Revolutionary movements, the First World War and growth of Indian mass nationalism

Specific objective:
- Causes for the national movement
- Contribution of the national leaders
- Causes and the after effect of various agitations

Methodology
• Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:

Activity:
• Making a presentation on the Swadeshi movement
• Making a presentation about revolutionary movements and the revolutionaries

Resources:
Google.com, text book, black board.

Learning outcomes:
- Will learn about the Students gain knowledge about the major movements that took place.
- Students understand the existence of diverse trends within the movement.
- Students apply the concept of harmony of thoughts and words among the leaders.
- Students develop the interest about various types of art forms.

●Students understand the concept of different social groups. ●Students appreciate how India finally achieved Independence.
Application: 1. The students will use the keywords mention in the unit. 2. They will write the answers with the help of collected information
Extra questions/ Class assessment/ Recapitulation : • At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts. • Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
Homework/worksheet: Questions from Exercise E-2,3
Reference: Charts, pictures, videos, newspaper articles and encyclopedia

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Vanita Singh Class: 8
Subject: SST No. of periods: 5
Topic: chap-13 India after Independence

Subtopic: • Challenges faced by the new government • Integration of Princely states, the freeing of French and Portuguese territories • Reorganization of states, preparing a Constitution • India's progress and development after Independence • India's foreign policy, India and her neighbors • India today
Specific objective: ● Need for a Constitution ● India for a Federation ● Importance of Planning Commission

Methodology • Lecture method • Encourage students to attempt the exercise on their own. • Encourage students to indulge in discussions and practice-based learning.
Activity: • Making a presentation on the integration of Princely states with the Union of India
Resources: Google.com,.in, text book, black board.
Learning outcomes: • Learners will be able to understand the framing of the constitution. • Students understand the challenges before India in 1947. • Students apply the concept of economic policy. • Students develop the interest about principals of foreign policy. • Students understand the importance of Independence. • Students appreciate the newly formed Congress govt.
Application: 1. The students will use the keywords mention in the unit. 2. They will write the answers with the help of collected information
Extra questions/ Class assessment/ Recapitulation : • At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts. • Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
Homework/worksheet: Questions from Exercise G-1,2,3
Reference: Charts, pictures, videos, newspaper articles and encyclopedia

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Vanita SIngh Class: 8
Subject: SST No. of periods: 5
Topic: Ch-18 Agriculture

Subtopic:
• Factors influencing agriculture
• Types of agriculture

Specific objective:

- Methods of agricultural development
- Variety of major crops
- Types and methods of farming

Methodology:
• Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:

Activity:
• Preparing a flow chart with pictures on various stages of agriculture from ploughing to sale
• Making a presentation on comparison between nomadic herding and dairy farming

Resources:
Google.com.in, text book, black board.

Learning outcomes:

- Learners will be able to understand the meaning of agriculture.
- Students understand the factors affecting agriculture
- Students apply the concept of agricultural practice
- Students develop the interest about need for disaster preparedness in agriculture

- Students learn the factors influencing agricultural activity.
- Students appreciates that India is an agriculturally developed country

Application:
1. The students will use the keywords mentioned in the unit.
2. They will write the answers with the help of collected information

Extra questions/ Class assessment/ Recapitulation :

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/worksheet: Questions from Exercise E-2,3

Reference:
Charts, pictures, videos, newspaper articles and encyclopedia

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Vanita Singh **Class:** 8
Subject: SST **No. of periods:** 5
Topic: Ch-27 Making of Laws

Subtopic:
- Right to Education
- Role of the community
- Violations of the Act

Specific objective:
•Explain the process of law-making in India
Describe the ways in which citizens participate in the law-making process

Methodology
• Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:

Activity:
• Visit the following website to learn more about the Indian Penal Code:
http://www.ipc.in/
Read about Iron Sharmila Chanu who has been on hunger strike for more than a decade against the Armed Forces Special Powers Act in Manipur. Research on the repressive laws across the world. For instance, in Saudi Arabia women are banned from driving.

Resources:
Pictures, PPT, video, e-book, Google.com, text book, black board.

Learning outcomes:
•After studying this lesson, students should be able to explain the process of law-making in India. They should also be able to explain how people's participation can influence the law-making process and lead to the
Creation of new laws and the revocation of unpopular laws.

Application: 1. The students will use the keywords mention in the unit.
2. They will write the answers with the help of collected information

Extra questions/ Class assessment/ Recapitulation :

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/worksheet: Questions from Exercise

Reference:
Wikipedia, charts, pictures, videos, newspaper articles and encyclopedia

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Vanita Singh Class: 8
Subject: SST No. of periods: 5
Topic: Ch-28 the Judiciary

Subtopic:
• The Judiciary
• The Indian Judicial system
• the Supreme Court
• Subordinate courts
• Case Study: Judicial Impartiality

Specific objective:
- Clarify the concepts of the Supreme Court and the lower courts
- Develop the idea of independence and judiciary
- .State the role of a court

Methodology
- Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:

Activity: • Having a class discussion suggesting measures to provide timely and economical justice to the poor

Resources:
Google.com, text book, black board.

Learning outcomes:

● Learners will be able to understand the structure and the working of the judiciary ● Students understand the making the laws of supreme court and the high court ● Students apply the knowledge of the importance of the function and role of subordinate courts ● Students develop the sense about the need of independence of judiciary.
Application: 1. The students will use the keywords mention in the unit. 2. They will write the answers with the help of collected information
Extra questions/ Class assessment/ Recapitulation : ● At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts. ● Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
Homework/worksheet: Questions from Exercise F-1,2,4
Reference: Charts, pictures, videos, newspaper articles and encyclopedia

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Vanita Singh **Class:** 8
Subject: SST **No. of periods:** 5
Topic: chap-30 Social Justice and the Marginalized

Subtopic: •What is Marginalization • The Scheduled Castes • The Scheduled Tribes • The Other Backward Classes • Provisions in the Indian Constitution • Social inequality and poverty
Specific objective:

Describe the Fundamental Rights invoked by marginalized groups and individuals to fight against inequalities.

Methodology

• Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:

Activity:

• Read up about a few schemes introduced by the government for the benefit of th people.

Resources:

Pictures of a Bhil woman, and the Naga tribal performing a dance, e-book, Google.com, text book, black board.

Learning outcomes:

•Learners should be able to describe some of the Fundamental Rights invoked by marginalized groups and individuals to fight against inequalities. They should also be aware of the laws created by the government for the welfare of marginalized groups.

Application: 1. The students will use the keywords mentioned in the unit.
2. They will write the answers with the help of collected information

Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.

- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/worksheet: Questions from Exercise

Reference:

Wikipedia, charts, pictures, videos, newspaper articles and encyclopedia

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Vanita Singh **Class:** 8
Subject: SST **No. of periods:** 5
Topic: chap-31 Forms of Untouchability

Subtopic:

- Forms of Untouchability

• Manual scavenging and its existence in urban and rural areas
• Laws and other efforts to end manual scavenging

Specific objective:

•Describe the Fundamental Rights invoked by marginalized groups and individuals to fight against inequalities
Explain the steps taken by the government for the welfare of marginalized groups
Explain the provisions of the Scheduled Castes and Scheduled Tribes Act of 1989

Methodology

• Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:

Activity:

• Ask the students to do the following activities:
Meet a volunteer working for a nongovernmental organization active in the field of development of the marginalized groups. Discuss the various issues faced by the marginalized people and his/her personal experiences in the field. Later, share the information with the class.

Resources:

Picture of a woman manual scavenger and manual scavengers working for the Indian Railways, e-book, Google.com, vivadigital.in, text book, black board.

Learning outcomes:

• After studying this lesson, learners should be able to describe some of the Fundamental Rights invoked by marginalized groups and individuals to

Application: 1. The students will use the keywords mention in the unit.
2. They will write the answers with the help of collected information

Extra questions/ Class assessment/ Recapitulation :

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.

Homework/worksheet: Questions from Exercise

Reference:

Wikipedia, charts, pictures, videos, newspaper articles and encyclopedia

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Vanita Singh **Class:** 8
Subject: SST **No. of periods:** 5
Topic: chap-32 Economic Presence of the Government

Subtopic:
- Infrastructural activities
- Activities in social sector
- Conclusion

Specific objective:
- think about the role of government in the economic sphere
- see some links between people's aspirations\ needs and role of government.

Methodology
- Inquiry-Based Learning: lectures, discussions, and demonstrations, Question an Answer:

Activity:
- While discussing the function and establishment of the Planning Commission, us the given picture to show how the Planning Commission held meetings with the leaders of the nation (Jawaharlal Nehru in this case) to discuss the developmental strategy.

Resources:
Pictures of a meeting of the Planning Commission with Jawaharlal Nehru in 1952 Chennai Port, a power station, e-book, Google.com, text book, black board.

Learning outcomes:
- After studying this lesson, students should be able to explain various ways by which government is engaged in developmental activities, especially in infrastructure and social sectors.

Application: 1. The students will use the keywords mention in the unit.
2. They will write the answers with the help of collected information

Extra questions/ Class assessment/ Recapitulation :

• At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts. • Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
Homework/worksheet: Questions from Exercise
Reference: Wikipedia, charts, pictures, videos, newspaper articles and encyclopedia

MIS INTERNATIONAL SCHOOL
Lesson Plan (2024-25)

Teacher's Name – Poonam Gill

Grade - 8

Subject – Science **Month - April**

Topic – Ch-1.Crop Production **No. of Periods- 8**

Sub - topic:

- Crop Plants and crop seasons
- Basic Practices of Crop production
- Food from animals

Specific objectives:

- Students will be able to know about crop plants and crop seasons
- Students will be able to know about basic practices of crop production—preparation of soil, sowing of seeds, applications of manures and fertilizers, irrigation, weeding, harvesting and storage

- Students will be able to know about food from animals

Methodology:

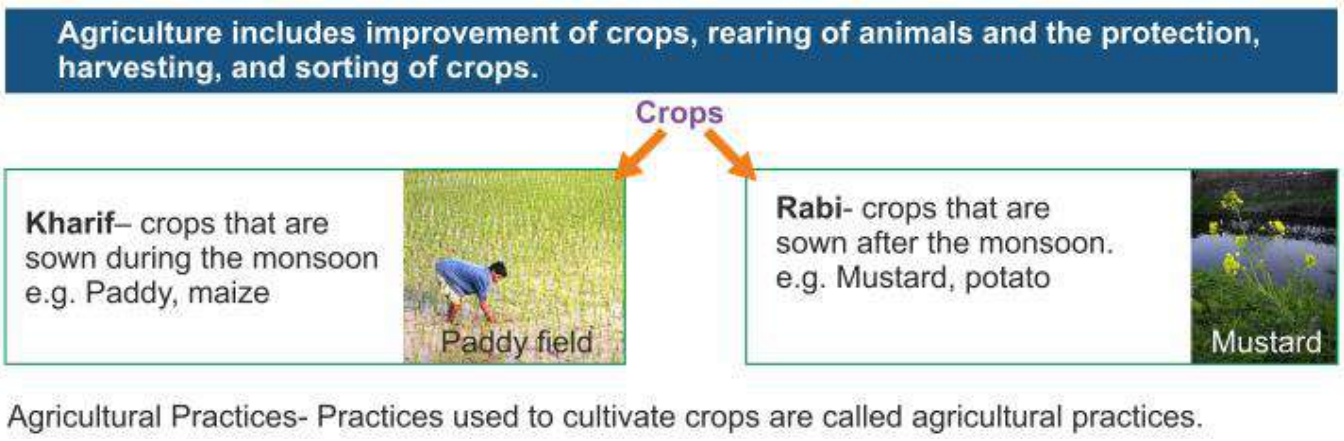
Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Show some of the food items to the learners and ask them the source of all these items. Develop an idea that we get different food items from plants. Growing plants for getting larger food grains and raising livestock for human use is called agriculture. Provide some information about the history of agriculture. Involve the learners to find out the need of agricultural practices.
- Initiate a discussion on the importance of crop production and raising livestock. Write down all the responses of the learners on the blackboard. Develop an idea of relationship between increasing population and improvised crop production practices.
- Show the pictures of various agricultural implements and discuss the seven basic agricultural practices viz., preparation of soil, sowing of seeds, application of manures and fertilizers, irrigation, weeding, harvesting and storage.
- Collect samples of any 10 seeds from your home and paste them in a scrapbook. Also write about season and areas where the crop is grown.
- Testing the quality of seeds.

Prepare compost using the kitchen waste including vegetable peels, fruit peels, etc.

Board work:





Preparation of soil



Sowing



Adding manures and fertilizers



Irrigation



Weeding



Harvesting

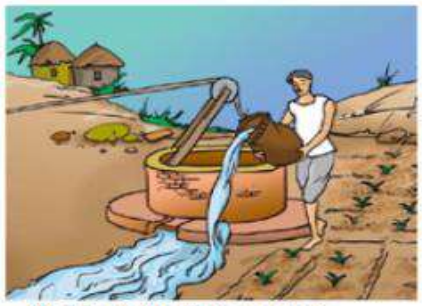


Threshing

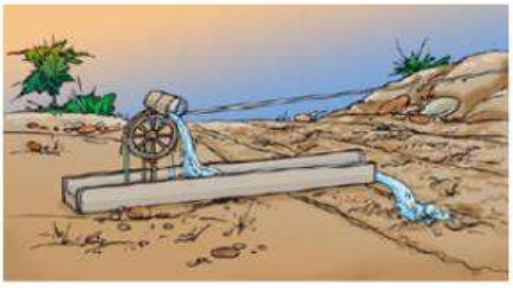


Storage

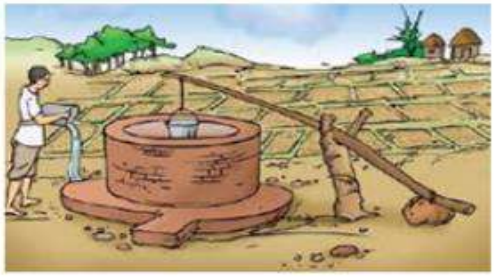
S. No.	Fertilizer	Manure
1.	It is a chemical substance.	It is a natural substance obtained by the decomposition of plants and animals (leaves, straw, cattle dung, urine).
2.	It is prepared in factories.	It is prepared in the fields.
3.	It does not contain any humus (organic matter).	It provides a lot of humus to the soil.
4.	It is rich in specific nutrients, so required in very small quantities.	It is less rich in nutrients, so required in large quantities.
5.	It causes water pollution.	No pollution is caused.



(i) Moat (pulley-system)



(ii) Chain pump



(iii) Dhekli



(iv) Rahat (Lever system)

Learning outcomes:

- Know about crop plants and crop seasons
- Classify materials based on properties/ characteristics, e.g. kharif and rabi crops
- Describe basic practices of crop production—preparation of soil, sowing of seeds, applications of manures and fertilizers, irrigation, weeding, harvesting and storage
- Apply learning of scientific concepts in day-to-day life, e.g., increasing crop production
- Make efforts to protect environment, e.g., making controlled use of fertilizers and pesticides; suggesting ways to cope with environmental hazards.
- Explain about food from animals

Application:

- Learners can apply the modern methods of irrigation in their gardens.
- Learners can also prepare manure at their homes.

ICT Integration / Art Integration :

- Videos
- Powerpoint presentation

Class assessment/ Recapitulation:

- At the end of the lesson, summarize and revise all the concepts of the lesson.
- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Use very short, short and long answer questions and questions based on thinking skills as assessment tools.

Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, vivadigital.com, Google

MIS INTERNATIONAL SCHOOL
Lesson Plan (2023-24)

Teacher's Name – Poonam Gill

Grade - 8

Subject – Science **Month - April**

Topic – Ch-2.Microorganism **No. of Periods-8**

Sub - topic:

- Major groups of microorganisms
- Where do microorganisms live?
- Useful microorganisms
- Harmful microorganisms
- Food preservation

Specific objectives: Students will be able:

- To know about major groups of microorganisms
- To know about habitats of microorganisms
- To know about useful microorganisms
- To know about harmful microorganisms
- To know about food preservation

Methodology:

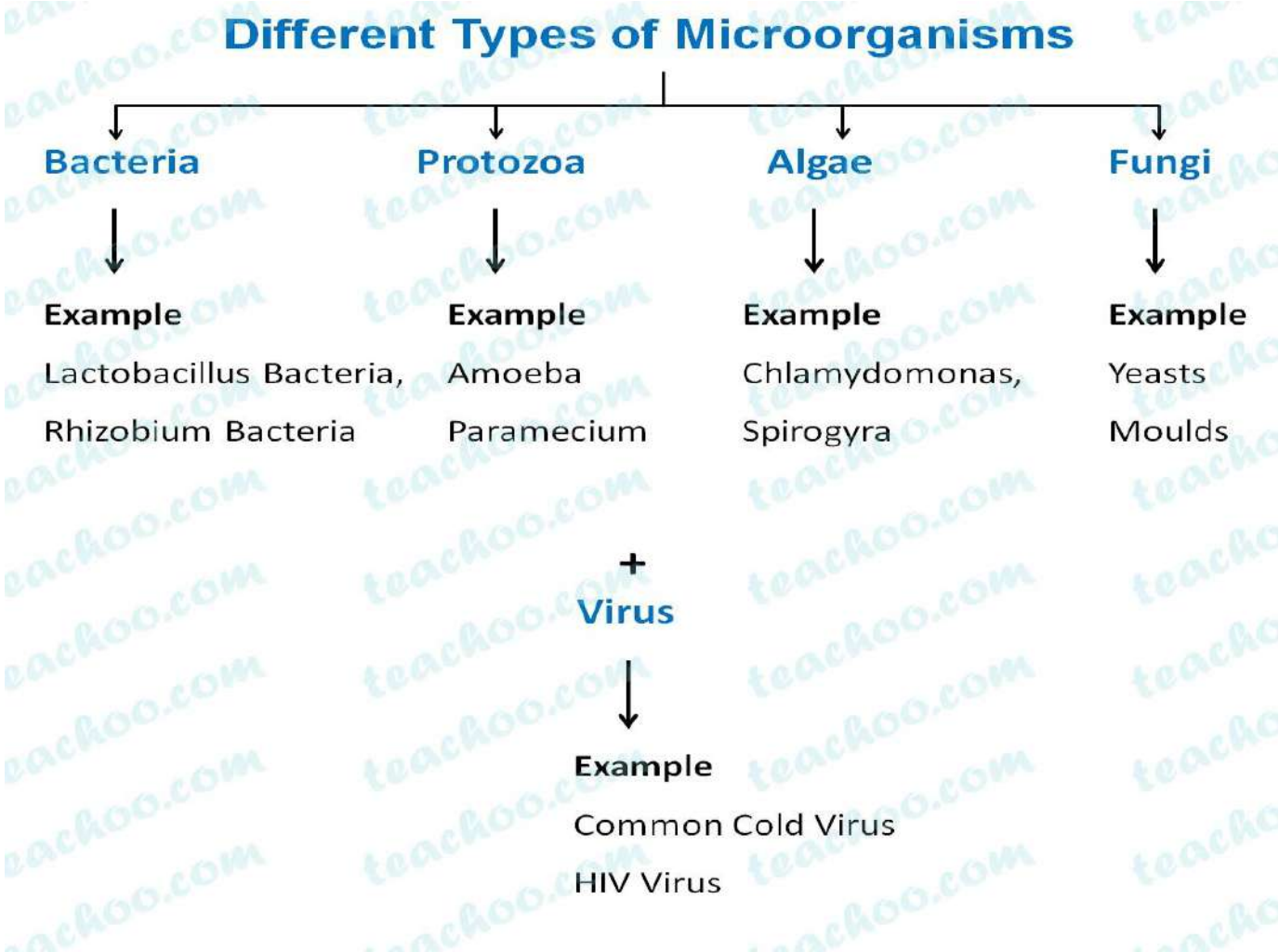
- Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Initiate a discussion on the variety of animals by showing them pictures of some big animals and microorganisms. Develop an idea that a large number of living things are very small in size and cannot be seen through unaided (naked) eyes. They can only be seen through microscope.
- Discuss useful microorganisms by giving examples. Explain in detail the use of microorganisms in making curd, cheese, bread and other food items. Explain the importance of yeast in preparation of food items like idli, dosa, dhokla, etc.
- Discuss the commercial use of microorganisms in the production of alcohol, wine and vinegar. Explain fermentation.
- Discuss the use of microorganisms in agriculture to increase soil fertility and explain nitrogen fixation.
- Discuss that microorganisms act as decomposers in sewage treatment. Show the picture and layout of a sewage treatment plant and discuss the role of microorganisms.

- Discuss the use of microorganisms in the preparation of antibiotics and vaccines. Discuss immune system and vaccination.
- Discuss the disease-causing microorganisms in humans and share the information about common human diseases caused by the microorganisms and their preventive measures. Discuss the disease-causing microorganisms in animals and plants too.
- Discuss various methods used for food preservation like drying, boiling, refrigeration, pasteurization, canning, adding chemicals, and salting and adding sugar. Organize a group discussion on the advantages of food preservation.
- Define food poisoning and food additives. Discuss the precautions to be taken to avoid food poisoning.
- Identify major groups of microorganisms
- Classify organisms based on properties/ characteristics, e.g. useful and harmful microorganisms
- Describe about habitats of microorganisms
- Recognize useful and harmful microorganisms
- Explain methods of food preservation
- Conducts simple investigations to seek answers to queries, e.g., Why do we add salt and sugar in pickles and murabbas?

Board work:



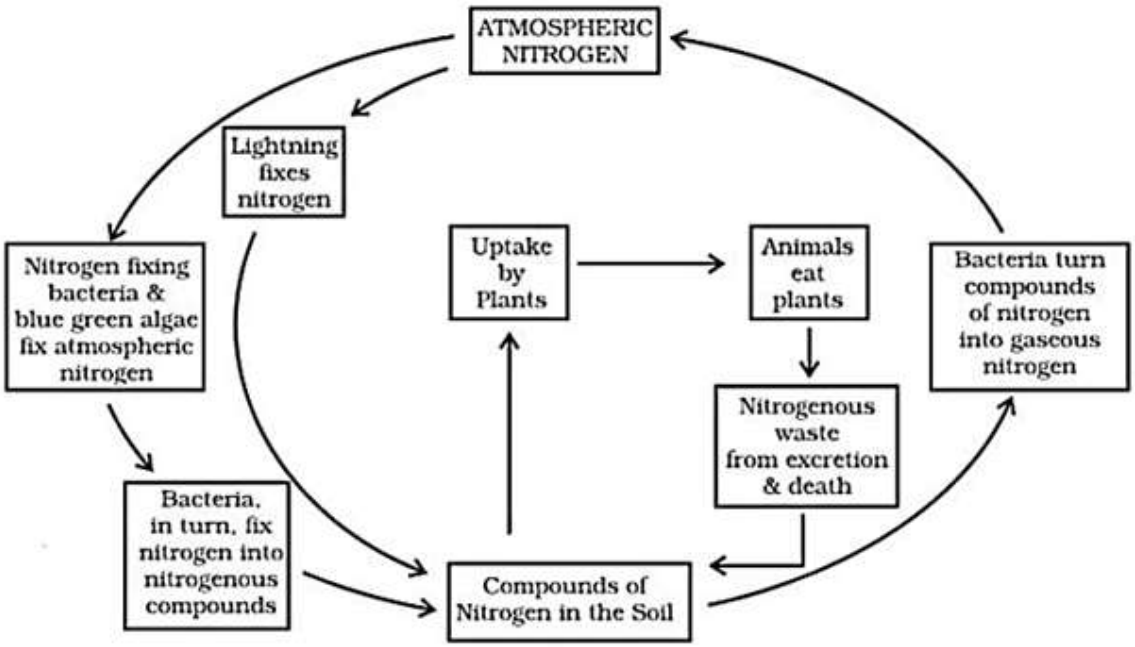
Beneficial and harmful bacteria

BENEFICIAL

- Lactobacillus converts milk to yoghurt and cheese
- Antibiotics can be formed by some microorganisms
- Bacteria in the colon help produce vitamins
- G.M.O.'s are used to make insulin and other useful compounds
- Bacteria are active in the Carbon and Nitrogen Cycles

HARMFUL

- Pathogenic Bacteria can cause diseases in humans and animals.
- Pathogenic Bacteria can cause diseases in plants.
- Bacteria can cause food spoilage
- Bacteria can cause tooth decay.



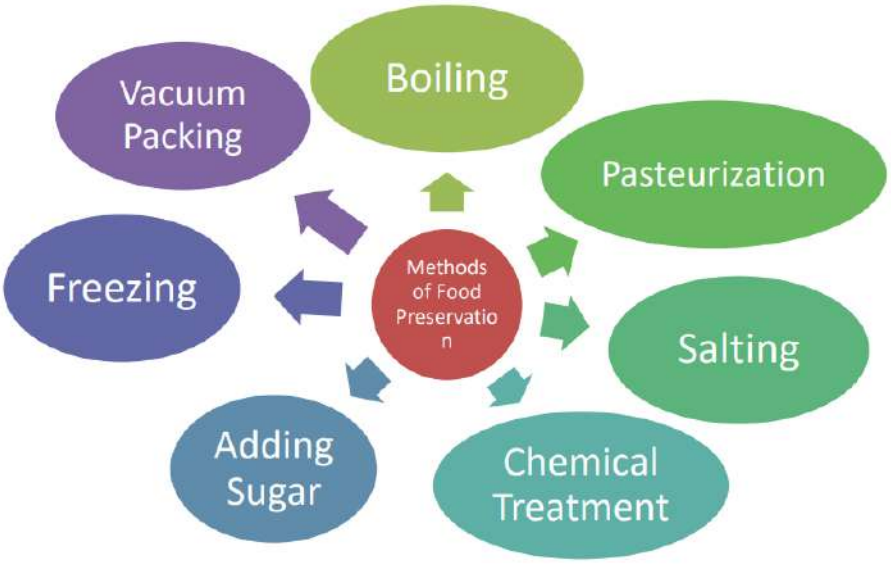


Table 2.1: Some Common Human Diseases caused by Microorganisms

Human Disease	Causative Microorganism	Mode of Transmission	Preventive measures (General)
Tuberculosis	Bacteria	Air	Keep the patient in complete isolation. Keep the personal belongings of the patient away from those of the others. Vaccination to be given at suitable age.
Measles	Virus	Air	
Chicken Pox	Virus	Air/Contact	
Polio	Virus	Air/Water	
Cholera	Bacteria	Water/Food	Maintain personal hygiene and good sanitary habits. Consume properly cooked food and boiled drinking water. Vaccination.
Typhoid	Bacteria	Water	
Hepatitis B	Virus	Water	Drink boiled drinking water. Vaccination.
Malaria	Protozoa	Mosquito	Use mosquito net and repellents. Spray insecticides and control breeding of mosquitoes by not allowing water to collect in the surroundings.

Learning outcomes: Learners will be able to:

- To show the presence of microorganisms in air.
- To show the presence of microorganisms in water.
- To show the presence of microorganisms in soil.
- To observe root nodules (take any gram or bean plant)
- Make a list of diseases for which the vaccinations were provided during childhood. Also mention the age at which different vaccines were given.

Application: Learners will be able to:

- Understand the importance of vaccination.

- Use various methods of food preservation in their daily lives.

ICT Intergrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- Organize a visit to an industrial area where microbes are used for the production of food items, if possible.
- At the end of the chapter, summarize all the concepts of the lesson.
- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Use very short, short and long answer questions, and questions based on thinking skills as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2024-25)

Teacher's Name –Poonam Gill

Grade - 8

Subject – Science **Month - June**

Topic– Ch-3.Synthetic Fibers and Plastics **No. of Periods-8**

Subtopic:

- Synthetic Fibres
- Advantages and Disadvantages of synthetic fibres
- Plastics

Specific objective: Students will be able:

- To know about synthetic fibres and their characteristics
- To know about plastics—their uses and problems associated with their use

Methodology:

- Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Show the samples of different types of fibres to the learners and ask them their names. Help them to recall that there are three types of fibres—plant fibres, animal fibres and synthetic fibres. Ask examples of all these types.
- Recall the processes used to obtain fabrics from cotton and jute fibres. Also, recall the production of wool from sheep and silk from silkworm. Create an idea that synthetic fibres have some advantages over natural fibres.
- Discuss the disadvantages of synthetic fibres. Initiate a group discussion on the topic—"Why should we not wear synthetic clothes while working near flame?"
- Explain other uses of synthetic fibres like in making curtains, upholstery, furniture, mats, parachute, aeroplane, tyres, etc. Ask the learners about the future possible use of synthetic fibres.
- Share the information on the fact that plastic is non-biodegradable and it poses threat to environment. Discuss the measures to be taken to limit plastic usage.
- Collection and identification of different types of fibres: natural and synthetic. Also compare their texture and strength.
- Observe household articles made of plastic.
  - Discuss about plastics in our daily lives.
  - Discuss your opinion on the use of plastic with your family members and friends. Do you think its use can be avoided?
  - Also discuss about alternatives of plastics.
  - Discuss about Biodegradable and non-biodegradable materials
  - Write 5 slogans to create awareness about 5Rs (Reduce, Reuse, Recycle, Recover and Refuse).
- Group discussion on:
  "Should plastics be banned completely?" along with views on harmful effects of plastics on the environment.
- To show that plastics are bad conductors of heat.
- To observe electrical conductivity of plastics

Board work:

- A polymer is a chemical compound formed from long chains of the same molecule group. These chains repeat over and over.
- The word 'polymer' comes from two Greek words; "poly" meaning many and "mer" meaning part or unit.



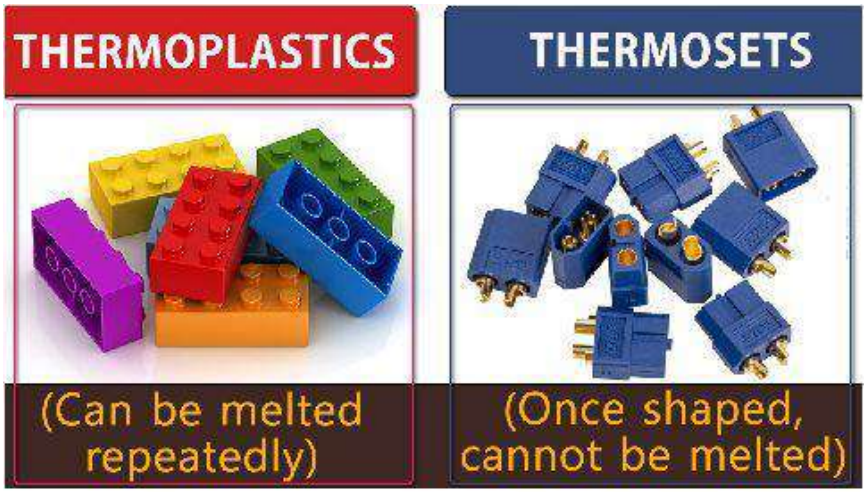
Synthetic fibers : man-made fibers

Properties of synthetic fibers

- dry up quickly
- are durable
- less expensive
- readily available
- easy to maintain
- more elastic

Types of Synthetic Fibers

Rayon	Nylon	Polyester	Acrylic
Also known as Artificial Silk	First synthetic made entirely from chemicals	Made from monomer called Ester	Lightweight, soft, and warm like wool
Made from Wood Pulp (Naturally-occuring Cellulose)	Made up of coal, petroleum oil, air and water	Manufactured from Petroleum	Wrinkle-resistant, does not shrink, cheaper than wool
Absorbs moisture and comfortable to wear	Strong, elastic, wrinkle-resistant, absorbs very little water, and easy to wash	Extremely strong, chemical-resistant, wrinkle-resistant, very durable, does not absorb water easily and quick to dry.	Can be dyed easily in a variety of colours



Learning outcomes: Learners will be able to:

- Describe synthetic fibres and their characteristics
- Differentiate natural and human made fibres
- Classify materials as natural or human made fibres
- Differentiate between different types of synthetic fibres based on their properties
- Conducts simple investigations to measure strength of synthetic fibres
- Draw flowcharts depicting the types of synthetic fibres, their characteristics and uses
- Discuss and appreciate stories of scientific discoveries such as discovery of nylon
- Explain about plastics—their uses and problems associated with their use
- Differentiate between biodegradable and non-biodegradable materials
- Apply learning of scientific concepts in day-to-day life, e.g., why synthetic fibres should be avoided near fire, why to become fibre wise, etc.
- Make efforts to protect environment, e.g., using plastics and its products judiciously, develop environment friendly habits by following 5Rs.

Application: Learners will be able to:

- Differentiate between various fibres and plastics based on their properties.
- Apply their properties to choose the fabrics worn in everyday lives.
- Use principle of 5 R's to spread awareness and protect environment.

ICT Intergrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize the concepts of the lesson.
- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Use very short, short and long answer questions, and questions based on thinking skills as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2024-25)

Teacher's Name – Poonam Gill

Grade - 8

Subject – Science **Month – June**

Topic– Ch-11.Force and Pressure **No. of Periods- 8**

Subtopic:

- Forces are due to interaction
- Effects of force
- Types of forces
- Pressure

Specific objective: Students will be able:

- To know about force and its cause
- To know about effects of force
- To know about types of forces
- To know about pressure
- To know about relationship between pressure and area
- To know about pressure exerted by liquids
- To know about atmospheric pressure and its effect

Methodology:

- Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Take a football and show the learners how a player stops the ball coming towards him with a speed. With the same football, show the actions like picking, hitting, lifting, pushing, pulling, etc. and initiate discussion whether some force is in action. Open a book/window/almirah in the classroom and then shut it, and ask the learners to observe the activities in which force was applied. Record their observations.
- Define force and illustrate various examples where force is applied and create an idea that a body requires force to start or stop a movement, change its speed, direction or shape. Explain that there may be some examples where force is applied but no change takes place like pushing the wall, etc.
- To show the effects of force by performing different activities (e.g., Kicking a football, Stretching a rubber band, Rolling dough into chapati, etc.)
- To observe the relationship between the effect of force and the area of contact.
- To show that pressure exerted by liquids at the base of the container depends upon the height of the liquid column.
- To show that liquids exert same pressure in all directions at a given depth.
- To show that liquid pressure varies with depth.
- To show the presence of atmospheric pressure.

Board work:

FORCE

A force is a push or a pull or both. A force cannot be seen but we can feel and observe the effects of the force.

PUSH

- A force to move an object away from our bodies

PULL

- A pull is when we apply a force to move an object towards our body

COMBINATION OF PUSH AND PULL

- playing a guitar
- sawing wood
- scrubbing the floor
- rowing a boat

Push or pull on an object is called a force.

Force comes into play due to interaction:
An interaction of an object with another results in force between the two objects.



e.g. Car being pushed by a man



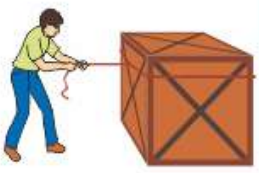
e.g. Girl pulling a chair

Effects of Force

It can change the state of rest or motion of the body



Force changes the state of motion of a tyre makes it to move faster.

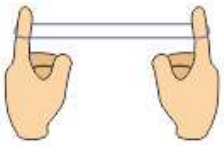


Box at rest moves due to force

It can change the size or shape of the body



Force applied by hands on the dough changes its shape



Force changes the size of a rubber band

TYPES OF FORCES



1. Friction force



2. Gravity



3. Magnetic force



4. Applied force



5. Buoyant force



6. Tension force



7. Drag force



8. Spring force

Contact forces

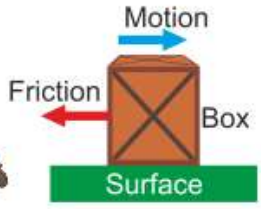
Forces experienced by bodies when they are in **physical contact** with each other.

Muscular



Force due to the action of muscles.

Frictional



Force acting opposite to the direction of motion.

Non -Contact forces

Forces experienced by bodies even if they are **not in physical contact** with each other.

Magnetic



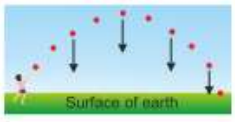
Force exerted by a magnet.

Electrostatic

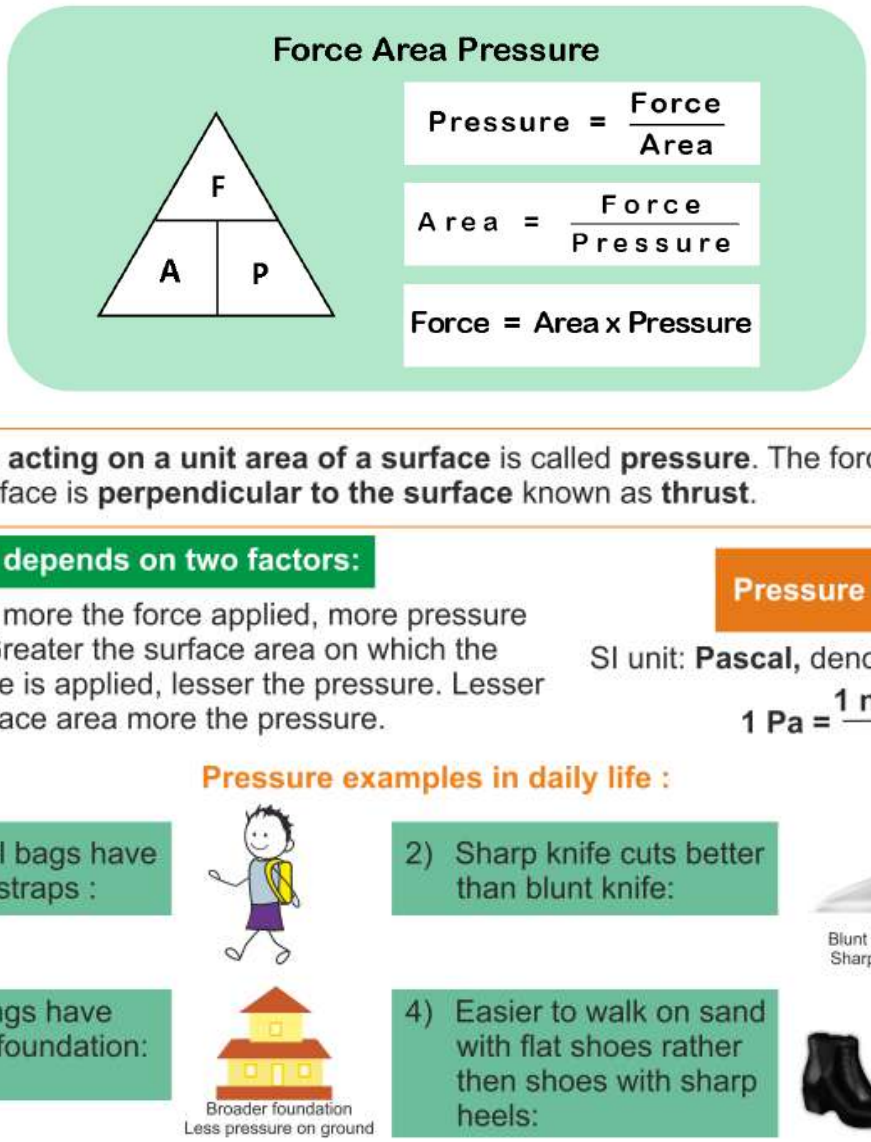


Force exerted by a charged body on another charged body.

Gravitational



Attractive force exerting between two objects.



Learning outcomes: Learners will be able to:

- Describe force, its types and cause
- Differentiates contact and non-contact forces
- Explain effects of force
- Describe pressure
- Understand the relationship between pressure and area
- Understand atmospheric pressure and its effect
- Conducts simple investigations to seek answers to queries, e.g., Do liquids exert equal pressure at the same depth?

Application:

- Learners can use the required forces in relevant situations.
- Learners can use the applications of forces in their daily lives.

ICT Intergrated:

- Videos

- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the lesson, summarize the concepts taught during the lesson. • Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Use short, very short and long answer questions and questions based on thinking skills as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2024-25)

Teacher's Name – Poonam Gill

Grade - 8

Subject – Science **Month - July**

Topic– Ch-4.Metals and Non-metals **No. of Periods- 8**

Subtopic:

- Physical properties of metals
- Physical properties of non-metals
- Chemical properties of metals
- Chemical properties of non-metals
- Uses of metals
- Uses of non-metals

Specific objective: Students will be able:

- To know about general characteristics of metals and non-metals
- To know about physical and chemical properties of metals and non-metals
- To know about uses of metals and non-metals
- To know about uses of noble gases

Methodology:

- Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Ask the students about the various things present around them. Write the responses of the learners on the blackboard. Ask them to differentiate between the items made of metals and those made of non-metals from the items listed on the blackboard. Create an idea that all the substances around us are made up of elements (one type or more than one type). Elements are classified into metals, non-metals and metalloids.
- Show them some metallic objects and ask the names of metals they are made up of. Develop an idea that more than 80% of the elements discovered are metals. Carbon is the most important non-metal present in almost all living things.
- Make a table showing the comparison of properties of metals and non-metals.
- Show that metals conduct electricity
- To observe the reaction of sodium with water.
- To observe displacement reactions.
- To observe the action of oxygen on sulphur.
- Explore about the amount of loss occur due to rusting of iron every year in our country. Comment on what measures can be taken to prevent rusting of articles.

Board work:

Physical Properties	Metals	Non-metals
1. Malleability	Metals are malleable, *i.e.*, they can be beaten into thin sheets. Exception: Mercury	Non-metals are non- malleable. They are broken into pieces when hammered. Hence they are also called brittle.
2. Sonority	Metals are sonorous, *i.e.*, they produce ringing sound when struck.	Non-metals are non-sonorous.
3. Ductility	Metals are ductile, *i.e.*, they can be drawn into wires. Exception: Mercury	Non-metals are non-ductile.
4. Lustre	Metals are lustrous, *i.e.*, they are shiny.	Non-metals are non-lustrous, *i.e.*, they are dull in appearance. Exception: Graphite and iodine.

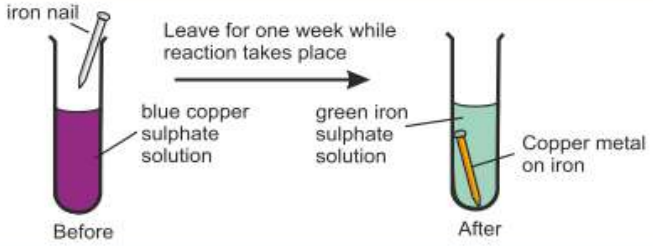
Chemical Properties	Metals	Non-metals
1. Reaction with oxygen	Metals react with oxygen to form basic oxides which form bases when dissolve in water.	Non-metals react with oxygen to form acidic oxides which form acids when dissolve in water.
2. Reaction with water	Metals react with water to form their oxides or hydroxides.	Non-metals do not react with water.
3. Reaction with acids	Metals react with acids to produce respective salts along with evolution of hydrogen gas. Some metals like Cu, Ag, Au, etc., do not liberate hydrogen gas.	Non-metals do not react with acids except sulphur which react with hot, concentrated acid.
4. Reaction with bases	Most of the metals do not react with bases. However, some metals like Al, Pb, Zn react with strong bases like NaOH to form complex salts and hydrogen gas.	Generally, non-metals do not react with bases. Sometimes, some complex reactions take place between non-metals and bases.

LC7309

Chemical Displacement or Chemical Replacement

Displacement Reaction: A reaction in which part of a reactant is replaced by another reactant.

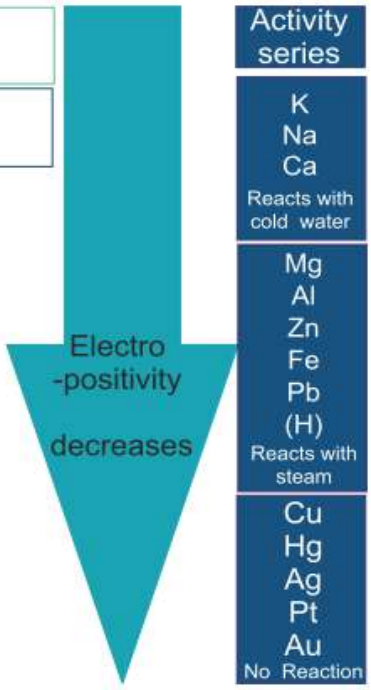
In case of metals, a more reactive metal displaces a less reactive metal from its salt.



Examples:

Fe + CuSO4 → FeSO4 + Cu (Replaces Cu)
(More electropositive) (less electropositive)

Mg + FeSO4 → MgSO4 + Fe (Replaces Fe)



Learning outcomes: Learners will be able to:

- Classify and differentiate materials based on properties/ characteristics, e.g. metals and non-metals
- Differentiate the physical and chemical properties of metals and non-metals
- Conduct simple investigations to seek answers to queries e.g. effect of air and water on different metallic and non-metallic substances, nature of metallic and non-metallic oxides, etc.
- Relate processes and phenomenon with causes, e.g. why does iron get rusted, deterioration of monuments with acid rain, etc.

- Explain processes and phenomenon such as rusting of iron, loss of gold during cleaning of gold jewellery etc.
- Know about uses of metals and non-metals
- Know about uses of noble gases
- Write word equations for chemical reactions, e.g., reactions of metals and non-metals with air, water and acids, etc.
- Apply learning of scientific concepts in day-to-day life, e.g., using appropriate metals and non-metals for various purposes.

Application: Learners will be able to:

- Use of metals and non-metals in daily lives based on their properties.

ICT Intergrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- Summarize and revise all the concepts of the lesson.
- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Use very short answer, MCQs, short answer, long answer and questions based on thinking skills as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2024-25)

Teacher's Name – Poonam Gill

Grade - 8

Subject – Science **Month - July**

Topic– Ch-5. Coal and Petroleum **No. of Periods-6**

Subtopic:

- Natural resources
- Fossil fuels
- Coal
- Petroleum
- Natural gas
- Energy requirement
- Problems of overutilization
- Natural resources are limited
- Judicious use of energy
- Conservation of energy
- Recycling of paper

Specific objective: Students will be able:

- To know about natural resources—exhaustible and inexhaustible
- To know about fossil fuels
- To know about coal—its formation, uses and destructive distillation
- To know about petroleum—its formation and refining
- To know about natural gas
- To know about problems of overutilization of fossil fuels
- To know about recycling of paper
- To know about energy conservation

Methodology:

- Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

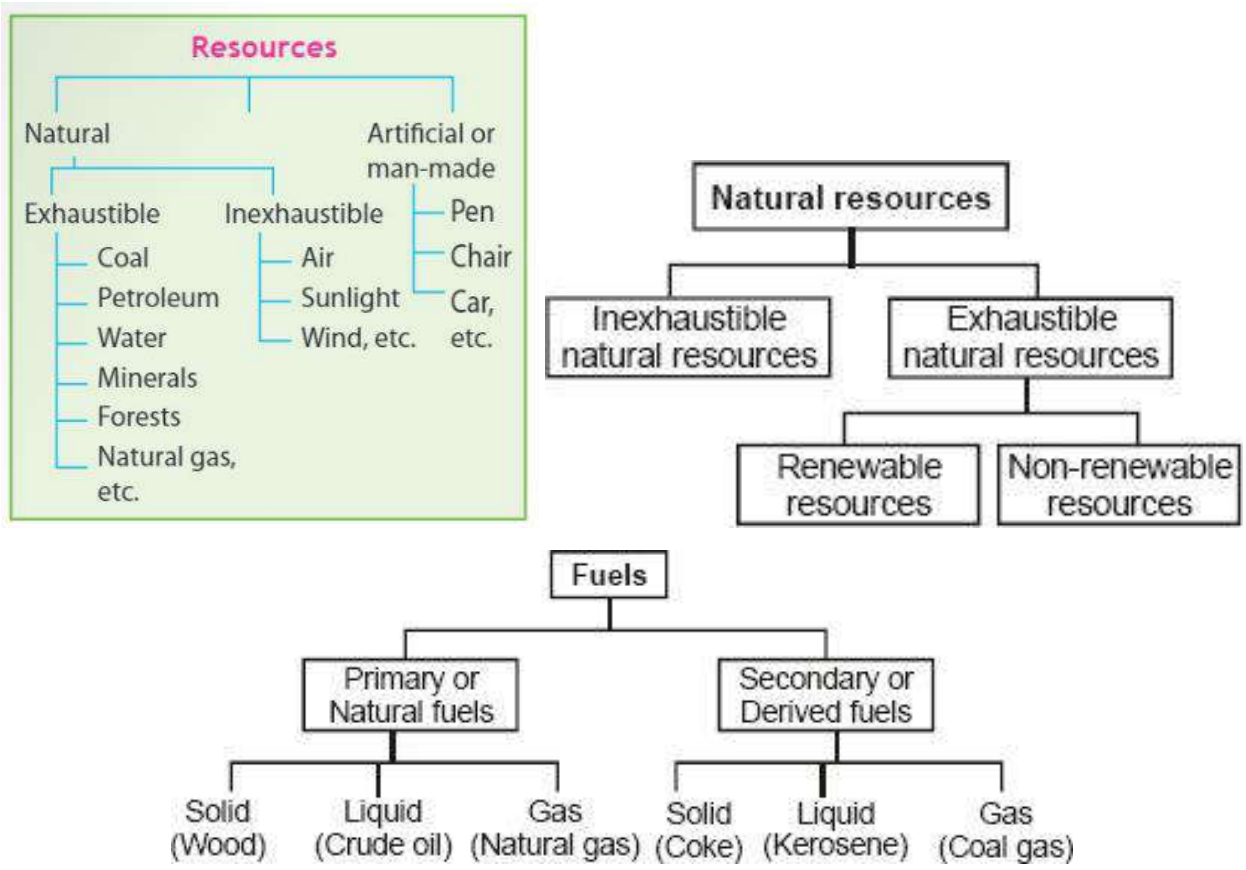
- Recall the previous knowledge of the learners about natural and man-made objects available in their surroundings. Ask about the natural resources available to them. Write all the responses of the learners on the blackboard. • Ask the learners to think about life without natural resources and to share their views. Develop an idea that natural resources like air, water, forests, etc. are necessary to sustain life. • Ask the learners to find out the man-made objects available in the classroom. Try to involve all the learners in the discussion.
- To list some natural and man-made resources we use in our daily lives
- To make recycled handmade paper.
- Group Discussion on:
  - Alternatives to fossil fuels.
  - Problems and solutions of using alternative energy
  - Biofuels are potential alternative to the fossil fuels
  - If a resource is replaced in 15 years, will it be exhaustible or inexhaustible?

- On an outline map of India, mark the places where coal, petroleum and natural gas are found.

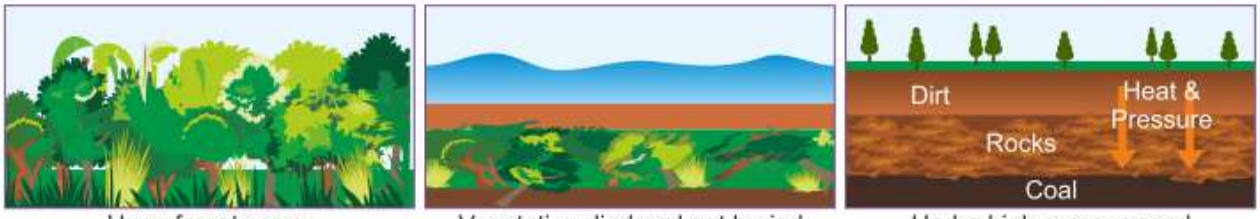
Resources:

Some man-made objects available in the class, samples of coal, coke and graphite

Board work:



The slow process of conversion of wood into coal over million of years is called **carbonization**



Huge forests grew 200-300 million years ago

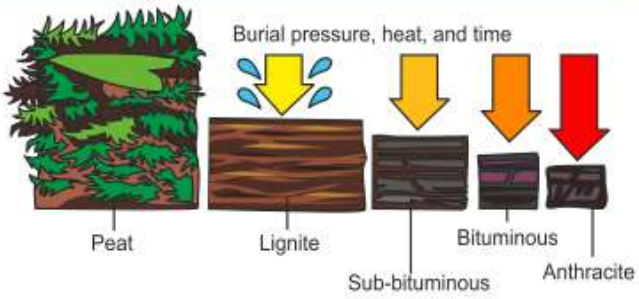
Vegetation died and got buried

Under high pressure and temperature, coal was formed

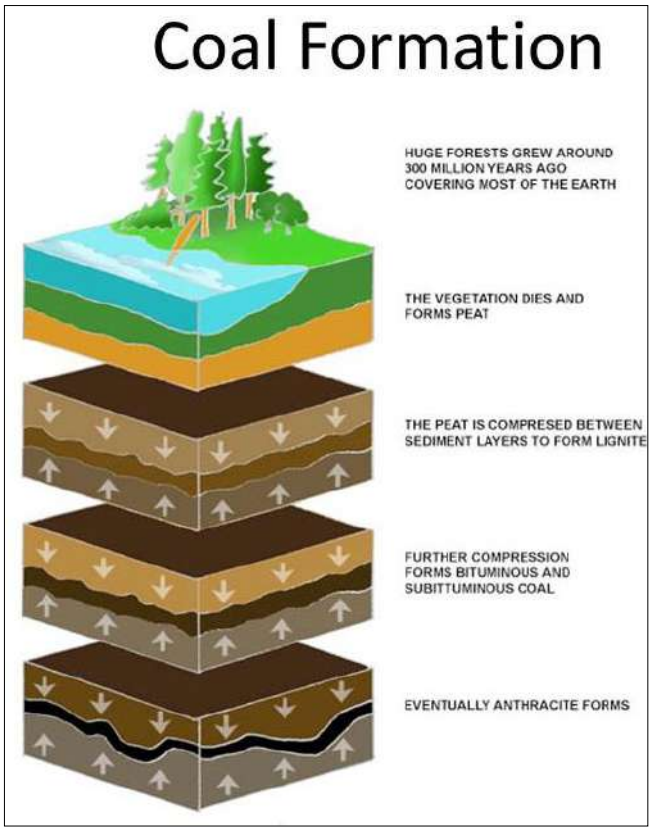
Plants (million of years before) → anaerobic bacteria removes hydrogen and oxygen → COAL

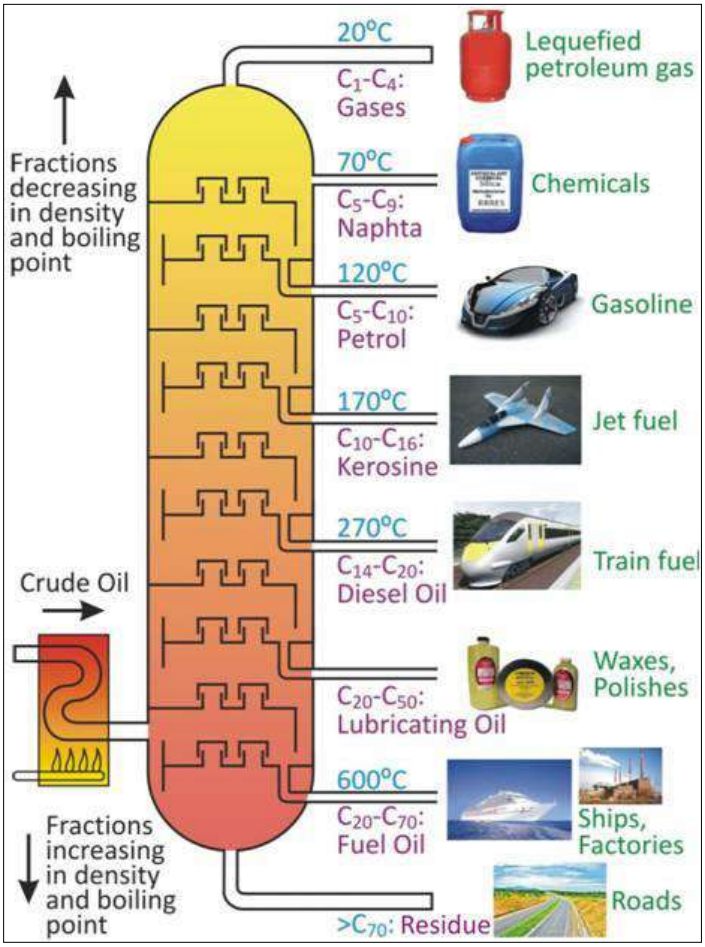
Types of coal :

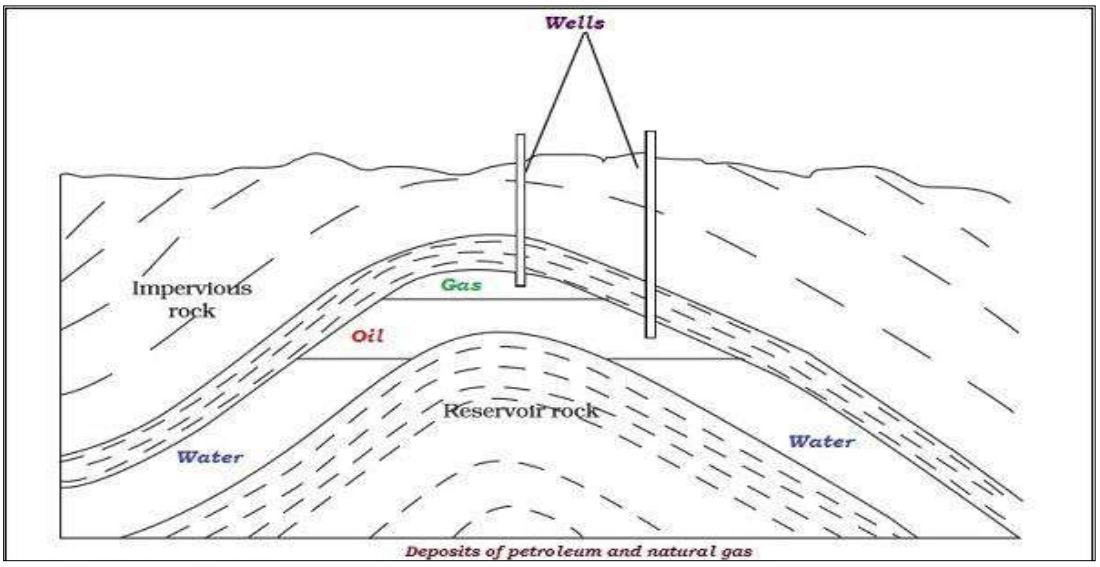
- **Peat:** youngest variety of coal, light brown in color, contains 50% to 60% Carbon
- **Lignite:** Next stage after carbonization of peat, contains 60% to 70% of Carbon
- **Bitumin:** common variety, contains 75% to 80% carbon
- **Anthracite:** oldest variety of coal, contains 90% to 95% Carbon.

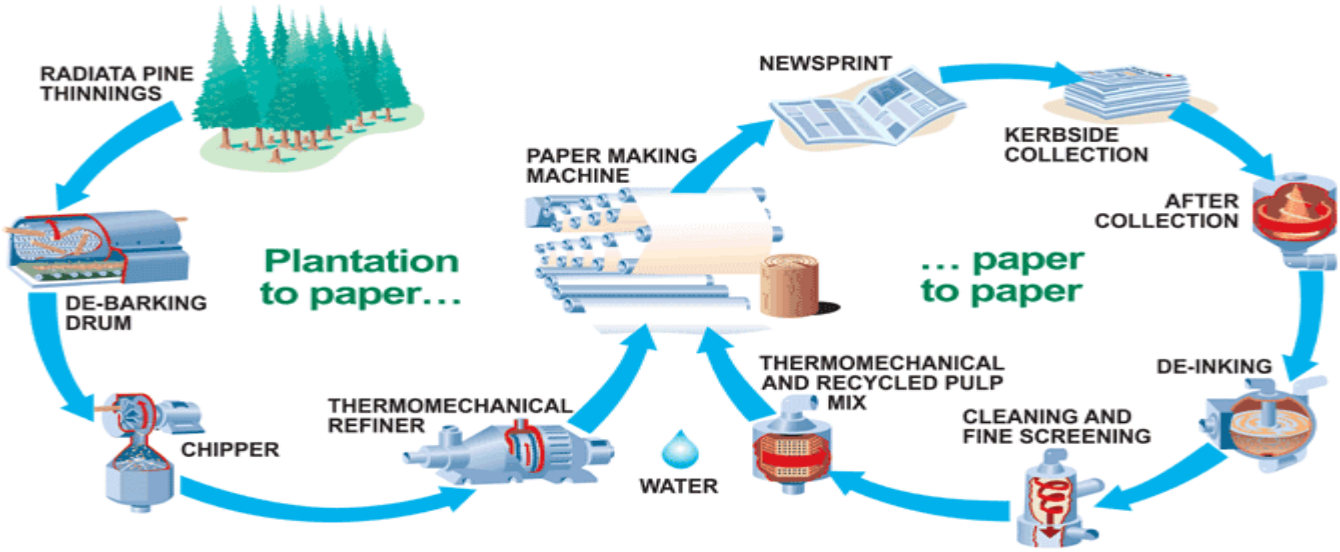


Uses of coal : In manufacture of coke, coal gas and synthetic petroleum and is used as fuel.











Learning outcomes: Learners will be able to:

- Differentiate between natural resources—exhaustible and inexhaustible
- Classify resources based on properties/ characteristics, e.g. exhaustible and inexhaustible resources

- Make efforts to protect environment, e.g., using resources judiciously
- Exhibits creativity in designing, planning, making use of available resources, etc.
- Explain fossil fuels
- Describe coal—its formation, uses and destructive distillation
- Describe petroleum—its formation and refining
- Explain natural gas
- Understand problems of overutilization of fossil fuels
- Explain recycling of paper and energy conservation
- Conducts simple investigations to seek answers to queries, e.g., What are the conditions required for combustion?

Application:

- Learners can apply their knowledge to create awareness about judicious use of resources.
- Learners can educate about the process of formation of resources.
- Learners can apply their knowledge to recycle paper.

ICT Integrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- Organize a visit to paper mill or paper recycling plant or cardboard making plant, if possible.
- At the end of the lesson, summarize all the concepts taught during the lesson.
- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Use very short, short and long answer questions, and questions based on thinking skills as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2024-25)

Teacher's Name – Poonam Gill

Grade - 8

Subject – Science **Month - July**

Topic– Ch-7.Conservation of Biodiversity **No. of Periods-5**

Subtopic:

- Biodiversity
- Causes of loss of biodiversity
- Causes of deforestation
- Consequences of deforestation
- Recycling paper and reforestation as steps to reduce deforestation
- Flora and fauna
- Endemic species
- Extinct and endangered species
- Protected areas

Specific objective: Students will be able:

- To know about biodiversity
- To know about causes of loss of biodiversity
- To know about causes of deforestation
- To know about consequences of deforestation
- To know about recycling of paper and reforestation
- To know about flora and fauna
- To know about endemic, extinct and endangered species
- To know about protected areas

Methodology:

- Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Show some pictures of living beings and non-living things and ask the learners about them. Ask the learners if there is any connection/relation between living and non-living things. Hold a discussion on interdependence of living and non-living things. Write down the responses of the learners on the blackboard.
- Initiate the discussion on the topics like how increased population is creating a threat to the environment; how conservation of natural resources play an important role, what is conservation, how can people contribute to conservation activities, etc. Develop an idea that wise and judicious use of natural resources for ensuring their availability to next generations is must.
- Discuss protected areas (National Parks, Wildlife Sanctuaries and Biosphere Reserves) in India with the help of a map. Explain ‘Project Tiger’.
- Make a list of plants and animals in your neighbourhood park.
- Find out the endemic species of plants and animals found in India

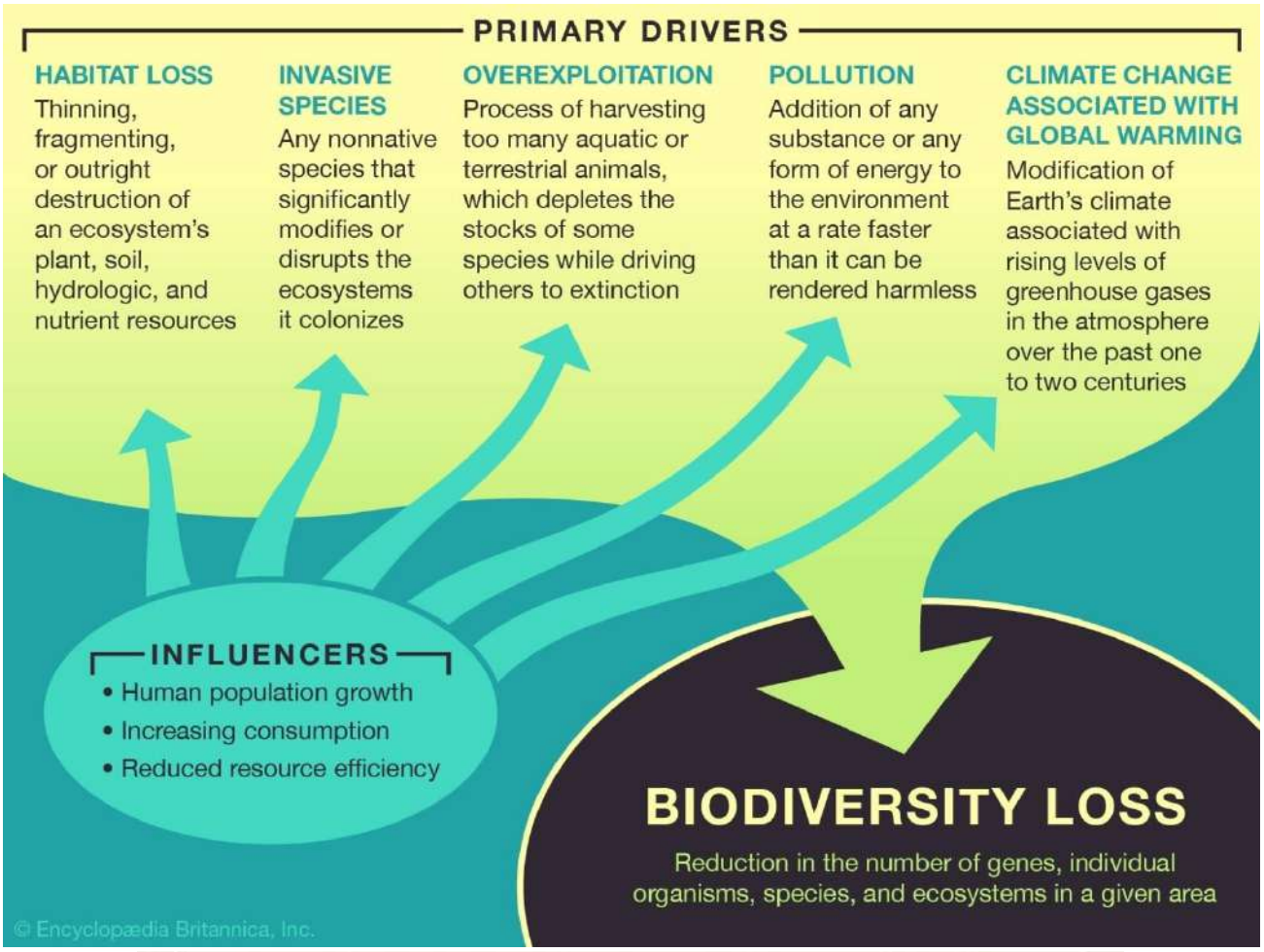
- Log on to www.iucnredlist.org and collect more information on Red Data Book.
- Log on to www.kidsfortiger.org and read more information on Project Tiger
- Collect information about wildlife sanctuaries, national parks and biosphere reserves in India. Write about animals protected there and also name the endangered species.

Resources:

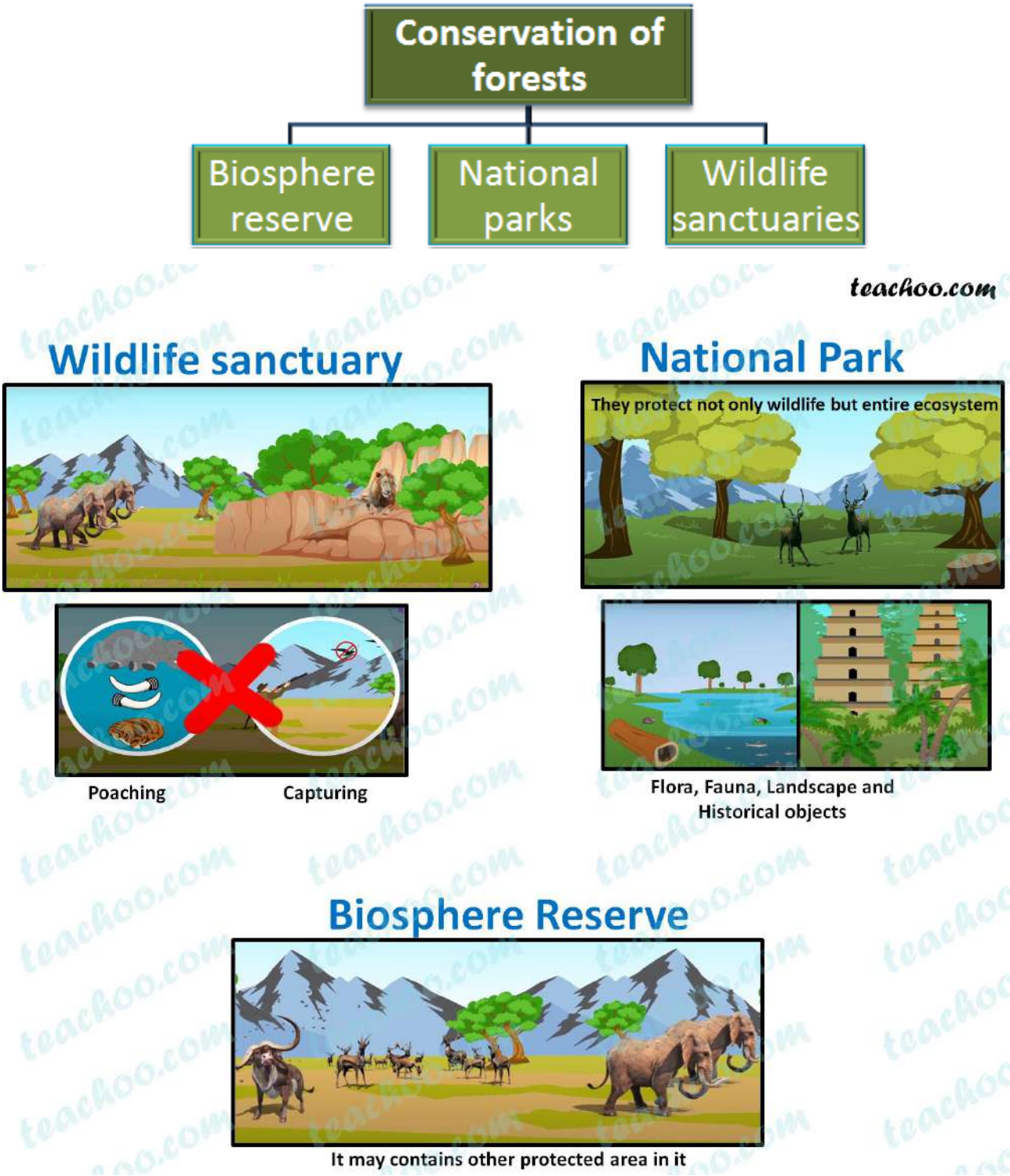
Pictures of plants, animals, microbes, sun, soil, etc. (living and non-living things), pictures of endangered animals

Board work:




PRIMARY DRIVERS
HABITAT LOSS
Thinning, fragmenting, or outright destruction of an ecosystem's plant, soil, hydrologic, and nutrient resources
INVASIVE SPECIES
Any nonnative species that significantly modifies or disrupts the ecosystems it colonizes
OVEREXPLOITATION
Process of harvesting too many aquatic or terrestrial animals, which depletes the stocks of some species while driving others to extinction
POLLUTION
Addition of any substance or any form of energy to the environment at a rate faster than it can be rendered harmless
CLIMATE CHANGE ASSOCIATED WITH GLOBAL WARMING
Modification of Earth's climate associated with rising levels of greenhouse gases in the atmosphere over the past one to two centuries
INFLUENCERS
• Human population growth
• Increasing consumption
• Reduced resource efficiency
BIODIVERSITY LOSS
Reduction in the number of genes, individual organisms, species, and ecosystems in a given area
© Encyclopædia Britannica, Inc.


Known Causes of Animal Extinctions Since 1600
Hunting 23%
Species Introductions 39%
Other 2%
Habitat Destruction 36%
www.globalchange.umich.edu
Extinction



Learning outcomes: Learners will be able to:

- Understand biodiversity
- Describe causes of loss of biodiversity
- Describe causes of deforestation and its consequences.
- Explain recycling of paper and reforestation
- Describe flora and fauna

- Explain endemic, extinct and endangered species

Application:

- Learners will be able to understand the causes of biodiversity loss and educate people about it.
- Learners can take measures to reduce and recycle the paper used.

ICT Intergrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- Organize a trip to a forest area, if possible.
- Summarize the concepts taught during lessons.
- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Use short, very short and long answer questions, and questions based on thinking skills as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2024-25)

Teacher's Name – Poonam Gill

Grade - 8

Subject – Science **Month - August**

Topic– Ch-12.Friction **No. of Periods- 5**

Subtopic:

- Factors affecting friction
- Types of friction

- Fluid friction
- Advantages of friction
- Disadvantages of friction
- Increasing friction
- Reducing friction

Specific objective: Students will be able:

- To know about factors affecting friction
- To know about types of friction—static, sliding and rolling
- To know about fluid friction
- To know about advantages and disadvantages of friction
- To know about increasing and reducing friction

Methodology:

- Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Ask the learners to touch various objects like paper, book cover, plastic bottle, pen, pencil, duster, desk, scale, etc. and to feel their surface whether it is smooth or rough. Record the observations of the learners and create an idea that smooth surfaces will have less friction.
• Ask the learners to rub their hands together for some time and place them on their cheeks. Ask them why do they feel the warmth on their cheeks. Develop an idea that friction produces heat.
- Observe the effect of friction on different surfaces.
- To show that rolling friction is less than sliding friction.
- Developing an idea that friction produces heat by rubbing hands together and placing on cheeks to observe.
- Class Discussion on “Advantages and disadvantages of friction”.

Board work:

Force that **opposes the motion** of an object, when the object is in contact with another object or surface is called **frictional force**. It slows down or stops the motion of an object.

Examples of friction in our daily life

Ball rolling on floor stops after some time due to friction.



Large force is required to move a heavy box because friction opposes the motion. Once the applied force is greater than the frictional force, the object moves.



Causes of friction

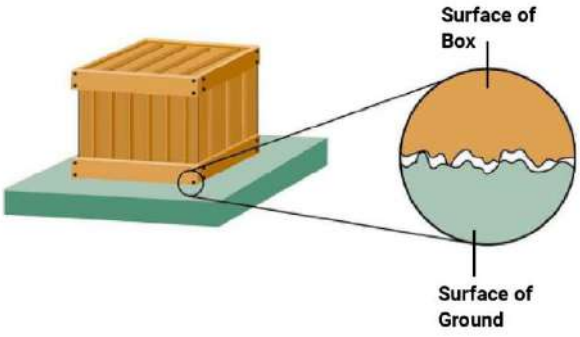
Friction is caused by the **irregularities on the two surfaces in contact.** Irregularities on the two surfaces lock into one another. When an attempt is made to move any surface, a larger force needs to be applied to overcome this interlocking.

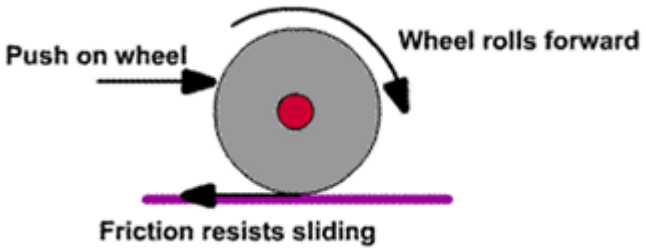
Rough surfaces
- Larger number of irregularities
- Frictional force is greater
- Force applied to move an object has to be greater

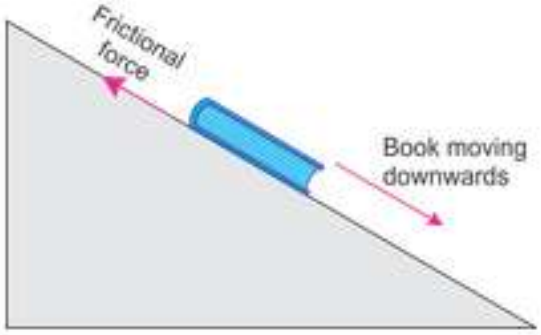


Smooth surfaces
- Larger number of very minute irregularities
- Frictional force is less
- Very little force needs to be applied to move an object

Irregularities between surfaces causes friction

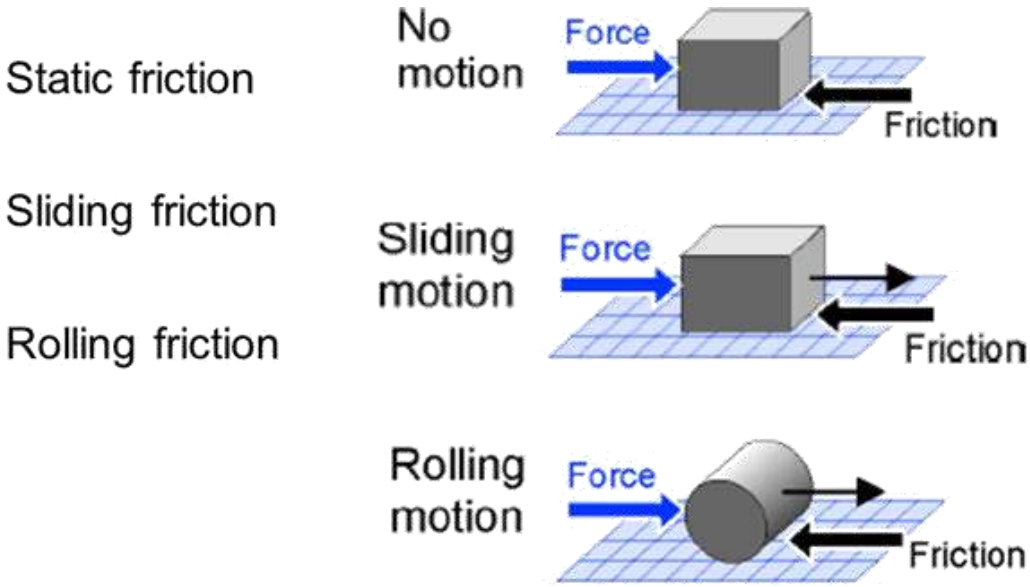








A brick is being pulled by spring balance



Learning outcomes: **Learners will be able to:**

- Describe factors affecting friction
- Differentiate between types of friction—static, sliding and rolling
- Describe fluid friction
- List the advantages and disadvantages of friction
- Explain increasing and reducing friction
- Apply learning of scientific concepts in day-to-day life, e.g., increasing and reducing friction

Application:

- Learners can use various applications of friction in real lives; e.g. to lift weights, rolling a cylinder, etc.

ICT Intergrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the lesson, summarize the concepts taught during the lesson.
- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Use short, very short and long answer questions, and questions based on thinking skills as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.

Reference:

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MIS INTERNATIONAL SCHOOL
Lesson Plan (2024-25)

Teacher's Name – Poonam Gill

Grade - 8

Subject – Science **Month - August**

Topic– Ch-13.Sound **No. of Periods- 5**

Subtopic:

- Sound is produced by a vibrating body
- Sound is produced by humans
- Characteristics of sound
- Audible and inaudible sounds
- Noise and music
- Noise pollution

Specific objective: **Students will be able:**

- To know about how sound is produced
- To know about the propagation of sound
- To know about the characteristics of sound
- To know about the types of sound—audible and inaudible
- To know about the causes of noise pollution, harmful effects and prevention

Methodology:

- Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Ask the learners to observe pin drop silence and to keep their eyes closed. Now, produce sounds by different musical instruments and other objects like duster, etc. and ask the learners to identify the source of sound without opening their eyes. Sensitize the learners about various types of sounds produced by different sources.
- Show the pictures of various animals producing sound like a bird chirping, a dog barking, a camel grunting, a lion roaring, etc. and ask the learners to recall the names of sounds produced by animals. Clarify that not only animals but non-living things also produce sound like whistle, bus horn, buzzer, doorbell, machines, etc. Ask them to listen to different sounds by closing their eyes and try to identify them. Develop a concept that sound can be identified without seeing the source.
- To show that vibrations produce sound
- To show that the frequency of vibrations can be changed
- To show that vibrations carry energy
- To show that sound requires a medium to travel
- To show that sound can travel through solids
- To show that speed of sound reduces in liquids
- To show that sound travels faster through solids than through gases
- Prepare a table on different types of sounds produced by various animals.
- Group Discussion on:
- Various musical instruments used in different eras along with the information about their category and the famous people who used those instruments.

Board work:

Sound is a form of energy. It is carried in the form of waves.

Necessary condition to produce sound = vibration of a particle
Vibration : To and fro motion of a particle about its mean position.



When we hit the drum, membrane of drum vibrates producing sound.



When we play a guitar, the string on it makes to and fro motion and produces sound.



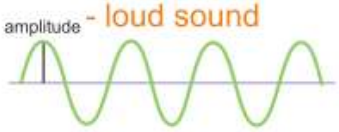
Sound produced by vibrating prong of tuning fork.

Loudness

It distinguishes between **loud and feeble** sound.

It mainly depends upon the **amplitude of sound**. Other factors are the area of the vibrating body and distance of the listener from source of sound.

High amplitude
- loud sound



Low amplitude
- feeble sound



Pitch

It distinguishes between **shriller and flatter** sound.

It mainly depends upon **frequency of sound**.

High frequency
- shriller sound
shorter wavelength



Low frequency
- flatter sound
longer wavelength



Quality or Timbre

It distinguishes **one sound from other having the same loudness and pitch**.

Both the sounds have different sound effects

Sound waves of guitar



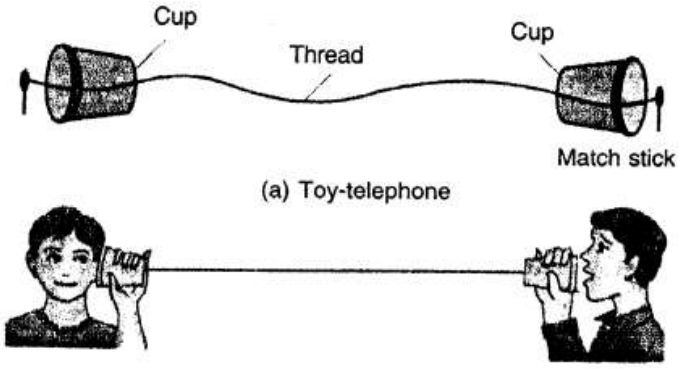
Sound waves of sitar



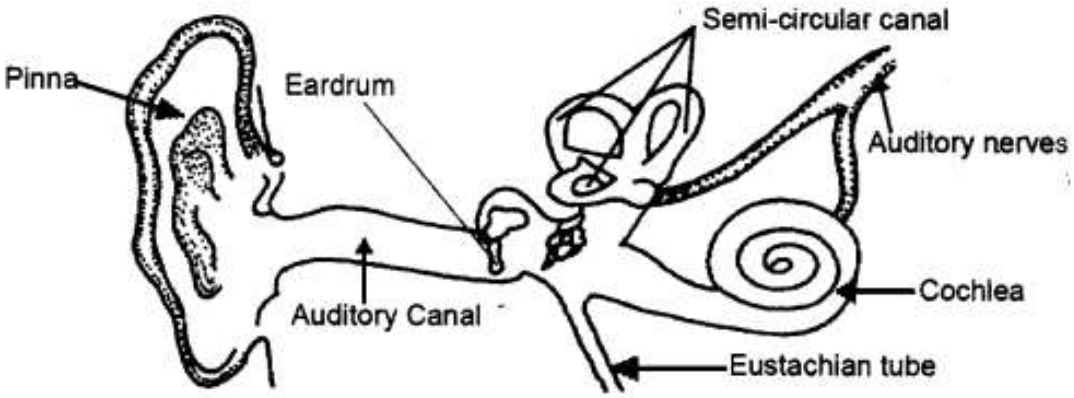
Music	Noise
• produced by periodic vibrations • has regular wave pattern • pleasing to ears • can be reproduced • e.g. sound produced by music instruments	• produced by irregular vibrations • has irregular wave pattern • irritating to ears • cannot be reproduced • e.g. Sound produced by moving bus, train



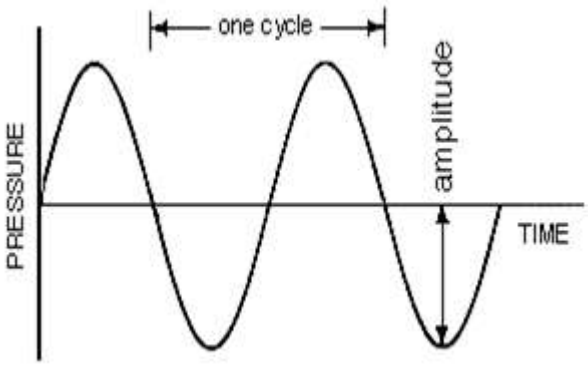
Sound travelling through water

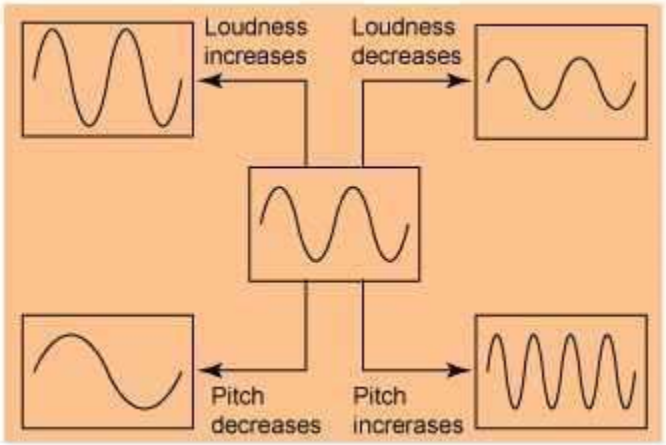


Sound travels in a solid



Human ear





Learning outcomes: **Learners will be able to:**

- Describe how sound is produced
- Understand the propagation of sound
- Identify the characteristics of sound
- Differentiate between the types of sound—audible and inaudible
- Explain the process of production and propagation of sound
- Construct models using materials from surroundings and explains their working, e.g., ektara.
- Understand the causes of noise pollution, harmful effects and prevention

Application:

- Learners will be able to apply propagation of sounds in various games.
- Learners can understand the ill effects of noise pollution and educate people about it.

ICT Intergrated:

- Videos
- PowerPoint presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the lesson, summarize all the concepts taught during the chapter.
- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Use very short, short and long answer questions, and questions based on thinking skills as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2024-25)

Teacher's Name –Pooam Gill

Grade - 8

Subject – Science **Month - October**

Topic– Ch-6.Combution and Flame **No. of Periods-7**

Subtopic:

- Combustion
- Conditions necessary for combustion
- Types of combustion
- Flame
- Fuel
- Principles of extinguishing fire

Specific objective: Students will be able:

- To know about combustion
- To know about fire extinguisher
- To know about different kinds of fuels and their efficiency
- To know about burning of fuel

Methodology:

- Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Initiate a discussion in the class by asking questions like why some of the things catch fire when a lighted matchstick is brought near them, whether a candle wick burns or the wax of the candle burns, why coal does not burn with a flame but becomes red hot, etc. Explain about combustible and non-combustible substances. Share the information about burning of substances.
- Show the learners pictures of various fuels like coal, wood, LPG, petrol, kerosene, etc. and discuss the role of fuels in our life.
- Discuss the principles of extinguishing fire and explain fire extinguishers by showing them pictures of various types of fire extinguishers.
- To show whether the test substance is combustible or not
- To show that air supports burning.
- To observe that combustion of wax takes place above its ignition temperature.
- To observe that paper burns above its ignition temperature
- To observe that some materials burn with a flame while others do not.
- To observe that wax vapour burn with a flame
- To prove that innermost zone of candle wax has unburnt wax
- To observe that outermost non-luminous zone of a candle flame has high temperature
- Group discussion topics:
  - Why solar cells are preferred over wood, petrol or coal even after having lowest efficiency?
  - Why does choice of fuel depends on its availability, efficiency, cost and pollution caused?
  - Hydrogen cannot be used as domestic fuel. Why?

Board work:

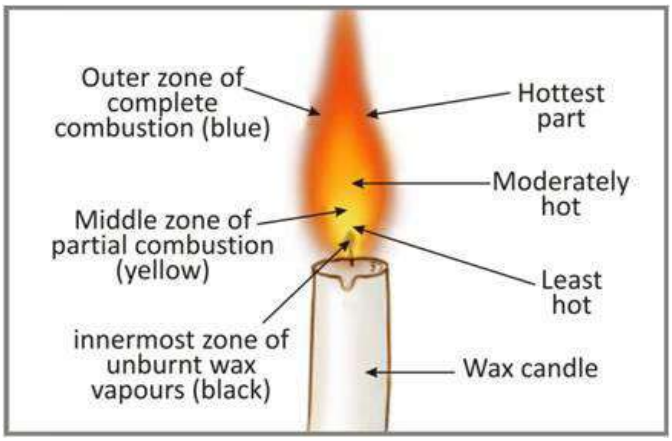
2) Combustion :-

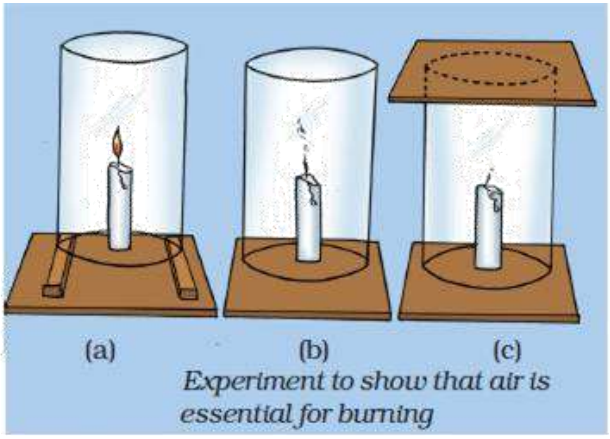
The chemical process in which a substance reacts with oxygen to produce heat is called combustion.

The substance which undergoes combustion is called a combustible substance. It is also called a fuel.

Sometimes light is also produced during combustion either as a flame or as a glow.

Air is necessary for combustion.

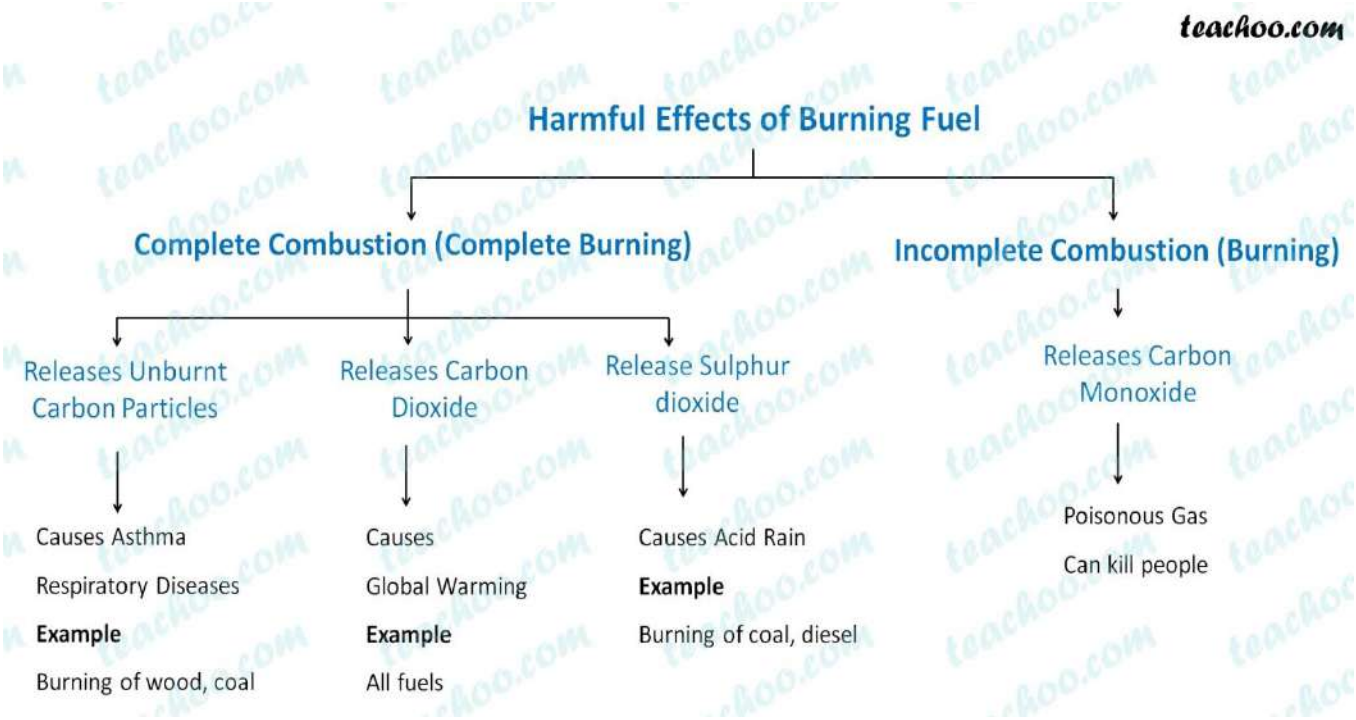


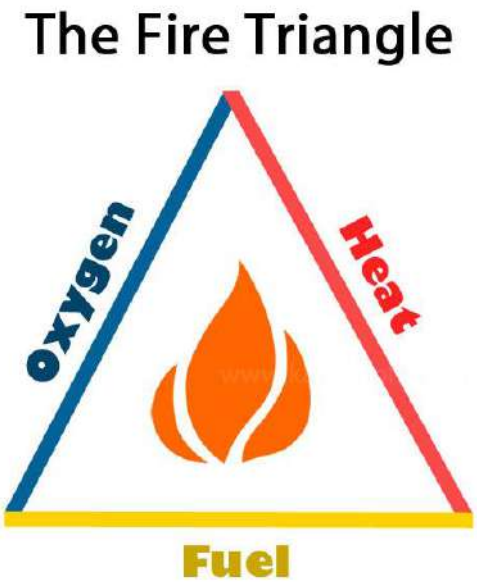


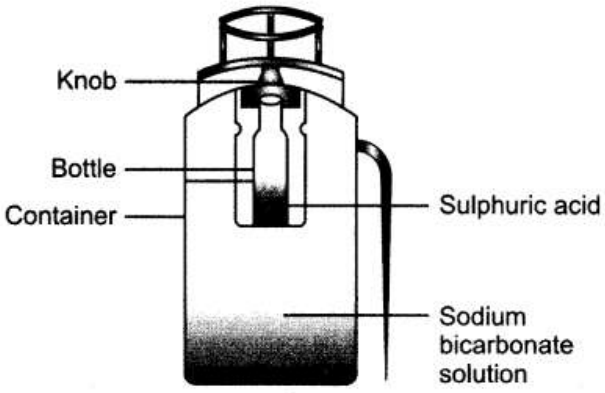
Experiment to show that air is essential for burning

S. No.	LPG	Wood
1.	It is gaseous fuel.	It is solid fuel.
2.	It does not produce smoke.	It produces smoke.
3.	Its calorific value is more (55000 kJ/kg).	Its calorific value is less (17000 kJ/kg).
4.	It is easily stored in cylinders.	It requires more space to store.
5.	It does not cause any pollution.	It causes more pollution.

Rapid combustion	Spontaneous combustion
1. It is to be initiated once.	1. It take place by itself.
2. External heat is required to start it once.	2. No external heat is required to start it.
3. Large amoutn of heat and light is evolved in a short time.	3. Small amount of heat and light is evolved.
4. Example: Burning of domestic cooking gas in a gas burner.	4. Burning of white phosphorous on its own when kept exposed in air for some time.







A soda-acid fire extinguisher

Learning outcomes: Learners will be able to:

- Explain combustion
- Understand that air is necessary for burning
- Conducts simple investigations to seek answers to queries, e.g., What are the conditions required for combustion?
- Understand the concept of ignition temperature
- Describe fire extinguisher
- Construct models using materials from surroundings and explains their working, e.g., fire extinguisher
- Explain different kinds of fuels and their efficiency

- Describe about burning of fuel
- Explain the structure of flame

Application:

- Learners will be able to understand the harmful effects of burning fuel and can educate people about it.
- Learners can educate people about use of fire extinguishers.

ICT Integrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- Summarize all the concepts taught during the lesson.
- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Use very short, short and long answer questions, and questions based on thinking skills as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2024-25)

Teacher's Name –Poonam Gill

Grade - 8

Subject – Science **Month - October**

Topic– Ch-8.Cell **No. of Periods-6**

Subtopic:

- Discovery of the cell
- Organization of cells in organisms
- Cells in an organism versus bricks in a building
- Variety in cell number, shape and size
- Cell structure and function
- Comparison of plant and animal cell
- Prokaryotic and eukaryotic cells

Specific objective: Students will be able:

- To know about discovery of the cell
- To know about organization of cells in organisms
- To know about variety in number, shape and size of cells
- To know about cell structure and function
- To know about comparison of plant and animal cells • To know about prokaryotic and eukaryotic cells

Methodology:

- Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Show the pictures of various animals and initiate the discussion by asking the similarities in them. Write down the responses of the learners on the blackboard. • Ask the learners about the dissimilarities between animals and write their responses on the blackboard. Discuss the basic unit of the structure of all organisms, i.e., cell and develop an idea about the importance of cells. Share the information about unicellular and multicellular living things.
- Draw well-labeled diagrams of plant cell and animal cells.
- To study plant cells using onion peel
- To study animal cells using cheek cells
- To observe chloroplasts in plant cells

Board work:

All living organisms are made up of cells.

A group of cells that have similar structure and function constitute a tissue.

Tissues aggregate to form an organ.

Many organs together constitute organ system.

Organ systems aggregate to form an organism.

Cells
- Basic structural units of an organism
- Form Tissues

Tissues
- Made up of specialised cells with similar functions
- Form Organs (performing a particular function within the organ)

Organs/Parts
- Peform a particular function, such as respiration, digestion etc.

SHAPE OF CELL

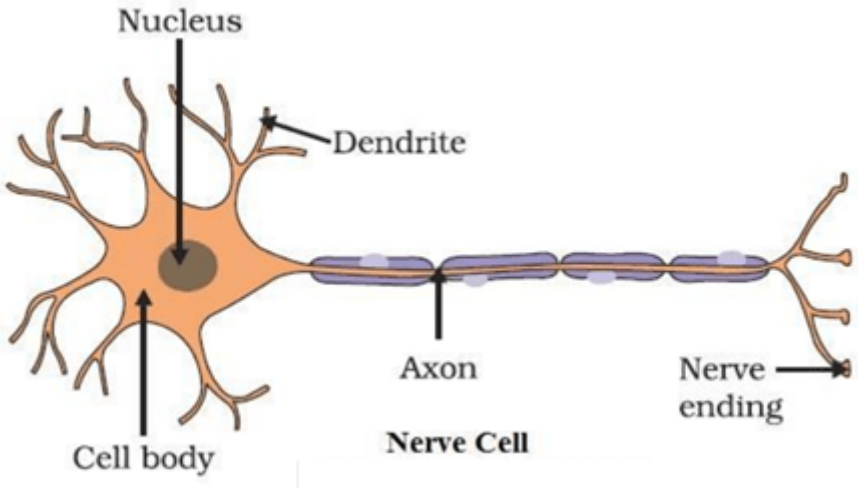
- Spherical Shape
- Spindle Shape
- Long branched Shape







RBC | MUSCLE SHAPE | NERVE CELL



Nerve Cell

Cell: The basic structural and functional unit of all living organisms.

Cell number

Unicellular organisms: are made up of single cell. e.g. amoeba, bacteria , chlamydomonas



Multicellular organisms: are made up of millions of cells e.g. plants, animals

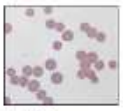




Cell Size

Cells are extremely small, therefore they can be only observed under microscope.

Cells are measured in micrometers or microns.



Mycoplasma - smallest cell



Nerve cell – longest cell

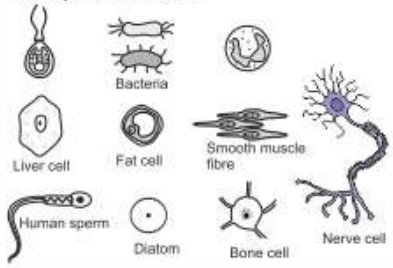


Ostrich egg- largest cell

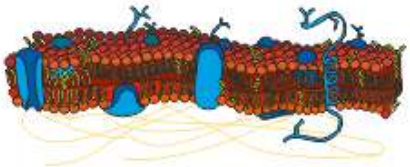
wikimedia.commons; Author: Raul654

Cell Shape

The shape of the cell varies in different organisms. The shape of plant cell is different from that of an animal cell. They may be spherical, oval, elliptical, spindle-shaped, cuboidal, polygonal, columnar, or flat plate-like.



Cell membrane

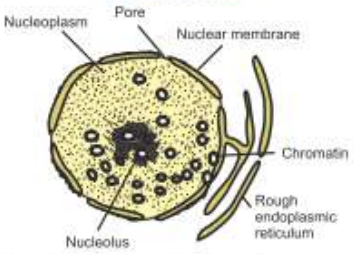


- It is the outer most covering of the cell.
- It is made up of two layers of lipids(fat) molecules with proteins

Functions:

- It is semi permeable (allows selected) which regulates entry and exit of only few molecules in and out of the cell.
- Gives definite shape to the cell
- Protects cell organelles

Nucleus

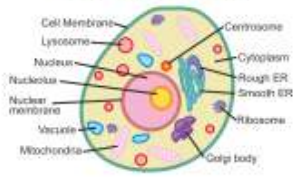


It is dense, spherical or oval shaped body, located at the center of the cell.

Functions:

- Controls and regulates all functions of the cell
- Cell division
- Contains genetic material

Cytoplasm

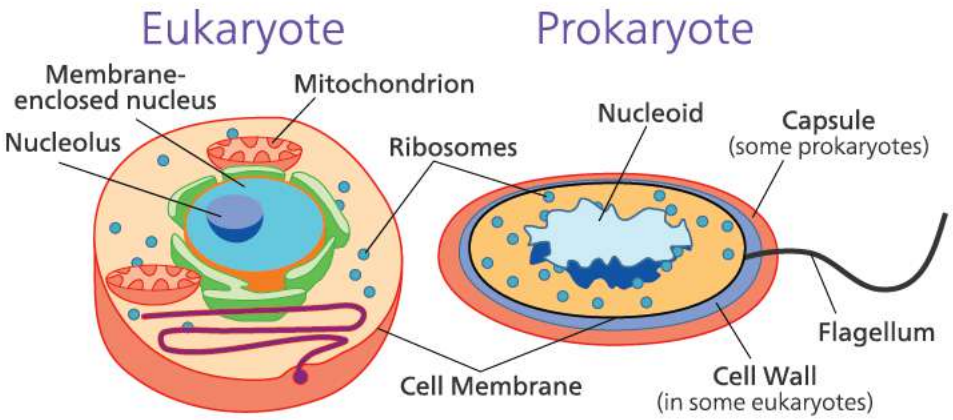


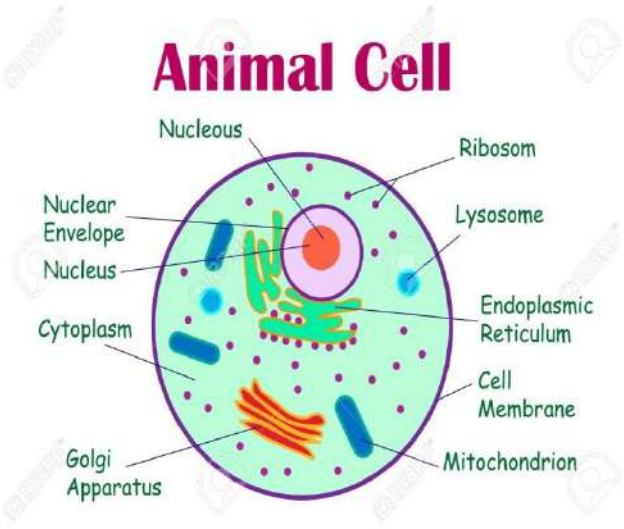
It is a semi-fluid substance. Tiny living bodies called **organelles** lie suspended in cytoplasm.

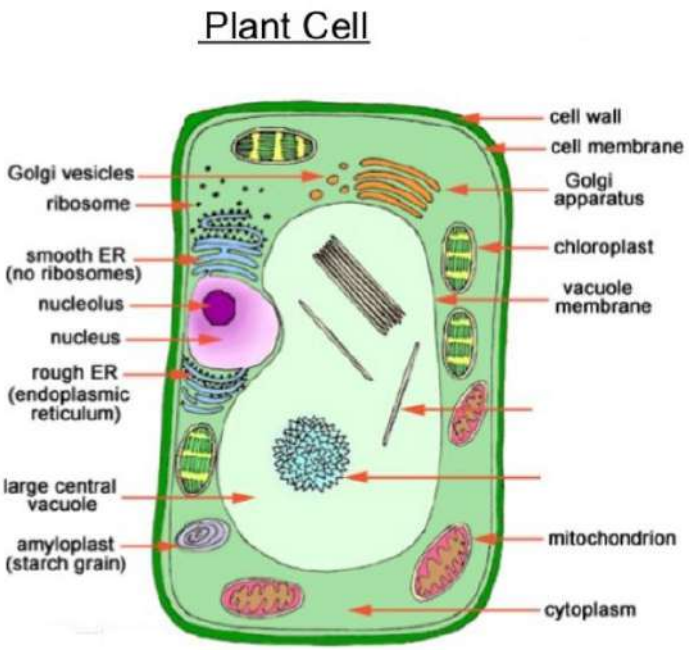
Functions:

- Many chemical reactions take place here
- Each organelle has a specific function

Cell wall - The protective wall outside the cell membrane. It is found only in plant cell. It is made up of cellulose.







Animal cell	**Plant cell**
Animal cells are generally small in size.	Plants cells are usually larger than animal cells.
Cell wall is absent.	Cell wall is present.
Except the protozoan *Euglena*, no animal cell possesses plastids.	Plastids (chromoplasts and leucoplasts) are present.
Vacuoles are smaller in size.	Vacuoles are larger in size.

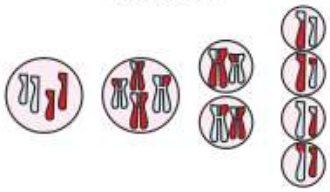
Cell division is the process by which a parent cell divides into two or more daughter cells.

Need for cell division

- For replacement of dead cells
- To repair damaged tissues
- For growth
- For reproduction

Cell division take place in two ways

Mitosis



- It occurs only in non-reproductive parts of the body.
- The two new daughter cells are identical to the parent cell because they have the same chromosomes.

Meiosis



- It occurs only in reproductive parts of the body.
- It produces four new cells each with half the chromosome number of the parent cell.

Learning outcomes: Learners will be able to:

- Know about discovery of the cell
- Discuss and appreciate stories of scientific discoveries
- Understand the organization of cells in organisms
- Know about variety in number, shape and size of cells
- Prepare slides of onion peel, human cheek cells and describe their microscopic features
- Describe cell structure and function
- Compare and differentiate between plant and animal cells on the basis of their characteristics
- Differentiate between prokaryotic and eukaryotic cells
- Draw labelled diagram of structure of a cell
- Draw labelled diagrams of plant and animal cells

Application:

- Learners will be able to understand the aggregation of organ system to a human body.
- Learners can understand the function of all organelles in the body of organism.

ICT Intergrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, revise and summarize all the concepts of the chapter.
- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Use very short, short and long answer questions, and questions based on thinking skills as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2024-25)

Teacher's Name –Poonam Gill

Grade - 8

Subject – Science **Month - October**

Topic– Ch-9 Reproduction in Animals **No. of Periods-6**

Subtopic:

- Asexual Rproduction
- Sexual Reproduction
- Metamorphosis

Specific objective: Students will be able:

- To know about modes of reproduction
- To know about asexual reproduction in animals
- To know about sexual reproduction in animals.
- Explain the process of reproduction in humans as well as the human reproductive system.

- Explain the process of fertilization In humans.
- Difference between internal and external ferterlisation.
- Explain the process of development of the embryo to form a fully grown baby.

Methodology:

- Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Show the pictures of some animals with their young ones and recall about the need of reproduction. Recall the reproduction in plants. Define reproduction. • Initiate a discussion in the class by asking the question, “what will happen if animals/plants do not reproduce?”. Write the responses of the learners on the blackboard and summarize with the note that without reproduction, there will be no life on the earth.
- Make a table showing the Endocrine glands – location, hormones secreted and their functions.
- Prepare a report by collecting the following information:
  - How many eggs does a mother hen lay at a time?
  - What is the size of the eggs
  - How much time does the young one take to hatch out from the egg
  - Does the mother look after its eggs and the newborn chick?
- Find out the concerns of community regarding low female to male ratio even after having equal chances of both. Also write about amniocentesis technique and why its use for sex determination banned in India?

Resources:

Pictures of animals and their young ones and birds with eggs, chart of male and female reproductive organ system

Board work:

Types of reproduction

Sexual reproduction requires two parents and involves sex cells

The major steps in sexual reproduction of plants are:

- Pollination
- Fertilization
- Seed formation
- Dispersal of seeds
- Germination

Asexual reproduction requires only one parent and no sex cells are involved
e.g. budding, fragmentation, spore formation

Type of Asexual Reproduction

Fragmentation

Organism with filamentous body, break into two or more fragments. Each fragment grows into a new individual.
e.g. Spirogyra



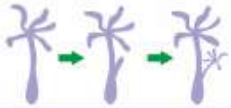
Spore Formation

Reproduces by forming spores. Under favourable conditions spores develop into new individuals.
e.g. Fern, fungi, bacteria.



Budding

Parent cell produces bud. It gets detaches from the parent and develops into new individual
e.g. Yeast, Hydra



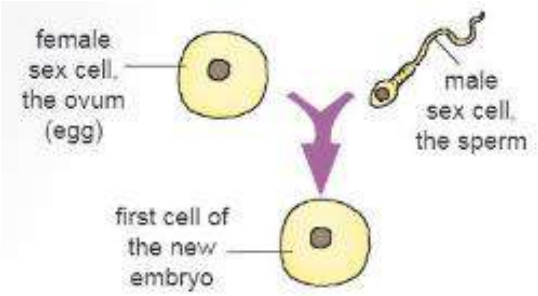


Fig. 8.4: Sexual reproduction in humans

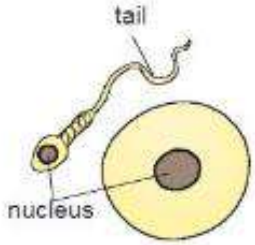
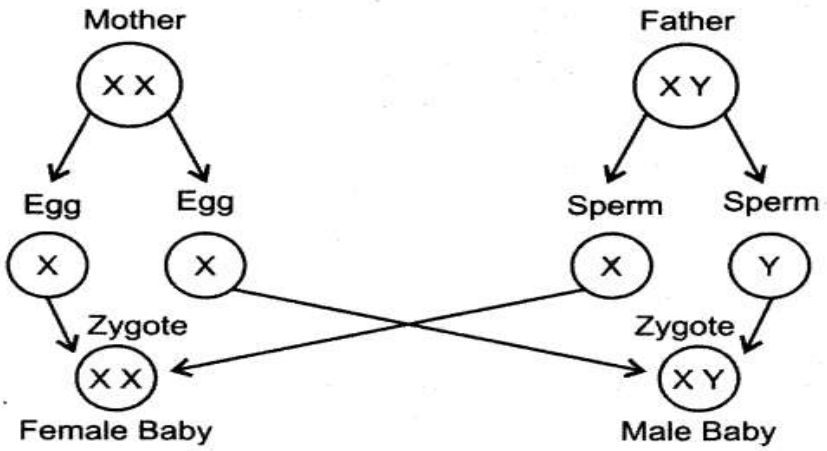
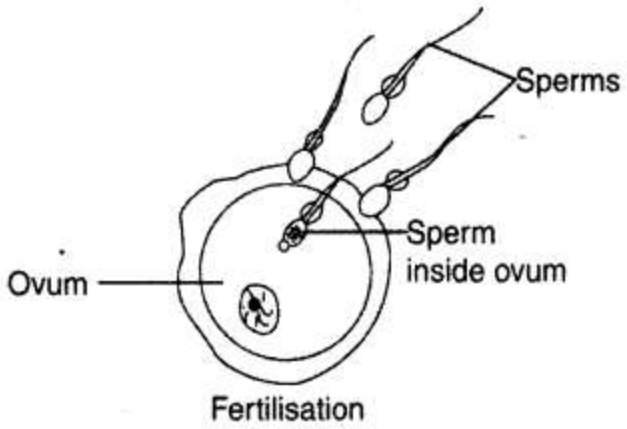


Fig. 8.5: Human male and female gametes





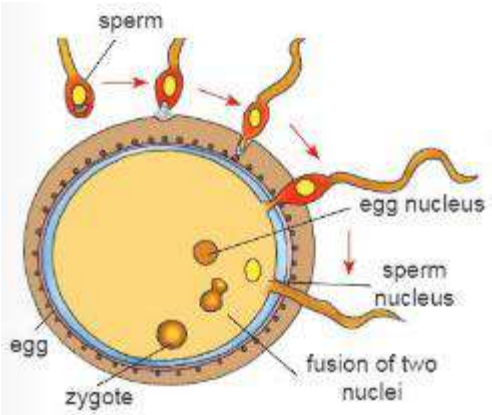


Fig. 8.10: Process of fertilization

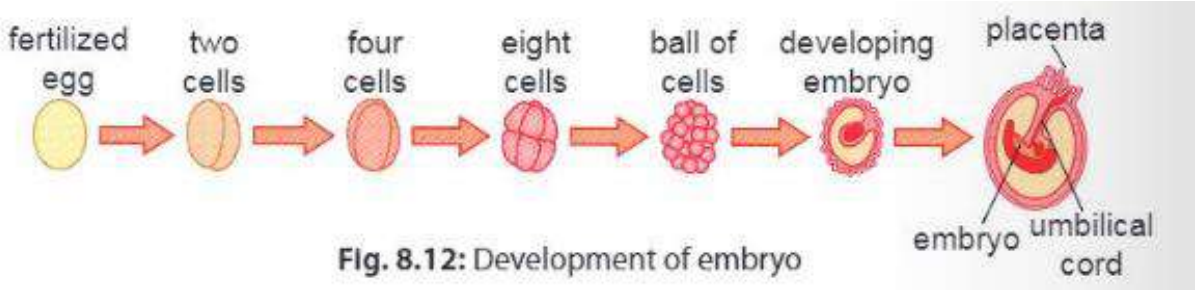
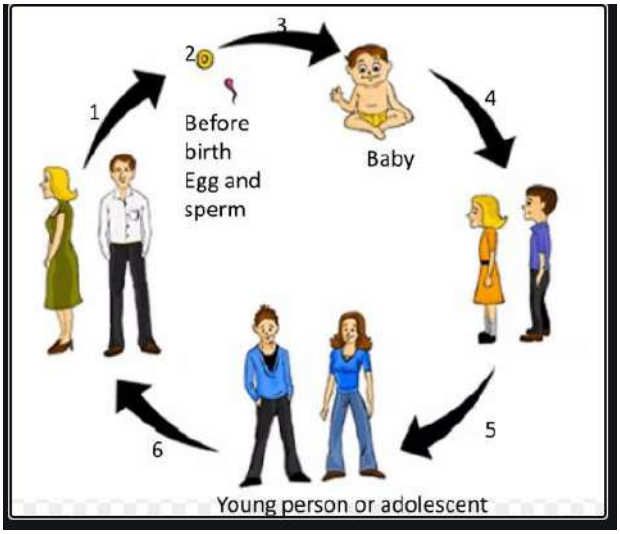
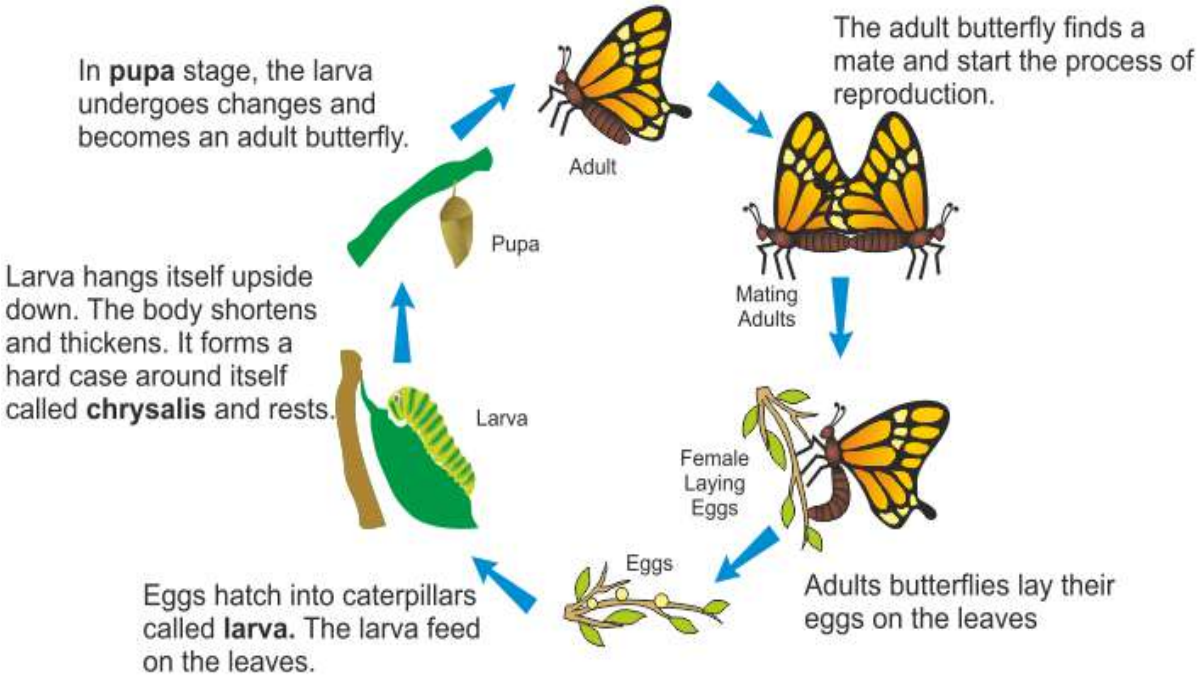
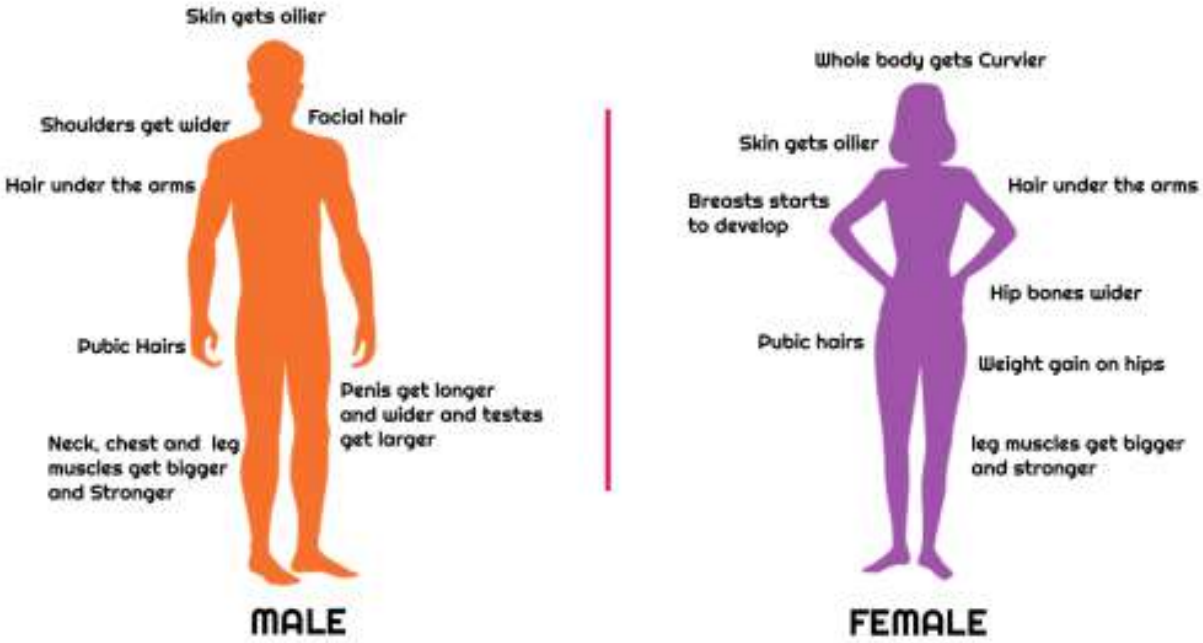


Fig. 8.12: Development of embryo

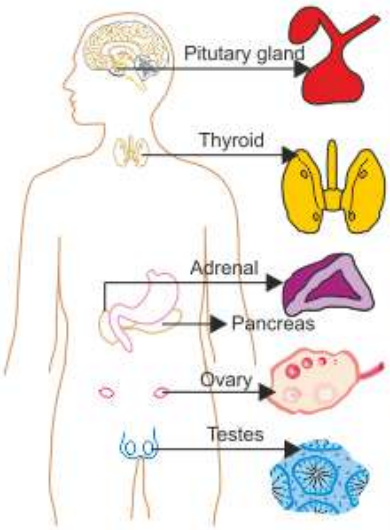


Metamorphosis- the change of form that an insect undergoes while developing onto an adult.





Endocrine glands are ductless glands that **secrete hormones** (chemical messengers) which carry **messages to particular organ or tissue** through the blood stream.
These glands control **growth, development, metabolism and reproduction**.
Endocrine glands secrete hormones in **response to external and internal stimuli**.



Glands	Hormones	Functions
Pituitary	Growth hormone	• Regulates growth • Controls the functioning of endocrine glands
Thyroid	Thyroxine	• Controls the metabolism rate • It also brings about balanced growth
Parathyroid	Parathormone	• Controls calcium balance of the body
Adrenal	Adrenaline	• Prepares body for emergency
Pancreas	Insulin	• Controls glucose level of the blood
Testes	Testosterone	• Controls growth and development of male reproductive system
Ovaries	Oestrogen, progesterone	• Controls growth and development of female reproductive system

Hormones from pituitary gland stimulate testes/ovaries to release sex hormones, testosterone in males/estrogen in females.

↓

Sex hormones reach the specific part of the body **(target site)** through blood.

↓

The hormone stimulates changes in the body.

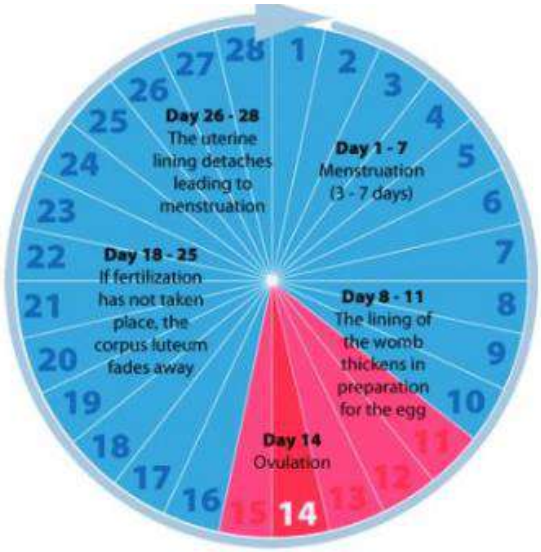


Fig. 8.23: The menstrual cycle

Learning outcomes: Learners will be able to:

- Explain modes of reproduction
- Describe asexual and sexual reproduction in animals
- Classify reproduction based on properties/ characteristics, e.g. sexual and asexual reproduction
- Describe sexual reproduction in humans
- Explain the process of reproduction in humans and animals
- Draw labelled diagram of human reproductive organs
- Understand metamorphosis

- Know about determination of sex of the baby
- List hormones and endocrine glands
- Understand about adolescence, puberty and changes at puberty
- Apply learning of scientific concepts in day-to-day life, e.g., challenging myths and taboos regarding adolescence.
- Understand reproductive phase of life in humans
- Understand reproductive health

Application:

- Learners will be able to apply methods of asexual reproduction to grow plants in their garden.
- Learners can challenge the myths regarding various issues regarding adolescence and educate people about them.
- Learners can take relevant measures to maintain reproductive health.

ICT Intergrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- Revise and summarize the concepts of the chapter.
- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Use short, very short and long answer questions and questions based on thinking skills as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2024-25)

Teacher's Name –Poonam Gill

Grade - 8

Subject – Science **Month - November**

Topic– Ch-14. Chemical Effects of Current **No. of Periods-6**

Subtopic:

- Electric current
- Chemical effects of current
- Application of electrolysis

Specific objective: Students will be able:

- To know about electric current—conductors and insulators
- To know about chemical effects of current—electrolysis
- To know about applications of electrolysis
- To know about applications of electroplating

Methodology:

- Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

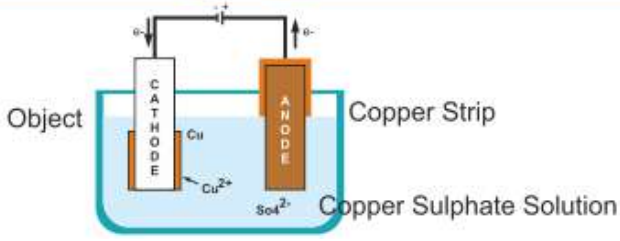
- Initiate a discussion in the class on the topic 'importance of electricity' and ask the learners to give examples where electricity is used like lighting house and other places, cooking food, etc.
- Show pictures of some electrical appliances to the learners and ask their names. Ask them to name some more such electrical appliances of daily use. Develop an idea that a large number of electrical appliances are used to make our life more comfortable
- To observe whether wood is an insulator or a conductor
- To observe whether water conducts electricity or not
- To test the conductivity of different liquids
- To observe and understand the process of electrolysis
- To observe the process of electroplating on an iron nail
- Discussion about benefits of LEDs and CFLs over light bulbs.

Resources:

Pictures of electrical appliances, some electroplated items

Board work:

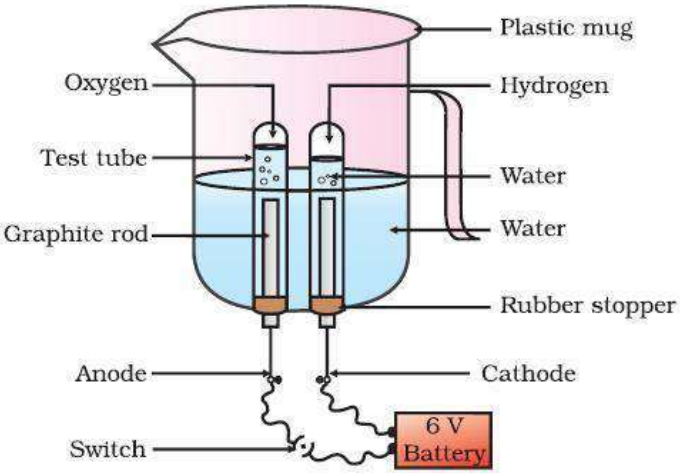
The process **of depositing a layer of any desired metal on another material** by means of electricity is called **electroplating.**



e.g. For electroplating of copper on an object, the object is dipped in acidified copper sulphate solution and connected to the negative terminal of a battery. A copper strip is dipped in the solution and connected to the positive terminal of the battery.

When electric current is passed through the copper sulphate solution, copper sulphate dissociates into copper and sulphate. The free copper gets drawn and gets deposited on the object connected to negative terminal.

From the other electrode having copper strip ,an equal amount of copper gets dissolved in the solution. Thus loss of copper from the solution is restored and the process keeps going.



Learning outcomes: Learners will be able to:

- Differentiate between conductors and insulators
- Differentiate liquids as electrical conductors and insulators
- Understand chemical effects of current—electrolysis
- Explain the phenomenon of chemical effects of electric current
- Describe applications of electrolysis and electroplating
- Draw labelled diagrams of experimental setups
- Construct models using materials from surroundings and explains their working, e.g., electroscope

Application:

- Learners can use the process of electrolysis for purifying metals.

ICT Intergrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the lesson, summarize all the concepts taught during the lesson.
- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Use very short, short and long answer questions, and questions based on thinking skills as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2024-25)

Teacher's Name – Poonam Gill

Grade - VIII

Subject - Science **Month - December**

Topic – 10. Reaching the age of Adolescence **No. of Periods -8**

Sub - topic: • Puberty and Adolescence • Secondary Sexual Characteristics • Reproductive phase in Humans • Sex determination in human • Reproductive Health
Specific objectives: Students will be able to • Know about Puberty and Adolescence • Know about Secondary Sexual Characteristics • Know about Reproductive phase in Humans • Know about Sex determination in human • Know about Reproductive Health
Methodology Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Make a table showing the Endocrine glands – location, hormones secreted and their functions.

- Prepare your own Mind map on the topic ‘ Secondary Sexual Characteristics in Boys and Girls ‘ .Draw a comparison between various characteristics that helps in distinguishing boys from girls

Board work:

Harmones in human body

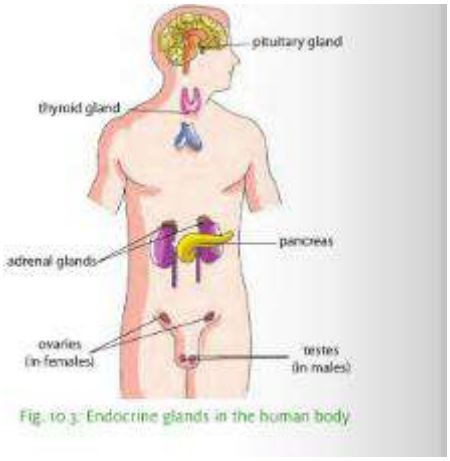


Fig. 10.3: Endocrine glands in the human body

in our body.

Table: Endocrine Glands and the Hormones Secreted by Them

Gland	Hormones Secreted	Functions
Thyroid	Thyroxine	• It stimulates metabolism and growth rate. • Lack of thyroxine causes goitre which is characterised by a bulging throat.
Pancreas	Insulin	• It regulates the level of sugar in the blood. • Lack of insulin causes diabetes.
Adrenal	Adrenaline	• It helps the body to fight stress and emergency situations.
Pituitary	Several hormones including Growth Hormone and Thyroid Stimulating Hormone	• It is also called the master gland as it controls the activities of other glands. • It is necessary for normal growth of a person. • It stimulates thyroid for thyroxine production.

Sex Determination in Humans :

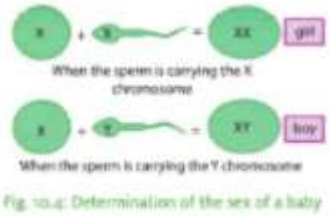


Fig. 10.4: Determination of the sex of a baby

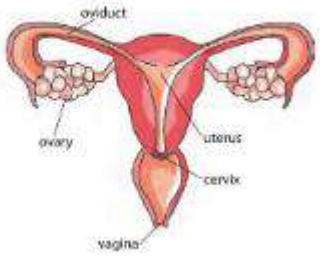
Learning outcomes: The Learners will be able to

- Learn meaning of Puberty and Adolescence
- Know about Secondary Sexual Characteristics
- Describe the about Reproductive phase in Humans
- Explain the role of Chromosomes in sex determination of the baby in humans.
- Name endocrine gland in the baby and state the functions of their secretions.
- Give ways in which good health can be maintained during adolescence.

Application: Picture based question

We have studied about the changes that occur during adolescence and adulthood in both males and females. We also know that in humans, fertilisation takes place inside the female. Answer the questions that follow about the changes that occur in females every month to prepare for fertilisation and development of the baby.

1. How many egg(s) are released in a month from the ovaries?
2. When does the reproductive phase begin in females? When does it end?
3. Which part of the female reproductive system prepares itself for receiving the developing embryo?
4. What happens if the egg is not fertilised?
5. What happens when the egg is fertilised?



- Solve very short answer questions and HOTS questions .

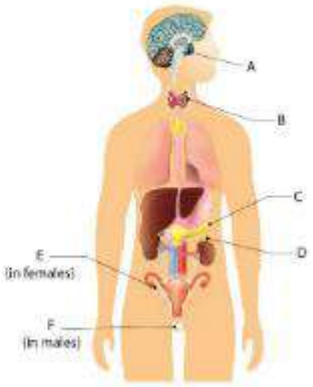
ICT Integration / Art Integration :

- Video
- PowerPoint Presentation.

Class assessment/ Recapitulation:

Observe and Answer

Observe the image of the endocrine system in humans. Label various glands in the human body. Then complete the table by filling the secretions of each gland and answer the questions that follow.



Homework/ worksheets:

Reason Out (HOTS)

Think carefully and answer the following questions.

1. Why do girls need to take an iron-rich diet during adolescence?
2. The sex of the baby is determined by the father. Do you agree? Explain.
3. Adolescents should avoid eating junk food. Comment on the statement.
4. Why do we use iodised salt at home?

- Solve few questions from textual questions.

Reference:

ncert.nic.in, vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2024-25)

Teacher's Name – Poonam Gill

Grade - 8

Subject – Science **Month - December**

Topic– Ch-15.Some Natural Phenomena **No. of Periods- 8**

Subtopic:

- Electric charges
- Lightning
- Earthquakes

Specific objective: Students will be able:

- To know about electric charges
- To know about methods of charging a body
- To know about transfer of charge
- To know about lightning
- To know about lightning conductors
- To know about safety measures during lightning
- To know about earthquakes
- To know about structure of the earth
- To know about occurrence of earthquakes
- To know about measuring intensity of earthquakes
- To know about destruction caused by earthquakes
- To know about protection against earthquakes

Methodology:

- Demonstration Method, Explanation Method (learning method), Activity based teaching.

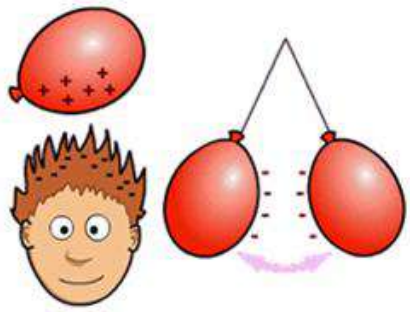
Activities:

- Show the picture depicting lightning in the sky and ask the learners whether they have heard a loud noise of thunder on a stormy day/night and whether they have seen a bluish-white flash of light in the sky. Write the responses of the learners on the blackboard.
- Explain that lightning is a natural phenomenon. Ask them to name some other natural phenomena and develop an idea that natural phenomena are those that occur in nature and humans have no control on them.
- To observe whether a neutral body can be charged o not.
- To show charging of a body by friction.
- To show the working of an electroscope.
- Discuss and write about how man's thoughtless activities are a major cause of natural calamities.
- Collect information about any two earthquakes that occurred recently in the world and write about its intensity, destruction caused, impact on lives of people and the organizations or nations that helped them.

Resources:

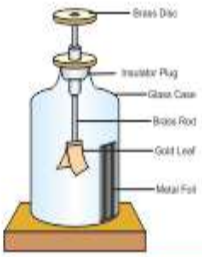
Picture showing lightning, picture of seismograph

Board work:





Some more examples of Statics Electricity by Rubbing



An instrument used to detect and compare charges.
It detects the following things :

- whether the body is charged.
- whether charge on body is small or large
- the nature of the charge

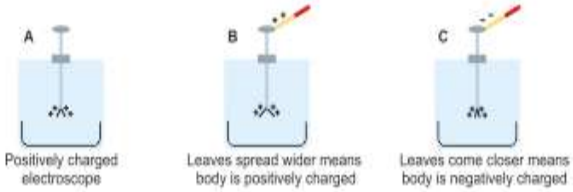
To detect and measure the charge on an object: When the electroscope is uncharged, the gold leaf hangs vertically. When a charged body is brought in contact with brass disc, the gold leaf moves apart or diverges. The amount of divergence of the leaf is a measure of amount of charge on the object.

Charging the electroscope: Electroscope can be charged by conduction or induction. The leaf acquires the same charge as on the charged object and diverges.

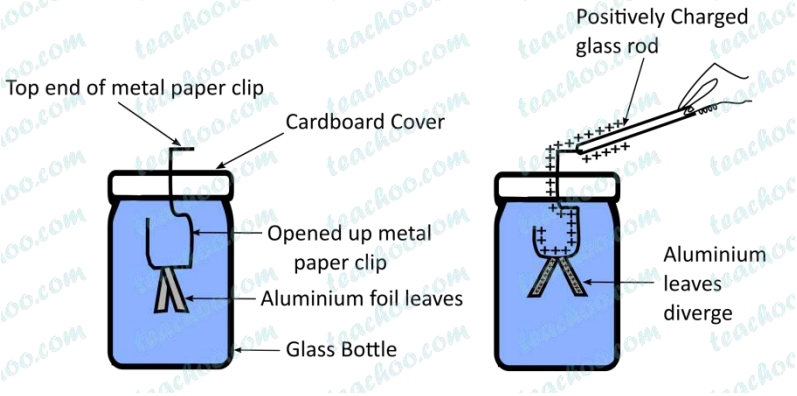
To find the nature of charge on an object:

If divergence of the leaf increases, object has the same charge as the electroscope.

If divergence of the leaf decreases, it has opposite charge as the electroscope.



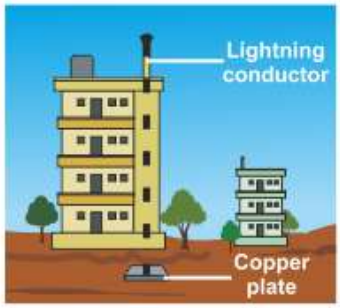
Electroscope



Lightning is a bright flash of electricity produced by a thunderstorm.



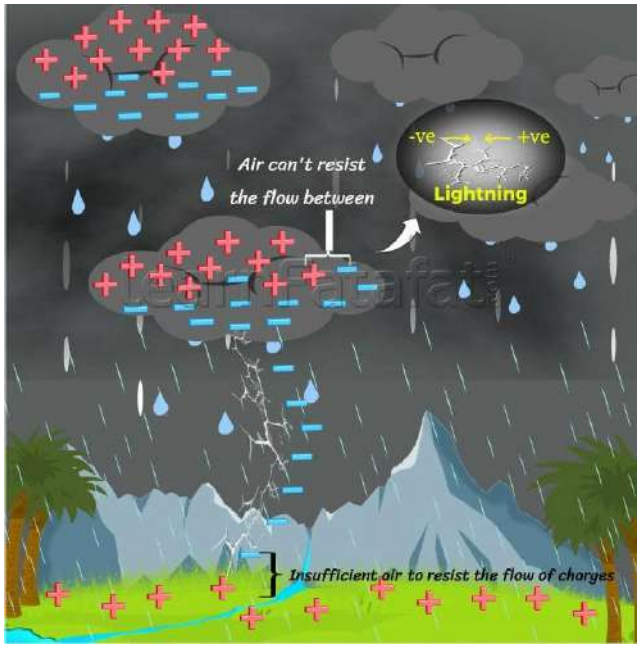
- **Thunderclouds have huge amount of positive and negative charges.**
- The positive charges or protons form at the top of the cloud and the negative charges or electrons form at the bottom of the cloud.
- **The negative charge at bottom of the cloud causes a positive charge to build up on the earth's surface.**
- The positive charge coming up from earth's surface eventually connects with a negative charge reaching down from the clouds and lightning strikes.

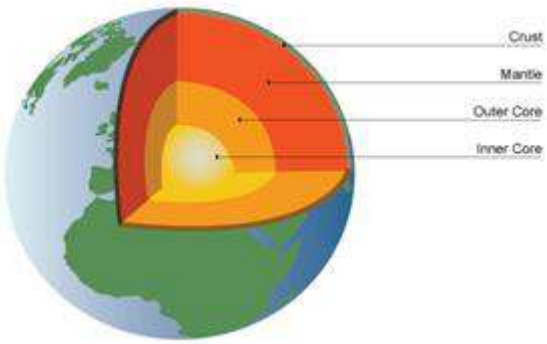


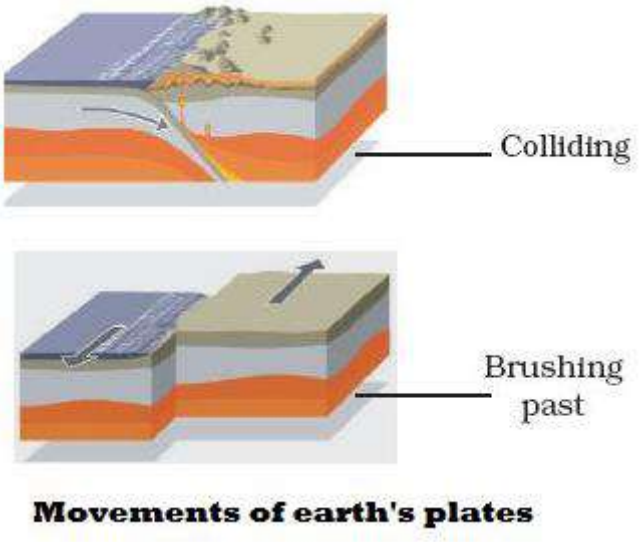
Lightning Conductors

A device used to protect buildings from the effect of lightning.

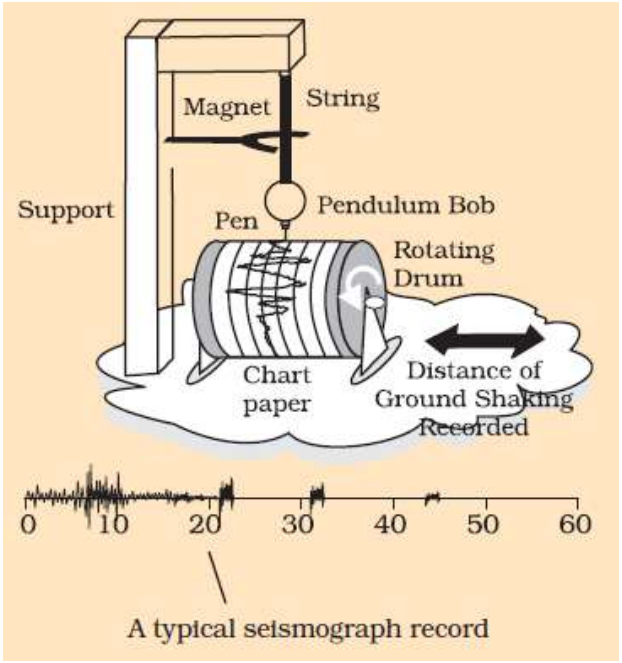
A metallic rod, taller than the building, is installed in the walls of the building during its construction. One end of the rod is kept out in the air and the other is buried deep in the ground. The rod provides easy route for the transfer of electric charge to the ground.







Movements of earth's plates



A typical seismograph record

Learning outcomes: Learners will be able to:

- Explain electric charges
- Describe methods of charging a body
- Explain transfer of charge
- Explain lightning, lightning conductors and safety measures during lightning
- Explain about earthquakes, their occurrences, destruction caused and protection measures.

Application:

- Learners can take relevant measures of prevention from earthquakes and lightning and educate people about them.

ICT Intergrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the lesson, summarize the concepts taught during the chapter. Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Use very short, short and long answer questions, and questions based on thinking skills as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2024-25)

Teacher's Name – Poonam Gill

Grade - 8

Subject – Science **Month - December**

Topic– Ch-16.Light **No. of Periods-8**

Subtopic:

- Reflection of light
- Laws of reflection
- Characteristics of image formed by a plane mirror
- Regular and diffused reflection
- How do we see things
- Multiple images
- Dispersion
- Human eye
- Eyecare and nutrition

Specific objective: Students will be able:

- To know about reflection of light
- To know about laws of reflection
- To know about characteristics of image formed by a plane mirror
- To know about regular and diffused reflection
- To know about how do we see things
- To know about multiple images
- To know about dispersion
- To know about human eye—its structure and working
- To know about defects of vision
- To know about visually challenged people
- To know about the Braille system

- To know about eyecare and nutrition

Methodology:

- Demonstration Method, Explanation Method (learning method), Activity based teaching.

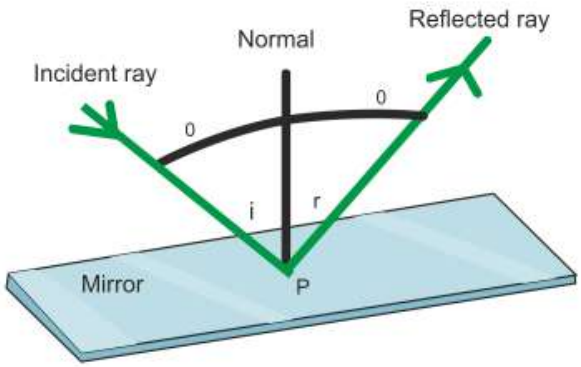
Activities:

- Recall the previous knowledge of the learners about light and ask them different sources of light—natural and man-made. List the responses of the learners on the blackboard. Develop the idea that light is a form of energy which gives us the sensation of seeing objects.
- Take a plane mirror and throw light from the torch on it. Light will bounce back. Ask the learners what they have observed. Throw light at different angles on the surface of plane mirror and on some shining surfaces and ask the learners to observe the phenomenon and to share their observations. Explain them the process of reflection of light.
- To see the nature of image formed by a plane mirror
- To observe characteristics of lateral inversion
- To observe the number of images formed when two plane mirrors are placed at different angles to each other
- To observe the phenomenon of dispersion with the help of a prism
- Collect information and write about organizations involved in eye donation along with the famous people who have pledged to donate their eyes.

Board work:

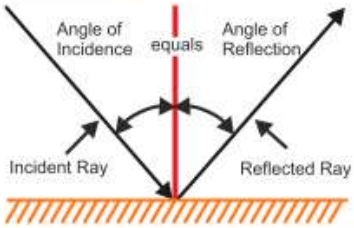
Reflection

It is the phenomenon of bouncing back of light after striking a smooth polished surface.



Incident ray: The ray of light falling on the surface.
Reflected ray: The incident ray bouncing back in the same medium after striking the reflecting surface.
Point of incidence(P): The point of the mirror surface, where incident ray strikes and reflected ray bounces off.
Normal ray: It is the line drawn perpendicular to the reflecting surface at the point of incidence.
Angle of incidence (i): angle between incident ray and normal
Angle of reflection (r): angle between normal and reflected ray

Laws of reflection:

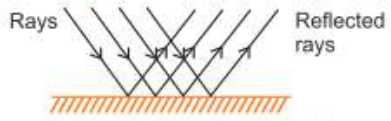


I) The **incident ray, the reflected ray and the normal** to the mirror at the point of incidence all **lie in the same plane**.

ii) The **angle of incidence is equal to the angle of reflection**.

Types of Reflection

Regular Reflection



Regular Reflection from smooth surface

- If the parallel incident rays are reflected in such a way that all the reflected rays are also parallel to each other, such a reflection is known as regular reflection.
- It occurs only if the rays are falling on a highly smooth polished surface like plane mirror.

Irregular Reflection



Irregular reflection from rough surface

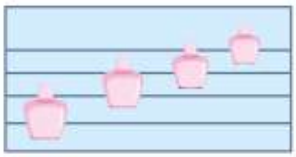
- If the parallel rays fall on an irregular surface. Then the reflected rays scatter in all directions. Such a reflection is called irregular reflection.
- It occurs if the rays are falling on a rough surface. This type of reflection enables us to see the objects around us.

Images formed in two inclined mirrors:

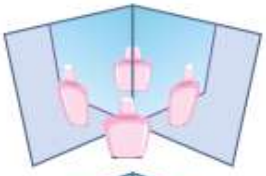
The number of images formed depends on the angle between the two mirrors. If two mirrors make an angle θ between them and the object is placed in between the two mirrors, the number of images formed are given by

$$n = \frac{360}{\theta} - 1$$

1) When two mirrors are kept parallel to each other, i.e., $\theta = 0^\circ$. The no. of images of an object kept in between the two mirrors are $n = \frac{360}{0} - 1 = \text{infinite}$



2) When the two mirrors are kept perpendicular to each other, i.e. 90°, then no. of images = $\frac{360}{90} - 1 = 3$

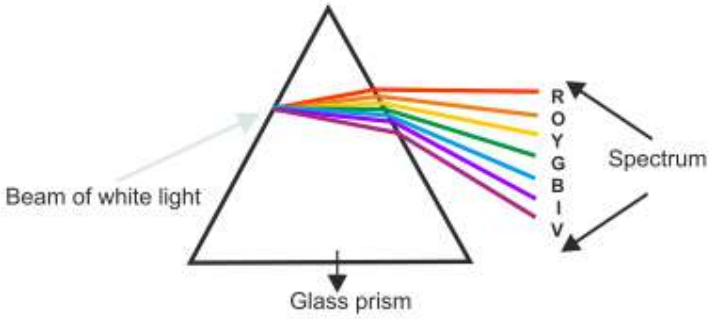


3) When the two mirrors are kept at angle 60°, then no. of images = $\frac{360}{60} - 1 = 5$



Dispersion of light

When a beam of white light is passed through a glass prism, it is split up into a band of colours called **spectrum.** This is called dispersion of white light.

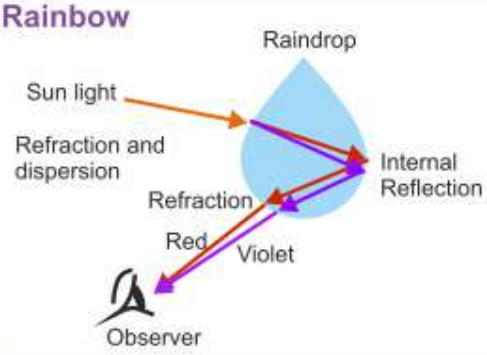


The spectrum of white has the colours

- Violet
- Indigo
- Blue
- Green
- Yellow
- Orange
- Red

The red light bends the least and the violet light bends the most.

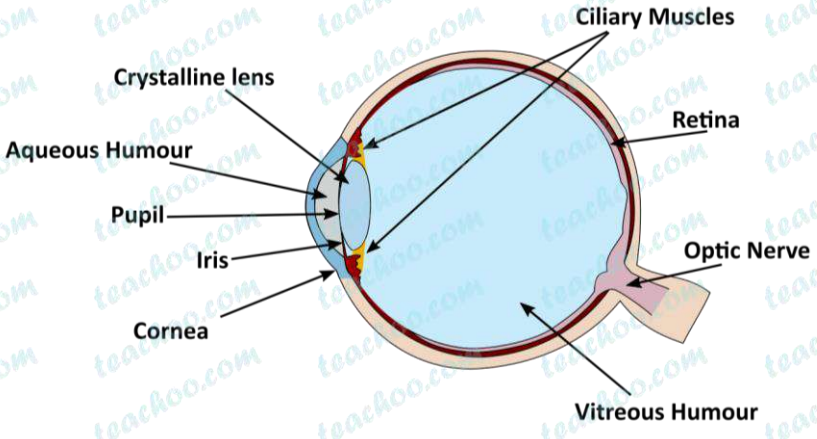
Rainbow



A rainbow is beautiful natural spectrum appearing in the sky after a rain shower. It is caused by the dispersion of sunlight by water droplets present in the atmosphere.

The water droplets act like small prisms. They refract and disperse the sunlight then reflect it internally and finally refract it again when it comes out of the rain drops. **Due to the dispersion of sunlight and internal reflection by the water droplets we see the rainbow colours.**

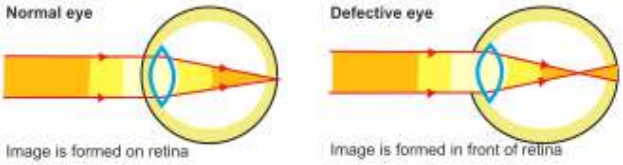
Human Eye



Defects of Vision:

Shortsightedness or Myopia

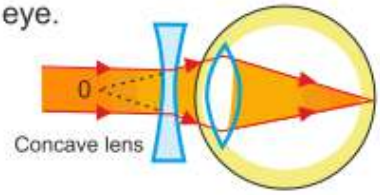
Defect of vision in which a person can see nearby objects clearly but cannot see distant objects clearly



Causes

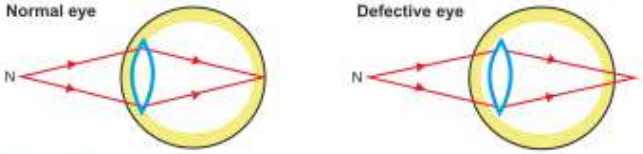
1) Increase in curvature of the eye lens.
2) Increase in the length of the eye ball

Can be corrected by using a **concave lens of suitable focal length**. Concave lens diverges the rays from a far off object so that they appear to come from the far point O of the defective eye.



Longsightedness or Hypermetropia

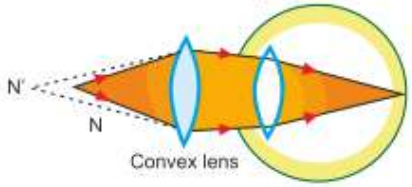
Defect of vision in which a person can see distant objects clearly but cannot see nearby objects clearly.



Causes

1) Decrease in curvature of eye lens
2) Decrease in the length of the eye ball

Can be corrected by using **convex lens**. The lens converges the rays from an object at 25 cm such that the rays appear to come from the near point of the defective eye.



Learning outcomes: Learners will be able to:

- Explain reflection of light
- State the laws of reflection
- Describe characteristics of image formed by a plane mirror
- Measure angles of incidence and reflection, etc.
- Differentiate between regular and diffused reflection
- Explain the process of formation of multiple images
- Explain dispersion
- Explain human eye—its structure and working
- Draw labelled diagram of human eye
- Understand defects of vision
- Understand the Braille system

Application:

- Learner can apply their knowledge to choose different mirrors and lenses based on their uses and requirement.
- Learners can apply their knowledge to make inclined mirrors and view the images formed by them.
- Learners can educate people about the defects of vision and their preventive measures.

ICT Intergrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize the concepts taught during the lesson.
- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Use very short, short and long answer questions, and questions based on thinking skills as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2024-25)

Teacher's Name – Poonam Gill

Grade - 8

Subject – Science **Month - January**

Topic– Ch-17.Our Solar System and the Star **No. of Periods-5**

Subtopic:

- The solar system
- Stars

Specific objective: Students will be able:

- To know about solar system
- To know about planets and other celestial bodies
- To know about satellites and the earth's moon
- To know about stars
- To know about constellations

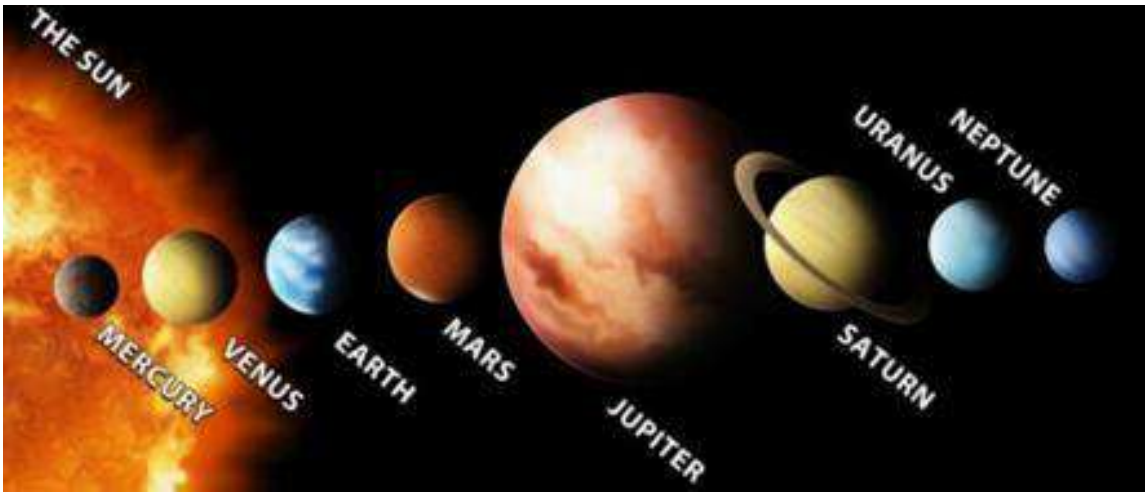
Methodology:

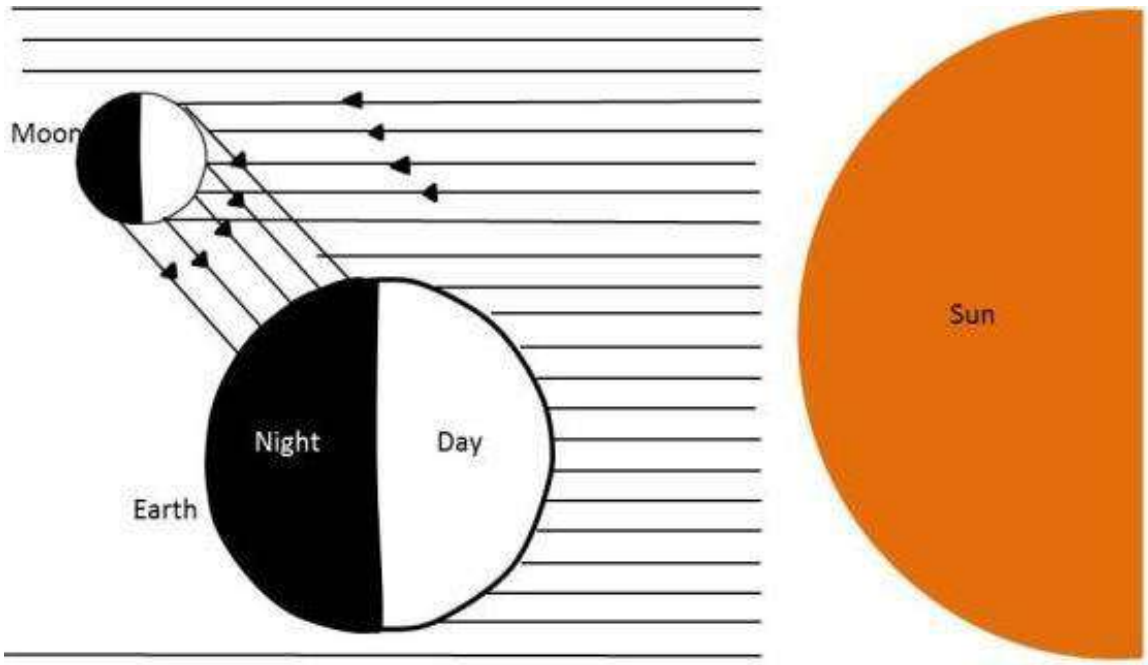
- Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

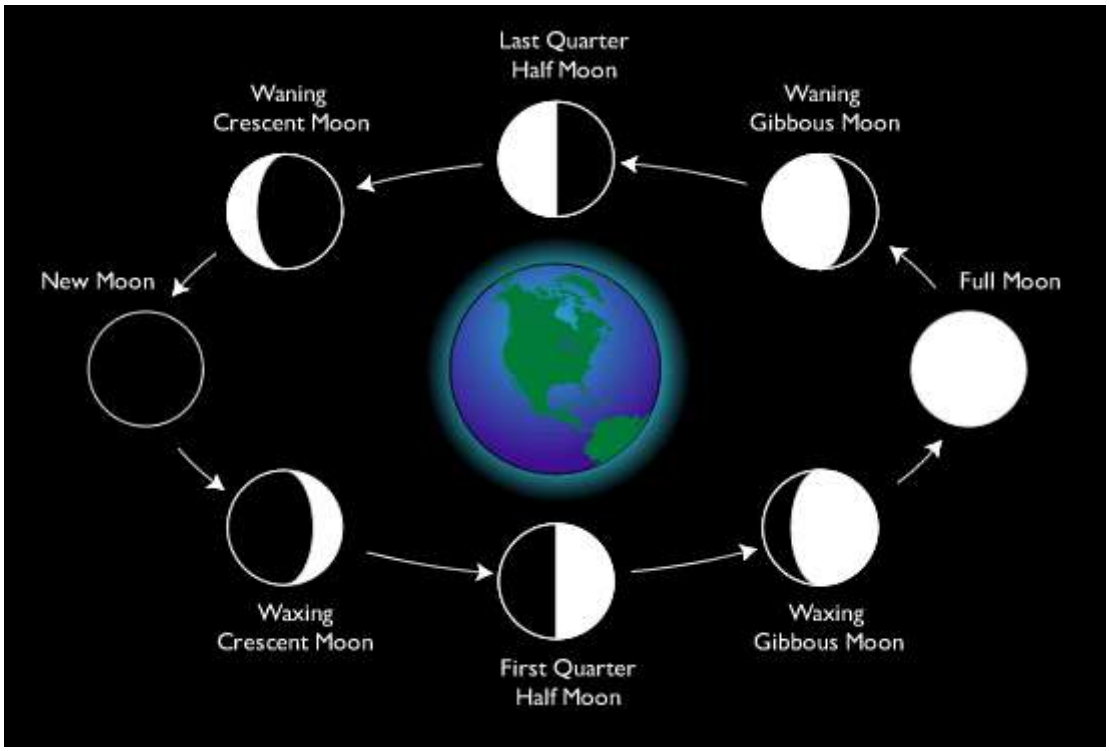
- Initiate a discussion on the topic ‘Sky at the night’ and ask them what all they have observed in the sky on a clear night. Motivate them to express their observations. Show them a picture of sky on a clear night and ask related questions to develop the idea that the sky has the moon, countless twinkling stars and a few other objects that do not twinkle.
- Ask the learners about their observations on various heavenly bodies related to their appearance, size, shape, luminosity, etc. Write the responses of the learners on the blackboard and develop an idea that different types of heavenly bodies may be stars, planets, moons, etc. and are known as celestial bodies. All these bodies are constantly in motion.
- Observe the direction in which stationary objects appear to move in relation to a moving body
- To understand why the Pole star appears stationary
- Observe various constellations in the sky at night and also try to locate the pole star.
- Prepare a model of solar system showing the planets and their relative sizes
- Collect information about latest findings of NASA about earth’s moon and Mars and discuss about your findings.
- Group Discussion on:
  - Why life is not possible on Mercury?

Board work:





Moon is visible due to reflected sunlight





(i) Ursa Major



(ii) Ursa Minor



(iii) Orion



(iv) Cassiopeia



(v) Leo

Learning outcomes: Learners will be able to:

- Describe solar system
- Describe planets and other celestial bodies
- **C**lassify celestial bodies based on properties/ characteristics
- Explain satellites and the earth's moon
- Identify stars and constellations

Application:

- Learners can apply their knowledge to locate various constellations in the sky.
- Learners can understand and explain about the different phases of moon experienced by them.

ICT Intergrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- Organize a visit to planetarium, if possible.
- At the end of the lesson, summarize all the concepts taught during the chapter.
- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Use very short, short and long answer questions, and questions based on thinking skills as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2024-25)

Teacher's Name – Poonam Gill

Grade - 8

Subject – Science **Month - February**

Topic– Ch-18.Pollution of Air and Water **No. of Periods- 5**

Subtopic:

- Pollution of air
- Pollution of water
- Potable water
- Case studies

Specific objective: Students will be able:

- To know about air pollution—sources, effects and prevention
- To know about water pollution—sources, effects and prevention
- To know about potable water—methods of purification
- To understand the need of water conservation

Methodology:

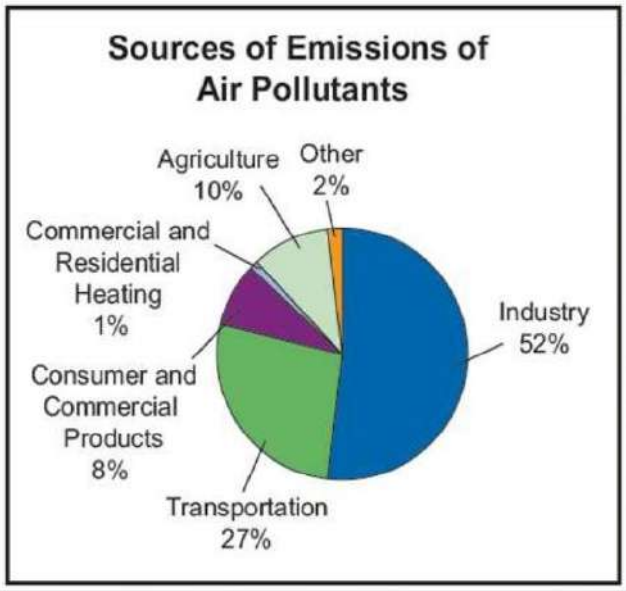
- Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Recall the previous knowledge of the learners about the natural resources which are essential to sustain life. Encourage the learners to express their views about air, water, plants, etc. Create an idea that without air and water, no animal or plant can survive.
- Ask the learners to define pollution. Discuss about the discharge of harmful chemicals into natural resources by the humans and their effect on the quality of air and water. Create an idea that addition of harmful chemicals to air and water make them unfit for usage. Show them beakers containing freshwater and sewage and ask the learners to differentiate between them. Define pollution.

- Discussion on “Whether water found near surface of earth is safe for consumption or that found deep inside the earth and why?”
- Collect information along with pictures and write about the following:
    - Yamuna Action Plan
- Bhopal Gas Tragedy

Board work:



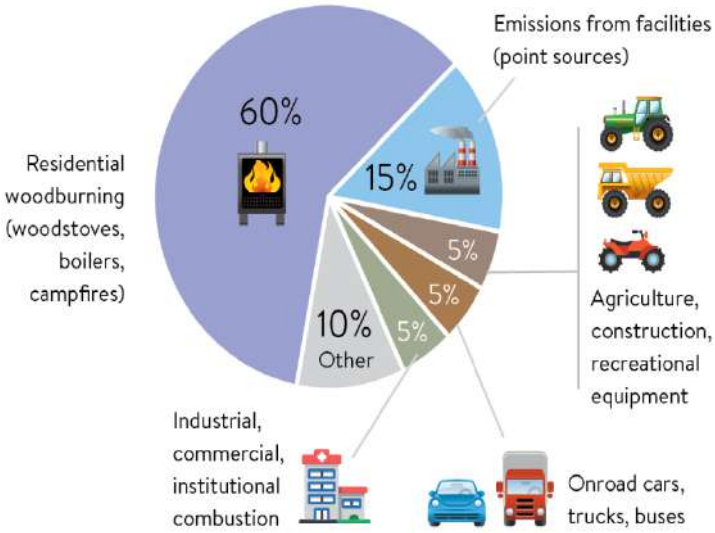
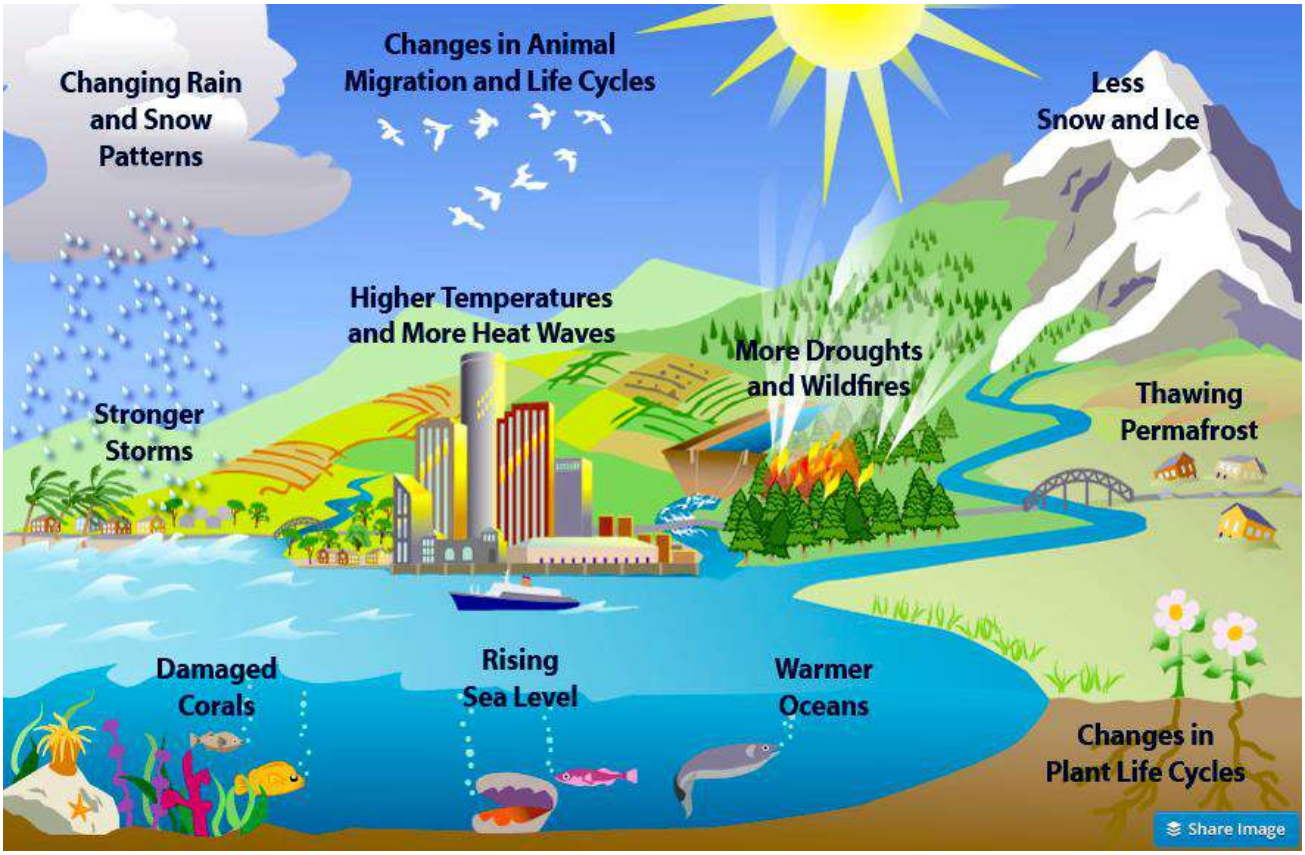


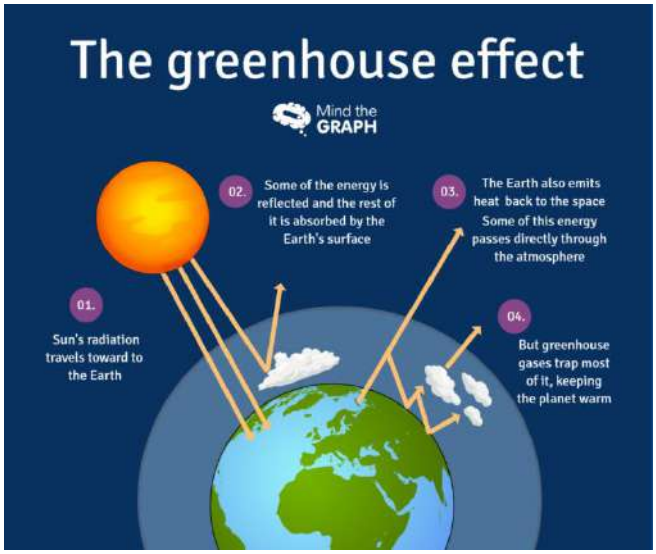
Table 17.1: Common air pollutants and their sources

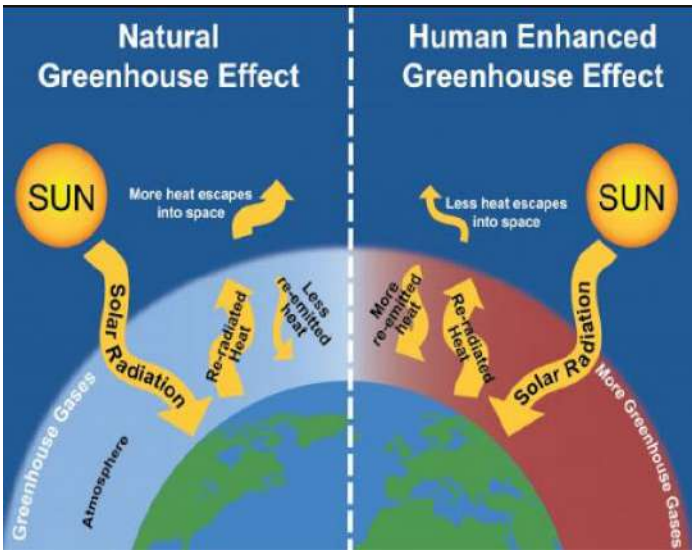
S. No.	Pollutant	Source
1.	Carbon monoxide	(i) Incomplete combustion of coal in thermal power plants (ii) Incomplete combustion of fuels in vehicles, etc.
2.	Nitrogen oxide	(i) Combustion of petrol, diesel, coal, kerosene, etc.
3.	Sulphur dioxide	(i) Volcanic eruptions (ii) Extraction of sulphur from its ore (iii) Burning of fossil fuels and sulphur
4.	Soot and smoke	(i) Combustion of fuels (vehicular exhaustion)
5.	Dust particles and particulate matter	(i) Various industrial processes (ii) Stormy winds

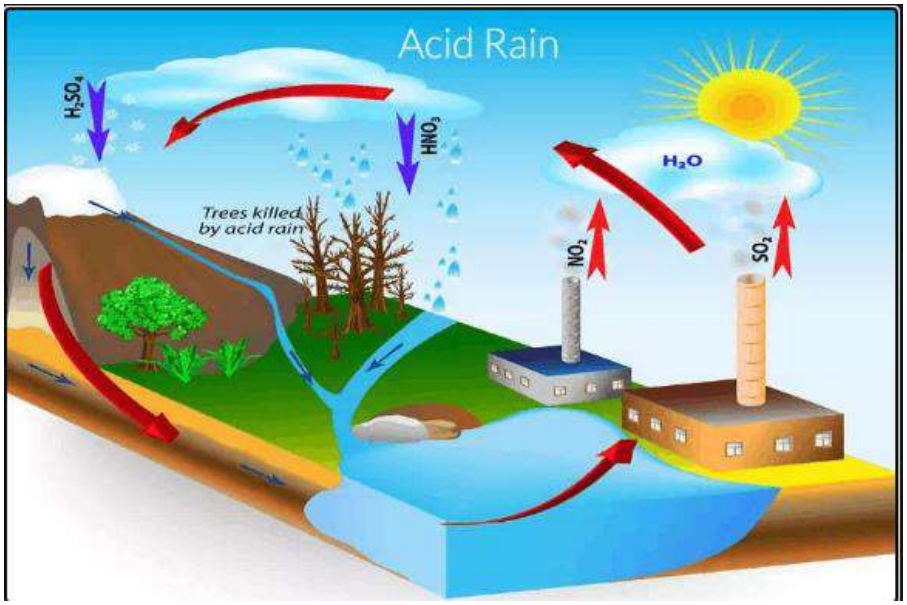


Impacts of Global Warming









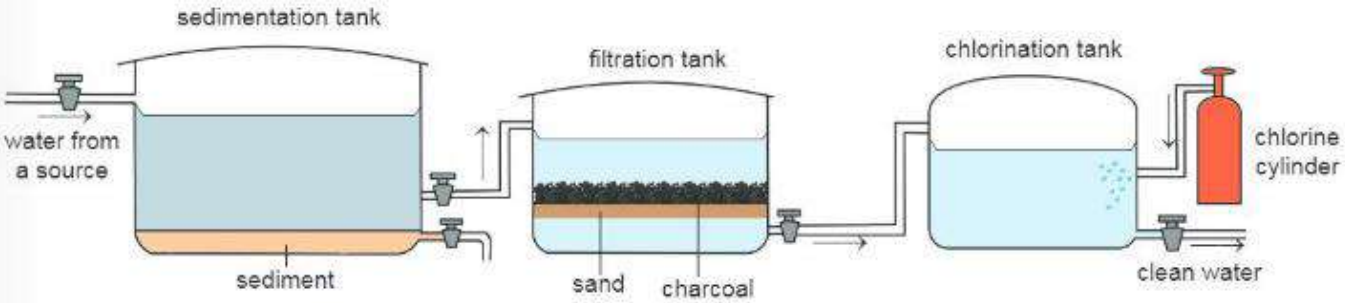


Fig. 17.18: Purification of water in treatment plant

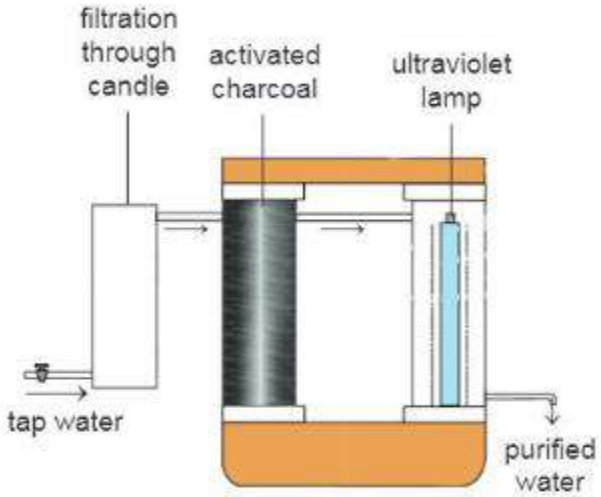


Fig. 17.20: Water purification in a purifier

Learning outcomes:

Learners will be able to:

- Describe air pollution—sources, effects and prevention
- Describe water pollution—sources, effects and prevention
- Relate processes and phenomenon with causes, e.g., smog formation with the presence of pollutants in air; deterioration of monuments with acid rain, etc.
- Make efforts to protect environment, e.g., suggesting ways to cope with environmental hazards
- Describe potable water—methods of purification
- Apply learning of scientific concepts in day-to-day life, e.g., purifying water
- Understand the need of water conservation

Application:

- Learners can apply their knowledge to make a water purification system.
- Learners can create awareness about the ill effects of air and water pollution.

ICT Intergrated:

- Videos
- Power point presentation

Extra questions/ Class assessment/ Recapitulation:

- Show the water treatment plant in the school and explain its functioning.
- At the end of the lesson, summarize all the concepts taught during the lesson.
- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Use very short, short and long answer questions, and questions based on thinking skills as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise on their own.

Reference:

ncert.nic.in, vivadigital.com, Google.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Dr.Jayashri H. & Mr.Sanjay Tak **Class:** 8

Subject: Hindi **Month:** April

Topic: L-1 पहरूए,सावधान रहना) कविता (**No. of Period**: 6

Subtopic: पाठ –पहरूए,सावधान रहना, संज्ञा,कारक अनेकार्थक शब्द आदि।
Specific objective: * स्वतंत्रता संग्राम की जानकारी देना। * देशप्रेम की भावना को बढावा देना। * सैनिकों के त्याग से अवगत कराना। *वर्तमान सामाजिक परिवेश के प्रति जागरुकता।
Methodology: कथा-कथन तथा व्याख्यान प्रणाली, स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।
Activities: स्वतंत्रता आंदोलन में सेना के योगदान की जानकारी एकत्रित कीजिए। हकीकत इस फिल्म को कक्षा में दिखाइए। 'आजादी का अमृत महोत्सव' इस विषय पर निबंध लिखना। कविता का शुद्ध उच्चारण के साथ पठन करना। 'सैनिकों का देश के लिए योगदान' विषय पर कक्षा चर्चा देशभक्ति पर अनुच्छेद लिखिए। प्रश्न–निर्माण करना।
Resources: सैनिकों का चलचित्र, चार्ट पेपर और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ

शब्दार्थ-

पहरुए- पहरेदार
अचल-स्थिर
चरण - कदम, पाँव
विगत - अतीत, बीता हुआ
कोर - कोना
अंबुधि-समुद्र
प्रभंजन - प्रचंड वायु

Learning outcomes:

भारतीय सैनिकों के पराक्रम का अध्ययन करना।

देश के इतिहास में रुचि निर्माण।

देश के लिए सर्वस्व त्याग करने की प्रेरणा विकसित होना।

सैनिक के जीवन की चुनौतियों से अवगत होना।

देशभक्ति की भावना में वृद्धि
देश के प्रति कर्तव्यों का भान
स्वयं काव्य-लेखन और वाचन कौशल का विकास।
भाषा की बारीकियों पर ध्यान देकर भाषा गढ़ेंगे।

Application:

भारतीय सैनिकों के प्रति आदर व्यक्त करेंगे।
चिंतन-मनन द्वारा बौद्धिक क्षमता का विकास।
विचार अभिव्यक्ति की क्षमता का विकास।
नए शब्द भंडार से परिचय।
अनुनासिक, संज्ञा तथा अनेकार्थी शब्दों के उदाहरण लिखिए।
अनेकार्थी शब्दों के लिए एक शब्द का प्रयोग करेंगे।

Extra questions/ Class assessment/ Recapitulation :

मूल्यपरक प्रश्न -

इस कविता का मुख्य स्वर क्या है? अपने शब्दों में लिखिए।
आज समाज की स्थिति मृतक के समान क्यों है?

कवि सावधान रहने को क्यों कह रहे हैं?
Homework/ worksheets: कविता वाचन , दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए
Reference: पाठ्यपुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name: Dr.Jayashri H.& Mr.Sanjay Tak **Month : April** **Grade :** VIII
Subject: Hindi **Topic:** L.2 दादा बने खिलाड़ी
No.of periods: 10

Subtopic: दादा बने खिलाड़ी, क्रिकेट की जानकारी, कारक, उपसर्ग-प्रत्यय आदि।
Specific objective: खिलाडियों के संघर्ष का ज्ञान दूसरों के दृष्टिकोण का सम्मान करना। आत्मविश्वास और मानसिक मजबूती विकसित करना। खेलों के प्रति रुचि जागृत करना। लेखन और वाचन कौशल का विकास। चिंतन-मनन द्वारा बौद्धिक क्षमता का विकास। छात्रों के व्यावहारीक ज्ञान,भाषाज्ञान,श्रवण कौशल को बढाना।
Methodology: वर्णनात्मक प्रणाली, कथन और प्रश्नोत्तर अध्यापन पद्धति ।

Activity: 'मेरा प्रिय खेल' इस विषय पर अनुच्छेद लिखिए।

भारत में खेलों की स्थिति पर कक्षा में चर्चा कीजिए।

अपने प्रिय खिलाडी का चित्र संग्रह कीजिए।

कहानी की प्रमुख घटनाएँ क्रम से लिखना।

घटनाओं के अंतरसंबंध का विश्लेषण करना।

उपसर्ग और प्रत्यय पहचानिए।

उपसर्ग और प्रत्यय के उदाहरण लिखिए।

कारक के उदाहरण लिखिए।

कुश्ती प्रतियोगिता का विज्ञापन तैयार कीजिए।

किसी प्रसिद्ध खिलाड़ी की जानकारी प्राप्त कर कक्षा में सुनाइए।

उपसर्ग और प्रत्यय के 10-10 उदाहरण लिखिए।

Resources: फलक, पाठ्यपुस्तक, स्मार्ट बोर्ड, कपिल देव और अन्य खिलाड़ियों के चित्र और चलचित्र आदि।

Board work:

शब्दार्थ:

अखाड़े – कुश्ती करने का स्थान
नौनिहाल –बच्चे,बालक
बावर्दी – वर्दी के साथ
समर्पण –सौंपने का भाव
प्रस्ताव–सुझाव
खिसियाए –दाँत निपोरना
धराशायी – गिर जाना

Learning outcomes:

विद्यार्थियों में खेल भावना का विकास होगा।
ईमानदारी, और विरोधियों का सम्मान करेंगे।
आत्मविश्वास और मानसिक मजबूती विकसित होगी।
खेलों के प्रति रुचि जागृत होगी।
लेखन और वाचन कौशल का विकास।
चिंतन–मनन द्वारा बौद्धिक क्षमता का विकास।
उपसर्ग और प्रत्यय की परिभाषा तथा उदाहरण समझेंगे।
कारक की परिभाषा तथा उदाहरण की जानकारी प्राप्त करेंगे।
उपसर्ग और प्रत्यय से शब्द निर्माण का ज्ञान।

Application: क्रीडा क्षेत्र में रूचि से सहभाग लेंगे।
खिलाडियों का आदर करेंगे।
खेल खेलने के लिए उत्सुक होंगे।
समूह भावना का प्रदर्शन करेंगे।
शुद्ध भाषा का प्रयोग करेंगे।
संघर्ष और संयम से चुनौतियों का सामना करेंगे।
भाषा का सृजनात्मक प्रयोग करेंगे

ICT Integrated: Integrated: • पाठ पर आधारित चलचित्र • पी.पी.टी.
Extra questions/ Class assessment/ Recapitulation जगत दादा को कभी कोई नाराज क्यों नहीं करता था? दादा ने खेल ही खेल में क्या-क्या सीख लिया था? क्या आप अपने बड़ों के साथ किस प्रकार वक्त व्यतीत करते हैं? अपने अनुभव लिखिए।
Homework/worksheet: लघु उत्तरीय प्रश्न, दीर्घ उत्तरीय प्रश्न, क्रियाकलाप आदि।
Reference: पाठ्यपुस्तक, व्याकरण की किताब, शब्दकोश, 'क्रिकेट' से संबंधित जानकारी।

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name – Ms. Pranita Sharma

Grade - IX

Subject - German

Month – April,June

Topic – L1. Allein zu Hause

No. of Periods - 39

Subtopic:. Studnets will be able to make sentences with subordinate clause "wenn" and zu+ Infinitiv. They will be able to make use of brauchen+…..zu+infinitive, während + Genitiv.

Specific objective: Students will be able to talk about future. To give suggestions. To accept and decline a proposal.

Methodology: Explanation, discussion and interaction withthe students.

Activities: To make sentences with "wenn"+ zu+Infinitiv.

Während+Genitiv.

Resources: Textbook

Board work: - Exercises of fill in the blanks and making sentences with wenn. Zu+…..infinitiv.

Learning outcomes: Students will make sentences with 'wenn'.

Zu+ Infinitiv.... während+ Genitiv

Application: To talk about future plans. To allocate responsibilities. To give a suggestion.

Extra questions/ Class assessment/ Recapitulation: Doing exercises given in textbook, workbook and meanings of the words given in textbook.

Homework/ worksheets: Workbook page no. 6, 7

Reference: Beste Freunde. B1.1

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name: Ms. Pranita Sharma **Months: July, August** **Class: 9**

Subject: German **Topic: L2: Wir kaufen nichts** **No. of periods: 33**

Subtopic: Subordinate clauses "um…..zu", and "damit".

Specific objective: Students will be able to form sentences with "um…..zu" and "damit."

Methodology: Explanation, discussion and interaction withthe students.

Activities: Students will write sentences using "um.....zu" and " damit"

Resources: Textbook

Board work: - Exercises of fill in the blanks and making sentences with "um…..zu" and "damit".

Learning outcomes: Students can make sentences and write a paragraph by making use of "um…..zu" and "damit."

- Students will be able to tell events in an order
- To follow a timeline and describe an event. To give reasons for one's actions and decisions

Application: To follow a timeline and describe an event. To give reasons for one's actions and decisions.

Extra questions/ Class assessment/ Recapitulation: Doing exercises given in textbook, workbook and meanings of the words given in textbook.

Homework/ worksheets: Exercises from the workbook and worksheets.

Reference: Beste Freunde. B1.1

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name: Ms. Pranita Sharma **Months: Oct, Nov**

Class: 9

Subject: German **Topic: L3: Das würde ich nie tun!** **No. of periods: 15**

Subtopic: Question word wo+ prepositions. Da(r)+ prepositions. Konjuktiv-II: würde+Infinitiv. Articles in Genitive.

Specific objective: Students will be able to frame questions with "Wo(r)"+ Praposition.
Student will make use of da(r) + praposition. Students can make use of Konjunktiv-II: "würde"+infinitive.
Students will know articles and nouns in Genitiv.

Methodology: Explanation, discussion and interaction withthe students.

Activities: Framing questions uing "Wo (r) + Praposition. Making use of da (r) + Praposition in a sentences. Framing sentences with "würde+ Infinitiv." Students can write short dialogues making use of the articles and nouns.

Resources: Textbook

Board work: - Explanation with writing the sentences with "Wo(r)"+ Praposition, da(r) + praposition.

Learning outcomes: Students can frame questions with "Wo(r)"+ Praposition.
Student can make use of da(r) + praposition. Students can make use of Konjunktiv-II: "würde"+infinitive.
Students can know articles and nouns in Genitiv.

Application: To ask for someone's opinion and give one's own opinion. To agree or disagree. To talk about what one would do in a particular situation

Extra questions/ Class assessment/ Recapitulation: Doing exercises given in textbook, workbook and meanings of the words given in textbook.

Homework/ worksheets: Exercises from the workbook and worksheets.

Reference: Beste Freunde. B1.1

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name: Ms. Pranita Sharma **Months: December**

Class: 9

Subject: German **Topic: L4: Hamburg, wir kommen!** **No. of periods: 15**

Subtopic: Konjunktiv-II: sollte+ Infinitiv: sollte+ Infinitiv. Prepositions "bevor" and "während".

Specific objective: Student will know about Hamburg. Students will know how to give tips and suggestion by using Konjunktiv II: sollte+Infinitiv. Students will be able to tell what is happening simultaneously and chronologically by using "bevor" and "während".

Methodology: Explanation, discussion and interaction withthe students **.**

Activities: Students will conjugate the verb "sollen" in Konjunktiv II. Will frame tips using sollen. Writing sentences using "bevor" and "während".

Resources: Textbook

Board work: **-** Explanation with writing the sentences with sollte+ Infinitive. Prepositions "bevor" and "während".

Learning outcomes: Student know about Hamburg. Students can give tips and suggestion by using Konjunktiv II: sollte+Infinitiv.
Students can tell what is happening simultaneously and chronologically by using "bevor" and "während".

Application: To give a suggestion. To give chronological sequence of events. To talk about activities happening simultaneously

Extra questions/ Class assessment/ Recapitulation: Doing exercises given in textbook, workbook and meanings of the words given in textbook.

Homework/ worksheets: Exercises from the workbook and worksheets.

Reference: Beste Freunde. B1.1

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name: Ms. Pranita Sharma **Months: January**

Class: 9

Subject: German **Topic: 5. Ende gut alles gut**

No. of periods:20

Subtopic: Causal preposition "wegen"+ Genitive, Double barrel conjunction: "zwar…aber", Relative clause: relative pronouns in Nominative, Accusative and Dative

Specific objective: Students able to give reason. They express their likes and dislikes. They can lay down restrictions.

Methodology: Explanation, discussion and interaction withthe students **.**

Activities: Students will write the sentences using genitive cases with wegen, also they will write sentences using double sided connector "zwar…aber"

Resources: Textbook

Board work: **-** Explanation with writing the sentences with "wegen"+ Genitive, "zwar…aber" & relative pronouns.

Learning outcomes: Students able to give reason. They express their likes and dislikes. They can lay down restrictions.

Application: To give a reason. To give chronological sequence of events. To talk about activities happening simultaneously

Extra questions/ Class assessment/ Recapitulation: Doing exercises given in textbook, workbook and meanings of the words given in textbook.

Homework/ worksheets: Exercises from the workbook and worksheets.

Reference: Beste Freunde. B1.1

S INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan 2025-26

Teacher's Name – Ms. Sarika Kande **Grade -** 9

Subject - Marathi **Month -** April

Topic – १ सर्वात्मका शिवसुंदरा **No. of Periods - 2**

Topic : सर्वात्मका शिवसुंदरा

Specific objective: विद्यार्थींना संतांच्या साहित्याची माहिती देणे.

Methodology: स्पष्टीकरण पध्दती,

Activities: प्रार्थना ताला सुरात म्हणून घेतली.

Resources: -पुस्तक.

Board work: -

1. ज्ञानपीठ पुरस्कार – साहित्य क्षेत्रातील सर्वोत्कृष्ट पुरस्कार
2. सर्वात्मका – सर्व प्राणिमात्रांच्या ठिकाणी असलेला जीवात्मा, परमेश्वर (the soul of all, the entire self)
3. शिव – शंकर (God Shiva)
4. सुंदरा – सुंदर (beautiful)
5. स्वीकार – अंगीकार (acceptance)
6. अभिवादन – वंदन, नमन (salutation)
7. तिमिर – अंधार, काळोख (darkness)
8. तेज – प्रकाश, लकाकी (brightness)
9. प्रभु – ईश्वर, देव (God, Lord)
10. जीवन – आयुष्य (life)
11. सुमन – फूल (a flower)

Learning outcomes:

- या प्रार्थनेत परमेश्वरास वंदन करून संकटातही सामना करण्याची शक्ती देण्याची विनंती कवीने केली आहे.
- प्रार्थनेतून अंधारातून उजेडाकडे नेण्याची व संकटाला सामना करण्या ची शक्ती मिळते.
- प्रार्थना तालबद्ध पद्धतीने म्हणता येणे.
- आशयाची मध्यवर्ती कल्पना, सारांश, विचार समजला पाहिजे.
- प्रार्थनेचा भावार्थ समजला पाहिजे.

Application:

- विद्यार्थीना लहान ओळीतून मोठा आशय समजला .
- प्रार्थनेचा भावार्थ सांगता आला.
- प्रार्थना तालबद्ध पद्धतीने म्हणता येणे.

Extra questions/ Class assessment/ Recapitulation: - कवितेच्या ओळी पूर्ण करा.

Homework/ worksheets: -.वाक्यात उपयोग करा.

Reference: अक्षरभारती मराठीपाठ्यपुस्तक.

S INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name – Ms. Sarika Kande **Grade -** 9

Subject - Marathi **Month -** April

Topic – 2 संतवाणी (अ)भेटीलागी जीवा, (आ)संतकृपा झाली **No. of Periods - 8**

Topic :

- संतवाणी
- व्याकरण (नाम, सर्वनाम)

Specific objective:

- अभंगातील भावार्थ समजला पाहिजे.
- विद्यार्थीना महाराष्ट्रातील संस्कृती, संत, अभंग याची जाणीव करून देणे.
- अभंगातून परमेश्वर कृपेची याचना केली जाते. याची जाणीव करून देणे, याचे महत्व विद्यार्थीना समजावून सांगणे.

Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.

Activities:

- संतवाणी ताला सुरात म्हणून घेतली.
- पाच संतांची नावे सांगा.

Resources:

- विविध संतांचे फोटो दाखविणे.

Board work: शब्दार्थ, प्रश्न उत्तरे.

व्याकरण (नाम,सर्वनाम)

Learning outcomes:

- विद्यार्थीना अभंगातील भावार्थ समजला पाहिजे.
- महाराष्ट्रातील संस्कृती, संत, अभंग याची जाणीव करून देणे.
-

Application:

- विद्यार्थीना लहान ओळीतून मोठा आशय समजला.
- भाषेची लय व शैली समजून घेऊन त्याचा उपयोग करणे.

Extra questions/ Class assessment/ Recapitulation:

एका वाक्यात उत्तरे लिहा,रिकाम्या जागा भरा.

Homework/ worksheets: अभंगवाणीचे वाचन करा.

Reference: अक्षरभारती मराठीपाठ्यपुस्तक.

S INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan 2025-26

Teacher's Name – Ms. Sarika Kande **Grade -** 9

Subject - Marathi **Month -** June

Topic – 3. बेटा मी ऐकतो आहे **No. of Periods - 8**

Topic: बेटा मी ऐकतो आहे.

व्याकरण (वाक्प्रचार,विरामचिन्हे.)

Specific objective: वडील व मुलगा यांच्या भावस्पर्शी नात्याचे वर्णन.

Methodology: स्पष्टीकरण पध्दती,
प्रश्न उत्तर पध्दती.

Activities: पाठ वाचन

Resources: पुस्तक.

Board work: शब्दार्थ, प्रश्न उत्तरे.

व्याकरण (वाक्प्रचार,विरामचिन्हे.)

Learning outcomes:

- वडील व मुलगा यांच्या भावस्पर्शी नात्याचे वर्णन.
- स्वतःचे विचार सुस्पष्टपणे मांडता येतात.
- पाठ्यपुस्तक आणि त्याच्याशी संबंधित इतर साहित्यांतआलेल्या नैसर्गिक, सामाजिक आणि इतर संवेदनशीलमुद्द्यांना समजून घेऊन त्यावर चर्चा करतात.

Application:

- विद्यार्थीना लहान ओळीतून मोठा आशय समजला.
- नाम, सर्वनाम वाक्प्रचार, विरामचिन्हे इतर व्याकरणीय घटकांचा उपयोग करतात.

Extra questions/ Class assessment/ Recapitulation:

एका वाक्यात उत्तरे लिहा,रिकाम्या जागा भरा.

Homework/ worksheets: पाठ वाचन.

Reference: अक्षरभारती मराठीपाठ्यपुस्तक.

S INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan 2025-26

Teacher's Name – Ms. Sarika Kande **Grade -** 9

Subject - Marathi **Month -** June

Topic – 4 जी.आय.पी.रेल्वे **No. of Periods - 8**

Topic: जी.आय.पी.रेल्वे.
व्याकरण (विशेषण)

Specific objective: रेल्वे प्रवास याचे सुंदर वर्णन.

Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.

Activities:

पाठ वाचन,
आधुनिक साधनापैकी कोणत्याही एका साधना चा इतिहास जाणून माहिती लिहा.

Resources: पुस्तक.

Board work: शब्दार्थ, प्रश्न उत्तरे,
विशेषण.

Learning outcomes:

- पाठच्या विषयामध्ये स्वतःच्या विचारांची भर घालून पुनर्रचर्चा करतात.
- सार्वजनिक ठिकाणच्या सूचना समाजपूर्वक वाचून त्याबाबत योग्य विचार करतात.
- वाचलेल्या साहित्यावर चिंतन करून अधिक चांगल्यापद्धतीने आकलन होण्यासाठी प्रश्न विचारतात, चर्चा करतात.

- १८५३मध्ये सुरु झालेल्या रेल्वे प्रवास याचे सुंदर, मार्मिक व ओघवत्या शैलीत वर्णन सांगितले.

Application:

- सार्वजनिक ठिकाणच्या सूचना समाजपूर्वक वाचून त्याचा दैनंदिन जीवनात उपयोग करतात.
- वाचलेल्या साहित्यावर चिंतन करून अधिक चांगल्यापद्धतीने आकलन होण्यासाठी प्रश्न विचारतात, चर्चा करतात.

Extra questions/ Class assessment/ Recapitulation:
एका वाक्यात उत्तरे लिहा,रिकाम्या जागा भरा.

Homework/ worksheets: पाठ वाचन. अर्थपूर्ण वाक्य बनवा.

Reference: अक्षरभारती मराठीपाठ्यपुस्तक.

Teacher's Name – Ms. Sarika Kande **Grade -** 9

Subject - Marathi **Month -** July

Topic – 5 व्यायामाचे महत्व **No. of Periods - 8**

Topic: व्यायामाचे महत्व, व्याकरण (वाक्य व त्याचे प्रकार)
Specific objective: मानवी जीवनात व्यायामाचे महत्व प्रस्तुत केले.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती .
Activities: व्यायामाचे फायदे व तोटे लिहा.
Resources: पुस्तक.
Board work: शब्दार्थ, प्रश्न उत्तरे.
Learning outcomes: • आपल्या परिसरात घडणारे प्रसंग, घटना इत्यादींचे सूक्ष्मनिरीक्षण करतात . त्यांवर तोंडी प्रतिक्रिया, व्यक्त करतात, प्रश्न विचारतात. • नव्या शब्दांविषयी जिज्ञासा व्यक्त करून त्या शब्दांचेअर्थ जाणून घेण्यासाठी शब्दकोशाचा वापर करतात. • दिलेल्या विषयावर मुद्द्याच्या आधारे स्वतंत्र लेखन करतात. • मानवी जीवनात व्यायामाचे महत्व प्रस्तुत केले.
Application: • विद्यार्थीना मानवी जीवनात व्यायामाचे महत्व समजले. • दिलेल्या विषयावर मुद्द्याच्या आधारे स्वतंत्र लेखन केले.
Extra questions/ Class assessment/ Recapitulation: एका वाक्यात उत्तरे लिहा,रिकाम्या जागा भरा.
Homework/ worksheets: कवितेचे वाचन करा.

Reference: अक्षरभारती मराठीपाठ्यपुस्तक.

; INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan 2025-26

Teacher's Name – Ms. Sarika Kande **Grade -** 9

Subject - Marathi **Month -** July

Topic – 6 ऑलिंपिक वर्तुळाचा गोफ **No. of Periods - 8**

Topic: ऑलिंपिक वर्तुळाचा गोफ व्याकरण (अव्यय व त्याचे प्रकार)
Specific objective: विदयार्थ्यांना ऑलिंपिक क्रीडा स्पर्धा विषयची माहिती देणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: ऑलिंपिक मध्ये सुवर्ण, रजत किंवा कास्य पदक मिळवणाऱ्या एका व्यक्तीची माहिती लिहा.
Resources: पुस्तक.
Board work: शब्दार्थ, प्रश्न उत्तरे. व्याकरण.
Learning outcomes: • ऑलिंपिक क्रीडा स्पर्धा विषयची माहिती घेतली.

• विविध उपक्रमांच्या नियोजनाच्या स्पर्धेत भाग घेतात. • एखादी गोष्ट आत्मसात करण्यासाठी सतत सराव करावा लागतो हे समजावणे. • स्वल्पविराम, अर्धविराम, प्रश्नचिन्ह, उद्गारचिन्ह इत्यादींचा जाणीवपूर्वक व योग्य वापर करतात. • वाचलेल्या पाठ्यविषयाचे सूक्ष्म वाचन करून त्यातीलवैशिष्ट्य शोधतात.
Application: विद्यार्थीना लहान ओळीतून मोठा आशय समजला.
Extra questions/ Class assessment/ Recapitulation: एका वाक्यात उत्तरे लिहा,रिकाम्या जागा भरा.
Homework/ worksheets: पाठाचे वाचन करा.
Reference: अक्षरभारती मराठीपाठ्यपुस्तक.

S INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name – Ms. Sarika Kande **Grade -** 9

Subject - Marathi **Month -** August

Topic –7 दिव्याच्या शोधामागचे दिव्य **No. of Periods - 8**

Topic: दिव्याच्या शोधामागचे दिव्य

व्याकरण. (वचन,लिंग, काळ)

Specific objective: विद्यार्थींना एडिसन च्या प्रयोगशीलतेचे वर्णन सांगितले.

Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.

Activities: संशोधक होण्यासाठी तुमच्या आयुष्यात काय बदल कराल यावर माहिती लिहा.

Resources: पुस्तक.

Board work: शब्दार्थ, प्रश्न उत्तरे.

व्याकरण (वचन,लिंग)

Learning outcomes:

- इच्छाशक्तीच्या जोरावर यशस्वी होणे ही भावना मनात रुजवणे.
- आपल्या परिसरात घडणारे प्रसंग, घटना इत्यादींचे सूक्ष्मनिरीक्षण करता. त्यांवर प्रतिक्रिया, व्यक्त करतात, आपल्या जीवनातील आणि परिसरातील अनुभवांनाआपल्या लेखनात समाविष्ट करतात.
- भाषेतील विविध बारकावे उदा .शब्दांची पुनरावृत्ती, लिंग, वचन, विरुदार्थी शब्द इत्यादींविषयी अभ्यास करतात

Application:

- एडिसन च्या प्रयोगशीलतेचे वर्णन करतात.

Extra questions/ Class assessment/ Recapitulation:

एका वाक्यात उत्तरे लिहा,रिकाम्या जागा भरा. जोडशब्द.

Homework/ worksheets: पाठवाचन.

Reference: अक्षरभारती मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name – Ms. Sarika Kande **Grade -** 9

Subject - Marathi **Month -** August

Topic –8 सखू आजी **No. of Periods - 8**

Topic: सखू आजी व्याकरण. (समास)
Specific objective: जुन्या व नव्या जीवन मूल्यांविषयीचे दृष्टी, निर्णयक्षमता, प्रेम याविषयीचे वर्णन केले आहे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: ग्रामीण जीवनाविषयी असलेल्या माहितीबद्दल सांगा.
Resources: पुस्तक.

Board work: शब्दार्थ, प्रश्न उत्तरे. व्याकरण (समास)
Learning outcomes: • ग्रामीण जीवनाविषयी, मूल्यांविषयीचे दृष्टीकोन मनात रुजवणे. • आपल्या परिसरात घडणारे प्रसंग, घटना इत्यादींचे सूक्ष्मनिरीक्षण करता . त्यांवर प्रतिक्रिया, व्यक्त करतात, आपल्या जीवनातील आणि परिसरातील अनुभवांनाआपल्या लेखनात समाविष्ट करतात. • भाषेतील विविध बारकावे उदा. शब्दांची पुनरावृत्ती, लिंग, वचन, विरुदार्थी शब्द इत्यादींविषयी अभ्यास करतात
Application: • ग्रामीण जीवनाविषयी माहिती समजते. • भाषेतील विविध बारकावे समजतात. उदा .शब्दांची पुनरावृत्ती
Extra questions/ Class assessment/ Recapitulation: एका वाक्यात उत्तरे लिहा,रिकाम्या जागा भरा. जोडशब्द.
Homework/ worksheets: पाठवाचन.
Reference: अक्षरभारती मराठीपाठ्यपुस्तक.

INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan 2025-26

Teacher's Name – Ms. Sarika Kande **Grade -** 9

Subject - Marathi **Month -** July

Topic – 9 उजाड उघडे माळरानही (कविता) **No. of Periods - 8**

Topic: उजाड उघडे माळरानही,
Specific objective: वसंतऋतूच्या आगमनाने सृष्टीच्या निसर्गसौंदर्यातील बदलांचे वर्णन प्रस्तुत कवितेत केले.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: कविता तालासुरात म्हणून घेतली.
Resources: पुस्तक.
Board work: शब्दार्थ, प्रश्न उत्तरे.
Learning outcomes:

- आपल्या परिसरात घडणारे प्रसंग, घटना इत्यादींचे सूक्ष्मनिरीक्षण करतात . त्यांवर तोंडी प्रतिक्रिया, व्यक्त करतात, प्रश्न विचारतात.
- नव्या शब्दांविषयी जिज्ञासा व्यक्त करून त्या शब्दांचेअर्थ जाणून घेण्यासाठी शब्दकोशाचा वापर करतात.
- दिलेल्या विषयावर मुद्द्याच्या आधारे स्वतंत्र लेखन करतात.
- वसंतऋतूच्या आगमनाने सृष्टीच्या निसर्गसौंदर्यातील बदल समजतात.

Application:

- विद्यार्थीना वसंतऋतूच्या आगमनाने सृष्टीच्या निसर्गसौंदर्यातील बदल समजले.
- दिलेल्या विषयावर मुद्द्याच्या आधारे स्वतंत्र लेखन केले.

Extra questions/ Class assessment/ Recapitulation:

एका वाक्यात उत्तरे लिहा,रिकाम्या जागा भरा.

Homework/ worksheets: कवितेचे वाचन करा.

Reference: अक्षरभारती मराठीपाठ्यपुस्तक.

; INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan 2025-26

Teacher's Name – Ms. Sarika Kande **Grade -** 9

Subject - Marathi **Month -** September

Topic – 11 आभाळातल्या पाऊलवाटा **No. of Periods - 8**

Topic: आभाळातल्या पाऊलवाटा व्याकरण (शब्दसमुहाला एक शब्द)
Specific objective: पक्ष्यांच्या दुनियेतील होणाऱ्या घडामोडींवर माहिती समजावणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: पक्षी मित्र बनायला आवडेल का? यावार मत व्यक्त करा. वृत्तपत्रात आलेली पक्ष्यांची माहिती गोळा करा.
Resources: पुस्तक.
Board work: शब्दार्थ, प्रश्न उत्तरे. व्याकरण (शब्दसमुहाला एक शब्द)
Learning outcomes: • ढोबळमानाने पाठ्यघटक वाचून त्यातील विशेष मुद्द्यांचाशोध घेतात .अनुमान व निष्कर्ष काढतात • मराठी भाषेतील विविध साहित्यप्रकार)बातम्या,वृत्तपत्रे, कथा, माहिती देणारे साहित्य, इंटरनेटवरप्रसिद्ध होणारे साहित्य (समजपूर्वक वाचून स्वतःचीआवडनिवड सांगतात, मत देतात, सूचना करतात.

• भाषेतील विविध बारकावे उदा .शब्दांची पुनरावृत्ती, लिंग, वचन, विरुदार्थी शब्द इत्यादींविषयी अभ्यास करतात. • पक्ष्यांच्या दुनियेतील होणाऱ्या घडामोडींवर माहिती समजावणे.
Application: • मराठी भाषेतील विविध साहित्यप्रकाराचा दैनंदिन जीवनात उपयोग करतात. • विद्यार्थीना पक्ष्यांच्या दुनियेतील होणाऱ्या घडामोडी समजल्या.
Extra questions/ Class assessment/ Recapitulation: एका वाक्यात उत्तरे लिहा,रिकाम्या जागा भरा.
Homework/ worksheets: पाठ वाचन.
Reference: अक्षरभारती मराठीपाठ्यपुस्तक.

INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name – Ms. Sarika Kande **Grade -** 9

Subject - Marathi **Month -** July

Topic – १२ पुन्हा एकदा (कविता) **No. of Periods - 8**

Topic: उजाड उघडे माळरानही,
Specific objective: कावितेचा भावार्थ व पावसाचे महत्व समजावणे. नवनिर्माणाचा ध्यास घेतलेल्या मनाच्या भाव स्थितीचे वर्णन प्रस्तुत कवितेत केले आहे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.

Activities: कविता तालासुरात म्हणून घेतली.
Resources: पुस्तक.
Board work: शब्दार्थ, प्रश्न उत्तरे.
Learning outcomes: • नवनिर्माणाचा ध्यास घेतलेल्या मनाच्या भाव स्थितीचे वर्णन प्रस्तुत कवितेत केले आहे. प्रश्न विचारतात. • नव्या शब्दांविषयी जिज्ञासा व्यक्त करून त्या शब्दांचेअर्थ जाणून घेण्यासाठी शब्दकोशाचा वापर करतात. • दिलेल्या विषयावर मुद्द्याच्या आधारे स्वतंत्र लेखन करतात. • वसंतऋतूच्या आगमनाने सृष्टीच्या निसर्गसौंदर्यातील बदल समजतात.
Application: • विद्यार्थीना वसंतऋतूच्या आगमनाने सृष्टीच्या निसर्गसौंदर्यातील बदल समजले. • दिलेल्या विषयावर मुद्द्याच्या आधारे स्वतंत्र लेखन केले.
Extra questions/ Class assessment/ Recapitulation: एका वाक्यात उत्तरे लिहा,रिकाम्या जागा भरा.
Homework/ worksheets: कवितेचे वाचन करा.
Reference: अक्षरभारती मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan 2025-26

Teacher's Name – Ms. Sarika Kande **Grade -** 9

Subject - Marathi **Month -** October

Topic – व्हेनिस (स्थूलवाचन) **No. of Periods - 4**

Topic: व्हेनिस
Specific objective: व्हेनिस या शहरातील वातावरण, जीवनमान याची माहिती समजावणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: वाचन
Resources: पुस्तक.
Board work: शब्दार्थ, प्रश्न उत्तरे. व्याकरण (शब्द्समुहाला एक शब्द)
Learning outcomes: • व्हेनिस या शहरातील वातावरण, जीवनमान याची माहिती समजावणे.
Application: • व्हेनिस या शहरातील वातावरण, जीवनमान याची माहिती समजल्या.
Extra questions/ Class assessment/ Recapitulation: एका वाक्यात उत्तरे लिहा,रिकाम्या जागा भरा.
Homework/ worksheets: पाठ वाचन. जाहिरातलेखन.
Reference: अक्षरभारती मराठीपाठ्यपुस्तक.

S INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name – Ms. Sarika Kande **Grade -** 9

Subject - Marathi **Month -** October

Topic – 13 तिफन **No. of Periods - 8**

Topic: तिफन (कविता)
Specific objective: पावसाच्या आगमनाने शेतकऱ्यांच्या कामांच्या लागबगीची माहिती करून घेणे
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: • कविता तालासुरात म्हणून घेतली. • पावसाच्या आगमनाने शेतकऱ्याच्या आयुष्यात होणारे चांगले व वाईट परिणाम सांगा.
Resources: पुस्तक.
Board work: शब्दार्थ, प्रश्न उत्तरे.
Learning outcomes: • पावसाच्या आगमनाने शेतकऱ्यांच्या कामांच्या लागबगीची माहिती करून घेतात. • गीते, समूहगीते, कविता विविध साहित्य प्रकारच्या ध्वनिफिती समजपूर्वक समजतात. • विरामचिन्हाची दखल घेऊन अर्थपूर्ण वाचन करतात. • घटना, प्रसंग यावर आधारित सुसंगत विचार करून त्याबाबत लेखन करतात व प्रश्न विचारतात.
Application:

पावसाच्या आगमनाने शेतकऱ्यांच्या कामांच्या लागबगीची माहिती विद्यार्थीना कवितेच्या ओळीतून मोठा आशय समजला.
Extra questions/ Class assessment/ Recapitulation: एका वाक्यात उत्तरे लिहा,रिकाम्या जागा भरा.
Homework/ worksheets: कविता वाचन.
Reference: अक्षरभारती मराठीपाठ्यपुस्तक.

INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name – Ms. Sarika Kande **Grade -** 9

Subject - Marathi **Month -**

November

Topic – 15 माझे शिक्षक व संस्कार **No. of Periods - 8**

Topic: माझे शिक्षक व संस्कार व्याकरण (समास व त्याचे प्रकार)
Specific objective: शिक्षकांकडून विद्यार्थ्यांवर घडणाऱ्या संस्कारांचे महत्व समजून घेणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: शिक्षकांशी संबंधित असलेल्यातुमच्या आठवणी लिहा.
Resources: पुस्तक.
Board work: शब्दार्थ, प्रश्न उत्तरे.
Learning outcomes: • शिक्षकांकडून विद्यार्थ्यांवर घडणाऱ्या संस्कारांचे महत्व समजून घेणे • घर व परिसरातील अनौपचारिक विषयावरील संवाद ऐकतात. • भाषण संभाषणाच्या कौशल्याचा प्रत्यक्ष उपयोग करतात. • विद्यर्थ्यांच्या शब्दसंग्रहात वाढ करणे. • वाचलेल्या रचनामंधील मुख्य विषय, घटना, चित्र, पात्र, शीर्षक यावर चर्चा करतात, प्रश्न विचारतात, आपले मतव्यक्त करतात, आपले म्हणणे पटवून देतात.
Application: • विद्यार्थीना लहान ओळीतून मोठा आशय समजला. • घर व परिसरातील अनौपचारिक विषयावरील संवादात भाग घेतात. • भाषण संभाषणाच्या कौशल्याचा प्रत्यक्ष उपयोग करतात.
Extra questions/ Class assessment/ Recapitulation: एका वाक्यात उत्तरे लिहा,रिकाम्या जागा भरा.
Homework/ worksheets: पाठ वाचन. व्याकरण (क्रियापद,संवाद लेखन)

Reference: अक्षरभारती मराठीपाठ्यपुस्तक.

S INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name – Ms. Sarika Kande **Grade -** 9

Subject - Marathi **Month -** November

Topic – 16 शब्दांचा खेळ **No. of Periods - 8**

Topic: शब्दांचा खेळ

व्याकरण (कथालेखन)

Specific objective: पाठात हेलेन केलर यांनी आपल्या अपंगत्वाशी केलेल्या झुंजेचे वर्णन.

Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.

Activities: दिव्यांग मुलांविषयी माहिती लिहा.

हेलन केलर यांच्या कारकिर्दी वर चर्चा करा.

Resources: पुस्तक.

Board work: शब्दार्थ, प्रश्न उत्तरे.

व्याकरण (लिंग बदला)

Learning outcomes:

- रचनात्मक,आत्मकथनात्मक शैली समजतात.
- पाठ्यविषयाचा अभ्यास करताना आकलनासाठी आवश्यकतेनुसार वर्गमित्र / शिक्षक यांची मदत घेऊन

उपयुक्त संदर्भ साहित्याची (शब्दकोश, इंटरनेट, मानचित्र इत्यादी) मदत घेतात.

- विदयार्थ्यांना हेलेन केलर यांनी आपल्या अपंगत्वाशी सामना देत त्यांनी आपले शिक्षण कसे पूर्ण केले याच्या बद्दल माहिती घेणे, एखादा विषय लक्षात ठेवण्यासाठी वेगवेगळ्या युक्ती शोधणे.

Application:

Extra questions/ Class assessment/ Recapitulation:

एका वाक्यात उत्तरे लिहा,रिकाम्या जागा भरा. व्याकरण(कथालेखन)

Homework/ worksheets: पाठ वाचन.

Reference: अक्षरभारती मराठीपाठ्यपुस्तक.

S INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name – Ms. Sarika Kande **Grade -** 9

Subject - Marathi **Month –** December

Topic – विश्वकोश **No. of Periods -** 4

Topic: विश्वकोश
Specific objective: विश्वकोशाची ओळख होते.

Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: वाचन
Resources: पुस्तक.
Board work: शब्दार्थ, प्रश्न उत्तरे. व्याकरण (शब्द्समुहाला एक शब्द)
Learning outcomes: विश्वकोशाची ओळख होते.
Application: विश्वकोशाची ओळख होते.
Extra questions/ Class assessment/ Recapitulation: एका वाक्यात उत्तरे लिहा,रिकाम्या जागा भरा.
Homework/ worksheets: पाठ वाचन.
Reference: अक्षरभारती मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Mrs. Shalini Class:9
Subject: Math No. of periods:12

Month- April

Topic: Number System

Subtopic:

- Whole number
- Natural number
- Integers
- Rational /Irrational number
- Rationalization
- Real number
- Laws of exponents

Specific objective:

- Evaluate expressions with one and two variables for given values for the variables.
- Locate integers on the number line.
- Find the absolute value and the opposite value of a given number.
- Compare rational numbers.
- Identify rational and irrational number.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

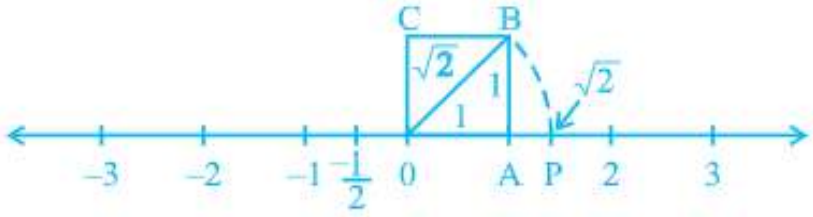
Square root spiral

Resources:

- Text book, PPT, Videos, study mantra, R.D Sharma.

Board work:

- Representing real number on number line



- Decimal expansion method

$$
\begin{array}{r|l}
 & 0.875 \\
\hline
8 & 7.0 \\
 & 64 \\
\hline
 & 60 \\
 & 56 \\
\hline
 & 40 \\
 & 40 \\
\hline
 & 0
\end{array}
$$

Remainders : 6, 4, 0
Divisor : 8

- Rationalization

Rationalise the denominator of $\frac{1}{2+\sqrt{3}}$.

$$\frac{1}{2+\sqrt{3}} \times \frac{2-\sqrt{3}}{2-\sqrt{3}} = \frac{2-\sqrt{3}}{4-3} = 2-\sqrt{3}.$$

Learning outcomes:

Learner will be able to

a) Gets the knowledge of various types of numbers viz. natural numbers, whole numbers, prime numbers etc. Which constitutes the real number system.
b) Explore relation between various types of numbers
c) Learn to insert rational numbers between two rational numbers
d) Learn to insert irrational numbers between two rational numbers.
e) Represent different rational and irrational numbers on the number line and rationalize the given real number.

Application:

- Application of real numbers are:
- Speed in general, a numerical value, obtained by measuring distance and time.
- The positive and negative aspects of a temperature let them know, compare and measure the change in temperature.
- Apart from measuring temperature integers are used in the credits and debits calculation by the banks.

ICT Integrated :

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:
• Ask students to attempt some of the exercise questions on their own. • Questions given based on the class work. • Worksheets given to solve at home.
Reference: ncert.nic.in, R.S Agarwal Textbook, R.D Sharma, study mantra, Google.

MIS INTERNATIONAL SCHOOL

Teacher's Name: Mrs.Shalini **Class:** 9

Subject: Math **No. of periods-**6

Month- April

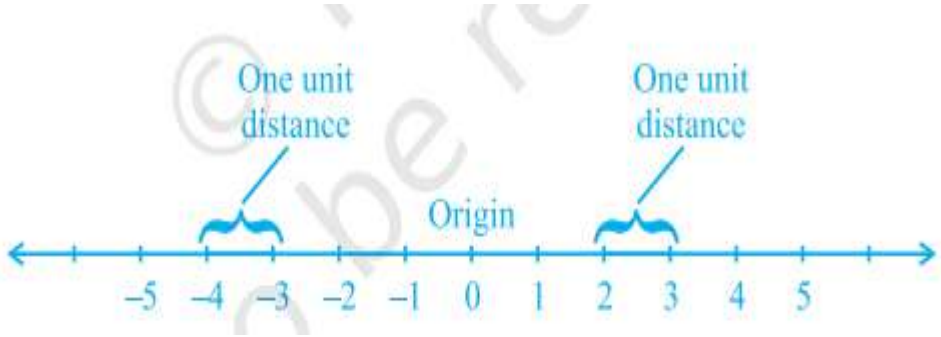
Topic: **Coordinate Geometry**

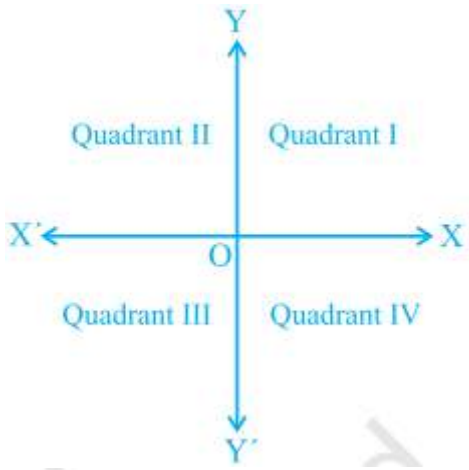
Subtopic:
• Cartesian System
Specific objective:
• Define coordinate geometry • Demonstrate understanding of the principles and concepts of coordinate geometry • Use appropriate formulas to solve coordinate geometry equations • Apply concepts of coordinate geometry and simplify given real life problems
Methodology:
• Problem solving method and strategic thinking • Inductive and deductive method • Encourage students to attempt the exercise on their own. • Encourage students to indulge in discussions and practice-based learning.
Activities:
List ten problems on the board for students to solve using the information gleaned in the text lesson, their graph paper, and the formulas they have written down.

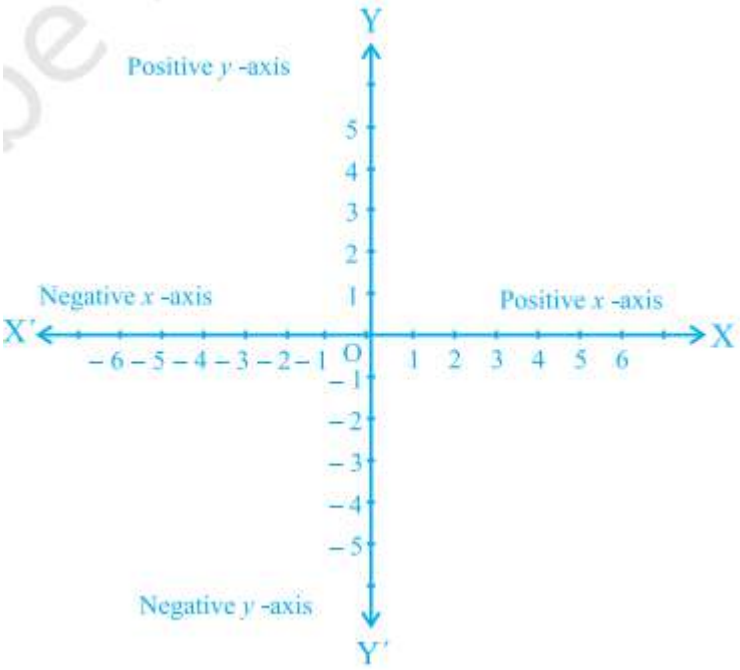
Resources:

- Text book, PPT, Videos.

Board work: Cartesian System



- 



Learning outcomes:

Learner will be able to

- Draw, identify, and define different types of angle and lines.
- Develops strategies from understanding of coordinate geometry in order to locate points in a Cartesian plane.

Application:

Application of real numbers are:

- Scanner and photo copying machine also uses coordinate geometry to produce the exact image of the original image provided to it.
- Speed in general, a numerical value, obtained by measuring distance and time.
- Linguistics.

ICT Integrated :

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal Textbook, R.D Sharma, , study mantra, State board text book, Google.

MIS INTERNATIONAL SCHOOL

Teacher's Name: Mrs. Shalini Negi **Class:** 9

Subject: Math **No. of periods**: 15

Month- June/April

Topic: Polynomials

Subtopic:

- Polynomials in One Variables
- Zeros of a Polynomials
- Remainder Theorem
- Factorization of Polynomials
- Algebraic Identities

Specific objective:

- To verify the algebraic identities as $(a+b)^2$ and $(a-b)^2$.
- To interpret geometrically the factors of a quadratic expression of the type ax^2+bx+c.
- To represent a linear equation in two variables graphically.

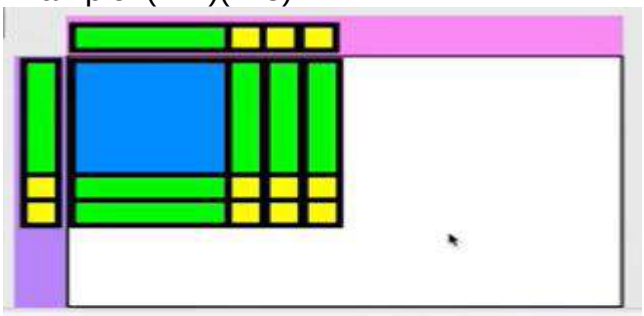
Methodology:

- Active learning.
- Experiential learning.
- Inductive and deductive method
- Summarizing and note taking- Giving notes after teaching the concept.
- Questioning: Probing to ensure that concepts are clear.

Activities:

Multiplication of Polynomials using geometry box and chart papers of different colours.

Example: (x+2)(x+3)



Resources:

Geometry box, coloured chart paper, text book, PPT.

Board work:

Example 1 : Find the degree of each of the polynomials given below:

(i) $x^5 - x^4 + 3$ (ii) $2 - y^2 - y^3 + 2y^8$ (iii) 2

Solution : (i) The highest power of the variable is 5. So, the degree of the polynomi is 5.

(ii) The highest power of the variable is 8. So, the degree of the polynomial is 8.

(iii) The only term here is 2 which can be written as $2x^0$. So the exponent of x is Therefore, the degree of the polynomial is 0.

Zeroes of a Polynomial

Consider the polynomial $p(x) = 5x^3 - 2x^2 + 3x - 2$.

If we replace x by 1 everywhere in $p(x)$, we get

$$p(1) = 5 \times (1)^3 - 2 \times (1)^2 + 3 \times (1) - 2$$
$$= 5 - 2 + 3 - 2$$
$$= 4$$

So, we say that the value of $p(x)$ at $x = 1$ is 4.

Similarly, $p(0) = 5(0)^3 - 2(0)^2 + 3(0) - 2$

$$= -2$$

Learning outcomes:

Learner will be able to:

- Solve problems about polynomials
- Use the factor theorem to solve problems
- Use graphic, numeric, algebraic, and mental strategies to solve cubic equations with at least one integer root.

Application:

- Physics: Equations used in derivation of Formulae.
- Engineers use polynomials to design roads ,buildings and other structures.

ICT Integrated :

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal Textbook, study mantra, R.D Sharma, State board text book, Google.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Mrs. Shalini **Class:** 9
Subject: Math **No. of periods-**3

Month-June

Topic: **Euclid's Geometry**

Subtopic:

- Euclid's Definitions, Axioms and Postulates
- Equivalent Versions of Euclid's Fifth Postulates

Specific objective:

- Give examples of theorems, postulates and axioms in order to differentiate between them with examples
- Reproduce Euclid's axioms in your own words in order to give examples for each
- List Euclid's 5 postulates in order to visualize and illustrate them through a diagram
- Analyse given statements/postulates in order to determine if they are extensions of Euclid's postulates
- Apply Euclid's postulates in order to prove basic geometrical concepts about lines, points, planes, shapes, etc

- Illustrate the equivalent of Euclid's fifth postulate through a diagram in order to list conditions for two lines to be parallel

Methodology:

- Active learning.
- Inductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

- Euclidean geometry has applications practical applications in
    1. computer science,
    2. crystallography, and
    3. various branches of modern mathematics
- Differential geometry uses techniques of calculus and linear algebra to study problems in geometry.
- It has applications in physics, including in general relativity.

Resources:

- Text book, PPT, Videos.

Board work:

Definitions:

1. A point is that which has no part.
2. A line is breathless length.
3. The ends of a line are points.
4. A straight line is a line which lies evenly with the points on itself.
5. A surface is that which has length and breadth only.
6. The edges of a surface are lines.
7. A plane surface is a surface which lies evenly with the straight lines on itself.

Learning outcomes:

Learner will be able to

- Applies axiomatic approach and derives proofs of mathematical statements particularly related to geometrical concepts, like parallel lines, triangles, quadrilaterals, circles etc. in order to solve problems using them.
- Define Axioms and Postulates
- Understand various terms

Application:

SCIENCE: Axioms and postulates used in performing experiments. **Linguistics:** Students will be able to understand and explain the various terms.
ICT Integrated : • Video • Power Point presentation

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Mrs Shalini **Class:** 9
Subject: Math **No. of periods-**10

Month- June/July

Topic: **Lesson and Angles**

Subtopic: • Basic Terms and Definitions. • Intersecting Lines and Non-intersecting Lines • Pairs of Angles • Angle Sum Property of a Triangle
Specific objective: • Define segment, ray, collinear points, non-collinear points, acute angle, right angle, obtuse angle, straight angle, reflex angle, complementary angles, Supplementary angles in order to identify them in a given figure. • Label angles created by 2 intersecting lines in order to identify vertically opposite pairs, adjacent angles, linear pairs, complementary/supplementary pairs of angles. • Apply the concepts of linear pairs of angles and vertically opposite angles in order to establish relationships between the angles in a given figure and solve for missing values. • Label angles created by a transversal intersecting two parallel lines in order to identify corresponding angles, alternate angles, interior angles and define relationship between these angles. • Solve for the value of unknown angles created by a transversal in a given figure in order to infer If the lines are parallel or not.

- Define relationship between angles formed when a triangle is placed between two parallel lines in order to prove that exterior angle of a triangle is the sum of the two opposite interior angles.

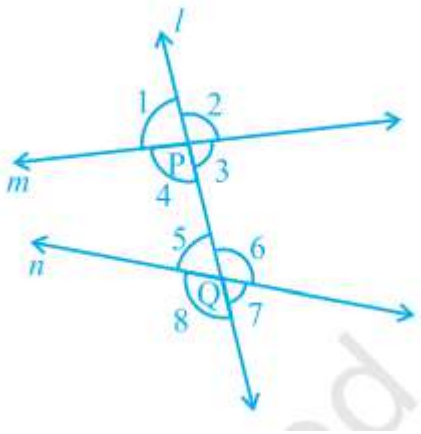
Methodology:

- Cooperative learning.
- Experimental learning.
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Resources:

- Text book, PPT, Videos.

Board work:



(a) Corresponding angles : (i) ∠ 1 and ∠ 5 (ii) ∠ 2 and ∠ 6 (iii) ∠ 4 and ∠ 8 (iv) ∠ 3 and ∠ 7

(b) Alternate interior angles : (i) ∠ 4 and ∠ 6 (ii) ∠ 3 and ∠ 5

(c) Alternate exterior angles: (i) ∠ 1 and ∠ 7 (ii) ∠ 2 and ∠ 8

(d) Interior angles on the same side of the transversal:

(i) ∠ 4 and ∠ 5

(ii) ∠ 3 and ∠ 6

Learning outcomes: Learner will be able to

- Applies axiomatic approach and derives proofs of mathematical statements particularly related to geometrical concepts, like parallel lines, triangles, quadrilaterals, circles etc. in order to solve problems using them.
- Draw, identify, and define different types of angle and lines.

Application:

- Artistic and Linguistic learning.
- Straight lines are in class rooms on the floor, door, window, zebra crossing on road side.
- Whereas angles are used in building constructions, inter connected with subjects like physics chemistry etc. types of angles are used in yoga position, games fields and so on.
- Angles are used very often to refer to a distance on the earth. Eg: If you say I've been on 360 degrees of the world, you would be saying you've been all over the world.

ICT Integrated :

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal Textbook, R.D Sharma, study mantra, State board text book, Google.

Teacher's Name: Mrs. Shalini **Class:** 9
Subject: Math **No. of periods-**7

Month-July

Topic: **Heron's Formula**

Subtopic:

- Area of a Triangle- by Heron's Formula.
- Area of a Triangle by Heron's formula.

Specific objective:

- Calculate area of a given triangle to state the limitation of the Standard formula (Area of Triangle = ½ b.h).
- Apply Heron's formula and calculate the area of a Triangle.
- Breakdown a given polygon into triangles and find the area of a given polygon as a sum of areas of those triangles

Methodology:

- Active learning.
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

Group Activity: Engage students in using Heron's formula to find the area of triangular-shaped foods.

Resources:

- Text book, PPT, Videos.

Board work:

$$\text{Area of a triangle} = \sqrt{s(s-a)(s-b)(s-c)}$$

where a, b and c are the sides of the triangle, and s = semi-perimeter, i.e., half the perimeter of the triangle = (a+b+c)/2

Learning outcomes:

Learner will be able to

- Recall the terms, triangle and area of triangle.
- Recognize Heron's formula.

- Identify the concept of Heron's formula.
- Applies appropriate formulae in order to find areas of all types of triangles.

Application:

- It is used to find the area of different ***types*** of triangles like equilateral, isosceles, and scalene triangles or quadrilaterals.

ICT Integrated :

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal Textbook, R.D Sharma, study mantra, State board text book, Google.

MIS INTERNATIONAL SCHOOL

Teacher's Name: Mrs. Shalini **Class:** 9
Subject: Math **No. of periods-**14

Month- July/August

Topic: **Triangles**

Subtopic:

- Congruence of Triangles
- Criteria for Congruence
- Properties of Triangle
- Inequalities of Triangles

Specific objective:

- Observe the angles and sides of the given figures and find out whether they are congruent or not congruent.
- Apply concepts of linear pairs of angles, vertically opposite angles, corresponding angles, alternate angles, transversal angles & exterior angles of a triangle and prove congruence between two triangles in a given figure.
- Illustrate the criteria of congruencies of triangles through diagrams (ASA, SAS, SSS. RHS) and prove relationships between given angles, sides and triangles of a given figure.
- Apply criteria for congruence in a triangle with two congruent sides and prove that the angle opposite to the sides are equal and apply it in a given figure to solve for the measure of an angle.
- Examine given triangles that satisfy AAA or SSA criteria and comment whether they are congruent.
- Using properties of inequalities in triangles prove the relationship between any given sides or angles in a given figure.

Methodology:

- Active Learning.
- Experimental Learning.
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

- Lab activity: Verify the Pythagoras theorem.
- Group activity: Verify SAS congruency and rigidity of triangles.

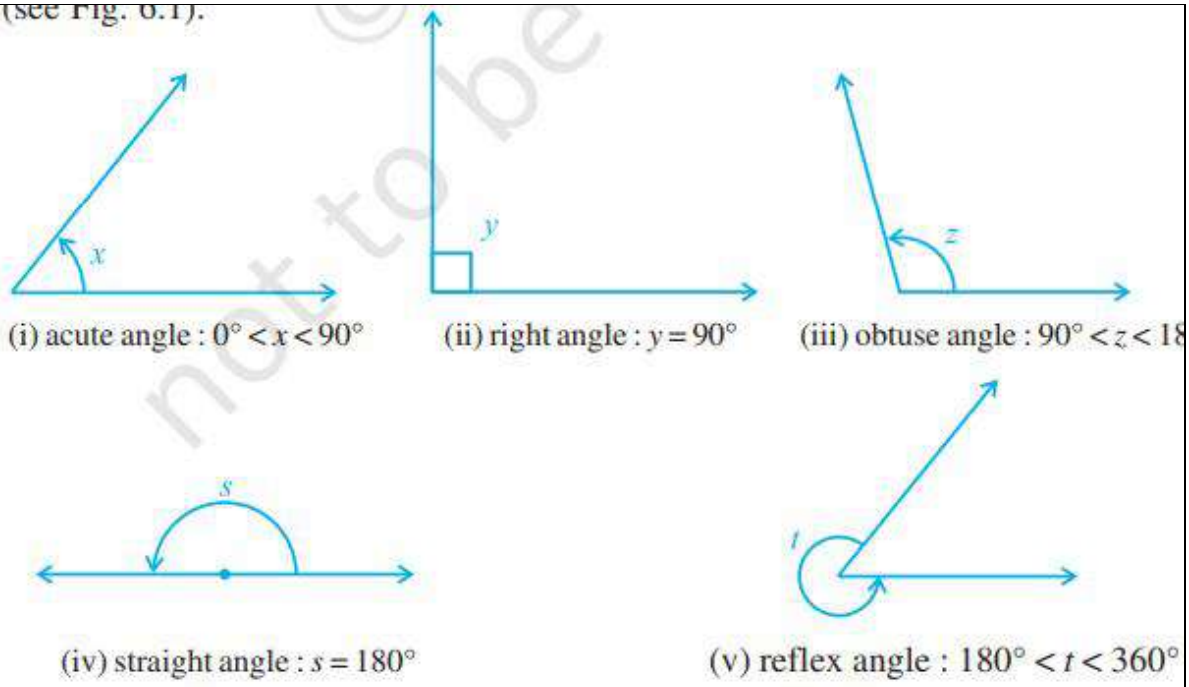
Resources:

- Text book, PPT, Videos.

Board work:

Types of angles:

(see Fig. 6.1).



(i) acute angle : $0° < x < 90°$ (ii) right angle : $y = 90°$ (iii) obtuse angle : $90° < z < 18$

(iv) straight angle : $s = 180°$ (v) reflex angle : $180° < t < 360°$

Learning outcomes:

Learner will be able to

- Applies axiomatic approach and derives proofs of mathematical statements particularly related to geometrical concepts, like parallel lines, triangles, quadrilaterals, circles etc. in order to solve problems using them.
- Prove the rules of congruence and properties of triangles.
- Explain the non-criteria for congruence of triangles.
- Prove theorems and solve exercise related to inequalities in triangles.

Application:

- Linguistics: Students will be able to understand and explain the various terms.
- Science: Architecture: Building Constructions
- Social Science: Bermuda Triangle.
- In science, you study the properties of light by drawing the ray diagrams.

ICT Integrated :

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal Textbook, R.D Sharma, study mantra, State board text book, Google.

MIS INTERNATIONAL SCHOOL

Teacher's Name: Mrs. Shalini **Class:** 9 **Subject:** Math **No. of periods-**10

Month-August

Topic: **Statistics**

Subtopic:

- Collection of Data.
- Presentation of Data.
- Geographical Representation of Data.
- Measures of Central Tendency.

Specific objective:

- Apply direct method and calculate the mean of the grouped data.
- Apply assumed mean method and calculate the mean for a grouped data.
- Compute the mean and mode of the given data and interpret these two measures of central tendency.

- Apply formula for the median of a given grouped data and calculate missing values of frequency.
- Derive the co-ordinates to plot a graph and represent the two ogives.
- Graph both ogives for the data obtained and determine the median of the given grouped data.

Methodology:

- Collaborative.
- Cooperative learning.
- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

Group Activity: Divide the students of your class into four groups. Allot each group the work of collecting one of the following kinds of data:

(i) Heights of 20 students of your class.
(ii) Number of absentees in each day in your class for a month.
(iii) Number of members in the families of your classmates.
(iv) Heights of 15 plants in or around your school.

Resources:

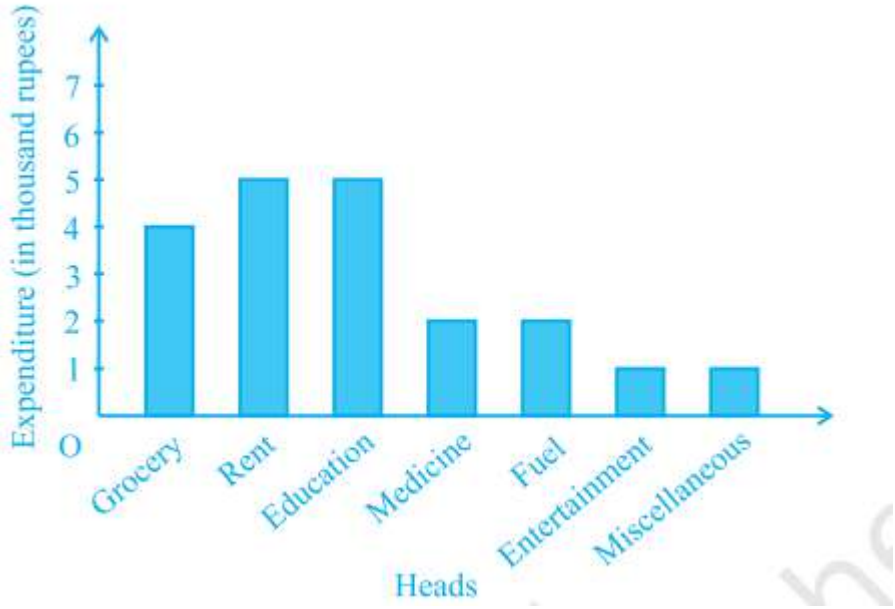
- Graph Paper, Text book, PPT, Videos.

Board work:

Representation of bar graph

Heads	Expenditure (in thousand rupees)
Grocery	4
Rent	5
Education of children	5
Medicine	2
Fuel	2
Entertainment	1
Miscellaneous	1

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Learning outcomes:

Learner will be able to

- Analyze different types of data.
- Create a frequency distribution table to classify data.
- Draw a bar graph to depict given data.
- Draw a histogram.
- Draw a frequency polygon with the help of histogram.
- Calculate mean, median and mode.

Application:

- **Language:** Students will be able to understand and explain the various terms.
- **Science:** Simplifying calculations in Physics.
- **SST:** Statistical information about Population, Age, weight etc.

ICT Integrated :

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal Textbook, R.D Sharma, study mantra, State board text book, Google.

MIS INTERNATIONAL SCHOOL

Teacher's Name: Mrs. Shalini **Class:** 9
Subject: Math **No. of periods-** 15

Month- October

Topic: **Quadrilaterals**

Subtopic:

- Angle sum property of quadrilaterals
- Types of quadrilaterals
- Properties of Parallelogram
- The mid-point theorem

Specific objective:

- Apply angle sum property of quadrilateral in order to find the value of the unknown angle.
- List the properties of quadrilaterals in order to classify real life objects into different types of Quadrilaterals.
- List the properties of parallelogram in order to identify if a given quadrilateral is a parallelogram
- Apply properties of parallelogram in order to find a) an unknown angle b) an unknown side.
- Prove the midpoint theorem of triangles using concepts of congruency and transversal angles in order to extend the application to quadrilaterals.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method

- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

- Individual activity:

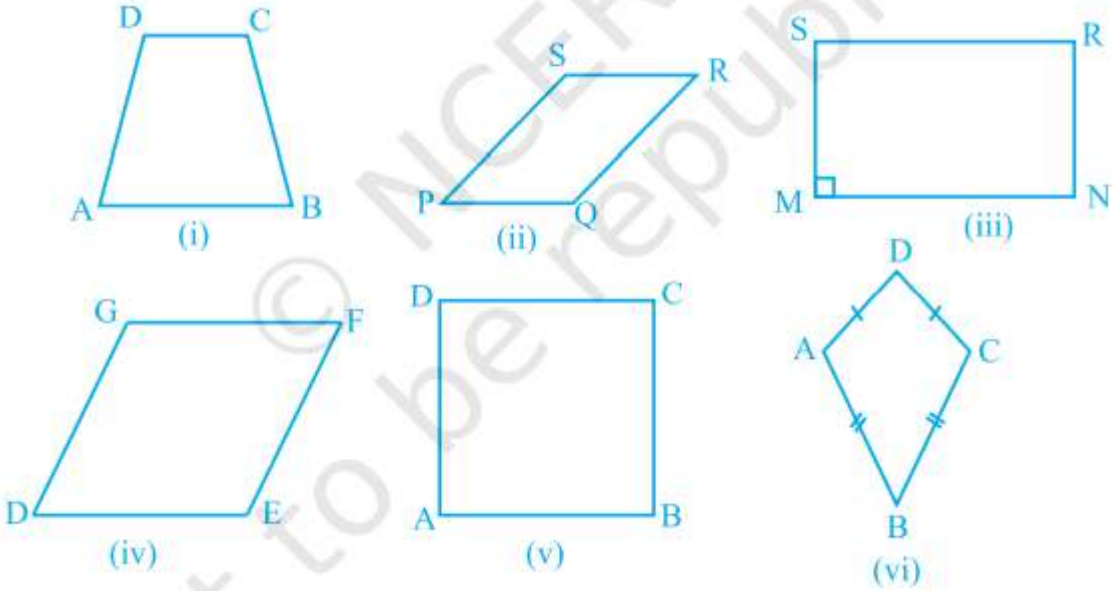
Paper folding activity: Identify the type of quadrilateral.

Resources:

- Text book, PPT, Videos.

Board work:

Types of Quadrilaterals:



Learning outcomes:

Learner will be able to

- Describe various types of quadrilaterals and their properties.
- Prove the angle sum property of quadrilaterals.
- Describe the types of parallelogram and their properties.
- Prove various theorem of parallelogram.
- Applies axiomatic approach and derives proofs of mathematical statements particularly related to geometrical concepts, like parallel lines, triangles, quadrilaterals, circles etc. in order to solve problems using them.

Application:

- **Language:** Students will be able to understand and explain the various terms.
- **Science:** Simplifying calculations in Physics.

- **Agriculture:** Shapes of fields.

ICT Integrated :

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

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MIS INTERNATIONAL SCHOOL

Teacher's Name: Ms Shalini **Class:** 9
Subject: Math **No. of periods-**10

Month- October/November

Topic: **Linear Equation in two variables**

Subtopic:

- Linear Equation
- Solution of Linear Equation
- Graph of linear equation in two variables
- Equation of lines parallel to x-axis and y-axis

Specific objective:

- Determine the x & y co-ordinate of a point from a graph in order to write the coordinates of the point as an ordered pair
- Plot a point on the Cartesian plane in order to determine QUADRANT of the point.
- Observe a given ordered pair in order to comment on its location
- Apply concepts of coordinate geometry in order to simplify given word problems.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

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SSt: to draw graphs relating to population weight, salary etc.

Resources:

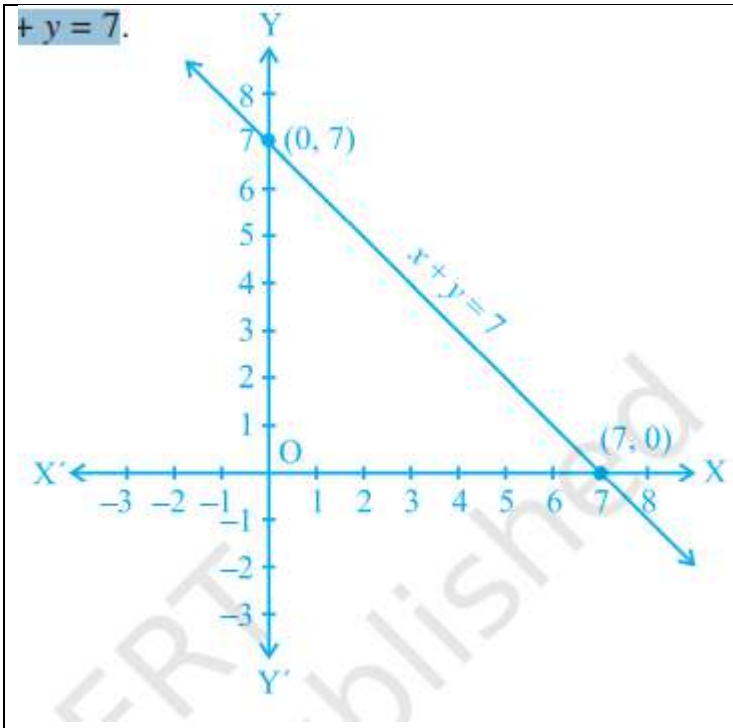
- Text book, PPT, Videos.

Board work:

Draw the graph of x + y = 7

x	0	7
y	7	0

+ $y = 7$.



Learning outcomes:

Learner will be able to

- Develops strategies from understanding of coordinate geometry in order to locate points in a Cartesian plane.
- Graph linear equations.
- Solve equations for a specific value.
- Add and subtract equations by combining like terms.

Application:

In real life, the applications of linear equations are vast. To tackle real-life problems using algebra, we convert the given situation into mathematical statements in such a way that it clearly illustrates the relationship between the unknowns (variables) and the information provided. The following steps are involved while restating a situation into a mathematical statement:

- Translate the problem statement into a mathematical statement and set it up in the form of algebraic expression in a manner it illustrates the problem aptly.
- Identify the unknowns in the problem and assign variables (*quantity whose value can change depending upon the mathematical context*) to these unknown quantities.
- Read the problem thoroughly multiple times and cite the data, phrases and keywords. Organize the information obtained sequentially.
- Frame an equation with the help of the algebraic expression and the data provided in the problem statement and solve it using systematic techniques of equation solving.

- Retrace your solution to the problem statement and analyze if it suits the criterion of the problem.

ICT Integrated :

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal Textbook, R.D Sharma, study mantra, State board text book, Google.

MIS INTERNATIONAL SCHOOL

Teacher's Name: Mrs. Shalini Negi **Class:** 9

Subject: Math **No. of periods-**14

Month- November/december

Topic: **Circles**

Subtopic:

- Circles and its related terms
- Angle Subtended by a chord at a point

- Perpendicular from the centre of the Chord
- Circle through three points
- Equal Chords and their Distances from the Centre
- Angle Subtended by an Arc of a Circle
- Cyclic Quadrilaterals

Specific objective:

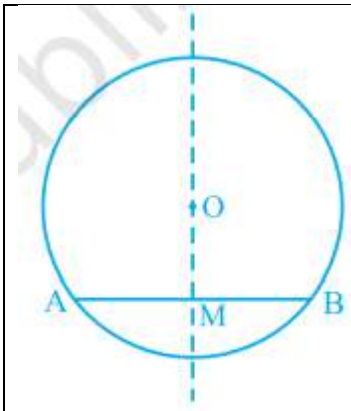
- Construct a circle of a given radius and verify that the length of multiple segments drawn from the center of the circle to the circumference is equal.
- Define radius, chord, diameter, segment (major and minor), arc (major and minor), interior or exterior of a circle and illustrate and label them on a given circle.
- Apply theorems regarding angle subtended by a chord in a circle and find the measure of an angle in the given figure.
- Apply the property of perpendicular from the center to the chord and solve for the missing values (lengths and angles) in a given figure.
- Construct circle passing through 1, 2 & 3 non-collinear points and comment on how many circles can be constructed passing through them.
- Use the value of radius and perpendicular to the chord and compute the length of a chord.
- Interpret and apply theorems on the angles subtended by arcs of a circle and solve for unknown values in given examples.
- Apply the relation between angles of a cyclic quadrilateral and solve for the value of a given angle.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

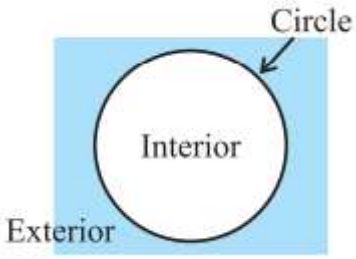
Activity : Draw a circle on a tracing paper. Let O be its centre. Draw a chord AB. Fold the paper along a line through O so that a portion of the chord falls on the other. Let the crease cut AB at the point M. Then, $\angle$ OMA = $\angle$ OMB = 90° or OM is perpendicular to AB. Does the point B coincide with A (see Fig)? Yes it will. So MA = MB.

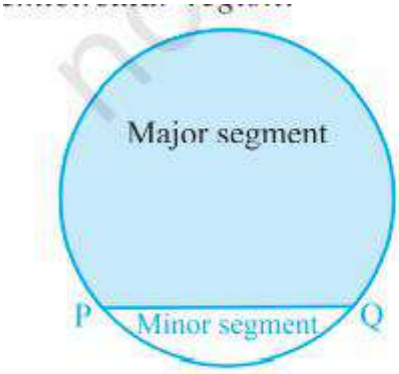


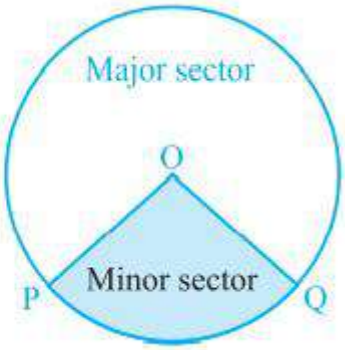
Resources:

- Text book, PPT, Videos.

Board work:







Learning outcomes:

Learner will be able to

- Define various terms such as circle, center, circumference, radius etc.
- Describe various areas covered by a circle.
- Prove various theorem of circles.
- Apply theorems on questions.
- Define Cyclic Quadrilateral.

- Describe properties of cyclic quadrilateral.

Application:

- **Science:** Simplifying calculations in Physics.
- **Language:** Students will be able to understand and explain the various terms.
- Circular cylinders are used to print newspapers.
- One **application of circles** in science is in the design of particle separators.
- The Large Hadron Collider in Europe is a tunnel in the shape of a circle.
- ***Circles*** are the best shape for a bicycle because they roll very easily because they are round.

ICT Integrated :

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal Textbook, R.D Sharma, study mantra, State board text book, Google.

MIS INTERNATIONAL SCHOOL

Teacher's Name: Shalini Negi **Class:** 9 **Subject:** Math **No. of periods-**12

Month-January

Topic: **Surface Areas and Volumes**

Subtopic:

- Surface area of Cuboid and Cube
- Surface area of a Right Circular Cylinder
- Surface area of Right Circular Cone
- Surface area of Sphere
- Volume of Cuboid
- Volume of Cylinder
- Volume of Right Circular Cone
- Volume of Sphere

Specific objective:

- Visualize a cube and cuboid in its 2-D form and calculate the surface area.
- Calculate the surface area (lateral and total) of the cube or cuboid and determine the cost of painting /covering the given surface.
- Visualize a cylinder in its 2-D form and calculate the curved surface area and total surface area.
- Calculate the surface area (curved and total) of a cylinder to determine the cost of painting /covering the given surface.
- Visualize a right circular cone in 2-D and calculate the surface area (curved and total).
- Calculate the surface area (curved and total) of a cone to determine the cost of painting /covering the given surface.
- Calculate the surface area of a sphere /hemisphere to determine the cost of painting /covering the given surface of a sphere /hemisphere.
- Calculate the volume of a given cube and infer the quantity of any substance it can hold.
- Calculate the volume of a given cuboid and infer the quantity of any substance it can hold.
- Calculate the volume of a given cylinder and infer the quantity of any substance it can hold.
- Calculate the volume of a given cone and infer the quantity of any substance it can hold.

- Calculate the volume of a given sphere and infer the quantity of any substance it can hold.

Methodology:

- Questioning.
- Cooperative learning
- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

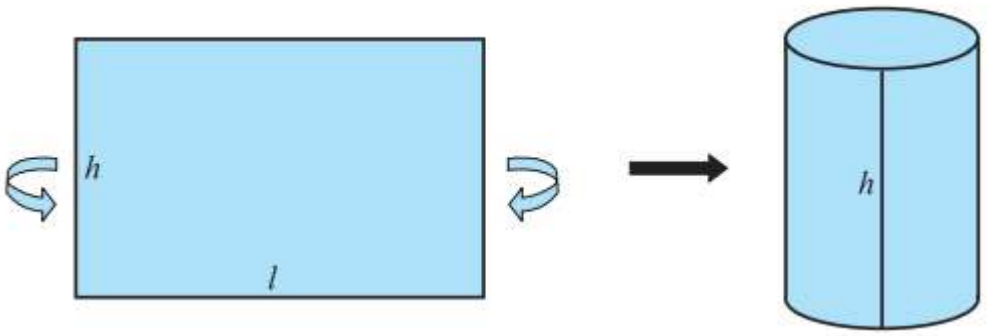
Activities:

Individual activity: Draw two figures (cylinder, cone, cube, cuboid etc.) of different measurement on a graph paper. Find the area by counting the number of squares. Also find the area by using the formula. Compare the two answers

Resources:

- Ruler, geometry box, Text book, PPT, Videos.

Board work:



Learning outcomes:

Learner will be able to

- Define surface area.
- Outline the various formulas of calculating surface area.
- Calculate the surface area of assorted objects.
- Define volume.
- Outline the various formulas of calculating volume.

Application:

- Students can apply the concepts to calculate dimensions for lots of everyday decisions, when measuring for length of wood frame to put in a raised flower bed or garden or to install framing for a cement sidewalk or framing for pouring concrete foundation, when measuring length and width for Venetian blinds or curtains, when measuring for starter and rake and ridge tiles for a roof replacement, when measuring for picture frames, when measuring to estimate number of bricks for a driveway, when measuring to estimate number of wall paper rolls to cover a wall.
- Language: Students will be able to understand and explain the various terms.
- Science: Simplifying calculations in Physics.
- SST: To find areas and volume of objects in nature.

ICT Integrated :

- Video
- Power Point presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal Textbook, R.D Sharma, study mantra, State board text book, Google.

MIS INTERNATIONAL SCHOOL

Teacher's Name: Mrs. Shalini **Class:** 9 **Subject:** Math

Topic: **Probability**

Subtopic:

- Probability- an experimental approach

Specific objective:

- Differentiate between Empirical Probability and Theoretical Probability and find the two for a variety of cases.
- Calculate the probability of given events in an experiment and comment whether they are Complementary Events /Sure Events /Impossible Events.
- Represent using organized lists, tables, or tree diagrams and list the sample space for compound events.
- Calculate the probability of various events and rank them from most to least probable events.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.
- Collaborative learning.

Activities:

Individual Activity: Take any coin, toss it ten times and note down the number of times ahead and a tail come up. Record your observations in the form of the following table:

Number of times the coin is tossed	Number of times head comes up	Number of times tail comes up
10	—	—

Resources:

- Text book, PPT, Videos.

Board work:

The empirical probability P(E) of an event is:

$$P(E) = \frac{\text{Number of trials in which E has happened}}{\text{Total number of trials}}$$

Learning outcomes:

Learner will be able to

• Define probability and experimental probability. • Conduct experiments to measure probability. • Define the terms experiments, trial, event and outcome. • Calculate probability.
Application: • Probability started with gambling, it has been used extensively in the fields of Physical Sciences, Commerce, Biological Sciences, Medical Sciences, Weather Forecasting, etc.
ICT Integrated : • Video • Power Point presentation
Extra questions/ Class assessment/ Recapitulation: • At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts. • Assess the responses of students during classroom discussions, activities and on answers for performance evaluation. • Use exercises given at the end of the chapter as assessment tool.
Homework/ worksheets: • Ask students to attempt some of the exercise questions on their own. • Questions given based on the class work. • Worksheets given to solve at home.
Reference: ncert.nic.in, R.S Agarwal Textbook, R.D Sharma, study mantra, State board text book, Google.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Ms. Poonam Gill

Class: 9

Subject: Science No. of periods-10

Topic: **Matter In Our Surroundings**

Subtopic:

- Matter-Characteristics of the particles of matter.
- Interconversion of the states of matter
- Conversion formula (K=C+273)
- Latent Heat
- Evaporation
- Factors affecting the rate of Evaporation

Specific objective: Students will be able:

- describe matter and the characteristics of the particles of matter.
- understand the differences between the various states of matter.
- evaluate the conditions for the interconversion of various states of matter.
- explain latent heat of fusion and latent heat of vaporisation.
- discuss Evaporation and explain various factors influencing evaporation.

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching.

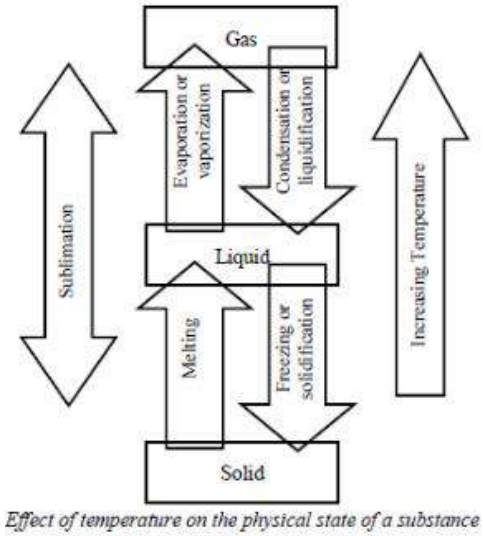
Activities:

- To determine the melting point of ice and boiling point of water.
- Separation of substances from a mixture of sand, soil, Ammonium chloride
- To describe the phenomenon of diffusion to understand the real situation of diffusion of gases and diffusion of liquids
- To observe the process of evaporation at different temperatures.

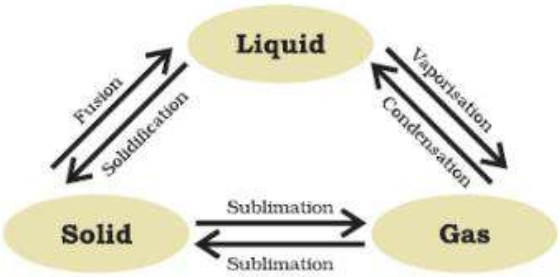
Resources:

Textbook, Reference book, Tea bags, hot water, cold water, transparent glasses

Board work:



Effect of temperature on the physical state of a substance



S.No.	Solid	Liquid	Gas
1.	Solids have fixed shape and definite volume	Liquids have fixed volume but no definite shape.	Gases have no fixed volume and shape.
2.	Solids have high density	Liquids have high density but less than solids.	Gases have low density.
3.	Solids show only slight expansion on heating.	Liquids show slight expansion on heating but more than solids.	Gases expand considerably on heating.
4.	They have slight or no compressibility.	They have slight compressibility but more than solids.	They have high compressibility.
5.	Solids do not flow.	Liquids generally flow easily.	Gases flow freely.
6.	They have their melting and boiling points above room temperature.	They have their melting point below room temperature.	They have their melting and boiling points both below room temperature.
7.	Intermolecular forces are very strong and constituent particles are closely packed.	Intermolecular forces are strong enough to keep the particles together but not strong enough to keep them in fixed positions.	Intermolecular forces are very weak and the particles are free to move.

11 • 55%

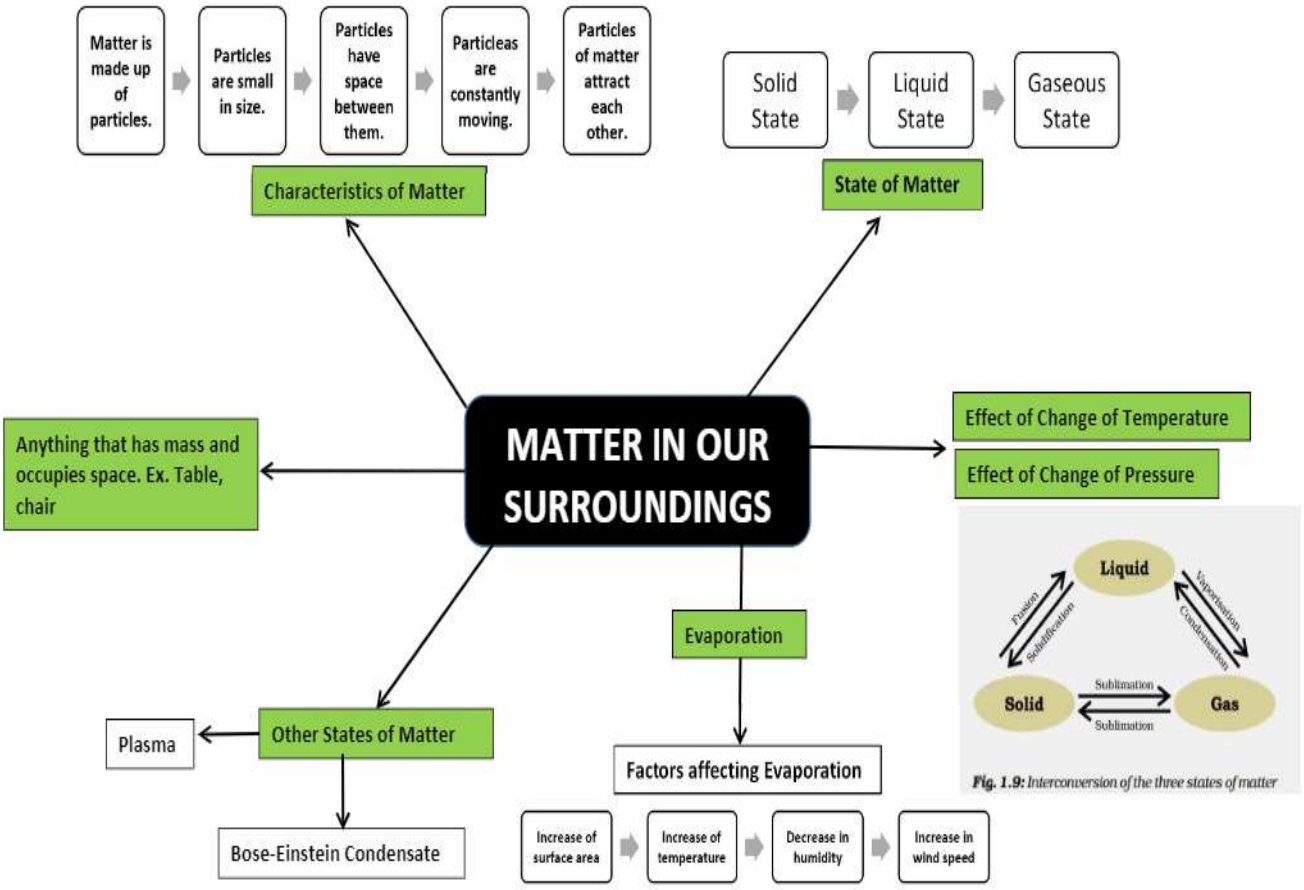


Fig. 1.9: Interconversion of the three states of matter

Learning outcomes: Learners will be able to:

- define matter with examples from day today life and state the composition of matter.
- reason out the differences between the various states of matter on the basis of rigidity, fluidity, compressibility,density, i.e, shape, density, diffusion etc.
- analyse the difference between evaporation and boiling.
- explain terms related:- melting , freezing ,boiling ,condensation and sublimation.

Application: Learners will be able to:

- Apply the knowledge of latent heat (ice, steam) in day today life activities.
- Analyse the characteristics of the particles of matter applicable in day to day life activities.
- Interpret the factors affecting evaporation and appreciate the role of evaporation in daily life.
- Apply their knowledge to understand that water diffuses into plants through their root hair cells. The water moves from an area of high concentration (in the soil) to a area of lower concentration (in the root hair cell).
- Also, in living things,substances move in and out of cells by diffusion. For example: Carbon dioxide in the respiration process.
- The smell of food reaches us from a distance.

ICT Intergrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, revise all the concepts of the lesson.

- Assess the responses of the learners during classroom discussions and activities fo performance and on answers or oral questions.
- Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools
- Use exercises given at the end of the chapter as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercises on their own.

Reference:

ncert.nic.in, cbse.nic.in, DIKSHA, Google.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Ms.Poonam Gill Class: 9

Subject: Science No. of periods-14

Topic: **Is Matter Around Us Pure?**

Subtopic:

- Elements and Compounds as pure substances.
- Mixtures and pure substances.
- Mixtures – homogeneous and heterogeneous.
- Classification of Elements –metals, non-metals and metalloids.
- Physical and chemical changes.
- Homogeneous Mixtures as solutions or true solutions.
- Solubility of a substance (Temperature and Pressure dependence)
- Saturated and unsaturated solution
- Concentration of solution.
- Numericals on solubility and concentration of solution.
- Suspension
- Colloids
- Various types of colloids.
- Separating the components of Mixtures- (technique used, principle involved and applications)
- Filtration using simple funnel and separating funnel.
- Sublimation
- Evaporation
- Crystallisation
- Centrifugation
- Chromatography
- Distillation
- Fractional Distillation

Specific objective: The students will be able to-

- Describe and differentiate between elements, compounds and mixtures with examples.
- Discuss homogeneous and heterogeneous mixtures with examples.
- Explain physical and chemical changes with examples.
- Describe the different types of solutions and their properties
- Understand the properties of True solution
- Calculate the solubility and concentration of the solution.
- Evaluate the dependence of solubility on temperature and pressure.
- Describe the properties of suspensions and colloids
- Comprehend the difference between true solution, suspension and colloids on the basis of their properties
- Differentiate between various separation techniques and analyse them on the basis of principle involved and their applications.
- Appreciate the role of various techniques in the separation of the components of mixture.

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching.

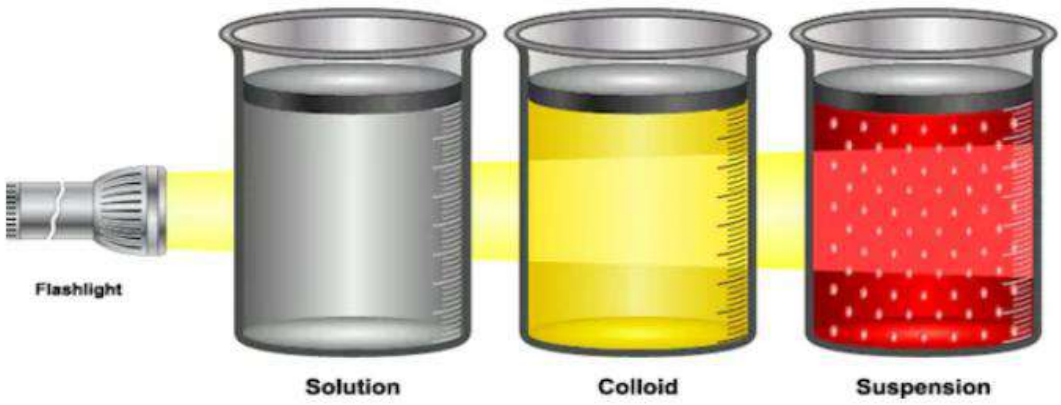
Activities:

- To separate the components of a mixture of ammonium chloride, common salt and sand by sublimation.
- To prepare a mixture (iron filings and sulphur powder) and a compound (iron sulphide) and study their properties on the basis of their behaviour towards magnet, behavior towards carbon disulphide, effect of heat and reaction with dil. HCl (aq).
- To study the following chemical reactions- displacement reaction and double displacement reaction , combination reaction and decomposition reaction.
- To prepare a true solution, suspension and colloid and differentiate them on the basis of transparency, stability and filtration criteria.
- Differentiate between solutions, suspensions, and colloids based on their characteristics to illustrate different kinds of homogenous and heterogeneous mixtures.

Resources:

Textbook, Reference book, glasses, salt, wheat flour, milk, water

Board work:



LC1000

Metals and Non metals (Physical Properties)

Property	Metals	Non-Metals
Lustre (metallic shine)	All metals have lustre	Have no lustre (except Iodine and Graphite)
Hardness	Very hard (except sodium and potassium)	Not hard (except Diamond- hardest substance)
Malleability (property due to which a substance can be beaten into sheets)	Highly malleable (except Zinc, Antimony and Arsenic)	Non malleable
Ductility (property by which a substance can be drawn into wire)	Ductile (except Zinc, Arsenic and Antimony)	Non ductile (except Carbon fiber)
Conductivity	Good conductor of heat and electricity (except Bismuth and Tungsten)	Bad conductor of heat and electricity. (except Graphite and gas carbon)
State	Solid (except Mercury and Gallium)	Solid, liquid or gas
Density	High density (except sodium and potassium)	Low density (except diamond)

LC1000

Solution

- A homogeneous mixture of two or more substances forms the solution. It is said to be mixture of a solute and a solvent.
- Solvent: component of the solution which dissolves another component in it
- Solute is the component of solution that is dissolved in a solvent.
- Solvent + Solute = Solution

Properties of a Solution:

- The particles of a solution are smaller than 1 nm (10^{-9} metre) in diameter. So, they cannot be seen by naked eyes.
- Because of very small particle size, they do not scatter a beam of light passing through the solution. So, the path of light is not visible in a solution.
- The solute particles cannot be separated from the mixture by the process of filtration. The solute particles do not settle down when left undisturbed, i.e. a solution is stable.

Concentration of Solution

The concentration of a solution is the amount of solute present in a given amount (mass or volume) of solution, or the amount of solute dissolved in a given mass or volume of solvent.

$$\text{concentration of solution} = \frac{\text{Amount of Solute}}{\text{Amount of Solution}} \text{ or } \frac{\text{Amount of Solute}}{\text{Amount of Solvent}}$$

$$\text{(I) Mass by mass percentage of a solution} = \frac{\text{Mass of Solute}}{\text{Mass of Solution}} \times 100$$

$$\text{(II) Mass by volume percentage of a solution} = \frac{\text{Mass of Solute}}{\text{Volume of Solution}} \times 100$$

LC1000

Separation Of Solid-Solid Mixtures

Solvent Extraction

It is a method to separate mixtures based on their relative solubilities in two different immiscible liquids, usually water.

A mixture of sodium chloride and sand → (Add Water) → Sodium chloride dissolves in water. Sand settles down → (Sedimentation and Decantation) → Sand is removed

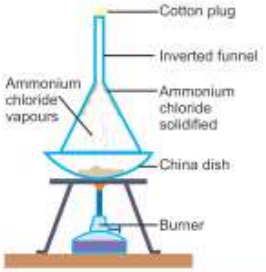
Fractional Crystallization

If the solubilities of two solid components differ widely in a particular solvent, fractional crystallization is used.

Mixture of nitre and common salt → (Add Water, boil and make solution) → Solution is formed → (Cool) → Potassium nitrate crystallize out.

Sublimation

- The change of matter from solid to gaseous state without being converted to liquid state is called sublimation.
- It's used to separate a mixture of solids when one of the solids sublimates and others do not.
- Some solids like ammonium chloride, iodine, naphthalene balls and camphor, change directly from solid to gas.



LC4586

Physical and Chemical Change

Physical Change: Changes which involves only a change in the physical properties of a substance, but no new substance is formed.

Changes take place only in physical properties as no molecular changes occurs
No new substances are formed
Mostly reversible
Amount of energy change is small

Examples: Change of state of matter



Ice to water

1. **Melting**: Change of substance from solid state to liquid state.
2. **Evaporation or boiling**: Change of substance from liquid state to gaseous state.
3. **Condensation**: Change of substance from gaseous state to liquid state.
4. **Freezing or solidification**: Change of substance from liquid state to solid state.

Chemical Change: Changes that involve the formation of new substances are called chemical change.

Changes take place in chemical properties due to molecular changes.
New substances are formed
Mostly irreversible
Amount of energy change is large

Examples: burning of wood, rusting of iron



Rusting: A chemical change in which iron reacts with oxygen and forms iron oxide.

wikimedia commons;

Learning outcomes: Learners would be able to:

- Classify substances as pure (element, compound) and impure (mixture) substances
- Analyze the differences in the properties of elements, compounds and mixtures.
- Classify elements as metals, non-metals and metalloids based on their general physical properties.
- Classify mixtures as homogeneous and heterogeneous mixtures with examples from daily lives.
- Analyze the differences in physical and chemical changes and apply their knowledg and understanding in daily lives.
- Analyze the characteristics of true solution and various types of true solution
- Classify solutions as true solution, suspension and colloid on the basis of properties shown by them-transparency, and filtration.
- Categorize solutions as true solution, suspension and colloid with examples from daily lives with understanding.
- Explain the Tyndall effect with examples from day today life.

Application: Learners would be able to:

- Apply their knowledge and understanding of solubility and concentration of a solutio in numericals.
- Apply their knowledge and understanding of principles involved in each technique in day today life activities.

- Compare and analyze the parameters of technique to be applied in various situation (evaporation/crystallization) or (distillation/fractional distillation) or (filtration/centrifugation)
- Appreciate the role of each technique and its applicability in large scenarios.
- Apply their knowledge of concepts to understand that carbonated soft drinks get their "fizz" from carbon dioxide gas dissolved, along with sugar and other flavorings, in a solution of water.

ICT Intergrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, revise all the concepts of the lesson.

- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools
- Use exercises given at the end of the chapter as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercises on their own.

Reference:

ncert.nic.in, cbse.nic.in, DIKSHA, Google.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Ms.Poonam Gill Class: 9

Subject: Science No. of periods-15

Topic: **Atoms and Molecules**

Subtopic:

- Introduction of the Laws of Chemical combination
- Law of conservation of mass.
- Law of constant proportion.
- Dalton's Atomic Theory and its postulates.
- Atoms and molecules.
- Atomicity
- Atomic mass.
- Atomic mass unit / unified mass
- Numericals

(a)Ratio by mass of atoms and by number of atoms.

(b)Percentage composition of the compound by weight.

- Numerical
- Ions
- Writing chemical formulae
- Molecular mass
- Formula unit mass
- Molar mass
- Introduction to Mole concept (relationship of mole and mass of a substance)
- Numericals on mole concept (relationship of mole and number of particles)
- Numericals on mole concept (relationship of mole, Avogadro number and mass)

Specific objective: Students will be able:

- State the laws of chemical combination
- Describe the laws of chemical combination.
- Evaluate dalton's atomic theory with the present situation.
- Understand atoms, molecules and atomicity
- Describe the role of unified Mass and Carbon 12 as standard for reference
- Discuss various ions and use them for writing chemical formulas.

- Calculate Molecular Mass and Molar Mass
- Understand the significance of mole in terms of mass and number of particles
- Understand the significance of a mole in terms of mass and number of particles.

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching.

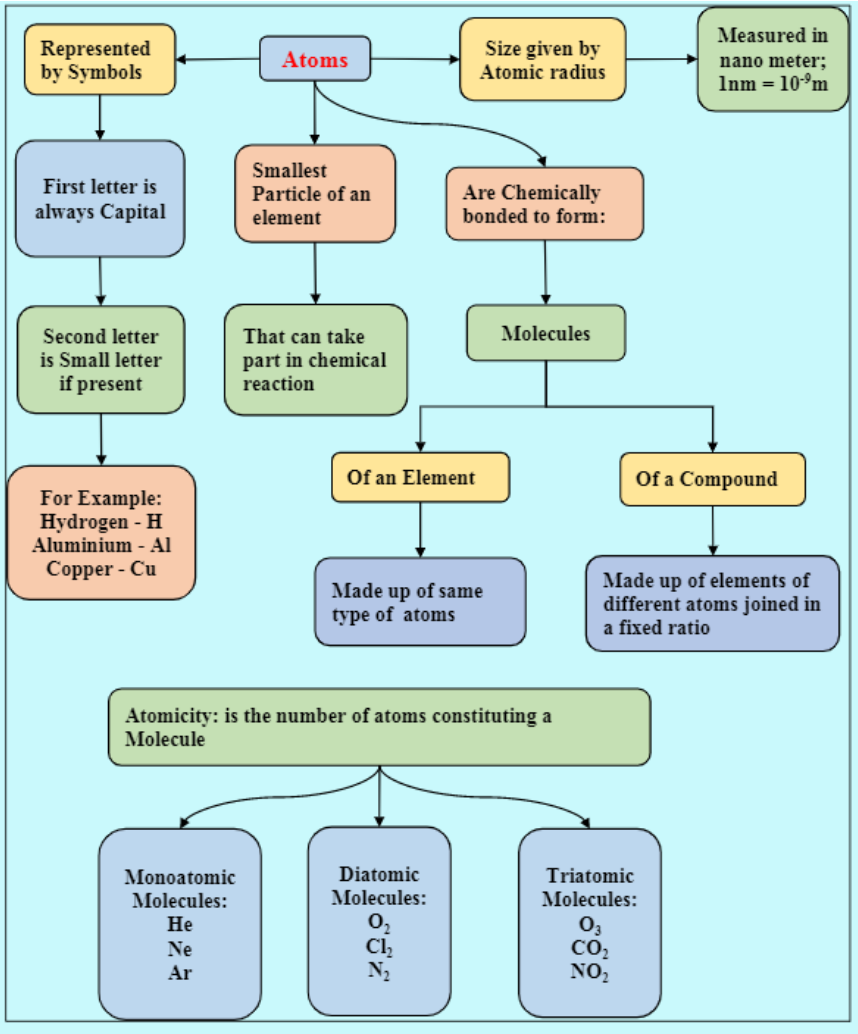
Activities:

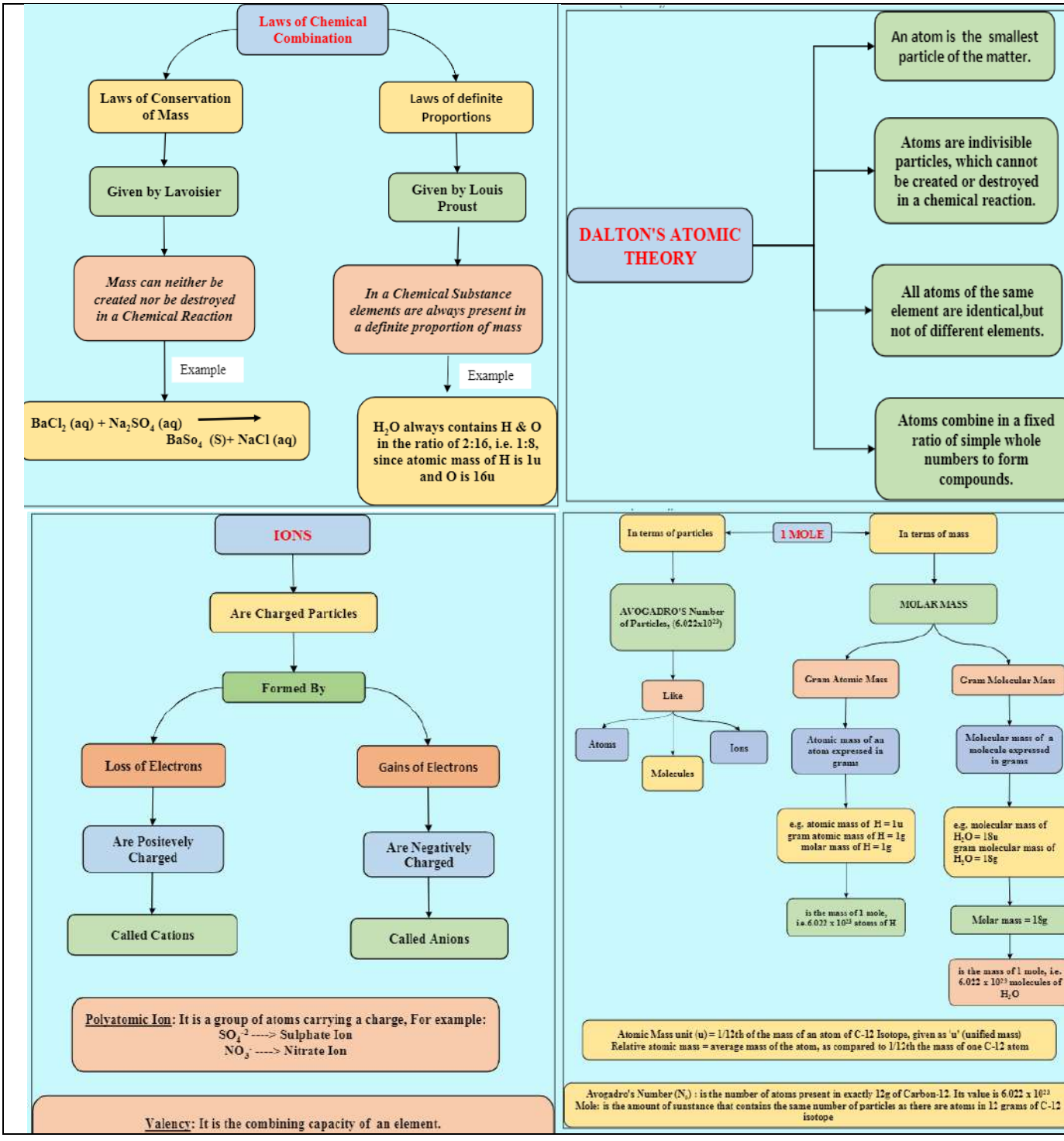
- To verify the law of conservation of mass.
- Revision of numericals on laws of chemical combination.
- Acquire the skill of writing chemical formulae using the symbols & valencies.

Resources:

Textbook, reference book, chart paper, clay balls.

Board work:




Laws of Chemical Combination
Laws of Conservation of Mass
Laws of definite Proportions
Given by Lavoisier
Given by Louis Proust
Mass can neither be created nor be destroyed in a Chemical Reaction
In a Chemical Substance elements are always present in a definite proportion of mass
Example
Example
BaCl2 (aq) + Na2SO4 (aq) → BaSo4 (S)+ NaCl (aq)
H2O always contains H & O in the ratio of 2:16, i.e. 1:8, since atomic mass of H is 1u and O is 16u
DALTON'S ATOMIC THEORY
An atom is the smallest particle of the matter.
Atoms are indivisible particles, which cannot be created or destroyed in a chemical reaction.
All atoms of the same element are identical,but not of different elements.
Atoms combine in a fixed ratio of simple whole numbers to form compounds.
IONS
Are Charged Particles
Formed By
Loss of Electrons
Gains of Electrons
Are Positevely Charged
Are Negatively Charged
Called Cations
Called Anions
Polyatomic Ion: It is a group of atoms carrying a charge, For example:
SO4-2 ----> Sulphate Ion
NO3- ----> Nitrate Ion
Valency: It is the combining capacity of an element.
In terms of particles
1 MOLE
In terms of mass
AVOGADRO'S Number of Particles, (6.022x10^23)
MOLAR MASS
Like
Atoms
Molecules
Ions
Gram Atomic Mass
Gram Molecular Mass
Atomic mass of an atom expressed in grams
Molecular mass of a molecule expressed in grams
e.g. atomic mass of H = 1u
gram atomic mass of H = 1g
molar mass of H = 1g
e.g. molecular mass of H2O = 18u
gram molecular mass of H2O = 18g
is the mass of 1 mole, i.e. 6.022 x 10^23 atoms of H
Molar mass = 18g
is the mass of 1 mole, i.e. 6.022 x 10^23 molecules of H2O
Atomic Mass unit (u) = 1/12th of the mass of an atom of C-12 Isotope, given as 'u' (unified mass)
Relative atomic mass = average mass of the atom, as compared to 1/12th the mass of one C-12 atom
Avogadro's Number (N0) : is the number of atoms present in exactly 12g of Carbon-12. Its value is 6.022 x 10^23
Mole: is the amount of sunstance that contains the same number of particles as there are atoms in 12 grams of C-12 isotope

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Laws of Chemical Combination

Law of Conservation of Mass: During a chemical reaction, matter is neither created nor destroyed but remains conserved., i.e. in a chemical reaction the sum of masses of the products and the resultants is the same.

Example:

	H_2 + Cl_2	⟶	2HCl
Molecular mass	2 + 71		2 × 36.5=73

Law of Definite Proportions: In a pure chemical compound, elements are always present in a definite proportion by mass.

Example:

- In a compound such as water, the ratio of the mass of hydrogen to the mass of oxygen is always 1:8, whatever the source of water.
- Thus, if 9 g of water is decomposed, 1g of hydrogen and 8g of oxygen are always obtained.

Law of Conservation of Mass and Law of Definite Proportions make the Law of Chemical Combination.

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Chemical Formulae and Ion

Chemical Formulae

Molecular Formulae

Symbolic representation of a molecule of a substance representing the actual number of various atoms present in it.
E.g. CO_2, H_2O

Empirical Formulae

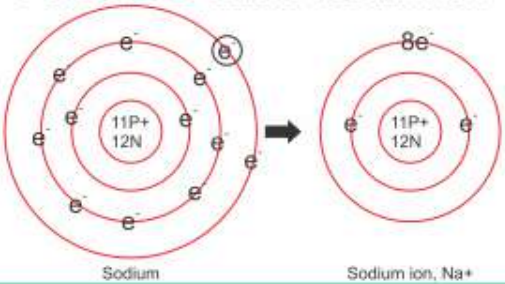
Simplest formula which gives the simplest ratio in whole number between the number of atoms of different elements present in one molecule of the compound.

Compound	Molecular	Empirical
Benzene	C_6H_6	CH
Glucose	$C_6H_{12}O_6$	CH_2O

Ions: While combining, the atoms which attain positive or negative charge due to loss or gain of electrons are called as ions.

Cations are positively charged ions+

Formation of cations : Sodium Ion



Anions are negatively charged ions⁻

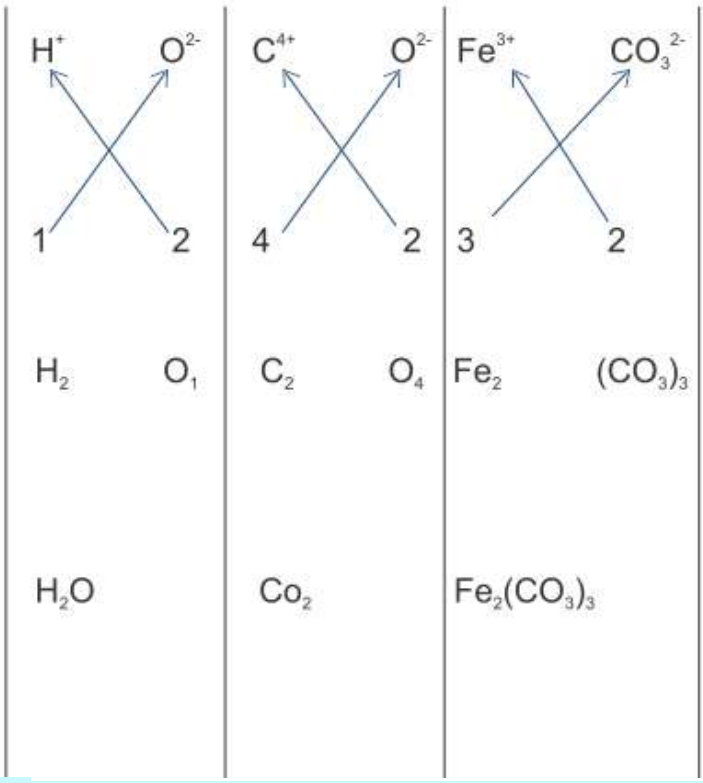
-1 electron

Na	Na+
• Sodium atom	• Sodium ion
• Electronic configuration	• Electronic configuration
• 2(K), 8(L), 1(M)	• 2(K), 8(L)
• Unstable valence electron arrangement	• Stable valence electron arrangement

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Guidelines for Writing Chemical Formulae

1. Write the symbols of the constituent elements - positive radicle to the left and negative radicle to the right.
2. Write the valency of each radical below the symbol
3. Shift the valencies crosswise to the lower right corner of the symbols. Thus the valencies become subscripts of the symbols.
4. Reduce the valency numbers to a simple ratio by dividing with a common factor. Valency 1 need not be written.



Chemical Formula:

Chemical Formula of a compound is the symbolic representation of its composition.

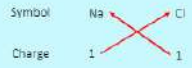
Rules of writing a chemical formula.

1. Write the correct symbols of two elements. In case of a compound of a metal and a non-metal, the name or symbol of the metal is written first.
2. Write the respective valencies or charges below the symbols.
3. To balance the valencies or charges on the ions, CRISS CROSS THE VALENCY/CHARGE. And write them as a subscript below the symbols.
   e.g. Aluminium Oxide



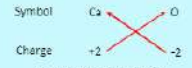
Formula Al_2O_3

When the subscript is number 1, subscript is not written.
e.g. Sodium Chloride



Formula NaCl

4. If there is a common factor between the valencies of element, the valencies are divided by common factor.
   e.g. Calcium Oxide



Formula CaO (2/2 =1)

5. In compounds formed with polyatomic ions, the ion is enclosed in a bracket before writing the number indicate the ratio. In case the number of polyatomic ion is one, the bracket is not required, e.g. NaOH, $(NH_4)_2SO_4$ etc

List of Important Formulae

1. **% of an element in a compound =** Mass of an element / Mass of the compound x 100
2. **Molecular mass =** Sum of atomic masses of all the elements in a molecule
3. **Formula Unit Mass =** Sum of atomic masses of all the atoms in a formula unit of an ionic compound
4.

a. **To convert given mass in grams into moles**

No.of moles (n) = given mass in grams (m)/Molar mass in gram mol^{-1} (M)

i.e. $n = m / M$

b. **To convert given number of moles into grams:**

Mass in grams (m) = Number of moles (n) x Molar mass in gram mol^{-1} (M)

i.e. $m = n \times M$

c. **To convert given number of moles of atoms into number of atoms:**

Number of Atoms (N) = Number of moles (n) x Avogadro's number (N_0)

i.e. $N = n \times N_0$

d. **To convert given number of moles of molecules into number of atoms:**

Number of Molecules (N) = Number of moles (n) x Avogadro's number (N_0)

i.e. $N = n \times N_0$

e. **To convert given number of atoms or molecules into moles:**

Number of Moles (n) = Given number of atoms or molecules (N) / Avogadro's number (N_0)

i.e. $N = n / N_0$

Learning outcomes: Learners will be able to:

- State the laws of chemical combination.
- State both the laws of chemical combination with examples.

- Analyse the importance and interdependence of both the laws of chemical combination on each other.
- relate the postulates of Dalton's atomic theory with the laws of chemical combination and
- Give explanation to the postulates of Dalton's atomic theory which are being challenged now.
- Differentiate between an atom and a molecule.
- Write atomicity for similar and dissimilar elements.
- Define unified mass, relative atomic mass and give reason for the use of c-12 as standard for atomic mass.
- Recall the atomic masses of some prominent elements along with their symbols.
- Comprehend the constituting elements in a compound and their combination on the basis of their mass ratios.
- Differentiate between an atom and an ion.
- Define and write examples of cations, anions and polyatomic ions.
- Apply their knowledge of ions in writing chemical formulae.
- Calculate the molecular mass and molar mass.
- Analyse the role of unified mass and gram molecular/atomic mass.
- Define the term mole and explain its significance in daily life situations.
- Apply the concept of mole in terms of mass and number of particles

Application: Students will be able apply their knowledge of chemical combination to understand that-

- Salt contains sodium and chlorine i.e. NaCl.
- Sugar contains carbon, hydrogen and oxygen i.e. $C_{12}H_{22}O_{11}$.

ICT Intergrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, revise all the concepts of the lesson.

- Assess the responses of the learners during classroom discussions and activities fo performance and on answers or oral questions.
- Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools
- Use exercises given at the end of the chapter as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercises on their own.

Reference:

ncert.nic.in, cbse.nic.in, DIKSHA, Google.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Ms. Ms. Minal Chaudhari
Class: 9

Subject: Science No. of periods-10

Topic: **Structure of the Atom**

Subtopic:

- Charged particles in matter.
- Thomson's model of Atom.
- Rutherford's model of an Atom- (Observations and Conclusions)
- Nuclear model of an atom by Rutherford
- Limitations of Rutherford's model of an atom.
- Bohr's model of atoms.
- How are electrons distributed in different shells?
- Valency
- Atomic number
- Mass number
- Isotopes
- Isobars
- Average atomic masses
- Numericals on Average Atomic masses of isotopes

Specific objective: Students will be able:

- Comprehend the existence of various subatomic particles.
- Explain Thomson's and Rutherford's model of an atom.
- Explain Bohr's model of an atom
- Understand the distribution of various electrons in shells
- Comprehend the concept of valency
- Write the electronic configurations of the first twenty elements along with their valency with explanation.
- Explain atomic number and mass number
- Differentiate between isotopes and isobars
- Discuss the applications of Isotopes.
- Describe the concept of average atomic mass of the isotopes with examples through numericals.

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Making a chart of first 20 elements of the periodic table
- Making models of atoms of different elements
- Revision of numericals on mole concept.
- List Bohr's postulates in order to explain how it improves Thomson's model in explaining why electrons orbiting around the nucleus do not lose energy and crash at the centre though an activity.

Resources:

Textbook, reference book, chart paper, clay balls.

Board work:

Properties of Electron, Proton and Neutron

Proton	Neutron	Electron
i) It is positively charged. ii) Its mass is equivalent to a hydrogen atom i.e. 1 a.m.u . iii) It is present inside the nucleus of the atom.	i) It is neutral ii) It is equal in mass to a proton. iii) It is also found inside the atomic nucleus.	i) it is negatively charged. ii) Its mass is 1/1838 of the mass of a proton. iii) It is found outside the nucleus of the atom.

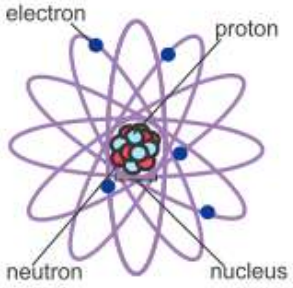
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Modern Atomic Model

Postulates :

- An atom consists of three sub-atomic particles i.e. neutrons, protons and electrons.

Name of Particle	Mass	Charge	Symbol
Neutrons	Mass of 1 H atom	No	${}^{1}_{0}n$
Proton	Mass of 1 H atom	Unit positive	${}^{1}_{+1}p$
Electron	1/1837 times mass of 1 H atom	Unit negative	${}^{0}_{-1}e$



- **Protons** and **neutrons** form the central core of an atom, called **nucleus**. The protons and neutrons are held firmly in the nucleus by strong **nuclear forces**.
- The **electrons** revolve around the nucleus in **fixed orbits at a great speed**. Due to this high speed, they experience outward pull (**centrifugal force**). This force is counter-balanced by **electrostatic force of attraction** between **electrons and protons**.
- The electrons in the shells close to the nucleus are held strongly by the electric pull of protons. These electrons are called **bound electrons**.
- The electrons in the outermost shell experience a very small nuclear force because the distance between them and the nucleus increases. These electrons are called **valence electrons**.
- As the atom of any normal element is electrically neutral, therefore it can be safely concluded that the **total number of protons is equal to** the **total number of electrons.**

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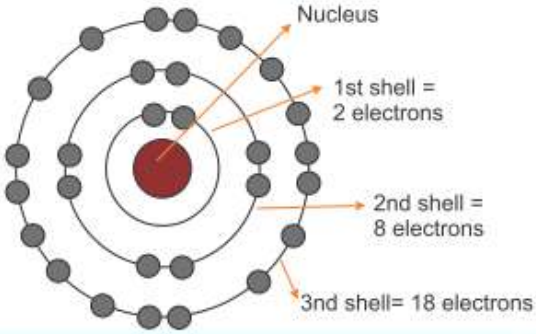
Electronic Configuration in an Atom

Distribution of electrons revolving around the nucleus of an atom, in different orbits(energy levels or shells) is called **electronic configuration**.

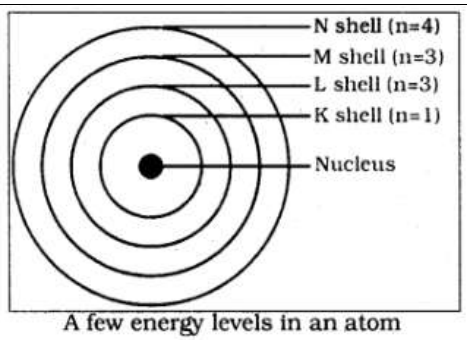
Bohr-Bury Scheme

Maximum number of electrons that can be accommodated in a shell is given by $\mathbf{2n^2}$ where (n = shell number)

Electron Shell	Shell number	Maximum Capacity ($2n^2$)
K	n = 1	$2 \times 1^2 = 2$ electrons
L	n = 2	$2 \times 2^2 = 8$ electrons
M	n = 3	$2 \times 3^2 = 18$ electrons
N	n = 4	$2 \times 4^2 = 32$ electrons



- The outermost shell cannot have more than 8 electrons and the shell next to it can't have more than 18 electrons.
- New shell is formed as soon as the shell attains 8 electrons.
- An atom becomes stable when its outermost shell is completely filled. e.g. an atom having 2 shells, then outermost shell should have 8 electrons or if it has one shell then it should contains 2 electrons.



A few energy levels in an atom

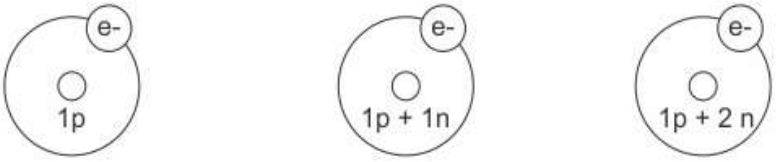
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Isotopes

The atoms of same element, having same atomic number but different mass numbers, are called isotopes.

Examples :

ISOTOPE	FORMULA	MASS number A	ATOMIC number Z	Number of NEUTRONS
Protium or ordinary Hydrogen	$^{1}_{1}H$ (H)	1	1	0
Deuterium	$^{2}_{1}H$ (D)	2	1	1
Tritium	$^{3}_{1}H$ (T)	3	1	2



Protium Deuterium Tritium

Learning outcomes: Learners will be able to:

- Analyse Thomson's model of an atom
- Critically analyse the alpha scattering experiment by comparing it with the previous proposed model of atom.
- Compare the properties of the subatomic particles.
- Explain the observations of the alpha scattering experiment in detail along with the supporting reasons.
- Explain Bohr's model of an atom and critically analyse by comparing with the previo proposed models of
- atom.
- Write the electronic configurations of the first twenty elements along with their valen with explanation.
- Write electronic configuration of the ions formed by the first twenty elements excluding the noble gases.

- Comprehend the meanings of atomic number and mass number and try to represen the element with them.
- Analyse the difference between isotopes and isobars with examples.
- Compare the number of subatomic particles of various isotopes of the same elemen
- Write electronic configuration of the various isotopes of the same element.
- Write the applications of isotopes in day today life.
- Calculate the average atomic mass of the isotopes and give an explanation for fractional atomic masses.

Application: Students will be able apply their knowledge about atoms and molecules to understand that-

- Super-tiny subatomic particles are used to create the parts of atoms.
- Protons, neutrons, and electrons can then organize to form atoms. Atoms are then used to create the molecules around us.

ICT Intergrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, revise all the concepts of the lesson.

- Assess the responses of the learners during classroom discussions and activities fo performance and on answers or oral questions.
- Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools
- Use exercises given at the end of the chapter as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercises on their own.

Reference:

ncert.nic.in, cbse.nic.in, DIKSHA, Google.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Ms. Ashwini Pandhare

Class: 9

Subject: Science No. of periods-

Topic: **THE FUNDAMENTAL UNIT OF LIFE**

Subtopic:

- Discovery of cell
- Unicellular and multicellular and structures of organisms
- Discovery of cell, microscope
- Division of labour
- Cell organelles
- Plasma membrane
- Diffusion and osmosis
- Cell wall
- Structures and functions of-

-Nucleus

-Cytoplasm

-Endoplasmic reticulum

-Golgi bodies

-Lysosome

-Mitochondria

-Plastids

-Vacuoles

Specific objective: Students will be able:

- understand the discovery of cells
- understand the importance of types of cells
- understand the meaning of division of labour in a body
- explain the functioning of cell organelles
- differentiate between osmosis and diffusion
- draw various parts of a cell
- compare between plant cell and animal cell

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based learning.

Activities:

- To prepare stained temporary mounts of:

(a) onion peel and (b) human cheek cells and to record observations and draw their labeled diagrams.

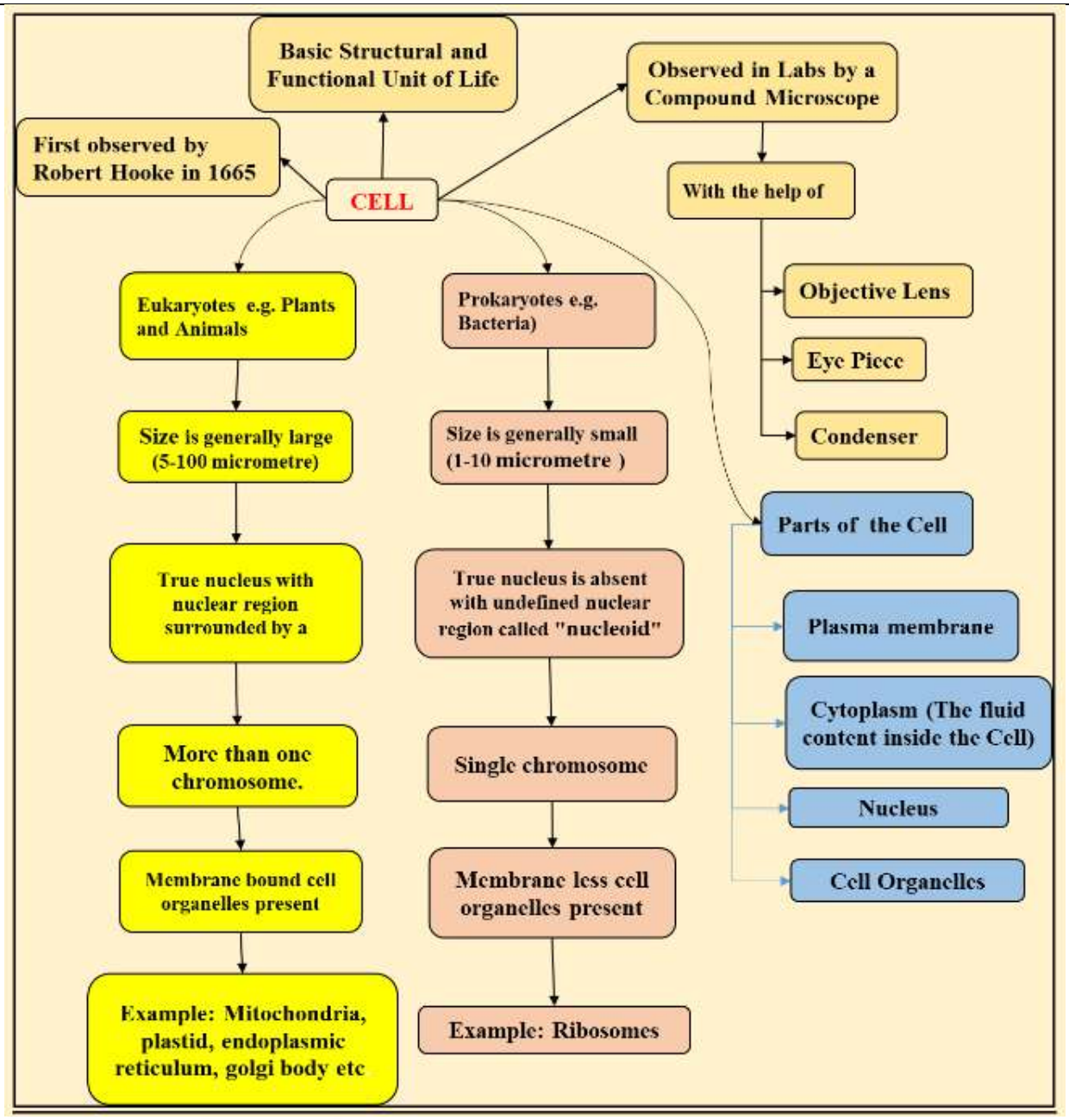
- Compare Prokaryotic and Eukaryotic cells to explain why complex cell structure

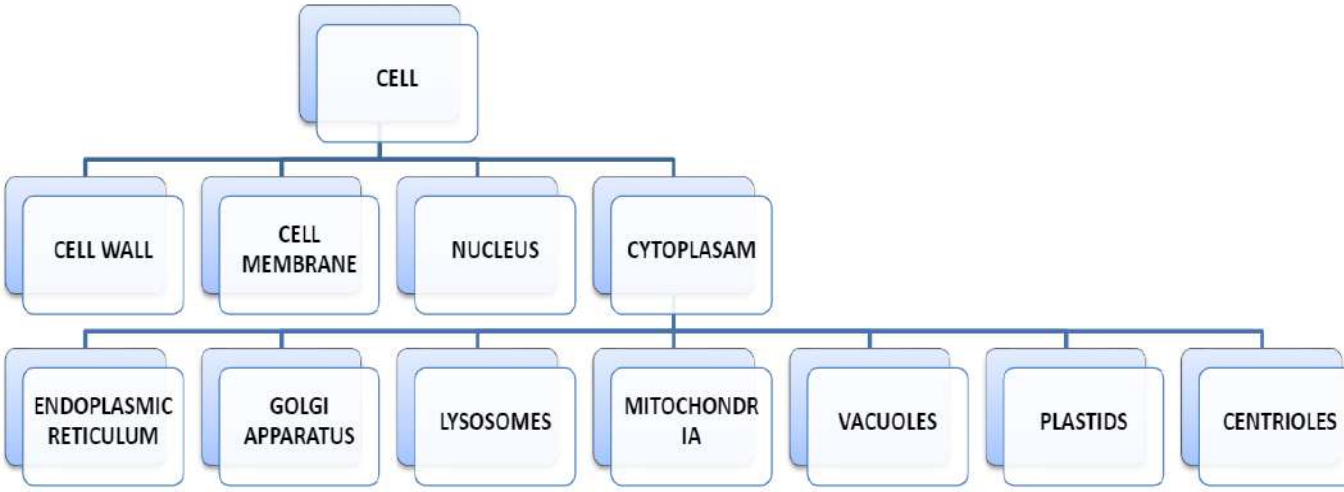
is not found in bacterial cells but found in plant or animal cells.

Resources:

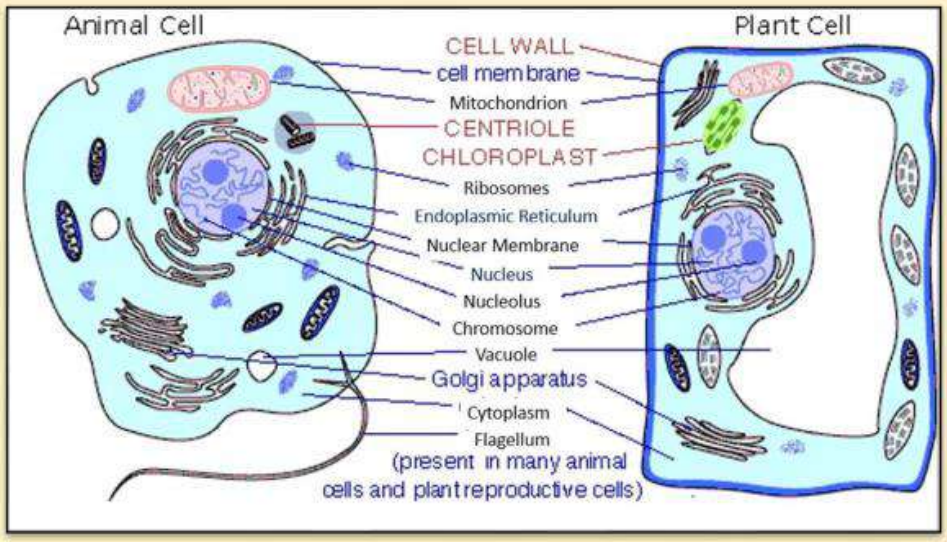
Textbook, reference book, PPT, Slides of onion peel and human cheek cells, diagrams of pl and animal cells, mind maps.

Board work:

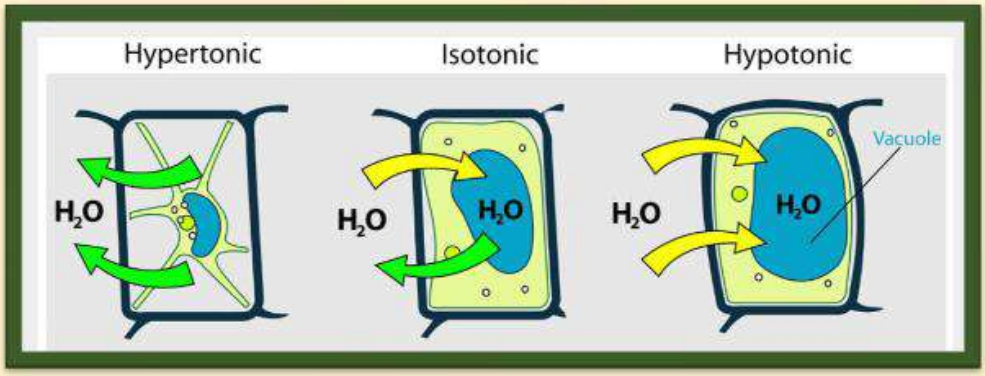

Basic Structural and Functional Unit of Life
Observed in Labs by a Compound Microscope
First observed by Robert Hooke in 1665
CELL
With the help of
Objective Lens
Eye Piece
Condenser
Eukaryotes e.g. Plants and Animals
Prokaryotes e.g. Bacteria)
Size is generally large (5-100 micrometre)
Size is generally small (1-10 micrometre)
Parts of the Cell
True nucleus with nuclear region surrounded by a
True nucleus is absent with undefined nuclear region called "nucleoid"
Plasma membrane
Cytoplasm (The fluid content inside the Cell)
More than one chromosome.
Single chromosome
Nucleus
Membrane bound cell organelles present
Membrane less cell organelles present
Cell Organelles
Example: Mitochondria, plastid, endoplasmic reticulum, golgi body etc
Example: Ribosomes


CELL
CELL WALL
CELL MEMBRANE
NUCLEUS
CYTOPLASAM
ENDOPLASMIC RETICULUM
GOLGI APPARATUS
LYSOSOMES
MITOCHONDRIA
VACUOLES
PLASTIDS
CENTRIOLES

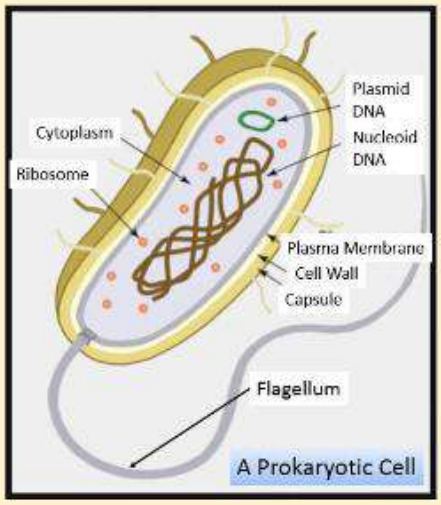
Eukaryotic Cells



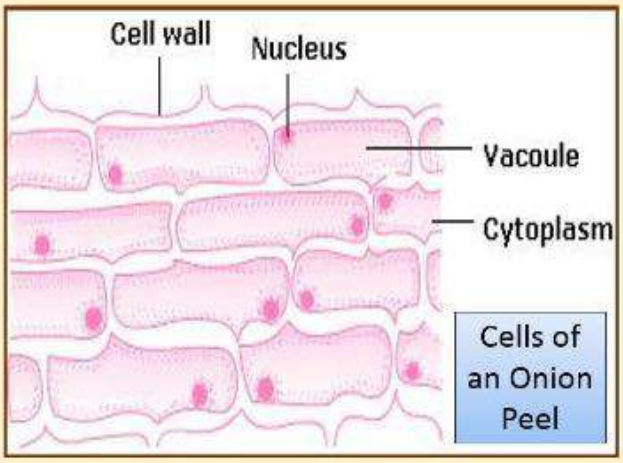
Osmosis



A Prokaryotic Cell



Cells of an Onion Peel



Learning outcomes: Learners will be able to:

- analyse the history behind discovery of cells

- interpret the importance of types of cells
- differentiate between prokaryotic and eukaryotic cell
- explain the structure and functions of plasma membrane
- explain the structure and functions of different organelles
- differentiate between diffusion and osmosis with daily based examples

Application: Learners will be able to-

- Analyze and explain why complex cell structure is not found in bacterial cells but found in plant or animal cells.
- Apply their knowledge of osmosis and diffusion in real life scenarios like swelling of raisins in kheer, shrinkage of grapes in water, etc.

ICT Intergrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, revise all the concepts of the lesson.

- Assess the responses of the learners during classroom discussions and activities fo performance and on answers or oral questions.
- Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools
- Use exercises given at the end of the chapter as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercises on their own.

Reference:

ncert.nic.in, cbse.nic.in, diksha.gov.in, google.com.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Ms. Ashwini Pandhare

Class: 9

Subject: Science No. of periods-

Topic: **TISSUES**

Subtopic:

- Tissues
- Types of Tissues

- Plant tissues
- Types of Plant Tissues
- Meristematic Tissues
- Permanent tissue
- Types of permanent tissues
- Simple permanent tissue
- Complex permanent tissue
- Animal tissues and its types
- Epithelial Tissues
- Connective tissue
- Muscular tissue
- Nervous tissue

Specific objective: Students will be able to:

- understand the meaning and concept of tissues
- know meaning of tissue and its types
- understand the structure and functions of meristematic and permanent tissues
- classify permanent tissues as simple and complex tissues
- explain the functioning of various animal tissues
- draw the shapes of various tissues
- differentiate between cells and tissue
- differentiate between various epithelial tissues and connective tissues
- explain importance of nervous and muscular tissues

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching.

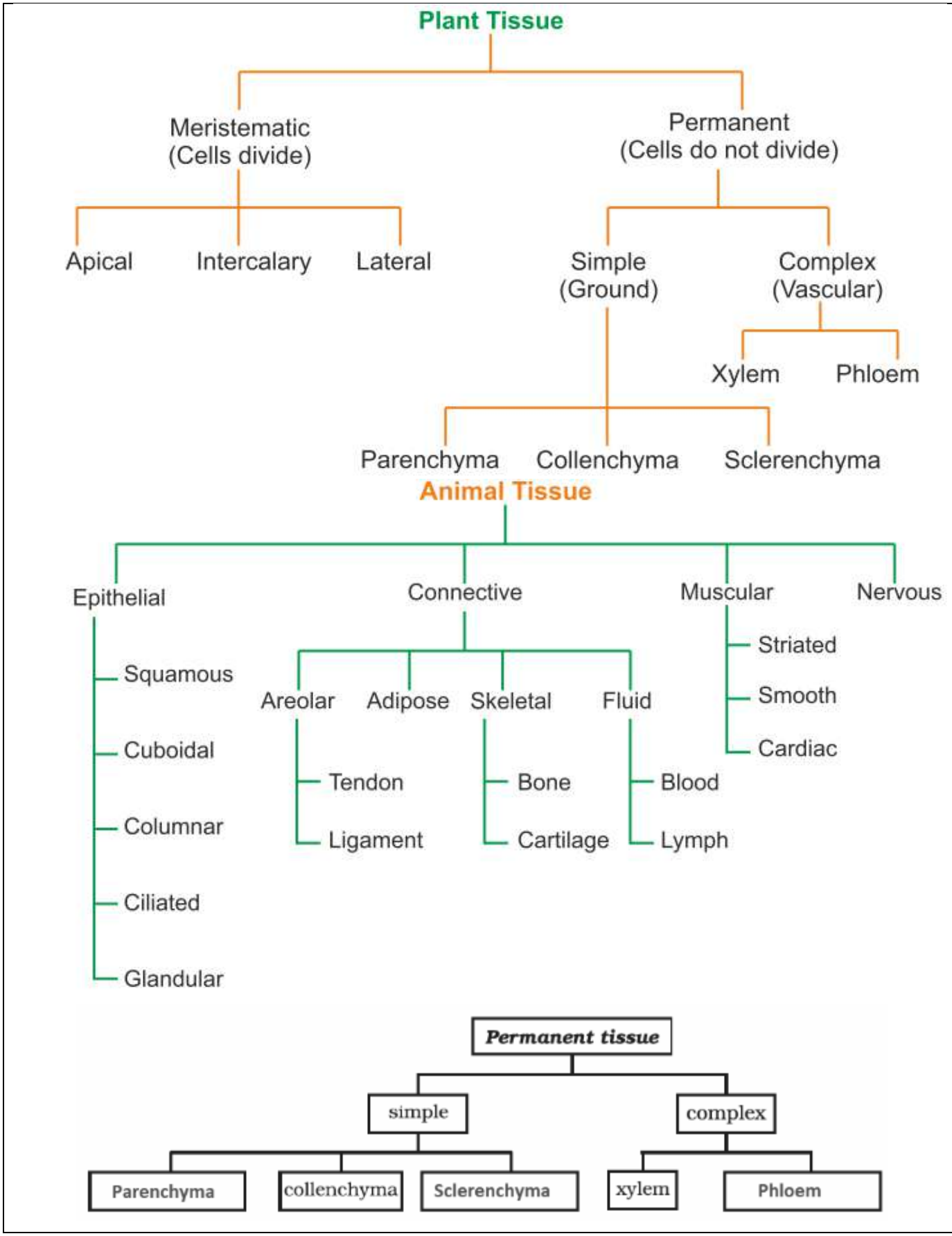
Activities:

- Identification of Parenchyma, Collenchyma and Sclerenchyma tissues in plants, striped, smooth and cardiac muscle fibers and nerve cells in animals from prepared slides. Drawing of their labeled diagrams.
- To observe the growth in meristematic tissues of onion.
- Make model of different types of cells using beads.

Resources:

Textbook, reference book, PPT, Mind maps, prepared slides of plant and animal tissues, diagrams of plant and animal tissues.

Board work:


Plant Tissue
Meristematic
(Cells divide)
Permanent
(Cells do not divide)
Apical
Intercalary
Lateral
Simple
(Ground)
Complex
(Vascular)
Xylem
Phloem
Parenchyma
Collenchyma
Sclerenchyma
Animal Tissue
Epithelial
Connective
Muscular
Nervous
Squamous
Cuboidal
Columnar
Ciliated
Glandular
Areolar
Adipose
Skeletal
Fluid
Striated
Smooth
Cardiac
Tendon
Ligament
Bone
Cartilage
Blood
Lymph
Permanent tissue
simple
complex
Parenchyma
collenchyma
Sclerenchyma
xylem
Phloem

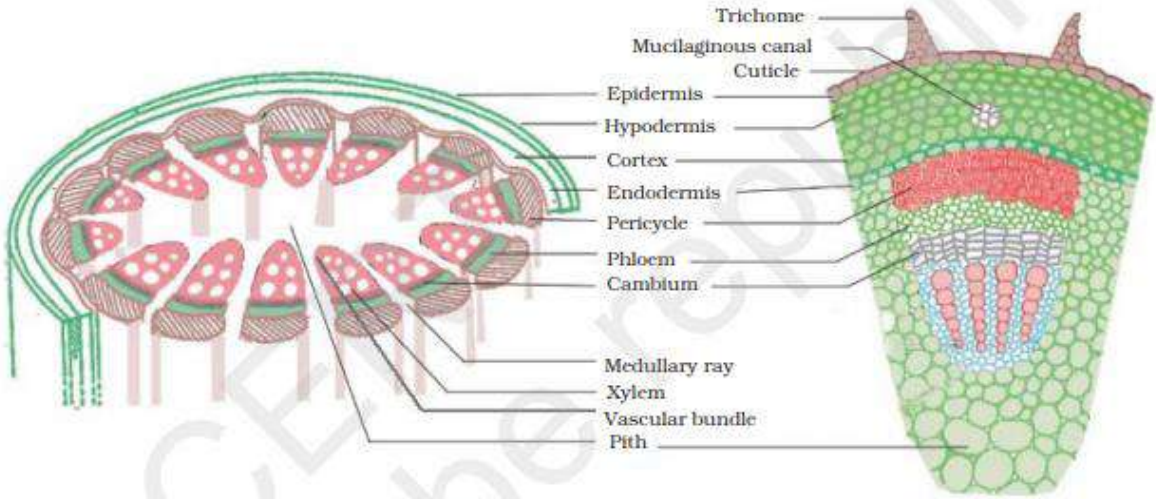


Fig. 6.3: *Section of a stem*

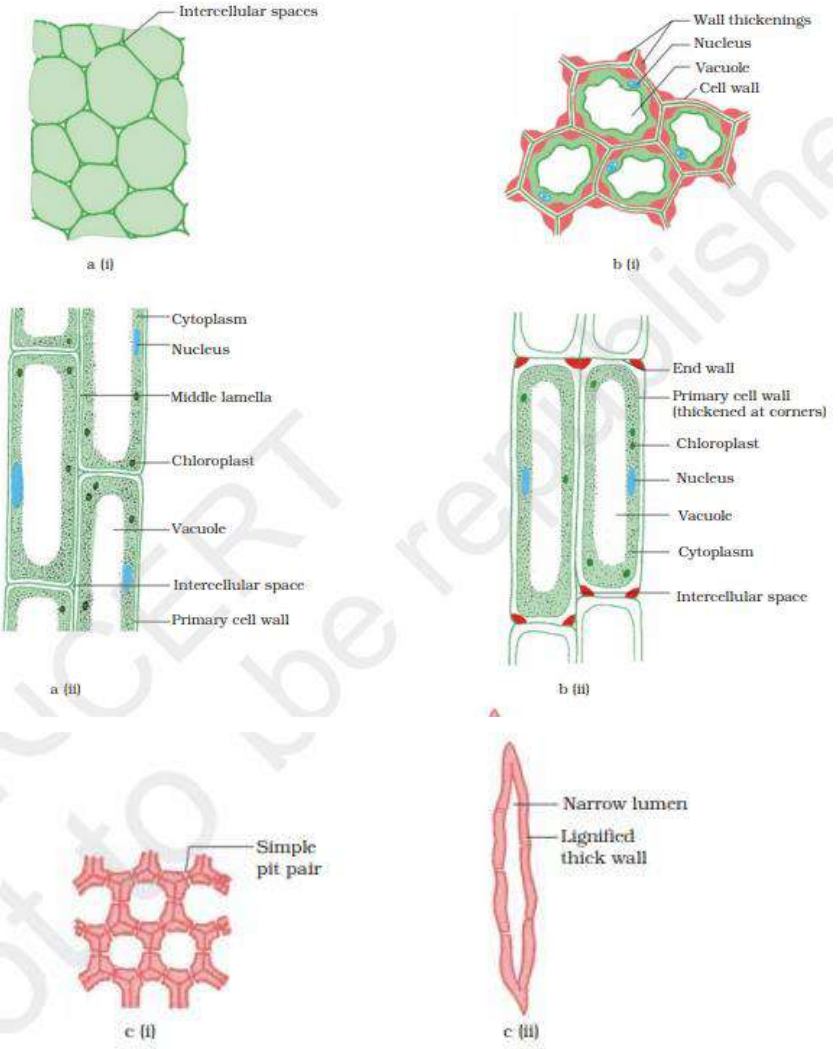


Fig. 6.4: *Various types of simple tissues: (a) Parenchyma (i) transverse section, (ii) longitudinal section; (b) Collenchyma (i) transverse section, (ii) longitudinal section; (c) Sclerenchyma (i) transverse section, (ii) longitudinal section.*

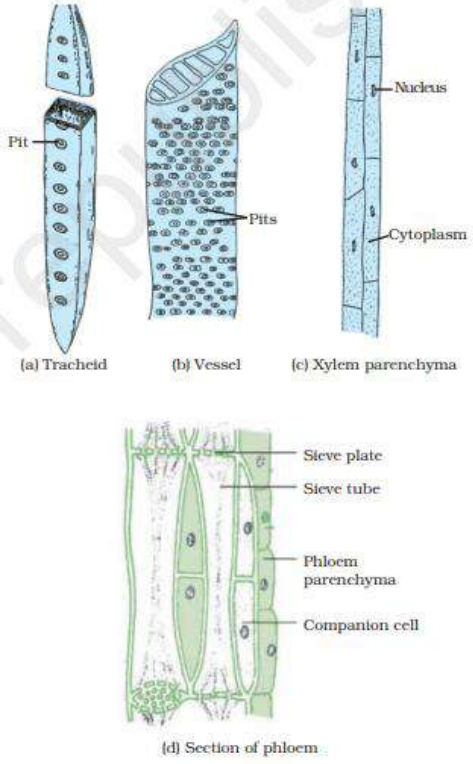


Fig. 6.7: *Types of complex tissue*



Fig. 6.8: *Location of muscle fibres*

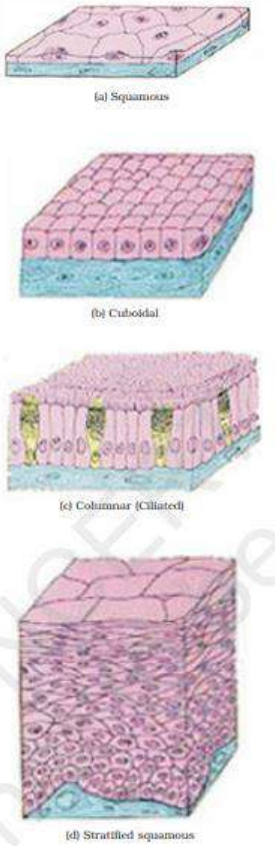
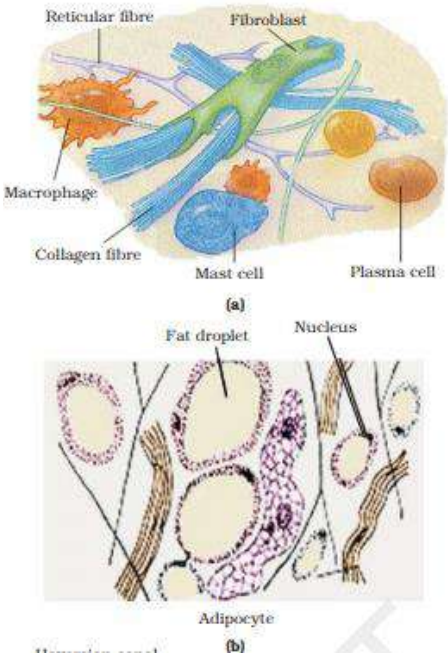


Fig. 6.9: *Different types of epithelial tissues*



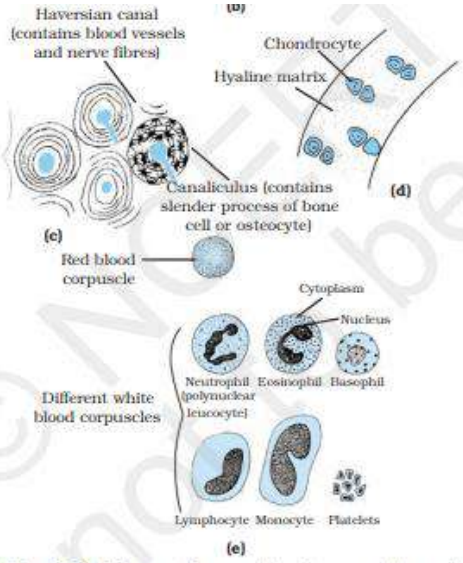
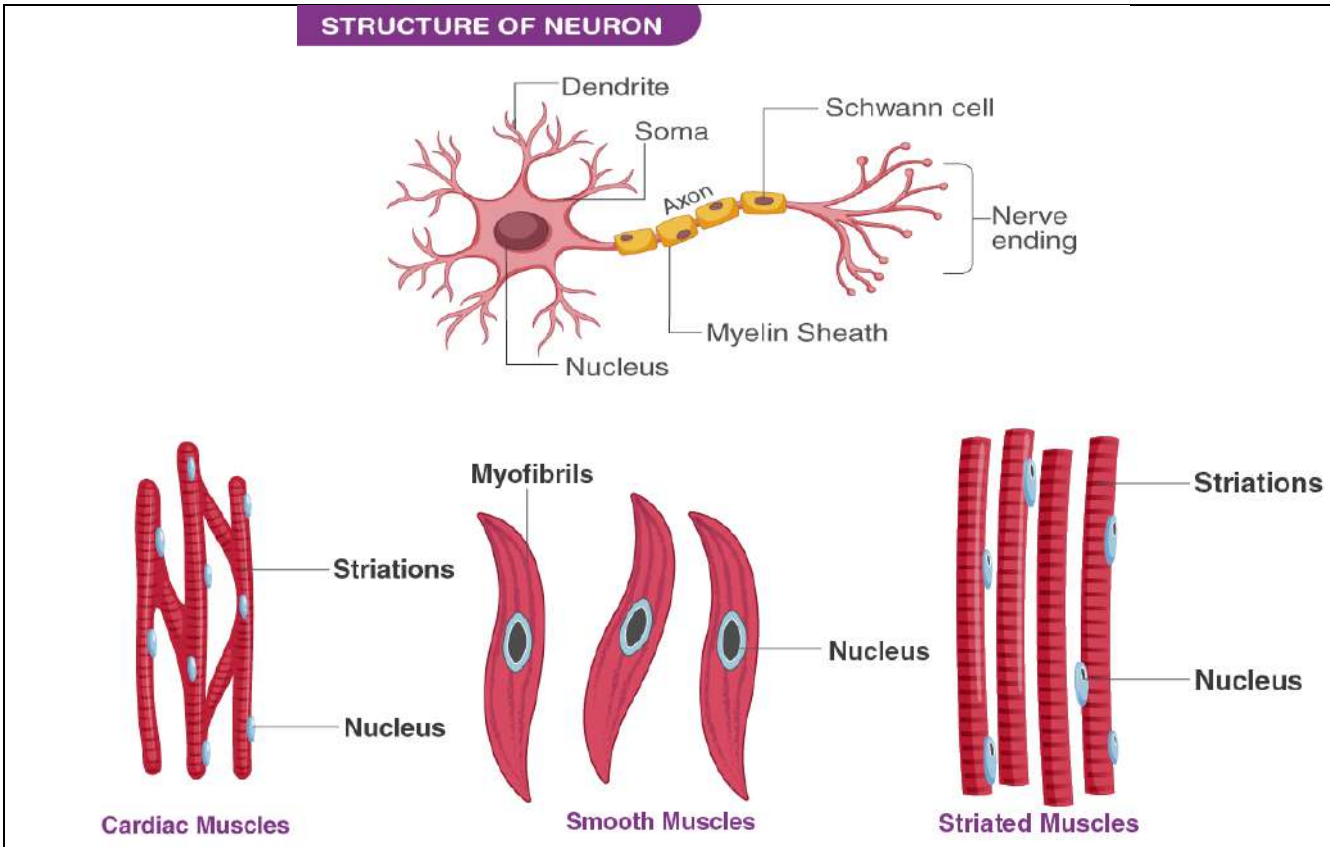


Fig. 6.10: *Types of connective tissues: (a) areolar tissue, (b) adipose tissue, (c) compact bone, (d) hyaline cartilage, (e) types of blood cells*



Learning outcomes: Learners will be able to:

- interpret various types of tissues
- differentiate between meristematic and permanent tissues
- locate different tissues in the plant body
- locate various animal tissues in the living organisms
- correlate various animal tissues and their functions

Application: Learners will be able to-

- Analyse that the growth of the plant occurs in certain regions like roots and branches.
- Understand the functions of different tissues in plants and animals' bodies.

ICT Intergrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, revise all the concepts of the lesson.

- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools
- Use exercises given at the end of the chapter as assessment tools.

Homework/ worksheets:
● Ask students to attempt some of the exercises on their own.
Reference:
ncert.nic.in, cbse.nic.in, diksha.gov.in, google.com.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Ms. Ashwini Pandhare
Class: 9

Subject: Science No. of periods-

Topic: **DIVERSITY IN LIVING ORGANISMS**

Subtopic:

- Basic features of organisms
- Importance of diversity
- Basis of classification
- Classification and evolution
- Hierarchy of Classification
- Five Kingdoms of classification
- Archaea-bacteria and Eubacteria
- Kingdom Monera -types and various features
- Kingdom Protista -types and various features
- Kingdom Fungi – Various features and types
- Kingdom Plantae – Various features and types
- Kingdom Animalia – Various features and types
- Plant classification - Division Plantae - Thallophyta, Bryophyta, Pteridophyta, Gymnospermae, Angiospermae
- Animal Kingdom Phyla- Porifera, Coelenterata, Platyhelminthes, Nematoda, Annelida, Arthropoda, Mollusca, Echinodermata, Vertebrata
- Phylum Vertebrata: Classes – Cyclostomata, Pisces, Amphibia, Reptilia, Aves, Mammalia
- Binomial nomenclature

Specific objective: Students will be able:

- understand the concept and importance of diversity
- explain the method of classification
- classify organisms into various groups on the basis of five kingdom classification
- correlate different plant groups
- place various animals in groups
- correlate and compare between features of different types of organisms

- understand the concept of binomial nomenclature

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Study of the characteristics of Spirogyra / Agaricus, Moss / Fern, Pinus (either with male or female cones) and an Angiospermic plant. Draw and provide two identifying features of the groups they belong to.
- Study of the external features of root, stem, leaf and flower of monocot and dicot plants.
- Classify plants depending on their ability to bear seeds and if seeds are enclosed within fruits to gain the skills of classification of species.
- Observing the given pictures / charts / models of earthworm, cockroach, bony fish and bird.

For each organism, drawing of their picture and recording:

a) one specific feature of its phylum.

b) one adaptive feature with reference to its habitat.

Resources:

Textbook, reference book, PPT, Mind maps, charts, models.

Board work:

Carl Von Linnaeus is know as Father of Taxonomy. Binomial system of Nomenclature was proposed by him.

Binomial Nomenclature: is a systematic method of naming organisms.
It consists of two parts:

Homo	sapiens
indicates genus name;	indicated species name;
Begins with capital letter	Begins with small letter

Need for Classification:
- It makes the systematic study of organisms easier.
- It forms the basis of other branches of studies.
- It also helps to study the evolution of organisms

Hierarchy of Categories

Kingdom	The largest group, for example plants and animals	e.g. Animalia
Phylum/Division	Organisms constructed on a similar plan	e.g. Chordata
Class	A group of orders within a phylum(or division)	e.g. Mammalia
Order	A group of apparently related families	e.g. Carnivora
Family	A group of apparently related genera	e.g. Felidae
Genus	A group of similar and closely related species	e.g. Panthera
Species	A group of organisms capable of interbreeding to fertile offspring	e.g. homosapien Pardusa

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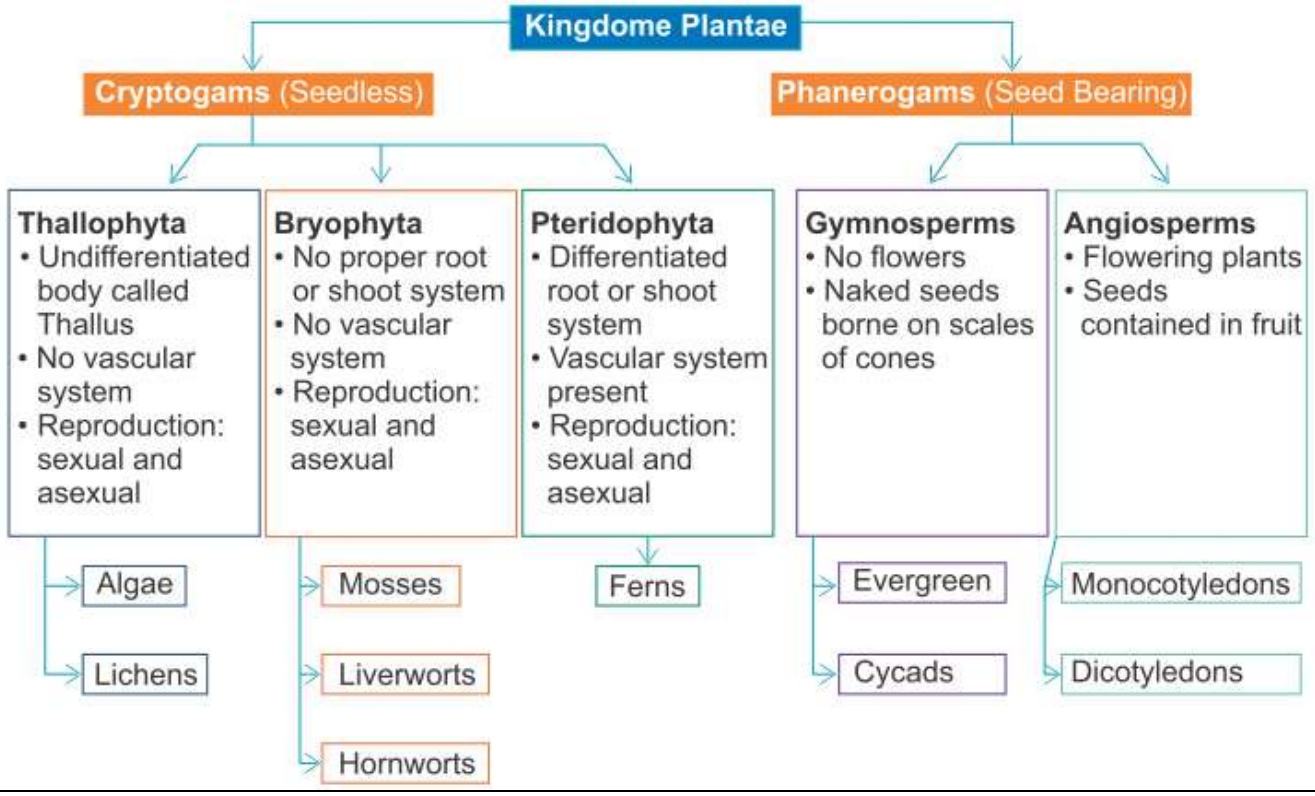
Five Kingdom Classification

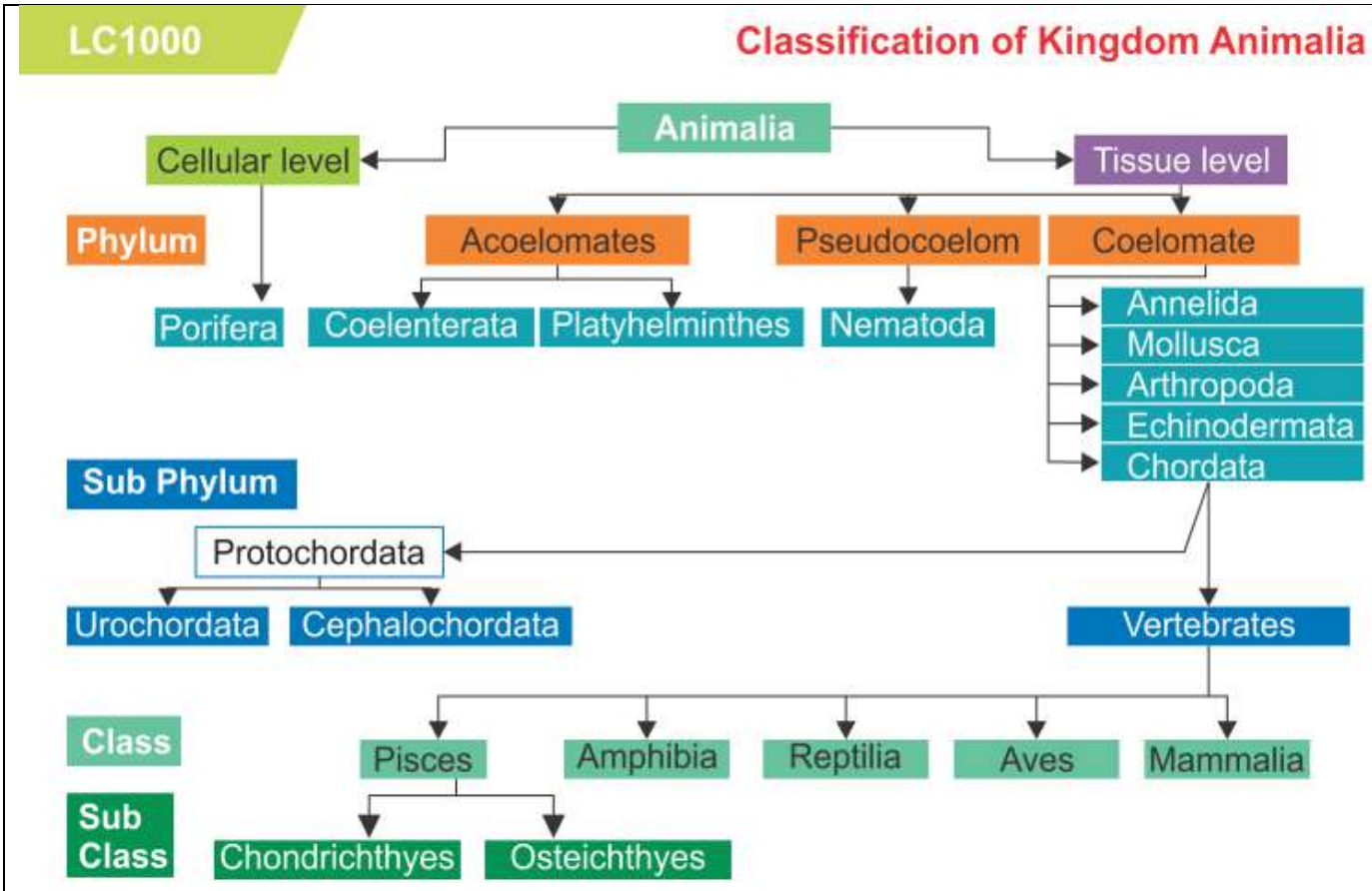
R.H.Whittaker taxonomist was the first one to propose five kingdom classification.

	Monera	Protista	Fungi	Plantae	Animalia
Type	Unicellular Prokaryotes	Unicellular Eukaryotes	Multicellular Non green Eukaryotic	Multicellular, Eukaryotic	Multicellular Eukaryotic
Mode of nutrition	Autotrophic or Heterotrophic	Autotrophic or Heterotrophic	Saprophytic or Parasitic Sometimes Symbiotic	Autotrophic	Heterotrophic
Body	Lack well defined nucleus and cell organelles	Some organisms use pseudopodia or cilia or flagella for movement	Fungus is made up of long filaments called hyphae. The network of hyphae is mycelium	Exhibits high level of tissue differentiation and have specialized body organs.	Exhibits high level of tissue differentiation and have specialized body organs. They have well developed nervous system.
examples	Bacteria, Blue-green Algae 	Amoeba, Paramecium, Euglena 	Yeast, Rhizopus, Mushrooms moulds 	Trees, Plants, Shrubs 	Fish, Insects, Animals like elephant, Humans, Birds 

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Classification of Kingdom Plantae





Learning outcomes: Learners will be able to:

- understand the concept and importance of diversity
- explain the method of classification
- classify organisms into various groups on the basis of five kingdom classification
- correlate different plant groups
- identify different types of animals based on characters
- differentiate chordates from non-chordates
- classify chordates based on features
- learn the method of nomenclature of organisms
- understand naming of organisms

Application: Students will be able to-

- Understand and analyse that most monocots are small herbaceous plants, whereas dicots come in all shapes and sizes. One of the reasons for this is that large plants need a good support system, which is provided in dicots by the woody stem and root.

- Also, monocots do not often grow into trees, because they do not have any woody tissue.

ICT Intergrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, revise all the concepts of the lesson.

- Assess the responses of the learners during classroom discussions and activities fo performance and on answers or oral questions.
- Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools
- Use exercises given at the end of the chapter as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercises on their own.

Reference:

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MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Ms. Poonam Gill Class: 9

Subject: Science No. of periods-10

Topic: **MOTION**

Subtopic:

- Rest & motion – Definition with Examples
- Scalar and vector quantities
- Motion along a straight line
- Distance
- Displacement
- Uniform motion
- Non uniform motion
- Speed
- Average speed
- Speed with direction
- Average velocity
- Acceleration and retardation
- Uniform acceleration and non uniform acceleration
- Numericals
- Graph : concept and importance
- Graphical representation of motion by d- t graph
- Calculation of speed from d-t graph.
- graphical representation of motion by v - t graph
- Calculation of acceleration and distance from v-t graph
- Numericals based on graphs
- Equations of motion by graphical method
- Equation for velocity time relation
- Equation for position time relation
- Equation for position velocity relation
- Numerical problems based on equations of motion.
- Uniform circular motion

Specific objectives: Students will be able to:

- Get aware about meaning of rest and motion
- differentiate between distance and displacement.
- calculate the average speed in a given situation.
- state the examples of uniformly accelerated motion.
- Understand the difference between acceleration and retardation
- Distinguish between speed and velocity and calculate average velocity.
- Define accelerated motion and compute the change in velocity of a moving object in a non-uniform motion.
- Understand the importance of graphs for representing different types of motion.
- Derives formulae / equations / laws, such as mathematical expression for second la

of motion, equations of motion from velocity-time graphs, etc.

- Plot distance-time graph for a moving object and determine its speed, velocity, acceleration.
- Construct velocity-time graphs and interpret them to determine speed, velocity, acceleration.
- Identify the type of motion from the d-t graph and v-t graph.
- Develop numerical solving skills

Methodology:

Demonstration Method, Explanation Method (learning method), Practice based learning.

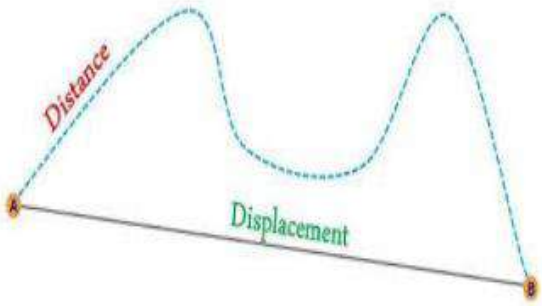
Activities:

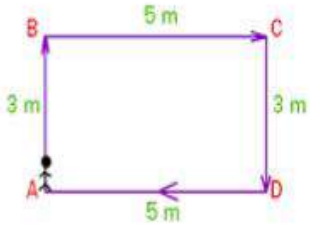
- Recognition of the apparatus in the lab.
- Demonstrations of motion concepts experimentally
- Identify different types of motions you observe in everyday lives.
- Plot and interpret the distance-time graph for the given situation and interpret.
- To calculate the acceleration of a body by plotting a graph from given data and interpreting the graph.
- Numericals based on motion

Resources:

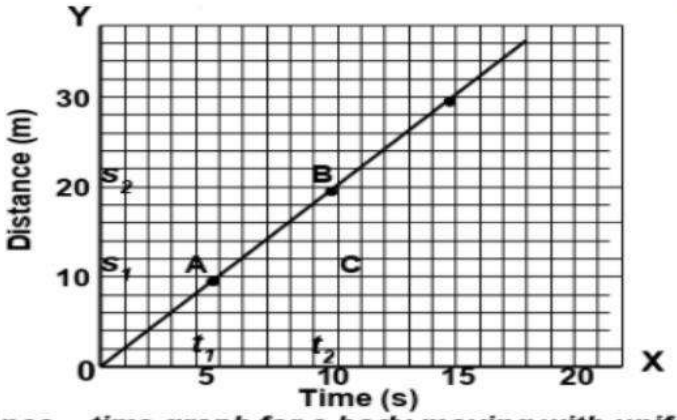
Textbook, reference book, numericals, PPT, Graphs, Lab apparatus.

Board work:

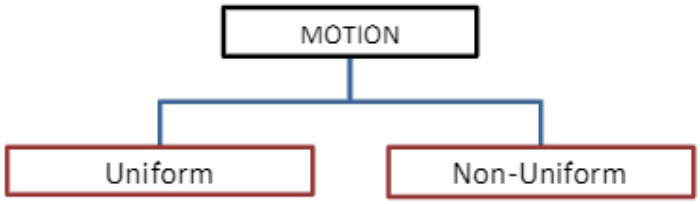




Displacement at point A = 0
Distance traveled at point A = 16 m



Distance – time graph for a body moving with uniform speed



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Graphical Representation of Linear Motion

Linear motion of a body can be studied with the help of the following graphs:

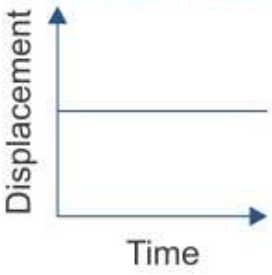
(I) Displacement – Time Graph or distance- time graph
(ii) Velocity - Time Graph
(iii) Acceleration – Time Graph

(I) Displacement – Time Graph

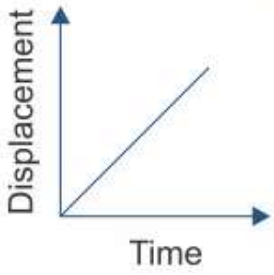
In the displacement – time graph, the time is taken on the X-axis and the displacement of the body is taken on the Y-axis.

Slope of the Displacement - Time Graph Gives the Velocity.
Slope of Distance - Time graph gives Speed

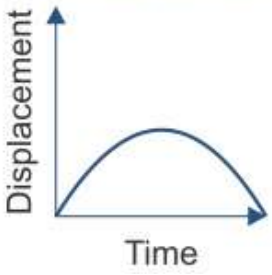
Stationary Object



Uniform Velocity



Variable Velocity



EQUATIONS OF MOTION

- $V=u+at$ (velocity time relation)
- $S=ut+1/2at^2$ (position time relation)
- $V^2-u^2=2as$ (position velocity relation)

Learning outcomes: Learners will be able to:

- Understand that rest and motion are relative
- Understand and evaluate the numerical value of different quantities and also associate it with their units.
- Understand and evaluate speed, acceleration and distance from various graphs.
- Calculates using the data given, such as distance, velocity, speed, etc.
- Evaluate speed in circular motion.
- Draw distance-time and speed-time graphs.
- Represent motion of given situation in graphical manner
- Analyses and interprets graphs / figures etc., such as distance-time and velocity-tim graphs, computing distance / speed / acceleration of objects in motion, etc.

- Derives formulae / equations / laws, such as mathematical expression for second la of motion, equations of motion from velocity-time graphs, etc.

Application: Learners will be able to -

- Correlate various physical quantities like distance, displacement, average speed, acceleration and retardation etc. with day to day observations.
- Observe the real world connections to the concepts learnt like bus slowing down or speeding up, rolling and stopping a ball while playing games, etc.

ICT Intergrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, revise all the concepts of the lesson.

- Assess the responses of the learners during classroom discussions and activities fo performance and on answers or oral questions.
- Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools.
- Use exercises given at the end of the chapter as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercises on their own.

Reference:

ncert.nic.in, vivadigital.com,diksha.gov.in, cbse.nic.in, google.com.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Ms. Poonam Gill Class: 9

Subject: Science No. of periods-

Topic: **FORCE AND LAWS OF MOTION**

Subtopic:

- Force – Definition, effects
- Types of force
- Balanced and unbalanced forces.
- Newton's first law of motion
- Definition of inertia
- Newton's second law of motion.
- Derive F=ma
- Momentum, impulse –definition and units.
- Newton's third law of motion
- Numericals based on laws of motion

Specific objectives: Students will be able to:

- Understand force and its effects.
- Examine forces acting on a body in order to determine change in body's motion as a consequence of resultant force.
- Determine the impact of frictional force on the motion of an object.
- Understand meaning of balanced and unbalanced forces
- Understand Newton's laws and their applications in daily life.
- Explain the terms like inertia, impulse and momentum.
- Calculate the momentum of objects when two bodies collide
- Calculate force acting on an object, the momentum associated with any moving object.
- Understand the concept of conservation of momentum
- Interpret SI unit of force and use formulas to calculate mass of an object.

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Explain Newton's First Law of Motion & Inertia in order to determine if a body will change its state of motion or rest using a potato.
- To show the push or pull of an object.
- To show that that a body will remain at rest unless acted upon by an unbalanced force
- To study Newton's third law of motion.
- To demonstrate the inertia of the rest of a coin.

Resources:

Textbook, reference book, PPT, Numericals, Chart, white board.

Board work:

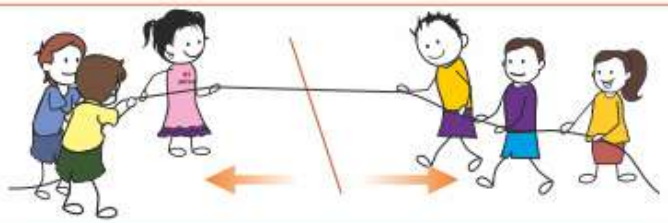
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Balanced and Unbalanced forces

If the resultant of all the forces acting on a body is zero, the forces are called **balanced forces**.

1. If a number of balanced forces act on a stationary body, the body continues to remain in its stationary position.
2. If a number of balanced forces act on a body in uniform motion, the body continues to be in its state of uniform motion.

e.g. In a tug of war, when the forces exerted by the two teams on the rope are balanced (equal and opposite), then the rope does not move in either direction.



If the resultant of all the forces acting on a body is not zero, the forces are called unbalanced forces. Unbalanced forces can move a stationary body or they can stop a moving body.

e.g. In a tug of war, if one of the teams suddenly releases the rope, then an unbalanced force acts on the other team due to which it falls backwards.

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Newton's First Law of Motion

If a body is in a state of rest, it will remain in the state of rest and if it is in the state of motion, it will remain moving in the same direction with the same speed unless an external force is applied on it.

Newton's first law of motion is also called **Law of Inertia**.

The tendency of a body to oppose or resist any change in its state of rest or uniform motion is called inertia of body. It is the inherent property of each object.

e.g. A book lying on a table will remain placed at its place unless it is displaced.



Book lying on table

A ball rolling on a horizontal plane keeps on rolling unless the force of friction between the ball and the plane stops it.



Relation between Mass and Inertia

The property of inertia is because of the mass of the body. The greater is the mass, the greater is the inertia of the body. Inertia is directly proportional to mass of the body.

Thus, a lighter body has less inertia than a heavier body. More the mass of a body, more difficult it is to move the body from rest or to stop the motion of the body.

Thus, mass is a measure of inertia.

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Newton's Second Law of Motion

The rate of change of momentum of a body is directly proportional to the force applied on it and the change in momentum is in direction in which force is applied.

Newton's Second Law of motion means that the force produces acceleration in the body.

When a force F is applied on a moving body, its velocity changes. Due to change in velocity of the body, its momentum will change.

Initial momentum of body = mu
Final momentum = mv
Change in momentum of body in 't' second = mv -mu = m (v-u)
Rate of change of momentum = change in momentum / Time = m(v-u) / t

$F \quad \alpha \quad \frac{dp}{dt}$

$= K \frac{m(v-u)}{t}$

$F \quad = K \ ma$

K = constant = 1

F = ma

Unit of force

S.I. unit of force is Newton (N). One newton is the force which when acts on a body of 1 kg , produces an acceleration of 1 ms^{-2} .

1 newton = 1 kg x 1 ms^{-2}

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Newton's Third law of Motion

To every action there is equal and opposite reaction.

One force is known as **action force** and other as **reaction force**. The action and reaction never act on the same body, but they always act simultaneously on two different bodies.

Examples of Third law of motion in daily life

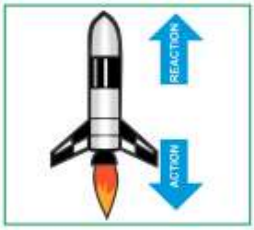
When you exert a force (action) on a wall by pushing the palm of your hand against it, you experience a force (reaction) exerted by the wall on your palm.



When a gun is fired, it exerts a forward force on the bullet. The bullet exerts an equal and opposite reaction force on the gun. This results in the recoil of the gun. Since the gun has a much greater mass than the bullet, the acceleration of the gun is much less than the acceleration of the bullet.



In a rocket, the fuel is burnt inside the rocket and burnt gases at high pressure and high temperature are expelled out of the rocket through a nozzle. Thus, the rocket exerts a force (action) on the gases to expel them through the nozzle backwards. The outgoing gases exert an equal and opposite force(reaction) on the rocket due to which it moves in the forward direction.



Learning outcomes: Learners will be able to:

- Differentiate between balanced and unbalanced forces
- Use scientific conventions /symbols / equations to represent various quantities / elements /units, such as SI units.
- Identify examples and situations that illustrate the use of Newton's first Law of motio and Inertia.
- Evaluate the numerical value of force and momentum.
- Explain the laws of motion in various situations .
- Calculate change in momentum in different situations
- Apply Newton's Second Law of Motion and calculate the rate of change of momentu in objects.
- Identify situations that demonstrate the application of Newton's third Law of Motion.

Application: Students will be able to-

- Apply scientific concepts in daily life and solve problems.
- Illustrate Newton's Third Law of Motion

- Apply the learnt concepts in real life and observe one's body movement to the side when a car makes a sharp turn.
- Understand the concept behind falling in the forward direction when a moving bus brakes to a stop.

ICT Intergrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, revise all the concepts of the lesson.

- Assess the responses of the learners during classroom discussions and activities fo performance and on answers or oral questions.
- Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools
- Use exercises given at the end of the chapter as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercises on their own.

Reference:

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MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Ms. Poonam Gill
Class: 9

Subject: Science No. of periods-

Topic: **GRAVITATION**

Subtopic:

- Gravitation;
- Universal Law of Gravitation
- Force of Gravitation of the earth (gravity)
- Acceleration due to Gravity
- Mass and Weight
- Free fall.
- **Floatation:** Thrust and Pressure. Archimedes' Principle; Buoyancy.

Specific objectives: Students will be able to:

- understand the importance of Newton's law of gravitation.
- differentiate between g and G; mass and weight.
- calculate quantities using equations of motion during a free fall.
- explain the applications of thrust and pressure.
- understand the concept of flotation.
- relate Archimedes' principle with floating objects.
- estimate the acceleration due to gravity acting on a body.
- differentiate between thrust and pressure.
- demonstrate a clear understanding of gravitational force.

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- To determine density of solid (denser than water) by using a spring balance and a measuring cylinder
- To establish the relation between the loss in weight of a solid when fully immersed in (a) tap water (b) strongly salty water, with the weight of water displaced by it by taking at least two different solids
- To observe and compare the pressure exerted by a cuboid while resting on its three different faces
- To analyse buoyancy and forces acting on a body in fluid in order to judge if an object will sink or float.
- Numericals based on gravitation

Resources:

Textbook, reference book, PPT,

Board work:

LC1000

Acceleration due to Gravity

The falling of a body (or object) from a height towards the earth under the gravitational force of earth (with no other forces acting on it) is called free fall and such a body is called ' freely falling body'.

If a body is falling freely under the influence of earth's gravity, its velocity increases i.e. has acceleration acting towards the surface of the earth .This acceleration is due to earth's gravity.

Hence known as acceleration due to gravity, denoted by g. Its value is 9.8 m/s_2 on earth surface. Its value changes from place to place .

Formula to calculate g

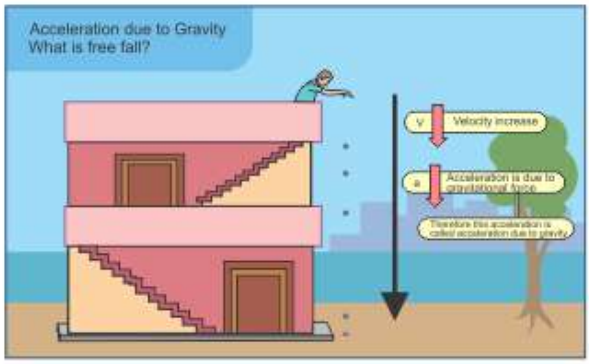
$$g = G\frac{M}{R^2}$$

G= Gravitational Constant

M = mass of the earth

R = Radius of the earth

$$g = 9.8\ m/s^2$$

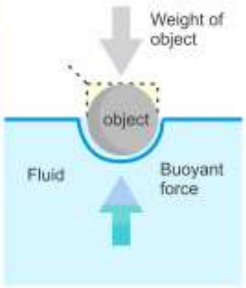


Thus, all bodies irrespective of their masses fall down with constant acceleration.

LC1000

Buoyancy and Upthrust

When a body is partially or wholly immersed in a liquid, an upward force acts on it known as upthrust or buoyant force.
The property of liquid to exert an upward force on a body immersed in it, is called buoyancy.



The Two Forces Acting On The Body Immersed In A Liquid:

The weight W of the body acting vertically downwards.

The upthrust F_b (or buoyant force) acting vertically upwards.

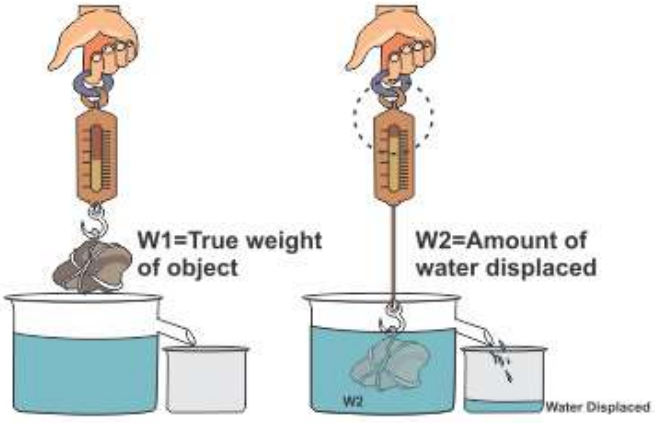
Unit of Upthrust:
Upthrust is a force, it is measured in newton (N) or kgf.

Effect of Upthrust :
The effect of upthrust is that weight of the body immersed in a liquid appears to be less than its actual weight.

LC1000

Archimedes' Principle

Archimedes' Principle states that when an object is partially or completely immersed in a fluid, it experiences an upthrust (upward force) which is equal to the weight of the fluid displaced by it.



weight of object in water (Apparent weight)

Apparent weight of an object = True weight of object in air – upthrust (weight of water displaced)

buoyant force = weight of water displaced.

Learning outcomes: Learners will be able to:

- Calculate change in momentum in different situations
- Calculate the weight of a given object on the moon and earth.
- Understand if the object will float or sink on the basis of relative density.
- Explain situations that are in coherence with concepts of motion, laws of motion and Inertia.
- Explain the role of centripetal force in real life situations.
- Relate Newton's third law of motion and gravitational force to explain the motion of bodies.
- Calculate gravitational force and its impact on objects.
- Relate change in acceleration due to gravity to Earth's shape and weight of objects.
- Calculate the magnitude of acceleration at different points on the path when the object is in motion.
- Interpret the relation between universal constant and acceleration due to gravity.
- Assess the force of gravitation exerted and compute mass of an object on earth and moon.
- Examine the impact of buoyant force to determine if an object will sink or float in water.
- Calculate buoyant force acting on a body and determine its impact.
- Applies learning to hypothetical situations, such as the weight of an object on the moon.

Application: Learners will be able to-

- evaluate the numerical value of g at different places like earth and moon.
- calculate the density of a given solid.
- Solve numerical problems based on thrust and pressure.

ICT Intergrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, revise all the concepts of the lesson.

- Assess the responses of the learners during classroom discussions and activities fo performance and on answers or oral questions.

- Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools
- Use exercises given at the end of the chapter as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercises on their own.

Reference:

ncert.nic.in, vivadigital.com,diksha.gov.in, cbse.nic.in, google.com.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Ms. Poonam Gill Class: 9

Subject: Science No. of periods-

Topic: **WORK AND ENERGY**

Subtopic:

- Positive and negative work
- Numericals
- Energy and its forms
- Kinetic energy
- Derive the expression for KE
- Numericals on KE
- Potential energy
- Derive the expression for PE
- Numericals on PE
- Transformation of energy
- Law of conservation of energy
- Conversion of PE to KE during a free fall
- Power
- Relation between SI unit and commercial unit
- Numericals

Specific objectives: Students will be able:

- understand the formula for work.
- Identify and list different types of energy.
- understand the phenomenon of transformation of energy
- understand the relation between commercial and SI units of energy.
- Judge situations to identify where work is done according to scientific conception and calculate the magnitude of work.
- Comprehend energy and calculate the amount of work an object is capable of doing
- Comprehend energy transfer and write an expression for the kinetic energy of an object.

- Relate potential energy to position and calculate potential energy possessed by the objects.

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- To establish the relation between the loss in weight of a solid when fully immersed in (a) tap water (b) strongly salty water, with the weight of water displaced by it by taking at least two different solids.
- To compute energy contained in a body by virtue of its position.
- To study variation in kinetic and potential energies.
- To study transformation of energies from one form to another.

Resources:

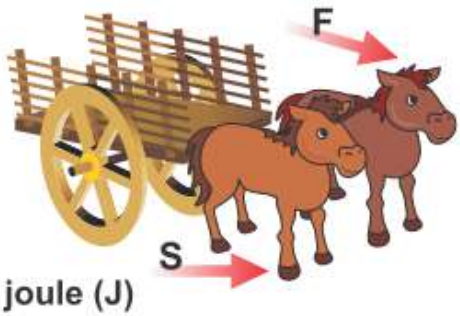
Textbook, reference book, PPT

Board work:

LC5049

Formula for Work Done

Let a **constant force, F** acts on an object. Let the object be displaced through a **distance S** in the direction of the force. Let **W be the work done**. Work done is equal to the product of the force and displacement.



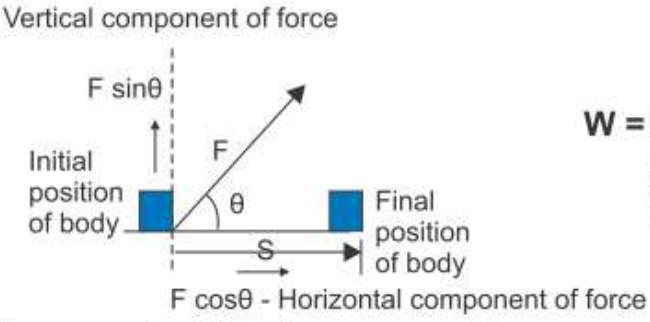
Work done = Force(F) × Displacement(S)

The SI unit of work done = Newton (N) × metre (m) = joule (J)

If F = 1 N and S = 1 m then the work done by the force will be 1 Nm = 1 joule.

Work Done by a Force Acting Obliquely

Work done is equal to the product of horizontal component of the force and distance moved by the body.



Force resolved into its components

$$W = \underbrace{F \cos\theta}_{\text{Horizontal component of the force}} \times \underbrace{S}_{\text{Distance moved}}$$

LC1000

Mechanical Energy and Kinetic Energy

Mechanical Energy

The energy possessed by the body due to its state of rest or of motion is called the mechanical energy. It is of two forms :
(1) Kinetic Energy (2) Potential Energy.
The total mechanical energy of a body = Kinetic energy + Potential energy

The kinetic energy of an object is the energy possessed by the object due to its motion. All moving objects possess kinetic energy.

Formula of kinetic energy : $\frac{1}{2}mv^2$



1.The kinetic energy of an object depends upon its speed(v) .
An object moving faster has more kinetic energy than an object moving slower.
2. It also depends upon mass (m) of the body. Greater mass, greater Kinetic energy.

Relationship between kinetic energy and momentum.

$K = \frac{1}{2}mv^2$

$p = m\,v$

$K = \frac{1}{2}\,m\,(\frac{P}{m})^2 = p^2 / 2m$

$p = \sqrt{2mk}$ $K = p^2 / 2m$

LC1000

Potential energy

The potential energy of an object is the energy possessed by the object due to its position or shape. Potential energy is stored energy.

Forms of potential energy

Elastic potential energy

The potential energy possessed by the body in the deformed state due to change in configuration.

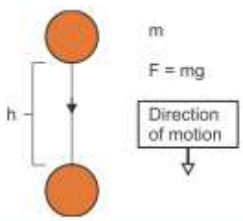
e.g. If a rubber band is stretched and then released, it regains its original position. When the rubber band is stretched, its configuration changes and energy used in stretching is transferred to it and get stored as elastic potential energy.



Gravitational potential energy

The potential energy possessed by the body due to its position above the ground.
Formula = force × displacement
= m g h

If we lift an object to a height and release it, it falls down. When the object is lifted energy is transferred to it and stored as gravitational potential energy. Hence object kept at some height possess potential energy.



Learning outcomes: Learners will be able to:

- Understand the meaning of work according to science
- Comprehend various examples showing transformation of energy.
- Derive expression of KE and PE
- Understand different types of energy.
- Get conversant with commercial units of energy and use scientific conventions to represent them.
- Calculate kinetic and potential energies of the object using the data given.
- Calculate the total work done on an object when force is applied in varied directions and determine its nature.
- Calculate power and assess the efficiency of work done.

Application: Learners will be able to-

- Calculate total energy consumption
- Determine total cost of energy in households and industries
- Understand that running water has kinetic energy and it is used to run water mills.
- Analyze that moving air has K.E and is used to derive windmills.
- Interpret that water that is behind a dam has potential energy.

ICT Intergrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, revise all the concepts of the lesson.

- Assess the responses of the learners during classroom discussions and activities fo performance and on answers or oral questions.
- Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools
- Use exercises given at the end of the chapter as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercises on their own.

Reference:

ncert.nic.in, vivadigital.com,diksha.gov.in, cbse.nic.in, google.com.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Ms. Poonam Gill Class: 9

Subject: Science No. of periods-

Topic: **NATURAL RESOURCES**

Subtopic:

- Natural Resources
- Wind formation
- Role of air in temperature control
- Air pollution
- Acid rain
- Smog
- Water as a resource
- Importance of water for a living organism
- Water pollution
- Effects of water pollution
- Weathering of rocks
- Agents of soil formation- Introduction
- Agents of soil formation- wind, water, sun, organisms
- Soil pollution
- Biogeochemical cycles- water, nitrogen, carbon, oxygen
- Ozone layer depletion

Specific objective: Students will be able:

- understand the concept of air as blanket
- explain the causes of air pollution
- differentiate between smoke and smog
- understand the concept of water pollution
- explain weathering of rocks
- know various agents of weathering
- understand the concept of carbon and oxygen recycling

- explain the role of various organisms in recycling
- correlate pollution and ozone depletion
- classify the causes of ozone depletion
- recognize the pictures related to various sources

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Elaborate the importance of ozone layer and draw conclusions on causes for its depletion, and measures to prevent its depletion using plastic bottles, water and gum.

Resources:

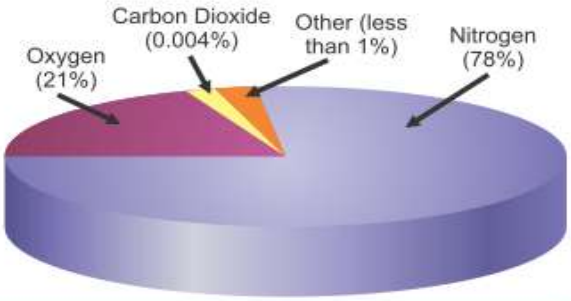
Textbook, reference book, PPT, charts

Board work:

LC1000 **Air**

Constituents of Air (by volume)

Nitrogen	78
Oxygen	21
Carbon dioxide	0.03
Argon	0.94
Water vapor	Variable
Other gases	Traces



Constituents of AIR

Nitrogen :
- major component of air
- does not combine with other chemicals easily.

Oxygen :
- very reactive
- combines with other substances easily
- necessary for combustion.

Carbon dioxide :
- necessary for photosynthesis.
- product of respiration

Argon :
- inert gas (very unreactive gas)

Water vapor :
- its presence varies from time to time and from place to place in air

Other gases :

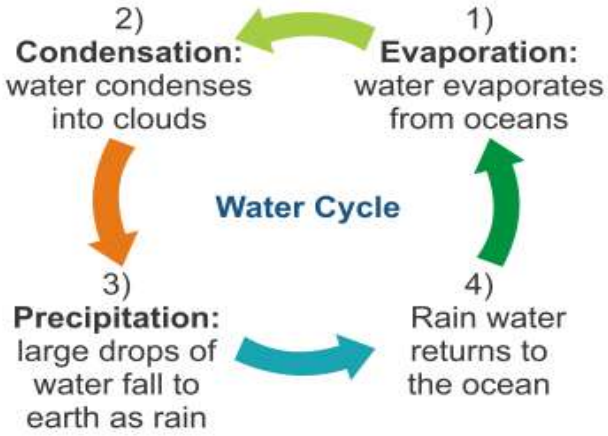
Air has impurities and pollutants such as
- dust particles
- carbon monoxide
- sulphur dioxide
- nitrogen dioxide.

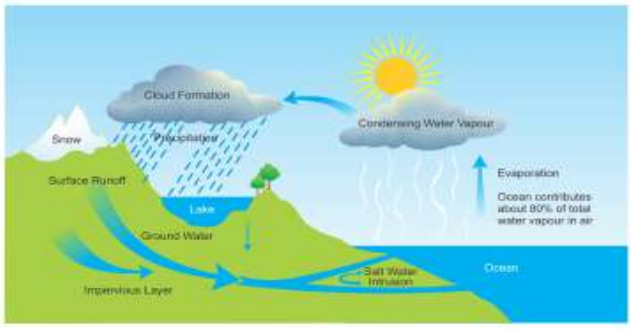
LC1000

Biogeochemical Cycles – Water Cycle

The physical environment supports life through the cycling of water and nutrients and the flow of energy.

Biogeochemical cycles: The cyclic flow of nutrients between non-living environment and living organisms e.g. Water cycle, Carbon cycle, Nitrogen Cycle, Oxygen Cycle





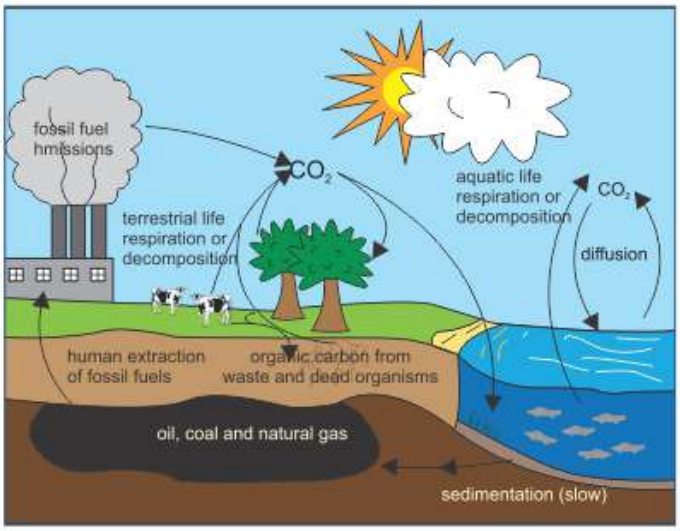
LC1000

Carbon Cycle

Carbon is the main constituent of all living organisms. It is an integral part of all the major organic compounds of the protoplasm like carbohydrates, fats, proteins and nucleic acid

Sources of carbon
1. Carbon dioxide – in air
2. Carbon dioxide or Carbonic acid or bicarbonates – in water or hydrosphere
3. Coal, petroleum, natural gas(carbon content) – in fossils fuels
4. Carbonates and graphite – in rocks
5. Limestone – oceans

Carbon dioxide returns to the biosphere in five ways
1. by plants and animals during respiration.
2. by decomposition of organic wastes and dead bodies.
3. by burning fossil fuels.
4. by volcanic eruptions
5. by weathering of rocks



Learning outcomes: Learners will be able to:

- signify the importance of various natural resources
- explain the various modes of polluting the resources
- classify the different pollutants of water and soil

- differentiate between various agents of weathering
- explain the biogeochemical cycles and their roles
- correlate oxygen and ozone
- explain stability of oxygen in comparison to ozone
- differentiate between ozone depletion and ozone formation

Application: Students will be able to-

- Analyze that CFCs and other man-made compounds caused holes in the ozone layer.
- Apply the knowledge to create awareness among people around them.

ICT Intergrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, revise all the concepts of the lesson.

- Assess the responses of the learners during classroom discussions and activities fo performance and on answers or oral questions.
- Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools
- Use exercises given at the end of the chapter as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercises on their own.

Reference:

ncert.nic.in, cbse.nic.in, diksha.gov.in, google.com.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025-26

Teacher's Name: Ms. Ashwini Pandhare

Class: 9

Subject: Science No. of periods-

Topic: **IMPROVEMENT IN FOOD RESOURCES**

Subtopic:

- Green revolution
- White revolution
- Kharif and Rabi crops
- Photoperiodism
- Green revolution
- White revolution
- Kharif and Rabi crops
- Photoperiodism
- Manure and fertilizers
- Irrigation
- Cropping patterns
- Crop protection- pests and
- weeds
- Storage of grains
- Animal husbandry
- Cattle farming
- Cattle feed
- Indigenous variety and exotic variety
- Poultry farming
- Cross breeding Egg and broiler production
- Poultry feed and management
- Fish production
- Inland fisheries
- Bee keeping

Specific objective: Students will be able:

- understand the Green revolution

- understand the concept of photoperiodism
- describe crop improvement techniques
- explain meaning of term hybridisation
- differentiate between manure and fertilizers
- explain ways for crop variety improvement
- explain the cropping patterns
- explain the importance of grain storage
- know the meaning of animal husbandry
- differentiate between indigenous and exotic variety of animals
- differentiate between roughage and concentrate
- understand the concept of poultry farming
- explain the food requirement of poultry animals
- understand the concept of composite fish culture and capture fishing
- explain the types of bees
- correlate pasturage and quality of honey

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Make a model showing drip irrigation and sprinkler irrigation systems.
- Prepare compost using kitchen waste.

Resources:

Textbook. reference book, PPT, notes, Models

Board work:

LC1000

Soil and its Types

Types of soil based on composition

Sandy soil
- Greater proportion of sand particles of larger size.
- More air spaces for supply of oxygen to roots.
- Retains less water.



Clayey soil
- Greater portion of clay
- Particles are of very small size
- No air spaces which hinders growth of plants
- Water retaining capacity is good
- Suitable for growth of certain types of plants.



Loamy soil
- Equal proportion of sand and clay
- Sufficient spaces to hold water and air
- Contains good amount humus
- Suitable for growth of plants



Types of soil - Based on presence of minerals

Acidic Soil : If pH is less than 7

Alkaline Soil : If pH is more than 7

LC1000

Crop Production Management

1. Preparation of soil : Soil is prepared for cultivation by ploughing, levelling and manuring.

Method of preparation	Functions	Tools used	
Ploughing	To loosen soil for root penetration and to plant seeds	• Plough pulled by bullocks • Tractor driven cultivator	 
Levelling	To prevent soil erosion	• Wooden or iron leveller	
Manuring	To increase soil fertility	• Manure • fertilizers	

2. Sowing of seeds: Seeds are sown manually by broadcasting or by seed drills. Seeds should be of good quality, healthy viable and free of infections.



Learning outcomes: Learners will be able to:

- recall genetically modified crops
- interpret importance of of hybridisation

- apply the knowledge of manure and fertilizers in everyday life
- differentiate between irrigation and watering
- interpret the cropping patterns in a field
- understand importance of crop maintenance
- explain organic system plans, plant pests and their control
- understand the importance of pesticides and fertilizers
- explain the importance of animal farming
- understand the importance of poultry
- explain hybridization and its advantages
- differentiate between capture fishing and fish culturing
- analyse types of fishing environment and their existence
- interpret utility of honey

Application: Learners will be able to-

- Identify states where large areas have been brought under drip irrigation.
- Understand the preference of manures over fertilizers.
- Understand the importance of crop maintenance.

ICT Intergrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, revise all the concepts of the lesson.

- Assess the responses of the learners during classroom discussions and activities fo performance and on answers or oral questions.
- Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools
- Use exercises given at the end of the chapter as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercises on their own.

Reference:

ncert.nic.in, cbse.nic.in, diksha.gov.in, google.com.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Ms. Sonali Mandlik Class: 9

Subject: AI Topic: 3. ICT skills No. of periods: 5

Subtopic:

By the end of this lesson, students will be able to:

- Identify the basic components of a computer system (hardware and software).
- Use essential software tools (Word Processor, Spreadsheet, Presentation software).
- Understand the importance of internet safety.
- Learn basic troubleshooting steps for common computer problems.
- Recognize the risks of cyberbullying, identity theft, and phishing online.
- Tell the students that Information Technology is the use of hardware, software and networking technology for accessing, storing, retrieving and transmitting the information.
- Explain the role of ICT to the students:

1. In Personal life

2. In Professional life

- Define the different ICT tools to the students in detail:

Specific objective:

To make students learn about

- To identify and understand the basic components of a computer system:
- To develop proficiency in using essential software tools:
- To apply basic troubleshooting techniques:
- To critically assess online content for authenticity and security:

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Tell the students that Information Technology is the use of hardware, software and networking technology for accessing, storing, retrieving and transmitting the information.

Explain the role of ICT to the students:

1. In Personal life

 Shopping Communication Entertainment

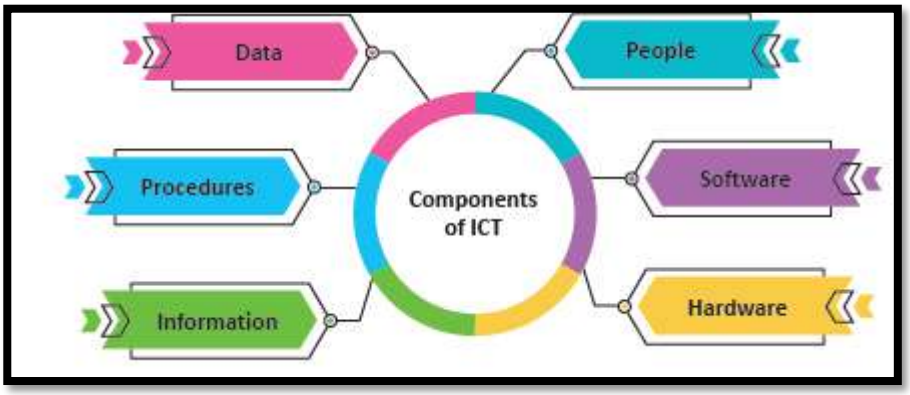
 Education Healthcare Socializing

 Source of Information

2 In Professional life

 Maintenance of Records E-Commerce Handling of Accounts E-Banking

Period 2: Define the different ICT tools to the students in detail:



- Computers Radio and Television Internet and Emails

 Smartphones and Tablets

Share the components of ICT with the students in details:

Data Procedures Information Hardware People Software Components of ICT

Define what is a computer to the students and the basic operations of a computer which are Input, Process, Output and Storage. Also, share the IPO Cycle with example to the students.

Period 3: Explain to the students all the input devices in detail along with the brief working of these devices:

 Keyboard Mouse Scanner

 Light Pen Touchscreen Microphone

 Barcode Reader MICR

Tell the students that after taking the input from the input devices, the information is sent for processing. The computer uses its brain to process the information. The computer's brain is called the CPU or Central Processing Unit.

Explain to the students all the output devices in detail along with the brief working of these devices:

 Monitor Printer Plotter

 Speakers Projector

Explain the computer memory to the students in detail and also share that measuring unit for memory:

 Primary Memory Secondary Memory

Period 4: The teacher asks a few questions related to the previous weeks classes and then she continues the class.

Demonstrate to the students with the labelled steps for each action:

Share the information about files and folders in Windows 10 with the students. Also, demonstrate to the students with the labelled steps for each action:

Share the mouse operations in Windows 10 with the students:

Ask the students to solve the task given on pages 29,30,34,38 and 39

Period 5: Self-Assessment and Group discussion

Activities:

Take the students to the computer lab and let them practice the activity given in **Lab Activity** section on page 29,30 and 38 in the Exercises. This will enhance the ability of the students and serve as a Subject Enrichment Activity.

- Ask the students to practice the activity in class given in **Class Activity** section given on page 39 in the main course book. This will help the students to know the uses of ICT and able to connect devices to a computer.

Learning outcomes:

The students will understands

- Describe the role of Information and Communication Technology (ICT) in day-to-day life and workplace
- Identify component of basic computer system and their functions
- Demonstrate use of various components and peripherals of computer system

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment

Extra questions

Recapitulation: Recap would be done by practical work in the class & through class test

Homework/ worksheets: Yes
Reference: Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Ms. Sonali Mandlik Class: 9

Subject: AI Topic: Introduction to Python No. of periods: 10

Subtopic:

Introduction to Python

- Writing a simple Python program
- Saving and running program
- Programming elements of Python

Specific objective:

To make students learn about computer and its functioning

- Introduction to Python
- Writing a simple Python program
- Saving and running program
- Programming elements of Python

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1 : Teacher will explain to children about Python. Teacher also explains Writing a simple Python program, Saving and running program and programming elements of Python.

Period 2 : Students are taken to Lab to have a practical knowledge of Python in the online class room. Learn basic programming skills through gamified platforms.

Acquire introductory Python programming skills in a very user-friendly format.

Period 3: The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done.

Period 4: The children are asking to do the activities related to computer are practiced. Let students more practice with the help of supplement in the lab.

Activities:

- Introduction to programming using Online Gaming portals like Code Combat.
- Students go through lessons on Python Basics (Variables, Arithmetic Operators, Expressions, Comparison Operators, logical operators, Assignment Operators, Data Types - integer, float, strings, type conversion, using print() and input() functions)
- Students will try some simple problem-solving exercises on Python Compiler.

- Practical: Flow of control and conditions

1. Students go through lessons on conditional and iterative statements (if, for and while)
2. Students will try some basic problem-solving exercises using conditional and iterative statements on Python Compiler. Practical: Python Lists
3. Students go through lessons on Python Lists (Simple operations using list)
4. Students will try some basic problem-solving exercises using lists on Python Compiler.

Learning outcomes:

The students will understands

- Learn basic programming skills through gamified platforms.
- Acquire introductory Python programming skills in a very user-friendly format.

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment -: Ask the students to practice the activity in class given in **Activity zone** section.

Extra questions

Questions related to Python for the understanding of the students.

Q1. What is the difference between list and tuples in Python?
Q2. What are the key features of Python?
Q3. What type of language is python?
Q4. How is Python an interpreted language?
Q5. What is pep 8?
Q6. How is memory managed in Python?
Q7. What is name space in Python?
Q8. What is PYTHON PATH?
Q9. What are python modules?
Q10. What are local variables and global variables in Python?

Recapitulation:

Recapitulation: Recap would be done by practical work in the class & through class test

Homework/ worksheets: Yes

Reference: Google, Internet: https://www.edureka.co/blog/python-devops/

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Dr. Jayashri Hampiholi	Grade: IX
Subject: Hindi Topic: पाठ –दुख का अधिकार	No. of periods: ५
Month: April	

Subtopic: पाठ – दुख का अधिकार

Specific objective: विशेषण शब्द, समानार्थी शब्द

Methodology: स्पष्टीकरण, कथन, प्रश्नोत्तर अध्यापन पद्दति ।

Activities:

कहानी की बातों को अपने दैनिक जीवन के संदर्भ में जोड़कर देखना।

समाज के निम्न वर्ग एवं अभिजात वर्ग का चरित्र-चित्रण करना ।

कहानी का सारांश अपने शब्दों में लिखना।

- चित्र देखकर कहानी का अनुमान लगाना
- मुख्य पात्रों के स्वभाव की विशेषताएँ लिखना
- पर्यायवाची शब्दों का वाक्य में प्रयोग करना

• अपठित पद्यांश को पढकर उत्तर देना
• समानार्थी शब्दों का, विशेषण शब्दों का वाक्य में प्रयोग करना
• अपने अनुभव लिखना
Resources: फलक, चित्र, और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ **कठिन शब्दों के अर्थ :-**
अनुभूति - एहसास , अधेड़ - अधा उम्र का , व्यथा - पीड़ा/दुख , व्यवधान - रुकावत , बेहया - बेशर्म , नीयत - इरादा ,
बरकत - वृद्धि/लाभ , ख़सम - लुगाई , लुगाई - पत्नी , सूतक - छूत , कछियारी - खेतों में तरकारियाँ बोना , निर्वाह - गुज़ारा , मेड़ - खेत के चारों ओर मिट्टी का घेरा , तरावत - गीलापन , ओझा - झाड़-फूँक करने वाला - छन्नी-ककना - मामूली गहना , सहूलियत - सुविधा
Learning outcomes:
• पाठ में आए व्याकरण का व्यावहारिक ज्ञान जानेगें

• मुहावरे
• उर्दू पर्याय
• शब्द-युग्म

वाक्य प्रयोग
• मुख्य विचार जानेगें ।
• छात्र शिष्ट और अनुशासित बनेंगे ।
• सुलेखन पर ध्यान देंगे ।
• शुद्द उच्चारण करेंगे ।
• अपनी बात उदाहरणों के साथ प्रस्तुत करेंगे ।
• समानार्थी शब्दों का सही प्रयोग करेंगे।
• अपठित पद्यांश के बारे में जानेंगें ।
• विशेषण शब्द जानेगें ।
• पाठ के भषा की ।बारीकियों / व्यवस्था, नए श्ब्दों का प्रयोग करते हैं ।
• सांस्कृतिक एवं ऐतिहासिक विरासत को सहेजेंगे ।
• ओजस्विता पूर्ण कविता वाचन कर पाएँगे ।
Application:
• सुलेखन पर ध्यान देंगे ।
• शुद्द उच्चारण करेंगे ।
• अपठित पद्यांश जानेगें ।
• विशेषण शब्द जानेगें ।

Extra questions/ Class assessment/ Recapitulation :
(१) यदि आपने भगवाना की माँ जैसी किसी दुखिया को देखा है तो उसकी कहानी लिखिए।
(२) पता कीजिए कि कौन- कौन से साँप विषैले होते हैं ? उनके चित्र एकत्र कीजिए और भित्ति पत्रिका में लगाइए।
Homework/ worksheets:
पाठ वाचन , दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए, पाठ के प्रश्नोत्तर।
Reference: व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Dr. Jayashri J. Hampiholi
Class: IX

Subject: Hindi No. of periods:06

Topic: ' वैज्ञानिक चेतना के वाहक चंद्रशेखर वेंकट रामन '

Subtopic वैज्ञानिक चेतना के वाहक चंद्रशेखर वेंकट रामन
Specific objective: Students . 1. मनुष्य-मात्र के स्वभाव एवं व्यवहार की जानकारी देना। 1. पाठ में वर्णित घटनाओं की सूची बनाना। 2. लेख की विषयवस्तु को पूर्व में सुनी हुई घटना से संबद्ध करना। 3. नए शब्दों के अर्थ समझकर अपने शब्द- भंडार में वृद्धि करना। 4. साहित्य के गद्य –विधा (लेख/निबंध) की जानकारी देना। 5. छात्रों को अपने परिवेश एवं प्रकृति के बारे में जानकारी देना। 6. नैतिक मूल्यों की ओर प्रेरित करना। 7. वैज्ञानिक चेतना और दृष्टि जागृत करना।
Methodology: स्पष्टीकरण, कथाकथन, विवेचन और प्रश्नोत्तर अध्यापन पद्धति ।
1. Activity: लेख की घटनाओं को अपने दैनिक जीवन के संदर्भ में जोड़कर देखना। 2. सी. वी रामन का चरित्र-चित्रण करना । 3. पाठ का सारांश अपने शब्दों में लिखना। 4. रामन की जीवनी का वर्णन संक्षेप में अपने शब्दों में करना।

Resources: फलक, पाठ्यपुस्तक, स्मार्ट बोर्ड - एवरेस्ट का चित्र , कठिन शब्द चित्र
Learning outcomes: लेखन और वाचन कौशल का विकास। चिंतन-मनन द्वारा बौद्धिक क्षमता का विकास। योग्य आचरण। 'रामन प्रभाव' का विस्तृत विवरण। खोज के बाद भौतिकी के क्षेत्र में क्रांति। रामन स्पेक्ट्रोस्कोपी। भारतीय संस्कृति से गहरा लगाव। ' रामन रिसर्च इंस्टीट्यूट ' की स्थापना। वैज्ञानिक चेतना एवं दृष्टि के लिए रामन का देशवासियों को संदेश। विचार अभिव्यक्ति की क्षमता का विकास।
Application: नए शब्दों का प्रयोग करेंगे। स्वच्छता रखने का प्रयत्न करेंगे। परस्पर सहायता करेंगे। बडो की बातें ध्यान से सुनेंगे।
Extra questions/ Class assessment/ Recapitulation : ग्राफिक्स ऑर्गनायझर/व्याकरण ○ रामन भावुक प्रकृति प्रेमी के अलावा और क्या थे? ○ समुद्र को देखकर रामन के मन में कौन – सी दो जिज्ञासाएँ उठीं? ○ रामन प्रभाव की खोज ने किन अध्ययनों को सहज बनाया? ○ रामन की खोज 'रामन प्रभाव' क्या है? स्पष्ट कीजिए। ○ रामन के जीवन से प्राप्त होने वाले संदेश को अपने शब्दों लिखिए।
Homework/worksheet: पाठ वाचन, लघु उत्तरीय प्रश्न,दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए।
Reference: पाठ्यपुस्तक, व्याकरण की किताब, घर की प्रतिकृति शब्दकोश।

Lesson Plan

Teacher's Name: Dr. Jayshri J.Hampiholi
Class: IX

Subject: Hindi No. of periods:06

Topic: शुक्रतारे के समान

Subtopic: शुक्रतारे के समान

Specific objective:

Students . कहानी की प्रमुख घटनाएँ,पाठ वाचन, शाब्दिक अर्थ, देशप्रेम, लोककल्याण की भावना।

(१) मनुष्य-मात्र के स्वभाव एवं व्यवहार की जानकारी देना।
(२) गाँधी जी के महान व्यक्तित्व से परिचित कराना।
(३) महादेव भाई के जीवन का संक्षिप्त परिचय प्राप्त करना।
(४) नए शब्दों के अर्थ समझकर अपने शब्द- भंडार में वृद्धि करना।
(५) साहित्य के गद्य –विधा (निबंध(की जानकारी देना।
(६) छात्रों को हिन्दी के साहित्यकारों के बारे में जानकारी देना।
(७) नैतिक मूल्यों की ओर प्रेरित करना।
(८) स्वतंत्रता आंदोलन में गाँधी जी और महादेव भाई के योगदान का उल्लेख करना।

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Methodology: स्पष्टीकरण, कथाकथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activity: निबंध की बातों को अपने दैनिक जीवन के संदर्भ में जोड़कर देखना।

(१) महात्म गाँधी और महादेव भाई का चरित्र-चित्रण करना ।
(२) निबंध का सारांश अपने शब्दों में लिखना।

Resources: फलक, पाठ्यपुस्तक, स्मार्ट बोर्ड, कठिन शब्द चित्र

Learning outcomes: लेखन और वाचन कौशल का विकास।

चिंतन-मनन द्वारा बौद्धिक क्षमता का विकास।

विचार अभिव्यक्ति की क्षमता का विकास।

साहित्यकार स्वामी आनंद के जीवन-वृत्त से परिचित होना।
रचनाकार के उद्देश्य को स्पष्ट करना।
निबंध में वर्णित महत्त्वपूर्ण नैतिक मूल्यों की सूची बनाना।
समाज में जीवन के प्रति स्वस्थ दृष्टिकोण का विकास करना।

Application: नए शब्दों का प्रयोग करेंगे।
पर्यावरण संतुलन रखने का प्रयत्न करेंगे।

परस्पर सहायता करेंगे। बडो की बातें ध्यान से सुनेंगे। **(१)** भारतीय स्वतंत्रता आंदोलन और उसकी मुश्किलों का ज्ञान प्राप्त करेंगे। **(२)** सामाजिक जीवन की अच्छाइयों और बुराइयों से परिचित होंगे। **(३)** निबंध- रचना का ज्ञान है। **(४)** साहित्यिक-भाषा की थोड़ी-बहुत प्रयोग करेंगे। ।
Extra questions/ Class assessment/ Recapitulation : ग्राफिक्स ऑर्गनायझर/व्याकरण ➢ महादेव भाई अपना परिचय किस रूप में देते थे ? ➢ अहमदाबाद से कौन से दो साप्ताहिक निकलते थे ? ➢ महादेव की अकाल मृत्यु का क्या कारण था ? ➢ महादेव की लिखावट की क्या विशेषताएँ थीं ? ➢ महादेव के किन गुणों ने उन्हें सबका लाड़ला बना दिया था ?
Homework/worksheet: पाठ वाचन, लघु उत्तरीय प्रश्न,दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए।
Reference: पाठ्यपुस्तक, व्याकरण की किताब, शब्दकोश।

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Dr. Jayashri J. Hampiholi
Class: IX

Subject: Hindi No. of periods:06

Topic: तुम कब जाओगे, आतिथि
Month : July

Subtopic: तुम कब जाओगे, आतिथि पाठ की कहानी,

Specific objective:
Students . कहानी की प्रमुख घटनाएँ, पाठ वाचन, शाब्दिक अर्थ

Methodology: स्पष्टीकरण, कथाकथन, विवेचन और प्रश्नोत्तर अध्यापन पद्धति ।

Activity: अपने घर आए अतिथियों के सत्कार का अनुभव छात्र कक्षा में सुनाएँ।
छात्र अच्छा अतिथि कौन होता है? यह जानकर दूसरों के घर व्यवहार करेंगे।
अपने जीवन की साहसिक घटना का वर्णन कीजिए।

Resources: फलक, पाठ्यपुस्तक, स्मार्ट बोर्ड– एवरेस्ट का चित्र , कठिन शब्द चित्र

Learning outcomes: लेखन और वाचन कौशल का विकास।
चिंतन–मनन द्वारा बौद्धिक क्षमता का विकास।
योग्य आचरण।
छात्र अपने घर के महत्व और अपनत्व से परिचित होंगे।
मानव शास्त्र, सामाजिक विज्ञान का परिचय छात्रों में प्रकृति प्रेम की भावना
वृद्धिंगत होगी।
विचार अभिव्यक्ति की क्षमता का विकास।

Application: नए शब्दों का प्रयोग करेंगे।
अपने घर आए अतिथि से अच्छा व्यवहार करेंगे।
स्वच्छता रखने का प्रयत्न करेंगे।
परस्पर सहायता करेंगे।
बडो की बातें ध्यान से सुनेंगे।

Extra questions/ Class assessment/ Recapitulation :
ग्राफिक्स ऑर्गनायझर/व्याकरण
१(तीसरे दिन सुबह अतिथि ने क्या कहा?
२(लेखक अतिथि को कैसी विदाई देना चाहता था?
३(कौन–सा आघात अप्रत्याशित था और उसका लेखक पर क्या प्रभाव पडा?

Homework/worksheet: पाठ वाचन, लघु उत्तरीय प्रश्न,दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए।

Reference: पाठ्यपुस्तक, व्याकरण की किताब, घर की प्रतिकृति शब्दकोश।

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Dr. Jayashri J. Hampiholi

Class: IX

Subject: Hindi No. of periods:06

Topic: ' वैज्ञानिक चेतना के वाहक चंद्रशेखर वेंकट रामन '

Subtopic वैज्ञानिक चेतना के वाहक चंद्रशेखर वेंकट रामन

Specific objective:

Students . 1. मनुष्य-मात्र के स्वभाव एवं व्यवहार की जानकारी देना।

8. पाठ में वर्णित घटनाओं की सूची बनाना।
9. लेख की विषयवस्तु को पूर्व में सुनी हुई घटना से संबद्ध करना।
10. नए शब्दों के अर्थ समझकर अपने शब्द- भंडार में वृद्धि करना।
11. साहित्य के गद्य –विधा (लेख/निबंध) की जानकारी देना।
12. छात्रों को अपने परिवेश एवं प्रकृति के बारे में जानकारी देना।
13. नैतिक मूल्यों की ओर प्रेरित करना।
14. वैज्ञानिक चेतना और दृष्टि जागृत करना।

Methodology: स्पष्टीकरण, कथाकथन, विवेचन और प्रश्नोत्तर अध्यापन पद्धति ।

5. Activity: लेख की घटनाओं को अपने दैनिक जीवन के संदर्भ में जोड़कर देखना।
6. सी. वी रामन का चरित्र-चित्रण करना ।
7. पाठ का सारांश अपने शब्दों में लिखना।
8. रामन की जीवनी का वर्णन संक्षेप में अपने शब्दों में करना।

Resources: फलक, पाठ्यपुस्तक, स्मार्ट बोर्ड– एवरेस्ट का चित्र , कठिन शब्द चित्र

Learning outcomes: लेखन और वाचन कौशल का विकास।

चिंतन–मनन द्वारा बौद्धिक क्षमता का विकास।

योग्य आचरण।

'रामन प्रभाव' का विस्तृत विवरण।
खोज के बाद भौतिकी के क्षेत्र में क्रांति।
रामन स्पेक्ट्रोस्कोपी।

भारतीय संस्कृति से गहरा लगाव।
' रामन रिसर्च इंस्टीट्यूट ' की स्थापना।
वैज्ञानिक चेतना एवं दृष्टि के लिए रामन का देशवासियों को संदेश।

विचार अभिव्यक्ति की क्षमता का विकास।

Application: नए शब्दों का प्रयोग करेंगे।

स्वच्छता रखने का प्रयत्न करेंगे।
परस्पर सहायता करेंगे।
बडो की बातें ध्यान से सुनेंगे।

Extra questions/ Class assessment/ Recapitulation :
ग्राफिक्स ऑर्गनायझर/व्याकरण

- रामन भावुक प्रकृति प्रेमी के अलावा और क्या थे?
- समुद्र को देखकर रामन के मन में कौन – सी दो जिज्ञासाएँ उठीं?
- रामन प्रभाव की खोज ने किन अध्ययनों को सहज बनाया?
- रामन की खोज 'रामन प्रभाव' क्या है? स्पष्ट कीजिए।
- रामन के जीवन से प्राप्त होने वाले संदेश को अपने शब्दों लिखिए।

Homework/worksheet: पाठ वाचन, लघु उत्तरीय प्रश्न, दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए।

Reference: पाठ्यपुस्तक, व्याकरण की किताब, घर की प्रतिकृति शब्दकोश।

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Dr. Jayshri J.Hampiholi
Class: IX

Subject: Hindi No. of periods:06

Topic: शुक्रतारे के समान

Subtopic: शुक्रतारे के समान

Specific objective:
Students . कहानी की प्रमुख घटनाएँ,पाठ वाचन, शाब्दिक अर्थ, देशप्रेम, लोककल्याण की भावना।

(९) मनुष्य-मात्र के स्वभाव एवं व्यवहार की जानकारी देना।
(१०) गाँधी जी के महान व्यक्तित्व से परिचित कराना।
(११) महादेव भाई के जीवन का संक्षिप्त परिचय प्राप्त करना।
(१२) नए शब्दों के अर्थ समझकर अपने शब्द- भंडार में वृद्धि करना।
(१३) साहित्य के गद्य –विधा (निबंध(की जानकारी देना।
(१४) छात्रों को हिन्दी के साहित्यकारों के बारे में जानकारी देना।
(१५) नैतिक मूल्यों की ओर प्रेरित करना।
(१६) स्वतंत्रता आंदोलन में गाँधी जी और महादेव भाई के योगदान का उल्लेख करना।

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Methodology: स्पष्टीकरण, कथाकथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activity: निबंध की बातों को अपने दैनिक जीवन के संदर्भ में जोड़कर देखना।

(३) महात्म गाँधी और महादेव भाई का चरित्र-चित्रण करना ।

(४) निबंध का सारांश अपने शब्दों में लिखना।

Resources: फलक, पाठ्यपुस्तक, स्मार्ट बोर्ड, कठिन शब्द चित्र

Learning outcomes: लेखन और वाचन कौशल का विकास।

चिंतन–मनन द्वारा बौद्धिक क्षमता का विकास।

विचार अभिव्यक्ति की क्षमता का विकास।

साहित्यकार स्वामी आनंद के जीवन-वृत्त से परिचित होना।
रचनाकार के उद्देश्य को स्पष्ट करना।
निबंध में वर्णित महत्त्वपूर्ण नैतिक मूल्यों की सूची बनाना।
समाज में जीवन के प्रति स्वस्थ दृष्टिकोण का विकास करना।

Application: नए शब्दों का प्रयोग करेंगे।
पर्यावरण संतुलन रखने का प्रयत्न करेंगे।
परस्पर सहायता करेंगे।
बडो की बातें ध्यान से सुनेंगे।

(५) भारतीय स्वतंत्रता आंदोलन और उसकी मुश्किलों का ज्ञान प्राप्त करेंगे।

(६) सामाजिक जीवन की अच्छाइयों और बुराइयों से परिचित होंगे।

(७) निबंध- रचना का ज्ञान है।

(८) साहित्यिक-भाषा की थोड़ी-बहुत प्रयोग करेंगे। ।

Extra questions/ Class assessment/ Recapitulation :
ग्राफिक्स ऑर्गनायझर/व्याकरण

- महादेव भाई अपना परिचय किस रूप में देते थे ?
- अहमदाबाद से कौन से दो साप्ताहिक निकलते थे ?
- महादेव की अकाल मृत्यु का क्या कारण था ?
- महादेव की लिखावट की क्या विशेषताएँ थीं ?
- महादेव के किन गुणों ने उन्हें सबका लाड़ला बना दिया था ?

Homework/worksheet: पाठ वाचन, लघु उत्तरीय प्रश्न, दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए।

Reference: पाठ्यपुस्तक, व्याकरण की किताब, शब्दकोश।

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Dr. Jayashri J. Hampiholi
Class: IX

Subject: Hindi No. of periods:06

Topic: स्पर्श कविता– १. रैदास के पद Month : April

Subtopic: रैदास के पद, अनुस्वार, अनुनासिक

Specific objective:

Students . कविता पठन, शाब्दिक अर्थ, भावार्थ, प्रतीकात्मक अर्थ

Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activity: छात्र कविता का शाब्दिक अर्थ लिखते है।

छात्र कविता का भावार्थ लिखते है।

नीति परक दोहों की जानकारी एकत्रित करना।

कविता पठन करना।

शब्दकोश के आधार पर पंक्तियों का शाब्दिक अर्थ बताना

रैदास की जानकारी एकत्रित करेंगे।

Resources: फलक, पाठ्यपुस्तक, स्मार्ट बोर्ड –रहीम का चित्र, कवि–परिचय

Learning outcomes: अच्छा आचरण सीखेंगे।

त्याग और समर्पण के भाव का विकास।

अनुस्वार और अनुनासिक के उदाहरण लिखेंगे।

प्रोत्साहन देना तथा लक्ष्य को पाने का प्रयत्न करेंगे।

Application: नए शब्दों का प्रयोग करेंगे।

नीतिपरक आचरण रखने का प्रयत्न करेंगे।
मनुष्यों दया व प्रेम का भाव प्रदर्शित करेंगे।
लक्ष्य को पाने की कोशिश करेंगे।

Extra questions/ Class assessment/ Recapitulation :

१ (पह्ले पद में भगवान और भक्त की जिन-जिन चीजों से तुलना की गई है,उनका उल्लेख कीजिए।

२ (रैदास'ने अपने स्वामी को किन-किन नामों से पुकारा है?

Homework/worksheet: कविता वाचन, प्रश्नोत्तर लेखन

Reference: व्याकरण पुस्तक, शब्दकोश, व्याकरण चार्ट

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Dr. Jayashri J.Hampiholi

Class: IX

Subject: Hindi No. of periods:06

Topic: रहीम के दोहे Month : June

Subtopic: कविता - रहीम के दोहे, शब्दों के प्रचलित रूप

Specific objective:

Students . नीति परक शिक्षा, उपसर्ग, उपसर्ग के भेद

Methodology: स्पष्टीकरण, कथन, व्याख्या और प्रश्नोत्तर अध्यापन पद्धति ।

Activity: दोहों का गायन।

प्रचलित शब्दों का प्रयोग करना।

उपसर्ग से शब्द बनाना।

दोहों का लेखन।

दोहों का सार जानना।

दोहों की योजना जानना।

कवि-परिचय चार्ट बनाइए।

Resources: फलक, पाठ्यपुस्तक, स्मार्ट बोर्ड, रहीम का चित्र आदि।

Learning outcomes: दोहो के माध्यम से नीति परक शिक्षा।

सच्चे मित्र की पहचान होगी।

मोह, भाव, परोपकार आदि मानविय गुणों को बताना।

पृथ्वी के सभी जीवों की समान रुप से महत्त्वपूर्ण भूमिका है

यह स्पष्ट होगा।

लिखित और मौखिक कौशल का विकास।

भाषाज्ञान और शब्द भंडार में वृद्धि ।

Application: पर्यावरण संतुलन का महत्व समझकर देखभाल करेंगें।

पशुओं के प्रति दया व प्रेम व्यक्त होगा।

सबकी स्वतंत्रता का आदर करेंगे।

नए शब्दों का प्रयोग करेंगे।

पाठ्यपुस्तक से इतर सामग्री को समझकर पढ़ेंगे ।

अतिरिक्त पठन के लिए उत्साहित होंगे।

Extra questions/ Class assessment/ Recapitulation :

१. जलहीन कमल की रक्षा सूर्य भी क्यों नहीं कर पाता है?

२. एक को साधने से सब कैसे सध जाता है?

३. 'दीरघ दोहा अरथ के,आखर थोरे आहिं' का भाव स्पष्ट **कीजिए।**

Homework/worksheet: लघु उत्तरीय प्रश्न, दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए।

Reference: पाठ्यपुस्तक,

व्याकरण की किताब,

शब्दकोश,

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Dr. Jayashri Hampiholi

Class: IX

Subject: Hindi No. of periods:06

- Topic: स्पर्श कविता– – ‘ गीत-अगीत ’

- Subtopic: कविता– – ‘ गीत-अगीत ’

Specific objective:

1. Students . कविता का रसास्वादन करना।
2. कविता की विशेषताओं की सूची बनाना।
3. कविता की विषयवस्तु को पूर्व में सुनी या पढ़ी हुई कविता से संबद्ध करना।
4. नए शब्दों के अर्थ समझकर अपने शब्द- भंडार में वृद्धि करना।
5. साहित्य के गद्य –विधा (कविता)की जानकारी देना।
6. छात्रों को कवि एवं उनके साहित्यिक जीवन के बारे में जानकारी देना।
7. प्राकृतिक सौंदर्य तथा जीव-जंतुओं के ममत्व, मानवीय राग और प्रेमभाव से परिचित कराना।

Methodology: स्पष्टीकरण, कथन, समूह गायन और प्रश्नोत्तर अध्यापन पद्धति ।

Activity: छात्र कविता का शाब्दिक अर्थ लिखते है।

छात्र कविता का भावार्थ लिखते है।

कवि की जानकारी एकत्रित करना।

आदमी के सकारात्मक और नकारात्मक प्रवृत्तियों पर चर्चा करेंगे।

Resources: फलक, पाठ्यपुस्तक, स्मार्ट बोर्ड –कवि का चित्र, कवि परिचय–

Learning outcomes: निरीक्षण क्षमता, अवलोकन एवं विचार अभिव्यक्ति की क्षमता का – विकास।

छात्रों के सामान्य ज्ञान को बढाना।

छात्र कविता का मूल भाव समझेंगे।

छात्र रिश्तों के महत्व को समझेगें।

समाज की वास्तविकता जानेगें।

प्राकृतिक सौंदर्य तथा जीव-जंतुओं के ममत्व, मानवीय राग और प्रेमभाव से परिचित होंगे

प्रकृति से संबंधित कविताओं की तुलना अन्य कविताओं से करना।

मानव एवं जीव-जंतुओं के प्रति प्रेम एवं सहानुभूति की भावना जागृत करना।

Application: आदमी के विभिन्न प्रवृत्तियों को जानकर व्यवहार करेंगे।

नीतिपरक आचरण रखने का प्रयत्न करेंगे।

मनुष्यों दया व प्रेम का भाव प्रदर्शित करेंगे।

संकटग्रस्त व्यक्ति की सहायता करेंगे।

Extra questions/ Class assessment/ Recapitulation :

नदी का किनारों से कुछ कहते बह जाने पर गुलाब क्या सोच रहा है?

- जब शुक गाता है तो शुकी के हृदय पर क्या प्रभाव पड़ता है?
- प्रेमी जब गाता है , तो प्रेमिका की क्या इच्छा होती है?
- प्रकृति के साथ पशु-पक्षियों के संबंध की व्याख्या कीजिए।
- गीत – अगीत के केन्द्रीय भाव को अपने शब्दों में लिखिए।

Homework/worksheet: कविता वाचन, प्रश्नोत्तर लेखन
Reference: व्याकरण पुस्तक, शब्दकोश, व्याकरण चार्ट

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Dr. Jayashri Hampiholi
Class: IX

Subject: Hindi No. of periods:06

- Topic: स्पर्श कविता– – 'अग्निपथ'

- Subtopic: कविता– – 'अग्निपथ'

Specific objective:
Students .

1. कविता का रसास्वादन करना।
2. कविता की विशेषताओं की सूची बनाना।
3. कविता की विषयवस्तु को पूर्व में सुनी या पढ़ी हुई कविता से संबद्ध करना।
4. नए शब्दों के अर्थ समझकर अपने शब्द- भंडार में वृद्धि करना।
5. साहित्य के गद्य –विधा (कविता)की जानकारी देना।
6. छात्रों को कवि एवं उनके साहित्यिक जीवन के बारे में जानकारी देना।
7. संघर्षमय जीवन में अपने लक्ष की ओर बढ़ते रहने की शिक्षा देना।

Methodology: स्पष्टीकरण, कथन, समूह गायन और प्रश्नोत्तर अध्यापन पद्धति ।

Activity: छात्र कविता का शाब्दिक अर्थ लिखते है।

छात्र कविता का भावार्थ लिखते है।

कवि की जानकारी एकत्रित करना।

आदमी के सकारात्मक और नकारात्मक प्रवृत्तियों पर चर्चा करेंगे।

कविता के भाव को अपने दैनिक जीवन के व्यवहार के संदर्भ में जोड़कर देखना।
इस कविता की तुलना कवि की अन्य रचनाओं से करना ।
कविता का केन्द्रीय भाव अपने शब्दों में लिखना।

Resources: फलक, पाठ्यपुस्तक, स्मार्ट बोर्ड –कवि का चित्र, कवि परिचय–

Learning outcomes: निरीक्षण क्षमता, अवलोकन एवं विचार अभिव्यक्ति की क्षमता का – विकास।

छात्रों के सामान्य ज्ञान को बढाना।

छात्र कविता का मूल भाव समझेंगे।

छात्र रिश्तों के महत्व को समझेगें।

समाज की वास्तविकता जानेगें।

मनुष्य के व्यवहार पर प्रकाश डालना।
रचनाकार के उद्देश्य को स्पष्ट करना।
कविता में वर्णित भावों को हृदयंगम करना।
जीवन में अपने लक्ष का चयन करना।

Application: आदमी के विभिन्न प्रवृत्तियों को जानकर व्यवहार करेंगे।

नीतिपरक आचरण रखने का प्रयत्न करेंगे।

मनुष्यों दया व प्रेम का भाव प्रदर्शित करेंगे।

संकटग्रस्त व्यक्ति की सहायता करेंगे।

Extra questions/ Class assessment/ Recapitulation :

- कवि ने 'अग्नि पथ; किसके प्रतीक स्वरूप प्रयोग किया है?
- 'एक पत्र छाँह भी माँग मत" इस पंक्ति का क्या आशय स्पष्ट कीजिए।
- 'माँग मत", 'कर शपथ', 'लथपथ' इन शब्दों का प्रयोग बार-बार कर कवि क्या कहना चाहता है?
- इस कविता का मूलभाव स्पष्ट कीजिए।

भाव स्पष्ट कीजिए – चल रहा मनुष्य है , अश्रु-स्वेद-रक्त से लथपथ, लथपथ, लथपथ

Homework/worksheet: कविता वाचन, प्रश्नोत्तर लेखन
Reference: शब्दकोश

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Dr. Jayashri Hampiholi
Class: IX

Subject: Hindi No. of periods:06

- Topic: स्पर्श कविता– – 'नए इलाके में'

- Subtopic: कविता– – 'नए इलाके में'

Specific objective:
Students .

मनुष्यमात्र के स्वभाव एवं व्यवहार की जानकारी देना।–
(१७) अपने परिवेश में होने वाले बदलाव की ओर जागरुक कराना।
(१८) कविता की विषयवस्तु को पूर्व में सुनी हुई घटना से संबद्ध करना।
(१९) नए शब्दों के अर्थ समझकर अपने शब्द –भंडार में वृद्धि करना।
(२०) साहित्य के पद्य –विधा की जानकारी देना। (कविता)
(२१) छात्रों को हिन्दी के साहित्यकारों के बारे में जानकारी देना।
(२२) नैतिक मूल्यों की ओर प्रेरित करना।
(२३) नित प्रति बदलती दुनिया की जानकारी देना।
(२४) मनुष्य मात्र के स्वभाव एवं व्यवहार की जानकारी–देना।

Methodology: स्पष्टीकरण, कथन, समूह गायन और प्रश्नोत्तर अध्यापन पद्धति ।

Activity: छात्र कविता का शाब्दिक अर्थ लिखते है।

छात्र कविता का भावार्थ लिखते है।

कवि की जानकारी एकत्रित करना।

आदमी के सकारात्मक और नकारात्मक प्रवृत्तियों पर चर्चा करेंगे।

(१) साहित्यकार अरुण कमल के दैनिक जीवन से संबंधित आंतरिक भावों को समझने का प्रयास करना।
(२) रचनाकार के उद्देश्य को स्पष्ट करना।

(३) कविता में वर्णित महत्त्वपूर्ण नैतिक मूल्यों की सूची बनाना।
(४) समाज में जीवन के प्रति स्वस्थ दृष्टिकोण का विकास करना।

Resources: फलक, पाठ्यपुस्तक, स्मार्ट बोर्ड –कवि का चित्र, कवि परिचय–

Learning outcomes: निरीक्षण क्षमता, अवलोकन एवं विचार अभिव्यक्ति की क्षमता का – विकास।

छात्रों के सामान्य ज्ञान को बढाना।

छात्र कविता का मूल भाव समझेंगे।

छात्र रिश्तों के महत्व को समझेगें।

समाज की वास्तविकता जानेगें।

प्राकृतिक सौंदर्य तथा जीव-जंतुओं के ममत्व, मानवीय राग और प्रेमभाव से परिचित होंगे

Application: आदमी के विभिन्न प्रवृत्तियों को जानकर व्यवहार करेंगे।

नीतिपरक आचरण रखने का प्रयत्न करेंगे।

मनुष्यों दया व प्रेम का भाव प्रदर्शित करेंगे।

संकटग्रस्त व्यक्ति की सहायता करेंगे।

Extra questions/ Class assessment/ Recapitulation :

- नए बसते इलाके में कवि रास्ता क्यों भूल जाता है?
- कविता में कौनकौन से पुराने निशानों का उल्लेख किया गया है–?
- कवि ने इस कविता में ' समय की कमी ' की ओर क्यों इशारा किया है?
- कवि ने शहरों की किस विडंबना की ओर संकेत किया है?

Homework/worksheet: कविता वाचन, प्रश्नोत्तर लेखन
Reference: शब्दकोश

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Dr.Jayashri J. Hampiholi
Class: IX

Subject: Hindi No. of periods:06

Topic: खुशबू रचते है हाथ

Subtopic: कविता - खुशबू रचते है हाथ , शब्दों के प्रचलित रूप

Specific objective:

Students . नीति परक शिक्षा

Methodology: स्पष्टीकरण, कथन, व्याख्या और प्रश्नोत्तर अध्यापन पद्धति ।

Activity: कविता का गायन।

प्रचलित शब्दों का प्रयोग करना।

उपसर्ग से शब्द बनाना।

कविता का लेखन।

कविता का सार जानना।

कविता की योजना जानना।

कवि–परिचय चार्ट बनाइए।

Resources: फलक, पाठ्यपुस्तक, स्मार्ट बोर्ड आदि।

Learning outcomes: कविता के माध्यम से नीति परक शिक्षा।

सच्चे मित्र की पहचान होगी।

मोह, भाव, परोपकार आदि मानविय गुणों को बताना।

पृथ्वी के सभी जीवों की समान रुप से महत्त्वपूर्ण भूमिका है

यह स्पष्ट होगा।

लिखित और मौखिक कौशल का विकास।

भाषाज्ञान और शब्द भंडार में वृद्धि ।

Application: पर्यावरण संतुलन का महत्व समझकर देखभाल करेंगें।

पशुओं के प्रति दया व प्रेम व्यक्त होगा।
सबकी स्वतंत्रता का आदर करेंगे।
नए शब्दों का प्रयोग करेंगे।
पाठ्यपुस्तक से इतर सामग्री को समझकर पढ़ेंगे ।
अतिरिक्त पठन के लिए उत्साहित होंगे।

Extra questions/ Class assessment/ Recapitulation :
कविता का भाव स्पष्ट **कीजिए।**

Homework/worksheet: लघु उत्तरीय प्रश्न, दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए।

Reference: पाठ्यपुस्तक,
शब्दकोश

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Dr. Jayashri J.Hampiholi
Class: IX

Subject: Hindi No. of periods:06

Topic: स्मृति
Month : August

Subtopic:स्मृति (कहानी)
Specific objective: Students . कहानी की प्रमुख घटनाएँ, पाठ वाचन, शाब्दिक अर्थ,

Methodology: स्पष्टीकरण, कथाकथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activity:

सर्पों की प्रजातियों पर लेख लिखिए ।

पशु पक्षियों के साहचर्य का अनुभव – इस विषय पर परिचर्चा।

किसी प्राकृतिक स्थान की यात्रा का वर्णन करेंगे।

भारत के पशु पक्षियों की जानकारी एकत्र करना

उपसर्ग एवं प्रत्यय के उदाहरण लिखिए।

उदाहरणों से उपसर्ग एवं प्रत्यय के भेद पहचानिए।

Resources: फलक, पाठ्यपुस्तक, स्मार्ट बोर्ड – एवरेस्ट का चित्र , कठिन शब्द चित्र

Learning outcomes: लेखन और वाचन कौशल का विकास।

चिंतन–मनन द्वारा बौद्धिक क्षमता का विकास।

छात्रों में प्रकृति प्रेम की भावना वृद्धिंगत होगी

नारी वर्ग के प्रति सम्मान का भाव ।

साहसी कार्यों में रूचि बढेगी

विचार अभिव्यक्ति की क्षमता का विकास।

Board work : **चिल्ला** – कड़ी सरदी
पूर्व – पहले
शीत – ठण्ड
सहमा – उदास
कसूर – गलती आशंका – डर
मज्जा – हड्डी के भीतर भरा मुलायम पदार्थ
भुँजाने – भुनवाना
झरे – तोड़ना
मूक – गूंगा
प्रसन्नवदन – प्रसन्न चेहरा

Application: नए शब्दों का प्रयोग करेंगे।

पर्यावरण संतुलन रखने का प्रयत्न करेंगे।

परस्पर सहायता करेंगे।

बडो की बातें ध्यान से सुनेंगे।

Extra questions/ Class assessment/ Recapitulation :
ग्राफिक्स ऑर्गनायझर/व्याकरण

सर्पों की प्रजातियाँ – इस विषय पर लेख लिखिए।

Homework/worksheet: पाठ वाचन, लघु उत्तरीय प्रश्न,दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए।
Reference: पाठ्यपुस्तक, व्याकरण की किताब, शब्दकोश।

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Dr. Jayashri J.Hampiholi
Class: IX

Subject: Hindi No. of periods:06

Topic: कल्लू कुम्हार की उनाकोटी

Sub topic: कल्लू कुम्हार की उनाकोटी
Specific objective: Students . कहानी की प्रमुख घटनाएँ,पाठ वाचन, शाब्दिक अर्थ,
Methodology: स्पष्टीकरण, कथाकथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।
Activity: यात्रा वर्णन करना मूर्तिकला का वर्णन अपने श्ब्दों में करते हैं किसी प्राकृतिक स्थान की यात्रा का वर्णन करेंगे।
Resources: फलक, पाठ्यपुस्तक, स्मार्ट बोर्ड - एवरेस्ट का चित्र , कठिन शब्द चित्र
Learning outcomes: लेखन और वाचन कौशल का विकास। चिंतन-मनन द्वारा बौद्धिक क्षमता का विकास। छात्रों में प्रकृति प्रेम की भावना वृद्धिंगत होगी नारी वर्ग के प्रति सम्मान का भाव । साहसी कार्यों में रूचि बढेगी विचार अभिव्यक्ति की क्षमता का विकास।
Board work : **अद्भुत –** अनोखा **समूची –** पूरी **दुर्गम –** ऐसी जगह जहाँ जाना आसान न हो **अवैध् आवक –** बिना अनुमति के आना **सोहबत** – संगति, साथ

अलसायी – आलस से भरी हुई **ऊर्जादायी –** शक्ति देने वाला
Application: नए शब्दों का प्रयोग करेंगे। पर्यावरण संतुलन रखने का प्रयत्न करेंगे। परस्पर सहायता करेंगे। बडो की बातें ध्यान से सुनेंगे।
Extra questions/ Class assessment/ Recapitulation : ग्राफिक्स ऑर्गनायझर/व्याकरण अविस्मरणीय स्थल- यात्रा वर्णन - इस विषय पर लेख लिखिए। छात्र यात्रा -वर्णन पर आधारित वृतांत से संबंधित पत्र-पत्रिकाओं का चुनाव करेंगे।
Homework/worksheet: पाठ वाचन, लघु उत्तरीय प्रश्न,दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए।
Reference: पाठ्यपुस्तक, व्याकरण की किताब, शब्दकोश।

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Dr. Jayashri J.Hampiholi
Class: IX

Subject: Hindi No. of periods:06

Topic: मेरा छोटा-सा निजी पुस्तकालय

Subtopic: मेरा छोटा-सा निजी पुस्तकालय
Specific objective: Students . कहानी की प्रमुख घटनाएँ, पाठ वाचन, शाब्दिक अर्थ
Methodology: स्पष्टीकरण, कथाकथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।
Activity: निजी पुस्तकालय तैयार करना । स्वामी दयानन्द की जीवनी पढना पत्रिकाओं को पढ़ना

Resources: फलक, पाठ्यपुस्तक, स्मार्ट बोर्ड - एवरेस्ट का चित्र , कठिन शब्द चित्र
Learning outcomes: लेखन और वाचन कौशल का विकास। चिंतन-मनन द्वारा बौद्धिक क्षमता का विकास। छात्रों में पुस्तक, पत्रिकाओं के प्रति प्रेम की भावना वृद्धिंगत होगी विचार अभिव्यक्ति की क्षमता का विकास।
Board work : **अवरोध्** – रुकावट **विशेषज्ञ –** किसी विषय को अच्छी तरह समझने वाला **विश्राम –** आराम **आह्वान –** पुकार, बुलावा **आर्थिक –** रूपए पैसे संबंधी **नियमित –** हर-रोज **चाट –** आदत **रोचक –** मनोरंजक **सुसज्जित –** सज्जी हुई **तत्कालीन –** उस समय का **पाखंड –** ढोंग **अदम्य –** जिसे दबाया न जा सके **रोमांचक** – अद्भुत **प्रतिमाएँ –** मूर्तियाँ **रूढ़ियाँ –** प्रथाएँ
Application: नए शब्दों का प्रयोग करेंगे। पुस्तक, पत्रिकाओं को एकत्रित करने का प्रयत्न करेंगे। परस्पर सहायता करेंगे। बडो की बातें ध्यान से सुनेंगे।
Extra questions/ Class assessment/ Recapitulation : ग्राफिक्स ऑर्गनायझर/व्याकरण मेरी पसंदीदा पुस्तक - इस विषय पर लेख लिखिए।
Homework/worksheet: पाठ वाचन, लघु उत्तरीय प्रश्न, दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए।
Reference: पाठ्यपुस्तक, व्याकरण की किताब, शब्दकोश।

Lesson Plan

Teacher's Name: Dr. Jayashri J. Hampiholi
Class: IX

Subject: Hindi No. of periods:06

Topic: गिल्लू Month : July

Subtopic:गिल्लू (कहानी), शब्द और पद
Specific objective: Students . कहानी की प्रमुख घटनाएँ, पाठ वाचन, शाब्दिक अर्थ, शब्द और पद तथा भेदों के उदा.
Methodology: स्पष्टीकरण, कथाकथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।
Activity: पशु पक्षियों के साहचर्य का अनुभव – इस विषय पर परिचर्चा। किसी प्राकृतिक स्थान की यात्रा का वर्णन करेंगे। भारत के पशु पक्षियों की जानकारी एकत्र करना शब्द और पद के उदाहरण लिखिए। उदाहरणों से पद के भेद पहचानिए।
Resources: फलक, पाठ्यपुस्तक, स्मार्ट बोर्ड – एवरेस्ट का चित्र , कठिन शब्द चित्र
Learning outcomes: लेखन और वाचन कौशल का विकास। चिंतन–मनन द्वारा बौद्धिक क्षमता का विकास। छात्रों में प्रकृति प्रेम की भावना वृद्धिंगत होगी नारी वर्ग के प्रति सम्मान का भाव । साहसी कार्यों में रूचि बढेगी विचार अभिव्यक्ति की क्षमता का विकास।
Application: नए शब्दों का प्रयोग करेंगे। पर्यावरण संतुलन रखने का प्रयत्न करेंगे। परस्पर सहायता करेंगे। बडो की बातें ध्यान से सुनेंगे।

Extra questions/ Class assessment/ Recapitulation : ग्राफिक्स ऑर्गनायझर/व्याकरण पशु पक्षियों के साहचर्य का अनुभव – इस विषय पर अपने विचार लिखिए।
Homework/worksheet: पाठ वाचन, लघु उत्तरीय प्रश्न,दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए।
Reference: पाठ्यपुस्तक, व्याकरण की किताब, शब्दकोश।

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ms Shalini Negi Class-10

Subject: Math No. of periods-7

Month- April

Topic: Real Numbers

Subtopic:

- Real Numbers Important Definition.
- HCF (Highest common factor)
- What is Prime Numbers.
- What is Composite Numbers.
- Fundamental Theorem of Arithmetic.
- HCF and LCM by prime factorization method.
- Irrational Numbers
- How to prove the irrational numbers or Rational numbers.

Specific objective:

- Students would be able to understand the co-relation of rational and irrational numbers and new methods of finding out LCM and HCF of numbers, thereby inculcating competencies like collaboration, critical thinking.
- Fundamental theorem of arithmetic
- Revisiting irrational numbers
- Rational numbers and their decimal expansion

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

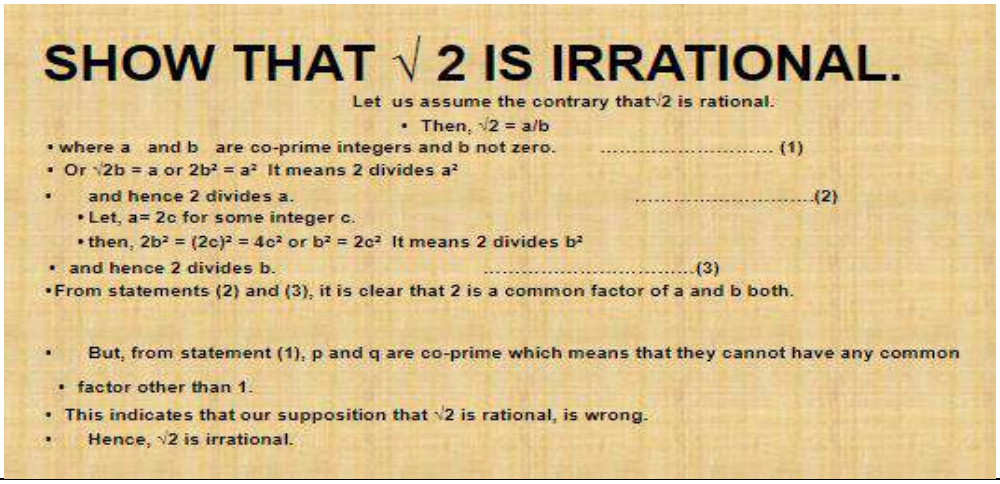
Activities:

- **Lab Act** – To find geometrically the HCF of two numbers

Resources:

- Text book, Reference book.

Board work:



Learning outcomes:

Learner will be able to

f) Application of fundamental theorem of arithmetic to find lowest common

g) Multiple (LCM) and highest common factor (HCF) of two or more numbers.

h) Irrationality of numbers, decimal expansion of rational and irrational numbers

Application:

Application of real numbers are:

- Speed in general, a numerical value, obtained by measuring distance and time.
- The positive and negative aspects of a temperature let them know, compare and measure the change in temperature.
- Apart from measuring temperature integers are used in the credits and debits calculation by the banks.

ICT Integrated:

- PowerPoint presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Extra questions given from reference book toasses the students.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

Together with Math, R.S Agarwal Textbook, R.D Sharma,.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ms Shalini Negi **Class:** 10

Subject: Math **No. of periods**: 10

Month - April

Topic: Polynomials

Subtopic:

- Polynomials in One Variables
- Zeros of a Polynomials
- Factorization of Polynomials
- Relationship of zero of the polynomial and coefficient of the polynomials

Specific objective:

- To interpret geometrically the factors of a quadratic expression of the type ax^2+bx+c.
- To represent a linear equation in two variables graphically.
- Sum and product of xeroes are used to form the equations.

Methodology:

- Active learning.
- Experiential learning.
- Summarizing and note taking- Giving notes after teaching the concept.
- Questioning: Probing to ensure that concepts are clear.

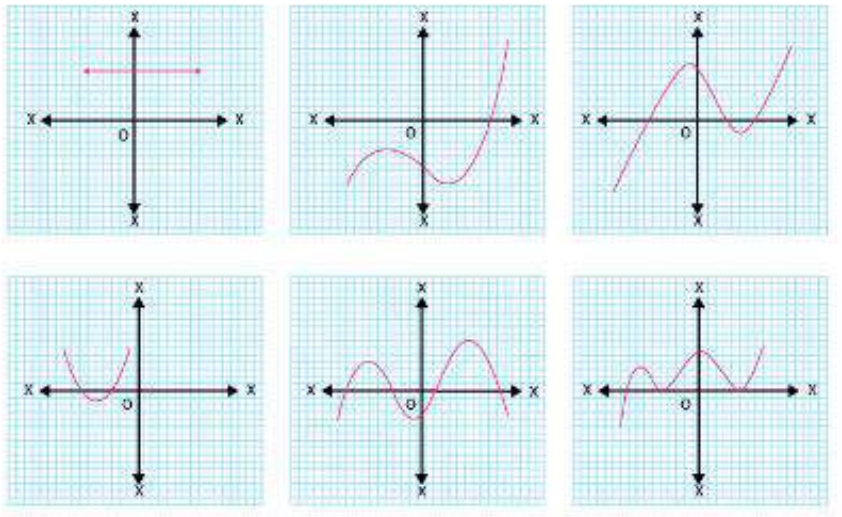
Activities:

To draw the graph of Quadratic Polynomial.

Resources:

Geometry box, coloured chart paper, text book, PPT.

Board work:



Learning outcomes:

Learner will be able to:

- Solve problems about polynomials
- Use the factor theorem to solve problems
- Use graphic, numeric, algebraic, and mental strategies to solve cubic equations with at least one integer root.

Application:

- Physics: Equations used in derivation of Formulae.
- Engineers use polynomials to design roads ,buildings and other structures.

ICT Integrated:

- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tools

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal Textbook, R.D Sharma and together with Math.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ms Shalini Negi Class-10

Subject: Math No. of periods-10

Month- April/June

Topic: Linear Equation In Two Variable

Subtopic:

- Linear equation in two variable
- Graphical Method of solution of linear equation in two variable
- Algebraic method of solving linear equation in two variable
- Equations Reducible to a Pair of Linear Equations in Two Variables

Specific objective:

- To acquire knowledge of new terms like solution of an equation, consistent, inconsistent, dependent equations etc.
- To understand the relationships between the coefficients of a pair of linear equations in 2 variables and identify whether a pair of equations are consistent or not
- To understand how pair of linear equations in 2 variables can be solved graphically
- To understand how pair of linear equations in 2 variables can be solved algebraically by all the 3 methods-
  substitution, elimination and cross multiplication methods
- To frame pair of linear equations in 2 variables for given daily life problems and solve them

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

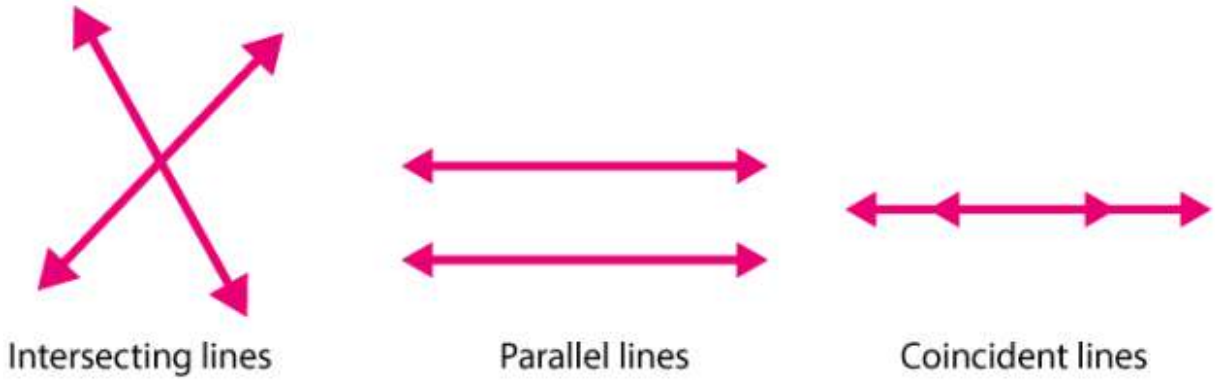
Activities:

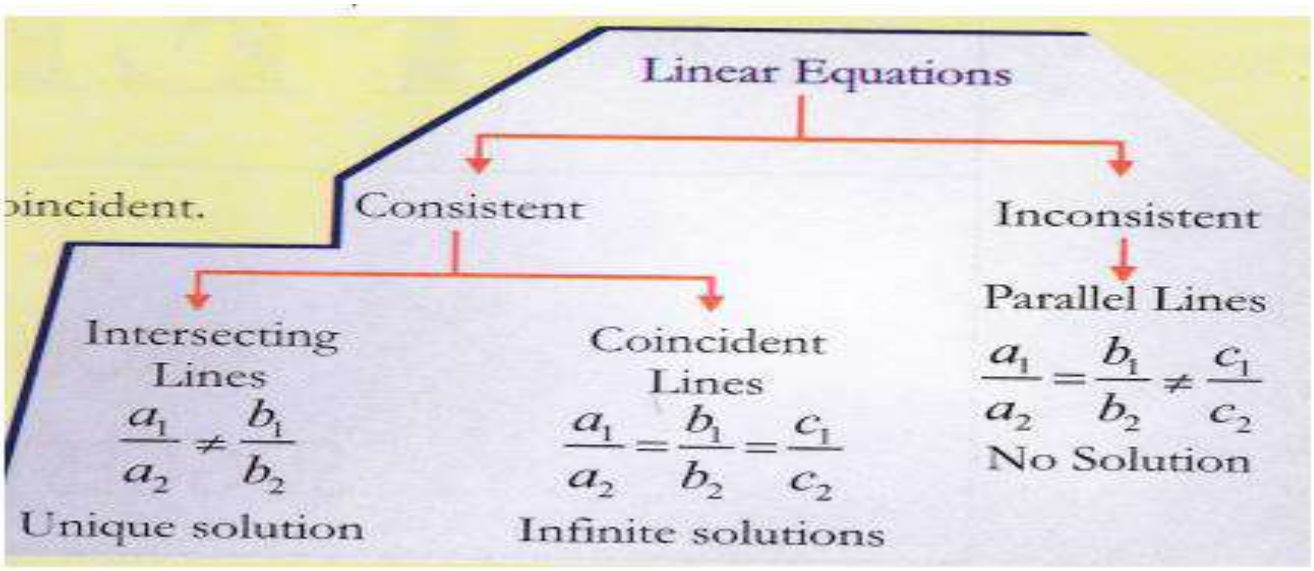
Lab Act - To obtain the condition of consistency of a system of linear equation in two variables by graphically

Resources:

- Text book, PPT, Videos, study mantra, state board text book, Reference book.

Board work:





Learning outcomes:

Learner will be able to

- To learn to plot two equations on graph.
- Formulate the given situation as a pair of linear equations and hence find their solution.
- To analyze graph
- Uses graphical and other methods in order to find solutions of pairs of linear equations in two variables

Application:

- Almost any situation where there is an unknown quantity can be represented by a linear equation, like figuring out income over time, calculating mileage rates, or predicting profit.

ICT Integrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Aggarwal Textbook, R.D Sharma, study mantra, State board text book, Google.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ms Shalini Negi **Class-10** **Subject: Math**

No. of periods-10

Month- June

Topic: Quadratic Equation

Subtopic:

- Introduction to Quadratic Equations
- Quadratic Equations
- Solution of a Quadratic Equation by Factorisation
- Solution of a Quadratic Equation by Quadratic Formula
- Nature of Roots

Specific objective:

- Introduction explanation and definition of quadratic equations.
- Difference between the quadratic equations and quadratic polynomials.
- Relationship between roots and coefficients of quadratic polynomials.
- Method of finding the roots by factor method, by the method of completing the square and by quadratic formulas.
- Discuss the nature of roots by using discriminant.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

- **Lab Act** -To find the solution of a quadratic equation geometrically.

Resources:

- Text book, PPT, Reference book.

Board work:

Quadratic Equation Formula

The solution or roots of a quadratic equation are given by the quadratic formula:

$$(\alpha, \beta) = [-b \pm \sqrt{(b^2 - 4ac)}]/2ac$$

Nature Of Roots Of Quadratic Equation

Value of Discriminant	Nature of Roots	
D > 0	Real, Distinct	
	D is a perfect square	Rational roots
	D is not a perfect square	Irrational roots
D = 0	Real, Equal	
D < 0	Complex, Distinct (A pair of complex conjugates)	

Learning outcomes:

Learner will be able to

- Recall the concept of quadratic polynomials and correlate with linear equation and quadratic equation.
- Represent the equation in general form as $ax^2 + bx + c = 0$ where a, b, c are real numbers $a \neq 0$.
- Solve the quadratic equation by using different methods.
- Recall factorization method and apply the same to quadratic equation.
- Apply the method of completing the squares to solve a quadratic equation and show the same geometrically.
- Calculate discriminant to find nature of roots and apply the same to problem solving.
- Demonstrates knowledge of application of various strategies

Application:

Application of quadratic equations are:

- These are useful in describing the trajectory of a ball, determining the height of a thrown object and in optimizing profit for businesses.

ICT Integrated:

- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

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MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ms Shalini Negi Class-10
Subject: Math No. of periods-10

Month- June/ July

Topic: Arithmetic Progressions

Subtopic:

- Introduction Arithmetic Progressions
- nth Term of an AP
- Sum of First n Terms of an AP

Specific objective:

- To give knowledge about Arithmetic Progressions
- To acquire knowledge about sequences and terms
- To Learn about Progressions
- To acquire knowledge about Arithmetic Progressions
- To know about terms, firs term common difference
- To know the general form of A.P.
- To acquire knowledge about nth term of A.P.
- To acquire knowledge about sum of n terms of A.P.

- To know formula to find sum of n terms when first term (a) and last term (l) are given

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

- **Lab Act** – To verify the formula $a_n = a + (n-1)d$ for $n\ th$ term of an A P.

Resources:

- Text book, PPT, Videos, study mantra, state board text book, Reference book.

Board work:

Sum of n terms in AP	**n/2[2a + (n – 1)d]**
Sum of natural numbers	**n(n+1)/2**
Sum of square of 'n' natural numbers	**[n(n+1)(2n+1)]/6**
Sum of Cube of 'n' natural numbers	**$[n(n+1)/2]^2$**

Learning outcomes:

Learner will be able to

- Recognize the patterns in a given series.
- Understand the term 'common difference 'and its importance in an A.P.
- Identify the situations in daily life where the A.P.is observed and apply it in solving problems
- Identify the first term and the common difference Apply the formula and calculate the nth term of an AP
- Apply up to n terms the formula and calculate the sum of an A.P.
- Develops strategies in order to apply the concept of AP to daily life situations.

Application:

- It is used to generalise a set of patterns that we observe in our day to day life.

ICT Integrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

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MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ms Shalini Negi Class-10

Subject: Math No. of periods-12

Month- July

Topic: Triangles

Subtopic:

- Triangles Introduction
- Similar Figures
- Similarity of Triangles
- Criteria for Similarity of Triangles
- Areas of Similar Triangles
- Pythagoras Theorem

Specific objective:

- To acquire the knowledge about similarity
- To acquire the knowledge about the similarity of triangles
- To understand the conditions for similarity of triangles
- To understand the criteria for similarity of triangles
- To understand the Thales theorem and its application
- To understand the Converse of Thales theorem
- To understand the Areas theorem
- To understand the Pythagoras theorem
- To apply the theorems in daily life situations
- To develop the skill of applications of theorems in new situations

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

- To prove Pythagoras Theorem by paper cutting and folding.
- Lab Act –
  (i) To verify Basic Proportionality Theorem (Thales Theorem).
  (ii) To find the height of the tree / pole by using the properties of Similar Triangles.

Resources:

- Text book, PPT, Videos, study mantra, state board text book, Reference book.

Board work:

two triangles ΔABC and ΔPQR, are similar if,

i) $\angle A = \angle P, \angle B = \angle Q$ and $\angle C = \angle R$

ii) $\frac{AB}{PQ} = \frac{BC}{QR} = \frac{AC}{PR}$

Learning outcomes:

Learner will be able to

- To understand the concept of similarity of triangles.
- To prove and apply Basic Proportionality Theorem
- To learn and apply similarity rules (SAS,SSS,ASA, RHS)
- To learn and apply Pythagoras Theorem and its converse.
- Uses reasoning in order to differentiate between congruent and similar figures.
- Uses different geometric criteria established earlier such as Basic Proportionality Theorem etc. in order to establish properties for similarity of two triangles.

Application:

- The two most common triangular forms used in architecture are equilateral and isosceles. Triangles are effective tools for architecture and are used in the design of buildings and other structures as they **provide strength and stability**.

ICT Integrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

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MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ms Shalini Negi Class-10

Subject: Math No. of periods-12

Month-July / August

Topic: Coordinate Geometry

Subtopic:

- Coordinate Geometry Introduction
- Distance Formula
- Section Formula
- Area of a Triangle

Specific objective:

- To plot the points in coordinate plane.
- To apply distance formula to find the distance between two points.
- To use Section formula to find a point between two given points with a given ratio.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

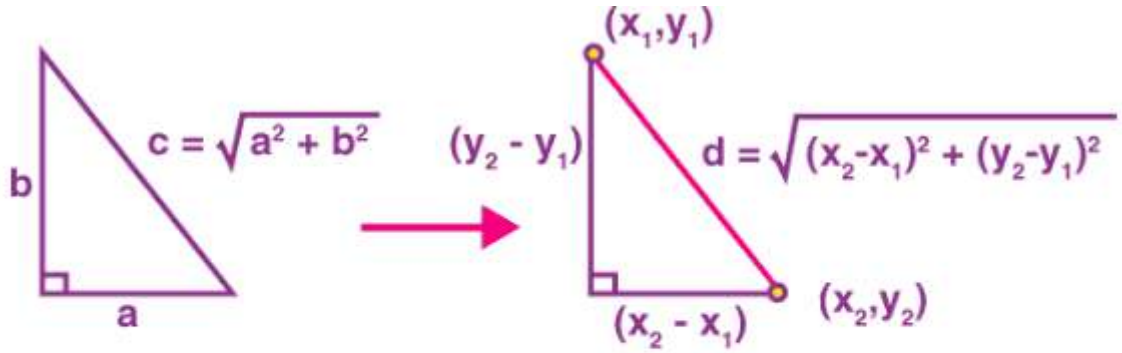
Activities:

- Lab Act – To verify Distance Formula by Graphical Method.

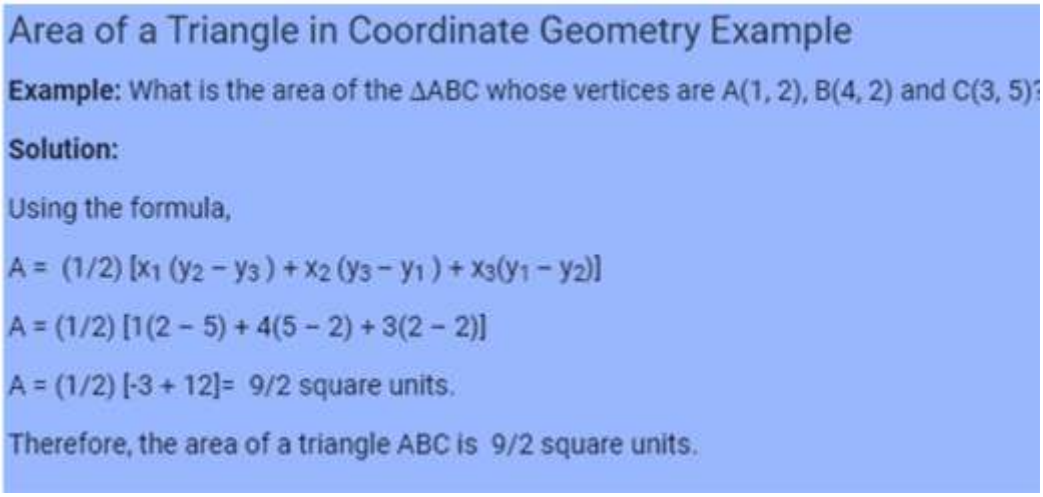
Resources:

- Text book, PPT, Videos, study mantra, state board text book, Reference book.

Board work:



$$d = \sqrt{(x_2-x_1)^2 + (y_2-y_1)^2}$$



Learning outcomes:

Learner will be able to

- To recall/recognize distance formula, section formula.
- Formula for finding area of triangle in term of coordinates.
- To prove distance formula , section formula and formula for area of triangle in terms of coordinates
- To differentiate distance formula, section formula and area of triangle formula
- To use the distance formula, section formula area of triangle formula in solving problems
- To use the knowledge of coordinate geometry in daily life
- To construct the Cartesian plane
- To plot the pints in the coordinate plane using the coordinates.
- To handles the geometrical instruments with ease and proficiency during the construction of Cartesian plane and plotting the points

Application:

- To enable the students to apply the acquired knowledge and understanding of coordinate plane in the next unit i.e. in Linear equations in two variables.

Specifications:

- To use the distance formula and section formula in solving problems
- To use the knowledge of coordinate geometry in daily life

ICT Integrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal Textbook, R.D Sharma, study mantra, State board text book, Google.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ms Shalini Negi Class-10
Subject: Math No. of periods-12

Month- August/September

Topic: Introduction to Trigonometry

Subtopic:

- Introduction To Trigonometry
- Trigonometric Ratios
- Trigonometric Ratios of Some Specific Angles
- Trigonometric Ratios of Complementary Angles
- Trigonometric Identities

Specific objective:

- To prove Trigonometric ratios
- To verify Trigonometric identities
- To differentiate Trigonometric identities from one another
- To find the Trigonometric ratios of specific angles
- To convert the identity into the required form

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

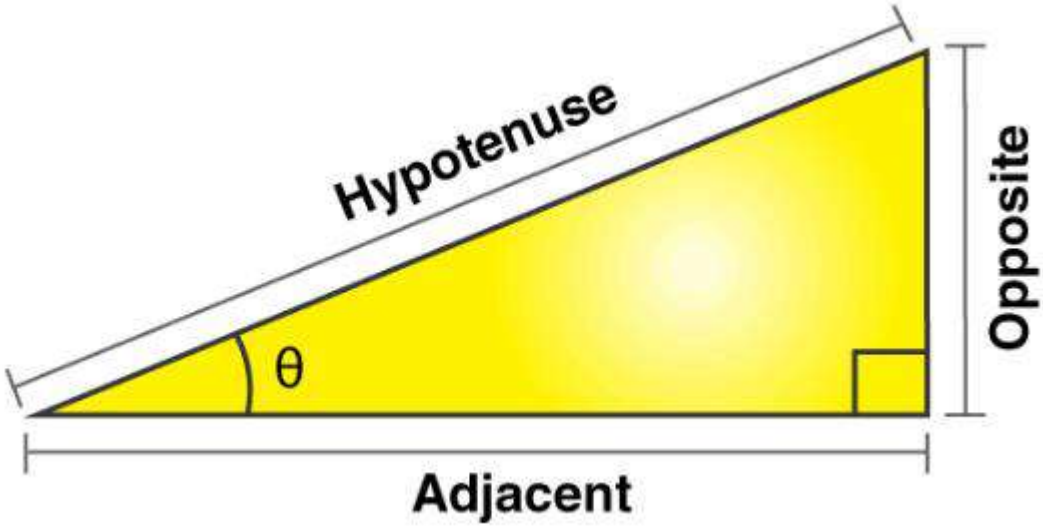
Activities:

- Verify experimentally a trigonometric identity $\sin^2 x+\cos^2 x=1$

Resources:

- Text book, PPT, Videos, study mantra, state board text book, Reference book.

Board work:



Functions	Abbreviation	Relationship to sides of a right triangle
Sine Function	sin	Opposite side/ Hypotenuse
Tangent Function	tan	Opposite side / Adjacent side
Cosine Function	cos	Adjacent side / Hypotenuse
Cosecant Function	cosec	Hypotenuse / Opposite side
Secant Function	sec	Hypotenuse / Adjacent side
Cotangent Function	cot	Adjacent side / Opposite side

Learning outcomes:

Learner will be able to

- To recall/recognize Trigonometric ratios.
- To recall Trigonometric ratios of specific angles and complementary angles.
- To recall Trigonometric Identities.
- To prove Trigonometric ratios.
- To verify Trigonometric identities.
- To differentiate Trigonometric identities from one another.
- To find the Trigonometric ratios of specific angles.
- To convert the identity into the required form.
- To use Trigonometric ratios in solving problems.
- To use the knowledge heights and distances in daily life.
- To handles the geometrical instruments with ease and proficiency.
- To carry out the oral and written calculations with ease and speed.

Application:

- To enable the students to apply the acquired knowledge and understanding of Trigonometry in solving exercise problems and in daily life.

Specifications:

- To use Trigonometric ratios in solving problems

- To use the knowledge heights and distances in daily life

ICT Integrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal Textbook, R.D Sharma, study mantra, State board text book, Google.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ms Shalini Negi Class-10
Subject: Math
Month-September No. of periods-10

Topic: Some Applications of Trigonometry

Subtopic:

- Introduction to Some Applications Of Trigonometry
- Heights and Distances

Specific objective:

- This lesson will introduce students to various concepts related to trigonometry.
- Line of sight
- Angle of elevation and depression
- They will be able to solve the word problems on heights and distances using trigonometric ratios.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

- To make aclinometer and use it to measure the height of the object

Resources:

- Text book, PPT, Videos, study mantra, state board text book, Reference book.

Board work:

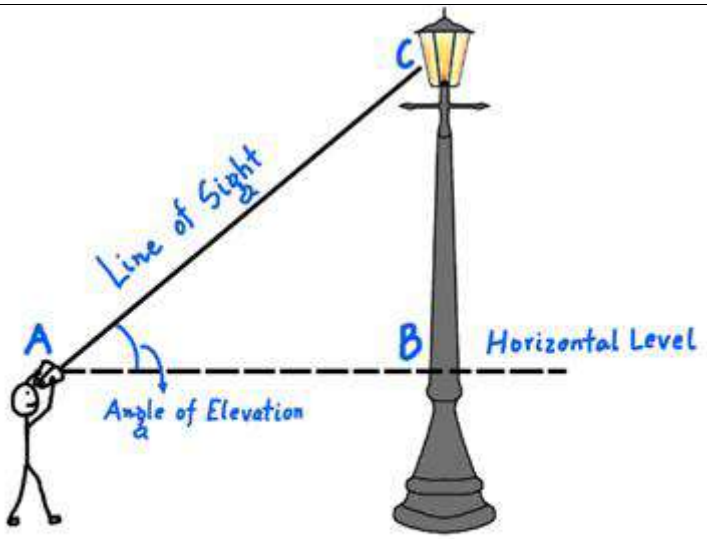


Figure 1: Angle of Elevation: A boy looking at the lamp

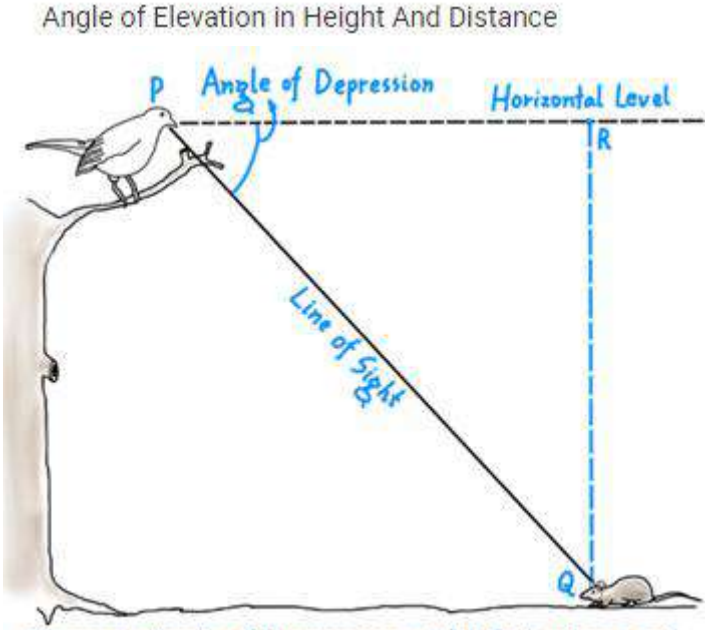


Figure 2: Angle of Depression: A bird viewing a rat

Learning outcomes:

Learner will be able to

- Students will know about line of sight.
- Students will know about angle of elevation and depression.
- Students will know about use of trigonometric ratios in daily life.
- Students will be able to draw diagram of given height and distance question.
- Students will be able to find the height of any object.
- Students will be able to find the angle of elevation with the help of trigonometric ratios.
- Students will be able to solve the word problems on heights and distances using trigonometric ratios.

Application:

- Trigonometry is interesting and has many useful applications in the field of astronomy, geography etc.
- One of the useful applications of trigonometry is to calculate the height of a tower or a peak or the distance of a ship sailing in the sea.

ICT Integrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal Textbook, R.D Sharma, study mantra, State board text book, Google.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ms Shalini Negi Class-10

Subject: Math No. of periods-8

Month - October

Topic: Circles

Subtopic:

- Circles Introduction
- Tangent to a Circle
- Number of Tangents from a Point on a Circle

Specific objective:

- Knowledge in the concepts and theorems of tangents, different properties of tangents and tangent segments from an external point.
- Understand the above concepts and theorems.
- Apply the knowledge in solving different problems related to tangents.
- Develops skill in using different mathematical results.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

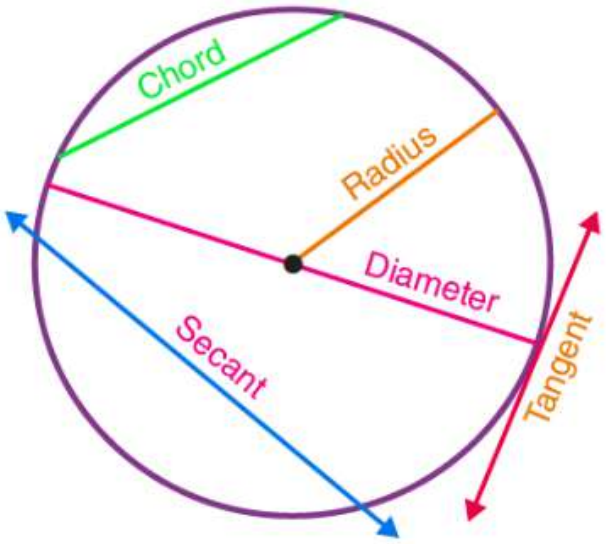
Lab Act –

- To find the number of tangents from a point to a circle.
- To verify that lengths of tangents from an external point to a circle are equal.

Resources:

- Text book, PPT, Videos, study mantra, state board text book, Reference book.

Board work:



Learning outcomes:

Learner will be able to

- To develop the mathematical skills like speed, accuracy, neatness, brevity, estimation, etc among the students.
- To develop their logical thinking, reasoning power, analytical thinking, critical thinking.
- To develop their power of decision-making and observing minutely.
- To develop the technique of problem solving.
- To recognize the adequacy or inadequacy of given topic (circles) in relation to any problem on individual basis.
- To develop their ability to analyze about triangles, parallelogram and its properties, to draw inferences and to generalize from the given explanation of different book.
- To develop their heuristic attitude and to discover solutions and proofs with their own independent efforts.
- To develop their mathematical knowledge for solving problems based on area of parallelogram and triangles.
- To develop their scientific attitude i.e. to estimate, find and verify results.

Application:

- Camera lenses, pizzas, Ferris wheels, rings, steering wheels, cakes, pies, buttons, etc. are some real-life examples of circles. Circles have uses in real life and their varied features, including radius, diameter, circumference, and area.

ICT Integrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal Textbook, R.D Sharma, study mantra, State board text book, Google.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ms Shalini Negi Class-10

Subject: Math

Month- October No. of periods-8

Topic: Areas Related to Circles

Subtopic:

- Areas Related To Circles Introduction
- Perimeter and Area of a Circle-A Review
- Areas of Sector and Segment of a Circle
- Areas of Combination of Plane Figures

Specific objective:

- Students would be able to identify the various parts of circle as arc, sector and segment and calculate their lengths and areas and areas of combination of plane figures, thereby inculcating competencies like collaboration, critical thinking and communication.

Methodology:

- Think pair and Share
- Inductive and deductive method
- Brain storming,
- Discussion of Muddiest Point
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

- Ares of sectors formed at the vertices of a Triangle
- Areas of a circle

Resources:

- Text book, PPT, Videos, study mantra, state board text book, Reference book.

Board work:

$$\text{Area of the sector of angle } \theta = \frac{\theta}{360} \times \pi r^2,$$

$$\text{length of an arc of a sector of angle } \theta = \frac{\theta}{360} \times 2\pi r$$

Learning outcomes:

Learner will be able to

- After studying this lesson student should know the circle and its components.
- Student should know the area and perimeter related to all the plane figures like circle, semi-circle, quadrant, segment, sector, different types of triangles and different types of quadrilaterals.
- Students should know the method of solving the problems of plane figures in combination form.
- Student establishes co-relation between area of circle and area of segment of a circle and area of sector of a circle.
- Student identifies the contexts where areas of segments and sectors of a circle may be used in day-to-day problems.

Application:

- Camera lenses, pizzas, Ferris wheels, rings, steering wheels, cakes, pies, buttons, etc. are some real-life examples of circles. Circles have uses in real life and their varied features, including radius, diameter, circumference, and area.

ICT Integrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal Textbook, R.D Sharma, study mantra, State board text book, Google.

Teacher's Name: Ms Shalini Negi Class-10
Subject: Math No. of periods-4

Month- November

Topic: Probability

Subtopic:

- Theoretical/classical probability
- formula for probability of an event
- Possible outcomes and favourable outcomes of an event.

Specific objective:

- Define Theoretical/classical probability.
- Find the number of possible outcomes and favourable outcomes of an event.
- Write the formula for probability of an event.
- Determine the complementary event of an event.
- Solve the problems based on probability.
- Perform activity on Probability.
- Apply theoretical probability in studying higher order Mathematics.

Methodology:

- . Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.

Activities:

- Double colour card experiment to get familiar with probability

Resources:

- Text book, PPT, Videos, study mantra, state board text book, Reference book.

Board work:

$$P(A) = \frac{Number\ of\ Favourable\ Outcome}{Total\ Number\ of\ Favourable\ Outcomes}$$

Learning outcomes:

- Solve the problems based on probability.
- Perform activity on Probability.

Application: :

- To apply the above acquired knowledge and understanding ting solving exercise problems and the problems in the daily life.

Specifications :

- To use the knowledge of probability in daily life.

ICT Integrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ms Shalini Negi Class-10
Subject: Math

Month- November No. of periods-10

Topic: Surface Areas And Volumes

Subtopic:

- Surface Areas And Volumes Introduction
- Surface Area of a Combination of Solids
- Volume of a Combination of Solids
- Conversion of Solid from One Shape to Another
- Frustum of a Cone

Specific objective:

- To recognize shapes of cuboid, cube, cylinder, cone, sphere and hemisphere and the frustum of a cone.
- To recall the formulae of surface area and volume of cuboid, cube , cylinder, cone, sphere and hemisphere and the frustum of a cone.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

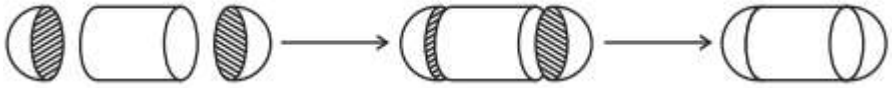
- **Lab Act** – To compare the volumes of a right circular cylinder and a right circular cone of same base radii and same height.

Resources:

- Text book, PPT, Videos, study mantra, state board text book, Reference book.

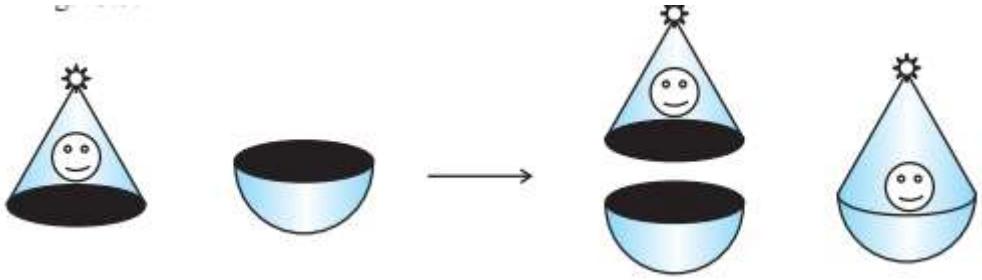
Board work:

Surface Area of a Combination of Solids



TSA of new solid = CSA of one hemisphere + CSA of cylinder
+ CSA of other hemisphere

where TSA, CSA stand for 'Total Surface Area' and 'Curved Surface Area' respectively.



Total surface area of the toy = CSA of hemisphere + CSA of cone

Learning outcomes:

Learner will be able to

- Visualizes objects in surrounding as a combination of different solids like cylinder and a cone, cylinder and a hemisphere, combination of different cubes etc. in order to find their surface areas and volumes

Application:

Application of surface area and volumes are:

- To enable the students to apply the above acquired knowledge and understanding ting solving exercise problems and the problems in the daily life.

Specifications :

- To use the knowledge of cuboid, cube, cylinder, cone, sphere, and frustum of a cone shapes in daily life.
- To use the learnt formulae in solving exercise problems.
- To analyze the problem to choose appropriate method
- To suggest alternative method to solve a problem
- To convert the given dimensions into the dimensions of new solid formed

ICT Integrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal Textbook, R.D Sharma, study mantra, State board text book, Google.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2025-26

Teacher's Name: Ms Shalini Negi Class-10

Subject: Math No. of periods-7

Month- November

Topic: Statistics

Subtopic:

- Statistics Introduction
- Mean of Grouped Data
- Mode of Grouped Data
- Median of Grouped Data
- Graphical Representation of Cumulative Frequency Distribution

Specific objective:

- To recall the formulae of mean, median and mode of the grouped data

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

- Raw data collection, grouping, analysing and interpretation
- Lab Act – To draw Less than type and More than type Ogive for the given data.

Resources:

- Text book, PPT, Videos, study mantra, state board text book, Reference book.

Board work:

$$\bar{x} = \frac{\sum_{i=1}^{n} f_i x_i}{\sum_{i=1}^{n} f_i}$$

which, more briefly, is written as $\bar{x} = \frac{\Sigma f_i x_i}{\Sigma f_i}$, if it is understood that i varies from 1 to n.

$$\textbf{Class mark} = \frac{\textbf{Upper class limit} + \textbf{Lower class limit}}{\textbf{2}}$$

$$\text{Mode} = l + \left(\frac{f_1 - f_0}{2f_1 - f_0 - f_2} \right) \times h$$

where l = lower limit of the modal class,

h = size of the class interval (assuming all class sizes to be equal),

f_1 = frequency of the modal class,

f_0 = frequency of the class preceding the modal class,

f_2 = frequency of the class succeeding the modal class.

Learning outcomes:

Learner will be able to

- Getting acquainted with three measures of central tendency
- Developing ability to calculate these measures of central tendency using various methods
- Identification and application of suitable method for easy calculation
- Getting ability to apply concepts in real life situations

Application:

Application of statistics are:

- To apply the above acquired knowledge and understanding ting solving exercise problems and the problems in the daily life.

Specifications :

- To use the knowledge of statics in daily life.
- To use the formulae for mean, median and mode in solving exercise problems.
- To analyze the problem to choose appropriate method to solve it.
- To suggest alternative method to solve a problem.

ICT Integrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home.

Reference:

ncert.nic.in, R.S Agarwal Textbook, R.D Sharma, study mantra, State board text book, Google.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name – Ms. Pranita Sharma **Grade - X**

Subject - German **Month - April**

Topic – L6: Magst du grüne Bohnen **No. of Periods - 20**

Subtopic: Students will be able to make sentences with "ob".

Specific objective: Children will be able to present a topic. Children will be able to tell advantages and disadvantages.

Methodology: Explanation, discussion and interaction withthe students.

Activities: To make sentences with "ob". Present a topic in class.

Resources: Textbook

Board work: - Exercises of fill in the blanks and making sentences with ob.

Learning outcomes: Students will make sentences with ob & wie.
Students will be able to tell advantages and disadvantages
Present a topic in class

Application: To present a topic. To tell advantages and disadvantages.

Extra questions/ Class assessment/ Recapitulation: Doing exercises given in textbook, workbook and meanings of the words given in textbook.

Homework/ worksheets: Worksheets on unseen passage and fill in the blanks will be done.

Reference: Beste Freunde. B1.1

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name – Ms. Pranita Sharma **Grade - X**

Subject - German **Month – June, July**

Topic – L7: Die App, die den Dieb findet **No. of Periods - 30**

Subtopic:. Students will be able to make sentences in the past tense Students will make sentences with "um", "über", gegenüber Students will know relative clause: relative pronoun with prepositions. Students will know degrees of adjectives: comparative and superlative
Specific objective: Students will be able to ask for directions and describe the route.
Methodology: Explanation, discussion and interaction with the students
Activities: Students will make a chart of their room and tell the direction. Students will make a slogan for advertisement. Students will make a chart explaining comparative and superlative degrees
Resources: Textbook
Board work: – Exercises of fill in the blanks and making sentences in past tense
Learning outcomes: Students will make sentences with "um", "über", gegenüber Students will be able to make sentences in the past tense Students will know degrees of adjectives: comparative and superlative
Application: to be able to ask for directions and describe the route.
Extra questions/ Class assessment/ Recapitulation: : Doing

exercises given in textbook, workbook and meanings of the words given in textbook.
Homework/ worksheets: Exercises from the workbook and Textbook
Reference: Beste Freunde. B1.1

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name – Ms. Pranita Sharma **Grade - X**

Subject - German **Month – August**

Topic – L8: Einfach Sprachen lernen **No. of Periods - 20**

Subtopic: Students will know the subordinate clause: "obwohl and weil"

Specific objective: Students will be able to talk about one's own experience with foreign language

Students will be able to negotiate

Methodology: Explanation, discussion and interaction with the students

Activities: to make sentences with obwohl and weil

Resources: Textbook

Board work: **-** Exercises of fill in the blanks and making sentences with obwohl and weil.

Learning outcomes: Students will be able to read and solve questions related to weil & obwohl

Students will be able to talk about limitations

Application: Students will be able to talk about one's own experience with foreign language

Extra questions/ Class assessment/ Recapitulation: Doing

exercises given in textbook, workbook and meanings of the words given in textbook.

Homework/ worksheets: Worksheets on unseen passage and fill in the blanks will be done.

Reference: Beste Freunde. B1.1

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name – Ms. Pranita Sharma **Grade - X**

Subject - German **Month – October**

Topic – L9: Deine Hilfe zählt **No. of Periods - 20**

Subtopic: Students will be able to make sentences with relative pronoun "wo – was"

Specific objective: Children will be able to narrate about one's own life

Methodology: Explanation, discussion and interaction with the students

Activities: Students will be able to speculate and state the order of events.

Resources: Textbook

Board work: - Exercises of fill in the blanks and making sentences with clause of time: "als, nachdem" & relative pronoun "wo – was"

Learning outcomes: Children will be able to narrate about one's own life

Children will be able to speculate and state the order of

events.

Students will be able to make sentences with relative pronoun “wo – was”

Application: Students will be able to talk to speculate

Extra questions/ Class assessment/ Recapitulation: Doing exercises given in textbook, workbook and meanings of the words given in textbook.

Homework/ worksheets: Worksheets on unseen passage and fill in the blanks will be done.

Reference: Beste Freunde. B1.1

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-2026)

Teacher’s Name: Ms. Sonali Mandlik
Class: 10
Subject: AI

Topic: Unit 3: Information and Communication Technology Skills-II

No. of periods: 8

Subtopic:

- Different operating systems.
- Apply basic skills for care and maintenance of computer

Specific objective:

Students will:

- Students understand distinguish between different operating systems.
- Students understand apply basic skills for care and maintenance of computer

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Teacher will explain to children about distinguish between different operating systems.

Period 2: Students demonstrate apply basic skills for care and maintenance of computer

Period 3: The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done.

Period 4: The children are asking to do the activities related to computer are practiced. Let students more practice with the help of supplement in the lab.

Activities:

Demonstration and practicing of creating, renaming and deleting files and folders, saving files in folders and sub- folders, saving files and folder, restoring files and folders from recycle bin

Learning outcomes:

- Demonstrate knowledge of apply basic skills for care and maintenance of computer

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment

Extra questions

Questions related to Ms paint and word for the understanding of the students.

Recapitulation: Recap would be done by practical work in the class & through class test

Homework/ worksheets: Yes

Reference: Google, Internet:

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2024-25

Teacher's Name: Ms. Sonali Mandlik Class: 10
Subject: AI Topic: Unit 3: Advance Python*(To be assessed through Practicals)
No. of periods: 8

Subtopic:

- Jupyter Notebook
- Introduction to Python
- Python Basics
- Python Character Set
- ASCII and Unicode
- Valid character types in Python

Specific objective:

Students understand
Understand Python's character set
• Identify valid characters in Python (leters, digits, symbols)
• Recognise whitespace and Unicode support

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Teacher will explain to children install accancoda.
Period 2: Students tell about Installing Jupyter Notebook
Understand the meaning and types of tokens
• Learn the rules for naming identifiers
• Define variables and differentiate between valid and invalid names
Period 3: The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done.
Period 4: Self-Assessment and Group discussion

Activities:

- How to install accancoda
- Installing Jupyter Notebook
- Group task: Identify tokens in sample Python code
- Use online simulation (e.g. Python IDE playground) to test identifiers
- Match the operator with its symbol and function
- Conduct a small type conversion coding exercise in pairs
- Edit and run sample code to fix indenta  on issues
- Create a Python program with comments and user input

Learning outcomes:

Students understand
Session: Jupyter Notebook
Session: Introduction to Python
Session: Python Basics
Application: To relate the concept taught to everyday situations in life.
Extra questions/ Class assessment/ Recapitulation :

Class assessment

1. List five examples of valid characters in Python.

2. Define ASCII and Unicode with one example each

3. Write a Python program to display the first and last colors from the following list.color_list= ["Red","Green","White" ,"Black"]

Extra questions

Write a Python program to display the examination schedule. (extract the date from exam_st_date).exam_st_date= (10, 03, 2021)Sample Output : The examination will start from : 10 / 03 / 2021

Homework/ worksheets:

1. Write one example each of single-line and multi-line comment.
2. Why is indentation important in Python?
3. Write a Python expression using arithmetic and logical operators.
4. Explain any two data types with examples.

Reference: Google, Internet:

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan

Teacher's Name: Ms. Sarita Jeowani Class: 10
Subject: AI Topic:
INTRODUCTION TO AI
No. of periods: 8

Subtopic:

Session: What is Intelligence?
Session: Decision Making.

- How do you make decisions?
- Make your choices!

Session: what is Artificial Intelligence and what is not?
Session: Introduction to AI and related terminologies.

- Introducing AI, ML & DL.
- Introduction to AI Domains (Data, CV & NLP)

Session: Applications of AI - A look at Real-life AI implementations
Session: AI Ethics

Specific objective:

Students will able to understand:

- Foundational concepts of AI
- Basics of AI: Let's Get Started

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Teacher will explain to children about communication and its importance.

Period 2: Students demonstrate different types of communication

Period 3: The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done.

Period 4: The children are asking to do the activities related to computer are practiced. Let students more practice with the help of supplement in the lab.

Activities:

- Session: What is Intelligence?
- Session: Decision Making. ● How do you make decisions? ● Make your choices!
- Session: What is Artificial Intelligence and what is not?
- Session: Introduction to AI and related terminologies.
  - ● Introducing AI, ML & DL.
  - ● Introduction to AI Domains (Data, CV & NLP)
- Session: Applications of AI – A look at Real-life AI implementations
- Session: AI Ethics

Learning outcomes:

Students understand

- Foundational concepts of AI
- Basics of AI.

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment

1. What is the definition of artificial intelligence?

2. Who coined the term artificial intelligence?

Extra questions

1. AI terminology – What are the most common AI terms you should know?
2. Can artificial intelligence be dangerous?
3. How will artificial intelligence change the future?

Homework/ worksheets: Yes

Reference: Google, Internet:

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan

Teacher's Name: Ms. Sarita Jeowani Class: 10
Subject: AI Topic:
Communication Skills-II

No. of periods: 8

Subtopic:

- Methods of Communication.
- Verbal Communication.
- Non-verbal Communication.
- Communication Cycle and Importance of Feedback.
- Barriers to Effective Communication.
- Writing Skills – Part of Speech.

Specific objective:

- Demonstrate knowledge of various methods of communication
- Provide descriptive and specific feedback
- Apply measures to overcome barriers in communication.
- Apply principles of communication
- Demonstrate the knowledge of basic writing skills

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Teacher will explain to children about communication and its importance.

Period 2: Students demonstrate different types of communication

Period 3: The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done.

Period 4: The children are asking to do the activities related to computer are practiced. Let students more practice with the help of supplement in the lab.

Activities:

- Writing pros an cons of written, verbal and non-verbal communications
- Listing do's and don'ts for avoiding common body language mistakes
- Constructing sentences for providing descriptive and specific feedback.
- Enlisting barriers to effective communication
- Applying measures to overcome barriers in communication
- Constructing Sentences that conveys all facts required by the receiver
- Expressing in a manner that shows respect to the receiver of the message.
- Exercises and games on applying 7Cs
- Demonstration and practice of writing sentences and paragraphs on topics related to the subject

Learning outcomes:

Students understand

- Demonstrate knowledge of various methods of communication
- Provide descriptive and specific feedback
- Apply measures to overcome barriers in communication.
- Apply principles of communication
- Demonstrate the knowledge of basic writing skills

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment

1. How many types of communication method?
2. What are the important parts of communication?

Extra questions

1. What are the right methods of communication?

Homework/ worksheets: Yes
Reference: Google, Internet:

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan

Teacher's Name: Ms. Sarita Jeowani Class: 10
Subject: AI Topic: **AI PROJECT CYCLE**
No. of periods: 8

Subtopic:

- Introduction
- Problem Scoping
- Data Acquisition
- Data Exploration
- Modelling
- Introduction to Rule Based & Learning Based AI Approaches
- Introduction to Supervised Unsupervised & Reinforcement Learning Models
- Neural Networks
- Evaluation

Specific objective:

- The major role of AI Project Cycle is to distribute the development of AI project in various stages so that the development becomes easier, clearly understandable and the steps / stages should become more specific to efficiently get the best possible output.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Teacher will explain to children about Project and Project Cycle
Period 2: Students will share their view on System Maps and Data Visualization
Period 3 The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done.
Period4: Self-Assessment and Group discussion .

Activities:

- **Session:** Introduction to AI Project Cycle
- **Session:** Understanding Problem Scoping & Sustainable Development Goals
- **Session:** Simplifying Data Acquisition
- **Session:** Introduction to modelling
- **Session:** Evaluating the idea!

Learning outcomes:

Students understand

- Problem scoping
- Development goals

- Modeling
- Evaluation of ideas

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment

1. What is problem scoping?
2. What is 4Ws canvas?

Extra questions

1. What is difference between Training Data and Testing Data?

Homework/ worksheets: Yes
Reference: Google, Internet:

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan

Teacher's Name: Ms. Sarita Jeowani Class: 10
Subject: AI Topic: Self-management Skills-II
No. of periods: 8

Subtopic:

- Stress Management
- Strength and Weakness Analysis
- Self-Motivation
- Self-Regulation

Specific objective:

- Managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- Apply stress management techniques
- Demonstrate the ability to work independently

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Teacher will explain to children about self-management and help to identify the factors that help in building self-confidence.
Period 2: Students tell about them self in front of class and their strengths
Period 3: The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done.
Period 4: Self-Assessment and Group discussion

Activities:

- Exercises on stress management techniques- yoga, meditation, physical exercises
- Preparing a write – up on an essay on experiences during a holiday trip
- Demonstration on working independently

- Goals
- Planning of an activity
- Executing tasks in a specific period, with no help or directives
- Demonstration on the qualities required for working independently

Learning outcomes:

Students understand

- What is stress?
- Management Techniques
- Ability to work Indepently
- Techniques for Identifying your Strengths and Weaknesses\
- Difference between Interests and Abilities (Strengths)

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment

1. **Stress is identified as a condition in which a person is .....**

A) tensed
B) worried
C) relaxed
D) both (A) and (B)

2. **The internal stress caused by .....**

A) pent-up worries
B) laziness
C) survival stress
D) experiences

Extra questions

1. Write three steps to manage stress.

Homework/ worksheets: Yes
Reference: Google, Internet:

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan

Teacher's Name: Ms. Sarita Jeowani Class: 10
Subject: AI Topic: Data Science
No. of periods: 8

Subtopic:

- Introduction to Data Science
- Application of Data Science
- Revisiting AI Project Cycle
- Data collection
- Sources of Data Collection
- Types of Data
- Data Access

Specific objective:

- Demonstrate knowledge of statistical data analysis techniques utilized in business decision making.
- Apply principles of Data Science to the analysis of business problems.
- Use data mining software to solve real-world problems.
- Employ cutting edge tools and technologies to analyze Big Data.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Teacher will explain to children about self-management and help to identify the factors that help in building self-confidence.
Period 2: Students tell about them self in front of class and their strengths
Period 3: The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done.
Period 4: Self-Assessment and Group discussion

Activities:

- Session: Introduction to Data Science
- Session: Applications of Data Science
- Session: Revisiting AI Project Cycle
- Session: Python for Data Sciences
- Session: Statistical Learning & Data Visualization
- Activity: Personality Prediction
- Session: Understanding K-nearest neighbor model

Learning outcomes:

Students understand

- Introduction
- Concepts of Data Sciences
- K-nearest neighbour model

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment

1. What is the difference between data analytics and data science?
2. Differentiate between the long and wide format data.

Extra questions

1. What do you understand by Imbalanced Data?

Homework/ worksheets: Yes
Reference: Google, Internet:

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan

Teacher's Name: Ms. Sarita Jeowani Class: 10

Subject: AI Topic:

Entrepreneurial Skills-II

No. of periods: 8

Subtopic:

- Who is Entrepreneurship?
- Entrepreneurship and society

Specific objective:

To make students learn about

- Identify various types of business activities
- Know the type of business found in our surrounding community.
- Understand the meaning of entrepreneurship development
- Identify the role and rewards of entrepreneurship

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Teacher will explain to children about entrepreneurship Types of businesses – service manufacturing, hybrid.

Period 2: Teacher will explain to children about Distinguishing characteristics of entrepreneurship and role and rewards of rewards of entrepreneurship.

Period 3: Students will share their view on entrepreneurship development

Period 4: The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done.

Period 5: Self-Assessment and Group discussion

Activities:

- Writing a note on entrepreneurship as career option
- Collecting success stories of first generation and local entrepreneurs
- Listing the entrepreneurial qualities analysis of strength and weaknesses
- Group discussion of self – qualities that students feel are needed to become successful entrepreneur
- Collect information and related data for a business
- Make plan in team for setting up a business

Learning outcomes:

Students understand

- Identify various types of business activities
- List the characteristics of successful entrepreneur

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment

1. Recapitulation: Recap would be done by practical work in the class & through class test.

Extra questions

1. Explain the concepts of an entrepreneur.
2. Discuss on Corporate entrepreneurship.

Homework/ worksheets: Yes

Reference: Google, Internet:

Balewadi

Lesson Plan

Teacher's Name: Ms. Sarita Jeowani Class: 10
Subject: AI Topic: **COMPUTER VISION**
No. of periods: 8

Subtopic:

- Application of Computer Vision
- Computer Vision Tasks
- Basics of Images
- Image Features
- Introduction to openCV

Specific objective:

- To enable computing devices to correctly identify an object or person in a digital image and take appropriate action.
- computer vision is a field of computer science that uses tools like deep learning and convolutional neural networks to develop different ways to help computers see and understand different types of media, such as photos and videos.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Teacher will explain to children about self-management and help to identify the factors that help in building self-confidence.
Period 2: Students tell about them self in front of class and their strengths
Period 3: The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done.
Period 4: Self-Assessment and Group discussion

Activities:

Session: Introduction to Computer Vision
Session: Applications of CV
Session & Activity: Understanding CV Concepts
● Pixels
● How do computers see images?
● Image Features
Session: Introduction to OpenCV
Hands-on: Image Processing
Session: Understanding Convolution operator
Activity: Convolution Operator
Session: Introduction to CNN

Learning outcomes:

Students understand

- Introduction
- Concepts of Computer Vision
- OpenCV
- Convolution Operator

- Convolution Neural Network

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment

1. Recapitulation: Recap would be done by practical work in the class & through class test.

Extra questions

Homework/ worksheets: Yes
Reference: Google, Internet:

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan

Teacher's Name: Ms. Sarita Jeowani Class: 10
Subject: AI Topic: Green Skills-II
No. of periods: 8

Subtopic:

- Society and Environment
- Our Role in Sustainable
- Sectors of Green Economy
- Policies for a green Economy
- Government and Private Agencies

Specific objective:

To make students learn about

- Know what is environment.
- Learn the relationship betwee`n society and environment, ecosystem and factors causing imbalance .
- Know about environment protection an dconservation

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Teacher will explain to children about to environment, Relationship between society and environment , ecosystem and environment , ecosystem, ecosystem and factors causing imbalance
Period 2: Teacher will explain to children about Environment protection and conservation.
Period 3: Students will share their view on entrepreneurship development
Period 4: The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done.
Period 5: Self-Assessment and Group discussion

Activities:

Activity: Testing
• Identify the problem related to Sustainable development in the community

• Group discussion on the importance of respecting and conserving indigenous knowledge and cultural heritage
• Discussion on the responsibilities and benefits of environmental citizenship, including the conservation and protection of environment values.
• Preparing models on rain water harvesting, drip/ sprinkler irrigation,vermin compost, solar energy, solar cooker.

Learning outcomes:

Students understand

- Demonstrate the knowledge of importance, problems and solutions related to sustainable development

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment

1. Describe the National Action Plan for Climate Change (NAPCC) in 4–5 lines.

2. Explain the importance of the Swachh Bharat Abhiyan in 4–5 lines.

Extra questions

1. Differentiate between the role of government and private agencies in a green economy.

Homework/ worksheets: Yes
Reference: Google, Internet:

MIS INTERNATIONAL SCHOOL,Balewadi

Lesson Plan

Teacher's Name: Ms. Sarita Jeowani Class: 10

Subject: AI Topic: NATURAL LANGUAGE PROCESSING

No. of periods: 8

Subtopic:

- Applications of natural language processing
- Chatbots
- Human language vs computer language
- Data processing

Specific objective:

- The ultimate aim of NLP is to **read, understand, and decode human words in a valuable manner**.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Teacher will explain to children about self-management and help to identify

the factors that help in building self-confidence.
Period 2: Students tell about them self in front of class and their strengths
Period 3: The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done.
Period 4: Self-Assessment and Group discussion

Activities:

Session: Introduction to Natural Language Processing
Session: NLP Applications
Session: Revisiting AI Project Cycle
Activity: Introduction to Chatbots
Session: Human Language VS Computer Language
Hands-on: Text processing
● Data Processing
● Bag of Words
● TFIDF
● NLTK

Learning outcomes:

Students understand

- Introduction
- Chatbots
- Language Differences
- Concepts of Natural Language Processing

Application:

- Automatic Summarization.
- Speech Recognition & Classification.
- Sentiment Analysis.
- Grammar Checks & Text Prediction.
- Translating Language.
- Chatbots & Voice Assistants.
- Market Intelligence.
- Text Classification.

Extra questions/ Class assessment/ Recapitulation :

Class assessment

1. What do you mean by Natural Language Processing?

Answer – The area of artificial intelligence known as natural language processing, or NLP, is dedicated to making it p for computers to comprehend and process human languages. The interaction between computers and human (natu languages is the focus of artificial intelligence (AI), a subfield of linguistics, computer science, information engineerin artificial intelligence. This includes learning how to programme computers to process and analyze large amounts of l language data.

Some of the example of Chatbot –

a. Mitsuku Bot
b. CleverBot
c. Jabberwacky
d. Haptik
e. Rose
f. Ochtbot

Extra questions

1. What is chatbot? Also write types of chatbot.

Homework/ worksheets: Yes
Reference: Google, Internet:

SCHOOL,Balewadi

Lesson Plan

Teacher's Name: Ms. Sarita Jeowani Class: 10
Subject: AI Topic: EVALUATION
No. of periods: 8

Subtopic:

- What is evaluation?
- Model Evaluation Tchnologies
- Confusion Matrix
- Evaluation Methods

Specific objective:

- Determining the effectiveness of the learning process or program.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Teacher will explain to children about self-management and help to identify the factors that help in building self-confidence.
Period 2: Students tell about them self in front of class and their strengths
Period 3: The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done.
Period 4: Self-Assessment and Group discussion

Activities:

- Session: Introduction to Model Evaluation
- Session & Activity: Confusion Matrix
- Session: Understanding Accuracy, Precision, Recall & F1 Score
- Activity: Practice Evaluation

Learning outcomes:

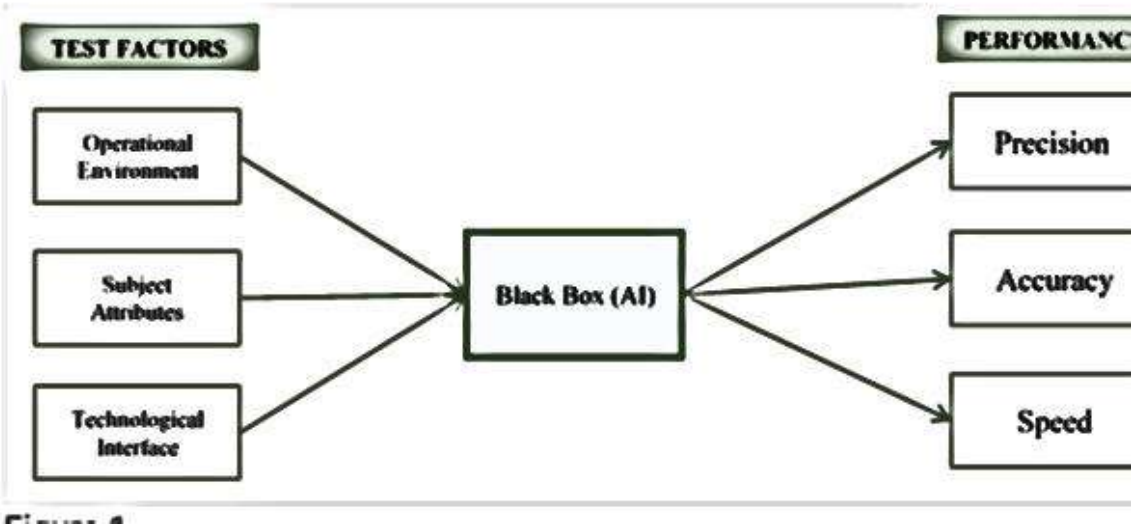
Students understand

- Introduction
- Confusion Matrix
- Evaluation Score Calculation

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment



Extra questions

1. What is overfitting?
2. What is recall in AI and give the example of equation?

Homework/ worksheets: Yes
Reference: Google, Internet:

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Ms.Vaishnavi Pandhare
Class: 10

Subject: Marathi
Month - April

Topic: १ तू बुद्धी दे
No. of periods: 2

Subtopic:

- तू बुद्धी दे

Specific objective:

- या प्रार्थनेत सन्मार्ग, सन्मती आणि सत्संग याचे महत्व विद्यार्थीना समजावून सांगणे.
- नेहमी सत्याचा मार्ग धरावा.
- अनाथांचे नाथ व्हावे हे विद्यार्थीना समजावून सांगणे.

Methodology:

- स्पष्टीकरण पध्दती

Activities:

- प्रार्थना ताला सुरात म्हणून घेतली.

Resources:

- पुस्तक.

Board work:

- शब्दार्थ लेखन

  तेज – उत्साह – (energy,)
  नव – नवीन – (new)
  चेतना – उत्तेजन, प्रोत्साहन – (inspiration)
  सर्वथा – सदैव, सर्व अर्थांनी –
  आजन्म – आयुष्यभर, जन्मभर – (lifetime)
  ध्यास – उत्कट इच्छा – (a great longing)
  तयांचा – त्यांचा – (to him)
  सोबती – सखा, मित्र – (friend)
  सापडेना – मिळेना – (not Found)
  वाट – रस्ता, मार्ग – (way)
  साधना – तपश्चर्या – (learning the hard way)
  सन्मार्ग – चांगला मार्ग – (true way)
  सन्मती – चांगली बुद्धी – (good thoughts)

Learning outcomes:

- या प्रार्थनेत सन्मार्ग ,सन्मती आणि सत्संग याचे महत्व कवीने सांगितले आहे.
- प्रार्थनेतून अंधारातून उजेडाकडे नेण्याची व संकटाला सामना करण्या ची शक्ती मिळते.
- प्रार्थना तालबद्ध पद्धतीने म्हणता येणे.
- आशयाची मध्यवर्ती कल्पना, सारांश, विचार समजला पाहिजे.
- प्रार्थनेचा भावार्थ समजला पाहिजे.

Application:

- विद्यार्थीना लहान ओळीतून मोठा आशय समजला.
- प्रार्थनेचा भावार्थ सांगता आला.
- प्रार्थना तालबद्ध पद्धतीने म्हणता येणे.

ICT Integrated:

- प्रार्थनेचा व्हिडीओ दाखविला.

Extra questions/ Class assessment/ Recapitulation:

- प्रार्थना वहीत लिहा.

Homework/ worksheets:

- प्रार्थनेचे वाचन करा.

Reference:

- अक्षरभारती मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Ms.Vaishnavi Pandhare

Class: 10

Subject: Marathi **Month** - April

Topic: २ संतवाणी **No. of periods**: 8

Subtopic:

- अंकला मी दास तुझा
- योगी सर्वकाळ सुखदाता
- नाम, सर्वनाम व त्याचे प्रकार

Specific objective:

- अभंगातील भावार्थ समजला पाहिजे.

- विद्यार्थीना महाराष्ट्रातील संस्कृती, संत, अभंग याची जाणीव करून देणे.
- अभंगातून परमेश्वर कृपेची याचना केली जाते. याची जाणीव करून देणे, याचे महत्व विद्यार्थीना समजावून सांगणे.

Methodology:

- स्पष्टीकरण पध्दती
- प्रश्नोत्तरांची चर्चा करून वहीत लेखन केले.
- व्याकरण – उदाहरणे देऊन स्पष्टीकरण केले.

Activities:

- संत नामदेव यांचा एक अभंग सांगा.
- संतवाणी ताला सुरात म्हणून घेतली.
- संत नामदेवयांच्या साहित्यातील एक अभंग किंवा भारुड ,सांगा.

Resources:

- पुस्तक.

Board work:

- शब्दार्थलेखन
- प्रश्नोत्तरे लेखन
- व्याकरण – उदाहरणे

Learning outcomes:

- अभंगातून परमेश्वर कृपेची याचना केली जाते. याची जाणीव होते.
- अभंगातील भावार्थ समजला.
- महाराष्ट्रातील संस्कृती, संत, अभंग याची माहिती समजते.
- संत नामदेव व संत एकनाथ यांची माहिती समजते.
- संतांचे साहित्य याची माहिती समजते.
- भाषेची लय व शैली समजून घेऊन त्याचा उपयोग करणे.

Application:

- अभंगातील भावार्थ सांगता आला.
- महाराष्ट्रातील संस्कृती, संत, अभंग याची माहिती विद्यार्थी सांगतात.
- संत नामदेव व संत एकनाथ यांची माहिती विद्यार्थी सांगतात.
- संतांचे साहित्य याची माहिती विद्यार्थी सांगतात.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- संतवाणीचा व्हिडीओ दाखविला.
- संतांबद्दल माहितीचा पॉवरपॉइंट प्रेझेन्टेशन दाखविले.

Extra questions/ Class assessment/ Recapitulation:

- अभंगाच्या ओळी पूर्ण करा.
- नाम, सर्वनाम चे प्रत्येकी पाच उदाहरणे लिहा.

Homework/ worksheets:

- अभंगाचे वाचन करा.

Reference:

- अक्षरभारती मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Ms.Vaishnavi Pandhare **Class**: 10

Subject: Marathi **Month** - April

Topic: 3 शाल **No. of periods**: 8

Subtopic:

- शाल
- विशेषण, क्रियापद

Specific objective:

- भारतातील विविध ऋतू व त्या बद्दल माहिती देणे.
- वेगवेगळ्या ऋतू मध्ये वापरले जाणाऱ्या कपड्यांची माहिती देणे.
- या पाठातून वस्तूच्या संदर्भातील असलेल्या आठवणी याचे महत्व विद्यार्थीना समजावून सांगणे.

Methodology:

- स्पष्टीकरण पध्दती
- प्रश्नोत्तरांची चर्चा करून वहीत लेखन केले.

- व्याकरण – उदाहरणे देऊन स्पष्टीकरण केले.

Activities:

- वस्तूच्या संदर्भातील तुमच्या असलेल्या आठवणी सांगा.
- पाठ वाचन घेतले.

Resources:

- पुस्तक.

Board work:

- शब्दार्थलेखन
- प्रश्नोत्तरे लेखन
- व्याकरण – उदाहरणे

Learning outcomes:

- निर्जीव वस्तू व त्याच्याशी निगडीत असलेल्या संवेदनशील भावना यांच्या भावस्पर्शी संदर्भाचे वर्णन यातून पाहता येते.
- जुने ते सोने या संकल्पना ची माहिती मुलांना सांगता आली.
- स्वतःचे विचार सुस्पष्टपणे मांडता येतात.
- पाठ्यपुस्तक आणि त्याच्याशी संबंधित इतर साहित्यांतआलेल्या नैसर्गिक, सामाजिक आणि इतर संवेदनशीलमुद्द्यांना समजून घेऊन त्यावर चर्चा करतात.

Application:

- विद्यार्थीनी लेखकाबद्दल माहिती सांगितली.
- विद्यार्थीनी पाठचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- लेखकाबद्दल माहितीचा व्हिडीओ दाखविला.

Extra questions/ Class assessment/ Recapitulation:

- विशेषण, क्रियापद चे प्रत्येकी पाच उदाहरणे लिहा.

Homework/ worksheets:

- पाठाचे वाचन करा.

Reference:

- अक्षरभारती मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Ms.Vaishnavi Pandhare
Class: 10

Subject : Marathi **Month** - June
Topic: ४ उपास **No. of periods**: 8

Subtopic:

- उपास
- वाक्य व त्याचे प्रकार

Specific objective:

- व्यक्तीचा संकल्प व त्याची पूर्ती काही वेळा यामध्ये कसे अंतर पडते.
- संकल्प पूर्ण नाही झाल्याने त्या व्यक्तीचे कसे हसू होते याचे वर्णन सांगितले आहे.

Methodology: स्पष्टीकरण पध्दती,

Activities:

- तुम्ही केलेला एखादा संकल्प व त्याची पूर्ती याबद्दल अनुभव सांगा.

Resources:

- पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- व्यक्तीचा संकल्प व त्याची पूर्ती यामध्ये कसे अंतर पडते आणि त्या पूर्ण नाही झाल्याने त्या व्यक्तीचे कसे हसू होते याचे वर्णन सांगितले आहे.
- स्वतःचे विचार सुस्पष्टपणे मांडता येतात.
- पाठ्यपुस्तक आणि त्याच्याशी संबंधित इतर साहित्यांतआलेल्या नैसर्गिक, सामाजिक आणि इतर संवेदनशीलमुद्द्यांना समजून घेऊन त्यावर चर्चा करतात.

Application:

- विद्यार्थीना संकल्प व त्याची पूर्ती याबद्दल आशय समजला.
- विद्यार्थीनी लेखकाबद्दल माहिती सांगितली.
- विद्यार्थीनी पाठचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- None

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण वाक्य व त्याचे प्रकार
-

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- अक्षरभारती मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Ms.Vaishnavi Pandhare

Class: 10

Subject: Marathi

Month - June

Topic: ५ दोन दिवस **No. of periods**: 5

Topic :

- दोन दिवस

Specific objective:

- या जीवनात येणारी सुख, दुख गोड मानून आनंदाने जगावे. याचे महत्व विद्यार्थीना समजावून सांगणे.

Methodology:

- स्पष्टीकरण पध्दती,

Activities:

- प्रार्थना ताला सुरात म्हणून घेतली.
- कवी नारायण सुर्वे यांची कविता सांगा.

Resources:

- पुस्तक.

Board work: -

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- विद्यार्थीना या जीवनात येणारी सुख, दुख गोड मानून आनंदाने जगावे हे समजले पाहिजे.
-

Application:

- विद्यार्थीना लहान ओळीतून मोठा आशय समजला.
- प्रार्थनेचा भावार्थ सांगता आला.
- प्रार्थना तालबद्ध पद्धतीने म्हणता येणे.

Extra questions/ Class assessment/ Recapitulation: -

- कवितेच्या ओळी पूर्ण करा.

Homework/ worksheets:

- कवितेचे वाचन करा.

Reference:

- अक्षरभारती मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Ms.Vaishnavi Pandhare

Class: 10

Subject: Marathi **Month** - July

Topic: ६ चुडीवाला **No. of periods**: 6

Topic : ६ चुडीवाला

- निबंधलेखन
- पत्रलेखन

Specific objective:

- विद्यार्थीना समाजाकडून उपेक्षित व कुष्ठरोगी लोकांच्या आयुष्यावर प्रकाश टाकणे.

Methodology:

- स्पष्टीकरण पध्दती,

Activities:

- एका समाजसेवकाची माहिती लिहा.

Resources:

- पुस्तक.

Board work:

- शाब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- विद्यार्थीना समाजाकडून उपेक्षित व कुष्ठरोगी लोकांच्या आयुष्यावर प्रकाश टाकणे.
- जुने ते सोने या संकल्पना ची माहिती मुलांना सांगता आली.
- स्वतःचे विचार सुस्पष्टपणे मांडता येतात.
- पाठ्यपुस्तक आणि त्याच्याशी संबंधित इतर साहित्यांतआलेल्या नैसर्गिक, सामाजिक आणि इतर संवेदनशीलमुद्द्यांना समजून घेऊन त्यावर चर्चा करतात.

Application:

- विद्यार्थीनमध्ये समाजऋण, माणुसकी याचे दर्शन घडते.
- विद्यार्थीनी लेखकाबद्दल माहिती सांगितली.
- विद्यार्थीनी पाठचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

Extra questions/ Class assessment/ Recapitulation: -

- निबंधलेखन

- पत्रलेखन

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- अक्षरभारती मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Ms.Vaishnavi Pandhare **Class**: 10

Subject: Marathi **Month** - July

Topic: ७ फुटप्रिंटस **No. of periods**: 6

Topic : ७ फुटप्रिंटस

- समास
- काळ

Specific objective:

- विद्यार्थीना कोणतेही काम कमी दर्जाचे नसते हे समजावणे.

Methodology:

- स्पष्टीकरण पध्दती,

Activities:

- एका समाजसेवकाची माहिती लिहा.

Resources:

- पुस्तक.

Board work:

- शाब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- विद्यार्थीना विविध क्षेत्रात कार्य केलेल्या वैज्ञनिकांची माहिती समजते.
- विद्यार्थीना कोणतेही काम कमी दर्जाचे नसते हे समजले पाहिजे.
- विद्यार्थीना कष्टाचे महत्व समजले पाहिजे.
- विद्यार्थीना स्वतःचे विचार सुस्पष्टपणे मांडता येतात.
- पाठ्यपुस्तक आणि त्याच्याशी संबंधित इतर साहित्यांतआलेल्या नैसर्गिक, सामाजिक आणि इतर संवेदनशीलमुद्द्यांना समजून घेऊन त्यावर चर्चा करतात.

Application:

- विद्यार्थीना विविध क्षेत्रात कार्य केलेल्या वैज्ञनिकांची माहिती सांगता येते.
- विद्यार्थीनी लेखकाबद्दल माहिती सांगितली.
- विद्यार्थीनी पाठचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

Extra questions/ Class assessment/ Recapitulation: -

- निबंधलेखन
- पत्रलेखन

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- अक्षरभारती मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Ms.Vaishnavi Pandhare
Class: 10

Subject: Marathi
Month - August
Topic: मोठे होत असलेल्या मुलानो(स्थूलवाचन) **No. of periods**: 6

Topic : स्थुलवाचन

- मोठे होत असलेल्या मुलानो

Specific objective:

- विद्यार्थीना कोणतेही काम कमी दर्जाचे नसते, कष्टाचे महत्व समजून सांगणे.

Methodology:

- स्पष्टीकरण पध्दती,

Activities:

- तुम्ही केलेल्या कामा विषयी माहिती लिहा.

Resources: -पुस्तक.

Board work:

- शाब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- विद्यार्थीना कोणतेही काम कमी दर्जाचे नसते, कष्टाचे महत्व समजले पाहिजे,

Application:

- विद्यार्थीनमध्ये समाजऋण, माणुसकी याचे दर्शन घडते.

Extra questions/ Class assessment/ Recapitulation:

-

Homework/ worksheets: पाठाचे वाचन करा.

Reference: अक्षरभारती मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan 2025-26

Teacher's Name: Ms.Vaishnavi Pandhare

Class: 10

Subject: Marathi

Month - August

Topic: ८ उर्जाशक्तीचा जागर

No. of periods: 8

Subtopic:

- उर्जाशक्तीचा जागर
- वाक्यरुपांतर

Specific objective:

- जुन्या व नव्या जीवन मूल्यांविषयीचे दृष्टी ,निर्णयक्षमता, प्रेम याविषयीचे वर्णन सांगितले आहे.

Methodology: स्पष्टीकरण पध्दती,

Activities:

- तुमच्या आजी शी नव्या व जुन्या मूल्यांविषयी चर्चा करून त्यांचे मत जाणून घ्या.

Resources:

- पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,

- व्याकरण – उदाहरणे

Learning outcomes:

- जुन्या व नव्या जीवन मूल्यांविषयीचे,निर्णयक्षमता, प्रेम याविषयीचे वर्णन करणे शिक्षकांकडून विद्यार्थ्यांवर घडणाऱ्या संस्कारांचे महत्व समजून घेणे.
- कल्पनाशक्ती आणि सृजनशीलतेचा विकास करण्याच्याक्रिया जसे-अभिनय, मूकाभिनय, सृजनात्मक लेख, विविध स्थितींमधील संवाद इत्यादींचेआयोजन
- पाठांच्या संदर्भात आणि आसपासच्या परिसराशी संबंधी मुलांनाभिन्न प्रकारच्या परिचित आणि अपरिचित संदर्भानुसार भाषेचा योग्य वापर करता येणे .त्यातूनच ते सहजपणे,कल्पकतेने, प्रभावीपणे आणि व्यवस्थितपणे लेखन करू शकतील
- इतर संवेदनशीलमुद्द्यांना समजून घेऊन त्यावर चर्चा करतात.

Application:

- विद्यार्थीना जुन्या व नव्या जीवन मूल्यांविषयीचे, निर्णयक्षमता, प्रेम याबद्दल आशय समजला.
- विद्यार्थीनी लेखकाबद्दल माहिती सांगितली.
- विद्यार्थीनी पाठचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- None

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण वाक्य व त्याचे प्रकार
-

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- अक्षरभारती मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Ms.Vaishnavi Pandhare
Class: 10

Subject: Marathi **Month** - August

Topic: ९ **औक्षण** (कविता) **No. of periods**: 5

Topic :

- **औक्षण** (कविता)

Specific objective:

- औक्षण करताना मनात येणाऱ्या विविध भावनांचे वर्णन करणे.
- शब्दांचे संदर्भ, लिहण्यासाठी उपयुक्त भाषा समजावणे.

Methodology:

- स्पष्टीकरण पध्दती,

Activities:

- कविता ताला सुरात म्हणून घेतली.
- वसंतऋतू मुळे शेतीवर होणारा परिणाम सांगा.

Resources:

- पुस्तक.

Board work: -

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- भाषेची शैली आणि लय समजून घेणे.व त्याचा उपयोग करणे.
- शब्दांचे संदर्भ, लिहण्यासाठी उपयुक्त भाषा समजणे व त्याचा वापर करणे.
- प्रत्येक ऋतूत होणारे बदल याविषयी मार्गदर्शन करणे.

- नवीन तसेच कठीण शब्दाचे अर्थ समजणे व वाक्यात उपयोग करणे.
- विविध बोली भाषा लक्षपूर्वक व समजपूर्वक ऐकतात.

Application:

- विद्यार्थीना लहान ओळीतून मोठा आशय समजला.
- प्रार्थनेचा भावार्थ सांगता आला.
- प्रार्थना तालबद्ध पद्धतीने म्हणता येणे.
- प्रत्येक ऋतूत होणारे बदल समजले.

Extra questions/ Class assessment/ Recapitulation: -

- कवितेच्या ओळी पूर्ण करा.

Homework/ worksheets:

- कवितेचे वाचन करा.

Reference:

- अक्षरभारती मराठीपाठ्यपुस्तक.

Lesson Plan 2025-26

Teacher's Name: Ms.Vaishnavi Pandhare
Class: 10

Subject: Marathi
Month - September

Topic: 10 रंग साहित्याचे **No. of periods**: 8

Subtopic:

- रंग साहित्याचे
- समास व त्याचे प्रकार

Specific objective:

- विविध साहित्यप्रकारांचा परिचय करणे.

Methodology: स्पष्टीकरण पध्दती,

Activities:

- व्यक्तिमत्व विकासात छंदाचे महत्व सांगा.
- तुमच्या छंदा बद्धल थोडक्यात सांगा.

Resources:

- पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- वाचलेल्या, लिहिलेल्या, ऐकलेल्या, पाहिलेल्या, समजलेल्या भाषेचा सर्जनशीलवापर करणे.
- साहित्याचे विविध प्रकार समजून घेऊन त्यांचा आनंद घेणे.
- संदर्भ आणि लिहिण्याच्या उद्देशानुसार उपयुक्त भाषा शब्द, वाक्ये इत्यादी समजणे त्याचा वापर करणे.
- प्रभावीपणे आणि व्यवस्थितपणे लेखन करू शकतील
- इतर संवेदनशीलमुद्द्यांना समजून घेऊन त्यावर चर्चा करतात.

Application:

- विद्यार्थीना विविध साहित्यप्रकारांचा परिचय करून दिला व त्याचा आशय समजला.
- विद्यार्थीनी लेखकाबद्दल माहिती सांगितली.
- विद्यार्थीनी पाठचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- None

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण समास व त्याचे प्रकार
-

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- अक्षरभारती मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Ms.Vaishnavi Pandhare
Class: 10

Subject: Marathi

Month - October

Topic: 15 खरा नागरिक **No. of periods**: 8

Subtopic:

- खरा नागरिक
- पत्रलेखन

Specific objective:

- प्रसंगावधानामुळे अनेकांचे जीव वाचवू शकतो.
- इच्छासक्तीच्या जोरावर यशस्वी होणे.ही भावना मनात रुजवणे.

Methodology: स्पष्टीकरण पध्दती,

Activities:

- व्यक्तिमत्व विकासात छंदाचे महत्व सांगा.
- तुमची दिनचर्या लिहा.

Resources:

- पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- वाचलेल्या, लिहिलेल्या, ऐकलेल्या, पाहिलेल्या, समजलेल्या भाषेचा सर्जनशीलवापर करणे.
- साहित्याचे विविध प्रकार समजून घेऊन त्यांचा आनंद घेणे.
- संदर्भ आणि लिहिण्याच्या उद्देशानुसार उपयुक्त भाषा शब्द, वाक्ये इत्यादी समजणे त्याचा वापर करणे.
- प्रभावीपणे आणि व्यवस्थितपणे लेखन करू शकतील
- इतर संवेदनशीलमुद्द्यांना समजून घेऊन त्यावर चर्चा करतात.

Application:

- विद्यार्थीना विविध साहित्यप्रकारांचा परिचय करून दिला व त्याचा आशय समजला.
- विद्यार्थीनी लेखकाबद्दल माहिती सांगितली.
- विद्यार्थीनी पाठचा आशय सांगितला.

- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- None

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण समास व त्याचे प्रकार
-

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- अक्षरभारती मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Ms.Vaishnavi Pandhare

Class: 10

Subject: Marathi

Month - November

Topic: 16 स्वप्न करू साकार

No. of periods: 8

Subtopic:

- स्वप्न करू साकार
- निबंधलेखन

Specific objective:

- कृषीसंस्कृती, श्रम प्रतिष्ठा एकजुटीचे सामर्थ्य या मूल्याचे महत्व मनात रुजवणे.

Methodology: स्पष्टीकरण पध्दती,

Activities:

- कविता ताला सुरात म्हणून घेतली.
- तुमच्या छंदा बद्धल थोडक्यात सांगा.

Resources:

- पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- वाचलेल्या, लिहिलेल्या, ऐकलेल्या, पाहिलेल्या, समजलेल्या भाषेचा सर्जनशीलवापर करणे.
- कृषीसंस्कृती, श्रम प्रतिष्ठा एकजुटीचे सामर्थ्य या मूल्याचे महत्व मनात रुजवणे.
- संदर्भ आणि लिहिण्याच्या उद्देशानुसार उपयुक्त भाषा शब्द, वाक्ये इत्यादी समजणे त्याचा वापर करणे.
- प्रभावीपणे आणि व्यवस्थितपणे लेखन करू शकतील
- इतर संवेदनशीलमुद्द्यांना समजून घेऊन त्यावर चर्चा करतात.

Application:

- विद्यार्थीना विविध साहित्यप्रकारांचा परिचय करून दिला व त्याचा आशय समजला.
- विद्यार्थीनी कवीबद्दल माहिती सांगितली.
- विद्यार्थीनी कवितेचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- None

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण समास व त्याचे प्रकार
-

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- अक्षरभारती मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Ms.Vaishnavi Pandhare

Class: 10

Subject: Marathi

Month - November

Topic: व्युत्पत्ती कोश (स्थूलवाचन) **No. of**

periods: 8

Subtopic:

- व्युत्पत्ती कोश (स्थूलवाचन)
- कथालेखन

Specific objective:

- व्युत्पत्ती ची ओळख होते.

Methodology: स्पष्टीकरण पध्दती,

Activities:

- व्युत्पत्ती याचा उपयोग करून तुमच्या नावाचा अर्थ शोधा.
- तुमच्या छंदा बद्धल व्युत्पत्ती याचा उपयोग करून थोडक्यात सांगा.

Resources:

- पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण – उदाहरणे

Learning outcomes:

- वाचलेल्या, लिहिलेल्या, ऐकलेल्या, पाहिलेल्या, समजलेल्या भाषेचा सर्जनशीलवापर करणे.
- साहित्याचे विविध प्रकार समजून घेऊन त्यांचा आनंद घेणे.
- संदर्भ आणि लिहिण्याच्या उद्देशानुसार उपयुक्त भाषा शब्द, वाक्ये इत्यादी समजणे त्याचा वापर करणे.
- प्रभावीपणे आणि व्यवस्थितपणे लेखन करू शकतील
- इतर संवेदनशीलमुद्द्यांना समजून घेऊन त्यावर चर्चा करतात.

Application:

- विद्यार्थीना विविध साहित्यप्रकारांचा परिचय करून दिला व त्याचा आशय समजला.
- विद्यार्थीनी लेखकाबद्दल माहिती सांगितली.
- विद्यार्थीनी पाठचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- None

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण समास व त्याचे प्रकार
-

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- अक्षरभारती मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Neerja Wahi Class: 10
Subject: SSt-2 **Economics** No. of periods: 5

Topic: Lesson- 1. Development

Subtopic: Traditional notion of development National income and per capita income Human development indicators

Specific objective:

To highlight the meaning and concept of development

To discuss the modern concept of sustainable development

To discuss its importance and ways to achieve sustainable development.

Methodology: Explanation and Discussion while reading.

Activity: Compare nutritional level of people in Maharashtra and any other state of your choice

Resources: YouTube magnet brains, textbook.

Learning outcomes: Learners will be able to decipher.

1. Meaning and concept of development.
2. Familiarized with macroeconomics concepts of National Income, GDP, Literacy rate etc.

Application: Students understand the role and efforts taken by the government for the overall development of the nation.

Extra questions/ Class assessment/ Recapitulation: Question-Answers.

ICT integrated: Video presentation. PPT.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Neerja Wahi Class: 10
Subject: SSt-2 **Economics** No. of periods: 5

Topic: Lesson- 2. **Sectors of Indian Economy**

Subtopic: Sectors of economic activities
Historical change in sectors
Rising importance of Tertiary sector
Organized and Unorganized sector
Measures and challenges

Specific objective:

To create understanding about the classification of various sectors in an economy.

To familiarize students with the fundamental concept of Gross Domestic Product.

To highlight the changing role and importance of Tertiary sector.

Methodology: Explanation and Discussion while reading.

Activity: Group Discussion. 3 sectors of Indian Economy.

Resources: Diagrams, Graphs, Charts etc.

Learning outcomes: Learners will be able to analyze:

1. The three major sectors in our economy
2. Importance of Tertiary sector
3. Ways in which employment can be generated.

Application: Students understand the Protective measures for unorganized sector workers.
Extra questions/ Class assessment/ Recapitulation: Question-Answers. **ICT integrated:** Video presentation. PPT.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Neerja Wahi Class: 10
Subject: SSt-2 **Economics** No. of periods: 5

Topic: Lesson- 3. **Money and Credit**

Subtopic: Function of Money Modern forms of Money Functions of Banks Formal and Informal sources of credit Need of expansion of formal source of credit in rural areas
Specific objective: To understand the function of the money. To recognize the significance of modern forms of money. To realize the virtuous and vicious aspects of credit.
Methodology: Explanation and Discussion while reading.

Activity: Page no. 53. (Economics textbook grade 10 CBSE)

Resources: YouTube, textbook.

Learning outcomes: Learners understand the function of the banks

Learners are able to focus on the need of expansion of formal and informal sources of credit in rural areas

Learners are able to distinguish between formal and informal sources of credit.

Application: Students understand the medium of exchange/ Transactions.

Extra questions/ Class assessment/ Recapitulation: Question-Answers.

ICT integrated: Video presentation. PPT.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Neerja Wahi Class: 10
Subject: SSt-2 Economics No. of periods: 5

Topic: Lesson- 4. Globalization and the Indian Economy

Subtopic: Meaning of Globalization Production across countries Foreign Trade and Integration of markets Impact of Globalization in India
Specific objective: To understand how MNCs set up base across the world To understand the new terms Liberalization and Globalization To understand the merits and demerits of Globalization
Methodology: Explanation and Discussion while reading.
Activity: Debate. Companies should have flexible policies. **Resources:** YouTube, textbook. **Learning outcomes**: Learners will understand the dominant forces that influence world trade. The students will understand the challenges and experienced while opening up economies. **Application**: Students learn to observe market practices.
Extra questions/ Class assessment/ Recapitulation: Question-Answers. **ICT integrated:** Video presentation. PPT.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Neerja Wahi Class: 10
Subject: SSt-2 **Economics** No. of periods: 5

Topic: Lesson- 5. **Consumer Rights**

Chapter 5 **'Consumer Rights' to be done as Project Work.**
Specific objective: The overall objective of the project work is to help students in understanding the theme and see all the Social Science from interdisciplinary perspective. It should also help in enhancing the overall skills of the students.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Neerja Wahi Class: 10
Subject: SSt-2 **Geography** No. of periods: 5

Topic: Lesson- 1 Resources and Development

Subtopic: Types of resources Development of resources Sustainable Development Earth Summit
Specific objective: To realize the importance of conservation of resources. To understand that Sustainable Development if need of an hour To understand the various methods to check soil erosion.
Methodology: Explanation and Discussion while reading.
Activity: Group Discussion. (How to conserve various resources in your school) **Resources:** YouTube, textbook. **Learning outcomes:** Learners will identify the between various kinds of resources. Learners will explain the characteristics of different types of soil **Application**: Students will believe in conservation of resources. Students will respect and accept the diversity of resources
Extra questions/ Class assessment/ Recapitulation: Question-Answers. **ICT integrated:** Video presentation. PPT.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Neerja Wahi Class: 10
Subject: SSt-2 **Geography** No. of periods: 5

Topic: Lesson-2 Forest and Wildlife resources.

Subtopic:

Types and Distribution of Forest
Plant species getting extinct
The different types of Movement

Specific objective:

To understand the importance of Biodiversity

To understand the uneven rainfall and its impact on flora and fauna.

To understand the various measures at government and individual level.

Methodology: Explanation and Discussion while reading.

Activity: Poster making (Chipko Movement).

Resources: YouTube, textbook.

Learning outcomes: Learners will identify the different types of forest on the political map of India. Learners will appreciate the rich biodiversity in India.

Application: Students will create awareness about conservation of flora and fauna.

Extra questions/ Class assessment/ Recapitulation: Question-Answers.

ICT integrated: Video presentation. PPT.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Neerja Wahi Class: 10
Subject: SSt-2 **Geography** No. of periods: 5

Topic: Lesson-3 **Water Resources**.

Subtopic: Introduction of Water Resource. Water scarcity. The need for its conservation and management.
Specific objective: To understand the importance of water. To rationalize the importance of water in terms of quantity and quality. To correlate water scarcity with availability of consumable water.
Methodology: Interactive lecture method.
Activity: Collect information on how industries are polluting our water resources. **Resources:** YouTube, textbook. **Learning outcomes:** Learners will identify the causes of water scarcity. Learners will distinguish between potential and actual water resources. **Application**: Students will outline the various methods of rain-water harvesting.
Extra questions/ Class assessment/ Recapitulation: Question-Answers. **ICT integrated:** Video presentation. PPT.

MIS INTERNATIONAL SCHOOL

Lesson Plan
Teacher's Name: Neerja Wahi Class: 10

Subject: SSt-2 **Geography** No. of periods: 5

Topic: Lesson- 4 **Agriculture**.

Subtopic: Importance of Agriculture. Factors affecting agriculture and types of agriculture Comparative study of agricultural farms in USA and India
Specific objective: To understand the meaning and importance of agriculture. To identify and explain the various factors affecting agriculture. To classify different crops according to their geographical conditions.
Methodology: Discussion, Explanation, What if, Think pair and share.
Activity: Group discussion on the necessity of literacy among farmers. **Resources:** YouTube, textbook. **Learning outcomes:** Learners will identify the causes of water scarcity. Learners will distinguish between potential and actual water resources. **Application**: Students will appreciate the importance of food in the world. Students will learn about the local, regional and global crops.
Extra questions/ Class assessment/ Recapitulation: Question-Answers. **ICT integrated:** Video presentation. PPT.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Neerja Wahi Class: 10

Subject: SSt-2 **Geography** No. of periods: 5

Topic: Lesson-5 **Minerals and Energy Resources**.

Subtopic: Types of minerals and its distribution. Sources of energy resources and its usage Conservation of energy resources.
Specific objective: To understand the mineral, rock, ore, fossil, fuel and placer deposits. To classify mineral resources on the basis of their properties. To enable the students to locate the minerals and energy rich areas.
Methodology: Interactive lecture method.
Activity: Collect information about newly established Solar Power Plants n India. **Resources:** YouTube, textbook. **Learning outcomes:** Learners will explain the distribution of minerals in India and world and its uses. Learners will understand the need to conserve minerals and energy resources on the basis of their property. **Application**: Students will locate the minerals and energy rich areas.
Extra questions/ Class assessment/ Recapitulation : Question-Answers. **ICT integrated:** Video presentation. PPT.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Neerja Wahi Class: 10

Subject: SSt-2 **Geography** No. of periods: 5

Topic: Lesson- 6 **Manufacturing Industries**.

Subtopic: Importance of manufacturing
Contribution of industry to National economy
Industrial pollution and environmental degradation

Specific objective:
To discuss the importance of manufacturing.
To classify the industries on the basis of their use.
To understand the various measures to control environment.

Methodology: Discussion and Demonstration method.

Activity: Collect information about newly established Solar Power Plants in India.
Resources: YouTube, textbook.
Learning outcomes: Learners will be able to appraise the importance of manufacturing industries in its economic growth.
Learners will get familiarized about how the industries contribute to national economy growth.
Application: Students will analyze the factors responsible for environmental growth.

Extra questions/ Class assessment/ Recapitulation :
Question-Answers.
ICT integrated: Video presentation. PPT.

MIS INTERNATIONAL SCHOOL

Lesson Plan
Teacher's Name: Neerja Wahi Class: 10
Subject: SSt-2 **Geography** No. of periods: 5
Topic: Lesson- 7 **Lifelines of National Economy**

Subtopic: Different modes of transport.
Communication and International trade
Tourism as a trade

Specific objective: To understand the importance of transport, Communication and trade for a country's progress To get familiarized about the organization who construct and maintain them. To appreciate the tourism industry of India.
Methodology: Interactive lecture method.
Activity: On the political map of India show important tourist places of your state. **Resources:** YouTube, textbook. **Learning outcomes:** Learners will get sensitize about types of roads found in India. Learners will ponder upon the problem of damaging public property like transport **Application**: Students will describe the role of trade in the world economic development of a country.
Extra questions/ Class assessment/ Recapitulation : Question-Answers. **ICT integrated:** Video presentation. PPT.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Neerja Wahi Class: 10
Subject: SSt-2 **Economics** No. of periods: 5

Topic: Lesson- 2. **Sectors of Indian Economy**

Subtopic: Sectors of economic activities
Historical change in sectors
Rising importance of Tertiary sector
Organized and Unorganized sector
Measures and challenges

Specific objective:

To create understanding about the classification of various sectors in an economy.

To familiarize students with the fundamental concept of Gross Domestic Product.

To highlight the changing role and importance of Tertiary sector.

Methodology: Explanation and Discussion while reading.

Activity: Group Discussion. 3 sectors of Indian Economy.

Resources: Diagrams, Graphs, Charts etc.

Learning outcomes: Learners will be able to analyze:

4. The three major sectors in our economy
5. Importance of Tertiary sector
6. Ways in which employment can be generated.

Application: Students understand the Protective measures for unorganized sector workers.

Extra questions/ Class assessment/ Recapitulation:
Question-Answers.

ICT integrated: Video presentation. PPT.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Neerja Wahi Class: 10
Subject: SSt-2 **Economics** No. of periods: 5

Topic: Lesson- 3. **Money and Credit**

Subtopic: Function of Money
Modern forms of Money
Functions of Banks
Formal and Informal sources of credit
Need of expansion of formal source of credit in rural areas

Specific objective:

To understand the function of the money.

To recognize the significance of modern forms of money.

To realize the virtuous and vicious aspects of credit.

Methodology: Explanation and Discussion while reading.

Activity: Page no. 53. (Economics textbook grade 10 CBSE)

Resources: YouTube, textbook.

Learning outcomes: Learners understand the function of the banks

Learners are able to focus on the need of expansion of formal and informal sources of credit in rural areas

Learners are able to distinguish between formal and informal sources of credit.

Application: Students understand the medium of exchange/ Transactions.

Extra questions/ Class assessment/ Recapitulation: Question-Answers.

ICT integrated: Video presentation. PPT.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Neerja Wahi Class: 10
Subject: SSt-2 Economics No. of periods: 5

Topic: Lesson- 4. Globalization and the Indian Economy

Subtopic: Meaning of Globalization
Production across countries
Foreign Trade and Integration of markets
Impact of Globalization in India

Specific objective:

To understand how MNCs set up base across the world
To understand the new terms Liberalization and Globalization
To understand the merits and demerits of Globalization

Methodology: Explanation and Discussion while reading.

Activity: Debate. Companies should have flexible policies.

Resources: YouTube, textbook.

Learning outcomes: Learners will understand the dominant forces that influence world trade.

The students will understand the challenges and experienced while opening up economies.

Application: Students learn to observe market practices.

Extra questions/ Class assessment/ Recapitulation: Question-Answers.

ICT integrated: Video presentation. PPT.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Neerja Wahi Class: 10
Subject: SSt-2 **Geography** No. of periods: 5

Topic: Lesson- 1 Resources and Development

Subtopic: Types of resources
Development of resources
Sustainable Development
Earth Summit

Specific objective:

To realize the importance of conservation of resources.

To understand that Sustainable Development if need of an hour

To understand the various methods to check soil erosion.

Methodology: Explanation and Discussion while reading.

Activity: Group Discussion. (How to conserve various resources in your school)

Resources: YouTube, textbook.

Learning outcomes: Learners will identify the between various kinds of resources.

Learners will explain the characteristics of different types of soil

Application: Students will believe in conservation of resources. Students will respect and accept the diversity of resources

Extra questions/ Class assessment/ Recapitulation: Question-Answers.

ICT integrated: Video presentation. PPT.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Neerja Wahi Class: 10
Subject: SSt-2 **Geography** No. of periods: 5

Topic: Lesson-2 Forest and Wildlife resources.

Subtopic:

Types and Distribution of Forest
Plant species getting extinct
The different types of Movement

Specific objective:

To understand the importance of Biodiversity

To understand the uneven rainfall and its impact on flora and fauna.

To understand the various measures at government and individual level.

Methodology: Explanation and Discussion while reading.

Activity: Poster making (Chipko Movement).

Resources: YouTube, textbook.

Learning outcomes: Learners will identify the different types of forest on the political map of India. Learners will appreciate the rich biodiversity in India.

Application: Students will create awareness about conservation of flora and fauna.

Extra questions/ Class assessment/ Recapitulation: Question-Answers.

ICT integrated: Video presentation. PPT.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Neerja Wahi Class: 10
Subject: SSt-2 **Geography** No. of periods: 5

Topic: Lesson-3 **Water Resources**.

Subtopic: Introduction of Water Resource. Water scarcity. The need for its conservation and management.
Specific objective: To understand the importance of water. To rationalize the importance of water in terms of quantity and quality. To correlate water scarcity with availability of consumable water.
Methodology: Interactive lecture method.
Activity: Collect information on how industries are polluting our water resources. **Resources:** YouTube, textbook. **Learning outcomes:** Learners will identify the causes of water scarcity. Learners will distinguish between potential and actual water resources. **Application**: Students will outline the various methods of rain-water harvesting.
Extra questions/ Class assessment/ Recapitulation: Question-Answers. **ICT integrated:** Video presentation. PPT.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Neerja Wahi Class: 10
Subject: SSt-2 **Geography** No. of periods: 5

Topic: Lesson- 4 **Agriculture**.

Subtopic: Importance of Agriculture. Factors affecting agriculture and types of agriculture Comparative study of agricultural farms in USA and India
Specific objective: To understand the meaning and importance of agriculture. To identify and explain the various factors affecting agriculture. To classify different crops according to their geographical conditions.
Methodology: Discussion, Explanation, What if, Think pair and share.
Activity: Group discussion on the necessity of literacy among farmers. **Resources:** YouTube, textbook. **Learning outcomes:** Learners will identify the causes of water scarcity. Learners will distinguish between potential and actual water resources. **Application**: Students will appreciate the importance of food in the world. Students will learn about the local, regional and global crops.
Extra questions/ Class assessment/ Recapitulation: Question-Answers. **ICT integrated:** Video presentation. PPT.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Neerja Wahi Class: 10

Subject: SSt-2 **Geography** No. of periods: 5

Topic: Lesson-5 **Minerals and Energy Resources**.

Subtopic: Types of minerals and its distribution. Sources of energy resources and its usage Conservation of energy resources.
Specific objective: To understand the mineral, rock, ore, fossil, fuel and placer deposits. To classify mineral resources on the basis of their properties. To enable the students to locate the minerals and energy rich areas.
Methodology: Interactive lecture method.
Activity: Collect information about newly established Solar Power Plants n India. **Resources:** YouTube, textbook. **Learning outcomes:** Learners will explain the distribution of minerals in India and world and its uses. Learners will understand the need to conserve minerals and energy resources on the basis of their property. **Application**: Students will locate the minerals and energy rich areas.
Extra questions/ Class assessment/ Recapitulation : Question-Answers. **ICT integrated:** Video presentation. PPT.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Neerja Wahi Class: 10

Subject: SSt-2 **Geography** No. of periods: 5

Topic: Lesson- 6 **Manufacturing Industries**.

Subtopic: Importance of manufacturing Contribution of industry to National economy Industrial pollution and environmental degradation
Specific objective: To discuss the importance of manufacturing. To classify the industries on the basis of their use. To understand the various measures to control environment.
Methodology: Discussion and Demonstration method.
Activity: Collect information about newly established Solar Power Plants in India. **Resources:** YouTube, textbook. **Learning outcomes:** Learners will be able to appraise the importance of manufacturing industries in its economic growth. Learners will get familiarized about how the industries contribute to national economy growth. **Application**: Students will analyze the factors responsible for environmental growth.
Extra questions/ Class assessment/ Recapitulation : Question-Answers. **ICT integrated:** Video presentation. PPT.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Neerja Wahi Class: 10

Subject: SSt-2 **Geography** No. of periods: 5

Topic: Lesson- 7 **Lifelines of National Economy**

Subtopic: Different modes of transport. Communication and International trade Tourism as a trade

Specific objective: To understand the importance of transport, Communication and trade for a country's progress To get familiarized about the organization who construct and maintain them. To appreciate the tourism industry of India.
Methodology: Interactive lecture method.
Activity: On the political map of India show important tourist places of your state. **Resources:** YouTube, textbook. **Learning outcomes:** Learners will get sensitize about types of roads found in India. Learners will ponder upon the problem of damaging public property like transport **Application**: Students will describe the role of trade in the world economic development of a country.
Extra questions/ Class assessment/ Recapitulation : Question-Answers. **ICT integrated:** Video presentation. PPT.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025 - 26

Teacher's Name: Ms. Snehal Patil

Class: 10

Subject: Science No. of periods-8

Topic: Chapter 1 - Chemical reactions and equations

Subtopic:

- Introduction regarding situations of daily life-Physical and chemical changes
- Chemical equations(writing equations)
- Chemical equations(writing balancing equations)
- Type of chemical reactions (combination and decomposition)

Specific objective: Students will be able to know:

- Basic concept about chemical reactions and equations.
- Concept of existence of chemical reactions.
- Concept of physical and chemical properties of given chemical reaction.
- Concept about writing chemical equation and what is balanced chemical equations.
- Concept about how we balance the chemical reaction by hit and trial method.
- Concept about types of chemical reaction viz. combined reaction decomposition reaction displacement reaction double displacement reaction.
- Comparative study about various chemical reactions.
- Concept about oxidation and reduction processes.
- Identify the reaction that undergoes oxidation and reduction processes.

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based learning.

Activities:

Performing and observing the following reactions and classifying them into:

A. Combination reaction

B. Decomposition reaction

C. Displacement reaction

D. Double displacement reaction

(i) Action of water on quicklime

(ii) Action of heat on ferrous sulphate crystals

(iii) Iron nails kept in copper sulphate solution

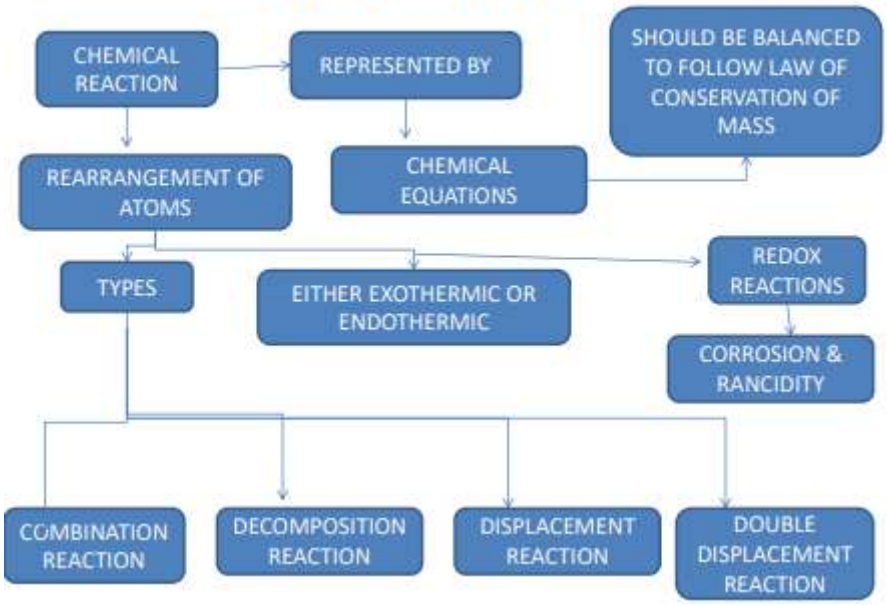
(iv) Reaction between sodium sulphate and barium chloride solutions

Resources:

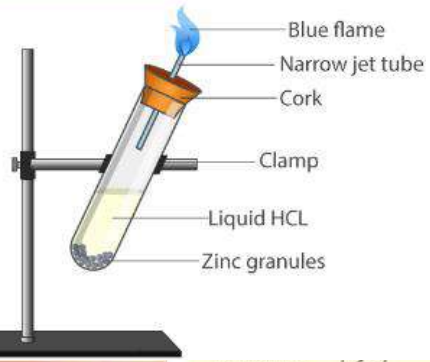
Textbook, reference book, PPT, mind maps, general teaching tools like white board, marker.

Board work:

CONCEPT MAP

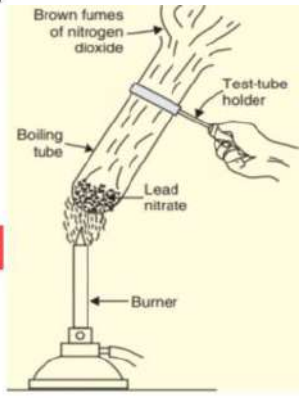


ACTION OF HCl ON Zn METAL

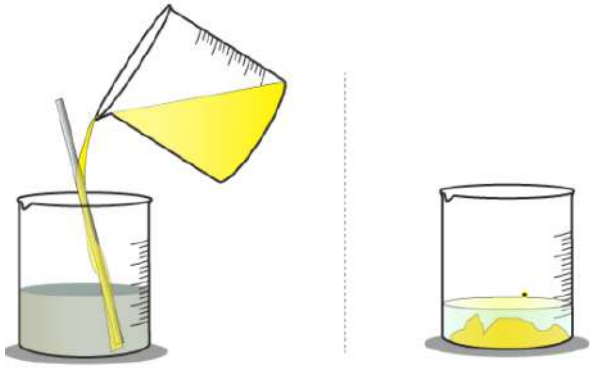




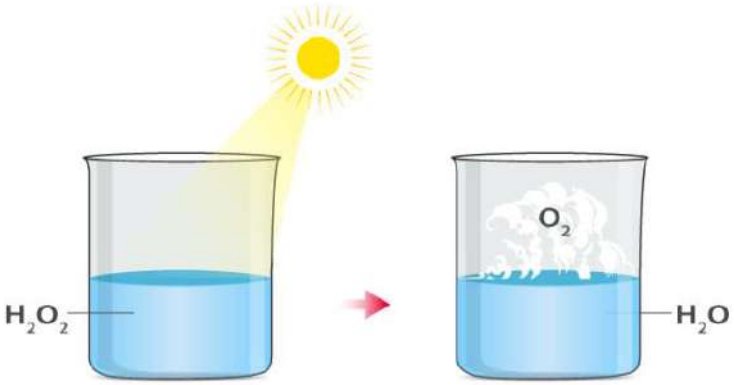




DECOMPOSITION REACTIONS OF LEAD NITRATE

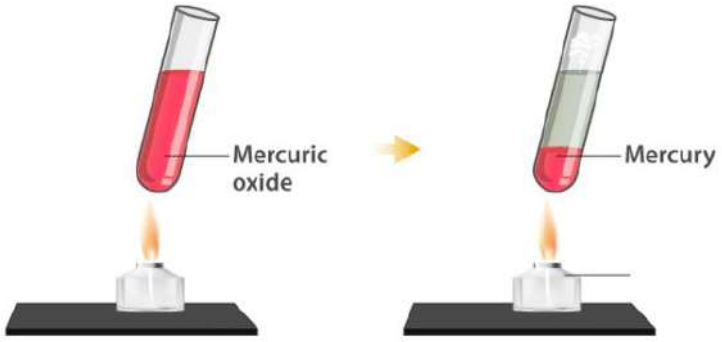


Precipitation reaction



Photolytic decomposition of H_2O_2

© Byjus



Thermal decomposition of HgO

© Byjus.com

Learning outcomes: Learners will be able to:

- Understand a complete chemical equation which represents the reactants, products and their physical states symbolically.
- Know how to write the balanced chemical equation.
- Understand combination and decomposition reactions.
- Know reactions in which heat is given out along with the products are called exothermic reactions.
- Understand reactions in which energy is absorbed are known as endothermic reactions.
- Apply scientific concepts in daily life and solving problems.
- Draw conclusion.

- Differentiate and classify materials/ objects/ organisms/ phenomena/ processes.
- Calculate using the data given.
- Use scientific conventions / symbols /equations to represent various quantities/ elements / units.
- Derive formulae/ equation.

Application: Learners will be able to-

- Recognize the Physical and chemical processes associated with biological and industrial processes affecting life and the environment.
- Understand chemical reaction they encounter every day.
- Represent equations to represent the reactions.
- Apply the principles of conservation of mass to balance chemical reactions

ICT Integrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, revise all the concepts of the lesson.

- Divide the students in the class in four groups and ask them to give examples of carbon compounds in our daily life.
- Remind the students about the physical and chemical properties of carbon compounds and reaction between them.
- Group Discussion related to structure and nomenclature of carbon compounds.
- In Text Questions
- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools
- Use exercises given at the end of the chapter as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercises on their own.

Reference:

ncert.nic.in, cbse.nic.in, diksha.gov.in, google.com.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025 - 26

Teacher's Name: Ms. Snehal Patil Class: 10

Subject: Science No. of periods-8

Topic: Chapter 2 – Acids, Bases and Salts

Subtopic:

- Introduction to indicators
- Chemical Properties of acids
- Reaction of metal carbonates and metal bicarbonates with acids
- Neutralization reaction; reaction of non-metallic oxide with base; reaction of metallic oxides with acid
- Practical Properties of acids and bases.
- Dilution of acid and base
- pH scale
- Importance of pH in everyday life
- Family of salts
- Chemicals obtained from common salt
- Water of crystallization in salts, POP

Specific objective: Students will be able to:

- Describe the method of preparation, properties and uses of common salt, bleaching powder, baking soda, washing soda and Plaster of Paris and write chemical equations for the same
- Compare chemical properties of acids and bases, write equations and give illustration
- Appreciate the importance of pH in daily life and apply neutralization/ pH to solve problems in day to day life.
- Identify strong and weak acids and bases
- Describe preparation of different salts and suggest their uses in day to day life
- Analyze and compare pH of given solutions and find chemical nature of given solution.

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based learning.

Activities:

A. Finding the pH of the following samples by using pH paper/universal indicator:
(i) Dilute Hydrochloric Acid
(ii) Dilute NaOH solution
(iii) Dilute Ethanoic Acid solution
(iv) Lemon juice
(v) Water
(vi) Dilute Hydrogen Carbonate solution

B. Studying the properties of acids and bases (HCl & NaOH) on the basis of their reaction with:
a) Litmus solution (Blue/Red)
b) Zinc metal
c) Solid sodium carbonate

Resources:

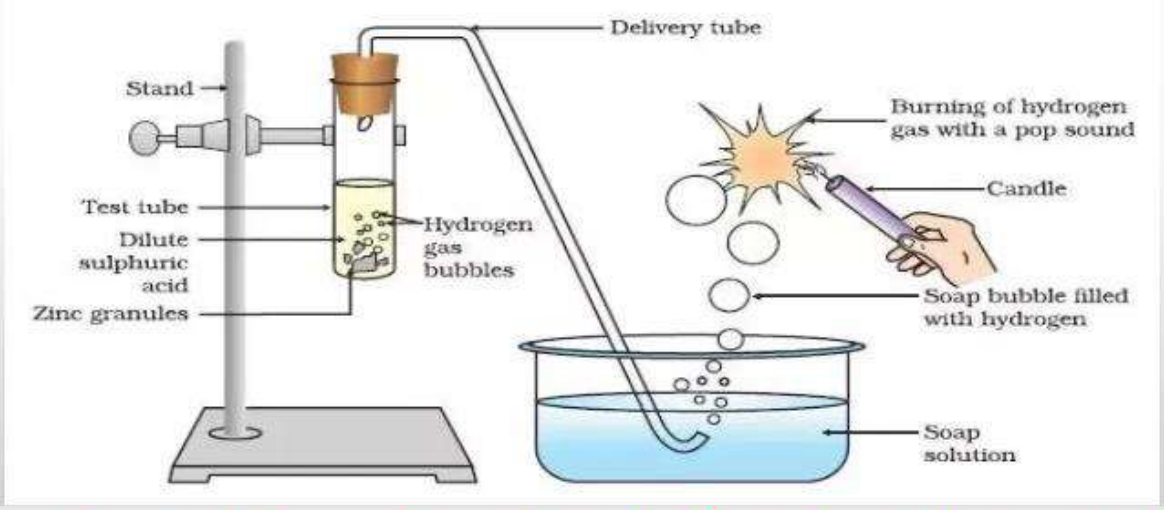
Textbook, reference book, PPT, mind maps, general teaching tools like white board, marker.

Board work:

INDICATORS AND THEIR COLOUR CHANGES

SAMPLE SOLUTIONS	LITMUS	PHENOPHTHALEIN	METHYL ORANGE
ACID	BLUE TO RED	COLOURLESS	RED
BASE	RED TO BLUE	PINK	YELLOW

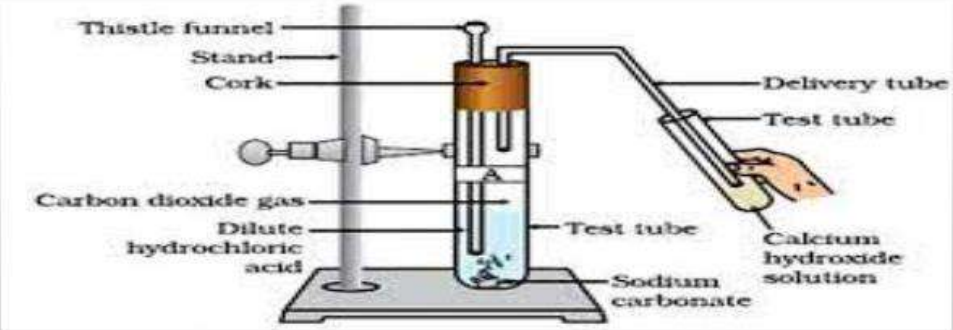
Hydrogen gas burns with a pop sound



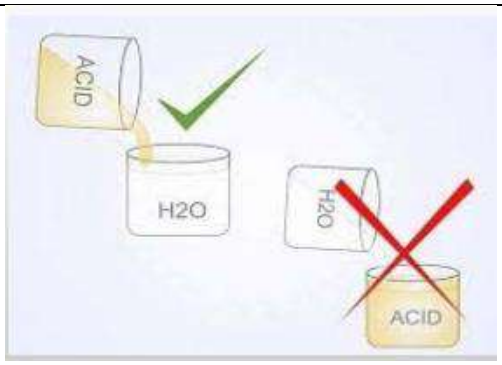
How do metal carbonates & bicarbonates react with acids?

Metal carbonates/Bicarbonates + Acid -----□Salt +Water+ Carbon dioxide

- Na_2CO_3 + 2HCl----------□ 2NaCl + H_2O + CO_2
- $NaHCO_3$ +HCl----------□ NaCl + H_2O + CO_2

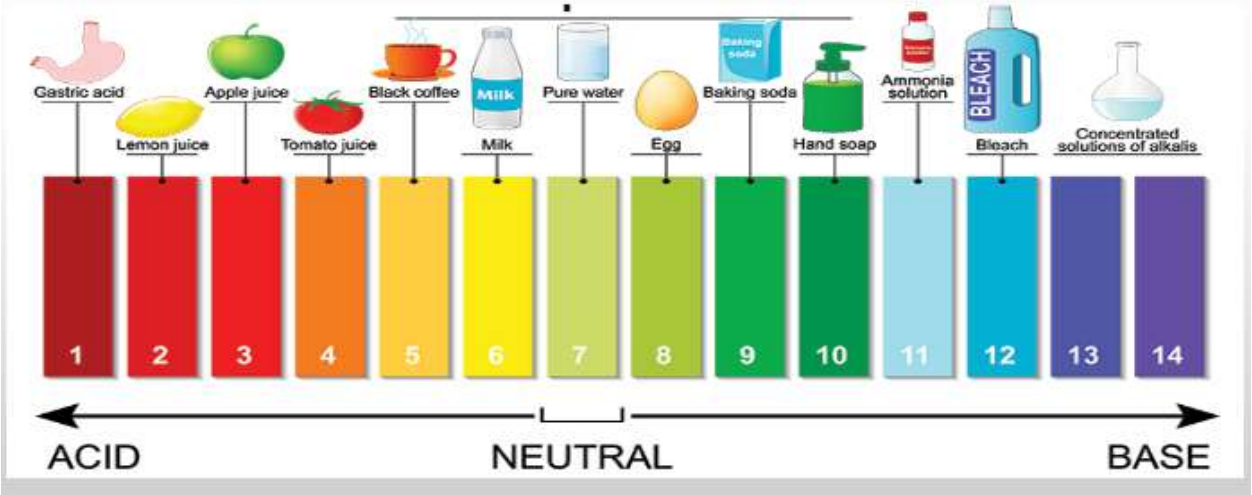


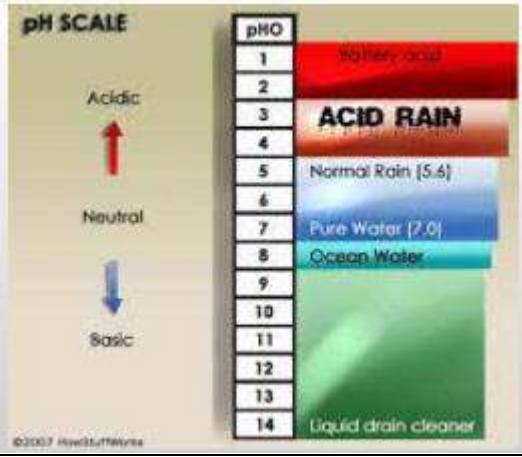
Dilution of acids

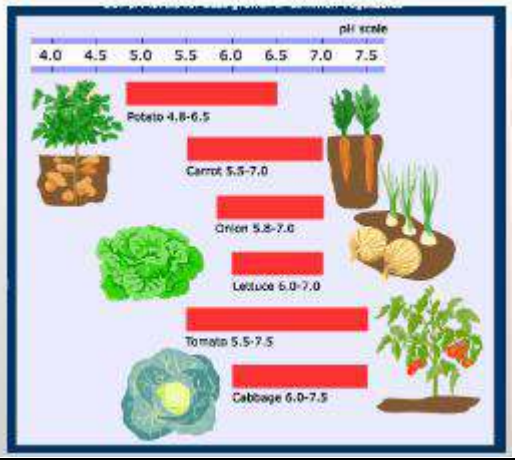


pH scale

- It is a scale for measuring hydrogen ion concentration in a solution



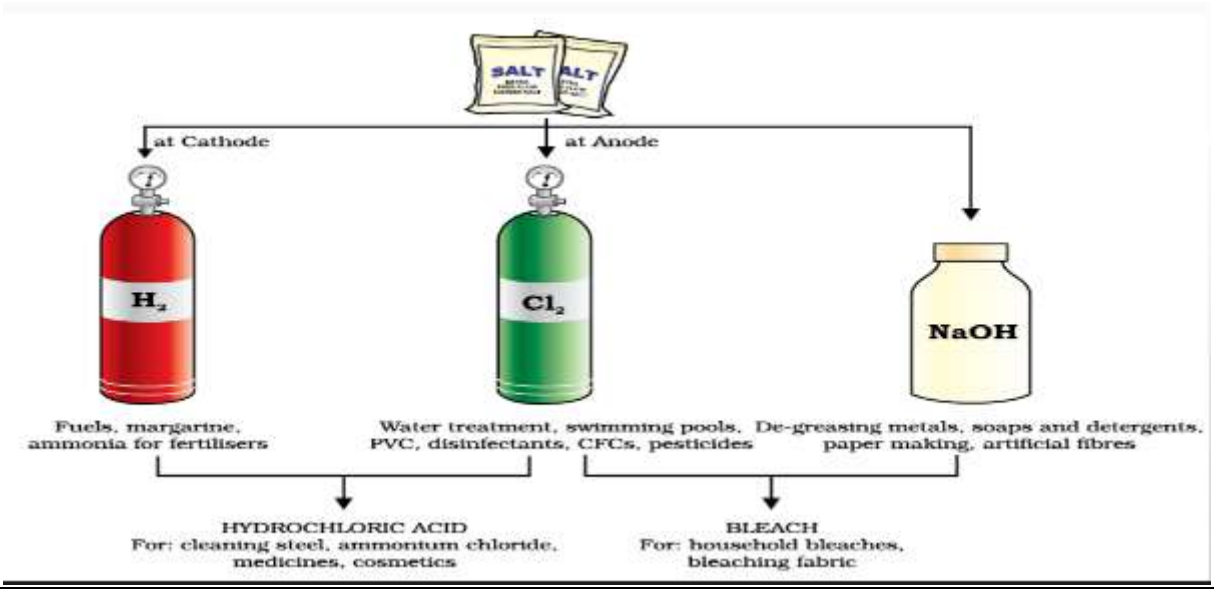




Some naturally occurring acids

Natural source	Acid	Natural source	Acid
Vinegar	Acetic acid	Sour milk (Curd)	Lactic acid
Orange	Citric acid	Lemon	Citric acid
Tamarind	Tartaric acid	Ant sting	Methanoic acid
Tomato	Oxalic acid	Nettle sting	Methanoic acid

CHLOR-ALKALI PROCESS



Learning outcomes: Learners will be able to:

- Know about indicators.
- Know various properties of acids and bases.
- Know the different chemicals important to us in our daily life.
- Know about pH and its importance
- Know the practical applications of acids, bases and salts
- Develops understanding about metallic/ nonmetallic oxides.
- Develops understanding about naturally occurring acids.
- Develops understanding about pH .
- Develops understanding about chemical properties of acids and bases
- Develops understanding about important chemicals obtained from common salt.

Application: Learners will be able to-

- Apply the concepts learned in their daily lives.

- Understand the uses of different acids in our daily lives like sulphuric acid is used in the manufacture of fertilisers, paints, dyes, chemicals, plastics and synthetic fibres.
- Nitric acid is used in the manufacture of fertilizers and dyes, etc.
- Ammonium hydroxide is used in the manufacture of fertilizers like ammonium phosphate and ammonium sulphate.
- Calcium hydroxide is used in the manufacture of bleaching powder.

ICT Integrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, revise all the concepts of the lesson.

- In Text Questions
- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools
- Use exercises given at the end of the chapter as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercises on their own.

Reference:

ncert.nic.in, cbse.nic.in, diksha.gov.in, google.com.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025 - 26

Teacher's Name: Ms. Snehal Patil
Class: 10

Subject: Science No. of periods-8

Topic: Chapter 3 – Metals and Non-Metals

Subtopic:

- Physical Properties of Metals
- Physical Properties of Non-Metals
- Chemical Properties of Metals
- Chemical Properties of Non-Metals
- Reactivity Series of Metals
- Ionic Bonding
- Properties of Ionic Compounds

Specific objective: Students will be able to:

- Understand the physical properties of metals and non-metals.
- Differentiate between the chemical properties of Metals and Non-metals
- Remember reactivity series of Metals.
- Write chemical reactions of metals and non-metals with Oxygen, water and dil. acids.
- Know the difference between acidic, basic and amphoteric oxides.
- Explain Ionic Bonding with the help of electron-dot structures.
- Understand the properties of Ionic compounds.
- Describe electronic configuration of Metals and Nonmetals, Physical and chemical properties of metals and non-metals, Define: Metallurgy, Ores, Minerals, Reactivity series, Malleability, Ductility.
- Compare the physical properties of metals and nonmetals
- Compare the metallurgical processes using in case of sulphide, carbonates and halides.

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based learning.

Activities:

A. Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions:

(i) $ZnSO_4(aq)$
(ii) $FeSO_4(aq)$
(iii) $CuSO_4(aq)$
(iv) $Al_2(SO4)_3(aq)$

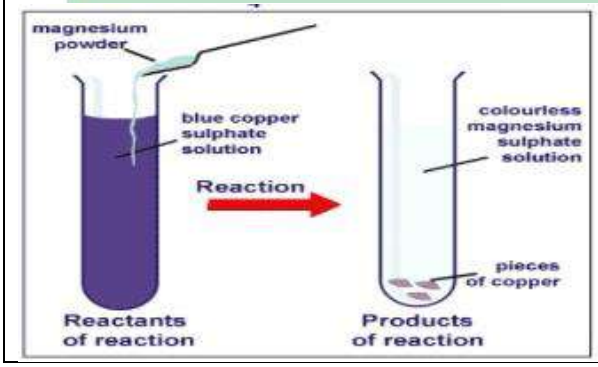
B. Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.

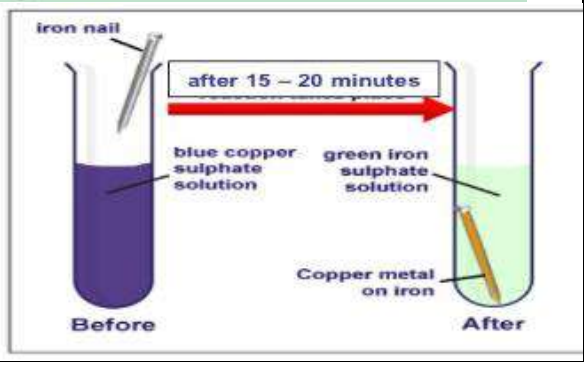
Resources:

Textbook, reference book, PPT, mind maps, general teaching tools like white board, marker.

Board work:

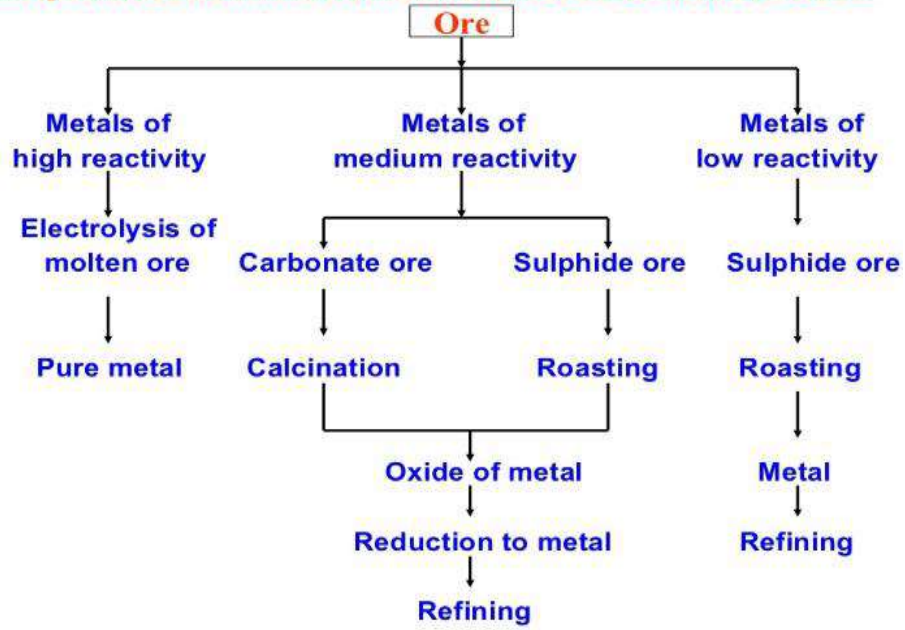
K	Potassium	Most reactive
Na	Sodium	
Ca	Calcium	
Mg	Magnesium	
Al	Aluminium	
Zn	Zinc	Reactivity decreases
Fe	Iron	
Pb	Lead	
H	Hydrogen	
Cu	Copper	
Hg	Mercury	
Ag	Silver	
Au	Gold	Least reactive

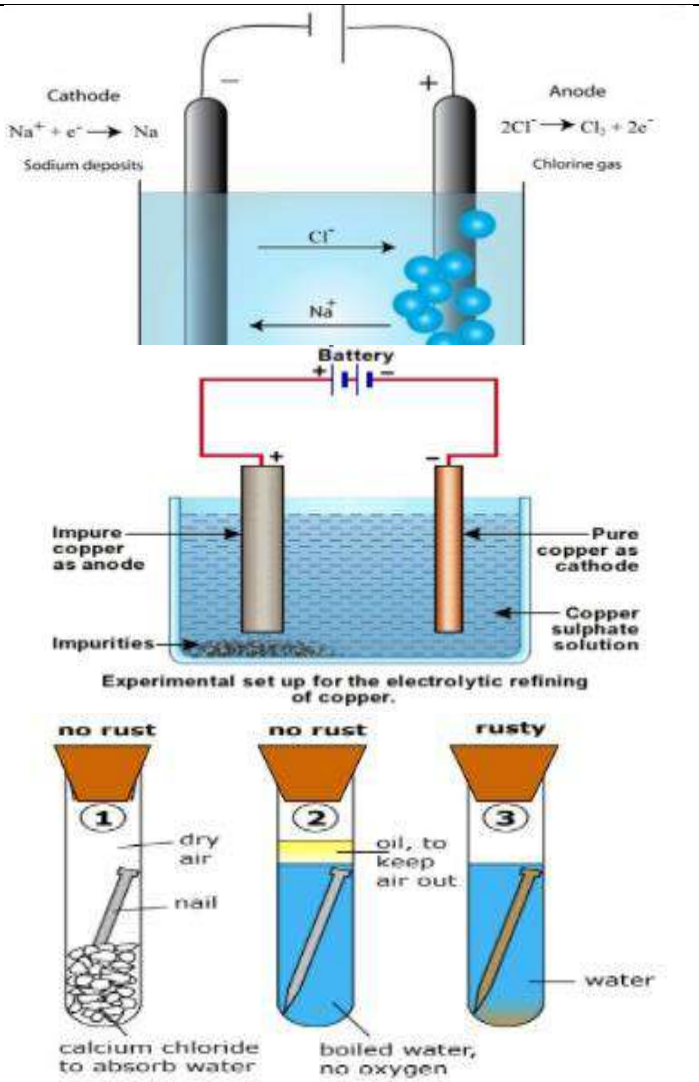




Type of element	Element	Atomic number	Number of electrons in shells			
			K	L	M	N
Noble gases	Helium (He)	2	2			
	Neon (Ne)	10	2	8		
	Argon (Ar)	18	2	8	8	
Metals	Sodium (Na)	11	2	8	1	
	Magnesium (Mg)	12	2	8	2	
	Aluminium (Al)	13	2	8	3	
	Potassium (K)	19	2	8	8	1
	Calcium (Ca)	20	2	8	8	2
Non-metals	Nitrogen (N)	7	2	5		
	Oxygen (O)	8	2	6		
	Fluorine (F)	9	2	7		
	Phosphorus (P)	15	2	8	5	
	Sulphur (S)	16	2	8	6	
	Chlorine (Cl)	17	2	8	7	

Steps involved in the extraction of metals from their ores :-





Learning outcomes: Learners will be able to:

- Compare and contrast the physical properties of metals and non-metals
- Interpret and explain the reactivity of metal towards air, water and acids through description and equations
- Describe the formation of ionic compounds, give explanation for the properties shown by ionic compounds
- Compare the metallurgical processes used in sulphide, carbonate, halide ores.
- Know the physical properties of metals and Non-metals.
- Explain the chemical properties of Metals and Non-metals with the help of chemical equations.
- Recall the reactivity series of Metals.
- Perform chemical reactions of metals with water and dilute acids.
- Describe Ionic Bonding with the help of electron-dot structures.
- Understand the general properties of Ionic compounds.

Application: Learners will be able to-

- Understand the uses of various metals like iron is used for making automobiles, machinery, etc. Gold and silver are used for making jewellery. Copper is used for making electrical wires, cooking utensils, etc. Zinc is mainly used as a protective coating for iron. Aluminium is used for making electrical cables, packaging, cooking utensils, etc.
- Understand the uses of various non-metals like hydrogen is used for the synthesis of ammonia and methyl alcohol, in welding torches, etc. Sulphur is used in the manufacture of compounds like sulphuric acid and sulphates and in the production of matches, dyes, and gunpowder. Graphite is used in pencils, in zinc-carbon batteries, and in brake linings. Phosphorus is used in the fireworks industry and for making special glasses used in sodium lamps.
- Apply the concepts in their daily lives for their benefits.

ICT Integrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, revise all the concepts of the lesson.

- In Text Questions
- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools
- Use exercises given at the end of the chapter as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercises on their own.

Reference:

ncert.nic.in, cbse.nic.in, diksha.gov.in, google.com.

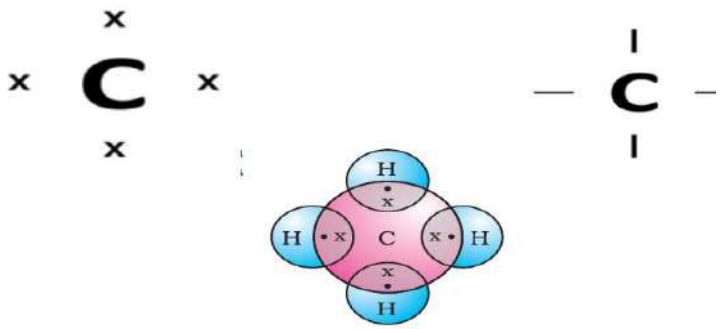
MIS INTERNATIONAL SCHOOL

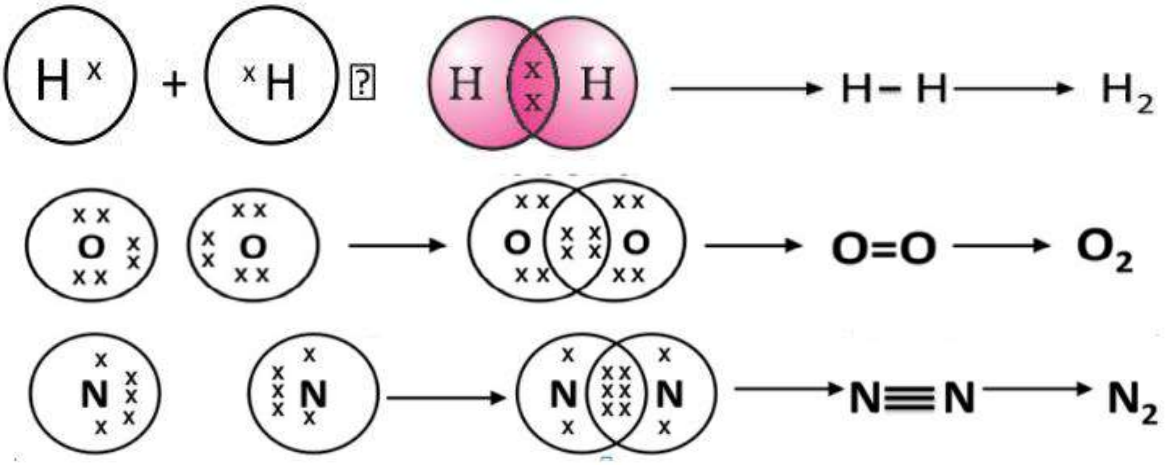
Lesson Plan 2025 - 26

Teacher's Name: Ms. Snehal Patil
Class: 10

Subject: Science No. of periods-8

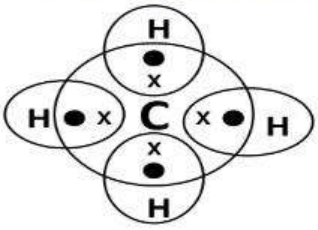
Topic: Chapter 4 – Carbon and its compounds

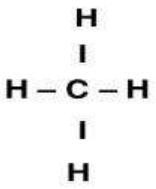
Subtopic: • Functional groups and Homologues Series • Nomenclature of Carbon its compounds • Chemical properties of carbon compounds. • Some important carbon compounds – ethanol and ethanoic acid • Soaps and detergents
Specific objective: Students will be able to: ● Understand the covalent bond and different types of covalent bond and their formation. ● Know the reasons behind versatile nature of carbon. ● Acquainted with the concept of allotropy and catenation. ● Easily differentiate between the saturated and unsaturated compounds. ● Will be able to write the isomers of butane and pentane.
Methodology: Demonstration Method, Explanation Method (learning method), Activity based learning.
Activities: Identify and name the functional groups present in the given compounds
Resources: Textbook, reference book, PPT, mind maps, general teaching tools like white board, marker.
Board work: 



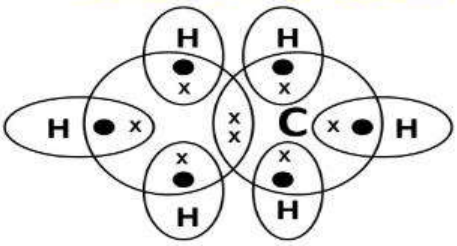
ELECTRON DOT STRUCTURES

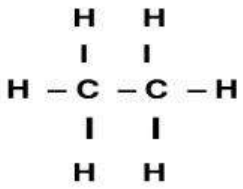
Methane molecule – CH_4

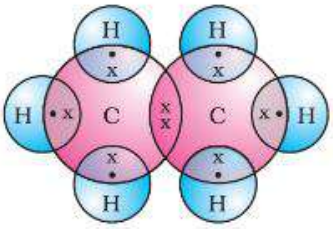




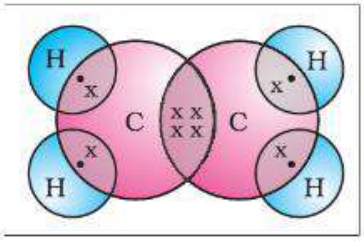
Ethane molecule – C_2H_6



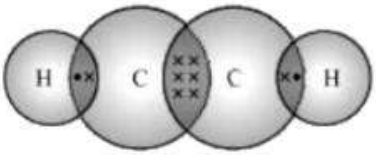




ETHANE



ETHENE

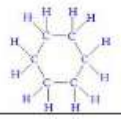


ETHYNE

Classification of Hydrocarbons

HYDROCARBON

OPEN CHAIN -ALLIPHATIC



CLOSED CHAIN

ALICYCLIC

AROMATIC



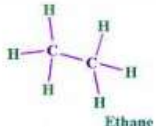
SATURATED

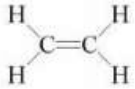
UN SATURATED

ALKANES-SINGLE BONDED

ALKENES-DOUBLE BONDED

ALKYNES-TRIPLE BONDED







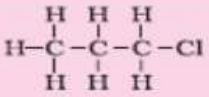
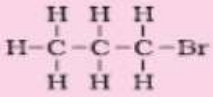
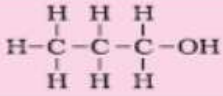
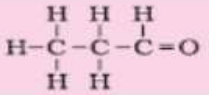
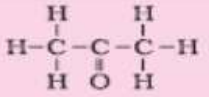
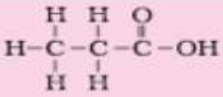
'Alk ' part

No. of C atoms	'Alk' part
1	Meth
2	eth
3	Prop
4	But
5	Pent
6	Hex
7	Hept
8	Oct
9	Non
10	Dec

Primary Suffix

- If all the bonds are single bond **'ane'**
- If one double bond **'ene'**
- If one triple bond **'yne'**

Nomenclature of compounds containing functional group

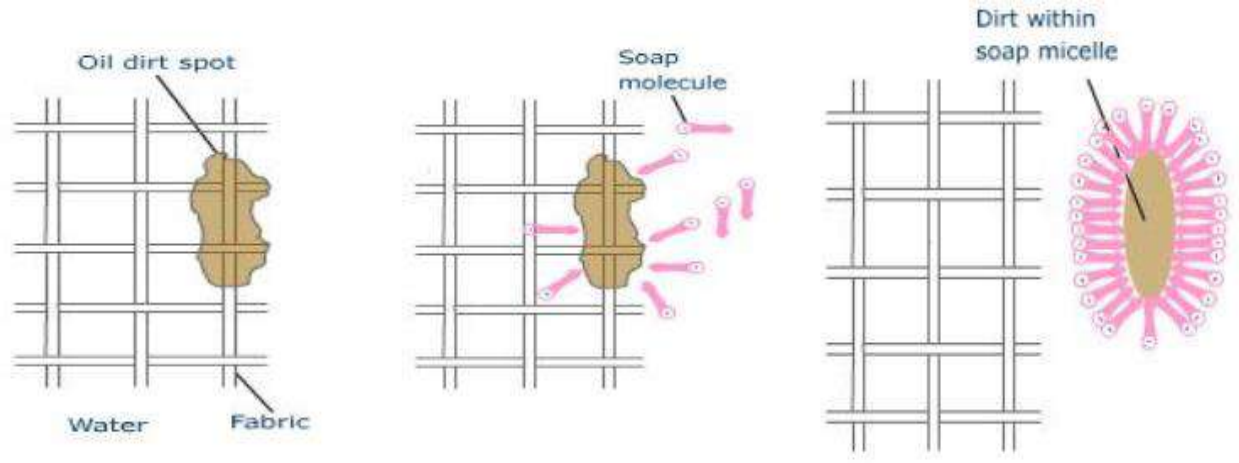
Functional group	Prefix/Suffix	Example	
1. Halogen	Prefix-chloro, bromo, etc.		Chloropropane
			Bromopropane
2. Alcohol	Suffix - ol		Propanol
3. Aldehyde	Suffix - al		Propanal
4. Ketone	Suffix - one		Propanone
5. Carboxylic acid	Suffix - oic acid		Propanoic acid

Homologous Series of		
Alkanes	**Alkenes**	**Alkynes**
CH_4 C_2H_6 C_3H_8 C_4H_{10}	C_2H_4 C_3H_6 C_4H_8 C_5H_{10}	C_2H_2 C_3H_4 C_4H_6 C_5H_8

Homologous Series of		
Aldehydes	**Alcohols**	**Carboxylic acids**
HCHO	CH_3OH	CH_3COOH
CH_3CHO	C_2H_5OH	C_2H_5COOH
C_2H_5CHO	C_3H_7OH	C_3H_7COOH
C_3H_7CHO	C_4H_9OH	C_4H_9COOH

Soaps	Detergents
Soaps are sodium salts of fatty acids.	Detergents are sodium salts of sulphonic acids.
Soaps clean well in soft water but do not clean well in hard water.	Detergents clean well with both hard and soft water.
Soaps do not clean as well as detergents.	Detergents clean better than soaps.
Soaps are biodegradable and do not cause pollution.	Some detergents are non biodegradable and cause pollution.

CLEANSING ACTION OF SOAP



Learning outcomes: Learners will be able to:

- Know majority of carbon compounds are formed by the sharing of electrons.
- Draw the electron dot structures of various molecules likeH2, CO2, NH3, N2, CH4etc.
- Understand that no other element exhibits the property of catenation to the extent seen in carbon compounds.
- Understand the reason for the formation of strong bonds by carbon is its small size.
- Draw the structure of propane, which has the molecular Formula C3H8.
- Understand that the saturated hydrocarbons are called alkanes, unsaturated hydrocarbons which contain one or more double bonds are called alkenes and those containing one or more triple bonds are called alkynes.
- Know the series of compounds in which the same functional group substitutes for hydrogen in a carbon chain is called a homologous series.
- Understand about oxidizing agents.
- Understand that unsaturated hydrocarbons add hydrogen in the presence of catalysts such as palladium or nickel to give saturated hydrocarbons.
- Know that the group of organic compounds called carboxylic acids is obviously characterized by a special acidity.
- Understand the reaction of soap with the calcium and magnesium salts, which cause the hardness of water.
- Understand that the detergents are usually used to make shampoos and products for cleaning clothes.

Application: Learners will be able to-

- Understand that carbon can be used as a decorative tool in jewellery pieces.
- Understand that carbon compounds are used as fuel because they burn with a clean flame and no smoke is produced. Carbon compounds have higher calorific values, maximum ignition temperature and their combustion can be restrained. Hence, carbon and its compounds are a great source of fuel.

● Apply the concepts in daily lives.
ICT Integrated: ● Videos ● Powerpoint presentation
Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, revise all the concepts of the lesson. ● In Text Questions ● Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions. ● Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools ● Use exercises given at the end of the chapter as assessment tools.
Homework/ worksheets: ● Ask students to attempt some of the exercises on their own.
Reference: ncert.nic.in, cbse.nic.in, diksha.gov.in, google.com.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025 - 26

Teacher's Name: Ms. Ashwini Pandhare
Class: 10

Subject: Science No. of periods-8

Topic: Chapter 6 - Life processes

Subtopic: • Life processes • Types of nutrition • Digestion in organism s • Respiration in organisms • Transportation in plants and animals • Excretion in plants and animals
Specific objective: Students will be able to: ● Describe the various life processes present in plants and animals and can explain the various steps involved in these processes. ● Draw neat and labeled diagrams
Methodology: Demonstration Method, Explanation Method (learning method), Activity based learning.
Activities: Experimentally show that carbon dioxide is given out during respiration
Resources: Textbook, reference book, PPT, mind maps, general teaching tools like white board, marker, charts and models like digestion in Amoeba ,organs of digestion in humans, respiratory organs in different organisms etc.
Board work:

AUTOTROPHIC NUTRITION - PHOTOSYNTHESIS

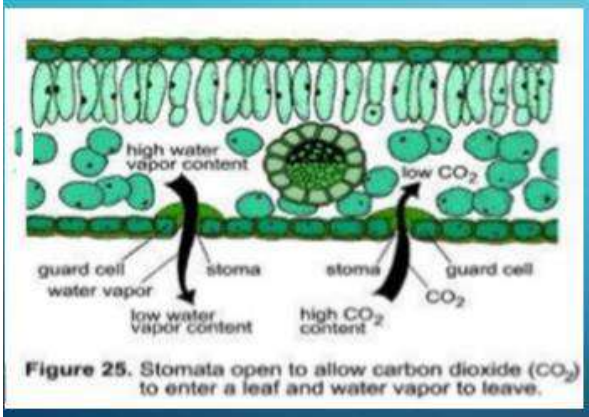
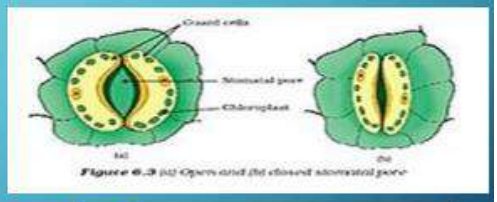
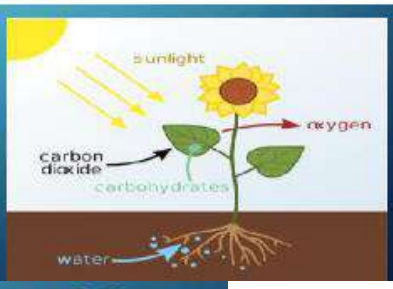


Figure 25. Stomata open to allow carbon dioxide (CO_2) to enter a leaf and water vapor to leave.

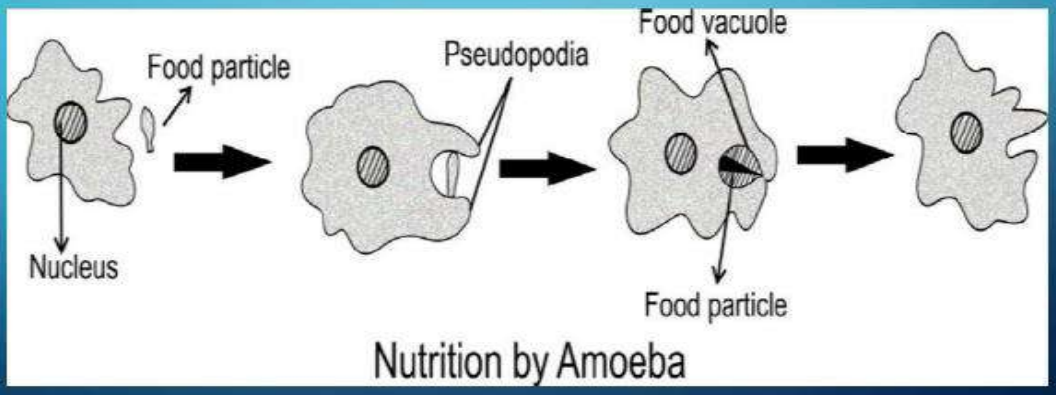




Equation of photosynthesis is as follows:-

$$6CO_2 + 6H_2O \xrightarrow[\text{chlorophyll}]{\text{light energy}} C_6H_{12}O_6 + 6O_2$$

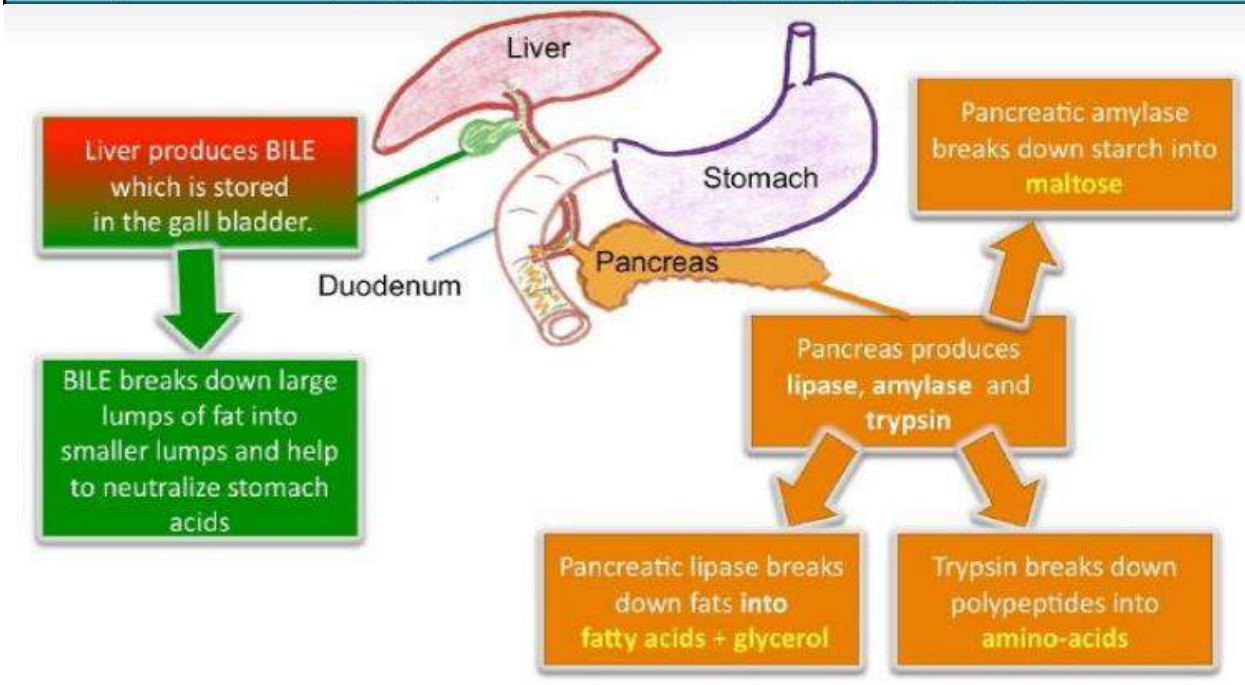
NUTRITION IN ANIMALS



Nutrition by Amoeba

main digestive enzymes found in our body

S.NO	Digestive organ	Enzyme/juice	Food acted upon	Substances produced.
1.	Mouth (salivary glands)	Salivary amylase	Starch	Maltose (sugar)
2.	Stomach	Gastric juice - Pepsin	Proteins	Peptides (fragments of protein)
3.	Pancreas	Pancreatic juice: •Amylase •Trypsin •Lipase	•Starch •Proteins •Fats (lipids)	•Maltose (sugar) •Peptides (very small fragments) •Fatty acids+ glycerol
4.	Small intestine	•Lipase •Maltase •Sucrase •Peptidase	•Fats •Maltose •Sucrose •Peptides	•Fatty acids+ glycerol •Glucose •Glucose and fructose •aminoacids



Types of Cellular Respiration

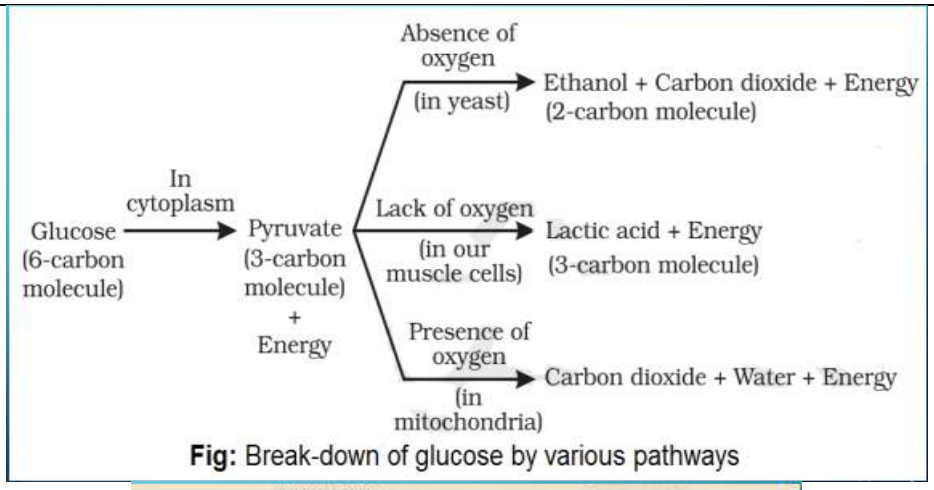
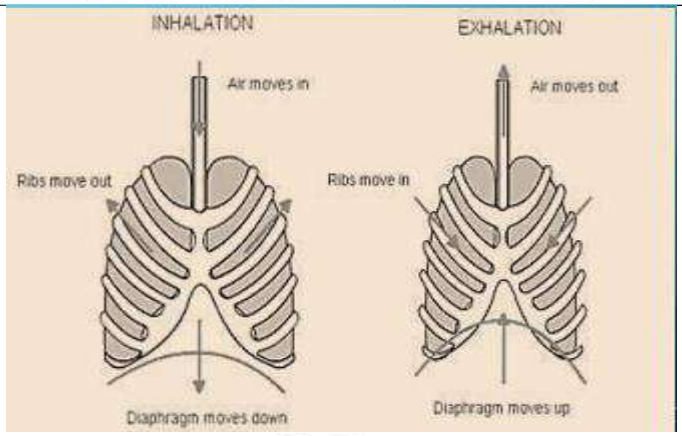
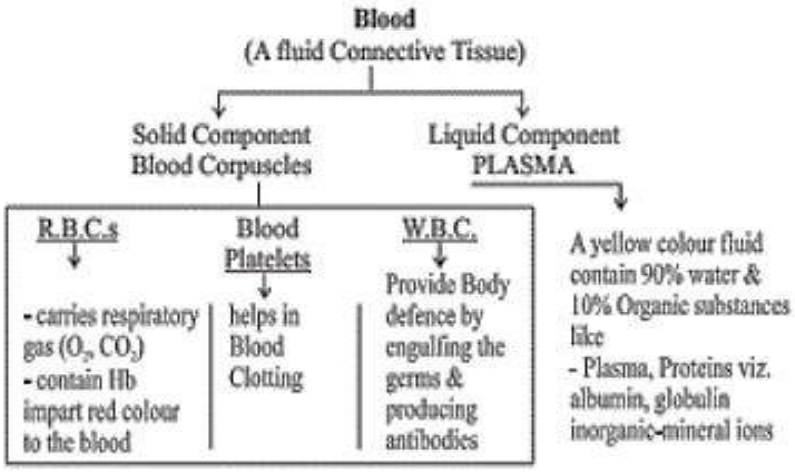
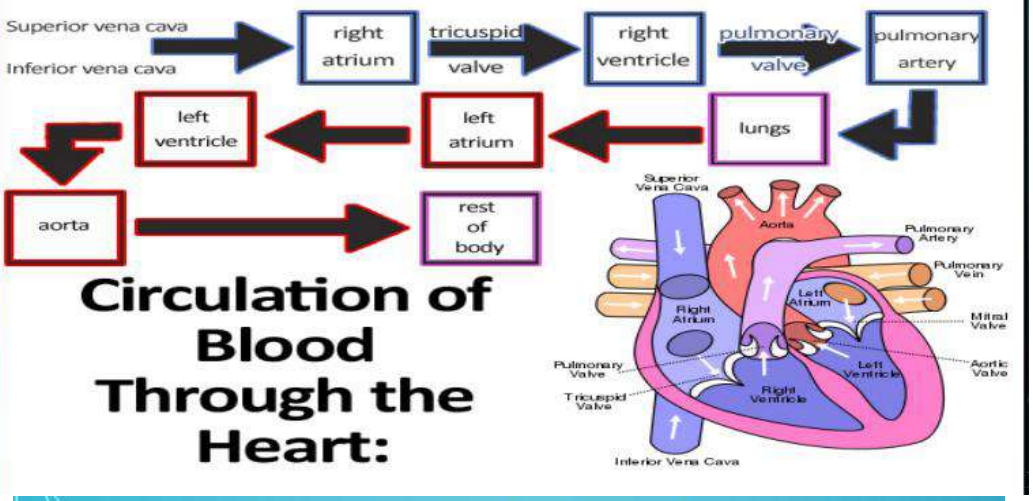


Fig: Break-down of glucose by various pathways

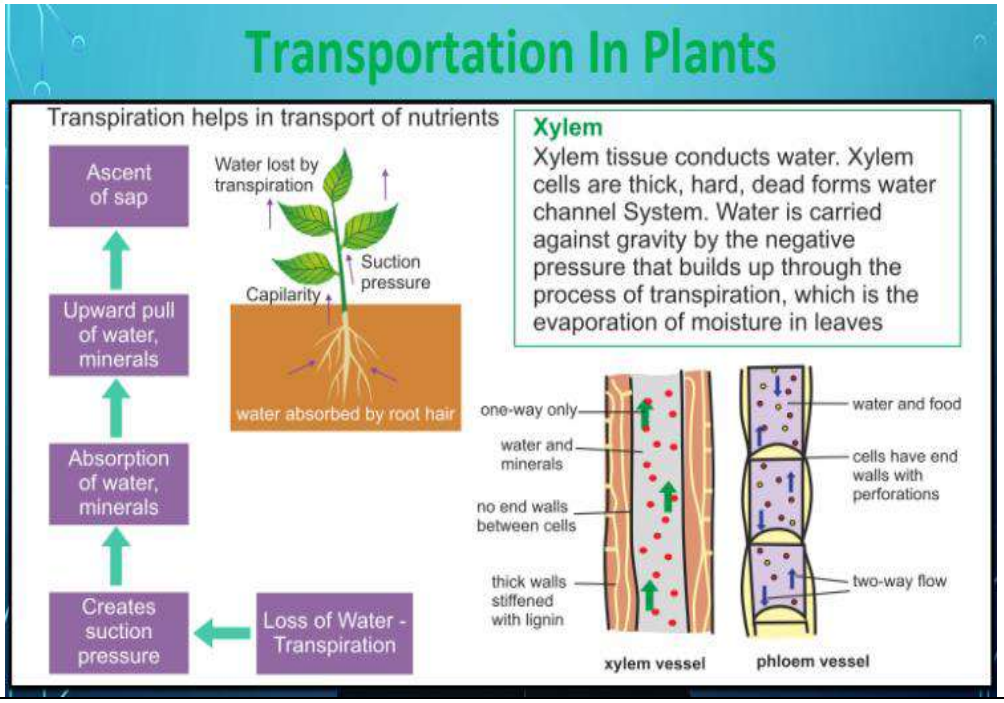


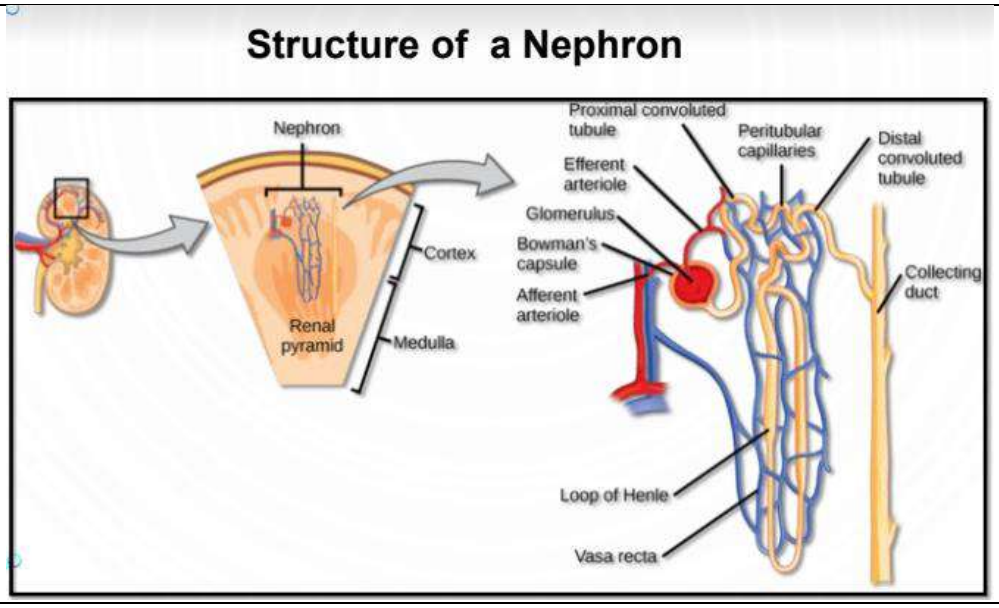


Transportation in Humans



Transportation In Plants





Learning outcomes: Learners will be able to:

- Understand different modes of nutrition in organisms
- Understand role of various parts of the human alimentary canal in digesting and absorbing food.
- Define respiration and explain its importance in plants and animals.
- Explain the system of transportation in plants and understand the differences between animal transportation and plant transportation.
- Define excretion and explain its importance in organisms
- Explain the process of blood filtration through the nephron.
- Explain the methods of excretion in plants and understand the differences between animal excretion and plant excretion.
- Use analytical skills to visualize the given scenario and use the concepts learnt in everyday problems like what is the relationship between life style and blood pressure etc.

Application: Learners will be able to-

- Understand that the life processes they studied are necessary for survival. These basic essential activities performed by an organism include nutrition, transportation, metabolism, respiration, reproduction and excretion, which help in the maintenance of living organisms.

ICT Integrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, revise all the concepts of the lesson.

- In Text Questions

● Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions. ● Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools ● Use exercises given at the end of the chapter as assessment tools.
Homework/ worksheets: ● Ask students to attempt some of the exercises on their own.
Reference: ncert.nic.in, cbse.nic.in, diksha.gov.in, google.com.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025 - 26

Teacher's Name: Ms. Ashwini Pandhare
Class: 10

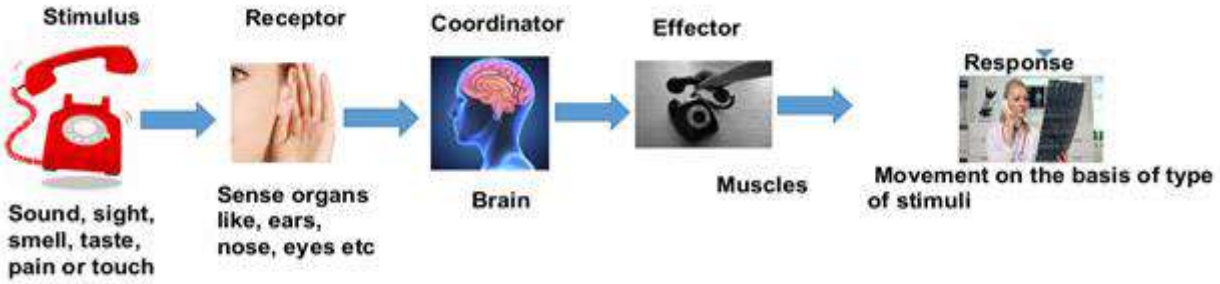
Subject: Science No. of periods-8

Topic: Chapter 7. Control and Coordination

Subtopic: • Animal Nervous system • Reflex actions • Human Brain • How are brain tissues protected & action of nervous system • Conduction of nerve impulse • Coordination in plants • Immediate response to stimulus • Movement due to growth • Hormones in animals • Hormonal coordination in plants and animals.
Specific objective: Students will be able to: ● Understand that the control and coordination are the outcome of the hormones and nervous system. ● Know the responses of nervous system as reflex action, voluntary action and involuntary action. ● Functionally understand that chemical coordination is found both in plants and animals. ● Draw structure of neuron, reflex arc and Human brain. ● Understand that the feedback mechanism regulates the action of the hormones.
Methodology: Demonstration Method, Explanation Method (learning method), Activity based learning.
Activities: To study the phenomenon of phototropism and geotropism in plants. Experiment to demonstrate plant bends towards the light. Identify the endocrine glands mentioned in the figure.
Resources: Textbook, reference book, PPT, mind maps, general teaching tools like white board, marker.

Board work:

Coordination by Brain



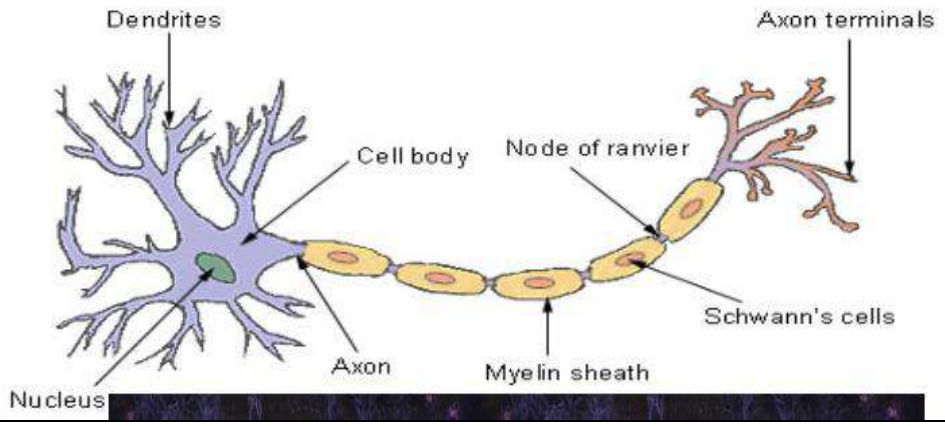
Receptors are Sense Organs

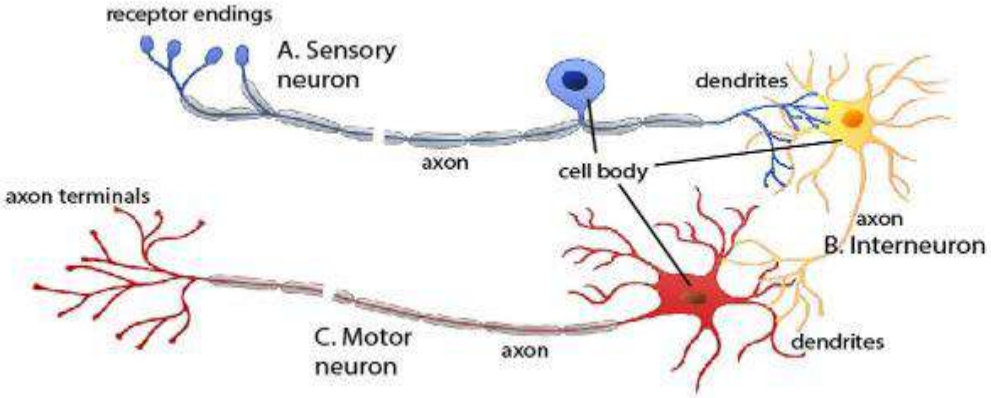
Pheno-receptor (In Inner Ear)	Photo-receptors (In Eyes)	Thermo-receptors (In Skin)	Olfactory-receptors (In Nose)	Gustatory receptors (In Tongue)
Functions Hearing/ Balance of the body	Visual Stimulus	Pain/Touch Heat	Smell Detection	Taste Detection

Control and Co-ordination in Animals

- Nervous System
- Endocrine System

Structure of a Typical Neuron



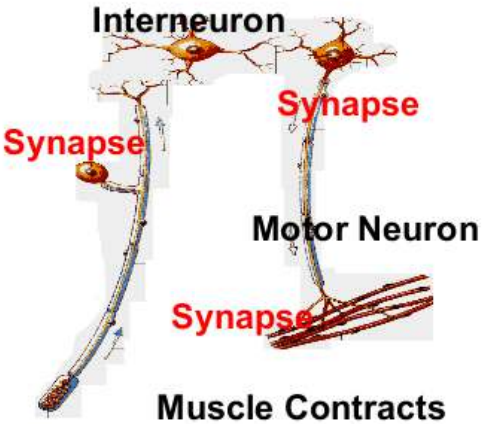


TYPES OF NEURONS

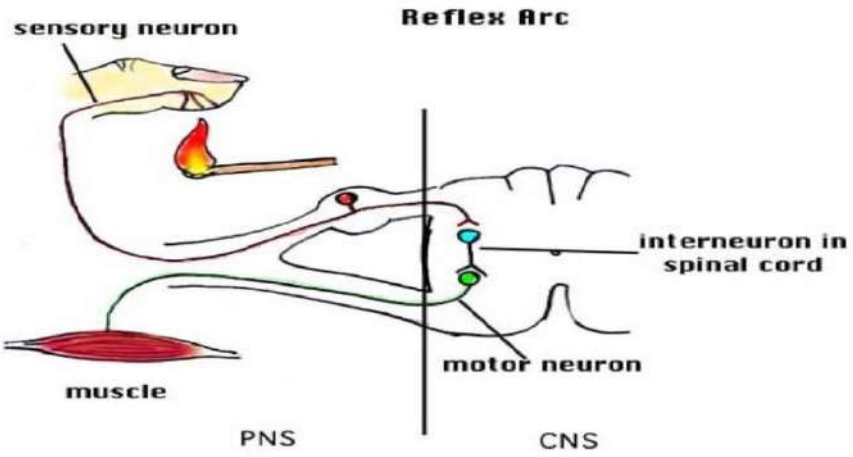
Sensory Neuron

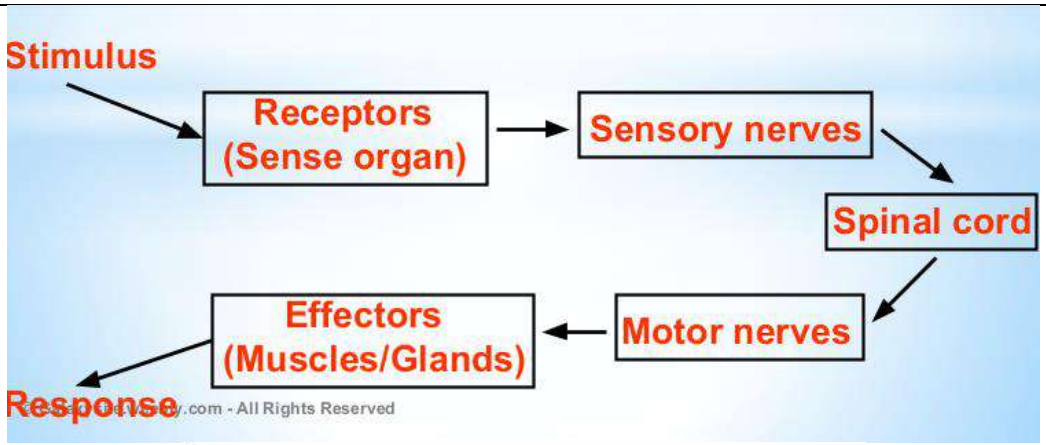
Interneuron

Motor Neuron

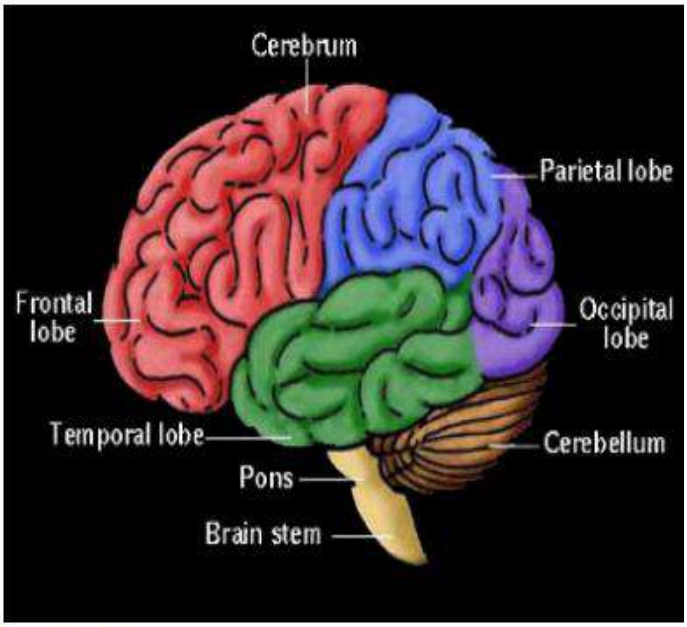


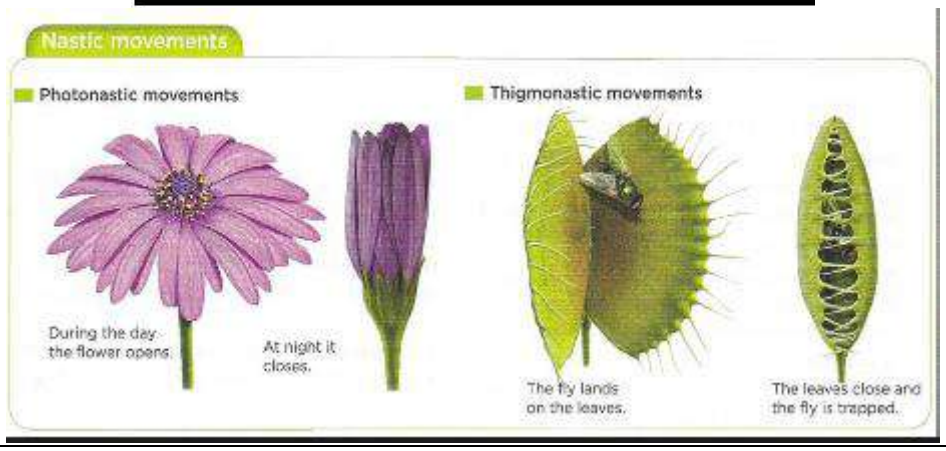
Sensory Neuron

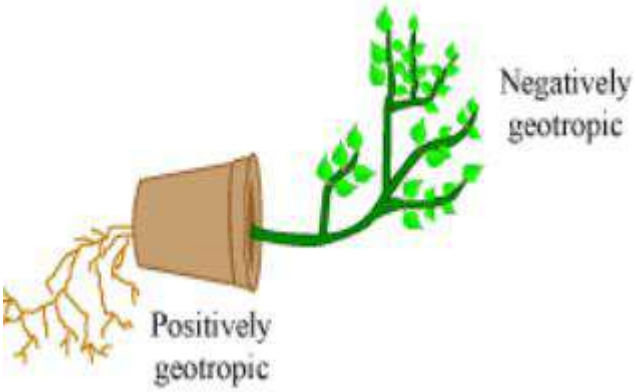


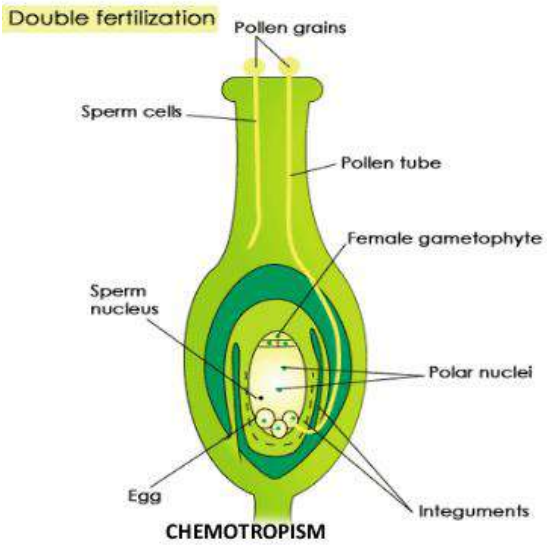


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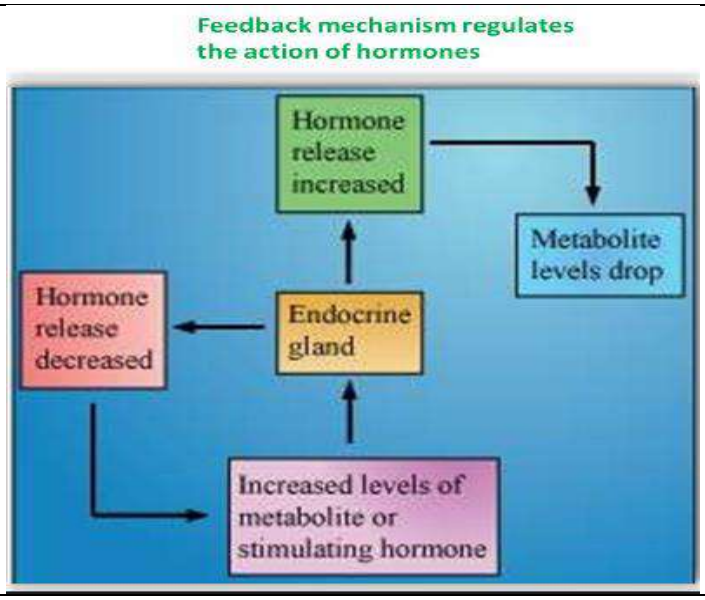






	Germination	Growth to Maturity	Flowering	Fruit Development	Abscission	Seed Dormancy
Gibberellin	✓	✓	✓	✓	✗	✗
Auxin	✗	✓	✓	✓	✗	✗
Cytokinins	✗	✓	✓	✓	✗	✗
Ethylene	✗	✗	✓	✓	✓	✗
Abscisic Acid	✗	✗	✗	✗	✓	✓





Learning outcomes: Learners will be able to:

- Define reflex action, Tropic and Nastic movements.
- Identify the different parts of the brain.
- Differentiate the different types of nerves based on structure and function.
- Understand the communication between CNS and parts of the body and the mechanism of reflex action.
- Acquire knowledge about the structure and function of nervous system in animals and coordination in plants.
- Appreciate the role of feedback mechanism of endocrine system in our life.

Application: Learners will be able to-

- Understand the working of receptors in our bodies and the problems arising if these receptors o not function properly.
- Understand the effects of different hormones and the changes taking place in their bodies due to the secretion of different hormones in our bodies.

ICT Integrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, revise all the concepts of the lesson.

- In Text Questions
- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools
- Use exercises given at the end of the chapter as assessment tools.

Homework/ worksheets:

• Ask students to attempt some of the exercises on their own.
Reference: ncert.nic.in, cbse.nic.in, diksha.gov.in, google.com.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025 - 26

Teacher's Name: Ms. Ashwini Pandhare
Class: 10

Subject: Science No. of periods-8

Topic: Chapter 8 - How do organisms reproduce?

Subtopic:

- Variation
- Fission
- Budding
- Vegetative propagation
- Spore formation
- Sexual reproduction on flowering plants
- Human male reproductive system
- Human female reproductive system
- Reproductive health

Specific objective: Students will be able to:

- Define the related terms
- Identify and explain two types of reproduction
- Discuss different types of asexual reproduction
- Recognize the importance of sexual reproduction
- Explain each stage in the fertilization process
- Describe male and female reproductive system in humans and contraceptive methods
- Compare and contrast sexual and asexual reproduction
- Describe the advantages and disadvantages of each type of reproduction
- Draw the diagrams of asexual reproduction and sexual reproduction
- Label the diagrams of asexual reproduction and sexual reproduction

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based learning, specimen-aided teaching, learning by doing.

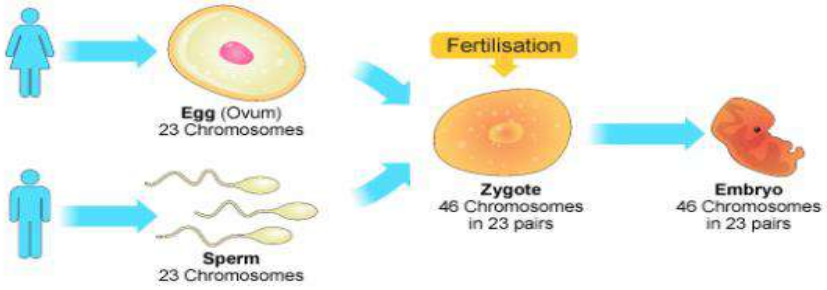
Activities:

Separating the various parts of any 5 flowers displaying and comparing them.
Growing some plants by vegetative propagation

Resources:

Textbook, reference book, PPT, mind maps, general teaching tools like white board, marker, China rose flower, Bryophyllum leaf

Board work:

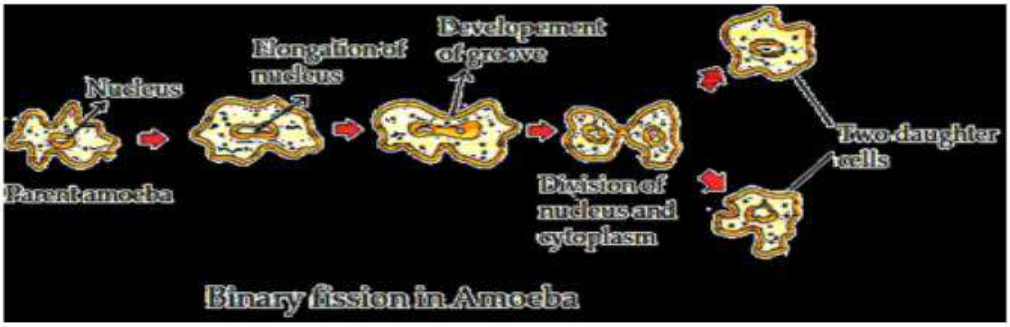


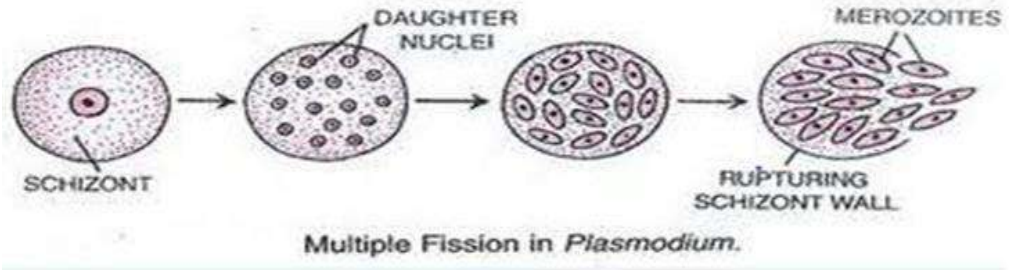
Sexual Reproduction in Flowering Plants

TYPES OF ASEXUAL REPRODUCTION

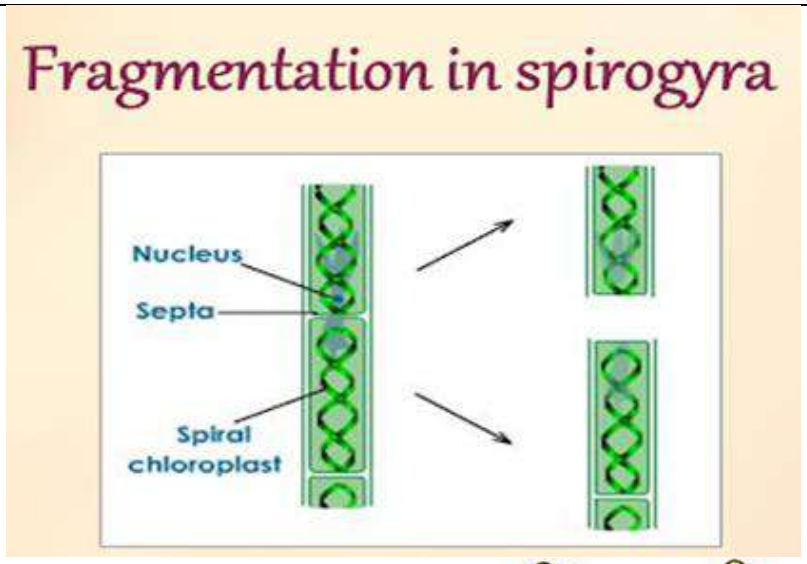
- FISSION
- FRAGMENTATION
- BUDDING
- VEGETATIVE PROPAGATION
- SPORE FORMNATION

BINARY FISSION IN AMOEBA





Multiple Fission in *Plasmodium*.



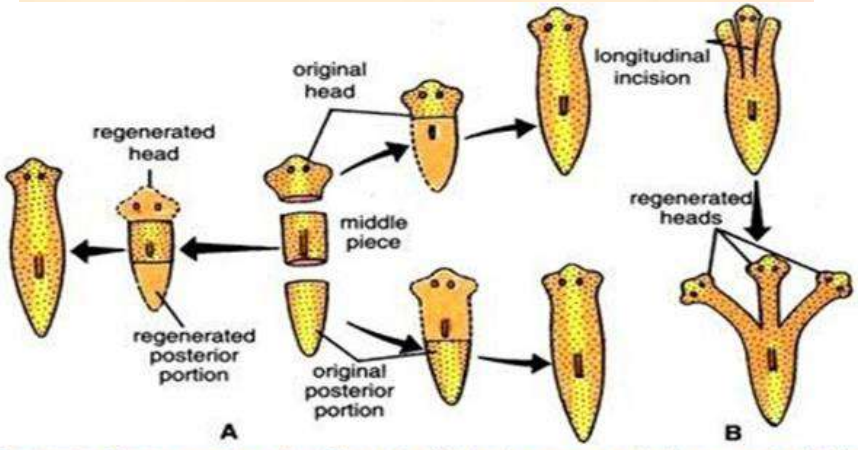


Fig. 39.17. *Dugesia*. Regeneration. A—Three individuals regenerate from an individual cut into three parts; B—Formation of a heteromorph with three heads.

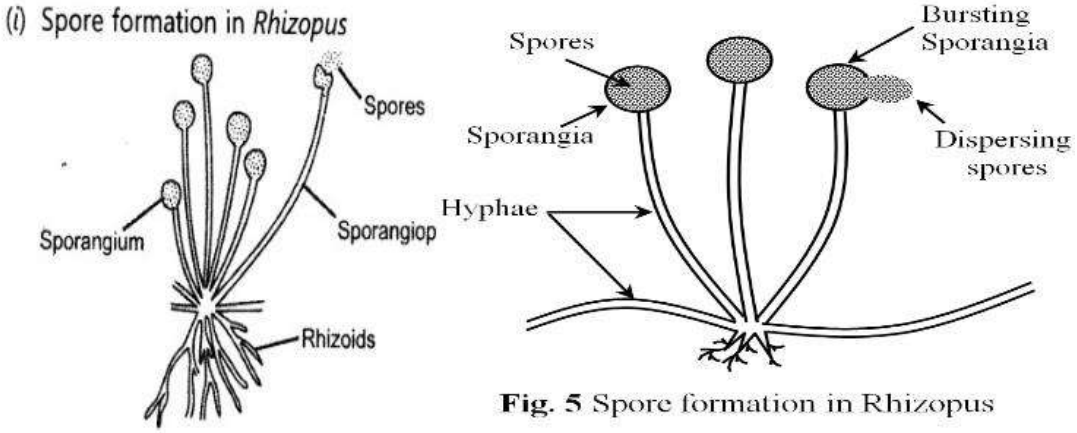
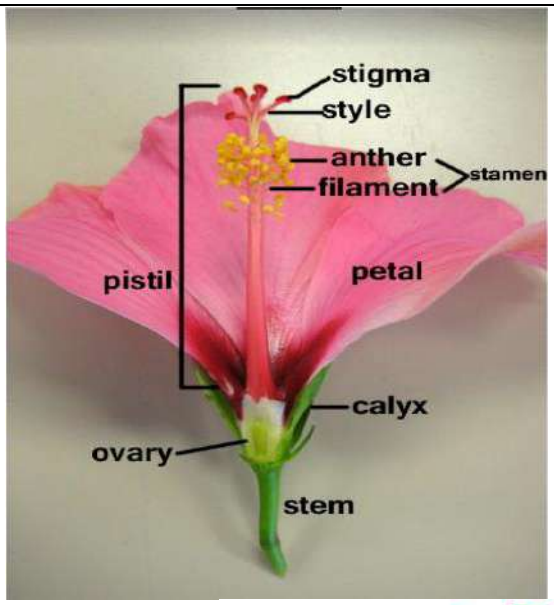
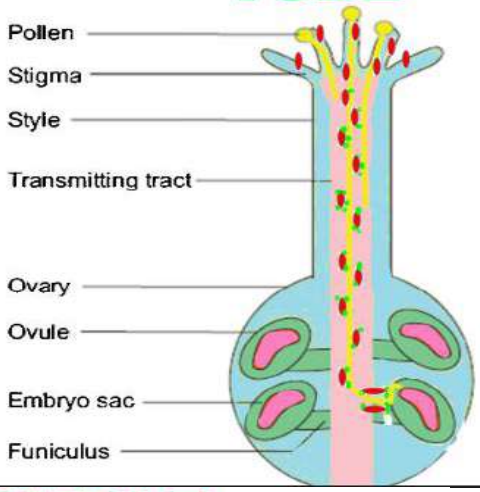


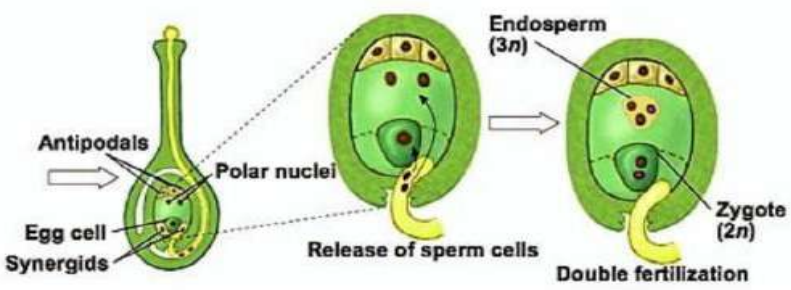
Fig. 5 Spore formation in Rhizopus



GROWTH OF POLLEN TUBE



• DOUBLE FERTILIZATION



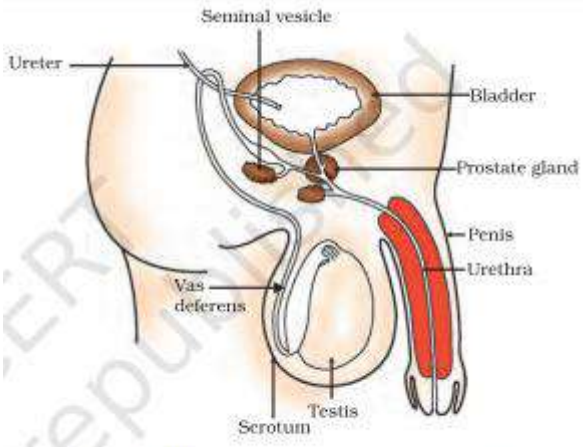


Figure 8.10 *Human–male reproductive system*

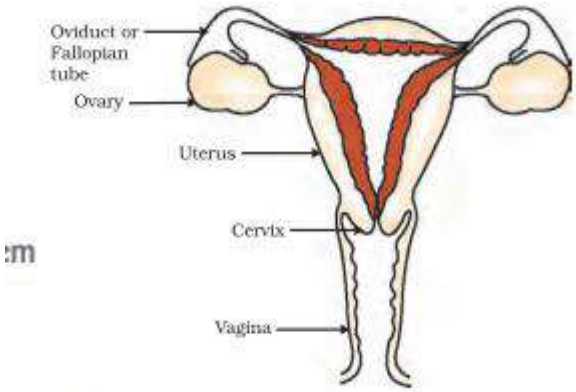


Figure 8.11 *Human –female reproductive system*



Learning outcomes: Learners will be able to:

- Define the related terms
- Identify and explain the two types of reproduction
- Discuss different types of asexual reproduction
- Recognize the importance of sexual reproduction
- Explain each stage in the fertilization process
- Describe male and female reproductive system in humans and contraceptive methods
- Compare and contrast sexual and asexual reproduction
- Describe the advantages and disadvantages of each type of reproduction
- Draw the diagrams of asexual reproduction and sexual reproduction
- Label the diagrams of asexual reproduction and sexual reproduction.

Application: Learners will be able to-

- Understand that the process of reproduction ensures that a plant or animal species does not disappear from Earth. This process is very important in maintaining stability in the ecosystem and for the continuation of life on earth.

ICT Integrated:

- Videos
- Power point presentation

Extra questions/ Class assessment/ Recapitulation: At the end of the chapter,

revise all the concepts of the lesson.

- In Text Questions
- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools
- Use exercises given at the end of the chapter as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercises on their own.

Reference:

ncert.nic.in, cbse.nic.in, diksha.gov.in, google.com.

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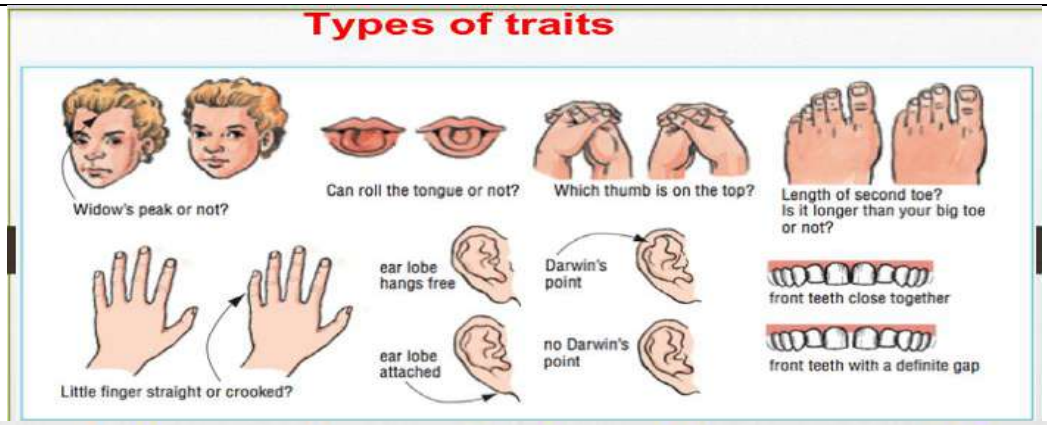
Lesson Plan 2025 - 26

Teacher's Name: Ms. Ashwini Pandhare
Class: 10

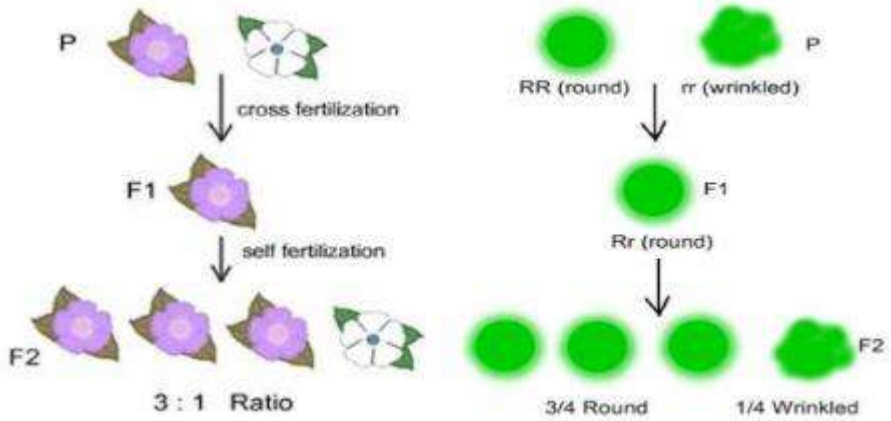
Subject: Science No. of periods-8

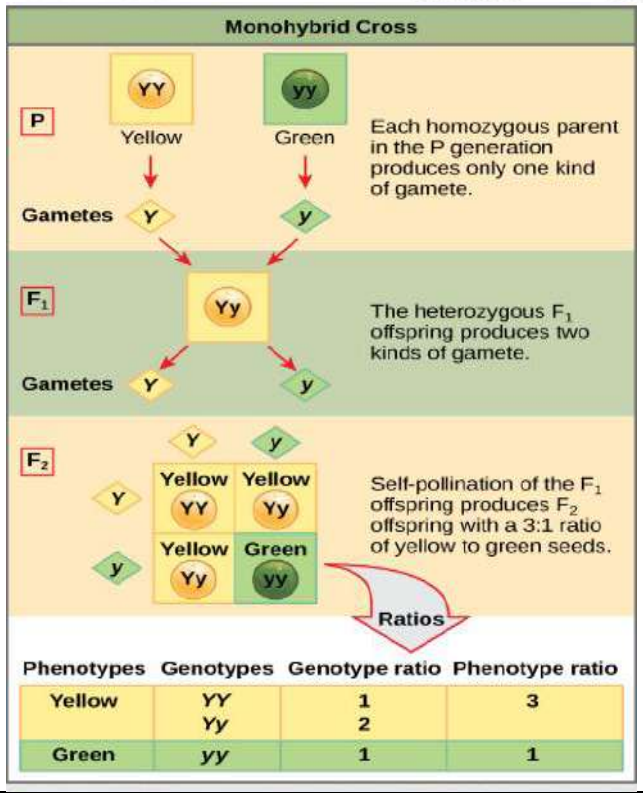
Topic: Chapter 9 - Heredity

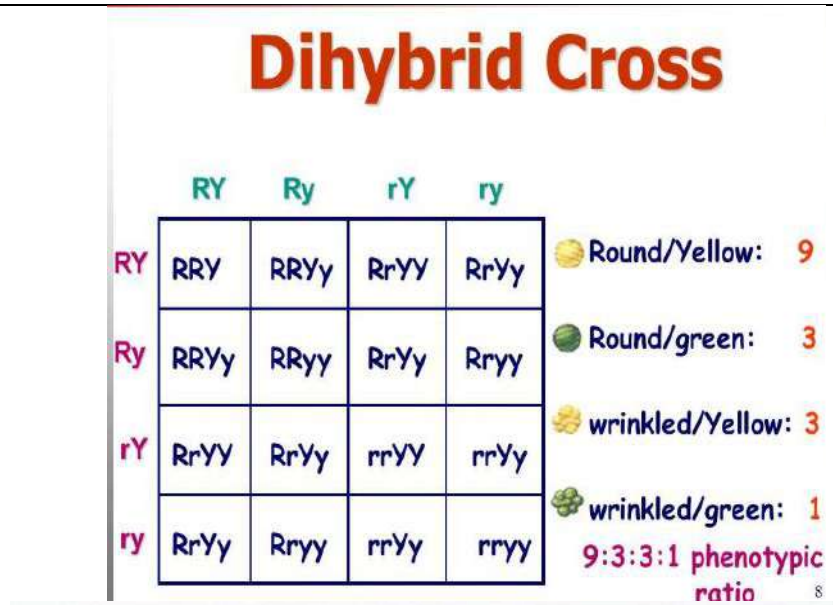
Subtopic: • Variations, Heredity, Mendelian Principles of inheritance, Expression of traits, Sex • determination in human, Evolution, Acquired and inherited traits, Origin of life, Speciation, • Evolution and classification, Evidences of evolution-Fossils, Homologous and analogous organs, • Evolution by stages, Evolution of wild cabbage, Molecular phylogeny, Human evolution.
Specific objective: Students will be able to: ● Understand students understand the genetic basis of variation which is responsible for observed variation in the surroundings ● The make them understand the rules of inheritance and phenotypic expression of traits. ● To make them understand the role of natural selection in evolution and significance of fossils in unfolding the unwitnessed story of evolution.
Methodology: Demonstration Method, Explanation Method (learning method), Activity based learning.
Activities: Study of homologous and analogous organs with suitable specimens. Finding out Mendelian monohybrid and Dihybrid ratio by using pea seeds (Colour of the seed, Shape of the seeds)
Resources: Textbook, reference book, PPT, mind maps, general teaching tools like white board, marker, Charts, Pea plant, Seeds of pea, Bones of forelimbs in Man, Dog, Bat, Bird, Bougainvillea, Cucurbita, Cauliflower, Broccoli.
Board work:

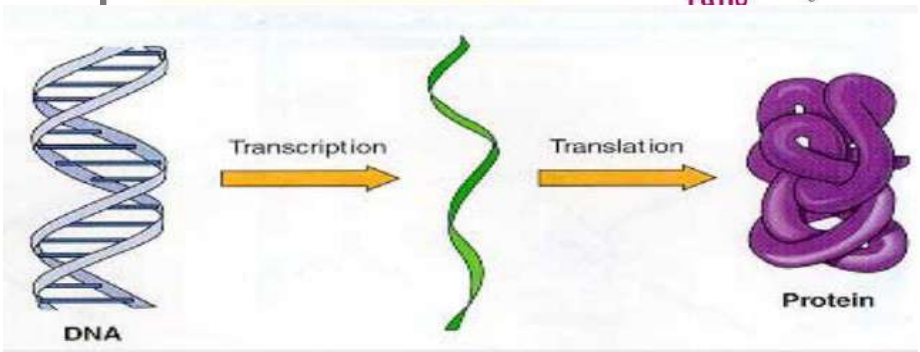


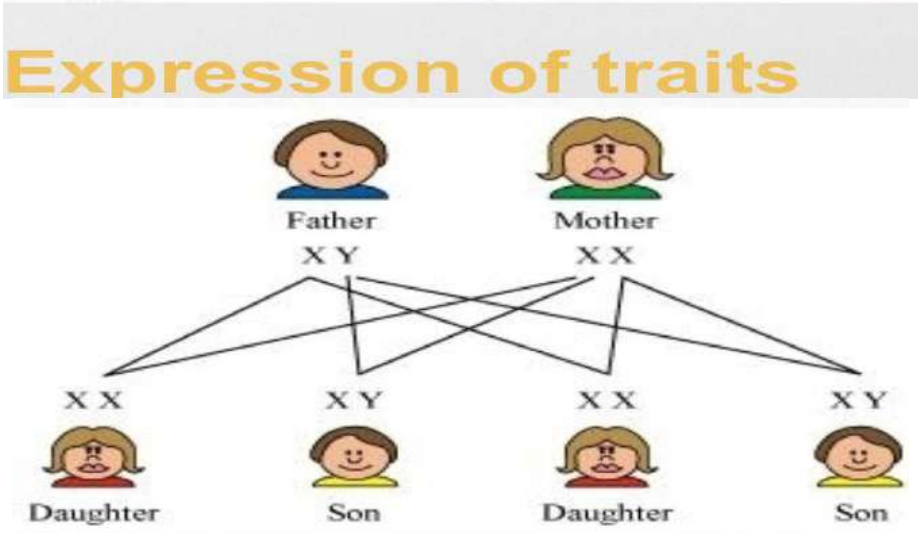
Mendel work on inheritance of traits











Learning outcomes: Learners will be able to:

- Understand that living beings produce offspring of same kind but they vary amongst themselves and are not identical to parents.
- Know the sex of offspring (humans) is determined.
- Understand natural selection and adaptive evolution and how living things exhibit immense diversity and complexity.
- Understand significance of fossils in determining evolutionary relationship in between organisms.

- Define heredity.
- Differentiate between heredity and variations.
- State Mendelian Principles of inheritance.
- Illustrates Mendelian Principles of inheritance.
- Explains the expression of traits with an example.
- Identifies the mode of sex determination in man.
- Differentiates between acquired and inherited traits.
- Appreciates the contribution of Darwin in evolution.
- Find out the relationship between evolution and classification.
- Gives examples for homologous organs.
- Identifies the significance of homologous organs to find out the evolutionary relationship.
- Explains the evolution of wild cabbage.
- Draw the diagrams of homologous organs.
- Apply the knowledge of evolution in daily life.

Application: Learners will be able to-

- Understand which are dominant and therefore are likely to be passed on from one parent to the next generation. On the other hand, a recessive trait will be passed on only if both parents possess it.
- Understand that changes in traits can allow organisms to adapt to specific environments for better rates of survival.

ICT Integrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, revise all the concepts of the lesson.

- In Text Questions
- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools
- Use exercises given at the end of the chapter as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercises on their own.

Reference:

ncert.nic.in, cbse.nic.in, diksha.gov.in, google.com.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025 - 26

Teacher's Name: Ms. Minal Chaudhari
Class: 10

Subject: Science No. of periods -12

Topic: Chapter 9 - Light- Reflection and Refraction

Subtopic:

- Reflection through Spherical mirrors
- Refractive index and Refraction through spherical lenses

Specific objective: Students will be able to:

- Understand the types of spherical mirrors and the important terms related to them.
- Comprehend the rules of reflection by concave and convex mirrors.
- Apply the rules of reflection to make images for the various positions of the object in front of a concave and convex mirror.
- Apply sign convention and use the mirror formula and magnification formula to calculate the image position and size.
- Understand the concept of refraction of light and calculate refractive index of a given medium.
- Understand the types of lenses and the important terms related to them.
- Comprehend the rules of refraction by concave and convex lenses.
- Apply the rules of refraction to make images for the various positions of the object in front of a concave and convex lens.
- Apply sign convention and use the lens formula and magnification formula to calculate the image position and size.
- Draw the path of light ray through a glass slab.
- Calculate the power of a given lens.

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based teaching.

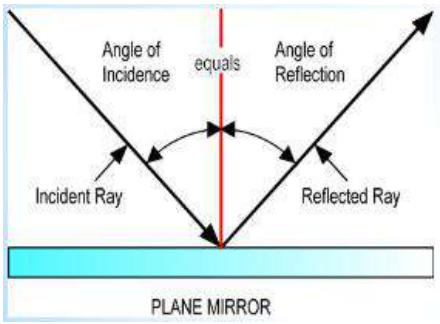
Activities:

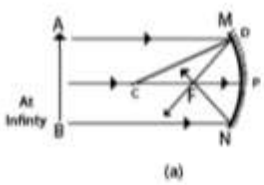
- Determination of the focal length of (i) Concave mirror and (ii) Convex lens by obtaining the image of a distant object.
- Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result.

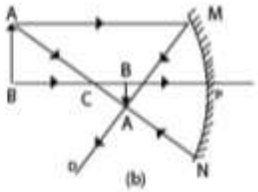
Resources:

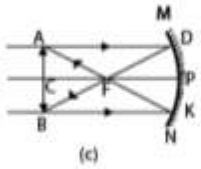
Textbook, reference book, PPT, Mind maps

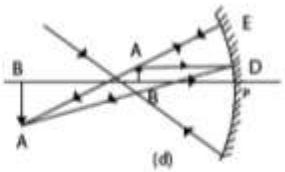
Board work:

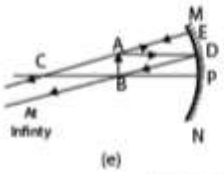


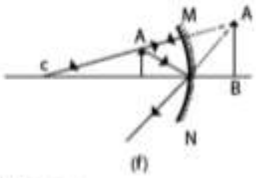




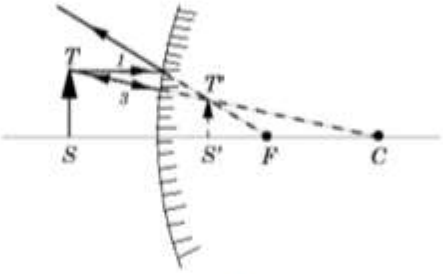








Concave Mirror



Convex Mirror

Object position	Image position	Size of image	Nature of image
At infinity	Focus (F)	Point sized	Real
Beyond C	Between F and C	Small	Real and inverted
At C	At C	Same as that of the object	Real and inverted
Between C and F	Behind C	Enlarged	Real and inverted
At F	At infinity	Highly enlarged	Real and inverted
Between F and P	Behind mirror	Enlarged	Virtual and erect

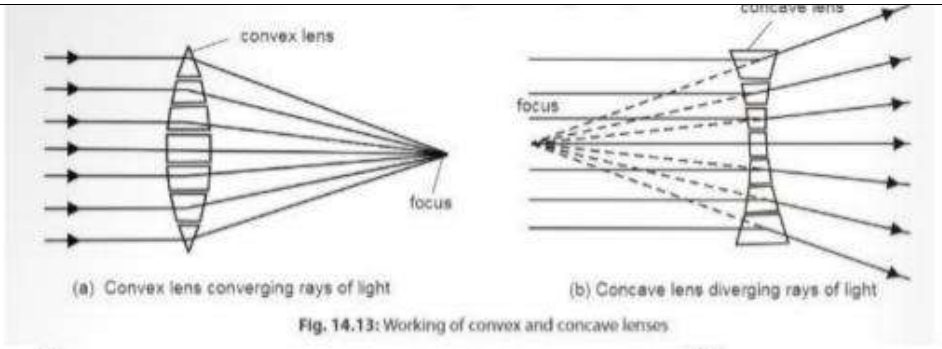
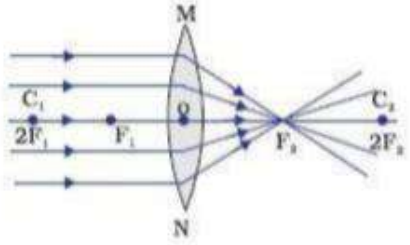
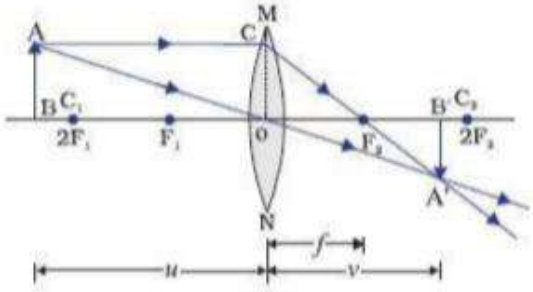


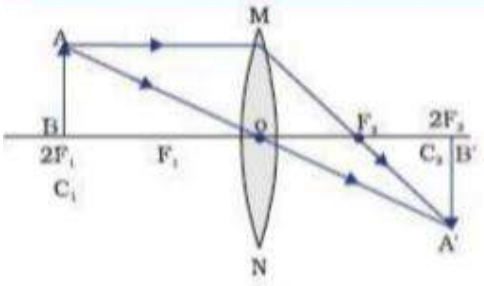
Fig. 14.13: Working of convex and concave lenses



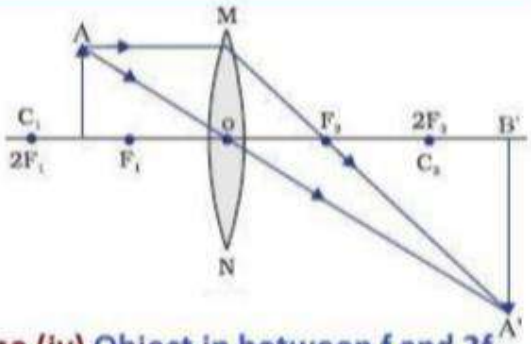
Case (i) Object at infinity



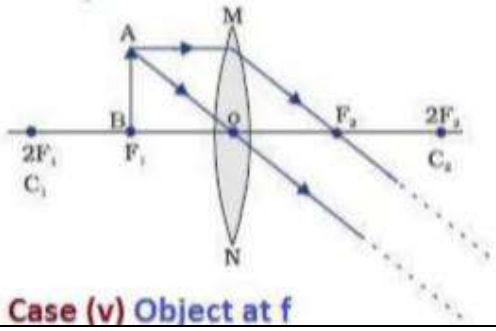
Case (ii) Object at beyond 2f



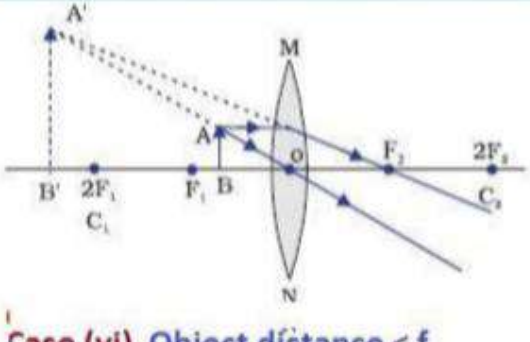
Case (iii) Object at 2f



Case (iv) Object in between f and 2f



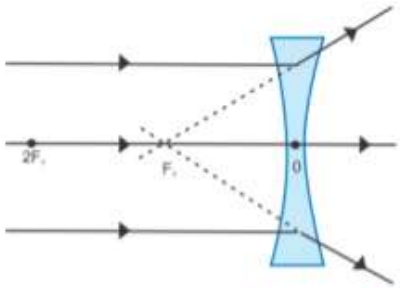
Case (v) Object at f

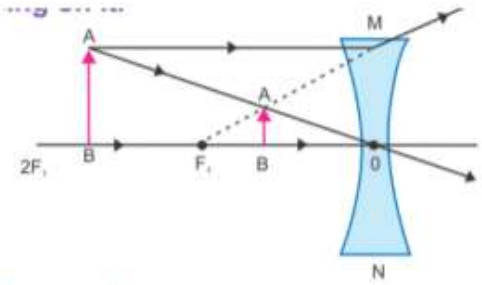


Case (vi) Object distance < f

Image formation by Convex Lenses

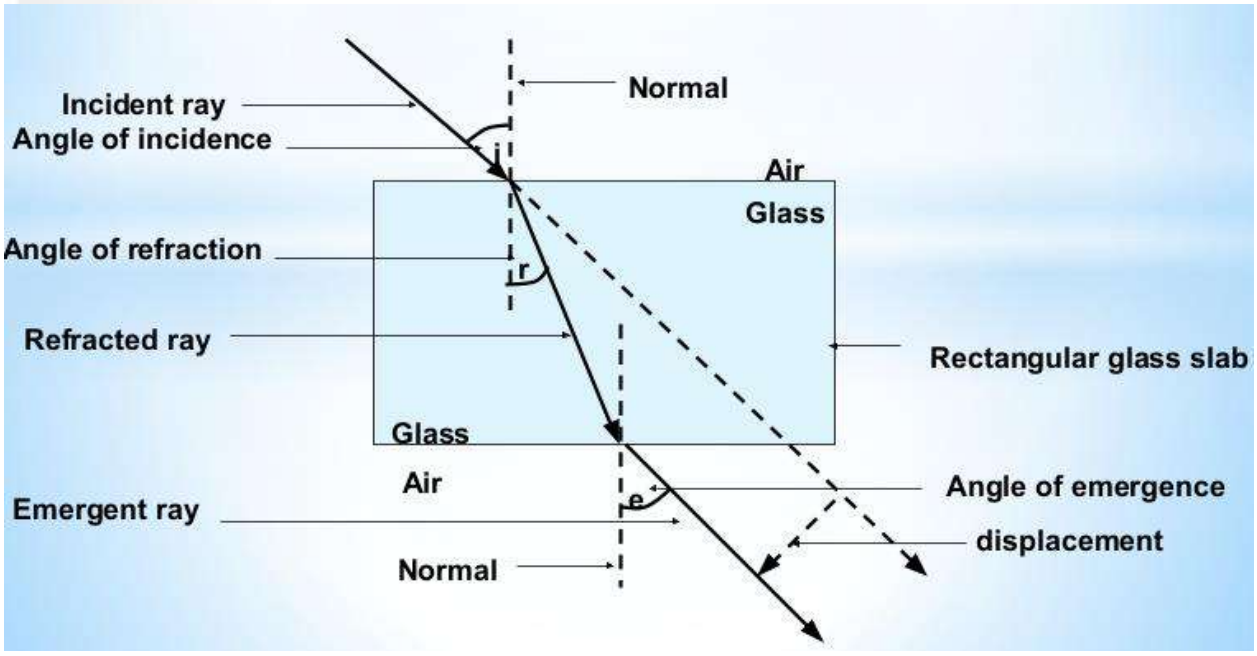
Object position	Image position	Size of image	Nature of image
At infinity	At F_2	Extremely small	Real and inverted
Behind $2F_1$	Between F_2 and $2F_2$	Small	Real and inverted
At $2F_1$	At $2F_2$	Same as that of the object	Real and inverted
Between $2F_1$ and F_1	Beyond $2F_2$	Enlarged	Real and inverted
At F_1	At infinity	Highly enlarged	Real and inverted
Between F_1 and O	Same side of the lens	Enlarged	Virtual and erect





Images formed by Concave Lens

Object position	Image position	Size of image	Nature of image
At infinity	At focus F_1	Extremely small	Virtual and exact
Between O and X (X lies beyond C_1)	Between O and F_1	Small	Virtual and exact



Learning outcomes: Learners will be able to:

- Understand the nature of image produced by spherical mirrors.

- Realize the importance of rules of reflection from a spherical mirror and use them to make images in case of mirrors.
- Practice the numerical based on mirror formula and magnification formula using sign conventions.
- Develop the ability to distinguish between convex and concave lens on the basis of the type of image formed by it.

Application: Learners will be able to-

- Suggest an experiment to find out the refractive index of vegetable oil as well as glass beaker.

ICT Integrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, revise all the concepts of the lesson.

- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools
- Use exercises given at the end of the chapter as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercises on their own.

Reference:

ncert.nic.in, cbse.nic.in, diksha.gov.in, google.com.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025 - 26

Teacher's Name: Ms.Minal Chaudhari
Class: 10

Subject: Science No. of periods-8

Topic: Chapter 10 - Human Eye and the Colourful world

Subtopic:

- Functioning of a lens in human eye.
- Defects of vision
- Refraction through a prism, dispersion and rainbow
- Atmospheric Refraction
- Scattering

Specific objective: Students will be able to:

- Understand the defects of vision – Myopia and Hypermetropia and their correction.
- Understand refraction of light through a glass prism.
- Comprehend the phenomena of dispersion of light.
- Apply the phenomena of atmospheric refraction to explain the twinkling of star, early sunrise and sunset etc.
- Understand the concept of scattering of light.
- Apply the phenomena of scattering of light to explain the color of sky, color at the time of sunrise and sunset etc.
- Draw and explain the phenomena of rainbow formation in the atmosphere.
- List the various parts of human eye and state the function of each part.
- Understand the defects of vision – Myopia and Hypermetropia.
- Analyze the cause of each of the defects and the ray diagram of the defective eye.
- Understand the use of appropriate lens to correct the defect and draw appropriate ray diagram.
- Apply sign convention and calculate the power of the lens required to correct the defect.

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based learning.

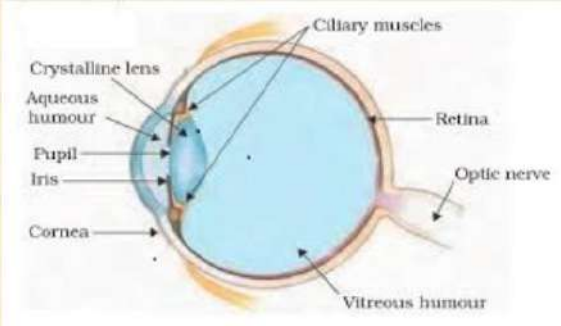
Activities:

Tracing the path of the rays of light through a glass prism.

Resources:

Textbook, reference book, PPT, mind maps, general teaching tools like white board, marker.

Board work:



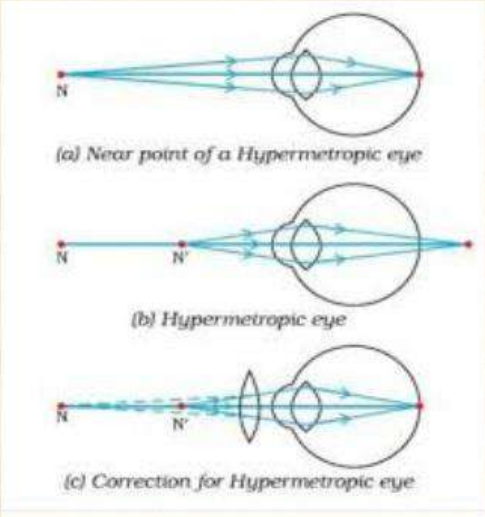
Parts of eye and their functions

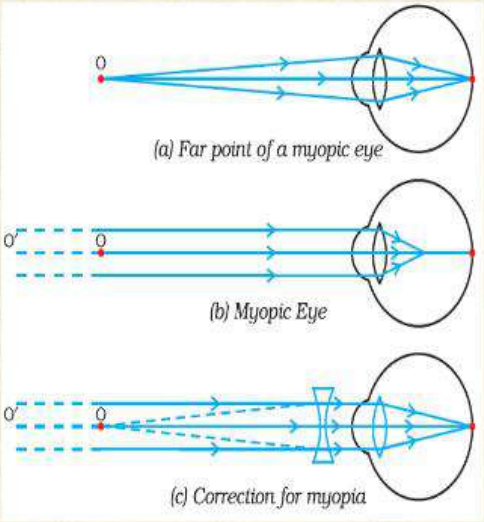
Part	Definition	Function
Cornea	Transparent membrane on the front portion of the eyeball	Light enters the eye
Iris	opaque circular diaphragm	Controls the size of the pupil
Pupil	Small central hole in the iris	It regulates and controls the amount of light entering the eye
Vitreous humour	Jelly like fluid between retina and eyelens	It helps to maintainits shape and overall eye health
Optic nerve	Nerve which connects eye and brain	Carries the electrical signal to the brain
Ciliary muscles	The small muscle that permits the lens to change its shape in order to focus near or distant objects	Changes the shape of the eye lens and its focal length
Eyelens	A biconvex lens composed of fibrous, jelly-like material	Focus the images of objects on retina
Retina	Light sensitive membrane on the backwall of the eyeball	Images are formed and transmitted to the brain
Aqueous humour	Salty fluid between cornea and eyelens	It gives the eye its shape nourishes the cornea and lens by supplying nutrition

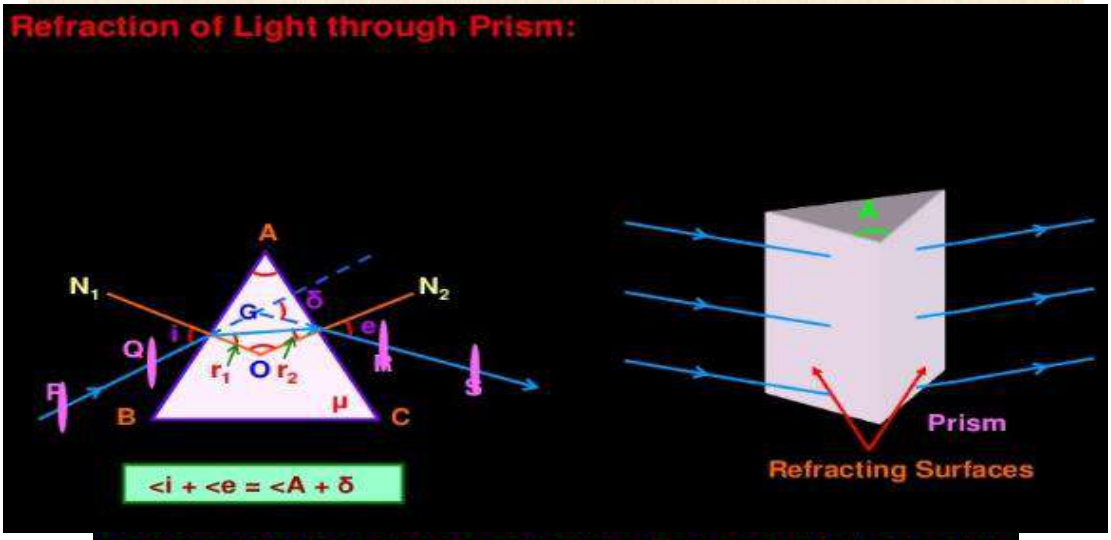
Defects of vision and their correction

Defect	Cause	correction
Myopia(Near sightedness)	Large eyeball, small focal length of eye lens	Concave lens
Hypermetropia(Long sightedness)	Small eyeball, Large focal length of eye lens	Convex lens
Presbyopia	Accommodating power of eye lens decreases due to stiffening of eye lens	Convex lens

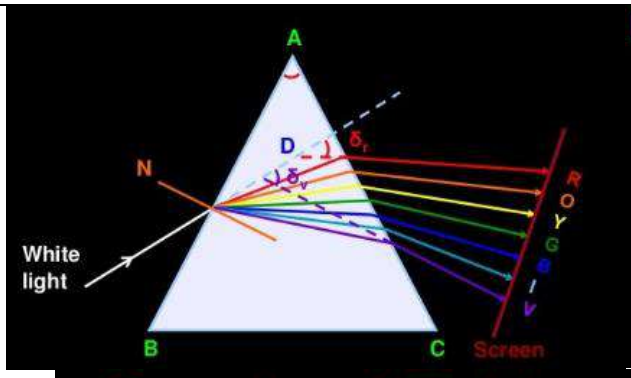
Ray dagram of hypermetropia and myopia

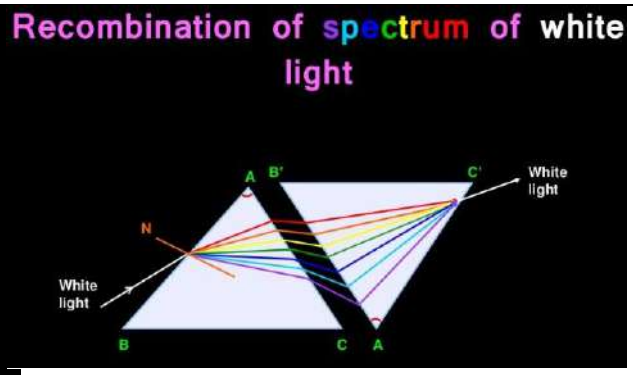


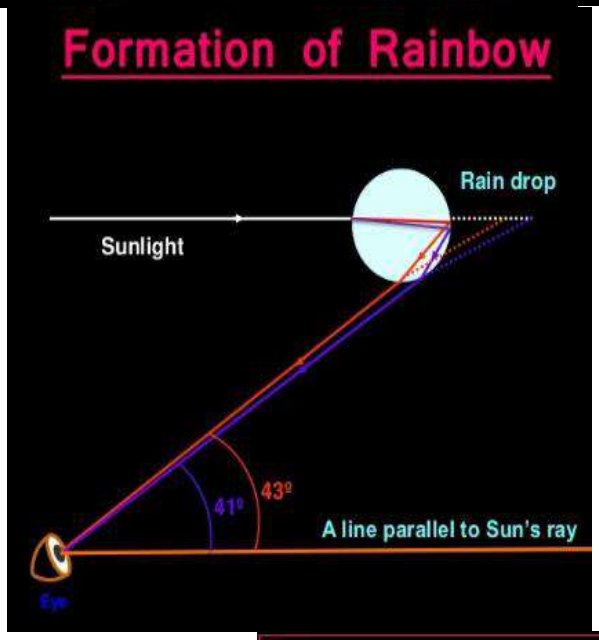


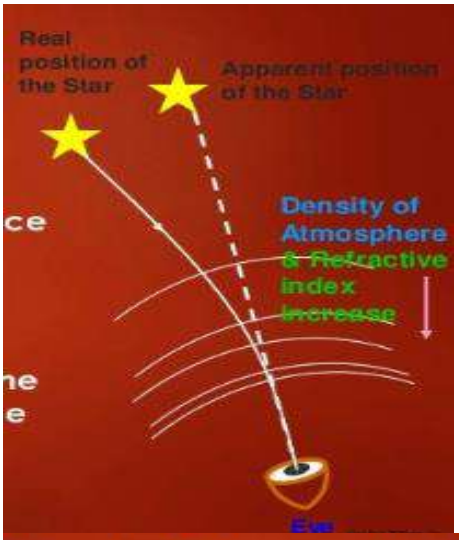


DISPERSION OF WHITE LIGHT THROUGH A PRISM

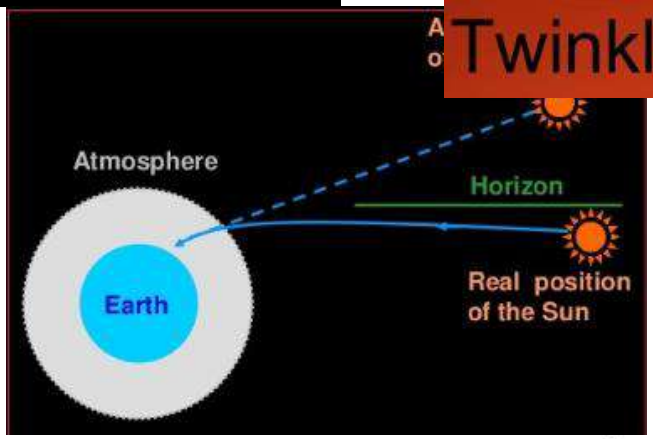


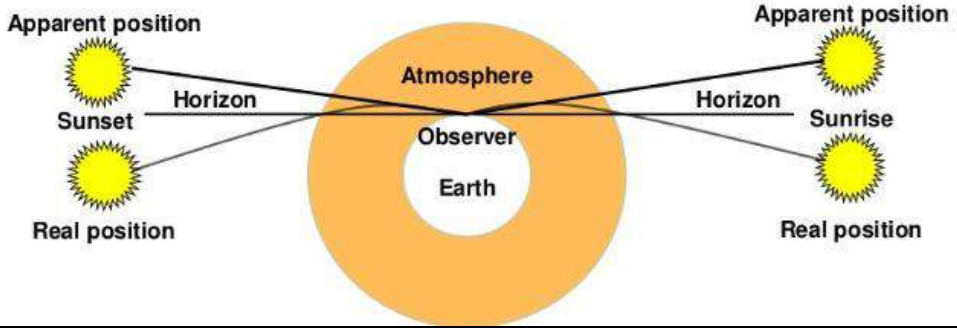


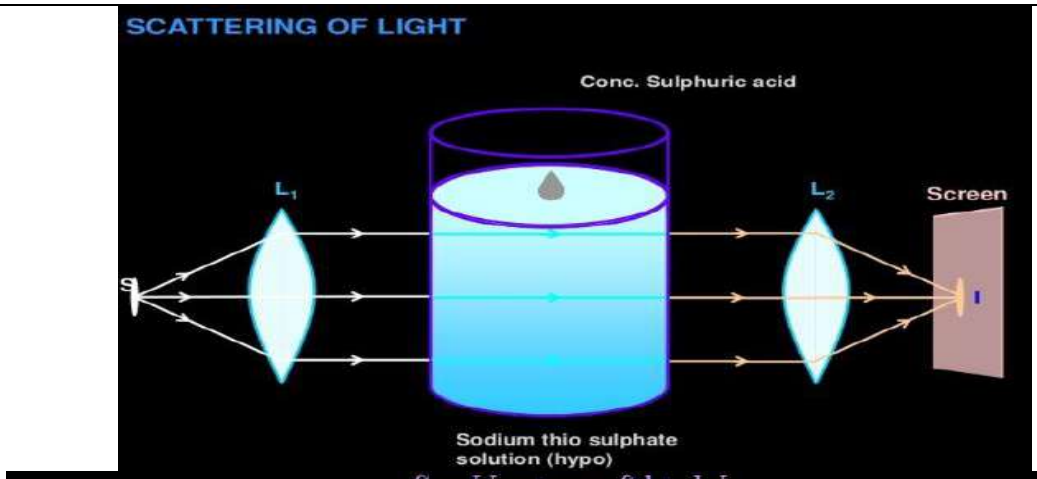


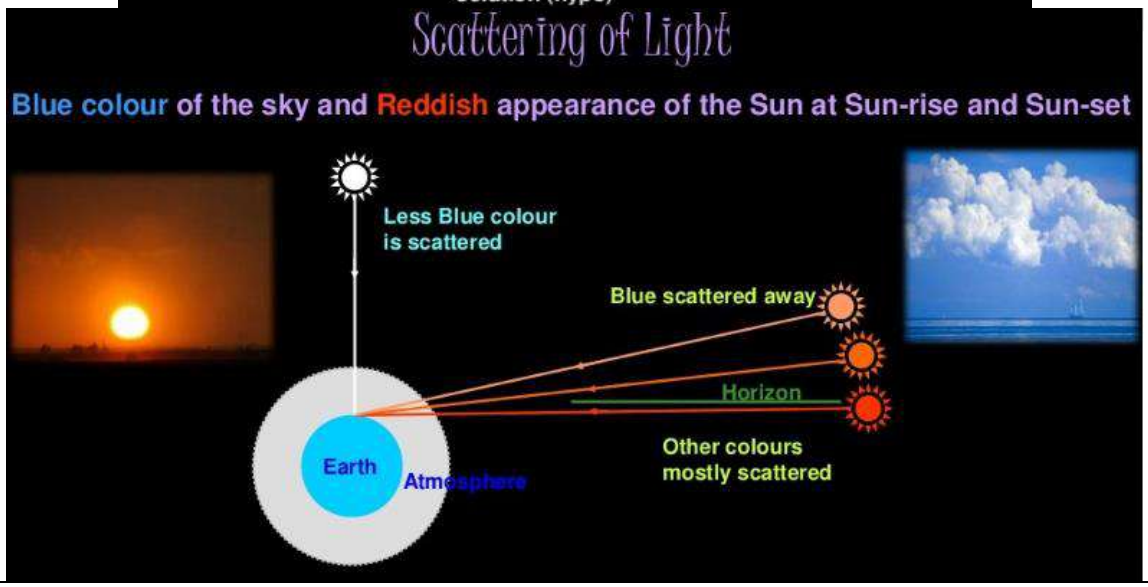


Twinkling of Star









Learning outcomes: Learners will be able to:

- List all the parts of an eye and state the function of each part. -Realize the cause of each defect and the correction.
- Solve the numerical based on lens formula and calculate the power of the lens required for correcting the defects.
- Identify the function of different parts of the human eye and differentiate between a normal eye and a defective eye.
- Differentiate between myopia and hypermetropia and the role and use of lenses in correcting the defects of eye.
- Discover that white light is a mixture of colours and appreciate that the dispersion is caused by the difference in angles of deviation caused by a prism for different colours.
- Correlate dispersion and refraction to certain observations in daily life and in nature like rainbow.
- Correlate atmospheric refraction and scattering to certain observations in daily life and in nature like twinkling of stars, blue colour of sky etc.

Application: Learners will be able to-

- Understand the uses of different types of lenses for correcting the defects of vision.
- Utilize the preventive measures to keep their eyes healthy.

ICT Integrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, revise all the concepts of the lesson.

- In Text Questions
- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools
- Use exercises given at the end of the chapter as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercises on their own.

Reference:

ncert.nic.in, cbse.nic.in, diksha.gov.in, google.com.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025 - 26

Teacher's Name: Ms. Minal Chaudhari
Class: 10

Subject: Science No. of periods - 10

Topic: Chapter 11 - Electricity

Subtopic:

- Electric charge, electric current and electric circuit
- Electric potential, potential difference
- Ohm's law
- Components used in circuit diagram and ohm's law
- Electrical resistance
- Rheostat
- Resistances in series combination
- Resistances in parallel combination
- Heating effect of current
- Electric power

Specific objective: Students will be able to:

- Understand that free electrons are the charge carriers in conductors
- Define electric current
- List the factors that control or regulate the flow of current in an electric circuit.
- Explain the function of components
- Define electric current, potential difference, resistance, resistivity and power.
- Deduce Ohm's law and verify it experimentally.
- Understand the meaning of 'series and parallel combination' of resistors, learn the way of connecting a given number of resistors
- Reasons for arrangement of devices, 'in parallel' with each other, in domestic circuits.
- Describe Heating effect of electric current and derive Joule's law of heating.
- Find an expression for electric power and derive commercial unit of electrical energy is KWh
- Understand how resistance affects the flow of current through the conductor
- List the factors on which resistance of a conductor depends
- Identify the combination of resistors as series or parallel

- Solve numerical problems based on combination of resistors
- State and explain Heating effect of current.
- List applications of the effect.
- Identify and explain factors responsible for production of heat by a conductor.
- Solve numerical based on heating effect of current.
- State and explain electric power.
- Explain unit of power and commercial unit of energy
- Solve numerical related to electric power.

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based learning.

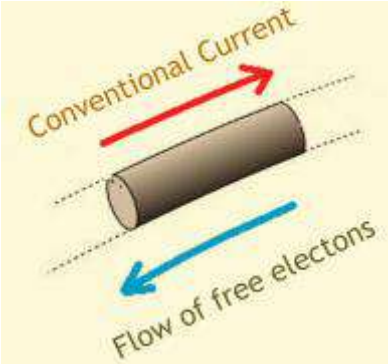
Activities:

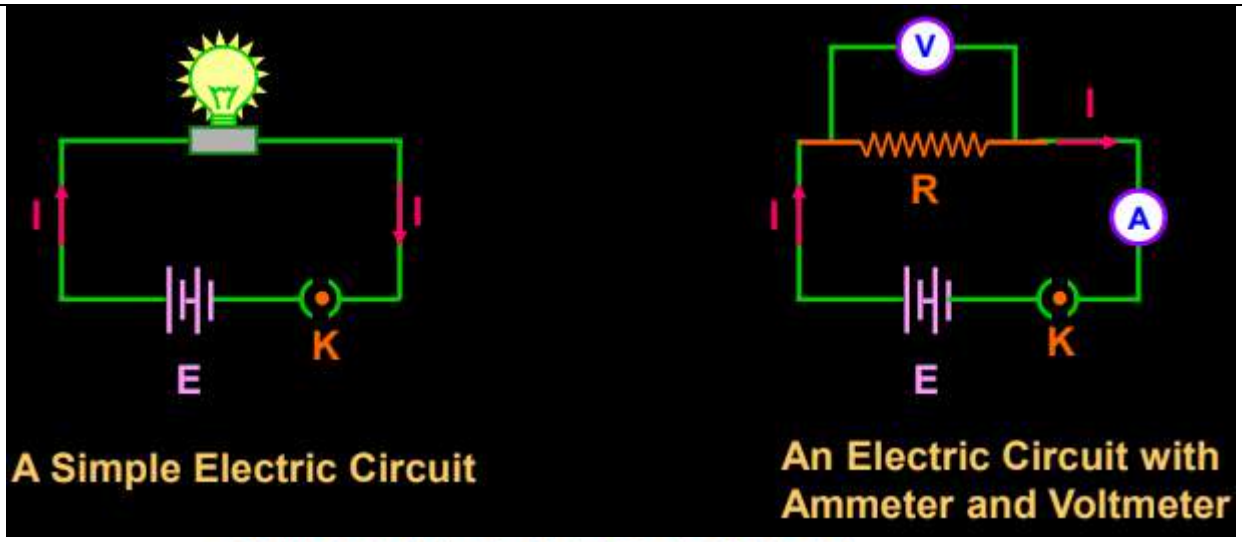
Make an electric circuit using potatoes (or lemon), connecting wires, LED bulb and a switch.
To study the relation between potential difference through a conductor and the current through it: Ohm's Law

Resources:

Textbook, reference book, PPT, mind maps, general teaching tools like white board, marker, Electric devices like Ammeter, Voltmeter, electric cell, battery, plug key, connecting wires etc.

Board work:





CURRENT ELECTRICITY

FLOW OF CHARGES (Q)	COULOMB
ELECTRIC CURRENT (I)	AMPERE
ELECTRIC POTENTIAL (V)	VOLT
POTENTIAL DIFFERENCE (V)	VOLT
RESISTANCE (R)	OHM

OHM'S LAW

MAKE A BULB GLOW

How ?

BY PASSING CURRENT THROUGH IT

What?

Electric current is rate of flow of charges

How ?

BY PROVIDING POTENTIAL DIFFERENCE

What?

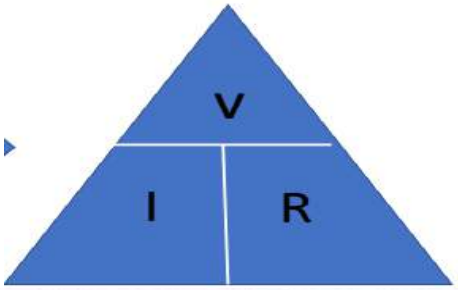
Difference in electric potential energy

Electric potential difference is the amount of work done in bringing a unit positive charge from one point to another

How?

BY CONNECTING CELL, BATTERY OR POWER SUPPLY

OHM'S LAW



V=IR
I=V/R
R=V/I

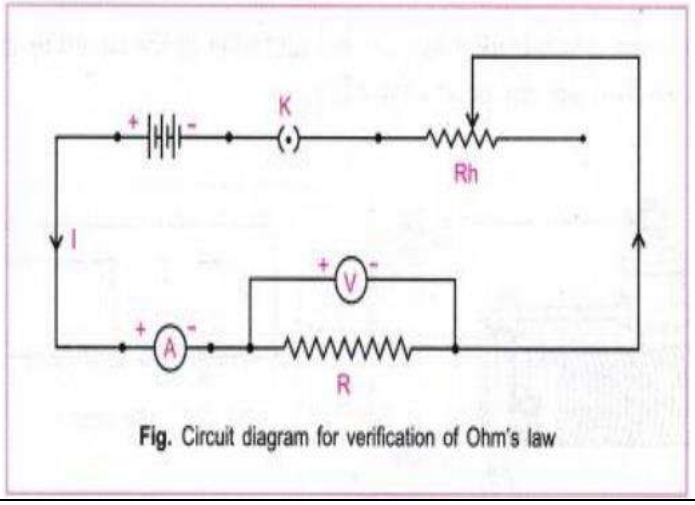
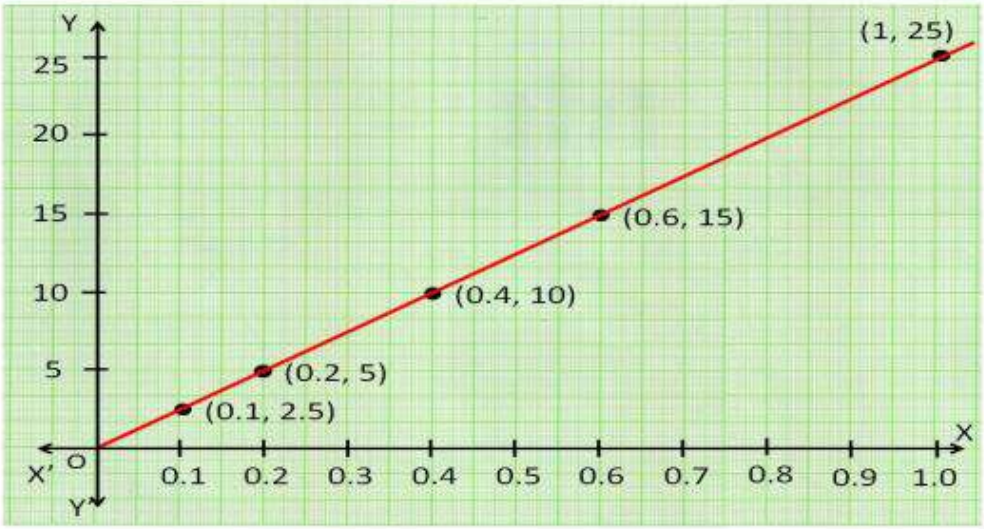


Fig. Circuit diagram for verification of Ohm's law

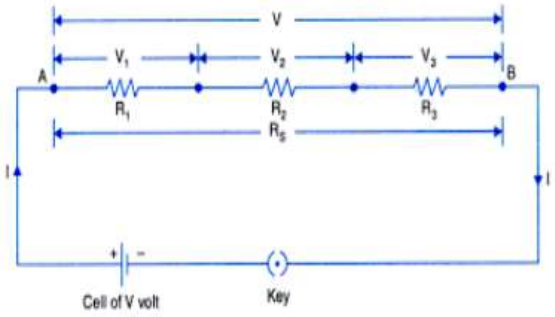
V –I GRAPH

I (Amperes)	0.1	0.2	0.4	0.6	1
V (Volts)	2.5	5	10	15	25



GROUPING OF RESISTORS

SERIES

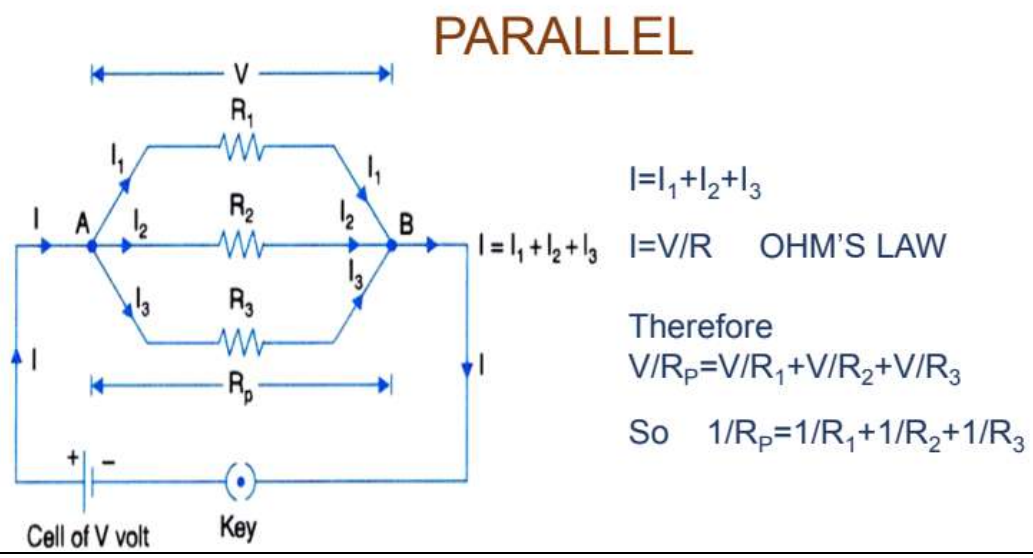


$V=V_1+V_2+V_3$

$V=IR$ OHM'S LAW

Therefore $IRs = IR_1+IR_2+ IR_3$

So $Rs = R_1+R_2+R_3$



Learning outcomes: Learners will be able to:

- Explain the direction of flow of current
- Define current and its SI unit
- Define electric potential
- State Ohm's law and apply it in circuits
- Identify the materials as good conductors or insulators on the basis of their resistivity.
- To explain the cause of resistance and the factors on which it depends.
- Analyze that current remains same in series combination of resistors and potential difference remains same in parallel combination of resistors.
- Solve numerical problems based on series and parallel combination of resistors.
- Explain the heating effect of current
- Explain different factors on which the heat produced by a conductor depends.
- Explain electric power.
- Explain SI unit of power and commercial unit of energy.
- Solve numerical base on heating effect of current and electric power.

Application: Learners will be able to-

- Understand that electricity is important for operating all appliances, entertainment, and lighting and of course, all technology.
- Apply the learned concepts in their daily lives and understand the house circuit connections.

ICT Integrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, revise all the concepts of the lesson.

- In Text Questions
- Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions.
- Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools
- Use exercises given at the end of the chapter as assessment tools.

Homework/ worksheets:

- Ask students to attempt some of the exercises on their own.

Reference:

ncert.nic.in, cbse.nic.in, diksha.gov.in, google.com.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025 - 26

Teacher's Name: Ms. Minal Chaudhari
Class: 10

Subject: Science No. of periods -10

Topic: Chapter 12 - Magnetic effect of electric current

Subtopic:

- Introduction: Magnetic properties
- Magnetic Effect of Current – Oersted's Experiment
- Ampere's Swimming Rule
- Maxwell's Cork Screw Rule
- Right Hand Thumb Rule
- Magnetic Field due to Infinitely Long Straight Current – carrying Conductor
- Magnetic Field due to a Circular Loop carrying current
- Magnetic Field due to a Solenoid
- Fleming's left hand rule
- Domestic electric circuit

Specific objective: Students will be able to:

- Define magnetic field and field line
- Explain how sound is produced
- Describe magnetic field and field lines.
- Explain magnetic field due to a straight current carrying conductor.
- Summarize the factors on which strength and direction of magnetic field around a straight conductor.
- State the right hand thumb rule.
- Apply the right hand thumb rule.
- Demonstrate magnetic field due to a current through a circular loop
- Analyze the magnetic field pattern around a solenoid carrying current
- Express force on a current carrying conductor in a magnetic field.
- State Fleming's right hand rule.
- Differentiate between the physical situations in which this rule and the situations, in which Fleming's left hand rule, are to be used.
- Compare and use the magnetic properties in association with electric properties in daily life and conversion of one form of energy into another to their capacity.

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based

learning.

Activities:

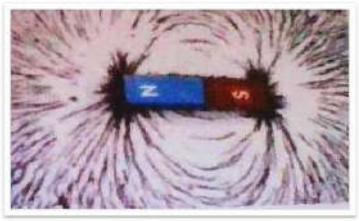
A video on the Magnetic Field lines and with the help of a bar magnet and compass needle magnetic field lines are plotted in a plane sheet

Resources:

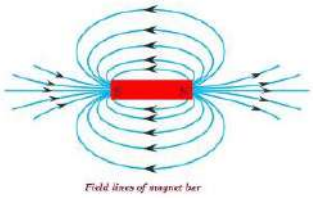
Textbook, reference book, PPT, mind maps, general teaching tools like white board, marker, Electromagnetic devices like Ammeter, Voltmeter, electric cell, battery, plug key, connecting wires, magnets, electromagnets, Electric motor, electric Generator, etc.

Board work:

MAGNETIC FIELD AND FIELD LINES OF A BAR MAGNET

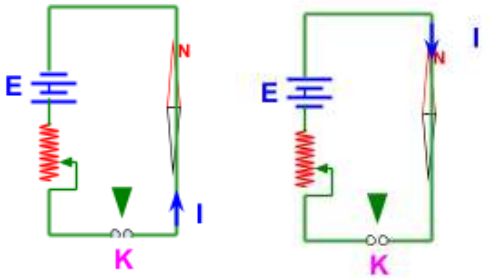


Experimental image



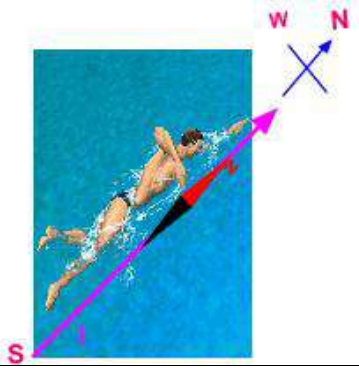
Illustrative diagram

Hans Christian Oersted's Experiment:



Rules to determine the direction of magnetic field:

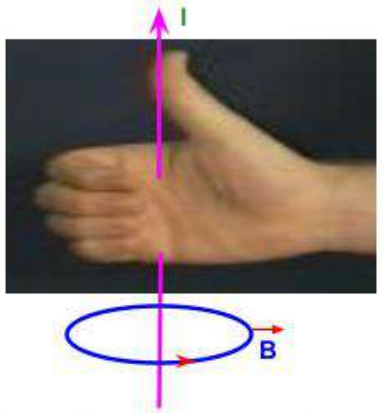
Ampere's Swimming Rule or SNOW Rule:



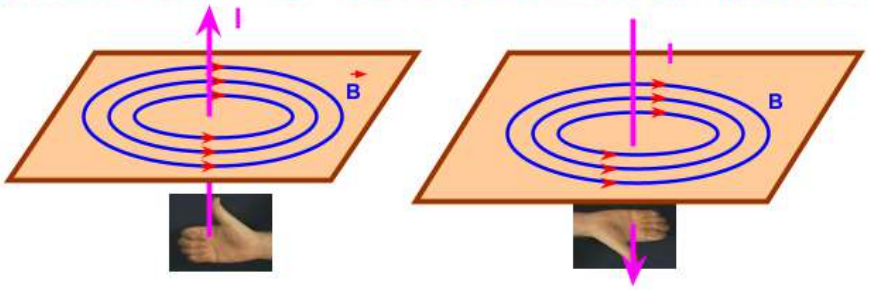
Maxwell's Cork Screw Rule or
Right Hand Screw Rule:



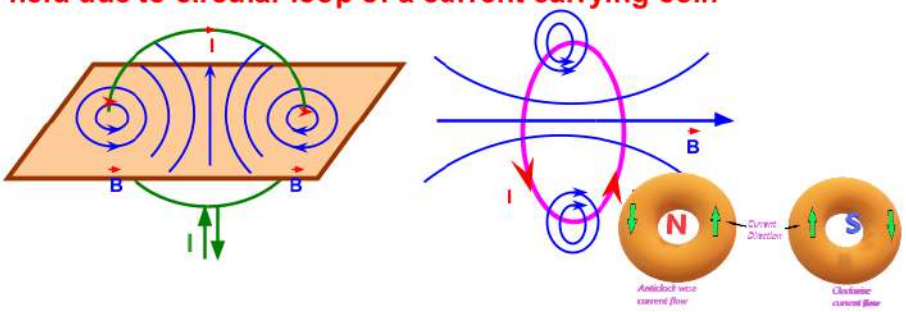
Right Hand Thumb Rule or Curl Rule:



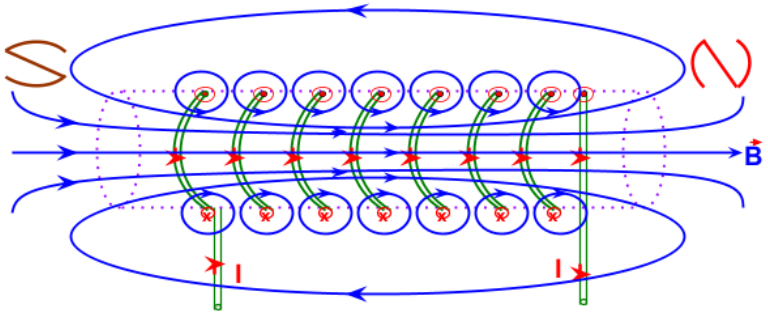
Magnetic Field Lines due to current carrying conductor:



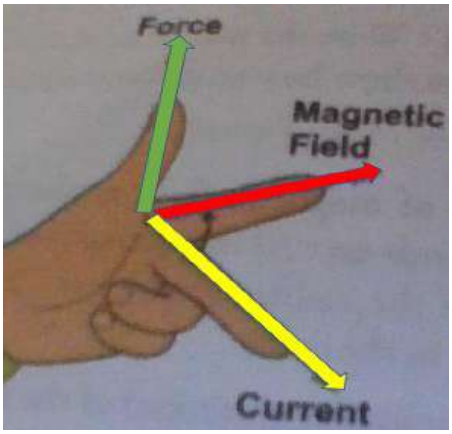
Different views of direction of current and magnetic field due to circular loop of a current carrying coil:



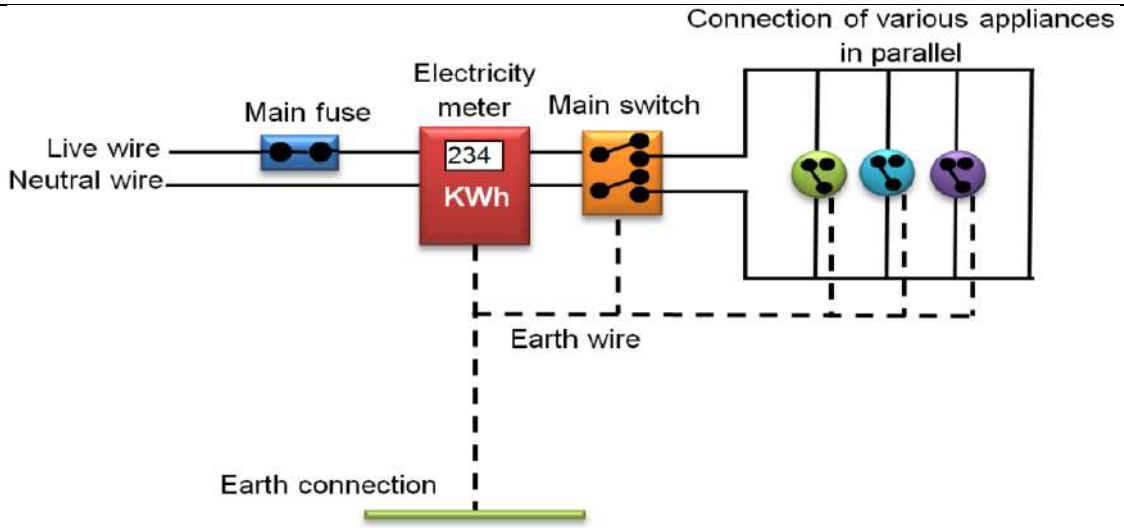
Magnetic Field due to a current carrying Solenoid:



FLEMING'S LEFT HAND RULE:



DOMESTIC ELECTRIC CIRCUIT:



Learning outcomes: Learners will be able to:

- Know and understand concepts
- Draw diagrams systematically.
- Design electric circuit using various components from real life.
- Compare and contrast the effects of electric current and magnetic field.
- Interpret working of electric motor and generator.
- Experiment magnetic effect of electric current.
- Apply magnetic effect of electric current in real life.

Application: Learners will be able to-

- Differentiate between the physical situations in which this rule and the situations, in which Fleming's left hand rule, are to be used.
- Illustrate the use of the Fleming's right hand rule in some simple situations
- Realize that when any two of the three (mutually perpendicular) directions are given we can use this rule for finding the third unknown direction.

(a) direction of movement of the conductor

(b) direction of magnetic field

- Discuss the importance of fuse and earthing in domestic circuit
- Explain how does the electric fuse and earthing protect the domestic circuit

ICT Integrated:

- Videos
- Powerpoint presentation

Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, revise all the concepts of the lesson.

- In Text Questions

● Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions. ● Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools ● Use exercises given at the end of the chapter as assessment tools.
Homework/ worksheets: ● Ask students to attempt some of the exercises on their own.
Reference: ncert.nic.in, cbse.nic.in, diksha.gov.in, google.com.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2025 - 26

Teacher's Name: Ms. Ashwini Pandhare
Class: 10

Subject: Science No. of periods-8

Topic: Chapter 15 - Our environment

Subtopic:

- Ecosystem and its types
- Energy flow and nutrient recycling
- Renewable sources of energy
- Conservation of resources
- Waste generation and management
- Environmental Values and Ethics

Specific objective: Students will be able to know:

- To develop the scientific attitude among the students.
- To develop attitude towards environmental education among the students.
- To develop clear thinking and environmental awareness among the students.
- To develop attitude towards environmental pollution among the students.
- To provide knowledge to students about "Ecosystem and its types", "Energy flow and nutrient recycling", "Renewable sources of energy", "Conservation of resources", "Waste generation and management" and "Environmental Values and Ethics".

Methodology:

Demonstration Method, Explanation Method (learning method), Activity based learning.

Activities:

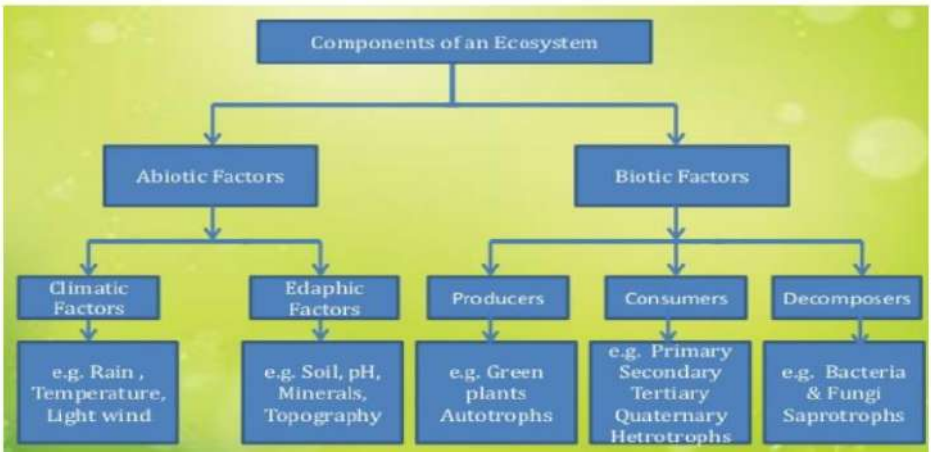
- Make a list of biodegradable and non-biodegradable wastes
- Make a list of natural and man-made ecosystems.
- Prepare models of food chains and food webs.
- Draw the biogeochemical cycles.
- Identify the various sources of biological magnifications taking place in your village

Resources:

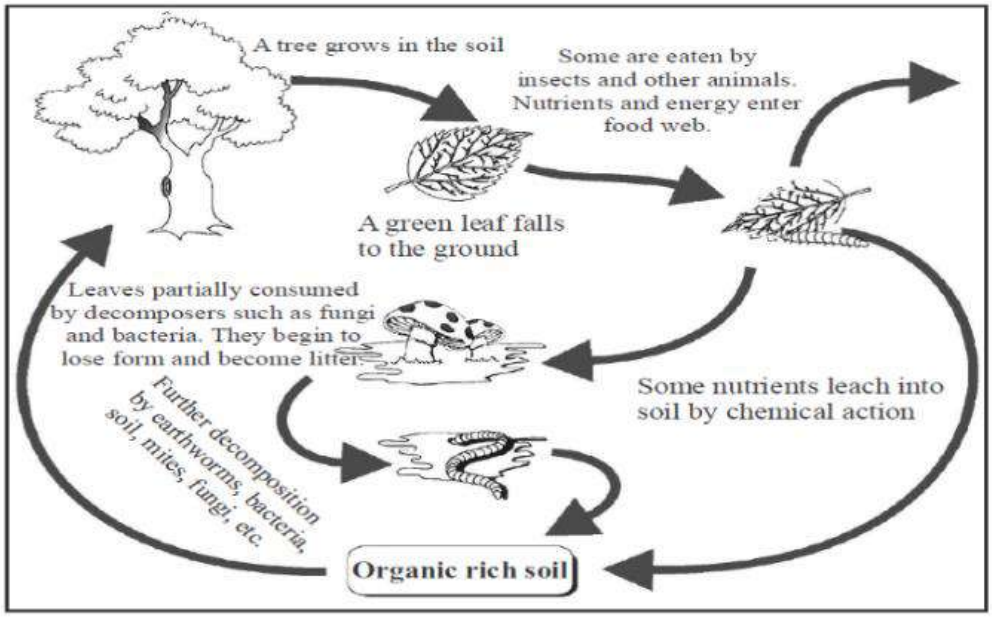
Textbook, reference book, PPT, mind maps, general teaching tools like white board, marker.

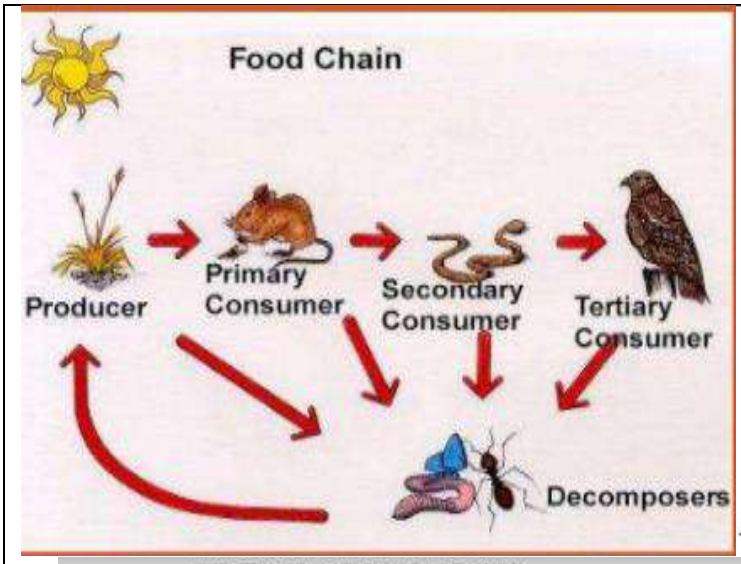
Board work:

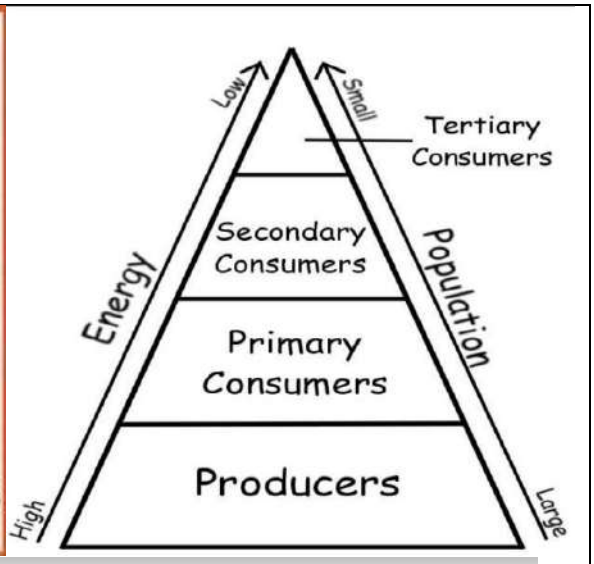
COMPONENTS OF ECOSYSTEM



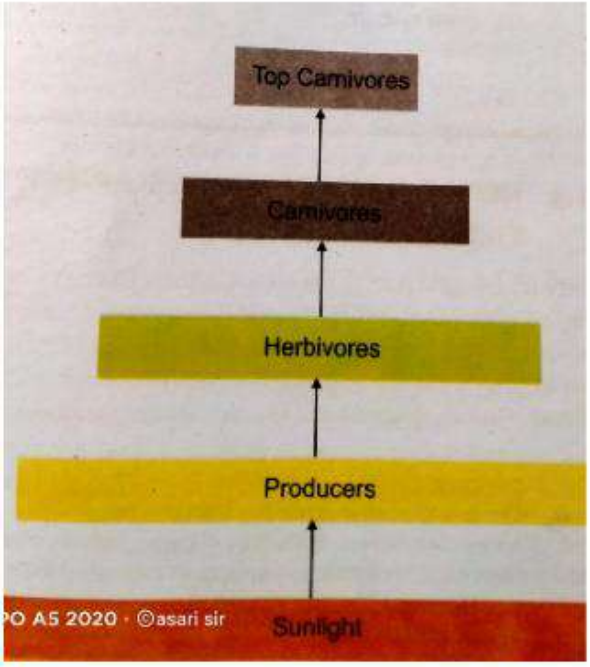
Action of decomposer



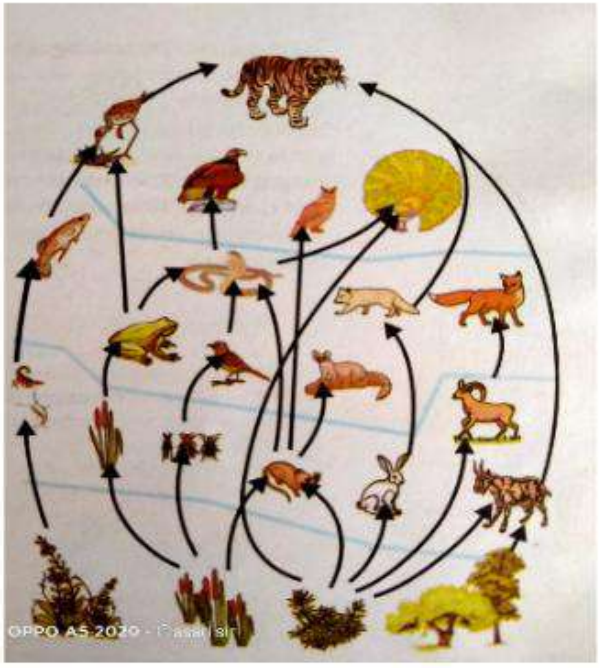


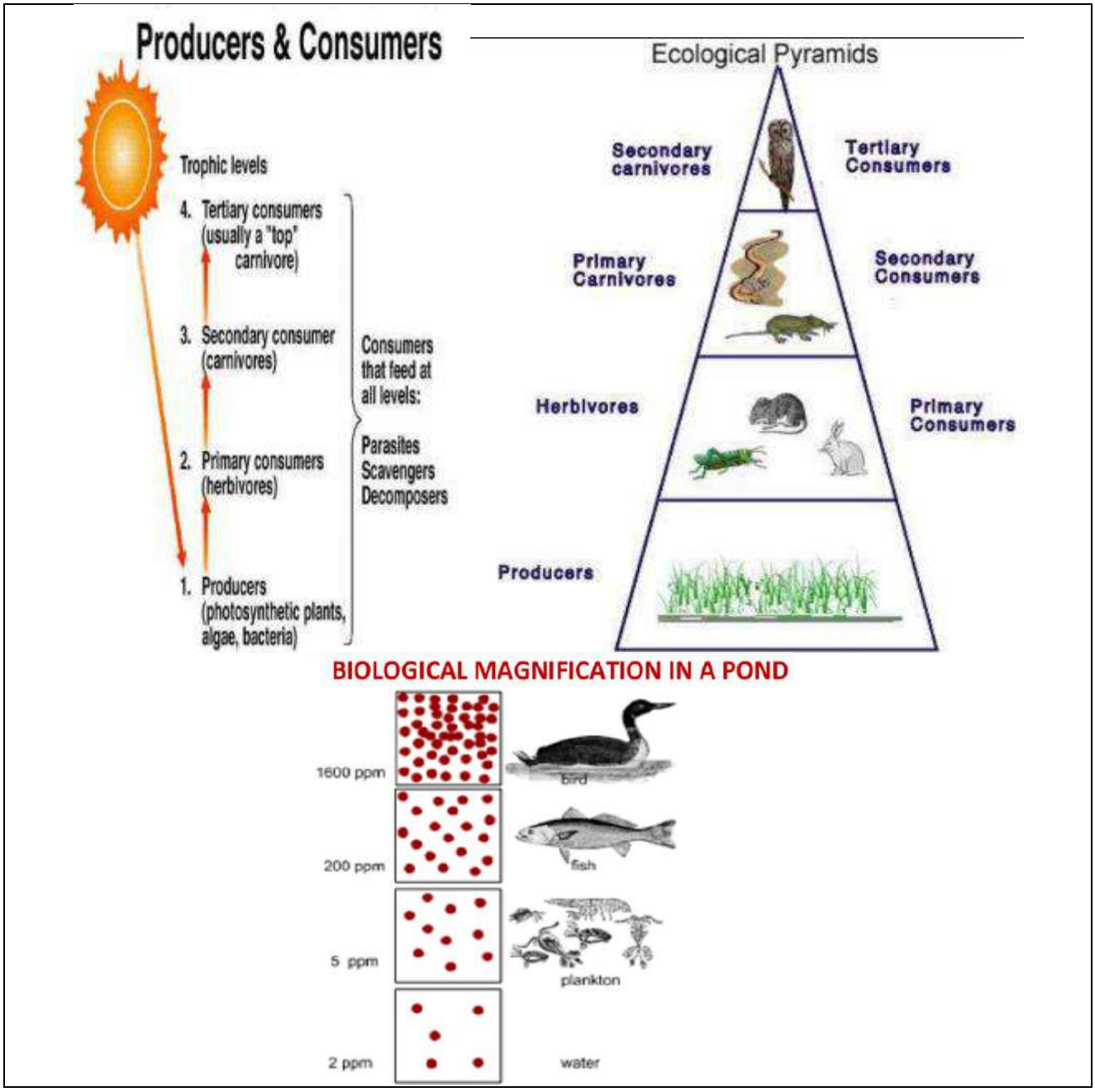


FLOW OF ENERGY

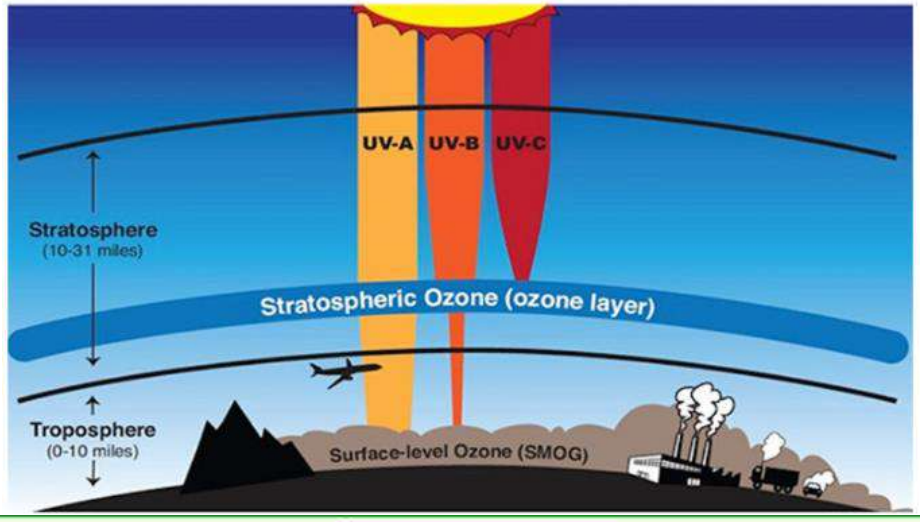


FOOD WEB

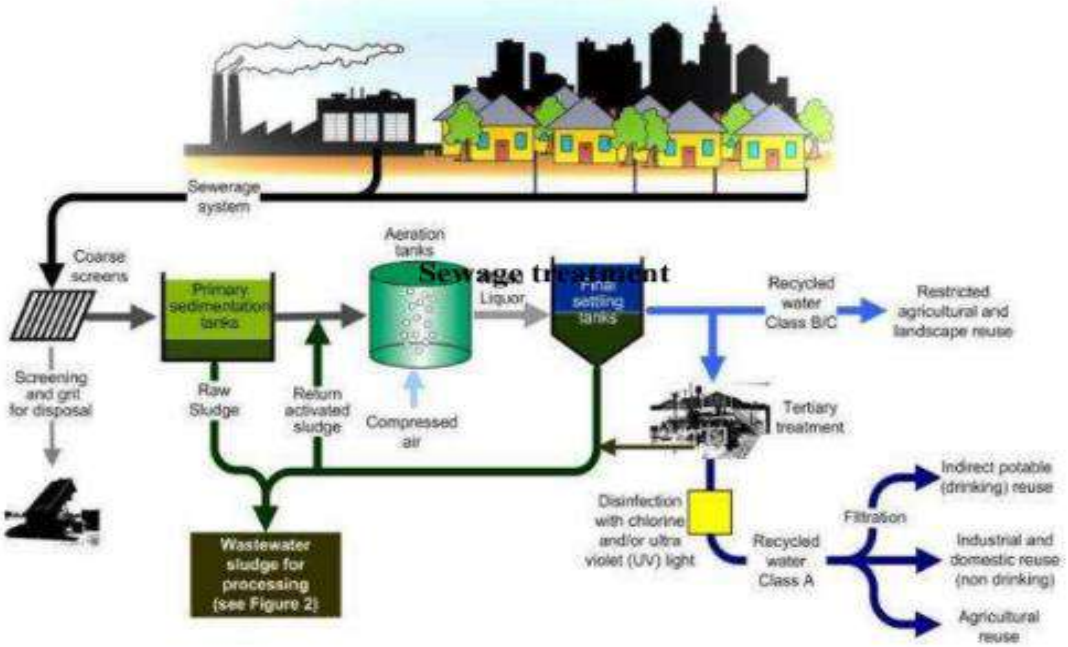



Producers & Consumers
Trophic levels
4. Tertiary consumers (usually a "top" carnivore)
3. Secondary consumer (carnivores)
2. Primary consumers (herbivores)
1. Producers (photosynthetic plants, algae, bacteria)
Consumers that feed at all levels:
Parasites
Scavengers
Decomposers
Ecological Pyramids
Secondary carnivores
Tertiary Consumers
Primary Carnivores
Secondary Consumers
Herbivores
Primary Consumers
Producers
BIOLOGICAL MAGNIFICATION IN A POND
1600 ppm
bird
200 ppm
fish
5 ppm
plankton
2 ppm
water

OZONE LAYER



Sewage treatment



Learning outcomes: Learners will be able to:

- Know the various components of environment;
- Understand the concepts of food chain, food web, trophic level, ecological pyramids, ozone layer ozone hole etc.;
- Identify the functions of different biotic components of an ecosystem;
- Appreciate the relationship between the different trophic levels of food chain and significance of maintaining it;
- Develop love towards nature;
- Develop effective techniques to dispose garbage;

● Realize their responsibility in protecting environment. ● Understand the significance of protecting ozone layer etc.
Application: Learners will be able to- ● Become more engaged with their communities. ● Understand why the environment is important and provides them with the building blocks they need to live eco-friendly and sustainable lives. ● Apply the concept of 3r's in daily lives as they help in conserving natural resources, reducing pollution and saving energy.
ICT Integrated: • Videos • Powerpoint presentation
Extra questions/ Class assessment/ Recapitulation: At the end of the chapter, revise all the concepts of the lesson. ● In Text Questions ● Assess the responses of the learners during classroom discussions and activities for performance and on answers or oral questions. ● Various exercises, very short, short and long answers, and questions based on thinking skills should be used as assessment tools ● Use exercises given at the end of the chapter as assessment tools.
Homework/ worksheets: ● Ask students to attempt some of the exercises on their own.
Reference: ncert.nic.in, cbse.nic.in, diksha.gov.in, google.com.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Mr.Sanjay Tak **Class:** 10

Subject: Hindi **Month:** April

Topic: 1 . कबीर की साखियाँ **No. of Period:** 8

Subtopic:

- कबीर की साखियाँ

- दोहा छंद
- पदबंध
- वाणी, भक्ति का महत्व

Specific objective:

- दोहा छंद तथा साखी से परिचित कराना।
- वाणी का महत्व बताना।
- निंदक की आवश्यकता बताना।
- ईश्वर भक्ति का महत्त्व बताना।
- लोक व्यवहार, नीति ज्ञान से छात्रों का परिचय कराना।.

Methodology: काव्य विवेचन प्रणाली

व्याख्यान प्रणाली

स्पष्टीकरण प्रणाली

Activities:

- कबीर जी की जानकारी एकत्रित करना ।
- कबीर की साखियों को याद करना।
- कबीर के समकालीन कवियों की जानकारी इकट्ठी कीजिए।
- दोहा छंद पर कक्षा में चर्चा कीजिए।
- पदबंध के भेद पर कक्षा में विमर्श करेंगे। .

Board work: शब्दार्थ-

बाँणी - बोली
आपा - अहंकार
कुंडलि – नाभि
भुवंगम- भुजंग
बौरा - पागल
नेडा - निकट
आँग़णि- आँगन
साबण –साबुन
आषिर – अक्षर
पीव - प्रिय
कबीर का चित्र

Learning outcomes:

- दोहा छंद तथा साखी से परिचित होकर उपयोग करेंगे।
- वाणी का महत्व प्रस्तुत करना।
- निंदक की आवश्यकता बताना।
- ईश्वर भक्ति में रूचि वृद्धि।
- लोक व्यवहार, नीति ज्ञान से परिचय।
- शब्दों के प्रचलित रूप से परिचित होना।

Application:

- ईश्वर भक्ति में रूचि लेंगे।
- निंदक की प्रवृत्ति जानकर योग्य व्यवहार करेंगे।
- साखियों का गायन करेंगे।
- साधु संतों को आदरभाव से सम्मान देंगे।

ICT Integrated:

- पाठ से संबंधित चलचित्र
- पी.पी.टी.

Class assessment/ Recapitulation: दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए, पाठ के प्रश्नोत्तर।

Homework/ worksheets: बहुवैकल्पिक प्रश्नोत्तर, एक वाक्य में उत्तर, अपठित गद्यांश।

Reference: स्पर्श भाग २, शब्दकोश ।

MIS INTERNATIONAL SCHOOL. Balewadi

Lesson Plan (2025-26)

Teacher's Name: Mr.Sanjay Tak **Class:** 10

Subject: Hindi **Month:** April

Topic: L-2 पाठ -१. बडे भाई साहब (कहानी) **No. of Period**: 10

Subtopic:

- बडे भाई साहब (कहानी)
- रिश्तों का महत्व
- रचना के आधार पर वाक्य के भेद
- अनुच्छेद लेखन
- अपठित गद्यांश

Specific objective:

पाठ का विशिष्ट उद्देश

- बाल मनोविज्ञान को समझाना।
- शिक्षा पद्धति के सही–गलत पहलू को समझना।
- अध्यापन पद्धति की छात्रों को जानकारी देना।

पाठ का सामान्य उद्देश

- लिखित और मौखिक कौशल का विकास।
- भाषाज्ञान और शब्द भंडार का विकास।
- सामान्य ज्ञान को बढाना।

Methodology: स्पष्टीकरण, कथन, समूह, व्याख्यान प्रणाली और प्रश्नोत्तर अध्यापन पद्धति।

Activities:

शिक्षा रटंत विद्या नहीं है– इस विषय पर परिचर्चा।

आपकी छोटी बहन/भाई छात्रावास में रहती/रहता है। उसकी पढाई–लिखाई के संबंध में उसे एक पत्र लिखिए। .

रचना के आधार पर वाक्य रूपांतरण कीजिए।

Board work: शब्दार्थ–

तालीम – शिक्षा
पुख्ता – मजबूत
आधिपत्य – प्रभुत्व
महीप – राजा
मुमतहिन – परीक्षक
प्रयोजन – उद्देश
ताज्जुब – आश्चर्य
सहिष्णुता – सहनशीलता
कनकौआ – पतंग

प्रमुख बिंदु

Learning outcomes:

- बाल मनोविज्ञान का आकलन।
- शिक्षा पद्धति के सही–गलत पहलू की जानकारी होगी।
- लिखित और मौखिक कौशल का विकास।
- भाषाज्ञान और शब्द भंडार का विकास।
- सामान्य ज्ञान को बढाना। परिवार से प्रेम का महत्व
- समझेंगे।
- अध्ययन का महत्व समझकर ध्यान देंगे।
- अपठित गद्यांश के प्रश्नों के उत्तर लिखना।

Application:

- अध्यापन पद्धति की जानकारी होने से अध्ययन में रूचि लेंगे।

• बड़ों से सम्मान और आदर से व्यवहार करेंगे। • खेल-कूद में आनंद से सम्मिलित होंगे। • समय पर पढ़ाई करना शुरू करेंगे।
ICT Integrated: • पाठ से संबंधित चलचित्र • पी.पी.टी.
Class assessment/ Recapitulation: दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए, पाठ के प्रश्नोत्तर।
Homework/ worksheets: बहुवैकल्पिक प्रश्नोत्तर, एक वाक्य में उत्तर, : दीर्घ उत्तरीय प्रश्न और पठित गद्यांश।
Reference: स्पर्श भाग २, शब्दकोश ।

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Mr.Sanjay Tak **Class:** 10

Subject: Hindi **Month:** June

Topic: २.मीरा -पद **No. of Period:** 8

Subtopic: पाठ- पद, व्याकरण- समास, अपठित पद्यांश
Specific objective: ईश्वर भक्ति में आस्था का निर्माण। श्रीकृष्ण की भक्ति का महत्व समझना। लोक व्यवहार, नीति ज्ञान से छात्रों का परिचय कराना। अपठित पद्यांश के प्रश्नों के उत्तर लिखना। समास के भेद और उदाहरण समझना।
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

- भगवान श्रीकृष्ण पर लिखी कविताओं / दोहों का संकलन।
- मीराबाई जी की जानकारी एकत्रित करना।
- दोहों का गायन
- पर्यायवाची शब्दों का प्रयोग करना
- सूची-निर्माण, चर्चा
- समास के भेद पहचानिए।
- दोहों का लेखन
- दोहों का सार जानना
- दोहों की योजना जानना

Resources: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक

Board work: शब्दार्थ-

बढायो - बढाना
गजराज - ऐरावत
कुंजर - हाथी
पास्यूँ - पाना
लीला - विविध रूप
सुमरण - स्मरण
जागीरी - जागीर
पीतांबर - पीला वस्त्र
वैजंती - एक फूल
तीरां - किनारा
अधीराँ - व्याकुल होना

Learning outcomes:

श्रीकृष्ण की भक्ति का महत्व समझाना।
लोक व्यवहार, नीति ज्ञान से छात्रों का परिचय कराना ।
काव्य -शिक्षण मे रूचि , सामान्य ज्ञान
प्रकृति का संदेश पहचानना।
सीमा-भेद भूलकर हर एक से प्रेम करना
कल्पना शक्ति का विकास
निराशा को त्यागना।
सकारात्मक सोच के साथ आगे बढना।
जीवन की प्रत्येक समस्या को हल करना ।
छात्रों का सर्वांगीण विकास करना
रचनाकार का दृष्टिकोण जानना।

Application:
मीराबाई की जानकारी एकत्रित करना ।
जीवदया, मनुष्यता एवं प्रकृति प्रेम पर काव्य-पंक्तियाँ अथवा व्याख्यान प्रस्तुतिकरण
मीराबाई के पदों का संग्रह करना ।
विचार अभिव्यक्ति की क्षमता का विकास।

ICT Integrated:
- पाठ से संबंधित चलचित्र
- पी.पी.टी.

Extra questions/ Class assessment/ Recapitulation :

मूल्यपरक प्रश्न-
१) मीराबाई ने श्रीकृष्ण के रूप-सौंदर्य का वर्णन कैसे किया है?
२) मीराबाई श्रीकृष्ण को पाने के लिए क्या-क्या कार्य करने को तैयार है?
३) मीराबाई की भाषा शैली पर प्रकाश डालिए।

Homework/ worksheets:

कविता का सस्वर- वाचन , दीर्घ उत्तरीय प्रश्न,
आशय स्पष्ट कीजिए,
पाठ के प्रश्नोत्तर।

Reference: पाठ्यपुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL , Balewadi

Lesson Plan (2025-26)

Teacher's Name: Mr.Sanjay Tak **Class:** 10

Subject: Hindi **Month:** June

Topic: L-4 पाठ–२. डायरी का एक पन्ना **No. of Period**: 6

Subtopic: पाठ - डायरी का एक पन्ना, समास, औपचारिक पत्र लेखन
Specific objective:

* स्वतंत्रता संग्राम की जानकारी देना।
* देशप्रेम की भावना को बढावा देना।
* असहयोग आंदोलन से अवगत कराना।
* वर्तमान सामाजिक परिवेश के प्रति जागरुकता।
* समास के भेदों की जानकारी देना।

औपचारिक * पत्र लेखन का प्रारुप स्पष्ट करना।

Methodology: कथा-कथन तथा व्याख्यान प्रणाली, स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

' सकारात्मक दृष्टिकोण' इस विषय पर अनुच्छेद लेखन गतिविधि
पाठ का शुद्ध उच्चारण के साथ पठन करना
प्रश्न–निर्माण करना
पत्र–लेखन से अवगत होना
अपने अनुभव लिखना
तकनीकी शिक्षण– समाचार पत्र बनाने वाली एंजंसी के कार्यकाज पर आधारित स्लाइड
अन्य विषयों से सहसंबंध– सामान्य ज्ञान
भारतीय स्वतंत्रता संग्राम की जानकारी एकत्रित करना।
दूसरे स्वाधीनता दिवस पर संक्षेप में एक लेख लिखिए।
समास के भेदों के उदाहरण लिखिए। 5–5

Resources: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ, संज्ञा शब्द तथा अनेक शब्दों के लिए एक शब्द

शब्दार्थ–

पुनरावृत्ति – फिर से आना
गश्त – पुलिस कर्मचारी का पहरे के लिए घुमना।
सारजेंट – सेना में एक पद
मोनुमेंट – स्मारक
कौंसिल – परिषद
वालेंटियर – स्वयंसेवक
संगीन – गंभीर

Learning outcomes:

निराशा को त्यागना।

सकारात्मक सोच के साथ आगे बढना।

जीवन की प्रत्येक समस्या को हल करना।

छात्रों का सर्वांगीण विकास करना।

संधि, मुहावरे का ज्ञान प्राप्त कराना।

लोक व्यवहार, नीति ज्ञान से छात्रों का परिचय कराना।

पठित पद्यांश के प्रश्नों के उत्तर लिखना।

समास के भेद और उदाहरण समझना।

औपचारिक पत्र लेखन के पारूप को जानकर प्रयोग करना।

Application:

- चिंतन-मनन द्वारा बौद्धिक क्षमता का विकास।
- विचार अभिव्यक्ति की क्षमता का विकास।
- नए शब्द भंडार से परिचय।
- कहानी की समस्या पहचानकर समाधान बताते है।
- औपचारिक लिखेंगे
- समास का परिचय होकर भेद पहचानेंगे।

ICT Integrated:

- पाठ से संबंधित चलचित्र
- पी.टी.पी.

Extra questions/ Class assessment/ Recapitulation :

मूल्यपरक प्रश्न-

१) पुलिस ने बडे-बडे पार्कों तथा मैदानों को क्यों घेर लिया था?

२) सुभाष बाबु के जुलूस में स्त्री समाज की क्या भूमिका थी?

३) जुलूस के लालबाजार आने पर लोगों की क्या दशा हुई?
Homework/ worksheets: पाठ वाचन , दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए
Reference: पाठ्यपुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Mr.Sanjay Tak **Class:** 10

Subject: Hindi **Month:** June

Topic: L- 5 स्पर्श पाठ- ३. तताँरा-वामीरो कथा **No. of Period**: 6

Subtopic: पाठ -तताँरावामीरो कथा-, रचना के आधार पर वाक्य रूपांतरण, विज्ञापन लेखन

Specific objective:

भारतीय संस्कृति से जुड़ाव उत्पन्न होगा।

लोकभाषा के प्रति आकर्षण का निर्माण।

समाज में व्याप्त अंधविश्वासों और रुढिवादिता का ज्ञान।

चिंतन मनन द्वारा बौद्धिक क्षमता का विकास।-

विचार अभिव्यक्ति की क्षमता का विकास।

वर्तमान सामाजिक परिवेश के प्रति जागरुकता।

Methodology: कथा-कथन तथा व्याख्यान प्रणाली, स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

भारत में प्रचलित लोककथाओं का संग्रह करना।
किसी एक लोककथा को कक्षा में सुनाना।
रचना के आधार पर वाक्य रूपांतरण कीजिए।
' सकारात्मक दृष्टिकोण' इस विषय पर अनुच्छेद लेखन गतिविधि।
पाठ का शुद्ध उच्चारण के साथ पठन करना।
अपने अनुभव लिखना।
विज्ञापन लेखन कीजिए।

Resources: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ –

आदिम – प्रारंभिक
लोककथा – जन–समाज में प्रचलित कथा
आत्मीय – अपना
बयार – शीतल–मंद वायु
तंद्रा – एकाग्रता
चैतन्य – चेतना/सजग
सम्मोहित– मुग्ध
झुँझलाना – चिढना
अन्यमनस्कता– जिसका मन कहीं और हो
निर्निमेष – बिना पलक झपकाए
शमन – शांत करना
घोंपना – भोंकना

Learning outcomes:

निराशा को त्यागना।

सकारात्मक सोच के साथ आगे बढना।

जीवन की प्रत्येक समस्या को हल करना।

छात्रों का सर्वांगीण विकास करना।

मुहावरे का ज्ञान प्राप्त कराना।

माइंड मैप बनाना।

बच्चे स्वस्थ जीवन शैली अपनाएँगे।

रचना के आधार पर वाक्य रुपांतरण करना।

Application:

- चिंतन–मनन द्वारा बौद्धिक क्षमता का विकास।
- विचार अभिव्यक्ति की क्षमता का विकास।
- नए शब्द भंडार से परिचय।
- कहानी की समस्या पहचानकर समाधान बताते है।
- रचना के आधार पर वाक्य की पहचान करेंगे।
- विज्ञापन लिखेंगे।

ICT Integrated:

- पाठ से संबंधित चलचित्र
- पी.टी.पी.

Extra questions/ Class assessment/ Recapitulation :

मूल्यपरक प्रश्न–

प्रस्तुत पाठ के लेखक क्या संदेश देना चाहते है?

इस प्रेम कथा का आज के संदर्भ में क्या महत्व है?

आज के आधुनिक युग में भी कुछ अंधविश्वास प्रचलित है, उसके संदर्भ में आपके विचार विस्तार से लिखिए।

Homework/ worksheets: पाठ वाचन , दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए

Reference: पाठ्यपुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name : Mr.Sanjay Tak **Class:** 10

Subject: Hindi **Month:** July

Topic: L- 6 स्पर्श कविता –३. मनुष्यता **No. of Period :** 08

Subtopic: स्पर्श – मनुष्यता (कविता) , विज्ञापन लेखन, पठित गद्यांश, पठित पद्यांश

Specific objective:

उदारता,मनुष्यता, विनयशीलता आदि गुणों का विकास।
पौराणिक कथा और पात्रों से परिचित ।
गर्व, अहंकार का त्याग करना।
लेखन और वाचन कौशल का विकास।
चिंतनमनन द्वारा बौद्धिक क्षमता का विकास।–
पठित गद्यांश और पद्यांश के प्रश्नोत्तर लिखना।
विज्ञापन लेखन कला का विकास ।

Methodology:

काव्य विवेचन प्रणाली , स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

हरिऔध' की कर्मवीर' कविता को पढना ।
भवानी प्रसाद मिश्र की 'प्राणी वही प्राणी है' कविता पढना।
उपर्युक्त दोनों कविताओं के भावों में व्यक्त समानता को लिखना।
विज्ञापन का लेखन करना।
पठित गद्यांश और पद्यांश के प्रश्नोत्तर लिखिए।

Resources: फलक, चित्र और पाठ्यपुस्तक

Board work: मुख्य शब्द और शब्दार्थ

मर्त्य मरणशील -
उदार दानशील -
कृतार्थ - आभारी
कीर्ति यश -
कूजती - मधुर ध्वनि करती
क्षुधार्त - भूख से व्याकूल
करस्थ - हाथ में पकडा हुआ
परार्थ जो दूसरों के लिए हो -
अस्थिजाल हड्डियों का समूह -
क्षितीश - राजा
वशीकृता वश में की हुई -
वित्त संपत्ति-धन -
अमर्त्य देवता की गोद - अंक-
अपंक रहित-कलंक -

Learning outcomes:

काव्य –शिक्षण में रुचि

प्रोत्साहन देना तथा लक्ष्य को पाने का प्रयत्न करना।

कविता का शाब्दिक अर्थ जानना

कविता का प्रतीकात्मक अर्थ जानना।

मातापिता का सम्मान करेंगे ।-

उदारता,मनुष्यता, विनयशीलता आदि गुणों का विकास।

पौराणिक कथा और पात्रों से परिचित ।

गर्व, अहंकार का त्याग करना।

लेखन और वाचन कौशल का विकास।

चिंतन मनन द्वारा बौद्धिक क्षमता का विकास।-

Application:

पठित पद्यांश पढ़कर उत्तर देना।

पर्यायवाची शब्दों का वाक्यों में प्रयोग करेंगे।

माता-पिता का सम्मान करेंगे ।

समाज के जरूरतमंद लोगों की मदद करेंगे।

ICT Integrated:

- पाठ से संबंधित चलचित्र
- पी.टी.पी.

Extra questions/ Class assessment/ Recapitulation :

१) " मनुष्यता " कविता से हमे क्या सीख मिलती है?

२ ('मनुष्यता' कविता के माध्यम से कवि क्या संदेश देना चाहते है?

३व्यक्ति को (किस प्रकार का जीवन व्यतीत करना चाहिए?इस कविता के आधार पर लिखिए।

४ (कवि ने कैसी मृत्यु को सुमृत्यु कहा है?

Homework/ worksheets:
पाठ वाचन , दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए, पाठ के प्रश्नोत्तर।

Reference: पाठ्यपुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Mr.Sanjay Tak **Class:** 10

Subject: Hindi **Month:** July

Topic: L-7 पाठ -४. तीसरी कसम के शिल्पकार शैलेंद्र **No. of Period**: 9

Subtopic: पाठ तीसरी कसम क .४–े शिल्पकार शैलेंद्र, विज्ञापन लेखन

Specific objective:

मनुष्यमात्र के स्वभाव एवं व्यवहार की जानकारी देना।–
पाठ में दिए गए तथ्यों की सूची बनाना।
लेख की विषयवस्तु को पूर्व में सुनी या पढ़ी हुई घटना से संबद्ध करना।
नए शब्दों के अर्थ समझकर अपने शब्द –भंडार में वृद्धि करना।
साहित्य के गद्य –विधा की जानकारी देना। (लेख)
छात्रों को फ़िल्म एवं फ़िल्म कलाकारों के बारे में जानकारी देना।

Methodology: कथा-कथन तथा व्याख्यान प्रणाली, स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

'तीसरी कसम ' फ़िल्म तथा राजकपूर अभिनित कुछ फ़िल्मों की सी.डी.,कैसेट आदि संग्रह करना।
समाज में व्याप्त किसी समस्या पर आधारित कोई कहानी या लेख लिखना।
गतिविधियाँ / परियोजना कार्य–
पाठ का सही उच्चारण के साथ उच्च स्वर मेँ पठन करना।

पाठ के प्रश्न – अभ्यास करना।

लेख के प्रमुख तथ्यों की संक्षेप में सूची तैयार करना।

पाठ में आए कठिन शब्दों का अपने वाक्यों में प्रयोग करना।

विज्ञापन–लेखन के उदाहरण लिखना

अन्य विषयों से सहसंबंध– सामान्य ज्ञान

Resources: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक

Board work: शब्दार्थ,

सर्वोत्कृष्ट – सबसे अच्छा
शिद्दत – तीव्रता , तन्मयता – तल्लीनता
आगह – सचेत , बमुश्किल –बहुत कठिनाई से ,
नामज़द – विख्यात
नावाकिफ़ – अनजान ,
दुरूह – कठिन
इकरार – सहमति ,
मंतव्य – इच्छा

पारिश्रमिक – मेहनताना
संवेदनशीलता – भावुकता
अभिजात्य – परिष्कृत
सैल्यूलाइड – कैमरे की रील में उतार चित्र पर प्रस्तुत करना
Learning outcomes:

फ़िल्म एवं फ़िल्म कलाकारों के बारे में जानकारी।

प्राणि-मात्र के प्रति करूणा, सहानुभूति, प्रेम आदि की भावनाएँ जागृत होगी।

स्वयं लेख लिखने की योग्यता का विकास।

फ़िल्म निर्माण की वास्तविकता,मुश्किलों आदि का ज्ञान।

फ़िल्म समीक्षा – कला का परिचय।

शुद्ध उच्चारण करेंगे।

भाषा की बारीकियों पर ध्यान देकर भाषा गढ़ेंगे।
Application:

नैतिक मूल्यों की ओर प्रेरित होंगे।
प्राणि-मात्र के प्रति करूणा, सहानुभूति, प्रेम से व्यवहार करेंगे।
स्वयं लेख लिखने की कोशिश करेंगे।।
समाज में व्याप्त विसंगतियों के बारे में सजग।
अनुच्छेद लिखेंगे

अनेक शब्दों के लिए एक शब्द का सही प्रयोग करेंगे।

ICT Integrated:

- पाठ से संबंधित चलचित्र
- पीटी.पी.

Extra questions/ Class assessment/ Recapitulation :
शैलेंद्र के अनुसार कलाकार का क्या कर्तव्य है?
'तीसरी कसम' को ' सैल्यूलाइड' पर लिखी कविता क्यों कहा गया है ?
शैलेंद्र के गीतों की क्या विशेषताएँ हैं?

लेखक ने ऐसा क्यों लिखा है कि ' तीसरी कसम ' ने साहित्य-रचना के साथ शत-प्रतिशत न्याय किया है?

Homework/ worksheets: पाठ वाचन , दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए

Reference: पाठ्यपुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Mr.Sanjay Tak **Class:** 10

Subject: Hindi **Month:** August

Topic: L-8 पाठ-4. अब कहाँ दूसरों के दुख से दुखी होनेवाले **No. of Period:** 8

Subtopic: पाठ - अब कहाँ दूसरों के दुख से दुखी होनेवाले] निबंध[, लघुकथा लेखन

Specific objective:

१ (तमाम जीवधारियों की रक्षा करना।

२ (प्रकृति का खयाल रखना।

३ (सभी को सुख दुख में साथ देना।

Methodology: कथा-कथन तथा व्याख्यान प्रणाली, स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

पशु पक्षियों की जानकारी एकत्रित करना।
किसी ऐसी घटना का वर्णन कीजिए जब अपने मनोरंजन के लिए मानव द्वारा पशु पक्षियों का उपयोग किया गया हो।
' सकारात्मक दृष्टिकोण' इस विषय पर अनुच्छेद लेखन गतिविधि।
पाठ का शुद्ध उच्चारण के साथ पठन करना।
अन्य विषयों से सहसंबंध– सामान्य ज्ञान।
दिए गए विषय पर लघुकथा लेखन करना।

Resources: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक

Board work: मुख्य शब्द,

शब्दार्थ–

हाकिम – राजा/मालिक
लकब – पद सूचक नाम
दालान – बरामदा
सिमटना– सिकुडना
जलजले – भूकंप
सैलाब – बाढ
अजीज – प्रिय/प्यारा
मजार – दरगाह
डेरा – अस्थायी पडाव

Learning outcomes:

- निराशा को त्यागना।
- सकारात्मक सोच के साथ आगे बढना।
- जीवन की प्रत्येक समस्या को हल करना ।
- छात्रों का सर्वांगीण विकास करना
- बच्चे स्वस्थ जीवन शैली अपनाएँगे।
- शुद्ध उच्चारण करेंगे ।
- लघुकथा लेखन की ओर अग्रसर होंगे।

Application:

- चिंतन–मनन द्वारा बौद्धिक क्षमता का विकास।
- विचार अभिव्यक्ति की क्षमता का विकास।
- नए शब्द भंडार से परिचय।
- कहानी की समस्या पहचानकर समाधान बताते है।
- अनुच्छेद लिखेंगे
- अनेक शब्दों के लिए एक शब्द का सही प्रयोग करेंगे।

ICT Integrated:

- पाठ से संबंधित चलचित्र
- पी.टी.पी.

Extra questions/ Class assessment/ Recapitulation :

१(‘डेरा डालने’ से आप क्या समझते है? स्पष्ट कीजिए।
२लेखक की माँ ने पूरे दिन का रोजा क्यों रखा(?
३अरब में लशकर को नूह के नाम से क्यों याद करते है(?

Homework/ worksheets: पाठ वाचन , दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए
Reference: पाठ्यपुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL,Balewadi

Lesson Plan (2025-26)

Teacher's Name: Mr.Sanjay Tak **Class:** 10

Subject: Hindi **Month:** August

Topic: L-9 कविता ४. पर्वत प्रदेश में पावस **No. of Period:** 8

Subtopic: पर्वत प्रदेश में पावस] कविता [, सूचना लेखन

Specific objective:
निसर्ग का चित्रण।
प्रकृति के प्रति जागरुकता का निर्माण।
निसर्ग और मनुष्य के संबंध एक दूसरे के लिए पूरक यह आकलन।

Methodology: काव्य विवेचन प्रणाली , स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

वर्षा ऋतु पर लिखी गई अन्य कवियों की कविताओं का संग्रह कीजिए।

बारिश,झरने,बादल,कोयल,पानी,पक्षी,सूरज,फूल,फल,हरियाली आदि या कोई भी

प्रकृति विषयक शब्द का प्रयोग करते हुए एक कविता लिखने का प्रयास कीजिए।

परिचर्चा गतिविधि

चित्र कथा का कहानी रूप में लेखन

अपने अनुभव व्यक्त करना

कविता का सार जानना

दिए गए विषयों पर सूचना लेखन कीजिए।

Resources: फलक, चित्र और पाठ्यपुस्तक

Board work: मुख्य शब्द और शब्दार्थ

पावस – वर्षा ऋतु
प्रकृति प्रकृति का रूप – वेश–
सहस्र हजार –
दृग पुष्प रूपी आँखे – सुमन–
मद मस्ती –
झाग फेन –
ऊँचा उठने की कामना – उच्चाकांक्षा .
नीरव नभ शांत आकाश –
भूधर पहाड –
सभय भय के साथ –
शाल एक वृक्ष –
जलदबादल रूपी विमान – यान–

Learning outcomes:

- काव्य –शिक्षण में रुचि
- प्रोत्साहन देना तथा लक्ष्य को पाने का प्रयत्न करना।
- कविता का शाब्दिक अर्थ जानना
- कविता का प्रतीकात्मक अर्थ जानना

- मातापिता का सम्मान करेंगे ।-
- बेझिझक अपने तर्क प्रस्तुत करेंगे।
- शुद्ध उच्चारण करेंगे ।
- पात्रों के बारे में बातचीत करेंगे, अपनी राय देंगे ।
- भाषा की बारीकियों पर ध्यान देकर भाषा गढ़ेंगे।

Application: प्रकृति की देखभाल करना।
पर्यावरण संवर्धन में योगदान देना।
पठित पद्यान्श पढ़कर उत्तर देना
अनेकार्थी शब्दों का वाक्य में प्रयोग करना
पर्यायवाची शब्दों का वाक्यों में प्रयोग करेंगे।

ICT Integrated:

- पाठ से संबंधित चलचित्र
- पी .टी.पी.

Extra questions/ Class assessment/ Recapitulation :

१) " पर्वत प्रदेश में पावस" कविता से हमे क्या सीख मिलती है?
२) कवि ने तालाब की समानता किसके साथ दिखाई है और क्यों?
३) पावस ऋतु में प्रकृति में कौनकौन से परिवर्तन आते हैं-?

Homework/ worksheets:
पाठ वाचन , दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए, पाठ के प्रश्नोत्तर।

Reference: पाठ्यपुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Mr.Sanjay Tak **Class:** 10

Subject: Hindi **Month:** August

Topic: L-10 संचयन– पाठ–१. हरिहर काका **No. of Period**: 8

Subtopic: पाठ - हरिहर काका, रचना के आधारपर वाक्य रुपांतरण (पुनरावृत्ति), लघुकथा लेखन , मुहावरे ।

Specific objective:
बदलते परिवेश की जानकारी होगी।
नैतिक मूल्यों से अवगत ।
स्वार्थ का त्याग करना।
रचना के आधारपर वाक्य का रुपांतरण करना।
लघुकथा का लेखन करना।
मुहावरे का अर्थ समझना।

Methodology: कथा-कथन तथा व्याख्यान प्रणाली, स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

- ' सकारात्मक दृष्टिकोण' इस विषय पर अनुच्छेद लेखन गतिविधि
- पाठ का शुद्ध उच्चारण के साथ पठन करना
- अनेक शब्दों के लिए एक शब्द लिखना
- प्रश्न–निर्माण करना

- पत्र–लेखन से अवगत होना
- अपने अनुभव लिखना
- नुकता शब्दों का सही प्रयोग करेंगे

तकनीकी शिक्षण– समाचार पत्र बनाने वाली एंजंसी के कार्यकाज पर आधारित स्लाइड

अन्य विषयों से सहसंबंध– सामान्य ज्ञान

Resources: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ,

शब्दार्थ–

उजागर – प्रकट करना
गंतव्य – स्थान जहाँ किसी को जाना हो
ढाँढ़स – दिलासा, धीरज
यंत्रणाओं – यातनाओं
आसक्ति – लगाव
दवनी – गेहूँ
मशगूल – व्यस्त
हुमाध – हवन में प्रयुक्त होने वाली सामग्री
अकारथ – बेकार
मुस्तैद – तैयार
बय – वसीयत

Learning outcomes:

- निराशा को त्यागना।
- सकारात्मक सोच के साथ आगे बढना।
- जीवन की प्रत्येक समस्या को हल करना ।
- छात्रों का सर्वांगीण विकास करना
- भाषा की बारीकियों पर ध्यान देकर भाषा गढ़ेंगे।
- शुद्ध प्रश्न–निर्माण करेंगे ।

Application:

- चिंतन–मनन द्वारा बौद्धिक क्षमता का विकास।
- विचार अभिव्यक्ति की क्षमता का विकास।
- नए शब्द भंडार से परिचय।
- कहानी की समस्या पहचानकर समाधान बताते है।
- मुहावरों का सही प्रयोग करेंगे।
- अनुच्छेद लिखेंगे
- अनेक शब्दों के लिए एक शब्द का सही प्रयोग करेंगे।

ICT Integrated:

- पाठ से संबंधित चलचित्र
- पी.पीटी.

Extra questions/ Class assessment/ Recapitulation :

मूल्यपरक प्रश्न–

१) कथावाचक और हरिहर काका के बीच क्या संबंध है और इसके क्या कारण है?

२) हरिहर काका के मामले में गाँव वालों की क्या राय थी और उसके क्या कारण थे?

३) यदि आपके आसपास हरिहर काका जैसी हालत में कोई हो तो आप उसकी किस प्रकार

मदद करेंगे?

Homework/ worksheets: पाठ वाचन , दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए

Reference: पाठ्यपुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Mr.Sanjay Tak **Class:** 10

Subject: Hindi **Month:** October

Topic: L-11 स्पर्श कविता –५. तोप [कविता] **No. of Period**: 7

Subtopic: पाठ - तोप]कविता [, पदबंध)पुनरावृत्ति(, पत्र लेखन

Specific objective:

स्वतंत्रता संग्राम की जानकारी देना।
देशप्रेम की भावना को बढावा देना।
असहयोग आंदोलन से अवगत कराना।
वर्तमान सामाजिक परिवेश के प्रति जागरुकता।
देशप्रेम की भावना का विकास।
प्राचीन धरोहर को संभालना।
लोक व्यवहार, नीति ज्ञान से छात्रों का परिचय कराना।
पदबंध की प्रक्रिया।

Methodology: कथा-कथन तथा व्याख्यान प्रणाली, स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

स्वतंत्र सेनानियों की जीवनी पढना।
वीर क्रांतिकारियों की जानकारी एकत्रित कर कक्षा में सुनाइए।
कविता का शुद्ध उच्चारण के साथ पठन करना
प्रश्न–निर्माण करना
पत्र–लेखन से अवगत होना
अपने अनुभव लिखना
तकनीकी शिक्षण– समाचार पत्र बनाने वाली एंजंसी के कार्यकाज पर आधारित स्लाइड

अन्य विषयों से सहसंबंध- सामान्य ज्ञान

Resources: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ **शब्दार्थ-**

मुहाने - प्रवेश द्वार पर
धर रखी - रखी गई
सम्हाल - देखभाल
विरासत - पूर्व पीढियों से प्राप्त वस्तुएँ
सैलानी - दर्शनीय स्थलों पर आने वाले यात्री
सूरमा - वीर
धज्जे - चिथडे-चिथडे करना
फारिग - खाली

गतिविधियाँ / परियोजना कार्य -

१) स्वतंत्रता आंदोलन में महिलाओं के योगदान की जानकारी एकत्रित कीजिए।

Learning outcomes:

- निराशा को त्यागना।
- सकारात्मक सोच के साथ आगे बढना।
- जीवन की प्रत्येक समस्या को हल करना ।
- छात्रों का सर्वांगीण विकास करना
- संधि, मुहावरे का ज्ञान प्राप्त कराना
- माइंड मैप बनाना
- बच्चे स्वस्थ जीवन शैली अपनाएँगे।
- शुद्ध उच्चारण करेंगे ।
- अनेक शब्दों के लिए एक शब्द का प्रयोग करेंगे ।
- भाषा की बारीकियों पर ध्यान देकर भाषा गढ़ेंगे।
- शुद्ध प्रश्न-निर्माण करेंगे ।

Application:

- चिंतन–मनन द्वारा बौद्धिक क्षमता का विकास।
- विचार अभिव्यक्ति की क्षमता का विकास।
- नए शब्द भंडार से परिचय।
- कहानी की समस्या पहचानकर समाधान बताते है।
- सर्वनाम शब्दों का सही प्रयोग करेंगे।
- अनुच्छेद लिखेंगे
- अनेक शब्दों के लिए एक शब्द का सही प्रयोग करेंगे।

ICT Integrated:

- पाठ से संबंधित चलचित्र
- पी.टी.पी.

Extra questions/ Class assessment/ Recapitulation :

मूल्यपरक प्रश्न–

प्रस्तुत कविता के माध्यम से लेखक क्या संदेश देना चाहते है?

Homework/ worksheets: पाठ वाचन , दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए
Reference: पाठ्यपुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Ba ewadi

Lesson Plan (2025-26)

Teacher's Name: Mr.Sanjay Tak **Class:** 10

Subject: Hindi **Month:** October

Topic: L- 12. स्पर्श पाठ– पतझर में टूटी पत्तियाँ **No. of Period:** 8

(1. गिन्नी का सोना 2. झेन की देन)

Subtopic: पाठ - पतझर में टूटी पत्तियाँ 1.गिन्नी का सोना .2झेन की देन, मुहावरे, सूचना लेखन

Specific objective:

जीवन में आदर्श को अपनाना।
आदर्श और व्यवहार का अंतर समझना।
वर्तमान में जीना की प्रेरणा मिलेगी।
ध्यान पद्धति की जानकारी।
निर्धारित विषय पर सूचना लेखन करना।

Methodology: कथा-कथन तथा व्याख्यान प्रणाली, स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति।

Activities:

पाठ में वर्णित 'टीसेरेमनी–' का शब्द चित्र प्रस्तुत कीजिए।
गांधीजी के योगदान पर परियोजना कार्य ।
' सकारात्मक दृष्टिकोण' इस विषय पर अनुच्छेद लेखन गतिविधि
पाठ का शुद्ध उच्चारण के साथ पठन करना
तकनीकी शिक्षण– समाचार पत्र बनाने वाली एंजंसी के कार्यकाज पर आधारित स्लाइड
अन्य विषयों से सहसंबंध– सामान्य ज्ञान

Resources: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ, संज्ञा शब्द तथा अनेक शब्दों के लिए एक शब्द

Learning outcomes:

जीवन में आदर्श को अपनाना।
आदर्श और व्यवहार का अंतर समझना।
वर्तमान में जीना की प्रेरणा मिलेगी।
ध्यान पद्धति की जानकारी।
निराशा को त्यागना।

सकारात्मक सोच के साथ आगे बढना।
जीवन की प्रत्येक समस्या को हल करना ।
मुहावरे का ज्ञान प्राप्त कराना।
भाषा की बारीकियों पर ध्यान देकर भाषा गढ़ेंगे।
सूचना का प्रयोग योग्य जानकारी देने के लिए करेंगे।
Application:

- चिंतन-मनन द्वारा बौद्धिक क्षमता का विकास।
- विचार अभिव्यक्ति की क्षमता का विकास।
- नए शब्द भंडार से परिचय।
- कहानी की समस्या पहचानकर समाधान बताते है।
- सूचना लिखेंगे
- अनेक शब्दों के लिए एक शब्द का सही प्रयोग करेंगे।

ICT Integrated:

- पाठ से संबंधित चलचित्र
- पी.टी.पी.

Extra questions/ Class assessment/ Recapitulation :

१) प्रस्तुत पाठ " गिन्नी का सोना" के माध्यम से लेखक क्या संदेश देना चाहते है?
२) चाय पीने के बाद लेखक ने स्वयं में क्या परिवर्तन महसूस किया?
३) लेखक के मित्र ने मानसिक रोग के क्या-क्या कारण बताए? आप इन कारणों से कहाँ तक सहमत है?

Homework/ worksheets: पाठ वाचन , दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए
Reference: पाठ्यपुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Mr.Sanjay Tak **Class:** 10

Subject: Hindi **Month:** October

Topic: L- 13 संचयन–पाठ–२. सपनों के से दिन **No. of Period**: 8

Subtopic: पाठ -संचयन– सपनों के से दिन

Specific objective:

अनुशासन का महत्व समझना।
बचपन की खुशी का ज्ञान होकर प्रसन्नता और सकारात्मकता का निर्माण।

पाठशाला का महत्व समझेगा।
त्याग करने की प्रेरणा विकसित होना।
सैनिक के जीवन की चुनौतियों से अवगत होना।
बच्चों के विकास को दर्शाना।
सांप्रदायिक एकता और परस्पर सहयोग करना।

Methodology: आत्मकथा , कथा-कथन तथा व्याख्यान प्रणाली, स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

विवेकानंदजी के बचपन की जानकारी एकत्रित करना।
अपनी किसी शरारत को कक्षा में सुनाना।
'मेरा बचपन' इस विषय पर अनुच्छेद लिखिए।
पाठ का शुद्ध उच्चारण के साथ पठन करना।

Resources: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ **शब्दार्थ-**

ट्रेनिंग – प्रशिक्षण
बहियाँ – खाता
चपडासी – चपरासी
सतिगुर – सतगुरु
हरफनमौला – पारंगत
जबरन – बलपूर्वक
अठे – यहाँ
लीतर – टूटे हुए पुराने खस्ताहाल जूते
उठै – वहाँ
मुअत्तल – निलंबित
महकमाए-तालिम – शिक्षा विभाग

Learning outcomes:

बचपन की खुशी का ज्ञान होकर प्रसन्नता और सकारात्मकता का निर्माण।

पाठशाला का महत्व समझेगा।

लेखन और वाचन कौशल का विकास।
चिंतन-मनन द्वारा बौद्धिक क्षमता का विकास।
निराशा को त्यागना।

सकारात्मक सोच के साथ आगे बढना।
जीवन की प्रत्येक समस्या को हल करना।
छात्रों का सर्वांगीण विकास करना।
बच्चे स्वस्थ जीवन शैली अपनाएँगे।

Application:

- चिंतन–मनन द्वारा बौद्धिक क्षमता का विकास।
- विचार अभिव्यक्ति की क्षमता का विकास।
- नए शब्द भंडार से परिचय।
- कहानी की समस्या पहचानकर समाधान बताते है।
- सर्वनाम शब्दों का सही प्रयोग करेंगे।
- अनुच्छेद लिखेंगे
- अनेक शब्दों के लिए एक शब्द का सही प्रयोग करेंगे।

ICT Integrated:

- पाठ से संबंधित चलचित्र
- पी.टी.पी.

Extra questions/ Class assessment/ Recapitulation :

मूल्यपरक प्रश्न–

१) कोई भी भाषा आपसी व्यवहार में बाधा नहीं बनती– पाठ के किस अंश से यह सिद्ध होता है?

२) हेडमास्टर शर्मा जी ने पीटी साहब को क्यों मुअत्तल कर दिया?

३) पाठ में वर्णित घटनाओं के आधार पर पीटी सर की चारित्रिक विशेषताओं पर प्रकाश डालिए।

४) "सपनों के – से दिन" पाठ के लेखक गुरदयाल सिंह जी ने अपने बचपन के दिनों को सपनों के – से दिन क्यों कहा है?

Homework/ worksheets: पाठ वाचन , दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए
Reference: पाठ्यपुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Mr.Sanjay Tak

Class: 10

Subject: Hindi

Month: November

Topic: L-14 स्पर्श पाठ- कारतूस [एकांकी] **No. of Period**: 6

Subtopic: पाठ - कारतूस [एकांकी] , समास (पुनरावर्तन)

Specific objective:

देशप्रेम की भावना को जागृत करना।
हिम्मत और चलाखी का सही समय पर प्रयोग करना।
स्वतंत्रता सेनानियों की जानकारी होना।
निरीक्षण क्षमता, अवलोकन एवं विचारअभिव्यक्ति की क्षमता का विकास।
चिंतन मनन द्वारा बौद्धिक क्षमता का विकास।

Methodology: आत्मकथा , कथा-कथन तथा व्याख्यान प्रणाली, स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

रॉबिनहूड के कारनामों के बारे में जानकारी हासिल करना ।
कुछ एकांकी और नाटकों की सूची तैयार करना ।
' सकारात्मक दृष्टिकोण' इस विषय पर अनुच्छेद लेखन गतिविधि
पाठ का शुद्ध उच्चारण के साथ पठन करना
अनेक शब्दों के लिए एक शब्द लिखना
अपने अनुभव लिखना
तकनीकी शिक्षण- समाचार पत्र बनाने वाली एंजंसी के कार्यकाज पर आधारित स्लाइड
अन्य विषयों से सहसंबंध- सामान्य ज्ञान

Resources: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक

Board work: शब्दार्थ- **शब्दार्थ-**

खेमा - डेरा
अफसाने-कहानियाँ
हुकूमत – शासन
पैदाइश – जन्म
तख्त - सिंहासन
मसलेहत- रहस्य
मुकर्रर - तय करना
हुकमरां – शासक
गर्द - धूल
गुंजाइश- संभावना
तन्हाई – एकांत
मुकाम – पडाव

Learning outcomes:

देशप्रेम की भावना को जागृत करना।
हिम्मत और चलाखी का सही समय पर प्रयोग करना।
स्वतंत्रता सेनानियों की जानकारी होना।
निराशा को त्यागना।
सकारात्मक सोच के साथ आगे बढना।
जीवन की प्रत्येक समस्या को हल करना ।
छात्रों का सर्वांगीण विकास करना
संधि, मुहावरे का ज्ञान प्राप्त कराना
समास की प्रक्रिया से शब्द-निर्माण का ज्ञान।
Application:

चिंतन-मनन द्वारा बौद्धिक क्षमता का विकास।
विचार अभिव्यक्ति की क्षमता का विकास।
नए शब्द भंडार से परिचय।
कहानी की समस्या पहचानकर समाधान बताते है।
दो शब्दों के मेल से नए शब्द बनाना।

ICT Integrated:

- पाठ से संबंधित चलचित्र
- पीटी.पी.

Extra questions/ Class assessment/ Recapitulation :

मूल्यपरक प्रश्न–

१) प्रस्तुत 'कारतूस ' पाठ के माध्यम से लेखक क्या संदेश देना चाहते है?

Homework/ worksheets: पाठ वाचन , दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए

Reference: पाठ्यपुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Mr.Sanjay Tak
Class: 10

Subject: Hindi
Month: November
Topic: L-15 स्पर्श कविता- आत्मत्राण **No. of Period**: 6

Subtopic: कविता– आत्मत्राण, रचना के आधारपर वाक्य रुपांतरण (पुनरावर्तन)
Specific objective:

रवींद्रनाथ के साहित्य से परिचित करना ।
संकटों से लडने की क्षमता का विकास करना ।
हार न मानने की क्षमता बढाना ।
निडरता, आत्मविश्वास आदि गुणों का विकास करना ।
लेखन और वाचन कौशल का विकास।
चिंतन–मनन द्वारा बौद्धिक क्षमता का विकास।
भारतीय संस्कृति से जुड़ाव उत्पन्न होगा।

Methodology: आत्मकथा , कथा-कथन तथा व्याख्यान प्रणाली, स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।
Activities:
शांति निकेतन की जानकारी एकत्र कीजिए।
'गीतांजली' काव्य पढ़िए।
'नोबेल पुरस्कार' की जानकारी एकत्र कीजिए।
कठिन शब्दों का वाक्य में प्रयोग कीजिए।
रचना के आधारपर वाक्य रुपांतरण कीजिए।
दिए गए विषय पर पत्र–लेखन कीजिए।
Resources: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक
Board work: शब्दार्थ – **शब्दार्थ–**

विपदा – विपत्ति/मुसीबत
करूणामय– दूसरों पर दया करने वाला
व्यथित – दुखी
सहायक – मददगार
पौरूष – पराक्रम
क्षय – नाश
त्राण – बचाव/भय निवारण
अनुनय – विनय
निखिल – संपूर्ण
संशय – संदेह

Learning outcomes:

स्वयं काव्य–लेखन और वाचन कौशल का विकास।
अनूदित कविताओं की जानकारी देना।
स्वविश्वास और स्वनिर्णय क्षमता का विकास।
चिंतन–मनन द्वारा बौद्धिक क्षमता का विकास।
निराशा को त्यागना।
सकारात्मक सोच के साथ आगे बढना।
जीवन की प्रत्येक समस्या को हल करना ।
छात्रों का सर्वांगीण विकास करना
रचना के आधार पर वाक्य–परिवर्तन प्रक्रिया का ज्ञान।

Application:

- चिंतन–मनन द्वारा बौद्धिक क्षमता का विकास।
- विचार अभिव्यक्ति की क्षमता का विकास।
- नए शब्द भंडार से परिचय।
- कविता की समस्या पहचानकर समाधान बताते है।
- रचना के आधारपर वाक्य रुपांतरण करेंगे।
- अनुच्छेद लिखेंगे
- अनेक शब्दों के लिए एक शब्द का सही प्रयोग करेंगे।

Extra questions/ Class assessment/ Recapitulation :

१ आत्मत्राण शीर्षक की सार्थकता स्पष्ट कीजिए। (
२आत्मत्राण कविता का केंद्रीय भाव लिखिए । (

Homework/ worksheets: कविता वाचन , दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए

Reference: पाठ्यपुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Mr.Sanjay Tak **Class:** 10

Subject: Hindi **Month:** November

Topic: L-16 स्पर्श कविता- कर चले हम फिदा **No. of Period**: 6

Subtopic: पाठ - कर चले हम फिदा] कविता[

Specific objective:

* स्वतंत्रता संग्राम की जानकारी देना।
* देशप्रेम की भावना को बढावा देना।
* असहयोग आंदोलन से अवगत कराना।
*वर्तमान सामाजिक परिवेश के प्रति जागरुकता।

Methodology: कथा-कथन तथा व्याख्यान प्रणाली, स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

स्वतंत्रता आंदोलन में महिलाओं के योगदान की जानकारी एकत्रित कीजिए।
हकीकत इस फिल्म को कक्षा में दिखाइए।
'आजादी का अमृत महोत्सव' इस विषय पर निबंध लिखना।
'फिल्म का समाज पर प्रभाव ' इस विषय पर परिचर्चा।
कविता का शुद्ध उच्चारण के साथ पठन करना।
प्रश्न-निर्माण करना।
अपने अनुभव लिखना।

Resources: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ

शब्दार्थ-

फिदा - न्योछावर
हवाले - सौंपना
रुत - मौसम
हुस्न - सुंदरता
रुस्वा - बदनाम
खूँ - खून

काफिले– यात्रियों का समूह
फतह – जीत
जश्न – खुशी मनाना
नब्ज – नाडी
कुर्बानियाँ – बलिदान
जमीं – जमीन
लकीर – रेखा

Learning outcomes:

भारतीय सैनिकों के पराक्रम का अध्ययन करना।

फिल्म जगत और संगीत में रुचि निर्माण।

देश के लिए सर्वस्व त्याग करने की प्रेरणा विकसित होना।

सैनिक के जीवन की चुनौतियों से अवगत होना।

स्वयं काव्य–लेखन और वाचन कौशल का विकास।

भाषा की बारीकियों पर ध्यान देकर भाषा गढ़ेंगे।

Application:

भारतीय सैनिकों के प्रति आदर व्यक्त करेंगे।
चिंतन–मनन द्वारा बौद्धिक क्षमता का विकास।
विचार अभिव्यक्ति की क्षमता का विकास।
नए शब्द भंडार से परिचय।
कविता की समस्या पहचानकर समाधान बताते है।
अनेक शब्दों के लिए एक शब्द का सही प्रयोग करेंगे।

Extra questions/ Class assessment/ Recapitulation :

मूल्यपरक प्रश्न –

इस कविता का प्रतिपाद्य अपने शब्दों में लिखिए।
कवि ने साथियों संबोधन का प्रयोग किसके लिए किया है?
क्या इस गीत की कोई ऐतिहासिक पृष्ठभूमि है?
कविता के माध्यम से लेखक क्या संदेश देना चाहते है?

Homework/ worksheets: कविता वाचन , दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए

Reference: पाठ्यपुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Mr.Sanjay Tak **Class:** 10

Subject: Hindi **Month:** December

Topic: L-17 संचयन– पाठ-३. टोपी शुक्ला **No. of Period**: 8

Subtopic: पाठ -संचयन– टोपी शुक्ला
Specific objective:

बच्चों के विकास को दर्शाना।
सांप्रदायिक एकता को मजबूत करना।
अनुशासन की आवश्यकता बताना।
लेखन और वाचन कौशल का विकास।
चिंतन–मनन द्वारा बौद्धिक क्षमता का विकास।
विचार अभिव्यक्ति की क्षमता का विकास।
अनुशासन का महत्व समझना।
बचपन की खुशी का ज्ञान होकर प्रसन्नता और सकारात्मकता का निर्माण।

Methodology: आत्मकथा , कथा-कथन तथा व्याख्यान प्रणाली, स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।
Activities:

अपनी किसी शरारत को कक्षा में सुनाना।
'मेरा बचपन' इस विषय पर अनुच्छेद लिखिए।
' सकारात्मक दृष्टिकोण' इस विषय पर अनुच्छेद लेखन गतिविधि
पाठ का शुद्ध उच्चारण के साथ पठन करना
अनेक शब्दों के लिए एक शब्द लिखना
प्रश्न–निर्माण करना
अपने अनुभव लिखना

Resources: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक

Board work: शब्दार्थ – **शब्दार्थ–**

परंपरा – प्रथा
अटूट – मजबूत
सदका – एक टोटका
जश्न – उत्सव
बेशुमार – बहुत सारी
कचहरी – न्यायालय
पाक – पवित्र
मुलुक – देश
अलबत्ता– बल्कि
लफ्ज – शब्द
दुर्गति –बुरी हालत

कुटाई – पिटाई
कबाबची – कबाब बनाने वाला
तबादला – बदली

Learning outcomes:

- निराशा को त्यागना।
- सकारात्मक सोच के साथ आगे बढना।
- जीवन की प्रत्येक समस्या को हल करना ।
- छात्रों का सर्वांगीण विकास करना
- संधि, मुहावरे का ज्ञान प्राप्त कराना
- माइंड मैप बनाना
- बच्चे स्वस्थ जीवन शैली अपनाएँगे।
- शुद्ध उच्चारण करेंगे ।
- अनेक शब्दों के लिए एक शब्द का प्रयोग करेंगे ।
- भाषा की बारीकियों पर ध्यान देकर भाषा गढ़ेंगे।
- शुद्ध प्रश्न–निर्माण करेंगे ।

मूल्य शिक्षण–

१) सकारात्मक सोच।
२) हर समस्या को हल करना।
३) सर्वांगिण विकास।

Application:

बच्चे अनुशासन से व्यवहार करेंगे।
सांप्रदायिक एकता का परिचय देंगे।
एक–दूसरे से मिल–जुलकर रहेंगे।
चिंतन–मनन द्वारा बौद्धिक क्षमता का विकास।
विचार अभिव्यक्ति की क्षमता का विकास।
नए शब्द भंडार से परिचय।

कहानी की समस्या पहचानकर समाधान बताते है।

Extra questions/ Class assessment/ Recapitulation :

मूल्यपरक प्रश्न–

१) इफ्फन की दादी अपने पीहर क्यों जाना चाहती थी।

२) टोपी ने इफ्फन से दादी बदलने की बात क्यों कही?

३) इफ्फन की दादी के मायके का घर कस्टोडियन में क्यों चला गया?

Homework/ worksheets: पाठ वाचन , दीर्घ उत्तरीय प्रश्न, आशय स्पष्ट कीजिए

Reference: पाठ्यपुस्तक , व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

Subject: Visual Art Topic: Elements of art No. of Period-1

Subtopic:

Elements of art

Specific objective:

To improve knowledge of different elements.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: shading

Board work: drawing

Learning outcomes:

- Fine motors
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

Subject: Visual Art Topic: 2 D Design No. of Period-3

Subtopic:

2D design

Specific objective:

To improve composition ski9lls and color bring awareness among the students about color combination.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: shading

Board work: drawing

Learning outcomes:

- Fine motors
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

Subject: Visual Art Topic: Composition -2 No. of Period- 1

Subtopic:

Composition

Specific objective:

Learners will be able to apply elements and principle of Art and create design

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: colouring.

Board work: drawing

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

Subject: Visual Art Topic: Animal Study -1(elephant) No. of Period-1

Subtopic:

Animal study

Specific objective:

- To learn to create different images of different animals with help of elements like form and value.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: colouring.

Board work: drawing

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

bject: Visual Art Topic **Warli painting** No. of Period-2

Subtopic:

Warli Painting

Specific objective:

To get acquainted with folk arts and understand usage of geometrical shapes in creative way

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: colouring.

Board work: ------

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

bject: Visual Art Topic: Composition No. of Period-2

Subtopic:

Composition

Specific objective:

To improve composition skills and color bring awareness among the students about color combination.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: colouring.

Board work: ------

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

bject: Visual Art Topic: **Object** No. of Period-2

Subtopic:

Object

Specific objective:

To develop observation skills and interpret it on the paper through visual observations.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: colouring.

Board work: ------

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

bject: Visual Art Topic: **Water impression** No. of Period-2

Subtopic: Water impression

Specific objective:

To understand the effects of oil paint on the water in creative manner to create different designs with the help of oil paints.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: colouring.

Board work: ------

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr. Ramehwar R Class :-

Subject: Visual Art Topic Abstract painting No. of Period-2

Subtopic:

Abstract painting

Specific objective:

Student will apply their abstract ideas in creative way on paper.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: colouring.

Board work: ------

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

Subject: Visual Art Topic: Landscape No. of Period-2

Subtopic:

Landscape

Specific objective:

To develop observations skill and implement it minutely through their creativity.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: colouring.

Board work: ------

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

Subject: Visual Art Topic Negative positive space – cat No. of Period-2

Subtopic:

Negative positive space

Specific objective:

Students willable to use space sequencing and create different images.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: colouring.

Board work: ------

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

Subject: Visual Art Topic: Composition No. of Period-2

Subtopic:

Composition

Specific objective:

Learners will be able to apply elements and principle of Art and create design

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: colouring.

Board work: ------

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

Subject: Visual Art Topic: Human figure study No. of Period-2

Subtopic:

- Human figure study

Specific objective:

To enable to understand human anatomy and structure of human body.

-

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Making and colouring.

Board work: drawing

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

- Subject: Visual Art Topic: Nature drawing No. of Period-2

Subtopic:

- Nature Drawing

Specific objective: To learn to create different images of different plants and flowers with help of elements like form and value. To get acquainted with nature.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Making and colouring.

Board work: drawing

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Roopa Rajesh **Class: 10**

Subject: English **Month: April**

Topic: L1.1 The dust of snow(poem) (First Flight) No. of Periods-2

Subtopic:

-

Specific objective:

- To introduce concept of symbolism used in poetry. (The crow and hemlock tree represent sorrow and depression felt by poet in this materialistic world. On the other hand, the dust of snow is the symbol of natural joy and energy.)

Methodology: Explanation method
Class room discussion
Activity Based method

Activities:

- The Poetic device - Symbolism will be introduced
- Hemlock tree- the story of The Death of Socrates will be shared

Board work: New words.

Learning outcomes:

- inculcate the habit of reading poems
- appreciate rhyme and style of the poem
- know about symbolism
- identify the poetic devices used in the poem
- admire and observe nature‘s small incidents
- understand the thought and imagination contained in the poem.
- think about different human emotions and their effects.
- realise that nature gives soothing/ healing effect

Application: Workbook

ICT Integrated:

- Power Point Presentation

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the textbook

Reference: Textbook

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2025-26

Teacher's Name - Roopa Rajesh **Grade - 10**

Subject - English **Month - June**

Topic – L1.2 A Triumph of Surgery(Footprints without feet)

No. of Periods - 2

Sub - topic:

Specific objective:

- comprehend the chapter, enhance their vocabulary, expressions and communicate their ideas.
- develop the habits of reading for information and pleasure, drawing inferences from what they read and relating texts to their previous knowledge.
- learn reading critically and develop the confidence to ask answer questions.
- express their own ideas in a creative and coherent way

Methodology: Explanation method

Class room discussion
Activity Based method

Activities:

- A discussion on Pets and how to take care of them

Board work: New words.

Learning outcomes:

The students will be able to -

-develop their imaginative and analytical skills.

-gain knowledge of different kinds of pet animals.

-understand that dog is the most faithful pet.

-understand that declined health was the outcome of Mrs Pumphrey's overcaring nature

Application: Workbook

ICT Integrated:

- Power Point Presentation

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference

to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the textbook

Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name - Roopa Rajesh **Grade - X**

Subject - English **Month - April**

Topic – L-1 A letter to God (First Flight) **No. of Periods - 4**

Sub - topic:

Specific objective:

- To understand the importance of faith
- To lend a helping hand to the needy

Methodology: Explanation method
Class room discussion
Activity Based method

Activities:

- Story prediction based on the title of the story (Guess the theme given in the story based on the title).
- Lencho‘s innocence will be compared to the protagonist of the movie PK.

Board work: New words.

Learning outcomes:

- To understand the plot and character of the story.
- To enjoy and appreciate the story and the use of language.
- To puzzle out the meaning of some unfamiliar words in the story.
- To become aware of the theme and emotions.
- To understand the importance of faith
- To believe that faith can move mountains

Application: Workbook

ICT Integrated:

- Power Point Presentation

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the textbook

Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name - Roopa Rajesh **Grade - 10**

Subject - English **Month - April**

Topic – 2.1 Fire and Ice(poem) (First Flight) **No. of Periods - 2**

Sub - topic:

Specific objective:

- To enable the students appreciate the beauty, rhyme and style of the poem.
- To make the students understand the thought and imagination contained in the poem.
- To make students think about different human emotions and their effect.

Methodology: Explanation method
Class room discussion
Activity Based method

Activities:

- There are many ideas about how the world will end. Do you think the world will end someday? Have you ever thought what would happen if the sun got so hot that it burst', or grew colder and colder?
- Activity (to assess learning):Text book: What is the rhyme scheme of the

poem? How does it help in bringing out the contrasting ideas in the poem?

Board work: New words.

Learning outcomes:

- To appreciate the beauty, rhyme and style of the poem.
- To understand the thought and imagination contained in the poem.
- To think about different human emotions and their effect.
- To write their feelings in the form of short poems.

Application: Workbook

ICT Integrated:

- Power Point Presentation

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the textbook

Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name - Roopa Rajesh **Grade - 10**

Subject - English **Month - June**

Topic – L-2.2 The thief's story(Footprints without feet)

No. of Periods - 3

Sub - topic:

Specific objective:

- To understand importance of education.
- To understand the two different characters i.e. Anil & Hari Singh
- To get enjoyment by reading the lesson.
- To appreciate/comprehend the text.

Methodology: Explanation method

Class room discussion
Activity Based method

Activities:

- Discussion on whether imprisonment is the best way to reform a person

Board work: New words.

Learning outcomes:

- To enable the students to imbibe-
- Motivation
- Confidence
- Faith

Application: Workbook

ICT Integrated:

- Power Point Presentation

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the textbook

Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name - Roopa Rajesh **Grade - 10**

Subject - English **Month - April**

Topic – (Lesson- 2 Nelson Mandela: Long Walk to freedom(First Flight) **No. of Periods - 4**

Sub - topic:

Specific objective:

To enable the student

- understand that discrimination is injustice
- understand the importance of humanity
- understand how peace can prevail
- get an insight into the long struggle for democracy and Mandela‘s belief about humanity

Methodology: Explanation method

Class room discussion
Activity Based method

Activities:

- Conversation about Apartheid

Board work: New words.

Learning outcomes:

- To understand the plot and character of the story.
- To enjoy and appreciate the story and the use of language.
- To puzzle out the meaning of some unfamiliar words in the story.
- To become aware of the theme and emotions.
- To understand the importance of determination
- To believe that fight against injustice will prevail

Application: Workbook

ICT Integrated:

- Power Point Presentation

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the textbook

Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher’s Name - Roopa Rajesh **Grade - 10**

Subject - English **Month - June**

Topic – L3.1 A tiger in the zoo(poem)(First flight) No. of Periods - 3

Sub - topic:

Specific objective:

- To inculcate the moral values
- To enhance the vocabulary
- To enable the students to understand the importance of freedom.
- To enable the students to understand the dangers of deforestation and blessings of forestation.
- To enable the students to understand that all animals will be happy only in their natural habitat

Methodology: Explanation method

Class room discussion
Activity Based method

Activities:

- Compare our situation during Lockdown with the animals in the zoo and birds in the cage locked down forever for our fun.
- There is a slogan written in Nandan Kanan, Bhubaneshwar,"In 1910 there were thousands of tigers, in 2110 there are few thousand tigers, in 2110 we will write "Ek Tha Tiger". What does this slogan mean?
- Are zoos necessary for the protection or conversation of some species of animals? Are they useful for educating the public? Are there alternatives to zoo?

Board work: New words.

Learning outcomes:

- The students will be able -
- To understand the dangers of deforestation and blessings of forestation.
- To understand that all animals will be happy only in their natural habitat.
- To understand the responsibility of present generation in preserving the environment and earth.
- To enable the students to learn to recite poem with proper intonation and rhythm

Application: Workbook

ICT Integrated:

- Power Point Presentation

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the textbook

Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name - Roopa Rajesh **Grade - 10**

Subject - English **Month - July**

Topic – L3.2 The midnight visitor(First flight) **No. of Periods - 3**

Subtopic:

-

Specific objective:

Students will be able to

- know more about the author, detective stories and related information about secret agents.
- think quickly, act wisely and calmly in the situation of danger and surprise.
- make character analysis of Ausable, Max and Fowler
- analyse Ausable's ability to think quickly and calmly in a situation of panic.

Methodology: Explanation method
Class room discussion
Activity Based method

Activities:

-Do you think it is very important to present ourselves in an impressive way, according to our profession? In what way, it is effective?

Board work: New words.

Learning outcomes:

To enable the students to -

- develop the ability to plan events
- develop the importance of presence of mind
- develop the ability to think quickly, act calmly and wisely in a situation of danger or surprise.

Application: Workbook

ICT Integrated:

- Power Point Presentation

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the

textbook
Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name - Roopa Rajesh **Grade - X**

Subject - English **Month - April**

Topic – (The dust of snow(poem) (First Flight) **No. of Periods - 2**

Sub - topic:

Specific objective:

- To introduce concept of symbolism used in poetry. (The crow and hemlock tree represent sorrow and depression felt by poet in this materialistic world. On the other hand, the dust of snow is the symbol of natural joy and energy.)

Methodology: Explanation method

Class room discussion
Activity Based method

Activities:

- The Poetic device - Symbolism will be introduced
- Hemlock tree- the story of The Death of Socrates will be shared

Board work: New words.

Learning outcomes:

- inculcate the habit of reading poems
- appreciate rhyme and style of the poem
- know about symbolism
- identify the poetic devices used in the poem
- admire and observe nature's small incidents
- understand the thought and imagination contained in the poem.
- think about different human emotions and their effects.
- realise that nature gives soothing/ healing effect

Application: Workbook

ICT Integrated:

- Power Point Presentation

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the textbook

Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name - Roopa Rajesh **Grade - 10**

Subject - English **Month - July**

Topic – L3 Two Stories About Flying (First flight) **No. of Periods - 5**

Sub - topic:

Specific objective:

To enable the students-

- To inculcate the moral values
- To enable the students to share their personal experiences
- To make them believe of the mysteries that exists in this world.
- To help them think critically whether such mysteries really exist.
- To help them arrive at a conclusion if an aeroplane can fly and land safely even in an odd condition as mentioned in the lesson.

Methodology: Explanation method

Class room discussion
Activity Based method

Activities:

- Parental encouragement and discipline play a great role in shaping the destiny of the young children. Do you agree?

Board work: New words.

Learning outcomes:

Students will be able to:

- To make them understand that to succeed one has to put in hard work
- To make them understand that continuous practice makes a man perfect
- To enable the students, share their personal experiences.
- To enable them express themselves in grammatically correct language.
- To sensitize the students to the feelings of an individual

Application: Workbook

ICT Integrated:

- Power Point Presentation

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the textbook

Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name - Roopa Rajesh **Grade - 10**

Subject - English **Month - July**

Topic – L4.1How to tell wild animals(First flight) **No. of Periods - 3**

Sub - topic:

Specific objective:

To enable the students-

- identify some of the wild animals with their peculiarities
- enjoy and appreciate humorous poems
- understand meaning of expressions like crocodile tears, bears hug, hyenas smile etc.

Methodology: Explanation method

Class room discussion
Activity Based method

Activities:

- 1.Share your experience of jungle Safari(if any)
- 2. What are the special features of Bengal Tiger, Chameleon and crocodile?

Board work: New words.

Learning outcomes:

Students will be able to:

- understand the identifying features of few animals
- appreciate a different genre (humour)
- enjoy reading the poem for pleasure
- enrich vocabulary and use the same correctly.
- respect diversity
- get well versed with imagery and rhyme scheme
- To enable the students to learn to recite poem with proper intonation and rhythm

Application: Workbook

ICT Integrated:

- Power Point Presentation

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the textbook

Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name - Roopa Rajesh **Grade - 10**

Subject - English **Month - July**

Topic –L4.2 A question of trust (Footprints without feet)

No. of Periods - 3

Sub - topic:

Specific objective:

To enable the students-

- To enable them to enjoy the story
- To make them realise that we should not harm anyone for our own benefit.
- To enable the students to use new words and phrases of English.

Methodology: Explanation method

Class room discussion
Activity Based method

Activities:

- Thief is not the one who steals, but the one that is caught. What do you understand by this proverb?

Board work: New words.

Learning outcomes:

Students will be able to:

- learn the different use and meaning of the few words. Ex :- no room means -no place , no choice
- understand the term- Honour Among Thieves.
- be wary of strangers and not trust anyone implicitly
- be a good judge of people

Application: Workbook

ICT Integrated:

- Power Point Presentation

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the textbook

Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name - Roopa Rajesh **Grade - 10**

Subject - English **Month - August**

Topic – L4 From the Diary of Anne Frank (First flight)

No. of Periods - 3

Sub - topic:

Specific objective:

To enable the students-

- To enable them to enjoy the story
- To make them realise that we should not harm anyone for our own benefit.
- To enable the students to use new words and phrases of English.

Methodology: Explanation method
Class room discussion
Activity Based method

Activities:

- Corona virus made us experience the most adverse conditions of our life being in lockdown there was constant fear in the minds of people about the well-being of our family members. How did you cope up with the situation and in what way you motivated your family members?

Board work: New words.

Learning outcomes:

Students will be able to:

- To understand elements of humour in the novel
- To understand the plot and the theme of the novel
- To critically think about identity
- To empathize and relate to Anne Frank
- To understand the importance of a teacher

Application: Workbook

ICT Integrated:

- Power Point Presentation

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the textbook

Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name - Roopa Rajesh **Grade - 10**

Subject - English **Month - August**

Topic – L5.1 The ball poem(poem) (First flight) **No. of Periods - 3**

Sub - topic:

Specific objective:

To enable the students-

- comprehend the poem, enhance their vocabulary, expressions and communicate their ideas.
- cope with the problems of life.
- use new words in their own language.

Methodology: Explanation method
Class room discussion
Activity Based method

Activities:

A class room discussion on

- Have you ever lost something you liked very much? Describe how you felt then, and saying whether and how you got over your loss.

Board work: New words.

Learning outcomes:

Students will be able to:

- learn and accept about the loss of something they love.
- learn to develop the ability to understand the difficult situations in their life.
- experience new things over the loss of something.

Application: Workbook

ICT Integrated:

- Power Point Presentation

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the textbook

Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name - Roopa Rajesh **Grade - 10**

Subject - English **Month - August**

Topic – L5.2 Footprints without feet(Footprints without feet)

No. of Periods - 3

Sub - topic:

Specific objective:

Students will be able

To imbibe values like empathy, respect, care and concern, faith, peace and patience, compassion

To understand that knowledge should be used for betterment of humanity

To help the society in developing with one's intellect

To spread peace and brotherhood

-

Methodology: Explanation method
Class room discussion
Activity Based method

Activities:

A class room discussion on

- The difference between scientists like Einstein and Josef Mengele

Board work: New words.

Learning outcomes:

To enable the students to

- To overcome the feeling like jealousy
- To do selfless service to the society
- To know that greed destroys everything and isolation leads to failure
- To understand that over ambition results in frustration and destruction

Application: Workbook

ICT Integrated:

- Power Point Presentation

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the textbook

Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name - Roopa Rajesh **Grade - X**

Subject - English **Month - July**

Topic – L6.1 Amanda(First flight) **No. of Periods - 3**

Sub - topic:

Specific objective:

To enable the students-

- To make poetry reading / listening an enjoyable experience
- To inculcate an appreciation for poetry and the poem in this unit
- To connect learning with the learner's context and experiences -To learn the use of imperatives

Methodology: Explanation method
Class room discussion
Activity Based method

Activities:

- Every child feels that she/he is controlled and instructed not to do one thing or another. You too may feel that your freedom is curtailed. Write down some of the things you want to do, but your parents/ elders do not allow you to. How do you react when your freedom is curtailed?

Board work: New words.

Learning outcomes:

Students will be able to:

- understand and enjoy the theme and language by reading Amanda
- be specific in reflection, expression and individual opinion and deeper understanding of Amanda
- know more about the poet or background of the poem.

Application: Workbook

ICT Integrated:

- Power Point Presentation

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the textbook

Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name - Roopa Rajesh **Grade - 10**

Subject - English **Month - August**

Topic – L 6.2 The making of a scientist(Footprints without feet)

No. of Periods - 4

Sub - topic:

Specific objective:

To enable the students-

- develop interest in small discoveries and inculcate the habits thereof.
- learn about Richard Ebright and his journey to become a scientist.
- understand what is biography and the biographical element of Richard Ebright through this lesson.

Methodology: Explanation method
Class room discussion
Activity Based method

Activities:

- Discussion on scientific curiosity stemming from day to day incidents for example invention of the steam engine

Board work: New words.

Learning outcomes:

To enable the students to

- understand that learners can get knowledge of various stage, species and growth of butterflies.
- analyse that the learners can get ample knowledge about the theory of cell.
- analyse that Richrad Ebright was multi-talented and used to put extra effort in his work
- evaluate that Ebrights' works were directly related to Biology and discovery of cell's structure helped the scientific community to understand how the organisms function and grow.
- be a good judge of people

Application: Workbook

ICT Integrated:

- Power Point Presentation

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the textbook

Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name - Roopa Rajesh **Grade - 10**

Subject - English **Month – October**

Topic – L7.1 The trees(poem) (First flight) **No. of Periods - 3**

Sub - topic:

Specific objective:

To enable the students-

- To comprehend the poem locally and globally.
- Infer the contextual meaning of the text.
- to know their strengths and weaknesses

Methodology: Explanation method
Class room discussion
Activity Based method

Activities:

Can there be a forest without trees? Imagine. If yes, how it will be?

- Read the poem On Killing a Tree' by Gieve Patel (Beehive – Textbook in English for Class IX, NCERT). Compare and contrast it with the poem you have just read.

Board work: New words.

Learning outcomes:

Students will be able to:

- To make a study of their own personality.
- Infer the meaning of unfamiliar words and phrases.
- To identify the poetic devices like metaphor, alliteration etc.

Application: Workbook

ICT Integrated:

- Power Point Presentation

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the textbook

Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name - Roopa Rajesh **Grade - 10**

Subject - English **Month - October**

Topic – L7.2 The necklace(Footprints without feet) **No. of Periods - 3**

Sub - topic:

Specific objective:

Students will be able to

- To know that satisfaction is the key to happiness.
- To understand that we should be content with what life give us.
- To enjoy and appreciate the stories giving lessons of life
- To understand that Honesty is the best policy
- To understand that You may pay a terrible price for greed and desire

Methodology: Explanation method
Class room discussion
Activity Based method

Activities:

- What would you look for when you are invited for a high society party?
- Are dresses and accessories the priority of such parties?
  - Suppose you do not have such dress, would you arrange for it, borrow it or purchase it?

Board work: New words.

Learning outcomes:

To enable the students to -

- inculcate the values of realization of truth and satisfaction
- understand that over ambition results in frustration and destruction of peace of mind

understand showing off and greed has no limit, it ultimately proves disastrous, thus would refrain from it

Application: Workbook

ICT Integrated:

- Power Point Presentation

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the textbook

Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name - Roopa Rajesh

Grade - 10

Subject - English **Month - October**

Topic – L7 Glimpses of India (First flight) **No. of Periods - 7**

Sub - topic:

Specific objective:

To enable the students-

- comprehend the chapter,
- enhance their vocabulary, expressions and communicate their ideas.
- understand the age-old traditional method of baking bread.
- gain knowledge of words like 'poder', 'bolinhas', 'bol', 'kabai'
- get to know about the nostalgic childhood memories
- understand the record of monthly accounts by the bakers of Goa

Methodology: Explanation method
Class room discussion
Activity Based method

Activities:

- A Video will be shown on 'Bakers of Goa'
- A guest lecture by Mrs. Arti Vishwakarma based on the same.

Board work: New words.

Learning outcomes:

Students will be able to:

- know the expressions used in the lesson and their usage.
- appreciate the old methods of baking bread in Goa.
- respect traditions.
- respect values, beliefs and customs of others
- develop their imaginative and analytical skills.

Application: Workbook

ICT Integrated:

- Power Point Presentation

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the textbook

Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name - Roopa Rajesh **Grade - 10**

Subject - English **Month - October**

Topic – L 8.1 Fog(First flight) **No. of Periods - 3**

Sub - topic:

Specific objective:

To enable the students-

- appreciate nature and find beauty in it
- respect nature

Methodology: Explanation method
Class room discussion
Activity Based method

Activities:

Discussion on different types of poem (sonnet, ballad, parable, Acrostic etc.)
Compose your own poem about any aspect of the weather

Board work: New words.

Learning outcomes:

Students will be able to:

- revise different types of poems read earlier and know about Haiku
- appreciate the poem and understand the metaphor
- know how natural occurrences could be beautifully expressed in verses.
- understand that change is unavoidable

Application: Workbook

ICT Integrated:

- Power Point Presentation

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the textbook

Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name - Roopa Rajesh
Grade - 10

Subject - English **Month - August**

Topic – L8 Mijbil the Otter (First flight) **No. of Periods - 5**

Sub - topic:

Specific objective:

To enable the students to

- Empathise with animals
- Learn to be responsible towards other life forms.

Methodology: Explanation method

Class room discussion
Activity Based method

Activities:

- Discussion about Bruno in their previous class IX lesson _The Bond of Love' relating to this lesson.

Board work: New words.

Learning outcomes:

Students will be able to:

Know more about an unusual animal, otter

- Learn to care about animals

Application: Workbook

ICT Integrated:

- Power Point Presentation

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the textbook

Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name - Roopa Rajesh **Grade - 10**

Subject - English **Month - October**

Topic – L 9.1The tale of Custard the dragon(First flight)

No. of Periods - 3

Sub - topic:

Specific objective:

To enable the students-

- To develop a love for literature in students.
- To introduce the students with life and works of Ogden Nash.

Methodology: Explanation method

Class room discussion
Activity Based method

Activities:

Never judge a book by its cover.' What do you understand by this?

Board work: New words.

Learning outcomes:

Students will be able to:

- Be brave
- Help others

- Not boast
- Develop compassion

Application: Workbook

ICT Integrated:

- Power Point Presentation

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the textbook

Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name - Roopa Rajesh **Grade - 10**

Subject - English **Month - November**

Topic –L 9.2 Bholi(Footprints without feet) **No. of Periods - 3**

Sub - topic:

Specific objective:

Students will be able to

- To sensitize the students to the importance of education.
- To explain the importance of emotional security and family support for children.

Methodology: Explanation method
Class room discussion
Activity Based method

Activities:

- TV serial 'Balika Vadhu' will be discussed. And clips will be shown
- (Girl Education) Film 'Dangal' will be discussed. (Gender inequality)

Board work: New words.

Learning outcomes:

To enable the students to -

- Indicate the need of love, encouragement and education for the disabled to fight against their odds.
- Demonstrate the use of simple past and past perfect tense in speech and writing.
- Imbibe moral values such as ‘dowry is a social abuse’, ‘disabled should not be made fun of’ etc.

Application: Workbook

ICT Integrated:

- Power Point Presentation

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the textbook

Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher’s Name - Roopa Rajesh

Grade - 10

Subject - English **Month - November**

Topic – L 9. Madam rides the bus (First flight) **No. of Periods - 4**

Sub - topic:

Specific objective:

To enable the students to

- extrapolate from the given text.
- think of an alternative ending to the story.

Methodology: Explanation method

Class room discussion
Activity Based method

Activities:

- discussion about a journey that was unforgettable in some way.

What made it memorable?

Board work: New words.

Learning outcomes:

Students will be able to:

- feel sensitive towards the feelings of an individual.
- enjoy a light-hearted literature.
- realize the lessons and experiences that travelling gives us.

Application: Workbook

ICT Integrated:

- Power Point Presentation

Class assessment/ Recapitulation: Word Meanings and Question-Answers , Reference to Context, Short and Long Answer Questions

Homework/ worksheets: Completion of Question answers and other exercises from the textbook

Reference: Textbook

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

Subject: Visual Art Topic: Elements of art No. of Period-1

Subtopic:

Elements of art

Specific objective:

To improve knowledge of different elements.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: shading

Board work: drawing

Learning outcomes:

- Fine motors
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

Subject: Visual Art Topic: 2 D Design No. of Period-3

Subtopic:

2D design

Specific objective:

To improve composition ski9lls and color bring awareness among the students about color combination.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: shading

Board work: drawing

Learning outcomes:

- Fine motors
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

Subject: Visual Art Topic: Composition -2 No. of Period- 1

Subtopic:

Composition

Specific objective:

Learners will be able to apply elements and principle of Art and create design

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: colouring.

Board work: drawing

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

Subject: Visual Art Topic: Animal Study -1(elephant) No. of Period-1

Subtopic:

Animal study

Specific objective:

- To learn to create different images of different animals with help of elements like form and value.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: colouring.

Board work: drawing

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

bject: Visual Art Topic **Warli painting** No. of Period-2

Subtopic:

Warli Painting

Specific objective:

To get acquainted with folk arts and understand usage of geometrical shapes in creative way

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: colouring.

Board work: ------

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

bject: Visual Art Topic: Composition No. of Period-2

Subtopic:

Composition

Specific objective:

To improve composition skills and color bring awareness among the students about color combination.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: colouring.

Board work: ------

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

bject: Visual Art Topic: **Object** No. of Period-2

Subtopic:

Object

Specific objective:

To develop observation skills and interpret it on the paper through visual observations.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: colouring.

Board work: ------

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

bject: Visual Art Topic: **Water impression** No. of Period-2

Subtopic: Water impression

Specific objective:

To understand the effects of oil paint on the water in creative manner to create different designs with the help of oil paints.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: colouring.

Board work: ------

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr. Ramehwar R Class :-

Subject: Visual Art Topic Abstract painting No. of Period-2

Subtopic:

Abstract painting

Specific objective:

Student will apply their abstract ideas in creative way on paper.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: colouring.

Board work: ------

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

Subject: Visual Art Topic: Landscape No. of Period-2

Subtopic:

Landscape

Specific objective:

To develop observations skill and implement it minutely through their creativity.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: colouring.

Board work: ------

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

Subject: Visual Art Topic Negative positive space – cat No. of Period-2

Subtopic:

Negative positive space

Specific objective:

Students willable to use space sequencing and create different images.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: colouring.

Board work: ------

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

Subject: Visual Art Topic: Composition No. of Period-2

Subtopic:

Composition

Specific objective:

Learners will be able to apply elements and principle of Art and create design

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: colouring.

Board work: ------

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

Subject: Visual Art Topic: Human figure study No. of Period-2

Subtopic:

- Human figure study

Specific objective:

To enable to understand human anatomy and structure of human body.

-

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Making and colouring.

Board work: drawing

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan-2025-26

Teacher's Name: Mr Ramehwar R Class :- 10

- Subject: Visual Art Topic: Nature drawing No. of Period-2

Subtopic:

- Nature Drawing

Specific objective: To learn to create different images of different plants and flowers with help of elements like form and value. To get acquainted with nature.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Making and colouring.

Board work: drawing

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name –Ms. Ashwini P

Grade - XI

Subject - BIOLOGY **Month –April**

Topic- Chapter 1: The Living World **No. of Periods - 8**

Sub - topic: Diversity of Living Organisms (Chapter 1: The Living World)

Specific objectives: This lesson requires:
Basic knowledge of living and non-living.
Basic need of classification of organisms
Biodiversity and binomial classification

Methodology -Transaction would proceed in the following manner-

Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying.
Introduction of the topic- ppt and Digital Content would be shared Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom.(communication)
Techniques to be used:
Student - teacher interaction, collaborative learning, independent research, differentiated teaching, peer learning
Competencies: collaborative learning, critical thinking and problem solving, character building, communication, citizenship

Activities: Day 1:

a. Students will be shown a ppt and will be made aware of living and non-living.
b. Students will be told about the need of classification.
c. Students will be told about the biodiversity and binomial classification.
Guided practice: DOL 1
a. Students will be made to list differences between living and non-living.
b. Students will be asked to find out various ways of classification of organisms.
Summarize and check for understanding: DOL 2
a. Oral questioning based on the day's teaching
b. Discussion on the topic in groups– basis and importance of classification.

Communication: involves sharing of ideas and information to advance scientific

understanding, processes, theories and discoveries

Collaboration

Independent practice: DOL 3

a. Students will be asked to revise the work done in class.

b. Students will be asked to research on similarities and differences among different

groups of plants and animals.

Critical thinking

Day 2:

a. Students will be shown a ppt and will be made aware of various tools of taxonomy.

c. Students will be told about the method of using taxonomic key for identification of organisms.

Guided practice: DOL 1

a. Students will be made to recall rules of binomial classification system.

b. Students will be asked to write important botanical gardens and museums in India.

c. Students will be asked to list all taxonomy tools and write their importance.

Summarize and check for understanding: DOL 2

a. Oral questioning based on the day's teaching

b. Discussion on the topic in groups – diversity and classification of organisms.

Communication and collaboration: Involves sharing of ideas and information to advance scientific understanding, processes, theories and discoveries Communication and brainstorming: Students develop effective communication skills and learn to put across their views.

Independent practice: DOL 3

a. Students will be asked to revise the work done in class.

b. Students will be asked to list all taxa of taxonomical hierarchy.

Closure of the lesson

Summarizing the lesson by mind mapping

Giving them revision worksheets

Board work: .

FOCUS POINTS
1. Living World: Characteristics
2.Living World : Diversity and Taxonomy
Systematics, Identification, Classification
Advantages of Classification
(a) It helps to identify an organism easily.
(b) New organisms easily get correct place in their respective groups.
(c) It makes study of fossils easy.
(d) It also helps in building evolutionary pathways.
(e) It becomes easy to know the features of whole group by studying one or two organisms of the group. Thus, based on these characteristics, all living organisms are classified into different taxa. Nomenclature ,Binomial Nomenclature ,Rules of Binomial Nomenclature, Taxonomy ,Taxonomic Hierarchy
3.Taxonomical Aids
Herbarium
Botanical Gardens
Museums
Zoological Parks
Key
Flora
Manuals and Catalogues
Monograph

Learning outcomes: KNOWLEDGE- Students will know and understand
Need for classification
Three domains of life
Taxonomy and systematics
Concept of species and taxonomical hierarchy
Binomial nomenclature
Tools for study of taxonomy
SKILLS- Students would be able to
Understand and differentiate between living and non-living.
Group organisms on the basis of similarities and differences.

ICT Integration / Art Integration : PPT

Class assessment/ Recapitulation:

UNIT TESTS , HALF YEARLY EXAMINATION, ANNUAL EXAMINATION

Homework/ worksheets: Independent Practice: Students would do the given questions in their spirals. It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.

Reference: NCERT text book, Reference Book, CBSE Exemplar, DPSG Spiral

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MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

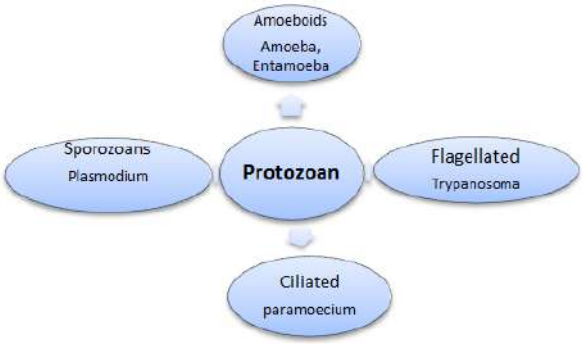
Teacher's Name – Ms. Ashwini P

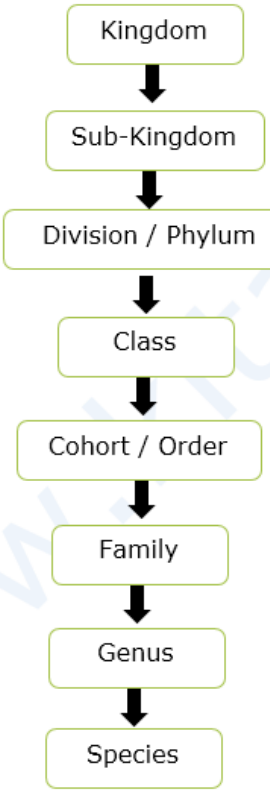
Grade - XI

Subject - BIOLOGY **Month -April**

Topic – (Ch-2 BIOLOGICAL CLASSIFICATION**)** **No. of Periods - 4**

Sub - topic: Biological classification, Kingdom Monera, Kingdom Protisa, Kingdom Fungi, Kingdom Plantae, Kingdom Animal, Virus, Viroids and Lichens.
Specific objectives: Importance and history of biological classification, criteria for Classification, idenfication of different groups of animals based on their characterestics,features of viruses and importance of lichens.
Methodology Transaction would proceed in the following manner- Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. Introduction of the topic- ppt and Digital Content would be shared Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom. (communication) Techniques to be used: Student - teacher interaction, collaborative learning, independent research, differentiated teaching, peer learning Competencies: collaborative learning, critical thinking and problem solving, character building, communication, citizenship
Activities: i. Text-books questions and questions from the concerned chapters
Board work:





Day 1:
a. Students will be shown a ppt and will be made aware of different types of bacteria on the basis of shape and mode of nutrition.
b. Students will be told about the different classes of Protista.
c. Students will be told about the different classification methods.
Guided practice: DOL 1
a. Students will be made to observe different types of bacteria under microscope.
b. Students will be asked to write differences between Protista and Monera.
Summarize and check for understanding: DOL 2
a. Oral questioning based on the day's teaching
b. Discussion on the topic in groups – Importance of Monera in daily life.

Communication and brainstorming: Students develop effective communication skills and learn to put across their views.
Collaboration, Character and citizenship: Group discussion helps to develop interpersonal skills, respecting and valuing views of others
Independent practice: DOL 3
a. Students will be asked to revise the work done in class.
c. Students will be asked to research on various diseases caused by Protista and Monera.

Day 2:
a. Students will be shown a ppt and will be made aware of important features of Kingdom Fungi.
b. Students will be told about the Economic importance of kingdom Fungi.
c. Students will be made aware of all different classes of kingdom Fungi.

Guided practice: DOL 1
a. Students will be made to recall important features of kingdom Fungi.
b. Students will be asked to make a diagram to show sexual cycle of fungi.
c. Students will be asked to list all the characteristic features of all the classes of Fungi.
Summarize and check for understanding: DOL 2
a. Oral questioning based on the day's teaching

b. Discussion on the topic in groups – Economic importance of kingdom Fungi.
Communication and brainstorming: Students develop effective communication skills and learn to put across their views.
Character and citizenship: Group discussion helps to develop interpersonal skills, respecting and valuing views of others
Independent practice: DOL 3
a. Students will be asked to revise the work done in class.
b. Students will be asked to describe types of sexual and asexual spores in kingdom Fungi.
c. Students will be asked to describe sexual cycle of kingdom Fungi.

Day 3:
a. Students will be shown a ppt and will be made aware of lichens and association of algae and fungi in lichens.
b. Students will be told about various viruses and diseases caused by viruses.
c. Students will be made aware of differences between viruses and viroids.
Guided practice: DOL 1
a. Students will be made to list at least 5 viruses and diseases caused by them.
b. Students will be asked to write differences between viruses and viroids.
c. Students will be asked to explain important features of viruses.
Summarize and check for understanding: DOL 2
a. Oral questioning based on the day's teaching
b. Discussion on the topic in groups – Diseases caused by viruses.
Communication and brainstorming: Students develop effective communication skills and learn to put across their views.
Collaboration, Character and citizenship: Group discussion helps to develop interpersonal skills, respecting and valuing views of others
Critical thinking and problem solving: Helps students to think critically and solve the given problem
Independent practice: DOL 3
a. Students will be asked to revise the work done in class.
b. Students will be asked to explain structure of viruses.
c. Students will be asked to draw a diagram to show structure of TMV and bacteriophages.

Closure of the lesson
Summarizing the lesson by mind mapping
Giving them revision worksheets

Learning outcomes:

I. Define alternation of generation, dikaryon
ii. Identifies different mycelium, viruses, protozoans
iii. Differentiates between phycobiont and mycobiont, ciliated and flagellated protozoans
iv. Understands the process of sexual reproduction in fungi, alternation of generation in plans
Vi. Acquires the knowledge of different groups of animals.
vii. Appreciates the role of microbes in our daily life.

ICT Integration / Art Integration : PPT

Class assessment/ Recapitulation: i.Slip-test Ii.Unit Tests. iii.Seminars iv.Quiz
Homework/ worksheets: i.Text-books questions and questions from the concerned chapters
Reference: i.Text books ii.Online links for practice and concept reinforcement iii.Board and Laptops iv.References from various books

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Ms. Ashwini P

Grade - XI

Subject - BIOLOGY **Month –April- June**

Topic -Chapter 3: Plant Kingdom **No. of Periods - 22**

Sub - topic: Diversity of Living Organisms (Chapter 3: Plant Kingdom)
Specific objectives: Students would be able to understand Salient features and classification of plants into major groups - Algae, Bryophyta, Pteridophyta, Gymnosperms and Angiosperms (three to five salient and distinguishing features and at least two examples of each category); Angiosperms - classification up to class, characteristic features and examples.
Methodology Transaction would proceed in the following manner- Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. (communication and collaboration) Introduction of the topic- ppt and Digital Content would be shared Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom. Techniques to be used: Quiz, MCQ, Peer Assessment, Case Studies, Lab Activities.

Activities: Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena.

The following techniques can be used for various groups:

For high scoring students:

• High order thinking questions to be done

• Encouragement for referring other resources

For low scoring students:

• Spiral questions

• Peer education

• PCC classes

For differently abled students:

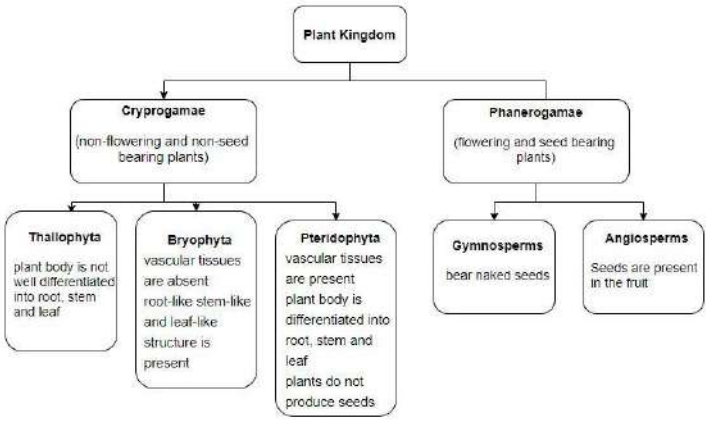
• Call parents at regular intervals

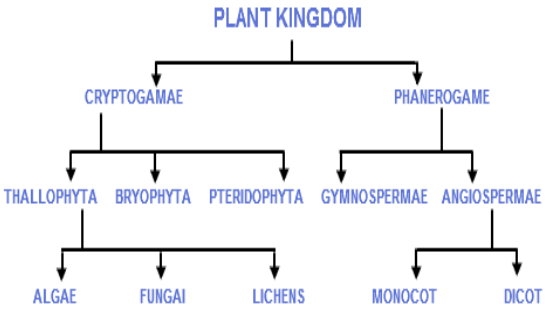
• Provide grade-up classes

• Encourage and motivate them at every level.

Board work:

Classification of Plant Kingdom





Learning outcomes: KNOWLEDGE- Students will know and understand 1.Salient features of major groups of plants 2.Distinguishing features and examples of each category. 3.Life cycles of bryophytes, pteridophytes, gymnosperms and angiosperms SKILLS- Students would be able to 1.Draw a labeled diagram to show life cycles of bryophytes, pteridophytes, gymnosperms and angiosperms 2.Understand difference between gametophyte and sporophyte. 4.Understand formation of spores and gametes in different stages of life cycles
Application: Students would be able to understand Salient features and classification of plants into major groups - Algae, Bryophyta, Pteridophyta, Gymnospermae and Angiospermae (three to five salient and distinguishing features and at least two examples of each category);Angiosperms - classification up to class, characteristic features and examples.
ICT Integration / Art Integration :PPT and Video
Class assessment/ Recapitulation: UNIT TESTS, HALF YEARLY EXAMINATION, ANNUAL EXAMINATION, INTERNAL ASSESSMENT -
Homework/ worksheets: Independent Practice: Students would do the given questions in their spirals. It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Reference: NCERT text book, Reference Book, CBSE Exemplar. www.learncbse.in/cbse-notes/ https://mycbseguide.com www.examfear.com

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Ms. Ashwini P

Grade - XI

Subject - BIOLOGY **Month –June**

Topic -Chapter 4: Animal Kingdom **No. of Periods - 7**

Sub - topic: **Animal Kingdom**
Specific objectives: Students would be able to understand basis of classification, levels of organization, symmetry, diploblastic and triploblastic, classification of invertebrates and vertebrates, differences between chordates and non-chordates
Methodology Transaction would proceed in the following manner- Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. and can Introduction of the topic- ppt and Digital

Content would be shared Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom.
Activities: To demonstrate the various contrasting features of various organisms on the basis of specimen
Board work: Day 1: a. Students will be shown a ppt and will be made aware of basis of classification. b. Students will be told about various levels of organisation. c. Students will be told about broad classification of kingdom Animalia based on common fundamental features. Guided practice: DOL 1 a. Students will be made to research on the different organisms to find out level of organisation. b. Students will be asked to write different types of symmetry. Summarize and check for understanding: DOL 2 a. Oral questioning based on the day's teaching b. Discussion on the topic in groups–. Classification of kingdom Animalia Communication: Involves sharing of ideas and information to advance scientific understanding, processes, theories and discoveries collaboration and brainstorming: Students develop effective communication skills and learn to put across their views. Independent practice: DOL 3 a. Students will be asked to revise the work done in class. b. Students will be asked to research on classification of kingdom Animalia. Day 2: a. Students will be shown a ppt and will be made aware of classification of invertebrates. b. Students will be told about various important features of different Phylums of invertebrates.

Guided practice: DOL 1

a. Students will be made to recall important features of different Phylums of invertebrates.

b. Students will be asked to list all the Phylums of invertebrates.

c. Students will be asked to write the basis of classification of invertebrates.

Summarize and check for understanding: DOL 2

a. Oral questioning based on the day's teaching

b. Discussion on the topic in groups – Increasing complexity of organisms as we move up the hierarchy.

Communication and brainstorming: Students develop effective communication skills and learn to put across their views.

Critical thinking and problem solving: Helps students to think critically and solve the given problem

Collaboration, Character and citizenship: Group discussion helps to develop interpersonal skills, respecting and valuing views of others

Independent practice: DOL 3

a. Students will be asked to revise the work done in class.

Day 3:

Students will be shown a ppt and will be made aware of classification of invertebrates.

Students will be told about various important features of different Phylums of invertebrates.

Guided practice: DOL 1

Students will be made to recall important features of different Phylums of vertebrates.

Students will be asked to list all the Phylums of vertebrates.

Students will be asked to write the basis of classification of vertebrates.

Summarize and check for understanding: DOL 2

Oral questioning based on the day's teaching

Discussion on the topic in groups – Importance of jaw bones and limbs in classification of vertebrates.

Communication and brainstorming: Students develop effective communication skills and learn to put across their views.

Critical thinking and problem solving: Helps students to think critically and solve the given problem

Collaboration, Character and citizenship: Group discussion helps to develop interpersonal skills, respecting and valuing views of others

Independent practice: DOL 3

Students will be asked to revise the work done in class.

Closure of the lesson

Summarizing the lesson by mind mapping

Giving them revision worksheets

Learning outcomes:

KNOWLEDGE- Students will know and understand

a. Basis of classification
b. Levels of organization
c. Symmetry
d. Diploblastic and triploblastic organisms
e. Classification of organisms

SKILLS- Students would be able to

1. Understand problems associated with classification of organisms
2. Understand broad classification of kingdom animalia based on common fundamental features.
3. Understand comparison of chordates and non-chordates

Competencies developed in students: collaborative learning, critical thinking and problem solving, character building, communication, citizenship

Class assessment/ Recapitulation:

UNIT TESTS

HALF YEARLY EXAMINATION

ANNUAL EXAMINATION

INTERNAL ASSESSMENT
Homework/ worksheets: Independent Practice: Students would do the given questions in the spirals. It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Reference: Text Book: NCERT text book Reference Book 1. CBSE Exemplar 2. DPSG Spiral www.learncbse.in/cbse-notes/ https://mycbseguide.com

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Ms. Ashwini P

Grade - XI

Subject - BIOLOGY **Month – August** **Chapter 5:** Morphology of Flowering Plants **No. of Periods - 8**

Sub - topic:
5.1 The Root *5.2 The Stem* *5.3 The Leaf* *5.4 The Inflorescence* *5.5 The Flower* *5.6 The Fruit*

5.7 The Seed
5.8 Semi-technical Description of a Typical Flowering Plant
5.9 Description of Some Important Families

Specific objectives: Students would be able to understand morphology and modifications:

Internal Morphology of different parts of flowering plants: root, stem, leaf, inflorescence, flower, fruit and seed

Methodology

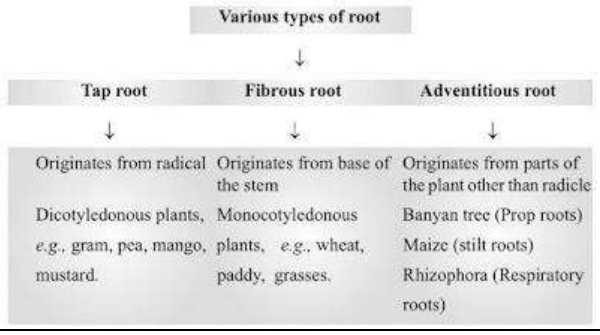
Transaction would proceed in the following manner-

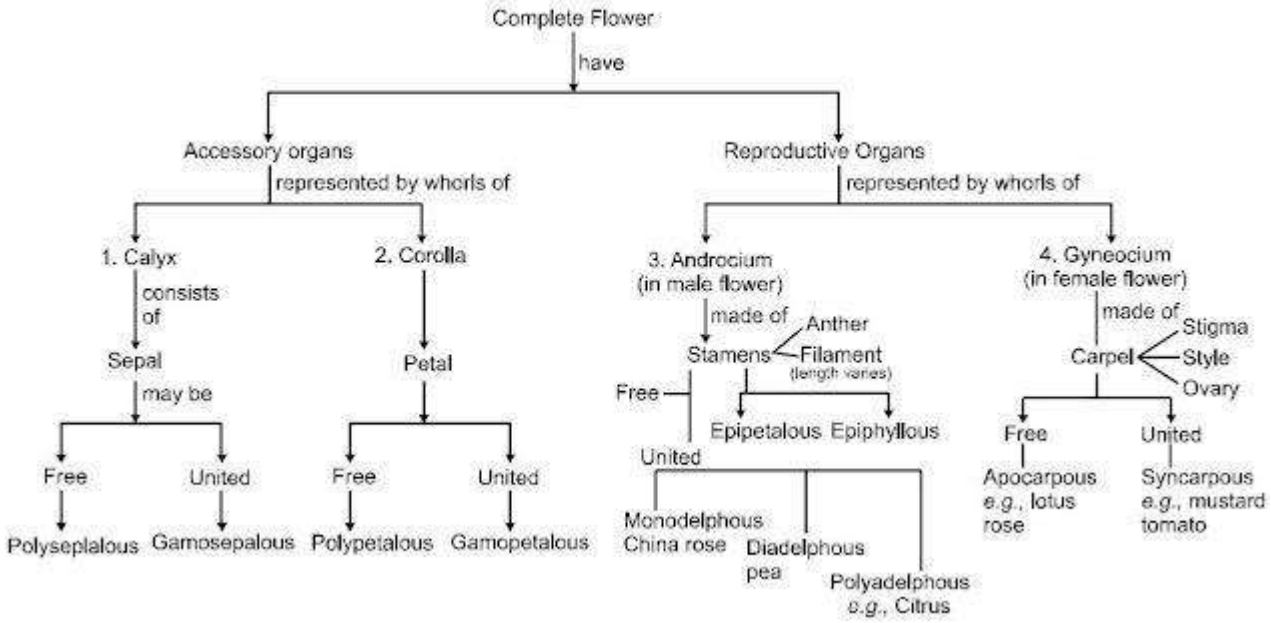
Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. and can Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom.

Activities:

- Observe the roots of weeds & classify them into dicot & monocot roots.
- Study the modifications of root.
- By field trip, study the modifications of stem, leaf.
- Collected the plant twigs & study their inflorescence.
- Collect the different flowers, observe the parts.
- Cut the fruits to study their placentation
- Study the structure of dicot & monocot seeds

Board work:





Learning outcomes:

- Enable the students to know and understand the morphology & modifications Root, Stem, leaf, Inflorescence, Flower, Parts of a flower, Fruit, Seed, Structure of dicot & monocotyledonous seed.
- Students are able to understand & describe a flower parts, writes floral formula with floral diagrams.
- Students are able to develop Skill of drawing the diagrams Enable the students to apply their learnt knowledge in real life situation.

Application:

ICT Integration / Art Integration : PPT SHOWN

Class assessment/ Recapitulation:

HALF YEARLY EXAMINATION

ANNUAL EXAMINATION

INTERNAL ASSESSMENT

Techniques to be used:

Quiz

MCQ

Peer Assessment Case Studies Lab Activities Any Other
Homework/ worksheets: Independent Practice: Students would do the given questions in the spirals. It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Reference: Reference: Text Book: NCERT text book Reference Book 1. CBSE Exemplar 2. DPSG Spiral www.learncbse.in/cbse-notes/ https://mycbseguide.com

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Ms. Ashwini P

Grade - XI

Subject - BIOLOGY **Month -August**

Topic – Ch-6 Anatomy of Flowering Plants **No. of Periods - 10**

Sub - topic:

1. Tissues
2. Meristematic and Permanent Tissues
3. Simple and Complex Permanent Tissues
4. Epidermal, Vascular and Ground Tissue System
5. Anatomy of Dicot Root
6. Anatomy of Monocot Root
7. Anatomy of Dicot Stem
8. Anatomy of Monocot Stem
9. Anatomy of Dorsiventral Leaf
10. Anatomy of Isobilateral Leaf
11. Secondary Growth
12. Vascular Cambium- its activity
13. Cork Cambium-its activity
14. Spring Wood and Autumn Wood
15. Heart Wood and Sap Wood
16. Secondary Growth in Roots

Specific objectives: To provide students with knowledge of the tissues, meristematic and permanent tissues, monocotyledonous and dicotyledonous plants, secondary growth in plants

Methodology

Transaction would proceed in the following manner-

Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now.
They would also be told the significance of the topic that they would be studying.
Introduction of the topic- ppt and Digital Content would be shared
Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom.
Techniques to be used:

Student - teacher interaction, collaborative learning, independent research, differentiated teaching, peer learning

Competencies developed in students: collaborative learning, critical thinking and problem solving, character building, communication, citizenship

Activities:

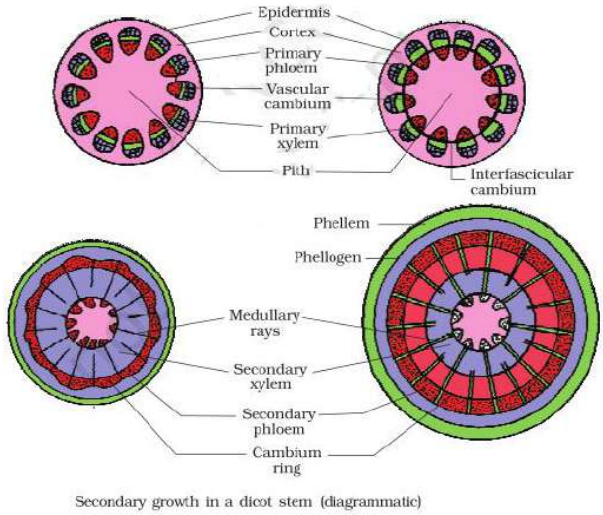
ACTIVITY1-Identify the Following Structures and label them properly and Correctly.

ACTIVITY 2-Identify the following sections of different regions of the plant body and label the parts.

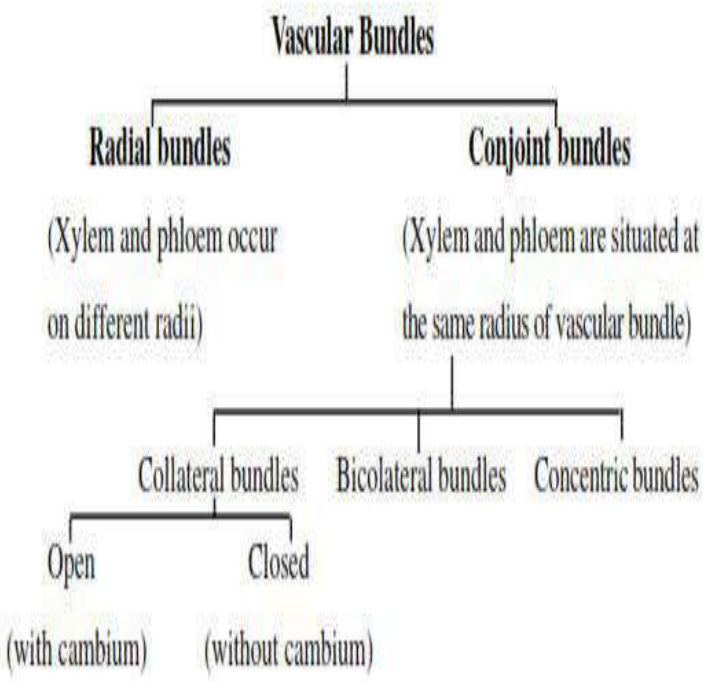
ACTIVITY 3-Prepare a temporary slide of T.S of the following, Observe under compound microscope and record your observations.

1. Dicot Root
2. Monocot Root
3. Dicot Stem
4. Monocot Stem

Board work:



Secondary growth in a dicot stem (diagrammatic)



Learning outcomes:

Students should be able to:-

1. Appreciate the diversity in anatomy of root, stem and leaf.
2. define tissues
3. Explain the types of tissues based on their ability to divide or not.
4. Explain the features of parenchyma, collenchyma and sclerenchyma.
5. Differentiate among epidermal, vascular and ground tissue system.
6. define conjoint, collateral, open, closed exarch and endarch vascular bundles
7. Correlate the anatomy of root, stem and leaf.
8. Differentiate between the anatomy of dicot and monocot stem and root.
9. differentiate between the spring wood and autumn wood
10. Differentiate between the heart wood and sap wood.
11. explain the secondary growth in dicot stem and root
12. Draw the diagrams of simple permanent tissues and label properly.
13. Develop the skill of identifying monocot and dicot stem and root by their internal structure.
14. develop the skill of taking cross sections of root, stem and leaf and mount them on microscope using appropriate chemicals
15. Develop the skill handling laboratory apparatus.
16. Students should be able communicates the findings and conclusions effectively, such as, those derived from experiments, activities, and projects orally and in written form using appropriate figures, tables, graphs, and digital forms, etc

ICT Integration / Art Integration : PPT Shown

Class assessment/ Recapitulation: UNIT TESTS, HALF YEARLY EXAMINATION, ANNUAL EXAMINATION

Homework/ worksheets:

Independent Practice: Students would do the given questions in their spirals.

It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.

Reference: NCERT text book, Reference Book, CBSE Exemplar, DPSG Spiral

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MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Ms. Ashwini

Grade - XI

Subject - BIOLOGY **Month - August**

Topic – Ch-7 Structural organization in animals **No. of Periods - 10**

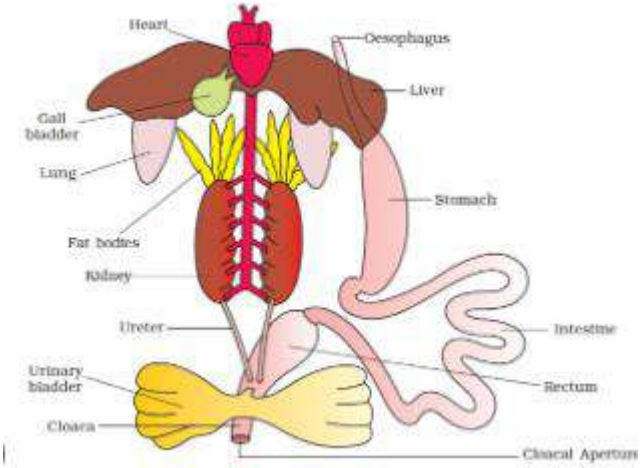
Sub - topic: 7.1 Organ and Organ System 7.2 Frog
Specific objectives: To provide students with knowledge of the animal tissues, structure and anatomy of frog
Methodology Transaction would proceed in the following manner- Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. Introduction of the topic- ppt and Digital Content would be shared Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom. Techniques to be used: Student - teacher interaction, collaborative learning, independent research, differentiated teaching, peer learning Competencies developed in students: collaborative learning, critical thinking and problem solving, character building, communication, citizenship
Activities: Activity 1. Students in small group will observe permanent slides of different types of epithelial tissue under low power and high power of microscope. They will make comparison of squamous, cuboidal,

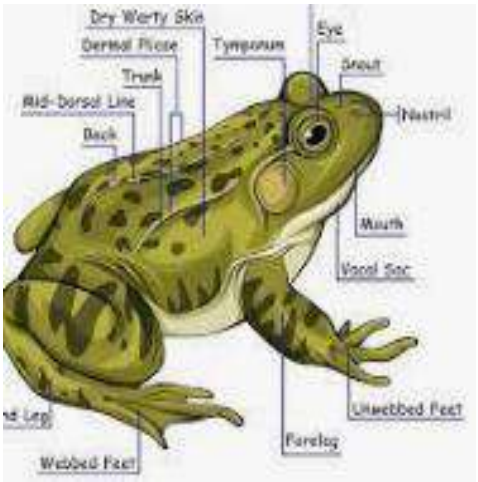
columnar and ciliated epithelium. They will draw diagram of the tissue observed.

Activity 2.

Teacher discusses the characteristic features of different types of connective tissue with the help of power point presentation and Black board diagram.

Board work:





Learning outcomes:

The students acquire knowledge about the above mentioned terms, facts and concepts.

Develop process skills such as observing predicting, communicating, drawing inferences etc.

Develop components of creativity such as visualizing or producing mental images, combining objects and ideas in new ways.

Application: Applies the above knowledge in new situations, seeing instances of scientific concept in everyday life experience.

ICT Integration / Art Integration : PPT AND VIDEO

Class assessment/ Recapitulation:

UNIT TESTS, HALF YEARLY EXAMINATION, ANNUAL EXAMINATION

Homework/ worksheets:

Independent Practice: Students would do the given questions in their spirals.

It is also advised that the students come to the class with proper background knowledge of

the topic under discussion. They can refer to the resources stated above.
Reference;NCERT text book, Reference Book, CBSE Exemplar, DPSG Spiral www.learncbse.in/cbse-notes/ https://mycbseguide.com www.examfear.com

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Ms. Ashwini

Grade - XI

Subject -BIOLOGY **Month -September**

Topic –Ch-8 Cell-the unit of life **No. of Periods - 12**

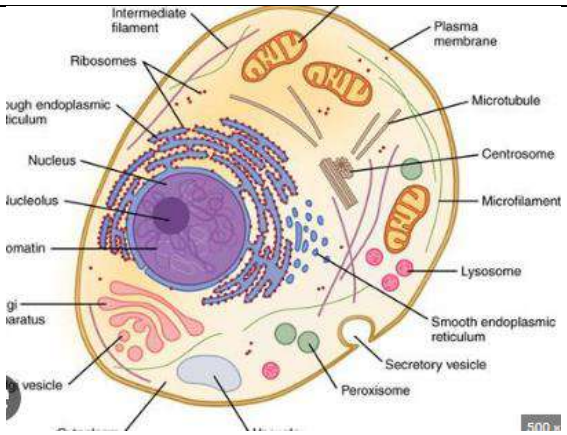
Sub - topic: 8.1 What is a Cell? 8.2 Cell Theory 8.3 An Overview of Cell 8.4 Prokaryotic Cells 8.5 Eukaryotic Cells
Specific objectives: Competencies developed in students: collaborative learning, critical thinking and problem solving, character building, communication, citizenship
Methodology Transaction would proceed in the following manner- Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. Introduction of the topic- ppt and Digital Content would be shared Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom. Techniques to be used: Student - teacher interaction, collaborative learning, independent research, differentiated teaching, peer learning
Activities: Study of animal and plant cell (its organelles)

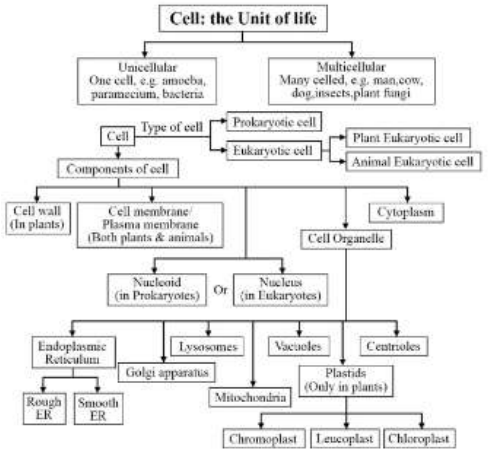
Students in small group will observe permanent slides of

different types of cells under low power and high power

of microscope. They will make comparison of plant and animal.They will draw diagram of the different types of cell.

Board work:





Learning outcomes:

1. Students understood how these cellular components are used to generate and utilize energy in cells

2.Students will understand the cellular components underlying mitotic cell division.

3. Students will apply their knowledge of cell biology to selected examples of

changes or losses in cell function.

4. Students are able to explain and apply cell theory

5. Students are able to describe the major components of a cell, including the cell membrane, cytoplasm, nucleus, ribosome, endoplasmic reticulum etc.

6. Students appreciate the differences between a plant and animal cell.

7. Students have a basic understanding of chromosomes,.

8. Understand cell envelope and its modifications

9. Understand mechanism of intracellular transport of substances

ICT Integration / Art Integration :PPT and videos

Class assessment/ Recapitulation:

UNIT TESTS , HALF YEARLY EXAMINATION, ANNUAL EXAMINATION

Homework/ worksheets:

Independent Practice: Students would do the given questions in their spirals.

It is also advised that the students come to the class with proper background

knowledge of the topic under discussion. They can refer to the resources stated above.

Reference: NCERT text book, Reference Book, CBSE Exemplar, DPSG Spiral

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MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name –Ms. Ashwini

Grade -XI

Subject - BIOLOGY **Month - September**

Topic – Ch-9 Biomolecules **No. of Periods - 12**

Sub - topic:

9.1 How to Analyze Chemical Composition?
9.2 Primary and Secondary Metabolites
9.3 Bio macromolecules
9.4 Proteins
9.5 Polysaccharides
9.6 Nucleic Acids
9.7 Structure of Proteins
9.8 Enzymes

Methodology

Transaction would proceed in the following manner-

Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now.

They would also be told the significance of the topic that they would be studying.

Introduction of the topic- ppt and Digital Content would be shared

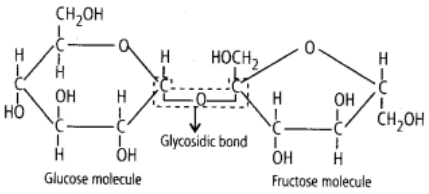
Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom.

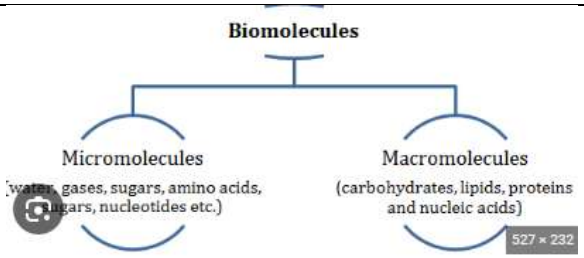
Techniques to be used:

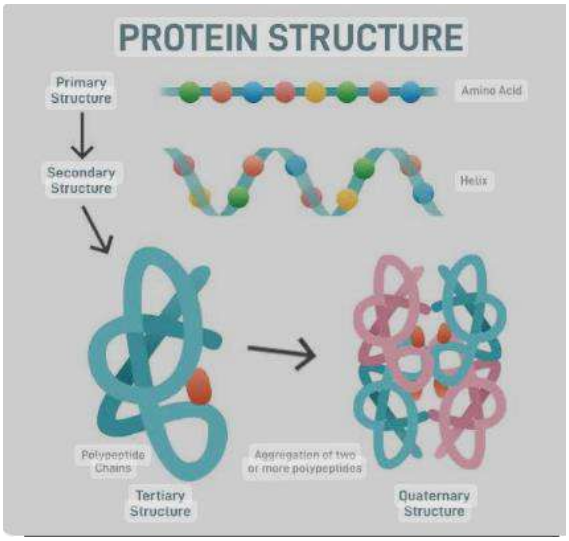
Student - teacher interaction, collaborative learning, independent research, differentiated teaching, peer learning

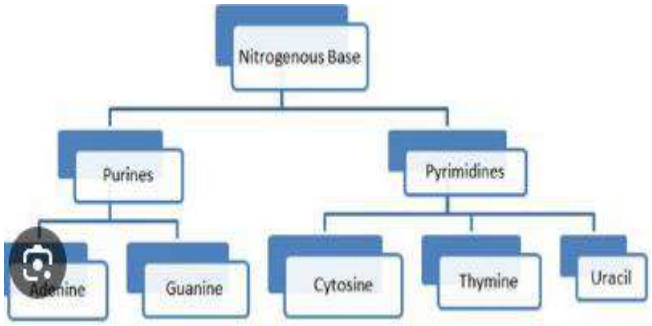
Activities: To find out biomolecules present in human body

Board work:









Learning outcomes:

i)Students would able to understand mechanism of drawing structure of carbohydrares, ipids, proteins, nucleic acids.
Ii) They can able to write equations to show formation of peptide bond ,glycosidic bond, phospodiester bond and ester bonds.
iii) They also able to understand how to enzymes speed up rate of reactions.

ICT Integration / Art Integration :PPT and Video

Class assessment/ Recapitulation: (i)Random questioning

(ii)Discussion of questions from previous years board papers

To be tested in the class tests and unit test, half yearly and annual exams

Homework/ worksheets: Class assignment based on questions from the textbook

Reference: NCERT Text book, Reference book, CBSE Exemplar to be used.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Ms. Ashwini

Grade -XI

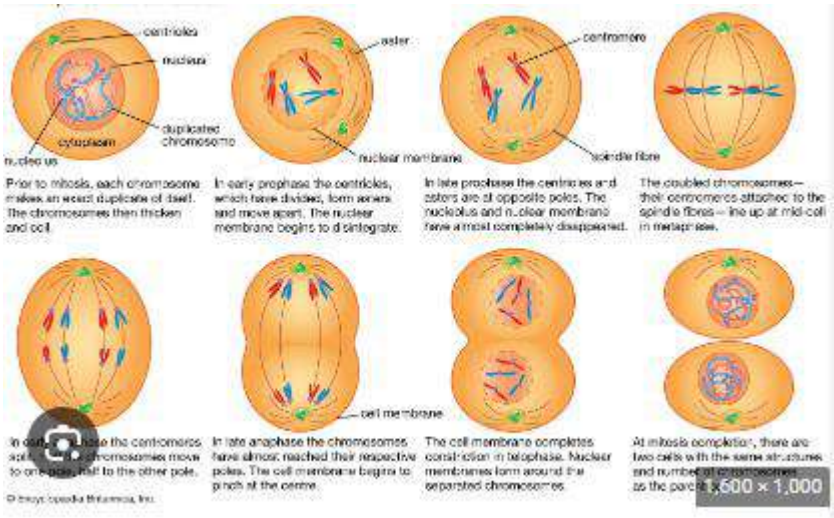
Subject -Biology **Month – October**

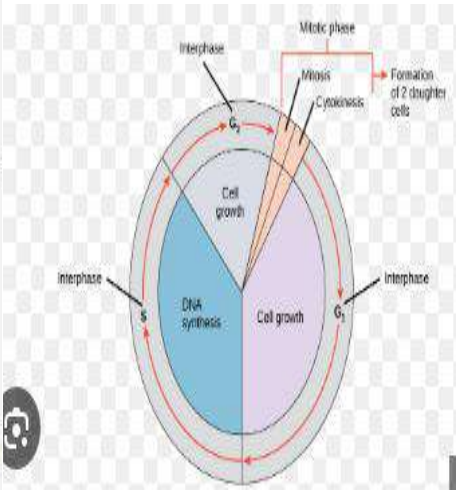
Topic-Ch-10 CELL CYCLE AND CELL DIVISION **No. of Periods - 14**

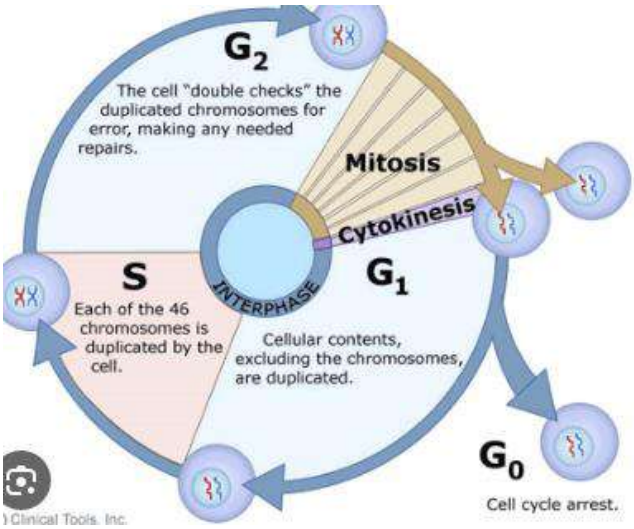
Sub - topic:
10.1 Cell Cycle 10.2 M Phase 10.3 Significance of Mitosis 10.4 Meiosis 10.5 Significance of Meiosis
Methodology
Transaction would proceed in the following manner- Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. Introduction of the topic- ppt and Digital Content would be shared Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom. Techniques to be used: Student - teacher interaction, collaborative learning, independent research, differentiated teaching, peer learning
Activities:
Students in small group will observe permanent slides of different phases of cell division under low power and high power of microscope. They will make comparison of cell division .They will draw diagram of the

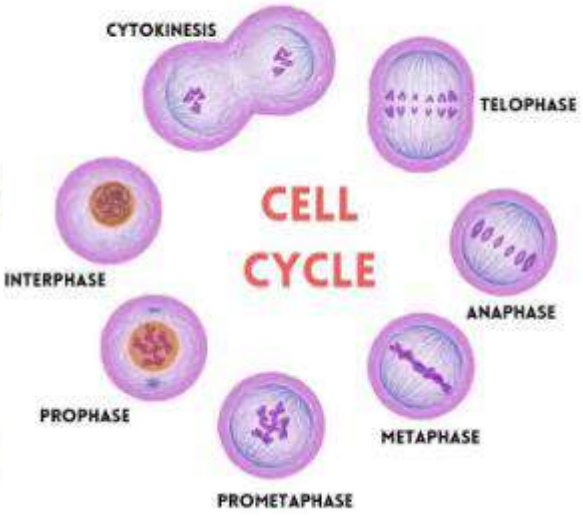
different phases of cell division.

Board work:









Learning outcomes:

1. Define the related terms
2. Identify and explain
3. Reason on meiosis
4. Recognize the importance of meiosis
5. Explain each stage in the Prophase I process
6. Describe mitosis
7. Compare and Contrast mitosis and meiosis

ICT Integration / Art Integration : PPT and Videos

Class assessment/ Recapitulation:

To be tested in the class tests and unit test, annual exams

Homework/ worksheets:

1. Describe cell cycle in brief.
2. List out important events In meiosis I
3. How is chromosome number maintained constant in cell through mitosis and meiosis?
4. Name the type of cell division that occur in somatic cells and sex cells in humans.
5. Bring out major differences between mitosis and meiosis

Reference: NCERT Text book, Reference book, CBSE Exemplar to be used.

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name –Ms. Ashwini

Grade - XI

Subject – Biology **Month - October**

Topic-Ch-11 PHOTOSYNTHESIS IN HIGHER PLANTS **No. of Periods - 14**

Sub - topic:

11.1 What do we Know?
11.2 Early Experiments
11.3 Where does Photosynthesis take place?
11.4 How many Pigments are involved in Photosynthesis?
11.5 What is Light Reaction?
11.6 The Electron Transport
11.7 Where are the ATP and NADPH Used?
11.8 The C4 Pathway
11.9 photorespiration
11.10 Factors affecting Photosynthesis

Specific objectives:

- Where does photosynthesis take place?
- Role of pigments in photosynthesis
- Mechanism of light reaction
- Mechanism of dark reaction (C3 and C4 cycle)
- Photorespiration
- Factors affecting photosynthesis

Methodology

Transaction would proceed in the following manner-

Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now.

They would also be told the significance of the topic that they would be studying.

Introduction of the topic- PPT and Digital Content would be shared

Guided practice followed by Independent Practice- NCERT questions to be discussed in

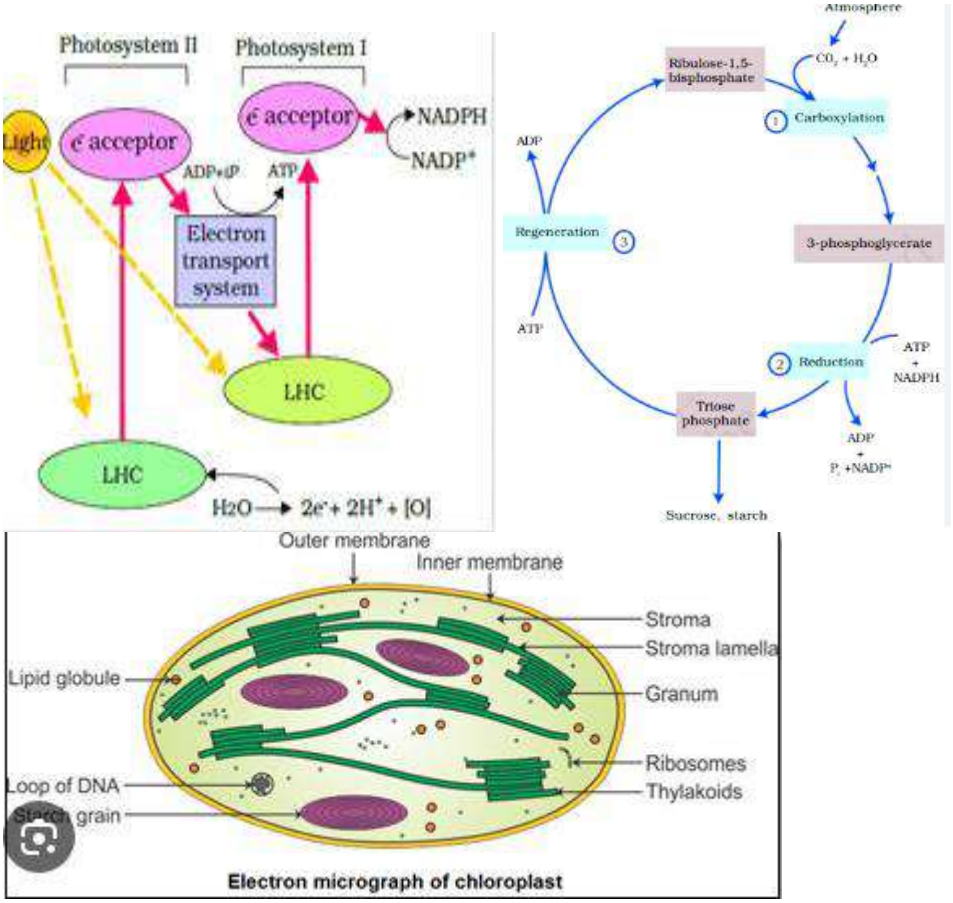
the classroom.

Techniques to be used:

Quiz, MCQ, Peer Assessment, Case Studies, Lab Activities, Any Other

Activities: Compare the leaves of a plant that has all the components needed for photosynthesis to one that has a component missing.

Board work:



Learning outcomes:

The students could

- Understand and realize the different pathways in photosynthesis.
- Explain different steps
- Appreciate the work of scientists behind the discovery of photosynthesis.
- Reason out the requirements of pigment molecules.
- Observe and derive inference from the experiments and activities.
- Develop the skill of doing
- Develop the power of observation
- Acquire ability to apply the knowledge gained
- Compare various pathways associated with the synthesis of sugar.
- Explain the role of sunlight in the process.
- Analyze all the facts and concepts pertained to the chapter.

ICT Integration / Art Integration : PPT and video

Class assessment/ Recapitulation: UNIT TESTS , ANNUAL EXAMINATION
Homework/ worksheets: Independent Practice: Students would do the given questions in their spirals. It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Reference: NCERT text book, Reference Book, CBSE Exemplar, DPSG Spiral www.learncbse.in/cbse-notes/ https://mycbseguide.com www.examfear.com

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name –Ms. Ashwini

Grade - XI

Subject - BIOLOGY **Month -November**

Topic –Ch-12 RESPIRATION IN PLANTS **No. of Periods - 10**

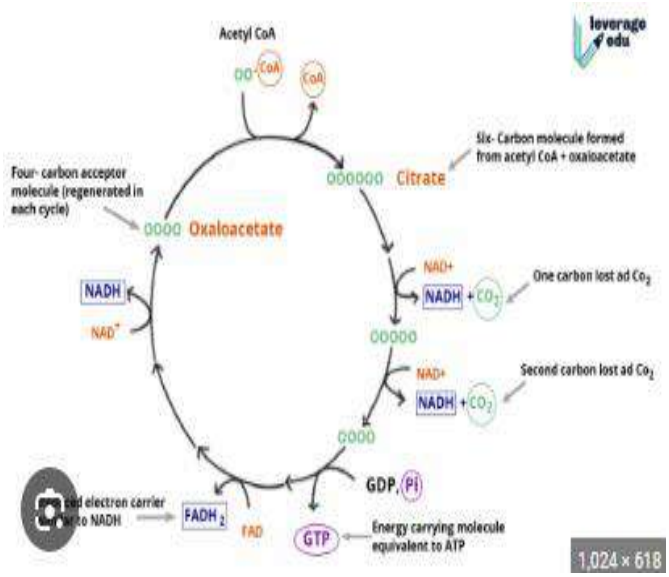
Sub - topic: 12.1 Do Plants Breathe? 12.2 Glycolysis 12.3 Fermentation 12.4 Aerobic Respiration 12.5 The Respiratory Balance Sheet 12.6 Amphibolic Pathway 12.7 Respiratory Quotient
Specific objectives: Competencies developed in students: collaborative learning, critical thinking and problem solving, character building, communication, citizenship
Methodology Transaction would proceed in the following manner- Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom. Techniques to be used:

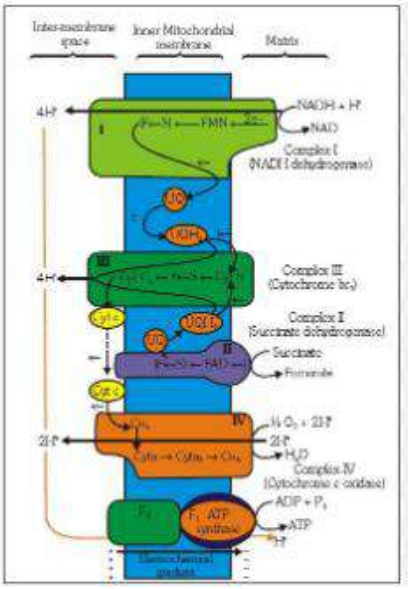
Quiz, MCQ, Peer Assessment, Case Studies, Lab Activities, Any Other

Activities:

1. Experiment to demonstrate the energy is production in the form of heat during the respiration
2. Experiment to demonstrate aerobic respiration
3. Experiment to demonstrate anaerobic respiration

Board work:





Learning outcomes:

Students will know and understand

- How do plants breathe?
- Mechanism of cellular respiration
- Mechanism of glycolysis and Kreb's cycle

Students would be able to

- Differentiate between aerobic and anaerobic respiration
- Mechanism of alcoholic and lactic acid fermentation
- Understand importance of formation of proton gradient and breakdown of proton gradient for ATP synthesis.

ICT Integration / Art Integration :PPT and video

Class assessment/ Recapitulation:

UNIT TESTS, ANNUAL EXAMINATION

Homework/ worksheets: Independent Practice: Students would do the given questions in their spirals. It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.

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MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

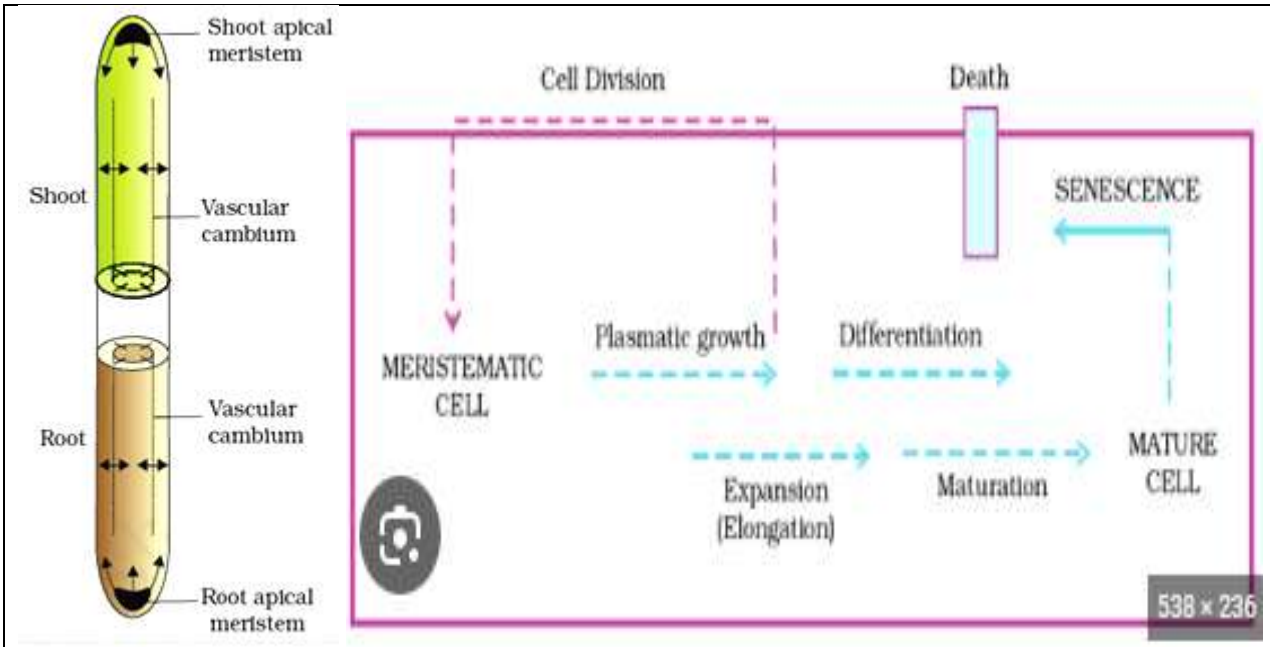
Teacher's Name – Ms. Ashwini

Grade - XI

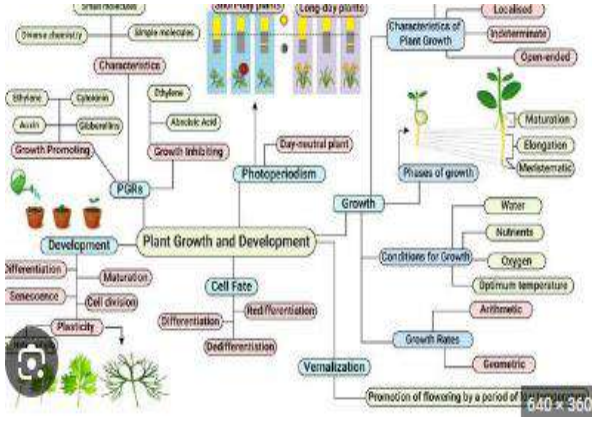
Subject - BIOLOGY **Month -December**

Topic –Ch-13 PLANT GROWTH AND DEVELOPMENT **No. of Periods - 8**

Sub - topic: 13.1 Growth 13.2 Differentiation, Dedifferentiation and Redifferentiation 13.3 Development 13.4 Plant Growth Regulators
Specific objectives: Competencies developed in students: collaborative learning, critical thinking and problem solving, character building, communication, citizenship
Methodology Transaction would proceed in the following manner- Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom. Techniques to be used: Quiz, MCQ, Peer Assessment, Case Studies, Lab Activities, Any Other
Activities: 1. Experiment to demonstrate the plant growth and development. 2. Experiment to demonstrate action of growth hormones and inhibitors.
Board work:







Learning outcomes:

–Students should understand the irreversible

phenomena of plant growth and physiological activity of plant hormones during its development

Application: We can apply these knowledge in plant according to need in agriculture field or horticulture.

ICT Integration / Art Integration :PPT

Class assessment/ Recapitulation:

UNIT TESTS, ANNUAL EXAMINATION

Homework/ worksheets: Independent Practice: Students would do the given questions in their spirals. It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above

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MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

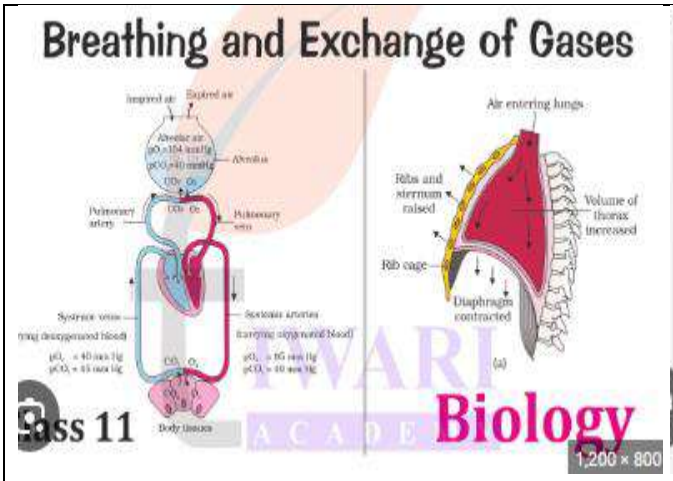
Teacher's Name – Ms. Ashwini

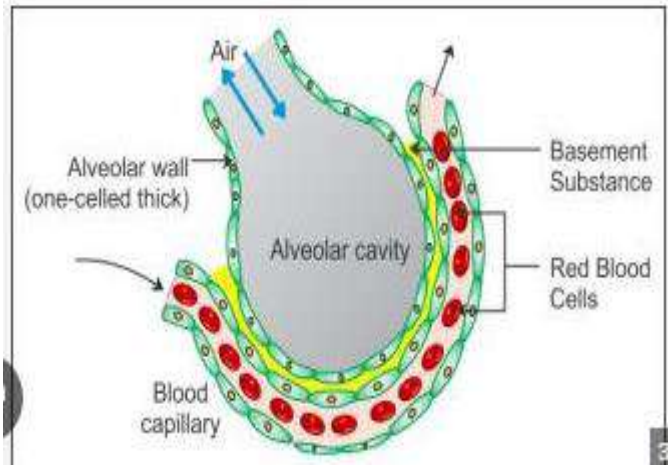
Grade -XI

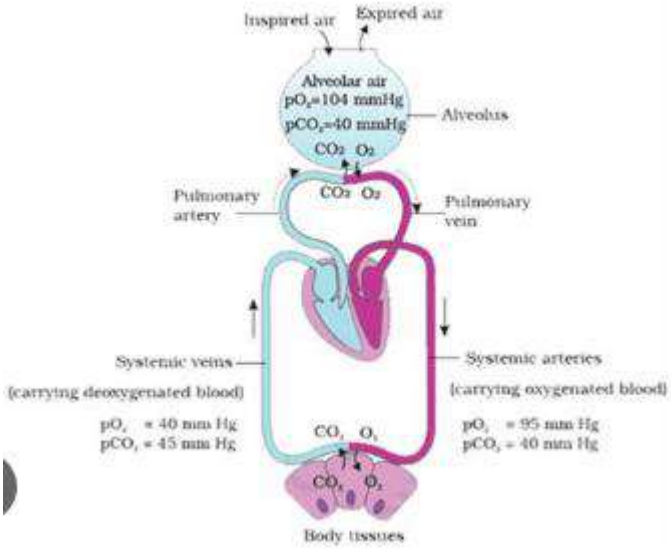
Subject - BIOLOGY **Month - December**

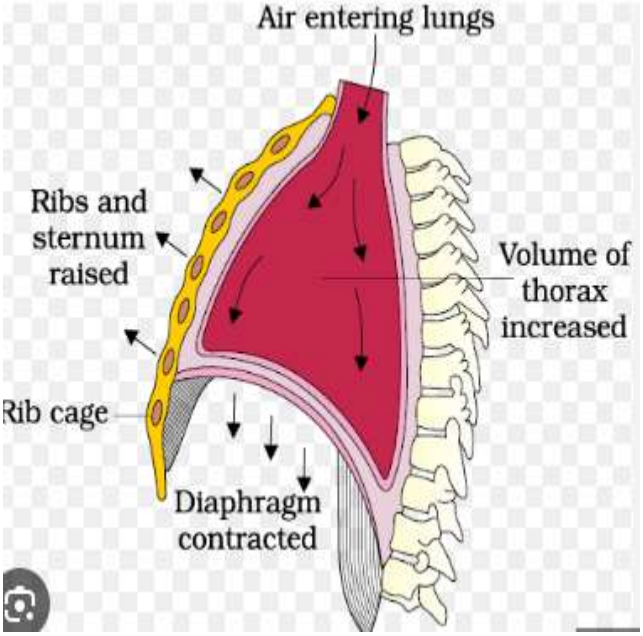
Topic –Ch-14 BREATHING AND EXCHANGE OF GASES **No. of Periods - 8**

Sub - topic: 14.1 Respiratory Organs 14.2 Mechanism of Breathing 14.3 Exchange of Gases 14.4 Transport of Gases 14.5 Regulation of Respiration 14.6 Disorders of Respiratory System
Methodology Transaction would proceed in the following manner- Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom. Techniques to be used: Quiz, MCQ, Peer Assessment, Case Studies, Lab Activities, Any Other
Activities: Students explore the inhalation/exhalation process that occurs in the lungs during respiration. Using everyday materials, each student team creates a model pair of lungs.
Board work:









Learning outcomes:

Students will know and understand

- All the organs of human respiratory system
- Mechanism of breathing
- Mechanism of exchange and transport of gases

Students would be able to

- Describe mechanism of breathing
- Describe oxygen dissociation curve
- Understand respiratory volumes and capacities

ICT Integration / Art Integration : PPT and video

Class assessment/ Recapitulation: UNIT TESTS ,ANNUAL EXAMINATION

Homework/ worksheets: Advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.

Reference: NCERT text book, Reference Book, CBSE Exemplar, DPSG Spiral www.learncbse.in/cbse-notes/ https://mycbseguide.com www.examfear.com

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name –Ms. Ashwini

Grade -XI

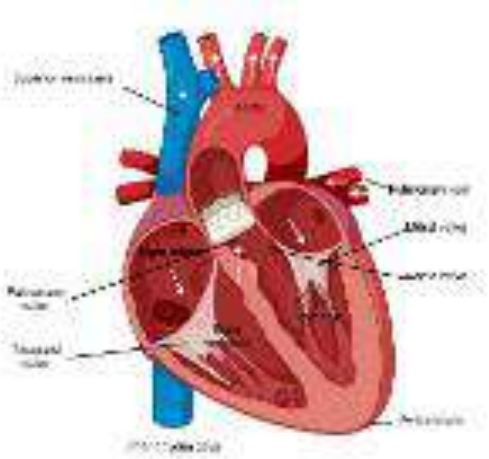
Subject -BIOLOGY **Month -January**

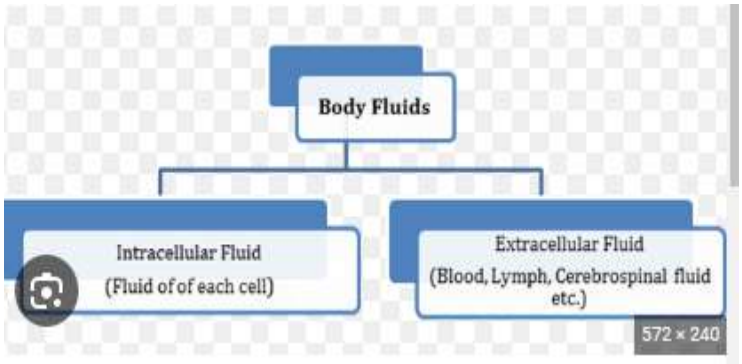
Topic-Ch-15 BODY FLUIDS AND CIRCULATION **No. of Periods - 12**

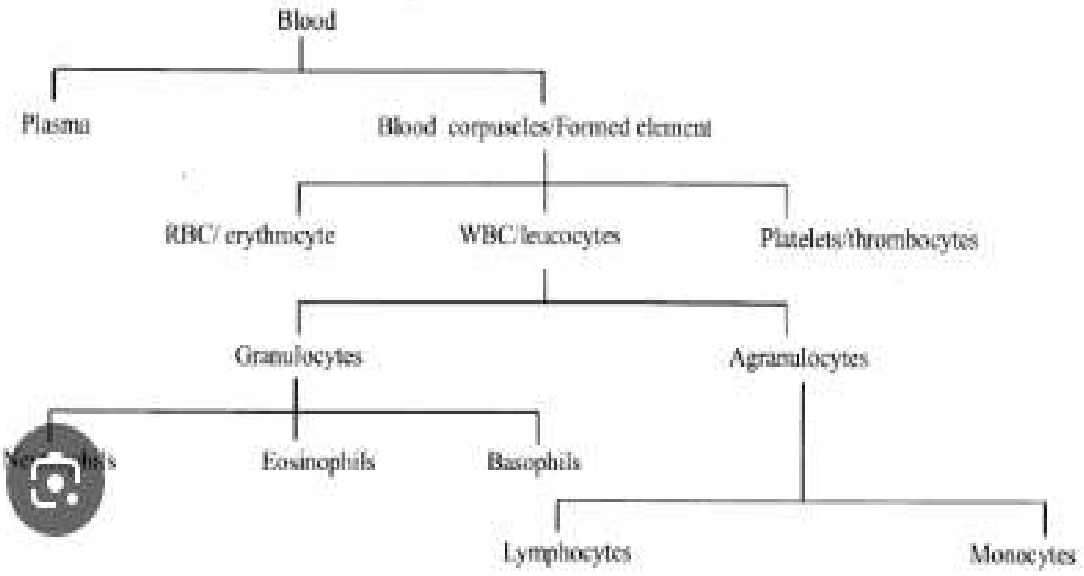
Sub - topic: 15.1 Blood 15.2 Lymph (Tissue Fluid) 15.3 Circulatory Pathways 15.4 Double Circulation 15.5 Regulation of Cardiac Activity 15.6 Disorders of Circulatory System
Methodology Transaction would proceed in the following manner- Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. Introduction of the topic- ppt and Digital Content would be shared Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom. Techniques to be used: Quiz, MCQ, Peer Assessment, Case Studies, Lab Activities, Any Other
Activities:

1. Shows blood flow through various parts of the body when a person is sitting at rest and during moderate exercise.
2. Examining blood with a microscope will help you to appreciate and remember the structure of blood.

Board work:







Learning outcomes:

Students will know and understand

- All the components of human circulatory system
- Mechanism of coagulation of blood
- Concept of human blood group

SKILLS- Students would be able to

- Describe circulatory pathways
- Describe cardiac cycle
- Understand electrocardiograph

Application:

ICT Integration / Art Integration : PPT and Video
Class assessment/ Recapitulation: Independent Practice: Students would do the given questions in their spirals. It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Homework/ worksheets: Examining blood with a microscope will help you to appreciate and remember the structure of blood.
Reference: NCERT text book, Reference Book, CBSE Exemplar, DPSG Spiral www.learncbse.in/cbse-notes/ https://mycbseguide.com www.examfear.com

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name –Ms. Ashwini **Grade - XI**

Subject – BIOLOGY **Month - January**

Ch-16 EXCRETORY PRODUCTS AND THEIR ELIMINATION **No.of Periods -8**

Sub - topic: 16.1 Human Excretory System 16.2 Urine Formation 16.3 Function of the Tubules 16.4 Mechanism of Concentration of the Filtrate 16.5 Regulation of Kidney Function 16.6 Micturition 16.7 Role of other Organs in Excretion 16.8 Disorders of the Excretory System
Specific objectives:
Methodology Transaction would proceed in the following manner- Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. Introduction of the topic- ppt and Digital Content would be shared

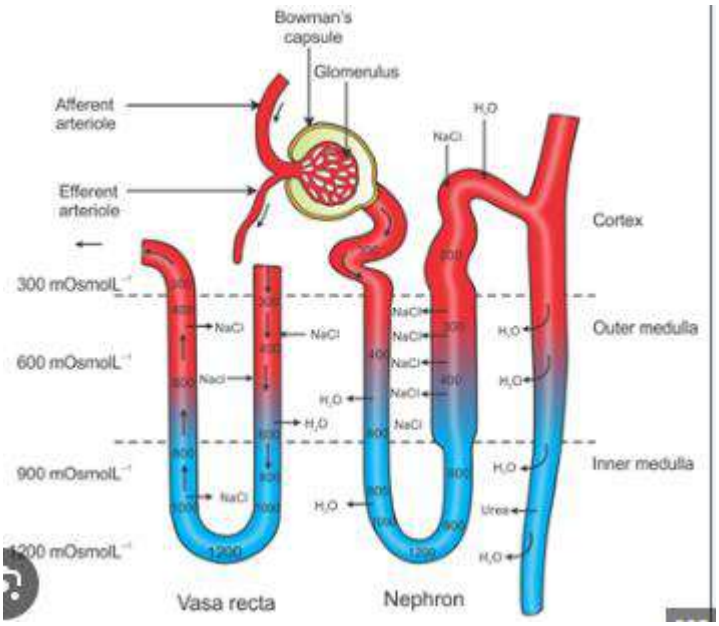
Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom.

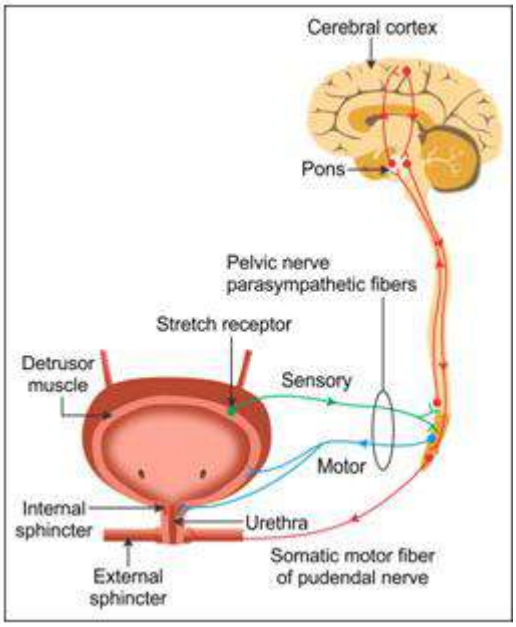
Techniques to be used:

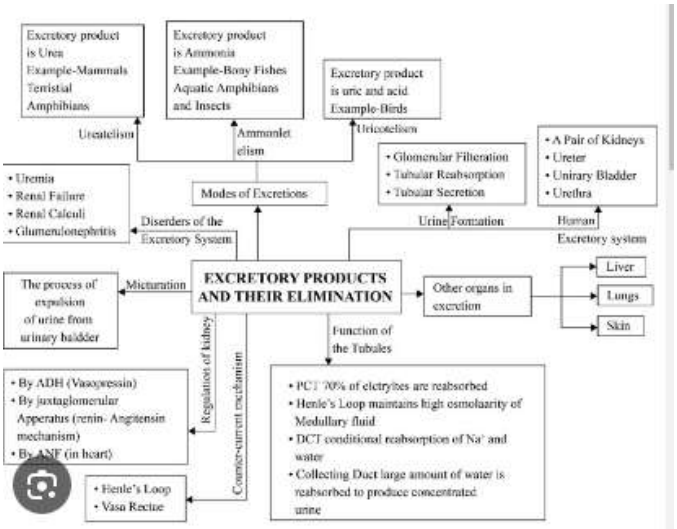
Quiz, MCQ, Peer Assessment, Case Studies, Lab Activities, Any Other

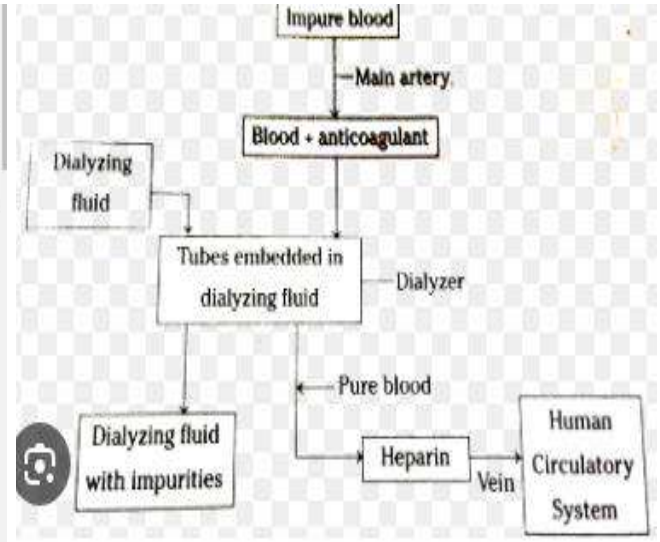
Activities: Observe blood flow through human kidney

Board work:









Learning outcomes:

After this lesson, students will be able to:

- Explain the purpose of the kidneys, bladder, and urethra
- Describe the excretory system
- Demonstrate an understanding of the path of the excretory system

ICT Integration / Art Integration : PPT and Video
Class assessment/ Recapitulation: Independent Practice: Students would do the given questions in their spirals. It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Homework/ worksheets: Case Studies, Lab Activities
Reference: NCERT text book, Reference Book, CBSE Exemplar, DPSG Spiral www.learncbse.in/cbse-notes/ https://mycbseguide.com www.examfear.com

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name –Ms. Ashwini

Grade - XI

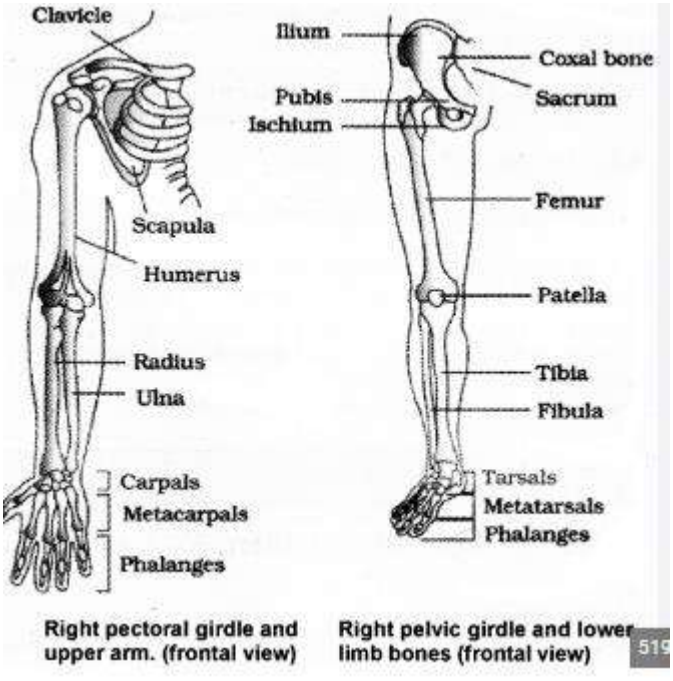
Subject – BIOLOGY **Month- February**

Topic –Ch-17 LOCOMOTION AND MOVEMENT **No. of Periods -10**

Sub - topic: 17.1 Types of Movement 17.2 Muscle 17.3 Skeletal System 17.4 Joints 17.5 Disorders of Muscular and Skeletal System
Methodology Transaction would proceed in the following manner- Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. Introduction of the topic- ppt and Digital Content would be shared Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom. Techniques to be used: Quiz, MCQ, Peer Assessment, Case Studies, Lab Activities, Any Other
Activities: 1. Students are divided into groups and provided bones associated to forearm and lower limb. Ask each group to collect and assemble to form respective part.

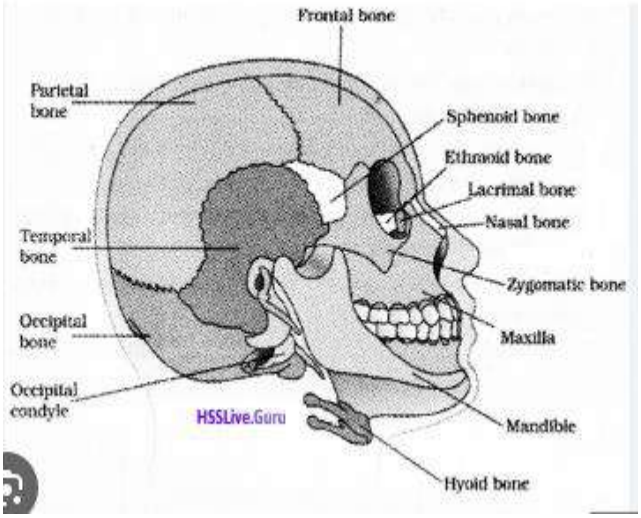
2. Ask the Student to identify the sex differences in the skeleton.

Board work:



Right pectoral girdle and upper arm. (frontal view)

Right pelvic girdle and lower limb bones (frontal view)



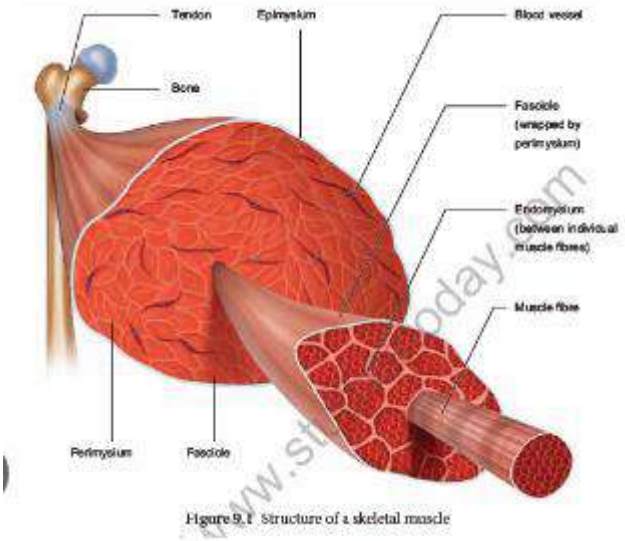


Figure 9.1 Structure of a skeletal muscle



Learning outcomes:
KNOWLEDGE- Students will know and understand □ All the types of movement □ Mechanism of muscle contraction □ Human skeletal system SKILLS- Students would be able to □ Describe mechanism of the sliding filament theory □ Describe role of calcium ions in muscle contraction □ Understand different types of joints and their locations
ICT Integration / Art Integration : PPT and Video
Class assessment/ Recapitulation: UNIT TESTS ,ANNUAL EXAMINATION
Homework/ worksheets: Case Studies, Lab Activities
Reference: : NCERT text book, Reference Book, CBSE Exemplar, DPSG Spiral www.learncbse.in/cbse-notes/ https://mycbseguide.com www.examfear.com

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name –Ms. Ashwini

Grade - XI

Subject – BIOLOGY **Month - February**

Topic –Ch-18 NEURAL CONTROL AND COORDINATION **No.of Periods - 8**

Sub - topic:
18.1 Neural System 18.2 Human Neural System 18.3 Neuron as Structural and Functional Unit of Neural System 18.4 Central Neural System
Methodology Transaction would proceed in the following manner- Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying.

Introduction of the topic- ppt and Digital Content would be shared

Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom.

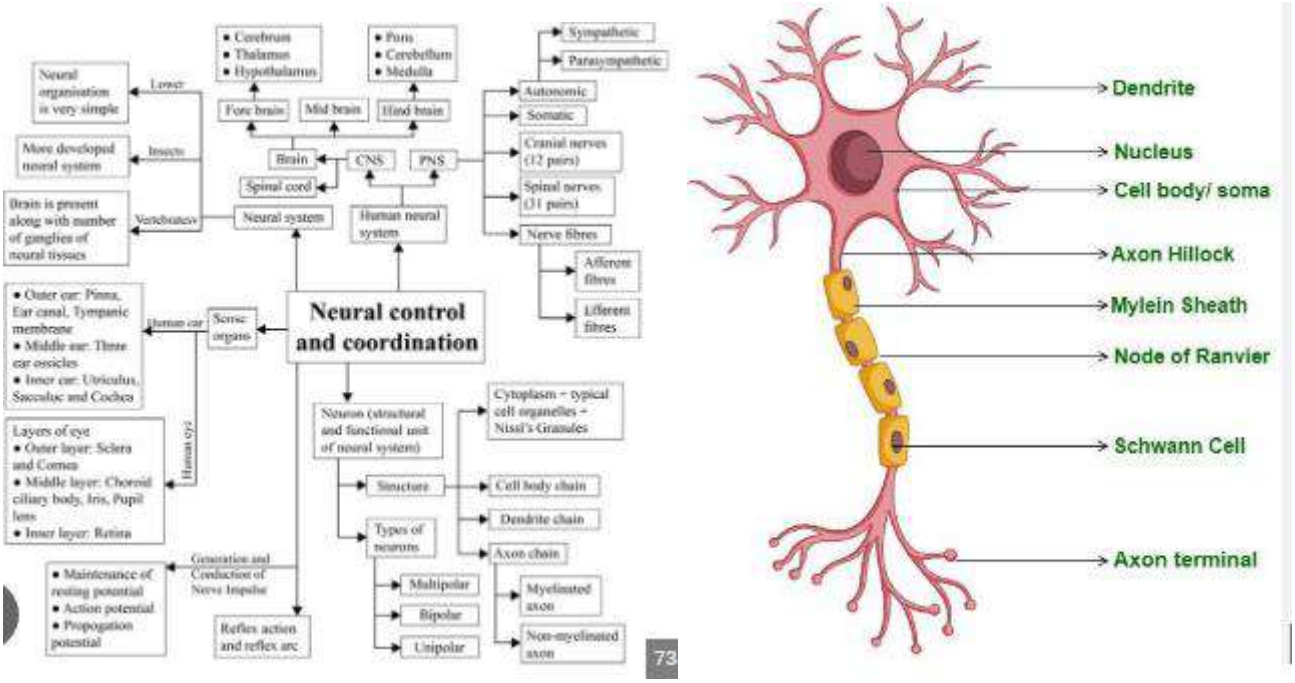
Techniques to be used:

Quiz, MCQ, Peer Assessment, Case Studies, Lab Activities, Any Other

Activities:

Examining neuron with a microscope will help you to appreciate and remember the structure of neuron.

Board work:



Learning outcomes:

KNOWLEDGE- Students will know and understand

- Coordination to maintain homeostasis
- Mechanism of generation and conduction of nerve impulse
- Concept of transmission of impulse through synapse

SKILLS- Students would be able to

- Describe mechanism of generation and conduction of nerve impulse
- Describe role of neurotransmitters in impulse conduction through synapse
- Understand functions of different parts of brain

ICT Integration / Art Integration : PPT and Video

Class assessment/ Recapitulation: UNIT TESTS ,ANNUAL EXAMINATION

Homework/ worksheets: Case Studies, Lab Activities
Reference: : NCERT text book, Reference Book, CBSE Exemplar, DPSG Spiral www.learncbse.in/cbse-notes/ https://mycbseguide.com www.examfear.com

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name –Ms. Ashwini

Grade - XI

Subject – BIOLOGY **Month - February Topic –Ch-19** CHEMICAL COORDINATION AND INTEGRATION **No. of Periods -8**

Sub - topic: 19.1 Endocrine Glands and Hormones 19.2 Human Endocrine System 19.3 Hormones of Heart, Kidney and Gastrointestinal Tract 19.4 Mechanism of Hormone Action
Specific objectives:
Methodology Transaction would proceed in the following manner- Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. Introduction of the topic- ppt and Digital Content would be shared Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom. Techniques to be used: Quiz, MCQ, Peer Assessment, Case Studies, Lab Activities, Any Other
Activities:

1. Given below is an outline diagram of a human body showing position of certain organs.
2. The teacher will pose following questions.

Who feel tired and sleepy in the first part of the school day?

Who fell sleepy in the afternoons?

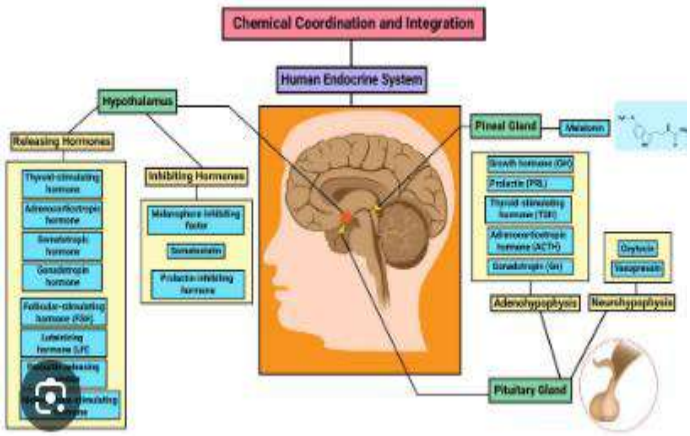
3. Collect pictures or photocopy pictures of patients suffering from hormonal disorders from internet physiology or medical text book borrowed from library. Students can tally them with symptoms.

a) Write a report

b) Tabulate or prepare an illustrated account make a chart.

This can be done individually or as a group activity.

Board work:



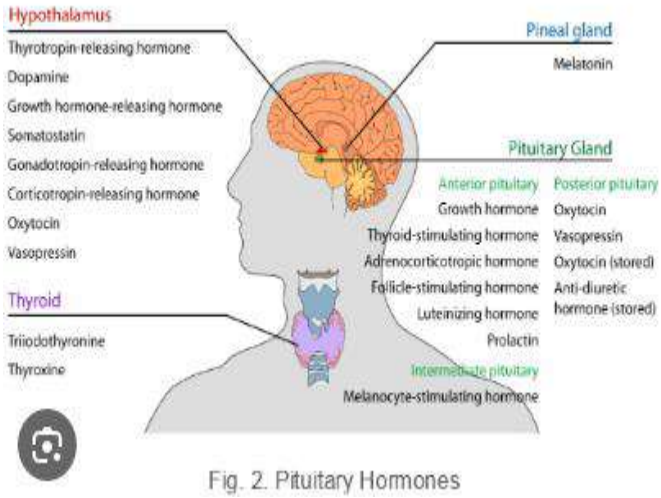


Fig. 2. Pituitary Hormones

S. No.	Characters	Enzymes	Hormones
1.	Chemistry	Always proteinaceous	May be proteinaceous or amine or steroids
2.	Molecular weight	Macromolecules with high molecular weights.	Have low molecular weights.
3.	Diffusibility	Non-diffusible through cell membrane.	Diffusible through cell membrane.
4.	Site of action	Either act intracellularly or carried by some duct to another site.	Generally carried by blood to a target organ.
5.	Mode of action	Always act as biocatalysts and increase the rate of metabolic physiological process.	May be excitatory or inhibitatory in their physiological action.
6.	Reversibility	These catalyse reversible reactions.	Hormone controlled reactions are not reversible.
7.	Effect of concentration	Reaction rate increase with increase in their concentration upto a limit.	Deficiency or excess of hormone causes metabolic disorders and diseases.
8.	Speed	Act quickly	Some are quick acting, while some are slow acting with a lag period.
9.	Consumption	Not used in metabolic functions.	Used up in metabolic functions.

Learning outcomes: KNOWLEDGE- Students will know and understand • All the glands of human endocrine system • Mechanism of hormone action SKILLS- Students would be able to • Describe problems due to abnormal functioning of endocrine glands • Describe role of hormones in coordination • Classify hormones on the basis of chemical nature
Application:
ICT Integration / Art Integration : PPT and Video
Class assessment/ Recapitulation: UNIT TESTS ,ANNUAL EXAMINATION
Homework/ worksheets: Independent Practice: Students would do the given questions in their spirals. It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Reference: : NCERT text book, Reference Book, CBSE Exemplar, DPSG Spiral www.learncbse.in/cbse-notes/ https://mycbseguide.com www.examfear.com

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Snehal Patil

Grade - XI

Subject – Chemistry **Month- August**

Topic: Chapter 3: Classification of elements and periodicity in properties **No. of Periods - 14**

Sub-topic : Genesis of periodic classification; Modern periodic law and the present form of periodic table, periodic trends in properties of elements – atomic radii, ionic radii, Ionization enthalpy, electron gain enthalpy, electronegativity, valency. Nomenclature of elements with atomic number greater than 100. Electronic configuration of elements and the periodic table.

Specific objectives:

- To make students know how the concept of grouping elements
- To enable students Compare laws of triads , octaves, Mendeleev's law

- To understand the Periodic Law; name the elements with Z >100, classify elements into s, p, d, f
- To predict trends in properties of the elements in terms of their metallic/ nonmetallic nature, ionization enthalpy, size, electro affinity, electronegativity,

Methodology:

- Explanation method
- Demonstration Method
- Class room discussion
- Power point presentation

Activities: Group activity

- ● Discussion on laws of triads, octaves, Mendeleev's law, Modern Periodic Law.●
- Discussion on properties of the elements in terms of their metallic/ nonmetallic nature, ionization enthalpy, size, electro affinity, electronegativity,
-

Board work: writing concepts ,key words , problem solving ,Pictorial representation of trends

Learning outcomes:

The students will understand concept of grouping elements
They will understand various genesis of periodic classification and Modern periodic law

- 2. Understand the classifying elements into s, p, d, f
- To understand trends in properties of the elements in terms of their metallic/ nonmetallic nature, ionization enthalpy, size, electro affinity, electronegativity, .

Application:

- Students will be able to differentiate between different ways of classifying elements .students will be able to apply the different properties of of atomic size ,IP ,EN and predict why IP of N is greater than O
-

ICT Integration / Art Integration : Power Point Presentation

Class assessment/ Recapitulation:

- Describe the two merits of long form periodic table over the Mendeleev's periodic table
- . How do atomic radii vary in a group and a period?
- Name the factors which affect the ionisation enthalpy of an element

Homework/ worksheets:

- Among the elements of the second period Li to Ne pick out the element: (i) with the highest first ionisation energy (ii) with the highest electronegativity (iii) with the largest atomic radius Give the reason for your choice.
- Among sodium atom and its cation which has smaller size and why
- Among Cl and f who has most negative electron gain enthalpy and why.

Reference: Textbook : Pradeep New course Chemistry

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Snehal Patil

Grade - XI

Subject – Chemistry **Month-December**

Topic – Chapter 9 : Hydrocarbon **Periods - 14**

Sub :Classification; Alkanes ; alkenes ; alkynes ;Aromatic hydrocarbon ; carcinogenicity and toxicity

Specific objectives:

- Students will be able to name hydrocarbons according to IUPAC system of nomenclature.
- Students will be able to learn about various methods of preparation of hydrocarbons
- Students will be able to distinguish between alkanes, alkenes, alkynes and aromatic hydrocarbons.
- Students will appreciate the role of hydrocarbons as sources of energy and for other industrial applications
- comprehend the structure of benzene, explain aromaticity and understand mechanism of electrophilic substitution reactions of benzene.
- Predict the directive influence of substituent's in monosubstituted benzene ring.

Methodology:

- Explanation method
- Demonstration Method
- Class room discussion

Activities: Group activity

- To make students name various organic compound by using rules of nomenclature and also draw the structure

To differentiate and name alkene ,alkane ,alkyne and discuss method of preparation and properties

Board work: writing concepts ,key words , problem solving ,nomenclature and structure of organic compound and related equations

Learning outcomes:

- Students will be able to name hydrocarbons according to IUPAC system of nomenclature.
- Students will be able to recognize and write structures of isomers of alkanes, alkenes, alkynes and aromatic hydrocarbons.
- Students will be able to to comprehend the structure of benzene, explain aromaticity and understand mechanism of electrophilic substitution reactions of benzene.
- Students will be able to predict the directive influence of substituent's in monosubstituted benzene ring

Application:

- Students will be able to write IUPAC name of various organic molecules and draw structure
- Students will be able to comprehend various method of preparation of alkanes, alkenes ,alkynes ,and aromatic hydrocarbon

ICT Integration / Art Integration : Power Point Presentation

Class assessment/ Recapitulation:

- How would you convert ethene to ethane molecule
- What are alkanes
- What is Markovnikov's rule.
- Unsaturated compounds undergo addition reactions. Why?
-

Homework/ worksheets:

1. How will you distinguish between propene and propane?
2. . How will you convert benzene to iodobenzene? Give a chemical equation.
3. An unsaturated hydrocarbon A adds two molecules of H2 and on reductive ozonolysis gives butane-1, 4-dial,ethanal, and propanone. Give the structure of A, write its IUPAC name, and explain the reactions involved

Reference: Textbook : Pradeep New course Chemistry

Together with

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Snehal Patil

Grade - XI

Subject – Chemistry **Month- January**

Topic – Chapter 6 : Equilibrium **Periods - 14**

Sub : Dynamic nature of equilibrium law of equilibrium; expressions for equilibrium constants, establish a relationship between Kp and Kc; Arrhenius, bronsted-Lowry and Lewis concepts ; describe pHscale ionization of water; solubility product

Specific objectives:

- Students will understand chemical equilibrium Dynamic nature of equilibrium involved in physical and chemical processes.
- Students will comprehend law of equilibrium, characteristics of equilibrium involved in physical and chemical processes,expressions for equilibrium constants,
- Students will establish a relationship between Kp and Kc;
- Students will be able to classify substances as acids or bases according to Arrhenius, bronsted-Lowry and Lewis concepts, classify acids and bases as weak or strong in terms of their ionization constants,
- Will comprehend degree of ionization on concentration of the electrolyte
- Will be able to describe and calculate solubility product
-

Methodology:

- Explanation method
- Demonstration Method
- Class room discussion

Activities: Group activity

- To make students establish relation between kc and kp

To make them classify acid and base according to Arrhenius, bronsted-Lowry and Lewis concepts

To solve problems based on kc and kp

Board work: writing concepts ,key words , problem solving ,

Learning outcomes:

- Identify dynamic nature of equilibrium. 2. State the law of equilibrium. 3. Write expression for eq. constant. Explain various factors that affect equilibrium. classify substance as acids or bases describe pH scale. 2.Understand common ion effect and solubility product. 3.Calculate solubility product. 4.apply concept of common ion effect and solubility product in qualitative analysis
-

Application:

- Students can .Write expression for eq. constant.
- Students can explain various factors that affect equilibrium.
- Students have learnt to classify substance as acids or bases .to describe pH scale. .to Calculate solubility product .to apply concept of common ion effect and solubility product in daily life like in purification of salt .
- To apply their knowledge of significance of pH in daily life while choosing eatables, drinks, cosmetics and medicines.
-

ICT Integration / Art Integration : Power Point Presentation

Class assessment/ Recapitulation:

. Explain common ion effect?

relation between Kp and Kc:

what is Le chatelier concept

Homework/ worksheets:

It has been found that the pH of a 0.01 M solution of an organic acid is 4.15. Calculate the concentration of the anion, the ionization constant of the acid and its PKa

What is Kc for the following equilibrium when the equilibrium concentration of each substance is: $[SO_2]=0.60M$ $[O_2]=0.82$ M and $[SO_3] =1.90M$? $2SO_2(g)+O_2(g) \rightleftharpoons 2SO_3(g)$

Reference: Textbook : Pradeep New course Chemistry

Together with

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name – Snehal Patil **Grade - XI**

Subject – Chemistry **Month- July**

Topic – Chapter 2. Structure of Atom **No. of Periods - 14**

Sub - topic: Discovery of subatomic particles. Atomic models; Developments leading to the Bohr's Model of atom, Bohr'smodel for hydrogen atom: towards Quantum mechanical Model of atom and quantum model

.

Specific objectives:

- To make students appreciate the discovery of electron ,proton and neutrons.
- To make students understand and appreciate atomic models
- To comprehend electromagnetic waves and various definitions associated with it
- To understand the developments leading to Bohr model and Bohr's model of atom
- To understand development towards Quantum model
- To understand quantum numbers and write electronic configuration based on it

Methodology:

- Explanation method
- Demonstration Method
- Class room discussion
- Power point presentation

Activities: Group activity

● Discussion on discovery of subatomic particles and various atomic model

.● Performing mathematical operations with regards to wavelength, frequency, Bohr radius and energy, de-Broglie equation, photoelectric effect and quantum numbers

Board work: writing concepts ,key words , problem solving

Learning outcomes:

The students will understand discovery of subatomic particles.
They will understand various atomic models.
2. Understand the nature of EM waves and terminologies associated.
3. Relate the failure of one atomic model to overcome the drawbacks of the same to frame a new theory.
4. Know and understand quantum numbers and will be able to write electronic configuration.

Application:

- Students will be able to differentiate between different atomic models ,apply photoelectric effect in constructing Bohr model and de-Broglie concept and Schrodinger equation to quantum model

- Students will be able to apply quantum numbers in writing electronic configuration

ICT Integration / Art Integration : Power Point Presentation

Class assessment/ Recapitulation:

- Describe Rutherford model .
- State Aufbau principle
- State Pauli's Exclusion Principle
- State Hund's rule of maximum multiplicity
- Explain quantum numbers
- Write electronic configuration of chromium and copper

Homework/ worksheets:

- Define wavelength ,and frequency.
- What is black body radiation.
- What do you mean by photoelectric effect.
- What is continuous and emission spectra?
- Write 4 postulates of Bohr model of hydrogen atom
- Write de-Broglie 's relation .

Reference: Textbook : Pradeep New course Chemistry

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name – Snehal Patil

Grade - XI

Subject – Chemistry **Month- June**

Topic – Chapter 1. Some basic concepts of chemistry **Periods - 14**

Sub - topic: Importance of Chemistry. Nature of matter, uncertainty in measurements, laws of chemical combination, Dalton's atomic theory Atomic and molecular masses, mole concept and molar mass, percentage composition, empirical and molecular formula, chemical reactions, stoichiometry and calculations based on stoichiometry.

Specific objectives:

- To make students appreciate the role of chemistry in different spheres of life.
- To make students understand characteristics of matter, Laws of chemical combinations, Dalton's Atomic theory
- To comprehend and apply mole concept and also solve problems based on concentration of solution in different units
- Perform stoichiometric calculations

Methodology:

- Explanation method
- Demonstration Method
- Class room discussion

Activities: Group activity

● Discussion on laws of chemical combinations

.● Performing mathematical operations with regards to mole, percentage composition, concentration.

Board work: writing concepts ,key words , problem solving

Learning outcomes:

- Students will be able to define matter , laws of chemical combination , Dalton's postulates
- Students will be able to identify mole concept and will be able to solve problems based on it.
- Students will be able to able to perform stoichiometric calculations.

Application:

- Students will be able to differentiate between molarity, molality, molefraction, percentage composition and solve problems based on it.

ICT Integration / Art Integration : Power Point Presentation

Class assessment/ Recapitulation:

- What are laws of chemical combinations?
- Define empirical and molecular formula?
- What is molarity and molality?
- Mention different ways of measuring concentrations.

Homework/ worksheets:

1. In three moles of ethane (C_2H_6), calculate the following: (i) Number of moles of carbon atoms. (ii) Number of moles of hydrogen atoms. (iii) Number of molecules of ethane.

2.What is the concentration of sugar ($C_{12}H_{22}O_{11}$) in mol L^{-1} if its 20 g are dissolved in enough water to make a final volume up to 2L?

3. If the density of methanol is 0.793 kg L–1, what is its volume needed for making 2.5 L of its 0.25 M solution?

4. Pressure is determined as force per unit area of the surface. The SI unit of pressure, pascal is as shown below: 1Pa = 1N m–2 If mass of air at sea level is 1034 g cm–2, calculate the pressure in pascal.

.

Reference: Textbook : Pradeep New course Chemistry

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Snehal Patil

Grade - XI

Subject – Chemistry **Month- November**

Topic – Chapter 8 : ORGANIC CHEMISTRY – SOME BASIC PRINCIPLES AND TECHNIQUES **Periods - 14**

Sub : Tetravalence of carbon; structural representation; classification; nomenclature; isomerism ; fundamental concepts in organic reaction mechanism ; methods of purification ; qualitative and quantitative analysis.

Specific objectives:

- To make students understand reasons for tetra valence of carbon and shapes of organic molecules;
- To Write structures of organic molecules in various ways and classify the organic compounds
- To name the compounds according to IUPAC system of nomenclature
- Understand the concept of organic reaction mechanism
- To enable students to comprehend qualitative and quantitative analysis

Methodology:

- Explanation method

- Demonstration Method
- Class room discussion
- Video on purification method

Activities: Group activity

- To make students name various organic compound by using rules of nomenclature and also draw the structure

Board work: writing concepts ,key words , problem solving ,nomenclature and structure of organic compound and related equations

Learning outcomes:

- Students will be able to state the reasons for tetra valence of carbon and Shapes of organic molecules.
- Students will be able to write structures of organic molecules in various ways.
- Students will be able to classify the organic compounds.
- Students will name the compounds according to IUPAC system of nomenclature and also derive their structures from the given names;
- Students will comprehend the concept of organic reaction mechanism
- Students will be able to explain the influence of electronic displacements on structure and reactivity of organic compounds; to recognize the types of organic Reactions.

Application:

- Students will be able to write IUPAC name of various organic molecules and draw structure
- Students will be able to apply various reaction mechanism and differentiate between homolytic and heterolytic fission ;nucleophile and electrophile electromeric and inductive effect

ICT Integration / Art Integration : Power Point Presentation

Class assessment/ Recapitulation:

- What is isomerism
- What is electrophile
- What is electromeric effect
- What are basic rules for IUPAC
- Define homologous series

Homework/ worksheets:

1.Draw the structure of the following compounds a) Hex-3enoic acid b) 2-chloro-2-methyl butan-1-ol

2.Give the number of sigma and pi bond in the following molecules a) CH_3-NO_2 b) $HCONHCH_3$

3.Differentiate between nucleophile and electrophile

4.What is resonance

Reference: Textbook : Pradeep New course Chemistry

Together with

MIS INTERNATIONAL SCHOOL
Lesson Plan (20245-26)

Teacher's Name – Snehal Patil

Grade - 11

Subject – Chemistry **Month- october**

Topic – Chapter 7. Redox reaction **No. Periods - 10**

Sub - topic: Oxidation reduction, redox reaction, oxidizing agent, reducing agent, mechanism of redox reactions by electron transfer and oxidation number concept. Identification of oxidant and reductant. Classification of redox reaction into various types. Balancing redox equations and Galvanic cell

Specific objectives:

- To make students understand the term oxidation, reduction, redox reaction, oxidizing agent and reducing agent.
- To make students understand mechanism of redox reactions
- To make use concept of oxidation number to identify oxidant and reductant.
- To classify redox reaction into various types.
- To balance chemical equations using oxidation number and half reaction method.

- To make students appreciate the role of Galvanic cell

Methodology:

- Explanation method
- Demonstration Method
- Class room discussion

Activities: Group activity

● Discussion on concepts of redox reaction
.● Performing mathematical operations with regards to oxidation number.

Board work: writing concepts ,key words , problem solving based on balancing redox reactions

Learning outcomes:

- Students will be able to identify,oxidation , reduction, redox reaction, oxidizing agent, reducing agent.
- Students will be able to classify redox reaction into various types
- Students will get acquainted with rules of assigning oxidation number

Application:

- Students will be able to use the concept of oxidation number to identify oxidant and reluctant
- Students will be using rules to identify oxidation number of various species.
- Students will be able to balance chemical equations using oxidation number and half reaction method.

ICT Integration / Art Integration : Power Point Presentation

Class assessment/ Recapitulation:

- Define redox reactions
- Define oxidation number
- Find oxidation number of O in H_2O_2 , H_2O
- What is disproportionation reaction

Homework/ worksheets:

1. Justify that the following reactions are redox reactions:

(a) $CuO(s) + H_2(g) \longrightarrow Cu(s) + H_20(g)$

(b) $Fe_2O_3(s) + 3CO(g) \longrightarrow 2Fe(s) + 3CO_2(g)$

2. Justify-giving reactions that among halogens, fluorine is the best oxidant and among hydrohalic compounds, hydroiodic acid is the best reductant.

Reference: Textbook : Pradeep New course Chemistry

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Snehal Patil

Grade - XI

Subject – Chemistry **Month- October**

Topic – Chapter 5. Thermodynamics **No. of Periods - 14**

Sub - topic: system and surroundings close, open and isolated systems, internal energy, work and heat, first law of thermodynamics state functions: U, H.ΔU and ΔH standard states for ΔH enthalpy changes for various types of reactions .Hess's law of constant heat summation extensive and intensive properties spontaneous and nonspontaneous processes and second law of thermodynamics entropy as a thermodynamic state function Gibbs energy change ΔG); establish relationship between ΔG and spontaneity, ΔG and Equilibrium constant.

.

Specific objectives:

- To make students understand the terms system and surroundings
- To enable students to discriminate between close, open and isolated systems.
- To make students understand internal energy, work and heat.
- To make students state first law of Thermodynamics and express it mathematically.
- To correlate ΔU and ΔH
- To enable students to comprehend enthalpy changes for various types of reactions.
- To State and apply Hess's law of constant heat summation
- To comprehend Gibbs energy change ΔG
-

Methodology:

- Explanation method
- Demonstration Method
- Class room discussion
- Power point presentation

Activities: Group activity

● Discussion on close, open and isolated systems and variables like internal energy, work and heat

. student to calculate enthalpy changes for Various types of reactions and also state and apply Hess's law of constant heat summation

Board work: writing concepts ,key words , problem solving

Learning outcomes:

1. The students will be able to discriminate between close, open and isolated systems.

2. They have developed an understanding of the variables like internal energy, work and heat.

3.They will understand and state first law of thermodynamics and express it mathematically and correlate ΔU and ΔH.

4. They can explain Gibbs energy change ΔG) and establish relationship betweenΔG and spontaneity, ΔG and equilibrium constant

Application:

- Students will be able to differentiate variables like internal energy, work and heat
- Students will be able to establish relationship betweenΔG and spontaneity, ΔG and equilibrium constant

ICT Integration / Art Integration : Power Point Presentation

Class assessment/ Recapitulation:

- 3. Identify the state functions and path functions out of the following : enthalpy, entropy, heat, temperature, work, free energy
- Define standard molar enthalpy of formation.
- What is internal energy

Homework/ worksheets:

- In a process, 701] of heat is absorbed by a system and 394 J of work is done by the system. What is the change in internal energy for the process?
- Enthalpy of combustion of carbon to carbon dioxide is – 393.5 J mol-1 .Calculate the heat released upon formation of 35.2 g of C02 from carbon and oxygen gas.

Reference: Textbook : Together with

Pradeep New course Chemistry

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Snehal Patil

Grade -XI

Subject – Chemistry **Month- September**

Topic: Chapter 4: Chemical Bonding and molecular structure

No. of Periods - 19

Sub-topic : Kossel Lewis approach to chemical bonding ; ionic and electrovalent bond; Bond parameters
VSEPR theory; Valence bond theory; Hybridisation; molecular orbital theory; hydrogen bonding
.

Specific objectives:

- To make students Understand Kossel Lewis approach to chemical bonding
- To enable students to draw Lewis structures of simple molecules
- To understand VSEPR theory and the geometry of simple molecules
- To understand valence bond approach for the formation of covalent bonds
- To differentiate hybridization involving s, p and d orbitals and draw shape.
- To understand molecular orbital theory
- To understand hydrogen bonding
-

Methodology:

- Explanation method
- Demonstration Method
- Class room discussion
- Power point presentation

Activities: Group activity

- Drawing lewis structures of various simple molecules like CaO, CO_2
- Draw structure based on VSEPR like $Becl_2$,CH_4, NH_3
- Differentiate sp,$sp^2$$sp^3$ sp^3d^2
- Write electronic configuration based on MOT

Board work: writing concepts ,drawing lewis symbols, shapes based on VSEPR and LCAO molecular orbital theory

Learning outcomes:

- Student have developed an understanding of KÖssel Lewis approach for chemical bonding;
- Students understands VSEPR theory.
- Students comprehend concept of hybridization
- Students understands MOT

Application:

- Student can draw Lewis Structures of simple molecules and ions
- .With the help of VSEPR theory they can predict the geometry of simple molecules
- students can explain the different types of hybridization involving s, p and d orbitals and draw shapes of simple covalent molecules.
- student can describe the molecular orbital theory of homonuclear diatomic molecules and predict the bond order of different molecules.
-

ICT Integration / Art Integration : Power Point Presentation

Class assessment/ Recapitulation:

- Name the shapes of the following molecules: CH_4, NH_3 CO2.
- Which electrons take part in bond formation?
- What do you mean by hybridization
- Differentiate between sigma and pi bond

Homework/ worksheets:

- Discuss the shape of the following molecules using the VSEPR model: $BeCl_2$, BCl_3 , $SiCl_4$
- What is meant by the term bond order? Calculate the bond order of N_2, O_2, O_2^+, O_2^-
- Explain sp3 hybridsation of methane ,and water molecule.

Reference: Textbook : Pradeep New course Chemistry

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan –2025-26

Teacher's Name: Ms: Vaishali Class :- 11 th

Subject: Fine Art Topic: Elements of art No. of Period-2

Subtopic:

- Elements of art

Specific objective:

To improve knowledge of different elements.

-

Methodology: Explanation method, Activity based teaching,

Activities: None

Board work: None

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan –2025-26

Teacher ’s Name: : Ms: Vaishali Class :- 11

- Subject: Fine Art Topic: 2D- Design No. of Period-2

Subtopic:

- 2D Design

Specific objective:

To improve composition skills and color bring awareness among the students about color combination.

-

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: clay work.

Board work: drawing

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan –2025-26

Teacher's Name: Mr: Vaishali Class :- 11th

Subject: Fine Art Topic: Abstract 2 No. of Period-2

Subtopic:

- Abstract 2

Specific objective:

Student will apply their abstract ideas in creative way on paper.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: colouring

Board work: drawing

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan –2025-26

Teacher's Name: Mr: Vaishali Class :- 11th

Subject: Fine Art Topic: Still life No. of Period-2

Subtopic:

- Still life

Specific objective:

Learners will be able to compose and color the picture.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: colouring

Board work: drawing

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan –2025-26

Teacher's Name: Ms.Vaishali Class :- 11th

Subject: Fine Art Topic: Animal study No. of Period-2

Subtopic:

Animal study

Specific objective:

To learn to create different images of different animals with help of elements like form and value.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: colouring

Board work: drawing

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan –2025-26

Teacher's Name: Ms.Vaishali Class :- 11th

Subject: Fine Art Topic: Illusion No. of Period-2

Subtopic:

Illusion

Specific objective:

To understand the usage of different shapes and collate them create beautiful images.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: colouring

Board work: drawing

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan –2025-26

Teacher's Name: : Ms: Vaishali Class :- 11

Subject: Fine Art Topic: Bird Study No. of Period-2

Subtopic:

- Bird Study

Specific objective:

To learn to create different images of different birds with help of elements like form and value.

-

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Craft

Board work: drawing

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan –2025-26

Teacher's Name: : Ms: Vaishali Class :-11

Subject: Fine Art Topic: Folk Art mandala No of Period-2

Subtopic:

- Mandala

Specific objective:

To get acquainted with folk arts and understand usage of lines and shapes in creative way.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: drawing and Colouring

Board work: drawing

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan –2025-26

Teacher's Name: : Ms: Vaishali Class :- 11

Subject: Fine Art Topic: Zen Art No. of Period-2

Subtopic:

- Zen art

Specific objective:

To learn to create different images of different birds with help of elements like form and value.

-

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Craft

Board work: drawing

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan –2025-26

Teacher's Name: : Ms: Vaishali Class :-11

Subject: Fine Art Topic: Composition No. of Period-2

Subtopic:

- Composition

Specific objective:

Learners will be able to apply elements and principle of Art and create design
To understand the usage of different shapes and collate them create beautiful images.

-

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: drawing and Colouring

Board work: drawing

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan –2025-26

Teacher's Name: : Ms: Vaishali Class :- 11 th

Subject: Fine Art Topic- Object 1 No. of Period-2

Subtopic:

- Object

Specific objective:

To develop observation skills and interpret it on the paper through visual observations.

-

Methodology: Explanation method, Activity based teaching,

Activities: Coloring

Board work: Drawing

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan –2025-26

Teacher ’s Name: : Ms: Vaishali Class :- 11

Subject: Fine Art Topic: Caricature 1 No. of Period-2

Subtopic:

- Caricature

Specific objective:

Student will understand to highlight the unique characteristics of a person by exaggerating them.

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Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: coloring.

Board work: drawing

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan –2025-26

Teacher's Name: : Ms: Vaishali Class :- 11 th

Subject: Fine Art Topic: Abstract painting No. of Period-2

Subtopic:

Abstract painting

Specific objective:

Student will apply their abstract ideas in creative way on paper.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Colouring

Board work: drawing

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan –2025-26

Teacher's Name: : Ms: Vaishali Class :- 11th

Subject: Fine Art Topic: Human face study No. of Period-2

Subtopic:

Human Face study

Specific objective:

To enable to understand human anatomy and structure of human body.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Painting.

Board work: drawing

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan –2025-26

Teacher's Name: : Ms: Vaishali Class 11th

Subject: Fine Art Topic: Symmetrical Balance No. of Period-2

Subtopic:

Symmetrical Balance

Specific objective:

Learners will be able to study to draw symmetrical way.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Colouring

Board work: drawing

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan –2025-26

Teacher's Name: : Ms: Vaishali Class :- 11 th

Subject: Fine Art Topic: Flower shading No. of Period-2

Subtopic:

- Flower shading

Specific objective:

To learn to create different images of different plants and flowers with help of elements like form and

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Colouring

Board work: drawing

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan –2025-26

Teacher's Name: : Ms: Vaishali Class :- 11

- Subject: Finel Art Topic: Caricature -2 No. of Period-2

Subtopic:

Caricature

Specific objective:

Student will understand to highlight the unique characteristics of a person by exaggerating them.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Candle carving.

Board work: drawing

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan –2025-26

Teacher's Name: : Ms: Vaishali Class :- 11

- Subject: Finel Art Topic: Object No. of Period-2

Subtopic:

Object

Specific objective:

To develop observation skills and interpret it on the paper through visual observations.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Candle carving.

Board work: drawing

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference:

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name – Minal Chaudhari

Grade - 11

Subject – Physics

Month- June

Topic – Chapter 1 Units and Measurements No. Periods - 8

Sub - topic:

Unit, System of units, SI system, Error analysis, Dimensions, Use of dimensional analysis, limitations of dimensional analysis

Specific objectives:

- To develop knowledge about different types of units and system of units.
- To develop understanding about error analysis and dimensional analysis.
- To apply the knowledge acquired in different problems.
- To make students understand the meaning of significant figures.
- To make students understand the significant figures
- To make students understand to perform operations with regards to significant figures

Methodology:

Explanation method

Demonstration Methode

Class room discussion

Activities: Group activity

- Discussion on significant figures.
- Counting of significant figures.
- Rules for significant figures.
- Performing mathematical operations with regards to significant figures

Board work: Solving problems

Learning outcomes:

- Students will be able to define fundamental quantities and derived quantities and their units.
- Students will be able to use direct methods for measurement of fundamental quantities.
- Students will be able to understand the use of measuring instruments viz. Vernier callipers, screw gauge, spherometre.

Application:

Students will able to find out errors while measuring dimensions of different objects.

ICT Integration / Art Integration : Power Point Presentation , measuring instruments.

Class assessment/ Recapitulation:

- What is unit?
- What is SI system?
- Give examples of fundamental and derive quantities.
- What are significant figures?
-

Homework/ worksheets:

1. Define Significant figures.
2. State the number of significant figures in the following

(a) 5360 m (b) 5200 m (c) 35.000 m (d) 0.0007 m (e) 20 x 10^3 m

3. A bee of mass 0.000096 kg sits on a flower of mass 0.0123 kg. Find the total mass in appropriate significant figures.

4. Subtract 98.767 from 172 .4 k giving the result in appropriate significant figures. 5. Each side of cube is measured to be 7.2.3 m. Find the volume of the cube up to appropriate significant figures.

Reference: Textbook , S L Arora

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name – Minal Chaudhari

Grade- 11

Subject – Physics **Month- JULY**

Topic – Chapter 2 Motion in straight line **No. Periods - 10**

Sub - topic:

Instantaneous speed, average speed, instantaneous acceleration, average acceleration, uniform acceleration, s-t, v-t, a-t graphs, equations of method using graph and calculus method, free fall, relative velocity.

Specific objectives:

- To acquire the knowledge of distance ,displacement, speed, velocity instantaneous speed and instantaneous velocity and different types of motion by drawing S-t graph
- To understand the nature of the motion of the body from the shape of the graph
- To develop skill in drawing graph for different kinds of motion, deriving kinematic equations using graph method, calculus method · To differentiate different kinds of motion
- To determine instantaneous speed/velocity by using these graphs · To apply the knowledge of these graphs for calculating acceleration due to gravity.

Methodology:

- Enquiry
- Explanation method
- Demonstration Methode
- Class room discussion

Activities: Group activity

● To observe/study the motion of a freely falling body using ticker-tape timer and hence giving the idea of calculating acceleration due to gravity.

Board work: Solving problems, plotting graphs

Learning outcomes:

- The pupil can define speed, velocity and other parameters · The pupils are enable to draw ‘ S-t ‘ graph
- The pupils are enable to give the definitions of physical terms ·
- The pupils are enable to identify different kinds of motions like uniform motion and un-uniform motion.
- The pupils are enable to determine instantaneous values of speed or velocity.
- The pupils are enable to analyze types of motion with the help of graphs.
- The pupils can derive kinematic equations using velocity- time graph

Application:

- Students will be able to draw S-t graphs in different cases ·
- Students will be ableto find slope of the graph
- Students will be able to find instantaneous velocity
- Students will be able to derive kinematic equations using V-T graph and calculus method.

ICT Integration / Art Integration :

Power Point Presentation , measuring instruments, Graph paper

Class assessment/ Recapitulation:

- By asking questions in different cases while drawing s-t graph · Deriving kinematic equations using V-T graph
- Deriving kinematic equations using calculus
- Giving project work ‘ticker-tape timer’ and to ask to them to study different types of motion.

Homework/ worksheets:

1 Define speed ,velocity and average speed

2 Derive kinematic equations using V-T graph
3 Derive kinematic equations using calculus
4 What does the slope of ‘S-t’ graph represent?
5 Draw the S-t graph for a body moving with constant negative acceleration · Identify the nature of motion of body whose s-t graph is given below.

Reference: Textbook , S L Arora

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-2026)

Teacher’s Name – Minal Chaudhari

Grade - 11

Subject – Physics

Month- July

Topic – Chapter 3 MOTION IN PLANE **No. Periods - 10**

Sub – topic

Scalar and vector quantities; position and displacement vectors, general vectors and their notations; equality of vectors, multiplication of vectors by a real number; addition and subtraction of vectors, Unit vector; resolution of a vector in a plane, rectangular components, Scalar and Vector product of vectors. Motion in a plane, cases of uniform velocity and uniform acceleration projectile motion, uniform circular motion.

Specific objectives:

- To make students understand the meaning resolution.
- To make students understand the resolution of a vector.
- To make students understand to perform resolution of a vector in two dimensions.
- To know the definition of a projectile and to use concepts of force and inertia to explain the manner in which gravity affects a projectile.
- To be able to describe the horizontal and vertical components of the velocity of a projectile.

Methodology:

Explanation method

Demonstration Methode

Class room discussion

Activities: Group activity

- To study the variation in range of a projectile with angle of projection.

Board work: Solving problems

Learning outcomes:

- The student should be able to definition of a projectile and to use concepts of force and inertia to explain the manner in which gravity affects a projectile.
- The student should be able to be able to describe the horizontal and vertical components of the velocity of a projectile.
- Students should relate between scalar and vector quantities.

Application:

- Students will able to relate their knowledge of projectile motion with daily life experience like throwing a Basketball in the Basket, Javelin Throw, Water Escaping Hose etc.

ICT Integration / Art Integration: Green Board, Power Point Presentation, measuring instruments.

Class assessment/ Recapitulation:

- What is meant by a projectile?
- What is the path of a projectile? Support your answer with a mathematical proof.
- Define Time of flight, Height and Range of a projectile.
- Define centrifugal acceleration.

Homework/ worksheets:

- NCERT exercise discussed in the class is given as the home task.
- Assignment worksheets are given at the end of the chapter.

Reference: Textbook , S L Arora

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name – Minal Chaudhari

Grade - 11 **Subject – Physics**

Month - August

Topic – Chapter 5 Laws Of motion **No. Periods - 12**

Sub - topic:

Intuitive concept of force, Inertia, Newton's first law of motion; momentum and Newton's second law of motion; impulse; Newton's third law of motion.

Law of conservation of linear momentum and its applications.
Equilibrium of concurrent forces, Static and kinetic friction, laws of friction, rolling friction, lubrication, Dynamics of uniform circular motion: Centripetal force, examples of circular motion (vehicle on a level circular road, vehicle on a banked road).

Specific objectives:

- To make the student aware of Dynamics of circular which solves many problems in our society.

Methodology:

Explanation Method

Demonstration Method

Class room discussion

Activities: Group activity

- To study the relationship between force of limiting friction and normal reaction and to find the co- efficient of friction between a block and a horizontal surface.
- To find the downward force, along an inclined plane, acting on a roller due to gravitational pull of the earth and study its relationship with the angle of inclination θ by plotting graph between force and Sinθ.
- To measure the force of limiting friction for rolling of a roller on a horizontal plane.

Board work: Solving problems

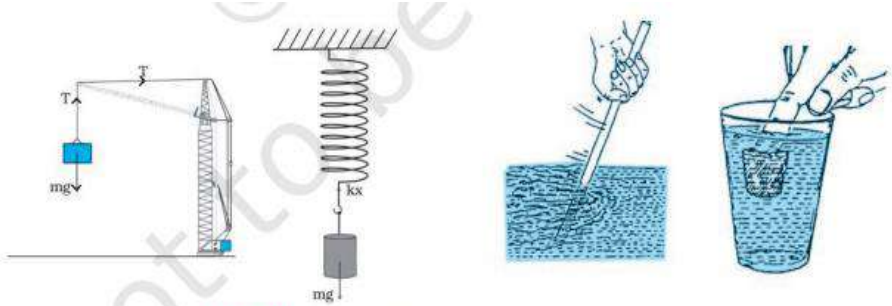


Fig. 4.9 Some examples of contact forces in mechanics.

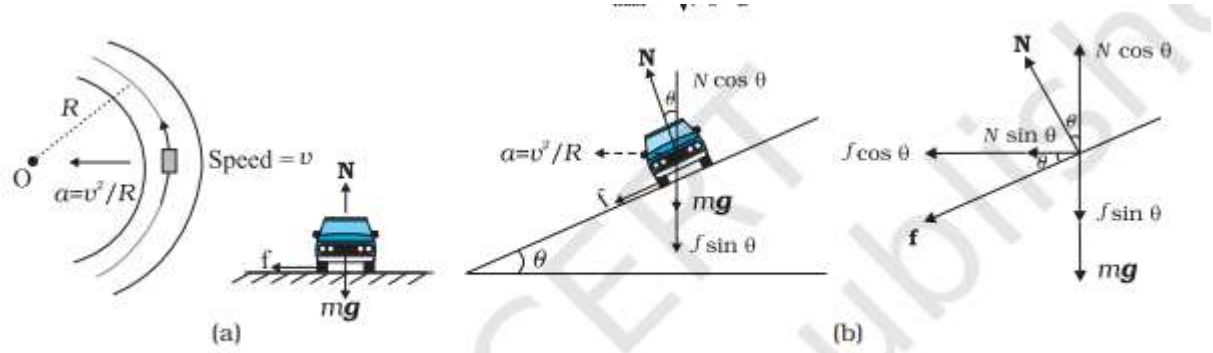


Fig. 4.14 Circular motion of a car on (a) a level road, (b) a banked road.

Learning outcomes:

- Students will understand the centripetal force and centrifugal force .
- Students will understand friction, types of friction and coefficient of frictio.
- Students will understand the importance of banking of road in day to day life.
- Students will understand the calculation of banking of road.
- Student will be able to apply the concept of friction, coefficient of friction in day to day life.
- Student will be able to apply concept of braking distance while driving.

Application :

Student will be able to

- Apply the concept of friction, coefficient of friction in day to day life.
- Understand the importance of banking of road.
- calculate angle of banking in case of banking of road.

ICT Integration / Art Integration : Inclined plane, toy car, Power Point Presentation , measuring instruments.

Class assessment/ Recapitulation:

- Teacher will ask questions on centripetal force and centrifugal force, friction and its types of friction, coefficient of friction

Homework/ worksheets:

1. What do you mean by banking of road? determine the angle of banking so as to minimize the wear and tear of the tyres of a car negotiating a banked curve.
2. A cyclist speeding at 818 km/hr on a level road takes a sharp circular turn of radius 3 m without reducing the speed of and without bending towards the center of the circular path coefficient of static friction between the tires and the road is 0.1 will the cyclist sleep while taking the turn?
3. A train has to negotiate a curve of 400 m. by how much should the outer rail be raised with respect to the inner rail for a speed of 48 km/hr ? The distance between the rail is 1 m.

Reference: Textbook , S L Arora

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Minal Chaudhari

Grade - 11

Subject – Physics Month - August

Topic – Chapter 6 : Work, Energy and Power No. Periods - 12

Sub - topic:

Work done by a constant force and a variable force; kinetic energy, work-energy theorem, power.Notion of potential energy, potential energy of a spring, conservative forces;
conservation of mechanical energy non conservative forces; motion in a vertical circle, elastic and inelastic collisions in one and two dimensions.

Specific objectives:

- The Objective of this chapter is to clear the concept Work, Energy and Power and its application in our daily life which helps us to approach and to solve the Problem technically.
- Understand the concept of Scalar Product, Work Done By Constant Force And Variable Force
- Understand concept of kinetic energy ,work energy theorem and power. ● State the work energy theorem.
- Understand the concept potential energy. Understand the concept of conservative and non-conservative forces

Methodology:

Explanation method

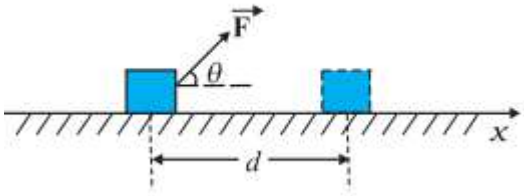
Demonstration Methode

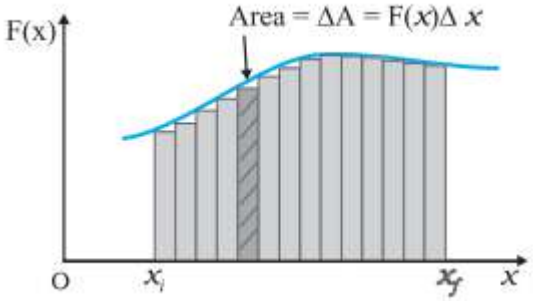
Class room discussion

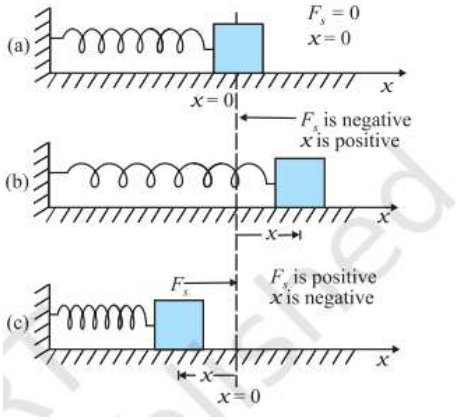
Activities:

- To find the force constant of a helical spring by plotting a graph between load and extension
- To study the conservation of energy of a ball rolling down on an inclined plane (using a double inclined plane).
- To study dissipation of energy of a simple pendulum by plotting a graph between square of amplitude and time.

Board work: Solving problems







Learning outcomes:

- Learners will be able to understand the Basic concept of work done along with its mathematical analysis and classification of work.
- Learners will be able to understand the Concept of mechanical energy, different forms energy and its conservation with necessary mathematical analysis.
- Students will learn
  - The concept Work done by a constant force and variable force
  - The application of law of conservation of energy.
  - To differentiate between elastic and inelastic collision.
  - Different types of work done.

Application :

- Student will be able to apply the concept of kinetic energy and potential energy in day to day life.
- Student will be able to differentiate between banking of road and level road.
- Apply the concept of conservative and non-conservative force in terms of smart working and hard working.
- Student will understand the importance of direction for proper output in working.
- Apply the concept of work energy theorem in routine that whatever amount of energy we have accordingly we do the work by using the concept of potential energy we can increases the efficiency of work done

ICT Integration / Art Integration : Wooden block, spring, PPT

Class assessment/ Recapitulation:

1. What do you mean by work done by a force?

2. State the factors on which the work done by a force depends.

3. What should be the angle between the directions of force and displacement for maximum and minimum work?

4. Give one such example in which the work done by the force acting upon a body is zero, although due to the applied force the body is displaced from its initial position.

5. State the conditions under which a force does no work.

Homework/ worksheets:

1. State work-energy theorem. Prove it for a variable force.
2. Define potential energy and conservative force. Write two relations between them.
3. By what factor the velocity of a body should be increased so that its kinetic energy is increased by factor of nine? Justify your answer.
4. Two bodies A and B weighing 5 kg and 6 kg respectively have equal momenta. Which one has more kinetic energy?
5. Define kinetic energy. Give its units and dimensional formula.
6. Define potential energy. Give its units and dimensional formula.
7. What is a conservative force? Explain its various properties.
8. What are conservative forces? Show that gravita- tional force is a conservative force.

Reference: Textbook , S L Arora

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name – Minal Chaudhari

Grade - 11

Subject – Physics **Month- September**

Topic – Chapter 5 Systems of particle **No. Periods - 10**

Sub - topics:

1.vector product
2.centre of mass
3.motion of centre of mass
4.linear momentum of a system of particles
6.torque / moment of force
5.angula momentum and torque
7.equilibrium of rigid body
8.centre of gravity
9.moment of inertia
10.couple

Specific objectives:

- To make the student Understand concept of rotational motion and relate the law of motion in translational motion with rotational motion.
- Student should apply concept like conservation of angular momentum , torque, couple in daily life situations.
- To define the angle of a complete rotation as 2π radians,
- convert between degrees and radians,
- define angular speed ω as the rate of change of angular displacement $\Delta\theta/\Delta t$,
- define angular acceleration as the rate of change of angular speed $\alpha=\Delta\omega/\Delta t$,
- apply the kinematic equations of rotational motion $\omega=\omega+\alpha t$□,$\theta=\omega t$+12αt□□,and $\omega=\omega$+2$\alpha\theta$□□□.

Methodology:

Explanation method

Demonstration Method

Class room discussion

Discussion Method

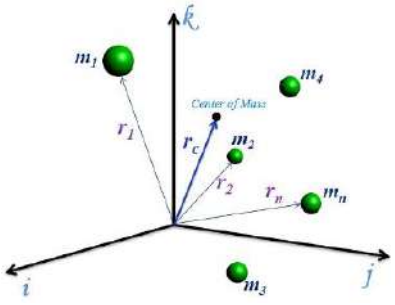
Activities:

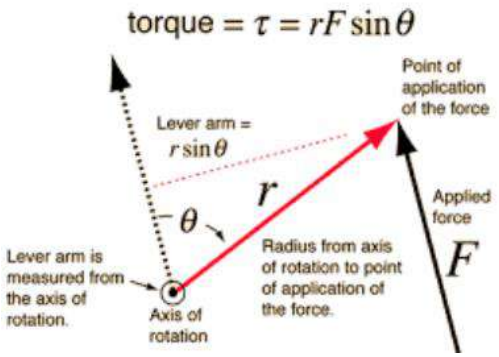
- Demonstrate an activity to explain the concept of mechanical advantage.
- Demonstrate an activity to explain the concept of centre of gravity.
- Demonstrate an activity to understand law of conservation of angular momentum.

1. Sit on the chair/stool having wheels and hold the weights in the hands
2. Stretch the hands so that the weights are at a farthest position from the body.
3. Give yourself a rotation by pushing the ground.
4. Now slowly bring the weights closer to the body.
5. Observe - what happens to the speed of rotation of the chair as the weights are brought closer?

Board work:

Centre of mass





Learning outcomes:

Students will be able to:

- Define rotational motion.
- Define center of mass of a rigid body and discuss its significance.
- Derive formulae to depict motion of center of mass.
- Differentiate between center of mass and center of gravity.
- Write an expression for the linear momentum of a system of particles.
- Understand vector product.
- Apply vector product to define and calculate angular momentum and torque.
- Differentiate between angular momentum and torque.

.

Application :

- Student will be able to apply the concept of friction, coefficient of friction in day to day life.
- Student will be able to differentiate between banking of road and level road.
- Student will be able to calculate angle of banking in case of banking of road.

ICT Integration / Art Integration: power point presentation, uniform thin rod, metal disc, measuring scale, slotted weights.

Class assessment/ Recapitulation:

1. Define centre of mass of a system.
2. On what factors, does the position of centre of mass of a rigid body depend?
3. Where does the centre of mass of uniform triangular lamina lie?
4. Where does the centre of mass of a cone lie?
5. What is an isolated system? What will be the nature of motion of centre of mass of isolated system?
6. Where does the centre of mass of a two particle system lie, if one particle is more massive than the other?

Homework/ worksheets:

NCERT exercise discussed in the class is given as the home task.
Assignment worksheets are given at the end of the chapter.

1. Define the rigid body and give any 4 examples.
2. What do you mean by center of mass of the body
3. For two body system state and explains the coordinates and the position vector of the center of the mass of the body.
4. Derive the formula for mechanical advantage by applying concept of equilibrium of forces.
5. Define moment of inertia.
6. Calculate moment of inertia for various rigid bodies by applying theorem of parallel and perpendicular axes.
7. State and prove law of conservation of angular momentum.
8. Derive expression for rotational kinetic energy of a rigid body.
9. Explain rolling motion for a rigid body.

Reference: Textbook , S L Arora

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name – Minal Chaudhari

Grade - 11

Subject – Physics **Month- September**

Topic – Chapter 8 Gravitation **No. Periods - 10**

Sub - topics:

Kepler's laws of planetary motion, universal law of gravitation. Acceleration due to gravity and its variation with altitude and depth. Gravitational potential energy and gravitational potential, escape speed, orbital velocity of a satellite.

Specific objectives:

To make the learners to understand the concept of gravitational force and gravity with laws of planetary motion and detailed mathematical analysis of acceleration due to gravity above and below the surface of earth.

Methodology:

Explanation method

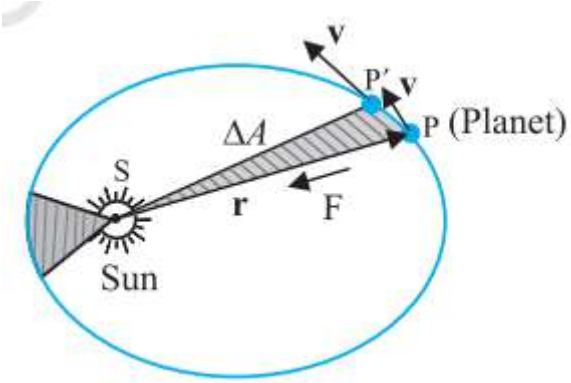
Demonstration Method

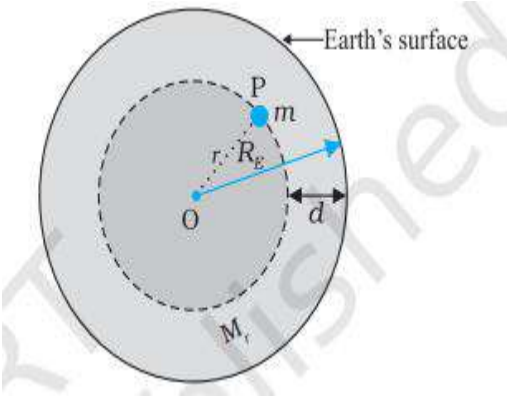
Class room discussion

Activities: Group activity

- To determine the mass of two different objects using a beam balance.
- Discussion on variation of acceleration due to gravity
- To draw parabolic path using thread and soft board pins.

Board work: Solving problems





Learning outcomes:

- Learners will be able to understand Concept of gravitational force between two bodies and its conservative nature.
- Learners will be able to understand the Concept of variation of acceleration due to gravity with height and depth.
- Learners will be able to differentiate between escape and orbital velocity.
- Learners will be able to understand the stages of launching of satellite .

Application :

1. They can apply their knowledge to roughly calculate distance of planets from sun by their time of revolution.
2. The students can tell the approximate value of gravitational acceleration at any point of earth by its latitude.

ICT Integration / Art Integration : Power Point Presentation , measuring instruments.

Class assessment/ Recapitulation:

1. State Newtons law of gravitation?

2. When an object moves under the influence of gravitational force of another object, which quantities are conserved?

5. State Kepler's laws of planetary motion.
6. Define gravitational potential energy
7. Define escape speed.
8. What is the reason of weightlessness in satellites.

Homework/ worksheets:

1. Derive an expression for the escape speed of an object from the surface of planet. Does it depend on location from where it is projected?
2. Write the differences between
   a. Gravitational force and gravity
   b. Escape and orbital velocity
   c. Geostationary and polar satellites

3. How much above the surface of earth does the acceleration due to gravity reduces by 36% of its value on the surface of earth. Radius of earth = 6400 km

4. What is gravitational potential energy ? Show that at height h the total energy = - GMm / 2(R+h)

5. What do you mean by escape velocity ? Find an expression of it for any body on earths surface.

6. What is a satellite? Obtain an expression for the orbital velocity of a satellite in a circular orbit at height h above earths surface. Show that the orbital velocity of a satellite is independent of its mass.

7. A person sitting in artificial satellite revolving around the earth feels Weightlessness. Explain why?

Reference: Textbook , S L Arora

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name – Minal Chaudhari

Grade - 11

Subject – Physics

Month - Octob

Topic – Chapter 8 Mechanical Properties of Solids

No. Periods -10

Sub - topic:

Elasticity, Stress-strain relationship, Hooke's law, Young's modulus, bulk modulus, shear modulus of rigidity (qualitative idea only), Poisson's ratio; elastic energy.

Specific objectives:

- To make the students know about ELASTICITY
- To make the learners understand the concept of elasticity and rigidity of a body with stress strain analysis and applying it to solve real life problems.
- 3. To define basic terms stress, strain and their types.
- 4. To find Youngs modulus and Bulk modulus
- 5. To apply the stress versus strain relation in various day to day situations

Methodology:

Explanation method

Demonstration Methode

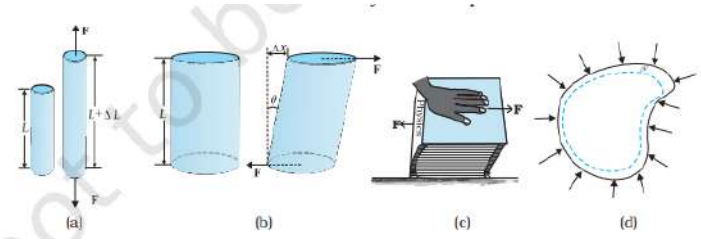
Class room discussion

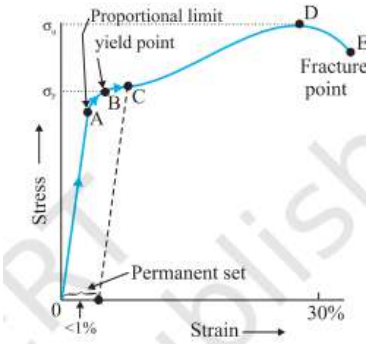
Activities: Group activity

1. To determine Young's modulus of elasticity of the material of a given wire.

Board work:

Solving problems





Learning outcomes:

- Learners will be able to understand Practicality of different types of Elastic modull and Relation between stress and strain.

Application :

tudent will understand practical application of elastic properties of solids in day to day life like onstruction of bridges, beams, columns, and pillars

ICT Integration / Art Integration : Inclined plane, Power Point Presentation , measuring instruments.

Class assessment/ Recapitulation:

- Teacher will ask questions on centripetal force and centrifugal force, friction and its types of friction, coefficient of friction

Homework/ worksheets:

1 When is a body said to be perfectly elastic? Give an example for perfectly elastic body and perfectly plastic body.
2 State and explain longitudinal stress (Tensile stress and Compressive stress).
3 State and explain longitudinal strain (Tensile strain or Linear strain).
4 State and explain volume stress / hydraulic stress
5 State and explain Hooke's law.
6 Read the 'allowing two statements below carefully and state, with reasons, if it is true or false.
(a) The Young's modulus of rubber is greater than that of steel;
(b) The stretching of a coil is determined by its shear modulus.
7 Four identical hollow cylindrical columns of mild steel support a big structure of mass 50,000 kg. The inner and outer radii of each column are 30 cm and 60 cm respectively. Assuming the load distribution to be uniform, calculate the compressional strain of each column. Young's modulus, Y = 2.0 x 10^{11} Pa.

Reference: Textbook , S L Arora

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Minal Chaudhari

Grade - 11

Subject – Physics **Month- October**

Topic – Chapter 10 MECHANICAL PROPERTIES OF FLUIDS **No. Periods - 10**

Sub - topics:

Pressure due to a fluid column; Pascal's law and its applications (hydraulic lift and hydraulic brakes), effect of gravity on fluid pressure. Viscosity, Stokes' law, terminal velocity, streamline and turbulent flow, critical velocity, Bernoulli's theorem and its simple applications. Surface energy and surface tension, angle of contact, excess of pressure across a curved surface, application of surface tension ideas to drops, bubbles and capillary rise.

Specific objectives:

To make the learners to understand the concept of Fluid dynamics and its application for our daily life.(Viscosity, types of flows, capillarity and its applications)

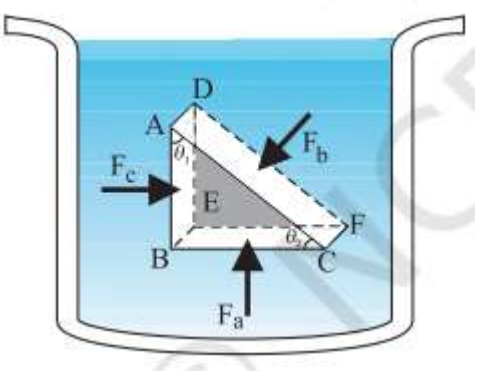
Methodology:

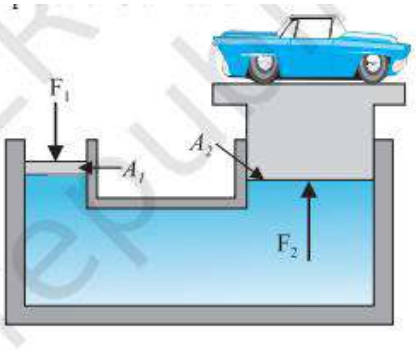
- Explanation method
- Demonstration Method
- Class room discussion

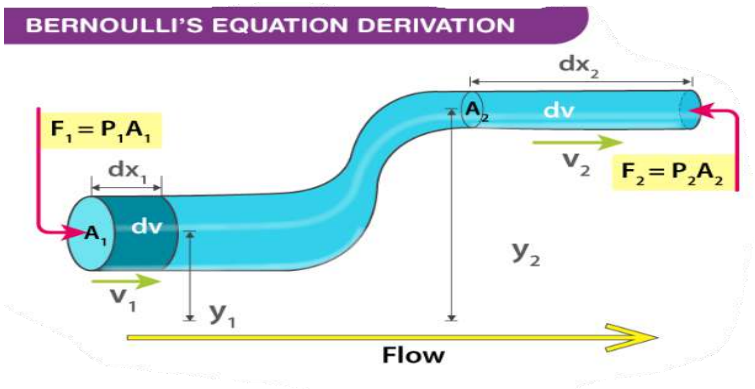
Activities: Group activity

- To determine the surface tension of water by capillary rise method. (14)To determine the coefficient of viscosity of a given viscous liquid by measuring the terminal velocity of a given spherical lbody
- To study the variation in volume with pressure for a sample of air at constant temperature by plotting graphs between P and V, and between P and 1/V.

Board work: Solving problems







Learning outcomes:

- Learners will be able to understand
- Practicality of Fluid dynamics in real life (Pascal's Law,
- Bernoulli's theorem, Magnus Effect)
- Learners will be able to understand
- Concept of surface Tension

Application :

Student will be able to apply the concept Surface energy and relate it with a daily life like Common Applications of Fluids in

- Hydroelectric Power Plant
- Hydraulic machines
- Dynamic lift of aeroplane Helicopter

ICT Integration / Art Integration : Spray pump, Water bottle with holes in it Power Point Presentation

Class assessment/ Recapitulation:

1. Define the term fluid.
2. What is the modulus of rigidity of a fluid ?
3. Is thrust a scalar or vector quantity?
4. State Pascal's law.
5. State the principle of working of hydraulic press.
6. Name two practical applications of Pascal's law.
7. What is atmospheric pressure?

Homework/ worksheets:

1 Derive expression of surface tension using the concept of capillary rise.
2 State Poiseuille's formula. Deduce it on the basis of dimensional considerations.
3 State Stokes' Law. Given the numerical constant in Stokes' law as 67, obtain this law from the definition of viscosity.
4 Explain how does a body attain a terminal velocity when it is dropped from rest in a viscous medium.

5 State Stokes' law. Derive an expression for the terminal velocity of a sphere falling through a viscous fluid.
6 Mention one similarity and one dissimilarity between frictional force and viscous force.
7 Give an example for a force proportional to velocity. Prove that terminal velocity of a solid object moving in viscous medium is directly proportional to its size and inversely proportional to the viscosity of the medium.
8 Distinguish between streamline and turbulent flows.

Reference: NCERT Textbook , S L Arora

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name – Minal Chaudhari
Grade - 11

Subject – Physics **Month - October**

Topic – 10 Thermal Properties of Matter **No. Periods - 8**

Sub - topics:
Heat, temperature, thermal expansion; thermal expansion of solids, liquids and gases, anomalous expansion of water; specific heat capacity; Cp, Cv - calorimetry; change of state - latent heat capacity. Heat transfer-conduction, convection and radiation, thermal conductivity, qualitative ideas of Blackbody radiation, Wein's displacement Law, Stefan's law .

Specific objectives:

Students will be able to

- Relate the change in temperature of a long, thin, solid object to the linear thermal expansion of the object using the equation $\Delta L=\alpha L\Delta T$,where α is the coefficient of linear thermal expansion.
- Relate the change in temperature of a solid object to the volumetric thermal expansion of the object using the equation $\Delta V=\beta V\Delta T$,where β is the coefficient of volumetric thermal expansion.
- Describe qualitatively how interactions between particles in water affect the variation in density of water between a temperature of 0∘C and 4∘C.

Methodology:

Explanation method

Demonstration Methode

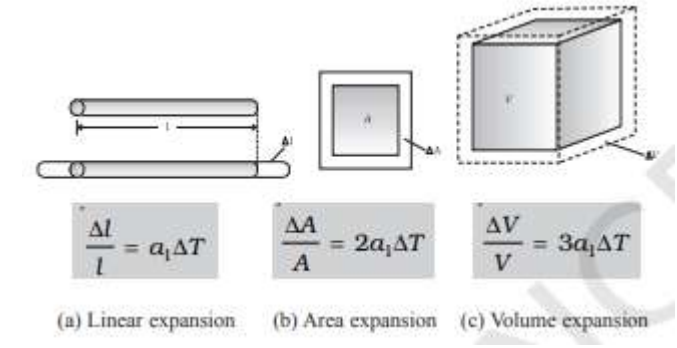
Class room discussion

Activities: Group activity

1. To study the relationship between the temperature of a hot body and time by plotting a cooling curve.
2. To determine specific heat capacity of a given solid by method of mixtures.
3. To observe change of state and plot a cooling curve for molten wax.

4. To observe and explain the effect of heating on a bi-metallic strip
5. To note the change in level of liquid in a container on heating and interpret the observations.

Board work: Solving problems



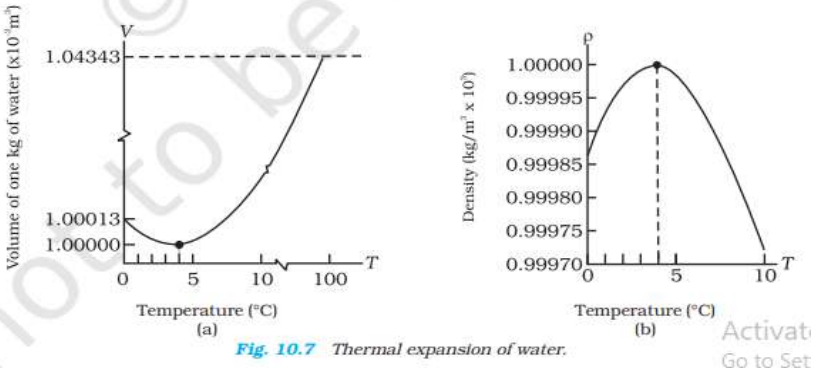


Fig. 10.7 Thermal expansion of water.

Learning outcomes:

- Learners will be able to understand the basic concept of heat and temperature and its application in day to day life.
- Learners will be able to understand the effect of heat on a body change of state.
- Learners will be able to understand the Newtons law of cooling.

Application :

- They can apply their knowledge to observe the effect of heat in their day to day life.
- The students can differentiate various types of energy and heat.

ICT Integration / Art Integration : Power Point Presentation, Bi-metallic strip, Wax, Calorimeter

Class assessment/ Recapitulation:

1 What is heat ?
2 What is temperature?
3 Give various examples of heat and its effect.
4 The differences between heat and temperature.
5 Several examples of effect of heat.

Homework/ worksheets:

1. Write difference between heat and temperature.
2. Write different types of scales of temperature and write relation between them.
3. Define specific heat capacity and give its expression
4. Explain anomalous behaviour of water using graph.

Reference: Textbook , S L Arora

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name – Minal Chaudhari

Subject – Physics

Month- January

Topic – Chapter 10 : Thermodynamics No. Periods -10

Sub - topics:

Thermal equilibrium and definition of temperature, zeroth law of thermodynamics, heat, work and internal energy. First law of thermodynamics, Second law of thermodynamics: gaseous state of matter, change of condition of gaseous state -isothermal, adiabatic, reversible, irreversible, and cyclic processes.

Specific objectives:

- To make the learners to understand the concept of Thermodynamics and its different laws along with the concept of engine and refrigerator with different law and process of thermodynamics.

Methodology:

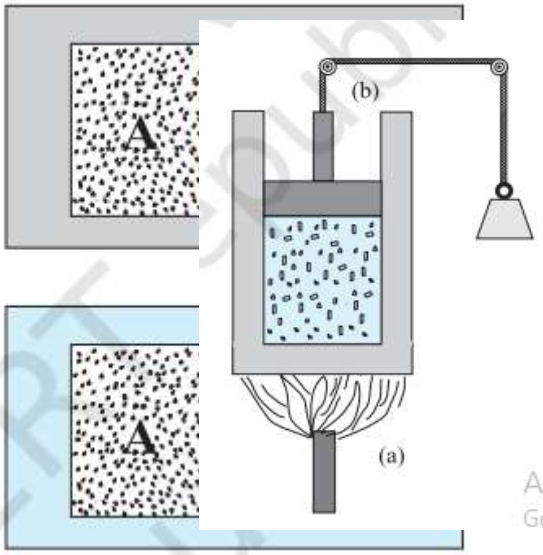
Explanation method

Demonstration Methode

Class room discussion

Activities:

Board work: Solving problems



Learning outcomes:

- Learners will be able to understand the Concept of Heat, work and Internal energy of the system.
- Learners will be able to understand the Principle of Heat Engine and Refrigerator.

Application :

- Heating and cooling systems in our homes and other buildings, engines that power our motor vehicles, even the design of buildings and vehicles, all incorporate information from thermodynamics to make them perform well.
- Heat Engines, Heat Pumps, and Refrigerators.
- How does a car engine operates?
- Real life application of second law of thermodynamics.
  The first law of thermodynamics is the application of conservation of energy principle to heat and thermodynamic processes.

ICT Integration / Art Integration : Power Point Presentation

Class assessment/ Recapitulation:

Homework/ worksheets:

Reference: NCERT Textbook , S L Arora

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name – Minal Chaudhari

Grade - 11

Subject – Physics **Month- February**

Topic – Chapter 12 - Kinetic Theory **No. Periods - 10**

Sub - topics:

Equation of state of a perfect gas, work done in compressing a gas. Kinetic theory of gases - assumptions, concept of pressure. Kinetic interpretation of temperature; rms speed of gas molecules; degrees of freedom, law of equi-partition of energy (statement only) and application to specific heat capacities of gases; concept of mean free path, Avogadro's number

Specific objectives:

To make the learners to understand the concept of Motion of gaseous particles along with mathematical analysis of pressure exerted by a gas and K.E of a gaseous particles.

Also students will :

1. Know about the hypothesis of kinetic theory of gas.
2. Describe the pressure exerted by a gas and different gas law.
3. Define the related root mean square velocity , degree of freedom.
4. Explain the equipartition law of energy.
5. Distinguish in the average velocity and root mean square velocity.
6. Identify the specific heat of solids and water .
7. Give examples of degree of freedom of mono atomic and diatomic ,polynomic gas.

Methodology:

Explanation method

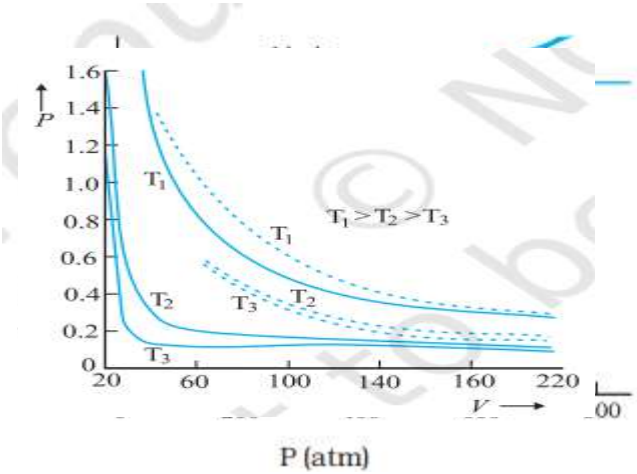
Demonstration Methode

Class room discussion

Activities: Group activity

To study the variation in volume with pressure for a sample of air at constant temperature by plotting graphs between P and V, and between P and 1/V.

Board work: Solving problems



P (atm)

Learning outcomes:

Learners will be able to understand theof Pressure exerted by a gas on the walls of the container.
Learners will be able to understand the Concept and relation between different specific heat capacities.

Application :

- Student will be able to apply the concept of friction, coefficient of friction in day to day life.
- Student will be able to differentiate between banking of road and level road.
- Student will be able to calculate angle of banking in case of banking of road.

ICT Integration / Art Integration :

PPT and Interactive Board Power Point Presentation

Class assessment/ Recapitulation:

1. What is the degree of freedom?
2. What is theabsolute zero temperature?
3. What is the equipartitation of energy?

Homework/ worksheets:

1. Write any four fundamental postulates of the kinetic theory of an ideal gas.
2. What is an ideal gas? Why do the real gases show deviation from ideal behavior..
3. Draw P-V curves showing deviations from ideal behavior for a given mass of a gas for two different temperatures.
4. On the basis of kinetic theory of gases, explain how does a gas exert pressure.
5. Show that the pressure exerted by a gas is two- thirds of the average kinetic energy per unit volume of the gas molecules.
6. Derive the relation between pressure and mean kinetic energy of a gas.
7. Calculate the total random kinetic energy for one mole of a gas at constant volume.

Reference: Textbook , S L Arora

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name – Minal Chaudhari

Grade - 11

Subject – Physics **Month-** November

Topic – 13 – Oscillations **No. Periods - 14**

Sub - topics:

Periodic motion - time period, frequency, displacement as a function of time, periodic functions and their applications. Simple harmonic motion (S.H.M) and its equations of motion; phase; oscillations of a loaded spring- restoring force and force constant; energy in S.H.M. Kinetic and potential energies; simple pendulum derivation of expression for its time period.

Specific objectives:

- At the end of the lesson the students will be able to understand the concept of SHM along with its different application and mathematical analysis and also to learn basics of oscillations and its types.
- Students are able to know about

1. Periodic Motion.
2. Oscillations.
3. Simple harmonic motion and its formulae.
4. Examples of SHM.
5. Concept of resonance oscillations.

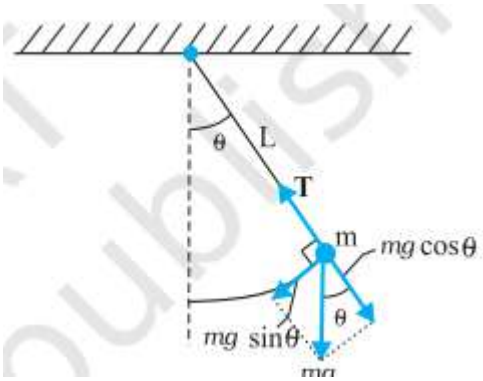
Methodology:

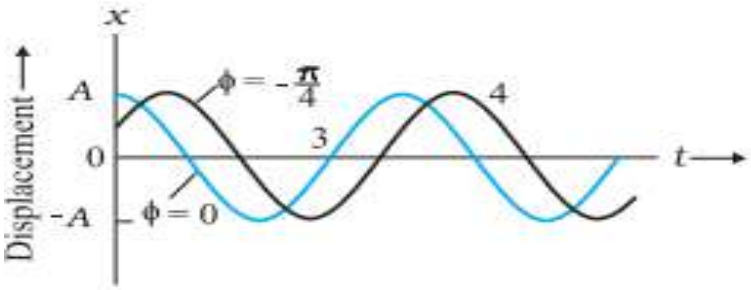
- Lecture cum demonstration.
- Lecture cum Interaction through PPT and videos in smart class room

Activities: Group activity

- Using a simple pendulum plot L-T and L-T2 graphs. Hence find the effective length of second's pendulum using appropriate length values.

Board work: Solving problems





Learning outcomes:

- Learners will be able to understand the basic concept of generation of waves along with its classification and mathematical analysis and SHM.
- Learners will be able to understand the concept of different forms of energy possessed by a body executing SHM with its mathematical analysis.
- Learners will be able to understand the concept of resonance, free oscillations the concept of SHM.

Application :

- They can apply their knowledge to identify the simple harmonic motion.
- The students can differentiate various types of oscillations.
- The students can solve various numerical problems of SHM.

ICT Integration / Art Integration : Simple pendulum, spring, charts and graphs, PowerPoint presentation, videos

Class assessment/ Recapitulation:

1. What is meant by motion?
2. What are the types of motion?
3. Give various examples of motion.
4. What are harmonic functions?
5. What is the time period of earth to complete one revolution around sun?
6. The differences between free, forced and resonance oscillations.
7. Why march past is avoid when passing through a bridge by soldiers

Homework/ worksheets:

NCERT exercise discussed in the class is given as the home task.
Assignment worksheets are given at the end of the chapter.

1. Briefly explain about Simple harmonic motion.
2. Write the differences between
   a. Oscillationand and vibration.
   b. Damped oscillations and undamped oscillations.
   c. Forced and free oscillations.
3. Give examples of SHM in daily life.

Reference:

NCERT TEXT BOOK,

Physics by S.L.Arora

PRADEEP Publications,

Modern's ABC publications,

COMPREHENSIVE PUBLICATIONS

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name – Minal Chaudhari

Grade - 11

Subject – Physics **Month- December**

Topic – Chapter 14 Waves **No. Periods - 14**

Sub - topics:

Transverse and longitudinal waves, speed of travelling wave, displacement relation for a progressive wave, principle of superposition of waves, reflection of waves, standing waves in strings and organ pipes, fundamental mode and harmonics, Beats.

Specific objectives:

- Strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.
- Expose the learners to different processes used in Physics-related industrial and technological applications.
- Develop process-skills and experimental, observational, manipulative, decision making and investigatory skills in the learners.
- Promote problem solving abilities and creative thinking in learners.
- Develop conceptual competence in the learners and make them realize and appreciate the interface of Physics with other disciplines.
- Knowledge of terms, laws, symbols, units, formulas, graphs and conventions of displacement of waves, and phase
- Understanding of concepts, derivations, inferences and phenomena of interference of waves and beats
- Application of knowledge of waves in relevant situations like Doppler Effect

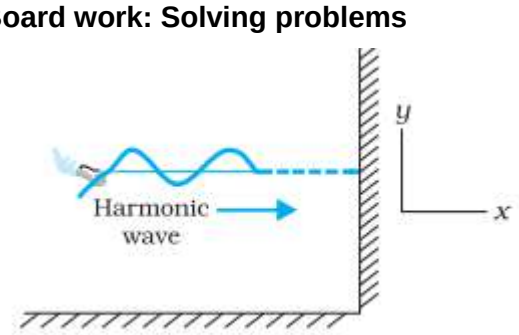
Methodology:

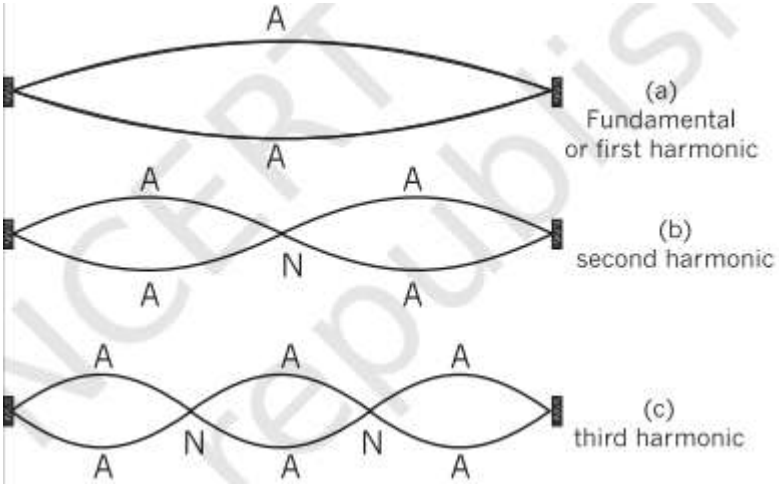
- Lecture cum demonstration.
- Lecture cum Interaction through PPT

Activities: Group activity

(i) To study the relation between frequency and length of a given wire under constant tension using sonometer.
(ii) To study the relation between the length of a given wire and tension for constant frequency using sonometer.
(iii) To find the speed of sound in air at room temperature using a resonance tube by two resonance positions.

Board work: Solving problems





Learning outcomes:

- Learners will be able to understand the Mathematical analysis of waves along its basic parameters (Amplitude , Frequency and Phase)
- Learners will be able to understand the concept of reflection of waves along with concept of harmonics.
- Learners will be able to understand the practicality in variation in frequency of sound due to relative motion between source and observer (Doppler's Effect)

Application :

Students will understand application of waves according to their properties like,

- Focused sound waves can be used to clean your teeth, to break up a cloudy film called a cataract that can cover the lens of your eye, and even to break up gallstones and kidney stones. In addition to use of ultrasound, scientists are learning more about how to use sound in the medical field.
- The applications of the Doppler Effect include audio equipment, velocity profile measurement, radar, medical equipment, military, aerospace navigation, astronomy, and automobile speed measurement.

ICT Integration / Art Integration :

Black Board work, Charts, figures, Models, Simple pendulum, Resonance tube, sonometer. Tuning Fork

Class assessment/ Recapitulation:

1. Define the term wave motion.
2. What are mechanical waves ?
3. What do mechanical waves transfer: energy, matter, information or none ?
4. Which type of waves do not require a material medium for their propagation?
5. Give some common examples of electromagnetic waves.

6. What is the speed of electromagnetic waves in vacuum?
7. What are matter waves ?
8. Which type of elasticity a medium must possess for transverse wave motion to be possible?
9. Amongst solids, liquids and gases, in which type of media, transverse wave motion is possible?

Homework/ worksheets:
NCERT exercise discussed in the class is given as the home task.
Assignment worksheets are given at the end of the chapter.

Reference:

NCERT TEXT BOOK,

Physics by S.L.Arora

PRADEEP Publications,

Modern's ABC publications,

COMPREHENSIVE PUBLICATIONS

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name - Shreelekha Chitnis

Grade - 11

Subject - English **Month - August**

Topic – The Laburnum Top(Hornbill-Poetry)

No. of Periods- 3

Specific objectives: The students would be able to grasp the theme and meaning of the poem.

They would be able to read the poem with proper tone and rhyme and

- develop an interest in poetry..

Methodology: The session would begin with an interaction.

The learners would interpret the title of the poem.

Activities: Discussion and debating , expressing themselves.

Board work: Writing of pointers related to the answers after discussion in the class.

Learning outcomes: • To make students understand the poem.

Critically analyse the poem.

Find out the figures of speech used in the poem.

Application: Knowledge of flaura & fauna of India & impact of urbanisation

ICT Integration / Art Integration : Introduction of the topic- PPT and Digital Content would be shared.

power point presentation

Class assessment/ Recapitulation: NCERT Text book 'Hornbill' (Guided practice followed by Independent Practice – Questions/answers to

be discussed in the classroom.)

Homework/ worksheets: Questions from NCERT Text book 'Hornbill'

Reference: NCERT Text book 'Hornbill'

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name - Shreelekha Chitnis

Grade - 11

Subject - English **Month - August**

Topic – The Voice of the Rain (Hornbill-Poetry)

No. of Periods-

3

Specific objectives: The students would be able to grasp the theme and meaning of the poem.

They would be able to read the poem with proper tone and rhyme and

- develop an interest in poetry..

Methodology: The session would begin with an interaction.

The learners would interpret the title of the poem.

The students say that rain is important to life.

Activities: Pictures of rain.

Pictures and videos showing the effects of rain.

Board work: Writing of pointers related to the answers after discussion in the class.

Learning outcomes: To make them understand the difficult meaning of the poem.

- To understand importance of history.
- To enable them to appreciate the poem.
- Find out the figures of speech used in the poem.

Application: In the poem the poet describes the dialogue the poet and the rain itself. The rain in its personified form describes what it is and what it does. In short the poem describes the cycle of the rain. It celebrates the coming of the rain.

ICT Integration / Art Integration : Introduction of the topic- PPT and Digital Content would be shared.

power point presentation

Class assessment/ Recapitulation: NCERT Text book 'Hornbill' (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.)

Homework/ worksheets: Questions from NCERT Text book 'Hornbill'

Reference: NCERT Text book ‘Hornbill’

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)DELETED

Teacher’s Name - Shreelekha Chitnis

Grade - 11

Subject - English **Month - October**

Topic – The Browning Version **No. of Periods-3**

Specific objectives: Infer the meaning from the chapter

Understand the message that lesson wants to convey

Methodology: The section would begin with an interaction.

The learners would interpret the title of the lesson.

The background of the author and his works would be worksheet

Introduction of the topic – ppt and digital content would be shared.

Activities: Role- play – and The students will write about the character and attitude of Taplow towards his teacher, Mr Crocker Harris.

Board work: Writing of pointers related to the answers after discussion in the class.

Learning outcomes: Knowledge About the significance of the title

Comprehend the theme and meaning of the play.

Vocabulary enrichment.

Compare and contrast the characters involved in the play.

Application: Summarizing the lesson

2. Students will be asked the ways in which the lesson was useful to them.

3. Suitability of the title will be discussed.

ICT Integration / Art Integration : Introduction of the topic- PPT and Digital Content would be shared.

power point presentation

Class assessment/ Recapitulation: NCERT Text book ‘Hornbill’ (Guided practice followed by Independent Practice – Questions/answers to

be discussed in the classroom.)

Homework/ worksheets: Questions from NCERT Text book ‘Hornbill’

Reference: NCERT Text book ‘Hornbill’

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher’s Name - Shreelekha Chitnis

Grade - 11

Subject - English Month - June

Topic – The Portrait of a lady by Kush want Singh No. of Periods- 4

The Portrait of a lady by Kush want Singh

Specific objectives: Understand the theme of the lesson

- Sequence events
- enhance vocabulary

Methodology: Brain Storming –Recall, Self – explanatory, Group Discussion, Reading,

Interactive, Analytical thinking, Pair work , Application.

Activities: Write a character sketch

highlighting the divine qualities
of author's grandma.Reflect on the reasons for the growing isolation of elders in families. Create a self – composed poem. Recapitulate the theme, events, characteristic traits, concept of thelesson through an activity

Board work: Writing of pointers related to the answers after discussion in the class.

Learning outcomes: Enhance their individual
reading skill
Engage in verbal interaction
through Pair and Group work.
Identify different expressions
in the text and infer their
meaning from the context.

Application: :Selfless love, responsibility, helpful attitude, compassion, courage, determination etc.

ICT Integration / Art Integration : PPT, Internet, Word Document , text book, Dictionary , Paper Chits

Class assessment/ Recapitulation: Questions from NCERT Text Book – Beehive.
(Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.)
Students create a web-chart on
movement words and synonyms of
'hobbled'
Silent & Individual reading and
choral practice

Homework/ worksheets: Questions from NCERT Text Book - Hornbill

Reference: NCERT Text Book - Hornbill

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name - Shreelekha Chitnis **Grade - 11**

Subject - English **Month - November**

Topic –Birth **No. of Periods- 3**

Specific objectives: To enable the students understand the theme of the lesson and make them aware of what professional commitment is and the necessity for display of excellence in the work they do.

Methodology:

The session would begin with an interaction on my mother's daily lessons. Students will be asked several questions regarding the

fascinating things that God created on this Earth.

Discussing how The Birth of a human itself is the

ultimate creation.

Activities: Understand the laws of nature and acceptance.

Discuss the scenes and characters in the play critically.

Board work: Writing of pointers related to the answers after discussion in the class.

Learning outcomes:

To enable the students to become independent

learners.

To create awareness in the students about

professional life and commitment.

To bring an understanding in the students about the

place of an individual in the society and the need for

contentment in one's life..

Application : What do you think is the most fascinating thing

on earth that God created?

Among all the creation on earth, why is the birth

of a man most fascinating?

ICT Integration / Art Integration : Introduction of the topic- PPT and Digital Content would be shared.

Class assessment/ Recapitulation: Questions from NCERT Text Book – Snapshorts . (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.)

Homework/ worksheets: Questions from NCERT Text Book - Snapshorts

Reference: Text Book: Snapshorts

PPT

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name - Shreelekha Chitnis

Grade - 11

Subject - English **Month - June**

Topic – The Summer of the Beautiful White Horse **No. of Periods- 3**

Specific objectives: Students would be able to familiarize themselves with present a sample creative monologue from any other chapter.

Methodology: Interactive learning

The session would begin with an interaction.

The learners would interpret the title of the lesson.

The background knowledge of the author and his works would be given. Student –teacher interaction /discussion, collaborative learning, independent

practice

Activities: choose a character from the chapter.

prepare a monologue based on the character's perspective.

present their monologues.

Board work: Writing of pointers related to the answers after discussion in the class.

Learning outcomes: apply the literal, interpretative and critical level of comprehending.

analyze the character, organize and present ideas coherently.

express in clear and grammatically correct English.

Apply the literal, interpretative and critical level in analyzing a short story.

Application : Find the word from the lesson which refers to the meanings given below and make sentences.

1. Greatness –

2. Religious –

3. Changing behaviour –

4. A four wheeled carriage –

ICT Integration / Art Integration : Introduction of the topic- PPT and Digital Content would be shared.

Class assessment/ Recapitulation: Questions from NCERT Text Book – Snapshorts . (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.)

Homework/ worksheets: Questions from NCERT Text Book - Snapshorts

Reference: Text Book: Snapshorts

PPT

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name - Shreelekha Chitnis

Grade - 11

Subject - English **Month - August**

Topic – Discovering Tut: the Saga Continues

No. of Periods- 3

Specific objectives: Understand the theme of the lesson

• Sequence events

• enhance vocabulary

- Become aware of Egyptian myths and beliefs.
- Understand the use of science and technology in archaeology.

Methodology: The class starts with a discussion on Egyptian mummies. This will enable children to recollect their knowledge of mummies which they studied in history in lower

classes.

Activities: video downloaded from YouTube showing excavations at Tut's mummy

Board work: Writing of pointers related to the answers after discussion in the class.

Learning outcomes: • Become aware of Egyptian myths and beliefs.

• develop skills(listening, speaking, reading, writing)

Application: The class starts with a discussion on Egyptian mummies. This will enable children

to recollect their knowledge of mummies which they studied in history in lower

classes. Then Children are asked to read the passage following which it is discussed with proper relevant inputs from the teacher.

ICT Integration / Art Integration : Introduction of the topic- PPT and Digital Content would be shared.

power point presentation

Class assessment/ Recapitulation: NCERT Text book ‘Hornbill’ (Guided practice followed by Independent Practice – Questions/answers to

be discussed in the classroom.)

Homework/ worksheets: Questions from NCERT Text book ‘Hornbill’

Reference: NCERT Text book ‘Hornbill’

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)DELETED

Teacher’s Name - Shreelekha Chitnis

Grade - 11

Subject - English **Month - September**

Topic – The Ailing Planet : The Green Movement’s Role

No. of Periods- 3

Specific objectives: To develop interest in reading in English and to develop the habit of

extensive reading

To promote reflective thinking about pertinent current issues and form

opinions

To develop a love for environment

Methodology: The session would start with an interaction

What do you mean by an anecdote?

How can a painting better than verbal explanations? The lesson is introduced to the learners through a series of questions and eliciting

responses.

Activities: Role- play - An imaginary interview of the earth by a

media reporter (students taking the roles).

Board work: Writing of pointers related to the answers after discussion in the class.

Learning outcomes: • Students would develop their optimistic attitude

towards life amidst many struggles.

They would be able to make connections between similar situations in

different storylines/life experiences. Students are to be made conscious about the plight of the

environment and the factors leading to it and a sense of

responsibility to be created in them, to curb their

activities that affect the environment directly or

indirectly.

Application: Give the students the opportunity to introduce the

theme and develop the content through relevant questions asked by the

teacher. Eg. The teacher can lead the class to the theme of an 'ailing' planet

by asking questions related to day to day life of the students.

ICT Integration / Art Integration : Introduction of the topic- PPT and Digital Content would be shared.

power point presentation

Class assessment/ Recapitulation: NCERT Text book 'Hornbill' (Guided practice followed by Independent Practice – Questions/answers to

be discussed in the classroom.)

Homework/ worksheets: Questions from NCERT Text book 'Hornbill'

Reference: NCERT Text book 'Hornbill'

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name - Shreelekha Chitnis

Grade - 11

Subject - English **Month - October**

Topic – Childhood (Hornbill-Poetry)

No. of Periods- 3

Specific objectives: The students will be able to appreciate the use of literary devices in the poem

The students will be able to understand the theme of the poem.

The students will be able to solve contextual exercises based on the poem.

Methodology: The session would begin with an interaction.

The learners would interpret the title of the poem.

The students say that rain is important to life.

Activities: Pictures of rain.

Pictures and videos showing the effects of rain. The facilitator will draw the student's attention to the topic by asking

Questions like :

• Which is the best phase in a human beings life?

• How does one moves on from being a child to a grown up?

Board work: Writing of pointers related to the answers after discussion in the class.

Learning outcomes: To make them understand the difficult meaning of the poem.

- To understand importance of history.

- To enable them to appreciate the poem.
- Find out the figures of speech used in the poStudents learn to work in collaboration to achieve a common goal. They learn to manage

time and divide and delegate work and responsibilities.em.

Application: A class discussion on the process of growing up.

The best phase in a human beings life.

ICT Integration / Art Integration : Introduction of the topic- PPT and Digital Content would be shared.

power point presentation

Class assessment/ Recapitulation: NCERT Text book 'Hornbill' (Guided practice followed by Independent Practice – Questions/answers to

be discussed in the classroom.)

Homework/ worksheets: Questions from NCERT Text book 'Hornbill'

Reference: NCERT Text book 'Hornbill'

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name - Shreelekha Chitnis

Grade - 11

Subject - English **Month - December**

Topic – Father to Son **No. of Periods- 3**

Specific objectives: To appreciate poetry

To infer the deeper meaning/message understand

Methodology: Interactive learning

The session would begin with an interaction.

The learners would interpret the title of the lesson.

The background knowledge of the author and his works would be given. Student –teacher interaction /discussion, collaborative learning, independent practice Students were asked to share their childhood experiences. They were asked to relate any memorable incident of their childhood times.

Students were asked to share their relation with their father. Is their father son relation friendly or hostile?

Activities: The session would begin with an interaction.

The learners would interpret the title of the poem.

The background knowledge of the author and his works would be given.

Board work: Writing of pointers related to the answers after discussion in the class.

Learning outcomes: Students would be able to make them accept the reality of life and shed away stubbornness.

They would be able to make connections between similar situations in different storylines/life experiences. Students will be able to

i. understand the poem.

Creativity: Critically analyse the poem.

iii. Find out the figures of speech used in the poem.

Communication: Make the students read the poem with proper voice modulation, punctuation, and intonation.

Application short class discussion to debate the realistic possibility of the alternate history .

ICT Integration / Art Integration : Introduction of the topic- PPT and Digital Content would be shared.

Class assessment/ Recapitulation: Questions from NCERT Text Book – Hornbill (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.)

Homework/ worksheets: Questions from NCERT Text Book - Hornbill

Reference: Text Book: Hornbill

PPT

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name - Shreelekha Chitnis

Grade - 11

Subject - English **Month - July**

Topic – A Photograph **No. of Periods- 2**

A Photograph by Shirley Toulson

Specific objectives: Understand the content of the poem.

Appreciate the central idea of the poem.

Learn about the literary devices from the poem.

Develop an interest in writing poems.

Apply the acquired knowledge in similar situations.

Methodology: To Understand, appreciate the central idea of the poem discussion related to the meaning of the text locally and globally.

Activities: Group discussion, interactive and peer assessment.

Board work: Writing of pointers related to the answers after discussion in the class.

Learning outcomes: Use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking.

Application: What is the meaning of the line "Both wry with the laboured ease of loss"?

The three stanzas depict three different phases. What are they?

ICT Integration / Art Integration : Introduction of the topic- PPT and Digital Content would be shared.

Class assessment/ Recapitulation: Questions from NCERT Text Book – Hornbill (Guided practice followed by Independent Practice – Questions/answers to

be discussed in the classroom.)

Homework/ worksheets: Questions from NCERT Text Book - Hornbill

Reference: NCERT textbook

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name - Shreelekha Chitnis

Grade - 11

Subject - English **Month - July**

Topic – We are not Afraid to Die… **No. of Periods- 3**

Sub - topic:) Realize that hazardous experience teach us to face the adverse circumstances with courage.

Specific objectives: At the end of the chapter, the students will be able to :

i) to comprehend the text and enjoy the adventurous expedition

Methodology: Interactive learning

i) Why do you think people undertake adventurous expeditions in spite of the risks involved?

Activities: Thinking: The facilitator will draw the student's attention to the topic

by

Asking questions like :

i) learn the parts of ship and different terms/words understand that presence of mind along with the practical knowledge is important to take instant decisions

v) know that determination and self confidence can conquer adverse circumstances

vi) inculcate values of sharing, caring and responsible attitude towards others related to voyage

Board work: Writing of pointers related to the answers after discussion in the class.

Learning outcomes: i.) imbibe perseverance and patience, trust, self-reliance and self-confidence, positivity, team work.

ii.) develop skills like leadership, analytical, exploring, decision-making, thinking

Application: What difference did you notice between the reaction of the children and the adults when faced with danger?

ICT Integration / Art Integration : Introduction of the topic- PPT and Digital Content would be shared.

Class assessment/ Recapitulation: Questions from NCERT Text Book – Hornbill (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.)

Homework/ worksheets: Questions from NCERT Text Book - Hornbill

Reference: Text Book: Hornbill

PPT

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name - Shreelekha Chitnis

Grade - 11

Subject - English **Month - June**

Topic – The Address **No. of Periods- 3**

Specific objectives: Students would be able to uncover motives, absorb didactics.

They would be able to empathise with the war victims.

Methodology:

The session would begin with an interaction.

The learners would interpret the title of the lesson.

The background knowledge of the author and his works

would be given.

Activities: The facilitator will draw the student's attention to the topic by asking

What is Quantum Theory?

What is the role of Quantum theory in life?

What is a 'Bakhar' in terms of history?

After discussing these questions the teacher will rephrase the points given by the students..

Board work: Writing of pointers related to the answers after discussion in the class.

Learning outcomes:

Plot and Theme of the lesson

Events that took place in the lesson

Application : The students will be able to understand the conflicts & mystery that exist in life because of quantum theory.

They will know about the strategy to tackle such problems. 4. A four wheeled

carriage –

ICT Integration / Art Integration : Introduction of the topic- PPT and Digital Content would be shared.

Class assessment/ Recapitulation: Questions from NCERT Text Book – Snapshorts . (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.)

Homework/ worksheets: Questions from NCERT Text Book - Snapshorts

Reference: Text Book: Snapshorts

PPT

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name - Shreelekha Chitnis

Grade - 11

Subject - English Deleted **Month - July**

Topic –Ranga's Marriage **No. of Periods- 3**

Specific objectives: To enable them to comprehend stories in English, make inferences, draw conclusions and imbibe values from them.

To promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences etc. through meaningful activities related to the less

To become aware of the societal norms and obligations.

Methodology:

The session would begin with an interactive phase wherein the students would discuss on 'the role of English in life in India', one of the highlights of the story.

Activities: The facilitator will draw the student's attention to the topic by asking

Who is Ranga?

How did the people react when he returned to the village after studying from Bangalore?

What are the two specialties of the narrator's village?

Board work: Writing of pointers related to the answers after discussion in the class.

Learning outcomes:

Plot and Theme of the lesson

Events that took place in the lesson

Application : Changes in society on Child/ early marriage.

ICT Integration / Art Integration : Introduction of the topic- PPT and Digital Content would be shared.

Class assessment/ Recapitulation: Questions from NCERT Text Book – Snapshorts . (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.)

Homework/ worksheets: Questions from NCERT Text Book - Snapshorts

Reference: Text Book: Snapshorts

PPT

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name - Shreelekha Chitnis

Grade - 11

Subject - English **Month - September**

Topic –Albert Einstein at school **No. of Periods- 3**

Specific objectives: To instill interest in students to develop their reading skills.

To help them develop their writing skills.

To encourage them to read the biography of great personalities and

get inspired.

Methodology:

The learners would interpret the title of the lesson.

The background knowledge of the author and his works

would be given.

Activities: Do you think Albert is being impolite while answering the history

teacher's questions? Give your reasons. discuss

Board work: Writing of pointers related to the answers after discussion in the class.

Learning outcomes:

Events that took place in the lesson

Students will develop their reading skills

They can improve their writing skills

They will get inspired to have a great goal to achieve in their lives

Application : Changes in society on Child/ early marriage.

ICT Integration / Art Integration : Introduction of the topic- PPT and Digital Content would be shared.

Class assessment/ Recapitulation: Questions from NCERT Text Book – Snapshorts . (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.)

Homework/ worksheets: Questions from NCERT Text Book - Snapshorts

Reference: Text Book: Snapshorts

PPT

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)DELETED

Teacher's Name - Shreelekha Chitnis

Grade - 11

Subject - English **Month - September**

Topic –Albert Einstein at school **No. of Periods- 3**

Specific objectives: On the completion of the academic course, the learners will be able to demonstrate an understanding of

the four skills reading, writing, speaking and listening.

The learners will be able to appreciate prose, poetry and drama and organize ideas effectively in an appropriate, mechanically and

grammatically correct style. To facilitate making connections between similar situations indifferent storylines/life experiences through the genre of theatre/drama that is more credible and realistic to comprehend the mother's stereotype and understand her significant role in family bonding-to empathize with her problems and seek resolution .

Methodology:

The learners would interpret the title of the lesson.

The background knowledge of the author and his works

would be given. The session would begin with an interaction on my mother's daily lessons.

Activities: Understand the laws of nature and acceptance.

Discuss the scenes and characters in the play critically.

Board work: Writing of pointers related to the answers after discussion in the class.

Learning outcomes:

Students will know and understand the characters and their relevance

The theme and message of the play.

Relate the play with real life situations.

Application : Write a Script and present a Role Play on Mother's Day.

ICT Integration / Art Integration : Introduction of the topic- PPT and Digital Content would be shared.

Class assessment/ Recapitulation: Questions from NCERT Text Book – Snapshorts . (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.)

Homework/ worksheets: Questions from NCERT Text Book - Snapshorts

Reference: Text Book: Snapshorts

PPT

MIS INTERNATIONAL SCHOOL

Lesson Plan (2025-26)

Teacher's Name - Shreelekha Chitnis

Grade - 11

Subject - English **Month - December**

Topic –THE TALE OF MELON CITY **No. of Periods- 3**

Specific objectives: To read and recognize the purpose of economy and the hidden satire, irony and pun in the nuances -

to build up didactics on the role of democracy in a state.

Methodology:

The title of the poem would be open for class interaction. The knowledge background of the poet would be given. The poem would be read aloud with proper intonation rhyme and rhythm. Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem.

Activities: Analysis:

1. Did the arch serve its purpose?

2. What does the blame game show about the king?

3. What made the king nervous?

4. Why were the people happy with the melon king?

Board work: Writing of pointers related to the answers after discussion in the class.

Learning outcomes:

The students would be able to grasp the theme and meaning of the poem. They would be able to read the poem with proper tone and rhyme and develop an interest in poetry. They would raise their concern and sensitize themselves for establishing inner as well as outer peace.

Application : Has Anna Hazare's movement demonstrated that pressure groups actually dictate policies?

Why? Discuss.

ICT Integration / Art Integration : Introduction of the topic- PPT and Digital Content would be shared.

Class assessment/ Recapitulation: Questions from NCERT Text Book – Snapshorts . (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.)

Homework/ worksheets: Questions from NCERT Text Book - Snapshorts

Reference: Text Book: Snapshorts

PPT

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 11 Subject: AI

Topic: Unit 1.COMMUNICATION SKILLS III

No. of periods: 2

Subtopic:

Communication-An Introduction

- Factors Affecting Communication
- Communication Styles
- Parts of Speech
- Asking Questions
- Habits and Routines
- 7Cs of Communication
- Methods of Communication
- Basics of Pronunciation
- Greetings
- Discussing Family

Specific objective:

- Students understand Factors Affecting Communication
- Students understand the communication styles.
- Students understand the writing skills.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Teacher will explain to children about methods of communication in our daily life.

Students demonstrate apply basic skills of communication styles and writing skills.

Period 2: The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done.

The children are asking to do the activities related to this topic.

Activities:

- Writing pros and cons of written, verbal and non-verbal communication
- Listing do's and don'ts for avoiding common body language mistakes
- Observing and sharing communication styles of friends, teachers and family members and adapting the best practices
- Role plays on communication styles
- Demonstration and practice of writing sentences and paragraphs on topics related to the subject

Learning outcomes:

Student will be able to

- Demonstrate knowledge of various methods of communication
- Identify specific communication styles
- Demonstrate basic writing skills

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

- Explain Phonetics.
- Make charts of parts of speech.

Class assessment

- Group Exercise — Role-play of a Phone Conversation

Extra questions

Homework/ worksheets: Extra question given for reference

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 11 Subject: AI

Topic: Self-Management Skills III

No. of periods: 2

Subtopic:

- Knowing Yourself
- Impressive Appearance and Grooming
- Team Work
- Self-Motivation
- Time Management
- Identity
- Self-Exploration
- Networking Skills
- Goal Setting

Specific objective:

- Students understand Knowing Yourself.
- Students understand the Team Work, Self-Motivation, and Time Management.
- Students understand the Self-Exploration, Networking Skills and Goal Setting.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Teacher will explain to children about Knowing Yourself.

Students demonstrate apply Team Work, Self-Motivation, and Time Management, Self-Exploration, Networking Skills and Goal Setting.

Period 2: The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done.

The children are asking to do the activities related to this topic

Activities:

- Group discussion on qualities of a good team
- Group discussion on strategies that are adopted for team building and team work
- Game on time management
- Checklist preparation
- To-do-list preparation

Learning outcomes:

Student will be able to

Demonstrate impressive appearance and grooming

Demonstrate team work

Apply time management strategies and techniques

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

What do you understand by SMART goals?

What do you understand by teamwork? What are the advantages of teamwork?

List down the advantages of networking.

Class assessment

Group Activity : Hard work V/S Smart Work

Extra questions

Homework/ worksheets: Extra question given for reference

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 11 Subject: AI

Topic: 3.ICT SKILLS III

No. of periods: 2

Subtopic:

- Benefits of Using a Word Processor
- Formatting Text
- Inserting Lists, Tables, Pictures, and Shapes
- Tracking changes
- Getting Started
- Spell Checking & Grammar
- Adding Header, Footer and Page Number

Specific objective:

- Students understand benefits of using a word processor
- Students understand the Inserting Lists, Tables, Pictures, and Shapes
- Students understand the spell checking & grammar and adding header, footer and page number

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Teacher will explain to children about benefits of using a word processor

Period 2: Students demonstrate apply knowledge for Inserting Lists, Tables, Pictures, and Shapes

Period 3: The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done.

Period 4: The children are asking to do the activities related to computer are practiced. Let students more practice with the help of supplement in the lab.

Activities:

1.Demonstration and practice of the following:

- Listing the features of word processing
- Listing the software packages for word processing
- Opening and exit the word processor

- Creating a document

2.Demonstration and practicing the following:

- Editing the text
- Word wrapping and alignment Changing font type, size and face
- Inserting header and footer
- Removing header and footer

3.Using autocorrect option

4.Insert page numbers and bullet

5.Save and print a document

Learning outcomes:

Student will be able to

- Create a document on word processor
- Edit, save and print a document in word processor

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment

Make a invitation Card for any festival

Extra questions

Homework/ worksheets: Extra question given for reference

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 11 Subject: AI

Topic: 4.ENTREPRENEURIAL SKILLS-III

No. of periods: 2

Subtopic:

- Introduction to Entrepreneurship
- Values that Make an Entrepreneur Successful
- Problem-Solving
- Customer's Need
- Understanding the Market
- Types of Business Activities
- Attitude of an Entrepreneur
- Generating a Business Idea
- Building Business Ideas

- Business Planning & Improving Business Growth

Specific objective:

- Students understand Introduction to Entrepreneurship
- Students understand Understanding the Market

- Students understand the types of Business Activities
- Students understand the Building Business Ideas

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Teacher will explain to children about Introduction to Entrepreneurship and Understanding the Market

Period 2: Students demonstrate the types of Business Activities and the Building Business Ideas

Period 3: The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done.

Period 4: The children are asking to do the activities related to this topic

Activities:

- Listing of entrepreneurial values by the students.
- Group work on identification of entrepreneurial values and their roles after listing or reading 2-3 stories of successful entrepreneur.
- Exhibiting entrepreneurial values in Ice breaking, rapport building, group work and home assignments.
- Preparing a list of factors that influence attitude in general and entrepreneurial attitude.
- Demonstrating and identifying own entrepreneurial attitudes during the following micro lab activities like thematic appreciation test
- Preparing a short write-up on "who am I"
- Take up a product and suggest how its features can be improved
- Group activity for suggesting brand names, names of enterprises, etc.

Learning outcomes:

Student will be able to

- Describe the significance of entrepreneurial values and attitude.
- Demonstrate the knowledge of attitudinal changes required to become an entrepreneur.

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment

Extra questions

Homework/ worksheets: Extra question given for reference

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 11 Subject: AI

Topic: 5.GREEN SKILLS - III

No. of periods: 2

Subtopic:

- What is a Green Economy?
- Sectors of a Green Economy
- Stakeholders in Green Economy
- Green Economy Policies
- Government and Private Agencies
- Examples of Green Projects in India

Specific objective:

- Students understand Sectors of a Green Economy
- Students understand the Green Economy Policies
- Students understand Government and Private Agencies

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Teacher will explain to children sectors of a Green Economy

Students demonstrate apply Green Economy Policies and Government and Private Agencies.

Period 2: The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done.
The children are asking to do the activities related to this topic

Activities:

- Preparing a poster on any one of the sectors of green economy
- Writing a two-page essay on important initiatives taken in India for promoting green economy
- Preparing posters on green Sectors/ Areas: cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries

Learning outcomes:

Student will be able to

- Describe importance of main sector of green economy
- Describe the major green Sectors/Areas and the role of various stakeholder in green economy

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment

Extra questions

Homework/ worksheets: Extra question given for reference

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 11 Subject: AI

Topic: 1.Introduction of AI

No. of periods: 4

Subtopic:

- Introducing Artificial Intelligence
- History of Artificial Intelligence
- Domains of AI
- Machine Learning
- Types of Machine Learning
- Neural Networks
- What Machine Learning Can and Cannot Do?
- Why Artificial Intelligence?
- Types of Artificial Intelligence
- What is Data?
- Traditional Programming Vs Machine Learning
- Deep Learning
- How Does a Neural Network Work?
- Jobs in AI

Specific objective:

- Students understand types and history of Artificial Intelligence
- Students understand Types of Machine Learning
- Students understand Neural Networks
- Students understand what is Data?
- Students understand Traditional Programming Vs Machine Learning
- Students understand Deep Learning
- Students understand How Does a Neural Network Work?
- Students understand Jobs in AI

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Teacher will explain to children about in Teachable Machine

Period 2: Students demonstrate Traditional Programming Vs Machine Learning with

examples.
Period 3: The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done.
Period 4: The children are asking to do the activities related to computer are practiced. Let students more practice with the help of supplement in the lab.

Activities:

- Open Google ‘s Teachable Machine
- Try out AI for Oceans
- Open Learnml.eu/artbot.php on your web browser
-

Learning outcomes:

Student will be able to
Knowledge-Define AI and ML

Comprehension-What are the AI products/applications in society and how are they different from non-AI products applications?
Evaluation-What kind of jobs may appear in the future?

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment

Making teachable machine

Extra questions

Homework/ worksheets: Extra question given for reference

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher’s Name: Ms. Sarita Jeowani Class: 11 Subject: AI

Topic: Unit 2: AI Applications and Methodologies

No. of

periods: 4

Subtopic:

- Key Fields of Application in AI
- Computer vision
- Weather Predictions
- Price forecast for commodities
- Self-driving cars
- Characteristics and types of AI
- Data driven
- Cognitive Computing (Perception, Learning, Reasoning)
- Recommended deep-dive in NLP, CV, etc.*
- AI and Society
- The Future with AI, and AI in Action (Introduction)
- Non-technical explanation of deep learning

-

Specific objective:

Students are able to apply their knowledge in these fields

- Key Fields of Application in AI
- Computer vision
- Weather Predictions
- Price forecast for commodities
- Self-driving cars
- Characteristics and types of AI
- Data driven
- Cognitive Computing (Perception, Learning, Reasoning)
- Recommended deep-dive in NLP, CV, etc.*
- AI and Society
- The Future with AI, and AI in Action (Introduction)
- Non-technical explanation of deep learning

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
Practical Lab Activity of this chapter, Video, PPT

Activities:

- Create a coffee bot for ordering a coffee
- Make a simple chat bot
- Try Shadow art
- Affective Market Research Demo

Learning outcomes:

Student will be able to understand
Knowledge – Where can AI be applied (like in the field of Computer vision, Speech, Text, etc.), What is deep learning?
Comprehension – How AI will impact our society
Analysis – How should we get ready for the AI age (future)

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment:

Day to day activities

Extra questions

Homework/ worksheets: Extra question given for reference

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 11 Subject: AI

Topic: 3.Math For AI

No. of periods: 4

Subtopic:

- Introduction to matrices
- Introduction to set theory
- Introduction to data table joins
- Simple statistical concepts
- Visual representation of data, bar graph, histogram, frequency bins, scatter plots, etc.
- With co-ordinates and graphs introduction to dimensionality of data
- Simple linear equation
- Least square method of regression

Specific objective:

Students are able to apply their knowledge in these fields

- Introduction to matrices
- Introduction to set theory
- Introduction to data table joins
- Simple statistical concepts
- Visual representation of data, bar graph, histogram, frequency bins, scatter plots, etc.
- With co-ordinates and graphs introduction to dimensionality of data
- Simple linear equation

- Least square method of regression

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
. Practical Lab Activity of this chapter, Video, PPT

Activities:

Collect data from at least 20 students on “Daily Time on Netflix / Moblie Gaming “. Arrange in a tabular from as follows.

➢ Calculate variance and standard deviation of this data. What can you refer from the variance?

Learning outcomes:

Comprehension – Linear Algebra, Statistics, Basics of Graphs and Set theory
Application – Application of Math in AI
Synthesis – Representing data in term of mathematical formula

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment

Worksheet to be given

Day to day activities

Extra questions

Homework/ worksheets: Extra question given for reference

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher’s Name: Ms. Sarita Jeowani Class: 11 Subject: AI

Topic: Unit 4: AI Values (Ethical decision making)

No. of periods: 2

Subtopic:

- At Issues, Concerns and Ethical Con Issues and Concerns around Al
- Al and Ethical Concerns
- Al and Bias
- Al Ethics, Bias, and Trust
- Employment and Al

-

Specific objective:

Students are able to apply their knowledge in these fields

- At Issues, Concerns and Ethical Con Issues and Concerns around Al
- Al and Ethical Concerns
- Al and Bias
- Al Ethics, Bias, and Trust
- Employment and Al

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
Practical Lab Activity of this chapter. Video, PPT

Activities:

- Play the bias game
- Understand the future of automated media manipulation by either uploading your own photos

Learning outcomes:

Knowledge – Ethics, Bias, Impacts of bias on society
Application – Spot issue in data, Make arguments, Apply rules

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment: Worksheet to be given

Worksheet to be given

Day to day activities

Extra questions: Reference of Old sample Papers

Homework/ worksheets: Extra question given for reference

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 11 Subject:

AI

Topic: Unit 5: Introduction to story telling

No. of periods: 2

Subtopic:

- Storytelling Communication Across the Ages
- Conflict and Resolution
- Why is Data Storytelling Difficult?
- How to Tell a Fabulous Story with your Data?
- Need for Storytelling
- Storytelling for Audience
-

Specific objective:

Students are able to apply their knowledge in these fields

- Storytelling Communication Across the Ages
- Conflict and Resolution
- Why is Data Storytelling Difficult?
- How to Tell a Fabulous Story with your Data?
- Need for Storytelling
- Storytelling for Audience

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
Practical Lab Activity of this chapter. Video, PPT

Activities:

- AI Lab Activity given in their book

Learning outcomes:

Skill – Imagination, mapping the plot into key events increasing memory retention.
Application- Helping in creating blogs, videos, and other content

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment: Worksheet to be given

Worksheet to be given

Day to day activities

Extra questions: Reference of Old sample Papers

Homework/ worksheets: Extra question given for reference

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL. Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 11 Subject: AI

Topic: Unit 6: Critical and Creative thinking (Skills)

No. of periods: 2

Subtopic:

- What is Design Thinking?
- Identifying the Problem to Solve
- Right Questioning
- Ideate
- Empathy Map
-

Specific objective:

Students are able to apply their knowledge in these fields

- What is Design Thinking?
- Identifying the Problem to Solve
- Right Questioning
- Ideate
- Empathy Map

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Practical Lab Activity of this chapter. Video, PPT

Activities:

- AI Lab Activity given in their book

Learning outcomes:

Skill – Understanding the problem and being able to express the same

Creativity – To be able to develop/innovate from design a solution

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment: Worksheet to be given

Worksheet to be given

Day to day activities

Extra questions: Reference of Old sample Papers

Homework/ worksheets: Extra question given for reference

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 11 Subject: AI

Topic: Unit 7: Data Analysis (Computational thinking) (Skills)

No. of periods: 2

Subtopic:

- Understanding Data
- Case Variables, and Levels of Measurement
- Representation of Data
- Data Matrix and Frequency Tables
- Mean, Median and Mode

Specific objective:

Students are able to apply their knowledge in these fields

- Understanding Data
- Case Variables, and Levels of Measurement
- Representation of Data
- Data Matrix and Frequency Tables
- Mean, Median and Mode

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
Practical Lab Activity of this chapter. Video, PPT

Activities:

- AI Lab Activity given in their book

Learning outcomes:

Knowledge – Types of structured data, statistical principals – frequency tables, mean, median, mode, range, etc.
Application – Representing data in terms of graphs, statistical models
Synthesis – To be able to represent a simple problem in terms of numbers.

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment: Worksheet to be given

Worksheet to be given

Day to day activities

Extra questions: Reference of Old sample Papers

Homework/ worksheets: Extra question given for reference

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 11 Subject: AI

Topic: Unit 8: Regression (Knowledge)
No. of periods: 2

Subtopic:

- Regression

- Regression Describing the Line
- Correlation is not Causation
- Regression-Finding the Line
- Correlation

Specific objective:

Students are able to apply their knowledge in these fields

- Regression
- Regression Describing the Line
- Correlation is not Causation
- Regression-Finding the Line
- Correlation

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Practical Lab Activity of this chapter. Video, PPT

Activities:

- AI Lab Activity given in their book

Learning outcomes:

Knowledge – Correlations, Regression, and other related terms .
Applications – Being able to relate data with regression and correlation. Everyday applications of these mathematical concepts.

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment: Worksheet to be given

Worksheet to be given

Day to day activities

Extra questions: Reference of Old sample Papers

Homework/ worksheets: Extra question given for reference

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 11 Subject: AI

Topic: Unit 9: Classification&

Clustering (Knowledge)

No. of periods: 2

Subtopic:

- Understanding Classification in Al/ML
- Confusion Matrix-Evaluating a Classification Model
- Clustering
- K-Means Generalization
- Types of Classification Algorithms
- False Positive or False Negative in Medical Science
- K-Means Clustering
- Why is Clustering Unsupervised?

Specific objective:

Students are able to apply their knowledge in these fields

- Understanding Classification in Al/ML
- Confusion Matrix-Evaluating a Classification Model
- Clustering
- K-Means Generalization
- Types of Classification Algorithms
- False Positive or False Negative in Medical Science
- K-Means Clustering
- Why is Clustering Unsupervised?

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
Practical Lab Activity of this chapter. Video, PPT

Activities:

- AI Lab Activity given in their book

Learning outcomes:

Knowledge – What is classification and its types, what kind of problems may be placed under the category of a classification problem
Applications – Where to apply classification principals
Analysis – Impact of the application of incorrect algorithms on society.
Knowledge – Clustering problems and its application, why is it called clustering
Application – Application of clustering problem using standard models

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment: Worksheet to be given

Worksheet to be given

Day to day activities

Extra questions: Reference of Old sample Papers

Homework/ worksheets: Extra question given for reference

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 11 Subject: AI

Topic: Unit 10: AI Values (Bias awareness)

No. of periods: 2

Subtopic:

- What is Ethics in AI?
- Why is Ethical Framework Required?
- Principles for Ethical AI
- Why is AI Ethics Important?
- AI Working for Good
- What is Bias?

Specific objective:

Students are able to apply their knowledge in these fields

- What is Ethics in AI?
- Why is Ethical Framework Required?
- Principles for Ethical AI
- Why is AI Ethics Important?
- AI Working for Good
- What is Bias?

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
Practical Lab Activity of this chapter. Video, PPT

Activities:

- AI Lab Activity given in their book

Learning outcomes:

Knowledge – What is ethics, Impact of ethics on society, the impact of bias on AI functioning. Evaluation – Biases in data, how to de-bias or neutralize the biased data Application – Finding bias in acquired dataset

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment: Worksheet to be given

Worksheet to be given

Day to day activities

Extra questions: Reference of Old sample Papers

Homework/ worksheets: Extra question given for reference

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan(2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 11 Subject: IP

Topic: Ch 1 INTRODUCTION TO COMPUTER SYSTEM

No. of periods: 20

Subtopic:

➔ What is Computer?

➔ What are fundamental components of the Computer system- Input Unit, Output Unit, Central Processing Unit and Memory unit.
➔ Evolution of Computer
➔ Computer Memory- Primary Memory(RAM & ROM) and Secondary Memory, Cache Memory, Memory units.
➔ What is Data Capturing, Data Storage and Data Retrieval.
➔ What is Data Deletion and Data Recovery
➔ What is Software , Need of Software , Types of Software
➔ System Software - Operating System, System Utility, Device Drivers
➔ Application Software - General purpose software and Customized Software.
➔ Proprietary software & Free and Open Source Software.

Specific objective:

The topic is very informative and its prime objective is to educate students about fundamentals of computer systems so that they can become “Digital Citizen” of India.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
Demonstration Method: PPT and videos
Explanation Method (learning method) : Doing Practical in the lab

Activities:

Activity 1: List all secondary storage devices available in your school or home.
Activity 2: Visit some of the places like bank, automobile showroom, shopping mall, tehsil office, etc., and find out 2–3 names of tools/instruments used to capture data in digital format.
Activity 3: Explore possible ways of recovering deleted data or data from a corrupted device.
Activity 4: Create a test file and then delete it using Shift+Delete from the keyboard. Now recover the file using the methods you have explored at
Activity 5: Locate any two device drivers installed on your computer.
Activity 6: Install one application software in your computer.

Learning outcomes:

The topic is very informative and its prime objective is to educate students about fundamentals of computer systems so that they can become “Digital Citizen” of India.
After learning this chapter the student will be able to apply learn about:

➔ What is Computer?

➔ What are fundamental components of the Computer system- Input Unit, Output Unit, Central Processing Unit and Memory unit.
➔ Evolution of Computer

➔ Computer Memory- Primary Memory(RAM & ROM) and Secondary Memory, Cache Memory, Memory units.

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment :Taking Class test after chapter finished

Homework/ worksheets: Extra question given for reference sample papers

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 11 Subject: IP

Topic: 2.Getting Started with Python No. of periods: 15

Subtopic:

- Python – Pluses
- Python – Some Minuses (So Humans Like)
- Working in Python
- Understand First Program/ Script.

Specific objective:

The main objective of this chp.

- Python – Pluses
- Python – Some Minuses (So Humans Like)
- Working in Python
- Understand First Program/ Script

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
Demonstration Method: PPT and videos
Explanation Method (learning method) : Doing Practical in the lab

Activities:

- Install the python idle in a computer. Do activity in interactive mode and Script mode.
- Write a program that displays a joke. But display the punchline only when the user presses enter key.
- Write a program that displays a joke. But display the punchline only when the user presses enter key

Learning outcomes:

Students demonstrate Introduction of

- Python – Pluses
- Python – Some Minuses (So Humans Like)
- Working in Python
- Understand First Program/ Script

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment :Taking Class test after chapter finished

Homework/ worksheets: Extra question given for reference sample papers

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 11 Subject: IP

Topic: 3.Python Fundamentals No. of periods: 15

Subtopic:

- Python Character Set
- Tokens
- Barebones of a Python Program
- Variables and Assignments
- Simple input and output

Specific objective:

The main objective of this chp.

- Python Character Set
- Tokens
- Barebones of a Python Program
- Variables and Assignments
- Simple input and output

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Demonstration Method: PPT and videos

Explanation Method (learning method) : Doing Practical in the lab

Activities:

- Write a Python program that accepts radius of a circle and prints its area.
- Write a program to read a number n and print n^2, n^3 and n^4.
- Write a program to find area of a triangle.
- Write a program to compute simple interest and compound interest.
- Write a program to read details like name, class, age of a student and then print the details firstly in same line and then in separate lines. Make sure to have two blank lines in these two different types of prints.

Learning outcomes:

Students demonstrate Introduction of

- Python Character Set
- Tokens
- Barebones of a Python Program
- Variables and Assignments
- Simple input and output

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment :Taking Class test after chapter finished

Homework/ worksheets: Extra question given for reference sample papers

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 11 Subject: IP

Topic: Data Handling No. of periods: 15

Subtopic:

- Control Statements: if-else, if-elif-else, while loop, for loop
-

Specific objective:

The main objective of this chp.

- Control Statements: if-else, if-elif-else, while loop, for loop
-

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
Demonstration Method: PPT and videos
Explanation Method (learning method) : Doing Practical in the lab

Activities:

- Write a program to obtain temperatures of 7 days (Monday, Tuesday ... Sunday) and then display average temperature of the week.
- Write a program to take year as input and check if it is a leap year or not.
- Write a program to take two numbers and print if the first number is fully divisible by second number or not.
- Write a program to take a 2-digit number and then print the reversed number. That is, if the input given is 25, the program should print 52.
- Write a program that generates six random numbers in a sequence created with (start, stop, step). Then print the mean, median and mode of the generated numbers.

Learning outcomes:

Students can create their own program using these functions

- Control Statements: if-else, if-elif-else, while loop, for loop

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment :Taking Class test after chapter finished

Homework/ worksheets: Extra question given for reference sample papers

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 11 Subject: IP

Topic: Ch 5 Flow of control No. of periods: 15

Subtopic:

Control Statements: if-else, if-elif-else, while loop, for loop

Specific objective:

The main objective of this chp.

- Control Statements: if-else, if-elif-else, while loop, for loop

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
Demonstration Method: PPT and videos
Explanation Method (learning method) : Doing Practical in the lab

Activities:

- Write Python programs to sum the given sequences:
- $1^2 + 3^2 + 5^2 + ... + n^2$ (Input n)
- Write a Python program to print every integer between 1 and n divisible by m. Also report whether the number that is divisible by m is even or odd.
- Write Python programs to sum the given sequences:
- 2/9 - 5/13 + 8/17 ..... (print 7 terms)
-

Learning outcomes:

Students demonstrate Introduction of
Control Statements: if-else, if-elif-else, while loop, for loop

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment :Taking Class test after chapter finished

Homework/ worksheets: Extra question given for reference sample papers

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 11 Subject: IP

Topic: 6 List Manipulation No. of periods: 15

Subtopic:

- Lists: list operations - creating, initializing, traversing and manipulating lists, list methods and built-in functions – len(),list(),append(),insert(), count(),index(),remove(), pop(), reverse(), sort(),
- min(),max(),sum()
- update(), del(), clear()
- The students will be able to create the basics of List and its operations.
- Also they can understand the traversing a list with its inbuilt
- functions.
- They can manipulate the list.

Specific objective:

The main objective of this chp.

- Lists: list operations - creating, initializing, traversing and manipulating lists, list methods and built-in functions – len(),list(),append(),insert(), count(),index(),remove(), pop(), reverse(), sort(),
- min(),max(),sum()
- update(), del(), clear()
- The students will be able to create the basics of List and its operations.
- Also they can understand the traversing a list with its inbuilt
- functions.
- They can manipulate the list.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
Demonstration Method: PPT and videos
Explanation Method (learning method) : Doing Practical in the lab

Activities:

- Ask the user to enter a list containing numbers between 1 and 12. Then replace all of the entries in the list that are greater than 10 with 10.
- Write a program to check if a number is present in the list or not. If the number is present, print the position of the number. Print an appropriate message if the number is not present in the list.
- Create the following lists using a for loop:

A list containing the squares of the integers 1 through 50.

- Write a program that takes any two lists L and M of the same size and adds their elements together to form a new list N whose elements are sums of the corresponding elements in L and M. For instance, if L = [3, 1, 4] and M = [1, 5, 9], then N should equal [4,6,13]
- Write a program rotates the elements of a list so that the element at the first index moves to the second index, the element in the second index moves to the third index, etc., and the element in the last index moves to the first index.

Learning outcomes:

Students demonstrate Introduction of

- Lists: list operations - creating, initializing, traversing and manipulating lists, list methods and built-in functions – len(),list(),append(),insert(), count(),index(),remove(), pop(), reverse(), sort(),
- min(),max(),sum()
- update(), del(), clear()
- The students will be able to create the basics of List and its operations.
- Also they can understand the traversing a list with its inbuilt
- functions.

- They can manipulate the list.

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment :Taking Class test after chapter finished

Homework/ worksheets: Extra question given for reference sample papers

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 11 Subject: IP

Topic: Ch 7 Dictionaries No. of periods: 10

Subtopic:

- Dictionary methods and built in functions
- They can manipulate the dictionaries.
- Finally student create the differences between List and Dictionaries.
- Dictionary: concept of key-value pair, creating, initializing, traversing, updating and deleting elements, dictionary methods and built-in functions – dict(), len(), keys(), values(), items()

Specific objective:

The main objective of this chp.

- Dictionary methods and built in functions
- They can manipulate the dictionaries.
- Finally student create the differences between List and Dictionaries.
- Dictionary: concept of key-value pair, creating, initializing, traversing, updating and deleting elements, dictionary methods and built-in functions – dict(), len(), keys(), values(), items()

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
Demonstration Method: PPT and videos
Explanation Method (learning method) : Doing Practical in the lab

Activities:

- Find the largest and smallest numbers in a list.
- Find the third largest number in a list.
- Find the sum of squares of the first 100 natural numbers.

- Find whether a string is a palindrome or not.
- Given two integers x and n, compute x^n
- .Compute the greatest common divisor and the least common multiple of two integers.

Learning outcomes:

The students will be able to apply the basics of Dictionaries.

- Dictionary methods and built in functions
- They can manipulate the dictionaries.
- Finally student create the differences between List and Dictionaries.
- Dictionary: concept of key-value pair, creating, initializing, traversing, updating and deleting

elements, dictionary methods and built-in functions – dict(), len(), keys(), values(), items()

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment :Taking Class test after chapter finished

Homework/ worksheets: Extra question given for reference sample papers

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 11 Subject: IP

Topic: Ch 10 Database Concepts No. of periods: 5

Subtopic:

- File System
- Limitations of File System
- Database Management System
- Need of shift to DBMS from File System
  Key Concepts of DBMS
- Relational Data Model and its terminology
- Keys in a Relational Database
- History of MySQL
- MySQL Database system

Specific objective:

The main objective of this chp.

- File System
- Limitations of File System
- Database Management System

- Need of shift to DBMS from File System
  Key Concepts of DBMS
- Relational Data Model and its terminology
- Keys in a Relational Database
- History of MySQL
- MySQL Database system

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
Demonstration Method: PPT and videos
Explanation Method (learning method) : Doing Practical in the lab

Activities:

- Listing Candidate Keys and Primary Key for various data set in form of tables
- Identifying set of two tables with primary key and foreign key from
- real life data
- Identifying areas of real life environments where DBMS can be used
- Writing Degree and Cardinality of different tables
- Solving MCQs and Exercises

Learning outcomes:

After learning this chapter the student will be able to apply their knowledge in different activities

- File System
- Limitations of File System
- Database Management System
- Need of shift to DBMS from File System
  Key Concepts of DBMS
- Relational Data Model and its terminology
- Keys in a Relational Database
- History of MySQL
- MySQL Database system

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment :Taking Class test after chapter finished

Homework/ worksheets: Extra question given for reference sample papers

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 11 Subject: IP

Topic: Ch 11 Structured Querty Language No. of periods: 20

Subtopic:

- Structured Query Language
- Data types and Constraints in MySQL
- DDL Commands in MySQL
- Creating database
- Creating table
- Viewing structure of table
- Altering table structure
- Removing Table / Database
- DML Commands in MySQL
- Populating table with data
- Querying table
- Updating table data
- Deleting table data

Specific objective:

The main objective of this chp.

- Structured Query Language
- Data types and Constraints in MySQL
- DDL Commands in MySQL
- Creating database
- Creating table
- Viewing structure of table
- Altering table structure
- Removing Table / Database
- DML Commands in MySQL
- Populating table with data
- Querying table
- Updating table data
- Deleting table data

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
Demonstration Method: PPT and videos
Explanation Method (learning method) : Doing Practical in the lab

Activities:

- Write about the commands (i) CREATE DATABASE (ii) CREATE
- TABLE (iii) USE (iv) INSERT INTO
- Querying using DDL and DML commands by providing table data
- Solving MCQs and Exercises

Learning outcomes:

After learning this chapter the student will be able to apply their knowledge in different activities

- Structured Query Language
- Data types and Constraints in MySQL
- DDL Commands in MySQL

- Creating database
- Creating table
- Viewing structure of table
- Altering table structure
- Removing Table / Database
- DML Commands in MySQL
- Populating table with data
- Querying table
- Updating table data
- Deleting table data

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment :Taking Class test after chapter finished

Homework/ worksheets: Extra question given for reference sample papers

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 11 Subject: IP

Topic: Ch 12 Emerging Trends No. of periods: 5

Subtopic:

- Immersive Experience with Extended Reality (XR)
- Introduction
- Artificial Intelligence
- Machine Learning (ML)
- Natural Language Processing (NLP)
- Robotics
- Big Data
- Characteristics of Big Data
- Data Analytics
- Internet of Things (IoT)
- Web of Things (WoT)
- Sensors
- Smart Cities
- Cloud Computing
- Cloud Services
- Types of Clouds
- Grid Computing
- Blockchain Technology

- Blockchain Technology Key terms

Specific objective:

The main objective of this chp.

- Immersive Experience with Extended Reality (XR)
- Introduction
- Artificial Intelligence
- Machine Learning (ML)
- Natural Language Processing (NLP)
- Robotics
- Big Data
- Characteristics of Big Data
- Data Analytics
- Internet of Things (IoT)
- Web of Things (WoT)
- Sensors
- Smart Cities
- Cloud Computing
- Cloud Services
- Types of Clouds
- Grid Computing
- Blockchain Technology
- Blockchain Technology Key terms

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
Demonstration Method: PPT and videos
Explanation Method (learning method) : Doing Practical in the lab

Activities:

- Activity 1: Find out how NLP is helping differently-abled persons?
- Activity 2: Find out what role are robots playing in the medical field?
- Activity 3: Explore and list a few IoT devices available in the market.
- Activity 4: We use GPS to navigate outdoors. VPS is another emerging trend that uses Augmented Reality. Explore and find its other utilities.
- Activity 5: Name a few data centers in India along with the major services that they provide.

Learning outcomes:

After learning this chapter the student will be able to apply their knowledge in different activities

- Immersive Experience with Extended Reality (XR)
- Introduction
- Artificial Intelligence
- Machine Learning (ML)
- Natural Language Processing (NLP)
- Robotics
- Big Data
- Characteristics of Big Data
- Data Analytics

- Internet of Things (IoT)
- Web of Things (WoT)
- Sensors
- Smart Cities
- Cloud Computing
- Cloud Services
- Types of Clouds
- Grid Computing
- Blockchain Technology
- Blockchain Technology Key terms
-

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment :Taking Class test after chapter finished

Homework/ worksheets: Extra question given for reference sample papers

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name –Rupinderjit Kaur

Grade – 11 **Subject - Math**

Topic – Sequence and series **No. of Periods - 10**

Month- June

Sub topics:

- Sequence and series
- Arithmetic Progression(A.P)
- Geometric Progression (G.P)
- Relationship between arithmetic mean and geometric mean
- Sum of n terms of special series.

Specific objective

- Define Sequences and Series.
- Distinguish Sequences and Series.
- Understand Arithmetic progression. and geometric progression
- Establish relationship between A.P and G.P

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning

Activities

To demonstrate that the Arithmetic mean of two different positive numbers is always greater than the Geometric mean.

Resources:

Text book, Videos, R.D Sharma

Board work:

Arithmetic & Geometric Means

Arithmetic Mean(average)

$$AM = \frac{a_1 + a_2 + a_3 + \ldots + a_n}{n}$$

Geometric Mean

$$GM = \sqrt[n]{a_1 a_2 a_3 \ldots a_n}$$

Learning outcomes:

- Evaluate General term of GP/Sum to n-terms of GP /Geometric mean.
- Students will be able to understand the relationship between A.M and G.M and solve problem based on it.
- Students will be able to understand and evaluate Sum to n terms of special series
- Students will able to solve the problems based on GP

Application:

- A geometric series is a key tool for understanding how banks create money (i.e., deposits) in a fractional reserve system
- In real life, GP happens whenever each agent of a system acts independently and is fixed. Examples are:

1. A population growth in which each people decide not to have another kid based on current population then population growth each year is geometric

2. Each radioactive independently disintegrates so each will have its fixed decay rate so it's also geometric

ICT Integrated :

Google , PPT

Extra questions/ Class assessment/ Recapitulation

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home

Reference:

NCERT, RD SHARMA, SAMPLE PAPERS

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name – Rupinderjit Kaur

Grade – 11 **Subject - Math**

Topic – Introduction to 3D geometry **No. of Periods - 8**

Month- June

Sub topics:

- Coordinate axes and Cartesian plane in 3-D space
- Coordinates of a point in Space
- Distance between two points
- Section formula

Specific objective

- Identifying the position of the point on 3D SPACE
- Finding the distance between two points on 3-D plane
- Application of section formula

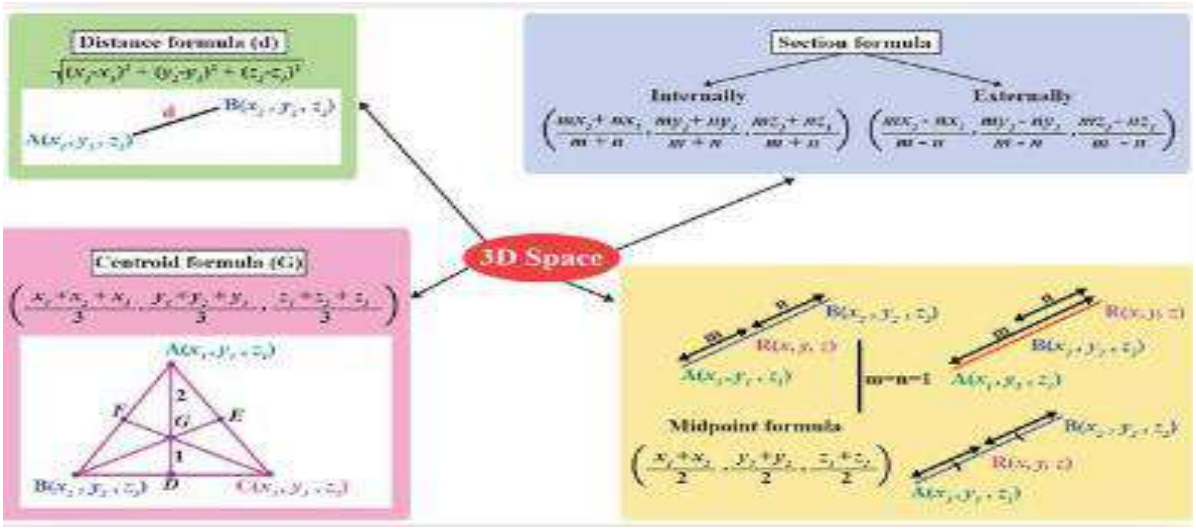
Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning

Resources:

Text book, Videos, R.D Sharma

Board work:



Learning outcomes:

Students will able to-

- Recognize three-dimensional shapes in the world around them
- geometrical terminology

Application:

. Three dimensional geometry is used in figuring out various decisions taken by doctors regarding body surgeries, treatments and manufacture of implants and prosthetics.

ICT Integrated :

Google , PPT

Extra questions/ Class assessment/ Recapitulation

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home

Reference:

NCERT, RD SHARMA, SAMPLE PAPERS

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name - Rupinderjit kaur

Grade – 11 **Subject - Math**

Topic –Sets **No. of Periods - 8**

Month- July

Sub - topic:

1. Set definition and its examples
2. Roaster or tabular form
3. Set builder form
4. Finite, infinite set and Equal Set
5. Subsets and Power set
6. Venn Diagram
7. Union and intersection of sets
8. Complements od sets and its properties

Specific objectives:

- Recognize when set theory is applicable to real-life situations, solve real-life problems, and communicate real-life problems and solutions to others.
- Evaluate union, intersection and complements of sets.
- Draw the venn diagram of the given situation

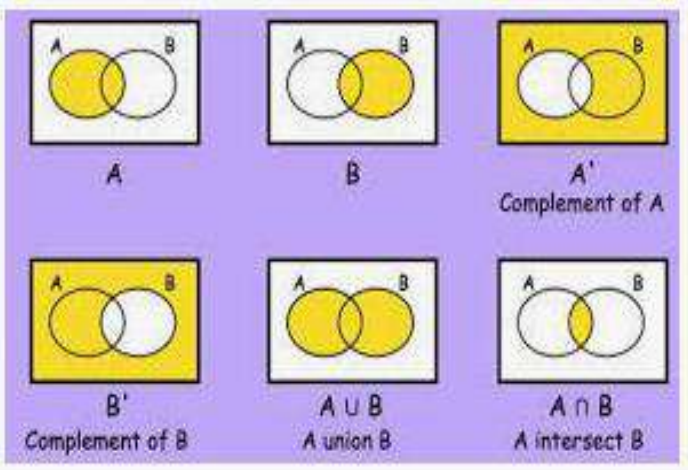
Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning

Activities:

To Verify that the set had n number of elements, then the total number of subsets is 2^n

Board work:



Learning outcomes:

Students will be able to

- draw and interpret Venn diagrams of set relations and operations and use Venn diagrams to solve problems.
- Perform operations on sets

Application:

Sets is used in statistics, Boolean algebra, and probability.

ICT Integration / Art Integration :

- Video
- Power Point presentation

Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.

- Worksheets given to solve at home

Reference:

ncert.nic.in, R.S Agarwal Textbook, R.D Sharma

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name - Rupinderjit Kaur

Grade – 11 **Subject - Math**

Topic –Relations and function **No. of Periods - 10**

Month- July

Sub topics:

- Cartesian product of the sets
- Relation
- Domain, Co-domain and range
- Function
- Different types of function- Polynomial function, constant function, identity function, modulus function, Greatest integers function

Specific objective

- Find the domain and range of a relation.
- Determine if a relation is a function.
- Find the value of a function
- Calculate the Cartesian product of sets

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities

To verify that for two sets A and B, n (A×B) = pq and the total number of relations from A to B is 2^{pq}, where n(A) = p and n(B) = q.

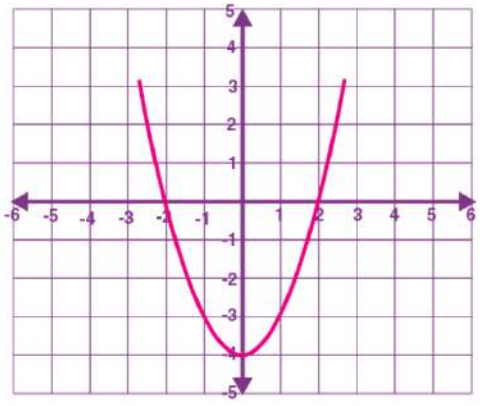
Resources:

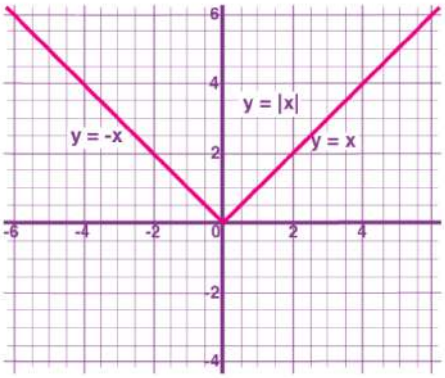
Text book, PPT, Videos, R.D Sharma

Board work:

1) Polynomial Function

2) Modulus Function





Learning outcomes:

Students will learn

- Perform operations on functions, including adding, subtracting, multiplying, and dividing functions.
- Determine the characteristics of the graph that results from these operations.
- Determine the nature of the graph of different functions

Application:

- Calculator: The calculators we use in our day to day life are programmed taking help of functions.
- In real life we come across market predictions, stocks etc functions play a vital role here.Even business analysts use functions as major part of their analysis to predict business needs.
- Functions play a vital role in computer programming languages such as C, JAVA etc...While writing the computer programs, functions are defined and reused in the code, which actually reduces the effort of writing the complex codes again and again.

ICT Integrated :

PPT and video

Extra questions/ Class assessment/ Recapitulation

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home

Reference:

Text book, PPT, Videos, R.D Sharma, Google

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name - Rupinderjit Kaur
Grade – 11 **Subject - Math**

Topic – Statistics **No. of Periods - 8**

Month- August

Sub topics:

- Range
- Mean deviation
- Variance and standard deviation
- Measure of dipersion

Specific objective

- Students get to know about Mean Deviation for grouped data and ungrouped data
- . Students learn about Measures of Dispersion like -
  - ➢ Range
  - ➢ Quartile Deviation
  - ➢ Mean Deviation
  - ➢ Variance
  - ➢ Standard Deviation

- . Students learn about Measures of Dispersion like -
  - ➢ Range
  - ➢ Quartile Deviation
  - ➢ Mean Deviation
  - ➢ Variance
  - ➢ Standard Deviation

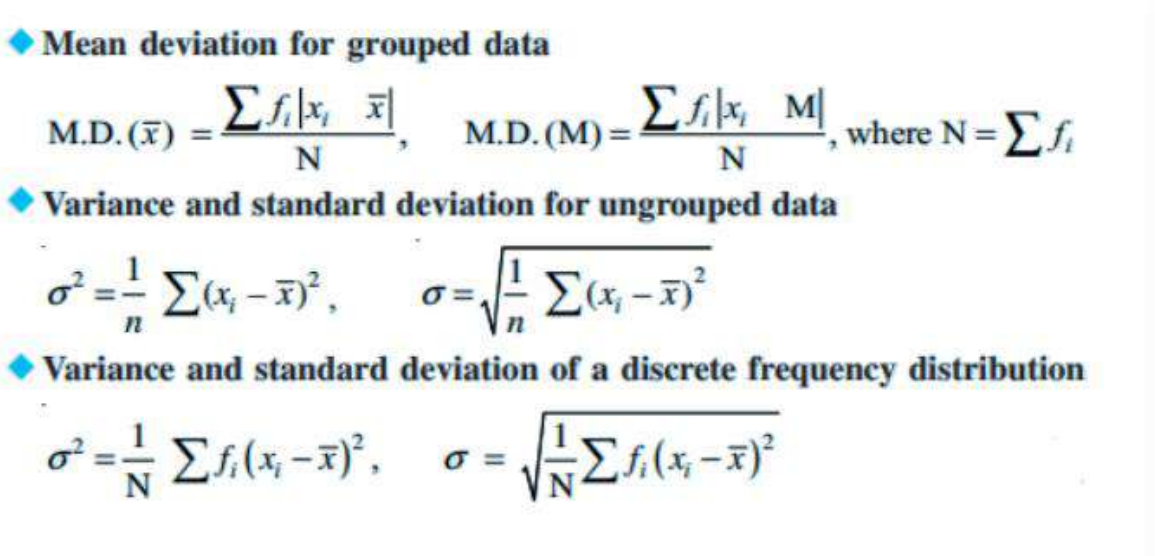
Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning

Resources:

Text book, Videos, R.D Sharma

Board work:



Learning outcomes:

. Students also learn about Coefficients of Variation and to an extent learn how to apply these concepts of Statistics in real life.

Application:

. It is applied in marketing, e-commerce, banking, finance, human resource, production, and information technology. In addition, this mathematical discipline has been a prominent part of research and is widely used in data mining, medicine, aerospace, robotics, psychology, and machine learning.

ICT Integrated :

Google , PPT

Extra questions/ Class assessment/ Recapitulation

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.

- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home

Reference:

NCERT, RD SHARMA, SAMPLE PAPERS

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name - Rupinderjit Kaur
Grade – 11

Subject - Math

Topic – Linear inequalities **No. of Periods - 8**

Month- August

Sub topics:

- Algebraic equations of linear in-equations in one variable and its graphical representation
- Graphical solution of linear inequalities in two variables.
- Solutions of system of linear inequalities

Specific objective

Students will able to

- identify the regions on a graph that represent the solution to a system of inequalities,
- sketch a graph to represent a system of linear inequalities in order to solve them,
- identify the system of linear inequalities represented by a graph.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.

- Encourage students to indulge in discussions and practice-based learning

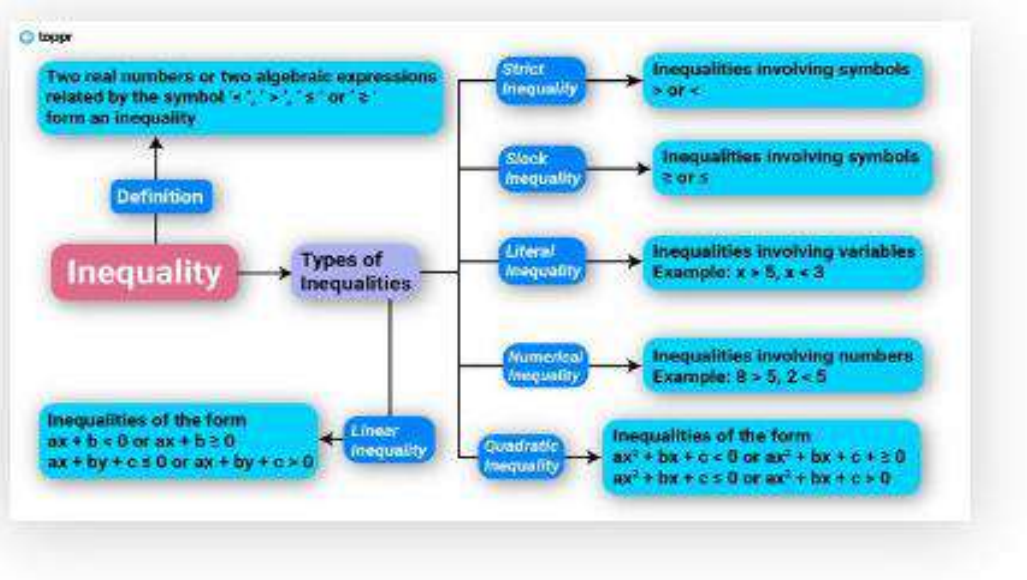
Activities

To verify that the graph of a given inequality, say $5x + 4y – 40 < 0$, of the form $ax + by + c < 0$, $a, b > 0$, $c < 0$ represents only one of the two half planes.

Resources:

Text book, Videos, R.D Sharma

Board work:



Learning outcomes:

Students will able to

- identify the regions on a graph that represent the solution to a system of inequalities,
- sketch a graph to represent a system of linear inequalities in order to solve them,
- identify the system of linear inequalities represented by a graph.

Application:

A system of linear inequalities is often used to determine the maximum or minimum values of a situation with multiple constraints. For example, you might be determining how many of a product should be produced to maximize a profit.

ICT Integrated :

Google , ppt

Extra questions/ Class assessment/ Recapitulation

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home

Reference:

NCERT, RD SHARMA, SAMPLE PAPERS

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name - Rupinderjit Kaur
Grade – 11 **Subject - Math**

Topic –Trignometric Function **No. of Periods - 12**

Month- August

Sub topics:

- Degree and radian measure
- Trigonometric function
- Sign of trigonometric function
- Domain and range of trigonometric function
- Trigonometric function of sum and difference of two angles
- Trigonometric equations

Specific objective

- Students will apply various concepts of right triangle trigonometry.
- Students will construct and analyze the graphs of trigonometric functions and their inverses.
- Students will verify trigonometric identities and solve trigonometric equations.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities

To find the values of sine and cosine functions in second, third and fourth quadrants using their given values in first quadrant

Resources:

Text book, Videos, R.D Sharma

Board work:

	Functions	Domain	Range
(i)	sine	R	[–1, 1]
(ii)	cosine	R	[–1, 1]
(iii)	tangent	$R - \{x : x = (2n+1)\frac{\pi}{2}, n \in Z\}$	R
(iv)	cosecant	$R - \{x : x = n\pi, n \in Z\}$	R – [–1, 1]
(v)	secant	$R - \{x : x = (2n+1)\frac{\pi}{2}, n \in Z\}$	R – [–1, 1]
(vi)	cotangent	$R - \{x : x = n\pi, n \in Z\}$	R

Learning outcomes:

Students understand how trigonometric functions relate to right triangles and solve word problems involving right triangles. They extend the definitions of the trigonometric functions beyond right triangles using the unit circle and they measure angles in radians as well as degrees. The draw and analyze graphs of trigonometric functions

Application:

- Sine and cosine functions can be used to model many real-life scenarios – **radio waves, tides, musical tones, electrical currents**.
- Trigonometry to Measure Height of a Building or a Mountain. Trigonometry is used in measuring the height of a building or a mountain.

ICT Integrated:

Google, Video

Extra questions/ Class assessment/ Recapitulation

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home

Reference:

Text book, Videos, R.D Sharma, Google

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name –Rupinderjit Kaur

Grade – 11 **Subject - Math**

Topic –Complex numbers and quadratic equations

Month- September **No. of Periods - 10**

Sub topics:

- Complex numbers
- Algebra of complex numbers
- Modulus and conjugate of complex numbers
- Argand Plane and polar representation
- Quadratic equations

Specific objective

1. Definition of complex numbers.
2. Algebra of complex numbers.
3. Investigate arithmetic with complex numbers C in rectangular form a + ib.
4. Calculate the conjugate of a complex number.
5. Properties of conjugate of a complex number.
6. Inverse of a complex number.
7. Illustrate and read complex numbers on an Argand diagram.
8. Integral powers of 'I'
9. Discuss and illustrate symmetries and rotations on an Argand diagram.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning

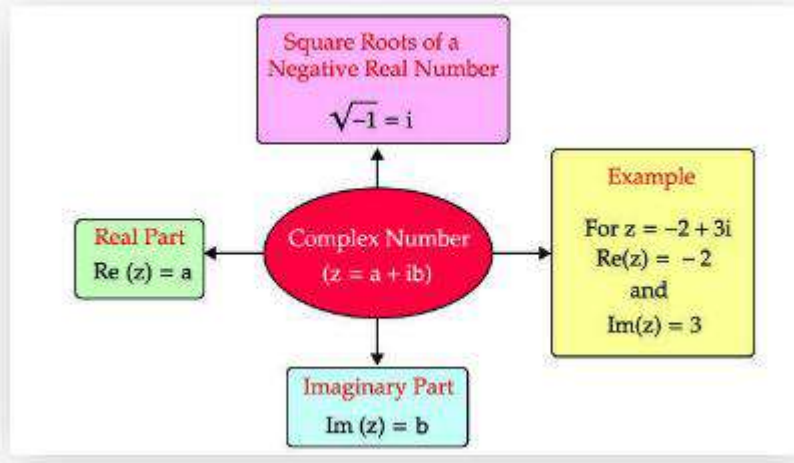
Activities

To obtain a quadratic function with the help of linear functions graphically

Resources:

Text book, Videos, R.D Sharma

Board work:



Learning outcomes:

- Describe the need for extending the set of real numbers to the set of complex numbers;
- Define a complex number and its examples;
- Identify the real and imaginary parts of a complex number;
- Solve problems based on complex numbers.

Application:

Complex numbers are used in many varieties of fields in real life. Below given are the most important uses of complex numbers, and their proper explanation is also explained.

1. Complex number is used in Electronics.
2. Complex number is used in Electromagnetism.
3. Complex number is used to simplify the unknown roots if roots are not real for quadratic equations.
4. Complex numbers are used in computer science engineering.
5. Complex number is used in mechanical and civil engineering.
6. Complex numbers are used in control systems.

ICT Integrated : GOOGLE, PPT

Extra questions/ Class assessment/ Recapitulation

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.

- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home

Reference:

Text book, Videos, R.D Sharma, Google

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name - Rupinderjit Kaur

Grade – 11 **Subject - Math**

Topic – Permutation and combination **No. of Periods - 14**

Month- October

Sub topics:

- Fundamental principal of counting
- Permutation
- Combinations

Specific objective

- Solve the factorial
- Identify where permutation can be applied.
- Identify where combination can be applied

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning

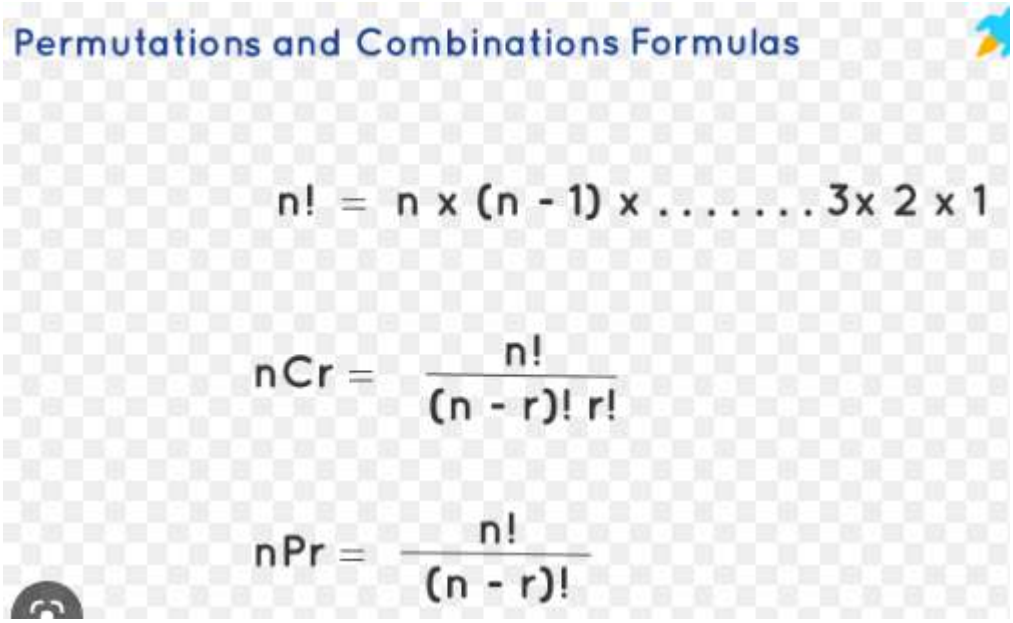
Activities

To find the number of ways in which three cards can be selected from given five cards

Resources:

Text book, Videos, R.D Sharma

Board work:



Learning outcomes:

Students will able to

- understanding of the concept of a Combination. And apply the knowledge of combinations in practical
- state that permutation is an arrangement and write the meaning of .
- apply the knowledge of permutations in practical situations.

Application:

A permutation is used for the list of data (where the order of the data matters) and the combination is used for a group of data (where the order of data doesn't matter).

ICT Integrated :

Google , PPT

Extra questions/ Class assessment/ Recapitulation

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.

- Worksheets given to solve at home

Reference:

NCERT, RD SHARMA, SAMPLE PAPERS

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name - Rupinderjit Kaur

Grade – 11 **Subject - Math**

Topic – Binomial theorem **No. of Periods - 10**

Month-November

Sub topics:

- Binomial theorem for positive integral indices
- Pascal triangle
- General and middle term

Specific objective

- Binomial theorem tells us about the relationship between two forms of a certain type of polynomial: the factored, binomial form $(x + y)^n$, and the expanded form of this polynomial.
- The total number of terms in the binomial expansion of $(a + b)^n$ is $n + 1$.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning

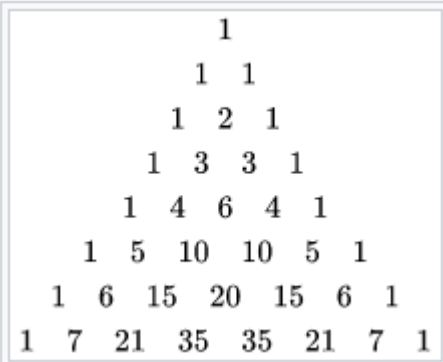
Activities

To construct a Pascal's Triangle and to write binomial expansion for a given positive integral exponent.

Resources:

Text book, Videos, R.D Sharma

Board work:



Learning outcomes:

Students will able to

- learn statement and proof Binomial Theorem for positive power
- recognize Patterns in expansion of binomial theorem.
- learn general terms of binomial theorem and Middle Terms of binomial theorem.
- evaluate a binomial coefficient in binomial expansion
- find a particular term in binomial expansion.
- apply binomial theorem in expansion and in approximations

Application:

The binomial theorem is used in advanced mathematics and calculating to determine roots of equations in higher powers. This theorem has applications in Permutations and Combinations, Probability, Matrices, and Mathematical Induction, and is a very important part of algebra.

ICT Integrated :

Google , PPT

Extra questions/ Class assessment/ Recapitulation

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home

Reference:

NCERT, RD SHARMA, SAMPLE PAPERS

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name - Rupinderjit Kaur

Grade – 11 **Subject - Math**

Topic – Straight lines **No. of Periods - 12**

Month- November/December

Sub topics:

- Slope of a line
- Various form of Equation of line.
- General equation of line
- Distance of a point from a line

Specific objective

- Identify the general form of the equation of a straight line as $a\ x + b\ y + c = 0$,
- Find the following properties of a straight line given in general form: ...
- Find the equation of a straight line in general form when given. ...
- Convert the equation of a straight line into general form when it is given in.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning

Activities

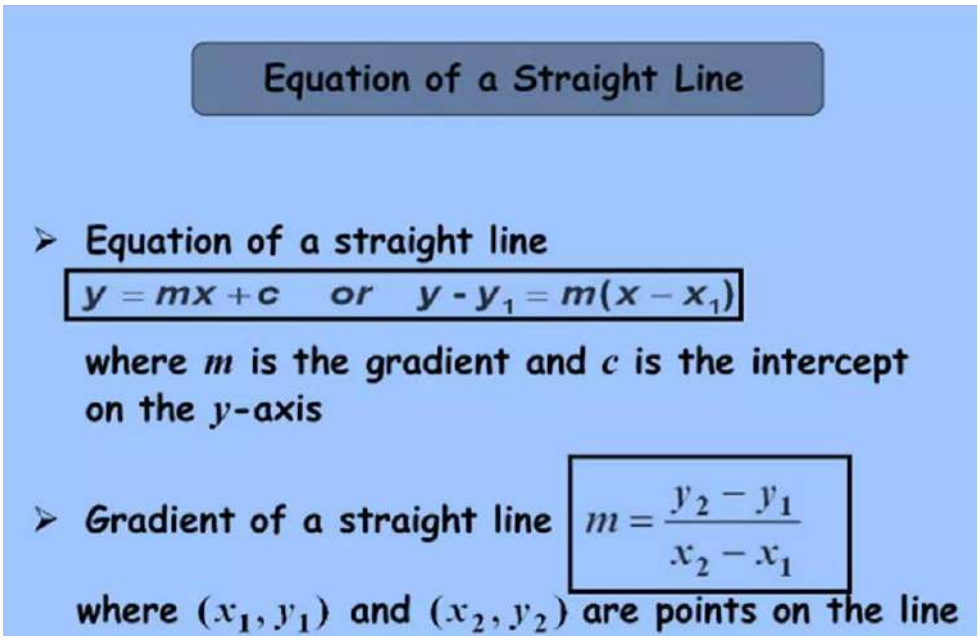
To verify that the equation of a line passing through the point of intersection of two

lines a1 x + b1 y + c1 =0 and a2 x + b2 y + c2 = 0 is of the form (a1 x + b1 y + c1) + λ (a2 x + b2 y + c2) = 0.

Resources:

Text book, Videos, R.D Sharma

Board work:



Learning outcomes:

At the end of the lines and angles lesson, students will be able to: Identify and apply the properties of lines and angles. Understand the concept of parallel, perpendicular, complementary and supplementary angles, vertical angles, and parallel lines cut by a transversal.

Application:

Applications of lines include the use of equations or graphs of lines to model real-world situations and natural phenomena in order to make predictions and solve problems.

ICT Integrated :

Google , PPT

Extra questions/ Class assessment/ Recapitulation

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home

Reference:

NCERT, RD SHARMA, SAMPLE PAPERS

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2024-25)

Teacher's Name - Shalini Negi
Grade – 11

Subject - Math

Topic – Conic Sections **No. of Periods - 9**

Month- December

Sub topics:

- Sections of cone-Circle, Ellipse, Parabola and hyperbola
- Standard equation of parabola
- Latus rectum
- Standard equation of ellipse
- Standard equation of hyperbola

Specific objective

- Students will be able to have the knowledge of conic section, equation of circle, equation of parabola, equation of ellipse, equation of hyperbola.
- Students will be able to understand the different types of conic section, equation of circle, equation of parabola, equation of ellipse, equation of hyperbola.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning

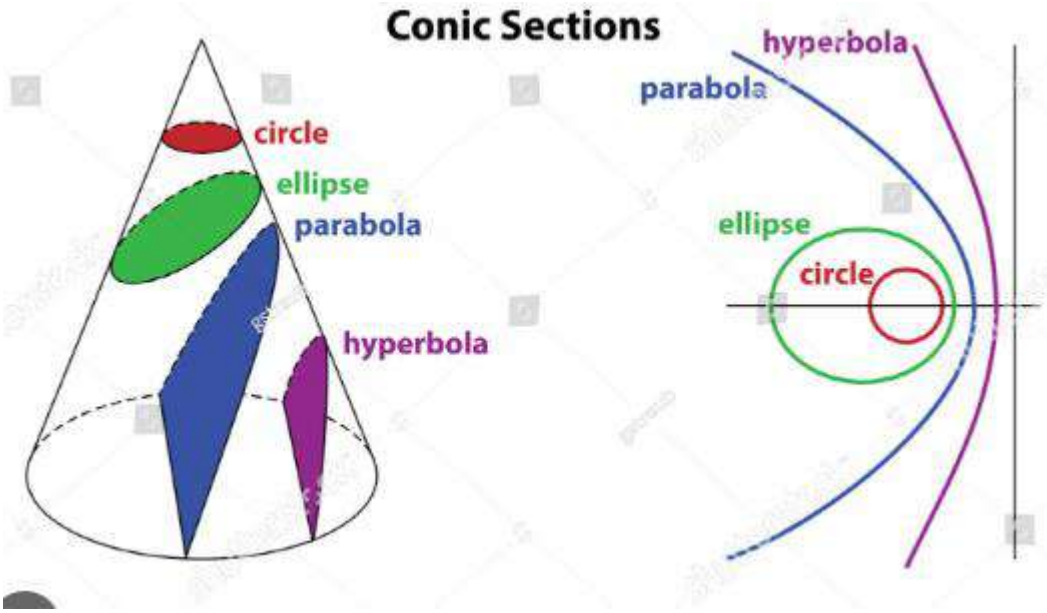
Activities

Activity- Drawing a parabola

Resources:

Text book, Videos, R.D Sharma

Board work:



Learning outcomes:

- Students will be able to draw the different types of conic sections.
- Students will be able to apply the knowledge of conic sections to solve the problems.
- Students will be able to apply the knowledge the knowledge of conic sections in real world situations

Application:

. Conic sections are used by architects and architectural engineers. They can be seen widely in buildings, churches, and arches

ICT Integrated :

Google , PPT

Extra questions/ Class assessment/ Recapitulation

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home

Reference:

NCERT, RD SHARMA, SAMPLE PAPERS

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name - Rupinderjit Kaur
Grade – 11 **Subject - Math**

Topic – Limits and derivatives **No. of Periods - 10**

Month- January

Sub topics:

- Intuitive idea of derivatives
- Limits
- Limits of trigonometric function

Specific objective

Student will able to

- Find limit of a function and derivative of a function
- evaluate derivative of a function using first principle
- find derivative using different rules

.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning

Activities

Verification of the geometrical significance of derivative.

Resources:

Text book, Videos, R.D Sharma

Board work:

Limits of Trigonometry Functions

$$\lim_{x \to 0} \sin x = 0$$

$$\lim_{x \to 0} \cos x = 1$$

$$\lim_{x \to 0} \frac{\sin x}{x} = 1$$

$$\lim_{x \to 0} \frac{\tan x}{x} = 1$$

$$\lim_{x \to 0} \frac{1 - \cos x}{x} = 0$$

$$\lim_{x \to 0} \frac{\sin^{-1} x}{x} = 1$$

$$\lim_{x \to 0} \frac{\tan^{-1} x}{x} = 1$$

Learning outcomes:

- Students will able to derive geometrical meaning of derivative
- Students will able to apply this derivative in different daily life.

Application: The applications of Limits are as follows:

It helps to measure the strength of the magnetic field, electric field, etc. Limits are used to figure out the most relevant pieces of information from the large complex functions.

ICT Integrated **:** Google , PPT

Extra questions/ Class assessment/ Recapitulation

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home

Reference:

NCERT, RD SHARMA, SAMPLE PAPERS

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name - Rupinderjit Kaur
Grade – 11 **Subject - Math**

Topic – Probability **No. of Periods - 7**

Month- February

Sub topics:

- Random experiment
- Events
- Axiomatic approach to probability

Specific objective

. The students will learn:

- To acquaint students with different aspects of mathematics used in daily life.
- To develop an interest in students to study mathematics as a discipline.
- Students will observe the outcomes of the random experiment.
- They will relate the set of all possible outcomes to a set 'S' the sample space.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning

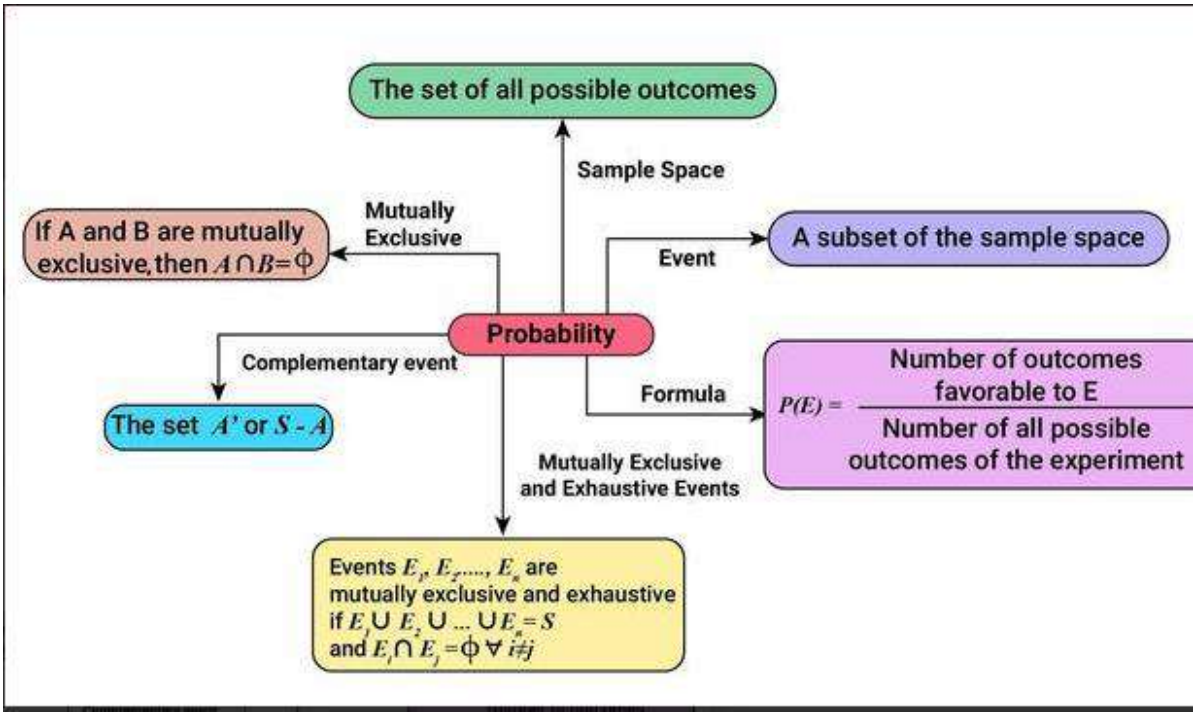
Activities

To write the sample space, when a coin is tossed once, two times, three times, four times.

Resources:

Text book, Videos, R.D Sharma

Board work:



Learning outcomes: Students will able to

- They are able to relate event E of S as the subset of S
- They understand the measure of uncertainty through P(E).
- They will apply the concept of P(E) in many day to day situations.

Application:

. Role of probability methods in engineering can be broadly summarize as a) The modeling of engineering problems and evaluation of systems performance under conditions of uncertainty; b) Systemic development of design criteria, explicitly taking into account the significance of uncertainty,

ICT Integrated **:**Google , PPT

Extra questions/ Class assessment/ Recapitulation

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Homework/ worksheets:

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- Questions given based on the class work.
- Worksheets given to solve at home

Reference:

NCERT, RD SHARMA, SAMPLE PAPERS

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name –Ms. Ashwini P

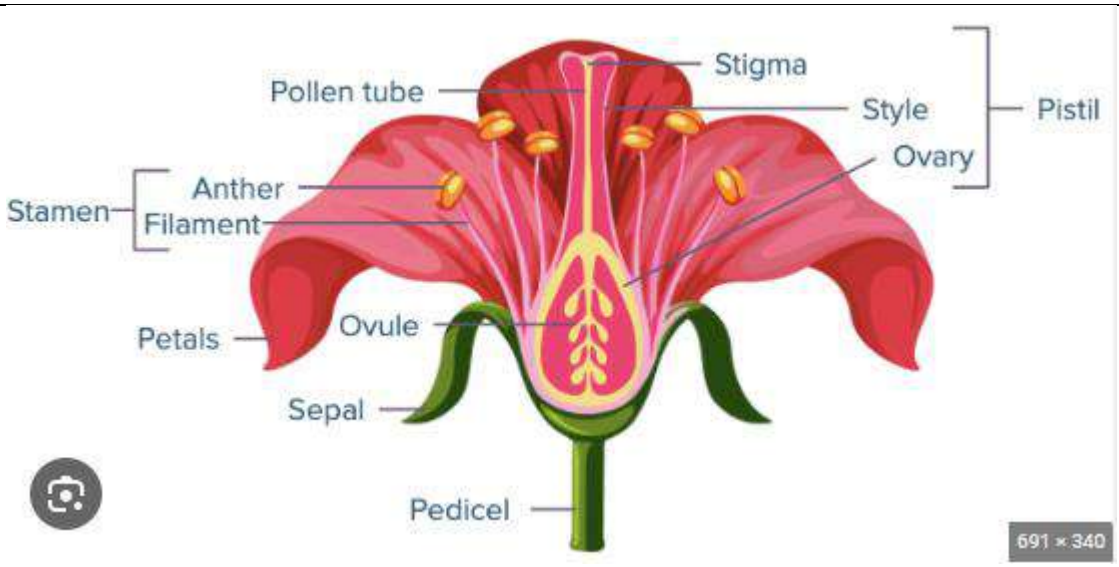
Grade - XII

Subject - BIOLOGY **Month –April**

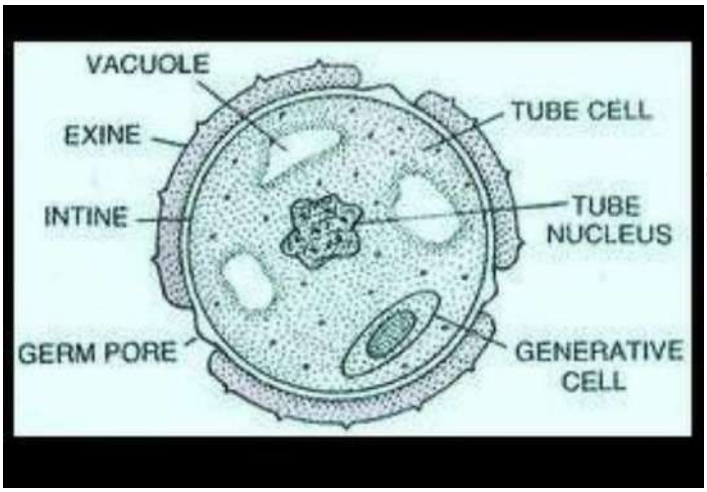
Topic- Chapter 2- **Sexual reproduction in flowering plants**

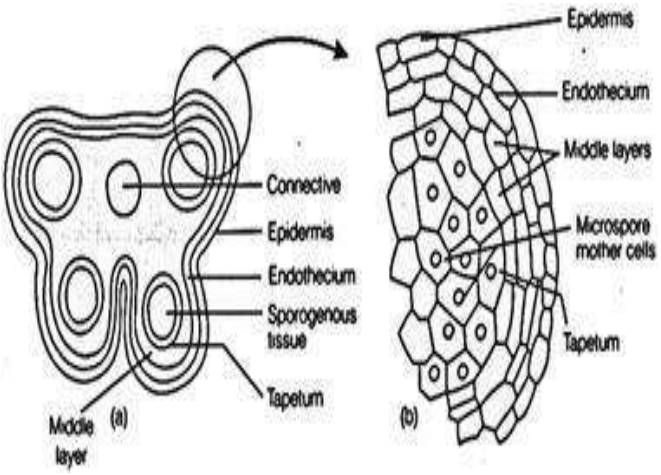
No. of Periods - 8

Sub - topic: 1.1 Flower – A Fascinating Organ of Angiosperms 1.2 Pre-fertilisation : Structures and Events 1.3 Double Fertilisation 1.4 Post-fertilisation: Structures and Events 1.5 Apomixis and Polyembryony
Specific objectives: To enable the students to: 1. Explain the role of different floral parts in sexual reproduction. 2. Explain the process of micro and megasporogenesis. 3. State the structural difference between monocot and dicot seeds. 4. Give different steps of artificial hybridisation 5. Define parthenocarpy and apomixis. 6. Draw labelled diagrams related to the topic.
Methodology -Demonstration Method, Explanation Method (learning method), Activity based learning, specimen-aided teaching, learning by doing.
Activities: Prepare a temporary mount to observe pollen germination. 1. Flowers adapted to pollination by different agencies (wind, insects, birds). 2. Pollen germination on stigma through a permanent slide or scanning electron micrograph.



Board work:





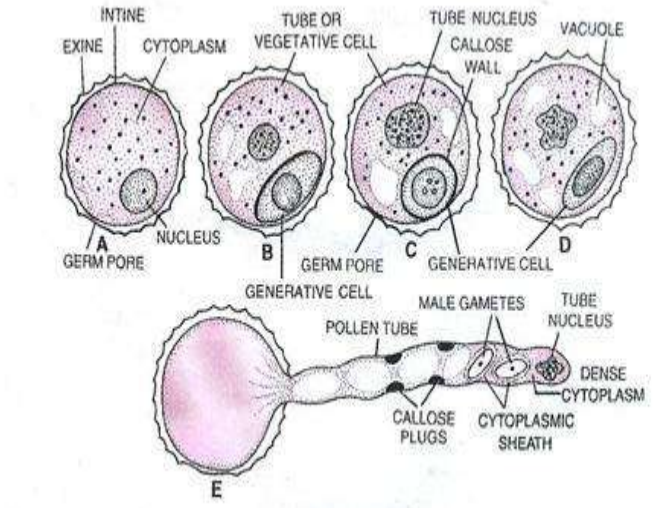
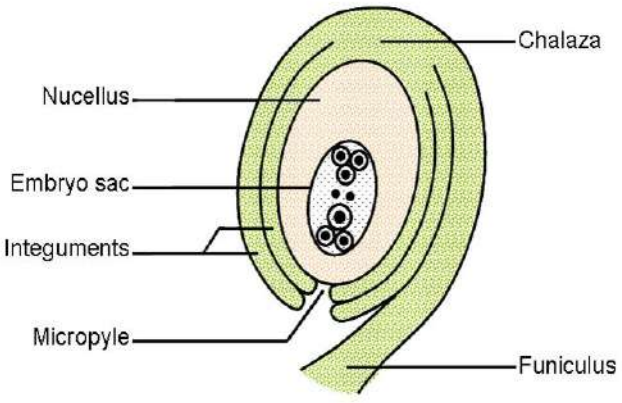
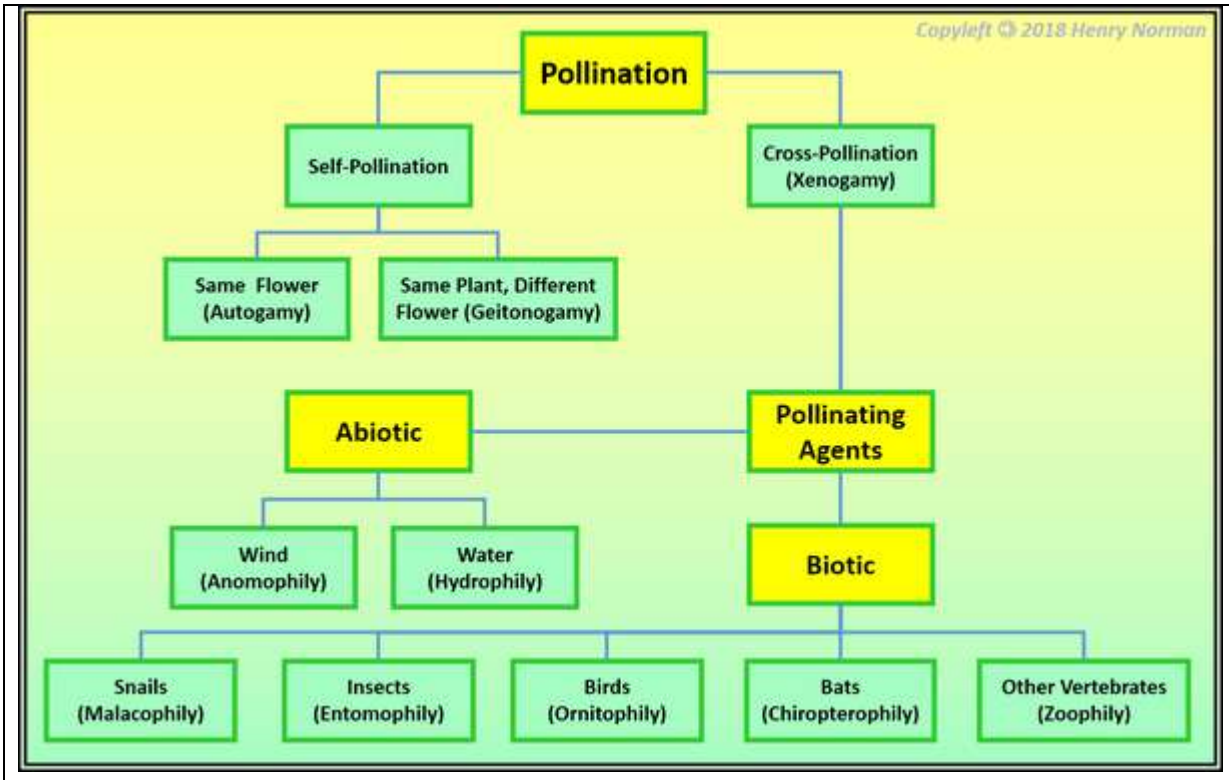


Fig. 2.9. Germination of pollen grain and formation of male gametophyte in an angiosperm.



Cross-section through Ovule



Learning outcomes:

1. State the structure & function of the floral parts including: Sepal, petal, stamen, carpel.
2. State that the Pollen grain produces male gamete and define the terms: pollination, self-pollination with Outline methods of pollination including: cross-pollination & self-pollination.
3. Explain various techniques of outbreeding devices.
4. State that the Embryo sac produces an egg cell & polar nuclei.
5. Define the term: fertilisation.
6. Outline seed structure & function of following: testa, plumule, radicle, embryo, cotyledon
7. Explain development of embryo and seed. & food supply (endosperm or seed leaves)
8. Classify plants as monocotyledon or dicotyledon & distinguish between them.
9. Make reference to non-endospermic seed.
10. Outline fruit formation. Outline seedless fruit production
11. Define the term dormancy. State advantages of dormancy.
12. Explain importance of apospory for hybrid seed production.
13. Draw well labelled diagrams of mega sporangium, microsporangium, various stages of mega and microsporogenesis, development of embryo and structure of seed.

ICT Integration / Art Integration : PPT

Class assessment/ Recapitulation:

1. Sexual reproduction: Sexual Reproduction: When two parents (of opposite sexes) participate in reproduction, and gamete formation takes place; it is called sexual reproduction.
2. Microsporogenesis: The formation of microspores inside the microsporangia (or pollen sacs) of seed plants.
3. Megasporogenesis: Megasporogenesis refers to the development of megaspores from the megasporocyte, the cell that undergoes meiosis.
4. Fertilization or syngamy: Syngamy is the process of fusion of two gametes to form zygote
5. Double fertilization: This process involves the joining of a female gametophyte with two male gametes
6. Pollination: Pollination is the act of transferring pollen grains from the male anther of a flower to the female stigma.
7. Autogamy: In autogamy, pollen is transferred to the stigma of the same flower

8.Geitonogamy: pollen is transferred from the anther of one flower to the stigma of another flower on the same flowering plant, or from microsporangium to ovule within a single (monoecious) gymnosperm.
9.Xenogamy fertilization of a flower by pollen from a flower on a genetically different plant.
10. Embryogenesis: Embryonic development, also embryogenesis, is the process by which the embryo forms and develops.
11.Parthenocarpy: the development of a fruit without prior fertilization
12.Apomixis: it is the development of seed without fertilization.
UNIT TESTS , HALF YEARLY EXAMINATION, ANNUAL EXAMINATION

Homework/ worksheets:

1. Prepare your notes with the help of textbook and class notes.
2. Draw labelled diagram of microsporangium and mega sporangium.
3. Differentiate between microsporogenesis and megasporogenesis.
4. Give the importance of parthenocarpy and apomixis.

Independent Practice: Students would do the given questions in their spirals. It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.

Reference: NCERT text book, Reference Book, CBSE Exemplar, DPSG Spiral

www.learncbse.in/cbse-notes/

https://mycbseguide.com

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name –Ms. Ashwini P

Grade - XII

Subject - BIOLOGY **Month –April**

Topic- Chapter 3: HUMAN REPRODUCTION **No. of Periods - 10**

Sub - topic:
2.1 The Male Reproductive System
2.2 The Female Reproductive System
2.3 Gametogenesis
2.4 Menstrual Cycle
2.5 Fertilization and Implantation
2.6 Pregnancy and Embryonic Development
2.7 Parturition and Lactation

Specific objectives:

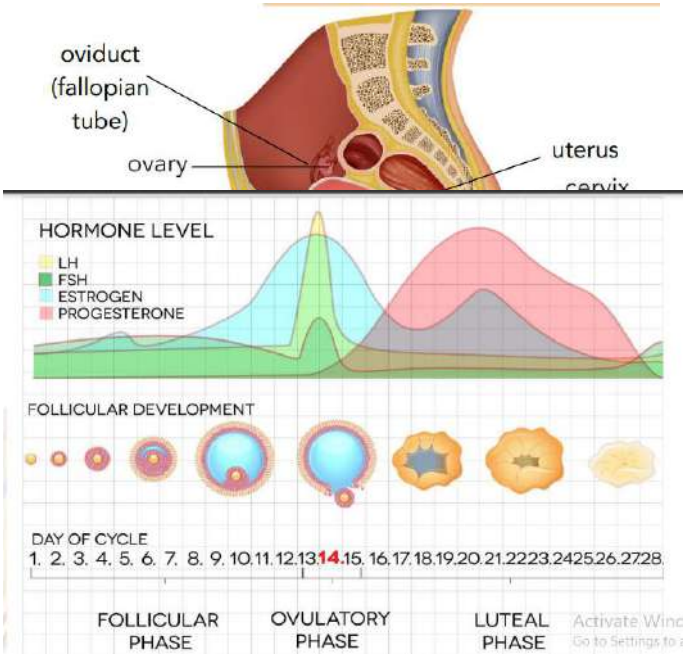
1. Describe the function of the reproductive system and its major components.

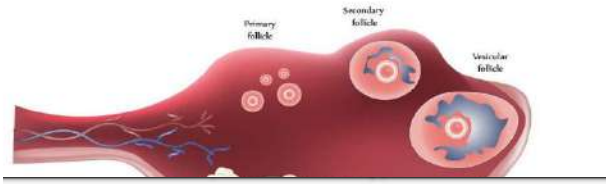
2. Describe the relationships between the different components of the reproductive system.
3. Explain how the reproductive system is interdependent with the nervous system.
4. Explain how the reproductive system maintains homeostasis in the body.

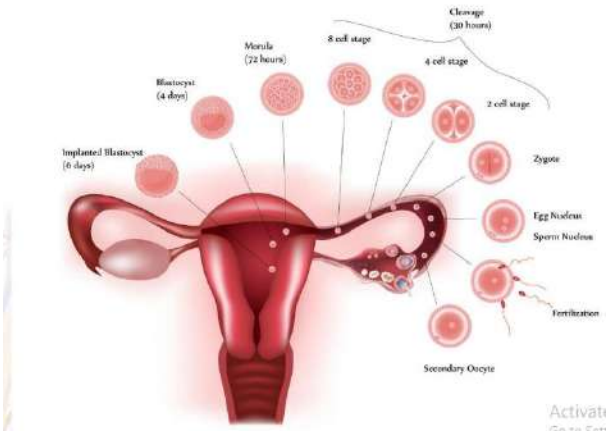
Methodology -Demonstration Method, Explanation Method (learning method), Activity based learning, specimen-aided teaching, learning by doing.

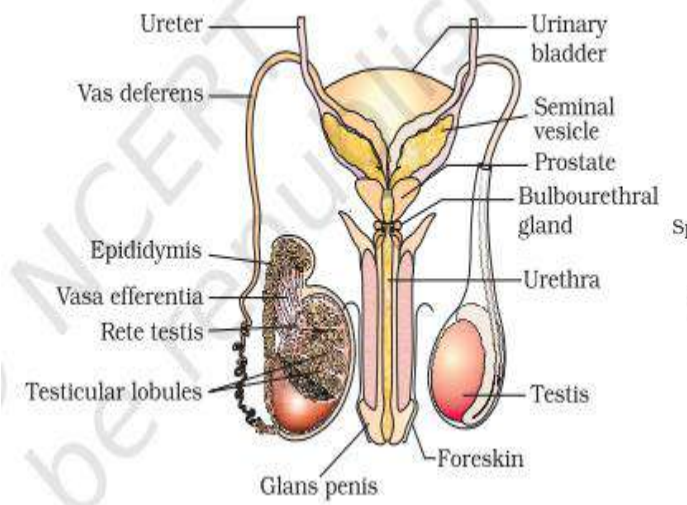
Activities: 3. Identification of stages of gamete development, i.e., T.S. of testis and T.S. of ovary through permanent slides (from grasshopper/mice)

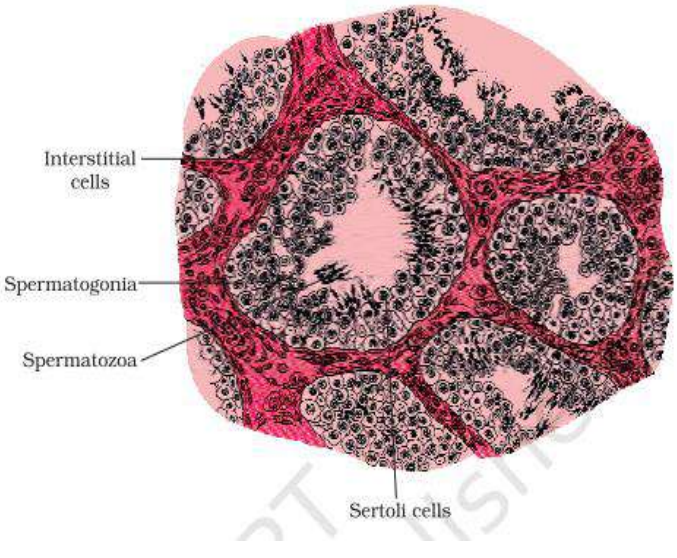
Board work:











Learning outcomes:

STUDENTS WILL ABLE TO:-

1. Describe events of human reproduction.
2. Describe male and female reproductive system.
3. Illustrate the structure of male and female reproductive system.

4. Illustrate the process of ovulation. 5. Explain fertilization. 6. Explain spermatogenesis and oogenesis. 7. Label the structure of sperm and ova. 8. Explain and understand about menstrual cycle. 9. List the function of testis and ovary. 10. Explain the role of progesterone and testosterone. 11. Explain embryonic development and in human. 12. Describe parturition and lactation.
ICT Integration / Art Integration : PPT
Class assessment/ Recapitulation: UNIT TESTS , HALF YEARLY EXAMINATION, ANNUAL EXAMINATION
Homework/ worksheets: 1. Explain the process of spermatogenesis? 2. Draw a labeled diagram of sperm? 3. Explain embryonic development? Independent Practice: Students would do the given questions in their spirals. It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Reference: NCERT text book, Reference Book, CBSE Exemplar, DPSG Spiral www.learncbse.in/cbse-notes/ https://mycbseguide.com

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name –Ms. Ashwini P

Grade -XII

Subject - BIOLOGY **Month – April –June**

Topic- Chapter 4: REPRODUCTIVE HEALTH **No. of Periods -10**

Sub - topic: 3.1 Reproductive Health – Problems and Strategies 3.2 Population Explosion and Birth Control 3.3 Medical Termination of Pregnancy 3.4 Sexually Transmitted Diseases 3.5 Infertility
Specific objectives: Given the content (chapter) the learners will be able to describe • the importance of reproductive health • sexually transmitted disease and its prevention • Population control and contraceptive measures • Need of Medical termination of pregnancy • Different Assisted Reproductive Technology to treat infertility
Methodology – Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. Active learning- . PMI: Analyzing Skills, Evaluating Skills on reproductive health (Critical thinking) QAXP(Question, answer, explaination and paraphase) on aspects of reproductive health(Critical thinking) Group learning- Think pair Share-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. They would think for few minute and then share their ideas in pair (Communication, Collaboration)
Activities:
Board work:

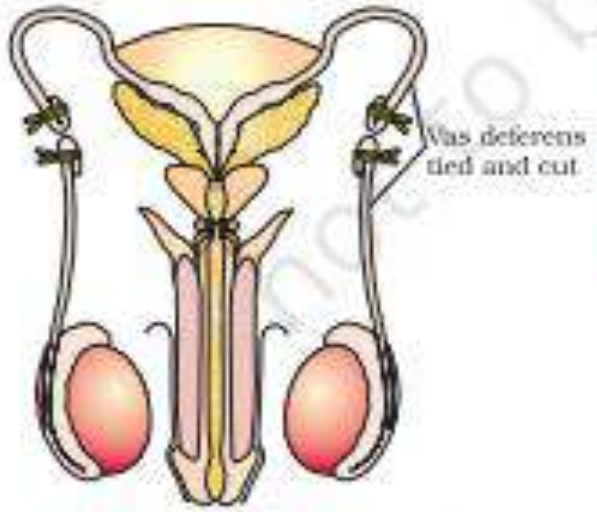


Figure 3.4 (a) Vasectomy

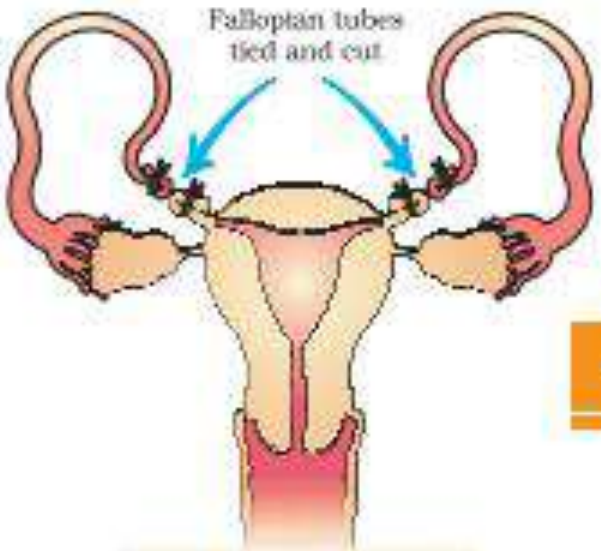
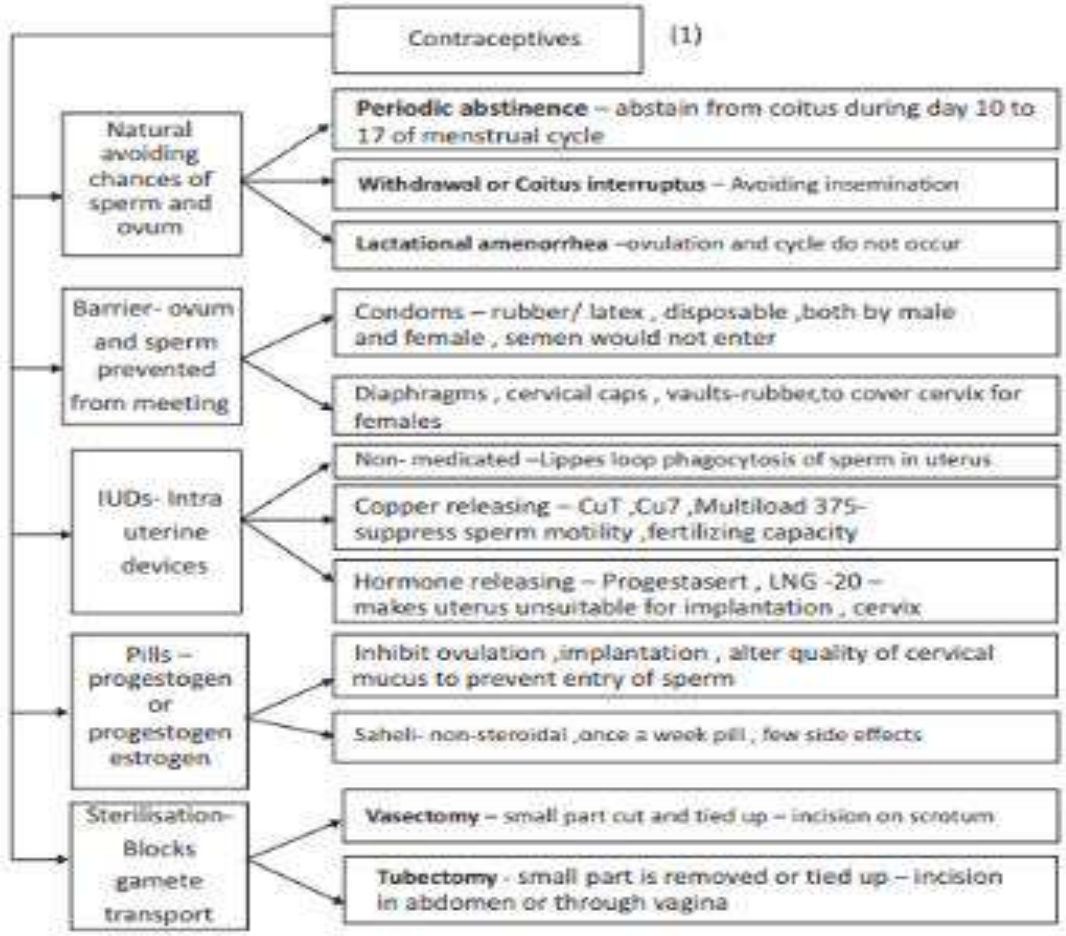


Figure 3.4 (b) Tubectomy



Learning outcomes:

KNOWLEDGE- Students will know and understand

1. Define reproductive health.

2. Reasons for population explosion. 3. Explain amniocentesis. 4. Understand the process of contraception 5. Explain the importance of contraception SKILLS and Competency : Students would be able to 1. Critically analyse the consequences of population explosion. 2. Appreciate the important role played by ART for childless couple. 3. Design Creative methods to advocate contraceptive measures. 4. Collaborate with Government and Non-government organization to spread awareness for Reproductive health. Attitudes and beliefs- Students will be able to 1.Develop citizenship by understanding the given concepts (MTP, Amniocentesis, STDs, Contraceptive measures, ART) and how to sensitize others regarding these.
ICT Integration / Art Integration : PPT
Class assessment/ Recapitulation: UNIT TESTS , HALF YEARLY EXAMINATION, ANNUAL EXAMINATION
Homework/ worksheets: Independent Practice: Students would do the given questions in their spirals. It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
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MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name –Ms. Ashwini P

Grade - XII

Subject - BIOLOGY **Month –June**

Topic-Ch5 PRINCIPLES OF INHERITANCE AND VARIATION **No. of Periods - 10**

Sub - topic: 4.1 Mendel's Laws of Inheritance 4.2 Inheritance of One Gene 4.3 Inheritance of Two Genes 4.4 Sex Determination 4.5 Mutation

4.6 Genetic Disorders

Specific objectives:

Students would be able to understand reproductive health: problems and strategies, causes of population explosion and birth control, and risks associated with medical termination of pregnancy, causes and preventive measures of sexually transmitted diseases

Methodology

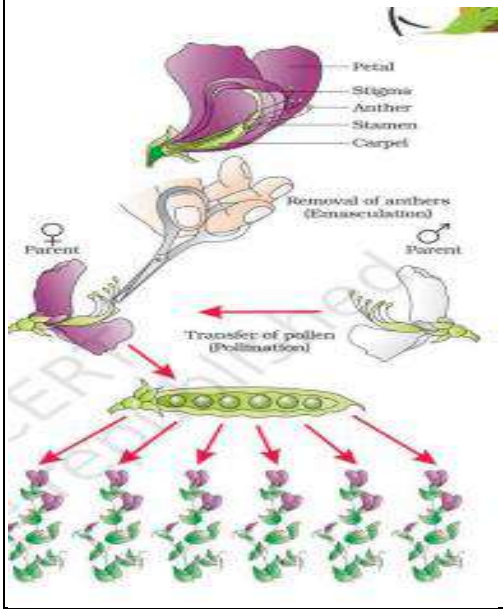
-Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. Introduction of the topic- ppt and Digital Content would be shared Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom.

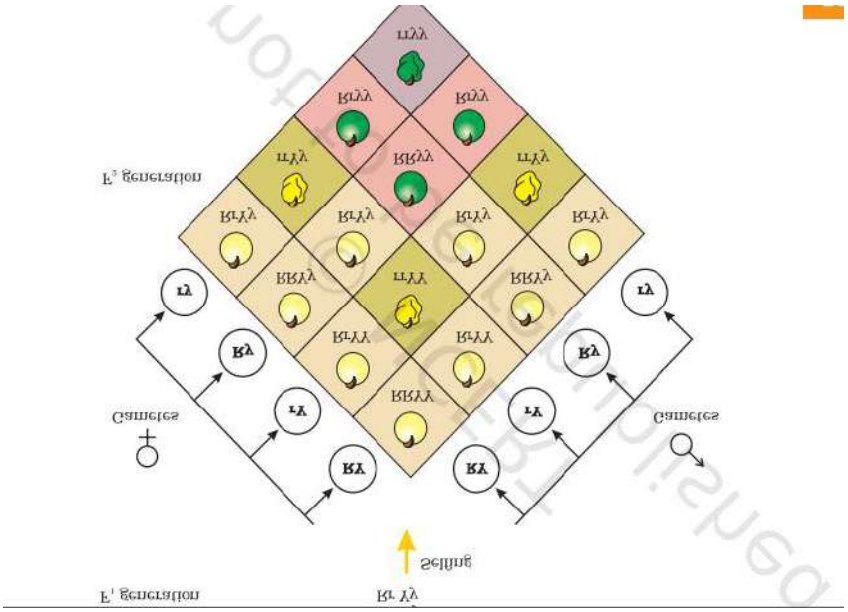
Activities: Student's activity

1. Check your partner for the following traits and vice versa-
(i) having/ not having widow's peak in their hairline,
(ii) having free/ attached ear lobes
(iii) is/ is not- a tongue roller

7. Prepared pedigree charts of any one of the genetic traits such as rolling of tongue, blood groups, ear lobes, widow's peak and colour blindness.
8. Controlled pollination - emasculation, tagging and bagging.

Board work:





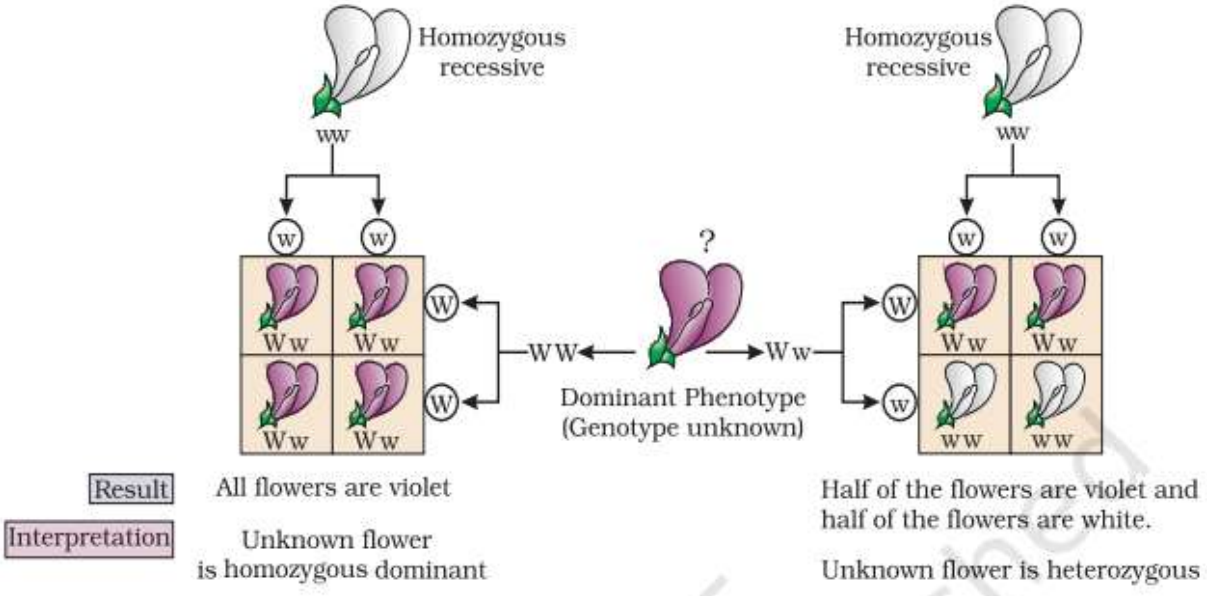


Figure 5.5 Diagrammatic representation of a test cross

Learning outcomes: KNOWLEDGE- Students will know and understand
1.Reproductive health: problems and strategies
2. Causes of population explosion and birth control
3. Risks associated with medical termination of pregnancy
4. Causes and preventive measures of sexually transmitted diseases
SKILLS- Students would be able to
Understand problems associated with reproductive health
Understand ways of birth control.
Understand causes and preventive measures of sexually transmitted diseases
Competencies developed in students: collaborative learning, critical thinking and problem solving, character building, communication, citizenship

ICT Integration / Art Integration : PPT

Class assessment/ Recapitulation:

UNIT TESTS , HALF YEARLY EXAMINATION, ANNUAL EXAMINATION

Homework/ worksheets: Independent Practice: Students would do the given questions in their spirals. It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.

Reference: NCERT text book, Reference Book, CBSE Exemplar, DPSG Spiral

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MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name –Ms. Ashwini P

Grade - XII

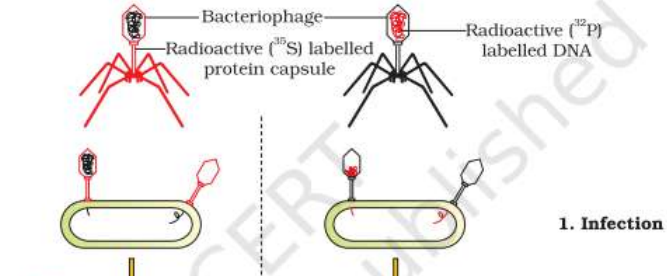
Subject - BIOLOGY **Month –June**

Topic- Ch-6 MOLECULAR BASIS OF INHERITANCE **No. of Periods - 8**

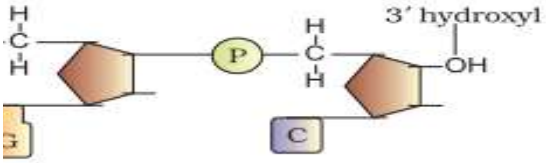
Sub - topic: 6.1 The DNA 6.2 The Search for Genetic Material 6.3 RNA World 6.4 Replication 6.5 Transcription 6.6 Genetic Code 6.7 Translation 6.8 Regulation of Gene Expression 6.9 Human Genome Project 6.10 DNA Fingerprinting
Specific objectives: To provide students with knowledge of the DNA, RNA, replication, transcription, genetic code, translation, regulation of gene expression, human genome project and DNA fingerprinting
Methodology -Transaction would proceed in the following manner- Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. Introduction of the topic- ppt and Digital Content would be shared Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom. Techniques to be used: Student - teacher interaction, collaborative learning, independent research, differentiated teaching, peer learning Competencies developed in students: collaborative learning, critical thinking and problem solving, character building, communication, citizenship
Activities: 1.Preparation of 3D model of DNA double helix structure 2. Preparation of model of nucleotide and nucleoside. 3. Preparation of 2D structure of pentose sugar. 4. Diagram and Chart preparation of DNA replication.

5. Isolation of DNA.
6. Demonstration of structure and function of centrifuge machine.
7. Separation of amino acid by paper Chromatography.
8. Preparation of 3D model of nucleosome with the help of clay and thread.

Board work:



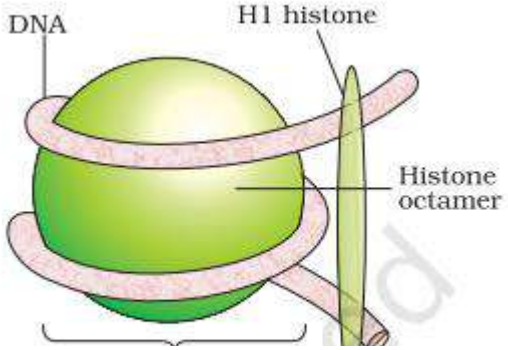
1. Infection



tide chain

2. Blending

3. Centrifugation



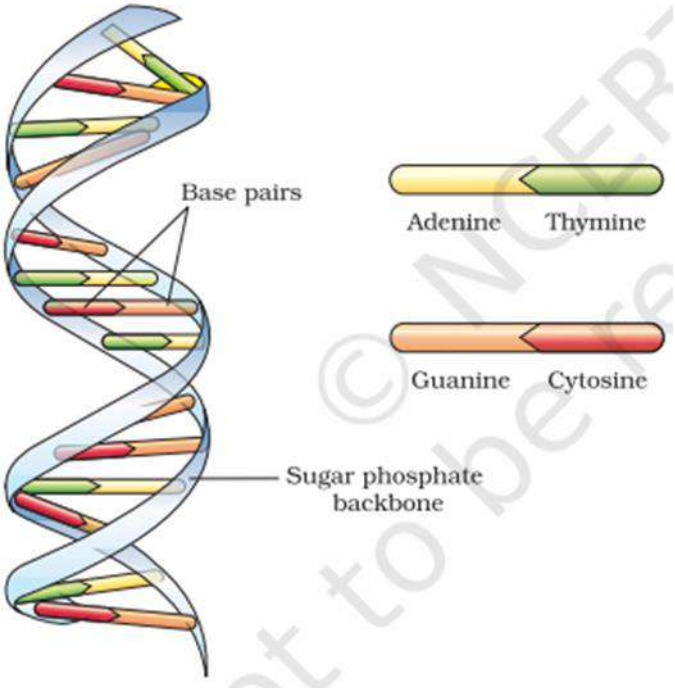


Figure 6.3 DNA double helix

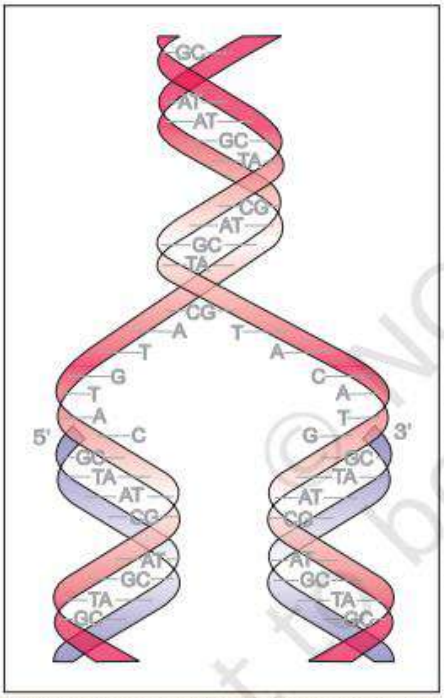


Figure 6.6 Watson-Crick model for semiconservative DNA replication

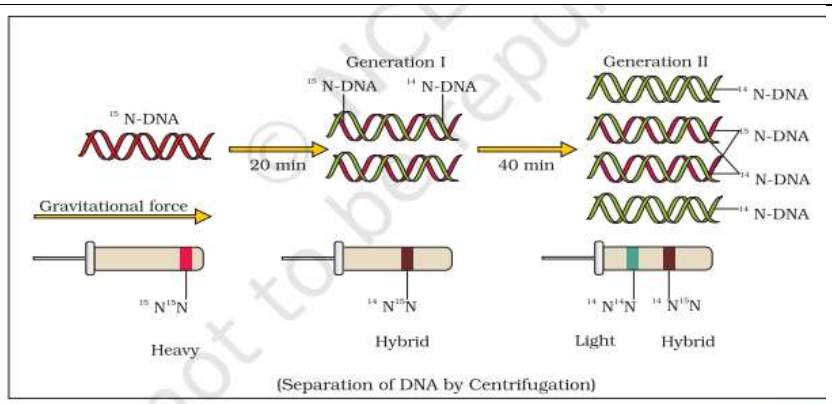


Figure 6.7 Meselson and Stahl's Experiment

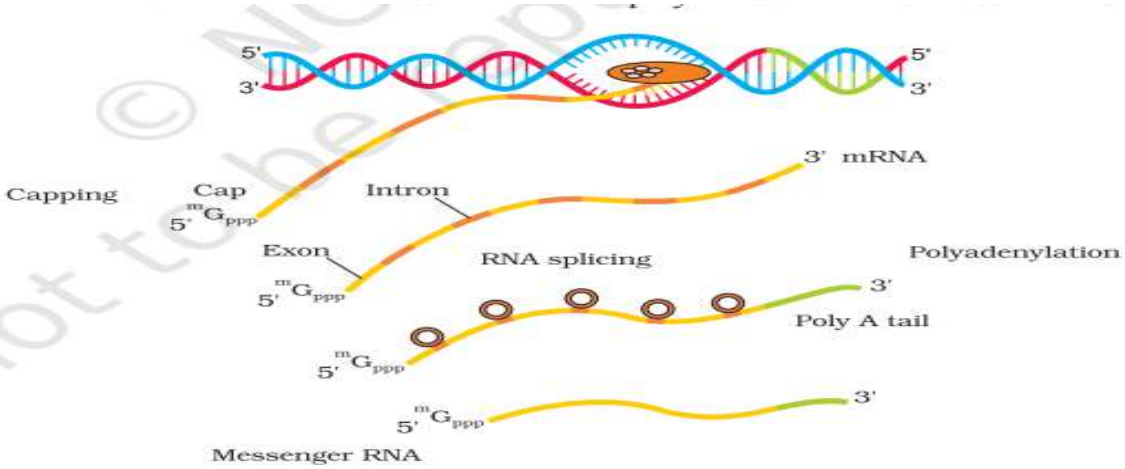


Figure 6.11 Process of Transcription in Eukaryotes

Learning outcomes: KNOWLEDGE- Students will know and understand DNA, RNA, replication, transcription, genetic code, translation, regulation of gene expression
SKILLS- Students would be able to Understand and differentiate between transcription and translation. Understand mechanism of gene expression

ICT Integration / Art Integration : PPT

Class assessment/ Recapitulation:

UNIT TESTS , HALF YEARLY EXAMINATION, ANNUAL EXAMINATION

Homework/ worksheets: Independent Practice: Students would do the given questions in their spirals. It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.

Reference: NCERT text book, Reference Book, CBSE Exemplar, DPSG Spiral

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MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name –Ms. Ashwini P

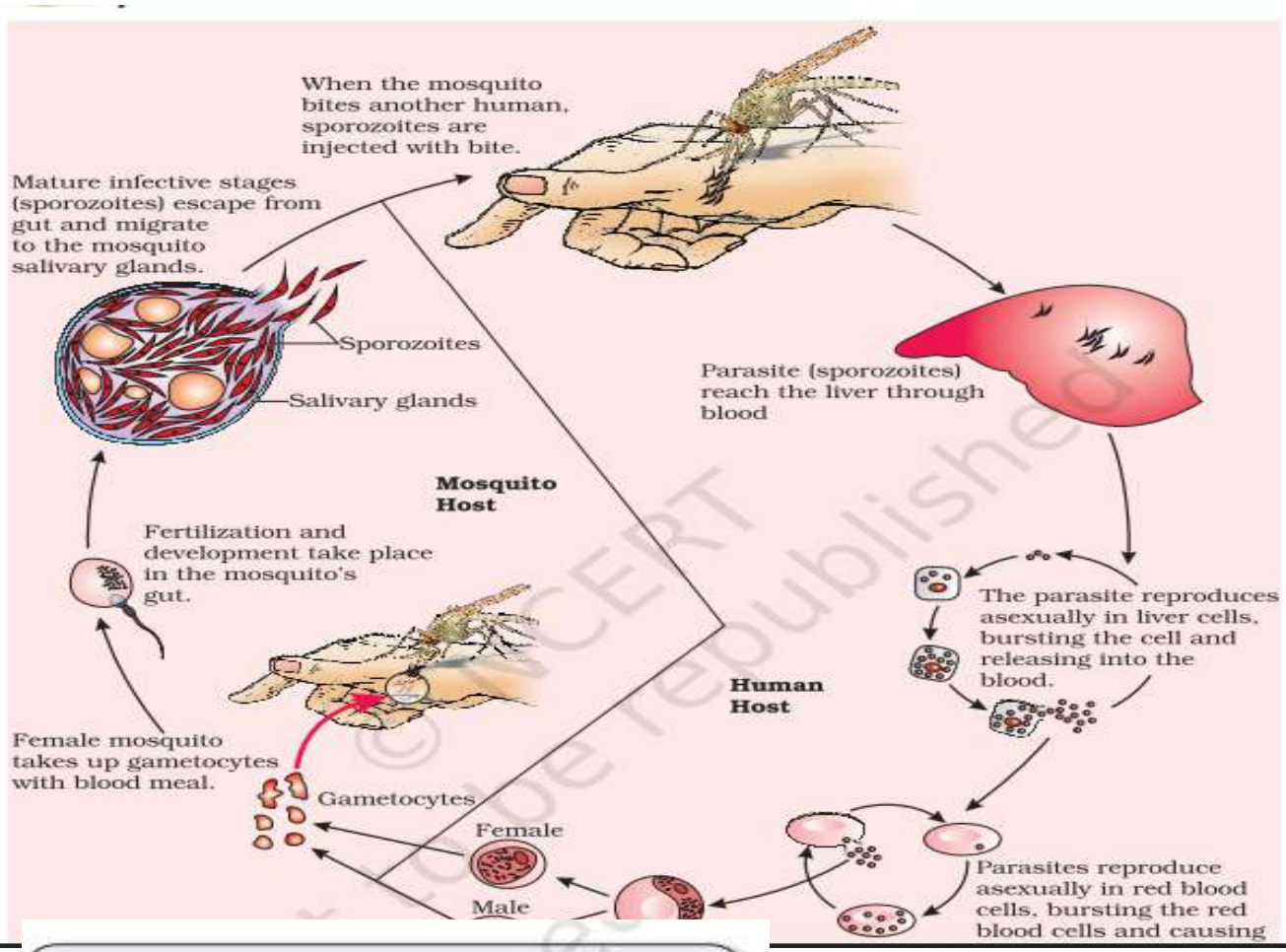
Grade - XII

Subject - BIOLOGY **Month –July**

Topic- Ch7 HUMAN HEALTH AND DISEASE **No. of Periods - 10**

Sub - topic: 7.1 Common Diseases in Humans 7.2 Immunity 7.3 AIDS 7.4 Cancer 7.5 Drugs and Alcohol Abuse
Specific objectives: i) Define disease and symptoms. ii) Differentiate between the infectious and non-infectious diseases. ii) Explain the mode of transmission of different diseases. iv) Describe the process of multiplication of HIV virus. v) List out the name of microbes cause ringworm, filariasis, ascariasis and malaria. vi) Explain the function of immunity system in our body. vii) Know the importance of passive immunity during snake bites. viii) Explain the role of T-cell during organ transplantation. ix) Define cancer and its types. x) Describe the harmful effects of drugs and alcohol abuse.
Methodology -Transaction would proceed in the following manner- Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. Introduction of the topic- ppt and Digital Content would be shared Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom. Techniques to be used: Student - teacher interaction, collaborative learning, independent research, differentiated teaching, peer learning Competencies developed in students: collaborative learning, critical thinking and problem solving, character building, communication, citizenship
Activities: ROLE PLAY METHOD Sub topic Life Cycle of Plasmodium

Board work: .



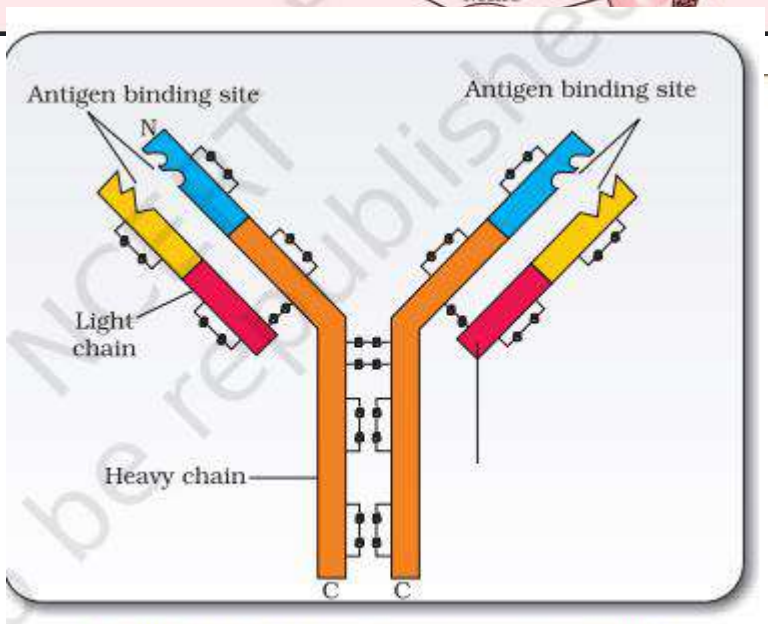


Figure 7.4 Structure of an antibody molecule

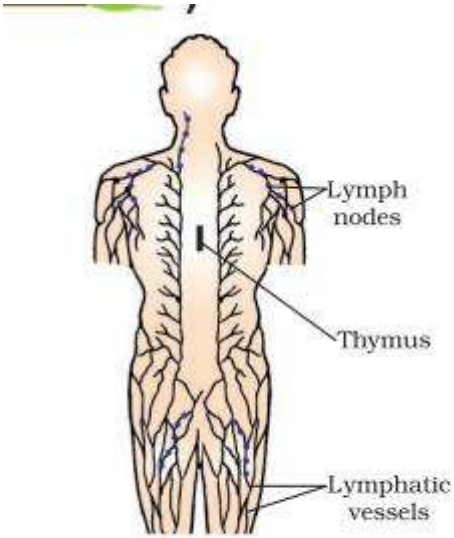


Figure 7.5 Diagrammatic representation of Lymph nodes

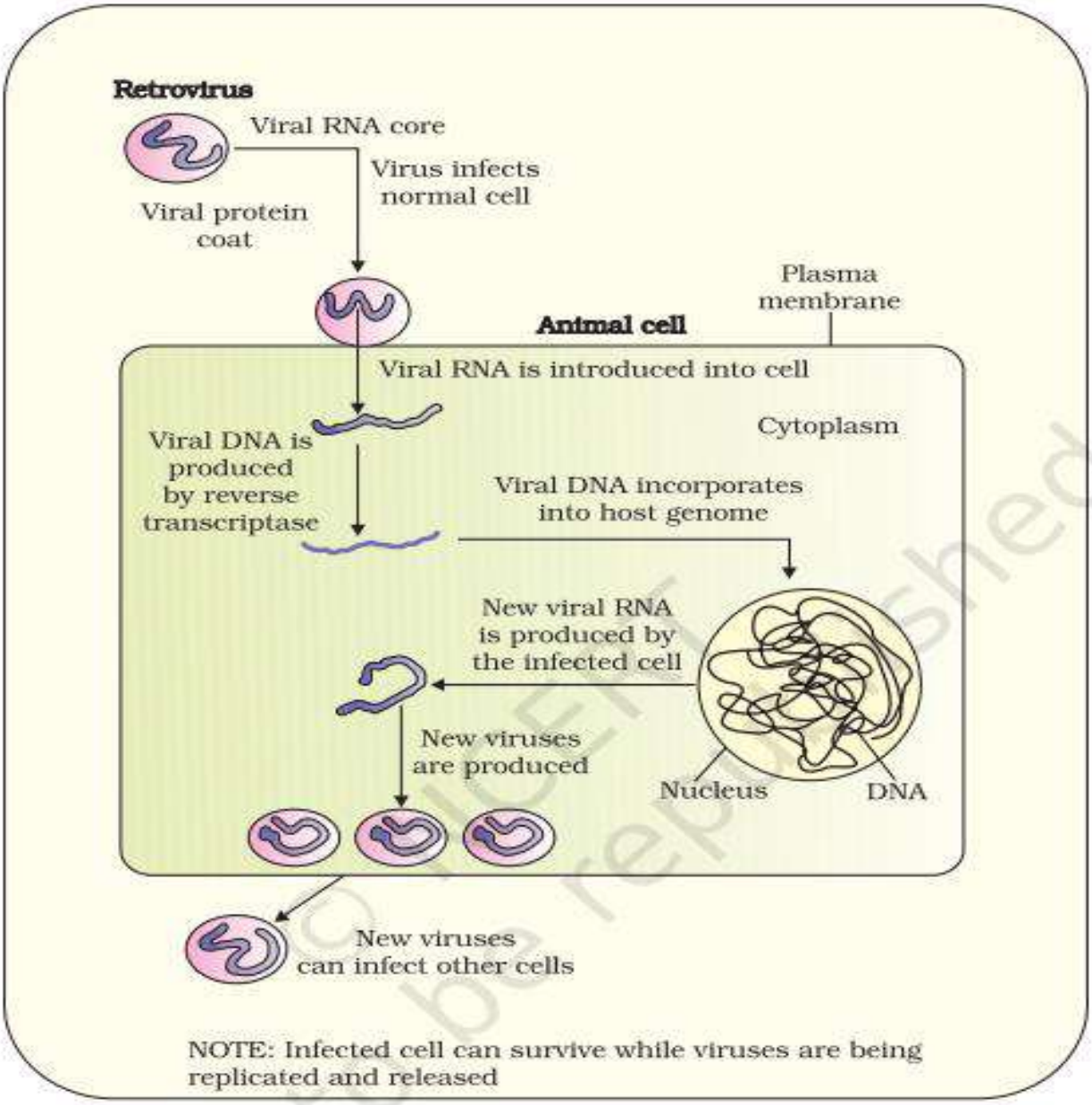


Figure 7.6 Replication of retrovirus

Learning outcomes: At the end of the chapter students will able to-

i) Define disease and symptoms.
ii) Differentiate between the infectious and non-infectious diseases.
ii) Explain the mode of transmission of different diseases.
iv) Describe the process of multiplication of HIV virus.
v) List out the name of microbes cause ringworm, filariasis, ascariasis and malaria.
vi) Explain the function of immunity system in our body.
vii) Know the importance of passive immunity during snake bites.
viii) Explain the role of T-cell during organ transplantation.
ix) Define cancer and its types.
x) Describe the harmful effects of drugs and alcohol abuse.
xi) Apply their knowledge in day today life.

ICT Integration / Art Integration : PPT

Class assessment/ Recapitulation: UNIT TESTS , HALF YEARLY EXAMINATION, ANNUAL EXAMINATION
Homework/ worksheets: Independent Practice: Students would do the given questions in their spirals. It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
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MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name –Ms. Ashwini P

Grade - XII

Subject - BIOLOGY **Month-August**

Topic- Ch8 MICROBES IN HUMAN WELFARE **No. of Periods -8**

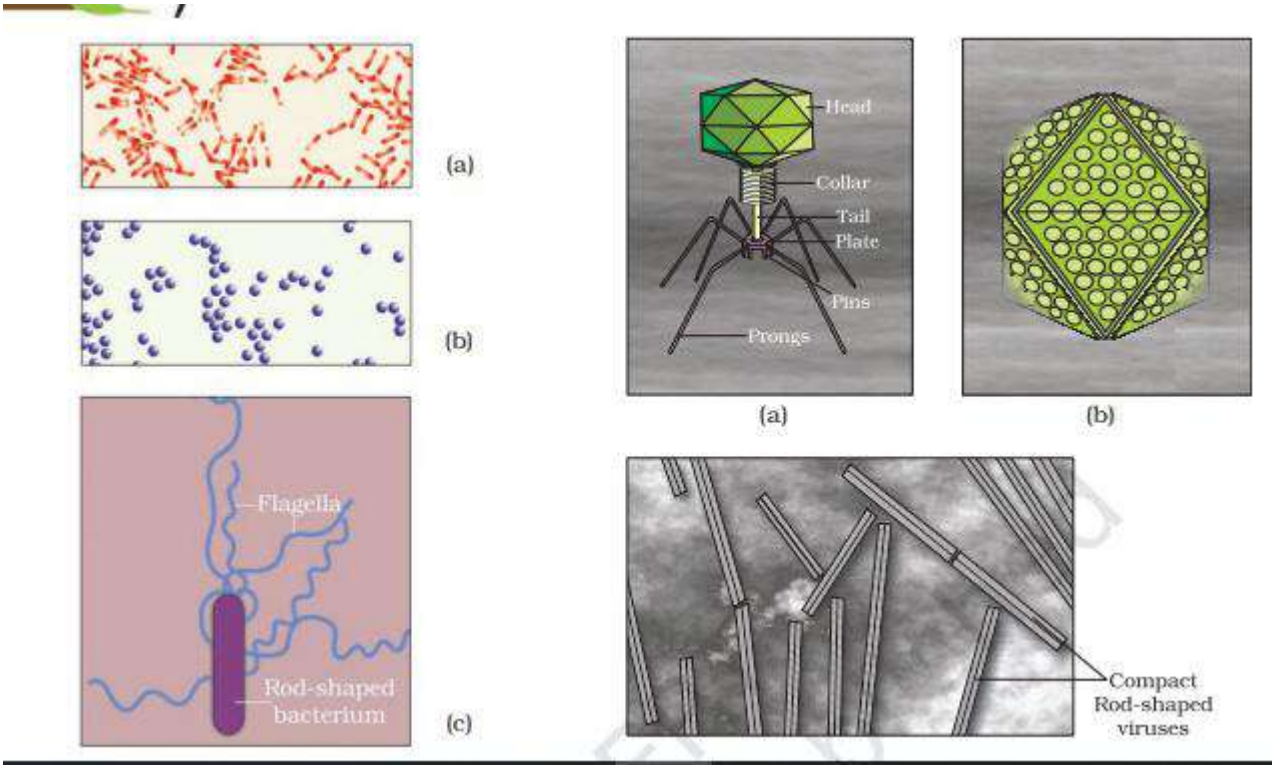
Sub - topic: 8.1 Microbes in Household Products 8.2 Microbes in Industrial Products 8.3 Microbes in Sewage Treatment 8.4 Microbes in Production of Biogas 8.5 Microbes as Bio control Agents 8.6 Microbes as Biofertilisers
Specific objectives: i) Define the LAB. ii) Differentiate between the distillation and without distillation beverages. iii) Describe the process of sewage treatment. iv) Define fermentation and antibiotic. v) Identify the important microbes in our daily life. vi) Describe the process of biogas production. vii) List out the name of microbes help in nitrogen fixation. viii) Explain the function of cyclosporine A, Statins and Streptokinase.

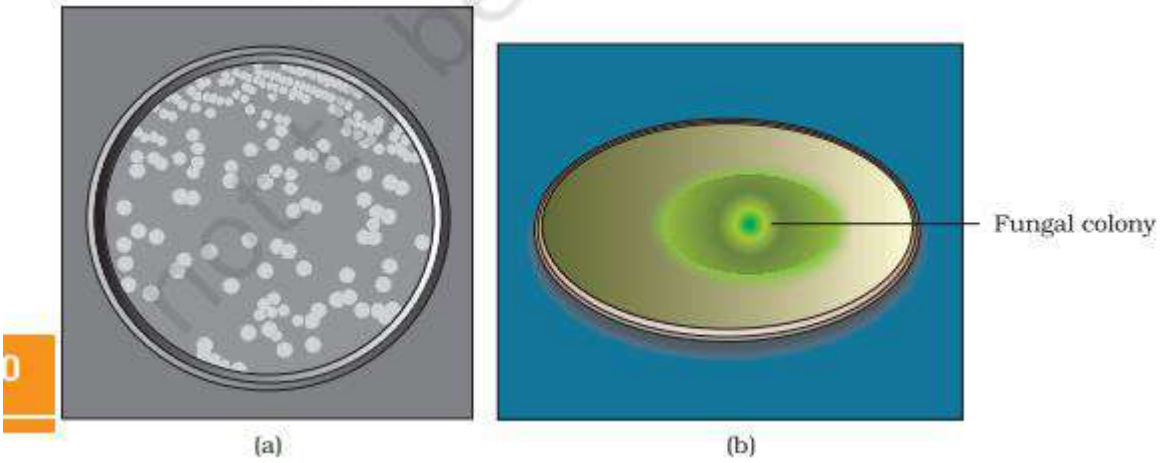
ix) Know the importance BGA in agriculture.
x) Explain the role of baculo viruses as biological control agent.
xi) Apply their knowledge in day today life.

Methodology -Transaction would proceed in the following manner-
Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying.
Introduction of the topic- ppt and Digital Content would be shared
Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom.
Techniques to be used:
Student - teacher interaction, collaborative learning, independent research, differentiated teaching, peer learning
Competencies developed in students: collaborative learning, critical thinking and problem solving, character building, communication, citizenship

Activities: They will draw the cheat to choose the topic and speak for 1 minute on either of three topics.
i) Role of microbes in household products.
ii) Microbes in industrial product.
iii) Microbes as biofertiliser.

Board work:





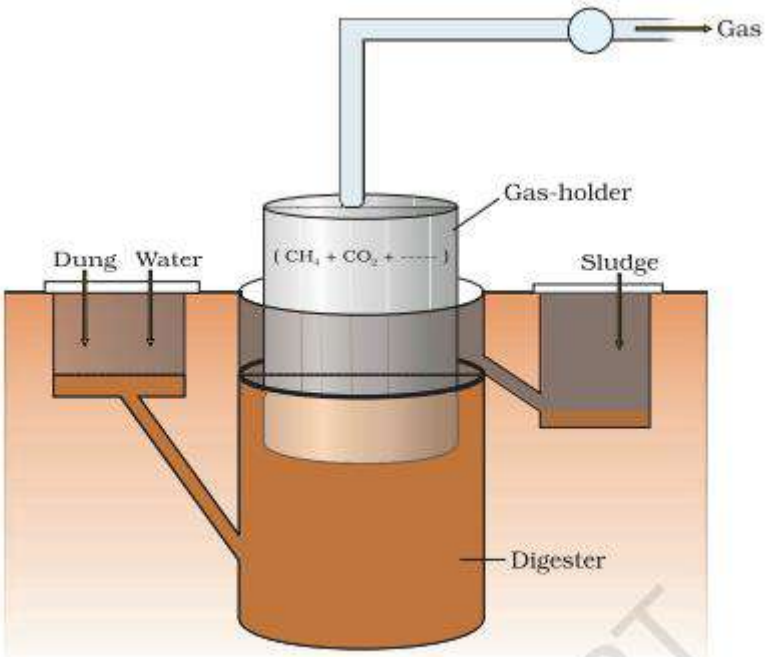


Figure 8.8 A typical biogas plant

Learning outcomes: At the end of the chapter students will able to-

i) Define fermentation and antibiotic.
ii) Identify the important microbes in our daily life.
ii) Explain the role of the microbes in industries and sewage treatment.
iv) Describe the process of biogas production.
v) List out the name of microbes help in nitrogen fixation.
vi) Explain the function of cyclosporine A, Statins and Streptokinase.
vii) Know the importance BGA in agriculture.
viii) Explain the role of baculoviruses as biological control agent.
ix) Define floc.
x) Describe the harmful effects of chemical pesticides.
xi) Apply their knowledge in day today life.

ICT Integration / Art Integration : PPT

Class assessment/ Recapitulation: UNIT TESTS , HALF YEARLY EXAMINATION, ANNUAL EXAMINATION
Homework/ worksheets: Independent Practice: Students would do the given questions in their spirals. It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
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MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name –Ms. Ashwini P

Grade - XII

Subject - BIOLOGY **Month – August**

Topic- Ch9 BIOTECHNOLOGY: PRINCIPLES AND PROCESSES

No. of Periods -8

Sub - topic: 9.1 Principles of Biotechnology 9.2 Tools of Recombinant DNA Technology 9.3 Processes of Recombinant DNA Technology
Specific objectives: Students would be able to understand □ Principles of biotechnology □ Tools of recombinant DNA technology □ Selection of transformed and recombinant cells □ Mechanism of amplification of DNA
Methodology -Transaction would proceed in the following manner- Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. Introduction of the topic- ppt and Digital Content would be shared Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom. Techniques to be used: Student - teacher interaction, collaborative learning, independent research, differentiated teaching, peer learning Competencies developed in students: collaborative learning, critical thinking and problem solving, character building, communication, citizenship

Activities: 1.Find ten recombinant proteins which are used in medical practices.
2. Collect five palindromic sequence and their restriction enzyme.
3. Isolation of DNA in laboratory.
4. Preparation of flow chart of down streaming processes and quality control test of two product obtained from biotechnological process.
5. Preparation of model of a cloning vector.

Board work:

palindromic nucleotide sequences in the DNA.

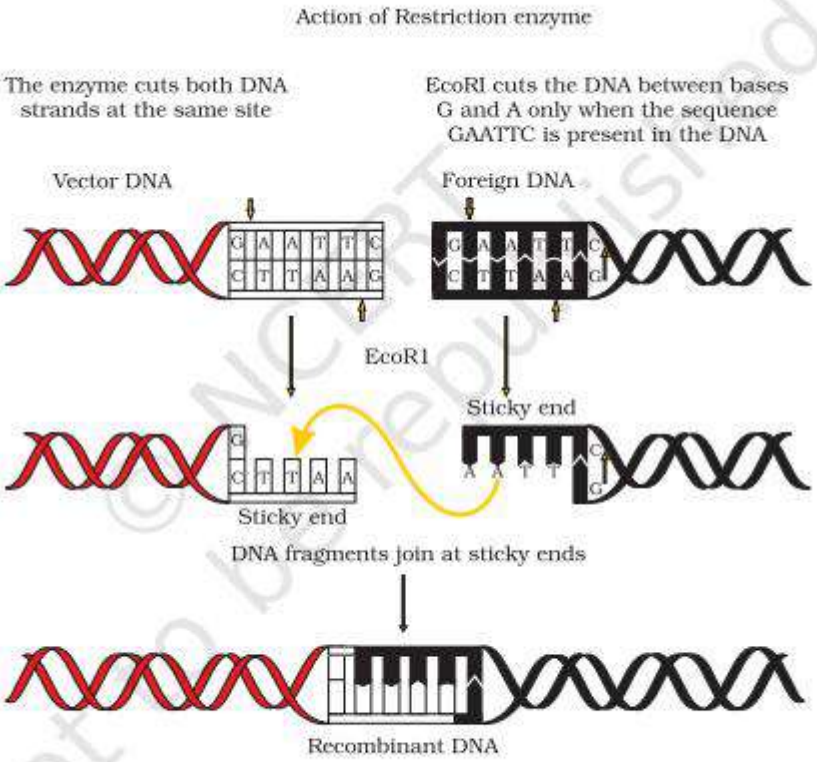
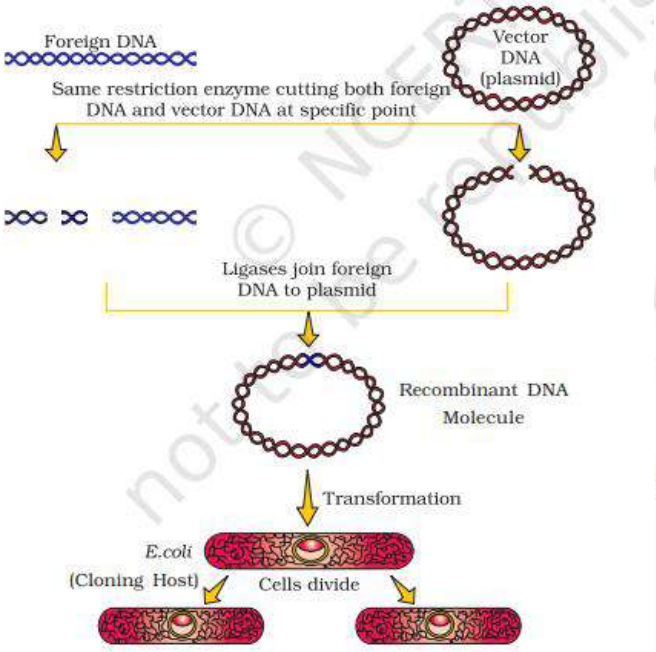


Figure 9.1 Steps in formation of recombinant DNA by action of restriction endonuclease enzyme - EcoRI



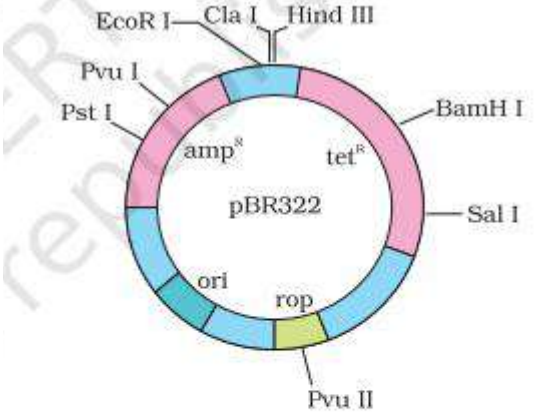


Figure 9.4 *E. coli* cloning vector pBR322 showing restriction sites (*Hind* III, *Eco*R I, *Bam*H I, *Sal* I, *Pvu* II, *Pst* I, *Cla* I), ori and antibiotic resistance genes (amp^R and tet^R). rop codes for the proteins involved in the replication of the plasmid.

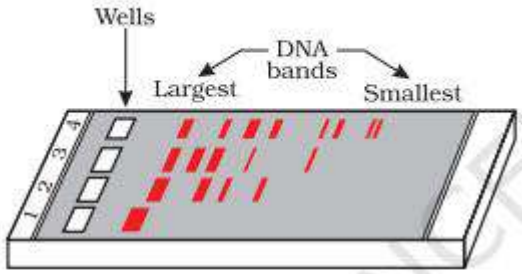
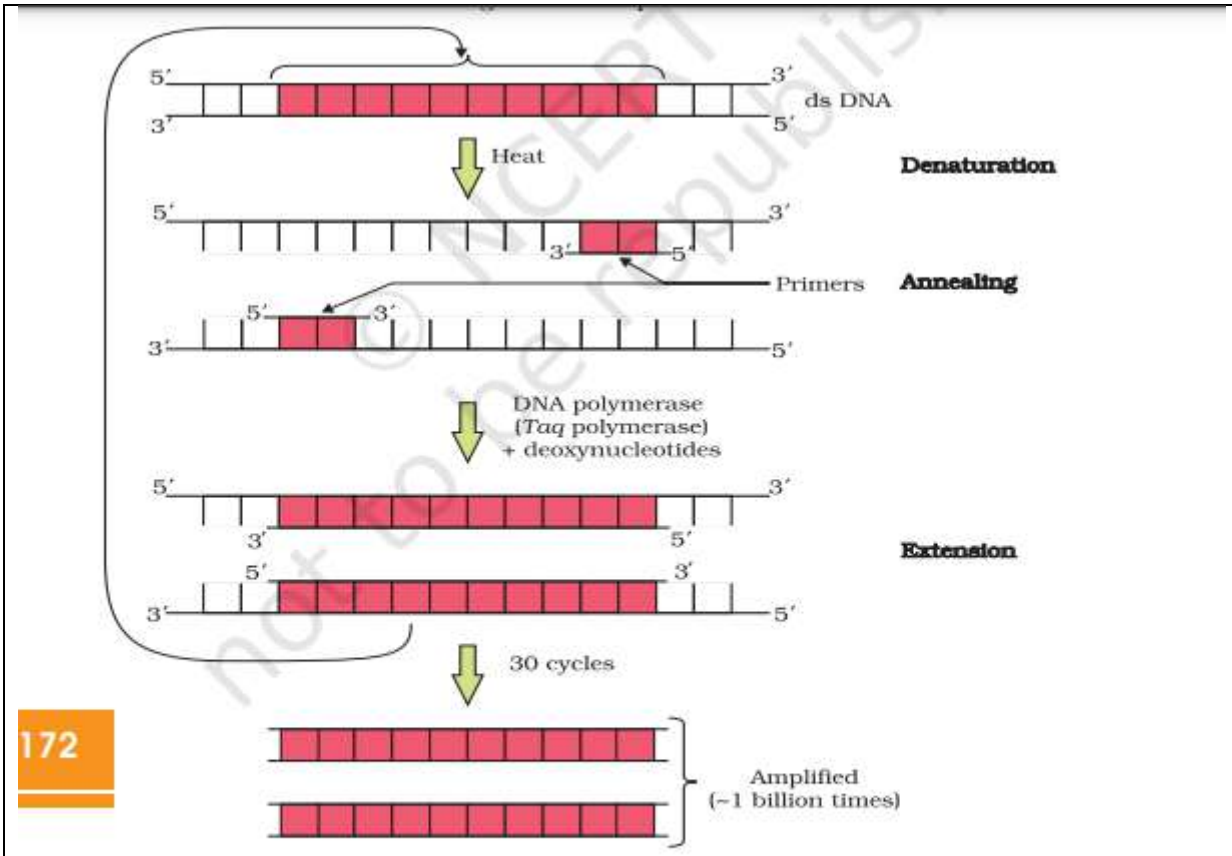


Figure 9.3 A typical agarose gel electrophoresis showing migration of undigested (lane 1) and digested set of DNA fragments (lane 2 to 4)



© NCERT not to be republished

Figure 9.6 Polymerase chain reaction (PCR) : Each cycle has three steps: (i) Denaturation; (ii) Primer annealing; and (iii) Extension of primers

Learning outcomes: 1.KNOWLEDGE-Students will know and understand
.Principle of biotechnology
.Tools of recombinant DNA technology
.Selection of transformed and recombinant cell.
.mechanism of amplification of DNA
2.UNDERSTANDING-.They will be able to differentiate between DNA and Recombinant DNA
.between sparged and stirred tank bioreactor.
.They can explain the use of selectable marker for selection of recombinant cells.
.They can explain recombinant DNA technology.
3. APPLICATION-They can use this knowledge in their higher study.
4. SKILL-Collaborative learning, Critical thinking, problem solving and development of communication skill.

ICT Integration / Art Integration : PPT

Class assessment/ Recapitulation:

UNIT TESTS , HALF YEARLY EXAMINATION, ANNUAL EXAMINATION

Homework/ worksheets: Independent Practice: Students would do the given questions in their spirals. It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.

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MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name –Ms. Ashwini P

Grade - XII

Subject - BIOLOGY **Month –September**

Topic- Ch 10 BIOTECHNOLOGY AND ITS APPLICATIONS **No. of Periods -10**

Sub - topic: 10.1 Biotechnological Applications in Agriculture 10.2 Biotechnological Applications in Medicine 10.3 Transgenic Animals 10.4 Ethical Issues
Specific objectives: (i) Acquiring knowledge on applications in agriculture, human health care, forensic sciences formation of GMOs(Genetically Modified Organisms) or transgenic organisms. (ii)World scenario of biotechnology and issues related to it like exploitation of animal rights, release of GMOs, biosafety etc.
Methodology -Transaction would proceed in the following manner- Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. Introduction of the topic- ppt and Digital Content would be shared Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom. Techniques to be used: Student - teacher interaction, collaborative learning, independent research, differentiated teaching, peer learning Competencies developed in students: collaborative learning, critical thinking and problem

solving, character building, communication, citizenship
Activities: (i)Class assignment based on questions from the textbook (ii)In textbook questions extracted from each topic
Board work:

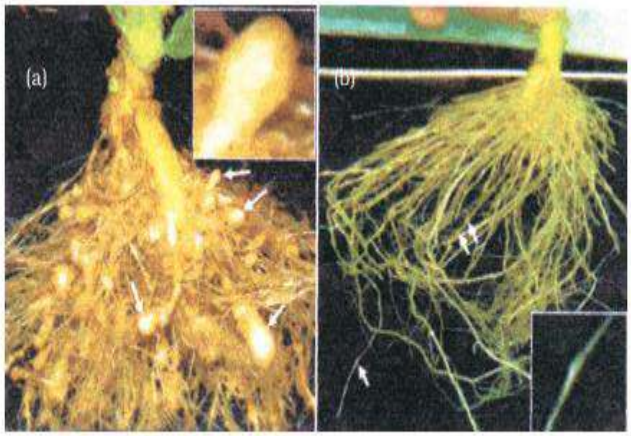


Figure 10.2 Host plant-generated dsRNA triggers protection against nematode infestatio (a) Roots of a typical control plants; (b) transgenic plant roots 5 days after deli infection of nematode but protected through novel mechanism.

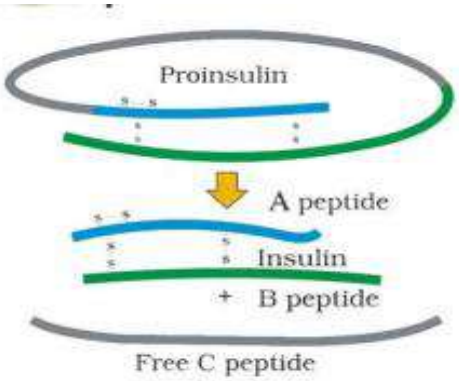
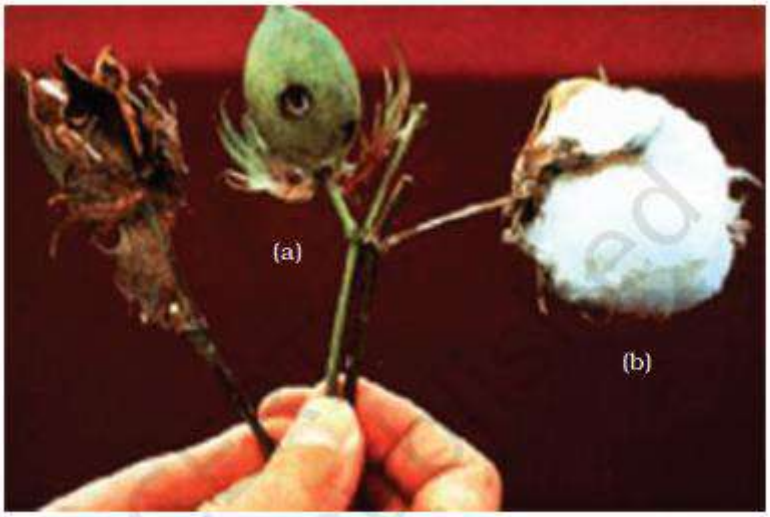
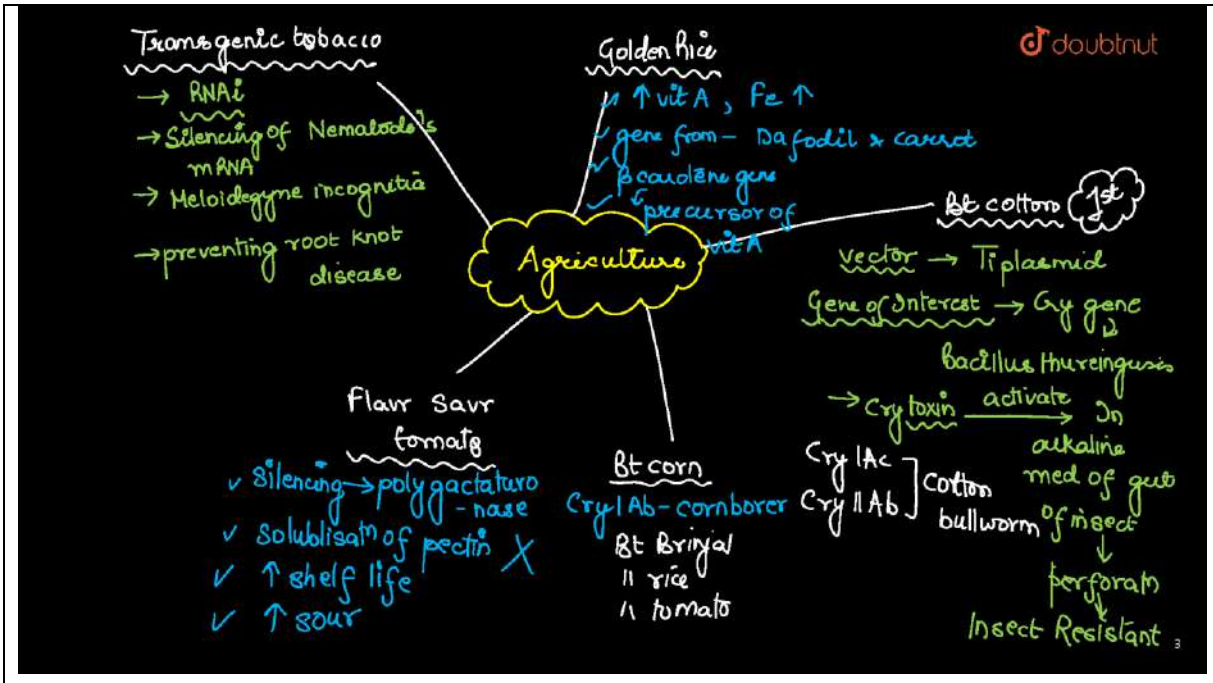


Figure 10.3 Maturation of pro-insulin into insulin (simplified)



ure 10.1 Cotton boll: (a) destroyed by bollworms; (b) a fully mature cotton boll



Learning outcomes: 1 KNOWLEDGE: Students will know and understand the biotechnological applications in agriculture, medicine, transgenic animals and ethical issues. 2.SKILLS: Students would able to understand mechanism of developing Bt. Cotton, RNA interference
ICT Integration / Art Integration : PPT
Class assessment/ Recapitulation: UNIT TESTS , HALF YEARLY EXAMINATION, ANNUAL EXAMINATION
Homework/ worksheets: Independent Practice: Students would do the given questions in their spirals. It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
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MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name –Ms. Ashwini P

Grade - XII

Subject - BIOLOGY **Month- September**

Topic- Ch11 ORGANISMS AND POPULATIONS **No. of Periods -10**

Sub - topic: 11.1 Populations

Specific objectives: 1.Students are able to define ecology and population ecology.
2.Students are able to define different terms such as natality, mortality, age pyramids, population density, Immigration, Emigration.
3.Students are able to explain population interaction predation, competition, parasitism, commensalism, mutalism.
4. Students are able to explain how we use ecological principles to explain the consequences of human activity current economic and social issues.
5.Students are to explain how we apply a mathematical or conceptual model to population or community dynamics.

Methodology -Transaction would proceed in the following manner-

Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying.

Introduction of the topic- ppt and Digital Content would be shared

Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom.

Techniques to be used:

Student - teacher interaction, collaborative learning, independent research, differentiated teaching, peer learning

Competencies developed in students: collaborative learning, critical thinking and problem solving, character building, communication, citizenship

Activities: Students you are given 10 seeds of each kind A,B,C,D,E. Soak them in water for a night. Next day, sow them in soil and after some time seeds germinate. Students you have to make a table and calculate Birth rate and Death rate.

Board work:

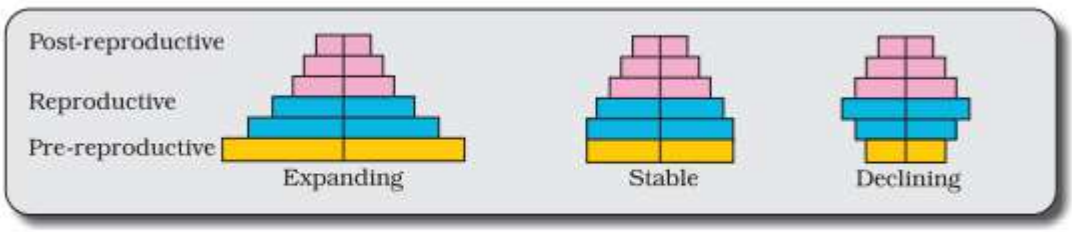


Figure 11.1 Representation of age pyramids for human population

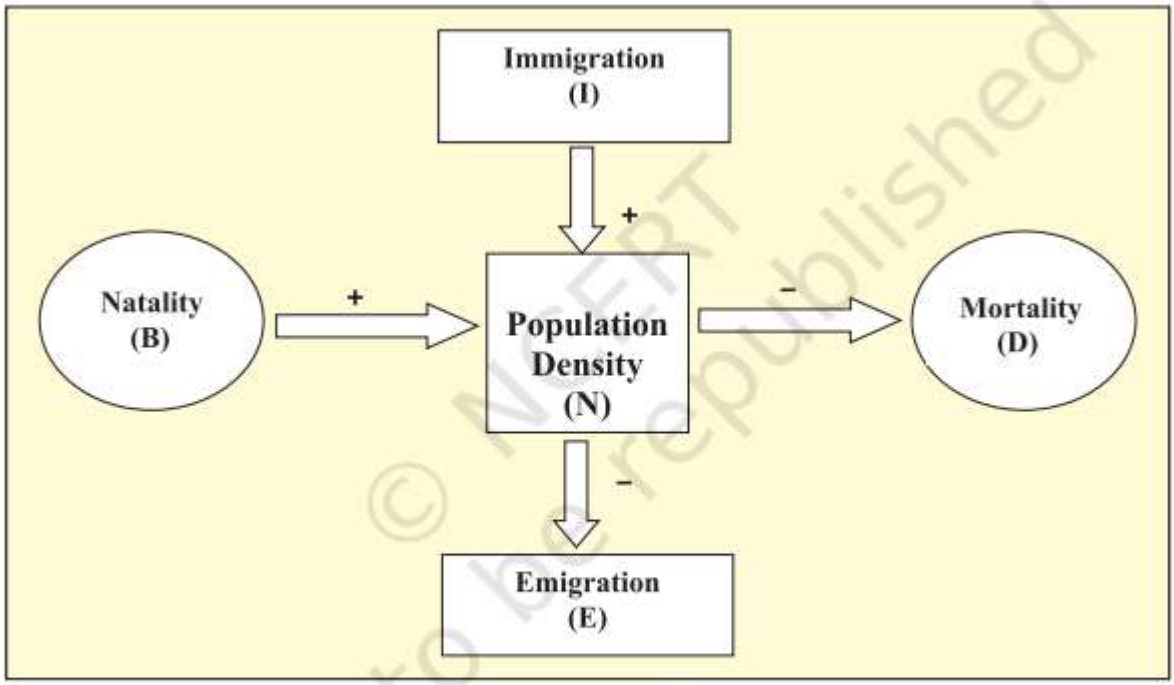


Figure 11.2

So, if N is the population density at time t, then its density at time t +1 is

$$N_{t+1} = N_t + [(B + I) - (D + E)]$$

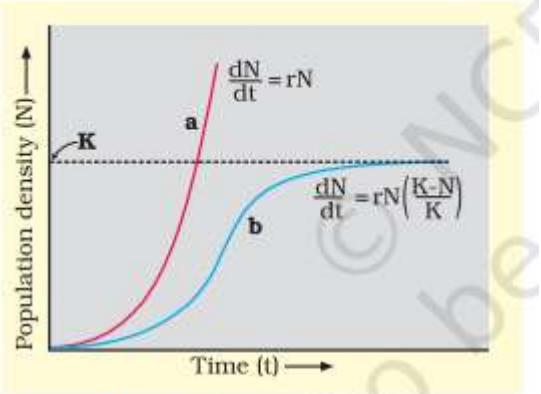


Figure 11.3 Population growth curve
a when responses are not limiting the growth, plot is exponential,
b when responses are limiting the growth, plot is logistic,
K is carrying capacity

Learning outcomes: 1.To describe behavioral and physiological mechanisms by which organisms interact with other organisms and with their physical environment.
2. To describe biotic and abiotic factors that influence the dynamics of populations.
3. To describe how biogeochemistry, energy flow, or biodiversity of ecosystems responds to climate change or another disturbance.
4. To explain how we use ecological principles to explain the consequences of human activity current economic and social issues.
5. To explain how we apply a mathematical or conceptual model to population or community

dynamics.
ICT Integration / Art Integration : PPT
Class assessment/ Recapitulation: UNIT TESTS , HALF YEARLY EXAMINATION, ANNUAL EXAMINATION
Homework/ worksheets: Independent Practice: Students would do the given questions in their spirals. It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
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MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name –Ms. Ashwini P

Grade - XII

Subject - BIOLOGY **Month – October**

Topic- Ch12 ECOSYSTEM **No. of Periods - 10**

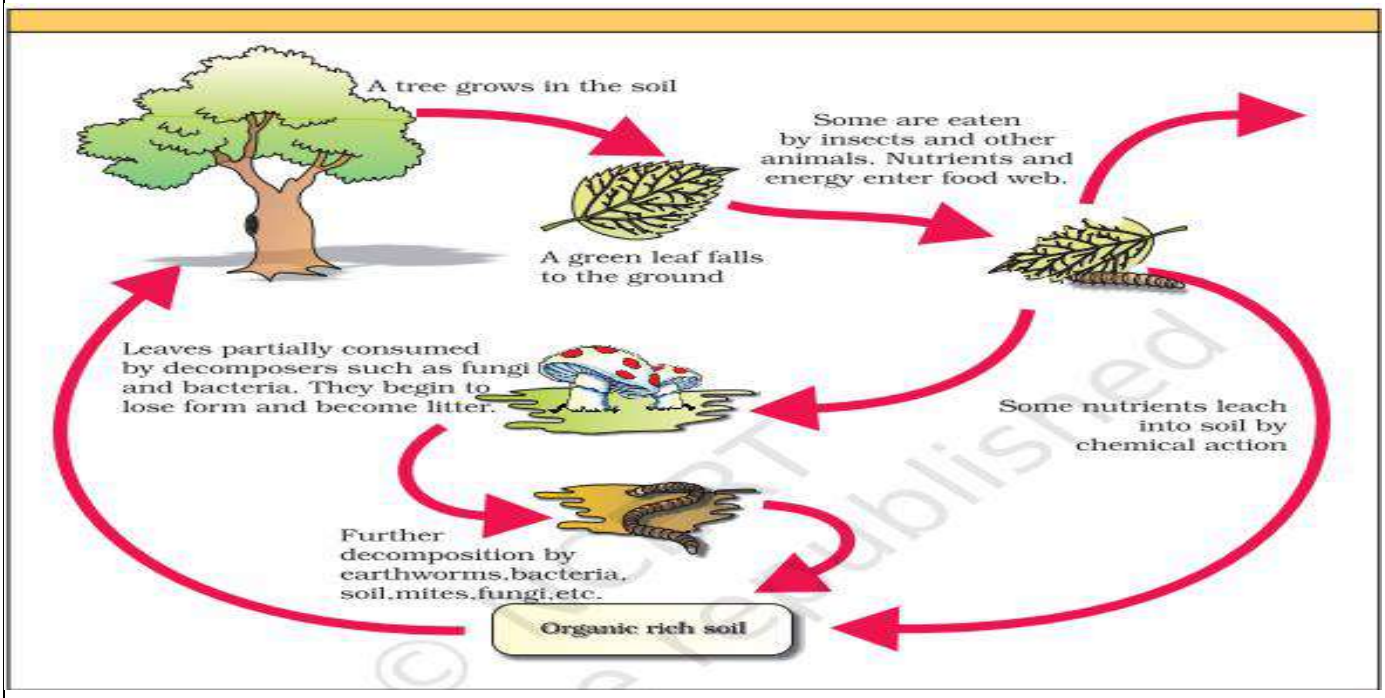
Sub - topic 12.1 Ecosystem–Structure and Function 12.2. Productivity 12.3 Decomposition 12.4 Energy Flow 12.5 Ecological Pyramids:
Specific objectives: Students would be able to understand terrestrial and aquatic ecosystem, different types of ecosystem and energy flow, ecological pyramids, ecological succession, nutrient cycling,
Methodology -Transaction would proceed in the following manner- Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. Introduction of the topic- ppt and Digital Content would be shared Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom. Techniques to be used: Student - teacher interaction, collaborative learning, independent research, differentiated teaching, peer learning Competencies developed in students: collaborative learning, critical thinking and problem

solving, character building, communication, citizenship

Activities:

The students will be divided into four groups.
They will be guided to select one ecosystem in the neighborhood such as grass land, pond, and agricultural field. The team members will note biotic and abiotic components of the chosen ecosystem. They will try to find answers to following questions
Questions
1. Name the type of ecosystem chosen.
2. What are the different plants found in the ecosystem? Name any six.
3. What are the different animals found in the same ecosystem? Name any six.
4. Who eats whom in the ecosystem?
5. Name any two decomposers of the given ecosystem?
Students will note down the features of the ecosystem as mentioned in the questions above and share their finding with members of other teams.

Board work:



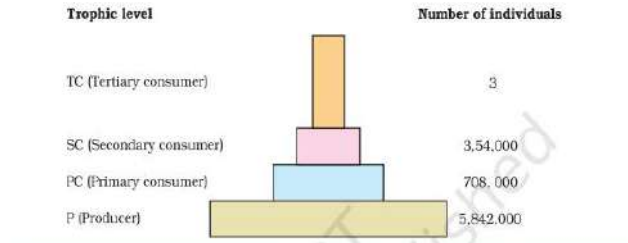


Figure 12.4 (a) Pyramid of numbers in a grassland ecosystem. Only three top-carnivores are supported in an ecosystem based on production of nearly 6 millions plants

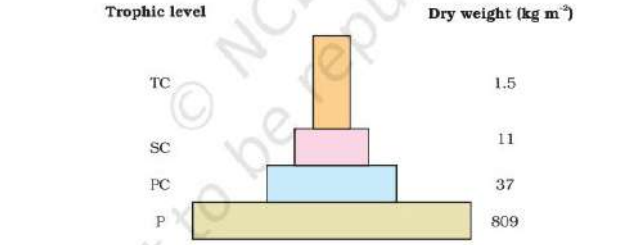


Figure 12.4 (b) Pyramid of biomass shows a sharp decrease in biomass at higher trophic levels

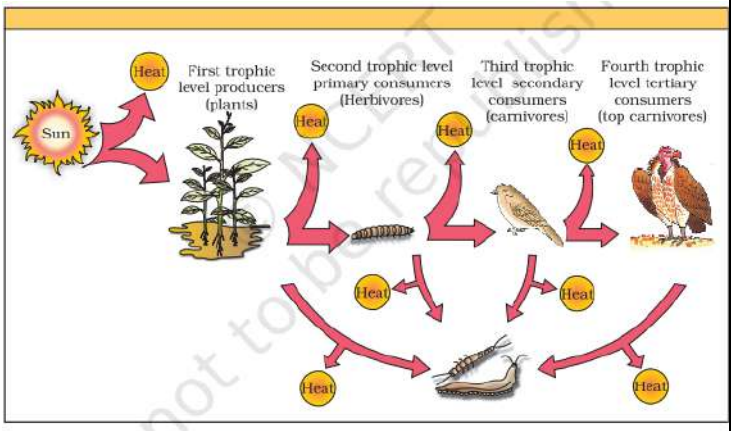


Figure 12.3 Energy flow through different trophic levels

Grass ⟶ Goat ⟶ Man

(Producer) (Primary Consumer) (Secondary consumer)

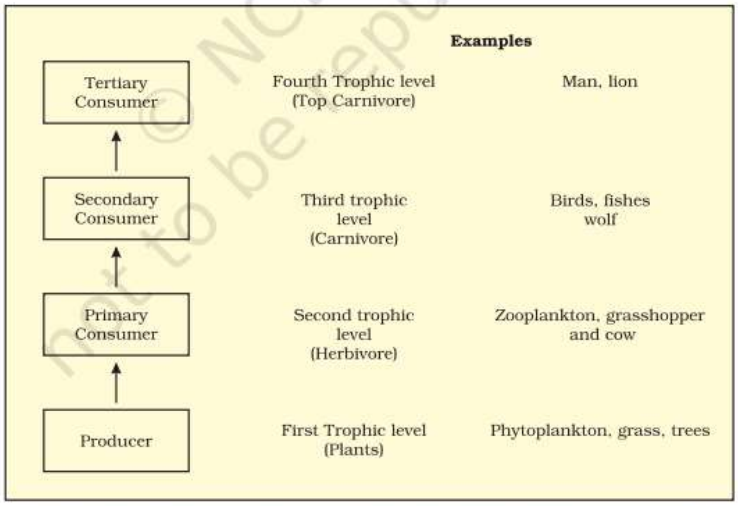


Figure 12.2 Diagrammatic representation of trophic levels in an ecosystem

Learning outcomes: 1. Students acquire knowledge about terms of chapter such as Biotic and abiotic components, productivity, decomposition, energy flow, nutrient recycling, detritus, humification, mineralization, standing crop, ecological succession etc.
2. Students able to justify the claim that free flow of solar energy is required support ecosystem dynamics.
3. They will be able to distinguish primary and secondary productivity, detritus and grazing food chain, standing crop and standing state, hydrarch and xerarch succession.
4. Students will be able to predict the changes in biotic community of a given abiotic environment.
5. They will be able to analyze the data to reach conclusion that flow of energy in an ecosystem is different from flow of matter.
6. They will be able draw conclusion that secondary succession is faster than primary succession and the nature of abiotic components determine the biotic community in an ecosystem.
7. Students able to use mathematical principles to compare and draw conclusion about different ecological pyramids and net productivity.
8. Students able to explain the different steps in decomposition.
9. Students able to connect concepts of flow of energy through food chain and food web.
10. Enhance awareness about environmental issues, problems and their appropriate solutions.

ICT Integration / Art Integration : PPT

Class assessment/ Recapitulation:

UNIT TESTS , HALF YEARLY EXAMINATION, ANNUAL EXAMINATION

Homework/ worksheets: Independent Practice: Students would do the given questions in their spirals. It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.

Reference: NCERT text book, Reference Book, CBSE Exemplar, DPSG Spiral

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MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name –Ms. Ashwini P

Grade -XII

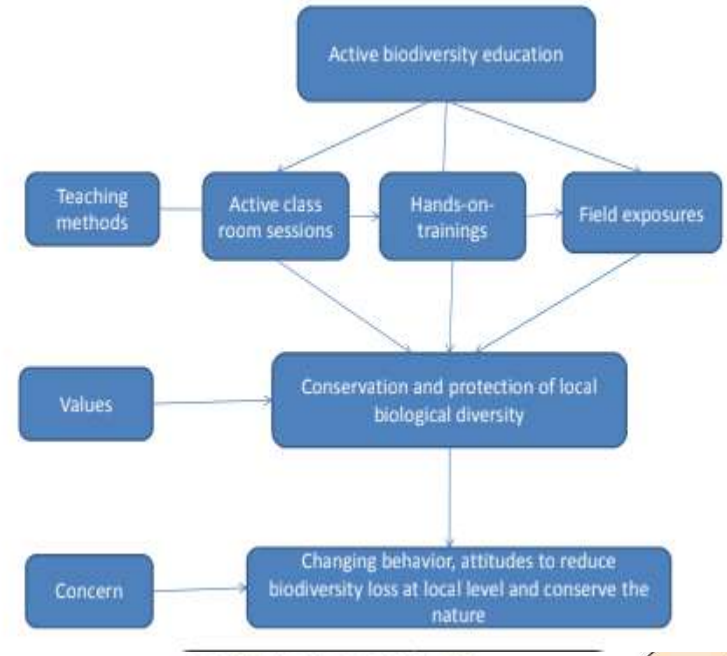
Subject - BIOLOGY **Month –October**

Topic- Ch**13** BIODIVERSITY AND CONSERVATION **No. of Periods -10**

Sub - topic: 13.1 Biodiversity 13.2 Biodiversity Conservation
Specific objectives: • They are also finding out the various reasons for the existence of such species. • Students are also finding out key species of their area and also find out their importance. Students are getting skill in explaining different method of biodiversity conservation methods. Students are educating their villagers to conserve the biodiversity in different way scientifically. • Students start developing home garden not only for the beatification of home but for but for the conservation of biodiversity also. Students are preparing kitchen garden in the school with traditional plants to conserve it. Students are celebrating various days such as forest day by participating various type of competition.
Methodology -Transaction would proceed in the following manner- Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying.

Introduction of the topic- ppt and Digital Content would be shared Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom. Techniques to be used: Student - teacher interaction, collaborative learning, independent research, differentiated teaching, peer learning Competencies developed in students: collaborative learning, critical thinking and problem solving, character building, communication, citizenship
Activities: Students are also asked to prepare a kitchen garden in the school with traditional plant species. they are instructed to find out plant growth and identify various other plants and animals visiting this garden and depending this plant for various purposes. 2.Students are also instructed to visit place like zoo or botanical garden to collect data to analysis the details scientifically.

Board work:



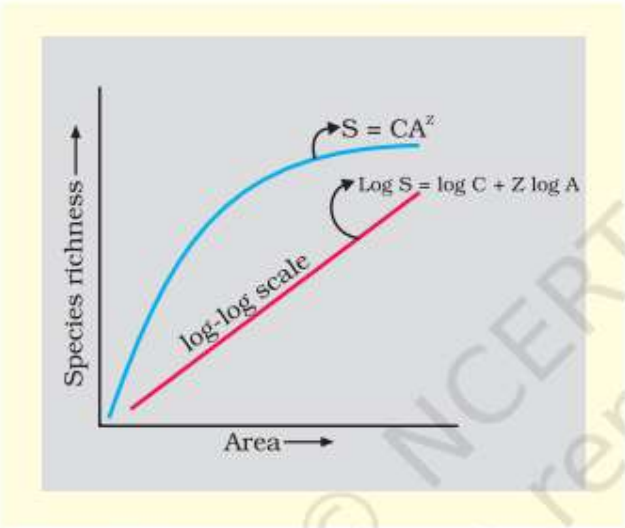


Figure 13.2 Showing species area relationship. Note that on log scale the relationship becomes linear

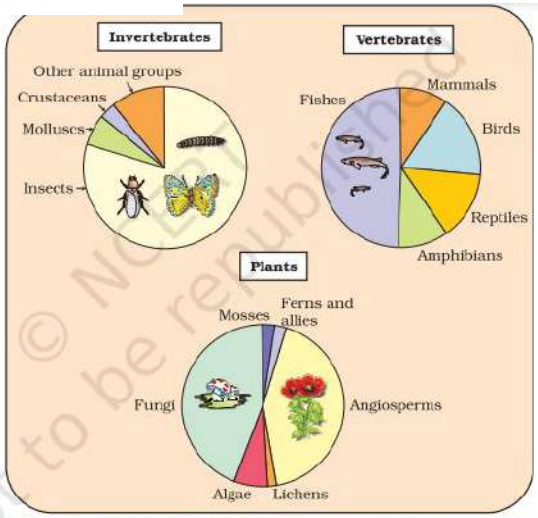


Figure 13.1 Representing global biodiversity: proportionate number of species of major taxa of plants, invertebrates and vertebrates

Learning outcomes:

- They are also finding out the various reasons for the existence of such species.
- Students are also finding out key species of their area and also find out their importance. Students are getting skill in explaining different method of biodiversity conservation methods. Students are educating their villagers to conserve the biodiversity in different way scientifically.
- Students start developing home garden not only for the beatification of home but for but for the conservation of biodiversity also.

• Students are preparing kitchen garden in the school with traditional plants to conserve it. Students are celebrating various days such as forest day by participating various type of competition.
ICT Integration / Art Integration : PPT
Class assessment/ Recapitulation: UNIT TESTS , HALF YEARLY EXAMINATION, ANNUAL EXAMINATION
Homework/ worksheets: Independent Practice: Students would do the given questions in their spirals. It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
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MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name –Ms. Ashwini P

Grade - XII

Subject - BIOLOGY **Month –October**

Topic- Ch6 Evolution **No. of Periods - 10**

Sub - topic:
6.1 Origin of Life 6.2 Evolution of Life Forms – A Theory 6.3 What are the Evidences for Evolution? 6.4 What is Adaptive Radiation? 6.5 Biological Evolution 6.6 Mechanism of Evolution 6.7 Hardy – Weinberg Principle

6.8 A Brief Account of Evolution
6.9 Origin and Evolution of Man

Specific objectives: 1. Understand process of evolution
2. Describe the process of convergent evolution
3. Differentiate between homologous and analogous structure.
4. Identify the animals belonging to different epochs.

Methodology -Transaction would proceed in the following manner-

Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying.

Introduction of the topic- ppt and Digital Content would be shared

Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom.

Techniques to be used:

Student - teacher interaction, collaborative learning, independent research, differentiated teaching, peer learning

Competencies developed in students: collaborative learning, critical thinking and problem solving, character building, communication, citizenship

Activities:

Innovative pedagogy to be exploited with regards to Evolution :
1. Use of Audio Visual adds and presentation for better understanding of the topic.
2 Demonstration of activities related to evolution
3. Inquiry training model for better understanding and comprehension.
4. Visit of zoo and botanical park to understand evolutionary linkage between animals

Board work:

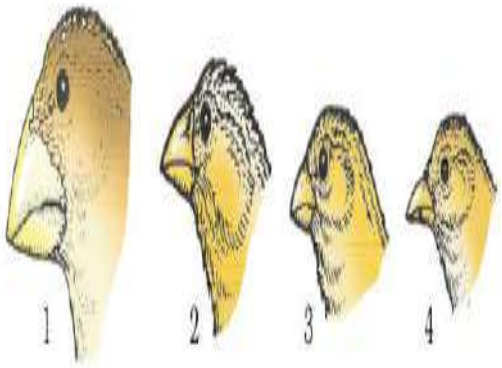


Figure 6.5 Variety of beaks of finches that Darwin found in Galapagos Island

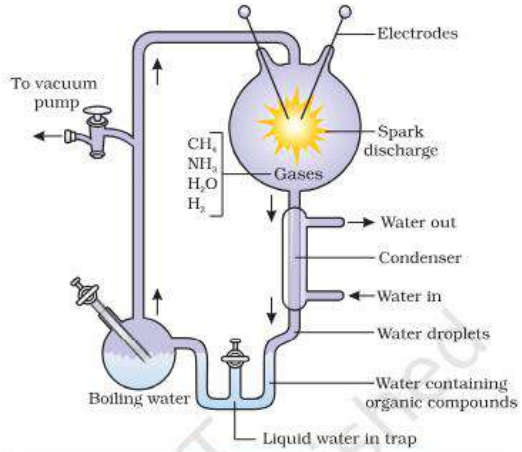
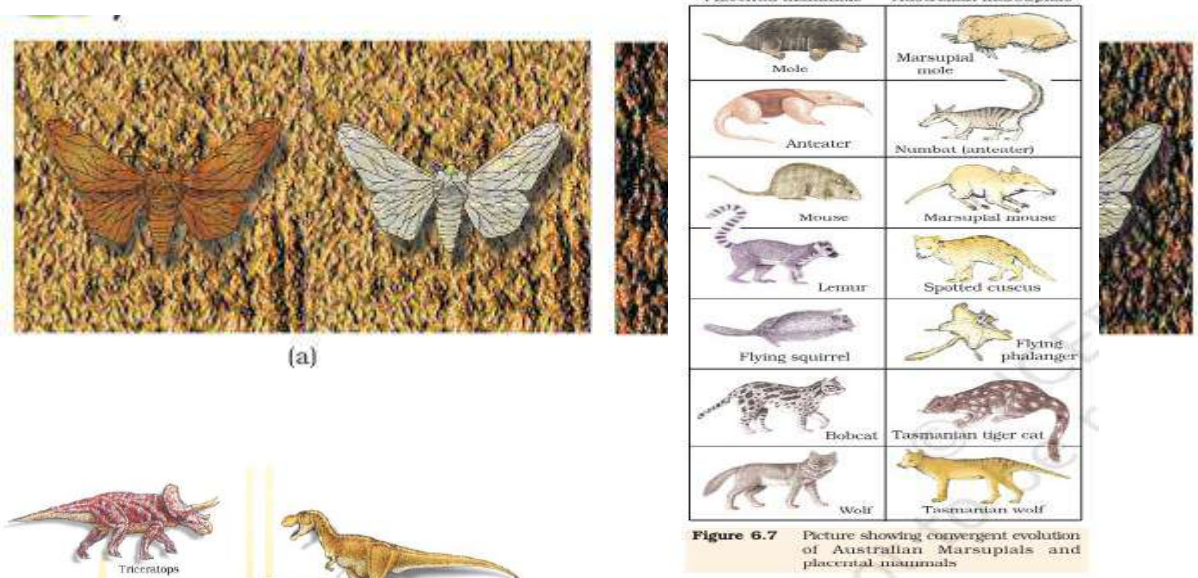
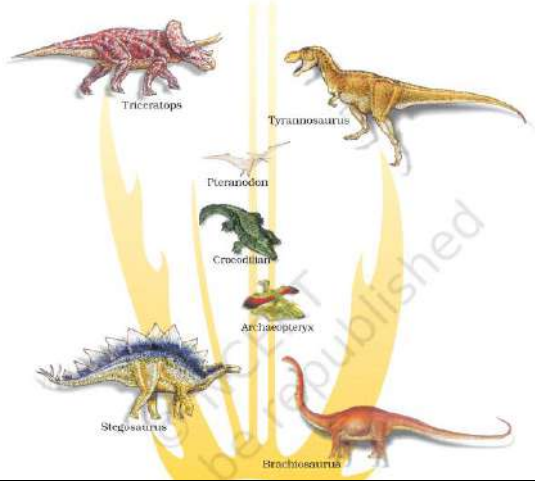


Figure 6.1 Diagrammatic representation of Miller's experiment



(a)

Figure 6.7 Picture showing convergent evolution of Australian Marsupials and placental mammals



Learning outcomes: 1. Attainment of Concept on various theories of evolution
2. Knowledge about evolution and its patterns
3. Evidences of evolution
4. Strategies of hardy Weinberg principle.
5. Deviations from Hardy Weinberg principle.
6. Knowledge of evolution of plants and animals.
7.understanding of mechanisms of evolution & its significance.

ICT Integration / Art Integration : PPT

Class assessment/ Recapitulation: UNIT TESTS , HALF YEARLY EXAMINATION, ANNUAL EXAMINATION
Homework/ worksheets: Independent Practice: Students would do the given questions in their spirals. It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
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MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Snehal Patil

Grade - 12

Subject – Chemistry **Month- June**

Topic – Chapter 1: Solutions **No. of Periods - 14**

- Sub - topic: .
- Types of solution
- Concentration units (molarity ,Molality , Mole fration etc)
- Solubility: (Henry's law ,)
- Vapour pressure of liquid solutions (Raoult's law)
- Ideal & non ideal solution.
- colligative properties & determination of molar mass
- Abnormal molar mass

.

Specific objectives:

- To enable students to describe the formation of different type of solution .
- To enable students to express concentration of solution in different unit
- To make students implement Henery's and Raoult's law and solve numericals
- To make students distinguish between ideal and non ideal solution
- To make students understand the deviation of solution from ideal behavior.
- To make students comprehend colligative properties of solution having non volatile solute and solve numericals based on the topic.
- To make students understand and solve problems related to abnormal molar mass (Vant'hoff factor)

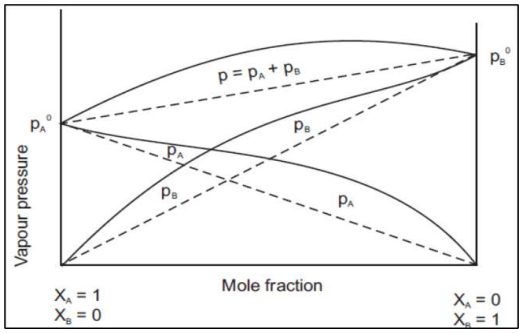
Methodology:

- Explanation method
- Demonstration Method
- Class room discussion
- Power point presentation

Activities: Group activity

- Discussion on molarity,molality ,mole fraction ,depression in FP ,Lowering of vapour pressure,,elevation in B.P.
- Solving numericals based on topic.
- Discussion of applications of Henry's law in daily life.
- Discussion on examples of hypertonic and hypotonic solutions

Board work: writing concepts ,key words , problem solving



Learning outcomes:

- The students will be able to express concentration of solution in different unit
- The students will understand Henry's and Raoult's law and solve numericals
- The students will be able to distinguish between ideal and non ideal solution
- The students will comprehend colligative properties of solution, understand vant'hoff factor and solve problems related to the topic.

Application:

- Students will be able to define Henry's law , Raoult 's law , ideal and non ideal solution

- Derive formulas for colligative property and solve problem based on it
- Find abnormal molar mass and relate it to Van't hoff factor

ICT Integration / Art Integration : Power Point Presentation

Class assessment/ Recapitulation:

- Define molarity, molality
- Define henry's law
- Differentiate between ideal and non ideal solution
- What is osmotic pressure

Homework/ worksheets:

- Differentiate between positive and negative deviation
- The vapour pressure of pure benzene at a certain temperature is 0.850 bar. A non-volatile, non-electrolyte solid weighing 0.5 g when added to 39.0 g of benzene (molar mass 78 g mol-1). Vapour pressure of the solution, then, is 0.845 bar. What is the molar mass of the solid substance?.
- 45 g of ethylene glycol ($C_2H_6O_2$) is mixed with 600 g of water. Calculate (a) the freezing point depression and (b) the freezing point of the solution
- Calculate the osmotic pressure in pascals exerted by a solution prepared by dissolving 1.0 g of polymer of molar mass 185,000 in 450 mL of water at 37°C.

Reference: Textbook : NCERT textbook

XAM idea

Pradeep' s

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Snehal Patil

Grade - XII

Subject – Chemistry **Month- October**

Topic – Chapter 3: Chemical kinetics **No. of Periods - 16**

- Sub - topic:
- Rate of a chemical reaction
- Rate of a reaction and concentration
- order of a reaction and molecularity
- Integrated rate Equations
- Pseudo first order reaction
- Effect of temperature on Rate of Reaction

- Effect of catalyst on rate of reaction
- Collision Theory of Chemical Reactions

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Specific objectives:

Students will be able

• To describe an average and instantaneous rate of a reaction

- To apply the rate law to calculate the order of a reaction.
- To derive integrated rate equations for zero, first order reactions.
- To study effect of temperature and catalyst on rate of reaction
- Analyse the collision theory and explain the effect of temperature

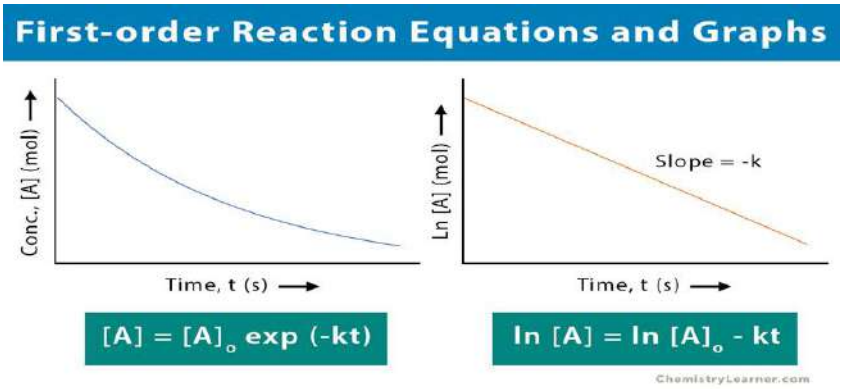
Methodology:

- Explanation method
- Demonstration Method
- Class room discussion
- Power point presentation

Activities: Group activity

- Discussion on average and instantaneous rate of reaction
- To solve problems and recap formulas

Board work: writing concepts ,key words , problem solving



Learning outcomes:

- The students will be able to describe an average and instantaneous rate of a reaction.
- The students will be able to apply the rate law to calculate the order of a reaction.
- The students will be able to derive integrated rate equations for zero, first order reactions and solve problems based on it.
- The students will be able to analyse the collision theory and explain the effect of temperature satisfactorily for most of the reaction.

Application:

- Students will be able to derive integrated rate equation for o order and 1st order and apply to derive half-life of the reaction and solve various numerical based on the formula

ICT Integration / Art Integration : Power Point Presentation

Class assessment/ Recapitulation:

- What is rate law
- What is order of reaction and molecularity of reaction
- What is half-life of a reaction
- What is activation energy

Homework/ worksheets:

- . If the rate constant of a reaction is $k = 3 \times 10^{-4}\ s^{-1}$, then identify the order of the reaction
- A reaction is of second order with respect to a reactant. How will the rate of reaction be affected if the concentration of this reactant is
(i) doubled, (ii) reduced to half?
- The rate constant for a reaction of zero order in A is 0.0030 mol $L^{-1}\ s^{-1}$. How long will it take for the initial concentration of A to fall from 0.10 M to 0.075 M?
- Rate constant k for a first order reaction has been found to be $2.54 \times 10^{-3}\ sec^{-1}$. Calculate its 3/4th life, (log 4 = 0.6020)

Reference: Textbook : NCERT textbook

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Pradeep' s

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Snehal Patil

Grade - XII

Subject – Chemistry **Month- Aug/ Sept**

Topic – Chapter 4: d and f block elements **No. of Periods - 14**

- Sub - topic:
1. Position in the periodic table
2. transition elements – definition – general outer electronic configuration - formation of coloured compounds – formation of alloys – variable oxidation state – high enthalpy of atomization – formation of complexes – preparation, properties, structure and uses of potassium permanganate and –potassium dichromate –
3. Innertransition elements- general outer electronic configuration – lanthanide and actinide contraction – consequences..

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Specific objectives:

Students will be able

- To define d and f block elements.
- Write the general outer electronic configuration of d and f block elements.
- Understand the properties of transition elements.
- Understand the preparation,properties and uses of potassium permanganate and potassium dichromate.
- Understand lanthanoid contraction and its consequences

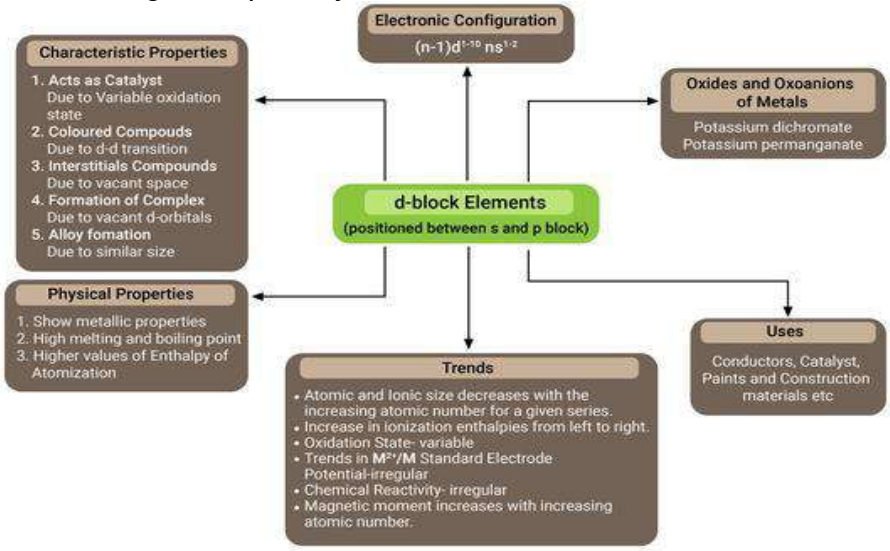
Methodology:

- Explanation method
- Demonstration Method
- Class room discussion
- Power point presentation

Activities: Group activity

- Discussion on electronic configuration of 3d series , variation in atomic size ,ionization potential , oxidation potential

Board work: writing concepts ,key words



Learning outcomes:

- The students are able to write electronic configuration, occurrence and characteristics of transition metals
- The students are able to write trends in properties of the first row transition metals – • metallic character • ionization enthalpy) • oxidation states • ionic radii • colour • catalytic property • magnetic properties alloy formation
- Students are able to write equations for Preparation and properties of K2Cr2O7 and KMnO4
- The students are able to write general properties of lanthanoids and actinoids

Application:

- Students are able to apply the concept of electronic configuration to variation of properties like size of atomic radii, ionization enthalpy , oxidation state
- Students will be able to differentiate between d and f block elements

- Students are able to differentiate between lanthanoids and actinoidss
-

ICT Integration / Art Integration : Power Point Presentation

Class assessment/ Recapitulation:

- What is meant by 'lanthanoid contraction'?
- write electronic configuration of 3d series
- what is shielding effect
- which element has highest oxidation number

Homework/ worksheets:

- Why do transition elements show variable oxidation states?
- Explain the following observations :

(i) Transition elements generally form coloured compounds.
(ii) Zinc is not regarded as a transition element.

- How would you account for the following :

(i) Cr^{2+} is reducing in nature while with the same d-orbital configuration (d^4) Mn^{3+} is an oxidising agent.
(ii) In a transition series of metals, the metal
which exhibits the greatest number of oxidation states occurs in the middle of the series.

- Complete the following chemical equations
- (i) MnO_4 (aq) + $S_2O_3^{2-}$ (aq) + H_2O (1) →

(ii) $Cr_2O_7^{2-}$ (aq) + Fe_{2+} (aq) + H_+ (aq) →

Reference: Textbook : NCERT textbook

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MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Snehal Patil

Grade - XII

Subject – Chemistry **Month- July/Aug**

Topic – Chapter 5: Coordination compounds **No. of Periods - 14**

- Sub - topic:

4. Werner's theory of coordination compound
5. Defintion: coordination entity, central atom/ion, ligand, coordination number, homoleptic and heteroleptic
6. nomenclature of coordination compound
7. Isomerism in coordination compounds
8. Bonding in coordination compounds

9. Crystal field theory
10. Importance and application of coordination compounds

Specific objectives:

Students will be able to

- understand postulates of Werner's theory of coordination
- know the meaning of the terms: coordination entity, central atom/ion,ligand, coordination number, coordination sphere, coordination polyhedron, oxidation number homoleptic and heteroleptic
- Understand isomerism
- Comprehend rules of nomenclature of coordination compound and name the compound
- Understand Crystal field theory and valence bond theory
-

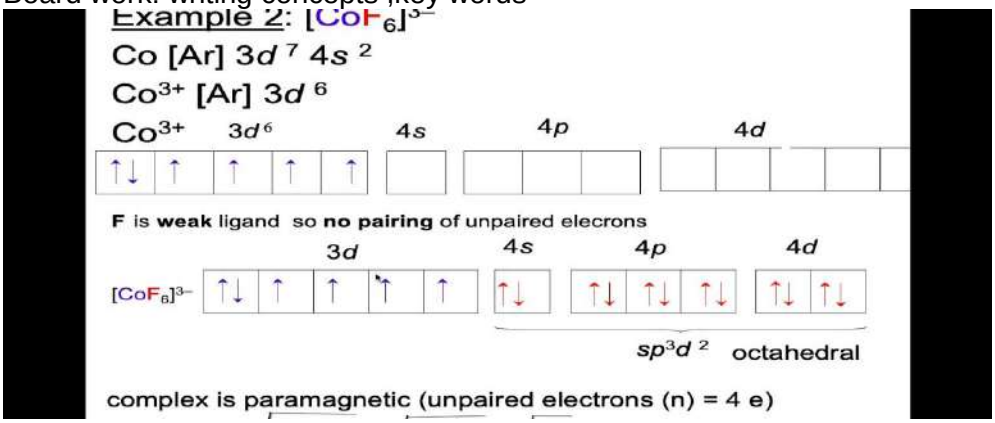
Methodology:

- Explanation method
- Demonstration Method
- Class room discussion
- Power point presentation

Activities: Group activity

- Discussion on electronic configuration of of elements from atomic number 21 to 30
- Solving various examples based on valence bond theory
- Recognize and classify the various isomers

Board work: writing concepts ,key words



Learning outcomes:

- The students are able
- To describe the term coordination complex & ligand.
- Give the name of coordination compound .
- Describe the various type of isomerism in complex compound .
- Mention the hybridization in complex compound .
- identify low spin and high spin complex .
- describe crystal field splitting energy.

Application:

- Students used various theories werner theory, valence bond theory, crystal field theory and suggest the various hybridization ,magnetic property ,and shape of various coordination compounds like $[Co(NH_3)_6]^{3+}$ $[Ni(CN)_4]^{2-}$

ICT Integration / Art Integration : Power Point Presentation

Class assessment/ Recapitulation:

- What is a ligand
- What is meant by chelate effect?
- What are homoleptic and heteroleptic
- What is linkage isomerism

Homework/ worksheets:

- Which of the following is more stable complex and why?
$[Co(NH_3)_6]^{3+}$ and $[Co(en)_3]^{3+}$
- Write IUPAC name of the complex: $[CoCl_2(en^2)]^+$
- Describe the shape and magnetic behaviour of following complexes :
(i) $[CO(NH_3)_6]^{3+}$
(ii) $[Ni(CN)_4]^{2-}$
- $[Fe(H_2O)_6]^{3+}$ is strongly paramagnetic whereas $[Fe(CN)_6]^{3-}$ is weakly paramagnetic. Explain. (At. no. Fe = 26)

Reference: Textbook : NCERT textbook

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MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – SnehalPatil

Grade - XII

Subject – Chemistry **Month- November**

Topic – Chapter 2: Electrochemistry **No. of Periods - 16**

- Sub - topic:
1.Electrochemical cells.2.Galvanic cells. 3. Standard Hydrogen electrode.
4. Nernst equation.5. Electrochemical cell and Gibbs energy of the reaction
6.Variation of conductivity and Molar conductivity with concentration.
7. Electrolytic cells and electrolysis.
8. Batteries.9. Fuel cells. 10. Corrosion.

Specific objectives:

Students will be able

- Describe an electrochemical cell and differentiate between Galvanic and electrolytic cell.

•Use Nernst equation for calculating the emf of Galvanic cell and define standard potential of the

cell.

- Study Variation of conductivity and Molar conductivity with concentration
- Understand the quantitative aspect of electrolysis.
- Understand construction of some primary and secondary batteries
- Understand fuel cells.

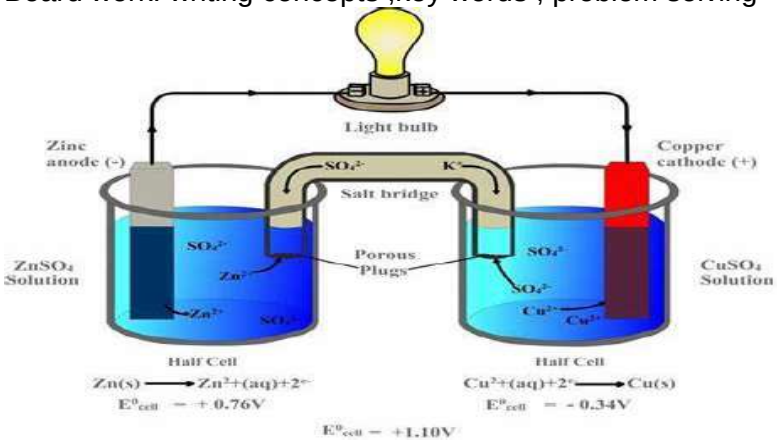
Methodology:

- Explanation method
- Demonstration Method
- Class room discussion
- Power point presentation

Activities: Group activity

- Discussion on electrolytic and electrochemical cell
- Discussion on molar conductivity and specific conductivity

Board work: writing concepts ,key words , problem solving



Learning outcomes:

- The students will be able to draw structure, working of electrochemical cell.
- Students will be able to find electrode potential using Hydrogen electrode.
- Find the cell potential of electrochemical cell using Nernst equation.
- Understand conductivity and molar conductivity and effect of dilution
- know the use of cell in daily life

Application:

- Students will be able to differentiate between electrochemical and electrolytic cell
- Students will be able to derive Nernst equation and find cell potential of electrochemical cell
- Student's will be able to apply Kaoulroush's law to weak and strong electrolyte

ICT Integration / Art Integration : Power Point Presentation

Class assessment/ Recapitulation:

- What is meant by 'limiting molar conductivity'?

- What is salt bridge
- What is conductivity and resistivity
- What are fuel cells?
- Define faraday's law

Homework/ worksheets:

- Given that the standard electrode potentials (E°) of metals are:

K^+/K = -2.93 V, Ag^+/Ag = 0.80 V, Cu^{2+}/Cu = 0.34 V,
Mg^{2+}/Mg = -2.37 V, Cr^{3+}/Cr = -0.74 V, Fe^{2+}/Fe = -0.44 V.
Arrange these metals in increasing order of their reducing power.

- Determine the values of equilibrium constant (K_c) and ΔG° for the following reaction:

$Ni(s) + 2Ag^+ (aq) \rightarrow Ni^{2+} (aq) + 2Ag(s)$,
E° = 1.05 V
(1F = 96500 C mol^{-1})

- The molar conductivity of a 1.5 M solution of an electrolyte is found to be 138.9 S cm2 mol-1. Calculate the conductivity of this solution.
- Write the reactions taking place at cathode and anode in lead storage battery when the battery is in use. What happens on charging the battery?

Reference: Textbook : NCERT textbook

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MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Snehal Patil

Grade - XII

Subject – Chemistry **Month- sept**

Topic–Chapter 8 Aldehydes,Ketones and carboxylic acid Periods-16

Sub : Aldehydes and Ketones: Nomenclature, Nature of carbonyl group, Methods of preparation, Physical and chemical properties, Mechanism of Nucleophilic addition Reactivity of alpha hydrogen in Aldehydes: Uses

Carboxylic Acids: Nomenclature Acidic nature Methods of preparation Physical and chemical properties ,uses.

Specific objectives:

To enable students to understand and write

- IUPAC names of aldehydes, ketones and carboxylic acids
- To draw structures of the compounds containing functional groups namely carbonyl and carboxyl groups
- To understand and become aware of important methods of preparation and reactions of these classes of compounds

- To know physical properties and chemical reactions of aldehydes, ketones and carboxylic acids
- To comprehend mechanism of a few selected reactions of aldehydes and ketones
- To understand factors affecting the acidity of carboxylic acids and their reactions
- Uses of aldehydes, ketones and carboxylic acids

Methodology:

- Explanation method
- Demonstration Method
- Class room discussion
- Preparing mind maps

Activities: Group activity

● To make students name various organic compound by using rules of nomenclature and also draw the structure

To compile all reactions and create mind maps .

Board work: writing concepts ,key words ,

Learning outcomes:

- Students will name the compounds according to IUPAC system of nomenclature and also derive their structures from the given names;
- Students will comprehend the reactions involved in preparation of aldehyde ,ketones and carboxylic acid
- Students will be able to write reactions for chemical properties of the groups
- Students will comprehend and write mechanism of aldol condensation, Cannizaro's reaction etc.

Application:

- Students will be able to write IUPAC name of various organic molecules and draw structure
- Students will be able to write various examples based on preparation and chemical properties based on general equations
- Students will be able to solve reactions based on nucleophilic addition reactions .
- Students will be able to apply various reaction mechanism to various chemical properties and decide the product formed

ICT Integration / Art Integration : Power Point Presentation

Class assessment/ Recapitulation:

- What product is formed as a result of oxidation of alcohol
- What is Etard reaction
- How is acetal formed.
- Explain how will you differentiate between aldehyde and alcohol
- What is HVZ reaction
- What is Tollen's reagent?

Homework/ worksheets:

- Draw the structure of 4-chloropentan-2-one
- Arrange the following compounds in an increasing order of their reactivity in nucleophilic addition reactions : ethanal, propanal, propanone, butanone
- Give a chemical test to distinguish between Ethanal and Propanal.
- Write the equations involved in the following reactions:

(i) Wolff-Kishner reduction
(ii) Etard reaction

- Do the following conversions in not more than two steps:

(i) Benzoic acid to benzaldehyde
(ii) Ethyl benzene to Benzoic acid
(iii) Propanone to Propene

Reference: Textbook : Pradeep New course Chemistry

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MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Snehal Patil **Grade - XII**

Subject – Chemistry **Month: June**

Topic – Chapter 7 : Alcohol ,Phenol and Ethers **Periods - 14**

Sub : Nomenclature of alcohols, phenols and ethers according to the IUPAC system

Reactions involved in the preparation of alcohols from (i) alkenes (ii) aldehydes, ketones and carboxylic acids;

Reactions involved in the preparation of phenols from (i) haloarenes (ii) benzene sulphonic acids (iii) diazonium salts and (iv) cumene;

Reactions for preparation of ethers from (i) alcohols and (ii) alkyl halides and sodium alkoxides/aryloxides;

Physical properties and chemical reactions of the three classes of compounds

Uses

Specific objectives:

Students will be able to

- Name Alcohol, phenol and ethers according to the IUPAC system of nomenclature from their given structures
- Describe the reactions involved in the preparation of alcohols phenol and ether and correlate physical properties of alcohols, phenols and ethers with their structures

- Understand chemical reactions of the three classes of compounds on the basis of their functional groups.
- Highlight the uses of alcohol, phenol and ether

Methodology:

- Explanation method
- Demonstration Method
- Class room discussion
- Preparing mind maps

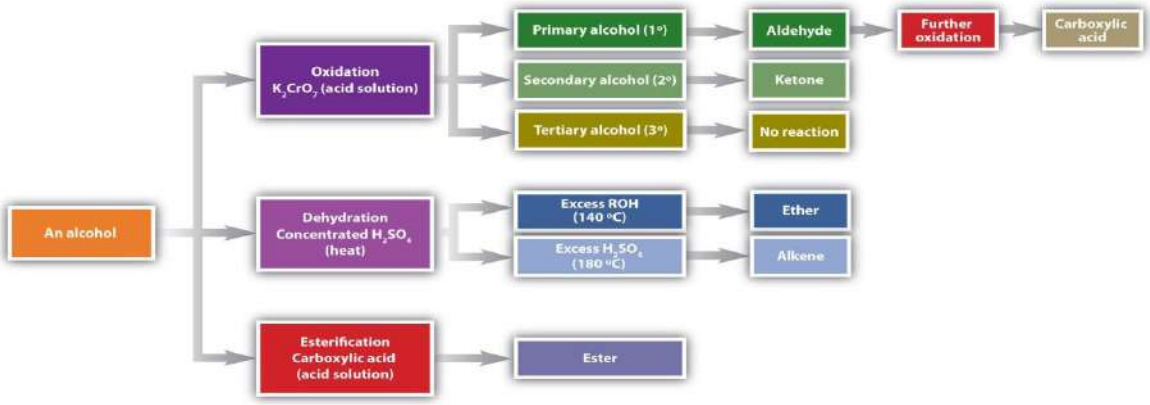
Activities: Group activity

● To ake students name various organic compound by using rules of nomenclature and also draw the structure

To assemble all name reactions

To make students prepare mind maps for easy recollection

Board work: writing concepts ,key words , problem solving ,nomenclature and structure of organic compound and related equations



Learning outcomes:

- Students will name the compounds according to IUPAC system of nomenclature and also derive their structures from the given names;
- Students will comprehend the reactions involved in various preparation of alcohol,phenol and ether
- . Students will be able to write the reactions involved in various chemical properties of alcohol,phenol and ether

Application:

- Students will be able to write IUPAC name of various alcohol, phenol and ether and draw structures related to it.
- Students will be able to apply general methods of preparation and general chemical reactions to various examples of alcohol ,phenol and ethers
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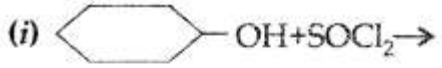
ICT Integration / Art Integration : Power Point Presentation

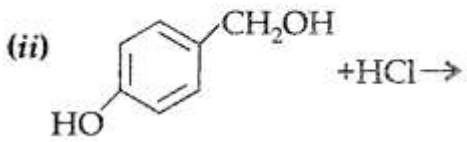
Class assessment/ Recapitulation:

- How will you prepare alcohol from alkene
- What is Markownikoff rule
- How will you prepare phenol from cumene
- What is Reimer Tiemann reaction

Homework/ worksheets:

- Write the structure of the molecule of a compound whose IUPAC name is 1-phenylpropan-2-ol.
- Ortho nitrophenol has lower boiling point than p-nitrophenol. Why ?
- The C-O bond is much shorter in phenol than in ethanol. Give reason.
- Write the chemical reaction to explain Kolbe's reaction
- Complete the following reaction equations :





Reference: Textbook : Pradeep New course Chemistry

XAM idea

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Snehal Patil

Grade - XII

Subject – Chemistry **Month- April**

Topic – Chapter 6 : Haloalkane and haloarenes **Periods - 14**

Sub : Haloalkanes :Nomenclature Nature of C-X bond Physical and chemical properties Mechanism of substitution reactions Optical rotation

Haloarenes: Nature of C -X bond, Substitution reactions (Directive influence of halogen in mono substituted compounds only. Uses and environmental effects of poly-halogen compounds

Specific objectives:

- To enable students name haloalkanes and haloarenes according to the IUPAC system of nomenclature from their given structures
- To describe the reactions involved in the preparation of haloalkanes and haloarenes

- To enable students to comprehend physical and chemical properties of haloalkanes, haloarenes and electrophilic substitution reaction given by haloarenes.
- To understand mechanism of SN1& SN2 reaction
- Use stereochemistry as a tool for understanding the reaction mechanism
- To highlight the uses and environmental effects of poly-halogen compounds.

Methodology:

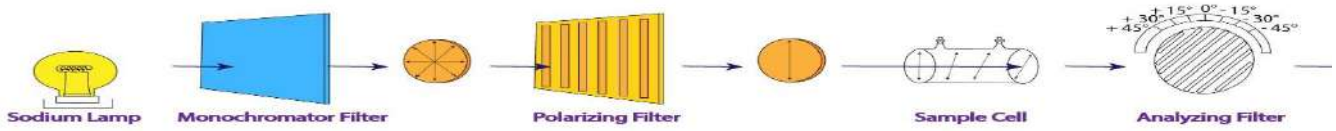
- Explanation method
- Demonstration Method
- Class room discussion
- Preparing mind maps

Activities: Group activity

● To make students name various organic compound by using rules of nomenclature and also draw the structure

To make students prepare mind maps for easy recollection

Board work: writing concepts ,key words , problem solving ,nomenclature and structure of organic compound and related equations



Learning outcomes:

- Students will name the compounds according to IUPAC system of nomenclature and also derive their structures from the given names;
- Students will comprehend the concept of organic reaction mechanism
- Students will be able to write reactions for preparation and chemical properties of haloalkane and haloarenes.
- Students will comprehend SN1 and SN2 mechanism
- Students will be able to understand stereochemical aspects of nucleophilic substitution.

Application:

- Students will be able to write IUPAC name of various organic molecules and draw structure
- Students will be able to apply various reaction mechanism to various chemical properties and decide the product formed
- Students will be able to apply the concept of stereochemistry to substitution reaction

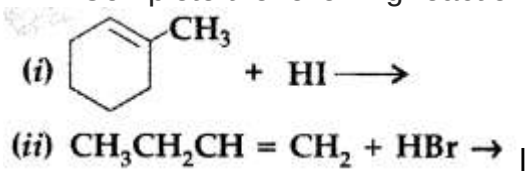
ICT Integration / Art Integration : Power Point Presentation

Class assessment/ Recapitulation:

- How will you prepare alkyl halide from alcohol
- What is Sandmeyer's reaction
- What are ambident nucleophile
- What is optical isomerism
- What is chirality

Homework/ worksheets:

- Predict the order of reactivity of four isomeric bromobutanes in S_N1 reaction.
- What happens when CH_3 — Br is treated with KCN?
- Draw the structure of the following compounds b) 2-chloro-2-methyl butane
- Complete the following reaction equations :



Reference: Textbook : Pradeep New course Chemistry

XAM idea

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Snehal Patil

Grade - XII

Subject – Chemistry **Month- July**

Topic – Chapter 10 :Biomolecules **Periods - 12**

Sub : 1. Carbohydrates its classification ,structure , and importance
2. proteins, amino acids, its classification and structure
3. enzymes
4.vitamins
5.Nucleic acids and its structure

Specific objectives:

Students will be able to

- Define the bio molecules like carbohydrates, proteins and nucleic acids
- Classify carbohydrates, proteins, nucleic acids, and vitamins on the basis of their structure

- Explain the difference between DNA and RNA
- Appreciate the role of bio molecules in bio system

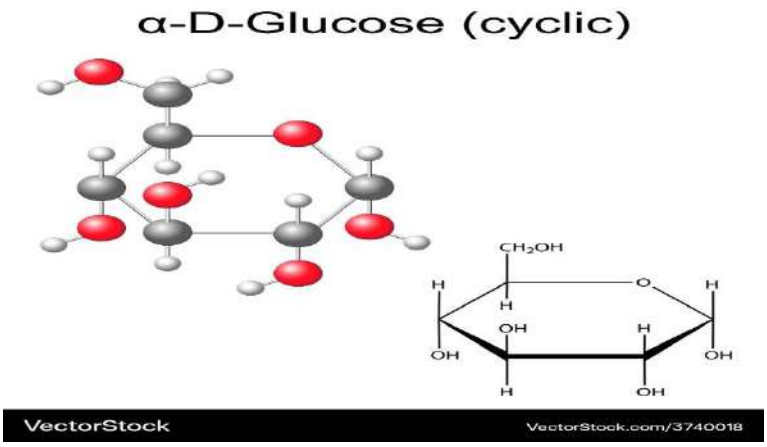
Methodology:

- Explanation method
- Demonstration Method
- Class room discussion
- Preparing mind maps

Activities: Group activity

- To classify carbohydrates, proteins.
  - To draw structure of glucose, fructose, maltose etc

Board work: writing concepts ,key words ,



Learning outcomes:

- Students classify carbohydrates and comprehend all reactions to prove the structure of glucose
- Students classify Structure of proteins - primary, secondary, tertiary structure and quaternary structures
- Students Classify vitamins understands source and their deficiency diseases.
- Students could draw structure of nucleic acids

Application:

- Students will be able to write reactions and apply them in drawing the cyclic structure and Haworth structure of glucose and fructose
- Students will be able to differentiate between nucleotide and nucleoside as well as DNA and RNA

ICT Integration / Art Integration: Power Point Presentation

Class assessment/ Recapitulation:

- What are monosaccharides?
- Write a reaction which shows that all the carbon atoms in glucose are linked in a straight chain

- What are the expected products of hydrolysis of lactose
- What is a glycosidic linkage?
- Define a 'Peptide linkage'

Homework/ worksheets:

- Write the structure of the product obtained when glucose is oxidised with nitric acid
- Name the four bases present in DNA. Which one of these is not present in RNA?
- What are essential and non-essential amino acids in human food? Give one example of each type.
- Describe what you understand by primary structure and secondary structure of proteins.
- Write down the structures and names of the products formed when D-glucose is treated with

(i) Hydroxylamine
(ii) Acetic anhydride

Reference: Textbook : Pradeep New course Chemistry

XAM idea

MIS INTERNATIONAL SCHOOL
Lesson Plan (2025-26)

Teacher's Name – Snehal Patil

Grade - XII

Subject – Chemistry **Month- October**

Topic – Chapter 9 : Amines **Periods - 12**

Sub : 1. IUPAC and common names for amines. 2. Classify amines as primary, secondary, and tertiary 3 Preparation of amines 4. Physical and chemical properties of amines 5. Electrophilic substitution 6. Diazonium salts

Specific objectives:

To enable students

- To name amines with the help of IUPAC
- To differentiate primary, secondary, and tertiary amines.
- To comprehend reactions for preparation of amines
- To utilize the pKb values of amine or the pKa values of the conjugate acids of amines and arrange the order of basicity of amines.
- To differentiate between primary ,secondary and tertiary amines by chemical reactions
- To prepare diazonium salt and its properties and uses.

Methodology:

- Explanation method
- Demonstration Method

- Class room discussion
- Preparing mind maps

Activities: Group activity

● To make students name various organic compound by using rules of nomenclature and also draw the structure

To differentiate primary secondary and tertiary amines

Board work: writing concepts ,key words , problem solving ,nomenclature and structure of organic compound and related equations

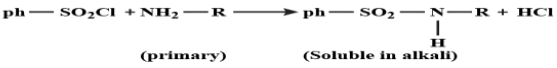
Figure 1 

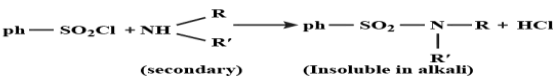
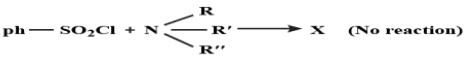
Figure 2 

Figure 3 

Learning outcomes:

- Students will name the compounds according to IUPAC system of nomenclature and also derive their structures from the given names;
- Students will be able to write reaction based on preparation of amines
- Students will be able to write reactions based on chemical properties like basic character of amines, alkylation , acylation,
- Students will be able to differentiate between primary ,secondary and tertiary amines
- Students will write reactions of preparations and chemical properties of diazonium salt

Application:

- Students will be able to write IUPAC name of various organic molecules and draw structure
- Students will be able to apply electrophilic reaction in bromination, nitration ,sulphonation reaction
- Students will be able to apply Carbylamine, nitrous acid, aryl-sulphonyl chloride reaction in differentiating primary, secondary and tertiary reactions.
-

ICT Integration / Art Integration : Power Point Presentation

Class assessment/ Recapitulation:

- Give classification of amines
- What happens on reduction of nitro compounds
- What is carbylamine test
- What is diazotization.
- What is coupling reaction

Homework/ worksheets:

- Arrange the following compounds in an increasing order of basic strengths in their aqueous solutions : NH_3, CH_3NH_2, $(CH_3)_2NH$, $(CH_3)_3N$
- Write the structure of prop-2-en-l-amine
- Give the chemical tests to distinguish between the following pairs of compounds :

(i) Ethyl amine and Aniline
(ii) Aniline and Benzylamine

- Describe the following giving the relevant chemical equation in each case :

(i) Carbylamine reaction
(ii) Hofmann's bromamide reaction

Reference: Textbook : Pradeep New course Chemistry

XAM idea

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 12 Subject: AI

Topic: Unit 1.COMMUNICATION SKILLS IV

No. of periods: 4

Subtopic:
Communication-An Introduction

- Communication
- Listening Skills
- Writing Sentences
- Effective Communication
- Parts of Speech

Specific objective:

- Students understand Communication.
- Students understand Listening Skills & Writing Sentences.
- Students understand the Effective Communication & Parts of Speech.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1 & 2: Teacher will explain to children about communication in our daily life.

Students demonstrate apply basic skills of communication styles and writing skills.

Period 3 & 4: The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done. The children are asking to do the activities related to this topic.

Activities:

1. Demonstration of the key aspects of becoming active listener

2. Preparing posters of steps for active listening

Learning outcomes:

Student will be able to

- Demonstrate knowledge of various methods of communication.
- Identify specific Listening Skills & Writing Sentences.
- Demonstrate the Effective Communication & Parts of Speech.

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Describe the steps to active listening skills

Class assessment

- Group Exercise — Role-play of a factors affecting active listening.

Extra questions

Homework/ worksheets: Extra question given for reference

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 12 Subject: AI

Topic: Self-Management Skills IV

No. of periods: 5

Subtopic:

- Optimism (Positive Attitude) and Motivation
- Being Result-oriented
- Stress Management
- Self-Awareness

Specific objective:

- Students understand Optimism (Positive Attitude) and Motivation
- Students understand the Being Result-oriented.
- Students understand Stress Management & Self-Awareness.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1,2 and 3: Teacher will explain to children about Optimism (Positive Attitude) and Motivation.

Students demonstrate apply the Being Result-oriented, Stress Management & Self-Awareness.

Period 4 and 5: The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done. The children are asking to do the activities related to this topic

Activities:

- Group discussion on identifying needs and desire
- Discussion on sources of motivation and inspiration.
- Demonstrate the knowledge of different personality types

Learning outcomes:

Student will be able to
Describe the various factors influencing self- motivation.
Describe the basic personality traits, types and disorders

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

What do you understand by SMART goals?

What do you understand by teamwork? What are the advantages of teamwork?

List down the advantages of networking.

Class assessment

Group Activity : Constructing Sentences

Extra questions

Homework/ worksheets: Extra question given for reference

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 12 Subject: AI

Topic: 3.ICT SKILLS IV

No. of periods: 4

Subtopic:

- Introducing Spreadsheet
- Performing Basic Operations in a Spreadsheet
- Creating a New Workbook
- Opening an Existing Workbook
- Data Manipulation
- Presentation Software
- Getting Started with Impress
- Saving a Presentation
- Opening an Existing Presentation
- Closing a Presentation
- Printing a Presentation
- Getting Started with Calc
- Saving a Workbook
- Closing a Workbook and Exiting from Calc
- Printing a Worksheet
- Advanced Features in Calc
-

Specific objective:

- Students understand benefits of using a Ms Powerpoint and Ms Excel
- Students understand the Formula in Excel.
- Students understand Saving and opening of presentation.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Teacher will explain to children about benefits of using a Ms Powerpoint and Ms Excel

Period 2: Students demonstrate apply knowledge for Formula in Excel.

Period 3: The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done.

Period 4: The children are asking to do the activities related to computer are practiced. Let students more practice with the help of supplement in the lab.

Activities:

1.Demonstration and practice on the following

- Introduction to the spreadsheet application
- Using the spreadsheet applications
- Creating a new worksheet
- Opening the workbook and enter text
- Resizing fonts and styles
- Copying and move the cell data Sorting and Filter the data
- Applying elementary formulas and Functions
- Protecting the spreadsheet with password
- Printing a spreadsheet
- Saving the spreadsheet in various formats

2.Demonstration and practice on the following:

- Listing the software packages for presentation
- Explaining the features of presentation
- Creating a new presentation
- Adding a slide to presentation
- Deleting a slide
- Entering and edit text
- Formatting text

- Inserting clipart and images
- Sliding layout
- Saving a presentation
- Printing a presentation document

Learning outcomes:

Student will be apply their knowledge in various activities.

Perform tabulation using spreadsheet application

- Introduction to spreadsheet application.
- Spreadsheet applications
- Creating a new worksheet
- Opening workbook and entering fret
- Resizing fonts and styles
- Copying and moving
- Filter and sorting
- Formulas and functions
- Password protection
- Printing a spreadsheet.
- Saving a spreadsheet in various Formats

Prepare presentation using presentation application

- Introduction to presentation
- Software packages for presentation
- Creating a new presentation
- Adding a slide
- Deleting a slide
- Entering and editing text
- Formatting test
- Inserting clipart and images
- Slide layout
- Saving a presentation
- Printing a presentation document

➢

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment

Make a Sheet of report card for all every year

Extra questions

Homework/ worksheets: Extra question given for reference

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 12 Subject: AI

Topic: 4.ENTREPRENEURIAL SKILLS-IV No. of periods: 4

Subtopic:

- Entrepreneur and Entrepreneurship
- Functions of an Entrepreneur
- Identifying Possibilities and Taking Risks
- Barriers to Entrepreneurship
- Entrepreneurial Competencies
- Types of Entrepreneurs
- What Drives an Entrepreneur's Motivation?
- Startups
- Entrepreneurial Attitudes
- Entrepreneurial Competencies in Particular

Specific objective:

- Students understand Entrepreneur and Entrepreneurship difference , Functions of an Entrepreneur
- Students understand Identifying Possibilities and Taking Risks, What Drives an Entrepreneur's Motivation?
- Students understand Entrepreneurial Attitudes

- Students understand Entrepreneurial Competencies in Particular

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1: Teacher will explain to children about Introduction to Entrepreneurship and Understanding the Market

Period 2: Students demonstrate the types of Business Activities and the Building Business Ideas

Period 3: The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done.

Period 4: The children are asking to do the activities related to this topic

Activities:

- Administering self- rating questionnaire and score responses on each of the competencies
- Collect small story/ anecdote of prominent successful entrepreneurs
- Identify entrepreneurial competencies reflected in each story and connect it to the definition of behavioural competencies.
- Preparation of competencies profile of students.
- Games and exercises on changing entrepreneurial behaviour and development of competencies for enhancing self-confidence. problem solving, goal setting, information seeking, team building and creativity

Learning outcomes:

Student will be able to

- Identify the general and entrepreneurial behavioral competencies
- Demonstrate the knowledge of self-assessment of behavioral competencies

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment: Previous year Sample papers

Extra questions : Previous year Sample papers

Homework/ worksheets: Extra question given for reference

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 12 Subject: AI

Topic: 5.GREEN SKILLS – IV

No. of periods:

Subtopic:

- Protecting our Environment
- Significance of Green Jobs
- Green Jobs

Specific objective:

- Students understand the Protecting our Environment.
- Students understand the Significance of Green Jobs.
- Students understand the Green Jobs.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Period 1 & 2: Teacher will explain to children sectors of a Green Economy

Students demonstrate apply the Significance of Green Jobs..

Period 3 & 4: The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done. The children are asking to do the activities related to this topic

Activities:

- Listing of green jobs and preparation of posters on green job profiles
- Prepare posters on green jobs

Learning outcomes:

Student will be Identify the role and importance of green jobs in different sectors

- Role of green jobs in taxing-free homes
- Green organic gardening. public transport and energy conservation
- Green jobs in water conservation
- Green jobs in solar and wind power, waste reduction, reuse and recycling of wastes
- Green jobs in green tourism
- Green jobs in building and construction
- Green jobs in appropriate technology
- Role of green jobs in Improving energy and raw materials use
- Role of green jobs in limiting greenhouse gas emissions
- Role of green jobs minimizing waste and pollution
- Role of green jobs in protecting and restoring ecosystems
- Role of green jobs in support adaptation to the effects of climate change

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment Previous year Sample papers

Extra questions: Previous year Sample papers

Homework/ worksheets: Extra question given for reference

Reference: Google and Internet

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 12 Subject: AI

Topic: Unit 1: Capstone Project

No. of periods: 30

Subtopic:

- Understanding the project
- Understanding the problem
- Decomposing the problem through DT framework
- Analytic Approach
- Data Requirements
- Data Collection
- Modelling approach
- Introduction to commonly used algorithms and the science behind them
- Showcase through a compelling story

Specific objective:

- Students able to do it with of Understanding the project
- Students identify the problem
- Students understand Decomposing the problem through DT framework
- Students understand Analytic Approach
- Students understand Data Requirements & Data Collection
- Students understand Modelling approach
- Students understand Introduction to commonly used algorithms and the science behind them
- Students understand Showcase through a compelling story

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Periods 1 to 10: Teacher will explain to children about of Capstone Project

Periods 11 to 20: Students demonstrate Mapping of final project.

Periods 21 to 28: The teacher asks a few questions related to the previous weeks classes and then she continues the class. The exercise at the back of the textbook is done.

Period 29 & 30: The children are asking to do the activities related to computer are practiced. Let students more practice with the help of supplement in the lab.

Activities:

- Calculate MSE and RMSE given information
- Calculate the Mape for the above data.

Learning outcomes:

Student will be able to

- Understanding the problem
- Decomposing the problem through DT framework
- Analytic Approach
- Data Requirements & Data Collection

- Data Collection
- Modelling approach
- How to validate model quality
- Metrics of model quality by simple Maths and examples from small datasets
- Introduction to commonly used algorithms and the science behind them
- Showcase through a compelling story

Application: To relate the concept taught to everyday situations in life.
Extra questions/ Class assessment/ Recapitulation :
Class assessment: Making Log book of project
Extra questions : Previous year Sample papers
Homework/ worksheets: Extra question given for reference
Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 12 Subject: AI

Topic: Unit 2: Model lifecycle (Knowledge)
No. of periods: 20

Subtopic:

- Stages of AI Model Lifecycle
- Introducing Various AI Platforms and links to Respective Platforms.

-

Specific objective:

Students are able to apply their knowledge in these fields

- Stages of AI Model Lifecycle
- Introducing Various AI Platforms and links to Respective Platforms.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Practical Lab Activity of this chapter, Video, PPT

Activities:

- Lab Activities

Learning outcomes:

Different aspects of Model
¬ Train, test, validate,
¬ What are hyper parameters
¬ Commonly used platforms to build and run models (Introduction)
¬ Recommended tools
¬ Links to different platforms o Watson
• Lifecycle of an AI model
¬ Build
¬ Deploy
¬ Retrain

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment: Previous year Sample papers

Day to day activities

Extra questions Previous year Sample papers

Homework/ worksheets: Extra question given for reference

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 12 Subject: AI

Topic Unit 3: Story- telling through data No. of periods: 30

Subtopic:

- Information Processing and Recalling Stories
- Data Storytelling
- How to Create Stories?
- Creating a Story from Data
- Types of Data and Suitable Charts

- Best Practices for Data Storytelling
- Why is Storytelling Important?
- Structure that Story!
- Ethics of Storytelling
- Need for Data Storytelling
- Stories During the Steps of Predictive Modelling

Specific objective:

Students are able to apply their knowledge in these fields

- Information Processing and Recalling Stories
- Data Storytelling
- How to Create Stories?
- Creating a Story from Data
- Types of Data and Suitable Charts
- Best Practices for Data Storytelling
- Why is Storytelling Important?
- Structure that Story!
- Ethics of Storytelling
- Need for Data Storytelling
- Stories During the Steps of Predictive Modelling

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

. Practical Lab Activity of this chapter, Video, PPT

Activities:

- Lab Activity

Learning outcomes:

Need for Storytelling o Information processing and recalling stories

- Why is storytelling important?
- Structure that story!

How to create stories?

- Begin with a pen-paper approach
- Dig deeper to identify the sole purpose of your story
- Use powerful headings
- Design a Road-Map
- Conclude with brevity

Ethics of storytelling

Types of Data and Suitable Charts

- Text [Wordclouds]
- Mixed [Facet Grids]
- Numeric [Line Charts/ Bar Charts]
- Stocks [Candlestick Charts]
- Geographic [Maps]

Stories During the Steps of Predictive Modeling

- Data Exploration
- Feature Visualizing
- Model Creation
- Model Comparisons

Best Practices of Storytelling

-
- Analytics Vidhya (https://www.analyticsvidhya.com/blog/2020/05/art-storytelling-analytics-data-science/)
- Udemy: (https://www.udemy.com/course/tell-a-story-with-data/)
- Coursera: (https://www.coursera.org/learn/intro-business-analytics)
- Coursera: (https://www.coursera.org/learn/communicate-with-impact)

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment

Worksheet to be given

Day to day activities

Extra questions Previous year Sample papers

Homework/ worksheets: Extra question given for reference

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 12 Subject: IP

Topic: Data Handling using

Pandas I and II

No. of periods: 10

Subtopic:

➔1.1 Introduction
1.2 Using Pandas
1.3 Pandas Data Structures
1.4 Series Data Structure
1.5 Accessing a Series Object and its Elements
1.6 Operations on Series Object
1.7 Series Objects vs. 1D Data Structures and 1D Numpy Array
1.8 DataFrame Data Structure
1.9 Creating and Displaying a DF
1.10 DataFrame Attributes
1.11 Dataframe vs. Series and 2D Numpy Array
1.12 Selecting or Accessing Data
1.13 Adding/Modifying Rows'/Columns' Values in DataFrames
1.14 Deleting/Renaming Columns/Rows
1.15 More on DataFrame Indexing - Boolean Indexing

Specific objective:

1.Understand And Analyze The Collection , Processing And Distribution Of Datas
2. Can Display The Data In Tabular Format (I.E. Row-Wise Or Column-Wise)
3. Can Display The Data In Groupby And Sorted Form
4. Can Apply Aggregation Functions In Dataframe Columns.
5.Can Understand The Purpose And Importance Of Dataframe.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
Demonstration Method: PPT and videos
Explanation Method (learning method) : Doing Practical in the lab

Activities:

Data Handling

- 1.Create a panda's series from a dictionary of values and a ndarray
- 2. Given a Series, print all the elements that are above the 75th percentile.
- 3. Create a Data Frame quarterly sales where each row contains the item category, item name, and expenditure. Group the rows by the category and print the total expenditure per category.
- 4. Create a data frame for examination result and display row labels, column labels data types of each column and the dimensions
- 5. Filter out rows based on different criteria such as duplicate rows.
- 6. Importing and exporting data between pandas and CSV file

Learning outcomes:

Students can apply their knowledge

Create Series, Data frames and apply various operations.

Visualize data using relevant graphs

Unit 1: Data Handling using Pandas -I Introduction to Python libraries- Pandas, Matplotlib. Data structures in Pandas - Series and Data Frames.

Series: Creation of Series from – ndarray, dictionary, scalar value; mathematical operations; Head and Tail functions; Selection, Indexing and Slicing.

Data Frames: creation - from dictionary of Series, list of dictionaries, Text/CSV files; display; iteration; Operations on rows and columns: add, select, delete, rename; Head and Tail functions; Indexing using Labels, Boolean Indexing; Importing/Exporting Data between CSV files and Data Frames.

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment :

Q1. Write a Pandas program to compare the elements of the two columns of Pandas DataFrame

Q2.Write a Pandas program to change the data type of given a column of DataFrame.

Q3. Write a Pandas program to sort a given Dataframe on a specific column

Homework/ worksheets: Extra question given for reference sample papers

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 12 Subject: IP

Topic: Data Visualization

No. of periods: 10

Subtopic:

➔What is Data Visualization ?
Using PyPlot of Matplotlib Library
Creating Line Charts and Scatter Charts
Creating Bar Charts and Pie Charts
Customizing the Plot
Creating Histograms with PyPlot
Creating Frequency Polygons
Creating Box Plots
Plotting Data from a DataFrame

Specific objective:

- Understand And Analyze The Behaviour Of Data
- Can Calculate The Results Of Various Statistical Operations/Terms
- Can Apply Appropriate Statistical Functions
- Can Plot Various Types Of Graphical Figures
- Can Create 2-D And 3-D Figures

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
Demonstration Method: PPT and videos
Explanation Method (learning method) : Doing Practical in the lab

Activities:

Visualization

1.Given the school result data, analyses the performance of the students on different parameters, e.g subject wise or class wise.
2. For the Data frames created above, analyze, and plot appropriate charts with title and legend.

3. Take data of your interest from an open source (e.g. data.gov.in), aggregate and summarize it. Then plot it using different plotting functions of the Matplotlib library.
4. Importing and exporting data between pandas and CSV file

Learning outcomes:

Data Visualization Purpose of plotting; drawing and saving following types of plots using Matplotlib – line plot, bar graph, histogram Customizing plots: adding label, title, and legend in plots

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment :

1) What is a Scatter Chart? How is it different from a Line Chart?

2) Create a Histogram by writing code to show the Sugar levels

for men and women in a city. Compare the sugar levels

amongst them through histogram.

Homework/ worksheets: Extra question given for reference sample papers

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 12 Subject: IP

Topic: Database Query using SQL No. of periods: 20 +17

Subtopic:

Math functions: POWER (), ROUND (), MOD ().
Text functions: UCASE ()/UPPER (), LCASE ()/LOWER (), MID ()/SUBSTRING ()/SUBSTR (), LENGTH (), LEFT (), RIGHT (), INSTR (), LTRIM (), RTRIM (), TRIM ().
Date Functions: NOW (), DATE (), MONTH (), MONTHNAME (), YEAR (), DAY (), DAYNAME ().
Aggregate Functions: MAX (), MIN (), AVG (), SUM (), COUNT (); using COUNT (*).
Querying and manipulating data using Group by, Having, Order by.
Operations on Relations - Union, Intersection, Minus, Cartesian Product, JOIN

Specific objective:

- Revise the chapter taught in class 11th of RDBMS.
- To learn the concept of keys in RDBMS.
- To learn the use of mathematical functions in query like power, round etc.
- To learn the use of string functions in query like ucase, substring etc .
- To learn about date and time functions in query.
- To learn aggregate function like Max, Min, Avg, Count, Sum and grouping

- function using group by clause.
- To learn about the concept of foreign key and referential integrity constraint.
- To know about some modification commands which modifies the structure of a
- table?
- To know joins in RDMS and how to achieve multi table operations.
- To know about Union, Intersection and Minus operations on Relation.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
Demonstration Method: PPT and videos
Explanation Method (learning method) : Doing Practical in the lab

Activities:

1.Create a student table with the student id, name, and marks as attributes where the student id is the primary key.
2. Insert the details of a new student in the above table.
3. Delete the details of a student in the above table.
4. Use the select command to get the details of the students with marks more than 80.
5. Find the min, max, sum, and average of the marks in a student marks table.
6. Find the total number of customers from each country in the table (customer ID, customer Name, country) using group by.
7. Write a SQL query to order the (student ID, marks) table in descending order of the marks.

Learning outcomes:

Students can apply their knowledge
Design SQL queries using aggregate functions.

- Import/Export data between SQL database and Pandas.
- Revision of database concepts and SQL commands covered in class XI
- Math functions: POWER (), ROUND (), MOD (). Text functions: UCASE ()/UPPER (), LCASE ()/LOWER (), MID ()/SUBSTRING ()/SUBSTR (), LENGTH (), LEFT (), RIGHT (), INSTR (), LTRIM (), RTRIM (), TRIM (). Date Functions: NOW (), DATE (), MONTH (), MONTHNAME (), YEAR (), DAY (), DAYNAME (). Aggregate Functions: MAX (), MIN (), AVG (), SUM (), COUNT (); using COUNT (*).
- Querying and manipulating data using Group by, Having, Order by.
- Working with two tables using equi-join

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment :Taking Class test after chapter finished

Homework/ worksheets: Extra question given for reference sample papers

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL
Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 12 Subject:

IP

Topic: Introduction to Computer Networks No. of periods: 12

Subtopic:

- Introduction
- Computer Networks -
- An Introduction
- Types of Networks
- Network Topologies
- Network Devices
- Introduction
- Introduction to Internet
- World Wide Web (WWW)
- Web Servers
- URLS
- Website
- Web Pages
- Web Browsers
- Internet Applications
- Chat
- Voice over Internet Protocol (VoIP)

Specific objective:

1. Build an understanding of the fundamental concepts of computer networking.
2. Familiarize the student with the basic taxonomy and terminology of the computer networking area.
3. Introduce the student to internet and web.
4. Allow the student to understand some specific areas of internet & browsers such as client-server

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
Demonstration Method: PPT and videos
Explanation Method (learning method) : Doing Practical in the lab

Activities:

1. Find the IP addresses of at least five computers in your school.
2. Find the MAC addresses of at least 2 computers in your lab. Then verify their manufacturer's name on the net.
3. Find the layout of LAN in your school's labs. If you think some modifications can be done in the layout, note these down in your notebook.
4. Find the name of Internet Service Provider of your school.
5. Find the IP address of your school's web site.

Learning outcomes:

After completing this course the student must demonstrate the knowledge and ability to:
1. Independently understand basic computer network technology.
2. Understand and explain wired and wireless connections.
3. Identify the different types of network topologies and protocols.
4. Identify the different types of network devices and their functions within a network.

5. Learn terminology related to internet and web. 6. Identify internet security issues and configure browser settings..

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment :Taking Class test after chapter finished

Homework/ worksheets: Extra question given for reference sample papers

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name: Ms. Sarita Jeowani Class: 12 Subject: IP

Topic: Societal Impacts No. of periods: 14

Subtopic:

- Introduction
- Digital Footprint
- Netiquettes - Net and Communications Etiquettes
- Ethical Issues
- Open Source Philosophy
- Copyright and other
- Licenses
- Cyber Crime
- Cyber Law and IT Act
- E-Waste Management
- Health Concerns with Technology Usage to
- Threats to Data
- Data Protection Solutions
- Firewall - An Important Solution for Computer Security

Specific objective:

The topic is very informative and its prime objective is to educate students about different implications of technology besides usage so that they can become "Digital Citizen" of India.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**

Demonstration Method: PPT and videos

Explanation Method (learning method) : Doing Practical in the lab

Activities:

Learners should be sensitized to avoid plagiarism and violation of copyright issues while working on projects. Teachers should take necessary measures for this. Any resources (data, image etc.) used in the project must be suitably referenced.
The project can be done individually or in groups of 2 to 3 students. The project should be started by students at least 6 months before the submission deadline.

Learning outcomes:

Student will know about Digital Footprints, Net and Communication Etiquette, Data Protection, Intellectual Property Rights, Plagiarism, Licensing and Copyright Software, Free and Open Source Software, Cyber Crime and Cyber Law, Indian Information Technology Act ,
2000, e- Waste, Awareness about health concerns related to the usage of technology as mentioned in instructional objective.

Application: To relate the concept taught to everyday situations in life.

Extra questions/ Class assessment/ Recapitulation :

Class assessment :Taking Class test after chapter finished

Homework/ worksheets: Extra question given for reference sample papers

Reference: Google and Internet

MIS INTERNATIONAL SCHOOL,Balewadi

Lesson Plan (2025-26)

Teacher's Name – Rupinderjit Kaur

Grade –XII **Subject – Mathematics**

Topic –Matrix **No. of Periods - 10**

Month-April

Sub - topic:

1. Introduction to matrix
2. Types of Matrices
3. Operations on Matrices
4. Transpose of Matrices
5. Invertible matrices
6. Proof of the uniqueness of inverse, if it exists; (Here all matrices will have real entries).

Specific objective:

- To define and give examples of a Matrix

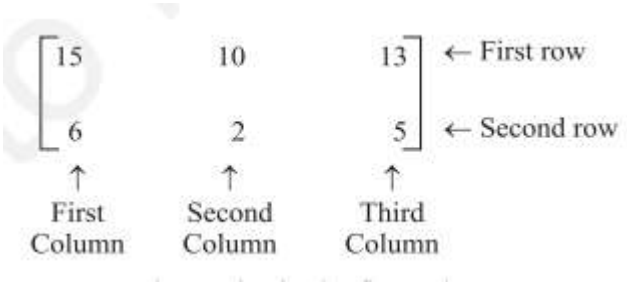
- To identify various types of matrices
- To use various operations on matrices.
- To find the inverse of the given matrix.

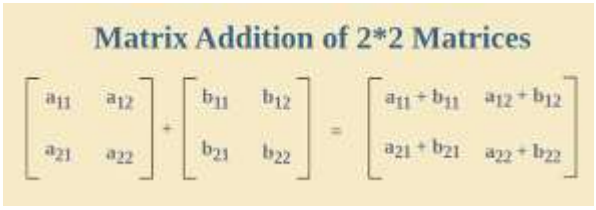
Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning

Activities:

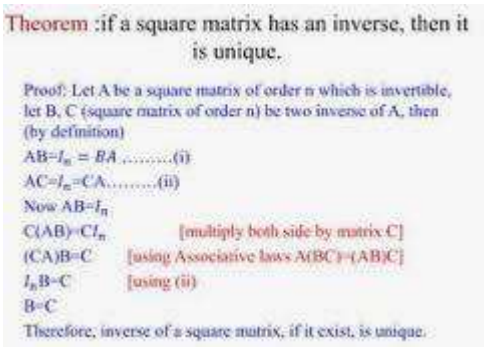
Board work: Matrix





Multiplication of 2*2 matrix

$$\begin{bmatrix} a_1 & b_1 \\ c_1 & d_1 \end{bmatrix} \times \begin{bmatrix} a_2 & b_2 \\ c_2 & d_2 \end{bmatrix} = \begin{bmatrix} a_1a_2 + b_1c_2 & a_1b_2 + b_1d_2 \\ c_1a_2 + d_1c_2 & c_1b_2 + d_1d_2 \end{bmatrix}$$



Learning outcomes:

- All students will be able to find order of matrix.
- All Students will be able to identify types of matrices.
- Students will be able to solve addition, multiplication of matrices.

- Students will be able to find transpose of matrices.
- Students will be able to find symmetric and skew symmetric matrices.
- Students will be able to find inverse of matrices.(Using elementary operation)
- **Application**: Graph Theory, Computer Animations, Cryptography, Linear combinations of quantum states in Physics, Seismic Surveys, Google search- Stochastic matrices solver in the page rank algorithms which are used in the ranking page of Google search.

ICT Integration / Art Integration:

- Video
- Power Point presentation

Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home

Reference: ncert.nic.in, R.S Agarwal Textbook, R.D Sharma

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2024-25)

Teacher's Name - Rupinderjit Kaur

Grade – XII **Subject - Mathematics**

Topic –Determinants **No. of Periods - 12**

Month- April

Sub topics:

- Determinant of a square matrix (up to 3 x 3 matrices),
- Minors, co-factors
- Area of a triangle.
- Adjoint and inverse of a square matrix.
- Consistency, inconsistency and number of solutions of system of linear equations by examples.

- Solving system of linear equations in two or three variables (having unique solution) using inverse of a matrix.

Specific objective

- To solve determinant **of 2X2 and 3X3 matrices.**
- To evaluate the area of the triangle.
- To solve given Linear equations.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities

Resources:

Text book, PPT, Videos, R.D Sharma

Board work: Determinant of a matrix

1. Introduction

Value of the Determinant

$$D = \begin{vmatrix} a_1 & b_1 \\ a_2 & b_2 \end{vmatrix} \qquad D = \begin{vmatrix} 2 & 1 \\ 3 & 4 \end{vmatrix}$$

$D = a_1b_2 - a_2b_1$ $D = 2 \times 4 - 3 \times 1$

$= 8 - 3 = 5$

Note

A determinant of order 1 is the number itself.

$$\Rightarrow |x| = x \begin{vmatrix} a_1 & b_1 & c_1 \\ a_2 & b_2 & c_2 \\ a_3 & b_3 & c_3 \end{vmatrix}$$

Expanding the Determinant

$$a_1 \begin{vmatrix} b_2 & c_2 \\ b_3 & c_3 \end{vmatrix} - b_1 \begin{vmatrix} a_2 & c_2 \\ a_3 & c_3 \end{vmatrix} + c_1 \begin{vmatrix} a_2 & b_2 \\ a_3 & b_3 \end{vmatrix}$$

This is know as row-wise expansion of the determinant.

2. General Representation of Determinant

A general third order determinant is represented by :

Note

$$D = \begin{vmatrix} a_{11} & a_{12} & a_{13} \\ a_{21} & a_{22} & a_{23} \\ a_{31} & a_{32} & a_{33} \end{vmatrix}$$

In the similar fashion we can expand a determinant in 6 different ways using elements of R_1, R_2, R_3, C_1, C_2 & C_3.

3. Minors and Cofactors

Minors

General third order determinant :

$$D = \begin{vmatrix} a_{11} & a_{12} & a_{13} \\ a_{21} & a_{22} & a_{23} \\ a_{31} & a_{32} & a_{33} \end{vmatrix}$$

Minor of elements :

$$a_{11} = \begin{vmatrix} a_{22} & a_{23} \\ a_{32} & a_{33} \end{vmatrix} \quad a_{12} = \begin{vmatrix} a_{21} & a_{23} \\ a_{31} & a_{33} \end{vmatrix} \quad a_{13} = \begin{vmatrix} a_{21} & a_{22} \\ a_{31} & a_{32} \end{vmatrix}$$

Minor of element $a_{23} = \begin{vmatrix} a_{11} & a_{12} \\ a_{31} & a_{32} \end{vmatrix}$

General third order determinant :

$$D = \begin{vmatrix} a_{11} & a_{12} & a_{13} \\ a_{21} & a_{22} & a_{23} \\ a_{31} & a_{32} & a_{33} \end{vmatrix}$$

Hence, Minor of an element is defined as the minor determinant obtained by deleting a particular row and column in which that element lies.

Cofactors

General third order determinant :

$$D = \begin{vmatrix} a_{11} & a_{12} & a_{13} \\ a_{21} & a_{22} & a_{23} \\ a_{31} & a_{32} & a_{33} \end{vmatrix}$$

Cofactor of any element a_{ij} of determinant D is given by :

$$C_{ij} = (-1)^{i+j}.M_{ij}$$

$\therefore$ Cofactor is nothing but minor with a proper sign.

$$C_{12} = (-1)^{1+2}.M_{12} = (-1)\begin{vmatrix} a_{21} & a_{23} \\ a_{31} & a_{33} \end{vmatrix}$$

$$C_{ij} = (-1)^{i+j}.M_{ij}$$

$$C_{22} = (-1)^{2+2}.M_{22} = (1)\begin{vmatrix} a_{11} & a_{13} \\ a_{31} & a_{33} \end{vmatrix}$$

We know that,

$$D = a_{11}M_{11} - a_{12}M_{12} + a_{13}M_{13}$$

$$D = a_{11}M_{11} + a_{12}(-M_{12}) + a_{13}M_{13}$$

$$\Rightarrow D = a_{11}C_{11} + a_{12}C_{12} + a_{13}C_{13}$$

Key Point

1. Sum of product of elements of any row (column) with their corresponding cofactors is equal to the value of DETERMINANT.

$$\Rightarrow \sum_{j=1}^{n} a_{ij}C_{ij} = D$$

Learning outcomes:

All students will be able

- To find determinant of 2X2 matrix and 3X3 matrix.
- To find the area of a triangle using determinant.
- To prove whether the three given points are collinear or not.
- To find the minor and cofactors of a given 2X2 matrix and 3X3 matrix.
- To find ad joint and inverse of a matrix.
- To solve Linear equations using inverse of a matrix.

Application:

Computers have embedded matrix arithmetic in graphic processing algorithms, especially to render reflection and refraction.

ICT Integrated :

PPT and video

Extra questions/ Class assessment/ Recapitulation

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home

Reference:

Text book, PPT, Videos, R.D Sharma, Google

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2024-25)

Teacher's Name -Rupinderjit Kaur

Grade – XII **Subject -Mathematics**

Topic –Linear Programming Problem **No. of Periods -06**

Month- June

Sub topics:

- Objective Function
- Feasible Solution
- Optimal solution
- Graphical method.
- Linear Programming Problems

Specific objective

- To define objective Function, Feasible Solution and optimal solution.
- To identify LPP.
- To differentiate between the constraints and objective function.
- To solve LPP graphically.

Methodology:

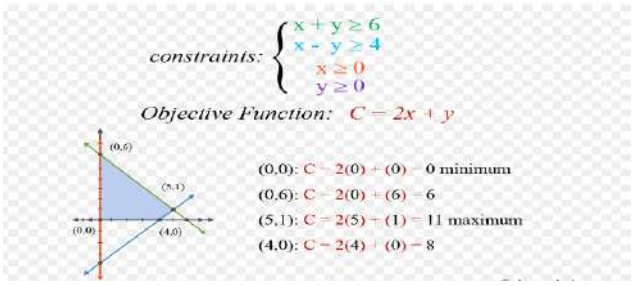
- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

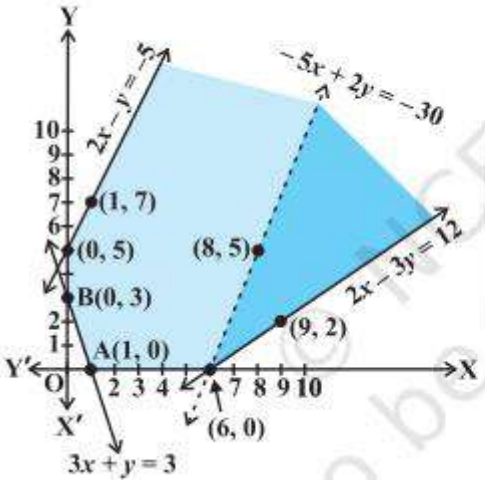
Activities

Resources:

Text book, Videos, R.D Sharma

Board work:





Corner Point	$Z = -50x + 20y$	
(0, 5)	100	
(0, 3)	**60**	
(1, 0)	**–50**	
(6, 0)	**–300** ←	smallest

Learning outcomes:

- Students will be able to give example of Linear Programming.
- Students will be able to solve questions based on Linear Programming.
- Students will be able to define and give example of Linear Programming.
- Students will be able to solve Linear Problems by graphical method.
- Students will be able to solve questions based on Linear Programming and able to find feasible reason and optimal solution.

Application:

1) Linear programming (LP) can be defined as a statistical model that is employed in various practical fields to maximize output of a given process using given inputs. It was invented during World War II for the purposes of determining how to maximize the efficiency of available resources by optimizing the value of certain objectives which are subjected to particular constraints. It was of paramount importance to manage costs during the war to ensure that the right decisions were made for the purposes of winning (Christos, and Neal 649).

2) Besides, linear programming has many real life applications that have the objective of maximizing profit or minimizing costs that includes but not limited to freight carriages to determine distribution, in agriculture to determine production, in telecommunications in building capacity, and in microchips optimum layout development Linear programming (LP) can be defined as a statistical model that is employed in various practical fields to maximize output of a given process using given inputs.

ICT Integrated:

Video

Extra questions/ Class assessment/ Recapitulation

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home

Reference:

Text book, Videos, R.D Sharma

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2024-25)

Teacher's Name - Rupinderjit KAUR

Grade – XII **Subject - Mathematics**

Topic –Relation and function **No. of Periods- 06**

Month- June

Sub topics:

- Equivalence relation
- Types of relations and functions
- the composition of function
- Invertible function

Specific objective

- To recall the previous knowledge of Cartesian product, relation and function.
- To differentiate between various types of relation.
- To define equivalence relation.
- To find that the given function is bijective, injective or surjective.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning

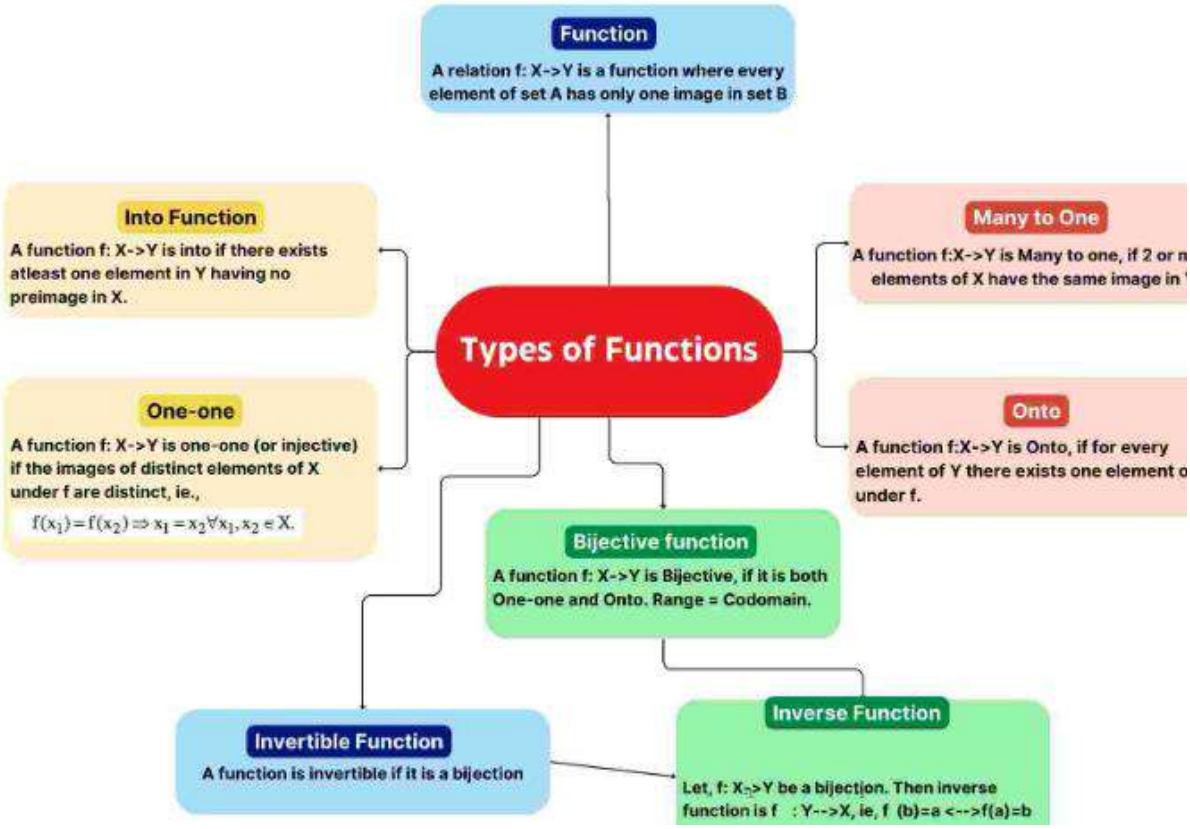
Activities:

•To verify that the relation R in the set L of all lines in a plane, defined by R = {(l, m) : l ⊥ m} is symmetric but neither reflexive nor transitive.
•To verify that the relation R in the set L of all lines in a plane, defined by R = {(l, m) : l || m} is an equivalence relation.
•To demonstrate a function which is not one-one but is onto.
•To demonstrate a function which is one-one but not onto.

Resources:

Text book, Videos, R.D Sharma

Board work:



Learning outcomes:

- All students will be able to define equivalence relation.
- Students will be able to give example of equivalence relation.
- Students will be able to solve questions based on equivalence relation.
- Students will be able to define and give example of one-one, onto, surjective, bijective, functions.

- Students will be able to write the condition for the invertible function.
- Students will be able to solve questions based on composition and invertible function.

Application:

1) In one semester at college, there is a relation between a student and their final grades; the same student can have different grades in different courses. In a particular class there is a function from the students to their grades. The professor assigns a grade to each student and each student is assigned one and only one grade.
2) Relation between time and temperature (as in the weather). If you look at a particular location, temperature is a function of time; at any moment the thermometer at that location can only read one temperature.
3) Once you pull up to a pump and choose your fuel, the cost of filling up your car with gas is a function of how much gas you put in your car. The cost of taking a (particular) taxi is usually a function of how long the ride is
4) The user puts in money, punches a specific button, and a specific item drops into the output slot. (The function rule is the product price. The input is the money combined with the selected button. The output is the product, sometimes delivered along with coins in change, if the user has entered more money than required by the function rule.
5) The length of a shadow is a function of its height and the time of day. Shadows can be used to find the height of large objects such as trees or buildings; the same function rule (ratio) by which we compare the length of an upright ruler to its shadow will help us find the unknown input (the height of the large object) when we measure its shadow.

ICT Integrated : PPT

Extra questions/ Class assessment/ Recapitulation

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home

Reference:

Text book, Videos, R.D Sharma, Google

Teacher's Name – Rupinderjit Kaur

Grade – XII **Subject - Mathematics**

Topic – Inverse Trigonometric Functions **No. of Periods - 06**

Month-June

Sub topics:

- Inverse Trigonometric Functions
- domain and range,
- Principal branch Value,
- formulas of ITF

Specific objective

- To understand the concept of Inverse Trigonometric Function
- To draw the graph of Inverse trigonometric functions.
- To solve questions based in ITF

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning

Activities

Resources:

Text book, Videos, R.D Sharma

Board work: Domain and Range of ITF

S.No.	Function	Domain	Range
(i)	$y = \sin^{-1} x$	$-1 \le x \le 1$	$-\frac{\pi}{2} \le y \le \frac{\pi}{2}$
(ii)	$y = \cos^{-1} x$	$-1 \le x \le 1$	$0 \le y \le \pi$
(iii)	$y = \tan^{-1} x$	$x \in R$	$-\frac{\pi}{2} < x < \frac{\pi}{2}$
(iv)	$y = \cot^{-1} x$	$x \in R$	$0 < y < \pi$
(v)	$y = \operatorname{cosec}^{-1} x$	$x \le -1$ or $x \ge 1$	$-\frac{\pi}{2} \le y \le \frac{\pi}{2}$, $y \ne 0$
(vi)	$y = \sec^{-1} x$	$x \le -1$ or $x \ge 1$	$0 \le y \le \pi$; $y \ne \frac{\pi}{2}$

FORMULAS

(a) (i) $\sin^{-1}\left(\frac{1}{x}\right) = \operatorname{cosec}^{-1} x; x \geq 1 \text{ or } x \leq -1$ (ii) $\cos^{-1}\left(\frac{1}{x}\right) = \sec^{-1} x;\ x \geq 1 \text{ or } x \leq -1$

(iii) $\tan^{-1}\left(\frac{1}{x}\right) = \begin{cases} \cot^{-1} x\ ; x > 0 \\ -\pi + \cot^{-1} x; x < 0 \end{cases}$

(b) (i) $\sin^{-1}(-x) = -\sin^{-1} x; x \in [-1, 1]$ (ii) $\tan^{-1}(-x) = -\tan^{-1} x; x \in R$

(iii) $\operatorname{cosec}^{-1}(-x) = -\operatorname{cosec}^{-1} x; |x| \geq 1$

(c) (i) $\cos^{-1}(-x) = \pi - \cos^{-1} x; x \in [-1, 1]$ (ii) $\sec^{-1}(-x) = \pi - \sec^{-1} x; |x| \geq 1$

(iii) $\cot^{-1}(-x) = \pi - \cot^{-1} x; x \in R$

(d) (i) $\sin^{-1} x + \cos^{-1} x = \frac{\pi}{2}; x \in [-1, 1]$ (ii) $\tan^{-1} x + \cot^{-1} x = \frac{\pi}{2}; x \in R$

(iii) $\operatorname{cosec}^{-1} x + \sec^{-1} x = \frac{\pi}{2}; |x| \geq 1$

(e) (i) $\tan^{-1} x + \tan^{-1} y = \tan^{-1}\left(\frac{x+y}{1-xy}\right); xy < 1$

(ii) $\tan^{-1} x - \tan^{-1} y = \tan^{-1}\left(\frac{x-y}{1+xy}\right); xy > -1$

(f) (i) $2\tan^{-1} x = \sin^{-1}\left(\frac{2x}{1+x^2}\right); |x| \leq 1$ (ii) $2\tan^{-1} x = \cos^{-1}\left(\frac{1-x^2}{1+x^2}\right); x \geq 0$

(iii) $2\tan^{-1} x = \tan^{-1}\left(\frac{2x}{1-x^2}\right); -1 < x < 1$

(iv) $2\sin^{-1} x = \sin^{-1}(2x\sqrt{1-x^2}); \frac{-1}{\sqrt{2}} \leq x \leq \frac{1}{\sqrt{2}}$

(v) $2\cos^{-1} x = \sin^{-1}(2x\sqrt{1-x^2}); \frac{-1}{\sqrt{2}} \leq x \leq 1 \text{ or } 2\cos^{-1} x = \cos^{-1}(2x^2 - 1); 0 \leq x \leq 1$

(g) (i) $\sin^{-1} x + \sin^{-1} y = \sin^{-1}(x\sqrt{1-y^2} + y\sqrt{1-x^2})$

(ii) $\sin^{-1} x - \sin^{-1} y = \sin^{-1}(x\sqrt{1-y^2} - y\sqrt{1-x^2})$

(iii) $\cos^{-1} x + \cos^{-1} y = \cos^{-1}(xy - \sqrt{1-x^2}\sqrt{1-y^2})$

(iv) $\cos^{-1} x - \cos^{-1} y = \cos^{-1}(xy + \sqrt{1-x^2}\sqrt{1-y^2})$

Learning outcomes:

- All students will be able to recall the formula of Trigonometric functions.
- Students will be able to differentiate between the graphs of IVT.
- Students will be able to find the principal value of the IVT.

Application:

1) In one semester at college, there is a relation between a student and their final grades; the same student can have different grades in different courses. In a particular class there is a function from the students to their grades. The professor assigns a grade to each student and each student is assigned one and only one grade.
2) Relation between time and temperature (as in the weather). If you look at a particular location, temperature is a function of time; at any moment the thermometer at that location can only read one temperature.
3)Once you pull up to a pump and choose your fuel, the cost of filling up your car with gas is a function of how much gas you put in your car. The cost of taking a (particular) taxi is usually a function of how long the ride is
4) The user puts in money, punches a specific button, and a specific item drops into the output slot. (The function rule is the product price. The input is the money combined with the selected button. The output is the product, sometimes delivered along with coins in change, if the user has entered more money than required by the function rule.
5) The length of a shadow is a function of its height and the time of day. Shadows can be used to find the height of large objects such as trees or buildings; the same function rule (ratio) by which we compare the length of an upright ruler to its shadow will help us find the unknown input (the height of the large object) when we measure its shadow.

ICT Integrated :

Google , ppt

Extra questions/ Class assessment/ Recapitulation

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home

Reference:

NCERT, RD SHARMA, SAMPLE PAPERS

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2024-25)

Teacher's Name - Rupinderjit Kaur

Grade – XII **Subject - Math**

Topic – Continuity and Differentiability **No. of Periods - 15**

Month- July

Sub topics:

- Continuity
- Differentiability

Specific objective

- To solve questions based on the concept of Continuity.
- To solve questions based on the concept of Differentiability

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.

- Encourage students to indulge in discussions and practice-based learning

Activities

To find analytically the limit of a function f (x) at x = c and also to check the continuity of the function at that point.

Resources:

Text book, Videos, R.D Sharma

Board work:

Definition. A function $f(x)$ is continuous at a point x_0 if and only if

$$\lim_{x \to x_0} f(x) = f(x_0)$$

(i) $\frac{d}{dx}(\sin x) = \cos x$

(ii) $\frac{d}{dx}(\cos x) = -\sin x$

(iii) $\frac{d}{dx}(\tan x) = \sec^2 x$

(iv) $\frac{d}{dx}(\sec x) = \sec x \tan x$

(v) $\frac{d}{dx}(\text{cosec } x) = -\text{cosec } x \cot x$

(vi) $\frac{d}{dx}(\cot x) = -\text{cosec}^2 x$

(vii) $\frac{d}{dx}(\sin^{-1} x) = \frac{1}{\sqrt{1-x^2}}$

(viii) $\frac{d}{dx}(\cos^{-1} x) = \frac{-1}{\sqrt{1-x^2}}$

(ix) $\frac{d}{dx}(\tan^{-1} x) = \frac{1}{1+x^2}$

(x) $\frac{d}{dx}(\sec^{-1} x) = \frac{1}{x\sqrt{x^2-1}}$

(xi) $\frac{d}{dx}(\text{cosec}^{-1} x) = \frac{-1}{x\sqrt{x^2-1}}$

(xii) $\frac{d}{dx}(\cot^{-1} x) = \frac{-1}{1+x^2}$

(xiii) $\frac{d}{dx}(x^n) = nx^{n-1}$

(xiv) $\frac{d}{dx}(\text{constant}) = 0$

(xv) $\frac{d}{dx}(e^x) = e^x$

(xvi) $\frac{d}{dx}(\log_e x) = \frac{1}{x}, x > 0$

(xvii) $\frac{d}{dx}(a^x) = a^x \log_e a, a > 0$

Learning outcomes:

- All students will be able to define Limits of Function.
- Students will be able to give example of Function.
- Students will be able to solve questions based on Continuity.
- Students will be able to define and give example of Continuity of functions.
- Students will be able to write the condition for the Continuity of functions.

- Students will be able to solve questions based on above concept.
- All students will be able to define Differentiability.
- Students will be able to find differentiability of function.
- Students will be able to solve questions based on chain rule, composite function, and exponential function.
- Students will be able to solve questions based on logarithmic, implicit function and parametric functions.
- Students will be able to solve questions based on second order derivative.

Application:

1) Calculus often used in economics. Calculus use to determine the right time for buying and selling of products, how many people buy it, the margin value of a particular product and other requires instance changes. It helps economist to grow up their business. Calculus often used in economics. Calculus use to determine the right time for buying and selling of products, how many people buy it, the margin value of a particular product and other requires instance changes. It helps economist to grow up their business.
2) Biologist also makes use of calculus in many applications. They use calculus concepts to determine the growth rate of bacteria, modeling population growth and so on. In medical field also calculus is useful.

ICT Integrated :

Google , PPT

Extra questions/ Class assessment/ Recapitulation

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home

Reference:

NCERT, RD SHARMA, SAMPLE PAPERS

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2024-25)

Teacher's Name - Rupinderjit Kaur

Grade – XII **Subject - Mathematics**

Topic – Application of derivatives **No. of Periods-07**

Month- July

Sub topics:

- Rate of change of quantities
- Increasing decreasing function
- Maxima Minima

Specific objective

- To apply the concept of rate of change of quantities in solving problems based on them.
- To visualise the increasing and decreasing curve, point of inflexion.
- To find out the points of maxima and minima of the given curve.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning

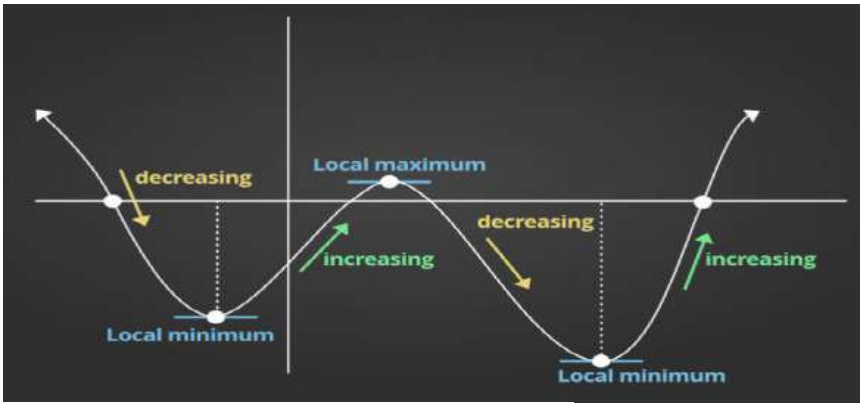
Activities

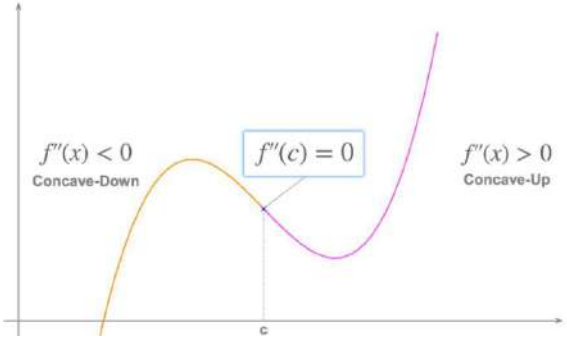
- To understand the concepts of local maxima, local minima and point of inflection
- To verify that amongst all the rectangles of the same perimeter, the square has the maximum area.
- To understand the concepts of absolute maximum and minimum values of a function in a given closed interval through its graph.
- To construct an open box of maximum volume from a given rectangular sheet by cutting equal squares from each corner.

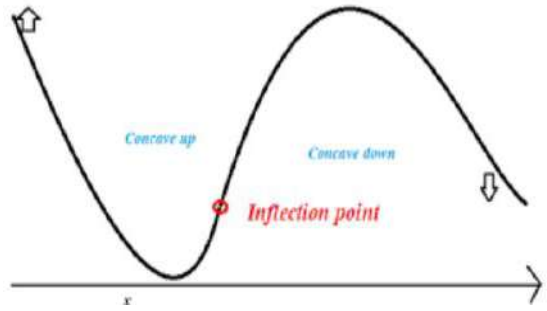
Resources:

Text book, Videos, R.D Sharma

Board work:







Learning outcomes:

- All students will be able to solve questions on rate of change of quantities.
- Students will be able to solve questions on increasing and decreasing function.
- Students will be able to solve questions based on maxima and minima.

Application:

1) Calculus often used in economics. Calculus use to determine the right time for buying and selling of products, how many people buy it, the margin value of a particular product and other requires instance changes. It helps economist to grow up their business. Calculus often used in economics. Calculus use to determine the right time for buying and selling of products, how many people buy it, the margin value of a particular product and other requires instance changes. It helps economist to grow up their business.

2) (2)Biologist also makes use of calculus in many applications. They use calculus concepts to determine the growth rate of bacteria, modeling population growth and so on. In medical field also calculus is useful.

ICT Integrated :

Google , PPT

Extra questions/ Class assessment/ Recapitulation

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- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home

Reference:

NCERT, RD SHARMA, SAMPLE PAPERS

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2024-25)

Teacher's Name -Rupinderjit Kaur

Grade – XII **Subject - Mathematics**

Topic – Integers **No. of Periods - 17**

Month- August

Sub topics:

- Integration by substitution, using trigonometric identity.
- Some special type of integration
- Definite integration
- Properties of definite integral

Specific objective:

1. To write the formulas of integral calculus.
2. To differentiate between differentiation and integration.
3. To find solution of different questions based on the topic integration.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning

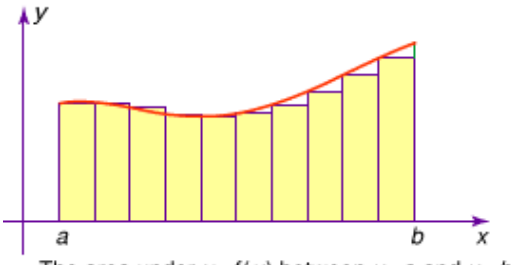
Activities

Resources:

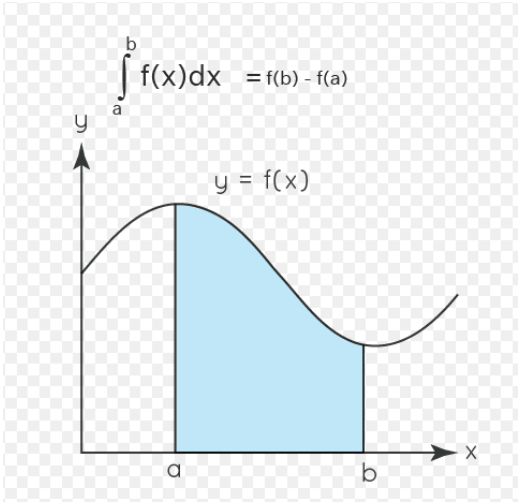
Text book, Videos, R.D Sharma

Board work:

- $\int 1dx = x + c$
- $\int k\,dx = kx + c$
- $\int x^n\,dx = \frac{x^{n+1}}{n+1} + c, n \neq -1$
- $\int \frac{1}{x}dx = \ln x + c$
- $\int \sqrt{x}dx = \frac{2}{3}x\sqrt{x} + c$
- $\int \frac{1}{\sqrt{x}}dx = 2\sqrt{x} + c$
- $\int e^x dx = e^x + c$
- $\int a^x dx = \frac{a^x}{\ln a} + c$
- $\int \sin x dx = -\cos x + c$
- $\int \cos x dx = \sin x + c$
- $\int \tan x dx = \ln(\sec x) + c = -\ln(\cos x) + c$
- $\int \csc x dx = \ln(\csc x - \cot x) + c = \ln\left(\tan\left(\frac{x}{2}\right)\right) + c$
- $\int \csc^2 x dx = -\cot x + c$
- $\int \csc x \cot x dx = -\csc x + c$
- $\int \sec x dx = \ln(\sec x + \tan x) + c = \ln\left(\tan\left(\frac{\pi}{4} + \frac{x}{2}\right)\right) + c$
- $\int \sec^2 x dx = \tan x + c$
- $\int \sec x \tan x dx = \sec x + c$
- $\int \cot x dx = \ln(\sin x) + c$



The area under $y = f(x)$ between $x = a$ and $x = b$ is approximately the area of the rectangles, as the number of rectangles increases indefinitely.



Learning outcomes:

- All students will be able to define Integration
- Students will be able to find integration by substitution, using trigonometric identity.
- Students will be able to solve questions on some special type of integration.
- Students will be able to solve questions based on definite integration.
- Students will be able to solve questions based on definite integration using properties.

Application:

1) The physical concepts that use concepts of calculus include motion, electricity, heat, light, harmonics, acoustics, astronomy, and dynamics. In fact, even advanced physics concepts including electromagnetism and Einstein's theory of relativity use calculus. In the field of chemistry, calculus can be used to predict functions such as reaction rates and radioactive decay.
2) In biology, it is utilized to formulate rates such as birth and death rates.
3) In economics, calculus is used to compute marginal cost and marginal revenue, enabling economists to predict maximum profit in a specific setting.
4) In addition, it is used to check answers for different mathematical disciplines such as statistics, analytical geometry, and algebra.
5) An architect will use integration to determine the amount of materials necessary to construct a curved dome over a new sports arena, as well as calculate the weight of that dome and determine the type of support structure required.
6) A graphics artist uses calculus to determine how different three-dimensional models will behave when subjected to rapidly changing conditions. This can create a realistic environment for movies or video games.

ICT Integrated : Videos, PPT

Extra questions/ Class assessment/ Recapitulation

- At the end of the chapter, summarize all the concepts of the lesson to students. Ask them oral questions to evaluate their understanding and if needed, re-explain the concepts.
- Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
- Use exercises given at the end of the chapter as assessment tool.

Homework/ worksheets:

- Ask students to attempt some of the exercise questions on their own.
- Questions given based on the class work.
- Worksheets given to solve at home

Reference:

NCERT, RD SHARMA, SAMPLE PAPERS

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2024-25)

Teacher's Name-Rupinderjit Kaur

Grade – XII **Subject -Mathematics**

Topic – Application of integrals **No. of Periods - 04**

Month- September

Sub topics:

- To find area under the given curve using integration.

Specific objective

- To find area under the given curve using integration.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning

Activities

Resources:

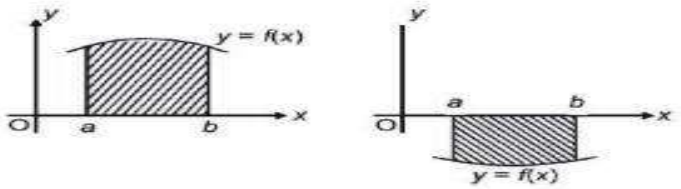
Text book, Videos, R.D Sharma

Board work:

AREA OF BOUNDED REGION

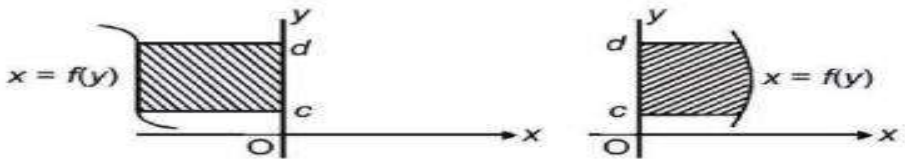
- Area bounded by the curve $y = f(x)$, the x axis and between the ordinates, $x = a$ and $x = b$ is given by

$$Area = \left| \int_a^b f(x)dx \right|$$



- Area bounded by the curve $x = f(y)$, the y-axis and between the abscissas, $y = c$ and $y = d$ is given by

$$Area = \left| \int_c^d f(y)dy \right|$$



Learning outcomes:

- All the students will be able to find area using integration.
- All the Students will be able to solve questions based on the concept.

Application:

1) The physical concepts that use concepts of calculus include motion, electricity, heat, light, harmonics, acoustics, astronomy, and dynamics. In fact, even advanced physics concepts including electromagnetism and Einstein's theory of relativity use calculus. In the field of chemistry, calculus can be used to predict functions such as reaction rates and radioactive decay.
2) In biology, it is utilized to formulate rates such as birth and death rates.
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5) A graphics artist uses calculus to determine how different three-dimensional models will behave when subjected to rapidly changing conditions. This can create a realistic environment for movies or video games.

ICT Integrated :

Google , PPT

Extra questions/ Class assessment/ Recapitulation

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- Use exercises given at the end of the chapter as assessment tool

Homework/ worksheets:

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- Questions given based on the class work.
- Worksheets given to solve at home

Reference:

NCERT, RD SHARMA, SAMPLE PAPERS

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2024-25)

Teacher's Name -Rupinderjit Kaur

Grade – XII **Subject - Mathematics**

Topic – Differential equation **No. of Periods-08**

Month- September

Sub topics:

- Degree and order of differential equation
- Particular and general solution.
- variable separable form
- homogenous differential equation
- linear differential equation

Specific objective

- To identify the degree and order of the given differential equation.
- To solve different types of differential equations.
- To differentiate between the general and particular solution.

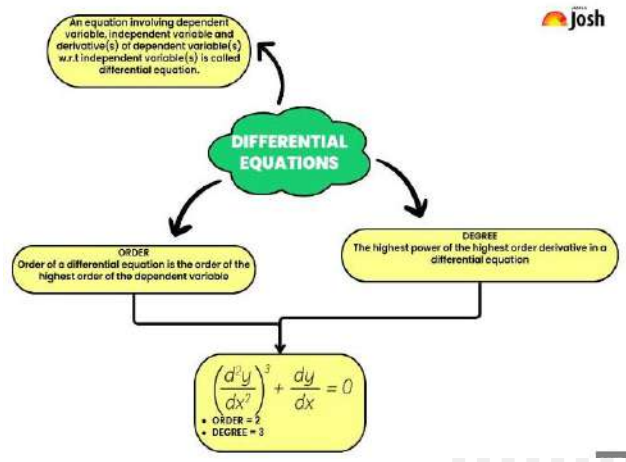
Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning

Resources:

Text book, Videos, R.D Sharma

Board work:



Homogeneous Differential Equation

$$\frac{dy}{dx} = f(x, y)$$

Homogenous Function

$$f(\lambda x, \lambda y) = \lambda^n f(x, y)$$

Linear Differential Equation in y

$$\frac{dy}{dx} + Py = Q$$

Linear Differential Equation in x

$$\frac{dx}{dy} + P_1 x = Q_1$$

Seperable Differential Equation

$$\frac{dy}{dx} = f(x)g(y)$$

$$\Longrightarrow \frac{dy}{g(y)} = f(x)dx$$

$$\Longrightarrow \int \frac{1}{g(y)} dy = \int f(x)dx$$

Learning outcomes:

- The students will be able to find degree and order of the given differential equation.
- The students will be able to find the solution of the differential equation of the form variable separable.
- The students will be able to find the solution of the differential equation of the form homogenous equation.
- The students will be able to find the solution of the differential equation of the form linear differential equation.

Application:

- 1) Population Models

2) In medicine for modelling cancer growth or the spread of disease.

- 3) In engineering for describing the movement of electricity.
- 4) In chemistry for modelling chemical reactions

5)In economics to find optimum investment strategies

ICT Integrated :

Google , PPT

Extra questions/ Class assessment/ Recapitulation

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Reference:

NCERT, RD SHARMA, SAMPLE PAPERS

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2024-25)

Teacher's Name – Rupinderjit Kaur

Grade – XII Subject -Mathematics

Topic – Vector Algebra No. of Periods - 08

Month- October

Sub topics:

- Introduction
- Some basic Concepts
- Types of Vectors
- Addition of Vectors
- Multiplication of a Vector by a Scalar
- Product of two Vectors(dot and cross)

Specific objective

- To differentiate between vector and scalar quantities
- To identify different types of vectors.

- To apply triangle law and parallelogram law for vector addition.
- To find dot and cross product.

Methodology:

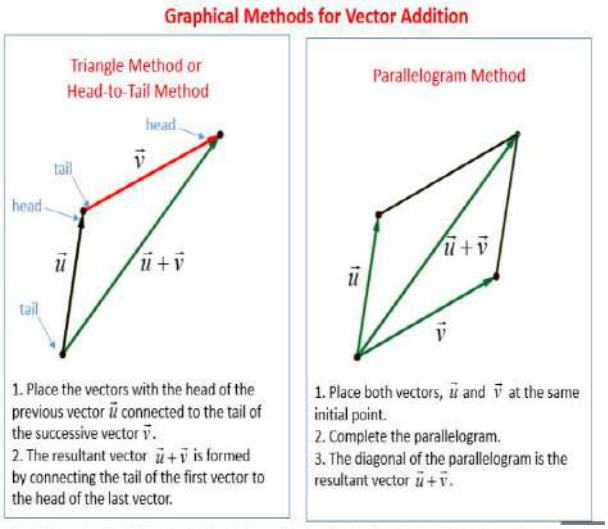
- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning

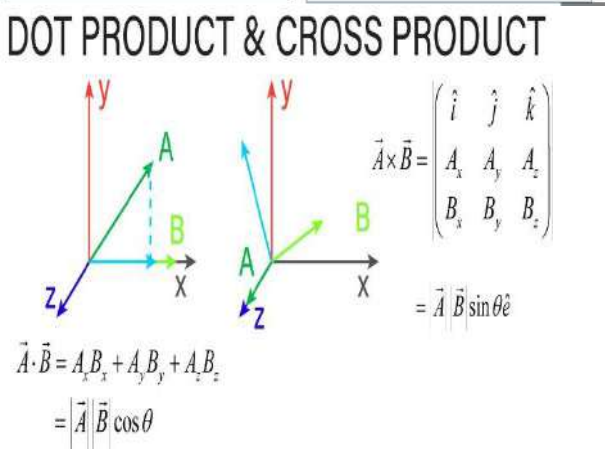
Activities:

Resources:

Text book, Videos, R.D Sharma

Board work:





Learning outcomes:

- All students will be able to define concepts of scalar and vector and explain differences and similarities between them.
- All students will be able to find the sum of two vectors.
- All students will be able to memorize algebraic definitions and explain geometric meanings of dot and cross products.
- All students will be able to compute dot and cross products given either algebraic or geometric information.

Application:

1. Vectors are utilized in the storage of locations, directions, and velocities in video games. The position vector tells us how far away the object is, the velocity vector tells us how long time it will take or how much force we need to apply, and the direction vector tells us how we should apply that force.
2. The concept of a crosswind is one that is familiar to us. A wind that blows in a direction that is perpendicular to the path that one is travelling is referred to as a crosswind. When a plane finally touches down, it will at times experience challenges due to the crosswind. With the use of a vector, a pilot is able to determine the resultant velocity as well as the direction.
3. When a boat travels over a river, the speed of the boat and the speed of the river both contribute to the total speed of the boat. When the current speed of the river changes, so does the course that the boat takes. Therefore, the boatman must determine an angle for crossing the river in order to access the shore of the river in a direct manner. Vector plays an important role here.

ICT Integrated :

Google , PPT

Extra questions/ Class assessment/ Recapitulation

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- Worksheets given to solve at home

Reference:

NCERT, RD SHARMA, SAMPLE PAPERS

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2024-25)

Teacher's Name - Rupinderjit Kaur
Grade – XII **Subject - Mathematics**

Topic –Three dimensional geometry **No. of Periods- 08**

Month- October

Sub topics:

- Introduction
- Direction cosines and direction ratios of a line joining two points.
- Cartesian equation and vector equation of a line, skew lines, shortest distance between two lines.
- Angle between two lines

Specific objective:

- To find direction cosines and direction ratios of a line joining two points.
- To differentiate between Cartesian equation and vector equation.
- To visualize and define skew lines.
- To write the Cartesian equation and vector equation of a line, skew lines, shortest distance between two lines.
- To find angle between given two lines.

Methodology:

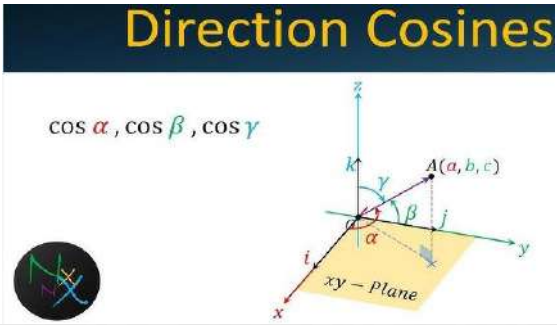
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- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning

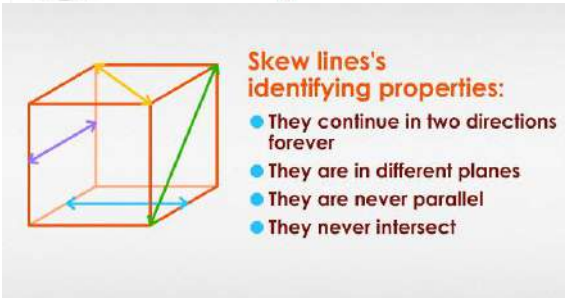
Activities:

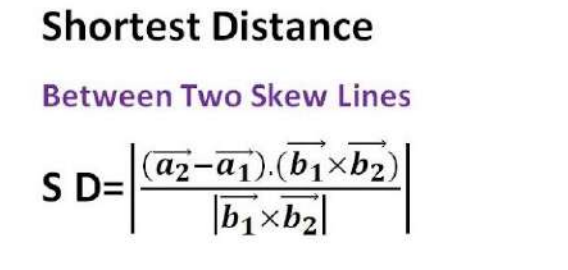
Resources:

Text book, Videos, R.D Sharma

Board work:







Learning outcomes:

- All the students will be able to solve the questions based on direction cosines and directional ratios.
- All students will be able to find the equation in Cartesian form and vector form of the line.
- All students will be able to find the shortest distance between the lines whose vector /Cartesian equation is given.

Application:

1. Applications of geometry in the real world include the computer-aided design (CAD) for construction blueprints, the design of assembly systems in manufacturing such as automobiles, nanotechnology, computer graphics, visual graphs, video game programming, and virtual reality creation.

2. Geometry plays a very important role in calculating the location of galaxies, solar systems, planets, stars, satellites and other moving bodies in space.

3. Geometry helps in calculations between coordinates also help to chart a trajectory for a space vehicle's journey and its entry point into a planet's atmosphere.

ICT Integrated :

Google , PPT

Extra questions/ Class assessment/ Recapitulation

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Homework/ worksheets:

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Reference:

NCERT, RD SHARMA, SAMPLE PAPERS

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2024-25)

Teacher's Name - Rupinderjit Kaur

Grade – XII **Subject -Mathematics**

Topic –Probability **No. of Periods - 10**

Month- November

Sub topics:

- Introduction
- Conditional probability
- Multiplication theorem on probability
- Independent events
- Total probability
- Bayes' theorem
- Random variable and its probability distribution, mean of random variable.

Specific objective

- To define and construct example of conditional probability.
- To define and give example of independent Events.
- To state and apply Byes 'Theorem.
- To define and give example of a random variable.
- To find the mean of the probability distribution of the given random variable.

Methodology:

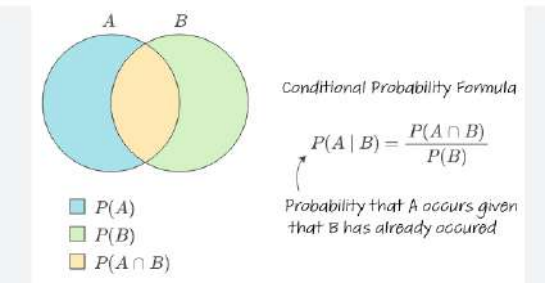
- Problem solving method and strategic thinking
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- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning

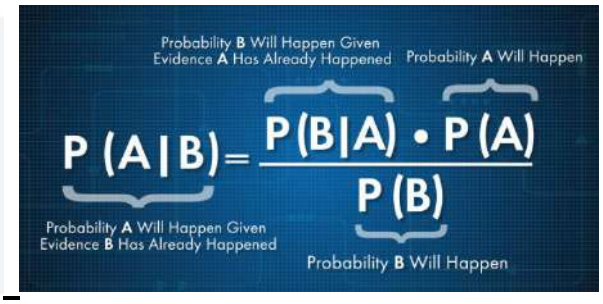
Activities

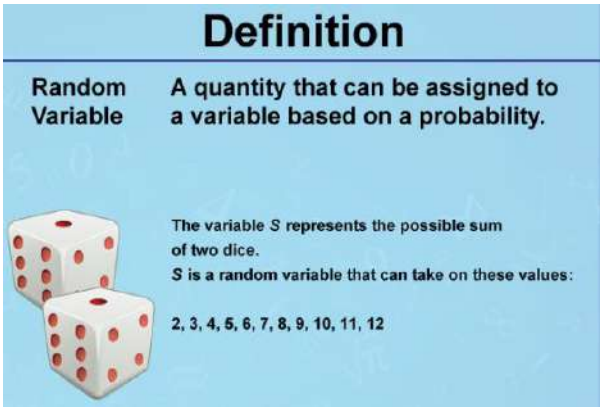
Resources:

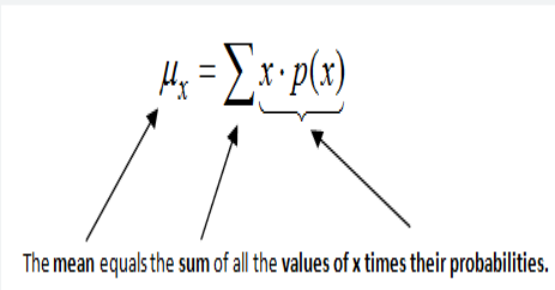
Text book, Videos, R.D Sharma

Board work:









Learning outcomes:

- All students will be able to solve questions based on conditional probability.
- All students will be able to prove that the given events are independent Events or not.
- All students will be able to solve questions based on Byes 'Theorem.
- All students will be able to solve questions based on random variable.
- All students will be able to find the mean of the given probability distribution.

Application:

- Weather forecasting.
- Sports Betting.
- Sales Forecasting
- Traffic.

ICT Integrated :

Google , PPT

Extra questions/ Class assessment/ Recapitulation

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Homework/ worksheets:

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Reference:

NCERT, RD SHARMA, SAMPLE PAPERS

MIS INTERNATIONAL SCHOOL

Balewadi

Yearly Planner (2025-26)

Grade: 3 **Subject** – Art and Craft

Subject In charge's name: Miss. Bhaghyshree

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	• International Labour Day (Special Day Worksheet) • Stick Drawings • Cow & Deer(Craft) • Jungle Safari • Squirrel	Observation Hand eye coordination Dexterity Fine motor Concentration	Wool Pasting Drawing & Colouring Grass Pasting	8
June	• Ratha Yatra (Special Day Worksheet) • Tea Pot • Russian Doll • Octopus (Craft) • Lollipops	Observation Hand eye coordination Dexterity Fine motor Concentration	Straw Pasting Drawing & colouring Cotton Impressions	8

July	• Hornbill Festival (Special Day Activity) • The Wise Parrot • Flower Vase (Craft) • Watermelon • Ice-cream	Observation Hand eye coordination Dexterity Fine motor Concentration	Sticker Pasting Air Blow Painting Drawing & Coloring	8
August	• International Day of Peace (Special Day Worksheet) • Fish • Boy and Girl (Craft) • Kangaroo	Observation Hand eye coordination Dexterity Fine motor Concentration	Stencils & Tooth Brush Drawing &Coloring Finger Puppets	8
September	• World Literacy Day(Special Day Worksheet) • Landscape • Owl (Craft) • Mandala Design • Pencil Shading Techniques	Observation Hand eye coordination Dexterity Fine motor Concentration	Pencil Shading Drawing &Coloring	8
October	• Viva Carnival Goa (Special Day Worksheet) • Pear (Drawing) • City Scene(Craft) • Still life (Drawing) • Orange (Drawing)	Observation Hand eye coordination Dexterity Fine motor Concentration	Drawing & coloring Tone shading texture Newspaper Art	8

November	• Flamingo (Drawing) • Warlie Art (Drawing) • Pigeon (Craft) • Elephant (Drawing) • Butterfly (Craft)	Observation Hand eye coordination Dexterity Fine motor Concentration	Drawing & coloring Origami stencil	8
December	• New Year (Special Day Worksheet) • Scenery (Drawing) • Pumpkin(Craft) • Aeroplane (Drawing) •	Observation Hand eye coordination Dexterity Fine motor Concentration	Drawing and coloring Leaf Pasting Wood Powder pasting Sandpaper activity Scratching technique	8
January	• International Thank you Day (Special Day Worksheet) • Cat (Drawing) • Rabbit (Craft) • Fox(Drawing) • Dinosaur(Craft)	Observation Hand eye coordination Dexterity Fine motor Concentration	Drawing and coloring Foil and jute string pasting Paper collage	8
February	• Garden (Craft)	Observation Hand eye coordination Dexterity Fine motor Concentration	Ice cream stick activity	
March	Assessment 2			

MIS INTERNATIONAL SCHOOL

Balewadi

Yearly Planner (2025-26)

Grade: 3 **Subject** – Art and Craft

Subject In charge's name: Miss. Bhaghyshree

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	• International Labour Day (Special Day Worksheet) • Stick Drawings • Cow & Deer(Craft) • Jungle Safari • Squirrel	Observation Hand eye coordination Dexterity Fine motor Concentration	Wool Pasting Drawing & Colouring Grass Pasting	8
June	• Ratha Yatra (Special Day Worksheet) • Tea Pot • Russian Doll • Octopus (Craft) • Lollipops	Observation Hand eye coordination Dexterity Fine motor Concentration	Straw Pasting Drawing & colouring Cotton Impressions	8

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	• International Labour Day (Special Day Worksheet) • Stick Drawings • Cow & Deer(Craft) • Jungle Safari • Squirrel	Observation Hand eye coordination Dexterity Fine motor Concentration	Wool Pasting Drawing & Colouring Grass Pasting	8
June	• Ratha Yatra (Special Day Worksheet) • Tea Pot • Russian Doll • Octopus (Craft) • Lollipops	Observation Hand eye coordination Dexterity Fine motor Concentration	Straw Pasting Drawing & colouring Cotton Impressions	8
July	• Hornbill Festival (Special Day Activity) • The Wise Parrot • Flower Vase (Craft) • Watermelon • Ice-cream	Observation Hand eye coordination Dexterity Fine motor Concentration	Sticker Pasting Air Blow Painting Drawing & Coloring	8
August	• International Day of Peace (Special Day Worksheet) • Fish • Boy and Girl (Craft) • Kangaroo	Observation Hand eye coordination Dexterity Fine motor Concentration	Stencils & Tooth Brush Drawing &Coloring Finger Puppets	8
September	• World Literacy Day(Special Day Worksheet)	Observation Hand eye coordination Dexterity	Pencil Shading Drawing &Coloring	8

	• Landscape • Owl (Craft) • Mandala Design • Pencil Shading Techniques	Fine motor Concentration		
October	• Viva Carnival Goa (Special Day Worksheet) • Pear (Drawing) • City Scene(Craft) • Still life (Drawing) • Orange (Drawing)	Observation Hand eye coordination Dexterity Fine motor Concentration	Drawing & coloring Tone shading texture Newspaper Art	8
November	• Flamingo (Drawing) • Warlie Art (Drawing) • Pigeon (Craft) • Elephant (Drawing) • Butterfly (Craft)	Observation Hand eye coordination Dexterity Fine motor Concentration	Drawing & coloring Origami stencil	8
December	• New Year (Special Day Worksheet) • Scenery (Drawing) • Pumpkin(Craft) • Aeroplane (Drawing) •	Observation Hand eye coordination Dexterity Fine motor Concentration	Drawing and coloring Leaf Pasting Wood Powder pasting Sandpaper activity Scratching technique	8

January	• International Thank you Day (Special Day Worksheet) • Cat (Drawing) • Rabbit (Craft) • Fox(Drawing) • Dinosaur(Craft)	Observation Hand eye coordination Dexterity Fine motor Concentration	Drawing and coloring Foil and jute string pasting Paper collage	8
February	• Garden (Craft)	Observation Hand eye coordination Dexterity Fine motor Concentration	Ice cream stick activity	
March	Assessment 2			

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2025-26)

Grade: III **Subject: EVS**

Subject In-charge's name: Ms. Ritu Hasija

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**Theme 1: Us and the World** Ch-1. My Family and Special Friends **(SEA1)**	Students will be able to - • Identify the relationship in a Family and similarities and differences between family members. • Understand the ways in which family members share work at home. • List different types of occupations,	**Activity 1:** Collect the information about your family for the following things: • Who does the following tasks? Cooking, cleaning the dishes, washing clothes, cleaning the house and serving food and water etc. **Activity 2:**	8

			Talk to any three families and collect the information about the following: - • Total number of members. • Members who go out to work. • Members who stay at home. **Activity 3(SEA1):** SEA1 will be conducted. Students will draw, label and color a family tree on a colored A4 sheet paper.	
	Theme 1: Us and the World Ch-2. Our Basic Needs	Students will be able to – • Identify the nutrients in food. • Describe a balanced diet. • Identify different types of houses and how to keep them clean. • Identify different types of fabrics and their uses.	**Activity 1:** • Design a meal plan (breakfast, Lunch, dinner and two snacks for yourself for a week. Ensure that each meal plan consists of a balanced diet. **Activity 2:** By which material clothes are made of? • Take a piece of fabric and try to pull out a loose thread from one of its edges. • Press one end of the thread with thumb and scratch the length of the thread. • Observe and feel the thread used to make the cloth.	8

June	**Theme 1: Us and the World** Ch-3. Playing and Caring	Students will be able to – • Differentiate between indoor and outdoor games. • Identify ways to stay safe at home in public places. • Differentiate between safe and unsafe touch.	**Activity 1:** • Students will be asked to make a table of indoor and outdoor games with things required to play that game and where it is played. • Imagine you are playing in the park. Write in a diary. • Make a poster for Road signs. • Design the clothes of your Doll/ superhero by cutting and pasting dresses from old magazine and newspaper.	9
	Theme 2: Nature at Play Ch-4. Living and Non- Living things	Students will be able to – • Understand the features of Living and Non-Living things. • Interdependence between Living and Non-Living things	**Activity 1:** • Make a collage of Living things and Non- Living things by pasting pictures on an A4 sheet.	9
July	Revision for **PT1**	Revision of PT1 portion	Worksheet, quiz, class tests and oral revision.	
	PT1 Exam	PT1 exams will be conducted	PT1 exams will be conducted	
	Theme 2: Nature at Play	Students will be able to – • Identify the types of plants, and structure of plants.	**Activity 1:** Movement of water and minerals in plant-	10

	Ch-5. Plant Life	• Describe the functions of the root and shoot systems. • Identify the parts of leaf. • Understand how the plants from seeds.	By dipping the white paper flower stem in colored water for one or two days and then observe the change in the color of flower. **Activity 2:** Germination process- by soaking the seeds/bean and observe the changes in the seed and how the plant is grown	
August	**Theme 2: Nature at Play** Ch-6. Animal Life	Students will be able to – • Classify animals on the basis of their food habits. • Define and draw a simple food chain. • Identify different types of feathers, the movement of wings, beaks and claws of birds. • Explain the body structure and life cycle of an insect.	**Activity 1:** • Some birds can't fly. Find out the names of any two such birds. **Activity 2:** • Look for a fallen bird feather in a park. Observe it closely. Dip its stiff end in ink or paint and write on paper with it.	9
	Theme 2: Nature at Play Ch-7. Human Body: Internal and External Organs	Students will be able to – • Identify external and internal organs. • Identify different types of teeth. • Explain the functions of the internal organs. • Explain a few ways to stay healthy.	**Activity 1:** • Taste different types of food items and tell the taste. **Activity 2:** • Create a daily timetable for yourself. Include time slots for	9

			different activities that help us stay clean and healthy.	
September	**Theme 3: Our Country** Ch-8. India and Its Diversity	Students will be able to – • Identify the national symbols of India. • Identify and categorize the cultural diversity in India.	**Activity 1:** • Ask your elders and find out a festival when you worship animals. **Activity 2:** • Make a chart of Classical dance forms of India. **Activity 3:** • With the help of elders, prepare a traditional Indian sweet dish and enjoy it with your friends and family.	9
	Revision for **Half Yearly Exam**	Revision of Half Yearly portion	Worksheet, quiz, class tests and oral revision.	
	Half Yearly Exam	Half Yearly exams will be conducted	Half Yearly exams will be conducted	

October	**Theme 4: Motion, People and Ideas** Ch-9. Directions and Map **(SEA-2)**	Students will be able to – • Differentiate between a sketch and a map. • Identify the parts of a map. • Identify different types of maps.	**Activity 1:** • Draw the route from your classroom to the Library by using different landmarks. Use different colors. Use different direction like- turn right, turn left, go straight, stop here. **Activity 2 (SEA2):** SEA2 will be conducted. • Map Activity will be conducted.	8
	Theme 4: Motion, People and Ideas Ch-10.Travel	Students will be able to – • Explain the need of travelling and how we choose different means of transport. • Identify different means of transport and special vehicles. • Explain how to use vehicles responsibly.	**Activity 1:** • Make a list of means of transport you use to go to different places. And sort them into land, water and air transport. Make a chart of it.	7

November	**Theme 4: Motion, People and Ideas** Ch-11.Means of Communication	Students will be able to – • Identify different types of communication. • Identify the means of one-to-one and mass communication and their uses. • Identify the things we should keep in mind while communicating.	**Activity 1:** • Draw or paste any 3 different means of mass communication. **Activity 2:** • With the help of the Morse code given in the book, compose a message giving details about your name, address and parent's names.	8
	Revision for **PT2** Exam	Revision of PT2 portion	Worksheet, quiz, class tests and oral revision.	
	PT2 Exam	PT2 exams will be conducted.	PT2 exams will be conducted.	

December	**Theme 5: Natural Resources and Phenomena** Ch-12. Air Around Us	Students will be able to – • Identify the components and uses of air. • Differentiate between weather, climate and seasons. • Identify different seasons in India.	**Activity 1:** Experiments to identify that air is everywhere and the importance of air. **Activity 2:** • Make your own weather report for a week.	8
	Theme 5: Natural Resources and Phenomena Ch-13. Water Around Us	Students will be able to – • Identify the sources of water. • Identify a few ways to save water. • Identify different forms of water. • Describe the water cycle.	**Activity 1:** Perform the activity with elder to see the forms of water in different stages at different temperature.	7
January	**Theme 6: Earth and Sky** Ch-14.The Solar System	Students will be able to – • Identify the parts of the solar system and their features. • Identify different phases of the moon Identify stars and various constellations in the sky.	**Activity 1:** Draw and color a daytime and night-time scene.	9

	Theme 6: **Earth and Sky** Ch-15.Our Earth	Students will be able to – • Describe the shape of the earth. • Identify the features that make life possible on earth. • Identify the two movements of the earth and what cause days, nights and seasons.	**Activity 1:** Make a sundial with paper plate.	9
February	Revision for **Annual Exams**	Revision of Annual Exams portion will be conducted	Worksheets, quiz, oral revision and Class tests.	
February/ March	**Annual Exams**	Annual exams will be conducted	Annual exams will be conducted	

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2025-2026)

Grade: 3 **Subject: ICT**

Teacher's name: Sayali Mandawkar

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	1. Introduction to IPO **(PT 1)**	• To make students understand working of a computer. ➢ Input-Process-Output • Advantages and limitations of a computer.	**Lab Activity** • Visit the computer lab in your school, and identify the various input, processing, and output devices. **Class Room Activity** • Text book Exercises, Lab Work practical, Worksheet, video.	6-7
June	4. Know More about MS Paint **(PT 1)** **(SEA-1)**	• To make students learn how to select tool using- ➢ Rectangular selection ➢ Free-form selection • Moving , copying, rotating, flipping an object • Editing the image • Paint 3D • Creating a 3D object in Paint 3D	**Lab Activity** • Create an “Under the Sea” theme birthday invitation card in MS-Paint. **Class Room Activity** • Text book Exercises, Lab Work practical, Worksheet, video.	7-8
July(2nd week)	**REVISION** **PT-1 Exam**			
July	2. Computer Hardware and Software	• To make students understand the basic elements of	**Lab Activity**	6-7

	(Half Yearly Exam)	➢ Computer Hardware & its devices. ➢ Software • System Software • Application Software.	• Identify application software and system software from computers. **Class Room Activity** • Text book Exercises, Lab Work practical, Worksheet, video.	
August	5.Working in MS Word **(Half Yearly Exam)** **(Term-1 Practical Exam)**	• To make students learn about features of MS Word. • Students learn how to work and how to type on MS Word. • To make students learn about how to save and open a MS Word document.	**Lab Activity** • Type a paragraph in Word and editing it as per the given instructions. • Creating a Word document on any five states of India. **Class Room Activity** • Text book Exercises, Lab Work practical, and Worksheet.	7-8
September	**REVISION** **Half Yearly Exam**			
October	3. Operating System **(PT 2)** **(SEA-2)**	• Students learn about the operating system and Windows 10. • To make students learn about desktop and its components, selecting and deselecting icons, opening an Application.	**Class Room Activity** • Fill in the blanks to change the desktop background. • Text book Exercises, Lab Work practical, Worksheet, video. **Lab Activity**	7-8

		• Changing the desktop background and screen saver.	• Task view and switch to windows. • Control buttons of a window. • Visit the computer lab and practice the following operations.	
November (4th week)	**REVISION** **PT-2 Exam**			
November/ December	6. Introduction to Scratch 3.0 **(Annual Exam)**	• Students learn what is programming, components of Scratch 3.0 • To help students to understand how to create a project, change/move the Sprite, drawing shapes, saving and opening a saved project in Scratch.	**Lab Activity** • Draw a circle and save the file on Scratch. **Class Room Activity** • Text book Exercises, Lab Work practical and Worksheet.	6-7
December/ January	7. Movements of a Sprite **(Annual Exam)** **(Term-2 Practical Exam)**	• Students learn to create a new project, changing the appearance of a sprite, making a sprite say something, control block, sound and music blocks menu.	**Lab Activity** • Create a project in Scratch on a musical instrument.	5-6
February	**Revision**			

March	**Annual Exam**	

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2025-26)

Grade: 3 Subject: Mathematics

Subject Incharge's name: Pankhuri Bhondele

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**Theme 1-Us and the World** 1 –Numbers up to 10000	Students will be able to- • Read and write 4-digit numbers with their number names. • Identify the face value and place value of a digit in 4-digit numbers. • Compare 4-digit numbers and write them in ascending and descending orders.	<u>Group Activity</u> 1. Students will be divided into 4 groups. 10 slips of paper will be made. Teacher will write 0-9 numbers on them. One digit on one slip. Students will	12

		• Compare and Order numbers. • Write expanded and short form of 4 digit numbers. • Round off numbers to the nearest 10. • Differentiate between even and odd numbers.	form greatest 4-digit number and smallest 4-digit number. <u>Individual Activity</u> 1. Color the numbers- smallest, greatest, successor, and predecessor. 2. Place value brick towers.	
June	**Theme 1-Us and the World** 2 – Addition **(PT-1 Exam)(SEA-1)**	Students will be able to- • Add two 4-digit numbers - without regrouping. • Add 3-digit numbers with regrouping. • Solve Story Sums.	**<u>Activity</u>** **<u>Group Activity</u>** Students will be divided into group of 5-6.Each group will choose 4 playing cards. Then they need to form a 4 – digit smallest and greatest number	12

			using the numbers and do its addition. **<u>Individual Activity</u>** Solve the crossword puzzle based on addition.	
	PT1 exams			
July	**Theme 2- Nature at Play** 3– Subtraction **(Half Yearly Exam)**	Students will be able to- • Subtract two 4-digit numbers without regrouping. • Know subtraction facts. • Verifying Subtraction using Addition • Estimate the difference. • Solve Story Sums.	**<u>Activity</u>** **<u>Group Activity</u>** Students will be divided into group of 5-6.Each group will choose 4 playing cards. Then they need to form a 4 – digit smallest and greatest number using the numbers and do its subtraction.	14

			<u>Individual Activity</u> Solve the crossword puzzle based on subtraction.	
August	**Theme 2- Nature at Play** 4–Shapes and Symmetry **(Half Yearly Exam)(SEA-2)**	Students will be able to- • Know corners, sides of various shapes. • Know corners, edges, faces of solid figures. • Understand different patterns and symmetry.	**<u>Group Activity</u>** 1. Students will make Symmetrical figure by paper cutting. **<u>Individual Activity</u>** 1. Students will be divided into groups 5-6 and they will make a Symmetrical design using Colored chart papers, crayons, markers and safety scissors.	10

August	**Theme 3- Our Country** 5-Patterns **(Half Yearly Exam)**	Students will be able to complete the figure patterns, number patterns and letter patterns by finding the rules.	**<u>Activity</u>** • Make pattern block plates. • Children will create their own patterns using skip counting.	12
September	**Theme 3- Our Country** 6-Multiplication **(Half Yearly Exam)**	Students will be able to- • Know and learn multiplication tables 11-15. • Understand the multiplication terms. • Know multiplication properties. • Multiply 3-digit numbers by 1 digit (with or without regrouping). • Multiply 2-digit numbers (without and with carrying over). • Solve Story sums.	**<u>Activity</u>** **<u>Group Activity</u>** Make a puzzle of multiplication fact and its answer. **<u>Individual Activity</u>** 1. Make a tree model of the factors given number. 3. Dodging tables.	15

			.	
	Revision + Term I Exams			
October	PT2 exams			
	Theme 4- Motion,People and Ideas 7– Division **(PT-2 Exam)**	Students will be able to- • Know how to share the given number equally. • Divide by doing repeated subtraction. • Know properties of division. • Know division facts.	**<u>Activity</u>** **<u>Group Activity</u>** 1. The class will be divided into groups. Each group will be	18

		• Understand concept of relationship between multiplication and division. • Perform the operation of division of 2 digit numbers and 3 digit numbers by 1 digit. • Solve Story sums.	given ice-cream sticks which they need to divide amongst them so that each one gets an equal share. **<u>Individual Activity</u>** Make a chart of division facts.	
November	**Theme 4- Motion,People and Ideas** 8-Money **(Annual Exam)**	Students will be able to- • Know how to convert rupees into paise and vice versa. • Count money. • Perform the operation of conversion of money. • Perform the operation of addition, subtraction, multiplication and division based on money. • Solve word problems.	**<u>Activity</u>** **<u>Group Activity</u>** 1. Market game. **<u>Individual Activity</u>** 1. Students will prepare a bill for their expenses in a grocery store.	15

		• Calculate the bill amount.		
	PT-2 Exam			
November	**Theme 5-Nature , Resources and Phenomena** 9-Fractions **(PT-2 Exam)**	Students will be able to- • Know Numerator and Denominator • Learn terms related to fractions • Know common fractions. • Find fraction of a collection • Solve Story Sums	**Activity** **Group Activity** 1. Scavenger hunt- Teacher will provide two bowls, one bowl will be tickets showing the numerical fraction and second bowl will be its drawing (fraction).students will be divided into 2 groups. Each group member picks up a tickets from the respective bowl and hunt for its opposite type ticket to match. **Individual Activity**	12

			1. Circle the correct fractions. 2. Color the figures to show the given fractions.	
December	**Theme 5-Nature , Resources and Phenomena** 10-Measurement **(Annual Exam)**	Students will be able to- • Measure length in centimetres, metres and kilometres • Convert units of length- m into cm, cm into m, m into km, km into m. • Convert units of weight- gm into kg, kg into gm. • Convert units of capacity- l into ml, and ml into l. • Solve Story Sums.	**<u>Activity</u>** **<u>Group Activity</u>** 1. Out of the given 3-4 routes from home to school find the shortest route. Then choose the water tank with the maximum capacity and then choose the box of biscuits with maximum weight. **<u>Individual Activity</u>** 1. Teacher will provide a recipe in	15

			some unit of measurement. Students will write the same recipe in other unit of measurement.	
January	**Theme 6-Earth and Sky** 11-Time	Students will be able to- • Know the concept of seconds. • Understand how to find duration of time. • Calculate time. • Read calendar. • Understand Leap Year.	**Activity** **Group Activity** 1. Make a clock using cardboard and ice cream sticks. 2. Make calendar **Individual Activity** 1. Fill in the blanks using calendar. 2. Match the clock with its correct time.	12
January	**Theme 6-Earth and Sky**	Students will be able to-	**Activity** **Group Activity**	10

	12-Data Handling	• Read the pictograph and answer the questions based on it. • Represent data in a tabular form • Interpret bar graphs.	Conduct a quiz in the class. Divide the students into groups of 4. Ask the following questions from the students. • Are tally marks used to count and record data? • What does a bar graph use to represent data? • If an apple represents 2 stickers, then how many apples will represent 8 stickers?	

			Give 1 point for each correct answer. The group with the maximum correct answers will declare the winner. **<u>Individual Activity</u>** 1. Ask students a simple question (e.g., ‘what is your favorite ice cream flavors?’) and collect their answers. 2. Draw a bar graph using the collected data on the board. Use	

			stickers or small objects to represent the data. 3. Discuss the bar graph with the class. Ask questions like: • Which ice cream flavor is the most popular? • How many students choose chocolate?	
February	Revision For Annual Exams			
March	Annual Exams			

NOTE: PT1 includes chapters …Ch-1 and Ch-2

HY includes chapters … Ch-3, Ch-4, Ch-5 and Ch-6

PT2 includes chapters ……Ch-7 and Ch-9

Annual Exam includes chapters …Ch-8, Ch-10, Ch-11 and Ch-12

MIS INTERNATIONAL SCHOOL, Balewadi
Yearly Planner (2025-2026)

Grade: 3 **Subject: Coding**

Subject In charge: Ms. Sayali M

Exploring AR, VR and 3D Coding- Level-1

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Introduction to AR, VR, and 3D Coding	• Define Augmented Reality (AR) and Virtual Reality (VR). • Recall key components and examples of AR and VR applications.	Session 1 Introduction of AR, VR, and 3D Coding	2

June	Introduction to 3D Modelling and Coding	• Identifying the HatchXR kids interface and its key tools. • Recall basic 3D modeling concepts and their applications.	Session 2 Introduction of 3D Modelling and Coding	2
July	Introduction to move, rotate, scale	• Identify basic animation principles (movement, rotation, scaling). • Recall key animation tools available in HatchXR.	Session 3 Introduction to move, rotate, scale	2
August	Building Interactive Scenes - Using Templates	• Introduction to scene templates in HatchXR. • Steps to use HatchXR templates. • Basics of interaction in VR scenes.	Session 4 Building Interactive Scenes - Using Templates Develop a "Find the Gemstones" game, where players explore the pyramid to collect hidden gems.	2
September		Half-yearly exam		
October	Designing a Simple VR Game - Tropical Pyramid Adventure Creating MinecraftStyle Terrain	• Recall fundamental concepts and techniques learned in AR and VR for creating a game environment. • Explain the basic game design principles behind the creation of VR game • Apply learned skills to create complex games and 3D models for game environments. • Design terrain and experiment with textures.	Session 5 and 6 PROJECT - Designing a Simple VR Game Create mountains, rivers, and fields using 3D blocks.	4

		• Basics of terrain design and texture application. • How to use cubes to create terrain similar to Minecraft.	Game Challenge: Add items or landmarks to create a scavenger hunt on the terrain.	
November	Building Interactive Scenes - Using Templates Designing Custom VR Characters Building a Rocket Launcher Game	• Design and develop a custom VR scene from scratch, integrating templates and interactions creatively. • Recall basic concepts and terms related to game creation in HatchXR. • Using block coding to launch objects in VR.	Session 7 and 8 PROJECT - Building Interactive Scenes Design and code a jump activity. Game Project: Create a "Rocket Target" game where students score points by launching rockets at moving targets.	4
December	Creating a Snake Game - "Hungry Snake"	• Objective: Develop a simple VR game with movement and collection mechanics. Coding movement and object collection mechanics. • Introduction to loop animations.	Session 9and 10 Create a simple "Snake" that moves toward "food" objects. Game Project: Code a "Snake & Food" game where the snake grows longer with each collected item.	4
January	Designing and Coding a Simple VR Quiz Game	• Objective: Combine 3D design and coding to create an interactive quiz. • Coding for multiple choice answers.	Session 11 and 12 Design questions and answer choices for a VR quiz.	4

		• Setting up scenes to change based on quiz results.	Game Project: Create a "Math Quiz Adventure" game where players answer math questions to advance through rooms.	
February	Final Project : Underwater Treasure Hunt	• Final Project : Underwater Treasure Hunt	Underwater Treasure Hunt	4
March		Annual exam	Annual exam	

MIS INTERNATIONAL SCHOOL, Balewadi

Yearly Planner (2025-26)

Subject: GK

Teacher's name: Ada Fathima Grade: III

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Theme: Nature's Nest	• Students will identify names of different animals using clues. • Students will identify names of different plants using clues and solve the puzzle. • Students will identify names of different animals using clues and pictures.	• Usage of flashcards. • Interactive sessions with the students.	3

		• Students will match the animals to their males and females.		
June	Theme: India Infinite	• Students will be able to name the capitals of Indian States using the clues. • Students will be able to identify and name Indian Monuments. • Students will be able to identify and match National Parks to their states. • Students will be able to identify and name the famous places of worship. • Students will be able to identify and name the Indian stars using clues.	• By showing the pictures in the book. • Interactive sessions with the students.	4
July	Theme: Super Science Fun Spot: pg-28,29	• Students will unscramble the letters to find the names of celestial objects and solve riddles. • Students will read the clues and fill in the blanks with correct words about body parts. • Students read the clues and fill in the blanks with correct words about nutrients.	• By showing the pictures in book. • Interactive session with students.	3

		• Students will play game based on hygiene.		
August	Theme: Book Worm	• Students will be able to read the clues and name the classic books. • Students will be able to look at the clues and complete the similies. • Students will be able to read the clues and name the types of books. • Students will be able to complete the sentence using homophones. • Students will be able to write one word for the clues given.	• By showing the pictures in the book. • Interactive session with the students.	3
September	Revision HY SYLLABUS			4
October	Theme: Wonder World	• Students will know about the nicknames of some places. • Students will learn about capital cities using clues. • Students will be able to identify world famous monuments. • Students will know about various explorers using the clues.	• Showing the students pictures of tourist places. • Interactive session with students.	3

November	Theme: Sport Light	• Students will learn the names of famous sports stars. • Students will learn about team sports. • Students will be able to identify famous football players. • Students will able to answer quiz on sports.	• Seeing the flashcard and pictures form book. • Showing the pictures of different famous players.	4
December	Theme: Everyday Skills	• Students will know about stranger safety. • Students will be able to identify religious symbols. • Students will analyze their communication skills. • Students will be able to identify good table manners using pictures.	• Interactive session with students.	3
January	Theme: Mixed Bag Theme: Think Tank	• Students will be able to match the famous books with their authors. • Students will learn about different folk dances. • Students will be able to identify movies using the clues. • Students will learn about famous festivals and traditions. • Students will be able to identify numbers and colour shapes as per color scheme.	• Showing pictures and flash cards.	6

		• Students will come to know about fractions. • Students will learn about analogy. • Students will be learn about measurements and its tools.		
February	Revision	ANNUAL SYLLABUS		4
March		**Final Exam**		

MIS INTERNATIONAL SCHOOL, Balewadi

Yearly Planner (2025-26)

Grade: III Subject: Value Education

Teacher's name: Ada Fathima

Month	Course Description	Learning Outcomes	Activities	No. of Periods

April	1. A man and his clothes	• Students will learn to respect others feelings.	Take a pledge of Tb page 7.	1
June	2. Helping others	• Students will learn to respect others irrespective of their work.	Imagine life without community helpers. Discuss in class.	1
July	3. Don't get scared	• Students will learn to say to a stranger who makes you feel uncomfortable.	TB activity on page 22.	1
August	4. United we stand Divided we fall	• Students will learn to stay and work together	Group discussion on unity in class.	1
Septe mber	5. Being punished	• Students will learn to be punctual and disciplined.	Make a personal time table	1
October	6. Crossing the road	• Learners will learn how our carelessness can cause an accident.	 Discuss the road safety rules in class.	1

Novem ber	7. Meditation	• Students will learn to meditate and know its benefits.	Students will demonstrate two yogic asana each.	1
Decem ber	8. I love my planet	• Children will understand planet Earth and how to save it.	Discuss about water pollution.	1
January	9. All about bullying 10. Being brave	• Learners will learn the concept of bullying and stand up for injustice. • Learners will be able to think critically and solve problems.	TB activity on page 59 and 65.	1
Februar y	11. Friends forever 12. Using a mobile phone.	• Students will learn the trait of good friendship. • Students will understand that online learning is essential for today's learning.	**Sharing Experiences** Talk about your best friend in class.	1
March	**Annual Exams**			

MIS INTERNATIONAL SCHOOL, Balewadi

Yearly Planner (2025-2026)

Grade: 3 **Subject: Coding**

Subject In charge: Ms. Sayali M

Exploring AR, VR and 3D Coding- Level-1

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Introduction to AR, VR, and 3D Coding	• Define Augmented Reality (AR) and Virtual Reality (VR). • Recall key components and examples of AR and VR applications.	Session 1 Introduction of AR, VR, and 3D Coding	2
June	Introduction to 3D Modelling and Coding	• Identifying the HatchXR kids interface and its key tools. • Recall basic 3D modeling concepts and their applications.	Session 2 Introduction of 3D Modelling and Coding	2
July	Introduction to move, rotate, scale	• Identify basic animation principles (movement, rotation, scaling). • Recall key animation tools available in HatchXR.	Session 3 Introduction to move, rotate, scale	2

August	Building Interactive Scenes - Using Templates	• Introduction to scene templates in HatchXR. • Steps to use HatchXR templates. • Basics of interaction in VR scenes.	Session 4 Building Interactive Scenes - Using Templates Develop a "Find the Gemstones" game, where players explore the pyramid to collect hidden gems.	2
September		Half-yearly exam		
October	Designing a Simple VR Game - Tropical Pyramid Adventure Creating MinecraftStyle Terrain	• Recall fundamental concepts and techniques learned in AR and VR for creating a game environment. • Explain the basic game design principles behind the creation of VR game • Apply learned skills to create complex games and 3D models for game environments. • Design terrain and experiment with textures. • Basics of terrain design and texture application. • How to use cubes to create terrain similar to Minecraft.	Session 5 and 6 PROJECT - Designing a Simple VR Game Create mountains, rivers, and fields using 3D blocks. Game Challenge: Add items or landmarks to create a scavenger hunt on the terrain.	4
November	Building Interactive Scenes - Using Templates Designing Custom VR Characters Building a Rocket Launcher Game	• Design and develop a custom VR scene from scratch, integrating templates and interactions creatively. • Recall basic concepts and terms related to game creation in HatchXR. • Using block coding to launch objects in VR.	Session 7 and 8 PROJECT - Building Interactive Scenes Design and code a jump activity. Game Project: Create a "Rocket Target" game where students score points by launching rockets at moving targets.	4

December	Creating a Snake Game - "Hungry Snake"	• Objective: Develop a simple VR game with movement and collection mechanics. Coding movement and object collection mechanics. • Introduction to loop animations.	Session 9and 10 Create a simple "Snake" that moves toward "food" objects. Game Project: Code a "Snake & Food" game where the snake grows longer with each collected item.	4
January	Designing and Coding a Simple VR Quiz Game	• Objective: Combine 3D design and coding to create an interactive quiz. • Coding for multiple choice answers. • Setting up scenes to change based on quiz results.	Session 11 and 12 Design questions and answer choices for a VR quiz. Game Project: Create a "Math Quiz Adventure" game where players answer math questions to advance through rooms.	4
February	Final Project : Underwater Treasure Hunt	• Final Project : Underwater Treasure Hunt	Underwater Treasure Hunt	4
March		Annual exam	Annual exam	

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2025-26)

Grade: 3 **Subject** - English

Subject Incharge's name: Ada Fathima

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**Literature:** Ch-1 Imaginary Gerry Ch-2 Another Thank you **Grammar:** Ch-1 Common Nouns and proper Nouns Ch-2 Singular and Plural Nouns Ch-3 Countable and Uncountable Nouns **Reading Nook: (Read Only)** Ch-1 My Brother's Wheelchair Ch-2 The Elves and the Shoemaker	**The students will be able to** • decode an activity. • visualize and articulate their responses to any new situation. • read a poem about an imaginary friend. • read and understand the poem and answer questions. • analyze a poem. • recall the chapter and understand its main ideas. • identify common and proper nouns. • identify singular and plural nouns and use them appropriately.	• First Day Activity • Decode a pattern • Spoken Skills- Describe a picture and talk about it. • Dialogue Writing • Reading Nook	**21**

June	**<u>Literature:</u>** Ch-2 Another Thank you Ch-3 Smell of Food Ch-6 Sunset River Cruise on the Brahmaputra (MA) **<u>Grammar:</u>** Ch-4 Gender Nouns Ch-5 Collective Nouns **<u>Writing Skill</u>**: Picture Composition **Revision:** PT 1 Revision	**The students will be able to** • discuss gift-giving ideas and related human emotions. • read and understand a story about how to say thank you in a special way. • read and understand a story and answer questions. • identify and use collective nouns appropriately. • learn the use of exclamation mark (!). • listen to details and answer the questions. • make an impromptu speech. • write a dialogue. • recall the chapter and understand its main ideas. • discuss the connection between the smell of food and hunger. • discuss and write the names of things that should always be available for free. • read discuss, understand and appreciate a play. • identify and use homophones correctly. • identify subject and predicate.	• Ch-6 MA • Spoken Skills- make an impromptu speech. • Draw a map.	**21**

		• identify and use personal pronouns and possessive pronouns. • listen to a recipe and answer the questions. • give directions to reach a place. • draw a map.		
July	**Periodic Test – 1 2nd Week of July**			
	Literature: Ch-4 Too Many Dragons **Grammar:** Ch-8 Pronouns Ch- 10 Main Verbs and Helping Verbs **Writing Skill:** Recipe Writing **Reading Nook: (Read Only)** Ch-3 Make Room for Elephants Ch-4 The Blue Whale	**The students will be able to** • discuss how our lives are related to nature. • read and appreciate a fantasy story about a little girl and dragons. • read and understand a story • identify onomatopoeic words and use them in context. • use the simple present tense correctly. • use the present continuous tense correctly. • use quantifiers in sentences. • use a comma in a list, and before opening and closing inverted commas. • talk about an unforgettable experience.	• Discuss the events in the story and answer questions • Spoken Skills- Talk about an unforgettable experience. • Write a picture description. • Recipe Writing • Reading Nook	**25**

		• write a picture description. • recall the chapter and understand its main ideas.		
August	**Literature:** Ch-5 Happy, the Hearing Ear Dog Ch-7 A Round Trip on the Toy Train (SEA) **Grammar:** Ch- 11 Has, Have, Had, Do, Did Ch-16 Sentences Topic- Present Tense **Reading Nook: (Read Only)** Ch-5 The Doll's Feast Ch-6 Limericks by Edward Lear **Writing Skill:** Informal Letter	**The students will be able to** • reflect over pets and how they make us feel. • discuss how humans and animals help each other mutually. • read and understand a story • write names of objects that have a name of a body part. • write negative sentences in the simple present tense. • ask questions using words beginning with Wh-. • ask questions beginning with does. • apply the rules of subject–verb agreement. • talk about how animals help us in unconventional ways. • recall the chapter and understand its main ideas. • write an informal letter	• SEA 1 • Discuss the theme and events and answer questions. • Spoken Skills- Talk about how animals help us. • Write a picture comprehension. • Informal Letter • Reading Nook	**21**

September	**Revision:** Half Yearly Revision			**22**
	Half Yearly Exam 3rd & 4th Week of September			
October	**Literature:** Ch-8 Pooh Gets into A Tight Place Ch-14 Gul in Space Ch-11 Friends (MA) **Grammar:** Ch-9 Adjectives Ch- 7 A, An and The **Writing Skill:** Paragraph Writing **Reading Nook: (Read Only)** Ch- 7 Recipe for a Happy Day Ch- 8 A Present for Mother	**The students will be able to** • solve a code. • read and appreciate a story. • read and understand a folk tale and answer questions. • use synonyms correctly. • use adjectives of quality, quantity and number correctly. • use many and much correctly. • recall the chapter and understand its main ideas. • think about space and discuss. • solve word puzzles. • read and appreciate a poem about space. • recapitulate their learnings from the lesson.	• Ch-11 MA • Solve a code • Discuss the events in the story. • Spoken Skills- Recall and narrate a story. • Read and understand a poem and answer questions • Paragraph Writing • Solve word puzzles • Reading Nook	**20**
November	**Literature:** Ch-9 A Bumpy Ride (SEA) (Topics on pg-35 to 37 of Student's Book Part B will be included in PT2 Exam portion) Ch-10 The RedBud Tree	**The students will be able to** • • reflect over a hypothetical question and express opinions. • read and understand a factual passage.	• SEA 2 • Spoken Skills- Share experiences about a given topic. • Draw a picture.	**21**

	Grammar: Ch-15 Short Forms Ch-6 Possession **Revision:** PT2 Revision	• comparative and superlative degrees of adjectives. • recall the chapter and understand its main ideas • discuss a reflective question. • think about trees and their unique features. • read and understand a graphic story. • discuss the genre of a graphic story. • recall and discuss the events. • use the simple past tense correctly. • use the past continuous tense correctly. • recall the chapter and understand its main ideas	• Read and understand a story and answer questions	
	Periodic Test – 2 4th Week of November			
December	**Literature:** Ch- 12 Catch a Falling Star **Grammar:** Ch-12 Simple Present Tense and Simple Past Tense Ch-13 Adverbs **Reading Nook: (Read Only)** Ch- 9 Jungle Jamboree	**The students will be able to •** • think about the unique features of celestial objects. • read and understand a story about a meteor shower. • read a folk tale and answer questions. • use adverbs of time, place and manner appropriately in sentences • recite a poem. • recall the chapter and understand its main ideas.	• Discuss the events in the story. • Discuss the theme and share their views about the story. • Write an acrostic poem. • Reading Nook	**19**

January	**Literature:** Ch-13 Mini Visits the Atlantic Ocean **Grammar:** Ch-14 Prepositions Ch-17 Conjunctions **Reading Nook: (Read Only)** Ch-10 Whale in the Sky **Writing Skill:** Diary Entry Picture Composition	**The students will be able to** • think about marine life. • read and understand a story about marine life. • identify modes of water transport. • use prepositions of time and place correctly. • use conjunctions correctly. • recall the chapter and understand its main ideas	• Read and understand a story and answer questions. • Diary Entry • Reading Nook	**20**
February		**Revision**		21
March		**Annual Exam**		

Note:

Ch- 7,9 SEA

Ch- 6, 11 Multiple Assessment

Summary of Yearly planner (2025-26)

	PT1	**HYE**	**PT 2**	**Final**
Literature- Refer Student's Book Part A (Term 1) ,B (Term 2)	• Ch- 1,2	• Ch-3,4,5 • Ch-7 SEA • Ch-6 MA	• Ch- 8,14	• Ch- 10, 12, 13 • Ch-9 SEA • Ch- 11 MA
Grammar- Learner's Grammar and Composition	• Ch- 2,3, 4, 5	• Ch- 8, 10,11,16, • Present Tense (refer pg-59 to 63 of L-4 in Student's Book Part –A)	• Ch- 7, 9,	• Ch-6, 15,12,13, 14, 17 • Past Tense (Refer pg- 53 to 56 of L-10 in Student's Book Part – B) •
Creative writing	Picture composition	• Recipe Writing • Informal Letter	Paragraph Writing	• Picture Composition • Diary Entry

MIS INTERNATIONAL SCHOOL

Yearly Planner (2025-26)

Grade: 3rd **Subject** - Hindi

Subject Incharge's name: ARCHANA DAS

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**<u>पाठमाला</u>** L-1 सबसे प्यारा हिंदुस्तान (कविता) **<u>व्याकरण</u>** **Note (L 1 & L 3 only explanation part)** L-2 ध्वनी एवं वर्ण L-5 वचन	• मौखिक तथा लेखन कौशल का विकास करना । • कविता वाचन कौशल जानेंगे | • राष्ट्रीय भावना जाग्रत होगी । • मातृभूमि का महत्व जानेगें । • भाषा और उनकी लिपियों को जानेंगे| • शब्दों और वाक्यों का सही क्रम जानेंगे। • स्वर और व्यंजन के सभी अक्षर जान पाएँगे। • स्वरों और व्यंजन का सही उच्चारण जानेंगे। • चित्र देखकर कविता की पंक्तियाँ लिखना|	• छात्र स्वर, मात्राएँ और व्यंजन लिखेंगे । • उचित उच्चारण के साथ कविता का गायन करेंगे। • मानक तथा अमानक शब्दों में अंतर समझेंगे। • संकेतों के माध्यम से लय वाले शब्द बनाना | • बहुवचन और वाक्य बनाना सीखेंगे |	19

		• शुद्ध उच्चारण एवं तुकबंदी वाले शब्द जानेंगे।		
June	**<u>पाठमाला</u>** L-2 सुन्दर कौन ? **<u>व्याकरण</u>** L- 15 अपठित गद्यांश L-5 शब्द भण्डार (विलोम शब्द) L-6 संज्ञा पुनरावृति	• मौखिक तथा लेखन कौशल का विकास करना चित्रों के बारे में बातचीत करेंगे। • नाम शब्दों का परिचय करवाना। • मौलिक ज्ञान के आधार पर कहानी का सार जानना। • पशुओं की मनोवृति के बारे में जानना। • सींग वाले पशुओं के बारे में जानना। • पर्यायवाची और विलोम शब्दों को जानना। • संज्ञा और उसके भेद पहचानना। • सही विकल्प चुनना, किसने किससे कहा, श्रुतलेख, वचन और उसके भेद जानेंगे।	• प्रश्नोत्तर, किसने कहे, (बहुविकल्पीय), वचन बदल कर वाक्य बनाना • (बहुविकल्पीय), संज्ञा की पहचान। • विशेषण विशेष्य की पहचान • पंचतंत्र की कहानियों से सीख लेना। • समझदारी से काम करने की सीख लेंगे। • बुद्धिमत्ता ,भावनात्मक, और विनम्र स्वभाव अपनाएगे। • मुहावरों का प्रयोग सीखेंगे। • शब्दों की पहचान होगी। • लेखन क्षमता का विकास।	19
July	**<u>पाठमाला</u>** L-3 नाद)(SEA 1) **<u>व्याकरण</u>** L-9 लिंग P.T 1 Exam	• मौखिक(वाचन) तथा लेखन कौशल का विकास करना । • प्रत्यय और युग्म शब्द जानेंगे • वाद्य यंत्रों की जानकारी होना • शब्द्कोश की बढ़ोतरी होना • वाद्य उपकरणों को जानना • वाद्य परम्परा का परिचय जानना • लिंग और उसके भेद जानेंगे , नए शब्दों की जानकारी • रचनात्मक लेखन का विकास	• SEA 1 - चार्ट-पेपर पर प्रमुख वाद्य यंत्रों और उनके वादक के चित्र चिपकाकर उनके नाम लिखेंगे। (Individual) • प्रश्नोत्तर सही और गलत वाक्य पहचानना, • चर्चा करना, माता-पिता के कामों में हाथ बंटाएँगे। • अपनी पसंदीदा सुबह के बारे में लिखेंगे। • (ऋतु आए, ऋतु जाए)सामूहिक गतिविधि करेंगे । • संगीत , प्रकृति-प्रेम, इन सब बातों को अपनाएँगे। • प्रकृति के सम्मान और संरक्षण की समझ विकसित करना।	23

		• मौखिक तथा लिखित प्रश्नों के उत्तर देना। • किसने-किससे कहा, श्रुतलेख |		
August	**<u>पाठमाला</u>** L-4 ऋतुएँ (कविता) L-5 सच्ची मित्रता **<u>व्याकरण</u>** L-5 शब्द भण्डार – (पर्यायवाची शब्द) L-7 लिंग L-9 सर्वनाम	• ऋतु चक्र की जानकारी • वचन , लिंग , संज्ञा और सर्वनाम शब्द जानेंगे , नए शब्दों की जानकारी • रचनात्मक लेखन का विकास • मौखिक तथा लेखन कौशल का विकास करना । • मौखिक तथा लिखित प्रश्नों के उत्तर देना, • सही तथा ग़लत कथन का चुनाव, • **सच्चे मित्र की पहचान** • स्वभाव की पहचान, • श्रुतलेख, • संज्ञा , सर्वनाम विशेषण,क्रिया ,लिंग और विलोम शब्दों की पहचान । • देश और उनकी राजधानियों के नाम |	• पौराणिक कहानी के परिचय द्वारा सच्ची मित्रता के अनुभव को बातचीत के माध्यम से जानेंगे । खेल- खेल में सच्चे मित्र की पहचान करेंगे | विज्ञापन कला के मूल बिंदु के विषय में जानेगे। • वर्ग पहेली के माद्यम से नए शब्दों को सीखेंगे | • परिवार के हर सदस्य के महत्व को समझेंगे । • कक्षा में चर्चा द्वारा त्योहारों पर बनने वाले पकवानों के बारे में जानेंगे।	**19**

September	**<u>पाठमाला</u>** L-6 ऐसे बनी गुझियाँ पुनरावृति **<u>व्याकरण</u>** L-17 चित्र वर्णन Halfyearly Exam	• भारतीय संस्कृति और वहां के विभिन्न राज्यों के त्योहारों को जानेंगे | • देशज शब्दों को जानेंगे| • सहयोग की भावना का विकास । • मौखिक तथा लेखन कौशल का विकास करना । • चित्र वर्णन सीखेंगे | • चित्र के आधार पर कहानी बनाना | • किसने-किससे कहा, श्रुतलेख | • मुहावरे का प्रयोग कर वाक्य में प्रयोग करेंगे | और अनुनासिक और वचन को जानेंगे |	• चित्र देखकर जानवरों की पहचान करेंगे | • भाषा खेल द्वारा लिंग की पहचान करेंगे | • शहरीकरण के कारन उत्पन्न होने वाली समस्या पर कक्षा में चर्चा करेंगे | • पहेलियाँ सुलझाएंगे |	**20**
October	**<u>पाठमाला</u>** L-7 सम्राट पानी पी रहा है ....! L-8 पार्क हाथ से निकल गया (कविता) **<u>व्याकरण</u>** 5 . शब्द भण्डार . (अनेक शब्दों के लिए एक शब्द)	• मुहावरे का प्रयोग जानेंगे | • राष्ट्रीय उद्यान और जैव विविधताओं के बारे में जानेंगे | • खेल के महत्व को समझेंगे | • वर्ण संयोजन ,श्रुतिसमभिन्नार्थक शब्द,अनुच्छेद लेखन कौशल का विकास करना ।	• श्रुतलेख,चर्चा द्वारा एक दुसरे की पसंद, नापसंद और ताकत और कमजोरियों को जानेंगे । • शुद्ध उच्चारण के साथ पठन। • प्रश्नोत्तर, सही उत्तर, रिक्त स्थान, संयुक्ताक्षर से शब्द बनाना |	**16**

	L-10 विशेषण	• काल और उसके भेद जानेंगे। • नाटक विधा जानेंगे। • सही उत्तर, रिक्त स्थान,सर्वनाम और क्रिया का अभ्यास करेंगे। संयुक्ताक्षर से शब्द बनाना,घटनाओं को क्रम में लिखना। • वर्णों, में और मैं में अंतर जानना समानार्थी शब्द का अभ्यास • बड़ों का आदर परिश्रम का महत्व सेवा करना ,भाईचारे की भावना का विकास ,एकता का महत्व समझेंगे । ।		
November	**<u>पाठमाला</u>** L-9 सोने की खान L-10 गुलदस्ता (SEA 2)	• नाटक विधा जानेंगे।	• SEA 1- जन्मदिन की बधाई देने के लिए बधाई पत्र (ग्रीटिंग्स कार्ड) बनाना और बधाई संदेश लिखना । **(GROUP ACTIVITY - 8 GROUPS)**	19

	<u>व्याकरण</u> L-19 संख्या ज्ञान L-15 अपठित गद्यांश पुनरावृति P.T 2 Exam	• सही उत्तर, रिक्त स्थान,सर्वनाम और क्रिया का अभ्यास करेंगे। संयुक्ताक्षर से शब्द बनाना,घटनाओं को क्रम में लिखना। • वर्णों, में और मैं में अंतर जानना समानार्थी शब्द का अभ्यास • बड़ों का आदर परिश्रम का महत्व सेवा करना ,भाईचारे की भावना का विकास ,एकता का महत्व समझेंगे । • मौखिक तथा लेखन कौशल का विकास करना • शुद्ध उच्चारण के साथ पठन। • कला के प्रति रूचि उत्पन्न करना ,संवेदनशील बनाने की प्रेरणा देना । • वैज्ञानिक दृषिटकोण का विकास होगा, तार्किक विश्लेषण का विकास होगा। • प्रश्नोत्तर,मुहावरे ,अपठित गद्यांश • ग्यारह से पचास तक की गिनती (अंकों से शब्दों में)	• अनुनासिक शब्दों को बोलना ,विभिन्न कलाओं जैसे जादू की कला के बारे में चर्चा करना । • निर्देशानुसार उत्तर देना, श्रुतलेख लिखना । • जादू वाली कहानी कक्षा में सुनाना।	

December	**<u>पाठमाला</u>** L-11जादू का ब्रुश **<u>व्याकरण</u>** L-11 क्रिया <u>L- 14 विराम चिन्ह</u> L-15 अपठित गद्यांश L-18 बातचीत या संवाद	• मानव भावनाओं को समझना | लालची न बनाना | जरुरतमंदों की सहायता करना | सबका हित सोचना | • मानवीय भावनाओं का विकास •सर्वनाम,अनुनासिक,विराम चिन्ह की पहचान | • संवाद वर्णन लेखन कौशल सीखेंगे | • तार्किक विश्लेषण का विकास |	• उचित उच्चारण के साथ कविता का गायन करेंगे। • विभिन्न उदाहरणों से आलस को दूर भागाने के उपाय सोचेंगे। • प्रश्नोत्तर, कक्षा में कविता का गायन करना , काव्य पंक्तियों को बोलचाल के रूप में लिखना,	17
January	**<u>पाठमाला</u>** L-12 बीज और पौधा (कविता) पुनरावृति	• प्रश्नोत्तर, कविता की पंक्तियों को पूरा **करना ,**वर्ण विच्छेद ,वचन बदलना और संज्ञा और विशेषण और क्रिया पहचानना। • बीज से पौधा बनने की प्रक्रिया जानना ,प्राकृतिक परिवर्तनों को जानना ।	• शुद्ध लिखने का अभ्यास , चित्र वर्णन ,संवाद लेखन और गिनती का अभ्यास ।	18

	<u>व्याकरण</u> L- 13 मुहावरे पुनरावृति	• आलस को त्यागने की सीख | • • पाठमाला के सभी अध्याय का क्रमबद्ध मौखिक पुनरावृति | • पाठ्यपुस्तक के अभ्यास प्रश्न पत्र १ और २ • विराम चिन्ह और उसके प्रयोग को जानना | • मुहावरे का प्रयोग कर वाक्य में प्रयोग करेंगे		
February	**<u>पाठमाला और व्याकरण</u>** पुनरावृति	पुनरावृति		19
March	Annual Exam			19

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2025-26)

Grade: 3 **Subject –Marathi**

Subject In-charge's name: Annapurna Bedmutha

Month	Course Description	Learning Outcomes	Activities	No. of Periods

April	१.प्रार्थना (प्रकाशाची पूजा)	• प्रार्थना करण्यास प्रवृत्त करणे • सूर्यप्रकाशाचे महत्व समजून घेणे	• पाठांतरासाठी कविता म्हणवून घेणे . • कविता वहीत लिहून घेणे	15
	२. कणाचा आदर	• भारतीय संस्कृतीची ओळख होते. मनात आदराची भावना निर्माण होणे.	• विद्यार्थ्यांना त्यांच्या आवडीचे व नावडीचे पदार्थ विचारणे	
June	३. मी आंबा बोलतोय!	• पर्यावरणाविषयी जागरूकता निर्माण करणे. • शब्दसंग्रहात वाढ करून घेणे	• राज्यांनुसार आंब्याच्या विविध जाती सांगणे.	19
	४. लांबूनही ऐकणारा देवमासा	• देवमासाविषयी माहिती मिळविणे. • लेखनातून भाषेचा विकास घडविणे.	• चित्रे पाहून माशांचे प्रकार व त्यांची नावे ओळखणे.	
	अंक १ ते २०	• विद्यार्थी १ते २० अंक मोजतात.	• विद्यार्थी सुचणे प्रमाणे अंक ओळखतात आणि लिहतात	
	ओळखा पाहू यांची नावे	• चित्राचे निरीक्षण करतात	• विद्यार्थी चित्राचे निरीक्षण करून नावे लिहतात.	
July	५. माझे कुटुंब (कविता)	• मोठ्या कुटुंबाची ओळख होते. • कुटुंबातील सदस्यांचा आदर करतात. • स्त्रीलिंग पुल्लिंग यातील फरक ओळखतात.	• कविता तालासुरात म्हणणे. • कुटुंबाच्या सदस्यांचे छायाचीत्र वहीत चिकटविणे	20

	• लिंग बदला	• स्त्रीलिंग पुल्लिंग यातील फरक ओळखतात.	• स्त्रीलिंग पुल्लिंग यातील फरक ओळखून शब्द लिहणे.	
	६. राजमाता जिजाबाई • किती वाजले?	• इतिहासाबद्दल ज्ञान प्राप्त होते. • आदर्श मुल्यांची ओळख होते. • घड्याळ वाचायला शिकतात.	• भारताच्या इतिहासात प्रसिद्ध स्त्री योध्यांबद्दल माहिती एकत्रित करणे. • घड्याळाची संरचना समजून घेणे. घड्याळ वाचायला शिकणे	
August	७. बुद्धिबळ	• खेळाची माहिती देणे. बुद्धिबळ खेळण्यास प्रवृत्त करणे .	• आपल्या देशातील राष्ट्रीय खेळाविषयी माहिती लिहा	18
	• अंक ११ ते ३०	• विद्यार्थी ११ ते ३० अंक वहीत लिहून घेतात	• विद्यार्थी ११ ते ३० अंकाचे वाचन करतात	
	८. इंद्रधनुष्य (कविता)	• इंद्रधनुष्यामध्ये असणाऱ्या रंगाची नावे समजतात व लिहितात.	• कविता तालासुरात म्हणने . • वहीत इंद्रधनुष्याचे चित्र काढून त्यांची नावे लिहणे व रंग भरणे	

	• एक-अनेक (वचन)	• एक-अनेक वचनातील फरक ओळखतात.	• विद्यार्थी शब्दांना अनुसरून वचन बदलतात	
	SEA १ कुटुंब वृक्ष	• वहीत कुटुंब वृक्ष रेखाटतात .	• विद्यार्थी वहीत कुटुंब वृक्ष काढून कुटुंबातील सदस्यांची नावे लिहणे.	
September		Revision-Exam		
October	९.मदत (कविता)	• लहान मुलांमधील लपलेल्या शक्तीची ओळख करून घेणे.	• “मूर्ती लहान पण कीर्ती महान”या आशयाला अनुसरून एक गोष्ट सांगणे.	14
	१०.झाडे मोठी कशी होतात	• निसर्गातील विविध बदलांचे निरीक्षण करतात. • या क्रियांमधील वैज्ञानिक दृष्टीकोन समजून घेतात.	• झाडाच्या प्रत्येक अवयवाचा मानवाला होणारा उपयोग समजून घेणे	
November	११.लोहपुरूष सरदार वल्लभभाई पटेल	• महान व्यक्तीच्या कार्यांचा वारसा चालविणे • थोर पुरुषांची ओळख करून समजून घेतात	• माहिती असलेल्या एका थोर पुरुषाची कथा आपल्या शब्दात सांगणे	17

	• अंक ३१ ते ४०	• अंक ३१ ते ४० अंक अक्षरात ओळखतात • विद्यार्थी ३१ ते ४० अंक मोजतात.	• विद्यार्थी सुचणे प्रमाणे अंक ओळखतात आणि लिहतात	
	१२. भातुकली (कविता)	• कल्पनाविस्ताराला प्रोत्साहन मिळते, • भाषा विकास होणे, निरीक्षण शक्ती वाढविणे.	• आजीनी शिकवलेली बडबडगीते वर्गात म्हणून दाखविणे.	
December	१३. मनाची स्वच्छता	• मूल्यशिक्षण , भाषा कौशल्य , आणि संस्कारमूल्य विकसित होणे.	चांगल्या व वाईट सवयींचे वर्गीकरण करणे.	17
	१४.काम मगच दाम	• व्यावसायिक माहिती प्राप्त होते • कष्टाचे महत्व समजते	• शेतात काम करताना वापरणारी अवजारे चित्रे पाहून नावे लिहणे.	
	• वाक्प्रचार	• शब्दाचे अर्थ समजणे. • वाक्प्रचार वहीत लिहून घेतात	• वाक्प्रचार उपयोग आपल्या शब्दात सांगणे	
	• नाम (व्याकरण)	• नाम म्हणजे काय? • स्पष्ट करणे. नामाची उदाहरणे सांगतात	• विद्यार्थी व्यक्ती, वस्तू, प्राणी व स्थळ यांची नामे सांगतात.	

January	१५.फुलपाखरू (कविता)	• कवितेतून भाषा विकास होणे • निरीक्षण शक्ती वाढते	• कविता तालासुरात म्हणने	'18
	• मराठी महिने	• अक्षरे ओळखता येणे, शब्द लिहिता येणे • विद्यार्थ्यांना सूचना चे पालन करण्याची सवय लागते .	• सुचने प्रमाणे अक्षरे ओळखणे व लिहिणे.	
	१६. वेदचा निर्णय	• समजाविषयी असलेल्या कर्तव्याची जाणीव करून देणे • सतर्कता वाढविणे.	• नैसर्गिक रंग कशापासून तयार होतात त्याचे उदाहरण देणे.	
	• अंक • समूहदर्शक शब्द	• अंक ३१ ते ५० • विद्यार्थी ३१ ते ५० अंक मोजतात. • वस्तूंचा, व्यक्तींचा किंवा गोष्टींच्या एकत्रित गट समूहाचे नाव म्हणजे समूहदर्शक शब्द होय.	• विद्यार्थ्यांना अंकांची व अक्षरांची ओळख होते. • चित्रे पाहून समूहदर्शक शब्द लिहणे.	
	SEA 2	• फुलपाखरू कविता तालासुरात म्हणतात.	फुलपाखरू कविता पाठ करणे .वर्गात म्हणवून घेणे	
February		Revision		11
March		Annual Exam		

NOTE: **PT1 includes chapters** ...पाठ २-कणाचा आदर , पाठ ३-मी आंबा बोलतोय !, पाठ ४-लांबूनही ऐकणारा देवमासा, अंक १ ते २०, ओळखा पाहू यांची नावे, समानार्थी आणि विरुद्धार्थी शब्द.

HY includes chapters ... पाठ ४-लांबूनही ऐकणारा देवमासा, कविता ५- माझे कुटुंब, पाठ ६-राजमाता जिजाबाई , पाठ ७-बुद्धीबळ, कविता ८-इंद्रधनुष्य, लिंग बदला, वचन बदला, किती वाजले?, अंक ११ ते ३० ,समानार्थी आणि विरुद्धार्थी शब्द

PT2 includes chapters .... कविता ८-इंद्रधनुष्य,पाठ ९ – मदत , पाठ १०-झाडे मोठी कशी होतात?, पाठ ११-लोहपुरूष सरदार वल्लभभाई पटेल ,अंक ३१ ते ४०,समानार्थी आणि विरुद्धार्थी शब्द,

Annual Exam includes ... पाठ ११-लोहपुरूष सरदार वल्लभभाई पटेल ,कविता १२- भातुकली, पाठ १३ - मनाची स्वच्छता , पाठ १४ – काम मगच दाम ,कविता १५ - फुलपाखरू पाठ १६ - वेदचा निर्णय, अंक ३१ ते ५०, वाक्प्रचार, नाम, , समानार्थी आणि विरुद्धार्थी शब्द, लिंग बदला, वचन बदला. समूहदर्शक शब्द.

MIS INTERNATIONAL SCHOOL

Balewadi

Yearly Planner (2025-26)

Grade: 4 **Subject** – Art and Craft

Subject In charge's name: Miss.Shital

Month	Course Description	Learning Outcomes	Activities	No. of Periods

April	• Udadi Festival (Special Day Worksheet) • Castle (Coloring) • Leafy animals (Craft) • Flowers (Drawing) • Lily Flowers (Drawing	Observation Hand eye coordination Dexterity Fine motor Concentration	Drawing & Colouring Leaf Pasting	4
June	• Earth Day (Special Day Worksheet) • Beetle insect (Coloring) • Flower pot (Craft • dinosaur (Coloring) • Lips (Drawing) •	Observation Hand eye coordination Dexterity Fine motor Concentration	Drawing &colouring Vegetable printing	4
July	• Mewar Festival (Special Day Worksheet) • Jawaharlal Nehru (Coloring) • Mermaid (Craft) • Pitcher (Drawing) • Bird (coloring)	Observation Hand eye coordination Dexterity Fine motor Concentration	Drawing & Coloring Sequin pasting Pencil shaving	4
August	• World Laughter Day (Special Day Worksheet) • Warli Art (Drawing) • Giraffe (Craft) • Flower vase (Drawing)	Observation Hand eye coordination Dexterity Fine motor Concentration	Drawing &Coloring Sticker Pasting Knife painting	4
September	• Hindi Divas (Special Day worksheet) • Horse (Drawing) • Queen (Craft) • snowfall (Drawing)	Observation Hand eye coordination Dexterity Fine motor Concentration	Drawing &Coloring Paper collage Glitter pasting	4

October	• Peace Day (Special Day Worksheet) • Thread Painting (Coloring) • Duck (Craft) • Landscape (Coloring) • Rooster (Drawing)	Observation Hand eye coordination Dexterity Fine motor Concentration	Drawing & coloring Cotton pasting Abstract Painting Scratching technique Air blow painting origami	4
November	• Pushkar Camel Fair (Special Day worksheet) • Spiderman mask (Drawing) • Tortoise (Craft) • Leaf Printing (Drawing	Observation Hand eye coordination Dexterity Fine motor Concentration	Drawing & coloring Sequins pasting Mask activity Wood powder	4
December	• Star (Coloring) • Christmas (Craft) • Expressive Words (Coloring) • Snail (Craft)	Observation Hand eye coordination Dexterity Fine motor Concentration	Drawing and coloring Card Making Paper Quilling	4
January	• National Science Day (Special Day Worksheet) • Honey Bee (Craft) • Strawberry (Coloring) • Elephant (Craft) • Giraffe (Drawing)	Observation Hand eye coordination Dexterity Fine motor Concentration	Drawing and coloring Mithilla Art Hand Print Activity Sand Paper Activity	4
February	• Landscape (Craft)	Observation, Hand eye Coordination.	Paper Collage	4
March	Assessment 2			

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2025-26)

Grade: IV

Subject: English

Teacher's name: Ms Parimala

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**Literature:** L1. Sabeel's Shell **Grammar:** Recap 1. Noun 13. Subject and Predicate	Learners will be able to: • Engage in discussions, wait for their turn to speak, and listen to others carefully. • Develop Critical Thinking Skills • Distinguish between different types of Nouns • Changing nouns from masculine to feminine • Learn and identify the subject and predicate in a sentence.	• Recitation fun • Class discussion • Read and enjoy • Conversation • Dialogue presentation • Grammar game • Quiz time	4+4+4 +4+2
June	**Literature:** L3. Be Glad Your Nose is on Your Face (Poem) **Grammar:** L. 5- Helping Verbs L. 12- Using Question Words **Writing Skills:** Complete the story.	Learners will be able to: • Read a poem and understand the main idea • Identify rhyming words. • Identify helping verbs and their usage. • Identify question words. • Understand the usage of "how" • Write a story in their own words.	• Read and comprehend • Vocabulary building • Listen and speak • Let's Play grammar activity • How do we compare?	6+3+3 +4+3
July	**Revision- P.T.-1** **Grammar:** L. 2- Articles	Learners will be able to: • Recapitulate all the lessons • Usage of Articles • Differentiate between definite and indefinite articles.	• Q&A • Grammar	10+13

	L. 5- SEA-I	Poster Making on the Snake Boat Races of Kerala		
Aug.	**Literature:** L 3- Why Evergreen Trees Never Lose Their Leaves. L 4- Too Many Stinkbugs L6- The Court of Dolls **Grammar:** L 3- Personal and Possessive Pronouns L 4- Position of Adjectives. L 10- Prepositions	Learners will be able to: • Understand the difference between Evergreen and Deciduous Trees • Understand the Invasive species • Use pronouns in context • Replace nouns with pronouns • Use possessive pronouns • Identify adjectives • Use of adjectives in a sentence • Identify and use prepositions • Classifying prepositions.	• Recitation fun (Speaking Activity) • Game • Class Discussion • Listening and speaking • Vocabulary Building • Poetic device • Exercise • Group discussion	(13 July +23 Aug) 5+5+4 +4+4 +3+4 +4+4 +2
Sept.	**Writing Skills:** Informal Letter. **Revision**	**Learners will be able to:** • Write an informal letter • Recapitulate the previous knowledge	• Informal Letter • Q&A • Grammar	
Oct.	**Literature:** L 8- The Story of Arachne **Grammar:** L 9- Adverbs L 11- Types of Sentences **Writing Skills**: Diary Entry	Learners will be able to: • Make anagrams • To develop the skills of listening, speaking, reading and writing. • Identifying and using different Adverbs • Identify the three type of sentences • Changing positive sentences into negative and vice-versa • Understand the format for diary entry	• Speaking activity • Reading • Group Discussion • Story telling • Recitation fun • Grammar Quiz • PPT • Explanation • Group discussion	
Nov.	**Literature:** L 9- Someday **Grammar:** L 14- Subject- Verb Agreement	Learners will be able to: • To develop the skills of listening, speaking, reading and writing. • Using suffixes. • Exploring Career Choices • Understanding the connection between subject and verb.	• Reading • Comprehend • Vocabulary building • Quiz time • Recitation • Grammar game	

Dec.	**Literature:** L 12- Jadav and the Tree-Place Grammar: L 15- Conjunctions L 16- Homophones. Oral S.E.A. L 10- Tribute to Leaves	Learners will be able to: • Read comprehension and learn Analytical Skills • Use conjunctions to join sentences. • Understand what a homophone is and enrich vocabulary	• Speaking Activity (Multiple Assessment) • Role Play • Recitation Fun • Grammar Game • Class Discussion	
	L 11- SEA-II	Make posters on given topics		
Jan.	**Literature:** L 13- Dozens of Cousins, Trillions of Stars L 14- Wind Chime **Grammar:** L 6- Simple Present and Simple Past L 7- Present Continuous and Past Continuous L 8- Future Tense	Learners will be able to: • Develop scientific literacy • Develop sensory awareness • Identify and make present simple/past sentences • Use present and past continuous • Use the future tense to complete a sentence or a paragraph	• Reading • Group Discussion • Vocabulary Building Game • Discussion • Grammar Game	
Feb.	**Writing Skills:** Formal Letter **Revision**	Learners will be able to: • Understand the format of formal letter and write it on their own.	• Formal Letter • Q&A • Grammar	
March	**Exam**			

MIS INTERNATIONAL SCHOOL, Balewadi

Yearly Planner (2025 - 26)

Grade: 4 Subjects – Hindi

Subject In charge's Name: Ranjeeta verma

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**पाठ १:** **अगर ये पल जाते यहीं ठहर (कविता)** **व्याकरण:** लेखन कार्य -चित्र वर्णन २-पाठ पर आधारित व्याकरण जैसे - समानार्थी , वाक्यांश के लिए एक शब्द , तुकबंदी	• कविता के सस्वर-वाचन एवं कविता के मूल भाव तथा उसमें निहित जीवन-मूल्यों का ज्ञान | • कल्पनात्मक दृष्टिकोण का विकास | • छात्रों में अनुशासन एंव समय का महत्त्व । • कविता का भावात्मक, ज्ञानात्मक एवं कौशलात्मक तथा शाब्दिक अर्थ जानना |	• ' अगर ये पल जाते यहीं ठहर ' विषय पर कविता – लेखन एवं स्लोगन लेखन । • गायन प्रतियोगिता का आयोजन। • पाठ संबधी चित्र के विषय में लिखना। • "समय का महत्त्व " इस विषय पर परिचर्चा गतिविधि । • प्राकृतिक पर लिखी कविताओं की रचना एवं उनका संकलन करना।	**20**
	पाठ २: दो माताएँ (कहानी) **व्याकरण:पाठ-२** **ध्वनियाँ तथा वर्ण**	• लेखन और वाचन कौशल का विकास। • चिंतन-मनन द्वारा बौद्धिक क्षमता का विकास। • छात्रों में जानवरों के प्रति प्रेम भाव को बढावा देन • ध्वनियों तथा वर्ण और उसके प्रकार को सीखना • त्योहारों के महत्व को जानना | • स्वार्थी न बनना, भूल का अहसास आदि का विकास बच्चों को कराना । •	• " अपने प्रिय पशु " पर अनुच्छेद लिखिए। • अपने कुछ मन पसंद त्योहारों के बारें में वर्णन कीजिए। • मानव और जानवरों के रिश्तों पर आधारित कहानी रोचक ढंग से अपनी भाषा में लिखिए । • ध्वनियों तथा वर्ण के बारें में विस्तृत चर्चा | • पाठ संबधी चित्र के विषय में लिखना।	

June	**पाठ ३: लो आ गये हम चाँद पर (चित्रकथा)** **व्याकरण: (विलोम शब्द)** २-पाठ पर आधारित व्याकरण जैसे अनुस्वार ,अनुनाशिक, प्रत्यय	• वैज्ञानिक बनाने की प्रेरणा देना | • लिखित और मौखिक कौशल का विकास। • अनुस्वार और अनुनाशिक शब्दों की पहचान। • चाँद के बारें में जानकारी । • चंद्रयान १ और २ की जानकारी । • विलोम शब्दों के बारें में जानेगें |	• अनुनाशिक और अनुस्वार की मात्राओं से शब्द बनाओ | • चाँद के बारें में जानकारी इकट्ठा कीजिए | • कक्षा में सौर मण्डल के बारें में चर्चा कीजिए | • प्रत्यय के प्रयोग से नया शब्द बनाइए | • भारत के चंद्रयान मिशन पर अनुच्छेद लिखिए | • दिए गए शब्दों के विलोम लिखिए |	**20**
July	**पाठ ४: जीवन की सीख (कविता)** **व्याकरण: पाठ -२०** **चित्र वर्णन** २-पाठ पर आधारित व्याकरण जैसे- संयुक्त व्यंजन और सर्वनाम	• कविता के माध्यम से छात्रों को प्राकृतिक परिवेश की सात्विकता की जानकारी देना • प्रकृति और मानव जन-जीवन के साथ एकाकार होने का ज्ञान विकसित करना । • कल्पना शक्ति का विकास । • लिखित और मौखिक कौशल का विकास। • संयुक्त व्यंजन और सर्वनाम की जानकारी होना | • प्राकृतिक सुंदरता का बोध होना | •	• बच्चें अपने - अपने ग्रामीण या शहरी प्राकृतिक परिवेश के अनुभव पर पर चर्चा करेंगे। • दिए गए सर्वनाम शब्दों पर गोला लगाइए । • कविता का सस्वर वचन कीजिए | • “प्रकृति मानव की जन्मजात शिक्षक है” पर अनुच्छेद लिखिए | • कविता का लेखन | •	**22**
	P.T 1 Exam			
August	**SEA :- पाठ 6 :” अब और प्लास्टिक नहीं “प्लास्टिक के दुष्परिणाम पर चर्चा और पेपर बैग बनाना |**			

	पाठ ५: फ्लोरेन्स नाइटिंगल (जीवनी) **व्याकरण :पाठ-6 लिंग** **पाठ -3 शब्द** **विचार(पर्याय वाची)** २-पाठ पर आधारित व्याकरण जैसे- **वर्ण -विच्छेद**	• देश तथा समाज की विषमताओं की जानकारी देना । • व्यावहारिक ज्ञान, भाषा ज्ञान, श्रवण कौशल को बढाना। • जीवनी विधा का परिचय • ईमानदार और परोपकारी बनने की प्रेरणा देना । • कठिनाइयों का सामना करना सीखाना। • वर्ण -विच्छेद ,विशेषण ,लिंग की जानकारी होना | • पर्यायवाची शब्दों के बारें मैं जानेगें |	• लेखक परिचय बताना • अनुच्छेद लेखन -"परोपकार सबसे बड़ा धर्म" • प्राथमिक चिकित्सा बॉक्स मे रखने वाली वस्तुएं की सूची बनाना | • विशेषण ,वर्ण विच्छेद ,लिंग के बारें मे लेखन कार्य | • दिए गए शब्दों के पर्यायवाची शब्द लिखिए |	**20**
September	**पाठ ७ : पोंगल (लेख)** **व्याकरण :पाठ 5-संज्ञा ,** **पाठ -18 अनुच्छेद लेखन** **,संयुक्त व्यंजन**	• भारतीय संस्कृति की पहचान । • देश प्रेम एवम देश के प्रति अपनी जिम्मेदारी समझना । • देश के सम्मान एवं प्रतिष्ठा की सोच को बढ़ाना। • सतकर्मों के प्रति रुचि एवं अनुचित कर्मों से विरक्त होने का भाव जगाना • पवित्रता, उदारता एवं चित्त की दृढ़ता का विकास करना • कर्तव्यपरायणता से आत्मविश्वास एवं कर्मठता उत्पन्न करना । • त्योहारों के महत्व को जानना | • संज्ञा के बारें मे विस्तृत जानकारी होगी | •	• चित्र को देखकर कुछ पंक्तियाँ लिखिए । • " प्रिय त्योहार "पर एक अनुच्छेव लिखिए। • देश के प्रति हमारे क्या उत्तरदायित्व एवं महत्व पर क्रम से सूची बनाइए| • पोंगल त्योहार के बारें मे जानकारी इकठ्ठा कीजिए | • भारत के त्योहारों पर चर्चा | • संज्ञा के प्रकार उदाहरण सहित लिखिए | •	19

		अर्धवार्षिक परीक्षा		
October	**पाठ ८ यह कदंब का पेड़ (कविता)** **व्याकरण :पाठ -8 सर्वनाम** २-पाठ पर आधारित व्याकरण जैसे- **,वचन,अनुस्वार ,अनुनाशिक का अभ्यास**	• वादय -यंत्रों का ज्ञान | • मातृ -प्रेम का एहसास | • बाल मनोविज्ञान का परिचय | • अनुस्वार और अनुनासिक शब्दों का ज्ञान | • वचन परिवर्तन और क्रिया का ज्ञान | • सर्वनाम तथा उसके प्रकार को जानेगें	• कक्षा में कविता पर चर्चा करना, एवं विचार प्रकट करना • कवि परिचय बताना • चित्र को देखकर क्रिया शब्द लिखना | • चित्र में दिए गए विभिन वाद्य यंत्रों के नाम लिखना • सर्वनाम के भेद लिखिए |	**18**
October **November**	**पाठ ९ :रंगीलों रण (संस्मरण)** **व्याकरण:पाठ-१४ विराम चिन्ह** २-पाठ पर आधारित व्याकरण जैसे- कारक चिन्ह , क्रिया **लेखन** : चित्र वर्णन	• पाठ के मूल भाव तथा उसमें निहित जीवन-मूल्यों का ज्ञान । • छात्रों में पशु-पक्षी प्रेम को बढावा देना। • गुजरात की संस्कृति का ज्ञान | • पर्यटन का आनंद • क्रिया ,कारक का अभ्यास • विराम -चिन्हों की विस्तृत जानकारी होना |	• चित्र वर्णन करना | , • वाक्य मे सही सर्वनाम शब्दों का प्रयोग • पर्यटन के महत्त्व पर चर्चा करना । • गुजरात के अन्य पर्यटक स्थानों के बारें जानकारी देना | • “कच्छ का रण “पर अनुच्छेद लिखना | • वाक्यों मे विराम-चिन्हों का सही प्रयोग	**18**
	पाठ १०: हीरा और कोयला (एकांकी)	• हीरे और कोयले के बारें मे जानकारी होना | • वचन कौशल का विकाश		

	व्याकरण: वचन , ड़, ढ़, ड ,ढ संवाद लेखन	• लिंग ,वचन परिवर्तन का अभ्यास होना | • की -कि का सही प्रयोग सीखना | • ड़, ढ़, ड, ढ का सही प्रयोग	• प्रकृति का महत्व " पर अनुच्छेद - लेखन । • पाठ पर विस्तार से चर्चा | • ड़, ढ़, ड, ढ का सही प्रयोग करके शब्द बनाना | • शब्दों के लिंग और वचन बदलना |	
		P.T 2 Exam	•	
December	**पाठ ११ हवा चली (कविता)** **व्याकरण:**,**पाठ-10** **क्रिया तथा काल** २- पाठ पर आधारित व्याकरण जैसे- वर्ण -विच्छेद ,विलोम ,क्रिया का अभ्यास **लेखन:** संवाद लेखन ,अनुच्छेद लेखन	• छात्रों को हवा के महत्व के बारें में बताना | • वाचन और लेखन कौशल का विकास • कविता का आनंद लेना । • तुकबंदी सीखना | • प्रतिक्रिया व्यक्त करने की कला सीखना | • क्रिया तथा उसके प्रकार के बारें में जानेगें |	• शब्दों का वर्ण -विच्छेद कीजिए | • वाक्यों में क्रिया शब्द पहचानिए | • • दिए गए शब्दों का विलोम लिखिए | • हवा के महत्त्व पर अनुच्छेद लिखिए | • कविता का मौखिक वचन कीजिए | • क्रिया के भेद लिखिए |	**19**

January	**पाठ १३ :ईदगाह (कहानी)** **व्याकरण: शब्द- युग्म** ,रेफ़ वाले शब्द मुहावरे	• धन का सदुपयोग | • सर्वधर्म सम्मान | • उत्तरदायित्व की भावना का विकास \ • शब्द -युग्म की जानकारी | • मुहावरे का सही प्रयोग | • सांस्कृतिक एकता को बढ़ावा देना| • जीवन में आनंद, उल्लास आदि का संचार करना| • भाईचारे और प्रेम का प्रसार करना •	• पाठ में आए शब्द -युग्म की पहचान कीजिए | • मुहावरे का अर्थ बताते हुए वाक्य बनाइए | • "ईद" पर अनुच्छेद लिखिए | • त्योहार के महत्व पर प्रकाश डालिए |	**20**
		SEA-2 **पाठ ११ :"नाच री कठपुतली " विभिन प्रकार की कठपुतलियों का चित्र चिपकाकर ,उसके बारें में लिखिए** | •	•	
February	**पाठ १४ : दादा जी चौपाल (वैज्ञानिक जानकारी)** **व्याकरण:** र के उचित रूप का प्रयोग ,आगत वर्ण ,चित्र -वर्णन	• छात्रों को किसी भी क्षेत्र में सफलता के लिए मेहनत के विषय में बताना • बच्चों को परिश्रम और अनुशासन का ज्ञान होना| • वैज्ञानिक सोच विकसित करना | • र के अन्य रूप की जानकारी होना | • आगत वर्ण की जानकारी होना | • वैज्ञानिक कारणों को जानना।	• आगत वर्ण लिखिए | • र के अन्य रूपों से शब्द बनाइए | • विज्ञान की उपयोगिता पर अनुच्छेद लिखिए | • चित्र वर्णन कीजिए |	**20**

		• सोच-समझकर निष्कर्ष निकालना। •	• अंधविश्वास से दूर रहना इस विषय पर चर्चा । •	
March		**Annual Exam**		11

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2025-2026)

Grade: 4
Subject: ICT

Teacher's name: Kiran Sharma

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	1. Computer Devices (PT1)	• To make students understand different types of ○ Input Devices ○ Output Devices	• Identify devices with the help of clues. • Identify and match various input devices. • Text book exercises, Lab work practical, Worksheet, Videos.	6-7
June	2. Memory and Storage Devices (PT1)	• To make students learn about ○ Types of memory • Primary memory • Secondary memory ○ Storage devices	• Identify different external storage devices. • Arrange storage devices from least to most space available in them. • Text book Exercises, Lab Work practical, Worksheet, video.	7-8
	PT1			
July	3. Text formatting in Word	• Changing font type, size and color • Making text Bold, Italic and Underline • Highlighting text • Changing text Case and Text Alignment	• Keyboard shortcuts of MS Word. • Type a paragraph in Word and editing it as per the given instructions.	8

		• Applying Subscript and Superscript • Bulleted and Numbered list • Format painter	• Text book Exercises, Lab Work practical, Worksheet, videos.	
August	4. Working with objects in Word	• Inserting a Text Box • Inserting a WordArt • Inserting Shapes • Inserting Pictures • Working with tables	• Create a poster according to given instructions. • Create a table according to given instructions. • Text book Exercises, Lab Work practical, Worksheet, video.	7-8
September	Half Yearly Exam			
October	5. Working with Windows(PT2)	• Window Desktop • Files and Folders • File Explorer • Working with Files and Folders	• Create a new folder and three subfolders within it. • Move the folder in different location. • Text book Exercises, Lab Work practical, Worksheet, video.	7-8
November	6. Introduction to PowerPoint(PT2)	• Starting PowerPoint • Components of PowerPoint Window • Adding text in a Placeholder • Slide Layouts • Inserting objects in a slide • Saving, closing and opening a presentation • Exiting PowerPoint Application	• Label the components of PowerPoint Window. • Create some slides according to given instructions. • Text book Exercises, Lab Work practical, Worksheet, video.	7-8
	PT2			
December	7. More on PowerPoint	• Creating a new presentation • Different presentation views • Running a slide show • Rearranging slides • Applying themes • Working with Slide Master	• Identify and name the presentation views. • Create a presentation according to given instructions. • Text book Exercises, Lab Work practical, Worksheet, video.	7-8
January	8. Playing with multiple sprites	• More components of Scratch 3.0 • Adding a new sprite • Show and hide a sprite • Importing sound from library • Adding a backdrop	• Create a Scratch project according to given instructions • Text book Exercises, Lab Work practical, Worksheet, video.	7-8

February	Revision
March	Annual exam

MIS INTERNATIONAL SCHOOL,BALEWADI

Yearly Planner 2025-26

Grade: 4 Subject: Marathi

Teacher's name: Jyoti Patil

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	१. प्रणाम प्रभुजी तुला(oral - श्लोक)	• विदर्याथ्यांना संस्काराची शिकवण देणे.विद्यार्थ्यांना नवीन व कठीण शब्दांचे अर्थ समजणे.	• श्लोक सुरात म्हणणे.	12
	२.चिंटूने दिला आईला आराम	• वडीलधारी माणसांबद्दल आदर निर्माण करणे . • नैतिक व वैचारिक भावना निर्माण करणे.	• तुम्ही तुमच्या आईला कोणती कोणती मदत करता ते लिहा.	
	व्याकरण	• समानार्थी शब्द • विरुद्धार्थी शब्द	जोड्या लावा.	

June	३. चतुर शेतकरी	• कथेतील बारकाव्याचे निरीक्षण करणे. • कथेतील अर्थ समजून अवघड शब्दांचा अभ्यास करणे.	• प्रामाणिक लाकूडतोड्याची गोष्ट सांगणे.	10
	४. एकलव्याची गुरुदक्षिणा	• भारतीय संस्कृतीची ओळख करून देणे. • गुरु शिष्य संस्कारांची रुजवण करणे.	• पान क्र.२४ वरील हसत खेळत पूर्ण करा.	
	व्याकरण	• नाम • शब्दसमूहासाठी एक शब्द	• वाक्यातील नाम ओळखणे. • शब्दसमूहासाठी एक शब्द लिहा.	
July	PT1 exams			
	५. पाऊस झेलूया	• निसर्गातील घटकांचे निरीक्षण करणे. • कवितेतील शब्दसमुहांचा अर्थ समजणे व वाक्यात उपयोग करा समजणे.	• कवितेचे तालासुरात वाचन करणे.	13
	जोडशब्द	• जोड- शब्द समजावणे.	• योग्य जोडशब्द निवडून जोडशब्द पूर्ण करणे.	

	व्याकरण	• सर्वनाम • काळ - वर्तमानकाळ	• वाक्यातील सर्वनाम ओळखणे. • काळ ओळखा.	
	६. साहस	• थोर पुरुषांविषयी आदर भाव निर्माण करणे. • संभाषणातून भाषाविकास करणे.	• भारतीय थोर स्वातंत्र्यवीरांची माहिती वर्गात सांगा.	
August	७. पवनचक्की	• विज्ञानातील क्रिया समजून घेणे. • त्याविषयी ज्ञान मिळवणे. • विद्यार्थ्यांना नवीन व कठीण शब्दांचे अर्थ समजणे.	• कागदाची पवनचक्की बनवा.	12
	व्याकरण	• अंक - ३१ ते ४० • निबंध लेखन	• अंक ओळखून अक्षरात लिहतील. • दिलेल्या विषयाला अनुसरून निबंध लिहा.	
	८. पतंग	• कवितेचा भावार्थ समजावणे. नवीन शब्द समजतात.	• रंगीत पतंगाचे चित्र वहीत काढा.	

		• विविध खेळ याबद्दल माहिती समजणे. • कवितेतील शब्दसमुहांचा अर्थ समजणे व वाक्यात उपयोग करा समजणे.		
September	Revision + Term I Exams			12
October	९. पैशांची किंमत	• विद्यार्थ्यांना स्वकष्टाचे, व पैशांचे महत्त्व समजावणे. • बचतीचे महत्त्व समजणे. • विद्यार्थ्यांना नवीन व कठीण शब्दांचे अर्थ समजणे.	• एक बोधकथा वाचून दाखवणे.	12
	१०. जगदीशचंद्र बोस	• विज्ञानातील क्रियांचे निरीक्षण करून अभ्यास करणे . • पर्यावरणाविषयक माहिती मिळवणे.	• शास्त्रज्ञांची नावे व त्यांचे कार्य यांची यादी बनवणे.	

	व्याकरण	भूतकाळ	काळ ओळखा.	
November	११. कब्बड्डी	• खेळाचे महत्त्व समजणे • भारतीय खेळ व खेळाडू यांची नावे समजतात. • खेळ संस्कृतीची ओळख करून देणे.	• माझा आवडता खेळ निबंध लिहा.	12
	व्याकरण	अंक - ४१ ते ५०	अंक ओळखून अक्षरात लिहा.	
	PT2 exams			
December	१२. गर्वहरण	• मैत्री, एकीची भावना वाढवणे आणि रुजवणे. • कोणीही व्यक्ति अथवा वस्तू लहान-मोठी नसून प्रत्येकाचे स्वत:चे महत्व असते हे विद्यार्थी सांगू शकतील. • कवितेचा भावार्थ समजून घेणे.	• कविता वाचन करणे.	
	१३. प्राणिदया	• विद्यार्थ्यांना महाराष्ट्रातील	• मनाचे श्लोक पाठ करणे.	9

		संतांची माहिती होणे. • सामाजिक जागरूकता निर्माण करणे.		
	व्याकरण	• काळ - भविष्यकाळ - काळ समजणे. भविष्यकाळातील वाक्यरचना. • अंक - ५१ ते ६०	• काळ ओळखा. • अंक ओळखून अक्षरात लिहा.	
January	१४.शिवतीर्थ रायगड	• महाराष्ट्रातील वास्तू रचनेची माहिती देणे. • भारतीय इतिहासाची माहिती समजते. • सांस्कृतीविषयी आदराची भावना जागृत करणे	• शिवकालीन गडांची सचित्र नावे लिहा.	13
	१५. ते अमर हुतात्मे झाले	• कवितेचा भावार्थ समजून घेणे • स्वातंत्रवीरांची ओळख करून घेणे.	• कोणत्याही एका हुतात्म्यावर वर्गात माहिती सांगा.	

	१६. महाराष्ट्राचे राज्यफूल- ताम्हण	• महाराष्ट्र राज्याची सखोल माहिती घेतात. • राज्य प्रतीकांची ओळख करून घेतात.	• वेगवेगळ्या राज्यातील राज्य फुलांची नावे सचित्र वहीत लिहा.	
	व्याकरण	• ध्वनिदर्शक शब्द • वाक्प्रचार • मराठी महिन्यांचे नाव	• वाक्प्रचारांचा वाक्यात उपयोग करणे. • महिन्यांची नावे मराठीत लिहा.	
February		Revision		11
March	Annual Exams			

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2025-26)

Grade: III, IV and V Subject: Value Education

Teacher's name: Pooja Bawane

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Gratitude	Learners will be able to : ➢ Cognitive: Students will understand how gratitude influences their thoughts, feelings, and actions. ➢ Affective: Students will express their gratitude verbally and in written form.	1) Gratitude circle. 2) Brainstorming. Discussion.	1

		➢ Behavioral: Students will engage in activities that promote gratitude and reflect on its impact on their daily lives.		
June	Empathy	<u>Learners will be able to:</u> ➢ Understand Empathy: Students will be able to define empathy and explain its importance in relationships. ➢ Identify Emotions: Students will identify emotions in themselves and others, recognizing how to respond empathetically. ➢ Demonstrate Empathy: Students will engage in activities that require them to practice empathetic responses in various scenarios.	Share the acts of care and compassion practice by them.	1
July	Perseverance	<u>Learners will be able to:</u> ➢ Cognitive: Students will define perseverance and identify examples of it in their own lives and in literature. ➢ Affective: Students will demonstrate an understanding of the importance of perseverance through personal reflection and project creation. ➢ Psychomotor: Students will create a visual project that illustrates a personal goal achieved through perseverance.	1) Case study. 2) Brainstorming activity.	1
Aug.	Patriotism	<u>Learners will be able to:</u> ➢ Define patriotism and explain its importance in society. ➢ Identify symbols of patriotism (e.g., the flag, national anthem) and what they represent. ➢ Discuss ways in which citizens can demonstrate patriotism in their community.	1) Case study. 2) Class discussions. 3) Collect information on one of the great freedom fighters.	1

		➢ Create a personal expression of patriotism through art or writing.		
		HALF YEARLY EXAM		
September	Mindfulness	<u>Learners will be able to:</u> ➢ Define mindfulness and understand its importance. ➢ Demonstrate basic mindfulness techniques (breathing exercises and body scan). ➢ Reflect on their feelings and thoughts after practicing mindfulness.	Discuss various scenarios focusing on mindfulness.	1
Oct.	Resilience	<u>Learners will be able to:</u> ➢ Define resilience and understand its importance in facing challenges. ➢ Identify personal experiences where they demonstrated resilience. ➢ Discuss strategies to build resilience in themselves and others.	1) Case study. 2) Class discussions.	1
Nov.	Righteousness	<u>Learners will be able to:</u> ➢ Define righteousness and explain its importance in personal and community contexts. ➢ Identify examples of righteous behavior in their own lives and in stories. ➢ Demonstrate understanding of righteous behavior through a group activity.	Read about great achievers.	1
Dec.	Team work	<u>Learners will be able to:</u> ➢ Understand the importance of teamwork and collaboration. ➢ Identify key characteristics of effective teams.	Read interviews of successful people.	1

		➢ Participate in team-building activities that require cooperation and communication. ➢ Reflect on their own contributions to team dynamics.		
Jan.	Sportsman spirit	<u>Learners will be able to:</u> ➢ Students will be able to demonstrate sportsman spirit through teamwork, respect for others, and positive attitude in various physical activities.	Practice sportsman spirit during school annual sports week,	1
Feb.	Leadership	<u>Learners will be able to:</u> ➢ Identify key qualities of effective leaders. ➢ Demonstrate leadership skills through group activities. ➢ Reflect on their own leadership style and how they can improve.	Conduct a debate on given topics.	

MIS INTERNATIONAL SCHOOL, Balewadi

Yearly Planner (2025-26)

Grade: IV

Subject Incharge's name: Gauri Joshi **Subject** - Science

Month	Course Description	Learning Outcomes	Activities	No. of Periods	
April	Theme 1 Ch1 – Food: Cooking and Preservation **(PT 1)**	Learners will understand ● Necessity of a balanced diet. ● Different nutrients present in food and its importance. ● Importance of roughage and water in diet. ● Understand symptoms and prevention of diseases. ● Different methods of food preservation. ● To know different methods of cooking. ● To understand the ways to prevent spoilage of food.	**Activity-** Students will choose their favorite dish to list out the ingredients used in it and find out the nutrients present in them.	12	

	Ch2- Our Clothes **(SEA 1)**	The learners will be able to ● Understand the process of making fabric from fibres.. ● Understand some traditional designs on clothes. ● Learn about types of fibers used for making clothes. ● Understand how to take care of clothes.	**Activity-** Choose any type of design on cloth and write a few sentences about it. The SEA should contain a piece or picture of that design, origin of it, material used for it etc.	8	
June	Ch3- Matter **(PT 1)**	The learners will be able to ● Understand about matter and its different states. ● Learn and understand different properties of the existing states of matter. ● Understand how states of matter change from one form to another. ● Learn how some solids dissolve in water.	**Activity-** Make a chart showing the arrangement of molecules in solids / liquids / gases along with some objects as examples.	9	
	Ch4- Reproduction in plants (HYE)	**The learners will able to** ● Learn to list the characteristics and uses of flowers. ● Understand how to describe pollination and fruit formation.	Activity- Show different parts of flower and explain role of it. Teacher can show variety of flowers. Activity-	10	

		• Understand the process of germination. • Leant to list different ways of dispersal of seeds**.**	Show the process of germination by using bean seeds.		
July	Ch5- Classification of animals (HYE)	**The learners will able to** • Understand the classification of animals as invertebrates and vertebrates. • Understand the body parts of insects. • Understand the characteristics of fish, amphibians, reptiles, birds and mammals.	Activity- Camouflage activity in animals. Explained the activity in Oxford advantage workbook.	12	
	Ch6- Reproduction in Animals **(HYE)**	The learners will able to • Understand the different animals reproduce. • Understand the different stages in the life cycles of different animals.	**Activity:** Classification of animals on the basis of the reproductive system. Children will make a chart by sticking pictures.	11	

		• Understand the different ways in which animals take care of their young ones. • Understand the interdependence between animals.			
August	Ch7- Human Body – Our organ system **(HYE)**	The learners will be able to • Understand the process of digestion and its importance. • Learn the importance of teeth. • Identify different types of teeth. • Understand parts of a tooth. • Understand the importance of taking care of teeth. • Learn about the different types of microbes.	**Activity-** Draw different types of teeth on a paper and write a few lines about each. Clue: • No of that particular teeth present in mouth. • Main function of those particular teeth.	16	
September	Revision and Half Yearly Exams	Revision of syllabus +Half Yearly Exams	-		
October	Ch8- Force and Energy **(PT 2)**	The learners will be able to • Learn about force and its different types.	**Activity-** Make a collage of simple machines and write few lines on them.	10	

		• Understand simple machines, their types and their importance in our daily life. • Learn about energy and its types.			
November	Ch13- Pollution **(SEA-2)**	The learners will be able to • Learn and understand about environment. • Understand the importance of a clean environment. • Understand about pollution and its types. • Learn and understand the ways by which pollution can be prevented. • Learn about waste disposal and waste management. • Understand the importance of trees in our environment.	**<u>Activity-</u>** **Roll no. 1 to 20** Choose any one type of pollution. Gather information like how it is caused, ways to prevent that pollution and present it on a chart. Use pictures as per the need. **Roll no. 21 to 40** Make a poster to create awareness about conservation of natural resources.	10	
November	Ch9- Weather **(FYE)**	The learners will be able to • Understand how the sun affects the change in weather.	**<u>Activity-</u>** Make a collage of simple machines and write few lines on them.	9	
December	Ch10- Air and Atmosphere **(FYE)**	The learners will be able to	**<u>Activity-</u>**	10	

		• Learn and understand about air and types of breeze. • Learn and understand about water cycle. • Understand the importance of purification of water. • Learn different methods of water purification.	Make a well labelled model of water cycle.		
January	Ch11- Water and Its Properties **(FYE)**	The learners will be able to • Understand to identify the objects that will float and sink. • Learn to distinguish between soluble and insoluble impurities. • Understand how to describe different ways of separating impurities from water. • Understand the process of purification of water.	**<u>Activity-</u>** Make a chart showing the arrangement of molecules in solids / liquids / gases along with some objects as examples.	17	
February	Ch12- Soil **(FYE)**	The learners will be able to • Understand soil and its importance. • Learn and understand the composition of soil. • Understand the process of soil formation. • Understand the different layers and types of soil.	**<u>Activity-</u>** **<u>Group 1:</u>** Gather information on types of soil and present it on a chart. (Roll no 1-20) **<u>Group 2:</u>** Gather information on how to conserve soil from	18	

		• Understand soil erosion • Learn how to conserve soil from erosion.	erosion and present it on a chart. (Roll no 21-40)		
March	Final / Annual Exams				

MIS INTERNATIONAL SCHOOL

Yearly Planner (2025-26)

Grade: IV **Subject:** Social Studies

Teacher's name: Ms.Pooja Bawane

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	L-1 Globes and Maps L-2 My India	The students will be able to • Demonstrate location of India in world Map. • Identify the location of different places on a globe. • list features of a globe • Read simple maps to identify natural and human-made features with reference to symbols and directions. The students will be able to ➢ Locate the states and union territories of India on the map.	• Ask the students to turn to page 9 and open the theme-opening page of the theme 'Us and the World'. • Let the students observe the picture carefully and name the items in the numbered squares. • Activity 2 - Select one students to be blindfolded and guide them to one side of the room. • The remaining students will give directions using terms, such as – 'take 2 steps towards North', 'take 5 steps towards East' and so on. Workbook exercises.	19

		➢ List and explain features of India that make it a diverse country. ➢ List and locate the states and union territories of India. ➢ List the features of physical divisions of India.	In workbook- worksheet 2 - On political map of India mark the following • Any two union territories. • Any two states with capitals • Water bodies surrounding the country. • Any two neighboring countries of India. • Workbook exercises.	
June	L-3 The Physical Features of India (part 1) L-4 The Physical Features of India (part 2)	The Learner will be able to • The students list the features of the Greater, outer and middle Himalayas. • Discuss the importance of the Northern Mountains The students will be able to • Locate and discuss the features of the Thar Desert on the physical map of India. • List the divisions of the Peninsular Plateau. • Locate the Central Highlands and the Deccan Plateau on a map of India. • Explain the characteristics and importance of the Deccan Plateau.	Workbook exercise. Tell them about Mount Everest and ask them to locate it on the map. Also help them identify the country in which it is located (mentioned in 'Did you know?' section on page 36 of SB). Workbook exercises. Locate on a physical map of India – page 55.	19
	Periodic Test-1			
July	L-5 Local Self Government	Learners understand the • Discuss the need for different levels of government.	Make a hierarchy chart of government. Workbook exercises.	23

	L-06 The Sultanate Period	• Critically analyses and resolve real-life problems faced by the people in villages. • Explain the composition of the gram panchayat. • Identify and list the role of the gram panchayat. The students will be able to • Describe the establishment of the Delhi Sultanate. • Explain the role of Mahmud of Ghazni and Muhammad Ghori in the establishment of the Delhi Sultanate. • Discuss the rule of the Tughluq dynasty,	Make a time line chart. Workbook exercises.	
August	L-7 The Mughals L-8 Our Heritage	The students will be able to • Discuss the reign of Aurangzeb. • Identify the causes for the decline of the Mughal Empire. • Discuss the rule of Akbar as one of the important periods of the Mughal Empire in Indian history. • Discuss the reign of Jahangir. The students will be able to • Describe relationships (including between humans and animals/nature) and traditions in the family and community.	Workbook exercises. Have a discussion about the monuments that the students have visited. Stick pictures of different monuments built by man. Workbook exercises.	19

		• Describe the relationship between the natural environment and cultural practices in their immediate environment • Observe and describe cultural diversity in their immediate environment		
Septem	**Half Yearly Exam**			20
Octobe	L-9 Some Famous People L-10 Climate of India	The students will be able to ➢ Discuss and appreciate the achievements and contributions of Ashoka. ➢ Discuss the famous personalities of different periods of the Indian history. ➢ Discuss the achievements of Aryabhata in the field of Mathematics and astronomy. The students will be able to ➢ Discuss the festivals associated with different seasons. ➢ Differentiate between weather and climate. ➢ Identify the factors which affect the climate of a place. ➢ Explain how different seasons affect various regions in India.	Find out the name of female ruler who ruled Delhi in the medieval period. Stick pictures of famous personalities. Choose a role model and write about him/her. Workbook exercise. Debate/ Discussion on different benefits and problems faced during each season. Workbook exercise.	16

Novemb	L-11 Forest and Wildlife L-12 Water and Soil	The students will be able to ➢ List the importance of forests. ➢ Describe the features of different types of forests found in India. ➢ Discuss some of the human activities that threaten the existence of wild animals. ➢ Discuss the importance of conserving forests and wildlife. ➢ List ways to conserve forests and wildlife. The students will be able to ➢ Distinguish between the sources of surface water and groundwater. ➢ Discuss different means of irrigation used in India. ➢ Examine the impact of water pollution on our natural resources as well as our daily lives. ➢ Explain the need to conserve soil. ➢ Identify the causes of soil erosion.	Find out the names of National parks or wildlife sanctuaries in or around your state. Workbook exercise. Collect samples of soil from your neighborhood. Discuss the colour, texture and other feature. Workbook exercises.	19
	Periodic Test-2			
Decemb	L-13 Minerals and Industries	The students will be able to ➢ Discuss the two types of minerals—metallic and non-metallic. ➢ Explain what fossil fuels are and how they were formed. ➢ Discuss the process of manufacturing clothes in a cotton textile industry.	Find the names of two metallic and non-metallic minerals that are not listed in the chapter. Provide additional information about them. Workbook exercises.	17

		➢ Identify the methods by which air and water pollution can be reduced.		
January	L-14 Agriculture L-15 Continents and Oceans	The students will be able to ➢ Identify natural and human-made systems that support their lives. ➢ Describe the relationship between the natural environment and cultural practices in their immediate environment. ➢ Observe and describe cultural diversity in their immediate environment. The students will be able to ➢ Discuss the formation of continents and oceans on earth. ➢ List the features of the continents. ➢ Identify and name the different oceans of the world. ➢ Explain the term 'marine life'. ➢ Discuss the importance of oceans.	List the steps of cultivation of crops in correct sequence. Create a mind map. Workbook exercises. Think and discuss – How the oceans help in the water cycle? Workbook exercises.	18
Februar	**Revision classes**			**19**
March	**Annual Exam**			

Periodic Test-1 - L-1 Globes and Maps

L-2 My India

L-3 The Physical Features of India (part 1)

Half Yearly Exam- L.4 The Physical Features of India (part 2)

L-5 Local Self Government

L-6 The Sultanate Period

L-7 The Mughals

Periodic Test-2- L-8 Our Heritage

L-9 Some Famous People

L-10 Climate of India

Annual Exam- L-11 Forest and Wildlife

L-12 Water and Soil

L-13 Minerals and Industries

L-14 Agriculture

L-15 Continents and Oceans

AIP :-

SEA Individual – Term 1
Topic :- Make a Chart

Students will have to draw the map of India on a A4 paper. Label 10 states with capitals and name any 5 union territories.

SEA-Individual -

MIS INTERNATIONAL SCHOOL

Balewadi

Yearly Planner (2025-26)

Grade: IV Subject: Mathematics

Teacher's name: Ms. Sweta Aglawe

Month	Course Description	Learning Outcomes	Activities	No. of Periods

April	**1. Place value of greater number**	● Students will be able to know the face value and place value of large numbers. ● Students will be able to understand relations between the values of the places and understand International Number System. ● Students will be able to compare Indian and International Number System. ● Students will be able to write 5-digit and 6-digit numbers in expanded form. ● Students will be able to compare large numbers with different or same number of digits. ● Students will be able to write predecessor and successor of large numbers. ● Students will be able to arrange large numbers in ascending and descending order. ● Students will be able to form new numbers by arranging the digits in different positions. ● Students will be able to round off numbers to the nearest 10, 100 and 1,000. ● Students will be able to learn Roman numerals up to hundred. ● Students will be able to convert Roman numerals to Hindu Arabic numerals and vice versa. ● Students will be able to add and subtract Roman numerals. ● Students will be able to learn about the use of Roman numerals in modern times	● Learning new tables Student learn new table in each month. ● Weekly revision of the tables.	14-15

	2. Addition and Subtraction (PT1) **(April / June)**	● Students will be able to add 5-digit and 6-digit numbers (without and with carry over). ● Students will be able to add three or more numbers. ● Students will be able to find missing digits in an addition problem. ● Students will be able to estimate the sum by rounding off the given numbers to the nearest 10, 100 and 1,000. ● Students will be able to solve and frame word problems based on addition. ● Students will be able to subtract 5-digit and 6-digit numbers (without and with borrowing). ● Students will be able to do subtraction when there are zeros in minuend. ● Students will be able to solve input/output problems. ● Students will be able to check if they have subtracted numbers correctly. ● Students will be able to find the missing digits in a subtraction problem. ● Students will be able to estimate the difference by rounding off the minuend and subtrahend to the nearest 10, 100 and 1,000. ● Students will be able to solve and frame word problems based on subtraction.		16-17
June			**(SEA-1)**	12

	3. Shapes and Patterns **(SEA-1)**	• Students will be able to differentiate between open and closed shapes. • Students will be able to know about polygons (triangle and quadrilaterals) and circle. • Students will be able to draw a circle using a compass. Draw a 3D shape from a 2D shape using a net. • Students will be able to identify the front, top and side view of objects. • Students will be able to complete tessellation by colouring the figures. • Students will be able to choose tiles that can tessellate the given area. • Students will be able to find perimeter of a rectangle, square and curved shapes (using a thread and a square grid). Understand the concept of line of symmetry and reflection. Complete patterns by predicting the rules followed in them Understand the concept of casting out nine. Students will be able to code and decode messages.	Individual activity :- Greeting card making, using paint and creating a symmetrical pattern. Also using the mirror image write the child's name on either side of the card.  https://www.youtube.com/watch?v=j6_sU-CoDK8	
July	**Revision**	**PT1 EXAM** **(L1, L2)**		
July-August	**4. Multiplication**	• Students will be able to know multiplication tables from 16 to 20. • Students will be able to understand properties of multiplication. • Students will be able to multiply by numbers ending with zero (10 and its		15

		multiples, 100 and its multiples, 1,000 and its multiples). ● Students will be able to multiply by a 1-digit number using standard form and expanded form. ● Students will be able to multiply by 2-digit and 3-digit numbers. ● Students will be able to know how to multiply when there is zero in the multiplier. ● Students will be able to estimate product by rounding off multiplicand and multiplier to the nearest 10, 100 and 1,000. ● Students will be able to know some multiplication tricks to do simple calculations. ● Students will be able to solve and frame word problems. ● Students will be able to solve problems having addition, subtraction and multiplication. Students will be able to multiply numbers using lattice multiplication. ● Students will be able to divide a 4-digit number by a 1-digit number.		

August	**5. Division**	• Students will be able to divide by a 2-digit number up to 20 • Students will be able to divide by using short division method when divisor is small. • Students will be able to divide a number by 10, 100 and 1,000. • Students will be able to divide after cancelling the common number of zero(s) from both the dividend and divisor. • Students will be able to estimate the quotient. • Students will be able to solve and frame word problems based on division. • Students will be able to understand unitary method. Students will be able to simplify a problem by following the order of DMAS		13
September	**6.Time**	• Students will be able to read and write time in a.m. and p.m. • Students will be able to understand the format of 24-hour clock. • Students will be able to convert 24-hour clock time into 12-hour clock time and vice versa. • Students will be able to learn the advantages of 24-hour clock over 12-hour clock. • Students will be able to convert hours into minutes and vice versa.		10

		● Students will be able to do addition and subtraction of time. ● Students will be able to know how to find duration of time. ● Students will be able to calculate number of days and hours in a given duration of time.		
September	**Revision**	**Revision and Half Yearly Exam (L3,4,5,6)**		
October	**7. Factors (PT-2)**	● Students will be able to learn about factors, properties of factors and common factors. ● Students will be able to find HCF of given numbers. ● Students will be able to prime factorize a number using factor tree method and division method.		12
October	**8. Multiples**	● Students will be able to learn about multiples, properties of multiples and common multiples. ● Students will be able to find LCM of given numbers. ● Students will be able to check if a number is divisible by 2, 3, 5 and 10 by using divisibility tests.		4
November	**13. Data Handling**	● Representing data in a bar graph using scaling ● Label a bar graph and read the information. ● Interpret information from circle charts.		7

November	**Revision**	**Diwali Vacation/ Revision and PT2 Exam** **(L7,8,13)**		
December	**9. Fractions**	● Students will be able to understand the concept of equivalent fractions. ● Students will be able to check if two fractions are equivalent or not. ● Students will be able to know about different types of fractions (like, unlike, proper, improper, unit and mixed). ● Students will be able to convert mixed fractions to improper fractions and vice versa. ● Students will be able to compare like, unlike and mixed fractions and arrange them in ascending and descending order. ● Students will be able to find fraction of a number. ● Students will be able to convert a fraction into its lowest term. ● Students will be able to add and subtract fractions. ● Students will be able to solve word problems based on fractions.		15
December /January	**10. Decimals**	● Differentiate between tenths, hundredths and thousandths. ● Read and write decimal numbers. ● Represent decimals on a number line.	To represent decimals on a number line	17

		• Identify the place value of each digit in a decimal number. • Write the expanded form of the decimal number • Convert fractions to decimal and vice versa.	1. Draw the Number Line: Start with a horizontal line and mark the whole numbers (0, 1, 2, 3, etc.). 2. Identify the Whole Numbers: 3. Divide the Segment: 4. Locate the Decimal: Example: **Decimal:** 1.5 **Whole Numbers:** 1 and 2 **Divide Segment:** Divide the segment between 1 and 2 into 10 equal parts (tenths) **Locate Decimal:** Count 5 divisions from 1 towards 2 **Mark:** Mark the point on the number line where 1.5 is located. Below is the link for the activity	

			https://youtu.be/gzoM7v4xMsI	
January	**11. Measurement**	● Students will be able to know about various units used for measuring length, weight and capacity. ● Students will be able to convert a bigger unit of measurement into a smaller unit and vice versa. ● Students will be able to add and subtract lengths, weights and capacities.		15
February	**12.Perimeter and area (SEA-2)**	● Students will be able to understand the terms perimeter and area ● Students will be able to solve problems based on finding the area of plane figures ● Students will be able to solve problems based on finding the perimeter of plane figures ● Students will be able to solve problems based on finding the area of irregular plane figures. ● Students will be able to understand the terms perimeter and area ● Students will be able to solve problems based on finding the area of plane figures ● Students will be able to solve problems based on finding the perimeter of plane figures ● Students will be able to solve problems based on finding the area of irregular plane figures.		13

February	**Revision**	**Annual Exam – Revision** **(L 9,10,11,12)**		
March	Annual Exam			

PT1 Exam includes –L1,L2

HY Exam includes - L3,L4,L5,L6

PT2 Exam includes –L7,L8,L13

Annual Exam includes – L 9,L10,L11,L12

- Students will be able to answer questions by interpreting given pictograph with two scales.
- Students will be able to create vertical pictograph. Represent data using tally marks. Represent data by using bar graphs (both vertical and horizontal).

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2025-26)

Grade: IV Subject: G.K

Teacher's name: Shruti Pethe

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Nature's Nest	Learners will be able to : ➢ Enhance their knowledge about migratory birds, desert animals and flightless birds ➢ Gain more information on healing herbs and spices and some common wildlife beliefs and myths.	1) Collect the pictures of migratory birds. 2) Make a chart of spices of India.	2

June	India Infinite	Learners will be able to: ➢ Gain more information about Indian achievers ➢ Enhance their knowledge about rivers of India and Indian crops. ➢ Discover the vast diversity of India and learn about new names of Indian cities.	1) Collect information about boat races of Kerala and write 5 lines on it.	2
July	Super Science	Learners will be able to: ➢ Gain more information about scientists and their inventions and discoveries. ➢ Learn about diseases and its causes ➢ Explore about smart devices and about internet technology. ➢ Enhance their knowledge about different materials used for making objects.	1) Collect pictures of a famous Indian scientist and write 5lines about the scientist 2) Solve the puzzle/quiz and riddles in the TB	2
Aug.	Book Worm	Learners will be able to: ➢ Learn various synonyms and idioms and its meanings. ➢ Enhance their knowledge about authors of some famous books	1) Collect various word play from the newspapers. 2) Write 5 meaningful sentences using synonyms.	2
Sept	Revision HY			

Oct.	Wonder World	Learners will be able to: ➢ Identify various beach cities and its countries ➢ Learn more about the tribes of the world. ➢ Enhance their knowledge about different legendary leaders around the world	Collect more information about world famous tourist destination 'Maldives'.	2
Nov.	Sport Light	Learners will be able to: ➢ Enhance their knowledge about adventure sports and some famous sports stars. ➢ Learn more about traditional games played in India.	Collect information about any one national game of a country and write 5 lines on it.	2
Dec.	Everyday skills	Learners will be able to: ➢ Know more about their environment. ➢ Learn and know more about life skills which help them to deal different situations in their life as well and some important family rules.	Share the acts of care and compassion practice by them.	2
Jan.	Mixed Bag	Learners will be able to: ➢ Understand traditional outfits of their country and about Indian epic saga Ramayana. ➢ Identify famous Indian food dishes ➢ Understand musical instruments.	Discuss various food cuisines tried and tasted.	2

Feb.	Think Tank	➢ Learn and think about changing patterns. ➢ Know more about weather report ➢ Understand and solve math puzzles using subtraction skills. ➢ Learn more about rhyming words	Prepare a weather chart of your city for a day.	
		Revision Annual Examination		

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2025-26)

Grade:4 **Subject** -Coding

Subject In charge: Ms. Kiran

Month	Topics	Learning Outcomes	Activity	No. of periods
April	**S1:** Introduction to AR, VR, and 3D Coding	Introduce AR, VR, and real-world applications. Explanation of AR and VR Explore how AR/VR is used in gaming, education, and simulations Students discuss where they've seen AR/VR in daily life.	Play VR GAME	4
June	**S2:**Introduction to 3D Modelling and Coding	Introduction to 3D modeling and coding concepts. Overview of HatchXR Kids interface. Familiarize with HatchXR interface and tools Browse 3D models	Activity : Build an interactive scene (No coding) Create a 3D scene by adding and resizing basic shapes. Mini-Project: Make a virtual playground with slides, swings, and sandbox areas	2

June	**S3:**Introduction to Move, Rotate and Scale	Explore basic animation concepts. How to animate objects (move, rotate, scale) in HatchXR.	Game Challenge: Set up a simple animated obstacle course using moving objects.	2
July	**S4:**Building Interactive Scenes - Using Templates	Practice using HatchXR templates for VR experiences. Introduction to scene templates in HatchXR. Basics of interaction in VR scenes.	Use an interactive template to build a beach or forest scene. Create an interactive treasure hunt game with hidden objects in the scene.	4
August	**S5:**Designing a Simple VR Game - "Tropical Pyramid Adventure"	Build a basic VR game using 3D objects. Creating pyramids, placing objects, and adding interactivity. Basic game design principles.	Game Project: Develop a "Find the Gemstones" game, where players explore the pyramid to collect hidden gems.	2
August	**S6:**Creating MinecraftStyle Terrain	Design terrain and experiment with textures. Basics of terrain design and texture application. How to use cubes to create terrain similar to Minecraft.	Create mountains, rivers, and fields using 3D blocks. Game Challenge: Add items or landmarks to create a scavenger hunt on the terrain.	2
Half yearly exam				

October	**S7:**Intro to Block Coding - Making Objects Move	Use block coding to animate and control objects. Introduction to block coding and basic motion commands. Coding interactions for VR objects.	Make objects in the scene respond to actions (e.g., touch or click). Game Project: Create an animated maze where objects move away when approached, adding to the challenge	2
October	**S8:**Designing Custom VR Characters	Design characters for use in VR games. Basics of character design and positioning. Animating characters using block coding.	Design a simple VR character (e.g., a robot or animal). Mini-Game: Animate the character to jump or perform actions when interacted with.	2

November	**S9:**Building a Rocket Launcher Game	Create a simple VR game with a rocket-launching mechanic. Using block coding to launch objects in VR. Game mechanics: timing, scoring, and objectives.	Design and code a rocket launcher. Game Project: Create a "Rocket Target" game where students score points by launching rockets at moving targets.	4
December	**S10:**Creating a Snake Game - "Hungry Snake"	Objective: Develop a simple VR game with movement and collection mechanics. Coding movement and object collection mechanics. Introduction to loop animations.	Create a simple "Snake" that moves toward "food" objects. Game Project: Code a "Snake & Food" game where the snake grows longer with each collected item.	4
January	**S11:**Designing and Coding a Simple VR Quiz Game	Objective: Combine 3D design and coding to create an interactive quiz. Coding for multiple choice answers. Setting up scenes to change based on quiz results.	Design questions and answer choices for a VR quiz. Game Project: Create a "Math Quiz Adventure" game where players answer math questions to advance through rooms.	4
February	**S12:**Final Project : Underwater Treasure Hunt	Final Project : Underwater Treasure Hunt	Underwater Treasure Hunt	4
	Annual exam			

MIS INTERNATIONAL SCHOOL, Balewadi

Yearly Planner (2025-2026)

Grade: 5

Subjects: Coding

Web Designing With HTML / CSS - Level- 1

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	HTML Intro	Overview of HTML and its role in web development Basic structure of an HTML document Head and body elements	Session 1 Introduction of HTML	2
June	Text Formatting _ Elements	Text formatting with headings and paragraphs Understanding HTML elements Common HTML tags (e.g., , ,) Introduction to attributes Using attributes to modify element behavior	Session 2 Text Formatting _ Elements	2
July	Creating Hyperlinks and Adding Images	Adding images to web pages (**Error! Filename not specified.** tag) Image attributes and best practices Embedding multimedia content (audio and video)	Session 3 Creating Hyperlinks and Adding Images	2
August	CSS Intro	• Introduction to CSS -Basic CSS Syntax and Structure - Applying Styles to HTML Elements (basic- background, Heading, Paragraph)	Session 4 css	2

August	Function To Draw Shapes	• Recall the basic concepts of layering and positioning in game development • Recall the concepts of FOR & WHILE Loops • Explain the principles of layering and positioning in game development and differentiate between their uses.	Session 5 (Loops Concept) Understanding Layers and Positioning	2
September		Half-yearly exam		
October	Mouse Call Back Function	• Recall fundamental concepts and techniques learned in ZIM.js for creating shapes and objects in game environments • Explain the principles behind the creation of complex shapes and objects using ZIM.js, including how to manipulate shapes and apply advanced features for game development. • Apply learned skills to create complex shapes and objects for game environments.	Session 6 PROJECT -Drawing Complex Shapes	2
October	Creating Trackbar	• Recall the programming concepts related to Arrays & Lists • Learn techniques to efficiently manage and manipulate multiple shapes in game development • Understand the use and flexibility in using in Arrays & Lists for game development.	Session 7 [List & Array concept] Managing Shapes Arrays	2
November	Paint Transparency & Adding Images	• Shape and text animation play a crucial role in creating immersive gaming experiences.	Session 8 Shape and Text Animation	2

		• Dynamic animations capture the player's attention and contribute to the overall aesthetic of the game.		
December	Object Tracking	• Recall the importance of visual elements in game development and the role they play in enhancing gameplay experiences. • Explain the significance of visual elements such as images and characters in game development, including their impact on player engagement, immersion, and storytelling.	Session 9 Images and Character Implementation	2
January	Object Tracking	• Recall the importance of interactive elements in animation. • Recall the how mouse events can enhance player engagement. • Understand how interactive elements play a crucial role in engaging users. • Understand how mouse events are used in the football animation.	Session 10 Interactive Element Mouse Events	2
January	Virtual Mouse Control	• Recall the how interactions enhance the game play experiences. • Apply keyboard-driven interactions to control character movements and actions within a game scenario.	Keyboard Events	2
February		Annual exam	Annual exam	

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2025-26)

Grade: V

Subject: English

Teacher's name: Ms.Elvira

Month	Course Description	Learning Outcomes	Activities	No. of Periods

April	**Literature:** L1. Trickster Traits (Poem) L3. The Diary of a Pet Stinkbug (Diary Writing) **Grammar:** 1. Noun 2.Nouns: Gender **Writing Skills:** Diary Writing	Learners will be able to: • Engage in discussions, wait for their turn to speak, and listen to others carefully. • Read a poem and understand the main idea • Identify rhyming words. • Understand the diary entry using appropriate format, content and style. • Identify types of nouns • Changing nouns from masculine to feminine	• Recitation fun • Class discussion • Read and enjoy • Conversation • Dialogue presentation • Grammar game • Quiz time	4+4+4 +4+2
June	**Literature:** L2. Children of the Digital Age **Grammar:** 3.Singular and Plural 4. Adjectives 5. Adjectives for Comparison 6.Phrasal Verbs	Learners will be able to: • Understand digital literacy • Digital tools for learning • Identifying singular and plural forms and changing them. • Identifying Adjectives, Using degrees of adjectives • Identifying phrasal verbs and using them in context	• Read and comprehend • Vocabulary building • Listen and speak • Let's Play grammar activity • How do we compare?	6+3+3 +4+3
July	**Literature:** L6. Finding Birbal (Role Play) **Grammar:** Solving Worksheets	Learners will be able to: • talk about an imaginary situation. • make oral presentations	• Role Play • Listen and speak	10+13
	SEA-I	Role Play on Finding Birbal		

Aug.	**Literature:** L4. The Tiger Who Wore White Gloves L5. The Turtle Story L7. The Women in Blue **Grammar:** 4. Articles 5. Pronouns 6. Reflexive Pronouns 14. Time and Tense 15. Simple Present and Simple Past 16. Present Continuous and Past Continuous 17. Future Time Presentation **Writing skills:** 1. Formal Letter Writing	Learners will be able to: • To inculcate an interest and understanding of different kinds of poetry • To develop the skills of listening, speaking, reading and writing. • To inculcate an interest in science fiction • To develop the skill of storytelling. • Using Articles in context • Replacing nouns with pronouns • Using reflexive pronouns • Identifying tense systems • Identifying tense forms and using two tense forms • Identifying 3 tense forms • Writing informal letters on various topics	• Recitation fun (Speaking Activity) • Game • Class Discussion • Listening and speaking • Vocabulary Building • Poetic device • Exercise • Group discussion	(13 July +23 Aug) 5+5+4 +4+4 +3+4 +4+4 +2
Sept.	**Revision**	Revision		
Oct.	**Literature:** L8. Telephones: Bell to Cell (SEA) L9. Marching to Freedom **Grammar:** Interrogatives Auxiliary Verbs Modals: Can, Shall Modals: Will, May, Must **Writing skills:** Dialogue Writing	Learners will be able to: • Distinguish between Interrogative pronouns and interrogative adjectives • Identifying auxiliary verbs, changing affirmative sentence to negative sentence. • Using past and contracted forms • Using will, may, must in their past forms • To write a well structure dialogue effectively, creatively.	• Speaking activity • Reading • Group Discussion • Story telling • Recitation fun • Grammar Quiz • PPT • Explanation • Group discussion	

Nov.	**Literature:** L10. Geography Lesson **Grammar:** Adverbs	Learners will be able to: • To develop the skills of listening, speaking, reading and writing. • To be able to think on global issues like preservation of wildlife. • Identifying types of adverbs • Using degree of adverbs	• Reading • Comprehend • Vocabulary building • Quiz time • Recitation • Grammar game	
Dec.	**Literature:** L11. Bon Bibi to the Rescue (Role play fun activity) L12. The Cyclone **Grammar:** Prepositions Conjunctions **Writing skill:** Essay writing	Learners will be able to: • To inculcate an interest in science fiction • To develop the skill of storytelling. • Identify Prefix and Suffix • Understand punctuation marks. • Compose a short descriptive piece using language referred by the descriptive toolkit.	• Speaking Activity (Multiple Assessment) • Role Play • Recitation Fun • Grammar Game • Class Discussion	
	SEA-II	**Telephones: Bell to Cell –** Draw and Describe an invention		
Jan.	**Literature:** L13. Dusk L14. Marie Maps the Sea **Grammar:** Sentences and their parts Direct and Indirect Speech	Learners will be able to: • To inculcate an interest in science fiction • To develop the skill of storytelling. • Learn skills used in real-world situations (negotiation, debate, teamwork, cooperation, persuasion) • Identifying types of sentences, making sentences with Subject, verb and object • To identify the direct and indirect speech and convert it as per the instruction.	• Reading • Group Discussion • Vocabulary Building Game • Discussion • Grammar Game	
Feb.	**Revision**	Revision		
March	**Exam**			

MIS INTERNATIONAL SCHOOL

Yearly Planner (2025-26)

Grade: 5 **Subject - ICT**

Subject In charge's name: Mrs. Shweta Nikam

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	1. More On Windows	Students will learn about • Windows Media Player • Ripping and Burning a CD/DVD • Control Panel • Installing and Uninstalling an Application • Troubleshooting • Operating Systems for Mobile Devices	• Lab Demonstrations • Worksheet • Video • Quiz • Discussion	6
June	2. Page Formatting in Word	Students will learn about • Page Formatting — Creating Header and Footer, Line and Paragraph Spacing, Setting Page Margins, Tabs, Orientation, and Indenting Text • Page Backgrounds	Demonstrate the following operations to the students in the computer lab: • Page Formatting • Setting Page Margins • Indenting Text	

			• Page Orientation • Page Background	
		PT-1 Exams		
July	3. Advanced Features of Word 2019	• Students will be able to check spelling and grammar. • Students will be able to use Find and Replace Text. • Students will understand Column formatting, Page Formatting, Paragraph Formatting, Thesaurus, and mail merge.	• Ask the students to create a Word document for checking spelling and grammar mistakes. • Worksheet • Video • Quiz • Discussion	6
August	4.Enhancing a Presentation	• Students can make presentations with the help of Microsoft PowerPoint 2019. • Students understand various components of MS PowerPoint Window. Students can insert pictures, audio, and videos in a presentation.	• Ask the students to prepare a PowerPoint presentation on the 'Life Cycle of Butterfly' topic. • Worksheet • Video • Quiz • Discussion	5
September	4.Enhancing a Presentation	**(SEA-1 Create a presentation on Types of Robots. Textbook page no 62)**	• Create presentation on different topics	2
		Half Yearly Exam **Practical Exam – Word 2019**		
October	5. Introduction to Excel 2019	• Students understand the use of Microsoft Excel 2016. • Students calculate sum and average in Microsoft Excel 2016.	• Ask the students to prepare a table for their family members. • Worksheet • Video • Quiz	6

			• Discussion	
November	6. Working in Excel	• Students can enter data in Microsoft Excel 2016. • Students can change cell contents. • Students can use the AutoFill feature. Students can move, edit, and delete contents.	• Ask the students to design their class timetable in Excel 2016. • Worksheet • Video • Quiz • Discussion	5
		PT-2 Exams		
December	7.Programming in Scratch	• Types of Blocks • Block Categories • Sensing Input and its Execution • Operators Category • Variables Category • Using the Keyboard Keys	• Create a project in Scratch 3.0 by dragging and dropping blocks from the blocks palette to the script area.	4
January	7.Programming in Scratch	• Applying Reasoning to Make Decisions • Applying Conditions in Programming	• Demonstrate the following operations to students in the computer lab. - How to use mathematical operators while creating a project in Scratch. - How to use the ask () and wait block. - Applying Conditions in Programming - Applying Reasoning to Make	4

		(SEA-2 Performed Different Mathematical operations in scratch programming)	Decisions •	
February	8.Digital Literacy	• Students identify ways to connect to the internet • Students explore various services provided by the internet • Students create and use an email account • Students follow email etiquette. Students understand how to be safe on the internet by following these rules.	• Ask the students to create an e-mail account. Tell them to design a birthday invitation card in Adobe Photoshop and send this card as an attachment to ten friends and/or relatives • Worksheet • Video • Quiz • Discussion	6
		Annual Exam **Practical Exam – Excel 2019**		

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2025-26)

Grade: 5 **Subject – Marathi**

Subject In charge's name: Ms. Preeti Pawar

Month	Course Description	Learning Outcomes	Activities	No. of Periods

April	१. ही आमुची प्रार्थना (कविता) (तोंडी) २. जंगलचा कायदा • व्याकरण-	• विद्यार्थी पाठाचे श्रवण व वाचन करतात. • पर्यावरणविषयक ज्ञान मिळवणे. • सहचार्याची भावना विकसित करणे. • अंक ३१ ते ५० उजळणी • समानार्थी शब्द • विरुद्धार्थी शब्द	• कविता वाचन करणे. • तोंडी कथा वर्गात म्हणून दाखवणे. • विरुद्धार्थी शब्द, समानार्थी शब्द जोड्या लावा. • अंक ओळखून अक्षरात लिहा.	10
June	३. सायफोन ४. संत नरहरी सोनार ५. जिंकू किंवा मरू (कविता)	• 'सायफोन' या वैज्ञानिक पद्धतीबद्दल मराठी भाषेत बोलू शकतात. • पाठावर आधारित प्रश्न स्वत: वाचून त्यांची उत्तरे आपल्या शब्दांत लिहू शकतात. • भारतीय संस्कृतीची ओळख करून देणे • संस्कार घडवणे • संतांची ओळख करून देणे. • कवितेचा अर्थ आपल्या शब्दांत सांगू शकतील. • कविता तालासुरात म्हणता येते.	• दैनंदिन जीवनात विज्ञानाचा वापर कसा करता या वर चर्चा करा. • महाराष्ट्रातील कोणत्याही एका संताची माहिती सचित्र लिहा. • **SEA -१** कविता पाठ करून तालासुरात म्हणून दाखवणे.	12

	• व्याकरण -	• नाम व नामाचे प्रकार • वर्तमानकाळ	• नामांची उदाहरणे सांगा. • वर्तमान काळावरून ५ वाक्ये सांगा.	
		PT-1 Exams		
Juy	६. हॉर्नबिल • व्याकरण-	• पर्यावरणातील विविध घटकांची ओळख करून देणे. • भाषाविषयक विकास घडविणे. • अंक ५१ ते ७० • निबंध लेखन • वचन बदला	• महाराष्ट्राचा राज्यपक्षी - हरियाल याची माहिती वाचणे. • अंक ओळखून अक्षरात लिहा. • दिलेल्या विषयाला अनुसरून निबंध लिहा. • वचनांच्या जोड्या लावा.	12

August	७. साखरेची कहाणी ८. आयुष्य खूप सुंदर आहे. (कविता) ९. कलेतील परमेश्वर • व्याकरण -	• निरीक्षण क्षमता विकसित करणे. • व्यावसायिक कौशल्ये आत्मसात करणे. • आपले आयुष्य खूप छान व किमती आहे हे सांगू शकतात. आपल्या आयुष्यात कोणत्या गोष्टींना व व्यक्तींना महत्त्व द्यायचे ते सांगू शकतात. • विद्यार्थी विविध कला-साधनांची नावे तसेच कलेचे महत्त्व थोडक्यात सांगू शकतात. • भारतीय कलाकारांची ओळख करून देणे. • सर्वनाम • पत्र लेखन	• साखर उत्पादन प्रक्रियेची माहिती गोळा करा. • कुसुमाग्रज यांच्या कवितांची नावे वहीत लिहा. • तुम्हांला मोठे झाल्यावर कोणती कला जोपासायला आवडेल या वरून वर्गात चर्चा करणे. • वाक्यातील सर्वनाम ओळखा. • विषयाला अनुसरून पत्रलेखन लिहा.	12
September		**Half yearly Exam Revision**		
October				12

	१०. करवीरनगरी- कोल्हापूर • व्याकरण-	• विद्यार्थी कोल्हापूर शहराचे धार्मिक, ऐतिहासिक तसेच पर्यटन क्षेत्र म्हणून असलेले महत्त्व सांगू शकतात. • राज्यातील शहरांची ओळख होते. • चित्रवर्णन • भूतकाळ • लिंग बदला	• तुमच्या आवडीच्या पर्यटन स्थळाची माहिती सचित्र लिहा. • चित्र पाहून वाक्य बनवा. • वाक्यामधील काळ ओळखा. • दिलेल्या शब्दांचे लिंग बदला.	
November	११. धडा १२. गुढीपाडवा • व्याकरण -	• मोठ्यांपासून गोष्टी लपवून काही करू नये हे कारणांसहित समजावून सांगू शकतात. • संस्कारक्षम मन घडवणे. • भारतीय सणाबद्दल माहिती समजणे. • भारतीयांचे वर्ष चक्र समजावणे. • कविता पाठांतर करतात. • विशेषण	• तुमच्या कुटुंबाबरोबर केलेल्या सहलीचा अनुभव लिहा. • वेगवेगळ्या राज्यात गुढीपाडवा या उत्सवाला काय म्हणतात याची यादी तयार करा. • वाक्यातील विशेषण ओळखणे.	10

		• वाक्प्रचार • अंक - ८१ ते १००	• वाक्प्रचारांचा वाक्यात उपयोग करा.	
		PT-2 Exams		
December	१३. लोकमान्य टिळक १४. गड आला, पण सिंह गेला • व्याकरण-	• भारतीय संस्कृतीचे ज्ञान मिळवणे. • देशभक्तीची भावना व्यक्त आपल्या शब्दांत करतात. • आपल्या देशासाठी आपण काय करू शकतो हे सांगू शकतात. • ऐतिहासिक घटनांची ओळख करून घेतात. • भाषाविषयक घटकांचे ज्ञान करून घेतात. • क्रियापद • विरामचिन्हे	• **SEA -२** चित्रा सहित नेत्यांना जनतेने दिलेल्या पदव्यांची यादी तयार करा. • शिवाजी महाराजांच्या गोष्टी सांगणे. • क्रिया दर्शवणारे ५ शब्द लिहा. • शब्द- समूहाला एक शब्द जोड्या जुळवा.	12
January	१५. . गम्मत जम्मत (कविता) १६. डॉ. सी. व्ही. रामन	• निसर्गाचे मोठेपण आपल्या शब्दांत सांगू शकतात. • कवितेचा अर्थ आपल्या शब्दांत सांगू शकतील. • कविता तालासुरात म्हणता येते. • विद्यार्थी थोर भारतीय शास्त्रज्ञ डॉ. सी.व्ही. रामन यांच्याबद्दल माहिती सांगू शकतात.	• कविता वाचन करणे. • नोबेल पुरस्कार मिळालेल्या भारतीयांची नावे लिहून	12

	• व्याकरण-	• वेगवेगळ्या वैज्ञानिकांची नावे समजतात. • पाठातील कठीण शब्दांचा अर्थ समजून घेतात. • भविष्यकाळ • अंक ५१ ते १००	त्यांच्या कार्याची माहिती गोळा करा. • वाक्यामधील काळ ओळखा. • अक्षरात लिहलेली संख्या ओळखून अंकात लिहा.	
February		**Revison**		10
March		**Annual Exam**		

MIS INTERNATIONAL SCHOOL

Balewadi

Yearly Planner (2025-26)

Grade: 5 **Subject** – Art and Craft

Subject In charge's name: Miss. Shital

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	• April Fool's Day(Special Day Worksheet) • Drawing Foot(Drawing) • Face Expressions • Moving Fish (Craft) • Ship of Desert	Observation, fine motor. Observation, understanding. Observation, dexterity. Observation, hand eye coordination.	Paper & wood powder pasting. Sketching. How to draw. Poster colour	4
June	• Dolphin (Drawing) • Chair with Drapery (Drawing)	Observation, Dexterity. Observation, dexterity, hand eye coordination.	Silhouette painting. Still life. Oil pastels.	4

	• Dolphin (Craft) • Landscape(Drawing) • Toucan (Drawing)	Observation, dexterity. Observation, fine motor.	Step by step drawing.	
July	• Thrissur Poornima(Special Day Activity) • Giraffe (Drawing) • Ostrich (Craft) • Portrait of an Old Man (Coloring) • Human Figure Step by Step(Drawing)	Observation, fine motor. Fine motor, observation, hand eye coordination. Observation, dexterity, concentration. Observation, dexterity.	Coloring. Poster color. Pencil shading. Sketching.	4
August	• Boat Festival (Special Day Worksheet) • Portrait of a Child (Drawing) • Boat (Coloring) • Penguin (Craft) • Bullfinch (Coloring)	Fine motor, hand eye coordination. Observation, hand eye coordination. Concentration, hand eye coordination. Observation, concentration.	Sequin pasting. Pencil shading. Mosaic activity. Poster color.	4
September	• International Literacy Day (Special Day Activity) • Paisley Art Design (Coloring) • Caterpillar (Craft) • Orange (Coloring) • Dogs (Coloring)	Observation, fine motor. Fine motor, hand eye coordination. Observation, concentration. Observation, creative expression.	Poster making. Sketch pen. Still life. Paper craft.	4
October	• World Heart Day (Special Day) • Still Life (Coloring) • Rooster (Craft) • Elephant (Coloring) • Word Decoration (Coloring)	Observation, fine motor. Hand eye coordination, observation. Observation, fine motor.	Poster making. Poster color. How to draw. Origami. Paper tearing and pasting	4
November	• Dandiya Festival (Special Day Activity)	Observation, fine motor.	Poster making. Sketch pen.	4

	• Horse (Drawing) • Miniature Painting • Polar Bear (Craft)	Fine motor, hand eye coordination. Observation, concentration. Observation, creative	Still life. Paper craft.	
December	• National Unity Day (Special day worksheet) • Mandala Art (Coloring) • Santa clause (Craft)	Observation, fine motor. Fine motor, hand eye coordination. Observation, concentration.	Poster making. Sketch pen. Still life. Paper craft.	4
January	• Army Day (Special Day Activity Day) • Henna Design (Drawing) • Tea Pot(Drawing) • Octopus (Craft)	Observation, fine motor. Fine motor, hand eye coordination. Observation, concentration. Observation, creative	Poster making. Sketch pen. Still life. Paper craft.	4
February				
March				

MIS INTERNATIONAL SCHOOL, BALEWAD

Yearly Planner (2025-26)

Grade: V Subject: Science

Teacher's name: Ms. Charushila Sawant

Month	Course Description	Learning Outcomes	Activities	No. of Periods

April	1. Ls -1 Changes around us **(PT1)** 2. Ls -2 Safety and First Aid **(SEA)**	• Students should understand the reversible and irreversible changes, physical and chemical changes also they should be able to understand the mixture and solution, soluble and insoluble substances and miscible and immiscible liquids • They should come to know about the separation of a Mixture of solid particles and separation of insoluble substances from a liquid and separation of soluble substances from a liquid . • Students should be aware about the Safety on Roads, Road Signs, and Fire Safety. • Students should come to know about the First Aid and First Aid for Wounds, Cuts and Scratches. Also the first aid for Burns, Nose bleed, Animal bites Fractures and Eye Wounds.	• Ask students to observe the elders for the separation of a solid particles by hand picking and sieving methods. • Ask students to make the small first aid kit at home.	7 5
June	L- 3 How Plants Propagate **(PT1)** L- 4 How Animals Sense	• Students should come to know about germination, dispersal and the role of various agents in dispersal. • They should become aware of the concept of reproduction in plants from parts other than seeds. They should learn about crops and agriculture.	• Ask students to plant a seed of a fruit and observe the time taken by the seed to germinate. .	7 7

		• Students should come to know about the different sense organs of animals and how they work. • Students should understand the • How animals see, hear, smell, communicate, move and sleep.	• Students can visit any farm and observe the movement of earthworm.	
July	L- 5 Habitat and Adaptations L- 6 Human Body: The Skeletal and Muscular System.	• Students should come to know about different habitats and adaptations. • Students should also able to understand the adaptations in different habitat like dessert, grasslands, Rainforests, Mountains, freshwater and Oceans • Students should come to know about the human skeleton system. Different types of bones and joints present in our body its functions. • Students should come to know about the Human muscular system, types of muscles and their functions	• Students can visit a pond and lake nearby with an elder. Spot as many plants and animals as they can and share their features in class in a few lines. • Students can make a model of arm and demonstrate how muscles help bones to move.	7 7
August	L- 7 Human Body : The Nervous System and sense organ	• Students should come to know about the nervous system, its parts and their functions. They should also become aware of the actions performed by the body.	• Ask students to make report on how to take care of sense organ.	7

		• Students should also learn about the different sense organs and their functions.		
September	Revision HY SYLLABUS L4 TO L7			
October	L- 8. Diseases: Non communicable and communicable. **(PT2)** L- 9 Force and Energy **(PT2)**	• Students should understand the concept of health, the importance of food and nutrients. Students should appreciate the benefits of regular exercising. • Students should come to know about hygiene and the ways to maintain it and the importance of rest. Also, they should learn about diseases: Communicable and non-communicable diseases and their types. • Students should come to know about force, types of forces. Also, they should learn about energy, forms of energy and transformation of energy.	• Ask students to work in group and paste pictures of communicable and non- communicable diseases. Write the causes and the ways in which they can be prevented on a chart paper. • Divide the class in groups and ask them to show examples of different types of forces.	7 7
November	L- 10.Simple machines (Annual)	• Students should come to know about machines and the different types of simple machines.	• Prepare a project on any five simple machines. Write a paragraph on each of them and paste corresponding pictures.	7

	L- 11. Waste Disposal (SEA)	• Students should learn about the waste, Types of waste, Waste management, the 3Rs. Continued…	.	4
December	L- 11. Waste Disposal (Annual) L- 12 Rocks and Minerals (Annual)	• Students should learn about composting and how to manage the household waste. • Students should learn about centre of the earth, Types and formation of rocks • Students should learn about Minerals, some useful minerals.	• Students can make small project in groups by using the recycled items present in house. • Students can collect pictures of various uses of minerals and paste them in the notebook.	3 7
January	L- 13 Natural Disasters (Annual) L- 14 The Earth, Moon and Sun. (Annual)	• Students should learn about the natural disasters. They should also gather knowledge about earthquake, volcanic eruption and tsunami, flood , drought and their respective effects. • Students should learn about the moon and the phases of moon and, concept of artificial satellite. • Students should also understand the Eclipse and types of eclipse	• Ask students to make a project on the Indian Ocean earthquake and tsunami of 2004. • Ask students to write a report on the Nepal earthquake of 2015. • Make a model on any one of the eclipses. • Prepare a report on artificial satellites launched by India.	7 7

February	Revision **L11 to L14**
March	Annual Exam

MIS INTERNATIONAL SCHOOL

Yearly Planner (2025-26)

Grade: V **Subject:** Social Studies

Teacher's name: Ms.Swapnali More

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	L-1 Latitudes and Longitudes L-2 Movements of the Earth	• Learners will be able to list the important lines of latitudes. . Learner will be able to locate some places with the help of latitudes and longitudes. Learner will be able to identify differences between latitudes and longitudes. Learners will be able to develop the ability to read and interpret simple maps The learner will be able to explain the rotation of the earth and how rotation causes day and night	Drawing a circle in notebook and labelling important latitudes and longitudes. Tracing the equator and Prime Meridian on the globe. Movement of the earth around the sun with the help of flash light as a sun and clay ball as an earth.	20

		• The learner will be able to understand the varying intensity of heat due to the rotation of the earth. • The learner will be able to explain the revolution and effects of revolution.		
June	L-3 Temperature Zones L-4 The Torrid zones L-5 The Temperate and Frigid zones	The Learner is able to explain the factors which affect the climate of a place. Learners identify and locate the three heat zones of the world Learners will be able to explain the climate, wildlife, vegetation and life of the people Learners will be able to identify the location and explain the features of the tropical deserts. Learners will be able to explain the climate, vegetation, wildlife and life of the people of the temperate zones. Learners will be able to explain the climate, vegetation, wildlife and life of the people of the frigid zones. Revision classes	Draw a circle and label important latitudes and heat zones of the earth. Collect some information about animals, vegetation and life of the people living in deserts On the world map mark the temperate and frigid zones..	21

July	**Periodic Test-1** L-6 Elections	Learners will be able to identify the role of the election commission of India. Learners will be able to explain the role of the political parties of India	Find out which political party is in power in your state. What is the symbol of this political party. Discuss the advantages of EVMs over ballot papers.	23
August	L-7 The Indian Government L-8 Our Rights and Duties	Learners are able to explain the functions of the indian government at the three levels Learners are able to explain the role of the judiciary. Learner explains human resources and impact of over population. Learners will be able to tell the importance of the Constitution of India. Learners will be able to tell the fundamental rights and duties. Revision classes	Write a short paragraph explaining who should be our prime minister and why? Complete the chart given on page number 103 reflecting our fundamental duties. .	19
September	**Half Yearly Exam**			20
October	L-9 The coming of the Europeans	Learners will be able to discuss various European companies set up their trading centres in India. Learners will be able to explain the events that helped the British to expand their power in India. Learners will be able to assess the significance of the Revolt of 1857 and the rise of nationalism.	Map activity using world map to locate Great Britain, Portugal,France etc. Discuss about these countries in class.	16

	L-10 The Freedom struggle part 1 L-11 The Freedom struggle part 2	Learners will be able to tell about the social reformers. Learners will be able to explain the significance of the Indian National Congress. Learns will be able to explain the partition of Bengal and the Movements that began after it. Learners will be able to tell about India's involvement in world war I. Learners will list the principles of Mahatma Gandhi. Learners will be able to tell about the events that took place during the freedom struggle of India.	Debate/ Discussion on important topics eg. 1. Social reforms 2. Partition of Bengal 3. Significance of Indian National Congress. Discuss about Mahatma Gandhi, his contribution towards India's freedom. List some more pre independence freedom fighters.	
November	L-12 Transport and communication L-13 The United Nations	Learners will understand the different modes of transport and the network of these transports throughout the country. Learners will understand the importance of transport for carrying goods and people across different terrain Students will explain ways of communication and its importance. Revision classes	Discuss about mountaineering, types of communication and occupations involved in different travel industries. Discuss about the security around the world and maintenance of peace. Divide the class into equal groups and choose the international days to	19

	Periodic Test-2		do research and present it in class.	
December	L-14 Natural Disaster.	Learners will be able to explain what a disaster is and identify its type. Learners will be able to tell natural disasters that occur in India. Learners will be able to explain disaster management rules to stay safe.	Conduct an earthquake drill focusing on 'drop, cover and hold on.	17
January	L-15 Major Domains of the Earth.	Students identify what are public services. Duties and functions of the government Functions of the municipal corporations Students list different types of taxes. Students learn about the Achievements and contributions of certain great people who were amazing and inspiring.	On the world map label continents and oceans.	18
February		**Revision classes**		**18**
March	**Annual Exam**			

Periodic Test-1 - L.1 Latitudes and Longitudes. L.3 Temperature zones. L.4 The Torrid Zone

Half Yearly Exam-

L-5 The Temperate and Frigid Zones

L-6 Elections L-7 The India Government

l-8 Our Rights and Duties

Periodic Test-2- L-9. The coming of Europeans

L-10 The Freedom struggle :- part 1

L-11 The Freedom Struggle :- part 2

Annual Exam- 12.Transport and Communication
13. The United Nations
14. Natural Disaster
15.Major Domains of the Earth

AIP :-
SEA Group:- L-3. Movements of the Earth.
Topic :- Make a 3D model showing the movements of the earth(rotation and revolution) and its effects (Day and night, seasons)

Students will demonstrate the movements of the earth and explain its effects.

SEA-Individual - L. 12 Transport and Communication
Topic :- Chart making
Student will be given any famous tourist destination and they will do the reseach of available transport options to reach there.
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MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2025-26)

Grade: III, IV and V Subject: Value Education

Teacher's name: Pooja Bawane

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Gratitude	Learners will be able to : ➢ Cognitive: Students will understand how gratitude influences their thoughts, feelings, and actions. ➢ Affective: Students will express their gratitude verbally and in written form.	1) Gratitude circle. 2) Brainstorming. Discussion.	1

		➢ Behavioral: Students will engage in activities that promote gratitude and reflect on its impact on their daily lives.		
June	Empathy	<u>Learners will be able to:</u> ➢ Understand Empathy: Students will be able to define empathy and explain its importance in relationships. ➢ Identify Emotions: Students will identify emotions in themselves and others, recognizing how to respond empathetically. ➢ Demonstrate Empathy: Students will engage in activities that require them to practice empathetic responses in various scenarios.	Share the acts of care and compassion practice by them.	1
July	Perseverance	<u>Learners will be able to:</u> ➢ Cognitive: Students will define perseverance and identify examples of it in their own lives and in literature. ➢ Affective: Students will demonstrate an understanding of the importance of perseverance through personal reflection and project creation. ➢ Psychomotor: Students will create a visual project that illustrates a personal goal achieved through perseverance.	1) Case study. 2) Brainstorming activity.	1
Aug.	Patriotism	<u>Learners will be able to:</u> ➢ Define patriotism and explain its importance in society. ➢ Identify symbols of patriotism (e.g., the flag, national anthem) and what they represent. ➢ Discuss ways in which citizens can demonstrate patriotism in their community.	1) Case study. 2) Class discussions. 3) Collect information on one of the great freedom fighters.	1

		➢ Create a personal expression of patriotism through art or writing.		
		HALF YEARLY EXAM		
September	Mindfulness	<u>Learners will be able to:</u> ➢ Define mindfulness and understand its importance. ➢ Demonstrate basic mindfulness techniques (breathing exercises and body scan). ➢ Reflect on their feelings and thoughts after practicing mindfulness.	Discuss various scenarios focusing on mindfulness.	1
Oct.	Resilience	<u>Learners will be able to:</u> ➢ Define resilience and understand its importance in facing challenges. ➢ Identify personal experiences where they demonstrated resilience. ➢ Discuss strategies to build resilience in themselves and others.	1) Case study. 2) Class discussions.	1
Nov.	Righteousness	<u>Learners will be able to:</u> ➢ Define righteousness and explain its importance in personal and community contexts. ➢ Identify examples of righteous behavior in their own lives and in stories. ➢ Demonstrate understanding of righteous behavior through a group activity.	Read about great achievers.	1
Dec.	Team work	<u>Learners will be able to:</u> ➢ Understand the importance of teamwork and collaboration. ➢ Identify key characteristics of effective teams.	Read interviews of successful people.	1

		➢ Participate in team-building activities that require cooperation and communication. ➢ Reflect on their own contributions to team dynamics.		
Jan.	Sportsman spirit	<u>Learners will be able to:</u> ➢ Students will be able to demonstrate sportsman spirit through teamwork, respect for others, and positive attitude in various physical activities.	Practice sportsman spirit during school annual sports week,	1
Feb.	Leadership	<u>Learners will be able to:</u> ➢ Identify key qualities of effective leaders. ➢ Demonstrate leadership skills through group activities. ➢ Reflect on their own leadership style and how they can improve.	Conduct a debate on given topics.	

Yearly Planner (2025-26)

Grade: V Subject: G.K

Teacher's name: Eshani Jain

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Nature's Nest	Learners will be able to : ➢ Enhance their knowledge about the beautiful Nature's Nest. ➢ Gain more information about the Plants, mammals, reptile, fish and deadliest animals.	1) Collect the pictures of Plants, animals. 2) Identify the Pictures of animals and fish. 3) Puzzle solving	2
June	India Infinite	Learners will be able to: ➢ Identify various adventure hills, mountains and Indian heritage. ➢ Enhance their knowledge about Spectacular India. ➢ Identify the Union Territories.	1) Collect information about hills, mountains and Indian heritage and Union Territories.	2
July	Super Science	Learners will be able to: ➢ Learn various Stepping into space specialists. ➢ Enhance their knowledge about Indian brains and science vocabulary.	1) Collect various Information about NASA's. 2) Solve crossword puzzle.	2
Aug.	Book Worm	Learners will be able to: ➢ Identify various Iconic Characters, ➢ Enhance their knowledge about Proverbs. ➢ Know more in detailed about Anagrams.	Collect information about books and their authors.	2

		➢ Understand before and after.		
Sept	Revision HY			
Oct.	Wonder World	Learners will be able to: ➢ Identify various landmarks of the world using geo terms. ➢ Understand famous sacred spots, rivers, Port cities. ➢ Know more about seven wonders.	Discuss and collect the picturs about various spots, rivers, cities and the Wonder World.	2
Nov.	Sport Light	Learners will be able to: ➢ Enhance their knowledge about adventure sports and some famous sports stars and their biographies. ➢ Learn more about Martial arts, Tennis trivia and commonwealth games played in India.	Collect information about any one national game of a country and write 5 lines on it.	2
Dec.	Everyda y skills	Learners will be able to: ➢ Know more about their environment. ➢ Learn and know more about life, eating out, first-aid and social skills which help them to deal different situations in their life as well and some important R's rules.	Share the acts of care and compassion practice by them.	2
Jan.	Mixed Bag	Learners will be able to: ➢ Understand Indian art forms, logos, business tycoons. ➢ Identify Who said it.	collect the pictures and the information about various business tycoons and Indian art forms and the logos with their institutes or corporations.	2

		➢ Understand branches of study and changemakers.		
Feb.	Think Tank	➢ Learn and think about changing patterns. ➢ Know more about Mathematical problems. ➢ Understand and solve math puzzles using Multiplication skills. ➢ Learn more about coding and decoding.	Kids solve mental mathematical puzzles and understand the reasoning and the patterns.	2
		Revision Annual Examination		

MIS INTERNATIONAL SCHOOL

Yearly Planner (2025-26)

Grade: 5 **Subject** - Mathematics

Subject Incharge's name: Ms.Pallavi Shinde

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April		Students can - • read and write 5- and 6-digit numbers. • read and write 7- and 8-digit numbers in Indian and		24

	1.Number System 2. Addition and Subtraction	International place value system. • find the exanded form and standard form of various 7- and 8-digit numbers. • round off numbers to the nearest 10, 100 and 1000. • apply the learned concepts in different new situations. • identify patterns in numbers. • identify the symbols used to write Roman numerals. • recognize the rules for writing Roman numerals. • read and write Roman numerals up to 100. • convert Roman numerals to Hindu-Arabic numerals and vice versa.		
		Students can - • add 7- and 8-digit numbers. • remember, analyse and apply the different properties of addition of numbers. • add numbers using the properties.		

		• apply the different properties of addition of numbers. • add numbers using the properties. • subtract large numbers. • find the relationship between addition and subtraction. • check if the subtraction is correct using addition. • apply the skills of addition and subtraction to solve real-life problems. • apply the skills of addition and subtraction. • strengthen their understanding of addition and subtraction of large numbers. • work in teams to arrive at the correct solutions. • enrich their problem-solving skills. • improve the speed and accuracy of calculations. • practice the addition and subtraction of large numbers independently.		

June	3. Shapes and Patterns 4. **Multiplication and Division**	Students can – • identify symmetrical shapes and patterns. • apply the concept of symmetry in various real-life situations. • recognise and draw lines of symmetry for different figures. • learn how shapes look after rotation by specific turns. • create patterns by repeating or rotating shapes. • Draw nets of different shapes and identify the corresponding 3D objects they represent. • interpret different views of objects including top, side and front views.	AIL / SEA – Making a 3D net pop up card.	24

		Students can • recall the multiplication of 4-digit numbers by 2-digit numbers. • recall the division of 4-digit numbers by 2-digit numbers. • multiply 5-digit numbers by 2- and 3-digit numbers. • multiply 5-digit numbers by multiples of 10, 100 and 1000. • multiply 5-digit numbers with zero in the multiplier. • divide 5-digit numbers by 2-digit numbers. • find the average of a group of numbers. • solve story sums based on multiplication and division. • apply their knowledge of multiplication and division to		

		solve a variety of problems.		
July	5. Factors	• **Revision** • **PT 1 Exam(L1,L2,L3)** Students can • recall the multiplication of 4-digit numbers by 2-digit numbers. • recall the division of 4-digit numbers by 2-digit numbers. • multiply 5-digit numbers by 2- and 3-digit numbers. • multiply 5-digit numbers by multiples of 10, 100 and 1000. • multiply 5-digit numbers with zero in the multiplier. • divide 5-digit numbers by 2-digit numbers. • divide 5-digit numbers by 2-digit numbers. • find the average of a group of numbers. • solve story sums based on multiplication and division. • apply their knowledge of multiplication and division to solve a variety of problems.		26

	6.Multiples	• demonstrate problem-solving abilities using real-world scenarios.		
		Students can • recall the concept of multiples. • write the common multiples of a given set of numbers. • analyse how multiples relate to real-life situations. • identify and write the multiple of a number. write the common multiples of a given set of numbers.		
August	6. Multiples	• find the LCM by using a number line. • find the LCM by using the prime factorization and the short division method. • solve case-study based problems involving		24

		multiples and LCM. • recall the concept of multiples. • identify and calculate LCM using a number grid. develop analytical skills through active participation in a lab activity.		
	7. Fractions	Students can • onvert mixed fractions to improper fractions and vice a versa • convert improper fractions to mixed fractions. • add like fractions. • recall how to reduce fractions to their lowest term. • find equivalent fractions.		

		• reduce a fraction to its lowest term. • compare like and unlike fractions. • arrange fractions in ascending or descending order. • compare unlike fractions. • arrange fractions in ascending or descending order. • add like fractions. • add unlike fractions by finding equivalent fractions. • add unlike fractions by finding the LCM of the denominators. • subtract like fractions. • subtract unlike fractions by finding equivalent fractions.		

		• subtract unlike fractions by the LCM method. • subtract mixed fractions.		
September	7. Fractions	Students can • solve story sums based on addition and subtraction of fractions. • multiply a fraction with a whole number. • explain that 'of' means multiplication. • multiply a fraction with a fraction. **Revision+ First Term Exam (L4,L5,L6,L7) (September)**		28
October	8. Decimals	Students can • compare and order decimal numbers • Add, subtract, multiply and divide decimal numbers • Solve story sums		20
	9. Money	Students can		

		• Add, subtract, multiply and divide money • Calculate the cost price, selling price, profit and loss • Solve story sums using unitary method		
November	10. Geometry Basics	Students can • Differentiate between point, line, line segment and ray • Define an angle and label its parts • Classify different types of angles • Measure angles with the help of a protractor		24
	11. Measurement	Students can • Conver units of length, weight and capacity from smaller to bigger and vice versa in decimals **Revision** **PT-2 Exam(L8,L9, L10)**		
December	11. Measurement	Students can • Estimate measures of quantities • Find the speed time and distance		23

	12. Perimeter, Area and Volume	Students can • Find the perimeter of a square and a rectangle • Find the area of a square and a rectangle • Find the area of a right angled triangle • Find the volume of cubes and cuboids		
January	13. Time and Temperature 14.Mapping Skills	Students can • Convert time from one unit to another unit • Add and subtract measures of time • Calculate the starting and finishing time • Calculate the elapsed number of days • Read and measure the temperature Students can • Scale up and scale down a picture		24

		• Read a map along with its key and directions		
February	15. Data Handling	Students can • Read and draw a circle graph/pie chart and represent data • Interpret tally marks and draw them to represent numbers • Plot a line graph and interpret data		22
		Revision + Annual Exam (L11,L12,L13, L14,L15)		