CircularNo:MIS International School/ExtCircNo.81/Grades: NurserytoXII/ UsageOfPlastic/02.03.26

Dear Parents

As the new session approaches, we would like to re-emphasize the importance of reducing plastic usage. Unlike other materials, plastic does not biodegrade. It can take around 1,000 years to break down, accumulating in the environment and causing severe consequences. Plastic pollution chokes marine life and wildlife, damages soil, contaminates groundwater and can have serious health impacts.

Kindly note that to preserve our environment, students are not allowed to use plastic bags in school.

If needed, you may use paper bags, cloth bags, or jute bags. Kindly avoid using plastic bags outside school as well. Students are encouraged to use reusable water bottles. We also recommend that plastic lunch boxes are not used.

Warm Regards

Dr. Monika Chhabra

Dr. Monika Chhabra

Principal

MIS International School

केन्द्रीय माध्यमिक शिक्षा बोर्ड
(शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन)
CENTRAL BOARD OF SECONDARY EDUCATION
(An Autonomous Organisation under the Ministry of Education, Govt. of India)

CBSE/Coord/2026/ 11848 Dated: 13.01.2026

To

The Principals/Heads of
Schools affiliated to CBSE
(Through the CBSE Website)

Subject: Dissemination of Advisory to Students Regarding Verification of Higher Educational Institutions (HEIs) to Avoid Admission in Fake Universities.

This is in reference to letter No. **7-3/2012/(AMPC)** dated **11.12.2025**, received from the Secretary, University Grants Commission (UGC), addressed to the Secretary, CBSE, regarding the dissemination of an advisory to students for verifying Higher Educational Institutions (HEIs) to avoid admission in fake universities.

The University Grants Commission (UGC) has informed that they publishes Public Notices annually and regularly updates the list of fake universities and unrecognized institutions on its official website. This initiative aims to create awareness among students, parents, and other stakeholders and to advise them against seeking admission in self-styled and unrecognized institutions, as such admissions may seriously jeopardize students' academic and professional careers.

As the admission process for the **Academic Session 2026–2027** is currently underway, it is imperative to create awareness at an early stage to alert students and parents and safeguard their interests.

In this context, all CBSE-affiliated schools are directed to disseminate the following advisory among students and parents:

1. Schools shall inform and counsel students of **Classes X and XII**, along with their parents/guardians, about the risks associated with fake universities.
2. Students must be advised to verify the recognition status of Higher Educational Institutions (HEIs) on the official UGC website **(www.ugc.ac.in)** under the main menu tab **"HEIs."**
3. The advisory should be prominently displayed on school notice boards and disseminated through school websites, circulars, and during Parent-Teacher Meetings (PTMs).
4. Students should be encouraged to apply for admission only to **UGC-recognized HEIs**.

All schools are requested to ensure **strict compliance** with the above directions in the interest of safeguarding students from falling prey to self-styled and unrecognized educational institutions.

Yours sincerely,

13/1/26

(Dr. Sanyam Bhardwaj)
Controller of Examinations

Copy to the respective Heads of Directorates, Organizations and Institutions as indicated below with a request to disseminate the information to all the schools under their jurisdiction:-

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18 Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110016. (commissioner-kvs@gov.in)
2. The Commissioner, Navodaya Vidyalaya Samiti, B-15, Sector-62, Institutional Area, Noida-201309. (nvsshww@gmail.com, commissioner.nvs@gov.in)
3. The Secretary, Eklavya Model Residential Schools (EMRS), Ministry of Tribal Affairs, Government of India. (nests-tribal@tribal.gov.in, commissioner.nests@tribal.gov.in)
4. The Secretary, Sainik Schools Society, Room No. 101, D-1 Wing, Sena Bhawan, NewDelhi-110001. (pvpsainikschool@gmail.com)
5. **The Director General, Sports Authority of India, Jawaharalal Nehru Stadium Complex, Lodhi Road, New Delhi 110003.** (dg-sai@gov.in)
6. The Navy Education Society (NES), Directorate of Naval Education, West Block V, Wing II, Floor II, RK Puram, Sector 1, New Delhi 110066. (nesnavy@gmail.com)
7. The Chairman, Odisha Adarsha Vidyalaya Sangathan, N-1/9, Near Doordarshan Kendra, PO Sainik School Nayapalli, Bhubaneswar, Odhisha-751005. (oavsbbsr.od@gov.in)
8. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110054. (diredu@nic.in)
9. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160017. (dpi-chd@nic.in)
10. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim - 737101. (directorhehrdd@gmail.com)
11. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar-791111. (dirschedn@sify.com)

12. The Director of Education, Govt. of A&N Islands, Port Blair - 744101. (dirschedn@sify.com)
13. The Director, Department of School Education, UT of Ladakh, 2nd Floor, Civil Secretariat, Leh-Ladakh. (pr.secy@ladakh.gov.in)
14. The Director, Directorate of School Education, Government of Puducherry, A" Block, I Floor, Perunthalaivar Kamaraj Centenary Educational Complex, 100 ft Road, Anna Nagar, Puducherry - 605 005. (dse-edn@py.gov.in)
15. The Director, Sambhota Tibetan Schools Society, Dharmshala, Himachal Pradesh. (dhe-sml-hp@gov.in)
16. The Group Captain Education (Schools) Directorate of Education, West Block-VI, Air HQs (RKP), R.K. Puram, New Delhi-110066. (dopsmpr@iaf.nic.in)
17. The Secretary AWES, Integrated Headquarters of MoD (Army), FDRC Building No. 202, Shankar Vihar (Near APS), Delhi Cantt-110010. **(coordsection.aweshq@awesindia.edu.in)**
18. The Deputy Secretary to Chairperson, for kind information of the Chairperson, CBSE.
19. All the Heads of Department of the Board.
20. All Regional Directors/Regional Officers of CBSE with the request to send this circular to all the Principals of the affiliated schools of the Board in their respective regions.
21. Web Admin with the request to put this Circular on the CBSE Website.
22. Media & Public Relations, CBSE for appropriate disseminating and publicity.

CircularNo:MIS International School/ExtCircNo.48/Nurto12/ Virtual Mental Health Series by CBSE & AIIMS /15.10.25

Dear Parents

As part of the initiatives to commemorate World Mental Health Week, the Central Board of Secondary Education (CBSE), in collaboration with AIIMS, New Delhi, has launched a Virtual Mental Health Series focused on promoting the mental and physical well-being of students.

In reference to the CBSE Circular dated 01.10.2025, a total of six curated virtual sessions were conducted for CBSE school teachers, parents, and students. These sessions comprehensively address key aspects of adolescent mental health and are designed to enhance awareness, provide guidance, and promote overall well-being in school communities.

We encourage to view and share these valuable sessions, which are now available on the official CBSE YouTube Channel.

Link for the sessions:
https://youtube.com/playlist?list=PL0VO0n_w55R5hmgK8OUW7VMDZVxL9Sw5d&si=PyYwAZbwkODsN8vq

Warm Regards

Dr. Monika Chhabra

Dr. Monika Chhabra
Principal
MIS International School

CircularNo:MIS International School/ExtCircNo.51/Grades:1to12/Manodarpan /28.10.25

Grades 1 to 12

'Manodarpan'-This initiative aims to provide psychosocial support to students, teachers and families for mental health and emotional well-being during COVID-19 and beyond.
Some of the services/activities for students, parents and teachers under Manodarpan are:

1 National toll-free tele-counselling services (844-844-0632) are being provided from Monday to Sunday,

2. A designated webpage (https://manodarpan.education.gov.in/) is available which contains several resources (advisory and guidelines, advocacy material, podcasts, FAQs, etc.).

Parents/ Students may utilize this facility as and when required.

Warm Regards

Dr. Monika Chhabra

Dr. Monika Chhabra

Principal

MIS International School

Circular No: MIS International School/Ext Circ No.92/Gr: 1-12/Reopening of school - A.Y. 2025-26 /10.03.2025

Trial login for Let's Connect- 28 March 2025
Let's Connect session - 29 March 2025

- **Students to report to school as per the following schedule:**

Grades 6 to 9	Tuesday, 01 April 2025
Grades 3, 4 & 5	Wednesday, 02 April 2025
Grades 1 & 2	Thursday, 03 April 2025

The following points are to be noted:

- Wearing **I-Card** is mandatory.
- Carrying Escort card by parents at the time of pick up is mandatory.
- **New Admission:** Temporary I-Cards and Escort Card have been provided at the time of procurement of school essentials. If missed, to be collected from school before the reopening.
- **Rollover Students:** Students need to use their previous ID card & Escort card till the new ID card & Escort card are issued.
- All the belongings i.e. Books, Notebooks Bottle, Bag, Lunch box, Pencil box etc. to be labeled properly.
- There will be following breaks everyday which are as follows:
  a) Breakfast break: 09:55 am-10:10 am (Light snack like Sandwich, Poha etc. can be sent)
  b) Reminder for drinking water- long bell at the end of 4th period.
  c) Lunch break: 12:30 pm-12:50 pm (Nutritious homemade food to be sent)
- **First day:** Please follow pointers given by the Class Teacher in Let's Connect Session.

Transport students:

- Arrival of students: 8:25 am
- The school gates will be closed at sharp 8:32 am
- Students availing school transport will be entering through the gate where the buses will drop them.
- The buses will depart from school at 2:50 pm. The bus attendant will hand over the students only when Escort card is shown. Students will be dropped at the point as intimated to the transport department.

Arrival & Dispersal details:

Grades	Arrival Time	Arrival Venue	Dispersal Time	Dispersal Venue
Grade 1	8:25 am	Main Gate	2:40 pm	From respective classrooms
Grade 2	8:25 am	Main Gate	2:40 pm	From respective classrooms
Grade 3	8:25 am	Gate No. 4 (Back side)	2:50 pm	3A- From respective classroom 3B, 3C,3D,3E,3F - Mirror quadrangle 3G - Play area near reception
Gr 4 to 8	8:25 am	Gate No. 4 (Back side)	2:50 pm	Gate No. 4 (Back side)
Gr 9 to 12	8:25 am	Main Gate	2:50 pm	Main Gate

Warm Regards

Monika Chhabra

Mrs. Monika Chhabra
Principal MIS International School

CircularNo:MIS International School/ExtCircNo.52/ Gr-Nurto12/UsageofPlasticBags/ 28.10.25

Dear Parents

Unlike other materials, plastic does not biodegrade. It can take around 1,000 years to break down, so when it is discarded, it builds up in the environment until it reaches a crisis point. This pollution chokes marine life and wildlife, damages soil and contaminates groundwater, and can cause serious health impacts.

Kindly note that to preserve our environment, students are not allowed to use plastic bags in school. If required, you may use paper bag/cloth bag/jute bag, but not plastic bag.

It is recommended and advised that they do not use plastic bags even outside school.

Warm Regards

Dr. Monika Chhabra

Dr. Monika Chhabra
Principal
MIS International School

CircularNo:MIS International School/ExtCircNo.40/Grades: 3 to 12 /CBSE-Veer Gatha /12.09.25

Dear Parents

Project Veer Gatha was instituted in 2021 with the aim to disseminate the details of acts of bravery of the Gallantry Awardees and the life stories of these brave hearts among the students so as to raise the spirit of patriotism and instill amongst them values of civic consciousness. As per circular no. CBSE/ACAC/DS(MS)/2025 received from CBSE, interdisciplinary and art-integrated activities like Poem, Paragraph, Essay,Painting, Multi-Media Presentation etc. are the activities that may be done by individual students as a Project.

The categories, activities and suggestive topics are as follows:

Category	Activities	Suggestive Topics
Preparatory Stage (Grade 3rd to 5th)	Poem /Paragraph (150 words) /Painting /Drawing	**i.** My role model is (Gallantry Award winner) _____. The values which I have learnt from his/her life are……. **Or** **ii.** _____(Gallantry Award winner) gave the supreme sacrifice for our nation. If given a chance for keeping his/ her memory alive, I would like to…… **Or** **iii.** The indomitable spirit and military strategies of the warriors of India. For instance, but not restricted to King Kharavela of Kalinga, Prithviraj Chauhan, Shivaji, Warriors of 1857- the 1st War of Independence and Tribal Uprising etc. (Write about any one warrior who inspires you the most)
Middle Stage (Grade 6th to 8th)	Poem /Paragraph (300 words) /Painting /Drawing/ Multimedia Presentation/ Short Video (Anchoring/ Storytelling/ Reporting)	
Secondary Stage (Grade 9th to 12th)	Poem /Essay (750 words) /Painting/ Drawing /Multimedia Presentation Poem /Essay (750 words) /Painting/ Drawing /Multimedia Presentation/ Short Video (Anchoring/ Storytelling/ Reporting)	

Interested students may submit the same to the class teacher on or before 30 Sept 2025.

It is an optional activity.

Warm Regards

Dr. Monika Chhabra

Dr. Monika Chhabra

Principal

MIS International School

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CircularNo:MIS International School/ExtCircNo.19/Grades:Nur to Srkg/Uniform Code /18.06.25

Dear Parent

To maintain discipline and uniformity, please ensure the following:

- Students must wear their ID card to school every day.
- Accessories are not allowed.
- Long earrings are not allowed. Boys are not allowed to wear studs.
- Students are required to wear black shoes. If students use floaters during monsoons that, please note we have provided proper instructions, and only black floaters mentioned in the circular are allowed.
- School bag is mandatory, as mentioned in the Almanac.
- For haircut and hair tidiness, points mentioned on page 17 of Almanac to be referred to and complied.

If the norms are not followed, parents will be called to school for counselling and further action will be taken.

Warm Regards

Monika Chhabra

Mrs. Monika Chhabra
Principal
MIS International School

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2026

MIS International School

ANNUAL PEDAGOGICAL PLAN
2026-27
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 2026-27

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 2026-27:

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 CBSE.

Teachers

MIS INTERNATIONAL SCHOOL

S.No.	Teachers Name	Designation	Professional Qualification
1	Ms. Beena James	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411092
2	Ms. Vaishali Bhokare	Sr. Art Teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411093
3	Ms. Smitha Nair	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411094
5	Ms. Shraddha Patil	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411095
6	Ms. Sarita Jeowani	PGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411096
8	Ms. Eshani Jain	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411097
9	Ms. Vaishnavi Pandhare	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411098
10	Ms. Pankhuri Bhondele	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411099
11	Ms. Rucha N. Adhi	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411100
12	Mr. Arvind Shirke	PE Teacher PGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411101
13	Ms. Sayali Mandawkar	ICT Teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411102
14	Mr. Sanjay Tak	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411103
15	Ms. Pallavi Ajinkya Shinde	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411104
16	Ms. Preeti Pawar	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411105
17	Ms. Jyoti Jogdand	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411106
19	Mr. Sujay Bhausaheb Ghule	Special Educator	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411107

21	Ms. Shreelekha Chitnis	PGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411108
22	Ms. Shweta Mishra	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411109
23	Ms. Debjani Debsarma	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411110
24	Ms. Vanita Singh	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411111
25	Ms. Satyarekha Kasina	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411112
26	Ms. Swapnali More	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411113
27	Ms. Mamta H Umap	TGT - ICT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411114
28	Ms. Vrushali Haridas	ICT Teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411115
29	Ms. Devarati Nag	Dance Teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411116
30	Mr. Imran Shaikh	PE Teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411117
31	Mr. Sachin L Kumbhar	PE Teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411118
32	Ms. Arti Randhe	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411119
33	Ms.Sonali Mandlik	ICT Teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411120
34	Ms.Mugdha Sangit	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411121
35	Ms. Roopa Rajesh	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411122
36	Ms. Leena Ankur Potghante	Assistant	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411123
37	Mr. Aniruddha P Saswade	Activity Coordinator	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411124

38	Ms. Dipti Bhushan Kolhe	NTT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411125
40	Ms. Sunita Sanjay Chaudhari	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411126
41	Ms. Sarika Santosh Kande	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411127
42	Ms.Devaki Kashikar	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411128
43	Ms. Jayashri J Hampiholi	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411129
44	Ms.Anuya Sandeep Athare	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411130
45	Ms.Ritu Hasija	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411131
46	Ms.Amruta Jaideep Vinchurkar	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411132
47	Mr. Dattatray Shivaji Sakat	Activity In-charge	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411133
48	Mr. Akash Dashrath Jadhav	Lab Assistant	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411134
49	Ms. Tejashree Sandesh Bhalerao	PE Teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411135
50	Ms.Pooja Bawane	Sr.Counsellor and lifeskill incharge	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411136
51	Ms.Gayatri Sawant	NTT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411137
52	Ms.Preeti Pandey Tiwari	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411138
53	Ms.Shital Rananaware	Art Teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411139
54	Ms. Charushila Chetan Sawant	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411140
55	Ms. Pooja P. Ambaskar	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411141

56	Mr. Niraj Ramsipahi Saket	Football Coach	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411142
57	Ms. Sujata Gosavi	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411143
59	Ms.Minal Khemchand Chaudhari	PGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411144
60	Ms.Gauri D Joshi	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411145
61	Ms. Ashwini Pandhare	PGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411146
63	Mr. Rameshwar Dinkarrao Ratnaparkhe	Art Teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411147
64	Ms. Anupama Sharma	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411148
65	Ms. Tanuja Dehulia	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411149
66	Ms. Siddhi Vihang Bhandari	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411150
67	Ms. Jaipreet Kaur Juneja	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411151
68	Ms. Samruddhi Vikramsinh Naiknimbalkar	NTT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411152
69	Ms. Pallavi Deepak Deshmukh	Assistant	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411153
70	Ms. Meetali Ravindra Berry	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411154
72	Ms. Miloni Ravasia	Assistant	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411155
73	Ms. Puja Arote	Music Teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411156
74	Ms. Pallavi Sachin Vesanekar	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411157
75	Kiran	ICT Teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411158

76	Ranjeeta Verma	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411159
77	Sonali Shrikant Aken	Assistant	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411160
78	Anuradha Nilesh Patil Khirid	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411161
79	Sushma Duggaraju	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411162
80	Sandhya Salunkhe	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411163
81	Pranjali Parijat Vaidya	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411164
82	Swapnil Shinde	Activity Incharge	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411165
83	Rupinderjit Kaur	PGT math	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411166
85	Akshay D Jamkar	PE Teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411167
86	Samiksha Meshram	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411168
87	Sweta Nikhil Aglawe	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411169
88	Ms. Akshada Shevate	Librarian	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411170
89	Ms. Kamal Sanjay Bendale	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411171
90	Ms. Malti Nitin Manmode	Assistant	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411172
91	Ms. Shweta Mohan Kulkarni	Lab Assistant	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411173
92	Ms. Neerja Inderjit Wahi	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411174
93	Ms. Archana Das	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411175

94	Ms. Swati Pundlik Shelar	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411176
97	Mrs. Niharika Silky	Assistant	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411177
98	Mrs.Snehal M. Patil	PGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411178
101	Ganesh Mehta	PE Teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411179
102	Poonam Gill	TGT Science	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411180
103	Devashri Songirkar	Assistant	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411181
104	Priyanka Amol Kuthe	Assistant	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411182
105	Nitisha Selute	Assistant	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411183
106	Radha Kamtam	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411184
107	Pamela Manna	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411185
108	Elisha Dsouza	Assistant	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411186
109	Pallavi Tikale	PE Teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411187
110	Jyoti Patil	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411188
111	Pallavi Kulkarni	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411189
112	Archana Shelke	ICT Teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411190
113	Kunda Bhole	ICT Teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411191
114	Sweta Jadhav	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411192

115	Mrunal Nandgude	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411193
116	Sonam Chandak	ICT Teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411194
117	Prajakta Jagtap	TGT Science	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411195
118	Vanita Bhui	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411196
119	Savita Shinde	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411197
121	Kowelika Mazumdar	dle school Dance tea	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411198
122	Bhagyashri Patil	Art teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411199
123	Sujata Pande	NTT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411200
124	Deepti Ajaykumar	NTT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411201
126	Rakhi Shah	Assistant	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411202
127	Rohan Bhalerao	Librarian	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411203
128	Sushma Mankar	Assistant	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411204
129	Manali Limaye	Music Teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411205
131	Swati Bhadurwade	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411206
132	Yogita Jamkar	PE Teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411207
134	Meeta Kamble	Counsellor	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411208
135	Ms.Ada Fathima	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411209

136	Bhavana Patil	ICT Teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411210
137	Veena Nalawade	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411211
138	Mr. Pruthviraj Balwantrao Chavan	Music Teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411212
139	Prashnathi Katragadda	3D lab Assistant	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411213
140	Vrushali pundlik	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411214
141	Swati Singh	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411215
142	Vishal Kathirvelu	Cousellor	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411216
143	Pragati Ambagade	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411217
144	Datta Waghmare	Art Teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411218
145	Dharmaraj Kurhade	PE Teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411219
146	Sharda Pawar	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411220
147	Pratima Patil	NTT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411221
148	Ragini Jahagirdar	NTT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411222
149	Snehal Salunkhe	NTT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411223
150	Dhanashri Arane	NTT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411224
151	Aditi Shejul	Counsellor	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411225
152	Sayali Hinge	Dance Teacher	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411226

153	Gitanjali Umap	TGT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411227
154	Asmi Kadam	NTT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411228
155	Pooja Balwadkar	NTT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411229
156	Ms. Pradnya Fulsundar	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411230
157	Sheetal Teotia	PRT	MIS International School,Pune Octroi Naka, 33/1, Balewadi Rd, Opposite Chhatrapati Shivaji, Balewadi, Pune, Maharashtra 411231

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 2026-27

ACTIVITIES / COMPETITIONS

GRADES I – XII

***LET'S CONNECT SESSION: Monday, 30 March 2026 – Virtual Platform – Grades I-XII**

APRIL 2026				
Date	**Day**	**Activity / Competition / Event**	**Grade**	**Category**
01.04.26	Wednesday	Fresh Start, Bright Future	VI-XII	Activity
02.04.26	Thursday		I-V	Activity
GREEN LUNGS				
22.04.26	Wednesday	Trash to Treasure	I-V	Competition
		From Rags to Riches	VI-XII	Competition

JUNE 2026				
Date	**Day**	**Activity / Competition / Event**	**Grade**	**Category**
10.06.26	Wednesday	Investiture Ceremony	VIII-XII	Event
Healthy Body Healthy Mind				
17.06.26	Wednesday	Fitness With A Twist	I-V	Activity
		Dance To The Tunes Of Zumba	VI-XII	Activity
22.06.26	Monday	INTERNATIONAL YOGA DAY (Yoga, A Path To Balance)	I-XII	Event

JULY 2026				
Date	**Day**	**Activity / Competition / Event**	**Grade**	**Category**
WORLD UFO DAY				
08.07.26	Wednesday	When I Saw A UFO…	I-V	Activity
		My Encounter With A UFO	VI-XII	Activity
Fourth week of July*		Periodic Test – 1	I–XII	Assessment

MIS INTERNATIONAL SCHOOL

YEARLY PLANNER – SESSION 2026-27

ACTIVITIES / COMPETITIONS GRADES I – XII

AUGUST 2026				
Date	**Day**	**Activity / Competition / Event**	**Grade**	**Category**
08.08.26	Saturday	Parent Teacher Meeting - 1	I-XII	Open House
Azadi Ka Amrit Mahotsav				
12.08.26	Wednesday	My Nation My Pride	I-V	Cultural Presentation- Inter Class Competition
		Mera Karma Tu Mera Dharma Tu	VI-XII	
15.08.26	Saturday	Independence Day Celebrations		Flag hoisting

SEPTEMBER 2026				
Date	**Day**	**Activity / Competition / Event**	**Grade**	**Category**
Vighnaharta Utsav				
02.09.26	Wednesday	Ganpati Bappa Morya	I-V	Competition
		Celebrating Lord of Wisdom	VI-XII	
Fourth & Fifth week*		Half Yearly Exam	I-XII	Assessment

OCTOBER 2026				
Date	**Day**	**Activity / Competition / Event**	**Grade**	**Category**
Bapu : The Guiding Light				
14.10.26	Wednesday	Be the Change	I-V	Activity
		Lessons From The Spinning Wheel	VI-XII	Activity
24.10.26	Saturday	Parent Teacher Meeting – 2	I-XII	Open House
Children's Fiesta				
31.10.26	Saturday	Bal Mela	I-XII	Event

NOVEMBER 2026				
Date	**Day**	**Activity / Competition / Event**	**Grade**	**Category**
Fourth Week of Nov*		Periodic Test – 2	I –XII	Assessment

MIS INTERNATIONAL SCHOOL, BALEWADI

YEARLY PLANNER – SESSION 2026-27

ACTIVITIES / COMPETITIONS

GRADES I – XII

DECEMBER 2026				
Date	**Day**	**Activity / Competition / Event**	**Grade**	**Category**
12.12.26	Saturday	Annual Day	I-III	Event
13.12.26	Sunday	Annual Day	IV-IX	Event
Joy To The World				
23.12.26	Wednesday	Christmas Vibes	I-V	Competition
		Jingle Bells	VI-XII	
JANUARY 2027				
Date	**Day**	**Activity / Competition / Event**	**Grade**	**Category**
09.01.27	Saturday	Parent Teacher Meeting-3	I-XII	Open House
Second *N*eek Of Jan		Fond Memories	I-XII	Class Photograph
Second / Third Week		Sports For Fun	I-XII	Event and Competition
26.01.27	Tuesday	Republic Day Celebrations		Flag Unfurling
FEBRUARY 2027				
Date	**Day**	**Activity / Competition / Event**	**Grade**	**Category**
Third / Fourth Week *		Final Exam/ Term-2	I-IX X-XII	Assessment
*X and XII - As per CBSE Date Sheet				
MARCH 2027				
Date	**Day**	**Activity / Competition / Event**	**Grade**	**Category**
Second / Third Week		Parent Teacher Meeting-4 Result Of Term – 2	I-IX & XI	Open House
APRIL 2027				
Date	**Day**	**Activity / Competition / Event**	**Grade**	**Category**
01.04.27	Thursday	The Learning Voyage Begins!!	VI-XII	New Session
02.04.27	Friday		I-V	New Session

CCA periods may be utilized for CBSE Activities/Performing Arts as and when required. Any Change

MIS INTERNATIONAL SCHOOL

HOLIDAY LIST FOR STUDENTS- SESSION 2026-27

Sr. No	Holiday	Date	Day
1	Good Friday	03 April' 26	Friday
2	Dr. Ambedkar Jayanti	14 April' 26	Tuesday
3	Summer Vacation	01 May' 26 Onwards	
4	Muharram	26 June' 26	Friday
5	Palkhi	To Be Announced	
6	Independence Day – Non Instructional Day	15 August' 26	Saturday
7	Eid E Milad (Tentative)	25 August' 26	Tuesday
8	Raksha Bandhan	28 August' 26	Friday
9	Janmashtami	04 September' 26	Friday
10	Ganesh Chaturthi	14 September' 26	Monday
11	Gauri Pooja	19 September' 26	Saturday
12	Anant Chaturdashi	25 September' 26	Friday
13	Gandhi Jayanti	02 October' 26	Friday
14	Dussehra	20 October' 26	Tuesday
15	Deepawali Vacation	06 Nov' 26 to15 Nov'26	
16	Guru Nanak Jayanti	24 November' 26	Tuesday
17	Christmas Vacation	25 Dec' 26 to 03 Jan' 27	
18	Makar Sankranti	15 January' 27	Friday
19	Republic Day – Non Instructional Day	26 January' 27	Tuesday
20	Chhatrapati Shivaji Maharaj Jayanti	19 February' 27	Friday
21	Mahashivratri	06 March' 27	Saturday
22	Eid Ul Fitr (Tentative)	10 March' 27	Wednesday
23	Holi	22 March' 27	Monday
24	Good Friday	26 March' 27	Friday
25	Ram Navmi	27 March' 27	Saturday

Holiday list for students- Session 2026-27

Vacations	Grades 1 to 5	Grades 6 to 12
Summer Vacation	01 May' 26 to 01 June'26 Students to report on 02 June' 26	01 May' 26 to 31 May' 26 Students to report on 01 June' 26
Deepawali Vacation	06 Nov' 26 to 15 Nov' 26 Students to report on 16 Nov' 26	
Christmas Vacation	25 Dec' 26 to 03 Jan' 27 Students to report on 04 Jan' 27	

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

MIS INTERNATIONAL SCHOOL, BALEWADI

YEARLY PLANNER – SESSION 2026-27 PRE- PRIMARY
ACTIVITIES / COMPETITIONS
LET'S CONNECT SESSION: Monday, 30 March 2026- Virtual Platform*

APRIL 2026				
Date	**Day**	**Activity / Competition / Event**	**Grade**	**Category**
06.04.26	Monday	**A Joyful Journey Begins**!	Pre-Primary	Activity
HEALTHY BODY HEALTHY MIND				
17.04.26	Friday	**Zumba Fun for Little Feet!**	Pre-Primary	Activity
GROW GREEN, BREATHE CLEAN				
22.04.26	Wednesday	**Green Lungs Poster Making**	Pre-Primary	Activity
28.04.26	Tuesday	**Little Swimmers, Big Splash!**	Pre-Primary	Activity
JUNE 2026				
ONE OCEAN, ONE FUTURE				
05.06.26	Friday	**Ocean Heroes in Action**	Pre-Primary	Activity
13.06.26	Saturday	**Parent Teacher Meeting -1**	Pre-Primary	Open House
19.06.26	Friday	**Happy Hearts Through Yoga**	Pre-Primary	Activity
25.06.26	Thursday	**Family Bond- Forever**	Pre-Primary	Activity

JULY 2026

MOMENT OF JOY

06.07.26	Monday	**Palkhi – Journey of Devotion**	Pre-Primary	Activity
10.07.26	Friday	**Poetry with a Twist**	Pre-Primary	Competition
25.07.26	Saturday	**Utsav – The Spirit of Celebration**	Pre-Primary	Event

AUGUST 2026

THE MAGIC OF FRIENDSHIP

05.08.26	Wednesday	**Forever Friends**	Pre-Primary	Activity
14.08.26	Friday	**My Nation My Pride**	Pre-Primary	Competition
27.08.26	Thursday	**Thread of Love, Bond for Life**	Pre-Primary	Activity

SEPTEMBER 2026

A TIME TO CELEBRATE

03.09.26	Thursday	**Muralis, Makhan & Masti!**	Pre-Primary	Activity
11.09.26	Friday	**Vighnaharta Utsav**	Pre-Primary	Activity
12.09.26	Saturday	**Grandparents' Day**	Pre-Primary	Event
Third & Fourth week*		**Half Yearly Exam / Term-1**	Pre-Primary	Assessment

OCTOBER 2026

ADVENTURE AWAITS

09.10.26	Friday	**Field Trip**	Pre-Primary	Excursion
16.10.26	Friday	**Beyond Litfest Showcase**	Sr.KG	Event

24.10.26	Saturday	**Parent Teacher Meeting- 2**	Pre-Primary	Open House
NOVEMBER 2026				
TOGETHER WE CELEBRATE				
05.11.26	Thursday	**Diwali - Sparkle and Shine**	Pre-Primary	Activity
20.11.26	Friday	**The Magic of Storytelling**	Pre-Primary	Competition
DECEMBER 2026				
THE TALENT TAPTESY				
12.12.26	Saturday	**Annual Day**	Pre-Primary	Event
24.12.26	Thursday	**Joy To The World**	Pre-Primary	Activity
JANUARY 2027				
SPORTS FIESTA				
09.01.27	Saturday	**Parent Teacher Meeting- 3**	Pre-Primary	Open house
Second week of Jan		**Cherished Memories**	Pre-Primary	Class Photograph
23.01.27	Saturday	**Sports Day**	Pre-Primary	Event
FEBRUARY 2027				
LET'S EXPLORE				
05.02.27	Friday	**Anusandhaan - Little Explorers**	Pre-Primary	Event
10.02.27	Wednesday	**Our Heroes, Our Pride**	Pre-Primary	Competition
Last Week Of February		**Final Exam/Term 2**	Pre-Primary	Assessment
MARCH 2027				
Second / Third Week		**Parent Teacher Meeting -4 / Sr.KG Graduation Day Result Of Term- 2**	Pre-Primary	Open House & Graduation Day
APRIL 2027				
05.04.27	Monday	**New Session, New Dreams**	Jr.KG- Sr.KG	New Session
06.04.27	Tuesday		Nursery	New Session

MIS International School

Holiday List for Students- Session 2026-27

Sr. No	Holiday	Date	Day
1	Good Friday	03 April' 26	Friday
2	Dr.Ambedkar Jayanti	14 April'26	Tuesday
3	Summer Vacation	01 May' 26 Onwards	
4	Muharram	26 June'26	Friday
5	Palkhi	To Be Announced	
6	Independence Day– Non Instructional Day	15 August' 26	Saturday
7	Eid E Milad (Tentative	25 August' 26	Tuesday
8	Raksha Bandhan	28 August' 26	Friday
9	Janmashtami	04 September' 26	Friday
10	Ganesh Chaturthi	14 September' 26	Monday
11	Gauri Pooja	19 September' 26	Saturday
12	Anant Chaturdashi	25 September' 26	Friday
13	Gandhi Jayanti	02 October' 26	Friday
14	Dussehra	20 October' 26	Tuesday
15	Deepawali Vacation	06 Nov' 26 to15 Nov'26	
16	Guru Nanak Jayanti	24 November' 26	Tuesday
17	Christmas Vacation	25 Dec' 26 to 03 Jan' 27	
18	Makar Sankranti	15 January' 27	Friday
19	Republic Day – Non Instructional Day	26 January' 27	Tuesday
20	Chhatrapati Shivaji Maharaj Jayanti	19 February' 27	Friday
21	Mahashivratri	06 March' 27	Saturday
22	Eid Ul Fitr (Tentative)	10 March' 27	Wednesday
23	Holi	22 March' 27	Monday
24	Good Friday	26 March' 27	Friday
25	Ram Navmi	27 March' 27	Saturday

Holiday list for students - Session 2026-27	
Vacation	**Pre-Primary**
Summer Vacation	**01 May'26 to 02 June'26 Students to report on 03 June'26**
Deepawali Vacation	**06 Nov'26 to 15 Nov'26 Students to report on 16 Nov'26**
Christmas Vacation	**25 Dec'26 to 03 Jan'27 Students to report on 04 Jan'27**

Foundational Stage (Nursery)

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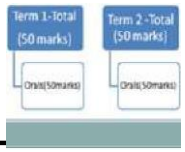
SUMMATIVE ASSESSMENT



Foundational Stage (Jr. KG - Sr. KG)

FORMATIVE ASSESSMENT

SUMMATIVE ASSESSMENT

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 priorthe exam.
Sample Papers needs to be submitted to parents for practice.
Distribution of marks and weightage aaoss the section.
Papers should be thoroughly checked. Covering all the topics and subtopics
Marks dsbibution should be justtfying 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

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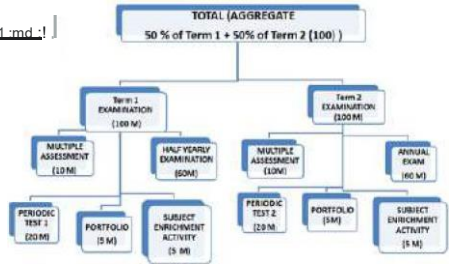
Follow the timeline and submit the things.
Marks entry is to be done in result sheet (excel sheet).
2□5;ira□n:i□!□iiir□□he□□□-be done by the class teachers on the basis of 3 points gradng scale A.A+,

Attendance should be calculated on lerm basis.
□r□lo□□question papers in specified format needs to be submitted within stipulated time to the

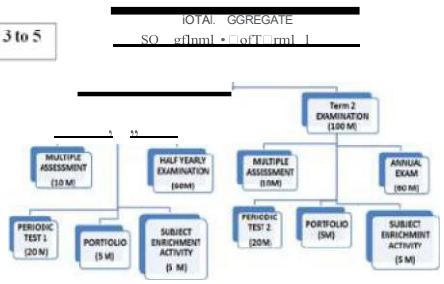
Foundational stage (1 and 2)

Grades 1 :md :!



Preparatory Stage (□ to 5)

Grades 3 to 5



Middle Stage (6 to 8)

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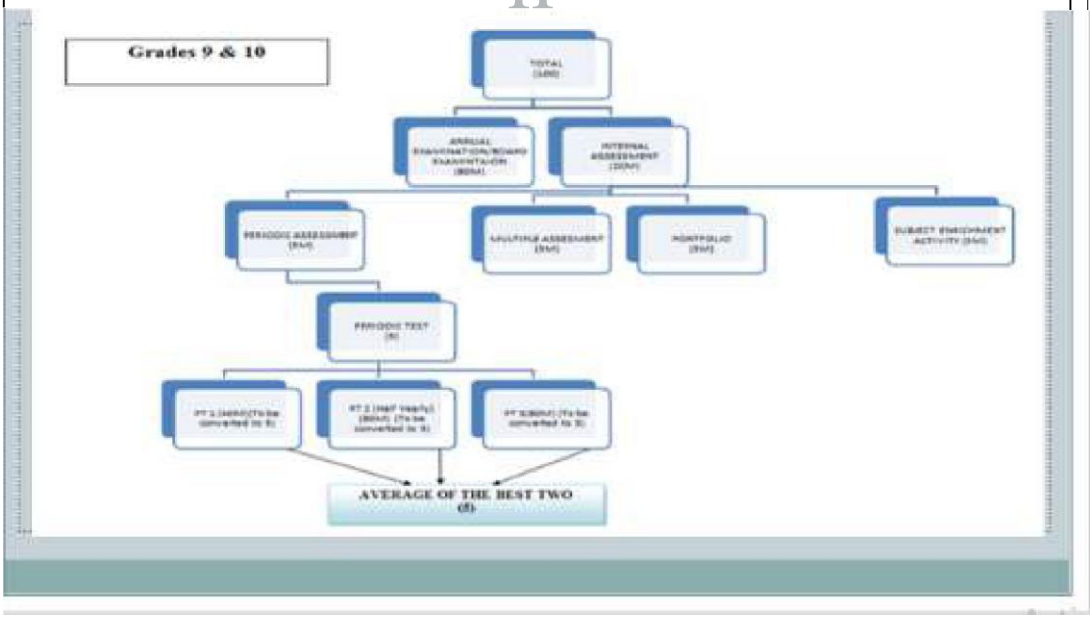
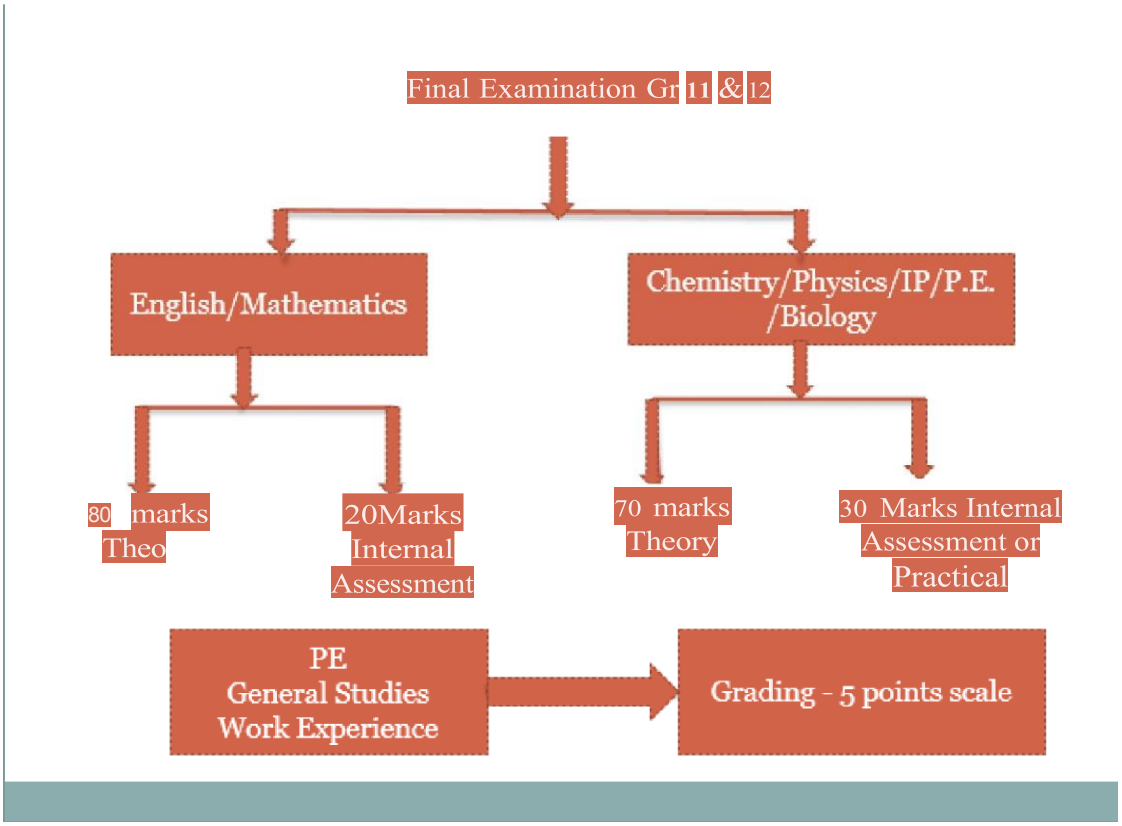




Details of Stackholders

S.No.	Employee Name	Designation	Qualification	Professional Qualification
1	Ms. Beena James	TGT	B.A. (English)	B.Ed.
2	Ms. Vaishali Bhokare	Sr. Art Teacher	H.Sc. ATD	ATD
3	Ms. Smitha Nair	TGT	B.A. (Economics)	B.Ed.
5	Ms. Shraddha Patil	PRT	MPM BCS B.Ed.	B.Ed.
6	Ms. Sarita Jeowani	PGT	MCA	B.Ed.
8	Ms. Eshani Jain	TGT	B.E. B.Ed. M.Ed.	B.Ed. M.Ed.
9	Ms. Vaishnavi Pandhare	TGT	M.A. (Marathi & Psychology) B.Ed.	B.Ed.
10	Ms. Pankhuri Bhondele	PRT	M.Sc (Microbiology)	B.Ed.
11	Ms. Rucha N. Adhi	PRT	B.Com. MPM DPPTT	DPPTT B.Ed.
12	Mr. Arvind Shirke	PE Teacher PGT	M.P.Ed.	M.P.Ed.
13	Ms. Sayali Mandawkar	ICT Teacher	BCA	BCA
14	Mr. Sanjay Tak	TGT	M.A. (Hindi)	B.Ed.
15	Ms. Pallavi Ajinkya Shinde	PRT	B.Com.	B.Ed.
16	Ms. Preeti Pawar	PRT	B.HSc. B.Ed.	B.Ed.
17	Ms. Jyoti Jogdand	TGT	B.A. (Eng. Lit) B.Ed.	B.Ed.
19	Mr. Sujay Bhausaheb Ghule	Special Educator	B.A. DSE (M.R)	DSE (M.R. RCI Registered)
21	Ms. Shreelekha Chitnis	PGT	B.Com. (Economics English)	B.Ed. NTT
22	Ms. Shweta Mishra	TGT	M.Tech, B.Sc. (Maths)	B.Ed.
23	Ms. Debjani Debsarma	TGT	M.A. (History)	B.Ed.
24	Ms. Vanita Singh	TGT	M.A (Economics)	B.Ed.
25	Ms. Satyarekha Kasina	PRT	B.Sc. (Comp Science) B.Ed., ECCE	B.Ed., ECCE
26	Ms. Swapnali More	TGT	M.Com., B.Com.	B.Ed.
27	Ms. Mamta H Umap	TGT - ICT	BE (Computers)	B.Ed.
28	Ms. Vrushali Haridas	ICT Teacher	Diploma in Electronic Engineering	ECCE
29	Ms. Devarati Nag	Dance Teacher	MA (Dance), BA (Dance)	-
30	Mr. Imran Shaikh	PE Teacher	BP.Ed.	B.P.Ed.
31	Mr. Sachin L Kumbhar	PE Teacher	MA BP.Ed.	B.P.Ed.
32	Ms. Arti Randhe	PRT	MA (Political Science), BA (Pol Science)	D.Ed.
33	Ms.Sonali Mandlik	ICT Teacher	M.Sc. (Computer Science) B.Sc	ECCE
34	Ms.Mugdha Sangit	PRT	MMM, B.Sc. (Chemistry)	B.Ed.
35	Ms. Roopa Rajesh	TGT	B.Sc. (Statistics) M.A. (English)	B.Ed.
36	Ms. Leena Ankur Potghante	Assistant	B.A. (Economics)	-
37	Mr. Aniruddha P Saswade	ctivity Coordinato	12th	Zumba B1 Certified, Certified Personal Trainer
38	Ms. Dipti Bhushan Kolhe	NTT	B.E. (ENTC)	ECCE
40	Ms. Sunita Sanjay Chaudhari	PRT	B.Sc. (Chemistry)	B.Ed.
41	Ms. Sarika Santosh Kande	TGT	M.A.	B.Ed. D.Ed.
42	Ms.Devaki Kashikar	PRT	B.Sc. LLB	Persuing B.Ed. (1st year completed - 31/07/2024)
43	Ms. Jayashri J Hampiholi	TGT	PHD, MA (Hindi)	M.Ed.
44	Ms.Anuya Sandeep Athare	PRT	M.A. (Hindi)	B.Ed.
45	Ms.Ritu Hasija	PRT	MBA B.Com. (Comp App)	B.Ed.
46	Ms.Amruta Jaideep Vinchurkar	TGT	M.Sc. (Electronics)	B.Ed.
47	Mr. Dattatray Shivaji Sakat	Activity In-charge	H.Sc.	-
48	Mr. Akash Dashrath Jadhav	Lab Assistant	B.Sc. (Physics)	-
49	Ms. Tejashree Sandesh Bhalerao	PE Teacher	B.Com. B.P. Ed. M.P.Ed.	B.P.Ed. M.P.Ed.
50	Ms.Pooja Bawane	Sr.Counsellor and lifeskill	M.A. (Psychology)	M.Ed.
51	Ms.Gayatri Sawant	NTT	M.A. (Political Science)	ECCE
52	Ms.Preeti Pandey Tiwari	PRT	M.A. (Economics)	B.Ed.
53	Ms.Shital Rananaware	Art Teacher	GD.Art Dip.Ed.	GD.Art Dip.Ed.
54	Ms. Charushila Chetan Sawant	TGT	M.Sc. (Biochemistry)	B.Ed.
55	Ms. Pooja P. Ambaskar	PRT	B.Sc. (Microbiology)	B.Ed. (1st Year completed - 31/07/2024)
56	Mr. Niraj Ramsipahi Saket	Football Coach	12th Pass	Appearing in D license approach for Football

57	Ms. Sujata Gosavi	PRT	M.A. (English)	B.Ed.
59	Ms.Minal Khemchand Chaudhari	PGT	M.Sc. (Physics)	B.Ed.
60	Ms.Gauri D Joshi	PRT	M.Sc. (Analytical Chemistry)	B.Ed.
61	Ms. Ashwini Pandhare	PGT	M.Sc. (Micro Biology) B.Ed.	B.Ed.
63	Mr. Rameshwar Dinkarrao Ratnaparkhe	Art Teacher	ATD	ATD
64	Ms. Anupama Sharma	TGT	B.A (Sanskrit & Hindi)	B.Ed.
65	Ms. Tanuja Dehulia	TGT	M.Sc. (Bio Tech.)	B.Ed
66	Ms. Siddhi Vihang Bhandari	TGT	M.Sc. (Maths)	B.Ed
67	Ms. Jaipreet Kaur Juneja	PRT	MBA (HR) B.Com.	B.Ed.
68	Ms. Samruddhi Vikramsinh Naiknimbalkar	NTT	MBA (HR Marketing) B.Dfc.	ECCE
69	Ms. Pallavi Deepak Deshmukh	Assistant	B.Com.	ECCE
70	Ms. Meetali Ravindra Berry	TGT	M.A. (Economics)	B2 German Language
72	Ms. Miloni Ravasia	Assistant	BDFC	-
73	Ms. Puja Arote	Music Teacher	MA (Music)	MA (Music)
74	Ms. Pallavi Sachin Vesanekar	PRT	B.Com.	Persuing B.Ed.
75	Kiran	ICT Teacher	B.Tech CS	B.Tech CS
76	Ranjeeta Verma	PRT	B.A. (Sociology) M.A (Eng)	B.Ed
77	Sonali Shrikant Aken	Assistant	B.A. (Economics)	B.Ed. (Persuing)
78	Anuradha Nilesh Patil Khirid	PRT	M.Sc. (Bio Chemistry)	B.Ed.
79	Sushma Duggaraju	PRT	M.Sc. (Bio Chemistry)	B.Ed.
80	Sandhya Salunkhe	TGT	M.A. (English)	B.Ed.
81	Pranjali Parijat Vaidya	TGT	B.Sc. (Statistics)	B.Ed.
82	Swapnil Shinde	Activity Incharge	10th (F)	Dance Teacher Training Program (Western Form)
83	Rupinderjit Kaur	PGT math	M.Sc. (Maths)	B.Ed.
85	Akshay D Jamkar	PE Teacher	M.P.Ed.	M.P.Ed.
86	Samiksha Meshram	PRT	B.E. M.A. (Hindi)	B.Ed.
87	Sweta Nikhil Aglawe	TGT	B.Sc. (Mathematics)	B.Ed.
88	Ms. Akshada Shevate	Librarian	M.Lib	-
89	Ms. Kamal Sanjay Bendale	TGT	M.A. (Geography)	B.Ed.
90	Ms. Malti Nitin Manmode	Assistant	M.A. (Marathi)	B.Ed.
91	Ms. Shweta Mohan Kulkarni	Lab Assistant	B.Sc. (Chemistry)	-
92	Ms. Neerja Inderjit Wahi	TGT	B.A. (Eco & Po. Science)	B.Ed.
93	Ms. Archana Das	PRT	M.A. (Hindi) B.A.	B.Ed.
94	Ms. Swati Pundlik Shelar	PRT	M.A. (Hindi) B.A.	B.Ed.
97	Mrs. Niharika Silky	Assistant	BSC	B.ed
98	Mrs.Snehal M. Patil	PGT	B.ed	MSC, B.ed
101	Ganesh Mehta	PE Teacher	CPED	CPED
102	Poonam Gill	TGT Science	MSC maths, B.Ed	B.ed
103	Devashri Songirkar	Assistant	Msc Comp	Msc Comp
104	Priyanka Amol Kuthe	Assistant	MSC, D.ed	MSC, D.ed
105	Nitisha Selute	Assistant	MBA Finance	MBA Finance
106	Radha Kamtam	PRT	BA, B.Ed	B.Ed
107	Pamela Manna	PRT	MBA Finance	B.ed(1st year Pursuing)
108	Elisha Dsouza	Assistant	Mcom,B.ed	B.ed
109	Pallavi Tikale	PE Teacher	Mped	Mped
110	Jyoti Patil	PRT	MA, B.ed, D.ed	MA, B.ed, D.ed
111	Pallavi Kulkarni	TGT	MSC, Bed	B.ed
112	Archana Shelke	ICT Teacher	MCA	MCA
113	Kunda Bhole	ICT Teacher	MCA B.Sc. (Chemistry)	TTC
114	Sweta Jadhav	PRT	M.Sc. (Maths)	B.Ed. (Persuing)
115	Mrunal Nandgude	PRT	B.Sc. (Comp Science)	B.Ed. (1st Year Completed - 21/07/2024)
116	Sonam Chandak	ICT Teacher	M.C.M.	ECCE

117	Prajakta Jagtap	TGT Science	MSC,B.ed	MSC,B.ed
118	Vanita Bhui	TGT	BA,B.Ed, MBA	B.Ed
119	Savita Shinde	PRT	MA(English), Bed	MA(English), Bed
121	Kowelika Mazumdar	le school Dance tea	M.A. (Creative Dance)	B.A. (Creative Dance)
122	Bhagyashri Patil	Art teacher	B.Text.	-
123	Sujata Pande	NTT	M.Sc. (Electronics)	ECCE
124	Deepti Ajaykumar	NTT	12th Pass	ECCE
126	Rakhi Shah	Assistant	Bcom	Bcom
127	Rohan Bhalerao	Librarian	M.Lib	M.Lib
128	Sushma Mankar	Assistant	MA Art	Art
129	Manali Limaye	Music Teacher	MA Music	MA Music
131	Swati Bhadurwade	TGT	MA,B.ed	MA,B.ed
132	Yogita Jamkar	PE Teacher	Mped	Mped
134	Meeta Kamble	Counsellor	BA/MA psychology	BA/MA psychology
135	Ms.Ada Fathima	PRT	B.E.	B.Ed
136	Bhavana Patil	ICT Teacher	BE(Textile)	BE, B.ed(pursuing)
137	Veena Nalawade	PRT	Mcom, Ecced	Ecced(B.Ed pursuing)
138	Mr. Pruthviraj Balwantrao Chavan	Music Teacher	MA (Music), BA (Music)	-
139	Prashnathi Katragadda	3D lab Assistant	MCA	MCA
140	Vrushali pundlik	PRT	BSC,B.Ed	B.Ed
141	Swati Singh	PRT	B.Ed	B.Ed
142	Vishal Kathirvelu	Cousellor	BA/MA psychology	BA/MA psychology
143	Pragati Ambagade	TGT	B.ED	B.ED
144	Datta Waghmare	Art Teacher	ATD	ATD
145	Dharmaraj Kurhade	PE Teacher	B.Ped	B.Ped
146	Sharda Pawar	TGT	MA	B.Ed
147	Pratima Patil	NTT	MSC Microbiology, PGDMLT	BSC
148	Ragini Jahagirdar	NTT	MSC Computer Science	BSC
149	Snehal Salunkhe	NTT	ECCEd	Ecced
150	Dhanashri Arane	NTT	BA	TTC
151	Aditi Shejul	Counsellor	BA/MA psychology	BA/MA psychology
152	Sayali Hinge	Dance Teacher	BA	BA
153	Gitanjali Umap	TGT	B.Ed	B.Ed
154	Asmi Kadam	NTT	Bcom, ECCED	Ecced
155	Pooja Balwadkar	NTT	Bcom, TTC	TTC
156	Ms. Pradnya Fulsundar	PRT	B.Sc. (Chemistry)	B.Ed.
157	Sheetal Teotia	PRT	B.Ed	B.Ed

Coordination with Parents/Community/Board

EPTA Meeting – 1
A.Y. 2026–27
Minutes of Meeting

Day & Date: Saturday, April 18, 2026
Venue: Conference Room, Ground Floor
Time: 9:00 a.m.

The Principal of MIS International School, Balewadi, Dr. Monika Chhabra, welcomed and congratulated the new EPTA Committee members on their selection. She informed the parents that the role of EPTA is to work in tandem with the school towards the holistic development of students. It was acknowledged that the progress of students depends on the joint efforts, mutual understanding, and cooperation between parents and school staff. EPTA plays an important role in the functioning of the school.

1. Briefing on Roles and Responsibilities of PTA Members

The agenda of the meeting was read out. The Principal explained the roles and responsibilities of EPTA members. She explained that the EPTA acts as a bridge between the parents and school with the objective of smooth execution of operations and welfare of all stake holders.

2. Academic Achievement

The Principal highlighted the Grade 10 Board Examination results. She proudly announced the Class 10 Board Examination Toppers and their percentage:
1st Position: Tanvi Honap – 98%
2nd Position: Shalik Mantoo – 96.8% AND Shreyanvi – 96.8%
3rd Position: Rohit Mattaparthy – 96.6%

The EPTA members applauded for the same.

3. Formation of EPTA Committee

After the introduction of each member, the following EPTA members were unanimously selected:
Designation of EPTA Committee Members:

Chairman – Dr. Monika Chhabra

Vice Chairman – Mr. Mangesh Walunj (Parent Representative)

Secretary – Ms. Roopa Rajesh (Teacher Representative)

Joint Secretary 1 – Ms. Amruta Savekar (Parent Representative)

Joint Secretary 2 – Mr. Pretesh Biswas (Parent Representative)

4. Welcome Activities for M-Sites
The Principal mentioned that the first day of school is a significant event marking the beginning of a new academic year filled with opportunities and challenges. To help students feel comfortable and make their first day memorable, welcome activities were conducted.
Pre-primary students were given paper goggles. Primary students created items such as flower bouquets, ice cream cones, bookmarks, and rainbows using paper. These activities helped students feel engaged and accomplished.

5. Health Education (Grades 3, 4 and 5)
Health Education has been introduced for Grades 3, 4, and 5. The curriculum comprises of activities that inculcate habits to improve health and hygiene. The sessions are conducted by doctors to help students understand essential health concepts.

6. Zoomer Sessions (Pre-primary to Grade 2)
Zoomer sessions have been introduced in addition to Physical Education for Pre-primary to Grade 2 students. These sessions include physical activities designed to develop gross motor skills in a fun filled manner. The equipments used are child friendly, bright and colourful.

7. English Communication Classes
English Communication classes have been introduced for Jr. KG and Sr. KG. Students are taught basic communication skills, and parents are invited to sessions where students present stories, helping build confidence.

8. Korean Language Club
The school has introduced a Korean Language Club with an MOU signed with Korean partners. The club focuses on Korean language and culture. It will commence in June.
Learning Korean may help students appear for the TOPIK examination, opening career opportunities with companies such as Hyundai, Kia, and other Korean organizations.

9. Innovation Lab
A Robotics Lab has been established in the school in collaboration with an external firm. Robotics kits will be provided to students for hands-on learning activities. Students from Grades 1 to 5 will have one period per week dedicated to this program. Grade 8 students will also learn Robotics through an age-appropriate curriculum.

10. Skill Lab
Kaushal Baudh (for Grades 6–8) and Kaushal Vikas (for Grade 9) have

been made mandatory. Students will undertake and showcase projects such as e-invitation cards, tie-and-dye, and more. A Kaushal Mela will be conducted, where parents will be invited to view the students' work. Each class will be assigned two projects per year.

11. CBSE Teacher Training

The Principal stated that teacher training is essential for updating teaching methodologies. As per CBSE guidelines, 50 hours of training are mandatory (25 hours CBSE + 25 hours internal).

Two CBSE training sessions were conducted in April on Environmental Science and Life Skills.

12. Summer Vacation and Academic Schedule

The Principal shared the following dates of summer vacation for M-sites.

Grade Level	Vacation Dates	Reopening Date
Pre-primary	01 May 2026 – 02 June 2026	03 June 2026
Grades 1–5	01 May 2026 – 01 June 2026	02 June 2026
Grades 6–12	01 May 2026 – 31 May 2026	01 June 2026

13. Examination Schedule

The Principal shared the examination schedule with the EPTA members:

Periodic Test 1: July

Half-Yearly Examination: September

Periodic Test 2: November

Annual Examination: February

She also mentioned that the date sheet and curriculum will be shared with parents one month in advance.

14. Additional Points Raised by EPTA Members

Q1: What is the syllabus for Grade 9 final examination?

The Principal confirmed that the entire syllabus will be included. NCERT books have changed and the school is waiting for their availability.

Q2: A parent raised a concern that the school name does not appear while scanning QR codes in Health Education textbooks for grades 3, 4 and 5.

The Principal said that the school will get it resolved by the service provider.

Q3: What should a child do in case of bullying and whom should they consult?

The Principal stated that students can approach counsellors or use the complaint box to share their concerns. They may also reach out to the Anti-Harassment Committee, Anti-Bullying Committee, etc for support. The school has a complete support system for the complainant and a course of action for the ones who bully.

Q4: Are students aware of the counsellor?
Yes. Also the school has a complete support system and a defined course of action to address bullying when required. Regular class counselling sessions are also conducted to inculcate a good value system among students. Also individual counselling is arranged upon parent request. Proper case study, documentation, and closure procedures are followed.

Q5: Is one-to-one counselling only done after parent email?

The Principal confirmed the same and stated that one-to-one counselling sessions are conducted only after receiving a request via email from parents.

Q6: Suggestion for focused reading classes (Grades 1 and 2)

The Principal appreciated the suggestion and stated that English teachers will incorporate dedicated reading sessions to help improve students' fluency and confidence.

In addition to the above points, the Principal announced that the toilets in the building will be refurbished. The work has already begun with the 6th-floor toilets. It will take approximately 1 to 1.5 months to complete the renovation on each floor, which will be carried out in a phased manner.

Lesson Plan

Sample Lesson Plan across all grades

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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: अमोली हिंदी पाठमाला
Subject integrated **: पर्यावरण अध्ययन (EVS)** • आसपास की वस्तुओं के नाम स्वर से जोड़कर सिखाना • उदाहरण: **अ – अनार, आ – आ**

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month – June**

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

Sub - topic: (अ) आकाश शहर चल
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 अमोली हिंदी पाठमाला, शब्दकोश।
Subject integrated : **मात्रा परिचय (अ)"** इसे **EVS, कला, संगीत और खेल गतिविधियों** के साथ जोड़कर अधिक प्रभावी बनाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month –June**

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

Sub - topic: (आ) आकाश शहर चल
Specific objectives: आ की 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 अमोली हिंदी पाठमाला, शब्दकोश।
Subject integrated : **आ की मात्रा"** इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को आसानी से सिखाया जा सकता है। □

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

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

Subject - Hindi **Month -June**

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

Sub - topic: (इ) चिड़िया आई-दादी आई।
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 अमोली हिंदी पाठमाला, शब्दकोश ।
Subject integrated : **"इ की मात्रा (ि)"हिंदी विषय का भाग है**, लेकिन इसे **EVS, कला, संगीत और खेल गतिविधियों** के साथ जोड़कर आसानी से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month - June**

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

Sub - topic: (ई) - चिड़िया आई-दादी आई
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 अमोली हिंदी पाठमाला, शब्दकोश ।
Subject integrated : **ई की मात्रा (ी)"** इसे **EVS, कला, संगीत और खेल गतिविधियों** के साथ जोड़कर बच्चों को सरल तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month - July**

Topic – 4 फलों की सभा **No. of Periods - 4**

Sub - topic: फलों की सभा
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 अमोली हिंदी पाठमाला, शब्दकोश ।
Subject integrated : **"फलों की सभा" हिंदी विषय का पाठ है**, लेकिन इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर अधिक रोचक और प्रभावी बनाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

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

Subject - Hindi **Month - July**

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

Sub - topic: उ - चुनमुन-जादू का डमरू
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: अमोली हिंदी पाठमाला, शब्दकोश ।
Subject integrated : **"उ की मात्रा (ु)"** इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को आसानी से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month - July**

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

Sub - topic: ऊ चुनमुन-जादू का डमरू
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 अमोली हिंदी पाठमाला, शब्दकोश ।
Subject integrated : **"ऊ की मात्रा (ू)"** इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को सरल और रोचक तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month - July**

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

Sub – topic: कृषक (ऋ)
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: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : **"ऊ की मात्रा (ू)"** इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को सरल और रोचक तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

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

Subject - Hindi **Month – August**

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

Sub - topic: ए - बड़े भैया
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: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : **"ए की मात्रा (े)"** इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को आसानी से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month -August**

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

Sub - topic: ऐ – बड़े भैया
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: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : **"ऐ की मात्रा (ै)"** इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को सरल और रोचक तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month - August**

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

Sub - topic: ओ - मौसी की टोकरी (ओ)
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: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : **"ओ की मात्रा (ो)"** इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को आसान और रोचक तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

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

Subject - Hindi **Month - August**

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

Sub - topic: औ –मौसी की टोकरी
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: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : **"औ की मात्रा (ौ)"** इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को सरल और रोचक तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

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

Subject - Hindi **Month - August**

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

Sub - topic: सब्जियाँ
Specific objectives दैनिक 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: अमोली हिंदी पाठमाला, शब्दकोश।
Subject integrated : **"सब्जियाँ"** इसे **EVS ,संगीत और गतिविधियों** के साथ जोड़कर और भी रोचक बनाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

Teacher's Name –Preeti Tiwari **Grade – 1st**
Subject - Hindi **Month - August**
Topic –12 पशु - पक्षी जगत **No. of Periods - 4**

Sub - topic: पशु - पक्षी जगत
Specific objectives: : विद्यार्थी पशु और पक्षियों के बीच अंतर समझ सकें।
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, अध्यापन पद्धति, कथन|
Activities: चित्र पहचान गतिविधि, आवाज़ पहचान खेल |
Board work: पशु और पक्षी में अंतर पढ़ेगें और लिखेंगे।
Learning outcomes: □ विभिन्न पशु-पक्षियों की **पहचान** कर सकेंगे। □ **पशु और पक्षी में अंतर** स्पष्ट रूप से बता सकेंगे, पर्यावरण में पशु-पक्षियों के **महत्व** को समझ पाएँगे।
Application: घायल या जरूरतमंद पशु-पक्षियों के प्रति **सहानुभूति और मदद करने की भावना** दिखाएँगे।
ICT Integration / Art Integration : Video Power Point Presentation
Class assessment/ Recapitulation:
Homework/ worksheets: किसी भी 5 पशु और 5 पक्षियों के **नाम लिखें**।
Reference: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : **"पशु–पक्षी जगत" को हिंदी के अलावा EVS, गणित, कला, संगीत और खेल गतिविधियों के साथ जोड़ा जा सकता है**, जिससे बच्चों की सीखने की प्रक्रिया और भी रोचक व प्रभावी बनती है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month -August**

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: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : **शरीर के अंग"** इसे **EVS , कला, गणित, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को आसानी से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month - October**

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

Sub - topic: दसखड़ी
Specific objectives : : दसखड़ी वाले अक्षर |
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
• Activities: : दसखड़ी वाले अक्षर को पढ़ना और बोलना, अंतर समझना, दसखड़ी को सूर ताल के साथ पढ़ेगे और लिखेंगे।
Board work: मुख्य शब्द को बोर्ड पर लिखना |
Learning outcomes:मात्राओ के अंतर को समझना और दसखड़ी 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 : : दसखड़ी लिखने को देगे |
Reference: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : **"दसखड़ी" हिंदी विषय का महत्वपूर्ण भाग है**, लेकिन इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को आसानी और मज़ेदार तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month - October**

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

Sub - topic: अनुस्वार- बंदर आया गाँव (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: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को सरल और प्रभावी तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month - October**

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

Sub - topic: अनुनासिक – बंदर आया गाँव
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: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को सरल और

प्रभावी तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month -October**

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

Sub - topic: अः - बंदर आया गाँव
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: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : "इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को सरल और प्रभावी तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

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

Subject - Hindi **Month- October**

Topic –12 –कुछ अन्य ध्वनियाँ **No. of Periods - 4**

Sub - topic: ड़, ढ़, ज़, फ़
Specific objectives: : ड़, ढ़, ज़, फ़
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, अध्यापन पद्धति, कथन।
Activities: अक्षर देखकर उसकी ध्वनियाँ बताएगे।
Board work: अक्षरों को पढ़ेगें और लिखेंगे।
Learning outcomes: मौखिक तथा लेखन कौशल का विकास करना। चित्रों के बारे में बातचीत, जानकारी छाँटना, अक्षरों को पहचान कर उनको लिखना।
Application: चित्र देखकर अक्षर का नाम बताना।
ICT Integration / Art Integration : Video Power Point Presentation
Class assessment/ Recapitulation:
Homework/ worksheets: कुछ अन्य ध्वनियाँ लिखने को देगे।
Reference: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट।
Subject integrated : **"कुछ अन्य ध्वनियाँ" हिंदी विषय का भाग है**, लेकिन इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को सरल और प्रभावी तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

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

Subject - Hindi **Month- October**

Topic –12 – संयुक्त व्यंजन **No. of Periods - 4**

Sub - topic: संयुक्त व्यंजन
Specific objectives: : संयुक्त व्यंजन वाले अक्षर |
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, अध्यापन पद्धति, कथन।
Activities: दो व्यंजनों को मिलाकर कौन सा संयुक्त व्यंजन बना, नाम बताएगे |
Board work: संयुक्त व्यंजन वाले अक्षर पढ़ेगें और लिखेंगे।
Learning outcomes: मौखिक तथा लेखन कौशल का विकास करना। चित्रों के बारे में बातचीत, जानकारी छाँटना, व्यंजनों को पहचान कर उनको लिखना |
Application: व्यंजनों को देखकर उनके नाम बताना |
ICT Integration / Art Integration : Video Power Point Presentation
Class assessment/ Recapitulation:
Homework/ worksheets: संयुक्त व्यंजन लिखने को देगे |
Reference: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : **"संयुक्त व्यंजन" हिंदी विषय का महत्वपूर्ण भाग है**, लेकिन इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को बेहतर तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

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

Subject - Hindi **Month -November**

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: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : **"गिनती"** इसे गणित**, गतिविधियों** के साथ जोड़कर बच्चों को आसानी और मज़ेदार तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name –Preeti Tiwari **Grade – 1st**
Subject - Hind **Month -November**
Topic – 1 त्योहार आए, खुशियाँ लाए **No. of Periods - 5**

Sub – topic त्योहार आए, खुशियाँ लाए
Specific objectives: लयात्मकता का ज्ञान, भाईचारे का सन्देश|
Methodology: स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: चित्रों के माध्यम से पहचानना कौन सा पकवान कौन से त्योहार से जुड़ा हैं ।
Board work: मुख्य शब्द, निर्देश
Learning outcomes: सभी धर्मो का महत्व बताना और विभिन्न त्योहारों की जानकारी देना ।
Application: आनंद, 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: अमोली हिंदी पाठमाला, शब्दकोश ।
Subject integrated : **"त्योहार आए, खुशियाँ लाए" हिंदी विषय का पाठ है**, लेकिन इसे **EVS, कला, संगीत, गणित और गतिविधियों** के साथ जोड़कर बच्चों को और भी रोचक तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hind **Month -December**

Topic – 1 चूहे भाई **No. of Periods - 5**

Sub – topic चूहे भाई
Specific objectives: लयात्मकता का ज्ञान, नैतिक मूल्यों का विकास।
Methodology: स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: चूहे और बिल्ली के चित्र में 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: अमोली हिंदी पाठमाला, शब्दकोश ।
Subject integrated : **"चूहे भाई" हिंदी विषय का पाठ है**, लेकिन इसे **EVS, कला, संगीत और**

गतिविधियों के साथ जोड़कर बच्चों के लिए और भी रोचक बनाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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: पानी और जमीन पर रहने वाले प्राणियों के नाम और आकाश में उड़ने वाले पछियों| के नाम बताना
Methodology: स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: चित्र देखकर बताना कौन सी चीज़ पानी में डूबेगी नहीं |
Board work: मुख्य शब्द, निर्देश
Learning outcomes:पशु - पछियों, के प्रेम का 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: अमोली हिंदी पाठमाला, शब्दकोश।
Subject integrated : **“तैरूँ या उड़ूँ” हिंदी विषय का पाठ है**, लेकिन इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों की सीखने की प्रक्रिया को और भी रोचक बनाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month – January**

Topic – 1 आओ, पेड़ लगाएँ **No. of Periods - 5**

Sub – topic आओ, पेड़ लगाएँ
Specific objectives: लयात्मकता का ज्ञान, पर्यावरण प्रेम।
Methodology: स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: बच्चों से एक पेड़ का चित्र बनवाना।
Board work: मुख्य शब्द, निर्देश
Learning outcomes: पर्यावरण प्रेम 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: अमोली हिंदी पाठमाला, शब्दकोश ।
Subject integrated : **"आओ, पेड़ लगाएँ"** इसे **EVS गतिविधियों** के साथ जोड़कर बच्चों को पर्यावरण के प्रति जागरूक बनाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name –Preeti Tiwari **Grade – 1st**
Subject - Hind **Month - January**

Topic – 1 खुशियाँ लाया हाथी **No. of Periods - 5**

Sub – topic खुशियाँ लाया हाथी
Specific objectives: पशुओं के प्रति प्रेम भाव को बढ़ाना
Methodology: स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: हाथी 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: अमोली हिंदी पाठमाला, शब्दकोश ।
Subject integrated : **"खुशियाँ लाया हाथी" हिंदी विषय का पाठ है**, लेकिन इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों के लिए और भी रोचक बनाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month - January**

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

Sub - topic: रंगों का कमाल
Specific objectives: रंगो के नाम
Methodology: उच्चारण, पहचान, स्पष्टीकरण, 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: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट।
Subject integrated : **"रंग"** इसे कला **गतिविधियों** के साथ जोड़कर बच्चों को और भी रोचक तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026-27)

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

Subject - Mathematics Month - April

Topic – Prep Time No. of Period - 10

Subtopic:

- Concept of Zero
- Number Names
- Concept of Tens and Ones
- Bigger and Smaller Numbers
- Backward Counting (20-1)
- Ordering Numbers- Increasing and Decreasing Order

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.

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

Subject Integration:

- English: Students will be learning number names with the help of letters.

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026-27)

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

Subject - Mathematics Month - April

Topic – Theme 1, I am Special

1. Counting Tales (Numbers up to 50) No. of Period - 10

Subtopic:

- Number Names 20 -50
- Concept of Tens and Ones
- Missing Numbers
- Biggest or Smallest
- Before, After, Between
- Backward Counting
- Place Value and Face Value
- Comparing Numbers
- Increasing and Decreasing Order

Specific objective:

- Students will understand the numbers 20 to 50 and one to one correspondence.
- Count the number of objects in a collection.
- Place value and Face Value read and write numbers up to 50.
- discuss the meaning of 0.
- recognize the value of zero.
- use 0 to describe the number of objects in a group.

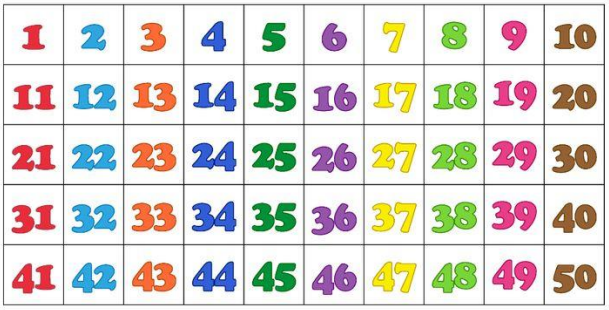
Methodology:

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

Activities:

- Make a number wall hanging using any numbers from 0 to 50.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:



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Learning outcomes:

- Students will be able to identify the numbers from 21-50
- Associate the numbers with its number names
- Identify the place value and face value of numbers 21-50
- Identify biggest or smallest numbers.
- Identify symbols for comparison.
- Compare numbers.
- Write numbers before, after and between.
- Order numbers.
- Understand backward counting.

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

Subject Integration:

- Art: Student will draw object according to number.
- Physical Education: Student can count movements.

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026-27)

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

Subject - Mathematics Month - June

Topic – Theme 2

2. How Many More (Addition) No.of Period - 7

Subtopic:

- Addition by Counting On
- Adding Zero
- Adding One
- Addition on a Number Line
- Addition Facts
- Horizontal Addition
- Vertical Addition
- Adding by counting forward
- Number Combinations
- Adding a single digit and 2-digit Numbers
- Story Sums

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.
- Use concrete objects to solve addition facts.
- 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

Subject Integration:

- English: Students solve addition and make sentences.
  Example: *3 apples + 2 apples = 5 apples.*
- Art: Students draw and add objects.

Physical Education: Students add movements.
Example: *5 jumps + 5 jumps = 10 jumps.*

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026-27)

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

Subject - Mathematics | Month - June

Topic – Theme 3 Our Basic Needs

4. The Great Math Race (Numbers up to100) | No. of Period - 7

Subtopic:

- Number names 50-100
- Forward ward counting
- Back ward counting
- Ones and Tens
- Biggest and smallest numbers
- Before, after and between numbers
- Increasing and decreasing order
- Place and face value

Specific objective:

- Students will understand the numbers 50 to 100 and one to one correspondence.
- Count the number of objects in a collection.
- Place value and Face Value read and write numbers up to 100.
- 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 strip using any numbers from 51 to 100.Decorate it with different colours and objects of your choice.

Board work :

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Learning outcomes:

- Students will be able to identify numerals from 50-100
- Associate the numbers with their corresponding values.
- Represent the number in tens and ones.

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

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

Subject Integration:

- Art: Student will draw object according to number.
- Physical Education: Student can count movements.

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026-27)

Teacher's Name – Rucha Adhi | Grade - 1

Subject - Mathematics | Month - July

Topic – Theme 2-Our community

3. The Powers of Minus (Subtraction) | No. of Period - 7

Subtopic:

- Subtraction of 1-digit Number from 2-digit Number
- Vertical Subtract
- Horizontal Subtraction
- Subtraction Using Number Line
- Subtraction from1
- Subtraction from2
- Subtraction from3
- Subtraction from4
- Subtraction from5
- Subtraction from6
- Subtraction from7
- Subtraction from8
- Subtraction from9
- Subtraction from10
- Subtracting a single digit number from a 2-digit number.
- Story sums

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.

Blackboard :

Learning outcomes:

- Students will be able to use concrete objects to subtract.
- Subtract numbers using different ways
- Subtract numbers vertically.
- Understand subtraction facts.
- Solve word problems

Application:

Students will be able to understand:

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

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

Subject Integration:

Environmental Studies (EVS) Use objects from nature.
Example: 7 leaves − 2 leaves = 5 leaves

10 birds − 3 birds flew away = 7 birds

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026-27)

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

Subject - Mathematics Month - August

Topic – Theme 4 Living world (SEA) No. of Period - 7

5. Rangoli Ka Khel(Shapes Patterns)

Subtopic:

- Shapes
- Similar Shapes
- Same Shapes
- Straight Lines and Curved Lines
- Solid Shapes
- Objects that Roll and Slide
- Figure Patterns
- Number Patterns

Specific objective:

- Students will be able to identify defining attributes of basic shapes.
- Students will be able to identify the number of sides that a triangle, rectangle, square, and circle have.
- Identify specific shapes.
- Recognize shapes in the environment.
- Create original works of art using the shapes.
- Name the rule for a displayed pattern of three to five colors or shapes.
- Extend a three to five color or shape pattern.
- Create a three color or shape pattern and repeat it a minimum of two times.

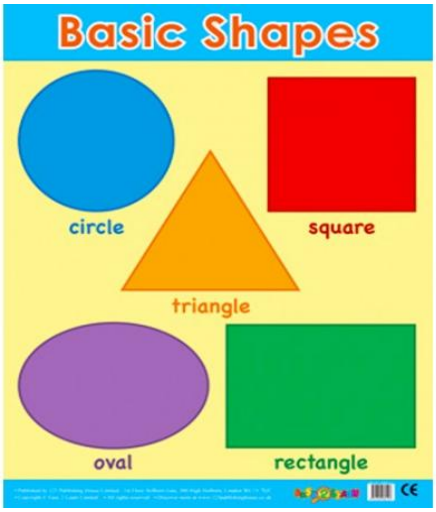
Methodology:

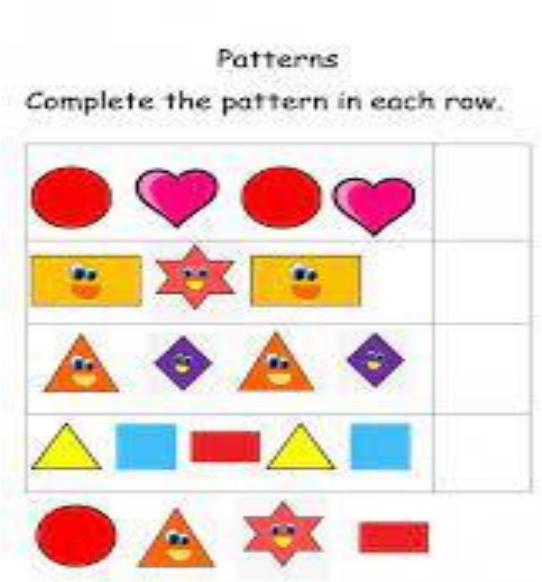
- Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Take a coloured sheet of paper.Place any circular object on it and draw its outline.Cut the circle using scissors with the help of an elder. In a similar way,cut out square,triangle,rectangle and oval using sheets of different colours.Paste these shapes to make different objects like a **hut**, flower and so on.

Blackboard:





Learning outcomes:

- The students will be able to learn about plane shapes: square, rectangle, triangle, circle and oval.
- Learn about solid shapes: cube, cuboid, cone, cylinder and sphere.
- Understand the difference between straight lines and curved lines.
- Identify patterns.
- Learn to recognize, create, copy and extend patterns through repeated daily activities.

Application:

Students will be able to:

- Construct shapes and designs.
- Detect shapes that are similar.
- How to identify the similar patterns in groups.
- Recognize a repeating pattern.
- How to detect the number pattern.
- They will also be able to identify the pattern in art, music, and environment.

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

Subject Integration:

Art: Students use shapes to create drawings and crafts.
Examples:

- Make a **house** using a **square and triangle**.
- Make a **sun** using a **circle**.
- Create a **shape collage** using different shapes.

EVS: Students identify shapes in real-life objects.
Examples: Sun – Circle Window – Square/Rectangle

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026-27)

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

Subject - Mathematics | Month - October

Topic – Theme5 Technology Around us | No. of Period - 7

6. Measure Up (Measurement)

Subtopic:

- Length and Height
- Measuring Length Using Body Parts
- Measuring Length Using Smaller Objects
- Weight
  Capacity

Specific objective:

Students will be able to:

- describe units of measure
- use measuring tools
- explain purpose of measuring
- describe methods of measuring

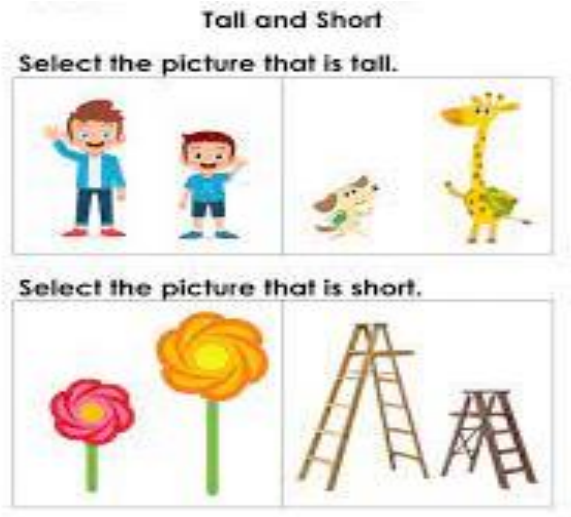
Methodology:

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

Activities:

- Activity to measure the length of some objects using a small rectangular strip.
- Activity to find the names of plants and then arrange them in increasing order of their heights.

Blackboard :



Learning outcomes:

Students will be able to

- Distinguish between long and short objects.
- Measure short lengths in terms of uniform non-standard units.

Application:

Students will be able to :

- Students will be able to understand:
- Measure length, area, volume and mass using appropriate equipment.
- How to measure length, weight, capacity using body parts.

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 (written and 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

Subject Integration:

English: Students read and write about measurements. Examples:

- Write sentences like “The table is 1 meter long.”
- Learn words like long, short, heavy, light

Physical Education**:** Students measure distance in activities.
Examples:

- Measure how far they jump.

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026-27)

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

Subject - Mathematics | Month - October

Topic – Theme7 Air and Water | No. of Period - 10

9. Khelo- Jodo-Ghatao

Subtopic:

- Adding single-digit and 2-digit numbers
- Counting Forward
- Adding 2 digit numbers
- Counting Backward
- Subtracting a single-digit numbers from a 2-digit number
- Subtracting a 2-digit number from a 2-digit number
- Addition and subtraction using number line
- Story sums

Specific objective:

- Students will know basic definitions of addition and subtraction such as sum, total, addend, and difference in addition to the terms numeral, digit, and whole number.
- Students will be able to express addition and subtraction equations in multiple different ways, by adding and subtracting physical items through multiple activities, discussions, and observations.

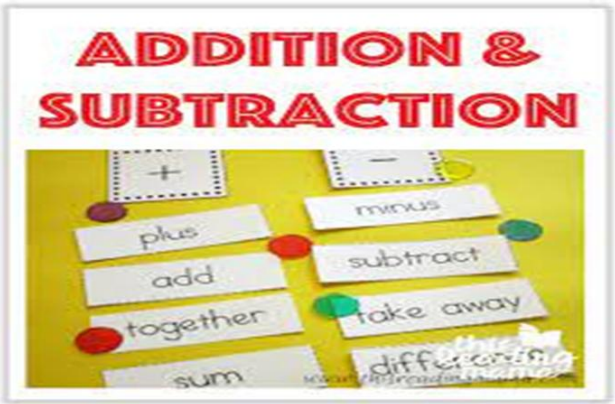
Methodology:

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

Activities:

- Activity to colour a cartoon character using the colour codes obtained after solving some addition and subtraction problems.
- A life-skill based activity to find out prices of some stationery items and then add or subtract them.

Blackboard :



Learning outcomes:

- The learners will be able to add 2-digit and 1-digit numbers.
- Add 2-digit numbers.
- Add numbers using number line.
- Solve addition word problems.
- Subtract 1-digit numbers from 2-digit numbers.
- Subtract 2-digit numbers.
- Subtract numbers using number line.
- Solve word problems based on subtraction.

Application:

Students will be able to :

- Students will know basic definitions of addition and subtraction such as sum,
  total, addend, and difference in addition to the terms numeral, digit,and whole number.
- Students will be able to add and subtract multi-digit whole numbers.
- Students will estimate the sum and differences of numbers.
- Addition by doing carry over method.
- Solving Word 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 (written and 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

Subject Integration:

Environmental Studies (EVS)

- How**:** Connect subtraction with nature or daily life
- Examples:
  - “There were 8 birds on a tree, 2 flew away → how many left?”
  - “10 trees planted, 4 cut down → how many remain?”

3. English (Language)

- How**:** Use story problems and word sentences
- Examples:

Story: “Riya had 9 chocolates, she gave 4 to her friend. How many left?”

  - Students write their own subtraction stories

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026-27)

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

Subject - Mathematics Month -November

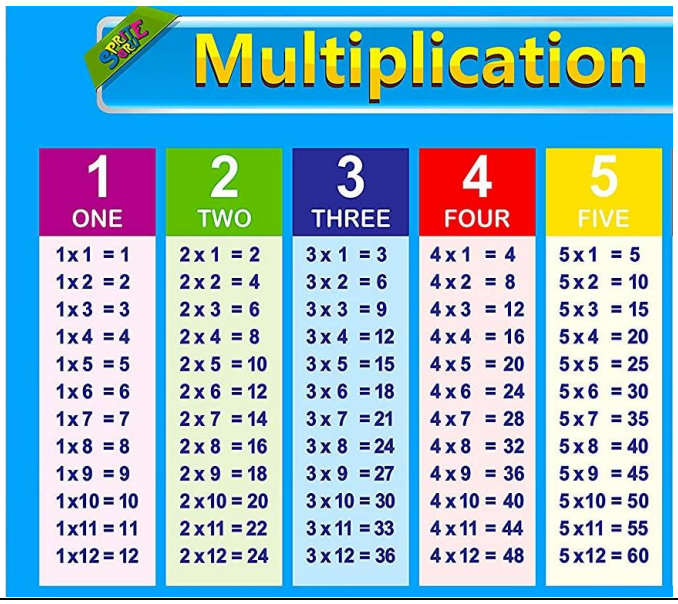
Topic – Theme-8 Earth and sky No. of Period - 7

11. How Many Times

(Multiplication: Getting Ready)

Subtopic: • Repeated Addition • Multiplication
Specific objective: • Students will be able to explain and demonstrate the principles of multiplication. • Students will know basic definitions for multiplication. • Students will use their understanding of place value and single digit multiplication to begin multiplying two-digit numbers.
Methodology: • Demonstration Method, Explanation Method (learning method), Activity based teaching.
Activities: Make a multiplication wheel

Blackboard :



Learning outcomes:

- *Count the numbers of objects in each group.*
- *Count and add things by making small groups of the same number.*

Application:

Students will be able to learn :

- Tables of 2,3,4 and 5
- Solving sums using multiplication method.
  How to do skip counting of numbers.

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

Subject Integration:

Environmental Studies (EVS)

- How: Connect subtraction with nature or daily life
- Examples:
  - "There were 8 birds on a tree, 2 flew away → how many left?"
  - "10 trees planted, 4 cut down → how many remain?"

English (Language)

- How: Use story problems and word sentences
- Examples:
  - Story: "Riya had 9 chocolates, she gave 4 to her friend. How many left?"
  - Students write their own subtraction stories

Art & Craft

- How: Visual subtraction using drawings
- Examples:
  - Draw 6 balloons, cross out 2 → count remaining
  - Use stickers or cut-outs and remove some

Physical Education (Games)

- How**:** Activity-based subtraction
- Examples:
  - 10 students playing, 3 leave → count remaining
  - Jump counts: Start with 15 jumps, subtract 5

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026-27)

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

Subject - Mathematics | Month - December

Topic – Theme 6 Our India | No. of Period - 7

8. Pocketful of Fun (AIL)

Subtopic:

- Indian Notes and Coins
- Know the Value
- Counting Money

Specific objective:

- Students will define "money,".
- Discuss why we need money.
- Identify bills and coins, and consider how money is used.
- Students will learn the monetary values of coins and how these coins can be used to make one dollar.
- Students will experience in a physical way the values of the intervals of minutes and hours.

Methodology:

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

Activities:

- Activity to trace the coins with different colours using colour pencils.
- Activity to form different combinations of coins and notes for a given amount.

Blackboard :

Learning outcomes:

- The learners will be able to learn about currency notes and coins.
- Identify coins and notes.
- Count money by addition.
- Use coins and notes to make up an amount.
- Solve word problems.

Application:

Students will understand :

- Explain money and the factors that determine value.
- Compare and contrast currency values in different economies.
- Relate the value of money to personal consumption.

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

Subject Integration:

Environmental Studies (EVS)

- How: Daily life and community helpers
- Examples:
    - Role of shopkeepers, banks, markets

- Needs vs wants (spending money wisely)

English (Language)

- How: Speaking, reading, and writing activities
- Examples:
  - Story: “Ravi went to the market with ₹100…”
  - Vocabulary: buy, sell, cost, change
  - Dialogue: customer and shopkeeper conversation

Art & Craft

- How: Creative representation
- Examples:
  - Make paper coins and notes
  - Design a shop or marketplace
  - Create price tags for classroom items

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

Subject - Mathematics Month - December

Topic – Theme 7 Air and Water No. of Period - 7

10.Oh,So Many (SEA)

Subtopic:

- Sorting Data
-

Specific objective:

Students will be able to:

- Students will learn how to collect, record, and interpret data.
- Students will learn to construct bar and picture graphs for data they collect.

Methodology:

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

Activities:

- Write the names of your 5 classmates. Count the number of letters in each name.
- Count the shapes in a picture and then colour it.

Blackboard :

Learning outcome:

- Identity and sort objects based on common properties.

Application:

Students will be able to:

- Solve problem by organizing and interpreting numerical data in bar graph given correctly.
- Describe a bar graph featuring (title & axes).
- Extract and interpret information from bar graphs.
- Construct bar graph to illustrate given information.

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

Subject Integration:

English (Language)

- How: Develop communication skills
- Examples:
  - Story writing: “I went to the market…”
  - Conversation: customer and shopkeeper
  - Vocabulary: price, cost, change, buy, sell

Art & Craft

- How: Creative activities
- Examples:
  - Make paper coins and currency notes
  - Draw a market scene
  - Create price tags

Social Studies

- How: Understand society and economy

- Examples:
  - Importance of money
  - Banks and saving
  - Different jobs and earning money

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026-27)

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

Subject - Mathematics Month - January

Topic – Theme 5 Technology Around Us No. of Period - 7

7. Ticking Time (Time)

Subtopic:

- Types of Clock
- Reading Time
- Days of the Week
- Months in a Year

Specific objective:

- Students will identify the hour and minute hands in an analog clock.
- Students will tell time to the hour.
- Students will define the characteristics of an analog clock.
- Students will compare and contrast the hour and minute hands.

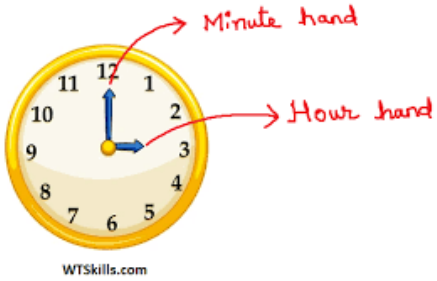
Methodology:

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

Activities:

- Make Your Own Clock-Activity to design and colour a clock.
- Daily Schedule-A daily schedule is a plan that gives a list of events or tasks and the time at which each task will be performed and colour the time interval of each task in the clock using the given colour codes.

Blackboard :



Application:

Students will be able to understand:

- How to read time.
  Understanding days of the week.

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

Subject Integration:

Art & Craft

- How: Creative understanding
- Examples:
    - Make a paper clock
    - Draw daily routine chart
    - Create timeline charts

Social Studies

- How: Understanding time in society
- Examples:
    - Historical timelines (past and present)
    - Importance of punctuality
    - Festivals and important days

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026-27)

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

Subject - Mathematics **Month - January**

Topic – Theme 5 Technology Around Us **No. of Period - 7**

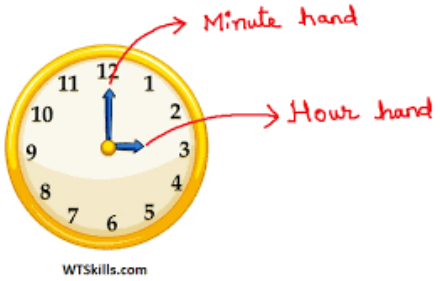
7.Ticking Time (Time)

Subtopic: • Types of Clock • Reading Time • Days of the Week • Months in a Year
Specific objective: • Students will identify the hour and minute hands in an analog clock. • Students will tell time to the hour. • Students will define the characteristics of an analog clock. • Students will compare and contrast the hour and minute hands.
Methodology: • Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Make Your Own Clock-Activity to design and colour a clock.
- Daily Schedule-A daily schedule is a plan that gives a list of events or tasks and the time at which each task will be performed and colour the time interval of each task in the clock using the given colour codes.

Blackboard :



Application:

Students will be able to understand:

- How to read time.
  Understanding days of the week.

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

Subject Integration:

Art & Craft

- How: Creative understanding
- Examples:
  - Make a paper clock
  - Draw daily routine chart

- Create timeline charts

Social Studies

- How: Understanding time in society
- Examples:
  - Historical timelines (past and present)
  - Importance of punctuality

Festivals and important

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month - April**

Topic – Early to Bed and Early to Rise **No. of Periods - 1**

Sub - topic: • **Coloring & Sequins Pasting Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month - April**

Topic – Bye Hot Summers **No. of Periods - 1**

Sub - topic: • **Coloring Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring,
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - April**
Topic – Ship of Desert **No. of Periods - 1**

Sub - topic: • **Color Code Activity**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - April**
Topic – Birds **No. of Periods - 1**

Sub - topic: • **Thumb Impression**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - April**
Topic – Red Indian Teepee **No. of Periods - 1**

Sub - topic: • **Patterns**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - April**
Topic – Peacock **No. of Periods - 1**

Sub - topic: • **Patterns**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month - April**

Topic – Early to Bed and Early to Rise **No. of Periods - 1**

Sub - topic: • **Coloring & Sequins Pasting Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month - April**

Topic – Early to Bed and Early to Rise **No. of Periods - 1**

Sub - topic: • **Coloring & Sequins Pasting Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month - June**

Topic - World Music Day **No. of Periods - 1**

Sub - topic: • **Coloring**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring,
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month – June**

Topic –Seascape **No. of Periods - 1**

Sub - topic: • **coloring**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month -June**
Topic – Healthy Vegetables **No. of Periods - 1**

Sub - topic: • **Pencil Stroke**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - June**
Topic – Juicy Fruits **No. of Periods - 1**

Sub - topic: • **Coloring & Thumb Impression**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - June**
Topic – Rainy Season **No. of Periods - 1**

Sub - topic: • **Drawing**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - June**
Topic – Cheetah **No. of Periods - 1**

Sub - topic: • **Hand Print**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - June**
Topic – Elephant Face **No. of Periods - 1**

Sub - topic: • **Paper Folding**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month - July**

Topic - Home Sweet Home **No. of Periods - 1**

Sub - topic: • **Pencil Storke**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring,
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month – July**

Topic –Rooster **No. of Periods - 1**

Sub - topic: • **Dotted Patterns**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month -July**
Topic –Reindeer & Deer **No. of Periods - 1**

Sub - topic: • **Coloring & Paper Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month - July**

Topic – Bird **No. of Periods - 1**

Sub - topic: • **Half & Half**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - July**
Topic – Hansel & Gretel **No. of Periods - 1**

Sub - topic: • **Coloring**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month – August**

Topic - National Sports Day **No. of Periods - 1**

Sub - topic: • **Stencil**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Special Day Activity
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month -August**
Topic – Warli Art **No. of Periods - 1**

Sub - topic: • **Patterns**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month -August**

Topic – Study Time **No. of Periods - 1**

Sub - topic: • **Coloring**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month -August**
Topic – Bear **No. of Periods - 1**

Sub - topic: • **Step by step**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month – August**
Topic – Snail **No. of Periods - 1**

Sub - topic: • **Cotton Swab Impressions**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month – September**

Topic - Daughters Day **No. of Periods - 1**

Sub - topic: • **Wool & Bindi Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Special Day Activity
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month –September**

Topic – Sea Animals **No. of Periods - 1**

Sub - topic: • **Word Maze**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities:Coloring :Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month -September**
Topic –Sheep **No. of Periods - 1**

Sub - topic: • **Patterns**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month -September**

Topic – Stop Pollution **No. of Periods - 1**

Sub - topic: • **Poster Design**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month –September**
Topic – Woollen Cap **No. of Periods - 1**

Sub - topic: • **Wool Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month – September**
Topic – Ganpati **No. of Periods - 1**

Sub - topic: • **Festival**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month – October**

Topic -Dandiya **No. of Periods - 1**

Sub - topic: • **Drawing**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month – October**

Topic – Dussehra **No. of Periods - 1**

Sub - topic: • **Drawing**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities:Coloring :Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month -October**
Topic –Flowers **No. of Periods - 1**

Sub - topic: • **Drawing**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month -October**
Topic – Honey Bee **No. of Periods - 1**

Sub - topic: • **Paper Crumpling**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month –October**
Topic: Car **No. of Periods - 1**

Sub - topic: • **Drawing**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing & Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month – October**
Topic – Ganpati **No. of Periods - 1**

Sub - topic: • **Festival**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month – November**

Topic - Flower Garden **No. of Periods - 1**

Sub - topic: • **Pencil Shaving**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month – November**

Topic – Tribal Mask **No. of Periods - 1**

Sub - topic: • **Feather Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities:Coloring :Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month -November**
Topic –Singing Bird **No. of Periods - 1**

Sub - topic: • **Fevicol Imperession**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - November**
Topic –Spring Time **No. of Periods - 1**

Sub - topic: • **Coloring & Thump Impression**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month – November**

Topic: Horse **No. of Periods - 1**

Sub - topic: • **Broom Bristle Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing & Coloring
Board work: Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month – November**
Topic – Bhai Dooj **No. of Periods - 1**

Sub - topic: • **Coloring & Rice Grain Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month – December**

Topic -Lion Face **No. of Periods - 1**

Sub - topic: • **Paper Plate Craft**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month – December**

Topic – Happy new year **No. of Periods - 1**

Sub - topic: • **Sequins, Sticker Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities:Coloring :Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - December**
Topic –Fish **No. of Periods - 1**

Sub - topic: • **How To Draw**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing & Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - December**
Topic – Easter **No. of Periods - 1**

Sub - topic: • **Patterns**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Patterns Activity
Board work: Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - December**
Topic: Christmas **No. of Periods - 1**

Sub - topic: • **Drawing**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing & Coloring
Board work: Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month – January**
Topic – Uttarayan **No. of Periods - 1**

Sub - topic: • **Coloring & Pipe Cleaner**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month –January**
Topic – Colorful Kites **No. of Periods - 1**

Sub - topic: • **Sticker Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month – January**

Topic -International Women's Day **No. of Periods - 1**

Sub - topic: • **Coloring**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month –January**

Topic – Ambulance **No. of Periods - 1**

Sub - topic: • **Paper Model**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities:Coloring :Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month – January**
Topic – Republic Day **No. of Periods - 1**

Sub - topic: • **Drawing**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing & Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: April

Subject: EVS 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 classroom 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 (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: April

Subject: EVS 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 you use while doing the activity? Summarize the responses on the board.
- Ask questions related to the concept.

- Let's Practice exercise.

Learning outcomes:

- Students 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 part is 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

Subject Integrated:

English – learning body part names, speaking and writing simple words

Maths – counting body parts (2 eyes, 1 nose)

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: April

Subject: EVS 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.
- Classroom discussion.

Activities:

- Paste pictures of your family members in the notebook and write their names below them.
- Paste photographs 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 members.
- Ask questions related to the concept.

- Let's 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 families (small and big).
- Students will be able to identify 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

Subject Integrated:

English – Talking/writing about family members, simple sentences like "This is my mother."

Maths – Counting family members, arranging things at home (1, 2, 3…)

Value Education – Learning about love, care, and helping family

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: June

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

Subtopic:

- Places in neighbourhood.
- People who help us.

Specific objective:

Students will be able to: -

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

Methodology:

- Activity Based Method.
- Lecture method
- Demonstration method
- Classroom 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 practice 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 with 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
Subject Integrated: English – Naming places in the neighborhood, writing simple sentences like "This is a park." Value Education – Learning about helping others, being polite, and caring for the community

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: June

Subject: EVS 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 rules 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 rules for school.
- Students learn about safe and unsafe touch.
- Students will learn what to do when they feel unsafe.

Methodology:

- Activity Based Method.
- Lecture method.
- Demonstration method.
- Classroom 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 practice 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.
- Students will be able to identify safety rules for school.

- Students will be able to create safety rules 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 rules 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

Subject Integrated:

English – Learning safety rules, reading/writing simple sentences like “Don’t touch fire.”

Art – Drawing safety signs, safe and unsafe actions

Physical Education – Practicing safe movements, crossing roads carefully

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: July

Subject: EVS 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 school.
- List the ways to keep the school clean.

Methodology:

Activity Based method,

Lecture method,

Demonstration method,

Classroom 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
Subject Integrated: English – Naming school places, writing simple sentences like “This is my classroom.” Value Education – Learning rules, discipline, sharing, helping friends

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: July

Subject: EVS 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.
- Classroom 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 Practice 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 pictures of healthy and unhealthy food in notebook.
Reference: Oxford Advantage
Subject Integrated: English – Naming foods, speaking/writing sentences like “I eat rice.” Home Science - Learning about healthy eating, hygiene, and table manners

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: July

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

Subtopic:

- Types of clothes

Specific objective:

Students will be able to: -

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

Methodology:

- Audio Visual Method.
- Lecture method
- Demonstration method
- Classroom 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 Practice 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

Subject Integrated:

English – Naming clothes, speaking/ writing sentences like “I wear a shirt.”
Maths – Counting clothes, sorting by colour or type

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: August

Subject: EVS 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,
- Classroom 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 practice 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 is 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

Subject Integrated:

English – Naming plants, flowers, and trees; writing simple sentences like “This is a mango tree.”

Art – Drawing, coloring, and making leaf/flower crafts

Environmental Awareness – Learning to care for plants, watering them, and keeping the surroundings green

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: August

Subject: EVS 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 based on 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
- Classroom 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, trees and water.
- Let's practice 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 sounds.
- Students will be able to consolidate the understanding of different animals and how they live.

Application:

- My learning hub is 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

Subject Integrated:

English **–** Naming animals, writing/speaking simple sentences like “The cat is small.”

Maths **–** Counting animals, sorting by type (pet, farm, wild)

Value Education **–** Learning to care for animals, being kind, and respecting them

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: October

Subject: EVS 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 vehicles.
- Find solutions to reduce smoke from vehicles.
- Talk about the vehicles used during travel.

Methodology:

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

Activities:

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

Board work:

- Let's practice 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 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
Subject Integrated: English – Naming vehicles, speaking/writing sentences like “I go to school by bus.” Physical Education – Learning about traffic rules, safety while walking or traveling

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: October

Subject: EVS 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.
- Classroom discussion

Activities:

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

Board work:

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

Subject Integrated:

English – Learning letters, words, simple sentences, speaking, listening, and writing messages

Maths – Using numbers in communication (phone numbers, counting letters or messages)

Value Education– Learning polite communication, listening to others, expressing feelings

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: November

Subject: EVS 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 computers, washing machines, refrigerators, television and mobile phones.

Methodology:

- Lecture method
- Demonstration method
- Classroom 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 pictures.

Board work:

- Let's practice 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

Subject Integrated:

English – Learning names of common gadgets, writing/speaking sentences like "I use a fan."

Value Education – Learning safe and responsible use of technology, not overusing devices

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: November

Subject: EVS 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
- Classroom discussion

Activities:

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

Board work:

- Draw national flag.
- Let's practice 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 keep 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

Subject Integrated:

English – Naming symbols, speaking/writing simple sentences like “The flag is tricolor.”

Art – Drawing and coloring the national flag, emblem, or bird

Social Studies – Learning respect for national symbols, patriotism, and pride in the country

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade | Grade: 1 | Month: December

Subject: EVS | 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 experiments for explaining properties of air.

Board work:

- Let's practice 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

Subject Integrated:

English – Learning words and sentences like "Air is all around us," speaking and writing simple sentences

Science / Physics basics – Understanding that air is invisible, we breathe it, and it helps things move (wind)

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: December

Subject: EVS 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
- Classroom 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 getting up in the morning and find no water in the house. There is no water left on 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 practice 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 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

Subject Integrated:

English – Naming water sources, speaking/writing sentences like “We drink water,” learning new words

Science – Observing properties of water (liquid, flow, freezing/melting)

Maths – Measuring water in cups, counting bottles, comparing amounts

Value Education – Learning to save water, keep it clean, and use it wisely

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: January

Subject: EVS 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
- Classroom 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 practice 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 pictures of days having different weather conditioned on a chart paper.
- Fun Task in textbook.

Reference: Oxford Advantage

Subject Integrated:

English **–** Naming weather types (sunny, rainy, windy), speaking/writing simple sentences like “It is raining.”

Science **–** Observing weather changes, understanding temperature and seasons

Value Education – Learning to dress appropriately, stay safe in different weather

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: January

Subject: EVS 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
- Classroom 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 practice 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.
- Students 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

Subject Integrated:

English **–** Naming sky and earth objects (sun, moon, stars, clouds, land, water), speaking/writing simple sentences

Science **–** Observing day/night, sun, moon, weather changes

Value Education **–** Learning to care for the environment, trees, and clean surroundings

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Pradnya Fulsundar **Grade -1**

Subject - English **Month - April**

Topic – (Lesson no. 1 Mom and I**)** **No. of Periods - 19**

Sub - topic:

- Letters and Words
- Mom and I
- Reading and Reflection
- Understand and Think and Answer
- Sentences and punctuations.
- Usage of capital letter and full stop.
- Short sound and Long sound – "A"

Specific objectives:

- Identifying the Characters in the topic
- To understand the Relationship between the characters
- To make students aware how to use capital letter and full stop in a sentences.
- To develop imaginative thinking.

Methodology:

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

Activities:

- Students will be enacting a Conversation (greetings)
- Object hunt- The students will search objects in the classroom beginning from the letter given by the teacher.

Board work: New words and Exercises given in the book

Learning outcomes:

- The students will be able to recognize letters and their sounds (A-Z).
- The students will be able to identify vowels and consonants.
- The students will be able to associate words with pictures.
- The students will be able to read the words with correct pronunciation.
- Recall, reason and appreciate the literary conventions of the poem.
- The Students will be able to identify the characters of the chapter.
- Students will be able to listening to words in a sequence and conduct a conversation.

- Students will be able to write sentences using pictures.
- The students will be able to identify the correct usage of the punctuations.
- Students will be able to identify and write the correct form of the sentence.

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 A

Learner's grammar and Composition.

Subjects Integrated:-

EVS: Learn about family and mother's role

Math: Count meals, family members, time of day

Life Skills-

Love and Care – showing affection to family

Respect – respecting parents and elders

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Pradnya Fulsundar **Grade - 1**

Subject - English **Month –June**

No. of Periods -20

Topic – (lesson no 2 –Rani's First day at School**)**

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.

Subjects Integrated:-

EVS: School environment, classroom, teachers, friends

Math : Counting students, school items (books, pencils)

Life skills –

Adaptability – adjusting to a new environment

Confidence – going to school without fear

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Pradnya Fulsundar **Grade - 1**

Subject - English **Month –July**

No. of Periods - 22

Topic – (lesson no. 3- If I were**)**

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 everyone 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 a Nouns – One and Many is 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.

Subjects Integrated:-

Art : Drawing what you want to become (bird, teacher, etc.)

Speaking: Expressing ideas (e.g., "If I were a bird…")

Life skills:

Imagination – thinking beyond real life

Decision Making – choosing what you want to be

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Pradnya Fulsundar **Grade - 1**

Subject - English **Month – August**

No. of Periods - 19

Topic – (Lesson 4 – Click and the Kids, lesson no 5-Glub,**)**

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.

Subjects Integrated:-

EVS: Learn about family and grandparent's role

Values: Imagination, creativity, and empathy

Life Skills-

Love and Care – showing affection to family

Empathy – understanding others (animals, people)

MIS INTERNATIONAL SCHOOL,Balewadi

Lesson Plan (2026-27)

Teacher's Name – Pradnya Fulsundar **Grade - 1**

Subject - English **Month – September**

No. of Periods - 18

Topic – (lesson no. -6 A little seed)

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.

Subjects Integrated:-

Art : Drawing a seed growing into a plant

Values : Patience, care, and responsibility

Life skills –

Patience – waiting for the seed to grow

Observation – noticing changes in the seed/plant

Care and Nurturing – watering and protecting the seed

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Pradnya Fulsundar **Grade - 1**

Subject - English **Month –October**

No. of Periods - 20

Topic – (lesson no. 7 - The Fun Bus)

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: o Explanation Method o Demonstration Method o Activity based Method o 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.

Subjects Integrated:-

EVS : Learning about vehicles, road safety, and travel

Speaking : Talking about a bus ride or places visited

Life skills –

Safety Awareness – learning road and travel safety

Responsibility – keeping belongings safe on the bus

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Pradnya Fulsundar **Grade - 1**

Subject -English **Month -November**

Topic – (lesson 8- My Robot Dog) **No. of Periods -15**

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
Subjects Integrated:- **Art :** Drawing the robot dog and its features **EVS :** Learn about pets, robots, and technology
Life Skills – **Curiosity** – learning about technology and robots **Problem-Solving** – thinking how a robot dog can help or do tasks

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Pradnya Fulsundar **Grade - 1**

Subject -English **Month -December**

No. of Periods-18

Topic – (L-9 Susheela's Kolams, L-10 Boond)

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: o Explanation Method o Demonstration Method o Activity based Method o Classroom 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 • PowerPoint 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
Subjects Integrated: - **Art** – drawing kolam patterns **Mathematics** – shapes, patterns, counting
Life skills – **Cleanliness & hygiene** – keeping surroundings neat **Observation skills** – noticing patterns and details

MIS INTERNATIONAL SCHOOL ,Balewadi

Lesson Plan (2026-27)

Teacher's Name – Pradnya Fulsundar **Grade - 1**

Subject – English **Month- January**

No. of Periods -18

Topic – **(**L-11 The Kites (poem), L12 –Uncle moon forgets counting)

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 stars, moon and sun. • To understand the sky. • To understand the syllable and how they pronounce.
Methodology: • Explanation Method • Demonstration Method • Activity based Method • Classroom 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 colored 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

Subjects Integrated:-

Art – drawing and coloring moon and stars, kites

Physical Education – flying kites (activity)

Life skills –

Curiosity – learning about nature

Coordination skills – flying kites

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Pradnya Fulsundar **Grade - 1**

Subject - English **Month – February**

No. of Periods - 19

Topic – (Revision for the Annual Exam**)**

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 ○ Classroom 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

https://www.youtube.com/watch?v=57_u7Uoc9yU

MIS INTERNATIONAL SCHOOL,Balewadi

Lesson Plan (2026-27)

Teacher's Name - Ms. Sonam chandak **Grade - 1**

Subject - ICT **Month -April**

Topic – L1. Computer - A Machine **No. of Period- 8**

Sub-topic:

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

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 uses 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

Subject Integration : These topics are mainly related to **EVS (Machines & Uses)**, but they can be easily integrated with **English (Learning new words), Math (counting, shapes & sorting), GK (Uses of machins in daily life), Moral Education (Limited screen time), and Computer Studies** for better learning.

Class assessment/ Recapitulation: Notebook work

1. What are Natural & Human made things?
2. Write types 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 (2026-27)

Teacher's Name - Ms. Sonam Chandak **Grade - 1**

Subject - ICT **Month - June**

Topic – L2. Uses of a Computer **No. of Periods – 9**

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 places where computers used..

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 uses.

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

ICT Integration / Art Integration: Video / PPT

Subject Integration: These topics are mainly related to **EVS (Learning how computers used in daily life)**, but they can be easily integrated with **English (Learning new words), Math (counting, places), GK , Moral Education (Limited screen time), and Computer Studies** for better learning.

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 (2026-27)

Teacher's Name - Ms. Sonam Chandak **Grade - 1**

Subject - ICT **Month - July**

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

Sub - topic:

- Monitor, Keyboard ,Mouse and CPU
- Printer,Microphone, 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

Board work: Keywords, Questions and answers.

Learning outcomes: The students understand the different parts of computer and their uses.

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

ICT Integration / Art Integration: Video / PPT

Subject Integration: These topics are mainly related to **EVS (**Learning about machines and their parts &Understanding how each part helps in work), but they can be easily integrated with **English (Learning new words), Math (counting, parts), GK , Moral Education (Limited screen time), and Computer Studies** for better learning.

Class assessment/ Recapitulation: Notebook work

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

Homework / worksheets: Yes

Reference: Text book, YouTube video and ICT Lab.

MIS INTERNATIONAL SCHOOL,Balewadi

Lesson Plan (2026-27)

Teacher's Name - Ms. Sonam Chandak **Grade – 1**
Subject - ICT **Month - August**
Topic –L4. The Computer Mouse **No. of Periods - 8**

Sub - topic:
- Mouse
- Mouse Pointer
- Actions Of Mouse Buttons

Specific objectives:
- To make them learn about the Keyboard.
- To make them understand different types of keys.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
- Explain different actions of mouse to the students.
- Tell the students about the Mouse buttons and mouse pointer.
- Show the proper use of a mouse along with the position of fingers. = Click or Single-click – used to select an item. = Double-click – used to open the selected item. = Right-click – used to display list of properties of the selected item. = Drag – used to move an item from one location to another.

Activities:
- Practical: Demonstrate mouse buttons with their function.
- Drawing a house with a mouse.

Board work: Keywords, Question and answers

Learning outcomes:
- Students understand the mouse buttons, scroll wheel and its uses

Application:.
- To relate the concept students learn about Computer mouse & Actions.

ICT Integration / Art Integration : Video / PPT

Class assessment/ Recapitulation: Text book, YouTube video and ICT Lab.

Homework/ worksheets: Practice at home

Reference: Text book, ICT Lab

MIS INTERNATIONAL SCHOOL,Balewadi
Lesson Plan (2026-27)

Teacher's Name - Ms. Sonam Chandak **Grade – 1**
Subject - ICT **Month - October**
Topic –L-5 Using The Keyboard **No.of Periods - 9**

Sub - topic:
- Keyboard
- Types of Keys
- Special Keys

Specific objectives:
- To make them learn about the Keyboard.
- To make them understand different types of keys.
- To make them understand different Special keys.

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)
- Explain different special keys to the students.

Activities:
- Open WordPad / notepad and write about yourself to know different keys.
- Practical: Difference between Delete Key & Backspace Key.

Board work: Keywords, Question and answers

Learning outcomes:
- Students understand the layout of the computer keys and learn about typing on a computer using keyboards.

Application:
- To relate the concept students learn how to use a keyboard for typing.

ICT Integration / Art Integration : Video / PPT

Class assessment/ Recapitulation: Text book, YouTube video and ICT Lab.

Homework/ worksheets: Practice at home

Reference: Text book, ICT Lab

MIS INTERNATIONAL SCHOOL,Balewadi
Lesson Plan (2026-27)

Teacher's Name - Ms. Sonam Chandak | **Grade – 1**
Subject - ICT | **Month - November**
Topic –L-6 Fun with MS PAINT | **No. of Periods - 7**

Sub - topic:
- Introduction to MS Paint
- Parts of Paint Window
- Draw & Colour different shapes

Specific objectives:
- To make them learn about MS Paint & Parts Of MS Paint Window
- To make them understand Draw & colour different shapes

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
- Teacher will show to the students how to open a MS Paint window and how to draw and colour shapes.
- Explain different parts of Paint window to the students.

Activities:
- Open MS Paint Draw & colour different shapes.
- Practical: Draw house in MS Paint.

Board work: Keywords, Question and answers

Learning outcomes:
- Recognize and name basic tools in MS Paint
- Create a simple drawing & colouring
- Recognize different parts of paint window.

Application:
- To relate the concept students learn how to use MS Paint..

ICT Integration / Art Integration : Video / PPT

Class assessment/ Recapitulation: Text book, YouTube video and ICT Lab.

Homework/ worksheets: Practice at home

Reference: Text book, ICT Lab

MIS INTERNATIONAL SCHOOL,Balewadi
Lesson Plan (2026-27)

Teacher's Name - Ms. Sonam Chandak **Grade – 1**
Subject - ICT **Month – December & January**
Topic –L- 7 Introduction To Scratch Jr. **No. of Periods - 11**

Sub - topic:
- Introduction to Scratch Jr.
- Components of Scratch Jr. Window
- How to add Text, Characters, Background & Moving Sprite.

Specific objectives:
- To make them learn about Scratch Jr. & components Of Scratch Jr. Window
- To make them understand how to add Text, Characters, Background
- To Make characters move on screen.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
- Teacher will show how to Use Scratch Jr.Add & move characters.
- Explain different components of Scratch Jr. window to the students.

Activities:
- Open Scratch Jr.Add Background, characters & move Sprite.
- Practical: Create simple animation

Board work: Keywords, Question and answers

Learning outcomes:
- Understand basic coding concepts
- Create a simple animated story or movement
- Develop logical thinking and creativity.

Application:
- To relate the concept students learn how to do coding in Scratch Jr.

ICT Integration / Art Integration : Video / PPT

Class assessment/ Recapitulation: Text book, YouTube video and ICT Lab.

Homework/ worksheets: Practice at home

Reference: Text book, ICT Lab

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Pallavi Deshmukh Grade-1

Subject– Marathi No. of periods: 9

Topic:स्वर Month- April

Sub topic: • स्वर
Specific objective: • विद्यार्थ्यांना स्वर म्हणजे काय ते समजावणे.
Methodology: • स्पष्टीकरण पध्दती, चर्चा पध्दती.
Activities: • चित्र पहा व त्यावरून स्वर ओळखा. स्वरांच्या व चित्रांच्या जोड्या लावणे.
Resources: • पुस्तकातील चित्र दाखववणे.
Board work: • अ, आ, इ, ई, उ, ऊ, ऋ, ए,ॲ, ऐ, ओ, ऑ, औ, अं. अः
Learning outcomes: • मराठी भाषेतील स्वर ओळखतात व स्वर लिहितात.
Application: • चित्रावरून स्वर ओळखणे.
ICT Integrated: • Video • Power Point Presentation
Subject Integrated: **English** – मराठी स्वारांचे इंग्रजी स्पेलिंग समजणे.
Extra question/Class assessment/Recapitulation: • समान दिसणाऱ्या अक्षराखाली रेष मारा .
Homework/ worksheets: • पाठ्यपुस्तकातील अक्षरे गिरवा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Pallavi Deshmukh Grade-1

Subject – Marathi No. of periods:2

Topic: चव Month- April

Sub topic : • चव
Specific objective: • विद्यार्थ्यांना पदार्थांच्या चवी विषयी माहिती सांगणे.
Methodology: • स्पष्टीकरण पध्दती, चर्चा पध्दती.
Activities: • पदार्थ पाहून चव ओळखली. • वहीत पदार्थ व चव यांच्या जोड्या लावा. • वेगवेगळ्या वस्तू दाखवून चव विचारणे व त्याप्रमाणे स्पष्टीकरण करणे.
Resources • पुस्तकातील चित्र दाखववणे. • पदार्थांच्या चवी यांचा तक्ता) चार्ट (दाखवणे.
Board work: - • पदार्थांचे चित्र काढून चावी विषयी माहिती लिहिणे.
Learning outcomes: • विद्यार्थ्यांना पदार्थांच्या चवी समजतात .
Application: • विद्यार्थ्यांना आंबट,गोड,कडू व तिखट चवी सांगता येतात.
ICT Integrated:

• Video • Power Point Presentation
Subject Integrated: • English – Learn the teast name .
Extra question/Class assessment/Recapitulation: • **पदार्थ व त्यांच्या चवी यांच्या जोडया लावा.**
Homework/ worksheets: • आंबट,गोड,कडू व तिखट चवीच्या पदार्थांचा तक्ता) चार्ट (तयार करणे.
Reference: • सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: **Pallavi Deshmukh** Grade-1

Subject –Marathi No. of periods:10

Topic: मुळाक्षरे Month: June

Sub topic: • व्यंजने
Specific objective: • विद्यार्थ्यांना व्यंजने म्हणजे काय ते समजावणे.
Methodology: • स्पष्टीकरण पध्दती, चर्चा पध्दती.
Activities: • चित्र कार्ड दाखवणे व व्यंजने ओळखण्यास सांगणे.
Resources:

- पुस्तकातील चित्र दाखववणे.

Board work:

- क, ख, ग, घ, ङ., च, छ, ज, झ,ञ, ट, ठ, ड, ढ, ण, त, थ.

Learning outcomes:

- मराठी भाषेतील व्यंजने ओळखतात व व्यंजने लिहातात.

Application:

- चित्रावरून व्यंजन ओळखणे.

ICT Integrated:

- Video
- Power Point Presentation

Subject Integrated:

- English – Learn the spelling of Marathi vyanjan.

Extra question/Class assessment/Recapitulation:

- समान दिसणाऱ्या अक्षराखाली रेष मारा .

Homework/ worksheets:

- पाठ्यपुस्तकातील अक्षरे गिरवा.

Reference:

- सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: **Pallavi Deshmukh** Grade-1

Subject –Marathi No. of periods: 8

Topic: मुळाक्षरे Month- July

Sub topic:

- व्यंजने

Specific objective:

- विद्यार्थ्यांना व्यंजने म्हणजे काय ते समजावणे.

Methodology: • स्पष्टीकरण पध्दती, चर्चा पध्दती.
Activities: • चित्र कार्ड दाखवणे व व्यंजने आओळखण्यास सांगणे.
Resources: • पुस्तकातील चित्र दाखववणे.
Board work: • द, ध, न,प, फ, ब, भ, म, य, र, ल, व, श, ष, स, ह, ळ, क्ष, ज्ञ .
Learning outcomes: • मराठी भाषेतील व्यंजने ओळखणे व व्यंजने लिहाणे.
Application: • चित्रावरून व्यंजन ओळखणे.
ICT Integrated: • Video • Power Point Presentation
Subject Integrated: • English – –Learn the spelling of Marathi vyanjan.
Extra question/Class assessment/Recapitulation: • समान दिसणाऱ्या अक्षराखाली रेष मारा .
Homework/ worksheets: • पाठ्यपुस्तकातील अक्षरे गिरवा.
Reference: • सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: **Pallavi Deshmukh** Grade-1

Subject –Marathi No. of periods: 5

Topic: मुळाक्षरे Month- August

Sub topic: • व्यंजने
Specific objective: • विद्यार्थ्यांना व्यंजने म्हणजे काय ते समजावणे.
Methodology: • स्पष्टीकरण पध्दती, चर्चा पध्दती.
Activities: • चित्र कार्ड दाखवणे व व्यंजने ओळखण्यास सांगणे.
Resources: • पुस्तकातील चित्र दाखववणे.
Board work: ष, स, ह, ळ, क्ष, ज्ञ.
Learning outcomes: • मराठी भाषेतील व्यंजने ओळखतात व व्यंजने लिहितात.
Application: • चित्रावरून व्यंजन ओळखणे.
ICT Integrated: • Video • Power Point Presentation
Subject Integrated: English – मराठी व्यंजनांचे इंग्रजी स्पेलिंग समजणे.
Extra question/Class assessment/Recapitulation: • समान दिसणाऱ्या अक्षराखाली रेष मारा .
Homework/ worksheets: • पाठ्यपुस्तकातील अक्षरे गिरवा.
Reference: • सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Pallavi Deshmukh Grade-1

Subject –Marathi No. of periods:2

Topic: रंग Month: August

Sub topic: • रंग
Specific objective: • विद्यार्थ्यांना रंगांची माहिती समजावणे.
Methodology: • स्पष्टीकरण पध्दती, चर्चा पध्दती.
Activities: वेगवेगळ्या फळांचे आकार कापून आणणे व त्यामध्ये विद्यार्थ्यांकडून रंग भरून घेणे. व त्यांना रंगाची ओळख करून देणे.
Resources: • पुस्तकातील चित्र दाखववणे.रंगाच्या माहितीचा तक्ता दाखवणे.
Board work: • रंगांची नावे लिहिणे.
Learning outcomes: • विद्यार्थ्यांना रंगाची मराठी नावे समजतात.
Application: • विद्यार्थ्यांना रंगांची नावे मराठीत सांगता येतात.
ICT Integrated: • Video • Power Point Presentation
Subject Integrated: • Art – Learn to draw and colour different fruits.
Extra question/Class assessment/Recapitulation: • नैसर्गिक रंगांची नावे विचारणे.
Homework/ worksheets: • रंगीत वस्तू चित्रे काढून रंगांची नावे ओळखणे
Reference Book: • सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Pallavi Deshmukh Grade-1

Subject –Marathi No. of periods: 2

Topic: कविता (भिंगरी) Month- August

Sub topic: • भिंगरी (कविता)
Specific objective: • विद्यार्थ्यांना कविता समजावणे.
Methodology: • स्पष्टीकरण पध्दती, चर्चा पध्दती.
Activities: • भिंगरी चित्र काढणे.
Resources: • पुस्तकातील चित्र दाखववणे.
Board work: • भिंगरी चित्र काढणे व कविता समजावणे.
Learning outcomes: • कविता तालासुरात म्हणतात.
Application: • विद्यार्थ्यांना रंगांची नावे मराठीत सांगता येतात.
ICT Integrated: • Video • Power Point Presentation
Subject Integrated: • Math – गोलाकार(circle) कळणे.
Extra question/Class assessment/Recapitulation: • विचारलेल्या प्रश्नांची तोंडी उत्तरे सांगा.

Homework/ worksheets: • कविता पाठ करणे.
Reference Book: • सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Pallavi Deshmukh Grade-1

Subject –Marathi No. of periods: 2

Topic: अंक (१ते१०) Month- September

Subtopic: • अंक
Specific objective : विद्यार्थ्यांना अंकाची माहिती समजावणे.
Methodology: • स्पष्टीकरणपध्दती, चर्चापध्दती.
Activities: वस्तू मोजणे.
Resources: • पुस्तकातील चित्र दाखवणे. अंक दाखवणे.
Board work: - • अंक १ ते १ ०लिहून समजावणे.
Learning outcomes: • अंक समजतात, लिहातात व वाचतात .
Application:

• विद्यार्थ्यांना वस्तू मोजता येतात.
ICT Integrated: • Video • Power Point Presentation
Subject Integrated: • Math – count the numbers 1 to 10.
Extra question/Class assessment/Recapitulation: • अंक बोटांवर मोजून सांगणे.
Homework/ worksheets: • अंक १ ते १० लिहा .
Reference Book: • सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: PALLAVI DESHMUKH Grade-1

Subject –Marathi No. of periods: 8

Topic: चौदाखडी Month- October

Sub topic: • चौदाखडी क ते द
• Specific objective: विद्यार्थ्यांना काना,मात्रा,वेलांटी व उकार समजावणे.
• Methodology: स्पष्टीकरण पध्दती, चर्चा पध्दती.
• Activities: तयार केलेले फ्लॅश कार्ड दाखवून विद्यार्थ्यांना वर्णमालेतील व्यंजनांना स्वर चिन्ह जोडून चौदाखडी समजावून सांगणे. त्यावरून शब्द

ओळखणे
Resources: • पुस्तकातील चित्र दाखववणे. चौदाखडी तक्ता) चार्ट (दाखवणे.
Board work: - • क ते द चौदाखडी लिहिणे.
Learning outcomes: • मराठी भाषेतील चौदाखडी लिहता व वाचता येते.
Application: • विद्यार्थ्यांना चौदाखडी लिहिता येते.
ICT Integrated: • Video • Power Point Presentation
Subject Integrated: • ENGLISH – Help students connect Marathi with English phonics.
Extra question/Class assessment/Recapitulation: • चौदाखडी पूर्ण करा .
Homework/ worksheets: • पाठ्यपुस्तकातील चौदाखडीची अक्षरे वाचून गिरवा व लिहा.
Reference: • सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: PALLAVI DESHMUKH Grade-1

Subject –Marathi No. of periods : 4

Topic: चौदाखडी Month - November

Sub topic : • चौदाखडी ध ते ज्ञ
Specific objective: • विद्यार्थ्यांना काना,मात्रा,वेलांटी व उकार समजावणे.
Methodology: • स्पष्टीकरण पध्दती, चर्चा पध्दती.
Activities: • तयार केलेले फ्लॅश कार्ड दाखवून विद्यार्थ्यांना वर्णमालेतील व्यंजनांना स्वर चिन्ह जोडून चौदाखडी समजावून सांगणे. त्यावरून शब्द ओळखणे
Resources: • पुस्तकातील चित्र दाखववणे. चौदाखडी तक्ता) चार्ट (दाखवणे.
Board work: - • ध ते ज्ञ चौदाखडी लिहिणे.
Learning outcomes: • मराठी भाषेतील चौदाखडी लिहता व वाचता येते.
Application: • विद्यार्थ्यांना चौदाखडी लिहिता येते.
ICT Integrated: • Video • Power Point Presentation
Subject Integrated: • ENGLISH – Help students connect Marathi with English phonics.
Extra question/Class assessment/Recapitulation:

• चौदाखडी पूर्ण करा .
Homework/ worksheets: • पाठ्यपुस्तकातील चौदाखडीची अक्षरे वाचून गिरवा व लिहा.
Reference: • सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: PALLAVI DESHMUKH Grade-1

Subject –Marathi No. of periods:2

Topic: शरीराचे अवयव Month - November

Sub topic : • मानवी शरीराचे अवयव
Specific objective: • विद्यार्थ्यांना शरीराच्या अवयवांची माहिती समजावणे.
Methodology: • स्पष्टीकरण पध्दती, चर्चा पध्दती.
Activities: • चित्र पहा व त्यावरून अवयवांच नावे ओळखून सांगा
Resources: • पुस्तकातील चित्र दाखववणे.मानवी शरीराचा तक्ता) चार्ट (दाखवणे.

Board work: -

- शरीराच्या अवयवांचे चित्र काढून नावे लिहिणे.

Learning outcomes:

- मराठी भाषेत शरीराच्या अवयवांची नावे वाचतात व लिहितात .

Application:

- विद्यार्थ्यांना शरीराच्या अवयवांची नावे सांगता येतात.

ICT Integrated:

- Video
- Power Point Presentation

Subject Integrated:

- EVS – Learn about parts of body and its uses.

Extra question/Class assessment/Recapitulation:

- अक्षरांचा योग्य क्रम लावून अर्थपूर्ण शब्द बनवा व लिहा.

Homework/ worksheets:

- शरीराच्या अवयवांचे चित्र काढा व नावे द्या.

Reference:

- सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: PALLAVI DESHMUKH Grade-1

Subject –Marathi No. of periods : 2

Topic: फळे व फुले Month-November

Sub topic :

- फळे व फुले

Specific objective:

- विद्यार्थ्यांना फळांची व फुलांची माहिती सांगणे.

Methodology:

- स्पष्टीकरण पध्दती, चर्चा पध्दती.

Activities:

- चित्र पहा. त्यावरून फळे व फुलांची नावे ओळखून सांगा व चार्ट पेपर मधील फळे रंगवण्यास सांगणे.
- वेगवेगळ्या प्रकारची फुले दाखवणे.

Resources:

- पुस्तकातील चित्र दाखववणे.
- फळे व फुले यांचा तक्ता) चार्ट (दाखवणे.

Board work: -

- फळे व फुलांचे चित्र काढून नावे लिहिणे.

Learning outcomes:

- मराठी भाषेत फळे व फुलांची नावे वाचता व लिहितात .

Application:

- विद्यार्थ्यांना फळे व फुले नावे सांगता येतात.

ICT Integrated:

- Video
- Power Point Presentation

Subject Integrated:

- Art – Learn to draw fruits and flowers.

Extra question/Class assessment/Recapitulation:

- आवडत्या फळाचे व फुलाचे चित्र काढा.

Homework/ worksheets:

- फळे व फुलांचे चित्र काढा व नावे द्या.

Reference:

- सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: PALLAVI DESHMUKH Grade-1

Subject –Marathi No. of periods: 5

Topic: प्राणी व पक्षी Month-December

Sub topic:

- प्राणी व पक्षी

Specific objective:

- विद्यार्थ्यांना प्राणी व पक्षी माहिती सांगणे.

Methodology:

- स्पष्टीकरण पध्दती, चर्चा पध्दती.

Activities:

- चित्र पहा व त्यावरून प्राणी व पक्षी यांची नावे ओळखून सांगा

Resources:

- पुस्तकातील चित्र दाखववणे.
- प्राणी व पक्षी यांचा तक्ता) चार्ट (दाखवणे.

Board work: -

- प्राणी व पक्षी चित्र काढून नावे लिहिणे.

Learning outcomes:

- मराठी भाषेत प्राणी व पक्षी नावे वाचता व लिहितात .

- Application:
- विद्यार्थ्यांना प्राणी व पक्षी नावे सांगता येतात.

ICT Integrated:

- Video
- Power Point Presentation

Subject Integrated:

- **EVS** – Learn about animals and birds.

Extra question/Class assessment/Recapitulation:

- आवडत्या प्राणी व पक्षी चित्र काढा.

- Homework/ worksheets:
- प्राणी व पक्षी चित्र काढा व नावे द्या.

- Reference:
- सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: PALLAVI DESHMUKH Grade-1

Subject –Marathi No. of periods: 4

Topic: प्रण्यांचे आवाज Month - December

Sub topic :

- प्राण्यांचे आवाज

Specific objective :

- विद्यार्थ्यांना प्राणी व प्राण्यांचे आवाजा विषयी माहिती सांगणे.

Methodology:

- स्पष्टीकरण पध्दती, चर्चा पध्दती.

Activities:

- चित्र पहा व त्यावरून प्राण्याचे नाव ओळखून सांगा व त्याचा आवाज काढा .

Resources:

- पुस्तकातील चित्र दाखववणे.

Board work: -

- प्राणी व त्यांचे आवाजाच्या जोड्या लावा.

Learning outcomes :

- विद्यार्थ्यांना प्राणी व प्राण्यांचे आवाजा विषयी माहिती कळते.

Application:

- विद्यार्थ्यांना प्राणी व प्राण्यांचे आवाजा विषयी माहिती सांगता येत.

ICT Integrated:

- Video
- Power Point Presentation

Subject Integrated:

- **EVS** – Learn about animals and their voice.

Extra question/Class assessment/Recapitulation:

- विविध प्राण्यांचे आवाज ऐकणे व ओळखणे.

Homework/ worksheets:

- वाक्य वाचून लिहा.

Reference:

- सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Pallavi Deshmukh Grade-1

Subject –Marathi No. of periods:3

Topic: प्राणी व त्यांची घरे Month- January

Sub topic :

- प्राणी व त्यांची घरे

Specific objective :

- विद्यार्थ्यांना प्राणी व त्यांची घरे याविषयी माहिती सांगणे.

Methodology:

- स्पष्टीकरण पध्दती, चर्चा पध्दती.

Activities:

- चित्र पहा व त्यावरून प्राण्याचे नाव ओळखून ते कोठे राहतात ते सांगा. वेगवेगळ्या प्राण्याची घरे दाखवणे.

Resources:

- पुस्तकातील चित्र दाखववणे.

Board work: -

- प्राणी व त्यांच्या घरांच्या जोड्या लावा.

Learning outcomes :

- विद्यार्थ्यांना प्राणी व त्यांच्या घरांच्या विषयी माहिती कळते.

Application:

- विद्यार्थ्यांना प्राणी व त्यांच्या घरांच्या विषयी माहिती सांगता येत.

ICT Integrated:

- Video
- Power Point Presentation

Subject Integrated:

- EVS – Learn about animals and their homes.

Extra question/Class assessment/Recapitulation:

- प्राणी व त्यांची घरे यांच्या जोड्या लावणे.

Homework/ worksheets:

- वाक्य वाचून लिहा.

Reference:

- सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name : Pallavi Deshmukh Grade-1

Subject –Marathi No. of periods: 1

Topic: मी Month- January

Sub topic : • मी
Specific objective : • विद्यार्थ्यांना स्वतःची माहिती समजावणे.
Methodology: • स्पष्टीकरण पध्दती, चर्चा पध्दती.
Activities: • स्वपरिचय सांगणे .
Resources: • पुस्तकातील चित्र दाखववणे.
Board work: - • स्व परिचय लिहिणे.
Learning outcomes: • मराठी भाषेत स्वतःची माहिती सांगतात, वाचतात व लिहितात .
Application: • विद्यार्थ्यांना स्वतःची माहिती सांगता येते.
ICT Integrated:

- Video
- Power Point Presentation

Subject Integrated:

- English – Improve **their vocabulary.**

Extra question/Class assessment/Recapitulation:

- खालील प्रश्नांची मराठीत तोंडी उत्तरे सांगा.

Homework/ worksheets:

- मराठी भाषेत स्वतःची माहिती लिहा

Reference:

- सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Pallavi Deshmukh Grade-1

Subject –Marathi No. of periods: 2

Topic: माझे अवयव (कविता) Month - January

Sub topic:

- माझे अवयव) कविता (

Specific objective :

- विद्यार्थ्यांना स्वतःच्या शरीराची माहिती समजावणे.

Methodology:

- स्पष्टीकरण पध्दती, चर्चा पध्दती.

Activities:

- कविता म्हणणे.
- स्वतःच्या शरीराच्या अवयवाबद्दल माहिती सांगणे.

Resources:

- पुस्तकातील चित्र दाखववणे.

Board work: -

- शरीराच्या अवयवाचे चित्र काढून कविता समजावणे.

Learning outcomes:

- मराठी भाषेत शरीराच्या अवयवांची नावे सांगतात .

Application:

- विद्यार्थ्यांना कवितेच्या आधारे अवयवांची ओळख करून देणे.

ICT Integrated:

- Video
- Power Point Presentation

Subject Integrated:

- EVS –Identify body Parts .

Extra question/Class assessment/Recapitulation:

- स्वतःचे चित्र काढा.

Homework/ worksheets:

- कविता पाठ करणे.
- कविते खालील अभ्यास करणे .

Reference:

- सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name : Pallavi Deshmukh Grade-1

Subject –Marathi No. of periods: 4

Sub topic: वाढदिवस (कविता) Month- January

Sub topic : • वाढदिवस) कविता (
Specific objective : • विद्यार्थ्यांना स्वतःच्या वाढदिवसाची माहिती होते.
Methodology: • स्पष्टीकरण पध्दती, चर्चा पध्दती.
Activities: • वाढदिवसाच्या शुभेच्छा कार्ड तयार करणे .
Resources: • पुस्तकातील चित्र दाखववणे.
Board work: - • कविता लिहून समजावणे.
Learning outcomes: • कविता तालासुरात म्हणतात .
Application: • विद्यार्थ्यांना कवितेच्या आधारे वाढदिवस कसा साजरा केला ते सांगतात.
ICT Integrated: • Video • Power Point Presentation
Subject Integrated:

- Music – Learn about sur and taal.

Extra question/Class assessment/Recapitulation:

- खालील प्रश्नांची मराठीत तोंडी उत्तरे सांगा.

Homework/ worksheets:

- कविता पाठ करणे.
- कविते खालील अभ्यास करणे .

Reference:

- सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Pallavi Deshmukh Grade-1

Subject –Marathi No. of periods: 2

Topic: नाच रे मोरा (कविता) Month- February

Sub topic :

- नाच रे मोरा) कविता (

Specific objective :

- विद्यार्थ्यांना कविता समजावणे.

Methodology:

- स्पष्टीकरण पध्दती, चर्चा पध्दती.

Activities:

- मोराचे चित्र काढणे .

Resources:

- पुस्तकातील चित्र दाखववणे.

Board work: -

- मोराचे चित्र काढणे व कविता लिहून समजावणे.

Learning outcomes:

- कविता तालासुरात म्हणतात .

Application:

- विद्यार्थ्यांना कवितेच्या आधारे मोराची ओळख करून दिली .

ICT Integrated:

- Video
- Power Point Presentation

Subject Integrated:

- **Music** – Learn about sur and taal.

Extra question/Class assessment/Recapitulation:

- खालील प्रश्नांची मराठीत तोंडी उत्तरे सांगा.

Homework/ worksheets:

- कविता पाठ करणे. कविते खालील अभ्यास करणे .

Reference:

- सप्तरंग मराठी पाठ्यपुस्तक.

Lesson Plan (2026-27)

Teacher's Name : Pallavi Deshmukh Grade-1

Subject–Marathi No. of periods : 2 Topic : वार

Month - February

Sub topic : • आठवड्याचे वार
Specific objective : • विद्यार्थ्यांना आठवड्याच्या वारांची माहिती समजावणे.
Methodology: • स्पष्टीकरण पध्दती, चर्चा पध्दती.
Activities: • दिनदर्शिका तयार करणे). कॅलेंडर (
Resources: • पुस्तकातील चित्र दाखववणे.
Board work: - • वारांची नावे लिहिणे.
Learning outcomes: • आठवड्याचे वार समजतात, लिहातात व वाचतात .
Application: • विद्यार्थ्यांना आठवड्याचे वार समजतात.
ICT Integrated: • Video • Power Point Presentation
Subject Integrated: • English – Co- relate the names of week of days English to Marathi
Extra question/Class assessment/Recapitulation:

- रिकाम्या जागा भरा.

Homework/ worksheets:

- वारांची नावे लिहा .

Reference:

- सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Planner (2026-27)

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:

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

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

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

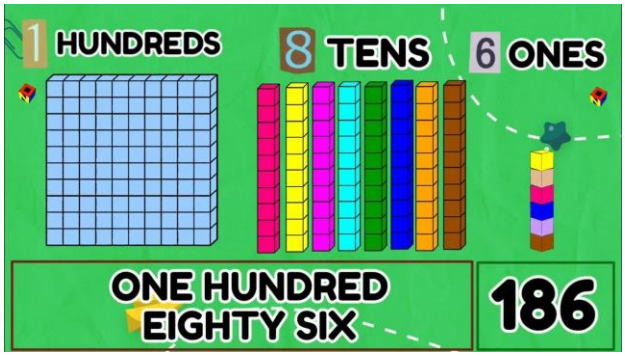
Resources: paper and pencil, My learning Hub-Part A

Learning outcomes:

Students will be able to:

- read and write numbers till 200.
- Count Numbers on the abacus.
- understand face value and place value of a digit in a number till 200.
- 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:

Exercise from the textbook.

Worksheet will be solved.

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

Subject integration:

- **Art:** Drawing base ten blocks.
- **English :**This involves learning number names ,reading numbers in words and writing them.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Planner (2026-27)

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.

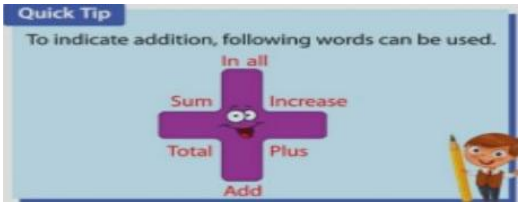
Resources: cards,books,notebooks

Learning outcomes:

Students will be able to:

- add 2-digit numbers with and without regrouping.
- find different combination of numbers that add up to 10.
- add numbers using carry over method.
- 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:

- Exercise from the textbook.
- Worksheet will be solved.

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

Subject integration:

- **EVS:** Counting plants, animals, fruits and counting objects using fingers of hands.
- **English:** word problem and short stories. Vocabulary- plus , in all , total ,sum

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Planner (2026-27)

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.
- 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.

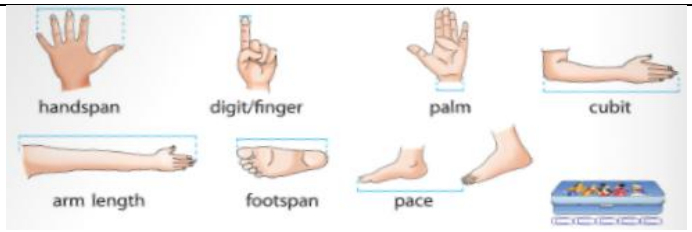
Resources: chart paper, disposable glass, pencil and sketch pens.

Learning outcomes:

Students will be able to:

- measure length in centimetres and meters.
- understand the relation between meters and centimetres.
- understand relation between kilograms and grams
- measure capacity in millilitres and litres.
- 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:

Exercise from the textbook.

Worksheet will be solved.

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

Subject Integration:

- **History and EVS :** An ancient time people used some body parts to measure length, weighing objects like cubit (elbow to middle finger tip),span (hand span), digit (finger width) and pace (length of a step).

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Planner (2026-27)

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.
- subtract 2digit numbers.
- find the missing numbers.
- subtract 1 and 2-digit numbers with or without regrouping.
- 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:

- Exercise from the textbook.
- Worksheet will be solved.

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

Subject integration:

- **EVS:** Use subtraction with real life situatition .
- **English :** Reading and understanding word problem. Vocabulary- more,less, left ,take away.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Planner (2026-27)

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.

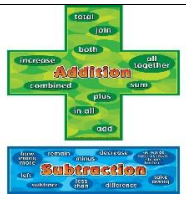
Resources: Dice,books,chairs desk.

Learning outcomes:

Students will be able to:

- add 2-digit numbers with regrouping.
- add and subtract 3-digit numbers without regrouping.
- identify appropriate operation (addition and subtraction)to solve problems.
- add numbers using carry over method.
- 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:

Exercise from the textbook.

Worksheet will be solved.

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

Subject integration:

- **EVS:** Use subtraction and addition with real life situatition .
- **English :** Reading and understanding word problem. Vocabulary- more, less, left ,take away, in all,total,plus

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Planner (2026-27)

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.
- represent and write numbers up to 1000 in expanded form.
- 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.

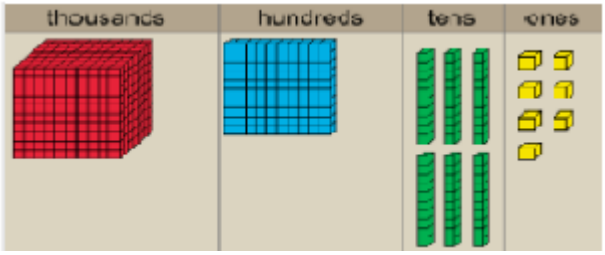
Resources: Cards,My learning Hub-Part A

Learning outcomes:

Students will be able to:

- read and write numbers till 1000.
- understand ascending and descending of numbers till 1000.
- 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:

- Exercise from the textbook.
- Worksheet will be solved.

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

Subject integration:

- **Art:** Drawing base ten blocks.
- **English :**This involves learning number names ,reading numbers in words and writing them.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Planner (2026-27)

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.
- 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

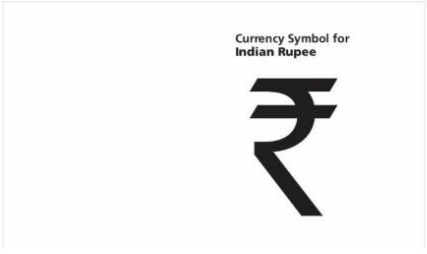
Learning outcomes:

Students will be able to:

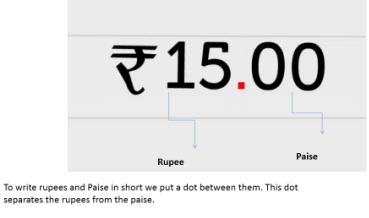
- learn the real world applications of money,
- add and subtract rupees.
- learn how to make change with money.

Board Work: Solved textbook exercise questions.

INDIAN RUPESS SYMBOL



WRITING RUPEES AND PAISE



To write rupees and Paise in short we put a dot between them. This dot separates the rupees from the paise.

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:

Exercise from the textbook.

Worksheet will be solved.

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

Subject integration:

- **History-** An ancient time people used barter system of exchange for other services and goods**.**
- **EVS**- For travel and to buy anything we need money.
- **English :** Reading and understanding word problem. Vocabulary- left ,take away, in all,total

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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.
- understand Multiplication facts.

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

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

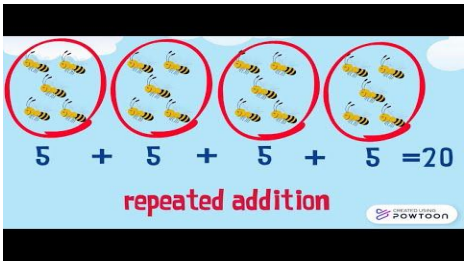
Resources: Board game and dice.

Learning outcomes:

Students will be able to:

- understand multiplication concept.
- do multiplication by 0 and 1.
- use multiplication tables to multiply numbers with 2,5,10.
- 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:

Exercise from the textbook.

Worksheet will be solved.

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

Subject Integration :

- **Art:** Drawing of the objects according to the groups.
- **P.E. :** For number line concept jumps as per skip counting.
- **English :** Reading and understanding word problem. Vocabulary- product, multiply, in all

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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.
- 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.

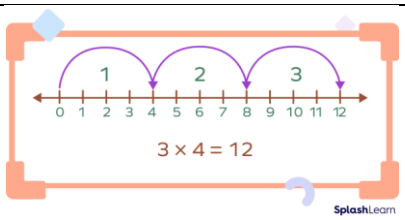
Resources: some objects

Learning outcomes:

Students will be able to:

- understand multiplication fact.
- do multiplication by 3,4,6.
- use multiplication tables to multiply numbers with 3,4,6 with and without regrouping.
- 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:

Exercise from the textbook.

Worksheet will be solved.

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

Subject Integration :

- **Art:** Drawing of the objects according to the groups.
- **P.E. :** For number line concept jumps as per skip counting.
- **English :** Reading and understanding word problem. Vocabulary- product, multiply, in all

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Planner (2026-27)

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.
- learn flat shapes like square,triangle,rectangle.
- observe the patterns.
- 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.

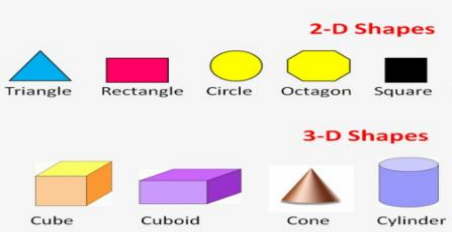
Learning outcomes:

Students will be able to:

- learn about some solid shapes and flat shapes.
- trace shapes using the base of solid shapes.
- 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:

Exercise from the textbook.

Worksheet will be solved.

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

Subject Integration:

- **Art:** Drawing, colouring and tracing of the shapes.
- **EVS** : Find different objects with different shapes.
- **English:** Names of the shapes and jumbled words**.**

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Planner (2026-27)

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.
- read and interpret a calendar.
- draw hands in a clock.
- 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.
- know about days in a week and month of the year.
- 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/worksheet:

Exercise from the textbook.

Worksheet will be solved.

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

Subject Integration:

- **Art** : Draw hands and shape of the clock.
- **EVS:** Explain days of the week, one day (rotation) Year (revolution) ,Daily routine.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Planner (2026-27)

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. • answer the questions by interpreting the given data. • 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:

Exercise from the textbook.

Worksheet will be solved.

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

Subject Integration:

- **Art:** Drawing of tally marks.
- **English :** Reading and understanding word/table problem.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Planner (2026-27)

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.

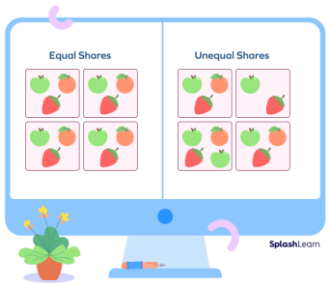
Resources: egg carton and seeds

Learning outcomes:

Students will be to:

- understand share a collection of objects equally.
- understand to use repeated subtraction to find out the number of groups.
- 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:

Exercise from the textbook.
Worksheet will be solved.

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

Subject Integration:

- **Art :** Drawing and circle the objects according to groups distribution.
- **English :** Reading and understanding word problem.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name - Ms. Kunda Bhole **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 Places.

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

Lesson Plan (2026-27)

Teacher's Name - Ms. Kunda Bhole **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

Lesson Plan (2026-27)

Teacher's Name - Ms. Kunda Bhole **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)

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

Lesson Plan (2026-27)

Teacher's Name - Ms. Kunda Bhole **Grade – 2**

Subject - ICT **Month–August**

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

Lesson Plan (2026-27)

Teacher's Name - Ms. Kunda Bhole | **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 Mouse Buttons, Mouse Pointer, Mouse Actions and 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

Lesson Plan (2026-27)

Teacher's Name - Ms. Kunda Bhole **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
- Creating A New 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 to Open a document, Create a document, 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

Lesson Plan (2026-27)

Teacher's Name - Ms. Kunda Bhole **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, and 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 (2026-27)

Teacher's Name: Mrs. Pooja Ambaskar Class: 2

Subject: Marathi No. of periods: 1

Topic: शाळेचा पहिला दिवस Month- April

Subtopic: शाळेचा पहिला दिवस
Specific objective: पाठ्यपुस्तकात दिलेल्या चित्राची मुलांबरोबर वर्गात चर्चा करणे.
Methodology: स्पष्टीकरण पध्दती, • चर्चा पध्दती.
Activities: चित्राचे निरीक्षण करणे व त्याच्यावर चर्चा करणे.
Resources: पुस्तकातील चित्र दाखववणे.
Board work: - ----------
Learning outcomes: मराठी भाषेत चित्राचे निरीक्षण करून वर्णन करणे.
Application: चित्राचे निरीक्षण करून त्याचे मराठी भाषेत वर्णन करता येते.
ICT Integrated: • Video • Power point presentation
Subject Integrated: **Drawing / Craft - Greeting card "Welcome to School"**
Extra question/Class assessment/Recapitulation: शाळेत कोणकोणत्या गोष्टी होतात?, मुलांना कोणकोणते विषय शिकवले जातात?, शाळेत खिळण्याची कोणकोणती साधने आहेत?, यावर चर्चा करणे.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name:Mrs. Pooja Ambaskar. Class: 2
Subject: Marathi No. of periods: 1
Topic: माझा परिचय Month- April

Subtopic: माझा परिचय
Specific objective: पाठ्यपुस्तकात दिलेल्या चित्राची मुलांबरोबर वर्गात चर्चा करणे व मुलांनी स्वतःचा परिचय करून देणे.
Methodology: • स्पष्टीकरण पध्दती, • चर्चा पध्दती.
Activities: चित्राचे निरीक्षण करणे व त्याच्यावर चर्चा करणे.
Resources: पुस्तकातील चित्र दाखववणे.
Board work: - ----------
Learning outcomes: मराठी भाषेत स्वःताचा परिचय करून देणे.
Application: विद्यार्थ्यांना माझा परिचय काय हे समजले.
ICT Integrated: • Power point presentation
Subject Integrated: EVS - कुटुंबाची माहिती (family members), आपले गाव/शहर
Extra question/Class assessment/Recapitulation: चित्र पाहून विचारलेल्या प्रश्नांची उत्तरे देणे.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mrs. Pooja Ambaskar Class: 2

Subject : Marathi No. of periods: 1

Topic: सशाच्या तोंडून, आकाशाची गोष्ट Month- April

Subtopic: सशाच्या तोंडून, आकाशाची गोष्ट
Specific objective: चित्राचे निरीक्षण करून गोष्ट तयार करणे. व गोष्टीचे तात्पर्य सांगणे.
Methodology: • स्पष्टीकरण पध्दती, • चर्चा पध्दती.
Activities: चित्राचे निरीक्षण करणे व त्याच्यावर चर्चा करणे.
Resources: पुस्तकातील चित्र दाखववणे.
Board work: - ----------
Learning outcomes: चित्राचे निरीक्षण करणे, गोष्ट तयार करून सांगणे,गोष्टीची आशय समजणे.
Application: विद्यार्थी चित्राचे निरीक्षण करून मराठी भाषेत गोष्ट तयार करतात.
ICT Integrated: • Video • Power point presentation
Subject Integrated: हिंदी / इंग्रजी - गोष्ट ऐकणे, सांगणे आणि लिहिणे.
Extra question/Class assessment/Recapitulation: शाळेत कोणकोणत्या गोष्टी होतात?, मुलांना कोणकोणते विषय शिकवले जातात?, शाळेत खिळण्याची कोणकोणती साधने आहेत?, यावर चर्चा करणे.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mrs. Pooja Ambaskar Class: 2

Subject: Marathi No. of periods: 2

Topic: मराठी वर्णमाला Month- April

Subtopic: स्वर, व्यंजन
Specific objective: विद्यार्थ्यांना ऱ्हस्व आणि दीर्घ स्वरचिन्हातील उच्चार व लिहाण्यातील फरक समजतो व त्याआधारे ते बाराखडी 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: - : मराठी वर्णमाला लिहून दाखवणे.
Learning outcomes: मराठी भाषेतील शब्द ओळखणे व शब्द लिहाणे.
Application: अक्षर व स्वरचिन्हाचा वापर करून शब्द म्हणता व बनवता येतात.
ICT Integrated: ---------
Subject Integrated:
Extra question/Class assessment/Recapitulation: स्वर, व्यंजन च्या मदतीने शब्द लिहा.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mrs. Pooja Ambaskar Class: 2

Subject: Marathi No. of periods: 4

Topic: चौदाखडी Month- April

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: ---------
Subject Integrated:
Extra question/Class assessment/Recapitulation: चौदाखडी च्या मदतीने शब्द लिहा.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mrs. Pooja Ambaskar Class: 2

Subject: Marathi No. of periods: 4

Topic**:** मात्रा नसलेले शब्द Month- April

Subtopic: मात्रा नसलेले शब्द, दोन अक्षरी, तीन अक्षरी, चार अक्षरी
Specific objective: विद्यार्थ्यांना अक्षरे ओळखता येणे व शब्द समजणे **,** शब्द लिहता येणे**.**
Methodology: • स्पष्टीकरण पध्दती, • चर्चा पध्दती.
Activities: चित्र काढून दाखववणे त्यावरून शब्द ओळखणे. शब्द व चित्रांच्या जोड्या लावणे.
Resources: पुस्तकातील चित्र दाखववणे.
Board work: - मात्रा नसलेले शब्द, दोन अक्षरी, तीन अक्षरी, चार अक्षरी शब्द लिहणे.
Learning outcomes: मराठी भाषेतील शब्द ओळखणे व शब्द लिहणे.
Application:.
ICT Integrated: • Video • Power point presentation
Subject Integrated:
Extra question/Class assessment/Recapitulation: अक्षर जोडून अर्थपूर्ण शब्द बनवा.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mrs. Pooja Ambaskar Class: 2

Subject : Marathi No. of periods: 4

Topic**:** स्वरचिन्हे Month- June

Subtopic: 'आ' चे स्वरचिन्ह

Specific objective: विद्यार्थ्यांना अक्षरे ओळखता येणे, शब्द लिहता येणे.
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
Subject Integrated: संगीत / कविता - 'आ' ध्वनीवर आधारित rhyme.
Extra question/Class assessment/Recapitulation: चित्र पाहून शब्द लिहा व शब्द तयार करा.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mrs. Pooja Ambaskar Class: 2

Subject: Marathi No. of periods:

Topic**:** स्वरचिन्हे Month-June

Subtopic: 'इ' आणि 'ई' चे स्वरचिन्ह,

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., वस्तू मोजून योग्य अंक लिहणे.
Resources: पुस्तकातील चित्र दाखववणे.
Board work: - : 'इ' आणि 'ई' स्वरचिन्हाचे 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
Subject Integrated: Life Skills - स्पष्ट उच्चार , योग्य लेखन.
Extra question/Class assessment/Recapitulation: चित्र पाहून शब्द लिहा.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mrs. Pooja Ambaskar Class: 2

Subject: Marathi No. of periods: 4

Topic**:** अंक Month- June

Subtopic: अंक १ ते १०
Specific objective: विद्यार्थ्यांना मराठीमधून अंक वाचणे व लिहिणे समजते.

Methodology: • स्पष्टीकरण पध्दती, • चर्चा पध्दती.
Activities: वर्गामध्ये विद्यार्थी चार्ट मधील फळे मोजतात.
Resources: पुस्तकातील चित्र दाखववणे.अंक म्हणण्यास सांगणे
Board work: विद्यार्थी १ ते १० अंक मोजतात व लिहितात.
Learning outcomes: विद्यार्थी १ ते १० अंक मोजतात.
Application: अंकाचा वापर करून संख्या म्हणता व बनवता येतात.
ICT Integrated: • Video Power point presentation
Subject **Integrated: मराठी / हिंदी / इंग्रजी / गणित** • अंक शब्दात लिहिणे (एकवीस, बावीस... तीस) • Number names (twenty-one to thirty), Counting • अंक वापरून छोटे वाक्य तयार करणे.
Extra question/Class assessment/Recapitulation: अंक पाहून अक्षरात लिहा.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mrs. Pooja Ambaskar Class: 2

Subject : Marathi No. of periods: 4

Topic**:** स्वरचिन्हे Month- July

Subtopic: 'उ' आणि 'ऊ' चे स्वरचिन्ह
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: - : 'उ' आणि 'ऊ' स्वरचिन्हाचे 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
Subject Integrated: हिंदी - 'ु' आणि 'ू' असलेले शब्द वाचणे व लिहिणे, उदा. **कुत्रा, मुलगा, फूल, झूला**.
Extra question/Class assessment/Recapitulation: चित्र पाहून शब्द लिहा.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mrs. Pooja Ambaskar Class: 2

Subject: Marathi No. of periods: 4

Topic**:** स्वरचिन्हे Month- July

Subtopic: 'ए' आणि 'ऐ' चे स्वरचिन्ह.
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 : 'ए' आणि 'ऐ' स्वरचिन्हाचे 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
Subject Integrated: संगीत / कविता - ए' आणि 'ऐ' वर आधारित rhyme , तालासोबत उच्चार सराव.
Extra question/Class assessment/Recapitulation: चित्र पाहून शब्द लिहा.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Pooja Ambaskar — Grade-1

Subject –Marathi — No. of periods: 1

Topic: वारांची नावे — Month- Jule

Subtopic: वारांची नावे
Specific objective: विद्यार्थ्यांना वारांची माहिती समजावणे.
Methodology: • स्पष्टीकरण पध्दती, चर्चा पध्दती.
Activities: वेगवेगळ्या प्रकारचे आकार वहीत काढणे व त्यामध्ये विद्यार्थ्यांकडून रंग भरून घेणे. व त्यांना रंगाची ओळख करून देणे.
Resources: • पुस्तकातील चित्र दाखवणे .रंगाच्या माहितीचा तक्ता .(चार्ट) दाखवणे
Board work: • वारांची नावे लिहिणे.
Learning outcomes: • विद्यार्थ्यांना रंगाची मराठी नावे समजतात.
Application: • विद्यार्थ्यांना रंगांची नावे मराठीत सांगता येतात.
ICT Integrated: • Video • Power Point Presentation
Subject Integrated: (Drawing / Craft) - 'ओ' आणि 'औ' असलेले शब्द लिहून चित्रे काढणे
Extra question/Class assessment/Recapitulation: • वारांची नावे विचारणे.
Homework/ worksheets: • वारांची नावे घरून लिहून आणावयास सांगणे .
Reference Book: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mrs. Pooja Ambaskar Class: 2

Subject: Marathi No. of periods: 4

Topic**:** स्वरचिन्हे Month- Jule

Subtopic: **'**ओ' आणि 'औ' चे स्वरचिन्ह
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: - : **'**ओ' आणि 'औ' स्वरचिन्हाचे 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
Subject Integrated: (Drawing / Craft) - 'ओ' आणि 'औ' असलेले शब्द लिहून चित्रे काढणे
Extra question/Class assessment/Recapitulation: चित्र पाहून शब्द लिहा.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mrs. Pooja Ambaskar Class: 2

Subject: Marathi No. of periods: 4

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
Subject Integrated: Life Skills - स्पष्ट उच्चार, नीटनेटके लेखन
Extra question/Class assessment/Recapitulation: चित्र पाहून शब्द लिहा.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mrs. Pooja Ambaskar — Class: 2

Subject: Marathi — No. of periods: 4

Topic: लोभी कुत्रा — Month - July

Subtopic: लोभी कुत्रा
Specific objective: विद्यार्थ्यांना मराठीमधून गोष्ट वाचता येते.
Methodology: • स्पष्टीकरण पध्दती, • चर्चा पध्दती.
Activities: वर्गात गोष्ट सांगणे.
Resources: पुस्तकातील पाठ वाचून अर्थ समजावणे.
Board work: नवीन शब्दार्थ लिहिणे.
Learning outcomes: गोष्टीचे तात्पर्य ओळखतात.
ICT Integrated: ----------
Subject Integrated: (EVS) - कुत्र्याची माहिती (domestic animal)
Application: गोष्ट वाचतात व सांगतात.
Extra question/Class assessment/Recapitulation: अति लोभ वाईट या वरून दुसरी गोष्ट सांगणे.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mrs. Pooja Ambaskar Class: 2

Subject: Marathi No. of periods: 4

Topic: अंक Month- August

Subtopic: अंक ११ ते २०
Specific objective: विद्यार्थ्यांना मराठीमधून अंक वाचणे व लिहिणे समजते.
Methodology: • स्पष्टीकरण पध्दती, • चर्चा पध्दती.
Activities: वर्गामध्ये विद्यार्थी चार्ट मधील फळे 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: ----------
• **Subject Integrated: हिंदी / इंग्रजी / गणित -** अंक शब्दात लिहिणे (एकवीस, बावीस... तीस), Number names (twenty-one to thirty), Counting, अंक वापरून छोटे वाक्य तयार करणे.
Extra question/Class assessment/Recapitulation: चित्र पाहून अंक लिहा.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

Teacher's Name: Mrs. Pooja Ambaskar Class: 2

Subject : Marathi No. of periods: 4

Topic**:** चिमणीचे घरटे (कविता) Month- August

Subtopic: चिमणीचे घरटे (कविता)
Specific objective: विद्यार्थ्यांना मराठीमधून कविता वाचता येते.
Methodology: • स्पष्टीकरण पध्दती, • चर्चा पध्दती.
Activities: कविता तालासुरात म्हणण्यास सांगणे.
Resources: पुस्तकातील कविता वाचून म्हणणे व अर्थ समजावणे.
Board work: पावासाचे चित्र काढणे.
Learning outcomes: कविता तालासुरात म्हणण्यास शिकतात.
Application : कविता तालासुरात म्हणतात.
ICT Integrated: ----------
Subject Integrated: EVS - चिमणीचे जीवन, अन्न, निवास.
Extra question/Class assessment/Recapitulation: पावसाची माहिती सांगणे.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mrs. Pooja Ambaskar Class: 2

Subject: Marathi No. of periods: 4

Topic**:** स्वरचिन्हे Month- October

Subtopic: 'ऋ' चे स्वरचिन्ह

Specific objective: विद्यार्थ्यांना 'ऋ' स्वरचिन्हाचा 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' स्वरचिन्हाचे 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
Subject Integrated: हिंदी **-** शब्द तयार करणे (क + ऋ = कृ)
Extra question/Class assessment/Recapitulation: चित्र पाहून शब्द लिहा.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mrs. Pooja Ambaskar Class: 2

Subject: Marathi No. of periods: 4

Topic**:** स्वरचिन्हे Month- October

Subtopic: 'ॲ व ऑ' चे स्वरचिन्ह

Specific objective: विद्यार्थ्यांना 'ॲ व ऑ' स्वरचिन्हाचा 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: - : 'ॲ व ऑ' स्वरचिन्हाचे 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
Subject Integrated: इंग्रजी - 'ॲ' व 'ऑ' असलेले शब्द वाचणे व लिहिणे, शब्द तयार करणे.
Extra question/Class assessment/Recapitulation: चित्र पाहून शब्द लिहा.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mrs. Pooja Ambaskar Class: 2

Subject: Marathi No. of periods: 4

Topic**:** जोड व्यंजने आणि जोड अक्षरे Month- October

Subtopic: जोड व्यंजने आणि जोड अक्षरे

Specific objective: विद्यार्थ्यांना जोडव्यंजने आणि जोडअक्षरे 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: - : जोडव्यंजने आणि जोडअक्षरे 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
Subject Integrated: Life Skills - स्पष्ट उच्चार, आत्मविश्वासाने वाचन व लेखन.
Extra question/Class assessment/Recapitulation: चित्र पाहून शब्द लिहा.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mrs. Pooja Ambaskar Class: 2

Subject: Marathi No. of periods: 4

Topic**: 'र'**ची मात्रा Month- November

Subtopic: 'र' ची मात्रा रफार
Specific objective: विद्यार्थ्यांना र' ची मात्रा रफार शब्दउच्चार व लिहिणे समजते.
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: मराठी भाषेतील शब्द ओळखणे व शब्द लिहाणे.

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

ICT Integrated:

- Video
- Power point presentation

Subject Integrated:

इंग्रजी - उच्चार तुलना (pronunciation practice) समान ध्वनी असलेले शब्द ओळखणे

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

Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.

Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Pooja Ambaskar — Grade-1

Subject –Marathi — No. of periods: 1

Topic**:** रंगांची नावे — Month- November

Subtopic: रंगांची नावे

Specific objective: विद्यार्थ्यांना रंगांची माहिती समजावणे.

Methodology:

- स्पष्टीकरण पध्दती, चर्चा पध्दती.

Activities:

वेगवेगळ्या प्रकारचे आकार वहीत काढणे व त्यामध्ये विद्यार्थ्यांकडून रंग भरून घेणे. व त्यांना रंगाची ओळख करून देणे.
Resources: • पुस्तकातील चित्र दाखवणे .रंगाच्या माहितीचा तक्ता (चार्ट) दाखवणे.
Board work: • रंगांची नावे लिहिणे.
Learning outcomes: • विद्यार्थ्यांना रंगाची मराठी नावे समजतात.
Application: • विद्यार्थ्यांना रंगांची नावे मराठीत सांगता येतात.
ICT Integrated: • Video • Power Point Presentation
Subject Integrated: विज्ञान - primary colors (लाल, निळा, पिवळा) , रंग कसे तयार होतात हे समजावणे
Extra question/Class assessment/Recapitulation: • नैसर्गिक रंगांची नावे विचारणे.
Homework/ worksheets: • रंगीत वस्तू चित्रे काढून रंगांची नावे ओळखणे
Reference Book: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mrs. Pooja Ambaskar Class: 2

Subject : Marathi No. of periods: 4

Topic: शरीराचे अवयव Month- December

Subtopic: शरीराचे अवयव
Specific objective: विद्यार्थ्यांना मराठीमधून शरीराच्या अवयवांची नावे वाचणे,लिहिणे ओळखणे समजते.
Methodology: • स्पष्टीकरण पध्दती, • चर्चा पध्दती.
Activities: शरीराचे चित्र काढून अवयव लिहिणे.
Resources: पुस्तकातील चित्र दाखववणे.अवयवाची नावे म्हणण्यास सांगणे.
Board work : शरीराचे चित्र काढून अवयवची नावे लिहिणे.
Learning outcomes: मराठी भाषेत शरीराच्या अवयवयांची नावे ओळखणे व लिहाणे.
Application: मराठीतून मानवी शरीराच्या अवयवांची नावे सांगतात.
ICT Integrated: ----------
Subject Integrated: **Basic Science -** इंद्रिये (sense organs) समजावणे
Extra question/Class assessment/Recapitulation: शरीराच्या अवयवांची नावे लिहा.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mrs. Pooja Ambaskar Class: 2

Subject: Marathi No. of periods: 4

Topic: पावसा पावसा(कविता) Month- December

Subtopic: पावसा पावसा(कविता)
Specific objective: विद्यार्थ्यांना मराठीमधून कविता वाचता येते.
Methodology: • स्पष्टीकरण पध्दती, • चर्चा पध्दती.
Activities: कविता तालासुरात म्हणण्यास सांगणे.
Resources: पुस्तकातील कविता वाचून म्हणणे व अर्थ समजावणे.
Board work: पावासाचे चित्र काढणे.
Learning outcomes: कविता तालासुरात म्हणण्यास शिकतात.
Application: : कविता तालासुरात म्हणतात.
ICT Integrated: ----------
Subject Integrated: **-** Drawing / Craft - पावसाचे चित्र काढणे (ढग, पाऊस, इंद्रधनुष्य) paper boat – छत्री बनवणे, रंगकाम (colouring activity)
Extra question/Class assessment/Recapitulation: पावसाची माहिती सांगणे.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

Lesson Plan (2026-27)

Teacher's Name: Mrs. Pooja Ambaskar Class: 2

Subject: Marathi No. of periods: 3

Topic**:** इंग्रजी महिने Month- January

Subtopic: इंग्रजी महिने
Specific objective: विद्यार्थ्यांना इंग्रजी महिने समजणे
Methodology: • स्पष्टीकरण पध्दती, • चर्चा पध्दती.
Activities: विद्यार्थांना माहित असलेल्या इंग्रजी महिने माहिती सांगतात .
Resources: पाठ्यापुस्तक
Board work: - : इंग्रजी महिने नावे मराठी लिहिणे
Learning outcomes: विद्यार्थ्यांना इंग्रजी महिने समजतात .
Application: विद्यार्थी त्यांना माहिती असलेल्या इंग्रजी महिन्याची माहिती सांगतात .
ICT Integrated: • Video • Power point presentation
Subject Integrated: EVS - ऋतू (Seasons) आणि महिने यांचा संबंध (उन्हाळा, पावसाळा, हिवाळा)
Extra question/Class assessment/Recapitulation:
Homework/ worksheets: पाठ्यपुस्तकातील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mrs. Pooja Ambaskar 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: ----------
Subject Integrated: Life Skills - योग्य दिशा ओळखून प्रवास करता येणे.
Extra question/Class assessment/Recapitulation: चित्र पाहून दिशा लिहा.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mrs. Pooja Ambaskar Class: 2

Subject : Marathi No. of periods: 4.

Topic: जशास तसे Month- February

Subtopic: जशास तसे
Specific objective: विद्यार्थ्यांना मराठीमधून गोष्ट वाचता येते.
Methodology: • स्पष्टीकरण पध्दती, • चर्चा पध्दती.
Activities: वर्गात गोष्ट सांगणे.
Resources: पुस्तकातील पाठ वाचून अर्थ समजावणे.
Board work: नवीन शब्दार्थ लिहिणे.
Learning outcomes: गोष्टीचे तात्पर्य ओळखतात.
Application: गोष्ट वाचतात व सांगतात.
ICT Integrated: ----------
Subject Integrated: EVS - सामाजिक वर्तनाचे महत्त्व
Extra question/Class assessment/Recapitulation: वाचन करून घेणे.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mrs. Pooja Ambaskar Class: 2

Subject : Marathi No. of periods: 4

Topic**:** अंक Month- February

Subtopic: अंक २१ ते ३०
Specific objective: विद्यार्थ्यांना मराठीमधून अंक वाचणे व लिहिणे समजते.
Methodology: • स्पष्टीकरण पध्दती, • चर्चा पध्दती.
Activities: वर्गामध्ये विद्यार्थी चार्ट मधील फळे मोजतात.
Resources: पुस्तकातील चित्र दाखववणे. अंक म्हणण्यास सांगणे.
Board work: - : विद्यार्थी अंक २१ ते ३० अंक मोजतात व लिहितात.
Learning outcomes: विद्यार्थी अंक २१ ते ३०अंक मोजतात.
Application: अंकाचा वापर करून संख्या म्हणता व बनवता येतात.
ICT Integrated: ----------
Subject Integrated: मराठी / हिंदी / इंग्रजी / गणित • अंक शब्दात लिहिणे (एकवीस, बावीस... तीस) • Number names (twenty-one to thirty),Counting • अंक वापरून छोटे वाक्य तयार करणे
Extra question/Class assessment/Recapitulation: चित्र पाहून अंक लिहा.

Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mrs. Pooja Ambaskar Class: 2

Subject : Marathi No. of periods:4

Topic**:** माकडाची फजिती Month- February

Subtopic: माकडाची फजिती
Specific objective: विद्यार्थ्यांना मराठीमधून गोष्ट वाचता येते.
Methodology: • स्पष्टीकरण पध्दती, • चर्चा पध्दती.
Activities: वर्गात गोष्ट सांगणे.
Resources: पुस्तकातील पाठ वाचून अर्थ समजावणे.
Board work: नवीन शब्दार्थ लिहिणे.
Learning outcomes: गोष्टीचे तात्पर्य ओळखतात.
Application: गोष्ट वाचतात व सांगतात.
ICT Integrated: ----------
Subject Integrated: Moral Education - गोष्टीतून मिळणारा बोध (उदा. खोडकरपणा

करू नये, इतरांची नक्कल करू नये)
Extra question/Class assessment/Recapitulation:
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month - April**

Topic – Bihu Festival (Special Day Worksheet) **No. of Periods - 1**

Sub - topic: • **Coloring Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring,
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month - April**

Topic – Helicopter **No. of Periods - 1**

Sub - topic: • **Coloring Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring,
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**
Subject - Art & Craft **Month - April**
Topic – Rhinoceros (Craft) **No. of Periods - 1**

Sub - topic: • **Jute Impressions**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Impression
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss Bhagyashri **Grade - 2**

Subject - Art & Craft **Month - April**

Topic – Mickey and Minnie **No. of Periods - 1**

Sub - topic: • **Pattern Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month - June**

Topic – World Environment Day (Special Day Worksheet) **No. of Periods - 1**

Sub - topic: • **Coloring Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring,
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month - June**

Topic – School Time **No. of Periods - 1**

Sub - topic: • **Coloring Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring,
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**
Subject - Art & Craft **Month - June**
Topic – Dinosaur (Craft) **No. of Periods - 1**

Sub - topic: • **Cotton Bud Impressions**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Impressions
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month - June**

Topic – 3D Shapes **No. of Periods - 1**

Sub - topic: • **Coloring Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month - July**

Topic – Guru Purnima (Special Day Worksheet) **No. of Periods - 1**

Sub - topic: • **Coloring Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring,
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month - July**

Topic – Spacewalk **No. of Periods - 1**

Sub - topic: • **Trace & Color**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring,
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**
Subject - Art & Craft **Month - July**
Topic – Use Over bridge (Craft) **No. of Periods - 1**

Sub - topic: • **Tissue Paper Coloring Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Impressions
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**
Subject - Art & Craft **Month - July**
Topic – 3D Cubes **No. of Periods - 1**

Sub - topic: • **Isometric Drawing**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month - July**

Topic – Flower (Craft) **No. of Periods - 1**

Sub - topic: • **Thread Painting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Painting
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month - August**

Topic – Onam (Special Day Worksheet) **No. of Periods - 1**

Sub - topic: • **Coloring Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring,
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss Bhagyashri **Grade - 2**

Subject - Art & Craft **Month - August**

Topic – Penguin **No. of Periods - 1**

Sub - topic: • **How to Draw**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**
Subject - Art & Craft **Month - August**
Topic – Duck with Duckling (Craft) **No. of Periods - 1**

Sub - topic: • **Sponge Impressions**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Impressions
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month - August**

Topic – Fish **No. of Periods - 1**

Sub - topic: • **How to Draw**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month - August**

Topic – Happy Garden (Craft) **No. of Periods - 1**

Sub - topic: • **Thumb Impressions**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Impressions
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month - September**

Topic – Halloween Day (Special Day Worksheet) **No. of Periods - 1**

Sub - topic: • **Tracing & Coloring**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring,
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month – September**

Topic – Boy **No. of Periods - 1**

Sub - topic: • **Half & Half**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Patterns
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**
Subject - Art & Craft **Month –September**
Topic – Bird Family (Craft) **No. of Periods - 1**

Sub - topic: • **Ear Bud Impressions & Pencil Shaving Pasting**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Impressions
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month -September**

Topic – Seascape **No. of Periods - 1**

Sub - topic: • **Pattern Activity**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Pattern
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month -September**

Topic – Gateway of India (Craft) **No. of Periods - 1**

Sub - topic: • **Newspaper Art**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month - October**

Topic – National Unity Day (Special Day Worksheet) **No. of Periods - 1**

Sub - topic: • **Wood Powder Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Pasting
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month - October**

Topic – World Health Day **No. of Periods - 1**

Sub - topic: • **Coloring Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month -October**

Topic – Running Deer **(Craft)** **No. of Periods - 1**

Sub - topic: • **Grass Pasting Craft**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Pasting
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month - October**

Topic – Expressive words **No. of Periods - 1**

Sub - topic: • **Coloring Activity**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month - November**

Topic – National Education Day (Special Day Worksheet) **No. of Periods - 1**

Sub - topic: • **Coloring Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring,
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month - November**

Topic – Mushroom **No. of Periods - 1**

Sub - topic: • **Pattern Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Pattern
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**
Subject - Art & Craft **Month - November**
Topic – Dolphin **(Craft)** **No. of Periods - 1**

Sub - topic: • **Toothbrush Splatter**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Toothbrush Splatter
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month - November**

Topic – Geometrical Shape **No. of Periods - 1**

Sub - topic: • **Square Dot Drawing**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month - November**

Topic – Zebra Mask (Craft) **No. of Periods - 1**

Sub - topic: • **Sticker Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Pasting
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month – December**

Topic – Kisan Divas (Special Day Worksheet) **No. of Periods - 1**

Sub - topic: • **Coloring & Sequins**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring,
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month - December**

Topic – Ostrich **No. of Periods - 1**

Sub - topic: • **Coloring Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month - December**

Topic – Ice-cream Cup **(Craft)** **No. of Periods - 1**

Sub - topic: • **Wood Powder Pasting**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Pasting
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month - December**

Topic – Solar System **No. of Periods - 1**

Sub - topic: • **Coloring Activity**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities:Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 2**

Subject - Art & Craft **Month - December**

Topic – Space Ship (Craft) **No. of Periods - 1**

Sub - topic: • **Foil & Jute Pasting Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Pasting
Board work: Practica
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2026-27)

Teacher's Name –Ms. Swati Singh
Subject -EVS
Topic – (Ch.1 My Body**)**

Grade - II
Month -April
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.
Reference: Oxford Advantage WAU Part A
Subjects integrated: **Math:** Counting of body parts **Art:** Drawing and labeling body parts **Value Ed**: Healthy practices & Cleanliness habits

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name –Ms. Swati Singh
Grade - II
Subject -EVS
Month -April
Topic – (Ch. 2 My Family**)**
No. of Periods-9

Sub topic: • Relations in a Family • Types of Families • Sharing and Caring
Specific objectives: The students will be able to • Develop emotional intelligence. • Identify different relations in a family. • Name ways in which family members care for each other.
Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.
Activities: Activity 1: Solve the crossword puzzle. Activity 2: Share your experience of spending summer vacations with your family.

Board work: My Learning Hub, Notebook work, My Practice Hub

Learning outcomes:

The students will be able to

- Identify relations in a family.
- List the roles different family members perform in their families.
- Help family members in their daily tasks.
- Tell the difference between the different types of families.
- List the ways in which family members care for each other.

Application:

The students will be able to

- Start recognizing 'self' as an individual belonging to a family and community.

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.

Reference: Oxford Advantage: My Learning Hub Part A, My Practice Hub

Subjects integrated:

Math: Counting family members

English: Family tree writing

Life skills: Emotional bonding, communication

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name –Ms.Swati Singh
Subject -EVS
Topic – (Ch. 3 Our Neighborhood**)**

Grade - II
Month -June
No. of Periods-6

Sub - topic:

- Places in a Neighborhood
- People Who Help Us

Specific objectives:

The students will be able to

- Develop emotional intelligence.
- Identify different places found in a neighborhood.

- Make sense of the world around them through observation and logical thinking.

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

Activities:

Activity 1:

- Draw or paste a picture of neighborhood heroes.

Board work: My Learning Hub, Notebook work, My Practice Hub

Learning outcomes:

The students will be able to

- Identify the places found in a neighborhood.
- Explain how different people help us in our neighborhood.
- Identify the different shops found in a market.
- Respect people who help them in their daily lives.
- Identify the uniforms people wear when they go to work.

Application:

The students will be able to

- Start recognizing 'self' as an individual belonging to a family and community.

ICT Integration / Art Integration : PPT, Video .

Class assessment/ Recapitulation: Oral revision of question and answers and written work in My Practice Hub and notebook.

Homework/ worksheets: My Practice Hub, Notebook

Reference: Oxford Advantage:My Learning Hub Part A, My Practice Hub

Subjects integrated:

Math: Counting shops

English: Talk about the neighbourhood

Life skills: Observation , social awareness

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name –Ms. Swati Singh

Grade - II

Subject -EVS

Month -June

Topic – (Ch. 4 My School**)** **No. of Periods-**6

Sub - topic:

- Places in a School
- People Who Help Us At School

Specific objectives:

The students will be able to

- Identify different places in a school
- Develop emotional intelligence.
- Make sense of the world around them through observation and logical thinking.

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

Activities:

Activity 1:

- List down your favorite rooms in school.

Board work: My Learning Hub, Notebook work, My Practice Hub

Learning outcomes:

The students will be able to

- Identify and describe the different places in a school.
- Name the people who help us at school.
- Respect the people who help them at school.

Application:

The students will be able to

- Start recognizing 'self' as an individual belonging to community.

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, Notebook.

Reference: Oxford Advantage:My Learning Hub Part A, My Practice Hub

Subjects integrated:

Math: Counting class room

English: My school essay

Life skills: Communication

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name –Ms. Swati Singh **Grade - II**

Subject -EVS **Month -**June/July

Topic – (Ch. 5 Safety**)** **No. of Periods-**6

Sub - topic:

- Safety Rules
- First Aid
- Safe and Unsafe Touch

Specific objectives:

The students will be able to

- Understand the importance of safety rules.
- Develop emotional intelligence.
- Make sense of the world around through observation and logical thinking.

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

Activities:

Activity 1:

- Activity- Poster Making on road safety rules (Draw and Color)

Board work: My Learning Hub, My Practice Hub

Learning outcomes:

The students will be able to

- Explain how to stay safe in various situations.
- List the things kept in a first-aid box.
- Tell the difference between safe and unsafe touch.

Application:

The students will be able to

- Make their own Circle of Safety.

ICT Integration : Video..

Class assessment/ Recapitulation: Oral revision of question and answers.

Homework/ worksheets: My Practice Hub.

Reference: Oxford Advantage:My Learning Hub Part A, My Practice Hub

Subjects integrated:

English: Writing safety rules.

Life skills: Communication.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name –Ms. Swati Singh **Grade - II**

Subject -EVS **Month -**July

Topic – (Ch-6. Food We Eat**)** **No. of Periods-** 7

Sub - topic: • Types of Food • Sources of Food • How can we stay healthy?
Specific objectives: The students will be able to • List food items that we get from plants and animals. • Identify types of food.
Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.
Activities: Activity 1: • List down three food items for breakfast, lunch and dinner.
Board work: My Learning Hub, Notebook work, My Practice Hub
Learning outcomes: The students will be able to • Identify the different types of food. • List the food items we get from plants and animals. • List some healthy habits we should follow in daily life.
Application: The students will be able to • Understand that all foods can be put in the three food groups.

ICT Integration / Art Integration: PPT, Video
Class assessment/ Recapitulation: Oral revision of question and answers and written work in My Practice Hub and notebook.
Homework/ worksheets: My Practice Hub.
Reference: Oxford Advantage:My Learning Hub Part A, My Practice Hub
Subjects integrated: **English:**Talk about healthy food. **Life skills:** Healthy habits ,thinking skill

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name –Ms. Swati Singh
Subject -EVS
Topic – (Ch-7. Houses We Live In**)**

Grade - II
Month -July
No. of Periods-6

Sub - topic: • Types of Houses • Features of a House • Special Houses • Keeping a House Clean
Specific objectives: The students will be able to • Name different types of houses. • Explain the features of a house.
Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.
Activities: Activity 1: • Draw a house, color it and label different rooms of the house.
Board work: My Learning Hub, Notebook work, My Practice Hub
Learning outcomes:

The students will be able to

- Name the different types of houses.
- Explain the features of a house.
- Identify and describe some special houses found in different places.
- List some ways of keeping a house clean.
- Identify and describe some special houses found in different places.

Application:
The students will be able to

- Understand ways to clean their houses.

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.

Reference: Oxford Advantage:My Learning Hub Part A, My Practice Hub

Subjects integrated:

Math: Shapes in house

ART: House drawing

Life skills: Creativity, observation,comparison.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name –Ms. Swati Singh
Subject -EVS
Topic – (Ch-8. Plants Around Us**)**

Grade - II
Month –July/August
No. of Periods-7

Sub - topic:

- Plants Are Living Things
- Types of Plants
- Parts of a Plant
- How does a seed grow into a plant?
- Importance of Plants

Specific objectives:

The students will be able to

- Identify different types of plants.
- Develop a positive regard for the natural environment around them.

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

Activities:

Activity 1:

- Visit a school park or playground to observe different plants.
- Draw and label parts of a plant.

Board work: My Learning Hub, Notebook work, My Practice Hub

Learning outcomes:

The students will be able to

- Identify the flowers shown in the picture.
- Explain how plants are living things.
- Identify different types of plants.
- Label the parts of a plant.
- Explain how seeds grow into plants.
- Explain how plants are useful to us.

Application:

The students will be able to

- Classify plants.

ICT Integration / Art Integration: PPT, Video .

Class assessment/ Recapitulation: Oral revision of question and answers and written work in My Practice Hub and notebook.

Homework/ worksheets: My Practice Hub, Notebook.

Reference: Oxford Advantage:My Learning Hub Part A, My Practice Hub

Subjects integrated:

Math: Counting leaves.

English: Plant description.

Life skills: Care for nature, observation.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name –Ms. Swati Singh
Grade - II
Subject -EVS
Month –August
Topic – (Ch-9. Animals Around Us**)**
No. of Periods-8

Sub - topic:

- Animal Movements
- Food Animals Eat
- Animal Babies
- Being Kind to Animals

Specific objectives:

The students will be able to

- Develop a positive regard for the natural environment around them.
- Understand that animals can be grouped on the basis of eating habits.

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

Activities:
Activity 1- Guess the animal

- Enact the movement or sound of different animals and guess the name of the animal.

Board work: My Learning Hub, Notebook work, My Practice Hub

Learning outcomes:

The students will be able to

- Identify the movement of different animals.
- Classify animals on the basis of their food habits.
- Identify and name some animal babies.

Application:
The students will be able to

- They will understand to identify animals where they live, eat and how they move.

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.

Reference: Oxford Advantage:My Learning Hub Part A, My Practice Hub

Subjects integrated:

Math: Counting animals .

English: Animal story telling **Life skills:**Empathy,listening skill.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name –Ms. Swati Singh
Subject -EVS
Topic – (Ch-10. How We Travel**)**

Grade - II
Month –August
No. of Periods-8

Sub - topic: ● Types of Vehicles ● Vehicles Need Fuel
Specific objectives: The students will be able to ● make sense of the world around through observation and logical thinking. ● Identify the different types of vehicles.
Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.
Activities: Activity 1- ● Observe pictures of vehicles and write "W" for vehicles that move on water and "L" for vehicles that move on land. Activity 2- ● Share about the places you visited and how you travelled there.
Board work: My Learning Hub, Notebook work, My Practice Hub
Learning outcomes: The students will be able to ● Identify the different types of vehicles. ● Name the fuels used in vehicles. ● List different ways to keep the environment clean.
Application: The students will be able to ● Identify the different types of vehicles

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.
Reference: Oxford Advantage WAU Part B
Subjects integrated: **Math:** Fast and slow comparison . **English:**Means of transport writing. **Life skills:** Comparison , observation.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name –Ms. Swati Singh
Grade - II
Subject -EVS
Month –October
Topic – (Ch-11. How We Communicate**)**
No. of Periods-7

Sub - topic: ● One-to-one Communication ● Braille ● One-to-many Communication
Specific objectives: The students will be able to ● develop effective communication skills for day-to-day interactions in two languages. ● develop emotional intelligence.
Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.
Activities: ● Silent Quest play: Use only gestures and charades to communicate with each other for some time.
Board work: My Learning Hub, Notebook work, My Practice Hub
Learning outcomes: The students will be able to

- List examples of one-to-one and one-to-many communication.
- Differentiate between one-to-one and one-to-many communication.
- Explain how to stay safe when using the internet.
- Identify one-to-one and one-to-many communication.

Application:
The students will be able to
- converse fluently and can hold a meaningful conversation.

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.

Reference: Oxford Advantage:My Learning Hub Part B, My Practice Hub

Subjects integrated:

Math: Comparison of numbers

Art : Draw and colour your favorite vehicle .

English : Vocabulary , speaking , writing- 3-4 sentences on My Favorite Vehicle.

Life skills: Communication ,Technology awareness

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name –Ms. Swati Singh
Grade - II
Subject -EVS
Month –October
Topic – (Ch-12. Time, Days and Months**)**
No. of Periods-7

Sub - topic:
- Time
- Days and Months

Specific objectives:

The students will be able to
- Read the time.

- Read the days and months on a calendar.
- Make sense of the world around them through observation and logical thinking.

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

Activities:

Activity 1-

- Write down the time when you do breakfast, lunch and dinner every day.

Board work: My Learning Hub, Notebook work, My Practice Hub

Learning outcomes:

The students will be able to

- Read the time.
- Learn to read the days and months on a calendar.
- Identify differences between day and night.
- Explain the differences between different times of the day.
- List the activities done during different times of a day.

Application:

The students will be able to

- Understand days, weeks and months of a year on a calendar.

ICT Integration / Art Integration /Math Integration / English Integration : PPT, Video , Calender reading , Days and months spelling.

Class assessment/ Recapitulation: Oral revision of question and answers and written work in My Practice Hub and notebook.

Homework/ worksheets: My Practice Hub.

Reference: Oxford Advantage:My Learning Hub Part B, My Practice Hub

Subjects integration

Math: Calendar reading

Art : Birthday chart .

English :Days and months spelling.

Life skills: Time management ,sequencing

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name –Ms. Swati Singh
Grade - II
Subject -EVS
Month – November
Topic – (Ch-13. Tech Time**)**
No. of Periods-7

Sub - topic:

- Technology Around Us

Specific objectives:

The students will be able to

- Identify the technologies around us and list their uses.

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

Activities:

- Name the devices that you use daily.

Board work: My Learning Hub, Notebook work, My Practice Hub

Learning outcomes:

The students will be able to

- Identify the technologies around us and list their uses.
- List ways to take care of devices or appliances around them.
- Recycle old devices or appliances and explain their importance.

Application:

The students will be able to

- use appropriate tools and technology in daily life situations and for learning.

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.

Reference: Oxford Advantage:My Learning Hub Part B, My Practice Hub

Subjects integration

Computer: Basic parts

Art :Draw computer.

English :Vocabulary.

Life skills: Digital awareness, online safety awareness.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name –Ms. Swati Singh
Grade - II
Subject -EVS
Month – November
Topic – (Ch-14 National Symbols and Festivals**)**
No. of Periods-9

Sub - topic:

- National Symbols
- National Festivals
- Some More Festivals Celebrated in India

Specific objectives:

The students will be able to

- Develop emotional intelligence.
- Develop the spirit of unity.

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

Activities:
Activity 1-

- Show a picture and speak about your favorite Indian festival.

Board work: My Learning Hub,My Practice Hub

Learning outcomes:

The students will be able to

- Name the national symbols of India.
- Name some festivals celebrated in India.
- Name and discuss some festivals celebrated in India.

Application:
The students will be able to

- They will learn the importance of celebrating festivals in India.

ICT Integration / Art Integration: Video

Class assessment/ Recapitulation: Oral revision of question and answers.

Homework/ worksheets: My Practice Hub, Reading.
Reference: Oxford Advantage:My Learning Hub Part B, My Practice Hub
Subjects integration **Social studies:**National symbols **Art** :Flag drawing. **Life skills:** Patriotism,cultural awareness.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name –Ms.Swati Singh
Grade - II
Subject -EVS
Month – December
Topic – (Ch-15 Air and Water Around Us**)**
No. of Periods-8

Sub - topic: ● Air Pollution ● Water Pollution ● Land Pollution ● Noise Pollution
Specific objectives: The students will be able to ● List the causes of different types of pollution. ● explain some ways of reducing different types of pollution.
Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.
Activities: Activity 1: ● Write "A" for things that move in air and "W" for things that move on water. Activity 2: ● Draw or paste pictures on how to reduce air, water and noise pollution.
Board work: My Learning Hub, Notebook work, My Practice Hub
Learning outcomes:

The students will be able to

- Identify things that move in the air and on water.
- List the causes and effects of air pollution.
- Explain some ways of reducing the air pollution.
- List the causes and effects of water pollution.
- Explain ways of reducing water pollution.
- List the causes and effects of land pollution.
- Explain ways of reducing land pollution.
- List the causes and effects of noise pollution.

Application:
The students will be able to

- List ways to reduce different types of pollution.

ICT Integration / Art Integration: PPT, Video

Class assessment/ Recapitulation: Oral revision of question and answers and written work in My Practice Hub and notebook.

Homework/ worksheets: My Practice Hub, notebook.

Reference: Oxford Advantage:My Learning Hub Part B, My Practice Hub

Subjects integration

Math: Count object related to water(e.g 3 buckets ,2 bottles).

English :Vocabulary ,speaking and writing – 5-6 sentences on USES OF WATER OR AIR.

Life skills: Self awareness ,care for environment.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name –Ms.Swati Singh
Subject -EVS
Topic – (Ch-16 Seasons**)**

Grade - II
Month – December
No. of Periods-8

Sub - topic:

- Seasons
- Clothes We Wear

Specific objectives:

The students will be able to

- Name the main seasons.
- Identify and name the clothes worn in different seasons.

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

Activities:

Activity 1-

- List down popular summer drinks that you enjoy with your family.
- Draw or paste your favorite season.

Board work: My Learning Hub, Notebook work, My Practice Hub

Learning outcomes:

The students will be able to

- Name the main seasons.
- Identify the clothes worn in different seasons.
- Identify some special clothes worn by people.

Application:

The students will be able to

- Understand one type of weather continues for many days; we call it a season.

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, Notebook.

Reference: Oxford Advantage:My Learning Hub Part B, My Practice Hub

Subjects integration

English : Vocabulary ,speaking and writing – 5-6 sentences on SEASONS.

Life skills: Observation

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name –Ms.Swati Singh
Subject -EVS
Topic – (Ch-17 Our Universe**)**

Grade - II
Month – January
No. of Periods-8

Sub - topic:

- The Sun's Family

- The Moon
- The Stars

Specific objectives:

The students will be able to

- Identify the objects that we see in the sky.
- Understand about the sun, the moon, the stars and the planets.
- Make sense of the world around them through observation and logical thinking.

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

Activities:

Activity 1-

- Join the dots, make your own constellation and name it.

Board work: My Learning Hub, Notebook work, My Practice Hub

Learning outcomes:

The students will be able to

- Name the planets in the solar system.
- Identify the objects that we see in the sky.

Application:

The students will be able to

- Identify different planets.

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.

Reference: Oxford Advantage:My Learning Hub Part B, My Practice Hub

Subjects integration

Math: Multiplication - planets

English :Vocabulary ,speaking and writing – 5-6 sentences on OUR UNIVERSE.

Arts: Draw solar system.

Life skills: Curiosity , critical thinking.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025-26)

Teacher's Name –Ms.Swati Singh
Grade - II
Subject -EVS
Month – January
Topic – (Ch-18 Our Earth**)**
No. of Periods-8

Sub - topic:

- Landforms
- Water Bodies

Specific objectives:

The students will be able to

- Name the different types of water bodies.
- Identify different landforms.

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

Activities:
Activity 1-

- Identify and label the different landforms in the given picture.

Board work: My Learning Hub, Notebook work, My Practice Hub

Learning outcomes:

The students will be able to

- Identify the different landforms.
- Name the different types of water bodies.
- Understand about our Earth Planet.

Application:
The students will be able to

- Identify different water bodies.

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

Reference: Oxford Advantage:My Learning Hub Part B, My Practice Hub

Subjects integration

English :Vocabulary ,speaking and writing – 5-6 sentences on OUR EARTH.

Life skills: Observation ,environmental responsibility.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Jaipreet Kaur **Grade -2**

Subject - English **Month – April**

No. of periods - 22

Topic – (Lesson no. 1 Too big! too small!

Lesson no.2 I am special**)**

Sub - topic:

- Too Big and Too small
- I am special
- Reading and comprehension.
- Understand and Think and Answer
- Words with "a" sounds and rhyming words.
- Naming Words (Common and Proper noun and noun –Gender).

Specific objectives:

- Identifying about "Myself."
- To write about a friend.
- To listen to the poem and understand its meaning.
- To develop imaginative thinking.

Methodology:

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

Activities:

- Write a few sentences about a friend and draw / paste a picture of your friend.
- Speaking activity – Family interview

Board work: New words and Exercises given in the book

Learning outcomes:

Students will be able to

- Engage in picture reading.
- Share their thoughts.
- Provide answers related to the story.
- Read the words with correct pronunciation.

- Recall, reason and appreciate the literary conventions of the poem.
- Identify themselves.
- Write words using pictures.
- Hold a discussion and interview their family members.
- Identify and write naming words.
- Use nouns in sentences.
- Identify common and proper nouns.

Application: Reference Book

ICT Integration :

- PPT/Video
- Audio

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/ Exercises in the textbook.

Reference: Oxford – 1. My Learning Hub – Part A and Part B

2. Learners Grammar and Composition.

Subject Integration

- **Math**- Size comparison
- **EVS**- Family members and daily life activities
- **Life skills** –Understanding about self and value of friendship
- **Art -** Draw / paste a picture of your friend.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Jaipreet Kaur **Grade - 2**

Subject - English **Month –June**

No. of Periods -23

Topic – (Lesson no 3 –Sara's Adventure**)**

Sub - topic:

- Sara's adventure
- Reading and Reflection
- Understand and Think and Answer
- Vocabulary (Words related to neighborhood.)
- Nouns – Nouns +'s
- Nouns – Singular and Plural
- Articles – A, An , The

Specific objectives:

- To understand about our neighborhood.
- To understand the relationship between the family members.
- To make students understand the importance of a neighborhood.
- Express their thoughts about their neighborhood.
- To make students understand and appreciate the prose.

Methodology:

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

Activities:

- Teacher will divide the class into four groups. Each group will speak about their classroom for 2 minutes for the same. (speaking activity)
- To draw a classroom
- To draw plural nouns for the given singular nouns

Board work: New words and Exercises given in the book

Learning outcomes:

Students will be able to:

- Understand the Importance of neighbourhood.
- Identify that each member plays an important role in the
- Develop their Vocabulary relating to neighbourhood.
- Identify the places in the neighbourhood.
- Identify noun+’s in a sentence and write them.
- Identify words with picture.
- Identify Singular and Plural nouns and make plurals of the nouns.
- Understand the usage of the articles and use them in the sentences.

Application: Reference Book

ICT Integration:

- PPT/Video
- Audio

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/ exercises in the textbook.

Reference: Oxford – 1. My Learning Hub – Part A and Part B

2. Learners Grammar and Composition.

Subjects Integration

- **Life Skills** – Helping others
- **EVS** – Identify different places in the neighborhood
- **Art** – To draw picture of a classroom

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Jaipreet Kaur **Grade - 2**

Subject - English **Month –July**

No. of Periods - 25

Topic – (Lesson no. 4- The Mitten)

Sub - topic: ▪ The Mitten ▪ Reading and Comprehension ▪ Understand and Think and Answer ▪ Names of houses and winter season. ▪ Pronouns (used in place of Naming words) ▪ Is, Am, Are
Specific objectives: • To understand about the winter season and the animals. • To enable the students to understand different type of houses. • To make the students listen to a story to improve their listening skills.
Methodology: ○ Explanation Method ○ Demonstration Method ○ Activity based Method ○ Class room Discussion
Activities: • Activity on pronouns • Students will draw their imaginary home and write about what makes it special
Board work: New words and Exercises given in the book

Learning outcomes:
Students will be able to:

- Understand about seasons and the winter animals.
- Understand the different types of houses.
- Develop to express their emotions through art.
- To provide answers to the questions related to the story.
- To improve their listening and comprehension skills by listening to a story.
- To use ‘Is, Am and Are in a sentence.
- Students will be able to understand what is a pronoun and its usage.
- To use the appropriate pronouns in sentences.

Application: Reference Book

ICT Integration :

- PPT/Video
- Audio

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/ exercises in the textbook.

Reference: Oxford – 1. My Learning Hub – Part A and Part B

2. Learners Grammar and Composition

Subjects Integration

- **Math**- Counting of the characters
- **EVS**- Different types of houses, Winter season
- **Art** – To draw different designs and color the mitten

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Jaipreet Kaur | **Grade - 2**

Subject - English | **Month – August**

No. of Periods - 23

Topic – (Lesson no 5-The Jungle School**)**

Sub - topic: ▪ The Jungle School. ▪ Reading comprehension ▪ Understand and Think and Answer ▪ Vocabulary (Words related to wild and Domestic) ▪ Verbs – Action words ▪ Has,have
Specific objectives: • To understand about the Jungle and its surroundings. • Students will be able to identify different animals and acting out animal movements. • They will also learn about new animals. • They will learn to care and develop a positive attitude for all life forms.
Methodology: • Explanation Method • Demonstration Method • Activity based Method • Class room Discussion
Activities: • Draw some creatures that live in and around the tree and write a few sentences about a tree. • Students will name the action words done on daily basis.
Board work: New words and Exercises given in the book

Learning outcomes:

- To understand, read and comprehend the story about a jungle school.
- To understand and differentiate between wild and domestic animals.
- To match animal names to their feature.
- Students will be able to understand and discuss about rules of school home and playground.
- The students will be able to appreciate all forms of life.
- 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 use verbs
- Student will understand the appropriate usage of Has/Have in a sentence.

Application: Reference Book

ICT Integration / Integration :

- PPT/Video
- Audio

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/ exercises in the textbook

Reference: Oxford – 1. My Learning Hub– Part A and Part B

2. Learners Grammar and Composition

Subjects Integration

- **EVS**- Animals around us: wild and domestic animals
- **Value Education** – To inculcate the importance of rules in our daily lives
- **Art-** Draw some creatures that live in and around the tree

MIS INTERNATIONAL SCHOOL,Balewadi

Lesson Plan (2026-27)

Teacher's Name – Jaipreet Kaur **Grade - 2**

Subject - English **Month – September**

No. of Periods - 24

Topic – (Lesson no 6 Little talk)

Sub - topic:

- Little talk
- Reading and Reading and comprehension
- Understand and Think and Answer
- Vocabulary (Words related to opposites)
- Verbs +ing
- Creative writing (Reading Comprehension, Story Writing)

Specific objectives:

- To read the poem and understand the poem.
- To understand and discuss about insects through the poem.
- To be able to understand the learnings from the poem.
-

Methodology:

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

Activities:

- Recite the poem in class. (MA)
- Verbs game played in class.

Board work: New words and Exercises given in the book

Learning outcomes:

Students will be able to:

- Understand the sounds that they hear at different times of the day.
- Able draw and express about the insects they see in theater neighbourhood.
- Share a lesson that they have learnt from the poem.
- Write in one word about what your pet needs.
- Recite the poem.
- Identify action words and tell about their day to day actions.
- Write the action words with the help of the pictures.
- Use the Verb +ing in the sentences.
- Form a story from the given pictures.

Application: Reference Book

ICT Integration :

- PPT/Video
- Audio

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/exercises in the textbook.

Reference: Oxford – 1. My Learning Hub – Part A and Part B

2. Learners Grammar and Composition

Subjects Integration

- **Life skills**-Empathy towards creatures
- **EVS** – To understand about different Insects, animals and birds

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2025 -26)

Teacher's Name – Jaipreet Kaur **Grade - 2**

Subject - English **Month –October**

No. of Periods - 21

Topic – (Lesson no. 7 –Namala and Kamala Travel by Road & Lesson no.8 My New Remote **)**

Sub - topic:

- Namala and Kamala travel by road.
- My New Remote
- Reading and Reading comprehension.
- Understand and Think and Answer
- Verbs (past)
- Had, Was , Were
- Sentences

Specific objectives:

- To identify different means of transport.
- To understand the importance of technology in our lives.
- To understand the significance of objects in everyday life.
- To understand how to send a message using means of communication.

Methodology:

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

Activities:

- Speaking activity – Talk about the places they have travelled. .
- (Speaking activity) conversation on a given topic.

Board work: New words and Exercises given in the book

Learning outcomes:

Students will be able to:

- Understand various means of travelling.
- Understand the new vocabulary related to means of communication.
- Engage in reflection, critical thinking and creative thinking.
- Understand the uses and importance of technology in day to day life.
- Develop technological awareness of different devices.
- Understand the usage of had, was, were in the sentences.
- Understand the past form of verbs, and use them in sentences.
- Understand the rules of capitalization and punctuation in the sentences.
- Write sentences using the punctuation rules.

Application: Reference Book

ICT Integration:

- PPT/Video
- Audio

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/exercises in the textbook.

Reference: Oxford – 1. My Learning Hub – Part A and Part B

2. Learners Grammar and Composition

Subjects Integration

- **EVS** – Different means of communication and transport. Importance of technology in daily lives.
- **Value Education** – Understand the importance of punctuality.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Jaipreet Kaur **Grade - 2**

Subject -English

Month -November

Topic – (lesson 9- Maya Goes Travelling**)** **No. of Periods -23**

Sub - topic:

- Maya goes Travelling
- Reading and Reading Comprehension
- Understand and Think and Answer
- Describing words (adjectives)
- Creative writing –Reading comprehension, Picture composition

Specific objectives:

- To understand about travelling experience.
- To understand about the safe ty rules for travelling.
- To understand the different cuisines and the famous places .
- To enable the students to understand the Vocabulary related to travelling.

Methodology:

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

Activities:

- Talk about the places they have travel.
- Write about your last vacation in few sentences.

Board work: New words and Exercises given in the book

Learning outcomes:

Students will be able to:

- Understand the narrative of travel adventures in the lesson
- Understand how to travel and modes of travel.
- Understand what the various safety measures while travelling.
- Understand how to make a travel list and why it is important to make a travel list.
- Develop communication skills for day to day interaction.
- Understand the appropriate usage of Adjectives in a sentence.
- Develop comprehension, critical thinking and creative expression.

Application: Reference Book

ICT Integration :

- PPT/Video
- Audio

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/ Exercises in the textbook.

Reference: Oxford – 1. My Learning Hub – Part A and Part B

2. Learners Grammar and Composition

Subjects Integration

- **EVS**- To understand different places and monuments of India
- **Art Integration**- Design your own magnets
- **Math** – Size and shape comparison

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Jaipreet Kaur **Grade - 2**

Subject -English **Month -December**

No. of Periods- 21

Topic – (L-10) More than Just a River

L-11) The Swan **)**

Sub - topic: ▪ More than just a River ▪ The Swan ▪ SEA-2 Draw a constellation and write few lines about it. ▪ Reading and Reading Comprehension ▪ Understand and Think and Answer ▪ Prepositions.
Specific objectives: • To understand the different water bodies and its name. • To understand about the consequences about pollution. • To understand about the different constellations. • To understand the uses of the river. • To understand the various ways in which we can save rivers.
Methodology: ○ Explanation Method ○ Demonstration Method ○ Activity based Method ○ Class room Discussion
Activities : • Prepositions game • Riddles activity • SEA2- Draw a constellation and write few lines about it.
Board work: New words and Exercises given in the book
Learning outcomes: Students will be able to:

- Understand the different names of the water bodies.
- Understand about waste disposal and reflect on their sources.
- Understand about water conservation.
- Understanding of the universe and express their ideas.
- Identify constellations in the word grid.
- Improve their speaking skills.
- Understand the usage of prepositions in a sentence.
- Fill the correct prepositions in suitable places.

Application: Reference Book

ICT Integration :

- PPT/Video
- Audio

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/ Exercises in the textbook.

Reference: Oxford – 1. My Learning Hub – Part A and Part B

2. Learners Grammar and Composition

Subjects Integration

- **EVS**- Identify different water bodies. Importance of keeping our rivers clean. To identify different constellations
- **Life Skills** - Save water
- **Art-** Draw a constellation

MIS INTERNATIONAL SCHOOL ,Balewadi

Lesson Plan (2026-27)

Teacher's Name – Jaipreet Kaur **Grade - 2**

Subject – English **Month- January**

No. of Periods -22

Topic – (Lesson no.12 I Wonder**)**

Sub - topic:

- I Wonder
- Reading and Reading comprehension
- Understand and Think and Answer
- Joining Words
- Picture Composition
- Reading comprehension
- Story Writing
- Thank You note

Specific objectives:

- To understand about different seasons.
- To be able to observe nature and express it creatively.
- To understand to appreciate the poem.

Methodology:

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

Activities:

- Students will recite the poem and answer the questions on the poem (M.A)

Board work: New words and Exercises given in the book

Learning outcomes:

Students will be able to:

- Understand to read and comprehend the poem on the wonders of nature.
- Express their curiosity about the world and colour of the rainbow.
- Identify and differentiate between the four seasons.
- Actively engage with nature and express their observations and curiosities.
- Able to identify joining words.
- Combine sentences using joining words.

Application: Reference Book

ICT Integration:

- PPT/Video
- Audio

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/exercises given in the textbook.

Reference: Oxford – 1. My Learning Hub – Part A and Part B

2. Learners Grammar and Composition

Subjects Integration

- **EVS**- To identify different Seasons
- **Art Integration** – Color the rainbow

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Jaipreet Kaur | **Grade - 2**

Subject - English | **Month – February**

No. of Periods - 18

Topic – (Revision for the Annual Exam **)**

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:

- PPT/Video
- Audio

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

Subjects Integration

- **EVS**- Water bodies and Birds, Transport
- **Math**- Counting, Comparison

MIS INTERNATIONAL SCHOOL

Lesson Plan (26-27)

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

Subject: **Hindi** **Month: April**

Topic: 1 - सवेरे – सवेरे **No. of periods**: **4**

Subtopic:- उलटे अर्थवाले शब्द, समान तुकवाले शब्द
Specific objective: समान अर्थवाले शब्द लिखना, उलटे अर्थ वालेशब्द बनाना।
Methodology: उच्चारण, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: कविता का हाव-भाव के साथ गायन करेंगे। चित्र देखकर उनकी 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 :- किन्ही पांच पक्षीयों के नाम बतायो?
Homework/ worksheets: दिए गए चित्र में रंग भरो।
Reference: व्याकरण पुस्तक, शब्दकोश और पाठ्यपुस्तक

Subject Integration: यह कविता पशु - पंक्षी की जानकारी, महत्त्व बताने में मदत करती है|

MIS INTERNATIONAL SCHOOL

Lesson Plan (25-26)

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

Subject: **Hindi** **Month: June**

Topic: पाठ 2 – बागवानी **No. of periods**:5

Subtopic: , संज्ञा शब्द,लिंग, समान अर्थवाले शब्द
Specific objective:, संज्ञा की परिभाषा तथा उनके उदाहरण,लिंग को पहचानना, समान अर्थवाले शब्द |
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.
Extra questions/ Class assessment/ Recapitulation :हमारे स्वास्थ्यमें सब्ज़ियों का महत्व बताइए|

Homework/ worksheets: किन्ही पांच सब्जियों के नाम लिखिए।
Reference:, किताब शब्दकोश
Subject Integration: इस कहानी का पर्यावरण से सबंध है,सब्जियों के बारे में जानकारी प्राप्त होती हैं|

MIS INTERNATIONAL SCHOOL

Lesson Plan (25-26)

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

Subject: **Hindi** **Month:** June

Topic: पाठ 3 – वाह! चींटी **No. of periods**: 6

Subtopic: क्रिया शब्द बताने वाले शब्द
Specific objective : क्रिया 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।
Subject Integration: इस कहानी में जिव-जंतुओं के जीवन की जानकारी प्राप्त होती है, कहानी का सबंध पर्यावरण से है|

MIS INTERNATIONAL SCHOOL

Lesson Plan (25-26)

Teacher's Name: **Ms. Swati Shelar** **Class**: **2nd**
Subject: **Hindi** **Month**: **July**
Topic:- ४ **समय से** (SEA) **No. of periods**: 1

Subtopic: **समानआर्थक शब्द**
Specific objective: समानआर्थक शब्द के उदाहरण।
Methodology: स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: SEA-1 activity पन्ना क्र४०. पर दिए गई तालिका पूर्ण करना। समय का महत्व जानना। दैनंदिन जीवन में समय का महत्त्व के बारे में जानना।
Resources: फलक, चित्र, पाठ्यपुस्तक
Board work: मुख्य शब्द तथा शब्द-अर्थ
Learning outcomes: समय के महत्व से अवगत होना, समय की पाबंदी जानकारी प्राप्त करना।
Application: दैनंदिन जीवन में समय का महत्त्व जानकारी देते हैं।
ICT Integrated: Video, Documentary

Extra questions/ Class assessment/ Recapitulation : : दैनंदिन जीवन में समय का महत्त्व इस विषय पर पाँच वाक्य लिखो।
Homework/ worksheets: समानआर्थक के अलग-अलग शब्द लिखो।
Reference: पुस्तक, शब्दकोश, चार्ट।
Subject Integration: एक सुंदर घड़ी हिंदी अंकों में बनाना |

MIS INTERNATIONAL SCHOOL

Lesson Plan (26-27)

Teacher's Name: **Ms.swati shelar** **Class**: **2nd**

Subject: **Hindi** **Month**: **July**

Topic:- ५.नानी की डॉ.तुलसी **No. of periods**: 4

Subtopic: : **र के अलग-अलग रूप**
Specific objective: **र के अलग-अलग रूप** के उदाहरण।
Methodology:,स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: पन्ना क्र.३३ पर दिए गए पेड़ो को पहचानकर उनके नाम लिखना। विश्व पर्यावरण दिवस के बारे जानना। पेड़ लगाते है
Resources: फलक, चित्र, पाठ्यपुस्तक
Board work: मुख्य शब्द तथा शब्द-अर्थ
Learning outcomes: प्राकृतिक चीज़ो का उपयोग, पेड़ पौधों की जानकारी, पेड़ पौधों का महत्त्व जानते हैं।
Application: पेड़ो को पहचानकर को उनकी जानकारी देते हैं।

ICT Integrated: Video, Documentary
Extra questions/ Class assessment/ Recapitulation : पेड़ हमारे मित्र है' इस विषय पर पाँच वाक्य लिखो।
Homework/ worksheets: : **र के अलग-अलग रूप** के अलग-अलग शब्द लिखो।
Reference: पुस्तक, शब्दकोश, चार्ट।
Subject Integration: इस कहानी पर्यावरण से सबंधित, उनका महत्व बताया जाता है|

MIS INTERNATIONAL SCHOOL

Lesson Plan (26-27)

Teacher's Name: **Ms. Swati Shelar** **Class**: **2nd**
Subject: **Hindi** **Month: August**
Topic: ६- रंग-बिरंगे हवाई जहाज

No. of periods: 6

Subtopic: उलटे अर्थवाले शब्द,अनुस्वार का प्रयोग
Specific objective: उलटे अर्थवाले शब्द, अनुस्वार का प्रयोग,उदाहरण
Methodology: उच्चारण, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन
Activities: उलटे अर्थवाले 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। उलटे अर्थवाले शब्द - अर्थ पढ़ेंगे और लिखेंगे।
• **Learning outcome**: वाचन तथा लेखन कौशल का विकास होता हैं। अनुशासन का महत्त्व समझते हैं। स्वावलंबन बनने की भावना निर्माण होती है। विलोम शब्दों की समझ में वृद्धी होती है।
Application: कक्षा में अनुशासन में रहते हैं।
ICT Integrated: video
Extra questions/ Class assessment/ Recapitulation : सवारियों का महत्त्व बताते हैं।
Homework/ worksheets: सवारी के महत्व लिखों । अलग अलग सवारियों के नाम लिखो।
Reference: पुस्तक, शब्दकोश, चार्ट।
Subject Integration –इस कहानी का सबंध सवारी के लिए प्रयोग करने वाले साधनों की जानकारी डी जाती है|

MIS INTERNATIONAL SCHOOL

Lesson Plan (26-27)

Teacher's Name: **Ms. swati shelar.** **Class**: **2nd**

Subject: **Hindi** **Month:september**

Topic:पाठ ७-परहित जीओ **No. of periods**: 4

Subtopic: समान अर्थवाले शब्द, लिंग
Specific objective: लिंग बताने वाले शब्द, समान अर्थवाले 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: लिंग बताने वाले शब्द, कठिन शब्द,शब्दार्थ प्रश्न-उत्तर।
Learning outcomes: परोपकार करते हैं, हमारे जीवन में प्रकृति योगदान समझते हैं ।
Application: दूसरों के लिए अच्छा करने वाले महापुरुषो के बारें में बताते है।
ICT Integrated: Video, Documentary
Extra questions/ Class assessment/ Recapitulation : आप अपने धरती को हर-भरा कैसे करोंगें ? छोटे-छोटे नारे लिखों।
Homework/ worksheets: मिल-जुलकर रहने से आपको कैसा लगता है?
Reference: पुस्तक, शब्दकोश, चार्ट।
Subject Integration: इस कहानी में प्रकृति में होनेवाले बदलाव,महत्व बताते है।

MIS INTERNATIONAL SCHOOL

Lesson Plan (26-27)

Teacher's Name: **Ms.swati shelar** **Class: 2nd**

Subject: Hindi **Month: October**

Topic:८. तोड़ो नहीं जोड़ो **No. of periods**: **5**

• **Subtopic**: - क्रिया
Specific objective: (मूल धातू में कर जोड़ना) **कर जोड़कर शब्द**
Methodology: उच्चारण, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन
• **Activities:** प्रकृति से संबंधित चित्र के बारे में अपने विचार लिखे। • कर जोड़कर शब्द बनाते हैं।
Resources: फलक, चित्र, पाठ्यपुस्तक
Board work: मुख्य शब्द तथा शब्द-अर्थ पढ़ेगें और लिखेंगे।
• **Learning outcomes:** पेड़ो का महत्व जानना। • पेड़ो की सुरक्षा के उपाय बताना। हर एक से प्रेम भाव से रहते हैं।
Application: पेड़ के महत्त्व के बारे जानते हैं।
ICT Integrated: Video, PPT
Extra questions/ Class assessment/ Recapitulation : प्रकृति के किसी चीजों को तोड़कर हानी होती हैं या लाभ।
Homework/ worksheets: पेड़ न होने से नुकसान बताइए?
Reference: पुस्तक, शब्दकोश, चार्ट।
Subject Integration: इस कहानी में प्रत्येक व्यक्ति के गुण - अवगुण,सामाजिक वैचारिक मतभेद की जानकारी दी जाती है|

MIS INTERNATIONAL SCHOOL

Lesson Plan (26-27)

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

Subject: Hindi **Month: August**

Topic: ९ ऐसे मनाया जन्मदिन **No. of periods: ४**

Subtopic: वर्ण-विच्छेद
Specific objective: वर्ण-विच्छेद वाले शब्द ।
Methodology: उच्चारण, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन.
• **Activities:** जन्मदिन का शुभेच्छा पत्र में हिंदी में संदेश लिखना।
Resources: फलक, चित्र, पाठ्यपुस्तक
Board work: मुख्य शब्द तथा शब्द-अर्थ, प्रश्न -उत्तर लिखेंगे।
Learning outcomes :मिल-जुलकर खुशी मनाते है,अपनेपन की भावना रखते है।
Application: मिल-जुलकर रहते हैं ।
ICT Integrated: Video, Power Point Presentation
Extra questions/ Class assessment/ Recapitulation :
Homework/ worksheets: जन्मदिन के दोनों चित्र में अंतर ढूँढो?
Reference: पुस्तक, शब्दकोश, चार्ट।
Subject Integration: इस कहानी में सामाजिक समस्याओं,नवाचार की जानकारी प्राप्त होती है ।

MIS INTERNATIONAL SCHOOL

Lesson Plan (26-27)

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

Subject: **Hindi** **Month:** September

Topic:१०- संगति का फल (कविता) **No. of periods**: ४

Subtopic: तुकवाले शब्द, वर्ग – पहेली
Specific objective: तुकवाले शब्द, वर्ग – पहेली |
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
• **Activities:** कोयल के चित्र में निर्देश के अनुसार रंग भरना। • गिनती को अंको तथा अक्षरों में कार्यपत्र हल करना। • दोस्ती के बारें कक्षा में बोलना।
Resources: फलक, चित्र, पाठ्यपुस्तक
Board work: मुख्य शब्द तथा वाले वाक्य गिनती को अंको तथा अक्षरों लिखेंगे।
Learning outcomes: समय और परिश्रम का महत्व, विराम चिह्नों को सही जगह पर लगाते हैं
Application: वाक्यों में सही जगह पर विराम चिह्नों का उपयोग करते है। गिनती को अच्छे से 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: स्वतंत्रता पर आधारित चित्र
Reference: पुस्तक, शब्दकोश, चार्ट।
Subject Integration: इस कहानी में राजनीति विज्ञान,सामाजिक समस्याओं,नवाचार की जानकारी प्राप्त होती है ।

MIS INTERNATIONAL SCHOOL

Lesson Plan (26-27)

Teacher's Name: Ms. Swati Shelar **Class**: **2nd**
Subject: Hindi **Month**: **December**
Topic: पाठ-११. कछुए की बहन **No. of periods**: ७

Subtopic: वर्ण - विच्छेद
Specific objective: वर्ण - विच्छेद शब्द जानेंगे।
Methodology: उच्चारण, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन.
• **Activities:** पेड़ और कछुए का चित्र निकलकर उनमें रंग भरेंगे ।
Resources: फलक, चित्र, पाठ्यपुस्तक
Board work: मुख्य शब्द तथा शब्द-अर्थ, प्रश्न -उत्तर लिखेंगे।

Learning outcomes : पशु –पंक्षीओं का महत्व जानेंगे, उनके प्रति दयालुता, मदद करने की भावना निर्माण करना ।
Application: पशु –पंक्षीओं का महत्त्व जानते हैं।
ICT Integrated: Video, Power Point Presentation
Extra questions/ Class assessment/ Recapitulation : पशु –पंक्षियों के महत्व पर पांच पंक्तियों में लिखना।
Homework/ worksheets: किन्ही पांच पशु –पंक्षियों के नाम लिखना।
Reference: पुस्तक, शब्दकोश, चार्ट ।
Subject Integration:इस कहानी में पर्यावरण से सबंधित,नैतिक मूल्यों पर आधारित है।

MIS INTERNATIONAL SCHOOL

Lesson Plan (26-27)

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

Subject: **Hindi** **Month: December**

Topic:१२. तो कैसा होता? **No. of periods**: **5**

• **Subtopic: क्रिया**
• **Specific objective**: क्रिया की परिभाषा तथा उदाहरण का प्रयोग ,क्रिया पहचानना ,विराम चिन्हों का प्रयोग।
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।

Activities: उचित सर्वनाम शब्द का प्रयोग करना। क्रिया शब्द ढूँढना।
Resources: फलक, चित्र, पाठ्यपुस्तक
Board work: मुख्य शब्द, क्रिया की परिभाषा तथा उदाहरण का प्रयोग।
Learning outcomes: क्रिया 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 : आपके पसंदीदा मिठाइयों के बारे में जानकारी लिखो।
Homework/ worksheets: चित्रों को देखकर क्रिया पहचानो ।
Reference: पुस्तक, शब्दकोश, चार्ट ।
Subject Integration: इस कहानी का सबंध सौंदयात्मक मूल्य,प्रकृति के बदलाव पर आधारित है|

MIS INTERNATIONAL SCHOOL

Lesson Plan (26-27)

Teacher's Name: **Ms.swati shelar** **Class**: **2nd**

Subject: **Hindi** **Month**:**January**

Topic: **13** जल है तो कल है **No. of periods**: **5**

Subtopic: क्रिया ,शब्द बनाना|

Specific objective: ज और ज़ में अंतर, घड़ी बनाना।
Methodology: उच्चारण, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन.
Activities: जल पर घोषवाक्य बनाना और उसे कार्डशीट पेपर लिखना
Resources: फलक, चित्र, पाठ्यपुस्तक
Board work: मुख्य शब्द तथा शब्द-अर्थ पढ़ेगें और लिखेंगे।
Learning outcomes: मौखिक तथा लेखन कौशल का विकास करना। जीवन में पानी का महत्व जानते हैं।
Application: पानी बचाएंगे
ICT Integrated: Video
Extra questions/ Class assessment/ Recapitulation : अगर पानी न हो तो क्या होगा?
Homework/ worksheets: पानी क महत्त्व।
Reference: पुस्तक, शब्दकोश, चार्ट।
Subject Integration: इस कहानी का सबंध पर्यावरण से सबंधित,सामाजिक मूल्यों पर आधारित है|

MIS INTERNATIONAL SCHOOL

Lesson Plan(26-27)

Teacher's Name: **Ms Swati shelar** **Class**: **2nd**

Subject: **Hindi** **Month- December**

Topic: **14** प्यारा भारत (कविता) **No. of periods**: **5**

Subtopic: **SEA-२,अपठित गद्यांश, संज्ञा**
Specific objective: चित्र वर्णन।
Methodology: वाचन, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन ।
Activities: SEA-२ कविता का गायन करना| * अपठित गदयांश पर आधरित प्रश्न। प्राकृतिक दृश्य में रंग भरना।
Resources: फलक, चित्र, पाठ्यपुस्तक
Board work: : मुख्य शब्द तथा शब्द-अर्थ, प्रश्न-उत्तर पढ़ेगें और लिखेंगे।
Learning outcomes पर्वत-नदियों के नाम बताते हैं
Application: सड़क, जल तथा आकाश वाले वाहनों की पहचानते हैं। सड़क पर सँभलकर चलते हैं।
ICT Integrated: Video**,** Power Point Presentation
Extra questions/ Class assessment/ Recapitulation : आपको भारत देश कैसा लगता हैं?
Homework/ worksheets: प्रकृति के चित्र में रंग भरो। कविता से संज्ञा शब्द छाँटकर लिखिए।
Reference: पुस्तक, शब्दकोश, चार्ट।
Subject Integration:इस कहानी का सबंध प्रकृति पर आधारित, सामजिक मूल्यों पर आधारित है।

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026-27)

Teacher's Name –Ranjeeta Verma **Grade – 3rd**

Subject - Hindi **Month – April**

Topic – L-1 चिड़िया का संसार (कविता) **No.of Periods – 5**

Sub - topic: चिड़िया का घर
Specific objectives: स्वर और व्यंजन , भाषा और व्याकरण, वर्ण विचार-, शब्दविचार-
Methodology: कथन, स्पष्टीकरण, गायन, सुलेख लेखन, क्रमबद्ध जानकारी तथा प्रश्नोत्तर पद्धति ।
• Activities: : कविता-गायन • कविता लेखन • कविता का सार जानना • कविता की योजना जानना
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। • अन्य वर्ग (अं,अँ,अ: और ऑ) का प्रयोग।। • समान अर्थवाले शब्द बनाएँगे। कविता को लिखने का उद्देश्य जानेगें । • मौखिक तथा लिखित प्रश्नों के उत्तर देना| • लय के साथ कविता पाठ करेंगे जानेगें ।कविता का सार जानेगें । कविता की योजना जानेगें ।
Application: छात्र उचित उच्चारण के साथ स्वर और व्यंजन का वाचन तथा लेखन करेंगे । चित्र देखकर छात्र स्वर और व्यंजन बताएँगे। संज्ञा का सही प्रयोग करेंगे|
ICT Integration: Video , Power Point Presentation
Homework/ worksheets: कक्षाकार्य पर आधारित गृहकार्य तथा कार्यपत्र। १) कविता कंठस्थ कीजिए।

Reference: अमोली हिंदी व्याकरण, फुलमार्कस चलचित्र, चार्ट पेपर
Subject Integration:संगीत के साथ विषय का संबंध है| बच्चे लय के साथ कविता का गायन करेंगे |

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026 -27)

Teacher's Name – Ranjeeta Verma **Grade –** 3rd

Subject - Hindi **Month –** June

Topic – L-2 बलवान कौन (कहानी **No. of Periods -** 5

Sub - topic: बलवान कौन
Specific objectives: संज्ञा, संज्ञा के भेद तथा लिंग की पहचान।
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति, उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन
Activities: , • सही विकल्प चुनना, • किसने किससे कहा, • श्रुतलेख, • घमंड न करना • समानार्थक शब्द, • उलटे अर्थ वाले शब्द, • लिंग-निर्धारण, • संज्ञा की पहचान।
Board work: मुख्य शब्द, शब्दार्थ, नामवाले शब्द तथा लिंग
Learning outcomes:

- नाम शब्दों का परिचय करवाना।
- भावनात्मक, और विनम्र स्वभाव अपनाएगे।
- समझदारी से काम लेंगे।
- मिल-जुलकर रहना,कर्तव्य-बोध होना इन सभी बातों का ध्यान रखेंगे।

Application: संज्ञा और उसके भेद जानेगें।

ICT Integration: Video , Power Point Presentation

Class assessment/ Recapitulation: मुख्य शब्द तथा सही विकल्प चुनना, किसने किससे कहा, श्रुतलेख, समानार्थक शब्द, उलटे अर्थ वाले शब्द

Homework/ worksheets: मूल्यपरक प्रश्न और विचार,हँसते गाते

Reference: अमोली हिंदी व्याकरण, फुलमार्कस चलचित्र, चार्ट पेपर और पाठ्यपुस्तक, व्याकरण पुस्तक, Smart Board आदि।

Subject Integration:प्राकृतिक और सामाजिक विषय से संबंधित है |

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026 -27)

Teacher's Name – Ranjeeta Verma **Grade –** 3rd

Subject - Hindi **Month –** June

Topic – L-3 स्कूल भी उदास है **No. of Periods -** 5

Sub - topic: कोयल हो गई काली

Specific objectives: संज्ञा तथा वचन,समानार्थी ,अनुस्वार -अनुनाशिक शब्द
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति, उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन
• Activities: सही विकल्प चुनना, • किसने किससे कहा, • भावनात्मक, और विनम्र स्वभाव अपनाना • श्रुतलेख, • समानार्थक शब्द, • संज्ञा की पहचान। • सामाजिक संज्ञान
Board work: मुख्य शब्द, शब्दार्थ, नामवाले शब्द तथा वचन,
Learning outcomes: प्रकृति के प्रति प्रेम तथा उसकी रक्षा करना, पर्यावरण-संरक्षण के प्रति जागरूकता, वृक्षों का महत्व समझेंगे। मिल-जुलकर रहना,कर्तव्य-बोध होना इन सभी बातों का ध्यान रखेंगे।
Application: संज्ञा और उसके भेद जानेगें, वचन, विशेषण की पहचानेगे।
ICT Integration: Video , Power Point Presentation
Class assessment/ Recapitulation: मुख्य शब्द तथा सही विकल्प चुनना, किसने किससे कहा, श्रुतलेख, समानार्थक शब्द, वचन, विशेषण शब्द
Homework/ worksheets: मूल्यपरक प्रश्न और विचार
Reference: अमोली हिंदी व्याकरण, फुलमार्कस चलचित्र, चार्ट पेपर और पाठ्यपुस्तक, व्याकरण पुस्तक, Smart Board आदि।
Subject Integration:सामाजिक विज्ञान के माध्यम से पर्यावरण के महत्व को जानेगें |

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2026 -27)

Teacher's Name – Ranjeeta Verma **Grade – 3rd**

Subject - Hindi **Month – July**

Topic – L-4 माँ की सीख **No. of Periods - 5**

Sub - topic: माँ की सीख
Specific objectives: सर्वनाम शब्द की पहचान, अनुस्वार-अनुनासिक का प्रयोग
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति, उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन
Activities: शुद्ध वर्तनी वाले शब्दों की पहचान, माता-पिता के कामों में हाथ बंटाना, , समान अर्थवाले शब्द
Board work: मुख्य शब्द, शब्दार्थ, वचन, सर्वनाम शब्द
Learning outcomes: माता-पिता के कामों में हाथ ,आलस न करना, शिक्षा तथा मेहनत का महत्तव, परिस्थिति के अनुसार निर्णय लेना
Application : मुख्य शब्द, शब्दार्थ, वचन, सर्वनाम शब्द को जानेगें |
ICT Integration: Video , Power Point Presentation
Class assessment/ Recapitulation: मुख्य शब्द तथा समान अर्थ वाले शब्द, वचन, सर्वनाम शब्द
Homework/ worksheets: मूल्यपरक प्रश्न और विचार
Reference: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक, व्याकरण पुस्तक, Smart Board आदि।
Subject Integration:नैतिक शास्त्र से संबंधित है |पेड़-पौधों के माध्यम से नैतिक मूल्यों पर जोर दिया गया है |

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2026 -27)

Teacher's Name – Ranjeeta Verma **Grade – 3rd**

Subject - Hindi **Month – July**

Topic – L-5 हुआ सबेरा **No. of Periods - 5**

Sub - topic: हुआ सबेरा
Specific objectives: उल्टे अर्थ वाले शब्द की पहचान, अनुस्वार-अनुनासिक का प्रयोग
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति, उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन
Activities: कविता-गायन • कविता लेखन • कविता का सार जानना • कविता की योजना जानना • शुद्ध वर्तनी वाले शब्दों की पहचान, • विलोम , • समान अर्थवाले शब्द
Board work: मुख्य शब्द, शब्दार्थ, वचन,विलोम शब्द
Learning outcomes: अपनी पसंदीदा सुबह के बारे में लिखेंगे। सुबह जल्दी उठने की प्रेरणा, प्रकृति-प्रेम, आलस न करना, स्वस्थ जीवन-शैली इन सब बातों को अपनाएँगे।
Application : विलोम शब्द की पहचान, मुख्य शब्द, शब्दार्थ, वचन,जानेगें |
ICT Integration: Video , Power Point Presentation
Class assessment/ Recapitulation: मुख्य शब्द तथा समान अर्थ वाले शब्द, वचन, सवर्नाम
Homework/ worksheets: मूल्यपरक प्रश्न और विचार
Reference: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक, व्याकरण पुस्तक, Smart Board आदि।
Subject Integration: संगीत के साथ विषय का संबंध है|बच्चे लय के साथ कविता का गायन करेंगे |

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2026 -27)

Teacher's Name – Ranjeeta Verma **Grade – 3rd**
Subject-Hindi **Month – August**

Topic – L-6 बादल आए **No. of Periods - 5**

Sub – topic: बादल आए
Specific objectives: स्वभाव की पहचान, श्रुतलेख, परसर्ग व लगाकर बहुवचन रूप, लिंग-निर्धारण, व समानार्थी शब्द, कारक
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति, उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन
Activities: चार्ट-पेपर पर स्लोगन लिखेंगे और अनुभव को बातचीत, कविता के माध्यम से लिखेंगे। सबसे अधिक - वर्षा वाले क्षेत्र के विषय में जानेगे।
Board work: मुख्य शब्द, शब्दार्थ, विशेषण, क्रिया
Learning outcomes: प्रकृति के प्रति प्रेम तथा उसकी रक्षा करना, पर्यावरण-संरक्षण के प्रति जागरूकता, वृक्षों का महत्व समझेंगे।मनपसंद व्यंजन, व्यायाम की आवश्यकता, उत्तम स्वास्थ्य हेतु आहार संबंधी चार्ट बनाकर, मनपसंद खाद्य-पदार्थों से संबंधित परियोजना तैयार करेंगे
Application: विशेषण , क्रिया जानेगें।
ICT Integration: Video , Power Point Presentation
Class assessment/ Recapitulation: मुख्य शब्द तथा शब्दार्थ, विशेषण, क्रिया
Homework/ worksheets: मूल्यपरक प्रश्न और विचार
Reference: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक, व्याकरण पुस्तक, Smart Board आदि।
Subject Integration:भूगोल विषय से संबधित है |पर्यावरण तथा जीवों का परस्पर सबंध दर्शाया गया है	

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2026 -27)

Teacher's Name – Ranjeeta Verma **Grade – 3rd**
Subject-Hindi **Month – August**
Topic – L-7स्वास्थ्य की खिचड़ी (SEA-1) **No. of Periods - 5**

Sub – topic: स्वास्थ्य की खिचड़ी
Specific objectives: श्रुतलेख, परसर्ग व लगाकर बहुवचन रूप, लिंग-निर्धारण, व समानार्थी शब्द, कारक
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति, उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन
Activities: चार्ट-पेपर पर स्लोगन लिखेंगे और अनुभव को बातचीत, कविता के माध्यम से लिखेंगे। सबसे अधिक - वर्षा वाले क्षेत्र के विषय में जानेगे।
Board work: मुख्य शब्द, शब्दार्थ, विशेषण, क्रिया
Learning outcomes: प्रकृति के प्रति प्रेम तथा उसकी रक्षा करना, पर्यावरण-संरक्षण के प्रति जागरूकता, वृक्षों का महत्व समझेंगे।मनपसंद व्यंजन, व्यायाम की आवश्यकता, उत्तम स्वास्थ्य हेतु आहार संबंधी चार्ट बनाकर, मनपसंद खाद्य-पदार्थों से संबंधित परियोजना तैयार करेंगे
Application: विशेषण , क्रिया जानेगें।
ICT Integration: Video , Power Point Presentation
Class assessment/ Recapitulation: मुख्य शब्द तथा शब्दार्थ, विशेषण, क्रिया
Homework/ worksheets: मूल्यपरक प्रश्न और विचार
Reference: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक, व्याकरण पुस्तक, Smart Board आदि।
Subject Integration: विज्ञान विषय से संबधित है|शरीर को स्वास्थ्य रखने के लिए पौष्टिक भोजन के महत्व को बताया गया है |

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2026 -27)

Teacher's Name – Ranjeeta Verma **Grade – 3rd**

Subject - Hindi **Month – September**

Topic – L-8 बगुला भगत **No. of Periods - 5**

Sub - topic: बगुला भगत
Specific objectives: विराम चिह्न का प्रयोग ।
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति, उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन
Activities: बातचीत, बिंदु मिलाकर चित्र - पूरा और रंग भरना तथा कविता पूरी करेंगे। बिना साचे-समझे निर्णय न लेकर, विवेक से काम लेगें।
Board work: मुख्य शब्द, शब्दार्थ, नामवाले शब्द तथा लिंग। पर्यायवाची शब्द वाले शब्द लिखेगें।
Learning outcomes: संयुक्त तथा द्वित्व व्यंजन, ड-ड़ में अंतर, समानार्थी शब्द, विलोम शब्द।
Application: बातचीत, बिंदु मिलाकर चित्र - पूरा और रंग भरना तथा कविता पूरी करेंगे। बिना साचे-समझे निर्णय न लेकर, विवेक से काम लेगें।
ICT Integration: Video , Power Point Presentation
Class assessment/ Recapitulation: : मुख्य शब्द तथा विराम चिह्न का प्रयोग
Homework/ worksheets: मूल्यपरक प्रश्न और विचार
Reference: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक, व्याकरण पुस्तक, Smart Board आदि।
Subject Integration: नैतिक शास्त्र विषय से संबधित है|पाठ के माध्यम से नैतिकता को दर्शाया गया है|

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2026 -27)

Teacher's Name – Ranjeeta Verma **Grade – 3rd**

Subject - Hindi **Month – October**

Topic – L-9 चुपके से बतलाना **No. of Periods - 5**

Sub – topic: चुपके से बतलाना
Specific objectives: मुहावरे , पर्यायवाची शब्द
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति, उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन
• Activities: अपने आदर्श महापुरुष के विषय में अपने विचार साझा करना, स्वतंत्रता सेनानियों को पहचानकर नाम लिखना, राष्ट्रीय प्रतीक ।
Board work: मुख्य शब्द, शब्दार्थ, नामवाले शब्द तथा लिंग। र का रेफ रूप वाले शब्द लिखेगें।
Learning outcomes: पंक्तियाँ पूरी करना, श्रुतलेख, समानार्थी शब्द, वर्ग-पहेली (संज्ञा)।
• Application: र का रेफ रूप, शब्दों के जोड़े बनाना, योजक शब्द, विशेषण शब्द, वचन, अंकों को शब्दों में लिखना। मुहावरे को पुस्तिका में लिखाना।
ICT Integration: Video , Power Point Presentation
Class assessment/ Recapitulation: : आज़ादी का महत्व समझना, देश-प्रेम, निडरता, सफलता के लिए संकल्प सहित संघर्ष आवश्यक।
Homework/ worksheets: मूल्यपरक प्रश्न और विचार
Reference: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक, व्याकरण पुस्तक, Smart Board आदि।
Subject Integration: इतिहास विषय से संबधित है|महात्मा गाँधी के बारें मे बताया गया है ।

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2026 -27)

Teacher's Name – Ranjeeta Verma **Grade – 3rd**

Subject - Hindi **Month – October**

Topic – L-10 मजनूँ बंदर आजाद हो गया। **No. of Periods - 5**

Sub – topic: मजनूँ बंदर आजाद हो गया।
Specific objectives: अनेक शब्दों के लिए एक शब्द
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति, उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन
• Activities: खेलपत्रिका बनाना-, किसी प्रतियोगिता के विषय में जानकारी प्राप्त करेगें।
Board work: मुख्य शब्द, शब्दार्थ, अनेक शब्दों के लिए एक शब्द
Learning outcomes: ड/ड़ लिखकर शब्द पूरा करना, विलोम शब्द, सामान्य क्रिया से मूलधातु अलग करना और उसमें 'कर' जोड़कर पूर्वकालिक क्रिया का निर्माण करना, विशेषण शब्दों की पहचान।
• Application: पशुओं की विशेषताएँ जानना, खेलों की जानकारी हासिल करेगें। • बातचीत तथा बंदरों की प्रजातियाँ पहचान कर, पाठ से मिले संदेश को पालन करेगें।
ICT Integration: Video , Power Point Presentation
Class assessment/ Recapitulation: : मुख्य शब्द तथा अनेक शब्दों के लिए एक शब्द
Homework/ worksheets: मूल्यपरक प्रश्न और विचार
Reference: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक, व्याकरण पुस्तक, Smart Board आदि।
Subject Integration:सामाजिक विषय से संबधित है| सामाजिक मूल्यों को दर्शाया गया है |

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2026 -27)

Teacher's Name – Ranjeeta Verma **Grade – 3rd**

Subject - Hindi **Month –** November

Topic – L-11 हिम्मत का मूल्य **No. of Periods - 5**

Sub – topic: हिम्मत का मूल्य
Specific objectives: महीने, ऋतुएँ तथा गिनती
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति, उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन
• Activities: कहानी सुनाना, किसी समुद्री जीव की विशेषताओं के विषय में लिखना, जलीय जीवों के चित्र में रंग भरना तथा नाम पता करेगें।
Board work: मुख्य शब्द, शब्दार्थ, नामवाले शब्द तथा लिंग। पर्यायवाची शब्द वाले शब्द लिखेगें।
Learning outcomes: कथन का चुनाव, श्रुतलेख, वर्ण-विच्छेद, वचन-परिवर्तन, अनुस्वार तथा अनुनासिक का प्रयोग, विशेषण शब्दों की पहचान।
• Application: : विपत्ति में धैर्य न खोना, समस्याओं का हल ढूँढ़ना, समुद्री जीवों का स्वभाव जानेगे।
ICT Integration: Video , Power Point Presentation
• Class assessment/ Recapitulation: महीने, ऋतुएँ तथा गिनती
Homework/ worksheets: मूल्यपरक प्रश्न और विचार
Reference: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक, व्याकरण पुस्तक, Smart Board आदि।
Art Integration:सामाजिक विषय से संबधित है| जीवन मूल्यों को दर्शाया गया है |

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2026 -27)

Teacher's Name – Ranjeeta Verma **Grade – 3rd**

Subject - Hindi **Month –** December

Topic – L-12 जंगल में ओलंपिक(SEA-2) **No. of Periods - 5**

Sub – topic: जंगल में ओलंपिक
Specific objectives: अनेक शब्दों के लिए एक शब्द
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति, उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन
• Activities: , खेलपत्रिका बनाना-, किसी प्रतियोगिता के विषय में जानकारी प्राप्त करेगें। ।
Board work: मुख्य शब्द, शब्दार्थ, अनेक शब्दों के लिए एक शब्द
• Learning outcomes: ड/ड़ लिखकर शब्द पूरा करना, विलोम शब्द, सामान्य क्रिया से मूलधातु अलग करना और उसमें 'कर' जोड़कर पूर्वकालिक क्रिया का निर्माण करना, विशेषण शब्दों की पहचान।
• Application : पशुओं की विशेषताएँ जानना, खेलों की जानकारी हासिल करेगें। बातचीत तथा बंदरों की प्रजातियाँ पहचान कर, पाठ से मिले संदेश को पालन करेगें।
ICT Integration: Video , Power Point Presentation
• Class assessment/ Recapitulation: मुख्य शब्द तथा अनेक शब्दों के लिए एक शब्द
Homework/ worksheets: मूल्यपरक प्रश्न और विचार
Reference: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक, व्याकरण पुस्तक, Smart Board आदि।
Subject Integration: पर्यावरण विषय से संबधित है|पशु -पक्षियों की जानकारी दी गई है ।

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2026 -27)

Teacher's Name – Ranjeeta Verma **Grade – 3rd**

Subject - Hindi **Month –** January

Topic L-13 टीटू और रोबोट **No. of Periods - 5**

Sub – topic: टीटू और रोबोट,
Specific objectives: विलोम शब्द, अपठित गद्यांश
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति, उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन
• Activities: पाठ को नाट्यरूपांतरण तथा उसका मंचन-, अपने विचार लिखना, मशीन और मानव की तुलना करना, चित्र पूरा करना, रंग भरना तथा विशेषता सूचक शब्दों पर " और 'X' लगाएँगे।
Board work: मुख्य शब्द, शब्दार्थ, विलोम शब्द, अपठित गद्यांश वाले शब्द लिखेगें।
Learning outcomes: सही या गलत वाक्य चुनना, विलोम शब्द, अपठित गद्यांश
Application : अनेकार्थी शब्द**,** समान तुकवाले और वाक्य प्रयोग**।**
ICT Integration: Video , Power Point Presentation
Class assessment/ Recapitulation मशीनी मानव तथा मानव के बीच का अंतर को लिखना तथा बच्चे दुख में परेशान न होना, विवेकशीलता तथा संवेदनशीलता, वास्तविकता को समझेगे।
Homework/ worksheets: मूल्यपरक प्रश्न और विचार
Reference: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक, व्याकरण पुस्तक, Smart Board आदि।
Subject Integration: विज्ञान विषय से संबधित है| मशीनी मानव तथा मानव के बीच का अंतर बताया गया है |

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2026 -27)

Teacher's Name – Ranjeeta Verma **Grade – 3rd**

Subject - Hindi **Month –** January

Topic L-14 नेहरू तारामंडल **No. of Periods - 5**

Sub – topic: नेहरू तारामंडल
Specific objectives: विलोम शब्द, अपठित गद्यांश
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति, उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन
• Activities: तारामंडल की जानकारी देना, अपने विचार लिखना, चित्र पूरा करना, रंग भरना |
Board work: मुख्य शब्द, शब्दार्थ, नुक्ता शब्द का अभ्यास , र् और उसके रूप को लिखेगें।
Learning outcomes: सही या गलत वाक्य चुनना, र् और उसके रूप को जानना , अपठित गद्यांश
Application : र् और उसके रूप**,** नुक्ता शब्द और वाक्य प्रयोग**|**
ICT Integration: Video , Power Point Presentation Art Integration: अंतरिक्ष विज्ञान विषय से संबधित है|खगोलीय घटनाओ की जानकारी होना |
Class assessment/ Recapitulation: तारामंडल की जानकारी देना, खगोलीय घटनाओ की जानकारी देना|
Homework/ worksheets: मूल्यपरक प्रश्न और विचार
Reference: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक, व्याकरण पुस्तक, Smart Board आदि।
Subject Integration: अंतरिक्ष विज्ञान विषय से संबधित है|खगोलीय घटनाओ की जानकारी होना |

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2026 -27)

Teacher's Name – Ranjeeta Verma **Grade – 3rd**

Subject - Hindi **Month –February**

Topic L-18 रचनात्मक गतिविधियाँ **No. of Periods - 5**

Sub – topic: कहानी- लेखन, बातचीत ,चित्र वर्णन ,अनुच्छेद
Specific objectives: कहानी- लेखन, बातचीत, चित्र वर्णन ,अनुच्छेद ।
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति, उच्चारण, चिन्ह, स्पष्टीकरण, कथन
Activities: चित्र देखकर कहानी लिखना, अपने मित्र के बारे में कक्षा में बताचीत करना । शुद्ध उच्चारण के साथ पठन।
Board work: मुख्य शब्द, शब्दार्थ, नामवाले शब्द तथा लिंग।
Learning outcomes: सही या गलत वाक्य चुनना, विराम चिह्न लगाना, अनेक शब्दों के लिए एक शब्द, वाक्य पूरे करना, वचन ज्ञान समश्रुति भिन्नार्थक।
Application : अनेकार्थी शब्द**,** समान तुकवाले और वाक्य प्रयोग**|** चित्र देखकर कहानी लिखना, अपने मित्र के बारे में कक्षा में बताचीत करना । शुद्ध उच्चारण के साथ पठन।
ICT Integration: Video , Power Point Presentation
Class assessment/ Recapitulation: कहानी लिखना, अपने मित्र के बारे में कक्षा में बताचीत करना । शुद्ध उच्चारण के साथ पठन।
Homework/ worksheets: मूल्यपरक प्रश्न और विचार
Reference: चलचित्र, चार्ट पेपर और पाठ्यपुस्तक, व्याकरण पुस्तक, Smart Board आदि।
Subject Integration: सामाजिक विषय से संबधित है|

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms. Vrushali Haridas **Month**-April
Class: 3

Subject: ICT **Topic:** 1**.** A computer System **No. of periods:** 7

Subtopic:

- Working of a Computer
- Storage Devices
- Input and Output Devices
- Limitations of a Computer
- Basic Functions of a computer

Specific objective:

- To enhance the knowledge of the students about Working and basic Functions of a Computer.

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

Period 1: Teacher will explain to children about Working of a Computer.

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. Teacher will explain input and output devices.

Period 4: The teacher asks a few questions related to the previous week's classes and then she continues the class with information about hardware software, Storage devices and basic functions of a computer. 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, Hardware, software and Storage devices along with basic functions 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 output of this process? Which input and output devices will be used in the entire process?
- Keywords in notebook
- Textbook Exercise

Reference: Live wire, Google, internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms. Vrushali Haridas **Month**-June

Class: 3

Subject: ICT **Topic:** 2**.** Fun with Paint **No. of periods:** 7

Subtopic:

- Tools group
- Callouts
- Cropping Resizing and Drawing
- Using select tool Flipping and rotating drawing
- Undo/Redo, Zoom in/ Zoom out

Specific objective:

- To enhance the knowledge of the students about MS Paint and their uses.
- Students learn how to work in MS Paint..

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

Period 1: Teacher will explain to children about MS Paint, Tools group.

Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain callouts, resize image, Cropping flipping .

Period 3: Teacher will recap what has been taught on previous lecture. Teacher will explain about different options in Paint, zoom a drawing, setting a drawing as desktop background and creating a 3D object in Paint 3D.

Period 4: The teacher asks a few questions related to the previous week's classes and then she continues the class with textbook exercise.

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 **My House drawing** MS Paint. Use the tools that you have learnt so far. You can draw plants, Clouds, Sun, around the house to make your drawing look beautiful!
- Draw the given figures (Cube, cone, pipe, ring) in Paint 3D as well and see the difference.
- Text book Exercises, Lab Work practical, Worksheet, video.

- **Learning outcomes:** To make students learn about features of MS paint.
- They should be able to draw, edit, and enhance images, as well as understand basic design principles.

Students should be able to utilize tools like the pencil, eraser, fill with color, and shapes to create simple drawings.

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.
- Keywords in notebook
- Textbook Exercise

Reference: Textbook: Live Wire, Google, internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

(Lesson Plan 2026-27)

Teacher's Name: Ms. Vrushali Haridas **Month**-July

Class: 3

Subject: ICT **Topic:** 3. Introduction to Windows 10 **No. of periods:** 7

Subtopic:

- Windows 10
- Desktop and its Components
- Basic operation on the Desktop
- Changing the Desktop Background
- Changing the Screen Saver

Specific objective:

- To enhance the knowledge of the Windows 10 Operating System and Windows Accessories and their uses.

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

Period 1: Teacher will explain to children about Operating System with different examples like Linux, **Windows10**.

Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain Basic operation on the Desktop

Period 3: Teacher will recap what has been taught on previous lecture. Teacher will explain about how to change Desktop Background and Task view and switch to windows. Teacher will also explain control buttons of a window.

Period 4: The teacher asks a few questions related to the previous week's classes and then she continues the class with Textbook Exercise.

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:

- Lab Activity – Visit the computer lab and practice the following operations: Changing background, opening programs using search Bar.
- Text book Exercises, Lab Work practical, Worksheet, video.

Learning outcomes:

- To make students learn about User interface and its type, students learn about the operating system and Windows 10 as well as to help students to use Windows Accessories and their uses.

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
- Videos
- Worksheet

Reference: Live Wire, Google, internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms. Vrushali Haridas **Month**-August

Class: 3

Subject: ICT **Topic:** 4. Word: An Introduction **No. of periods:** 7

Subtopic:

- Features of Word
- Starting Word
- Parts of Word Window
- Entering and selecting Text
- Cut, Copy and Paste
- Undo and Redo
- Creating new documents
- Saving a documents
- Opening and closing a document

Specific objective:

- To enhance the knowledge of the students about Microsoft Word and their uses.
- To examine how to open, close and enter text in a document.

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

Period 1: Teacher will explain to children about what is Microsoft Word and parts of Word 2019 window.

Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain how to type text and editing text in a word document.

Period 3: Teacher will recap what has been taught on previous lecture. Teacher will explain how to select text using mouse and keyboard, selecting text using key combinations, steps to insert, copy, move and delete text in a word document.

Period 4: The teacher asks a few questions related to the previous week's classes and then she will explain more operations in a document, undo and redo commands continues the class with Textbook Exercise.

Period 5: Teacher will recap what has been taught on previous lecture. Teacher will explain printing a document and exiting word. Then she 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 the font styles (Normal, Bold, Italic, and Underline) in the following adjectives.
- Lab Activity – Type 3 paragraphs in MS Word, Practice Open, Cut, paste and close in the documents.

- Text book Exercises, Lab Work practical, Worksheet, video.

Learning outcomes:

- Students will be able to start MS Word, create a new document, open and save a document and close/exit MS Word.
- Students will be able to select text using key combinations.

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 (pg.no.62-63)
- Worksheet

Reference: Live Wire,Google, internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms. Vrushali Haridas **Month**-September/October
Class: 3
Subject: ICT **Topic: 5.** Styling in Word **No. of periods:** 7

Subtopic:

- Font Formatting
- Format painter
- Page Formatting
- Page border
- Page Color
- Drop Cap
- Changing Text Alignment
- Appling bullets and numbering

Specific objective:

- To enhance the knowledge of the students about text formatting and Lists with bullets and numbering.

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 with Changing Text Alignment. Milestone will be done.

Period 5: The teacher will continue with Page Color, Drop Cap

Period 6: The teacher helps students to solve textbook exercise.

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: Live Wire, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

(Lesson Plan 2026-27)

Teacher's Name: Ms. Vrushali Haridas **Month**-November

Class: 3

Subject: ICT **Topic:** 6. AI-Natural Language Processing(NLP) **No. of periods:** 6

Subtopic:

- AI-Natural Language Processing
- Uses of NLP
- Importance of NLP
- Fun Examples of NLP
- Google Assistance
- Alexa
- Siri

Specific objective:

- To enhance the knowledge of the AI-Natural Language Processing(NLP) and their uses.

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

Period 1: Teacher will explain to children about NLP with different examples.

Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain Uses of NLP.

Period 3: Teacher will recap what has been taught on previous lecture. Importance of NLP. Teacher will also explain Fun Examples of NLP.

Period 4: The teacher asks a few questions related to the previous week's classes and then she continues the class with Textbook Exercise.

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:

- Lab Activity – Open a Word Document and Type uses of NLP and Google assistant.
- Text book Exercises, Lab Work practical, Worksheet, video.

Learning outcomes:

- To learn about NLP with suitable Examples.
- Understand Importance of NLP

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
- Videos
- Worksheet

Reference: Live Wire,Google, internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms.Vrushali Haridas **Month**- December

Class: 3

Subject: ICT **Topic:** 7**.** A Useful Device **No. of periods:** 7

Subtopic:

- At Home and School
- At offices shops and banks
- At office stations and Hospitals
- At Railway stations and Airports
- In Hostels and Restaurants
- In Scientific Research

Specific objective:

- To enhance the knowledge of uses of computer at different places.

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

Period 1: Teacher will explain to children uses of computer at Homes, in Schools.

Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain children uses of computer at offices shops and banks.

Period 3: Teacher will recap what has been taught on previous lecture. Teacher will explain children uses of computer at Police station, hospitals Railway stations and Airports.

Period 4: The teacher asks a few questions related to the previous week's 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:

- Visit school premises to observe uses of computer in school .
- Text book Exercises, Lab Work practical, Worksheet, video.

Learning outcomes:

To make students understand the children uses of computer at different places

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: Live Wire,Google, internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

(Lesson Plan 2025-26)

Teacher's Name: Ms. Vrushali Haridas **Month**-December/January
Class: 3

Subject: ICT **Topic:** 8. Coding with Scratch: First step **No. of periods:** 8

Subtopic:

- Understanding code and coding
- About scratch
- Starting Scratch
- Components of scratch Window
- Understanding blocks
- Creating a New Project
- Motion and Looks Blocks
- Moving and Duplicating a spritre
- Pen block and Sound Block
- Drawing on stage
- Saving a scratch project
- Opening a Project
- Closing Scratch Window.

Specific objective:

- The students understand Scratch software to do the programming.
- Students learn to use the options which will help them to make a square and a circle on Scratch.

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

Period 1: Teacher will explain to children about Code and Coding along with Scratch and the parts of Scratch Window like Sprite, Blocks Menu, Blocks Palette, Script area, Costumes, Stage, Green flag button.

Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain about how to move the Sprite, Edit the Block and how to draw a square on Scratch.

Period 3: Teacher will recap what has been taught on previous lecture. Teacher will explain Clear the Stage, Dragging the Sprite, Deleting the Script, Save the file, Making a Copy of a Sprite and how to draw a circle on Scratch.

Period 4: The teacher asks a few questions related to the previous weeks classes and She will explain how to open and close a project. She will also explain how to save a project and open a saved project.

Period 5: The teacher asks a few questions related to the previous weeks classes and then she continues the class with Textbook Exercise.

Period 6: The teacher helps students to solve textbook exercise.

Period 7: The teacher will explain notebook work and ask student to do it in class.

Period 8: Revision and doubt clear session.

Activities:

- Create the following scripts in Scratch and run them.
- Create a scene of two girls playing in a playground in Scratch.
- Lab Activity – Creating a simple scipt with a sprite usin Motion block and Looks Block
- Text book Exercises, Lab Work practical, Worksheet, video.

Learning outcomes:

- Students learn components of Scratch Window.
- Students will be able to learn adding a Sprite, drag and drop blocks in script area, moving a sprite, saving and opening a project.
- Students will be able to draw Square, Circle, Triangle and H shape on scratch.

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

Reference: Live Wire, Google, internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026 -27)

Teacher's Name: Arti Randhe | Class: 3

Subject: Marathi | Month: April

Topic: आपला राष्ट्रध्वज (कविता) अंक १ ते २० | No. of periods: 9

Subtopic: आपला राष्ट्रध्वज (कविता) , अंक १ ते २०
Specific objective: राष्ट्रध्वजाची माहिती जाणून घेणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: पाठांतरासाठी कविता म्हणवून घेणे .कविता वहीत लिहून घेणे. अंक व अक्षरात १ ते १० चा तक्ता लिहितात.
Resources: पुस्तक, राष्ट्रध्वजाचे चित्र दाखविणे.
Board work: शब्दार्थ, प्रश्न उत्तरे (उदाहरणे).
Learning outcomes: राष्ट्रध्वजाची माहिती जाणून घेणे. कवितेच्या ओळींचा भावार्थ लक्षात घेणे व नवीन शब्द जाणणे.
Application: विद्यार्थ्यांना नवीन शब्दांची ओळख झाली.
ICT Integrated: Video
Subject Integrated : भारताच्या इतिहासाविषयी संबधित.
Extra questions/ Class assessment/ Recapitulation: रिकाम्या जागा भरा, शुद्धलेखन लिहा, शेवटच्या अक्षराने नवीन शब्द तयार करा.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026 -27)

Teacher's Name: Arti Randhe Class: 3

Subject: Marathi Month: June

Topic: २. स्वातंत्र्याची किंमत, समानार्थी , विरुद्धार्थी शब्द No. of periods: 6

Subtopic: स्वातंत्र्याची किंमत, समानार्थी , विरुद्धार्थी शब्द
Specific objective: विद्यार्थांना स्वातंत्र्याचे महत्त्व समजणे. देशभावना जागृत होणे. मदतीची संकल्पना समजणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: विद्यार्थी एकमेकांना केलेल्या मदतीविषयी सांगतात, समानार्थी व विरुद्धार्थी शब्द सांगतात
Resources: पुस्तक, चित्र दाखविणे.
Board work: शब्दार्थ, प्रश्न उत्तरे, व्याकरण (उदाहरणे).
Learning outcomes: विद्यार्थांना स्वातंत्र्य व पारतंत्र्य यातील फरक समजला. दुसऱ्यांना मदत करण्याची भावना निर्माण झाली. विद्यार्थ्यांना समानार्थी व विरुद्धार्थी शब्दांचे ज्ञान होते.
Application: विद्यार्थीना कठीण शब्द लिहिता येतात.
ICT Integrated: Video
Subject Integrated : जीवनमुल्यांशी संबधित
Extra questions/ Class assessment/ Recapitulation: कठीण शब्द , विरुद्धार्थी शब्द प्रश्न- उत्तरे
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026 -27)

Teacher's Name: Arti Randhe Class: 3

Subject: Marathi Month: June

Topic: ३. सूर्याची प्रार्थना, आठवड्याचे वार

No. of periods: 4

Subtopic: सूर्याची प्रार्थना, आठवड्याचे वार
Specific objective: विद्यार्थांना संकटात प्रार्थना महत्वाची असते. ऋतूंची ओळख होणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: कविता ताला सुरात म्हणून घेतली,पावसाळा या विषयावर ५ ओळी लिहा.
Resources: पुस्तक, चित्र
Board work: शब्दार्थ, प्रश्न उत्तरे.
Learning outcomes: कवितेचा भावार्थ समजावणे, नवीन शब्द समजतात.निसर्गावर प्रेम करावे ही भावना निर्माण करणे.
Application: विद्यार्थीना कठीण शब्द लिहिता येतात.
ICT Integrated: -- Video
Subject Integrated : भूगोलाशी संबधित
Extra questions/ Class assessment/ Recapitulation: वाक्यात उपयोग करा, विरुद्धार्थी शब्द यांची उदाहरणे.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026 -27)

Teacher's Name: Arti Randhe | Class: 3
Subject: Marathi | Month: July

Topic: ४. रक्षाबंधन | No. of periods: 8

Subtopic: रक्षाबंधन
Specific objective: भारतीय सणांची ओळख होणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: - विद्यार्थी राखीचे चित्र वहीत रेखाटतात . विद्यार्थी रक्षाबंधनाविषयीचे आपले अनुभव सांगतात. (SEA-1)
Resources: पुस्तक , चित्र
Board work: शब्दार्थ, प्रश्न उत्तरे,
Learning outcomes: रक्षाबंधनाचा उद्देश समजला , भाषा कौशल्याचा विकास होतो.
Application: विद्यार्थीनी रक्षाबंधन हा सण साजरा केला.
ICT Integrated: - Video
Subject Integrated : परिसर अभ्यासाशी संबधित.
Extra questions/ Class assessment/ Recapitulation: रिकाम्या जागा भरा, चूक की बरोबर, लिंग बदला.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026 -27)

Teacher's Name: - Arti Randhe. Class: 3

Subject: Marathi Month: July

Topic: ५. . मधमाशी (कविता), अंक ११ ते ३०, एक-अनेक (वचन)

No. of periods: 6

Subtopic: . मधमाशी (कविता), अंक ११ ते ३०, एक-अनेक (वचन)
Specific objective: परिश्रमाचे महत्त्व समजणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: - पाठांतरासाठी कविता म्हणवून घेणे. कविता वहीत लिहून घेणे.
Resources: पुस्तक, चित्र
Board work: शब्दार्थ, प्रश्न उत्तरे,
Learning outcomes: नवीन शब्दांचा प्रयोग समजणे. कवितेचा भावार्थ लक्षात घेणे. एक-अनेक वचनातील फरक ओळखतात.
Application: विद्यार्थीना परिश्रमाचे महत्त्व समजले.
ICT Integrated: Video
Subject Integrated : परिसर अभ्यासाशी संबधित.
Extra questions/ Class assessment/ Recapitulation: विरुद्धार्थी शब्द, समानार्थी शब्द, कवितेच्या ओळी पूर्ण करा. अंक ११ ते ३० वहीत लिहून घेणे
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026 -27)

Teacher's Name: Arti Randhe. Class: 3

Subject: Marathi Month: August

Topic: ६. बचतीचा फायदा , इंग्रजी महिन्यांची नावे

No. of periods: 5

Subtopic: बचतीचा फायदा, इंग्रजी महिन्यांची नावे
Specific objective: व्यावहारिक ज्ञानाचे महत्त्व समजणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: - दैनंदिन जीवनात विद्यार्थी व्यावहारिक ज्ञानाचे अनुभव घेतात.
Resources: पुस्तक
Board work: शब्दार्थ, प्रश्न उत्तरे,
Learning outcomes: बचतीचा योग्य वापर कसा करावा आणि वायफळ खर्च न करता बचत करावी.
Application: व्यावहारिक ज्ञानाचा आपल्या दैनंदिन जीवनात उपयोग केला
ICT Integrated: - video
Subject Integrated : गणिताशी संबधित.
Extra questions/ Class assessment/ Recapitulation: विरुद्धार्थी शब्द, समानार्थी शब्द, एका वाक्यात उत्तरे, जोड्या लावा. इंग्रजी महिन्यांची नावे वहीत लिहून घेणे.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026 -27)

Teacher's Name: Arti Randhe Class: 3

Subject: Marathi Month: August

Topic: ७. गोंड्याची टोपी, लिंग बदला

No. of periods: 5

Subtopic: गोंड्याची टोपी, लिंग बदला
Specific objective: कोणतीही कृती विचार करूनच करावी.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
• **Activities**: - पाठाचे वाचन करणे. विद्यार्थी पाठाचा सारांश स्वत: च्या शब्दात सांगतात.
Resources: पुस्तक , चित्र
Board work: शब्दार्थ, प्रश्न उत्तरे,
• **Learning outcomes**: तत्काळ निर्णय घेऊ नये. • दिलेल्या शब्दापासून वाक्य बनवतात.
Application: विद्यार्थ्यांची विचार करण्याची क्षमता वाढते.
ICT Integrated: - video
Subject Integrated : -
Extra questions/ Class assessment/ Recapitulation: जोड्या लावा, चूक की बरोबर , कोण कोणास म्हणाले.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026 -27)

Teacher's Name: Arti Randhe Class: 3

Subject: Marathi Month: October

Topic: ८. बघ आई आकाशात (कविता) No. of periods: 4

Subtopic: बघ आई आकाशात (कविता)
Specific objective: निसर्गावर प्रेम करावे ही भावना विद्यार्थ्यांच्या मनात रुजवणे
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: - कविता ताला सुरात म्हणून घेणे.पावसाळा या विषयावर निबंध लिहणे. चित्र पाहून त्याचे वर्णन करणे.
Resources: पुस्तक , चित्र
Board work: शब्दार्थ, प्रश्न उत्तरे,
Learning outcomes: निसर्ग वर्णन , सूर्याचे वर्णन, कवितेचा भावार्थ समजून घेणे.
Application: विद्यार्थी निसर्गातील बदलाचे निरीक्षण करून बदल समजून घेतात.
ICT Integrated: - video
Subject Integrated : भूगोलाशी संबधित.
Extra questions/ Class assessment/ Recapitulation: कठीण शब्दांचा अभ्यास करणे, एकवचन, अनेकवचन जोड्या लावा, पर्याय निवडा.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026 -27)

Teacher's Name: Arti Randhe Class: 3

Subject: Marathi Month: October

Topic: ९. तीन मित्र No. of periods: 4

Subtopic: तीन मित्र
Specific objective: लोभीपणा, खोटेपणा या दुष्टाचारापासून दूर राहणे..
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: - तुमच्या आवडत्या मित्राविषयी चार वाक्ये लिहा आणि चित्र चिकटवा .
Resources: पुस्तक , चित्र दाखविणे
Board work: शब्दार्थ, प्रश्न उत्तरे,
Learning outcomes: शिष्टाचार जीवनामध्ये अवलंबणे.
Application: संस्काराची जाणीव होऊन आपल्या जीवनात ते अंगीकातात.
ICT Integrated: Video
Subject Integrated : जीवनमूल्याविषयी संबधित.
Extra questions/ Class assessment/ Recapitulation: थोडक्यात उत्तरे लिहा,कोण कोणास म्हणाले
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026 -27)

Teacher's Name: Arti Randhe Class: 3

Subject: Marathi Month: October

Topic: १०.कासव आणि नंदा. No. of periods: 10

Subtopic: कासव आणि नंदा
Specific objective: विद्यार्थी अडचणीत असणाऱ्यांना मदत करावी हे शिकतात.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: - पुस्तकातील चित्रे पाहून त्याचे वर्णन करा.पशु-पक्षी त्यांच्यावर प्रेम केले तर तेही कृतज्ञता व्यक्त करतात.
Resources: पुस्तक , चित्र दाखविणे
Board work: शब्दार्थ, प्रश्न उत्तरे,
Learning outcomes: अडचणीत असणाऱ्यांना मदत करावी आणि प्राणीमात्रावर दया करावी ही शिकवण देणे .
Application: विद्यार्थींना माणूस त्याच्या चांगल्या कर्तुत्वाने मोठा होतो हे समजते.
ICT Integrated: - video
Subject Integrated : जीवनमूल्याविषयी संबधित.
Extra questions/ Class assessment/ Recapitulation: चूक की बरोबर ते लिहा, चित्रवर्णन, रिकाम्या जागा भरा.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026 -27)

Teacher's Name: Arti Randhe Class: 3

Subject: Marathi Month: December

Topic: ११. कोणाला काय हवे ? (कविता) इंद्रधनुष्यातील रंगांची नावे No. of periods: 5

Subtopic: कोणाला काय हवे ? (कविता), इंद्रधनुष्यातील रंगांची नावे
Specific objective: मुक्या प्राण्यांविषयी दया, प्रेम, भावना निर्माण होणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: - कविता तालासुरात म्हणतात. पाठांतरासाठी कविता म्हणवून घेणे. .
Resources: पुस्तक , चित्र
Board work: शब्दार्थ, प्रश्न उत्तरे,
Learning outcomes: प्राणी व पक्षी यांची ओळख,त्यांची आवड निर्माण होणे. इंद्रधनुष्यातील रंगांची माहिती होणे.
Application: विद्यार्थींना प्रार्थनेचे महत्व समजते.
ICT Integrated: - video
Subject Integrated : परिसरअभ्यासाशी संबधित.
Extra questions/ Class assessment/ Recapitulation:वाक्यात उपयोग करा, एकवचन, अनेकवचन, कोणाला काय हवे..
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026 -27)

Teacher's Name: Arti Randhe Class: 3

Subject: Marathi Month: December

- **Topic**: १२. निसर्गरम्य माथेरान, अंक ३१ ते ४० No. of periods: 5

Subtopic: निसर्गरम्य माथेरान, अंक ३१ ते ४०
• **Specific objective**: निसर्गरम्य ठिकाणांची लयलूट सोबतच थंड हवेच्या शहराची माहिती देणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: - थंड हवेच्या पाच शहरांची नावे लिहा .
Resources: पुस्तक , निसर्गाचे चित्र.
Board work: शब्दार्थ, प्रश्न उत्तरे,
Learning outcomes: विद्यार्थांना निरनिराळ्या हवेच्या ठिकाणांची माहिती होते., मनाला मोहित करणारे निसर्गाचे सौन्दार्य जाणतात.
Application: विद्यार्थांना थंड हवेच्या ठिकाणांची नावे सांगतात.
ICT Integrated: - video
Subject Integrated : भूगोलाशी संबधित.
Extra questions/ Class assessment/ Recapitulation: रिकाम्या जागा भरा, वचन' बदला . अंक ३१ ते ४० वहीत लिहून घेतले.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026 -27)

Teacher's Name: Arti Randhe. Class: 3

Subject: Marathi Month: January

Topic: १३. चतुर कोंबडी, मराठी महिन्यांची नाव No. of periods: 6

• **Subtopic**: १३. चतुर कोंबडी, मराठी महिन्यांची नावे, अंक ३१ ते ५०
Specific objective: चांगले व वाईट जाणून घेणे. विद्यार्थांना चातुर्याबद्दल माहिती देणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities:मुखवट्यात रंग भरा.प्रत्येक शब्दाच्या शेवटच्या अक्षराने नवीन शब्द बनवा.कार्ड तयार करणे.
Resources: पुस्तक , चित्र
Board work: शब्दार्थ, प्रश्न उत्तरे,
Learning outcomes: विचार करून कार्य करावे.
Application: विद्यार्थी चांगल्या- वाईट गोष्टींविषयी चर्चा करतात. विद्यार्थांना कठीण प्रसंगात कसे वागावे हे समजते.
ICT Integrated: video
Subject Integrated : जीवनमूल्यांशी संबधित.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026 -27)

Teacher's Name: Arti Randhe Class: 3

Subject: Marathi Month: January

- **Topic**: १४. थेंब, नाम , समूहदर्शक शब्द No. Of periods: 4

• **Subtopic**: थेंब, नाम, समूहदर्शक शब्द
Specific objective: दुसऱ्याना मदत करणे., पाण्याचे महत्त्व समजणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: - कविता ताला सुरात म्हणता येणे, इंद्रधनुष्या विषयी माहिती सांगतात.
Resources: पुस्तक
Board work: शब्दार्थ, प्रश्न उत्तरे,
• **Learning outcomes**: पावसाचे महत्व समजणे, विद्यार्थ्यांना नाम म्हणजे काय हे समजते. वस्तूंचा, व्यक्तींचा किंवा गोष्टींच्या एकत्रित गट समूहाचे नाव म्हणजे समूहदर्शक शब्द होय.
• **Application**: पाण्याचा वापर जपून करावा हे विद्यार्थ्यांना समजते. चित्रे पाहून समूहदर्शक शब्द लिहणे.
ICT Integrated: - video
Subject Integrated : भूगोलाशी संबधित.
Extra questions/ Class assessment/ Recapitulation: भाषा ज्ञान मधून समानार्थी शब्द लिहा. विरुद्धार्थी शब्दांच्या जोड्या लावा, नामाचे उदाहरणे वहीत लिहितात., समूहदर्शक शब्द लिहणे.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

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.

Activities

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.

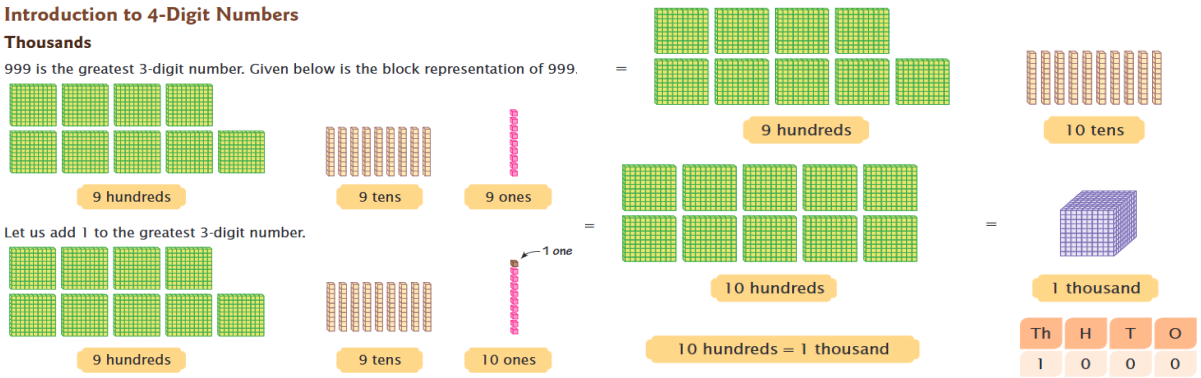
Resources: Text book, White board, Marker, Abacus, Videos.

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.

Subject Integration:

- **English:** Writing numbers in words and solving word problems.
- **EVS:** Relating numbers to objects and population in the environment.
- **Art:** Using charts and pictorial representations for numbers.
- **Math:** Connecting numbers with place value, addition, and subtraction.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

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.

Activities

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.

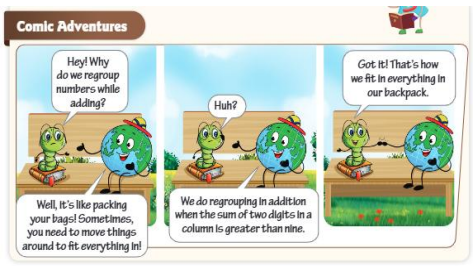
Resources: Text book, White board, Marker, Videos, playing cards

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:

Addition of 3-Digit Numbers with Regrouping



Regrouping Ones

Let's add 437 and 356.

437 + 356 =

1. First, add the ones and regroup.
   7 + 6 = 13 ones = 1 ten and 3 ones
2. Then, add the tens.
   3 + 5 + 1 (carry) = 9 tens
3. Then, add the hundreds.
   4 + 3 = 7 hundreds
   So, 437 + 356 = 793

	H	T	O
		1	
	4	3	7
+	3	5	6
	7	9	3

Adding 4-Digit Numbers

We have learnt to add 3-digit numbers.

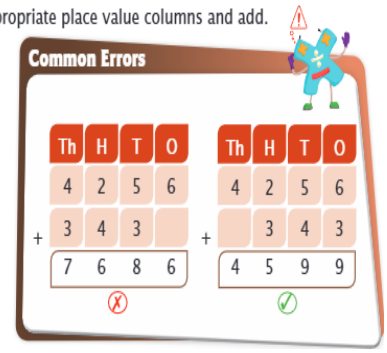
Now, let us add 4-digit numbers without regrouping.

Example: Add 3482 and 5004.

Write the numbers in the appropriate place value columns and add.

	Th	H	T	O
	3	4	8	2
+	5	0	0	4
	8	4	8	6

So, 3482 + 5004 = 8486



- 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

Subject Integration:

- **English:** Solving and writing addition word problems.
- **EVS:** Counting and adding objects in real-life contexts.
- **Art:** Using visual aids to show addition.
- **Science:** Adding quantities in experiments.
- **PE/Music:** Counting and combining steps, jumps, or beats.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name: Ms.Pankhuri Bhondele Class: 3

Month: June 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.

Activities

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

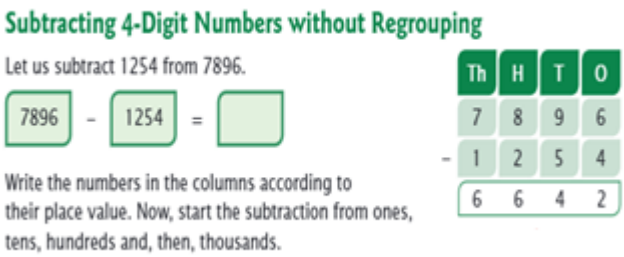
Solve the crossword puzzle based on subtraction.

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

Subject Integration:

- **EVS**: Use subtraction in practical life situations: counting fruits, vegetables, or objects in the environment and removing some.
- **Art:** Create visual representations of subtraction using drawings, cut-outs, or stickers (e.g., 10 balloons, remove 3, show remaining).
- **PE**: Counting and subtraction in games and scoring.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name: Ms.Pankhuri Bhondele | Class: 3

Month: July | 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 attributes
- 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.

Activities

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

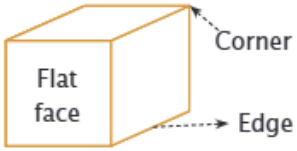
Solid shapes are those that have length, breadth and height. They also have faces, edges and corners.

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

Subject Integration:

- **Art:** Drawing symmetrical designs.
- **EVS:** Finding symmetry in nature and surroundings.
- **English:** Describing shapes and symmetry in words.

MIS INTERNATIONAL SCHOOL , Balewadi

Lesson Plan (2026-27)

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.

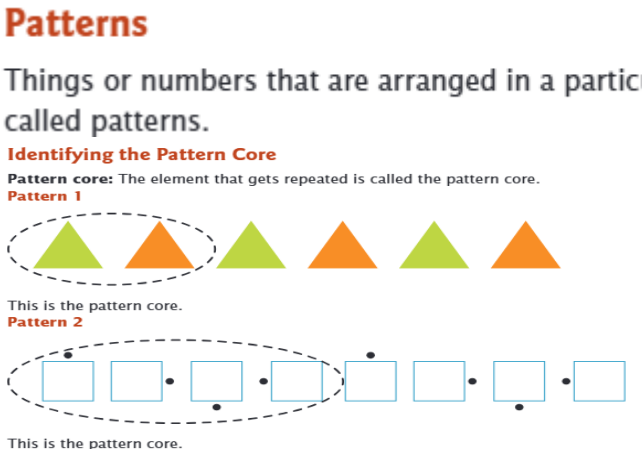
Activity

- 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

Subject Integration:

- **English:** Describing and explaining patterns using words.
- **Art:** Creating color and shape patterns.
- **EVS:** Identifying patterns in nature.
- **Music/PE:** Making rhythm and movement patterns.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name: Ms. Pankhuri Bhondele Class: 3

Month: August 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.

Activities

Group Activity

Make a puzzle of multiplication fact and its answer.

Individual Activity

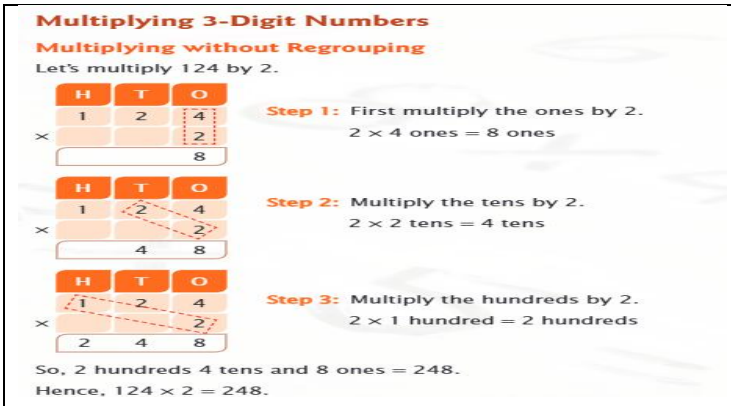
1. Make a tree model of the factors given number.
3. Dodging tables.

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

Subject Integration:

- **EVS:** Counting objects in groups using multiplication.
- **Art:** Showing multiplication with arrays and repeated shapes.
- **Music/PE:** Using multiplication for repeated beats, claps, or exercises.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

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.

Activities

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-

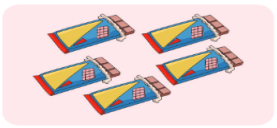
- Know how to share the given number equally.
- Divide by doing repeated subtraction.
- Know properties of division.
- Know division facts.
- Understand concept of relationship between multiplication and division.
- Perform the operation of division of 2 digit numbers and 3 digit numbers by 1 digit.
- Solve Story sums.

Board Work:

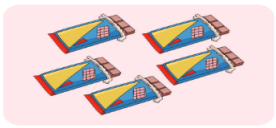
Let's recall what we had learnt earlier.

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

Subject Integration:

- **EVS:** Dividing objects in real-life situations.
- **Art:** Representing division visually using drawings or objects.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

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.

Activities

Group Activity

1. Market game.

Individual Activity

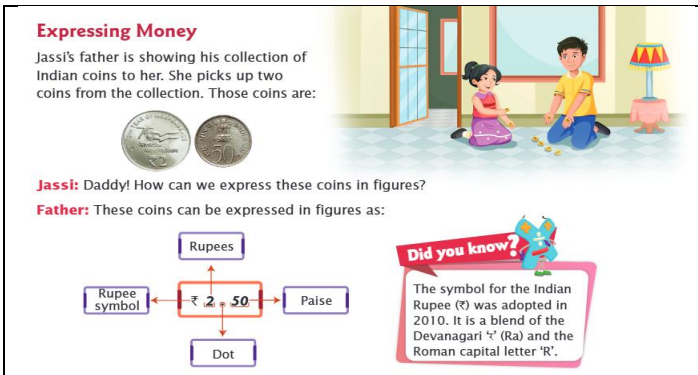
1. Students will prepare a bill for their expenses in a grocery store.

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:



Expressing Money

Jassi's father is showing his collection of Indian coins to her. She picks up two coins from the collection. Those coins are:

Jassi: Daddy! How can we express these coins in figures?

Father: These coins can be expressed in figures as:

Jassi: And if I want to express them in word form, then how do I do that?

Father: The word form of ₹2.50 is **two rupees fifty paise**.

- 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

Subject Integration:

- **EVS:** Using money in real-life situations like buying and selling.
- **Art:** Drawing coins, notes, and creating play shops.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name: Ms. Pankhuri Bhondele Class: 3

Month: October Subject: Math

Topic: Theme5-Nature, Resources and Phenomena No. of periods: 12

Ch.9 Fractions

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.

Activities

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.

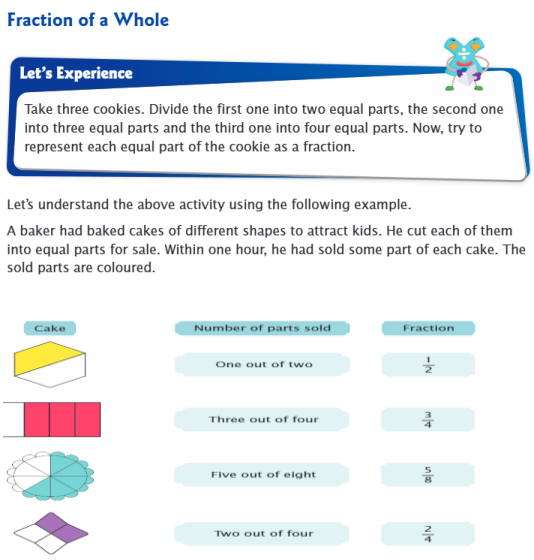
Resources: Text book, White board, Marker, Videos

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

Subject Integration:

- **EVS:** Dividing objects or observing fractions in nature.
- **Art:** Drawing and coloring shapes to represent fractions.
- **Music/PE:** Applying fractions in rhythms or dividing groups.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name: Ms. Pankhuri Bhondele Class: 3

Month: December Subject: Math

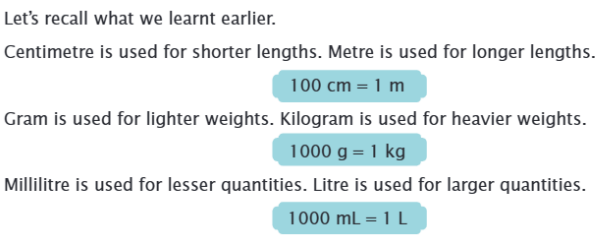
Topic: Theme5-Nature, Resources and Phenomena No. of periods: 15

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.
Activities **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

Subject Integration:

- **EVS:** Measuring objects and quantities in real-life situations.
- **Art:** Using measurement in drawings and crafts.
- **Music/PE:** Measuring distances, timing beats, or movements.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

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.

Activities

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.

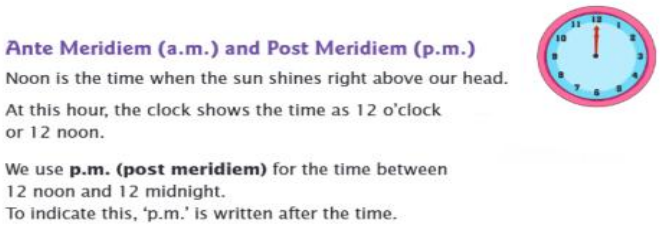
Resources: Text book, White board, Marker, Videos

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:



- 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

Subject Integration:

- **EVS:** Observing natural cycles and daily routines.
- **Art:** Drawing clocks, making timetables, and calendar crafts.
- **Music/PE:** Timing exercises, races, or musical rhythms.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

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.

Activities

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

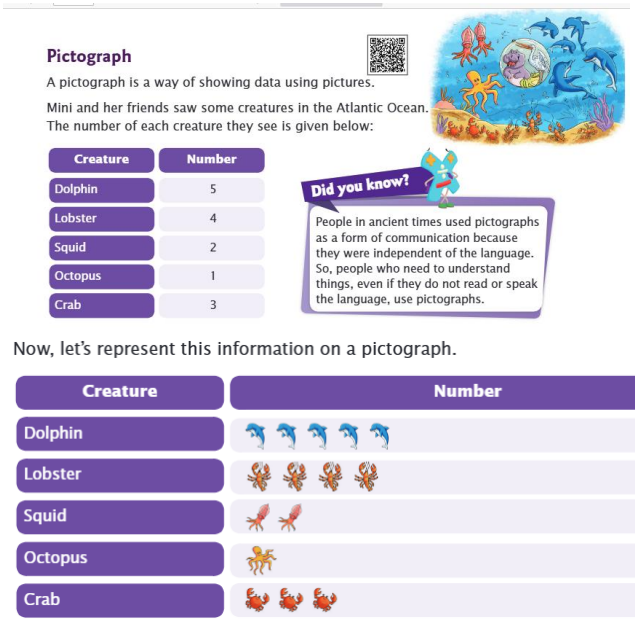
1. Ask students a simple question (e.g., 'what is your favorite ice cream flavors?') and collect their answers.
2. Draw a bar graph using the collected data on the board. Use stickers or small objects to represent the data.
3. Discuss the bar graph with the class. Ask questions like:
    - Which ice 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

Subject Integration:

- **EVS:** Collecting and recording data about the environment or class.
- **Art:** Creating colorful pictographs and charts.

- **Music/PE:** Collecting data on preferences and activities.
- **English:** Writing and interpreting data in sentences.

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**

Subject - Art & Craft **Month - April**

Topic – International Labour Day (Special Day Worksheet) **No. of Periods - 1**

Sub - topic: • **Wood Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Wood Pasting,
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**

Subject - Art & Craft **Month - April**

Topic – Stick Drawing **No. of Periods - 1**

Sub - topic: • **Draw & Color Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**
Subject - Art & Craft **Month - April**
Topic – Cow & Deer **(Craft)** **No. of Periods - 1**

Sub - topic: • **Grass Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Pasting
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**
Subject - Art & Craft **Month - April**
Topic – Jungle Safari **No. of Periods - 1**

Sub - topic: • **Coloring Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**
Subject - Art & Craft **Month - April**
Topic – Squirrel **No. of Periods - 1**

Sub - topic: • **Coloring Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**

Subject - Art & Craft **Month - June**

Topic – Ratha Yatra (Special Day Worksheet) **No. of Periods - 1**

Sub - topic: • **Coloring & Snow Pasting Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Pasting
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**

Subject - Art & Craft **Month - June**

Topic – Tea Pot **No. of Periods - 1**

Sub - topic: • **Sketch Pen Stroke**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**
Subject - Art & Craft **Month - June**
Topic – Russian Doll **No. of Periods - 1**

Sub - topic: • **Pattern**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**
Subject - Art & Craft **Month - June**
Topic – Octopus (Craft) **No. of Periods - 1**

Sub - topic: • **Cotton Impression**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Impression
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**

Subject - Art & Craft **Month - June**

Topic – Lollipops **No. of Periods - 1**

Sub - topic: • **Different Technique**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**

Subject - Art & Craft **Month - July**

Topic – Hornbill Festival (Special Day Worksheet) **No. of Periods - 1**

Sub - topic: • **Sticker Pasting Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Pasting,
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**

Subject - Art & Craft **Month - July**

Topic – The Wise Parrot **No. of Periods - 1**

Sub - topic: • **Pattern**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**
Subject - Art & Craft **Month - July**
Topic – Flower Vase **(Craft)** **No. of Periods - 1**

Sub - topic: • **Air Blow Painting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Blow Painting
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**

Subject - Art & Craft **Month - July**

Topic – Watermelon **No. of Periods - 1**

Sub - topic: • **More Patterns**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**
Subject - Art & Craft **Month - July**
Topic – Ice-cream **No. of Periods - 1**

Sub - topic: • **Patterns**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**

Subject - Art & Craft **Month - August**

Topic – International Day of Peace (Special Day Worksheet) **No. of Periods - 1**

Sub - topic: • **Wool Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Pasting,
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**

Subject - Art & Craft **Month - August**

Topic – Fish **No. of Periods - 1**

Sub - topic: • **Mosaic Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**
Subject - Art & Craft **Month - August**
Topic – Boy and Girl **(Craft)** **No. of Periods - 1**

Sub - topic: • **Finger Puppets**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Finger Puppets
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**
Subject - Art & Craft **Month - August**
Topic – Kangaroo **No. of Periods - 1**

Sub - topic: • **Stippling Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**

Subject - Art & Craft **Month -September**

Topic – World Literacy Day (Special Day Worksheet) **No. of Periods - 1**

Sub - topic: • **Coloring**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring,
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**

Subject - Art & Craft **Month - September**

Topic –Landscape **No. of Periods - 1**

Sub - topic: • **Corrugated Sheet Impressions**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Impression
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**
Subject - Art & Craft **Month - September**
Topic – Owl (Craft) **No. of Periods - 1**

Sub - topic: • **Pencil Shaving Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Pencil Shaving
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**
Subject - Art & Craft **Month - September**
Topic – Mandala Design **No. of Periods - 1**

Sub - topic: • **Coloring**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**

Subject - Art & Craft **Month - September**

Topic – Pencil Shading Techniques **No. of Periods - 1**

Sub - topic: • **Different Strokes**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Shading
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**

Subject - Art & Craft **Month - October**

Topic – Viva Carnival Goa (Special Day Worksheet) **No. of Periods - 1**

Sub - topic: • **Coloring Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring,
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**

Subject - Art & Craft **Month - October**

Topic – Pear **No. of Periods - 1**

Sub - topic: • **Tone Shading Textuer**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**
Subject - Art & Craft **Month -October**
Topic – City Scene (Craft) **No. of Periods - 1**

Sub - topic: • **Newspaper Art**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing & Coloring
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**
Subject - Art & Craft **Month -October**
Topic – Still life **No. of Periods - 1**

Sub - topic: • **Apple (Pencil Shading)**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**

Subject - Art & Craft **Month -Ocotber**

Topic – Orange **No. of Periods - 1**

Sub - topic: • **Thumb Impressions**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Impressions
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**

Subject - Art & Craft **Month -November**

Topic – Flamingo **No. of Periods - 1**

Sub - topic: • **How To Draw Shade**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities:Drawing,
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**

Subject - Art & Craft **Month -Novmber**

Topic – Warlie Art **No. of Periods - 1**

Sub - topic: • **Folk Art**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**
Subject - Art & Craft **Month -Novmber**
Topic – Pigeon Craft **No. of Periods - 1**

Sub - topic: • **Origami**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**

Subject - Art & Craft **Month -Novmber**

Topic – Elephant **No. of Periods - 1**

Sub - topic: • **Silhouette Painting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities:Drawing And Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**

Subject - Art & Craft **Month -November**

Topic – Butterfly **No. of Periods - 1**

Sub - topic: • **Stencil**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities:Drawing And Coloring
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**

Subject - Art & Craft **Month -December**

Topic – New Year **No. of Periods - 1**

Sub - topic: • **Coloring & Leaf Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities:Coloring
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**

Subject - Art & Craft **Month - December**

Topic – Scenery **No. of Periods - 1**

Sub - topic: • **Sandpaper**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing And Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**
Subject - Art & Craft **Month -December**
Topic – Pumpkin **No. of Periods - 1**

Sub - topic: • **Wood Powder Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**
Subject - Art & Craft **Month -December**
Topic – Aeroplane **No. of Periods - 1**

Sub - topic: • **Scrathing Technique**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities:Drawing And Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**

Subject - Art & Craft **Month - January**

Topic – International Thank you Day **No. of Periods - 1**

Sub - topic: • **Wood Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities:Coloring
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**

Subject - Art & Craft **Month -January**

Topic – Cat **No. of Periods - 1**

Sub - topic: • **Coloring Pencil Shanding**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**
Subject - Art & Craft **Month -January**
Topic – Rabbit **No. of Periods - 1**

Sub - topic: • **Foil and Jute String Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Pasting Activity
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**

Subject - Art & Craft **Month -January**

Topic – Fox **No. of Periods - 1**

Sub - topic: • **Grid Fun**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Bhagyashri **Grade - 3**
Subject - Art & Craft **Month -January**
Topic – Dinosaur **No. of Periods - 1**

Sub - topic: • **Paper Collage**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2026-27)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month - April**

Topic – L-1 Imaginary Gerry **No. of Periods - 5**

Sub - topic:

- Introduction
- Poetry Comprehension
- Recapitulation

Specific objectives:

- Read a Poem about an Imaginary Friend
- Analyze and appreciate a poem

Methodology:

Explanation Method (learning method) and Inductive Learning

Classroom Discussion

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.

Application: Development of Social Skills, Improvement in English language skills.

Class assessment/ Recapitulation:

- Questions will be asked at the end of the lesson.
- A class test will be conducted.

- Exercises based on the topic.

Homework/ worksheets:

Picture based questions / Worksheets/ Exercises in the textbook.

Reference:

Oxford – 1. Student's Book – Part A

2. Learners Grammar and Composition.

Subject Integration:

ICT Integration : Video, PowerPoint Presentation

Life Skills - Understanding imagination and exploring emotions like loneliness, happiness, fear, or comfort.
EVS - Relationships and friendship, social behavior and interaction
Value Education - Learning right vs wrong through a friend's actions

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2026-27)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month - April**

Topic – L-2 Another Thank you **No. of Periods -7**

Sub - topic:

- Introduction
- Poetry Comprehension
- Stanza
- Recapitulation

Specific objectives:

- Learn new words and their meanings
- Dialogue Writing

Methodology:

Demonstration Method, Explanation Method (learning method) and Activity-based 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:

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.
- Discuss the emotions described.
- Read and understand a story and answer questions.
- Make meaningful sentences using words from the story.
- Write a dialogue.
- Recall the chapter and understand its main ideas.

Application:

- Development of Social Skills, Improvement in English language skills.

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.

Subject Integration:

ICT : Video, PowerPoint Presentation

Life Skills – Expression of emotion and communication skills

Value Education – Importance of saying "thank you", gratitude, kindness, and appreciation

EVS - Social behavior and building relationships through communication

Art – Creative presentation of messages

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2026-27)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month - June**

Topic – L-3 Smell of Food **No. of Periods - 7**

Sub - topic:

- Introduction
- Read and Answer
- Homophones
- Subject and Predicate
- Personal Pronouns
- Possessive Pronouns
- Recipe
- Give Directions
- Draw a Map

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.
- Spoken Skills- Give Directions
- Draw a map
- Plan a Menu

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.
- Plan a weekly menu.

Application:

- Development of Social Skills, Improvement in English language skills, Critical and creative thinking, Reasoning, Effective communication, Conversing effectively

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
- Plan a grocery list for a weekly plan
- Write a recipe

Reference:

Oxford – 1. Student's Book – Part A

2. Learners Grammar and Composition.

Subject Integration:

Health Education: Menu planning is used to manage dietary restrictions (allergies, diabetes), and promote weight management and overall health.

Value Education: Incorporating cultural practices, regional food habits, and religious restrictions.

ICT Integration / Art Integration : Video shared about the story, Draw a Map

EVS and Math: Plan a Menu + grocery list (research)

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2026-27)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month – June, July**

Topic – Ch-4 Too Many Dragons **No. of Periods - 7**

Sub - topic:

- Introduction
- Read and Answer
- Onomatopoeic Words
- Simple Present Tense
- Present Continuous Tense
- Quantifiers
- Punctuation: Comma
- Talk About an Experience
- Picture Description

Specific objectives:

- Converse fluently and meaningfully in different contexts.
- Apply varied comprehension strategies (inferring, predicting, visualizing) to understand different texts.
- Read and appreciate a fantasy story about a little girl and dragons.
- Discuss the events in the story and answer questions.

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)

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.
- Use a comma in a list, and before opening and closing inverted commas.
- Talk about an unforgettable experience.
- Write a picture description.
- Recall the chapter and understand its main ideas.

Application:

- Imagination skill

ICT Integration / Art Integration :

- Video shared about a story.
- PPT

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.

Subject Integration:

Life Skills: Public awareness

Value Education: Social interaction with strangers

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2026-27)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month - July**

Topic – Ch-5 Happy, the Hearing Ear Dog **No. of Periods - 06**

Sub - topic:

- Read and Answer
- Wh- questions
- Ask questions using does
- Talk about animals
- Picture Comprehension

Specific objectives:

- Converse fluently and meaningfully in different contexts.
- Apply varied comprehension strategies (inferring, predicting, visualizing) to understand different texts

Methodology:

Demonstration Method, Explanation Method (learning method) and Inductive Learning .

Activities:

- Discuss the theme and events and answer questions.
- Spoken Skills- Talk about how animals help us.
- Write a picture comprehension.

Board work:

- Vocabulary/Word meanings/Question and Answer (Literature)

Learning outcomes:

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.

Application:

- Observing
- Picture reading
- Drawing inferences
- Conceptual understanding

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 assigned based on classwork.
- Picture Comprehension

Reference:

Oxford – 1. Student's Book – Part A

2. Learners Grammar and Composition.

Subject Integration:

EVS :

- Awareness of people with disabilities and inclusion.
- Role of service animals in society.
- Laws and rights related to assistance dogs in public spaces.

Value Education:

- Empathy and kindness toward animals and people with disabilities.
- Responsibility and care for animals.
- Understanding teamwork between humans and animals.

ICT Integration / Art Integration :

- Video of shared about a story.
- PPT

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2026-27)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month - August**

Topic – L-6 Sunset River Cruise on the Brahmaputra **No. of Periods - 4**

Sub - topic:

- Read the Poem
- Understand the Poem
- Riddles

Specific objectives:

- Express their opinions and Respond
- Read a poem about a river cruise appreciate the poem.
- Identify the rhyme scheme of the poem.
- Recall the chapter and understand its main ideas

Methodology:

Demonstration Method, Explanation Method (learning method) and Inductive Learning .

Activities:

- Poem Recitation
- Riddles

Board work:

- Vocabulary/Word meanings/Question and Answer (Literature)

Learning outcomes:

Students will be able to -

- Discuss the idea of our country—dress, food habits.
- talk about how poets describe nature in poetry.
- identify the various points in a river's journey

Application:

- Observing
- Picture reading
- Expressing opinions and responding
- Recognition and Reasoning

Class assessment/ Recapitulation:

- Spoken skills activity

Homework/ worksheets:

- Draw a picture and prepare few sentences about it.

Reference:

Oxford – 1. Student's Book – Part A

2. Learners Grammar and Composition.

Subject Integration:

Art & Craft

- Drawing/painting a sunset over a river.
- Creating scenery with boats, birds, and water.

ICT Integration / Art Integration:

- Photos of cruise boats and ships
- Draw a scene

Value Education / Moral Science

- Appreciation of nature's beauty.

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2026-27)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month - August**

Topic – L-7 A Round Trip on the Toy Train (SEA) **No. of Periods - 06**

Sub - topic:

- Introduction
- Read the prose
- Project Presentation

Specific objectives:

- Talk about travelling in a toy train.
- Read and understand a diary entry.

Methodology:
Demonstration Method, Explanation Method

Activities:
Project Presentation

Board work: None

Learning outcomes:
Students will be able to -

- talk about travelling in a toy train.

Application:

- Digital Storytelling
- Articulate ideas clearly

Class assessment/ Recapitulation:

- Based on the project

Homework/ worksheets:

- None

Reference:

Oxford – 1. Student's Book – Part A

2. Learners Grammar and Composition.

Subject Integration:

Technology based learning: Skills learned through presentations—such as persuasion, structure, and delivering information

ICT Integration / Art Integration:

- Video of Toy trains in India

Prepare a presentation on Toy trains of India in MS Word

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2026-27)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month – October**

Topic – L-8 Pooh Gets into A Tight Place **No. of Periods -07**

Sub - topic:

- Introduction
- Reading Comprehension
- Read and Answer
- Synonyms
- Adjectives of Quality, Quantity and Number

Specific objectives:

- Solve a code.
- Describe a picture
- Read and appreciate a story.
- Discuss the events in the story.
- Answer questions.

Methodology:

- Inductive approach, Demonstration Method, Explanation Method

Activities:

- Discuss the events in the story.
- Spoken Skills- Recall and narrate a story.

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.
- Use adjectives of quality, quantity and number correctly.
- Use many and much correctly.

Application:

- Reading and understanding
- Picture reading
- Discussion
- Reasoning
- Comprehension
- Critical thinking

Class assessment/ Recapitulation:

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

Homework/ worksheets:

- Based on the topic

Reference:

Oxford – 1. Student's Book – Part B

2. Learners Grammar and Composition.

Subject Integration:

EVS:

- Understanding friendship, sharing, and helping others.
- Group discussions on teamwork and caring for friends.

ICT Integration / Art Integration :

- Video of the story shared.
- PPT

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2026-27)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month – October, November**

Topic – L-9 A Bumpy Ride **No. of Periods - 7**

Sub - topic:

- Reading Comprehension
- Degrees of Adjectives
- Definite and Indefinite Articles

Specific objectives:

- Reflect over a hypothetical question and express opinions.
- Share experiences about a given topic.
- Read and understand a factual passage.
- Write comparative and superlative degrees of adjectives.

Methodology:

Demonstration Method, Explanation Method (learning method) and Inductive Learning.

Activities:

- Add more words related to a bicycle.
- Divide the students into groups and let each group choose a vehicle they like from the list given.
- Tell them to discuss among themselves and create a word web.
- Thematic words (SEA)

Board work:

- Examples and illustrations
- Thematic words
- Vocabulary/Word meanings/Question and Answer (Literature)
- Questions will be asked at the end of the lesson.
- Class test (written and oral) will be conducted.

Learning outcomes:

Students will be able to -

- Read and understand a factual passage.
- Discuss the theme and answer questions.
- Use words related to transportation.

- Use appropriate grammar and structure in their writing.
- Write comparative and superlative degrees of adjectives.

Application:

- Critical and creative thinking
- Using imagination
- Expressing opinions and responding
- Responding to someone or something appropriately

Class assessment/ Recapitulation:

- Thematic Words

Homework/ worksheets:

Research based on the topic

Reference:

Oxford – 1. Student's Book – Part B

2. Learners Grammar and Composition.

Subject Integration:

ICT Integration:

- Play the concept animation to reinforce the concept.

EVS:

- Timeline of invention and development of bicycles.

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2026-27)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month – November**

Topic – L-10 The RedBud Tree **No. of Periods - 07**

Sub - topic:

- Introduction
- Reading Comprehension
- Correct Word Meanings
- Simple Past Tense
- Past Continuous Tense

Specific objectives:

- Discuss a reflective question.
- Think about trees and their unique features

Methodology:

Explanation Method, Inductive approach

Activities:

- Divide the class into small groups and have each group summarise the story in a few sentences.

Board work:

- Vocabulary/Word meanings/Question and Answer(Literature)

Learning Outcomes:

The students will be able to –

- 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:

- Reading and understanding
- Picture reading
- Discussion
- Reasoning
- Comprehension
- Critical thinking

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.

Subject Integration:

ICT Integration / Art Integration :

Video of the story

EVS:

- Understanding the life cycle of trees.
- Seasonal changes:
  - Spring – new leaves and flowers
  - Summer – full growth
  - Autumn – leaves change color and fall
  - Winter – dormancy

Art & Craft:

- Drawing their favourite flowering tree.

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2026-27)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month – December**

Topic – L-11 Friends **No. of Periods - 6**

Sub - topic: • Introduction • Reading Comprehension
Specific objectives: • Reflect over and discuss how nature makes one happy.
Methodology: Explanation Method (learning method)
Activities: • Poem Recitation
Board work: • Vocabulary/Word meanings/Question and Answer(Literature)
Learning outcomes: Students will be able to – • Develop oral language skills
Application: • Improvement in English language skills.
Class assessment/ Recapitulation: Poem Recitation
Homework/ worksheets: None
Reference: Oxford – 1. Student's Book – Part B 2. Learners Grammar and Composition.
Subject Integration: ICT: Video and PPT shown

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2026-27)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month – December, January**

Topic – L-12 Catch a Falling Star **No. of Periods -7**

Sub - topic: • Read • • Read and Answer • Find Words from the Meanings • Adverbs of Time, Place and Manner • Acrostic Poem
Specific objectives: • read and understand a story about a meteor shower. • discuss the events in the story • use adverbs of time, place and manner appropriately in sentences.
Methodology: Demonstration Method, Explanation Method (learning method), Inductive Learning
Activities: • Grid activity • Match the pictures • Complete the acrostic poem
Board work: • Vocabulary/Word meanings/Question and Answer (Literature)
Learning outcomes: Students will be able to – • Think about the unique features of celestial objects. • Read and understand a story about a meteor shower. • Discuss the events in the story. • Find words by reading their meanings. • Use adverbs of time, place and manner appropriately in sentences • Write an acrostic poem.
Application: • Observing • Picture reading • Discussion • Reasoning

- Problem Solving

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.

Subject Integration :

EVS:

- What is a meteor?
- What happens to it when in enters the Earth's atmosphere?

Art:

- Draw a meteor shower.

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2026-27)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month – January**

Topic – L-13 Mini Visits the Atlantic Ocean **No. of Periods - 7**

Sub - topic:

- Introduction
- Reading and Answer
- Water Transport
- Prepositions of Place and Time
- Conjunctions: and, but, or, because, so
- If Conditionals

Specific objectives:

- think about marine life.
- read and understand a story about marine life.
- identify modes of water transport.
- use appropriate grammar and structure in their writing.
- use conjunctions correctly

Methodology:

Inductive approach.

Activities:

- Describe the ocean
- Spoken skill: If conditionals

Board work:

- Vocabulary/Word meanings/Question and Answer (Literature)

Learning outcomes:

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.
- talk using if conditionals.
- extend the story.

Application:

- Critical and creative thinking
- Using imagination
- Expressing opinions and responding
- Responding to someone or something appropriately
- Comprehension
- Reading and understanding

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.

Subject Integration :

EVS:

- Location and other important facts about Atlantic Ocean.
- Marine Life found in the ocean.
- List facts about Pacific Ocean

Life Skills:

- Responsibility towards environment

Art:

- Poster on 'Save Water'

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan (2026-27)

Teacher's Name – Ada Fathima **Grade - 3**

Subject – English **Month – December**

Topic – L-14 Gul in Space (SEA) **No. of Periods - 03**

Sub - topic:

- Introduction
- Understand the poem

Specific objectives:

- read and appreciate a poem about space.
- answer questions
- identify rhyming words in the poem.

Methodology:

Description Method, Explanation Method (learning method), Inductive Learning

Activities:

- Jumbled words

Board work:

- None

Learning outcomes:

Students will be able to –

- think about space and discuss.
- solve word puzzles.
- read and appreciate a poem about space.
- read and understand a poem and answer questions.

Application:

- Reading and understanding
- Picture reading
- Discussion
- Reasoning
- Comprehension
- Critical thinking
- Effective communication

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.
Subject Integration:
EVS: Role play on Sun and its family

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

Teacher's Name: Ms. Ritu Hasija | Grade: 3

Subject: EVS | Month: April

Theme 1: Us and the World

Ch-1. My Family and Special Friends **(SEA1)** | No. of periods: 8

Subtopic:

- Introduction
- Relationships in a Family
- Similarities and Differences Among the Family Members
- Living With Our Family
- Sharing work at home
- Earning Money
- Recapitulation

Specific objective:

- Students will be able to explore and engage with the natural and socio-cultural environment in their surroundings.
- Students will understand the interdependence in their environment through observation and experiences, developing the basis for appreciation of the idea of 'Vasudhaiva Kutumbakam'.
- Students will understand types of families, people in a family, family tree, things that the family teaches us, new relatives, meeting family members.
- Students will also resemble themselves with their family members.

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

Activities: - 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.

2. Ask the students to complete the table in 'Wonder Wander' section on page 13 of the Student's Book.

(SEA1: SEA1 will be conducted in April)

Individual activity – Draw and color a Family Tree on A4 size sheet. Write 5 sentences about your family.

Board Work: Textbook work

Learning outcomes: -

The students will be able to

- Decode and complete a given pattern.
- Identify the types of families.
- Discuss why we look like our families.
- Identify maternal and paternal family members.
- Identify the relationship between family members.
- Identify the similarities and differences between family members.
- List some ways in which family members share work at home.
- Explain the importance of helping each other in a family.
- Discuss how we can take care of our family members, pets and plants.
- Identify and list different types of occupations.
- Explain how community helpers help us.
- Explain the importance of people who work inside and outside the home.
- Identify the relationship in a family and the similarities and differences between family members.

Application: Identify different relationships in a family, understanding different types of Occupations**.**

ICT integrated: Video, online worksheet.
Extra questions/ Class assessment/ Recapitulation: Name different generations of your family.
Homework/ worksheets: Reading, Sharing Work at Home-Wonder Wander, practice worksheet.
Reference: Oxford Advantage, World Around Us- Student's Book Part A, Google.
Subject Integration: English: Speaking and expressing ideas Art: Drawing and coloring

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

Teacher's Name: Ms. Ritu Hasija | Grade: 3

Subject: EVS | Month: April

Theme 1: Us and the World

Ch-2. Our Basic Needs | No. of periods: 12

Subtopic:

- Introduction
- Food: Need and Types
- Healthy Eating Habits
- Houses: Need and Types
- Keeping Homes Clean
- Clothes We Wear
- Recapitulation

Specific objective: -

- Students will be able to explain how to ensure the safety of self and others in different (normal as well as emergency) situations.
- Students will be able to develop sensitivity towards social and natural environment.

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

Activities: -

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.

Board Work: Textbook work, Notebook Work-Keywords, questions and answers.

Learning outcomes: -
Students will be able to-

- Describe nutrients in our food.
- Identify energy-giving food.
- List food items rich in carbohydrates and fats.
- Analyze the importance of energy-giving food.

Application: Ask the students to identify the food items rich in carbohydrates and fats on page 20 and write their names.

ICT Integrated: Video

Extra questions/ Class assessment/ Recapitulation:
Describe a balanced diet. Draw or paste pictures of a balanced diet food items.

Homework/ worksheets: Reading, practice questions.

Reference: Oxford Advantage, World Around Us- Student's Book Part A, Google.

Subject Integration:

Value Education: Respect resources and avoid wastage, importance of healthy food and clean environment
Mathematics: Counting number of food items
Art: Drawing houses, food, and posters.

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

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 magazines and newspapers.

Board Work: Textbook work, Notebook Work-Keywords, questions 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.
Subject Integration: English Integration: Students describe their favourite games in 3–4 sentences. Vocabulary activity: words related to games such as *team, rules, sharing, helping, safety*. Moral/Value Education Integration: Discuss values such as sharing, caring, helping injured friends, and respecting rules.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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.

Subject Integration:

Mathematics:

Sort and count objects into two groups—living and non-living.

English:

Name and describe different living and non-living things around them.

Speak or write simple sentences about the characteristics of living things.

Art and Craft:

Draw and colour pictures of living and non-living things or create a collage by cutting and pasting pictures from magazines.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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
- Identify the types of plants
- Describe the functions of the root and shoot systems
- Identify the parts of a leaf
- How plants grow from seeds

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 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 grow 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.
Subject Integration: Science/Observation Skills: Observe different plants in the school garden or surroundings and identify parts of a plant such as roots, stem, leaves, flowers, and fruits. English: Describe different plants and their parts using simple sentences. Learn and use new vocabulary.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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.

Board Work: Textbook work, Notebook work.

Learning outcomes:

- **identify some animals from the given clues.**
- **reason why giraffes have long necks.**
- **classify animals based on what they eat.**
- **name examples of herbivores, carnivores, omnivores and scavengers.**

Application: Students will learn to identify animals based on 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.

Subject Integration:

Science/Observation Skills:

Observe pictures or videos of animals and learn about their habitats, food habits, and characteristics.

English:

Name different animals and describe their features, habitats, and food habits using simple sentences. Students can also learn new vocabulary related to animals.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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.

Subject Integration:

Value Education:
Students will learn to respect and take care of their bodies and understand the importance of healthy habits.

English:
Name and spell internal and external organs They can also match organs with their functions.

Physical Education:
By performing simple exercises, explain how the heart and lungs help our body during physical activity.

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

Teacher's Name: Ms. Ritu Hasija Grade 3

Subject: EVS

Month: August and 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 about 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.

Subject Integration:

Social Studies / Geography:
Show a map of India and helping students locate different states, major rivers, mountains, and cultural regions. Students can learn about festivals, traditional food, and languages of various regions.

English:
Asking students to read short paragraphs about different states, festivals, languages, and traditional clothes of India. Students can also write a few sentences describing their favorite state or festival.

Music / Dance:
Introducing students to folk songs and dances from different states of India.

Environmental Awareness:
Discuss how the natural diversity of India—like forests, rivers, mountains, and deserts—supports different communities and lifestyles.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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.

Subject Integration:

Mathematics	Understanding position, distance, and spatial concepts (left/right, near/far).

English Learning new vocabulary: direction, map, symbol, north, south, east, west.

Art Drawing a simple map of the classroom or school. Physical Education Direction-based movement activity in the classroom/playground.

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

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 for 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.

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.

Subject Integration:

English : Learning vocabulary such as transport, journey, vehicle, travel. Speaking activity about their travel experiences.

Art: Drawing and coloring different vehicles.

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

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.

Subject Integration:

General Knowledge (GK):

Students learn about the post office and how letters reach people.
Teacher explains the role of a postman in delivering letters.

Computer / ICT Integration:

Teacher will show pictures: Email, Video call, Internet communication
Students learn that computers and mobile phones help send messages quickly.

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

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.
- analyse 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.

Subject Integration:

English: Students learn new words like air, wind, breathe, and oxygen.

Physical Education: Students observe how air helps in flying kites or moving paper planes

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

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 elders 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.

Subject Integration:
English: Students learn new vocabulary like water, river, rain, lake, and ocean.

Mathematics: Students count different sources of water shown in pictures.

Art: Students draw and color pictures of water sources like rivers, lakes, and rain.

Geography / GK: Students learn about natural water sources such as rivers, seas, and ponds.

Moral Education: Students learn the importance of saving water.

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

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 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.
Subject Integration: English: Students learn new vocabulary like planet, sun, moon, and space. Mathematics: Students count the number of planets in the solar system. Art: Students draw and color the solar system and planets. Geography / GK: Students learn basic facts about Earth and other planets. Music / Rhymes: Students learn a rhyme to remember the order of planets.

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

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.

Activities:

Activity 1:

Understand how the earth revolves around sun.

Activity 2: Identify how days and nights are caused on Earth

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.

Subject Integration:

English: Students learn new vocabulary like Earth, land, water, and globe.

Mathematics: Students count the number of continents and oceans shown on the globe.

Art: Students draw and color the planet Earth.

Geography / GK: Students learn about land, water, continents, and oceans.

Moral Education: Students learn ways to protect and keep Earth clean.

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-2027

Teacher's Name: Ms. Sweta Aglawe | Class: IV
Subject: Mathematics | No. of periods: 14
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 –

- Write 5-digit and 6-digit numbers.
- 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.

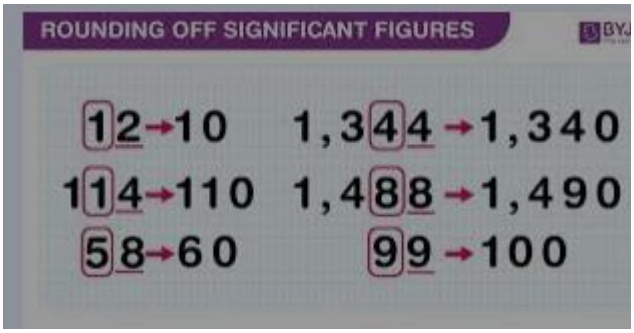
- Find any 3 uses of Roman Numerals in modern times. Draw or stick a picture of the same in the notebook.
- Represent with colorful pens/pencils the Hindu Arabic – Roman Numerals up to hundred in the notebook.

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



Learning outcomes:

- Students will be able to-

- know the face value and place value of large numbers.
- understand relations between the values of the places and understand International Number System.
- compare Indian and International Number System.
- write 5-digit and 6-digit numbers in expanded form.
- compare large numbers with different or same number of digits.
- write predecessor and successor of large numbers.
- arrange large numbers in ascending and descending order.
- form new numbers by arranging the digits in different positions.
- round off numbers to the nearest 10, 100 and 1,000.
- learn Roman numerals up to hundred.
- convert Roman numerals to Hindu Arabic numerals and vice versa.
- add and subtract Roman numerals.
- 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.

Subject Integrated:

- With SST

Ex. Population Comparison

- City A population = 3,45,000
- City B population = 5,12,000

- Here, place value helps us understand which city is bigger in population.

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-2027

Teacher's Name: Ms. Sweta Aglawe Class: IV

Subject: Mathematics No. of periods: 16

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
- 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.

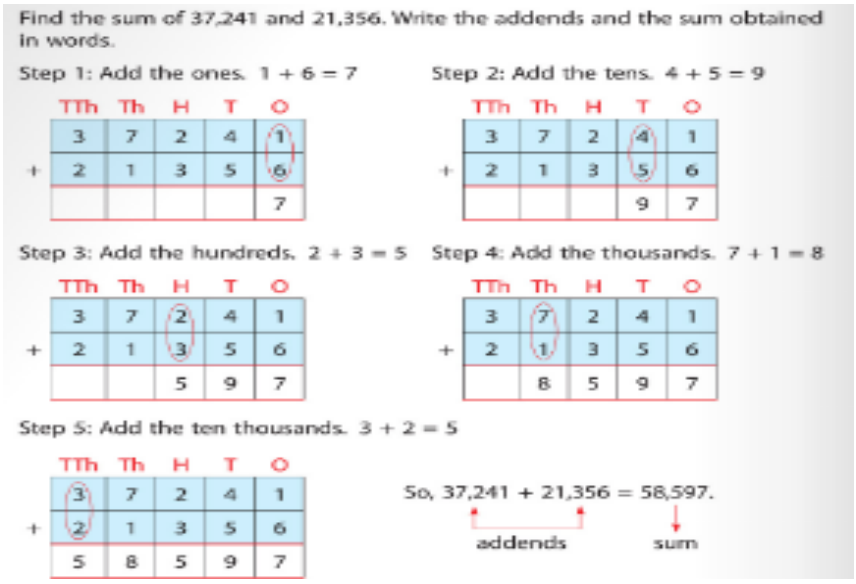
Activities:

- 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
- Add three or more numbers.
- Find missing digits in an addition and subtraction problem.
- 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.

Subject Integrated:

- With Science
- 2 liters of rainwater in one container
- 3 liters in another

Total water = 2 + 3 = 5 liters

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-2027

Teacher's Name: Ms.Sweta Aglawe Class: IV

Subject: Mathematics No. of periods: 12

Topic: L-3 Shapes and Patterns 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.

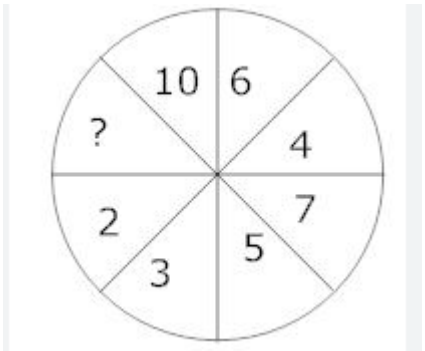
Methodology: Inductive method, activity-based teaching, brainstorming method, demonstrating the concept with examples.

Activities:

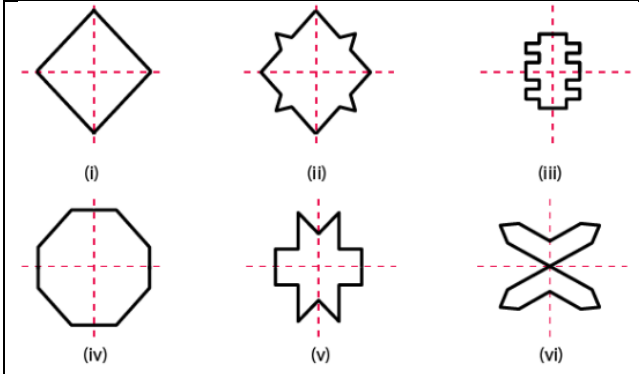
- On a square dotted sheet create Rangoli patterns which have multiple lines of symmetry.
- Identify various (3-D) objects like sphere, cube, cuboid, cylinder, cone from the surroundings with the help of examples from surroundings.
- List ten figures around you and identify it as a closed or open figure.
- 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.
- know about polygons (triangle and quadrilaterals) and circle.
- draw a circle using a compass. Draw a 3D shape from a 2D shape using a net.
- identify the front, top and side view of objects.
- complete tessellation by colouring the figures.
- choose tiles that can tessellate the given area.
- 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.

Subject Integrated:

- With Art & Craft

Ex.Drawing a House

- Square → walls
- Triangle → roof

- Rectangle → door
- Circle → sun

Different shapes combine to make a complete picture.

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-2027

Teacher's Name: Ms. Sweta Aglawe
Subject: Mathematics
Topic: L-4 Multiplication

Class: IV
No. of periods: 15
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

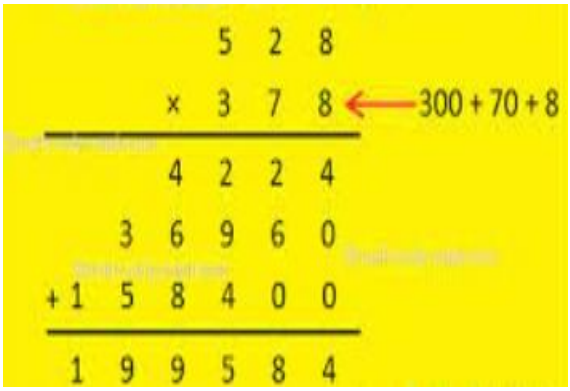
- Learn about multiplication tables

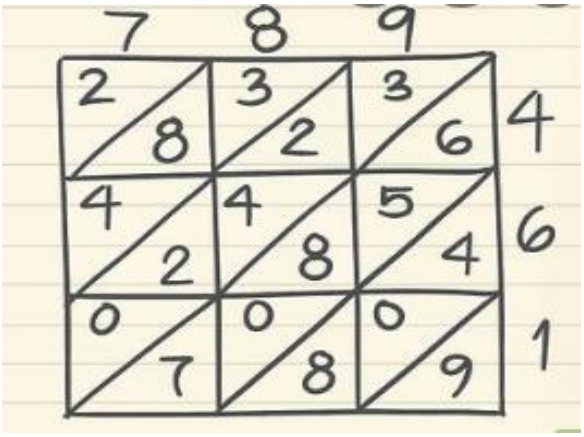
Methodology: Inductive method, activity-based teaching, brainstorming method, demonstrating the concept with examples.

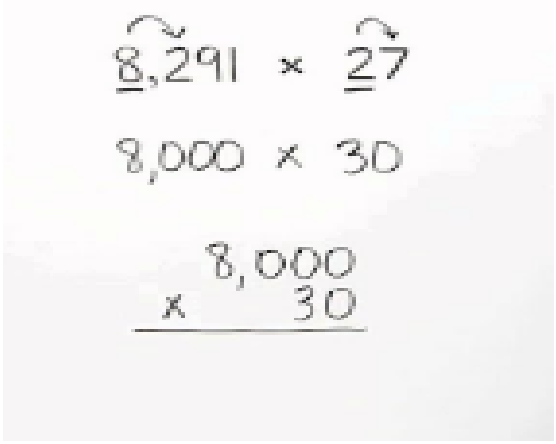
Activities:

- 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.
- understand properties of multiplication.
- multiply by numbers ending with zero (10 and its multiples, 100 and its multiples, 1,000 and its multiples).
- multiply by a 1-digit number using standard form and expanded form.
- multiply by 2-digit and 3-digit numbers.
- know how to multiply when there is zero in the multiplier.

- estimate product by rounding off multiplicand and multiplier to the nearest 10, 100 and 1,000.
- know some multiplication tricks to do simple calculations.
- 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.

Subject Integrated:

With ICT

Ex. Number of Files

A student creates 5 folders, and each folder has 10 files**.**

Total files = 5 × 10 = 50 files

Multiplication helps count large data easily.

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-2027

Teacher's Name: Ms. Sweta Aglawe Class: IV

Subject: Mathematics No. of periods: 12

Topic: L-5 Division 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.

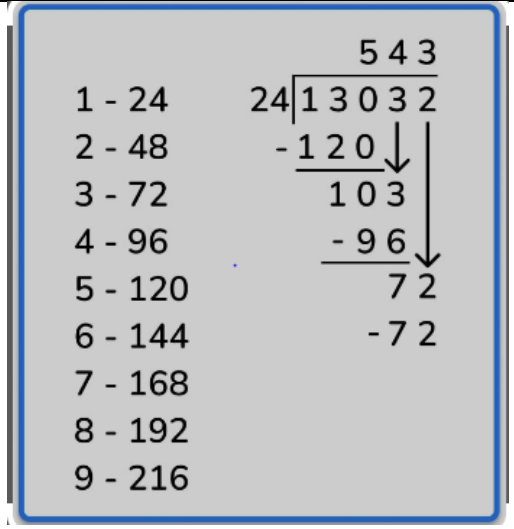
Activities:

- 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
- divide by using short division method when divisor is small.
- divide a number by 10, 100 and 1,000.
- divide after cancelling the common number of zero(s) from both the dividend and divisor.
- estimate the quotient.
- 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.

Subject Integrated:

- With Science
- Using division to calculate or understand scientific concepts like speed, density, pressure, etc.
- Speed=Distance/ Time

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-2027

Teacher's Name: Ms. Sweta Aglawe | Class: IV

Subject: Mathematics | No. of periods: 10

Topic: L-6 Time | 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

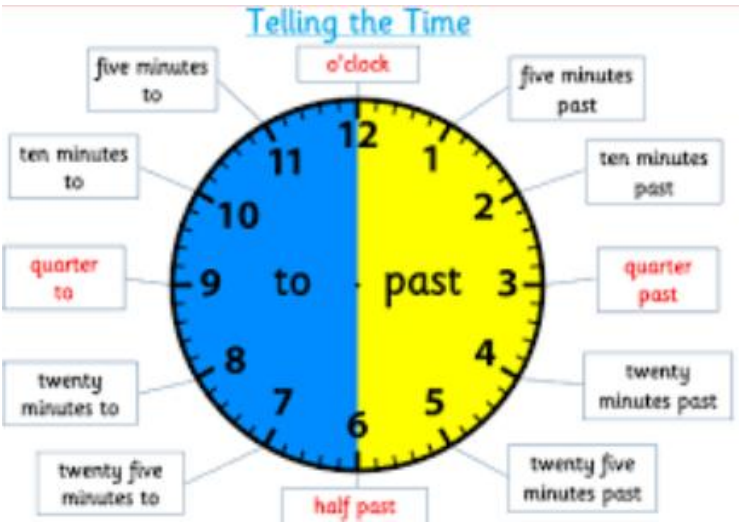
Specific objective: Students will know about the format of 24-hour clock and conversion of time.

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.
- understand the format of 24-hour clock.
- convert 24-hour clock time into 12-hour clock time and vice versa.
- learn the advantages of 24-hour clock over 12-hour clock.
- convert hours into minutes and vice versa.
- do addition and subtraction of time.
- know how to find duration of time.
- 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.

Subject Integrated:

- With English

Ex. Using Tenses (Grammar + Time)

Task: Write sentences about daily activities using correct tense.

- **Present:** I eat breakfast at 7 AM.
- **Past:** I ate breakfast at 7 AM yesterday.
- **Future:** I will eat breakfast at 7 AM tomorrow.

Skills used: Grammar + Time understanding + Writing

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-2027

Teacher's Name: Ms. Sweta Aglawe Class: IV

Subject: Mathematics No. of periods: 12
Topic: L- 7 Factors 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:

5	45
3	9
3	3
	1

5	30
3	6
2	2
	1

Learning outcomes:

- Students will be able to learn –
- about factors, properties of factors and common factors.
- find HCF of given numbers.
- prime factorize a number using factor tree method and division method.
- perform prime factorization.
- 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.

Subject Integrated:

- With Music

Ex. Using Beats to Teach Factors

Scenario:

- A song has 24 beats.
- Students clap in patterns that match the factors of 24**:**

Factors of 24: 1, 2, 3, 4, 6, 8, 12, 24

MIS INTERNATIONAL SCHOOL BALEWADI

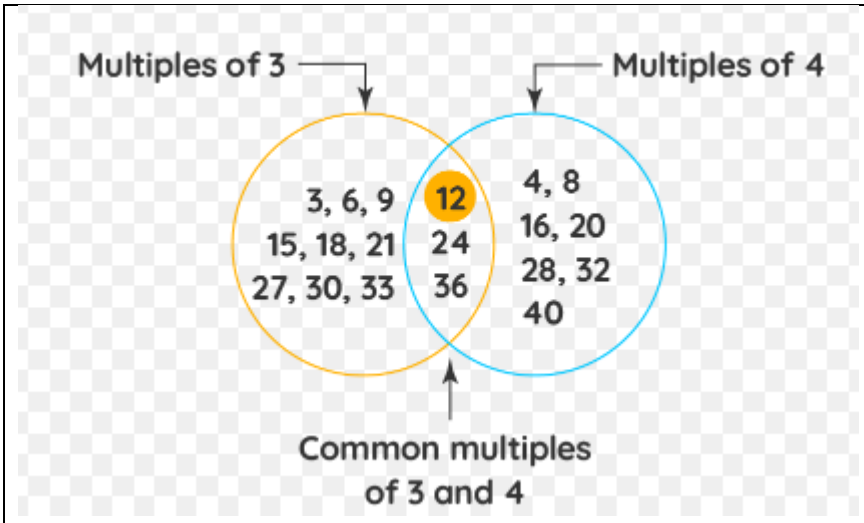
Lesson Plan 2026-2027

Teacher's Name: Ms. Sweta Aglawe Class: IV

Subject: Mathematics No. of periods: 6

Topic: L- 8 Multiples 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.
- 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.

Subject Integrated:

- With Music

Strike a drum or bell on every multiple of 3

- Beat 3 → Bell
- Beat 6 → Bell
- Beat 9 → Bell
- Beat 12 → Bell

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-2027

Teacher's Name: Sweta Aglawe Class: IV

Subject: Mathematics No. of periods: 15

Topic: L- 9 Fractions Month: October/ November

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

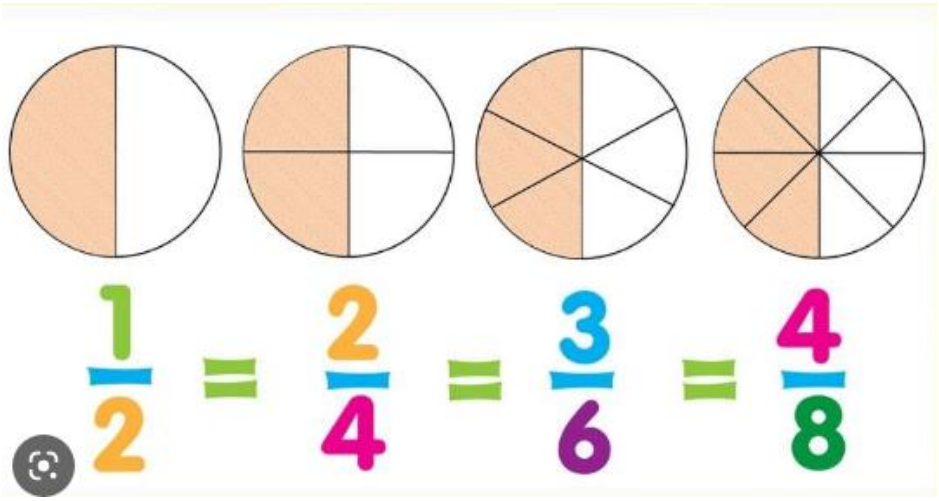
Specific objective: Students will know about the types of fractions.

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.
- check if two fractions are equivalent or not.
- know about different types of fractions (like, unlike, proper, improper, unit and mixed).
- convert mixed fractions to improper fractions and vice versa.
- compare like, unlike and mixed fractions and arrange them in ascending and descending order.
- find fraction of a number.
- convert a fraction into its lowest term.

- add and subtract fractions.
- 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.

Subject Integrated:

- With Sports

Goals Scored

Scenario:
A soccer player scores 3 goals out of 5 attempts**.**

- Fraction of successful goals:
- Goals scored Total attempts

$$\frac{\text{Goals scored}}{\text{Total attempts}} = \frac{3}{5}$$

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-2027

Teacher's Name: Ms. Sweta Aglawe Class: IV

Subject: Mathematics No. of periods:15

Topic: L-10 Decimals Month: December

Subtopic:

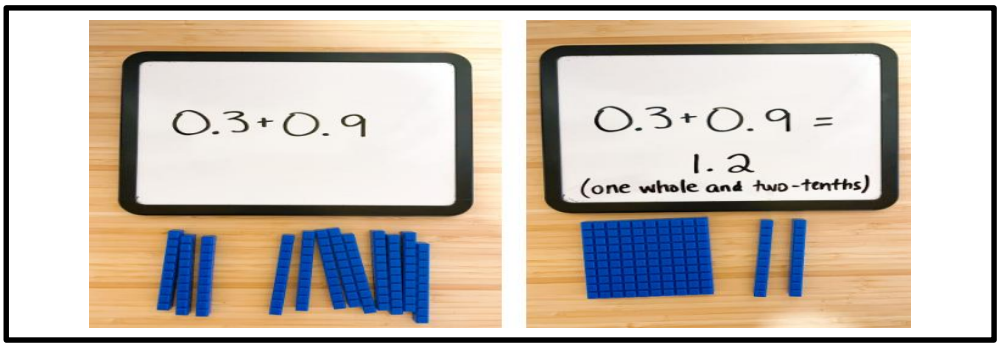
- Tenths, Hundredths, Thousandths
- Decimal number greater than 1
- Parts of Decimal numbers
- Decimals on number line
- Place value of a decimal numbers
- Conversion of Fraction to Decimal
- Conversion of Decimal to Fraction

Specific objective: Students will know about the Decimal numbers.

Methodology: Inductive method, activity-based teaching, brainstorming method, demonstrating the concept with examples.

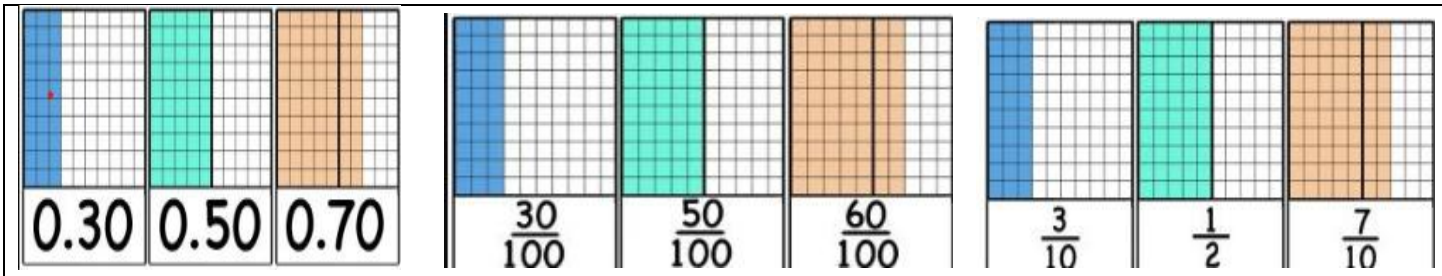
Activities:

- 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.

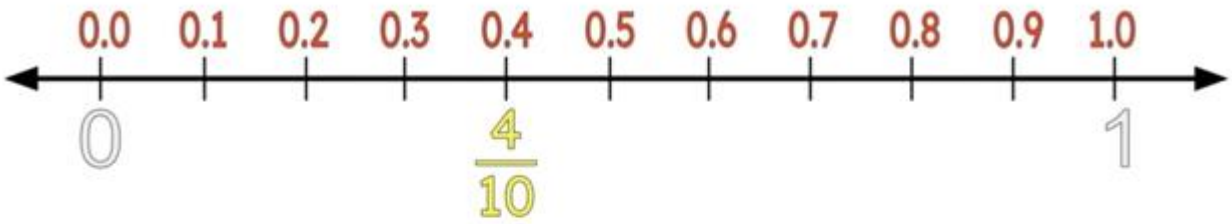


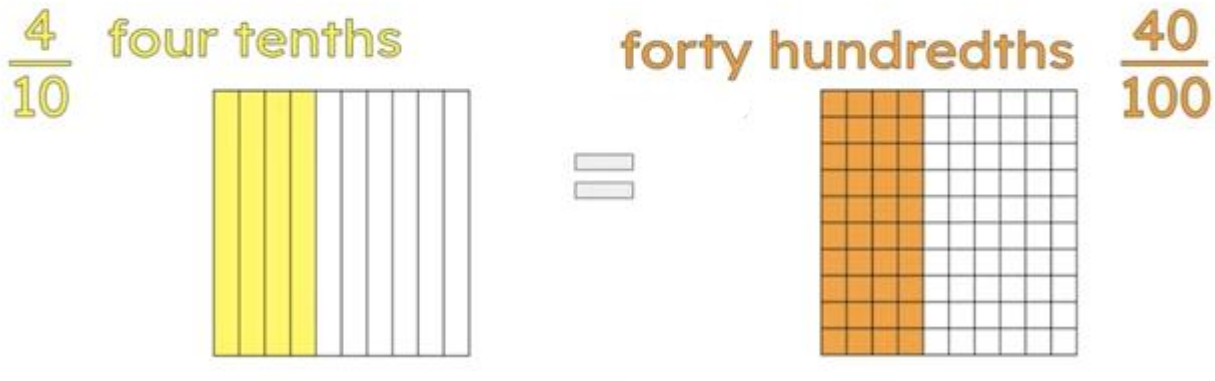
Board work :

Representation of Decimal number:



Decimals on number line:





Learning outcomes:

- Students will be able to-
- learn about Decimal numbers
- know relation between Decimals and Fractions
- understand how to represent decimals on number line.
- 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

Reference: Google, Textbook, Work book, reference books from the library.
Subject Integrated: • With Life skills • Helps in practical decision-making.

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-2027

Teacher's Name: Ms. Sweta Aglawe Class: IV

Subject: Mathematics No. of periods: 15

Topic: L-11 Measurement 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.

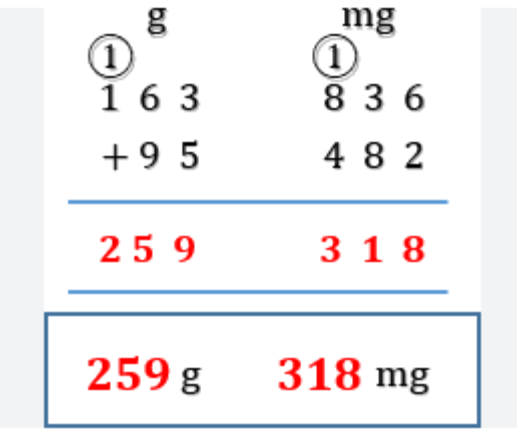
(c) Using metre stick, calculator, and a measuring tape record the heights of each person in your home. Record the height in centimetres and metres in a table on a separate piece of a paper.

(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.
- convert a bigger unit of measurement into a smaller unit and vice versa.
- add and subtract lengths, weights and capacities.
- 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.

Subject Integrated:

- With Science

Measuring Mass

Scenario:

- A chemistry experiment requires 50 grams of salt.
- Using a digital balance, the student measures 50 g of salt.

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-2027

Teacher's Name: Ms. Sweta Aglawe Class: IV

Subject: Mathematics No. of periods: 13

Topic: L-12 Perimeter and Area Month: January/February

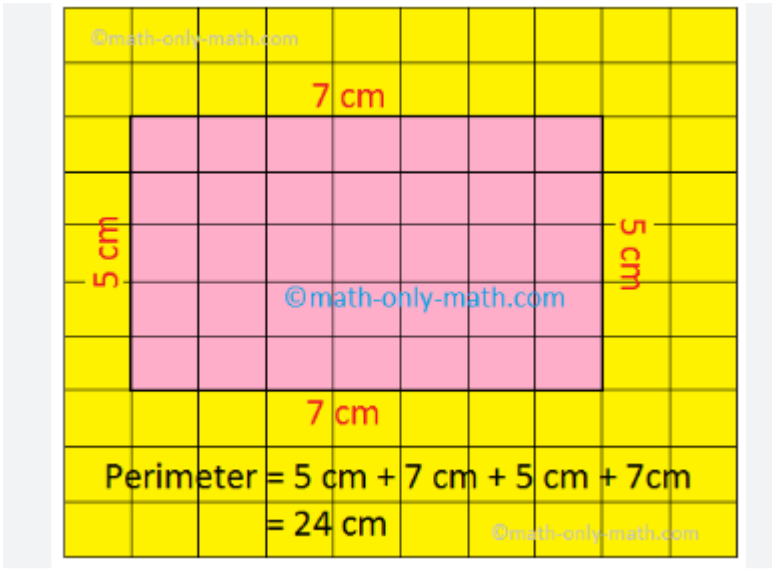
Subtopic:

- 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. • find perimeter of plane figures
Integrated: • With ICT • Video • PowerPoint presentation
Application: area of plane figures
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.
Subject Integrated: • With Science • Running Track • track: rectangle 100 m × 50 m with two semicircles at ends (radius = 25 m) • Perimeter / Track Length:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-2027

Teacher's Name: Ms. Sweta Aglawe Class: IV

Subject: Mathematics No. of periods: 7

Topic: L-13 Data Handling Month: February

Subtopic:

- Pictographs and tally marks
- Bar graphs

Specific objective: Students will be able to represent data using tally marks.

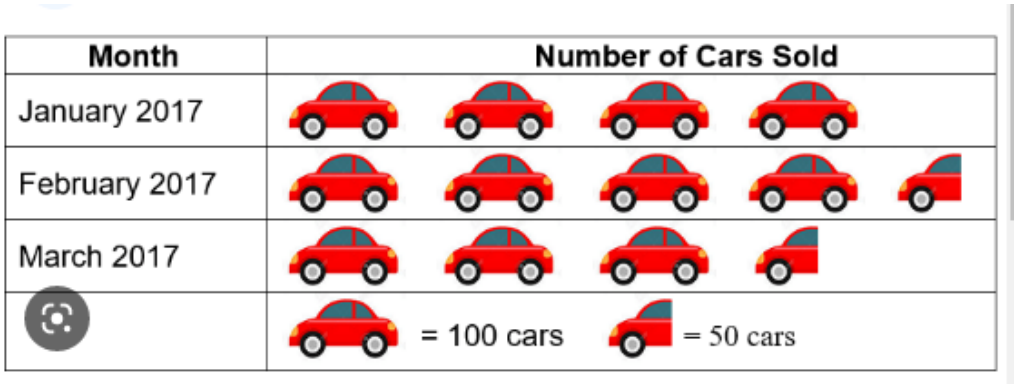
Methodology: Inductive method, activity-based teaching, brainstorming method, demonstrating the concept with examples.

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



Learning outcomes:

- Students will be able to-

- answer questions by interpreting given pictograph with two scales.
- create vertical pictograph. Represent data using tally marks. Represent data by using bar graphs (both vertical and horizontal).

Subject Integrated:

- With ICT
- Video
- PowerPoint presentation

Application:

Represent data using tally marks and bar graphs.

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.

Subject Integrated:

- With Dance

Ex. Represent the Data Visually

Option 1: Bar Graph

- X-axis → Move Type (Twirls, Jumps, Claps, Steps)
- Y-axis → Number of Times Performed (0–15)

SEA 1: In month of July/August

(Individual activity)

Making of greeting card depicting symmetry and mirror image concept.

SEA 2: In month of November

(group activity)

Making a geoboard model to calculate area of a closed figure.

AIP: AIL

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

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: SEA I will be conducted on the same topic. Students will draw a food pyramid and paste pictures as per the requirement. They will also plan the meals for a day to get a balanced diet,
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.

Class assessment/ Recapitulation:

Make a list of different methods of preservation.

Homework/ worksheets:

Collect the information about different sources of vitamins.

Reference: Oxford Advantage

Subject 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.
- The chapter integrates with Social studies based on the geographical conditions of availability of food and other components.

MIS INTERNATIONAL SCHOOL, Balewadi

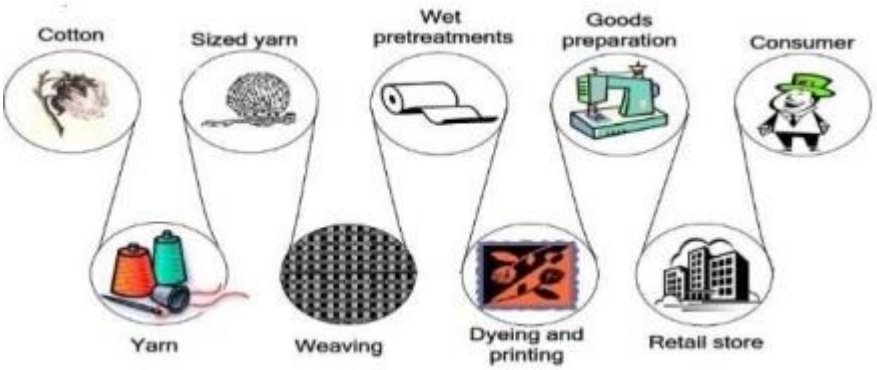
Lesson Plan (2026-27)

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: To understand different types of designs Choose any type of design on cloth and write a few sentences about it.
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:

Choose any one method of making cloth like weaving, knitting. Stick some pictures and explain in few sentences.

Choose any one design on cloth (Ex. Wood block printing, batik, Pochampalli etc). Explain the process in few sentences with pictures.

Class assessment/ Recapitulation:

Make some famous designs in the scrap book and explain about the same.

Homework/ worksheets:

Solve worksheets from workbook pg. no. 19 and 20.

Reference: Oxford Advantage

Subject Integration:

- The chapter integrates science with Social Studies according to the states which are famous for the design pattern or styles on the clothes.
- The chapter integrates science with Art to draw and make creative designs on cloth.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Gauri Joshi **Grade - 4**

Subject – Science **Month – June**

Topic – Ch3 Matter **No. of Periods - 10**

Sub - topic:

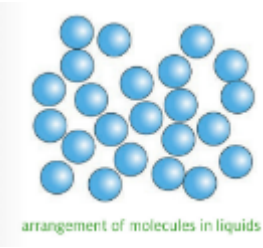
- Matter
- States of Matter and changes of states of matter.
- Changing states of matter in nature.
- Water Cycle

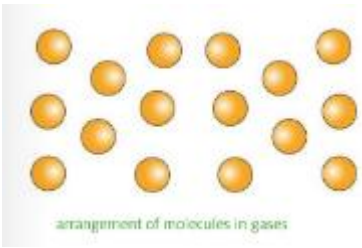
Specific objectives: Students will be able to know different states of matter and arrangement of molecules in them.

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.

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

Subject Integration :

- Video
- The chapter integrates science with art by making a model of the water cycle.
- The chapter integrates science with social studies. According to the geographical location of the region the state of water and the rate of evaporation will change.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Gauri Joshi **Grade - 4**

Subject – Science **Month – June**

Topic – Ch4 Reproduction in Plants **No. of Periods - 9**

Sub - topic:

- Parts of Flowers
- Pollination and Fruit formation
- Structure of a Seed
- Germination
- Dispersal of seeds

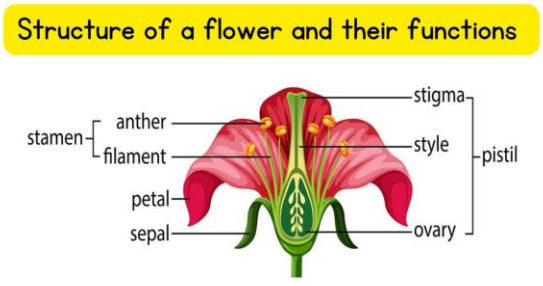
Specific objectives:

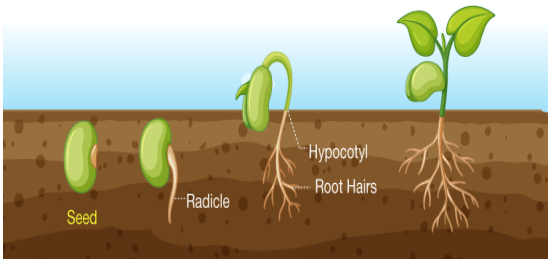
Enable students to understand about structure of flower and its functions.

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..
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
ICT Integration / Art Integration : ● Video ● The chapter integrates science with art by making a model of the water cycle. ● The chapter integrates with SST. According to the geographical location of the region the state of water and the rate of evaporation will change. ● The chapter integrates science with Languages to know the names of different plants in different languages.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Gauri Joshi **Grade - 4**

Subject – Science **Month – July**

Topic – Ch5 Classification of Animals **No. of Periods - 11**

Sub - topic:

- Types of animals
- Insects, Vertebrates, Birds, Mammals

Specific objectives:

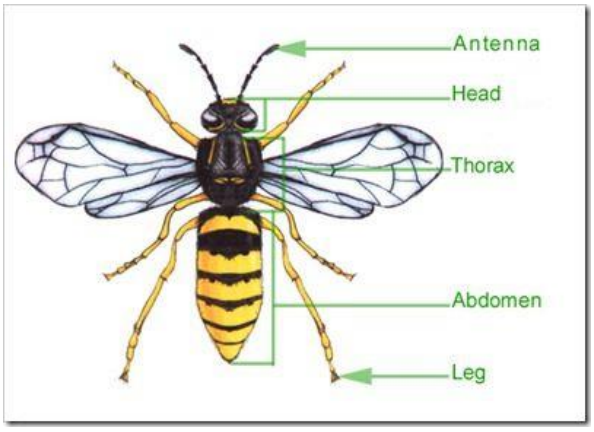
Students will be able to explain the characteristics of animals and will be able to classify them into respective categories.

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

Activities:

Students will observe the animals in their surroundings and identify their features.

Board work:



Learning outcomes:

By the end of this chapter, students will be able to

- Understand the body parts of an insect.
- Understand the difference between vertebrates and invertebrates.
- Understand the Classification of animals as per their characteristics.

Application: Students will observe and describe diversity among plants, birds and animals in their immediate environment (shape, sounds, food habits, growth and habitat)

- Develop sensitivity towards social and natural environment.

Class assessment/ Recapitulation:

Quiz on the topic for recapitulation, class test for evaluation.

Homework/ worksheets:

Sort and Classify: Observe the given animals in your surroundings. Identify their features and complete the table. Worksheet no 5 of Workbook.

Reference: Oxford Advantage

Subject Integration :

- Video
- The chapter integrates science with Art by drawing new imaginary animal with different given characteristics.
- The chapter integrates science with Social Studies by adaptation of animals by the geographical conditions of the place they live in.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Gauri Joshi **Grade - 4**

Subject – Science **Month – August**

Topic – Ch6 Reproduction in Animals **No. of Periods – 15**

Sub – topic:

- Animals and their young ones
- Animals that lay eggs
- Structure of an egg
- Life cycle
- Animals that give birth to young ones
- How animals help each other.

Specific objectives:

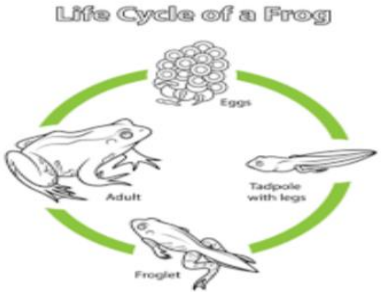
- Identify animals and their young ones.
- Describe how different animals reproduce.
- Identify animals that reproduce by laying eggs or giving birth to young ones.
- Explain different ways in which animals take care of their young ones.
- Describe the interdependence between animals.
- Describe the different stages in the life cycle of different animals.

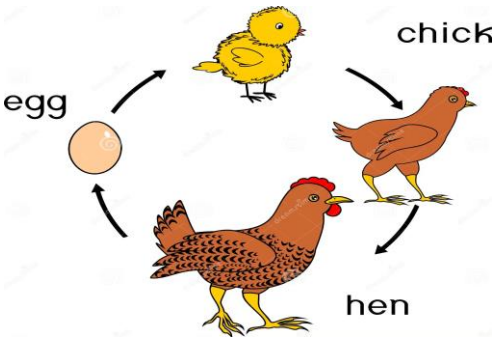
Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Draw structure of an egg, life cycle of butterfly,hen and frog.
- Write an autobiography of a frog's spawn. Worksheet 2 from workbook.

Board work:





Learning outcomes:

By the end of this chapter, students will be able to

- Identify how different animals reproduce.
- Describe the different stages in the life cycles of different animals.
- Explain different ways in which animals take care of their young ones.
- Describe the interdependence between animals.

Application: Students will understand the different ways of reproduction in animals.

Class assessment/ Recapitulation:

Quiz on the topic for recapitulation, class test for evaluation.

Homework/ worksheets: Draw life cycles of different animals.
Reference: Oxford Advantage
Subject Integration: ● Video ● The chapter integrates science with art in the forms of drawing different life cycles of animals. ● The chapter integrates science with Social Science by understanding different regions and different climates where the animal can get favorable conditions for reproduction.

MIS INTERNATIONAL SCHOOL, Balewadi

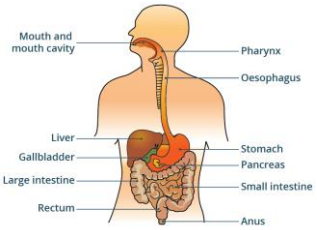
Lesson Plan (2026-27)

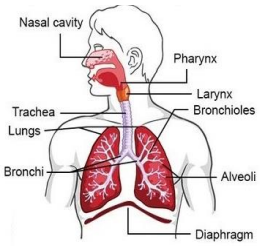
Teacher's Name – Mrs. Gauri Joshi **Grade - 4**

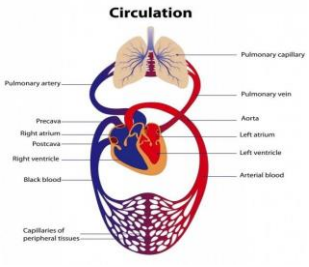
Subject – Science **Month – Aug /Sept**

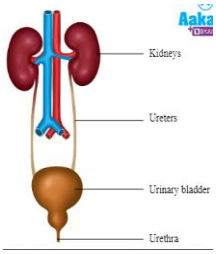
Topic – Ch7 Human Body and our organ systems. **No. of Periods - 16**

Sub - topic: ● Building blocks of the body ● Organ systems of the human body ● Digestive system ● Types of teeth ● Respiratory system ● Circulatory system ● Excretory system
Specific objectives: Encouraging students to learn about the importance of organ systems of the human body.
Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.
Activities: ● Draw different types of teeth on a paper and write a few lines about each. ● Make a model of the digestive system using clay on cardboard and highlighting the different parts on it. Work in pairs.
Board work:









Learning outcomes:

By the end of this chapter, students will be able to

• understand the organ system.

• understand the digestive, circulatory, respiratory and excretory system.

• understand the structure of teeth.

Application:

Discussion on the following topic:

a) Taking care of all organ systems.
b) Maintaining a healthy lifestyle.
c) Importance of exercises, yoga and meditation for keeping the organ systems fit.

Class assessment/ Recapitulation:

Quiz on the topic for recapitulation, class test for evaluation.

Homework/ worksheets:

Draw different organ systems.

Reference: Oxford advantage.

Subject Integration :

- Video
- The chapter integrates science with art in the form of making models of organ systems.
- The chapter integrates science with Mathematics by keeping the record of pulse rate, heart rate and lung capacity before and after exercises. Make the graphic representation.

MIS INTERNATIONAL SCHOOL, Balewadi

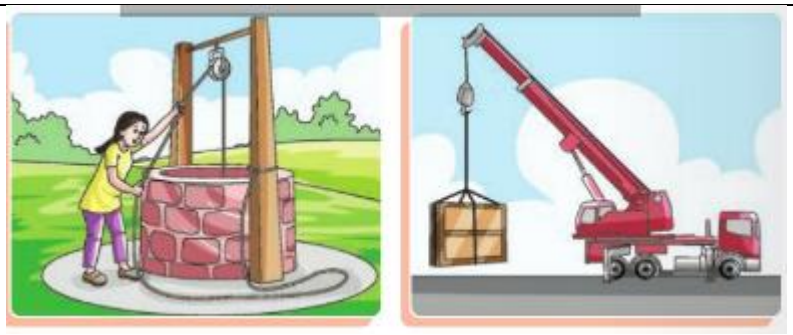
Lesson Plan (2026-27)

Teacher's Name – Mrs. Gauri Joshi **Grade - 4**

Subject – Science **Month – October**

Topic – Ch8 Force and Energy **No. of Periods - 12**

Sub - topic: ● Force ● Force moves a stationary objects ● Force stops a moving object ● Force can change a direction of a moving object ● Force can change the shape of an object ● Types of forces ● Work energy and machines
Specific objectives: Encouraging students to learn about types of forces and simple machines.
Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.
Activities: To make a pinwheel to investigate the energy possessed by wind. Children will follow the steps given in Science workbook pg. No. 66 and 67. Note down the observations.
Board work:



Learning outcomes:

By the end of this chapter, students will be able to

• learn about force and its different types.

• understand the meaning of work and when it is said to be done.

• learn about simple machines, their types and their importance in our daily life.

• learn about energy and its types.

Application:

Discussion on:

- Do you think too much dependency of mankind on machines is good?

Class assessment/ Recapitulation:

Quiz on the topic for recapitulation, class test for evaluation.

Homework/ worksheets:

Worksheet no. 4 from science workbook pg. No. 65

Reference: Oxford Advantage

Subject Integration :

- Video
- The chapter integrates science with art in the form of making a water dam model using simple materials like cardboard, thermocol, tape and other things.
- The chapter integrates science with mathematics by measuring the force applied by different objects. Students can calculate the relation between energy and force by using formulae.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Gauri Joshi **Grade - 4**

Subject – Science **Month – November**

Topic – Ch9 Weather **No. of Periods - 10**

Sub - topic:

- Weather
- Factors affecting weather
- Precipitation
- Humidity
- What causes seasons?
- Smog and its effects

Specific objectives:

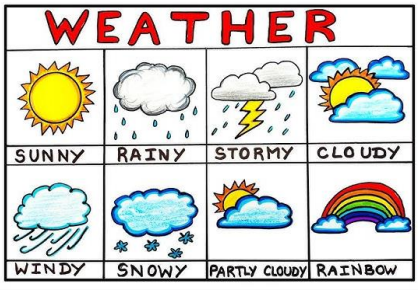
Enable students to understand how seasons are occurring?

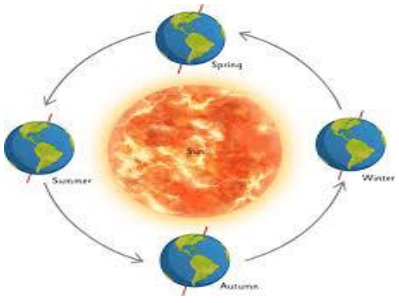
Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

Make your own weather report for a week by using different symbols. Refer pg. No. 25 of Textbook Let's explore.

Board work:





Learning outcomes:

By the end of this chapter, students will be able to

• learn about factors that affect weather.

• learn about humidity and precipitation

• understand how seasons occur.

• learn about smog and reasons for the same.

• understand the effects of smog.

Application:

- List down the activities we should do when smog is outside.
- What measures we can take to keep the air clean to avoid smog.

Class assessment/ Recapitulation:

Quiz on the topic for recapitulation, class test for evaluation.

Homework/ worksheets:

Worksheet 2 from science workbook pg. No. 69 Draw a comic strip showing our favourite season.

Reference: Oxford Advantage.

Subject Integration :

- Video
- The chapter integrates science with art in the form of making models showing seasons.
- The chapter integrates science with mathematics by creating weather reports, charting temperatures and keeping data.
- The chapter integrates science with languages by reading books about weather, such as "*Cloudy with a Chance of Meatballs*". Students can make stories or poems related to weather or seasons.

MIS INTERNATIONAL SCHOOL, Balewadi

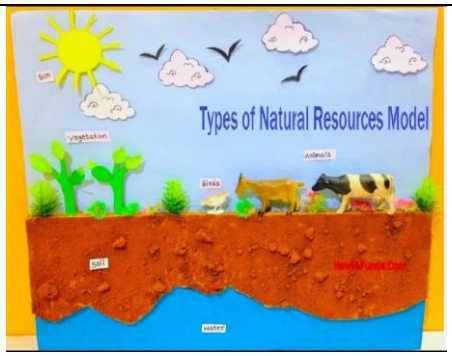
Lesson Plan (2026-27)

Teacher's Name – Mrs. Gauri Joshi **Grade - 4**

Subject – Science **Month – Nov / Dec**

Topic – Ch13 Pollution **No. of Periods - 11**

Sub - topic: ● Conservation of the environment ● Clean air ● Clean water ● Clean and fertile land ● Calm environment ● Conservation of natural resources
Specific objectives: Encouraging students to learn about the importance of clean environment, different types of pollution and measures to conserve natural resources.
Methodology: Demonstration Method, Explanation Method (learning method), Activity based teaching.
Activities: SEA II will be conducted. Roll no 1 to 20 - Choose any one pollution and make a poster of it showing awareness about it. Roll no 21 to 40- Make a poster to create awareness about conservation of natural resources.
Board work:



Learning outcomes:

By the end of this chapter, students will be able to

• learn about cleanliness of the environment.

• understand the types of pollution.

• learn about natural resources.

• learn about conservation of natural resources.

Application:

Discussion on:

- Human activities which are harmful for nature and measures for reducing the pollution by our day to day activities.

Class assessment/ Recapitulation:

Quiz on the topic for recapitulation, class test for evaluation.

Homework/ worksheets:

Worksheet 2 of science workbook pg. no. 100

Reference: Oxford Advantage

Subject Integration :

- Video
- The chapter integrates Science with Mathematics by collecting graph data regarding global death rates from air pollution, or measure local landfill waste growth over time.
- The chapter integrates Science with Social Studies by mapping the industrial sites against demographics to identify if marginalized communities are disproportionately affected by pollution.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Gauri Joshi **Grade - 4**

Subject – Science **Month – December**

Topic – Ch 10 Air and Atmosphere **No. of Periods - 10**

Sub - topic:

- Components of air
- Properties of air
- Blowing hot and cold air
- Atmosphere

Specific objectives:

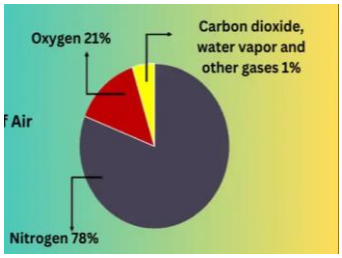
- Enable students to know about air, its components and atmosphere.

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

Activities:

To demonstrate air pressure- Activity details are given on pg. No. 38 of Science Text book.

Board work:



Learning outcomes:

By the end of this chapter, students will be able to

• understand air and its components • learn properties of air • learn uses of air • understand layers of atmosphere • learn how layers of atmosphere are important for life on the earth.
Application: Observe and discuss ● Observe the instruments Flute and trumpet. Discuss how they are depend on air.
Class assessment/ Recapitulation: Quiz on the topic for recapitulation, class test for evaluation.
Homework/ worksheets: Demonstrate the experiment showing air has mass. The activity is given on pg. 37 of textbook.
Reference: Oxford Advantage
Subject Integration : ● Video ● The chapter is integrated Science with Mathematics to analyze pie charts that show the atmosphere's composition (Nitrogen, Oxygen, Trace gases) and work with percentages. ● The chapter is integrated Science with Languages by telling students research air pollution in their city and write persuasive letters to local officials proposing solutions.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Gauri Joshi **Grade - 4**

Subject – Science **Month – January**

Topic – Ch11 Water and its properties **No. of Periods - 15**

Sub - topic:

- Floating and sinking
- Racing drops
- Impurities in water
- Sedimentation, Decantation and Filtration

Specific objectives:

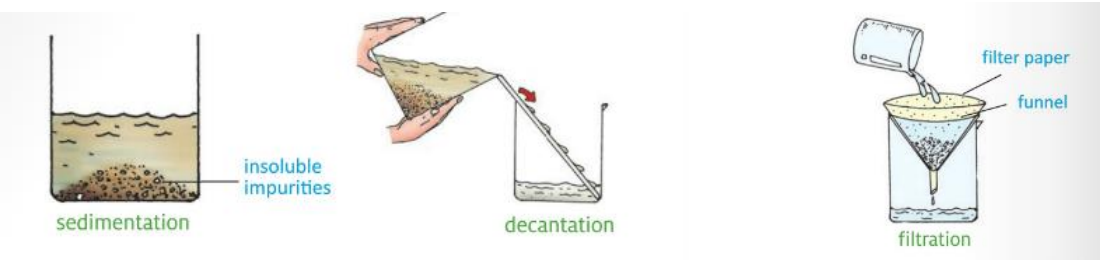
- Students will understand about properties of water.
- Students will learn and understand different methods of purification of water.

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

Activities:

- Find out objects which can float or sink.

Board work:



Learning outcomes:

By the end of this chapter, students will be able to

• understand about sinking and floating of objects.

• learn about impurities in water. • learn more about soluble and insoluble substances. • learn the importance of purification of water. • learn about different methods of water purification.
Application: Discussion on: ● What problems can you face due to shortage of water? ● What will happen if water will not get purified?
Class assessment/ Recapitulation: Quiz on the topic for recapitulation, class test for evaluation.
Homework/ worksheets: Identify the terms related to purification of water. Workbook pg. No. 88 Worksheet no 6
Reference: Oxford Advantage
Subject Integration : ● Video ● The chapter integrates science with art in the form of model making and scrapbook work. ● The chapter integrates Science with Mathematics by relating it with measurement & capacity. Use water tables, cups, and funnels to teach volume, capacity, and measurement through pouring activities. ● The chapter integrates Science with Social Studies by relating it with Geography and Climate: Analyze how high heat capacity affects climate control, ensuring coastal areas have more stable temperatures than inland locations.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Gauri Joshi **Grade - 4**

Subject – Science **Month – Jan/ Feb**

Topic – 12 Soil **No. of Periods - 12**

Sub - topic:

- Formation of Soil
- Soil Profile
- Types of soil
- Soil erosion and soil conservation

Specific objectives:

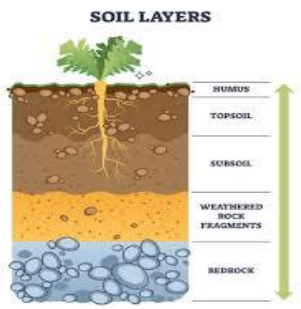
- Encouraging students to know types of soil and ways of soil conservation.

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

Activities:

- Make a model of the chart of soil profile.

Board work:



Learning outcomes:

By the end of this chapter, students will be able to

• learn and understand about types of soil

• learn about the soil profile

• learn about soil fertility and soil erosion.

• understand about the soil conservation and ways for soil conservation.

Application:

- Collect samples of all types of soil and check the capacity of each type of soil's water holding capacity.

Class assessment/ Recapitulation:

Quiz on the topic for recapitulation, class test for evaluation.

Homework/ worksheets:

Worksheet 1 Pg. no. 91 - Draw, label and colour the soil profile.

Reference: Oxford Advantage

Subject Integration :

- Video
- The chapter integrates science with art in the form of making a model soil erosion and soil conservation.
- The chapter integrates science with social studies by using digital soil map for identifying different soil types in your local area.
- The chapter integrates science with mathematics by calculating the volume of soil, the percentage of pore space (air/water), or the rate of erosion.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Elisha Dsouza **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 (2026-27)

Teacher's Name - Elisha Dsouza **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 (2026-27)

Teacher's Name - Elisha Dsouza **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 (2026-27)

Teacher's Name - Elisha Dsouza **Grade – IV**

Subject - Social Science **Month –June**

Topic – L4 **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:

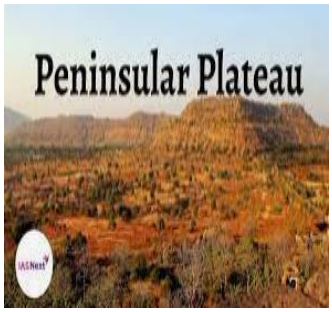
Search for the information and write a paragraph on the tribal people of plateau region

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 (2026-27)

Teacher's Name - Elisha Dsouza **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 (2026-27)

Teacher's Name - Elisha Dsouza **Grade - IV**

Subject - Social Science **Month -July**

Topic – L-06 The Sultanate Period **No. of Periods - 11**

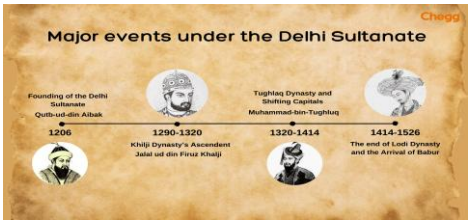
Sub - topic:
- Establishment of the Delhi Sultanate.
- Dynasties of the Delhi sultanate.
- Decline of the Delhi sultanate.

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 (2026-27)

Teacher's Name - Elisha Dsouza **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 (2026-27)

Teacher's Name - Elisha Dsouza **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 2026-27

Teacher's Name: Samiksha Meshram Month: April

Grade: IV No. of periods: 7

Subject: Hindi Topic पाठ- १ मुझको तुम अच्छी लगती हो (कविता)

Subtopic: मुझको तुम अच्छी लगती हो (कविता)
Specific objective:समानार्थक शब्द, समान तुक वाले शब्द, विशेषण, संज्ञा 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 और पाठ्यपुस्तक
Board work: मुख्य शब्द, शब्दार्थ, समानार्थक शब्द, संज्ञा शब्द
Learning outcomes: • कविता को लिखने का उद्देश्य जानेगें । • मौखिक तथा लिखित प्रश्नों के उत्तर देना| • बच्चे हवा की आवश्यकता जानेगें । • लय के साथ कविता पाठ करेंगे जानेगें । • समानार्थक शब्दों को पहचानकर प्रयोग करेंगे। • कविता का सार जानेगें । • कविता की योजना जानेगें । • जीवन में हवा का महत्त्व। • सबकी मदद करना।

Application:

- कविता का सार बताते है।
- समानार्थक शब्दों का सही प्रयोग करेंगे|
- यदि हवा न चले, तब क्या होगा? सोचकर लिखेंगे ।
-

ICT Integrated:

- Video कविता का अनिमेशन

Extra questions/ Class assessment/ Recapitulation : 1) कविता 'मुझको तुम अच्छी लगती हो' में आने वाले समान अर्थवाले शब्द लिखिए|

Homework/ worksheets: कविता पठन, कविता लेखन

Reference: व्याकरण पुस्तक, शब्दकोश

Subject Integration: यह कविता विज्ञान विषय से संबंधित है|

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Samiksha Meshram Month: June

Grade: IV No. of periods: 7

Subject: Hindi Topic: पाठ 2 भीतरी ताकत (घटना वर्णन)

Subtopic: भितरी ताक़त (घटना वर्णन)
Specific objective: संज्ञा के भेद , विलोम शब्द, र के रूप
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।
Activities • घटनाओं के आधार पर उनके कारण और प्रभाव जानना • शब्दों का वाक्य में प्रयोग करना • घटना-वर्णन करना • अभिनय करना
Resources: फलक, चित्र, पर्चियाँ और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ , संज्ञा के भेद , विलोम शब्द, र के रूप
Learning outcomes: • घटना का प्रारूप जानेगें । • विपरीत परिथितियों में हिम्मत बनाए रखना। • चुनौती का सामना करना। • सहायता करना। • परिश्रम करना। • धैर्य,संयम, सकारात्मकता लाना।
Application: • अपठित गद्यान्श पढ़कर उत्तर देना। • विलोम शब्दों का वाक्यों में प्रयोग करेंगे। • मुहावरों का प्रयोग करेंगे।
ICT Integrated:

- Video
- PowerPoint presentation

Extra questions/ Class assessment/ Recapitulation : क्या आपके पास कोई ऐसी घटना हुई है?यदि हा तो कक्षा में सुनाएँ।

Homework/ worksheets: पाठ वाचन, प्रश्न-उत्तर

Reference: व्याकरण पुस्तक, शब्दकोश

Subject Integration: यह घटना वर्णन जीवन मूल्यों पर आधारित है|

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Samiksha Meshram Month: June

Grade: IV No. of periods: 8

Subject: Hindi Topic: पाठ ३ डायरी जी नमस्ते (डायरी)

Subtopic: डायरी जी नमस्ते (डायरी)
Specific objective: संज्ञा शब्द, विलोम शब्द
Methodology: चर्चात्मकपद्धति , कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति
Activities: • मुहावरे का वाक्य में प्रयोग करना • फूल का चित्र बनाना • कहानी पढ़ना
Resources: फलक, चित्र, पर्चियाँ और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ, संज्ञा शब्द, विलोम शब्द
Learning outcomes: • आत्म नियंत्रण सीखना • सभी धर्मों के प्रति आदर का भाव • आपसी संबंध बढ़ाना • परोपकार की भावना का विकास • सेवा-भाव का महत्त्व समझना
Application: • मुहावरों का वाक्य में प्रयोग करना • संज्ञा एवं सर्वनाम शब्दों का वाक्य में प्रयोग करना • विलोम शब्दों का वाक्य में प्रयोग करना • डायरी-विधा से परिचय • संयुक्त व्यंजन का परिचय
ICT Integrated: • Video • PowerPoint presentation

Extra questions/ Class assessment/ Recapitulation: १) अपने विद्यालय में घटी घटनाओ को डायरी विधा में लिखिए|
Homework/ worksheets: पाठ वाचन, प्रश्न-उत्तर, कठिन शब्दों को लिखिए
Reference: व्याकरण पुस्तक, शब्दकोश
Subject Integration: यह पाठ मनोविज्ञान से संबंधित है|

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Samiksha Meshram Month: July

Grade: IV No. of periods: 2

Subject: Hindi Topic: पाठ ४ दो फूल (कहानी)

Subtopic: दो फूल (कहानी)
Specific objective: वचन,मुहावरे, बिंदु (-ं) अनुस्वार तथा चंद्रबिंदु(-ँ)
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • मुहावरे का वाक्य में प्रयोग करना • फूल का चित्र बनाना • कहानी पढ़ना
Resources: फलक, चित्र, पर्चियाँ और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ, वचन,मुहावरे
Learning outcomes: • पेड़-पौधों का संरक्षण करना • पेड़-पौधों का महत्व जानना • पेड़-पौधों को प्रेम के बदले प्रेम देना • मित्र की मदद करना • पर्यावरण का बचाव करना
Application: • मुहावरों का वाक्य में प्रयोग करना • विशेषण शब्दों का वाक्य में प्रयोग करना • विलोम शब्दों का वाक्य में प्रयोग करना • वचन परिवर्तन करके लिखना • बिंदु (-ं) अनुस्वार तथा चंद्रबिंदु(-ँ) अनुनासिक होता है जानेंगे

ICT Integrated: • Video • PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation: जो फूल तुम्हें सबसे अच्छा लगता है, उसका चित्र बनाकर उसमे रंग भरें।
Homework/ worksheets: पाठ वाचन, प्रश्न-उत्तर
Reference: व्याकरण पुस्तक, शब्दकोश
Subject Integration: यह पाठ वनस्पति विज्ञान से संबंधित है।

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Samiksha Meshram
Month: July
Grade: IV
No. of periods: 8

Subject: Hindi Topic- पाठ ५ :स्वछता की मिसाल मावलिन्नांग (पर्यावरण संबधी लेख)

Subtopic: स्वछता की मिसाल मावलिन्नांग
Specific objective: पर्यायवाची शब्द, की/कि में भेद
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • चित्र पहचानकर वाक्य बनाइये • सफाई अभियान पर चार्ट बनाए • अनुभव सुनाना • वार्तालाप
Resources: फलक, चित्र, पर्चियाँ और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ , पर्यायवाची शब्द, की/कि में भेद
Learning outcomes: • स्वच्छता का महत्तव समझाना • स्वच्छता के प्रति जागरूक होना • स्वस्थ जीवन-शैली को अपनाना • प्रकृति का सौदर्य-बोध का वर्णन
Application : • वाचन-लेखन कौशल का विकास • पर्यायवाची शब्द का प्रयोग करना • की/कि में अंतर का प्रयोग करना • विश्लेषणात्मक कौशल का विकास होगा

ICT Integrated: • Video
Extra questions/ Class assessment/ Recapitulation: ‘स्वछता- वर्तमान युग की आवश्यकता’ विषय पर चर्चा करें|
Homework/ worksheets: पाठ वाचन, प्रश्न-उत्तर, कठिन शब्द लिखिए
Reference: व्याकरण पुस्तक, शब्दकोश
Subject Integration:यह पाठ 'पर्यावरण विज्ञान' से संबधित है|

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Samiksha Meshram Month : August

Grade: IV No. of periods: 8

Subject: Hindi Topic: पाठ ६ खेल-खेल में (कविता)

Subtopic: खेल-खेल में
Specific objective : विलोम शब्द,वचन ,समान तुक वाले शब्द,क्रिया
Methodology: स्पष्टीकरण, और प्रश्नोत्तर अध्यापन पद्धति।
Activities • नए शब्दों के अर्थ और वाक्य में प्रयोग करना • विशेषण शब्दों से वाक्य लिखना • संयुक्त व्यंजन से शब्द लिखना • 'मुहावरों ' का वाक्य में प्रयोग करना
Resources: कार्यपुस्तक और पाठ्यपुस्तक, चलचित्र
Board work: मुख्य शब्द और शब्दार्थ , योजक चिह्न,विलोम शब्द,वचन ,समान तुक वाले शब्द,क्रिया
Learning outcomes: • कविता को लिखने का उद्देश्य जानेगें। • लय के साथ कविता पाठ करेंगे। • मेहनत करने की सीख। • आगे बढ़ने की प्रेरणा। • खेलों की आवश्यकता। • खेल भावना जगाएंगे । • विलोम शब्द जानेगें । • वाक्य-निर्माण करेंगे । • क्रिया शब्दों का वाक्य में प्रयोग करेंगे ।

Application:

- छात्र कविता-लेखन का प्रयास करते हैं।
- छात्र विशेषण शब्द पहचानकर वाक्य में प्रयोग करते हैं।
- धातु का अभ्यास होगा
- काव्य बोध करेंगे

ICT Integrated:

- Video
- PowerPoint presentation

Extra questions/ Class assessment/ Recapitulation: लक्ष्य पर दृष्टि रखना क्यों जरुरी है? इस विषय पर चर्चा करेंगे|

Homework/ worksheets: कविता वाचन, कविता लेखन, कठिन शब्द

Reference: व्याकरण पुस्तक, शब्दकोश ,पाठमाला पुस्तक

Subject Integration: यह पाठ शारीरिक शिक्षा से संबधित है|

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Samiksha Meshram Month: August

Grade: IV No. of periods: 8

Subject: Hindi Topic: पाठ: ७ कच्छ का रण उत्सव (लेख)

Subtopic: कच्छ का रण उत्सव
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 महत्व 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 ,विशेषण,वचन, सही वर्तनी वाले शब्द
Learning outcomes : • पाठ के मूल भाव तथा उसमें निहित जीवन-मूल्यों का ज्ञान । • सांस्कृतिक मूल्यों का विकास करना| • गुजरात की संस्कृति का ज्ञान | • पर्यटन का आनंद • सामाजिकता एवं राष्ट्रीयता की भावना का विकास
Application: • क्रिया ,कारक का अभ्यास • वर्णात्मक लेखन शैली का ज्ञान होगा • विशेषण-विशेष्य तथा विरामचिन्हो का अभ्यास होगा

- शुद्ध वर्तनी, वचन का अभ्यास करना

ICT Integrated:

- Video
- PowerPoint presentation

Extra questions/ Class assessment/ Recapitulation: पर्यटन के महत्त्व पर कक्षा चर्चा कीजिए |

Homework/ worksheets: पाठ वाचन, प्रश्न-उत्तर , शब्दार्थ को अभ्यास पुस्तिका में लिखना

Reference: व्याकरण पुस्तक, शब्दकोश

Subject Integration: यह पाठ समाजशास्त्र ,पर्यटन से संबधित है|

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Samiksha Meshram | Month: October

Grade: IV | No. of periods: 8

Subject: Hindi | Topic: पाठ ८: सुप्रिया (एकांकी)

Subtopic: सुप्रिया (एकांकी)
Specific objective: अनेक शब्दों के लिए एक शब्द ,बहुवचन, विशेषण ,वर्ण-विच्छेद
Methodology: स्पष्टीकरण, और प्रश्नोत्तर अध्यापन पद्धति।
• **Activities**: • महात्मा बुद्ध के चित्र में रंग भरे • दूसरों का दुख समझना • सहायता के लिए तत्पर रहना • मिल-जुलकर काम करना ।
Resources: फलक, कार्यपुस्तक और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ ,अनेकार्थक शब्द , कारक , र व्यंजन का संयुक्त रूप
Learning outcomes : • दूसरों का दुख समझना • सहायता के लिए तत्पर रहना • सकारात्मक सोच • मिल-जुलकर काम करना । • परस्पर प्रेम भाव रखना • संवाद, कहानी लिखेंगे । • शुद्ध उच्चारण करेंगे । • पात्रों के बारे में बातचीत करेंगे, अपनी राय देंगे ।
Application: • वाक्यों में योजक शब्द का प्रयोग करेंगे। • वर्ण-विच्छेद करेंगे। • वाचन-लेखन कौशल का विकास

- अनेकार्थक शब्द का अभ्यास
- वाक्यांशों के लिए एक शब्द का अभ्यास

ICT Integrated:

- Video
- PowerPoint presentation

Extra questions/ Class assessment/ Recapitulation:

'संस्कार उत्तम हो' इसलिए हमें क्या करना चाहिए|

Homework/ worksheets: पाठ वाचन, प्रश्न-उत्तर

Reference: व्याकरण पुस्तक, शब्दकोश,पाठमाला पुस्तक

Subject Integration: यह पाठ दर्शनशास्त्र, अध्यात्म से संबंधित है|

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Samiksha Meshram Month: october

Grade: IV No. of periods: 7

Subject: Hindi Topic: पाठ ९: गुलाबी नगरी (ई- मेल)

Subtopic: गुलाबी नगरी (ई- मेल)
Specific objective: क्रिया शब्द, अनेकार्थी शब्द , विलोम शब्द, वाक्य पूरे करना
Methodology: स्पष्टीकरण, और प्रश्नोत्तर अध्यापन पद्धति।
Activities: • देश-विदेश के दर्शनीय स्थल के चित्रों की चर्चा करना • चित्र-वर्णन • औपचारिक पत्र लेखन करना • शुद्ध उच्चारण के साथ पठन • कठिन शब्दों का अर्थ बताना • शुद्ध शब्द लिखना
Resources: फलक, कार्यपुस्तक और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ , अनेकार्थी शब्द, संज्ञा शब्द
Learning outcomes: • जिज्ञासु प्रवृत्ति का विकास करना • प्रतिस्पर्धा स्वभाव का विकास करना • सहयोग की भावना का विकास तथा सौन्दर्य -बोध • शुद्ध उच्चारण करेंगे । • कठिन शब्दों का अर्थ जानकर प्रयोग करेंगे । • पाठ्यपुस्तक से इतर सामग्री पढ़ने के प्रति उत्सुक बनेंगे।
Application: • अपने अनुभव लिखना • शुद्ध उच्चारण के साथ पठन • अतीत, वास्तु-शैली तथा इ-मेल लेखन शैली का ज्ञान • सामानार्थक शब्द, शुद्ध वर्तनी का ज्ञान

- व्यक्तिवाचक संज्ञा का अभ्यास

ICT Integrated:

- Video
- PowerPoint presentation

Extra questions/ Class assessment/ Recapitulation:

आप अपने मित्र को एक ई-मेल लिखने का प्रयास करें|

Homework/ worksheets: पाठ वाचन, प्रश्न-उत्तर

Reference: व्याकरण पुस्तक, शब्दकोश

Subject Integration: यह पाठ समाजशास्त्र ,पर्यटन से संबधित है|

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Samiksha Meshram Month: October

Grade: IV No. of periods: 8

Subject: Hindi Topic: पाठ १० : दादा जी की चौपाल (विज्ञान कथा)

Subtopic: दादा जी की चौपाल (विज्ञान कथा)
Specific objective : सयुंक्त व्यंजन, विलोम शब्द, वर्ण विच्छेद
Methodology: स्पष्टीकरण, और प्रश्नोत्तर अध्यापन पद्धति।
Activities: • वर्ण-विच्छेद की जानकारी • शुद्ध उच्चारण के साथ पठन • मुहावरों का प्रयोग करेंगे। • पढ़ी हुई सामग्री व निजी अनुभव को जोड़कर विचारों की अभिव्यक्ति
Resources: फलक, कार्यपुस्तक और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ, सयुंक्त व्यंजन, विलोम शब्द, वर्ण विच्छेद
Learning outcomes: • वैज्ञानिक मूल्य अपनाना • जिज्ञासु बनाना • तर्कपूर्ण सोच का विकास तथा सामजिकता • मुहावरों का प्रयोग करेंगे। • बच्चे सामाजिक, आत्मीय बनेंगे । • शुद्ध उच्चारण करेंगे । • वर्ण-विच्छेद की जानकारी
Application: • मुहावरों का प्रयोग करेंगे। • शुद्ध उच्चारण के साथ पठन। • अनेकार्थक शब्दों का अभ्यास • विलोम शब्द का पुनः अभ्यास
ICT Integrated: • Video

• PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation: १) कठिन परिस्थियों में हमें क्या करना चाहिए?
Homework/ worksheets: पाठ वाचन, प्रश्न-उत्तर
Reference: व्याकरण पुस्तक, शब्दकोश ,पाठमाला पुस्तक
Subject Integration: यह पाठ दर्शनशात्र तथा विज्ञान से संबंधित है|

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Samiksha Meshram Month:November

Grade: IV No. of periods: ५

Subject: Hindi Topic: पाठ ११ आनंद का त्योहार (वार्तालाप)

Subtopic: आनंद का त्योहार (वार्तालाप)
Specific objective: विलोम शब्द, द्वित्व व्यंजन, समानार्थक शब्द
Methodology: स्पष्टीकरण, और प्रश्नोत्तर अध्यापन पद्धति।
Activities : • पाठ का शुद्ध उच्चारण के साथ पठन करना • त्योहार के चित्र पहचानकर नाम बताना • पात्रों की भावनाएँ लिखना • उपहार का महत्व बताना • पोंगल से संबधित कोलम को बनाकर रंग भरना
Resources: फलक, कार्यपुस्तक और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ , विलोम शब्द,द्वित्व व्यंजन, समानार्थक शब्द
Learning outcomes: • बड़ों का आदर • सहयोग करना • मिलकर उत्सव मनाना • त्योहारों का महत्व • संस्कृति की जानकारी • सामाजिकता एवं एकता की भावना को बल
Application: • विलोम शब्द का अभ्यास

- विशेषण का अभ्यास
- वाचन-लेखन कौशल का विकास
- विलोम शब्द, सामनार्थक शब्द का अभ्यास

ICT Integrated:

- Video
- PowerPoint presentation

Extra questions/ Class assessment/ Recapitulation:

१) त्योहार हमारे लिए क्यों आवश्यक है?

Homework/ worksheets: पाठ वाचन, कठिन शब्द

Reference: व्याकरण पुस्तक, शब्दकोश

Subject Integration: यह पाठ समाजशास्त्र तथा इतिहास से संबधित है|

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Samiksha Meshram Month: December

Grade: IV No. of periods: ५

Subject: Hindi Topic: पाठ १२ : औरों के लिए जीओ (प्रेरक प्रसंग)

Subtopic: औरों के लिए जीओ
Specific objective : 'र' के रूप, विलोम श्ब्द, विशेषण ,उपसर्ग
Methodology: स्पष्टीकरण, और प्रश्नोत्तर अध्यापन पद्धति।
Activities: • वर्ण विच्छेद का अभ्यास करना • परोपकार पर चर्चा करना • शुद्ध उच्चारण और हावभाव के साथ पठन • 'र' के रूप लिखाना • संज्ञा की पहचानना
Resources: फलक, कार्यपुस्तक और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ, विलोम शब्द, वर्ण विच्छेद , काल
Learning outcomes : • सकारात्मक सोच का विकास करना • पाठ में निहित जीवन मूल्यों को अपनाएँगे • सबको समान समझना • कहानी का मुख्य विषय जानेगें • परिश्रम और सहनशीलता का विकास • शुद्ध उच्चारण करेंगे । • क्रिया शब्दों का सही प्रयोग करेंगे। • अपनी बात तर्कों के साथ प्रस्तुत करेंगे
Application: • वाचन तथा लेखन कौशल का विकास • विशेषण-विशेष्य , वर्ण विच्छेद तथा काल का अभ्यास • शुद्ध उच्चारण और हावभाव के साथ पठन,

ICT Integrated: • Video • PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation: मदर टेरेसा के विषय में कुछ जानकारी एकत्रित करें|
Homework/ worksheets: पाठ वाचन, प्रश्न-उत्तर ,कठिन शब्द
Reference: व्याकरण पुस्तक, शब्दकोश, पाठमाला
Subject Integration: यह पाठ नीतिशास्त्र और नैतिक शिक्षा से संबधित है|

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Samiksha Meshram Month: January

Grade: IV No. of periods: 8

Subject: Hindi Topic: पाठ १३ : कायांतरण (कहानी)

Subtopic: कायांतरण
Specific objective : वर्ण-विच्छेद, की/कि में अंतर
Methodology: स्पष्टीकरण, और प्रश्नोत्तर अध्यापन पद्धति।
Activities: • शुद्ध उच्चारण के साथ पठन • अनेकार्थी शब्दों का परिचय • सर्वनाम शब्दों का परिचय • पढ़ी हुई सामग्री व निजी अनुभव को जोड़कर विचारों की अभिव्यक्ति • अपने पिताजी के बारे में अनुच्छेद लिखेंगे
Resources: फलक, कार्यपुस्तक और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ, वर्ण-विच्छेद, की/कि में अंतर
Learning outcomes: • मधुर व्यवहार के बारे में जानना • सूझ-बूझ , सहृदयता का ज्ञान • मनुष्यता के बारे में समझना • मुहावरों का प्रयोग करेंगे। • अनेक शब्दों के लिए एक शब्द लिखेंगे । • बच्चे सामाजिक, आत्मीय बनेंगे ।
Application: • कहानी की भाषा शैली का ज्ञान • वाचन-लेखन कौशल का विकास • वर्ण-विच्छेद,सर्वनाम,वचन तथा की/कि का प्रयोग करना • अनेक शब्दों के लिए एक शब्द लिखेंगे । • शुद्ध उच्चारण के साथ पठन।

ICT Integrated:

- Video
- PowerPoint presentation

Extra questions/ Class assessment/ Recapitulation:

कौन-सी विशेषताएँ इनसान को उत्तम दर्जे का इनसान बनाती है| इस विषय पर चर्चा करेंगे|

Homework/ worksheets: पाठ वाचन, प्रश्न-उत्तर , कठिन शब्द का अभ्यास

Reference: व्याकरण पुस्तक, शब्दकोश

Subject Integration: यह पाठ नैतिक दर्शन, मानविकी से संबधित है |

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Samiksha Meshram Month: January

Grade: IV No. of periods: 7

Subject: Hindi Topic: पाठ १४ :गौरैया से (कविता)

Subtopic: गौरैया से
Specific objective : पर्यायवाची शब्द, संज्ञा
Methodology: स्पष्टीकरण, और प्रश्नोत्तर अध्यापन पद्धति।
Activities: • कविता लेखन • समान तुक वाले शब्दों की पहचान • लय के साथ शुद्ध वाचन • पर्यायवाची शब्द का सही प्रयोग करना
Resources: फलक, कार्यपुस्तक और पाठ्यपुस्तक
Board work: मुख्य शब्द और शब्दार्थ, पर्यायवाची शब्द, संज्ञा
Learning outcomes : • कविता को लिखने का उद्देश्य जानेगें । • कविता का सार जानेगें । • निडरता, समझदारी तथा आत्मविश्वास को जानना • पशु-पक्षियों से प्रेम करना • सकारात्मक सोच, अनवरत प्रयास का अभ्यास
Application: • नए शब्दों के अर्थ जानकर वाक्य में प्रयोग करना • लय के साथ शुद्ध वाचन • संज्ञा तथा पर्यायवाची शब्द का सही प्रयोग करना

ICT Integrated: • Video • PowerPoint presentation
Extra questions/ Class assessment/ Recapitulation: यदि गौरैया बोल पातीं तो वह क्या बातें करती इस विषय पर चर्चा करें|
Homework/ worksheets: कविता पठन ,कविता लेखन
Reference: व्याकरण पुस्तक, शब्दकोश
Subject Integration: यह कविता प्रेरणात्मक दर्शन, जीव विज्ञान से संबधित है|

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Jyoti Patil Class: 4

Subject: Marathi **Topic: 1 आला क्षण गेला क्षण** No. of periods: 3

Subtopic: आला क्षण गेला क्षण (कविता) • व्याकरण - समानार्थी, विरुद्धार्थी
Specific objective: विद्यार्थींना वेळचे महत्व समजावून सांगणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: कविता ताला सुरात म्हणून घेतली. • नवीन शब्दांचे वाचन.
Resources: घड्याळचा फोटो दाखविणे.
Board work: शब्दार्थ, प्रश्न उत्तरे, व्याकरण (उदाहरणे).
Learning outcomes: कवितेचा भावार्थ समजणे आवश्यक आहे.
Application: विद्यार्थींना वेळेचे महत्व या विषयावर पाच वाक्य लिहिता आले.
ICT Integrated: चित्रफिती **Sub Integrated**: **Art –** विद्यार्थी घड्याळाचे चित्र रंगवतील. **Maths –** अंकांचे ज्ञान
Extra questions/ Class assessment/ Recapitulation: "तुमची दिनचर्या" (निबंध लिहा)
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Jyoti Patil Class: 4

Subject: Marathi **Topic: 2 चातुर्य** No. of periods: 3

Subtopic: चातुर्य, व्याकरण • (लिंग बदला, शब्द, वर्तमान काळ)
Specific objective: परिश्रमानेच यश प्राप्त होते ही शिकवण देणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: 'मेहनतीचे महत्व' सांगणे. • त्यांच्या आवडीची गोष्ट सांगणे.
Resources: पुस्तक
Board work: शब्दार्थ, प्रश्न उत्तरे, व्याकरण (उदाहरणे)
Learning outcomes: लोभ नेहमी वाईट असतो हे समजते. • परिश्रमाचे महत्व समजते.
Application: गोष्ट ऐकण्याची व वाचण्याची आवड निर्माण होते.
ICT Integrated: चित्रफिती व व्हिडीओ **Sub Integrated**: **Value edu –** विद्यार्थ्यांना परिश्रमाचे महत्व समजते.
Extra questions/ Class assessment/ Recapitulation: वचन बदला, लिंग बदला, समानार्थी, विरुद्धार्थी शब्द, वर्तमान काळ यांची उदाहरणे.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Jyoti Patil Class: 4

Subject: Marathi **Topic: 3 झेंडा अमुचा** No. of periods: 3

Subtopic: झेंडा अमुचा (कविता), व्याकरण (वचन बदला,) नाम
Specific objective: विद्यार्थांना भारतीय असण्याचा अभिमान बाळगावा ही शिकवण देणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: कविता ताला सुरात म्हणून घेतली. • पाच विविध देशांची राष्ट्रध्वज जमा करून त्यांची नावे लिहिणे
Resources: विविध देशांचे राष्ट्रध्वज फोटो दाखविणे.
Board work: शब्दार्थ, प्रश्न उत्तरे, व्याकरण (उदाहरणे)
Learning outcomes: कवितेचा भावार्थ समजतात. • विद्यार्थांना भारतीय असण्याचा अभिमान बाळगावा ही शिकवण मिळते.
Application: विद्यार्थीना भारताविषयी पाच वाक्य लिहिता आले.
ICT Integrated: विविध देशाचे राष्ट्रध्वज चित्रे. **Sub Integrated**: **GK –** विविध देशांचे राष्ट्रध्वज व त्यांची माहिती मिळते.
Extra questions/ Class assessment/ Recapitulation: भारत माझा देश (निबंध लिहा)

Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Jyoti Patil Class: 3

Subject: Marathi **Topic: 4 गुरुपौर्णिमा** No. of periods: 2

Subtopic: गुरुपौर्णिमा, (व्याकरण समानार्थी शब्द, वाक्यात उपयोग करा)
Specific objective: विद्यार्थांना नवीन तसेच कठीण शब्द समजावणे. गुरूबद्दल आदर भावनेचा विकास करणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: गुरु शिष्य यांच्या जोड्या लावणे. • माझे शिक्षक यावर पाच वाक्य लिहणे.
Resources: पुस्तक
Board work: शब्दार्थ, प्रश्न उत्तरे, व्याकरण (उदाहरणे)
Learning outcomes: गुरूबद्दल आदर भावनेचा विकास करणे. • . शब्दांचा वाक्यात उपयोय करणे.
Application: नवीन शब्द बनवता येतात.
ICT Integrated: ------- **Sub Integrated**:

Value edu – गुरूबद्दल आदर भाव व थोर गुरु शिष्य यांच्या जोड्याची माहिती.
Extra questions/ Class assessment/ Recapitulation: समानार्थी शब्द, वाक्यात उपयोग करा
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Jyoti Patil Class: 4

Subject: Marathi **Topic: 5 सरीवर सरी (कविता)** No.of periods: 3

Subtopic: सरीवर सरी (कविता), व्याकरण, विरुद्धार्थी शब्द, शब्दांचा वाक्यात उपयोग.
Specific objective: विद्यार्थांना सर्वाना मदत करावी हे समजावणे. नवीन शब्द समजावणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: - पावसाळा या विषयावर निबंध. • कविता तालासुरात म्हणणे
Resources: पुस्तक
Board work: शब्दार्थ, प्रश्न उत्तरे, व्याकरण (उदाहरणे).
Learning outcomes: कवितेचा भावार्थ समजून घेतात. स्मरणशक्तीचा विकास होतो.
Application: कवितेचा भावार्थ समजून घेणे. कठीण शब्दांचा वाक्यात उपयोग करणे.
ICT Integrated: व्हिडिओ **Sub Integrated**: **Geography :** पाऊसाविषयी व वातावरणातील बदलांविषयी माहिती
Extra questions/ Class assessment/ Recapitulation: शब्दांचा वाक्यात उपयोग करा.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Jyoti Patil Class: 4

Subject: Marathi **Topic: 6 मित्राची मदत** No. of periods: 3

Subtopic: मित्राची मदत, व्याकरण (शब्दांचा वाक्यात उपयोग)
Specific objective: विद्यार्थींना सर्वांना मदत करावी हे समजावणे. नवीन शब्द समजावणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: - शब्द कोडे तयार करुन मित्रांची नावे तयार करणे. • तुम्ही मित्रांना मदत करता का? वर्गात चर्चा करणे
Resources: पुस्तक
Board work: शब्दार्थ, प्रश्न उत्तरे, व्याकरण (उदाहरणे).
Learning outcomes: दुसऱ्यांना मदत केल्याने स्वःताला फायदा होतो हे समजते.
Application: दुसऱ्यांना मदत केल्याने स्वःताला तसेच इतरांना आनंद होतो.
ICT Integrated: ------- **Sub Integrated**: **Value Edu** : इतराना मदत केल्यातुन आनंद मिळतो ते समजतात.
Extra questions/ Class assessment/ Recapitulation: शब्दांचा वाक्यात उपयोग करा.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Jyoti Patil Class: 4

Subject: Marathi **Topic: 7 आईची शिकवण** No. of periods: 3

Subtopic: आईची शिकवण (व्याकरण- विरुद्धार्थी शब्द, वचन बदला)
Specific objective: विद्यार्थी मधील सद्गुणांचा विकास करणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: गोष्ट सांगितली. आई विषयी कविता गायन.
Resources: पुस्तक
Board work: शब्दार्थ, प्रश्न उत्तरे.
Learning outcomes: विद्यार्थीना स्वच्छतेचे महत्व समजावणे व त्याचबरोबर पशुपक्षी, झाडे यांची काळजी कशी घ्यावी यांची माहिती करून घेणे.
Application: शब्दाचे अर्थ समजणे, स्वच्छतेचे महत्व.
ICT Integrated: ------- **Sub Integrated**: **English** : प्राण्यांची नावे इंग्लिश मध्ये शिकतात.
Extra questions/ Class assessment / Recapitulation: विरुद्धार्थी शब्द, वचन बदला
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Jyoti Patil Class: 4

Subject: Marathi **Topic: 8 कोकण भूमी (कविता)** No. of periods: 3

Subtopic: कोकण भूमी (कविता), (व्याकरण समानार्थी शब्द, वाक्यात उपयोग करा)
Specific objective: विद्यार्थींना कवितेचा भावार्थ समजावणे. नवीन शब्द समजावणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: आपल्या गावाबद्दलचे वर्णन पाच वाक्यात लिहा.
Resources: पुस्तक
Board work: शब्दार्थ, प्रश्न उत्तरे, व्याकरण (उदाहरणे).
Learning outcomes: नवीन शब्द कसे बनवतात हे समजते.
Application: नवीन शब्द बनवता येतात.
ICT Integrated: ------- **Sub Integrated**: **Geography:** कोकण विभागाची विशेष माहिती देणे.
Extra questions/ Class assessment/ Recapitulation: समानार्थी शब्द, वाक्यात उपयोग करा
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Jyoti Patil Class: 4

Subject: Marathi **Topic: 9 राजा आणि शुध्द हवा** No. of periods: 3

Subtopic: राजा आणि शुध्द हवा
Specific objective: विद्यार्थीना वनांचे संवर्धन व उपयोग याची माहिती करून घेणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: झाडांच्या पाने रंगवून त्यांचे ठसे वहीचे पान अथवा टी-शर्ट वर काढणे. आपला परिसर स्वच्छ ठेवल्याने होणारे फायदे. विचारणे
Resources: पुस्तक
Board work: शब्दार्थ, प्रश्न उत्तरे.
Learning outcomes: विद्यार्थीना वनांचे संवर्धन व उपयोग याची माहिती करून घेणे.
Application: आपला परिसर स्वच्छ ठेवल्याने होणारे फायदे विद्यार्थीना समजतात.
ICT Integrated: ------- **Sub Integrated**: **Science** : झाडांचे महत्व व निसर्गातील त्याचे योगदान.
Extra questions/ Class assessment / Recapitulation: शब्दांची फोड करा
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Jyoti Patil Class: 4

Subject: Marathi **Topic: 10 गणेशोत्सव** No. of periods: 3

Subtopic: गणेशोत्सव (व्याकरण - वचन बदला)
Specific objective: विद्यार्थींना सण व सण साजऱ्या करण्याच्या पद्धती यांची माहिती करून घेणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: गणेशोत्सव कसा साजरा करतात ते पाच वाक्यात सांगा.
Resources: पुस्तक
Board work: शब्दार्थ, प्रश्न उत्तरे.
Learning outcomes: भारतातील सणाचे महत्व समजतात. विविध सण कसे साजरा करतात ते समजतात.
Application: वेगवेगळे राज्य व तेथील सण यांची माहिती.
ICT Integrated: ------- **Sub Integrated**: **Geography :** भारतातील निरनिराळ्या सणांची व राज्यांची माहिती.
Extra questions/ Class assessment / Recapitulation: वचन बदला.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Jyoti Patil Class: 4

Subject: Marathi **Topic: 11 उठा, उठा चिऊताई** No. of periods: 3

Subtopic: उठा, उठा चिऊताई (कविता)
Specific objective:. कष्टाचे महत्व समजणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: माझा आवडता पक्षी या विषयी माहिती लिहा. कविता तालासुरात गायन करणे.
Resources: पुस्तक
Board work: शब्दार्थ, प्रश्न उत्तरे.
Learning outcomes: कष्टाचे महत्व समजतात.
Application: कवितेचा भावार्थ समजतात.
ICT Integrated: ------- **Sub Integrated**: **Social science** : निसर्गातील बदल व चिमणी या पक्ष्याची विशेष माहिती.
Extra questions/ Class assessment / Recapitulation: जोड- शब्दाचा सराव करणे.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name Jyoti Patil Class: 4

Subject: Marathi **Topic: 12 हत्तीची फजिती** No. of periods: 3

Subtopic: हत्तीची फजिती
Specific objective: विद्यार्थीनमधील सद्गुणांचा विकास करणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: हत्ती आणि मुंगीची गोष्ट सांगणे. हत्तीचा मुखवटा (face mask) बनवणे.
Resources: पुस्तक
Board work: शब्दार्थ, प्रश्न उत्तरे, व्याकरण (उदाहरणे).
Learning outcomes: प्रत्येक गोष्टीचा बारकाईने विचार करावा हे समजते.
Application: गोष्ट ऐकण्याची व वाचण्याची आवड निर्माण होते.
ICT Integrated: ------- **Sub Integrated**: **Social science** : हत्ती विषयी विशेष माहिती.
Extra questions/ Class assessment / Recapitulation: नवीन शब्दांचे अर्थ, प्रश्न उत्तरे.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Jyoti Patil Class: 4

Subject: Marathi **Topic: 13 पुणे एक शहर** No. of periods: 3

Subtopic: पुणे एक शहर, (व्याकरण क्रियापद, जोड- शब्द)
Specific objective: विद्यार्थीना महाराष्ट्रातील पर्यटन स्थळे, माहिती करून देणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: पुण्यातील इतर दर्शनीय स्थळांची माहिती मिळवणे. महाराष्ट्रातील दर्शनीय स्थळांचे चित्रासहीत नावे लिहिणे.
Resources: पुस्तक
Board work: शब्दार्थ, प्रश्न उत्तरे.
Learning outcomes: विद्यार्थीना महाराष्ट्रातील पर्यटन स्थळे, माहिती करून घेणे.
Application: आपला परिसर व पर्यटन स्थळे, स्वच्छ ठेवणे हे समजतात.
ICT Integrated: ------- **Sub Integrated**: **Geography**: महाराष्ट्रातील शहरांची ओळख.
Extra questions/ Class assessment / Recapitulation: जोड- शब्दाचा सराव करणे. योग्य क्रियापद लिहणे.

Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Jyoti Patil Class: 4

Subject: Marathi **Topic: 14 मला वाटते... (कविता)** No. of periods: 3

Subtopic: मला वाटते...(कविता)
Specific objective: विद्यार्थीच्या आकलनशक्तीचा विकास करणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: कविता ताला सुरात म्हणून घेतली.
Resources: पुस्तक
Board work: शब्दार्थ, प्रश्न उत्तरे.
Learning outcomes: विद्यार्थीमध्ये विविधतेत एकता असते ही भावना रूजवणे.
Application: शब्दाचे अर्थ समजणे, कवितेचा भावार्थ समजून घेणे.
ICT Integrated: ------- **Sub Integrated**: **Social science** : वेगवेगळ्या पक्ष्यांची माहिती.
Extra questions/ Class assessment / Recapitulation: वाक्यात उपयोग करा.

Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 4**

Subject - Art & Craft **Month -April**

Topic – Ugadi Festival **No. of Periods - 1**

Sub - topic: • **Coloring**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring,
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 4**

Subject - Art & Craft **Month -April**

Topic – Castle **No. of Periods - 1**

Sub - topic: • **Coloring**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring,
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 4**

Subject - Art & Craft **Month- April**

Topic – Leafy animals **No. of Periods - 1**

Sub - topic: • **Leaf Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 4**

Subject - Art & Craft **Month – April**

Topic – Flowers **No. of Periods - 1**

Sub - topic: • **Stippling**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 4**

Subject - Art & Craft **Month -April**

Topic – Lily Flowers **No. of Periods - 1**

Sub - topic: • **Pencil Shading**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: **Pencil Shading**
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month -June**

Topic – Earth Day **No. of Periods - 1**

Sub - topic: • **Coloring Leaf & Glitter Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring,
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month –June**

Topic – Beetle insect **No. of Periods - 1**

Sub - topic: • **Positive & Negative Effects**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing and Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month –June**

Topic – Flower pot **No. of Periods - 1**

Sub - topic: • **Stippling**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month - June**

Topic – Lily Flowers **No. of Periods - 1**

Sub - topic: • **Pencil Shading**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: **Pencil Shading**
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month -June**

Topic – Lips **No. of Periods - 1**

Sub - topic: • **Pencil Shading**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: **Pencil Shading**
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month -July**

Topic – Mewar Festival **No. of Periods - 1**

Sub - topic: • **Coloring & Sequin Pasting**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 4**

Subject - Art & Craft **Month –July**

Topic – Jawaharlal Nehru **No. of Periods - 1**

Sub - topic: • **Portrait**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing and Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month –July**

Topic – Mermaid **No. of Periods - 1**

Sub - topic: • **Pencil Shaving**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month -July**

Topic – Pitcher **No. of Periods - 1**

Sub - topic: • **Still Life**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: **Drawing**
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 4**

Subject - Art & Craft **Month -July**

Topic – Bird **No. of Periods - 1**

Sub - topic: • **Poster Color**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: **Coloring**
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 4**

Subject - Art & Craft **Month -August**

Topic – World Laughter Day **No. of Periods - 1**

Sub - topic: • **Coloring**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 4**

Subject - Art & Craft **Month –August**

Topic – Warli Art **No. of Periods - 1**

Sub - topic: • **Folk Art**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing and Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 4**

Subject - Art & Craft **Month –August**

Topic – Giraffe **No. of Periods - 1**

Sub - topic: • **Sandpaper Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 4**

Subject - Art & Craft **Month -August**

Topic – Flower vase **No. of Periods - 1**

Sub - topic: • **Knife Painting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: **Coloring**
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month -September**

Topic – Horse **No. of Periods - 1**

Sub - topic: • **Silhouette Painting**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing and Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month – September**

Topic – Queen **No. of Periods - 1**

Sub - topic: • **Glitter Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing and Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month –September**

Topic – snowfall **No. of Periods - 1**

Sub - topic: • **Drawing by Erasing**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Pencil Shading
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**
Subject - Art & Craft **Month- September**
Topic – Flower vase **No. of Periods - 1**

Sub - topic: • **Knife Painting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: **Coloring**
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month -October**

Topic – Peace Day **No. of Periods - 1**

Sub - topic: • **Coloring & Cotton Pasting**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring & Pasting
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month -October**

Topic – Thread Painting **No. of Periods - 1**

Sub - topic: • **Abstract Art**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Thread Activity
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month -October**

Topic – Duck **No. of Periods - 1**

Sub - topic: • **Origami**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month – October**

Topic – Landscape **No. of Periods - 1**

Sub - topic: • **Scratching Technique**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month – October**

Topic – Rooster **No. of Periods - 1**

Sub - topic: • **Air Blow Painting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month -November**

Topic – Pushkar Camel Fair **No. of Periods - 1**

Sub - topic: • **Coloring & Sequins**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month -November**

Topic – Spiderman mask **No. of Periods - 1**

Sub - topic: • **Mask Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month -November**

Topic – Tortoise **No. of Periods - 1**

Sub - topic: • **Paper Model**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month –November**

Topic – Leaf Printing **No. of Periods - 1**

Sub - topic: • **Coloring**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month -December**

Topic – Star **No. of Periods - 1**

Sub - topic: • **Optical Illusion**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 4**

Subject - Art & Craft **Month - December**

Topic – Christmas **No. of Periods - 1**

Sub - topic: • **Card Making**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month -December**

Topic – Expressive Words **No. of Periods - 1**

Sub - topic: • **Coloring**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month –December Topic –** Snail **No. of Periods - 1**

Sub - topic: • **Paper Quilling**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month -January**

Topic – National Science Day **No. of Periods - 1**

Sub - topic: • **Coloring**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month -January**

Topic – Honey Bee **No. of Periods - 1**

Sub - topic: • **Craft Time**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month -January**

Topic – Strawberry **No. of Periods - 1**

Sub - topic: • **Hand Print Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month –January**

Topic – Elephant **No. of Periods - 1**

Sub - topic: • **Mithila Art**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month –January**

Topic – Giraffe **No. of Periods - 1**

Sub - topic: • **Sandpaper Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss.Shital **Grade - 4**

Subject - Art & Craft **Month -February**

Topic –Assessment **No. of Periods - 1**

Sub - topic: • **Paper Collage**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Ms. Sushma Duggaraju **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: • o What does a rabbit need protection from? • o 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.

  Explanation

- Ask the learners to read the story. Model some lines in order to help them with intonation and gestures.
- Ask the learners to use the difficult words in different sentences.
- Hold an interactive session engaging all students for a discussion on the theme of the story.
- Ask them to express their opinion about the title of the story.
- Ask them if they can suggest another title for the story. This will enable the students to have a clearer understanding of what the story deals with, and how it relates to their own perception of their goals.
- Identify the types of nouns and solve the exercises from the grammar book.

- Board work: New words from the book. Questions and answers will be given to students.

Learning outcomes:

- To enable the comprehension of the story.
- 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 and plural.

Application: Reference book

Subjects Integrated:

ICT: Stories and videos related to sea animals

Science: i. Habitat of marine animals

ii. Ocean and coastal environment

iii. Animals with shells (Adaptation)

iv. Natural Objects vs Living Things

Class assessment/ Recapitulation: Questions will be asked based on the topic.

Homework: Textbook page no. 17 Read and Answer Q. A.

Reference: Oxford Advantage Part A

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Ms. Sushma Duggaraju **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:
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 sometime to think about it. Elicit multiple responses 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.

Explanation:

- 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 difficult words in different sentences.
- 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.

Board work: New words from the book. Questions and answers will be given to students

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

Subjects Integrated: ICT: Videos based on identifying different smells

Science: i. Human body parts and their functions

ii. Sense Organs**:** Five senses

iii. Sense of smell (Olfactory system)

iv. Hygiene of sense organs

v. Functions of facial features

vi. Importance of body organization

vii. Imagination vs Reality

Class assessment/ Recapitulation: Oral discussion of question and answer

Homework :- Textbook page no. 30 Understand the Poem Q. A.

Reference: Oxford Advantage Part A

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name - Ms. Sushma Duggaraju **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.

- Read aloud the question given in the ‘I Wonder’ section. Allow the students to think about it. Elicit multiple responses by asking them to raise silent hands.
- Some students may come up with unusual or creative responses. Make sure to appreciate them
- Instruct the students to read the question given in the ‘I Know’ section.
- Ask them to silently read the jumbled letters and solve them to get the names of trees.

Explanation

- Ask the learners to read the story. Model some lines to help them with intonation and gestures.
- Ask the learners to use difficult words in different sentences.
- Hold an interactive session engaging all students for a discussion on the theme of the story.
- Ask them to express their opinion about the title of the story.
- Ask them if they can suggest another title for the story. This will enable the students to have a clearer understanding of what the story deals with, and how it relates to their own perception of their goals.

Board work: New words from the book. Questions 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: Factual

Subjects Integrated:

ICT- Videos on different types of trees, leaves, habitats and adaptations

Science: i. Different types of trees, habitats and adaptations

ii. Evergreen vs Deciduous Trees

iii. Why trees shed leaves

iv. Seasons and climate

v. Animal-plant relationship

vi. Environmental Awareness / Caring for Nature vii. Myth vs Science viii. Types of leaves
Class assessment/ Recapitulation: Questions will be asked based on the topic.
Homework/ worksheets: Textbook page no. 39 Read and Answer Q. A.
Reference: Oxford Advantage Part A

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name - Ms. Sushma Duggaraju **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 Classroom discussion

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.
- Read aloud the question given in the ‘I Wonder’ section. Allow the students to think about it. Elicit multiple responses by asking them to raise silent hands.
- Some students may come up with unusual or creative responses. Make sure to appreciate them
- Instruct the students to read the question given in the ‘I Know’ section.
- Ask them to silently look at the diagram and label the parts of the insect in the given diagram.

Explanation

- Ask the learners to read the story. Model some lines to help them with intonation and gestures.
- Ask the learners to use difficult words in different sentences.
- Hold an interactive session engaging all students for a discussion on the theme of the story.
- Ask them to express their opinion about the title of the story.
- Ask them if they can suggest another title for the story. This will enable the students to have a clearer understanding of what the story deals with, and how it relates to their own perception of their goals.

Board work: New words from the book. Questions 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

Subjects Integrated:

ICT- Showing children videos of different insects and bugs. Art- Ask the children to draw the diagram of any one insect and label its parts. Science – i. Identify the common features and characteristics of insects. ii. Importance of insects in nature. iii. Defense mechanisms in animals. iv. Sense organs in insects. v. Cleanliness and hygiene. vi. Smell and air (Odours and air).
Class assessment/ Recapitulation: Questions will be asked based on the topic.
Homework: Textbook page no. 53 Read and Answer Q. A.
Reference: Oxford Advantage Part A

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name - Ms. Sushma Duggaraju **Grade - 4**

Subject - English **Month - September**

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 Classroom discussion
Methodology: Activity: • Ask the students to open page 79 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 to think about it. Elicit multiple responses 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 name of the states. Then, read the names aloud so they can hear the correct pronunciation of each word. Ask the students to match the dolls with the Indian States they belong to.

- You may also ask them the following questions:
-
  - Which is your favourite Indian State and why?
-
  - What are some unique things you find in that State?

- Elicit multiple responses and give feedback, if needed.
- You can also ask the students to think of some describing words they can associate with dolls.

Explanation:

- Ask the learners to read and recite the poem. Model some lines to help them with intonation and gestures.
- Ask the learners to use difficult words in different sentences.
- 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.

Board work: New words from the book. Questions and answers will be given to students

Learning outcomes:

- analyze the significance of dolls in representing traditions and cultural heritage

Application: Reference book

Subjects Integrated:

ICT - Showing videos of stories of different doll festivals of different states

Art - i. Symbolism in art (dolls as metaphors, use of objects like dolls to represent ideas) ii. Surreal or conceptual art iii. Visual storytelling SST: Cultural Diversity in Arts, handicrafts, handlooms
Class assessment/ Recapitulation: Questions will be asked based on the topic.
Homework: Textbook page no. 82 Understand the Poem Q. A.
Reference: Oxford Advantage Part A

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Ms. Sushma Duggaraju

Grade - 4

Subject – English **Month - October**

Topic – 8. The Story of Arachne **No. of Periods - 5**

Sub - topic: • Discussion • Predicting • Critical and creative thinking • Using imagination • Vocabulary Building • Recitation • Question and answer
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: Reading

Explanation method

Demonstration method

Class room discussion

Activity Based Method

Activities:

- Begin the discussion by asking them if they have ever seen a spider's web.
- Show them pictures of a spider spinning a web. You may also ask them the following questions:
- Why does a spider need to weave a web?
- Do you think the threads of the web are strong? Why?
- Are you afraid of spiders and spider's webs? Why?
- Allow the students some time to think about it.
- Encourage maximum students to answer the questions.
- 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.
- Ask the students to name more animals that spin webs (silkworms, caterpillars, arachnids) and where do 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 spiders and why do spiders spin webs.
- Tell them that this story is taken from Greek mythology.

Explanation

- Ask the learners to read the story. Model some lines in order to help them with intonation and gestures.
- Ask the learners to use the difficult words in different sentences.
- Hold an interactive session engaging all students for a discussion on the theme of the story.
- Ask them to express their opinion about the title of the story.
- Ask them if they can suggest another title for the story. This will enable the students to have a clearer understanding of what the story deals with, and how it relates to their own perception of their goals.

- Board work: New words from the book. Question and answers will be given to students.

Learning outcomes:

- To enable the comprehension of the story.
- To develop self-motivation and critical thinking skills.
- Students will be able to express an opinion and participate in a discussion.

Application: Reference book

Subjects Integrated:

Art and craft:

- Weaving and textile design
- Patterns and symmetry
- Storytelling through art

ICT: Stories and videos related to spiders and webs.

Science:

Topics to integrate:

- Spider silk and its properties
- Animal adaptations (why spiders spin webs)
- Life cycles of spiders

Social Studies / History:

Topics to integrate:

- Ancient Greek culture and beliefs
- Role of gods and goddesses in daily life
- Introduction to Greek Mythology

Life Skills

Topics to integrate:

- Humility vs pride
- Respect for others' talents
- Consequences of arrogance

Class assessment/ Recapitulation: Questions will be asked based on the topic.

Homework: Textbook page no. 15 Read and Answer Q. A.

Reference: Oxford Advantage Part A

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Ms. Sushma Duggaraju

Grade - 4

Subject – English **Month - November**

Topic – 9. Someday **No. of Periods - 5**

Sub - topic:

- Discussion
- Predicting

- Critical and creative thinking
- Using imagination
- Vocabulary Building
- Recitation
- Question and answer

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: Reading

Explanation method

Demonstration method

Class room discussion

Activity Based Method

Activities:

- Begin the discussion by asking them the following questions.
- What is an invention?
- Can small inventions solve big problems?
- Show them pictures of an iron box, toast maker, pen, flower, mouse etc... You may also ask them the following questions:
- Ask them to tell what is invention among the pictures shown.
- Ask the students to name more inventions?
- Allow the students some time to think about it.
- Discuss how their inventions made a man’s life easy and comfortable.
- Encourage maximum students to answer the questions.
- 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.

- Tell them that they are going to read a story about a girl with a head full of ideas.

Explanation

- Ask the learners to read the story. Model some lines in order to help them with intonation and gestures.
- Ask the learners to use the difficult words in different sentences.
- Hold an interactive session engaging all students for a discussion on the theme of the story.
- Ask them to express their opinion about the title of the story.
- Ask them if they can suggest another title for the story. This will enable the students to have a clearer understanding of what the story deals with, and how it relates to their own perception of their goals.

- Board work: New words from the book. Question and answers will be given to students.

Learning outcomes:

- To enable the comprehension of the story.
- To develop self-motivation and critical thinking skills.
- Students will be able to express an opinion and participate in a discussion.

Application: Reference book

Subjects Integrated:

1. ICT: Stories and videos related to inventions and their uses
2. Science and technology

Topics to integrate:

- how inventions evolve

i. Eg. Communication: letters → phones → smartphones ii. Transport: bicycles → cars → electric vehicles iii. Learning: books → computers → tablets
Class assessment/ Recapitulation: Questions will be asked based on the topic.
Homework : Textbook page no. 28 Read and Answer Q. A.
Reference: Oxford Advantage Part A

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Ms. Sushma Duggaraju

Grade - 4

Subject – English **Month - December**

Topic – 12. Jadav and the Tree-Place **No. of Periods - 5**

Sub - topic: • Discussion • Predicting • Critical and creative thinking • Using imagination • Vocabulary Building • Recitation • Question and answer
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: Reading

Explanation method

Demonstration method

Class room discussion

Activity Based Method

Activities:

- Begin the discussion by showing them pictures of forests, deforestation, effects of deforestation... You may also ask them the following questions:
- What would a world without trees be like?
- Where did Jungle Book, The Chronicles of Narnia and Little Red Riding Hood take place?
- Name one more story you have read that is based on forests?
- Name any five animals that live in a forest?
- Name any product that we get from a forest?
- Name a forest in India?
- Allow the students some time to think about the questions.
- Encourage maximum students to answer the questions.
- Elicit multiple responses by asking them to raise silent hands.
- Some students may come up with unusual or creative responses. Make sure to appreciate them.
- Tell them that they are going to read a story about a man who grew a forest.

Explanation

- Ask the learners to read the story. Model some lines in order to help them with intonation and gestures.
- Ask the learners to use the difficult words in different sentences.
- Hold an interactive session engaging all students for a discussion on the theme of the story.
- Ask them to express their opinion about the title of the story.
- Ask them if they can suggest another title for the story. This will enable the students to have a clearer understanding of what the story deals with, and how it relates to their own perception of their goals.

- Board work: New words from the book. Question and answers will be given to students.

Learning outcomes:

- To enable the comprehension of the story.
- To develop self-motivation and critical thinking skills.
- Students will be able to express an opinion and participate in a discussion.

Application: Reference book

Subjects Integrated:

1. ICT: Stories and videos related to forests, deforestation, effects of deforestation and real-life environmental heroes

2. Science and technology

Topics to integrate:

- Afforestation / deforestation
- Ecosystems
- Climate Change

3. Social Studies

Topics to integrate:

- Human-Environment Interaction
- Social Responsibility

4. Value Education / Life Skills

Topics to integrate:

- patience,
- dedication
- care for nature

5. General Knowledge

Topics to integrate:

- Briefly introduce movements like Chipko Movement
- Connect to modern climate awareness

6. Art & Craft

Topics to integrate:

- Nature Art
- Poster Making

Class assessment/ Recapitulation: Questions will be asked based on the topic.

Homework: Textbook page no. 72 Read and Answer Q. A.

Reference: Oxford Advantage Part A

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Ms. Sushma Duggaraju

Grade - 4

Subject – English **Month - December**

Topic – 13. Dozens of Cousins, Trillions of Stars

No. of Periods - 5

Sub - topic:

- Discussion
- Predicting
- Critical and creative thinking
- Using imagination
- Vocabulary Building
- Recitation
- Question and answer

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: Reading

Explanation method

Demonstration method

Class room discussion

Activity Based Method

Activities:

- Begin the discussion by showing them pictures of different stars, planets, universe, galaxy. You may also ask them the following questions:
- How big is the universe if there are so many stars much greater in size than earth? Allow the students some time to think about it.
- Encourage maximum students to answer the questions.
- Elicit multiple responses 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 story 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 think and write the correct words under the pictures to identify those objects from space.
- Ask them if they have ever observed bright stars in the night sky.
- Tell them that they are going to read a story and find out what happens when a family plans to watch stars.

Explanation

- Ask the learners to read the story. Model some lines in order to help them with intonation and gestures.
- Ask the learners to use difficult words in different sentences.
- Hold an interactive session engaging all students for a discussion on the theme of the story.
- Ask them to express their opinion about the title of the story.
- Ask them if they can suggest another title for the story. This will enable the students to have a clearer understanding of what the story deals with, and how it relates to their own perception of their goals.

- Board work: New words from the book. Questions and answers will be given to students.

Learning outcomes:

- To enable the comprehension of the story.
- To develop self-motivation and critical thinking skills.
- Students will be able to express an opinion and participate in a discussion.

Application: Reference book

Subjects Integrated:

1. ICT: Stories and videos related to stars, planets, asteroids, universe, galaxy etc.
2. Science and Astronomy

Topics to integrate:

- The solar system (Sun, planets, moons)
- Stars vs. planets (what makes them different)
- Galaxies and the universe (Milky Way, billions of stars)
- Scale of the universe (distances in space)
- Earth's place in space

3. Mathematics

   Topics to integrate:

   - Place value (thousands, millions, billions, trillions)
   - Comparing numbers (greater than / less than)
   - Estimation and rounding
   - Word problems using large numbers

4. General Knowledge

   Topics to integrate:

   - Asking questions about space

5. Art & Craft

Topics to integrate:

- Drawing/painting the night sky
- Nature Art
- Poster Making

Class assessment/ Recapitulation: Questions will be asked based on the topic.

Homework: Textbook page no. 90 Read and Answer Q. B.

Reference: Oxford Advantage Part A

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Ms. Sushma Duggaraju **Grade - 4**

Subject – English **Month - January**

Topic – 14. Wind Chime **No. of Periods - 4**

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:
Activity:

- Ask the students to open page 100 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 think and write the things they can do with the empty bottle and list its uses.

- You may also ask them the following questions:
  - How can old newspapers be used to decorate your room?
  - What can you make using empty plastic bottles?
  - How can glass jars be turned into decorative items?
  - What can you do with old clothes or fabric scraps?
  - How can cardboard boxes be reused creatively?
  - Give them sometime to think about the questions asked.
- Elicit multiple responses and give feedback, if needed.
- You can also ask the students to think of some more useful thins they can make with waste.

Explanation:

- 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 different sentences.
- 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.

Board work: New words from the book. Question and answers will be given to students

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

Subjects Integrated:

1. ICT: Videos based on making useful things from waste, reusing, recycling
2. Art & Craft

   Topics to integrate
   - Designing and decorating wind chimes
   - Color combinations and patterns
   - Use of recycled materials

Science:

Topics to integrate

- Reuse of waste materials
- Natural vs. man-made objects
- Appreciating nature (wind, sounds around us)

Class assessment/ Recapitulation: Oral discussion of question and answer

Homework: - Create a useful decorative item using waste materials available at home.

Reference: Oxford Advantage Part A

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms. Sayali Mandawkar **Month**-April
Class: 4
Subject: ICT **Topic:** 1. Computer-Types and Devices **No. of periods:** 7

Subtopic:

- Types of Computers
- Input Devices
- Processing Device
- Data and Control Flow
- Output Devices
- Advantages of a Computer
- Limitations of a Computer

Specific objectives:

- Understand different types of computers.
- Know about the advanced input and output devices.
- List the components of the CPU.
- Familiarize themselves with the advantages and disadvantages of a computer.

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

Period 1: Teacher will explain to children difference between the computers you use at home and the computers your parents use at their workplace.
Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain types of computers and input devices.
Period 3: Teacher will recap what has been taught on previous lecture. Teacher will explain processing device, data and control flow.
Period 4: The teacher will ask a few questions related to the previous week's classes and then she will continue the class and explain output devices, advantages and limitations of a computer.
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.
- Perform the following on a computer. (Draw the Data Flow Diagram of the computer in Paint)
- Text book exercises, Lab work practical, Worksheet, Videos.

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

Subject Integration:

- Mathematics: Create a bar graph showing device usage in class.
- Science: Link to electricity and circuits (how devices function).

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: Imagine you are a world leader who is responsible for taking decisions about natural resources. Write some methods which you can propose about the way that you will look after the oceans.
- Textbook Exercise
- Worksheet on Computer devices.

Reference: Live Wire, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms. Sayali Mandawkar **Month**-July
Class: 4
Subject: ICT **Topic:** 2. Memory and Storage Devices **No. of periods:** 7

Subtopic:

- Bits and Bytes
- Inside a Computer
- Computer Memory
- Primary Memory
- Secondary Memory

Specific objectives:

- Know about memory units
- Distinguish between primary and secondary memory
- List the primary and secondary storage devices

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

Period 1: Introduce the students with the concept of computer memory in detail for better understanding of the further topics.
Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain the role of text box to the students along with the steps for inserting in-built text box to the document and share the steps for drawing a text box in a document with the students.
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 week's classes and then she will explain inserting symbols, pictures, smartart graphic and adding a watermark.
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:

- Write a short essay on the topic Independence day in Word by following the given instructions.
- Create Solar System in Word by following the given instructions.
- Text book Exercises, Lab Work practical, Worksheet, video.

Learning outcomes:

- Learn about adding a text box and inserting a WordArt through observation.
- Understand how to work with shapes, symbols, and pictures through logical thinking and sensorial perception.
- Learn to crop a picture and add a screenshot in a formal learning classroom environment and observation.
- Learn to add SmartArt graphics and a watermark for making the document look interesting.

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

Subject Integration:

- Mathematics: Create tables and graphs comparing storage capacities of devices.
- Art & Design: Create a timeline poster of storage device evolution.

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:

- Don't throw away, give away anything. Upgrading our electronic gadgets is inevitable, but most of the times our gadgets are still in good working condition. Host a small event for people in your neighbourhood to donate their unused gadgets, working phones, and raise the awareness about recycling. Pass on your old working devices or recycle as certain parts can be recovered.

Reference: Live Wire, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms. Sayali Mandawkar **Month**-August
Class: 4
Subject: ICT **Topic:** 3. Exploring Windows 10 **No. of periods:** 8

Subtopic:

- Arranging Windows
- Windows Accessories
- File Explorer
- File/Folder
- Types of Files
- Working with Files and Folders

- Transferring Data
- Creating Shortcuts

Specific objective:

- Arrange multiple windows on a desktop
- Learn about Windows Accessories
- Work on File Explorer
- Manage files and folders
- Demonstrate how to transfer data
- Learn to create shortcuts

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

Period 1: Teacher will explain to children about various components of the desktop and how to arrange windows using different options.
Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain windows accessories and various applications in it.
Period 3: Teacher will recap what has been taught on previous lecture. Teacher will explain components of file explorer window, file/folder.
Period 4: Teacher will recap what has been taught on previous lecture. Teacher will explain types of files, working with files and folders and transferring data.
Period 5: The teacher will ask a few questions related to the previous week's classes and then she will explain how to create shortcuts.
Period 6: The teacher helps students to solve textbook exercise.
Period 7: The teacher will explain notebook work and ask student to do it in class.
Period 8: Revision and doubt clear session.

Activities:

- Open Paint, Word, Notepad, and WordPad. Now arrange these windows side-by-side.
- Open File Explorer and perform the following tasks.
- Text book Exercises, Lab Work practical, Worksheet, videos.

Learning outcomes:

- Learn about different methods for arranging Windows using sensorial perception and observational skills.
- Understand about the accessories and file explorer with their functions provided by Windows through logical thinking and observation. Learn about file/folder, its types, and all the operation that can be performed on them in a formal learning classroom environment.

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

Subject Integration:

- Social Science: Create folders for - countries, maps, projects.
- Mathematics: A Practice data organization using folders (sorting numbers, files).

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:

- You must have seen many cars, bikes, and other vehicles around your cities. This is one of the prime reasons for air pollution. Look around and observe:

1. What are the other reasons for air pollution on your city?
2. What is the alternative option to reduce pollution caused by cars and bikes?

- Textbook Exercise

Reference: Live Wire, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms. Sayali Mandawkar **Month**-June
Class: 4
Subject: ICT **Topic:** 4. Working with Objects in Word **No. of periods:** 7

Subtopic:

- Adding a Text Box
- Inserting a WordArt
- Working with Shapes
- Inserting Symbols
- Inserting Pictures
- Cropping a Picture
- Adding a Screenshot
- SmartArt Graphic
- Adding a Watermark

Specific objectives:

- Define how to add a text box in a Word document.
- Explain the steps for inserting a WordArt, adding and modifying a SmartArt graphic.
- Share how to work with and format shapes.
- Insert symbols in the Word document, adding a watermark.

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

Period 1: Teacher will explain to children that Word lets you add various objects in the document for better understanding of the topic.

Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain the role of text box to the students along with the steps for inserting in-built text box to the document and share the steps for drawing a text box in a document with the students.

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 week's classes and then she will explain inserting symbols, pictures, smartart graphic and adding a watermark.

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:

- Write a short essay on the topic Independence day in Word by following the given instructions.
- Create Solar System in Word by following the given instructions.
- Text book Exercises, Lab Work practical, Worksheet, video.

Learning outcomes:

- Learn about adding a text box and inserting a WordArt through observation.
- Understand how to work with shapes, symbols, and pictures through logical thinking and sensorial perception.
- Learn to crop a picture and add a screenshot in a formal learning classroom environment and observation.
- Learn to add SmartArt graphics and a watermark for making the document look interesting.

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

Subject Integration:

- Science: Create a labeled diagram of a plant using shapes and text boxes.
- Art & Design: Make a festival poster using shapes and images.

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:

- Don’t throw away, give away anything. Upgrading our electronic gadgets is inevitable, but most of the times our gadgets are still in good working condition. Host a small event for people in your neighbourhood to donate their unused gadgets, working phones, and raise the awareness about recycling. Pass on your old working devices or recycle as certain parts can be recovered.

Reference: Live Wire, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher’s Name: Ms. Sayali Mandawkar **Month**-September
Class: 4
Subject: ICT **Topic:** 5. Exploring Word **No. of periods:** 7

Subtopic:

- Find and Replace Text
- Spelling and Grammar

- Thesaurus
- Line Spacing
- Paragraph Spacing
- Indentation
- Header and Footer
- Inserting Columns
- Printing a Document

Specific objective:

- Learn about find and replace
- Thesaurus, and spelling & grammar
- Apply line and paragraph spacing, and indentation
- Use header and footer, insert columns in their document
- Print a document

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

Period 1: Teacher will explain to children about different tools in Word that lets you find text, replace text, check grammar and make other changes to your document.

Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain line spacing, paragraph spacing, indentation.

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 week's classes and then she will explain header and footer, inserting columns and various options of printing a document.

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:

- Type a paragraph in Word as given below and perform the following commands.
- Text book Exercises, Lab Work practical, Worksheet, video.

Learning outcomes:

- Understand how to use find and replace, spelling and grammar, and thesaurus features through logical thinking and observation.
- Learn to apply line spacing, paragraph spacing, and indentation in a formal learning classroom environment and observation.
- Learn to add headers and footers, insert columns, and print a document through sensorial perception and observation.

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

Subject Integration:

- English: Write a letter using proper format in Word.
- Social Science: Prepare a report on a country.

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:

- Don’t throw away, give away anything. Upgrading our electronic gadgets is inevitable, but most of the time our gadgets are still in good working condition. Host a small event for people in your neighbourhood to donate their unused gadgets, working phones, and raise the awareness about recycling. Pass on your old working devices or recycle as certain parts can be recovered.
- Textbook Exercise

Reference: Live Wire, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher’s Name: Ms. Sayali Mandawkar **Month**-October
Class: 4
Subject: ICT **Topic:** 6. AI- Internet of Things (IoT) **No. of periods:** 7

Subtopic:

- Internet of Things (IoT)
- Basic Elements of IoT
- Characteristics of IoT
- Uses of IoT

Specific objective:

- Learn about Internet of Things (IoT)
- Understand the basic elements of IoT
- Define the characteristics of IoT
- Identify the uses of IoT

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

Period 1: Teacher will explain to children about IoT and its basic elements.
Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain the characteristics and uses of IoT.
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 week’s classes and then she will continue the class.
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:

- Open PowerPoint and make a presentation on “Internet of Things”. Follow the given steps to create the presentation.
- Text book Exercises, Lab Work practical, Worksheet, video.

Learning outcomes:

- Learn about Internet of Things (IoT) in detail using effective methods of communication.
- Understand about the basic elements of IoT through observation.
- Learn the characteristics of IoT along with the uses of IoT in a formal learning classroom environment.

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

Subject Integration:

- Mathematics: Basic logic and patterns used in AI.
- Physical Education: Analyze health data (steps, heart rate).

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:

- Suppose your city is facing problems related to unclean water and unhygienic surroundings. Write down five points that you think can be done to resolve this issue.
- Textbook Exercise

Reference: Live Wire, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher’s Name: Ms. Sayali Mandawkar **Month**-December
Class: 4
Subject: ICT **Topic:** 7. Powerpoint: An Introduction **No. of periods:** 8

Subtopic:

- About Presentation
- Parts of PowerPoint Window
- Creating Presentation Using Template
- Adding a New Slide
- Duplicate Slides
- Copying a Slide
- Move Slides
- Inserting Slide from Another Presentation
- Deleting a Slide
- Hide a Slide
- Dividing a Presentation
- Rearranging Slides
- Saving a Presentation
- Opening a Presentation

- Closing a Presentation

Specific objective:

- Understand what a presentation is
- Start and close powerpoint
- Create, save, and close a presentation
- Enter and format text in a presentation
- Learn how to add, duplicate, and hide a slide
- Demonstrate how to divide a presentation
- Explain about rearranging of slides and changing slide background

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

Period 1: Teacher will explain to children how to start powerpoint and parts of powerpoint window.

Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain how to create presentation using template, adding a new slide, duplicate slides.

Period 3: Teacher will recap what has been taught on previous lecture. The teacher will explain how to copy a slide, move slides, rearranging of slides.

Period 4: The teacher will ask a few questions related to the previous week's classes and then she will continue the class by explaining how to insert slide, delete slide, hide a slide, open and close a presentation.

Period 5: The teacher will explain how to divide a presentation and save a presentation.

Period 6: The teacher helps students to solve textbook exercise.

Period 7: The teacher will explain notebook work and ask student to do it in class.

Period 8: Revision and doubt clear session.

Activities:

- Create a presentation in PowerPoint on 'Major waterbodies in India' according to given instructions.
- Create a presentation on the topic "Historical Monuments of India" according to given instructions.
- Text book Exercises, Lab Work practical, Worksheet, video.

Learning outcomes:

- Explain the purpose of presentation software using effective communication methods.
- Learn to use appropriate layouts according to the requirement through logical thinking and observation.
- Create presentation, add text and images to the slide through effective application methods.
- Navigate between the slides and develop the habit of learning and application.

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

Subject Integration:

- English**:** Presentations on stories, essays, poems.
- Mathematics: Show class test results using charts.

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:

- Find out the ways in which the pollution of local water bodies can be prevented. Share your findings with the class and elders. Help them understand that water bodies should not be polluted.
- Textbook Exercise

Reference: Live Wire, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms. Sayali Mandawkar **Month**-November
Class: 4
Subject: ICT **Topic:** 8. Scratch Coding and Games **No. of periods:** 6

Subtopic:

- Working with Sprites
- Choosing a Backdrop
- Working with Multiple Sprites
- Coordinates
- Events Blocks
- Sensing Blocks
- Control Blocks
- Games Coding

Specific objective:

- Learn to work with sprites and multiple sprites
- Understand how to change the backdrop
- Know the coordinate system of Scratch
- Create scripts using Events, Sensing, and Control blocks

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

Period 1: Teacher will explain to children working with sprites and choosing a backdrop.
Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain how to work with multiple sprites and coordinates.
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 week's classes and then she will explain the different blocks.
Period 5: The teacher helps students to solve textbook exercise.
Period 6: The teacher will explain notebook work, revision and doubt clear session.

Activities:

- Create a Scratch project according to given instructions
- Text book Exercises, Lab Work practical, Worksheet, video.

Learning outcomes:

- Learn to change sprites and work with multiple sprites through logical thinking.
- Work on how to change, duplicate, and delete a Sprite along with the location of a Sprite and developing the habit of learning.
- Understand the coordinate system of Scratch using effective methods and applications. Learn about Looks block, Events block, and Sensing block through observation.

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

Subject Integration:

- Social Science**:** Create quiz games on countries, capitals, or events.
- Mathematics: Practice coordinates (x, y positions).

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:

- Surf the Internet and find out the main causes of soil pollution. Note the causes that can be minimised through your efforts. Prepare a presentation and share with your class. Share the information you have gained with your classmates. Also, tell them how your efforts can save our earth.
- Textbook Exercise

Reference: Live Wire, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms. Sayali Mandawkar **Month**-November
Class: 4
Subject: ICT **Topic:** 9. The Internet **No. of periods:** 7

Subtopic:

- About Internet
- Terms Related to the Internet
- Basic Requirements for an Internet Connection
- Microsoft Edge Games Coding

Specific objective:

- Define the term internet
- Know about the terms related to the Internet
- List the basic requirements for the Internet connection
- Learn how to start and use a web browser

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

Period 1: Teacher will explain to children the term Internet and terms related to the Internet.
Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain basic requirements for an Internet Connection.
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 week's classes and then she will explain Microsoft Edge.
Period 5: The teacher will explain parts of Microsoft Edge window.
Period 6: The teacher helps students to solve textbook exercise.
Period 7: The teacher will explain notebook work, revision and doubt clear session.

Activities:

- Connect to the Internet and open a web browser. Use a search engine to browse the Internet for gathering information on the Mughal Emperors of India. Then, create a PowerPoint presentation.
- Collect the information on the given topics, open MS-Word and create tables according to given instructions.
- Text book Exercises, Lab Work practical, Worksheet, video.

Learning outcomes:

- Define the terminologies related to Internet Network in an effective way of communication.
- Use appropriate keywords to collect information through logical thinking.
- Label the parts of a browser window through observation.
- Make responsible decision while browsing and develop the habit of learning.

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

Subject Integration:

- Language**:** Email writing and digital communication.
- Science: Latest developments in science and technology.

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:

- With the help of your elders, get some plants and seeds. Plant them around your home and take care of them every day. In your own words, share the experience with your class.
- Textbook Exercise

Reference: Live Wire, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Ms. Devaki Kashikar **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

Simile

Specific objectives:

- To facilitate comprehension of poetry.
- To boost critical thinking skills to understand and analyze
- 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 nouns.
- The students will be able to learn about and create similes.

Methodology:

Reading, Explanation method, Demonstration method, Class room discussion, Activity Based Method

Activities:

- Ask the learners to listen to the clues about different birds and guess the correct bird.
- 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 solve the exercises from the grammar book.
- Identify smiles in different sentences.

Board work: New words from the book. Questions 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.
- Identify the figures of speech - simile

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: Textbook page no. 16 Poetry Portal

Reference: Oxford Advantage Part A

Subjects Integrated:

- Science: Adaptations/traits in different birds.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Ms. Devaki Kashikar **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.
Class assessment/ Recapitulation: Oral discussion of question and answer
Homework/ worksheets: - Write a paragraph on “My Favourite Gadget.”
Reference: Oxford Advantage Part A
Subjects Integrated: • Science: Inventions and Use of Technology and Machines

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher’s Name – Ms. Devaki Kashikar **Grade - 5**

Subject - English **Month - July**

Topic – 3. The Diary of a Pet Stinkbug **No. of Periods - 4**

Sub - topic: Talk about pets. Vocabulary Reading Comic Strip
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. • To write a comic strip.

Methodology: Explanation method
Activities: Students will create a 4-5 panel comic strip imagining that insects can speak and have feelings like humans. Choose insects such as a stinkbug, butterfly, ant, bee, or ladybird.
Board work: No
Learning outcomes: • To inculcate an interest in reading stories.
Application: Factual
ICT Integration / Art Integration: Draw the insect. Add 1–2 speech bubbles showing what the insect is saying or feeling.
Class assessment/ Recapitulation: No
Homework/ worksheets: No
Reference: Oxford Advantage Part A
Subject Integrated: Life Skills / Social Skills: Expressing emotions and Empathy

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name - Ms. Devaki Kashikar **Grade - 5**

Subject - English **Month -June**

Topic –4. The Tiger who wore white gloves (Poem) No. of Periods - 5

Sub - topic: Vocabulary Building Recitation Question and answer Personification

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
- To learn about and create personification.
- To learn dialogue writing.

Methodology: Explanation method, Demonstration method, Class room discussion, Activity Based Method

Activities:

- Discuss in the class about your idea of “it is ok to be different.”
- 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 the topic.
- Identify the figures of speech: Personification
- Email writing

Board work: New words from the book. Questions 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 able to narrate their experiences and participate in discussions.

• Learners will be able to recite and understand a poem related to the poem at personal level for meanings of words from the context to convert a poem into a play. • Students will be able to identify personification • Students learn Email writing.
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: Find a **poem that uses personification** (where human qualities are given to non-living things). Write the title and the poet's name, and **recite it aloud** in class.
Reference: Oxford Advantage Part A
Subjects Integrated: Life Skills- Accepting differences

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name - Ms. Devaki Kashikar **Grade - 5**

Subject - English **Month - June**

Topic – 5. The Turtle Story **No. of Periods - 5**

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: Find out where turtles are found in the world. On a world map, mark and label any five countries or regions where turtles live.
Reference: Oxford Advantage Part A
Subject Integrated SST: map marking

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name - Ms. Devaki Kashikar **Grade - 5**
Subject - English **Month - July**
Topic – 6. Finding Birbal **No. of Periods - 5**

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 into 2 groups each group will do a Role play.
- Students will say different stories of Birbal they know.

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: Read any **Birbal story**. Write the **title of the story**. Note down **one quality or lesson** you learned from it. Write **2–3 sentences** explaining why you liked this story.
Subject Integration: Life Skills: Learning Values

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Ms. Devaki Kashikar **Grade - 5**

Subject - English **Month - August**

Topic – 7. The Women in Blue **No. of Periods - 5**

Sub - topic: ▪ Reading ▪ Discussion ▪ Vocabulary Building ▪ Question and answer ▪ Onomatopoeia
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 ▪ Students can make a **small quiz** for their classmates about the film or hockey. ▪ 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: Write a **short dialogue** with your friend about **watching the T20 finals live at the stadium** in **6–8 lines**.
Reference: Oxford Advantage Part A
Subject Integration: General Knowledge: Extra information about the sport.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Ms. Devaki Kashikar **Grade - 5**

Subject - English **Month - October**

Topic – 8. Telephones: Bell to Cell **No. of Periods - 5**

Sub - topic: ▪ Means of Communication – From Traditional to Modern ▪ Problem Solving ▪ Critical and creative thinking ▪ Question and answer
Specific objectives: ▪ To help students understand the concept of communication. ▪ To identify different means of communication (past and present). ▪ To compare traditional and modern communication methods. ▪ To develop speaking and observation skills. ▪ To encourage appreciation of technological advancements.
Methodology: Explanation method, Demonstration method, Class room discussion, Experiential Learning method, Inquiry-Based Learning method
Activities: ▪ Ask the students how did people communicate earlier without phones? ▪ Students can classify given pictures into old and modern communication tools ▪ Discuss advantages of mobile phones over older methods.
Board work: New words from the book. Key Difference: Speed and convenience. Question and answers will be given to students,

Learning outcomes: ▪ To define communication. ▪ To identify various communication methods. ▪ To differentiate between traditional and modern communication. ▪ To develop critical thinking skill of higher order
Application: Understanding the importance of communication in daily life.
ICT Integration / Art Integration : A short video on evolution of communication.
Class assessment/ Recapitulation: Question and answer
Homework/ worksheets: Draw any two communication tools and write their uses.
Reference: Oxford Advantage Part A
Subject Integration: Art: Drawing communication tools Science: Understanding technology and communication

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Ms. Devaki Kashikar **Grade - 5**

Subject - English **Month - October**

Topic – 9. Marching to Freedom **No. of Periods - 5**

Sub - topic: ▪ India's Freedom Struggle ▪ Role of Leaders and Non-Violent Movement ▪ Vocabulary Building ▪ Expressing opinions and responding ▪ Question and answer
Specific objectives:

- To understand the concept of freedom and independence.
- To introduce key events of India's freedom struggle.
- To create awareness about the role of important leaders.
- To develop respect for national values and sacrifices.
- To enhance reading, speaking, and critical thinking skills.

Methodology: Lecture-cum-Discussion Method, Storytelling Method, Class room discussion, Experiential Learning Method, Inquiry-Based Learning Method

Activities:

- Ask the students what does freedom mean to you?
- Narration of key events of the freedom movement in a simple, engaging way.
- Discuss why non-violence was important in the freedom struggle.

Board work: New words from the book. Question and answers will be given to students

Learning outcomes:

- To understand the meaning of freedom.
- To identify important leaders and events.
- To explain the importance of non-violence.
- To actively participate in discussions and activities.

Application: Apply values like unity, peace, and respect in daily life.

ICT Integration / Art Integration : Show short video clips on India's freedom struggle.

Class assessment/ Recapitulation: Question and answer

Homework/ worksheets: Create a **timeline chart** showing important events of India's freedom struggle.

Reference: Oxford Advantage Part A

Subject Integration: SST: Understanding **historical events and sequence** of India's freedom struggle. Math: Understanding **chronological order**, number sequencing (years), and time gaps between events.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Ms. Devaki Kashikar **Grade - 5**

Subject - English **Month - November**

Topic – 10. Geography Lesson **No. of Periods - 5**

Sub - topic: ▪ Vocabulary Building ▪ Appreciating poetry ▪ Reading and understanding ▪ Connecting concepts from across curriculum ▪ Theme of Dreams, Imagination, and Inspiration through a Teacher ▪ Poetic Devices- Sensory Imagery
Specific objectives: ▪ To understand the theme of dreams and unfulfilled desires. ▪ To develop empathy and emotional understanding. ▪ To enhance imagination and interpretation skills. ▪ To appreciate the role of a teacher as an inspiration. ▪ To build vocabulary and appreciation for poetry.
Methodology: Explanation method, Recitation Method, Experiential Learning Method.

Activities: ▪ Recitation: Ask Students repeat the poem after the Teacher. ▪ Ask the students what is your dream place to visit? ▪ ”Discuss :Why did the teacher not travel despite his dreams?.
Board work: New words from the book. Question and answers will be given to students
Learning outcomes: ▪ To understand the deeper meaning of the poem. ▪ To express their thoughts and feelings clearly. ▪ To relate to the idea of dreams and inspiration. ▪ To confidently recite and interpret the poem.
Application: Students reflect on their own dreams and goals.
ICT Integration / Art Integration: Video
Class assessment/ Recapitulation: Question and answer, Recite a stanza with expression
Homework/ worksheets: Write any 5 new words from the poem and their meanings.
Reference: Oxford Advantage Part A
Subject Integration: Life Skills & Moral Values: Inspiration, dreams, respect for teachers

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher’s Name – Ms. Devaki Kashikar **Grade - 5**

Subject - English **Month - December**

Topic – 11. Bon Bibi to the Rescue **No. of Periods - 5**

Sub - topic:

- Folk Tale from the Sundarbans – Courage, Faith, and Human-Nature Relationship
- Reading
- Discussion
- Vocabulary Building
- Question and answer

Specific objectives:

- To help students understand the story and its setting.
- To introduce the concept of folk tales and local beliefs
- To develop empathy and moral values like courage and faith.
- To understand the relationship between humans and nature.
- To enhance reading, comprehension, and speaking skills.

Methodology: Explanation method, Storytelling Method, Lecture-cum-Discussion Method, Role Play Method

Activities:

- Students will be divided into 4 groups each group will do a Role play.

Board work: No

Learning outcomes:

- To understand the story and its message.
- To identify elements of a folk tale.
- To express ideas about courage and belief.
- To actively participate in discussions and role play.

Application: No
ICT Integration / Art Integration: No
Class assessment/ Recapitulation: No
Homework/ worksheets: No
Reference: Oxford Advantage Part A
Subject Integration: Life Skills & Moral Values: Courage, faith, respect for nature

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Ms. Devaki Kashikar **Grade - 5**

Subject - English **Month - December**

Topic – 12. The Cyclone **No. of Periods - 5**

Sub - topic: ▪ Comprehension ▪ Conceptual understanding ▪ Vocabulary Building ▪ Question and answer ▪ Natural Disaster – Cyclone and Human Courage & Survival ▪ Critical thinking
Specific objectives: ▪ To help students understand what a cyclone is. ▪ To develop awareness about natural disasters and safety. ▪ To understand the theme of courage and survival. ▪ To enhance reading, comprehension, and vocabulary skills. ▪ To encourage critical thinking and real-life connections.

Methodology: Explanation method, Inquiry-Based Learning Method, Experiential Learning Method, Class room discussion

Activities:

- Ask the students have you ever seen heavy storms or strong winds?
- Discuss about cyclones and their effect.
- Discuss question and answer.

Board work: New words from the book. Question and answers will be given to students

Learning outcomes:

- To understand what a cyclone is and its effects.
- To identify safety measures during disasters.
- To develop awareness about helping others.
- To actively participate in discussions.

- Application: Students learn how to stay safe during natural disasters. Apply values like cooperation and courage in real life.

ICT Integration / Art Integration: Video

Class assessment/ Recapitulation: Question and answer

Homework/ worksheets: Collect the following rainfall data and draw a **bar graph** in your notebook.

Reference: Oxford Advantage Part A

Subject Integration:

Math: Represent data using bar graphs, understand scale, and interpret information visually.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Ms. Devaki Kashikar **Grade - 5**

Subject - English **Month - January**

Topic – 13. Dusk **No. of Periods - 5**

Sub - topic: ▪ Theme of Evening (Dusk) – Nature, Change, and Feelings ▪ Vocabulary Building ▪ Appreciating poetry ▪ Reading and understanding ▪ Recitation
Specific objectives: ▪ To help students understand the concept of dusk (evening time). ▪ To identify changes in nature during dusk. ▪ To develop imagination and observation skills. ▪ To enhance reading, recitation, and comprehension skills. ▪ To appreciate the beauty of nature through poetry.
Methodology: Explanation method, Recitation Method, Experiential Learning Method ,Class room discussion
Activities: ▪ Ask the students what changes do you notice in the evening?" ▪ Students will recite the poem ▪ Discuss about changes like sunset, dim light, sounds, and activities. ▪ Discuss question and answer.

Board work: New words from the book. Question and answers will be given to students
Learning outcomes: ▪ To understand the poem and its theme. ▪ To identify changes in nature during dusk. ▪ To express their feelings about the evening. ▪ To improve recitation and vocabulary skills.
Application: Students observe real-life evening changes around them.
ICT Integration / Art Integration: Video
Class assessment/ Recapitulation: Question and answer
Homework/ worksheets: Write meanings of 5 new words from the poem and use them to make sentences
Reference: Oxford Advantage Part A
Subject Integration: Science: Day and night changes

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Ms. Devaki Kashikar **Grade - 5**

Subject - English **Month - January**

Topic – 14. Marie Maps the Sea **No. of Periods - 5**

Sub - topic: ▪ Reading ▪ Discussion ▪ Vocabulary Building ▪ Question and answer ▪ Maps, Exploration, and Curiosity

Specific objectives:

- To help students understand the importance of maps.
- To develop curiosity and observation skills.
- To introduce basic mapping concepts.
- To enhance reading, comprehension, and vocabulary skills.
- To encourage exploration and problem-solving.

Methodology: Explanation method, Activity-Based Learning, Lecture-cum-Discussion Method

Activities:

- Ask the students have you ever used a map? Where?"
- Students can identify different types of maps.
- Discuss question and answer.

Board work: New words from the book. Question and answers will be given to students

Learning outcomes:

- To understand the use of maps.
- To identify basic map features.
- To develop curiosity and observation skills.
- To actively participate in activities.

Application: Students use maps in real life

ICT Integration / Art Integration: Show digital maps (e.g., Google Maps).

Class assessment/ Recapitulation: Question and answer

Homework/ worksheets: Draw a Route Map (Home to School) **s**howing the path with arrows and landmarks.

Reference: Oxford Advantage Part A

Subject Integration:

Geography: Maps and directions

Art: Drawing and labelling maps

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms. Bhavana Patil **Month**-April
Class: 5
Subject: ICT **Topic: 1.** History of Computers **No. of periods:** 5

Subtopic:

- Evaluation of Computer
- Generation of Computers
- Categories of Computers

Specific objective:

- To enhance the knowledge of the students about classification of computers in terms of their generations and different category of a computer.

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

Period 1: Teacher will explain to children about evaluation and generation of a computers.
Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain Categories of a computers according to different factors.
Period 3: The teacher will ask a few questions related to the previous weeks' classes and then she will continue the class. The Hands on Computer from textbook will be done.
Period 4: The teacher helps students to solve textbook exercise. Then teacher will explain notebook work and ask student to do it in class.
Period 5: Revision and doubt clear session.

Activities:

- Identify different generations of a computers help of clues.
- Text book exercises, Lab work practical, Worksheet, Videos.

Learning outcomes:

Students able to compare the generations of computer and distinguish between different categories of 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:

- Textbook Exercise
- Notebook writing.

Reference: Code to AI, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms. Bhavana Patil **Month**-June
Class: 5
Subject: ICT **Topic: 2.** Tables in Word **No. of periods:** 7

Subtopic:

- About Table
- Creating a table
- Entering data in a Table
- Navigating in a Table
- Modifying a Table
- Formatting a Table

Specific objective:

- To enhance the knowledge of the students about creating a table in MS Word.

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

Period 1: Teacher will explain to children about Table and how to create a table.
Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain Entering data in table and Navigating in Table.
Period 3: Teacher will recap what has been taught on previous lecture. And explain how to modify a table. Practical session also done.
Period 4: The teacher will ask a few questions related to the previous weeks' classes and then she will continue to the sub topic formatting of table. Practical session also 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:

- Creating Tables in MS Word.
- Text book Exercises, Lab Work practical, Worksheet, video.

Learning outcomes:
Students able to learn about creating tables in MS Word 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
- Notebook writing.

Reference: Live Wire, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms. Bhavana Patil **Month**-July
Class: 5
Subject: ICT **Topic: 3.** Mail merge in Word **No. of periods:** 7

Subtopic:

- Elements of Mail Merge
- Steps of Mail Marge
- Creating Main Document
- Creating Data Source
- Inserting Merge Fields
- Printing Merged Letters
- Advantages of using Mail Merge

Specific objective:

- To enhance the knowledge of the students about Concept, Process and advantages of Mail Merge for effective communication.

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

Period 1: Teacher will explain to children about Definition, purpose And Elements of Mail Merge.

Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain Steps of Mail Merge including Creating Main Document, Creating Data Source, Inserting Merge Fields

Period 3: Teacher will recap what has been taught on previous lecture and explain Printing Merged Letters and advantages of Mail Merge.

Period 4: The teacher will ask a few questions related to the previous weeks' classes and then she will continue the class. Practical session 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:

- Type a Letter in Word and apply Mail Merge as per the given instructions.
- Text book Exercises, Lab Work practical, Worksheet, videos.

Learning outcomes:

Students able to learn about Concept, Process and advantages of Mail Marge.

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
- Notebook writing.

Reference: Code to AI, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms. Bhavana Patil **Month**-August
Class: 5
Subject: ICT **Topic: 4.** AI Tools **No. of periods:** 7

Subtopic:

- Chat GPT
- Dream.ai
- Google Lens
- Google Voice Assistant
- Grammarly
- Canva

Specific objective:

- To enhance the knowledge of the students about AI Tools .

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

Period 1: Teacher will tell to children about AI tools with examples and tell and explain ChatGPT and Dream.ai .

Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain use of Google assistant, Grammarly and Canva.

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 and complete the Practical Session .

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:

- Learn about how to use Different AI Tools.
- Text book Exercises, Lab Work practical, Worksheet, video..

Learning outcomes:

Students able to learn about use, advantages, limitations of AI Tools .

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
- Notebook writing.

Reference: Code to AI, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Preeti Pawar | Class: 5

Subject: Marathi | Month: April

Topic: १. भोळ्याचा पोळा | No. of periods: 3

Subtopic: • भोळ्याचा पोळा (कविता) • व्याकरण (अंक३१ ते ५०)
Specific objective: • विद्यार्थी कवितेचे श्रवण व वाचन करणे. • अर्थ समजून घेणे.
Methodology: • स्पष्टीकरण पध्दती • वाचन पद्धती
Activities: • कविता तालासुरात म्हणणे.
Resources: • पाठ्यपुस्तक
Board work: • अवघड शब्द व त्यांचे अर्थ.
Learning outcomes: • ग्रामीण जीवनातील पोळा सणाची परंपरा व त्यामागील उद्देश कळेल. • प्रार्थनेचा अर्थ समजतात.
Application: • विद्यार्थीना नवीन शब्द समजतात.
ICT Integrated: ---
Subject Integrated: - भूगोल विषय - प्राणी आणि महराष्ट्रातल्या सणांची माहिती मिळवतात.
Extra questions/ Class assessment/ Recapitulation: • अंक ३१ ते ५०

• कविता, श्लोक वाचन.
Homework/ worksheets: ---
Reference: सप्तरंग पाठ्यपुस्तक

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Preeti Pawar Class: 5

Subject: Marathi Month: April

Topic: २. मोबाईल No. of periods: 3

Subtopic: • पाठ – मोबाईल • व्याकरण (विरुद्धार्थी शब्द, समानार्थी शब्द) • अपठीत गद्यांश
Specific objective: • मोबाईल चे फायदे व तोटे समजणे. • अवघड शब्दांचा अर्थ समजणे. • समानार्थी शब्द, विरुद्धार्थी शब्द समजणे. • अपठीत गद्यांश वाचून समजणे.
Methodology: • स्पष्टीकरण पध्दती,प्रश्न उत्तर पध्दती.
Activities: • मोबाईल शाप की वरदान या वर चर्चा करा.
Resources: • मराठी पाठ्यपुस्तक, व्याकरण पुस्तक
Board work: • शब्दार्थ, प्रश्न उत्तरे, • व्याकरण (उदाहरणे), समानार्थी शब्द, विरुद्धार्थी शब्द लिहिणे.

Learning outcomes: • कोणत्याही गोष्टीचा अतिरेक करू नये ही गोष्ट समजतात. • पाठ वाचनाची आवड निर्माण होते. • अपठीत गद्यांश वाचून उत्तरे लिहितात.
Application: • मोबाईल चे फायदे तोटे समजतात. • अवघड शब्दांचा अर्थ समजतात.
ICT Integrated: --- Video द्वारे मोबाईल कसा बनतो याची माहिती घेतात.
Subject Integrated: – विज्ञान – मोबाईल चे फायदे व तोटे समजतात.
Extra questions/ Class assessment/ Recapitulation: • मोबाईल ची माहिती सांगणे.
Homework/ worksheets: - शब्दार्थ लिहणे
Reference: सप्तरंग पाठ्यपुस्तक

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Preeti Pawar Class: 5

Subject: Marathi Month: June

Topic: शाळा (कविता) No. of periods: 4

Subtopic: • शाळा कविता • नाम व नामाचे प्रकार • वर्तमानकाळ
Specific objective: • १.सामान्य नाम,२.विशेषनाम ,३.भाववाचक नाम यांची सखोल माहिती घेणे.

- काळाचा योग्य वापर करून वाक्य बनवता येणे.
- वाचन व आकलन कौशल्ये विकसित होणे.

Methodology:

- स्पष्टीकरण पध्दती
- वाचन पद्धती

Activities:

- स्वतःच्या शाळेविषयी ५ ओळी माहिती सांगा
- A3 आकाराच्या कागदावर नामाच्या तीन प्रमुख प्रकारांची उदाहरणे लिहा व तक्ता बनवा .

Resources:

- पाठ्यपुस्तक, व्याकरण पुस्तक

Board work:

- शब्दार्थ, प्रश्न उत्तरे

Learning outcomes:

- कवितेचा भावार्थ समजून शाळेचे महत्त्व पटवून देतात.
- स्वतःच्या शाळेविषयी ५ ओळीत माहिती सांगता येते.
- नाम व नामाचे प्रकार समजतात.

Application:

- शाळेबद्दल अभिमान बाळगतात.
- वाक्यातील काळ ओळखता येतो.

ICT Integrated: ---

Subject Integrated: - इतिहास - पाहिली शाळा कोणी काढली आणि शाळेबद्दल ची संपूर्ण माहिती घेतली.

Extra questions/ Class assessment/ Recapitulation:

- सामान्य नाम,विशेषनाम,व भाववाचक नामाची उदाहरणे.

Homework/ worksheets: --- कविता वाचन करणे.

Reference: सप्तरंग पाठ्यपुस्तक

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Preeti Pawar Class: 5

Subject: Marathi Month: July

Topic: ४. आईची शिकवण No. of periods: ५

Subtopic: • पाठ - आईची शिकवण • अंक ५१ ते ७०
Specific objective: • आईच्या भूमिकेचे महत्त्व समजणे. • वाक्प्रचार समजणे • कठीण शब्दांचा अर्थ समजणे. • अंकांच्या माहिती मध्ये वाढ होणे.
Methodology: • प्रश्न उत्तर पध्दती • संभाषण पद्धती
Activities: • गोष्ट सांगणे.
Resources: • पाठ्यपुस्तक, व्याकरण पुस्तक
Board work: • शब्दार्थ, प्रश्न उत्तरे, अंक ५१ ते ७०
Learning outcomes: • विद्यार्थ्यांमध्ये सद्गुणांचा विकास घडतो . • विद्यार्थीना नवीन शब्द समजतात. • अंक ओळखता व लिहिता येतात .
Application:

• आईकडून मिळणाऱ्या चांगल्या सवयी, संस्कार आणि नैतिक मूल्ये समजतील.
ICT Integrated: ---
• **Subject Integrated: - Moral science -** विद्यार्थ्यांमध्ये सद्गुणांचा विकास घडतो .
Extra questions/ Class assessment/ Recapitulation: • १ ते ७० अंक उजळणी तोंडी
Homework/ worksheets: --- अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग पाठ्यपुस्तक

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Preeti Pawar Class: 5

Subject: Marathi Month: July

Topic: पाठ.५ आजीची शिकवण No. of periods: ५

Subtopic: • आजीची शिकवण कविता • व्याकरण-(सर्वनाम , जोडशब्द)
Specific objective: • वेळेचे महत्व समजणे • सर्वनामाची व्याख्या व उदाहरणे समजतात. • पाठात आलेले सर्वनाम शोधून लिहणे.
Methodology: • स्पष्टीकरण पध्दती • वाचन पद्धती • संभाषण पद्धती
Activities:

- कविता वाचन करणे.
- पाठात आलेले सर्वनाम शोधूणे.

Resources:

- पाठ्यपुस्तक, व्याकरण पुस्तक

Board work:

- शब्दार्थ
- प्रश्न उत्तरे
- व्याकरण उदाहरणे

Learning outcomes:

- आजी-नातवंडांमधील प्रेम व जिव्हाळा समजेल.
- कल्पना शक्तीत वाढ होते.
- जोडशब्द लिहता व वाचता येतात.व त्यांचे अर्थ जाणून घेतात .

Application:

- आजी-नातवंडांमधील प्रेम व जिव्हाळा समजेल.
- जोद्शाब्दांचा वाक्यात उपयोग करतात.

ICT Integrated: ---

Subject Integrated: - Moral education **---** जीवनात नैतिक मुल्ये यांचा महत्त्व समजतात.

Extra questions/ Class assessment/ Recapitulation:

- व्याकरण जोडशब्द सर्वनाम उदाहरणे.

Homework/ worksheets: --- शब्दार्थ लिहणे.

Reference: सप्तरंग पाठ्यपुस्तक, व्याकरण पुस्तक.

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Lesson Plan 2026-27

Teacher's Name: Preeti Pawar Class: 5

Subject: Marathi Month: Augest

Topic: ६. श्रेष्ठ गायक–अरुण दाते No. of periods: ६

Subtopic:

- पाठ - श्रेष्ठ गायक–अरुण दाते
- वचन बदला
- निबंध लेखन

Specific objective:

- श्रेष्ठ गायक - अरुण दाते यांच्या जीवन परिचयाची माहिती होणे.
- सर्वनाम ओळखणे.
- विद्यार्थींना सूचनांचे पालन करण्याची सवय लागते.
- वाक्ये लिहिता येतात.

Methodology:

- स्पष्टीकरण पध्दती
- प्रश्न उत्तर पध्दती.

Activities:

- भारतातील प्रसिद्ध गायक –गायिकांच्या नावांची यादी तयार करा.

Resources:

- पाठ्यपुस्तक, व्याकरण पुस्तक

Board work:

- शब्दार्थ, प्रश्न उत्तरे, व्याकरण उदाहरणे.
- निबंध लेखन मुद्दे

Learning outcomes:

- श्रेष्ठ गायक अरुण दाते यांच्या जीवन परिचयाची माहिती घेतात.
- आवडीचे गाणे गायक याबद्दल चर्चा करतात.
- अरुण दाते यांनी गायलेली मराठी भावगीते ओळखतात.
- विविध विषयावर आधारित निबंध लेखन कसे करावे हे समजतात.

Application:

• विद्यार्थीना भारत तसेच जगातील गायक गायिका यांची नावे समजतात. • दिलेल्या विषयावरून निबंध लिहा.
ICT Integrated: ---
Subject Integrated: - SST - गायन क्षेत्रातील महान व्यक्तींची माहिती घेतात.
Extra questions/ Class assessment/ Recapitulation: • श्रेष्ठ गायक – अरुण दाते यांच्या जीवन परिचयाची सांगणे.
Homework/ worksheets: --- • अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा. • दिलेल्या विषयावरून निबंध लिहा.
Reference: सप्तरंग पाठ्यपुस्तक, व्याकरण पुस्तक

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan 2026-27

Teacher's Name: Preeti Pawar Class: 5

Subject: Marathi Month: Augest

Topic: **७. हृदयपरिवर्तन** No. of periods: ५

Subtopic: • पाठ - हृदयपरिवर्तन पाठ • पत्र लेखन
Specific objective: • प्राण्यांना ही भावनामन असतात , हे समजावणे. • स्वतःच्या जीवनाशी संबंध जोडतात. • पत्र लेखन मायना समजणे.
Methodology: • पत्र लेखन मायना स्पष्टीकरण • उदाहरणे

- सराव

Activities:

- माझा आवडता प्राणी या विषयावर निबंध लिहा.
- दिलेल्या विषयावरून निबंध व पत्र लिहणे.

Resources:

- पाठ्यपुस्तक, व्याकरण पुस्तक

Board work:

- पत्र लेखन मायना
- प्रश्न उत्तर
- शब्दार्थ

Learning outcomes:

- प्राण्यांना ही भावना व मन असते आणि एकमेकांच्या प्रेमापोटी ते सुद्धा आत्मसमर्पण करायला तयार होतात हे समजतात.
- विविध विषयावर आधारित निबंध लेखन कसे करावे हे समजतात.
- लेखन व संवाद कौशल्ये सुधारतात.
- वाक्ये लिहिता येतात.

Application:

- विद्यार्थीना सूचनांचे पालन करण्याची सवय लागते.

ICT Integrated: ---

Subject Integrated: - Moral education प्राण्यांना ही भावना व मन असते हे समजतात. स्वतःच्या जीवनाशी संबंध जोडतात.

Extra questions/ Class assessment/ Recapitulation:

- अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
- शब्दांचा वाक्यात उपयोग करा

Homework/ worksheets: --- दिलेल्या विषयावरून पत्र लिहा.

Reference: सप्तरंग पाठ्यपुस्तक

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Preeti Pawar Class: 5

Subject: Marathi Month: October

Topic: ८. भारतमाता (कविता) No. of periods: ६

Subtopic: • भारतमाता (कविता) • व्याकरण - विशेषण • लिंग बदला
Specific objective: • देशप्रेम भावनेत वाढ होणे. • भावनांची अभिव्यक्ती करता येणे. • लिंग बदला येणे. • विशेषण ओळखता येणे.
Methodology: • प्रश्न उत्तर पध्दती • संभाषण पद्धती
Activities: • कविता तालासुरात वर्गात सादर करणे • वाक्यातील विशेषण ओळखा.दिलेल्या नामाला विशेषण द्या . • दिलेल्या शब्दाचा लिंग बदला.
Resources: पाठ्यपुस्तक, व्याकरण पुस्तक •
Board work: • प्रश्न उत्तर • शब्दार्थ • व्याकरण व्याख्या व उदाहरणे
Learning outcomes: • विद्यार्थींना भारतीय असण्याचा अभिमान बाळगावा ही शिकवण मिळते.

• वाक्यातील विशेषण ओळखतात. • नामांना योग्य विशेषण देता येतात.
Application: • विद्यार्थीना भारताविषयी पाच वाक्य लिहिता येणे.
ICT Integrated: ---
Subject Integrated: – History - भारताचा नकाशा पाहून भारताबद्दल अधिक माहिती घेतात.
Extra questions/ Class assessment/ Recapitulation: • पाठ वाचन
Homework/ worksheets: --- शब्दार्थ लिहणे.
Reference: सप्तरंग पाठ्यपुस्तक, व्याकरण पुस्तक

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Preeti Pawar Class: 5

Subject: Marathi Month: October

Topic: 9. वरदान No. of periods: ६

Subtopic: • वरदान • काळ – भूतकाळ
Specific objective: • क्रोधावर विजय मिळवणे. • भाषेचे मुख्य कौशल्ये बोलणे , ऐकणे , वाचनाचे महत्व समजणे.
Methodology: • स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities:

- पूर्वकालीन शिक्षण पद्धतीवर वर्णन करा .कठीण शब्दांचे अर्थ लिहा .

Resources:

- पुस्तक
- गुरुकालीन शिक्षण पद्धतीचे चित्र.
- व्याकरण पुस्तक

Board work:

- शब्दार्थ,
- प्रश्न उत्तरे
- भूतकाळ उदाहरणे

Learning outcomes:

- गुरुकालीन शिक्षण पद्धतीत गुरु किती कठीण परीक्षा घ्यायचे हे समजते.
- अतिथी देवो भवः याचा अर्थ समजतात.
- नैतिक वर्तनाची प्रेरणा मिळते.

Application: क्रोधावर विजय मिळवला तर द्या,करूना हे गुण हृदयात वाढतात.

ICT Integrated: Video

Subject Integrated: - History - मुले पुरातन काळातील शिक्षण पद्धती बद्दल शिकतात.

Extra questions/ Class assessment/ Recapitulation: -

- कोण कोणास म्हणाले ते लिहा.
- विरुद्धार्थी शब्द लिहा.
- भूतकाळ उदाहरणे सोडवणे.

Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.

Reference: सप्तरंग मराठीपाठ्यपुस्तक.

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Lesson Plan 2026-27

Teacher's Name: Preeti Pawar Class: 5

Subject: Marathi Month: November

Topic: १०. दातांचे आरोग्य No. of periods: ६

Subtopic:

- दातांचे आरोग्य
- शब्द समूहाला एक शब्द
- वाक्प्रचार

Specific objective:

- विद्यार्थ्यांनच्या कल्पनाशक्तीचा विकास करणे.
- दातांच्या आरोग्याची योग्य काळजी न घेतल्यास दात किडतात हे समजणे.
- शब्द समूहाचा योग्य ठिकाणी वापर करता येणे.
- दातांचे महत्त्व या विषयावरून निबंध लिहिता येतो.

Methodology:

- चर्चा पध्दती
- स्पष्टीकरण पध्दती
- प्रश्न उत्तर पध्दती

Activities:

- दातांचे आरोग्य कसे ठेवावे हे १० ओळीत लिहा.
- तुम्ही तुमच्या दातांची काळजी कशी घेता ते लिहा.

Resources:

- पुस्तक

Board work:

- शब्दार्थ, प्रश्न उत्तरे
- दिलेल्या विषयावर आधारित पत्रलेखन, निबंधलेखन करा.

Learning outcomes:

- विद्यार्थ्यांना शरीर स्वस्थ राहण्यासाठी आपल्या आरोग्याची काळजी घेणे किती आवश्यक आहे हे समजते.
- शब्द समूहाला एक शब्द समजतात.
- वाचन व आकलन कौशल्ये विकसित होते.
- शब्दाचे अर्थ समजतात व त्यांचा वाक्यात उपयोग .करण्याचा प्रयत्न करतात.
- वाक्प्रचाराचा वाक्यात उपयोग करतात.

Application: विद्यार्थ्यांना स्वच्छतेचे महत्व समजणे.

ICT Integrated: - ---

Subject Integrated: - Science - दातांबद्दल अधिक माहिती घेतात,त्यांची निगा कशी ठेवावी समजतात.

Extra questions/ Class assessment/ Recapitulation: - पाठ वाचन, निबंध लेखन सराव

Homework/ worksheets:

- अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
- शब्द समूहाच्या जोड्या लावा.

Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Preeti Pawar Class: 5

Subject: Marathi Month: November

Topic: ११. रंग आला (कविता) No. of periods: 5

Subtopic:

- रंग आला (कविता)
- क्रियापद

Specific objective:

- विविध रंगांची माहिती होणे.
- रंग कशाचे प्रतिक आहे समजणे.
- क्रियापद समजून योग्य क्रियापदाचा वापर करता येणे.

Methodology:

- स्पष्टीकरण पध्दती,
- प्रश्न उत्तर पध्दती,
- संभाषण पद्धती.

Activities: कविता ताला सुरात म्हनून घेतली. खाली दिलेल्या वेगवेगळ्या रंगांची नावे मराठीत लिहा,निबंध लेखनावर चर्चा करणे..

Resources: पुस्तक,

Board work: शब्दार्थ, प्रश्न उत्तरे, निबंध लेखन.

व्याकरण (उदाहरणे).

Learning outcomes:

- कवितेचा अर्थ समजून घेतात.
- वाचन कौशल्य मध्ये सुधारणा होते.
- विविध रंगांची माहिती घेतात कोणता रंग कशाचे प्रतिक आहे. याची माहिती करून घेतात.

Application: विविध रंगांचे महत्व पटवून देणे.

ICT Integrated: - --

Subject Integrated: - English रंगांची नावे मराठी व इंग्रजीत सांगता येतात.

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण क्रियापद तोंडी उदाहरणे सांगणे.

Homework/ worksheets:

- अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा,
- योग्य क्रियापद वापरून वाक्य पूर्ण करा.

Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Preeti Pawar | Class: 5

Subject: Marathi | Month: December

Topic: १२. चिंटूची करामत | No. of periods: ६

Subtopic: • चिंटूची करामत • विरामचिन्ह • अंक ८१ ते १००
Specific objective: • विद्यार्थांना करामती केल्या तर त्या आपल्याच अंगाशी येतात ही शिकवण समजणे. • आपण केलेल्या करामती आपल्याच अंगाशी येतात हे शिकतात. • योग्य विरामचिन्हाचा वाक्यात वापर करता येणे. • अंक समजून ओळखून लिहिता येणे.
Methodology: • स्पष्टीकरण पध्दती • प्रश्न उत्तर पध्दती.
Activities: • गोष्ट सांगणे. • दिलेल्या वाक्यात योग्य विरामचिन्ह वापरून वाक्य पुन्हा लिहा. • दिलेल्या शब्दंचा वाक्यात उपयोग करा.
Resources: पुस्तक व व्याकरण पुस्तक
Board work: शब्दार्थ, प्रश्न उत्तरे, व्याकरण (उदाहरणे).
Learning outcomes: • दुसऱ्यांच्या खोड्या काढू नये. आपल्या खोडकर, उद्योगी, करामती वृत्तीचे परिणाम

आपल्यालाच भोगावे लागतात. यावर प्रतिक्रिया व्यक्त करतात.

- विद्यार्थी त्यांच्या अंगाशी आलेल्या करामती सांगतात, या विषयावर आधारित गोष्ट सांगितली.
- योग्य विरामचिन्हाचा वाक्यात वापर करता येतो.
- विरामचिन्हावरून वाक्याच्या उच्चारात होणारा बदल समजतात .
- अंक ओळखता व लिहिता येतात .
- अंकांच्या माहिती मध्ये वाढ होते.

Application:

- विद्यार्थीना नवीन शब्द समजतात.
- विरामचिन्हावरून वाक्याच्या उच्चारात होणारा बदल समजून संभाषण करण्याचा प्रयत्न करणे.

ICT Integrated: - ---

Subject Integrated: - English- चिंटूची करामत या पाठाचा अर्थ इंग्रजीतून सांगता येते.

Extra questions/ Class assessment/ Recapitulation:

- विरामचिन्ह , अंक ८१ ते १०० यांची उदाहरणे.

Homework/ worksheets:

- अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
- पाठावरील शब्दार्थ लिहणे.

Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Preeti Pawar | Class: 5

Subject: Marathi | Month: December

Topic: १३ आज सूर्य कोणीकडे? | No. of periods: ६

Subtopic:

- आज सूर्य कोणीकडे?
- भविष्यकाळ

Specific objective:

- विद्यार्थ्यांना अवयवांचे महत्व समजावणे.
- दैनंदिन जीवनाशी संबंध जोडता येणे.
- नवीन शब्दांची माहिती मिळवणे.
- काळ ओळखता येणे.

Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.

Activities:

- प्रत्येक अवयवाचे १ ते २ ओळीत महत्त्व लिहून तक्ता बनवा.
- भविष्यकाळी क्रियापदे ओळखून वाक्य पूर्ण करा .

Resources: पुस्तक

Board work: शब्दार्थ, प्रश्न उत्तरे, उदाहरणांमध्ये विरामचिन्हांचा वापर करा.

व्याकरण (उदाहरणे).

Learning outcomes:

- शरीरातील प्रत्येक अवयवांचे महत्व लक्षात घेवून त्यांची काळजी घेणे किती महत्वाचे आहे हे समजते.
- पाठाचा आशय समजतो.
- विद्यार्थ्यांनच्या कल्पनाशक्तीचा विकास होतो व अवयवांचे महत्व समजणे.
- वाक्यात काळानुसार बदल करता येतो .व भविष्यकाळी क्रियापदे ओळखता येतात .

Application:

• शरीरातील अवयवांचे महत्व समजून त्यांची निगा कशी ठेवावी समजणे.
ICT Integrated: --
Subject Integrated: - Science- शरीरातील अवयवांचे कार्य समजून योग्य काळजी कशी घ्यावी याची माहिती घेतात. कोणते जीवनसत्व कोणत्या अव्यावासाठी उपयुक्त आहे जाणून घेतात.
Extra questions/ Class assessment/ Recapitulation: -दिलेल्या शब्दांचे इंग्रजी, मराठी अर्थ लिहा.
Homework/ worksheets: • अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा. • पाठा वाचन
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Preeti Pawar Class: 5

Subject: Marathi Month: January

Topic: १४. फुलपाखरू (कविता) No. of periods: ५

Subtopic: • फुलपाखरू कविता)) • म्हणी
Specific objective: • कवितेचा भावार्थ समजावणे. • कविता तालासुरात म्हणता येते. • वाचन व रसग्रहण कौशल्ये विकसित होतात . • नवीन शब्द समजावणे.

Methodology:

- वाचन पध्दती
- स्पष्टीकरण पध्दती
- प्रश्न उत्तर पध्दती.

Activities:

- फुलपाखरूचे चित्र काढून रंगवा.
- म्हणी पूर्ण करा.

Resources: पुस्तक

Board work:

- शब्दार्थ, प्रश्न उत्तरे,
- म्हणी उदाहरणे.

Learning outcomes:

- फुलपाखरू निसर्गाची देण आहेत्यांना पकडू नये , हे समजतात.
- निसर्गाबद्दल माहिती मिळवतात.
- म्हणींचा अर्थ समजून संवाद साधताना त्यांचा वापर करण्याचा प्रयत्न करतात.

Application:

- विद्यार्थीना नवीन शब्द समजतात.

ICT Integrated: -

Subject Integrated: - EVS - पर्यावरणातील बदल आणि नैसर्गिक गोष्टींची माहिती मिळवतात.

Extra questions/ Class assessment/ Recapitulation

- म्हणी पूर्ण करा.

Homework/ worksheets:

- अभ्यास पुस्तिकेतील प्रश्न उत्तरे पूर्ण करा.

Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-27

Teacher's Name: Eshani Jain Grade: V

Subject: Hindi Month- April

Topic: **पाठ १: हम भारतबासी सब एक हों|** No. of periods: 12

Subtopic: हम भारतबासी सब एक हों|
Specific objective: • पर्यायवाची शब्द • भाषा**,** लिपि और व्याकरण • ध्वनियाँ, वर्ण एवं वर्तनी
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • कविता-गायन • राष्ट्रीयता का ज्ञान। • आत्म नियन्त्रण द्वारा एकता कीशक्ति का ज्ञान| • अपनी मन की बातें लिखना।
Resources: चलचित्र और पाठ्यपुस्तक
Board work: मुख्य शब्द, शब्दार्थ, ध्वनियाँ और वर्ण, भाषा की लिपियाँ|
Learning outcomes: • स्वतंत्रता का अनुभव कराना • नया करने की इच्छा जागृत करना • मन की बात बताने के लिए प्रोत्साहित करना • 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 । • राष्ट्रीयता का ज्ञान जानेगे | • 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: 1) किसी भी नागरिक के लिए देश का क्या महात्व होता है?

Homework/ worksheets: कविता पठन,शब्दार्थ ,कठिन शब्द

Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश

Subject Integration: यह कविता नागरिक शास्त्र और सामान्य ज्ञान से सम्बंधित राष्ट्रीयता के बारे में बताई जा रही है|

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-27

Teacher's Name: Eshani Jain Grade: V

Subject: Hindi Month- June

Topic: **पाठ २:** खेलो इंडिया No. of periods: 8

Subtopic: खेलो इंडिया
Specific objective: • संज्ञा और भेद • चित्र वर्णन
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • खेलों प्रोत्साहित करने के लिए कौन-कौन से राष्ट्रीय खेल पुरस्कार दिए जाते है? तत्काल में ये पुरस्कार किन-किन खिलाड़ियों को दिए गए हैं? उनके चित्र सहित एक परियोजना बनाइए। • चित्र वर्णन करना • खेल और खिलाड़ियों के नाम बताना
Resources: चलचित्र और पाठ्यपुस्तक
Board work: मुख्य शब्द, शब्दार्थ, ध्वनियाँ और वर्ण
Learning outcomes: • जीवन में खेलों के महत्व से परिचित कराना • समसामयिक विषय का ज्ञान कराना • मिलजुलकर उत्सव मनाने के लिए प्रेरित करना
Application: • चित्र वर्णन करना। • बच्चे खेल और खिलाड़ियों के नाम बताएँगे ।
ICT Integrated: • Video : पाठ का अनिमेशन • Power Point Presentation – संज्ञा
Extra questions/ Class assessment/ Recapitulation: यदि खेल नहीं होते तो जीवन कैसा होता?

Homework/ worksheets: पाठ वाचन,शब्दार्थ ,कठिन शब्द
Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश
Subject Integration: यह कहानी नागरिक शास्त्र / राजनीति विज्ञान और शारीरिक शिक्षण से सम्बंधित बताई जा रही है|

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-27

Teacher's Name: Eshani Jain Grade: V

Subject: Hindi Month- June

Topic: **पाठ ३: आखिर मिल ही गया धान** No. of periods: 8

Subtopic: आखिर मिल ही गया धान
Specific objective: • लिंग • वचन • विराम चिन्ह
Methodology: चर्चात्मकपद्धति , कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति
Activities: • साक्षात्कार लेना • कहानी का अंत बदलना • नाट्यमंचन करना
Resources: चलचित्र और पाठ्यपुस्तक
• **Board work**: कठिन शब्द, शब्दार्थ, प्रश्नोत्तर
Learning outcomes: • शिक्षा का महत्व समझाना • परोपकार की भावना जागृत करना • उत्तम सोच का निर्माण करना • अपनापन जगाना • मेहनत का महत्त्व समझना

Application:

- बच्चे शिक्षा का महत्व, परोपकार तथा कृतज्ञता समझेंगे।
- सामाजिक तथा भावनात्मक,चिंतन का विकास।
- खोजी और जिज्ञासु होना|

ICT Integrated:

- Video : पाठ ॲनिमेशन
- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation: 1)क्या आप भी जिज्ञासु और खोजी प्रवृत्ति के हैं।

Homework/ worksheets: पाठ वाचन,शब्दार्थ ,कठिन शब्द

Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश

Subject Integration: यह कहानी पर्यावरण और भूगोल से सम्बंधित बताई जा रही है|

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-27

Teacher's Name: Eshani Jain Grade: V

Subject: Hindi Month- July

Topic: **पाठ 4 वाह! डॉक्टर बाबू** No. of periods: 12

Subtopic: वाह ! डॉक्टर बाबू
Specific objective: • सर्वनाम और मुहावरे
Methodology: अभिनय पद्धति, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • चित्र के आधार पर संवाद लेखन करना • शिक्षा देने वाली कहानी सुनना और सुनाना
Resources: चलचित्र और पाठ्यपुस्तक
Board work: कठिन शब्द, शब्दार्थ, प्रश्नोत्तर
Learning outcomes: • काम के प्रति समर्पण करना सीखाना । • साहस, निडरता, सहृदयता और ईमानदारी जैसे गुणों का समावेश करना ।
Application: • सर्वनाम और मुहावरे जानेंगे। • ईमानदारी से काम करना सिखेंगे। • प्रासंगिक तथा अप्रासंगिक वस्तुओ को चिह्नित करना।
ICT Integrated: • Video : पाठ ॲनिमेशन

• Power Point Presentation –
Extra questions/ Class assessment/ Recapitulation : आपके अनुसार डॉक्टर के कौन-कौन से गुण होने चाहिए**?**
Homework/ worksheets: पाठ वाचन,शब्दार्थ ,कठिन शब्द
Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश
Subject Integration: यह कहानी विज्ञान से सम्बंधित बताई जा रही है|

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-27

Teacher's Name: Eshani Jain Grade: V

Subject: Hindi Month- July

Topic: **पाठ ५: डायरी के पन्ने** No. of periods: 8

Subtopic: **डायरी के पन्ने**
Specific objective: • विलोम शब्द और समानार्थि शब्द
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • डायरी लेखन करना • ग्रामीण जीवन पर अपने विचार व्यक्त करना
Resources: चलचित्र और पाठ्यपुस्तक
• **Board work**: कठिन शब्द, शब्दार्थ, प्रश्नोत्तर
Learning outcomes: • ग्रामीण जीवन से परिचित कराना • आदर-सत्कार सीखाना • सादगी को अपनाने के लिए प्रोत्साहन देना ।
Application: • बच्चें अपने-अपने ग्रामीण या शहरी परिवेश के अनुभव पर पर चर्चा करेंगे। • शब्दों के अर्थ समझते हुए वाक्य बनाएँगे । • युग्म शब्दों का अर्थ जानेंगे
ICT Integrated: • Video : पाठ ॲनिमेशन • Power Point Presentation
Extra questions/ Class assessment/ Recapitulation : 1) "गाँवों को प्रकृति के समीप माना जाता

है।“ अपने विचार प्रकट करें।
Homework/ worksheets: पाठ वाचन,शब्दार्थ ,कठिन शब्द
Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश
Subject Integration: यह कहानी नैतिक शिक्षा और भाषा और साहित्य, कला और संस्कृति से सम्बंधित बताई जा रही है|

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-27

Teacher's Name: Eshani Jain Grade: V

Subject: Hindi Month- August

Topic: **पाठ ६ समाधि** No. of periods: 12

Subtopic: **समाधि**
Specific objective: विशेषण और उसके भेद, विलोम, पर्यायवाची शब्द
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • परियोजना तैयार करना • व्यक्ति-चित्र पहचानना
Resources: चलचित्र और पाठ्यपुस्तक
Board work: कठिन शब्द, शब्दार्थ, प्रश्नोत्तर , विशेषण और उसके भेद, विलोम, पर्यायवाची शब्द
Learning outcomes: • साहस, देशप्रेम जागृत करना • नारी-शक्ति का सम्मान करना • अतीत का ज्ञान कराना
Application: • छात्र विशेषण और उसके भेद, विलोम, पर्यायवाची शब्दों की परिभाषा तथा उसके भेद समझेंगे।

- छात्र नारी-शक्ति का सम्मान करेंगे।
- 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: पाठ वाचन,शब्दार्थ ,कठिन शब्द

Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश

Subject Integration: यह कहानी इतिहास और संस्कृति, दर्शनशास्त्र से सम्बंधित बताई जा रही है|

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-27

Teacher's Name: Eshani Jain Grade: V

Subject: Hindi Month- August

Topic: **पाठ ७:** वृक्ष है तो हम है No. of periods: 8

Subtopic: वृक्ष है तो हम है

Specific objective:
संधिविच्छेद, लिंग, वचन, उपसर्ग

Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

- चर्चा करना
- परियोजना तैयार करना
- स्लोगन का चार्ट बनाना

Resources: चलचित्र और पाठ्यपुस्तक

Board work: कठिन शब्द, शब्दार्थ, प्रश्नोत्तर, संधिविच्छेद, लिंग, वचन, उपसर्ग

Learning outcomes:

- पर्यावरण संरक्षण करना
- वृक्षारोपण का महत्व समझाना
- पर्यावरण के प्रति जागृति फैलाना

Application:

- बच्चे वचन और लिंग परिवर्तित करेंगे ।
- बच्चे वृक्षारोपण का महत्व लिखेंगे
- वृक्ष की उपयोगिता को जानेंगे ।

ICT Integrated:

- Video : पाठ का अनिमेशन
- Power Point Presentation –

Extra questions/ Class assessment/ Recapitulation : 'यदि पेड न होते' इस विषय में चर्चा करें ।

Homework/ worksheets: पाठ वाचन,शब्दार्थ ,कठिन शब्द

Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश

Subject Integration: यह कहानी पर्यावरण अध्ययन और विज्ञान से सम्बंधित बताई जा रही है|

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-27

Teacher's Name: Eshani Jain

Grade: V

Subject: Hindi

Month- October

Topic: **पाठ ८-** गन्नू

No. of periods: 10

Subtopic: गन्नू

Specific objective: मुहावरे, कारक

Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

- मित्र को पत्र लिखना
- परियोजना तैयार करना

Resources: चलचित्र और पाठ्यपुस्तक

Board work: कठिन शब्द,शब्दार्थ,प्रश्नोत्तर,मुहावरे, कारक
Learning outcomes: • सभी का आदर करना । • गलती का अहसास कराना। • सभी के प्रति दया और करुणा का भाव रखना।
Application: • बच्चे विभिन्न विषयों में औपचारिक पत्र लिखने का अभ्यास करेंगे । • बच्चों में सामाजिक तथा भावनात्मक गुणों का विकास होगा । • द्वित्व व्यंजन पर आधारित अभ्यास कार्य करेंगे ।
ICT Integrated: • Video : पाठ का अनिमेशन • Power Point Presentation –
Extra questions/ Class assessment/ Recapitulation : सभी के प्रति हमारे क्या कर्तव्य है **?'** इस विषय में चर्चा करें।
Homework/ worksheets: पाठ वाचन,शब्दार्थ ,कठिन शब्द, मुहावरे
Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश
Subject Integration: यह कहानी नैतिक शिक्षा और नागरिक शास्त्र से सम्बंधित बताई जा रही है|

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-27

Teacher's Name: Eshani Jain — Grade: V

Subject: Hindi — Month- October

Topic: **पाठ ९- ओणम-बहार** — No. of periods: 8

Subtopic: **ओणम-बहार**
Specific objective: **:** काल, विशेषण
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities: • त्योहारों के चित्र को पहचानना
Resources: चलचित्र और पाठ्यपुस्तक
Board work: : कठिन शब्द,शब्दार्थ,प्रश्नोत्तर, काल के भेद , विशेषण तथा उसके भेद
Learning outcomes: • त्योहारों का महत्व समझना • कला और संस्कृति के प्रति प्रेम-भावना जागरूक करना • आपसी प्रेम का महत्व 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 : 'जीवन में त्योहारों का विशेष महत्त्व है।' इस विषय में चर्चा करें।
Homework/ worksheets: पाठ वाचन,शब्दार्थ ,कठिन शब्द
Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश
Subject Integration: यह कहानी भाषा और साहित्य, कला और संस्कृति और भूगोल से सम्बंधित बताई जा रही है|

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-27

Teacher's Name: Eshani Jain Grade: V

Subject: Hindi Month- November

Topic: **पाठ११ जल संरक्षण** No. of periods: 8

Subtopic: **जल संरक्षण**

Specific objective:
: विलोम शब्द, सर्वनाम

Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।

Activities:

- आपबीती सुनाना
- चित्र देखकर भाव व्यक्त करना
- प्रसिध्द जल योद्धाओं को पहचानकर लिखना

Resources: चलचित्र और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ, विराम चिह्न

Learning outcomes:

- काम के प्रति सच्ची निष्ठा दिखाना
- मेहनत, ईमानदारी और मधुर व्यवहार दिखाना

Application:

- छात्र विभिन्न विराम चिह्नों के प्रयोगो को समझेंगे।
- विद्यार्थियों में समानता तथा सत्कार की भवना का विकास होगा।
- छात्र श्रम का महत्त्व समझेंगे।

ICT Integrated:

- Video : पाठ का अनिमेशन
- Power Point Presentation

Extra questions/ Class assessment/ Recapitulation : 'अपने कार्य के प्रति चाव,लगन और निष्ठा हो तो व्यक्ति हर क्षेत्र में सफलता प्राप्त कर सकता है।' इस विषय में चर्चा करें।

Homework/ worksheets: पाठ वाचन,शब्दार्थ ,कठिन शब्द

Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश

Subject Integration: यह कहानी पर्यावरण अध्ययन और भूगोल से सम्बंधित बताई जा रही है|

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-27

Teacher's Name: Eshani Jain | Grade: V

Subject: Hindi | Month- January

Topic: **पाठ१३ शूरवीर** | No. of periods: 8

Subtopic:शूरवीर
Specific objective: • लिंग
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • चार्ट पेपर पर कविताएँ लिखना • साहसपूर्ण कविताओं का वाचन करना • चित्र को पहचानना
Resources: चलचित्र और पाठ्यपुस्तक
Board work: कठिन शब्द, शब्दार्थ, प्रश्नोत्तर, लिंग के उदाहरण
Learning outcomes: • लक्ष्य पर ध्यान केंद्रित करना • साहसी तथा निर्भय बनाना • दृढ़-निश्चय करना सीखाना
Application: • स्त्री लिंग तथा पुल्लिंग शब्दों को जानेंगे । • आत्मविश्वास तथा बौद्धिक विकास होना ।
ICT Integrated: • Video : कविता का अनिमेशन • Power Point Presentation
Extra questions/ Class assessment/ Recapitulation : साहस पर आधारित कोई कविता याद करके

सुनाएँ ।
Homework/ worksheets: पाठ वाचन,शब्दार्थ ,कठिन शब्द, मुहावरे
Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश
Subject Integration: यह कहानी इतिहास, नागरिक शास्त्र / राजनीति विज्ञान से सम्बंधित बताई जा रही है|

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-27

Teacher's Name: Eshani Jain Grade: V

Subject: Hindi Month- January

Topic: **१४ सबसे ताकतवार शब्द** No. of periods: 10

Subtopic: **सबसे ताकतवार शब्द**
Specific objective: **:** प्रत्यय, वाक्यांश के लिए एक शब्द
Methodology: स्पष्टीकरण, कथन, समूह और प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • विद्यार्थियों द्वारा पालन किए जानेवाले नियमों की सूची तैयार करना
Resources: चलचित्र और पाठ्यपुस्तक
Board work: कठिन शब्द, शब्दार्थ, प्रश्नोत्तर, वाक्यांश के लिए एक शब्द
Learning outcomes: • सहृदयता दिखाना • दूसरों के दुख को समझना
Application: • छात्र वाक्यांश के लिए एक शब्द समझकर लिखेंगे।

- छात्र सत्य की खोज का महत्त्व समझेंगे।
- विद्यार्थियों में उत्तम गुणों की जिज्ञासा उत्पन्न होगी।

ICT Integrated:

- Video : पाठ का अनिमेशन

Extra questions/ Class assessment/ Recapitulation : विद्यार्थी के द्वारा पालन करने योग्य तीन विशेष नियमों की सूची बनाएँ जिन्हें उन्हे पालन करना चाहिए। ,

Homework/ worksheets: पाठ वाचन,शब्दार्थ ,कठिन शब्द

Reference: पाठयपुस्तक, व्याकरण पुस्तक, शब्दकोश

Subject Integration: यह कहानी मनोविज्ञान और प्रेरणा, आध्यात्मिक और दर्शन से सम्बंधित बताई जा रही है|

MIS International School, Balewadi

Lesson Plan (2026-27)

Teacher's Name - Satyarekha Kasina **Grade - 5**

Subject - Science **Month - April**

Topic – Ch 1 Changes Around Us **No. of Periods - 9**

Sub-topic:

- Reversible and irreversible change
- Mixture and solution
- Separation of Mixtures

Specific objective:

- Students would classify changes around them as reversible and irreversible.
- Students would identify solutions and mixtures.
- Students would describe some methods of separation of mixtures.

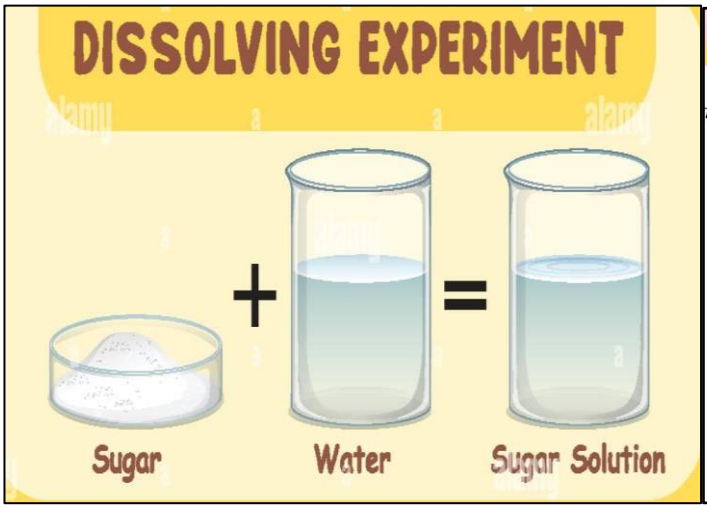
Methodology:

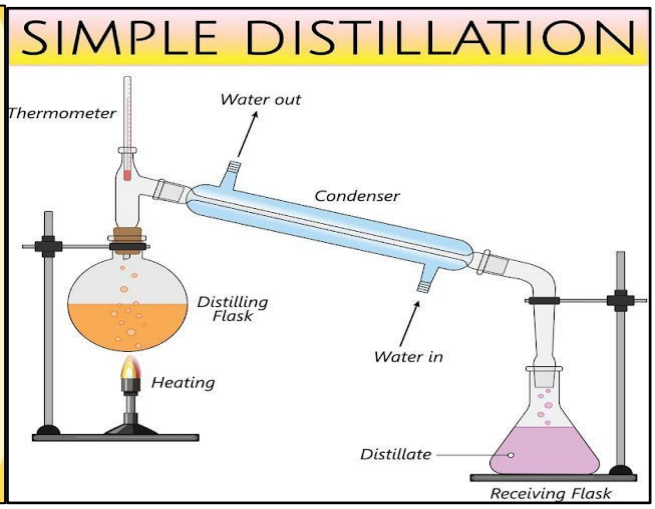
Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Lab visit to observe and understand the difference between reversible and irreversible changes.

Board work:





Learning outcomes:

- Students will be able to explain reversible and irreversible changes, the physical and chemical changes.

- Students will be able to explain the concept of mixture and solution and different methods of separation of mixtures.

Application:

- Students can apply the knowledge in understanding the differences between reversible and irreversible changes.
- 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.
- Collage of reversible and irreversible changes pictures.

Class assessment/ Recapitulation:

- Quiz on the topic for recapitulation, class test for 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 activity in the presence of parents.

Reference:

- Oxford Advantage Science Student's Book Part A Textbook
- Charts and pictures of various changes we see around us.

Subject Integration:

Mathematics skills like observation, critical thinking and sorting are integrated.

MIS International School, Balewadi

Lesson Plan (2026-27)

Teacher's Name - Satyarekha Kasina **Grade - 5**

Subject - Science **Month - April**

Topic – Ch 2 Safety and First Aid (SEA -1) **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:

- Students would describe some steps to ensure safety on roads.
- Students would list fire safety measures.
- Students would identify some items in the first aid kit.
- Students would describe some first aid measures.

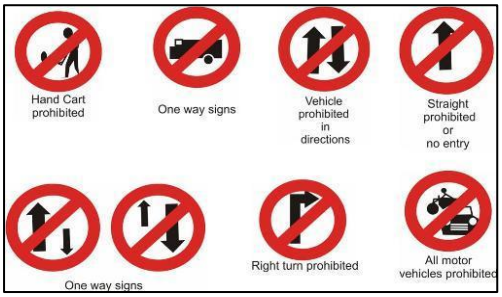
Methodology:

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

Activities:

- Make a small first aid kit at home.
- Make a collage of sign boards with meanings.
- SEA 1 -Write a detailed report on first aid items kept in the first aid kit.

Board work:



Learning outcomes:

- Students will be able to explain various road sign which are important for road safety.
- Students will be able to understand different objects in the first aid kit.

- Students will be able to demonstrate 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 more information about road safety and signs with the help of the internet and write a report on it.
- Make a collage of different sign boards.

Class assessment/ Recapitulation:

- Quiz on the topic for recapitulation, class test for evaluation.

Homework/ worksheets:

- Ask students to attempt the exercise on their own.
- Ask students 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:

- Oxford Advantage Science Student's Book Part A Textbook
- Charts, pictures and videos of various road safety measures.

Subject Integration:

Social Studies:

- Discuss community helpers who provide emergency services such as doctors, nurses, firefighters, and police.
- Understand the importance of helping others responsibly during emergencies.

MIS International School, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Satyarekha Kasina **Grade - 5**

Subject - Science **Month: April - June**

Topic – Ch 3 How Plants Propagate **No. of Periods - 9**

Sub-topic:

- Reproduction from seeds
- Reproduction from other parts

Specific objective:

- Students would explain how plants propagate from seeds.
- Students would list the factors required for germination of seeds.
- Students would identify the ways in which plants disperse their seeds.
- Students would describe vegetative propagation.

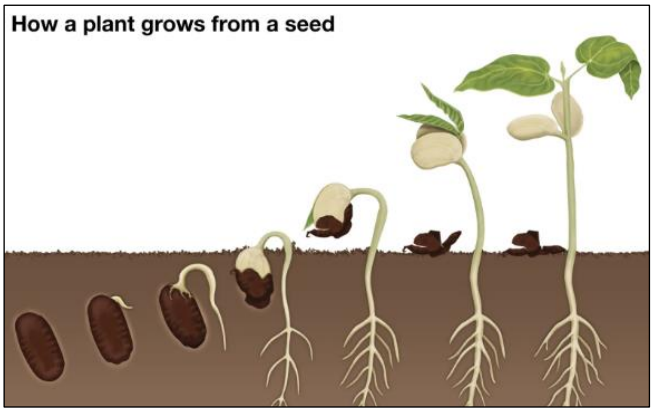
Methodology:

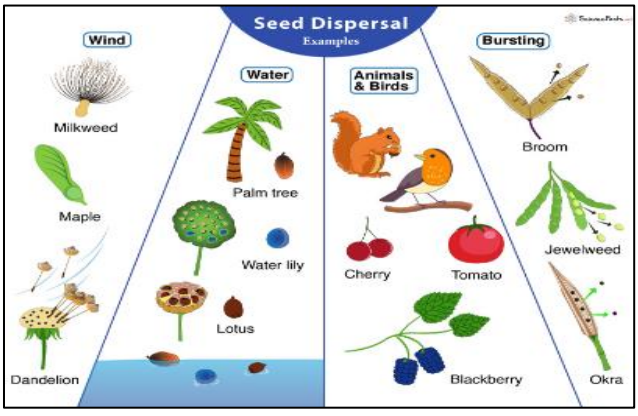
- Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Ask students to plant a seed of a fruit and observe the time taken by the seed to germinate.
- Lab visit to observe and understand vegetative propagation of plants from bulb, root and stem cutting.

Board work:





Learning outcomes:

- Students will be able to explain how plants propagate from seeds.

- Students will be able to list the factors required for germination of seeds.
- Students will be able to identify the ways in which plants disperse their seeds.
- Students will be able to describe vegetative propagation.

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.
- Make a chart showing seed germination.

Class assessment/ Recapitulation:

- Quiz on the topic for recapitulation, class test for 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:

- Oxford Advantage Science Student's Book Part A Textbook
- 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 shoots arising from it, etc.

Subject Integration:

Art:

- Draw and label the **life cycle of a plant**.
- Create **models or charts** showing different methods of plant propagation.
- Make a **seed collage** using different seeds.

MIS International School, Balewadi

Lesson Plan (2026-27)

Teacher's Name - Satyarekha Kasina **Grade - 5**

Subject - Science **Month – June**

Topic – Ch 4 How Animals Sense **No. of Periods - 8**

Sub-topic:

- How animals see
- How animals Smell
- How animals hear
- How animals communicate
- How animals move
- How animals sleep

Specific objective:

- Students would compare how animals see, smell and hear.
- Students would describe how animals communicate.
- Students would identify how animals move.
- Students would describe ways in which animals sleep.

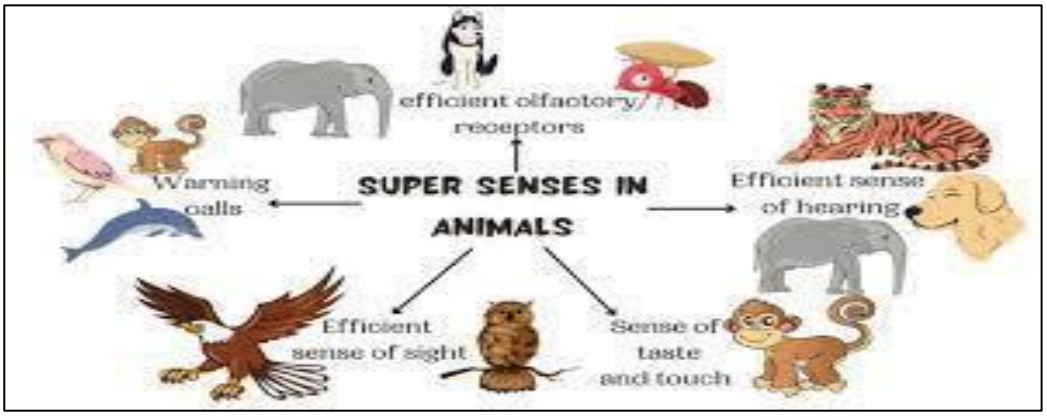
Methodology:

- Lecture method, Demonstration Method, Activity based teaching.

Activities:

- Lab visit to observe and understand how sound travels which will help students to understand how animals depend on their sense of hearing for survival.

Board work:



Learning outcomes:

- Students will be able to compare how animals see, smell and hear.

- Students will be able to describe how animals communicate.
- Students will be able to identify how animals move.
- Students will be able to describe ways in which animals sleep.

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 the internet.

Extra questions/ Class assessment/ Recapitulation:

- Quiz on the topic for recapitulation, class test for evaluation

Homework/ worksheets:

- Ask students to attempt the exercise on their own.
- Ask students to solve worksheets 1 to 4 given in the workbook and students can also do the investigator's Journey as a fun.

Reference:

- Oxford Advantage Science Student's Book Part A Textbook
- Charts, pictures, relevant videos and encyclopaedia

Subject Integration:

<u>Environmental Science</u>

- Adaptation of senses to habitats
    - Desert animals → heat detection
    - Aquatic animals → sensing water vibrations
- Migration using Earth's magnetic field

MIS International School, Balewadi

Lesson Plan (2026-27)

Teacher's Name - Satyarekha Kasina **Grade - 5**

Subject - Science **Month – June - July**

Topic – Ch 5 Habitats and Adaptations **No. of Periods - 10**

Sub-topic:

- Habitats
- Adaptations
- Adaptations in Different Habitats

Specific objective:

- Students would define habitats and adaptations.
- Students would state the features of different habitats.
- Students would describe adaptations in different habitats.

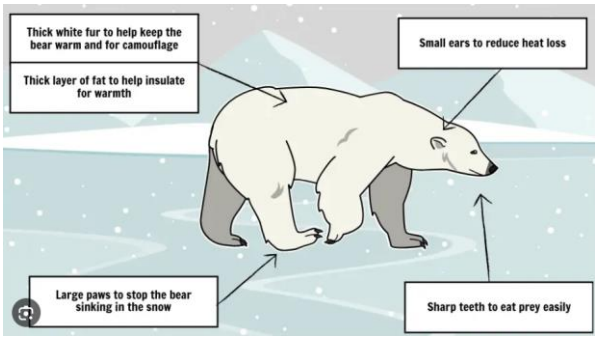
Methodology:

- Lecture method, Activity based teaching

Activities:

- To make a collage of animals as per their adaptations in any one habitat.

Board work:



Learning outcomes:

- Students will be able to define habitats and adaptations.
- Students will be able to state the features of different habitats.
- Students will be able to describe adaptations in different habitats.

Application:

- Students can apply the knowledge in understanding the different adaptations in different habitats.

ICT Integration/ Art Integration:

- Make a PowerPoint presentation on different adaptations in different habitats by collecting information on the internet.

Class assessment/ Recapitulation:

Quiz on the topic for recapitulation, class test for evaluation

Homework/ worksheets:

- Ask students to attempt the exercise on their own.
- Ask students to solve worksheets 1 to 4 given in the workbook and students can also do the investigator's Journey as a fun.

Reference:

- Oxford Advantage Science Student's Book Part A Textbook
- Charts, pictures, relevant videos and encyclopaedia

Subject Integration:

Geography

- Study of different regions (deserts, forests, oceans, mountains) .
- Climate (temperature, rainfall, seasons) and its effect on living organisms.

MIS International School, Balewadi

Lesson Plan (2026-27)

Teacher's Name - Satyarekha Kasina **Grade - 5**

Subject - Science **Month – August**

Topic – Ch 6 Human Body: The Skeletal and Muscular Systems **No. of Periods - 8**

Sub-topic:

- The Skeletal System
- Joints
- The Muscular System

Specific objective:

- Students would describe parts of the skeletal system.
- Students would classify the types of joints.
- Students would list the types of muscles in our body .

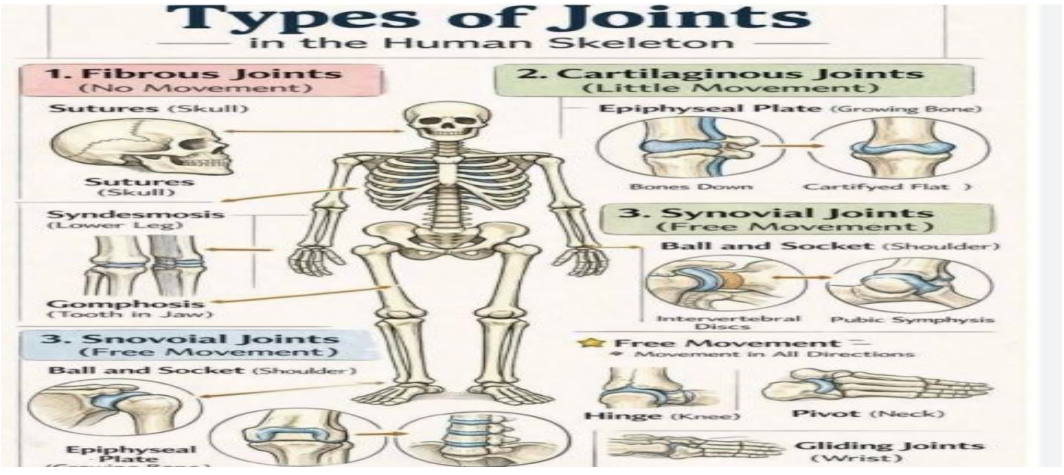
Methodology:

- Lecture method, Activity-based and Audio-visual teaching

Activities:

- Lab visit to observe and understand the human skeletal system.
- Make a collage of different bones in a human body.

Board work:



Learning outcomes:

- Students will be able to describe parts of the skeletal system.
- Students will be able to classify the types of joints.
- Students will be able to list the types of muscles in our body .

Application:

- Students can apply the knowledge in understanding the different bones in a human body.

ICT Integration/ Art Integration:

- Make a PowerPoint presentation on different bones present in a human body.

Class assessment/ Recapitulation:

Quiz on the topic for recapitulation, class test for evaluation.

Homework/ worksheets:

- Ask students to attempt the exercise on their own.
- Ask students to solve worksheets 1 to 4 given in the workbook and students can also do the investigator's Journey as a fun.

Reference:

- Oxford Advantage Science Student's Book Part A Textbook
- Charts, pictures, relevant videos and encyclopaedia

Subject Integration:

Physical Education (PE)

- Perform exercises to feel muscle movement.
- Learn about warm-ups and stretching.
- Discuss posture and body balance.

MIS International School, Balewadi

Lesson Plan (2026-27)

Teacher's Name - Satyarekha Kasina | **Grade - 5**

Subject - Science | **Month – August**

Topic – Ch 7 Human Body: The Nervous System and Sense Organs | **No. of Periods - 8**

Sub-topic:

- The Nervous System
- Parts of a Brain
- Reflex Action
- Sense Organs

Specific objective:

- Students would classify different parts of the brain.
- Students would explain the functions of different types of nerves.
- Students would state the role of the spinal cord in reflex actions.
- Students would explain the structure and functions of sense organs.

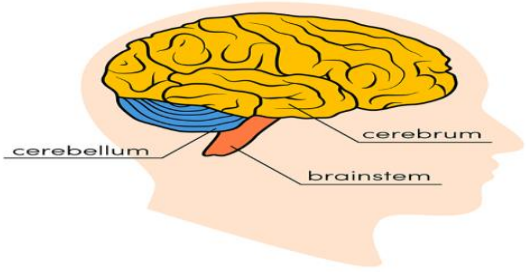
Methodology:

- Lecture method, Activity-based and Audio-visual teaching

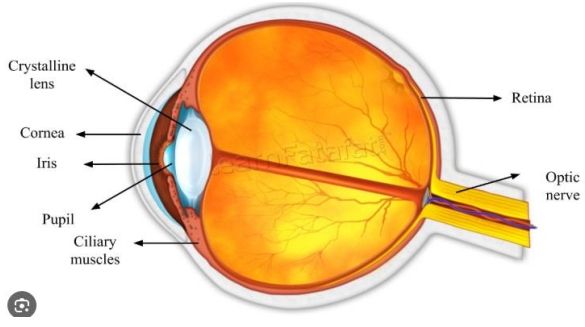
Activities:

- Lab visit to observe and understand the structure of a brain.
- Make a chart of the structure of a human eye.

Board work:



Parts of a Human Brain



Structure of a Human Eye

Learning outcomes:

- Students will be able to classify different parts of the brain.
- Students will be able to explain the functions of different types of nerves.
- Students will be able to state the role of the spinal cord in reflex actions.

- Students will be able to explain the structure and functions of sense organs..

Application:

Students can apply the knowledge in understanding the sense organs in a human body.

ICT Integration/ Art Integration:

- Make a PowerPoint presentation on structure of a brain, neuron and different sense organs in a human body.

Class assessment/ Recapitulation:

Quiz on the topic for recapitulation, class test for evaluation.

Homework/ worksheets:

- Ask students to attempt the exercise on their own.
- Ask students to solve worksheets 1 to 4 given in the workbook and students can also do the investigator's Journey as a fun.

Reference:

- Oxford Advantage Science Student's Book Part A Textbook
- Charts, pictures, relevant videos and encyclopaedia.

Subject Integration:

Health & Nutrition

- Foods beneficial for brain health (nuts, fruits, omega-3).
- Habits for caring sense organs (avoid loud noise, proper lighting).
- Importance of sleep for brain function.

MIS International School, Balewadi

Lesson Plan (2026-27)

Teacher's Name - Satyarekha Kasina **Grade - 5**

Subject - Science **Month – October**

Topic – Ch 8 Diseases: Non-Communicable and Communicable **No. of Periods - 8**

Sub-topic:

- What is a Disease?
- Non-Communicable Diseases
- Communicable Diseases

Specific objective:

- Students would define a disease.
- Students would describe the causes and symptoms of non-communicable and communicable diseases.
- Students would list methods of prevention of diseases.

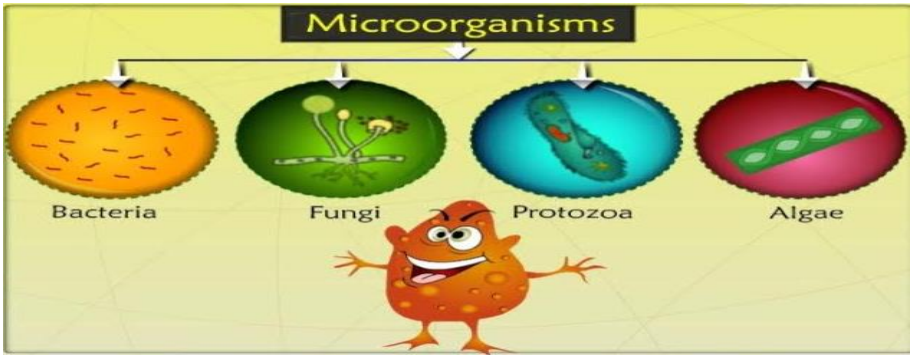
Methodology:

- Lecture method, Activity-based and Audio-visual teaching

Activities:

- Group discussion on communicable and non-communicable diseases.
- Lab visit to observe microbes under a micro scope.

Board work:



Learning outcomes:

- Students will be able to define a disease.

- Students will be able to describe the causes and symptoms of non-communicable and communicable diseases.
- Students will be able to list methods of prevention of diseases.

Application:

Students can apply the knowledge in understanding the cause of different diseases.

ICT Integration/ Art Integration:

- Make a PowerPoint presentation of different types of microbes.

Class assessment/ Recapitulation:

Quiz on the topic for recapitulation, class test for evaluation.

Homework/ worksheets:

- Ask students to attempt the exercise on their own.
- Ask students to solve worksheets 1 to 4 given in the workbook and students can also do the investigator's Journey as a fun.

Reference:

- Oxford Advantage Science Student's Book Part B Textbook
- Charts, pictures, relevant videos and encyclopaedia.

Subject Integration:

Mathematics Integration

- Collect and analyze data on common diseases in the community.
- Create bar graphs or pie charts showing disease types.
- Calculate percentages (e.g., vaccinated vs. non-vaccinated people).

MIS International School, Balewadi

Lesson Plan (2026-27)

Teacher's Name - Satyarekha Kasina | **Grade - 5**

Subject - Science | **Month – October**

Topic – Ch 9 Force and Energy | **No. of Periods - 7**

Sub-topic:

- Types of Force
- Forms of Energy
- Transformation of Energy

Specific objective:

- Students would classify the types of forces.
- Students would define energy.
- Students would describe the forms of energy.

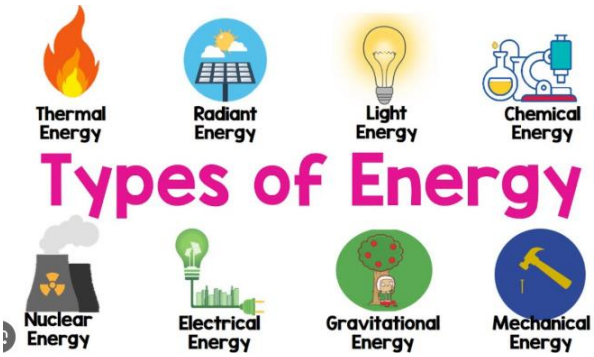
Methodology:

- Lecture method, Demonstration, Activity-based teaching

Activities:

- Lab visit to observe and understand magnetic force.
- Perform activities to understand gravitational force and frictional force.

Board work:



Learning outcomes:

- Students will be able to classify the types of forces.
- Students will be able to define energy.
- Students will be able to describe the forms of energy.

Application:

Students can apply the knowledge in understanding the different forms of energy.

ICT Integration/ Art Integration:

- Make a PowerPoint presentation of different forms of energy.

Class assessment/ Recapitulation:

Quiz on the topic for recapitulation, class test for evaluation.

Homework/ worksheets:

- Ask students to attempt the exercise on their own.
- Ask students to solve worksheets 1 to 4 given in the workbook and students can also do the investigator's Journey as a fun.

Reference:

- Oxford Advantage Science Student's Book Part B Textbook
- Charts, pictures, relevant videos and encyclopaedia.

Subject Integration:

Physical Education (PE)

- Activities like running, jumping to show force and motion.
- Discuss how muscles apply force.
- Link energy to stamina and physical activity.

MIS International School, Balewadi

Lesson Plan (2026-27)

Teacher's Name - Satyarekha Kasina | **Grade - 5**

Subject - Science | **Month – November**

Topic – Ch 10 Simple Machines | **No. of Periods - 8**

Sub-topic:

- What are Simple Machines?
- Types of Simple Machines
- Types of levers

Specific objective:

- Students would define simple machines.
- Students would describe the types of simple machines.

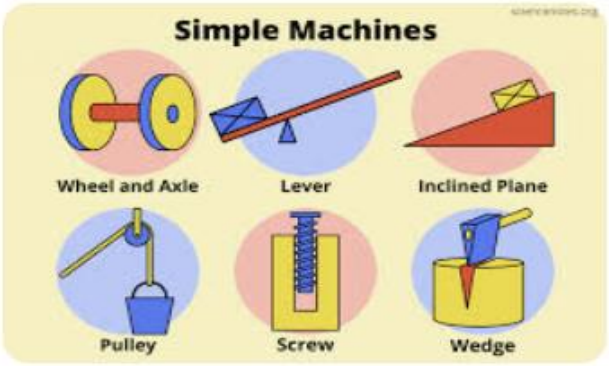
Methodology:

- Lecture method, Demonstration, Activity-based teaching

Activities:

- Lab visit to observe and understand different types of levers.
- Make a collage of different simple machines which we use in our daily life.

Board work:



Learning outcomes:

- Students will be able to define simple machines.
- Students will be able to describe the types of simple machines.
- Students will be able to classify lever type.

Application:

Students can apply the knowledge in understanding the different simple machines we use in our daily life.

ICT Integration/ Art Integration:

- Make a PowerPoint presentation on different simple machines and their uses in daily life.

Class assessment/ Recapitulation:

Quiz on the topic for recapitulation, class test for evaluation.

Homework/ worksheets:

- Ask students to attempt the exercise on their own.
- Ask students to solve worksheets 1 to 4 given in the workbook and students can also do the investigator's Journey as a fun.

Reference:

- Oxford Advantage Science Student's Book Part B Textbook
- Charts, pictures, relevant videos and encyclopaedia.

Subject Integration:

Social Studies

- Study of ancient tools and machines used in civilizations (e.g., Egyptian pyramids ramps)
- How simple machines improved agriculture and transport
- Role of machines in industrial development

MIS International School, Balewadi

Lesson Plan (2026-27)

Teacher's Name - Satyarekha Kasina **Grade - 5**

Subject - Science **Month – November**

Topic – Ch 11 Water Disposal (SEA) **No. of Periods - 4**

Sub-topic:

- Wastes Around Us
- Types of Waste
- Waste Management
- The 3Rs
- How to Manage Household Waste?

Specific objective:

- Students would classify the wastes around us.
- Students would list the steps of waste management in an area.
- Students would describe the principles of the 3Rs to manage waste effectively.
- Students would explain the role of earthworms in composting.
- Students would list ways to manage household waste.

Methodology:

- Lecture method, Demonstration, Activity-based teaching

Activities:

- Make a chart to display types of wastes.
- SEA – 2: Prepare a detailed report on how individuals can apply the principles of the 3Rs - Reduce, Reuse, and Recycle—to reduce waste. Support your report with appropriate images or illustrations wherever required.

Board work:

Learning outcomes:

- Students will be able to classify the wastes around us.
- Students will be able to list the steps of waste management in an area.
- Students will be able to describe the principles of the 3Rs to manage waste effectively.
- Students will be able to explain the role of earthworms in composting.
- Students will be able to list ways to manage household waste.

Application:

Students can apply the knowledge in understanding the importance of waste management and inculcate the habit of following the 3Rs.

ICT Integration/ Art Integration:

- Make a PowerPoint presentation on different types of wastes.

Class assessment/ Recapitulation:

Quiz on the topic for recapitulation, class test for evaluation.

Homework/ worksheets:

- Ask students to attempt the exercise on their own.
- Ask students to solve worksheets 1 to 4 given in the workbook and students can also do the investigator's Journey as a fun.

Reference:

- Oxford Advantage Science Student's Book Part B Textbook
- Charts, pictures, relevant videos and encyclopaedia.

Subject Integration:

Moral Science / Value Education

Developing habits like:

  - Not littering
  - Segregating waste
- Responsibility towards environment
- Importance of sustainable living
- Respect for sanitation workers

MIS International School, Balewadi

Lesson Plan (2026-27)

Teacher's Name - Satyarekha Kasina | **Grade - 5**

Subject - Science | **Month – December**

Topic – Ch 12 Rocks and Minerals | **No. of Periods - 7**

Sub-topic:

- Structure of the Earth
- Rocks: Types and Formation
- The Rock Cycle
- Minerals and its Uses

Specific objective:

- Students would identify the layers of the earth.
- Students would classify the types of rocks and explain their formation.
- Students would list the types of minerals.
- Students would name some minerals and state their uses.

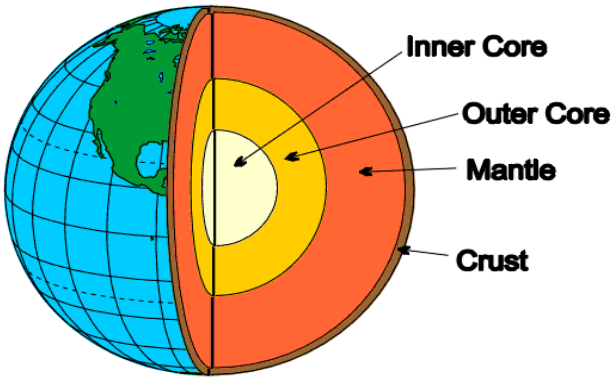
Methodology:

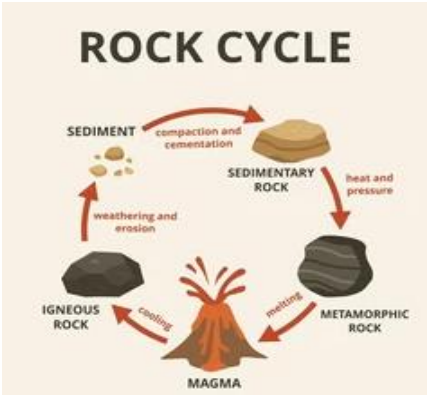
- Lecture method, Demonstration, Activity-based teaching

Activities:

- Make a collage of different rock images and the area / place where it is used.
- Make a chart on rock cycle.

Board work:





Learning outcomes:

- Students will be able to identify the layers of the earth.
- Students will be able to classify the types of rocks and explain their formation.
- Students will be able to list the types of minerals.

- Students will be able to name some minerals and state their uses.

Application:

Students can apply the knowledge in understanding and classification of types of rocks.

ICT Integration/ Art Integration:

- Make a PowerPoint presentation on the structure of the Earth.

Class assessment/ Recapitulation:

Quiz on the topic for recapitulation, class test for evaluation.

Homework/ worksheets:

- Ask students to attempt the exercise on their own.
- Ask students to solve worksheets 1 to 4 given in the workbook and students can also do the investigator's Journey as a fun.

Reference:

- Oxford Advantage Science Student's Book Part B Textbook
- Charts, pictures, relevant videos and encyclopaedia.

Subject Integration:

<u>English</u>

- Learn new vocabulary: rock, mineral, igneous, sedimentary, metamorphic
- Write a short paragraph on "Uses of Rocks and Minerals"
- Story writing: "A Journey of a Rock"

MIS International School, Balewadi
Lesson Plan (2026-27)

Teacher's Name - Satyarekha Kasina **Grade - 5**

Subject - Science **Month – January**

Topic – Ch 13 Natural Disasters **No. of Periods - 7**

Sub-topic: ● Earthquakes - causes and effects ● Floods and Droughts ● Volcanic Eruptions ● Tsunamis ● Cyclones ● Landslides ● Forest Fires
Specific objective: ● Students would classify the types of disasters. ● Students would explain the causes and effects of some natural disasters.
Methodology: ● Lecture method, Activity-based teaching
Activities: ● Make a DIY model to demonstrate earthquakes. ● Make a bar graph to show the frequency of earthquakes across India till today.
Board work:

Learning outcomes:

- Students will be able to classify the types of disasters.
- Students will be able to explain the causes and effects of some natural disasters.

Application:

Students can apply the knowledge in understanding and classification of types of disasters..

ICT Integration/ Art Integration:

- Make a PowerPoint presentation on the effects of different disasters.

Class assessment/ Recapitulation:

Quiz on the topic for recapitulation, class test for evaluation.

Homework/ worksheets:

- Ask students to attempt the exercise on their own.
- Ask students to solve worksheets 1 to 4 given in the workbook and students can also do the investigator's Journey as a fun.

Reference:

- Oxford Advantage Science Student's Book Part B Textbook
- Charts, pictures, relevant videos and encyclopaedia.

Subject Integration:

Mathematics

- Create bar graphs or pie charts showing frequency of disasters
- Measure rainfall data during floods
- Solve word problems based on damage and rescue statistics

MIS International School, Balewadi

Lesson Plan (2026-27)

Teacher's Name - Satyarekha Kasina **Grade - 5**

Subject - Science **Month – January**

Topic – Ch 14 The Earth, Moon and Sun **No. of Periods - 7**

Sub-topic:

- Satellites
- The Moon and Its Phases
- Artificial Satellites
- Eclipse

Specific objective:

- Students will be able to differentiate between natural and artificial satellites.
- Students will be able to describe the phases of the moon.
- Students will be able to discuss how people live in outer space.
- Students will be able to explain how an eclipse occurs.

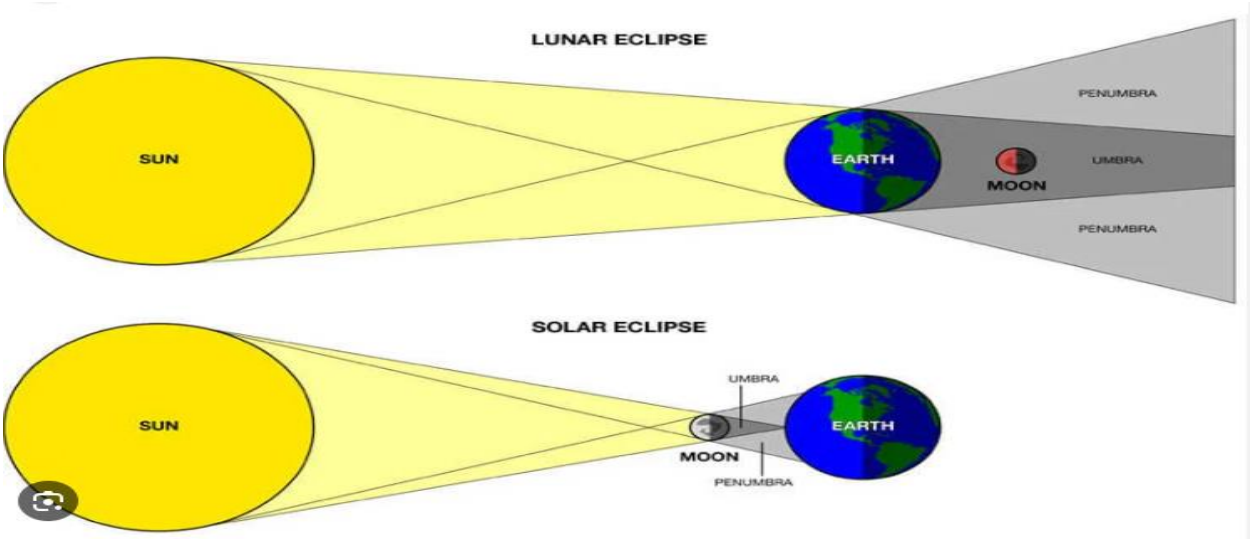
Methodology:

- Lecture method, Activity-based teaching

Activities:

- Make a chart to show different phases of the Moon.
- Make a journal on the achievements of different astronauts.

Board work:



Learning outcomes:

- Students will be able to differentiate between natural and artificial satellites.
- Students will be able to describe the phases of the moon.
- Students will be able to discuss how people live in outer space.
- Students will be able to explain how an eclipse occurs.

Application:

Students can apply the knowledge in understanding different changes which happen in the space / solar system..

ICT Integration/ Art Integration:

- Make a PowerPoint presentation on artificial satellites.

Class assessment/ Recapitulation:

Quiz on the topic for recapitulation, class test for evaluation.

Homework/ worksheets:

- Ask students to attempt the exercise on their own.
- Ask students to solve worksheets 1 to 4 given in the workbook and students can also do the investigator's Journey as a fun.

Reference:

- Oxford Advantage Science Student's Book Part B Textbook
- Charts, pictures, relevant videos and encyclopaedia.

Subject Integration:

<u>Mathematics</u>

- Measure time (day, month, year) based on Earth's movements
- Draw and interpret charts showing phases of the Moon
- Solve problems related to time and calendars

MIS INTERNATIONAL SCHOOL
Lesson Plan (2026-27)

Teacher's Name - Vrushali Pundlik **Grade - 5**

Subject - Social Science **Month - April**

Topic – Ls -1-Latitudes and Longitudes. **No. of Periods - 6**

Sub-topic:

- Latitudes
- Longitudes
- Grid
- Map

Specific objective:

- Encouraging students to learn about habitats of animals
- Telling students about the imaginary horizontal and vertical lines on the globe
- Telling students about the latitudes and longitudes
- Telling students how grids are formed on globe
- Telling students about finding places on globe with the help of grids

Methodology:

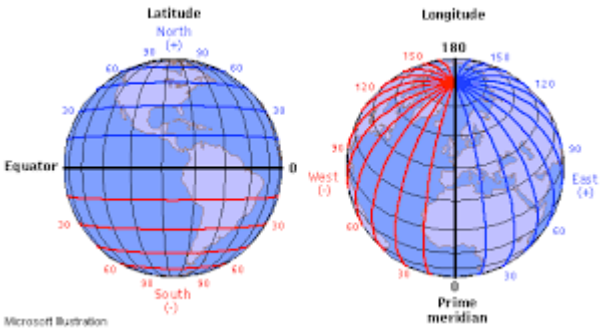
- Lecture method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

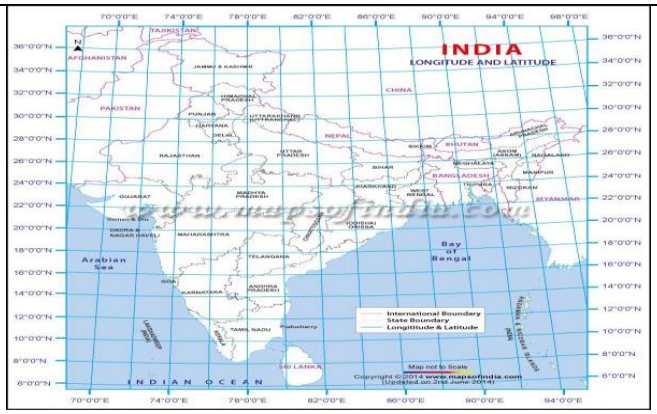
Activities:

- 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.

Subject Integration:

- Subject integration can be done with Math, where students can corelate the concept of Grid with that of Graph.

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 (2026-27)

Teacher's Name - Vrushali Pundlik **Grade - 5**

Subject – Social Science **Month - April**

Topic – Ls 2. Movements of the Earth. No **of Periods -6**

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:

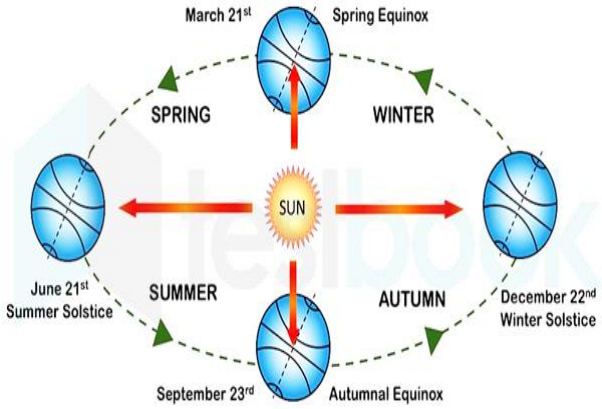
- Lecture method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

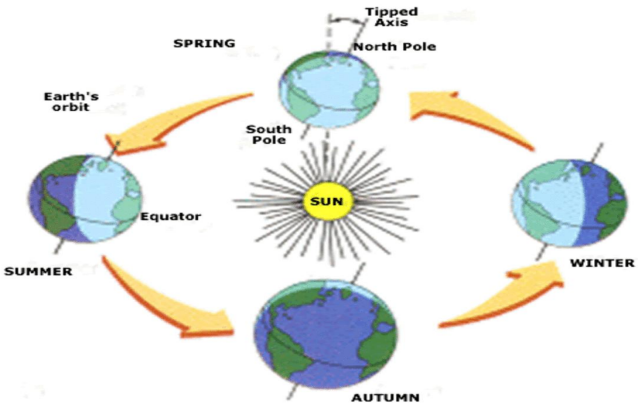
Activities:

- Ask students to work in pairs and make poster creating awareness about eclipses.

Board work:

- Depict circulatory system. List the parts and functions of circulatory system.
- Ask questions related to the concept and write the summarized answers on the board.





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.

Subject Integration:

- Subject integration can be done with Math, where students can corelate the concept of addition with that of Leap year.

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 (2026-27)

Teacher's Name - Vrushali Pundlik **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:

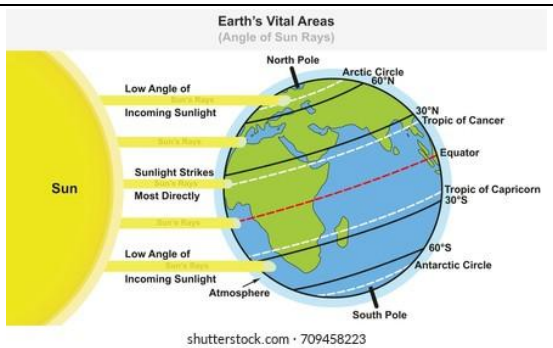
- Lecture method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions.

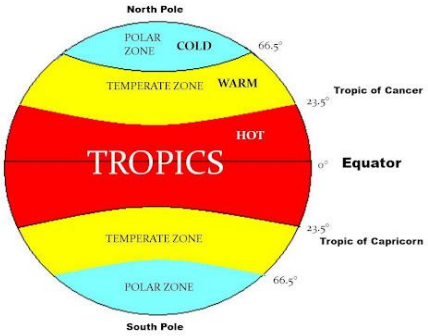
Activities:

- 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

Subject Integration:

- Subject integration can be done with science, where students can relate concept of distance and direction with that of distance from sea and direction of the winds respectively.

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 (2026-27)

Teacher's Name - Vrushali Pundlik **Grade - 5**

Subject – Social Science **Month - June**

Topic - Ls -4 The Torrid Zone **Periods - 6**

Sub-topic:

- The Equatorial Rainforest
  Wildlife, Life of the People, Plant Life
- Protection of the Equatorial Rainforest
- The Tropical Desserts: -
  Climate, Plant Life, Wild Life, Life of the People

Specific objective:

- Learner will be able to identify the location and explain the features of the equatorial rainforests.
- Learner will be able to identify the location 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 characteristics 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

Subject Integration:

- Subject integration can be done with General Knowledge. Students can identify rainforests, recollect information on Trees, plants and animals found there.

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 color the various layers of the equatorial rainforests.

Reference:

- Charts Maps and pictures.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Vrushali Pundlik **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:

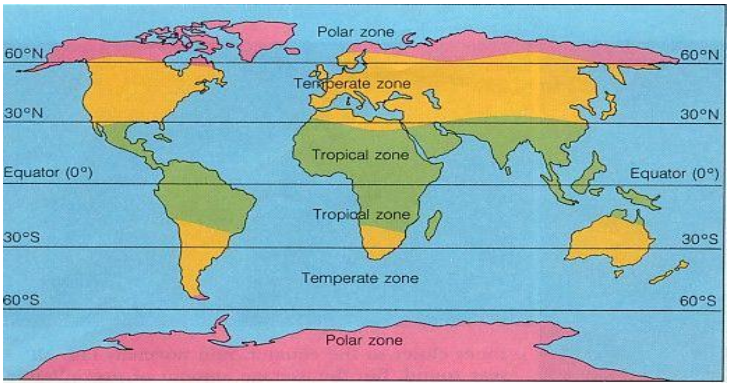
- Lecture method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

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

Subject Integration:

- Subject integration can be done with Science where students can corelate the concepts of Heating and cooling with that of various zones of the world.

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 (2026-27)

Teacher's Name – Vrushali Pundlik **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:

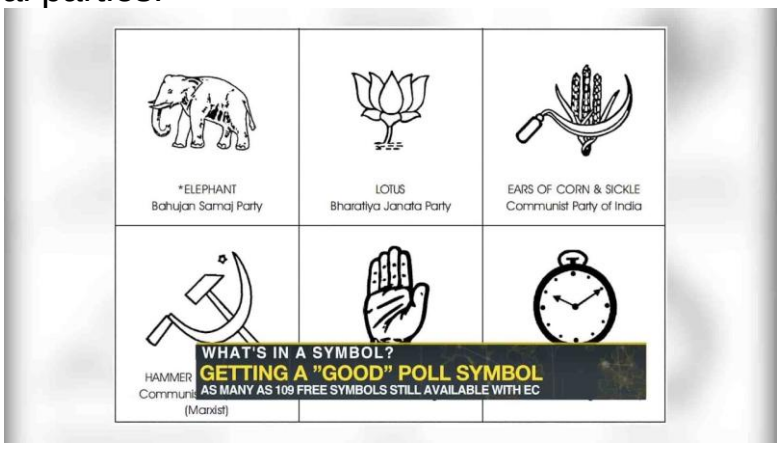
- Lecture method
- Inquiry- based learning
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

- Conduct a quiz based on the concepts given in the chapter.
- Initiate a discussion where importance of voting is focused.

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

Subject Integration:

- Subject integration can be done with General Knowledge. Students can relate and identify the content with that of what they read and listen from Newspapers and television.

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 (2026-27)

Teacher's Name – Vrushali Pundlik **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.
Subject Integration: • Subject integration can be done with Civics and General Knowledge where students can relate the Government and its role, various levels of Government with real life.
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.

Reference:

- Charts, pictures, relevant videos and encyclopaedia

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name - Vrushali Pundlik

Grade - 5

Subject - Social Science **Month – August**

Topic – Ls -8. Our Rights and Duties **No of Periods - 9**

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:

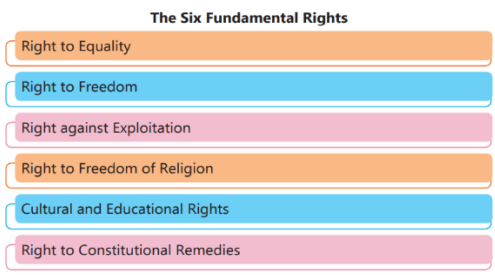
- Lecture method
- Enquiry based method.
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

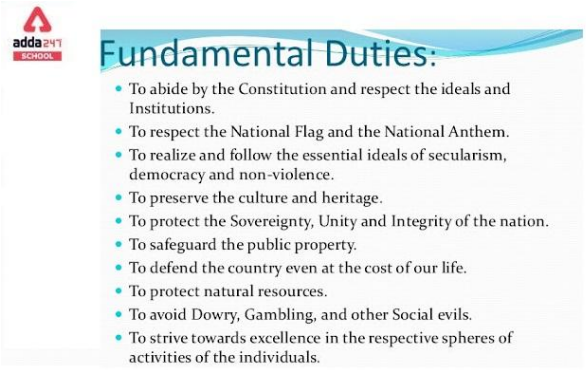
Activities:

- 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.

Subject Integration:

- Subject integration can be done with History where students will understand how community and society grew over time and how civil rights and fundamental duties were formulated.

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 (2026-27)

Teacher's Name – Vrushali Pundlik **Grade - 5**

Subject – Social Science **Month - August**

Topic – Ls -9 The coming of the Europeans **No. of Periods - 10**

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

Subject Integration:

- Subject integration can be done with History where students gain better understanding of British rule in India and freedom struggle that led to Independence.

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 (2026-27)

Teacher's Name – Vrushali Pundlik **Grade - 5**

Subject – Social Science **Month - September**

Topic – Ls -10 The Freedom Struggle: Part 1 **No. of Periods - 10**

Sub-topic:

- The National Congress
- Partition of Bengal
- Swadeshi and Boycott Movements

Specific objective:

- Students will understand:
- Social Reformers and their role
- Significance of Indian National Congress
- Talk about Social reforms

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

Subject Integration:

- Integration can be done with Geography where students will understand various states and their geographical locations on Map of India.

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 (2026-27)

Teacher's Name – Vrushali Pundlik **Grade - 5**

Subject – Social Science **Month –October**

Topic – Ls -11 The Freedom Struggle II **No. of Periods - 13**

Sub-topic:

- India in first World War
- Mahatma Gandhi and the freedom struggle
- Freedom Movements

Specific objective:

- Students will know about the First World War
- Students will know about Mahatma Gandhi
- Students will know about various freedom movements

Methodology:

- Lecture method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

- Draw a timeline in notebooks and mark the years as diary entry
- Add to the timeline as the chapter proceeds further.

Board work:

- Map Work
- List of principles of Mahatma Gandhi

Learning outcomes:

- Talk about Mahatma Gandhi's role in Freedom struggle
- Explain how India was involved in the first Word War
- Explain various freedom movements

Application:

- Students will be able to explain historical events that led to independence of India.
- Students will be able to explain various freedom movements and their significance.

ICT Integration/ Art Integration:

- Video/ PPT

Subject Integration:

- Subject can be integrated with Mathematics where students will understand concepts of time in terms of years and event's timeline.

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 (2026-27)

Teacher's Name – Vrushali Pundlik **Grade - 5**

Subject – Social Science **Month - November**

Topic – Ls -12 Travel and Communication **No. of Periods - 11**

Sub-topic:

- Means of Transport
- Adventure Travel
- Means of communication
- Occupations in Travel and communication

Specific objective:

- Students will be able to:
- Explain different means of transport
- Explain various ways of communication

Methodology:

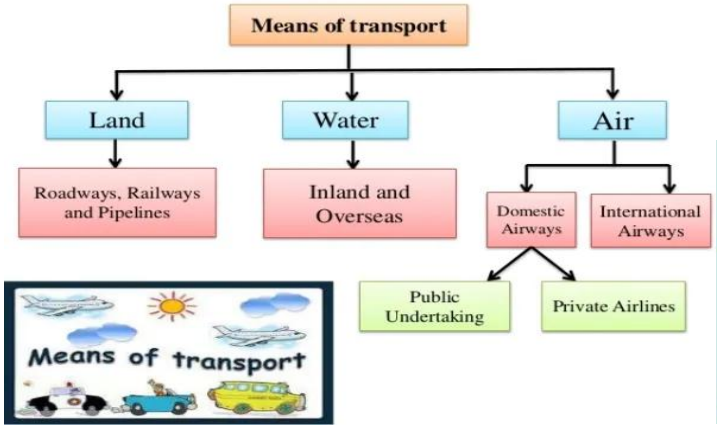
- Lecture method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

- Write mode of daily commute to school on board.
- Describe the basic safety needs and protection of humans and animals in the class.

Board Work:

- Flowchart of Means of Transport
- Picture of mountaineering equipments



Learning outcomes:

- Students will be able to compare the different means of transport and communication.
- Students will be able to name some adventurous activities.
- Students will be able to identify the challenges faced by mountaineers.

Application:

- Students can list the occupations in travel and communication.
- Students can identify natural and human-made systems that support their lives.

ICT Integration/ Art Integration:

- Video/ PPT

Subject Integration:

- Topic can be integrated with science where concept of Air, Water and sound can be corelated with Air travel, Water travel and means of communication respectively.

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 (2026-27)

Teacher's Name – Vrushali Pundlik **Grade - 5**

Subject – Social Science **Month - December**

Topic – Ls -13 The United Nations **No. of Periods - 15**

Sub-topic:

- Formation of United Nations
- The General Assembly
- The security Council
- Agencies and Achievements of the UN
- Some International Days

Specific objective:

- Students will know about how the United Nations was formed.
- Students will understand about various organs of the UN.
- Students will be able to state various agencies of the UN.

Methodology:

- Lecture method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

- Explain and discuss what is meant by Principles.
- Add any other principles that the UN should have.
- Design own logo for the UN

Board work:

- Flowchart of the Organs of the UN
- Picture of agencies of the UN

Learning outcomes:

- Students will be able to explains how the United Nations was formed.
- Students will be able to explain role of various organs of the UN.
- Students will be able to identify various functions of various agencies of the UN.

Application:

- Students can explore and engage with the natural and socio-cultural environment in their surroundings.

ICT Integration/ Art Integration:

- Video/ PPT
- Political Map of the World

Subject Integration:

- Subject can be integrated with General Knowledge where students can corelate newly acquired knowledge with that of the world surrounding them with the help of newspapers, Television news etc.

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 (2026-27)

Teacher's Name – Vrushali Pundlik **Grade - 5**

Subject – Social Science **Month - January**

Topic – Ls -14 **No. of Periods - 14**

Sub-topic: • Natural Disasters in India • Earthquakes, Floods, Drought, Cyclones, Tsunami, Volcanic Eruptions • Disaster Management
Specific objective: • Students will understand what are Natural Disasters • Students will know about various Disaster Management guidelines. • Students will be able to describe the basic safety needs and protection of humans and animals.
Methodology: • Lecture method • Encourage students to attempt the exercise on their own. • Encourage students to indulge in discussions and practice-based learning.
Activities: • Act like a news anchor and read news about the Natural Disaster. • Role-play like a News Reporter and enact his words.
Board work: • Table showing information on Natural and Human-made Disasters.
Learning outcomes: • Students will be able to explain what a natural disaster is. • Students will be able to identify types of Natural Disasters.
Application: • Students will be able to discuss the natural disasters that occur in India. • Students will be able to understand the interdependence in their environment through observation and experiences.
ICT Integration/ Art Integration: • Video/ PPT
Subject Integration:

- Subject Integration can be done with science, where students can corelate topics such as Air, Wind, Water, Sea with various disasters.

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 (2026-27)

Teacher's Name – Vrushali Pundlik **Grade - 5**

Subject – Social Science **Month - February**

Topic – Ls -15 Major Domains of the Earth **No. of periods-13**

Sub-topic:

- Lithosphere
- Hydrosphere
- Atmosphere
- Biosphere
- Interaction between the Earth's domains

Specific objective:

- Students will understand features of Lithosphere, Hydrosphere, Atmosphere and Biosphere
- Students can explain how the domains of the earth interact with each other.
- Students will be able to identify and explain the four major domains of the earth.

Methodology:

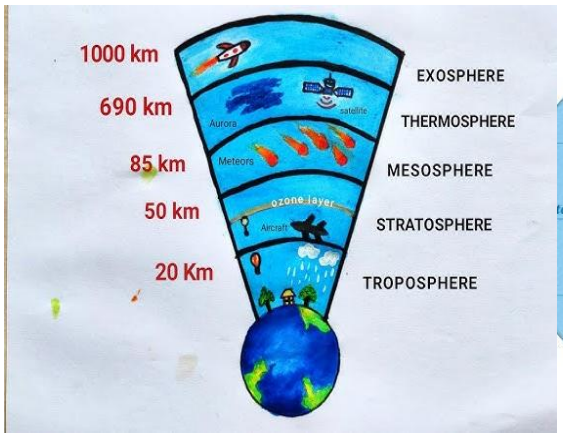
- Lecture method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

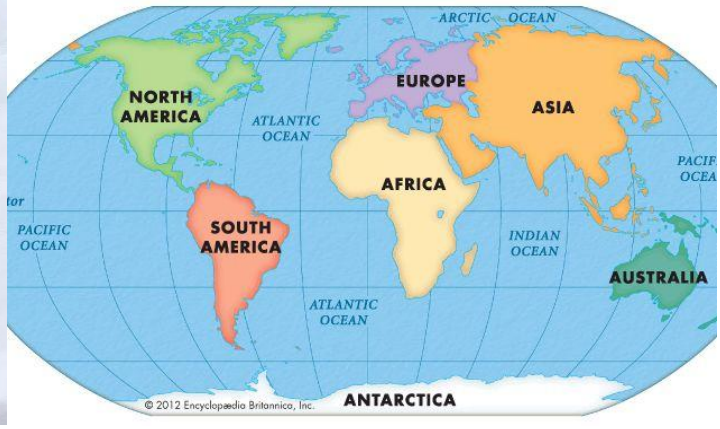
Activities:

- Identify and note down natural and human-made systems that support life.
- Find out information on International Space Station.
- Discussion on names of continents and oceans

Board work:

- Identify continents of the world.
- Layers of the Atmosphere





Learning outcomes:

- Students will be able to identify major continents and oceans of the world
- Students will be able to understand the features of the atmosphere.
- Students will be able to identify and explain the four major domains of the earth.

Application:

- Students can understand the interdependence in their environment through observation and experiences.
- Students can develop the basis for appreciation of the idea of ‘Vasudhaiva Kutumbakam’.

ICT Integration/ Art Integration:

- Video/ PPT
- World Map

Subject Integration:

- Subject Integration can be done with math, where students can apply concept of size and shape with that of size and shape of the oceans and continents on the world map.

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 (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**

Subject - Art & Craft **Month - April**

Topic – April Fool's Day (Special Day Worksheet) **No. of Periods - 1**

Sub - topic: • **Paper & Wood Powder Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Pasting,
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**

Subject - Art & Craft **Month - April**

Topic – Drawing Foot **No. of Periods - 1**

Sub - topic: • **Sketching**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Sketching
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**
Subject - Art & Craft **Month - April**
Topic –Face Expressions **No. of Periods - 1**

Sub - topic: • **How to Draw**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**
Subject - Art & Craft **Month - April**
Topic – Moving Fish (Craft) **No. of Periods - 1**

Sub - topic: • **Paper Craft**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Paper Craft
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**

Subject - Art & Craft **Month - April**

Topic – Ship of Desert **No. of Periods - 1**

Sub - topic: • **Poster Color**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**

Subject - Art & Craft **Month -June**

Topic – Dolphin (Drawing) **No. of Periods - 1**

Sub - topic: • **Silhouette Painting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Painting
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**

Subject - Art & Craft **Month -June**

Topic – Chair with Drapery **No. of Periods - 1**

Sub - topic: • **Still Life**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Sketching
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**
Subject - Art & Craft **Month - June**
Topic –Dolphin (Craft) **No. of Periods - 1**

Sub - topic: • **Sandpaper Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities:Craft
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**
Subject - Art & Craft **Month -June**
Topic – Landscape (Drawing) **No. of Periods - 1**

Sub - topic: • **Oil Pastels**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing and Coloring
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**

Subject - Art & Craft **Month -June**

Topic – Toucan (Drawing) **No. of Periods - 1**

Sub - topic: • **Step by step drawing**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing & Coloring
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss Shital **Grade - 5**

Subject - Art & Craft **Month- July**

Topic – Thrissur Poornima (Special Day Activity) **No. of Periods - 1**

Sub - topic: • **Coloring**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss Shital **Grade - 5**

Subject - Art & Craft **Month -July**

Topic – Giraffe (Drawing) **No. of Periods - 1**

Sub - topic: • **Poster Color**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Sketching
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss Shital **Grade - 5**
Subject - Art & Craft **Month - July**
Topic – Ostrich (Craft) **No. of Periods - 1**

Sub - topic: • **Origami**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities:Craft
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss Shital **Grade - 5**
Subject - Art & Craft **Month -July**
Topic – Landscape (Drawing) **No. of Periods - 1**

Sub - topic: • **Oil Pastels**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing and Coloring
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss Shital **Grade - 5**

Subject - Art & Craft **Month -July**

Topic – Portrait of an Old Man (Coloring) **No. of Periods - 1**

Sub - topic: • **Pencil Shading**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing & Coloring
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss Shital **Grade - 5**

Subject - Art & Craft **Month -July**

Topic – Human Figure Step by Step(Drawing) **No. of Periods - 1**

Sub - topic: • **Sketching**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing & Coloring
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**

Subject - Art & Craft **Month - August**

Topic – Boat Festival (Special Day Worksheet) **No. of Periods - 1**

Sub - topic: • **Sequin Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Pasting
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**

Subject - Art & Craft **Month -August**

Topic – Portrait of a Child (Drawing) **No. of Periods - 1**

Sub - topic: • **Pencil Shading**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Sketching
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**
Subject - Art & Craft **Month - August**
Topic –Boat (coloring) **No. of Periods - 1**

Sub - topic: • **Mosaic Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities:Coloring
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**
Subject - Art & Craft **Month -August**
Topic –Penguin (Craft) **No. of Periods - 1**

Sub - topic: • **Craft**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**

Subject - Art & Craft **Month -August**

Topic – Bulfinch (Coloring) **No. of Periods - 1**

Sub - topic: • **Poster Color**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing & Coloring
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade – 5**
Subject - Art & Craft **Month - September**
Topic – International Literacy Day (Special Day Activity) **No. of Periods - 1**

Sub - topic: • **Poster Making**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Pasting
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**
Subject - Art & Craft **Month - September**
Topic – Paisley Art Design (Coloring) **No. of Periods - 1**

Sub - topic: • **Pencil Shading**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Sketching
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**

Subject - Art & Craft **Month - September**

Topic – Caterpillar (Craft) **No. of Periods - 1**

Sub - topic: • **Cotton Impressions**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: impression
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**
Subject - Art & Craft **Month -September**
Topic – Orange (Coloring) **No. of Periods - 1**

Sub - topic: • **Still Life**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**

Subject - Art & Craft **Month - September**

Topic – Dogs (Coloring) **No. of Periods - 1**

Sub - topic: • **Mix Media**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing & Coloring
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital | **Grade – 5**
Subject - Art & Craft | **Month - October**
Topic – World Heart Day (Special Day) | **No. of Periods - 1**

Sub - topic: • **Poster Making**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Poster Making
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**
Subject - Art & Craft **Month - October**
Topic – Still Life (Coloring) **No. of Periods - 1**

Sub - topic: • **Poster Color**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**
Subject - Art & Craft **Month - October**
Topic – Rooster (Craft) **No. of Periods - 1**

Sub - topic: • **Paper Tearing**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**
Subject - Art & Craft **Month -October**
Topic – Elephant (Coloring) **No. of Periods - 1**

Sub - topic: • **How To Draw**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**
Subject - Art & Craft **Month - October**
Topic – Word Decoration (Coloring) **No. of Periods - 1**

Sub - topic: • **Sketch Pens & Poster Colors**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing & Coloring
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade – 5**
Subject - Art & Craft **Month - November**
Topic – Dandiya Festival (Special Day Activity) **No. of Periods - 1**

Sub - topic: • **Coloring**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**
Subject - Art & Craft **Month - November**
Topic – Horse (Drawing) **No. of Periods - 1**

Sub - topic: • **Grid Fun**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing & Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**
Subject - Art & Craft **Month - November**
Topic – Miniature Painting **No. of Periods - 1**

Sub - topic: • **Poster Color**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**
Subject - Art & Craft **Month -November**
Topic – Polar Bear (Craft) **No. of Periods - 1**

Sub - topic: • **Cotton Balls**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade – 5**
Subject - Art & Craft **Month - December**
Topic – National Unity Day (Special day worksheet) **No. of Periods - 1**

Sub - topic: • **Pencil Shading**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Shading
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital | **Grade - 5**
Subject - Art & Craft | **Month - December**
Topic – Mandala Art (Coloring) | **No. of Periods - 1**

Sub - topic: • **Patterns**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital | **Grade - 5**
Subject - Art & Craft | **Month - December**
Topic – Santa clause (Craft) | **No. of Periods - 1**

Sub - topic: • **Paper Plate Craft**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities:Craft
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade – 5**
Subject - Art & Craft **Month - January**
Topic – Army Day (Special Day Activity Day) **No. of Periods - 1**

Sub - topic: • **Coloring**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital | **Grade - 5**
Subject - Art & Craft | **Month- January**
Topic – Henna Design (Drawing) | **No. of Periods - 1**

Sub - topic: • **Sketching**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Sketching
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital | **Grade - 5**
Subject - Art & Craft | **Month - January**
Topic – Tea Pot (Drawing) | **No. of Periods - 1**

Sub - topic: • **Pattern Making**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing & Coloring
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Miss. Shital **Grade - 5**
Subject - Art & Craft **Month - January**
Topic – Octopus (Craft) **No. of Periods - 1**

Sub - topic: • **Paper Cup Activity**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms. Kiran Sharma **Month**-April
Class: 6
Subject: ICT **Topic: 1.** Advanced Features in PowerPoint **No. of periods:** 5

Subtopic:

- Animation Effects
- Transition Effects
- Action Buttons
- Views in a Presentation
- Importing Data

Specific objective:

- To enhance the knowledge of the students on how to apply various effects in a presentation.

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

Period 1: Teacher will explain to children about how to apply different transition & animation effects.
Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain how to make action buttons, know about views in a presentation and how to import data.
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.
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:

- Make a presentation by applying various effects on it.
- Text book exercises, Lab work practical, Worksheet, Videos.

Learning outcomes:
To make students learn about various features of 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:

- Holiday project: Collect data from the internet on: "Benefits of Online Learning". Make an attractive presentation in PowerPoint using animation and transition effects.
- Textbook Exercise
- Worksheet on Computer devices.

Reference: LIVE WIRE, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms. Kiran Sharma **Month**-April
Class: 6
Subject: ICT **Topic: 2.** Understanding AI **No. of periods:** 5

Subtopic:

- What is AI?
- History of AI
- Need of AI
- Importance of AI
- Domains of AI
- Uses of AI

Specific objective:

- To enhance the knowledge of the students about Artificial Intelligence.

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

Period 1: Teacher will explain to children about AI, its history and need.
Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain importance, uses and domains of AI.
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.
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:

- Give examples of different AI devices we are using in our day to day life.
- Text book exercises, Lab work practical, Worksheet, Videos.

Learning outcomes:

To make students learn about the concepts of Artificial Intelligence 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: LIVE WIRE, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms. Kiran Sharma **Month**-June
Class: 6
Subject: ICT **Topic: 3.** Excel: An Introduction **No. of periods:** 6

Subtopic:

- Starting Excel
- Components of Excel Window
- Sheet tab
- Entering data in Excel
- Selecting cells
- Editing content
- Formatting in Excel
- Alignment & Orientation
- Saving a Workbook
- Creating a new Workbook
- Exiting from Excel

Specific objective:

- To enhance the knowledge of the students about basic concepts of MS Excel.

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

Period 1: Teacher will explain to children about different components of Excel window and how to enter, edit and select data in Excel.
Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain different formatting in Excel.
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.
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 an Excel sheet by entering data in it.
- Apply different formatting on Excel sheet.
- Text book Exercises, Lab Work practical, Worksheet, video.

Learning outcomes:

To make students learn about basic concepts of Excel.

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: LIVE WIRE, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms. Kiran Sharma **Month**-July
Class: 6
Subject: ICT **Topic: 4.** Formatting in Excel **No. of periods:** 5

Subtopic:

- Undo & Redo feature
- Inserting cells, columns and rows
- Deleting cells, columns and rows
- Changing row height and column width
- AutoFill
- Flash Fill

Specific objective:

- To enhance the knowledge of the students about different formatting in Excel.

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

Period 1: Teacher will explain to children about undo, redo and insertion and deletion in Excel.
Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain changing row & column height, Auto Fill and Flash Fill features.
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.
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:

- Insertion and deletion practice in Excel.
- Create a table in Excel and fill the data using Auto Fill & Flash Fill feature.
- Text book Exercises, Lab Work practical, Worksheet, videos.

Learning outcomes:
To make students learn about how to do formatting in Excel.

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: LIVE WIRE, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms. Kiran Sharma **Month**-August
Class: 6
Subject: ICT **Topic: 5.** Formulas and Functions in Excel **No. of periods:** 8

Subtopic:

- Sorting
- Filtering
- Conditional Formatting
- Formula in Excel
- Functions in Excel
- Cell referencing
- Cell referencing of another Worksheet
- Formula Errors

Specific objective:

- To enhance the knowledge of the students about how use formulas and functions in Excel.

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

Period 1: Teacher will explain to children about how to sort, filter and apply conditional formatting on data. They will also learn about different cell references.
Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain how to apply different formulas & functions in Excel.
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.
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 table apply different formulas & functions on it.
- Practice making tables using different cell references.
- Text book Exercises, Lab Work practical, Worksheet, video.

Learning outcomes:

To make students learn about how to apply formulas and functions in Excel.

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: LIVE WIRE, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms. Kiran Sharma **Month**-October
Class: 6
Subject: ICT **Topic: 6.** Image editing in GIMP **No. of periods:** 6

Subtopic:

- About GIMP
- Starting GIMP
- Interface and its components
- Opening a file
- Toolbox
- Selection Tools
- Paint Tools
- Retouching tools
- Transform tools
- Flipping an image
- Rotating an image
- Saving a file
- Closing a file

Specific objective:

- To enhance the knowledge of the students about how to use GIMP platform for image editing.

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

Period 1: Teacher will explain to children about components of GIMP and different tools of it.
Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain how to use the other tools for editing image. They will also learn about flipping & rotating an image.
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.
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:

- Take an image and try different tools of GIMP to edit it.
- Flipping & Rotating the image.
- Text book Exercises, Lab Work practical, Worksheet, video.

Learning outcomes:

To make students learn about how to edit an image using GIMP platform.

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: LIVE WIRE, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms. Kiran Sharma **Month**-November
Class: 6
Subject: ICT **Topic: 7.** Coding in C++, Python, and Java **No. of periods:** 6

Subtopic:

- Introduction to C++, Python, and Java
- Similarities between C++, Python, and Java
- Differences between C++, Python, and Java
- Practice codes

Specific objective:

- To enhance the knowledge of the students about basics of C++, Python and Java.

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

Period 1: Teacher will explain to children about Introduction of C++, Python and Java programming language.

Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain how to create a program using three different languages.

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.

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 different programs using C++, Python and Java language.
- Text book Exercises, Lab Work practical, Worksheet, video.

Learning outcomes:

To make students learn about how to create a program using three different languages.

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: LIVE WIRE, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms. Kiran Sharma **Month**-December
Class: 6
Subject: ICT **Topic: 8.** Coding with Python **No. of periods:** 8

Subtopic:

- Introduction to Python
- Applications of Python programming
- Installing Python
- Components of Python window
- Interactive mode
- Variables in Python
- Script mode
- Creating a program file
- Data types
- Using input() function
- Operators
- Types of operators in Python
- Operator precedence

Specific objective:

- To enhance the knowledge of the students about concepts of Python Programming language.

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

Period 1: Teacher will explain to children about Python, how to install it, different modes to write a Python Program.
Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain how to create python programs.
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.
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 Python programs as per the instructions given.
- Text book Exercises, Lab Work practical, Worksheet, video.

Learning outcomes:

To make students learn more about Python programming language.

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: LIVE WIRE, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms. Kiran Sharma **Month**-January
Class: 6
Subject: ICT **Topic: 9.** Cloud Computing **No. of periods:** 6

Subtopic:

- Introduction to Cloud Computing
- Characteristics of Cloud Computing
- Advantages of Cloud Computing
- Storing and sharing data using Cloud Computing
- Google Drive
- OneDrive
- Google Maps

Specific objective:

- To enhance the knowledge of the students about cloud computing services.

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

Period 1: Teacher will explain to children about cloud computing, storing and sharing data using cloud computing.

Period 2: Teacher will recap what has been taught on previous lecture. Teacher will explain how to use OneDrive and Google Maps on desktop computer.

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.

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:

- Upload, rename, delete and share a file on Google Drive.
- Learn to use Google Maps.
- Text book Exercises, Lab Work practical, Worksheet, video.

Learning outcomes:

To make students learn about cloud computing services.

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: LIVE WIRE, Google, Internet.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name - Ms. Swati. B **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 (2026-27)

Teacher's Name - Ms. Swati. B **Grade - 6**

Subject - English **Month -April**

Topic – 2. The Classroom in the Train **No. of Periods - 5**

Sub - topic: Vocabulary Building Question and answer Pronoun
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 (2026-27)

Teacher's Name - Ms. Swati. B **Grade - 6**

Subject - English **Month - April**

Topic – 3. Foreign Lands **No. of Periods - 6**

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 (2026-27)

Teacher's Name - Ms. Swati. B **Grade - 6**

Subject - English **Month -July**

Topic –4. The Story of Amber Beads **No. of Periods - 15**

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 be given 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 be asked based on the topic.

Homework/ worksheets: worksheet

Reference: Oxford New pathways

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name - Ms. Swati. B **Grade - 6**

Subject - English **Month - June**

Topic – 6. The Laburnum **No. of Periods - 5**

Sub - topic: • Recitation • Comprehend the poem • Vocabulary Building • Question and answer
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 be given 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 (2026-27)

Teacher's Name - Ms. Swati. B **Grade – 6**

Subject - English **Month - July**

Topic – 5. The Banyan Tree **No. of Periods - 5**

Sub - topic:

- Discussion about nature adventure, imagination, caring for animals
- Vocabulary Building
- Reading
- 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 from the text.
- demonstrates appreciation for the natural environment and animals.
- relates the story with their own experiences.
- thinks critically and expresses their own thoughts and opinions clearly and succinctly.
- identifies cross-curricular connections and describes the same in their own words.
- expands their vocabulary by learning new words from the text, their meanings and how to use them in sentences.
- frames and writes speeches on important issues and assess the merits of a speech based on points such as content and vocabulary.
- understands a story being read out to them and answers questions about it spontaneously.
- collaborates with a partner to conduct role-play exercises such as interviews and assesses themselves and others on the basis of points such as fluency and pronunciation.
- contemplates and discusses various environmental issues and thinks of ways of tackling them.
- learns to frame short and relevant messages on important issues for social media.
- does research and learns about various trees found in India and their uses and demonstrates appreciation and respect for linguistic diversity.

Methodology: : Explanation method

Demonstration method

Class room discussion

Activity Based Method

Activities:

- Read the lesson with proper pronunciation.
- Divide the students into four teams and conduct a rapid-fire round.
- Keep the first round for vocabulary.
- Discussed the meaning in the class.
- Discussed question and answers in the class.

Board work: New words from the book. Question and answers will be given to students.

Learning outcomes:

- To understand, interpret, evaluate and respond to the features such as character, plot, theme and setting.
- Critically evaluate the text.

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 (2026-27)

Teacher's Name - Ms. Swati. B **Grade - 6**

Subject - English **Month -July**

Topic – 7. Leah's Pony **No. of Periods - 5**

Sub - topic: • Vocabulary • Reading • Question and answer
Specific objectives: • collaborates on a given task as per the instructions provided. • 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. • expresses appreciation and respect for cultural diversity and festivals. • unscrambles words and applies their knowledge of synonyms in a given context. • uses punctuation marks appropriately to edit a passage.
Methodology: : Explanation method Demonstration method Class room discussion Activity Based Method
Activities: • Ask student to read the text with proper intonation. • 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: • 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.
Application: Reference book
ICT Integration / Art Integration : Video
Class assessment/ Recapitulation: Questions and answers
Homework/ worksheets: worksheet
Reference: Oxford New Pathways

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name - Ms. Swati. B **Grade - 6**

Subject - English **Month -August**

Topic – 8. Attila **No. of Periods - 6**

Sub - topic:

- Vocabulary
- Reading
- 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
- contextualizes the story with their real-life experiences.
- identifies cross-curricular connections and describes the same.
- recognizes synonyms and antonyms, and uses them in context.
- identifies the meaning of animal idioms and uses them in context.
- collaborates on a given task as per the instructions provided.
- demonstrates appreciation and respect for linguistic diversity.
- writes a comprehensive newspaper report focusing on the beginning, middle and end.
- creates impactful banners highlighting a social issue.
- formulates and articulates solutions to a problem using appropriate vocabulary and grammar.
- listens to a story actively and demonstrates an understanding of key details.
- conducts role-play interview to express their ideas and opinions coherently
- demonstrates the capabilities of empathy and compassion, disposition of problem solving and value of inclusion

Methodology: Explanation method

Demonstration method

Class room discussion

Activity Based Method

Activities:

- Ask the students how they imagine Attila's appearance.
- Tell them to create a sketch in their notebook.
- Ask them how learners visualize characters within stories, as well as how they interpret the descriptions provided" in the story regarding appearances.
- Ask students to read the lesson one by one.
- Discuss the difficult words and ask them to use in sentence.
- Comprehend the lesson.

Board work: New words from the book. Question and answers will be given to students.

Learning outcomes:

- To be able to locate and verify information in a prose piece.
- To be able to enjoy an essay and appreciate natural history journalism.
- learners visualize characters within stories, as well as how they interpret the descriptions provided

Application: Reference book

ICT Integration / Art Integration : Story book

Class assessment/ Recapitulation: Questions and answers

Homework/ worksheets: Worksheet

Reference: Oxford New Pathways

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name - Ms. Swati. B **Grade - 6**

Subject - English **Month -August**

Topic –9. The Duck **No. of Periods - 5**

Sub - topic: • Recitation • Reading • Discussion of difficult words. • Comprehend the poem.
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 following the instructions provided. . • writes a comprehensive movie review based on their personal opinions and views expressed during group discussions. • designs an animal mask and performs a role-play exercise playing a movie character.
Methodology: : Explanation method Demonstration method Class room discussion Activity Based Method
Activities: • Recitation • Oral Assessment • Comprehend the poem
Board work: No (Oral Assessment)
Learning outcomes: • To develop a taste for poetry.

• Identifies and appreciates the use of literary devices such as simile, metaphor and imagery in a poem.
Application: Reference book
ICT Integration / Art Integration : Video
Class assessment/ Recapitulation: Oral questions and answers
Homework/ worksheets: No
Reference: Oxford New Pathways

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name - Ms. Swati. B **Grade - 6**

Subject - English **Month - October**

Topic – 10. Forged in Fire **No. of Periods - 6**

Sub - topic:

- Reading
- Discussion
- Vocabulary Building
- Questions and answers

Specific objectives:

- To be able to understand the importance of values like courage and rationality.
- To be able to locate, infer and analyses information.
- To be able to improve critical thinking skills.
- To enrich vocabulary.
- To be able to listen for specific information; to be able to participate in group discussion and debate.
- To be able to introspect and write about one's fears.

Methodology: : Explanation method

Demonstration method

Class room discussion

Activity Based Method

Activities:

- 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
- Read the story to the students in a tone and pace that will create courage and bravery.
- Discussed the difficult words.
- Comprehend the lesson discussed questions and answers.

Board work: New words from the book. Question and answers will be given to students.
Learning outcomes: • To develop an interest in reading different kinds of stories • To develop the skill of active listening
Application: Reference Book
ICT Integration / Art Integration : Story Book
Class assessment/ Recapitulation: Questions and answers
Homework/ worksheets: Worksheet
Reference: Oxford New Pathways

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name - Ms. Swati. B **Grade - 6**

Topic – The Marble Champ **Month - October**

Subject - English **No. of Periods - 5**

Sub - topic:

- Reading
- Vocabulary building
- Questions and answers

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.
- identifies different sports based on their descriptions.
- collaborates on a given task as per the instructions provided.
- identifies and uses correct spellings.
  writes a coherent paragraph expressing one's opinions and views.
- listens carefully to an audio and answers factual questions within context.

Methodology: : Explanation method

Demonstration method

Class room discussion

Activity Based Method

Activities:

- Read the lesson.
- Ice breaking questions ask and discuss.
- Vocabulary building.
- introduce the idea of humility and grace through this discussion. Explain the importance of these qualities in a person's life.
- Discuss questions and answers.

Board work: New words from the book. Question and answers will be given to students.
Learning outcomes: • identifies and defines problems in a given context, formulates and articulates solutions using appropriate vocabulary and correct grammatical structure. • demonstrates the capacities of resilience and determination, disposition of hope and wonder, and values of perseverance and empathy. • identifies qualities and personality traits associated with context. • expresses thoughts, opinions and feelings through a role-play for a given scenario. • writes down a passage in context in his/her mother tongue or regional language, and accurately translates it into English.
Application: Reference Book
ICT Integration / Art Integration : Video
Class assessment/ Recapitulation: Questions and answers
Homework/ worksheets: Worksheet
Reference: Oxford New Pathways

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name - Ms. Swati. B **Grade - 6**

Subject - English **Month - November**

Topic – Olympic Granny **No. of Periods - 6**

Sub - topic:

- Recitation
- Vocabulary building
- Questions and answers

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.
- identifies the tone of the writing.
- identifies the literary devices used in the text.
- collaborates on a given task as per the instructions provided.
- demonstrates the capacity of determination, disposition of humor and value of empathy.
- writes on topics related to health and fitness by exploring vocabulary regarding the same.
- designs a contemporary form of art and connects it to the context of the poem.

Methodology: Explanation method

Demonstration method

Class room discussion

Activity Based Method

Activities:

- Recitation
- Oral Assessment
- Comprehend the poem

• Discuss figures of speech from the poem.
Board work: New words from the book. Question and answers will be given to students.
Learning outcomes: • Identify different figures of speech from poem. • Recite the poem with proper intonation • Use the difficult words in the correct sentence.
Application: Reference Book
ICT Integration / Art Integration : Video
Class assessment/ Recapitulation: Questions and answers
Homework/ worksheets: Worksheet
Reference: Oxford New Pathways

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name - Ms. Swati. B **Grade - 6**

Subject - English **Month - November**

Topic – The women Painters of Mithila **No. of Periods - 5**

Sub - topic:

- Reading
- Vocabulary
- Question and answer

Specific objectives:

- demonstrates appreciation for various art forms
- reads a story aloud with correct pronunciation.
- identifies and interprets the central ideas of the story, and recognizes the relevant details from the story to answer questions.
- demonstrates understanding of the origins of Madhubani painting, and the lives of women painters responsible for the art form.
- relates the story to their own experiences

Methodology: : Explanation method

Demonstration method

Class room discussion

Activity Based Method

Activities:

- Story reading (including 'Starter')
- Comprehension
- Critical thinking Cross-curricular connect
- Vocabulary—Words related to art
- Incredible India

Board work: New words from the book. Question and answers will be given to students.

Learning outcomes:

- identifies cross-curricular connections and describes the same.
- learns a few words related to art.
- uses the present perfect and the past perfect tense appropriately.

• learns to use hyphenated words. • demonstrates appreciation and respect for the cultural diversity of India, especially various kinds of art forms.
Application: Reference Book
ICT Integration / Art Integration : Video
Class assessment/ Recapitulation: Questions and answers
Homework/ worksheets: worksheet
Reference: Oxford New Pathways

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name - Ms. Swati. B **Grade - 6**

Subject - English **Month - December**

Topic – Dal Delight **No. of Periods - 6**

Sub - topic:

- Reading
- Vocabulary
- 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.
- thinks critically and relates the story to their own experiences.
- identifies cross-curricular connections and describes the same.
- expands his/her vocabulary with words related to cooking.
- writes informative and creative articles on their own, expressing their own views and opinions.

Methodology: : Explanation method

Demonstration method

Class room discussion

Activity Based Method

Activities:

- Ask one of the learners to read the text aloud while other learners follow silently using their books.
- Assign the roles of Sadiq, Nawab and Qadir to the learners and encourage them to enact a role-playing exercise and speak out the dialogues as the characters.
- Ask the questions given below to engage the learners in discussion and clarify any doubts.

Board work: New words from the book. Question and answers will be given to students.

Learning outcomes:

- To develop an interest in reading stories.

• cultivates their listening skills by listening to an audio piece and answering questions extracted from it spontaneously. • collaborates with other learners to enact a scene from the story • narrates an anecdote about their own life in front of the class. • understands the concept of empathy and learns about the significance of digital empathy. • demonstrates appreciation and respect for cultural diversity and linguistic variety. • demonstrates the capacity of problem solving, disposition of pride and rootedness in India and value of empathy for others.
Application: Reference Book
ICT Integration / Art Integration : Video
Class assessment/ Recapitulation: Questions and answers
Homework/ worksheets: worksheet
Reference: Oxford New Pathways

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Ms. Swati. B **Grade - 6**

Subject - English **Month - December**

Topic – In the Bazaars of Hyderabad **No. of Periods - 6**

Sub - topic: • Recitation • Vocabulary • Question and answer
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. • relates the poem to their real-life experiences.
Methodology: : Explanation method Demonstration method Class room discussion Activity Based Method
Activities: • Read the poem and discuss the rhyme scheme. • Encourage the learners to guess the meaning of any unfamiliar words, phrases or idioms not covered in glossary, using contextual clues. • Comprehend the poem. • Discuss the questions and answers.
Board work: New words from the book. Question and answers will be given to students.
Learning outcomes: • identifies the tone of the poem. • identifies the sensory images in the poem.

• demonstrates appreciation for various cuisines from different parts of India. • uses their knowledge of Indian regional art forms to complete a simple craft project. • To facilitate comprehension of poem.
Application: Reference Book
ICT Integration / Art Integration : Video
Class assessment/ Recapitulation: Questions and Answers
Homework/ worksheets: Worksheet
Reference: Oxford New Pathways

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name - Ms. Swati. B **Grade - 6**

Subject - English **Month - January**

Topic – Lob's Girl **No. of Periods - 6**

Sub - topic:

- Reading
- Vocabulary
- Question and answer

Specific objectives:

- reads a story out loud 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.
- collaborates on a given task as per the instructions provided.
- identifies cross-curricular connections and describes the same.

Methodology: : Explanation method

Demonstration method

Class room discussion

Activity Based Method

Activities:

- Ask one of the learners to read aloud the text while other learners follow silently using their books.
- Let them make guesses and keep writing them on the blackboard. Ask them to justify their answers.
- Discussed the difficult words and ask them to use in the sentence.
- Discuss questions and answers.

Board work: New words from the book. Question and answers will be given to students.

Learning outcomes: • recognizes antonyms accurately and uses them in context. • writes an account from history, mythology or real-life based on a given context. • uses prepositions accurately in different contexts. • expresses one's opinions and views to solve a problem in a given context. • demonstrates the capacity of logical reasoning, disposition of hope and wonder, and value of humaneness.
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 (2026-27)

Teacher's Name - Ms. Swati. B **Grade - 6**

Subject - English **Month - January**

Topic – The Canterville Ghost(Role Play) **No. of Periods - 5**

Sub - topic:

- Reading
- Discussion
- Role play

Specific objectives:

- participates in role-play and demonstrates fluency in language.
- identifies and interprets the central ideas of the play, and recognizes the relevant details to answer questions.
- contextualizes the play with his/her real-life experiences.
- reads a book critically and expresses his/her observations about what he/she has read.
- collaborates on a given task as per the instructions provided.
- demonstrates the capacity of logical reasoning, disposition of compassion and empathy, and values of humaneness and spirit of service.

Methodology: : Role Play method

Demonstration method

Class room discussion

Activity Based Method

Activities:

- Divide the class into four groups and assign them the roles.
- Students will present their role in front of the class in class
- Conduct questions and answers orally,

Board work: No (Role Play)

Learning outcomes:

- To familiarize the students with the literary genre of play.
- To be able to locate relevant information and draw inferences.

Application: Reference book
ICT Integration / Art Integration : Video
Class assessment/ Recapitulation: Oral questions and answers
Homework/ worksheets: No
Reference: Oxford New Pathways

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name - Ms. Swati. B **Grade - 6**

Subject - English **Month - January**

Topic – The Little Green Orchard **No. of Periods - 5**

Sub - topic:

- Reading
- Discussion
- Role play

Specific objectives:

- To be able to understand the significance of values like simplicity, contentment and selflessness (Exercise A)
- To be able to analyses and evaluate information (Exercise B)
- To be able to critically analyses understand and appraise a play (Exercise C)
- To enrich vocabulary by learning word associations and words ending with -ery (Exercise D-Vocabulary)
- To be able to listen to a narration for specific words; to be able to participate in an informal classroom discussion (Exercise E)
- To be able to write an email according to a specific format (Exercise F)
- To be able to make a decision based on foresight and individual judgement; to be able to compare characters from stories (Exercise G)

Methodology: : Role Play method

Demonstration method

Class room discussion

Activity Based Method

Activities:

- Divide the class into four groups and assign them the roles.
- Students will present their role in front of the class in class

Conduct questions and answers orally,

Board work: No (Role Play)

Learning outcomes: • To familiarize the students with the literary genre of play. • To be able to locate relevant information and draw inferences.
Application: Reference book
ICT Integration / Art Integration : Video
Class assessment/ Recapitulation: Oral questions and answers
Homework/ worksheets: No
Reference: Oxford New Pathways

MIS INTERNATIONAL SCHOOL,Balewadi

Lesson Plan (2026-27)

Teacher's Name - Jyoti Jogdand. **Grade - 6**

Subject - Marathi **Month – April**

Topic – १. आई -कविता **No. of Periods - 3**

Sub – आई -कविता, जोडशब्द
Specific objectives: • विद्यार्थ्यांमध्ये भाषाविषयक आकलन करून, नैतिक विचार रुजवले जातील. • आई या 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. • आईविना तिन्ही जगाचा स्वामी न्यून आहे यांचा परिचय होईल. • प्रार्थना तालासुरात सभिनय सादर करता येणे. • कवितेवर आधारित प्रश्नांची उत्तरे आपल्या शब्दांत मौखिक व लेखी स्वरुपात मांडू शकतील .
Application: विद्यार्थ्यांना लहान ओळीतून मोठा आशय समजला.
ICT Integration / Art Integration :- **Subject integrated:- नैतिक शिक्षण / मूल्य शिक्षण** • आईबद्दल आदर, प्रेम, कृतज्ञता • संस्कार आणि नाती
Class assessment/ Recapitulation: कवितेच्या ओळीचे अर्थ लिहणे. समानार्थी शब्द, **जोडशब्द**.
Homework/ worksheets: कविता पाठ करणे, कवितेवर आधारित पाठ्यपुस्तकातील प्रश्नउत्तरे लिहिणे.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name - Jyoti Jogdand. **Grade - 6**

Subject - Marathi **Month - April**

Topic – २. थोर शास्त्रज्ञ –लुई पाश्चर **No. Of Periods –** 3

Sub - topic: थोर शास्त्रज्ञ –लुई पाश्चर, नाम व नामाचे प्रकार, शब्दांच्या जाती.
Specific objectives: • विद्यार्थी पाठाचे श्रवण व वाचन करतात. • पाठाच्या माध्यमातून शास्त्रज्ञ प्राण्यांवर प्रयोग करून कसे संशोधन करतात याचा परिचय करून देतात. • आधारित प्रश्नांची उत्तरे आपल्या शब्दांत मौखिक व लेखी स्वरुपात मांडू शकतील.
Methodology: स्पष्टीकरण पध्दती, वाचन पद्धती, प्रश्न उत्तर पध्दती.
Activities: शास्त्रज्ञ व त्यांचे संशोधन यावर 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: 'रेबीज' या रोगावर प्रतिबंधक लस कशी तयार केली हे मुले शब्दांत सांगू शकतात.
ICT Integration / Art Integration : Subject integrated: हा पाठ विज्ञान या विषयाशी निगडीत आहे.
Class assessment/ Recapitulation: अशुद्ध लेखन शुद्ध करुन लिहणे.
Homework/ worksheets: शब्दार्थ लेखन पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name - Jyoti Jogdand. **Grade - 6**

Subject - Marathi **Month –** June

Topic – ३. कुष्ठसेवेचा आरंभ (आनंदवन) **No. of Periods - 3**

Sub – कुष्ठसेवेचा आरंभ (आनंदवन), (व्याकरण–शब्दसमूहाबद्दल एक शब्द)
Specific objectives: • विद्यार्थी पाठाचे श्रवण व वाचन करतात. • पाठाच्या माध्यमातून बाबा आमटे यांनी दिलेली कुष्टरोग्यांची सेवा माहिती करून घेतात.
Methodology: स्पष्टीकरण पध्दती, वाचन पद्धती, प्रश्न उत्तर पध्दती.
Activities: बाबा आमटे यांचे समाजकार्य अनन्यसाधारण आहे या विषयावर विद्यार्थी व शिक्षक चर्चा करतात.
Board work: शब्दार्थ, प्रश्न उत्तरे, व्याकरण (उदाहरणे).
Learning outcomes: • बाबा आमटे यांचे समाजकार्य विद्यार्थी आपल्या शब्दात मांडू शकतात. पाठातील कठीण शब्दांचा अर्थ समजून घेतात. • विरुध्द अर्थाचे शब्द वापरून वाक्ये बनवतात तसेच पाठातून स्वावलंबन महत्त्वाचे आहे हे समजतात. • विद्यार्थी पाठाचे श्रवण व वाचन करतात.
Application: 'आनंदवनातील' चित्र चिटकवून डॉ. प्रकाश आमटे यांच्याविषयी १० ओळी लिहा.
ICT Integration / Art Integration : **Subject integrated:** हा पाठ समाजशास्त्राशी निगडीत आहे.
Class assessment/ Recapitulation: विरुद्धार्थी शब्द, वचन बदला, चूक की बरोबर ते लिहा.
Homework/ worksheets:वाक्यात उपयोग करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,Balewadi

Lesson Plan (2026-27)

Teacher's Name - Jyoti Jogdand. **Grade - 6**

Subject - Marathi **Month - June**

Topic – ४. बाभूळझाड **No. of Periods -** 3

Sub - : बाभूळझाड ,(वचन बदला, नाम)
Specific objectives: • कवितेची मध्यवर्ती कल्पना समजावून घेतील व आपल्या शब्दांत सांगू शकतात. • विद्यार्थी पाठाचे वाचन करतात. • कवितेतील प्रश्नांची उत्तरे आपल्या शब्दांत मौखिक व लेखी स्वरुपात मांडू शकतील.
Methodology: स्पष्टीकरण पध्दती, वाचन पद्धती, प्रश्न उत्तर पध्दती.
Activities: झाडाविषयी चर्चा करून झाडे आपल्याला कश्याप्रकारे उपयोगी पडतात हे सांगणे.
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. बाभळीच्या प्रतीकात्मक झाडावरून मनुष्य जीवनातही कसे रहावे हे कवितेतून सांगितले. • पाठातील नवीन शब्दांची ओळख करून त्यांचा अर्थ समजून घेऊन वाक्यांत अचूक उपयोग करतील.
Application: प्रतिकूल परिस्थितीतही जगावे आणि दुसऱ्यांना उपयोगी पडावे हा संदेश या मिळतो.शब्दसमूहाबद्दल एक शब्द उदाहरणे.
ICT Integration / Art Integration: **Subject integrated:-**पर्यावरण अभ्यास- बाभळीचे झाड कोरड्या, उष्ण भागात कसे टिकते काटे, लहान पाने, खोल मुळे यांची रचना ,निसर्गाशी जुळवून घेण्याची प्रक्रिया.
Class assessment/ Recapitulation: 'बाभूळ' झाडाविषयी माहिती देणे.
Homework/ worksheets: पुस्तकातील प्रश्न उत्तरे पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,Balewadi

Lesson Plan (2026-27)

Teacher's Name - Jyoti Jogdand. **Grade - 6**

Subject - Marathi **Month – July**

Topic – ५. गुरुकुल **No. of Periods - 3**

Sub – गुरुकुल(समानार्थी, विरुद्धार्थी शब्द.)
Specific objectives: • महाभारतातील धर्मगुरू,शास्त्रगुरू ,द्रोणाचार्यांविषयी माहिती विद्यार्थ्यांना देणे. • पाठ वाचन करणे,पाठ समजला का याची पडताळणी करणे.
Methodology: स्पष्टीकरण पध्दती, वाचन पद्धती, प्रश्न उत्तर पध्दती.
Activities: महाभारतातील तुम्हाला आवडणाऱ्या एखाद्या व्यक्तीविषयी दहा ओळी निबंध लिहा.
Board work: शब्दार्थ, प्रश्न उत्तरे
Learning outcomes: • विद्यार्थी पाठाचे वाचन करतात. • पाठातील कठीण शब्दांचा अर्थ समजून घेतात. • द्रोणाचार्य गुरुकुलात पांडव आणि कौरवांना 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 : पारंपरिक + आधुनिक शिक्षण • वेद, उपनिषद, योग यांसोबत विज्ञान आणि तंत्रज्ञान.
. Class assessment/ Recapitulation: वाक्प्रचार वहीत लिहून घेणे.शास्त्र विद्या याविषयी माहिती देणे.
Homework/ worksheets: पाठ्यपुस्तकातील पठावर आधारित प्रश्नउत्तरे लिहिणे.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,Balewadi

Lesson Plan (2026-27)

Teacher's Name - Jyoti Jogdand. **Grade - 6**

Subject - Marathi **Month – July**

Topic – ६. थोरली आई **No. of Periods - 3**

Sub – थोरली आई, (सर्वनाम)
Specific objectives: • विद्यार्थ्यांना पाठाच्या माध्यमातून आईचे प्रेम ,माया, नाते कसे जपावे याची माहिती होईल. • प्रेमाची नाती जपावी ही शिकवण विद्यार्थ्यांना देणे.
Methodology: वाचन व शब्दोच्चार पद्धती, स्पष्टीकरण पध्दती.
Activities: थोरली आई कोणाला म्हणतात याची माहिती देणे.
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. • आईचे प्रेम ,माया, नाते कसे जपावे याची माहिती होईल. • आईची जागा आपल्या आयुष्यात कोणीही घेऊ शकत नाही ही संकल्पना दृढ होते.
Application: विद्यार्थी 'आई' हा निबंध आपल्या शब्दांत लिहू शकतील.
ICT Integration / Art Integration : – मूल्य शिक्षण (Value Education) • प्रेम, आदर, कृतज्ञता शिकवण्यासाठी • आईचे महत्त्व समजावण्यासाठी
Class assessment/ Recapitulation: वाक्यात उपयोग करा.
Homework/ worksheets: पाठ्यपुस्तकातील पाठावर आधारित प्रश्नउत्तरे लिहिणे.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,Balewadi

Lesson Plan (2026-27)

Teacher's Name - Jyoti Jogdand. **Grade - 6**

Subject - Marathi **Month – Augest**

Topic – ७. संतवाणी : पैल तो गे काऊ कोकताहे **No. of Periods: 3**

Sub – संतवाणी : पैल तो गे काऊ कोकताहे, (निबंध लेखन)
Specific objectives: • विद्यार्थींना संतांच्या साहित्याची माहिती देणे.
Methodology: वाचन, लेखन व पाठांतर पद्धती.
Activities: : संतवाणी ताला सुरात म्हणून घेतली.
Board work: शब्दार्थ, प्रश्न उत्तरे, व्याकरण उदाहरणे. विविध संतांचे फोटो दाखविणे.
Learning outcomes: • अभंगातील भावार्थ समजला पाहिजे. • संताचे कार्य जाणून घेणे,विद्यार्थ्यांना संताची माहिती सांगणे . • विद्यार्थ्याच्या आकलन शक्तीचा विकास करणे .
Application: विद्यार्थींना लहान ओळीतून मोठा आशय समजला.
ICT Integration / Art Integration : –संगीत (Music) • अभंगाचे गायन ,ताल–लय शिकवणे
Class assessment/ Recapitulation: प्रश्न उत्तरे, प्राण्यांचे आवाज , लिंग बदला.
Homework/ worksheets: पाच संतांचे नावे लिहून चित्र चिकटवा.
Reference:-सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL,Balewadi

Lesson Plan (2026-27)

Teacher's Name - Jyoti Jogdand. **Grade - 6**

Subject - Marathi **Month –Augest**

Topic – ८. गोकुळाष्टमी **No. of Periods - 3**

Sub – गोकुळाष्टमी (व्याकरण – विशेषण)
Specific objectives: • भारतातील सण व साजऱ्या करण्याच्या पद्धती यांची माहिती करून घेणे. • कवितेतील कठीण शब्दांचा अर्थ समजून घेतात.
Methodology: शब्दार्थ, प्रश्न उत्तरे, कथालेखन.
Activities: श्रावणमासातील निसर्गाचे चित्र रेखाटा व स्वाभिमानी वृत्तीवर गोष्ट सांगणे.
Board work: शब्दार्थ, प्रश्न उत्तरे. व्याकरण– उदाहरणे.
Learning outcomes: • भारतातील विविध सण यांची माहिती करून घेणे • 'विशेषण' या घटकाच्या उजळणीतून विशेषणांची संकल्पना दृढ होते. • धार्मिक भावना मनात रुजवणे. • गोकुळाष्टमी या सणाविषयी विद्यार्थी आपल्या शब्दांत लिहू शकतात. • भारतातील सण व साजऱ्या करण्याच्या पद्धती यांची माहिती करून घेणे
Application: कोणतेही काम करतांना आंनदाने करावे.
ICT Integration / Art Integration : – पर्यावरण अभ्यास • सण आणि संस्कृती , गावातील परंपरा, समाजातील सहभाग
Class assessment/ Recapitulation: विद्यार्थ्यांना दहिहंडीचे वर्णन करता येणे.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name - Jyoti Jogdand. **Grade - 6**

Subject - Marathi **Month – October**

Topic –९. मनाची श्रीमंती **No. of Periods - 3**

Sub – मनाची श्रीमंती
Specific objectives : • सदैव दुसऱ्यांना आनंद देता यावा ही भावना मनात रुजवणे. • पैश्याचा विनियोग करतांना विचार पूर्वक निर्णय घेणे.
Methodology: वाचन व शब्दोच्चार पद्धती, स्पष्टीकरण पध्दती.
Activities: रुपये व पैसे यांचे चित्र कार्ड वर चिकटवा.
Board work: शब्दार्थ, प्रश्न उत्तरे, व्याकरण (उदाहरणे)
Learning outcomes: • विद्यार्थ्याच्या मनात दुसऱ्यांना मदत करावी हा गुण रुजवावा. • विद्यार्थ्याच्या मनात येणारे वेगवेगळे विचारप्रकट करण्यास सांगणे. • पाठातील कठीण व नवीन शब्दांचा अर्थ तसेच कठीण संकल्पना समजून घेतील. • पाठावर आधारित प्रश्नांची उत्तरे लिहू शकतील.
Application: सदैव दुसऱ्यांना आनंद द्यावा.
ICT Integration / Art Integration : - भाषा • "मनाची श्रीमंती" वर निबंध, कथा, गोष्टी , प्रसिद्ध संतांचे विचार, उदा. संत तुकाराम
Class assessment/ Recapitulation: वाक्यात उपयोग करा.
Homework/ worksheets: पाठ्यपुस्तकातील पाठावर आधारित प्रश्नउत्तरे लिहिणे.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name - Jyoti Jogdand. **Grade - 6**

Subject - Marathi **Month – October**

Topic – १०. चालता चालता काय होते. **No. of Periods - 3**

Sub – चालता चालता काय होते.
Specific objectives: • विद्यार्थ्यांना घर व आई यांचे महत्व समजावणे. • भ्रमण करतांना वेगवेगळ्या गोष्टी शिकायला मिळतात.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: कविता ताला सुरात म्हणून घेतली .
Board work: शब्दार्थ, प्रश्न उत्तरे. व्याकरण – उदाहरणे
Learning outcomes: • विद्यार्थ्यांना सदैव भ्रमण करूनही माणसाला घराची व आईची ओढ राहते हे समजावणे. • विद्यार्थ्याच्या आकलन शक्तीचा विकास करणे. • विद्यार्थी कवितेतून स्पष्ट झालेली मुल्ये आपल्या शब्दांत मांडतील. • वाक्प्रचारांचा वाक्यांत उपयोग करू शकतील. • कविता ताला सुरात म्हणतात.
Application: अभय साधक – विद्यार्थ्यांना घर व आई यांचे महत्व समजते.
ICT Integration / Art Integration : – शारीरिक शिक्षण • चालण्याचे महत्त्व, रोज चालण्याची सवय
Class assessment/ Recapitulation: यमक जुळणारे शब्द, मराठी महिन्याच्या नावाची ओळख सांगतात.
Homework/ worksheets: चित्रवर्णन आपल्या शब्दात लिहा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name - Jyoti Jogdand. **Grade - 6**

Subject - Marathi **Month –November**

Topic –११. कुतूहल **No. of Periods - 3**

Sub – कुतूहल (व्याकरण - निबंधलेखन.)
Specific objectives: • प्रत्येक ऋतूत होणारे बदल याविषयी मार्गदर्शन करणे. • विद्यार्थाच्या आकलन शक्तीचा विकास करणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: आवडत्या ऋतूबद्दल पाच वाक्य सांगा.
Board work: शब्दार्थ, प्रश्न उत्तरे
Learning outcomes: • प्रत्येक ऋतूत पर्यावरणात होणारे बदल याविषयी मार्गदर्शन करणे. • विद्यार्थ्याच्या मनात जिज्ञासा निर्माण करावी. • प्रत्येक ऋतूत होणारे बदल याविषयी मार्गदर्शन करणे. • कविता वाचून त्यांची उत्तरे आपल्या शब्दांत लिहू शकतात.
Application: विद्यार्थींना फुल झाडांचे महत्व, निसर्गाचे महत्व समजते.
ICT Integration / Art Integration : – पर्यावरण अभ्यास • निसर्गातील गोष्टींबद्दल कुतूहल, पाऊस का पडतो?, आकाश निळे का दिसते?
Class assessment/ Recapitulation: काळ ओळखा, शुद्धलेखन
Homework/ worksheets: कवितेतील प्रश्न उत्तरे वहीत लिहणे, निबंधलेखन.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name - Jyoti Jogdand. **Grade - 6**

Subject - Marathi **Month –November**

Topic – १२. ज्ञानलालसा **No. of Periods - 3**

Sub – ज्ञानलालसा. (व्याकरण-क्रियापद)
Specific objectives: • जीवनातील प्रत्येक क्षणाचा उपयोग ज्ञान ग्रहणासाठी करावा. • पाठ वाचन करणे,पाठ समजला का याची पडताळणी करणे.
Methodology: स्पष्टीकरण पध्दती, वाचन, लेखन व पाठांतर पद्धती.
Activities: ज्ञान प्राप्ती साठी दैनिक वार्तापत्र वाचणे. आजच्या दिवसातील ज्ञान प्राप्तीची ५ साधने लिहिणे.
Board work: शब्दार्थ, प्रश्न उत्तरे, जोडशब्द उदाहरणे
Learning outcomes: • जीवनातील ज्ञानाचे महत्व समजते. • ही कथा श्रेष्ठ याज्ञवल्क यांची ज्ञानलालसा सांगणारी आहे. • या धड्यातून कोणता बोध झाला हे आपल्या शब्दांत लेखी स्वरुपात मांडू शकतील .
Application: जीवनातील प्रत्येक क्षणाचा उपयोग ज्ञान ग्रहणासाठी करावा.
ICT Integration / Art Integration : - मूल्य शिक्षण • शिकण्याची आवड वाढवणे , सातत्य आणि मेहनत
Class assessment/ Recapitulation: प्रश्न उत्तरे, व्याकरण –वचन बदला,लिंग बदला
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name - Jyoti Jogdand. **Grade - 6**

Subject - Marathi **Month – December**

Topic – १३. नवा शिपाई **No. of Periods - 3**

Sub – नवा शिपाई
Specific objectives: • देश प्रेम ही भावना विद्यार्थ्यामध्ये रुजवावी. • शिपायाचा आयुष्याकडे बघण्याचा दृष्टीकोन कवितेद्वारे समजावणे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: 'सैनिकाचे मनोगत' या विषयावर निबंध लिहा.
Board work: शब्दार्थ, प्रश्न उत्तरे, लिंग बदला, विरुद्धार्थी शब्द.
Learning outcomes: • देशभावना व बंधुत्व ही भावना विद्यार्थ्यामध्ये रुजवणे. • विद्यार्थी कवितेचे श्रवण व वाचन करतात. • कवितेचा भावार्थ समजून घेतात. • शिपायाचे जीवन व त्यांची देशाविषयीची कार्य आपल्या शब्दांत लिहू शकतात. • क्रियापदांचा वाक्यांत उपयोग करतात.
Application: : कोणतेही काम करतांना विचाराने करावे.
ICT Integration / Art Integration : – सामाजिक शास्त्र / नागरिकशास्त्र • देशसेवा आणि जबाबदारी , सैनिकांची भूमिका, शिस्त आणि नियमांचे महत्त्व
Class assessment/ Recapitulation: 'सैनिकाचे मनोगत' या विषयावर निबंध लिहा.
Homework/ worksheets: पाठ्यपुस्तकातील पाठावर आधारित प्रश्नउत्तरे लिहिणे.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name - Jyoti Jogdand. **Grade - 6**

Subject - Marathi **Month – December**

Topic –१४. चातुर्य **No. of Periods - 3**

Sub – चातुर्य, जाहिरात.
Specific objectives: • कोणावरही विश्वास ठेवू नये. • प्रत्येक धर्माचे कोणते प्रमुख सण सांगता येणे. • ते कसे साजरे केले जातात हे समजतात.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: चतुर बिरबलाची गोष्ट सांगा.
Board work: शब्दार्थ, प्रश्न उत्तरे, लिंग बदला, विरुद्धार्थी शब्द.
Learning outcomes: • आपल्या चतुरतेचा उपयोग चांगल्या कामासाठी करावा. • विद्यार्थी पाठाचे श्रवण व वाचन करतात. • पाठातील कठीण शब्दांचा अर्थ समजून घेतात. • पाठावर आधारित प्रश्न स्वत: वाचून त्यांची उत्तरे आपल्या शब्दांत लिहू शकतात.
Application: कोणावरही विश्वास ठेवू नये.
ICT Integration / Art Integration : - मूल्य शिक्षण • हुशारी + प्रामाणिकपणा , योग्य-अयोग्य ओळखणे.
Class assessment/ Recapitulation: व्याकरण उदाहरणे, पाठ वाचन.
Homework/ worksheets: अभ्यास पुस्तिकेतील प्रश्न पूर्ण करा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name - Jyoti Jogdand. **Grade - 6**

Subject - Marathi **Month – January**

Topic –१५. मुंबई : एक स्वप्ननगरी **No. of Periods - 3**

Sub – मुंबई : एक स्वप्ननगरी,निबंधलेखन.
Specific objectives: • विद्यार्थ्यांना मुंबईच्या पर्यटन स्थळाची माहिती करून घेणे. • मुंबई या स्वप्ननगरीचा इतिहास विद्यार्थ्यांना सांगावा.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: मुंबईच्या पर्यटन स्थळाची चित्र चिकटवा.
Board work: शब्दार्थ, प्रश्न उत्तरे, लिंग बदला, विरुद्धार्थी शब्द.
Learning outcomes: • विद्यार्थ्यांना मुंबईच्या पर्यटन स्थळाची माहिती जाणून घेणे. • विद्यार्थ्यांना वेगवेगळे प्रश्न विचारून मुंबई शहराची माहिती देणे. • सिनेमासृष्टी तसेच औद्योगिक व्यवसायासाठी प्रसिध्द असलेली शहरे सांगू शकतील. • प्रश्नांची उत्तरे आपल्या शब्दांत मौखिक व लेखी स्वरुपात मांडू शकतील .
Application: विद्यार्थ्यांना मुंबईच्या पर्यटन स्थळाची माहिती समजते.
ICT Integration / Art Integration : – सामाजिक शास्त्र • मुंबईचे स्थान, हवामान, नकाशा , पर्यटनाचा अर्थ आणि महत्त्व , आर्थिक आणि सांस्कृतिक महत्त्व
Class assessment/ Recapitulation: भाववाचक नाम तयार करा, जोड्या लावा.
Homework/ worksheets: शब्दसमुहाबद्दल एक शब्द लिहा.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name - Jyoti Jogdand. **Grade - 6**

Subject - Marathi **Month – January**

Topic – १६. सहजखूण **No. of Periods - 3**

Sub – सहजखूण, पत्रलेखन.
Specific objectives: • जीवनात येणारी सुख, दु:ख गोड मानून आनंदाने जगावे.
Methodology: स्पष्टीकरण पध्दती, प्रश्न उत्तर पध्दती.
Activities: कविता तालासुरात म्हणून घेणे.
Board work: शब्दार्थ, प्रश्न उत्तरे, पत्रलेखन, निबंधलेखन.
Learning outcomes: • : निसर्गाशी – पर्यावरणाशी जवळीक निर्मान करणे. • विद्यार्थी कवितेचे श्रवण व वाचन करतात. • जीवनात येणाऱ्या प्रत्येक गोष्टीत आनंद मानवा अर्थ समजून घेतात.
Application: जीवनात येणारी सुख, दु:ख गोड मानून आनंदाने जगावे हे समजते.
ICT Integration / Art Integration : - पर्यावरण अभ्यास • निसर्गातील निरीक्षणे, झाडे, पक्षी, ऋतू यातील बदल , निसर्ग संवर्धन
Class assessment/ Recapitulation: व्याकरण उदाहरणे, पाठ वाचन
Homework/ worksheets: पाठ्यपुस्तकातील कवितेवरील आधारित प्रश्नउत्तरे लिहिणे.
Reference: सप्तरंग मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Mrs. Siddhi | Class:6

Subject: Math | Month: April

Topic: Knowing our numbers | No. of periods- 11

Subtopic:

- Natural and whole numbers
- Indian and International system of numeration
- Face and Place value
- Comparison of numbers
- Standard unit of Measurement
- Estimation
- Brackets
- Roman Numerals

Specific objective:

- Students can understand Indian and International system of Numeration
- Students will be able to do the estimation of numbers to nearest tens, hundreds, thousands.
- Students will be able to represent the whole numbers on a number line.
- Students will be able to do the conversion of the standard unit of measurements.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive methods.
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

- Show Indian place value and International place value chart and write the number names of both.

Resources:

Number line, textbook, black board

Board work:

:

Indian System

	Place value	Number	zeros
	Ones	1	0
	Tens	10	1
	Hundreds	100	2
Thousands	Thousands	1,000	3
	Ten Thousands	10,000	4
Lakhs	Lakhs	1,00,000	5
	Ten Lakhs	10,00,000	6
Crores	Crores	1,00,00,000	7
	Ten Crores	10,00,00,000	8
Arabs	Arabs	1,00,00,00,000	9
	Ten Arabs	10,00,00,00,000	10

International System

	Place value	Number	zeros
	Ones	1	0
	Tens	10	1
	Hundreds	100	2
Thousands	Thousands	1,000	3
	Ten Thousands	10,000	4
	Hundred Thousands	100,000	5
Millions	Million	1,000,000	6
	Ten Million	10,000,000	7
	Hundred Million	100,000,000	8
Billions	Billion	1,000,000,000	9
	Ten Billion	10,000,000,000	10
	Hundred Billion	100,000,000,000	11
Trillions	Trillion	1,000,000,000,000	12
	Ten Trillion	10,000,000,000,000	13
	Hundred Trillion	100,000,000,000,000	14

Learning outcomes:

Learner will be able to-

- Write and read numbers in International and Indian system of numeration.
- Write and read roman numerals.

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.
- Map mapping integrating population numbers of different states through map.

Reference:

ncert.nic.in, R.S Agarwal textbook, vivadigital.com, Google

Subject Integrated:

- Geography- Integrating population with geography through map

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Mrs. Siddhi
Subject: Math
Topic: Whole Numbers

Class: 6
Month: April
No. of periods- 8

Subtopic:

- Successor and predecessor
- Addition, subtraction and multiplication of whole number on a number line
- Properties of whole numbers
- Division Algorithm
- Patterns

Specific objective:

- Students will be able to add, subtract and multiply whole numbers through a number line.
- Students can understand the properties of subtraction of whole numbers and will understand the use of Division Algorithms.
-

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:

- Addition of two whole numbers (say 9 and 6) and representation on a number line.
- Subtraction of two whole numbers (say 16 and 9) and representation on a number line.
- Identifying the patterns and writing the next two numbers in the series.

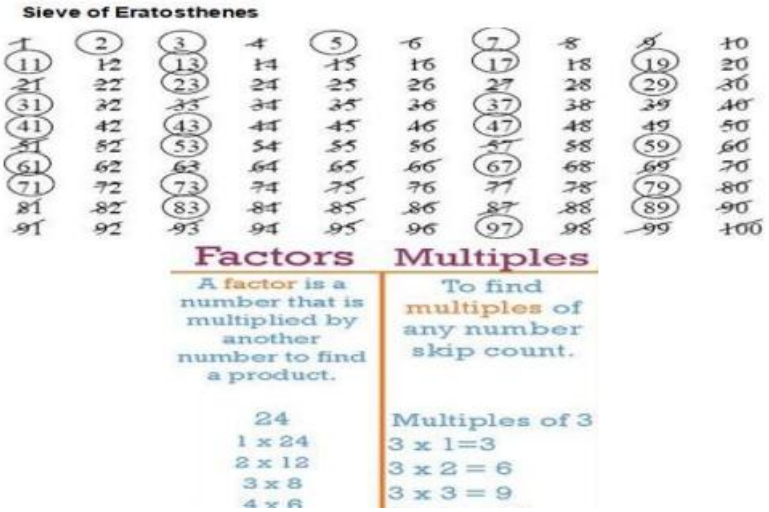
Resources:

textbook, black board

Board work:

Board work:

Property	Notation	Description
Closure	a, b ∈ W, then a + b = c ∈ W	If the result obtained from an operation, belongs to the same number set as the operands, then the number set is said to be closed under that operation.
Commutative	a + b = b + a	The order of numbers can be changed without changing the result.
Associative	(a + b) + c = a + (b + c)	The grouping of numbers can be changed without changing the result.
Distributive	a x (b + c) = ab + ac	If a number is multiplied by the sum of two other numbers, then first number can be distributed to both the numbers and multiplied by each number separately and then added without changing the result.



Learning outcomes:

- Students can understand the properties of subtraction of whole numbers
- Students can understand the properties of addition of whole numbers.
- Students will be able to understand the properties of multiplication of whole numbers.
- Students will be able to perform the properties of division of whole numbers.
- Students will be able to use Division Algorithms.

Application:

- Learner can apply the concept to perform many operations.

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarise 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.
- Ask students to count beats, recognize rhythms, and identify patterns in musical notes.
- Ask students to count reps during exercise, measure distance run, and calculate team scores.
- Ask students to measure ingredients, scale recipes up or down.

Reference:

ncert.nic.in, R.S Agarwal textbook, vivadigital.com, Google

Subject Integrated:

- Music-using rhythm, counting and musical notation to make abstract mathematical concept.
- P.E
- Life skills

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Mrs. Siddhi
Subject: Math
Topic: Data Handling

Class: 6
Month: June
No. of periods- 8

Subtopic:

- Collection and organization of data
- Types of Data
- Pictorial Representation of Data
- Bar Graphs

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.

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.

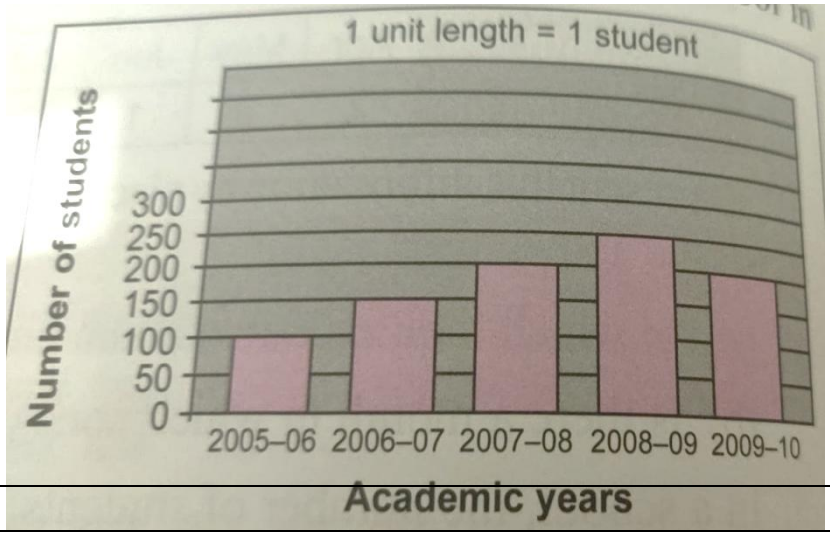
Activities:

- 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 bar graph
- Students will read and interpret pictographs and bar graphs.

Application:

- Learners will be able to read and represent bar graph.
- Students can use the data to create bar graph, pie charts etc. for mapping growth, comparing GDPs of different countries.

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.
- Ask students to collect and record analyze data from science experiment such as tracking plant growth, measuring temperature over time etc.

Reference:

ncert.nic.in, R.S Agarwal textbook, vivadigital.com, Google

Subject Integrated:

- Sst- to create bar graph, pie charts etc. for mapping growth, comparing GDPs of different countries.
- Science- It involves a systematic process of collecting

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Mrs. Siddhi
Subject: Math
Topic: Playing with Numbers

Class: 6
Month: June
No. of periods- 12

Subtopic:

- Factors and their multiples
- Types of numbers
- Sieve of Eratosthenes
- Test 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.

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:

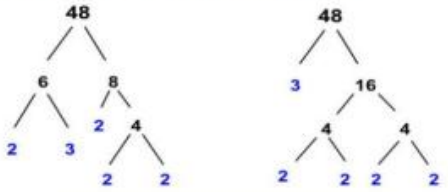
- Lab Activity: Find the prime and composite numbers using Sieve Method.
- Lab Activity: Finding HCF of two numbers using coloured strips.
- Lab activity: Finding LCM of two numbers using coloured strips

Resources:

textbook, black board

Board work:

Board work: Factor tree method



48 = 2 x 2 x 2 x 2 x 3

Common division method

2	20	25	30
2	10	25	15
3	5	25	15
5	5	25	5
5	1	5	1
	1	1	1

So, LCM = $2 \times 2 \times 3 \times 5 \times 5$.

Step 1: $18 \overline{)30}$ (1), -18, remainder 12

Step 2: $12 \overline{)18}$ (1), -12, remainder 6 → Divide the first divisor by the first remainder.

Step 3: $6 \overline{)12}$ (2), -12, remainder 0 → Divide the second divisor by the second remainder.

Highest Common Factor

0 → Remainder is 0.

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.

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 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.
- Ask students to observe the traffic signals change in few seconds. Find out when will they change again simultaneously?

Reference:

ncert.nic.in, R.S Agarwal textbook, vivadigital.com, Google

Subject Integrated:

- Science-integrating number sequence with biology. Count leaves, bugs and categorize that.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Mrs. Siddhi | Class: 6
Subject: Math | Month: July
Topic: Integers | No. of periods- 14

Subtopic:

- Representation of integers on a number line
- Properties of addition and subtraction of integers
- Ordering of integers
- Absolute value of integers

Specific objective:

- To represent integers on a number line.
- To perform different operations like addition, subtraction 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.

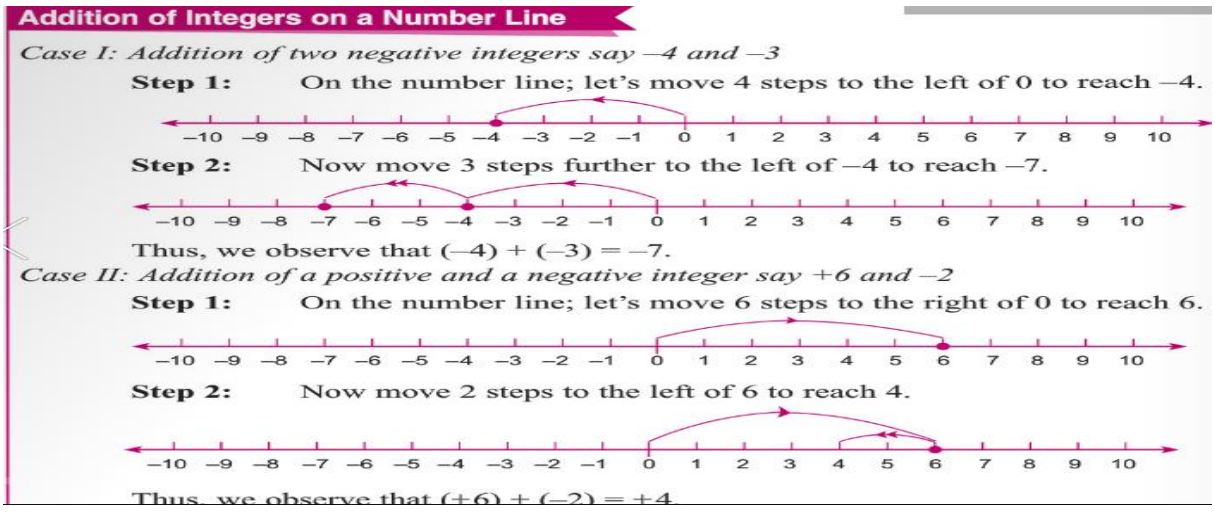
Activities:

- 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.

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.
- Students can measure he Altitude and Depth of sea level.

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, vivadigital.com, Google

Subject Integrated:

- Science-using number lines for temperature in science
- Social studies-calculating profit/loss in social studies.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Mrs. Siddhi
Subject: Math
Topic: Basic Geometric concepts

Class: 6
Month: July
No. of periods- 8

Subtopic:

- Points
- Lines and line segment Intersecting Line
- Parallel line
- Collinear points
- Concurrent Lines
- Distance between two parallel line
- Ray and its Properties
- Plane and closed figure
- Polygon
- Angles and Triangle
- Quadrilateral
- Circle

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 differentiate between open and closed figures.
- Students will be able to learn about circles and its related terms such as centre, radius, diameter, sector, circumference, semicircle and concentric circles.
- Students will be able to learn about circles and its related terms such as centre, radius, diameter, sector, circumference, semicircle and concentric circles.

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.

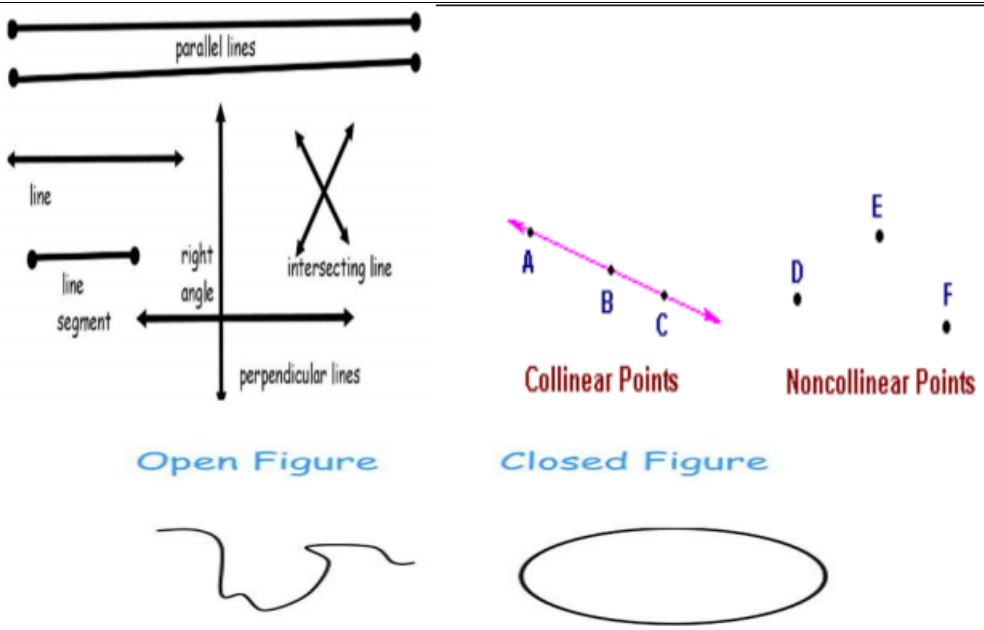
Activities:

- Group activity: Create open and closed figures using matchsticks.

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, measure and compare line segments.
- Identify simple and complex curves.
- Understand interior, exterior and boundary of any shapes.

Application:

- Students can apply this concept to draw architectural designs or projects.
- Students can use geometry in foundational for 3D modeling, rendering and simulation.

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, vivadigital.com, Google

Subject Integrated:

- Art- creating tessellations
- Computer graphics and Gamings- using software like 3D programs to create 2D/3D shapes.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Mrs. Siddhi
Subject: Math
Topic: Understanding Elementary Shapes

Class: 6
Month: August
No. of periods - 19

Subtopic:

- Line segments and their comparison
- Measuring an angle by a protractor comparison
- Magnitude of an angle
- Comparison of angles
- Special angles
- Different types of angles
- Classification of Triangles
- Types of Quadrilaterals
- Polygon
- Three -dimension shapes

Specific objective:

- Identifying the different types of angles
- Classification on the bases of sides and triangles.
- Understanding 3-d dimensional shapes.
- Differentiate between regular and irregular polygon.

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: Identifying types of angles using paper folding technique.
- Lab Activity: Making different types of quadrilaterals with the help of set squares.

Resources:

textbook, black board

Board work:

Polygon (sides)	Regular	Irregular	Polygon (sides)	Regular	Irregular
Triangle (3)			Heptagon (7)		
Quadrilateral (4)			Octagon (8)		
Pentagon (5)			Nonagon (9)		
Hexagon (6)			Decagon (10)		

Learning outcomes:

- Students will be able to measure angles using a protractor.
- Students will be able to classify triangles on the basis of their sides and triangles.
- Students will be able to differentiate between different types of quadrilaterals.
- Students will be able to differentiate between regular and irregular polygons.
- Students will be able to understand the 3- dimensional shapes.

Application:

- Students can apply this concept to draw architectural designs or projects.
- Students can involve the use of angles, shapes and structural integrity to design bridges, buildings and dams.

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, Viva digital.com Google

Subject Integrated:

- Science- study how geometric shapes appear in nature, such as hexagonal honeycombs, circular cells etc.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Mrs. Siddhi
Subject: Math
Topic: Introduction to Algebra

Class: 6
Month: October
No. of periods- 12

Subtopic:

- Patterns
- Use of Variables
- Algebraic Expression
- Equations

Specific objective:

- Generating patterns using variables.
- Forming arithmetic expressions,
- Finding the value of variables in the equations.
- Translating problem situation into algebraic equation 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:

- Group activity: Generalizing and finding the expression for the number of dots and segments used in case of n squares based on the given pattern.

Resources:

matchsticks, puzzle paper, textbook, board

Board Work:

Ex. 3m − 14 = 4

L.H.S.	*Value of m*	*Value of L.H.S.*	*R.H.S.*
$3m - 14$	0	-14	4
$3m - 14$	1	-11	4
$3m - 14$	2	-8	4
$3m - 14$	3	-5	4
$3m - 14$	4	-2	4
$3m - 14$	5	1	4
$3m - 14$	6	4	4

So, m = 6 is the solution of the given equation 3m − 14 = 4.

Transposing method:

Given linear equation is $5x - 8 = x + 4$

$\Rightarrow \quad 5x - x = 4 + 8$ [transposing x to LHS and -8 to RHS]

$\Rightarrow \quad 4x = 12$

$\Rightarrow \quad \frac{4x}{4} = \frac{12}{4}$ [dividing both sides by 4]

$\therefore \quad x = 3$

Hence, $x = 3$ is a positive integer.

Learning outcomes:

Learner will be able to-

- Students will be able to learn about algebraic expressions and how to form it.
- Students will learn about the equations and solutions.
- Students will be able to convert the given statements to equations and solve them.
- Students will be able to understand the common rules in arithmetic
- Students will be able to understand the important formulae in geometry i.e. perimeter of square and area of a rectangle.

Application:

- Learners can apply the concept in real life.
- Learners can use this concept to find the pattern rule.
- Learners can use algebra to represent and analyze physical phenomena such as motion, forces, and energy.
- Learners can use statistical analysis by using equations to represent trends, correlations and predictions.

Extra questions/ Class assessment/ Recapitulation:

- At the end of the chapter, summarise 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, vivadigital.com, Google

Subject Integrated:

- Physics- motion and force. Use toy cars to model linear equations.
- Statistics- to calculate tax rates or analyzing population growth.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Mrs. Siddhi
Subject: Math
Topic: Symmetry

Class:6
Month: October
No. of periods- 8

Subtopic:

- Line of symmetry
- Reflection and symmetry
- Symmetry in shapes and designs.

Specific objective:

- Identifying and draw all lines of symmetry in shapes.
- Drawing symmetrical design on squared paper.
- Identifying symmetry in geometrical shapes.

Methodology:

- Activity learning method
- Problem solving method and strategic thinking
- Inductive and deductive methods.
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

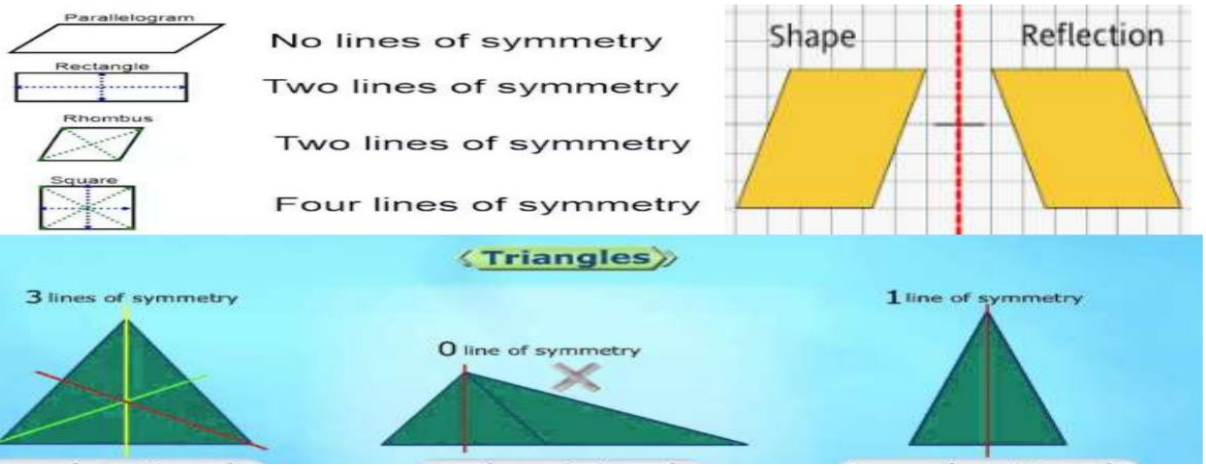
Activities:

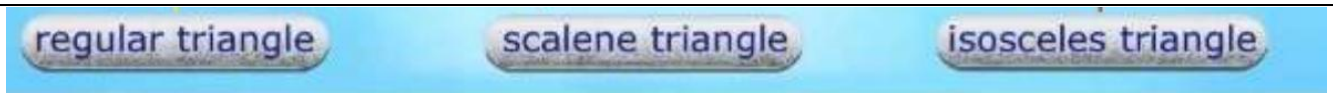
- Make symmetrical figures using different color threads.
- Lab activity: Finding the line of symmetry of a figure by paper folding technique.

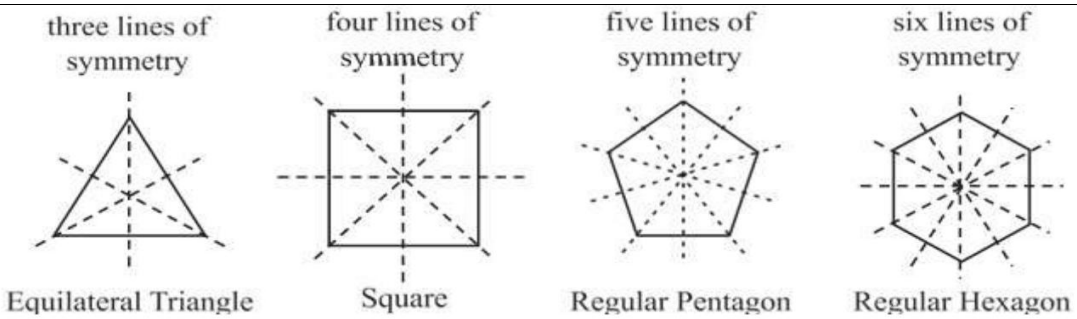
Resources:

textbook, black board, colour thread

Board work







Learning outcomes:

- Students will be able to learn about the concept of symmetry.
- Students will be able to find the line of symmetry in each figure.
- Students will be able to learn about reflection and symmetry.
- Students will be able to identify symmetrical 2-D dimensional which are symmetrical along one or more lines.
- Students will be able to do symmetry in letters also.
- Students will be able to create multiple lines of symmetry in different figures.
- Students will be 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

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 daily 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 butterfly 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 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.
- Ask students to create symmetrical patterns using geometrical shapes, balance, and harmony.
- Ask students to collect leaves, cut them in half, glue one side to a paper, and draw the missing side.

Reference:

ncert.nic.in, R.S Agarwal textbook, vivadigital.com, Google

Subject Integrated:

- Art- Mandala making, butterfly paintings etc.
- Science- collect leaves or look at flowers like starfish to identify radial symmetry in nature.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Mrs. Siddhi
Subject: Math
Topic: Fractions

Class:6
Month: November
No. of periods- 7

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
- 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 do the conversion of mixed fraction into improper fraction and improper fraction into mixed 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: $\frac{2}{3}$ $\frac{5}{7}$ $\frac{8}{12}$ $\frac{100}{250}$

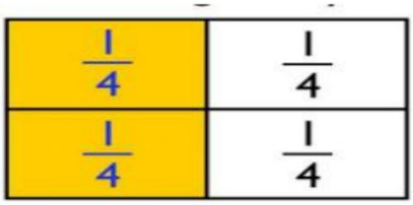
Improper Fractions: $\frac{5}{3}$ $\frac{7}{2}$ $\frac{18}{10}$ $\frac{240}{175}$

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 be able to represent fractions on a number line
- Students will be able to convert a fraction into simplest form.
- Students will be able to make a comparison of fractions.
- Students will be able to do addition and subtraction of fractions.

Application:

- Learners will be able to apply the concept in real life to divide things equally
- Learners will be able to use the concept in electric potential or circuit system
- Learners will be able to calculate probability distribution, compound interest model etc.

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

Subject Integrated:

- Economics-Modeling population growth or market saturation where the rate of growth is defined by fraction.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Mrs. Siddhi
Subject: Math
Topic: Decimals

Class:6
Month: November
No. of periods- 7

Subtopic:

- Representation of decimals on a number line.
- Converting a decimal into fraction and vise -versa
- Addition and subtraction of decimals.

Specific objective:

- Students will be able to understand the concept of tenth, hundredth and thousandth.
- Students can understand the comparing and ordering the set of decimals numbers.
- Students will be able to perform addition and subtraction of decimals.
- Students will be able differentiate between the like and unlike decimals.

Methodology:

- Problem solving method and strategic thinking
- Inductive and deductive methods
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

Activities:

- Using chart paper makes decimal cards. Arrange decimal cards to line up in order of the size of their decimals, smallest on the far left and biggest on the far right
- Individual activity: Plug in the missing decimals.

Resources:

decimal cards, textbook, black board, chart paper

Board work

o

Learning outcomes:

- Students can write the expanded form of a decimal number.
- Students can compare the decimal numbers.
- Students can apply the concept of decimals while dealing with the money, length and mass.
- Students will able to understand the conversion of decimals to fraction and vice - versa.

Application:

- Students can apply the concept of decimals while dealing with money, length and mass.
- Decimal numbers are used in situations where more precision is required than the whole numbers can provide. For example, when we calculate our weight on the weighing machine, we do not always find the weight equal to a whole number on the scale.

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.
- Ask students to calculate decimals to determine precise medication dosages.

Reference:

ncert.nic.in, R.S Agarwal textbook, vivadigital.com, Google

Subject Integrated:

- Science- use decimals for converting grams to kg(metric conversations)

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Mrs. Siddhi Class:6
Subject: Math Month: December
Topic: Ratio, Proportion and Unitary method No. of periods- 17

Subtopic:

- Ratio
- Simplest form of ratio
- Equivalent Ratios
- Dividing a number in the given ratio
- Comparing of Ratios
- Proportions
- Unitary Method

Specific objective:

- Representing two quantities with the ratio.
- Reducing ratio to its simplest form.
- Comparison of ratios
- Defining Proportion
- Representing and check to see if four terms are in proportion.
- Solving problem using Unitary method

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.

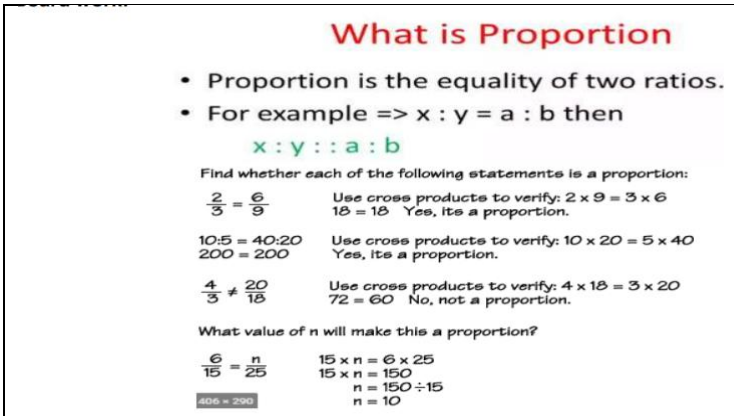
Activities:

- Lab activity: Calculating ratio and proportion for the coloured triangles in the hexagon.

Resources:

textbook, black board, coloured shapes

Board work:



Learning outcomes:

- Students will be able to learn about ratios.
- Students will be able to write a ratio in its simplest forms.
- Students will be able to check if two ratios are equivalent or not.
- Students will be able to divide a given number in a given ratio.
- Students will be able to understand proportions and continued proportions.
- Students will be able to learn about unitary methods and solve word problems based on them.
- Students will be able to apply their understanding of ratios to solve problems.
- Students will be able to represent and check to see if four terms are in proportion.
- Students will be able to understand that equivalent ratios are in proportion and multiple values can be found if the unit value is known.

Application:

- Students can apply this concept in real life.
- Students can interpret map scales as ratios and use proportions to find the actual distance between two cities.

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.
- Ask students to use ratios to create specific color.

Reference:

ncert.nic.in, R.S Agarwal textbook, vivadigital.com, Google

Subject Integrated:

- Science- rates like kilometers per hour are ratios comparing distance to time.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Mrs. Siddhi
Subject: Math
Topic: Mensuration

Class:6
Month: January
No. of periods: 10

Subtopic:

- Perimeter
- Perimeter of Polygon
- Area
- Area of Polygons

Specific objective:

- Defining and finding the perimeter of irregular shapes.
- Finding the perimeter of Polygon.
- To find the area of Polygon
- To solve the problems related to perimter and area of Polygon.

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.

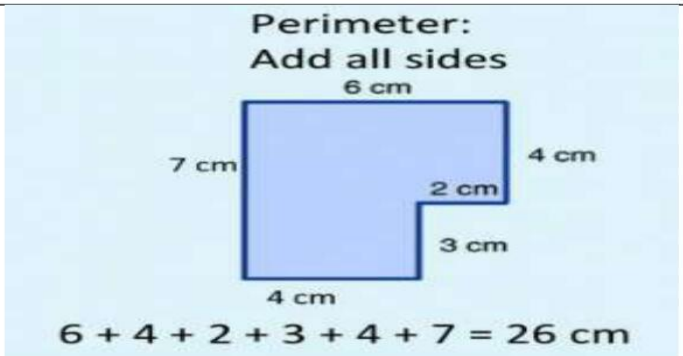
Activities:

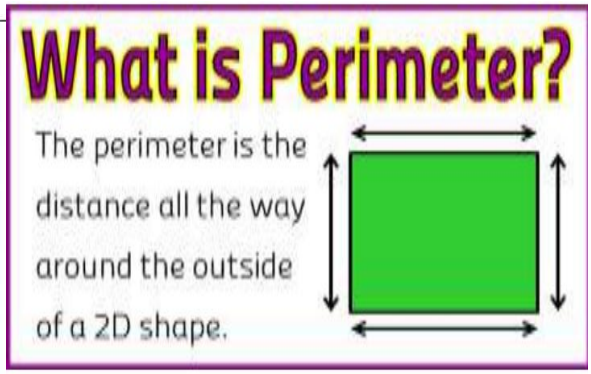
- Lab activity: Finding the perimeter and area of polygon using a square grid.
- Lab activity: Find the area of irregular figures on grid paper.

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.

Application:

- Learners can apply the concept to solve problems in real life.
- Learners can use mapping to calculate distances, area of land, or the volume of water in a reservoir.

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.
- Ask students to use concept by designing patterns and exploring symmetry in Art.

Reference:

ncert.nic.in, R.S Agarwal textbook, vivadigital.com, Google

Subject Integrated:

- Geography-use scale drawings to measure the area of specific countries, state on a map.
- Interior design- design a room layout, calculating area of walls for painting.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Mrs. Siddhi
Subject: Math
Topic: Practical Geometry

Class: 6
Month: January
No. of periods- 8

Subtopic:

- Construction of a circle, Line segment, Perpendicular to a given line on a point lying on it, Perpendicular to a given line through a point Not on it
- Perpendicular Bisector of a Line segment
- Constructing an Angle equal to a given angle
- Bisector of an angle
- Angles of special measures

Specific objective:

- To construct a circle with the given radius.
- To construct parallel lines using different techniques
- To construct angle with given measurements of sides and angles

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, perpendicular bisector and angle bisector using paper folding technique.
- Draw the bisector for the given angle using cutouts.

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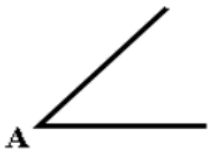
Resources:

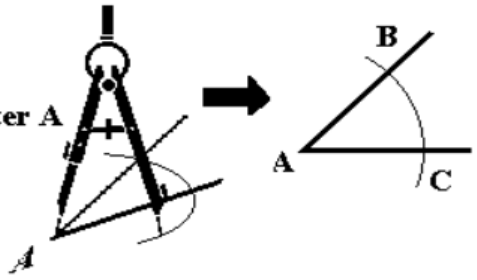
ruler, protractor, rounder, VIva textbook, blackboard

Board work:

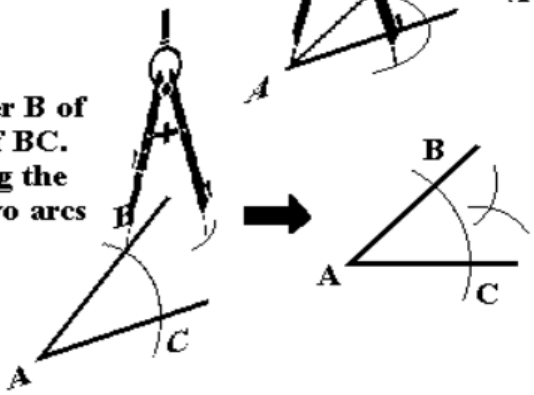
Construct the angle bisector of a given angle.



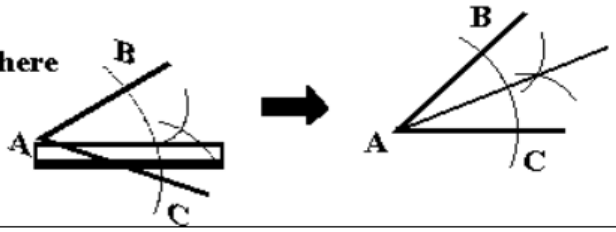
Step 1: Draw an arc with center A of any radius.



Step 2: Draw an arc with center B of any radius greater than half of BC. Repeat this with center C using the same radius. Make sure the two arcs cross.

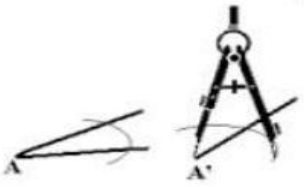


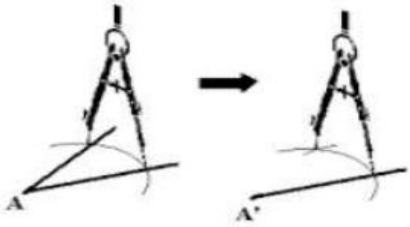
Step 3: Join A to the point where the arcs cross.



Copy an angle

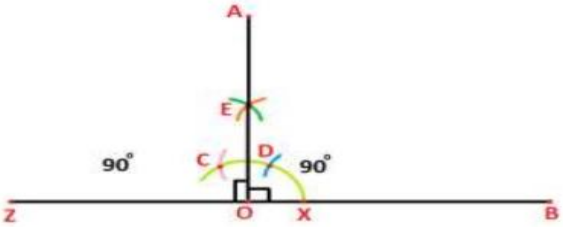
Step 1: Draw an arbitrary arc with center A of the given angle, then with the same compass setting redraw the arc with center A'.

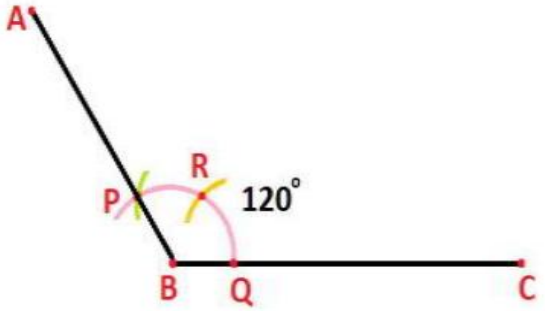




Step 2: Measure the arc between the sides of the original angle, then mark off this measure on the arc with center A'.

Step 3: Join the mark to A'.





Learning outcomes:

- Students will be able to construct a circle when radius is given.
- Students will be able to construct a line segment of a given length.
- Students will be able to Construct a perpendicular to a given line through a point lying on it and through a point not on it
- Students will be able to construct perpendicular bisector of a line segment.
- Students will be able to construct an angle equal to a given angle.
- Students will be able to construct bisector of an angle.
- Students can do construction of angles of measure 60, 30, 120, 90 and 45 with the help of ruler and compass only.

Application:

- Students can apply geometric concepts in computer imaging, something that is used nowadays for creating animations, video games and designing.
- Students can apply the concept to study historical structures to identify geometric principles.

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.
- Ask students to apply geometry to angle measurements and coordinate geometry to program movement in robotics.

Reference:

ncert.nic.in, R.S Agarwal textbook, vivadigital.com, Google

Subject Integrated:

- Sst- use protractors and rulers to create scaled maps of their classrooms.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Archana das Grade: VI

Subject: Hindi Month**:** April

Topic: 1. धरती को हम स्वर्ग बनाएँ No. of periods:

Subtopic: धरती को हम स्वर्ग बनाएँ **व्याकरण**-वर्ण- विचार, वर्णविच्छेद
Specific objective: ऋ एवं र् में अंतर
Methodology: पद्य पठन प्रणाली और प्रश्नोत्तर अध्यापन पद्धति ।
Activities: • **"वसुधैव कुटुम्बकम्"** इस विषय पर परिचर्चा • कविता पठन करना।
Resources: चलचित्र और पाठ्यपुस्तक
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 एंव स्वछता पर ध्यान और बढावा देना। • कविता का भावात्मक, ज्ञानात्मक एवं कौशलात्मक तथा शाब्दिक अर्थ जानना
Application: • कविता का सार जानेंगे । • कविता की योजना जानेंगे । • देश-भक्ति पर लिखी कविताओं की रचना एवं उनका संकलन करना।
ICT Integrated: • Video • Power Point presentation **Subject integrated:** यह कविता नागरिक शास्त्र और सामाजिक विज्ञान से संबंधित राष्ट्रीयता के बारे में है|
Extra questions/ Class assessment/ Recapitulation: 1) कविता में आने वाले दस विशेषण शब्दों को छाँट कर लिखिए |
Homework/ worksheets: पाठ वाचन
Reference: व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Archana das Grade: VI

Subject: Hindi Month : April

Topic: 2 **:**एकता की मूर्ति : स्टैच्यू ऑफ यूनिटी No. of periods:

Subtopic: **:** एकता की मूर्ति : स्टैच्यू ऑफ यूनिटी **व्याकरण:** शब्द,करक,वाक्य-रचना
Specific objective: विशेषण, वाक्य और भेद, नुक्ता
Methodology: कथा-कथन प्रणाली और प्रश्नोत्तर अध्यापन पद्धति ।
• **Activities**: • सरदार वल्ल्भ भाई पटेल के व्यक्तित्व एवम कृतित्व पर प्रोजेक्ट तैयार किजीए । • "मेरी रोचक यात्रा पर" अनुच्छेद लिखिए। • अपने मन पसंद स्थानों की यात्रा का वर्णन कीजिए।
Resources: चलचित्र और पाठ्यपुस्तक
Board work: मुख्य शब्द, शब्दार्थ, संज्ञा और भेद
Learning outcomes: • देश की एकता तथा अखंडता का विकास बनाए रखना| • लेखन और वाचन कौशल का विकास। • चिंतन-मनन द्वारा बौद्धिक क्षमता का विकास। • छात्रों में बड़ों के प्रति आदर भाव को बढ़ावा देना।
Application: • मानवीय मूल्यों को जानेंगे । • सरदार वल्ल्भ भाई पटेल के व्यक्तित्व को जानेंगे| • संज्ञा और उसके भेद जानेंगे । • छात्र बड़ों के प्रति आदर भाव दिखाएँगे।
Extra questions/ Class assessment/ Recapitulation : 1) अपने मनपसंद चीज की निर्माण की कहानी रोचक ढंग से अपने शब्दों में लिखें |

ICT Integrated:

- Video
- Power Point presentation

Subject integrated: यह पाठ समाज शास्त्र से संबंधित है |

Homework/ worksheets: पाठ वाचन

Reference: व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Archana das Grade: VI

Subject: Hindi Month **:** JUNE

Topic: 3. वह नन्ही चिड़िया(कविता) No. of periods:

Subtopic: वह नन्ही चिड़िया (कविता) **व्याकरण:** आगत ध्वनियाँ ,विशेषण,विशेष्य

Specific objective: वचन, लिंग और अनुच्छेद-लेखन

Methodology: वर्णनात्मक प्रणाली।

Activities: कविता के द्वारा पक्षियों के अनुभवों को व्यक्त करना|

Resources: चलचित्र और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ

Learning outcomes:

- लिखित और मौखिक कौशल का विकास।
- नासमझ प्रवृत्ति ,पशु-प्रेम, अपनापन, लगाव आदि बातों का ज्ञान
- स्वार्थी न बनना, भूल का अहसास आदि का विकास बच्चों को कराना ।
- स्नेह, ममत्व, संवेदनशीलता आदि का बोध ।
- पक्षियों के नाज़ुक स्वभाव एवं मानवीय रिश्तों के महत्त्व का समुचित ज्ञान |
- भाषाशैली,शब्दज्ञान ,लिखावट, शब्द उच्चारण को सुधारना।

Application:

- बाल मनोभाव, बचपन की नादानी,नासमझ प्रवृत्ति ,पशु-प्रेम, अपनापन,लगाव आदि से संबंधित विषयों पर कविता लेखन
- कविता लेखन के द्वारा पक्षियों के अनुभवों को व्यक्त करना

ICT Integrated:

- Video
- Power Point presentation

Subject integrated: यह पाठ नागरिक और मौलिक शास्त्र से संबंधित जीव प्रेम और संवेदनशीलता के बारे में है|

Extra questions/ Class assessment/ Recapitulation :

1) पाठ के अंत में अगर चिड़िया नहीं मारती तो इस कहानी का क्या अंत होता ? अपने शब्दों में लिखिए |

Homework/ worksheets: पाठ वाचन

Reference: व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Archana das Grade: VI

Subject: Hindi Month : July

Topic: 5.आओ फिर से दिया जलाएँ No. of periods:

Subtopic: आओ फिर से दिया जलाएँ(कविता)

व्याकरण : वचन,अनेकार्थी शब्द ,विशेषण,

भिन्नअर्थ

Specific objective: वर्ण-विच्छेद ,विलोम शब्द

Methodology: पद्य शिक्षण प्रणाली।

Activities:

- देश के वर्तमान परिवेश के विभिन्न पहलुओं पर एक तार्किक निबंध लिखिए ।

Resources: चलचित्र और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ

Learning outcomes:

- कविता के माध्यम से छात्र देश के प्रति अपने कर्तव्य को समझेंगे।
- लिखित और मौखिक कौशल का विकास।
- कल्पना शक्ति का विकास ।

Application:

- देश के नागरिक होने के नाते आपका क्या कर्तव्य है, इस पर एक सूची बनाना ।
- बच्चें देश-प्रेम पर चर्चा करेंगे।
- देश-प्रेम,बलिदान और हमारा लक्ष्य आदि विषयों से संबंधित कविताओं का संकलन तैयार करना

ICT Integrated:

- Video
- Power Point presentation

Subject integrated: यह पाठ देश-प्रेम और नैतिक विज्ञान से सम्बंधित है|

Extra questions/ Class assessment/ Recapitulation :

कविता का भावार्थ अपने शब्दों में लिखिए |

Homework/ worksheets: अटल बिहारी बाजपेयी जी की किसी और कविता का कक्षा में वाचन|

Reference: व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Archana das Grade: VI

Subject: Hindi Month : August

Topic: 6. हैसियत (कहानी) No. of periods:

Subtopic: हैसियत (कहानी) **व्याकरण-** शब्द और विराम-चिन्ह

- **Specific objective**: वाक्य और उसके प्रकार ,उद्देश्य,विधेय ।

Methodology: पाठ वर्णन प्रणाली।

Activities:

- मानवीय मूल्य विषय पर कक्षा में वाद-विवाद का आयोजन ।

Resources: चलचित्र और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ

- **Learning outcomes**: मानवीय मूल्यों का ज्ञान ।
- व्यावहारिक ज्ञान, शब्दों के श्रोत का ज्ञान,अर्थ ग्रहण क्षमता में बढ़ोतरी ।
- कहानी विधा का परिचय ।
- सच्चाई, संघर्ष ,शिक्षाके प्रति प्रेम,मित्रता,और सहयोग की भावना का विकास ।
- संघर्षों का सामना करना सीखाना।

Application:

- लेखिका का परिचय बताना ।
- " मन के हारे हार है,मन के जीते जीत " का अर्थ बच्चों को समझाना ।

ICT Integrated:

- Video
- Power Point presentation

Subject integrated: : यह पाठ नैतिक और मौलिक शास्त्र से संबंधित है|

Extra questions/ Class assessment/ Recapitulation :समाज के पिछड़े और गरीब लोगों की मदद कैसे की जा सकती है ' इस पर अपने विचार साझा कीजिए |

Homework/ worksheets: पाठ वाचन

Reference: व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Archana das Grade: VI

Subject: Hindi **Month :**

SeptemberTopic: 7. युवा भारत का अमृत महोत्सव (लेख) No. of periods:

Subtopic: मैं और मेरा देश **व्याकरण** : विशेषण -विशेष्य , मुहावरे

Specific objective: संज्ञा भेद ,वचन,लिंग , पत्र (अनौपचारिक)

Methodology: पाठ वर्णन प्रणाली।

Activities:

- 'मेरा देश महान' विषय पर एक अनुच्छेद लिखिए।
- 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।

Resources: चलचित्र और पाठ्यपुस्तक
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 ।
Application: • देश के प्रति हमारे उत्तरदायित्व एवं महत्व के विषय में जानकारी। • हमारे देश में “अतिथि देवो भव:” के उद्देश्य के विषय में जानेगें ।
ICT Integrated: • Video • Power Point presentation **Subject integrated: :** यह पाठ नागरिक शास्त्र से संबंधित है।
Extra questions/ Class assessment/ Recapitulation : • 'मेरा देश महान' विषय पर एक अनुच्छेद लिखिए।
Homework/ worksheets: पाठ वाचन
Reference: व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher’s Name: Archana das Grade: VI

Subject: Hindi Month : Saptembar

Topic: **8**. ऋण से मुक्ति (कहानी) No. of periods:

Subtopic: ऋण से मुक्ति (कहानी) व्याकरण: चित्र वर्णन
Specific objective: वचन, नुक्ता, प्रत्यय
Methodology: पद्य शिक्षण प्रणाली।

Activities:

- "मनुष्य है वही जो मनुष्य के लिए मरे" विषय पर कक्षा में छात्र अपने विचार रखेंगे|
- उपकार के प्रति कृतज्ञता बताना क्यों जरूरी है? लिखिए |

Resources: चलचित्र और पाठ्यपुस्तक

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 ।
- एकता की भावना पर बल देना ।

Application:

- एकता तथा संगठन के माध्यम से लक्ष्य प्राप्त कर सकते है।
- जरूरतमंद की मदद कर सकतें हैं|
-

ICT Integrated:

- Video
- Power Point presentation

Subject integrated: यह पाठ नैतिक और मौलिक शास्त्र से संबंधित है|

Extra questions/ Class assessment/ Recapitulation :

Homework/ worksheets: कविता वाचन

Reference: व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Archana das Grade: VI

Subject: Hindi **Month :** October

Topic: 9. सच्ची कबु कथा No. of periods:

Subtopic: **सच्ची कबु कथा** **व्याकरण**- विराम-चिह्न पर्यायवाची शब्द, विलोम शब्द भेद
Specific objective: अकर्मक और सकर्मक क्रिया, क्रियाओं का द्वित्व रूप
Methodology: पाठ वर्णन प्रणाली।
Activities: • पशु- पक्षियों एवं साम्य-भाव से परिपूर्ण पक्षियों की जानकारी,चित्र बनाना, • पर्यावरण-संतुलन में उनकी विशेष भूमिका की जानकारी लेखन। • " स्वतंत्रता के महत्त्व एवं गुलामी कितनी कष्टदायी है "इस विषय पर परिचर्चा गतिविधि
Resources: चलचित्र और पाठ्यपुस्तक
Board work: मुख्य शब्द, शब्दार्थ
Learning outcomes: • पाठ के मूल भाव तथा उसमें निहित जीवन-मूल्यों का ज्ञान । • पशु- पक्षियों के माध्यम से आत्म-सम्मान एवं स्वतंत्रता का महत्त्व • छात्रों में पशु-पक्षी प्रेम को बढावा देना। • काव्य शिक्षण में रुचि एवं प्रोत्साहन • लक्ष्य को पाने का प्रयत्न करना।
Application: • "मेरा प्रिय पशु" विषय पर 60-70 शब्दों में लेखन करेंगे । • कुछ हिन्दी भाषी लेखकों ने अपने पालतू पशुओं के बारे में संस्मरण लिखे हैं । इंटरनेट से उन रचनाओं की सूची तैयार कीजीए ।
ICT Integrated: • Video • Power Point presentation **Subject integrated:** यह पाठ नैतिक और मौलिक शास्त्र से संबंधित है।

Extra questions/ Class assessment/ Recapitulation : 'पशु पक्षी हमारे प्रेम को समझ पाते हैं'| अपने विचार लिखिए	
Homework/ worksheets: पाठ वाचन
Reference: व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Archana das Grade: VI

Subject: Hindi Month: October

Topic: 10. **प्रकृति और हम प्रकृति और हम**

No. of periods:

Subtopic:, तोत्तों चान **व्याकरण** – अनुनासिक एवं अनुस्वार,कारक के भेद
Specific objective: पत्रलेखन-अनौपचारिक,संवाद लेखन
Methodology: पाठ वर्णन प्रणाली।
Activities: • प्रकृति का महत्व " पर अनुच्छेद -लेखन । • वर्तमान शिक्षा प्रणाली पर कक्षा चर्चा | • "प्रकृति के करीब विद्या प्राप्ति" विषय पर लेख लिखिए।
Resources: चलचित्र और पाठ्यपुस्तक
Board work: मुख्य शब्द, शब्दार्थ
Learning outcomes: • बच्चों को अनुशासन का ज्ञान होना | • प्रकृति-विज्ञान , मनोविज्ञान एवं मानवीय मूल्यों की जानकारी • इंसानियत के प्रति प्रेम की भावना का विकास • बाल मनोविज्ञान की जानकारी। • लिखित और मौखिक कौशल का विकास
Application: • छात्र मनोविज्ञान समझेंगे । • भाषाज्ञान और शब्द भंडार का विकास। • सामान्य ज्ञान को बढाना।पाठ का वाचन, लेखक परिचय • परिभाषा तथा भेदों की जानकारी प्राप्त करेंगे। नए वाक्य बनाना सीखेंगे।

ICT Integrated:

- Video
- Power Point presentation

Subject integrated: यह पाठ समाज शास्त्र और मानव मनोविज्ञान से संबंधित है|

Extra questions/ Class assessment/ Recapitulation :

Homework/ worksheets: पाठ वाचन , व्याकरण पर आधारित अभ्यास प्रश्न

Reference: व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Archana das Grade: VI

Subject: Hindi Month : October

Topic:11 **अहिंसा के बिरवे** No. of periods:

Subtopic: **अहिंसा के बिरवे** **व्याकरण:** अविकारी शब्द

Specific objective: पर्यायवाची ,विलोम शब्द

Methodology: पद्य पठन प्रणाली।

Activities:

- गाँधी जी के जीवन के प्रेरणात्मक प्रसंग " इस विषय पर अनुच्छेद-लेखन
- साबरमती आश्रम की जानकारी बताइए ।
- शारीरिक विज्ञान एवं -स्वास्थ्य- शिक्षा हेतु जागरूकता पर लेख लिखिए ।
- 'महात्मा गांधीजी' का जीवन परिचय लिखिए।

Resources: चलचित्र और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ

Learning outcomes:

- स्वतंत्रता का महत्त्व बताना।
- वीर स्वतंत्रता सेनानियों के बारे में बताना।
- जगदीश व्योम की कविताओं की जानकारी देना।
- छात्रो, को अहिंसा के विषय में बताना |
- वाचन और लेखन कौशल का विकास |

Application:

- स्वतंत्रता का महत्त्व जानेंगे ।
- वीर स्वतंत्रता सेनानियों के बारे में बताएँगे ।
- 'अहिंसा'विषय पर 80-85 शब्दों में एक अनुच्छेद लिखिए |

ICT Integrated:

- Video
- Power Point presentation

Subject integrated: यह कविता नागरिक शास्त्र और सामान्य ज्ञान से संबंधित राष्ट्रीयता के बारे में बताई जा रही है|

Extra questions/ Class assessment/ Recapitulation :

क्या शांति प्रिय होना कायरता है?अपनी सोच लिखिए|

Homework/ worksheets: अहिंसा से जुड़े स्लोगन चार्ट पेपर पर लिखिए और अपनी कक्षा में लगाइए |

Reference: व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Archana das Grade: VI

Subject: Hindi Month : November

Topic:12. **सत्येंद्र नाथ बोस(व्यक्तित्व)** No. of periods:

Subtopic: **सत्येंद्र नाथ बोस(व्यक्तित्व),** श्रुतिसम भिन्नार्थक शब्द

Specific objective: जो देखकर भी नहीं देखते, श्रुतिसम भिन्नार्थक शब्द

Methodology: पाठ विश्लेषण प्रणाली।

- किसी एक भारतीय वैज्ञानिक पर एक विस्तृत परियोजना तैयार कीजीए |
- इंटरनेट की मदद से पद्म विभूषण की उपाधि से अलंकृत व्यक्तियों की सूची बनाए|

Resources: चलचित्र और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ

Learning outcomes:

- भारतीय वैज्ञानिक सत्येंद्र नाथ बोस की जीवनी एवं उनकी उपलब्धियों की जानकारी |
- देश की प्रगति में उनका योगदान
- सामाजिक ,तार्किक कल्पना शक्ति को जागृत करना
- बाल -मनोविज्ञान एवं कल्पना शक्ति, का विकास ।

पाठ का सामान्य उद्देश्य -

१)लिखित और मौखिक कौशल का विकास।

२)भाषाज्ञान और शब्द भंडार का विकास।

Application:

- स्वयं पर आत्मविश्वास रखने के परिणाम जानेगे |
- गलत के खिलाफ आवाज उठाने के लिए प्रेरित करना|

ICT Integrated:

- Video
- Power Point presentation

Subject integrated: विज्ञान और बाल -मनोविज्ञान से संबंधित |

Extra questions/ Class assessment/ Recapitulation :

1 किसी एक भारतीय वैज्ञानिक पर एक विस्तृत परियोजना तैयार कीजीए |

Homework/ worksheets: पाठ वाचन

Reference: व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Archana das Grade: VI

Subject: Hindi Month : November

Topic: 13. **बाधा तोड़ें,सबको जोड़ें (संस्मरण-लेख)** No. of periods:

Subtopic: बाधा तोड़ें,सबको जोड़ें (संस्मरण-लेख)

Specific objective:

Methodology: पाठ विश्लेषण प्रणाली।

Activities:

१) "वसुधैव कुटुम्बकम" पर कक्षा चर्चा|

२) छात्रों को एकता और संगठन में शक्ति के विषय में बताना

- बच्चों में नेतृत्व कौशल संतान कौशल और सामाजिकता की समझ विकसित करना |
- दृढ इक्षा-शक्ति और कर्मठता का महत्व समझाना |
- बंद मुट्ठी के माध्यम से एकता के महत्व को समझना |

Resources: चलचित्र और पाठ्यपुस्तक

Board work: मुख्य शब्द, शब्दार्थ

Learning outcomes:

- बच्चों में नेतृत्व कौशल संतान कौशल और सामाजिकता की समझ विकसित करना |
- दृढ इक्षा-शक्ति और कर्मठता का महत्व समझाना |
- बंद मुट्ठी के माध्यम से एकता के महत्व को समझना |

पाठ का सामान्य उद्देश्य -

- बच्चों में नेतृत्व कौशल संतान कौशल और सामाजिकता की समझ विकसित करना |
- दृढ इक्षा-शक्ति और कर्मठता का महत्व समझाना |

|

- **Application:** दृढ इक्षा-शक्ति और कर्मठता का महत्व समझाना |
- बंद मुट्ठी के माध्यम से एकता के महत्व को समझना |

ICT Integrated:

- Video
- Power Point presentation
- **Subject integrated:** यह पाठ नैतिक और मौलिक शास्त्र से संबंधित है|

Extra questions/ Class assessment/ Recapitulation : 1) नेहरू जी ने संसार को पुस्तक क्यों कहा है?

Homework/ worksheets: पाठ वाचन

Reference: व्याकरण पुस्तक, शब्दकोश

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Teacher's Name: Archana das Grade: VI

Subject: Hindi Month: December

Topic: 14. **आदमी बन कर जियो SEA** No. of periods:

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Archana das | Grade: VI

Subject: Hindi | **Month:** December

Topic: 15. **मॉरिशस:छोटा सा हिंदुस्तान(निबंध)**

No. of periods:

Subtopic:
Specific objective:
Methodology: पाठ- विश्लेषण प्रणाली।
• **Activities**: यात्रा तनाव मुक्ति का कार्य करती है – इस विषय पर ६०-७०शब्दों में अनुच्छेद लिखिए ।
Resources: चलचित्र और पाठ्यपुस्तक
Board work: मुख्य शब्द, शब्दार्थ
Learning outcomes: • हिन्दुस्तान तथा अन्य देशों की सभ्यता और संस्कृति के बारे में जानेंगे। • वर्णनात्मक कौशल में दक्षता हासिल करना। • मॉरिशस के बारे में जानेंगे। **पाठ का सामान्य उद्देश्य -** १) बच्चों में परम्पराओं का बोध करवाना । २) स्नेह और अपनत्व की भावना का विकास करना।
Application: • प्रकृति –चित्रण की जानकारी । • रामधारी सिंह ' दिनकर'जी का लेखिक परिचय जानना ।
ICT Integrated: • Video • Power Point presentation **Subject integrated:** यह पाठ समाज शास्त्र से सम्बंधित है।

Extra questions/ Class assessment/ Recapitulation : 1) किसी यात्रा पर जाने से पहले क्या तैयारी करनी पड़ती है ?
Homework/ worksheets: पाठ वाचन
Reference: व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Archana das Grade: VI

Subject: Hindi Month- **January**

Topic: 16 ये सच है(कहानी) No. of periods:

व्याकरण- विस्मयादिबोधक, पर्यायवाची,पत्रलेखन , मुहावरे, अनेक शब्दों के लिए एक शब्द

Subtopic: ये सच है **व्याकरण-** विस्मयादिबोधक, पर्यायवाची,पत्रलेखन , मुहावरे, अनेक शब्दों के लिए एक शब्द
Specific objective: **व्याकरण-** विस्मयादिबोधक, पर्यायवाची,पत्रलेखन , मुहावरे, अनेक शब्दों के लिए एक शब्द
Methodology: पाठ- विश्लेषण प्रणाली।
Activities: १) शिक्षा सबके लिए क्यों आवश्यक है?विषय पर चर्चा कीजिए। २) अपने घर के किन्हीं पाँच कामों की सूची की तालिका बनाकर यह काम कौन-कौन करता है लिखिए।
Resources: चलचित्र और पाठ्यपुस्तक
Board work: मुख्य शब्द, शब्दार्थ
Learning outcomes: १) बाल मनोविज्ञान की जानकारी देना। २) कवि परिचय देना। ३) छोटी लड़की के मन के भाव बताना। ४) बचपन के बालमन की इच्छाओं को जानना।

पाठ का सामान्य उद्देश्य -

१) लिखित और मौखिक कौशल का विकास।

२) भाषाज्ञान और शब्द भंडार का विकास

३) सामान्य ज्ञान को बढाना।

Application:

- बाल मनोवृत्ति को समझना
- शिक्षा के महत्व को जानना

ICT Integrated:

- Video
- Power Point presentation

Subject integrated:

- यह पाठ बाल मनोविज्ञान से संबंधित है |

Extra questions/ Class assessment/ Recapitulation : 1) अपनी किसी भूल का अहसाह होने पर हमें क्या करना चाहिए,अपने- अपने शब्दों में लिखो ।

Homework/ worksheets: पाठ वाचन

Reference: व्याकरण पुस्तक, शब्दकोश

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-27

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
Subject integration: Math – plotting timelines and understanding sequence of years; English – expressing ideas about past events in sentences.

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-27

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: conduct quiz ● 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
Subject integration: Science – understanding planets and celestial bodies; Art – drawing models of the solar system.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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
Subject integration: English – storytelling and summarizing religious teachings; Art – making scrapbooks on Vedic life.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms. Kamal Bendale | Grade: 6
Subject: Social Studies | Month - **June**
Topic: **Ch-10 The Earliest Societies** | No. of periods: 04

Subtopic: • What is Prehistory? • Phases of the Stone Age • Art of the Prehistoric Period • Neolithic Sites-North West • Neolithic Sites-North East • Chalcolithic Age
Specific objective: Students will be able to describe the major phases of Prehistory, including the Stone Age and Chalcolithic Age, identify key features of prehistoric art, and locate important Neolithic sites in the North-West and North-East regions of India on a map.
Methodology: Activity: *Introduce the Stone Age, Chalcolithic Age, and Neolithic sites.*Divide students into groups for creating prehistoric art and mapping Neolithic sites.*Students create cave art and mark sites like Mehrgarh on maps.*Groups present their art and share findings about the sites.*Conclude with a discussion on early human societies.
Activities: **Prehistoric Art and Site Mapping Activity**: Students can create a simple artwork inspired by prehistoric art (such as cave paintings or sculptures) and then work in groups to mark important Neolithic and Chalcolithic sites on a map of India, explaining their significance. This will help students connect the historical context with their creative expression and understanding of early human life.
Resources:
Board work:
Learning outcomes • recognizes distinctive features of early human cultures and explains their growth. • compares the features of the three phases of the Stone Age. • explains broad developments during Ancient Period, e.g. the beginning of agriculture, etc. • compares and relates the developments occurring in one place with another. • locates important historical sites, places on an outline map of India.
Application:
ICT Integration / Art Integration: It will be integrated with Art Integration (through prehistoric art creation) and Geography (mapping Neolithic sites).
Extra questions/ Class assessment/ Recapitulation:
Homework/ worksheets:

Reference: Wikipedia
Subject integration: Art – creating prehistoric cave paintings; Geography – locating Neolithic sites on maps.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms.Kamal Bendale Grade: 6

Subject: Social Studies Month - **June**

Topic: Chapter **11**- **Our Country: Bharat** No. of periods: 10

Subtopic: • Geographical Location • How Indians Named India • How Foreigners Named India
Specific objective: Students will be able to explain the geographical location of India and describe how the names 'India' and 'Bharat' originated from both Indian and foreign perspectives.
Methodology: The lesson will involve interactive discussions, visual aids, and activities to help students understand India's geographical location and the origins of its name from both Indian and foreign perspectives.
Activities: flip teaching Map Activity: Locate India on the world map and identify geographical landmarks. Group Discussion: Discuss the origins of the names 'India' and 'Bharat.'
Resources: Content book/workbook/white board/marker/Telescope
Board work: Draw a map of India, highlight its geographical location, and list the origins of the names 'India' and 'Bharat' on the board.
Learning outcomes: • The learner: • describes the changes that have occurred in the Indian subcontinent. • explains various names of India and distinguishes between them. • identifies the reasons for the different names.
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: class tests, summary, values and life skills
Homework/ worksheets: question E in notebook, and one extra question
Reference: Wikipedia
Subject integration: Geography – map reading and location skills; English – discussion and writing on origin of names.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name:Ms. Kamal Bendale | Grade: 6
Subject: Social Studies | Month - **June**
Topic: **02-Locating Places: Maps and Coordinates** | No. of periods: 08

Subtopic: • Maps • Components of a map • Sketch • Plan • Mapping the Earth • The Globe • Using Coordinates • Lines of Latitude • Lines of Longitude/ Meridians of Longitude
Specific objective: Students will be able to identify and explain different types of maps and their components, distinguish between a sketch and a plan, understand the concept of mapping the Earth using a globe, and accurately use coordinates by interpreting lines of latitude and meridians of longitude to locate places.
Methodology: The lesson will involve interactive discussions, hands-on map activities, and demonstrations to help students understand the components of maps, the use of coordinates, and how to locate places using the globe.
Activities: **Globe Activity:** Use a globe to demonstrate lines of latitude and longitude and their application in locating places.
Board work: Draw a simple map to explain map components and demonstrate latitude and longitude lines. * Illustrate a globe and mark key lines (latitude, longitude) and coordinate points.
Learning outcomes: describes maps, types of maps and how to use them. • lists and explains the components of a map. • differentiates between a map, a sketch and a plan. • explains the concept of coordinates and how latitudes and longitudes can be used to locate places on earth.• locates the major latitudes and longitudes on a globe. • lists the major latitudes and longitudes. • differentiates between the Torrid, Temperate and Frigid zones. • explains how local time and standard time is related to longitude.
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:
Extra questions/ Class assessment/ Recapitulation: class tests, summary, values and life skills
Homework/ worksheets: question E in notebook, and one extra question
Reference: Wikipedia

Subject integration: Math – understanding coordinates and directions

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms. Kamal Bendale — Grade: 6
Subject: Social Studies — Month - **July**
Topic: **12 - The Indus Valley Civilization** — No. of periods: 07

Subtopic: • Meaning of Civilization • Emergence of the Indus Valley ivilization • Extent of the Civilization • Growth of Towns • Features of the Civilization • Case Study—Dholavira • Decline of the Indus Valley Civilization
Specific objective: Students will understand the concept of civilization, trace the rise and extent of the Indus Valley Civilization, examine its key features and town planning (with focus on Dholavira), and identify reasons for its decline.
Methodology: The lesson will involve discussions, map work, and case studies to help students understand the concept of civilization and the rise, features, and decline of the Indus Valley Civilization.
Activities: Students will locate key Indus Valley sites on a map, analyze Dholavira's town planning, and discuss the civilization's decline.
Board work: Draw a map marking key Indus Valley sites and a timeline highlighting major events and the decline of the civilization.
Learning outcomes: • explains the meaning of the term civilization. • identifies the main features of a civilization. • explains broad developments during the Ancient Period, e.g.the first cities on the Indus, etc. and relates the developments occurring in one place with another. • locates important historical sites, 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:
Extra questions/ Class assessment/ Recapitulation: class tests, summary, values and life skills
Homework/ worksheets: question E in notebook, and one extra question

Reference: Wikipedia
Subject integration: Geography – locating sites on maps; Art – drawing town planning and seals.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms. Kamal Bendale
Subject: Social Studies
Topic: **03- Rotation and Revolution**

Grade: 6
Month - **July**
No. of periods: 05

Subtopic: • Rotation • Revolution • Seasons
Specific objective: Students will understand the concepts of rotation and revolution of the Earth, and explain how these movements cause day and night, and the changing seasons.
Methodology: The lesson will involve demonstrations, interactive discussions, and practical activities to explain Earth's rotation and revolution, and their impact on day, night, and seasons.
Activities: Demonstrate Earth's rotation and revolution with a globe and flashlight, and have students create a model of Earth's movements and seasons.
Board work: Draw Earth's rotation and revolution paths, and a diagram showing the Earth's tilt and seasonal changes.
Learning outcomes: • explains the concept of the circle of illumination and its relationship with the earth's axis. • describes how seasons occur.• differentiates between the conditions of summer and winter solstices in the northern and southern hemispheres.
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:
Extra questions/ Class assessment/ Recapitulation: class tests, summary, values and life skills
Homework/ worksheets: question E in notebook, and one extra question

Reference: Wikipedia
Subject integration: Science – understanding Earth's movements; Math – calculating time and seasons.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name:Ms. Kamal Bendale Grade: 6
Subject: Social Studies Month - **July**
Topic:**13 –The Age of Empires and Assemblies** No. of periods: 06

Subtopic: Janapadas and Mahajanapadas • The Mahajanapadas • Life in the Mahajanapadas
Specific objective: Students will understand the rise of Janapadas and Mahajanapadas, identify major Mahajanapadas on the map, and describe the political, social, and economic life during this period.
Methodology: Use discussions, map work, and analysis of historical texts to explore the rise of Janapadas and Mahajanapadas, and their political, social, and economic structures.
Activities: Students will identify major Mahajanapadas on the map, and participate in a group discussion on the life in Mahajanapadas.
Board work: Draw a map highlighting the major Mahajanapadas and list key aspects of their political, social, and economic life.
Learning outcomes: • lists out significant contributions of important kingdoms/ dynasties. • describes issues, events, personalities mentioned in literary works of the time. • locates important historical sites, 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:
Extra questions/ Class assessment/ Recapitulation: class tests, summary, values and life skills
Homework/ worksheets: question E in notebook, and one extra question

Reference: Wikipedia
Subject integration: Geography – map work of Mahajanapadas; English – discussion and descriptive writing.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms. Kamal Bendale — Grade: 6
Subject: Social Studies — Month - **July**
Topic: **21**- **The Role of Family and Community** — No. of periods: 05

Subtopic: • Family • Roles and Responsibilities • Case Study: The Rajan Family • Case Study: The Ranas' Story • Community • Case Study: awlynnong
Specific objective: Students will understand the role of family and community in daily life, recognize various responsibilities within a family, and appreciate community values through case studies like the Rajan Family, the Ranas' Story, and Mawlynnong.
Methodology: Use case studies, group discussions, and interactive activities to explore the role of family and community in daily life and the responsibilities within them.
Activities: Students will analyze the Rajan Family and Ranas' Story, and discuss community values using the Mawlynnong case study.
Board work: Create a list of roles and responsibilities within the family and community, and highlight key community values from the case studies.
Learning outcomes• explains the importance of a family unit. • identifies the different kinds of families and traces their roles and responsibilities. • explains what a community is.• describes the roles of the different communities, in our 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.
ICT Integration/ Art Integration:
Extra questions/ Class assessment/ Recapitulation: class tests, summary, values and life skills
Homework/ worksheets: question E in notebook, and one extra question

Reference: Wikipedia

Subject integration: English – role play and communication skills; Moral Education – values and responsibilities.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms. Kamal Bendale | Grade: 6
Subject: Social Studies | Month - **August**
Topic: **04- Oceans and Continents of the World** | No. of periods: 05

Subtopic: • Distribution of Land and Water • Oceans • Oceans and Life • Oceans and Disaster • Continents • Atmosphere • Biosphere
Specific objective: Students will understand the distribution of land and water on Earth, identify major oceans and continents, explore the role of oceans in supporting life and causing disasters, and understand the concepts of atmosphere and biosphere.
Methodology: Activity - role play
Activities: **Role Play on Oceans and Life**: Students can role-play different ocean creatures or human activities (like fishing, shipping, or tourism) to explore how oceans support life and contribute to the global economy.
Board work:
Learning outcomes• recognizes the realms of the earth, with special reference to the biosphere.• explains what oceans and continents are.• identifies the names of oceans and continents, and explains the distribution of land and water on the surface of the earth. • identifies the oceans by their characteristics.• describes the ways in which oceans and continents impact life on earth, including human life. • identifies how storms and tsunamis impact coastal areas. • locates continents and oceans on the world map.• lists the features of the continents. • lists the compositions of the atmosphere.• describes the biosphere.
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:
Extra questions/ Class assessment/ Recapitulation: class tests, summary, values and life skills

Homework/ worksheets: question E in notebook, and one extra question
Reference: Wikipedia
Subject integration: Science – understanding biosphere and atmosphere; Art – role play and creative expression.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms. Kamal Bendale — Grade: 6
Subject: Social Studies — Month - **August**
Topic: **14** – **The First Empire: The Mauryas** — No. of periods: 07

Subtopic: • Alexander's Invasion • Chandragupta Maurya and the Mauryan Empire • Bindusara • Ashoka • The Mauryan Administration • Art and Architecture • Decline of the Mauryan Empire
Specific objective: Students will understand the rise and expansion of the Mauryan Empire, key rulers like Chandragupta, Bindusara, and Ashoka, examine Mauryan administration, art, and architecture, and identify reasons for the empire's decline.
Methodology: Use timelines, maps, and discussions to trace the Mauryan Empire's rise, administration, key rulers, and decline.
Activities: Students will create a timeline of Mauryan rulers and analyze Ashoka's policies and edicts in groups.
Board work: Draw a timeline of Mauryan rulers and list key features of Mauryan administration, art, and reasons for decline.
Learning outcomes: • lists out significant contributions of important kingdoms, dynasties with examples viz. Ashokan inscriptions. • identifies the driving factors behind Ashoka's adoption of Buddhism. • locates important historical sites, 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:

Extra questions/ Class assessment/ Recapitulation: class tests, summary, values and life skills
Homework/ worksheets: question E in notebook, and one extra question
Reference: Wikipedia
Subject integration: Geography – mapping empire extent; Art – drawing Ashokan pillars and edicts.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms. Kamal Bendale
Subject: Social Studies
Topic: **15 – The Second Urbanization**

Grade: 6
Month - **August**
No. of periods: 07

Subtopic: • The Second Urbanization
Specific objective: Students will understand the meaning of Second Urbanization, its causes, features, and impact on society, economy, and culture in ancient India.
Methodology: Use discussions, charts, and visual aids to explain the causes, features, and impact of the Second Urbanization.
Activities: Students will analyze features of urban growth and compare rural-urban life in ancient India through group discussion.
Board work: List causes and features of Second Urbanization and its impact on society, economy, and culture.
Learning outcomes: • describes issues, events, mentioned in literary works of the time. • analyses the changes in society that came with the Second Urbanization. • locates important historical sites, 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:

Extra questions/ Class assessment/ Recapitulation: class tests, summary, values and life skills
Homework/ worksheets: question E in notebook, and one extra question
Reference: Wikipedia
Subject integration: Economics – understanding urban growth; English – discussion and comparison writing.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms. Kamal Bendale — Grade: 6
Subject: Social Studies — Month - **October**
Topic: **16- Reaching Out to Distant Land** — No. of periods: 05

Subtopic: • The Sangam Age • The Cheras • The Cholas • The Pandyas • The Satavahanas • Invasions from the North West • Impact of the Foreign Invasions on India • The Silk Route • The Roman Trade • Spread of Buddhism • The Beginning of Bhakti
Specific objective: Students will explore early Indian kingdoms like the Cheras, Cholas, Pandyas, and Satavahanas, understand foreign invasions and their impact, examine trade links like the Silk Route and Roman trade, and trace the spread of Buddhism and the beginning of the Bhakti movement.
Methodology: Use maps, timelines, and stories to explore early kingdoms, trade routes, invasions, and religious movements.
Activities: Students will mark trade routes and kingdoms on a map and discuss the cultural impact of invasions and Buddhism-Bhakti movements.
Board work: Draw map showing early kingdoms and trade routes; list key impacts of invasions, Buddhism, and Bhakti.
Learning outcomes: • describes the implications of India's contacts with regions outside India in the fields of religion, art, architecture, etc. • analyses basic ideas and values of various religions and systems of thought during the Ancient Period. • locates important historical sites, 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:
Extra questions/ Class assessment/ Recapitulation: class tests, summary, values and life skills
Homework/ worksheets: question E in notebook, and one extra question
Reference: Wikipedia
Subject integration: Geography – mapping trade routes; Art – illustrating cultural exchange.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms. Kamal Bendale
Subject: Social Studies
Topic: **05- Landforms and their Significance to life**

Grade: 6
Month - **October**
No. of periods: 05

Subtopic: • Mountains • Plateaus • Plains • Deserts
Specific objective: Students will identify major landforms—mountains, plateaus, plains, and deserts—and understand their formation, characteristics, and significance to human life.
Methodology: Use diagrams, videos, and discussions to explain types of landforms and their importance to human life.
Activities: Students will classify landforms using pictures and discuss how each supports human activities.
Board work: Draw and label diagrams of mountains, plateaus, plains, and deserts with their key features.
Learning outcomes: • identifies the major types of landforms and their importance to life and culture. • explains the internal and external forces shaping the surface of the earth.• describes mountains and its types. • defines plateaus and their significance. • describes plains and their significance. • explains the desert ecosystem.• discusses the challenges and opportunities of life associated with the different landforms.

Application:
ICT Integration/ Art Integration:
Extra questions/ Class assessment/ Recapitulation: class tests, summary, values and life skills
Homework/ worksheets: question E in notebook, and one extra question
Reference: Wikipedia
Subject integration: Science – formation of landforms; Art – drawing diagrams of landforms.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms. Kamal Bendale
Subject: Social Studies
Topic: **06-India-Physical Features**

Grade: 6
Month - **October**
No. of periods: 06

Subtopic: • Physical Divisions
Specific objective: Students will understand the physical divisions of India, including the Himalayas, the Northern Plains, the Peninsular Plateau, the Coastal Plains, and the Islands, and recognize their geographical significance
Methodology: Use maps, visuals, and explanations to explore India's major physical divisions and their characteristics.
Activities: Students will label India's physical divisions on a map and discuss their features in pairs.
Board work: Draw an outline map of India showing physical divisions and list key features of each.
Learning outcomes: • identifies the five main physical divisions of India and lists their characteristics. • describes the formation and significance of the Himalayas.• recognizes the geographical features of the Northern Plains. • explains the importance of the peninsular plateau 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.
ICT Integration/ Art Integration:
Extra questions/ Class assessment/ Recapitulation: class tests, summary, values and life skills
Homework/ worksheets: question E in notebook, and one extra question
Reference: Wikipedia
Subject integration: Art – labeling and drawing physical divisions.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms. Kamal Bendale
Subject: Social Studies
Topic: **17- India from the 4th Century CE to the 7TH Century CE**

Grade: 6
Month - **November**
No. of periods: 07

Subtopic: • The Guptas • Harshavardhana • Deccan and South India
Specific objective: Students will study the rise and achievements of the Gupta Empire, explore the reign of Harshavardhana, and understand the political, social, and cultural developments in Deccan and South India during the 4th to 7th centuries CE.
Methodology: Use timelines, maps, and comparative charts to explain the Gupta era, Harshavardhana's rule, and developments in South India.
Activities: Students will create a timeline of rulers and achievements, and compare Gupta and South Indian cultural contributions.
Board work: Draw a timeline from 4th to 7th century CE and list key features of Gupta, Harsha, and South Indian rule.
Learning outcomes: • lists out significant contributions of important kingdoms, dynasties with examples viz. Gupta coins, etc. • locates important historical sites, places on an outline map of India. • describes issues, events, personalities mentioned in literary works of the 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.
ICT Integration/ Art Integration:
Extra questions/ Class assessment/ Recapitulation: class tests, summary, values and life skills
Homework/ worksheets: question E in notebook, and one extra question
Reference: Wikipedia
Subject integration: English – timeline writing; Art – illustrating cultural achievements.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms. Kamal Bendale
Subject: Social Studies
Topic: **22**- **Grassroots Democracy**: **What Is Government?**

Grade: 6
Month - **November**
No. of periods: 06

Subtopic: • Meaning and Need for Government • Types of Government • The Struggle for Universal Adult Franchise • Importance of Democracy • Democratic Government • Conflict Resolution in a Democracy • Equality and Justice
Specific objective: Students will understand the meaning and need for government, explore different types of government, examine the struggle for universal adult franchise, and understand the importance of democracy, conflict resolution, and the principles of equality and justice in a democratic system.
Methodology: Use discussions, real-life examples, and visuals to explain government types, democracy, and related concepts.
Activities: Students will role-play different types of government and discuss the importance of equality and justice in groups.
Board work: List types of government and key principles of democracy, equality, and justice.

Learning outcomes: • explains the meaning of governance. • discusses the need of government and describes its importance. • identifies various levels of the government—local, state and union. • explains the meaning of democracy and its importance. • lists the types of government. • describes the role of the government. • analyses how conflict is resolved in a democracy
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:
Extra questions/ Class assessment/ Recapitulation: class tests, summary, values and life skills
Homework/ worksheets: question E in notebook, and one extra question
Reference: Wikipedia
Subject integration: English – debate and discussion.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms. Kamal Bendale
Subject: Social Studies
Topic: **18- Indian Culture and its Roots**

Grade: 6
Month - **November**
No. of periods: 06

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: Students will explore the early stages of Indian culture, including the arrival of the Aryans, the Vedas, the Early and Later Vedic Ages, new religious movements like Buddhism and Jainism, and the impact of folk and tribal influences on Indian culture.
Methodology: Use storytelling, timelines, and visuals to explain the Vedic period, religious reformers, and cultural influences.
Activities: Students will compare Vedic and non-Vedic traditions and create a mind map of cultural influences.
Board work: List key features of Vedic culture, Buddhism, Jainism, and folk

traditions.
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:
Extra questions/ Class assessment/ Recapitulation: class tests, summary, values and life skills
Homework/ worksheets: question E in notebook, and one extra question
Reference: Wikipedia
Subject integration: English – storytelling and writing; Art – cultural representation through drawings.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms. Kamal Bendale
Subject: Social Studies
Topic: **07- Climate of India**

Grade: 6
Month – **December**
No. of periods: 06

Subtopic: • Factors Influencing India's Climate • Seasons
Specific objective: Students will understand the factors influencing India's climate, such as latitude, altitude, and winds, and explore the different seasons in India and their impact on the environment and daily life.
Methodology: Use charts, videos, and discussions to explain climatic factors and seasonal changes in India.

Activities: Students will match climatic factors with their effects and prepare a seasonal calendar with key features.
Board work: List factors affecting India's climate and describe the main characteristics of each season.
Learning outcomes: • identifies key factors shaping India's varied climate regions accurately. • describes the impact of altitude on temperature across the country. • explains how proximity to the sea moderates climate in coastal cities. • discusses the role of the Himalayas in influencing India's monsoon patterns.
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:
Extra questions/ Class assessment/ Recapitulation: class tests, summary, values and life skills
Homework/ worksheets: question E in notebook, and one extra question
Reference: Wikipedia
Subject integration: Science – climatic factors; Math – interpreting temperature data.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms. Kamal Bendale — Grade: 6
Subject: Social Studies — Month - **December**
Topic: **08** - **Natural Vegetation and Wildlife** — No. of periods: 03

Subtopic: • Tropical Evergreen Forests • Tropical Monsoon Deciduous Forests • Dry Thorn Forests • Tidal or Mangrove Forests • Mountain Vegetation • Importance of Forests
Specific objective: Students will identify and understand different types of natural vegetation in India, including tropical evergreen forests, monsoon deciduous forests, dry thorn forests, mangrove forests, and mountain vegetation, and recognize the importance of forests for the environment and wildlife.

Methodology :SEA: Vegetation and Wildlife Poster Presentation: Groups will choose a type of forest and design a detailed poster showcasing its natural vegetation, wildlife, and importance. They will include visuals, key facts, and describe how these forests contribute to the environment. Each group will present their poster to the class.
Activities: SEA
Board work:
Learning outcomes: • identifies and describes the main types of natural vegetation found in India. • explains the need for conserving natural vegetation and wildlife.
Application:
ICT Integration/ Art Integration: The **Vegetation and Wildlife Poster Presentation** integrates **Art Integration** through creative poster design and **Environmental Education** by highlighting the ecological importance of forests.
Extra questions/ Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Wikipedia
Subject integration: Science – ecosystems and biodiversity; Art – poster making.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms. Kamal Bendale
Subject: Social Studies
Topic: **23- Grassroots Democracy: Rural Local Self-Government**

Grade: 6
Month - **December**
No. of periods: 04

Subtopic: • Local Self-Government • The Gram Sabha • The Gram Panchayat • Women and Panchayats • Child-Friendly Panchayats• Rural Administration • A Visit to Mayurgaon! • The Police Station • Maintenance of Land Records
Specific objective: Students will understand the structure and functioning of rural local self-government, including the Gram Sabha, Gram Panchayat, and the role of women and children in Panchayats. They will explore rural administration, including visits to local institutions like the police station and land record maintenance.
Methodology: Use case studies, field visits, and discussions to explain the structure and functioning of rural local self-government.
Activities: Students will participate in role-play activities simulating Panchayat meetings and discuss the role of women and children in local governance.
Board work: Draw a chart showing the structure of Gram Sabha and Gram Panchayat and list key responsibilities of rural administration.
Learning outcomes: • explains what Panchayati Raj institutions are. • describes the functions of Panchayati Raj institutions and why they are important in governance and democracy. • describes the gram sabha and the gram panchayat.• explains rural administration with respect to police and maintenance of land records.
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: class tests, summary, values and life skills
Extra questions/ Class assessment/ Recapitulation:
Homework/ worksheets: question E in notebook, and one extra question
Reference: Wikipedia
Subject integration: English – role play and communication.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms. Kamal Bendale Grade: 6

Subject: Social Studies Month - **December**

Topic: **24** - **Grassroots Democracy: Urban Local Self Government** No. of periods: 04

Subtopic: • Local Self-Government in Urban Areas • Case Study: Bal Sansad • Swachh Bharat Mission
Specific objective: Students will understand the structure and functioning of urban local self-government, explore the concept of Bal Sansad (Children's Parliament), and examine the impact of initiatives like the Swachh Bharat Mission in promoting cleanliness and civic responsibility.
Methodology: Use case studies, group discussions, and videos to explain urban local self-government, Bal Sansad, and Swachh Bharat Mission.
Activities: Students will participate in a mock Bal Sansad session and discuss the impact of cleanliness initiatives in their community.
Board work: Draw a diagram of urban local self-government structure and list the objectives and impacts of the Swachh Bharat Mission.
Learning outcomes: • explains urban local bodies and their functions. • discusses the importance of urban local bodies in governance and democracy. • describes the Swachh Bharat Mission.
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:
Extra questions/ Class assessment/ Recapitulation: class tests, summary, values and life skills
Homework/ worksheets: question E in notebook, and one extra question
Reference: Wikipedia
Subject integration: English – role play and communication.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms. Kamal Bendale Grade: 6

Subject: Social Studies Month - **January**

Topic: **20- Flowering of Culture and Science** No. of periods: 07

Subtopic: • Culture of India • Science • Medicine • Metallurgy • Art and Architecture
Specific objective: Students will explore the rich cultural heritage of India, understand advancements in science, medicine, metallurgy, and art, and appreciate the contributions of ancient India to architecture and cultural development.
Methodology: Use multimedia presentations, discussions, and examples of ancient Indian achievements to highlight cultural and scientific advancements.
Activities: Students will create posters showcasing advancements in science, medicine, metallurgy, and art in ancient India.
Board work: List key cultural and scientific contributions of ancient India and draw examples of Indian architecture.
Learning outcomes: • identifies India's significant contributions in culture and science viz. astronomy, medicine, mathematics, and knowledge of metals, etc.• lists out significant contributions of important kingdoms, dynasties with examples viz. Ratha temples by Pallavas, etc. • analyses basic ideas and values of various religions and systems of thought during the Ancient Period.
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:
Extra questions/ Class assessment/ Recapitulation: class tests, summary, values and life skills
Homework/ worksheets: question E in notebook, and one extra question
Reference: Wikipedia
Subject integration: Science – ancient scientific developments; Art – architecture drawings.

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Lesson Plan 2026-27

Teacher's Name: Ms. Kamal Bendale | Grade: 6
Subject: Social Studies | Month - **January**
Topic: **25- The Importance of Work** | No. of periods: 07

Subtopic: • Economic and Non Economic Activities • Types of Economic Activities • Rural Livelihoods Importance of Non Economic Activities
Specific objective: Students will understand the difference between economic and non-economic activities, explore various types of economic activities, and examine the importance of rural livelihoods and non-economic activities in shaping society.
Methodology: Use discussions, real-life examples, and group activities to differentiate between economic and non-economic activities and their roles in society.
Activities: Students will categorize various activities as economic or non-economic and discuss their impact on rural livelihoods.
Board work: Create a table differentiating between economic and non-economic activities and list examples of rural livelihoods.
Learning outcomes: • explains the different types of activities people engage in. • identifies how the various activities contribute to our day-to day life. • distinguishes between economic and non-economic activities. • describes the various types of economic activities.• identifies the factors responsible for availability of different occupations undertaken in rural areas. • lists the various village handicrafts. • explains the importance of non-economic activities.
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:
Extra questions/ Class assessment/ Recapitulation: class tests, summary, values and life skills
Homework/ worksheets: question E in notebook, and one extra question
Reference: Wikipedia

Subject integration: Economics – types of activities; Math – categorizing and tabulating data.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms. Kamal Bendale — Grade: 6
Subject: Social Studies — Month - **January**
Topic: **26. Exploring Economic Activities** — No. of periods: 04

Subtopic: • Classification of Economic Activities: The Economic Sectors • Interdependence between the Economic Sectors • Urban Livelihoods • Different Types of Employment • What is Migration?
Specific objective: Students will learn about the classification of economic activities into sectors, understand the interdependence between these sectors, explore urban livelihoods and types of employment, and discuss the concept of migration and its impact on economic activities.
Methodology: **Research and Present on Economic Sectors:** Each student will be assigned one economic sector (Primary, Secondary, Tertiary). They will research its role, types of activities, and real-life examples. Students will create a poster/ chart paper and present their findings to the class.
Activities: SEA
Board work:
Learning outcomes: • identifies and explains the three economic sectors. • differentiates and classifies the economic activities into three economic sectors. • explains how the three economic sectors are interconnected. • identifies the factors responsible for availability of different economic activities undertaken in rural and urban areas.• compares the different kinds of people involved in different economic activities.
Application:
ICT Integration/ Art Integration: Incorporate Art Integration by having students create posters or charts showcasing the economic activities in rural and urban settings.

Extra questions/ Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Wikipedia
Subject integration: Economics – sectors of economy; Art – poster/chart making.

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month - April**

Topic – Still Life **No. of Periods - 1**

Sub - topic: • **Pencil Shading**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month - April**

Topic – Still Life **No. of Periods - 1**

Sub - topic: • **Watercolour Pencils**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month - April**

Topic – Still Life **No. of Periods - 1**

Sub - topic: • **Oil Pastels**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities:Coloring
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month - April**

Topic – Decorative Art – 4 **No. of Periods - 1**

Sub - topic: • **Craft work**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: **Craft work**
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month – June**

Topic – Still Life- Decorative Pots **No. of Periods - 1**

Sub - topic: • Poster Coloring
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade –6**

Subject - Art & Craft **Month – June**

Topic – Body Parts – Legs and Ankles Study **No. of Periods - 1**

Sub - topic: • **Coloring Pencils**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Pencil shading
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month – June**

Topic – Body Parts – Head Study **No. of Periods - 1**

Sub - topic: • **Pencil Hatching**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing & Coloring
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month – June**

Topic – Nature Study – Bouquet **No. of Periods - 1**

Sub - topic: • **Coloring & Petal Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month –July**

Topic – Body Proportion **No. of Periods – 1**

Sub - topic: • **How To Draw**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

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Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month – July**

Topic – Portrait **No. of Periods - 1**

Sub - topic: • **Poster Color**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

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Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month – July**

Topic – Decorative Art -5 **No. of Periods - 1**

Sub - topic: • **Sandpaper Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: craft
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month – July**

Topic – Life Study (Birds) **No. of Periods - 1**

Sub - topic: • **Get Pen & Soft Pencil**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month –August**

Topic – Life Study (Birds) **No. of Periods – 1**

Sub - topic: • **Poster Making**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing & Coloring
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

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Lesson Plan (2026-27)

Teacher's Name - Mrs. Shital **Grade - 6** **Subject - Art & Craft**

Month – August

Topic – Story Board (Thirsty Crow) **No. of Periods - 1**

Sub - topic: • **Water Based Pencil Coloring**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month – August**

Topic – Life Study **(Animals)** **No. of Periods - 1**

Sub - topic: • **Drawing & Shading**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: **Drawing & Shading**
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month –August**

Topic – Nature Study (Tree) **No. of Periods - 1**

Sub - topic: • **Poster Coloing & Button Pasting**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month –September**

Topic – Nature Study(Lilly) **No. of Periods – 1**

Sub - topic: • **Water Based Pencil Coloring**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month – September**

Topic – Nature Study(Texture Impression) **No. of Periods - 1**

Sub - topic: • **Leaf Rubbing**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month –September**

Topic – Nature Study(Tree) **No. of Periods - 1**

Sub - topic: • **Newspaper Impression**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: **Craft**
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month- September**

Topic – Nature Study (Tree) **No. of Periods - 1**

Sub - topic: • Ink Pen & Handmade Sheet Craft
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month –October**

Topic – Nature Study -Tree **No. of Periods – 1**

Sub - topic: • **Acrylic Painting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month – October**

Topic – Nature Study -Tree **No. of Periods - 1**

Sub - topic: • **Brush Stroke**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month –October**

Topic – Scenery – 1 **No. of Periods - 1**

Sub - topic: • **Poster Colors & Corrugated Paper**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: **Craft**
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month –October**

Topic – Scenery – 3 **No. of Periods - 1**

Sub - topic: • Multimedia
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month –November**

Topic – Fruit Composition **No. of Periods – 1**

Sub - topic: • **Acrylic Painting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month – November**

Topic – Silhouette Painting – 1 **No. of Periods - 1**

Sub - topic: • **Sticker Pasting & Wash Color Technique**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month –November**

Topic – Silhouette Painting – 2 **No. of Periods - 1**

Sub - topic: • **Water Coloring & Fountain Pen**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: **Coloring**
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month –November**

Topic – Festival (Diwali) **No. of Periods - 1**

Sub - topic: • Glitter Pens & Water coloring
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month –December**

Topic – Decorative Art – (Bhangra) **No. of Periods - 1**

Sub - topic: • **Wet-on-Wet**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month –December**

Topic – Decorative Art – 1 **No. of Periods - 1**

Sub - topic: • **Craft Work**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

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Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade –6**

Subject - Art & Craft **Month -December**

Topic – Festival – Christmas **No. of Periods - 1**

Sub - topic: • **Poster coloring**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing & Coloring
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month – January**

Topic – Decorative Art - 2 **No. of Periods – 1**

Sub - topic: • **Ink Folding**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Practical
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month – January**

Topic – Decorative Art – 3 **No. of Periods - 1**

Sub - topic: • **Textile Design**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing & Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month - January**

Topic – Decorative Art –6 **No. of Periods - 1**

Sub - topic: • **Oil Pastels & Sticker Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: **Craft**
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name – Mrs. Shital **Grade - 6**

Subject - Art & Craft **Month –January**

Topic – Meet the Artist (Vincent Van Gogh) **No. of Periods - 1**

Sub - topic: • **3D Effect-Acrylic Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: **Craft**
Board work: Drawing & Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 2

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name –Charushila Sawant **Grade - 6**

Subject - Science **Month - April**

Topic –1. Food: Where Does it come From? **No. of Periods -6**

Sub - topic:

- Food from Plants
- Food from Animals
- What do Animals eat?
- Herbivores, Carnivores, Omnivores, Scavengers and Decomposers.

Specific objectives:

- Students will be able to sort food items into different food groups
- Student's brainstorm on which parts of a plant are edible, giving examples. This could be in the form of roots, stem, leaves, flowers, seeds or fruits
- Students will be able to discuss various types of animal products as well as dairy products (made from milk)
- Students will be able to discussed Pictures or illustrations of various animal products (meat, eggs, honey, dairy products) should be displayed.
- Students will be able to know about what animals eat—herbivores, carnivores and omnivores

Methodology:

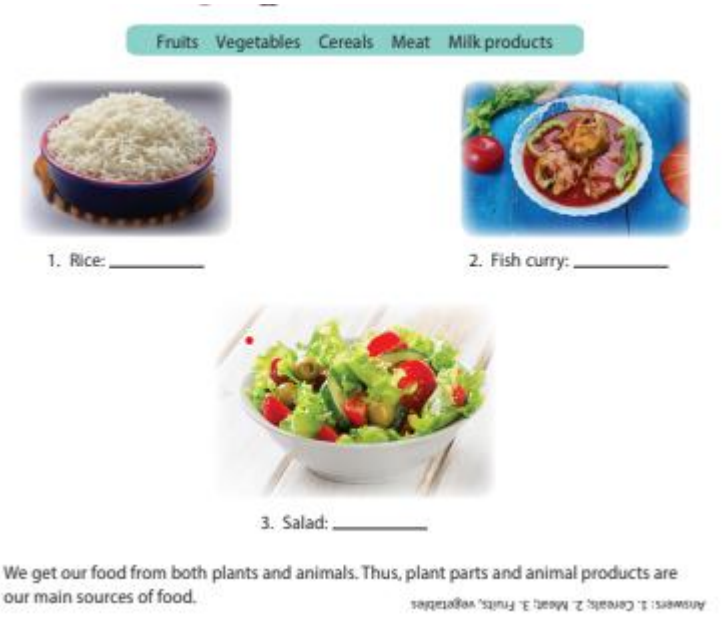
Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- We eat a variety of food every day, but we seldom think about the food groups to which they belong. Let the students observe the pictures on page 9 and answer the questions, to initiate the topic.
- Revise with the students the process of photosynthesis where the plants prepare their own food.
- Demonstrate the process of making sprouts, the result of which could be observed after a few days.
- The teacher could also help the students discuss about milk obtained from various other animals apart from cow and buffalo, such as goat, camel, and yak
- The discussion on animals under different categories based on the types of food they eat needs to be done with the help of the pictures and the additional information provided for various animals in the course book

- Apart from the three main types: namely herbivores, carnivores and omnivores, the discussion on decomposers and scavengers should also be briefly done.
- Make sprouts using gram seeds.
- A quick recap of the chapter could be done with the help of the Summary at the completion of the chapter.

Board work:



Meat People commonly eat meat of animals such as goat, chicken, fish, and prawns (Fig. 1.7).

Fig. 1.7 *Animals give us meat.*

Green Corner

Take only as much food on your plate that you know you will really be able to eat. You must not waste food.

Egg Hen's egg is the most common bird egg eaten in the world. It is a rich source of proteins and vitamins. Some people also eat eggs of goose and duck.

Honey Honey is a sweet liquid made by bees from the nectar of flowers (Fig. 1.8). Honey is collected from beehives. It is used in cooking and also has medicinal value.

Milk Milk is obtained from animals such as cow, buffalo, camel, and goat. It is a very nutritious food item and is a rich source of protein. Milk also contains calcium that is required for proper growth of teeth and bones, and for nerve functioning (Fig. 1.9).

Fig. 1.8 *Honey*

Fig. 1.9 *Milk products*

Fact File C-6.1

People living in deserts also drink camel's milk. In ice-cold places, people mostly have yak's milk.

Herbivores, Carnivores, Omnivores, Scavengers and Decomposers.

Special Characteristics of Herbivores, Carnivores, Omnivores, Scavengers and Decomposers

Learning outcomes:

Learners will be able to:

- Sort food items into different food groups
- Various types of animal products as well as dairy products (made from milk)
- Explain about sources of food—plant parts and animal products.
- Explain what animals eat—herbivores, carnivores and omnivores
- Stop wasting the food.

Application:

- Learners can stop wasting the food.
- Sort food items into different food groups

Subject Integration: Math

50 chickpea seeds were kept for sprouting for 4 days, and only 15 of them sprouted. 1/7 th of the remaining ones took another three days to sprout. And the rest had to be thrown. How many seeds sprouted in the whole week? Calculate the percentage of the original that was thrown away

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: Suggested websites: http://www.nhcgroup.com/indian-food-culture/ (accessed and checked on 20-07-2024) https://theculturetrip.com/asia/india/articles/10-traditional-indian-dishes-you-need-to-try/ (accessed and checked on 20

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Charushila Sawant **Grade -6**

Subject - Science **Month - July**

Topic – 2. Components of food **No. of Periods - 6**

Sub - topic:

- Components of food

  Carbohydrates, Fats, Proteins, Vitamins, Minerals, Roughage or Dietary Fibers, Water
- Balanced diet
- Deficiency diseases

  Deficiency of Carbohydrates, Deficiency of Proteins, Deficiency of Vitamins, Deficiency of Minerals, Deficiency of Water in the Body.

Specific objectives:

- Sources of carbohydrates, Proteins, Fats, Vitamins, Minerals.
- Differentiate between 'saturated fats' and 'unsaturated fats'.
- Introduction of concept of Obesity.
- Importance of Water intake in every day.
- Introduction of concept of Balance Diet.
- Deficiency diseases for Major components of food.

Methodology:

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

Activities:

- To test for the presence of starch in food item.
- To test for the presence of fat in food item.
- To test for the presence of protein in food item.
- 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.
- Show them the Food pyramid.
- Ask students to check the nutrient quality of packaged food. Check the nutrition value they get from that package food item.
- Make a chart on the various deficiency diseases and their causes.

Board work:

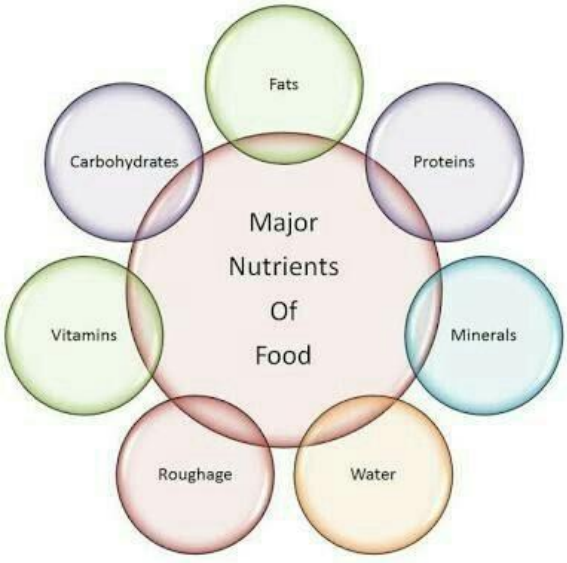
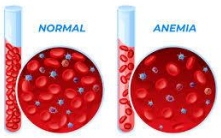


Table 2.1 *Vitamins—Functions, deficiency diseases, symptoms, and sources*

Vitamin and sources	Function	Deficiency disease	Symptoms
A **Sources:** Green leafy vegetables, fruits, butter, egg yolk, carrots, and fish	Keeps eyes, hair, and skin healthy	Night blindness	Dryness of eyes, improper vision
B1 **Sources:** Eggs, whole grains, and sprouts	Aids in digestion, maintains nervous system	Beriberi	Inflammation of nerves, digestive problems, and heart abnormalities
B2 **Sources:** Eggs, milk, and green leafy vegetables	Keeps skin and mouth healthy	Skin disorders	Irritation of eyes, skin and intestinal disorders, and inflammation of the tongue
B12 **Sources:** Meat	Formation of red blood cells	Anaemia	Pale skin, lack of stamina and appetite, and frequent headaches
C **Sources:** Citrus fruits such as lime, orange, and lemon; tomatoes, and sprouts	Helps to resist infections, and keeps teeth, gums, and joints healthy	Scurvy	Loosening of teeth, spongy and bleeding gums, increased susceptibility to diseases, slow healing of wounds, weakness, and pain in the limbs
D **Sources:** Milk, fish, eggs, and sunlight	Aids in the normal growth of bones in children	Rickets	Weak bones, joint and bone deformities such as bow legs and pigeon chest, softening of ribs, and protruding abdomen
K **Sources:** Spinach, cabbage, or any other green leafy vegetable	Helps in blood clotting (to stop bleeding)	Haemorrhage (excessive bleeding)	Affects clotting of blood

Pictures of Deficiency diseases:



Learning outcomes: Learners will be able to:

- Identifies the main nutrients present in a given food item.
- Explains how the food eaten by us consists of different sources and significant components.
- Identifies carbohydrates as one of the six main components of food.
- Identifies fats as one of the main components of food.
- Identifies proteins as one of the main components of food.
- Identifies vitamins and minerals as two of the main components of food.
- Identifies dietary fibers and water as important components of our diet.
- Explains the importance of eating a healthy, balanced diet.
- Identifies the various diseases and disabilities caused due to deficiency of carbohydrates and proteins and lists their symptoms.
- Identifies the various diseases and disabilities caused due to the deficiency of different vitamins and lists their symptoms.
- Identifies the various diseases and disabilities caused due to minerals and water deficiencies and list their symptoms.

Application:

- Learners can spread awareness about a balanced diet starting from home.
- Learners can know about the nutrients present in the food.

Subject Integration: Art

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:

Some suggested websites are:

- http://mdm.nic.in/ (accessed and checked on 20-07-2024)
- https://www.akshayapatra.org/indias-mid-day-meal-scheme (accessed and checked on 20-07-2024)

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Charushila Sawant **Grade -6**

Subject - Science **Month - April**

Topic – 3. Separation of Substances **No. of Periods - 6**

Sub - topic:

- Methods of separation
  (threshing, winnowing, handpicking, sieving, sedimentation, decantation, filtration, evaporation and condensation)
- Solution and Solubility
  (Dissolving, Saturated solution, Solubility, Stirring, Solute in powdered form)

Specific objectives:

- Students will explore how separation is necessary when we need to remove unwanted things. They will discover instances where we need to separate one substance from another. They will learn about some common methods that are used for separating substances that are mixed together, such as threshing, winnowing, hand-picking, sieving, sedimentation and decantation, filtration, evaporation, and condensation.
- Students will also explore the concepts of solutions and solubility. They will learn briefly about soluble and insoluble substances and define solubility.

Methodology:

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

Activities:

- To understand the process of winnowing.
- To understand sieving
- To observe cleaning of rice by sedimentation and decantation
- To separate a mixture of sand and water by filtration.

- To separate a mixture of salt and sand
- Separating both water and salt from saltwater.
- 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.
- 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.).

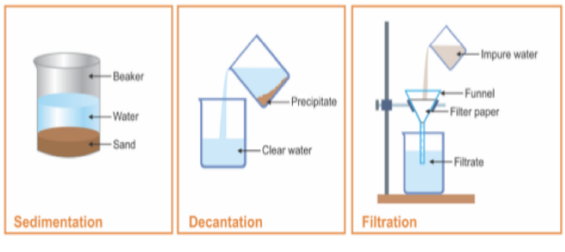
Board work:

- Threshing, winnowing, handpicking, sieving, sedimentation, decantation, filtration, evaporation and condensation

Fig. 3.1 Manual threshing

Fig. 3.3 Winnowing

Fig. 3.5 Sieving



- Solution and Solubility:
  Dissolving, Saturated solution, Insoluble substances, Soluble substances.

Fig. 3.9 *Sugar solution*

Learning outcomes:

Learners will be able to:

- Identify substances that are being separated in examples from daily life.
- Students will be able to explain the different methods used for separating substances and list their applications.
- Explain different methods that are used for separating different substances that are mixed together.
- Identifies different kinds of solutions and pick out the solutes and solvents in each.

Application:

- Learners can apply separation methods in daily life.
- Learners can apply learning to hypothetical situations

Subject Integration: SST

- On the political map of India, lot the three largest producers of wheat, rice maize, and pulses. Find out the annual average yield of each of these states. Also discuss various methods used by farmers from sowing of seeds to the market-ready products.

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:

- https://www.ducksters.com/science/chemistry/separating_mixtures.php (accessed and checked on 20-07-2024)
- https://sciencing.com/fun-experiments-separating-mixtures-13769. html Period 6 ends (accessed and checked on 20-07-2024)

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Charushila Sawant **Grade - 6**

Subject - Science **Month - June**

Topic – 4. Fibre to Fabric (SEA) **No. of Periods - 6**

Sub - topic:

- History of clothing
- Fibre and Fabric
- Natural and Synthetic Fibres
  Plant Fibres, Jute
- Other useful Plant Fibres
  Coir, Silk cotton. Hemp, Flax

Specific objectives:

- Students will explore how clothes are made from fibres obtained from plant and animal sources.
- Students will learn about how clothing started, the different materials used to make clothes, and how they are made.
- Students will learn about fibres and the two main processes of making fabric from yarn: weaving and knitting.
- Students will also learn about the difference between natural and synthetic fibres.
- Students will focus on important plant fibres such as cotton and jute, and briefly discuss other useful plant fibres such as coir, silk cotton, hemp, and flax.

Methodology:

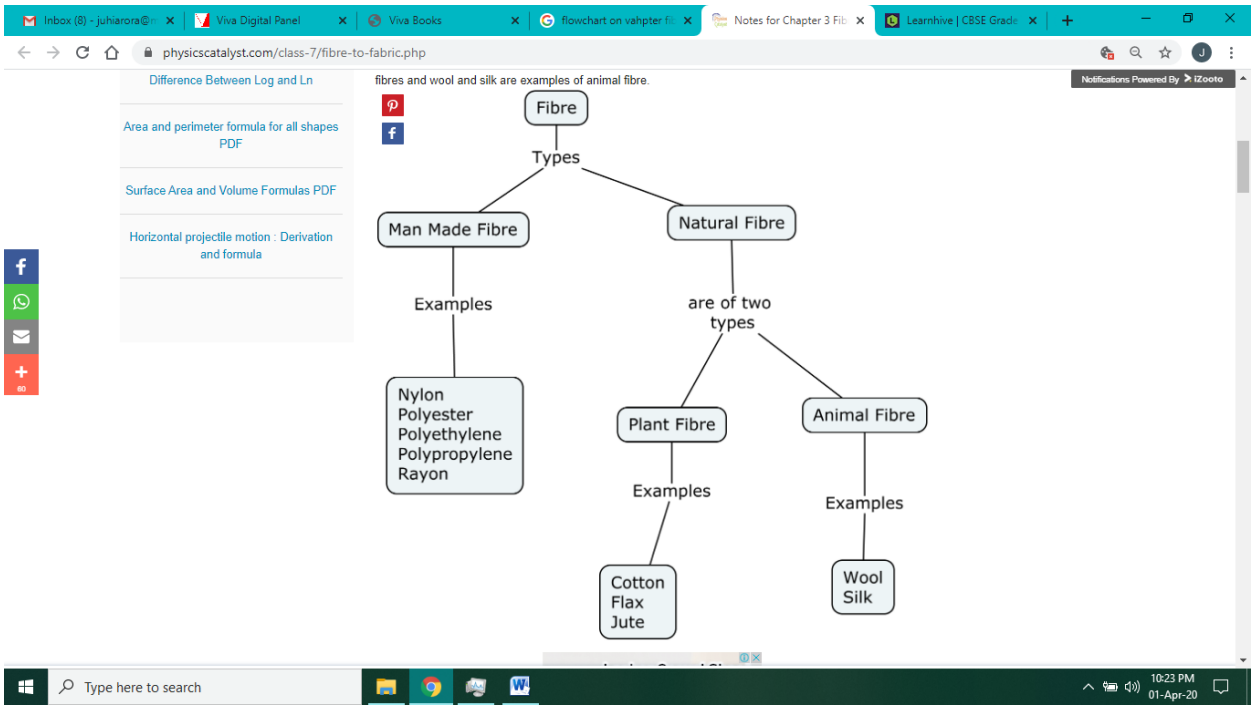
Demonstration Method, Explanation Method (learning method), Activity based teaching, Audio-Visual Explanation

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.
- 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:

- Identify the steps for a fibre to go from the raw material to the finished cloth.
- Describe different types of clothing materials and development of clothing materials.
- Differentiate between fibres and yarns
- Discuss how our clothes have undergone major change since ancient times, because of the changing needs.
- Explain the two main processes of making fabric from yarn: weaving and knitting.
- Describe how plant fibres such as cotton and jute are produced, list their uses, and name the kind of soil in which they are grown.
- Apply learning of scientific concepts in day-to-day life, e.g., selecting season appropriate fabrics

Application:

Learners can identify the different kinds of fibres and can choose them accordingly in day-to-day life.

Subject Integration: Art

- 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:

http://www.wildfibres.co.uk/html/plant_fibres.html (accessed and checked on 20-07-2024)

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Charushila Sawant **Grade -6**

Subject - Science **Month - June**

Topic –5. Sorting materials into Groups. **No. of Periods -10**

Sub - topic:

- Grouping on the basis of common properties
  Roughness, Lustre, Hardness, Transparency, State, Solubility, Flotation,
- Attraction Towards Magnet
- Conduction of Heat
- Conduction of Electricity.

Specific objectives:

- Students will be able to know about different kinds of materials around them.
- Students will learn about placing or sorting similar things into groups and how grouping allows us to study the main properties of similar things.
- Students will explore the different properties of materials such as roughness, lustre, hardness, transparency, solubility, flotation, attraction towards a magnet, conduction of heat, and conduction of electricity.
- Students will be able to know about properties of materials – appearance, hardness, solubility or insolubility, density and transparency

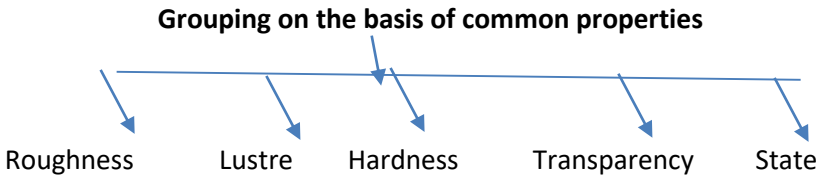
Methodology:

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:



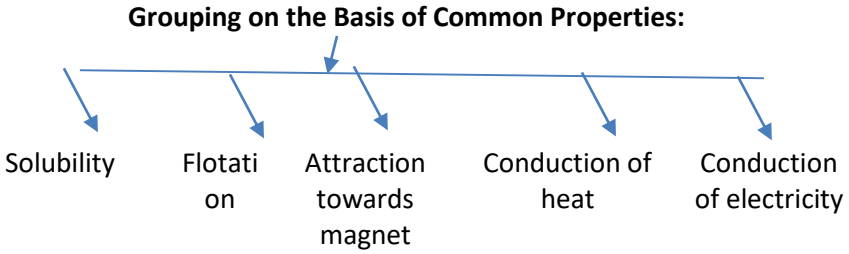


Table 5.1 *Grouping based on the states of matter*

Solid	Liquid	Gas
Definite shape and volume	Definite volume but no definite shape. They take the shape of the container they are poured into.	No definite shape and volume
Cannot be compressed	Can be compressed to a small extent	Highly compressible
Particles are closely packed.	Particles are not as closely packed as in solids.	Particles are loosely packed.

Learning outcomes: Learners will be able to:

- Explain about different kinds of materials around them.
- Classify materials based on observable properties, e.g., materials as soluble, insoluble, transparent, translucent and opaque
- Identify and sort the given pictures into meaningful groups.
- Discuss the main characteristics of different materials.

- Describe properties of materials – appearance, hardness, solubility or insolubility, density and transparency
- Describe the solubility of different materials in water.
- Define soluble, insoluble, miscible, and immiscible materials.
- Define flotation and demonstrate flotation of some common materials.
- Classify materials present around us on the basis of some interesting characteristics.
- Attraction towards magnet Conduction of heat Conduction of electricity

Application:

- Learners can identify the different kinds of materials in day-to-day life based on their properties.
- Learners can understand conduction of electrons in solution.

Subject Integration : ICT

- 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:

- https://thesecretyumiverse.wonderhowto.com/how-to/11-weird-wonderful-uses-for-magnets-0137723/ (accessed and checked on 20-07-2024)
- https://gizmodo.com/6-ways-that-magnets-are-about-to-change-our-lives-1722803538 (accessed and checked on 20-07-2024)
- https://www.goodhousekeeping.com/home/organizing/tips/a25969/new-uses-magnets/ (accessed and checked on 20-07-2024)
- https://www.livescience.com/47383-cool-facts-about-magnets.html (accessed and checked on 20-07-2024)

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Charushila Sawant **Grade - 6**

Subject - Science **Month - July**

Topic- 6-Changes Around Us **No. of Periods - 10**

Sub - topic:

- Reversible and Irreversible Changes
- Physical and Chemical Changes
- Expansion and Contraction of Materials.
  Application of Expansion and Contraction of Materials.

Specific objectives:

- Students will explore changes that take place all around us.
- Students will understand that changes that occur around us can be broadly categorized as reversible or irreversible depending on whether they can be reversed or not.
- Students will explain and demonstrate some reversible and irreversible changes. Next, students will identify and explain physical and chemical changes.
- Students will investigate expansion and contraction of materials.
- Students will explain how the amount of expansion and contraction differs in solids, liquids, and gases.
- Students will list the applications of expansion and contraction in our everyday lives.

Methodology:

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

Activities:

- To understand reversible and irreversible changes.
- Various examples of irreversible changes could be brainstormed and explained, such as growing of a child, use of pencils and erasers, ripening of fruits, blooming of flower, flower changing to fruit, curdling of milk, burning of paper, and cooking of food.
- Let students brainstorm examples of irreversible changes with desirable and undesirable products.
- Explain physical changes and Chemical Changes Mention examples (Physical) such as tearing paper, melting ice, and dissolving sugar in water. Mention examples (Chemical) such as burning wood and rusting iron.
- Expansion and contraction terms can be explained with the help of the balloon. The expansion and contraction in all three states could be explained with the help of the examples occurring in nature.
- Application of Expansion and Contraction by use of several everyday activities.

Board work:

Reversible changes and Irreversible Changes

(a) Melting of ice (b) Water evaporating and condensing

Fig. 6.1 *Reversible changes*

(a) Ripening of banana

Physical and Chemical Changes

Fig. 6.3 *Tearing of paper is a physical change.*

Expansion and Contraction of Materials.

Table 6.1 *Expansion in solids, liquids, and gases*

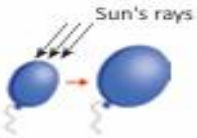
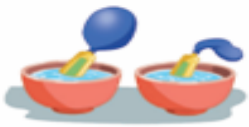
Expansion in solids	Expansion in liquids	Expansion in gases
Railway tracks consist of two parallel metal rails joined together. Small gaps, called expansion gaps, are deliberately left between the rails as there is an expansion of the rails in hot weather.	Mercury expands on heating. Try this with the help of an adult. Take a glass of water in a container and heat it (do not boil). Now, dip the tip of the thermometer in the hot water. The mercury level rises up due to the expansion of mercury.	If you keep an inflated balloon in the Sun for some time, what will happen? It will grow in size as the air inside it expands on taking heat from the surroundings. 

Table 6.2 *Contraction in solids, liquids, and gases*

Contraction in solids	Contraction in liquids	Contraction in gases
If we hold a very hot glass tumbler under cold water, it cracks. This is because the outer surface of the glass comes in direct contact with cold water and contracts more as compared to the inner surface.	We observed that mercury expanded on heating. Can you say what will happen if the thermometer is allowed to cool down? The mercury level will go down. This is because of contraction.	If an inflated balloon is tied at the mouth of a bottle and the bottle is placed in ice-cold water, what will happen? The balloon will shrink in size, as the air inside the balloon contracts on cooling. 

Learning outcomes:

Learners will be able to:

- Identify commonly occurring changes around us.
- Classify changes as reversible and irreversible changes.
- Classify changes as physical and chemical changes.
- Explain how substances expand and contract on heating and cooling.
- Apply the concepts covered in the chapter to solve questions.
- Revisits the concepts covered in the chapter and apply the knowledge.

Application:

- Learners can differentiate between changes as reversible and irreversible changes
- Learners can differentiate between changes as Physical and Chemical changes
- Learners will understand why electric lines never hung tautly between the poles

Integration: Mathematics

Math helps in:

- Measuring changes (temperature, length, weight)
- Recording data in tables and graphs
- Understanding patterns (e.g., growth of plants over time)

Class assessment/ Recapitulation:

- At the end of the chapter, summarize all the concepts developed during the discussion and activities.
- Conduct a brief oral test on definitions of Key Words.
- 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.
- Randomly ask students to read out a questions and share their response. In case, the student answers incorrectly, rectify the response and explain the concept briefly

Homework/ worksheets:

Ask students to attempt some of the exercise on their own.

Reference:

- https://en.wikipedia.org/wiki/Physical_change (accessed and checked on 20-07-2024)

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Charushila Sawant **Grade - 6**

Subject - Science **Month- August**

Topic- 7. Things Around Us **No. of Periods-8**

Sub - topic:

- Characteristics of Living Things
  Structural Organization , Movement and Response to stimuli, Growth and Development, Excretion, Respiration, Reproduction, Nutrition, Life Span and Death
- Environment
  Biotic components, Abiotic components

Specific objectives:

- Students will explore the world around us by identifying the living and non-living components.
- Students will learn about the different characteristics of living things such as structural organization, movement and response to stimuli, growth and development, excretion, respiration, reproduction, nutrition, and life span and death.
- Interaction among Biotic components and Abiotic components.
- Importance of Scavengers and decomposers in our environment to keep it clean and helping in the recycling of nutrients.

Methodology:

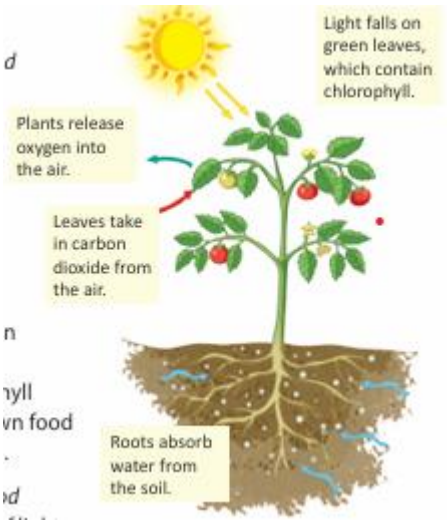
Demonstration Method, Explanation Method (learning method), Activity based teaching, Audio-Visual Explanation

Activities:

- Students state the basic differences between living and non-living things. The probable answer would be the former have life, but the latter do not. Should be written on the board.
- Relate plants with seeds, animals with eggs and young ones, and human beings with babies as a part of reproduction.
- Introduce the terms autotrophs and heterotrophs to prove that living things do need food whether they prepare it themselves or depend on others for it
- The definition of environment and the difference between biotic (living things) and abiotic (non-living things) components should be explained to the students.
- Seeing a vulture eating a dead animal might be unpleasant, but the students should be told about the importance of this process in nature. Inquire what would happen if this process does not occur at all.

Board work:

Living things	Non-living things
1. Living things are made up of cells.	1. Non-living things are not made of cells.
2. They excrete and get rid of wastes.	2. They do not produce wastes.
3. They reproduce new offsprings.	3. They do not reproduce.
4. They need food and air to stay alive.	4. They do not need food or air to stay alive.
5. Living things follow a cycle of growth and they finally die.	5. Non-living things do not grow or die.



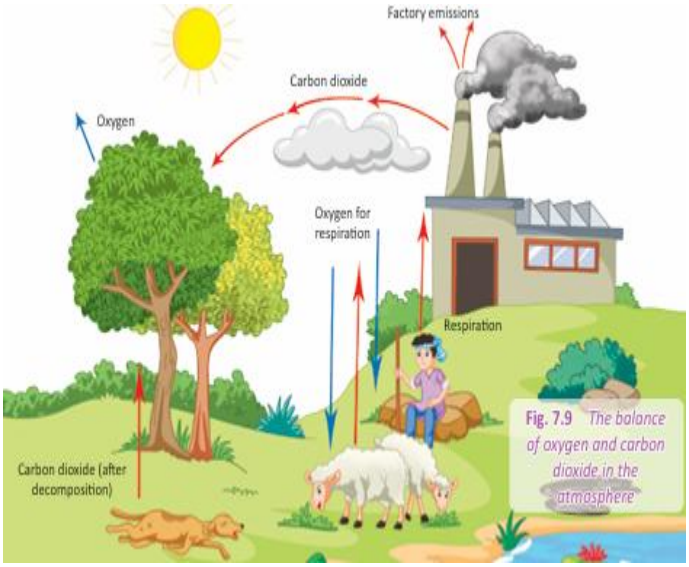


Fig. 7.9 The balance of oxygen and carbon dioxide in the atmosphere

Learning outcomes:

Learners will be able to:

- Identify living and non-living things around us
- List the characteristics of living things.
- Distinguish between living and non-living things.
- Identify different biotic and abiotic components of the environment.
- Explain the concept of habitat.

Application:

- Learners would know the importance of air, water, and soil for plants and animals
- The interdependence of all the biotic components among each other is an excellent example of appreciating the beauty of nature.
- Learners can collect wet waste to compost and to use that for gardening.
- Learners can exhibit creativity in designing models using eco-friendly resources.

Integration: Language (English / Hindi / others)

Language learning includes:

- Naming objects around us
- Learning new words (tree, chair, river, etc.)
- Forming sentences (e.g., “The tree is tall.”)
- Writing short paragraphs about surroundings

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:

- https://www.worldatlas.com/articles/ectothermic-cold-blooded-animals.html
- https://sciencing.com/list-singlecell-organisms-8543654.html

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Charushila Sawant **Grade - 6**

Subject - Science **Month - August**

Topic- 8. Getting to know Plants **No. of Periods - 10**

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
- Students will explore that based on the size and kind of stem, plants can be divided into herbs, shrubs, trees, creepers, and climbers.

- Students will learn about the main types of root systems, their functions, and root modifications.
- Students will learn about the shoot system and explore the functions of stem and stem modifications, leaves and their functions, leaf modifications, flowers, fruits, and seeds.
- Students will learn how pollination is needed for a flower to develop into a fruit and form seeds.

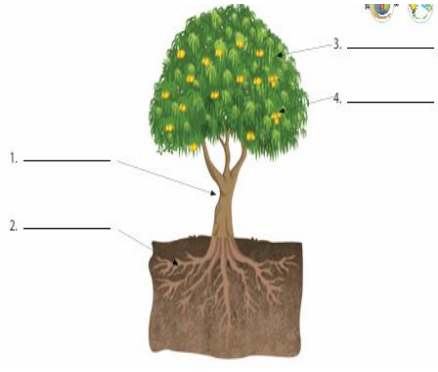
Methodology:

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 the characteristics of the plants they have seen are. Write all the responses on the blackboard.
- Describes the diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), including at a smaller scale (microscopic organisms)
- 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.)
- To observe absorption by roots.
- To observe conduction by stem.

Board work:



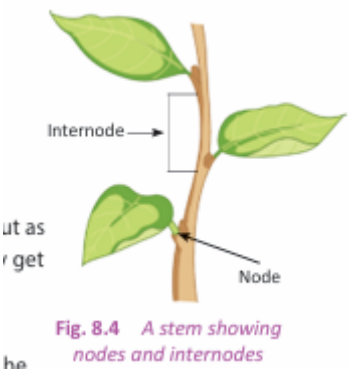
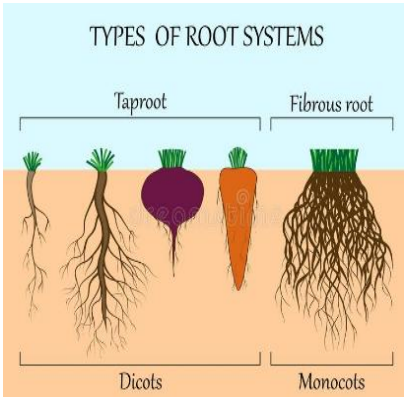
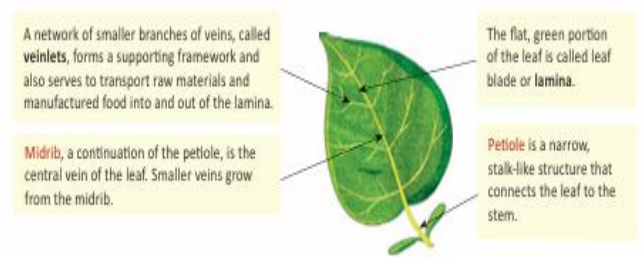


Fig. 8.4 *A stem showing nodes and internodes*





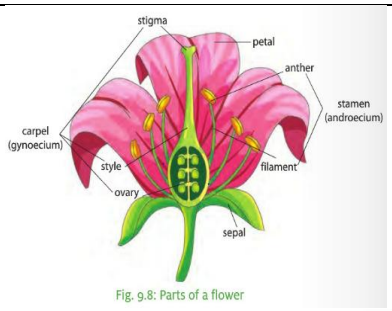


Fig. 9.8: Parts of a flower

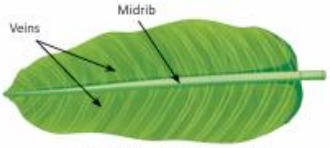


Fig. 8.9 *Parallel venation*

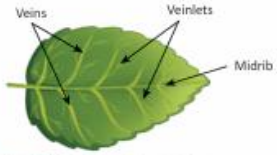


Fig. 8.10 *Reticulate venation*

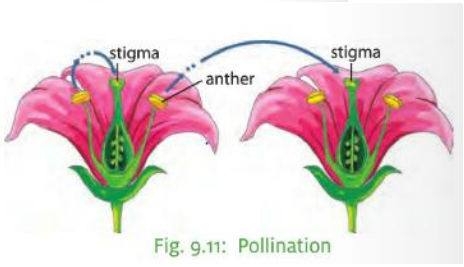


Fig. 9.11: Pollination

Carbon dioxide (from air) + Water (from soil) $\xrightarrow{\text{Chlorophyll, Light}}$ Food (sugar) + Oxygen

Learning outcomes:

Learners will be able to:

- List categories of plants
- Identify the plant based on its appearance and identify its different parts.
- List the main functions of roots.
- Explain root modifications and their functions.
- List the main functions and modifications of stems.
- Explain the structure and functions of leaves.
- Describe leaf modifications and their functions.
- Briefly explain the process of pollination and the structure of a seed.
- 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.

Integration: Social Studies / EVS

Understanding environment and society:

- Role of plants in the ecosystem
- Importance of trees in daily life
- Conservation (saving trees, planting more)
- Farming and how plants provide food

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.
- Conduct a brief oral test on definitions of Key Words.

Homework/ worksheets:

Ask students to attempt some of the exercise on their own.

Reference:

- https://content.ces.ncsu.edu/plant-propagation-by-stem-cuttings-instructions-for-the-home-gardener (accessed and checked on 20-07-2024)
- https://www.researchgate.net/publication/322499104_Propagation_of_ornamental_plants_methods_and_structures (accessed and checked on 20-07-2024)

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Charushila Sawant **Grade - 6**

Subject - Science **Month- October**

Topic- 9. Form and Movement in Animals **No. of Periods-11**

Sub - Topic:

- Movement in Animals
  Movement in Earthworm, Movement in Snail, Movement in Cockroach, Movement in Fish, Movement in Birds, Movement in Snacks,
- Movements in human beings
  How Bones Move, Cartilage, X-rays.

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
- Students will explore how the body structure of an animal directly corresponds to the way in which it moves.

- Students will learn about movements in different animals such as earthworms, snails, cockroaches, fish, birds, and snakes.
- Students will investigate how the skeletal system along with the muscular system helps in movement in human beings.

Methodology:

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

Activities:

- The topic could be started by helping the students recall their understanding of structural organisation in the previous chapter.
- 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
- Introduce the terms vertebrates and invertebrates giving examples.
- Make a model of ball & socket joint and hinge joint using different materials. (SE Activity)

Board work:

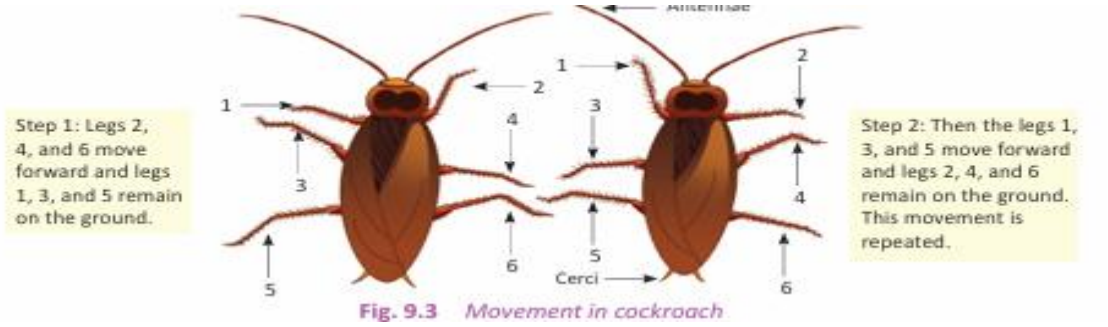
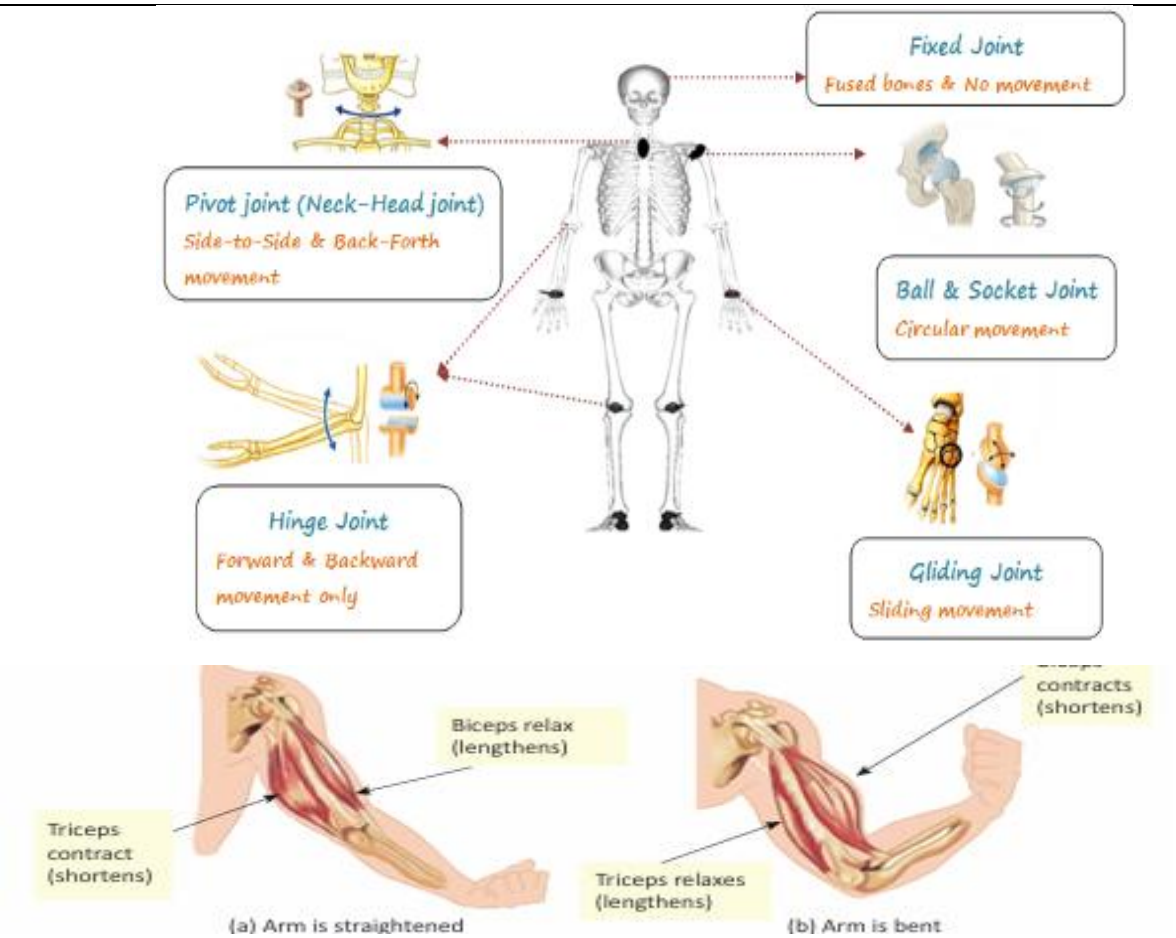


Fig. 9.3 *Movement in cockroach*



Learning outcomes:

Learners will be able to:

- Identify the different parts that enable movement in animals.
- Describe how the movements in an animal are linked to its body structure.
- Correlate how a streamlined body helps in reducing friction and resistance.
- Explain how even though our bones are hard and rigid, we are able to move because of joints and it is at these places that our body bends.
- 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.

Integration: Mathematics

Math links through:

- Counting number of legs (2, 4, many)
- Sorting animals based on movement (fly/swim/walk)
- Comparing speeds (fast vs slow animals)
- Creating simple charts or pictographs

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:

- http://www.oum.ox.ac.uk/thezone/animals/life/move.htm (accessed and checked on 20-07-2024)
- http://primaryhomeworkhelp.co.uk/skeletons/animals.htm

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Charushila Sawant **Grade - 6**

Subject - Science **Month- December**

Topic- 10. The Habitat of the Living **No. of Periods-13**

Sub - topic:

- Habitat
  Forests Grasslands, Deserts, Mountains and Polar Regions, Aquatic Habitat.
- Adaptation
  Adaptations in Tropical Forests Adaptations in Temperate Forests Adaptations in Boreal Forests Adaptations in Grassland Adaptations in Deserts Adaptations for Mountains and Polar Regions 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 learn about the different varieties of organisms that are found at different places. Each organism lives in a particular area where it finds food and other resources it needs to survive.

- Students will learn about the five major habitats are—forests, grasslands, deserts, mountains and Polar Regions, and aquatic habitat.
- Students will investigate how each habitat is different, and how the animals and plants found in a particular habitat have changed or adapted themselves to survive there.
- Students will learn about the concept of acclimatization.

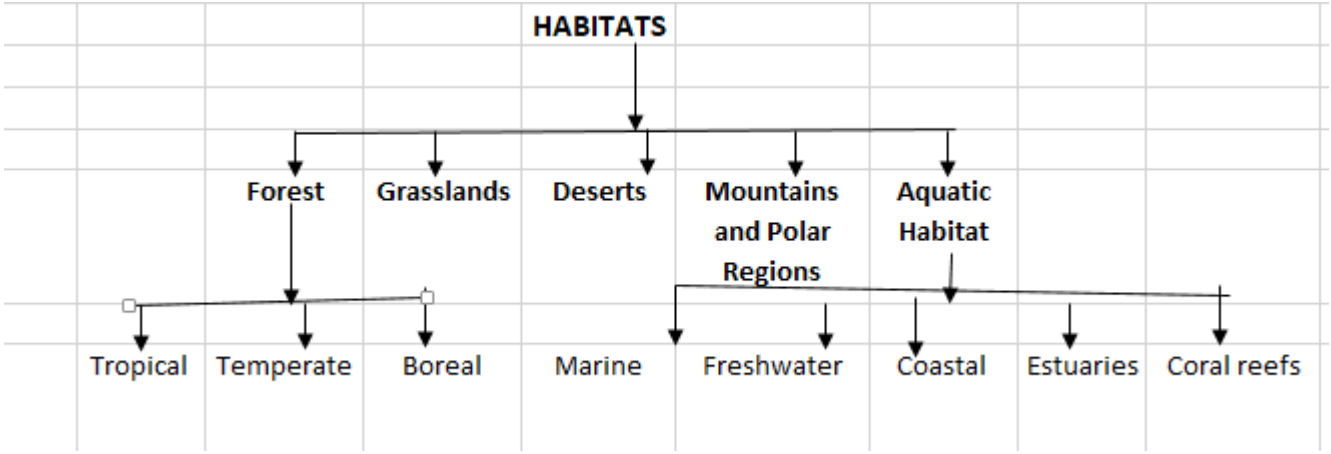
Methodology:

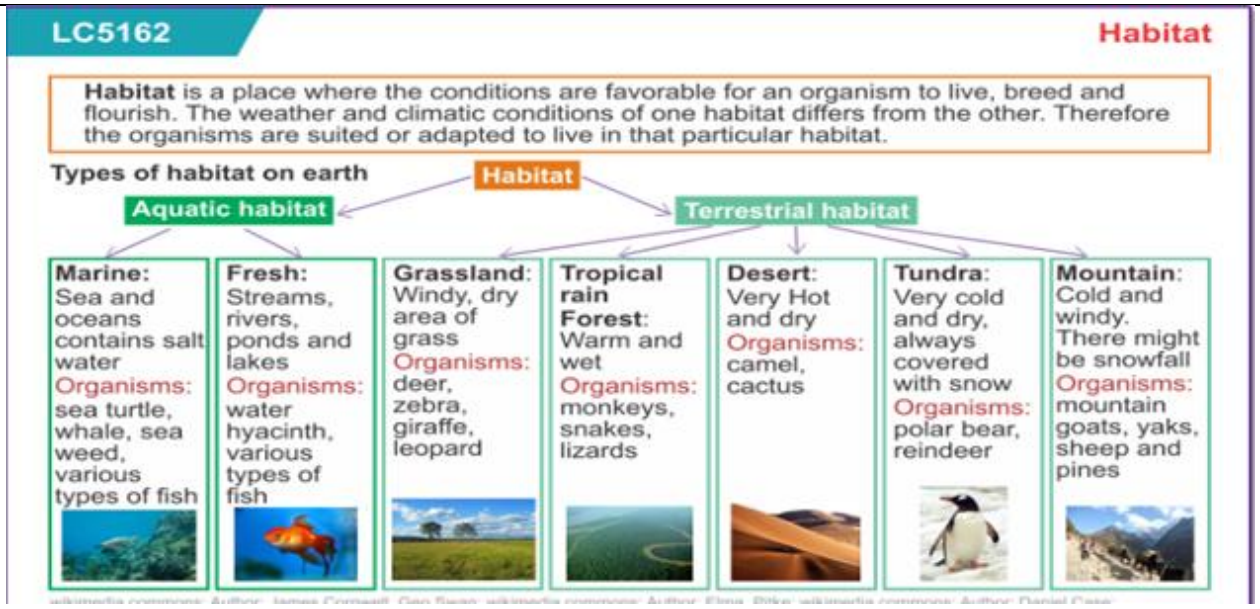
Demonstration Method, Explanation Method (learning method), Activity based teaching, Audio-Visual Explanation

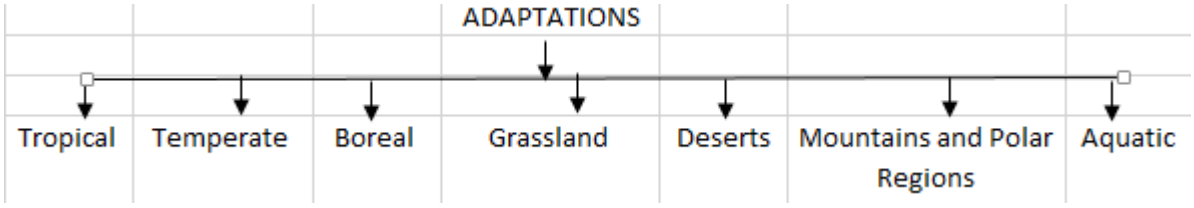
Activities:

- 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.
- Arrange for a globe or an atlas and let the students locate the area where these forests are found.
- Let the students brainstorm on what would happen if they were made to stay for the rest of their lives in an entirely different region with extreme climatic conditions.
- Make a list of 5 plants and animals and paste them on the scrap book, living in different habitats as mentioned in the text *(SE Activity)*

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.
- Learners can understand the importance of adaptations for the survival of a species.

Integration: **Social Studies / EVS**

Environmental understanding:

- How people live in different environments
- Importance of protecting habitats
- Human impact (deforestation, pollution)
- Conservation and sustainable living.

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:

- https://www.animalwised.com/endangered-animals-of-india-with-pictures-1195.html

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Charushila Sawant **Grade - 6**

Subject - Science **Month - December**

Topic- 11. Measurement and Motion **No. of Periods - 12**

Sub - topic:

- History of Transport
- Why do we need to measure distance or length?
- Measurement
  Standard Units of Measurements
- Measurements of Length
  Measurements of Length of a Curved Line
- Motion
  Types of Motion

Specific objectives:

- Students will be able to know about need to measure distance (length)
- Students will learn about the importance of measurement in our everyday lives.
- Students will explore the history of transport and the different modern modes of transport.
- Students will delve deeper into the study of measurement with the ancient units of measurement.
- Students will then be introduced to the standard units of measurement.
- Students will different ways of measurement of length.

- Students will learn about the different types of motion: translational, rotational, periodic, and non-periodic motion.

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.
- Identify the different instruments used for measuring different quantities.
- Find out the dimensions & area of your desk/table using measuring-tape.
- Compare a measurement using non-standard and standard units of length
- Find the length of a curved line.
- Observe the motion of various objects around you and classify them as similar and dissimilar motions.
- Show that when a body performs rotational motion, all its parts do not move the same distance in a given interval of time.

Board work:

Non-Standard

Anything that you can find that helps you measure objects. These do not have numbers on them.

Manipulative

Pencil

Block

Desk

Shoes

Water Bottle

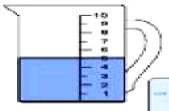
Standard

Instruments that are used to find a specific amount of measurement.

Ruler

Yard Stick

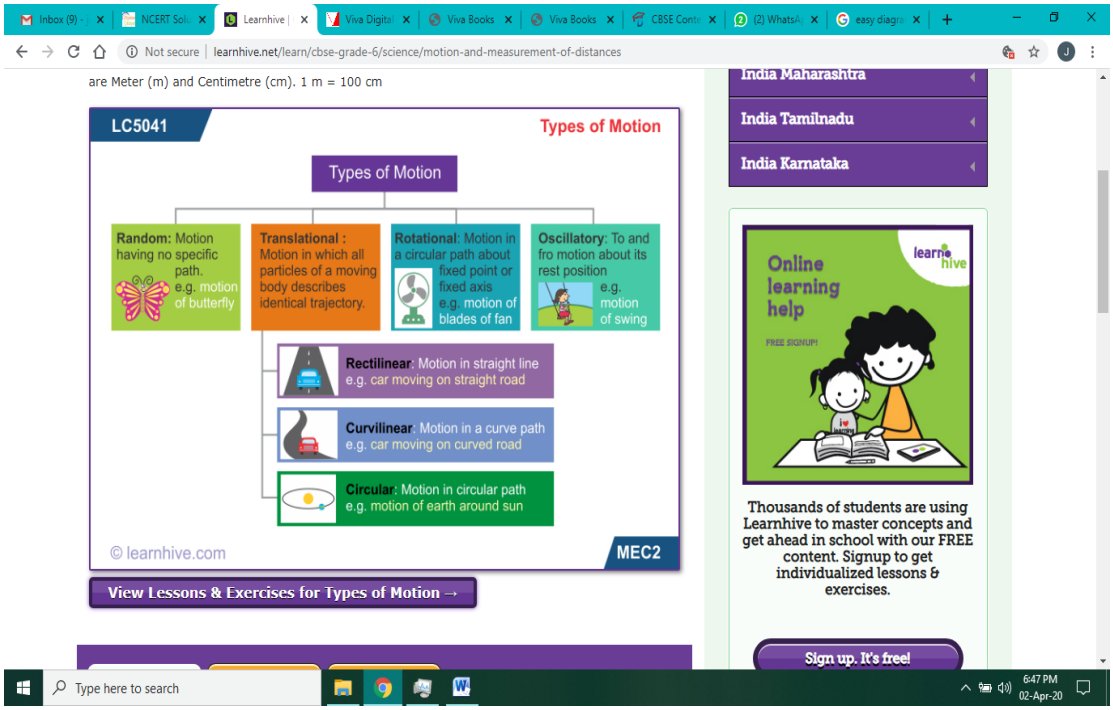
Meter Stick

Cup 

Tape Measure

10 millimetres	= 1 centimetre (cm)
100 centimetres	= 1 metre (m)
1000 metres	= 1 kilometre (km)

Rectilinear motion	Curvilinear motion
1. When an object in translational motion moves in a straight line, it is said to be in rectilinear motion.	1. When an object in translational motion moves along a curved path, it is said to be in curvilinear motion.
2. Examples are a car moving on a straight road and a train moving on a straight track.	2. Examples are a stone thrown up in the air at an angle and a car taking a turn.



Learning outcomes:

Learners will be able to:

- Identify the different instruments used for measuring different quantities.
- Describe the history of transport and the modern modes of transport.
- Explain about transport, measurement and the need to measure distance (length)
- Explain how people measured distance and time in ancient times.
- Know and understand the term: uniform, non-uniform motion, periodic motion and SI units
- Explain the need to measure distance and the different ways of measuring length.
- Explain the concept of motion and identify the different types of motion.
- Explain about measurement of length and time
- Explain about motion and its types
- 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.
- Solve numerical based on speed and time.
- 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.

Integration: **Mathematics**

Strong connection with math:

- Units of measurement (meter, centimeter, second)
- Solving simple problems (distance = speed × time – basic level)
- Reading clocks and measuring time intervals
- Creating tables and graphs of motion data

Class assessment/ Recapitulation:

- At the end of the chapter, revise and summarize all the terms/concepts taught during the discussion of the chapter.
- Discuss the Exercises at the end 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
- Explore the links given in the Web Research box.
- Use exercises mentioned in the book as assessment tools.

Homework/ worksheets:

Ask students to attempt some of the exercise on their own.

Reference:

- https://www.youtube.com/watch?v=NMM8vx9vDiE (accessed and checked on 20-07-2024)

- https://www.youtube.com/watch?v=FaLCQo8NJFA (accessed and checked on 20-07-2024)

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Charushila Sawant **Grade - 6**

Subject - Science **Month-October**

Topic- 12. Fun with Magnets **No. of Periods-5**

Sub - topic:

- Discovery of magnets
- Magnets
- Poles of a magnet
- Using a magnet to find directions
- Attraction and Repulsion
- Types of Magnets
- Care of Magnets
- Uses of Magnets

Specific objectives:

- Students will learn about magnets and their interesting properties.
- Students will begin with exploring how magnets were discovered. Next, they will learn about the different shapes in which magnets are made.
- Students will investigate magnetic and non-magnetic materials.
- Students will learn about the poles of a magnet and how a magnetic compass can be used to find directions.
- Students will also investigate how magnets behave if like poles or unlike poles are brought close to each other.
- Students will learn about the different types of magnets.
- Students will learn about ways of caring for magnets and the different ways in which magnets can be put to use.

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.
- Find out which materials get attracted to magnets and which do not.
- Find poles of magnet
- Prove that a freely suspended magnet always aligns itself in a particular direction
- 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:

Fig. 12.1 *Shapes of magnet*

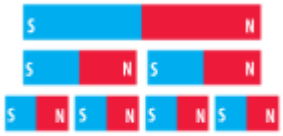
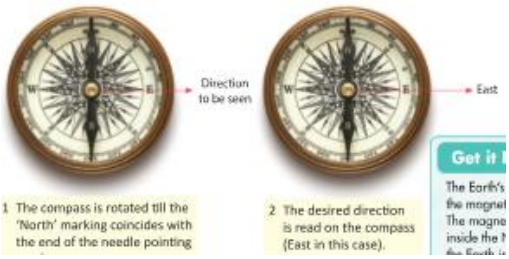
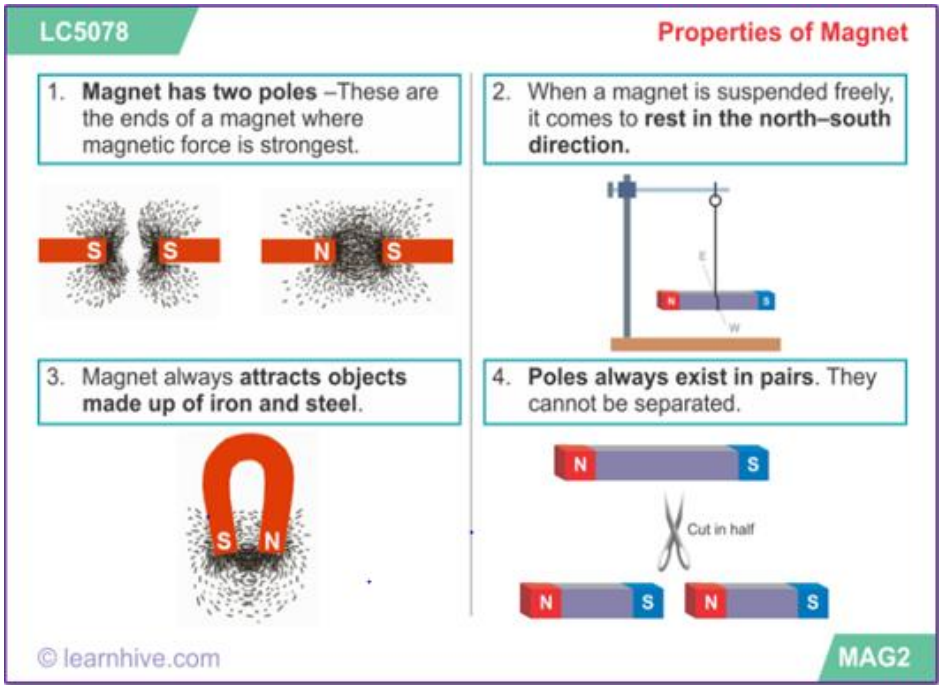
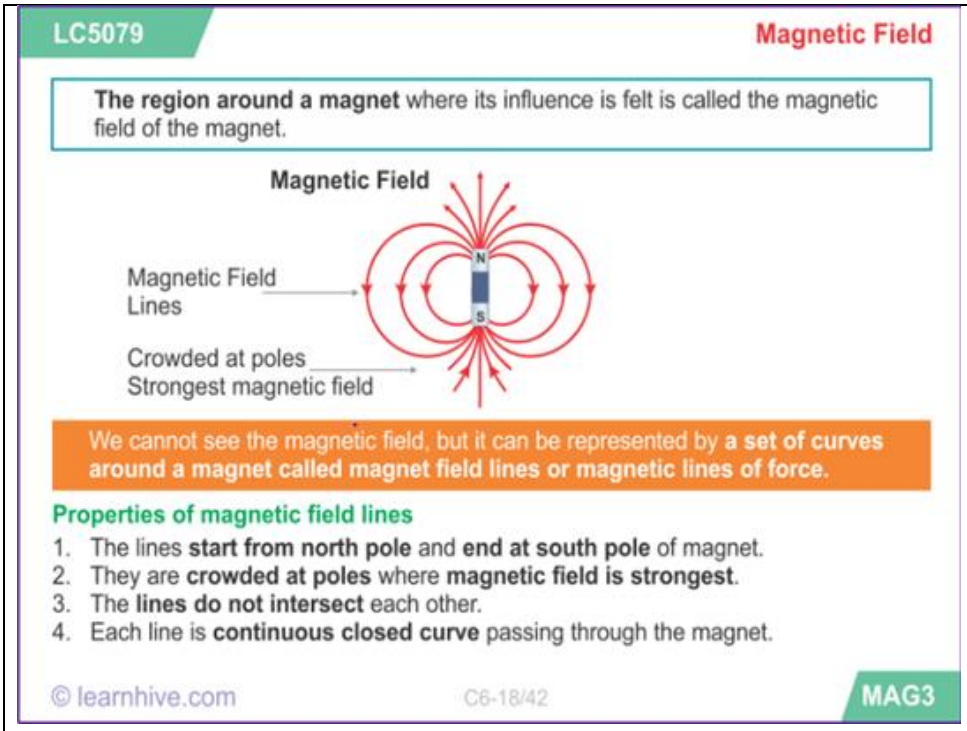


Fig. 12.2 *Each piece of magnet would have a north pole and a south pole, no matter how small.*







Learning outcomes:

Learners will be able to:

- Identify the objects that would stick to a magnet.
- Explain the discovery of magnets.
- Classify objects as magnetic or non-magnetic.
- Identify the poles of a magnet.
- Explain how the magnetic compass can help in finding directions.
- Describe how like poles and unlike poles of two magnets will behave when brought close to each other.
- Explain permanent and temporary magnets.
- Demonstrate how to make a temporary magnet.
- List the different ways in which a magnet can lose its properties.
- List how we can care for magnets.
- List the different uses of magnets.

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.
- Learners will take care of magnet
- Learners will know uses of magnet in daily life materials.

Integration: **Social Studies / EVS**

Real-life connections:

- Use of magnets in navigation (compass)
- Role of magnets in daily appliances
- Awareness of scientific discoveries in everyday life
- Understanding how technology helps society.

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.
- Conduct the activity given on page 161 to make a temporary magnet.
- Let students attempt the Let's Remember question given on page 162.
- 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:

- https://www.youtube.com/watch?v=tsWa_jZBQiA (accessed and checked on 20-07-2024)
- https://www.youtube.com/watch?v=XXFVpwecixY (accessed and checked on 20-07-2024)

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Charushila Sawant **Grade - 6**

Subject - Science **Month- January**

Topic- 13. Light, Shadows and Reflection **No. of Periods-14**

Sub - topic:

- Sources of Light
- Transparent, translucent and opaque materials
- Propagation of light
- Shadow
  Characteristics of a Shadow
- Reflecting Surfaces
- Pinhole camera

Specific objectives:

- Students will be able to know about the characteristics of a shadow
  Students will be able to know about images that are different from shadows

- Students will learn about luminous and non-luminous objects.
- Students will explore natural and artificial sources of light.
- Students will also understand that light behaves differently when it passes through different materials. Based on the way light passes through them,
- Students will classify materials into three broad categories: transparent, translucent, and opaque.
- Students will learn about the propagation of light and the formation of shadows.
- Students will explore reflecting surfaces and understand regular and diffused reflections.
- Students will investigate the formation of image by a pinhole camera. *(SE Activity)*

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).
- Classify different materials as transparent, translucent and opaque.
- Obtain a shadow and study its characteristics.
- Observe differences between the images and the shadow of the same object.
- 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:

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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Fig. 13.2 *Different types of materials*

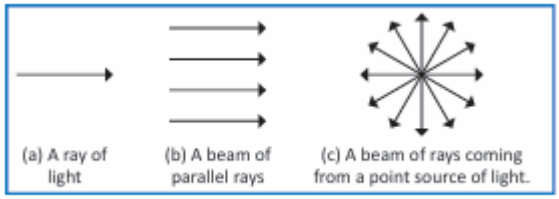


Fig. 13.3 *Representation of light as rays and beams*

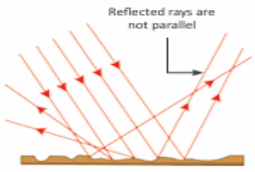


Fig. 13.5 *Reflection from a rough surface*

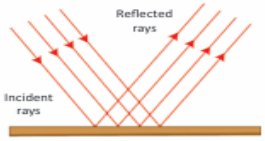


Fig. 13.6 *Reflection from a smooth surface*

Table 13.1 *Differences between the image and the shadow of an object*

Image	Shadow
1. Has the colour of the object.	1. Is always black, regardless of the colour of the object.
2. Gives the details as well as the outline of the object.	2. Gives only the outline of the object.
3. Undergoes lateral inversion (i.e., left-right reversal).	3. Does not undergo lateral inversion.

The human eye acts very much like a pinhole camera.

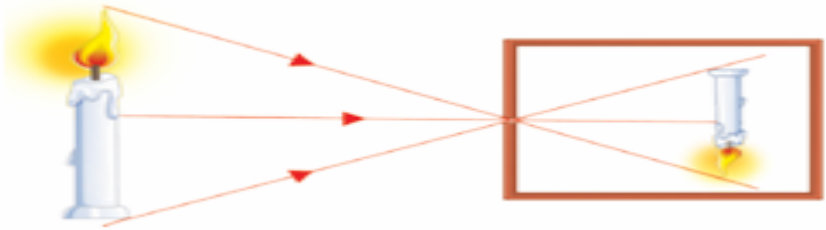
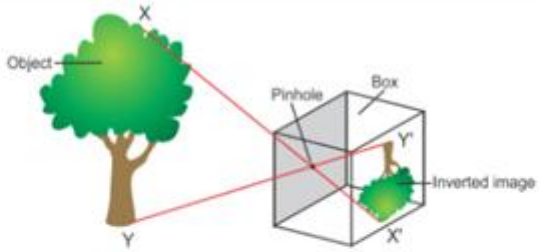


Fig. 13.7 *Image formation in a pinhole camera*

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:

- Classify objects as luminous and non-luminous.
- List natural and artificial sources of light.
- Classify materials as transparent, translucent, and opaque.
- Represent light as rays and beams.
- Explain the property of light travelling in straight lines.
- List the requirements for shadow formation.
- List the characteristics of a shadow.
- Explain regular reflection and diffused reflection.
- Distinguish between image and shadow.
- Explain the image formation in a pinhole camera.

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.
- Learners know that smooth surface reflects light in only one direction.
- Learners know that rough and bumpy surface reflects light in different directions.

ICT Integration / Art Integration :

- Animation : Types of reflecting surfaces
- 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:

- https://science.howstuffworks.com/light.htm?s1sid=6tux49h7a8f3bdzqjuc800w4&srch_tag=352orgypsevewpoyq5y7n7tdb rspspze (accessed and checked on 20-07-2024)
- http://www.ux1.eiu.edu/~cfadd/3050/Ch16R&R/Nat.html

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Charushila Sawant **Grade - 6**

Subject - Science **Month – September**

Topic- 14. Electricity and Circuits **No. of Periods-14**

Sub - Topic:

- Electric Current
- Sources of Electric Current
  Dry cell Different Types of Electric cells
- Flow of Electric Current
- Making a Simple Electric Circuits
- Electric Switch
- Electric Torch
- Conductors and Insulators
  Importance of Conductors and Insulators
- Electrical safety

Specific objectives:

- Students will explore the objects around them that run using electricity.
- Students will learn about the concept of electric current.

- Students will investigate the source of electric current, especially the structure and function of a dry cell.
- Students will also learn about the different types of electric cells.
- Students will investigate the basic conditions required for an electric current to flow.
- Students will explore how to make simple electric circuits.
- Students will learn about the working of an electric switch and electric torch.
- Students will also learn about conductors and insulators.
- Students will list safety guidelines that must be followed while handling electrical devices.

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.
- Identify conductors and insulators (adult supervision)

Board work:

n

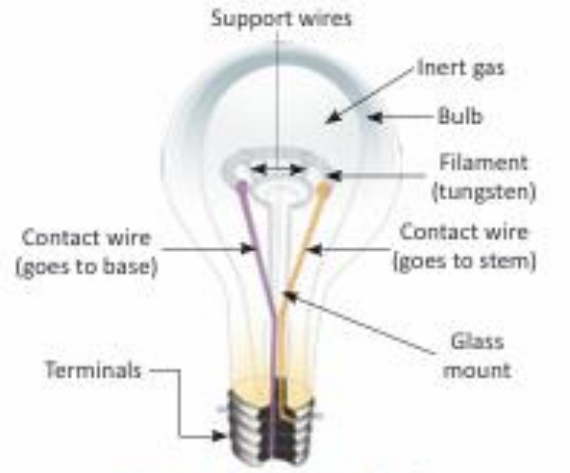


Fig. 14.1 *Electric bulb*

Precaution: Please don't open up a cell yourself. It contains toxic and very harmful substances.

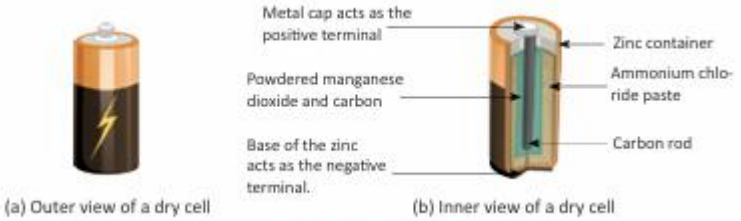
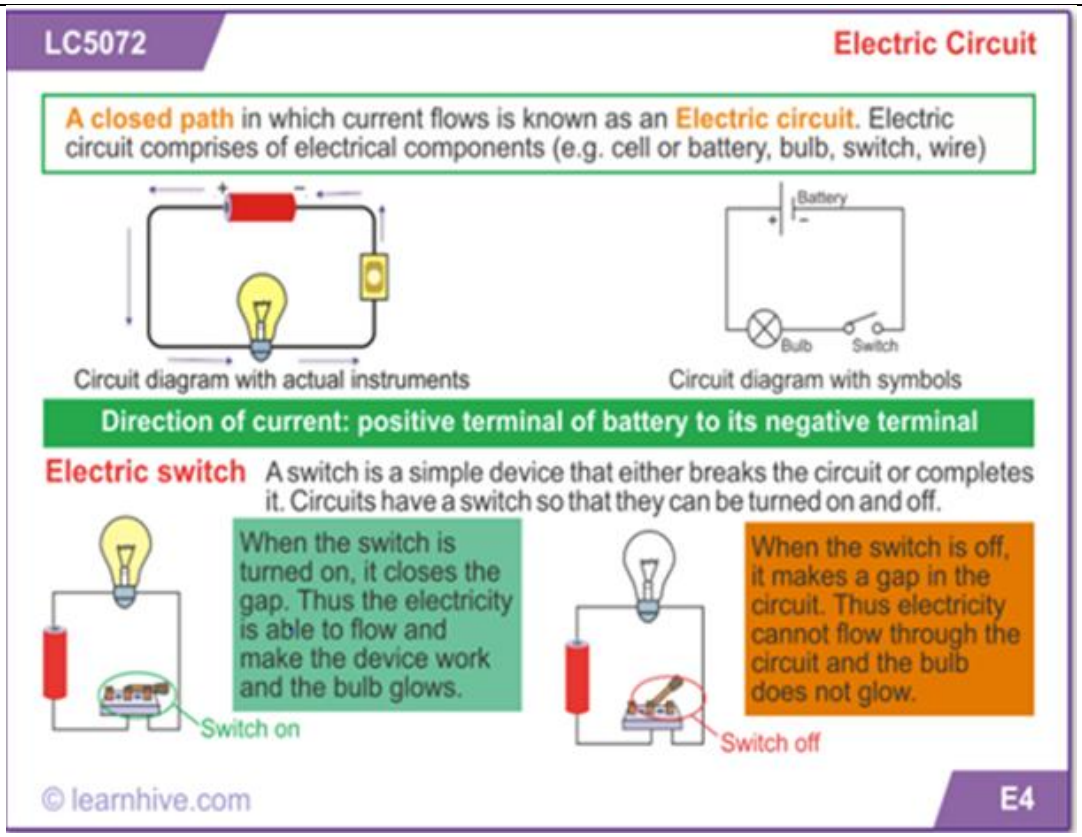


Fig. 14.3 *Dry cell*



Learning outcomes:

Learners will be able to:

- Identify objects that run on electricity.
- Explain the structure and working of a dry cell.
- Discuss the different types of cells.
- Explain the concept of electric current.
- List the conditions required for an electric current to flow.
- Explain how to make a simple electric circuit.
- Explain the working of an electric switch.
- Explain the working of an electric torch.
- Differentiate between conductors and insulators of electricity.
- List the safety guidelines that must be followed

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.

Integration:

- Animation: Parts of a dry electric cell
- Animation: Electrical conductors and insulators.

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:

- https://www.youtube.com/watch?v=z0M7_HPSi14 (accessed and checked on 20-07-2024) LO 13 LO 9 A L R
- https://www.youtube.com/watch?v=zqi4u3H5H7A (accessed and checked on 20-07-2024)

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Charushila Sawant **Grade - 6**

Subject - Science **Month- October**

Topic- 15. Water and its Importance **No. of Periods-11**

Sub - topic:

- Water available for use
- Uses of water
- Different states of water
- Cloud formation
- Water Cycle
- Drought
- Flood
- Conservation of water
  Building dam, Avoiding wastage at homes, Rainwater harvesting, Preventing water pollution

Specific objectives:

- Students will explore how much water is available on Earth for our use.
- Students will delve into all the possible uses of water including agricultural, industrial, and personal needs.

- Students will learn about the different states of water and how water changes forms on heating and cooling. Students will connect this to cloud formation.
- Students will study the water cycle in detail.
- Students will learn about water-related calamities such as drought and flood.
- Students will focus on ways in which conservation of water can be done by building dams, avoiding wastage of water at homes, both indoors and outdoors, harvesting rainwater, and preventing pollution of water.

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 condensation of water.
- Activity to show presence of water vapors in air.

Board work:

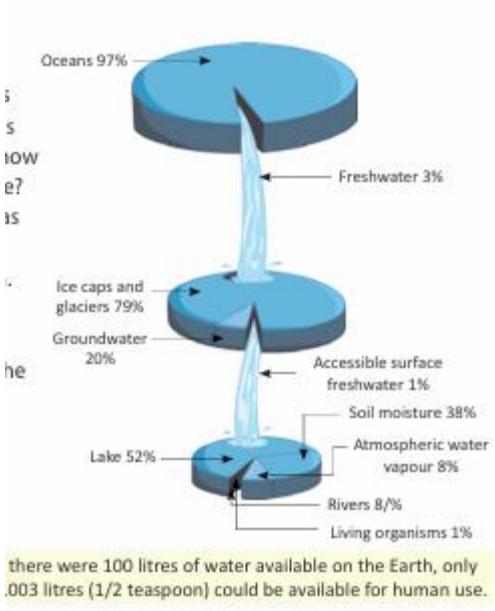


Figure 15.6 shows how the water cycle works.

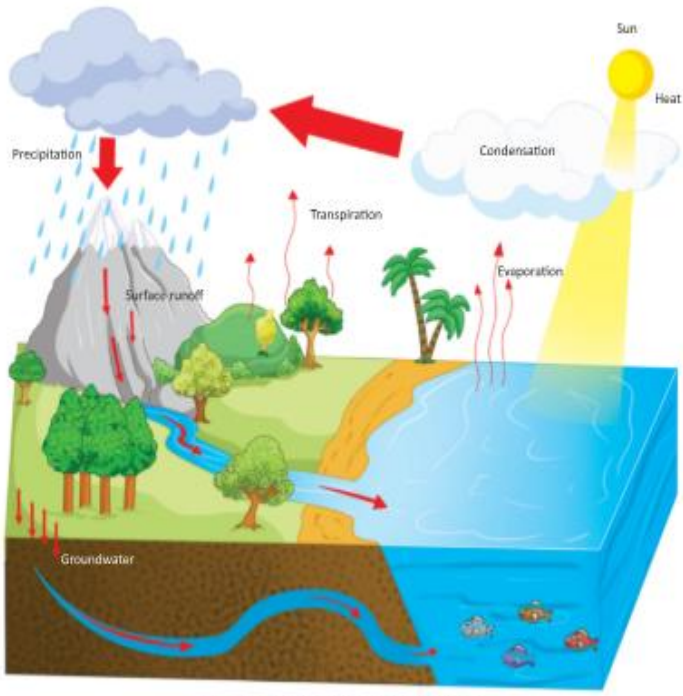


Fig. 15.6 *Water cycle in the atmosphere*

Fig. 15.10 *Rainwater harvesting*

Learning outcomes:

Learners will be able to:

- Identify the uses of water.
- Explain how much water is available for human use.
- Describe how water is used for agricultural, industrial, and domestic needs.
- Discuss the different states of water and explain how they can change from one state to another by heating or cooling.
- Explain the process of cloud formation.
- Draw and explain the water cycle.
- Discuss drought and famine.
- Discuss the cause of floods.
- Describe the different ways in which water can be conserved.

Application:

- Learners can spread awareness about the importance of water conservation.
- Learners know the importance of Rainwater harvesting.
- Learners will understand that water is scarce, and that we need to plan to increase the availability of water.

Integration: **Mathematics**

- Measuring water usage (litres per day)
- Calculating rainfall, storage capacity of tanks
- Data handling (graphs of water consumption)

- Animation : Uses of water
- Slideshow on Saving water.
- 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:

- https://wateruseitwisely.com/ (accessed and checked on 20-07-2024)
- https://www.unenvironment.org/explore-topics/water (accessed and checked on 20-07-2024)

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Charushila Sawant **Grade - 6**

Subject - Science **Month - January**

Topic- 16. Air around Us **No. of Periods-11**

Sub - topic:

- Air is all around us
- Composition of air
  Nitrogen and Oxygen, Carbon Dioxide, Water Vapor, Dust and Smoke,
- Air supports life
  Plants, Animals, Aquatic Animals and Plants, Amphibians, Birds, Mammals,
- Balance of oxygen and carbon dioxide in the air
- Air pollution

Specific objectives:

- Students will explore cases in which air is required.
- Students will investigate the presence of air around us.

- Students will study the composition of air.
- Students will explore how air supports life in plants, animals, aquatic plants and animals, amphibians, birds, and mammals.
- Students will learn about air pollution: its causes, effects, and ways in which it can be reduced/ controlled.

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 in a bottle that looks empty.
- To show that presence of oxygen in air.
- To show the presence of air in soil.

Board work:

- Composition of Air

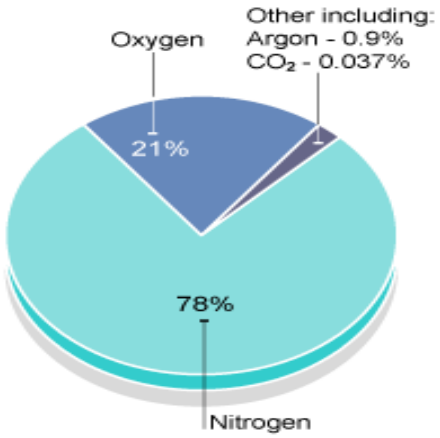


Fig. 16.3 *Stomata on the underside of a leaf*

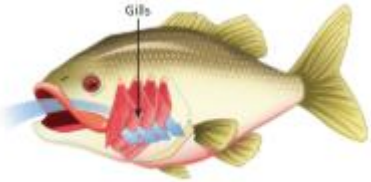


Fig. 16.4 *Gills in fish*

Fig. 16.5 *Birds have air sacs in their lungs*

Learning outcomes: Learners will be able to:

- Identify the purpose of air in given situations.
- Demonstrate how we can show the presence of air around us.
- Explain the composition of air.
- Describe how air is useful to different living things.

- Explain how the balance of oxygen and carbon dioxide is maintained in the air.
- Explain the causes and effects of air pollution and list the ways in which it can be reduced.

Application:

- Learners can spread awareness about the effect of air pollution.
- Learners will understand Amphibians (frog) breathe with the help of lungs, when on land.

Integration: **Environmental Studies**

- Air pollution from vehicles and industries
- Need for conservation (planting trees, reducing emissions)
- Maintaining balance of gases in the atmosphere
- Presentation on ‘Prevention of air pollution’ and body containing 6 to 10 ways in which air pollution can be prevented.
- Animation: Composition of Air.

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:

- https://en.wikipedia.org/wiki/Air_pollution_in_India#:~:text=India%20emits%20about%203%20gigatonnes,17%25%20 of%20the%20world%20population. (accessed and checked on 20-07-2024)
- https://www.worldbank.org/en/country/india/publication/catalyzing-clean-air-in-india

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Charushila Sawant **Grade - 6**

Subject - Science **Month-November**

Topic- 17. Garbage In, Garbage Out **No. of Periods-10**

Sub - Topic:

- Management of Biodegradable wastes
- Management of Biodegradable wastes
  Reduce, Reuse, Recycle,

Specific objectives:

- 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
- Students will explore how garbage disposal is an important issue and how improper disposal of garbage can severely affect the quality of our life on Earth.
- Students will learn about the fact that waste can be segregated into biodegradable and non-biodegradable wastes and disposed of accordingly.
- Students will learn about different ways in which biodegradable waste can be managed by composting and in landfills.
- Students will also discuss the different ways in which we can manage the generation and disposal of non-biodegradable waste by reducing, reusing, and recycling.
- Students will explore ways in which we can recycle plastic and paper.

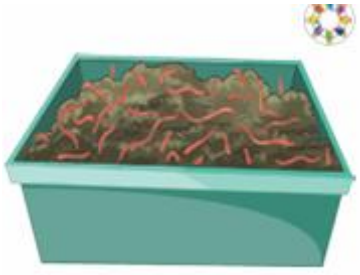
Methodology:

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)*
- Show the materials rot in soil and this rotting is affected by wrapping materials in plastic bag.
- Demonstration of process of vermicomposting.

Board work:



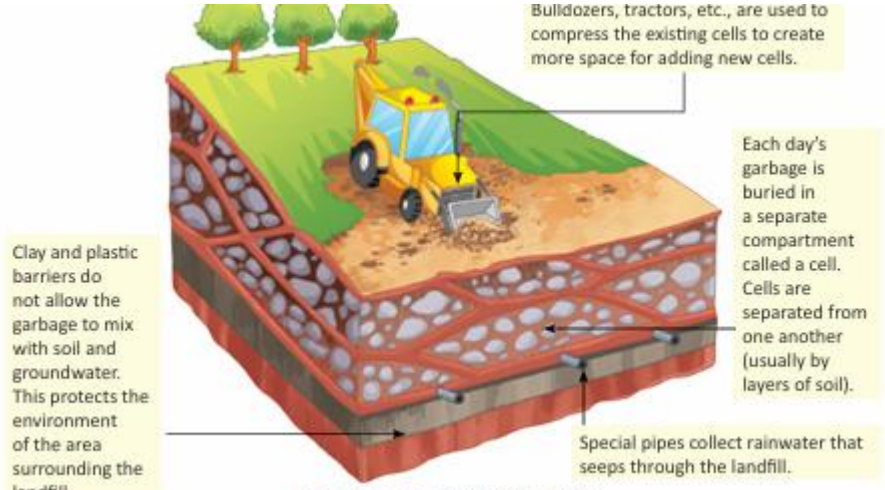


Fig. 17.2 *Structure of a landfill*

Learning outcomes:

Learners will be able to:

- Identify how much waste is generated in normal households on a daily basis.
- Segregate biodegradable and non-biodegradable wastes.
- Explain how composting and landfills contribute to management of biodegradable wastes.
- Explain how reducing, reusing, and recycling non-biodegradable wastes can help in controlling waste generation.
- Explain processes of formation of vermicomposting.
- 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.

Integration: Social Science / Civics

- Role of citizens and government in waste management
- Urban waste systems in cities like Mumbai
- Public awareness and responsibility

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:

- https://www.epa.gov/environmental-topics/land-waste-and-cleanup-topics (accessed and checked on 20-07-2024)
- https://www.thebalancesmb.com/an-introduction-to-solid-waste-management-2878102

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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) -Introduction to the author R.K.Narayan -Characteristic sketch of Swaminathan -Characteristic sketch of Swami's father -Literary elements and vocabulary -Theme-Courage and
Specific objectives: • To understand the importance of being courageous over having strength. • To make the students realize how experiences shift our perspectives. • Enhance reading comprehension and vocabulary
Methodology: Class room discussion Communicative Approach Explanation Method
Activities: Group activity Group discussion on 'Courage is everything; strength and age are not important'.
Board work: Themes and New words
Learning outcomes: ● The students understand the importance of being courageous in life. ● The students introspect and understand own personality.
Application: Textbook exercises

ICT Integration: Power Point Presentation **Art Integration**: 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
Subject Integration: **Social Studies(Topic-Civics and Values):** Discussion about rules at home and school and why they matter **Life Skills**- Discussion about 'Facing Fears Bravely'

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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) -Introduction to the author -Literary elements and vocabulary -Theme-honesty and learning from mistakes, importance of forgiveness -Character sketch of the protagonist
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 Explanation
Activities: Oral Discussion 'At times we do things under peer pressure that we would not have otherwise done.' The students will share their experiences in the class.
Board work: Themes and 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: Textbook exercises

ICT Integration: Power Point Presentation

Art Integration: 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

Subject Integration:

History (SST)

- The poem reflects memories of childhood in the past.
- Students learn how life, surroundings, and experiences change over time—linking to the study of past vs present.

Overall Integration

- The poem connects literature with history, emotions, environment, and creativity, helping students develop both thinking skills and imagination.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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) -Introduction to the poet -Appreciation of literary devices -Theme-Respect towards nature
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) Explanation
Activities: • Gathering more information about the poet 'Rabindranath Tagore'. • Write a poem on the theme of 'Nature'.
Board work: Themes and New words
Learning outcomes: ● The students understand the value of nature. ● The students expand the knowledge of poetic devices.
Application: Textbook exercises

ICT Integration: Power Point Presentation **Art Integration:** 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
Subject Integration: **Science (Plant Life and Weather):** Discussion about the basic idea of germination and blooming of plants, water cycle, and how plants grow and respond to rain and sun **Value Education**: Love for freedom and happiness and love for nature

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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)** -Meaning of 'Mythology' and introduction to the Greek Mythology -Interdependence of humans and nature on each other -Introduction to the threats to the Earth
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 Explanation
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: Themes and 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: Textbook exercises

ICT Integration: Power Point Presentation **Art Integration:** 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
Subject Integration: **Geography (Topic-Oceans and Lost Lands)**: Discussion about how land can submerge due to natural changes **History (Topic-Ancient Civilization and Myths):** Introduction to the legend of Atlantis **Science (Topic-Natural Disasters**): Discussion about how earthquakes, tsunamis and volcanic eruption destroy cities **Value Education**: Respect for Nature

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

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)** -Introduction to science fiction -Introduction to the author and his contribution towards art -Theme-creativity and imagination -Literary elements and vocabulary
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 Explanation
Activities: Diary writing-write a diary entry as a space traveler
Board work: Themes and 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: Textbook exercises

ICT Integration: Power Point Presentation **Art Integration:** 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
Subject Integration: **Geography (Topic-Earth and Beyond):** Comparison of Earth and other planets, discussion about solar system **Science (Topic-Space and Astronomy**): Discussion whether life can exist on other planets **Value Education**: Respect for knowledge and discovery and importance of scientific thinking and curiosity

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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)** -Introduction to the poet and the background -Theme-Yearning for simplicity and peace, reverence towards nature -Literary appreciation
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 Explanation
Activities: Poem recitation and students will discuss about their feelings they experienced in the company of nature. Discussion about the difference between urban life and rural life
Board work: Themes and 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: Textbook exercises
ICT Integration: Power Point Presentation, videos of lakes and islands **Art Integration**: Recitation of the poem with voice modulation

Drawing peaceful island of Innisfree Creation of nature-themed collage
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
Subject Integration: **Geography (Topic-Places and Landscapes)**: Locating Innisfree (Ireland) on a map, discussion about country life and city life **Science (Topic-Sound and Light in Nature)**: Discussion about how natural environments affect human well-being **Value Education**: Love and Respect for Nature

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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) **-**Introduction to an infographic story -Introduction to the real life heroine 'Ada Blackjack' -Theme-Survival and resilience in extreme conditions -Literary elements and vocabulary
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 Explanation
Activities: Individual activity To collect information about real life heroes who faced adversity using courage. Eg Abhinandan Vardhaman, Neerja Banot etc Diary Entry-Writing a diary entry on 'A Day in the Arctic'
Board work: Themes and 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: Textbook exercises
ICT Integration: Power Point Presentation

Art Integration: Word web of characteristic traits 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
Subject Integration: **Geography (Topic-Polar Regions)**: Locating the Arctic Region on a world map, discussion about climatic conditions of polar region **History(Topic-Exploration and Survival Stories):**Understanding the role of indigenous people in survival stories **Science(Topic-Survival in Extreme Conditions):** Discussion about adaptation **Value Education**: Perseverance and Bravery

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Sandhya S **Grade- 7**

Subject - English **Month- July**

Topic-Unit 3 L-2 The Narayanpur Incident **No. of Periods - 6**

Sub - topic: **The Narayanpur Incident (Prose)** -Introduction to the author and freedom struggle for independent India -Characteristic sketch of the protagonist -Theme-contribution of ordinary people in extraordinary work -Literary elements and vocabulary
Specific objectives: Students will be able: • To develop a taste for reading novels. • To locate, infer, analyze and evaluate information. • To develop the spirit of patriotism.
Methodology: Explanation method Class room discussion Communicative Approach
Activities: Individual activity Speaking about any one prominent event in India's freedom struggle. Enacting key incidents of the story
Board work: Themes and New words
Learning outcomes: ● Students learn to relate to the theme of the story. ● Students are able to express an opinion and participate in a discussion. ● Students list down some real life heroes and their great acts.
Application: Textbook exercises
ICT Integration: Power Point Presentation, use of digital storytelling tool

Art Integration: Complete graphic organizer of the story given in textbook.
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
Subject Integration: **Social Studies (Community, Responsibility and Justice)**:Discussion about role of citizens in maintaining harmony **History (Freedom Struggle and Civil Disobedience):**Discussion about the period of India's fight for independence and the role of ordinary citizens in the freedom struggle **Value Education**: Honesty, social responsibility and integrity

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Sandhya S **Grade- 7**

Subject - English **Month- August**

Topic-Unit 3-Florence Nightingale (Poem) **No. of Periods - 5**

Sub - topic: Florence Nightingale (Poem) -Introduction to the poet and background -Introduction to the 'Crimean War' -Theme-Compassion and self-less service -Literary appreciation and vocabulary
Specific objectives: Students will be able: • To develop a taste for poetry. • To understand the poetic devices. • To appreciate the poem.
Methodology: Communicative Approach Class room discussion Explanation
Activities: The teacher will ask the students to gather information about the first Indian nurse Bai Kashibai Ganapat.
Board work: Themes and New words
Learning outcomes: ● Students will be able to understand the importance of kindness and sympathy. ● Students will be able to tell about the social reformer and founder of modern nursing Florence Nightingale. ● Students will be able to collect more information about the first Indian nurse.
Application: Textbook exercises
ICT Integration: Power Point Presentation

Art Integration: Draw a medal of your imagination.
Poster making on ‘Health and Hygiene’
Making a ‘Thank You Card’ for a community helper

Subject Integration:

History (Topic-Indian and World History Connections): Discussion of life and achievements of Florence Nightingale, her role in the Crimean War and contribution towards modern nursing

Science (Topic-Nursing and Hygiene): Discussion about role of medical science in saving lives

Value Education: Compassion, dedication and courage

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-textbook

Subject Integration

History-Discussion about the Crimean War and the condition of hospitals and soldiers in 19th century

Science(Topic-Health Education)-Discussion about ‘How cleanliness reduces disease spread.’

Value Education-Helping others and empathy

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Sandhya S **Grade- 7**

Subject - English **Month- August**

Topic-Ls 10- Michelin-Star Chef Vikas Khanna:5 Things I Wish Someone Told Me Before I Became a Chef **No. of Periods - 6**

Sub - topic: Michelin-Star Chef Vikas Khanna:5 Things I Wish Someone Told Me Before I Became a Chef (Prose-Interview) -Introduction to the techniques of taking an interview -Introduction to the protagonist -Theme-Resilience and reality of culinary profession -Literary elements and vocabulary
Specific objectives: Students will be able: • To understand the importance of perseverance and patience. • To interview a famous personality for specific information. • To learn the techniques of interviewing a person.
Methodology: Role Play/Dramatization Class room discussion Explanation
Activities: Discussion about- If students are to interview a famous personality, what preparation would they do beforehand? Writing of the recipe of favourite dish Writing a paragraph on 'My Dream Career'
Board work: Themes and New words
Learning outcomes: ● Students will be able to interpret information from an interview. ● Students will be able to comprehend the text and answer the questions. ● Students will be able to interview a famous personality for specific information.

Application: Textbook exercises
ICT Integration: Power Point Presentation **Art Integration** Draw the picture of the most popular dish of your region. List the ingredients required to make the dish. Design a menu card.
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-textbook
Subject Integration **Mathematics(Ratio and Proportion)-**Talking about measurement of ingredients and its importance Science(Food and Culture)-Discussion on 'Nutrition and Healthy Eating Habits' **Value Education**-Respect for all professions

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Sandhya S **Grade- 7**

Subject - English **Month- October**

Topic- Ls Experiments **No. of Periods - 5**

Sub - topic: Experiments (Prose) -Introduction to the author -Theme-Balance between work and leisure -Literary elements and vocabulary
Specific objectives: Students will be able: • To locate and infer information in a prose to comprehend it well. • To understand that the unfortunate situations can be ended in gaily ways. • To learn important life skills.
Methodology: Explanation method Class room discussion Communicative Approach Explanation
Activities: The students will share about their first cooking experience or experiment. Speaking about 'What did I learn from my mistakes?'
Board work: Themes and New words
Learning outcomes: ● Learners read a variety of texts for pleasure. ● Learners identify details, characters, main idea and sequence of ideas in the prose. ● Learners will narrate their experiences and participate in discussions.

Application: Textbook Exercises
ICT Integration: Power Point Presentation **Art Integration:** Extempore- 'All play and no work is as bad as all work and no play.' Research about 'Louisa May Alcott' and her works
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
Subject Integration **Science(Topic-Scientific Method)** Discussion about trial and error and learning from mistakes **SST**-Discussion about daily life and social values in early 19th century **Value Education-**Self-discipline and decision making

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Sandhya S **Grade- 7**

Subject - English **Month- October**

Topic-Ls It's Fun to Cook (For Recitation Activity) **No. of Periods - 2**

Sub - topic: It's Fun to Cook (Poem) **-**Introduction to the poet -Theme-Cooking is fun -Literary appreciation
Specific objectives: Students will be able: • To locate and infer information in a poem to comprehend it well. • To understand imagery. • To think beyond the text using intuitive and observation skills and analyze its real-life relevance.
Methodology: Explanation method Class room discussion
Activities: The students will share about their first cooking experience or experiment. Speaking about the recipe of their favourite dish and how it can be modified
Board work: Themes and New words
Learning outcomes: ● Students recite the poem with voice modulation and intonation. ● Students understands cooking is fun.
Application: Textbook exercises
ICT Integration: Power Point Presentation , video of a recipe **Art Integration**: Creating a food collage,

Poem Recitation
Class assessment/ Recapitulation: Oral Question-Answers , Reference to Context, Short and Long Answer Questions
Homework/ worksheets: Recite the poem at home.
Reference: Textbook
Subject Integration **SST-** Exploring different cuisines and cultures Science: Discussion about balanced diet **Life Skills**: Learning basic cooking skills **Value Education**: Teamwork and respect

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Sandhya S **Grade- 7**

Subject - English **Month- October**

Topic-Ls-The Ransom of Red Chief **No. of Periods - 4**

Sub - topic: The Ransom of Red Chief (Prose) **-**Introduction of the author -Character sketch of the protagonist and Bill -Theme- Ill-effects of being greedy and earning easy money -Literary elements and vocabulary
Specific objectives: Students will be able: • To read a variety of texts for pleasure. • To identify details, characters, main idea and sequence of ideas in the prose. • Understand the different genre of literature.
Methodology: Explanation method Class room discussion Communicative Approach
Activities: Discussion-What advice would you give to your sibling for staying safe? Role play Diary writing-A Day as the Red Chief
Board work: Themes and New words
Learning outcomes: ● Learners understand the comedy in the lesson. ● Learners understand the irony in the story.
Application: Textbook exercises

ICT Integration: Power Point Presentation **Art Integration:** Creating fun chain story. Creating word web of the characteristic traits of the protagonist
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
Subject Integration **SST-**Discussion about law, crime and justice system **Mathematics**-Discussion about the concepts of profit and loss **Life Skills**-Understanding the choice of right and wrong **Value Education-**Honesty, responsibility and consequences of wrong doing

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Sandhya S **Grade- 7**

Subject - English **Month- November**

Topic- Ls Goodbye Party for Miss Pushpa T.S. **No. of Periods - 6**

Sub - topic: Goodbye Party for Miss Pushpa T.S. (Poem) -Introduction to the poet -Introduction to the literary form of a poem 'Satire' -Theme-Irony and satire in Indian middle class farewell parties and respect towards cultures -Literary appreciation and vocabulary
Specific objectives: Students will be able: • to understand the importance of understanding feelings and emotions of different people. • to familiarize with Indian English Literature.
Methodology: Explanation method Class room discussion Communicative Approach
Activities: Discussion- How do we give farewell to someone or what points are considered while bidding farewell to someone? Poem Recitation
Board work: Themes and New words
Learning outcomes: ● Students understand satire in the poem. ● The students will be able to understand to identify and analyze the characters in the poem.
Application: Textbook exercises
ICT Integration: Power Point Presentation **Art Integration:** Poem Recitation

Finding other literary works by Nissim Ezekiel Designing a farewell card for Miss Pushpa TS
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 textbook, Google
Subject Integration **SST-** Learning more about Indian culture, Indian English and its uniqueness **Life Skill**- Discussing about respect, gratitude and emotions during farewell parties **Value Education**- Discussion about appreciation and respect for others

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Sandhya S **Grade- 7**

Subject - English **Month- December**

Topic- Ls –What Lucy Found There **No. of Periods - 6**

Sub - topic: What Lucy Found There (Fictional Prose**)** -Introduction to the literary genre 'Fiction' -Introduction to the author -Characteristic sketch of Lucy and the Faun -Theme-Imagination, kindness and courage -Literary elements and vocabulary
Specific objectives: Students will be able: • To read and enjoy an adventure story and a fictional work. • To enrich vocabulary by learning to use collocations.
Methodology: Explanation method Class room discussion Communicative Approach
Activities: Story telling **Discussion** If you were Lucy, what would you have done?
Board work: Themes and New words
Learning outcomes: • The students learn to facilitate comprehension of a story. • The students learn to comprehend an unseen text and answer questions based on it.
Application: Textbook Exercises
ICT Integration: Power Point Presentation

Art Integration: Draw any one imaginary creature or magical creature. Diary entry 'One day in Narnia' Creating a fantasy map of Narnia
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 textbook
Subject Integration **Geography(Topic-Landforms):** Discussing about forests, snow-covered areas and climate **Science**-Discussion about weather and seasons **ICT**-Creating a digital drawing of Narnia **Value Education**-Importance of curiosity, courage and honesty

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Sandhya S **Grade- 7**

Subject - English **Month- December**

Topic- Ls- The Adventures of Blue Carbuncle No. of Periods - 6

Sub - topic: The Adventures of the Blue Carbuncle (Suspense Drama) -Introduction to the literary genre 'Suspense Drama' -Introduction to the author -Characteristic sketch of Sherlock Holmes -Theme-Imagination, kindness and forgiveness -Literary elements and vocabulary
Specific objectives: Students will be able: • To read and enjoy the suspense drama in literature. • To locate and infer information in a suspense drama to comprehend it well.
Methodology: Role Play Explanation method Class room discussion
Activities: **Individual Activity-** Completing detective dictionary in textbook**.**
Board work: New words
Learning outcomes: • The students comprehend the text. • The students identify and tell the suspense in the story.

Application: Textbook exercises
ICT Integration : Power Point Presentation Digital storytelling
Art Integration: Role Play Design a ‘clue board’ with visuals Creating comic strips of the story
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 textbook
Subject Integration **History:** Discussion about life in Victorian Era **Value Education**: Importance of forgiveness and giving second chances **Mathematics:** Sequencing events logically

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Sandhya S **Grade- 7**

Subject - English **Month- January**

Topic- Ls- The Cabin of Mystery (Poem) **No. of Periods - 6**

Sub - topic: The Cabin of Mystery (Poem as a Prose Lesson) -Introduction to the literary genre 'Poem as prose lesson' -Elements that add to mystery of the poem -Theme-Imagination and mystery -Literary elements and vocabulary
Specific objectives: Students will be able: • To understand the symbolism and vivid imagery in the poem. • To read the literature for pleasure.
Methodology: Explanation method Class room discussion
Activities: Poem Recitation Discussion-How to describe or add mystery in a story or to a place? Students can share the description from a story they have read.
Board work: New words
Learning outcomes: • The students understand the words that facilitate curiosity, solitude and imagination. • The students gather information about different writers who wrote scary stories or poems or mysterious stories or poems.

Application: Textbook exercises
ICT Integration : Power Point Presentation Creating sound effects to recreate the mystery in the poem Digital storytelling
Art Integration: Create a 'Vocabulary Web' that deals with mystery. Drawing a mysterious cabin tucked in deep forest
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 textbook
Subject Integration: **Geography:** Understanding the setting(forest) and map skills **Science**: Discussion about different sounds of nature, discussion about light and shadows **Value Education**: Facing fears and thinking rationally

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan(2026-27)

Teacher's Name: Mr. Rameshwar Class :- 8

Subject: Art &Craft Month - April

Topic: Object drawing No. of Period-2

Subtopic: 4B/6B Pencil

Specific objective:

- Students will develop the line skills.
- Students will develop line strokes.
- Students will learn to observe coloring.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Drawing and colouring

Board work: practical

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan(2026-27)

Teacher's Name: Mr. Rameshwar Class :- 8

Subject: Art &Craft Month - April

Topic: Still Life No. of Period-2

Subtopic: Pencils Shading

Specific objective:

- Students will develop the colour pencil.
- Students will develop pencil sense.
- Students will learn to observe dark shades to light shades.

Methodology: Explanation method, Activity based teaching, Demonstration method,practical

Activities: Pencil shading

Board work: Practical

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mr. Rameshwar Class :- 8

Subject: Art &Craft Month - June

Topic: Landscape No. of Period-2

Subtopic: Water colour

Specific objective:

- Students will develop the color pencil.
- Students will develop pencil sense .
- Students will learn to observe dark shades to light shades.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Drawing and colouring

Board work: Drawing and colouring

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated

Class assessment/ Recapitulation:

Homework/ worksheets:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (202-27)

Teacher's Name: Mr. Rameshwar Class :- 8 Month - June

Subject: Art &Craft Topic: Memory drawing No. of Period-2

Subtopic: Oil Pastels

Specific objective:

- Students will develop the color pencil.
- Students will develop pencil sense .
- Students will learn to observe dark shades to light shades.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Drawing and colouring

Board work: Practical

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated

Class assessment/ Recapitulation:

Homework/ worksheets:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan(2026-27)

Teacher's Name: Mr. Rameshwar Class :- 8

Subject: Art &Craft Topic: Object Drawing Month - July

No. of Period-2

Subtopic:

4B,6B Pencils

Specific objective:

- Students will develop the line skills.
- Students will develop line strokes.
- Students will learn to observe coloring.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Drawing & Coloring

Board work: practical

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mr. Rameshwar Class :- 8 Month: July

Subject: Art &Craft Topic: Still life No. of Period-2

Subtopic:

- Pencil color shading

Specific objective:

- Students will develop the color pencil.
- Students will develop pencil sense .
- Students will learn to observe dark shades to light shades.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Drawing & 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:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan(2026-27)

Teacher's Name: Mr. Rameshwar Class :- 8 Month-August

- Subject: Art &Craft Topic: 2D Design
  No. of Period-2

Subtopic:

- Coloring

Specific objective:

- Students will develop the color pencil.
- Students will develop pencil sense .
- Students will learn to observe dark shades to light shades.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Drawing & Coloring

Board work: Craft

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated

Class assessment/ Recapitulation:

Homework/ worksheets:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan(2026-27)

Teacher's Name: Mr. Rameshwar Class :- 8 Month-August

Subject: Art &Craft Topic: Composition No. of Period-2

Subtopic:

- Coloring

Specific objective:

- Students will develop the color pencil.
- Students will develop pencil sense .
- Students will learn to observe dark shades to light shades.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Drawing & 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:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan(2026-27)

Teacher's Name: Mr. Rameshwar Class :- 8 Month- September

- Subject: Art &Craft Topic: Calligraphy (Letter Art)
  No. of Period-2

Subtopic: 4B/6B Pencil

Specific objective:

- Students will develop the line skills.
- Students will develop line strokes.
- Students will learn to observe coloring.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Drawing & Coloring

Board work: practical

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan(2026-27)

Teacher's Name: Mr. Rameshwar Class :- 8 Month- September

Subject: Art &Craft Topic: Free hand drawing No. of Period-2

Subtopic: Poster Coloring

Specific objective:

- Students will develop the color pencil.
- Students will develop pencil sense .
- Students will learn to observe dark shades to light shades.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Poster Colour

Board work: Practical

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mr. Rameshwar Class :- 8 Month- October

Subject: Art &Craft Topic: Rangoli Art No. of Period-2

Subtopic: Poster Coloring

Specific objective:

- Students will develop the color pencil.
- Students will develop pencil sense .
- Students will learn to observe dark shades to light shades.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Drawing & Coloring

Board work: Craft

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated

Class assessment/ Recapitulation:

Homework/ worksheets:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mr. Rameshwar Class :- 8 Month- October

Subject: Art &Craft Topic: Diwali Lamp (craft) No. of Period-2

Subtopic: Poster Coloring

Specific objective:

- Students will develop the color pencil.
- Students will develop pencil sense .
- Students will learn to observe dark shades to light shades.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Coloring

Board work: Practical

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated

Class assessment/ Recapitulation:

Homework/ worksheets:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mr. Rameshwar Class – 8 Month- November

Subject: Art &Craft Topic: Warli Art No. of Period-2

Subtopic:

- Draw & Pencil Colors

Specific objective:

- Students will develop the line skills.
- Students will develop line strokes.
- Students will learn to observe colouring.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Drawing & Coloring

Board work: Practical

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mr. Rameshwar Class :-8 Month- November

Subject: Art &Craft Topic: Madhubani Art No. of Period-2

Subtopic: Line Art

Specific objective:

- Students will develop the colour pencil.
- Students will develop pencil sense.
- Students will learn to observe dark shades to light shades.

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:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mr. Rameshwar Class :-8 Month- December

Subject: Art &Craft Topic: Collage making (Craft) No. of Period-2

Subtopic:

- Cutting pasting

Specific objective:

- Students will develop the colour pencil.
- Students will develop pencil sense.
- Students will learn to observe dark shades to light shades.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Cutting pasting

Board work: Practical

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan(2025-26)

Teacher's Name: Mr. Rameshwar Class :- 8 Month- January

Subject: Art &Craft Topic: Kite festival No. of Period-2

Subtopic:

- Coloring

Specific objective:

- Students will develop the line skills.
- Students will develop line strokes.
- Students will learn to observe colouring.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Drawing & Coloring

Board work: Practical

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mr. Rameshwar Class :- 8 Month- January

Subject: Art &Craft Topic: Pictorial No. of Period-2

Subtopic: Color Pencils

Specific objective:

- Students will develop the colour pencil.
- Students will develop pencil sense.
- Students will learn to observe dark shades to light shades.

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:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan(2026-27)

Teacher's Name: Mr. Rameshwar Class :- 8 Month- February

Subject: Art &Craft Topic: Mandala Art No. of Period-2

Subtopic:

- Poster Colors

Specific objective:

- Students will develop the colour pencil.
- Students will develop pencil sense.
- Students will learn to observe dark shades to light shades.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Drawing & Coloring

Board work: Practical

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mr. Rameshwar Class :- 8 Month- February

Subject: Art &Craft Topic: Abstract Art No. of Period-2

Subtopic:

- Drawing & Coloring

Specific objective:

- Students will develop the colour pencil.
- Students will develop pencil sense.
- Students will learn to observe dark shades to light shades.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Coloring

Board work: Practical

Learning outcomes:

- Fine motors
- Creative expression
- Hand –eye coordination
- Observation
- Recognition
- Creativity

Application: Reference book

ICT Integrated:

Class assessment/ Recapitulation:

Homework/ worksheets:

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Ms. Meetali Berry **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 (2026-27)

Teacher's Name – Ms. Meetali Berry **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 (2026-27)

Teacher's Name – Ms. Meetali Berry **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 (2026-27)

Teacher's Name – Ms. Meetali Berry **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 (2026-27)

Teacher's Name – Ms. Meetali Berry **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 (2026-27)

Teacher's Name – Ms. Meetali Berry **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 2026-27

Teacher's Name: Ms Sarika Kande Class: 8

Subject: Marathi **Topic**: १. भारतमाते असा तिरंगा No. of periods: 4

Month : April

Subtopic: १. भारतमाते असा तिरंगा

Specific objective:

- काव्य आणि कवयित्री ओळख करून देणे.
- भारतभूमी विषयी मनुष्याला आपल्या जबाबदारीची जाणीव करून देणे.
- देशप्रेमाची भावना रुजवणे.

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:

- 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.
- कवितेतील वऱ्हाडी-खानदेशी भाषेतील शब्दांचा अर्थ समजून घेतील.

Application:

- विद्यार्थीना लहान ओळीतून मोठा आशय समजला.
- कवितेचा भावार्थ सांगता आला.

- कविता तालबद्ध पद्धतीने म्हणता येणे.

ICT Integrated:

- भारतमाते असा तिरंगा कवितेचा व्हिडीओ दाखविला.
- भारतभूमी महत्त्व 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:

- सप्तरंग मराठी पाठ्यपुस्तक.

Subject Integrated - भूगोल

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Ms Sarika Kande Class: 8

Subject: Marathi **Topic**: २ माझे कष्ट वाया जाणार नाही No. of periods: 4

Month : April

Subtopic: माझे कष्ट वाया जाणार नाही

Specific objective:

- वाचन,आकलन लेखन साहित्याचा परिचय करून देणे.
- कष्टाची जाणीव निर्माण करणे.
- आई वडिलांच्या कष्टाची जाणीव असणे.
- आईच्या श्रमाचे महत्त्व सांगणे.
- आईची महती सांगणे.
- दैनदिन जीवनामध्ये आईचे अनन्य साधारण महत्त्व कसे आहे, ते समजून सांगणे.

Methodology:

- स्पष्टीकरण पध्दती
- प्रश्नोत्तरांची चर्चा करून वहीत लेखन केले.
- व्याकरण - उदाहरणे देऊन स्पष्टीकरण केले.

Activities:

- तुम्हाला आवडत असलेली आई विषयीची कविता लिहा.

Resources:

- पुस्तक.

Board work:

- शब्दार्थलेखन
- प्रश्नोत्तरे लेखन
- व्याकरण - उदाहरणे

Learning outcomes:

- भाषेची लय व शैली समजून घेऊन त्याचा उपयोग करणे.

Application:

- विद्यार्थ्यांना पाठाच्या माध्यमातून खेळाविषयी 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:

- कष्टाचे फळ कथा यांचा व्हिडीओ दाखविला.

Extra questions/ Class assessment/ Recapitulation:

- नाम, सर्वनाम चे प्रत्येकी पाच उदाहरणे लिहा.

Homework/ worksheets:

- पाठाचे वाचन करा.

Reference:

- सप्तरंग मराठीपाठ्यपुस्तक.

Subject Integrated: समाजशास्त्र

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Ms Sarika Kande Class: 8

Subject: Marathi **Topic**: 3 पाऊले चालली पंढरीची वाट No. of periods: 4

Month : June

Subtopic:

- पाऊले चालली पंढरीची वाट
- विशेषण, क्रियापद

Specific objective:

- भारतातील विविध धार्मिक स्थळ व त्या बद्दल माहिती देणे.
- धार्मिक स्थळ, संस्कृतीची ओळख करून देणे.
- पंढरपूर विषयी 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 धार्मिक स्थळाविषयी तुमच्या असलेल्या आठवणी सांगा.
- पाठ वाचन घेतले.

Resources:

- पुस्तक.

Board work:

- शब्दार्थलेखन
- प्रश्नोत्तरे लेखन
- व्याकरण - उदाहरणे

Learning outcomes:

- विद्यार्थ्यांना पाठाच्या माध्यमातून 'पंढरपूर' 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 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.
- पंढरपूर या ठिकाणाची माहिती देणारा व्हिडीओ दाखविला.

Extra questions/ Class assessment/ Recapitulation:

- विशेषण, क्रियापद चे प्रत्येकी पाच उदाहरणे लिहा.

Homework/ worksheets:

- पाठाचे वाचन करा.

Reference:

- सप्तरंग मराठीपाठ्यपुस्तक.

Subject Integrated: इतिहास

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Ms Sarika Kande Class: 8

Subject: Marathi **Topic**: ४ रामदासांची शिकवण No. of periods: 8

Month – July

Subtopic:

- रामदासांची शिकवण
- वाक्य व त्याचे प्रकार

Specific objective:

- रामदासांची शिकवण सांगणे.
- दैनदिन जीवनामध्ये रामदासांची शिकवणीचे अनन्य साधारण महत्त्व कसे आहे, ते समजून सांगणे.

- **Methodology**: स्पष्टीकरण पध्दती
- चर्चा पद्धत
- प्रश्न उत्तर पध्दती

Activities:

- संत रामदासांबद्दल माहिती लिहा
- संत रामदास याच्या संतवाणी संग्रह तयार करा.

Resources:

- पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण - उदाहरणे

Learning outcomes:

- विद्यार्थ्यांना कवी 'संत रामदास' यांचा परिचय होईल.
- विद्यार्थी कवितेचे श्रवण, वाचन करतील.
- कवितेतील नवीन शब्दांचा अर्थ समजून घेतील..
- कवितेची मध्यवर्ती संकल्पना व भावार्थ 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 कवितेचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- आईची महती च्या गोष्टीचा व्हिडीओ दाखविला.

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण वाक्य व त्याचे प्रकार लिहा.

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- सप्तरंग मराठीपाठ्यपुस्तक..

Subject Integrated: इतिहास

MIS INTERNATIONAL SCHOOL

Lesson Plan2024-25

Teacher's Name Ms Sarika Kande Class: 8

Subject: Marathi **Topic**: ५. वाचन - एक उत्तम छंद No. of periods: 5

Month- July

Topic :

- वाचन - एक उत्तम छंद

Specific objective:

- विद्यार्थीना वाचनाची गोडी लागणे.
- अवांतर वाचनाची विद्यार्थीना सवय लागणे.

Methodology:

- स्पष्टीकरण पध्दती
- चर्चा पद्धत

- प्रश्न उत्तर पध्दती

Activities:

- तुम्ही वाचलेल्या पुस्तकांची नावे लिहा.

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 पाठाचे श्रवण, वाचन करतील.
- विद्यार्थी वाचनाचे 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 पाठचा मोठा आशय समजला.
- विद्यार्थीना वाचनाचे समजले.
- स्वनियंत्रण ची जाणीव झाली.

Extra questions/ Class assessment/ Recapitulation: -

- वाचनाचे महत्त्व दहा ओळी निबंध लिहा.

Homework/ worksheets:

- पाठाचे वाचन करा.
- पाठातील जोडाक्षरे लिहा.

Reference:

- सप्तरंग मराठीपाठ्यपुस्तक..

Subject Integrated: - -

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name Ms Sarika Kande Class: 8

Subject: Marathi **Topic**: ६ बलिदान No. of periods: 6

Month – Aug

- **Topic** : ६ बलिदान
- निबंधलेखन
- पत्रलेखन

Specific objective:

- विद्यार्थीना देशावर प्रेम करणाऱ्या देशभक्तांच्या जीवनाचा परिचय करून देणे.
- विद्यार्थीना दुसऱ्यांना मदत केल्याने स्वतःला तसेच इतरांना आनंद होतो ही भावना मनात रुजवावी..

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.
- भाषेतील विविध बारकावे उदाशब्दांची पुनरावृत्ती ., लिंग, वचन, विरुदार्थी शब्द इत्यादींविषयी अभ्यास करतात.
- विविध संवेदनशील मुद्दे (उदा. जात, धर्म, लिंग, वर्ण,रीतिरिवाज) यांविषयी आपले मित्र,

शिक्षक आणि कुटुंबातील सदस्यांना प्रश्न विचारतात.

Application:

- विद्यार्थीनमध्ये समाजऋण, माणुसकी याचे दर्शन घडते.
- विद्यार्थीनी लेखकाबद्दल माहिती सांगितली.
- विद्यार्थीनी पाठचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.
- विद्यार्थीना देशभक्तांच्या कार्याची जाणीव झाली.

Extra questions/ Class assessment/ Recapitulation: -

- निबंधलेखन
- पत्रलेखन

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- सप्तरंग मराठीपाठ्यपुस्तक.

- **Subject Integrated: -** इतिहास

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Ms Sarika Kande Class: 8

Subject: Marathi **Topic**: संतवाणी (कविता) No. of periods: 6

Month – Aug

- **Topic** : संतवाणी (कविता)

Specific objective:

- संत जनाबाई यांचे विचार जाणून घेणे.
- विठ्ठल भक्तीचे महत्त्व समजून घेणे.

Methodology:

- स्पष्टीकरण पध्दती,
- कथन पध्दती

- ज्ञाताकडून अज्ञाताकडे

Activities:

- मराठीमध्ये ऐकलेली गोष्ट, कथा व प्रत्यक्ष आलेल्या अनुभवाविषयी चर्चा करतात.
- कविताताला 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.
- विद्यार्थ्यांना थोर संत जनाबाई यांचा परिचय होईल.
- विद्यार्थी संतवाणी श्रवण व वाचन करतील.
- 'संतवाणी' रचनेतील नवीन शब्दांचा अर्थ समजून घेतील.
- संतवाणी रचनेची मध्यवर्ती संकल्पना व भावार्थ समजून घेऊन आपल्या शब्दांत तोंडी व लेखी स्वरुपात मांडू शकतील ..
- कवितेतील कठीण शब्द व कठीण संकल्पना समजून घेतील.
- कवितेत आलेल्या वाक्प्रचारांचे स्वत:च्या वाक्यांत उपयोग करू शकतील.

Application:

- संत जनाबाई यांच्या कार्याची माहिती लिहिणे.

Extra questions/ Class assessment/ Recapitulation:

- इतिहासात प्रसिद्ध असलेल्या महाराष्टातील महान कार्य करणाऱ्या संतांची माहिती लिहा.

Homework/ worksheets:

- पाठाचे वाचन करा.

Reference:

- सप्तरंग मराठीपाठ्यपुस्तक..

Subject Integrated: इतिहास

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Ms Sarika Kande Class: 8

Subject: Marathi **Topic**: ८ अष्टविनायक No. of periods: 4

Month – Sep

Subtopic:

- अष्टविनायक
- वाक्यरुपांतर

Specific objective:

- विद्यार्थीना गणपतीच्या आठ तीर्थक्षेत्रा बद्दल माहिती देणे..
- विद्यार्थीना परमेश्वराच्या वेगवेगळ्या रूपाचे दर्शन घेऊन माहिती देणे

Methodology:

- स्पष्टीकरण पध्दती,
- कथन पध्दती
- ज्ञाताकडून अज्ञाताकडे

Activities:

- तुमच्या आवडत्या ठिकाणाबद्दल पाच ओळी माहिती लिहा .

Resources:

- पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण - उदाहरणे

Learning outcomes:

- विद्यार्थी पाठाचे श्रवण व स्पष्ट उच्चारणासहित वाचन करतील.
- पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील.
- आपल्या आवडत्या दैवताबद्दल लिहू शकतील.
- कल्पनाशक्ती आणि सृजनशीलतेचा विकास करण्याच्याक्रिया जसे-अभिनय, मूकाभिनय, सृजनात्मक लेख, विविध स्थितींमधील संवाद इत्यादींचे आयोजन 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:

- अष्टविनायक बद्दल माहिती लिहा.

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण वाक्य व त्याचे प्रकार लिहा

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- सप्तरंग मराठीपाठ्यपुस्तक..

Subject Integrated: भूगोल

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Ms Sarika Kande Class: 8

Subject: Marath **Topic**: ९ **अष्टपैलू पु. ल. देशपांडे** No. of periods: 5

Month – Oct

- **Topic** : **अष्टपैलू पु. ल. देशपांडे**

Specific objective:

- मनावर संस्कार करणे.
- समर्पणाची थोरवी , सांस्कृतिक वारसा जतन करण्याचा संदेश देणे.
- पु. ल. देशपांडे च्या कारकिर्दी वर प्रकाश घालणे.

Methodology:

- स्पष्टीकरण पध्दती,
- कथन पध्दती
- ज्ञाताकडून अज्ञाताकडे

- Activities:
- माझा आवडता लेखक या विषयावर पाच ओळी लिहा.

Resources:

- पुस्तक.

Board work: -

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण - उदाहरण

Learning outcomes:

- विद्यार्थी पाठाचे श्रवण व स्पष्ट उच्चारणासहित वाचन करतील.
- विद्यार्थी पु. ल. देशपांडे या बद्दल सांगू व लिहू शकतील.
- पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील.
- पाठातील क्रियाविशेषण अव्यये शोधून लिहितील.
- 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

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:

- सप्तरंग मराठीपाठ्यपुस्तक.

Subject Integrated: साहित्य

MIS INTERNATIONAL SCHOOL

Lesson Plan2024-25

Teacher's Name: Ms Sarika Kande Class: 8

Subject: Marathi **Topic**: १० पाचोळा No. of periods: 8

Month – Oct

Subtopic:

१० पाचोळा

Specific objective:

- विविध साहित्यप्रकारांचा परिचय करणे.
- विद्यार्थींना समाजाकडून उपेक्षित व गरीब लोकांच्या आयुष्यावर प्रकाश टाकणे.
- येणाऱ्या संकटावर मात करत स्वत:चा विकास कसा करावा , याबाबत मुलीना मार्गदर्शन करणे.

Methodology:

- स्पष्टीकरण पध्दती,
- ज्ञाताकडून अज्ञाताकडे

Activities:

- कविता तालासुरात म्हणून घेतली.
- एकविसाव्या शतकातल्या येणाऱ्या समस्या 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:

- कुसुमाग्रज यांचा जीवन चरित्र व्हिडीओ दाखवला.

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण समास व त्याचे प्रकार

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- सप्तरंग मराठीपाठ्यपुस्तक.

Subject Integrated: -

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Ms Sarika Kande Class: 8

Subject: Marathi **Topic**: ११ माझे माहेर पंढरी No. of periods: 4

Month – Nov

Subtopic:

- माझे माहेर पंढरी
- पत्रलेखन

Specific objective:

- विद्यार्थीना महाराष्ट्रातील शहरे,पर्यटनस्थळे यांची माहिती करून देणे.

Methodology:

- स्पष्टीकरण पध्दती
- कथाकथन पद्धती

Activities:

- विठ्ठल भक्तीचे महत्व सांगा.
- महाराष्ट्राचे आद्य दैवत असलेल्या पंढरपूरचे विठ्ठल मंदिराचे प्राचीन काळापासून असलेले महत्व या वर्णनातून समजते.

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.
- 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.
- विद्यार्थीना महाराष्ट्रातील पर्यटनस्थळाचे ऐतिहासिक महत्व समजते.

ICT Integrated:

- पंढरपूर शहराचे महत्त्व सांगणारा व्हिडीओ दाखवणे.

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण समास व त्याचे प्रकार

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- सप्तरंग मराठीपाठ्यपुस्तक..

Subject Integrated: भूगोल

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name : Ms Sarika Kande Class: 8

Subject: Marathi **Topic**: १२ मकर संक्रांत No. of periods: 4

Month – Nov

Subtopic:

- मकर संक्रांत
- निबंधलेखन

Specific objective:

- विद्यार्थीना मकर संक्रांत यांची माहिती देणे.
- विद्यार्थीना भारतातील सण व साजऱ्या करण्याच्या पद्धती यांची माहिती करून देणे.

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पद्धत

Activities:

मकर संक्रांत 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.
- 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:

- भारतातील सणा बद्दल व्हिडीओ दाखवला.

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- सप्तरंग मराठीपाठ्यपुस्तक..

Subject Integrated: भूगोल

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Ms Sarika Kande Class: 8

Subject: Marathi **Topic**: धरत्रीच्या कुशीमध्ये (कविता) No. of periods: 4

Month – Dec

Subtopic:

- धरत्रीच्या कुशीमध्ये (कविता)
- कथालेखन

Specific objective:

- कठीण प्रसंगी ढासळून न जाता साहसाने सामना करावा.
- विद्यार्थीमध्ये साहसी वृत्ती निर्माण करणे.
- विद्यार्थीना इच्छासक्तीच्या जोरावर यशस्वी होणे ही भावना मनात रुजवणे.

Methodology: स्पष्टीकरण पध्दती

Activities:

- 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.
- विद्यार्थीना शेतातील कामे,बियांचे झाडात रुपांतर झाडांचा विकास समजावणे.

Application:

- 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:

- सप्तरंग मराठीपाठ्यपुस्तक.

Subject Integrated: E.V.S

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Ms Sarika Kande Class: 8

Subject: Marathi **Topic**: गोकुळची साक्ष No. of periods: 4

Month – Dec

Subtopic:

- गोकुळची साक्ष

- कथालेखन

Specific objective:

- विद्यार्थीना नाटकातून हास्य,विनोद कसे घडतात या विषयी मार्गदर्शन करणे.

Methodology:

- स्पष्टीकरण पध्दती,
- चर्चा पद्धत
- कथाकथन पद्धत

Activities: -

Resources: पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण - उदाहरणे

Learning outcomes:

- विद्यार्थी राम गणेश गडकरी यांच्याबद्दल 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.
- पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील.
- पाठातील वाक्प्रचारांचे वाक्यांत उपयोग करू शकतील.

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:

- राम गणेश गडकरी यांच्या विनोदी नाटकाबद्दल व्हिडीओ दाखवणे.

Extra questions/ Class assessment/ Recapitulation: -

- व्याकरण

Homework/ worksheets: -

- पाठाचे वाचन करा.

Reference:

- सप्तरंग मराठीपाठ्यपुस्तक.

Subject Integrated: विनोदी लेखन

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Ms Sarika Kande Class: 8

Subject: Marathi **Topic**: स्वार्थत्याग पण कोणाचा No. of periods: 4

Month – Jan

Subtopic:

- स्वार्थत्याग पण कोणाचा
- कथालेखन

Specific objective:

- चरित्र लेखनाची प्रकारची ओळख.
- माणसाने गर्व करू नये हे समजवणे.

Methodology: स्पष्टीकरण पध्दती,

Activities:

- लोभ हा प्राण नाशक असतो यावर गोष्ट लिहा.

Resources:

- पुस्तक.

Board work:

- शब्दार्थ, प्रश्नोत्तरे लेखन,
- व्याकरण - उदाहरणे

Learning outcomes:

- विद्यार्थी पाठाचे श्रवण व स्पष्ट उच्चारणासहित वाचन करतील.
- पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील.
- पाठातील वाक्प्रचारांचे वाक्यांत उपयोग करू शकतील.
- वाक्यांत योग्य उभयान्वयी शब्द लिहू शकतील.

Application:

- विद्यार्थीना विविध साहित्यप्रकारांचा परिचय करून दिला व त्याचा आशय समजला.
- विद्यार्थीनी पाठाचा आशय सांगितला.

- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- None

Extra questions/ Class assessment/ Recapitulation: - व्याकरण

Homework/ worksheets: - पाठाचे वाचन करा.

Reference:

- सप्तरंग मराठीपाठ्यपुस्तक.

Subject Integrated: -

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Ms Sarika Kande Class: 8

Subject: Marathi **Topic**: उष:काल होता होता No. of periods: 4

Month – Jan

Subtopic:

उष:काल होता होता

Specific objective:

- स्वार्थी कोण आणि निस्वार्थी कोण यातील फरक समजतात.
- 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) मदत घेतात.

Application:

- विद्यार्थीना विविध साहित्यप्रकारांचा परिचय करून दिला व त्याचा आशय समजला.
- विद्यार्थीनी पाठाचा आशय सांगितला.
- विद्यार्थीनी विचारलेल्या प्रश्नांची उत्तरे सांगितली.

ICT Integrated:

- None

Extra questions/ Class assessment/ Recapitulation: - व्याकरण

Homework/ worksheets: - पाठाचे वाचन करा.

Reference:

- सप्तरंग मराठीपाठ्यपुस्तक.

Subject Integrated:

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name: Ms.Poonam Gill 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. 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.

Subject Integration: Science Integration Rational numbers used in: Measurements (e.g., 1/2 litre, 3/4 meter) Experiments (mixing chemicals in ratios)

MIS INTERNATIONAL SCHOOL

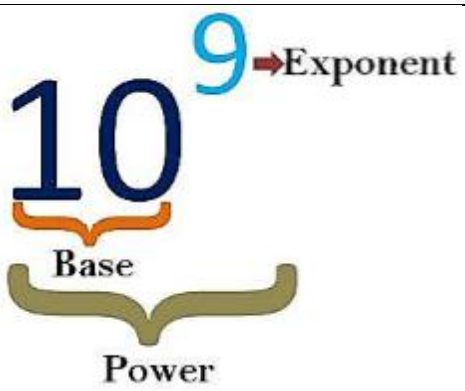
Lesson Plan

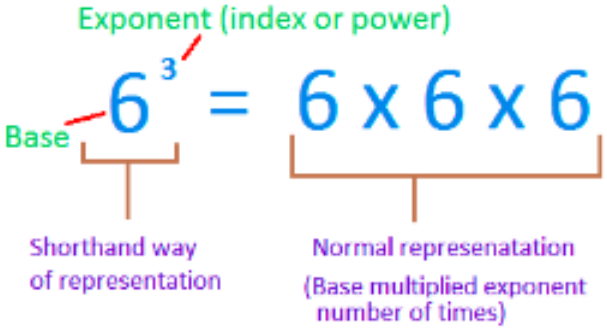
Teacher's Name: Ms.Poonam Gill Class: 8

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:

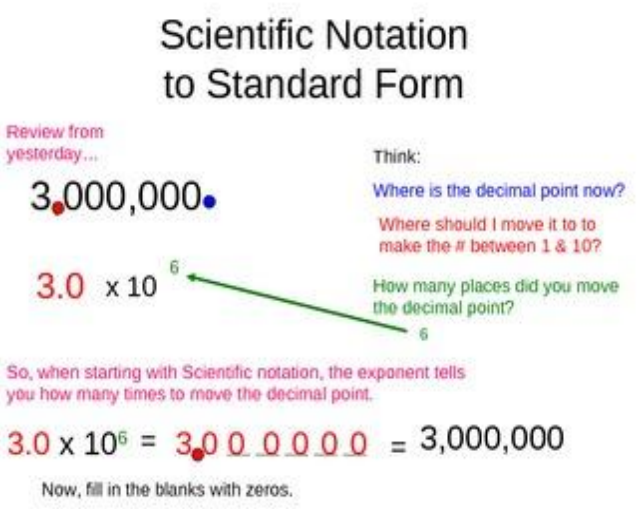
(+) positive exponent = to the RIGHT

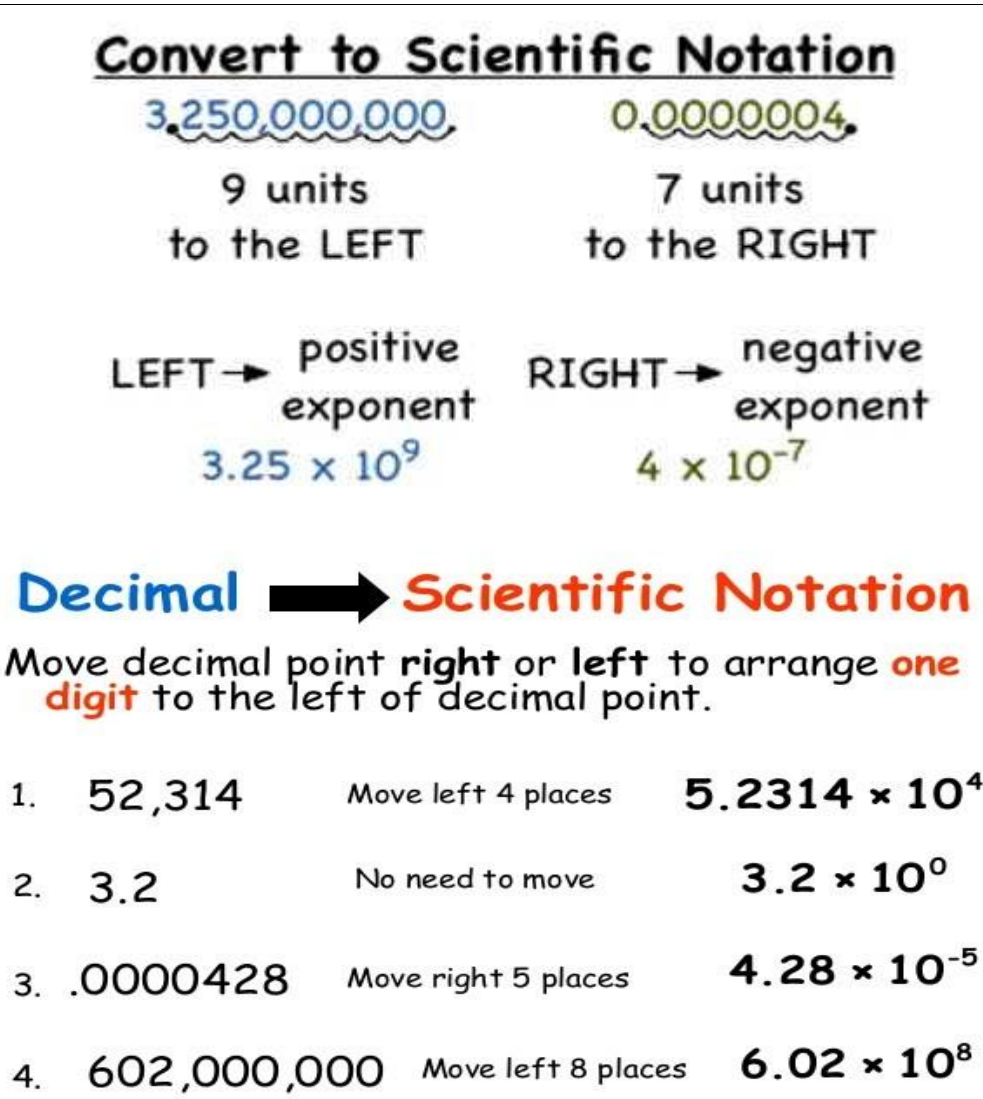
(−) negative exponent = to the LEFT

Example 1 3.6×10^{5} 3.60000 = 360,000

Example 2 8.43×10^{-7} 00000008.43

= 0.000000843





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.

Subject Integration: Science: Applications:

Scientific notation for very large/small numbers
Example: Speed of light = 3×10^8 m/s.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Ms.Poonam Gill 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.

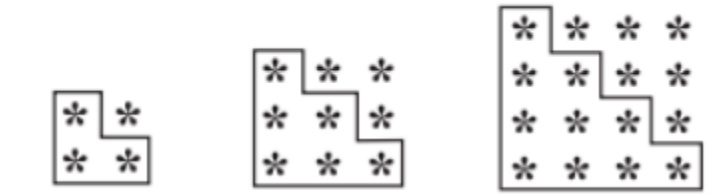
E.g.

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

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.

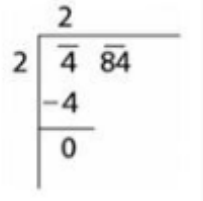
784 = 2 × 2 × 2 × 2 × 7 × 7

√784 = 2 × 2 × 7 = 28

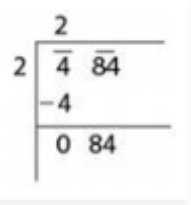
3. Division Method

Steps to find the square root by division method

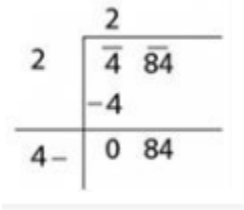
Steps involved in finding the square root of 484 by Long division method:
Step 1: Place a bar over every pair of numbers starting from the digit at units place. If the number of digits in it is odd, then the left-most single-digit too will have a bar.
Step 2: Take the largest number as divisor whose square is less than or equal to the number on the extreme left. Divide and write quotient.



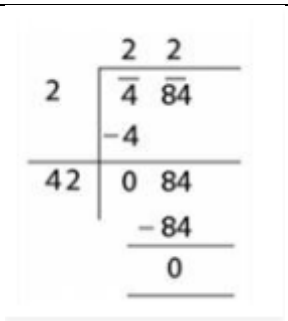
Step 3: Bring down the number which is under the next bar to the right side of the remainder.



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.



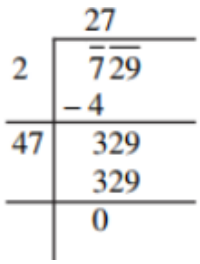
The remainder is 0, therefore, √484 =22.

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

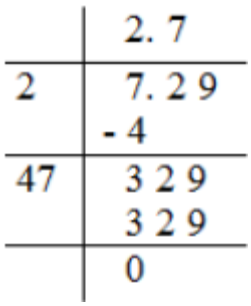
To find the square root of a decimal number we have to put bars on the primary part of the number in the same manner as we did above. And for the digits on the right of the decimal we have to put bars starting from the first decimal place.

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:



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.

Subject Integration: Social Science / Geography

Area calculation of land, fields, and maps. Understanding scale and distance

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Ms.Poonam Gill 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.

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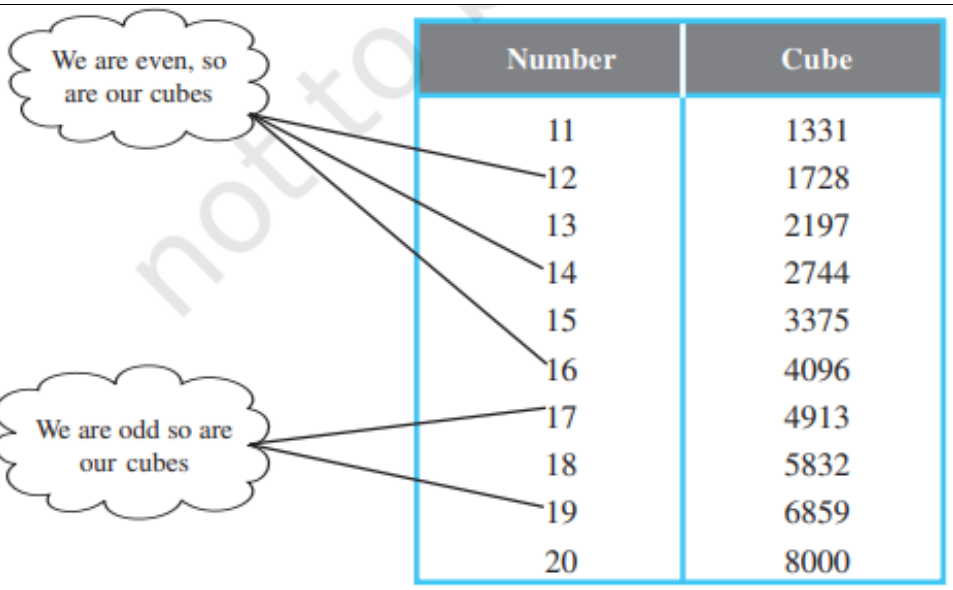


Number	Cube
11	1331
12	1728
13	2197
14	2744
15	3375
16	4096
17	4913
18	5832
19	6859
20	8000

Adding consecutive odd numbers

Observe the following pattern of sums of odd numbers.

$$1 = 1 = 1^3$$
$$3 + 5 = 8 = 2^3$$
$$7 + 9 + 11 = 27 = 3^3$$
$$13 + 15 + 17 + 19 = 64 = 4^3$$
$$21 + 23 + 25 + 27 + 29 = 125 = 5^3$$

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.

Subject Integration: Squares appear in **quadratic cost functions**.
Squares appear in formulas like kinetic energy (Physics)

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: : Ms.Poonam Gill 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:

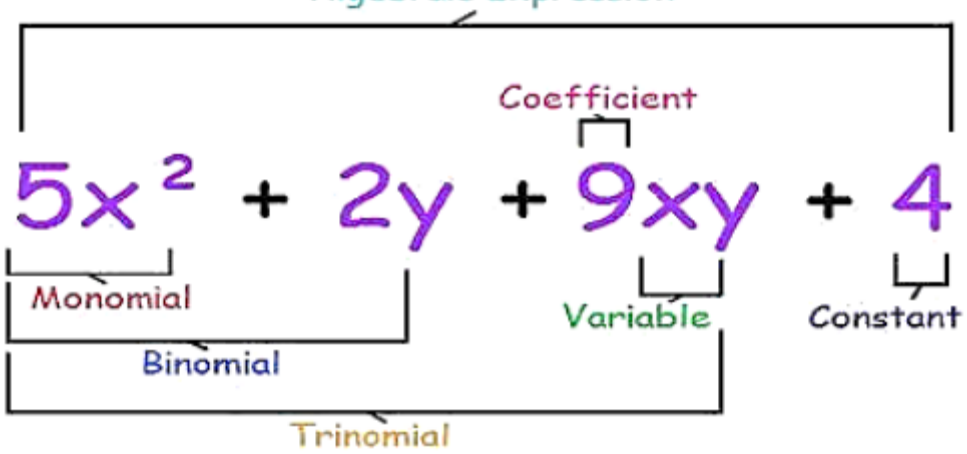
- To verify the Algebraic Identities by cutting and pasting *(Mathematics Lab Activity)*
- Choose a great mathematician, write about their famous works and discuss along with other students. *(SE Activity)*

Resources:

Coloured sheets, A4 paper/ chart paper, textbook, white board, marker.

Board work:

Algebraic Expression



IDENTITY - 1

$(a + b)^2 = a^2 + 2ab + b^2$

IDENTITY - 2

$(a - b)^2 = a^2 - 2ab + b^2$

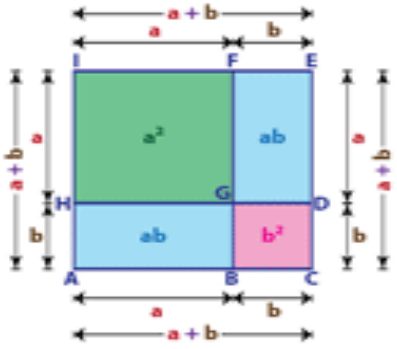
IDENTITY - 3

$a^2 - b^2 = (a + b)(a - b)$

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

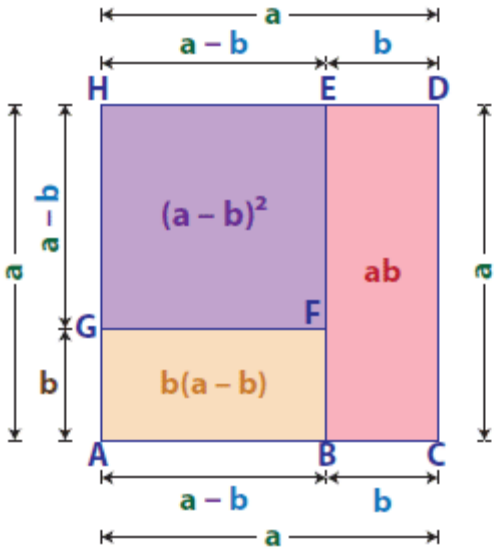
Area of ACEI = $a^2 + ab + ab + b^2$

$= a^2 + 2ab + b^2$ .....(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

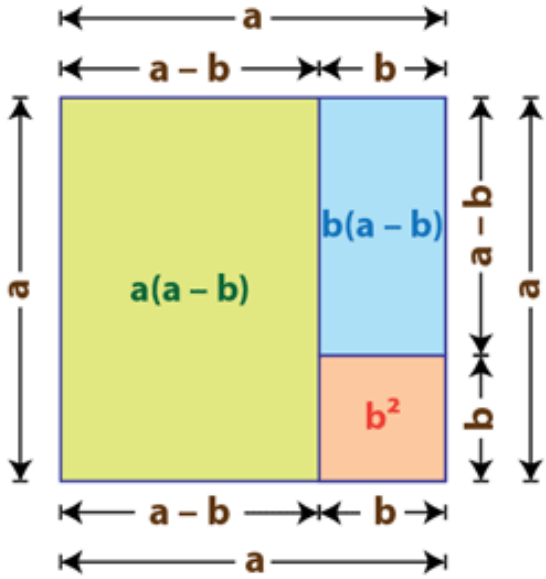
$= a^2 - ab - ab + b^2$

$= a^2 - 2ab + b^2$.....(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.

Subject Integration: Physics and Chemistry:
Rearranging formulas using algebra
Chemical equations involve balancing (like algebraic expression)

MIS INTERNATIONAL SCHOOL

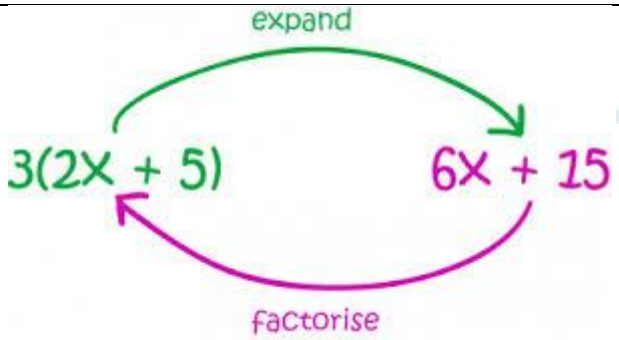
Lesson Plan

Teacher's Name: Ms.Poonam Gill 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 $-2x + 7x$

$$= 3\left(2x^2 - 2x + 7x - 7\right)$$

$$= 3\left[2x(x-1) + 7(x-1)\right]$$

$$= 3(x-1)(2x+7)$$

2. Split the middle term into two terms.
3. Rewrite the pairs of terms and take out the common factor.

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.

Subject integration: Factorization helps simplify formulas in physics and chemistry.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Ms.Poonam Gill | 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.

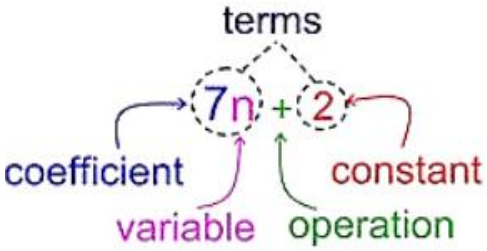
Activities:

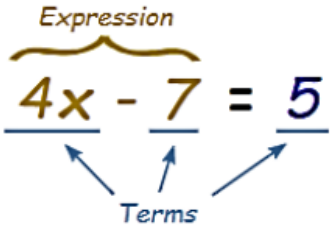
- To draw a relation between numbers and also how algebra can simplify things by the following activity:
  - Write a number
  - Add 2 to it
  - Multiply the resulting number by 3
  - Subtract 3
  - Multiply by 2
  - Find 1/6 of the resulting number
  - Subtract the original number
  - Discuss about the answer obtained.
- To form age relationships in terms of linear equations in one variable.

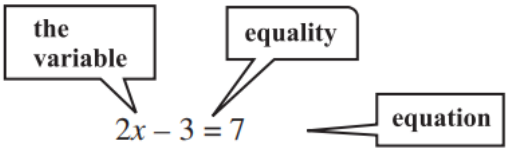
Resources:

Textbook, White board, Marker, PPT presentation.

Board work:







$2x - 3 = \text{LHS}$
$7 = \text{RHS}$

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.

Subject Integration: Physics : Use formulas like: Speed = Distance / Time

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name Ms.Poonam Gill 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.

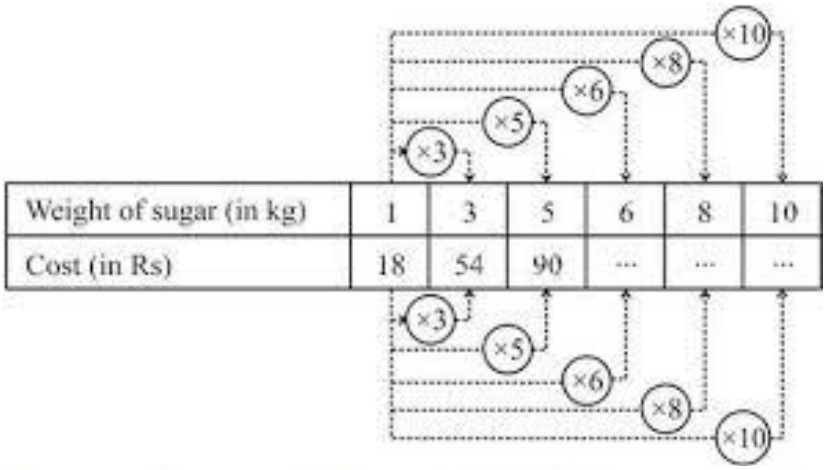
Activities:

- Deduce direct variations using coloured sheets of paper and geometry box. *(Mathematics lab 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 proportional decrease in y (and vice-versa) in such a manner that the product of their corresponding values remains constant. That is, if $xy = k$, then x and y are said to vary inversely. In this case if y_1, y_2 are 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 $\frac{x_1}{x_2} = \frac{y_2}{y_1}$.

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. 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.

Subject Integration: Social Science Integration

Economics: Price $\propto$ Demand (basic classroom understanding

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name Ms.Poonam Gill 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.

Subject Integration: Science

Relation with efficiency and energy

Human body energy usage during work

Lesson Plan

Teacher's Name: Ms.Poonam Gill 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 related to percentages.
- Computation of percentage from a given set of values and matching with the one giving same 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 percent 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 at 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 :

$$\text{Amount} = P\left(1+\frac{R}{100}\right)^n$$

2. When interest is compounded half-yearly :

$$\text{Amount} = P\left[1+\frac{(R/2)}{100}\right]^{2n}$$

3. When interest is compounded quarterly :

$$\text{Amount} = P\left[1+\frac{(R/4)}{100}\right]^{4n}$$

4. When interest is compounded annually but time is in fraction, say $3\frac{2}{5}$ years.

$$\text{Amount} = P\left(1+\frac{R}{100}\right)^3 \times \left(1+\frac{\frac{2}{5}R}{100}\right)$$

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.

Subject Integration: Social Studies (Economics)
Understanding market systems. Concept of buying and selling. Role of tax (GST) in government revenue. Importance of saving and investing money.

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name Ms.Poonam Gill — 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.

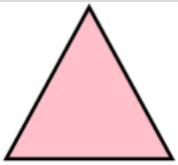
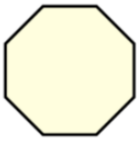
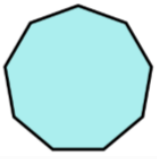
Activities:

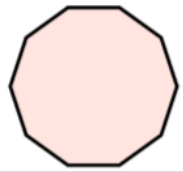
- Verifying the sum of interior angles of Quadrilateral to be 360^{o} using coloured sheets of paper and geometry boxes. *(SE Activity)*
- Write down the discussed formulas along with the figures and examples.
- Make a table showing the features of different types of quadrilaterals based on their properties.
- Write down the discussed formulas along with the figures and examples.

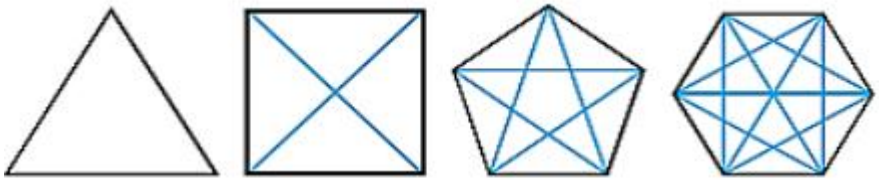
Resources:

Different shapes, colored sheets of paper, geometry box, textbook, white board, marker.

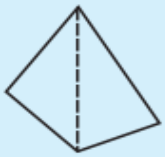
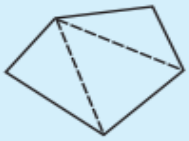
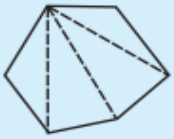
Board work:

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	



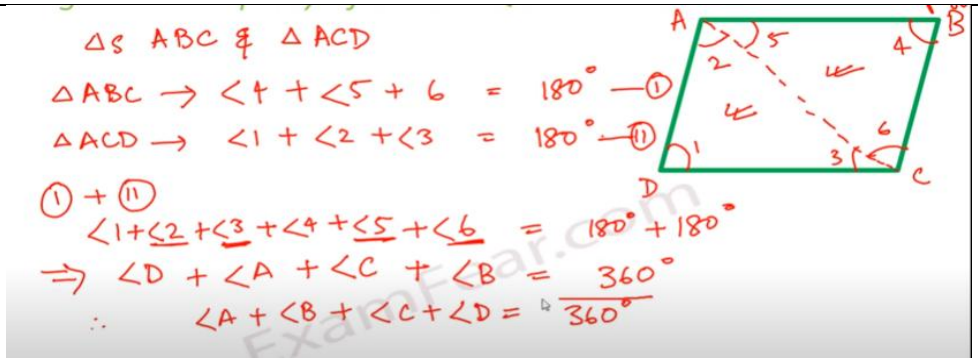
Polygon	Number of Sides	Sum of Interior Angles
Triangle	3	$(3 – 2) \times 180° = 180°$
Quadrilateral	4	$(4 – 2)^* \times 180° = 360°$
n-gon	n	$(n – 2) \times 180°$

Figure				
Side	3	4	5	6
Angle sum	180°	$2 \times 180°$ $= (4 – 2) \times 180°$	$3 \times 180°$ $= (5 – 2) \times 180°$	$4 \times 180°$ $= (6 – 2) \times 180°$

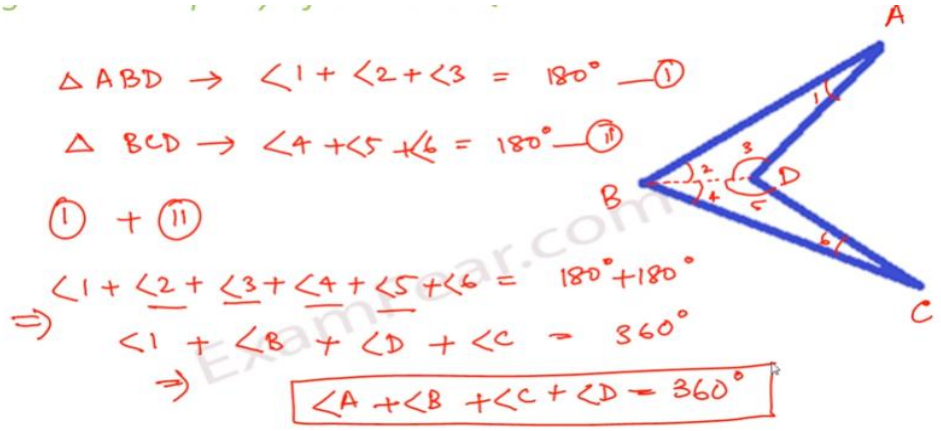
Angle sum property of a Quadrilateral

- Sum of all the interior angles of a Quadrilateral = 360°

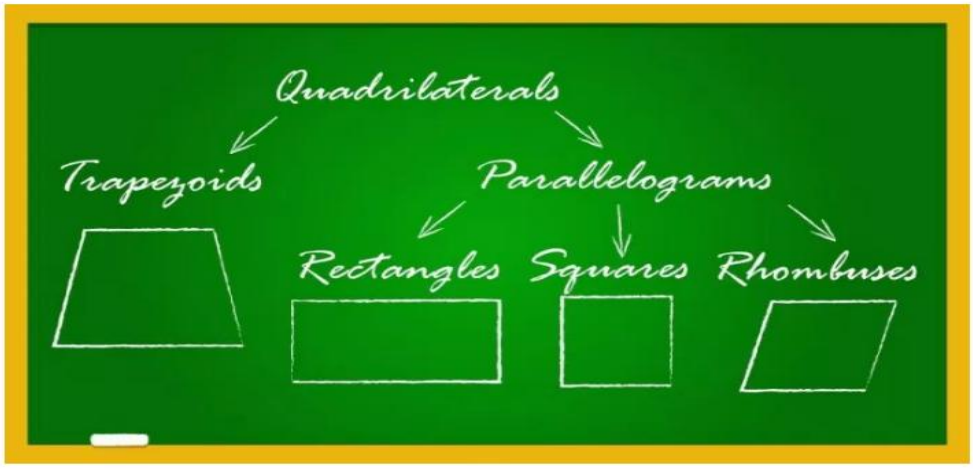
- **Convex Quadrilateral:**

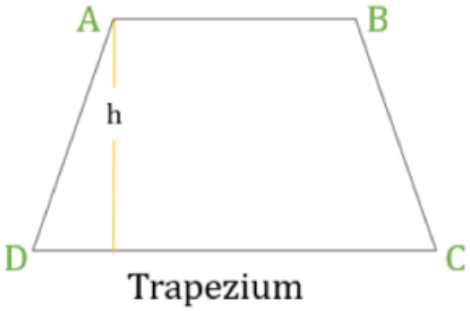


- **Concave Quadrilateral:**



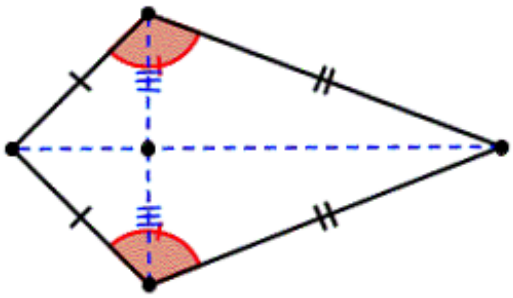
Different types of quadrilaterals

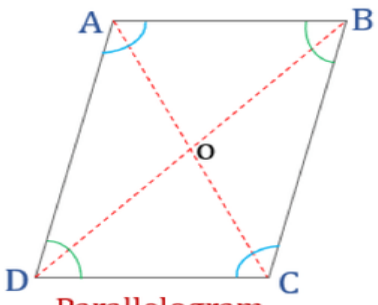




Sides

- AB and CD are parallel.



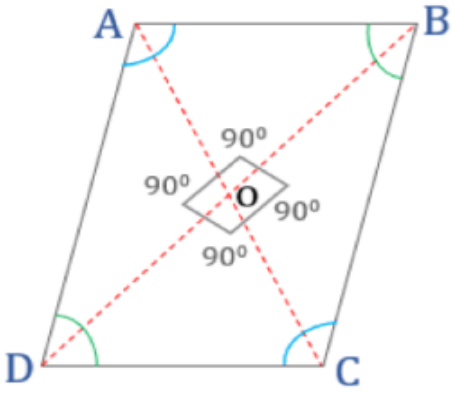


Parallelogram

Sides
- AB = CD & BC = AD

Diagonals
- AO =OC & DO = OB

Angles
- ∠A = ∠C & ∠B = ∠D

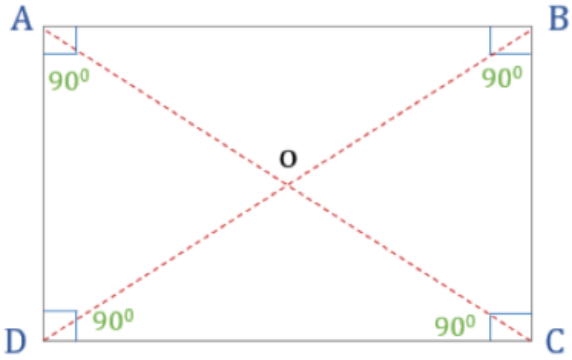


Rhombus

Sides
- AB = BC = CD = AD

Diagonals
- AO =OC & DO = OB

Angles
- ∠A = ∠C & ∠B = ∠D

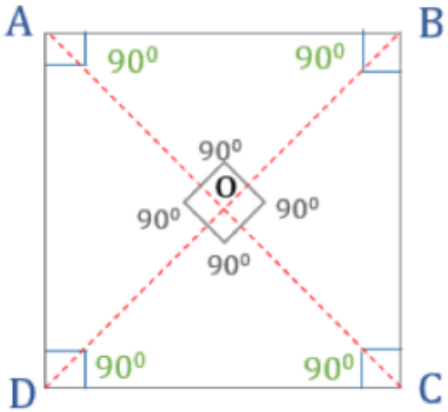


Rectangle

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.

Subject integration: Science Integration
Shapes found in nature (crystal patterns, leaves, etc.)
Use of quadrilateral frames in machines and structures for stability

MIS INTERNATIONAL SCHOOL

Lesson Plan

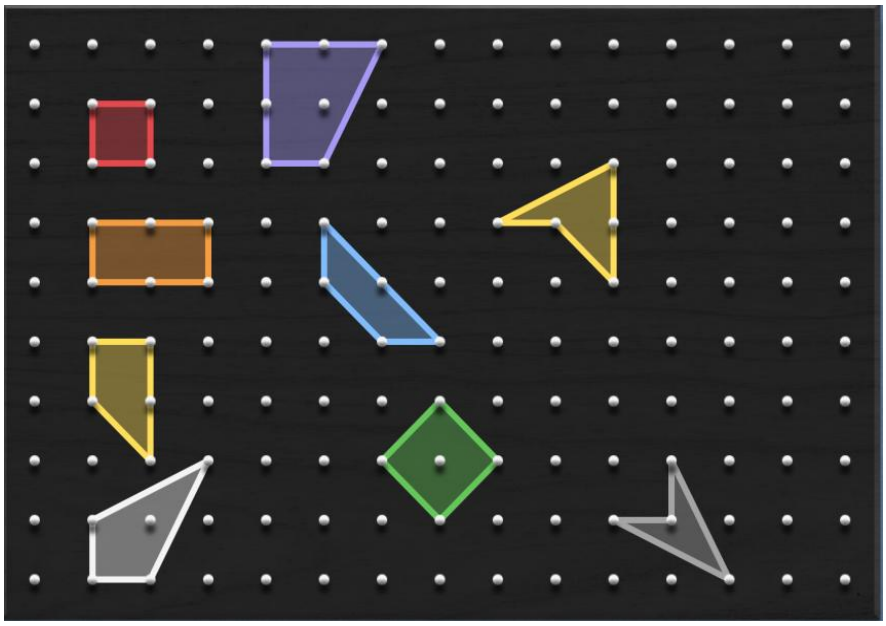
Teacher's Name Ms.Poonam Gill | Class: 8

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).

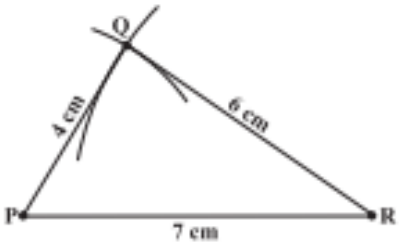


Fig 4.6

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).

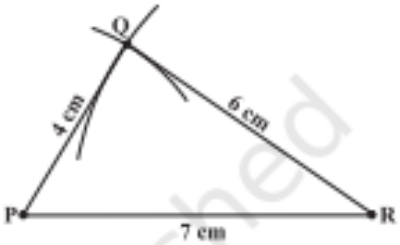


Fig 4.7

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).

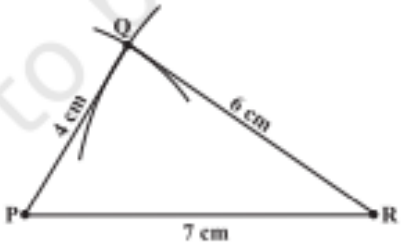


Fig 4.8

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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).

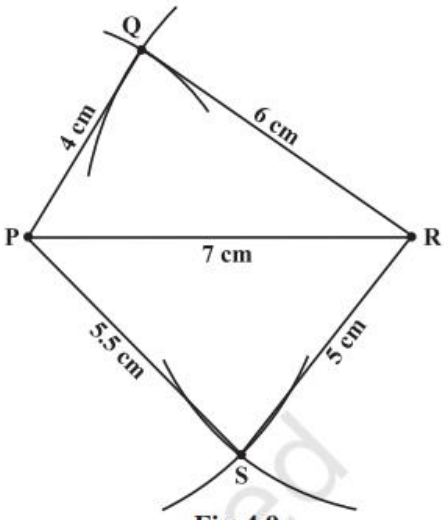

Fig 4.9

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?).

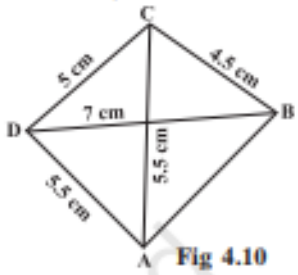

Fig 4.10

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).

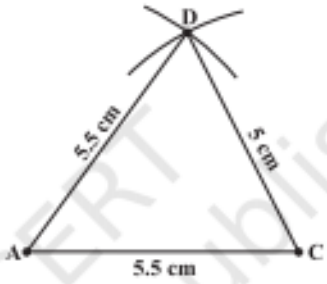

Fig 4.11

Step 2 With D as centre, draw an arc of radius 7 cm. (B is somewhere on this arc) (Fig 4.12).

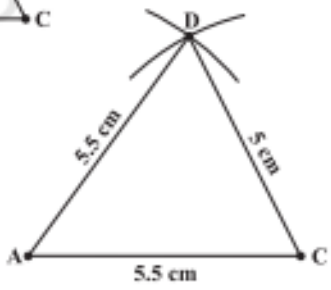

Fig 4.12

Step 3 With C as centre, draw an arc of radius 4.5 cm (B is somewhere on this arc also) (Fig 4.13).

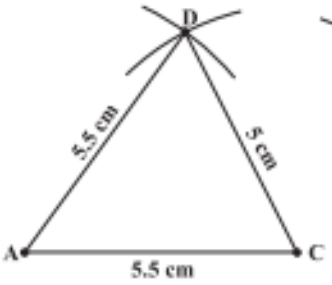

Fig 4.13

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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).

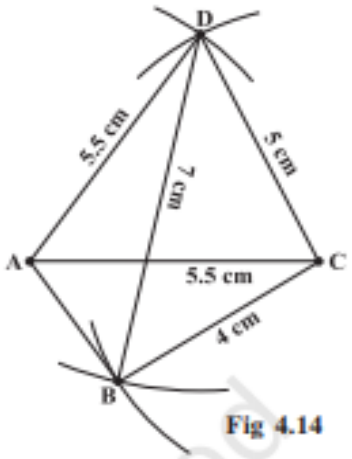

Fig 4.14

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).

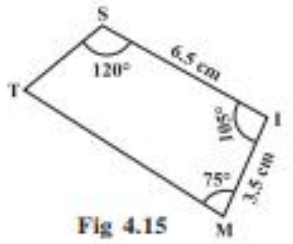

Fig 4.15

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)

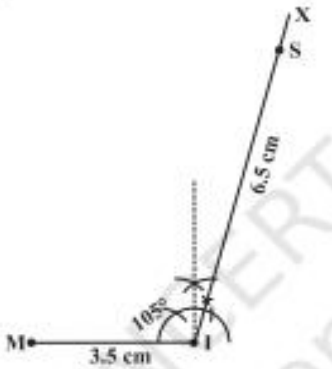

Fig 4.16

Step 2 Make ∠ISY = 120° at S (Fig 4.17).

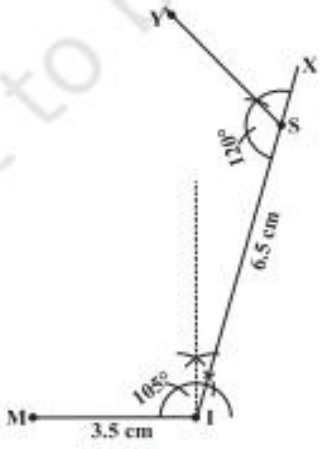

Fig 4.17

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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).

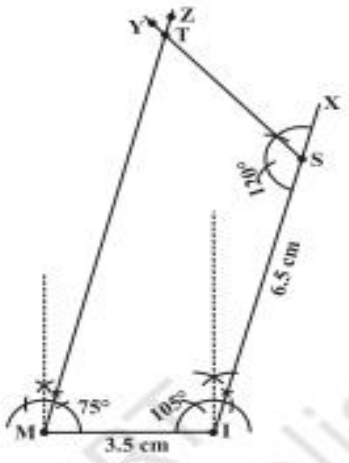

Fig 4.18

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 $\angle C = 80°$.

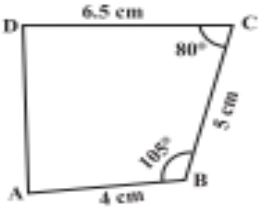

Fig 4.19

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).

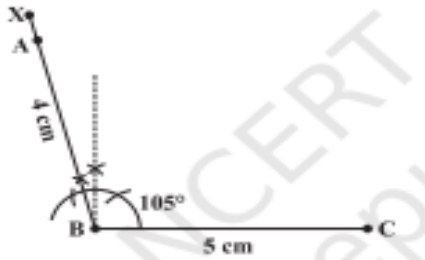

Fig 4.20

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).

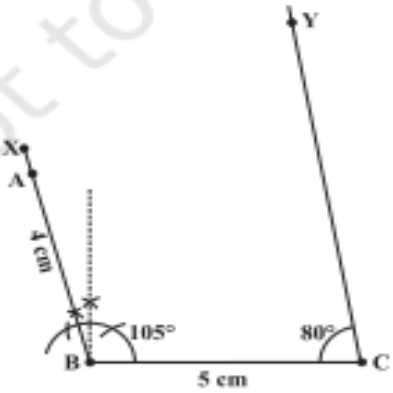

Fig 4.21

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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).

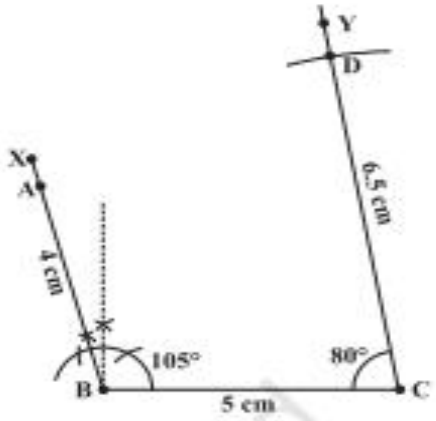

Fig 4.22

Step 4 Complete the quadrilateral ABCD. ABCD is the required quadrilateral (Fig 4.23).

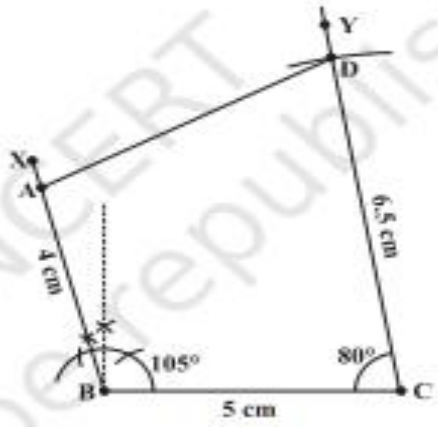

Fig 4.23

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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.

Subject Integration : Creating Rangoli using quadrilateral patterns
Paper cutting and collage using different quadrilaterals

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Ms.Poonam Gill Class: 8

Subject: Mathematics No. of periods: 5

Topic: Visualizing Solid Shapes

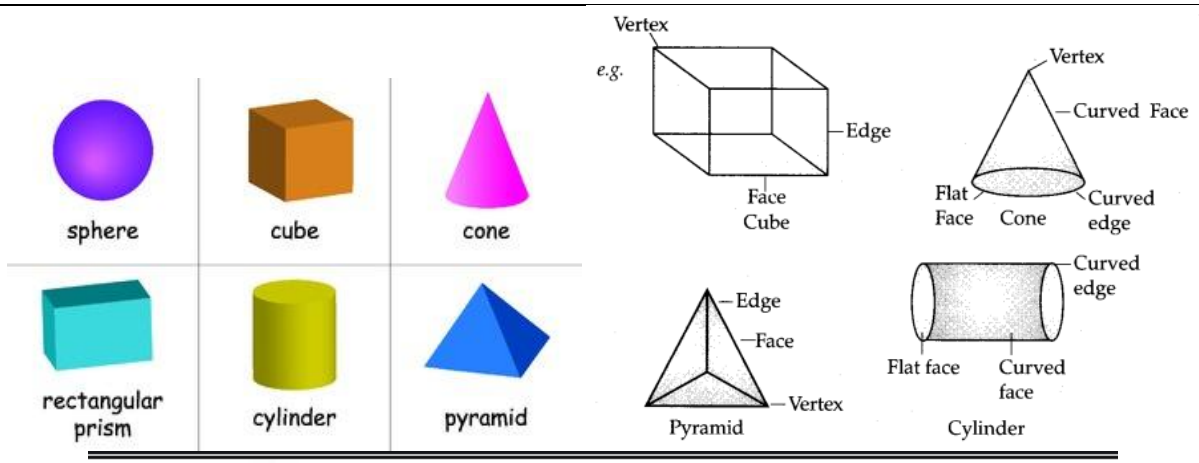
Subtopics:

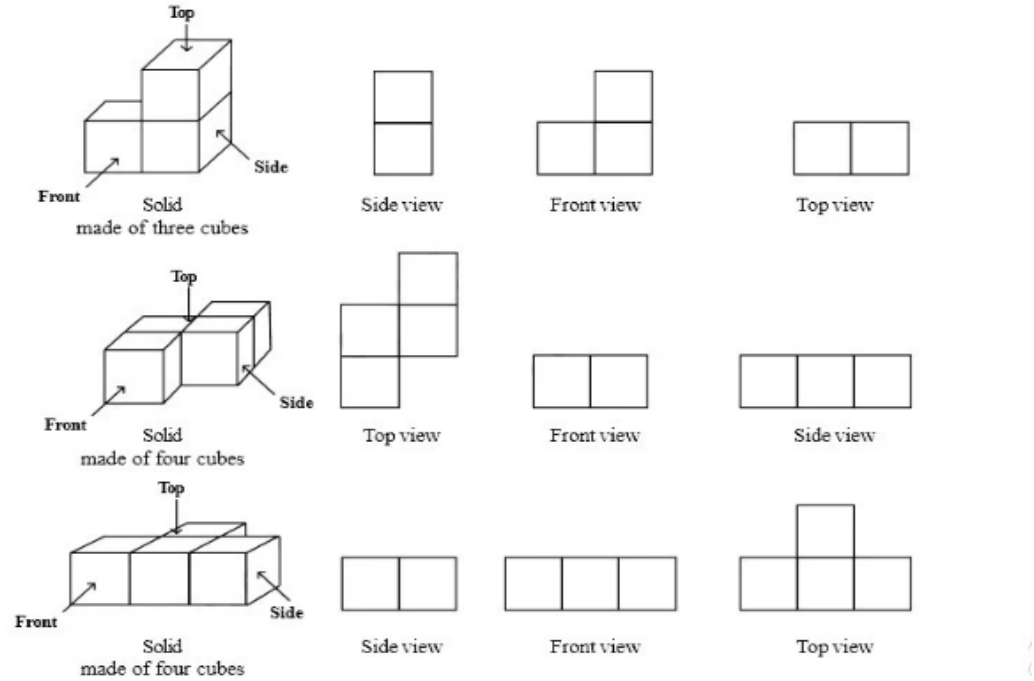
- Views of 3 D shapes
- Mapping space around us
- Faces, Edges and Vertices
- Euler's Formula

Specific objective: Students will be able:

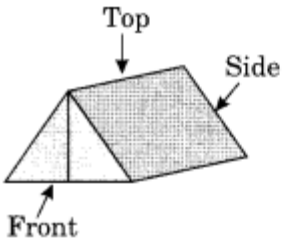
- Recognizes 2D and 3D shapes
- Identifies top, front and side view of solids
- Understands various polyhedron
- Knows Euler's formula
- Verifies Euler's formula

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:

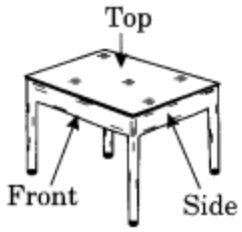




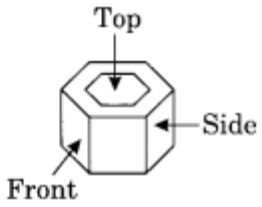
(*a*) A military tent (*b*) A table (*c*) A nut



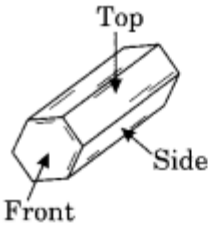
(*d*) A hexagonal block

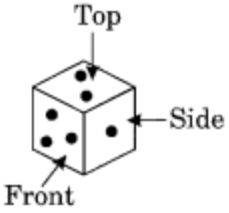


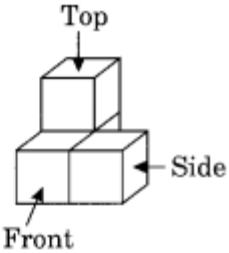
(*e*) A dice

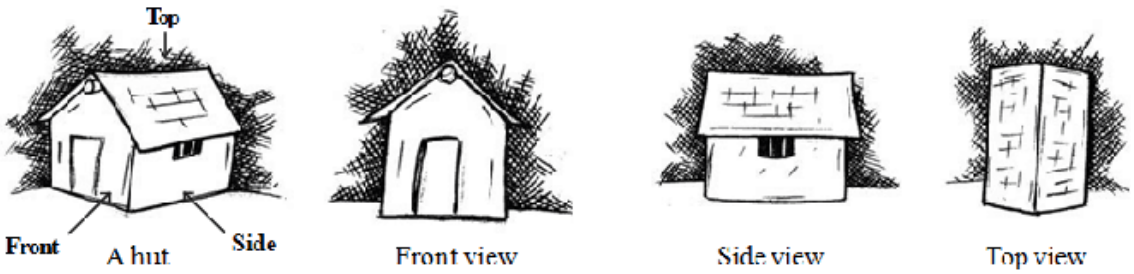


(*f*) A solid





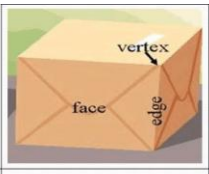
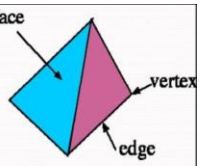




A hut | Front view | Side view | Top view

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

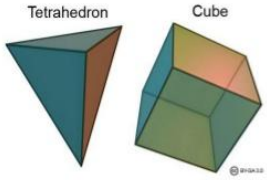
•Euler's Formula

- **For any polyhedron *that doesn't intersect itself,* the**
- **Number of Faces**
- plus the **Number of Vertices** (corner points)
- minus the **Number of Edges**
- **always equals 2**
- This can be written: **F + V − E = 2**

Try it on the cube:

A cube has 6 Faces, 8 Vertices, and 12 Edges,

so: 6 + 8 − 12 = 2



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.

Subject Integration: Science: Identify real-life objects:

Sphere → ball, globe. Cylinder → bottle, pipe. Cone → ice cream cone

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Ms.Poonam Gill | 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.

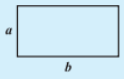
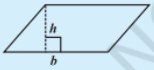
Activities:

- 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 Lab 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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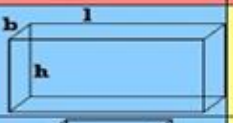
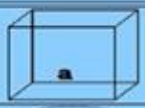
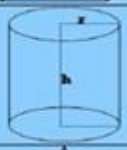
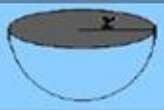
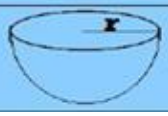
Name	Figure	Curved Surface Area	Total Surface Area	Volume
Cuboid		$2(l+b)h$	$2(lb+bh+hl)$	lbh
Cube		$4a^2$	$6a^2$	a^2
Right Circular Cylinder		$2\pi rh$	$2\pi r(h+r)$	$\pi r^2 h$
Right Circular Cone		πrl	$\pi r(l+r)$	$\frac{1}{3}\pi r^2 h$
Sphere		$4\pi r^2$	$4\pi r^2$	$\frac{4}{3}\pi r^3$
Solid Hemisphere		$2\pi r^2$	$3\pi r^2$	$\frac{2}{3}\pi r^3$
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.

Subject Integration: Social Science
Architecture and construction (houses, monuments)
Study of ancient structures and their shape

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name Ms.Poonam Gill 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

$$\begin{array}{r} 3\ A \\ +\ 2\ 5 \\ \hline B\ 2 \\ \hline \end{array}$$

A + 5, we get a unit digit 2

For A = 7, we get 7 + 5 = 12

$\therefore$ The value of B = 1(carried on) + 3 + 2 = 6

Thus the addition is

$$\begin{array}{r} 3\ 7 \\ +\ 2\ 5 \\ \hline 6\ 2 \\ \hline \end{array}$$

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.

Subject Integration: Social Studies 🌍
Use numbers in population data, census
Historical number systems (Roman numerals, Indian numeration)

Lesson Plan

Teacher's Name: Ms.Poonam Gill Class: 8

Subject: Mathematics No. of periods: 10

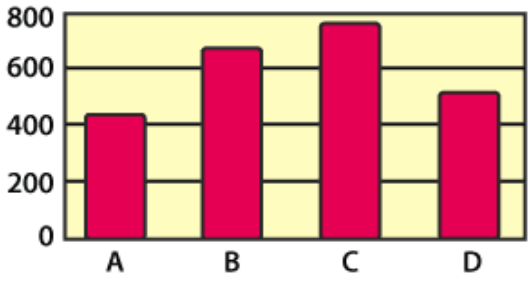
Topic: Frequency distribution and Graph

Histogram, Pie chart and Line Graph

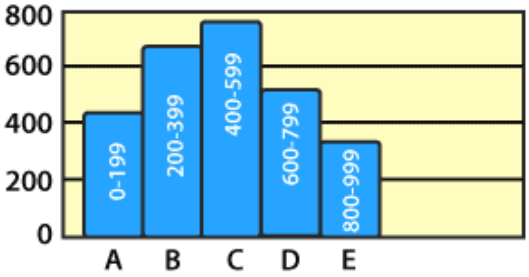
Subtopics: • Linear graphs • Applications of graphs
Specific objective: Students will be able: • To plot a point a coordinate plane using coordinate axes • To represent the comparative data pictorially with the help of a line graph • Identifies different graphs
Methodology: Problem solving method and 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



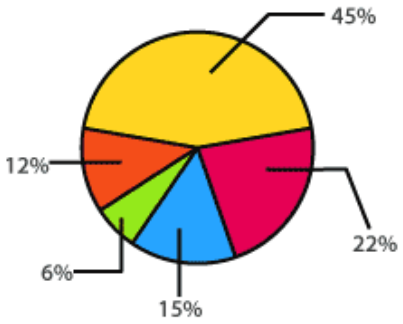
Histograms



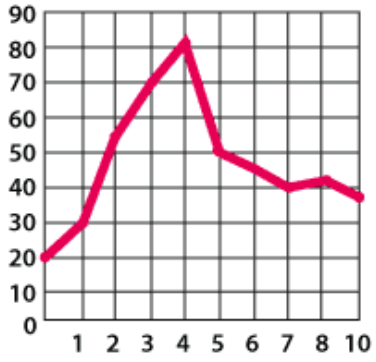
Frequency Table

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

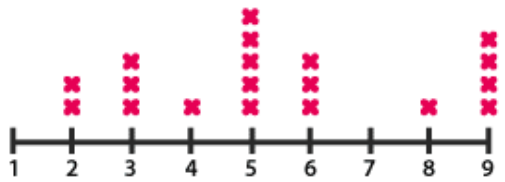


Stem and Leaf Plot

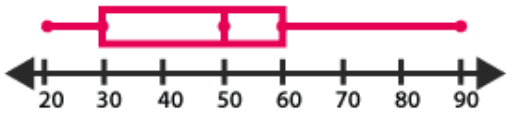
Stem	Leaf
0	1, 1, 2, 2, 3, 4, 4, 4, 4, 5, 8
1	0, 0, 0, 1, 1, 3, 7, 9
2	5, 5, 7, 7, 8, 8, 9, 9
3	0, 1, 1, 1, 2, 2, 2, 4, 5
4	0, 4, 8, 9
5	2, 6, 7, 7, 8
6	3, 6

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.

Subject Integration: Science Integration
Collect and represent real data such as:
Daily temperature changes (Line Graph)

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Ms.Poonam Gill 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 data 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.

Subject Integration: Application in:
Genetics (chance of traits inherited)
Experiments and outcomes.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Mamta Umap **Grade - 8**

Subject - ICT **Month - April**

Topic – (L-1 Networking Concept) **No. of Periods - 8**

Sub - topic: Computer Network, Advantages of Networking, Types of Network: PAN, LAN, MAN, and WAN, Network Components, Network Architecture, Network Topology, Network Security.

Specific objectives: The chapters on types of computers taught in previous classes.

Methodology: Factual information to be discussed in the class using lecture method.

Activities: Ask students to make presentation on Types of Network and Topologies.

Board work: Explained all diagrams of networking and topologies.

Learning outcomes: The students will learn about the Computer Network , Types of Networks- PAN,LAN, MAN WAN. Networking components, Architecture, and Network Topology.

Application: Network Security

- The purpose of network security is to secure information of an organization.
- It also protects the computers on a network from any attack.
- The methods to keep network secure are as follows:
  - ➤ Access Control: Used to block unauthorised users
  - ➤ Application security: Always protects applications stored in a computer system.
  - ➤ Data Loss prevention: These technologies keep the sensitive information safe.
  - ➤ Firewall: It protects a computer from an unauthorized access over a network.

ICT Integration / Art Integration : Videos shown on networking.

Class assessment/ Recapitulation:

- Discuss the concept of networking with the help of real-life examples.
- Describe the difference between wired and wireless networking technologies.
- Tell the students why different types of networks are needed.

Homework/ worksheets: Demonstrate to the students how the school building is usually connected to a single LAN, and how the computer terminals are connected with wires.

Reference: Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – MAMTA UMAP **Grade - 8**

Subject - ICT **Month - June**

Topic – (L-2 MS Access: An Introduction) **No. of Periods - 8**

Sub - topic: Types of Databases, Elements of DBMS, Advantages of DBMS, Introduction to Access 2019, Components of Access 2019 Window, Starting Access 2019 ,Creating a Database ,Views of a Table, Rules for Naming Fields, Data Types in Access 2019, Adding Tables, Primary Key, Editing Tables in Access 2019, Sorting, Filtering, and Searching in a Database, Closing Access 2019, Opening a Saved Database.
Specific objectives: The students will be able to
Methodology: Factual information to be discussed in the class using lecture method and practical demonstration on smart board.
Activities: Ask students to name any three areas where data is stored in rows and columns.
Board work: Demonstrate the steps to add tables in Design View as well as Datasheet View.
Learning outcomes: The students will learn how to Create Database, Views of a table, adding tables, Primary key, Editing tables, Sorting, Filtering, and searching in a Database.
Application: Ask the learners to discuss the importance of storing data.
ICT Integration / Art Integration: Video, PPT on charts. Demonstration on computer.
Class assessment/ Recapitulation: • Demonstrate how to create a database using a template or a blank database. • Ask them to describe the concept of computer database with the help of real-life examples. • Also, ask them to differentiate between Flat File database and Relational database.
Homework/ worksheets: Ask students to complete the Ava's activity given on Textbook page No. 43 and 44.
Reference: Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Mamta Umap **Grade - 8**

Subject - ICT **Month - June**

Topic – (L-3 Computer Virus) **No. of Periods - 5**

Sub - topic: Types of Virus, Virus Symptoms, Antivirus
Specificobjectives: The students will be able to understand the concept of computer virus and its effects on a computer system.
Activities: Ask learners to list common sources of virus (USB, email attachments, internet downloads). • Conduct a discussion on types of computer viruses and their effects. • Ask learners to suggest ways to protect computers from viruses.
Board work: Explained definition, types, and prevention of computer virus on board.
Learning outcomes: students will understand computer viruses, their types, and preventive measures.
Methodology: Lecture and discussion method.
ICT Integration / Art Integration: Video, computer demonstration.
Class assessment/ Recapitulation: Ask learners to name any two types of viruses and one preventive measure.
Homework/ worksheets: Write any three ways to protect a computer from viruses.
Reference: Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Mamta Umap **Grade - 8**

Subject - ICT **Month - July**

Topic – (L-4 Exploring Synfig) **No. of Periods - 5**

Sub - topic: Introduction to layers, Order of Layers, Lock a Layer, Delete a layer, Onion Skin.
Specific objectives: The students will be able to learn the basics of **Synfig Studio** and create simple animations.
Activities: Creating a New Document • Ask learners to explore the interface (tools, canvas, timeline). • Conduct hands-on practice using drawing tools. • Ask learners to create a simple animation using keyframes.
Board work: Explained interface, tools, and basic animation steps on board.
Learning outcomes: Students will understand Synfig tools and create simple 2D animations.
Method: Lecture and practical demonstration method.
ICT Integration / Art Integration: Computer demonstration, animation practice.
Class assessment/ Recapitulation: Ask learners to create a simple moving object animation.
Homework/ worksheets: Write the steps to create a simple animation in Synfig.
Reference: Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Mamta Umap **Grade - 8**

Subject - ICT **Month - August**

Topic – (L- 5 AI- Social Impact) **No. of Periods - 7**

Sub - topic: Applications of AI in Various sectors, AI-driven Future: opportunities and Skills Required
Specific objectives: The students will be able to understand the concept and impact of **Artificial Intelligence** in daily life.
Methodology: Lecture and discussion method.
Evaluation: Ask the students to complete the elements like 'Ava's Activity zone' given on page 94 in the computer lab.
Activities: Ask learners to list uses of AI in daily life (healthcare, education, transport). • Conduct group discussion on positive and negative impacts of AI. • Ask learners to suggest responsible use of AI.
Board work: Explained concept, uses, and impacts of AI on board.
Learning outcomes: Students will understand the social impact of AI and its responsible use.
Application: Using Krita App.
ICT Integration / Art Integration: Video, PPT, Demonstration on computer.
Class assessment/ Recapitulation: Ask learners to list two advantages and two disadvantages of AI.
Homework/ worksheets: Write any three uses of AI in daily life.
Reference: Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Mamta Umap **Grade - 8**

Subject - ICT **Month - September**

Topic – (L-6 Loops Coding in Python) **No. of Periods - 8**

Sub - topic: Iterative Statements, for Loop and while Loop
Specific objectives: The students will be able to learn and apply loops in **Python** for solving problems.
Methodology: Lecture and practical method.
Activities: Ask learners to write programs using for and while loops. • Conduct pattern printing activity using loops. • Ask learners to debug simple loop-based programs.
Board work: Explained syntax and examples of for and while loops on board.
Learning outcomes: Students will use loops to perform repetitive tasks and solve simple problems.
Application:. 1. Web Development 2. Machine Learning and Artificial Intelligence 3. Game Development
ICT Integration / Art Integration: Computer lab practice, coding demonstration.
Class assessment/ Recapitulation: • Ask learners to write a program to print numbers from 1 to 10.
Homework/ worksheets: Write a program to print the multiplication table of any number.
Reference: Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name – Mamta Umap **Grade - 8**

Subject - ICT **Month - October**

Topic – (L-7 Data Science) **No. of Periods- 8**

Sub - topic: Big data, Need of data Science, Careers, Benefits and uses.
Specific objectives: The students will be able to understand the basics of **Data Science** and its applications.
Methodology: Lecture and activity-based method.
Activities: Ask learners to collect simple data (e.g., favourite subject of classmates). • Guide learners to organize data in a table. • Ask learners to create a simple chart/graph based on the data.
Board work: Explained types of data and methods of data representation on board.
Learning outcomes: Students will collect, organize, represent, and interpret data.
Application:. Divide the class into two or three groups and conduct a group discussion on the topic "for and while loops".
ICT Integration / Art Integration: Charts, graphs, computer demonstration.
Class assessment/ Recapitulation: • Ask learners to represent collected data in a table or chart.
Homework/ worksheets: Draw a bar graph using any collected data.
Reference: Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Mamta Umap **Grade - 8**

Subject - ICT **Month - November**

Topic – (L-8 Web Development: List and Tables) **No. of Periods - 7**

Sub - topic: Ordered List, unordered list, Definition list, Nested lists, Creating tables, Table properties.
Specific objectives: The students will be able to create and format lists and tables using **HTML**.
Methodology: Lecture and practical method.
Activities: Ask learners to create ordered and unordered lists (favourite foods, hobbies). • Guide learners to design a simple table (timetable or marks table). • Conduct practice using tags like   ,   ,   , <table>, <tr>, <td>.
Board work: Explained HTML tags for lists and tables with examples on board.
Learning outcomes: Students will create and format lists and tables in HTML.
Application: • Creating structured web pages using HTML • Designing school timetables and marks tables • Organizing information using ordered and unordered lists • Displaying data in rows and columns on websites • Developing simple websites for projects and presentations
ICT Integration / Art Integration: Computer lab practice, webpage design activity.
Class assessment/ Recapitulation: Ask learners to create a list and a simple table in HTML.
Homework/ worksheets: Create a webpage showing your daily timetable using a table.
Reference: Google

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

Teacher's Name – Mamta Umap **Grade – 8**
Subject - ICT **Month - December**
Topic – (L-9 Advanced Web Development) **No. of Periods – 6**

Sub - topic: Inserting Images, Inserting Hyperlinks, Links Properties, Inserting Audio and Video and Creating Forms.
Specific objectives: The students will be able to design and style web pages using **HTML** and **CSS**.
Methodology: Lecture and practical method.
Activities: Ask learners to apply CSS styling (colors, fonts, spacing) to a webpage. • Guide learners to create a responsive layout. • Ask learners to design a simple web form with input fields.
Board work: Explained CSS properties, layout, and form creation on board.
○ Students will design and style interactive web pages.
• Application: • Designing modern websites using HTML and CSS • Creating responsive web pages for mobile and desktop • Developing interactive forms (login, registration) • Styling webpages for better user experience • Building personal portfolios and project websites
ICT Integration / Art Integration: Computer lab practice, webpage designing.
Class assessment/ Recapitulation: **Ask learners to create a styled webpage using HTML and CSS.**
1. Homework/ worksheets: Design a simple webpage with styling and a form.
Reference: Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Mamta Umap **Grade – 8**

Subject - ICT **Month - January**

Topic – (L-10 Cyber Ethics and Security) **No. of Periods - 6**

Sub - topic: Advantages of Internet, Disadvantages of Internet, computing Ethics, Cyberbullying, Cyber Trafficking.
• Specific objectives: The students will be able to understand safe and ethical use of the internet and basics of **Cybersecurity**.
Methodology: Lecture and discussion method.
Activities: Ask learners to identify safe and unsafe online practices. • Conduct discussion on cyber threats (phishing, viruses, hacking). • Ask learners to create strong passwords.
Board work: **Explained cyber ethics, threats, and safety measures on board.**
Learning outcomes: • Students will follow cyber ethics and apply safety measures while using the internet.
Application: • Safe use of internet and digital devices • Protecting personal data and privacy • Avoiding cyber crimes like phishing and hacking • Using strong passwords and secure websites • Practicing responsible online behavior
ICT Integration / Art Integration: Videos, posters on cyber safety.
Class assessment/ Recapitulation: • **Ask learners to list any three cyber safety rules.** Name two types of cybercrimes.
• Homework/ worksheets: **Write the importance of strong passwords.**
Reference: Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Mamta Umap **Grade – 8**

Subject - ICT **Month - February**

Topic – (L-11 Social Networking and E-Commerce) **No. of Periods - 6**

Sub - topic: About Social Media, Digital India, E-commerce, Blogging, Podcasting, Web Feed, E-banking, E-Ticketing.
• Specific objectives: The students will be able to understand the concepts of **Social Networking** and **E-commerce**.
Methodology: Lecture and activity-based method.
Activities: Ask learners to list popular social networking platforms and their uses. • Conduct role play on online buying and selling. • Discuss safe and unsafe online transactions.
Board work: **Explained concepts, uses, and safety measures on board.**
Learning outcomes: • Students will understand social networking and e-commerce with safe practices.
Application: • Safe use of internet and digital devices • Protecting personal data and privacy • Avoiding cyber crimes like phishing and hacking • Using strong passwords and secure websites • Practicing responsible online behavior
ICT Integration / Art Integration: Videos, PPT presentation.
Class assessment/ Recapitulation: • **Ask learners to list advantages of social networking and one safety rule for online shopping.**
• Homework/ worksheets: **Write any three benefits of e-commerce.**
Reference: Google

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Vanita Bhui **Grade- 8**

Subject - English **Month- April**

Topic –Unit 1 Poem-1 It Was Long Ago **No. of Periods - 5**

Sub - topic: **It Was Long Ago** (Poem)
Specific objectives: • Students should be able to articulate that the poem revolves around a vivid childhood memory and the power of nostalgia.
Methodology: Class room discussion Communicative Approach
Activities: Group activity Group discussion on 'Childhood memory – about any person whom they miss or want to meet again'
Board work: New words
Learning outcomes: ● The students understand impact of childhood memory. ● The students contemplate about nostalgia.
Application: Workbook
ICT Integration / Art Integration: Power Point Presentation Peer loud reading of the lesson. Paste their childhood pictures which they cherish the most in the note book.

Homework/ worksheets: Completion of Question answers and other exercises from the textbook.

Reference: Textbook, e-book

Subject Integration:

Psychology / Life Skills

- It explores memory and emotions, helping students understand how people remember childhood differently as they grow older.
- Builds self-awareness and emotional intelligence.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Vanita Bhui **Grade- 8**

Subject - English **Month- January**

Topic –Unit 6 L-12 Macbeth **No. of Periods - 7**

Sub - topic: **Macbeth (Play)**
Specific objectives: Students will be able: • identify and discuss major themes, such as ambition, fate, guilt, and the corrupting influence of power.
Methodology: Communicative Approach Class room discussion
Activities: Class room Play depiction
Board work: New words
• **Learning outcomes**: Students will understand the cause and effect of deceit, supernatural occurrences, ambition, guilt, prophecy, war and betrayal
Application: Workbook
ICT Integration / Art Integration: Power Point Presentation Finding words activity given on Pg 170
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

Subject Integration: History

- The lesson introduces students to the historical background of kings, kingdoms, and medieval Scotland.
- It helps them understand monarchy, battles, and royal succession.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Vanita Bhui **Grade- 8**

Subject - English **Month- July**

Topic –Unit 2 Poem The Elephant and the Tragopan No. of Periods - 6

Sub - topic: The Elephant and the Tragopan(Poem)
Specific objectives: Students will be able: • To locate, infer, verify and analyze information. • To observe nature and experience its beauty in all seasons.
Methodology: Class room discussion Activity based Method (Poem Recitation)
Activities: • Gathering more information about the poet 'Vikram Seth'.
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 Draw Nature Scenery in note book
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
Subject Integration: **Environmental Studies (EVS)** • Highlights themes of wildlife conservation and respect for nature. • Encourages students to think about protecting endangered species and forests.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Vanita Bhui **Grade- 8**

Subject - English **Month- September**

Topic-Poem - 3 The Song of Freedom **No. of Periods - 4**

Sub - topic: The Song of Freedom (Poem)
Specific objectives: Students will be able: • Understand the emotion and era for Indian people to strive for independence from British rule and to unite as one nation, free from caste, class, and gender divisions • Sense of nationalism and encourage unity in the face of foreign oppression.
Methodology: Explanation method Class room discussion
Activities: Group activity Facilitate group discussions about the poem's themes and messages, encouraging students to share their interpretations and insights.
Board work: New words
Learning outcomes: • The importance of unity and equality in the pursuit of freedom, as well as the need to overcome adversity and strive for a better future.
Application: Workbook
ICT Integration / Art Integration: Power Point Presentation Write an eight-lined patriotic poem. Free Verse (Refer - Q9 on Page - 94)
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
Subject Integration: Civics (SST) • It teaches the importance of rights, equality, justice, and liberty in society. • Helps students understand the meaning of responsible citizenship.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Vanita Bhui **Grade- 8**

Subject - English **Month -October**

Topic –Unit 3 Poem-4 The Fabulous, Fabled silk road **No. of Periods - 5**

Sub - topic: The Fabulous, Fabled silk road (Poem)
Specific objectives: • Students will understand that the Silk Road was a network of trade routes connecting Asia with Europe and the Mediterranean for over 2,000 years
Methodology: Class room discussion
Activities: Individual activity Activity based Method (Poem Recitation)
Board work: New words
Learning outcomes: exploration, adventure, curiosity, culture, tradition, trade, history
Application: Workbook
ICT Integration / Art Integration: Power Point Presentation Make a bookmark with natural fabric or paper
Homework/ worksheets: Completion of Question answers and other exercises from the textbook.
Reference: Textbook, e-book

Subject Integration: History (SST)

- Students learn about the ancient Silk Road, an important trade route connecting Asia and Europe.
- It helps them understand trade, cultural exchange, and historical civilizations.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2025-26)

Teacher's Name – Vanita Bhui **Grade- 8**

Subject - English **Month- February**

Topic –Unit 5 Poem-6 Abandoned Farmhouse **No. of Periods - 5**

Sub - topic: Abandoned Farmhouse (Poem)
Specific objectives: • analyze the poem's themes of loss, memory, and the power of observation, as well as identify literary devices like imagery and figurative language
Methodology: Class room discussion Activity based Method (Poem Recitation)
Activities: Group activity Peer loud reading of the Poem.
Board work: New words
Learning outcomes: ● The poem ultimately suggests that something went wrong, alluding to the abandonment of the house, with clues like the empty house, stones in the fields, and still-sealed jars indicating a departure in haste, leaving behind the child's scattered toys.
Application: Workbook
ICT Integration / Art Integration: Power Point Presentation Sharing is caring …share with your friends, they will make anything and share it with their partner
Homework/ worksheets: Completion of Question answers and other exercises from the

textbook.

Reference: Textbook, e-book

Subject Integration: Psychology / Life Skills

- The poem encourages students to infer emotions such as loneliness, hardship, and struggle from clues in the house.
- This builds empathy and critical thinking.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Vanita Bhui **Grade- 8**

Subject - English **Month- April**

Topic –Unit 1 L-1 My Big Brother **No. of Periods - 5**

Sub - topic: My Big Brother (Prose)
Specific objectives: • To understand and realize the dynamics of sibling relationships, and recognize the importance of forgiveness and respect in relationships • contextualize the story with their real-life experiences.
Methodology: Class room discussion Communicative Approach
Activities: Group activity Group discussion on 'Importance of Family relationship'. 'What efforts they put to nurture their bond with siblings or cousins'
Board work: New words
Learning outcomes: ● The students understand the importance of family bond. ● The students introspect and become more sensitive towards their family relations.
Application: Workbook
ICT Integration / Art Integration: Power Point Presentation Peer loud reading of the lesson. Draw a Mother's Day card with thank you note to your mother.

Homework/ worksheets: Completion of Question answers and other exercises from the textbook.
Reference: Textbook, e-book
Subject Integration: **Life Skills**- students can learn several important life skills: 1. Time Management, 2. Self-Discipline, 3. Value of Hard Work, 4. Learning from Experience, 5. Humility, 6. Balancing Study and Play, 7. Respect for Elders, 8. Emotional Understanding

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Vanita Bhui **Grade- 8**

Subject - English **Month- June**

Topic –Unit 1 L-2 Thank you Ma'am **No. of Periods - 5**

Sub - topic: Thank you Ma'am(Prose)
Specific objectives: • recognize and discuss themes such as kindness, empathy, understanding, and the potential for personal transformation.
Methodology: Class room discussion Communicative Approach
Activities: Group activity Group discussion on understanding and helping your school friend
Board work: New words
Learning outcomes: ● Students should be able to make inferences about the characters' thoughts and feelings based on their actions and dialogue.
Application: Workbook
ICT Integration / Art Integration: Peer loud reading of the lesson. Make a thank you note any of your subject teacher (use your own creativity to decorate)
Homework/ worksheets: Completion of Question answers and other exercises from the textbook.
Reference: Textbook, e-book

Subject Integration:
Social Studies(Topic-Civics and Values): The story teaches that understanding, kindness, and guidance can transform a person more effectively than strict punishment—an important lesson for both personal life and society.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Vanita Bhui **Grade- 6**

Subject - English **Month- June**

Topic- Unit 2 L-3 I Become a friend of Animals and Birds

No. of Periods - 6

Sub - topic: L-3 I Become a friend of Animals and Birds(Prose)
Specific objectives: Students will be able: • To appreciate and value nature. • To locate, infer, analyze and evaluate information.
Methodology: Communicative Approach Class room discussion
Activities: Art integrated - S.E.A1(Make a Chart collect pictures of any extinct animal or bird and write a paragraph on the same Use A4 colored Sheet)
Board work: New words
Learning outcomes: • appreciate nature, develop empathy for animals, and understand the importance of respecting all living beings.
Application: Textbook/Notebook
ICT Integration / Art Integration: e-book

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
Subject Integration: Environmental Studies (EVS) • The lesson teaches the importance of protecting animals, birds, and their habitats. • It promotes love for nature and environmental conservation.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Vanita Bhui **Grade- 8**

Subject - English **Month- July**

Topic- Unit 2 L-4 Ghost of the Mountains

No. of Periods - 6

Sub - topic: L-4 Ghost of the Mountains (Prose)
Specific objectives: Students will be able: • the role of conservation efforts and the work of organizations dedicated to protecting snow leopards and their habitats. • Multilingualism - Several Ladakhi words have been used in this story. Students will learn: ama-ley: mother gonpa: Buddhist monastery shan: snow leopard lhas: an enclosure where domestic livestock are kept ani-ley: aunt; a respectful term for an older woman azhang-ley: used with respect for an elderly man
Methodology: Communicative Approach Class room discussion
Activities: Art integrated - Brochure Making in the notebook regarding Camping weekend organized by school
Board work: New words
Learning outcomes: • the importance of protecting endangered species and preserving biodiversity.
Application: Textbook/Notebook

ICT Integration / Art Integration: e-book
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
Subject Integration: Science (Biology / EVS) • Students learn about wild animals, especially the snow leopard, its habits, food chain, and survival in nature. • It builds awareness of biodiversity and wildlife conservation.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Vanita Bhui **Grade- 8**

Subject - English **Month- August**

Topic-LS 5- Pocahontas **No. of Periods - 5**

Sub - topic: The Women in Blue (Prose)
Specific objectives: Students will be able: • understanding the historical context of her life, analyzing different accounts of her story, and evaluating the impact of cultural representations, such as the Disney movie. • Students should be able to identify potential biases and perspectives within different accounts of Pocahontas's life, recognizing that historical narratives are often shaped by the experiences and viewpoints of the people who tell them.
Methodology: Explanation method Class room discussion
Activities: Draw any Disney character you admire the most in note book
Board work: New words
Learning outcomes: ● Students understand the character sketch of the personality. ● Students understand challenges they have gone through.
Application: Workbook
ICT Integration / Art Integration: Power Point Presentation Draw any Disney character you admire the most in note book

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
Subject Integration: Geography • The lesson introduces forests, rivers, and natural surroundings where Native American tribes lived. • Students connect landforms and habitats with people's lifestyles. **History** • Students learn about early American history, Native American culture, and the meeting between indigenous people and European settlers. • It helps them understand historical events and cultural conflicts.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Vanita Bhui **Grade- 8**

Subject - English **Month- August**

Topic – Unit 2 L-2 The Diary of a young girl **No. of Periods - 7**

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 understand the Holocaust's impact, and explore themes of resilience, prejudice, and the human spirit.
Application: Workbook
ICT Integration / Art Integration : Power Point Presentation Diary writing – about experience so far in grade 8

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

Subject Integration:

History

- Students learn about World War II, the suffering of people during war, and the life of Jewish families during that time.
- It helps them understand historical events and their human impact.

Psychology / Life Skills

- Anne's thoughts and feelings help students understand emotions, self-expression, and the importance of staying positive during challenges.

Civics / Social Studies

- The lesson teaches the importance of human rights, equality, freedom, and peace.
- Students understand why discrimination and hatred should be avoided

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Vanita Bhui **Grade- 8**

Subject - English **Month- October**

Topic –Unit 4 L-7 Emperors on Ice **No. of Periods - 5**

Sub - topic: **Emperors on Ice (Prose)**

Specific objectives:

Students will be able:

•To locate and infer information.

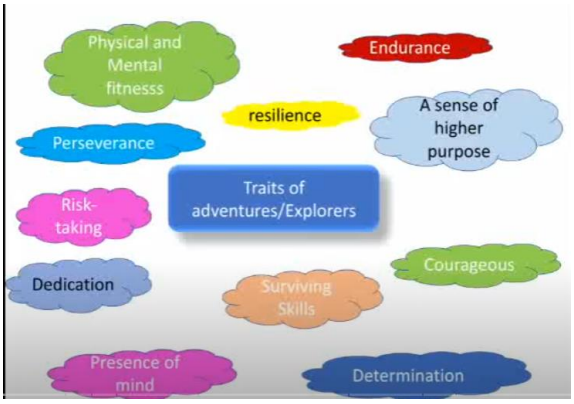
•To think beyond the text using intuitive skills and analyze its real life relevance.

Methodology:

Communicative Approach

Class room discussion

Activities: Draw a Trait of adventures or explorers in Notebook.



Board work: New words

Learning outcomes:

● identify and discuss the main themes or messages explored in the text, such as survival, resilience, or the harsh realities of the Antarctic environment.

Application: Workbook

ICT Integration / Art Integration: Power Point Presentation

Youtube link : https://www.youtube.com/watch?v=UFW3I7mXlHw

Draw Trait of adventures or explorers in Notebook.

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

Subject Integration: Science (Biology / EVS)

- Students learn about emperor penguins, their physical features, habits, food, and survival in extreme cold conditions.
- It builds knowledge about animal adaptation and wildlife.
- The lesson introduces the icy region of Antarctica, helping students understand polar regions, climate, and landforms.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Vanita Bhui **Grade- 8**

Subject - English **Month- November**

Topic- Unit 2 L-8 The Lost World **No. of Periods - 6**

Sub - topic: L-8 The Lost World (Prose)
Specific objectives: Students will be able: • To understand the significance of exploration them and knowledge, along with the conflict between man and nature
Methodology: Communicative Approach Class room discussion
Activities: Art integrated - Graphic organizer to map out the various challenges (Pg 113) to be done in NB
Board work: New words
Learning outcomes: • The story emphasizes themes of adventure, discovery, and the conflict between science and skepticism, highlighting the excitement of exploring the unknown.
Application: Textbook/Notebook
ICT Integration / Art Integration: e-book Graphic organizer to map out the various challenges (Pg 113) to be done in NB
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

Sub Integration: Science

- Students learn about prehistoric life, dinosaurs, fossils, and the concept of evolution.
- It builds curiosity about ancient life forms and scientific discovery.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Vanita Bhui **Grade- 8**

Subject - English **Month- November**

Topic –Unit 5 L-9 The Watery Place **No. of Periods - 5**

Sub - topic: **The Watery Place (Prose)**
Specific objectives: Students will be able: • The lesson helps students think about Earth as a planet and compare it with other planets and environments in space. • Students learn values like open-mindedness, kindness, tolerance, and avoiding quick judgments about others.
Methodology: Communicative Approach Class room discussion
Activities: will ask whether they have any knowledge or facts about the planet.
Board work: New words
Learning outcomes: ● identify and discuss the main themes or messages explored in the text, such as survival, resilience, or the harsh realities of the Antarctic environment.
Application: Workbook
ICT Integration / Art Integration: Power Point Presentation Make a poster on success of Chandrayaan 3 and ISRO achievement on A4 sheet
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
Subject Integration: Science (Space Science) Students learn about planets, space, extraterrestrial life, and the possibility of life beyond Earth. It builds curiosity about astronomy and scientific imagination.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Vanita Bhui **Grade- 8**

Subject - English **Month- December**

Topic –Unit 5 L-10 Feathered Friend **No. of Periods - 5**

Sub - topic: **Feathered Friend (Prose)**
Specific objectives: Students will be able: • pinpoint the central themes of the story (e.g., the unexpected value of seemingly insignificant things, the importance of observation, and the power of nature)
Methodology: Communicative Approach Class room discussion
Activities: Group Class room discussion
Board work: New words
Learning outcomes: ● understanding the importance of birds as part of an ecosystem, their unique characteristics, and their role in maintaining ecological balance.
Application: Workbook
ICT Integration / Art Integration: Power Point Presentation Write a short story in 50-60 words 'My Pet – A Friend for Life also draw picture'
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
Subject Integration **Biology** • The role of the bird helps students understand how animals respond in unusual environments and how they can assist humans.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name – Vanita Bhui **Grade- 8**

Subject - English **Month- January**

Topic –Unit 6 L-11 The Boy Who Was Caught **No. of Periods - 5**

Sub - topic: **The Boy Who Was Caught (Prose)**
Specific objectives: Students will be able: • students should be able to identify the plot elements (exposition, rising action, climax, falling action, resolution)
Methodology: Communicative Approach Class room discussion
Activities: Class room discussion about Why Supernatural Stories are popular?
Board work: New words
Learning outcomes: ● students will analyze how the story's structure contributes to its meaning
Application: Workbook
ICT Integration / Art Integration: Power Point Presentation Draw any character from supernatural story or animation they had seen or read before
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

Subject Integration
Moral Science / Value Education

- Students learn values like honesty, truthfulness, responsibility, and accepting the consequences of one's actions.

Psychology / Life Skills

- Students understand emotions such as fear, guilt, regret, and courage to admit mistakes.
- It develops decision-making and self-control.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name: Ms. Anupama Sharma **Class:** 8

Subject: Hindi **Month:** April

Topic: पाठ १ हक दो (कविता) **No. of Period:** 5

Subtopic: पाठ – हक दो (कविता) , शब्द - विचार

Specific objective: छात्र–छात्राएँ:

- "हक" (अधिकार) का अर्थ समझेंगे।
- बच्चों के अधिकारों के बारे में जानकारी प्राप्त करेंगे।
- पाठ को सही उच्चारण के साथ पढ़ पाएँगे।
- शब्द वर्गीकरण को स्पष्ट रूप से समझ पाएँगे।
- शब्दों के उत्पत्ति को अच्छे से समझ पाएँगे।
- प्रकृति के समग्र रूपों को अनुभव करने का आनंद देना।

Methodology:

- वाचन विधि (Reading Method)
- व्याख्या विधि (Explanation Method)
- प्रश्नोत्तर विधि (Question-Answer Method)
- चर्चा विधि (Discussion Method)

Activities: छात्रों से चर्चा कराएँ:

- बच्चों को कौन-कौन से अधिकार मिलने चाहिए?
- अगर बच्चों को पढ़ने का अवसर न मिले तो क्या होगा?
- प्रकृति संरक्षण पर लिखी गई कविता को पढ़िए।
- प्रकृति के लिए हमारे क्या कर्तव्य हैं? एक सूची तैयार कीजिए।

Board work: शब्दार्थ- बाँणी - बोली

हक – अधिकार

रेशे-रेशे- एक-एक कण,

सुरधनु – इंद्रधनुष

पुरवा – पूर्व से आनेवाली हवा

दूब – घास

पताका – ध्वज

Learning outcomes:

- प्रकृति के समग्र रूपों को अनुभव करने का आनंद।
- प्राकृतिक सौंदर्य का परिचय।
- फूल, पत्ते, नदी और प्राकृतिक चीजों के प्रति आत्मीयता।
- निरीक्षण क्षमता, अवलोकन एवं विचार- अभिव्यक्ति की क्षमता का विकास।
- छात्रों के सामान्य ज्ञान को बढाना।
- चिंतन-मनन द्वारा बौद्धिक क्षमता का विकास।

Application:

- प्रकृति के समग्र रूपों को अनुभव करने का आनंद दूसरों को देंगे।
- फूल, पत्ते, नदी और प्राकृतिक चीजों के प्रति ममत्व भाव दिखायेंगे।
- ईश्वर भक्ति में रूचि लेंगे।
- शब्दों के वर्गीकरण (उत्पत्ति, रचना ,अर्थ और प्रयोग) को स्पष्ट रूप से समझ सकेंगें ।

ICT Integrated:

- पाठ से संबंधित चलचित्र
- पी.पी.टी.

Subject integration :

सामाजिक विज्ञान (Social Science / Civics)

शिक्षक बच्चों से चर्चा कराएँ कि बच्चों को कौन-कौन से अधिकार मिलने चाहिए जैसे –शिक्षा का अधिकार, खेलने का अधिकार, समान व्यवहार का अधिकार ।

नैतिक शिक्षा (Value Education) बच्चों से चर्चा कराएँ कि हमें अपने अधिकारों के साथ-साथ दूसरों के अधिकारों का भी सम्मान करना चाहिए।

Extra Questions/ Class assessment/ Recapitulation:

१. कवि बादल के लिए किसे छाँह देने तथा दुलारने के हक़ की माँग कर रहे हैं?

२. किसके लिए लहर के रेती पर सिर रखकर सो जाने के हक़ की बात की जा रही हैं

३. "**मेरे अधिकार**" विषय पर **5–6 वाक्य लिखिए।**

Reference: अमोली हिंदी पाठमाला

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026 -27)

Teacher's Name: Ms. Anupama Sharma **Class:** 8

Subject: Hindi **Month:** April

Topic: पाठ २: साए (कहानी) **No. of Period:** 5

Subtopic: पाठ – साए (कहानी) , वाक्यांश के लिए एक शब्द

Specific objective:

- सच्ची मित्रता के त्याग की पराकाष्ठा से परिचित कराना
- रिश्तों के महत्व को समझने का ज्ञान देना ।
- मानव के प्रति संवेदनशीलता उत्पन्न करना ।
- सच्चे मित्र की पहचान कराना।
- कहानी का आशय और मुख्य भाव समझ सकें।
- नैतिक शिक्षा (moral values) को अपने जीवन से जोड़ सकें।
- शब्द भंडार को समृध करना ।

Methodology:

- वाचन विधि (Reading Method)
- व्याख्या विधि (Explanation Method)
- प्रश्नोत्तर विधि (Question-Answer Method)
- चर्चा विधि (Discussion Method)

Activities:

- मित्रता' पर आधारित दोहे लिखिए।
- अपने मित्र को पत्र लिखकर उसे अपने जन्मदिन पर आमंत्रित कीजिए।
- 'सच्ची मित्रता' के बारें में कक्षा चर्चा कीजिए।
- कृष्ण और सुदामा की मित्रता की जानकारी प्राप्त कर कक्षा में सुनाइए।

- व्याकरण पर आधारित अभ्यास प्रश्न

Board work: शब्दार्थ-

रुग्ण -बीमार

सुदूर - बहुत दूर

अव्वल - प्रथम

अबाध - बिना रुके

सहज - आराम से

Learning outcomes:

- सच्ची मित्रता के गुणों का परिचय
- मित्रता में त्याग का महत्व जानना
- रिश्तों के महत्व को समझना
- मनुष्य के प्रति संवेदनशीलता का निर्माण
- लेखन और वाचन कौशल का विकास।
- चिंतन-मनन द्वारा बौद्धिक क्षमता का विकास।
- शब्द और पद का अंतर जानेंगे।
- शब्द निर्माण की प्रक्रिया को जानेंगे

Application:

- मित्रता में त्याग का महत्व जानकर वैसा व्यवहार करेंगे।
- रिश्तोंदारों के साथ सौहार्दपूर्ण संबंध रखेंगे।
- शब्दों के वर्गीकरण (उत्पत्ति, रचना ,अर्थ और प्रयोग) को स्पष्ट रूप से समझ सकेंगें ।

ICT Integrated:

- पाठ से संबंधित चलचित्र
- पी.पी.टी.

Subject integration:

Moral Education / Value Education (नैतिक शिक्षा) - मित्रता , सच्ची दोस्ती के गुण

- सच्चा मित्र कैसा होता है?
- अच्छे और बुरे मित्र में अंतर

- कहानी से मिलने वाली सीख (विश्वास, साथ निभाना)

Extra Questions/ Class assessment/ Recapitulation:

- अज्जु बड़ा होकर क्या बनना चाहता था?
- पढाई पूरी होने पर अफ्रीका जाने के लिए अज्जु ने क्या-क्या किया?
- आप अपने मित्र के लिए क्या-क्या करते और सोचते हैं?
- आप अपने मित्र में क्या-क्या गुण देखना चाहते हैं?

Homework/ worksheets: बहुवैकल्पिक प्रश्नोत्तर, एक वाक्य में उत्तर, भाषा बोध प्रश्न।

Reference: अमोली पाठमाला

MIS INTERNATIONAL SCHOOL
Lesson Plan (2026-27)

Teacher's Name: Ms. Anupama Sharma **Class:** 8

Subject: Hindi **Month:** June

Topic: पाठ ३ सच्चा सुख - निरोगी काया **No. of Period:** 5

Subtopic: पाठ की व्याख्या, शब्दार्थ, संदेश, उपसर्ग-प्रत्यय

Specific objective:

- पाठ का भाव और मुख्य विचार समझ सकें।
- "निरोगी काया" के महत्व को जान सकें।
- स्वास्थ्य और सुख के संबंध को समझ सकें।
- नए शब्दों का सही अर्थ एवं प्रयोग कर सकें।
- अपने जीवन में स्वस्थ आदतों को अपनाने की प्रेरणा लें।

Methodology:

- वाचन विधि (Reading Method)
- व्याख्या विधि (Explanation Method)
- प्रश्नोत्तर विधि (Question-Answer Method)
- चर्चा विधि (Discussion Method)

Activities:

- "Healthy vs Unhealthy habits" पर चर्चा
- विद्यार्थी अपनी दिनचर्या (daily routine) लिखें |
- "स्वस्थ जीवन" पर पोस्टर बनाना
- समूह में अच्छे स्वास्थ्य के नियम बताना

Board work: शब्दार्थ-

बेघर - बिना घर के

संगम - दो धाराओं का मिलन स्थल

पर्यटक- अलग- अलग स्थानों पर घूमनेवाला

Learning outcomes:

- पाठ का सार समझ पाएंगे
- स्वास्थ्य के महत्व को अपने जीवन से जोड़ पाएंगे
- सही आदतों को पहचान सकेंगे
- सरल भाषा में अपने विचार व्यक्त कर सकेंगे लेखन और वाचन कौशल का विकास।
- चिंतन-मनन द्वारा बौद्धिक क्षमता का विकास।
- पर्यायवाची शब्द का भेद जानेंगे।

Application:

- विद्यार्थी अपनी दिनचर्या में सुधार करेंगे
- स्वस्थ रहने के नियम अपनाएँगे
- अपने परिवार और मित्रों को भी प्रेरित करेंगे

ICT Integrated:

- स्वास्थ्य पर वीडियो दिखाना
- PPT के माध्यम से संतुलित आहार समझाना
- चित्रों के माध्यम से "healthy lifestyle" समझाना

Subject integration: **Science (विज्ञान)**

- Topic: **स्वास्थ्य, शरीर की देखभाल, पोषण (Nutrition)**
- संतुलित आहार, व्यायाम और स्वच्छता का महत्व

Physical Education / Health Education

- व्यायाम, योग, फिटनेस

Extra Questions/ Class assessment/ Recapitulation:

- अपने दैनिक जीवन की अच्छी आदतों की सूची बनाएं
- "स्वस्थ जीवन के नियम" पर 5–6 वाक्य लिखें

Assessment / Recapitulation (मूल्यांकन):

- सच्चा सुख किसे कहा गया है?
- निरोगी काया का क्या महत्व है?
- स्वस्थ रहने के लिए क्या करना चाहिए?
- एक वाक्य में पाठ का संदेश लिखें।

Homework/ worksheets: बहुवैकल्पिक प्रश्नोत्तर, एक वाक्य में उत्तर, भाषा बोध प्रश्न।

Reference: अमोली पाठमाला, शब्दकोश।

MIS INTERNATIONAL SCHOOL ,Balewadi

Lesson Plan (2026-27)

Teacher's Name : Ms. Anupama Sharma **Class:** 8

Subject: Hindi **Month:** June

Topic: पाठ ४ : बालकनी **No. of Period:** 5

Subtopic: पाठ – बालकनी, विलोम शब्द, कारक

Specific objective:

- पाठ का आशय और मुख्य विचार समझ सकें।
- "बालकनी" के माध्यम से पर्यावरण एवं समाज को समझ सकें।
- पात्रों/घटनाओं का वर्णन कर सकें।
- पशु-पक्षियों की आदतों एवं स्वभाव का परिचय
- अपने विचार स्पष्ट रूप से व्यक्त कर सकें।

Methodology:

- वाचन विधि (Reading Method)
- व्याख्या विधि (Explanation Method)
- प्रश्नोत्तर विधि (Question-Answer Method)
- चर्चा विधि (Discussion Method)

Activities:

- मेरी बालकनी से दिखने वाला दृश्य" पर 4–5 पंक्तियाँ लिखना|
- जीव-जंतुओं की जानकारी इकट्ठा कीजिए।
- जंगली पशु-पक्षियों का काल्पनिक संवाद लिखिए।
- कारक के भेदों को पहचानकर लिखिए।
- पर्यायवाची और विलोम शब्दों के उदाहरण लिखिए।

Board work: शब्दार्थ-

कलाकृति - चित्र या आकृति

तादाद - संख्या

यकीन - विश्वास

बगैर - बिना

Learning outcomes:

- पशु-पक्षियों के प्रति आत्मीयता की भावना का विकास।
- निरीक्षण क्षमता, अवलोकन एवं विचार- अभिव्यक्ति की क्षमता का विकास।
- जीव-जंतुओं की जानकारी इकट्ठा करना।
- जानवरों के प्रति प्यार जगाना।
- पर्यायवाची और विलोम का भेद जानेंगे।
- कारक की परिभाषा तथा उदाहरण की जानकारी

Application:

- विद्यार्थी अपने आसपास के वातावरण को ध्यान से देखेंगे
- प्रकृति और समाज के प्रति जागरूकता बढ़ेगी
- वर्णनात्मक लेखन में सुधार होगा
- पशु-पक्षियों के प्रति आत्मीयता दिखायेंगे।
- जानवरों के प्रति प्यार जतायेंगे।

ICT Integrated:

- बालकनी/शहर/प्रकृति के चित्र या वीडियो दिखाना
- PPT के माध्यम से दृश्य वर्णन कराना

Subject Integration

Environmental Studies (पर्यावरण अध्ययन)

- आसपास का वातावरण, स्वच्छता, प्रकृति

Extra Questions

- बंदरों का जीवन कठिन क्यों होता है?
- कंचन कौन थी? वह किस घटना के बाद बंदरों से डरने लगी?
- चिड़ियों के एक साथ मिल जाने से स्पष्ट होता है कि संगठन में शक्ति होती है। कैसे?
- बंदरों के प्रति कंचन के मन की अवधारणा में परिवर्तन कैसे आया? स्पष्ट कीजिए ।

Class assessment/ Recapitulation:

- “मेरी बालकनी” पर 6–8 वाक्य लिखें

- 5 नए शब्दों के अर्थ और वाक्य बनाएं
- Worksheet: रिक्त स्थान / सही-गलत

Homework/ worksheets: बहुवैकल्पिक प्रश्नोत्तर, एक वाक्य में उत्तर, भाषा बोध प्रश्न।

Reference: अमोली पाठमाला

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name: Ms. Anupama Sharma **Class:** 8

Subject: Hindi **Month:** July

Topic: पाठ ५ : भला कैसे चलूँ मैं? (कविता) **No. of Period:** 5

Subtopic: पाठ - भला कैसे चलूँ मैं? , उपसर्ग और प्रत्यय , कविता का भावार्थ, काव्य सौंदर्य, शब्दार्थ

Specific objective:

- कविता का भाव और संदेश समझ सकें।
- कवि की भावनाओं एवं विचारों को पहचान सकें।
- कठिन शब्दों के अर्थ जानकर उनका प्रयोग कर सकें।
- काव्य-पंक्तियों का सही उच्चारण व लय में वाचन कर सकें।
- कविता के माध्यम से जीवन मूल्यों को समझ सकें।

Methodology:

- वाचन विधि (Recitation Method)
- व्याख्या विधि (Explanation Method)
- प्रश्नोत्तर विधि (Question-Answer Method)
- चर्चा विधि (Discussion Method)

Activities:

- कविता का सामूहिक वाचन (choral reading)
- "मैं सही मार्ग कैसे चुनूँ?" विषय पर चर्चा
- कविता की पंक्तियों का भाव अभिनय (expression reading)
- 4–5 पंक्तियों में अपने विचार लिखना
- 'आत्मविश्वास' इस विषय पर अनुच्छेद लिखिए।
- किसी सफल व्यक्ति की जानकारी लेकर कक्षा में बताइए।

Board work: शब्दार्थ-

दरकार - आवश्यकता

शूल- काँटा

बाती - बत्ती

पाषाण - पत्थर , प्रश्नोत्तर लेखन, व्याकरण कार्य

Learning outcomes:

- काव्य –शिक्षण मे रूचि , सामान्य ज्ञान
- प्रकृति का संदेश पहचानना।
- सीमा-भेद भूलकर हर एक से प्रेम करना
- नए शब्द भंडार से परिचय।
- नई सोच को उत्पन्न करना।
- स्वाभिमान, कर्मठता आदि गुणों का विकास।
- पर्यायवाची और विलोम का भेद जानेंगे।
- कारक की परिभाषा तथा उदाहरण की जानकारी

Application:

- प्रकृति संवर्धन में योगदान देंगे।
- नई सोच से जीवन यापन करेंगे।
- विद्यार्थी सही और गलत के बीच निर्णय लेना सीखेंगे
- जीवन में सही मार्ग चुनने की प्रेरणा मिलेगी
- आत्मचिंतन की आदत विकसित होगी

ICT Integrated:

- कविता का ऑडियो/वीडियो सुनाना
- PPT के माध्यम से भावार्थ समझाना
- चित्रों द्वारा “जीवन के मार्ग” दिखाना

Subject Integration :

Moral Education (नैतिक शिक्षा)

- सही मार्ग चुनना, नैतिक मूल्य

Language (Hindi)

- भावार्थ लेखन, विचार अभिव्यक्ति

Extra Questions/ Class assessment/ Recapitulation:

- कवि मार्ग में स्वयं क्यों विघ्न उत्पन्न करते है?
- कवि रूप का विश्व पर क्या प्रभाव पडता है?
- कविता का मुख्य भाव क्या है?
- कवि किस दुविधा में है?
- हमें जीवन में क्या सीख मिलती है?

Homework/ worksheets:

- कठिन शब्दों के अर्थ और वाक्य बनाएं

- “सही मार्ग क्यों जरूरी है?” पर छोटा अनुच्छेद लिखें
- बहुवैकल्पिक प्रश्नोत्तर, एक वाक्य में उत्तर, भाषा बोध प्रश्न।

Reference: अमोली पाठमाला

MIS INTERNATIONAL SCHOOL,Balewadi
Lesson Plan (2026-27)

Teacher's Name: Ms. Anupama Sharma **Class:** 8

Subject: Hindi **Month:** July

Topic: पाठ ६: परिवर्तन **No. of Period:** 5

Subtopic: पाठ- परिवर्तन, उपसर्ग और प्रत्यय, पाठ की व्याख्या, शब्दार्थ, भावार्थ

Specific objective:

- पाठ का मुख्य भाव और संदेश समझ सकें।
- "परिवर्तन" के महत्व को जीवन से जोड़ सकें।
- पाठ में वर्णित घटनाओं/विचारों का विश्लेषण कर सकें।
- बुजुर्गों के एकाकीपन को उजागर करती हुई कहानी को समझ सकें।
- एकत्रित परिवार का महत्व को समझ सकें।

Methodology:

- वाचन विधि (Reading Method)
- व्याख्या विधि (Explanation Method)
- प्रश्नोत्तर विधि (Question-Answer Method)
- चर्चा विधि (Discussion Method)

Activities:

- मेरा परिवार' विषय पर कक्षा में चर्चा किजिए।
- 'श्रवण कुमार' की कहानी कक्षा में सुनाइए।
- जीवदया, मनुष्यता एवं प्रकृति प्रेम पर काव्य-पंक्तियाँ अथवा व्याख्यान प्रस्तुतिकरण
- अपने जीवन में सफल व्यक्ति का साक्षात्कार लीजिए।
- उपसर्ग-प्रत्यय शब्द का चार्ट बनाना
- उपसर्ग और प्रत्यय के 10-10 उदाहरण लिखिए।

Board work: शब्दार्थ

मनुहार - विनती
कुशलक्षेम - हालचाल
उलाहने - शिकायत
मशगुल - मगन
बगैर - बिना प्रश्नोत्तर, व्याकरण कार्य

Learning outcomes:

- अपने बुजुर्गों के प्रति सम्मान की भावना का विकास।
- परिवार के लिए आदर भाव में वृद्धि।
- अपने व्यवहार में सकारात्मक भाव का विकास।
- पर्यायवाची और विलोम का भेद जानेंगे।
- वाक्यांश के लिए एक शब्द लिखने की प्रक्रिया का ज्ञान
- उपसर्ग और प्रत्यय की परिभाषा तथा उदाहरण समझेंगे।
- कारक की परिभाषा तथा उदाहरण की जानकारी
- संवाद की प्रक्रिया को और महत्वपूर्ण बिंदूओं की जानकारी।

Application:

- अपने बुजुर्गों का सम्मान करेंगे।
- अपने व्यवहार में सकारात्मक भाव का प्रदर्शन करेंगे।
- परिवार के लिए आदर भाव में वृद्धि होगी।

ICT Integrated:

- पाठ से संबंधित चलचित्र
- पी.पी.टी.

Subject Integration:

Moral Education (नैतिक शिक्षा)

- सकारात्मक सोच, आत्मविकास

Extra Questions/ Class assessment/ Recapitulation:

- बाबू जी ने गाँव में रहने का निर्णय क्यों लिया?
- एक अच्छे पुत्र में क्या- क्या गुण होने चाहिए? बताइए।
- परिवर्तन का क्या अर्थ है?
- जीवन में परिवर्तन क्यों आवश्यक है?

Homework/ worksheets: बहुवैकल्पिक प्रश्नोत्तर, एक वाक्य में उत्तर, भाषा बोध प्रश्न।

Reference: अमोली पाठमाला, शब्दकोश।

MIS INTERNATIONAL SCHOOL,Balewadi

Lesson Plan (2026-27)

Teacher's Name: Ms. Anupama Sharma **Class:** 8

Subject: Hindi **Month:** August

Topic: पाठ: ७. हम अपनी गलतियों से ही सीखते हैं **No. of Period:** 5

Subtopic: पाठ की व्याख्या, शब्दार्थ, भावार्थ , सर्वनाम, विशेषण

Specific objective:

- अपनी गलतियों को स्वीकार करना ।
- एक सच्चरित्र व्यक्ति बनने के लिए प्रेरित करना ।
- ईमानदारी और कर्तव्यनिष्ठा के महत्व को समझना और उन्हें आत्मसात करना ।
- किसानों की मेहनत का सम्मान करना ।
- जीवन - मूल्य की समझ विकसित करना ।
- चापलूसों से खुद को बचाने का गुण विकसित करना ।
- पशु-पक्षियों की आदतों एवं स्वभाव का परिचय, पशु-पक्षियों की संवेदन शीलता का अच्छा उदाहरण प्रस्तुत किया है।

Methodology:

- वाचन विधि (Reading Method)
- व्याख्या विधि (Explanation Method)
- प्रश्नोत्तर विधि (Question-Answer Method)
- चर्चा विधि (Discussion Method)

Activities:

- "मैंने अपनी गलती से क्या सीखा?" पर 4–5 वाक्य लिखना
- समूह चर्चा - "गलतियाँ क्यों जरूरी हैं?"
- एक छोटी घटना का रोल प्ले (गलती और सुधार)
- "गलती → सीख" चार्ट बनाना
- कारक के भेदों को पहचानकर लिखिए।
- पर्यायवाची और विलोम शब्दों के उदाहरण लिखिए।

Board work: शब्दार्थ-

कलाकृति - चित्र या आकृति

तादाद - संख्या

यकीन - विश्वास

बगैर - बिना

Learning outcomes:

- पाठ का सार समझ पाएंगे
- गलतियों को सकारात्मक रूप में देख सकेंगे
- अपने अनुभव साझा कर सकेंगे
- आत्म-सुधार के लिए प्रेरित होंगे
- पर्यायवाची और विलोम का भेद जानेंगे।
- कारक की परिभाषा तथा उदाहरण की जानकारी

Application:

- विद्यार्थी अपनी गलतियों को स्वीकार करेंगे
- सुधार की दिशा में प्रयास करेंगे
- जीवन में सकारात्मक सोच अपनाएँगे

ICT Integrated:

- पाठ से संबंधित चलचित्र
- पी.पी.टी.

Subject Integration

Moral Education (नैतिक शिक्षा)

- **आत्मचिंतन, आत्म-सुधार, सकारात्मक सोच**

Performing Arts

- **रोल प्ले (गलती और सुधार)**

Extra Questions/ Class assessment/ Recapitulation:

- इनसान को क्या कहा गया है?
- मनुष्य अपराध कैसे करने लगता है?
- हम क्या नहीं जुटा पाते ?
- ट्रॉली से गन्ना सबसे पहले किसने खींचा?
- शिक्षा अधिकारी ने सहयात्री शिक्षकों से क्या कहा ?
- कैसे लोग महान बनते हैं?

- हम अपना नैतिक मूल्य कैसे विकसित कर सकते हैं, इस पर चर्चा करें।
- पाठ का मुख्य संदेश क्या है?
- अपने जीवन से एक उदाहरण बताएं।

Homework/ worksheets:

- “मेरी एक गलती और उससे मिली सीख” पर 6–8 वाक्य लिखें
- 5 कठिन शब्दों के अर्थ और वाक्य बनाएं
- बहुवैकल्पिक प्रश्नोत्तर, एक वाक्य में उत्तर, भाषा बोध प्रश्न।

Reference: अमोली पाठमाला, शब्दकोश।

MIS INTERNATIONAL SCHOOL,Balewadi

Lesson Plan (2026-27)

Teacher's Name: Ms. Anupama Sharma **Class:** 8

Subject: Hindi **Month:** August

Topic: पाठ: ८. मेरा दम घुटता **No. of Period:** 5

Subtopic: मेरा दम घुटता, पाठ की व्याख्या, शब्दार्थ, भावार्थ विलोम शब्द,सर्वनाम, विशेषण

Specific objective:

- वायु प्रदूषण की समस्या को उजागर किया है।
- बढ़ते कारखानों और चिमनियों के कारण प्रकृति को नुकसान पहुँचाया जा रहा है।

Methodology:

- वाचन विधि (Reading Method)
- व्याख्या विधि (Explanation Method)
- प्रश्नोत्तर विधि (Question-Answer Method)
- चर्चा विधि (Discussion Method)

Activities:

- प्रदूषण के कारण और उपाय'
- इस विषय पर अनुच्छेद लिखिए।
- 'जल बचाओ जीवन बचाओ' के नारे लिखिए।
- प्रदूषण की रोकथाम में मेरी भूमिका पर भाषण दीजिए।
- सर्वनाम पहचान कर भेद लिखिए।
- विशेषण पहचान कर भेद लिखिए।
- वाक्य के भेदों के उदाहरण लिखिए।

Board work: शब्दार्थ-

अस्तित्व - विद्यमान होना

बहुमत - बहुत लोगों का मत

प्रश्नोत्तर लेखन , व्याकरण प्रश्नोत्तर

Learning outcomes: विविध प्रदूषण – जैसे –

- वायु प्रदूषण, जल प्रदूषण, भूमि प्रदूषण आदि की जानकारी।
- वायु प्रदूषण के कारणों का ज्ञान।
- ओजोन परत और अन्य गैसों का परिचय होगा।
- सर्वनाम ,विशेषण के भेदों की जानकारी।
- वाक्य-विचार में वाक्य के भेदों का परिचय।
- छात्रों का सर्वांगीण विकास करना।
- नीति ज्ञान की शिक्षा प्राप्ति करना ।
- संवादलेखन की प्रक्रिया का ज्ञान।

Application:

- वायु प्रदूषण के कारणों की जनजागृति करेंगे।
- पर्यावरण संवर्धन के लिए प्रयत्न करेंगे।

ICT Integrated:

- प्रदूषण पर वीडियो/चित्र दिखाना
- PPT के माध्यम से "Clean vs Polluted Environment" समझाना

Subject integration :

Environmental Studies (पर्यावरण अध्ययन)

- वायु प्रदूषण, स्वच्छता, पर्यावरण संरक्षण

Science (विज्ञान)

- श्वसन प्रक्रिया, स्वच्छ हवा का महत्व

Extra Questions/ Class assessment/ Recapitulation:

- 'पानी नहीं तो जीवन नहीं' आप इस कथन से सहमत है?
- ओजोन की सुरक्षा की परत क्यों टूट रही है?
- हमें स्वच्छ वातावरण क्यों चाहिए?
- एक उपाय बताएं जिससे प्रदूषण कम हो।

Homework/ worksheets:

- "स्वच्छ वातावरण का महत्व" पर 6-8 वाक्य लिखें
- 5 नए शब्दों के अर्थ और वाक्य बनाएं
- Worksheet: सही/गलत, रिक्त स्थान, लघु उत्तर
- बहुवैकल्पिक प्रश्नोत्तर, एक वाक्य में उत्तर, भाषा बोध प्रश्न।

Reference: अमोली हिंदी पाठमाला, ।

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name: Ms. Anupama Sharma **Class:** 8

Subject: Hindi **Month:** October

Topic: पाठ: ९. बहादुर **No. of Period:** 5

Subtopic: बहादुर, पाठ की व्याख्या, शब्दार्थ, भावार्थ

Specific objective:

- ईमानदार और मेहनती लोगों को सम्मान देने की भावना जाग्रत करना ।
- नौकरों के साथ सहानुभूतिपूर्ण व्यवहार करना ।
- भिन्न परिस्थितियों में रहने वाले किशोरों की मानसिकता की समझ उत्पन्न करना ।
- "बहादुरी" के गुणों को पहचान सकें।
- पात्रों के स्वभाव और घटनाओं का विश्लेषण कर सकें।
- नए शब्दों के अर्थ जानकर उनका प्रयोग कर सकें।
- साहस, ईमानदारी और कर्तव्य जैसे मूल्यों को अपनाने की प्रेरणा लें।

Methodology:

- वाचन विधि (Reading Method)
- व्याख्या विधि (Explanation Method)
- प्रश्नोत्तर विधि (Question-Answer Method)
- चर्चा विधि (Discussion Method)

Activities:

- "मेरे अनुसार बहादुरी क्या है?" पर 4–5 वाक्य लिखना
- समूह चर्चा – "सच्ची बहादुरी किसे कहते हैं?"
- किसी बहादुर व्यक्ति की कहानी सुनाना
- रोल प्ले – साहसिक घटना का अभिनय
- वाक्य के भेदों के उदाहरण लिखिए।

Board work: शब्दार्थ-

अस्तित्व - विद्यमान होना

बहुमत - बहुत लोगों का मत

प्रश्नोत्तर लेखन , व्याकरण प्रश्नोत्तर

Learning outcomes:

- पाठ का सार समझ पाएंगे
- बहादुरी के गुणों को पहचान सकेंगे
- अपने विचार स्पष्ट रूप से व्यक्त कर सकेंगे
- नैतिक मूल्यों को अपनाने की प्रेरणा पाएंगे नीति ज्ञान की शिक्षा प्राप्ति करना ।
- संवाद की प्रक्रिया को और महत्वपूर्ण बिंदूओं की जानकारी।
- संवाद का महत्व जानेंगे।

Application:

- विद्यार्थी कठिन परिस्थितियों में साहस दिखाने की प्रेरणा लेंगे
- सही के लिए खड़े होने की आदत विकसित करेंगे
- आत्मविश्वास बढ़ेगा

ICT Integrated:

- बहादुर लोगों पर वीडियो/चित्र दिखाना
- PPT के माध्यम से प्रेरणादायक उदाहरण देना

Subject integration :

Moral Education (नैतिक शिक्षा)

- साहस, ईमानदारी, कर्तव्य

Extra Questions/ Class assessment/ Recapitulation:

- क्या आपके यहाँ घर में काम करने वाला कोई नौकर या बाई है?
- क्या आपने उससे कभी कोई व्यक्तिगत प्रश्न पूछा है? (क्यों काम करते हो?) (कैसे रहते हो?) (पढ़ाई क्यों नहीं की?)
- आप उनके साथ कैसा व्यवहार करते हैं?
- आप विभिन्न परिस्थितियों का सामना कैसे करते हैं?

Homework/ worksheets:

- 5 कठिन शब्दों के अर्थ और वाक्य बनाएं
- Worksheet: सही/गलत, रिक्त स्थान, लघु उत्तर
- बहुवैकल्पिक प्रश्नोत्तर, एक वाक्य में उत्तर, भाषा बोध प्रश्न।

Reference: अमोली हिंदी पाठमाला, ।

MIS INTERNATIONAL SCHOOL,Balewadi

Lesson Plan (2026-27)

Teacher's Name: Ms. Anupama Sharma **Class:** 8

Subject: Hindi **Month:** August

Topic: पाठ: १० आने वाला कल **No. of Period:** 5

Subtopic: पाठ की व्याख्या, शब्दार्थ, भावार्थ

Specific objective:

- पाठ का मुख्य भाव और संदेश समझ सकें।
- "भविष्य (Future)" के महत्व को समझ सकें।
- अपने लक्ष्य (goals) निर्धारित करने की प्रेरणा लें।
- नए शब्दों के अर्थ जानकर उनका प्रयोग कर सकें।
- सोच एवं योजना बनाने की आदत विकसित करें।

Methodology:

- वाचन विधि (Reading Method)
- व्याख्या विधि (Explanation Method)
- प्रश्नोत्तर विधि (Question-Answer Method)
- चर्चा विधि (Discussion Method)

Activities:

- "मैं भविष्य में क्या बनना चाहता/चाहती हूँ?" पर 5–6 वाक्य लिखना
- समूह चर्चा – "अच्छा भविष्य कैसे बनाया जा सकता है?"
- Goal-setting activity (छोटे लक्ष्य लिखना)
- "मेरा आने वाला कल" पर पोस्टर बनाना

Board work: शब्दार्थ-

अस्तित्व - विद्यमान होना

बहुमत - बहुत लोगों का मत

प्रश्नोत्तर लेखन , व्याकरण प्रश्नोत्तर

Learning outcomes:

- पाठ का सार समझ पाएंगे

- पाठ का सार समझ पाएंगे
- भविष्य के प्रति जागरूक बनेंगे
- अपने लक्ष्य निर्धारित कर सकेंगे
- सकारात्मक सोच विकसित करेंगे

Application:

- विद्यार्थी अपने जीवन के छोटे-छोटे लक्ष्य बनाएंगे
- समय का सही उपयोग करना सीखेंगे
- मेहनत और अनुशासन अपनाएँगे
- आत्मविश्वास बढ़ेगा

ICT Integrated:

- PPT के माध्यम से goal-setting समझाना
- भविष्य से संबंधित चित्र/स्लाइड दिखाना
- PPT के माध्यम से प्रेरणादायक उदाहरण देना

Subject integration :

Moral Education (नैतिक शिक्षा)

- लक्ष्य निर्धारण, सकारात्मक सोच, अनुशासन

Language (Hindi)

- अनुच्छेद लेखन, विचार अभिव्यक्ति

Extra Questions/ Class assessment/ Recapitulation:

- "आने वाला कल" से क्या अभिप्राय है?
- हमें भविष्य के लिए क्या करना चाहिए?
- पाठ का मुख्य संदेश क्या है?
- एक लक्ष्य लिखें जो आप प्राप्त करना चाहते हैं।

Homework/ worksheets:

- 5 कठिन शब्दों के अर्थ और वाक्य बनाएं
- Worksheet: सही/गलत, रिक्त स्थान, लघु उत्तर
- बहुवैकल्पिक प्रश्नोत्तर, एक वाक्य में उत्तर, भाषा बोध प्रश्न।

Reference: अमोली हिंदी पाठमाला, ।

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name: Ms. Anupama Sharma **Class:** 8

Subject: Hindi **Month:** November

Topic:पाठ -११ मैं हिलोर हुजेमावाला **No. of Period:** 5

Subtopic मैं हिलोर हुजेमावाला, पाठ की व्याख्या, शब्दार्थ, भावार्थ

Specific objective:

- पाठ का भाव और मुख्य विचार समझ सकें।
- लेखक/पात्र की भावनाओं एवं अनुभवों को समझ सकें।
- आत्म-अभिव्यक्ति (self-expression) का विकास कर सकें।
- नए शब्दों के अर्थ जानकर उनका प्रयोग कर सकें।
- रचनात्मक सोच एवं कल्पनाशक्ति को विकसित कर सकें।
- 'कारण और प्रभाव' के सिद्धांत को जीवन में समझना ।
- तीक्ष्ण दृष्टि और अनुभव के प्रभाव से अवगत कराना ।
- लेखक के 'सिलसिला' के सिद्धांत को समझना, अर्थात ये हुआ तो वो होगा और वो होगा तो ऐसा होना ही है- इस व्यवहार को प्रत्यक्ष देखना ।

Methodology:

- वाचन विधि (Reading Method)
- व्याख्या विधि (Explanation Method)
- प्रश्नोत्तर विधि (Question-Answer Method)
- चर्चा विधि (Discussion Method)

Activities:

- मैं कौन हूँ?" विषय पर 4–5 पंक्तियाँ लिखना
- समूह चर्चा – "हम अपनी पहचान कैसे बनाते हैं?"
- रचनात्मक लेखन – "अगर मैं … होता/होती"
- भावपूर्ण वाचन (expression reading) वाक्य के भेदों के उदाहरण लिखिए।

Board work: शब्दार्थ-

अस्तित्व - विद्यमान होना

बहुमत - बहुत लोगों का मत

प्रश्नोत्तर लेखन , व्याकरण प्रश्नोत्तर

Learning outcomes:

- पाठ का सार समझ पाएंगे
- अपनी भावनाओं को व्यक्त कर सकेंगे
- रचनात्मक लेखन में भाग ले सकेंगे
- नए शब्दों का सही प्रयोग कर सकेंगे अपने विचार स्पष्ट रूप से व्यक्त कर सकेंगे
- नैतिक मूल्यों को अपनाने की प्रेरणा पाएंगे नीति ज्ञान की शिक्षा प्राप्ति करना ।
- विज्ञापनके तत्व और आवश्यक बिंदुओं का ज्ञान|

Application:

- विद्यार्थी कठिन परिस्थितियों में साहस दिखाने की प्रेरणा लेंगे
- सही के लिए खड़े होने की आदत विकसित करेंगे
- आत्मविश्वास बढ़ेगा
- विद्यार्थी अपनी पहचान और रुचियों को समझेंगे
- आत्मविश्वास के साथ अपने विचार व्यक्त करेंगे
- रचनात्मक सोच विकसित करेंगे

ICT Integrated:

- पाठ से संबंधित वीडियो/ऑडियो प्रस्तुत करना
- PPT के माध्यम से मुख्य विचार समझाना
- चित्रों के माध्यम से भावनाएँ व्यक्त कराना
- PPT के माध्यम से प्रेरणादायक उदाहरण देना

Subject integration :

Moral Education नैतिक शिक्षा

- साहस, ईमानदारी, कर्तव्य

Extra Questions/ Class assessment/ Recapitulation:

- आपको मम्मी-पापा से डाँट पड़ती है ?
- क्या आप समझते हैं कि ऐसा क्यों होता है ?
- आप समझने पर भी पुनः वैसा करते हैं या नहीं?
- यदि नहीं, तो उनके व्यवहार की भिन्नता का एहसास करते हैं या नहीं?

Homework/ worksheets:

- 5 कठिन शब्दों के अर्थ और वाक्य बनाएं
- Worksheet: सही/गलत, रिक्त स्थान, लघु उत्तर
- बहुवैकल्पिक प्रश्नोत्तर, एक वाक्य में उत्तर, भाषा बोध प्रश्न।

Reference: अमोली हिंदी पाठमाला, ।

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name: Ms. Anupama Sharma **Class:** 8

Subject: Hindi **Month:** November

Topic: पाठ -१२ पातालकोट धरती का अजूबा : **No. of Period:** 5

Subtopic पातालकोटधरती का अजूबा :, पाठ की व्याख्या, शब्दार्थ, भावार्थ

Specific objective:

- नए स्थानों को देखने की उत्सुकता विकसित करना।
- नई जानकारियों से ज्ञान बढ़ाना।
- प्रकृति के मनोहारी रूप के दूसरे भयावह स्वरूप की जानकारी हासिल करना ।
- विपरीत परिस्थितियों का सामना करने की हिम्मत उत्पन्न करना ।
- पातालकोट के भौगोलिक व प्राकृतिक महत्व को जान सकें।
- आदिवासी जीवन एवं संस्कृति के बारे में जानकारी प्राप्त करें।
- नए शब्दों के अर्थ जानकर उनका प्रयोग कर सकें।
- प्रकृति संरक्षण के प्रति जागरूकता विकसित करें।।

Methodology:

- वाचन विधि (Reading Method)
- व्याख्या विधि (Explanation Method)
- प्रश्नोत्तर विधि (Question-Answer Method)
- चर्चा विधि (Discussion Method)

Activities:

- "प्राकृतिक स्थल" पर 4-5 वाक्य लिखना
- पातालकोट/घाटी का चित्र बनाना
- समूह चर्चा - "प्रकृति का संरक्षण क्यों आवश्यक है?"
- भारत के किसी प्रसिद्ध प्राकृतिक स्थल के बारे में जानकारी देना
- भावपूर्ण वाचन (expression reading) वाक्य के भेदों के उदाहरण लिखिए।

Board work: शब्दार्थ-

अस्तित्व - विद्यमान होना

बहुमत - बहुत लोगों का मत

प्रश्नोत्तर लेखन , व्याकरण प्रश्नोत्तर

Learning outcomes:

- पाठ का सार समझ पाएंगे
- पातालकोट के महत्व को पहचान सकेंगे
- प्रकृति और पर्यावरण के प्रति जागरूक बनेंगे
- अपने विचार स्पष्ट रूप से व्यक्त कर सकेंगे|
- भारत के विविध दर्शनीय पर्यटन स्थलों के बारे में चर्चा करें।
- स्वर संधि का परिचय और प्रयोग जानेंगे।

Application:

- विद्यार्थी प्रकृति संरक्षण के लिए प्रेरित होंगे |
- पर्यावरण के प्रति जिम्मेदारी समझेंगे |
- विविध संस्कृतियों के प्रति सम्मान विकसित करेंगे|
- विद्यार्थी अपनी पहचान और रुचियों को समझेंगे |
- आत्मविश्वास के साथ अपने विचार व्यक्त करेंगे |
- रचनात्मक सोच विकसित करेंगे|

ICT Integrated:

- पातालकोट के वीडियो/चित्र दिखाना
- PPT के माध्यम से स्थान की जानकारी देना
- मानचित्र (map) पर स्थान दिखाना

Subject integration :

Social Studies सामाजिक विज्ञान – भूगोल

- भारत के भौगोलिक स्थल, घाटियाँ

Science (विज्ञान(

- जैव विविधता, पर्यावरण संरक्षण

Extra Questions/ Class assessment/ Recapitulation:

- पातालकोट भारत के किस प्रदेश में है ?
- पातालकोट के दर्शनीय स्थल कौन-कौन से हैं?·
- राम-लक्ष्मण को पाताल लोक में कौन ले गया था?
- पातालकोट का भयावह पक्ष क्या है?

- भारत के विविध दर्शनीय पर्यटन स्थलों के बारे में चर्चा करें।
- इसे “धरती का अजूबा” क्यों कहा गया है?
- वहाँ के लोगों का जीवन कैसा है?
- हमें प्रकृति की रक्षा क्यों करनी चाहिए?

Homework/ worksheets:

- “प्रकृति का महत्व” पर 6-8 वाक्य लिखें
- 5 नए शब्दों के अर्थ और वाक्य बनाएं
- बहुवैकल्पिक प्रश्नोत्तर, एक वाक्य में उत्तर, भाषा बोध प्रश्न।

Reference: अमोली हिंदी पाठमाला, ।

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name: Ms. Anupama Sharma **Class:** 8

Subject: Hindi **Month:** December

Topic: पाठ- १३ दो कलाकार **No. of Period:** 5

Subtopic पाठ की व्याख्या, शब्दार्थ, भावार्थ

Specific objective:

- पाठ का मुख्य भाव और संदेश समझ सकें।
- "कला" और "कलाकार" के महत्व को समझ सकें।
- दोनों कलाकारों के गुणों एवं दृष्टिकोण की तुलना कर सकें।
- नए शब्दों के अर्थ जानकर उनका प्रयोग कर सकें।
- रचनात्मकता और सौंदर्यबोध (aesthetic sense) विकसित कर सकें।

Methodology:

- वाचन विधि (Reading Method)
- व्याख्या विधि (Explanation Method)
- प्रश्नोत्तर विधि (Question-Answer Method)
- चर्चा विधि (Discussion Method)

- **Activities:**
- "मेरा पसंदीदा कलाकार" पर 4–5 वाक्य लिखना
- दो चित्र बनाकर उनकी तुलना करना
- समूह चर्चा - "कला का हमारे जीवन में क्या महत्व है?"
- रोल प्ले - दो कलाकारों के बीच संवाद

Board work:

- कठिन शब्द एवं उनके अर्थ
- मुख्य बिंदु:
- कलाकारों का परिचय
- प्रश्नोत्तर लेखन , व्याकरण प्रश्नोत्तर

Learning outcomes:

- पाठ का सार समझ पाएंगे
- कलाकारों के गुणों की तुलना कर सकेंगे

- रचनात्मक गतिविधियों में भाग लेंगे
- अपने विचार स्पष्ट रूप से व्यक्त कर सकेंगे

Application:

- विद्यार्थी कला के प्रति रुचि विकसित करेंगे
- रचनात्मकता और कल्पनाशक्ति बढ़ेगी
- दूसरों के दृष्टिकोण का सम्मान करना सीखेंगे
- विलोम और अनेकार्थी शब्दों के उदाहरण लिखिए
- वाक्य के रचना और अर्थ के आधार पर उदाहरण लिखिए।

ICT Integrated:

- प्रसिद्ध कलाकारों के चित्र/वीडियो दिखाना
- PPT के माध्यम से विभिन्न कला रूप समझाना

Subject integration :

Art (कला)

- चित्रकला, रचनात्मक गतिविधियाँ

Extra Questions/ Class assessment/ Recapitulation:

- पाठ में कितने कलाकार हैं?
- दोनों कलाकारों में क्या अंतर है?
- पाठ का मुख्य संदेश क्या है?
- आपको कौन-सा कलाकार अधिक पसंद आया? क्यों?

Homework/ worksheets:

- “कला का महत्व” पर 6-8 वाक्य लिखें
- 5 नए शब्दों के अर्थ और वाक्य बनाएं
- Worksheet: सही/गलत, रिक्त स्थान, लघु उत्तर
- बहुवैकल्पिक प्रश्नोत्तर, एक वाक्य में उत्तर, भाषा बोध प्रश्न।

Reference: अमोली हिंदी पाठमाला, ।

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name: Ms. Anupama Sharma **Class:** 8

Subject: Hindi **Month:** December

Topic: पाठ- १४ आज़ादी **No. of Period:** 5

Subtopic पाठ की व्याख्या, शब्दार्थ, भावार्थ,

Specific objective:

- पाठ का मुख्य भाव और संदेश समझ सकें।
- "कला" और "कलाकार" के महत्व को समझ सकें।
- दोनों कलाकारों के गुणों एवं दृष्टिकोण की तुलना कर सकें।
- नए शब्दों के अर्थ जानकर उनका प्रयोग कर सकें।
- रचनात्मकता और सौंदर्यबोध (aesthetic sense) विकसित कर सकें।

Methodology:

- वाचन विधि (Reading Method)
- व्याख्या विधि (Explanation Method)
- प्रश्नोत्तर विधि (Question-Answer Method)
- चर्चा विधि (Discussion Method)

- **Activities:**
- "मेरा पसंदीदा कलाकार" पर 4–5 वाक्य लिखना
- दो चित्र बनाकर उनकी तुलना करना
- समूह चर्चा - "कला का हमारे जीवन में क्या महत्व है?"
- रोल प्ले - दो कलाकारों के बीच संवाद

Board work:

- कठिन शब्द एवं उनके अर्थ
- मुख्य बिंदु:
- कलाकारों का परिचय
- प्रश्नोत्तर लेखन , व्याकरण प्रश्नोत्तर

Learning outcomes:

- पाठ का सार समझ पाएंगे

- कलाकारों के गुणों की तुलना कर सकेंगे
- रचनात्मक गतिविधियों में भाग लेंगे
- अपने विचार स्पष्ट रूप से व्यक्त कर सकेंगे

Application:

- विद्यार्थी कला के प्रति रुचि विकसित करेंगे
- रचनात्मकता और कल्पनाशक्ति बढ़ेगी
- दूसरों के दृष्टिकोण का सम्मान करना सीखेंगे
- विलोम और अनेकार्थी शब्दों के उदाहरण लिखिए
- वाक्य के रचना और अर्थ के आधार पर उदाहरण लिखिए।

ICT Integrated:

- प्रसिद्ध कलाकारों के चित्र/वीडियो दिखाना
- PPT के माध्यम से विभिन्न कला रूप समझाना

Subject integration :

Art (कला)

- चित्रकला, रचनात्मक गतिविधियाँ

Extra Questions/ Class assessment/ Recapitulation:

- पाठ में कितने कलाकार हैं?
- दोनों कलाकारों में क्या अंतर है?
- पाठ का मुख्य संदेश क्या है?
- आपको कौन-सा कलाकार अधिक पसंद आया? क्यों?

Homework/ worksheets:

- “कला का महत्व” पर 6-8 वाक्य लिखें
- 5 नए शब्दों के अर्थ और वाक्य बनाएं
- Worksheet: सही/गलत, रिक्त स्थान, लघु उत्तर
- बहुवैकल्पिक प्रश्नोत्तर, एक वाक्य में उत्तर, भाषा बोध प्रश्न।

Reference: अमोली हिंदी पाठमाला, ।

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name: Ms. Anupama Sharma **Class:** 8

Subject: Hindi **Month:** January

Topic: पाठ 15 – सगुनी का सपना **No. of Period:** 5

Subtopic पाठ की व्याख्या, शब्दार्थ, भावार्थ,

Specific objective:

- पाठ का मुख्य भाव और संदेश समझ सकें।
- सगुनी के सपनों, संघर्षों और भावनाओं को समझ सकें।
- शिक्षा, आत्मविश्वास और मेहनत के महत्व को पहचान सकें।
- नए शब्दों के अर्थ जानकर उनका प्रयोग कर सकें।
- अपने सपनों और लक्ष्यों के प्रति सकारात्मक सोच विकसित करें।

Methodology:

- वाचन विधि (Reading Method)
- व्याख्या विधि (Explanation Method)
- प्रश्नोत्तर विधि (Question-Answer Method)
- चर्चा विधि (Discussion Method)

Activities:

- "मेरा सपना" विषय पर 5–6 वाक्य लिखना
- समूह चर्चा – "सपनों को पूरा करने के लिए क्या जरूरी है?"
- सगुनी के जीवन पर छोटा रोल प्ले
- Dream Chart बनाना (Future Goals)

Board work:

- पाठ का शीर्षक: *सगुनी का सपना*
- कठिन शब्द एवं उनके अर्थ
- मुख्य बिंदु: सगुनी का परिचय
- उसका सपना
- संघर्ष और सफलता

Learning outcomes:

- पाठ का सार समझ पाएंगे
- सपनों और लक्ष्यों के महत्व को पहचान सकेंगे
- आत्मविश्वास और मेहनत की प्रेरणा प्राप्त करेंगे
- अपने विचार स्पष्ट रूप से व्यक्त कर सकेंगे

Application:

- विद्यार्थी अपने जीवन के लक्ष्य निर्धारित करेंगे
- कठिनाइयों से हार न मानने की प्रेरणा लेंगे
- शिक्षा के महत्व को समझेंगेरचनात्मकता और कल्पनाशक्ति बढ़ेगी
- दूसरों के दृष्टिकोण का सम्मान करना सीखेंगे

ICT Integrated:

- प्रेरणादायक वीडियो (success stories) दिखाना
- PPT के माध्यम से पाठ का भावार्थ समझाना
- "Dream Big" विषय पर चित्र/स्लाइड दिखाना

Subject integration :

Moral Education (नैतिक शिक्षा)

- आत्मविश्वास, परिश्रम, लक्ष्य निर्धारण

Language (Hindi/English)

- अनुच्छेद लेखन, विचार अभिव्यक्ति

Art

- Dream Chart / Goal Poster बनाना

Extra Questions/ Class assessment/ Recapitulation:

- सगुनी का सपना क्या था?
- उसे किन कठिनाइयों का सामना करना पड़ा?
- पाठ से हमें क्या सीख मिलती है?
- अपने जीवन का एक लक्ष्य लिखिए।

Homework/ worksheets:

- "मेरा जीवन लक्ष्य" पर 6–8 वाक्य लिखें
- 5 नए शब्दों के अर्थ और वाक्य बनाएं
- Worksheet: सही/गलत, रिक्त स्थान, लघु उत्तरीय प्रश्न

Reference: अमोली हिंदी पाठमाला, ।

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name: Ms. Anupama Sharma **Class:** 8

Subject: Hindi **Month:**January

Topic: पाठ 16 – निर्भीक योद्धा **No. of Period:** 5

Subtopic पाठ की व्याख्या, शब्दार्थ, भावार्थ, अविकारी शब्द

Specific objective:

- पाठ का मुख्य भाव और संदेश समझ सकें।
- निर्भीकता, साहस और देशभक्ति के महत्व को पहचान सकें।
- योद्धा के गुणों एवं संघर्षों को समझ सकें।
- नए शब्दों के अर्थ जानकर उनका प्रयोग कर सकें।
- साहस, कर्तव्य और आत्मविश्वास जैसे मूल्यों को अपनाने की प्रेरणा लें।

Methodology:

- वाचन विधि (Reading Method)
- व्याख्या विधि (Explanation Method)
- प्रश्नोत्तर विधि (Question-Answer Method)
- चर्चा विधि (Discussion Method)

Activities:

- "मेरे अनुसार सच्चा योद्धा कौन है?" पर 5–6 वाक्य लिखना
- समूह चर्चा – "निर्भीकता क्यों आवश्यक है?"
- किसी वीर योद्धा/स्वतंत्रता सेनानी पर लघु प्रस्तुति
- रोल प्ले – साहसिक घटना का अभिनय

Board work:

- पाठ का शीर्षक: *निर्भीक योद्धा*
- कठिन शब्द एवं उनके अर्थ
- मुख्य बिंदु:
- योद्धा का परिचय
- साहस और संघर्ष
- पाठ का संदेश

Learning outcomes:

- पाठ का सार समझ पाएंगे
- साहस और निर्भीकता के गुणों को पहचान सकेंगे
- आत्मविश्वास के साथ अपने विचार व्यक्त कर सकेंगे
- देशभक्ति और कर्तव्य भावना विकसित करेंगे
- अविकारी शब्द (अव्यय) की पहचान कर सकें।
- अविकारी शब्दों के प्रकार (क्रिया विशेषण, संबंधबोधक, समुच्चयबोधक, विस्मयादिबोधक) समझ सकें।

Application:

- विद्यार्थी कठिन परिस्थितियों में साहस से काम लेना सीखेंगे
- सही के लिए खड़े होने की प्रेरणा प्राप्त करेंगे
- आत्मविश्वास और जिम्मेदारी की भावना बढ़ेगी
- रचनात्मकता और कल्पनाशक्ति बढ़ेगी
- दूसरों के दृष्टिकोण का सम्मान करना सीखेंगे
- विलोम और अनेकार्थी शब्दों के उदाहरण लिखिए
- वाक्य के रचना और अर्थ के आधार पर उदाहरण लिखिए।

ICT Integrated:

- वीर योद्धाओं पर वीडियो/चित्र दिखाना
- PPT के माध्यम से प्रेरणादायक घटनाएँ समझाना
- देशभक्ति गीत/ऑडियो सुनाना

Subject integration :

Social Studies (सामाजिक विज्ञान – इतिहास)

- वीर योद्धा, स्वतंत्रता सेनानी, ऐतिहासिक घटनाएँ

Moral Education (नैतिक शिक्षा)

- साहस, कर्तव्य, आत्मविश्वास, देशभक्ति

Extra Questions/ Class assessment/ Recapitulation:

- निर्भीक योद्धा किसे कहा गया है?
- योद्धा के मुख्य गुण कौन-कौन से हैं?
- पाठ से हमें क्या सीख मिलती है?
- एक वीर योद्धा का नाम लिखिए।

Homework/ worksheets:

- "मेरा प्रिय वीर योद्धा" पर 6–8 वाक्य लिखें
- 5 कठिन शब्दों के अर्थ और वाक्य बनाएं

➢ Worksheet: सही/गलत, रिक्त स्थान, लघु उत्तरीय
Reference: अमोली हिंदी पाठमाला, ।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Vanita Singh
Subject: SST History
Topic: Ch 1-What, How and When

Class: 8
Month- April
No. of periods: 2

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: (SEA) Creating a "Pandora's Box" filled with miniature models of historical sources is an excellent way to represent how we study the past. This project represents the idea that opening the "box of history" releases knowledge (sources) that helps us understand our world, with "hope" being the key to interpreting it correctly.
Resources: Picture, e-book, Google.com, text book, black board.
Learning outcomes: Focus on understanding that history is a study of change over time, moving beyond mere dates to explore social, economic, and political shifts. Students will analyze periodization (Hindu-Muslim-British), evaluate colonial sources, and understand the significance of surveys.
Application: 1. The students will list the different sources of history and outlines their significance for modern Indian history.
Integration: Music Students will present folk songs of their native place or Sing poem of favorite poet.
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, BALEWADI
Lesson Plan (2026-27)

Teacher's Name: Vanita SIngh
Subject: SST Geography
Topic: Ch-14 Resources

Class: 8
Month- April
No. of periods: 2

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

Methodolog:
- Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:

Activity: (Quiz conducted)
• 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.
Quiz to be conducted.

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 of resources, namely natural, human-made and human. They should also be aware of the different ways of conserving resources. Further, they should be able to explain the principles of sustainable development.
Application: Planning the use of resources so they are not fully depleted, ensuring long-term availability for future generations.
Integration: Science Connecting the study of natural materials (geography/social science) with the understanding of their properties, formation, and sustainable use (science/technology).
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, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Vanita SIngh **Class:** 8

Subject: SST Social and Political Life **No. of periods:** 2

Topic: Ch-24 The Indian Constitution and the need for laws **Month-** April

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 and Answer:

Activity: (Quiz conducted)

• Visit a nearby market and inquire if any child labor is practiced and conduct interview.

Resources:

A picture showing an example of child labour in our country, e-book, Google.com, text book, black board.

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

Integration: Environmental Protection Laws: Laws enacted in pursuance of the Constitution to protect public health.

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, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Vanita SIngh **Class:** 8
Subject: SST History **Month-** April
Topic: Ch-2 The Expansion of British Power in India **No. of periods:** 7

Subtopic: • Mercantilism in India • The English East India Company • The French East India Company • Trade Wars •The conquest of Bengal and Expansion of the Empire
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, e-book , Map, 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
Integration: **Science/Technology** Exploring how technological advancements like steamships, railways, and telegraphs helped solidify British administrative control over the subcontinent
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, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Vanita SIngh **Class:** 8
Subject: SST Social and Political Life **Month-** April
Topic: Ch-25 The Vision of Indian Constitution. **No. of periods:** 7

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
Integration: **Value Education/Ethics:** Focuses on the core values of secularism, fraternity, and the dignity of the individual
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, BALEWADI

Lesson Plan (2026-27)

Teacher's Name Vanita SIngh **Class:** 8
Subject: SST Geography **Month-** April
Topic: Ch-15 Natural Resources- Land, Soil and Water **No. of periods:** 7

Subtopic:

- Land resources, land use and landslide
- Soil resources, soil types and soil conservation
- Water resources and their conservation
- 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

Integration: **Ecology & Conservation:** Focuses on natural vegetation, wildlife preservation, and ecosystems.

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, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Vanita SIngh
Subject: SST history
Topic: Ch-3 Rural Life and Society

Class: 8
Month- June
No. of periods: 8

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 laborers 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, 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
Integration: **Literature (Regional Studies):** Exploring stories or accounts highlighting the lives of rural farmers in British India, such as the impact of the zamindari system.
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, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Vanita SIngh **Class:** 8
Subject: SST (Geography) **No. of periods:** 5
Topic: Ch-16 Natural Vegetation and Wild life **Month-** June

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
Integration: Environmental Science (EVS): Explore conservation efforts, such as National Parks, Wildlife Sanctuaries, and the biosphere reserves.
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, BALEWADI

Lesson Plan (2026-27)

Teacher's Name; Vanita SIngh **Class:** 8
Subject: SST (Social and Political Life) **No. of periods:** 5
Topic: Ch-26 Government at the center **Month-** June

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
Integration: Economics/Public Administration: Integrates with topics related to the national budget, taxation, and economic policy-making carried out by the central government.
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

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Vanita SIngh **Class:** 8
Subject: SST (Geography) **No. of periods:** 5
Topic: Ch-17 Minerals and Power Resources **Month-** June

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

Integration: Mathematics

Data Interpretation: Analyzing charts and graphs related to the production and distribution of minerals (e.g., iron ore, bauxite) in India and the world.

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, BALEWADI
Lesson Plan (2026-27)

Teacher's Name: Vanita SIngh
Class: 8
Subject: SST History
Month- July
Topic: Ch-4 Colonialism and Tribal Societies
No. of periods: 4

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 different tribe, Map of different Tribal areas in India. 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 tribals 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

Integration: Arts / Art Education
Poster Making: Create posters comparing the "Golden Age" imagined by Birsa Munda with the reality of colonial rule.

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
Subject: SST (Geography)
Topic: Ch-18 Agriculture

Class: 8
No. of periods: 4
Month- July

Subtopic:
• Factors influencing agriculture
• Types of agriculture

Specific objective:

- Students will explain methods of agricultural development, variety of major crops and types of farming.

Methodoloy
• 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

Integration: Mathematics: Data Analysis: Interpret graphs and data related to crop yield, land area (arable land), and import/export figures.

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, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Vanita SIngh
Subject: SST History
Topic: Ch-5 Crafts and Industries

Class: 8
No. of periods: 7
Month- July

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 the Indian handicrafts industry.
- Analyses the decline of pre-existing urban centres and handicraft industries.
- 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

Integration: Mathematics: Mapping industrial regions, calculating production costs, or representing industrial output through data interpretation.

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, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Vanita Singh **Class:** 8
Subject: SST (Social and Political Life) **No. of periods:**7
Topic: Ch-27 Making of Laws **Month-** August

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 in India.

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
Integration: **Law:** Analyzing environmental laws (e.g., post-Bhopal Gas Tragedy laws) and the economic cost of polluting industries, bridging Law and Social Justice
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, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Vanita SIngh
Subject: SST (History)
Topic: Ch-6 Revolt of 1857

Class: 8
No. of periods: 8
Month- August

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:

Map of Revolt of 1857. Video, PPT, e-book , Google.com, text book, black board.

Learning outcomes:

• After completing the lesson, learners should know about the causes and effects of 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

Integration: Hindi/Vernacular Language

Poetry/Prose Study: Studying Hindi poems or literature focused on the 1857 revolt, such as the famous lines "Khoob ladi mardani woh toh Jhansi wali Rani thi" by Subhadra Kumari Chauhan, to analyze the emotional impact of the revolt

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, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Vanita Singh
Subject: SST Geography
Topic: Ch-19 Industries

Class: 8
No. of periods: 5
Month- August

Subtopic:

• Classification of Industries
•Factors influencing location of Industry
•Industrial Region
•Major Industries

Specific objective:

- Importance of Industrial development
- Importance of major heavy industries
- Awareness towards industrial disaster.

Methodology

- Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:

Activity: • Writing a report on the working conditions of workers in industries like TISCO

Resources:

Google.com, text book, black board.

Learning outcomes:

- Learners will be able to understand about different types of industries.
- Students understand the factors that affect the location of the industries
- Students apply the concept of classification of industries
- Students develop the interest about newly formed IT industry
- Students learn about Osaka, Manchester, and Ahmedabad.
- Students appreciates that India is a developing IT sector.

Application:

1. The students will use the keywords mention in the unit.
2. They will write the answers with the help of collected information

Integration: Environmental Science (Environmental Impact)

- Integration: Focuses on industrial pollution (air, water, and waste), resource depletion, and the need for sustainable industrial practices.

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, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Vanita SIngh **Class:** 8
Subject: SST (History) **No. of periods:** 4
Topic: Ch-7 Education and British Rule **Month-** August

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 identity

Specific objective:

- Contribution of Tagore and Gandhi 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

Integration: Philosophy/Ethics

Integration Points: Comparing Rabindranath Tagore's concept of "natural education" (Shantiniketan) with Mahatma Gandhi's criticism of Western education and his advocacy for "Nai Talim" (practical skills).

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, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Vanita Singh **Class:** 8
Subject: SST(Social and Political Life) **No. of periods:** 6
Topic: Ch-28 The Judiciary **Month-** September

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

Methodoloy

- 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

Integration: Language/Literature

Critical Thinking: The theme "Justice delayed is justice denied" is often used for descriptive writing exercises, requiring students to analyze the efficiency of the legal system.
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, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Vanita Singh **Class:** 8
Subject: SST (History) **No. of periods**: 7
Topic: Ch-8 Women and Reform **Month-** September

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 of any one female reformer from the 18th or19th 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

Integration: Literature/Language: Covers writings by women about women (e.g., Tarabai Shinde, Pandita Ramabai) and autobiographical accounts of education struggles, such as those of Rashsundari Debi.

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, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Vanita Singh **Class**: 8
Subject: SST (History) **No. of periods**: 5
Topic: Ch- 9 Challenging the caste System **Month-** October

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 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

Integration

Moral Education (Human Rights)

- Humanitarian Outlook: The chapter focuses on the shift from traditional hierarchical views to a modern, egalitarian outlook, challenging practices such as Sati, child marriage, and the prohibition of widow remarriage.

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, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Vanita Singh **Class:** 8
Subject: SST(Social and Political Life) **No. of periods:** 5
Topic: Ch-29 Role of the Police and the Courts **Month-** October

Subtopic:

• Relationship between the police and the courts
• Hierarchy of the police force in India

• Functions of the Police
• Role of the public prosecutor

Specific objective:

- Demonstrates how to file a first Information Report (FIR)
- Explain the interrelationship between the police and the judiciary

Methodology

- Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:

Activity: Debate: have a debate on the topic " The police force in India is not able to maintain law and order"

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

Integration: Ethics/Value Education: Discussing human rights, The D.K. Basu guidelines on arrest, and the rule of law.

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 to be solved

Reference:

Charts, pictures, videos, newspaper articles and encyclopedia

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Vanita SIngh **Class:** 8
Subject: SST Geography **No. of periods:8**
Topic: Ch-22 & 23 What Is Disaster Management and Natural and Manmade Disasters. **Month-** September

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
Integration: Environmental Study Deals with the ecological impact of disasters and habitat loss.
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, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Vanita SIngh **Class:** 8
Subject: SST (History) **No. of periods:** 5
Topic: Ch- 10 Colonialism and Urban Change **Month-** November

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

Integration: Science

Infrastructure Technology: Understanding the technological, logistical, and sanitary changes, such as the introduction of sewage systems, piped water, and railway networks.

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, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Vanita Singh **Class:** 8
Subject: SST Geography **No. of periods:** 5
Topic: Ch-21 Human Resource **Month-** December

Subtopic: • Distribution of population •Growth of population •Population pattern •Improving social structure for growth and development
Specific objective: ● Interprets the world map for uneven distribution of population.
Methodology ● Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:
Activity: • Map work (densely populated, thinly populated) .
Resources: Google.com, text book, black board.
Learning outcomes: ● To know about Human Resources. ● Know about the uneven distribution of population. ● To differentiate between population growth and population change. ● To understand how humans, contribute in Nations development.
Application:

1. The students will use the keywords mention in the unit.
2. They will write the answers with the help of collected information

Integration: **Mathematics (Statistics):** Using and interpreting population pyramids to represent age-sex composition, birth rates, and death rates.

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, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Vanita Singh **Class:** 8
Subject: SST (History) **No. of periods:** 5
Topic: Ch**-** 11 Change in the Arts **Month-** November

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

Integration: Art

- **Integration:** Students study how changing perspectives in literature (e.g., focusing on common life) are mirrored in visual art.

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, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Vanita Singh **Class:** 8
Subject: SST(Social and Political Life) **No. of periods:** 5
Topic: Ch-30 Social Justice and the Marginalized **Month-**January

Subtopic:

- What is Marginalization?
- Provision in the Constitution
- Social inequality and Poverty

Specific objective:

Analyses the causes and consequences of marginalization faced by disadvantaged sections in their own region.
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: SEA

• Portfolio: Create a chart listing the scheduled Tribes of India. On an outline map of India mark and label where they are located.

Resources:

charts, pictures, videos, newspaper articles and encyclopedia

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: Assess the responses of students during classroom discussions, activities and on answers for performance evaluation.
Homework/worksheet: Questions from Exercise
Reference: Wikipedia, Google.com, text book,

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Vanita Singh **Class:** 8
Subject: SST (Social and Political Life) **No. of periods:** 5
Topic: chap-31 Forms of Untouchability **Month-** January

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: SEA Poster Making: Prepare a poster on inhuman practice of scavenging by highlighting the prevalence of the practice, the health problem that it poses and the setp that can be taken to eradicate it.

Resources: E-book, Google.com, oxford , 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, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Vanita Singh **Class:** 8
Subject: SST **(History)** **No. of periods:** 8
Topic: Ch**-** 12 The Nationalist Movement **Month-** November

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

Integration: Cultural Studies (Nationalism & Identity): The creation of national symbols (Bharat Mata, Vande Mataram, tricolour flag), the recording of folklore, and the reinterpretation of history to foster pride.

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, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Vanita Singh
Class: 8
Subject: SST Geography
No. of periods: 5
Topic: Ch-20 India and the World- case study
Month- December

Subtopic:

- Iron and steel Industries at Detroit in the USA
- Cotton textile Industry at Ahmedabad
- Cotton textile Industry at Osaka Japan
- Information technology Industry at Bengaluru
- Information technology Industry at Silicon Valley

Specific objective:

- Describe the important forms of manufacturing industries
- List the different manufacturing industries in India and abroad.

Methodology

- Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:

Activity: • Writing a report on the working conditions of workers in industries like TISCO

Resources:

Charts, pictures, videos, Map, newspaper articles and encyclopedia

Learning outcomes:

- Learners will be able to understand about different types of industries.
- Students understand the factors that affect the location of the industries
- Students apply the concept of classification of industries
- Students develop the interest about newly formed IT industry
- Students learn about Osaka, Manchester, and Ahmedabad.
- Students appreciates that India is a developing IT sector.

Application:

1. The students will use the keywords mention in the unit.
2. They will write the answers with the help of collected information

- **Integration: Science (Metals and Non-Metals):** The study of iron and steel production can be linked to scientific concepts regarding metal extraction, refining, and alloy properties.

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:

Google.com, text book, black board.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Vanita Singh **Class: 8**
Subject: SST**(History)** **No. of periods: 7**
Topic: Ch-13 India after Independence **Month-** November

Subtopic:

• Sources
• The Partition of India
• Our Progress After 1947
• International Relations After Independence
• India and Her Neighbors Socio-Economic challenges

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

Integration:

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

Teacher's Name: Vanita Singh **Class:** 8
Subject: SST (Social and Political Life) **No. of periods:** 5
Topic: chap-32 Economic Presence of the Government **Month-** February

Subtopic:

• Economic Functions of the Government
• Participation of the Government in the social sector
• The Government and Development

Specific objective:

Identifies the role of the government in providing public facilities such as water, sanitation, roads and electricity and recognizes their availability.

Methodology

• Inquiry-Based Learning: lectures, discussions, and demonstrations, Question and Answer:

Activity:

• Source- based question(Picture Study)

Resources:

e-book, Google.com, text book, black board, PPT, Video

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/ Recapitulatio :

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/worksheet: Questions from Exercise

Reference:

Wikipedia, charts, pictures, videos, newspaper articles and encyclopedia

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name –Ms. Prajakta Jagtap **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:

Agriculture includes improvement of crops, rearing of animals and the protection, harvesting, and sorting of crops.

Crops

Kharif– crops that are sown during the monsoon e.g. Paddy, maize

Rabi- crops that are sown after the monsoon. e.g. Mustard, potato

Agricultural Practices- Practices used to cultivate crops are called agricultural practices.

Preparation of soil

Sowing

Adding manures and fertilizers

Irrigation

Weeding

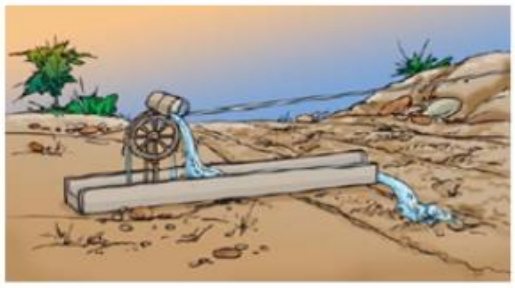
Harvesting

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

Subject Integration:

Mathematics **+**

- Measuring field area (length × breadth)
- Calculating seed rate and yield
- Graphs showing rainfall vs crop growth
- Word problems based on production and profit

English 🕮

- Reading comprehension on farming practices
- Writing an essay: *"A Day in the Life of a Farmer"*
- Vocabulary: irrigation, ploughing, harvesting, etc.
- Storytelling related to agriculture

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 (2026-27)

Teacher's Name – Prajakta Jagtap **Grade - 8**

Subject – Science

Month - June

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:

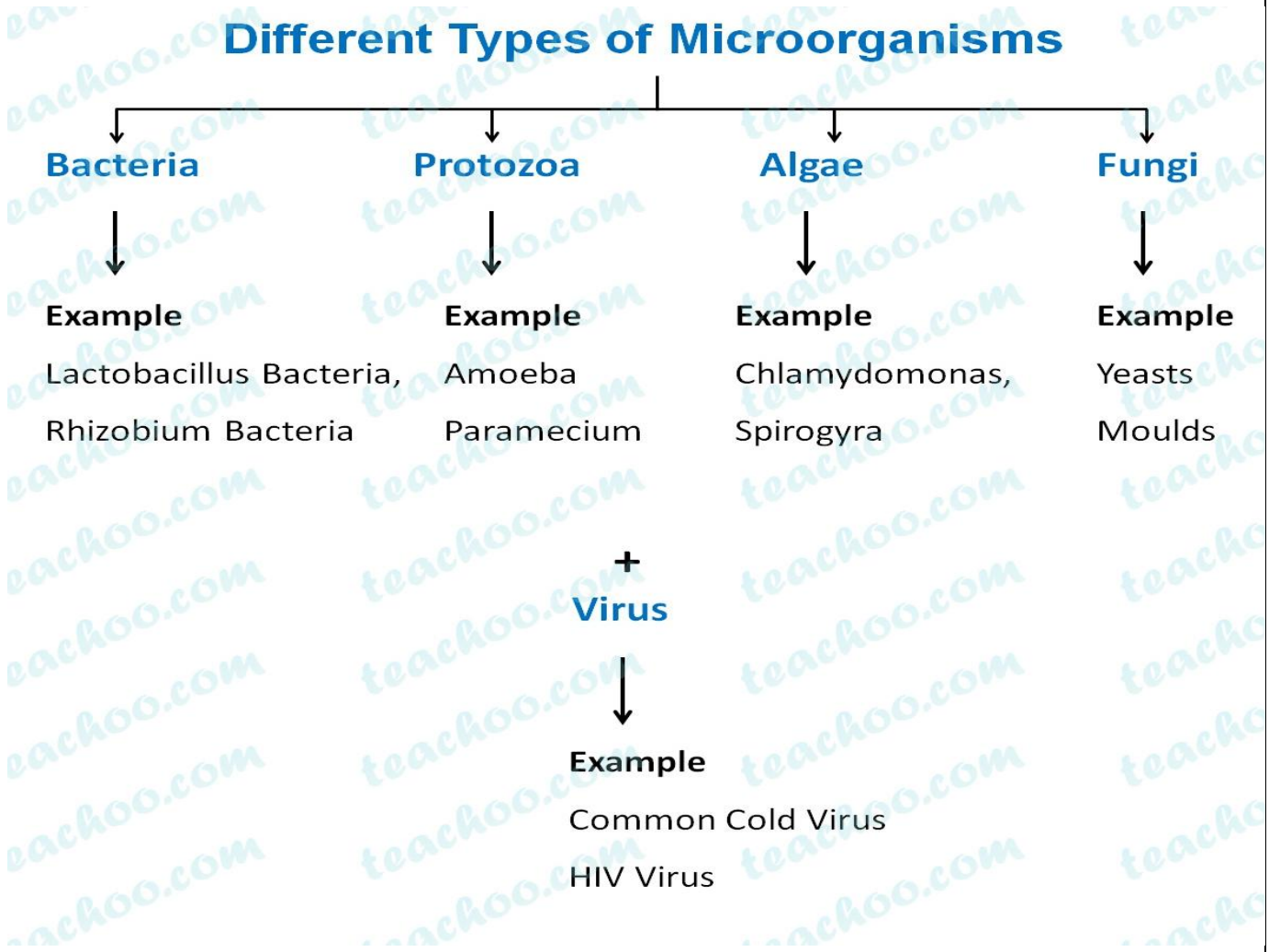
- Demonstration Method, Explanation Method (learning method), Activity based teaching.

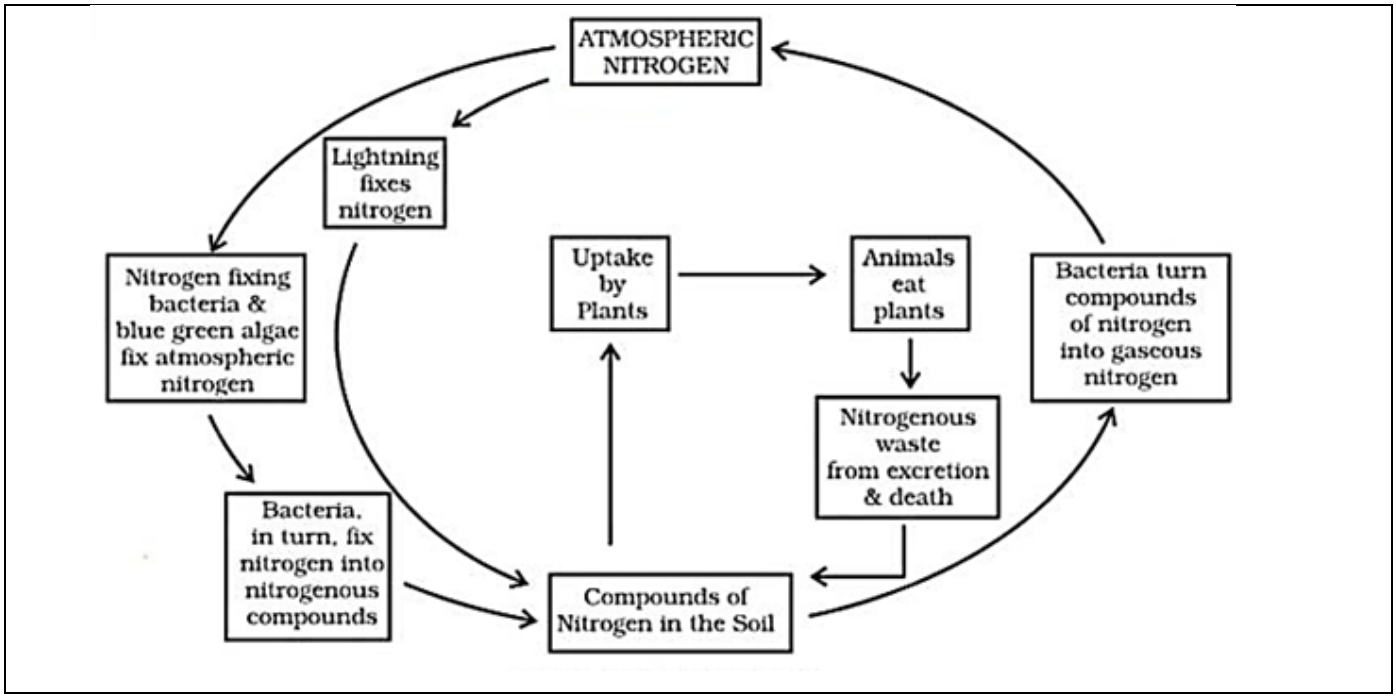
Activities:

- 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:




ATMOSPHERIC NITROGEN
Lightning fixes nitrogen
Nitrogen fixing bacteria & blue green algae fix atmospheric nitrogen
Uptake by Plants
Animals eat plants
Bacteria turn compounds of nitrogen into gaseous nitrogen
Nitrogenous waste from excretion & death
Bacteria, in turn, fix nitrogen into nitrogenous compounds
Compounds of Nitrogen in the Soil

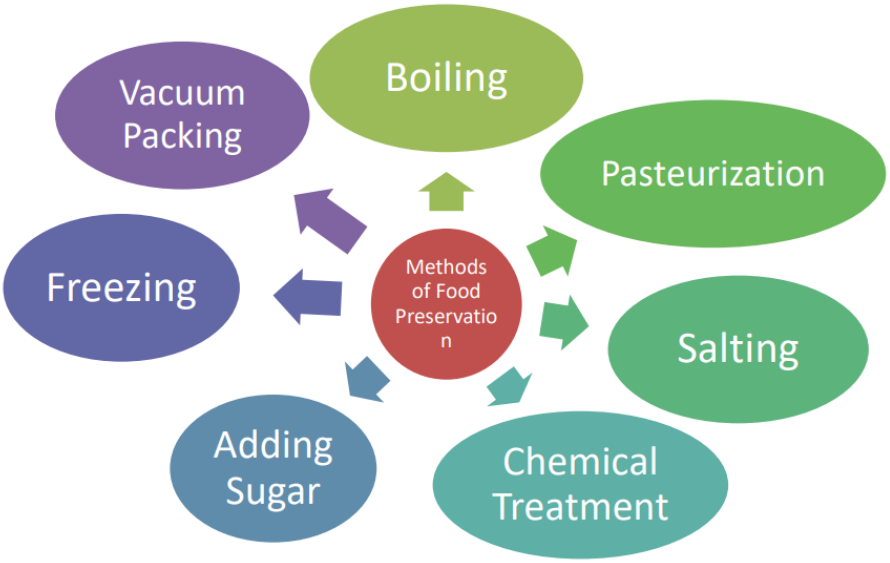


Table 2.1: Some Common Human Diseases caused by Microorganisms

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

Subject integration:

Social Studies 🌍

- Contribution of scientists like Louis Pasteur and Robert Koch
- Role of microorganisms in public health
- Sanitation and hygiene in communities
- Vaccination awareness

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 (2026-27)

Teacher's Name – Prajakta Jagtap **Grade - 8**

Subject – Science

Month - July

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:

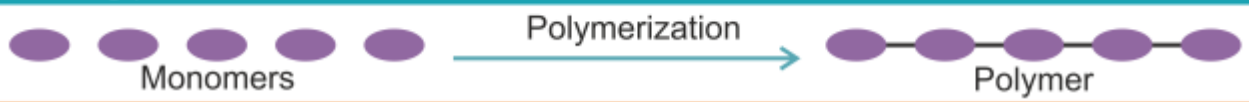
- Demonstration Method, Explanation Method (learning method), Activity based teaching.

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.



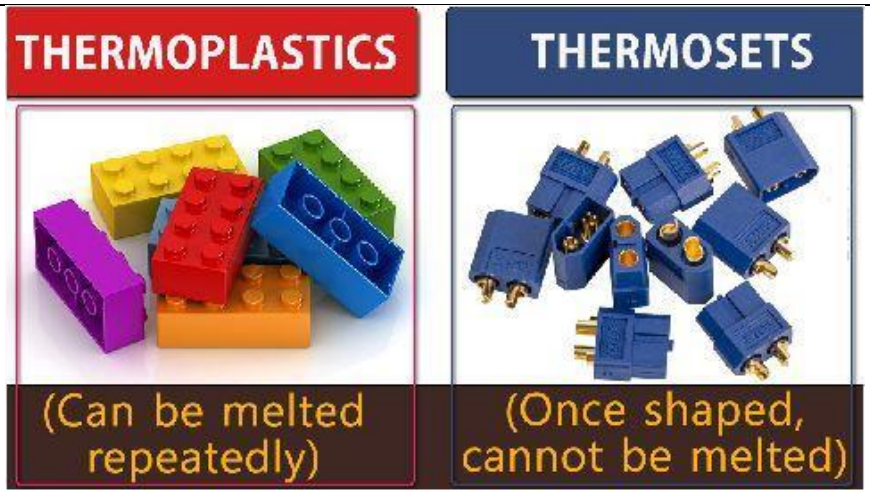
Synthetic fibers : man-made fibers

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

Subject Integration:

🌍 Social Science

- Study how plastic affects the environment and contributes to pollution
- Government initiatives like Swachh Bharat Abhiyan
- Impact of plastic on marine life and ecosystems
- Role of citizens in reducing plastic use

- 📝 English
- Write an essay: "Say No to Plastics"
- Prepare a speech or debate on synthetic vs natural fibres
- Learn new vocabulary: biodegradable, polymer, recycling, etc.

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 (2026-27)

Teacher's Name – Prajakta Jagtap **Grade - 8**

Subject – Science **Month –December**

Topic– Ch-11.Force and Friction **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.

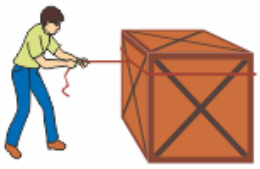
e.g. Car being pushed by a man

e.g. Girl pulling a chair

Effects of Force

It can change the state of rest or motion of the body

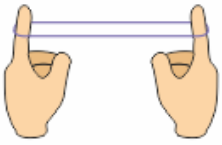
Force changes the state of motion of a tyre makes it to move faster.



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

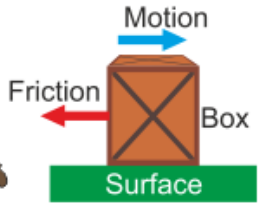
Contact forces

Forces experienced by bodies when they are in **physical contact** with each other.

Muscular

Force due to the action of muscles.

Frictional

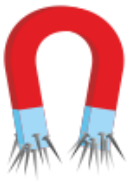


Force acting opposite to the direction of motion.

Non -Contact forces

Forces experienced by bodies even if they are **not in physical contact** with each other.

Magnetic

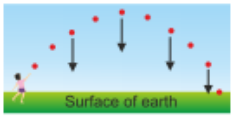


Force exerted by a magnet.

Electrostatic

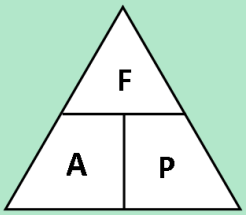
Force exerted by a charged body on another charged body.

Gravitational



Attractive force exerting between two objects.

Force Area Pressure



$$\text{Pressure} = \frac{\text{Force}}{\text{Area}}$$

$$\text{Area} = \frac{\text{Force}}{\text{Pressure}}$$

$$\text{Force} = \text{Area} \times \text{Pressure}$$

The **force acting on a unit area of a surface** is called **pressure**. The force applied on the surface is **perpendicular to the surface** known as **thrust**.

Pressure depends on two factors:

1. **Force** : more the force applied, more pressure
2. **Area**: Greater the surface area on which the pressure is applied, lesser the pressure. Lesser the surface area more the pressure.

$$\text{Pressure} = \frac{\text{Force}}{\text{Area}}$$

SI unit: **Pascal,** denoted by **Pa**

$$1\ \text{Pa} = \frac{1\ \text{newton}}{1\text{m}^2}$$

Pressure examples in daily life :

1) School bags have wider straps :

2) Sharp knife cuts better than blunt knife:

Blunt Knife: more area
Sharp knife: less area

3) Buildings have wider foundation:

Broader foundation
Less pressure on ground

4) Easier to walk on sand with flat shoes rather then shoes with sharp heels:

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

Subject Integration:

➗ Mathematics

- Use the formula: Pressure = Force ÷ Area
- Solve numerical problems involving units like Pascal (Pa)
- Understand ratios and unit conversions
- Graphs showing relation between force and area

🌍 Social Science

- Study how atmospheric pressure affects weather and climate
- Role of pressure in natural events like winds and storms
- Human adaptations (e.g., living in high-altitude areas)

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 (2026-27)

Teacher's Name – Prajakta Jagtap **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.

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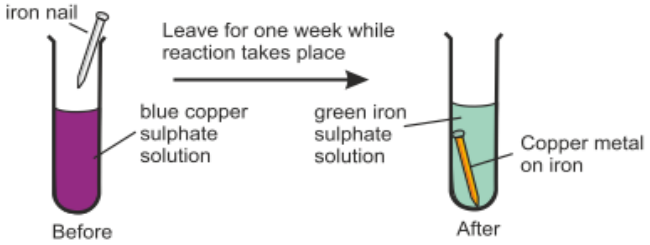
Chemical Displacement or Chemical Replacement

Displacement Reaction: A reaction in which part of a reactant is replaced by another reactant.

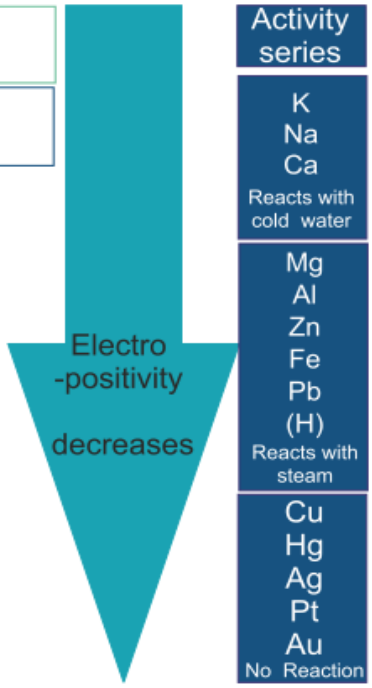
In case of metals, a more reactive metal displaces a less reactive metal from its salt.



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

🌐 Subject Integration:

🌍 Social Science

- Mining of metals and its impact on the environment
- Distribution of minerals in countries like India
- Conservation of natural resources
- Economic importance of metals (iron, copper, gold)

📝 English

- Write an essay: “Importance of Metals in Our Life”
- Prepare a paragraph comparing metals and non-metals
- Learn vocabulary: malleable, ductile, conductor, corrosion

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 (2026-27)

Teacher's Name – Prajakta Jagtap **Grade - 8**
Subject – Science **Month - April**
Topic– Ch-5. Combustion and Fossil Fuels **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
- Combustion
- Conditions necessary for combustion
- Types of combustion
- Flame
- Fuel
- Principles of extinguishing fire

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
- 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.

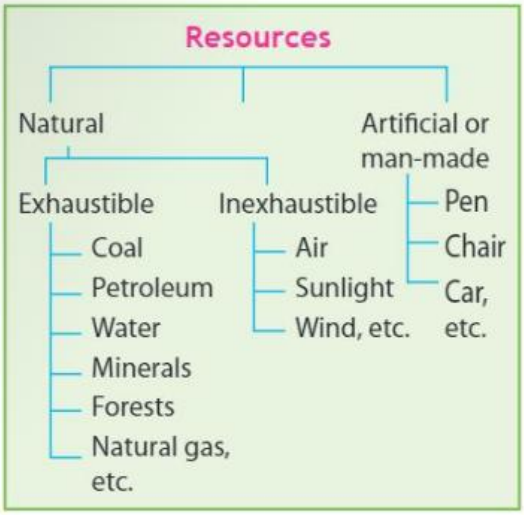
Activities:

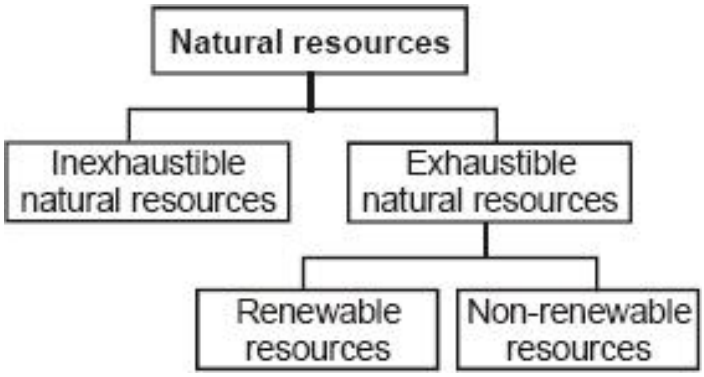
- Recall the previous knowledge of the learners about natural and man-made objects available in their surroundings. Ask about the natural resources available to them. Write all the responses of the learners on the blackboard. • Ask the learners to think about life without natural resources and to share 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.
- 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:
-

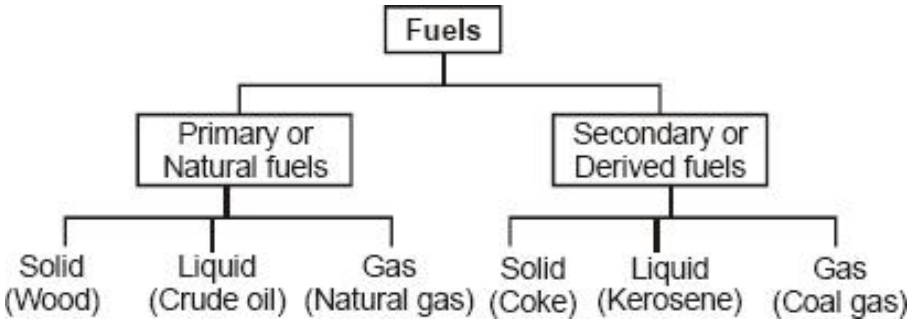
Resources:

Some man-made objects available in the class, samples of coal, coke and graphite

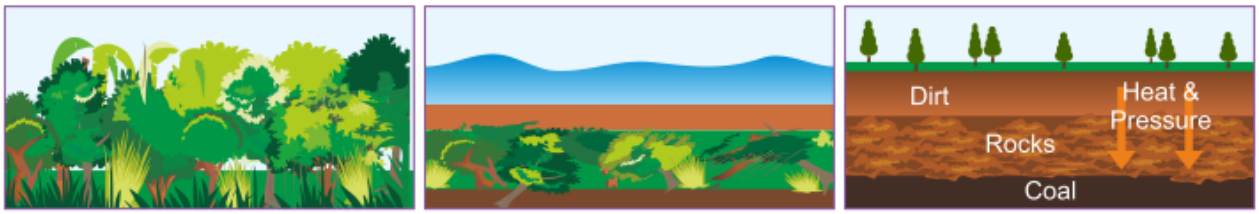
Board work:







The slow process of conversion of wood into coal over million of years is called **carbonization**



Huge forests grew 200-300 million years ago

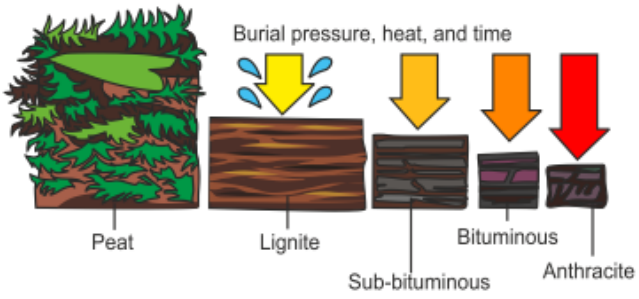
Vegetation died and got buried

Under high pressure and temperature, coal was formed

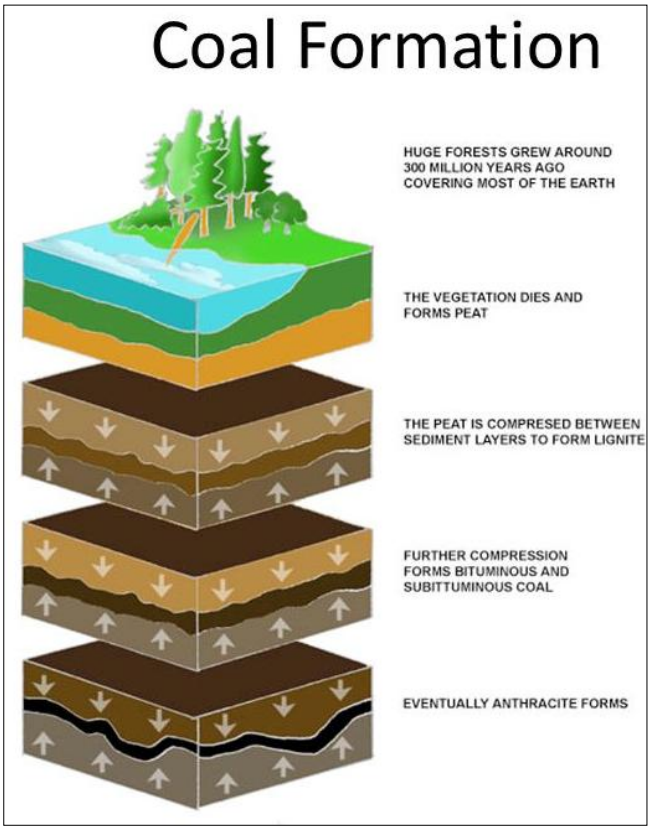
Plants (million of years before) → anaerobic bacteria removes hydrogen and oxygen → COAL

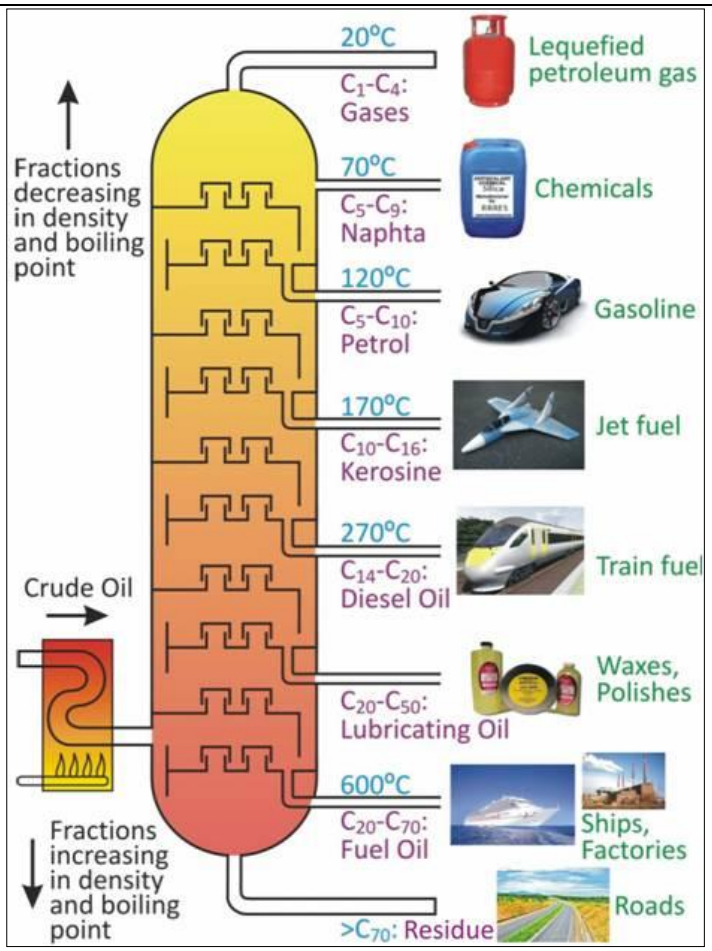
Types of coal :

- **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.





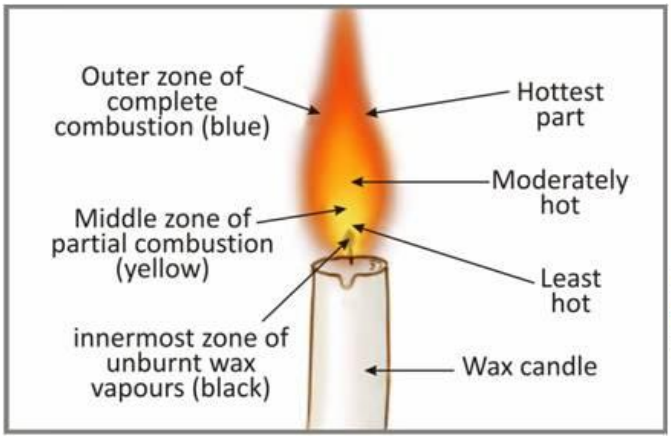
2) Combustion :-

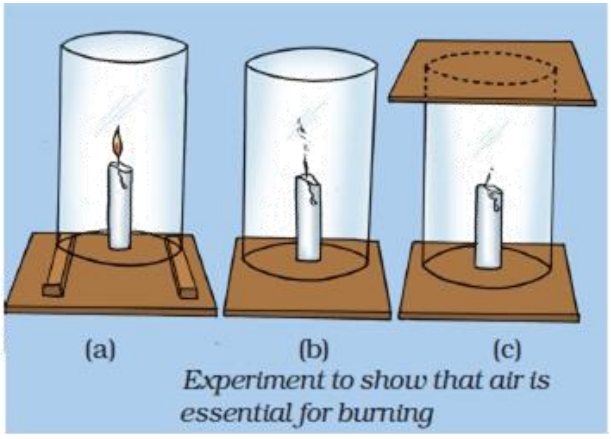
The chemical process in which a substance reacts with oxygen to produce heat is called combustion.

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.

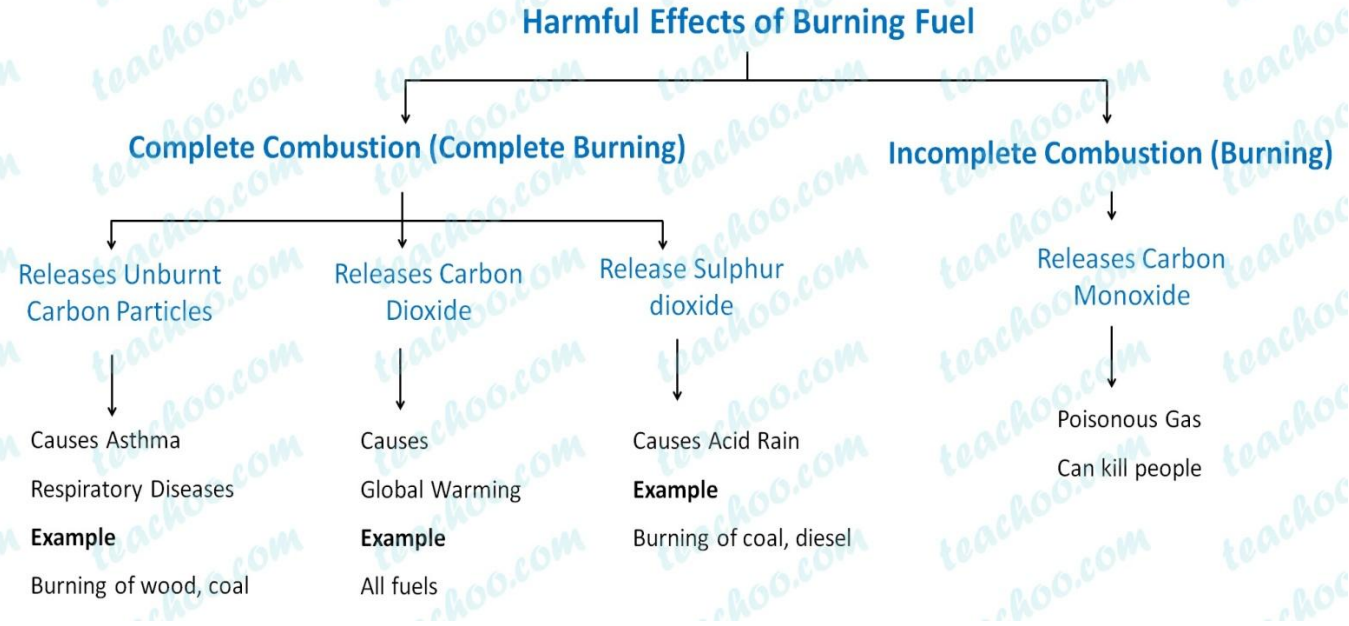




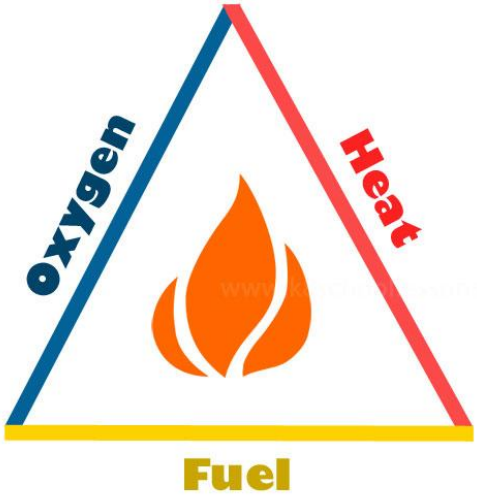
S. No.	LPG	Wood
1.	It is gaseous fuel.	It is solid fuel.
2.	It does not produce smoke.	It produces smoke.
3.	Its calorific value is more (55000 kJ/kg).	Its calorific value is less (17000 kJ/kg).
4.	It is easily stored in cylinders.	It requires more space to store.
5.	It does not cause any pollution.	It causes more pollution.

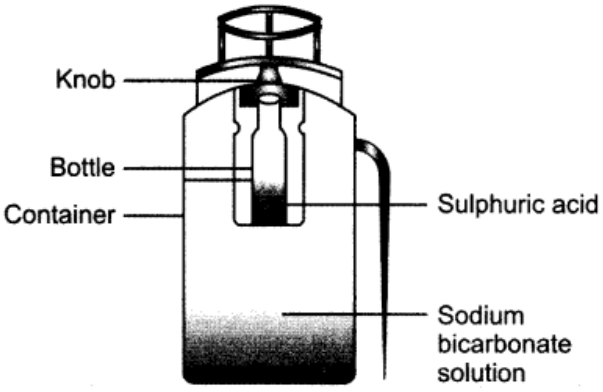
Rapid combustion	Spontaneous combustion
1. It is to be initiated once.	1. It take place by itself.
2. External heat is required to start it once.	2. No external heat is required to start it.
3. Large amoutn of heat and light is evolved in a short time.	3. Small amount of heat and light is evolved.
4. 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.

teachoo.com

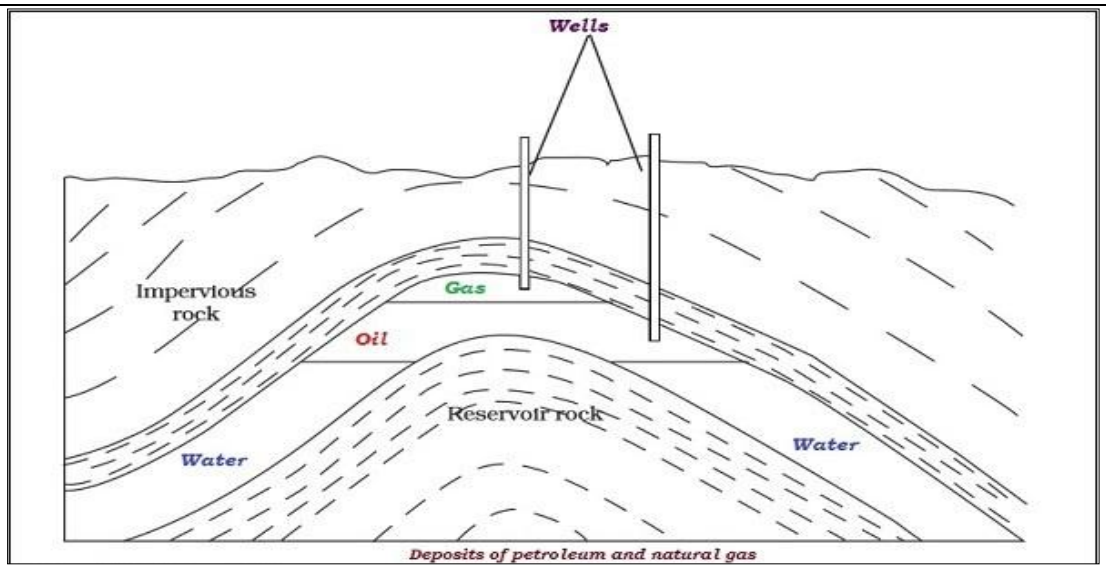


The Fire Triangle

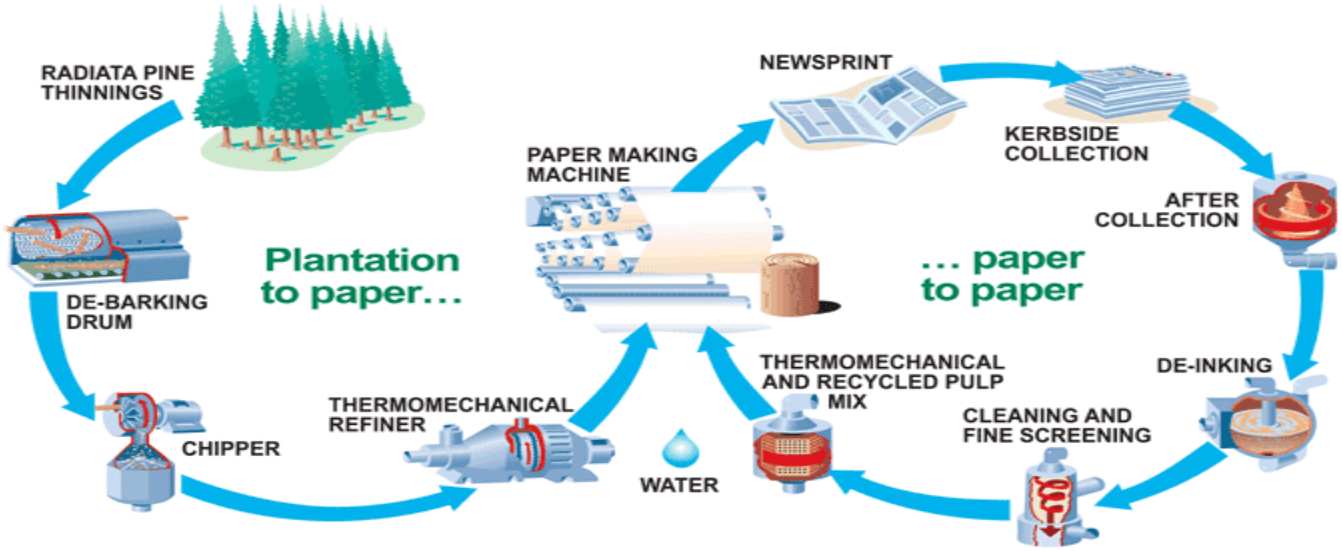




A soda-acid fire extinguisher



Deposits of petroleum and natural gas



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

🌐 Subject Integration:

🌍 Social Science

- Importance of fossil fuels in industrial development
- Environmental issues like air pollution and climate change
- Conservation of natural resources
- Government initiatives promoting clean energy

📝 English

- Write an essay: “Save Fuel for a Better Future”
- Prepare a speech on harmful effects of fossil fuels
- Learn vocabulary: combustion, fuel efficiency, pollution

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 (2026-27)

Teacher's Name – Prajakta Jagtap **Grade - 8**
Subject – Science **Month - July**
Topic– Ch-6. Conservation of Plant and Animals **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:

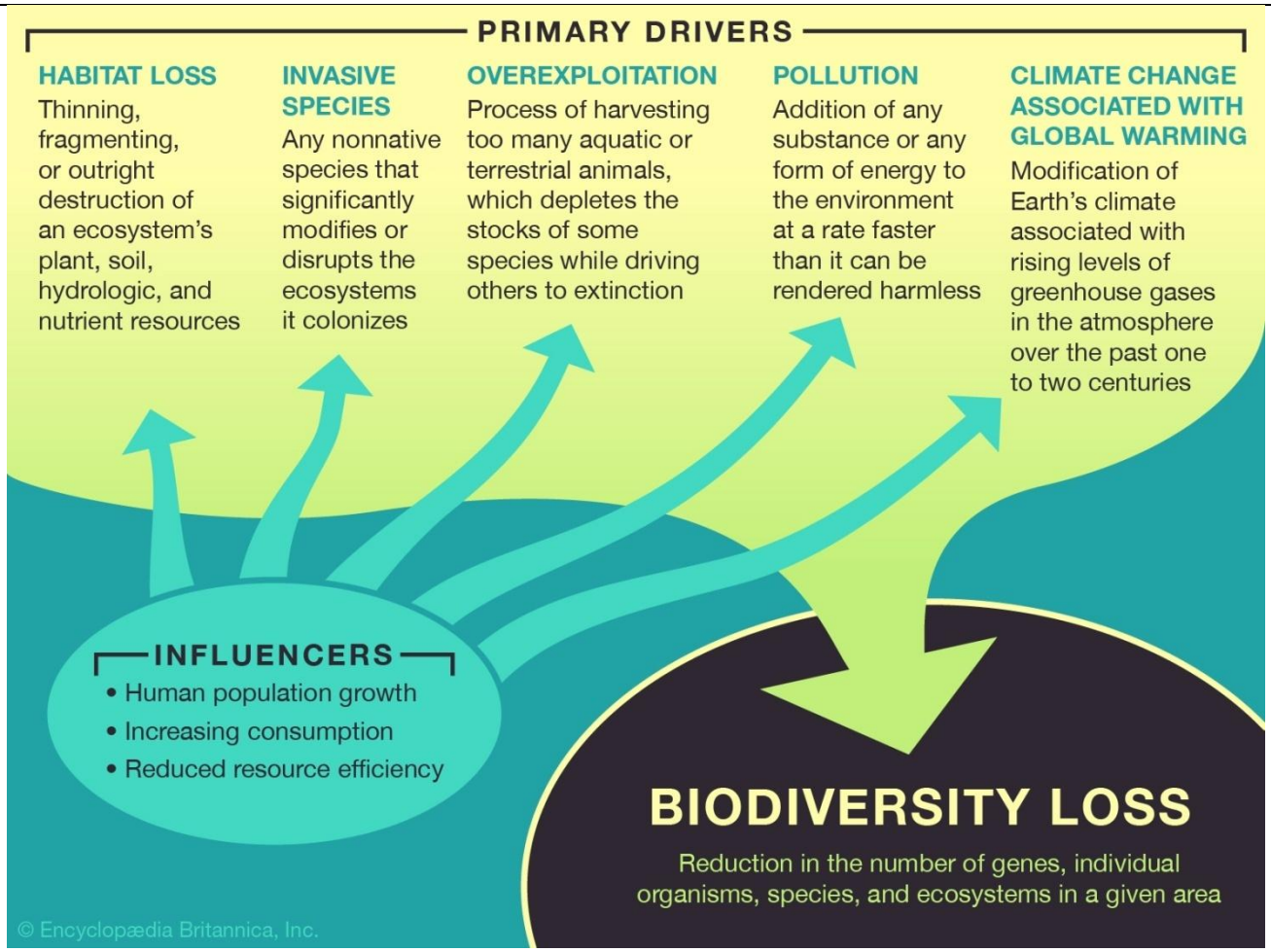
- Show some pictures of living beings and non-living things and ask the learners about them. Ask the learners if there is any connection/relation between living and non-living things. Hold a discussion on interdependence of living and non-living things. Write down the responses of the learners on the 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.

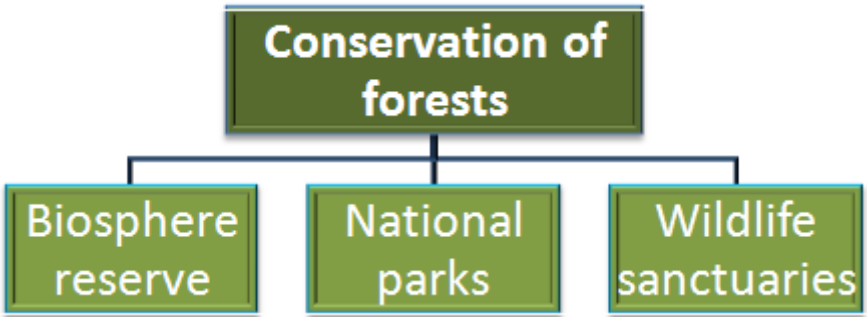
Resources:

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


Conservation of forests
Biosphere reserve
National parks
Wildlife sanctuaries

teachoo.com

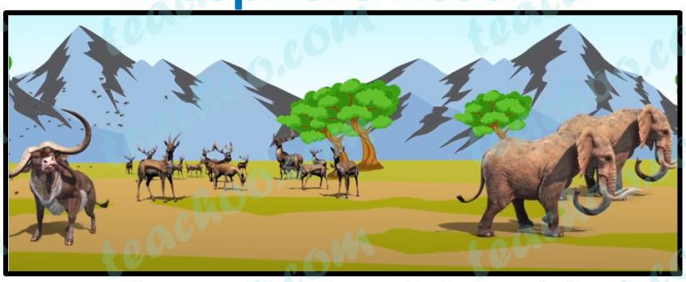
Wildlife sanctuary

Poaching Capturing

National Park

Flora, Fauna, Landscape and Historical objects

Biosphere Reserve



It may contains other protected area in it

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

Subject Integration:

➗ Mathematics
- Represent data on forest cover using graphs
- Calculate percentage decrease in wildlife population
- Create charts comparing species before and after conservation

🌍 Social Science
- Study conservation efforts in India like Project Tiger
- Importance of forests for tribal communities
- Government laws to protect wildlife and forests
- Impact of human activities on environment

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.

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ncert.nic.in, vivadigital.com, Google.

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Lesson Plan (2026-27)

Teacher's Name – Prajakta Jagtap **Grade - 8**
Subject – Science **Month - November**
Topic– Ch-10 Force and 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

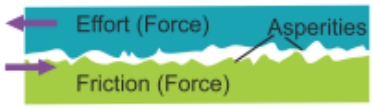
Ball rolling on floor stops after some time due to friction.

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

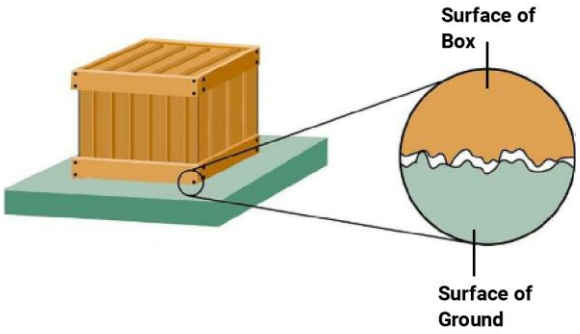
Friction is caused by the **irregularities on the two surfaces in contact**.
Irregularities on the two surfaces lock into one another. When an attempt is made to move any surface, a larger force needs to be applied to overcome this interlocking.

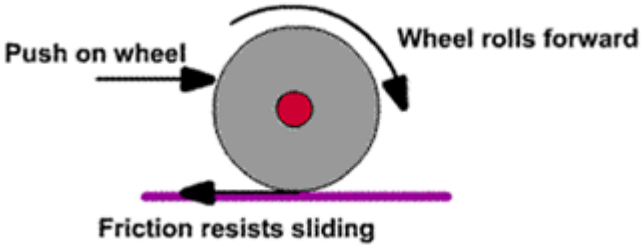
Rough surfaces
- Larger number of irregularities
- Frictional force is greater
- Force applied to move an object has to be greater

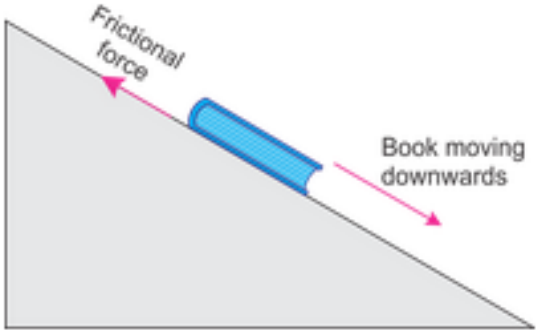


Smooth surfaces
- Larger number of very minute irregularities
- Frictional force is less
- Very little force needs to be applied to move an object

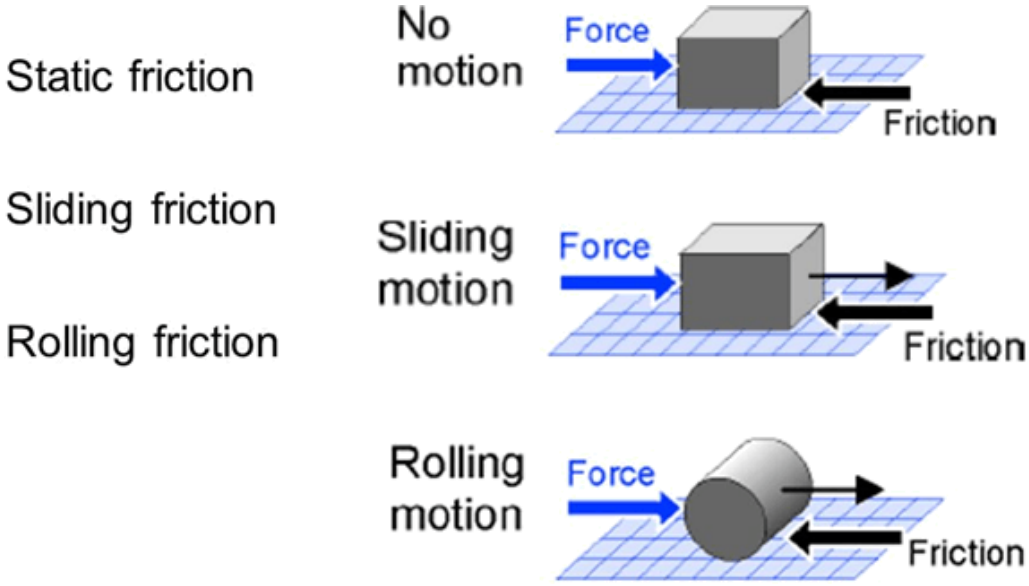
Irregularities between surfaces causes friction







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

Subject Integration:

📝 English

- Write an essay: “Friction – A Necessary Evil”
- Prepare a short paragraph explaining types of friction
- Learn vocabulary: friction, force, motion, resistance

➗ Mathematics

- Solve numerical problems using formulas related to force
- Compare values using tables and graphs
- Measure and calculate effects of friction in experiments

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 (2026-27)

Teacher’s Name – Prajakta Jagtap **Grade - 8**
Subject – Science **Month - December**
Topic– Ch-12.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.

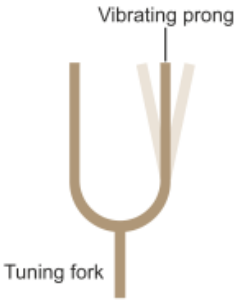
Board work:

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.

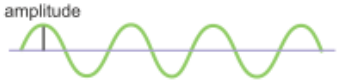
Loudness

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

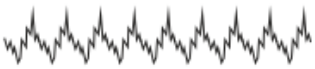
Low frequency
- flatter sound
longer wavelength

Quality or Timbre

It distinguishes **one sound from other having the same loudness and pitch**.

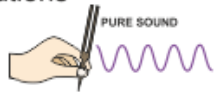
Both the sounds have different sound effects

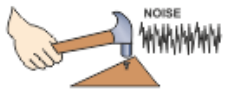
Sound waves of guitar

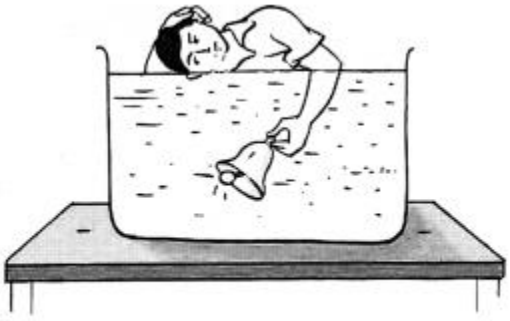


Sound waves of sitar

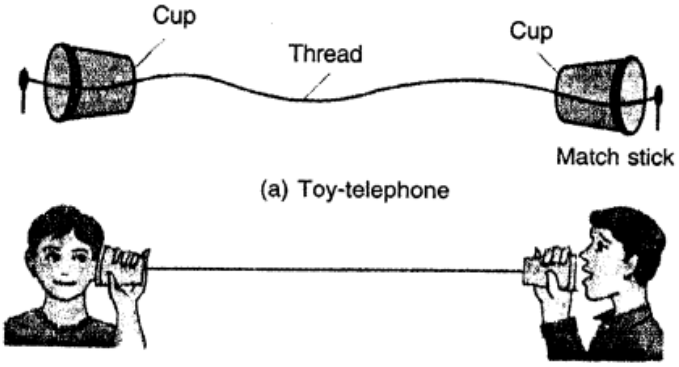
Music	Noise
• produced by periodic vibrations • has regular wave pattern • pleasing to ears • can be reproduced • e.g. sound produced by music instruments	• produced by irregular vibrations • has irregular wave pattern • irritating to ears • cannot be reproduced • e.g. Sound produced by moving bus, train



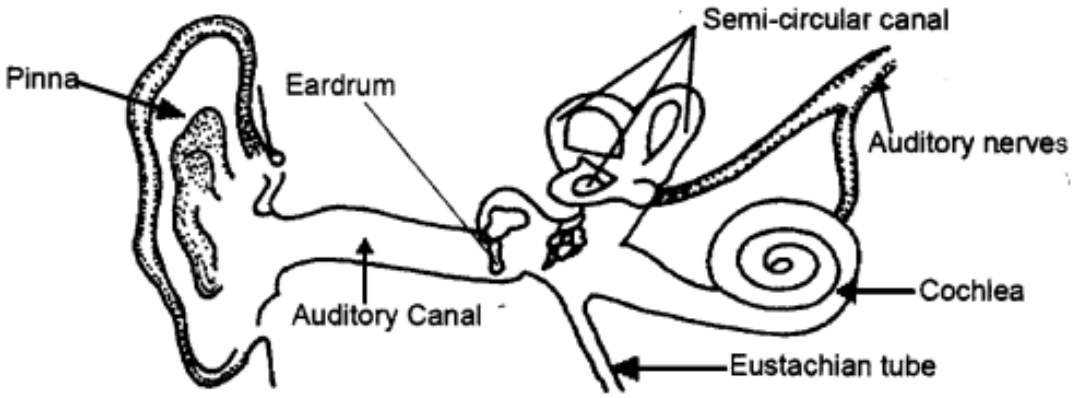




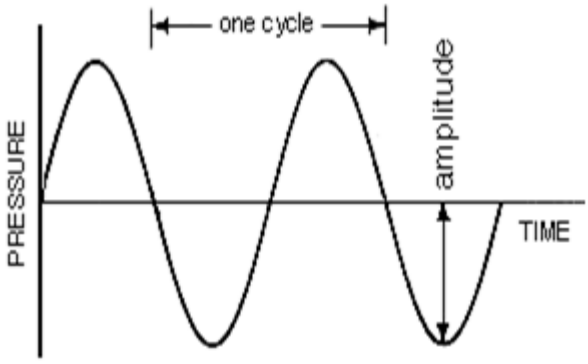
Sound travelling through water

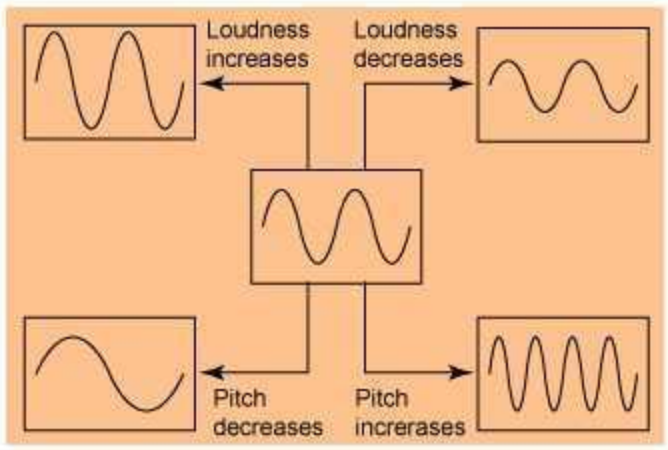


Sound travels in a solid



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

Subject Integration:

➗ Mathematics

- Relation between **frequency and time**
- Solve simple numerical problems on sound
- Represent sound waves using **graphs**
- Measure speed of sound (basic calculations)

📝 English

- Write an **essay**: *"Noise Pollution and Its Effects"*
- Prepare a **speech** on importance of sound in communication
- Learn vocabulary: vibration, frequency, echo, noise

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 (2026-27)

Teacher's Name – Prajakta Jagtap **Grade - 8**
Subject – Science **Month - October**
Topic– Ch-11. Pressure **No. of Periods- 7**

Subtopic:

- Pressure
- Calculating Pressure
- Variation of Pressure
- Fluid Pressure
- Atmospheric Pressure
- Measuring Pressure
- Variation of Liquid Pressure with Depth
- Application of Pressure

Specific objective: Students will be able:

- Define pressure and state its formula (Pressure = Force / Area).
- Identify units of pressure, especially the SI unit (Pascal).
- Explain how pressure depends on force and area with examples (e.g., sharp knife vs blunt knife).
- Describe pressure in liquids, including how it increases with depth.

Methodology:

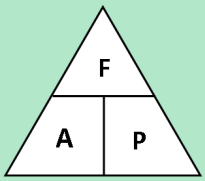
- Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Pressure and Area (Thumb vs Pin)
- Materials: Thumb, pin, eraser or board
- Activity:Press your thumb on a surface.Now press a pin on the same surface.
- Observation: Pin makes a mark easily, thumb does not.
- Conclusion: Smaller area → more pressure. Hydrogen cannot be used as domestic fuel.
- Liquid Pressure with Bottle Materials: Plastic bottle, water, pin
- Activity: Make 3 holes at different heights in a bottle.Fill with water.
- Observation: Water from the lowest hole goes farthest.
- Conclusion: Pressure increases with depth.
- Atmospheric Pressure (Glass & Card)
- Materials: Glass, water, cardboard
- Activity: Fill glass with water.Cover with cardboard and invert it.
- Observation: Water does not fall.
- Conclusion: Air (atmospheric pressure) pushes upward.

Board work:

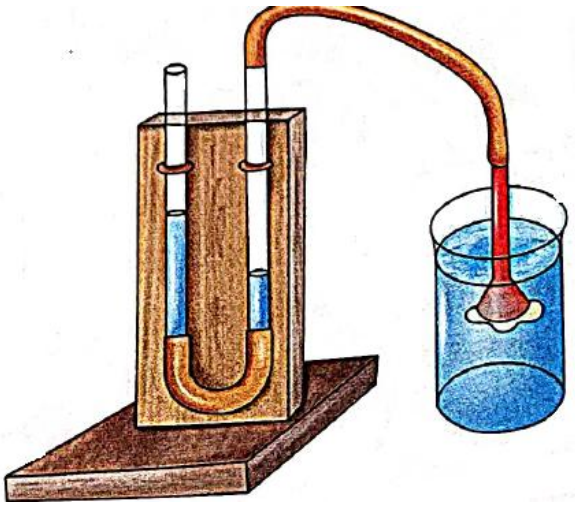
Force Area Pressure



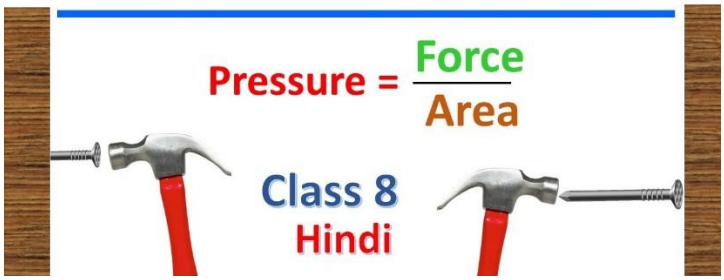
$$\text{Pressure} = \frac{\text{Force}}{\text{Area}}$$

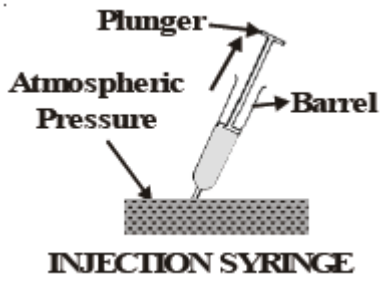
$$\text{Area} = \frac{\text{Force}}{\text{Pressure}}$$

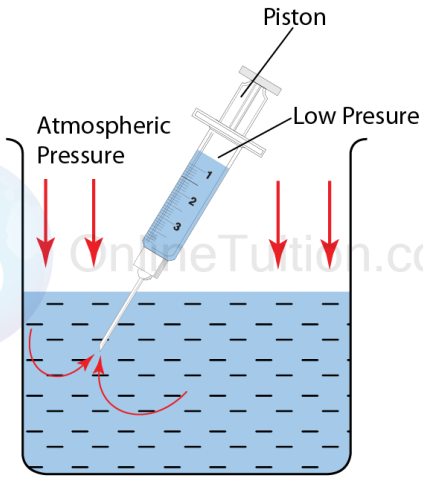
$$\text{Force} = \text{Area} \times \text{Pressure}$$



Pressure ?







When the piston is pulled up, the atmospheric pressure inside the cylinder will decrease. The atmospheric pressure outside pushes the liquid up into the syringe.

Learning outcomes: Learners will be able to:

- Define pressure and write its formula correctly.
- State and use the SI unit of pressure (Pascal).
- Explain the relationship between force, area, and pressure with examples.
- Demonstrate how pressure changes with area through simple activities.
- Describe pressure in liquids and explain why it increases with depth.
- Show that liquids exert pressure in all directions using experiments.
- Explain atmospheric pressure with everyday examples (straw, glass experiment).
- Apply the concept of pressure in real-life situations (sharp tools, dams, etc.).
- Solve basic numerical problems using the formula P=FAP = \frac{F}{A}P=AF.
- Differentiate between pressure in solids, liquids, and gases (basic understanding).

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

Subject Integration:

Geography

- Atmospheric pressure and its role in weather
- Wind movement due to pressure differences
- Understanding high and low pressure regions

Biology

- Pressure in blood circulation
- Breathing process (air pressure helps lungs expand)
-

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 (2026-27)

Teacher's Name – Prajakta Jagtap **Grade - 8**
Subject – Science **Month - July**
Topic– Ch-7 Cell Structure and Function **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

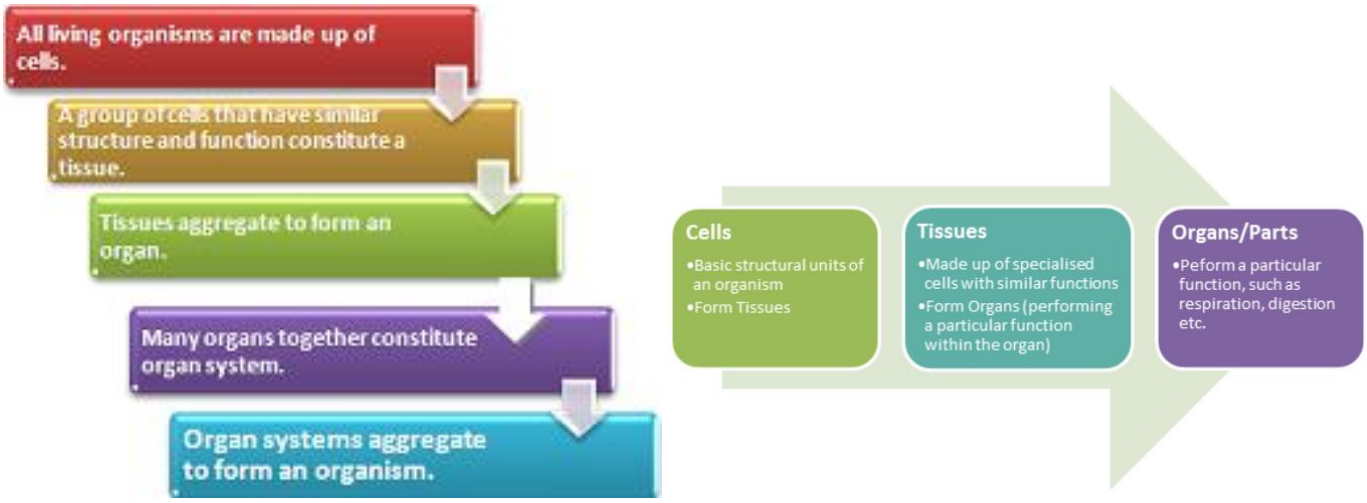
Methodology:

- 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

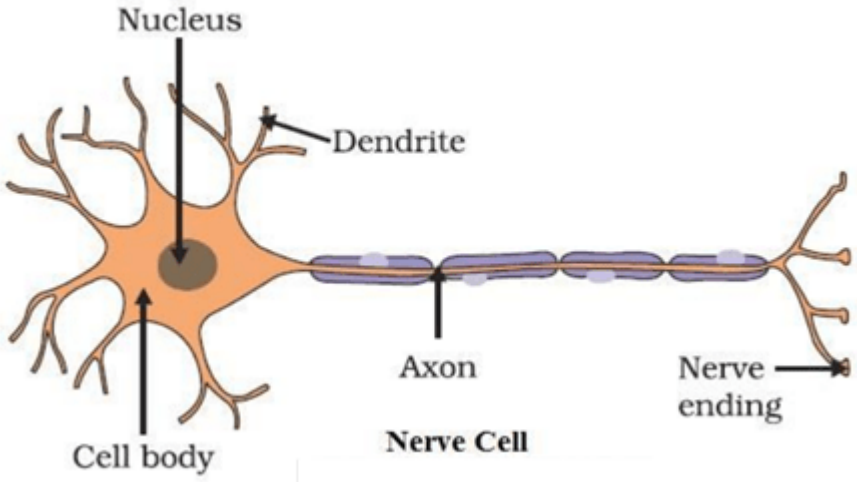
Board work:



SHAPE OF CELL

- Spherical Shape
  -

  - RBC
- Spindle Shape
  -
  - MUSCLE SHAPE
- Long branched Shape
  -
  - NERVE CELL



Cell: The basic structural and functional unit of all living organisms.

Cell number

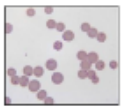
Unicellular organisms: are made up of single cell. e.g. amoeba, bacteria , chlamydomonas

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

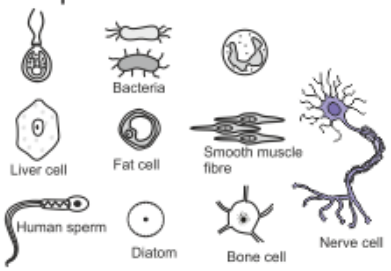
Nerve cell – longest cell

Ostrich egg- largest cell

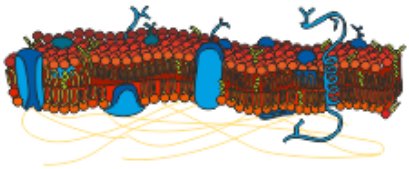
wikimedia.commons; Author: Raul654

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

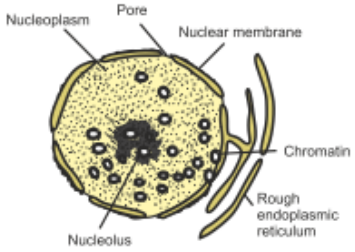


- It is the outer most covering of the cell.
- It is made up of two layers of lipids(fat) molecules with proteins

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

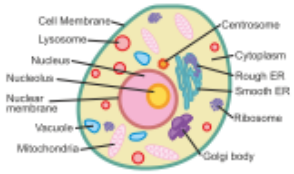


It is dense, spherical or oval shaped body, located at the center of the cell.

Functions:

- Controls and regulates all functions of the cell
- Cell division
- Contains genetic material

Cytoplasm

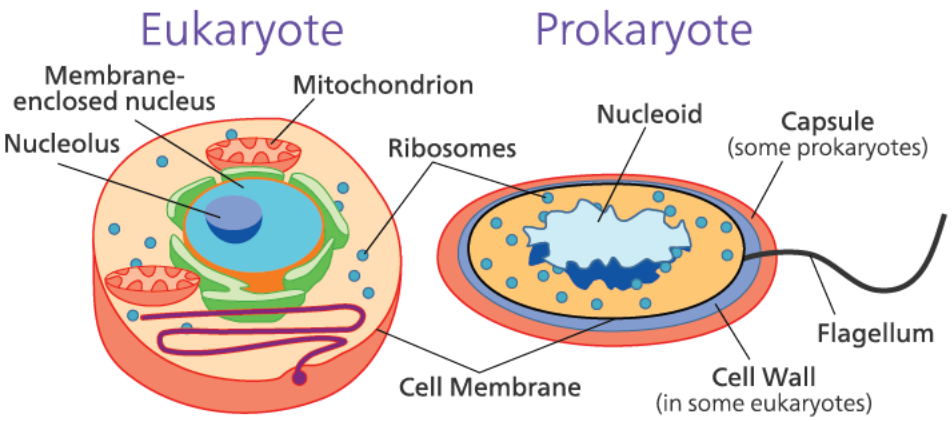


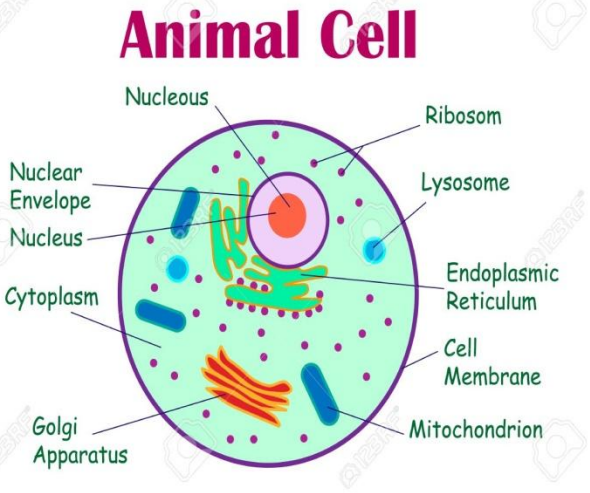
It is a semi-fluid substance. Tiny living bodies called **organelles** lie suspended in cytoplasm.

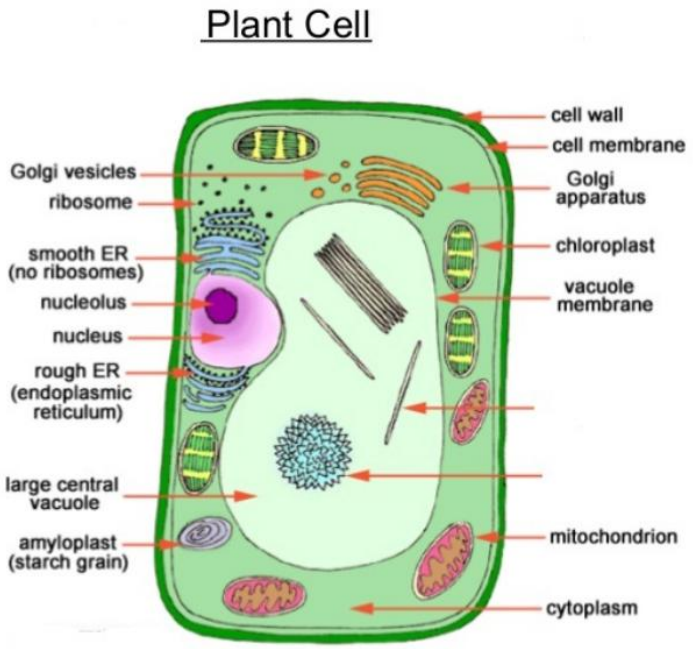
Functions:

- 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.

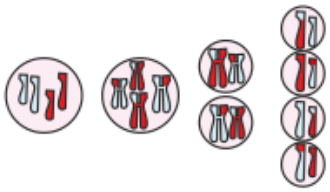
Cell division is the process by which a parent cell divides into two or more daughter cells.

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

Subject Integration:

🌍 Social Science

- Contribution of scientists like Robert Hooke in discovering cells
- Development of scientific knowledge over time
- Importance of biology in human development and health

📝 English

- Write an **essay**: *"The Cell – Building Block of Life"*
- Prepare a **paragraph** describing parts of a cell
- Learn new terms: nucleus, membrane, organelles

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 (2026-27)

Teacher's Name – Prajakta Jagtap **Grade - 8**
Subject – Science **Month - November**
Topic– Ch-9 Reproduction **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

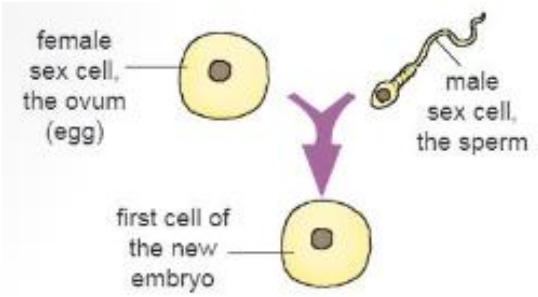


Fig. 8.4: Sexual reproduction in humans

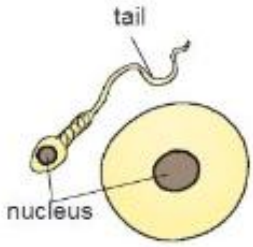
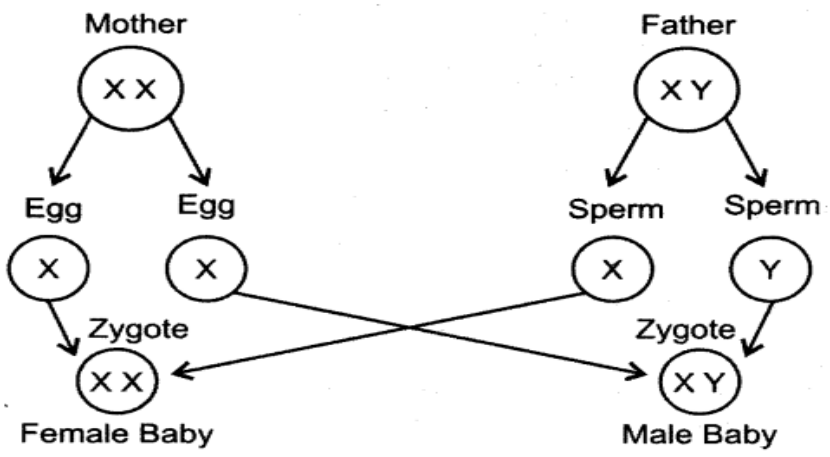
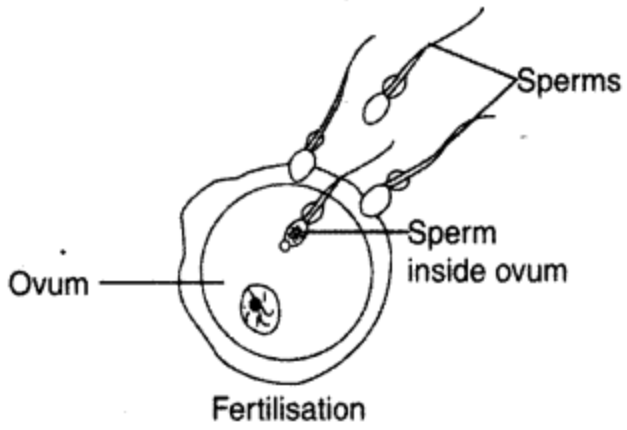


Fig. 8.5: Human male and female gametes





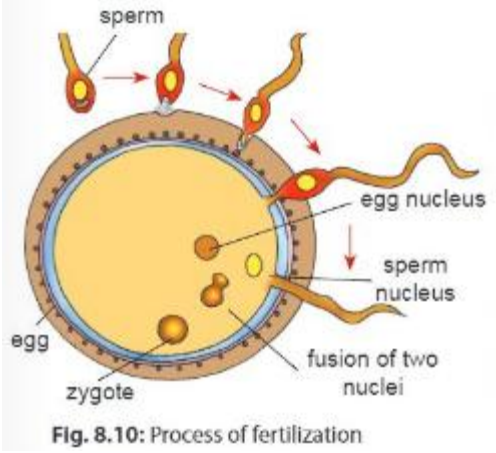


Fig. 8.10: Process of fertilization

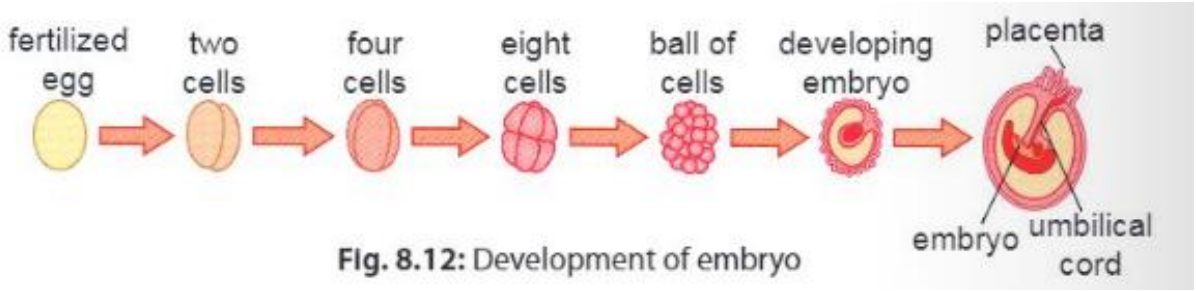
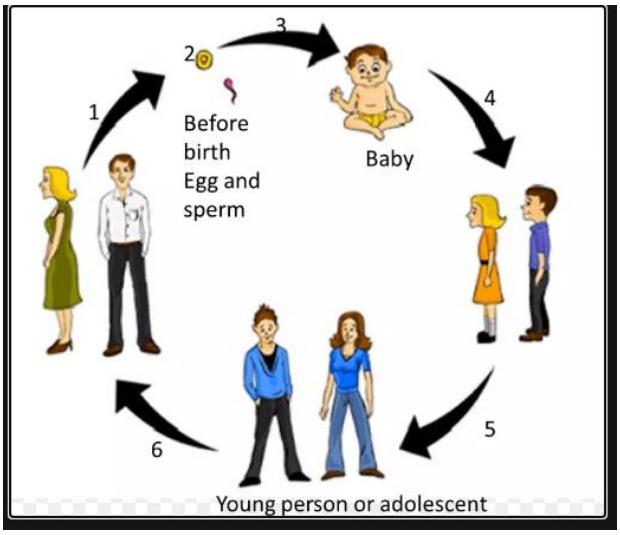
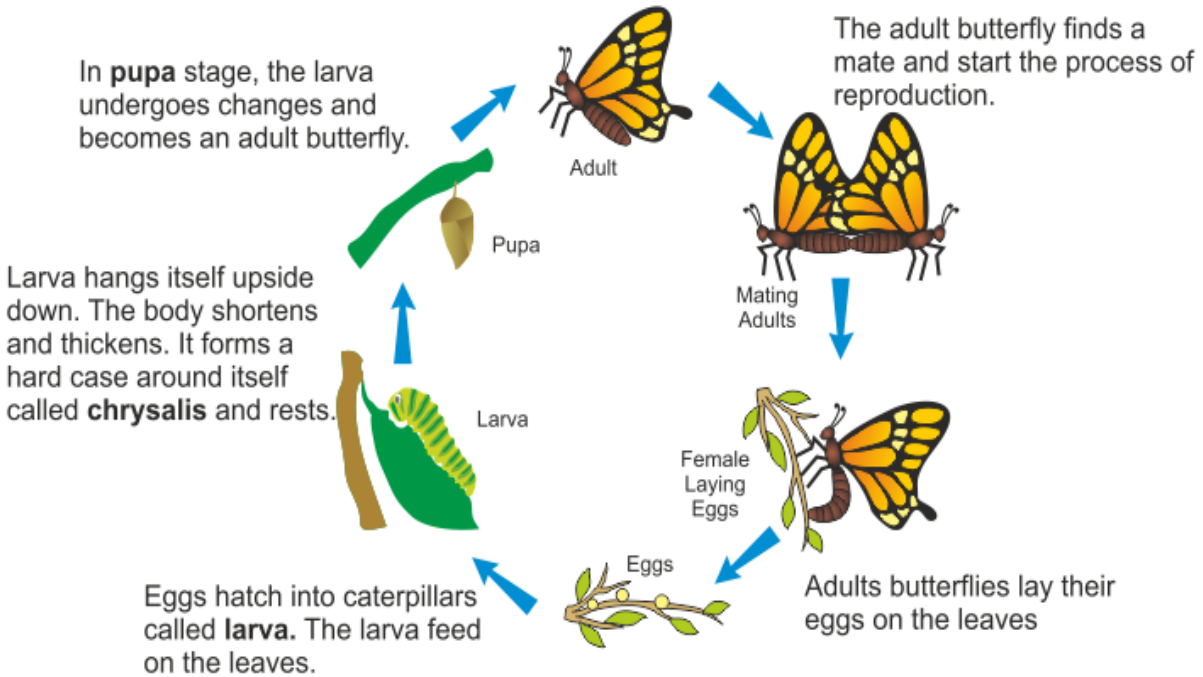
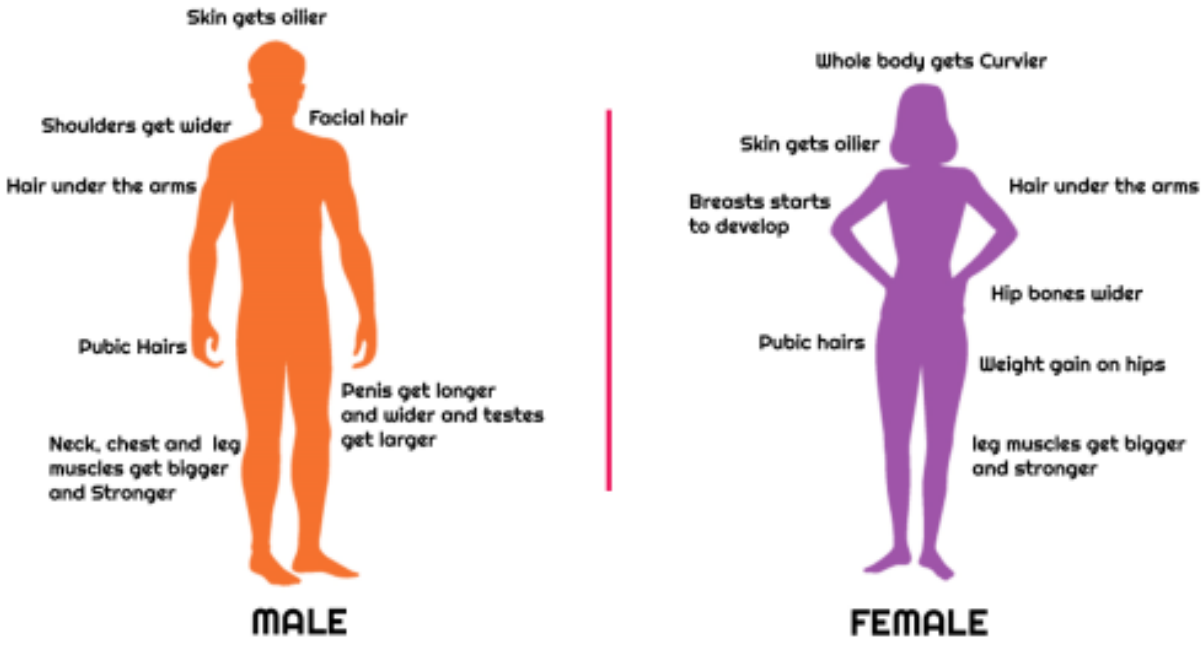


Fig. 8.12: Development of embryo

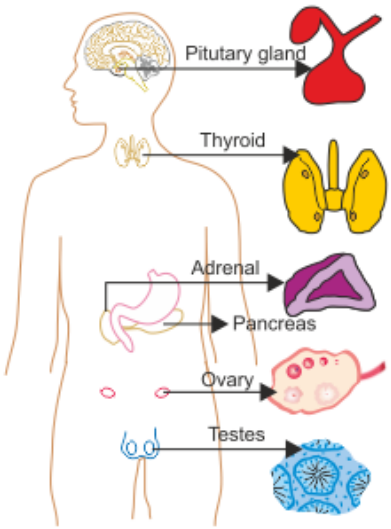


Metamorphosis- the change of form that an insect undergoes while developing onto an adult.





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

Subject Integration:

📝 English

- Write an **essay**: *"Reproduction – Continuity of Life"*
- Prepare a **short paragraph** explaining types of reproduction
- Learn new vocabulary: fertilization, embryo, reproduction

➗ Mathematics

- Represent growth stages using **charts and graphs**
- Compare numbers in asexual vs sexual reproduction
- Use diagrams with proper proportions

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 (2026-27)

Teacher's Name – Prajakta Jagtap **Grade - 8**
Subject – Science **Month - June**
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:

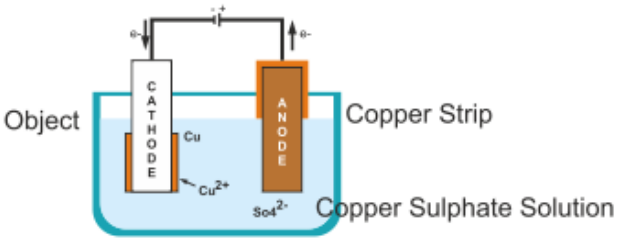
- Initiate a discussion in the class on the topic 'importance of electricity' and ask the learners to give examples where electricity is used like lighting house and other places, cooking food, etc.
- Show pictures of some electrical appliances to the learners and ask their names. Ask them to name some 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:

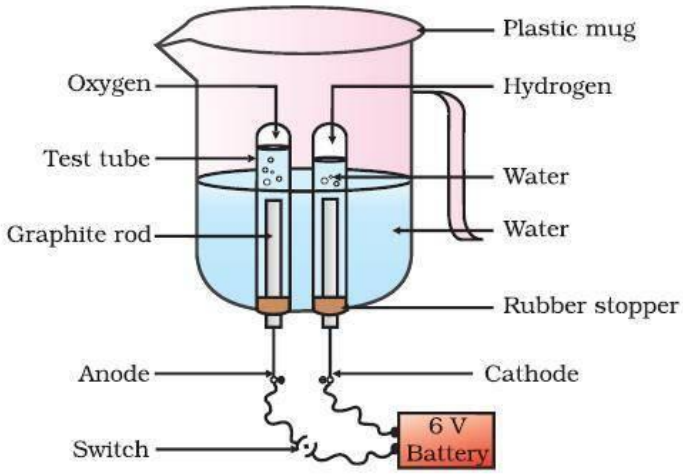
The process **of depositing a layer of any desired metal on another material** by means of electricity is called **electroplating.**



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

Subject Integration:

🌍 Social Science

- Industrial uses of electroplatidng (jewelry, utensils)
- Impact of chemical industries on environment
- Importance of technology in development

📝 English

- Write an **essay**: *"Uses of Electricity in Daily Life"*
- Prepare a **paragraph** on electroplating
- Learn vocabulary: electrolyte, electrolysis, electrode

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 (2026-27)

Teacher's Name – Prajakta Jagtap **Grade - 8**
Subject - Science **Month - December**
Topic – 8. 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

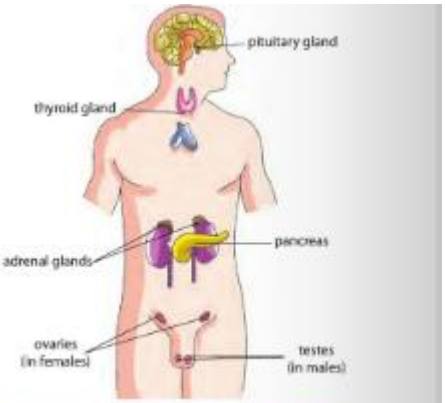


Fig. 10.3: Endocrine glands in the human body

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 :

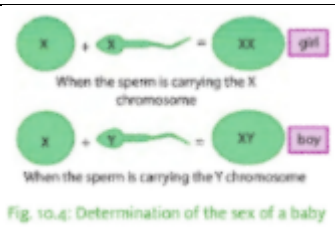


Fig. 10.4: Determination of the sex of a baby

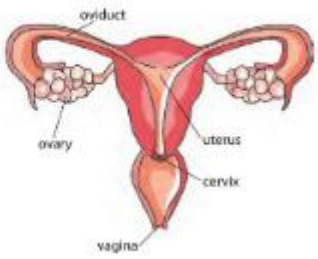
Learning outcomes: The Learners will be able to

- 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.

Subject Integration:

🌍 Social Science

- Social and psychological changes during adolescence
- Role of family and society in guiding teenagers
- Awareness about peer pressure, responsibilities, and decision-making

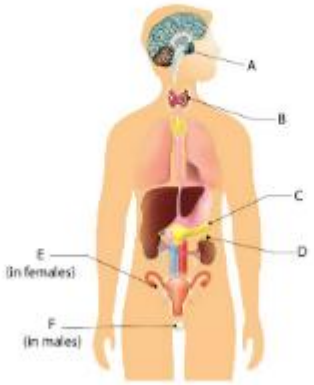
📝 English

- Write an **essay**: *"Adolescence – A Phase of Change"*
- Prepare a **paragraph** on emotional and social changes
- Learn vocabulary: puberty, hormones, adolescence, maturity

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 (2026-27)

Teacher's Name – Prajakta Jagtap **Grade - 8**
Subject – Science **Month - January**
Topic– Ch-14.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.

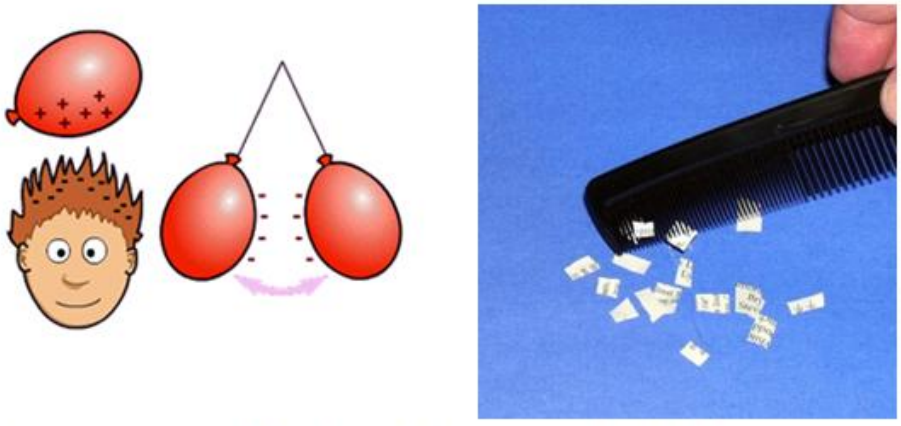
Activities:

- 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.

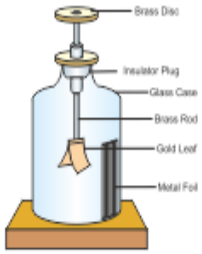
Resources:

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

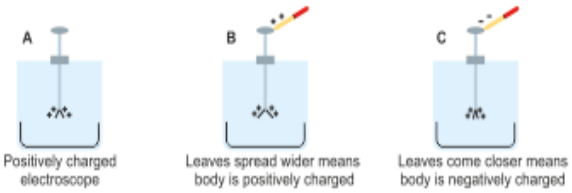
To detect and measure the charge on an object: When the electroscope is uncharged, the gold leaf hangs vertically. When a charged body is brought in contact with brass disc, the gold leaf moves apart or diverges. The amount of divergence of the leaf is a measure of amount of charge on the object.

Charging the electroscope: Electroscope can be charged by conduction or induction. The leaf acquires the same charge as on the charged object and diverges.

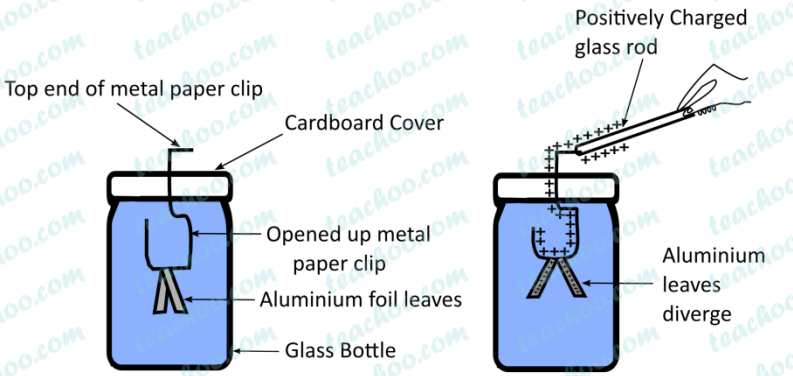
To find the nature of charge on an object:

If divergence of the leaf increases, object has the same charge as the electroscope.

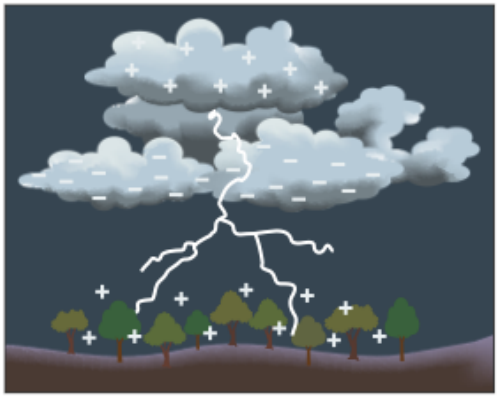
If divergence of the leaf decreases, it has opposite charge as the electroscope.



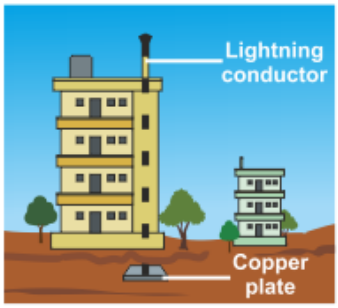
Electroscope



Lightning is a bright flash of electricity produced by a thunderstorm.



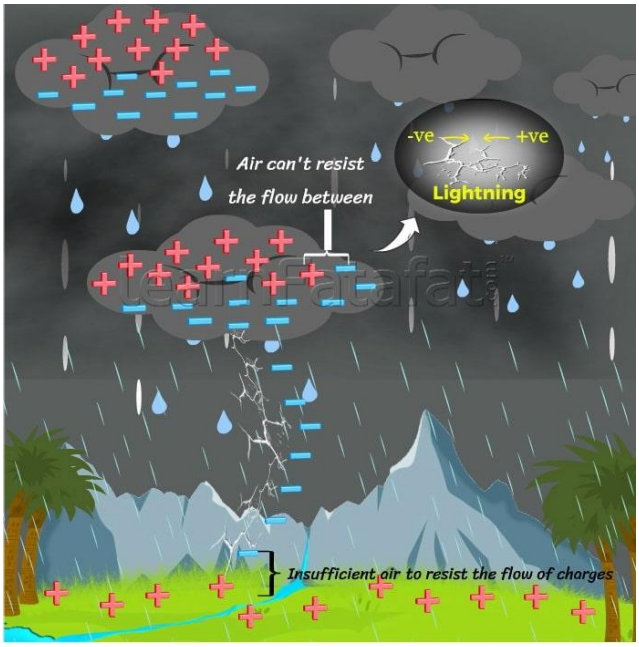
- **Thunderclouds have huge amount of positive and negative charges.**
- The positive charges or protons form at the top of the cloud and the negative charges or electrons form at the bottom of the cloud.
- **The negative charge at bottom of the cloud causes a positive charge to build up on the earth's surface.**
- The positive charge coming up from earth's surface eventually connects with a negative charge reaching down from the clouds and lightning strikes.

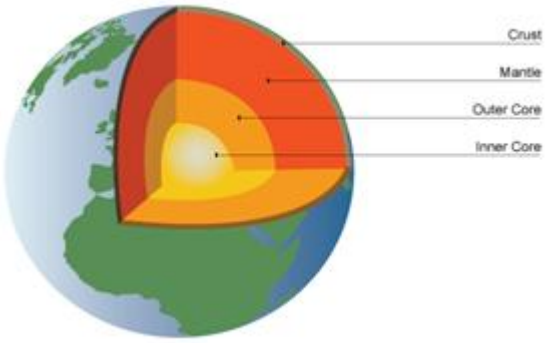


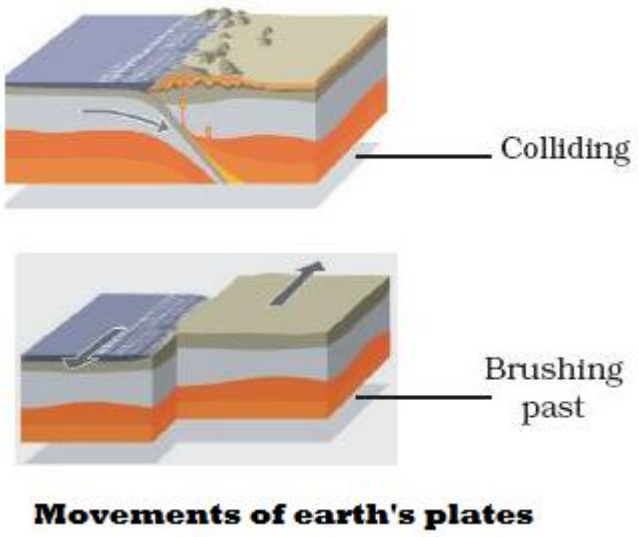
Lightning Conductors

A device used to protect buildings from the effect of lightning.

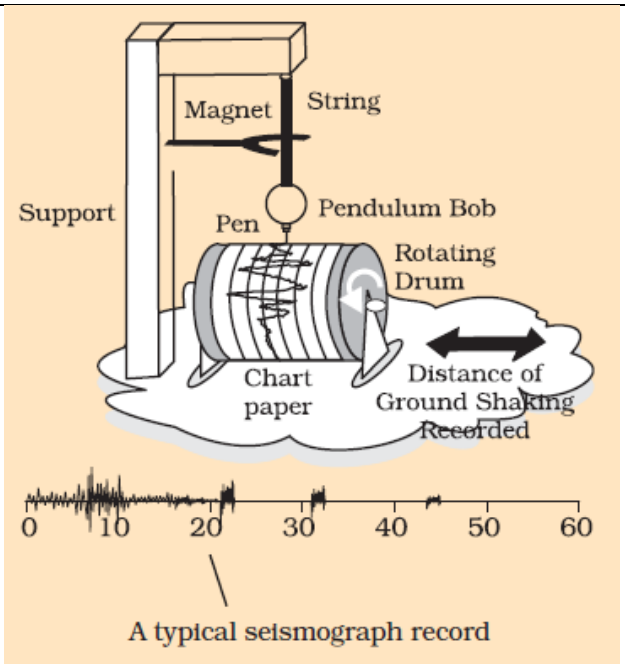
A metallic rod, taller than the building, is installed in the walls of the building during its construction. One end of the rod is kept out in the air and the other is buried deep in the ground. The rod provides easy route for the transfer of electric charge to the ground.







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

Subject Integration:

÷ Mathematics

- Record and analyze **frequency of natural disasters** using tables and charts
- Calculate **magnitude of earthquakes** (basic understanding of the Richter scale)
- Use graphs to represent **storm speeds and rainfall data**

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 (2026-27)

Teacher's Name – Prajakta Jagtap **Grade - 8**
Subject – Science **Month - October**
Topic– Ch-17.Human Intervention in Natural Phenomena **No. of Periods- 8**

Subtopic:

- Forests
- Conserving Forests
- Fossil Fuels
- Conserving Fossil Fuels

Specific objective: Students will be able:

- Identify the main types of forests (e.g., tropical, temperate, and boreal).
- Describe the key characteristics of each forest type, including climate, flora, and fauna.
- Explain the ecological importance of forests, such as oxygen production, carbon storage, and habitat provision.
- Discuss the benefits of forests to humans, including resources like timber, medicine, and food.
- Promote awareness of forest conservation and sustainable practices.

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.

- **Group Discussion: Importance of Forests**
- Divide students into small groups.
- Each group lists ways forests help the environment and humans, then shares with the class.
- **Role Play / Storytelling**
- Students act as animals, trees, or humans in a forest, showing interactions and the impact of deforestation.
- **Forest Conservation Pledge**
- Students write down one action they can take to help protect forests and share it with the class.

Resources:

Picture showing lightning, picture of seismograph

Board work:

Learning outcomes: Learners will be able to:

- Identify the main types of forests (e.g., tropical, temperate, and boreal).
- Describe the key characteristics of each forest type, including climate, flora, and fauna.
- Explain the ecological importance of forests, such as oxygen production, carbon storage, and habitat provision.

- Discuss the benefits of forests to humans, including resources like timber, medicine, and food.
- Promote awareness of forest conservation and sustainable practices.

Application:

- Learners can take relevant measures of prevention from earthquakes and lightning and educate people about them.

ICT Intergrated:

- Videos
- Powerpoint presentation

Subject Integration:

➗ Mathematics

- Record and analyze **frequency of natural disasters** using tables and charts
- Calculate **magnitude of earthquakes** (basic understanding of the Richter scale)
- Use graphs to represent **storm speeds and rainfall data**

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 (2026-27)

Teacher's Name – Prajakta Jagtap **Grade - 8**

Subject – Science **Month - October**

Topic– Ch-15.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:

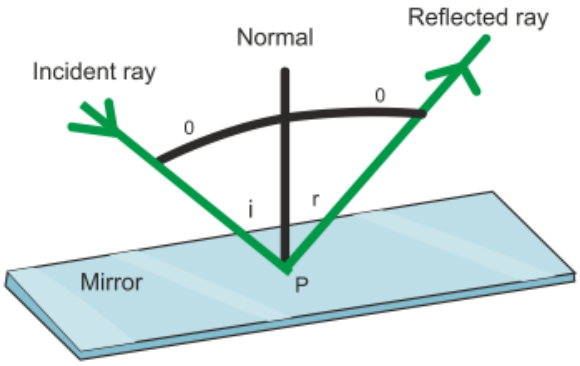
- Recall the previous knowledge of the learners about light and ask them different sources of light—natural and man-made. List the responses of the learners on the blackboard. Develop the idea that light is a form of energy which gives us the sensation of seeing objects.
- Take a plane mirror and throw 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:

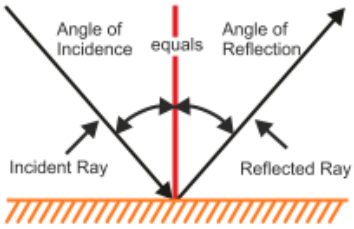
Reflection

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:

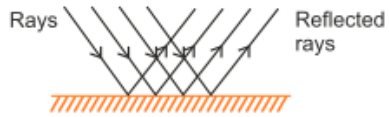


I) The **incident ray, the reflected ray and the normal** to the mirror at the point of incidence all **lie in the same plane**.

ii) The **angle of incidence is equal to the angle of reflection**.

Types of Reflection

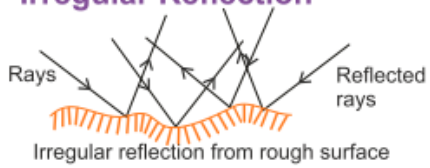
Regular Reflection



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.

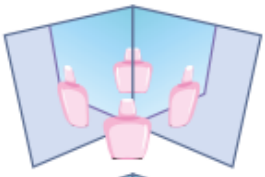
Images formed in two inclined mirrors:

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

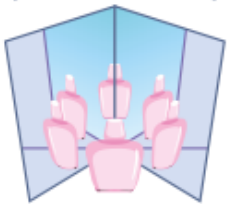
$$n = \frac{360}{\theta} - 1$$

1) When two mirrors are kept parallel to each other, i.e., θ = 0°. The no. of images of an object kept in between the two mirrors are $n = \frac{360}{0} - 1$ = infinite

2) When the two mirrors are kept perpendicular to each other, i.e. 90°, then no. of images = $\frac{360}{90} - 1 = 3$

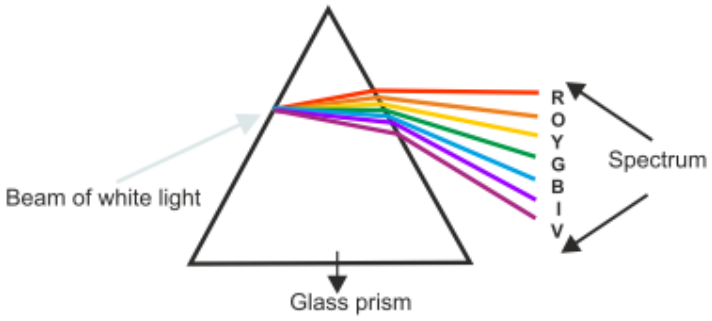


3) When the two mirrors are kept at angle 60°, then no. of images = $\frac{360}{60} - 1 = 5$



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.

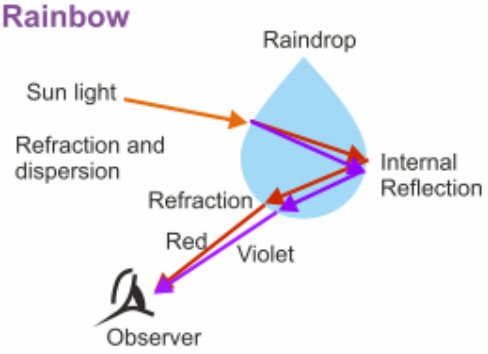


The spectrum of white has the colours

- Violet
- Indigo
- Blue
- Green
- Yellow
- Orange
- Red

The red light bends the least and the violet light bends the most.

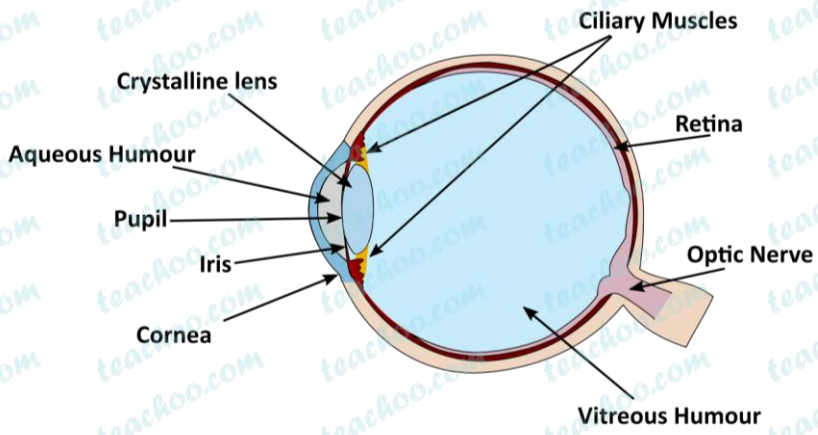
Rainbow



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**.

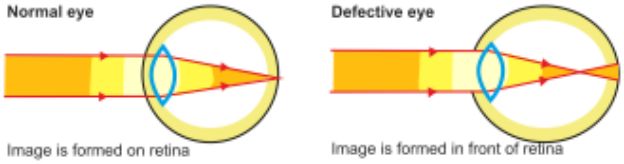
Human Eye



Defects of Vision:

Shortsightedness or Myopia

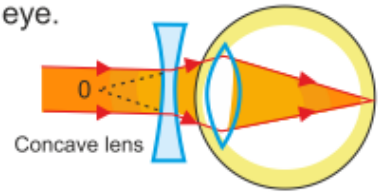
Defect of vision in which a person can see nearby objects clearly but cannot see distant objects clearly



Causes

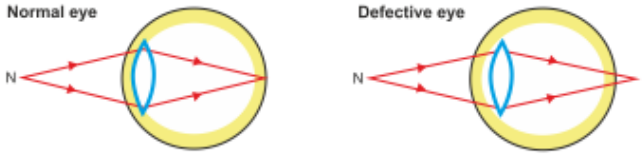
1) Increase in curvature of the eye lens.
2) Increase in the length of the eye ball

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

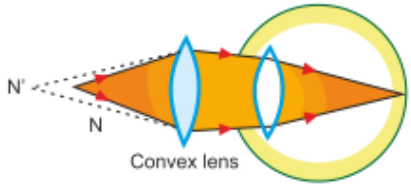
Defect of vision in which a person can see distant objects clearly but cannot see nearby objects clearly.



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

Subject Integration:

➗ Mathematics

- Draw **ray diagrams** for reflection and refraction
- Measure angles of incidence and reflection
- Calculate **focal length and magnification** in lenses
- Represent data using **tables and graphs**

🌍 Social Science

- Importance of light in navigation and communication (e.g., lighthouses, optical fibers)
- Historical contributions: **Isaac Newton** and **discovery of dispersion of light**
- Role of light in cultural and religious practices

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 (2026-27)

Teacher's Name – Prajakta Jagtap **Grade - 8**
Subject – Science **Month - June**
Topic– Ch-16.Stars and the Solar System **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

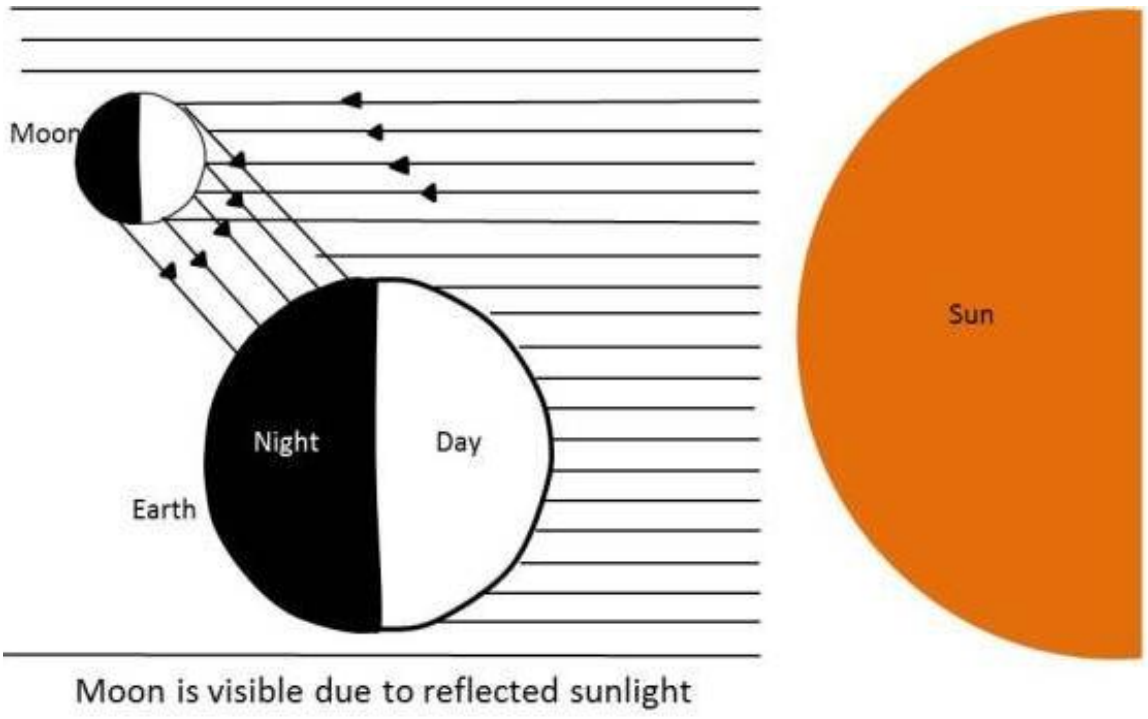
Methodology:

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

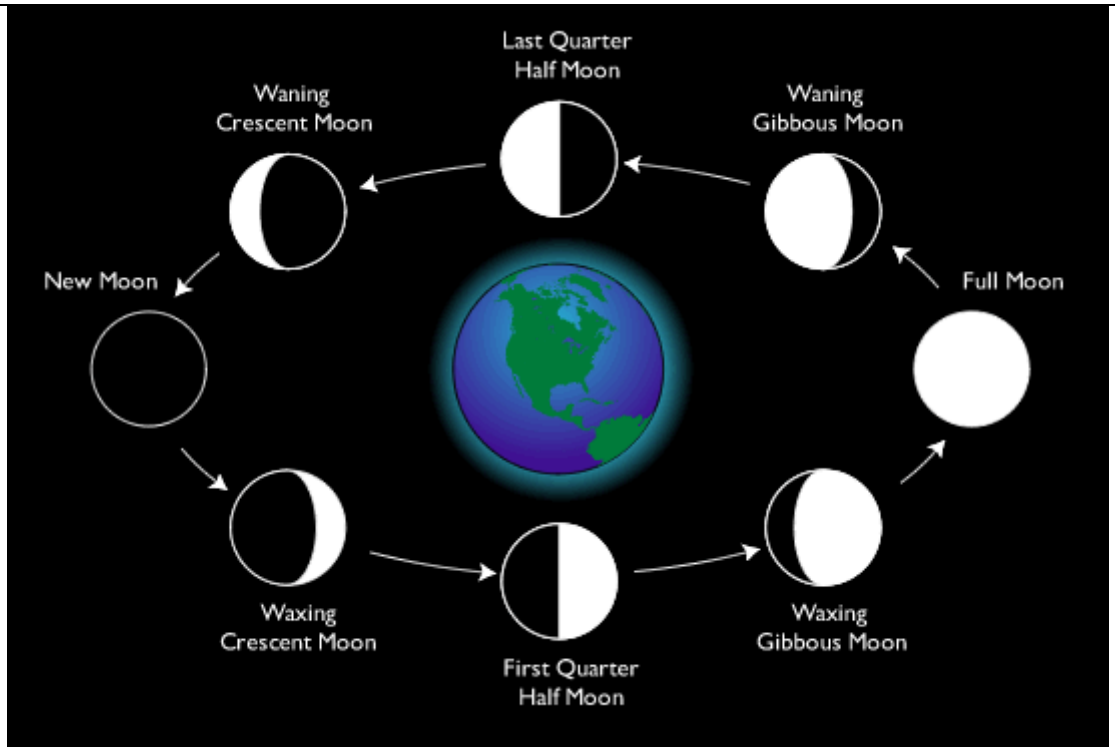
Activities:

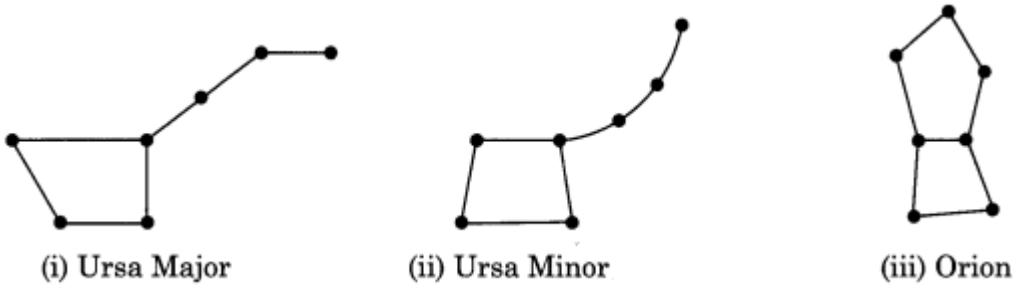
- Initiate a discussion on the topic 'Sky at the night' and ask them what all they have observed in the sky on a clear night. Motivate them to express their observations. Show them a picture of sky on a clear night and ask related questions to develop the idea that the sky has the moon, countless twinkling 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:

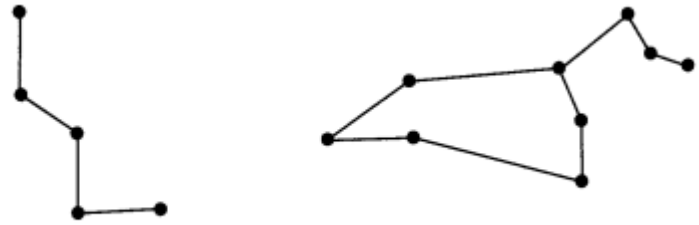


Moon is visible due to reflected sunlight





(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

Subject Integration:

➗ Mathematics

- Calculate **orbital periods, distances, and relative sizes**
- Represent planetary distances using **scaled diagrams**
- Create **tables and graphs** comparing planets' sizes, masses, and distances from the Sun

📝 English

- Write an **essay**: *"The Wonders of the Solar System"*
- Prepare a **paragraph** on the life of a star or a planet
- Learn vocabulary: orbit, rotation, revolution, constellation, satellite

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 (2026-27)

Teacher's Name – Prajakta Jagtap **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

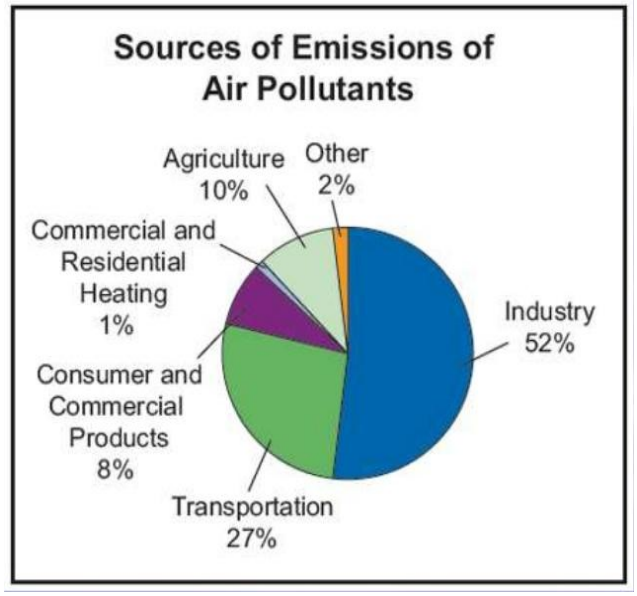
Methodology:

- 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:



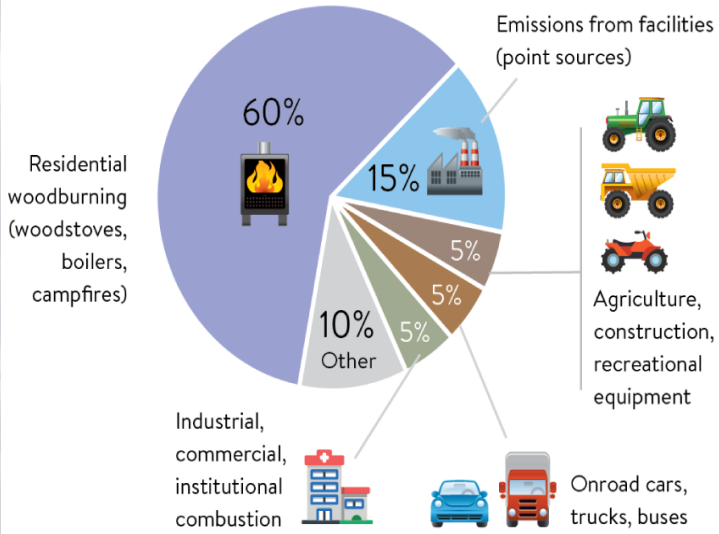
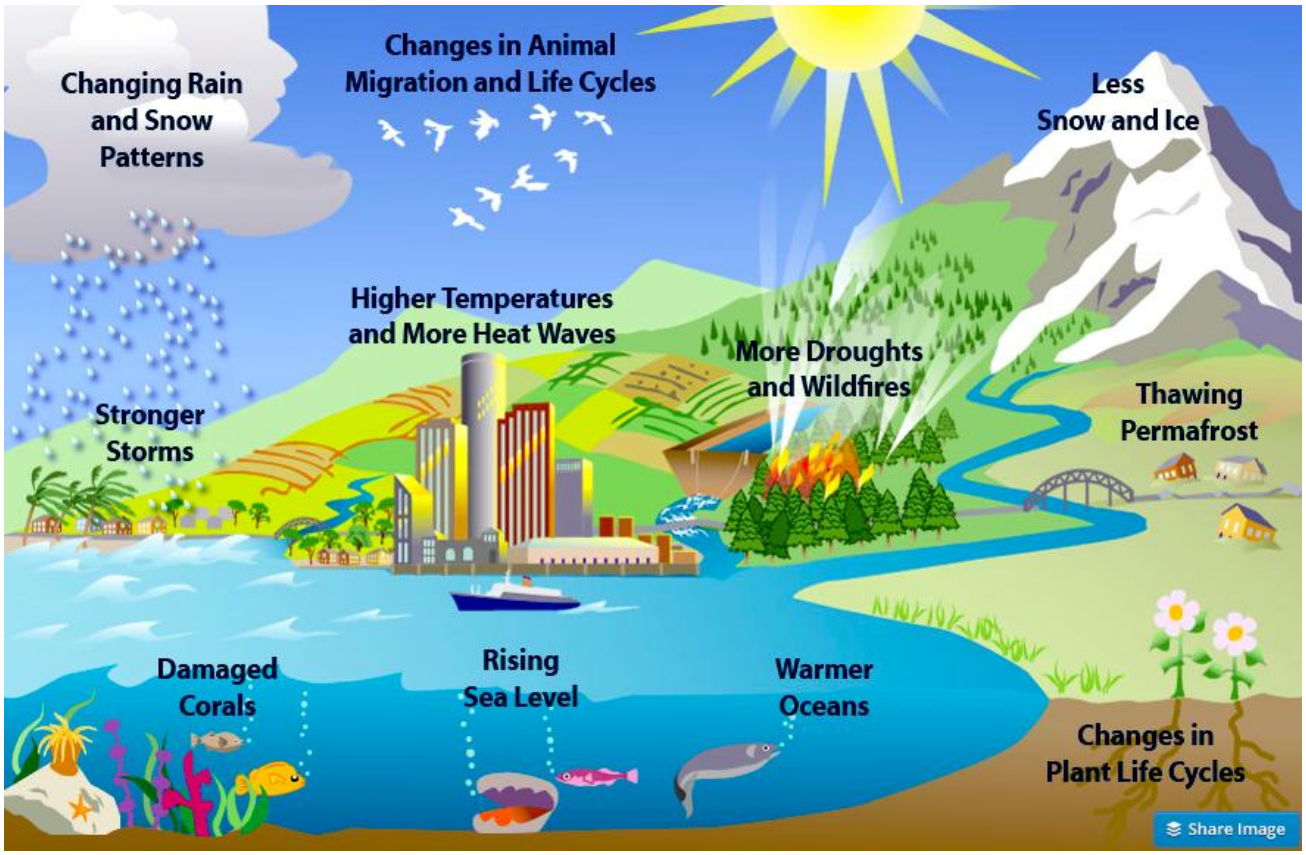
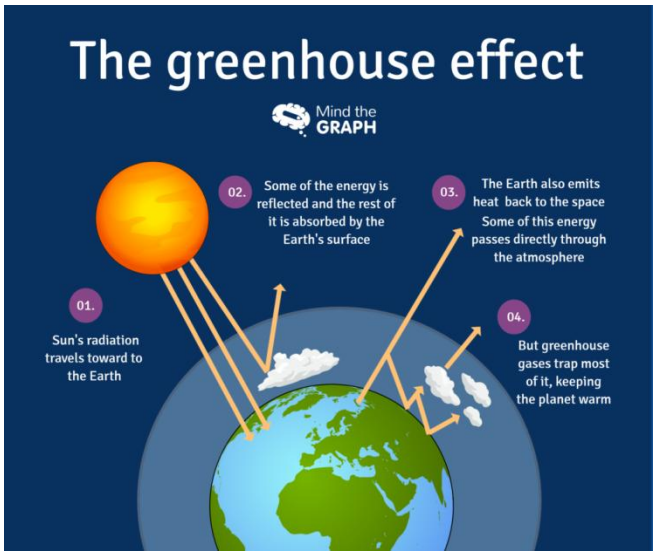


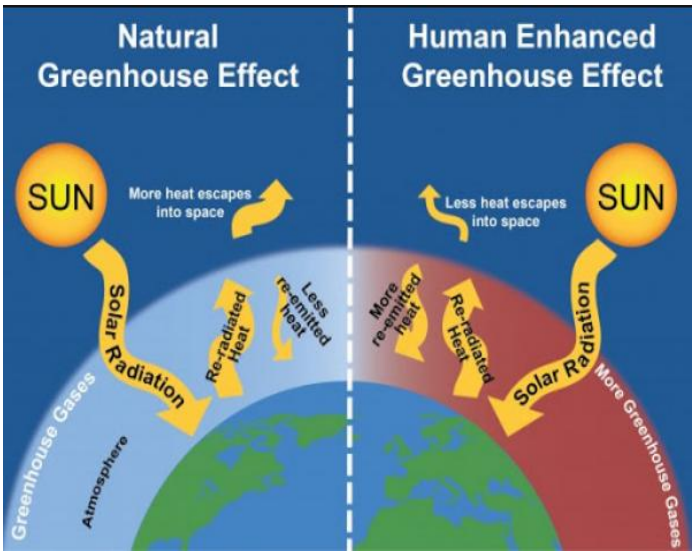
Table 17.1: Common air pollutants and their sources

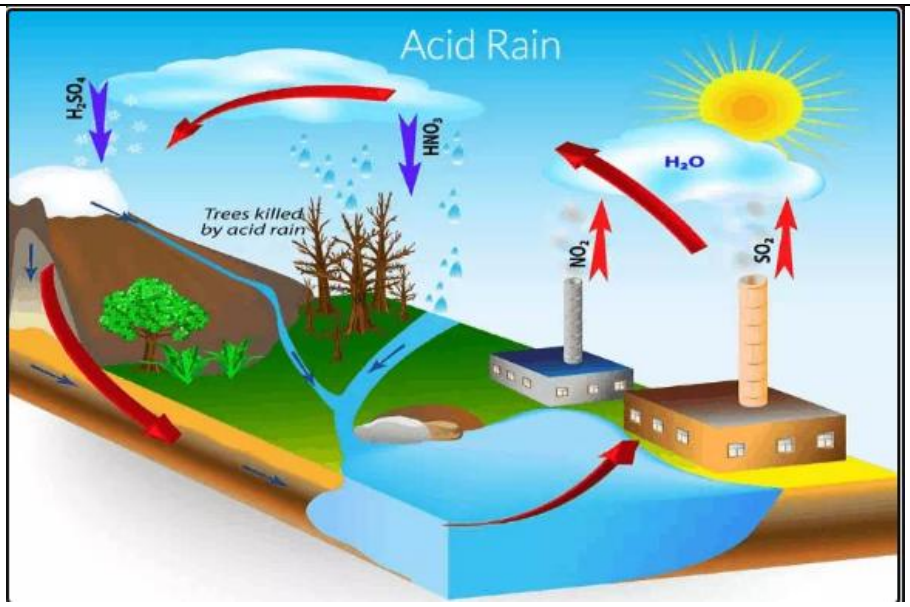
S. No.	Pollutant	Source
1.	Carbon monoxide	(i) Incomplete combustion of coal in thermal power plants (ii) Incomplete combustion of fuels in vehicles, etc.
2.	Nitrogen oxide	(i) Combustion of petrol, diesel, coal, kerosene, etc.
3.	Sulphur dioxide	(i) Volcanic eruptions (ii) Extraction of sulphur from 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









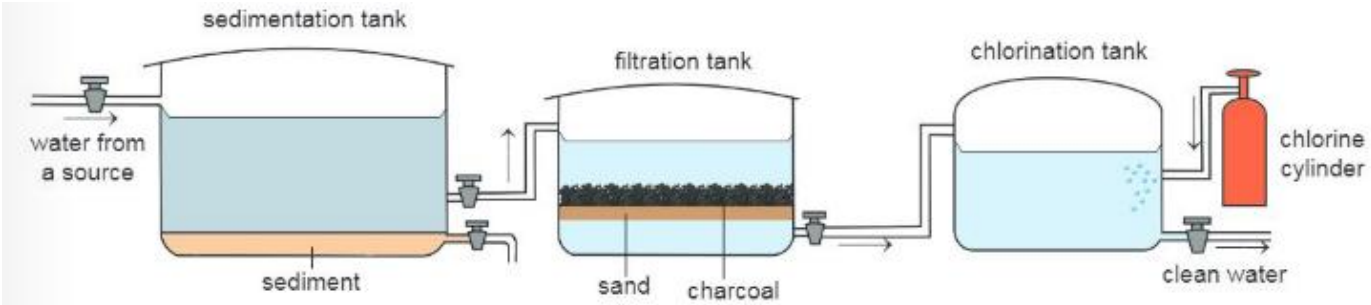


Fig. 17.18: Purification of water in treatment plant

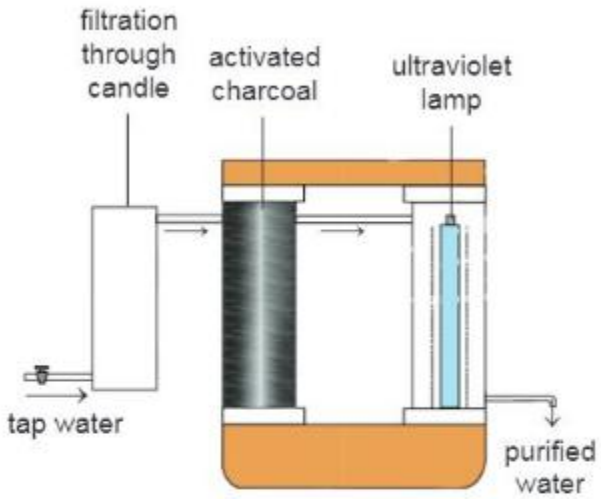


Fig. 17.20: Water purification in a purifier

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

Subject Integration:

🌍 Social Science

- Government initiatives to control pollution (e.g., Central Pollution Control Board)
- Effects of pollution on communities and economy
- Role of citizens in maintaining clean air and water

📝 English

- Write an **essay**: *"Save the Environment – Control Pollution"*
- Prepare a **paragraph** describing causes and effects of pollution
- Learn vocabulary: pollutant, contamination, ecosystem, conservation

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 2026-27

Teacher's Name: Roopa Rajesh **Class:** 9

Subject: English **Topic**: How I Taught My Grandmother to read- **(Sudha Murty)**

Month: April **No. of Periods**-4

Subtopic:

- Introduction to the author and background
- Character sketch of Grandmother (Krishtakka)
- Theme – Value of Education & Determination
- Cultural context – Kashi Yatre and emotional bonding
- Literary elements and vocabulary

Specific objective:

To enable the students to:

- Understand the importance of education at any age.
- Analyse the emotional bond between grandmother and granddaughter.
- Develop empathy and respect for elders.
- Enhance reading comprehension and vocabulary.
- Write a diary entry from the grandmother's perspective.

Methodology:

• Explanation Method

• Classroom Discussion

• Activity-Based Method

• Loud Reading & Silent Reading

• Think–Pair–Share Strategy

Activities:

- Role Play: Enact the terrace conversation between Avva and Sudha.
- Diary Writing Activity: Write a diary entry as Grandmother on the day she decided to learn reading.
- Group Discussion: “Is there any age limit for learning?”
- Value-Based Activity: Students share one life lesson learned from elders.

Board work:

- Ardent – keen
- Savouring – enjoying fully
- Protagonist – main character
- Punya – spiritual merit
- Serial – story published in parts
- Identify theme and moral

Learning outcomes:

The students will:

- Understand that education empowers individuals irrespective of age.
- Recognise the emotional strength and determination of the grandmother.
- Appreciate Indian cultural beliefs (Kashi pilgrimage significance).
- Improve reading fluency and comprehension skills.
- Develop writing skills through diary entry and character analysis.

Application:

- Workbook exercises
- Character sketch writing
- Reference to context questions
- Value-based paragraph writing

ICT Integrated:

- PowerPoint Presentation on the author Sudha Murty
- Short video on Kashi/Varanasi pilgrimage (cultural background)

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

Subjects Integrated

- Social Science – Adult education, literacy movement
- Psychology – Determination, self-respect
- Moral Education – Lifelong learning, independence

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Roopa Rajesh **Class:** 9

Subject: English **Topic**: Bharat Our Land-Subramania Bharati

(Sudha Murty)

Month: April **No. of Periods**-4

Subtopic:

- Introduction to the poet and patriotic background
- Literary devices and poetic appreciation
- Cultural and spiritual heritage of India
- Theme – National Pride and Cultural Glory
- Vocabulary and reference to context

Specific objective:

To enable the students to:

- Understand the importance of education at any age.
- Analyse the emotional bond between grandmother and granddaughter.
- Develop empathy and respect for elders.
- Enhance reading comprehension and vocabulary.
- Write a diary entry from the grandmother's perspective.

Methodology:

• Explanation Method

• Classroom Discussion

• Activity-Based Method

• Loud Reading & Silent Reading

• Think–Pair–Share Strategy

Activities:

• Role Play: Enact the terrace conversation between Avva and Sudha.

• Diary Writing Activity: Write a diary entry as Grandmother on the day she decided to learn reading.

• Group Discussion: “Is there any age limit for learning?”

• Value-Based Activity: Students share one life lesson learned from elders.

Board work:

• Ardent – keen

• Savouring – enjoying fully

• Protagonist – main character

• Punya – spiritual merit

• Serial – story published in parts

• Identify theme and moral

Learning outcomes:

The students will:

● Understand that education empowers individuals irrespective of age.

● Recognise the emotional strength and determination of the grandmother.

● Appreciate Indian cultural beliefs (Kashi pilgrimage significance).

● Improve reading fluency and comprehension skills.

● Develop writing skills through diary entry and character analysis.

Application:

• Workbook exercises

• Character sketch writing

• Reference to context questions

• Value-based paragraph writing

ICT Integrated:

- PowerPoint Presentation on the author Sudha Murty
- Short video on Kashi/Varanasi pilgrimage (cultural background)

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
Subjects Integrated □ Geography – Rivers, mountains, landscapes of India □ History – Cultural heritage □ Civics – National pride and identity

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Roopa Rajesh **Class:** 9

Subject: English **Topic**: The Pot Maker – Temsula Ao

Month: April **No. of Periods**-5

Subtopic:

- Introduction to the author and tribal cultural background
- Theme – Tradition, Skill Transmission & Perseverance
- Character Sketch – Sentila, Arenla, Onula
- Conflict – Individual aspiration vs Economic practicality
- Literary appreciation and vocabulary

Specific objective:

To enable the students to:

• Understand the importance of vocational skills in traditional societies.

• Analyse the emotional and generational conflict in the story.

• Appreciate perseverance and mentorship in skill acquisition.

• Develop inferential and analytical reading skills.

• Enhance vocabulary related to craft and tradition.

Methodology:

• Explanation Method

• Recitation Method

• Classroom Discussion

• Activity-Based Learning

• Think–Pair–Share

Activities:

• **Skill Mapping Activity:** Students list traditional skills in their community.

• **Role Play:** Enact the village council scene.

• **Character Analysis Chart:** Compare Arenla and Onula as mentors.

• **Value Discussion:** "Should tradition be preserved at all costs?"

• **Creative Writing:** Write a diary entry from Sentila's perspective on the day she mastered pot making.

Board work:

• Dao – digging instrument

• Malleable – capable of being shaped

• Dexterity – skillfulness

• Momentum – driving force

• Tally – count

• Intuitively – instinctively

• Theme: Perseverance and Cultural Continuity

Learning outcomes:

The students will:

● Understand the socio-cultural significance of vocational inheritance.

● Recognise the emotional depth of mother–daughter conflict.

● Appreciate perseverance and resilience in achieving goals.

● Analyse symbolism (two identical rows of pots).

● Improve critical thinking through inferential questions.

Application:

- Workbook exercises
- Character sketch writing
- Reference to context questions
- Value-based paragraph writing

ICT Integrated:

- PowerPoint on tribal crafts of Northeast India

- Short documentary/video on traditional pot making
- Visual demonstration of pottery process

Class assessment/ Recapitulation: Word Meanings and Question-Answers, Reference to Context, Short and Long Answer Questions

Homework/ worksheets:

• Write a paragraph on “The Role of Mentors in Our Lives.”

• Prepare a flowchart of the pot making process.

• Complete textual exercises.

Reference: Textbook

Subjects Integrated

- Economics – Traditional occupations, livelihood
- Art Education – Pottery and craftsmanship
- Sociology – Gender roles, family traditions

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Roopa Rajesh **Class:** 9

Subject: English **Topic**: Gifts of Grace: Honouring Our Vocations

Month: April **No. of Periods**-3

Subtopic:

- Theme – Dignity of Labour
- Celebration of Vocations
- Poetic Devices and Imagery
- Identity and Work
- Vocabulary Development

Specific objective:

To enable the students to:

• Understand the importance of vocational diversity in society.

• Appreciate the dignity and identity associated with labour.

• Identify poetic devices such as repetition, imagery, and personification.

• Develop interpretative and inferential skills.

• Express respect for different professions.

Methodology:

• Recitation Method

• Explanation Method

• Classroom Discussion

• Activity-Based Learning

• Think–Pair–Share

Activities:

- Choral Recitation: Students recite the poem with rhythm and expression.
- Vocation Mapping Activity: Students list different professions in their community.
- Group Discussion: “Is any profession superior to another?”
- Creative Writing: Write 6–8 lines celebrating a vocation of your choice.
- Poster Making: “Dignity of Labour”

Board work:

- Vocation – profession/occupation
- Myriad – countless
- Artisans – skilled workers
- Precision – exactness
- Affirming – confirming proudly
- Theme: Dignity of Labour
- Poetic Device: Repetition (“I hear Bharat celebrating”)
- Imagery

Learning outcomes:

The students will:

- Recognise the value of every profession in society.
- Understand that vocation forms an individual’s identity.
- Identify and analyse poetic devices.
- Develop empathy and respect for all workers.
- Improve recitation and expressive reading skills.

Application:

- Workbook exercises
- Reference to Context questions
- Short and Long Answer Questions
- Value-based paragraph writing

ICT Integrated:

- PowerPoint Presentation on Vocations in India
- Short video on skilled workers and artisans
- Audio recitation of the poem

Class assessment/ Recapitulation: Word Meanings and Question-Answers, Reference to Context, Short and Long Answer Questions

Homework/ worksheets:

• Write a paragraph on “The Dignity of Labour.”

• Interview a worker in your neighbourhood and write 5 observations.

• Learn and recite the poem with expression.

Reference: Textbook

Subjects Integrated

- Economics – Occupations and labour
- Sociology – Dignity of work
- Moral Education – Respect for all professions

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Roopa Rajesh **Class:** 9

Subject: English **Topic**: Winds of Change – Traditional Craft of Pankhas

Month: April **No. of Periods**-4

Subtopic:

- Theme – Dignity of Labour
- Celebration of Vocations
- Poetic Devices and Imagery
- Identity and Work
- Vocabulary Development

Specific objective:

To enable the students to:

• Understand the historical origin and cultural importance of pankhas.
• Identify regional diversity in traditional crafts across India.
• Appreciate handicrafts as a form of livelihood and identity.
• Develop reading comprehension and vocabulary skills.
• Recognise the need to preserve indigenous art forms.

Methodology:

• Recitation Method
• Explanation Method
• Classroom Discussion
• Activity-Based Learning
• Think–Pair–Share

Activities:

• Map Activity: Locate Rajasthan, Gujarat, Bengal, Odisha, Bihar, and Uttar Pradesh on the political map of India and list their unique pankhas.

• Craft Comparison Chart: Students create a table comparing materials, design, and region.

• Group Discussion: “Should traditional crafts be commercially promoted?”

• Creative Task: Design your own pankha pattern on paper using geometric shapes.

• Research Activity: Find one traditional craft from your state and present it.

Board work:

• Pankha – fan

• Antiquity – ancient past

• Advent – arrival

• Perpetually – constantly

• Indigenous – native

• Embellished – decorated

• Theme: Preservation of Traditional Crafts

Learning outcomes:

The students will:

● Understand the cultural diversity reflected through regional crafts.

● Recognise how traditional handicrafts provide livelihood.

● Appreciate the artistic and historical value of pankhas.

● Analyse informational text effectively.

● Develop awareness about sustainable preservation of crafts.

Application:

• Workbook exercises
• Reference to Context questions
• Short and Long Answer Questions
• Value-based question: Why should traditional crafts be preserved?

ICT Integrated:

- PowerPoint Presentation on regional pankhas

- Visual images of appliqué, zardozi, mirror work, sola craft
- Short documentary on Indian handicrafts

Class assessment/ Recapitulation: • Word meanings

• Identify state-wise variations

• Short Answer Questions

• HOTS Question:

How does commercialisation both help and threaten traditional crafts?

Homework/ worksheets:

• Prepare a short paragraph on “The Importance of Preserving Handicrafts.”

• Create a fact file on any one regional pankha mentioned in the lesson.

• Complete textbook exercises.

Reference: Textbook

Subjects Integrated

 History – Traditional Indian crafts (pankha)

 Art & Culture – Handicrafts and heritage

 Environmental Studies – Sustainable materials

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Roopa Rajesh **Class:** 9

Subject: English **Topic:** The last leaf (Moments)

Month: November **No. of Periods**-4

Subtopic:

-

Specific objective:

To enable the students

- Complete a character analysis of the main characters
- Draw inferences and define and analyze literary terms
- Define relevant vocabulary words

Methodology: Explanation method

Class room discussion

Activity Based method

Activities:

- Recall and write about any situation of your life where you supported your friend or you were supported by your friend in the time of need.

Board work: New words

Learning outcomes:

The students will be able

- To understand that —A friend in need is friend indeed.
- To realize that patience is the plaster of all sorrows.

• To understand deep exploration of friendship and commitments
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
Subjects Integrated

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2025-26

Teacher's Name: Roopa Rajesh **Class:** 9

Subject: English **Topic:** Canvas of Soil- Palette of Earth – Maya Anthony

Month: January **No. of Periods**-3

Subtopic:

- Theme – Nature as Art
- Imagery and Visual Representation
- Metaphor and Symbolism
- Appreciation of Creative Expression

Specific objective:

To enable the students to:

• Interpret the extended metaphor of a garden as a painting.

• Identify poetic devices such as metaphor, imagery, and personification.

• Appreciate the relationship between art and nature.

• Develop creative thinking and descriptive writing skills.

• Enhance expressive reading abilities.

Methodology: Explanation method

Class room discussion

Activity Based method

Activities:

- Choral Recitation: Students read the poem with rhythm and expression.
- Identify the Device: Find examples of metaphor (“plot, a canvas wide”), imagery, and symbolism.
- Art Integration Activity: Students draw a small garden scene inspired by the poem.
- Creative Writing: Write 4–6 lines comparing nature to another form of art (music/sculpture).

Board work:

• Palette – range of colours

• Seep – flow gradually

• Hue – colour/shade

• Canvas – surface for painting

• Metaphor – implicit comparison

• Imagery – descriptive language appealing to senses

• Theme: Nature as an Artist

Learning outcomes:

The students will:

● Recognise the extended metaphor in the poem.

● Identify and analyse poetic devices effectively.

● Appreciate the aesthetic beauty of nature.

● Connect artistic creativity with natural processes.

● Improve interpretative reading skills.

Application: • Workbook exercises

• Reference to Context

How does the poet compare gardening to painting?

ICT Integrated:

• PPT with images of gardens and paintings
• Short video clip on landscape art
• Audio recitation of the poem

Class assessment/ Recapitulation: • Oral recitation

• Word meanings

• Identify poetic devices from given lines

• Short Answer Questions:

Why is the earth called a “palette”?

How do art and life coincide in the poem?

Homework/ worksheets: • Write a paragraph on “Nature – The Greatest Artist.”

• Learn the poem for recitation.

• Create a mini poster illustrating one stanza.

Reference: Textbook

Subjects Integrated

- Environmental Studies – Gardening, nature
- Art Education – Creativity and imagery
- Science – Plant growth

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Roopa Rajesh **Class:** 9

Subject: English **Topic:** Vitamin M-Asha Nemeiah

Month: January **No. of Periods**-6

Subtopic:

- Theme – Memory and Misjudgement
- Generation Gap
- Humour and Irony
- Characterisation – Grandpa, Ravi, Vidya
- Narrative Technique and Twist

Specific objective:

To enable the students to:

- Understand the theme of memory and perception.
- Analyse humour and situational irony in the story.
- Examine intergenerational relationships.
- Develop inferential and analytical reading skills.
- Appreciate the narrative twist at the end.

Methodology:

- Explanation Method

• Guided Silent Reading

• Classroom Discussion

• Role Play

• Think–Pair–Share

• Close Textual Analysis

Activities:

- Character Web: Traits of Grandpa (sharp, witty, observant).
- Role Play: The bus scene or final Vitamin-M scene.
- Debate: “Are elderly people always forgetful?”
- Detective Activity: Students identify clues that show Grandpa was aware.
- Creative Writing: Write a diary entry from Ravi’s perspective after the incident.

Board work:

• Frail – weak

• Bustle – busy activity

• Jauntily – cheerfully/confidently

• Frantic – very worried

• Deterred – prevented

• Theme: Appearances can be deceptive

• Irony: Grandpa appears forgetful but is observant

Learning outcomes:

The students will:

● Analyse character development effectively.

● Identify humour and irony in prose.

● Understand the importance of respecting the elderly.

● Develop critical thinking through inference.

● Appreciate narrative twist and subtle humour.

Application:

• Workbook exercises

• Reference to Context

• Short & Long Answer Questions

• Analytical Paragraph (CBSE pattern):

How does the author use humour to convey a serious message?

ICT Integrated:

- PPT highlighting key scenes
- Short video on dementia vs normal ageing (value education link)
- Audio narration of selected humorous scenes

Class assessment/ Recapitulation:

• Word meanings

• Character-based questions

• Identify instances of irony

• HOTS Questions:

Was Grandpa really forgetful? Support with evidence.

What message does the title “Vitamin-M” convey?

Homework/ worksheets:

• Write a paragraph on “Understanding the Elderly.”

• Prepare a character sketch of Grandpa.

• Complete textbook exercises.

Reference: Textbook

Subjects Integrated

- Psychology – Emotional bonding, ageing
- Sociology – Family relationships
- Moral Education – Respect and empathy for elders

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Roopa Rajesh **Class:** 9

Subject: English T**opic:** I Cannot Remember My Mother-Rabindranath Tagore

Month: January **No. of Periods**-6

Subtopic:

- Theme – Mother–child bond
- Memory and Subconscious Remembrance
- Sensory Imagery (sound, smell, sight)
- Repetition and Symbolism
- Tone and Mood

Specific objective:

To enable students to:

- Understand the emotional depth of the poem.
- Identify and analyse poetic devices.
- Interpret sensory imagery used by the poet.
- Appreciate the spiritual and emotional connection between mother and child.
- Develop inferential reading skills.

Methodology:

- Recitation Method

• Explanation and Discussion

• Think–Pair–Share

• Question–Answer Method

• Textual Analysis

Activities:

• Sensory Chart Activity:

Students identify examples of sound, smell, and sight from the poem.

• Personal Reflection:

Write 5 lines about a memory connected to a smell or sound.

• Group Discussion:

“How do small things remind us of loved ones?”

• Creative Task:

- Draw the image of the sky as described in the poem.

Board work:

• Hover – remain near

• Cradle – baby’s bed

• Shiuli – autumn flower (associated with devotion)

• Imagery – language that appeals to the senses

• Repetition – “I cannot remember my mother”

• Tone – nostalgic and serene

Learning outcomes:

The students will:

● Identify poetic devices accurately.

● Analyse how sensory imagery develops theme.

● Express personal emotional responses in structured writing.

● Demonstrate comprehension through textual evidence.

● Appreciate narrative twist and subtle humour.

Application:

• Workbook exercises

• Reference to Context

• Short & Long Answer Questions

• Analytical Paragraph (CBSE pattern):

How does the author use humour to convey a serious message?

ICT Integrated:

• PPT with highlighted imagery
• Audio recitation for rhythm understanding
• Short video clip on Tagore's life and works

Class assessment/ Recapitulation:

• Identify the three senses used in the poem.

• Explain the symbolism of the blue sky.

• Why does the poet repeat the first line?

• What is the tone of the poem?

Homework/ worksheets:

• Write a paragraph on "The Role of Mothers in Our Lives."

• Identify and explain two poetic devices from the poem with examples.

• Learn the poem for recitation.

Reference: Textbook

Subjects Integrated

- Psychology – Memory and emotions
- Sociology – Family bonds
- Literature – Sensory imagery

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Roopa Rajesh **Class:** 9

Subject: English **Topic**: The World of Limitless Possibilities-Nine Gold Medals

Month: **No. of Periods**-4

Subtopic:

- Introduction to the poet and background
- Theme – Sportsmanship, Empathy & Humanity
- Character traits of the nine athletes
- Cultural context – Special Olympics
- Poetic devices and vocabulary

Specific objective:

To enable the students to:

- Understand the true meaning of sportsmanship.
- Analyse the values of empathy, cooperation, and unity.
- Appreciate the spirit of the Special Olympics.
- Identify poetic devices and literary elements.
- Express values through paragraph/diary writing.

Introduction of the Poet

Brief introduction of David Roth:

- American poet known for value-based and inspirational poetry.
- The poem highlights the real spirit of the Special Olympics.
- Focuses on humanity over competition.
- Introduce Special Olympics context (event for athletes with intellectual disabilities).

Methodology

- Explanation Method
- Classroom Discussion
- Activity-Based Learning
- Loud Reading & Silent Reading
- Think–Pair–Share Strategy
- Audio Recitation (for rhythm and tone)

Activities

- Role Play: Enact the final race scene.
- Group Discussion: “Is winning everything?”
- Poster Making: Theme – Humanity over Competition.
- Diary Writing: Write from the perspective of the fallen runner.
- Value-Based Activity: Share one example where you helped someone instead of competing.

Board Work

- Resolved – determined
- Anguish – severe pain or distress
- Dashed – destroyed suddenly
- Poised – ready and balanced
- Ovation – great applause
- Identify Theme and Moral

Learning Outcomes

- The students will:
- Understand the importance of empathy and cooperation.
- Recognise the deeper meaning of true victory.
- Identify and analyse poetic devices.
- Improve recitation and interpretation skills.
- Develop value-based writing skills

Application

- Workbook exercises
- Reference to Context questions

- Theme-based paragraph writing
- Character sketch of the athletes

ICT Integrated

- PowerPoint Presentation on Special Olympics.
- Short motivational video on inclusive sports events.
- Audio recitation of the poem for rhythm analysis.

Class Assessment / Recapitulation

- Word meanings
- Stanza explanation
- Literary devices identification
- Short and Long Answer Questions

Homework / Worksheets

- Write a paragraph on: “Humanity is greater than victory.”
- Identify rhyme scheme of the poem.
- Prepare a short speech on sportsmanship.

Reference

- Prescribed English Textbook

Subjects Integrated

- □ Physical Education – Sportsmanship
- □ Moral Education – Empathy, inclusivity
- □ Psychology – Team spirit

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Roopa Rajesh **Class:** 9

Subject: English **Topic**: The World of Limitless Possibilities

Month: **No. of Periods**-4

Subtopic:

- Introduction to Paralympics and picture discussion (Sheetal Devi)
- Interview with Deepa Malik
- Theme – Resilience, Inclusivity & Determination
- Breaking stereotypes and societal perceptions
- Vocabulary and language skills (Fact–Opinion, Cause–Effect, Modals, Reported Speech)

Specific objective:

To enable the students to:

• Understand the concept and significance of the Paralympics.

• Analyse the struggles and achievements of Dr. Deepa Malik.

• Recognise the importance of resilience and inclusivity.

• Differentiate between fact–opinion and cause–effect statements.

• Develop speaking and writing skills through discussion and notice writing.

Introduction of the Poet

Brief introduction of David Roth:

- American poet known for value-based and inspirational poetry.
- The poem highlights the real spirit of the Special Olympics.
- Focuses on humanity over competition.

- Introduce Special Olympics context (event for athletes with intellectual disabilities).

Methodology

- Explanation Method
- Classroom Discussion
- Activity-Based Learning
- Loud Reading & Silent Reading
- Think–Pair–Share Strategy
- Audio Recitation (for rhythm and tone)

Activities

- • Picture Observation: Students observe and discuss achievements of Sheetal Devi.
- • Group Discussion: “Can disability limit success?”
- • Role Play: Conduct the interview between interviewer and Dr. Malik.
- • Fact–Opinion Sorting Activity.
- • Notice Writing on Inter-school Athletic Meet.
- • Value-Based Reflection: “Ability Beyond Disability.”

Board Work

- Resilience – ability to recover quickly
- Locomotor – related to bones, joints or muscles
- Quell – to overcome
- Trailblazer – pioneer
- Fortitude – courage in adversity
- Inclusivity – including everyone equally
- Identify Theme and Moral

Learning Outcomes

- ● Understand that determination overcomes physical limitations.
- ● Appreciate the achievements of Indian Paralympians.
- ● Recognise the importance of inclusivity in society.
- ● Improve reading comprehension and analytical skills.
- ● Develop formal writing skills (notice writing).

Application

- Workbook exercises
- Reference to Context questions
- Theme-based paragraph writing
- Character sketch of the athletes

ICT Integrated

- PowerPoint Presentation on Paralympics.
- Short video on achievements of Deepa Malik.
- Visual presentation on inclusivity in sports.

Class Assessment / Recapitulation

- Word Meanings, Question–Answers (Short & Long),
- Reference to Context,
- Grammar (Modals & Reported Speech),
- Notice Writing Practice

Homework / Worksheets

- Complete textbook exercises.
- Write a paragraph on “Disability is a Unique Strength.”
- Prepare 5 facts about an Indian Paralympian.

Reference

- Prescribed English Textbook

Subjects Integrated

- Physical Education – Paralympics and sports
- Psychology – Motivation, resilience
- Moral Education – Overcoming challenges

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Roopa Rajesh **Class:** 9

Subject: English **Topic**: Twin Music

Month: **No. of Periods**-4

Subtopic:

• Introduction to the play and characters

• Conflict between tradition and modern music

• Character sketch – Shruti Sharma

• Theme – Communication, Courage & Generational Gap

• Cultural context – Hindustani Classical Music vs Indo-Western Fusion

• Dramatic elements and vocabulary

Specific objective:

To enable the students to:

• Understand the central conflict in the play.

• Analyse Shruti's dilemma and emotional state.

• Appreciate the value of communication within families.

• Identify dramatic elements such as dialogue, stage directions, and conflict.
• Enhance vocabulary and speaking skills through role play.

Introduction of the Poet

Brief introduction of David Roth:

- American poet known for value-based and inspirational poetry.

- The poem highlights the real spirit of the Special Olympics.
- Focuses on humanity over competition.
- Introduce Special Olympics context (event for athletes with intellectual disabilities).

Methodology

- Explanation Method
- Classroom Discussion
- Activity-Based Learning
- Loud Reading & Silent Reading
- Think–Pair–Share Strategy
- Audio Recitation (for rhythm and tone)

Activities

• Role Play: Enact the rehearsal scene.

• Group Discussion: “Is fusion music a disrespect to classical music?”

• Vocabulary Activity: Match words with meanings.

• Diary Writing: Write as Shruti before dinner.

• Debate: “Tradition vs Modernity in Music.”

Board Work

- Crescendo – gradually increasing in loudness
- Desecration – disrespect to something sacred
- Ragas and Aalaaps – elements of Hindustani classical music
- Bite the bullet – face a difficult situation bravely
- Identify central conflict
- Theme and moral

Learning Outcomes

● The students will:

● Understand the dramatic conflict in the play.

● Recognise Shruti's courage and emotional struggle.

● Appreciate the importance of open communication.

● Identify dramatic techniques used in the play.

● Improve expressive reading and speaking skills.

Application

- Workbook exercises
- Reference to Context questions
- Theme-based paragraph writing
- Character sketch of the athletes

ICT Integrated

- PowerPoint on Hindustani Classical Music.
- Short audio clip of fusion music vs classical music.
- Visual presentation on famous Indian flautists
- (Hariprasad Chaurasia and Shashank Subramanyam).

Class Assessment / Recapitulation

- Word Meanings, Question–Answers (Short & Long),
- Reference to Context,
- Grammar (Modals & Reported Speech),
- Notice Writing Practice

Homework / Worksheets

- Write a character sketch of Shruti Sharma.
- Write a diary entry expressing Shruti's feelings before speaking to her father.
- Prepare 5 points on differences between classical and fusion music.

Reference

- Prescribed English Textbook

Subjects Integrated

- Music – Classical and contemporary music
- Culture – Indian musical traditions
- Psychology – Emotional expression through music

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Roopa Rajesh **Class:** 9

Subject: English

Topic: A Friend Found in Music – Poem by Bryanna T. Perkins

Month: **No. of Periods**-4

Subtopic:

• Introduction to the poem

• Theme – Music as Therapy and Companion

• Literary Devices (Metaphor, Personification, Imagery, Repetition)

• Rhyme Scheme and Tone

• Reflective Discussion on Music Preferences

Specific objective:

To enable the students to:

• Understand the central idea of the poem.

• Identify and interpret literary devices used in the poem.

• Analyse how music is portrayed as a friend and healer.

• Express personal views about music confidently.
• Develop appreciation for poetry and emotional expression.

Methodology

- Explanation Method
- Classroom Discussion
- Activity-Based Learning

- Loud Reading & Silent Reading
- Think–Pair–Share Strategy
- Audio Recitation (for rhythm and tone)

Activities

• Ice-breaker Discussion: Vocal vs Instrumental Music – Preferences and Reasons.

• Students name their favourite musicians and justify their choice.

• Identify metaphors in the poem (e.g., “Music is the ocean”).

• Pair Activity: Find examples of imagery and repetition.

• Short Paragraph Writing: “Music – My Silent Friend.”

• Recitation Activity with proper voice modulation.

Board Work

- Metaphor – Direct comparison (Music is the ocean)
- Personification – Giving human qualities (Music lifts my spirits)
- Imagery – Language appealing to senses
- Theme – Music as emotional support
- Tone – Comforting, reflective
- Rhyme Scheme – AABB (shore/core, blue/through, there/care)

Learning Outcomes

The students will:

● Interpret the theme and message of the poem.

● Identify poetic devices accurately.

● Connect poetry to personal experiences.

● Improve oral expression through recitation.

● Develop analytical thinking skills.

Application

- Workbook exercises
- Identify figures of speech in similar poems

- Write 4–6 lines on “If Music Could Speak…”

ICT Integrated

- Play instrumental and vocal music samples for comparison.
- Audio recitation of the poem.
- Short video on the therapeutic benefits of music.

Class Assessment / Recapitulation

- Oral Question–Answers
- Identify literary devices
- Explain central idea in 3–4 sentences
- Rhyme scheme identification

Homework / Worksheets

• Write a diary entry describing how music helps you during difficult times.

• Compose a short 6-line poem on music.

Reference

- Prescribed English Textbook

Subjects Integrated

- Music – Role of music in life
- Psychology – Emotional healing
- Art Education – Aesthetic appreciation

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Roopa Rajesh **Class:** 9

Subject: English

Topic: Carrier of Words **Month:**

No. of Periods-4

Subtopic:

- Pre-reading discussion – Means of Communication
- Vocabulary Development (Contextual usage)
- Role of Gramin Dak Sewaks (GDS)
- Character Sketch – Khetaram
- Theme – Dedication, Service, Trust & Human Connection
- Social Significance of Postal System

Specific objective:

To enable the students to:

- Understand the role of communication before the digital era.
- Appreciate the dedication of Gramin Dak Sewaks.
- Analyse the character of Khetaram.
- Develop contextual vocabulary skills.
- Reflect on the importance of trust in public services.
- Improve comprehension and inferential reading skills.

Methodology

- Think–Pair–Share
- Loud Reading & Silent Reading
- Explanation & Discussion Method

• Vocabulary Mapping

• Character Analysis Activity

• Group Discussion

Activities

• Picture Discussion – Identify the profession (Postman / Postal Worker).

• Pair Work: Difficulties faced in remote areas.

• Vocabulary Fill-in Activity (slumped, hamlets, dunes, defying, signals, devoid).

• Map Activity – Locate Rajasthan and the Thar Desert.

• Information Sheet Filling – Profile of Khetaram.

• Role Play – Postman delivering good news vs bad news.

• Group Discussion – “Are postmen still relevant in the digital age?”

Board Work

• Gramin Dak Sewak (GDS) – Rural postal employee

• Hamlets – Small settlements

• Defying – Resisting or challenging

• Devoid – Lacking something

• Theme – Service beyond hardship

• Character Traits – Dedicated, Resilient, Trustworthy, Compassionate

Learning Outcomes

The students will:

● Identify the challenges faced by rural postal workers.

● Analyse the character of Khetaram critically.

● Understand the importance of India Post in rural connectivity.

● Enhance vocabulary through contextual learning.

● Develop empathy towards service workers.

Application

• Workbook comprehension exercises

• Character Sketch Writing – Khetaram

• Paragraph Writing – “The Importance of Postal Services in Remote Areas”

• Value-Based Question Discussion

ICT Integrated

• Short documentary/video on India Post.
• Visual presentation on rural communication networks.
• Map-based digital activity showing remote regions (e.g., Ladakh, Lakshadweep).

Class Assessment / Recapitulation

- Oral Question–Answers
- Identify literary devices
- Explain central idea in 3–4 sentences
- Rhyme scheme identification

Homework / Worksheets

- • Write a diary entry from Khetaram’s perspective after a long day of work.
- • Interview an elderly family member about how letters were important in earlier times.

Reference

- Prescribed English Textbook

Subjects Integrated

- Geography – Desert regions and rural India
- Social Science – Postal system and communication
- Moral Education – Responsibility and trust

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Roopa Rajesh **Class:** 9

Subject: English

Topic: Words **Month:**

No. of Periods-4

Subtopic:

• Central Idea – Power and Limitations of Words

• Theme – Sincerity over verbosity

• Literary Devices – Simile, Metaphor, Imagery, Contrast

• Rhyme Scheme and Tone

• Moral Interpretation

Specific objective:

To enable the students to:

• Understand the poet's view about the limitations of empty words.
• Identify poetic devices used in the poem.
• Interpret the deeper meaning behind metaphors and comparisons.
• Appreciate the importance of meaningful communication.
• Develop analytical and interpretative skills in poetry.

Methodology

• Think–Pair–Share

• Loud Reading & Silent Reading

• Explanation & Discussion Method

• Vocabulary Mapping

• Character Analysis Activity

• Group Discussion

Activities

• Pre-reading Discussion: “Do words always express true feelings?”

• Identify and underline similes (e.g., “words, like summer birds”).

• Group Work: Find examples of metaphor and imagery.

• Compare “many words” vs “few sincere words” (Class Debate).

• Write 4 lines on “Power of Silence.”

• Recitation with emphasis on emotional tone.

Board Work

• Simile – “words, like summer birds”

• Metaphor – “The heart, a pilgrim upon earth”

• Imagery – Summer birds, weeds, gaudy plants

• Contrast – Many words vs Few meaningful words

• Tone – Reflective, Philosophical

• Theme – Sincerity is more powerful than quantity

Learning Outcomes

The students will:

● Analyse and interpret poetic language.

● Identify literary devices correctly.

● Understand the value of meaningful communication.

● Express personal reflections effectively.

● Improve recitation and critical thinking skills.

Application

• Workbook exercises

• Write a short paragraph on “Actions speak louder than words.”

• Identify similar themes in real-life situations.

ICT Integrated

• Audio recitation of the poem.

• Presentation on poetic devices with examples.

• Short video on effective communication skills.

Class Assessment / Recapitulation

- Oral Question–Answers
- Identify literary devices
- Explain central idea in 3–4 sentences
- Rhyme scheme identification

Homework / Worksheets

- Compose a short poem (6–8 lines) on “The Value of Silence.”
- Write a diary entry describing a situation where actions mattered more than words.

Reference

- Prescribed English Textbook

Subjects Integrated

- Language Studies – Power of communication
- Moral Education – Responsible speech
- Psychology – Impact of words on emotions

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mr,Sanjay Tak Grade: IX

Subject: Hindi Topic: पाठ -दुख का अधिकार No. of periods: ५

Month: April

Subtopic: पाठ - दुख का अधिकार

Specific objective: संज्ञा और संज्ञा के भेद

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
- संज्ञा शब्दों का वाक्य में प्रयोग करना
- अपठित पद्यांश को पढकर उत्तर देना
- वाक्य में से संज्ञा पहचानकर भेद लिखना।
- 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 ।
- संज्ञा 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,BALEWADI

Lesson Plan

Teacher's Name: Mr.SANJAY TAK | Class: IX

Subject: Hindi | No. of periods:06

Topic: स्मृति | Month : June

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

झुरे – 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,BALEWADI

Lesson Plan(2026-27)

Teacher's Name: Mr.Sanjay Tak 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 शब्दों 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,BALEWADI

Lesson Plan

Teacher's Name: Mr.Sanjay Tak 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 **आह्नान** – 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।

MIS INTERNATIONAL SCHOOL,BALEWADI

Lesson Plan

Teacher's Name: Mr.Sanjay Tak Class: IX

Subject: Hindi No. of periods:06

Topic: स्पर्श कविता- १. रैदास के पद Month : April

Subtopic: रैदास के पद, सर्वनाम
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)पहले 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,BALEWADI

Lesson Plan

Teacher's Name: Mr.Sanjay Tak 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 (2026-27)

Teacher's Name: Mr.Sanjay Tak Class: IX

Subject: Hindi No. of periods:06

Topic: एवरेस्ट:मेरी शिखर यात्रा Month : June

Subtopic: एवरेस्ट:मेरी शिखर यात्रा पाठ की 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: आपने किए हुए पर्वत के गिर्यारोहण का अनुभव - इस विषय पर परिचर्चा। किसी प्राकृतिक स्थान की यात्रा का वर्णन करेंगे। भारत के गिर्यारोहकों 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

१) लेखिका को किनके साथ चढाई करनी थी?

२) उपनेता प्रेमचंद ने किन स्थितियों से अवगत कराया?

३) लेखिका को देखकर 'की' हक्का-बक्का क्यों रह गया?

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

Teacher's Name: Mr. Sanjay Tak 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,BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Mr.Sanjay Tak 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 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,BALEWADI

Lesson Plan

Teacher's Name: Mr.Sanjay Tak 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।

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 .

मनुष्य-मात्र के स्वभाव एवं व्यवहार की जानकारी देना।

(१) अपने परिवेश में होने वाले बदलाव की ओर जागरुक कराना।

(२) कविता की विषयवस्तु को पूर्व में सुनी हुई घटना से संबद्ध करना।

(३) नए शब्दों के अर्थ समझकर अपने शब्द- भंडार में वृद्धि करना।

(४) साहित्य के पद्य –विधा (कविता) की जानकारी देना।

(५) छात्रों को हिन्दी के साहित्यकारों के बारे में जानकारी देना।

(६) नैतिक मूल्यों की ओर प्रेरित करना।

(७) नित प्रति बदलती दुनिया की जानकारी देना।

(८) 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 महत्वपूर्ण 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 कौन-कौन 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,BALEWADI

Lesson Plan

Teacher's Name: Mr.Sanjay Tak 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,BALEWADI

Lesson Plan(2026-27)

Teacher's Name: Mr.Sanjay Tak 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: 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, BALEWADI
Lesson Plan 2026-27

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: • विद्यार्थींना 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.
Subject Integrated: इतिहास

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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.

Subject Integrated: मूल्य शिक्षण

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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.
Subject Integrated: संगीत

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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.
Subject Integrated: इतिहास

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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.
Subject Integrated: शारीरिक शिक्षण

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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.
Subject Integrated: शारीरिक शिक्षण

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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 करतात्यांवर प्रतिक्रिया ., व्यक्त करतात, आपल्या जीवनातील आणि परिसरातील अनुभवांनाआपल्या लेखनात समाविष्ट करतात. • भाषेतील विविध बारकावे उदाशब्दांची 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.
Subject Integrated: विज्ञान

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name – Ms. Sarika Kande **Grade -** 9

Subject - Marathi **Month -** August

Topic –8 कुलूप **No. of Periods - 8**

Topic: कुलूप 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 करतात्यांवर प्रतिक्रिया ., व्यक्त करतात, आपल्या जीवनातील आणि परिसरातील अनुभवांनाआपल्या लेखनात समाविष्ट करतात. • भाषेतील विविध बारकावे उदाशब्दांची पुनरावृत्ती ., लिंग, वचन, विरुदार्थी शब्द इत्यादींविषयी अभ्यास करतात
Application: • ग्रामीण जीवनाविषयी माहिती समजते. • भाषेतील विविध बारकावे समजतात. उदाशब्दांची पुनरावृत्ती .
Extra questions/ Class assessment/ Recapitulation: एका वाक्यात उत्तरे लिहा,रिकाम्या जागा भरा. जोडशब्द.
Homework/ worksheets: पाठवाचन.
Reference: अक्षरभारती मराठीपाठ्यपुस्तक.
Subject Integrated: भूगोल

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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.

Subject Integrated: भूगोल

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name – Ms. Sarika Kande **Grade -** 9

Subject - Marathi **Month -** September

Topic – 11 आभाळातल्या पाऊलवाटा **No. of Periods - 8**

Topic: आभाळातल्या पाऊलवाटा व्याकरण (शब्द्समुहाला 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 (शब्द्समुहाला 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 स्वत:चीआवडनिवड सांगतात, मत देतात, सूचना करतात. • भाषेतील विविध बारकावे उदाशब्दांची 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.
Subject Integrated: भूगोल

MIS INTERNATIONAL SCHOOL, BALEWADI

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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.
Extra questions/ Class assessment/ Recapitulation:

एका वाक्यात उत्तरे लिहा,रिकाम्या जागा भरा.
Homework/ worksheets: कवितेचे वाचन करा.
Reference: अक्षरभारती मराठीपाठ्यपुस्तक.
Subject Integrated: इतिहास, मूल्य शिक्षण

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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.
Subject Integrated: इतिहास ,भूगोल

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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.
Subject Integrated: विज्ञान, भूगोल

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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.
Subject Integrated: मूल्य शिक्षण

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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.
Subject Integrated: विज्ञान, शारीरिक शिक्षण

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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: शाब्दार्थ, 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.
Subject Integrated: इतिहास, इंग्रजी

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Ms.Snehal Patil Class: 9

Subject: Science No. of periods-14

Topic: **Exploring mixture and separation**

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.

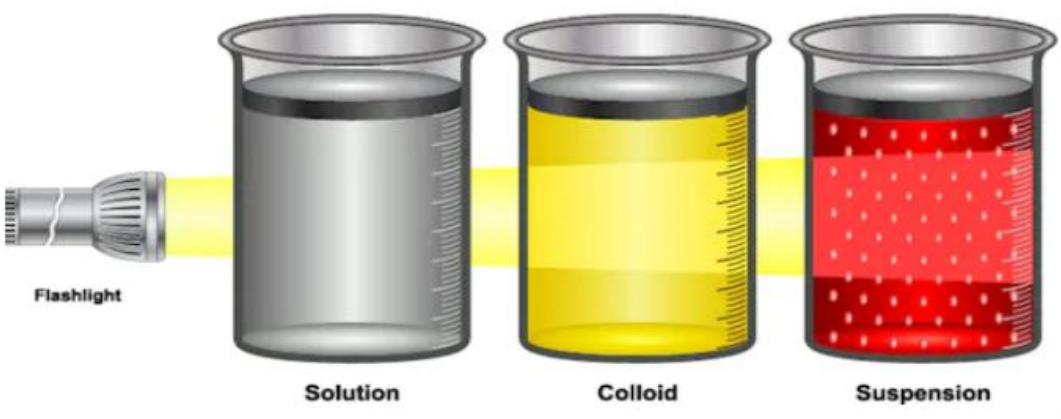
Activities:

- 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:



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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

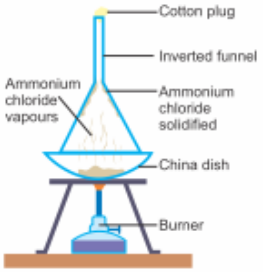
Fractional Crystallization

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 knowledge 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 solution 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 situations. (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.

- **Subject Integration:**

Matter Integration with Languages

"Is Matter Around Us Pure? is integrated with languages through scientific explanation, mathematics through concentration and ratios, physics through separation based on physical properties, chemistry through classification of matter, environmental science through purification processes, and daily life through filtering and separating substances we use daily .

- **Diagrammatic Skills:**

Drawing and labeling the diagrams of electrolysis is a core artistic/technical drawing skill

taught in this chapter.

- **ICT Integrated:**

  Videos & PowerPoint presentation

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Ms.Snehal Patil Class: 9

Subject: Science No. of periods-15

Topic: **Journey inside the atoms**

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.

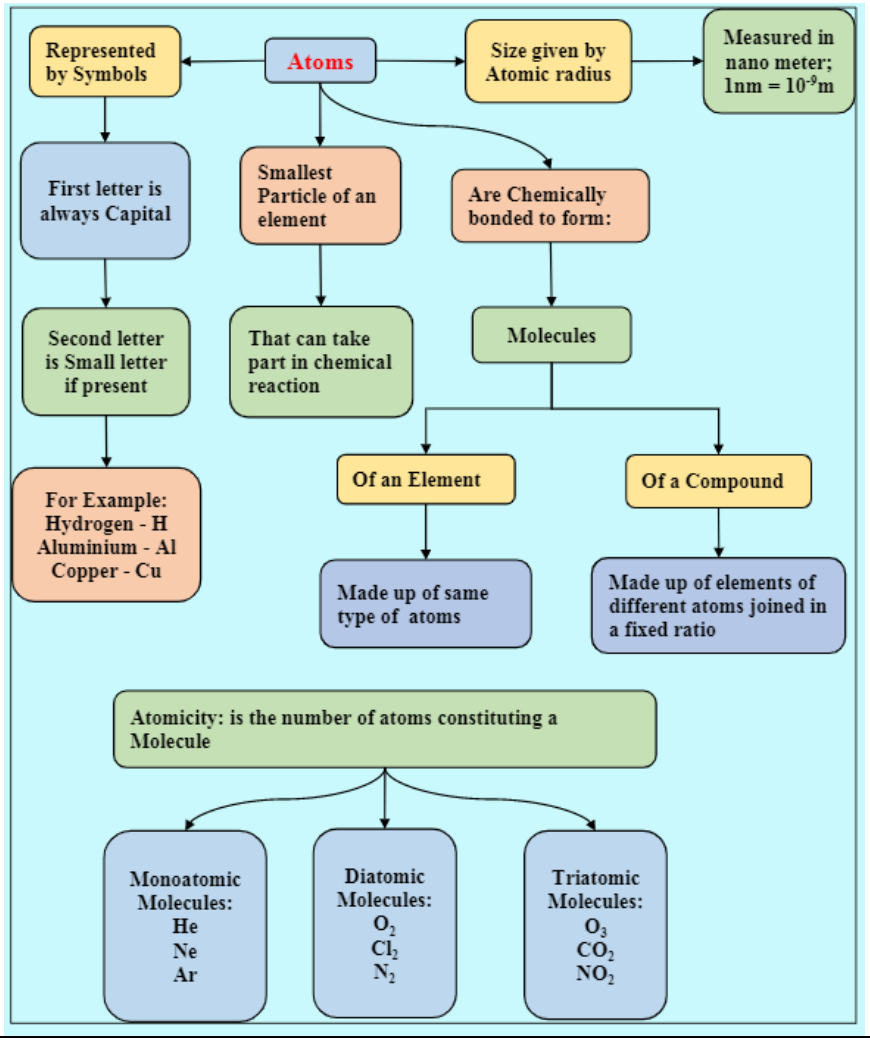
Activities:

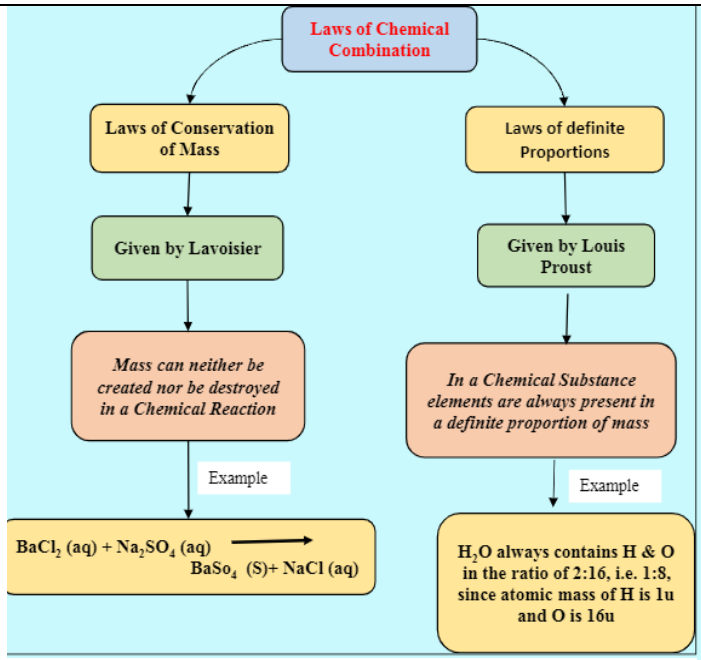
- To verify the law of conservation of mass.
- Revision of numericals on laws of chemical combination.
- Acquire the skill of writing chemical formulae using the symbols & valencies.

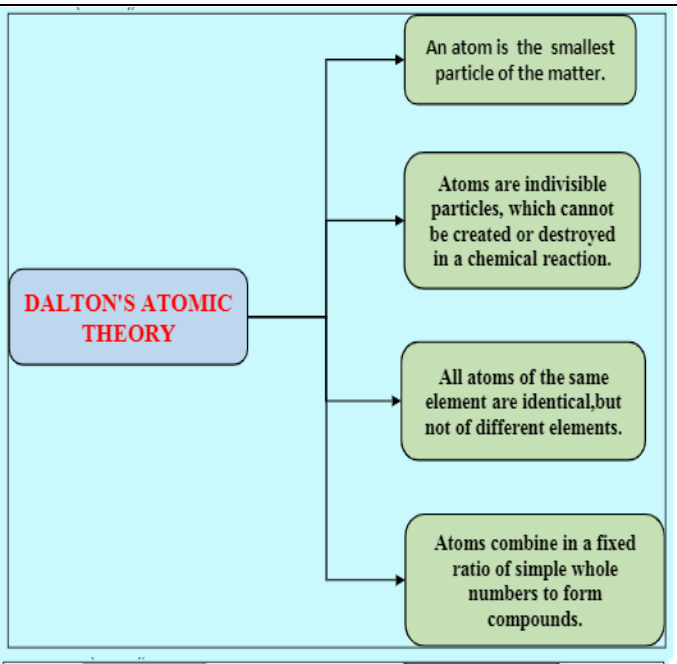
Resources:

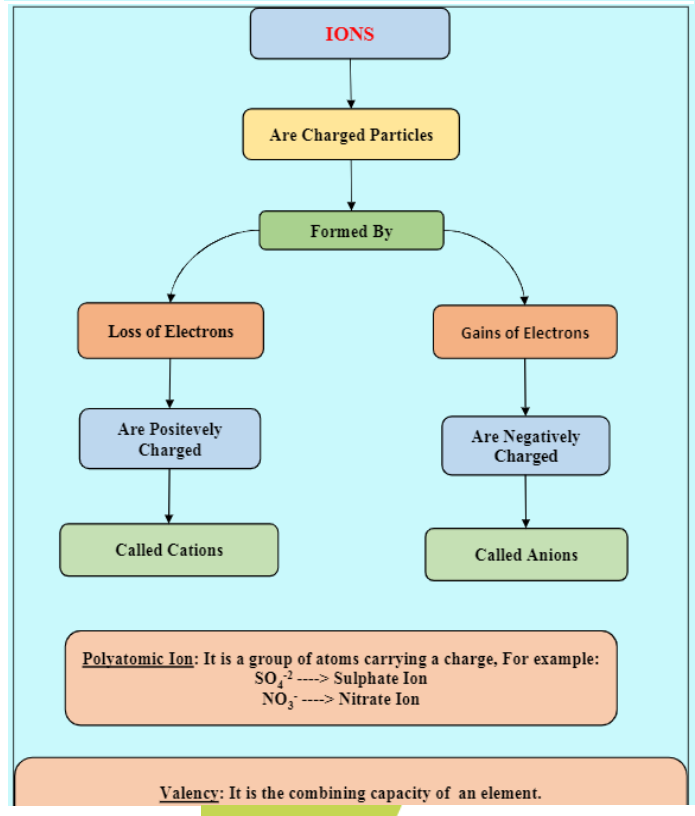
Textbook, reference book, chart paper, clay balls.

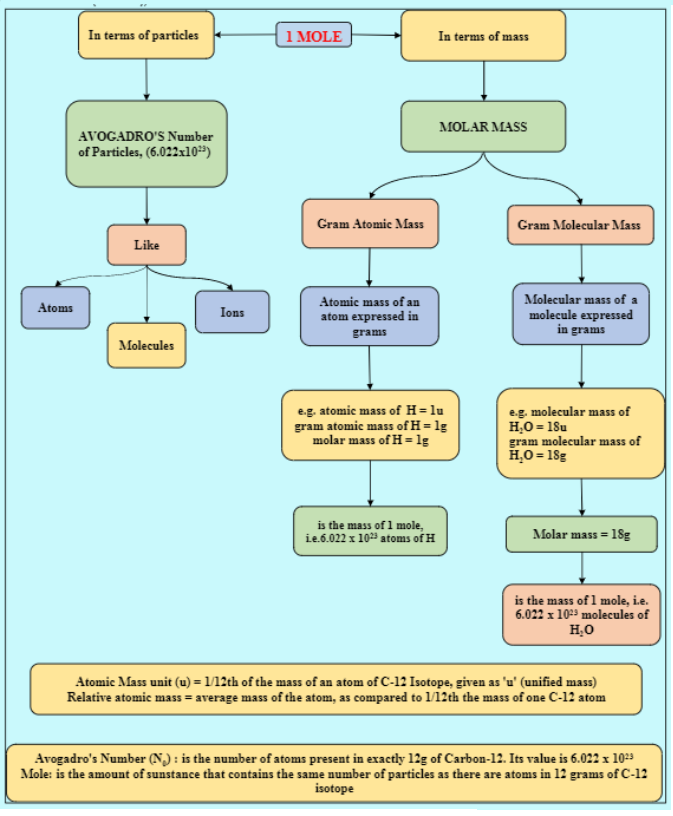
Board work:











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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:

$$H_2 + Cl_2 \longrightarrow 2HCl$$

Molecular mass: $2 + 71 \longrightarrow 2 \times 36.5 = 73$

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.

LC1000

Chemical Formulae and Ions

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

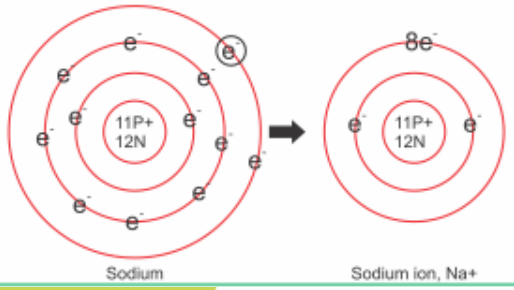
Simplest formula which gives the simplest ratio in whole number between the number of atoms of different elements present in one molecule of the compound.

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

LC1000

Guidelines for Writing Chemical Formulae

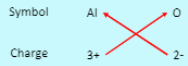
1. Write the symbols of the constituent elements - positive radicle to the left and negative radicle to the right.	H^+ O^{2-}	C^{4+} O^{2-}	Fe^{3+} CO_3^{2-}
2. Write the valency of each radical below the symbol	1 2	4 2	3 2
3. Shift the valencies crosswise to the lower right corner of the symbols. Thus the valencies become subscripts of the symbols.	H_2 O_1	C_2 O_4	Fe_2 $(CO_3)_3$
4. Reduce the valency numbers to a simple ratio by dividing with a common factor. Valency 1 need not be written.	H_2O	Co_2	$Fe_2(CO_3)_3$

Chemical Formula:

Chemical Formula of a compound is the symbolic representation of its composition.

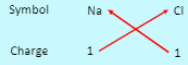
Rules of writing a chemical formula.

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



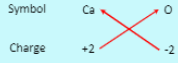
Formula Al_2O_3

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 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.

Subject Integrated:

Environmental Science: Links atomic concepts to environmental issues like heavy metal pollution, radioactive elements, and their effects on ecosystems and human health.

Technology: Highlights applications of atomic science in nuclear energy, medical imaging, cancer treatment using isotopes, and modern technology.

Art: Encourages creativity through drawing atomic models, making charts, posters, and 3D atom models to visualize abstract concepts.

Value Education: Develops ethical awareness by discussing the responsible use of atomic energy and the social impact of nuclear science

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Ms. Snehal Patil Class: 9

Subject: Science No. of periods-10

Topic: **-Atomic foundation of matter.**

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.

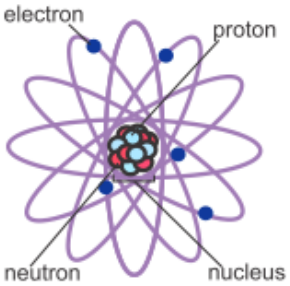
LC1000

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.**

LC1000

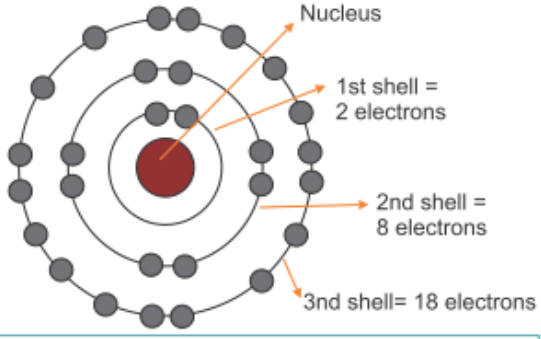
Electronic Configuration in an Atom

Distribution of electrons revolving around the nucleus of an atom, in different orbits(energy levels or shells) is called **electronic configuration**.

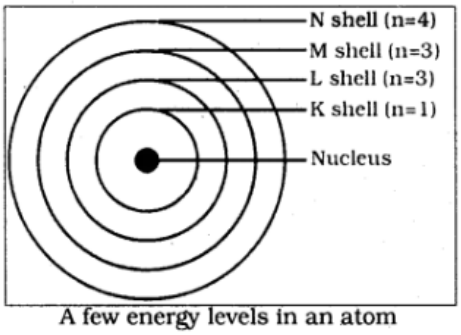
Bohr-Bury Scheme

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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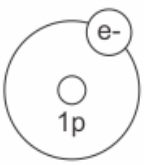
Isotopes

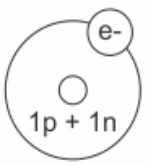
The atoms of same element, having same atomic number but different mass numbers, are called isotopes.

Examples :

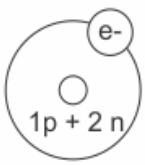
ISOTOPE	FORMULA	MASS number A	ATOMIC number Z	Number of NEUTRONS
Protium or ordinary Hydrogen	$^{1}_{1}H$ (H)	1	1	0
Deuterium	$^{2}_{1}H$ (D)	2	1	1
Tritium	$^{3}_{1}H$ (T)	3	1	2



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 previous proposed models of
- atom.
- Write the electronic configurations of the first twenty elements along with their valency 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 represent 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 element.
- 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 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.

Subject Integration:
· Technology Integration

Linked Concepts

Atomic energy
Nuclear power
Medical applications

Examples

Use of isotopes in cancer treatment
Atomic energy generation

Skills Developed

Scientific literacy
Application-based understanding

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Snehal Patil Class: 9

Subject: Science No. of periods-10

Topic: Earth as a system energy matter

Subtopic:

· Earth as an interacting system – lithosphere, hydrosphere, atmosphere and biosphere

· Matter on Earth – elements, compounds and mixtures

· Cycles of matter – water cycle, carbon cycle, nitrogen cycle

· Energy on Earth – renewable and non-renewable sources

· Flow of energy in ecosystems

· Human impact on Earth's systems

Specific objective: Students will be able:

- understand the earth as an interacting system
- understand the Matter on Earth
- understand the cycles of matter in nature
- explain the Energy sources
- describe the flow of energy supporting life
- draw various parts of cycles of matter

- analyse Human impact on Earth's systems

Methodology:

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

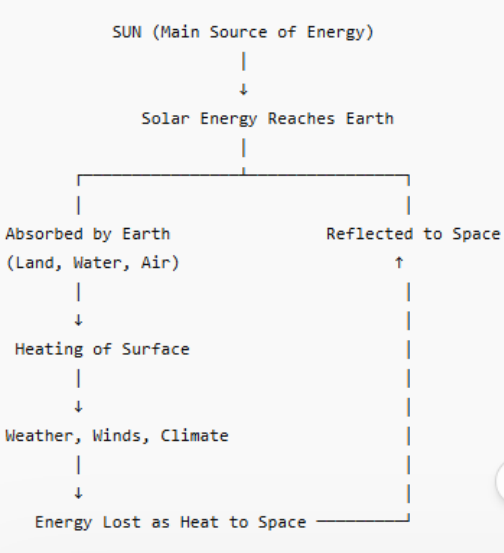
Activities:

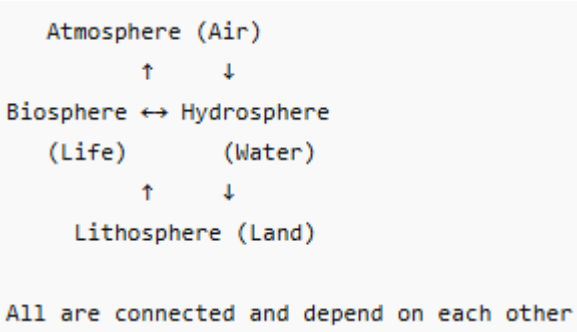
- Identify and label Earth's spheres using diagrams
- Prepare charts on biogeochemical cycles
- Group discussion on energy use in daily life
- Case study on environmental issues

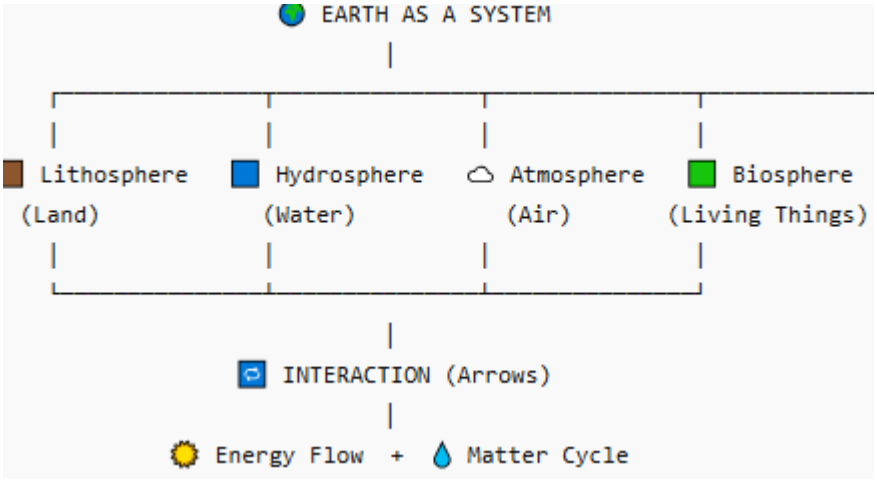
Resources:

Textbook, Reference book, Charts, PPT, Videos

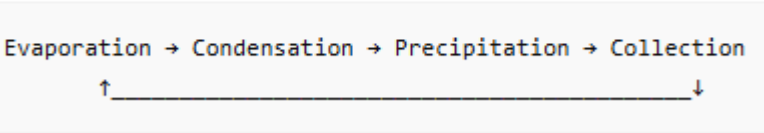
Board work: Key terms, flow diagrams, labelled diagrams







Water Cycle (Exam Diagram)



Learning outcomes: Learners will be able to:

- describe Earth as an interacting system
- explain cycles of matter and energy flow
- interpret diagrams related to Earth systems
- relate environmental balance to daily life

Application: Learners will be able to-

· apply the concept of cycles to real-life phenomena

· analyse importance of renewable energy

· develop awareness towards environmental conservation

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. and prepare a diagram on Earth systems

Reference:

ncert.nic.in, cbse.nic.in, diksha.gov.in, google.com.

Subject Integrated:

Mathematics

- · Geography – Earth’s spheres, natural resources and climate
- · Biology – ecosystems, energy flow and biogeochemical cycles
- · Physics – forms of energy and energy transformation
- · Environmental Science – sustainability, conservation and human impact
- · Social Science – human activities and resource management

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Ms. Prajakta Class: 9

Subject: Science No. of periods- 12

Topic: CELL: **THE BUILDING BLOCK 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:

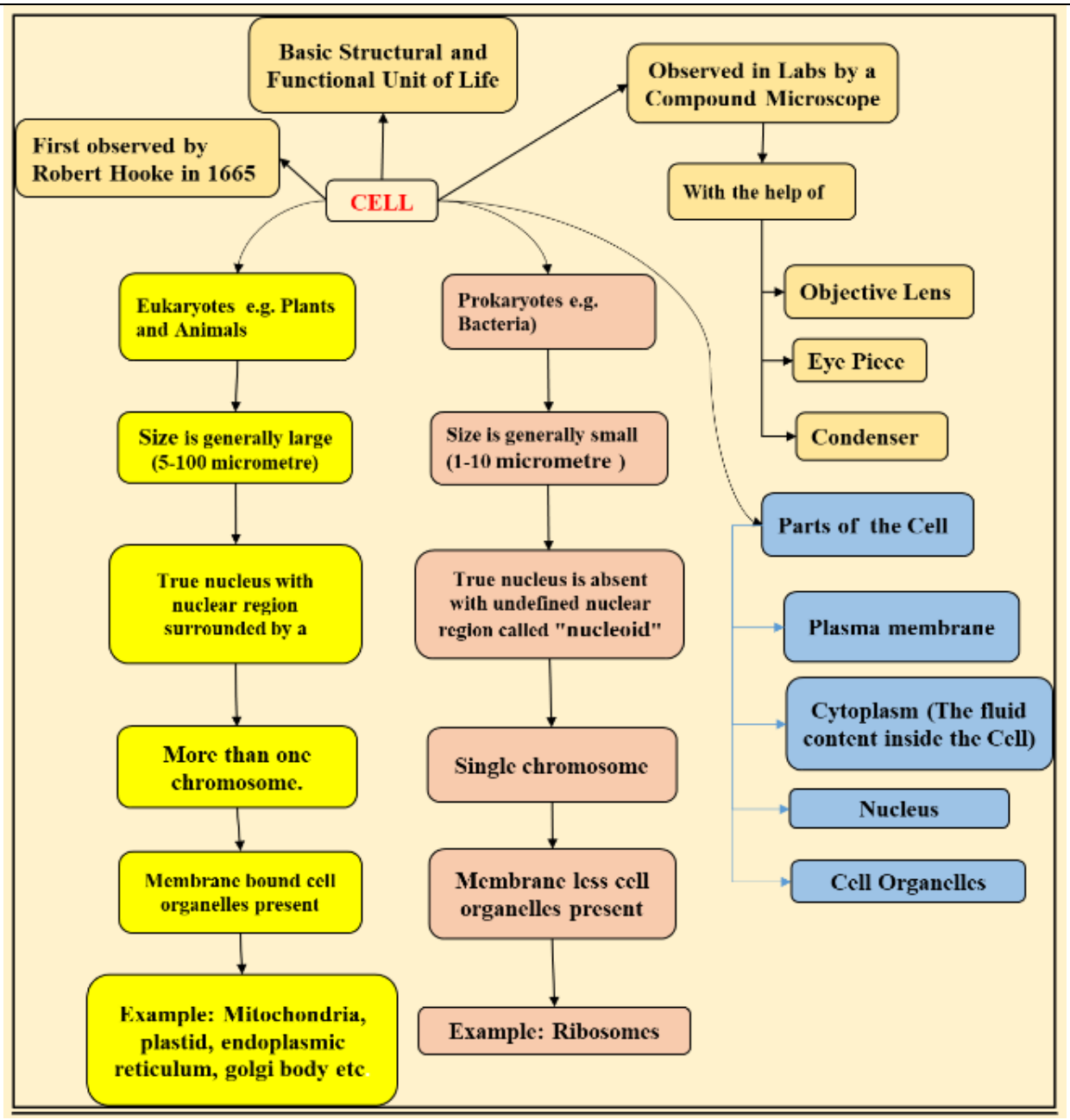
- To prepare stained temporary mounts of:

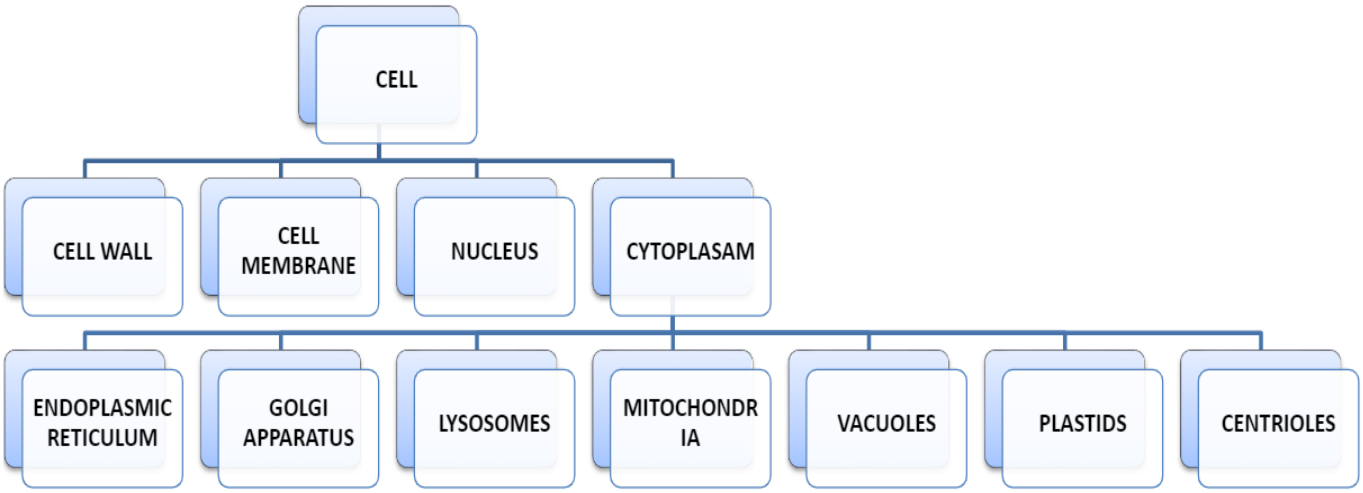
  (a) onion peel and (b) human cheek cells and to record observations and draw their labeled diagrams.
- Compare Prokaryotic and Eukaryotic cells to explain why complex cell structure is not found in bacterial cells but found in plant or animal cells.

Resources:

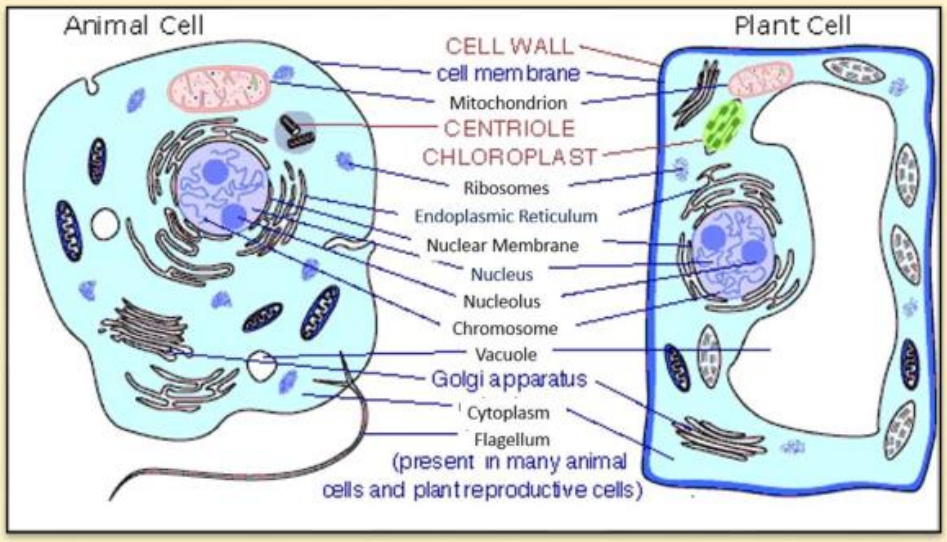
Textbook, reference book, PPT, Slides of onion peel and human cheek cells, diagrams of plant and animal cells, mind maps.

Board work:

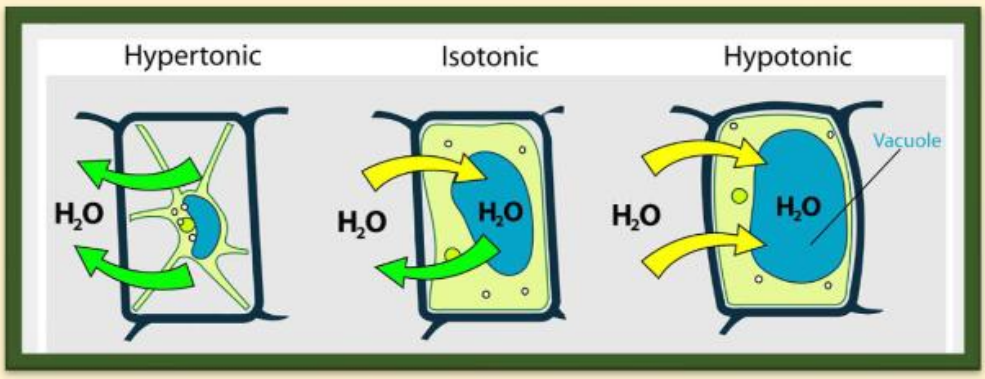

Basic Structural and Functional Unit of Life
Observed in Labs by a Compound Microscope
First observed by Robert Hooke in 1665
CELL
With the help of
Objective Lens
Eye Piece
Condenser
Eukaryotes e.g. Plants and Animals
Prokaryotes e.g. Bacteria)
Size is generally large (5-100 micrometre)
Size is generally 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

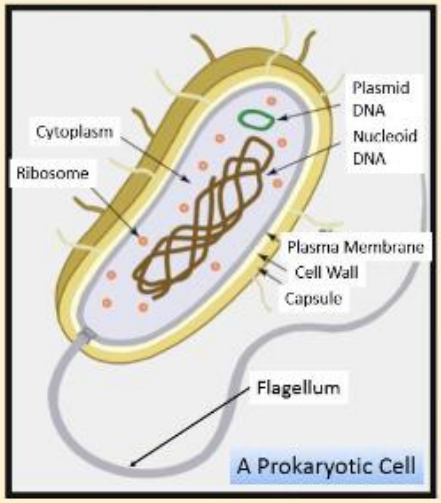
Eukaryotic Cells



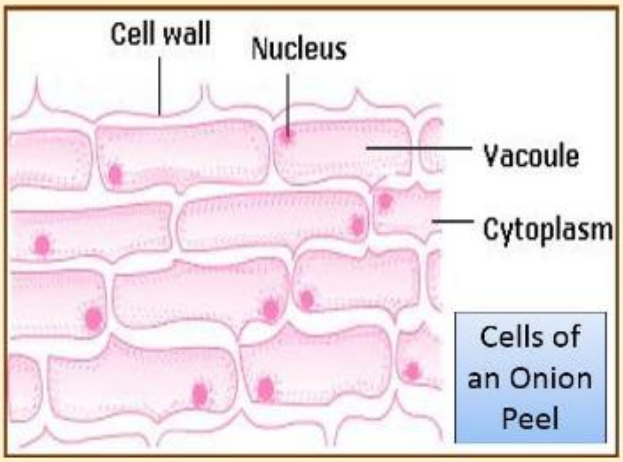
Osmosis



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 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.

Subject Integrated:

Mathematics

- Calculate magnification of cells observed under a microscope.
- Compare sizes of cells (micrometers).
- Use graphs to show rate of diffusion/osmosis.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Ms. Prajakta Class: 9

Subject: Science No. of periods-13

Topic: **TISSUES IN ACTION**

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
- Musculoskeletal System
- Types of Joints

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
- study Musculoskeletal System
- study Types of Joints

Methodology:

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

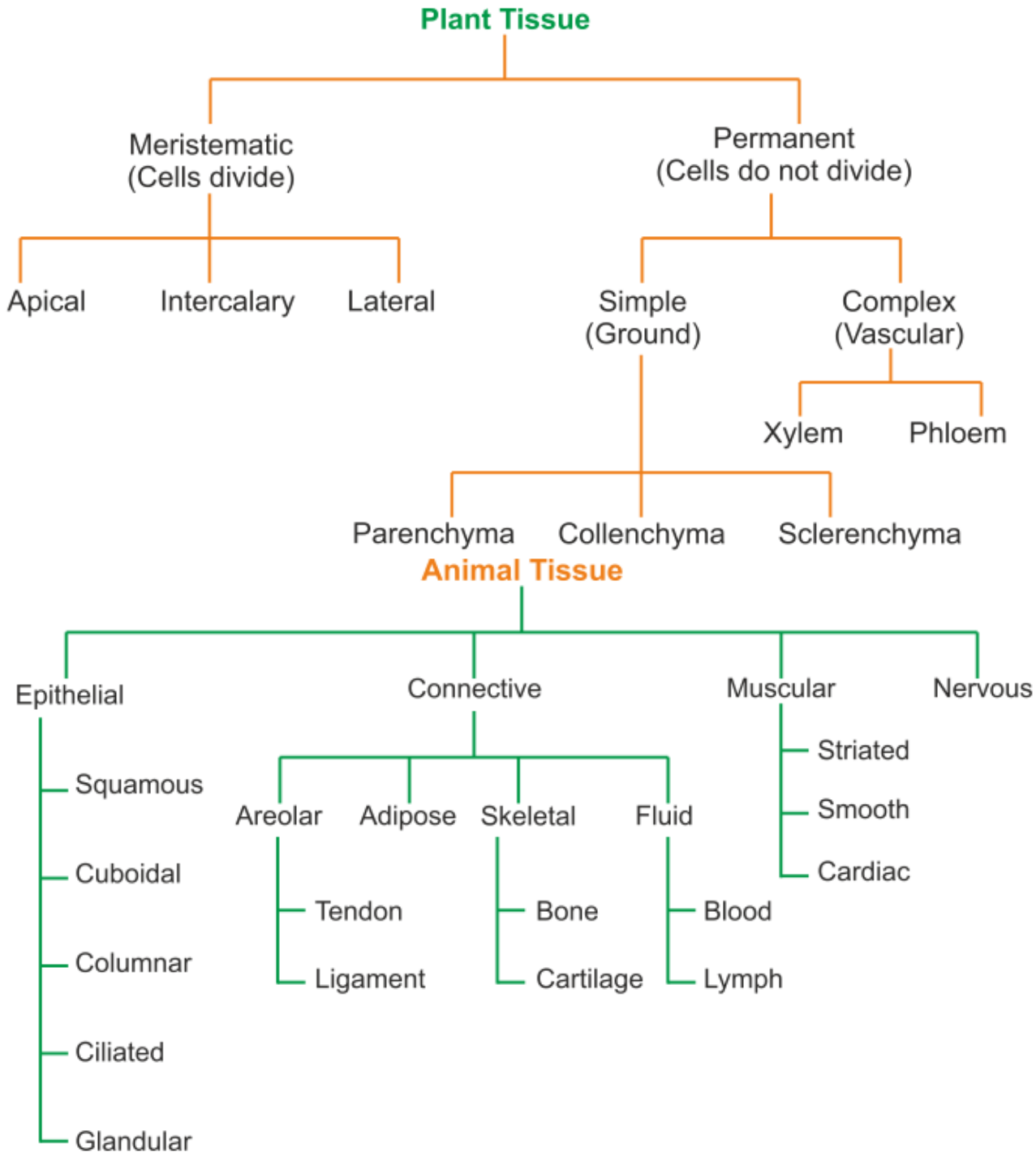
Activities:

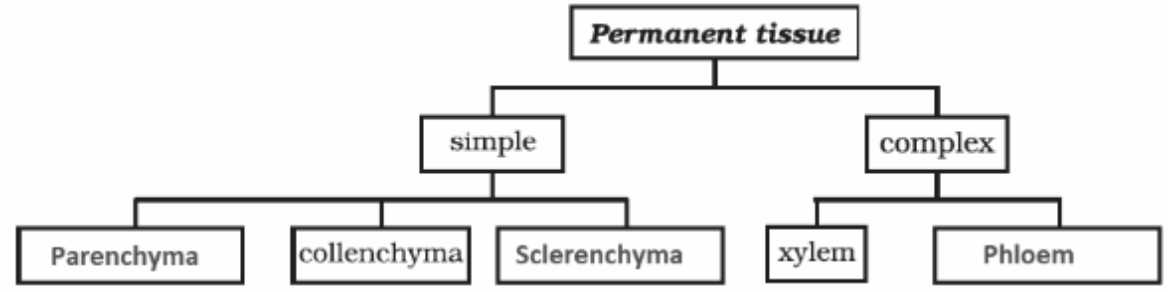
- Identification of Parenchyma, Collenchyma and Sclerenchyma tissues in plants, striped, smooth and cardiac muscle fibers and nerve cells in animals from prepared slides. Drawing of their labeled diagrams.
- To observe the growth in meristematic tissues of onion.
- Make model of different types of cells using beads.

Resources:

Textbook, reference book, PPT, Mind maps, prepared slides of plant and animal tissues, diagrams of plant and animal tissues.

Board work:





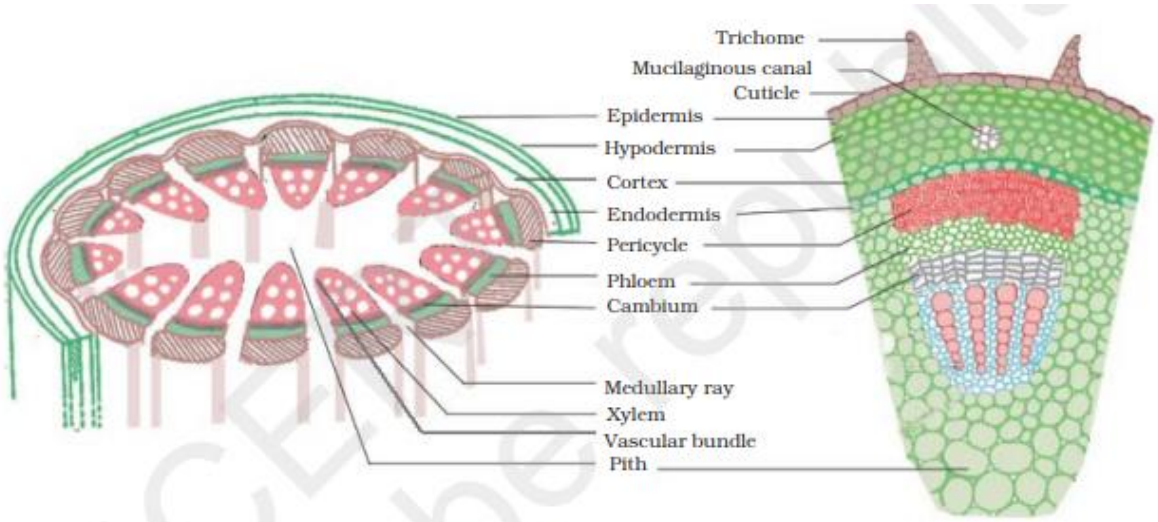
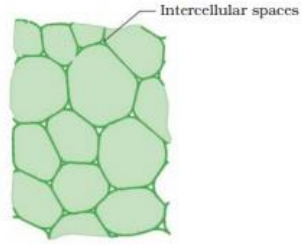
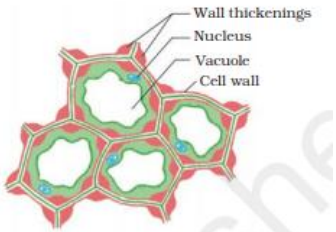


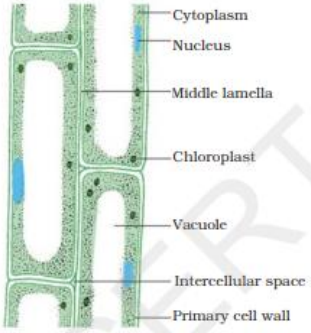
Fig. 6.3: *Section of a stem*



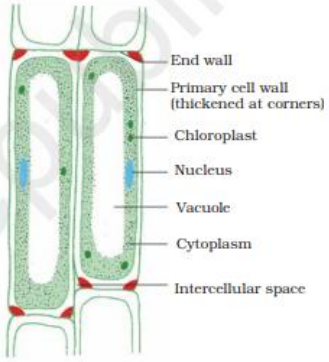
a (i)



b (i)



a (ii)



b (ii)

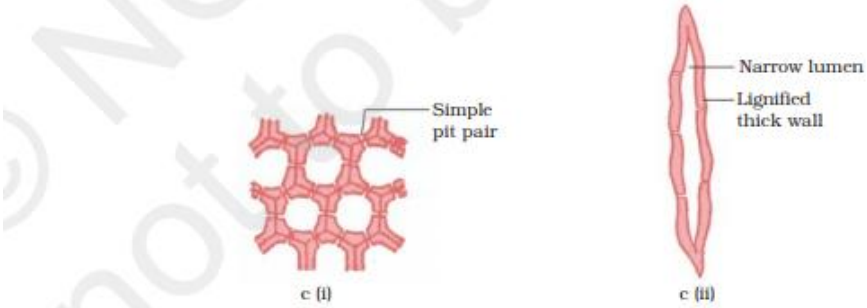


Fig. 6.4: *Various types of simple tissues: (a) Parenchyma (i) transverse section, (ii) longitudinal section; (b) Collenchyma (i) transverse section, (ii) longitudinal section; (c) Sclerenchyma (i) transverse section, (ii) longitudinal section.*

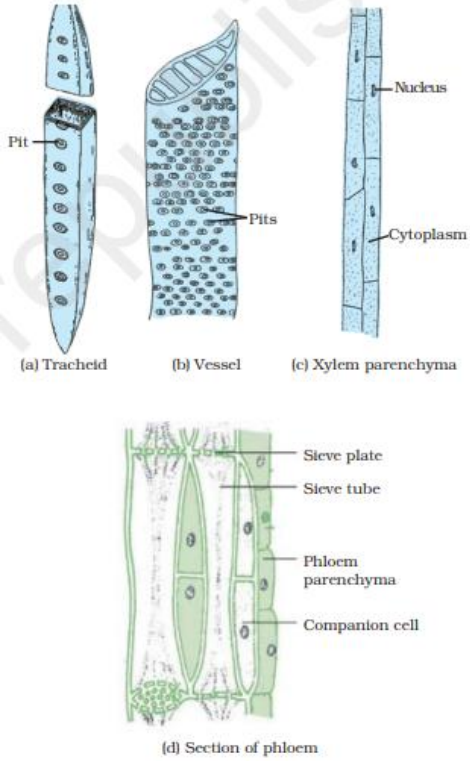


Fig. 6.7: *Types of complex tissue*

Fig. 6.8: *Location of muscle fibres*

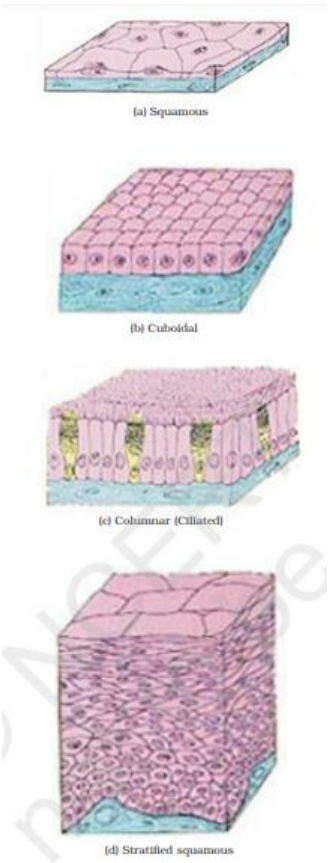
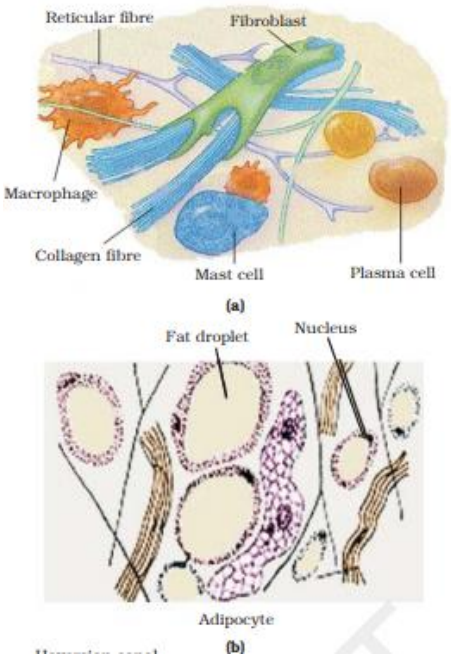


Fig. 6.9: *Different types of epithelial tissues*



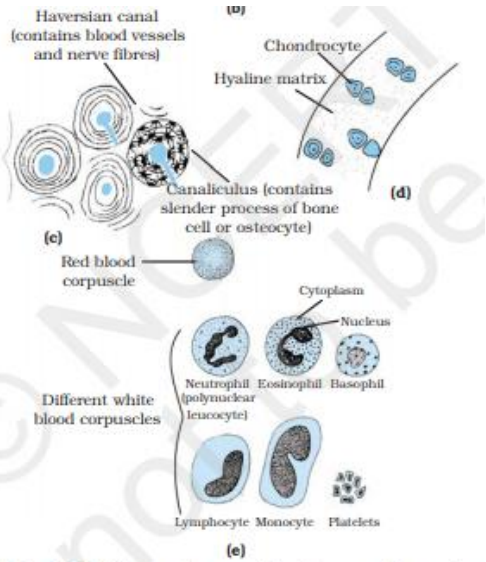
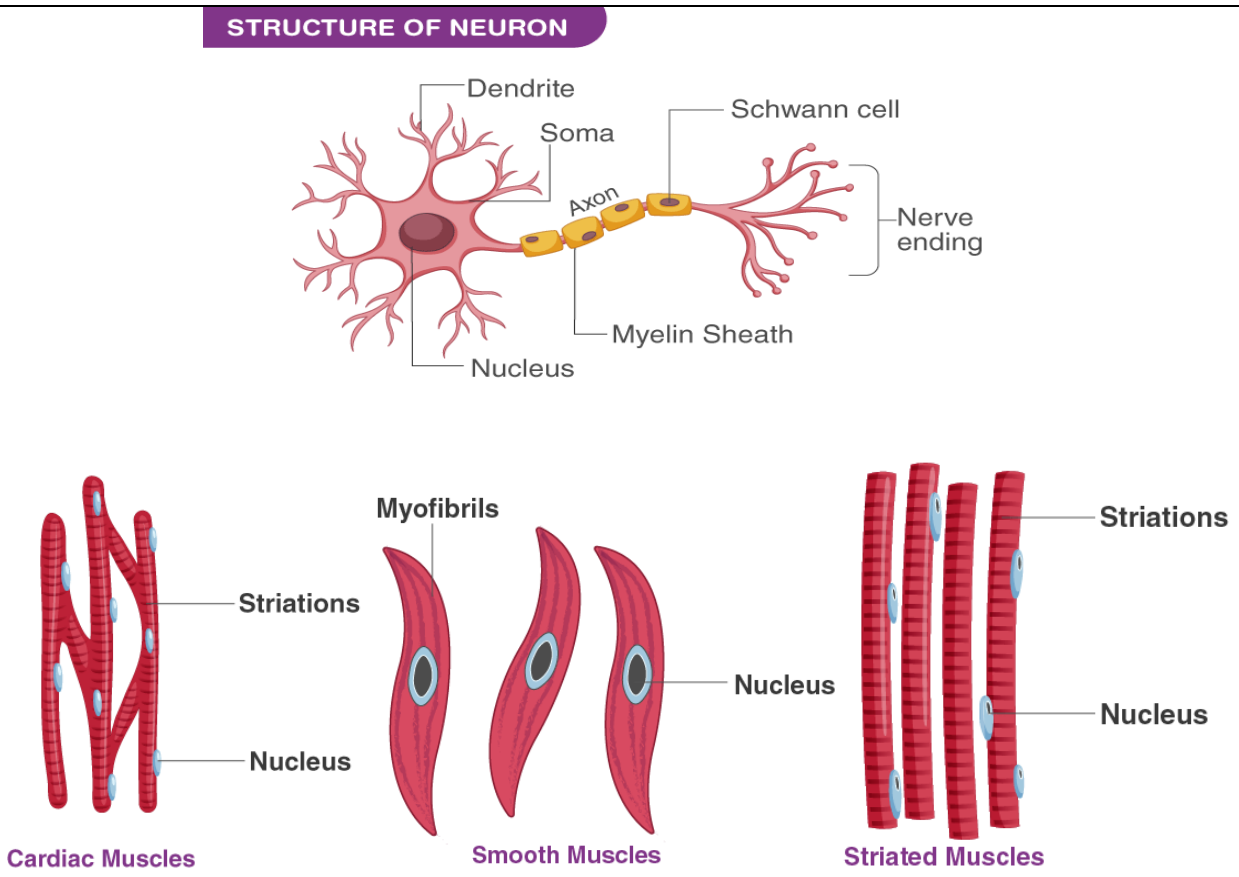


Fig. 6.10: *Types of connective tissues: (a) areolar tissue, (b) adipose tissue, (c) compact bone, (d) hyaline cartilage, (e) types of blood cells*



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 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.

Subject Integrated:

Language (English)

- Develop scientific vocabulary (cell, nucleus, membrane, etc.).
- Encourage students to write explanations and short descriptions of cell functions.
- Conduct group discussions and presentations.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Ms. Prajakta Class: 9

Subject: Science No. of periods-12

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

LC1000

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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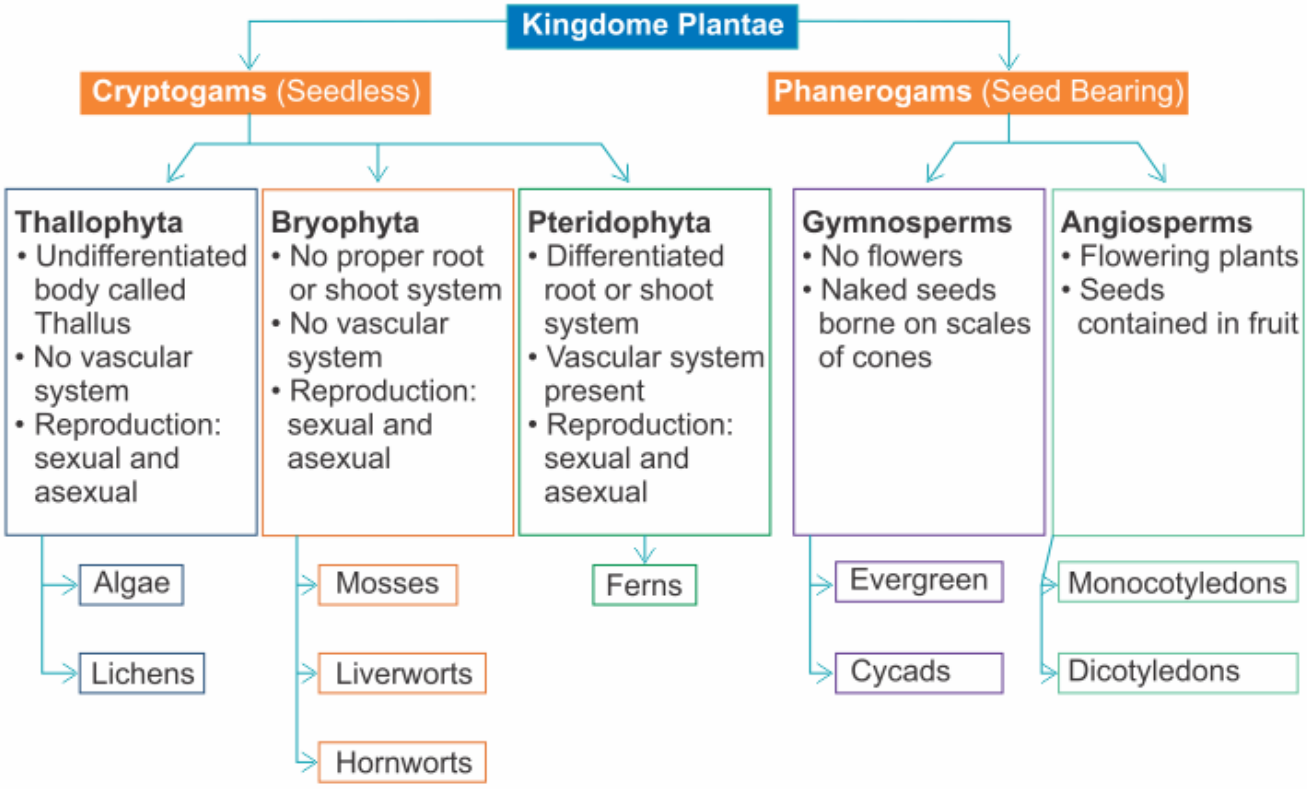
Classification of Kingdom Plantae



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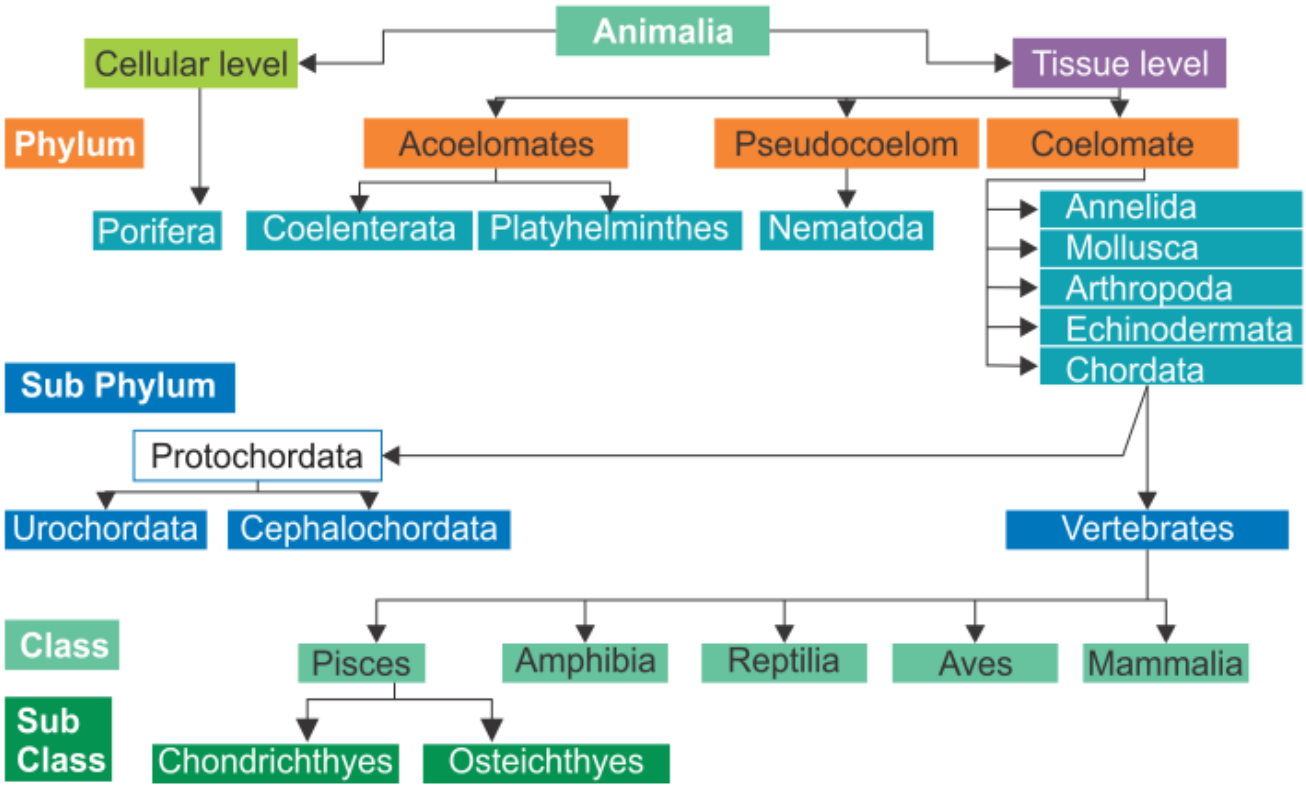
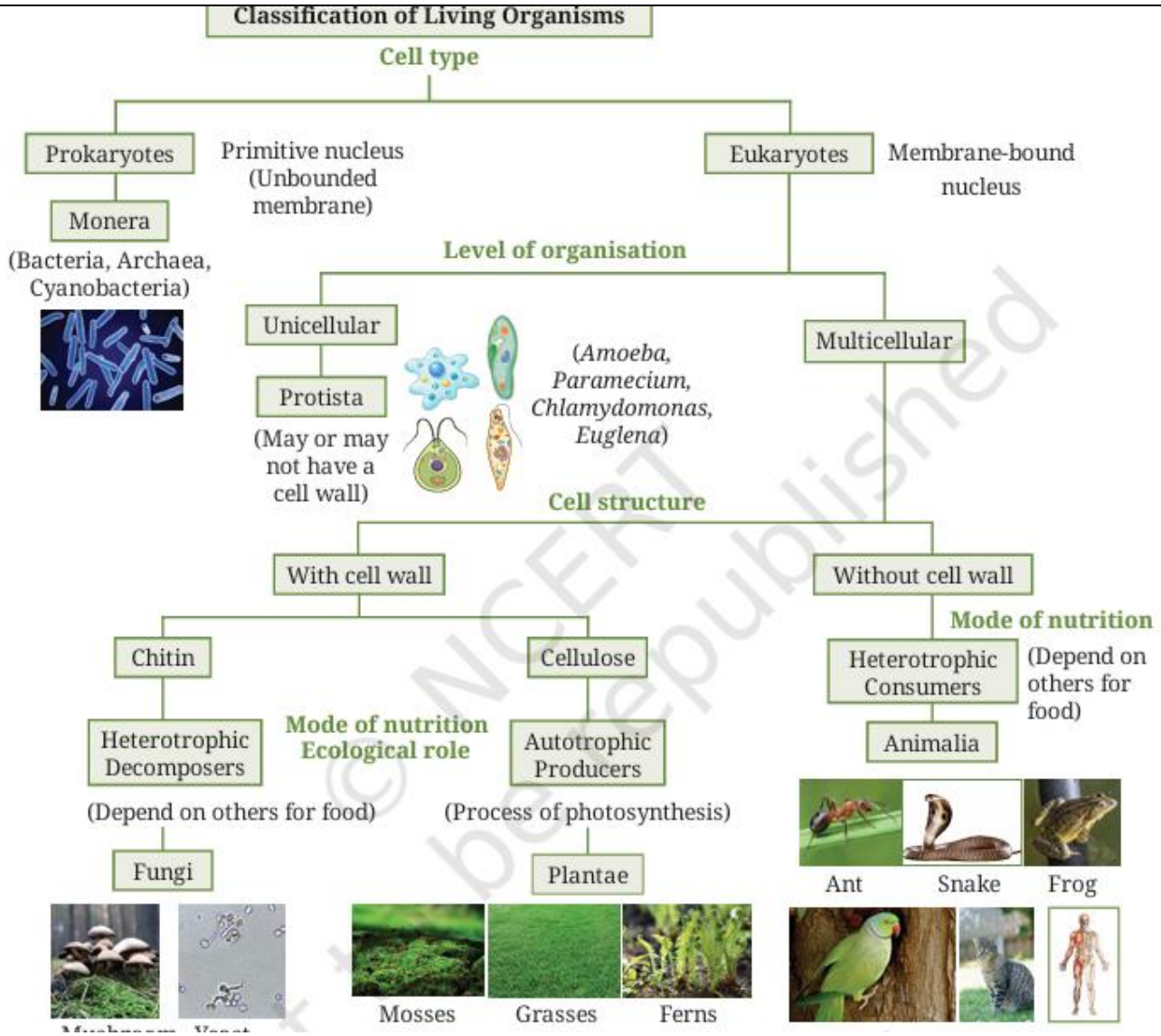
Classification of Kingdom Animalia





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 growinto trees, because they do not have any woody tissue.

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.

Subject Integrated:

Physics

- Connect diffusion to the kinetic theory of matter (movement of particles).
- Explain how temperature affects diffusion rate.
- Discuss microscope functioning (light, lenses, magnification).

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Ms. Poonam Gill Class: 9

Subject: Science No. of periods-10

Topic: **DESCRIBING MOTION AROUND US**

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 law 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.

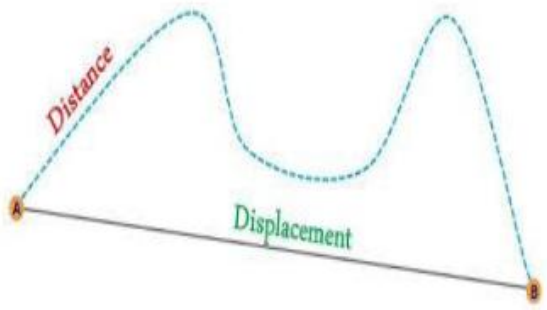
Activities:

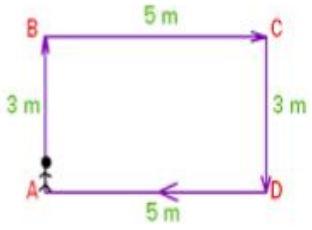
- Recognition of the apparatus in the lab.
- Demonstrations of motion concepts experimentally
- Identify different types of motions you observe in everyday lives.
- Plot and interpret the distance-time graph for the given situation and interpret.
- To calculate the acceleration of a body by plotting a graph from given data and interpreting the graph.
- Numericals based on motion

Resources:

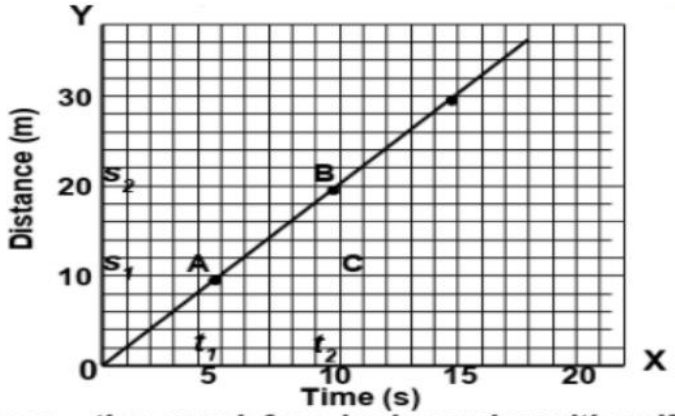
Textbook, reference book, numericals, PPT, Graphs, Lab apparatus.

Board work:

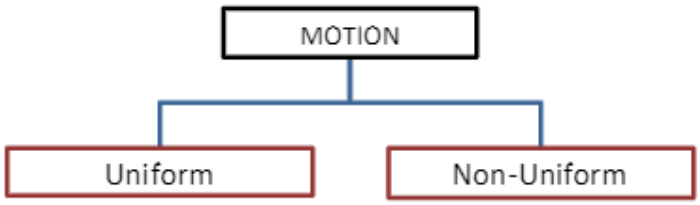




Displacement at point A = 0
Distance traveled at point A = 16 m



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:

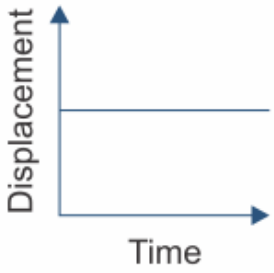
(I) Displacement – Time Graph or distance- time graph
(ii) Velocity - Time Graph
(iii) Acceleration – Time Graph

(I) Displacement – Time Graph

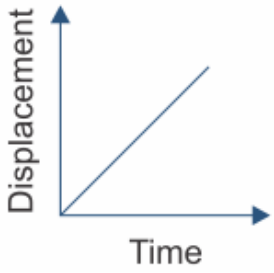
In the displacement – time graph, the time is taken on the X-axis and the displacement of the body is taken on the Y-axis.

Slope of the Displacement - Time Graph Gives the Velocity.
Slope of Distance - Time graph gives Speed

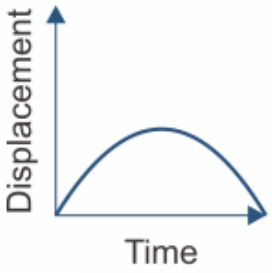
Stationary Object



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-time graphs, computing distance / speed / acceleration of objects in motion, etc.
- Derives formulae / equations / laws, such as mathematical expression for second law 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 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, vivadigital.com,diksha.gov.in, cbse.nic.in, google.com.

Subject Integration: Mathematics

- Use of formulas: speed = distance/time.
- Graphs (distance-time, velocity-time) to interpret motion.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Ms. Poonam Gill Class: 9

Subject: Science No. of periods-

Topic: **HOW FORCES AFFECT 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.

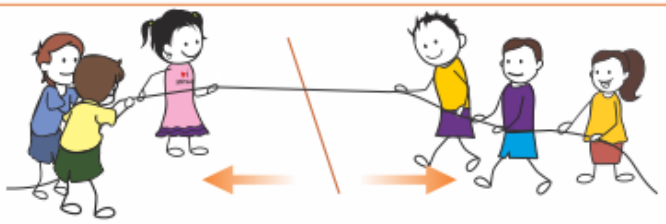
Board work:

LC1000 **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.

LC1000 **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.

LC1000

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

$F \alpha \frac{dp}{dt}$

$= K \frac{m(v-u)}{t}$

F = 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}

LC1000

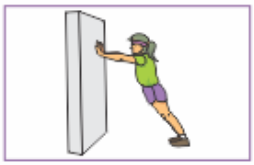
Newton's Third law of Motion

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.

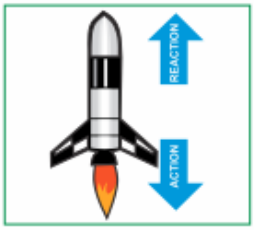
Examples of Third law of motion in daily life

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 motion 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 momentum 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 for performance and on answers or oral questions.
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Homework/ worksheets:

- Ask students to attempt some of the exercises on their own.

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Subject Integration: Mathematics (Calculus Perspective)
In Calculus, integration is about accumulation.

- Derivative → rate of change
- Integral → total accumulated change

Subject: Science No. of periods-9

Topic: **WORK AND ENERGY AND SIMPLE MACHINES (CHAPTER-7)**

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
- **Simple Machine** and its role in making work easier.
- 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.

Resources:

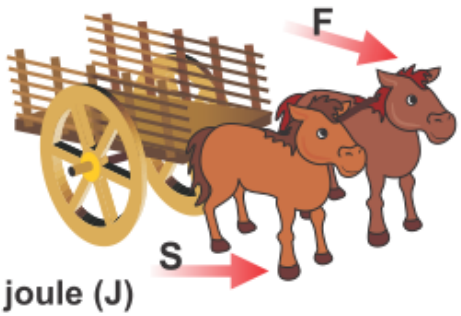
Textbook, reference book, PPT

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.



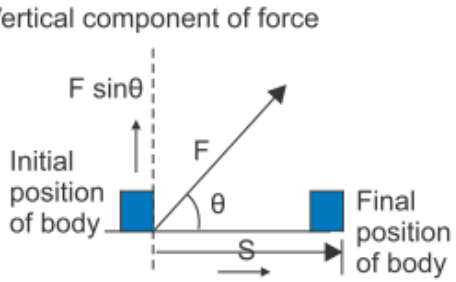
Work done = Force(F) × Displacement(S)

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.



$W = F \cos\theta \times S$

Horizontal component of the force — Distance moved

Force resolved into its components

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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.

$K = \frac{1}{2}mv^2$

$p = m\,v$

$K = \frac{1}{2} m \left(\frac{P}{m}\right)^2 = p^2 / 2m$

$p = \sqrt{2mk}$ $\quad$ $K = p^2 / 2m$

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

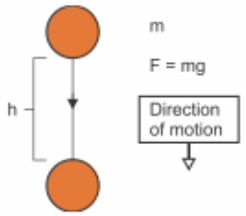
The potential energy possessed by the body in the deformed state due to change in configuration.

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.
- Defines simple machines and lists types
- Understands how machines make work easier
- Calculate Mechanical Advantage
- Differentiates types of machines
- Justifies use of machines in daily life
- Designs and examples using simple machines

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.

- Gather the class together to recap what they have learned. Ask each group to reflect on their building experience and what they learned about their assigned simple machine.
- To assess comprehension, distribute a short quiz consisting of multiple-choice questions and open-ended questions relating to the six simple machines. This quiz will help you gauge each student's understanding of the concepts taught during the lesson.
  Group Activity: Simple Machines Scavenger Hunt (15 minutes)
  Objective: Students will identify and classify examples of simple machines within the classroom.

  Instructions:
  Divide students into small groups of 3-4.
  Distribute the scavenger hunt checklist with categories for each type of simple machine.
  Set a timer for 10 minutes. Students will search around the classroom (or school if permitted) to find examples of each simple machine.
  Each group must find at least one example for each type and record their findings on the checklist.
  Scavenger Hunt Checklist Example:
  Lever: (e.g., door handle)
  Wheel and Axle: (e.g., pencil sharpener)
  Pulley: (e.g., flagpole)
  Inclined Plane: (e.g., ramp)
  Screw: (e.g., jar lid)
  Wedge: (e.g., knife) After the hunt, reconvene and have groups present one example they found, explaining how it functions as a simple machine.

ICT Integrated:

- Videos
- Power point 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, vivadigital.com,diksha.gov.in, cbse.nic.in, google.com.

Subject Integration: Computer Science / ICT

Simulations of machines and energy transformations using software

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Ms. Poonam Gill Class: 9

Subject: Science No. of periods-9

Topic: **SOUND WAVES, CHARACTERISTICS AND APPLICATIONS**

Subtopic:

- Introduction to Sound Waves
- Characteristics of Sound Waves
- Wavelength
- Wave Behavior (Important Subtopic)
- Applications of Sound Waves
- Graphical representation of sound waves
- Human perception of sound
- Reflection of sound
- Reverberation

Specific objective

- Knowledge & Understanding
- Define sound as a **mechanical longitudinal wave** and explain how it is produced.
- Conceptual Understanding
- Application Skills

- Experimental & Observation Skills
- Demonstrate sound wave behavior using simple activities (e.g., tuning fork, echo experiment).

- **Analysis & Critical Thinking**
- Differentiate between **music and noise** with examples.
- Real-Life Connection
- Relate sound wave concepts to everyday technologies such as:
- Speakers and microphones

Methodology:

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

Activities:

- . Make a cone using a poster paper or cardboard and adhesive tape. 207 Cover a mobile phone that is playing music with the cone. Compare the loudness of the sound with and without the cone. You can also use another mobile phone with an app to measure the characteristics of the sound in both cases. Try experimenting with different shapes and record your observations. (This activity is to be facilitated by the teacher.)
- You and your friend stand on opposite sides of a desk in the classroom. Let your friend gently knock or scratch on the desk. Listen carefully to the sound produced

with your ear in the air. Now, place your ear against the desk, close your other ear and listen again. Are you able to hear the sound through the table? This shows that sound can also travel through solids.

Resources:

Textbook, reference book, PPT, charts

Board work:

What is Sound

- Write definition and Emphasize need for medium

Nature of Sound Waves

- Draw diagram of:
  - Compressions
  - Rarefactions
- Explain longitudinal motion clearly

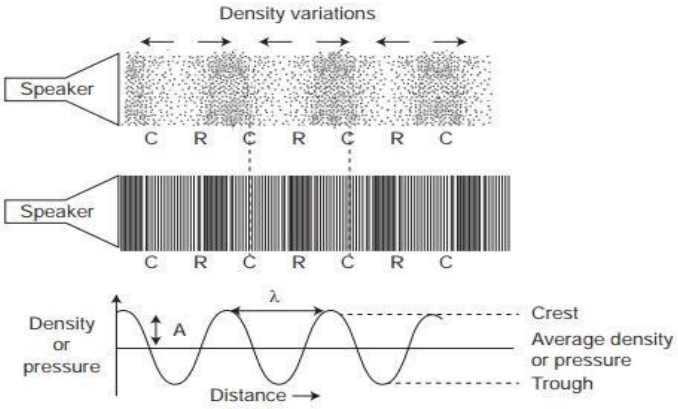
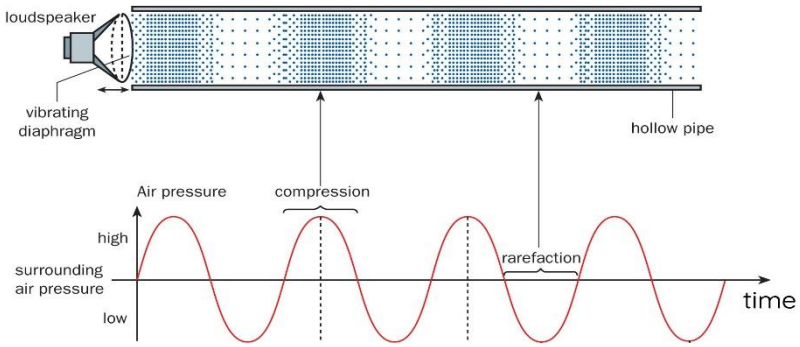


Figure 2.3 Longitudinal nature of sound

Characteristics

Explain one by one with examples:

- **Frequency → Pitch**
  (High frequency = sharp sound)
- **Amplitude → Loudness**
  (Larger amplitude = louder sound)
- **Wavelength & Velocity**
  Introduce formula:
  v = fλ



Speed of Sound

- Compare solids, liquids, gases
- Simple example: sound travels faster in желез rail than air

Types of Sound

- Ask students: Can humans hear dog whistles? → introduce ultrasonic
- Applications

Relate to real life:

- Hospitals (ultrasound)
- Ships (SONAR)
- Industry

5. Student Activity (5–7 minutes)

Think-Pair-Share:

- Why does a louder sound have more energy?
- Give one use of ultrasonic sound

Learning outcomes:

- Knowledge-Based Outcomes
- Explain how sound waves travel through a medium
- Use the formula $v = f\lambda$ to solve simple numerical problems
- Skill-Based Outcomes
- Draw and label a longitudinal wave diagram

Application: Students will be able to-

Sound waves have properties like frequency, amplitude, wavelength, and speed, and these characteristics make them useful in many real-life applications.

ICT Integrated:

- Videos
- Power point 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 (2026-27)

Teacher's Name – Prajakta Jagtap **Grade - 9**
Subject – Science **No. of Periods- 13**

Topic– Ch-9 Reproduction :How Life Continues

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 fertilization.
- 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 formati

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. I gets detaches from the parent and develops into new individual
e.g. Yeast, Hydra

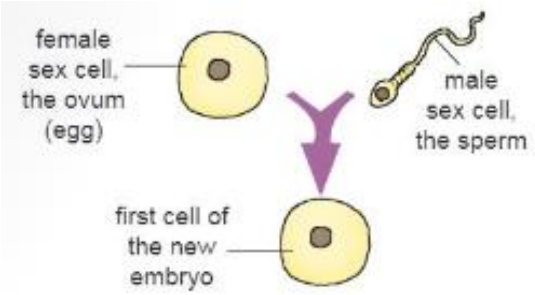


Fig. 8.4: Sexual reproduction in humans

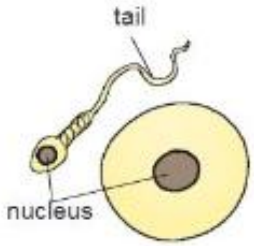
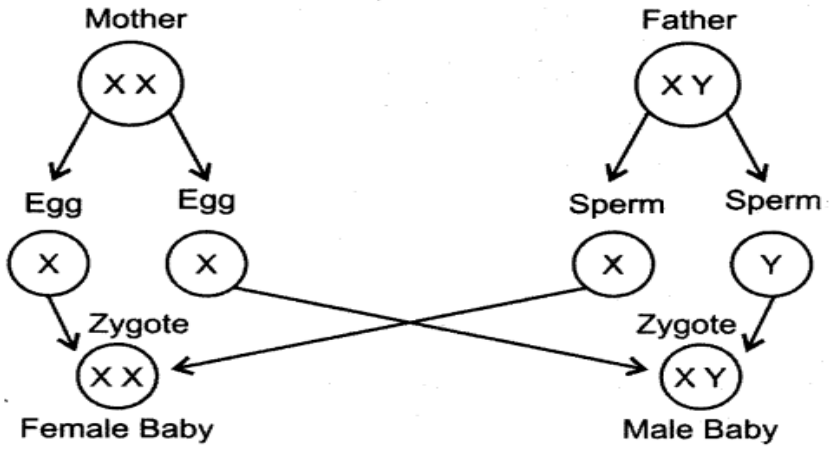
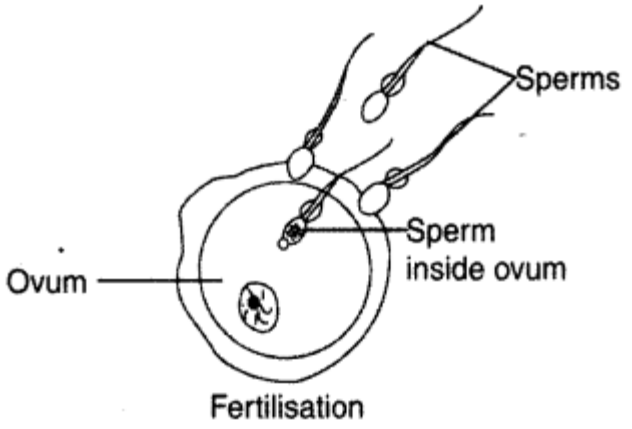


Fig. 8.5: Human male and female gametes





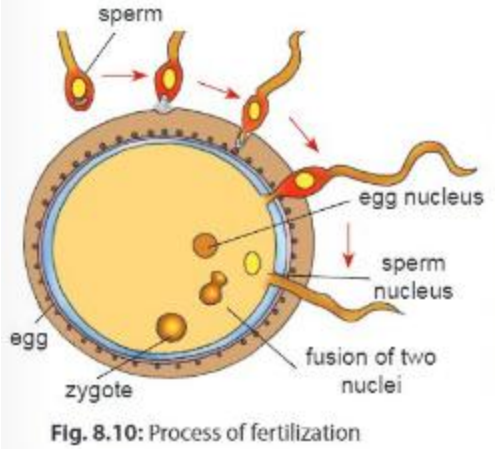


Fig. 8.10: Process of fertilization

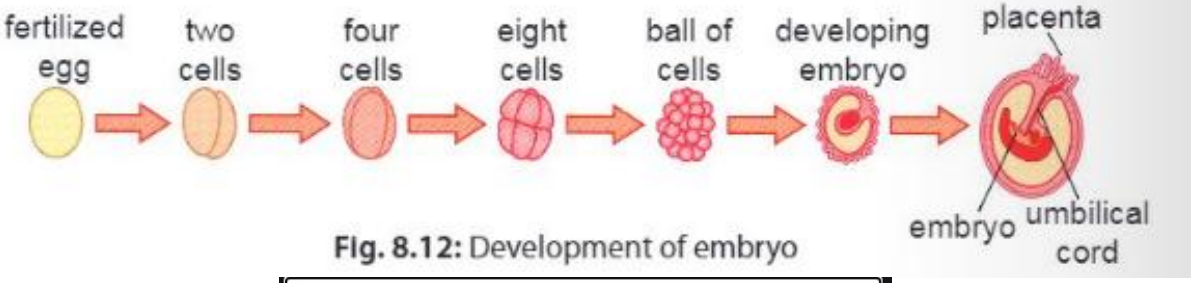
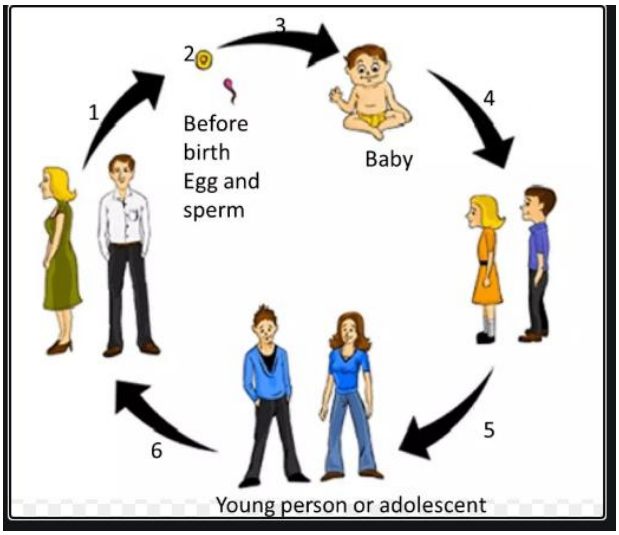
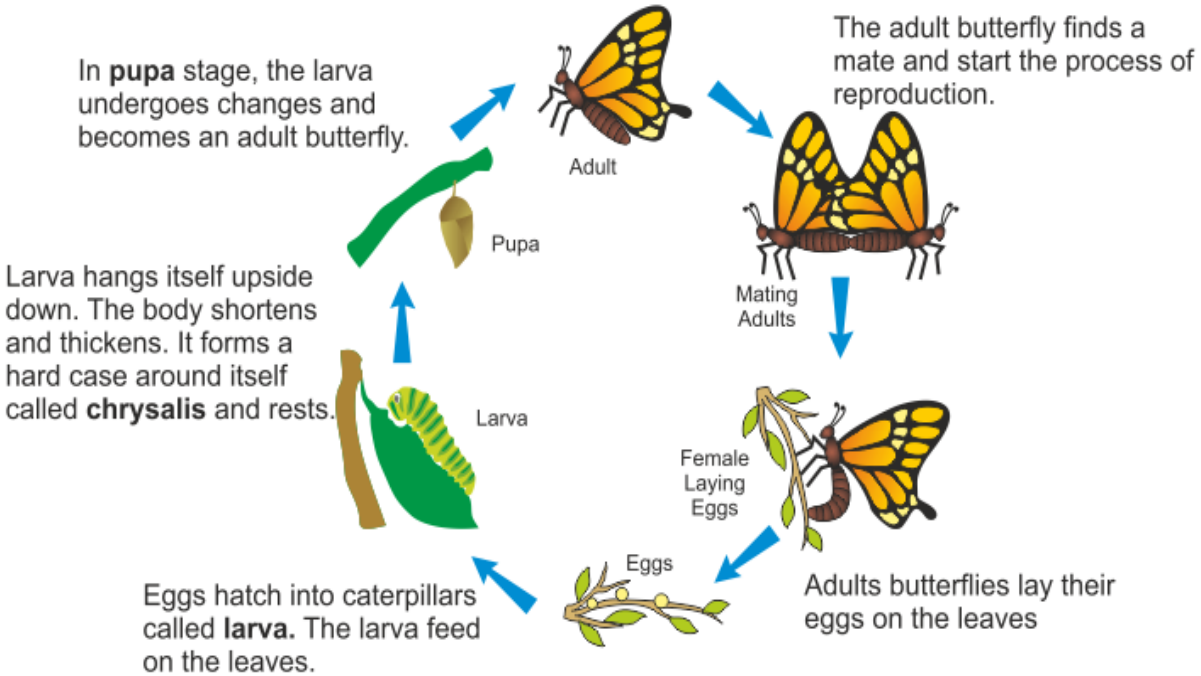


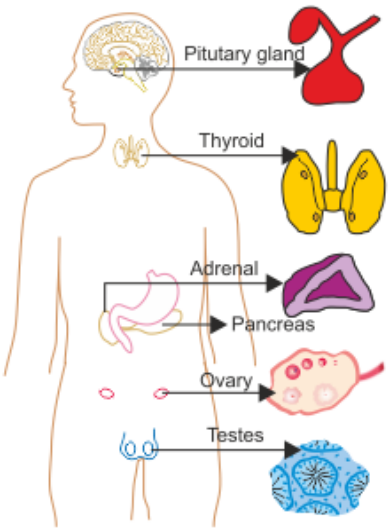
Fig. 8.12: Development of embryo



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 endocrin glands
Thyroid	Thyroxine	• Controls the metabolism rate • It also brings about balanced growth
Parathyroid	Parathormone	• Controls calcium balance of the bod
Adrenal	Adrenaline	• Prepares body for emergency
Pancreas	Insulin	• Controls glucose level of the blood
Testes	Testosterone	• Controls growth and development o male reproductive system
Ovaries	Oestrogen, progesterone	• Controls growth and development o 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.

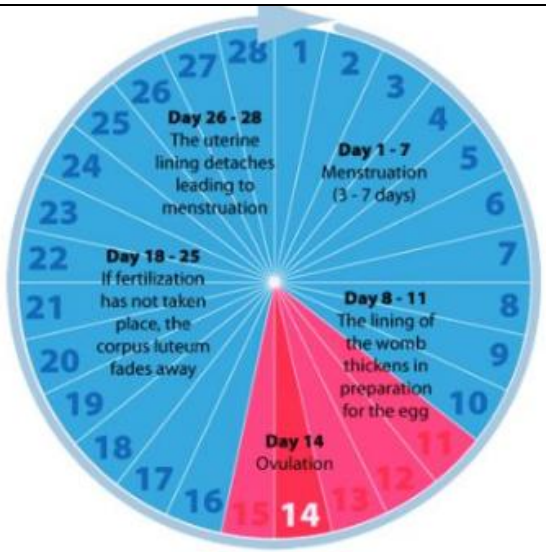


Fig. 8.23: The menstrual cycle

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.

Subject Integration:

English

- Write an **essay**: *"Reproduction – Continuity of Life"*
- Prepare a **short paragraph** explaining types of reproduction
- Learn new vocabulary: fertilization, embryo, reproduction

Mathematics

- Represent growth stages using **charts and graphs**
- Compare numbers in asexual vs sexual reproduction
- Use diagrams with proper proportions

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

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 law 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.

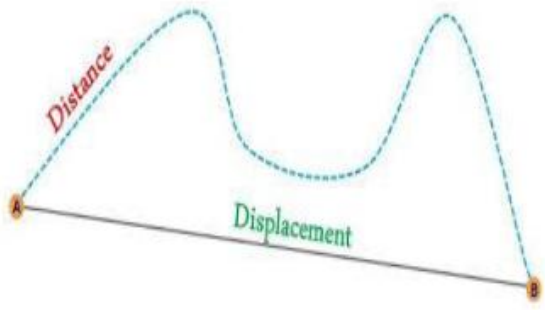
Activities:

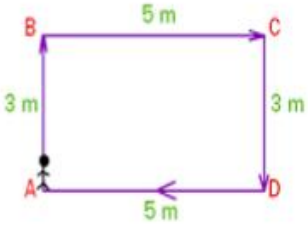
- Recognition of the apparatus in the lab.
- Demonstrations of motion concepts experimentally
- Identify different types of motions you observe in everyday lives.
- Plot and interpret the distance-time graph for the given situation and interpret.
- To calculate the acceleration of a body by plotting a graph from given data and interpreting the graph.
- Numericals based on motion

Resources:

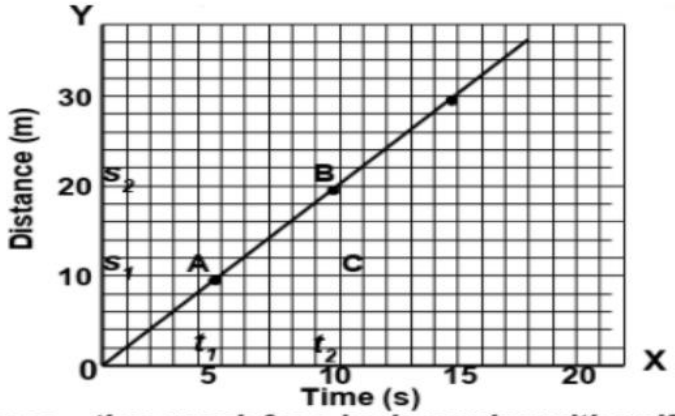
Textbook, reference book, numericals, PPT, Graphs, Lab apparatus.

Board work:

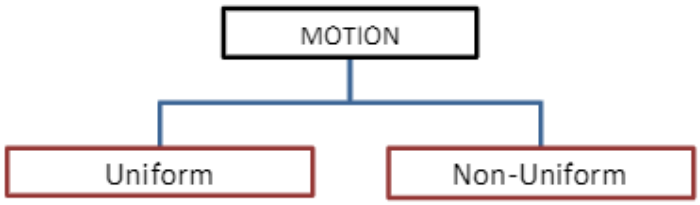




Displacement at point A = 0
Distance traveled at point A = 16 m



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:

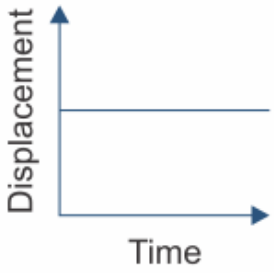
(I) Displacement – Time Graph or distance- time graph
(ii) Velocity - Time Graph
(iii) Acceleration – Time Graph

(I) Displacement – Time Graph

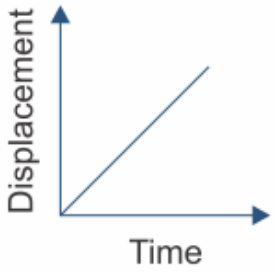
In the displacement – time graph, the time is taken on the X-axis and the displacement of the body is taken on the Y-axis.

Slope of the Displacement - Time Graph Gives the Velocity.
Slope of Distance - Time graph gives Speed

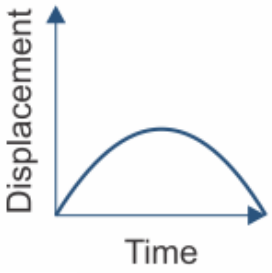
Stationary Object



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-time graphs, computing distance / speed / acceleration of objects in motion, etc.
- Derives formulae / equations / laws, such as mathematical expression for second law 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 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, vivadigital.com,diksha.gov.in, cbse.nic.in, google.com.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

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:

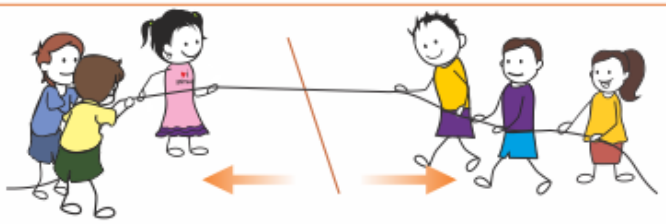
LC1000

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.

LC1000

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.

LC1000

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}

LC1000

Newton's Third law of Motion

To every action there is equal and opposite reaction.

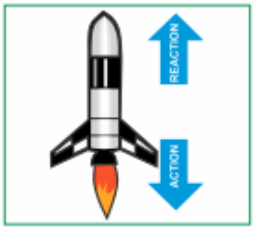
One force is known as **action force** and other as **reaction force**. The action and reaction never act on the same body, but they always act simultaneously on two different bodies.

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 motion 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 momentum 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 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, vivadigital.com,diksha.gov.in, cbse.nic.in, google.com.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

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'.

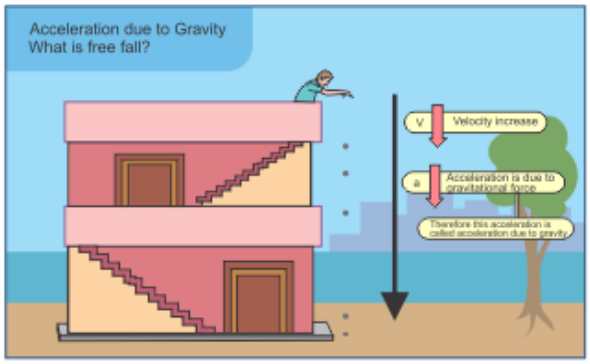
If a body is falling freely under the influence of earth's gravity, its velocity increases i.e. has acceleration acting towards the surface of the earth .This acceleration is due to earth's gravity.
Hence known as acceleration due to gravity, denoted by g. Its value is 9.8 m/s_2 on earth surface. Its 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.

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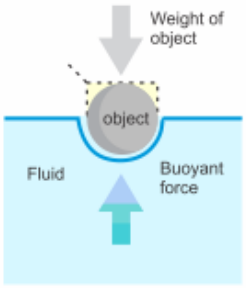
Buoyancy and Upthrust

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.

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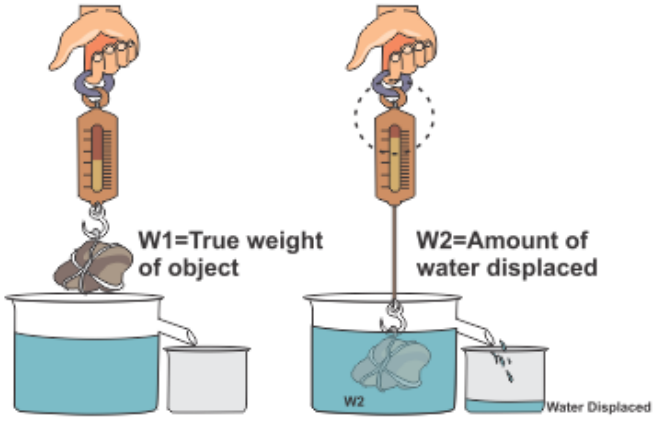
Archimedes' Principle

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 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:

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MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

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:

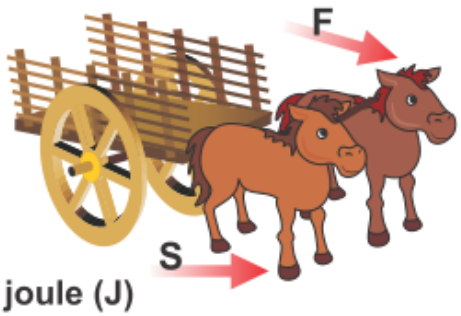
Textbook, reference book, PPT

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.



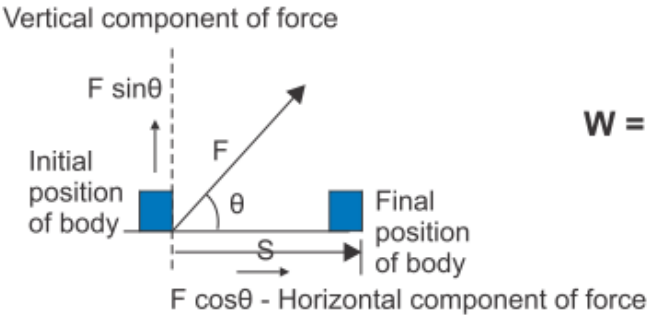
Work done = Force(F) × Displacement(S)

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.

$K = \frac{1}{2}mv^2$

$p = m\,v$

$K = \frac{1}{2}\,m\,(\frac{P}{m})^2 = p^2 / 2m$

$p = \sqrt{2mk}$ $\quad$ $K = p^2 / 2m$

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

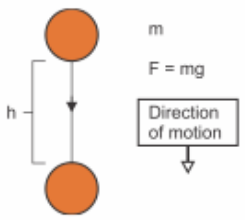
The potential energy possessed by the body in the deformed state due to change in configuration.

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 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, vivadigital.com,diksha.gov.in, cbse.nic.in, google.com.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Neerja Wahi **Class:** 9

Subject: SST 2 **Topic**: **Shaping of the Earth**

Month: April **No. of Periods**-8

Subtopic:

- **Introduction to Earth's Surface**
- Forces Affecting the Earth
- Endogenic Processes
- Exogenic Processes
- Types of Weathering
- Agents of Erosion and Deposition
- Formation of Landforms
- Importance of These Processes

Specific objective:

To enable the students to:

- Understand how the Earth's surface is shaped over time.
- Differentiate between **endogenic** and **exogenic forces**.
- Explain processes like **weathering, erosion, and deposition**.
- Identify the role of agents like rivers, wind, and glaciers.
- Appreciate the culture and customs of a place

Methodology:

Lecture Method

- The teacher will explain key concepts such as **endogenic and exogenic forces**, **weathering, erosion, and deposition**.
- Simple language and real-life examples will be used for clarity.

Use of Audio-Visual Aids

- Map or globe
- Pictures/videos of landforms (mountains, valleys, deserts)
- Blackboard/Smartboard
- Chalk/markers

Activities:

- Prepare a travel brochure on any place you have visited

Board work: Diagram

Learning outcomes:

- Define **key concepts**

- Explain terms like *weathering, erosion, deposition, endogenic forces,* and *exogenic forces*.

- Differentiate concepts

- Distinguish between **endogenic** and **exogenic forces**.
- Differentiate between **weathering, erosion, and deposition**.

- **Explain processes**

- Describe how the Earth's surface is shaped by natural processes.
- Explain the role of agents such as rivers, wind, and glaciers.

- **Identify landforms**

- Recognize and name landforms like valleys, dunes, and deltas.
- Relate each landform to the process responsible for its formation.

- **Apply knowledge**

- Give real-life examples of landform formation.
- Interpret simple diagrams or pictures of landforms.

- **Develop skills**

- Enhance observation and analytical skills through activities and discussions.
- Improve communication by participating in group work.

Application: Understanding Natural Surroundings, Disaster Awareness, Environmental Awareness, Map and Diagram Interpretation, Daily Life Connection, Problem-Solving Skills, Project Work

ICT Integrated: Use of Multimedia Presentations

- A PowerPoint presentation will be used to explain:
    - Endogenic and exogenic forces
    - Weathering, erosion, and deposition
- Includes images, diagrams, and key points for better understanding.
- Power Point Presentation, Video

- **Class assessment/ Recapitulation:** Quick oral questions at the end to reinforce learning.
- Helps in retention and clarification of concepts.

Homework/ worksheets: Homework (drawing landforms and writing explanations) to strengthen understanding and creativity.

Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Neerja Wahi **Class:** 9

Subject: SST 2 **Topic:** **Why Choices Matter – The Basics of Economics**

Month: June **No. of Periods**-12

Subtopic:

- The Basics of Economics
- Everyday Choices
- Unlimited Wants vs Limited Resources
- Scarcity
- Choice and Opportunity Cost
- Link to Economy
- Central Problems of an Economy

Specific objective:

To enable the students to:

- Define the concept of **scarcity** and explain why it arises.
- Explain the need for **making choices** due to limited resources.
- Describe **opportunity cost** with suitable real-life examples.
- Identify and explain the **three central problems of an economy**:
- What to produce

- How to produce
- For whom to produce

- Differentiate between **labour-intensive** and **capital-intensive** methods of production.
- Describe the basic functions of an **economist**.
- Explain the meaning of **production, distribution, and consumption**.
- Apply economic concepts to simple day-to-day decision-making situations.

Methodology:

1. Interactive Lecture Method

- The teacher will explain key concepts like **scarcity, choice, and opportunity cost** using simple language.
- Continuous questioning will be used to keep students engaged.

2. Discussion Method

- Group discussions on topics like:
  - "Why can't a country produce everything?"
- Encourages sharing of ideas and peer learning.

3. Real-Life Examples Approach

- Concepts will be linked with daily life:
  - Spending pocket money
  - Choosing between study and play
- Makes learning meaningful and relatable.

Activities: Think-Pair-Share

Objective:

To encourage discussion and critical thinking.

Procedure:

- **Think:** Students think individually about a question:
  ☞ "Why can't we have everything we want?"
- **Pair:** Discuss with a partner
- **Share:** Present ideas to the class

Learning Outcome:

Students connect **scarcity** with real-life situations.

Board work: Key Concepts

Scarcity
→ Limited resources + Unlimited wants

Choice
→ Selecting the best option

Opportunity Cost
→ Next best alternative given up

Learning outcomes:

- Define key concepts such as *scarcity, choice,* and *opportunity cost*.
- Explain why choices are necessary due to limited resources.
- Describe the **three central problems of an economy** (what, how, and for whom to produce).
- Identify opportunity cost in everyday life situations.
- Differentiate between labour-intensive and capital-intensive methods of production.
- Apply economic concepts to real-life decision-making.

 Analyse simple situations and justify their choices logically.

Application: Personal Life Application

- How do you decide between:
    - Studying for an exam or playing games?
    - Spending pocket money or saving it?

Family Level Application

- Ask:
  "How does your family decide what to buy within a limited budget?"
- Budget constraints
- Prioritizing needs over wants

National Level Application

- Discussion question:
  "Why does the government spend more on hospitals during a health crisis?"
- **What to produce**
- **For whom to produce**

Situation-Based Application

Give a short scenario:

“You have 2 hours before an exam. You can revise or watch a movie.”

Ask students to:

- Make a choice
- Explain the **reason**
- Identify the **opportunity cost**

ICT Integrated: Use of Multimedia Presentations

- Use of PPT slides for visual explanation
- Short videos to explain economic concepts
- Online quiz

Class assessment/ Recapitulation:

1. Oral Questions (Quick Recap)

- What is **scarcity**?
- Why do we have to make **choices**?
- What is **opportunity cost**? Give one example.
- Name the **three central problems of an economy**.
- What do you understand by **“for whom to produce”**?

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2. Situation-Based Questions

- You have ₹200. You can buy a T-shirt or shoes.
  - What is your choice?
  - What is the opportunity cost?
- A farmer has land to grow either rice or wheat.
  - Which economic problem is this?

Homework/ worksheets: Application-Based Questions (3–4 marks)

1. You have ₹500. You can either buy a pair of shoes or a school bag.
    - What is your choice?
    - What is your opportunity cost?
2. A farmer decides to grow sugarcane instead of wheat.
    - Which economic problem is this? Explain.
3. Your parents decide to spend money on education rather than a vacation.
    - What does this show about economic decision-making?

Read the case and answer the questions:

Ravi has limited time after school. He can either play cricket with friends or complete his homework. He chooses to complete his homework.

Questions:

1. What is Ravi's choice?
2. What is the opportunity cost?
3. Why was Ravi forced to make a choice?

Reference: NCERT Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Neerja Wahi **Class:** 9

Subject: SST 2 **Topic:** **Understanding Social Science**

Month: July **No. of Periods**-12

Subtopic:

- Meaning of Social Science
- Scope – History & Geography
- Scope – Political Science & Economics
- Relevance of Social Science
- Guiding Values in Social Science
- Indian Perspective – Diversity
- Indian Perspective – Unity & Democracy

Specific objective:

To enable the students to:

- Introduce the concept of Social Science
- Develop curiosity about society
- Understand History and Geography
- Understand Political Science and Economics
- Understand importance in daily life
- Understand key values
- Understand diversity in India
- Understand unity and democracy
- Reinforce learning
- Evaluate understanding

Methodology:

- Learner-centered and activity-based
- Interactive and discussion-oriented
- Use of real-life examples for better understanding
- Integration of ICT tools

Activities: Activity: "Map and Memory"

Steps:

- Show a map of India.
- Ask students to identify places they know (cities, monuments, rivers).
- Link them to history (past) and geography (location).

"Problem Solver"

Objective:

- Develop an understanding of society and human relationships
- Appreciate the importance of Social Science in daily life
- Build awareness about social values and responsibilities
- Develop critical thinking and decision-making skills

Learning Outcome:

Identify the main branches:

- History
- Geography
- Political Science
- Economics

Understanding Outcomes

Students will:

- Explain the scope of Social Science
- Describe the relevance of Social Science in daily life
- Understand the importance of:
    - Social relationships
    - Institutions
- Interpret guiding values like:

    - Justice
    - Equality
    - Liberty
    - Secularism

Application Outcomes

Skill-Based Outcomes

Students will develop:

- Critical thinking (analyzing social situations)
- Observation skills (understanding surroundings)
- Communication skills (discussion and presentation)
- Decision-making ability
- Problem-solving skills

Value-Based Outcomes

Students will:

- Show respect for diversity in society
- Practice fairness and equality in behavior
- Develop a sense of responsibility as citizens
- Appreciate democratic values
- Demonstrate tolerance and cooperation

Indian Perspective Outcomes

Students will:

- Recognize India’s diversity:
    - Cultural
    - Linguistic
    - Religious
- Explain the concept of **unity in diversity**
- Understand the importance of democracy in India
- Appreciate the role of the Constitution in ensuring rights

Overall Outcome

Students will:

- Develop a holistic understanding of Social Science
- Become more aware, responsible, and informed individuals

- Connect classroom learning with real-life experiences

Board work: Key Concepts

- Use **headings + keywords** (avoid long sentences)
- Underline important terms
- Use simple diagrams or flowcharts if possible

Application: Application in Daily Life

- Identify examples of Social Science in:

- Family interactions
- School rules and discipline
- Community activities
- Understand how people live and interact in society

Application of Concepts

- **History** → Relating past events to present situations
- **Geography** → Understanding surroundings and environment
- **Political Science** → Following rules and understanding rights
- **Economics** → Making choices with limited resources

Skill-Based Application

- Use critical thinking to:
  - Analyze social issues
  - Make informed decisions
- Communicate ideas clearly in discussions
- Observe and interpret social surroundings

ICT Integrated: Use of Multimedia Presentations

- PowerPoint Presentation (PPT)
- Videos (educational clips)
- Digital maps
- Smartboard / Projector

- **Online quiz platform**

  -

Assessment

1. Oral Questions (Quick Recap)

- What is Social Science?
- Name the four branches of Social Science.
- What is the importance of Social Science?
- What do you mean by diversity?
- What is democracy?

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2. Short Answer Questions

- Define Social Science in 2–3 lines.
- Explain any two branches of Social Science.
- Write two points on the relevance of Social Science.
- Mention any two guiding values.
- Why do we need rules in society?
- How does Social Science help in daily life?
- Explain unity in diversity with an example.

Reference: NCERT Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Neerja Wahi **Class:** 9

Subject: SST 2 **Topic**: **Atmosphere and the Climate**

Month: August **No. of Periods**-14

Subtopic:

- Structure of Atmosphere
- Composition of Atmosphere
- Elements of Climate
- Seasons of India
- Monsoon in India
- Climate Change & Floods
- Carbon Footprint

Specific objective:

To enable the students to:

- Identify the **layers of the atmosphere**:
- State the **composition of the atmosphere**:
- Skill-Based Objectives
- Environmental Awareness
- Disaster Awareness
- Value-Based
- Higher-Order Thinking Objectives

Methodology:

- Explanation and discussion
- Diagram and map work
- Activity-based learning
- Real-life examples

Activities:

- Layered Atmosphere Diagram
- Map Work – Monsoon Path
- Reduce Your Carbon Footprint

Board work: Diagram

Learning outcomes:

- Understand atmospheric structure and climate
- Explain Indian seasons and monsoon
- Analyse climate change and disasters

Application:

- Observe daily weather
- Discuss climate change impacts
- Practice reducing carbon footprint

ICT Integrated: Use of Multimedia Presentations

- PPT presentations
- Videos on atmosphere and monsoon
- Digital maps
- Weather apps

Class assessment/ Recapitulation: Quick oral questions at the end to reinforce . • Oral questions ,MCQs ,Diagram-based questions

Homework/ worksheets: •

- Draw and label layers of atmosphere
- Explain elements of climate
- Write short note on monsoon
- Define carbon footprint

Reference:NCERT Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Neerja Wahi **Class:** 9

Subject: SST 2 **Topic**: **The Price Puzzle. What Drives the Market**

Month: September **No. of Periods**-15

Subtopic:

- **Laws of demand and supply**
- Real –world deviations from textbook theory,such as in case of necessities,luxury goods,perishable items and expectations
- Some related concepts:Price ceilings and market failures

Specific objective:

To enable the students to:

- Define **demand and supply**
- Explain **laws of demand and supply**
- Interpret **demand and supply curves**
- Understand **price determination (equilibrium)**
- Identify **real-world deviations**:

- Necessities
- Luxury goods
- Perishable goods
- Expectations

- Explain:

- Price ceiling
- Market failure

Methodology:

 Interactive lecture method

- Discussion and questioning
- Graph-based teaching
- Case study approach
- Role play and simulation

Activities:

- Brainstorming (price changes in daily life)
- Survey on buying behavior
- Role play (buyer–seller interaction)
- Graph drawing (demand & supply curves)
- Case study (panic buying, fuel price rise)
- Debate (price control by government)

Board work: Diagram

Learning outcomes:

- Understand how markets function in real life
- Connect economic theory with everyday experiences
- Make informed and rational economic decisions
- Apply knowledge in real-life situations
- Develop analytical and decision-making skills

Application:

- Connect economic theory with real-life situations
- Develop practical understanding of markets
- Become responsible and informed consumers

ICT Integrated: Use of Multimedia Presentations

- **PowerPoint Presentations (PPTs)** – for concept explanation
- **Smartboard / Projector** – for visual display
- **Graphing tools** (e.g., spreadsheets, online graph makers) – for curves
- **Educational videos** – for real-life examples
- **Online quiz platforms** – Kahoot!, Google Forms
- **Spreadsheets (Excel/Google Sheets)** – for demand-supply tables
- **E-content platforms**

Class assessment/ Recapitulation: Quick oral questions at the end to reinforce learning.

- Graph-Based Assessment
- Case Study-Based Questions
- Activity-Based Assessment

Homework/ worksheets: Homework (drawing landforms and writing explanations) to strengthen understanding and creativity. Competency based question

Reference: Textbook

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Ms.Meetali Berry **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 with the 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 BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms.Meetali Berry **Class: 9**

Subject: German **Months: July, August**

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 with the 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 BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms. Meetali Berry **Class: 9**

Subject: German **Months: Sep, Oct**

Topic: L3: Das würde ich nie tun! **No. of periods: 25**

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 with the 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 BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms.Meetali Berry **Class: 9**

Subject: German **Months: Nov, Dec**

Topic: L4: **No. of periods: 25**

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 with the 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 BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Ms.Meetali Berry **Class: 9**

Subject: German **Months: January, Feb**

Topic: 5. Ende gut alles gut **No. of periods: 12**

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 with the 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

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan –(2026-27)

Teacher's Name: Ms. Vaishali Class :- 9th Month- April

Subject: Visual Art Elements of art No. of Period-1

Subtopic:

- introduction

Specific objective:

- Students will develop the line skills.
- Students will develop line strokes.
- Students will learn to observe coloring.

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 –(2026-27)

Teacher ’s Name: Ms. vaishali Class :- 9th Month- April

Subject: Visual Art Topic: 2D design of Period-3

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: Sketching

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 –2026-27

Teacher's Name: Ms. Vaishali Class :- 9th Month-June

Subject: 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: 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 –2026-27

Teacher's Name: Ms. Vaishali Class :- 9th Month-June

Subject: 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: 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 –2026-27

Teacher's Name: Ms. Vaishali Class :- 9 Month-July

Subject: Visual Art Topic: Warli Art No. of Period-2

Subtopic:

- Warli art

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: 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 –2026-27

Teacher's Name: Ms. Vaishali Class :- 9 Month-July

Subject: Visual Art Topic: Design No. of Period-2

Subtopic:

- 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: 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 –(2026-27)

Teacher's Name: Vaishali Class :- 9th Month-August

Subject: Visual Art Topic: Composition –peacock No. of Period-2

Subtopic:

- Peacock

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 –(2026-27)

Teacher's Name: Vaishali Class :- 9th Month-August

Subject: Visual 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 –2026-27

Teacher's Name: Ms.Vaishali Class :- 9th Month-September

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: 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 –2026-27

Teacher's Name: Ms. Vaishali Class :- 9th Month-September

Subject: Visual Art Topic: butterfly shading No. of Period-2

Subtopic:

- Butterfly

Specific objective:

To learn to create different images of butterfly of elements like form and value. To get acquainted with nature.

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 –2026-27

Teacher's Name: Ms. Vaishali Class- 9th Month- October

Subject: Visual Art Topic: Negative positive space. 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: 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 –2026-27

Teacher's Name: Ms Vaishali Class :- 9th Month- October

Subject: Visual Art Topic: Composition 2 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: 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 –2026-27

Teacher's Name: Ms. Vaishali Class :- 9th Month- October

Subject: Visual Art Topic: Landscape No. of Period-1

Subtopic:

- Outdoor

Specific objective:

- Students will develop the line skills.
- Students will develop line strokes.
- Students will learn to observe coloring.

Methodology: Explanation method, Activity based teaching, Demonstration method ,practical

Activities: Sketching and shading

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 –2026-27

Teacher's Name: Ms. Vaishali Class :- 9th Month- November

Subject: Visual Art Topic: Abstract painting (Dog) No. of Period-2

Subtopic:

- Abstract painting (Dog)

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 –2026-27

Teacher's Name: Ms. Vaishali Class :- 9th Month- November

Subject: Visual Art Topic: Human figure-2 No. of Period-2

Subtopic:

- Human figure-2

Specific objective:

To enable to understand human anatomy and structure of human body.

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 –(2026-27)

Teacher's Name: Ms. Vaishali Class :- 9th Month- December

Subject: Visual 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: 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 –(2026-27)

Teacher's Name: Ms. Vaishali Class :- 9th Month- December

Subject: Visual 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 – (2026-27)

Teacher's Name: Ms. Vaishali Class :- 9th Month-January

Subject: Visual Art Topic: Eye pencil shading No. of Period-2

Subtopic:

- Eye pencil shading.

Specific objective:

To enable to understand human anatomy and structure of human body.

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 – (2026-27)

Teacher's Name: Ms. Vaishali Class :- 9th Month-January

Subject: Visual Art Topic: Republic Day No. of Period-2

Subtopic:

- Republic day

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: 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 (2026-27)

Teacher's Name: Debjani .D **Class:** 9
Subject: History
Month – June **No. of periods:** 15
Topic: Ch01 Beginnings of Civilisation

Subtopic:

- Cultural development from 2 million years ago
- Early human history
- Periodisation: Archaeological ages
- Who were human ancestors?
- Paleolithic hunter-gatherers and use of stone tools
- Mesolithic transition to food production
- Mesolithic sites and tools
- Neolithic age and the beginning of farming
- Neolithic Revolution
- Domestication of plants and Animals
- Harappan and contemporary culture
- Mesopotamian civilization, Egyptian civilization and Chinese civilisation

Specific objective:

- Describe how prehistoric time divisions are organised.
- Explain how humans lived before the invention of writing.
- Understand the beginning of the settled life with development of agriculture and domestication of plants and animals.
- Explore the factors of Urban development and transformation through time.
- Appreciate the diversity of crafts and trade, and their role the establishment of prosperous economy.
- Understand the diversity of food habits.

Methodology:

- Begin the lesson by holding a discussion on the topic of Cultural development from 2 million years ago, Early human history, explain how humans lived before the invention of writing. Understand the diversity of food habits.
- Understand the beginning of the settled life with development of agriculture and domestication of plants and animals.

- The chapter explores the background of the great Harappan and contemporary culture, Mesopotamian civilization, Egyptian civilization and Chinese civilization, Explore the factors of Urban development and transformation through time.

Activity:

- Inter-Disciplinary Activity: Using an atlas locate the rivers Nile, Tigris, Euphrates and Yellow River. Identify the climatic conditions of these regions. Discuss how fertile soil, availability of water and climate supported agriculture. Connect this with scientific ideas of irrigation and soil fertility. Write a short note explaining how geography influenced the growth of civilization.

Resources:

- Classroom Instructional Tools,
- Maps
- PowerPoint Presentation,
- Textual Book,
- Internet

Learning outcomes:

- Describe how prehistoric time divisions are organized.
- Explain how humans lived before the invention of writing.
- Understand the beginning of the settled life with development of agriculture and domestication of plants and animals.
- Explore the factors of Urban development and transformation through time.
- Appreciate the diversity of crafts and trade, and their role the establishment of prosperous economy.

Understand the diversity of food habits.

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, Balewadi
Lesson Plan(2026-27)

Teacher's Name: Debjani.D **Class:** 9
Subject: Political Science **No. of periods:** 12
Month- April

Topic: Ch-06 Democracy

Subtopic:
- Meaning features and types of democracy
- Roots of democracy in India
- Challenges to democracy in India
- Democratic systems in the World

Specific objective:
- Students should know the meaning of Democracy.
- Broader meaning of Democracy.
- Key features of Democracy

Methodology
• Begin the lesson by holding a discussion on Democracy. Focus on meaning features and types of Democracy with discussion. Learners also can take part discuss and debate on different form of Democracy and also which form is the best form of ruling system.

Activity: debate

Resources:
Timeline, PPT NCERT book, smartboard, PPT NCERT book, club formation with specific ideologies, Library, newspaper

Learning outcomes:
- Understand the features of democracy
- Appreciate early democratic traditions in India and how they influenced modern democracy.
- Differentiate between parliamentary and presidential systems.
- Identify examples of both systems across countries, such as India, USA, France, Russia and Canada

Application:
1. The students will use the keywords mentioned in the unit. Also in future country will rule by which form of government that they can decide.
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, Balewadi
Lesson Plan(2026-27)

Teacher's Name: Debjani.D **Class:** 9
Subject: Political Science **No. of periods:** 12
Month - July

Topic: Ch07 Elections

Subtopic:
- Importance of Elections in a Democracy
- Electoral System
- Delimitation Commission
- Election Commission of India and its role
- Constituency, electoral rolls, enumerators
- Party system in India

Specific objective:
- Understand the role of Election Commission and how they are important in election process in Democracy.
- To know about the Party System in India.

Methodology
• Begin the lesson by holding a discussion on Election. Ask students (either in groups or individually) to put themselves in the role of Election Commission. Their ideas can combine existing forms of or be more creative. Students would learn how to interpret these kind of election process.

Activity: Peer assessment

Resources:
Timeline, PPT NCERT book, smartboard, PPT NCERT book, club formation with specific ideologies, Library, newspaper

Learning outcomes:
- Identify factors highlighting importance of election in a democracy.
- The student comes to know the Categories three types of electoral systems and list examples.

- Identify the major laws that govern the conduct of elections in India.
- Describe the main provisions of the Representation of the people Acts.
- Define the concept of delimitation and its purpose in the Indian electoral system.
- Identify the role and functions Election Commission of India(ECI) in the

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 encyclopaedia

MIS INTERNATIONAL SCHOOL, Balewadi
Lesson Plan(2026-27)

Teacher's Name: Debjani.D **Class:** 9
Subject: History **No. of periods:** 15
Month – July & August

Topic: Ch: 5 State and Society (upto 1000CE)

Subtopic:
- The Vedic Age
- Administrative Structure of Early Empires
- Quest for Knowledge: Educational heritage, Knowledge Traditions and Cultural Practices
- Traders and Trade Routes, Guilds and Merchants, Crafts and Industries

Specific objective:
- Vedic Age — geography; texts; rituals; political institutions, and social order
- Administrative structure of early empires
- Quest for knowledge — educational heritage, institutions, knowledge traditions, and cultural practices C1.3, C2.3, C3.1, C1.4
- Explain various facets of Vedic society and polity.
- Appreciate the achievements of Indian empires and their cultural legacy.
- Understand the knowledge traditions and practices of India.
- Understand the foundations of the Indian social and political institutions and their continuity. 10

● Traders and trade routes, guilds and merchants, crafts and
Methodology •Students will be asked to compare India with other countries where citizens have been Knowledge, they concern about the heritage.
Activity: Discuss in groups how guilds function in ancient and modern time
Resources: Timeline, PPT NCERT book, smartboard, PPT NCERT book, club formation with specific ideologies, Library, newspaper
Learning outcomes: ● C1.3, C2.3, C3.1, C1.4 • Explain various facets of Vedic society and polity. • Appreciate the achievements of Indian empires and their cultural legacy. • Understand the knowledge traditions and practices of India. • Understand the foundations of the Indian social and political institutions and their continuity.
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 encyclopaedia

MIS INTERNATIONAL SCHOOL
Lesson Plan(2026-27)

Teacher's Name: Debjani.D **Class:** 9
Subject: History **No. of periods:** 15

Month- September
Topic: Ch 05 Resistance and Resilience (1000 CE– 1700 CE)

Subtopic: ● Safeguarding sovereignty: resistance, alliances and confederacies • Development of art and architecture, languages and literature • The Bhakti tradition • Forts and fortifications • Expansion of Indian economy and state
Specific objective:

- Safeguarding sovereignty: resistance, alliances and confederacies • Development of art and architecture, languages and literature • The Bhakti tradition • Forts and fortifications • Expansion of Indian economy and state

Methodology

• Teacher will display the map of India where Pastoralists are found,the mountainous region like Jammu & Kashmir with Gujjar Bakarwals,Himachal Pradesh with Gaddi Shepherds etc. Also explain their movement and lifestyle. The teacher will also explain the colonial laws like the Waste Land Rules, The Forest Acts,1871 and the Grazing Tax affecting the life of pastoralists in India.

Activity: MCQ

Resources:

Timeline, PPT NCERT book, smartboard, PPT NCERT book, club formation with specific ideologies, Library, newspaper

Learning outcomes:

- C1.3, C1.4, C3.1
- Explain the cultural, political, and military contributions of regional kingdoms in India.
- Appreciate how diverse communities and regions shaped India's history from 1000 CE to 1700 CE.
- Explore how regional kingdoms adapted to changing political, economic, and cultural contexts over time.
- Analyses the continuity of the civilizational history of India as a nation up to 18th century CE.

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 encyclopaedia

MIS INTERNATIONAL SCHOOL
Lesson Plan(2026-27)

Teacher's Name: Debjani.D **Class:** 9
Subject: History **No. of periods:** 15
Month - September
Topic: India and the World-I (1900 BCE1200 CE)

Subtopic:

- Trade and commerce — trade with Mesopotamia, Greece, Roman Empire, China and Southeast Asia
- Cultural Connections — Interactions with Greece and Rome, Central Asia, China, and Influence on South East Asia

Specific objective:

- Trade and commerce — trade with Mesopotamia, Greece, Roman Empire, China and Southeast Asia
- Cultural Connections — Interactions with Greece and Rome, Central Asia, China, and Influence on South East Asia Indian Knowledge Systems — Medicine, Mathematics and Astronomy, Medicine, Religion

Methodology

• Begin the lesson by holding a discussion on ask students (either in groups or individually) to put themselves in the role of the Founders and design their own forms of democracy. Their ideas can combine existing forms of democracy or be more creative. After students have designed their democracies, share and discuss as a class, focusing on how citizens participate in the political process and share their input.

Activity

• Let us take Lyngdoh Madam seriously and try to write down the exact definition of some of the simple words that we use all the time: pen, rain and love. For example, is there a way of defining a pen that distinguishes it clearly from a pencil, a brush, a chalk or crayon. Q.1 What have you learnt from this attempt?
Q.2 What does it teach us about understanding the meaning of democracy?

Resources:

Timeline, PPT NCERT book,smartboard,PPT NCERT book,club formation with specific ideologies, Library, newspaper

Learning outcomes:

- C1.2, C1.4, C6.1, C2.3, C9.1
- Explore India's relations with early civilisations of the world.
- Identify the major articles of trade and the major trading ports.
- Appreciate the significant contributions of India in diverse spheres in an integrated manner.
- Appreciate the influence of Indian religion and culture, particularly in Southeast Asia.

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 encyclopaedia

MITCON INTERNATIONAL SCHOOL
Lesson Plan(2026-27)

Teacher's Name: Debjani.D **Class:** 9
Subject: History **No. of periods:** 15
Month - September
Topic: Authority

Subtopic:

- The Roots of Authority: in Kautilya and shukraniti- danda and relationship with nyaya and bala; the types of nyaya and bala
- Constitutional status of justice and security since ancient times
- Links the role of citizens with the elections and the democratic institutions
- Types of authority — functional, sensitive, and welfare-oriented

Specific objective:

- Understand the process of Constitution making.
- Develop respect for the Constitution and appreciation for Constitutional values.
- Recognize Constitution as a dynamic and living document

Methodology

• Begin the lesson by holding a discussion on 'Authority.' Give students an authentic, active task that they can do in a small group or in pairs. Students know about the events that happened around the time the Constitution was written. Guide students on how to apply what they learned to their own lives. , Point out other contexts where the learning strategy may help. Make connections between content and language or to the student's first language.

Activity:

- Speak to your grandparents or some other elders in your locality. Ask them if they have any memory of partition or independence or the making of the constitution. What were their fears and hopes about the country at that time? Discuss these in the classroom.

- Make a poster on the life and struggle of Nelson Mandela.

Resources: Timeline, PPT NCERT book, smartboard, PPT NCERT book, club formation with specific ideologies, Library, newspaper

Learning outcomes:

- C5.1, C5.2, C 5.3
- Explain the roots of authority in Indian political thought.
- Interpret the relationship between Danda (discipline/ force) and Nyaya (justice) as the twin foundations of authority, development, and security.
- Trace the evolution of authority structures in India.
- Understand the post- independence concept of justice and security.
- Illustrate types of authority.
- Develop an understanding of citizen discipline, justice, and strength. Illustrate the role of citizens in authority.

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 encyclopaedia

MITCON INTERNATIONAL SCHOOL
Lesson Plan(2026-27)

Teacher's Name: Debjani.D **Class:** 9
Subject: Democratic Politics **No. of periods:** 12
Month- August
Topic: India and the

World-I
(1900

BCE-
1200 CE)

(8 Hours)

Subtopic:
Trade and commerce — trade of Mesopotamia, Greece, Roman Empire, Chinaand Southeast Asia
• Cultural Connections— Interactions withGreece and Rome,Central Asia,China, and Influenceon South East Asia
Indian KnowledgeSystems — Medicine,Mathematics andAstronomy, Medicine,Religion

Specific objective:
- Understand representative democracy via competitive party politics.
- Familiarize with Indian electoral system.
- Reason out for the adoption of present Indian Electoral System.
- Develop an appreciation of citizen's increased participation in electoral politics.
- Recognize the significance of the Election Commission.

Methodology
- Through various case studies the difference of democratic and non-democratic elections will be explained
- Students will be divided into groups and analysis will be done by groups followedby cross questioning.Student will be aware about the importance of elections.
- Role of election commission : Research work,news paper cutting ,related to the recent elections followed by interactive session.

Activity:
- Group discussion

Resources: Timeline, PPT NCERTbook,smartboard,PPT NCERT book,club formation with specific ideologies, Library,newspaper

Learning outcomes:
- The students reach to the conclusion that every body in a democracy should actively participate in democratic process.
- The students come to the inference that choosing a candidate should be based on qualities of the candidate

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 encyclopaedia

MITCON INTERNATIONAL SCHOOL
Lesson Plan (2026-27)

Teacher's Name: Debjani.D **Class:** 9
Subject: Democratic Politics **No. of periods:**6
Month – November & December
Topic: Authorit
y (10
Hours

Subtopic:
The Roots of Authority:in Kautilya andshukraniti- danda andrelationship with nyaya and bala; the types ofnyaya and bala
• Constitutional statusof justice and securitysince ancient times
• Links the role ofcitizens with theelections and thedemocratic institutions
• Types of authority —functional, sensitive,and welfare-oriented C5.1, C5.2, C 5.3
• Explain the roots of authority in Indian political thought.
• Interpret the relationship between Danda(discipline/ force) and Nyaya (justice) as the twin foundations of authority, development, and security.
• Trace the evolution of authority structures in India.
• Understand the post- independence concept of justice and security.
• Illustrate types of authority.

Specific objective:
- Get an overview of central governmental structures.
- Identify the role of Parliament and its procedures.
- Distinguish between political and permanent executive authorities and functions.
- Understand the parliamentary system of executive's accountability to the legislature.
- Understand the working of Indian Judiciary.

Methodology

- How is major policy decision are taken : Critical thinking through various case studies and example of office memorandum ,Group Learning.
- Students will be divided into groups and discuss about the topic how is the country governed?

Activity:

- Mind Map / Brainstorming

Resources: Timeline, PPT NCERT book, smart board ,PPT NCERT book, club formation with specific ideologies, Library, newspaper

Learning outcomes:

- The students take strong resolution to be a devoted executive if they are selected for.
- The students come to the understanding the success of democracy depends upon the integrity of people in the office.

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 encyclopaedia

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms. Sonali Mandlik Class: 9
Subject: AI

Topic: 1 Communication Skills –I

No. of periods: 4

Subtopic:

- Communication Skills, focusing on verbal, non-verbal, and visual communication methods.
- communication cycle, the importance of perspectives, and factors that influence effective communication.

Specific objective:

Students will:

- Apply excellent communication skills as they relate to workplace communication
- Practice using effective listening skills
- Analyze ways to avoid communication roadblocks to facilitate effective communication skills
- Demonstrate ability to effectively use phrases , kinds of sentences , parts of
- To develop the ability to **express ideas clearly and confidently**, both **verbally and in writing**, enabling students to effectively share knowledge, collaborate with others, present arguments, and build interpersonal relationships that are essential for academic success and future career growth.

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 and cons of written, verbal and non-verbal communication.
- Listing dos and don'ts for avoiding common body language mistakes.

Learning outcomes:

- Demonstrate knowledge of various methods of communication.

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

It help in writing clear project reports, discussing ethical issues, and ensuring that AI solutions meet user needs. Good communication also supports better teamwork, code documentation, and client interactions, making AI projects more successful and understandable.

Extra questions/ Class assessment/ Recapitulation :

Class assessment

Extra questions

- Explain the significance of eye contact in communication.
- Draw and label three components of body language.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 2026-27

Teacher's Name: Ms. Sonali Mandlik Class: 9
Subject: AI

Topic: 2 Self-Management Skills-I

No. of periods: 4

Subtopic:

- Meaning of Self-management
- Skill of self-management
- Identify the factors that helps in building self confidence

Specific objective:

- Understand the meaning of self-management.
- Demonstrate the positive results of self-management
- Identify the factors that help in building self-confidence.
- Demonstrated self –management skills

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

Period 1: Meaning and Importance of Self-Management.

Teacher will explain to children about self-management and help to identify the factors that help in building self-confidence. Identify personal qualities that influence self-management.

Period 2: Self-Management Skills: Rational Abilities, Personal Qualities, and Interpersonal Skills Students tell about them self in front of class and their strengths

Period 3: Factors Building Self-Confidence: Locus of Control, Self-Efficacy, Self-Esteem, Self-Monitoring, and Positive Thinking.

The teacher asks a few questions related to the previous weeks classes and then she continues the class.

Activity Name: "Build Your Confidence Toolkit"

- Divide the class into groups of 3–4.
- Give each group a worksheet with five sections (one for each factor).
- Ask students to:

- Define each term in their own words.
- Share a personal experience or example for each.
- Suggest one habit or tip to strengthen that factor.

Sharing Time: Each group shares one point they discussed.

Period 4: Teacher will ask students Inquiry-based learning: questioning around personal

Experiences. The exercise at the back of the textbook is done. Self-Assessment and Group discussion

Activities:

- Self-reflection exercise: write down strengths and weaknesses
- Create a mind map with peers to summarise factors affecting self-confidence

Learning outcomes:

- Group discussion on how students manage their day-to-day tasks
- Listing qualities of a well-managed person on the board
- Role play demonstrating interpersonal skills in school situations
- Matching exercise: qualities with situations
- Describe the meaning and importance of self-management
- Identify the factors that helps in building self confidence

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

Extra questions/ Class assessment/ Recapitulation :

Write three affirmations you will practise daily.

- Write two ways you manage time daily.
- Mention one example where self-management helped you succeed.
- Observe and describe one positive habit in any elder person around you.
- Define rational ability in one sentence.
- Write one situation where interpersonal skills are essential.

Class assessment

Homework/ worksheets: Yes

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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

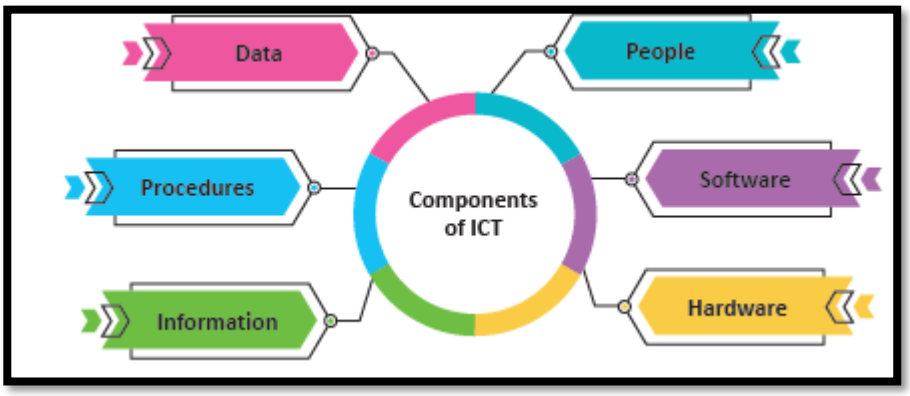
 Education Healthcare Socializing

 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 2026-27

Teacher's Name: Ms. Sonali Mandlik Class: 9
Subject: AI
Topic: 3 Entrepreneurial Skill-I
No. of periods: 5

Subtopic:

- Types of businesses – service manufacturing, hybrid.
- Types of businesses found in our community Business activities around us.
- Meaning of entrepreneurship development
- Distinguishing characteristics of entrepreneurship.
- Role and rewards of rewards of entrepreneurship.

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
- To develop the students' ability to identify business opportunities.
- Understand the fundamentals of entrepreneurship, and build essential skills such as idea generation, risk-taking, resource management.
- Problem-solving required to start and manage a small business or startup.

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

Period 1: Business Activities :

Teacher will explain to children about entrepreneurship Types of businesses – service manufacturing, hybrid. Meaning of business and entrepreneurship.

Period 2: Types of Business Enterprises

Teacher will explain to children about Distinguishing characteristics of entrepreneurship and role and rewards of rewards of entrepreneurship.

- Understand different forms of business enterprises.
- Differentiate between corporate and non-corporate forms.

Period 3: Entrepreneurship and Its Development

Teacher will explain entrepreneurship and understand its development. Explain the role of entrepreneurship in economic growth.

Period 4: Characteristics of Entrepreneurship

The teacher asks a few questions related to the previous weeks classes and then she continues the class. Relate characteristics to real-life entrepreneurial examples. The exercise at the back of the textbook is done.

Period 5: Roles and Rewards of an Entrepreneur.

Teacher will start class with Explain various roles of an entrepreneur. Describe rewards gained through entrepreneurship.

Self-Assessment and Group discussion

Activities:

- Students list characteristics and discuss how they apply to local businesspersons.
- Prepare a presentation in groups about one entrepreneurial characteristic.
- Group presentation on the roles of entrepreneurs.
- Conduct a quiz on entrepreneurial rewards.
- Group discussion on the importance of entrepreneurship.
- Prepare a chart showing steps in entrepreneurship development.
- Students role-play different business enterprise types.
- Create a flow chart of business forms.
- Group discussion: Students list businesses in their
- community and categorize them.
- Create a diagram showing different business types.

Learning outcomes:

The students will understand

- To identify key characteristics of entrepreneurship and relate them to real-life examples of successful entrepreneurs.
- Demonstrate the knowledge of distinguishing characteristics of entrepreneurship
- To understand the various forms of business enterprises and to differentiate between corporate and non-corporate forms based on ownership, legal status, liability, and regulatory requirements.
- To explain the roles of an entrepreneur and describe the rewards achieved through entrepreneurship.

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

Extra questions/ Class assessment/ Recapitulation :

Class assessment

Extra questions

- List any four characteristics of entrepreneurship.
- Explain why risk-taking is important for an entrepreneur.

- Name and describe two roles of an entrepreneur
- Write two benefits of entrepreneurship for society.
- Name two famous entrepreneurs and their fields.
- Write any two rewards of entrepreneurship.

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 2026-27

Teacher's Name: Ms. Sonali Mandlik Class: 9
Subject: AI

Topic: 5 Green Skills-I

No. of periods: 5

Subtopic:

- Introduction to environment.
- Relationship between society and environment , ecosystem and environment , ecosystem, ecosystem and factors causing imbalance
- Natural resource conservation
- Environment protection and conservation.
- Definition of Green Economy
- Importance of Green Economy

Specific objective:

To make students learn about

- Know what is environment.
- Learn the relationship between society and environment, ecosystem and factors causing imbalance.
- Know about environment protection an conservation.
- To develop awareness and understanding of sustainable practices, environmental responsibility, and the importance of green technologies in promoting eco-friendly personal and professional behavior.

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

Period 1: Introduction to Environment.

Teacher will explain to children about to environment, Relationship between society and environment, ecosystem and environment, ecosystem, ecosystem and factors causing imbalance

Period 2: Relationship between Society and Environment, Ecosystem.

Teacher will explain to children about Environment protection and conservation.

And later will start class on **"Relationship between Society and Environment, Ecosystem".**

Use a relatable example like air pollution in cities. Understand components and types of ecosystems.

Period 3: Natural Resource Conservation

Students will share their view on Natural Resource Conservation.

Period 4: The teacher asks a few questions related to the previous weeks classes and then she continues the class.

Teacher will explain Learn causes and effects of soil, air, and water pollution.

Teacher will apply Inductive method using real-life pollution examples.

Period 5: Green Economy and Its Importance.

Teacher will explain the definition and importance of a green economy. Learn sectors of green economy and benefits for society.

Teacher will use these Teaching Aids as Infographic charts on green economy sectors.

• Videos from UNEP on sustainable development to explain above topics.

The exercise at the back of the textbook is done.

Activities:

- Group discussion on surroundings and how nature supports life.
- Drawing activity: types of environment.
- Role play on different historical periods (hunting, domestication, agriculture, industrialisation).
- Create a mind map of ecosystem components.
- Poster making: Ways to conserve water and soil.
- Class discussion on daily conservation habits.
- Make a poster: "Say No to Plastic."
- Class demonstration of waste segregation.
- Group discussion: "Benefits of Green Economy in India."
- Prepare a poster on importance of green skills.

Learning outcomes:

The students will understands

- The lesson also emphasizes the role of green skills and technologies in promoting environmental responsibility and
- sustainable development for a better future.
- Describe the Interdependence Between Humans and the Environment
- Identify Components and Types of Ecosystems
- Differentiate Between Renewable and Non-Renewable Resources
- Promote Sustainable Practices.

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

Extra questions/ Class assessment/ Recapitulation : Class assessment

- Define environment in your own words.

- List two types of environment with examples.
- Write one difference between natural and artificial ecosystems.
- Mention three factors causing environmental imbalance.
- Name one measure to prevent soil pollution.
- Write two ways to reduce air pollution.
- Write two benefits of a green economy.
- Mention any two sectors of the green economy.

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 2026-27

Teacher's Name: Ms. Sonali Mandlik Class: 9

Subject: AI

Topic: AI Reflection, Project Cycle and Ethics

Unit: B

No. of periods: 16

Subtopic:

- AI Reflection
- Applications of AI
- AI Project Cycle
- Ethics and Morality

Specific objective:

To make students learn

- Understand the concept of intelligence. Know more about the various types of Intelligence.
- To identify and appreciate Artificial intelligent.
- Learn about the advantages and disadvantages of AI.
- To recognize, engage and relate with data, Computer vision and NLP.

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

Period 1: Introduction to Intelligence and Artificial Intelligence. Types of Artificial Intelligence (Narrow AI and General AI)

Teacher will explain to children about AI, History of AI. Teacher will tell Relating concepts with real-life examples (Siri, Alexa). Explanation on topic key features and examples of Narrow and General AI.

Students will share their view on advantages and disadvantages of AI

Period 2: Domains of AI – Data, NLP, and Computer Vision.

- Teacher will start session with introduction of the concept of domains within AI.
- Understand the foundational role of data in AI.
- Learn how AI understands and generates human language.
- Explore how machines interpret visual data.

Advantages, Disadvantages of AI, and Turing Test

Period 3 : Exercises, Recap, and Project Activity.

The teacher asks a few questions related to the previous weeks classes and then she continues the class.

- Recap all key concepts of AI
- Answer textbook exercises and intext questions
- Engage in a creative project-based activity.

The exercise at the back of the textbook is done. Self-Assessment and Group discussion.

Period 4: Introduction to Artificial Intelligence and its Applications.

Teacher will start the class with the definition and concept of Artificial Intelligence.

AI usage in communication tools and entertainment platforms. Learn how AI personalizes user experiences.

Period 5: AI in Transportation, Healthcare, and Agriculture

- a teacher might start by introducing the real-world implications of AI in each sector, highlighting how technological advancements are improving efficiency, safety, and productivity
- Explore how AI is transforming transportation, healthcare, and farming
- Understand benefits and challenges of AI in these fields.

Period 6 : Ethics in AI and Future Impact

- Recognize ethical concerns in AI development
- Reflect on the future influence of AI in different sectors

Period 7: Recapitulation and Assessment

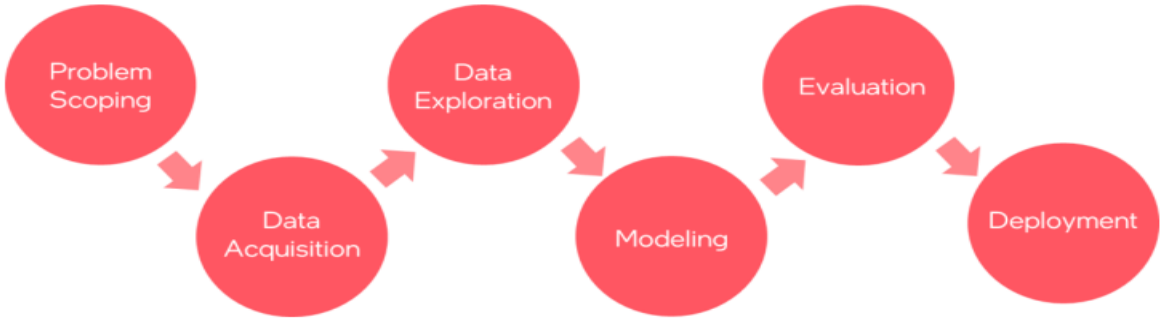
The teacher asks a few questions related to the previous weeks classes and then she continues the class.

- Recap all key concepts of AI
- Answer textbook exercises and intext questions
- Engage in a creative project-based activity.

Teacher will conduct a rapid-fire quiz in teams.

Period 8: Introduction to AI Project Cycle and Problem Scoping.

Teacher will start lesson by asking students if they've ever heard of the AI project cycle. Ask: *"How do you think an AI solution is developed? Do you think it's just about coding, or are there other steps?"*



Define Problem Scoping:
This is the first step in any AI project, where you define the problem that you want to solve. You decide what needs to be done, what resources are required, and what success looks like.
Data Collection and Preparation.
Use of real-life relatable examples.

Period 9: Data Acquisition and Data Exploration.

- Learn how to collect reliable data.
- Understand data features and exploration techniques.

Modelling (Rule-based and Learning-based).

- Differentiate between rule-based and learning-based models.
- Understand how machines adapt and learn.

Period 10 : Evaluation (Accuracy, Precision, Recall, F1 Score)

- Understand how AI models are tested and evaluated.
- Learn to calculate accuracy and understand confusion matrix.

Period 11: Deployment and Ethics

- Understand AI deployment and real-world applications.
- Discuss ethical concerns and Sustainable Development Goals (SDGs).
- Teacher will explain Gamified learning using case studies.
- Discussion-based peer learning on ethical dilemmas.

Period 12: Exercises, Recap, and Project Activity.

The teacher asks a few questions related to the previous weeks classes and then she continues the class.

- Recap all key concepts of AI
- Answer textbook exercises and intext questions

- Engage in a creative project-based activity.

Period 13: Introduction to Ethics and Morality in AI

- Understand the meaning of ethics and morality.
- Differentiate between ethics and morality.
- Recognise the importance of ethics in AI systems.

Period 14 : Understanding AI Bias, Transparency and Accountability

Identify bias in AI algorithms.

- Understand transparency and accountability in AI.
- Evaluate societal impact of AI.

Period 15 : Deepfakes, Privacy Concerns and Ethical Scenarios.

- Explain what deepfakes are and their ethical implications.
- Discuss privacy issues related to AI.
- Analyse given ethical scenarios.

Perio 16 : AI for Good and Real-life Applications

- Learn positive applications of AI.
- Understand how AI can benefit human lives.
- Evaluate AI solutions in various sectors.

Period 17 : Assessment and Reflection on AI Ethics

Through gamified techniques Recap key ethical principles in AI.

• Apply learned knowledge to real-world scenarios.

• Develop critical thinking through debate and discussion.

Activities:

- Class discussion on "What is intelligence?"
- Watch a short video and reflect on how AI is used in daily life
- Group activity: Create a table of Narrow AI and General AI with examples
- Quick quiz for reinforcement
- Live demonstration of Google Translate (NLP)
- Image recognition demonstration (Computer Vision)
- Conduct a classroom quiz competition
- Project activity: Design a simple AI-based game concept or poster
- Group discussion on "How AI impacts our routine activities"
- Hands-on activity: Students chat with AI chat boxes like Mitsuko or Eliza
- Recognize ethical concerns in AI development
- Reflect on the future influence of AI in different sectors
- Group discussion on daily life tasks and breaking them into project steps.
- Identify a problem and create a short problem statement in class.
- Students to list data sources for a given problem.
- Simple activity where students create if-then rules for a daily life problem.
- Calculate accuracy from given data sets.

- Students visit suggested websites (UNESCO AI ethics case studies).
- Role-play of stakeholders deciding on a privacy policy.
- Debate: “Is AI always fair and unbiased?”

Learning outcomes:

The students will understands

Possibilities

- To research and develop awareness of skills required for jobs of the future
- To imagine examine and reflect on the skills required for the futuristic opportunities.
- To develop effective communication and collaborative work skills

AI Ethics

- To understand and reflect on the ethical issues around AI
- To gain awareness around AI bias and AI access
- To let the students analyses the advantages and disadvantages of Artificial Intelligence

- **AI Reflection:** Students will be able to reflect on how AI impacts their daily lives and society.
- **Applications of AI:** Students will identify and describe real-world applications of AI across various industries.
- **AI Project Cycle:** Students will understand and explain the key stages of the AI project cycle.
- **Ethics and Morality:** Students will analyze ethical and moral considerations in the development and use of AI systems.

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

- **AI Reflection**: Helps students connect AI concepts to personal experiences and societal changes, promoting critical thinking about technology use.
- **Applications of AI**: Demonstrates how AI improves efficiency and decision-making in fields like healthcare, transportation, education, and entertainment.
- **AI Project Cycle**: Guides students in planning and managing AI-based solutions through structured stages—from problem scoping to deployment.

• **Ethics and Morality**: Encourages responsible AI development by examining issues like bias, privacy, and the societal impact of automated decisions.
Extra questions/ Class assessment/ Recapitulation : Class assessment 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 2026-27

Teacher's Name: Ms. Sonali Mandlik Class: 9
Subject: AI

Topic: Data Literacy

No. of periods: 6

Subtopic:

- Basics of Data Literacy
- Acquiring Data, Processing and Interpreting Data
- Project Interactive Data Dashboard and Presentation

Specific objective:

To make students learn about computer and its functioning

- Define a Data Literacy
- Learn about the types of the data
- Learn about Data literacy Process Framework
- Defi ne and describe data interpretation.
- Discover different methods of data visualization.
- Define data literacy and explain its importance with a real-world example
- Relate to the impact created by data literacy in everyday life
- Develop awareness about personal data, data privacy, and data security
- Familiarizing youth with different data terminologies like data acquisition, processing, analysis, presentation, and interpretation
- Discussing different methods of data interpretation like qualitative and quantitative.
- Understanding the methods and different collection techniques
- Critically think about their advantages and disadvantages
- Identifying various data presentation methods with examples and interpreting them
- Gain awareness about the advantages and impact of Data interpretation on business growth.
- Demonstrating comprehension and retention of learnings from previous units
- Apply acquired knowledge to select and employ appropriate data visualization methods

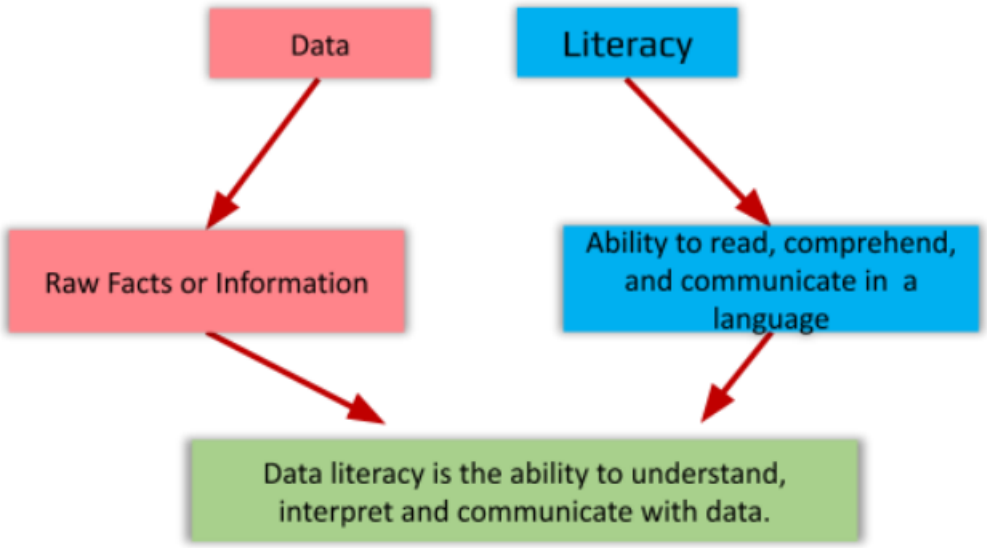
Methodology: Demonstration Method, Explanation Method (learning method), Activity

Based teaching.

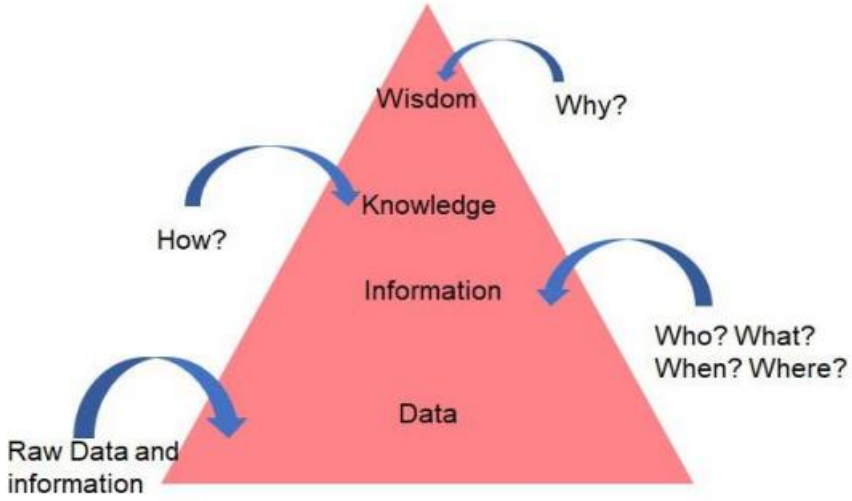
Period 1: Teacher will explain to children about how to use data, how to analyze data and how to utilize data in data literacy.

Introduction to Data Literacy

Reference Video: https://www.youtube.com/watch?v=yhO_t-c3yJY



Data Pyramid is made of different stages of working with data



Let us understand different parts of Data pyramid

Moving up from the bottom

- Data is available in a raw form. Data in this form is not very useful.
- Data is processed to give us information about the world.
- Information about the world leads to knowledge of how things are happening.
- Wisdom allows us to understand why things are happening in a particular way.

Period 2: Understanding Data Literacy

Students will share their view on Data Visualization.

Impact of Data Literacy

Period 3: Data Privacy and Security

Differentiate between data privacy and data security.

• Identify potential risks of data breaches.

• Learn ways to protect personal data online.

The teacher asks a few questions related to the previous weeks classes and then she continues the class.

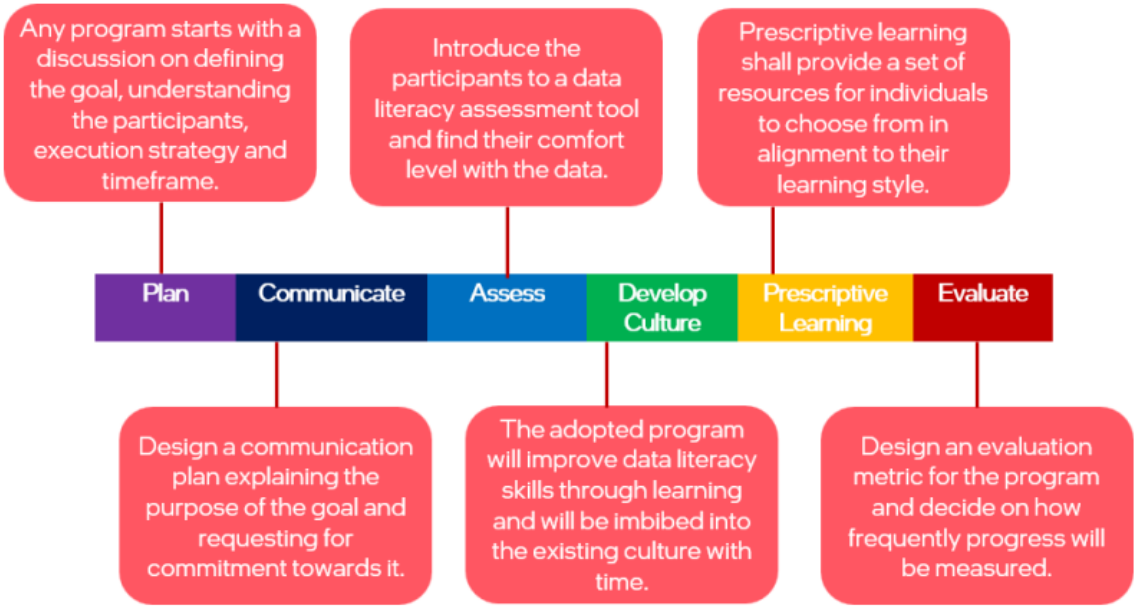
How to become Data Literate?

- Understand the steps in the Data Literacy Process Framework.
- Learn how to collect, process, analyse, and interpret data.
- Recognise the importance of data-driven decisions.

The exercise at the back of the textbook is done.

Data Literacy Process Framework

The data literacy framework provides guidance on using data efficiently and with all levels of awareness. Data literacy framework is an iterative process.



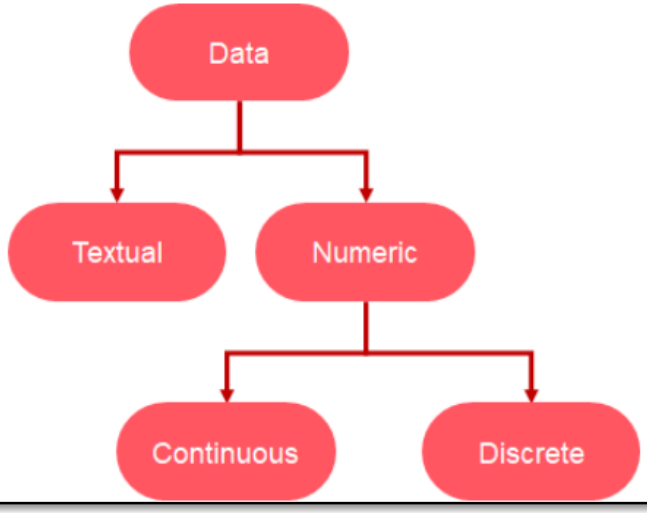
Period 4: Real-World Applications of Data Literacy

Self-Assessment and Group discussion

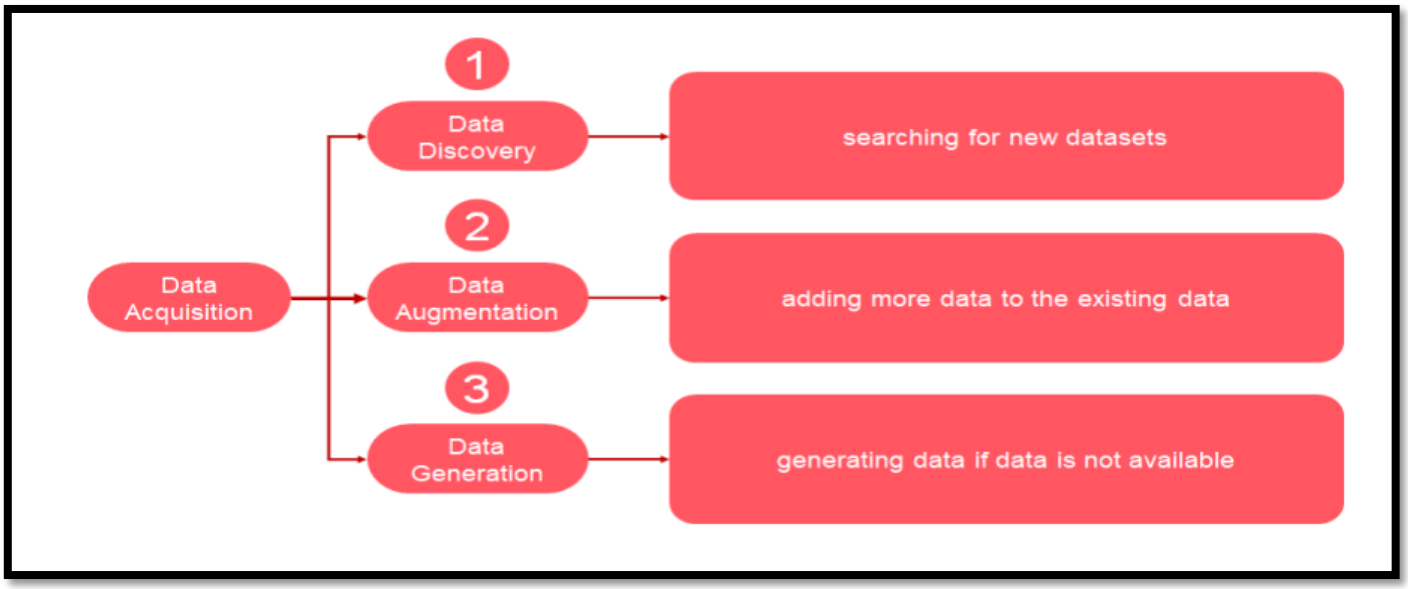
Period 5: **Introduction to Data and Types of Data**

- Understand the meaning and importance of data.
- Identify types of data: quantitative, categorical, and text data.

Artificial Intelligence is crucial, with data serving as its foundation. We come across different types of information every day. Some common types of data include:

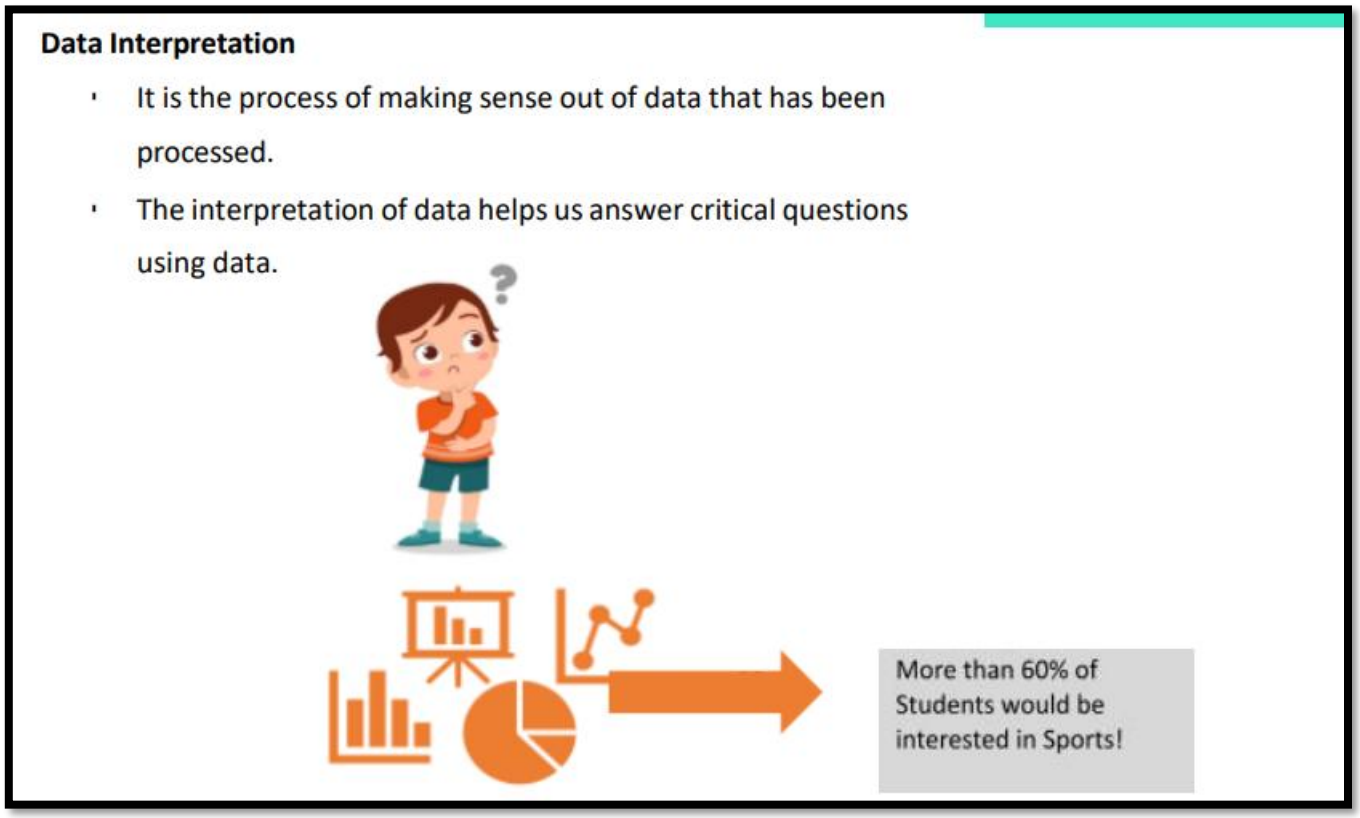


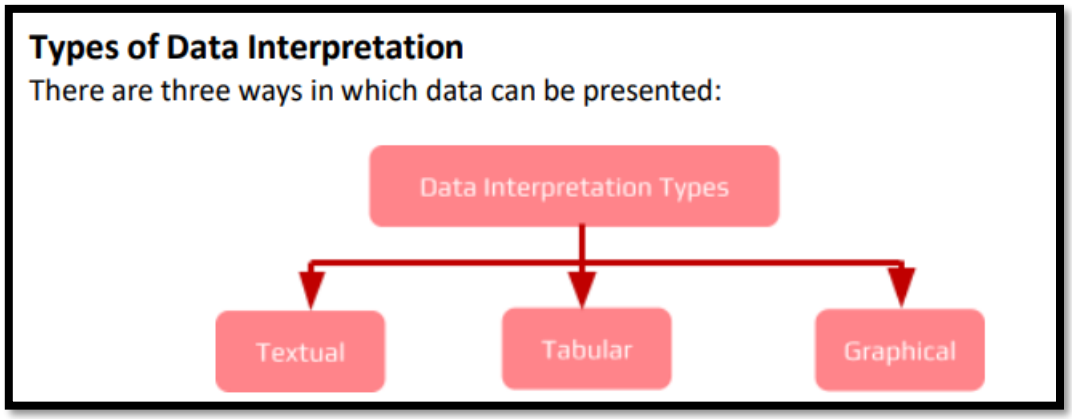
Data Acquisition and Data Sources, Big Data and Its Characteristics



- Understand the concept of big data.
- Learn about the four Vs: Volume, Velocity, Variety, Veracity**.**

Period 6: Data Interpretation and Presentation, Data Visualisation Tools and Ethics in Data Acquisition





- Understand data interpretation methods.
- Present data in textual, tabular, and graphical forms.
- Teacher will explain Importance of Data Interpretation

Period 7: Introduction to Data Visualisation

Understand the concept and importance of data visualisation.

• Identify different types of visualisation techniques.

Period 8: Introduction to Tableau: Teacher will start class by Data Visualization Using Tableau

Learn about Tableau and its role in data visualisation.

• Understand the installation process of Tableau Public.

- Connecting Data and Creating Basic Visualisations

Period 9: Advanced Visualisations and Dashboards

Create advanced visualisations like scatter plots and heatmaps.

• Design an interactive dashboard.

Activities:

- Case Study Analysis: How businesses use customer data.
- Data Collection Project: Students track their daily screentime and analyse trends.
- Graphical Representation: Students create simple graphs or charts based on collected data.
- Industry Exploration: Students choose a field and research how data is used.
- Group activity: identify big data applications in different sectors.
- Visit Tableau Public and explore sample charts.
- Display a table of data and ask students to interpret it.
- Compare it with a visualised version (graph or chart) and discuss which is easier to understand.
- Project-Based Learning: Students create a visualization project.
- Technology Integration: Use Tableau to design an interactive dashboard.
- Create an interactive dashboard using at least two visualisation types.
- Present findings to the class.

Learning outcomes:

- Define data literacy and recognize its importance
- Understand how data literacy enables informed decision-making and critical thinking
- Apply the Data Literacy Process Framework to analyze and interpret data effectively
- Differentiate between data privacy and security
- Identify potential risks associated with data breaches and unauthorized access.
- Learn measures to protect data privacy and enhance data security
- Determine the best methods to acquire data.
- Classify different types of data and enlist different methodologies to acquire it.
- Define and describe data interpretation.
- Enlist and explain the different methods of data interpretation.
- Recognize the types of data interpretation.
- Realize the importance of data interpretation
- Summarize the topics learned previously
- Recognize the importance of data visualization
- Discover different methods of data visualization

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

 Basics of Data Literacy: Builds foundational skills to understand, interpret, and question data, enabling informed decisions in everyday life and academic work.

 Acquiring Data, Processing and Interpreting Data: Equips students with practical skills to collect data from various sources, clean and analyze it to uncover patterns and insights.

 Project Interactive Data Dashboard and Presentation: Enhances communication and technical skills by allowing students to visually present data-driven insights through interactive dashboards for better storytelling and decision-making.

Extra questions/ Class assessment/ Recapitulation :

Class assessment

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

Homework/ worksheets: Yes

Reference: Google, https://www.youtube.com/watch?v=NLCzpPRCc7U
https://www.youtube.com/watch?v=_M8BnosAD78

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms. Sonali Mandlik Class: 9
Subject: AI

Topic: Math for AI (Statistics & Probability)

No. of periods: 10

Subtopic:

- Importance of Math for AI
- Statistics
- Probability

Specific objective:

The chapter aims to build a strong conceptual understanding of how mathematics powers AI applications in real-world scenarios, fostering curiosity and critical thinking in learners.

To make students learn about

- Understand the role of mathematics in AI systems
- Explore the use of statistics, linear algebra, probability, and calculus in AI
- Analysing the data in the form of numbers/images and finding the relation/pattern between them.
- Understanding the number patterns and finding the missing number.
- Understand the concept of Statistics in real life.
- Knowing more about the application of Statistics in various real life scenarios.
- students develop a practical understanding of probability.
- To understand the possibility of occurrence of an event.

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

Period 1: Teacher will explain to children about Math in AI using AI infographic charts and Videos on AI applications and demonstrations.

Students will be able to understand the importance of mathematics in the field of AI.

Period 2: Students will share their view on numbers and images how to finding the patterns.

Explore the use of statistics, linear algebra, probability, and calculus in AI

• Relate these mathematical concepts with AI tasks

Period 3 The teacher asks Essential Mathematics for AI

a few questions related to the previous weeks classes and then she continues the class.

Finding Patterns in Numbers. Finding Patterns in Images.

Review and Real-World Integration.

The exercise at the back of the textbook is done.

Self-Assessment and Group discussion.

Period4: Teacher will start new lesson 9. Statistics

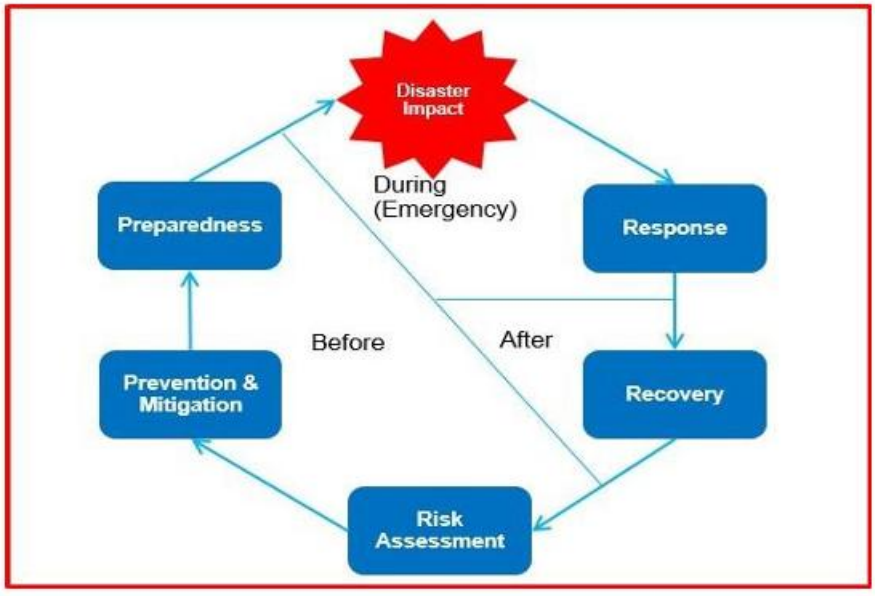
Introduction to Statistics

- Understand the definition and significance of statistics.Identify its real-life applications and use in Artificial Intelligence.
- Activity : Ask learners to answer some or all of these questions as an assignment. Meanwhile, take dummy numbers and walk the learners through the questions. ● Can you find out the total weight of your family members? ● Can you find out the total number of students in your school? ● Can you find out the maximum temperature in your city during the last month?

Period 5: Applications of Statistics:

- Predict the performance of sports teams
- It can be used to find out specific things such as:
- the reading level of students
- the opinions of voters
- the average weight of a city's resident

Some more applications of Statistics Disaster Management



Period 6: Measures of Central Tendency – Mean, Median,Mode

- Understand and calculate the mean, median, and mode of given data sets.

Period 7: Probability and Its Real-Life Applications

Understand the concept of probability and identify types of events and their likelihood.

Period 8 : Application of Statistics and Probability in AI

Explore how statistics and probability are used in AI

models such as NLP, robotics, and weather prediction.

Period 9: Probability Purpose: To understand the possibility of occurrence of an event.

Introduction to Probability and Sample Space

Understand the meaning of probability and its real-life relevance.

Define sample space and outcomes of an event

Period 10 : Events and Types of Events

- Classify types of events: certain, likely, unlikely, impossible, equal probability
- Identify events from daily life scenarios.
- Calculating Probability.
    - Apply the probability formula using favourable and total outcomes
    - Solve simple numerical probability problems

Period 11: Application of Probability in Real Life and AI

- Recognise use of probability in technology, weather, andnsports
- • Understand the importance of probability in AI decision-making.

- Revision and Competency-Based Practice

    - The exercise at the back of the textbook is done.
    - Self-Assessment and Group discussion.
    - Reinforce all key concepts through application-based questions
    - Evaluate understanding using case-based and assertion reasoning questions

Activities:

- Statistical Analysis of Survey Data.
- Creating Picture Analogies with Math
- Finding Patterns in the Fibonacci Sequence**.**
- Students will list examples of where they see statistics being used
- Activity : Car Spotting and Tabulating Purpose: To implement the concept of data collection, analysis and interpretation. Activity Introduction: In this activity, youth will engage in data collection and tabulation. Data collection plays a key role in Artificial Intelligence as it forms the basis of statistics and interpretation by AI. This activity will also require youth to answer a set of questions based on the recorded data.

Learning outcomes:

The students will understands

• Understand and appreciate the concept of Statistics and Probablitity.
Application: To relate the concept taught to everyday situations in life.
Extra questions/ Class assessment/ Recapitulation : Class assessment Extra questions Questions related to Cyber Safety for the understanding of the students.
Homework/ worksheets: Yes
Reference: Google, Internet: **https://www.symbolab.com/**

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms.Sonali Mandlik Class: 9
Subject: AI

Topic: Introduction to Generative AI

No. of periods: 4

Subtopic:

- Generative AI

Specific objective:

To make students learn about computer and its functioning

- To understand Generative AI and its types.
- To know examples and benefits of using Generative AI.
- To identify popular Generative AI tools and their applications.
- To sensitize the students about the ethical considerations of using Generative AI.
- To explain students about the potential negative impact of Generative AI on society.

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

Period 1 : Introduction to Generative AI

Teacher will explain to children about GENERATIVE AI VS. CONVENTIONAL AI.

• Understand the meaning and purpose of Generative AI.

• Identify popular examples of Generative AI tools.

Period 2 : Working and Types of Generative AI

TYPES OF GENERATIVE AI

• Explore how Generative AI models work.

• Identify various types of Generative AI models.

Period 3: Applications of Generative AI

• Recognise the fields where Generative AI is applied.

• Learn about generative AI in music, content, games, and art.

Period 4: ChatGPT, Ethical Use and Limitations of Generative AI.

- Identify ethical concerns related to Generative AI.
- Understand risks like deepfakes and data privacy.

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.

Activities:

- **Hands-on Activity Chit-Chat with ChatGPT & Gemini.**
- Class debate: “Should we regulate the use of Generative AI?”
- Students try Artbreeder or AI Dungeon and write what they generated
- Listen to AI-generated music and identify its style
- Group activity: Match the AI model to its function
- Explore GAN Paint and share creative outputs

Learning outcomes:

The students will understand

- **Guess the real Image Vs the AI generated Image**
  - Students will be able to define Generative AI & classify different kinds.
  - Students will be able to explain how Generative AI works and recognize how it learns.
  - Students will be able to apply Generative AI tools to create content.
  - Students will understand the ethical considerations of using Generative AI.

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

Extra questions/ Class assessment/ Recapitulation :

• Name any two tools of Generative AI.

• How is Generative AI different from Traditional AI?

Class assessment

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

Homework/ worksheets: Yes

Introductory video: https://www.youtube.com/

Website demo: https://ganpaint-v2.vizhub.ai/

https://www.youtube.com/watch?v=wYb3WimnO1s

https://www.aiornot.com , https://hivemoderation.com

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms. Sonali Mandlik Class: 9
Subject: AI

Topic: Introduction to Python

No. of periods: 4

Subtopic:

- Python basics
- Flow of control and conditions
- Python lists

Specific objective:

To make students learn about Python language and its functioning

• Understand the origin and features of Python

• Learn to install Python and access the IDLE interface

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

Period 1 : Period 1: Introduction to Python and Installation

- The learning objectives of the session were to understand the origin and features of Python, and to learn how to install Python and access the IDLE interface.

Period 2 :

- Modes of Execution and Character Set.
  Students are taken to Lab to have a practical knowledge of Python in the online class room. Acquire introductory Python programming skills in a very user-friendly format.

- Data Types and Type Conversion.
  In class, the teacher conducted a session to help students understand Python data types and learn various type conversion methods.

Period 3:

- Operators and Expressions

- The teaching strategies involved gamified learning through expression puzzles and step-wise code explanations to enhance understanding. Teaching aids included an operator precedence chart and an interactive quiz conducted on Kahoot.

- Input/Output, Comments, and Indentation
  The session focused on learning how to take input and print output, as well as understanding the importance of comments and indentation in Python.
  - The teaching strategies included a flipped classroom approach using video tutorials and the use of real-life analogies to explain indentation. Teaching aids used during the session were a sample Python program with comments and multimedia resources, including a YouTube video introducing Python.

Period 3: The teacher began the class by asking a few questions related to the previous week's lessons, and then continued with the session by completing the exercise at the back of the textbook.

Period 4: To enhance their learning, students are encouraged to get additional practice using the supplementary materials in the computer lab.

Activities:

- Hands-on Python installation on lab systems
- Quiz on Python features
- Code program to show different data types
- Convert string to integer using typecasting
- Evaluate expressions using operators
- Write and test expressions using IDLE
- Write a program to input name and age
- Add comments and format the code with indentation
- Create a Python file in script mode
- Identify valid and invalid variable names

Learning outcomes:

The students will understands:

- The learning objectives of the session were to understand the origin and features of Python, and to learn how to install Python and access the IDLE interface.
- The learning objectives of the session were to understand arithmetic, relational, and logical operators, and to learn the rules of operator precedence.
- Learn basic programming skills through gamified platforms.
- Acquire introductory Python programming skills in a very user-friendly format.
- Differentiate between interactive and script mode
- Learn about Python character set and variable rules

Application: Applications of Python basics include automating simple tasks, performing calculations, developing basic programs and scripts, handling user input and output, and creating

foundational logic for larger software projects. These basics also serve as a stepping stone for areas like data analysis, web development, and automation.

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. Why is indentation important in Python?
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, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms. Sonali Mandlik Class: 9
Subject: AI

Topic: Flow of Control and Conditions

No. of periods: 5

Subtopic:

Introduction to Python

- Three main types of control structures: sequential, selective (conditional), and iterative (looping).
- if, if-else, and if-elif-else, as well as various
- jump statements like break and continue.
- control the logic and flow of programs in Python.

Specific objective:

To make students learn about computer and its functioning

- Understand sequential execution in programming
- Use conditional statements to solve problems
- Differentiate among if, if-else, and elif structures
- Understand looping structures
- Apply for and while loops in problem-solving
- Implement nested conditions and loops
- Use break and continue effectively

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

Period 1 : In the class, the teacher will use the inductive method by presenting real-life examples and implement a flipped classroom approach with a pre-class video on basic flow control. Teaching aids will include whiteboard flowcharts, a real-life scenario chart (such as daily routine steps), and a multimedia presentation to demonstrate code flow.

Period 2 : Selective Statements (if, if-else, if-elif-else)

- The lesson on selective statements (if, if-else, if-elif-else) is followed by a practical session in the lab, where students gain hands-on experience with Python to reinforce their understanding.
- The learning objectives of the session are to use conditional statements to solve problems and to differentiate between the if, if-else, and elif structures in Python

Period 3: The teacher asks a few questions related to the previous weeks classes and then she continues the class.

Iterative Statements (Loops - while, for)

- Deductive Method: Begin with concrete examples and guide students toward understanding the underlying concepts of conditional statements.
- Inquiry-Based Learning: Engage students in making predictions about code outcomes and encourage critical thinking through debugging exercises.

Period 4: Nested Loops and Jump Statements

In the class, the teacher will apply **gamified learning** by organizing interactive challenges where students solve problems using nested loops, turning each task into a game or timed activity to boost engagement. To explain the concepts of **break** and **continue.**

Period 5: To enhance their learning, students are encouraged to get additional practice using the supplementary materials in the computer lab.

Activities:

Practical: Flow of control and conditions

- Students write steps of a real-life activity in sequence
- Use a drag-and-drop simulator to reorder scrambled Python statements
- Create voting eligibility checker
- Identify errors in a given conditional block
- Write a loop to print numbers 1 to 10
- Predict and correct the output of given loops
- Students write steps of a real-life activity in sequence
- Use a drag-and-drop simulator to reorder scrambled
- Python statements
- Create pattern printing programs
- Use break in infinite loop to simulate security checks

Learning outcomes:

The students will understands

- The learning objectives of the session are to use conditional statements to solve problems and to differentiate among the if, if-else, and elif structures in Python.
- Understand and apply conditional statements in Python to solve real-life problems.
- Clearly differentiate among if, if-else, and if-elif-else structures and determine when to use each appropriately.
- Students will be able to understand and apply conditional statements by analyzing examples and will develop critical thinking skills through prediction and debugging of Python code.
- Learn basic programming skills through gamified platforms.
- Acquire introductory Python programming skills in a very user-friendly format.

Application: Used to make decisions in programs, such as validating inputs, filtering data, navigating menus, automating tasks, and controlling game or system logic based on specific conditions.

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.

- Define flow of control in your own words.
- Write a real-life example of sequential steps.
    - Write a program using break to stop a loop when a condition is met.
    - Explain with an example how continue works.
    - Differentiate between if and if-else.

Recapitulation: Recap of flow of control and conditions in Python will be conducted through practical work in the class, where students will solve real-world problems using conditional statements and loops. Additionally, a class test will help assess their understanding of these concepts and their application in programming.

Homework/ worksheets: Yes

Reference: Google, Internet: https://www.w3schools.com/python/default.asp

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Ms. Sonali Mandlik Class: 9
Subject: AI

Topic: Python Lists

No. of periods: 5

Subtopic:

- Python lists,
- Creating List
- slicing
- List operations.

Specific objective:

- Understand the concept and structure of Python lists.
- Learn how to create and initialize lists in Python.
- Practice indexing and slicing to access and modify list elements.
- Explore list operations such as append(), extend(), pop(), and remove().
- Understand the mutability of lists and perform modifications.
- Compare and contrast lists and strings in terms of functionality and use cases.
- Solve real-life problems by manipulating lists in Python.

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

Period 1 : Introduction to Lists and Mutability

- In the class, The teacher will begin by giving real-life examples where lists are used, such as a shopping list or a list of students in a class, to make the concept relatable.
- **Explain List Basics:**
  The teacher will introduce Python lists, explaining that they are ordered collections of items, which can store multiple values of different data types. The teacher will demonstrate how to create a list and access its elements using indexing.

Period 2 : Indexing, Slicing and Traversing Lists

- The teacher will guide students to discover the concepts of lists and mutability through

code examples.

- The teacher will start with simple code snippets, asking students to predict the output and observe the changes in lists after performing various operations. For example:

Period 3: List Functions and Methods

- The teacher will start by demonstrating various list operations through live coding, such as creating lists, appending items, removing elements, and using methods like pop(), append(), extend(), etc.

Iterative Statements (Loops - while, for)

- Deductive Method: Begin with concrete examples and guide students toward understanding the underlying concepts of conditional statements.
- Inquiry-Based Learning: Engage students in making predictions about code outcomes and encourage critical thinking through debugging exercises.

Period 4: Comparison, Sorting and Nested Lists

- The teacher will begin by introducing the concept of **comparing lists**. They will explain that Python allows comparison between lists element by element. For example, two lists can be compared using relational operators like ==, !=, <, and >.

Period 5: (Optional/Assessment & Revision): Application and Consolidation

- The teacher will organize **problem-solving sessions** where students work individually or in small groups to tackle real-world problems using Python lists. The teacher will guide students through the process of breaking down the problem into manageable steps and then applying list operations to solve it.

To enhance their learning, students are encouraged to get additional practice using the supplementary materials in the computer lab.

Activities:

Practical: Flow of control and conditions

- Students create lists of their daily routine items
- Create a list of 5 numbers and access the third element
- Slice operations on a student-generated list
- Use for loop to print elements of a list
- Add and remove items from a given list
- Count number of times a value appears
- Sort a list of student marks
- Access second element of a nested list
- Create a list of cities and remove two entries
- Take input from user and form a list

Learning outcomes:

The students will understands

- The learning objectives of the session are to understand the concept and creation of lists in Python.
- Learn about the mutability of lists and how it affects data manipulation.
- Practice using indexing and slicing to access and modify list elements.
- Traverse lists using loops to process elements efficiently.
- Apply built-in list methods such as append(), insert(), pop(), and remove() to manipulate lists.
- Compare, sort, and reverse lists to organize and analyze data.
- Understand and work with nested lists, and apply all learned list concepts in practical scenarios.
- Revise and reinforce learning through problem-solving exercises and hands-on practice.

Application: lists in Python provide a versatile way to store, manipulate, and organize data. Through **slicing** and **operations**, you can efficiently modify and analyze data for real-world applications such as tracking scores, inventories, or sales.

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.

- Create a list of 5 favourite foods and print the second item.
- Explain the term “mutability” in context of lists.
- Write a Python program to print alternate elements of a list.
- List the differences between indexing and slicing.
- What is the difference between append() and insert()?
- Write code to remove the number 50 from the list: [10, 20, 30, 50, 60].
- Write Python code to sort a list of numbers in descending order.
- Explain nested list with an example.
- Write a program to accept five numbers from the user and print their sum.
- Create a nested list and display the third item of the inner list.

Recapitulation: Python lists provide a powerful and flexible way to store and manipulate collections of data. Key concepts include list creation, indexing, slicing, mutability, and various list operations. These features make lists a go-to data structure for many programming tasks, from managing collections of items to more complex operations like sorting and nested data handling.

Homework/ worksheets: Yes

Reference: Google, Internet: https://www.w3schools.com/python/default.asp

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Ms. Shweta Mishra **Class:** 9

Subject: Math **No. of periods-**10

Month- April

Topic: **Orienting Yourself: The Use of Coordinates**

Subtopic:

- Cartesian System
- Distance Formula

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
- To apply distance formula to find the distance between two points.

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.

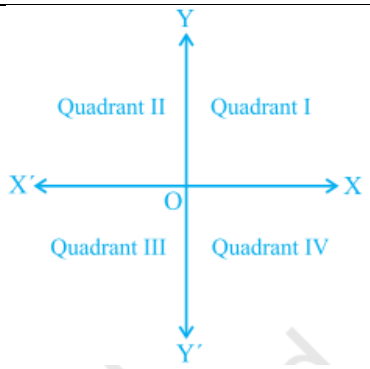
Activities:

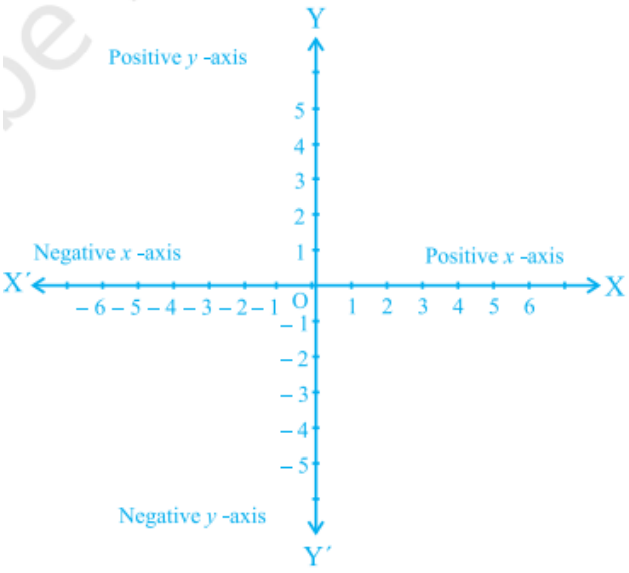
- List ten problems on the board for students to solve using the information gleaned in the text lesson, their graph paper, and the formulas they have written down.
- To verify Distance Formula by Graphical Method.

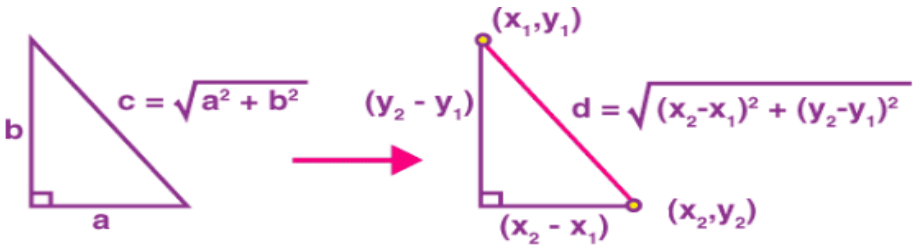
Resources:

- Text book, PPT, Videos.

Board work: Cartesian System

- 

- 

- 

- $$d = \sqrt{(x_2-x_1)^2 + (y_2-y_1)^2}$$
- Area of a Triangle in Coordinate Geometry Example

  Example: What is the area of the ΔABC whose vertices are A(1, 2), B(4, 2) and C(3, 5)?

  Solution:

  Using the formula,

  $A = (1/2) [x_1 (y_2 – y_3) + x_2 (y_3 – y_1) + x_3(y_1 – y_2)]$

  $A = (1/2) [1(2 – 5) + 4(5 – 2) + 3(2 – 2)]$

  $A = (1/2) [-3 + 12] = 9/2$ square units.

  Therefore, the area of a triangle ABC is 9/2 square units.

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.
- To recall/recognize distance formula

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.

Subject Integration:

- **Integration with Physics (Kinematics)**
  Coordinate geometry is extensively used in physics to analyse motion and position.
- **Integration with Geography (Cartography)**
  The basis of modern navigation is coordinate geometry.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Mrs. Shweta Mishra **Class:** 9

Subject: Math **No. of periods-**10

Month- April

Topic: **Lines 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.

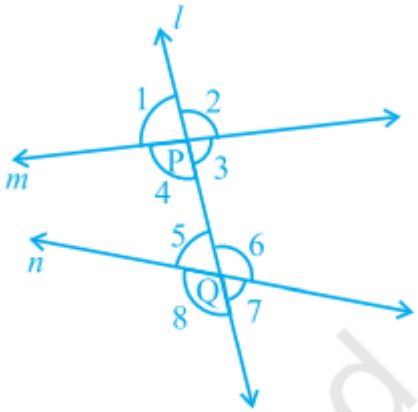
Methodology:

- 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 classrooms on the floor, door, window, zebra crossing on roadside.
- Whereas angles are used in building constructions, interconnected 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.

Subject Integration:

Physics

- **Optics (Reflection):** Applying the law of reflection (incident angle equals reflected angle) to study light rays interacting with mirrors, creating a direct "math-meets-physics" scenario.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Mrs. Shweta Mishra
Class:9 Subject: Math
No. of periods:12

Month- April/June

Topic: The World of Numbers

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:

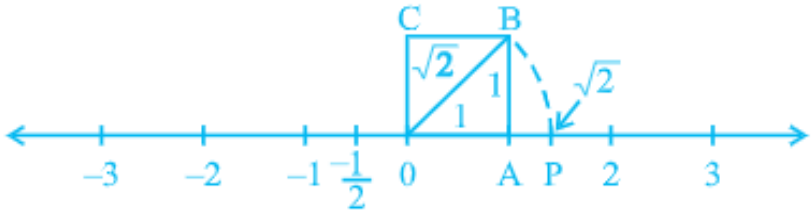
Square root spiral

Resources:

- Text book, PPT, Videos, study mantra, R.D Sharma.

Board work:

- Representing real number on number line



- Decimal expansion method

$$
\begin{array}{r|l}
 & 0.875 \\
\hline
8 & 7.0 \\
 & 64 \\
\hline
 & 60 \\
 & 56 \\
\hline
 & 40 \\
 & 40 \\
\hline
 & 0
\end{array}
$$

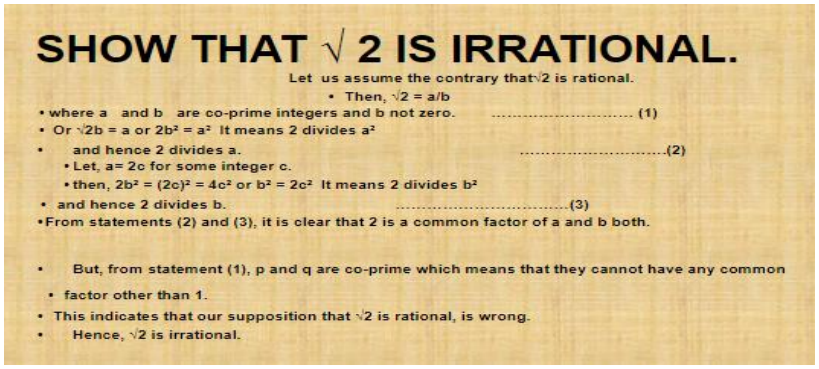
Remainders : 6, 4, 0

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.

Subject Integration:

- **Integration with Physics**
  Physics relies heavily on the properties of real numbers to measure physical quantities.
- **Integration with Chemistry**
  The concept of the Mole and atomic structures requires an understanding of rational and irrational numbers.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Mrs. Shweta Mishra **Class:** 9

Subject: Math No. of periods:12

Month- June

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 2026-27

Teacher's Name: Mrs. Shweta Mishra **Class:** 9

Subject: Math **No. of periods**: 15

Month- June/July

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.

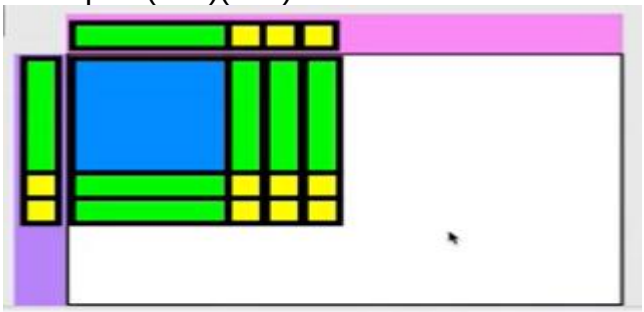
Methodology:

- 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 2026-27

Teacher's Name: Mrs. Shweta Mishra **Class:** 9

Subject: Math **No. of periods**: 15

Month- July/August

Topic: Exploring Algebraic Identities

Subtopic:

- Polynomials in One Variables
- Zeros of a Polynomials
- Remainder Theorem
- Factorization of Polynomials
- Algebraic Identities

Specific objective:

- Introduction to algebraic identities, verification of identities, applications of identities like $(a+b)^2$, $(a-b)^2$, $(a+b)(a-b)$

Methodology:

- Explanation method, demonstration, interactive questioning, and problem-solving approach

Activities:

Expand $(a+b)^2$

Pair activity: Verify identity using values

• Mental math challenge using identities

Resources:

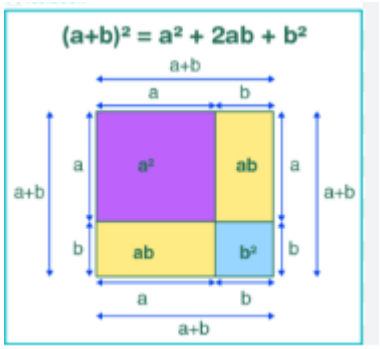
Geometry box, coloured chart paper, text book, PPT.

Board work:

- Definition of algebraic identities
- Expansion of:

$$(a+b)^2 = a^2 + 2ab + b^2$$
$$(a-b)^2 = a^2 - 2ab + b^2$$
$$(a+b)(a-b) = a^2 - b^2$$

- Solved examples



- **Evaluate 25^2:**
  - $25^2 = (20+5)^2$
  - Using formula $(a+b)^2 = a^2 + 2ab + b^2$ where $a = 20, b = 5$:
  - $20^2 + 2(20)(5) + 5^2 = 400 + 200 + 25 = 625.$
- **Evaluate 108^2:**
  - $108^2 = (100+8)^2$
  - $100^2 + 2(100)(8) + 8^2 = 10,000 + 1600 + 64 = 11,664$

Learning outcomes:

- Students will confidently expand and simplify algebraic expressions using identities and recognize patterns

Application:

- Used in calculation simplification
- Useful in higher algebra and real-life calculations (like area problems)

ICT Integrated :

- Use of smart board/PPT for visual demonstration
- Online tools or apps for algebra practice

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

Teacher's Name: Mrs. Shweta Mishra **Class:** 9
Subject: Math **No. of periods-**14

Month- August

Topic: Triangle Congruence Theorems

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.

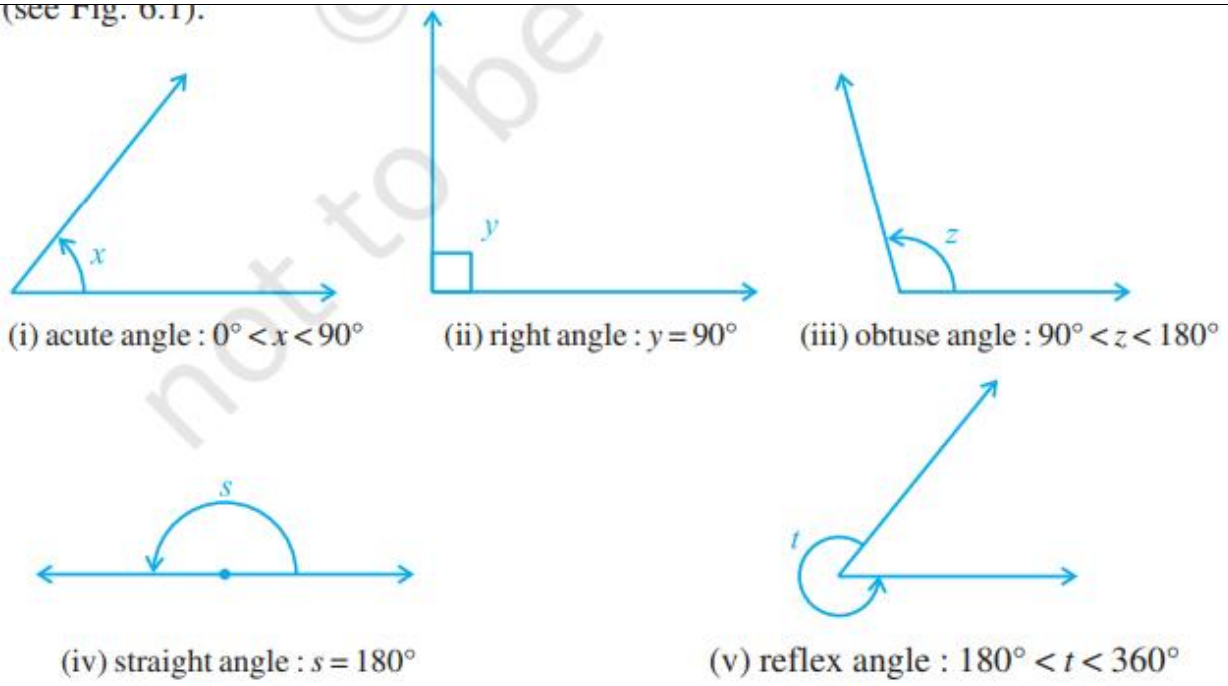
Resources:

- 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 : $90° < z < 180°$

(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

Lesson Plan

Teacher's Name: Mrs. Shweta Mishra **Class:** 9
Subject: Math **No. of periods-**3

Month- September

Topic : Predicting What Comes Next (Exploring Sequences and Progressions)

Subtopic:

- Introduction to sequences, patterns, types of sequences (arithmetic patterns), finding next terms, basic idea of progression

Specific objective:

- Identify patterns in sequences
  • Predict the next term in a sequence
  • Understand the concept of arithmetic progression (basic level)

Methodology:

- Inductive method, activity-based learning, questioning, demonstration, and discussion

Activities:

Give number patterns like: 2, 4, 6, 8, __ and ask students to complete
• Group activity: Create your own pattern and exchange with peers
• Visual pattern activity (shapes/figures growing step by step)

Resources:

- Text book, PPT, Videos.

Board work:

Definition of sequence
• Examples:
2, 4, 6, 8, … (adding 2)
3, 6, 12, 24, … (multiplying by 2)
• Introduction to arithmetic sequence:
Common difference (d)

Finding next terms step-by-step
• Simple problems on identifying rule and writing next 2–3 terms

Learning outcomes:

Learner will be able to

- Students will be able to identify patterns, extend sequences logically, and understand the basic concept of progression

Application:

- Used in daily life patterns (calendar, designs, tiles)

• Foundation for higher topics like Arithmetic Progression (AP)

ICT Integrated :

- Video
- Power Point presentation

Subject Integration:

- **Computer Science:** Concepts are linked to algorithmic thinking, data structures, and the Tower of Hanoi puzzle, where the number of moves required follows a geometric pattern.
- **Biology & Nature:** Students explore growth patterns in nature, such as bacterial growth (Geometric Progression), the arrangement of honeycomb cells, and fractals.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Mrs. Shweta Mishra **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:

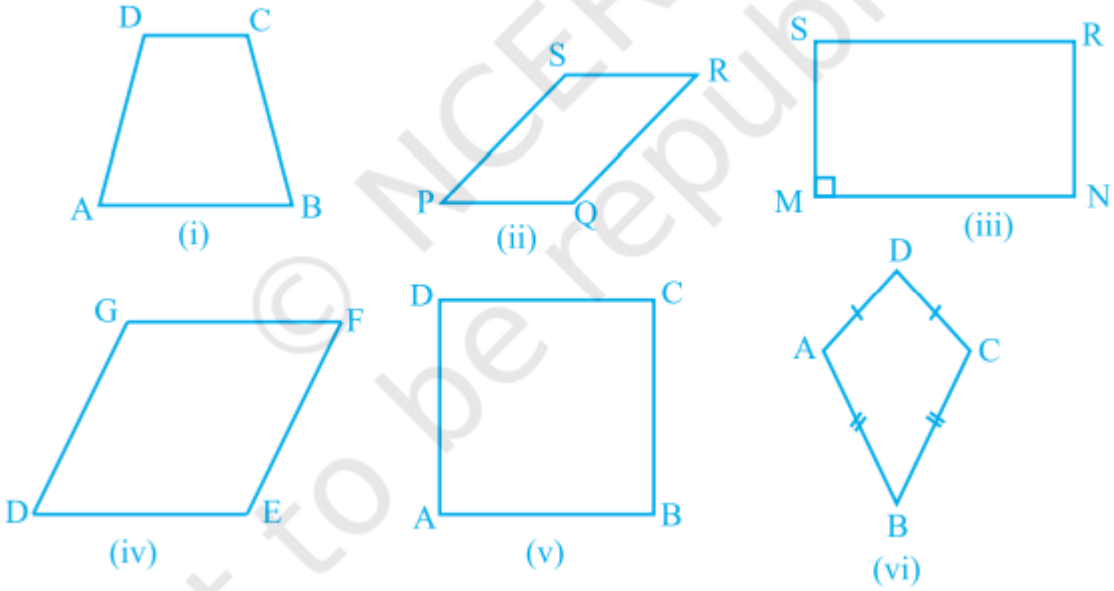
- Individual activity:
  Paper folding activity: Identify the type of quadrilateral.

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.

Reference:

ncert.nic.in, R.S Agarwal Textbook, R.D Sharma, study mantra, State board text book, Google.

Subject Integration:

- Art Integrated Learning: Using paper folding and cutting to visualize properties of rectangles, squares, and rhombuses.
- Real-Life Applications: Identifying quadrilaterals in architecture, such as windows, floor tiles, and building structures (kite, rhombus, trapezium shapes).

MIS INTERNATIONAL SCHOOL

Lesson Plan

Teacher's Name: Mrs. Shweta Mishra **Class:** 9
Subject: Math **No. of periods-**3

Month-June

Topic: **Introduction to Euclid's Geometry : Axioms and Postulates**

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

Subject Integration:

Physics

Euclidean geometry is the foundation of classical mechanics and physical space representation.

- **Optics and Light Rays:** Postulate 1, "A straight line may be drawn from any one point to any other point," directly relates to the concept of rectilinear propagation of light (light travels in straight lines).

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Mrs. Shweta Mishra **Class:** 9

Subject: Math **No. of periods-**14

Month- **October /November**

Topic: **I'm Up and Down, and Round and Round**

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:

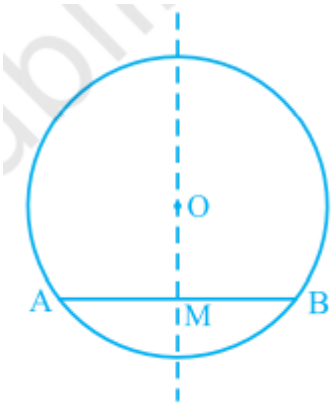
- Construct a circle of a given radius and verify that the length of multiple segments drawn from the center of the circle to the circumference is equal.
- Define radius, chord, diameter, segment (major and minor), arc (major and minor), interior or exterior of a circle and illustrate and label them 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:

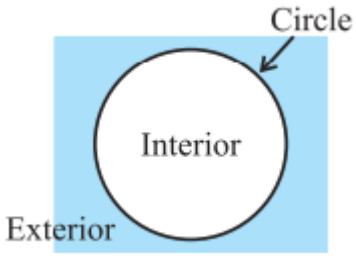
Activity : Draw a circle on a tracing paper. Let O be its centre. Draw a chord AB. Fold the paper along a line through O so that a portion of the chord falls on the other. Let the crease cut AB at the point M. Then, ∠ OMA = ∠ OMB = 90° or OM is perpendicular to AB. Does the point B coincide with A (see Fig)? Yes it will. So MA = MB.

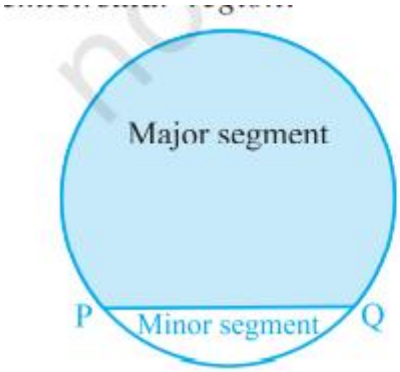


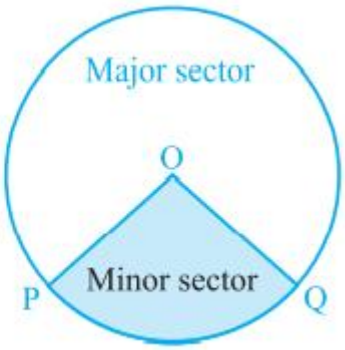
Resources:

- 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.
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Reference:

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Subject Integration:

Physics & Astronomy

- Circular Motion: Concepts of radius and circumference are used to calculate the speed of objects in uniform circular motion, such as satellites or a ball tied to a string.
- Astronomy: Scientists use circle geometry to estimate the sizes of planets, calculate orbits (trajectories), and measure impact craters.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Ms Shweta Mishra **Class:** 9
Subject: Math **No. of periods-**10

Month- 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:

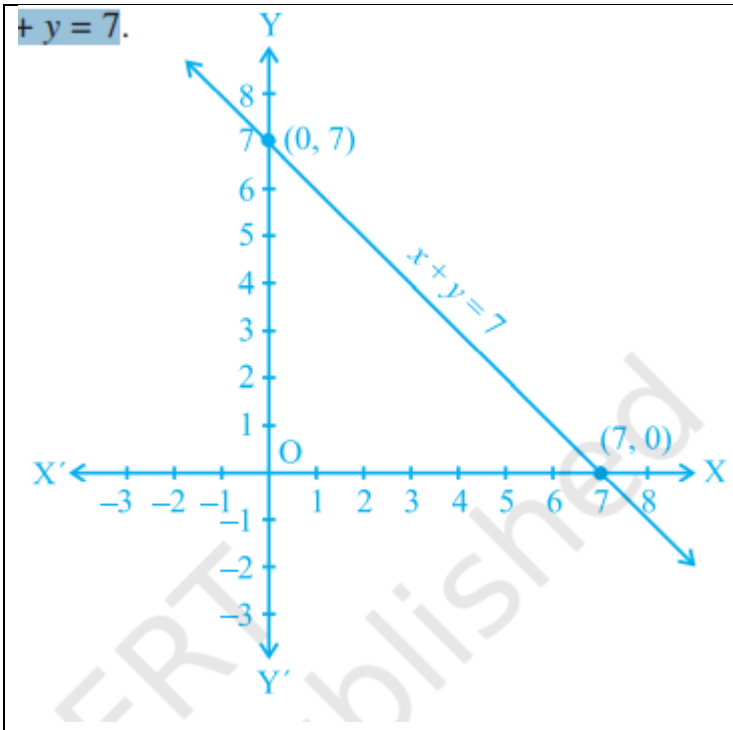
- Text book, PPT, Videos.

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.

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Subject Integration:

- Economics and Business: These equations help calculate total costs ($C = mx + b$, where m is variable cost and b is fixed cost), analyze profit margins, and determine market equilibrium for supply and demand.
- Chemistry: They are used to balance complex chemical equations, ensuring the law of conservation of mass is upheld, and to determine precise ingredient ratios for specific chemical compositions.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Mrs. Shweta Mishra **Class:** 9
Subject: Math **No. of periods-**3

Month-December

Topic: Measuring Space: Perimeter and Area

Subtopic:

- Concept of perimeter and area, formulas for basic shapes (square, rectangle, triangle), comparison between perimeter and area

Specific objective:

- Students will be able to:
  • Understand the meaning of perimeter and area
  • Apply formulas to calculate perimeter and area of basic shapes
  • Differentiate between perimeter and area

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:

- Measure classroom objects (desk, book) to find perimeter
  • Draw shapes on graph paper and count squares for area
  • Group activity: Compare perimeter and area of different figures

Resources:

- Text book, PPT, Videos.

Board work:

• Definition of perimeter and area

• Formulas:

Perimeter of rectangle = $2(l + b)$

Area of rectangle = $l \times b$

Perimeter of square = $4a$

Area of square = a^2

• Solved examples:
Find perimeter and area of given figures
• Step-by-step calculations

Learning outcomes:

Learner will be able to

- Students will be able to calculate perimeter and area accurately and apply concepts to real-life situations.

Application:

• Used in construction, fencing, flooring, and designing spaces
• Helps in planning layouts and estimating materials

ICT Integrated :

- Video
- Power Point presentation

Subject Integration:

Physics and General Science

- **Ecological Regions:** Measuring the distribution of species within specific ecological zones or measuring the size of microscopic bacteria/viruses using scale factors.
- **Force and Pressure:** Applying area in physics to calculate pressure, demonstrating how a larger area reduces pressure (e.g., snowshoes).

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Shweta Mishra **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.

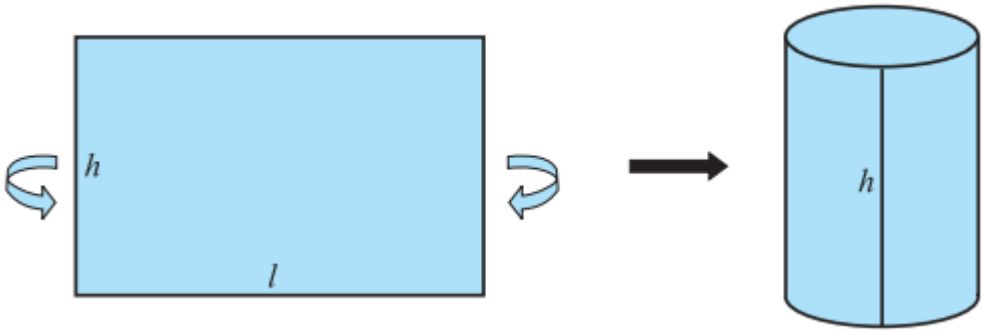
Activities:

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.
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Subject Integration:

Physics & Environmental Science

- **Heat Transfer & Thermodynamics:** Understanding the ratio of surface area to volume is critical in designing heat sinks and radiators for cooling systems. Animals also use this principle; for example, curling into a ball reduces surface area relative to volume to retain body heat in cold weather.
- **Ecological Conservation:** Mathematical principles help design resource-efficient shelters and storage units, minimizing waste and environmental impact by using only the necessary amount of construction material.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Mrs. Shweta Mishra **Class:** 9
Subject: Math **No. of periods-**10

Month- January

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.

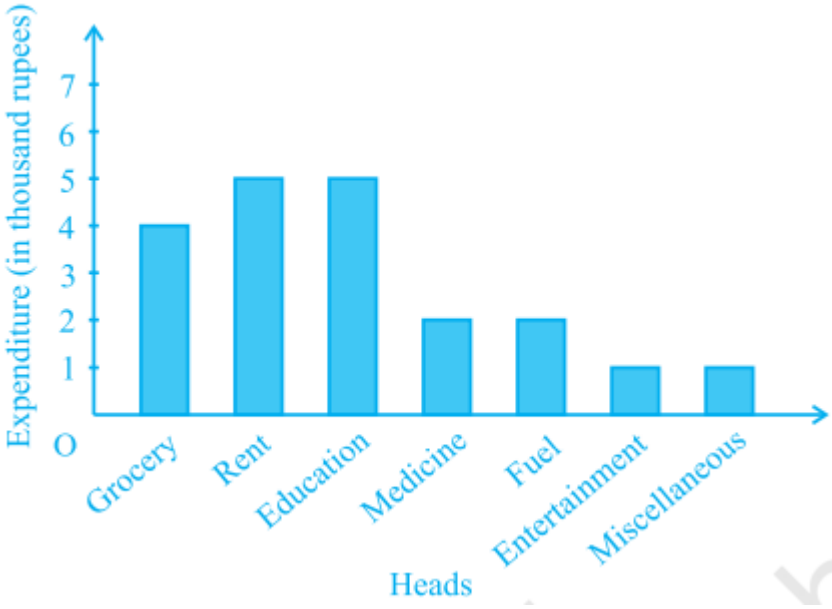
Resources:

- 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



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.

Subject Integration:

Social Science (Geography/Economics):

- **Data Analysis:** Students can analyze census data, specifically focusing on literacy rates or gender ratios in different states/districts.
- **Graphing Trends:** Create bar graphs or histograms to compare the population density of different states, aiding in understanding demographic trends.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Ms Shweta Mishra | 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.

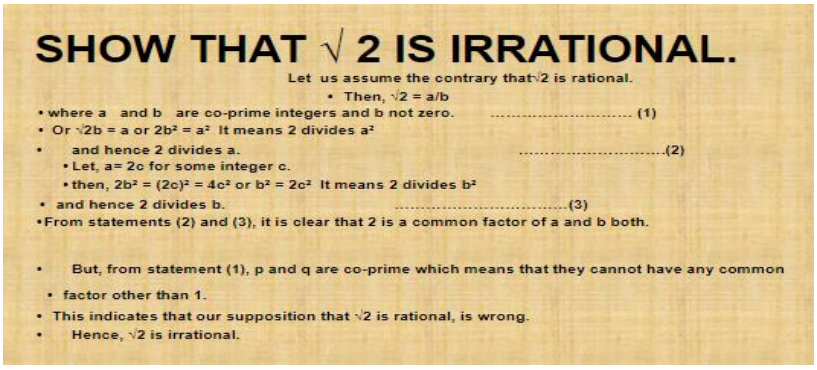
Activities:

- **Lab Act** – To find geometrically the HCF of two numbers

Resources:

- Text book, Reference book.

Board work:



Learning outcomes:

Learner will be able to

a) Application of fundamental theorem of arithmetic to find lowest common
b) Multiple (LCM) and highest common factor (HCF) of two or more numbers.
c) 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,.

Subject Integration:

- **Integration with Physics**
  Physics relies heavily on the properties of real numbers to measure physical quantities.
- **Integration with Chemistry**
  The concept of the Mole and atomic structures requires an understanding of rational and irrational numbers.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Ms Shweta Mishra **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.

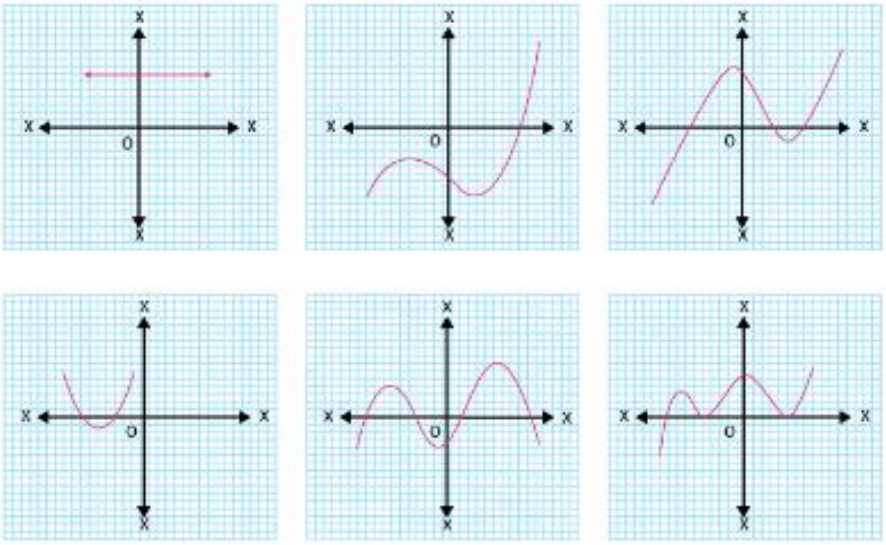
Activities:

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.

Subject Integration:

- **Physics (Science)**
  Polynomials are used to model motion and physical systems.
- **Economics and Social Science**
  Polynomials help model costs, revenue, and economic trends.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Ms Shweta Mishra 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.

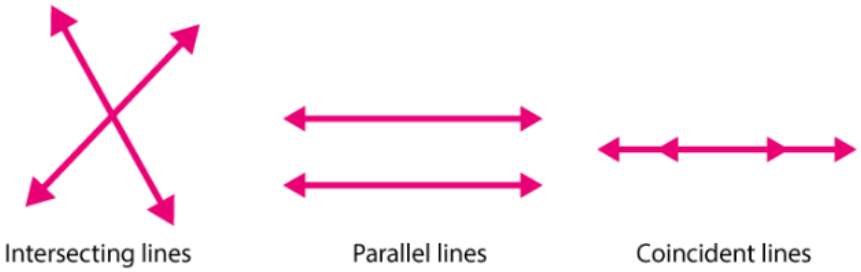
Activities:

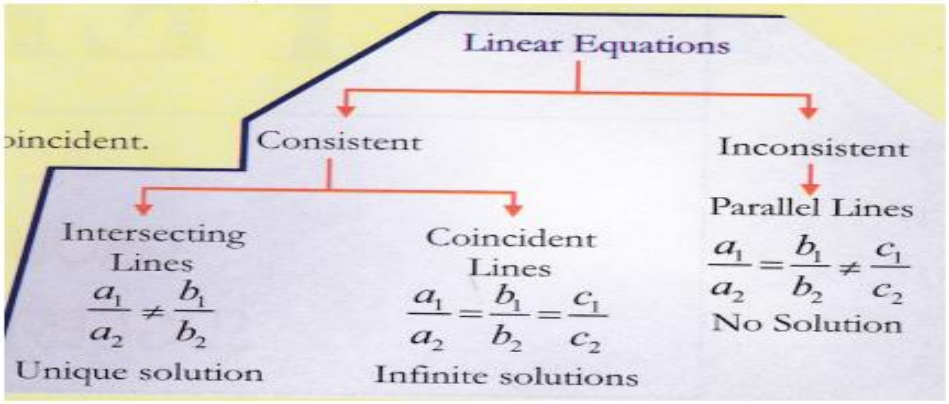
Lab Act - To obtain the condition of consistency of a system of linear equation in two variables by graphically

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.

Subject Integration:

- **Economics/Commerce:** Determining the break-even point by setting up equations for cost and revenue, where and represent quantities and costs.
- **Physics:** Solving problems involving uniform motion, such as finding the speeds of two objects (x,y) given their relative speed and time.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Ms Shweta Mishra **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:

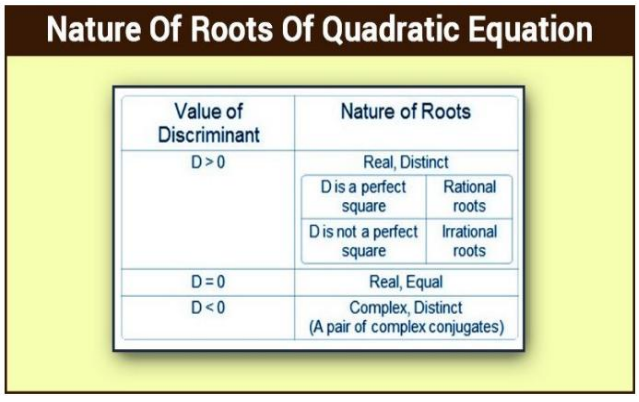
- Text book, PPT, Reference book.

Board work:

Quadratic Equation Formula

The solution or roots of a quadratic equation are given by the quadratic formula:

$$(\alpha, \beta) = [-b \pm \sqrt{(b^2 - 4ac)}]/2ac$$



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:

ncert.nic.in, R.S Agarwal Textbook, R.D Sharma, Together with Math, Google.

Subject Integration:

- **Integration with Physics: Kinematics and Projectile Motion**
  In physics, quadratic equations are the primary tool for describing the motion of objects under the influence of gravity. The position of an object in constant acceleration follows a quadratic relationship with time.
- **Integration with Economics: Profit and Revenue Optimisation**
  Businesses use quadratic functions to model cost, revenue, and profit. Since profit is often influenced by price changes that affect demand, the relationship is rarely linear.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Ms Shweta Mishra 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:

ncert.nic.in, R.S Agarwal Textbook, R.D Sharma, study mantra, State board text book, Google.

Subject Integration:

Integration with Biology and Ecology

- **Population Growth (Arithmetic):** While many populations grow exponentially, specific controlled environments or resource-limited migrations may follow arithmetic increases.
- **Plant Phyllotaxis:** The arrangement of leaves, scales, or seeds in certain plants often follows patterns that can be approximated by arithmetic sequences before transitioning into more complex Fibonacci spirals.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Ms Shweta Mishra | 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) $\angle A = \angle P, \angle B = \angle Q \text{ and } \angle C = \angle R$

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:

ncert.nic.in, R.S Aggarwal Textbook, R.D Sharma, study mantra, State board text book, Google.

Subject Integration:

Physics (Forces)

- **Vector Addition (Forces):** Right-angled triangles are used to represent components of forces (horizontal and vertical components). The Pythagorean theorem is applied to find the magnitude of the resultant force, while trigonometric ratios help determine direction.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Ms Shweta Mishra — 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.

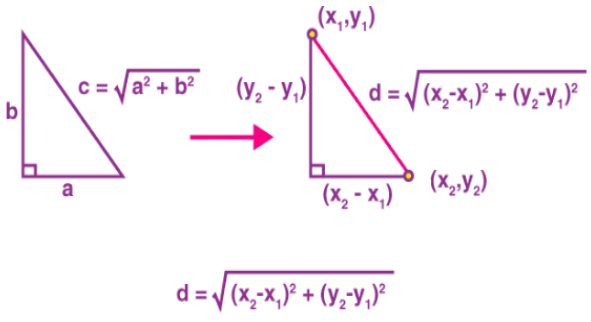
Activities:

- Lab Act – To verify Distance Formula by Graphical Method.

Resources:

- Text book, PPT, Videos, study mantra, state board text book, Reference book.

Board work:



Area of a Triangle in Coordinate Geometry Example

Example: What is the area of the ΔABC whose vertices are A(1, 2), B(4, 2) and C(3, 5)?

Solution:

Using the formula,

$A = (1/2) [x_1 (y_2 - y_3) + x_2 (y_3 - y_1) + x_3(y_1 - y_2)]$

$A = (1/2) [1(2 - 5) + 4(5 - 2) + 3(2 - 2)]$

$A = (1/2) [-3 + 12] = 9/2$ square units.

Therefore, the area of a triangle ABC is 9/2 square units.

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.

Subject Integration:

Integration with Sports (Performance Analysis)
Modern sports analytics rely heavily on spatial coordinates.

- **Player Tracking:** In football or basketball, heat maps are generated by plotting the \((x, y)\) coordinates of a player's position over time to analyze their movement patterns [4].
- **Projectile Path:** The trajectory of a ball (like a cricket ball or basketball) is modeled as a parabola on a coordinate plane to predict where it will land.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Ms Shweta Mishra 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:

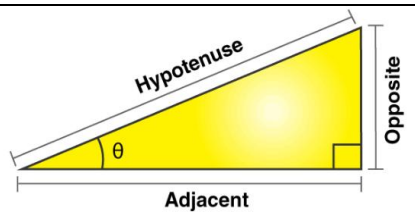
- Verify experimentally a trigonometric identity $\sin^2x+\cos^2x=1$

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.

Subject Integration:

- **Engineering and Architecture:** Trigonometry is used in structural design, such as calculating the angles and lengths required for building roofs, slopes, bridges, and ramps.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Ms Shweta Mishra 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:

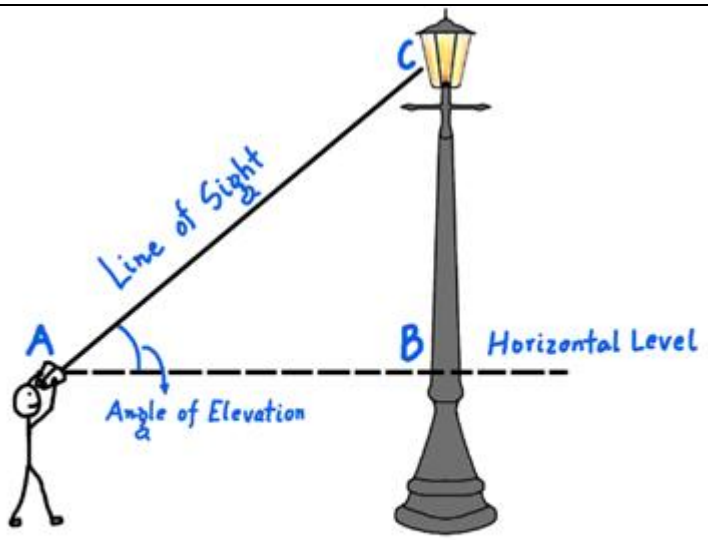


Figure 1: Angle of Elevation: A boy looking at the lamp

Angle of Elevation in Height And Distance

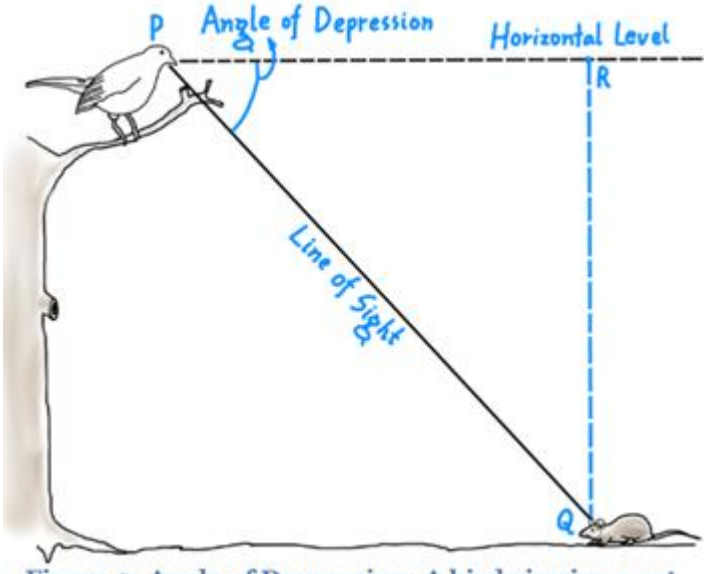


Figure 2: Angle of Depression: A bird viewing a rat

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.

Subject Integration:

- **Geography and Surveying:** Used to determine heights of mountains, rivers, or trees without physically measuring them. It is critical in mapping (cartography) and surveying land for building roads or determining locations.
- **Physics (Mechanics & Waves):** Used for calculating the trajectory of projectiles, such as determining the path of a thrown object or calculating projectile motion. It is fundamental in wave physics to measure sound and light wave lengths, and in seismology to study earthquake waves.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Ms Shweta Mishra 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:

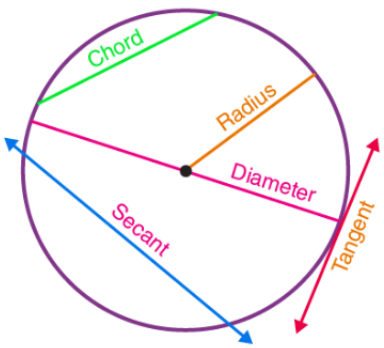
Lab Act –

- 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.

Subject Integration:

Physics:

- **Astronomy:** Planetary orbits and the sizes of celestial bodies like the Sun and Moon are modeled using circular geometry

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Ms Shweta Mishra 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.

Subject Integration:

- **Physics & Engineering:** Calculating circular motion, rotational speed of wheels, area of pipes/tubes (cross-section), and understanding the concepts of orbits.
- **Geography/Environmental Science:** Calculating the area of coverage for irrigation systems, analyzing circular plots of land, and determining the radius of influence of weather radars.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Ms Shweta Mishra 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.

Subject Integration:

Social Studies (Geography & Economics)

Probability helps in analyzing human patterns and environmental risks.

- **Demographics:** Using census data to calculate the probability of specific population trends, such as literacy rates or migration patterns within a region.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Ms Shweta Mishra 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:

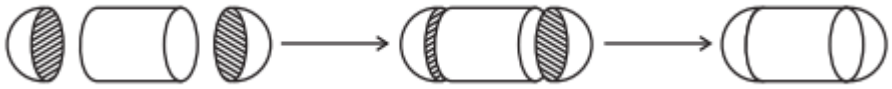
- **Lab Act** – To compare the volumes of a right circular cylinder and a right circular cone of same base radii and same height.

Resources:

- Text book, PPT, Videos, study mantra, state board text book, Reference book.

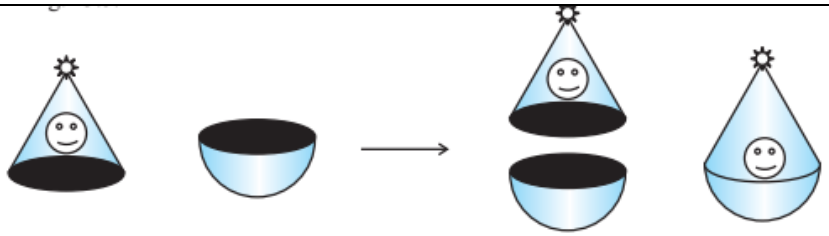
Board work:

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.

Subject Integration:

Chemistry (Reaction Rates and Capacity)

- Surface Area to Volume Ratio: This explains why powdered chemicals react faster than solid chunks. A smaller particle size increases the total Surface Area, providing more "collision sites" for a reaction while the total Volume remains constant.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan 2026-27

Teacher's Name: Ms Shweta Mishra 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.

$$\text{Class mark} = \frac{\text{Upper class limit} + \text{Lower class limit}}{2}$$

$$\text{Mode} = l + \left(\frac{f_1 - f_0}{2f_1 - f_0 - f_2} \right) \times h$$

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.

Subject Integration:

Integration with Social Science (Geography & Economics)

Statistics is the backbone of social sciences for identifying trends and making demographic projections.

- **Geography:** Students use **measures of central tendency** (Mean, Median, Mode) to analyze climatic data, such as average monthly rainfall or temperature variations across different regions.
- **Economics:** Analysis of **cumulative frequency curves (Ogives)** helps in understanding the distribution of wealth, poverty lines, and Consumer Price Indices (CPI).

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name – Ms. Meetali Berry **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 with the 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 2026-27

Teacher's Name – Ms. Meetali Berry **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 2026-27

Teacher's Name – Ms. Meetali Berry **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 2026-27

Teacher's Name – Ms. Meetali Berry **Grade - X**

Subject - German **Month –Sept., October**

Topic – L9: Deine Hilfe zählt **No. of Periods - 25**

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 2026-27

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

Subjects Integrated:

- History – Reference to The Death of Socrates (connection with the hemlock tree and symbolism of death and suffering)
- Environmental Studies – Understanding trees (hemlock), birds (crow), and the role of nature in human life
- Psychology – Exploration of human emotions such as sorrow, depression, hope, and healing
- Art Education – Appreciation of poetic devices like symbolism and imagery; creative interpretation of the poem
- Moral Education / Value Education – Learning how small positive moments can change one’s perspective and bring emotional relief

MIS INTERNATIONAL SCHOOL BALEWADI

Lesson Plan 2026-27

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
Subjects Integrated: Biology – Animal care, veterinary science Moral Education – Responsibility towards pets Psychology – Care and affection

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

Subjects Integrated

- Geography – Natural disasters (hailstorm, agriculture)
- Economics – Rural economy, farming dependency
- Moral Education – Faith, honesty, human values

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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
Subjects Integrated - Science – States of matter (fire/heat vs ice/cold) - Psychology – Human emotions (desire, hatred) - Moral Education – Consequences of emotions

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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

Subjects Integrated

- Moral Education – Trust, honesty
- Psychology – Transformation and guilt
- Economics – Poverty and survival

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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
Subjects Integrated • History – Apartheid system, South African freedom struggle • Political Science – Democracy, equality, constitution • Moral Education – Leadership, forgiveness

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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

Subjects Integrated

- Biology – Wildlife and animal instincts
- Environmental Studies – Conservation
- Moral Education – Freedom vs captivity

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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

Subjects Integrated

- Political Science – Espionage, intelligence systems
- Psychology – Presence of mind
- Literature – Suspense

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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

Subjects Integrated

- Environmental Studies – Nature and its impact
- Psychology – Mood change, healing
- Philosophy – Small moments of joy

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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

Subjects Integrated

Science (Physics) – Flight principles, air pressure

Psychology – Fear, courage, confidence building

Life Skills – Risk-taking and perseverance

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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
Subjects Integrated - Biology – Animal traits - Geography – Habitats - Humor/Literature – Comic tone

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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

Subjects Integrated

- Moral Education – Trust and betrayal
- Psychology – Criminal mindset
- Law – Crime and consequences

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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

Subjects Integrated

- History – World War II, Holocaust
- Psychology – Adolescence, emotional expression
- Social Science – Rights and freedom

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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

Subjects Integrated

- Psychology – Loss and grief
- Economics – Value of money and possessions
- Philosophy – Responsibility

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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
Subjects Integrated • Science – Invisibility (optics concept) • Ethics – Misuse of power • Psychology – Greed

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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

Subjects Integrated

- Psychology – Childhood, parental pressure
- Sociology – Parenting styles
- Life Skills – Freedom and individuality

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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

Subjects Integrated

- Science – Scientific method, curiosity
- Biography – Richard Ebright
- Life Skills – Hard work and perseverance

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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

Subjects Integrated

- Environmental Studies – Deforestation, ecology
- Geography – Urban vs natural environment
- Art – Imagery and symbolism

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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

Subjects Integrated

- Economics – Materialism, debt
- Sociology – Social status
- Moral Education – Contentment

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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

Subjects Integrated

- Geography – Tea plantations, landscapes
- Culture – Indian traditions, diversity
- Economics – Tourism and agriculture

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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

Subjects Integrated

- Geography – Weather phenomena
- Science – Formation of fog
- Literature – Imagery

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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
Subjects Integrated

- Biology – Animal behavior, habitats
- Environmental Studies – Wildlife conservation
- Geography – Rivers and ecosystems

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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

Subjects Integrated

- Moral Education – Courage vs appearance
- Psychology – Fear and bravery
- Literature – Ballad form

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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

Subjects Integrated

- Sociology – Gender inequality, education
- Psychology – Confidence building
- Moral Education – Self-respect

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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
Subjects Integrated

- Mathematics – Distance, fare calculation
- Social Science – Rural-urban differences
- Life Skills – Independence and decision-making

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name - Roopa Rajesh **Grade - 10**

Subject - English **Month - August**

Topic – L10.1 For Anne Gregory(poem)(First flight) **No. of Periods - 3**

Sub - topic:

Specific objective:

To enable the students-

- To compare the natural forests to the artificial ones that man has created inside his house to suit the purpose.
- To imagine the tree as a symbol of mankind
-

Methodology: Explanation method

Class room discussion
Activity Based method

Activities:

Objects have qualities which make them desirable to others. What about people? Do we love others because we like their qualities, whether physical or mental? Or is it possible to love someone for themselves alone? Are some people more lovable than others? Discuss this question in pairs or in groups, considering points like the following. (i) a parent or caregiver's love for a new born baby, for a mentally or physically challenged child, for a clever child or a prodigy (ii) the public's love for a film star, a sportsperson, a politician, or a social worker (iii) your love for a friend, or brother or sister (iv) your love for a pet, and the pet's love for you.

Board work: New words.

Learning outcomes:

Students will be able to:

- To revise about various poetic devices like Imagery, Personification, Simile, Free verse.
- To analyse the strengths and weaknesses in themselves
- To comprehend the poem on a local and global scale

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

Subjects Integrated

- Psychology – Identity and appearance
- Sociology – Beauty standards
- Philosophy – Inner vs outer beauty

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name - Roopa Rajesh **Grade - 10**

Subject - English **Month - November**

Topic – L 10.2 The book that saved the Earth(Footprints without feet)

No. of Periods - 5

Sub - topic:
Specific objective: Students will be able to • To introduce the concept of Aliens, Martians. • To help the students think futuristically. • To introduce the main ideas of a play.
Methodology: Explanation method Class room discussion Activity Based method
Activities: • Recall your understanding of the chapter The Fun They Had', Class 9. What was the theme given in that chapter? Guess the theme of the chapter The Book That Saved the Earth'.
Board work: New words.
Learning outcomes: To enable the students to - • To enable the students to understand the plot and characters and sequence of incidents in the play. • To appreciate the humor in the play. • To enable the students to stage a play.
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
Subjects Integrated - Science – Space, Mars - History – Cold War-like situations

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name - Roopa Rajesh **Grade - 10**

Subject - English **Month - November**

Topic – L 10 The sermon at Benares (First flight)

No. of Periods - 3

Sub - topic:
Specific objective: To enable the students to • have a spiritual outlook. • express themselves in grammatically correct language. • extrapolate from the given text.
Methodology: Explanation method Class room discussion Activity Based method
Activities: • Do you think Buddha's ideas and way of teaching continue to hold meaning for us? Or have we found better ways to deal with grief? Discuss this in groups.
Board work: New words.
Learning outcomes: Students will be able to: • sensitise the students to the fact that death is the ultimate truth in the world. • use new words and phrases in their own language. • know that nothing is permanent.
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

Subjects Integrated

- History – Life of Buddha
- Philosophy – Buddhism, suffering and enlightenment
- Moral Education – Detachment, truth

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name - Roopa Rajesh **Grade - 10**

Subject - English **Month - November**

Topic – The proposal (First flight) **No. of Periods - 3**

Sub - topic:
Specific objective: To enable the students • To help them differentiate between internal and external conflict. • To help them identify the different types of conflict within the story. • To help them articulate the necessity of conflict within the text.
Methodology: Explanation method Class room discussion Activity Based method
Activities: • Can you think of three ill effects that result from anger? • Suggest some ways to avoid losing your temper in such situation. • Are there any benefits from anger?
Board work: New words.
Learning outcomes: Students will be able to: • understand drama as the form of literature. • appreciate the efforts of different writers and their style. • be aware of the Russian Wedding custom and culture • compare the wedding ceremonies of India and Russia.
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

Subjects Integrated

- Economics – Marriage as transaction
- Sociology – Social customs and relationships
- Psychology – Human behavior and conflicts

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Roopa Rajesh **Class:** 10

Subject: English **Topic:** Determiners

No. of Periods-4

Subtopic:

-

Specific objective:

- Students will be able to identify the determiners in a sentence
- Students will be able to write a sentence using the determiners in an appropriate manner.

Methodology: Explanation method
Class room discussion
Activity Based method

Activities:

- Video on determiners usage will be shown

Board work: New words

Learning outcomes:

The students will be able to

- Know that a determiner appears before a noun (and its adjectives) to help us identify which person or thing the sentence is about, or how much or how many of them there are.
- Identify determiners within sentences.
- Use determiners accurately within sentences.

Application: Workbook

ICT Integrated:

- Power Point Presentation, Video

Class assessment/ Recapitulation: Exercises

Homework/ worksheets: Workbook and Exercises
Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name - Roopa Rajesh **Grade - X**

Subject - English **Month - March**

Topic – Modals

No. of Periods - 3

Subtopic:

-

Specific objective:

- Students will give and receive instructions using modals.
- Students will differentiate between the modals used for possibility, obligation, and necessity by identifying these types of modals in the language around them.
- Students will demonstrate an ability to reason deductively using modal forms.

Methodology: Explanation method
Class room discussion
Activity Based method

Activities:

- Conversation practice using modals

Board work: Modals words and their usage

Learning outcomes:

The students will be able to

- understand how to use the modal verbs *must*, *might*, and *can't* to make deductions about the present or the past,
- use the modal verb *can't* to express certainty that something is not possible or was not possible,

• use the modal verb *might* to express uncertainty about something in the past or the present, • use the modal verb *must* to express certainty about something in the past or the present, • understand the difference between the uses of the modal verbs might, must, and can't to express varying degrees of certainty, • understand that can't is the negative form of must as a modal verb of possibility.
Application: Workbook
ICT Integrated: • Power Point Presentation, Video
Class assessment/ Recapitulation: Exercises
Homework/ worksheets: Workbook and Exercises
Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name - Roopa Rajesh **Grade - 10**

Subject - English **Month - March**

Topic – Reported Speech **No. of Periods - 3**

Subtopic:

-

Specific objective:

Students will be able

- define 'indirect or reported speech' explain when indirect speech would be used.
- convert direct speech to indirect speech in different tenses.
- use reported speech correctly in oral discussions.

Methodology: Explanation method

Class room discussion

Activity Based method

Activities:

- Conversation practice using modals

Board work: Reported speech rules and their usage

Learning outcomes:

The students will be able to

- Form statements in indirect speech.
- Recognize the differences between direct and indirect speech.
- define direct speech and indirect speech

- distinguish between direct and indirect speech
- list the rules for converting direct speech to indirect speech and vice versa

Application: Workbook
ICT Integrated: • Power Point Presentation, Video
Class assessment/ Recapitulation: Exercises
Homework/ worksheets: Workbook and Exercises
Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name - Roopa Rajesh **Grade - 10**

Subject - English **Month - March**

Topic – Subject Verb Agreement **No. of Periods - 3**

Subtopic:

-

Specific objective:

- Students will learn the most common rules for subject / verb agreement.
- Students will learn to identify proper and improper subject / verb agreement in their own and peer writing.
- Students will be able to create their own sentences using proper subject / verb agreement.

Methodology: Explanation method
Class room discussion
Activity Based method

Activities:

- Conversation practice using modals

Board work: Subject Verb agreement rules and their usage

Learning outcomes:

The students will be able to

- explain the rules for subject-verb agreement
- identify and correct errors in subject-verb agreement

Application: Workbook

ICT Integrated: • Power Point Presentation, Video
Class assessment/ Recapitulation: Exercises
Homework/ worksheets: Workbook and Exercises
Reference: Textbook

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

Teacher's Name - Roopa Rajesh **Grade - 10**

Subject - English **Month - March**

Topic – Tenses **No. of Periods - 3**

Subtopic:

-

Specific objective:

- Students will be able to identify the verb and tense in a sentence
- Students will be able to write a sentence using the past, present, or future tense.

Methodology: Explanation method

Class room discussion
Activity Based method

Activities:

- Exercises on tenses will be done

Board work: New words

Learning outcomes:

The students will be able to

- Use present, past, and future tenses with appropriate time markers
- understand that verbs change form depending on their relationship to time.
- recognize the past, present, and future tenses of regular and irregular verbs.

Application: Workbook

ICT Integrated: • Power Point Presentation, Video
Class assessment/ Recapitulation: Exercises
Homework/ worksheets: Workbook and Exercises
Reference: Textbook

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name: Ms. Sonali Mandlik Class: 10
Subject: AI
Topic: Communication Skills-II
No. of periods: 4

Subtopic:

- Methods of Communication.
- Verbal Communication.
- Non-verbal Communication.
- Principles of Effective communication.
- Communication Cycle and Importance of Feedback.
- Barriers to Effective Communication.
- Writing Skills – Part of Speech.
- 7C's Effective Communication

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.

- **Introduction to Communication and its Types**
  • Understand the importance and purpose of communication
  • Identify various modes of human communication
- **Verbal Communication – Oral and Written**
  - Understand verbal communication in oral and written forms
  - Recognise the role of language in communication
- **Components and Effectiveness of Verbal Communication**
  - Identify elements that make verbal communication effective
  - Understand the importance of vocabulary and listening
- **Practical Application and Review**

Period 2: Students demonstrate different types of communication

- Introduction to Communication and Verbal Communication

Period 3: The teacher asks a few questions related to the previous weeks classes and then she continues the class.

- Introduction to Communication Barriers.
- Factors Causing Communication Barriers
- Measures to Overcome Communication Barriers

The exercise at the back of the textbook is done.

Period 4: Factors Affecting Communication
The 7C's of Communication
Advantages of Effective Communication and Recap
Period 5: Teacher will start class with Understanding Sentences and Phrases

Types and Forms of Sentences, Parts of a Sentence and Sentence Formation Techniques, Parts of Speech and Articles, Paragraph Writing and Practice: Teacher will explain about paragraph construction.

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 and 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
- Write a paragraph on "The importance of sentence clarityin communication."
- Rearranging words to form meaningful sentences
- Technology integration: Interactive quiz using Kahootor Quizizz

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 2026-27

Teacher's Name: Ms. Sonali Mandlik Class: 10
Subject: AI Topic: Self-management Skills-II
No. of periods: 8

Subtopic:

- Stress Management
- Strength and Weakness Analysis
- Self-Motivation
- Self-Regulation
- Ability to work independently

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
- Peer discussion on which skills students already possess
- Self-evaluation on strengths and areas to improve
- Break a long-term goal into small achievable steps

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)
- Understand the meaning and importance of working independently
- Understand types of motivation
- Learn goal-setting and self-regulation techniques

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(2026-2027)

Teacher's Name: Ms. Sonali Mandlik Class: 10
Subject: AI

Topic: Unit 3: Information and Communication Technology Skills-II

No. of periods: 4

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 (2026-27)

Teacher's Name: Ms. Sonali Mandlik Class: 10
Subject: AI
Topic: Unit 4: Entrepreneurial Skills-II
No. of periods: 8

Subtopic:

- ENTREPRENEUR AND ENTREPRENEURSHIP
- Who is Entrepreneurship?
- SUSTAINABLE DEVELOPMENT
- Entrepreneurship and society
- Myths and Career in Entrepreneurship
- Functions of an Entrepreneur
- Need and Importance of Entrepreneurship

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
- Identify economic and social benefits 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
- Group discussion: "Is entrepreneurship better than a job?"

- Pair work: Match benefits with real-life entrepreneurial activities

Learning outcomes:

Students understand

- Identify various types of business activities
- List the characteristics of successful entrepreneur
- Debunk common myths about entrepreneurship.
- How entrepreneurs contribute to national development.

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.
3. Write a short paragraph on what an entrepreneur means to you.
4. Name any one Indian entrepreneur and their contribution.

Homework/ worksheets: Yes

Reference: Google, Internet:

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name: Ms. Soali Mandlik Class: 10
Subject: AI
Topic:Unit - 5 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 between society and environment, ecosystem and factors causing imbalance .
- Know about environment protection an dconservation
- Understand the meaning and evolution of sustainablebdevelopment
- Identify the importance of balancing nature and development

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: Sustainable Development Goals (SDGs)

Period 6:Problems and Solutions Related to Sustainable Development

Period 7: Principles and Importance of Sustainable Development

Period 8: 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.

- Class discussion on how daily choices affect the environment.
- Debate on “Is development possible without harming the environment?”
- Create posters on principles of sustainable development.
- Group activity: Assign 4 SDGs and ask students to suggest local actions for each

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.
2. List any two Sustainable Development Goals.
3. Explain one way students can contribute to SDGs.

Homework/ worksheets: Yes

Reference: Google, Internet:

MIS INTERNATIONAL SCHOOL,Balewadi

Lesson Plan (2026-27)

Teacher's Name: Ms. Sonali Mandlik Class: 10
Subject: AI
Topic: Part B:
Unit 1:INTRODUCTION TO AI
No. of periods: 15

Subtopic:

- AI Project Cycle
- Introduction to AI Domains
- Ethical frameworks of AI

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
- Understand the phases of an AI project cycle
- Analyse problems using the 4Ws (Who, What, Where, Why) framework
- Understand how systems interact within a problem
- Understand sources and methods for collecting AI data
- Identify practical applications of Data Science.
- Identify common applications of NLP.
- Reinforce understanding of all three AI domains.
- Apply knowledge through critical thinking and reflection.

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

Period 1: Teacher will explain to children about Introduction to AI Project Cycle and Problem Scoping.

Period 2: Teacher will revise the concept taught in previous clas. And will start explanation on 4Ws Problem Canvas.

Period 3: The teacher asks a few questions related to the previous weeks classes and then she continues the class. New topic will start System Mapping.

Period 4: Data Acquisition and Exploration

Period 5: Modelling and Evaluation. The exercise at the back of the textbook is done.

Period 6: Introduction to AI and Domains Overview

Period 7: Data Science and its Applications.

Period 8: Natural Language Processing (NLP) and Real-Life Examples

Period 9: Recap and Assessment. The exercise at the back of the textbook is done.

Period 10: ETHICAL FRAMEWORKS OF AI

Period 11: Introduction to AI Ethics and AI for Good :

- students will understand the meaning and significance of AI ethics.

• Identify positive applications of AI in real-world scenarios.

Period 12: Learning objective of this topic is: Explain the concept of data privacy and personal data.

• Understand how data is collected and used.

Period 13: AI Bias and Its Impacts

• Understand the causes and effects of AI bias.

• Recognise real-world consequences of biased algorithms.

Period 14: Ethical Frameworks in AI

- Explain different ethical frameworks.
- Apply frameworks to AI-related dilemmas.

Period 15 : Challenges of AI and Student Reflection

• Reflect on the risks, limitations, and ethical concerns of AI.

• Analyze moral dilemmas involving AI.

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?
- Group activity: Fill in the 4Ws for a given scenario
- Students draw a system map for their selected theme
- Data source scavenger hunt (students find authentic data sources)
- Understand how AI models are developed and assessed
- Calculate accuracy using mock data
- Class discussion on how students interact with AI in daily life (e.g., voice assistants, online recommendations)

- Voice-based interaction activity using voice assistants
- **Ethical frameworks of AI :**Group discussion: “How can AI help society?”
- • Group debate: “Should AI replace humans in decision-
- making?”
- • Digital poster creation: “AI with Ethics”
- 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 (2026-27)

Teacher's Name: Ms. Soali Mandlik Class: 10
Subject: AI
Topic:Unit – 2 Advanced Concepts of Modeling in AI
No. of periods: 11

Subtopic:

- Revisiting AI, ML, DL
- Modelling
- Artificial Neural Networks

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

Period 1: Teacher will explain to children about to the meaning and scope of Artificial Intelligence.

• Differentiate between AI, ML, and DL.

Period 2: Rule-Based and Learning-Based Approaches

- Understand rule-based AI systems.
- Learn the limitations and significance of learning-based models.

Period 3: Supervised Learning :

- Understand the working of supervised learning.
- Differentiate between classification and regression.

Period 4: The teacher asks a few questions related to the previous weeks classes and then she continues the class.

Period 5: ARTIFICIAL NEURAL NETWORKS :

Introduction to Artificial Neural Networks :

- Understand the concept of artificial neural networks (ANNs)

• Recognise the historical background and significance of ANNs

Period 6: Structure and Functioning of a Neuron

- Identify parts of a biological neuron
- Draw parallels between human neurons and ANN nodes

Period 7 : Layers of Neural Networks and Their Roles

- Describe input, hidden, and output layers in an ANN
- Understand the data flow and processing through each layer

Unsupervised Learning: Explore the purpose of unsupervised learning.

• Understand clustering and dimensionality reduction.

Reinforcement Learning and Deep Learning :

- Understand reinforcement learning through real-life examples.
- Learn the concept and applications of deep learning.

The exercise at the back of the textbook is done.

Period 8: Learning in Neural Networks

- Explain how neural networks learn using backpropagation
- Understand the training process in ANNs

Period 9 : Applications and AI Decision-Making

- Identify real-world applications of ANNs
- Analyse how AI makes decisions based on data

Period 10: Self-Assessment and Group discussion

Period 11: 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:

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.

- Class discussion on how daily choices affect the environment.
- Debate on “Is development possible without harming the environment?”
- Create posters on principles of sustainable development.
- Group activity: Assign 4 SDGs and ask students to suggest local actions for each

Learning outcomes:

Students understand

- To familiarize students with supervised, unsupervised and reinforcement learning based approach.
- To Introduce students to the neural network.

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

Extra questions/ Class assessment/ Recapitulation :

Class assessment

1. Differentiate between AI, ML, and DL.

2. What is Data?

3. What do you mean by Features? What are Labels?

4. What do you mean by a testing data set?

Extra questions

5. What is Clustering?
6. Difference between Clustering and Classification
7. What is Neural Network? How does AI make a Decision?

Homework/ worksheets: Yes

Reference: Google, Internet:

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name: Ms. Sonali Mandlik Class: 10
Subject: AI
Topic: Unit – 3 Evaluating Models
No. of periods: 10

Subtopic:

- Importance of model Evaluation
- Splitting the training set data for evaluation.
- Accuracy and Error
- Evaluation metrices for classification
- Ethical concerns around model evaluation.

Specific objective:

To make students learn about

1. To introduce students to the common metrics used to evaluate AI models
2. To familiarize students with deriving and calculating the evaluation metrics
3. To enable students to recognize the most suitable evaluation metric for a given application.

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

Period 1: Teacher will explain to children about to Introduction to Model Evaluation and Train-Test Split :

- Understand the need for evaluating AI models
- Learn the concept of overfitting and underfitting
- Understand the train-test split method

Period 2: Teacher will explain to children about Accuracy and Error: Define accuracy and error

• Calculate accuracy and error using formulae

Period 3: Students will share their view on Confusion Matrix and Classification Metrics

- Understand true positives, false positives, true negatives, and false negatives
- Learn the structure and interpretation of a confusion matrix

Period 4: The teacher asks a few questions related to the previous weeks classes and then she continues the class. Precision, Recall and F1 Score.

- Learn how to calculate precision, recall and F1 score
- Understand when to use each metric appropriately

Period 5: Ethics in Model Evaluation and Recap.

The exercise at the back of the textbook is done.

Period 6: Understanding Data and Its Types:

- Define data and identify its types.
- Understand the importance of data in everyday life.

Period 7: Data vs Information

Period 8 : Applications of Data Science and Statistical Data

• Identify various fields where data science is used

• Understand the role of statistical data in real-world decision making

Period 9: Data Mining and Orange Data Mining Tool

• Explain the concept and techniques of data mining

• Understand the workflow in the Orange tool

Period 10: No-Code and Low-Code AI Platforms + Ethical Use of Data

• Describe the difference between no-code and low-code AI tools

• Identify ethical considerations in data use

Period 11 : The exercise at the back of the textbook is done.

Self-Assessment and Group discussion

Activities:

Activity:

- Group debate on “Is targeted advertising ethical?”
  - Solve an AI prediction table to compute accuracy and error
  - Calculate precision, recall and F1 score using confusion matrix
  - Simulate a simple Orange workflow on paper using flow diagrams
  - Classify a set of objects using clustering techniques on paper
  - Students create a mind map showing data science in different sectors
  - Split a sample dataset in groups (manually or using a spreadsheet)

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

- Calculate the F1 score if precision and recall are both 0.8.
- Draw a confusion matrix and label TP, TN, FP, FN.
- Calculate the error rate if a model made 80 out of 100 correct predictions.
- Explain why using training data for testing is not recommended.

Homework/ worksheets: Yes
Reference: Google, Internet:

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name: Ms. Soali Mandlik Class: 10
Subject: AI
Topic:Unit – 4 Statistical data
No. of periods: 10

Subtopic:

- Introduction and No code AI Tool
- Statistical data: Use case walk through

Specific objective:

To make students learn about

- Understand the meaning of No-Code AI and the need of it.
- Understand the difference between No-Code and Low-Code.
- What are some no-code tools used for the statistical dataset?
- How is the AI project cycle different for No-Code AI?

1. To introduce students to the common metrics used to evaluate AI models
2. To familiarize students with deriving and calculating the evaluation metrics
3. To enable students to recognize the most suitable evaluation metric for a given application.

Period 1: Understanding Data and Its Types:

- Define data and identify its types.
- Understand the importance of data in everyday life.

Period 2: Data vs Information

Period 3 : Applications of Data Science and Statistical Data

• Identify various fields where data science is used

• Understand the role of statistical data in real-world decision making

Period 4: Data Mining and Orange Data Mining Tool

• Explain the concept and techniques of data mining

• Understand the workflow in the Orange tool

Period 5: No-Code and Low-Code AI Platforms + Ethical Use of Data

• Describe the difference between no-code and low-code AI tools

Period 6: Introduction to Statistics and Central Tendency

• Understand the importance of statistics in AI and data interpretation

• Identify the basic components of statistical analysis

• Define central tendency and its relevance to data

Period 7: Mean and Its Calculation (Ungrouped and Grouped Data)

• Calculate mean for both ungrouped and grouped data

• Interpret the mean in context of real-life problems

Period 8: Median and Mode

• Determine median for both odd and even data sets

• Identify mode and explain when it is appropriate to use

Period 9: Variance and Standard Deviation

• Understand variance and its role in measuring data dispersion

• Calculate standard deviation for a given data set

Period 9: Python Programs and Statistical Analysis Using Technology

• Apply Python to compute mean, median, and mode

• Analyse statistical problems using code

• Connect real-world application of statistics in technology

Activities:

Activity:

- Students run given Python programs and interpret output
- Modify code to calculate variance and standard deviation
- Solve variance using classroom test data
- Use MS Excel to compute variance and standard deviation
- Students identify examples of data collection in their environment
- Class discussion on how statistics help decision making
- Use Google Forms to collect classroom data and visualise results

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

- Define statistics and explain its role in AI.
- Give two examples where central tendency can be applied in real life.
- Calculate the mean of these values: 12, 15, 18, 10, 20.
- Write any two limitations of using mean.
- Explain what a high standard deviation indicates.

Homework/ worksheets: Yes
Reference: Google, Internet:

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name: Ms. Sonali Mandlik Class: 10
Subject: AI
Topic: Unit 5: **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.
- 1. To introduce students to the basic principles and techniques of computer vision.
- 2. To familiarize students with common algorithms and tools used in image processing and analysis.
- 3. To enable students to apply computer vision techniques to solve real-world problems.
  4. To foster critical thinking and problem-solving skills in the domain of computer vision.

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

Period 5: Teacher will explain Computer Vision Tasks and Techniques

- Explore main tasks in Computer Vision
- Understand how classification, detection and segmentation work

Period 6: Image Editing using Convolution and Filters

• Understand the use of convolution in image editing

• Learn how filters are applied and modified

- Fundamentals of NLP and Stages
- Understand the role of NLP in AI

- Explore the stages of NLP
- Types of Chatbots and Keyword Extraction
- Differentiate between script-bots and smart-bots
- • Understand keyword extraction in NLP

Period 7: • Understand the concept of Natural Language Processing.

• Identify the components of NLP such as NLU and NLG.

Period 8: Text Normalisation and Pre-processing Steps

• Learn about text normalisation and its importance.

• Understand the pre-processing steps involved.

Period 9: Stemming, Lemmatisation and Case Conversion

• Understand stemming and lemmatisation techniques.

• Learn about the significance of case conversion.

Period 10: Bag-of-Words Model

• Learn how to represent text using the Bag-of-Words model.

• Understand the purpose of vocabulary building and

document vector creation.

Period 11: TF-IDF and Applications of NLP

• Understand TF-IDF scoring and its calculation.

• Explore practical applications of NLP in real-world contexts.

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
Explore and evaluate an AI chatbot
• Use online tool for keyword extraction from a given text
Load dataset, clean data, and perform sentiment analysis
using Orange
• Observe results in Sentiment Widget and discuss in groups

- Group project: Match application scenarios with the correct sentiment use
- Present a case study from any one industry using sentiment analysis

Learning outcomes:

Students understand

- Introduction

- Concepts of Computer Vision
- OpenCV
- Convolution Operator
- Convolution Neural Network

1. Understand the fundamental concepts and theories underlying computer vision.
2. Implement basic and advanced image processing techniques using programminglanguages such as Python.
3. Apply computer vision techniquesto taskssuch as object detection, image segmentation, and feature extraction.
4. Develop ideas to solve real-world problems leveraging computer vision technologies.

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

Compare a smart-bot with a script-bot in two points

2. Use the Google NLP tool and list any 3 keywords extracted

Homework/ worksheets: Yes

Reference: Google, Internet:

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

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:

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Lesson Plan (2026-27)

Teacher's Name: Ms. Sonali Mandlik 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

3. How many types of communication method?
4. What are the important parts of communication?

Extra questions

2. What are the right methods of communication?

Homework/ worksheets: Yes

Reference: Google, Internet:

INTERNATIONAL SCHOOL,Balewadi

Lesson Plan (2026-27)

Teacher's Name: Ms. Sonali Mandlik 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 (2026-27)

Teacher's Name: Ms. Sonali Mandlik
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

3. **Stress is identified as a condition in which a person is .....**
   A) tensed
   B) worried
   C) relaxed
   D) both (A) and (B)
4. **The internal stress caused by .....**
   A) pent-up worries
   B) laziness
   C) survival stress
   D) experiences

Extra questions

2. Write three steps to manage stress.

Homework/ worksheets: Yes

Reference: Google, Internet:

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name: Ms. Sonali Mandlik
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 (2026-27)

Teacher's Name: Ms. Sonali Mandlik 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

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

Extra questions

5. Explain the concepts of an entrepreneur.
6. Discuss on Corporate entrepreneurship.

Homework/ worksheets: Yes

Reference: Google, Internet:

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name: Ms. Sonali Mandlik 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

2. 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 (2026-27)

Teacher's Name: Ms. Sonali Mandlik 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

7. 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 (2026-27)

Teacher's Name: Ms. Sonali Mandlik 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 possible for computers to comprehend and process human languages. The interaction between computers and human (natural) languages is the focus of artificial intelligence (AI), a subfield of linguistics, computer science, information engineering, and artificial intelligence. This includes learning how to programme computers to process and analyze large amounts of natural 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:

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Lesson Plan (2026-27)

Teacher's Name: Ms. Sonali Mandlik	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:

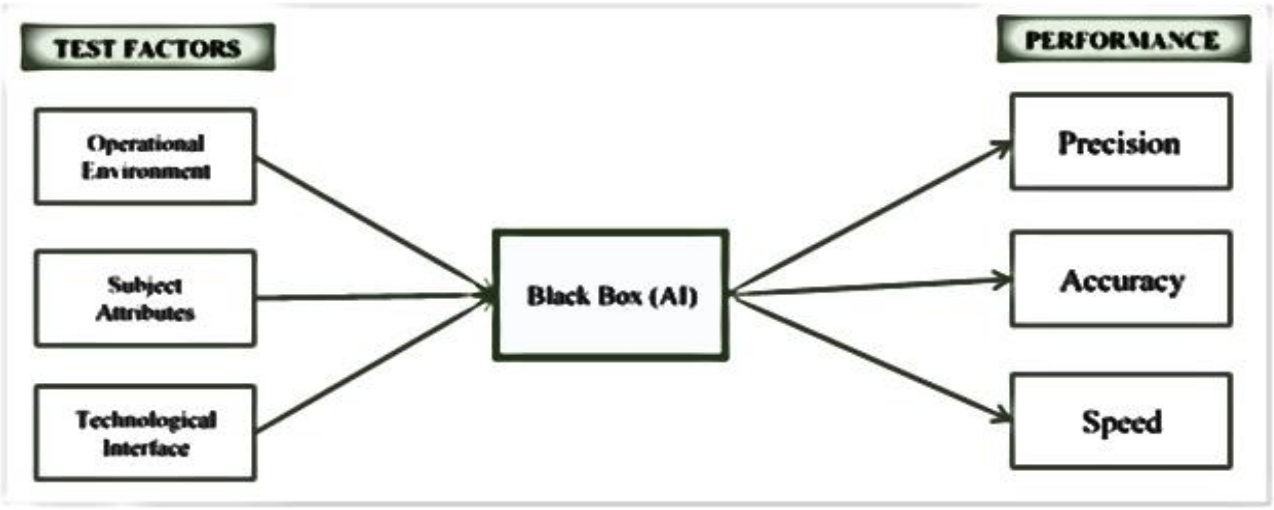
Students understand

- 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 (2026-27)

Teacher's Name: Dr. Jayashri Hampiholi **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.
Subject integrated: अध्यात्म, ईश्वर भक्ति (God Devotion) कबीर निर्गुण भक्ति पर ज़ोर देते हैं **आत्मज्ञान (Self-realization)** वे आत्मा को पहचानने और भीतर झांकने की प्रेरणा देते हैं।
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 (2026-27)

Teacher's Name: Dr. Jayashri Hampiholi **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.
Subject integrated : मनोविज्ञान, इतिहास , भाषा **बड़े भाई साहब' के लिए प्रस्तावित कला एकीकृत विषय (Art Integrated Subjects):** **नाटक/रंगमंच (Performing Arts): कहानी के किसी दृश्य, जैसे- छोटे भाई का खेलना या बड़े भाई द्वारा डांटना, का मंचन (Role Play) करना।** **चित्रकला/स्केचिंग (Visual Arts): दोनों भाइयों के चरित्र-चित्रण (Character Sketch) का पोस्टर या कार्टून बनाना।**
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 (2026-27)

Teacher's Name: Dr. Jayashri Hampiholi **Class:** 10

Subject: Hindi **Month:** June

Topic: २.मीरा -पद **No. of Periods:** 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.

Subject integrated : संगीत (Music - गायन और वाद्य): मीरा के पद मुख्य रूप से गेय (गाने योग्य) हैं। इन्हें शास्त्रीय या सुगम संगीत (भजन) के रूप में गाया जा सकता है। इसमें तानपुरा, तबला, या हारमोनियम जैसे वाद्य यंत्रों का उपयोग किया जा सकता है।
चित्रकला (Painting/Visual Arts): मीरा के पदों में कृष्ण का मनोहर रूप (मोर मुकुट, मुरली, पीतांबर) वर्णित है।

विद्यार्थी इन वर्णनों पर आधारित चित्र, स्केच या लघुचित्र (Miniature paintings) बना सकते हैं।

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 (2026-27)

Teacher's Name: Dr. Jayashri Hampiholi **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 5-5 उदाहरण लिखिए।

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.पी.टी.

Subject integrated : राजनीति विज्ञान , इतिहास

इतिहास (History - स्वतंत्रता संग्राम): 26 जनवरी 1931 को कोलकाता में स्वतंत्रता दिवस मनाने और अंग्रेजों के खिलाफ हुए "ओपन विद्रोह" (ओपन लड़ाई) के ऐतिहासिक परिदृश्य को समझना।

साहित्य और लेखन कला (Literature & Creative Writing): डायरी लेखन विधा (Diary Entry) की बारीकियों को सीखना, व्यक्तिगत भावनाओं और ऐतिहासिक घटनाओं के मिश्रण का अध्ययन करना।

सामाजिक जागरूकता (Social Awareness): पाठ में महिलाओं की भूमिका, जन-जागरूकता और देशप्रेम की भावना को समझना।

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 (2026-27)

Teacher's Name: Dr. Jayashri Hampiholi **Class:** 10

Subject: Hindi

Month: June

Topic: L- 5 स्पर्श पाठ- ३. तताँरा-वामीरो कथा **No. of Period:** 6

Subtopic: पाठ- तताँरा-वामीरो 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.पी.टी.

Subject intergrated: History

1.भूगोल (Geography) - अंडमान और निकोबार का अध्ययन

मानचित्र कार्य: भारत के मानचित्र पर अंडमान और निकोबार द्वीप समूह के छोटे द्वीपों (विशेषकर लिटिल अंडमान और कार निकोबार) की भौगोलिक स्थिति को चिन्हित करना।

भौगोलिक विशेषताएं: इन द्वीपों की जलवायु, वनस्पति और तटीय क्षेत्रों का अध्ययन करना।

2. सामाजिक विज्ञान/इतिहास (Social Science/History) - जनजातीय संस्कृति

जनजातीय अध्ययन: अंडमान और निकोबार की प्रमुख जनजातियों की विशेषताओं, उनकी वेशभूषा, खान-पान और जीवनशैली का अध्ययन।

सामाजिक नियम: लोककथा के माध्यम से रूढ़िवादी सामाजिक नियमों (जैसे दूसरे गाँव में विवाह न होना) पर चर्चा करना।

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 (2026-27)

Teacher's Name: Dr. Jayashri Hampiholi **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। चिंतन-मनन 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 - धन-संपत्ति
अमर्त्य-अंक - देवता की गोद
अपंक - कलंक-रहित

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।

माता-पिता 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.पी.टी.

Subject integrated: adyaatm, history

परोपकार (Altruism): दूसरों के लिए जीना और मरना ही जीवन की सार्थकता है।

उदारता और करुणा: दयालुता और दूसरों के प्रति सहानुभूति रखना ही मनुष्य की पहचान है।

भाईचारा (Vasudhaiva Kutumbakam): पूरी मानवता को एक परिवार मानना और भेदभाव से ऊपर उठना।

अहंकार का त्याग: धन, यश या विद्या के अहंकार से मुक्त होकर जीवन जीना।

निस्वार्थ सेवा: बिना किसी स्वार्थ के परोपकारी कर्म करना, क्योंकि वे ही अमर रहते हैं।

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?

३)व्यक्ति 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 (2026-27)

Teacher's Name: Dr. Jayashri Hampiholi **Class:** 10

Subject: Hindi **Month:** July

Topic: L-7 पाठ -४. तीसरी कसम के शिल्पकार शैलेंद्र **No. of Periods:** 9

Subtopic: पाठ -४. तीसरी कसम के शिल्पकार शैलेंद्र, विज्ञापन लेखन
Specific objective: मनुष्य-मात्र 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 (लेख)की जानकारी देना। 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 में 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
- पी.पी.टी

Subject integrated: history , film

कलात्मक ईमानदारी (Artistic Integrity): शैलेंद्र ने मुनाफा कमाने के लिए नहीं, बल्कि एक सुंदर कृति बनाने के लिए फिल्म बनाई, जिसमें वे अपनी भावनाओं के प्रति ईमानदार रहे।

साहित्य का सिनेमाई रूपांतरण (Adaptation of Literature): फणीश्वर नाथ रेणु की कहानी 'मारे गए गुलफाम' पर आधारित यह फिल्म साहित्य की मार्मिकता को पर्दे पर उतारने का एक सफल प्रयास थी, जिसे 'सैल्यूलाइड पर लिखी कविता' कहा गया है।

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 (2026-27)

Teacher's Name: Dr. Jayashri Hampiholi **Class:** 10

Subject: Hindi **Month:** August

Topic: L-8 पाठ-4. अब कहाँ दूसरों के दुख से दुखी होनेवाले **No. of Periods:** 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.पी.टी.

Subject intergrated: History, Philosophy

पाठ के प्रमुख एकीकृत विषय (Subjects Integrated):

पर्यावरण और जीव विज्ञान (Environmental Studies): लेखक ने समुद्र के सिमटने, पेड़ों की कटाई और पक्षियों के घर छिनने का उदाहरण देकर बढ़ते प्रदूषण और असंतुलन की ओर ध्यान दिलाया है।

मानवीय मूल्य और संवेदनशीलता (Human Values): अतीत में (सुलेमान, शेख अयाज़ के पिता) लोग पशु-पक्षियों के प्रति संवेदनशील थे, जबकि आधुनिक मनुष्य स्वार्थी हो गया है, जो केवल अपने हित की सोचता है।

सामाजिक परिवर्तन (Social Science): संयुक्त परिवारों का एकल परिवारों में बदलना और पुराने संवेदनशीलता वाले समय (पुराने समय) की तुलना आज की भागदौड़ भरी जिंदगी से की गई है।

Extra questions/ Class assessment/ Recapitulation :

१)'डेरा डालने' से आप क्या समझते है? स्पष्ट कीजिए।

२)लेखक की माँ ने पूरे दिन का रोजा क्यों रखा?

३)अरब 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: Dr. Jayashri Hampiholi **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-वेश - प्रकृति का रूप

सहस्र - हजार

दृग-सुमन - पुष्प रूपी आँखे

मद - मस्ती

झाग - फेन

. उच्चाकांक्षा - ऊँचा उठने की कामना

नीरव नभ - शांत आकाश

भूधर - पहाड

सभय - भय के साथ

शाल - एक वृक्ष

जलद-यान - बादल रूपी विमान

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
- माता-पिता 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.पी.टी.

Subjects integrated:

भूगोल (Geography - Mountaineering and Climate): कविता में पर्वतीय प्रदेशों की भौगोलिक विशेषताओं का चित्रण है, जैसे- ऊंचे पहाड़, झरने, झीलें/तालाब, और ऊंचे शाल के वृक्ष। इसमें वर्षा ऋतु (पावस) में पहाड़ों के बदलते दृश्यों का वर्णन किया गया है।
पर्यावरण विज्ञान (Environmental Science - Monsoon & Ecosystem): यह वर्षा ऋतु के मौसम की गतिविधियों को दर्शाती है–बादलों का घुमड़ना, कोहरा, मूसलाधार बारिश, और प्रकृति के बदलते स्वरूप (पल-पल परिवर्तित प्रकृति-वेश) का वैज्ञानिक वर्णन।
कला और चित्रकला (Art - Visual Imagery): कवि ने शब्दों के माध्यम से एक जीवंत दृश्य (Visual Image) प्रस्तुत किया है। इसे "शब्द-चित्र" कहा जा सकता है, जो पाठकों के मन में एक मनोरम दृश्य बनाता है।

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 कौन-कौन 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: Dr. Jayashri Hampiholi **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.पी.टी

Subjects integrated :

Sociology : पारिवारिक और सामाजिक विघटन: कहानी दिखाती है कि कैसे लालच के कारण मानवीय रिश्ते और पारिवारिक मूल्य कमजोर हो रहे हैं।

बुजुर्गों का अकेलापन और शोषण: बुढ़ापे में अपनों की बेरुखी और संपत्ति के लिए अपनों द्वारा ही सताए जाने का मार्मिक चित्रण है।

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 (2026-27)

Teacher's Name: Dr. Jayashri Hampiholi **Class:** 10

Subject: Hindi **Month:** October

Topic: L-11 स्पर्श कविता -५. तोप [कविता] **No. of Periods:** 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.पी.टी.

Subject integrated : History

इतिहास और विरासत (History & Heritage): कविता में 1857 के प्रथम स्वतंत्रता संग्राम के दौरान इस्तेमाल की गई तोप का जिक्र है, जो औपनिवेशिक शासन की दमनकारी नीति का प्रतीक है।

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, Balewadi

Lesson Plan (2026-27)

Teacher's Name: Dr. Jayashri Hampiholi **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 2. झेन 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 'टी-सेरेमनी' 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.पी.टी.

Subject integrated :

आदर्शवाद (Idealism): शुद्ध आदर्शों की तुलना 'शुद्ध सोने' (24 कैरेट) से की गई है, जो कीमती है लेकिन व्यावहारिक जीवन में उपयोग के लिए बहुत नरम (अव्यावहारिक) होता है।

व्यावहारिकता (Practicality): आदर्शों में 'ताँबा' (व्यावहारिकता) मिलाकर 'गिन्नी का सोना' (22 कैरेट) बनाया जाता है, जो ज्यादा मजबूत और उपयोगी होता है।

मानसिक शांति/ध्यान (Mindfulness/Meditation): 'झेन' (बौद्ध दर्शन) के माध्यम से तनावमुक्त रहने की कला को दर्शाया गया है।

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: Dr. Jayashri Hampiholi **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.पी.टी.

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 (2026-27)

Teacher's Name: Dr. Jayashri Hampiholi **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 विचार- अभिव्यक्ति 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
- पी.पी.टी

Subject integrated :

इतिहास (History): यह पाठ 18वीं-19वीं सदी के औपनिवेशिक भारत के दौर को दर्शाता है। इसमें अवध के नवाब वज़ीर अली द्वारा अंग्रेज़ों (कर्नल और लेफ्टिनेंट) के खिलाफ किए गए संघर्ष और बहादुरी का वर्णन है।

देशभक्ति और राष्ट्रवाद (Patriotism): वज़ीर अली एक निडर और देशभक्त पात्र के रूप में उभरते हैं, जो अपनी स्वतंत्रता के लिए अंग्रेज़ों की आँखों में धूल झोंकते हैं।

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: Dr. Jayashri Hampiholi **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|

Subject integrated :

दार्शनिक और आध्यात्मिक सोच (Philosophy & Spirituality): यह पाठ ईश्वर के प्रति अटूट विश्वास सिखाता है, लेकिन यह भी बताता है कि विपत्ति में भी ईश्वर पर संदेह न करें, बल्कि संघर्ष करने का साहस रखें।

मनोविज्ञान और मानसिक दृढ़ता (Psychology & Mental Toughness): 'आत्मत्राण' का अर्थ है - 'स्वयं की रक्षा करना'। यह कविता मानसिक रूप से मजबूत बनने और दुखों से न घबराने का संदेश देती है।

साहित्य और अनुवाद कला (Literature & Translation): मूल रूप से बांग्ला में रचित इस कविता का हिंदी अनुवाद आचार्य हजारीप्रसाद द्विवेदी ने किया है, जो भाषा की भावात्मक अभिव्यक्ति को दर्शाता है।

जीवन कौशल (Life Skills): कविता सिखाती है कि जीवन के दुखों और संघर्षों का सामना धैर्य से करना चाहिए।

Extra questions/ Class assessment/ Recapitulation :

१)आत्मत्राण शीर्षक की सार्थकता स्पष्ट कीजिए।

२)आत्मत्राण 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: Dr. Jayashri Hampiholi **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|

Subject integrated :

सामाजिक विज्ञान / इतिहास (Social Science/History):

युद्ध की पृष्ठभूमि: यह गीत 1962 के भारत-चीन युद्ध की ऐतिहासिक पृष्ठभूमि पर आधारित है।

राष्ट्रीयता और भौगोलिक अखंडता: कविता में भारत की सीमाओं (हिमालय) की रक्षा और उसकी अखंडता को बनाए रखने का विषय शामिल है, जो 'सर हिमालय का हमने न झुकने दिया' पंक्ति से स्पष्ट है।

साहित्य/हिंदी भाषा (Literature/Hindi):

काव्य सौंदर्य और विधा: यह एक ओजपूर्ण गीत है, जिसमें वीर रस की प्रधानता है।

व्याकरण और शब्दकोश: उर्दू शब्दों (फ़िदा, वतन, हवाले, सरहद, बांगपन) के माध्यम से भाषिक समझ।

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: Dr. Jayashri Hampiholi **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।

Subject integrated :

इस पाठ में शामिल मुख्य विषय इस प्रकार हैं:

सांप्रदायिक सौहार्द और भाईचारा (Communal Harmony): कहानी हिंदू (टोपी) और मुसलमान (इफ्फन) परिवारों के बीच की दोस्ती के माध्यम से सांप्रदायिक सौहार्द का संदेश देती है, जो बताते हैं कि दोस्ती में धर्म आड़े नहीं आता।

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 2026-27

Teacher's Name: Ms.Vaishnavi Pandhare **Class**: 10

Subject: Marathi **Month** - April

Topic: १ तू बुद्धी दे **No. of periods**: 1

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.
Subject Integrated: मूल्य शिक्षण

Extra questions/ Class assessment/ Recapitulation:

- प्रार्थना वहीत लिहा.

Homework/ worksheets:

- प्रार्थनेचे वाचन करा.

Reference:

- अक्षरभारती मराठीपाठ्यपुस्तक.

Teacher's Name: Ms.Vaishnavi Pandhare **Class**: 10

Subject: Marathi **Month** - April

Topic: २ संतवाणी **No. of periods**: 8

Subtopic:

- अंकला मी दास तुझा
- 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.

Subject Integrated: -

- इतिहास

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 2026-27

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:

Subject Integrated: -

- मूल्य शिक्षण

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 2026-27

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:

Subject Integrated: -

- मानसशास्त्र

Extra questions/ Class assessment/ Recapitulation: –

- व्याकरण वाक्य व त्याचे प्रकार

Homework/ worksheets: –

• पाठाचे वाचन करा.
Reference: • अक्षरभारती मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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.

ICT Integrated:

Subject Integrated: - मूल्य शिक्षण , संगीत

Extra questions/ Class assessment/ Recapitulation: –

- कवितेच्या ओळी पूर्ण करा.

Homework/ worksheets:

- कवितेचे वाचन करा.

Reference:

- अक्षरभारती मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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: • शब्दार्थ, 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.

ICT Integrated:

Subject Integrated: - आरोग्यशास्त्र

Extra questions/ Class assessment/ Recapitulation: –

- निबंधलेखन
- पत्रलेखन

Homework/ worksheets: –

- पाठाचे वाचन करा.

Reference:

- अक्षरभारती मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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:

- शब्दार्थ, 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.

ICT Integrated:

Subject Integrated: - विज्ञान

Extra questions/ Class assessment/ Recapitulation: –

- निबंधलेखन
- पत्रलेखन

Homework/ worksheets: –

- पाठाचे वाचन करा.

Reference:

- अक्षरभारती मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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: • शब्दार्थ, प्रश्नोत्तरे लेखन, • व्याकरण – उदाहरणे
Learning outcomes: • विद्यार्थीना कोणतेही काम कमी दर्जाचे नसते, कष्टाचे महत्व समजले पाहिजे,
Application: • विद्यार्थीनमध्ये समाजऋण, माणुसकी याचे दर्शन घडते.
ICT Integrated: **Subject Integrated: -** विज्ञान
Extra questions/ Class assessment/ Recapitulation: •
Homework/ worksheets: पाठाचे वाचन करा.
Reference: अक्षरभारती मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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:

Subject Integrated: -

विज्ञान

Extra questions/ Class assessment/ Recapitulation: –

- व्याकरण वाक्य व त्याचे प्रकार
-

Homework/ worksheets: –

- पाठाचे वाचन करा.

Reference:
• अक्षरभारती मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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.

ICT Integrated:

Subject Integrated: - मूल्य शिक्षण

Extra questions/ Class assessment/ Recapitulation: –

- कवितेच्या ओळी पूर्ण करा.

Homework/ worksheets:

- कवितेचे वाचन करा.

Reference:

- अक्षरभारती मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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:

Subject 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 2026-27

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:

Subject 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 2026-27

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:

Subject Integrated: -

- भूगोल

Extra questions/ Class assessment/ Recapitulation: –

- व्याकरण समास व त्याचे प्रकार
-

Homework/ worksheets: –

• पाठाचे वाचन करा.
Reference: • अक्षरभारती मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan 2026-27

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:

Subject Integrated: -

Extra questions/ Class assessment/ Recapitulation: –

- व्याकरण समास व त्याचे प्रकार
-

Homework/ worksheets: –

- पाठाचे वाचन करा.

Reference:

- अक्षरभारती मराठीपाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026 - 27

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

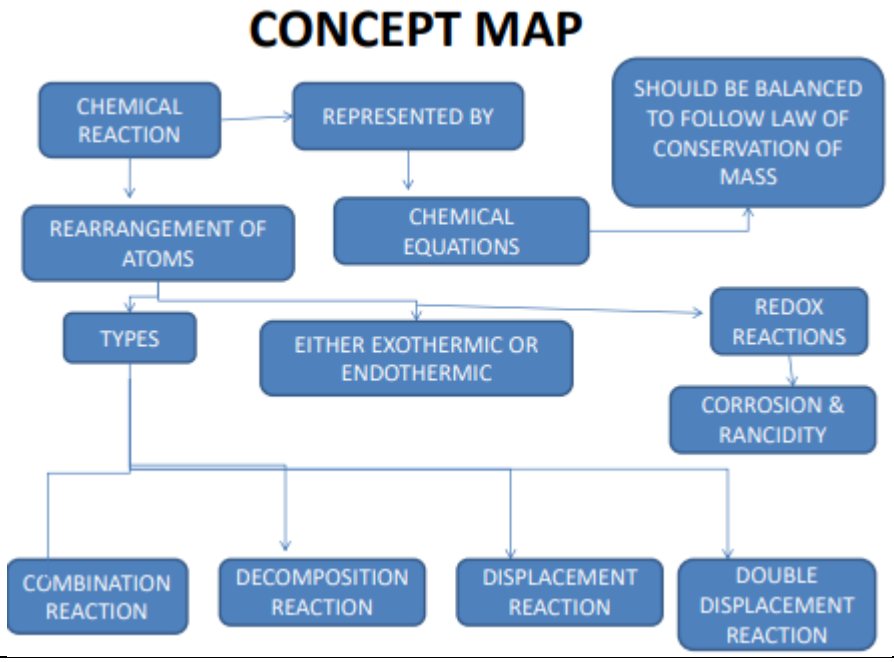
(iii) Iron nails kept in copper sulphate solution

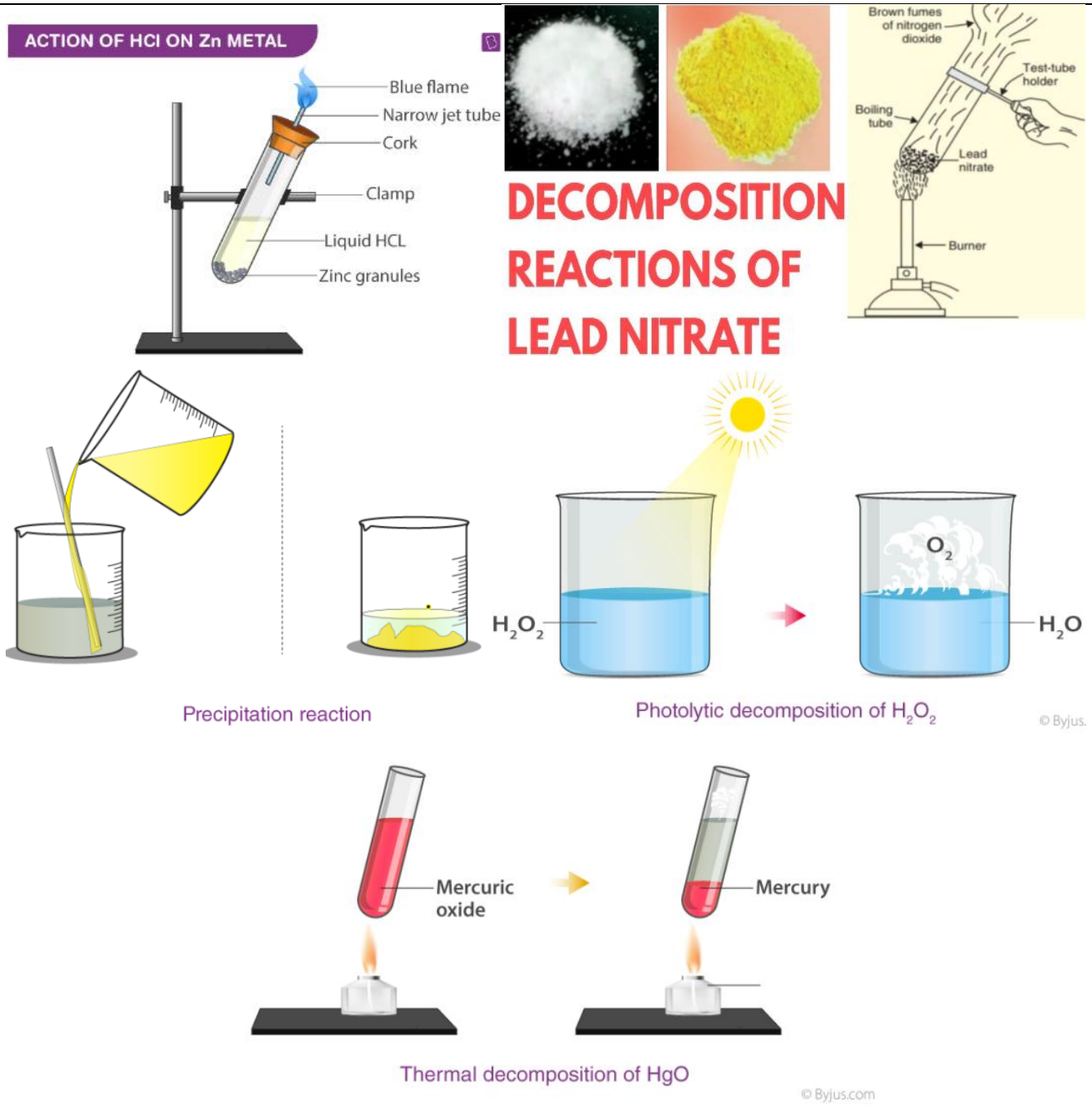
(iv) Reaction between sodium sulphate and barium chloride solutions

Resources:

Textbook, reference book, PPT, mind maps, general teaching tools like white board, marker.

Board work:


CONCEPT MAP
CHEMICAL REACTION
REPRESENTED BY
SHOULD BE BALANCED TO FOLLOW LAW OF CONSERVATION OF MASS
REARRANGEMENT OF ATOMS
CHEMICAL EQUATIONS
TYPES
EITHER EXOTHERMIC OR ENDOTHERMIC
REDOX REACTIONS
CORROSION & RANCIDITY
COMBINATION REACTION
DECOMPOSITION REACTION
DISPLACEMENT REACTION
DOUBLE DISPLACEMENT REACTION



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.

Subject Integration:

- **Integration with Mathematics**
  Chemical reactions and equations are integrated with mathematics through balancing and ratios, with physics through energy changes, with biology through life processes like respiration and photosynthesis, and with environmental science and daily life through corrosion, digestion, and combustion reactions.
- **Integration with Daily Life**
  Everyday applications of reactions:
  Cooking food (chemical changes in heating)
  Milk turning into curd (fermentation)
  Fireworks (oxidation reactions)
  Medicines reacting in the body

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026 - 27

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:

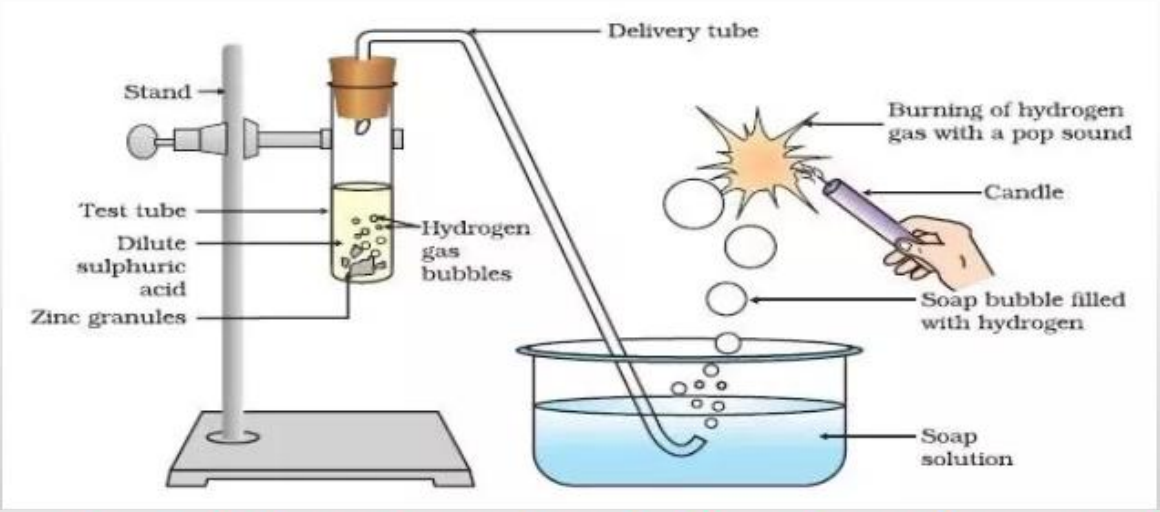
Textbook, reference book, PPT, mind maps, general teaching tools like white board, marker.

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

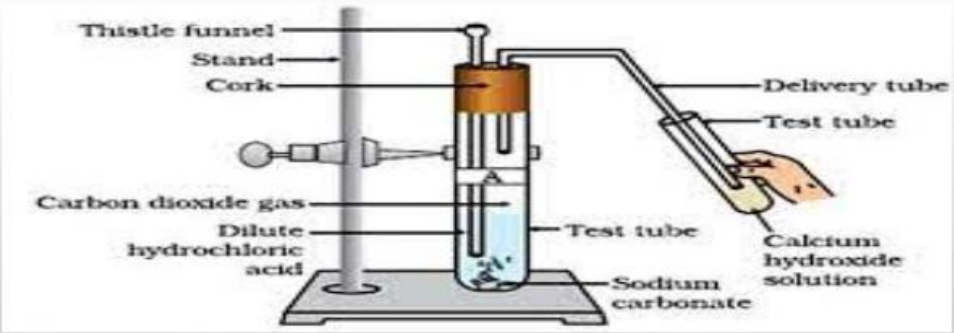
Hydrogen gas burns with a pop sound



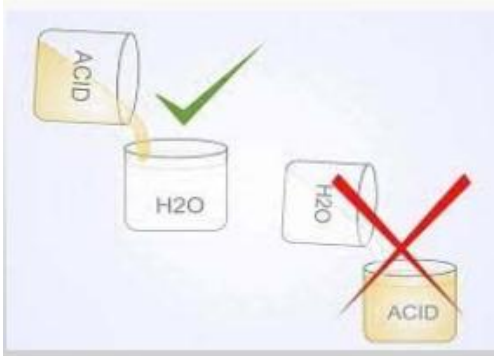
How do metal carbonates & bicarbonates react with acids?

Metal carbonates/Bicarbonates + Acid -----□Salt +Water+ Carbon dioxide

- $Na_2CO_3 + 2HCl$----------□ $2NaCl + H_2O + CO_2$
- $NaHCO_3 + HCl$----------□ $NaCl + H_2O + CO_2$

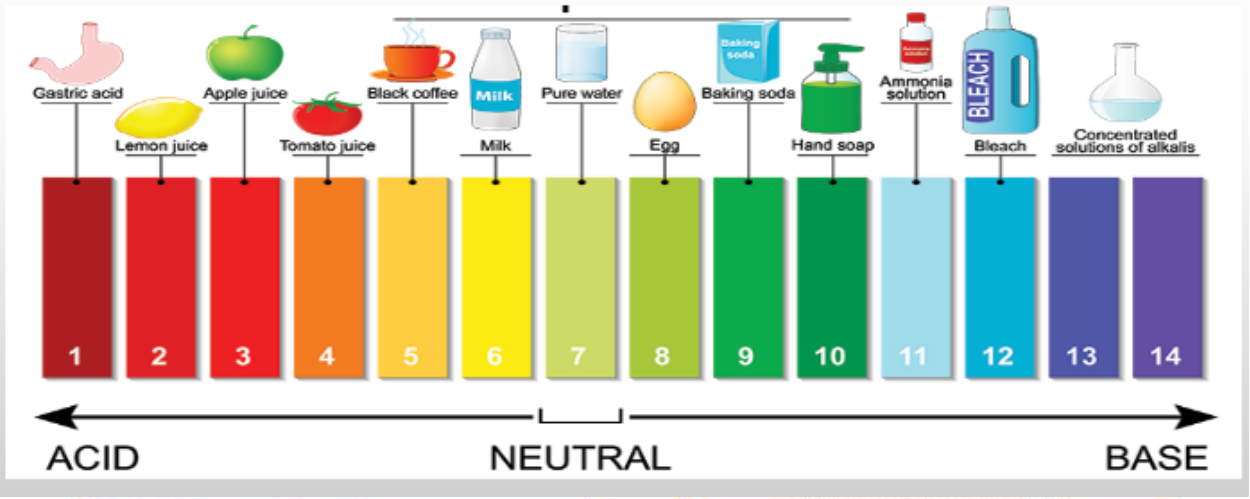


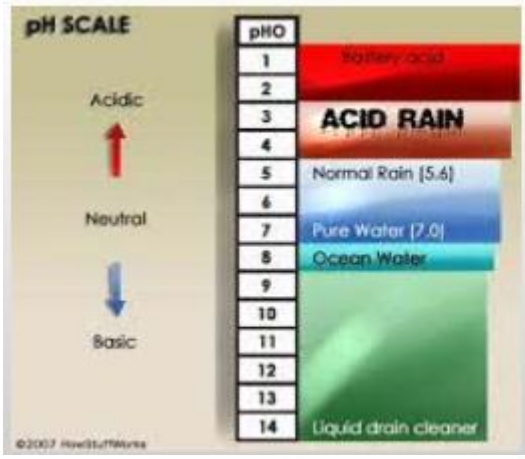
Dilution of acids

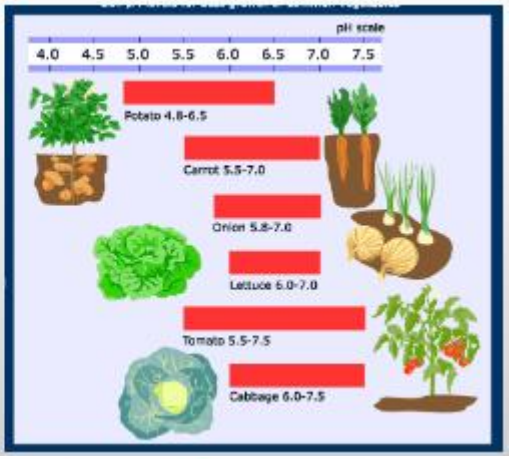


pH scale

- It is a scale for measuring hydrogen ion concentration in a solution



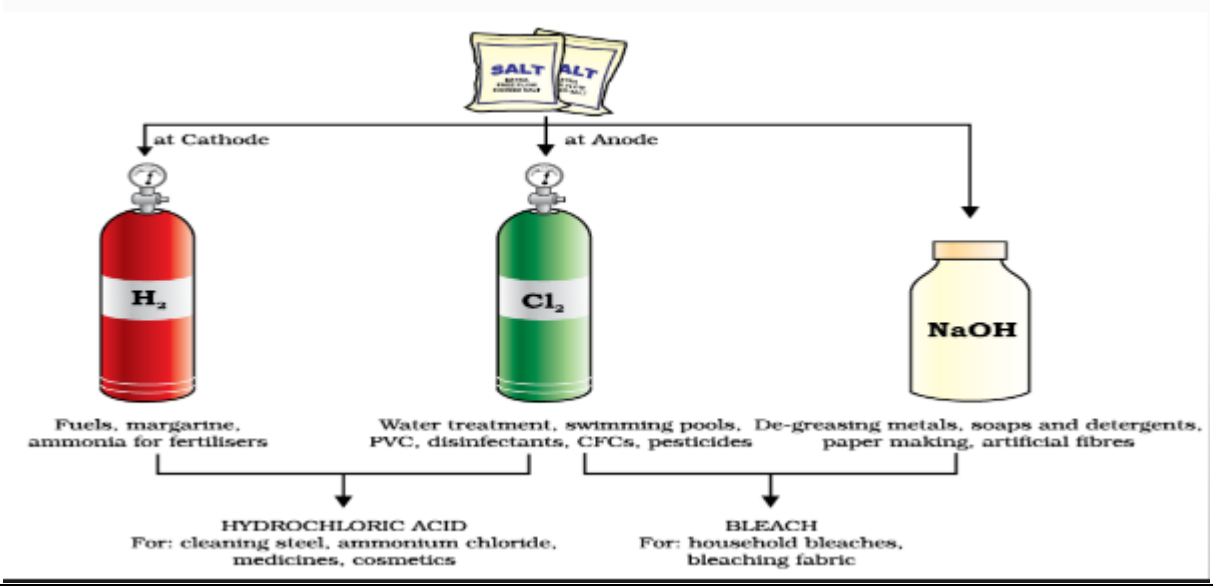




Some naturally occurring acids

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.

Subject Integration:

- Acids, bases and salts are integrated with mathematics through pH and ratios, biology through digestion and body pH control, physics through conductivity and reactions in cells, environmental science through acid rain and soil health, and daily life through cooking, cleaning, and medicines

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026 - 27

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) $Al_2(SO4)_3(aq)$

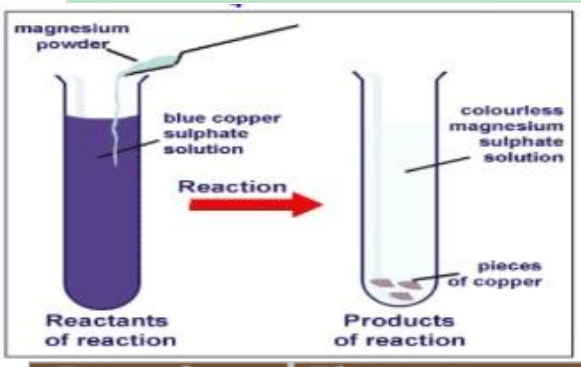
B. Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.

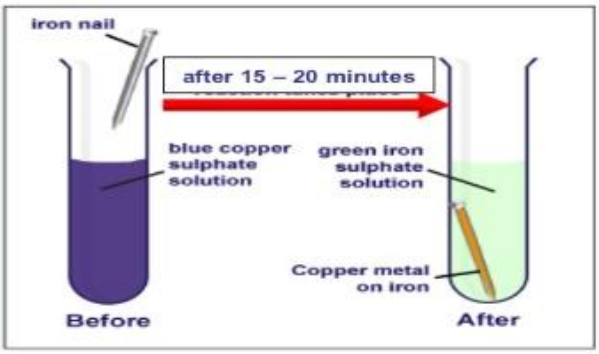
Resources:

Textbook, reference book, PPT, mind maps, general teaching tools like white board, marker.

Board work:

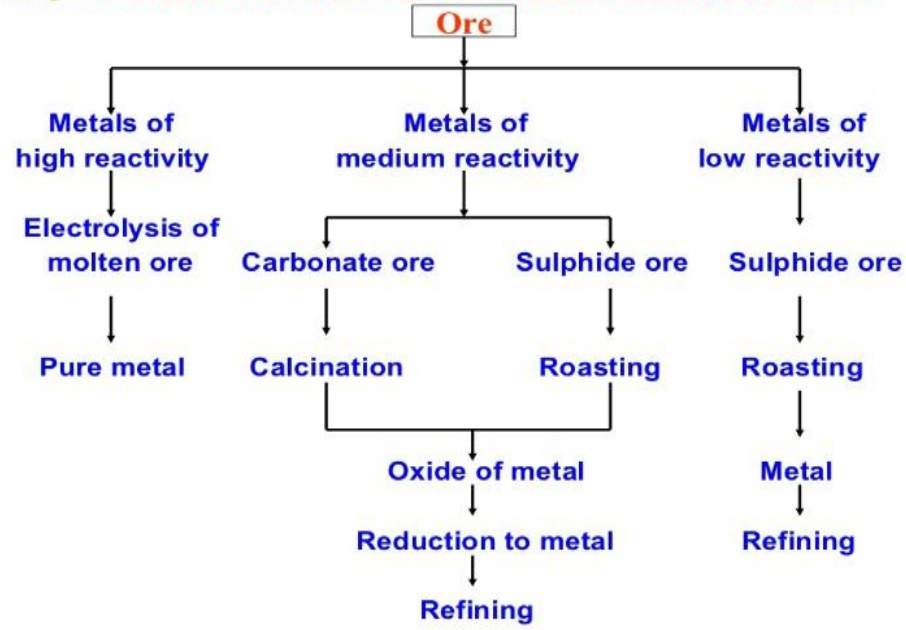
K	Potassium	Most reactive
Na	Sodium	
Ca	Calcium	
Mg	Magnesium	
Al	Aluminium	
Zn	Zinc	Reactivity decreases
Fe	Iron	
Pb	Lead	
H	Hydrogen	
Cu	Copper	
Hg	Mercury	
Ag	Silver	
Au	Gold	Least reactive

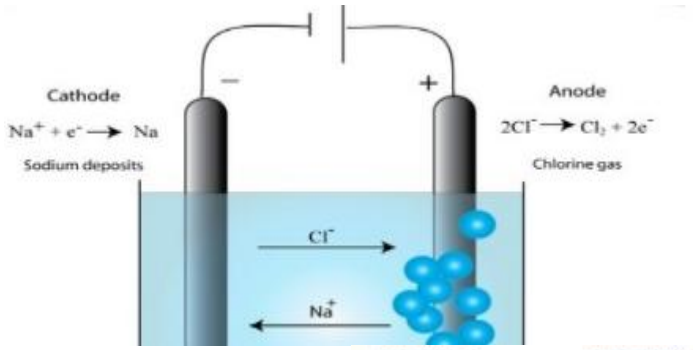


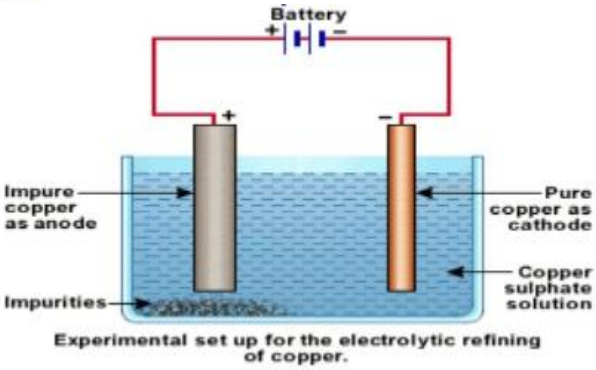


Type of element	Element	Atomic number	Number of electrons in shells			
			K	L	M	N
Noble gases	Helium (He)	2	2			
	Neon (Ne)	10	2	8		
	Argon (Ar)	18	2	8	8	
Metals	Sodium (Na)	11	2	8	1	
	Magnesium (Mg)	12	2	8	2	
	Aluminium (Al)	13	2	8	3	
	Potassium (K)	19	2	8	8	1
	Calcium (Ca)	20	2	8	8	2
Non-metals	Nitrogen (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	

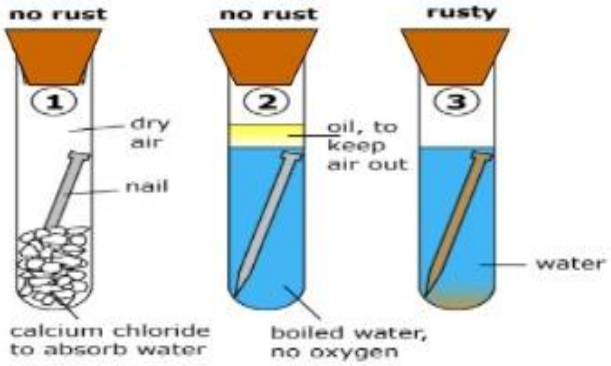
Steps involved in the extraction of metals from their ores :-







Experimental set up for the electrolytic refining of copper.



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.

Subject Integration:

Metals and non-metals are integrated with languages through scientific communication, mathematics through data and composition, physics through conductivity and properties, environmental science through mining and recycling, and daily life through their wide industrial and biological uses.

•**Integration with Environmental Science**

Mining and environmental impact (deforestation, pollution).

Recycling metals to reduce waste and conserve resources.

Use of metals in sustainable technology (solar panels, electric vehicles).logical uses.

•**Diagrammatic Skills:**

Drawing and labeling the diagrams of electrolysis is a core artistic/technical drawing skill taught in this chapter.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026 - 27

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.

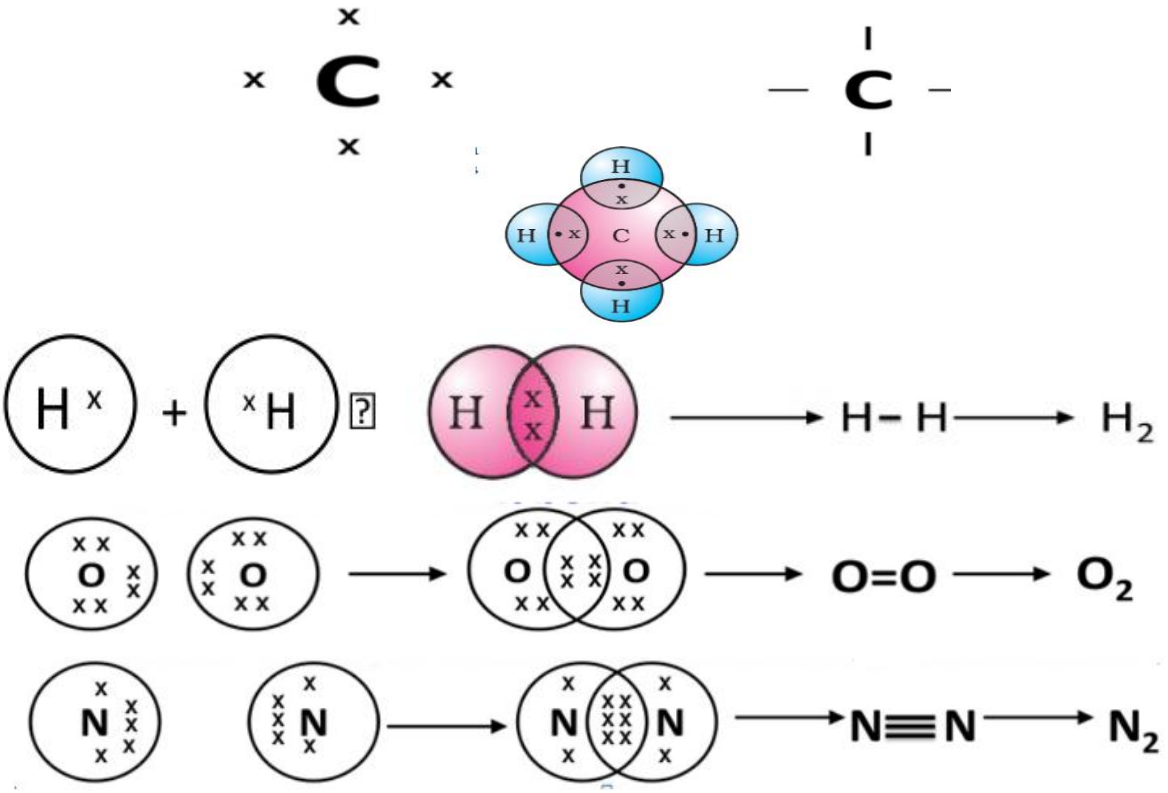
Activities:

Identify and name the functional groups present in the given compounds

Resources:

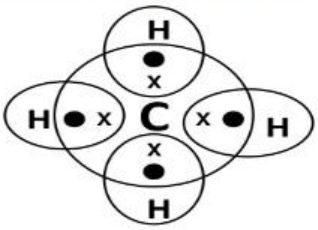
Textbook, reference book, PPT, mind maps, general teaching tools like white board, marker.

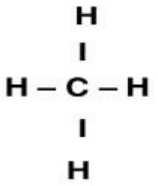
Board work:



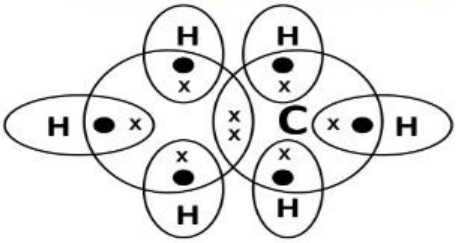
ELECTRON DOT STRUCTURES

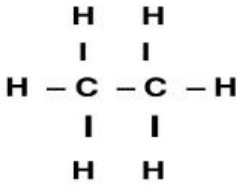
Methane molecule – CH_4

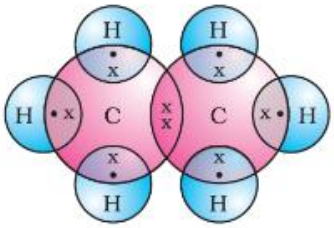




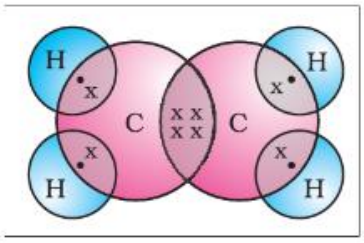
Ethane molecule – C_2H_6



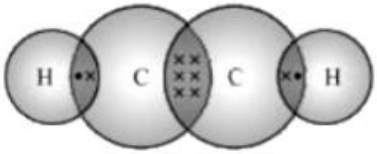




ETHANE

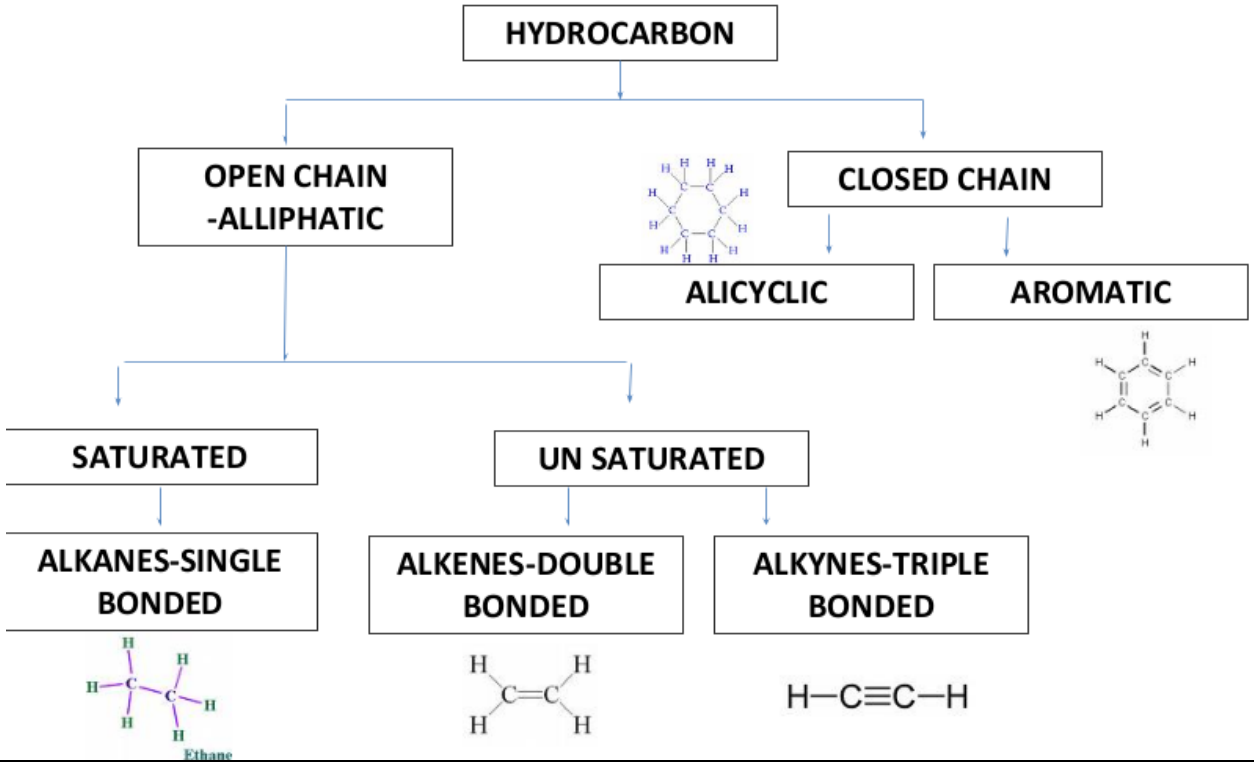


ETHENE



ETHYNE

Classification of Hydrocarbons



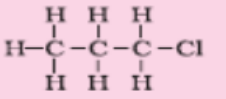
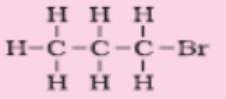
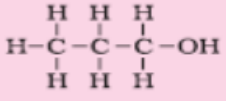
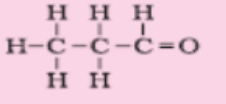
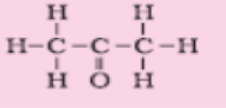
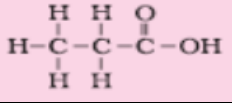
‘Alk ‘ part

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

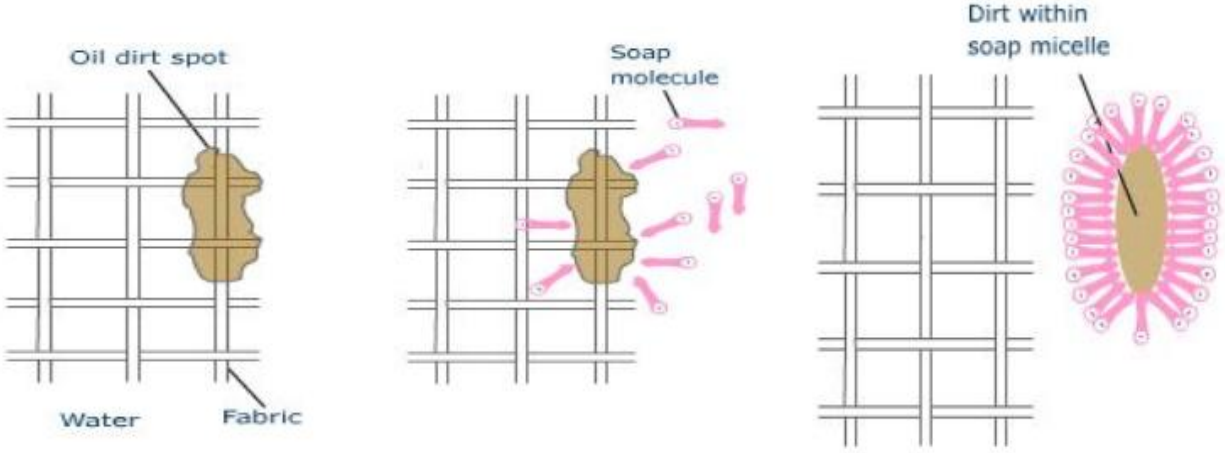
Functional group	Prefix/Suffix	Example
1. Halogen	Prefix-chloro, bromo, etc.	 Chloropropane
		 Bromopropane
2. Alcohol	Suffix - ol	 Propanol
3. Aldehyde	Suffix - al	 Propanal
4. Ketone	Suffix - one	 Propanone
5. Carboxylic acid	Suffix - oic acid	 Propanoic acid

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.

- **Subject Integration:**
- Carbon and its compounds are integrated with languages through scientific expression, mathematics through formulas and calculations, physics through energy and fuel concepts, biology through biomolecules and life processes, environmental science through carbon cycle and pollution, and daily life through fuels, plastics, and useful materials
- **Diagrammatic Skills:**

  Drawing and labeling the diagrams of electrolysis is a core artistic/technical drawing skill taught in this chapter.

- **ICT Integrated:**

  Videos & PowerPoint presentation

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026 - 27

Teacher's Name: Ms. Ashwini Pandhare Class: 10

Subject: Science No. of periods-8

Topic: Chapter 5 - 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.

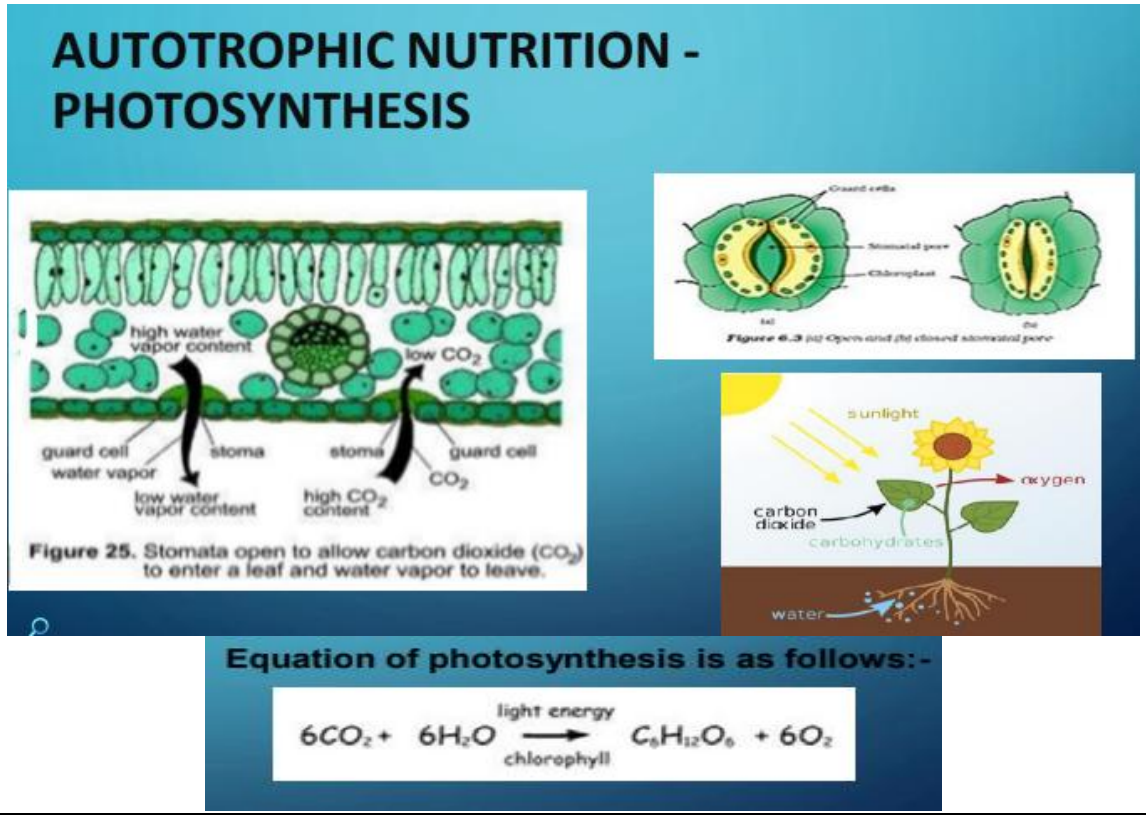
Activities:

Experimentally show that carbon dioxide is given out during respiration

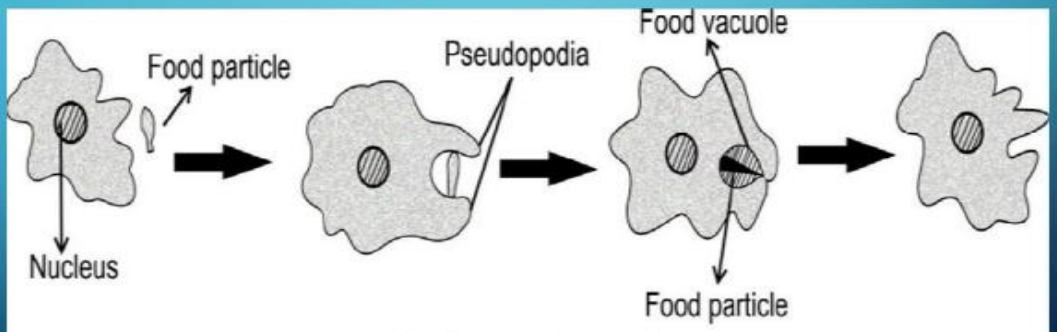
Resources:

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:



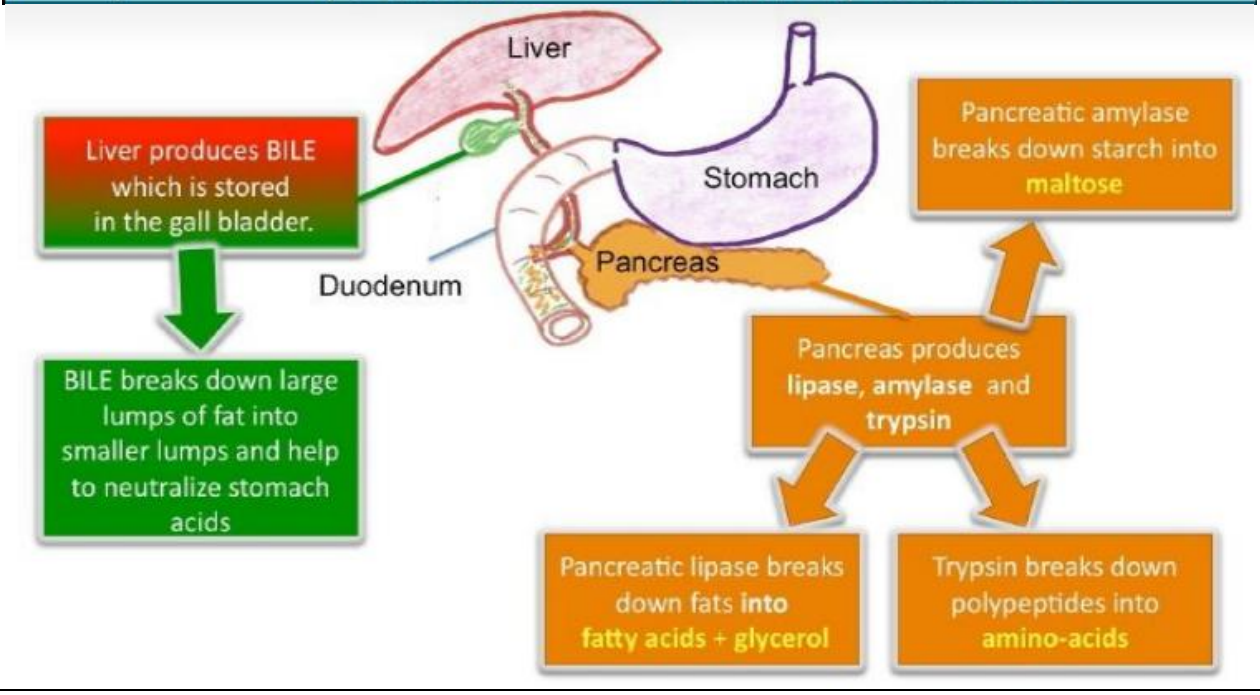
NUTRITION IN ANIMALS



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

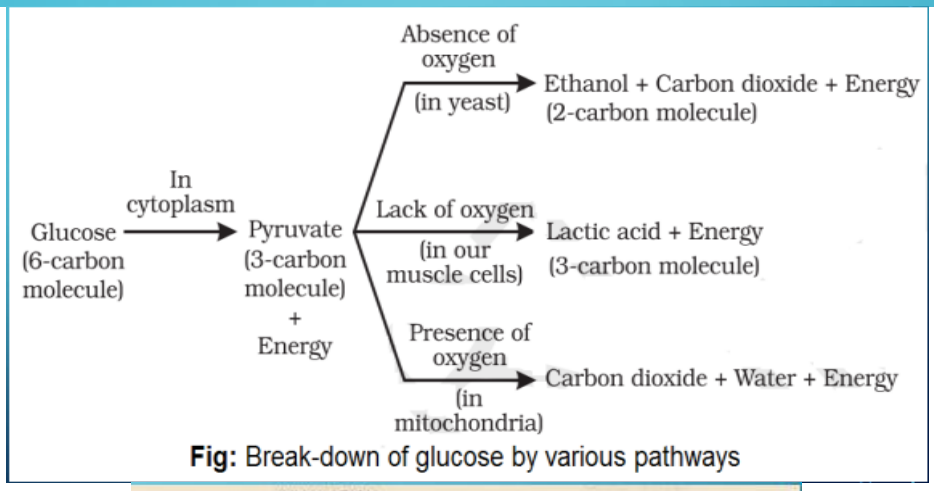
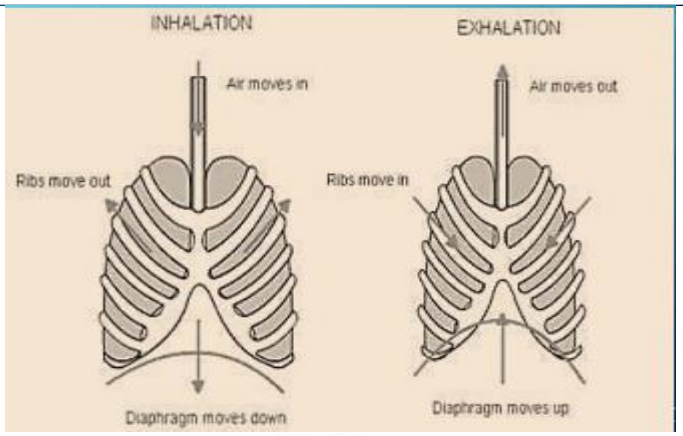
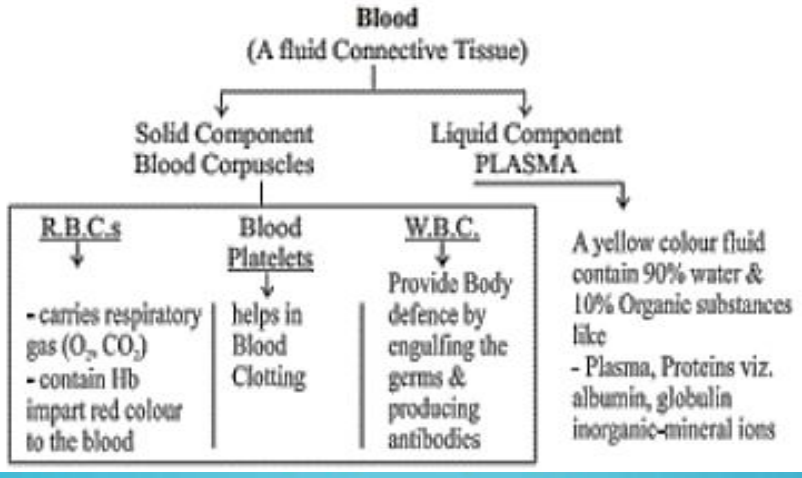
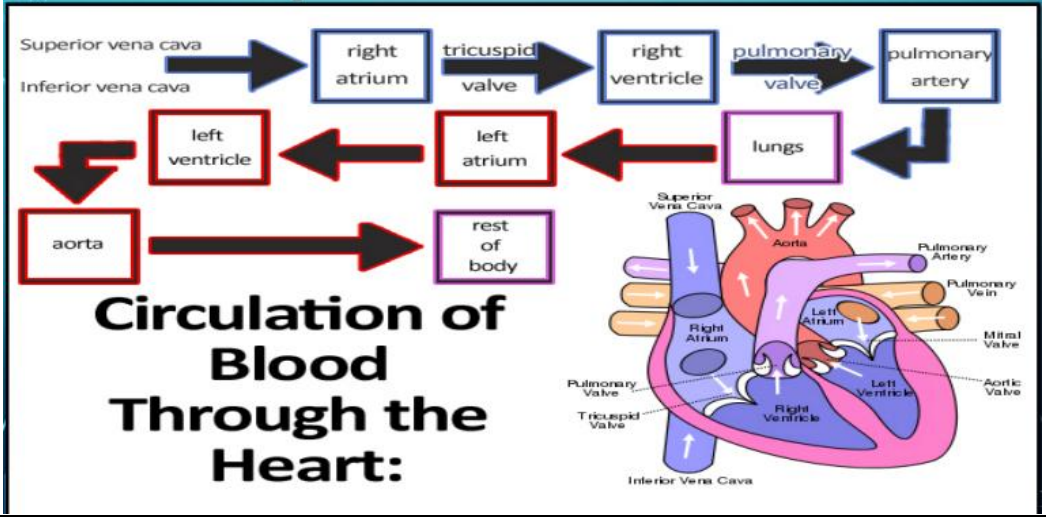


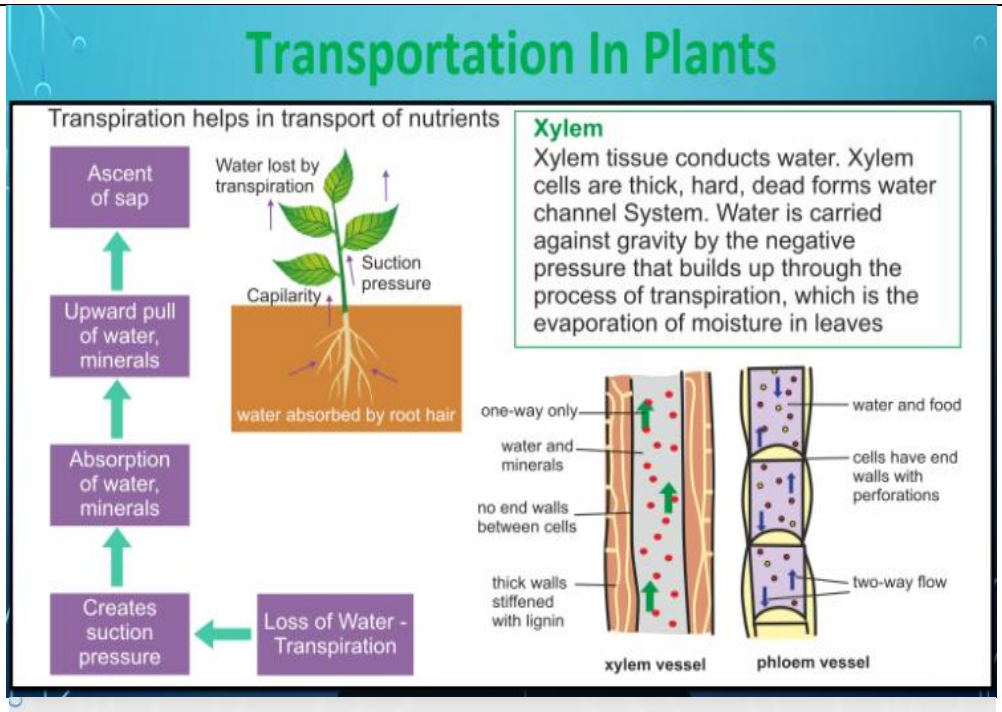
Fig: Break-down of glucose by various pathways

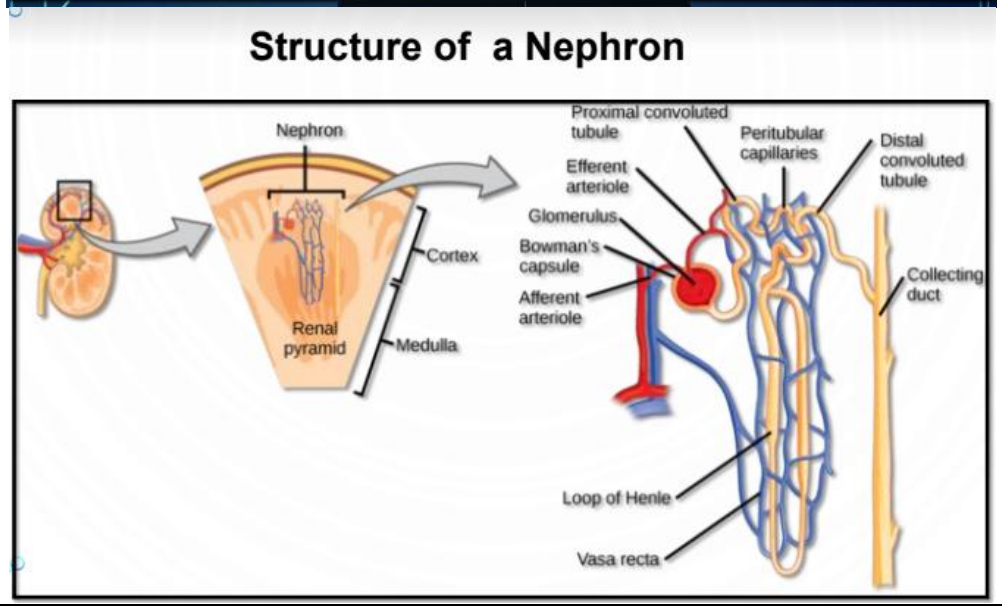




Transportation in Humans







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.

Subject Integration:

Science + Mathematics

Life processes often involve calculations and data.

Examples:

- Nutrition: Calculate daily calorie intake → use percentages, ratios
- Respiration: Graph oxygen consumption vs activity level
- Transportation: Measure heart rate and plot graphs

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026 - 27

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.

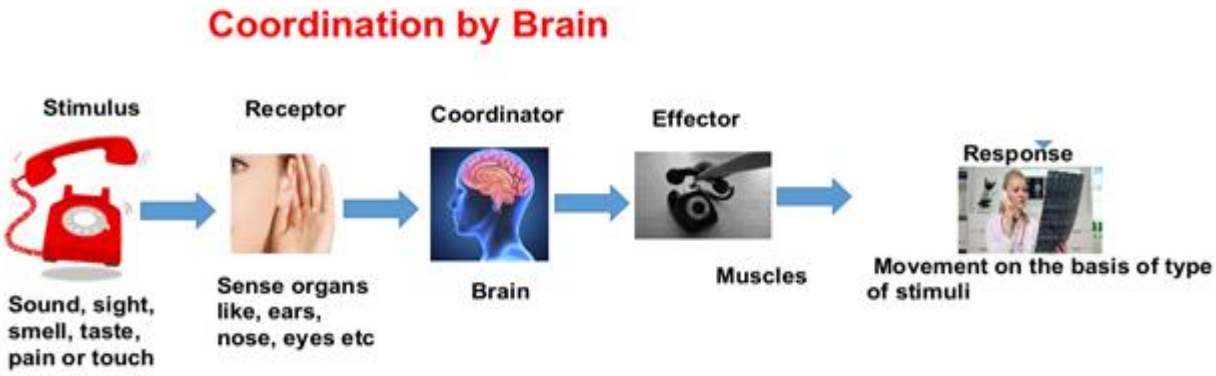
Activities:

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:



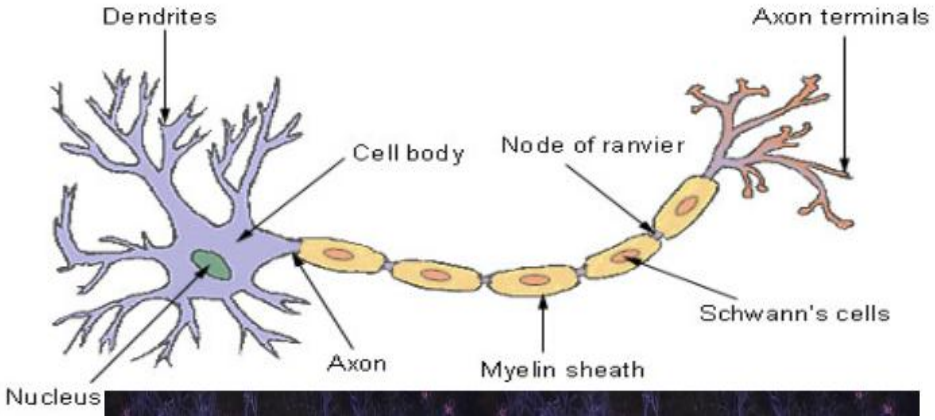
Receptors are Sense Organs

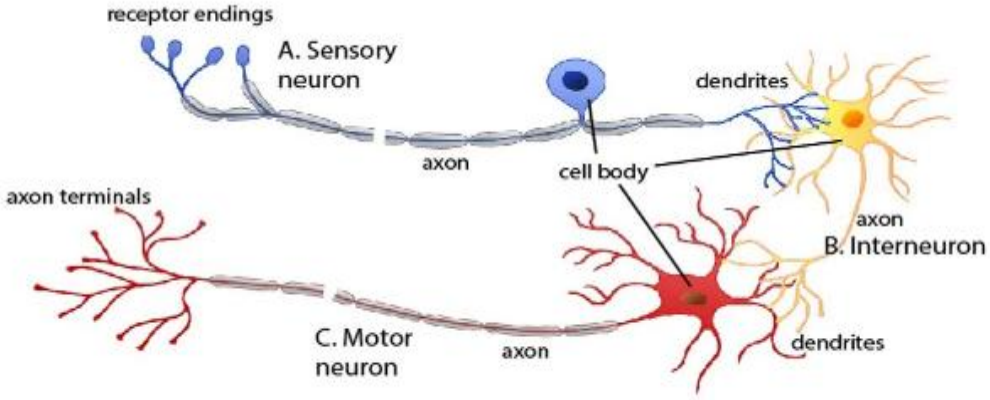
- Pheno-receptor (In Inner Ear) → Functions Hearing/ Balance of the body
- Photo-receptors (In Eyes) → Visual Stimulus
- Thermo-receptors (In Skin) → Pain/Touch Heat
- Olfactory-receptors (In Nose) → Smell Detection
- Gustatory receptors (In Tongue) → Taste Detection

Control and Co-ordination in Animals

- Nervous System
- Endocrine System

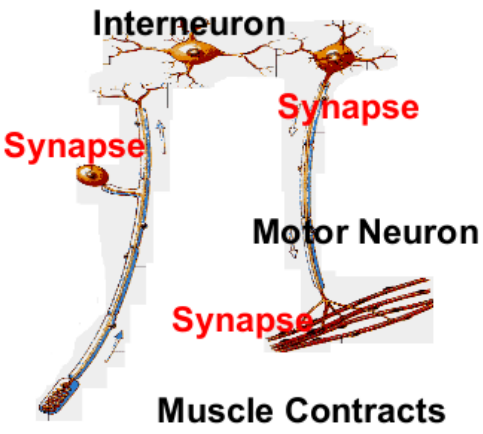
Structure of a Typical Neuron

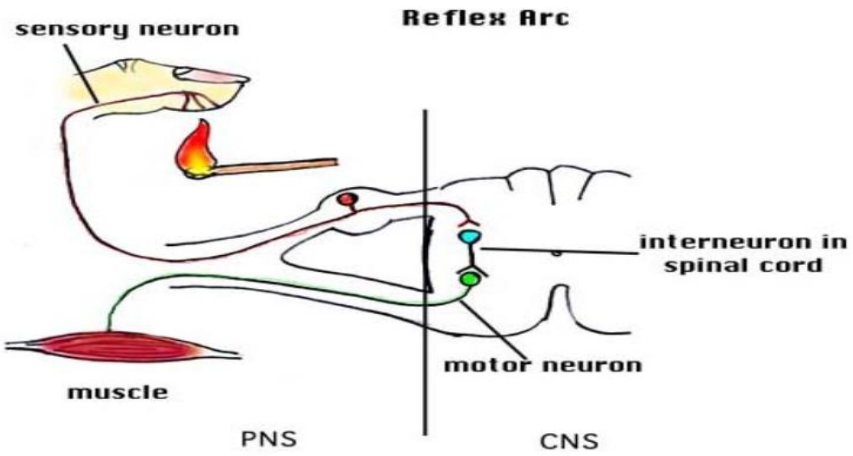


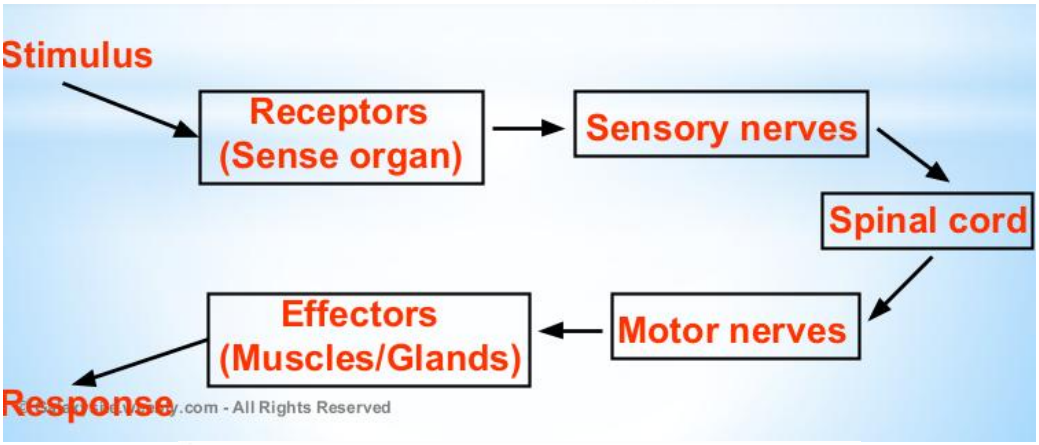


TYPES OF NEURONS

Sensory Neuron → Interneuron → Motor Neuron







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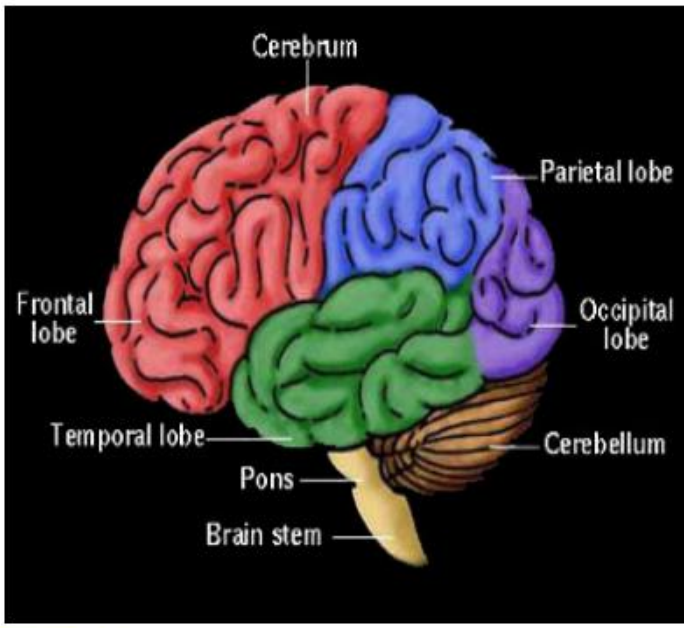
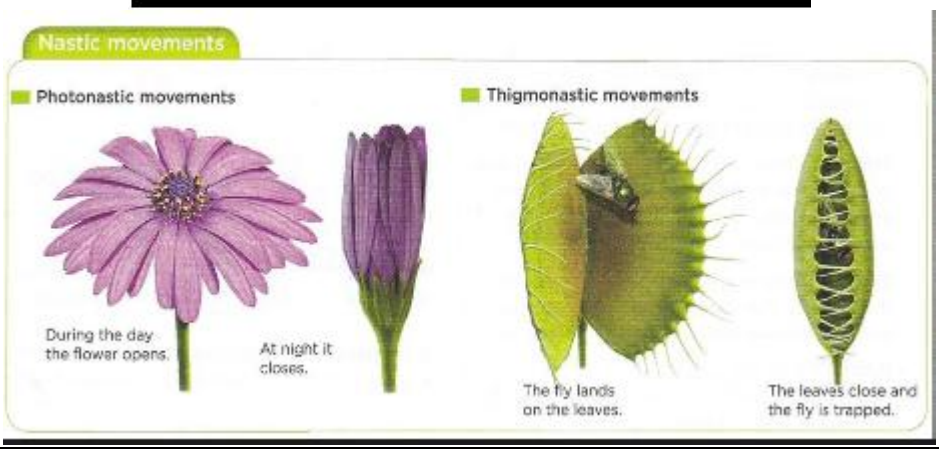
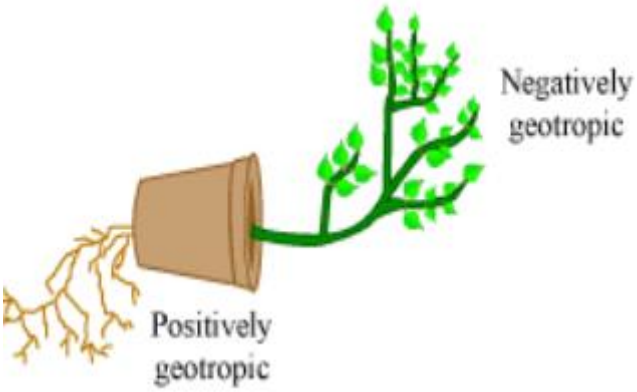
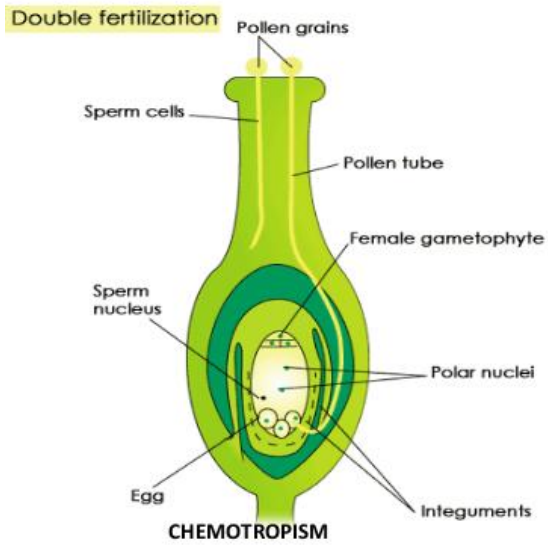
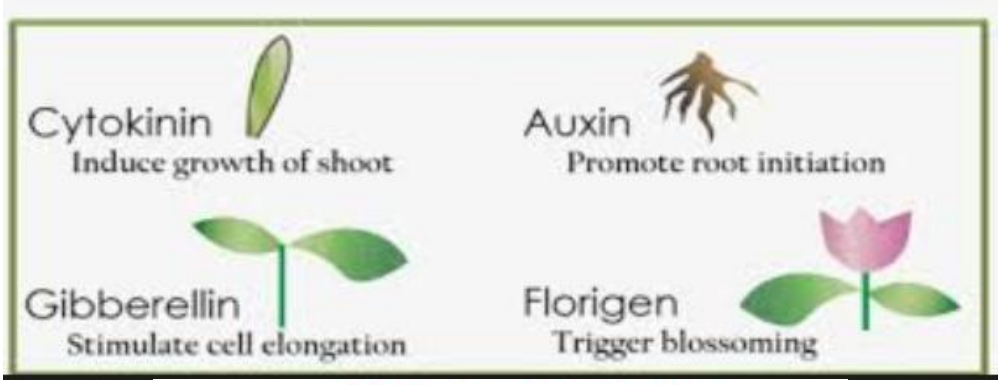




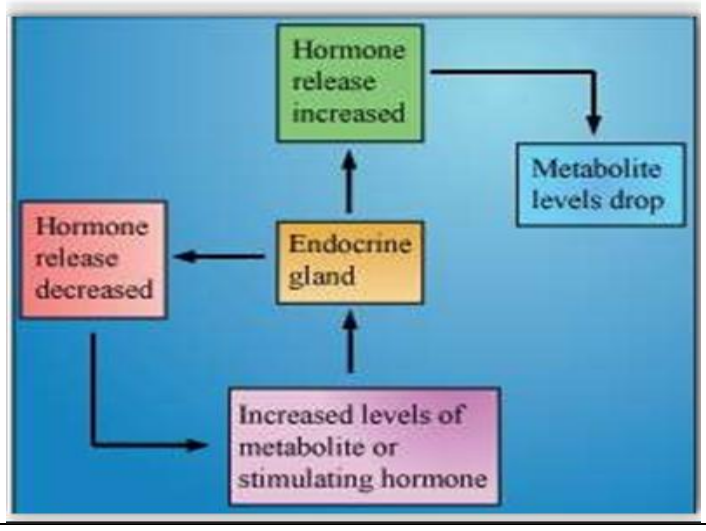




	Germination	Growth to Maturity	Flowering	Fruit Development	Abscission	Seed Dormancy
Gibberellin	✓	✓	✓	✓	✗	✗
Auxin	✗	✓	✓	✓	✗	✗
Cytokinins	✗	✓	✓	✓	✗	✗
Ethylene	✗	✗	✓	✓	✓	✗
Abscisic Acid	✗	✗	✗	✗	✓	✓



Feedback mechanism regulates the action of hormones



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.

Subject Integration:

Science + Social Science

Impact on society and health.

Examples:

- Hormonal disorders (diabetes, thyroid issues)
- Mental health awareness
- Healthcare systems

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026 - 27

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.

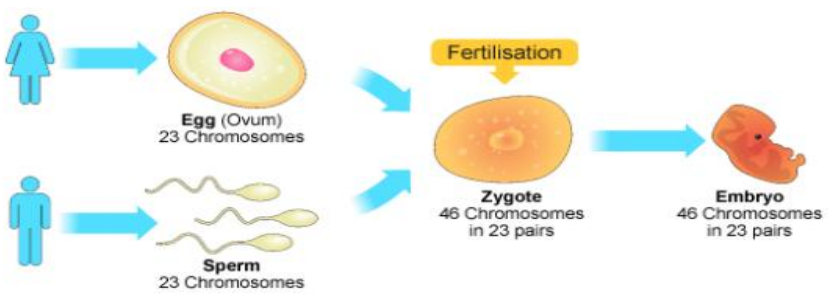
Activities:

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:

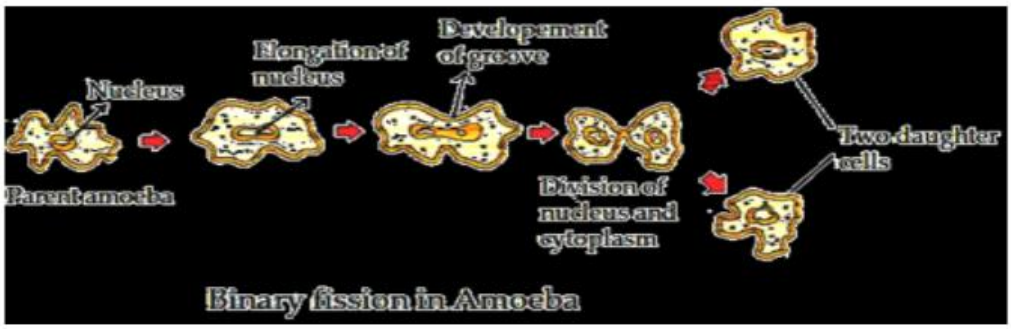


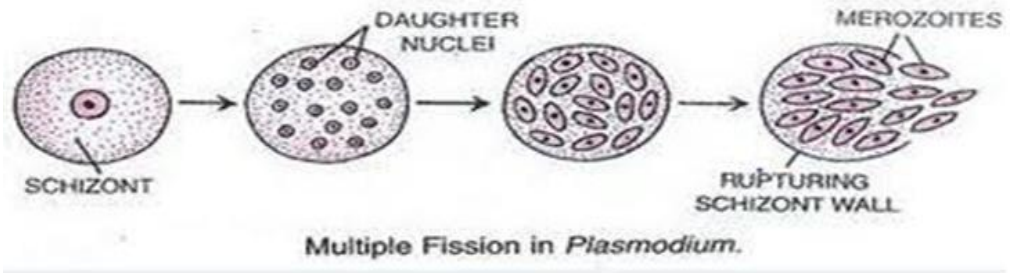
Sexual Reproduction in Flowering Plants

TYPES OF ASEXUAL REPRODUCTION

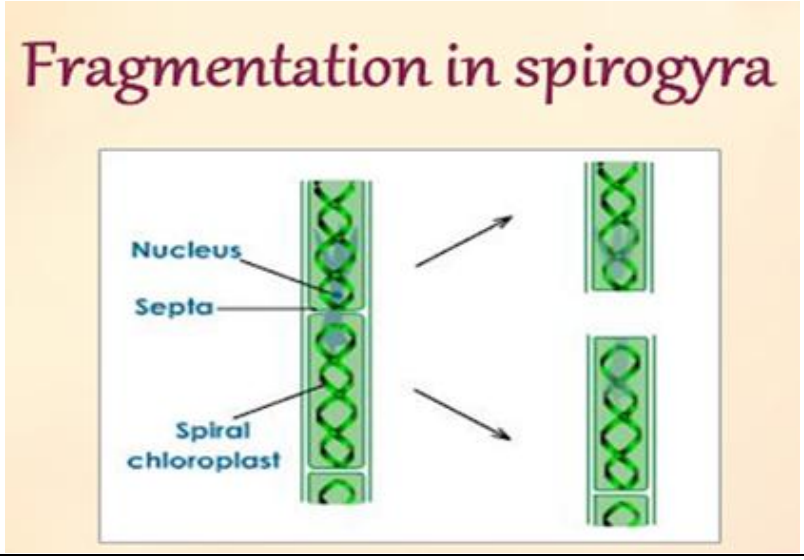
- FISSION
- FRAGMENTATION
- BUDDING
- VEGETATIVE PROPAGATION
- SPORE FORMNATION

BINARY FISSION IN AMOEBA





Multiple Fission in *Plasmodium*.



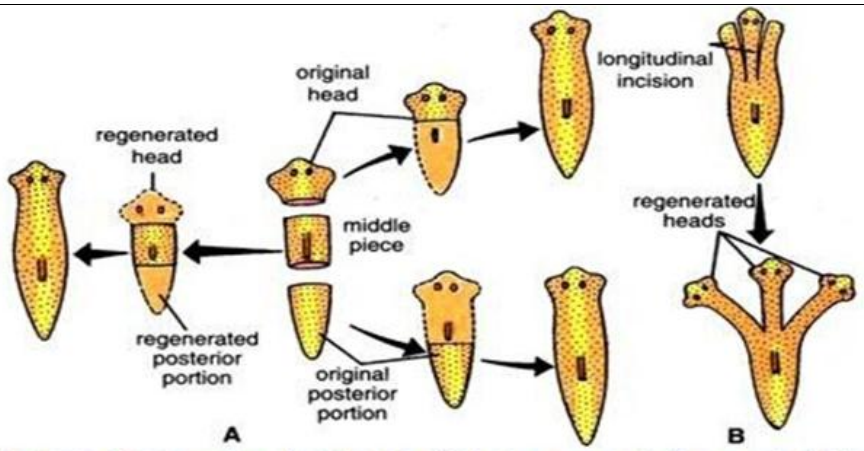


Fig. 39.17. *Dugesia*. Regeneration. A—Three individuals regenerate from an individual cut into three parts; B—Formation of a heteromorph with three heads.

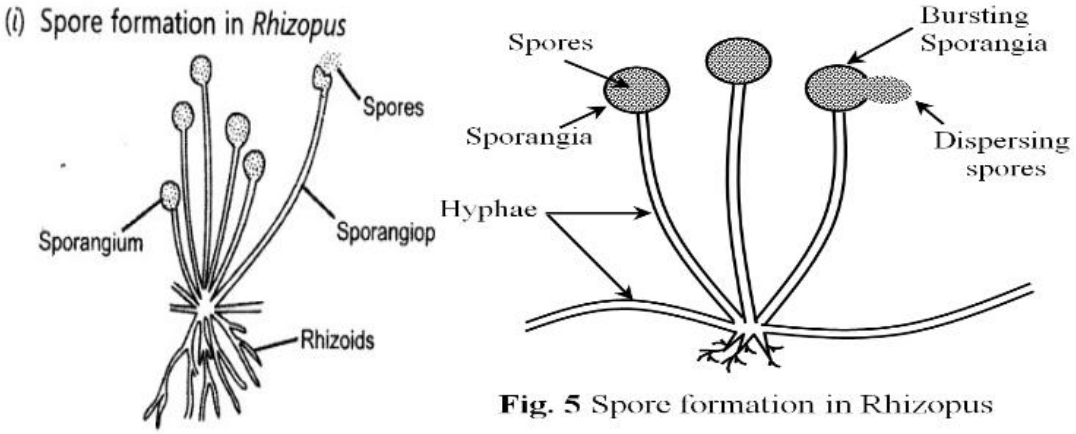
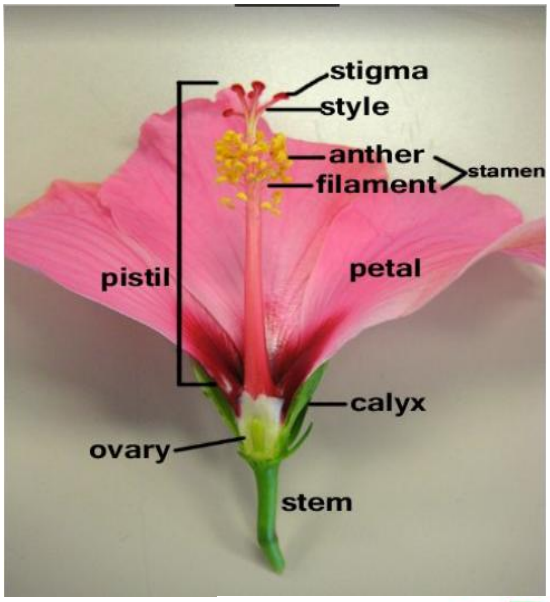
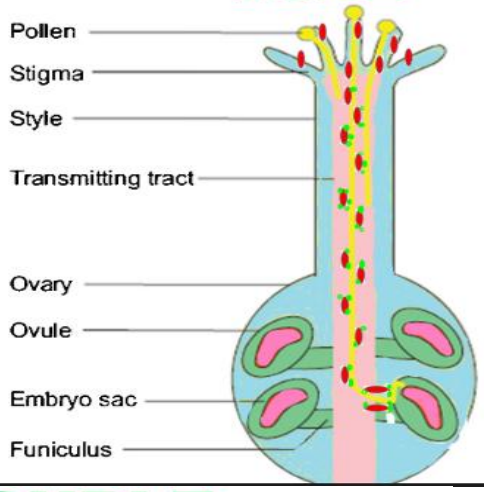


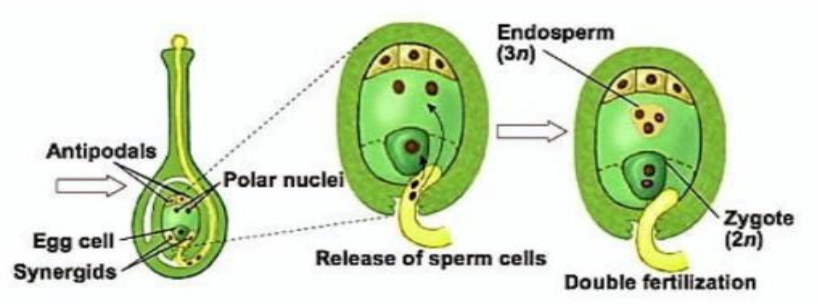
Fig. 5 Spore formation in Rhizopus



GROWTH OF POLLEN TUBE



• DOUBLE FERTILIZATION



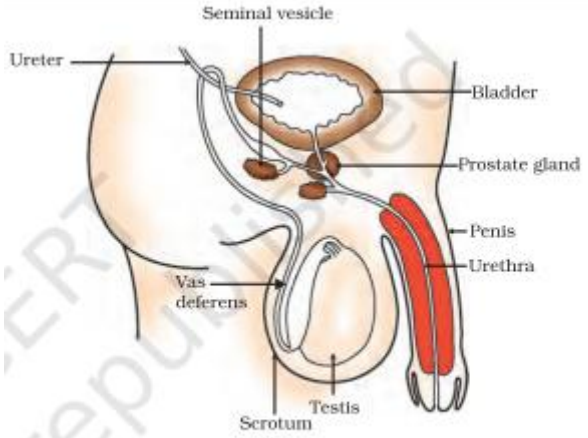


Figure 8.10 *Human–male reproductive system*

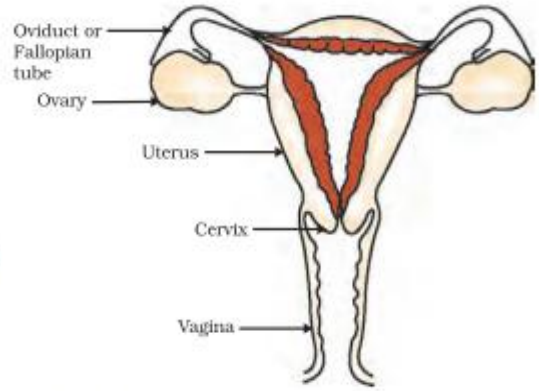


Figure 8.11 *Human–female reproductive system*

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.

Subject Integration:

Science + Geography

Reproduction is influenced by environment.

Examples:

- Seasonal breeding in animals
- Climate affecting plant reproduction
- Distribution of species in different regions

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026 - 27

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.

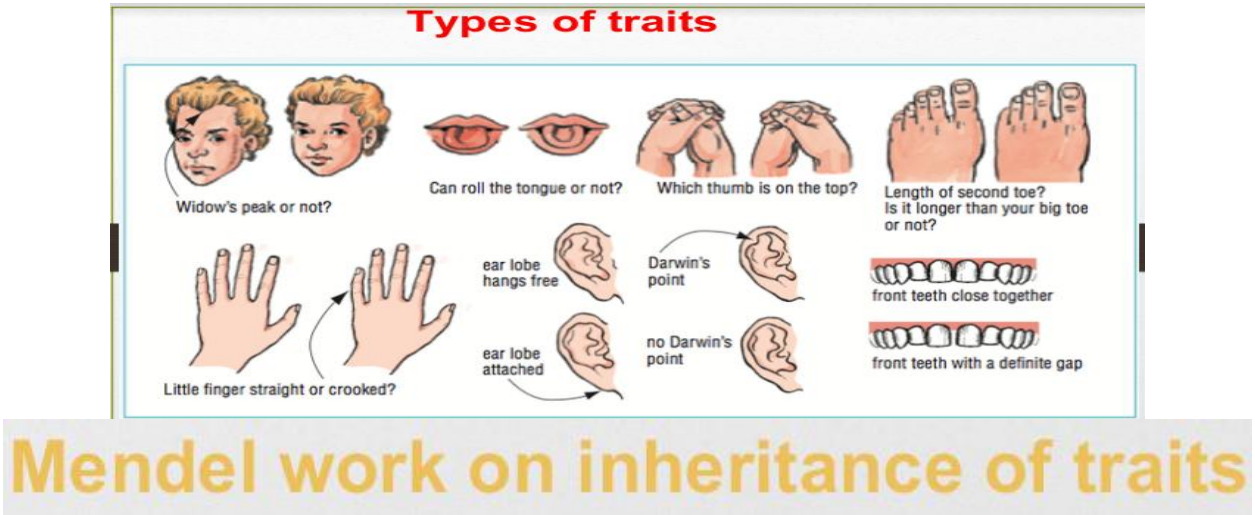
Activities:

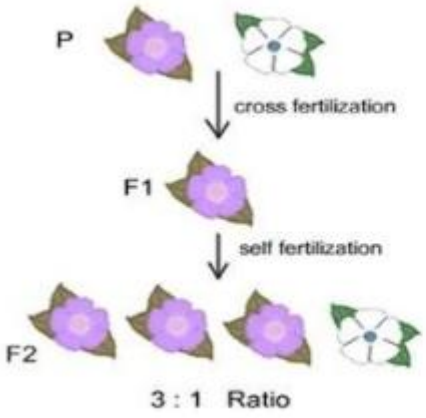
Study of homologous and analogous organs with suitable specimens.
Finding out Mendelian monohybrid and Dihybrid ratio by using pea seeds (Colour of the seed, Shape of the seeds)

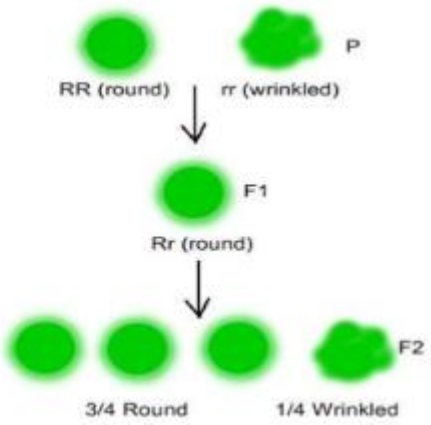
Resources:

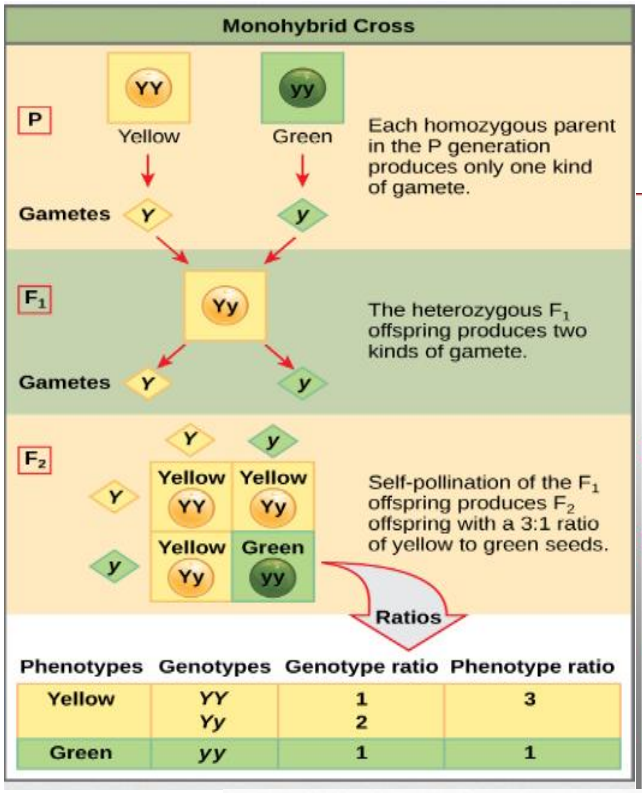
Textbook, reference book, PPT, mind maps, general teaching tools like white board, marker, Charts, Pea plant, Seeds of pea, Bones of forelimbs in Man, Dog, Bat, Bird, Bougainvillea, Cucurbita, Cauliflower, Broccoli.

Board work:









Dihybrid Cross

	RY	Ry	rY	ry
RY	RRY	RRYy	RrYY	RrYy
Ry	RRYy	RRyy	RrYy	Rryy
rY	RrYY	RrYy	rrYY	rrYy
ry	RrYy	Rryy	rrYy	rryy

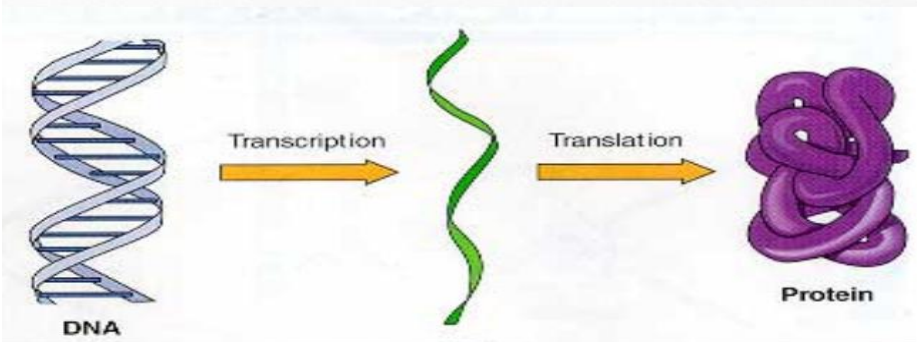
Round/Yellow: 9

Round/green: 3

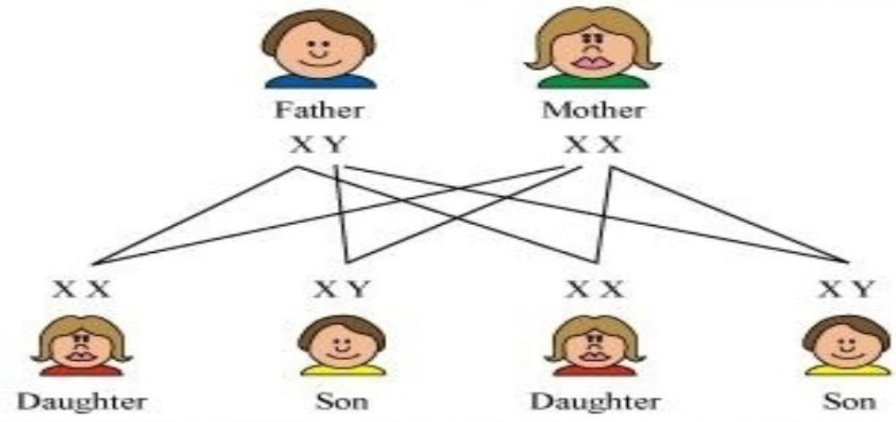
wrinkled/Yellow: 3

wrinkled/green: 1

9:3:3:1 phenotypic ratio



Expression 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.

Subject Integration:

Science + Physical Education

Connection with physical traits.

Examples:

- Height, body type, eye color
- Physical abilities influenced by genes
- Fitness potential

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026 - 27

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.

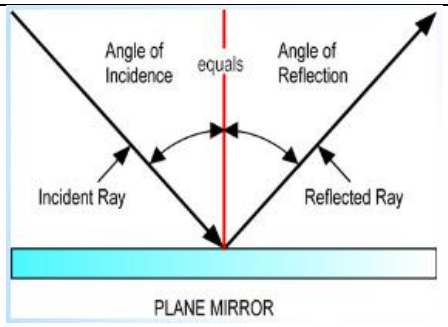
Activities:

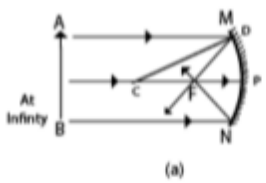
- Determination of the focal length of (i) Concave mirror and
  (ii) Convex lens by obtaining the image of a distant object.
- Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result.

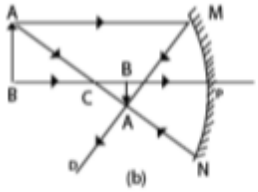
Resources:

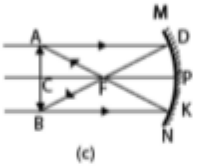
Textbook, reference book, PPT, Mind maps

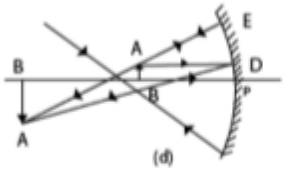
Board work:

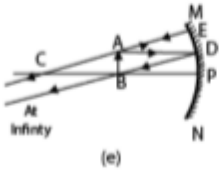


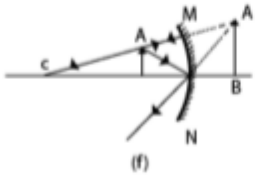




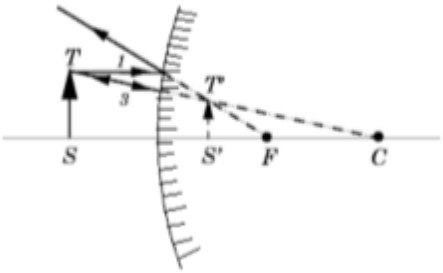








Concave Mirror



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

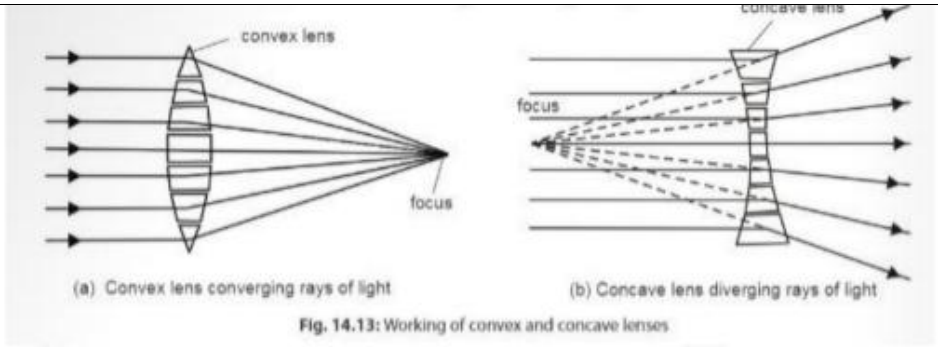
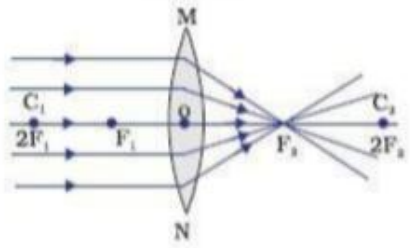
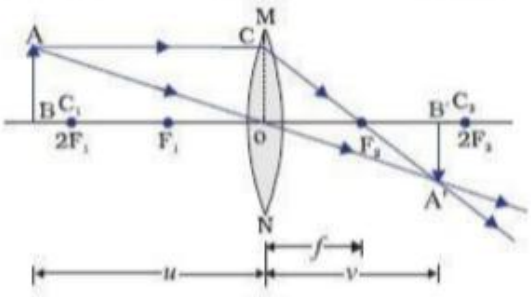


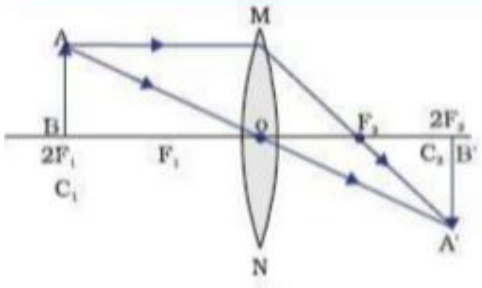
Fig. 14.13: Working of convex and concave lenses



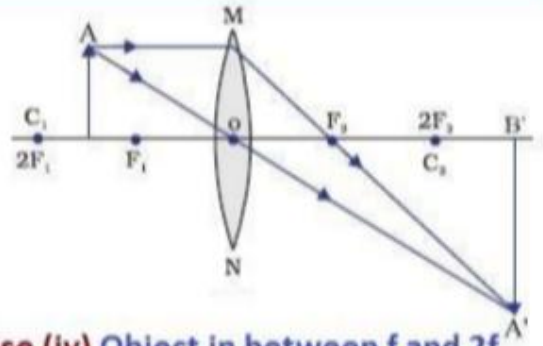
Case (i) Object at infinity



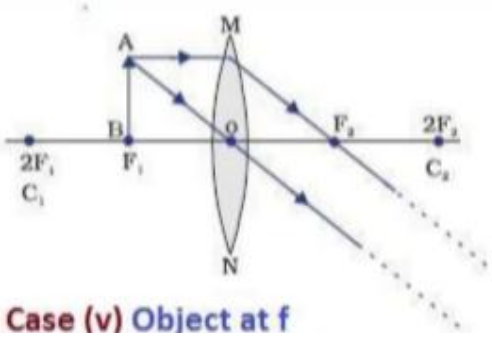
Case (ii) Object at beyond 2f



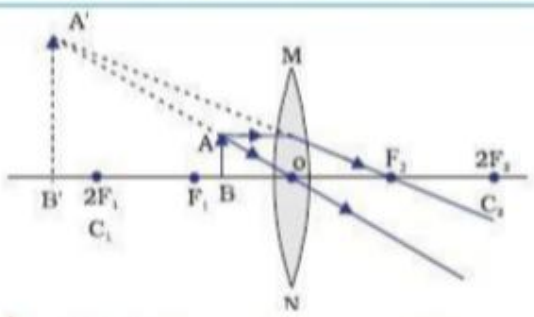
Case (iii) Object at 2f



Case (iv) Object in between f and 2f



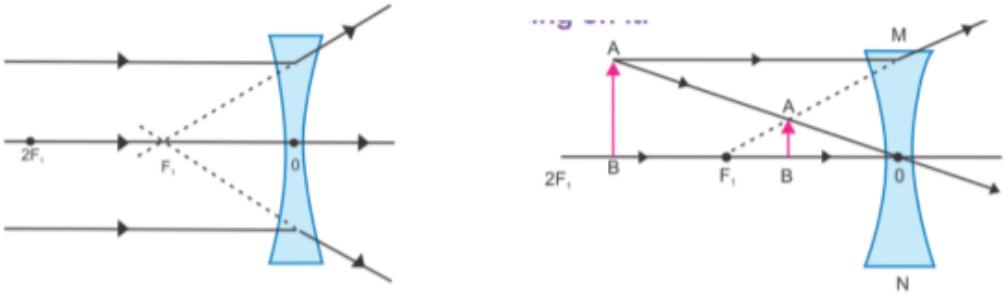
Case (v) Object at f



Case (vi) Object distance < f

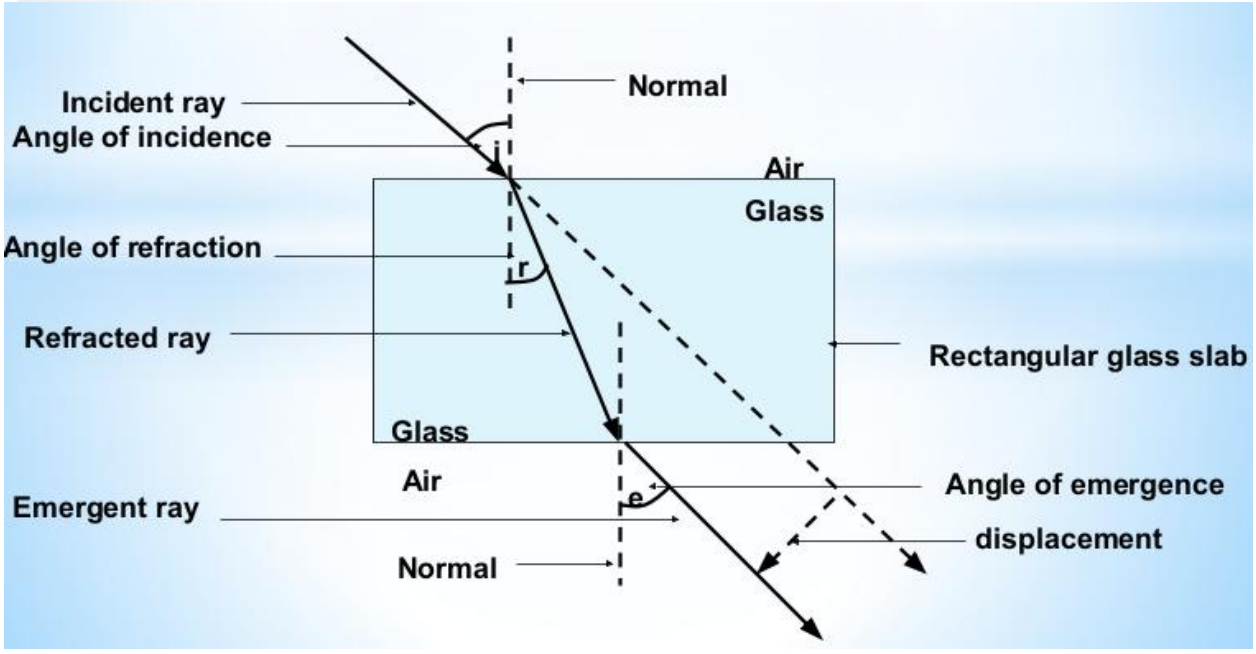
Image formation by Convex Lenses

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.

Subject Integration:

- The integration of light reflection with mathematics involves using geometric principles, trigonometry, and calculus to model, predict, and calculate the behavior of light rays when they encounter a surface.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026 - 27

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.

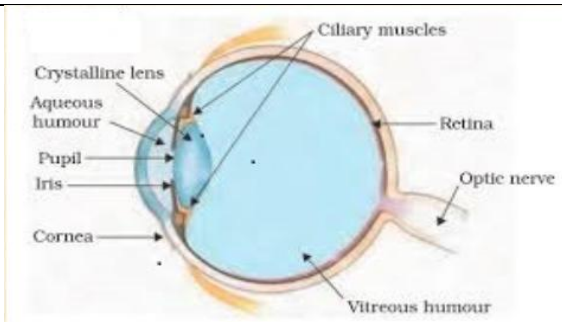
Activities:

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:



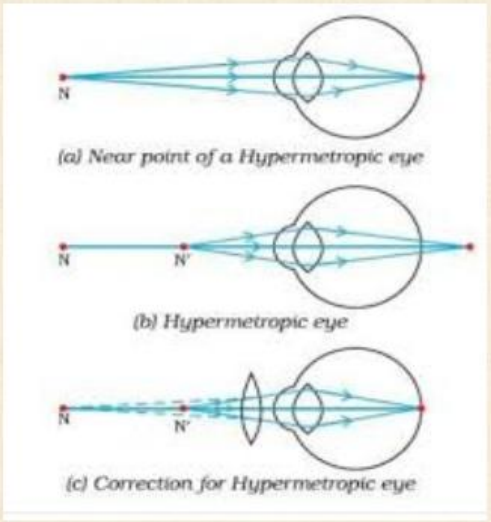
Parts of eye and their functions

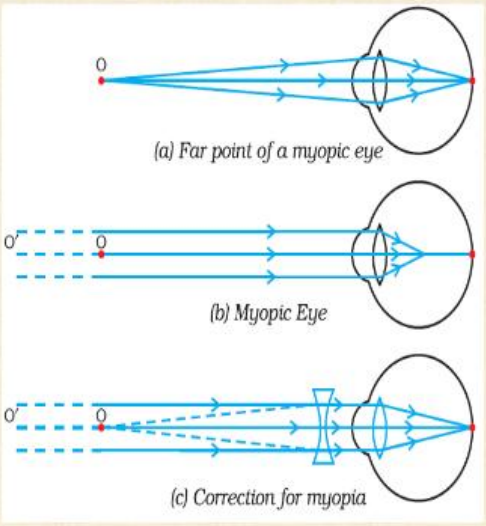
Part	Definition	Function
Cornea	Transparent membrane on the front portion of the eyeball	Light enters the eye
Iris	opaque circular diaphragm	Controls the size of the pupil
Pupil	Small central hole in the iris	It regulates and controls the amount of light entering the eye
Vitreous humour	Jelly like fluid 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

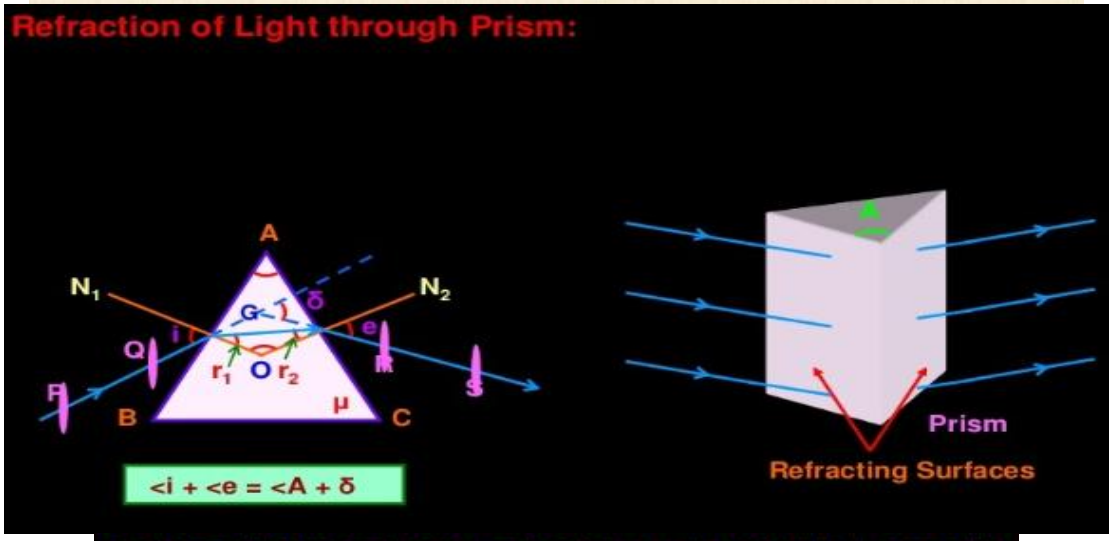
Defects of vision and their correction

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

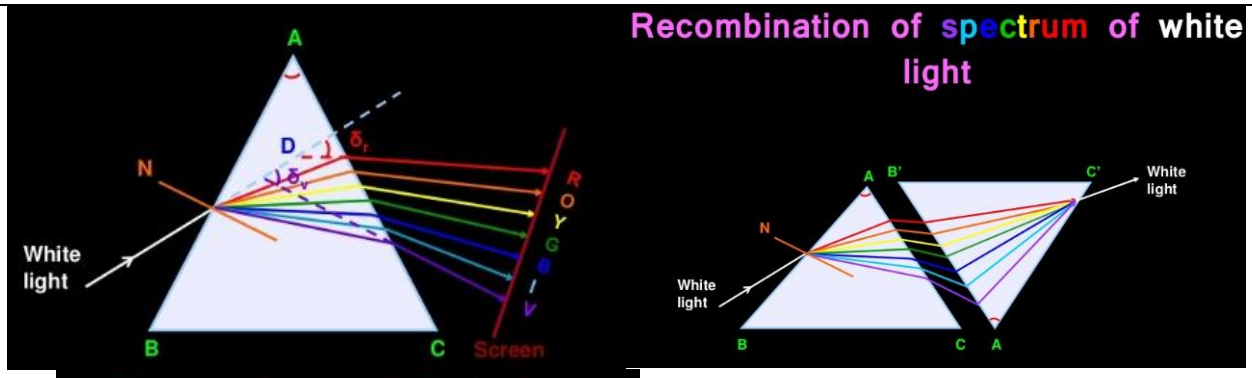
Ray dagram of hypermetropia and myopia

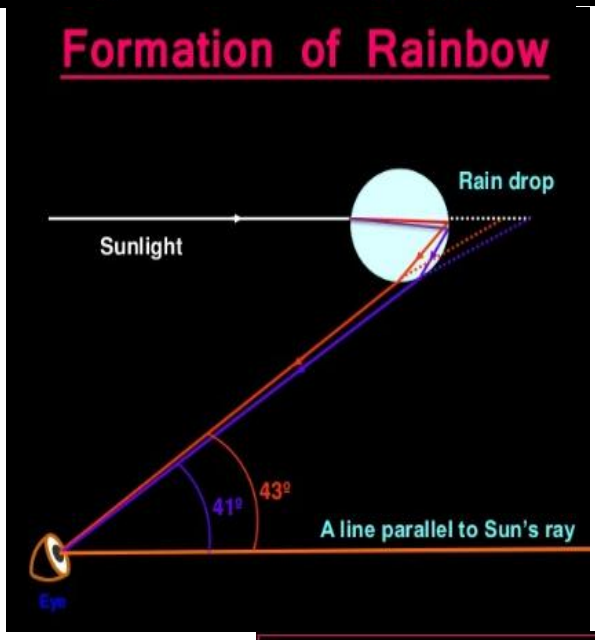


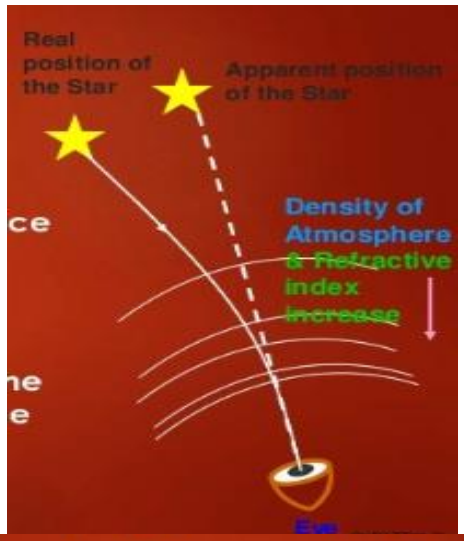




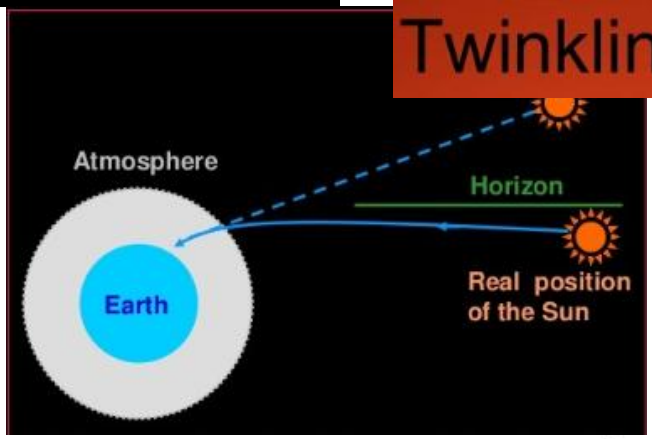
DISPERSION OF WHITE LIGHT THROUGH A PRISM

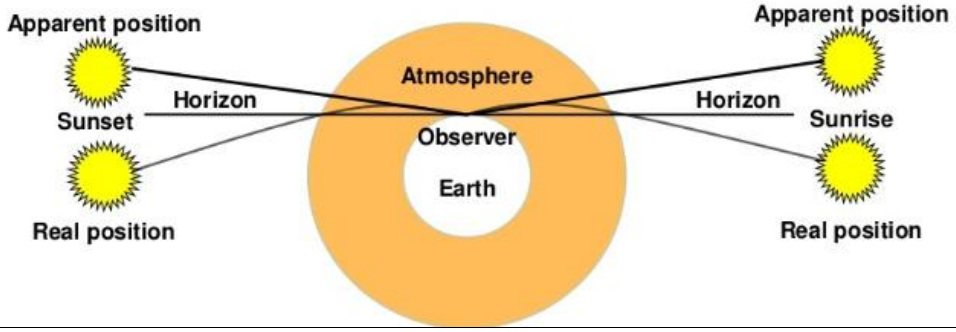


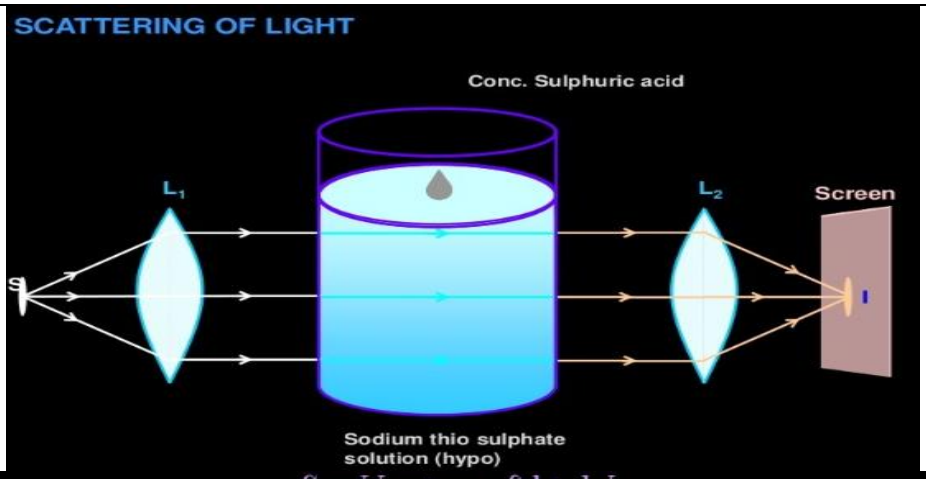


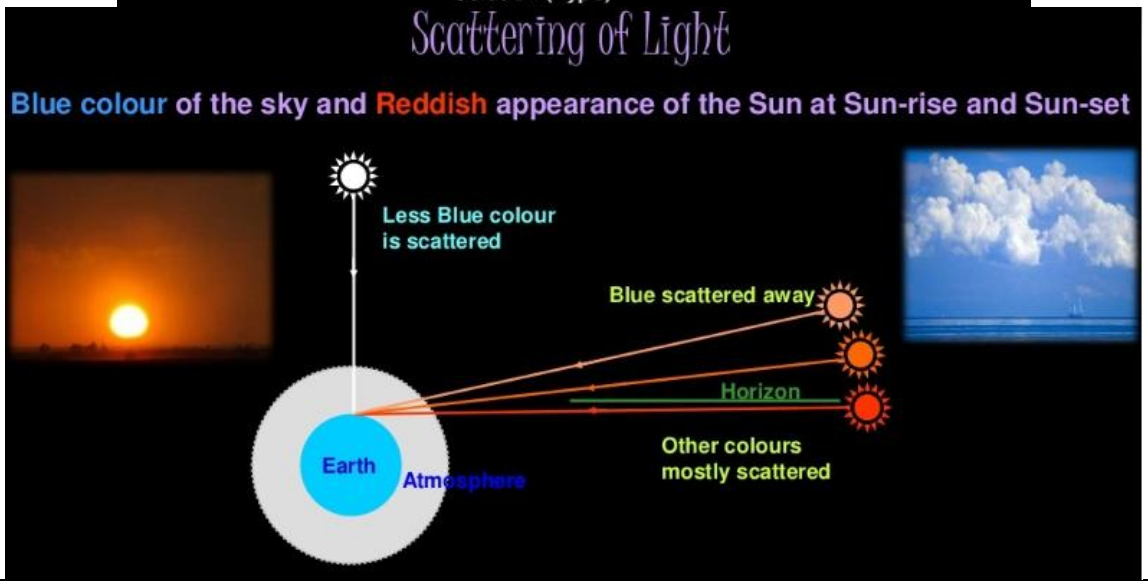


Twinkling of Star









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.

Subject Integration:

Geography

- **Atmospheric Refraction:** This explains natural phenomena like the twinkling of stars, the apparent flattening of the sun's disc, and the advancement/delay of sunrise/sunset.

Art & Drawing

- **Dispersion and Spectrum:** Understanding the visible color spectrum (VIBGYOR) is essential for color theory in art.
- **Diagrammatic Skills:** Drawing and labeling the structure of the human eye (cornea, iris, pupil, lens, retina, optic nerve) is a core artistic/technical drawing skill taught in this chapter.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026 - 27

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:

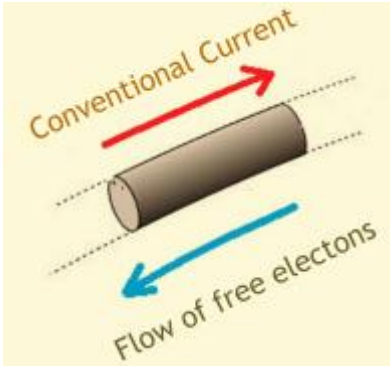
Make an electric circuit using potatoes (or lemon), connecting wires, LED bulb and a switch.

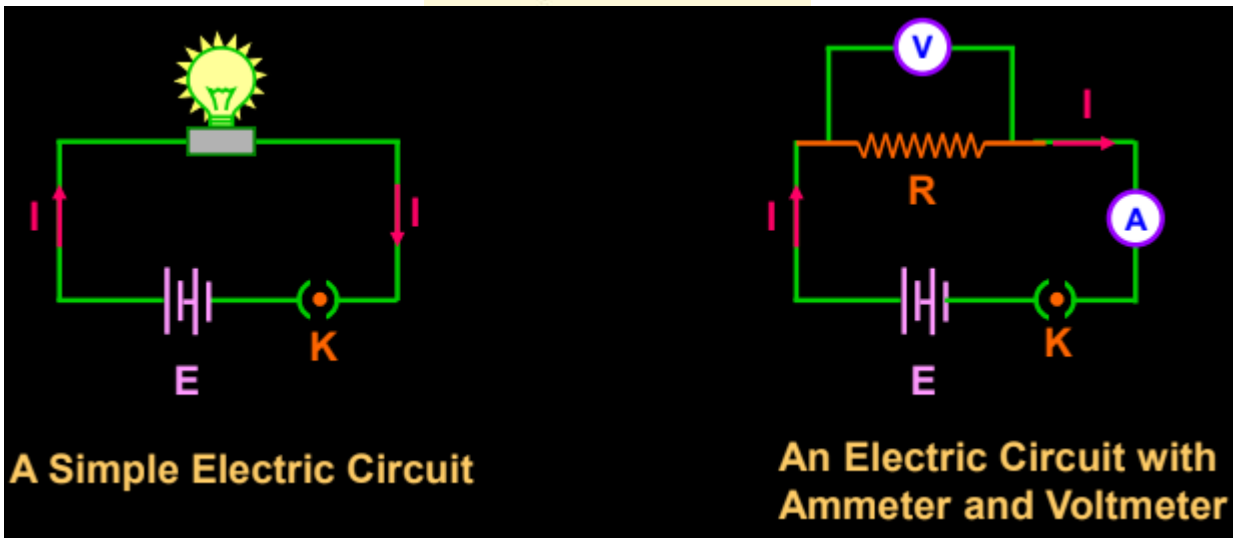
To study the relation between potential difference through a conductor and the current through it: Ohm's Law

Resources:

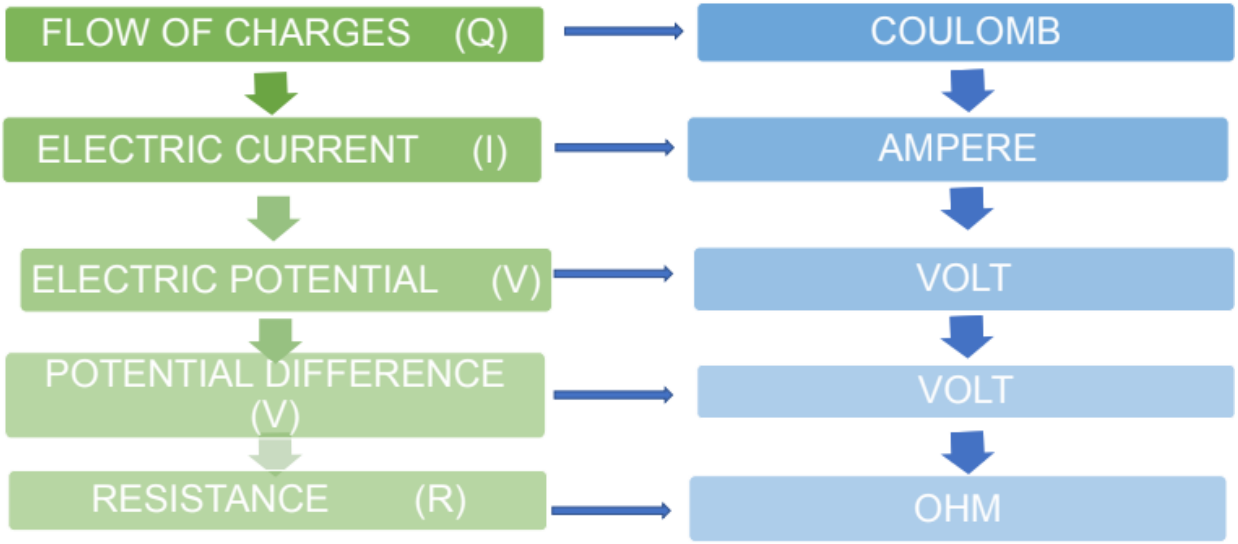
Textbook, reference book, PPT, mind maps, general teaching tools like white board, marker, Electric devices like Ammeter, Voltmeter, electric cell, battery, plug key, connecting wires etc.

Board work:





CURRENT ELECTRICITY



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

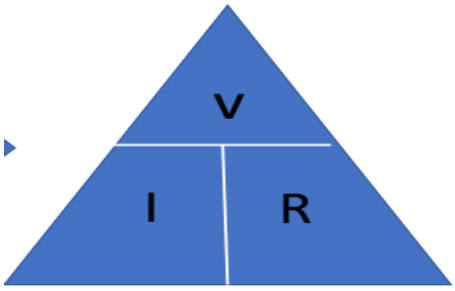
What? → Difference in electric potential energy

How?

BY CONNECTING CELL, BATTERY OR POWER SUPPLY

Electric potential difference is the amount of work done in bringing a unit positive charge from one point to another

OHM'S LAW



V=IR
I=V/R
R=V/I

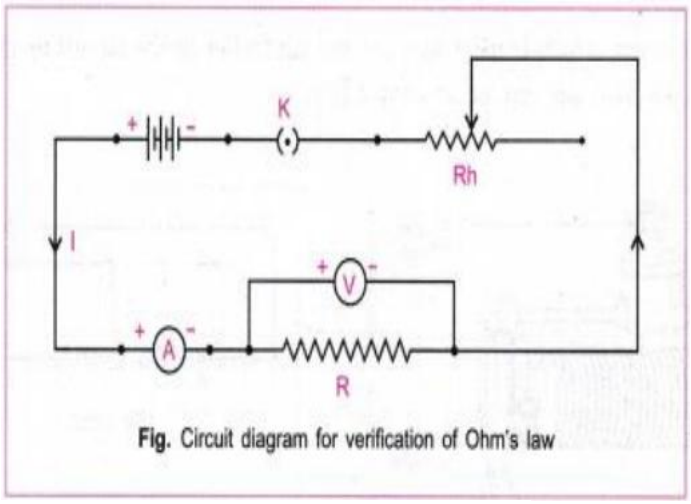
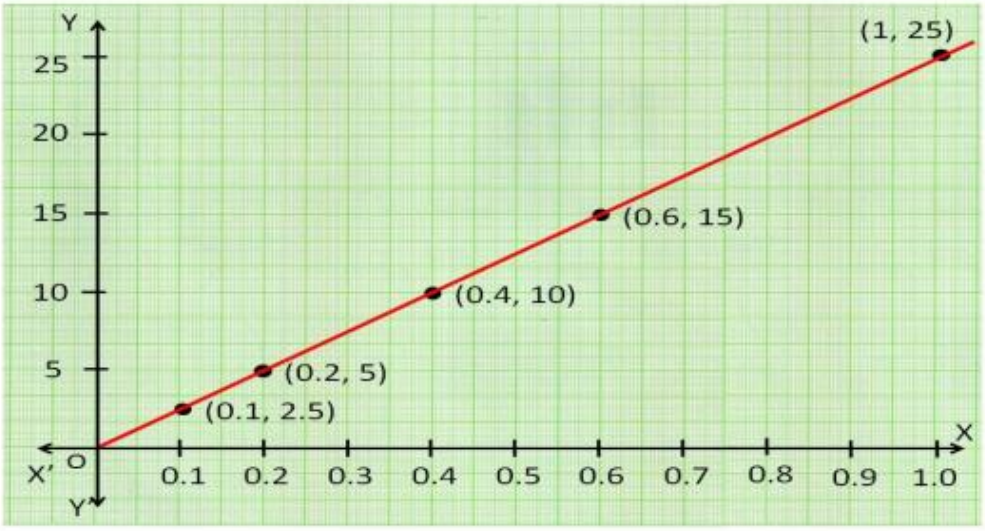


Fig. Circuit diagram for verification of Ohm's law

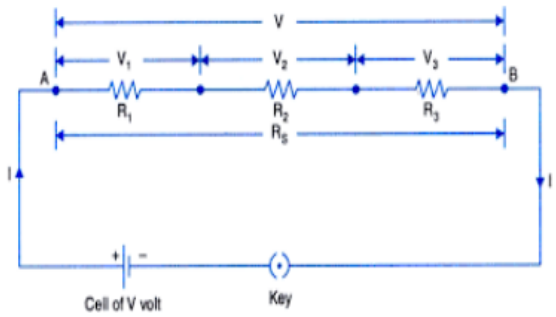
V –I GRAPH

I (Amperes)	0.1	0.2	0.4	0.6	1
V (Volts)	2.5	5	10	15	25



GROUPING OF RESISTORS

SERIES



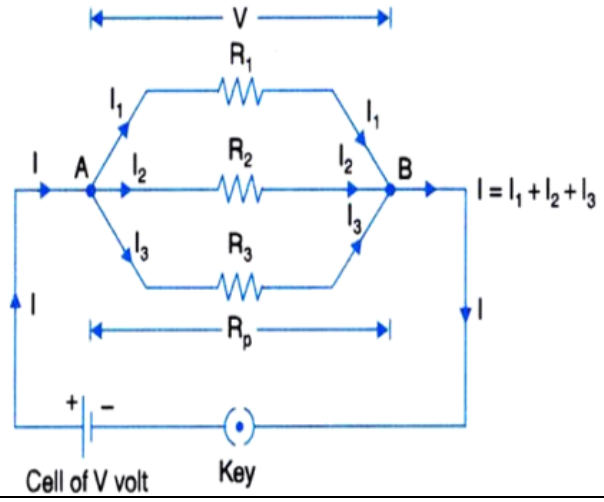
$V=V_1+V_2+V_3$

$V=IR$ OHM'S LAW

Therefore $IRs = IR_1+IR_2+IR_3$

So $Rs = R_1+R_2+R_3$

PARALLEL



$I=I_1+I_2+I_3$

$I=V/R$ OHM'S LAW

Therefore
$V/R_P=V/R_1+V/R_2+V/R_3$

So $1/R_P=1/R_1+1/R_2+1/R_3$

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:

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Subject Integration:

Mathematics

Current electricity is highly dependent on mathematical tools for analysis and modeling:

- **Algebra & Simultaneous Equations:** Used extensively to solve complex circuits, particularly when applying Kirchhoff's Laws to find unknown currents and resistances.
- **Calculus (Integration/Differentiation):** Defined as current is analyzed using differential calculus for time-varying charges, and integral calculus is required to determine total energy or charge over time.

Environmental Science & Sustainability

- **Energy Consumption:** Analyzing the efficiency of electrical devices and calculating power consumption leads to discussions on energy conservation and reducing carbon footprints.
- **Renewable Energy:** Understanding DC circuits is fundamental to solar power (photovoltaic cells) and battery technology.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026 - 27

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:

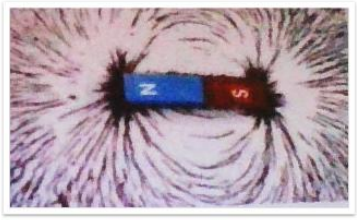
A video on the Magnetic Field lines and with the help of a bar magnet and compass needle magnetic field lines are plotted in a plane sheet

Resources:

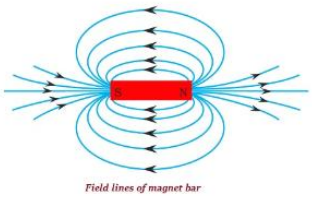
Textbook, reference book, PPT, mind maps, general teaching tools like white board, marker, Electromagnetic devices like Ammeter, Voltmeter, electric cell, battery, plug key, connecting wires, magnets, electromagnets, Electric motor, electric Generator, etc.

Board work:

MAGNETIC FIELD AND FIELD LINES OF A BAR MAGNET

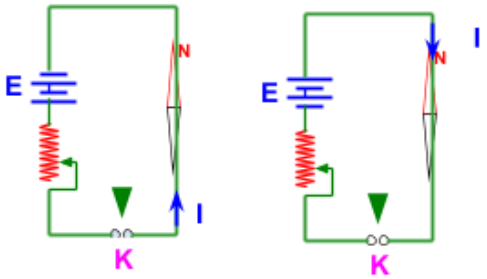


Experimental image



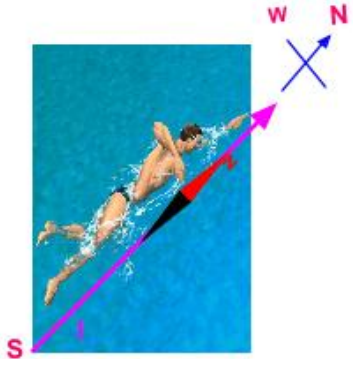
Illustrative diagram

Hans Christian Oersted's Experiment:

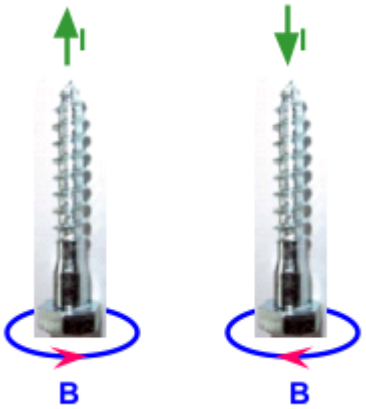


Rules to determine the direction of magnetic field:

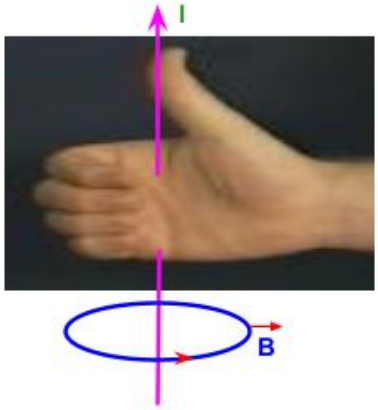
Ampere's Swimming Rule or SNOW Rule:



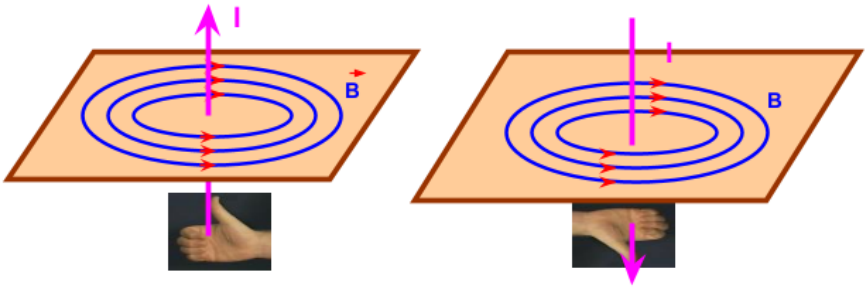
Maxwell's Cork Screw Rule or Right Hand Screw Rule:



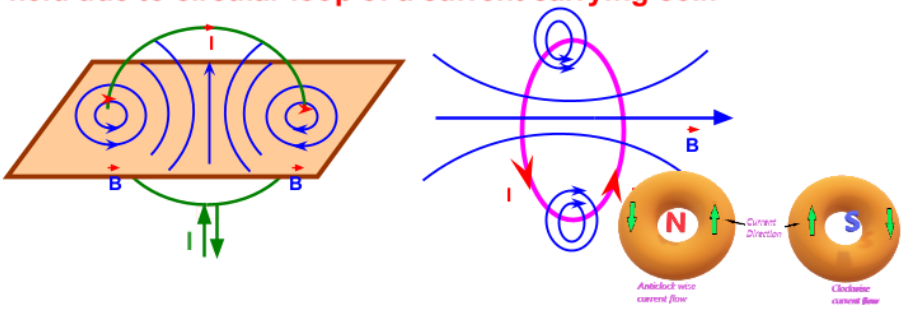
Right Hand Thumb Rule or Curl Rule:



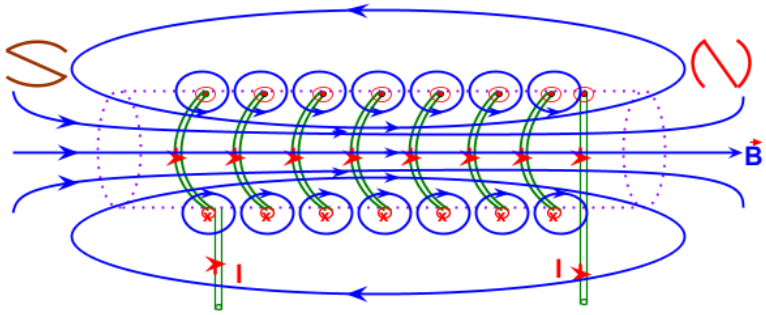
Magnetic Field Lines due to current carrying conductor:



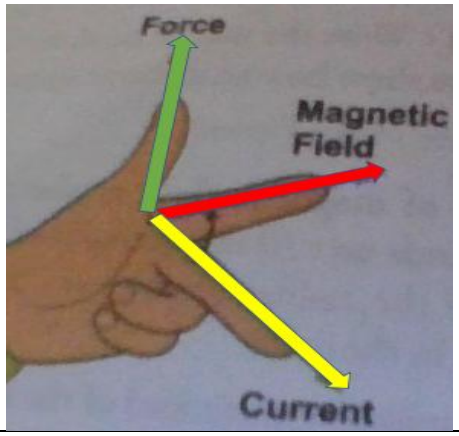
Different views of direction of current and magnetic field due to circular loop of a current carrying coil:



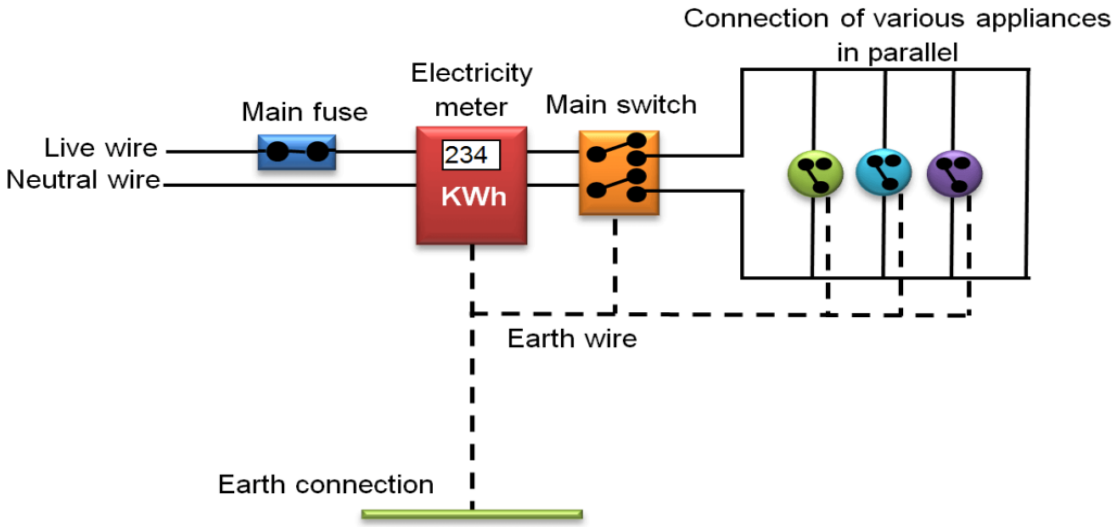
Magnetic Field due to a current carrying Solenoid:



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.

Subject Integration:

Social Studies

- **Earth's Magnetic Field:** Studying magnetic declination, inclination, and the horizontal component of the Earth's magnetic field.
- **Historical Impact: The Industrial Revolution (19th Century)**

  Technological Revolution: This discovery laid the foundation for the telegraph, which transformed long-distance communication, allowing information to travel faster than a train.

  Societal Shift: The invention of electric motors (based on this principle) transformed industry, allowing factories to operate more efficiently, leading to mass production and changing labor patterns.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026 - 27

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:

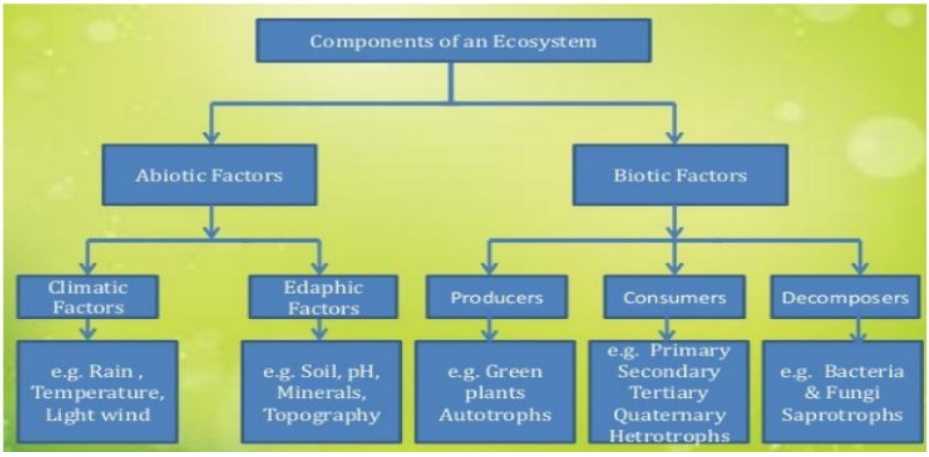
- Make a list of biodegradable and non-biodegradable wastes
- Make a list of natural and man-made ecosystems.
- Prepare models of food chains and food webs.
- Draw the biogeochemical cycles.
- Identify the various sources of biological magnifications taking place in your village

Resources:

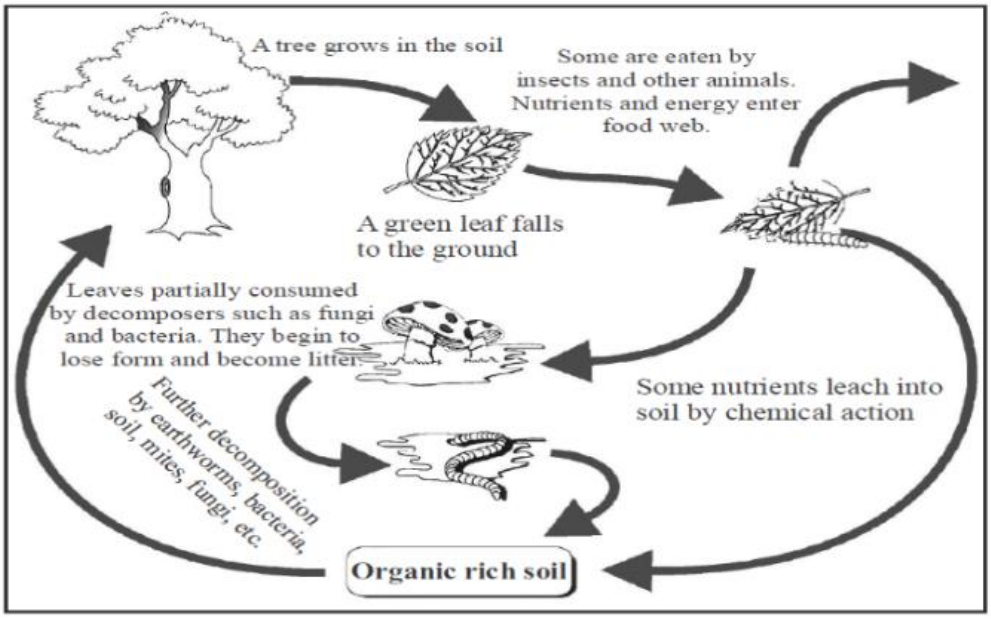
Textbook, reference book, PPT, mind maps, general teaching tools like white board, marker.

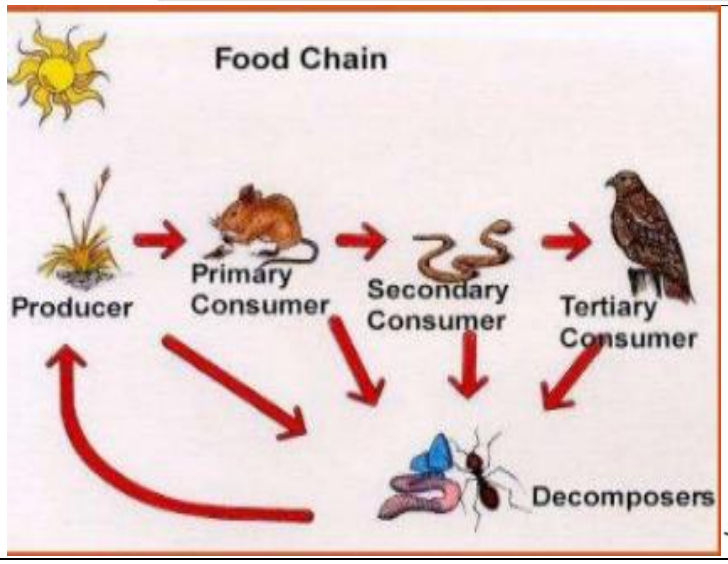
Board work:

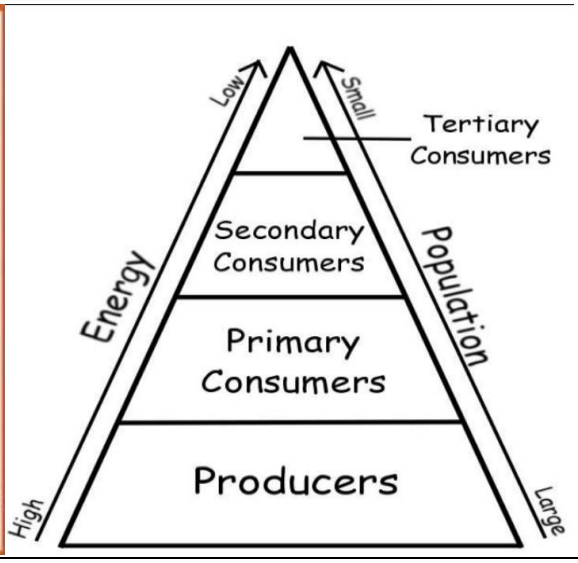
COMPONENTS OF ECOSYSTEM



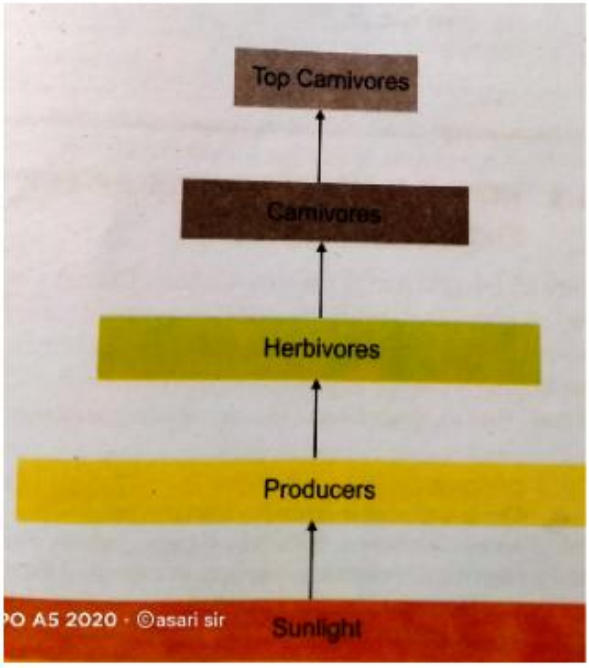
Action of decomposer



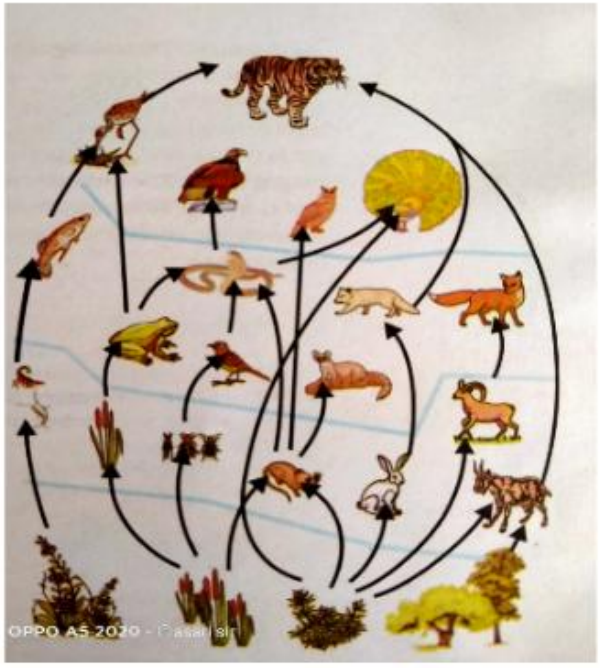




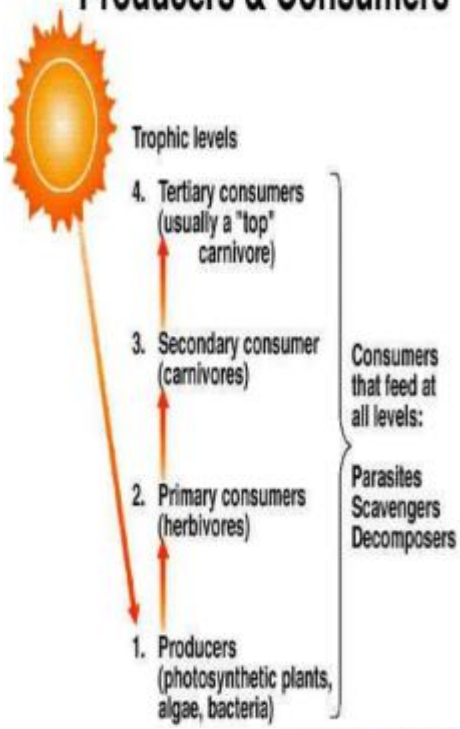
FLOW OF ENERGY



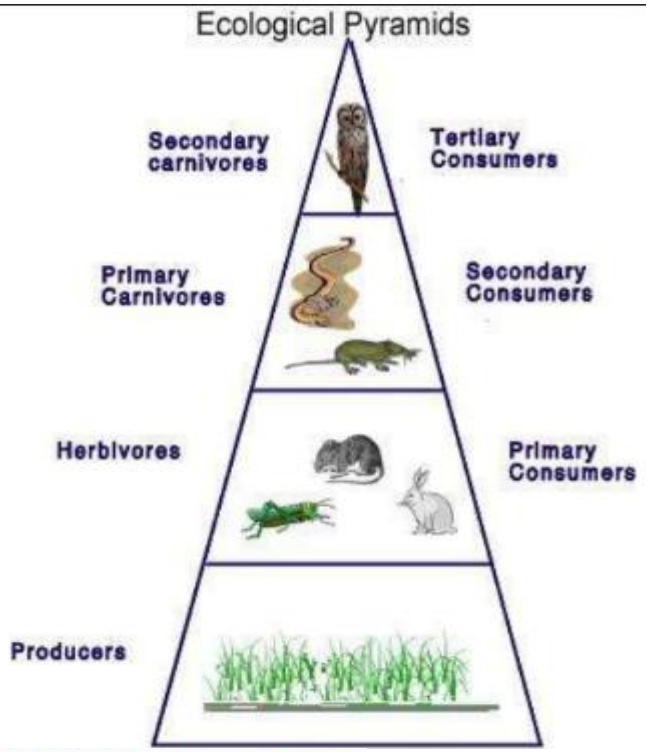
FOOD WEB



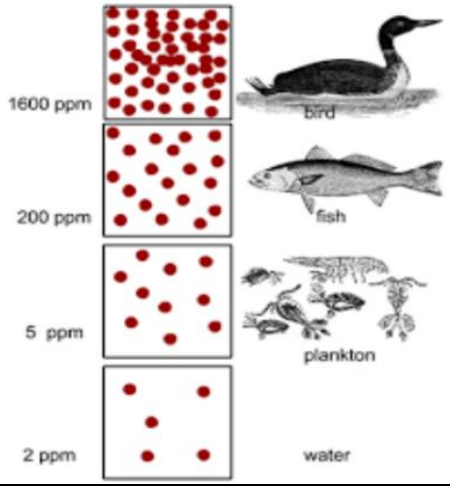
Producers & Consumers



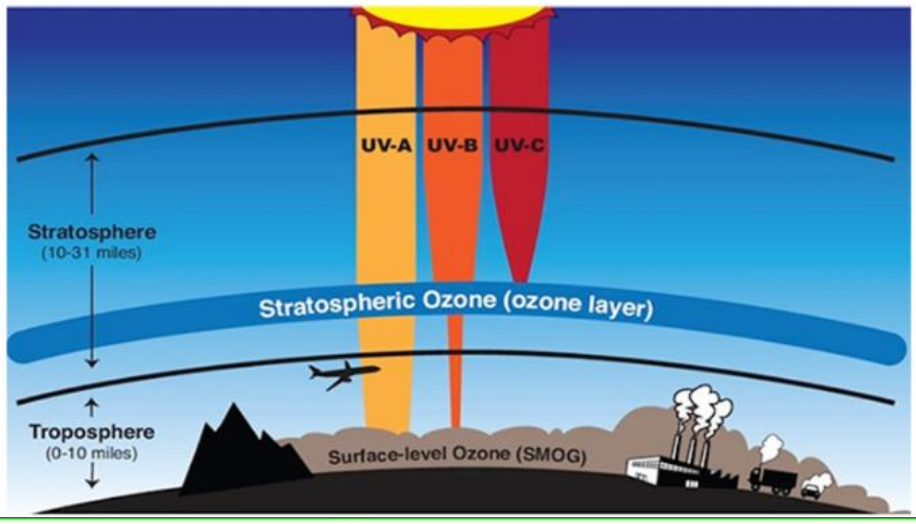
Ecological Pyramids



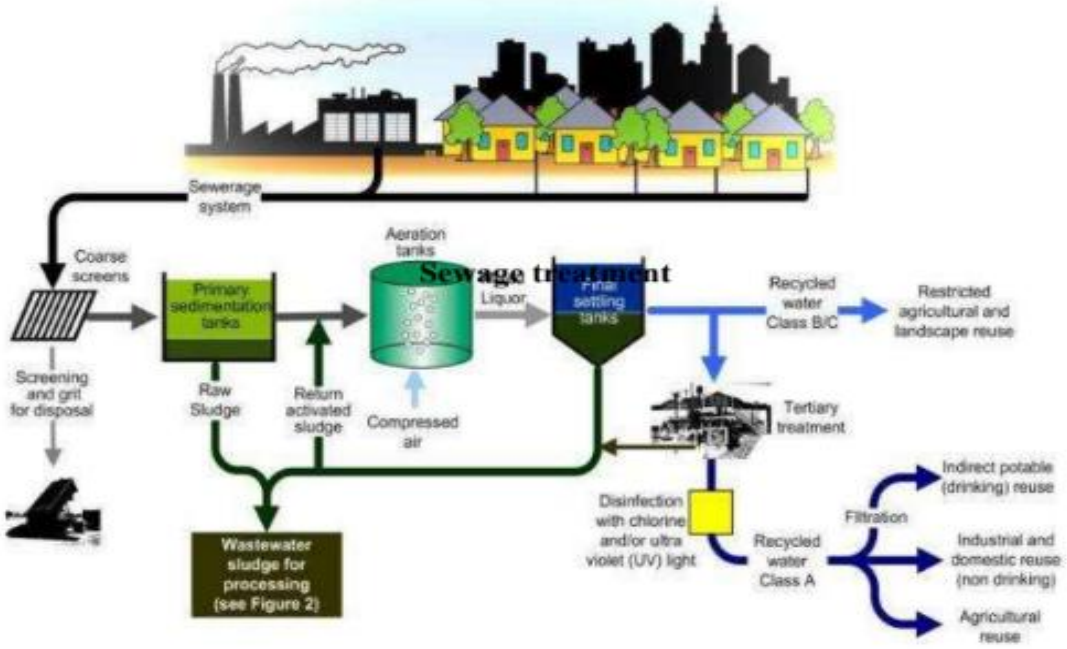
BIOLOGICAL MAGNIFICATION IN A POND



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:

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MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Debjani .D Class: 10

No.of periods: 12 Subject: SSt-1

Month- April **History**

Topic: Lesson- 1. The Rise of Nationalism in Europe

Subtopic: a) The French Revolution and the idea of the nation
b) The making of nationalism in Europe
c) The age of revolutions 1830-1848
d) The making of Germany and Italy
e)Visualizing the nation
f) Nationalism and Imperialism

Specific objective:

To analyze difference between nation state and Nationalism

To trace the emergence of nationalism in Europe

To understand the nature of nation states developed in 18^{th} century

To comprehend the role of great national leaders of Europe such as Napoleon, Mazzine, Garibaldi, and so on.

To appreciate the role of romanticism and importance of national symbols and icons.

Methodology: Explanation and Discussion while reading.

Activity: Group discussions and group activities.

Resources: Youtube magnet brains, textbook.

Learning outcomes: Learners will be able to decipher.

1. Meaningand concept ofNationalism.
2. Critically thinks about how the advent of nation state led to the growth of Nationalism in Europe.
3. The forms in which nationalism developed along with the formation of revolutionary ideas in Europe.

Application: Students will be able to comprehend the chapter which revolves around the concept of Nationalism .

Extra questions/ Class assessment/ Recapitulation :
Question-Answers.

ICT integrated: Video presentation. PPT.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Debjani. D Class: 10

Subject: SSt-1 **History** No. of periods: 6

Month - June

Topic: Lesson- 2. **Nationalism in India**

Subtopic: a)Emergence of Nationalism in India.
b) Khilafat and non co-operation Movement in India.
c)Salt March and the beginning of the Civil Obedience Movement.
d)Movements of peasants, workers & tribal activities of different political groups.

Specific Objective: Students will able to :

Identify the ways through which the Britishers exploited Indians.
Discuss the various stages of the national movement in India.
Research the Gandhian Era by focusing on different phases of Indian struggle against the British from Non –Cooperation to Civil Disobedience Movement.
Examine the ideas & roles of various political leaders like Mahatma Gandhi, Jawaharlal Nehru etc.in inculcating the feeling of nationalism among the people.
Appreciate the role of women leaders & masses in the anti-imperialist struggle in India.

Methodology: Explanation and Discussion while reading.

Activity: On a outline map of India locate the following properly
Indian National Congress Sessions:

a. Calcutta(Sep.1920)
b. Nagpur(Dec.1920)
c. Madras(1927)

Important Centres of indian National Movement

a. Champaran
b. Ahmedabad

c. Amritsar
d. Kheda
e. Chauri Chaura
f. Dandi

Resources: You tube magnet brains, textbook.

Learning outcomes: Learners will be able to:

Understands that how exploitative colonial rule united the people of India and helped for formation of modern state.

Knows condition in India after the I world war .

Analyze the unique method of agitation started by Mahatma Gandhi.

Understands how the sense of collective belonging and uniting methods followedby freedom fighters of India.

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 2026-27

Teacher's Name: Debjani. D | Class: 10

Subject: SSt-1 History | No. of periods: 6

Month - July

Topic: Lesson- 3.**The Making of a Global World**

Subtopic: The Pre-modern World
The Nineteenth Century
The Inter-War Economy
Rebuilding a World Economy: The Post-War Era

Specific Objective:

a) To analyze the implication of Globalization for local economies.

b) To show that globalization has a long history and point to the shifts within the process.

c) To know how Europe emerged as the Center of the World Trade.

Methodology: Explanation and Discussion while reading.

Activity: Quiz

Resources: Youtube, textbook.

Learning outcomes: The Students

Analyzes the implication of Globalization for local economies.

Discusses the changing pattern of food production and consumption in the 19th century.

Summarizes the impact of the role of Technology.

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 2026-27

Teacher's Name: Debjani. D

Class: 10 Subject: SSt-1 History

No. of periods: 6

Month - August

Topic: Lesson- 4.The Age of Industrialisation

Subtopic: Before the Industrial Revolution

Hand Labour and Steam Power

Industrialisation in The Colonies

Factories Come Up

The Peculiarities of Industrial Growth

Market for Goods

Specificobjective: Enumerate the features of Proto-industrialisation.

Assess the situation in England before the Industrial Revolution.

Identify the technological advances that madethe industrial revolution possible.

Examine the impact of industrialization on the life of workers.

Methodology: Explanation and Discussion while reading.

Activity: Debate.

Resources: Youtube,textbook.

Learning outcomes: Learner will be able to :

Discuss the different patterns of Industrialization- One in imperial country and another within the colony.

Critically analyze how the industrialization responsible for the globalization, Urbanization and environmental degradation.

Identify the industrial locations and international marketing places on World map.

Application: Students learn to observe market practices.

Extra questions/ Class assessment/ Recapitulation :
Question-Answers.

ICT integrated: Video presentation. PPT.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Debjani. D Class: 10

Subject: SSt-1 **History** No. of periods: 6

Month - September

Topic: Lesson- 5.**Print Culture and the Modern World**

Sub-Topic: The First Printed Books
Print Comes to Europe
The Print Revolution and Its Impact
The Reading Mania
The Nineteenth Century
India and the World of Print
Religious Reform and Public Debates
New Forms of Publication
Print and Censorship

Specific objective: Recognize the first kind of print technology developed in China, Japan, Korea.
Understand how print technology spread to Europe from China.
Evaluate the impact of print revolution in Europe
Appraise the leaps in mass literacy in Europe.
Identify the new forms of publication.
Establish the link between print culture and circulation of ideas.
Examine the impact of print revolution in India.

Methodology: Explanation and Discussion while reading.

Activity: Group Discussion

Resources: Youtube,textbook.

Learning outcomes:

Students will be able to.

Understand the history of development of print in Europe.

Get familiarized with the role and impact of print revolution.

Establish the link between print culture and circulation of ideas.

Application: Students will believe in conservation of resource. 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 2026-27

Teacher's Name: Debjani.D

Class: 10 Subject: SSt-1 Democratic Politics-II
No. of periods: 6

Month- April

Topic: Lesson- 1Power -sharing

Subtopic: Belgium and Sri Lanka
Majoritarianism in Sri Lanka
Accommodation in Belgium
Forms of power- sharing

Specific objective: Define Power sharing
Outline and locate Belgium and Sri Lanka.
Outline and appraise the elements of Belgium power sharing model.
Contrast the differing power sharing arrangements in Belgium and Sri Lanka.
Summarize the different power sharing arrangements in modern democracies.

Methodology: Explanation and Discussion while reading.

Activity: Group Discussion.

Resources: Youtube,textbook.

Learning outcomes: Learners will enhance their communications skills by debating on majoritarian policies of the Srilankan government leading to the civil war.

Understand the political system in Srilanka and the rule of the majority.

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 2026-27

Teacher's Name: Debjani. D

Class: 10 Subject: SSt-1 Democratic Politics-II

No. of periods: 6

Month - June

Topic: Lesson-2 Federalism

Subtopic: What is federalism?
What makes India a federal Country?
How is federalism practised?
Decentralisation in India

Specific objective: Define Federalism
Enumerate the key features of federalism
Interpret what makes India a federal country.
Outline the process and analyze the need of decentralization in India
State the steps taken to strengthen the third tier of democracy

Methodology: Explanation and Discussion while reading.

Activity:Poster making

Resources: Youtube,textbook.

Learning outcomes: Learners will recognize the meaning and scope for federalism.

Learners will analyze the powers between Union and State Government**.**

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 2026-27

Teacher's Name: Debjani. D Class: 10

Subject: SST-1 **Democratic Politics-II** No. of periods: 6

Month - August

Topic: Lesson-4 **Gender, Religion and Caste**

Subtopic: Gender and politics
Religion, communalism and politics
Caste and politics

Specific objective: Enumerate the reasons for the disadvantaged state of women in India.
Identify the discriminatory practices against women in India.
Evaluate the role of religion in shaping Indian politics.
Justify that India is a secular state.
Interpret the meaning of communalism.
Examine the effect of caste on politics.

Methodology: Interactive lecture method.

Activity: Students enact a skit highlighting the issue of gender discrimination in our society.

Resources: Youtube,textbook.

Learning outcomes: Learners will able to understand and analyze the challenges posed by communalism to Indian Democracy.

Identify the causes and effect of gender inequalities.

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 2026-27

Teacher's Name: Debjani .D Class: 10

Subject: SSt-1 Democratic Politics-II No. of periods: 6

Month - October

Topic: Lesson- 6**Political Parties**

Subtopic: Why do we need political parties? How many parties should we have? National parties State parties Challenges to political parties How can parties be reformed?
Specific objective: Students may be able to develop skills on **Meaning of Political Party.** **Necessity of the Political Party.** **Function of the Political Party.** **Criteria for getting recognition as National and state Party.** **Difference between National and Regional Political Party**
Methodology: Discussion, Explanation, What if, Think pair and share.

Activity: Poster Making

Resources: Youtube,textbook.

Learning outcomes: Learners will examine the functions of Ruling Party and examine the role of political parties in Democracy.

Application: Students can able to compare democratic and non-democratic government.

Extra questions/ Class assessment/ Recapitulation :

Question-Answers.

ICT integrated: Video presentation. PPT.

MIS INTERNATIONAL SCHOOL

Lesson Plan 2026-27

Teacher's Name: Debjani .D Class: 10

Subject: SSt-1 Democratic Politics-II No. of periods: 6

Month - November

Topic: Lesson-7 **Outcomes of Democracy**

Subtopic: How do we assess democracy's outcomes?

Accountable, responsive and legitimate government

Economic growth and development

Reduction of inequality and poverty

Accommodation of social diversity

Dignity and freedom of the citizens

Specific objective: Examine the importance of Democracy.

Analyse the meaning of accountable, legitimate

and responsive government.

Examine the importance of people's participation in democracy.

Analyse the role of democracy in economic growth and development .

Appraise the fact that democracy promotes dignity and freedom of an Individual.

Methodology: Interactive lecture method.
Activity: Written test based on this chapter (MCQ) **Resources:** Youtube, textbook. **Learning outcomes:** Learners will understand why a democratic government is called legitimate and accountable. Develop creativity by reflecting the contrasting features of democratic and non-democratic governance. **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, BALEWADI

Lesson Plan 2026-27

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, BALEWADI

Lesson Plan 2026-27

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, BALEWADI

Lesson Plan 2026-27

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, BALEWADI

Lesson Plan 2026-27

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, BALEWADI

Lesson Plan 2026-27

Teacher's Name: Neerja Wahi
Subject: SSt-2 **Geography**

Class: 10
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 2026-27

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 2026-27

Teacher's Name: Neerja Wahi
Subject: SSt-2 **Geography**

Class: 10
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 2026-27

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 2026-27

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 2026-27

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 2026-27

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 BALEWADI

Lesson Plan-2026-27

Teacher's Name: Mrs.Vaishali Class :- 10 Month- April

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-2026-27

Teacher's Name: Mr Ramehwar R Class :- 10 Month- April

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-2026-27

Teacher's Name: Mrs. Vaishali Class :- 10 Month- June

Subject: 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-2026-27

Teacher's Name: Mrs. Vaishali Class :- 10 Month- June

Subject: 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-2026-27

Teacher's Name: Mrs. Vaishali Class :- 10 Month- July

Subject: 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-2026-27

Teacher's Name: Mrs.Vaishali Class :- 10 Month- July

Subject: 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- 2026-27

Teacher's Name: Ms. Vaishali Class :- 10 Month- August

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: 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-2026-27

Teacher's Name: Mrs.Vaishali Class :- 10 Month- August

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-2026-27

Teacher's Name: Mrs.Vaishal Class :- 10 Month- September

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-2026-27

Teacher's Name: Mrs.Vaishali Class :- 10 Month- September

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-2026-27

Teacher's Name: Mrs.Vaishali Class :- 10 Month- October

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-2026-27

Teacher's Name: Mrs.Vaishali Class :- 10 Month- October

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-2026-27

Teacher's Name: Mrs. Vaishal Class :- 10 Month- November

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-2026-27

Teacher's Name: Mrs. Vaishali Class :- 10 Month- November

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 (2026-27)

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 (2026-27)

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 (2026-27)

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 (2026-27)

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 (2026-27)

Teacher's Name: Ms. Sarita Jeowani Class: 12 Subject: AI

Topic: 5.GREEN SKILLS – IV No. of periods: 4

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

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name: Ms. Sarita Jeowani Class: 12 Subject: AI

Topic: PYTHON PROGRAMMING – II No. of periods: 10

Subtopic:

- Recap of NumPy library
- Recap of Pandas Library
- Importing and Exporting Data between CSV Files and DataFrames
- Handling missing value
- Linear Regression algorithm (**For Advanced Learners)

Specific objective:

- Students able to do it Recap of NumPy library
- Students able to do it Recap of Pandas Library
- Students understand Importing and Exporting Data between CSV Files and DataFrames
- Students understand Handling missing value
- Students understand Linear Regression algorithm (**For Advanced Learners)

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

Periods 1 & 2: Teacher will explain to children about of NumPy library and Pandas Library.

Periods 3 & 4: Students demonstrate Importing and Exporting Data between CSV Files and DataFrames, Handling missing value & Linear Regression algorithm.

Periods 5 & 6: 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 7 to 10: The children are asking to do the activities related to computer are practiced. Let students more practice with the help of practicals in the lab.

Activities:

- Import and Export Data between CSV Files and DataFrames
- Implement Linear Regression algorithm on Google Colab or any Python IDE. (**For Advanced Learners)

Learning outcomes:

Student will be able to

- Apply the fundamental concepts of the NumPy and Pandas libraries to perform data manipulation and analysis tasks
- Import and export data between CSV files and Pandas Data Frames, ensuring data integrity and consistency.

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 (2026-27)

Teacher's Name: Ms. Sarita Jeowani Class: 12 Subject: AI

Topic: **DATA SCIENCE METHODOLOGY:**

AN ANALYTIC APPROACH TO CAPSTONE PROJECT No. of periods: 10

Subtopic:

- Introduction to Data Science Methodology
- Steps for Data Science Methodology
- Model Validation Techniques
- Model Performance- Evaluation Metrics

Specific objective:

Students are able to apply their knowledge in these fields

- Introduction to Data Science Methodology
- Steps for Data Science Methodology
- Model Validation Techniques
- Model Performance- Evaluation Metrics

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
Practical Lab Activity of this chapter, Video, PPT

Activities:

- Calculate MSE and RMSE values for the data given using MS Excel
- Calculate Precision, Recall, F1 score, and Accuracy from the given confusion matrix
- Python Code to Evaluate a Model (*to be evaluated in practicals only)

Learning outcomes:

- Integrate Data Science Methodology steps into the Capstone Project.
- Identify the best way to represent a solution to a problem.
- Understand the importance of validating machine learning models
- Use key evaluation metrics for various machine learning tasks

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 (2026-27)

Teacher's Name: Ms. Sarita Jeowani Class: 12 Subject: AI

Topic Unit 3: **MAKING MACHINES SEE** No. of periods: 30

Subtopic:

- How Machines See
- Working of Computer Vision
- Computer Vision Process
- Applications of Computer Vision
- Challenges of Computer Vision
- The Future of Computer Vision
- Working with OpenCV
- (**For Advanced Learners)

Specific objective:

Students are able to apply their knowledge in these fields

- How Machines See
- Working of Computer Vision
- Computer Vision Process
- Applications of Computer Vision
- Challenges of Computer Vision
- The Future of Computer Vision
- Working with OpenCV

(**For Advanced Learners)

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

. Practical Lab Activity of this chapter, Video, PPT

Activities:

- Binary Art - Recreating Images with 0s and 1s
- Creating a Website Containing an ML Model
- Working with OpenCV to load, display and resize images (**For Advanced Learners)

Learning outcomes:

- Explain computer vision and its significance in visual data analysis.
- Understand key stages of computer vision, including acquisition, preprocessing, feature extraction, and analysis.
- Identify real-world applications in fields like healthcare, surveillance, and autonomous vehicles.
- Analyze challenges such as ethics, privacy, and technical limitations.
- Explore future advancements and transformative potential of computer vision.
- Develop basic skills in using OpenCV and deploying machine learning models online

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 (2026-27)

Teacher's Name: Ms. Sarita Jeowani Class: 12 Subject: AI

Topic Unit 4: **AI WITH ORANGE DATA MINING TOOL** (*to be evaluated in practicals only)

No. of periods: 10

Subtopic:

- What is Data Mining?
- Introduction to Orange Data Mining Tool
- Beneficiaries of Orange data mining
- Getting started with Orange tool
- Components of Orange
- Default Widget Catalogue
- Key domains of AI with ORANGE DATA MINING TOOL

Specific objective:

Students are able to apply their knowledge in these fields

- What is Data Mining?
- Introduction to Orange Data Mining Tool
- Beneficiaries of Orange data mining
- Getting started with Orange tool
- Components of Orange
- Default Widget Catalogue
- Key domains of AI with ORANGE DATA MINING TOOL

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

. Practical Lab Activity of this chapter, Video, PPT

Activities:

- Load and visualize the Iris dataset using Scatter Plot and other widgets.
- Use classification widgets
- Evaluating the Classification Model with Orange
- Computer Vision with Orange
- Natural Language Processing with Orange

Learning outcomes:

- Develop proficiency in utilizing the Orange Data Mining tool, enabling them to navigate its interface, employ its features, and execute data analysis tasks effectively.
- Demonstrate the ability to apply Orange in real-world scenarios across diverse domains of artificial intelligence, including data science, computer vision, and natural language processing (NLP), through hands-on projects and case studies.

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 (2026-27)

Teacher's Name: Ms. Sarita Jeowani Class: 12 Subject: AI

Topic Unit **5: INTRODUCTION TO BIG DATA AND DATA ANALYTICS**

No. of periods: 10

Subtopic:

- Introduction to Big Data
- Types of Big Data
- Advantages and Disadvantages of Big Data
- Characteristics of Big Data
- Big Data Analytics
- Working on Big Data Analytics
- Mining Data Streams
- Future of Big Data Analytics

Specific objective:

Students are able to apply their knowledge in these fields

- Introduction to Big Data
- Types of Big Data
- Advantages and Disadvantages of Big Data
- Characteristics of Big Data
- Big Data Analytics
- Working on Big Data Analytics
- Mining Data Streams
- Future of Big Data Analytics

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
. Practical Lab Activity of this chapter, Video, PPT

Activities:

Performing Big Data analytics with Orange Data mining tool.

- (*to be evaluated in practicals only)

Learning outcomes:

- Understanding Big Data, its types, advantages and disadvantages.
- Recognize the characteristics of Big Data.
- Explain the concept of Big Data Analytics and its significance.
- Analyze the future trends in the field of Big Data Analytics.
- Understanding the term Mining Data Streams.
-

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 (2026-27)

Teacher's Name: Ms. Sarita Jeowani Class: 12 Subject: AI

Topic Unit **6. UNDERSTANDING NEURAL NETWORKS**

No. of periods: 10

Subtopic:

- Parts of a Neural Network
- Components of a Neural Network
- Working of a Neural Network
- Types of Neural Networks
- Future of Neural Networks and Societal Impact

Specific objective:

Students are able to apply their knowledge in these fields

- Parts of a Neural Network
- Components of a Neural Network
- Working of a Neural Network
- Types of Neural Networks
- Future of Neural Networks and Societal Impact
-

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
. Practical Lab Activity of this chapter, Video, PPT

Activities:

- Explore Machine Learning for Kids to create a neural network for identifying animals and birds.
- Build a TensorFlow model to convert Celsius to Fahrenheit (*to be evaluated in practicals only)
- Use Python Keras to create and train a neural network predicting Fahrenheit from Celsius. (**For Advanced Learners)
- Classification problem using TensorFlow playground

Learning outcomes:

- Explain the basic structure and components of a neural network.
- Identify different types of neural networks and their respective applications.
- Understand machine learning and neural networks through hands-on projects, interactive tools, and Python programming.

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 (2026-27)

Teacher's Name: Ms. Sarita Jeowani Class: 12 Subject: AI

Topic Unit 7. **GENERATIVE AI** No. of periods: 10

Sub Topic

- Introduction to Generative AI
- Working of Generative AI
- Generative and Discriminative models
- Applications of Generative AI
- LLM- Large Language Model
- Future of Generative AI
- Ethical and Social Implications of Generative AI

Specific objective:

Students are able to apply their knowledge in these fields

- Introduction to Generative AI
- Working of Generative AI
- Generative and Discriminative models
- Applications of Generative AI
- LLM- Large Language Model
- Future of Generative AI
- Ethical and Social Implications of Generative AI

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
. Practical Lab Activity of this chapter, Video, PPT

Activities:

- Signing up for Canva Activity.
- Animaker's AI Video Generation tool.
- Use Google Gemini to craft prompts and generate text outputs.
- Explore ChatGPT for conversational text generation and creative tasks.
- Write Python code to initialize the Gemini API and create a chat bot. (**For Advanced Learners)
-

Learning outcomes:

- How Generative AI works.
- Differentiate between Generative AI and Discriminative AI and identify their use cases.
- Explore ethical, social, and legal concerns.
- Gain hands-on experience using AI tools to generate creative and analytical outputs, such as images, texts, and videos.
- Use the Gemini API to design and deploy a functional chatbot.

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 (2026-27)

Teacher's Name: Ms. Sarita Jeowani Class: 12 Subject: AI

Topic Unit **UNIT 8: DATA STORYTELLING** No. of periods: 10

Sub Topic

- Introduction to Storytelling
- Elements of a Story
- Introduction to Data Storytelling
- Why is Data Storytelling Powerful?
- Essential Elements of Data Storytelling
- Narrative Structure of a Data Story (Freytag's Pyramid)
- Types of Data and Visualizations for Different Data
- Steps to Create a Story Through Data
- Ethics in Data Storytelling
-

Specific objective:

Students are able to apply their knowledge in these fields

- Introduction to Storytelling
- Elements of a Story
- Introduction to Data Storytelling
- Why is Data Storytelling Powerful?
- Essential Elements of Data Storytelling
- Narrative Structure of a Data Story (Freytag's Pyramid)
- Types of Data and Visualizations for Different Data
- Steps to Create a Story Through Data
- Ethics in Data Storytelling
-

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

. Practical Lab Activity of this chapter, Video, PPT

Activities:

Create an effective data story using given data.

Learning outcomes:

- Understand the benefits of storytelling.
- Appreciate the role of data storytelling in data analysis, data science, and AI.
- Learn to combine data, visuals, and narrative to present complex information effectively.

• Gain skills to draw meaningful insights from data stories.
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 (2026-27)

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 (2026-27)

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 (2026-27)

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 (2026-27)

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 (2026-27)

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 2026-27

Teacher's Name: Ms. Vaishali Class :- 12 Month- April

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, 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 2026-27

Teacher's Name: Mr.Vaishali Class :-12 Month- April

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: 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- 2026-27

Teacher's Name: Ms. Vaishali Class :- 12 Month- June

Subject: 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: 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- 2026-27

Teacher's Name: Ms.Vaishali Class :-12 Month- June

Subject: Visual Art Topic: Caricature 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: 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- 2026-27

Teacher's Name: Ms. Vaishali Class :- 12 Month- July

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

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- 2026-27

Teacher's Name: Ms.Vaishali Class :-12 Month- July

Subject: Fine Art Topic: Zen Art No. of Period-2

Subtopic:

Zen Art

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: Cutting 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- 2026-27

Teacher's Name: Ms. Vaishali Class :- 12 Month- August

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: 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- 2026-27

Teacher's Name: Ms. Vaishali Class :- 12 Month- August

Subject: Fine 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: 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- 2026-27

Teacher's Name: Ms. Vaishali Class :- 12 Month- September

Subject: Fine Art Topic: Caricature 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: 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- 2026-27

Teacher's Name: Ms. Vaishali Class :- 12 Month- September

Subject: Fine 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: 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- 2026-27

Teacher's Name: Ms. Vaishali Class :- 12 Month- October

Subject: Fine Art Topic: Symmetrical balance No. of Period-2

Subtopic:

Symmetrical balance

Specific objective:

Learners will be able to apply elements and principle of Art and create design symmetrical way

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- 2026-27

Teacher's Name: Ms. Vaishali Class :- 12 Month- October

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 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- 2026-27

Teacher's Name: Ms. Vaishali Class :- 12 Month- November

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: 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- 2026-27

Teacher's Name: Ms. Vaishali Class :- 12 Month- November

Subject: Fine 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: 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

Lesson Plan (2026 -27)

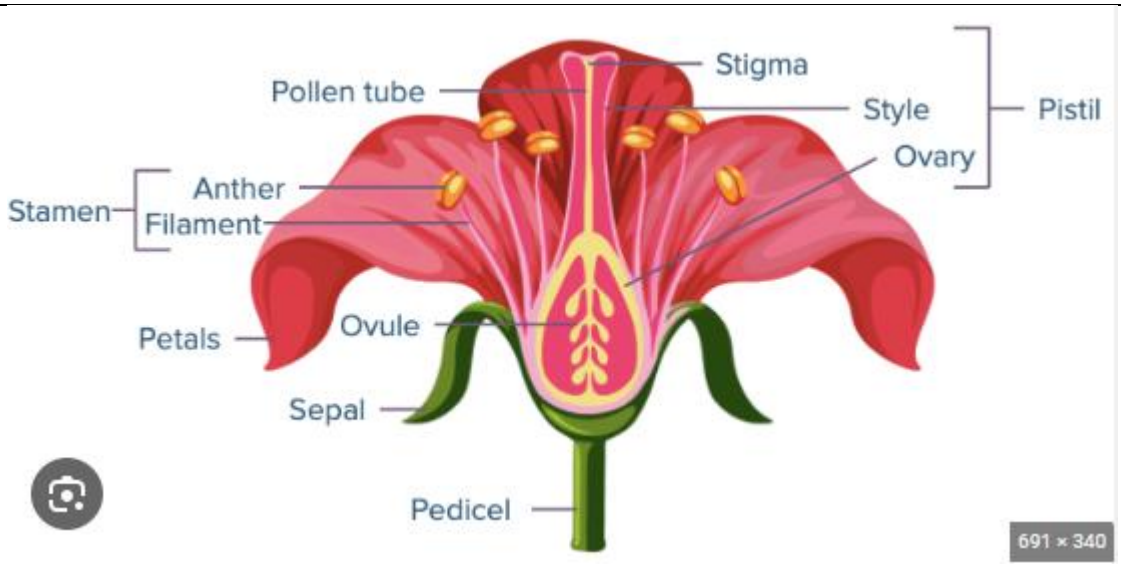
Teacher's Name –Ms. Ashwini P **Grade - XII**

Subject - BIOLOGY **Month –April**

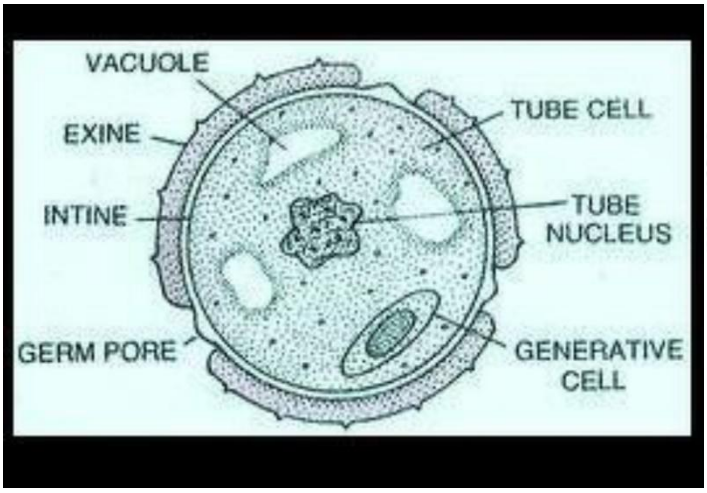
Topic- Chapter 2- **Sexual reproduction in flowering plants**

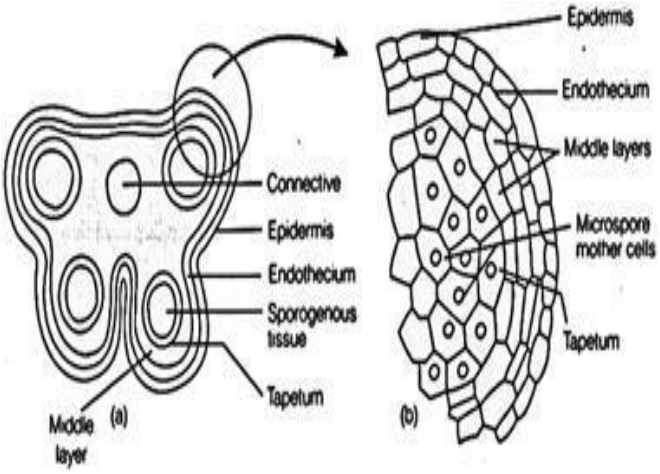
No. of Periods - 8

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:





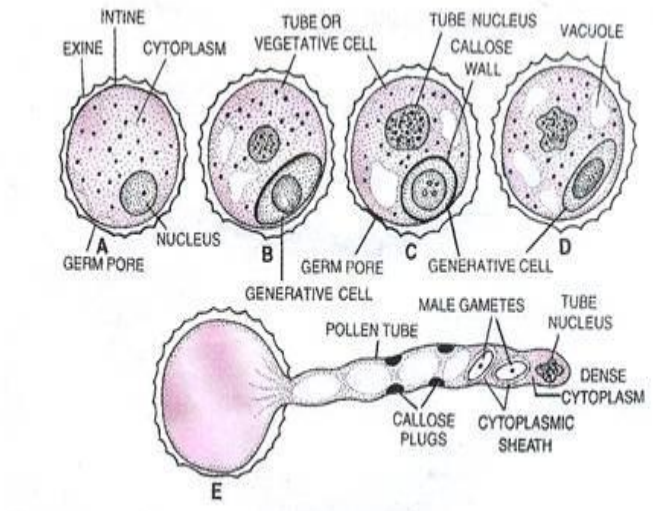
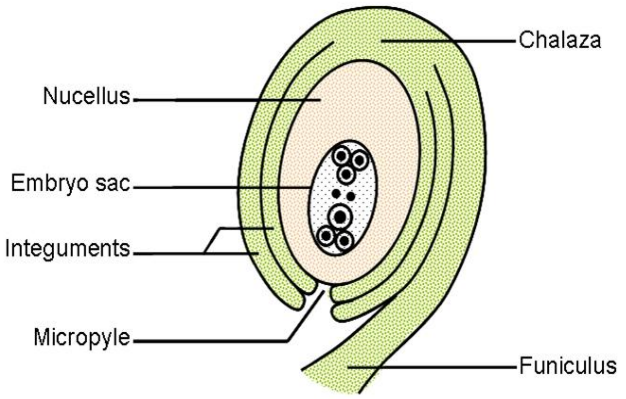
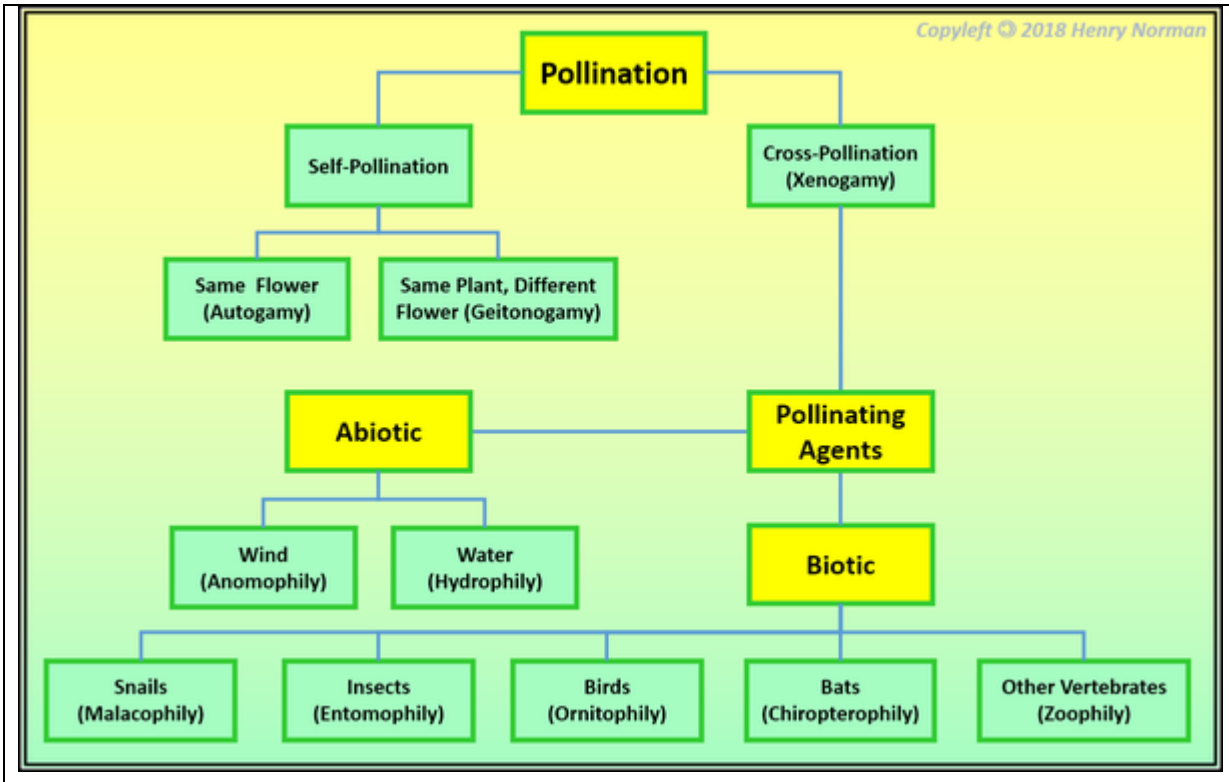


Fig. 2.9. Germination of pollen grain and formation of male gametophyte in an angiosperm.



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

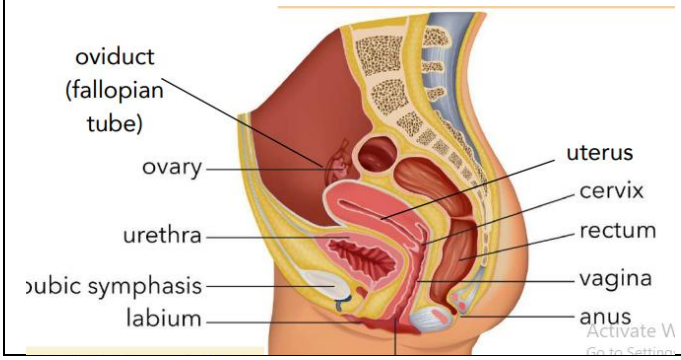
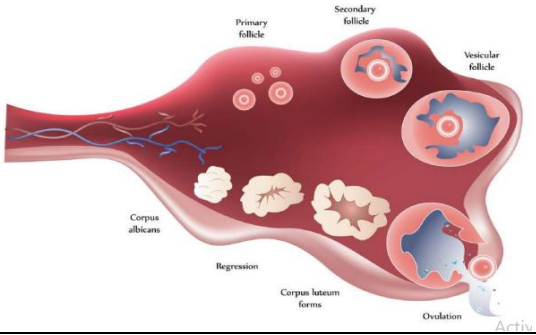
MIS INTERNATIONAL SCHOOL

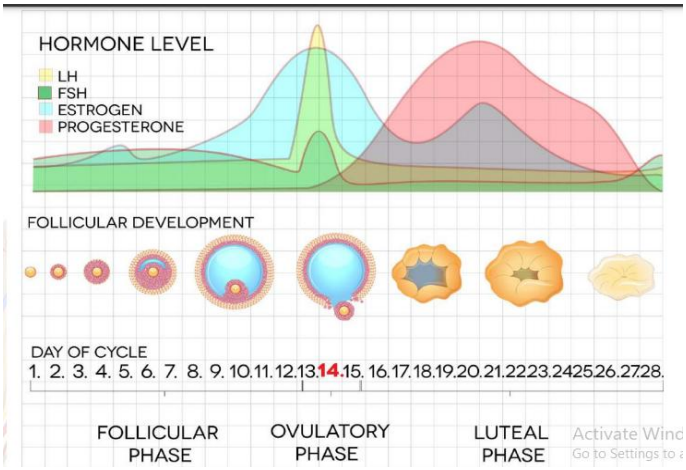
Lesson Plan (2026 -27)

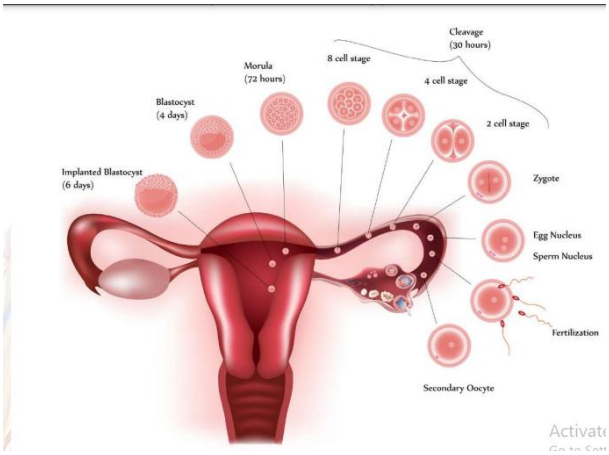
Teacher's Name –Ms. Ashwini P **Grade - XII**

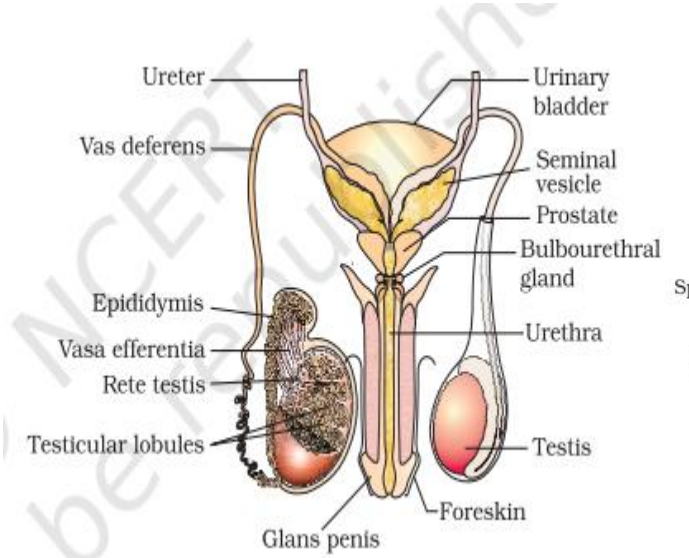
Subject - BIOLOGY **Month –April**

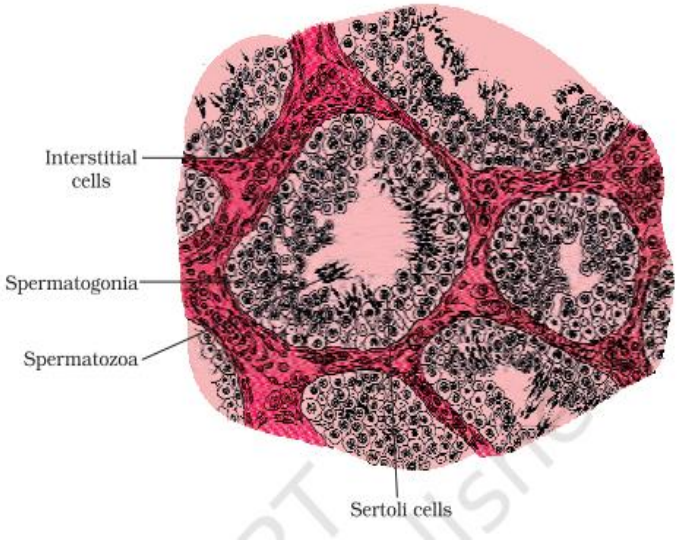
Topic- Chapter 3: HUMAN REPRODUCTION **No. of Periods - 10**

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 (2026 -27)

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:

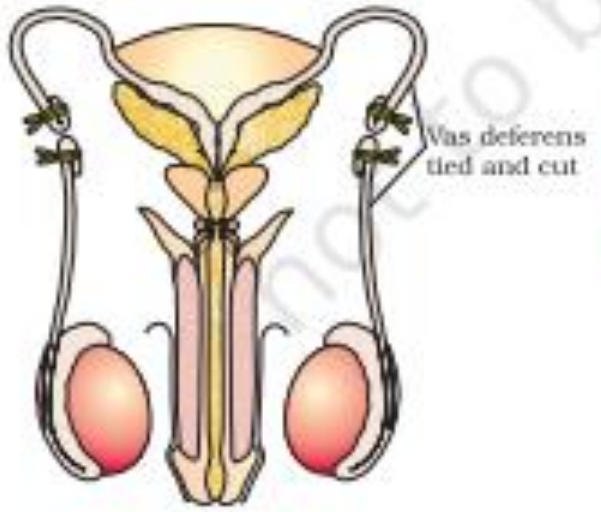


Figure 3.4 (a) Vasectomy

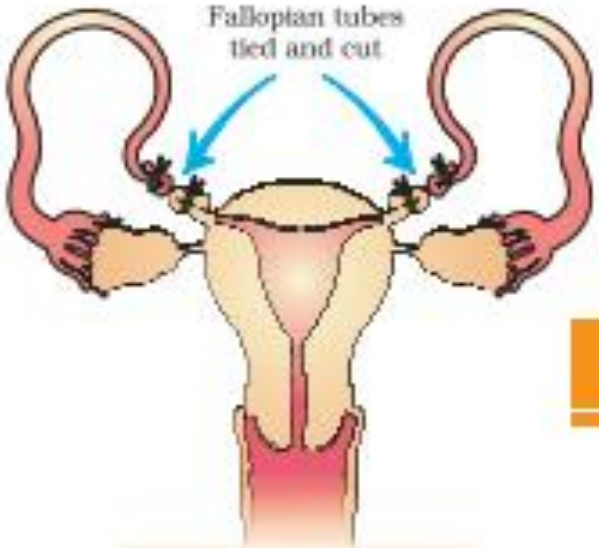
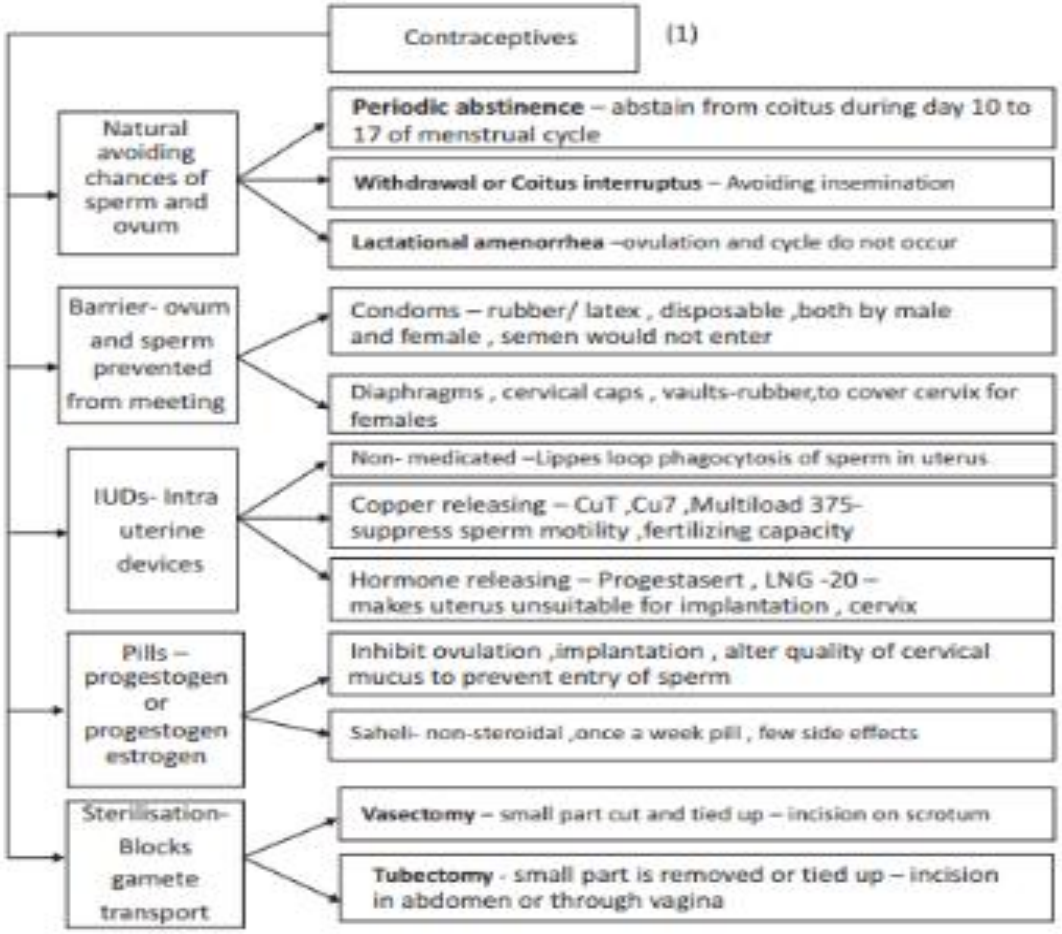


Figure 3.4 (b) Tubectomy



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.

Reference: NCERT text book, Reference Book, CBSE Exemplar, DPSG Spiral

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MIS INTERNATIONAL SCHOOL

Lesson Plan (2026 -27)

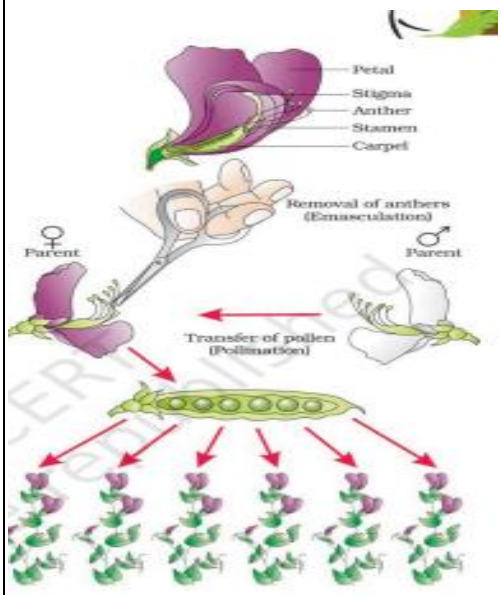
Teacher's Name –Ms. Ashwini P **Grade - XII**

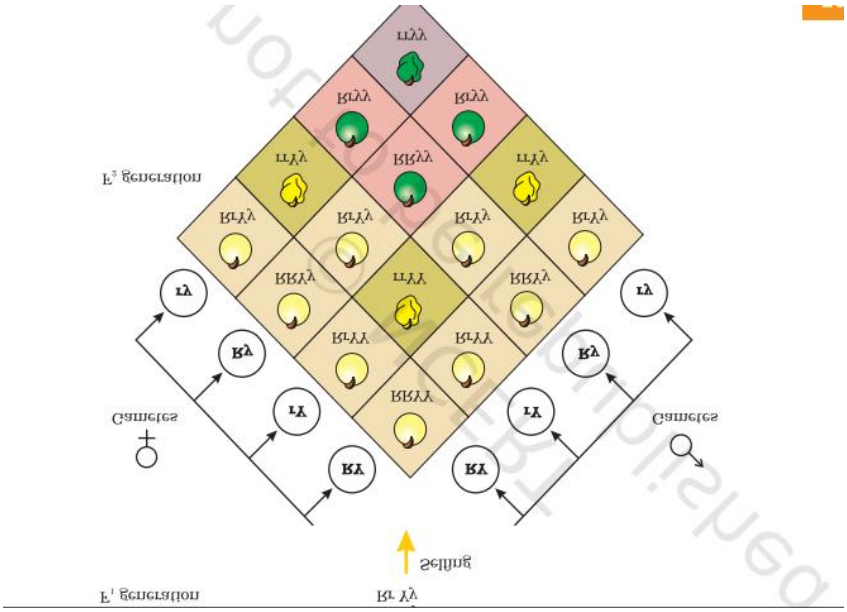
Subject - BIOLOGY **Month –June**

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:





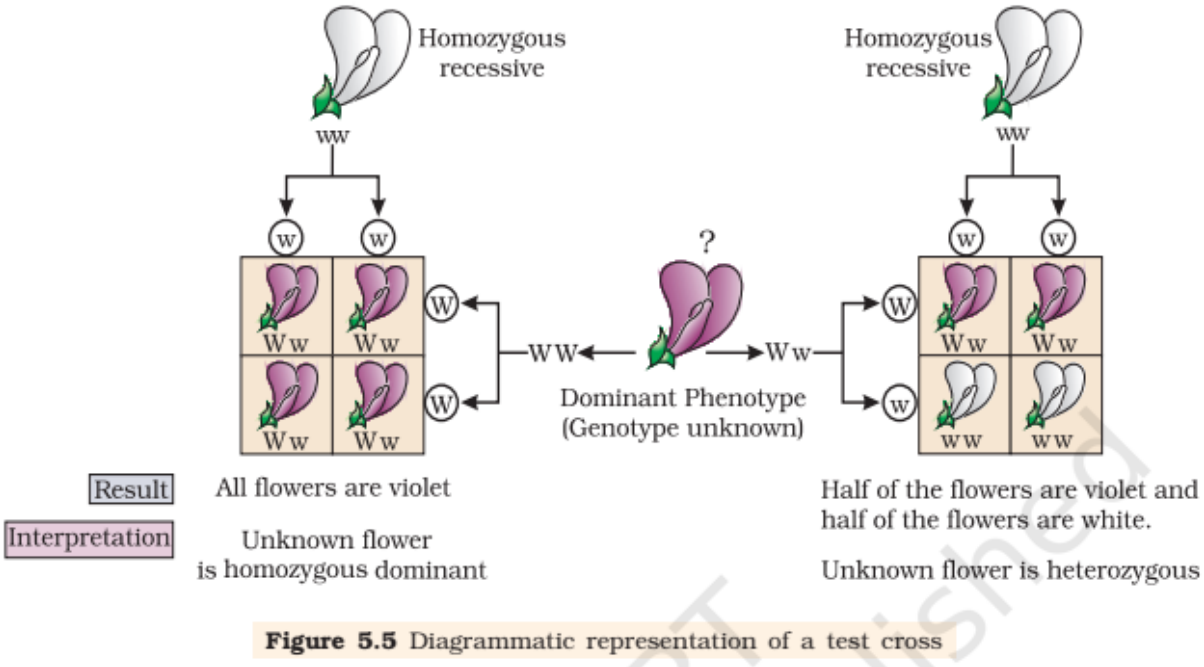


Figure 5.5 Diagrammatic representation of a test cross

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 www.learncbse.in/cbse-notes/ https://mycbseguide.com

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026 -27)

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:

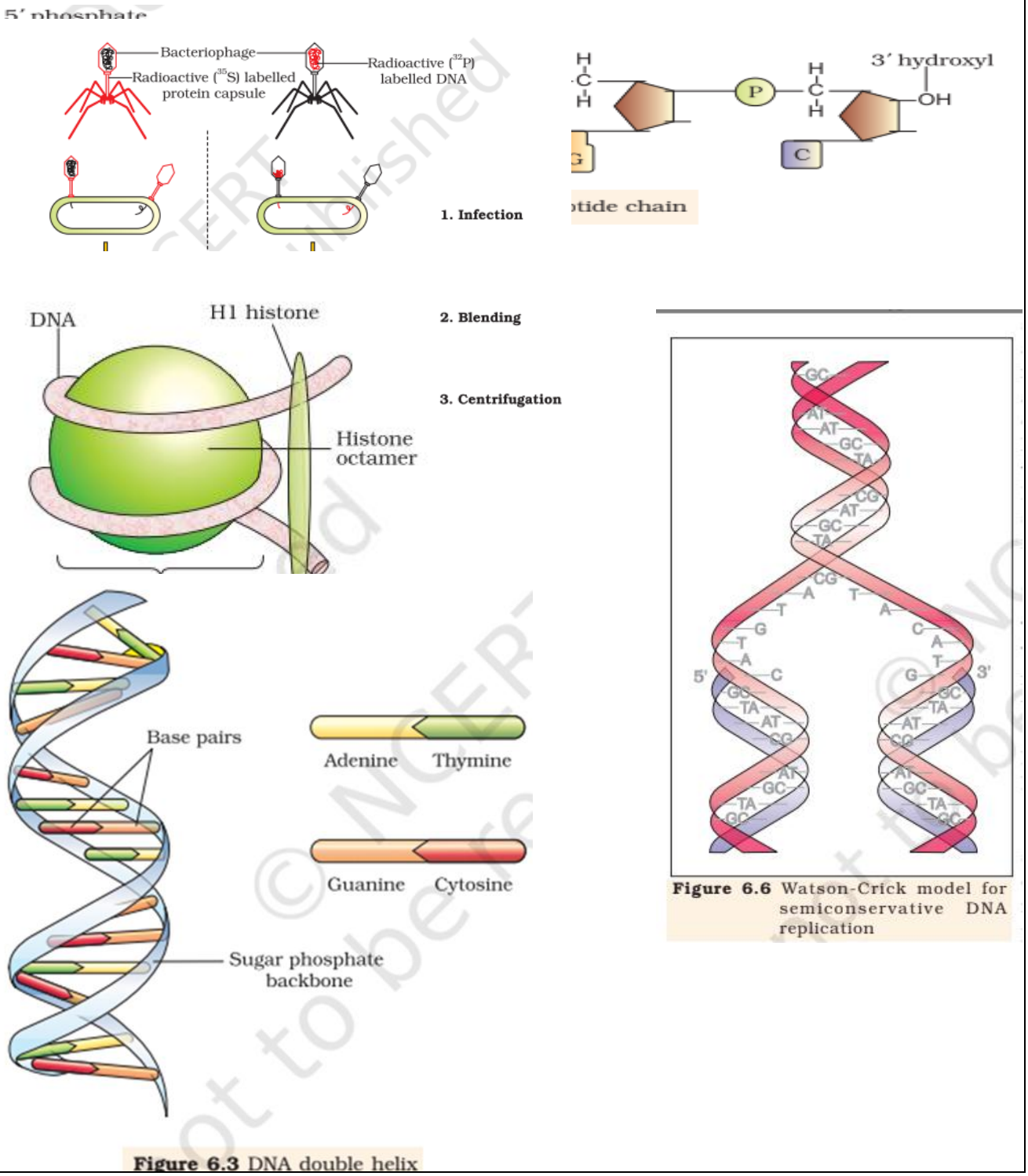


Figure 6.3 DNA double helix

Figure 6.6 Watson-Crick model for semiconservative DNA replication

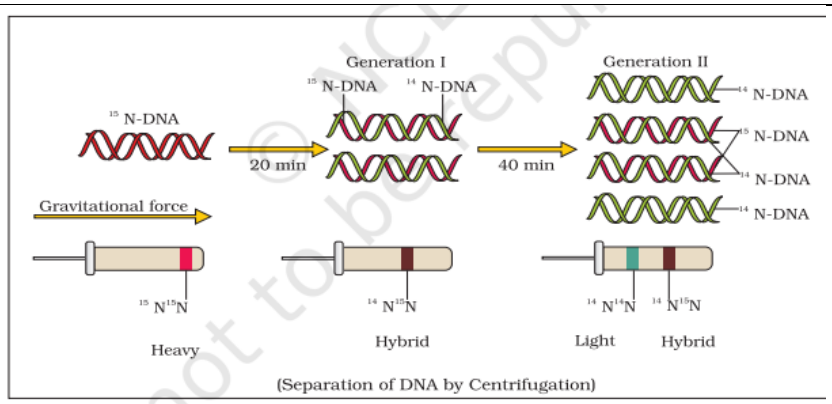


Figure 6.7 Meselson and Stahl's Experiment

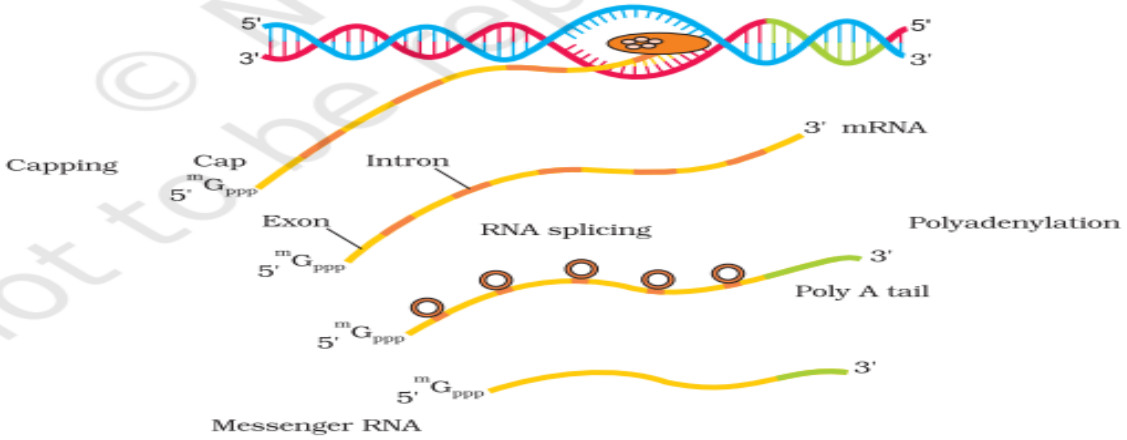


Figure 6.11 Process of Transcription in Eukaryotes

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 (2026 -27)

Teacher's Name –Ms. Ashwini P **Grade - XII**

Subject - BIOLOGY **Month –July**

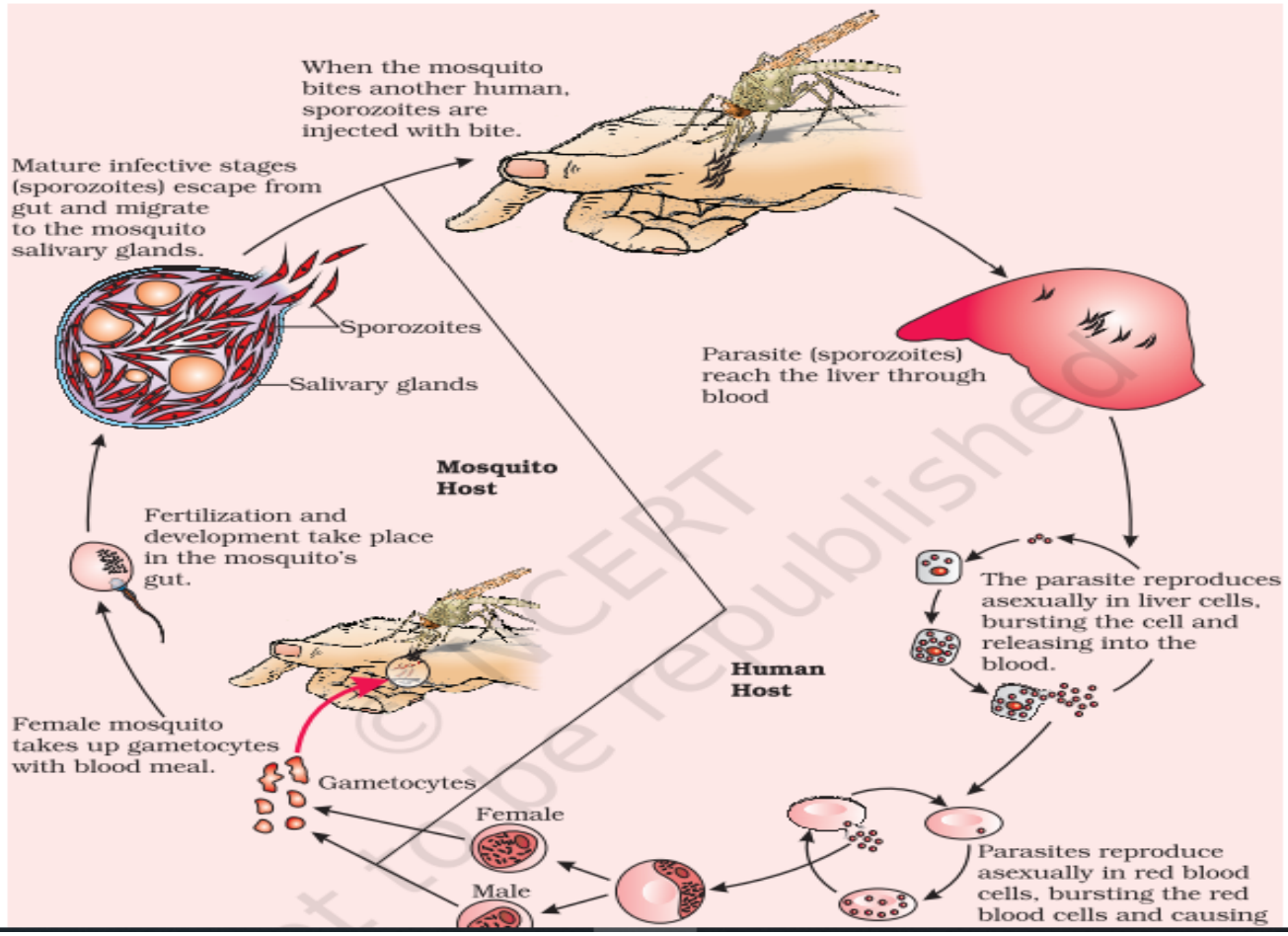
Topic- Ch7 HUMAN HEALTH AND DISEASE **No. of Periods - 10**

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: .



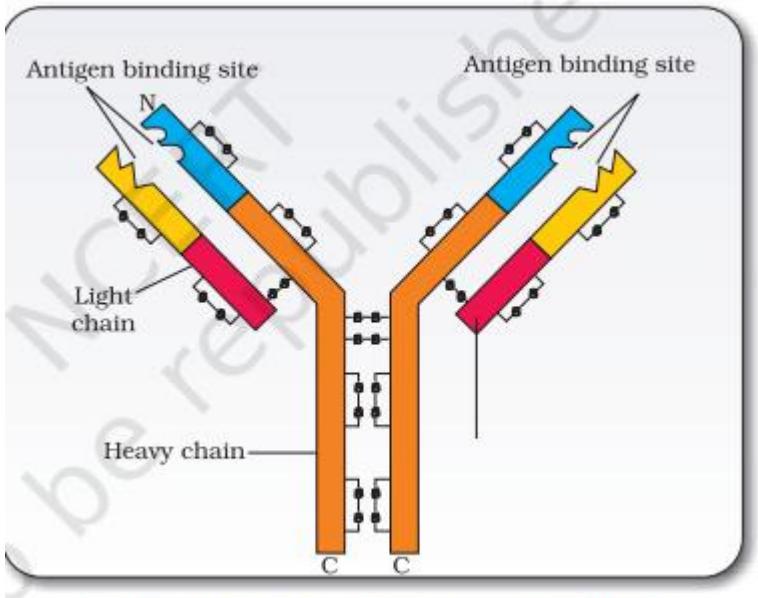


Figure 7.4 Structure of an antibody molecule

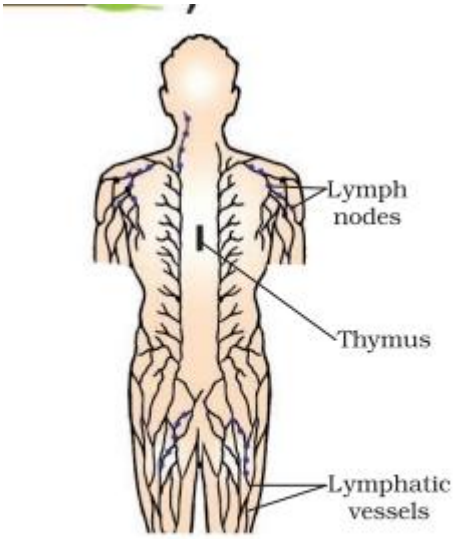


Figure 7.5 Diagrammatic representation of Lymph nodes

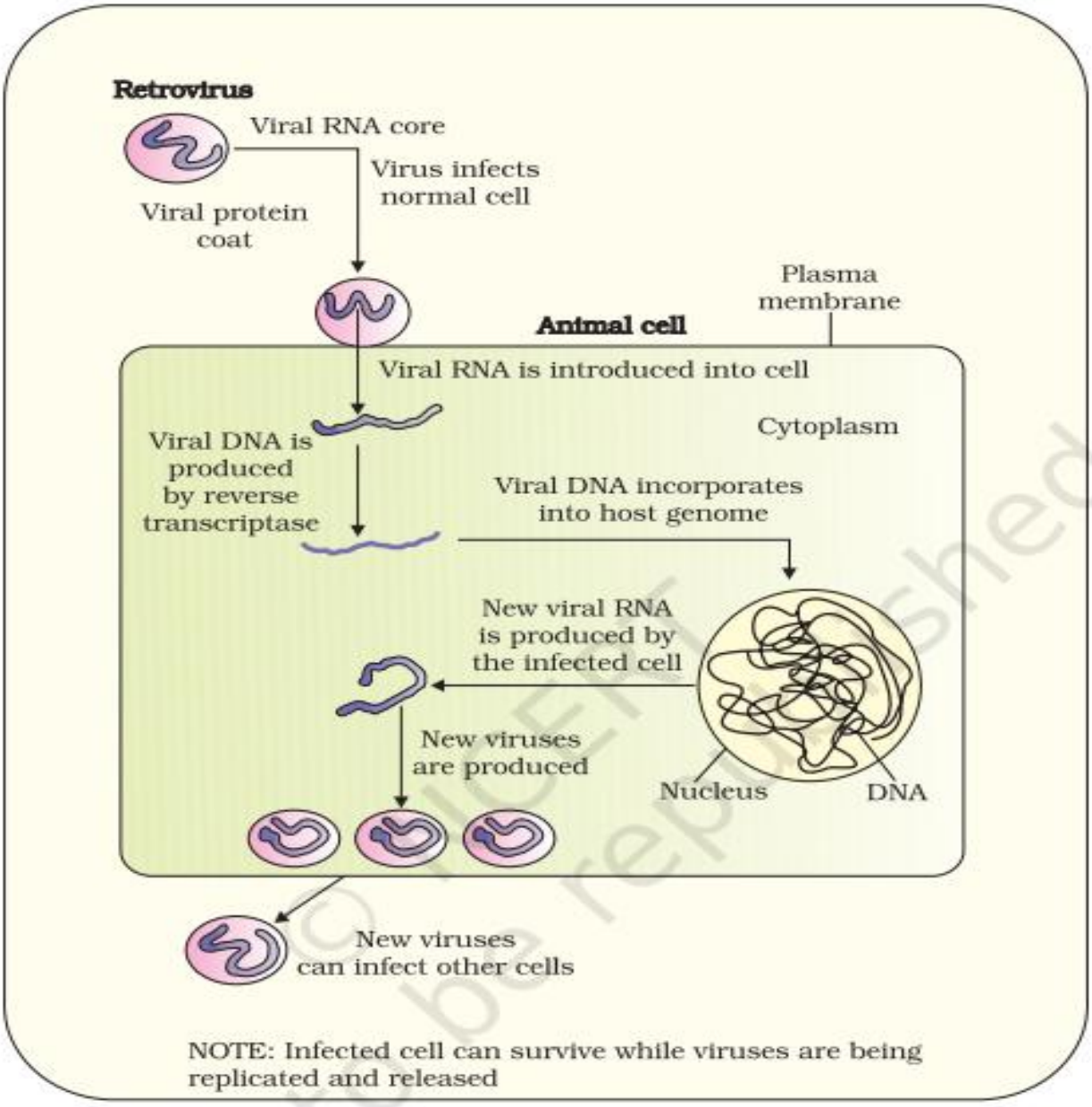


Figure 7.6 Replication of retrovirus

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 (2026 -27)

Teacher's Name –Ms. Ashwini P **Grade - XII**

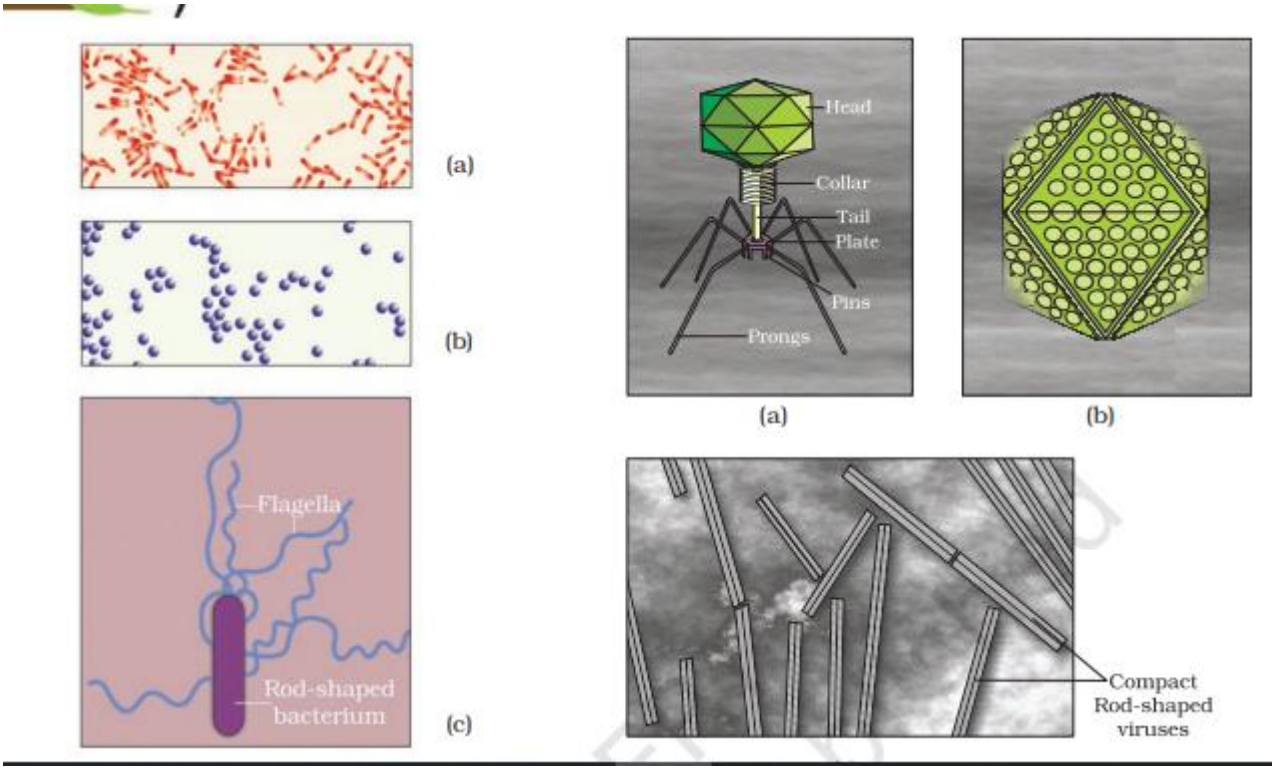
Subject - BIOLOGY **Month-August**

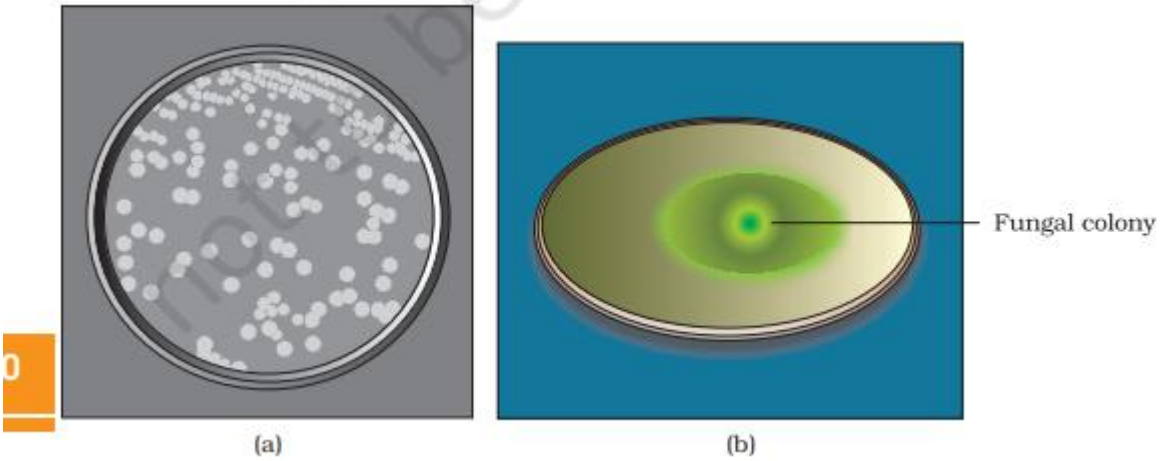
Topic- Ch8 MICROBES IN HUMAN WELFARE **No. of Periods -8**

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:





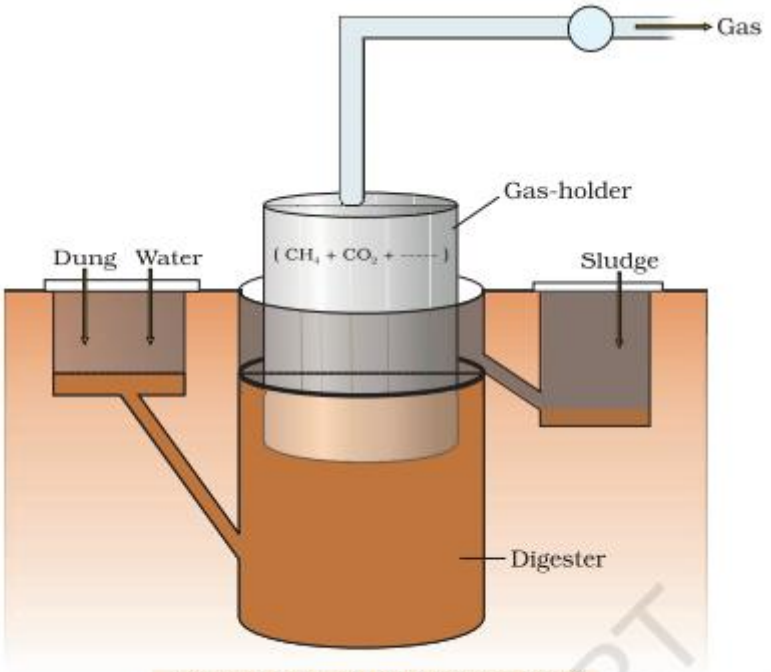


Figure 8.8 A typical biogas plant

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 (2026 -27)

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.

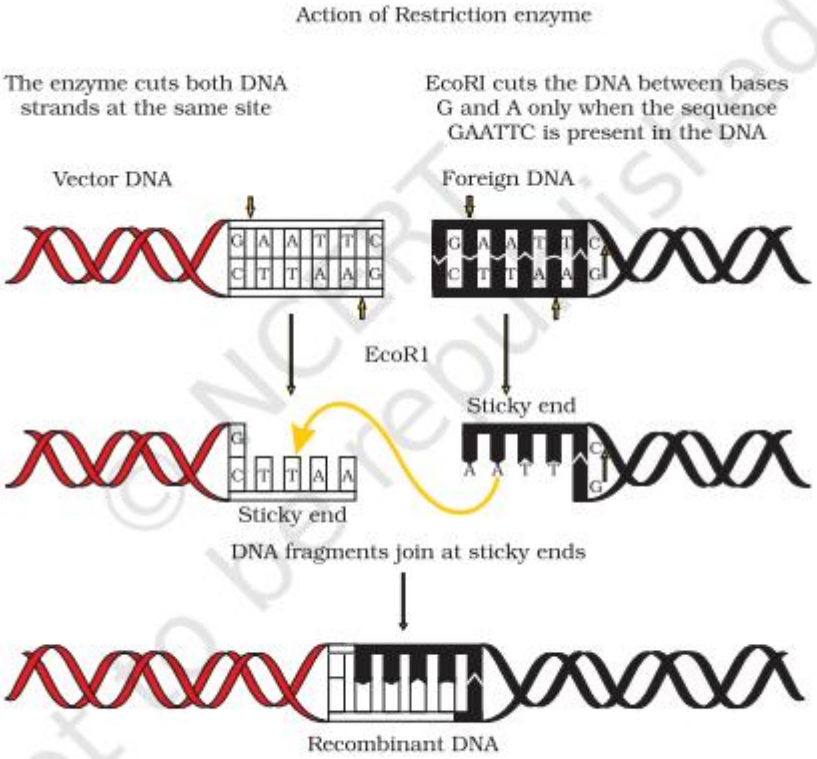
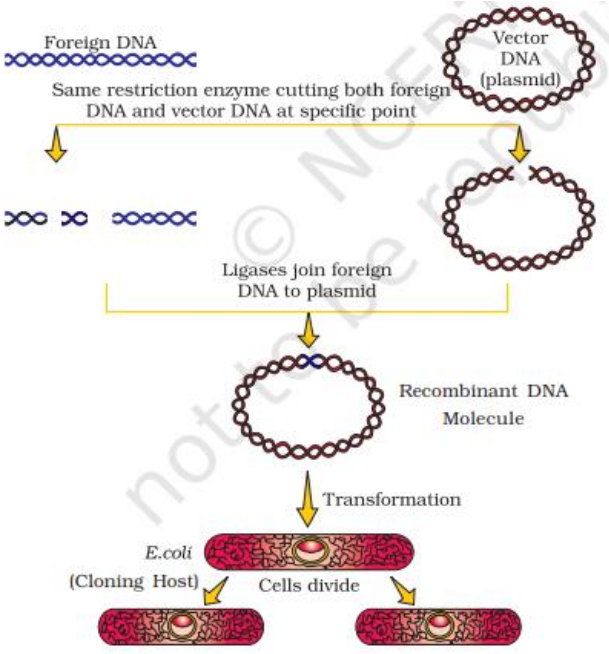


Figure 9.1 Steps in formation of recombinant DNA by action of restriction endonuclease enzyme - EcoRI



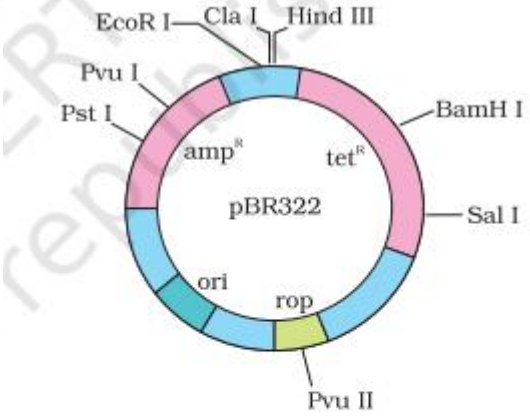


Figure 9.4 *E. coli* cloning vector pBR322 showing restriction sites (*Hind* III, *Eco*R I, *Bam*H I, *Sal* I, *Pvu* II, *Pst* I, *Cla* I), ori and antibiotic resistance genes (amp^R and tet^R). rop codes for the proteins involved in the replication of the plasmid.

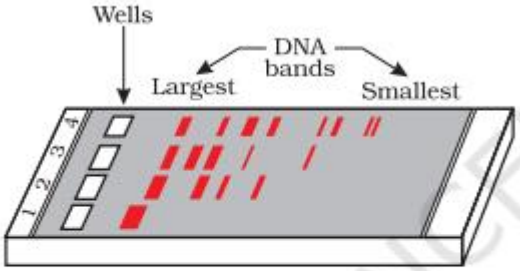


Figure 9.3 A typical agarose gel electrophoresis showing migration of undigested (lane 1) and digested set of DNA fragments (lane 2 to 4)

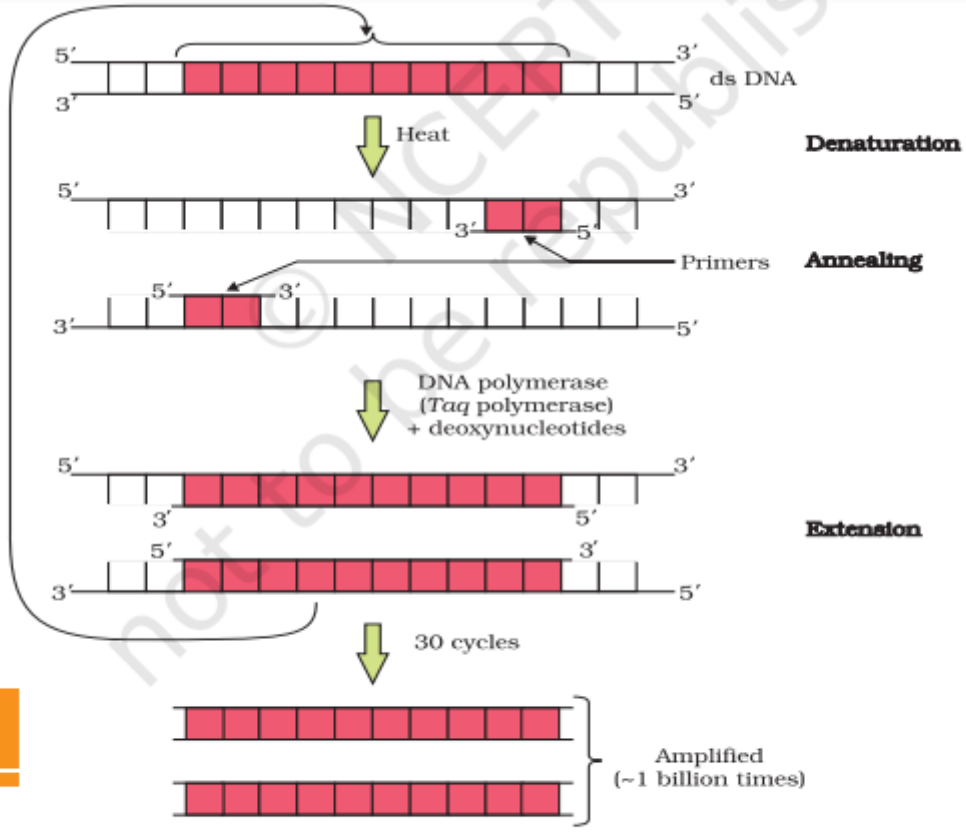


Figure 9.6 Polymerase chain reaction (PCR) : Each cycle has three steps: (i) Denaturation; (ii) Primer annealing; and (iii) Extension of primers

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 (2026 -27)

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:

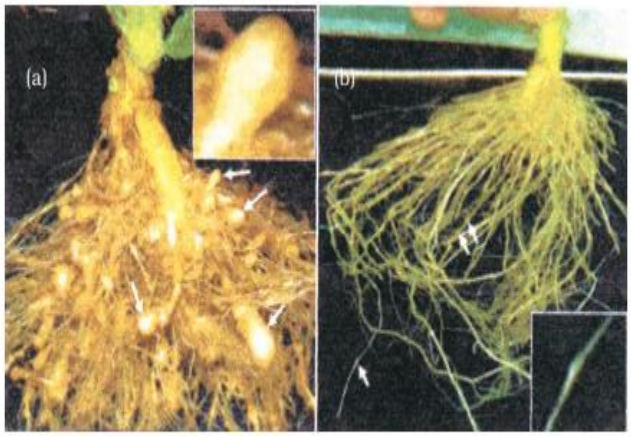


Figure 10.2 Host plant-generated dsRNA triggers protection against nematode infestatio (a) Roots of a typical control plants; (b) transgenic plant roots 5 days after deli infection of nematode but protected through novel mechanism.

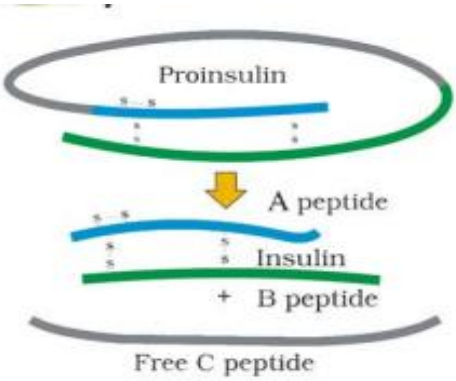
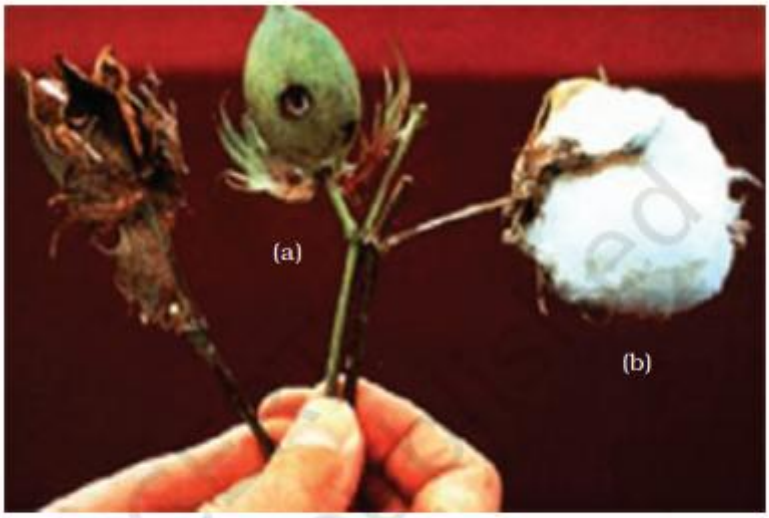
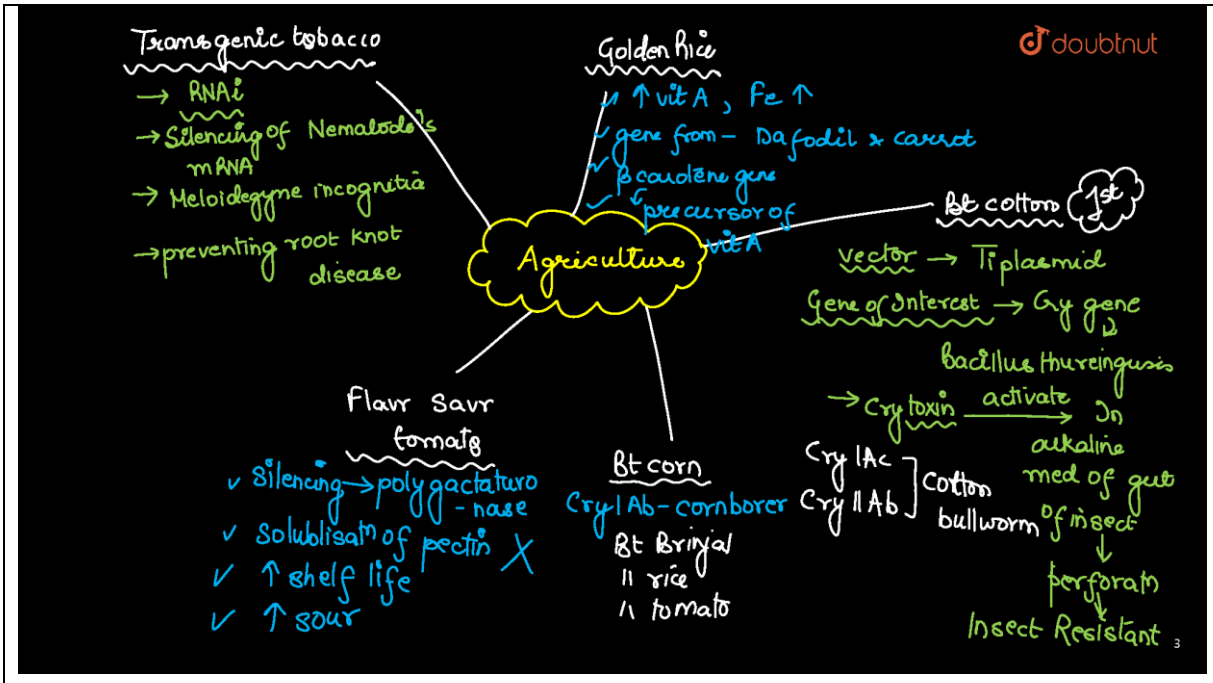


Figure 10.3 Maturation of pro-insulin into insulin (simplified)



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.

Reference: NCERT text book, Reference Book, CBSE Exemplar, DPSG Spiral

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MIS INTERNATIONAL SCHOOL

Lesson Plan (2026 -27)

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:

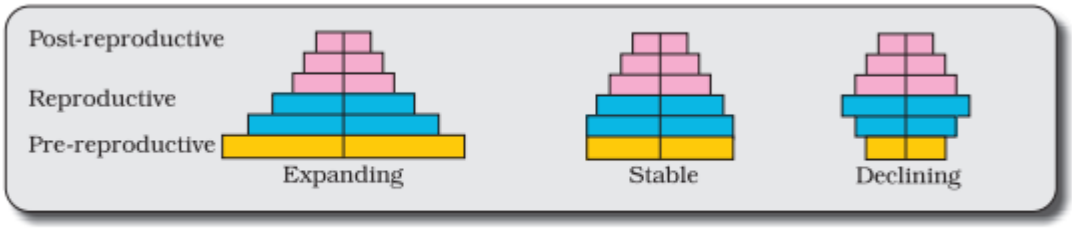

Figure 11.1 Representation of age pyramids for human population

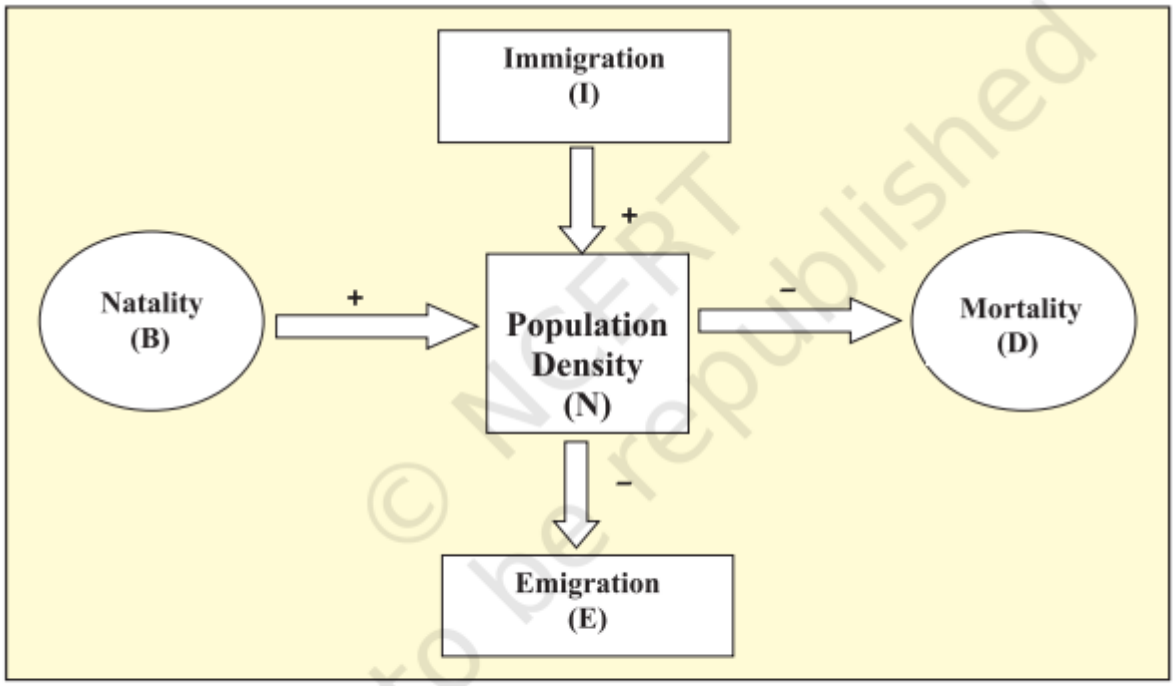

Figure 11.2

So, if N is the population density at time t, then its density at time t +1 is

$$N_{(t+1)} = N_t + [(B + I) - (D + E)]$$

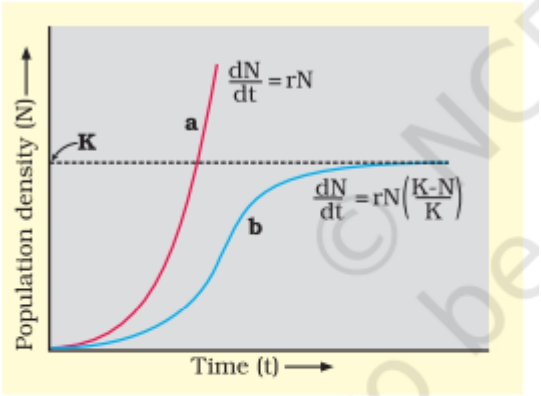

Figure 11.3 Population growth curve **a** when responses are not limiting the growth, plot is exponential, **b** when responses are limiting the growth, plot is logistic, **K** is carrying capacity

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.

Reference: NCERT text book, Reference Book, CBSE Exemplar, DPSG Spiral

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MIS INTERNATIONAL SCHOOL

Lesson Plan (2026 -27)

Teacher's Name –Ms. Ashwini P **Grade - XII**

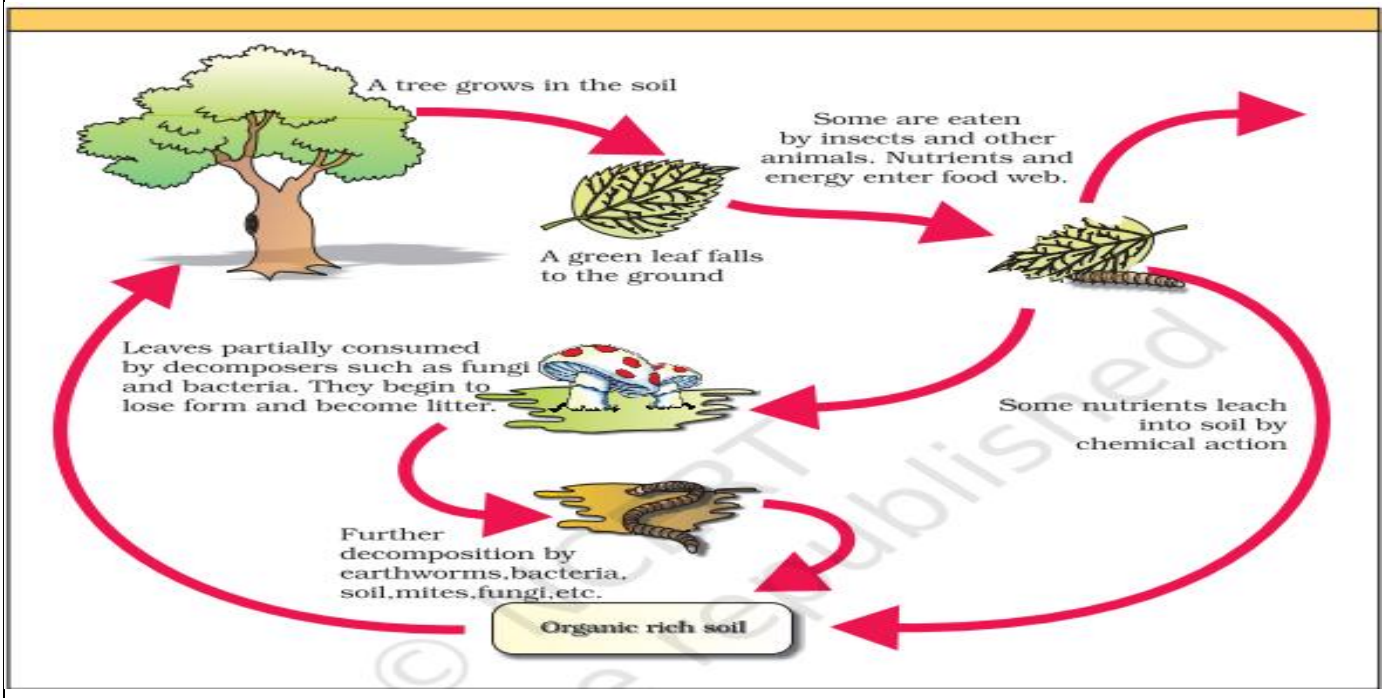
Subject - BIOLOGY **Month – October**

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:



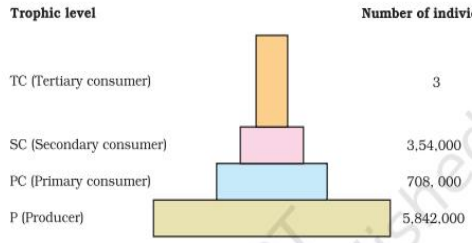


Figure 12.4 (a) Pyramid of numbers in a grassland ecosystem. Only three top-carnivores are supported in an ecosystem based on production of nearly 6 millions plants

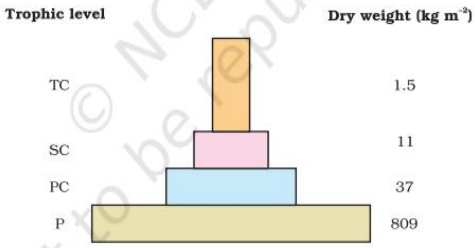


Figure 12.4 (b) Pyramid of biomass shows a sharp decrease in biomass at higher trophic levels

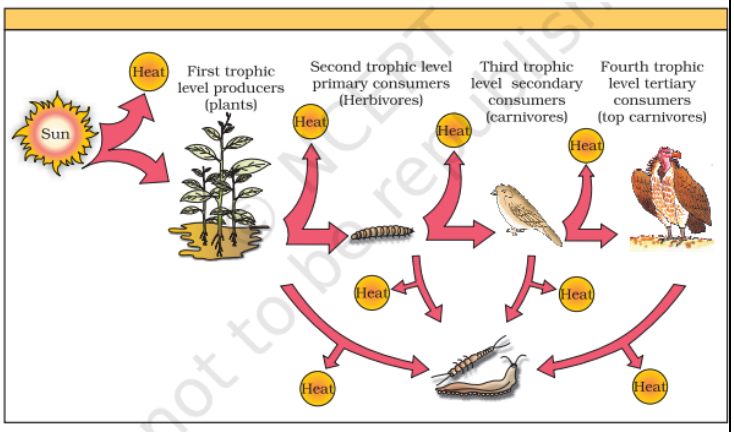


Figure 12.3 Energy flow through different trophic levels

Grass ⟶ Goat ⟶ Man

(Producer) (Primary Consumer) (Secondary consumer)

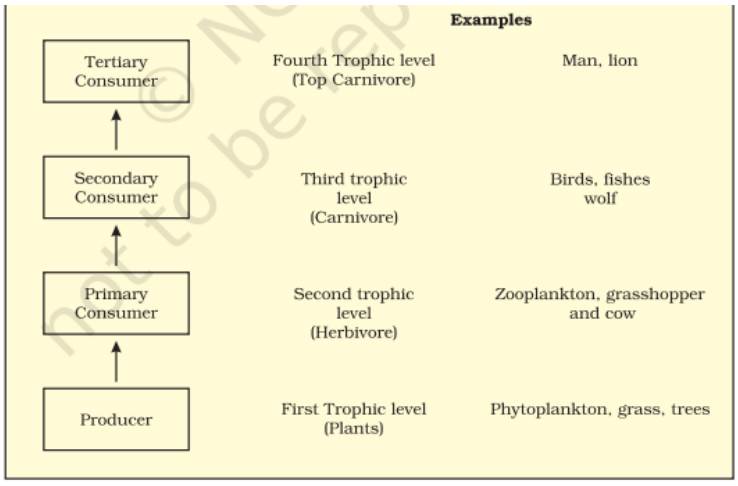


Figure 12.2 Diagrammatic representation of trophic levels in an ecosystem

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.
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MIS INTERNATIONAL SCHOOL

Lesson Plan (2026 -27)

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:

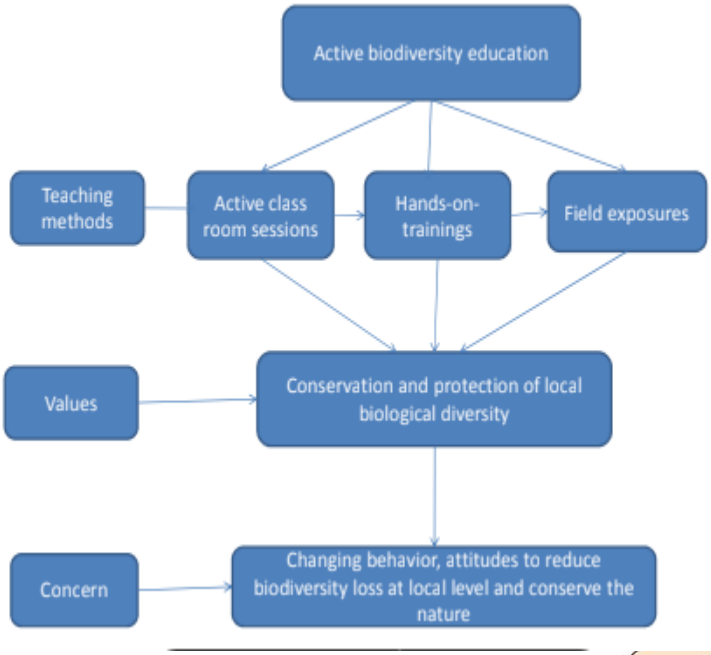
Student - teacher interaction, collaborative learning, independent research, differentiated teaching, peer learning

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:



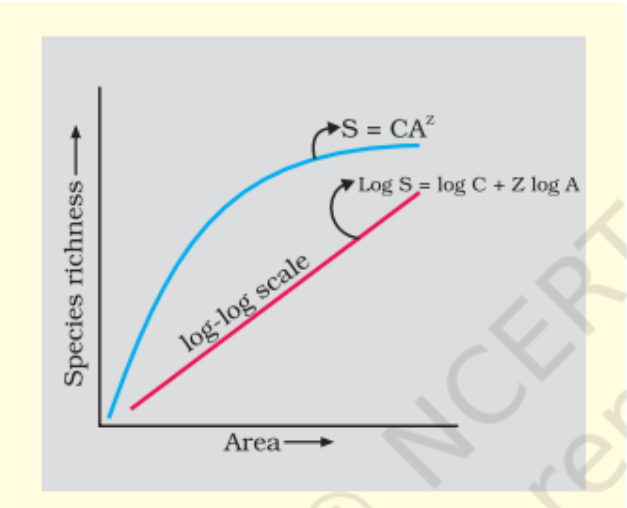


Figure 13.2 Showing species area relationship. Note that on log scale the relationship becomes linear

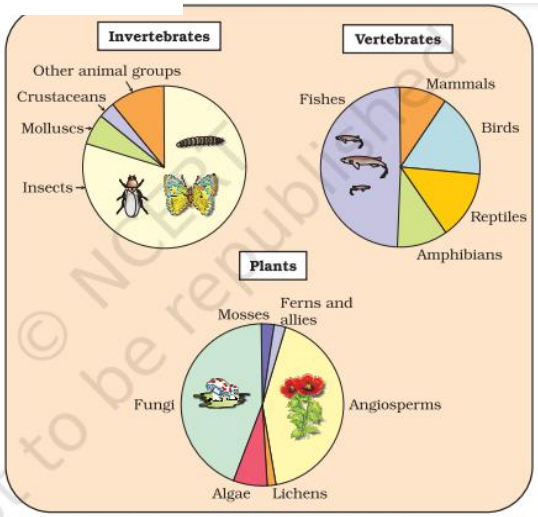


Figure 13.1 Representing global biodiversity: proportionate number of species of major taxa of plants, invertebrates and vertebrates

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 (2026 -27)

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:

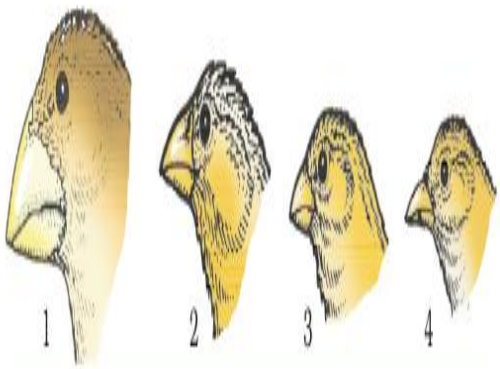


Figure 6.5 Variety of beaks of finches that Darwin found in Galapagos Island

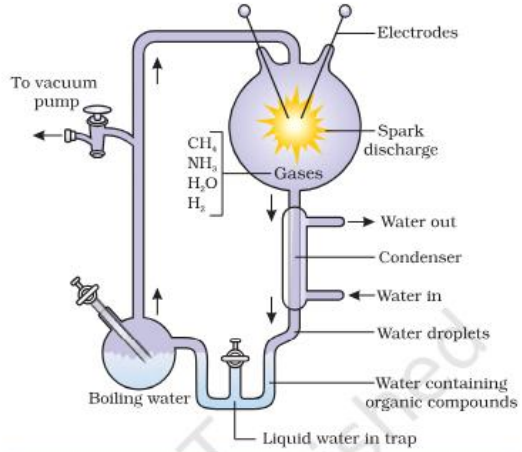
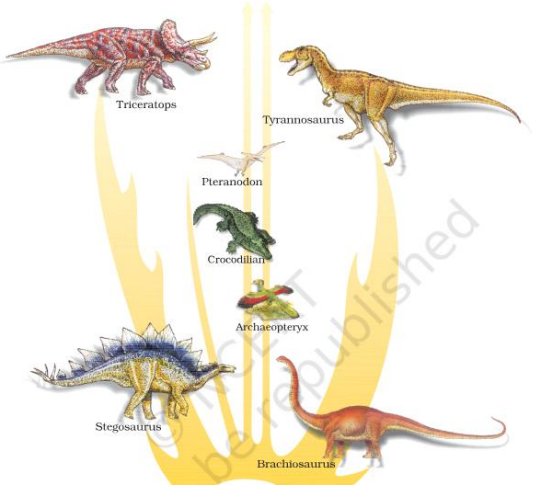


Figure 6.1 Diagrammatic representation of Miller's experiment

(a)

(b)



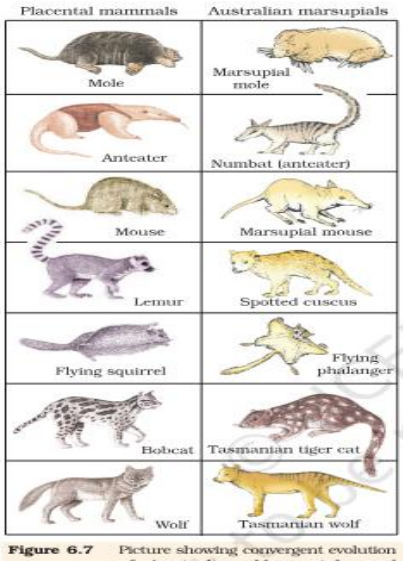


Figure 6.7 Picture showing convergent evolution of Australian Marsupials and placental mammals

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.
Reference: NCERT text book, Reference Book, CBSE Exemplar, DPSG Spiral www.learncbse.in/cbse-notes/ https://mycbseguide.com

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name - Shreelekha Chitnis **Grade - 12**

Subject - English **Month – June**

Topic – (Flamingo) L 2- Keeping Quiet **No. of Periods- 4**

Indigo
Specific objectives: Identify the poetic devices. Students vocabulary will be enriched.
Methodology: The session would begin with the study of silence. The teacher would ask the learners to maintain silence and the study the sounds of silence for one minute. The learners would discuss on the sounds and thoughts of silence and relate to the title of the poem. The background of the author would be given.
Activities: The poem would be read aloud by the teacher with correct stress, pause ,mood , intonation and inflection. Innovative pedagogy The poem will be exploited by the students . Students will take initiative for their own learning experiences.
Board work: Writing of pointers related to the answers after discussion in the class.
Learning outcomes : Appreciates the poetic beauty. Understands the need of the hour to maintain peace and harmony. Correlates the theme of the poem with contemporary background and personal experiences.
Application: : What symbol from nature does the poet use to prove that keeping quiet is not total inactivity? Comment
ICT Integration / Art Integration : PPT, Internet, Word Document , text book, Dictionary , Paper Chits
Class assessment/ Recapitulation: Questions from NCERT Text Book –

Flamingo (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.) What are the different kinds of wars mentioned in the poem? What is Neruda's attitude towards these wars? According to the poet, what is it that human beings can learn from nature?
Homework/ worksheets: Questions from NCERT Text Book - Flamingo
Reference: NCERT Text Book - Flamingo

MIS INTERNATIONAL School

Lesson Plan (2026-27)

Teacher's Name - Shreelekha Chitnis

Grade - 12

Subject - English **Month – July**

Topic – (Flamingo) L 5 A Roadside Stand **No. of Periods- 4**

A Roadside Stand
Specific objectives: 1.To develop sympathy to show it towards poor deprived people. 2. To make the students aware about the existence of human tragedies and fears. 3. To develop interest in reading poems. 4. To enrich their vocabulary.
Methodology: The teacher introduces the poem and the poet in a deft manner. - brings out the intricacies of life. - Explains that the poem depicts rural-urban divide.
Activities :After the students have understood the ideas conveyed in the poem. - They discuss about the oblivious attitude of the city folk towards village people. Does the poet thinks in vain that it is inhuman to kill all the poor people. - and speak about the thinking of the poet that he should be killed so that he won't see the miserable plight of the poor people.
Board work: Writing of pointers related to the answers after discussion in the class.
Learning outcomes : Appreciates the poetic beauty. i)understand the critical appreciation of the poem ii)understand that beauty dwells inside us and gives us happiness iii)appreciate and admire the beauty of nature iv)understand varied definitions of beauty

v)learn from the stories of great people
Application: : Why was the ‘roadside stand’ put up? (Comment) What does ‘beauty rest in a mountain scene’ mean?
ICT Integration / Art Integration : PPT, Internet, Word Document , text book, Dictionary , Paper Chits
Class assessment/ Recapitulation: Questions from NCERT Text Book – Flamingo (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.) Do you think the ‘good news’ for the poor people ever come true? Why? What are greedy good-doers compared to? What is the childish longing? Why is it in vain? What does the poet want at one stroke?
Homework/ worksheets: Questions from NCERT Text Book - Flamingo
Reference: NCERT Text Book - Flamingo

MIS INTERNATIONAL SCHOOL
Lesson Plan (2026-27)

Teacher's Name - Shreelekha Chitnis
Grade - 12

Subject - English **Month – June**

Topic – (Flamingo) Lesson 3- DEEP WATER **No. of Periods- 4**

DEEP WATER
Specific objectives: Infer the meaning from the chapter · Psychological analysis of fear. · Understand the message that lesson wants to convey.
Methodology: The session would begin with an interaction. Suggest a list of fears confronted by people of their age. Discuss each of them and suggest ways of overcoming them.
Activities: Have you ever had a fear that you have now overcome? Share your experience. 2. Find and narrate other stories about conquest of fear and what people have said about courage.
Board work: Writing of pointers related to the answers after discussion in the class.
Learning outcomes : Appreciate a real life personal account of experiencing fear and the steps taken to overcome it. · Analyze fear psychologically. · Develop understanding of another person's experience. · Introspect on their fears and think of strategies of overcoming it in a controlled environment · Understand the importance of fighting fear for success in life · Learn words and expressions suggesting fear . · Gather information on water sports.
Application: : to analyze fear psychologically and reflect on the steps to overcome it • develop an understanding of another person's experience. • introspect on their fears and think of strategies of overcoming it in a controlled environment.
ICT Integration / Art Integration : PPT, Internet, Word Document , text book, Dictionary ,

Paper Chits
Class assessment/ Recapitulation: Questions from NCERT Text Book – Flamingo (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.) • write letter on personal learning achievement.
Homework/ worksheets: Questions from NCERT Text Book - Flamingo
Reference: NCERT Text Book - Flamingo

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name - Shreelekha Chitnis

Grade - 12

Subject - English **Month – July**

Topic – (Flamingo) Lesson 4- THE RATTRAP **No. of Periods- 4**

THE RATTRAP
Specific objectives: The students will appreciate the unique fairy tale quality of the story and the skill of the writer. 2. The students will learn about the human tendency to redeem oneself from dishonest ways. 3. They understand the characters and appreciate their qualities. 4. They will understand that the whole world is nothing but a big rattrap. The moment anyone touches the bait, the rattrap closes in on him. Then everything comes to an end.
Methodology: The session would begin with an interaction. They will appreciate the unique fairy tale quality of the story and the skill of the writer.
Activities: The students will discuss about the human tendency to redeem oneself from dishonest ways.
Board work: Writing of pointers related to the answers after discussion in the class.
Learning outcomes : The students will learn about the human tendency to redeem oneself from dishonest ways. They understand the characters and appreciate their qualities. They will understand that the whole world is nothing but a big rattrap. The moment anyone touches the bait, the rattrap closes in on him. Then everything comes to an end. They will understand that we change a person from his evil thoughts by showing love and compassion.

Application: : How does the author employ the Metaphor of ‘rattrap’ effectively in the story?
ICT Integration / Art Integration : PPT, Internet, Word Document , text book, Dictionary , Paper Chits
Class assessment/ Recapitulation: Questions from NCERT Text Book – Flamingo (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.) What did the peddler think of the world and its people? What did the old crofter do with the pouch and why did he do it?.
Homework/ worksheets: Questions from NCERT Text Book - Flamingo
Reference: NCERT Text Book - Flamingo

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name - Shreelekha Chitnis **Grade - 12**

Subject - English **Month – August**

Topic – (Vistas) Lesson 6- ON THE FACE OF IT **No. of Periods- 4**

ON THE FACE OF IT
Specific objectives: Fortifying empathy thereby promoting emotional intelligence and inculcating the ability to connect. Ensuring that the importance of genuineness, patience and openness is conveyed via the classroom transaction.
Methodology: The session would begin with an interaction. Students study an emotions chart, compare the emotions with those of the main characters and think of their own strengths and weaknesses.
Activities: Students are asked to browse the web to find out more about famous personalities who were differently abled. Character study of Lamb and Derry would engender trust and openness in students.
Board work: Writing of pointers related to the answers after discussion in the class.
Learning outcomes : Students would be able to relate the story to real life Students would become sensitive to the expectations of the differently abled. Students would understand the importance of self-acceptance Students would be able to make appropriate evaluation Using ambiguous pictures would integrate the learning of students with art.

Application: : Students post sticky notes on the jam board about the expected attitude towards the disabled.
ICT Integration / Art Integration : PPT, Internet, Word Document , text book, Dictionary , Paper Chits
Class assessment/ Recapitulation: Questions from NCERT Text Book – Vistas (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.) How does the emotional scar deepen due to sense of alienation felt by a person with disability?
Homework/ worksheets: Questions from NCERT Text Book - Vistas
Reference: NCERT Text Book - Vistas

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name - Shreelekha Chitnis **Grade - 12**

Subject - English **Month – April**

Topic – (Vistas) Lesson 1- The Third Level **No. of Periods- 4**

by Jack Finney

The Third Level
Specific objectives: comprehend the story. Understand the theme of the prose - stress and anxiety of the modern world - the difficulty the protagonist has in coping - with that reality and his tendency to escape - sequence events
Methodology: ⏢ Group Discussion ⏢ Questioning ⏢ Think Pair Share ⏢ Peer assessment ⏢ Dramatic presentation
Activities: They would be told – about the writer ⏢ The significance of the topic that they would be studying. (Collaborative, Communication, Critical thinking) Introduction of the topic- PPT and Digital Content would be shared ⏢ Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.
Board work: Writing of pointers related to the answers after discussion in the class.
Learning outcomes: Enhance their individual reading skill. ⏢ The Author's style of writing ⏢ The theme of the prose

⌓ The text locally and globally ⌓ Infer meaning from the context
Application: : Write a note on ‘Mother tongue is the language of one’s thoughts and ideas’ and rejecting one’s mother tongue is denying one’s own culture and identity.’
ICT Integration / Art Integration : PPT, Internet, Word Document , text book, Dictionary , Paper Chits
Class assessment/ Recapitulation: Questions from NCERT Text Book – Vistas (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.) What does the third level refer to? 🎬 Do you think the third level was a medium of escape for Charley? 🎬 What do you infer from Sam’s letter to Charley?
Homework/ worksheets: Questions from NCERT Text Book - Vistas
Reference: NCERT Text Book - Vistas

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name - Shreelekha Chitnis **Grade - 12**

Subject - English **Month – June**

Topic – (Vistas) Lesson 3- Journey to the End of the Earth **No. of Periods- 4**

By Tishani Doshi

Journey to the End of the Earth
Specific objectives: comprehend the story. Understand the theme of the prose- Understand the direct impact of carbon emissions which affect the ozone layer which in turn melts the polar ice layers. Doshi gives a gentle but firm warning that the past, present and future of mankind lie in the study and preservation of polar regions like Antarctica.
Methodology: 🕮 Group Discussion Students are asked if they have heard of the vibrant, versatile Tishani Doshi....the writer, journalist, poet, novelist and dancer
Activities :What is the name of the programme that took Tishani Doshi to Antarctica? Who heads the programme ? What is its aim? j) Why is the programme very successful in creating a positve attitude towards global warming 🕮 Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.
Board work: Writing of pointers related to the answers after discussion in the class.
Learning outcomes: Develop an interest in travelling to places of natural beauty and thereby the interest in working for a sustainable earth. • Appreciate and empathize with the initiatives taken at national and international level for a sustainable earth. Events that took place in the lesson.
Application: : Human Impact on Earth • Students on Ice Programme • Importance of Phytoplantons
ICT Integration / Art Integration : PPT, Internet, Word Document , text book, Dictionary ,

Paper Chits
Class assessment/ Recapitulation: Questions from NCERT Text Book – Vistas (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.) Why is Antarctica the place to go to, to understand the earth's present, past and future? Comment.
Homework/ worksheets: Questions from NCERT Text Book - Vistas
Reference: NCERT Text Book - Vistas

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name - Shreelekha Chitnis **Grade - 12**

Subject - English **Month – June**

Topic – (Vistas) Lesson 3- THE ENEMY **No. of Periods- 4**

By Pearl S. Buck

THE ENEMY
Specific objectives: comprehend the story. To make the students realize the essential worth of human life and universal brotherhood. Identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English.
Methodology: Group Discussion The session would start with an interactive session on the services of a doctor. The title of the lesson would be open for class interpretation. The background of the author would be given. Difficult words would be listed out and discussed.
Activities : The lesson would be read aloud and explained. The historical background of the story and war related issues would be discussed. Questions/answers to be discussed in the classroom.
Board work: Writing of pointers related to the answers after discussion in the class.
Learning outcomes: The learners will be able to familiarize themselves with specific background of political enmity. They will be able to identify and make connections between similar situations in own life experiences where our prejudices often hinder our human compassion and empathy for a political enemy. They will be able to understand the significance of professional ethics and social obligation in sensitive times.
Application: A study on war stories and present it through a power point presentation. A project is about the role of America and Japan in the Second World War.
ICT Integration / Art Integration . PPT, Internet, Word Document , text book, Dictionary , Paper chits.

Class assessment/ Recapitulation: Questions from NCERT Text Book – Vistas (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.) A Documentary on the services of Doctors and Nurses during War times.
Homework/ worksheets: Questions from NCERT Text Book - Vistas
Reference: NCERT Text Book - Vistas

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name - Shreelekha Chitnis **Grade - 12**

Subject - English **Month – April**

Topic – (Flamingo) My mother at sixty six **No. of Periods- 4**

By Kamala Das

My mother at sixty six
Specific objectives: To recognize the figures of speech used in the poem. To empathize with the poet's dilemma. To empathize with the feelings of guilt, pain and the poet's longing for her mother.
Methodology: The session would begin with an interaction. The teacher discuss on the unbreakable bond between a mother and daughter that has seen laughter, worries, smiles, tears, success and failures together.
Activities: The teacher presents a collage of a mother-daughter bonding. As a pre- reading session, the facilitator elicits responses from students, where they speak of their relationship with their mother and what their mother means to them.
Board work: Writing of pointers related to the answers after discussion in the class.
Learning outcomes : Help learners to empathise with the emotional turmoil and childhood insecurities lurking in adults. To Connect with real life experiences - Engaging in a discussion about thebonding that they share with their mother.
Application: : Find out various ways to wipe out loneliness of the senior citizens in the fast paced urban life- Discussion
ICT Integration / Art Integration : PPT, Internet, Word Document , text book, Dictionary , Paper Chits

Class assessment/ Recapitulation: Questions from NCERT Text Book – Flamingo (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.) What traits are associated with ‘old age’ and ‘youth’? What do the parting words of the poet signify?
Homework/ worksheets: Questions from NCERT Text Book - Flamingo
Reference: NCERT Text Book - Flamingo

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name - Shreelekha Chitnis

Grade - 12

Subject - English **Month – July**

Topic – (Flamingo) L 4 A Thing of Beauty **No. of Periods- 4**

A Thing of Beauty
Specific objectives: i) understand the critical appreciation of the poem based on rhyme, content, theme, genre, literary elements ii) identify the figures of speech used in the poem iii) appreciate the beauty of language and the nature's bounty iv) know about the poet and his work/genre v) understand that the thing which give us happiness is beauty vi) sensitize the learners towards environment.
Methodology: a)What is beauty according to you? (Multistructural) b)Brief up about the poet. (Prestructural)
Activities: Do we experience things of beauty only for short moments or do they make a lasting impression on us? (Relational) Nature promises man comforts against all odds. But it is for man to recognize them. Explain
Board work: Writing of pointers related to the answers after discussion in the class.
Learning outcomes : Appreciates the poetic beauty. i)understand the critical appreciation of the poem ii)understand that beauty dwells inside us and gives us happiness iii)appreciate and admire the beauty of nature iv)understand varied definitions of beauty v)learn from the stories of great people
Application: : What would you do to gain true happiness in life?(Comment)
ICT Integration / Art Integration : PPT, Internet, Word Document , text book, Dictionary , Paper Chits

Class assessment/ Recapitulation: Questions from NCERT Text Book – Flamingo (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.) a) Identify the poem and the poet. b) What is the role of the clear rills? c) How has the mid forest brake become rich?
Homework/ worksheets: Questions from NCERT Text Book - Flamingo
Reference: NCERT Text Book - Flamingo

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name - Shreelekha Chitnis

Grade - 12

Subject - English **Month – August**

Topic – (Flamingo) L 6 AUNT JENNIFER'S TIGERS No. of Periods- 4

AUNT JENNIFER'S TIGERS
Specific objectives: The students will be able to: ▪ comprehend and appreciate the feminist aspects portrayed in the poem ▪ empathize with harassed women ▪ use the lexical items contextually ▪ critically examine the theme of the poem ▪ identify the different poetic devices used
Methodology: The teacher can show a picture of a ferocious tiger and ask the students to provide adjectives to describe the tiger. She can then show contrasting pictures career woman and a woman harassed with household chores. They can be asked to describe their views on the pictures.
Activities : Discussion- Relating the feminist concerns raised in the poem to life and society Comprehension of pun used in the lexical items.
Board work: Writing of pointers related to the answers after discussion in the class.
Learning outcomes : Appreciates the poetic beauty. comprehend and appreciate the feminist aspects portrayed in the poem ▪ empathize with harassed women ▪ use the lexical items contextually ▪ critically examine the theme of the poem

identify the different poetic devices used
Application: : Of what or whom is Aunt Jennifer terrified in the third stanza? Motivate the students to have new perspectives, to refocus their points of view on life and society in contrast to Aunt Jennifer.
ICT Integration / Art Integration : PPT, Internet, Word Document , text book, Dictionary , Paper Chits
Class assessment/ Recapitulation: Questions from NCERT Text Book – Flamingo (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.) What will happen to Aunt Jennifer's tigers when she is dead? How does Aunt Jennifer express her bitter-ness and anger against male dominance?
Homework/ worksheets: Questions from NCERT Text Book - Flamingo
Reference: NCERT Text Book - Flamingo

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name - Shreelekha Chitnis **Grade - 12**

Subject - English **Month – September**

Topic – (Flamingo) L 7-The Interview **No. of Periods- 4**

The Interview
Specific objectives: i) understand interview as communication genre. ii) enjoy an excerpt from an interview with an author iii)express personal opinion on the interview genre iv) know the opinions of eminent people about interview v) understand that the interview holds a position of unprecedented power and influence.
Methodology: You try to interview the local Sarpanch/President/M.L.A./M.P. and discuss the following points: ☔ Encouraging meritorious students. ☔ Local sanitation facility. ☔ Pure and safe drinking water facility. ☔ Medical facilities by constructing C.H.C./P.H.C. ☔ Educational institutions for the poor for enhancing literacy. ☔ Eradicating superstitions, steps to be taken.
Activities: compare different media of communication ii) understand the conversation and the interview pattern iii) understand the art of questioning and answering skills
Board work: Writing of pointers related to the answers after discussion in the class.
Learning outcomes: i. express personal opinion on the interview genre. ii) know the opinions of eminent people about interview iii) understand that the interview holds a position of unprecedented power and influence. iv) learn the Analytical skills, Thinking skills, Observatory skills, Interviewing skill

Application: -Discussion about the interviews of famous personalities watched by you. -What role did reporters/ journalists play during the outbreak of deadly corona? What all challenges did they face during the lock down? . What impact does the interview of the renowned person create on others? -
ICT Integration / Art Integration : PPT, Internet, Word Document , text book, Dictionary , Paper Chits
Class assessment/ Recapitulation: Questions from NCERT Text Book – Flamingo (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.) Excerpts from the interviews of famous personalities
Homework/ worksheets: Questions from NCERT Text Book - Flamingo
Reference: NCERT Text Book - Flamingo

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name - Shreelekha Chitnis **Grade - 12**

Subject - English **Month – September**

Topic – (Flamingo) -Lesson 1- GOING PLACES **No. of Periods- 4**

GOING PLACES
Specific objectives: Comprehend the story. To facilitate making connections between Similar situations in different storylines/ life experiences- to make them accept the reality of life and shed away stubbornness. To be able to accept responsibility and devote their attention.
Methodology: To comprehend the text and to read between the lines.
Activities: Express your views 'Dreams are extremely important, you cannot achieve it unless you imagine it.
Board work: Writing of pointers related to the answers after discussion in the class.
Learning outcomes: The learners will be able to familiarize themselves Specific background information of adolescent fantasizing. They would identify and make connections between Similar situations in own life experiences where each of us suffers dreams are not rooted to the ground of common sense and tend to be exotic, glamorous and sophisticated..
Application: : to analyze the difference between realistic and unrealistic dreams.
ICT Integration / Art Integration : PPT, Internet, Word Document , text book, Dictionary , Paper Chits
Class assessment/ Recapitulation: Questions from NCERT Text Book – Flamingo (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.) Write a Para on your favorite hero/ person/ teacher.

Homework/ worksheets: Questions from NCERT Text Book - Flamingo
Reference: NCERT Text Book - Flamingo

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name - Shreelekha Chitnis **Grade - 12**

Subject - English **Month – August**

Topic – (Flamingo) L 4- Indigo by Louis Fischer **No. of Periods- 4**

Indigo
Specific objectives: The students will develop optimistic attitude towards life amidst many struggles. The learners would unfold their logical thinking skills and understand planning strategy of Gandhi. Their vocabulary will be enriched.
Methodology: The session would begin with an interaction. Students will organize their thoughts, research work, compile and present in a democratic questioning. The learners would familiarize themselves with specific background information of social inequalities.
Activities: discuss - Importance of decision making in adverse circumstances To understand that freedom is priceless and one should respect it. To know fundamental rights and duties.
Board work: Writing of pointers related to the answers after discussion in the class.
Learning outcomes : They would be able to familiarize themselves with specific background information of Indian independent movement. They would be able to make connections between similar situations locally where something began casually like Gandhi, went on to change their family and society.
Application: : Freedom from fear is more important than legal justice for the poor. Comment
ICT Integration / Art Integration : PPT, Internet, Word Document , text book, Dictionary , Paper Chits

Class assessment/ Recapitulation: Questions from NCERT Text Book – Flamingo (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.) Why do you say that even ordinary citizens too had a great role to play in the independence movement.
Homework/ worksheets: Questions from NCERT Text Book - Flamingo
Reference: NCERT Text Book - Flamingo

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name - Shreelekha Chitnis **Grade - 12**

Subject - English **Month – June**

Topic – (Vistas) Lesson 2- The Tiger King by Kalki **No. of Periods- 4**

The Tiger King
Specific objectives: comprehend the story. Understand the theme of the prose - appreciate Kalki's vividly descriptive style of writing. -find out about sin and its retribution. -analyse the eco-friendly theme in the lesson
Methodology: Group Discussion Elaborate how the story demonstrates the willfulness and selfishness inherent in the nature of man. How is the story a biting satire on the political order of India? Analyse sarcasm as a tool to bring forth the cockiness of the king.
Activities: How could you modify the plot to give a different ending to the story?(mocking at the irrationality of the prophecy and fear arising out of superstitions) Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.
Board work: Writing of pointers related to the answers after discussion in the class.
Learning outcomes: Enhance their individual reading skill. Students will acquire the knowledge of Plot and Theme of the lesson Events that took place in the lesson.
Application: : Students would be able to understand the message that

lesson wants to convey and Application of the content to their own lives.
ICT Integration / Art Integration : PPT, Internet, Word Document , text book, Dictionary , Paper Chits
Class assessment/ Recapitulation: Questions from NCERT Text Book – Vistas (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.) In the death of The Tiger King, we see the tragedy of a king who tries only to further his self interest. The adage, 'one cannot change what is written in one's destiny' is reinforced. Comment.
Homework/ worksheets: Questions from NCERT Text Book - Vistas
Reference: NCERT Text Book - Vistas

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name - Shreelekha Chitnis **Grade - 12**

Subject - English **Month – April**

Topic – (Flamingo) -Lesson 1- The Last Lesson **No. of Periods- 4**

The Last Lesson
Specific objectives: comprehend the story. 🌧 understand, enjoy and appreciate a wide range of text (different genre) 🌧 understand the meaning and usage of phrases and statements
Methodology: Brain Storming –Recall, Self – explanatory, Group Discussion, Reading, Interactive, Analytical thinking, Pair work , Application.
Activities: How would you react when you come to know that your mother tongue is snatched from you? 🌧 Would you repent for not being sincere towards learning your mother tongue? Why/ Why not?
Board work: Writing of pointers related to the answers after discussion in the class.
Learning outcomes: Enhance their individual reading skill. understand that language is a key to prison ii) know the meanings of new phrases iii) know the importance of mother tongue iv) understand the wastefulness of war.
Application: : Write a note on 'Mother tongue is the language of one's thoughts and ideas' and

rejecting one's mother tongue is denying one's own culture and identity.'
ICT Integration / Art Integration : PPT, Internet, Word Document , text book, Dictionary , Paper Chits
Class assessment/ Recapitulation: Questions from NCERT Text Book – Flamingo (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.) enhance thinking, analytical, literary skills understand linguistic chauvinism
Homework/ worksheets: Questions from NCERT Text Book - Flamingo
Reference: NCERT Text Book - Flamingo

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name - Shreelekha Chitnis **Grade - 12**

Subject - English **Month – April**

Topic – (Flamingo) Lesson 2- Lost Spring **No. of Periods- 4**

Lost Spring
Specific objectives: To enable the pupil to have global and local comprehension of the text 2. To help the students to understand the text and interpret the text in their own language 3. To help the students to be able to understand the importance of four skills, reading, writing, speaking and listening
Methodology: Brain storming. 2. Group discussion on various topics (Abolition of child labour, causes and consequences of child labour). 3. Interactive learning.
Activities: 1. Problem solving for solving societal problems (Corruption). 2. Image based question-answering method. (Migrant labourers, rag-pickers and bangle makers).
Board work: Writing of pointers related to the answers after discussion in the class.
Learning outcomes : Students understand the lesson and appreciate the author's orientation towards the suffering of child laborers and relate the lesson with current scenario of migrant laborers. 2. They understand the plight of young children forced into labour and denied

the opportunity of schooling.
Application: : Understanding of why living independent and being own master is important in life by giving example from Saheb's life. Understanding of why all traditions are not good and importance of breaking the bad traditions. Understanding the real people who are responsible for the backwardness of the poor people.
ICT Integration / Art Integration : PPT, Internet, Word Document , text book, Dictionary , Paper Chits
Class assessment/ Recapitulation: Questions from NCERT Text Book – Flamingo (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.) Characterization of children (Saheb, Mukesh, Savita) using S.T.E.A.L technique.
Homework/ worksheets: Questions from NCERT Text Book - Flamingo
Reference: NCERT Text Book - Flamingo

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name - Shreelekha Chitnis **Grade - 12**

Subject - English **Month – August**

Topic – (Flamingo) L 6- Poets and Pancakes **No. of Periods- 4**

Poets and Pancakes
Specific objectives: Learners will develop an understanding on the connection between thinking and writing and demonstrate appropriate verbal and non-verbal skills. They will enhance the knowledge of the subject content. Learners will be able to read literature with an appreciation of inter-relatedness of plot, character, theme and style.
Methodology: The lesson would begin with an interactive session wherein the teacher would ask questions related to the knowledge of film making and to create some interest, they would be asked what sort of films they watch, their favorite actors etc... The story outline, theme style and literary devices will be discussed with the help of a power point presentation.
Activities: EXPLANATION OF THE CONTENT WITH THE HELP OF PPT 1. Today's film technology compared with that of the early days of film making in India. 2. Do actors take away much of the success credits of a film than they deserve?
Board work: Writing of pointers related to the answers after discussion in the class.
Learning outcomes: They understand and appreciate humor and satire in literature. Learn to write in a rambling chatty style as learned in the lesson. They will be able to compare and contrast film making technology with that of the early days of Indian cinema. They will understand the significance of professional ethics and social obligations in the field of film making.

Students will learn the technical terms associated with film making.
Application: Collect about ten news items and ten cartoons from Newspapers and Magazines. Discuss about the important people involved in the news or cartoon. Are they humorous or satirical? Jot down your findings.
ICT Integration / Art Integration : PPT, Internet, Word Document , text book, Dictionary , Paper Chits
Class assessment/ Recapitulation: Questions from NCERT Text Book – Flamingo (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.) Attempt a humorous piece of writing in a rambling, chatty style about a person whom you know and is an interesting character.
Homework/ worksheets: Questions from NCERT Text Book - Flamingo
Reference: NCERT Text Book - Flamingo

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name - Shreelekha Chitnis **Grade - 12**

Subject - English **Month – September**

Topic L-8 (Vistas) MEMORIES OF CHILDHOOD **No. of Periods- 4**

MEMORIES OF CHILDHOOD
Specific objectives: 1.To impart higher order language skills as well as the skill of thinking. 2. To widen the learner's perspective, to develop the skills of reading, interpreting facts, identifying the central point and supporting details 3. To provide exposure to a wide variety of genres and themes. 4.To make extensive reading an enjoyable experience 5.To lead students to appreciate some of the best examples of writing and understand the social milieu they live in.
Methodology: i) Narrate an incident from the history which tells us about untouchability. ii) Discussion- -Seeds of rebellion are sown in childhood. Do you agree? -Minorities are ill-treated. How? -Comment on the title' We too are Human Beings'
Activities: an insight into humiliations suffered by the marginalized communities and their relationship with the mainstream culture.Discuss
Board work: Writing of pointers related to the answers after discussion in the class.
Learning outcomes : i) comprehend the text in detail ii) know the meaning and usage of new vocabulary iii) learn how to respect people from different culture iv) voice for injustice and discrimination v) imbibe values, enhance skills
Application: : The former was a victim of racial discrimination whereas the

latter was a victim of caste discrimination.
ICT Integration / Art Integration : PPT, Internet, Word Document , text book, Dictionary , Paper Chits
Class assessment/ Recapitulation: Questions from NCERT Text Book – Vistas (Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.) empathize Zitkala Sa when she faced humiliation in dining hall for not following eating by formula. To know more and more about Article 17.
Homework/ worksheets: Questions from NCERT Text Book - Vistas
Reference: NCERT Text Book - Vistas

MIS INTERNATIONAL SCHOOL,Balewadi

Lesson Plan (2026-27)

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: Creating an exam seating plan for kids

Board work: Matrix

$$\begin{bmatrix} 15 & 10 & 13 \\ 6 & 2 & 5 \end{bmatrix}$$

← First row

← Second row

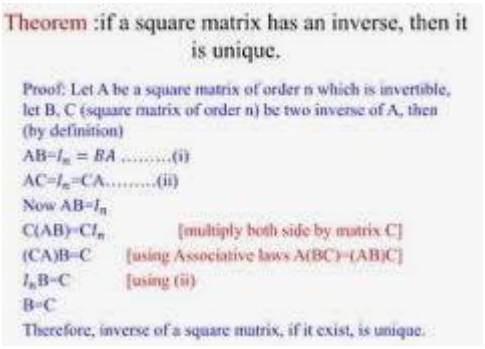
↑ First Column ↑ Second Column ↑ Third Column

Matrix Addition of 2*2 Matrices

$$\begin{bmatrix} a_{11} & a_{12} \\ a_{21} & a_{22} \end{bmatrix} + \begin{bmatrix} b_{11} & b_{12} \\ b_{21} & b_{22} \end{bmatrix} = \begin{bmatrix} a_{11}+b_{11} & a_{12}+b_{12} \\ a_{21}+b_{21} & a_{22}+b_{22} \end{bmatrix}$$

Multiplication of 2*2 matrix

$$\begin{bmatrix} a_1 & b_1 \\ c_1 & d_1 \end{bmatrix} \times \begin{bmatrix} a_2 & b_2 \\ c_2 & d_2 \end{bmatrix} = \begin{bmatrix} a_1a_2 + b_1c_2 & a_1b_2 + b_1d_2 \\ c_1a_2 + d_1c_2 & c_1b_2 + d_1d_2 \end{bmatrix}$$



Theorem :if a square matrix has an inverse, then it is unique.

Proof: Let A be a square matrix of order n which is invertible, let B, C (square matrix of order n) be two inverse of A, then (by definition)

$AB=I_n=BA$ .....(i)

$AC=I_n=CA$.....(ii)

Now $AB=I_n$

$C(AB)=CI_n$ [multiply both side by matrix C]

$(CA)B=C$ [using Associative laws $A(BC)=(AB)C$]

$I_nB=C$ [using (ii)]

$B=C$

Therefore, inverse of a square matrix, if it exist, is unique.

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

Subject Integration:

1. Computer Science / Informatics Practices
   - Matrices are used to represent data in tables, arrays, and grids.
2. Physics
   - Matrices are used in advanced physics topics such as vector transformations and quantum mechanics.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

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

$$D = \begin{vmatrix} a_1 & b_1 \\ a_2 & b_2 \end{vmatrix} \qquad D = \begin{vmatrix} 2 & 1 \\ 3 & 4 \end{vmatrix}$$

$D = a_1b_2 - a_2b_1$ $\quad D = 2 \times 4 - 3 \times 1$

$= 8 - 3 = 5$

Note

A determinant of order 1 is the number itself.

$\Rightarrow |x| = x$ $\quad \begin{vmatrix} a_1 & b_1 & c_1 \\ a_2 & b_2 & c_2 \\ a_3 & b_3 & c_3 \end{vmatrix}$

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 :

$$D = \begin{vmatrix} a_{11} & a_{12} & a_{13} \\ a_{21} & a_{22} & a_{23} \\ a_{31} & a_{32} & a_{33} \end{vmatrix}$$

Note

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 :

$$C_{ij} = (-1)^{i+j}.M_{ij}$$

∴ 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

Subject Integration:

1. Physics

E.g. Finding the area of a parallelogram formed by vectors, which represents quantities like torque or cross product magnitude.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name -Rupinderjit Kaur

Grade – XII **Subject -Mathematics**

Topic –Linear Programming Problem **No. of Periods -06**

Month- June

<u>Sub topics</u>:

- 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:

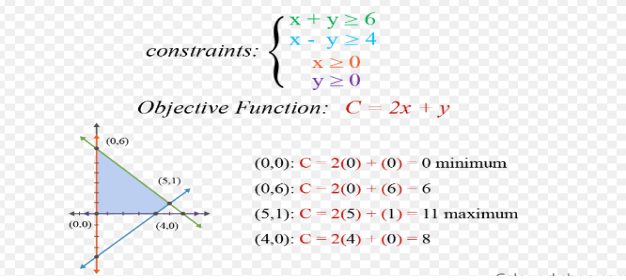
- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning.

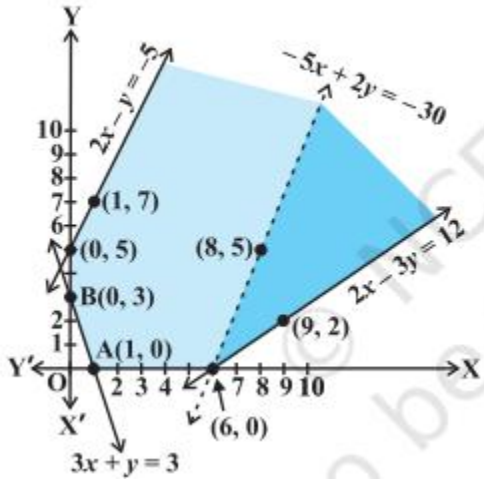
Activities

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

Subject Integration:

Linear Programming is widely used in **economic planning and resource allocation**.

1. Determining the best combination of products to maximize profit.
2. Finding minimum cost of production under limited resources.
3. Deciding optimal use of labour and capital.

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Lesson Plan (2026-27)

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

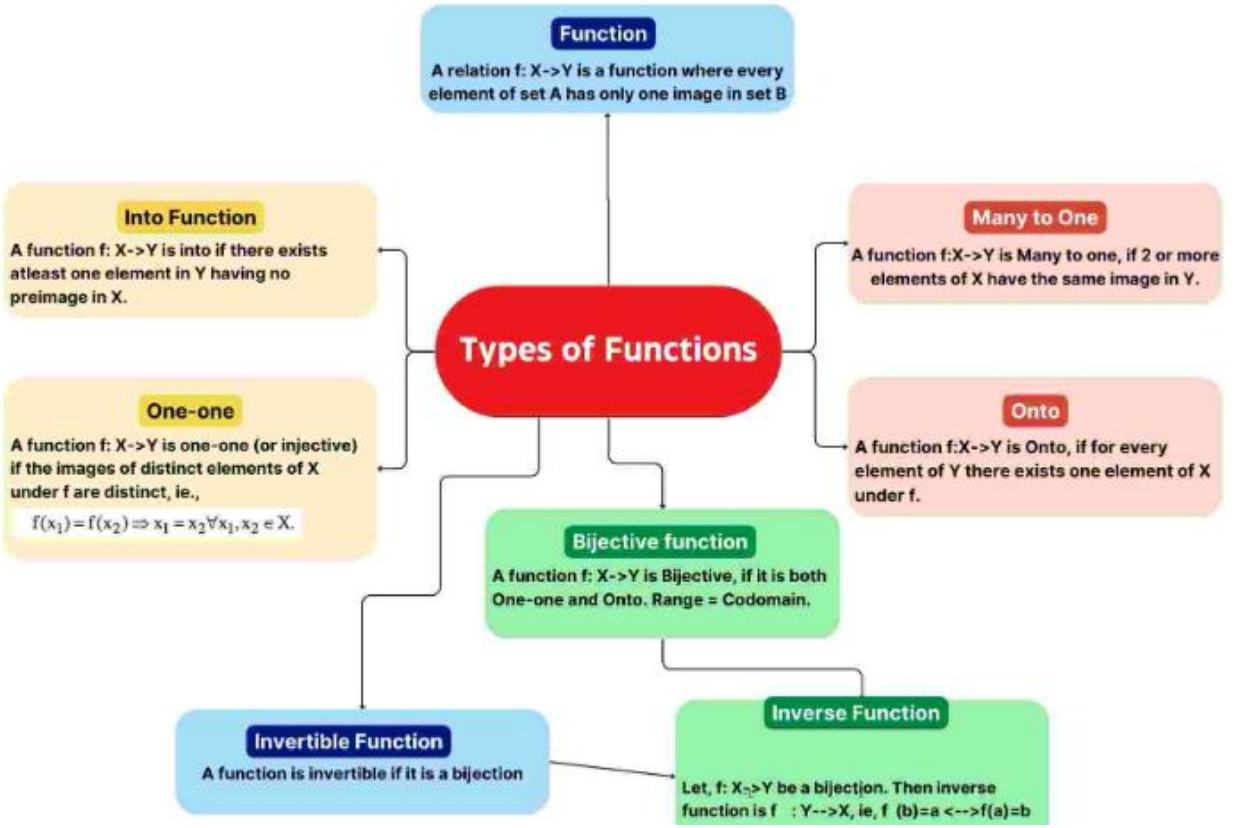
Activities:

•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

Subject Integration:

1. It is widely used in **physics** to represent relationships like velocity and time.
2. In **economics**, functions are used for demand, supply, and cost analysis.
3. In **computer science**, functions are used in programming and algorithms.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

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) $\sin^{-1}\left(\frac{1}{x}\right) = \operatorname{cosec}^{-1} x; x \ge 1 \text{ or } x \le -1$ (ii) $\cos^{-1}\left(\frac{1}{x}\right) = \sec^{-1} x ;\ x \ge 1 \text{ or } x \le -1$

(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) $\operatorname{cosec}^{-1}(-x) = -\operatorname{cosec}^{-1} x ; |x| \ge 1$

(c) (i) $\cos^{-1}(-x) = \pi - \cos^{-1} x ; x \in [-1, 1]$ (ii) $\sec^{-1}(-x) = \pi - \sec^{-1} x ; |x| \ge 1$

(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) $\operatorname{cosec}^{-1} x + \sec^{-1} x = \frac{\pi}{2} ; |x| \ge 1$

(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) $2\tan^{-1} x = \sin^{-1}\left(\frac{2x}{1+x^2}\right) ; |x| \le 1$ (ii) $2\tan^{-1} x = \cos^{-1}\left(\frac{1-x^2}{1+x^2}\right) ; x \ge 0$

(iii) $2\tan^{-1} x = \tan^{-1}\left(\frac{2x}{1-x^2}\right) ; -1 < x < 1$

(iv) $2\sin^{-1} x = \sin^{-1}(2x\sqrt{1-x^2}) ; \frac{-1}{\sqrt{2}} \le x \le \frac{1}{\sqrt{2}}$

(v) $2\cos^{-1} x = \sin^{-1}(2x\sqrt{1-x^2}) ; \frac{-1}{\sqrt{2}} \le x \le 1$ or $2\cos^{-1} x = \cos^{-1}(2x^2 - 1) ; 0 \le x \le 1$

(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

Subject Integration:

1. It is widely applied in **physics** to determine angles in motion, waves, and forces.
2. In **engineering and navigation**, they help calculate directions, heights, and distances.
3. **In computer science**, inverse trigonometric functions are used in graphics and simulations.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

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_o 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) $\frac{d}{dx}(\operatorname{cosec} x) = -\operatorname{cosec} x \cot x$

(vi) $\frac{d}{dx}(\cot x) = -\operatorname{cosec}^2 x$

(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) $\frac{d}{dx}(\operatorname{cosec}^{-1} x) = \frac{-1}{x\sqrt{x^2-1}}$

(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

Subject Integration:

1. In **physics**, derivatives are used to find velocity and acceleration from displacement.
2. In **economics**, they help calculate marginal cost and marginal revenue.
3. In **engineering and computer science**, derivatives are used in optimization and modeling real-life systems.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

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

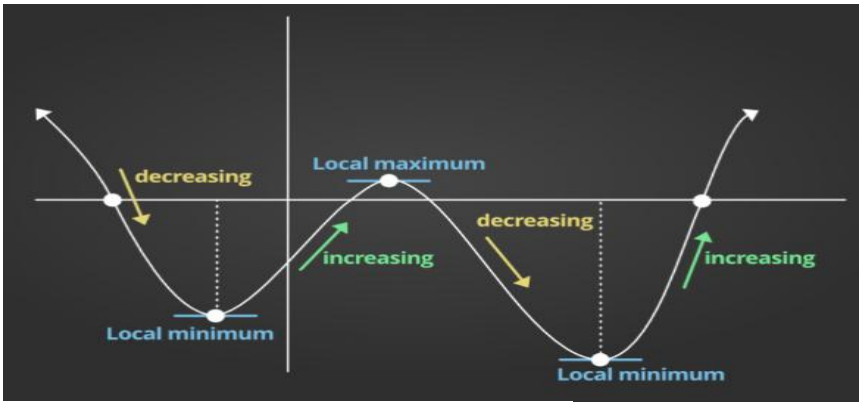
Activities

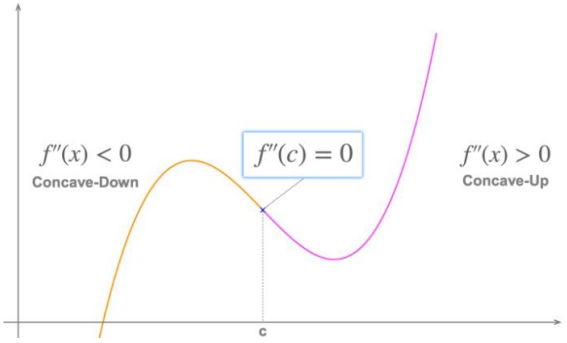
- To understand the concepts of local maxima, local minima and point of inflection
- To verify that amongst all the rectangles of the same perimeter, the square has the maximum area.
- To understand the concepts of absolute maximum and minimum values of a function in a given closed interval through its graph.
- To construct an open box of maximum volume from a given rectangular sheet by cutting equal squares from each corner.

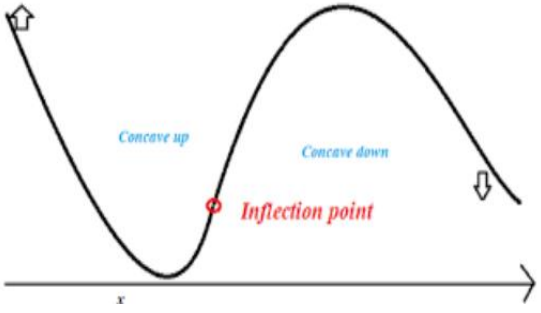
Resources:

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

- 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

Subject Integration:

1. In **physics**, derivatives help determine velocity, acceleration, and motion of objects.
2. In **economics**, they are used to find maximum profit and minimum cost.
3. In **engineering**, derivatives help in designing efficient structures and systems**.**

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

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

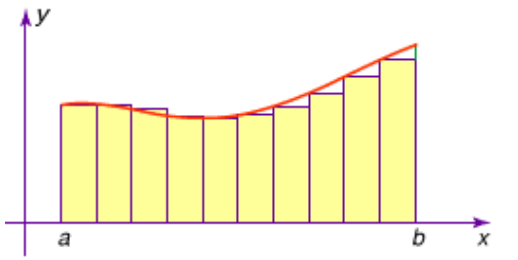
Activities

Resources:

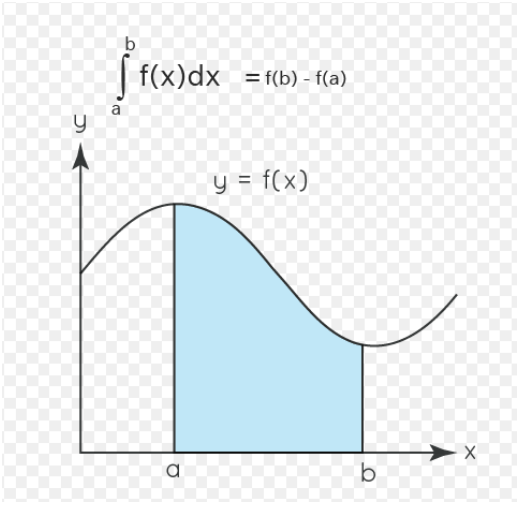
Text book, Videos, R.D Sharma

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

Subject Integration:

1. In physics, it is used to calculate displacement, work done, and electric charge.
2. In economics, integration helps find total cost and total revenue from marginal functions.
3. In engineering, it is used in designing structures and analyzing systems.

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:

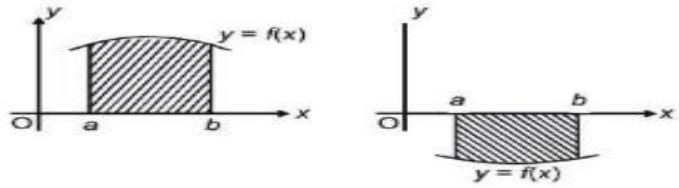
Text book, Videos, R.D Sharma

Board work:

AREA OF BOUNDED REGION

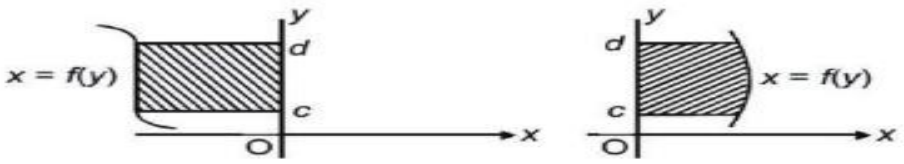
- Area bounded by the curve $y = f(x)$, the x axis and between the ordinates, $x = a$ and $x = b$ is given by

$$Area = \left| \int_a^b f(x)dx \right|$$



- 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.
3) In economics, calculus is used to compute marginal cost and marginal revenue, enabling economists to predict maximum profit in a specific setting. In addition, it is used to check answers for different mathematical disciplines such as statistics, analytical geometry, and algebra.
4) 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.
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

- 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

Subject Integration:

1. In **physics**, integration helps find work done, center of mass, and electric charge.
2. In **economic**s, it is used to determine total cost, total revenue, and consumer/producer surplus.
3. In **engineering**, integration is applied to calculate material usage, fluid flow, and structural analysis.

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.

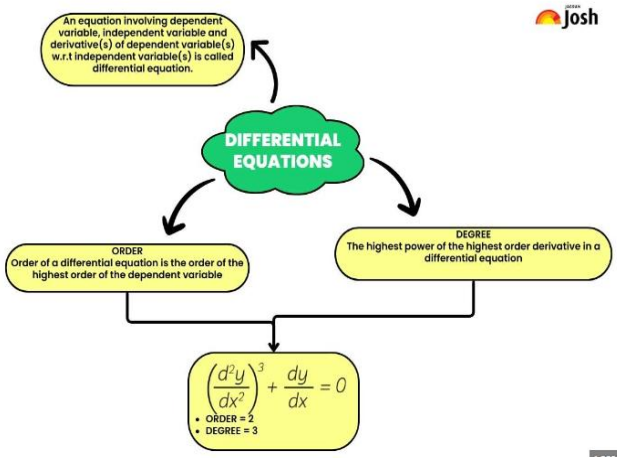
Methodology:

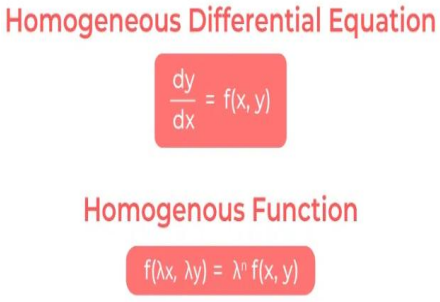
- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning

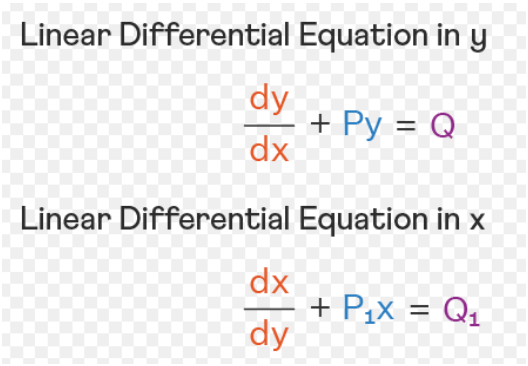
Resources:

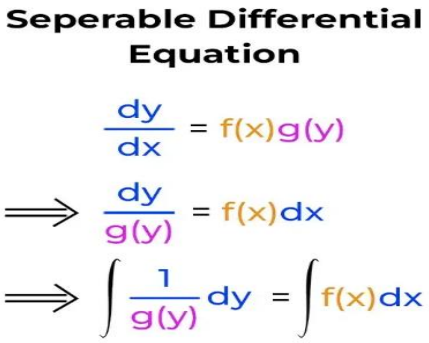
Text book, Videos, R.D Sharma

Board work:









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

- 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

Subject Integration:

1. In **physics**, they model motion, growth, decay, and oscillations.
2. In **biology**, they are used to study population growth and spread diseases.
3. In **engineering**, differential equations help analyze circuits, fluid flow, and mechanical systems

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:

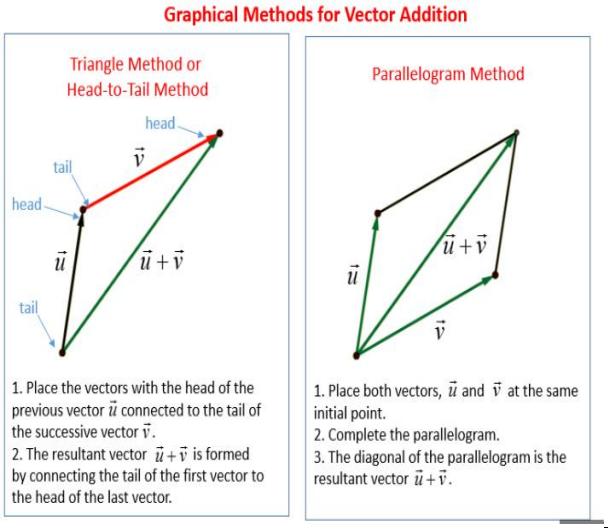
- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning

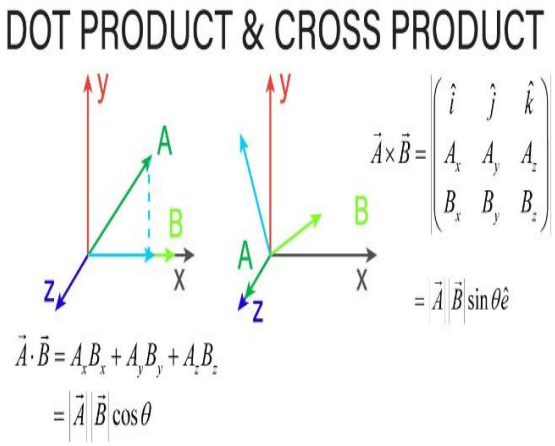
Activities:

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

- 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

Subject Integration:

1. In **physics**, it is used to represent forces, velocity, and acceleration.
2. In **engineering**, vectors help analyze stresses, motions, and structural designs.
3. In **computer graphics and navigation**, vectors are used to model directions

and transformations.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

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:

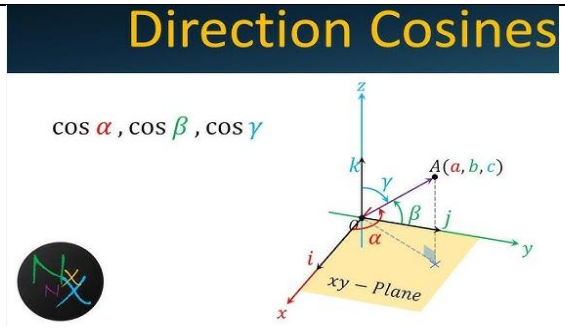
- Problem solving method and strategic thinking
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning

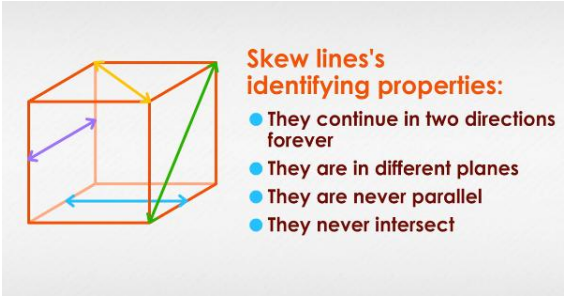
Activities:

Resources:

Text book, Videos, R.D Sharma

Board work:





Shortest Distance

Between Two Skew Lines

$$S\ D=\left|\frac{(\overrightarrow{a_2}-\overrightarrow{a_1}).(\overrightarrow{b_1}\times\overrightarrow{b_2})}{|\overrightarrow{b_1}\times\overrightarrow{b_2}|}\right|$$

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

- 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

Subject Integration:

1. In **physics**, it is used to describe motion and forces in three dimensions.
2. In **engineering**, it helps design structures, mechanical parts, and robotics.
3. In **computer graphics and navigation**, 3D geometry is used to model objects and movements.

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

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

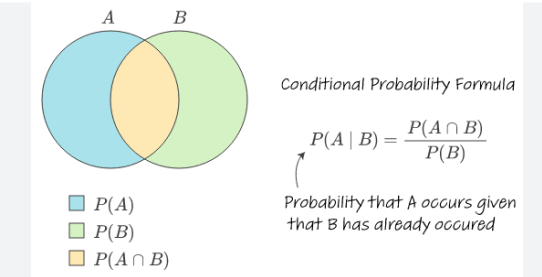
- Inductive and deductive method
- Encourage students to attempt the exercise on their own.
- Encourage students to indulge in discussions and practice-based learning

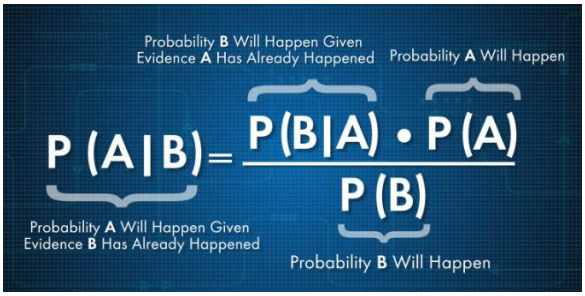
Activities

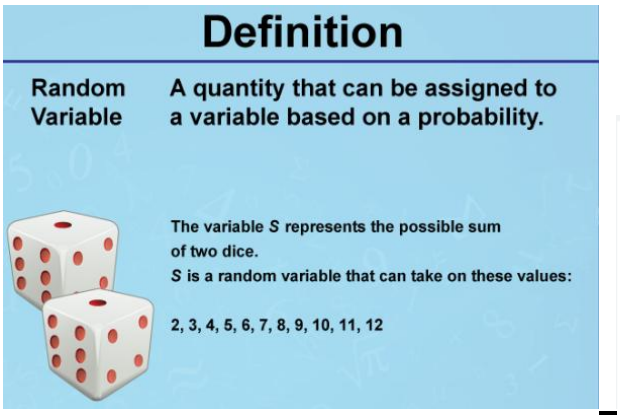
Resources:

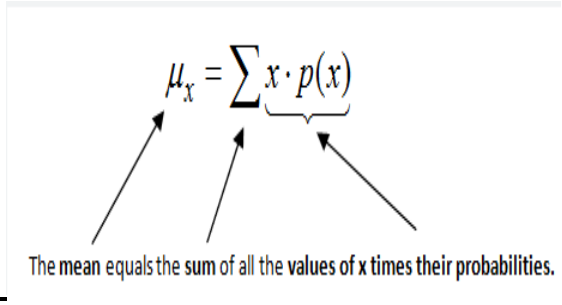
Text book, Videos, R.D Sharma

Board work:









Learning outcomes:

- All students will be able to 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

- 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

Subject Integration:

1. In **physics**, it is used in statistical mechanics and quantum experiments.
2. In **economics and finance**, probability helps analyze risk, investment, and market trends.
3. In **computer science**, it is applied in algorithms, data analysis, and artificial intelligence.

MIS INTERNATIONAL SCHOOL

LESSON PLAN (2026-27)

TEACHER'S NAME – MR. ARVIND SHIRKE **GRADE - XII**

SUBJECT: PHYSICAL EDUCATION

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities &Resources	Expected Learning Outcomes
		Subject Specific (Content Based)	Behavioral (Application based)		
April 18	**Lesson- 1 - 8 Management of Sporting Events**	1.Meaning and objective of planning 2. various committees And its responsibilities. 3. Tournaments, fixture procedure 4. Intramural, extramural and specific sports programmer	1. Student will learn how to make basic plan for any activity or task. 2. Student will learn how to make committees and its working. 3. Student will understand that in some stage of life we need to take helping hand for smooth going. 4. student will also learn how to create awareness about physical fitness among the society	First of all we give general introduction about the chapter then we talk about plan on any topic like anything. We divide student in to two or three group and tell them to make plan for organizing a small party in their home. By these they come out with lot of planning. Then we collect all the planning step and rearrange in a symmetric order. Like the same if we are going to organize any tournament firstly we know about the fixture in detail. Then student will organize a simple and small tournament in PE practical class.	To make the students understand the need and meaning of planning in sports, committees, and their responsibilities for conducting the sports event or tournament. • To teach them about the different types of tournaments and the detailed procedure of drawing fixtures for Knock Out, League Tournaments, and Combination tournaments. • To make the students understand the need for the meaning and significance of intramural and extramural tournaments • To teach them about the different types of community sports and their importance in our society. After completing the unit, the students will be able to: * Describe the functions of Sports Event management * Classify the committees and their responsibilities in the sports event * Differentiate the different types of tournaments. * Prepare fixtures of knockout, league & combination. * Distinguish between intramural and extramural sports events * Design and prepare different types of community

June 15	**Lesson – 17 - 25** **Yoga as Preventive measure for Lifestyle Disease**	Meaning of yoga. Obesity, diabetes, Asthma, hypertension, back pain (corrective measures of all these.) Posture deformities	1. Students will learn how much and which kind of diet should be taken in our daily life . 2. Students will learn the importance of proper diet. 3. Student will learn the side facts of eating disorders. 4student will learn how to control or prevent form various health problems .	For this chapter we take our class on ground and divided the student into two or three groups in which girls have one group. And give general introduction about yoga .we call one teacher or student who can perform the asana . Then we demonstrate different types of asana and simultaneously we give brief explanation about it like how to perform, benefits of asana ,which asana are helpful for reducing which diseases ,like for diabetes :- bhujang asana , for asthema:- sukh asana, chakra asana, ect.	• To make students Understand about the main life style disease - Obesity, Hypertension, Diabetes, Back Pain and Asthma. • To teach about different Asanas in detail which can help as a preventive Measures for those Lifestyle Diseases. After completing the unit, the students will be able to: * Identify the asanas beneficial for different ailments and health problems. * Recognize importance of various asanas for preventive measures of obesity, diabetes, asthma, hypertension, back pain and arthritis * Describe the procedure for performing a variety of asanas for maximal benefits Outline the role of yogic management for various health benefits and preventive measures.

	Lesson 26- 33 Physical Education & Sports for (CWSN)	Concept of disability or disorder types of disability ,causes of disability, correctives method for disability .strategies to make p.e activities for special kind of children	1.student will learn the importance of physical activities. 2. Student will learn about the causes of different Disorders or diseases due to lack of physical activities in life. 3. Student will learn about the advantage of physical activities for special cases children . 4. Student will learn how to organized a physical activities for these type of children.	In this chapter we are going to organized a group discussion on the basic topics which are related to our lesson because there are many number of things which we seen in our daily life .like physical disability , intellectual disability ,cognitive disability. After that we take all the topic for more detail explanation through lecture method in this we covers various topic disabilities, causes of disabilities, advantages of physical activities for normal children or for special children .	• To make students understand the concept of Disability and Disorder. • To teach students about the types of disabilities & disorders, their causes, and their nature. • To make them aware of Disability Etiquette. • To make the students Understand the advantage of physical activity for CWSN. • To make the students aware of different strategies for making physical activity accessible for Children with Special Needs. After completing the unit, the students will be able to: * Value the advantages of physical activities for children with special needs * Differentiate between methods of categorization in sports for CWSN * Understand concepts and the importance of inclusion in sports * Create advantages for Children with Special Needs through Physical Activities Strategies physical activities accessible for children with special needs

July 16	**Lesson 34- 42** **Sports & Nutrition**	Balance diet and there function , Carbohydrates, proteins, fat, vitamin, minerals, eating disorder, eating for weight control(preventing obesity), dieting myths.	1.Student will learn the importance of yoga in daily life. 2.student will learn about various common diseases and their remedial method. 3.Student will learn how to perform various yoga asana and pranayam for the benefits of health and fitness of body and mind	First of all we go for general group discussion about our topics and see what all the points come out by the student side and arrange in the systematic order. After that we come to our main points that is relative to the topics, like obesity causes of obesity prevention of obesity, ect.we also make a small class work tell them to make a small chat on what they eat in yesterday after that compile all the points and categorize in two different group one is good for body and second ones less profitable to our body . and tell them to use the food which is good for their health and fitness of the body . and also share the harmful effects of improper diet (health problems). menarch,menstrurual dysfunction, pregnancy, menopause.etc.	• To make the students understand the importance of a balanced diet • To clear the concept of Nutrition – Micro & Macro nutrients, Nutritive & nonNutritive Components of diet • To make them aware of eating for weight loss and the results of the pitfalls of dieting. • To understand food intolerance & food myths After completing the unit, the students will be able to: * Understand the concept of a balanced diet and nutrition. Classify Nutritive and NonNutritive components of the Diet * Identify the ways to maintain a healthy weight * Know about foods commonly causing food intolerance * Recognize the pitfalls of dieting and food myths
	Lesson -43 - 51 **Test and Measurement in Sports**	1.computation of fat percentage. 2. Muscular strength measurement 3. Motor fitness test. 4 general fitness test. 5. Cardiovascular fitness measurement. 6. Senior citizen fitness.	1.children will learn about the fat percentage in our body and how to calculates it. 2. children will learn about muscle strength and by this they can develops their body strength . 3. children will learn about the cardiovascular fitness and it help to develops and measure the cardiovascular fitness. 4. children will also going to learn how to measure the minimum fitness level of senior citizen which they must have.	In this chapter we take student out in the ground and make arrangement for their sitting. We make a platform for performing various movement for the individual. One teacher come and perform various movement related to various test like rakili and jones test, cardio vascular fitness test, motor fitness test.	• To make students Understand and conduct SAI KHELO INDIA Fitness Test and to make students Understand and conduct General Motor Fitness Test. • To make students to determine physical fitness Index through Harvard Step Test/Rockport Test • To make students to calculate Basal Metabolic Rate (BMR) • To measure the fitness level of Senior Citizens through Riklis and Jones Senior Citizen Fitness Test. After completing the unit, the students will be able to: * Perform SAI Khelo India Fitness Test in school [Age group 5-8 years/ (class 1-3) and Age group 9-18yrs/ (class 4-12) * Determine physical fitness Index through Harvard Step Test/Rock- port Test * Compute Basal Metabolic Rate (BMR) * Describe the procedure of Rikli and Jones - Senior Citizen Fitness Test

August **15**	**Lesson -52 - 62** **Physiology & Injuries in Sport**	1.Gender differences in physical and physiological parameters. 2.physiological factors determining the component of physical fitness . 3. Effect of exercises of different system of human body.	1.student will learn different parameter of human body. 2. Student will learn physiological component of fitness. 3. student will learn about various system of the body. 4. student will learn the effects of exercises on various system of human body.	For this chapter we take student on ground and make to sit on pavilion and then we call one girl and one boy form among them who stand in front of them then teacher start explaining the physiological differences among both the bodies of girl and boy . like weight, height, muscular strength , skeleton differences etc. for other topics we told students to go for one round of the track (400m) after that we explain about various effects of exercise se on various system. Because in some point they feel exactly the same in their own body like increased cardioid, resting pulse increases ,faster adaptation of working load, expansion of chest, faster responses, etc.	• Understanding the physiological factors determining the • components of physical fitness. • Learning the effects of exercises on the Muscular system. • Learning the effects of exercises on Cardiovascular system. • Learning the effects of exercises on the Respiratory system. • Learning the changes caused due to aging. • Understanding the Sports Injuries (Classification, Causes, and Prevention) • Understanding the Aims & Objectives of First Aid • Understanding the Management of Injuries After completing the unit, the students will be able to: * Recognize the physiological factors determining the components of physical fitness. * Comprehend the effects of exercise on the Muscular system and cardiorespiratory systems. * Figure out the physiological changes due to ageing * Classify sports injuries with its Management.

September 14	**LESSON – 63 - 71 Biomechanics and Sports**	1. Projectile and factors affecting projectile 2. Laws of motions and its application in sports 3. aerodynamics and principles of aerodynamics friction, axes , planes. 4.Types of movement and major muscles involved in it.	1 .Students will learn about projectile and factors affecting on it. This is going to help in daily life works . 2.Student will learn the uses of various laws of motion in sports or in daily life 3.Student will learn about various body movement and the involment of the muscles in that movement	In this chapter we take student in ground and make stand in front of us in a line or in a group. after that we start our lesson topics and explain that with a suitable example related to the sports field like walking in walking we used all 3 law of motion ,in sortput throw we use projectile, in javelin we use the principles of aerodynamic etc.	• Understanding Newton's Laws of Motion and their Application in Sports. • Make students understand the lever and its application in sports. • Make students understand the concep of Equilibrium and its application in • sports. • Understanding Friction in Sports. • Understanding the concept of Projectile in sports After completing the unit, the students will be able to: * Understand Newton's Law of Motion and its application in sports * Recognize the concept of Equilibrium and its application in sports. * Know about the Centre of Gravity and will be able to apply it in sports * Define Friction and application in sports. * Understand the concept of Projectile in sports

October 12	**Lesson – 72 - 80 Psychology and Sports**	Stress , anxiety and it management, Coping strategies(probem focused and emotion focused), Motivation and it types& technieques. Self stream & body image.	1.student will learn different parameter of human body. 2. Student will learn physiological component of fitness. 3. student will learn about various system of the body. student will learn the effects of exercises on various system of human body.	In this topic we'll show the PPT through the PPT Explain about the content of topic Personality Motivation meaning also practically on Ground in match time	• To make students understand Personality & its classifications. • To make students understand motivation and its techniques. • To make students about Exercise Adherence and Strategies for enhancing Adherence to Exercise. • To make them aware of Aggression in sports and types. • To make students understand Psychological Attributes in Sports. After completing the unit, the students will be able to * Classify different types of personality and their relationship with sports performance. * Recognize the concept of motivation and identify various types of motivation. * Identify various reasons to exercise, its associated benefits and strategies to promote exercise adherence. * Differentiate between different types of aggression in sports. * Explain various psychological attributes in sports.

November 12	**Lesson – 91-98** **Training in Sports**	Different types of physical fitness components and there training methods (strength, endurance, flexibility, coordination, speed ,)	1.Students will learn about projectile and factors affecting on it. This is going to help in daily life works . 2.Student will learn the uses of various laws of motion in sports or in daily life 3.Student will learn about various body movement and the indolent of the muscles in that movement	Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning , ▪ Inquiry-based learning, ▪ Kinaesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning.	• Making the students understand the concept of talent identification and methods in sports • Making the students Understand sports training and the different cycle in sports training. • Making the students Understand different types & methods of strengths, • endurance, and speed. • Making the students Understand different types & methods of flexibility and • coordinative ability. • Making the students understand Circuit training and its importance. After completing the unit, the students will be able to: * understand the concept of talent identification and methods used for talent development in sports * Understand sports training and the different cycle used in the training process. * Understand different types & methods to develop -strength, endurance, and speed in sports training. * Understand different types & methods to develop – flexibility and coordinative ability. * Understand Circuit training and its importance.

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

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

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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)

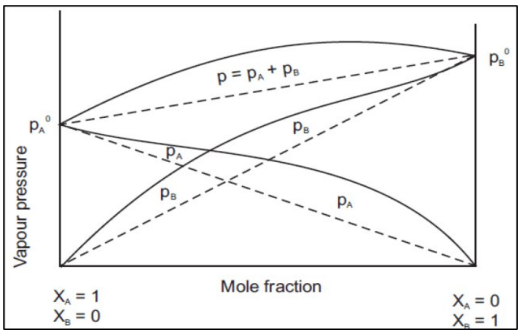
Methodology:

- 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

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Lesson Plan (2026-27)

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

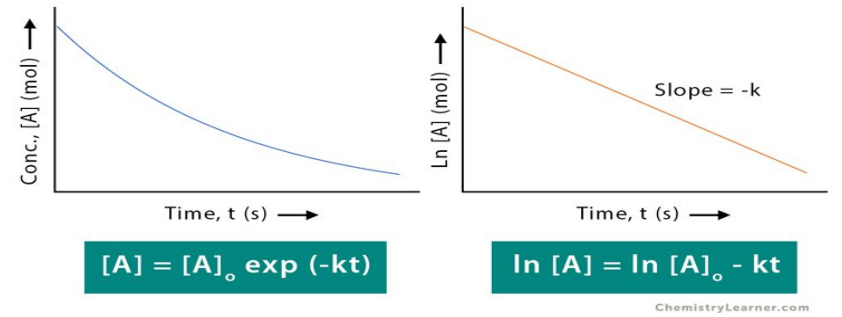
Methodology:

- 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 × 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 × 10^{-3} sec^{-1}. Calculate its 3/4th life, (log 4 = 0.6020)

Reference: Textbook : NCERT textbook

XAM idea

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Lesson Plan (2026-27)

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

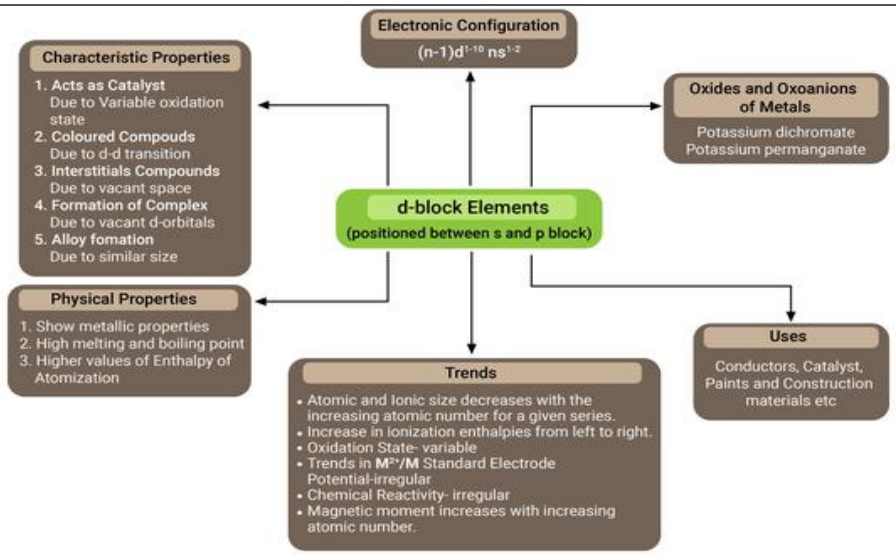
Methodology:

- 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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Lesson Plan (2026-27)

Teacher's Name – Snehal Patil **Grade - XII**

Subject – Chemistry **Month- July/Aug**

Topic – Chapter 5: Coordination compounds **No. of Periods - 14**

- Sub - topic:
  1. Werner's theory of coordination compound
  2. Defintion: coordination entity, central atom/ion, ligand, coordination number, homoleptic and heteroleptic
  3. nomenclature of coordination compound
  4. Isomerism in coordination compounds
  5. Bonding in coordination compounds
  6. Crystal field theory
  7. 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
-

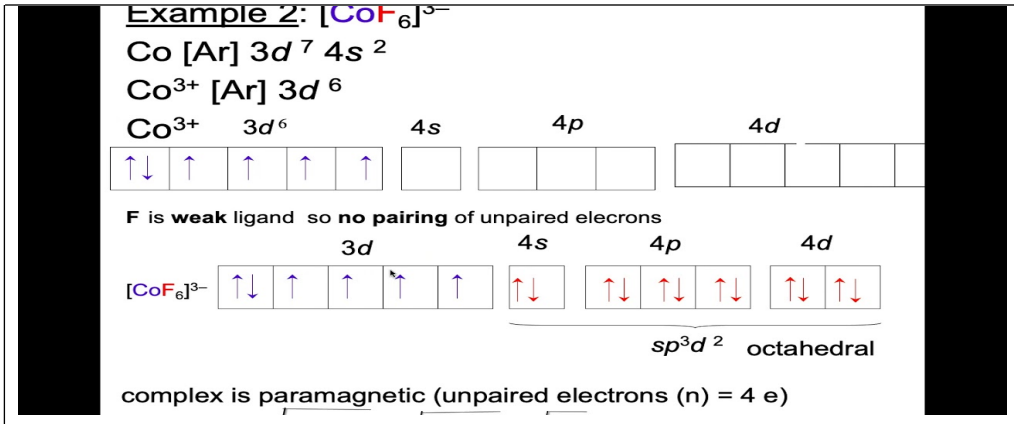
Methodology:

- 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 (2026-27)

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.

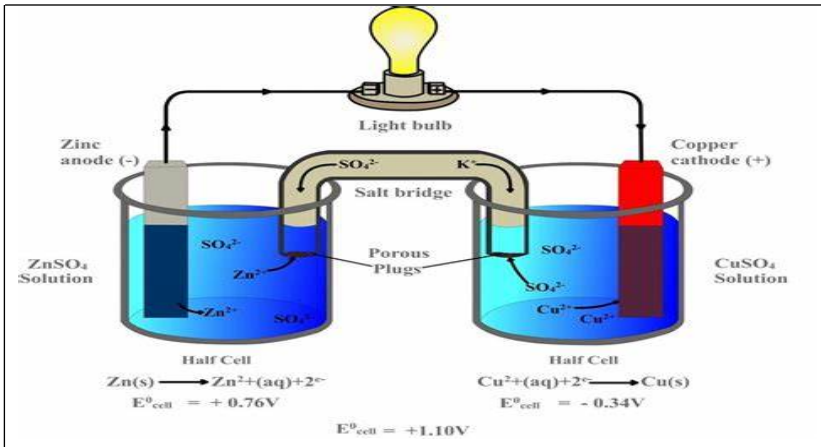
Methodology:

- 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 (2026-27)

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

XAM idea

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

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

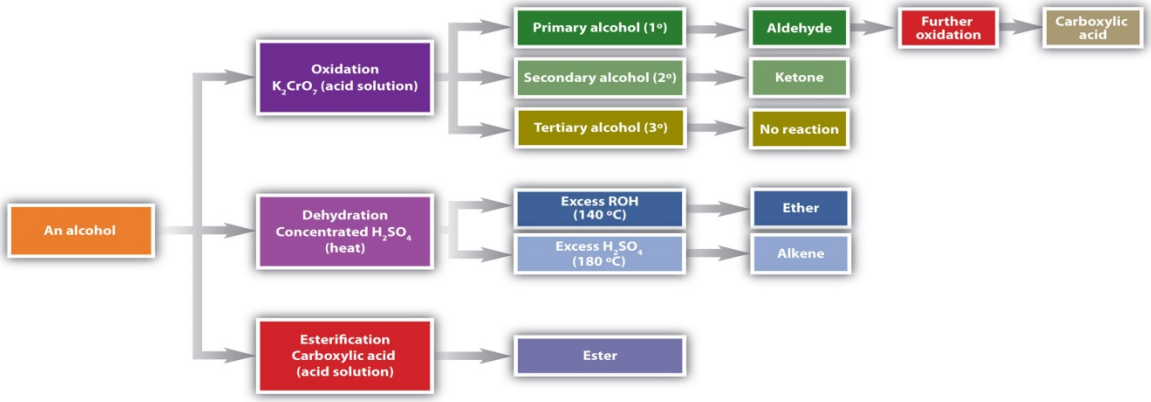
Activities: Group activity

- 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
-

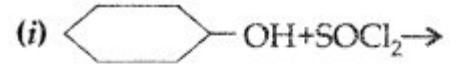
ICT Integration / Art Integration : Power Point Presentation

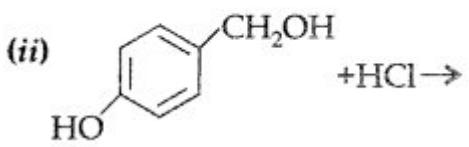
Class assessment/ Recapitulation:

- 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

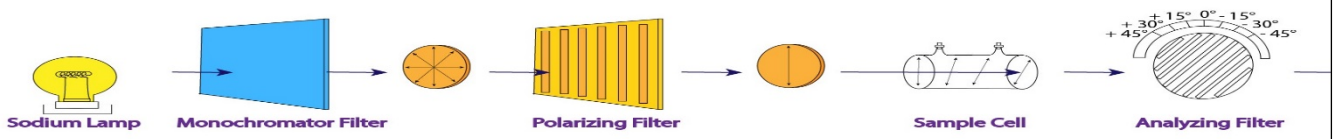
Lesson Plan (2026-27)

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

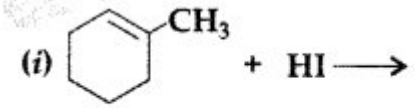
ICT Integration / Art Integration : Power Point Presentation

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 :



(ii) $CH_3CH_2CH = CH_2 + HBr \rightarrow$

Reference: Textbook : Pradeep New course Chemistry

XAM idea

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

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

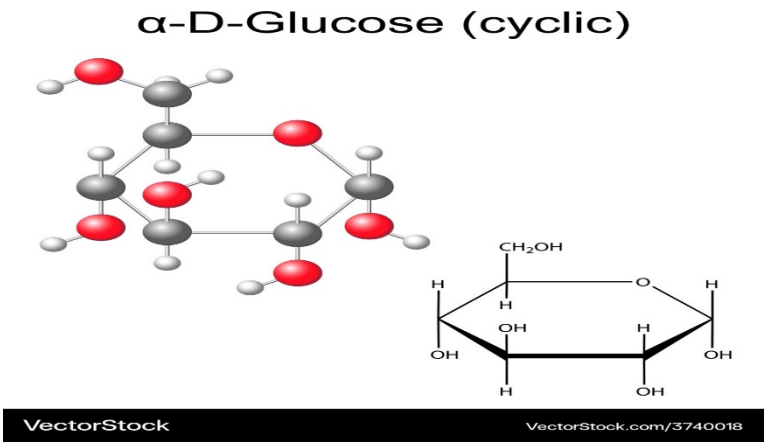
Methodology:

- 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 (2026-27)

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 $ph-SO_2Cl + NH_2-R \longrightarrow ph-SO_2-\underset{\underset{H}{|}}{N}-R + HCl$

(primary) (Soluble in alkali)

Figure 2 $ph-SO_2Cl + NH\begin{matrix}R\\R'\end{matrix} \longrightarrow ph-SO_2-\underset{\underset{R'}{|}}{N}-R + HCl$

(secondary) (Insoluble in alkali)

Figure 3 $ph-SO_2Cl + N\begin{matrix}R\\R'\\R''\end{matrix} \longrightarrow X$ (No reaction)

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

Lesson Plan (2026-27)

Teacher's Name – Minal Chaudhari **Grade - 12**

Subject – Physics **Month- April**

Topic – 1 Electric Charges and Fields **No. Periods - 12**

Sub - topics:

- Electric Charges; Conservation of charge, Coulomb's law-force between two point charges, forces between multiple charges; superposition principle and continuous charge distribution.
- Electric field, electric field due to a point charge, electric field lines, electric dipole, electric field due to a dipole, torque on a dipole in uniform electric fleld.
- Electric flux, statement of Gauss's theorem and its applications to find field due to infinitely long straight wire, uniformly charged infinite plane sheet.

Specific objectives:

- Student will be able to Understand the concept of charge
- Understand concept of electrostatic force and field.
- State the Coulomb's law of electrostatic force.
- To make the learners to understand the theoretical and mathematical concepts of Electric Charges and its Properties and Electrostatics forces and fields of different charge distributions.

Methodology:

- Explanation method
- Demonstration Method
- Class room discussion

Activities: Group activity

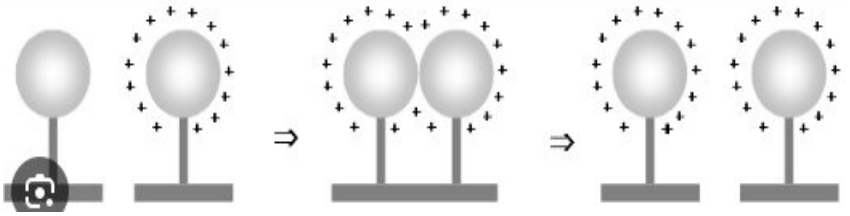
Teacher will start the topic by asking the following questions related to the previous knowledge

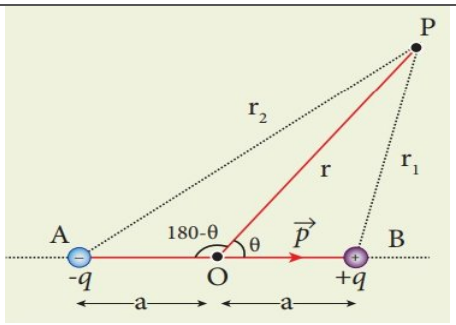
1. When we take off our synthetic shirts or nylon sweaters a spark is produced. Why? 2. By rubbing palms we experience a different feeling. Why?

3. Why does the mustard seeds adhere to the walls of the polythene bag

4. If an electrically charged rod is brought near normal flow of water from a tap, the flow gets slightly diverted towards the

Board work: Solving problems





Learning outcomes:

- Students acquires the basic knowledge of Electric charges, concept of electrostatic force in vector form different distribution of charges, Electric field produced by different distribution of charges and its mathematical analysis.
- Student will be able to relate the phenomena of charging of a body with daily life

Application :

Students will understand application of waves according to their properties like,

- Apply the concept of static electricity in selection of cloths as per the weather conditions • By using the concept of electrostatic s students can protect themselves from lightning.

ICT Integration / Art Integration :

Black Board work, Charts, figures, Models, PPT.

Class assessment/ Recapitulation:

1. Plotting of graph showing the variation of Coulom force versus distane between two similar and two dissimilar charges.
2. How you can charge a metal sphere negatively without touching ?
3. Drawing of electric field lines around the charges.
4. Applications of Gauss's theorem.

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 (2026-27)

Teacher's Name – Minal Chaudhari | **Grade - 12**

Subject – Physics | **Month - April**

Topic – Electric potential and capacitance | **No. Periods - 10**

Sub - topics:

- Electric potential, potential difference, electric potential due to a point charge, a dipole and system of charges; equipotential surfaces, electrical potential energy of a system of two point charges and of electric dipole in an electrostatic field.
- Conductors and insulators, free charges and bound charges inside a conductor. Dielectrics and electric polarisation
- capacitors and capacitance, combination of capacitors in series and in parallel, capacitance of a parallel plate capacitor with and without dielectric medium between the plates, energy stored in a capacitor

Specific objectives:

- To make the learners to understand the concept of Electric potential due to different charge distributions and its relation between electric field. Also the students will learn about the capacitance, dielectrics and it polarization.
- To make the learners to understand the concept of electricity, resistance and resistivity and the parameters affecting it with its link to our daily life.
- To make the learners to understand the concept of the concept of different electrical devices like wheat stone bridge and its application in meter bridge and potentiometer with real life application.

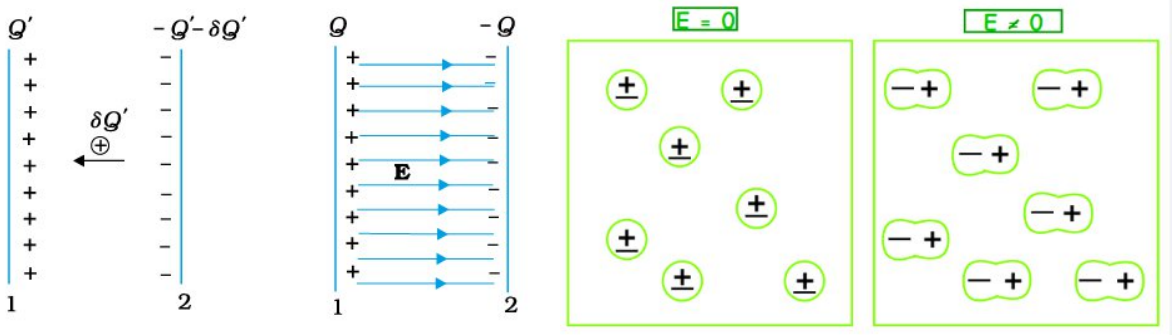
Methodology:

- Explanation method
- Demonstration Method
- Class room discussion

Activities: Group activity

- Numerical questions on capacitors

Board work: Solving problems



Learning outcomes:

- Students acquires the basic knowledge of Electric charges, concept of electrostatic force in vector form different distribution of charges, Electric field produced by different distribution of charges and its mathematical analysis.

- Student will be able to relate the phenomena of charging of a body with daily life.

Application :

- Students will understand underst and use of capacitance in appliances like fan radio etc.

ICT Integration / Art Integration : Black Board work, Charts, figures, Models, PPT.

Class assessment/ Recapitulation:

1. To determine resistance per cm of a given wire by plotting a graph for potential difference versus current.
2. To find resistance of a given wire using metre bridge and hence determine the resistivity (specific resistance) of its material.
3. To verify the laws of combination (series) of resistances using a metre bridge.
4. To verify the laws of combination (parallel) of resistances using a metre bridge.
5. To compare the EMF of two given primary cells using potentiometer.
6. To determine the internal resistance of given primary cell using potentiometer.

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 (2026-27)

Teacher's Name – Minal Chaudhari | **Grade - 12**
Subject – Physics | **Month - June**
Topic – 3 Current Electricity | **No. Periods - 10**

Sub - topics:

- Electric current, flow of electric charges in a metallic conductor, drift velocity, mobility and their relation with electric current; Ohm's law, electrical resistance, V-I characteristics (linear and non-linear)
- Eelectrical energy and power, electrical resistivity and conductivity, Carbon resistors, colour code for carbon resistors; series and parallel combinations of resistors; temperature dependence of resistance. Internal resistance of a cell, potential difference and emf of a cell, combination of cells in series and in parallel
- Kirchhoff's laws and simple applications, Wheatstone bridge, metre bridge.

Specific objectives:

- To make the learners to understand the concept Electricity, resistance and resistivity and the parameters affecting it with its link to our daily life.
- To make the learners to understand the concept of different electrical devices like wheat stone bridge and its application in meter bridge and potentiometer with real life application.

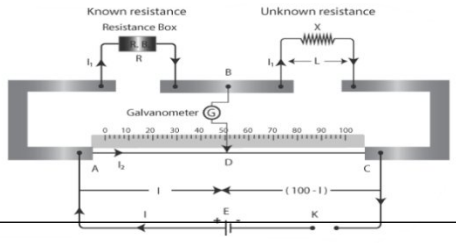
Methodology:

- Explanation method
- Demonstration Method
- Class room discussion

Activities: Group activity

- To determine resistance per cm of a given wire by plotting a graph for potential difference versus current.
- To find resistance of a given wire using metre bridge and hence determine the resistivity (specific resistance) of its material.
- To verify the laws of combination (series) of resistances using a metre bridge.
- To verify the laws of combination (parallel) of resistances using a metre bridge.
- To compare the EMF of two given primary cells using potentiometer.
- To determine the internal resistance of given primary cell using potentiometer.

Board work: Solving problems



Learning outcomes:

- Students are able to understand the concept of Potential difference and current and also the process of finding the unknown current in a loop using KVL and KCL.
- Students will be able to understand the practical application of resistors and cells and it different combination in real life.
- Students will be able to operate different electrical instruments like POT, Meter bridge, Galvanometer, Voltmeter, ammeter etc. also they learned to find the least count of given measuring instrument.

Application :

- Apply the concept of current and potential difference on measuring the resistance of conductor /electrical appliances at home.
- Apply the concept mobility of electrons in calculating the drift velocity in different conductors and alloy.
- Student will be able to plot the graph between the V and I and then they will calculate the resistance of conductor by the slope of same graph.
- Apply the concept for electrical power and energy to calculate the electricity bill of their home, factory or offices. Apply the concept of series and parallel combination of resistances if desired

ICT Integration / Art Integration : Black Board work, Charts, figures, Models, PPT.

Class assessment/ Recapitulation:

1. What is drift current and diffusion current?
2. State Kirchhoff's junction rule and loop rule.
3. Explain balancinging condition of Wheatsone bridge

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 (2026-27)

Teacher's Name – Minal Chaudhari **Grade - 12**

Subject – Physics **Month- July**

Topic – 4 Moving Charges and Magnetism **No. Periods - 10**

Sub - topics:

- Concept of magnetic field, Oersted's experiment.
- Biot - Savart law and its application to current carrying circular loop. Ampere's law and its applications to infinitely long straight wire. Straight and toroidal solenoids (only qualitative treatment), force on a moving charge in uniform magnetic and electric fields.
- Force on a current-carrying conductor in a uniform magnetic field, force between two parallel current-carrying conductors- definition of ampere, torque experienced by a current loop in uniform magnetic field.
- Moving coil galvanometer-its current sensitivity and conversion to ammeter and voltmeter

Specific objectives:

- To make the learners to understand the concept different measuring devices like galvanometer, voltmeter and ammeter and interrelation between them.
- Understand the concept of magnetic field and Oerested experiment .
- Understand the force on a moving charge in uniform magnetic and electric fields.
- Understand the principle of cyclotron and its working.
- Understand the force on a current-carrying conductor in a uniform magnetic field.
- Understand force between two parallel current-carrying conductors-definition of ampere.
- Understand the torque experienced by a current loop in uniform magnetic field .
- Understand the moving coil galvanometer-its current sensitivity and conversion to ammeter and voltmeter .

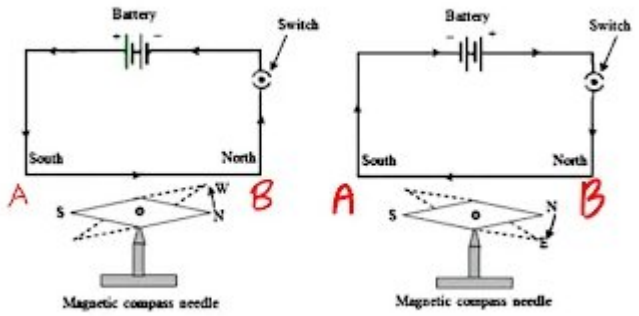
Methodology:

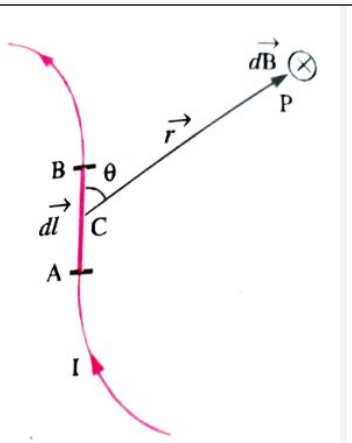
- Explanation method
- Demonstration Method
- Class room discussion

Activities: Group activity

- Experimental demonstration of Oersted's experiment. Experimental demo of Plotting of Magnetic Field lines for Bar Magnet

Board work: Solving problems





Learning outcomes:

- Student will learn about the relation between electricity and Magnetism and different methods to find the Magnetic field due to different types of conductor.
- Student will learn about the force between two parallel conductors and its mathematical analysis depending upon the directions of current.
- Student will learn about the conversion of galvanometer into ammeter and voltmeter of desired range.

Application :

- Apply the concept of Biot savart's law in calculating the magnetic field due to current carrying circular loop and straight conductor.
- Apply the Ampere's law to calculate the magnetic field due to infinitely long straight wire, straight and toroidal solenoids's • Student will be able to plot the graph between the B and r .
- Apply the concept Cyclotron in solving the numerical.

ICT Integration / Art Integration :

Black Board work, Charts, figures, Models Galvanometer Meter,PPT.

Class assessment/ Recapitulation:

1. State Biot savart's law
2. Write the differences between Biot-Savart's Law and Ampere's circuital law.
3. What is the direction of the force acting on a charged particle q, moving with a velocity ~v in a uniform magnetic field B ?
4. Write the underlying principle of a moving coil galvanometer.

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 (2026-27)

Teacher's Name – Minal Chaudhari **Grade - 12**
Subject – Physics **Month - August**
Topic – 5 Magnetism and Matter **No. Periods - 10**

Sub - topics:

- Bar magnet, bar magnet as an equivalent solenoid (qualitative treatment only), magnetic field intensity due to a magnetic dipole (bar magnet) along its axis and perpendicular to its axis (qualitative treatment only), torque on a magnetic dipole (bar magnet) in a uniform magnetic field (qualitative treatment only), magnetic field lines.
- Magnetic properties of materials- Para-, dia- and ferro - magnetic substances with examples, Magnetization of materials, effect of temperature on magnetic properties.

Specific objectives:

- To make the learners to understand the different kinds of magnetic material and earth's magnetic field.

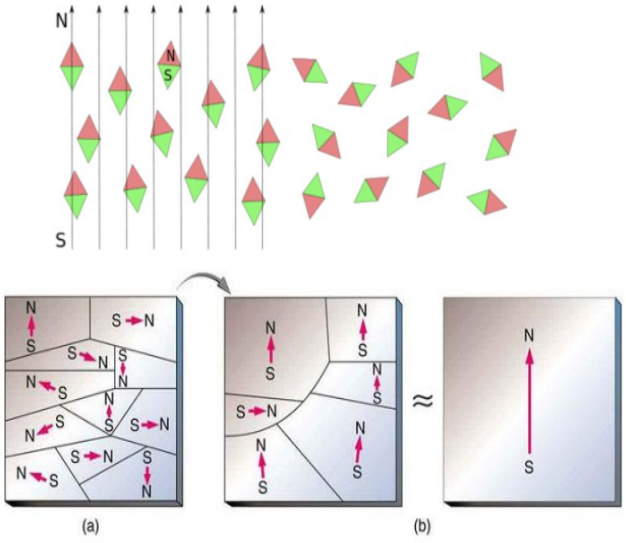
Methodology:

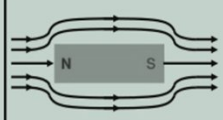
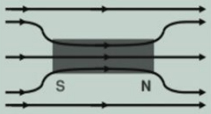
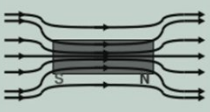
- Explanation method
- Demonstration Method
- Class room discussion

Activities: Group activity:

- Concept of Earth's Magnetic field by Tangent Galvanometer

Board work: Solving problems



DIA	PARA	FERRO
1. Diamagnetic substances are those substances which are feebly repelled by a magnet. Eg. Antimony, Bismuth, Copper, Gold, Silver, Quartz, Mercury, Alcohol, water, Hydrogen, Air, Argon, etc.	Paramagnetic substances are those substances which are feebly attracted by a magnet. Eg. Aluminium, Chromium, Alkali and Alkaline earth metals, Platinum, Oxygen, etc.	Ferromagnetic substances are those substances which are strongly attracted by a magnet. Eg. Iron, Cobalt, Nickel, Gadolinium, Dysprosium, etc.
2. When placed in magnetic field, the lines of force tend to avoid the substance. 	The lines of force prefer to pass through the substance rather than air. 	The lines of force tend to crowd into the specimen. 

Learning outcomes:

Through these lessons, the pupil understood the following concepts:

- Magnetic dipole moment is directed from south to north pole.
- Magnetic force between two poles is directly proportional to proportional to the product of pole strengths and inversely proportional to the square of distance between them
- Equatorial field of bar magnet is half that on the axial line.
- The minimum value of electron magnetic moment is Bohr magneton.
- Dipole experiences torque in external field and oscillates in it.
- The work done in rotating the dipole is stored as its potential energy,
- The three elements of Earth's magnetic field namely declination, Inclination, Horizontal component of Earth's magnetic field completely specifies it at a particular location.

Application :

- Students will understand application of magnetic material in day to day life.
- Students will be able to understand the magnetic properties of materials ad can classify them.

ICT Integration / Art Integration :

Black Board work, Charts, figures, Models, Bar magnet Iron nail.

Class assessment/ Recapitulation:

1. Write two properties of a material suitable for making permanent magnet?
2. Where on the surface of Earth is the vertical com-ponent of Earth's magnetic field zero?
3. Where on the surface of Earth is the vertical component of Earth's magnetic field zero?
4. In which direction would a compass free to move in the vertical plane point to, if located right on the geomagnetic north or south pole?

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 (2026-27)

Teacher's Name – Minal Chaudhari **Grade - 12**

Subject – Physics **Month- August**

Topic – 6 Electromagnetic Induction **No. Periods - 10**

Sub - topics:
Electromagnetic induction; Faraday's laws, induced EMF and current; Lenz's Law, Eddy currentsSelf and mutual induction.

Specific objectives:

- To make the learners to understand the concept Electromagnetic Induction of single and double coil.
- To develop knowledge about concepts like Electric flux , Electromagnetic induction , Self Induction and Mutual Induction
- To make the pupil to understand about Faraday's Law ,Lenz's Law and Flaming's right hand rule
- To make the people to understand the working principle, construction and working of devices like transformer and AC generator

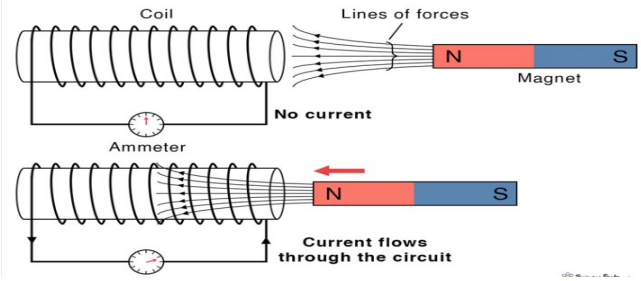
Methodology:

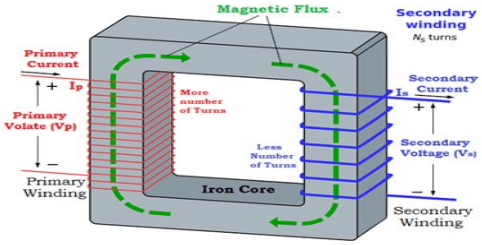
- Explanation method
- Demonstration Method
- Class room discussion

Activities: Group activity

- To find the frequency of AC mains with a sonometer.
- Based on Faraday's Law , Lenz's Law ,Eddy Currents , Self Induction and Mutual Induction
- Based on factors affecting the Magnetic Flux which in turn electric current **iii.** Observation of demonstration given by the teacher using AC generator and Transformer model .

Board work: Solving problems





Learning outcomes:

- Students will learn about the different method to induce an emf in a given conductor which is useful to understand the concept of Mutual and self induction.
- Students shall be able to define the terms like magnetic flux , EMI , Self Induction and Mutual Induction
- Students will be able to understand the working of devices like transformer and AC generator
- Understands the important laws in the chapter EMI
- Will be able to link the classroom situations with the day to day life

Application :

Students will understand application of principles of electromagnetic induction in many devices and systems, including:
Current clamp.

Electric generators.

Electromagnetic forming.

Graphics tablet.

Hall effect sensors.

Induction cooking.

Induction motors.

Induction sealing

ICT Integration / Art Integration :

Black Board work, Charts, figures, Models, Conducting loop Magnet Galvanometer Battery Torch Bulb Switch Induction Coil AC generator and transformer model

Class assessment/ Recapitulation:

1. A wire in the form of a tightly wound solenoid is connected to a DC source, and carries a current. If the coil is stretched so that there are gaps between successive elements of the spiral coil, will the current increase or decrease? Explain.
2. A solenoid is connected to a battery so that a steady current flows through it. If an iron core is inserted into the solenoid, will the current increase or decrease? Explain.
3. Consider a metallic pipe with an inner radius of 1 cm. If a cylindrical bar magnet of radius 0.8cm is dropped through the pipe, it takes more time to come down than it takes for a similar unmagnetised cylindrical iron bar dropped through the metallic pipe. Explain.

Homework/ worksheets:

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Reference:

NCERT TEXT BOOK,

Physics by S.L.Arora

PRADEEP Publications,

Modern's ABC publications,

COMPREHENSIVE PUBLICATIONS

MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Minal Chaudhari **Grade - 12**

Subject – Physics **Month - August**

Topic – Alternating Current **No. Periods - 12**

Sub - topics:

Alternating currents, peak and RMS value of alternating current/voltage; reactance and impedance; LC oscillations (qualitative treatment only), LCR series circuit, resonance; power in AC circuits, wattless current AC generator.

Specific objectives:

- To make the learners to understand the application based concept of Electromagnetic Induction (Generator, Transformer, choke coil)

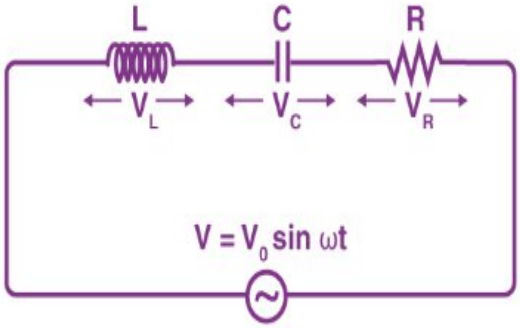
Methodology:

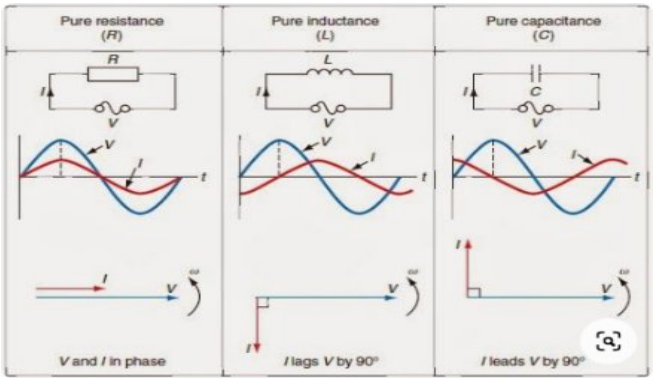
- Explanation method
- Demonstration Method
- Class room discussion

Activities: Group activity

- To measure the resistance and impedance of an inductor with or without iron core.
- To measure resistance, voltage (AC/DC), current (AC) and check continuity of a given circuit using multimeter.

Board work: Solving problems





Learning outcomes:

- Students acquires the basic knowledge about the Principle construction working and real

life application of Transformer and Dynamo

Application :

- Students will understand that in terms of application, AC power is more suitable for larger power generation and distribution, making it the source of electricity for outlets in homes and buildings. On the other hand, DC power has a smaller range of use cases, focusing more on low voltage and low current applications like electronic devices.

ICT Integration / Art Integration :

Black Board work, Charts, figures, Models, PPT.

Class assessment/ Recapitulation:

1. When is the impedance of a circuit minimum?
2. When does an LCR circuit exhibit resonance?
3. How can you adjust the components of an LCR circuit to establish resonance
4. State whether the current leads or lags voltage if applied frequency is greater than/less than resonant frequency?
5. What are the possible losses in a transformer?

Homework/ worksheets:

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MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Minal Chaudhari **Grade - 12**

Subject – Physics **Month - September**

Topic – Electromagnetic Waves **No. Periods - 10**

Sub - topics:

- Basic idea of displacement current, Electromagnetic waves, their characteristics, their Transverse nature (qualitative ideas only).
- Electromagnetic spectrum (radio waves, microwaves, infrared, visible, ultraviolet, Xrays, gamma rays) including elementary facts about their uses.

Specific objectives:

- To make the learners to understand the generation and real life application of electromagnetic wave depending upon the value of wavelength and frequency.

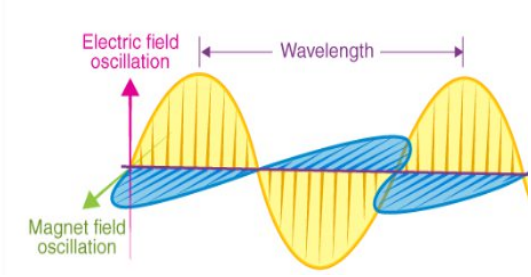
Methodology:

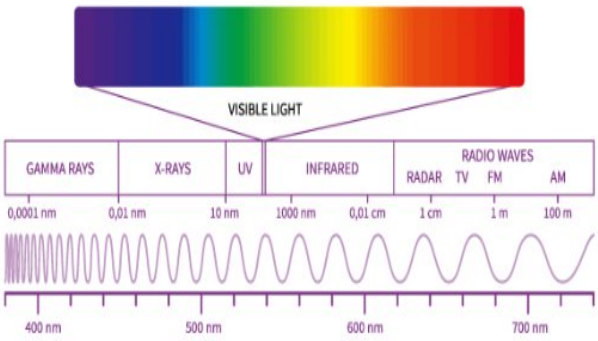
- Explanation method
- Demonstration Method
- Class room discussion

Activities: Group activity

- Group Discussion to discuss the Practical Applications of EMW in field of Communication, Medical, etc.

Board work: Solving problems





Learning outcomes:

- Student acquires knowledge about the Practical application of EMW in our Daily life

Application :

Students will understand application of waves according to their properties like, wavelength, frequency

ICT Integration / Art Integration :

Black Board work, Charts, figures, Models.

Class assessment/ Recapitulation:

1. Which wave is used for Lasik eye surgery?
2. Which wave is used for cancer treatment ?
3. What are the main uses of X rays
4. Find the wavelength of a wave whose frequency is 2.5×10^{-12} Hz

Homework/ worksheets:

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MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Minal Chaudhari **Grade - 12**

Subject – Physics **Month - September**

Topic – Ray Optics and Optical **No. Periods - 10**

Sub - topics:

- Ray Optics: Reflection of light, spherical mirrors, mirror formula, refraction of light, total internal reflection and its applications, optical fibres, refraction at spherical surfaces, lenses, thin lens formula, lensmaker's formula, magnification, power of a lens, combination of thin lenses in contact, combination of a lens and a mirror, refraction and dispersion of light through a prism.
- Scattering of light - blue colour of sky and reddish appearance of the sun at sunrise and sunset.
- Optical instruments: Microscopes and astronomical telescopes (reflecting and refracting) and their magnifying powers.

Specific objectives:

- To make the learners to understand the applications of different lenses, mirrors and optical instrument in our daily life.
- Students will be able to derive mirror formula, thin lens formula, and
- lensmaker's formula,
- Students will be able to identify total internal reflection ,magnification,
- and power of a lens, combination of thin lenses in contact,
- Students will be able to explain refraction of light through a prism.

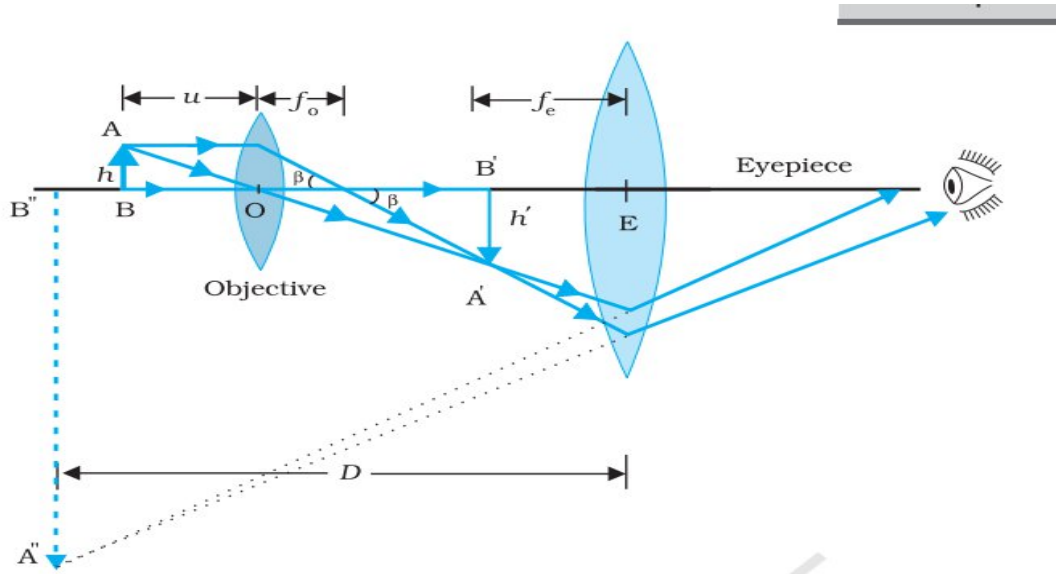
Methodology:

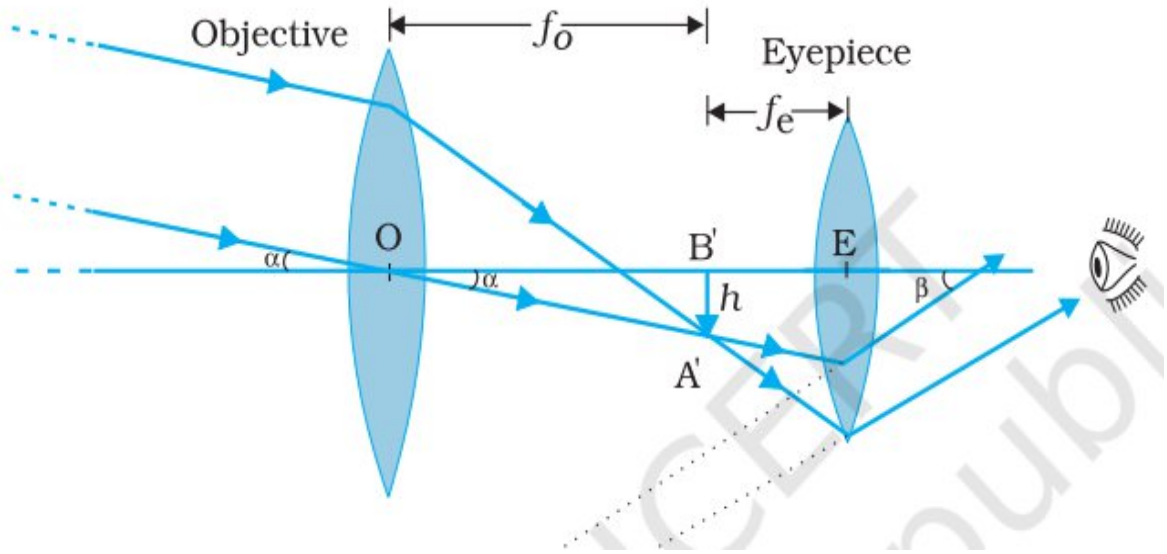
- Explanation method
- Demonstration Method
- Class room discussion

Activities: Group activity

- To find the value of v for different values of u in case of a concave mirror and to find the focal length.
- To find the focal length of a convex mirror, using a convex lens.
- To find the focal length of a convex lens by plotting graphs between u and v or between 1/u and 1/v
- To find the focal length of a concave lens, using a convex lens.
- To determine angle of minimum deviation for a given prism by plotting a graph between angle of incidence and angle of deviation.
- To determine refractive index of a glass slab using a travelling microscope.
- To find refractive index of a liquid by using convex lens and plane mirror.

Board work: Solving problems





Learning outcomes:

- Student will learn about the different types of mirror and lenses and respective ray diagrams for image formation along the mathematical tactics and Analysis. Student will learn the different optical phenomena of in our daily life like Colour of a sky and cloud, Advanced sunrise and delayed sunset etc.

Application :

- Student will be able to give reason for blue colour of sky and reddish apprearance of the sun at sunrise and sunset.
- Student will be able to solve problems on spherical mirrors, mirror formula, refraction of light, total internal reflection
- Student will be able to design Optical instruments: Microscopes and astronomical telescopes

ICT Integration / Art Integration :

- Black Board work, Charts, figures, Models, prism, lens

Class assessment/ Recapitulation:

1. Will the focal length of a lens for red light be more, same or less than thatfor blue light?
2. The near vision of an average person is 25cm. To view an object with an angular magnification of 10, what should be the power of the microscope?
3. An unsymmetrical double convex thin lens forms the image of a point object on its axis. Will the position of the image change if the lens is reversed?
4. For a glass prism ($\mu = 3$) the angle of minimum deviation is equal to the angle of the prism. Find the angle of the prism.

Homework/ worksheets:

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MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Minal Chaudhari **Grade - 12**

Subject – Physics **Month - October**

Topic – Wave Optics **No. Periods - 10**

Sub - topics:

- Wave front and Huygen's principle, reflection and refractionof plane wave at a plane surface using wave fronts. Proof of laws of reflection and refraction using Huygen's principle.
- Interference, Young's double slit experiment and expression for fringe width (No derivation final expression only), coherent sources and sustained interference of light, diffraction due to a single slit, width of central maxima (qualitative treatment only).

Specific objectives:

- To make the learners to understand the difference between ray optics and wave optics and different optical phenomena such as interference, diffraction and polarization of a light wave.
- The students will be explained wave front and types of wave front AND Huygen's principle**.**

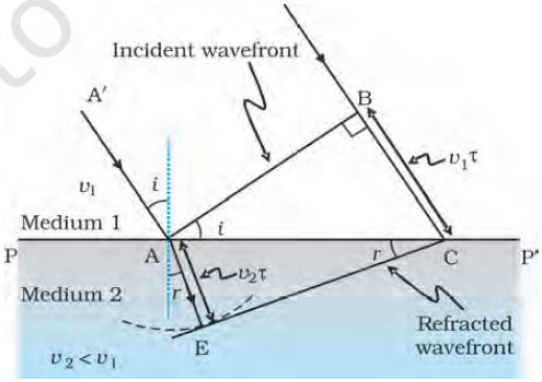
Methodology:

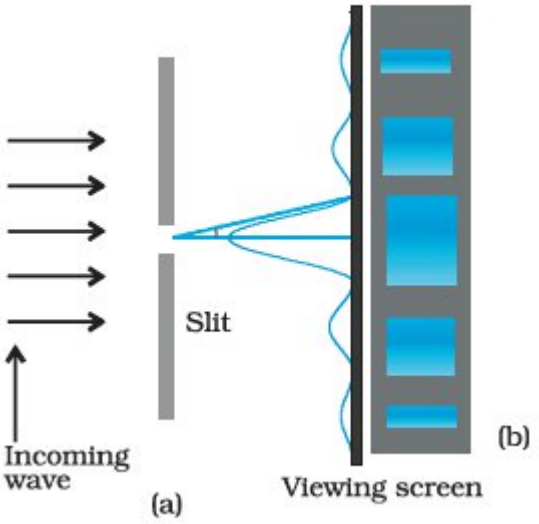
- Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now.
  They would also be told the significance of the topic that they would be studying.
  Introduction of the topic- ppt and Digital Content would be shared
  Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom.
  Techniques to be used:
  Student - teacher interaction, collaborative learning, independent research, differentiated teaching, peer learning
  Competencies: collaborative learning, critical thinking and problem solving,

Activities: Group activity

- To observe diffraction of light due to a thin slit.

Board work: Solving problems





Learning outcomes:

- Understand and differentiate between ray and wave nature of lightStudent are able to differentiate between the ray and wave nature of a light
- The pupil develops understanding about the concepts and formulae.
- The pupil develops skill in drawing various wavefront patterns
- The pupil develops skill in deriving equations
- The pupil develops skill in drawing various diagrams
- The pupil applies the knowledge in explaining the occurrence of constructive and destructive interference.

Application :

Students will understand application OF Wave interference in various fields such as acoustics, optics, quantum physics, and wireless communication. In acoustics, wave interference is a fundamental principle behind noise-cancelling headphones. These devices use destructive interference to cancel out unwanted ambient noise.

ICT Integration / Art Integration :

Black Board work, Charts, figures, Models, PPT.

Class assessment/ Recapitulation:

1. What is the shape of wavefront on earth for sunlight?
2. What is the ratio of fringe width for bright and dark fringes in Young's double slit experiment?
3. What is the condition that only interference is observed in double slit experiment, not diffraction.
4. Draw the wavefront if a point source is placed at a point 2F of a convex lens. In the wave picture of light intensity of light is determined by square of the amplitude.
5. What determines the intensity of light in photon picture of light?

Homework/ worksheets:

NCERT exercise discussed in the class is given as the home task.
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Reference:

NCERT TEXT BOOK,

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MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Minal Chaudhari **Grade - 12**

Subject – Physics **Month - October**

Topic – Dual Nature of Radiation and Matter **No. Periods - 10**

Sub - topics:

- Dual nature of radiation, Photoelectric effect, Hertz and Lenard's observations; Einstein's photoelectric equation-particle nature of light.
- Matter waves-wave nature of particles, de-Broglie relation

Specific objectives:

- To make the learners to understand the dual nature of radiation of light as practical and wave
- Understand the concept of photoelectric effect.
- Understand the threshold frequency .
- State the laws of photoelectric effect.
- Understand the Einsyein's photoelectric equation.
- Understand the Davisson and Germer Experiment.
- Understand the Einstein's photoelectric quation.

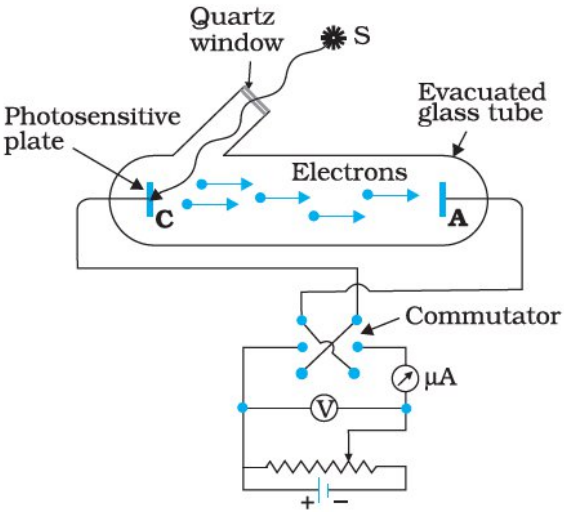
Methodology:

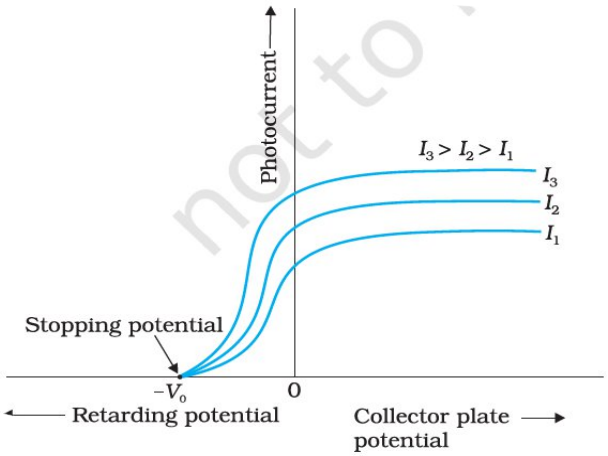
- Explanation method
- Demonstration Method
- Class room discussion

Activities: Group activity

- Teacher can conduct quiz on photoelectric effect.
- To prepare model to explain photoelectric effect

Board work: Solving problems





Learning outcomes:

- Learners will be able to understand the dual nature of light (Wave and Particle) along with experimental and mathematical verification.

Application :

- Apply the concept of dual nature in day to day life

ICT Integration / Art Integration :

Black Board work, Charts, figures, Models,PPT.

Class assessment/ Recapitulation:

1. Define thermionic emission?
2. Define field emission
3. Define photoelectric emission?
4. Define threshold frequency of a metal?
5. How photo electric current depends on intensity of incident light?
6. What do you mean by saturation current?
7. Define stopping potential of a given photosensitive metal?

Homework/ worksheets:

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MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Minal Chaudhari **Grade - 12**

Subject – Physics **Month - November**

Topic –Atoms **No. Periods - 10**

Sub - topics:

- Alpha-particle scattering experiment; Rutherford's model of atom; Bohr model, energy levels, hydrogen spectrum.
- Composition and size of nucleus, Radioactivity, alpha, beta and gamma particles/rays and their properties; radioactive decay law.

Specific objectives:

- To make the learners to understand the basic structure of atoms and nucleus proposed by different scientists and its importance in our life

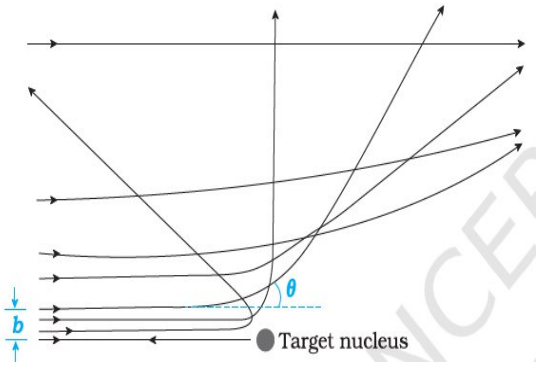
Methodology:

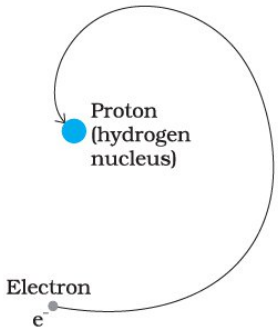
- Explanation method
- Demonstration Method
- Class room discussion

Activities: Group activity

- Presentation From the Students • Worksheets • CBSE Sample Paper

Board work: Solving problems





Learning outcomes:

- Learners will be able to understand the Concept of atoms and nuclei with help of different models developed by different scientists (Rutherford's model, Bohr's model etc.)
- Identify Thomson's atom model and its drawbacks

- Identify alpha particle experiment and the atom model put
- forward by Rutherford
- Recognize the drawbacks of Rutherford's model
- Understands the Bohr's atom model
- State the postulates of Bohr's atom model
  Derives the expression for energy of an electron in an orbit.

Application :

- Students will understand the structure of atom.

ICT Integration / Art Integration :

Black Board work, Charts, figures, Models,PPT.

Class assessment/ Recapitulation:

1. Define ionisation energy. What is its value for a hydrogen atom?
2. Write the expression for Bohr's radius in hydrogen atom.
3. The ground state energy of hydrogen atom is -13.6 eV. What are the kinetic and potential energies of electron in this state?
4. What is the ratio of radii of the orbits corresponding to first excited state and ground state in a hydrogen atom?
5. Sketch the alpha particle trajectory in gold foil experiment?

Homework/ worksheets:

NCERT exercise discussed in the class is given as the home task.
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MIS INTERNATIONAL SCHOOL

Lesson Plan (2026-27)

Teacher's Name – Minal Chaudhari **Grade - 12**

Subject – Physics **Month - November**

Topic – Nuclei **No. Periods - 10**

Sub - topics:

- Mass-energy relation, mass defect,binding energy per nucleon and its variation with mass number; nuclear fission, nuclear fusion.

Specific objectives:

- To make the learners to understand the basic structure of atoms and nucleus proposed by different scientists and its importance in our life.
- The students will be explained about Structure of atom.
- The students will be told about the Rutherford Model of Atom.

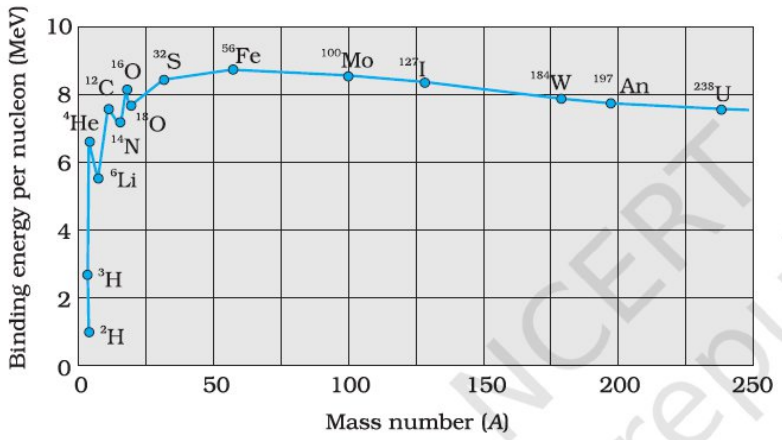
Methodology:

- 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.
  Techniques to be used:
  Student - teacher interaction, collaborative learning, independent research, differentiated teaching, peer learning
- **Competencies:** collaborative learning, critical thinking and problem solving,

Activities: Group activity

- Presentation From the Students
- Worksheets
- CBSE Sample Paper
- Making of chart on chain reaction

Board work: Solving problems



Learning outcomes:

- Learners will be able to understand the Concept of atoms and nuclei with help of different models developed by different scientists (Rutherford'smodel, bohr's model etc.)

  After studying this lesson, you should be able to :
- determine the number of neutrons and protons in nuclei of different
- atoms;
- calculate the sizes of atomic nuclei; z explain the nature of forces
- between nucleons;
- explain the terms 'mass defect' and 'binding energy';

Application :

- Students will understand the structure of atom and nucleus and application of nuclear energy.

ICT Integration / Art Integration :

Black Board work, Charts, figures, Models,PPT.

Class assessment/ Recapitulation:

1. Write the relationship between the size of a nucleus and its mass number?
2. How is the mean life of radioactive sample related to its half life ?
3. 2He4 and 1H3 have the same mass number . Do they have the same bindingenergy?
4. Draw a graph showing the variation of decay rate with number of radioactive nuclei?

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 (2026-27)

Teacher's Name – Minal Chaudhari **Grade - 12**

Subject – Physics **Month - December**

Topic – Semiconductor **No. Periods - 10**

Sub - topics:

Energy bands in conductors, semiconductors and insulators (qualitative ideas only) Intrinsic and extrinsic semiconductors- p and n type, p-n junction

Semiconductor diode - I-V characteristics in forward and reverse bias, application of junction diode -diode as a rectifier.

Specific objectives:

- To make the learners to understand the importance and significance of semiconducting devices in our daily and how they are different from conductor and insulator by explaining different semiconducting devices.

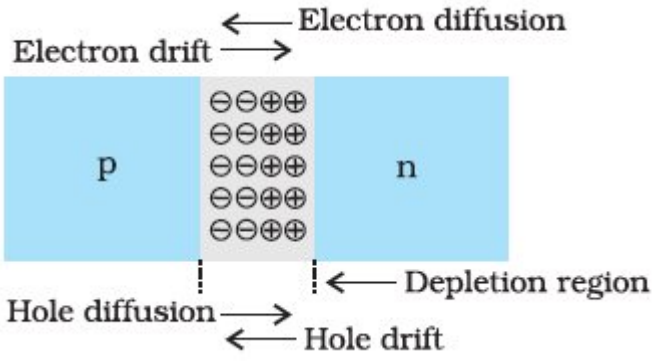
Methodology:

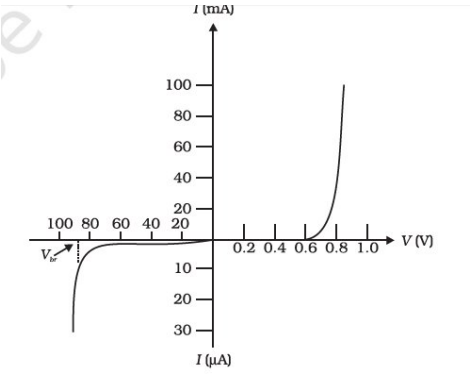
- Explanation method
- Demonstration Method
- Class room discussion

Activities: Group activity

- To draw the I-V characteristic curve for a p-n junction in forward bias and reverse bias.

Board work: Solving problems





Learning outcomes:

- Learners will be able to underst and the Concept of Conductors, Insulator and semiconductor with the help of Band Energy Theory.
- Learners will be able to understand the Classification of semiconductors along with Practical applications in PN diode, Rectifiers, Optoelectronic devices, Transistor (Amplifier and switch) and Logic Gates.

Application :

Students will understand how semiconductors are used in everyday life?
Since semiconductor itself is not sold in stores as electrical appliances, it may to be hard to understand, but in fact it is used in many electric appliances.

- For example, temperature sensors used in air conditioners are made with semiconductors. Rice cookers cook rice perfectly because semiconductors control the temperature precisely.
- CPUs that operate personal computers are also made with semiconductors.
- Many digital consumer products in everyday life such as mobile phones / smartphones, digital cameras, televisions, washing machines, refrigerators and LED bulbs also use semiconductors.

ICT Integration / Art Integration :

Black Board work, Charts, figures, Models

Class assessment/ Recapitulation:

1. What happens to the width of depletion layer of a p-n junction when it is
   (i)forward biased?
   (ii)reverse biased?
2. What is the most common use of photo diode?
3. State the relation between the frequency of radiation emitted by LED and the band gap energy of the semiconductor used to fabricate it.
4. At what temperature would an intrinsic semiconductor behave like a perfect insulator?

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, BALEWADI

Lesson Plan (2026-27)

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: अमोली हिंदी पाठमाला
Subject integrated **: पर्यावरण अध्ययन (EVS)** • आसपास की वस्तुओं के नाम स्वर से जोड़कर सिखाना • उदाहरण: **अ – अनार, आ – आ**

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month – June**

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

Sub - topic: (अ) आकाश शहर चल
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 अमोली हिंदी पाठमाला, शब्दकोश।
Subject integrated : **मात्रा परिचय (अ)"** इसे **EVS, कला, संगीत और खेल गतिविधियों** के साथ जोड़कर अधिक प्रभावी बनाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month –June**

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

Sub - topic: (आ) आकाश शहर चल
Specific objectives: आ की 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 अमोली हिंदी पाठमाला, शब्दकोश।
Subject integrated : **आ की मात्रा"** इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को आसानी से सिखाया जा सकता है। □

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

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

Subject - Hindi **Month -June**

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

Sub - topic: (इ) चिड़िया आई-दादी आई।
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 अमोली हिंदी पाठमाला, शब्दकोश ।
Subject integrated : **"इ की मात्रा (ि)"हिंदी विषय का भाग है**, लेकिन इसे **EVS, कला, संगीत और खेल गतिविधियों** के साथ जोड़कर आसानी से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month - June**

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

Sub - topic: (ई) - चिड़िया आई-दादी आई
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 अमोली हिंदी पाठमाला, शब्दकोश ।
Subject integrated : **ई की मात्रा (ी)"** इसे **EVS, कला, संगीत और खेल गतिविधियों** के साथ जोड़कर बच्चों को सरल तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month - July**

Topic – 4 फलों की सभा **No. of Periods - 4**

Sub - topic: फलों की सभा
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 अमोली हिंदी पाठमाला, शब्दकोश ।
Subject integrated : **"फलों की सभा" हिंदी विषय का पाठ है**, लेकिन इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर अधिक रोचक और प्रभावी बनाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

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

Subject - Hindi **Month - July**

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

Sub - topic: उ - चुनमुन-जादू का डमरू
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: अमोली हिंदी पाठमाला, शब्दकोश ।
Subject integrated : **"उ की मात्रा (ु)"** इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को आसानी से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month - July**

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

Sub - topic: ऊ चुनमुन-जादू का डमरू
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 अमोली हिंदी पाठमाला, शब्दकोश ।
Subject integrated : **"ऊ की मात्रा (ू)"** इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को सरल और रोचक तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month - July**

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

Sub – topic: कृषक (ऋ)
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: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : **"ऊ की मात्रा (ू)"** इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को सरल और रोचक तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

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

Subject - Hindi **Month – August**

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

Sub - topic: ए - बड़े भैया
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: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : **"ए की मात्रा (े)"** इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को आसानी से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month -August**

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

Sub - topic: ऐ – बड़े भैया
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: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : **"ऐ की मात्रा (ै)"** इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को सरल और रोचक तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month - August**

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

Sub - topic: ओ - मौसी की टोकरी (ओ)
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: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : **"ओ की मात्रा (ो)"** इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को आसान और रोचक तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

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

Subject - Hindi **Month - August**

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

Sub - topic: औ –मौसी की टोकरी
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: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : **"औ की मात्रा (ौ)"** इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को सरल और रोचक तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

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

Subject - Hindi **Month - August**

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

Sub - topic: सब्जियाँ
Specific objectives दैनिक 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: अमोली हिंदी पाठमाला, शब्दकोश।
Subject integrated : **"सब्जियाँ"** इसे **EVS ,संगीत और गतिविधियों** के साथ जोड़कर और भी रोचक बनाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

Teacher's Name –Preeti Tiwari **Grade – 1st**
Subject - Hindi **Month - August**
Topic –12 पशु - पक्षी जगत **No. of Periods - 4**

Sub - topic: पशु - पक्षी जगत
Specific objectives: : विद्यार्थी पशु और पक्षियों के बीच अंतर समझ सकें।
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, अध्यापन पद्धति, कथन|
Activities: चित्र पहचान गतिविधि, आवाज़ पहचान खेल |
Board work: पशु और पक्षी में अंतर पढ़ेगें और लिखेंगे।
Learning outcomes: □ विभिन्न पशु-पक्षियों की **पहचान** कर सकेंगे। □ **पशु और पक्षी में अंतर** स्पष्ट रूप से बता सकेंगे, पर्यावरण में पशु-पक्षियों के **महत्व** को समझ पाएँगे।
Application: घायल या जरूरतमंद पशु-पक्षियों के प्रति **सहानुभूति और मदद करने की भावना** दिखाएँगे।
ICT Integration / Art Integration : Video Power Point Presentation
Class assessment/ Recapitulation:
Homework/ worksheets: किसी भी 5 पशु और 5 पक्षियों के **नाम लिखें**।
Reference: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : **"पशु–पक्षी जगत" को हिंदी के अलावा EVS, गणित, कला, संगीत और खेल गतिविधियों के साथ जोड़ा जा सकता है**, जिससे बच्चों की सीखने की प्रक्रिया और भी रोचक व प्रभावी बनती है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month -August**

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: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : **शरीर के अंग"** इसे **EVS , कला, गणित, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को आसानी से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month - October**

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

Sub - topic: दसखड़ी
Specific objectives : : दसखड़ी वाले अक्षर |
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
• Activities: : दसखड़ी वाले अक्षर को पढ़ना और बोलना, अंतर समझना, दसखड़ी को सूर ताल के साथ पढ़ेगे और लिखेंगे।
Board work: मुख्य शब्द को बोर्ड पर लिखना |
Learning outcomes:मात्राओ के अंतर को समझना और दसखड़ी 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 : : दसखड़ी लिखने को देगे |
Reference: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : **"दसखड़ी" हिंदी विषय का महत्वपूर्ण भाग है**, लेकिन इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को आसानी और मज़ेदार तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month - October**

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

Sub - topic: अनुस्वार- बंदर आया गाँव (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: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को सरल और प्रभावी तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month - October**

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

Sub - topic: अनुनासिक – बंदर आया गाँव
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: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को सरल और

प्रभावी तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month -October**

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

Sub - topic: अः - बंदर आया गाँव
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: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : "इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को सरल और प्रभावी तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

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

Subject - Hindi **Month- October**

Topic –12 –कुछ अन्य ध्वनियाँ **No. of Periods - 4**

Sub - topic: ड़, ढ़, ज़, फ़
Specific objectives: : ड़, ढ़, ज़, फ़
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, अध्यापन पद्धति, कथन।
Activities: अक्षर देखकर उसकी ध्वनियाँ बताएगे।
Board work: अक्षरों को पढ़ेगें और लिखेंगे।
Learning outcomes: मौखिक तथा लेखन कौशल का विकास करना। चित्रों के बारे में बातचीत, जानकारी छाँटना, अक्षरों को पहचान कर उनको लिखना।
Application: चित्र देखकर अक्षर का नाम बताना।
ICT Integration / Art Integration : Video Power Point Presentation
Class assessment/ Recapitulation:
Homework/ worksheets: कुछ अन्य ध्वनियाँ लिखने को देगे।
Reference: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट।
Subject integrated : **"कुछ अन्य ध्वनियाँ" हिंदी विषय का भाग है**, लेकिन इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को सरल और प्रभावी तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

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

Subject - Hindi **Month- October**

Topic –12 – संयुक्त व्यंजन **No. of Periods - 4**

Sub - topic: संयुक्त व्यंजन
Specific objectives: : संयुक्त व्यंजन वाले अक्षर |
Methodology: उच्चारण, चिन्ह, स्पष्टीकरण, अध्यापन पद्धति, कथन।
Activities: दो व्यंजनों को मिलाकर कौन सा संयुक्त व्यंजन बना, नाम बताएगे |
Board work: संयुक्त व्यंजन वाले अक्षर पढ़ेगें और लिखेंगे।
Learning outcomes: मौखिक तथा लेखन कौशल का विकास करना। चित्रों के बारे में बातचीत, जानकारी छाँटना, व्यंजनों को पहचान कर उनको लिखना |
Application: व्यंजनों को देखकर उनके नाम बताना |
ICT Integration / Art Integration : Video Power Point Presentation
Class assessment/ Recapitulation:
Homework/ worksheets: संयुक्त व्यंजन लिखने को देगे |
Reference: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : **"संयुक्त व्यंजन" हिंदी विषय का महत्वपूर्ण भाग है**, लेकिन इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों को बेहतर तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI
Lesson Plan (2026-27)

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

Subject - Hindi **Month -November**

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: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट ।
Subject integrated : **"गिनती"** इसे गणित**, गतिविधियों** के साथ जोड़कर बच्चों को आसानी और मज़ेदार तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name –Preeti Tiwari **Grade – 1st**
Subject - Hind **Month -November**
Topic – 1 त्योहार आए, खुशियाँ लाए **No. of Periods - 5**

Sub – topic त्योहार आए, खुशियाँ लाए
Specific objectives: लयात्मकता का ज्ञान, भाईचारे का सन्देश|
Methodology: स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: चित्रों के माध्यम से पहचानना कौन सा पकवान कौन से त्योहार से जुड़ा हैं ।
Board work: मुख्य शब्द, निर्देश
Learning outcomes: सभी धर्मो का महत्व बताना और विभिन्न त्योहारों की जानकारी देना ।
Application: आनंद, 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: अमोली हिंदी पाठमाला, शब्दकोश ।
Subject integrated : **"त्योहार आए, खुशियाँ लाए" हिंदी विषय का पाठ है**, लेकिन इसे **EVS, कला, संगीत, गणित और गतिविधियों** के साथ जोड़कर बच्चों को और भी रोचक तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hind **Month -December**

Topic – 1 चूहे भाई **No. of Periods - 5**

Sub – topic चूहे भाई
Specific objectives: लयात्मकता का ज्ञान, नैतिक मूल्यों का विकास।
Methodology: स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: चूहे और बिल्ली के चित्र में 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: अमोली हिंदी पाठमाला, शब्दकोश ।
Subject integrated : **"चूहे भाई" हिंदी विषय का पाठ है**, लेकिन इसे **EVS, कला, संगीत और**

गतिविधियों के साथ जोड़कर बच्चों के लिए और भी रोचक बनाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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: पानी और जमीन पर रहने वाले प्राणियों के नाम और आकाश में उड़ने वाले पछियों| के नाम बताना
Methodology: स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: चित्र देखकर बताना कौन सी चीज़ पानी में डूबेगी नहीं |
Board work: मुख्य शब्द, निर्देश
Learning outcomes:पशु - पछियों, के प्रेम का 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: अमोली हिंदी पाठमाला, शब्दकोश।
Subject integrated : **“तैरूँ या उड़ूँ” हिंदी विषय का पाठ है**, लेकिन इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों की सीखने की प्रक्रिया को और भी रोचक बनाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month – January**

Topic – 1 आओ, पेड़ लगाएँ **No. of Periods - 5**

Sub – topic आओ, पेड़ लगाएँ
Specific objectives: लयात्मकता का ज्ञान, पर्यावरण प्रेम।
Methodology: स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: बच्चों से एक पेड़ का चित्र बनवाना।
Board work: मुख्य शब्द, निर्देश
Learning outcomes: पर्यावरण प्रेम 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: अमोली हिंदी पाठमाला, शब्दकोश ।
Subject integrated : **"आओ, पेड़ लगाएँ"** इसे **EVS गतिविधियों** के साथ जोड़कर बच्चों को पर्यावरण के प्रति जागरूक बनाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name –Preeti Tiwari **Grade – 1st**
Subject - Hind **Month - January**

Topic – 1 खुशियाँ लाया हाथी **No. of Periods - 5**

Sub – topic खुशियाँ लाया हाथी
Specific objectives: पशुओं के प्रति प्रेम भाव को बढ़ाना
Methodology: स्पष्टीकरण, प्रश्नोत्तर अध्यापन पद्धति, कथन।
Activities: हाथी 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: अमोली हिंदी पाठमाला, शब्दकोश ।
Subject integrated : **"खुशियाँ लाया हाथी" हिंदी विषय का पाठ है**, लेकिन इसे **EVS, कला, संगीत और गतिविधियों** के साथ जोड़कर बच्चों के लिए और भी रोचक बनाया जा सकता है।

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

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

Subject - Hindi **Month - January**

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

Sub - topic: रंगों का कमाल
Specific objectives: रंगो के नाम
Methodology: उच्चारण, पहचान, स्पष्टीकरण, 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: अमोली हिंदी पाठमाला, शब्दकोश, चार्ट।
Subject integrated : **"रंग"** इसे कला **गतिविधियों** के साथ जोड़कर बच्चों को और भी रोचक तरीके से सिखाया जा सकता है।

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026-27)

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

Subject - Mathematics Month - April

Topic – Prep Time No. of Period - 10

Subtopic:

- Concept of Zero
- Number Names
- Concept of Tens and Ones
- Bigger and Smaller Numbers
- Backward Counting (20-1)
- Ordering Numbers- Increasing and Decreasing Order

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.

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

Subject Integration:

- English: Students will be learning number names with the help of letters.

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026-27)

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

Subject - Mathematics Month - April

Topic – Theme 1, I am Special

1. Counting Tales (Numbers up to 50) No. of Period - 10

Subtopic:

- Number Names 20 -50
- Concept of Tens and Ones
- Missing Numbers
- Biggest or Smallest
- Before, After, Between
- Backward Counting
- Place Value and Face Value
- Comparing Numbers
- Increasing and Decreasing Order

Specific objective:

- Students will understand the numbers 20 to 50 and one to one correspondence.
- Count the number of objects in a collection.
- Place value and Face Value read and write numbers up to 50.
- discuss the meaning of 0.
- recognize the value of zero.
- use 0 to describe the number of objects in a group.

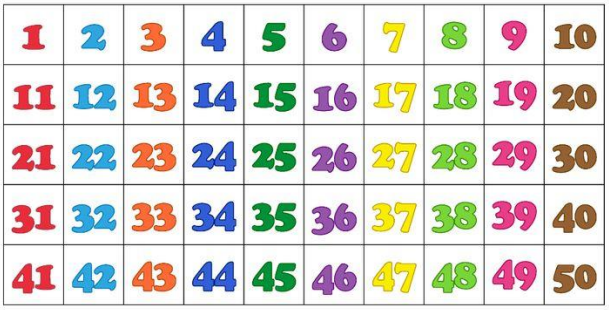
Methodology:

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

Activities:

- Make a number wall hanging using any numbers from 0 to 50.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:



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Learning outcomes:

- Students will be able to identify the numbers from 21-50
- Associate the numbers with its number names
- Identify the place value and face value of numbers 21-50
- Identify biggest or smallest numbers.
- Identify symbols for comparison.
- Compare numbers.
- Write numbers before, after and between.
- Order numbers.
- Understand backward counting.

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

Subject Integration:

- Art: Student will draw object according to number.
- Physical Education: Student can count movements.

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026-27)

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

Subject - Mathematics Month - June

Topic – Theme 2

2. How Many More (Addition) No.of Period - 7

Subtopic:

- Addition by Counting On
- Adding Zero
- Adding One
- Addition on a Number Line
- Addition Facts
- Horizontal Addition
- Vertical Addition
- Adding by counting forward
- Number Combinations
- Adding a single digit and 2-digit Numbers
- Story Sums

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.
- Use concrete objects to solve addition facts.
- 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

Subject Integration:

- English: Students solve addition and make sentences.
  Example: *3 apples + 2 apples = 5 apples.*
- Art: Students draw and add objects.

Physical Education: Students add movements.
Example: *5 jumps + 5 jumps = 10 jumps.*

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026-27)

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

Subject - Mathematics | Month - June

Topic – Theme 3 Our Basic Needs

4. The Great Math Race (Numbers up to100) | No. of Period - 7

Subtopic:

- Number names 50-100
- Forward ward counting
- Back ward counting
- Ones and Tens
- Biggest and smallest numbers
- Before, after and between numbers
- Increasing and decreasing order
- Place and face value

Specific objective:

- Students will understand the numbers 50 to 100 and one to one correspondence.
- Count the number of objects in a collection.
- Place value and Face Value read and write numbers up to 100.
- 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 strip using any numbers from 51 to 100.Decorate it with different colours and objects of your choice.

Board work :

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Learning outcomes:

- Students will be able to identify numerals from 50-100
- Associate the numbers with their corresponding values.
- Represent the number in tens and ones.

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

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

Subject Integration:

- Art: Student will draw object according to number.
- Physical Education: Student can count movements.

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026-27)

Teacher's Name – Rucha Adhi | Grade - 1

Subject - Mathematics | Month - July

Topic – Theme 2-Our community

3. The Powers of Minus (Subtraction) | No. of Period - 7

Subtopic:

- Subtraction of 1-digit Number from 2-digit Number
- Vertical Subtract
- Horizontal Subtraction
- Subtraction Using Number Line
- Subtraction from1
- Subtraction from2
- Subtraction from3
- Subtraction from4
- Subtraction from5
- Subtraction from6
- Subtraction from7
- Subtraction from8
- Subtraction from9
- Subtraction from10
- Subtracting a single digit number from a 2-digit number.
- Story sums

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.

Blackboard :

Learning outcomes:

- Students will be able to use concrete objects to subtract.
- Subtract numbers using different ways
- Subtract numbers vertically.
- Understand subtraction facts.
- Solve word problems

Application:

Students will be able to understand:

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

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

Subject Integration:

Environmental Studies (EVS) Use objects from nature.
Example: 7 leaves − 2 leaves = 5 leaves

10 birds − 3 birds flew away = 7 birds

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026-27)

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

Subject - Mathematics Month - August

Topic – Theme 4 Living world (SEA) No. of Period - 7

5. Rangoli Ka Khel(Shapes Patterns)

Subtopic:

- Shapes
- Similar Shapes
- Same Shapes
- Straight Lines and Curved Lines
- Solid Shapes
- Objects that Roll and Slide
- Figure Patterns
- Number Patterns

Specific objective:

- Students will be able to identify defining attributes of basic shapes.
- Students will be able to identify the number of sides that a triangle, rectangle, square, and circle have.
- Identify specific shapes.
- Recognize shapes in the environment.
- Create original works of art using the shapes.
- Name the rule for a displayed pattern of three to five colors or shapes.
- Extend a three to five color or shape pattern.
- Create a three color or shape pattern and repeat it a minimum of two times.

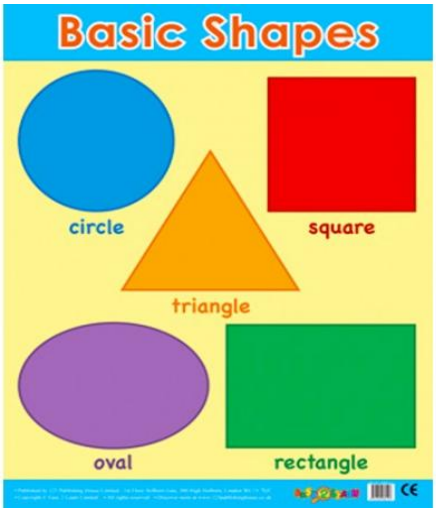
Methodology:

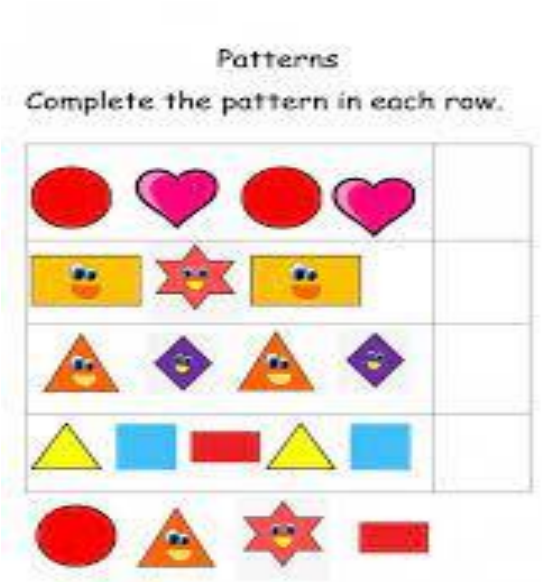
- Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Take a coloured sheet of paper.Place any circular object on it and draw its outline.Cut the circle using scissors with the help of an elder. In a similar way,cut out square,triangle,rectangle and oval using sheets of different colours.Paste these shapes to make different objects like a **hut**, flower and so on.

Blackboard:





Learning outcomes:

- The students will be able to learn about plane shapes: square, rectangle, triangle, circle and oval.
- Learn about solid shapes: cube, cuboid, cone, cylinder and sphere.
- Understand the difference between straight lines and curved lines.
- Identify patterns.
- Learn to recognize, create, copy and extend patterns through repeated daily activities.

Application:

Students will be able to:

- Construct shapes and designs.
- Detect shapes that are similar.
- How to identify the similar patterns in groups.
- Recognize a repeating pattern.
- How to detect the number pattern.
- They will also be able to identify the pattern in art, music, and environment.

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

Subject Integration:

Art: Students use shapes to create drawings and crafts.
Examples:

- Make a **house** using a **square and triangle**.
- Make a **sun** using a **circle**.
- Create a **shape collage** using different shapes.

EVS: Students identify shapes in real-life objects.
Examples: Sun – Circle Window – Square/Rectangle

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026-27)

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

Subject - Mathematics | Month - October

Topic – Theme5 Technology Around us | No. of Period - 7

6. Measure Up (Measurement)

Subtopic:

- Length and Height
- Measuring Length Using Body Parts
- Measuring Length Using Smaller Objects
- Weight
  Capacity

Specific objective:

Students will be able to:

- describe units of measure
- use measuring tools
- explain purpose of measuring
- describe methods of measuring

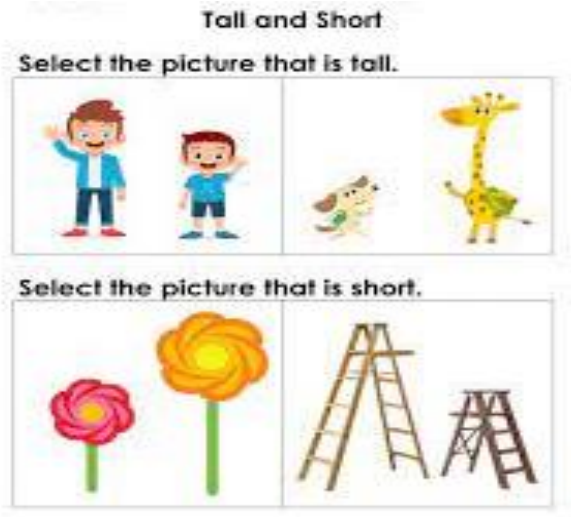
Methodology:

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

Activities:

- Activity to measure the length of some objects using a small rectangular strip.
- Activity to find the names of plants and then arrange them in increasing order of their heights.

Blackboard :



Learning outcomes:

Students will be able to

- Distinguish between long and short objects.
- Measure short lengths in terms of uniform non-standard units.

Application:

Students will be able to :

- Students will be able to understand:
- Measure length, area, volume and mass using appropriate equipment.
- How to measure length, weight, capacity using body parts.

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 (written and 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

Subject Integration:

English: Students read and write about measurements. Examples:

- Write sentences like “The table is 1 meter long.”
- Learn words like long, short, heavy, light

Physical Education**:** Students measure distance in activities.
Examples:

- Measure how far they jump.

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026-27)

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

Subject - Mathematics | Month - October

Topic – Theme7 Air and Water | No. of Period - 10

9. Khelo- Jodo-Ghatao

Subtopic:

- Adding single-digit and 2-digit numbers
- Counting Forward
- Adding 2 digit numbers
- Counting Backward
- Subtracting a single-digit numbers from a 2-digit number
- Subtracting a 2-digit number from a 2-digit number
- Addition and subtraction using number line
- Story sums

Specific objective:

- Students will know basic definitions of addition and subtraction such as sum, total, addend, and difference in addition to the terms numeral, digit, and whole number.
- Students will be able to express addition and subtraction equations in multiple different ways, by adding and subtracting physical items through multiple activities, discussions, and observations.

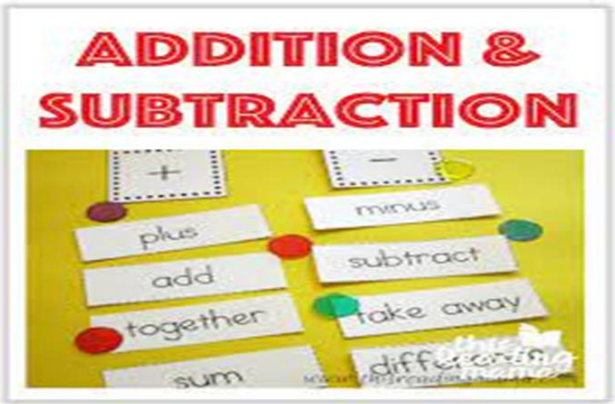
Methodology:

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

Activities:

- Activity to colour a cartoon character using the colour codes obtained after solving some addition and subtraction problems.
- A life-skill based activity to find out prices of some stationery items and then add or subtract them.

Blackboard :



Learning outcomes:

- The learners will be able to add 2-digit and 1-digit numbers.
- Add 2-digit numbers.
- Add numbers using number line.
- Solve addition word problems.
- Subtract 1-digit numbers from 2-digit numbers.
- Subtract 2-digit numbers.
- Subtract numbers using number line.
- Solve word problems based on subtraction.

Application:

Students will be able to :

- Students will know basic definitions of addition and subtraction such as sum,
  total, addend, and difference in addition to the terms numeral, digit,and whole number.
- Students will be able to add and subtract multi-digit whole numbers.
- Students will estimate the sum and differences of numbers.
- Addition by doing carry over method.
- Solving Word 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 (written and 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

Subject Integration:

Environmental Studies (EVS)

- How**:** Connect subtraction with nature or daily life
- Examples:
  - “There were 8 birds on a tree, 2 flew away → how many left?”
  - “10 trees planted, 4 cut down → how many remain?”

3. English (Language)

- How**:** Use story problems and word sentences
- Examples:

Story: “Riya had 9 chocolates, she gave 4 to her friend. How many left?”

  - Students write their own subtraction stories

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026-27)

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

Subject - Mathematics Month -November

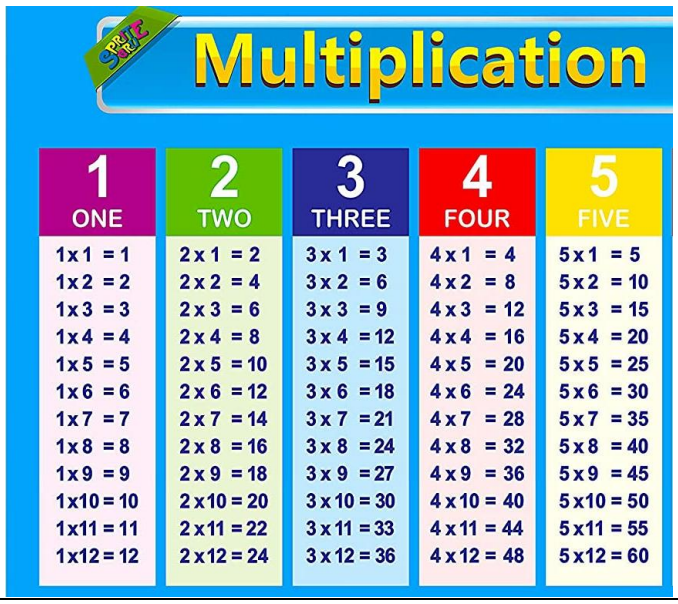
Topic – Theme-8 Earth and sky No. of Period - 7

11. How Many Times

(Multiplication: Getting Ready)

Subtopic: • Repeated Addition • Multiplication
Specific objective: • Students will be able to explain and demonstrate the principles of multiplication. • Students will know basic definitions for multiplication. • Students will use their understanding of place value and single digit multiplication to begin multiplying two-digit numbers.
Methodology: • Demonstration Method, Explanation Method (learning method), Activity based teaching.
Activities: Make a multiplication wheel

Blackboard :



Learning outcomes:

- *Count the numbers of objects in each group.*
- *Count and add things by making small groups of the same number.*

Application:

Students will be able to learn :

- Tables of 2,3,4 and 5
- Solving sums using multiplication method.
  How to do skip counting of numbers.

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

Subject Integration:

Environmental Studies (EVS)

- How: Connect subtraction with nature or daily life
- Examples:
  - "There were 8 birds on a tree, 2 flew away → how many left?"
  - "10 trees planted, 4 cut down → how many remain?"

English (Language)

- How: Use story problems and word sentences
- Examples:
  - Story: "Riya had 9 chocolates, she gave 4 to her friend. How many left?"
  - Students write their own subtraction stories

Art & Craft

- How: Visual subtraction using drawings
- Examples:
  - Draw 6 balloons, cross out 2 → count remaining
  - Use stickers or cut-outs and remove some

Physical Education (Games)

- How**:** Activity-based subtraction
- Examples:
  - 10 students playing, 3 leave → count remaining
  - Jump counts: Start with 15 jumps, subtract 5

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026-27)

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

Subject - Mathematics | Month - December

Topic – Theme 6 Our India | No. of Period - 7

8. Pocketful of Fun (AIL)

Subtopic:

- Indian Notes and Coins
- Know the Value
- Counting Money

Specific objective:

- Students will define "money,".
- Discuss why we need money.
- Identify bills and coins, and consider how money is used.
- Students will learn the monetary values of coins and how these coins can be used to make one dollar.
- Students will experience in a physical way the values of the intervals of minutes and hours.

Methodology:

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

Activities:

- Activity to trace the coins with different colours using colour pencils.
- Activity to form different combinations of coins and notes for a given amount.

Blackboard :

Learning outcomes:

- The learners will be able to learn about currency notes and coins.
- Identify coins and notes.
- Count money by addition.
- Use coins and notes to make up an amount.
- Solve word problems.

Application:

Students will understand :

- Explain money and the factors that determine value.
- Compare and contrast currency values in different economies.
- Relate the value of money to personal consumption.

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

Subject Integration:

Environmental Studies (EVS)

- How: Daily life and community helpers
- Examples:
    - Role of shopkeepers, banks, markets

- Needs vs wants (spending money wisely)

English (Language)

- How: Speaking, reading, and writing activities
- Examples:
  - Story: “Ravi went to the market with ₹100…”
  - Vocabulary: buy, sell, cost, change
  - Dialogue: customer and shopkeeper conversation

Art & Craft

- How: Creative representation
- Examples:
  - Make paper coins and notes
  - Design a shop or marketplace
  - Create price tags for classroom items

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

Subject - Mathematics Month - December

Topic – Theme 7 Air and Water No. of Period - 7

10.Oh,So Many (SEA)

Subtopic:

- Sorting Data
-

Specific objective:

Students will be able to:

- Students will learn how to collect, record, and interpret data.
- Students will learn to construct bar and picture graphs for data they collect.

Methodology:

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

Activities:

- Write the names of your 5 classmates. Count the number of letters in each name.
- Count the shapes in a picture and then colour it.

Blackboard :

Learning outcome:

- Identity and sort objects based on common properties.

Application:

Students will be able to:

- Solve problem by organizing and interpreting numerical data in bar graph given correctly.
- Describe a bar graph featuring (title & axes).
- Extract and interpret information from bar graphs.
- Construct bar graph to illustrate given information.

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

Subject Integration:

English (Language)

- How: Develop communication skills
- Examples:
  - Story writing: “I went to the market…”
  - Conversation: customer and shopkeeper
  - Vocabulary: price, cost, change, buy, sell

Art & Craft

- How: Creative activities
- Examples:
  - Make paper coins and currency notes
  - Draw a market scene
  - Create price tags

Social Studies

- How: Understand society and economy

- Examples:
  - Importance of money
  - Banks and saving
  - Different jobs and earning money

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026-27)

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

Subject - Mathematics Month - January

Topic – Theme 5 Technology Around Us No. of Period - 7

7. Ticking Time (Time)

Subtopic:

- Types of Clock
- Reading Time
- Days of the Week
- Months in a Year

Specific objective:

- Students will identify the hour and minute hands in an analog clock.
- Students will tell time to the hour.
- Students will define the characteristics of an analog clock.
- Students will compare and contrast the hour and minute hands.

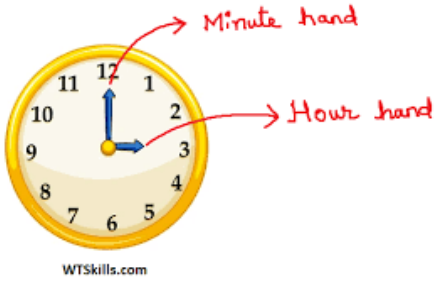
Methodology:

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

Activities:

- Make Your Own Clock-Activity to design and colour a clock.
- Daily Schedule-A daily schedule is a plan that gives a list of events or tasks and the time at which each task will be performed and colour the time interval of each task in the clock using the given colour codes.

Blackboard :



Application:

Students will be able to understand:

- How to read time.
  Understanding days of the week.

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

Subject Integration:

Art & Craft

- How: Creative understanding
- Examples:
    - Make a paper clock
    - Draw daily routine chart
    - Create timeline charts

Social Studies

- How: Understanding time in society
- Examples:
    - Historical timelines (past and present)
    - Importance of punctuality
    - Festivals and important days

MIS INTERNATIONAL SCHOOL BALEWADI
Lesson Plan (2026-27)

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

Subject - Mathematics **Month - January**

Topic – Theme 5 Technology Around Us **No. of Period - 7**

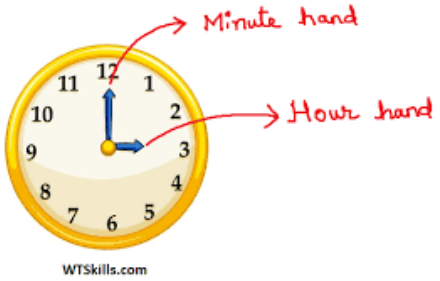
7.Ticking Time (Time)

Subtopic: • Types of Clock • Reading Time • Days of the Week • Months in a Year
Specific objective: • Students will identify the hour and minute hands in an analog clock. • Students will tell time to the hour. • Students will define the characteristics of an analog clock. • Students will compare and contrast the hour and minute hands.
Methodology: • Demonstration Method, Explanation Method (learning method), Activity based teaching.

Activities:

- Make Your Own Clock-Activity to design and colour a clock.
- Daily Schedule-A daily schedule is a plan that gives a list of events or tasks and the time at which each task will be performed and colour the time interval of each task in the clock using the given colour codes.

Blackboard :



Application:

Students will be able to understand:

- How to read time.
  Understanding days of the week.

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

Subject Integration:

Art & Craft

- How: Creative understanding
- Examples:
  - Make a paper clock
  - Draw daily routine chart

- Create timeline charts

Social Studies

- How: Understanding time in society
- Examples:
  - Historical timelines (past and present)
  - Importance of punctuality

Festivals and important

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month - April**

Topic – Early to Bed and Early to Rise **No. of Periods - 1**

Sub - topic: • **Coloring & Sequins Pasting Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month - April**

Topic – Bye Hot Summers **No. of Periods - 1**

Sub - topic: • **Coloring Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring,
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - April**
Topic – Ship of Desert **No. of Periods - 1**

Sub - topic: • **Color Code Activity**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - April**
Topic – Birds **No. of Periods - 1**

Sub - topic: • **Thumb Impression**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - April**
Topic – Red Indian Teepee **No. of Periods - 1**

Sub - topic: • **Patterns**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - April**
Topic – Peacock **No. of Periods - 1**

Sub - topic: • **Patterns**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month - April**

Topic – Early to Bed and Early to Rise **No. of Periods - 1**

Sub - topic: • **Coloring & Sequins Pasting Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month - April**

Topic – Early to Bed and Early to Rise **No. of Periods - 1**

Sub - topic: • **Coloring & Sequins Pasting Activity**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -1

MIS INTERNATIONAL SCHOOL

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Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month - June**

Topic - World Music Day **No. of Periods - 1**

Sub - topic: • **Coloring**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring,
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month – June**

Topic –Seascape **No. of Periods - 1**

Sub - topic: • **coloring**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

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Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month -June**
Topic – Healthy Vegetables **No. of Periods - 1**

Sub - topic: • **Pencil Stroke**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - June**
Topic – Juicy Fruits **No. of Periods - 1**

Sub - topic: • **Coloring & Thumb Impression**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - June**
Topic – Rainy Season **No. of Periods - 1**

Sub - topic: • **Drawing**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - June**
Topic – Cheetah **No. of Periods - 1**

Sub - topic: • **Hand Print**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - June**
Topic – Elephant Face **No. of Periods - 1**

Sub - topic: • **Paper Folding**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month - July**

Topic - Home Sweet Home **No. of Periods - 1**

Sub - topic: • **Pencil Storke**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring,
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month – July**

Topic –Rooster **No. of Periods - 1**

Sub - topic: • **Dotted Patterns**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month -July**
Topic –Reindeer & Deer **No. of Periods - 1**

Sub - topic: • **Coloring & Paper Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month - July**

Topic – Bird **No. of Periods - 1**

Sub - topic: • **Half & Half**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - July**
Topic – Hansel & Gretel **No. of Periods - 1**

Sub - topic: • **Coloring**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month – August**

Topic - National Sports Day **No. of Periods - 1**

Sub - topic: • **Stencil**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Special Day Activity
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month -August**
Topic – Warli Art **No. of Periods - 1**

Sub - topic: • **Patterns**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month -August**

Topic – Study Time **No. of Periods - 1**

Sub - topic: • **Coloring**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month -August**
Topic – Bear **No. of Periods - 1**

Sub - topic: • **Step by step**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month – August**
Topic – Snail **No. of Periods - 1**

Sub - topic: • **Cotton Swab Impressions**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month – September**

Topic - Daughters Day **No. of Periods - 1**

Sub - topic: • **Wool & Bindi Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Special Day Activity
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month –September**

Topic – Sea Animals **No. of Periods - 1**

Sub - topic: • **Word Maze**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities:Coloring :Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month -September**
Topic –Sheep **No. of Periods - 1**

Sub - topic: • **Patterns**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month -September**

Topic – Stop Pollution **No. of Periods - 1**

Sub - topic: • **Poster Design**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month –September**
Topic – Woollen Cap **No. of Periods - 1**

Sub - topic: • **Wool Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month – September**
Topic – Ganpati **No. of Periods - 1**

Sub - topic: • **Festival**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month – October**

Topic -Dandiya **No. of Periods - 1**

Sub - topic: • **Drawing**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month – October**

Topic – Dussehra **No. of Periods - 1**

Sub - topic: • **Drawing**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities:Coloring :Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month -October**
Topic –Flowers **No. of Periods - 1**

Sub - topic: • **Drawing**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month -October**
Topic – Honey Bee **No. of Periods - 1**

Sub - topic: • **Paper Crumpling**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month –October**
Topic: Car **No. of Periods - 1**

Sub - topic: • **Drawing**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing & Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month – October**
Topic – Ganpati **No. of Periods - 1**

Sub - topic: • **Festival**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month – November**

Topic - Flower Garden **No. of Periods - 1**

Sub - topic: • **Pencil Shaving**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month – November**

Topic – Tribal Mask **No. of Periods - 1**

Sub - topic: • **Feather Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities:Coloring :Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month -November**
Topic –Singing Bird **No. of Periods - 1**

Sub - topic: • **Fevicol Imperession**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - November**
Topic –Spring Time **No. of Periods - 1**

Sub - topic: • **Coloring & Thump Impression**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month – November**

Topic: Horse **No. of Periods - 1**

Sub - topic: • **Broom Bristle Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing & Coloring
Board work: Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month – November**
Topic – Bhai Dooj **No. of Periods - 1**

Sub - topic: • **Coloring & Rice Grain Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing
Board work: Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month – December**

Topic -Lion Face **No. of Periods - 1**

Sub - topic: • **Paper Plate Craft**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month – December**

Topic – Happy new year **No. of Periods - 1**

Sub - topic: • **Sequins, Sticker Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities:Coloring :Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - December**
Topic –Fish **No. of Periods - 1**

Sub - topic: • **How To Draw**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing & Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - December**
Topic – Easter **No. of Periods - 1**

Sub - topic: • **Patterns**
Specific objectives: • Students will develop color skills. • Students will develop color sense. • Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Patterns Activity
Board work: Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month - December**
Topic: Christmas **No. of Periods - 1**

Sub - topic: • **Drawing**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing & Coloring
Board work: Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month – January**
Topic – Uttarayan **No. of Periods - 1**

Sub - topic: • **Coloring & Pipe Cleaner**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month –January**
Topic – Colorful Kites **No. of Periods - 1**

Sub - topic: • **Sticker Pasting**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Craft
Board work: Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month – January**

Topic -International Women's Day **No. of Periods - 1**

Sub - topic: • **Coloring**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version -1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**

Subject - Art & Craft **Month –January**

Topic – Ambulance **No. of Periods - 1**

Sub - topic: • **Paper Model**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities:Coloring :Craft
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL

Balewadi

Lesson Plan (2026-27)

Teacher's Name - Mrs. Bhagyashri **Grade - 1**
Subject - Art & Craft **Month – January**
Topic – Republic Day **No. of Periods - 1**

Sub - topic: • **Drawing**
Specific objectives: ● Students will develop color skills. ● Students will develop color sense. ● Students will learn to observe color mixing.
Methodology: Explanation method, Activity based teaching, Demonstration method ,practical
Activities: Drawing & Coloring
Board work: Drawing and Coloring
Learning outcomes: • Fine motors • Creative expression • Hand –eye coordination • Observation • Recognition • Creativity
Application: Reference book
ICT Integration / Art Integration :
Class assessment/ Recapitulation:
Homework/ worksheets:
Reference: Junior Artist Version - 1

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: April

Subject: EVS 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 classroom 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 (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: April

Subject: EVS 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 you use while doing the activity? Summarize the responses on the board.
- Ask questions related to the concept.

- Let's Practice exercise.

Learning outcomes:

- Students 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 part is 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

Subject Integrated:

English – learning body part names, speaking and writing simple words

Maths – counting body parts (2 eyes, 1 nose)

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: April

Subject: EVS 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.
- Classroom discussion.

Activities:

- Paste pictures of your family members in the notebook and write their names below them.
- Paste photographs 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 members.
- Ask questions related to the concept.

- Let's 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 families (small and big).
- Students will be able to identify 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

Subject Integrated:

English – Talking/writing about family members, simple sentences like "This is my mother."

Maths – Counting family members, arranging things at home (1, 2, 3…)

Value Education – Learning about love, care, and helping family

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: June

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

Subtopic:

- Places in neighbourhood.
- People who help us.

Specific objective:

Students will be able to: -

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

Methodology:

- Activity Based Method.
- Lecture method
- Demonstration method
- Classroom 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 practice 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 with 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
Subject Integrated: English – Naming places in the neighborhood, writing simple sentences like "This is a park." Value Education – Learning about helping others, being polite, and caring for the community

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: June

Subject: EVS 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 rules 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 rules for school.
- Students learn about safe and unsafe touch.
- Students will learn what to do when they feel unsafe.

Methodology:

- Activity Based Method.
- Lecture method.
- Demonstration method.
- Classroom 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 practice 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.
- Students will be able to identify safety rules for school.

- Students will be able to create safety rules 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 rules 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

Subject Integrated:

English – Learning safety rules, reading/writing simple sentences like “Don’t touch fire.”

Art – Drawing safety signs, safe and unsafe actions

Physical Education – Practicing safe movements, crossing roads carefully

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: July

Subject: EVS 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 school.
- List the ways to keep the school clean.

Methodology:

Activity Based method,

Lecture method,

Demonstration method,

Classroom 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
Subject Integrated: English – Naming school places, writing simple sentences like “This is my classroom.” Value Education – Learning rules, discipline, sharing, helping friends

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: July

Subject: EVS 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.
- Classroom 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 Practice 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 pictures of healthy and unhealthy food in notebook.
Reference: Oxford Advantage
Subject Integrated: English – Naming foods, speaking/writing sentences like “I eat rice.” Home Science - Learning about healthy eating, hygiene, and table manners

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: July

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

Subtopic:

- Types of clothes

Specific objective:

Students will be able to: -

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

Methodology:

- Audio Visual Method.
- Lecture method
- Demonstration method
- Classroom 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 Practice 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

Subject Integrated:

English – Naming clothes, speaking/ writing sentences like “I wear a shirt.”
Maths – Counting clothes, sorting by colour or type

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: August

Subject: EVS 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,
- Classroom 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 practice 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 is 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

Subject Integrated:

English – Naming plants, flowers, and trees; writing simple sentences like “This is a mango tree.”

Art – Drawing, coloring, and making leaf/flower crafts

Environmental Awareness – Learning to care for plants, watering them, and keeping the surroundings green

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: August

Subject: EVS 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 based on 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
- Classroom 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, trees and water.
- Let's practice 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 sounds.
- Students will be able to consolidate the understanding of different animals and how they live.

Application:

- My learning hub is 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

Subject Integrated:

English **–** Naming animals, writing/speaking simple sentences like “The cat is small.”

Maths **–** Counting animals, sorting by type (pet, farm, wild)

Value Education **–** Learning to care for animals, being kind, and respecting them

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: October

Subject: EVS 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 vehicles.
- Find solutions to reduce smoke from vehicles.
- Talk about the vehicles used during travel.

Methodology:

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

Activities:

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

Board work:

- Let's practice 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 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
Subject Integrated: English – Naming vehicles, speaking/writing sentences like “I go to school by bus.” Physical Education – Learning about traffic rules, safety while walking or traveling

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: October

Subject: EVS 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.
- Classroom discussion

Activities:

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

Board work:

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

Subject Integrated:

English – Learning letters, words, simple sentences, speaking, listening, and writing messages

Maths – Using numbers in communication (phone numbers, counting letters or messages)

Value Education– Learning polite communication, listening to others, expressing feelings

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: November

Subject: EVS 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 computers, washing machines, refrigerators, television and mobile phones.

Methodology:

- Lecture method
- Demonstration method
- Classroom 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 pictures.

Board work:

- Let's practice 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

Subject Integrated:

English – Learning names of common gadgets, writing/speaking sentences like "I use a fan."

Value Education – Learning safe and responsible use of technology, not overusing devices

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: November

Subject: EVS 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
- Classroom discussion

Activities:

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

Board work:

- Draw national flag.
- Let's practice 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 keep 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

Subject Integrated:

English – Naming symbols, speaking/writing simple sentences like “The flag is tricolor.”

Art – Drawing and coloring the national flag, emblem, or bird

Social Studies – Learning respect for national symbols, patriotism, and pride in the country

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade | Grade: 1 | Month: December

Subject: EVS | 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 experiments for explaining properties of air.

Board work:

- Let's practice 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

Subject Integrated:

English – Learning words and sentences like "Air is all around us," speaking and writing simple sentences

Science / Physics basics – Understanding that air is invisible, we breathe it, and it helps things move (wind)

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: December

Subject: EVS 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
- Classroom 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 getting up in the morning and find no water in the house. There is no water left on 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 practice 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 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

Subject Integrated:

English – Naming water sources, speaking/writing sentences like “We drink water,” learning new words

Science – Observing properties of water (liquid, flow, freezing/melting)

Maths – Measuring water in cups, counting bottles, comparing amounts

Value Education – Learning to save water, keep it clean, and use it wisely

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: January

Subject: EVS 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
- Classroom 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 practice 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 pictures of days having different weather conditioned on a chart paper.
- Fun Task in textbook.

Reference: Oxford Advantage

Subject Integrated:

English **–** Naming weather types (sunny, rainy, windy), speaking/writing simple sentences like “It is raining.”

Science **–** Observing weather changes, understanding temperature and seasons

Value Education – Learning to dress appropriately, stay safe in different weather

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Veena Nalawade Grade: 1

Month: January

Subject: EVS 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
- Classroom 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 practice 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.
- Students 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

Subject Integrated:

English **–** Naming sky and earth objects (sun, moon, stars, clouds, land, water), speaking/writing simple sentences

Science **–** Observing day/night, sun, moon, weather changes

Value Education **–** Learning to care for the environment, trees, and clean surroundings

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Pradnya Fulsundar **Grade -1**

Subject - English **Month - April**

Topic – (Lesson no. 1 Mom and I**)** **No. of Periods - 19**

Sub - topic:

- Letters and Words
- Mom and I
- Reading and Reflection
- Understand and Think and Answer
- Sentences and punctuations.
- Usage of capital letter and full stop.
- Short sound and Long sound – "A"

Specific objectives:

- Identifying the Characters in the topic
- To understand the Relationship between the characters
- To make students aware how to use capital letter and full stop in a sentences.
- To develop imaginative thinking.

Methodology:

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

Activities:

- Students will be enacting a Conversation (greetings)
- Object hunt- The students will search objects in the classroom beginning from the letter given by the teacher.

Board work: New words and Exercises given in the book

Learning outcomes:

- The students will be able to recognize letters and their sounds (A-Z).
- The students will be able to identify vowels and consonants.
- The students will be able to associate words with pictures.
- The students will be able to read the words with correct pronunciation.
- Recall, reason and appreciate the literary conventions of the poem.
- The Students will be able to identify the characters of the chapter.
- Students will be able to listening to words in a sequence and conduct a conversation.

- Students will be able to write sentences using pictures.
- The students will be able to identify the correct usage of the punctuations.
- Students will be able to identify and write the correct form of the sentence.

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 A

Learner's grammar and Composition.

Subjects Integrated:-

EVS: Learn about family and mother's role

Math: Count meals, family members, time of day

Life Skills-

Love and Care – showing affection to family

Respect – respecting parents and elders

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Pradnya Fulsundar **Grade - 1**

Subject - English **Month –June**

No. of Periods -20

Topic – (lesson no 2 –Rani's First day at School**)**

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.

Subjects Integrated:-

EVS: School environment, classroom, teachers, friends

Math : Counting students, school items (books, pencils)

Life skills –

Adaptability – adjusting to a new environment

Confidence – going to school without fear

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Pradnya Fulsundar **Grade - 1**

Subject - English **Month –July**

No. of Periods - 22

Topic – (lesson no. 3- If I were**)**

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 everyone 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 a Nouns – One and Many is 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.

Subjects Integrated:-

Art : Drawing what you want to become (bird, teacher, etc.)

Speaking: Expressing ideas (e.g., "If I were a bird…")

Life skills:

Imagination – thinking beyond real life

Decision Making – choosing what you want to be

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Pradnya Fulsundar **Grade - 1**

Subject - English **Month – August**

No. of Periods - 19

Topic – (Lesson 4 – Click and the Kids, lesson no 5-Glub,**)**

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.

Subjects Integrated:-

EVS: Learn about family and grandparent's role

Values: Imagination, creativity, and empathy

Life Skills-

Love and Care – showing affection to family

Empathy – understanding others (animals, people)

MIS INTERNATIONAL SCHOOL,Balewadi

Lesson Plan (2026-27)

Teacher's Name – Pradnya Fulsundar **Grade - 1**

Subject - English **Month – September**

No. of Periods - 18

Topic – (lesson no. -6 A little seed)

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.

Subjects Integrated:-

Art : Drawing a seed growing into a plant

Values : Patience, care, and responsibility

Life skills –

Patience – waiting for the seed to grow

Observation – noticing changes in the seed/plant

Care and Nurturing – watering and protecting the seed

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Pradnya Fulsundar **Grade - 1**

Subject - English **Month –October**

No. of Periods - 20

Topic – (lesson no. 7 - The Fun Bus)

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: o Explanation Method o Demonstration Method o Activity based Method o 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.

Subjects Integrated:-

EVS : Learning about vehicles, road safety, and travel

Speaking : Talking about a bus ride or places visited

Life skills –

Safety Awareness – learning road and travel safety

Responsibility – keeping belongings safe on the bus

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Pradnya Fulsundar **Grade - 1**

Subject -English **Month -November**

Topic – (lesson 8- My Robot Dog) **No. of Periods -15**

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
Subjects Integrated:- **Art :** Drawing the robot dog and its features **EVS :** Learn about pets, robots, and technology
Life Skills – **Curiosity** – learning about technology and robots **Problem-Solving** – thinking how a robot dog can help or do tasks

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Pradnya Fulsundar **Grade - 1**

Subject -English **Month -December**

No. of Periods-18

Topic – (L-9 Susheela's Kolams, L-10 Boond)

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: o Explanation Method o Demonstration Method o Activity based Method o Classroom 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 • PowerPoint 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
Subjects Integrated: - **Art** – drawing kolam patterns **Mathematics** – shapes, patterns, counting
Life skills – **Cleanliness & hygiene** – keeping surroundings neat **Observation skills** – noticing patterns and details

MIS INTERNATIONAL SCHOOL ,Balewadi

Lesson Plan (2026-27)

Teacher's Name – Pradnya Fulsundar **Grade - 1**

Subject – English **Month- January**

No. of Periods -18

Topic – **(**L-11 The Kites (poem), L12 –Uncle moon forgets counting)

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 stars, moon and sun. • To understand the sky. • To understand the syllable and how they pronounce.
Methodology: • Explanation Method • Demonstration Method • Activity based Method • Classroom 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 colored 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

Subjects Integrated:-

Art – drawing and coloring moon and stars, kites

Physical Education – flying kites (activity)

Life skills –

Curiosity – learning about nature

Coordination skills – flying kites

MIS INTERNATIONAL SCHOOL, Balewadi

Lesson Plan (2026-27)

Teacher's Name – Pradnya Fulsundar **Grade - 1**

Subject - English **Month – February**

No. of Periods - 19

Topic – (Revision for the Annual Exam**)**

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 ○ Classroom 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

https://www.youtube.com/watch?v=57_u7Uoc9yU

MIS INTERNATIONAL SCHOOL,Balewadi

Lesson Plan (2026-27)

Teacher's Name - Ms. Sonam chandak **Grade - 1**

Subject - ICT **Month -April**

Topic – L1. Computer - A Machine **No. of Period- 8**

Sub-topic:

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

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 uses 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

Subject Integration : These topics are mainly related to **EVS (Machines & Uses)**, but they can be easily integrated with **English (Learning new words), Math (counting, shapes & sorting), GK (Uses of machins in daily life), Moral Education (Limited screen time), and Computer Studies** for better learning.

Class assessment/ Recapitulation: Notebook work

1. What are Natural & Human made things?
2. Write types 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 (2026-27)

Teacher's Name - Ms. Sonam Chandak **Grade - 1**

Subject - ICT **Month - June**

Topic – L2. Uses of a Computer **No. of Periods – 9**

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 places where computers used..

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 uses.

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

ICT Integration / Art Integration: Video / PPT

Subject Integration: These topics are mainly related to **EVS (Learning how computers used in daily life)**, but they can be easily integrated with **English (Learning new words), Math (counting, places), GK , Moral Education (Limited screen time), and Computer Studies** for better learning.

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 (2026-27)

Teacher's Name - Ms. Sonam Chandak **Grade - 1**

Subject - ICT **Month - July**

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

Sub - topic:

- Monitor, Keyboard ,Mouse and CPU
- Printer,Microphone, 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

Board work: Keywords, Questions and answers.

Learning outcomes: The students understand the different parts of computer and their uses.

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

ICT Integration / Art Integration: Video / PPT

Subject Integration: These topics are mainly related to **EVS (**Learning about machines and their parts &Understanding how each part helps in work), but they can be easily integrated with **English (Learning new words), Math (counting, parts), GK , Moral Education (Limited screen time), and Computer Studies** for better learning.

Class assessment/ Recapitulation: Notebook work

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

Homework / worksheets: Yes

Reference: Text book, YouTube video and ICT Lab.

MIS INTERNATIONAL SCHOOL,Balewadi

Lesson Plan (2026-27)

Teacher's Name - Ms. Sonam Chandak **Grade – 1**
Subject - ICT **Month - August**
Topic –L4. The Computer Mouse **No. of Periods - 8**

Sub - topic:
- Mouse
- Mouse Pointer
- Actions Of Mouse Buttons

Specific objectives:
- To make them learn about the Keyboard.
- To make them understand different types of keys.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
- Explain different actions of mouse to the students.
- Tell the students about the Mouse buttons and mouse pointer.
- Show the proper use of a mouse along with the position of fingers. = Click or Single-click – used to select an item. = Double-click – used to open the selected item. = Right-click – used to display list of properties of the selected item. = Drag – used to move an item from one location to another.

Activities:
- Practical: Demonstrate mouse buttons with their function.
- Drawing a house with a mouse.

Board work: Keywords, Question and answers

Learning outcomes:
- Students understand the mouse buttons, scroll wheel and its uses

Application:.
- To relate the concept students learn about Computer mouse & Actions.

ICT Integration / Art Integration : Video / PPT

Class assessment/ Recapitulation: Text book, YouTube video and ICT Lab.

Homework/ worksheets: Practice at home

Reference: Text book, ICT Lab

MIS INTERNATIONAL SCHOOL,Balewadi
Lesson Plan (2026-27)

Teacher's Name - Ms. Sonam Chandak **Grade – 1**
Subject - ICT **Month - October**
Topic –L-5 Using The Keyboard **No.of Periods - 9**

Sub - topic:
- Keyboard
- Types of Keys
- Special Keys

Specific objectives:
- To make them learn about the Keyboard.
- To make them understand different types of keys.
- To make them understand different Special keys.

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)
- Explain different special keys to the students.

Activities:
- Open WordPad / notepad and write about yourself to know different keys.
- Practical: Difference between Delete Key & Backspace Key.

Board work: Keywords, Question and answers

Learning outcomes:
- Students understand the layout of the computer keys and learn about typing on a computer using keyboards.

Application:
- To relate the concept students learn how to use a keyboard for typing.

ICT Integration / Art Integration : Video / PPT

Class assessment/ Recapitulation: Text book, YouTube video and ICT Lab.

Homework/ worksheets: Practice at home

Reference: Text book, ICT Lab

MIS INTERNATIONAL SCHOOL,Balewadi
Lesson Plan (2026-27)

Teacher's Name - Ms. Sonam Chandak | **Grade – 1**
Subject - ICT | **Month - November**
Topic –L-6 Fun with MS PAINT | **No. of Periods - 7**

Sub - topic:
- Introduction to MS Paint
- Parts of Paint Window
- Draw & Colour different shapes

Specific objectives:
- To make them learn about MS Paint & Parts Of MS Paint Window
- To make them understand Draw & colour different shapes

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
- Teacher will show to the students how to open a MS Paint window and how to draw and colour shapes.
- Explain different parts of Paint window to the students.

Activities:
- Open MS Paint Draw & colour different shapes.
- Practical: Draw house in MS Paint.

Board work: Keywords, Question and answers

Learning outcomes:
- Recognize and name basic tools in MS Paint
- Create a simple drawing & colouring
- Recognize different parts of paint window.

Application:
- To relate the concept students learn how to use MS Paint..

ICT Integration / Art Integration : Video / PPT

Class assessment/ Recapitulation: Text book, YouTube video and ICT Lab.

Homework/ worksheets: Practice at home

Reference: Text book, ICT Lab

MIS INTERNATIONAL SCHOOL,Balewadi
Lesson Plan (2026-27)

Teacher's Name - Ms. Sonam Chandak **Grade – 1**
Subject - ICT **Month – December & January**
Topic –L- 7 Introduction To Scratch Jr. **No. of Periods - 11**

Sub - topic:
- Introduction to Scratch Jr.
- Components of Scratch Jr. Window
- How to add Text, Characters, Background & Moving Sprite.

Specific objectives:
- To make them learn about Scratch Jr. & components Of Scratch Jr. Window
- To make them understand how to add Text, Characters, Background
- To Make characters move on screen.

Methodology: **Demonstration Method, Explanation Method (learning method), Activity based teaching.**
- Teacher will show how to Use Scratch Jr.Add & move characters.
- Explain different components of Scratch Jr. window to the students.

Activities:
- Open Scratch Jr.Add Background, characters & move Sprite.
- Practical: Create simple animation

Board work: Keywords, Question and answers

Learning outcomes:
- Understand basic coding concepts
- Create a simple animated story or movement
- Develop logical thinking and creativity.

Application:
- To relate the concept students learn how to do coding in Scratch Jr.

ICT Integration / Art Integration : Video / PPT

Class assessment/ Recapitulation: Text book, YouTube video and ICT Lab.

Homework/ worksheets: Practice at home

Reference: Text book, ICT Lab

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Pallavi Deshmukh Grade-1

Subject– Marathi No. of periods: 9

Topic:स्वर Month- April

Sub topic: • स्वर
Specific objective: • विद्यार्थ्यांना स्वर म्हणजे काय ते समजावणे.
Methodology: • स्पष्टीकरण पध्दती, चर्चा पध्दती.
Activities: • चित्र पहा व त्यावरून स्वर ओळखा. स्वरांच्या व चित्रांच्या जोड्या लावणे.
Resources: • पुस्तकातील चित्र दाखववणे.
Board work: • अ, आ, इ, ई, उ, ऊ, ऋ, ए,ॲ, ऐ, ओ, ऑ, औ, अं. अः
Learning outcomes: • मराठी भाषेतील स्वर ओळखतात व स्वर लिहितात.
Application: • चित्रावरून स्वर ओळखणे.
ICT Integrated: • Video • Power Point Presentation
Subject Integrated: **English** – मराठी स्वारांचे इंग्रजी स्पेलिंग समजणे.
Extra question/Class assessment/Recapitulation: • समान दिसणाऱ्या अक्षराखाली रेष मारा .
Homework/ worksheets: • पाठ्यपुस्तकातील अक्षरे गिरवा.
Reference: सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Pallavi Deshmukh Grade-1

Subject – Marathi No. of periods:2

Topic: चव Month- April

Sub topic : • चव
Specific objective: • विद्यार्थ्यांना पदार्थांच्या चवी विषयी माहिती सांगणे.
Methodology: • स्पष्टीकरण पध्दती, चर्चा पध्दती.
Activities: • पदार्थ पाहून चव ओळखली. • वहीत पदार्थ व चव यांच्या जोड्या लावा. • वेगवेगळ्या वस्तू दाखवून चव विचारणे व त्याप्रमाणे स्पष्टीकरण करणे.
Resources • पुस्तकातील चित्र दाखववणे. • पदार्थांच्या चवी यांचा तक्ता) चार्ट (दाखवणे.
Board work: - • पदार्थांचे चित्र काढून चावी विषयी माहिती लिहिणे.
Learning outcomes: • विद्यार्थ्यांना पदार्थांच्या चवी समजतात .
Application: • विद्यार्थ्यांना आंबट,गोड,कडू व तिखट चवी सांगता येतात.
ICT Integrated:

• Video • Power Point Presentation
Subject Integrated: • English – Learn the teast name .
Extra question/Class assessment/Recapitulation: • **पदार्थ व त्यांच्या चवी यांच्या जोडया लावा.**
Homework/ worksheets: • आंबट,गोड,कडू व तिखट चवीच्या पदार्थांचा तक्ता) चार्ट (तयार करणे.
Reference: • सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: **Pallavi Deshmukh** Grade-1

Subject –Marathi No. of periods:10

Topic: मुळाक्षरे Month: June

Sub topic: • व्यंजने
Specific objective: • विद्यार्थ्यांना व्यंजने म्हणजे काय ते समजावणे.
Methodology: • स्पष्टीकरण पध्दती, चर्चा पध्दती.
Activities: • चित्र कार्ड दाखवणे व व्यंजने ओळखण्यास सांगणे.
Resources:

- पुस्तकातील चित्र दाखववणे.

Board work:

- क, ख, ग, घ, ङ., च, छ, ज, झ,ञ, ट, ठ, ड, ढ, ण, त, थ.

Learning outcomes:

- मराठी भाषेतील व्यंजने ओळखतात व व्यंजने लिहातात.

Application:

- चित्रावरून व्यंजन ओळखणे.

ICT Integrated:

- Video
- Power Point Presentation

Subject Integrated:

- English – Learn the spelling of Marathi vyanjan.

Extra question/Class assessment/Recapitulation:

- समान दिसणाऱ्या अक्षराखाली रेष मारा .

Homework/ worksheets:

- पाठ्यपुस्तकातील अक्षरे गिरवा.

Reference:

- सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: **Pallavi Deshmukh** Grade-1

Subject –Marathi No. of periods: 8

Topic: मुळाक्षरे Month- July

Sub topic:

- व्यंजने

Specific objective:

- विद्यार्थ्यांना व्यंजने म्हणजे काय ते समजावणे.

Methodology: • स्पष्टीकरण पध्दती, चर्चा पध्दती.
Activities: • चित्र कार्ड दाखवणे व व्यंजने आओळखण्यास सांगणे.
Resources: • पुस्तकातील चित्र दाखववणे.
Board work: • द, ध, न,प, फ, ब, भ, म, य, र, ल, व, श, ष, स, ह, ळ, क्ष, ज्ञ .
Learning outcomes: • मराठी भाषेतील व्यंजने ओळखणे व व्यंजने लिहाणे.
Application: • चित्रावरून व्यंजन ओळखणे.
ICT Integrated: • Video • Power Point Presentation
Subject Integrated: • English – –Learn the spelling of Marathi vyanjan.
Extra question/Class assessment/Recapitulation: • समान दिसणाऱ्या अक्षराखाली रेष मारा .
Homework/ worksheets: • पाठ्यपुस्तकातील अक्षरे गिरवा.
Reference: • सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: **Pallavi Deshmukh** Grade-1

Subject –Marathi No. of periods: 5

Topic: मुळाक्षरे Month- August

Sub topic: • व्यंजने
Specific objective: • विद्यार्थ्यांना व्यंजने म्हणजे काय ते समजावणे.
Methodology: • स्पष्टीकरण पध्दती, चर्चा पध्दती.
Activities: • चित्र कार्ड दाखवणे व व्यंजने ओळखण्यास सांगणे.
Resources: • पुस्तकातील चित्र दाखववणे.
Board work: ष, स, ह, ळ, क्ष, ज्ञ.
Learning outcomes: • मराठी भाषेतील व्यंजने ओळखतात व व्यंजने लिहितात.
Application: • चित्रावरून व्यंजन ओळखणे.
ICT Integrated: • Video • Power Point Presentation
Subject Integrated: English – मराठी व्यंजनांचे इंग्रजी स्पेलिंग समजणे.
Extra question/Class assessment/Recapitulation: • समान दिसणाऱ्या अक्षराखाली रेष मारा .
Homework/ worksheets: • पाठ्यपुस्तकातील अक्षरे गिरवा.
Reference: • सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Pallavi Deshmukh Grade-1

Subject –Marathi No. of periods:2

Topic: रंग Month: August

Sub topic: • रंग
Specific objective: • विद्यार्थ्यांना रंगांची माहिती समजावणे.
Methodology: • स्पष्टीकरण पध्दती, चर्चा पध्दती.
Activities: वेगवेगळ्या फळांचे आकार कापून आणणे व त्यामध्ये विद्यार्थ्यांकडून रंग भरून घेणे. व त्यांना रंगाची ओळख करून देणे.
Resources: • पुस्तकातील चित्र दाखववणे.रंगाच्या माहितीचा तक्ता दाखवणे.
Board work: • रंगांची नावे लिहिणे.
Learning outcomes: • विद्यार्थ्यांना रंगाची मराठी नावे समजतात.
Application: • विद्यार्थ्यांना रंगांची नावे मराठीत सांगता येतात.
ICT Integrated: • Video • Power Point Presentation
Subject Integrated: • Art – Learn to draw and colour different fruits.
Extra question/Class assessment/Recapitulation: • नैसर्गिक रंगांची नावे विचारणे.
Homework/ worksheets: • रंगीत वस्तू चित्रे काढून रंगांची नावे ओळखणे
Reference Book: • सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Pallavi Deshmukh Grade-1

Subject –Marathi No. of periods: 2

Topic: कविता (भिंगरी) Month- August

Sub topic: • भिंगरी (कविता)
Specific objective: • विद्यार्थ्यांना कविता समजावणे.
Methodology: • स्पष्टीकरण पध्दती, चर्चा पध्दती.
Activities: • भिंगरी चित्र काढणे.
Resources: • पुस्तकातील चित्र दाखववणे.
Board work: • भिंगरी चित्र काढणे व कविता समजावणे.
Learning outcomes: • कविता तालासुरात म्हणतात.
Application: • विद्यार्थ्यांना रंगांची नावे मराठीत सांगता येतात.
ICT Integrated: • Video • Power Point Presentation
Subject Integrated: • Math – गोलाकार(circle) कळणे.
Extra question/Class assessment/Recapitulation: • विचारलेल्या प्रश्नांची तोंडी उत्तरे सांगा.

Homework/ worksheets: • कविता पाठ करणे.
Reference Book: • सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Pallavi Deshmukh Grade-1

Subject –Marathi No. of periods: 2

Topic: अंक (१ते१०) Month- September

Subtopic: • अंक
Specific objective : विद्यार्थ्यांना अंकाची माहिती समजावणे.
Methodology: • स्पष्टीकरणपध्दती, चर्चापध्दती.
Activities: वस्तू मोजणे.
Resources: • पुस्तकातील चित्र दाखवणे. अंक दाखवणे.
Board work: - • अंक १ ते १ ०लिहून समजावणे.
Learning outcomes: • अंक समजतात, लिहातात व वाचतात .
Application:

• विद्यार्थ्यांना वस्तू मोजता येतात.
ICT Integrated: • Video • Power Point Presentation
Subject Integrated: • Math – count the numbers 1 to 10.
Extra question/Class assessment/Recapitulation: • अंक बोटांवर मोजून सांगणे.
Homework/ worksheets: • अंक १ ते १० लिहा .
Reference Book: • सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: PALLAVI DESHMUKH Grade-1

Subject –Marathi No. of periods: 8

Topic: चौदाखडी Month- October

Sub topic: • चौदाखडी क ते द
• Specific objective: विद्यार्थ्यांना काना,मात्रा,वेलांटी व उकार समजावणे.
• Methodology: स्पष्टीकरण पध्दती, चर्चा पध्दती.
• Activities: तयार केलेले फ्लॅश कार्ड दाखवून विद्यार्थ्यांना वर्णमालेतील व्यंजनांना स्वर चिन्ह जोडून चौदाखडी समजावून सांगणे. त्यावरून शब्द

ओळखणे
Resources: • पुस्तकातील चित्र दाखववणे. चौदाखडी तक्ता) चार्ट (दाखवणे.
Board work: - • क ते द चौदाखडी लिहिणे.
Learning outcomes: • मराठी भाषेतील चौदाखडी लिहता व वाचता येते.
Application: • विद्यार्थ्यांना चौदाखडी लिहिता येते.
ICT Integrated: • Video • Power Point Presentation
Subject Integrated: • ENGLISH – Help students connect Marathi with English phonics.
Extra question/Class assessment/Recapitulation: • चौदाखडी पूर्ण करा .
Homework/ worksheets: • पाठ्यपुस्तकातील चौदाखडीची अक्षरे वाचून गिरवा व लिहा.
Reference: • सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: PALLAVI DESHMUKH Grade-1

Subject –Marathi No. of periods : 4

Topic: चौदाखडी Month - November

Sub topic : • चौदाखडी ध ते ज्ञ
Specific objective: • विद्यार्थ्यांना काना,मात्रा,वेलांटी व उकार समजावणे.
Methodology: • स्पष्टीकरण पध्दती, चर्चा पध्दती.
Activities: • तयार केलेले फ्लॅश कार्ड दाखवून विद्यार्थ्यांना वर्णमालेतील व्यंजनांना स्वर चिन्ह जोडून चौदाखडी समजावून सांगणे. त्यावरून शब्द ओळखणे
Resources: • पुस्तकातील चित्र दाखववणे. चौदाखडी तक्ता) चार्ट (दाखवणे.
Board work: - • ध ते ज्ञ चौदाखडी लिहिणे.
Learning outcomes: • मराठी भाषेतील चौदाखडी लिहता व वाचता येते.
Application: • विद्यार्थ्यांना चौदाखडी लिहिता येते.
ICT Integrated: • Video • Power Point Presentation
Subject Integrated: • ENGLISH – Help students connect Marathi with English phonics.
Extra question/Class assessment/Recapitulation:

• चौदाखडी पूर्ण करा .
Homework/ worksheets: • पाठ्यपुस्तकातील चौदाखडीची अक्षरे वाचून गिरवा व लिहा.
Reference: • सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: PALLAVI DESHMUKH Grade-1

Subject –Marathi No. of periods:2

Topic: शरीराचे अवयव Month - November

Sub topic : • मानवी शरीराचे अवयव
Specific objective: • विद्यार्थ्यांना शरीराच्या अवयवांची माहिती समजावणे.
Methodology: • स्पष्टीकरण पध्दती, चर्चा पध्दती.
Activities: • चित्र पहा व त्यावरून अवयवांच नावे ओळखून सांगा
Resources: • पुस्तकातील चित्र दाखववणे.मानवी शरीराचा तक्ता) चार्ट (दाखवणे.

Board work: -

- शरीराच्या अवयवांचे चित्र काढून नावे लिहिणे.

Learning outcomes:

- मराठी भाषेत शरीराच्या अवयवांची नावे वाचतात व लिहितात .

Application:

- विद्यार्थ्यांना शरीराच्या अवयवांची नावे सांगता येतात.

ICT Integrated:

- Video
- Power Point Presentation

Subject Integrated:

- EVS – Learn about parts of body and its uses.

Extra question/Class assessment/Recapitulation:

- अक्षरांचा योग्य क्रम लावून अर्थपूर्ण शब्द बनवा व लिहा.

Homework/ worksheets:

- शरीराच्या अवयवांचे चित्र काढा व नावे द्या.

Reference:

- सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: PALLAVI DESHMUKH Grade-1

Subject –Marathi No. of periods : 2

Topic: फळे व फुले Month-November

Sub topic :

- फळे व फुले

Specific objective:

- विद्यार्थ्यांना फळांची व फुलांची माहिती सांगणे.

Methodology:

- स्पष्टीकरण पध्दती, चर्चा पध्दती.

Activities:

- चित्र पहा. त्यावरून फळे व फुलांची नावे ओळखून सांगा व चार्ट पेपर मधील फळे रंगवण्यास सांगणे.
- वेगवेगळ्या प्रकारची फुले दाखवणे.

Resources:

- पुस्तकातील चित्र दाखववणे.
- फळे व फुले यांचा तक्ता) चार्ट (दाखवणे.

Board work: -

- फळे व फुलांचे चित्र काढून नावे लिहिणे.

Learning outcomes:

- मराठी भाषेत फळे व फुलांची नावे वाचता व लिहितात .

Application:

- विद्यार्थ्यांना फळे व फुले नावे सांगता येतात.

ICT Integrated:

- Video
- Power Point Presentation

Subject Integrated:

- Art – Learn to draw fruits and flowers.

Extra question/Class assessment/Recapitulation:

- आवडत्या फळाचे व फुलाचे चित्र काढा.

Homework/ worksheets:

- फळे व फुलांचे चित्र काढा व नावे द्या.

Reference:

- सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: PALLAVI DESHMUKH Grade-1

Subject –Marathi No. of periods: 5

Topic: प्राणी व पक्षी Month-December

Sub topic:

- प्राणी व पक्षी

Specific objective:

- विद्यार्थ्यांना प्राणी व पक्षी माहिती सांगणे.

Methodology:

- स्पष्टीकरण पध्दती, चर्चा पध्दती.

Activities:

- चित्र पहा व त्यावरून प्राणी व पक्षी यांची नावे ओळखून सांगा

Resources:

- पुस्तकातील चित्र दाखववणे.
- प्राणी व पक्षी यांचा तक्ता) चार्ट (दाखवणे.

Board work: -

- प्राणी व पक्षी चित्र काढून नावे लिहिणे.

Learning outcomes:

- मराठी भाषेत प्राणी व पक्षी नावे वाचता व लिहितात .

- Application:
- विद्यार्थ्यांना प्राणी व पक्षी नावे सांगता येतात.

ICT Integrated:

- Video
- Power Point Presentation

Subject Integrated:

- **EVS** – Learn about animals and birds.

Extra question/Class assessment/Recapitulation:

- आवडत्या प्राणी व पक्षी चित्र काढा.

- Homework/ worksheets:
- प्राणी व पक्षी चित्र काढा व नावे द्या.

- Reference:
- सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: PALLAVI DESHMUKH Grade-1

Subject –Marathi No. of periods: 4

Topic: प्रण्यांचे आवाज Month - December

Sub topic :

- प्राण्यांचे आवाज

Specific objective :

- विद्यार्थ्यांना प्राणी व प्राण्यांचे आवाजा विषयी माहिती सांगणे.

Methodology:

- स्पष्टीकरण पध्दती, चर्चा पध्दती.

Activities:

- चित्र पहा व त्यावरून प्राण्याचे नाव ओळखून सांगा व त्याचा आवाज काढा .

Resources:

- पुस्तकातील चित्र दाखववणे.

Board work: -

- प्राणी व त्यांचे आवाजाच्या जोड्या लावा.

Learning outcomes :

- विद्यार्थ्यांना प्राणी व प्राण्यांचे आवाजा विषयी माहिती कळते.

Application:

- विद्यार्थ्यांना प्राणी व प्राण्यांचे आवाजा विषयी माहिती सांगता येत.

ICT Integrated:

- Video
- Power Point Presentation

Subject Integrated:

- **EVS** – Learn about animals and their voice.

Extra question/Class assessment/Recapitulation:

- विविध प्राण्यांचे आवाज ऐकणे व ओळखणे.

Homework/ worksheets:

- वाक्य वाचून लिहा.

Reference:

- सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Pallavi Deshmukh Grade-1

Subject –Marathi No. of periods:3

Topic: प्राणी व त्यांची घरे Month- January

Sub topic :

- प्राणी व त्यांची घरे

Specific objective :

- विद्यार्थ्यांना प्राणी व त्यांची घरे याविषयी माहिती सांगणे.

Methodology:

- स्पष्टीकरण पध्दती, चर्चा पध्दती.

Activities:

- चित्र पहा व त्यावरून प्राण्याचे नाव ओळखून ते कोठे राहतात ते सांगा. वेगवेगळ्या प्राण्याची घरे दाखवणे.

Resources:

- पुस्तकातील चित्र दाखववणे.

Board work: -

- प्राणी व त्यांच्या घरांच्या जोड्या लावा.

Learning outcomes :

- विद्यार्थ्यांना प्राणी व त्यांच्या घरांच्या विषयी माहिती कळते.

Application:

- विद्यार्थ्यांना प्राणी व त्यांच्या घरांच्या विषयी माहिती सांगता येत.

ICT Integrated:

- Video
- Power Point Presentation

Subject Integrated:

- EVS – Learn about animals and their homes.

Extra question/Class assessment/Recapitulation:

- प्राणी व त्यांची घरे यांच्या जोड्या लावणे.

Homework/ worksheets:

- वाक्य वाचून लिहा.

Reference:

- सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name : Pallavi Deshmukh Grade-1

Subject –Marathi No. of periods: 1

Topic: मी Month- January

Sub topic : • मी
Specific objective : • विद्यार्थ्यांना स्वतःची माहिती समजावणे.
Methodology: • स्पष्टीकरण पध्दती, चर्चा पध्दती.
Activities: • स्वपरिचय सांगणे .
Resources: • पुस्तकातील चित्र दाखववणे.
Board work: - • स्व परिचय लिहिणे.
Learning outcomes: • मराठी भाषेत स्वतःची माहिती सांगतात, वाचतात व लिहितात .
Application: • विद्यार्थ्यांना स्वतःची माहिती सांगता येते.
ICT Integrated:

- Video
- Power Point Presentation

Subject Integrated:

- English – Improve **their vocabulary.**

Extra question/Class assessment/Recapitulation:

- खालील प्रश्नांची मराठीत तोंडी उत्तरे सांगा.

Homework/ worksheets:

- मराठी भाषेत स्वतःची माहिती लिहा

Reference:

- सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Pallavi Deshmukh Grade-1

Subject –Marathi No. of periods: 2

Topic: माझे अवयव (कविता) Month - January

Sub topic:

- माझे अवयव) कविता (

Specific objective :

- विद्यार्थ्यांना स्वतःच्या शरीराची माहिती समजावणे.

Methodology:

- स्पष्टीकरण पध्दती, चर्चा पध्दती.

Activities:

- कविता म्हणणे.
- स्वतःच्या शरीराच्या अवयवाबद्दल माहिती सांगणे.

Resources:

- पुस्तकातील चित्र दाखववणे.

Board work: -

- शरीराच्या अवयवाचे चित्र काढून कविता समजावणे.

Learning outcomes:

- मराठी भाषेत शरीराच्या अवयवांची नावे सांगतात .

Application:

- विद्यार्थ्यांना कवितेच्या आधारे अवयवांची ओळख करून देणे.

ICT Integrated:

- Video
- Power Point Presentation

Subject Integrated:

- EVS –Identify body Parts .

Extra question/Class assessment/Recapitulation:

- स्वतःचे चित्र काढा.

Homework/ worksheets:

- कविता पाठ करणे.
- कविते खालील अभ्यास करणे .

Reference:

- सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name : Pallavi Deshmukh Grade-1

Subject –Marathi No. of periods: 4

Sub topic: वाढदिवस (कविता) Month- January

Sub topic : • वाढदिवस) कविता (
Specific objective : • विद्यार्थ्यांना स्वतःच्या वाढदिवसाची माहिती होते.
Methodology: • स्पष्टीकरण पध्दती, चर्चा पध्दती.
Activities: • वाढदिवसाच्या शुभेच्छा कार्ड तयार करणे .
Resources: • पुस्तकातील चित्र दाखववणे.
Board work: - • कविता लिहून समजावणे.
Learning outcomes: • कविता तालासुरात म्हणतात .
Application: • विद्यार्थ्यांना कवितेच्या आधारे वाढदिवस कसा साजरा केला ते सांगतात.
ICT Integrated: • Video • Power Point Presentation
Subject Integrated:

- Music – Learn about sur and taal.

Extra question/Class assessment/Recapitulation:

- खालील प्रश्नांची मराठीत तोंडी उत्तरे सांगा.

Homework/ worksheets:

- कविता पाठ करणे.
- कविते खालील अभ्यास करणे .

Reference:

- सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, BALEWADI

Lesson Plan (2026-27)

Teacher's Name: Pallavi Deshmukh Grade-1

Subject –Marathi No. of periods: 2

Topic: नाच रे मोरा (कविता) Month- February

Sub topic :

- नाच रे मोरा) कविता (

Specific objective :

- विद्यार्थ्यांना कविता समजावणे.

Methodology:

- स्पष्टीकरण पध्दती, चर्चा पध्दती.

Activities:

- मोराचे चित्र काढणे .

Resources:

- पुस्तकातील चित्र दाखववणे.

Board work: -

- मोराचे चित्र काढणे व कविता लिहून समजावणे.

Learning outcomes:

- कविता तालासुरात म्हणतात .

Application:

- विद्यार्थ्यांना कवितेच्या आधारे मोराची ओळख करून दिली .

ICT Integrated:

- Video
- Power Point Presentation

Subject Integrated:

- **Music** – Learn about sur and taal.

Extra question/Class assessment/Recapitulation:

- खालील प्रश्नांची मराठीत तोंडी उत्तरे सांगा.

Homework/ worksheets:

- कविता पाठ करणे. कविते खालील अभ्यास करणे .

Reference:

- सप्तरंग मराठी पाठ्यपुस्तक.

Lesson Plan (2026-27)

Teacher's Name : Pallavi Deshmukh Grade-1

Subject–Marathi No. of periods : 2 Topic : वार

Month - February

Sub topic : • आठवड्याचे वार
Specific objective : • विद्यार्थ्यांना आठवड्याच्या वारांची माहिती समजावणे.
Methodology: • स्पष्टीकरण पध्दती, चर्चा पध्दती.
Activities: • दिनदर्शिका तयार करणे). कॅलेंडर (
Resources: • पुस्तकातील चित्र दाखववणे.
Board work: - • वारांची नावे लिहिणे.
Learning outcomes: • आठवड्याचे वार समजतात, लिहातात व वाचतात .
Application: • विद्यार्थ्यांना आठवड्याचे वार समजतात.
ICT Integrated: • Video • Power Point Presentation
Subject Integrated: • English – Co- relate the names of week of days English to Marathi
Extra question/Class assessment/Recapitulation:

- रिकाम्या जागा भरा.

Homework/ worksheets:

- वारांची नावे लिहा .

Reference:

- सप्तरंग मराठी पाठ्यपुस्तक.

MIS INTERNATIONAL SCHOOL, Balewadi

Yearly Planner (2026-27)

Grade: 2 **Subject - English**

Subject Incharge's name: Jaipreet Kaur

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Literature: L-1) Too Big! Too Small! L-2) I am Special Grammar: L-1) Naming Words (Common and Proper noun and noun – Gender)	**The students will be able to:** • To enable students to identify naming words in a sentence. • Students will be able to identify and write naming words. • Students will be able to use nouns in sentences. • Students will able to identify common and Proper nouns. • Provide answers related to the story. • Students will be able to identify spelling words with different "a "sounds. • Develop their speaking skills (Talking about themselves.	• Grammar game- Name the Noun!! • Discussion on Importance of understanding one self. • Write a few sentences about a friend and draw / paste a picture of your friend. • Speaking activity – Family interview. • Colouring activity –colour the flower petals that shows the activities you are good at. • Completion of exercises in the textbook.	22
June	Literature: L-3)Sara's Adventures Grammar: L-2) Singular and Plural L-3) Nouns +'s L-4) Articles – A, An, The Creative Writing: Reading Comprehension	**The students will be able to:** • To identify places in their neighbourhood. • Speak about their neighborhood. • Exercise the skills of critical thinking and observation, and be able to relate the text to real-life situations. • Students will be able to identify and write singular and plural nouns. • To enable students to identify the correct usage of the articles	• Discussion on the importance of a neighbourhood. • Teacher will divide the class into four groups. Each group will speak about their classroom for 2 minutes for the same. (Speaking activity). • To draw picture of a classroom and write a few sentences about it. • Activity on plural nouns for the given singular noun.	23

	Picture Composition	• Students will be able to identify and write the articles in sentences • Students will be able to write the correct article for the given word / picture. • Identifying possessive nouns using “s.	• Completion of exercises in the textbook.	
July	**PT1 Exams**			
	Revision Literature: L-4) The Mitten Grammar: L-5) Pronouns L-9) Is, Am ,are	**Revision for PT-1 exam** **The students will be able to:** • To develop an understanding about winter and animals. • To think beyond the text using intuitive and observational skills and analyze its real-life relevance. • Students will understand the usage of personal pronouns. • Students will able to replace nouns with pronouns. • Students will be able to complete the sentences by using is, am or are.	• Activity on pronouns. • Students will draw their imaginary home and write about what makes it special. • Completion of exercises in the textbook.	25
August	Literature: L-5) The Jungle school Grammar: L-7 Verbs(Action Words) L-9 Has, have	**The students will be able to:** • Students will be able to understand about the wild animals living in the jungle. • Understand the difference between domestic and wild animals. • To develop their imaginative and creative thinking skills. • Students will be able to identify about action words tell about day to day actions they do. • Students will be able to identify the verbs.	• SEA-1 will be conducted in the class. • Draw the creatures that live in and around the tree and write a few sentences about the tree. • Completion of exercises in the textbook.	23

		• Student will understand the appropriate usage of Has/Have in a sentence.		
September	Literature: L-6) Little talk (opposite words) Grammar: L10)Verbs +Ing : Creative Writing: Reading comprehension Picture Composition Story Writing **Revision**	**The students will be able to:** • Students will be able to read and recite the poem. • To discuss and appreciate the poem. • Students will be able to understand the usage and rules of adding + ing to the verb. • To learn the usage of opposite words. **Revision for Half yearly Exam**	• (MA) will be conducted in the class. • Verbs game played in class. • Completion of exercises in the textbook.	24
	TERM-I Exams			
October	Literature: L-7) Namala and Kamala Travel by road. L-8) My new Remote Grammar: L-8) Verbs (past) L-9) , Had, Was , Were L-12) Sentences	**The students will be able to:** • To explore new means of travelling and learn new vocabulary related to means of communication. • The students will engage in critical thinking and creative expression. • Express curiosity about the importance of technology in daily life. • Develop awareness of technological items and their uses. • To understand the use of Had, Was, Were in sentences. • To understand the rules of capitalization and punctuation in the sentences. • Students will be able to understand the past form of verbs and use them in sentences.	• Speaking activity – Talk about the places they have travelled. • Completion of exercises in the textbook.	21
November	Literature: L-9) Maya goes travelling Grammar:	**The students will be able to:** • To famous places and cuisines of different parts in India.	• Write about your last vacation in few sentences.	

	L-9) Describing words (Adjectives) <u>Creative Writing :</u> Reading comprehension Picture composition/Letter of invitation **Revision Work**	• To enhance their comprehension and critical thinking skills. • Understand the safety rules while travelling. • To identify the adjectives in the sentence.	• Completion of exercises in the textbook. • Activity on adjectives	23
	PT2 Exams			
December	<u>Literature:</u> L-10) More than Just a River L-11) The Swan <u>Grammar:</u> L-10) Prepositions	**The students will be able to:** • Identify different water bodies. • Develop their ideas about the universe and express their ideas. • Learn about prepositions and use it in context. • Write a story based on the visual and verbal inputs provided (Creative Writing).	• Prepositions game • Riddles activity • SEA 2 will be conducted in the class. • Completion of exercises in the textbook.	21
January	<u>Literature:</u> L-12) I Wonder <u>Grammar:</u> L-13) Joining words <u>Creative writing :</u> Reading Comprehension Story writing Picture composition/Thank you note	**The students will be able to:** • Identify different seasons • Observe nature and express themselves creatively. • Identifying joining words • Combining sentences using joining words	• (MA) will be conducted in the class. • Completion of exercises in the textbook.	22
February	**Revision**			14
March	**Annual Exams**			19

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 2 **Subject: Hindi**

Subject Incharge's name: Ms. Swati Shelar

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**व्याकरण – वर्णमाला** **पाठ-१ सवेरे-सवेरे (कविता)** अ और आ की ध्वनिवाले शब्द बनाना, इ और ई की ध्वनिवाले शब्द संयुक्त शब्द समझाना।	•स्वर और व्यंजन के सभी अक्षर जान पाएँगे का सही उच्चारण जानेंगे। • संयुक्त शब्द समझाना। • शब्द-युग्म बनाना। • मिल-जुलकर खुशी बाँटना।	• छात्र स्वर और व्यंजन लिखेंगे । • कविता का हाव-भाव के साथ गायन करेंगे। •चिड़िया के चित्र में रंग •भरेंगे । • चित्रों को उनके आवाज़ सही जगह पर मिलन करेंगे।	22
June	**पाठ –२ बागवानी** **पाठ –३ वाह! चींटी** **व्याकरण- संज्ञा**	• दया, करुणा और परोपकार आदि नैतिक मूल्यों का विकास करना । • एक–दूसरे को मदद करने की भावना निर्माण करना। • हिंदी में संज्ञा शब्दों का प्रयोग करना सिखना। • सच्चाई का महत्व समझकर सत्य कि भावना निर्माण करना। • विशेषण शब्द की जानकारी लेते हैं, शब्द-युग्म, वर्ण क्रम सीखते हैं।	• चित्र मे रंग भरे। • नाम लिखाकर वाक्य पुरे करना| • विशेषता शब्द परिभाषा तथा उदाहरण द्वारा समझाना। • संज्ञा शब्द कॉपी में लिखवाना।	23

July

September	**पाठ ७ - परहित जीओ (कविता)** **व्याकरण- समानआर्थी शब्द** **समान तुकवाले शब्द** उलटे अर्थवाले शब्द,अनुस्वार का प्रयोग • **Revision for Half Yearly**	• अच्छी संगति का महत्व। • प्रकृति से प्राप्त सीख को साझा करना। • प्रकृति के हर चीज से हमें कुछ ना कुछ सीख मिलेगी। • समान तुकवाले शब्द का अर्थ जानकर समान तुकवाले शब्द जानेंगे।	•कोयल के चित्र में निर्देश के अनुसार रंग भरना। •समान तुकवाले शब्द कविता से ढूँढकर लिखेंगे। •समानआर्थी शब्द कॉपी में लिखवाना।	23
October	• **पाठ-८ तोड़ो नहीं जोड़ो** • **पाठ-९ एसे मनाया जन्मदिन** • **व्याकरण-सर्वनाम** • (**व्याकरण- क्रिया** (मूल धातू में कर जोड़ना) **कर जोड़कर शब्द**	• पेड़ो का महत्व जानना। • पेड़ो की सुरक्षा के उपाय बताना। • हर एक से प्रेम भाव से रहना। • मिल-जुलकर खुशी मनाना • जन्मदिन का शुभेच्छा पत्र बनाना। • **सर्वनाम** की परिभाषा तथा उदाहरण समझाना।	•प्रकृति से संबंधित चित्र के बारे में अपने विचार लिखे। •कर जोड़कर शब्द बनाने के सवाल हल करना। •जन्मदिन का शुभेच्छा पत्र में हिंदी में संदेश लिखना। • **सर्वनाम** की परिभाषा तथा उदाहरण लिखना	24
November	• **१०. संगती का फल (कविता)** **व्याकरण -** • **१४. सप्ताह के दिनों के नाम** • **Revision for PT-2**	• अच्छी संगति का महत्व। • प्रकृति से प्राप्त सीख को साझा करना। • प्रकृति के हर चीज से हमें कुछ ना कुछ सीख मिलेगी। • समान तुकवाले शब्द का अर्थ जानकर समान तुकवाले शब्द जानेंगे।	•कोयल के चित्र में निर्देश के अनुसार रंग भरना। •सप्ताह के दिनों के नाम कॉपी में लिखवाना। •समान तुकवाले शब्द कविता से ढूँढकर लिखेंगे।	21
	• **पाठ-१४ प्यारा भारत (कविता)** **११.कछुए की बहन**	**SEA Activity** पशु– पंक्षीओं का महत्व जानेंगेंपशुओं के प्रति दयालुता करने की भावना निर्माण होती हैं	**•पांच –पांच बच्चें कविता का गायन करेंगें|** • पेड़ और कछुए का चित्र निकलकर उनमें रंग भरेंगे।	21

December	**वर्ण – विच्छेद शब्द जानेंगे।** • **पाठ-१२ तो कैसा होता (कविता)** • **सर्वनाम** की परिभाषा तथा उदाहरण **व्याकरण- गिनती ११से २०**	• कल्पना शक्ति को बढ़ाना तथा उसे यथार्थ में उतारना। •कल्पना पर चिंतन करना।	• वर्ग-पहेली हल करना। •११ से २० गिनती कॉपी में लिखेंगें।	
January	• **पाठ-१३ जल है तो कल है** • **ज और ज़ में अंतर** • **व्याकरण-१२. विलोम शब्द** • **१५. हमारे राष्ट्रीय प्रतीक महीनों के नाम** • **विशेषण** की परिभाषा उदाहरण देकर समझाना।	• ज और ज़ में अंतर •शब्द का अंतर समझना। •विलोम शब्द अर्थ जानकर विलोम शब्द सीखेंगें। •हमारे राष्ट्रीय प्रतीक, •महीनों के नाम जानकारी लेते हैं। •भाषा ज्ञान में बढोत्तरी •पर्वत-नदियों के नाम पता करना। •निरिक्षण क्षमता बढाना	•विशेषण वाला कार्यपत्र हल करवाना। •ज और ज़ में अंतर उदाहरण कॉपी में लिखवाना। •प्राकृतिक दृश्य में रंग भरना। •विलोम शब्द कॉपी में लिखते है। •हमारे राष्ट्रीय प्रतीक कॉपी में लिखते है। •महीनों के नाम कॉपी में लिखवाना।	22
February	• **Revision**			14
March	**Annual exam.**			19

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 2 **Subject: Mathematics**

Subject Incharge's name: Pallavi Vesanekar

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**Theme 1-I Am Special** **1. My Maths Playground (Numbers up to 200)** (PT1)	**Students will be able to** ● read and write the numbers and number names up to 200 ● count skip counting 5s and 10s ● understand the face value and place value of a digit in a number. ● write number in expanded form. ● differentiate between even and odd values. ● write missing numbers.	**Activity 1:** Games related to skip counting by 1 students will say 1,second student will clap, the third student will say 3,the fourth student will clap.	18
June	**Theme 1-I Am Special** **1. My Maths Playground (Numbers up to 200)** (PT-1)	**Students will be able to** ● write the number between and after a given number. ● identify smallest and greatest number and arrange numbers in ascending and descending numbers. read and write ordinal numbers up to 10.	Activity 2: place value game using dice.(Players roll the 3 dice and record the numbers arrange them to form greatest and smallest numbers.)	04

June	**Theme 1-I Am Special** **2.Jod Utsav** **(Addition)** (PT-1)	**Students will be able to** ● add 2 and 3 digit numbers without regrouping. ● add 2 digit numbers with grouping. ● find different combinations of numbers that add up to 10 ● solve story sums ● add 2 and 3 2-digit numbers.	**Activity1:** Addition card game using a deck of card.(Each student draws 2 cards and form 2 digit numbers and find the sum)	15
July	**Theme 3-Our Basic Needs** **5.Size Safari** **(Measurement)** (Half Yearly Exam) (SEA-1)	**Students will be able to** ● measure and compare the length of objects using standard units of length. ● compare and measure heavy and light object using standards units of mass. ● measure and compare the capacity of liquid. ● measure the length of their hands pan.	**Activity 1:** Ask the students to measure the height of the table using their hands pans. **Activity 2:** Show some objects (book, pencil, duster) and ask them about heaviest and lightest objects. **Activity 3**: Show a spoon, cup, water bottle. Ask them to observe the difference in the capacity.	12
July	**Theme 2-Our Community** **3.How Many Are Left?** **(Subtraction)** (Half yearly Exam)	**Students will be able to** ● apply the relationship between addition and subtraction of numbers. ● subtract with and without regrouping. ● check the answer of subtraction using addition ● solve story sums based on subtraction. ● subtract a single -digit number from a 2-digit number with regrouping.	**Activity 1:** Subtraction using base ten blocks. Ask students to form the numbers and then subtract. **Activity 2:** Ask the students to coloured strips in place of the blocks and subtract.	11
	PT1 exams			

August	**Theme 4-Living World** **6.Number Adventures (More Addition and Subtraction)** (Half Yearly Exam)	**Students will be able to** • Add 2-digit numbers with regrouping • Add 3-digit numbers without regrouping • Subtract 3-digit numbers without regrouping. • Identify appropriate operation (addition or subtraction) to solve problems. • Comprehend and solve story sums.	**Activity 1:** Ask the students to add the numbers of books, chairs and tables. **Activity 2:** Roll a dice 4 times and find out 2 2-digit numbers and subtract them from greatest number.	9
August	**Theme 2-Our Community** **4.My Number Story (Numbers up to 1000)** (Half Yearly Exam)	**Students will be able to** • recognize, read and write number names and numerals up to 1000 • form numbers • write expanded form of numbers • count numbers forward and backward up to 1000 • compare numbers with same digit at hundreds place. • arrange 3-digit numbers in ascending and descending order.	Activity 1: Divide the students into 3 groups. Take 3 cards from 0-9 numbers and form 3 digit greatest number all the groups. continue the game for 5 rounds.	10
September	**Revision + Term I Exams**			
October	**Theme 5-Technology Around Us** **7-Money** (PT2)	**Students will be able to** • Identify the values of coins and currency notes up to ₹500 • Represent an amount up to ₹500 using different notes and coins • Perform addition and subtraction operations using money. • Understand how to make different combinations of money.	**Activity 1:** Collect various coins and currency notes of different values. Identify the shapes, colour and size of the coins and notes. **Activity 2**:Role play based on money	7

October	**Theme 6-Our India** **9.Ready, Set, Multiply!** **(Multiplication)** (PT2)	**Students will be able to** • Apply the concept of multiplication. • Do multiplication by 0 and 1 • Use multiplication tables to multiply numbers with 2,5 and 10. • Solve story sums on multiplication	**Activity 1**: For repeated addition divide the students in 5 groups. Give 2 books each group. Now ask to find the total number of books in all groups	9
November	**Theme 6-Our India** **9.Ready, Set, Multiply!** **(Multiplication**) (PT2)	**Students will be able to** • Apply the concept of multiplication. • Do multiplication by 0 and 1 • Use multiplication tables to multiply numbers with 2,5 and 10 • Solve story sums on multiplication	**Activity 1:** Multiplication board game	3
November	**Theme 7-Air and Water** **11.Let us Multiply More** **(More Multiplication)** (PT2 and Annual exam)	**Students will be able to** • Use multiplication tables to multiply numbers with 3,4 and 6 • Multiply two numbers by using a number line. • Multiply 2-digit numbers by 1-digit numbers • Solve story sums on multiplication	**Activity 1**: Arrange some objects in group of 3.And read the table of 3. **Activity 2:** Students will say the numbers 1,2,3 but instead of call 4 they can clap. Again starts with 5,6,7 then clap as 4th table numbers they can clap.	13
November	**Theme 6-Our India** **10.Paheliyaan aur Patang(Shapes and Patterns)** (Annual exam)	**Students will be able to** • Identify 2-D and 3-D shapes by their names and their observable characteristics. • Trace 2-D outlines of 3-D objects. • Classify shapes that roll, slide and stack. • Make and continue patterns made up of basic shapes, the alphabet and numbers.	**Activity 1:**Ask students to trace the different objects they see in the classroom **Activity-2:** Put 3-D shapes in the sunlight and trace the shape of the shadow.	3
	PT2 exams			

December	**Theme 6-** **Our India** **10.Paheliyaan aur Patang(Shapes and Patterns)** (Annual exam)	**Students will be able to** • Identify 2-D and 3-D shapes by their names and their observable characteristics. • Trace 2-D outlines of 3-D objects. • Classify shapes that roll, slide and stack. • Make and continue patterns made up of basic shapes, the alphabet and numbers.	**Activity 1:**Ask students to trace the different objects they see in the classroom **Activity-2:** Put 3-D shapes in the sunlight and trace the shape of the shadow.	6
	Theme 5-Technology around us **8.Samay Yatra** **(Time)** (Annual exam)	**Students will be able to** • Identify the different hands of a clock. • Read time as half past the hour. • List the days of the week. • List the months of the year.	**Activity 1:**Ask the students to share the time they wake up, have lunch,go for play,come to school sleep etc. Activity 2: Make paper plate clock.	11
December	**Theme 8-Earth and Sky** **12.Mr.Data (Data Handling)** (Annual exam) (SEA 2)	**Students will be able to** • Collect,read and record informations by looking at pictures. • Represent data in a table • Count and represent data using tally marks	**Activity 1:** Divide the students in a 3 groups and roll a dice.Record the tally marks according to dicenumbers.	7
January	**Theme 8-Earth and Sky** **13.Together we share (Division:Getting ready)** (Annual exam)	**Students will be able to** • Share a collection of objects equally • Use repeated subtraction to find out the number of groups • Solve story sums involving sharing and grouping of objects	**Activity 1:** Divide the class into groups.Ask the students to distribute and share ice-cream sticks among the groups.	9

February	**Revision**
March	**Annual Exams**

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-27)

Grade: 2 **Subject: EVS Subject**

InCharge's name: Ms. Swati Singh

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**THEME 1:** **I am Special** Ch-1. My Body	Students will be able to- ● Define sense organs and list their functions. ● Identify the internal organs and state their functions. ● List the ways of staying clean and healthy. ● Differentiate between healthy and unhealthy habits.	Activity 1: Label the various parts of the body. Activity 2: Draw an internal organ-Name it and speak about it.	16
	THEME 1: **I am Special** Ch-2 My Family	Students will be able to- ● Identify relations in a family. ● List the roles different family members perform in their families. ● Help family members in their daily tasks. ● Tell the difference between different types of families. ● List the ways in which family members care for each other.	Activity 1:Solve the crossword puzzle Activity 2: Share your experience of spending summer vacations with your family.	

June **June/July**	**THEME 2** **Our Community** Ch. 3 Our Neighborhood	Students will be able to- ● Identify the places found in a neighborhood. ● Explain how different people help us in our neighborhood. ● Identify the different shops found in a market. ● Respect people who help them in their daily lives. ● Identify the uniforms people wear when they go to work.	Activity 1: Draw or paste picture of neighborhood heroes.	18
	THEME 2 **Our Community** Ch.4 My School	Students will be able to – ● Identify and describe the different places in a school. ● Name the people who help at school. ● Respect the people who help them at school.	Activity 1: List down your favorite rooms in school.	
	THEME 2 **Our Community** Ch-5. Safety(SEA-1)	Students will be able to – ● Explain how to stay safe in various situations. ● List the things kept in a first-aid box. ● Tell the difference between safe and unsafe touch.	Activity 1: Poster Making on road safety rules (Draw and Color)	
	Revision and PT-1 Exam			
July	**THEME 3** **Our Basic Needs**	Students will be able to – ● Identify the different types of food.	Activity 1:	14

	Ch-6. Food We Eat **THEME 3 Our Basic Needs** Ch-7. Houses We Live In	• List the food items we get from plants and animals. • List some healthy habits we should follow in daily life. Students will be able to - • Name the different types of houses. • Explain the features of a house. • Identify and describe some special houses found in different places. • List some ways of keeping a house clean. • Identify and describe some special houses found in different places.	List down three food items for breakfast, lunch and dinner. Activity 1: Draw a house, color it and label different rooms of the house.	
July/ August	**THEME 4 Living World** Ch-8. Plants Around Us	Students will be able to- • Explain how plants are living things. • Identify different types of plants. • Label the parts of a plant. • Explain how seeds grow into plants. • Explain how plants are useful to us.	Activity 1: Draw and label parts of a plant. Activity 1: Visit school park or playground to observe different plants.	6
August	**THEME 4 Living World**	Students will be able to-	Activity 1: Guess the animal:	

	Ch-9. Animals Around Us	• Identify the movement of different animals. • Classify animals on the basis of their food habits. • Identify and name some animal babies.	Enact the movement or sound of different animals and guess the name of the animal.	16
	THEME 5 Technology Around Us Ch-10. How We Travel	Students will be able to- • Identify the different means of transport. • Name the fuels used in vehicles. • List different ways to keep the environment clean.	Activity 1: Observe pictures of vehicles and write "W" for vehicles that move on water and "L" for vehicles that move on land. Activity 2: List types of vehicles.	
September	**Revision and TERM-I Exam**			
October	**THEME 5 Technology Around Us** Ch-11. How We Communicate	Students will be able to- • List examples of one-to-one and one-to-many communication. • Differentiate between one-to-one and one-to-many communication. • Explain how to stay safe when using the internet. • Identify one-to-one and one-to-many communication.	Activity 1: Silent Quest play- Use only gestures and charades to communicate with each other for some time.	

	THEME 5 **Technology Around Us** Ch-12. Time, Days and Months	Students will be able to – ● Read the time. ● Learn to read the days and months on a calendar. ● Identify difference between day and night. ● Explain the differences between different times of the day. ● List the activities done during different times of a day.	Activity 1: Write down the time when you do breakfast, lunch and dinner every day.	14
November	**THEME 5** **Technology Around Us** Ch-13. Tech Time	Students will be able to- ● Identify the technologies around them and list their uses. ● List ways they can take care of devices or appliances around them. ● Recycle old devices or appliances and explain their importance.	Activity 1: Name the devices that you use daily.	18
	THEME 6 **Our India** Ch-14 National Symbols and Festivals (SEA-2)	Students will be able to- ● Name the national symbols of India. ● Name some festivals celebrated in India. ● Name and discuss some festivals celebrated in India.	Activity 1: Show a drawing/picture of your favorite Indian festival and speak about it.	

December	**Revision and PT-2 Exam**			
	THEME 7 **Air and Water** Ch-15 Air and Water Around Us	Students will be able to- ● List the causes of different types of pollution. ● Explain some ways of reducing different types of pollution.	Activity 1: Write “A” for things that move in air and “W” for things that move on water. Activity 2: Draw or paste pictures on how to reduce air, water and noise pollution.	16
	THEME 7 **Air and Water** Ch-16 Seasons	Students will be able to- ● Name the main seasons. ● Identify the clothes worn in different seasons. ● Identify some special clothes worn by people.	Activity 1: Find the names of some popular summer drinks that you enjoy with your family. Activity 2: Draw or paste your favorite season.	
January	**THEME 8** **Earth and Sky** Ch-17 Our Universe	Students will be able to- ● Name the planets in the solar system. ● Identify the objects that we see in the sky.	Activity 1: Join the dots, make your own constellation and name it.	16
	THEME 8 **Earth and Sky** Ch-18 Our Earth	Students will be able- ● Identify the different landforms. ● Name the different types of water bodies.	Activity 1: Identify and label the different landforms in the given picture.	
February	**Revision**			

MIS INTERNATIONAL SCHOOL, BALEWADI.

Yearly Planner (2026-2027)

Grade: 2 **Subject – ICT**

Subject Incharge's Name: Ms. Kunda Bhole

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	L1. Computer : A Smart Machine	• Students will understand difference between human and computer. • Students will understand Types of computer. • Places where computers are used.	**Class Room Activity** • Observe the different machines Used at hom and in school. • Identify the work that human can do computer cannot. • Writing of keywords in the notebook. **Lab Activity** • How to start and shut down the computer.	6-7
June	L2.Computer and its Parts	• Students will understand working of main parts of a computer. • Students will understand working of additional parts of computer. • Students will understand how to switch on and switch off the computer.	**Class Room Activity** • Writing of keywords in the notebook. • Worksheet • Video • Discussion **Lab Activity** • Identify the parts of computer in Computer Lab (Label the parts of computer). • Draw a computer system and label its parts.	6-7
July	**PT1 exams**			

	L4. Keyboard	• To make them learn about the Keyboard. • To make them understand different types of keys.	**Class Room Activity** • Worksheet • Video • Quiz • Discussion **Lab Activity**: • Drag any icon from the desktop window. • Minimize and maximize window of any program using control button. • Use of functional keys, shortcut keys.	7-8
August	L5. Working in MS - Paint	• Students will learn more about • MS-Paint app, different tools- pencil, brush, text, magnifier, color picker, fill color, shapes tool. • Selecting tool - drawing, moving, cropping, foregrounding and back grounding.	**Class Room Activity** • Parts on MS-Paint window. • MS - Paint Tools. • Textbook assignment **Lab Activity**: • Parts on Paint window. • MS Paint Tools. • Draw beautiful sceneries using Paint tool.	7-8
September	**Recapitulation** **Term-1**			

October	L3. Handling a Mouse and Touchpad	• To make students aware about the use of MOUSE. • Students will acquire the knowledge about the parts, types, movements & functions of the mouse. • To make the students aware of the desktop and its icons.	**Class Room Activity** • Worksheet • Video • Quiz • Discussion **Lab Activity**: • Drag any icon from the desktop window. • Minimize and maximize window of any program using control button.	7-8
November	L6.Microsoft Word	• 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.	**Class Room Activity** •Worksheet •Video •Quiz •Discussion **Lab Activity** Ask the students to write a paragraph in Word 2019.	7-8
	Recapitulation **PT2 exams**			
December	L7. More on ScratchJr	• Explain the students about controlling the Script, Moving the character, modifying the character, Adding sound, controlling the Character, creating a project.	**Class Room Activity** •What is Events block? •Write the steps to move a character using Motion blocks. •Which block is used to modify a character? •What is the use of Sound blocks? •What are control blocks used for?	6-7

			• Write the steps to create a project using different blocks **Lab Activity**: • Ask the students to create a project of their choice using different blocks of ScratchJr.	
January	**Recapitulation**			
February	**Annual exam**			

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 2 **Subject – Art and Craft**

Subject Incharge's name: Miss. Bhagyashri

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	• Bihu Festival (Special Day Worksheet) • Helicopter (Coloring) • Rhinoceros (Craft) • Mickey And Minnie (Drawing)	Observation Hand eye coordination Dexterity Fine motor Concentration	Colouring Patterns Jute Impression	8
June	• World Environment Day (Special Day Worksheet) • School Time (Coloring) • Dinosaur (Craft • 3D Shapes (Coloring)	Observation Hand eye coordination Dexterity Fine motor Concentration	Cotton Bud impression Drawing &colouring	8
July	• Guru Purnima (Special Day Worksheet) • Spacewalk (Coloring) • Use Over bridge (Craft) • 3D Cubes (Drawing) • Flower (Craft)	Observation Hand eye coordination Dexterity Fine motor Concentration	Tissue paper coloring Thread painting Drawing & Coloring	8
August	• Onam (Special Day Worksheet) • Penguin (Drawing) • Duck with Duckling (Craft) • Fish (Drawing) • Happy Garden (Craft)	Observation Hand eye coordination Dexterity Fine motor Concentration	Sponge impression Thumb impression Drawing &Coloring	8
September	• Halloween Day (Special Day worksheet) • Boy (Drawing)	Observation Hand eye coordination Dexterity	Ear bud and pencil shaving News paper art	8

	• Bird Family (Craft) • Seascape (Drawing) • Gate way of India (Craft)	Fine motor Concentration	Drawing &Coloring	
October	• National Unity Day (Special Day Worksheet) • World Health Day (Coloring) • Running Deer (Craft) • Expressive words (Coloring)	Observation Hand eye coordination Dexterity Fine motor Concentration	Grass pasting Drawing & coloring	8
November	• National Education Day (Special Day worksheet) • Mushroom (Drawing) • Dolphin (Craft) • Geometrical Shape (Drawing • Zebra Mask (Craft)	Observation Hand eye coordination Dexterity Fine motor Concentration	Toothbrush splatter Sticking sticker Drawing & coloring	8
December	• Kisan Divas (Special Day Worksheet • Ostrich (Coloring) • Ice-cream Cup(Craft) • Solar System (Drawing) • Space Ship (Craft)	Observation Hand eye coordination Dexterity Fine motor Concentration	Wood powder pasting Foil and jute pasting Drawing and coloring	8
January	• Puppy(Coloring) • Whale (Craft) • Rangoli (Coloring) • Beehive (Craft) • Octopus (Drawing)	Observation Hand eye coordination Dexterity Fine motor Concentration	Paper folding Clay model Drawing and coloring	8
February	**Revision**			
March	**Annual Exam**			

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 2 **Subject: General Knowledge**

Subject Incharge name: Ms. Mrunal Nandgude

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**My India** ➢ Famous Sights of India **Look, Think and Answer** ➢ Think and Spot ➢ Think on Your Own **Language and Literature** ➢ Fairy Tales **Plants and Animals** ➢ Young Ones ➢ Wildlife Quiz	➢ Students learn about the Famous sights of India. ➢ Students will learn the activity based on the description of the person. ➢ Students will use their knowledge to complete the activity. ➢ Students can identify and name common fairy tales and characters. ➢ Students can observe and interpret pictures to identify animals. ➢ Students can develop observation skills by carefully examining images.	Students will collect various pictures of famous monuments in India and explain the location.	3
June	**My India** ➢ Dances of India ➢ Sports Stars of India **Plants and Animals** ➢ Flower Quiz ➢ Animals,Our Friends **Culture,Sports and Fun**	➢ Students can recognize dance forms through costumes, poses and expression. ➢ Students will learn the various sport persons and their achievements. ➢ Students will be able to recognize different types of flowers.	Students will identify the flowers from the picture shown.	3

	➢ Indoor and Outdoor Sports ➢ Children Love Us	➢ Students will use their knowledge to identify the use of the domestic animals. ➢ Students will observe the games and identify the indoor and outdoor games. ➢ Students will learn about the famous movie characters.		
July	**Plants and Animals** ➢ Almost Twins **Language and Literature** ➢ From the Holy books ➢ Word Puzzle **My India** ➢ The Country I Love ➢ Or Festival	➢ Students will understand the difference between the identical looking animals. ➢ Students will recognize significant religious figures and their roles. ➢ Students will practice identifying and recalling specific words based n definitions and contextual clues. ➢ Students will learn acquire the knowledge, develop research skills and foster a sense of national pride. ➢ Students will observe the picture and identify the festival based on the picture.	Speak few lines about the favorite festival on India.	2
August	**The Environment, World and Its People** ➢ Jobs people Do ➢ Weather Report **Look, Think and Answer** ➢ Quick Thinking ➢ Reading the clock **Culture, Sports and Fun** ➢ Sport- Spotting	➢ Students will be able to identify and spell common professions. ➢ Students will be able to identify and define terms such as sandstorm, dewdrops, lightning, thunder, snowstorm, monsoon. rain gauge and weather. ➢ Students will be encouraged to think laterally and solve problems through logic and reasoning	Collect the pictures of the helpers and identify them.	3

	➢ Musical Instruments **Language and Literature** ➢ Fun with Grammar ➢ Word Game	➢ Students learn to use and identify terms such as “o’clock“, ”half past”, ”quarter past” and “Quarter to” . ➢ Students will recognize different athletic activities through visual identification and correctly name them. ➢ Students will learn about different musical instruments ➢ Students will be able to do the coloring activity based on the grammar. ➢ Students will be able to complete the word game.		
September	**Science and Us** ➢ Science Board ➢ Our Senses **Look, Think and Answer** ➢ The Calender ➢ Number Quiz	**Revision of Lessons taught for Half yearly Exam** ➢ Students will reinforce basic scientific concepts and general knowledge. ➢ Students will learn about sense organs. ➢ Students will learn about calendar. ➢ Students will be able to answer the question based on the previous knowledge.	Make a list of all your special days and holidays.	2
October	**Science and Us** ➢ Knowing the Computer ➢ Air Quiz **Language and Literature** ➢ Words and Riddles ➢ Group Names	➢ Students will learn about the various information about the computer. ➢ Students will solve the Quiz. ➢ Students will solve the riddles. ➢ Students will learn about the collective noun. ➢ Students will be able to recognize different shapes from the surrounding.	Identify the shapes around us.	3

	Look, Think and Answer ➢ Knowing your shapes ➢ Table Manner	➢ Students will learn about the table manner.		
November	**My India** ➢ In India ➢ Famous Indians	➢ Students will use their knowledge to solve the jumbled letters. ➢ Students will learn about the famous Indian people. **PT2 Exam**	Collect the pictures of famous Indians.	2
December	**Environment**,**World** ➢ Road Signs **Plants and Animals** ➢ Nature Facts ➢ Creature Puzzle **Environment,World and Its People** ➢ The Natural World	. ➢ Students will learn about the road signs. ➢ Students will learn about the facts of nature. ➢ Students will solve the word maze. ➢ Students will understand the geographic features of the earth.	Make a poster on the topic “Road Signs”.	3
January	**Culture, sports and fun** ➢ Famous people People around the world ➢ The Olympic Games **My India** ➢ Quiz on India ➢ A tour of India **Look, Think and Answer** ➢ A place for Everything **Environment,World and Its People** ➢ Our Earth	➢ Students will be able to identify several internationally famous individuals and their notable achievements or roles. ➢ Students will be able to understand how to solve the numbers puzzle like addition. ➢ Students will be able to identify the number count of the following things. ➢ Students will be able to know many things about Olympic Games. ➢ Students will learn the famous monuments in India. ➢ Students will apply their knowledge and find out the	• Collect the pictures of flags of different countries. • Speak few lines about Save water.	3

	➢ Care for Our Earth **Science and Us** ➢ Communication	correct places of the objects around them. ➢ Students will learn the facts of the landforms. ➢ Students will learn how to care for our Earth. ➢ Students will learn more about the language.		
February	**Revision** **ANNUAL SYLLABUS** ➢ **Lessons –** Science Board ➢ Our Senses ➢ The Calender ➢ Number Quiz ➢ Knowing the Computer ➢ Air Quiz ➢ Words and Riddles ➢ Group Names ➢ Knowing your shapes ➢ Table Manner ➢ In India ➢ Famous Indians ➢ Road Signs ➢ Nature Facts ➢ Creature Puzzle ➢ The Natural World ➢ Famous people People around the world ➢ The Olympic Games ➢ Quiz on India ➢ A tour of India ➢ A place for Everything ➢ Our Earth ➢ Care for Our Earth ➢ Communication			
March	**Annual Exam**			

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-27)

Grade: 2 **Subject: Value Education**

Subject Incharge's name: Ms Mrunal Nandgude

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	1. I am Special	Students will learn that everyone is unique.	TB activity.	1
June	2. Together Everyone Achieves More	Students will work as a team and help one another.	Make a poster on topic teamwork.	1
	PT1 exams			
July	3. Sharing And Caring	Students will understand and implement the concept of taking care of people.	Discuss the experience when you showed kindness to someone.	1
August	4. Eat Healthy, Feel Healthy	Students will compare healthy and unhealthy food.	Students will make their personal diet chart.	1
September	5. Health and Yoga	Students will weigh the importance of exercise and yoga in their daily life.	TB activity.	1
	Revision + TERM-I Exams			
October	6. Never tell a lie 7. Good and bad touch	• Students will analyze the benefit of saying the truth. • Students will be able to state the difference between good and ba touch.	Student will do the TB activity.	1
November	8. Stand up straight. Sit up straight	Students will learn the ways to improve posture.	Make a chart of good posture.	1
	PT2 Exams			

December	9. Emergency	Students will judge an emergency situation and know more about safety rules.	Student will do the TB activity. Students will share their experiences	1
January	10. Well done class!	Students will learn what they should and shouldn't do in class.	TB activity.	1
February	11. Table manners 12. Using a mobile phone.	• Students will learn the dining etiquettes of different cultures and customs. • Students will know more about online security.	Role play of table manners.	1
March	**Annual Exam**			

MIS INTERNATIONAL SCHOOL Balewadi

Yearly Planner (2026-27)

Grade: 2 **Subject** - Robotics

Subject Incharge's name: Ms. Sweta Jadhav

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**Theory** L1- Understanding Robots **Coding** L1 - Fun with Coding	**Theory** • Understand what a robot is and say it in their own words • Identify different types of robots • Recognize that robots are machines that follow instructions. • Describe basic parts of a robot (like body, sensors, and movement parts). • Explain how robots help people in simple tasks (cleaning, helping in hospitals, etc.). • Differentiate between humans and robots in a simple way. • Observe and talk about robots they have seen in real life or videos. • Draw and label a simple robot. **Coding** • Understand that coding means giving instructions to a computer or device. • Recognize simple sequences (putting steps in the correct order). • Follow and create basic step-by-step instructions for simple tasks.	**Theory** • Electrical Machines and Their Uses · • Electronic Machines and Their Feature • Robotic Machines and Their Abilities · What Are Robots? • Examples of Robots in Daily Life • Completion of Notes **Practical:** • Completion of Notes • Introduction to the kits -- making shapes with the blocks **Theory** • What is Coding? · Coding with Block • Input–Process–Output in Coding · • Examples of Coding in Daily Life Activities - Arrange Steps in Correct Order	4
June	**Coding** L1 - Fun with Coding	**Coding** • Understand that coding means giving instructions to a computer or device. • Use simple coding activities or apps (like block-based coding) with guidance	**L1 -** Completition of Notes **Practical:** Practical A:- Complete the task on Computer Completition of Notes	4

	Theory L2 - MORE ON ROBOTICS	• Solve simple problems using logical thinking. **Theory** • Recall what a robot is and share examples from daily life. • Identify more uses of robots in different places (homes, schools, hospitals, space). • Understand that robots can move, sense, and act based on instructions.	**L2 Theory -** • Smart Googles - story Explanation and show how to make the project • Automatic Streetlight - story Explanation and show how to make the project	
July	PT1 exams			
	Theory L2 - MORE ON ROBOTICS	• Recognize simple parts of a robot (sensors, wheels, arms). Explain how robots make work easier for people. • Observe how robots follow commands step by step. • Participate in simple hands-on or role-play activities (acting like a robot).	**Practical** Practical Project 1: Smart Goggles Practical Project 2: Automatic Street light **Automatic Streetlight - story Explanation and show how to make the project** **Practical** Practical Project 1: Smart Goggles Practical Project 2: Automatic Street light	4
August	**Coding** L2 - MEET THE CODE	Understand that code is a set of instructions given to a computer or robot. • Recognize that coding helps things work (like games, apps, and robots). • Identify simple coding symbols or blocks used in beginner activities. • Follow basic coded instructions in fun activities or games. • Create simple step-by-step instructions for everyday tasks.	**Theory** • Introduction to ScratchJr · Coding with Sprites and Backgrounds • ScratchJr Screen Components · Types of Blocks • Creating Stories and Projects in ScratchJr • Completition of Notes **Coding in Lab** Creating Project on Scratch Activity A: Make a story of a Rabbit searching for an apple in the farm	4
September	Recapitulation **Half yearly exam**			

October	**Coding** L2 - MEET THE CODE **Coding** L3- UNDERSTANDING AI	• Understand the idea of sequence (doing things in the right order). • Spot and correct simple mistakes • in instructions (basic debugging). • Use beginner-friendly coding tools or activities with guidance. Coding L3 - • Understand that AI (Artificial Intelligence) means machines can "think" and learn in a simple way. • Recognize examples of AI in daily life (like voice assistants, smart games, or recommendations).	Activity B: The growing Frog by the River **Coding Theory** • What is Artificial Intelligence (AI)? · How AI Learns from Data and Practice • Teaching a robot to Solve Puzzles · Learning from Mistakes • Smart Machines vs. Non-Smart Machines Completion of Notes **Practical A: Train an AI assistant to clean the ocean**	4
November	**Coding** L3- UNDERSTANDING AI **Theory** L3- UNDERSTANDING VIRTUAL REALITY	• Identify that AI helps machines make decisions based on information. • Understand that AI learns from data (in a very basic sense). • Differentiate between humans and AI in a simple way. **Theory** • Understand that Virtual Reality (VR) is a way to experience a different place using technology. • Recognize a VR headset as a device used to see virtual worlds. • Identify simple uses of VR (games, learning, virtual tours). • Describe what they might see or feel in a virtual reality experience**.**	**Practical B: Train an AI assistant to decide what belongs in the water** **Theory L3** • What is Virtual Reality (VR)? · What is Augmented Reality (AR)? • Difference Between AR and VR · Uses of AR and VR in Daily Life • Fun Activities and VR Clips" Show the Video on VR	4
	PT2 exams			

December	**Theory** L4- INSIDE A VR HEADSET **Coding** L4- MEET YOUR AI HELPERS	• Recognize the main parts of a VR headset (like lenses, screen, and straps). • Understand that a VR headset shows a virtual world when we wear it. • Identify that lenses help us see images clearly inside the headset. • Know that the screen displays pictures or videos in the VR headset.	• Theory from the book **Practica**l: Show the Video on VR • Note Completion • Brainstorming Activities and more videos on VR	3
January	**Coding** L4- MEET YOUR AI HELPERS **Coding** L5- HOW AI LEARNS	• Understand that AI can “learn” from information, like humans learn from experience. • Identify simple examples of AI learning (like games that get smarter or suggestions on apps). • Recognize that AI needs data or examples to learn new things. • Understand that AI improves over time by practicing or seeing more examples.	**Theory:** Theory from the textbook and the Notes Completion **Coding** **Practical A:** Make a Zoo using Auto Draw, a magic drawing website that helps us draw better **L5 Coding** • Theory from the book • Note Completion **Practical A:** Teachable Machine Image Activity	4
February	**Coding** L6- AI TOOLS PROJECTS	• Understand that AI tools are special programs that help people do tasks. • Identify simple AI tools used for learning, drawing, or games. • Use an AI tool with guidance to create a small project (like a story, drawing, or game). • Follow steps to complete a project using an AI tool. • Work together with classmates on a small AI project. • Describe what their AI project can do in simple words	**Project 1:** Make a Fun Game for Alien Friends **Project 2:** Complete the Bedtime Story Using AI **Project 3:** Help Parrot Paco Learn a New Language **Project 4**: Be the Writer	3
March	**Annual exam**			

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner 2026-27

Grade: 2
Subject: Marathi

Teacher's name: Pooja Ambaskar

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	• शाळेचा पहिला दिवस, • माझा परिचय, • सशाच्या तोंडून, आकाशाची गोष्ट, • मुळाक्षरे	• चित्रावरून गोष्ट सांगता येणे. • अक्षरे ओळखता येणे.	• शब्द ओळखणे .	15
	• मात्रा नसलेले दोन, तीन, चार अक्षरी शब्द	• शब्द लिहिता येणे.	• अक्षरवरुन शब्द तयार करतात.	
June	• 'आ' चे स्वरचिन्ह	• गोष्ट ऐकणे, सांगणे आणि लिहिणे • अक्षरे ओळखता येणे, गोष्ट ऐकणे, सांगणे आणि लिहिणे • गोष्ट ऐकणे, सांगणे आणि लिहिणे, शब्द लिहिता येणे.	• गोष्ट ऐकणे, सांगणे आणि लिहिणे शब्द ओळखणे . • गोष्ट ऐकणे, सांगणे आणि लिहिणे • चित्र कार्ड दाखविणे त्यावरून शब्द ओळखणे. • शब्द व चित्र यांच्या जोड्या लावणे.	15
	• 'इ' आणि 'ई' चे स्वरचिन्ह	• अक्षरे ओळखता येणे, शब्द लिहिता येणे.	• शब्द ओळखणे . चित्र कार्ड दाखविणे त्यावरून शब्द ओळखणे. • शब्द व चित्र यांच्या जोड्या लावणे.	

	• अंक 1 ते 10	• 1 ते 10 अंक लिहता व वाचता येतात.	• वस्तू मोजून योग्य अंक लिहणे.	
July	PT1 exams			
	• 'उ' आणि ' ऊ',चे स्वरचिन्ह • 'ए' चे स्वरचिन्ह,ऐ' चे स्वरचिन्ह	• अक्षरे ओळखता येणे, शब्द लिहिता येणे.	• शब्द ओळखणे . • चित्र कार्ड दाखविणे त्यावरून शब्द ओळखणे. • शब्द व चित्र यांच्या जोड्या लावणे.	18
	• वारांची नावे	• वारांची नावे समजतात.	• तोंडी म्हणून घेणे.	
	• 'ओ' आणि ' औ' चे स्वरचिन्ह • अनुस्वार आणि विसर्ग (अं, अः)	• अक्षरे ओळखता येणे, शब्द लिहिता येणे. • विद्यार्थीना अनुस्वार आणि विसर्ग समजावणे व बाराखडी लिहिता येणे.	• शब्द ओळखणे . • चित्र कार्ड दाखविणे त्यावरून शब्द ओळखणे. • शब्द व चित्र यांच्या जोड्या लावणे.	
	• लोभी कुत्रा	• गोष्ट वाचतात. नवीन शब्द शिकतात.	• गोष्ट वाचून तात्पर्य सांगतात.	
August	• अंक 11 ते 20	• 11 ते 20 अंक लिहता व वाचता येतात.	• विद्यार्थीना सुचणे प्रमाणे अंक सांगितले व त्याप्रमाणे वस्तू मोजण्यास सांगितल्या. आणि वर्गामध्ये विद्यार्थी चार्ट मधील फळे मोजतात.	15

	• चिमणीचे घरटे (कविता) • चला वाचूया – गोरी माझी बाहुली. (Page no. 47)	• कविता तालासूरात म्हणतात. • विद्यार्थ्यांना कविता ताला सुरात म्हणता येणे	• कविता तालासूरात वाचू दाखवतात . • कविता ताला सुरात म्हणणे. (SEA-1 Individual)	
September	Revision + Term I Exams			
October	• 'ऋ' चे स्वरचिन्ह • 'ॲ' आणि 'ऑ' चे स्वरचिन्ह	• अक्षरे ओळखता येणे, शब्द लिहिता येणे.	• वर्गामध्ये विद्यार्थी चार्ट मधील बाराखडी वाचतात. अनुस्वार आणि विसर्ग चे शब्द लिहितात. • शब्द ओळखणे . चित्र कार्ड दाखविणे त्यावरून शब्द ओळखणे. शब्द व चित्र यांच्या जोड्या लावणे.	15
	• जोड व्यंजने आणि जोडाक्षरे	• विद्यार्थ्यांना जोडशब्द लिहिता येणे.	• जोडशब्द लिहिण्याचा सराव करून घेतला.	
November	• र ची मात्रा रफार	• विद्यार्थ्यांना रफार चे शब्द लिहिता येणे.	• रफार असलेले शब्द लिहिण्याचा सराव करून घेतला.	12

	• रंग	• रंग ओळखतात.. मराठी नावे समजतात.	• योग्य रंग ओळखून जोड्या लावा.	
	PT2 exams			
December	• शरीराचे अवयव • पावसा पावसा (कविता)	• शरीराचे अवयव ओळखता येतात. • कविता तालासूरात म्हणतात.	• स्वतःच्या शरीराचे अवयव ओळखून सांगतात. • कविता तालासूरात वाचू दाखवतात. • (SEA-2 Individual पावसाचे चित्र वहीत काढणे..)	१०
	• इंग्रजी महिन्यांची नावे	• इंग्रजी महिन्यांची नावे ओळखता व लिहिता येतात येतात.	• इंग्रजी महिन्यांची नावे सांगतात.	
	• दिशा	• दिशा व उपदिशा समजतात.	• कोणती दिशा कुठे ते नकाशाच्या आधारे सांगतात.	
January	• जशास तसे	• गोष्ट वाचतात. नवीन शब्द शिकतात.	• गोष्ट वाचून तात्पर्य सांगतात.	१२

	• अंक २१ ते ३०	• २१ ते ३० अंक लिहता व वाचता येतात.	• विद्यार्थीना सुचणे प्रमाणे अंक सांगितले व त्याप्रमाणे वस्तू मोजण्यास सांगितल्या. आणि वर्गामध्ये विद्यार्थी चार्ट मधील फळे मोजतात.	
February	• माकडाची फजिती	• गोष्ट वाचतात. नवीन शब्द शिकतात.	• गोष्ट वाचून तात्पर्य सांगतात.	15
March	परीक्षा	विद्यार्थी उजळणी करतात.		

NOTE: PT1 includes chapters … मात्रा नसलेले शब्द, आ ते ई स्वरचिन्ह, १ ते १० अंक.

HY includes chapters … उ ते औ स्वरचिन्ह, अनुस्वार आणि विसर्ग, वारांची नावे, रंग, अंक ११ ते २०, लोभी कुत्रा, चिमणीचे घरटे(कविता)

PT2 includes chapters …'ऋ' चे स्वरचिन्ह, 'ॲ' आणि 'ऑ' चे स्वरचिन्ह, जोड व्यंजने आणि जोडाक्षरे, र ची मात्रा, रंग.

Annual Exam includes… अंक २१ ते ३०, दिशा, शरीराचे अवयव, पावसा पावसा (कविता), इंग्रजी महिन्यांची नावे, जशास तसे, माकडाची फजिती.

MIS INTERNATIONAL SCHOOL, Balewadi

Yearly Planner (2026-2027)

Grade: 2 **Subject: Coding**

Subject In charge: Ms. Kunda

Scratch Jr - Level-1

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Introduction to Scratch Jr Software and Animation - City Life	• Learn how to choose a backdrop • Learn how to choose a sprite • Learn about the Repeat Block and Stop Block • Understand the Green Flag and Stop Button • Understand the use of the Motion Palette • Understand how to resize a sprite	*Add city background* Add different sprites	3
June July	Road Safety	• Understand the significance of using motion blocks to animate sprite in a digital scene. • Understand the importance of safety measures such as wearing a helmet while cycling.	Create a final version of the digital scene that effectively communicates the importance of wearing a helmet while cycling using motion blocks and visual elements strategically.	5
August	Seasons	• To understand the concept of using animal sprites in various seasonal backgrounds to depict changes in seasons	Develop an original Blockly program that incorporates different animal sprites and seasonal backgrounds, providing an engaging introduction to the concept of seasons and their characteristics.	2

September		Half-yearly exam		
October	Magician's Magic	• Understand how to combine Wait and Dialogue box, motion block, stop block	Create the animation with the given instructions and try using a monkey sprite and giving different actions.	2
November	Happy Dance	• Understand the purpose of creating animations in ScratchJr, Such as expressing emotions or telling stories. • Understand how to different movements and sounds can be combined to create an engaging animation.	Create a final version of the happy dance animation that effectively communicates joy and excitement, using their creativity and understanding of animation principles.	2
December	Happy Dance	• Understand the purpose of creating animations in ScratchJr, Such as expressing emotions or telling stories. • Understand how to different movements and sounds can be combined to create an engaging animation.	Create a final version of the happy dance animation that effectively communicates joy and excitement, using their creativity and understanding of animation principles.	1
January	*Space Invader*	• To understand the significance of using astronaut and Rocket sprites in different backgrounds to simulate space exploration scenarios.	Use an astronaut and a Rocket sprite in a Savannah and a moon background. Use different motion blocks and hide block in different settings.	4
February	*Space Invader*	• To understand the significance of using astronaut and Rocket sprites in different	Use an astronaut and a Rocket sprite in a	2

		backgrounds to simulate space exploration scenarios.	Savannah and a moon background. Use different motion blocks and hide block in different settings.	
March		Annual exam	Annual exam	

MIS INTERNATIONAL SCHOOL

Yearly Planner 2026 - 2027

Grade: 1 - 4 **Subject:** Physical Education

Teacher's name: Mr. Imran, Mr. Niraj, Mr. Akshay, Mr.Ganesh, Ms. Pallavi, Ms. Yogita, Ms. Dharmraj

Month	Class / Subject	Topic / Course	Activity	Outcome of the Activity
April	1– 4 PHYSICAL EDUCATION	Basic Movement & Motor Skills	• Running Games: Tag, Red Light-Green Light, Musical Chairs • Jumping & Hopping: Hopscotch, Frog Jumps, Skipping Rope • Balancing Drills: Walking on a Line, One-Leg Stand	• Develops coordination, balance, agility, and spatial awareness
May		**SUMMER**	**BREAK**	**GRADE I - IV**
June	1– 4 PHYSICAL EDUCATION	Fitness & Wellness	• Stretching & Yoga: Animal Poses, Breathing Exercises • Basic Aerobic Exercises: Jumping Jacks, Arm Circles	• Promotes flexibility, relaxation, and overall fitness
July	1– 4 PHYSICAL EDUCATION	Throwing, Catching & Kicking	• Bean Bag Toss, Target Throwing, Ball Rolling Games	• Improves hand-eye coordination and reaction time
August	1– 4 PHYSICAL EDUCATION	Fun & Team Games	• Relay Races: Simple baton passing, Hurdle Races • Tug of War, Tunnel Ball, Duck-Duck-Goose	• Enhances teamwork, social skills, and confidence
September	1– 4 PHYSICAL EDUCATION	Mini Kho-Kho	• Basic chasing & dodging drills	• Builds speed, quick thinking, and teamwork
October	1– 4 PHYSICAL	Fun Traditional Games	• Lagori (Seven Stones), Gilli Danda, Sack Race, Three-Legged Race	• Keeps students engaged while enhancing balance, coordination, and

	EDUCATION			reflexes
November	1– 4 PHYSICAL EDUCATION	Personal Fitness Planning	• Fitness Test (pre assessment)	• Awareness of personal fitness Increased levels, development of individualized workout plans.
		DEEPAWALI	**VACATION**	**GRADE I - IV**
December	1– 4 PHYSICAL EDUCATION	Mini Kabaddi	• Simple tagging and raiding techniques	• Develops agility, defensive skills, and strategy
		CHRISTMAS	**VACATION**	**GRADE I - IV**
January	1– 4 PHYSICAL EDUCATION	Rhythmic & Dance Movements	• Basic Dance Steps, Clapping Rhythms, Movement to Music	• Enhances rhythm, coordination, and self-expression
February	1– 4 PHYSICAL EDUCATION	Personal Fitness Planning	• Fitness Test (post assessment)	• Awareness of personal fitness Increased levels, development of individualized workout plans.
March		**EXAM**	**FINAL EXAMS**	**GRADE I - IV**

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-27)

Grade: 3 **Subject - English**

Subject Incharge's name:Ms 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 the pattern. • Visualise and articulate their responses to new situations. • Read a poem about an imaginary friend. • Read and understand the poem, then answer the questions. • Discuss gift-giving ideas and related human emotions. • Recall the chapter and understand its main ideas. • Read and understand a story about how to say thank you. • Identify common and proper nouns. • Identify singular and plural nouns and use them appropriately. • Identify Countable and Uncountable nouns.	• First Day Activity – Who is in your circle? • Decode a pattern • Spoken Skills- Tell the class how you or someone got away by making a very creative excuse. • Spoken Skills- How do you select a gift for your loved ones? • Reading Nook	**22**
June	**Literature:** Ch-3 Smell of Food Ch-4 Too Many Dragons **Grammar:** Ch-4 Gender Nouns Ch-5 Collective Nouns Ch-6 Possession **Writing Skill**: Dialogue Writing	**The students will be able to** • Read and understand a story and answer questions. • Recall the chapter, understand its main ideas and answer the questions. • Discuss the connection between the smell of food and hunger. • Read, discuss, understand and appreciate a play. • Draw a map.	. • Draw a map. • Discuss and write the names of things that should always be available for free. • Reading Nook	**22**

	Reading Nook: (Read Only) Ch-3 Make Room for Elephants **Revision:** PT 1 Revision	• Identify and use collective nouns appropriately. • Identifying and classifying nouns under different gender groups. • Use *–s'* and *of* to show possession.		
July	**PT – 1**			**21**
	Literature: Ch-4 Too Many Dragons Ch-5 Happy, the Hearing Ear Dog **Grammar:** Ch-7 Using A, An and The Ch-8 Pronouns **Writing Skill:** Recipe Writing **Reading Nook: (Read Only)** Ch-4 The Blue Whale Ch-5 The Doll's Feast	**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. •Identify onomatopoeic words and use them in context. •Talk about an unforgettable experience. •Write the names of objects that have the name of a body part. •Write two ways in which animals and humans help each other. •Reflect on pets and how they make us feel. •Use articles appropriately •Use pronouns to replace nouns.	•Discuss the events in the story and answer questions •Spoken Skills- Talk about an unforgettable experience. •Write a picture description. •Draw a home for a pet. Colour and label it. •Reading Nook	
August	**Literature:** Ch-6 Sunset River Cruise on the Brahmaputra Ch-7 A Round Trip on the Toy Train (SEA) **Grammar:** Ch-9 Adjectives Ch-10 Main Verbs and Helping Verbs **Reading Nook: (Read Only)** Ch-6 Limericks by Edward Lear **Writing Skill:** Informal Letter	**The students will be able to** • Read a poem about a river cruise. • Understand and say the main idea. • Draw a scene as described in the poem. • Write an informal letter • Use of adjectives and learn the opposite of some adjectives. • Add *–er, -est, more* and *most* to create comparative and superlative forms of adjectives. • Use degrees of comparison of adjectives in sentences. • Use main verbs and helping verbs in context. • Relate tense with time using helping verbs.	• Draw a scene. • SEA 1 (Prepare a presentation using MS Word) • Informal Letter • Reading Nook	**16**
September	**Revision**			**14**
	TERM-1 Exam			
October	**Literature:**	**The students will be able to**	• Solve a code	**22**

	Ch-8 Pooh Gets into A Tight Place Ch-14 Gul in Space (SEA2) Ch-9 A Bumpy Ride **Grammar:** Ch-11 Has, Have, Had, Do, Did Ch-12 Simple Present and Simple Past **Reading Nook: (Read Only)** Ch-7 Recipe for a Happy Day Ch-8 A Present for Mother	• Solve a code. • Read and appreciate a story. • Read, understand and answer questions. • Recall the chapter and understand its main ideas. • Solve word puzzles. • Read and appreciate a poem about space. • Use have and do as main verbs and helping verbs. • Identify the tenses of the verbs. • Use the simple present and simple past forms in context.	• Discuss the events in the story. • Spoken Skills- Recall and narrate a story. • Solve word puzzles • SEA2 (Role play on planets) • Reading Nook	
November	**Literature:** Ch-9 A Bumpy Ride Ch-10 The Redbud Tree **Grammar:** Ch-13 Adverbs Ch-15 Short Forms **Writing Skill:** Story Writing **Revision:** PT2 Revision	**The students will be able to** • Recall the chapter and understand its main ideas. • Use words related to transportation. • Listen to facts and answer questions • Find the most correct word meanings. • Write a story. • Identify different types of adverbs. • Form adverbs using *–ly.* • Use different adverbs in context. • Use contracted forms in sentences and conversations.	• Spoken Skills- Discuss thematic words related to a car, bus, tractor, or bullock cart. • Draw a flowering tree and write its name in English and your home language.	**21**
	PT – 2			
December	**Literature:** Ch-11 Friends Ch-12 Catch a Falling Star **Grammar:** Ch-14 Prepositions	**The students will be able to**. • Read and understand a story about a meteor shower. • Recall the chapter and understand its main ideas. • Solve the grid puzzle using clues given. • Read a poem about nature as a friend. • Find words by reading their meanings. • Use prepositions in context.	• Spoken Skills- Talk about things friends do for each other. • Discuss the events in the story.	**16**
January	**Literature:** Ch-12 Catch a Falling Star Ch-13 Mini Visits the Atlantic Ocean **Grammar:** Ch-16 Sentences Ch-17 Conjunctions	**The students will be able to** • Think and describe marine life. • Read and understand a story about marine life. • Identify modes of water transport. • Recall the chapter and understand its main ideas. • Create sentences.	• Discuss the events in the story. • Diary Entry • Reading Nook • Picture Composition	**24**

	Writing Skill: Diary Entry Picture Composition **Reading Nook: (Read Only)** Ch-9 Jungle Jamboree Ch-10 Whale in the Sky	• Frame Yes/No questions. • Frame Wh- questions. • Join sentences using joining words.		
February	**Revision**			
March	**Annual Exam**			

MIS INTERNATIONAL SCHOOL BALEWADI

Yearly Planner (2026-27)

Grade: 3 **Subject - Hindi**

Subject Incharge's name: Ms Ranjeeta verma

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**<u>फुलमार्कस</u>** पाठ -१ चिड़िया का घर **<u>व्याकरण</u>** पाठ -१ भाषा और व्याकरण पाठ-२ ध्वनियाँ एवं वर्ण	• मौखिक तथा लेखन कौशल का विकास करना । • हिंदी भाषा की लिपि जानेंगे। • स्वर और व्यंजन के सभी अक्षर जान पाएँगे। • स्वरों और व्यंजन का सही उच्चारण जानेंगे। • चित्र देखकर कविता की पंक्तियाँ लिखना| • वर्ण विच्छेद एवं समान अर्थ वाले शब्द जानेंगे।	• 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 शब्द पूरी सीढ़ी- करना। • वर्ण विच्छेद एवं समान अर्थ वाले शब्द लिखेंगे ।	20
June	पाठ-२ बलवान कौन पाठ-३ स्कूल भी उदास है **<u>व्याकरण :- चित्र वर्णन</u>** पाठ-५ लिंग	• मौखिक तथा लेखन कौशल का विकास करना चित्रों के बारे में बातचीत करेंगे। • प्रश्नों के उत्तर कल्पना पर आधारित घटना • सही विकल्प चुनना, किसने किससे कहा, श्रुतलेख, समानार्थक शब्द, उलटे अर्थ वाले शब्द, लिंग-निर्धारण, संज्ञा	• प्रश्नोत्तर, किसने कहे, (बहुविकल्पीय) घटनाओं को सही क्रम देना, (बहुविकल्पीय), संज्ञा की पहचान। • घमंड न करेंगे। • अपनी ग़लती स्वीकारेगे। भावनात्मक, और विनम्र स्वभाव अपनाएगे। , समझदारी से काम लेंगे।	17

			• प्रकृति के प्रति प्रेम तथा उसकी रक्षा करना, पर्यावरण-संरक्षण के प्रति जागरूकता, वृक्षों का महत्व समझेंगे। • सभी के साथ मधुर व्यवहार रखना, मीठा बोलना, घमंड न करना,मिल-जुलकर रहना, कर्तव्य-बोध होना इन सभी बातों का ध्यान रखेंगे।	
July	**<u>फुलमार्कस</u>** पाठ-४ माँ की सीख पाठ-५ नूतन वर्ष का शुभागमन **<u>व्याकरण</u>** पाठ-६ वचन पाठ-११ विलोम शब्द	• मौखिक तथा लेखन कौशल का विकास करना । • मौखिक तथा लिखित प्रश्नों के उत्तर देना। • सही तथा ग़लत कथन का चुनाव, किसने-किससे कहा, श्रुतलेख • अनुस्वार-अनुनासिक का प्रयोग, • शुद्ध वर्तनी वाले शब्दों की पहचान, सर्वनाम, मुहावरे । • विलोम शब्द, व वर्ण-विच्छेद। • वचन-परिवर्तन	• प्रश्नोत्तर सही और गलत वाक्य पहचानना, • चर्चा करना, माता-पिता के कामों में हाथ बंटाएँगे। • अपनी पसंदीदा सुबह के बारे में लिखेंगे। • शिक्षा तथा मेहनत का महत्व समझेंगे। • परिस्थिति के अनुसार निर्णय लेना सीखेंगे। • सुबह जल्दी उठने की प्रेरणा, प्रकृति-प्रेम, आलस न करना, स्वस्थ जीवन-शैली इन सब बातों को अपनाएँगे।	22

August	**<u>फुलमार्कस</u>** पाठ-६ बादल आए पाठ-७ स्वास्थ्य की खिचड़ी (SEA-1) **<u>व्याकरण</u>** पाठ-४ संज्ञा पाठ-११ पर्यायवाची शब्द	• मौखिक तथा लेखन कौशल का विकास करना । • मौखिक तथा लिखित प्रश्नों के उत्तर देना, • सही तथा ग़लत कथन का चुनाव, • स्वभाव की पहचान, श्रुतलेख, परसर्ग व लगाकर बहुवचन रूप, लिंग-निर्धारण, व समानार्थी शब्द, कारक चिह्नों द्वारा रिक्त स्थानों की पूर्ति। • किसने-किससे कहा, सही कथन का चुनाव, संयुक्त व्यंजन, स-श का प्रयोग, । • नाम शब्दों का परिचय करवाना।	• चार्ट-पेपर पर स्लोगन लिखेंगे और अनुभव को बातचीत, कविता के माध्यम से लिखेंगे। सबसे अधिक - वर्षा वाले क्षेत्र के विषय में जानेगे। • प्रकृति के प्रति प्रेम तथा उसकी रक्षा करना, पर्यावरण-संरक्षण के प्रति जागरूकता, वृक्षों का महत्व समझेंगे। • मनपसंद व्यंजन, व्यायाम की आवश्यकता, उत्तम स्वास्थ्य हेतु आहार संबंधी चार्ट बनाकर, मनपसंद खाद्य-पदार्थों से संबंधित परियोजना तैयार करेंगे। • स्वास्थ्य और स्वच्छता के प्रति सजग रहेंगे। • (SEA-1)पेज ६२ -६३ में बच्चे पौष्टिक भोजन के फ़ायदे और जंक फ़ूड के नुकसान लिखकर कक्षा में बतायेगे।	19
September	पुनरावृति और अर्द्धवार्षिक परीक्षा			19
October	पाठ-८ बगुला भगत **<u>फुलमार्कस</u>** पाठ-९ चुपके से बतलाना	• मौखिक तथा लेखन कौशल का विकास करना । • मौखिक तथा लिखित प्रश्नों के उत्तर देना, सही विकल्प	• बातचीत, बिंदु मिलाकर चित्र - पूरा और रंग भरना तथा कविता पूरी करेंगे। • बिना साचे-समझे निर्णय न लेकर, विवेक से काम लेगें। • खेलबनाना पत्रिका-, किसी प्रतियोगिता के विषय में जानकारी प्राप्त करेगें।	18

	पाठ-१० मजनूँ बंदर आजाद हो गया। **<u>व्याकरण</u>** पाठ-१० विराम चिह्न पाठ-१६ अनुच्छेद	चुनना, हाँ या नहीं में उत्तर देना, श्रुतलेख, संयुक्त तथा द्वित्व व्यंजन, ड-ड़ में अंतर, समानार्थी शब्द, विलोम शब्द। • मौखिक तथा लेखन कौशल का विकास करना । • मौखिक तथा लिखित प्रश्नों के उत्तर देना, सही विकल्प चुनना, तुकवाले शब्द, श्रुतलेख, ड/ड़ लिखकर शब्द पूरा करना, विलोम शब्द, सामान्य क्रिया से मूलधातु अलग करना और उसमें 'कर' जोड़कर पूर्वकालिक क्रिया का निर्माण करना, विशेषण शब्दों की पहचान। • मौखिक तथा लिखित प्रश्नों के उत्तर देना, सही विकल्प चुनना, घटनाओं को क्रम देना, श्रुतलेख, सर्वनाम की पहचान, द्वित्व व्यंजन ।	• पशुओं की विशेषताएँ जानना, खेलों की जानकारी हासिल करेगें। • बातचीत तथा बंदरों की प्रजातियाँ पहचान कर, पाठ से मिले संदेश को पालन करेगें। • जानवरों से प्रेम, पशुभावनाएँ की पक्षियों-, और जीवों पर दया करेगें।	
November	**<u>फुलमार्कस</u>** पाठ-११ हिम्मत का मूल्य **<u>व्याकरण</u>** पाठ-७ सवर्नाम	• मौखिक तथा लेखन कौशल का विकास करना • मौखिक तथा लिखित प्रश्नों के उत्तर देना, पाठांश आधारित प्रश्न, सही तथा गलत • कथन का चुनाव, श्रुतलेख, वर्ण-विच्छेद, वचन-	• कहानी सुनाना, किसी समुद्री जीव की विशेषताओं के विषय में लिखना, जलीय जीवों के चित्र में रंग भरना तथा नाम पता करेगें। • विपत्ति में धैर्य न खोना, समस्याओं का हल ढूँढ़ना, समुद्री जीवों का स्वभाव जानेगे।	18

		परिवर्तन, अनुस्वार तथा अनुनासिक का प्रयोग, विशेषण शब्दों की पहचान। • सर्वनाम शब्द की पहचान		
December	**<u>फुलमार्कस</u>** पाठ-१२ जंगल में ओलंपिक(SEA-2) **<u>व्याकरण</u>** पाठ-९ क्रिया	• मौखिक तथा लिखित प्रश्नों के उत्तर देना, सही विकल्प चुनना, कविता याद करना तथा पंक्तियाँ पूरी करना, श्रुतलेख, समानार्थी शब्द, वर्ग-पहेली ,क्रिया शब्दों का ज्ञान।	• , अपने आदर्श महापुरुष के विषय में अपने विचार साझा करना, स्वतंत्रता सेनानियों को पहचानकर नाम लिखना, राष्ट्रीय प्रतीक । • आज़ादी का महत्व समझना, देश-प्रेम, निडरता, सफलता के लिए संकल्प सहित संघर्ष आवश्यक। (SEA-2) ऑलंपिक के बारे में महात्वपूर्ण जानकारी एकत्रित कर के और यह प्रतियोगिता कब और कहाँ होनेवाली हैबताएँ| ५ रिगों का भी मतलब बताएँ| यह सब जानकारी पुस्तक के पेज ९९(99)पर लिखे| • कविता को बच्चे कंठस्थ करें|	15
January	**<u>फुलमार्कस</u>** पाठ-१३ टीटू और रोबोट पाठ-१४ नेहरू तारामंडल **<u>व्याकरण</u>** पाठ-8 विशेषण पाठ-११ अनेक शब्दों के लिए एक शब्द	• मौखिक तथा लिखित प्रश्नों के उत्तर देना, सही विकल्प चुनना, किसने किससे कहा, श्रुतलेख, संयुक्त तथा द्वित्व व्यंजन, विलोम शब्द, वचन-परिवर्तन, 'र' के रूप, शब्दों के अर्थ, विराम-चिह्न। • मौखिक तथा लिखित प्रश्नों के उत्तर देना, कहानी की घटनाओं को क्रम देना सही विकल्प चुनना, श्रुतलेख, संयुक्त व्यंजन, विशेषता बताने वाले शब्दों का ज्ञान , पर्यायवाची शब्द।	• पाठ को नाट्य उसका तथा रूपांतरण-मंचन, अपने विचार लिखना, मशीन और मानव की तुलना करना, चित्र पूरा करना, रंग भरना तथा विशेषता सूचक शब्दों पर " और 'X' लगाएँगे। • अंतरिक्ष विज्ञान के समझ का विकाश होगा | • खगोलीय घटनाओ का ज्ञान होना \	20
February	Revision			18
March	**Annual Exam**			

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-27)

Grade: 3 **Subject –Marathi**

Subject Incharge's name: Arti Randhe

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	१. आपला राष्ट्रध्वज (कविता)	• राष्ट्रध्वजाची माहिती जाणून घेणे. • कवितेच्या ओळींचा भावार्थ लक्षात घेणे व नवीन शब्द जाणणे.	• पाठांतरासाठी कविता म्हणवून घेणे . • कविता वहीत लिहून घेणे	8
	२. स्वातंत्र्याची किंमत	• स्वातंत्र्याचे महत्त्व समजणे • देशभावना जागृत होणे. • मदतीची संकल्पना समजणे.	• विद्यार्थी एकमेकांना केलेल्या मदतीविषयी सांगतात.	
June	• ३. सूर्याची प्रार्थना	• संकटात प्रार्थना महत्वाची असते. • ऋतूंची ओळख होणे.	• पावसाळा या विषयावर ५ वाक्य लिहीतात.	12
	• अंक १ ते २० • आठवड्याचे वार • समानार्थी व विरुद्धार्थी शब्द	• विद्यार्थी १ ते २० अंक मोजतात. • विद्यार्थी आठवड्याचे वार क्रमाने समजून घेतात. • विद्यार्थ्यांना समानार्थी व विरुद्धार्थी शब्दांचे ज्ञान होते.	• विद्यार्थी सुचणे प्रमाणे अंक ओळखतात आणि लिहतात. • आठवड्याचे वार वहीत लिहतात. • समानार्थी व विरुद्धार्थी शब्द सांगतात.	
		PT-1 Revision		

	४. रक्षाबंधन	• भारतीय सणांची ओळख होणे. • रक्षाबंधनाचा उद्देश समजणे. • भाषा कौशल्याचा विकास होतो.	• विद्यार्थी राखीचे चित्र वहीत रेखाटतात. • विद्यार्थी रक्षाबंधनाविषयीचे आपले अनुभव सांगतात. (SEA-1)	
	५. मधमाशी (कविता)	• नवीन शब्दांचा प्रयोग समजणे. • परिश्रमाचे महत्त्व समजणे. • कवितेचा भावार्थ लक्षात घेणे.	• पाठांतरासाठी कविता म्हणवून घेणे. . • कविता वहीत लिहून घेणे.	
July	६.बचतीचा फायदा	• बचतीचा योग्य वापर कसा करावा आणि वायफळ खर्च न करता बचत करावी.	• दैनंदिन जीवनात विद्यार्थी व्यावहारिक ज्ञानाचे अनुभव घेतात.	12
	• लिंग बदला	• स्त्रीलिंग पुल्लिंग यातील फरक ओळखतात.	• स्त्रीलिंग पुल्लिंग यातील फरक ओळखून शब्द लिहणे.	
August	७. गोंड्याची टोपी • इंग्रजी महिन्यांची नावे	• कोणतीही कृती विचार करूनच करावी. • तत्काळ निर्णय घेऊ नये. • दिलेल्या शब्दापासून वाक्य बनवतात. • अक्षरे ओळखता येणे, शब्द लिहिता येणे.	• पाठाचे वाचन करणे. • विद्यार्थी पाठाचा सारांश स्वत: च्या शब्दात सांगतात. • इंग्रजी महिन्यांची नावे वहीत लिहून घेणे.	
September	• अंक ११ ते ३०	• विद्यार्थी ११ ते ३० अंक वहीत लिहून घेतात	• विद्यार्थी ११ ते ३० अंकाचे वाचन करतात	10
	• एक-अनेक (वचन)	• एक-अनेक वचनातील फरक ओळखतात.	• विद्यार्थी शब्दांना अनुसरून वचन बदलतात	

October	**SEA १** रक्षाबंधन	• भारतीय सणांची ओळख होणे. • रक्षाबंधनाचा उद्देश समजणे.	• विद्यार्थी राखीचे चित्र वहीत रेखाटतात.	12
		Revision TERM-1		
	८. बघ आई आकाशात (कविता)	• निसर्गावर प्रेम करावे ही भावना विद्यार्थ्यांच्या मनात रुजवली. • नवीन शब्दांचा प्रयोग समजणे	• पाठांतरासाठी कविता म्हणवून घेणे . • कविता वहीत लिहून घेणे. • सूर्य उगवला नाही तर .....यावर ५ ओळी लिहा .	
	९. तीन मित्र	• शिष्टाचार जीवनामध्ये अवलंबणे. • लोभीपणा, खोटेपणा या दुष्टाचारापासून दूर राहणे.	• तुमच्या आवडत्या मित्राविषयी चार वाक्ये लिहा आणि चित्र चिकटवा .	
November	१०. कासव आणि नंदा	• अडचणीत असणाऱ्यांना मदत करावी आणि प्राणीमात्रावर दया करावी ही शिकवण देणे . • एक-अनेक वचनातील फरक ओळखतात.	• पुस्तकातील चित्रे पाहून त्याचे वर्णन करा.पशु-पक्षी त्यांच्यावर प्रेम केले तर तेही कृतज्ञता व्यक्त करतात.	10
		PT-2 Revision		
	११. कोणाला काय हवे ? (कविता) • इंद्रधनुष्यातील रंगांची नावे	• प्राणी व पक्षी यांची ओळख,त्यांची आवड निर्माण होणे. • कविता तालासुरात म्हणतात. • रंगांची नावे क्रमाने सांगता येणे.	• कविता तालासुरात म्हणतात. • पाठांतरासाठी कविता म्हणवून घेणे. • कविता वहीत लिहून घेणे. (SEA- 2) • इंद्रधनुष्याचे चित्र काढणे.	
December	१२.निसर्गरम्य माथेरान	• निसर्गरम्य ठिकाणांची लयलूट सोबतच थंड हवेच्या शहराची माहिती देणे.	• थंड हवेच्या पाच शहरांची नावे लिहा .	9

	• अंक ३१ ते ४०	• अंक ३१ ते ४० अंक अक्षरात ओळखतात • विद्यार्थी ३१ ते ४० अंक मोजतात.	• विद्यार्थी सुचणे प्रमाणे अंक ओळखतात आणि लिहतात	
	१३. चतुर कोंबडी	• विचार करून कार्य करावे. • जोडाक्षरे व नवीन शब्द बनवणे. • चित्र पाहून गोष्ट पूर्ण करायला शिकणे.	• मुखवट्यात रंग भरा.प्रत्येक शब्दाच्या शेवटच्या अक्षराने नवीन शब्द बनवा.	
January	१४. थेंब	• पावसाचे महत्व समजणे, दुसऱ्याना मदत करणे. • नवीन शब्दांचा वापर आणि वाक्य प्रयोग करणे.	• कविता ताला सुरात म्हणता येणे,इंद्रधनुष्या विषयी माहिती सांगतात.	10
	• मराठी महिन्यांची नावे	• अक्षरे ओळखता येणे, शब्द लिहिता येणे.	• मराठी महिन्यांची नावे वहीत लिहून घेणे.	
	• नाम (व्याकरण)	• नाम म्हणजे काय? • स्पष्ट करणे. नामाची उदाहरणे सांगतात	• विद्यार्थी व्यक्ती, वस्तू, प्राणी व स्थळ यांची नामे सांगतात.	
	• 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 कोणाला काय हवे ? (कविता)	• कोणाला काय हवे कविता तालासुरात म्हणतात.	कोणाला काय हवे कविता पाठ करणे .वर्गात म्हणवून घेणे	
February	**Revision**			11
March	**Annual Exam**			

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-2027)

Grade: 3 **Subject: ICT**

Subject Incharge's name: Vrushali Haridas

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Ch-1. A Computer System **(PT 1)**	• To make students understand working of a computer. • Input-Process-Output • To make students understand the basic elements of ➢ Computer Hardware & its devices. ➢ Software ➢ Hardware ➢ System Software	**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.	5-6
June	Ch-3. Fun with 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**			

	Ch-2. Introduction to windows 10	• Students learn about the operating system and Windows 10 • To make students understand- ➢ Desktop and its components ➢ Basic operations on desktop ➢ Changing desktop background ➢ Changing Screen saver	**Lab Activity** • Identify application, desktop, software, background and screensaver. **Class Room Activity** • Text book Exercises, Lab Work practical, Worksheet, video.	6-7
August	Ch-5. Word: An introduction **(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 TERM-1**			
October	Ch-4. AI- Natural Language Processing(NLP) **(PT 2)**	• To make students learn about NLP ➢ Uses of NLP ➢ Importance of NLP ➢ Fun examples of NLP ➢ Google Assistant, Alexa and Siri	**Class Room Activity** • Fill in the blanks to change the desktop background. • Text book Exercises, Lab Work practical, Worksheet, video. **Lab Activity** • Autocomplete Fun, Voice typing Activity.	7-8
November (4^{th} week)	**REVISION** **PT-2 Exam**			

November	Ch-6 Styling in Word **(PT 2)** **(SEA-2)**	• To make students learn about following Font Features of MS Word: ➢ Font formatting ➢ Format painter ➢ Page formatting ➢ Page border, page color ➢ Bullets and numbering	**Lab Activity** • Type a paragraph in Word and style the font it as per the given instructions. • Creating a Word document with page formatting • Making list (Bulleted and Numbered) **Class Room Activity** • Text book Exercises, Lab Work practical, and Worksheet.	6-7
December	Ch-7 A Useful Device	• Students will learn about Uses of computer ➢ At School ➢ At Banks ➢ At offices, shops, Railway station, Hotels	**Class Room Activity** • Text book Exercises, Lab Work practical and Worksheet.	
December/ January	Ch-8 Coding with Scratch-First step **(Annual Exam)** **(Term-2 Practical 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. • 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** • Make a project in scratch moving the sprite on stage. • Draw a circle and save the file on Scratch. • Create a project in Scratch 3.0. **Class Room Activity** • Text book Exercises, Lab Work practical and Worksheet.	6-7
February	**Revision**			
March	**Annual Exam**			

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 3 **Subject – Art and Craft**

Subject Incharge'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	**Annual Exam**			

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 3 **Subject: GK**

Subject Incharge's name: Ms Pamela Manna

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	• They are Different • Look Carefully • Plant and Tree Test • Word choice • Where Will You See Them? • Right Thinking • Odd One Out	➢ Students will identify different kinds of plants and animals ➢ Students will be able to find the differences between two identical pictures ➢ Students will be able to play Word Game quiz	• Usage of flashcards. • Interactive sessions with the students.	3
June	• Water World • Protect Our Earth • Once Upon a Time • The Right Word • What's Wrong? • Signs and Symbols • Tree Test	➢ Students will learn how to care for earth ➢ Students will learn about different books, professions ➢ Students will able to identify the story with their pictures ➢ Students will learn about different signs and symbols	• By showing the pictures in the book. • Interactive sessions with the students.	4

July	• Nature Quiz • The Truth about India • Famous Indian Women • 21st Century Quiz • Eat and Speak • On the Move • Music of India	➢ Students will learn to make own questions ➢ Students will know about the famous Indian women ➢ Students will learn about different countries cuisines and main language of that country ➢ Students will learn about famous Indian musicians and instruments	• By showing the pictures in book. • Interactive session with students.	3
August	• Where in India? • Cricket Today • Today's Stars in Sports • Is it True • Insect Information • What Am I? • Spot the Spot • Cartoon and Films	➢ Students will learn about famous Indian monuments and landmarks ➢ Students will learn about famous Indian players and sports of other countries ➢ Students will learn about different cartoon characters and movie names	• By showing the pictures in the book. • Interactive session with the students.	3
September	Revision TERM-I Exam			4
October	• Around the World • Water Transport	➢ Students will learn about famous landmarks and	• Showing the students pictures of tourist places.	3

	• Where Will You Find Them? • Proverbs and Similes • Inventors • About Our Bodies • Holy Places	monuments around the world ➢ Students will learn about different kind of water transport ➢ Students will learn about different Instruments ,machines, Gadgets made or invented by	• Interactive session with students.	
November	• Entertainers of Today • Something in Common • Shape Up • Important Countries • International Leaders • We Need Plants • Name these Creatures	➢ Students will learn about Entertainers of today ➢ Students will know about different shapes ➢ Students will learn about flags with country names ➢ Students will learn about International leaders	• Seeing the flashcard and pictures form book. • Showing the pictures of different famous players.	4
December	• Indian Food Quiz • The First • Things at Home • The Written Word	➢ Students will learn about Indian cuisine's with their state ➢ Students will learn about The Olympics	• Interactive session with students. • Flash cards	3

	• The Olympics • Classical Dances • Prime Ministers Of India	➢ Students will learn about Indian classical dances ➢ Students will learn and identify the Indian Prime Ministers with their pictures		
January	• Great Leaders of India • Important Cities of the World • Habitat • Compu-Sence • Through a Telescope • Covid-19 • Famous Indians • Who's Incharge?	➢ Students will learn about the important cities of the world ➢ Students will learn about spaces and universe ➢ Students will know about the Covid-19 myths and facts ➢ Students will identify the famous Indian personalities with their professions	• Showing pictures and flash cards.	6
February	**Revision**			4
March	**Annual Exam**			

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-27)

Grade: 3 **Subject: Value Education**
Subject Incharge's name: Ms Shraddha Patil

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	1. A Man and His Clothes 2. Helping Others	• Students will understand the importance of neatness and appropriate dressing. • Students will develop empathy and helping behaviour.	• Draw and label appropriate clothes for different occasions. • Share an experience of helping someone.	1
June	3. Don't Get Started	• Students will learn self-control and avoid getting into conflicts.	• Role play on handling anger or avoiding fights.	1
	PT1 Exams			
July	4. United We Stand, Divided We Fall	• Students will understand the importance of unity and teamwork.	• Group activity: Build something together (poster/model).	1
August	5. Being Punctual 6. Crossing Road	• Students will learn the value of time management. • Students will understand basic road safety rules.	• Make a daily timetable. • Demonstration on zebra crossing and signals.	1
September	7. Meditation	• Students will understand the importance of mindfulness and relaxation.	• Practice a short, guided meditation session in class.	1
	TERM-I Exams			

October	8. I Love My Planet	• Students will develop awareness about environmental protection.	• Poster making on “Save Earth” or “Go Green.”	1
November	9. All About Bullying 10. Being Brave	• Students will identify bullying and ways to respond. • Students will develop courage to stand up for themselves and others.	• Discussion on bullying scenarios. • Storytelling: Share a moment when you were brave.	1
	PT2 Exams			
December	11. Friends Forever	• Students will understand the value of friendship and cooperation.	• Write/draw about your best friend and why they matter.	1
January	12. Using a Mobile Phone	• Students will learn responsible and safe use of mobile phones.	• Class discussion on screen time and online safety rules.	1
February	**Annual Exam**			

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 3 **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 • Who does the following tasks? Cooking, cleaning the dishes, washing clothes, cleaning the house and serving food and water etc. **Activity 2:** 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.	8
	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.	**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.	12

		• Identify different types of houses and how to keep them clean. • Identify different types of fabrics and their uses.	**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.	
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. • Make a poster for Road signs. • Design the clothes of your Doll/ superhero by cutting and pasting dresses from old magazines and newspapers.	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	PT1 exams	
	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 grow from seeds.	By dipping the white 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 based on 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.	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 different activities that help us stay clean and healthy.	9

	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 about 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
September	Revision for Half Yearly Exam	Revision of Half Yearly portion	Worksheet, quiz, class tests and oral revision.	
	Half Yearly Exam	Half Yearly Exam	Half Yearly Exam	
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 for 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.	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	PT2	
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 elders to see the forms of water in different stages at different temperatures.	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:** • Understand how the earth revolves around sun. **Activity 2:** • Identify how days and nights are caused on Earth	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	Annual exams	

MIS INTERNATIONAL SCHOOL

Yearly Planner 2026-27

Grades: 3-5 Subject: DANCE

Teachers' name: Ms. Aarushi, Ms.Sayali, Mr. Dattatray, Mr. Aniruddha, Ms. Koyelika, Mr.Swapnil, Ms. Priyanka

Month	Class / Subject	Topic / Course	Activity	Outcome of the Activity
April	3-5 DANCE	**Freestyle dance**	**Exercises, new routine(Magic),stretching.**	1.Learn to process, analyze and respond to sensory information through the language and skills unique to dance. 2. Demonstrate increased movement skills, concentration and physical control in performing movement for artistic expression.
May		**SUMMER**	**BREAK**	
June	3-5 DANCE	Freestyle dance	**Exercises, new routine(Kashmir main song), stretching,hand gestures**	Basic anatomical relationships to the felt sense of the body, including the expressiveness inherent in movement.
July	3-5 DANCE	Freestyle dance	**Exercises, revising previous routine,new routine(naach meri song),stretching**	**Gain proficiency in skills specific to the practice or dance style.**

August	3-5 DANCE	Contemporary dance	**Stretching,exercises,new routine(patriotic song)**	**Be familiar with the history and cultural significance of the practice or dance style.**
September	3-5 DANCE	**Contemporary dance**	**Exercises,stretching, foot work,new routine(yun hi chal rahi)**	**Recognize the basic positions of the torso, arms, and legs and correct body alignment in stillness and in movement for the execution of basic modern dance technique.**
October	3-5 DANCE	**Freestyle dance**	**Exercises,stretching,revising previous,new routine(Earth song)**	**Recognize and identify basic modern dance terminology and translates the terms into movement practice.**
		DEEPAWALI	**VACATION**	
November	3-5 DANCE	**Freestyle Dance**	Exercises,revising previous,new routine(summer high)	**Demonstrates awareness of the positions of the torso, arms, and legs and correct body alignment in stillness and in movement for the execution of intermediate level modern dance technique.**
December	3-5 DANCE	Contemporary dance	**Exercises,revising previous,new routine(Baawra man)**	**Recognize and analyze basic dance steps and choreography.**
		CHRISTMAS	**VACATION**	
January	3-5 DANCE	**Freestyle Dance**	Exercises,revising previous dance,new dance routine(Naina)	**Recognize multiple pedagogical approaches**

				and philosophies within the dance field.
February	3-5 DANCE	**Contemporary Dance**	**Exercises,revising previous dance,new dance routine(zindagi kuch to bata)**	Demonstrate an understanding of performance aesthetic.
March			**FINAL EXAMS FOR**	**GRADE I – II**

MIS INTERNATIONAL SCHOOL Balewadi

Yearly Planner (2026-27)

Grade: 3 **Subject** - Robotics

Subject Incharge's name: Ms. Sweta Jadhav

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**Theory** L1- WHAT IS A ROBOT **Coding** L1 - Fun with Coding	**Theory:** • Define what a robot is in their own words. • Identify different types of robots used in daily life (e.g., industrial, home, educational robots). • Understand that robots are machines that can follow instructions or perform tasks. • Recognize basic parts of a robot (sensors, motors, body, and controller). • Explain how robots help humans in work, entertainment, and learning. **Coding:** • Understand that coding means giving instructions to a computer or robot. • Identify and use simple coding blocks or commands in beginner-friendly coding tools. • Create step-by-step instructions (sequences) to make a character or object move. • Recognize patterns and repetitions in coding (loops) in simple activities.	**Theory Activities:** • What is a robot · How do Robots Work • Parts of a Robot · Where Do We Use Robots • Obstacle Avoider Practical **Practical:** Obstacle Avoider Practical (2 class) **Coding Activities:** • What is Coding? · Stepwise Thinking and Algorithms • Sequencing and Decomposition · Writing Algorithms and Programming • Decision Making and Loops · Activities and Practical's with ScratchJr	4

June	**Coding** L1 - Fun with Coding **Theory** **L2-** THE IPO SYSTEM	**Coding** • Test and correct simple errors in their coding (basic debugging). • Use logical thinking to solve problems in coding tasks. • Work collaboratively with classmates to complete coding challenges. • Express creativity through coding projects like games, stories, or animations. **Theory:** • Understand what the IPO system is and explain it as Input → Process → Output. • Identify examples of input, process, and output in everyday life (like making juice or using a computer). • Recognize how information or data is taken as input in a system.	**Coding:** **Practical A:** Arrange the apples in the correct order from first to last **Practical B:** Arrange the steps for the algorithm "Go To School" **Theory:** • Theory from the book • Kiara's Automatic Doorbell - Practical	4
July	PT1 exams			
	Theory **L2-** THE IPO SYSTEM **Coding:** **L2-** MORE ON CODING	**Theory:** • **Explain how a system processes information** to make it useful. • **Describe the output** that comes from a system after processing. • **Apply the IPO concept** to simple classroom or home activities. **Coding:** • Recall basic coding concepts like sequence, commands, and instructions. • Use coding blocks or commands to create simple programs or animations. • Understand the importance of putting instructions in the correct order (sequence). • Recognize patterns and repetition in coding (loops) and apply them in simple tasks.	Theory: • Kiara's Automatic Doorbell - Practical **Coding:** • Introduction to Blockly and Its Advantages · Getting Started with Blockly Games • Main Blockly Game Elements • Coding with Move Forward, Turn, and Repeat Blocks • Using Loops and Conditionals in Blockly · Exercises and practical's for Blockly Maze • • Completion of Notes **Practical A:** • Move Forward Block	4

August	**Coding:** **L2-** MORE ON CODING **Coding** **L3 –** APPLICATIONS OF ARTIFICIAL INTELLIGENCE	• Test and fix errors in their code (basic debugging). • Apply problem-solving skills to complete coding challenges. • Work collaboratively with classmates to design coding projects. • Create small projects using coding (like a game, story, or moving character). **Coding:** • **Understand basic ideas of AI** Explain in simple words what Artificial Intelligence (AI) is (e.g., "machines that can think and learn like humans"). • **Identify AI in daily life** Recognize common examples of AI such as voice assistants, smart devices, and recommendation systems (like videos or games).	**L2** **Practical B:** More Forward + Turn **L3** **Coding:** • AI theory from the book • Completion of Notes **Practical A:** AI Skill Lab	4
September	Recapitulation **Half yearly exam**			
October	**Coding** **L3 –** APPLICATIONS OF ARTIFICIAL INTELLIGENCE L4 - SMART GADGETS AND SMART HOMES	**L3 Coding:** • . **Explore how AI helps people** Describe how AI is used in areas like healthcare, education, transportation, and entertainment in a simple way **L4 Coding:** **Understand basic concepts** Explain what *smart gadgets* and *smart homes* are in simple words (devices that can connect, think, and help us). **Identify smart devices** Recognize common smart gadgets such as smart lights, smart TVs, voice assistants, and smart watches.	**L3 Coding:** **Practical B:** The Great Race **L4 Coding:** • Theory from the book • Completion of Notes • **Practical A:** Face detection using AI	4

November	**Theory:** **L3 -** EXPLORING AR/VR **Theory:** **L4 -** How the VR Headset Works	**L3 Theory:** **Understand basic concepts** • Explain in simple words what *Augmented Reality (AR)* and *Virtual Reality (VR)* are. • Tell the difference between real and virtual environments. **Identify everyday examples** • Recognize common uses of AR (like filters in apps) and VR (like virtual games or tours). **L4 Theory:** Understand basic concept of VR • Explain in simple words what a VR headset does (helps us see and feel a virtual world). Identify parts of a VR headset • Recognize basic parts such as lenses, screen, straps, and buttons. • to create a real-like experience**.**	**L3** - • theory from the book • Practical: show VR Videos **L4 –** • Theory from the book **Practical:** show VR Videos	4
	PT2 exams			
December	**Theory:** **L4 -** How the VR Headset Works	Understand how it works (basic idea) • Describe that the headset shows 3D images and tracks head movement to create a real-like experience**.** **Coding L5**	• Brainstorming Activities • Brainstorming Activities	3

	Coding: **L5 -** FACE DETECTION - UNDERSTANDING FACES	• Explain in simple words what face detection is (how a computer can find a face in a picture or camera). • Identify key parts of a face such as eyes, nose, mouth, and ears.	**L5-** • Theory from the book	
January	**Coding:** **L5 -** FACE DETECTION - UNDERSTANDING FACES **Coding:** **L6 -** AI TOOLS PROJECTS	• Observe and compare different faces (expressions, features). Draw faces or create fun activities like making different facial expressions **Coding L6** Understand basic idea of AI tools • Explain in simple words what AI tools are (tools that help us learn, create, and solve problems). Identify simple AI tools • Recognize examples of beginner-friendly AI tools (like drawing tools, voice assistants, or simple chat tools).	• Notes Completion **Practical A:** How to match Expressions **L6-** **Project 1:** Manage your pocket money using AI **Project 2:** Help Parrot Paco Learn a New Language	4
February	**Coding:** **L6 -** AI TOOLS PROJECTS	Use AI tools with guidance • Create a small project (drawing, story, or simple task) using an AI tool with teacher support. Follow instructions • Complete step-by-step tasks to use an AI tool for a simple project. Develop creativity • Use AI tools to create pictures, stories, or ideas in a fun and imaginative way.	**Project 3:** Create the music tutorial of the song	3
March	**Annual exam**			

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 3 **Subject: Mathematics**

Subject Incharge's name: MS Pankhuri Bhondele

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**Theme 1-Us and the World** 1 –Numbers up to 10000 **(PT-1 Exam)**	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.	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. Color the numbers- smallest, greatest, successor, and predecessor. 2. Place value brick towers.	12
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.	**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**	12

			Solve the crossword puzzle based on addition.	
	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.	**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.	14
July	**Theme 2- Nature at Play** 4–Shapes and Symmetry **(Half Yearly Exam)**	Students will be able to- • Know corners, sides of various shapes. • Know corners, edges, faces of solid figures. • Understand different patterns and symmetry.	**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.	10
		PT-1 Exams		
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.	**Activity** • Make pattern block plates. • Children will create their own patterns using skip counting.	12
	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).	**Activity** **Group Activity** Make a puzzle of multiplication fact and its answer. **Individual Activity** 1. Make a tree model of the factors given number. 2. Dodging tables	15

		• Multiply 2-digit numbers (without and with carrying over). • Solve Story sums.		
September		**Revision + Term I Exams**		
October	**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. • 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.	**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** Make a chart of division facts.	18
	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** 1. Circle the correct fractions. 2. Color the figures to show the given fractions.	12
November	**Theme 4- Motion, People and Ideas** 8-Money	Students will be able to- • Know how to convert rupees into paise and vice versa. • Count money.	**Activity** **Group Activity** 1. Market game. **Individual Activity**	15

	(Annual Exam)	• 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.	1. Students will prepare a bill for their expenses in a grocery store.	
		PT-2 Exams		
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.	**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.	15
January	**Theme 6-Earth and Sky** 11-Time **(Annual Exam)**	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
	Theme 6-Earth and Sky 12-Data Handling **(Annual Exam))(SEA-2)**	Students will be able to- • Read the pictograph and answer the questions based on it. • Represent data in a tabular form • Interpret bar graphs.	**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?	10

			• 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**			

MIS INTERNATIONAL SCHOOL, Balewadi

Yearly Planner (2026-2027)

Grade: 3 **Subject: Coding**

Subject In charge: Ms. Vrushali H

School_Animation & Game Design

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Introduction to Scratch 3.0 Musical Valley Updated	• Learn about Sound & Music Pallet • Learn to write multiple codes for a single sprite • Learn about control Pallet - Repeat and Wait instruction blocks • Understand the application of x-y coordinates	Session 1 Introduction Scratch Coding and Musical Valley	3
June	Introduction to Block Based Coding through Scratch Programming Identify basic shapes used in Scratch programming (e.g., squares, circles, triangles).	• Concept of Event and Event Handlers • Concept of Random Positioning • Introduction to X-Y Coordinate system • Upload External Sprites and Backdrop	Session 2 Match_The_Shape	3
July	Introduction to the concepts of loops and previously learnt coding and event blocks	• Understand the concept of Forever loop • Introduction to If-else condition • Introduction to Sensing • Focus on understanding the concept of Comparison Operators	Session 3 So_Yummy	3

August	Recall the basic functionalities and tools associated with the Pen Tool.	• Introduction to Pen Module • Concept of Nested Loop • Learn to draw patterns using various geometrical shapes • Operations on Pen Module	Session 4 Paint_The_Art	3
September		Half-yearly exam		
October	Recall the fundamental concepts of Scratch programming, such as event handling, motion blocks, and control blocks. Remember the specific functionalities of blocks like 'when green flag clicked', 'go to random position', 'if-else' statements, and 'broadcast'	• Understand how the 'when green flag clicked' block initializes the game and triggers actions. • Grasp the use of 'glide to random position' for placing the mosquito at different locations on the screen. • Understand the logic behind 'if-else' statements to detect collisions between the cursor (or a swatter) and the mosquito. • Comprehend the purpose of 'broadcast' blocks for signaling events like starting, winning, or losing the game. • Learn how to control the sprite using mouse • Use of multiple costume	Session 5 and 6 • Smash the Musquito • Math_Time	5
November	Recall the fundamental concepts of Scratch programming, including the use of sprites, backdrops, and events. Remember the specific functionalities of Scratch blocks related to sprite movement, backdrop animation, and event handling.	• Grasp the concept of moving the backdrop to simulate motion and create the illusion of the cars moving in a race. • Comprehend the functionality of using keyboard keys to control the movement of sprites and how broadcasting messages triggers specific actions in Scratch.	Session 7 and 8 • Long Race • Buzzer	6
December	Recall the fundamental concepts of Scratch	Grasp the concept of using multiple variables and	Session 9	4

	programming, including variables, operators, and event handling. Remember the specific functionalities of Scratch blocks related to sprite movement and conditional statements.	operators to manage game scores, collisions, and other game mechanics.	Rescue Road Follower	
January	• Recall the fundamental concepts of Scratch programming, including sprite control, event handling, and conditional statements. • Remember specific functionalities of Scratch blocks related to sprite movement, cloning, and backdrop switching.	• Comprehend the use of conditional statements to create win and lose scenarios based on UFO-earth interactions. • Understand the concept of cloning sprites in Scratch, gaining insight into how cloned sprites work and interact within the game environment. • Grasp the significance of multiple background switching to create an immersive gameplay experience.	Session 10 Save the Earth Catch the Robber	4
February	Revision	Revision	Revision	4
March		Annual exam	Annual exam	

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 4 **Subject: English**

Subject Incharge's name: Ms Sushma Duggaraju

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**Literature:** L1. Sabeel's Shell **Grammar:** Recap L. 1. Nouns L. 13. Subject and Predicate **My Reading Nook**	Learners will be able to: • Engage in discussions, wait for their turn to speak, and listen to others carefully. • Developing 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. • L-1 The Trouble with Trouble (Reading only) • L-2 The Town Mouse and His Country Cousin (Reading only)	• Recitation fun • Class discussion • Read and enjoy • Conversation • Dialogue presentation • Grammar game • Quiz time	18
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 a story **My Reading Nook** .	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 • L-3 The Story of Fidgety Philip (Reading only) • L-4 Elle, the Elephant (Reading only)	• Read and comprehend • Vocabulary building • Listen and speak • Let's Play Grammar Activity • How do we compare?	19

July	**Revision- P.T.-1** **Grammar:** L. 2- Articles **My Reading Nook** .	Learners will be able to: • Recapitulate all the lessons • Usage of Articles Differentiate between definite and indefinite articles • L-5 Here is a Silly Poem (Reading only) • L-6 The Raja and the Rice (Reading only)	• Q&A • Grammar	23
	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 **My Reading Nook** .	Learners will be able to: • Understand the difference between Evergreen and Deciduous Trees • Understanding 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. • L-7 The Table and the Chair (Reading only)	• Recitation fun (Speaking Activity) • Game • Class Discussion • Listening and speaking • Vocabulary Building • Poetic device • Exercise • Group discussion	39
Sept.	**Writing Skills:**	**Learners will be able to:**	• Informal Letter	14

	Informal Letter. **Revision** **My Reading Nook** .	• Write an informal letter • Recapitulate the previous knowledge • L-8 Moin Gets a Monster (Reading only)	• Q&A • Grammar	
Oct.	**Literature:** L 8- The Story of Arachne **Grammar:** L 9- Adverbs L 11- Types of Sentences **Writing Skills**: Paragraph Writing	Learners will be able to: • Making anagrams • To develop skills in listening, speaking, reading and writing. • Identifying and using different Adverbs • Identify the three types of sentences • Changing positive sentences into negative and vice-versa • Write a paragraph in their own words.	• Speaking activity • Reading • Group Discussion • Story telling • Recitation fun • Grammar Quiz • PPT • Explanation • Group discussion	15
Nov.	**Literature:** L 9- Someday **Grammar:** L 14- Subject- Verb Agreement **My Reading Nook** .	Learners will be able to: • To develop skills in listening, speaking, reading and writing. • Using suffixes. • Exploring Career Choices • Understanding the connection between subject and verb. • L-9 Boy Scouts Forever (Reading only) • L-10 A Stitch in Time (Reading only)	• Reading • Comprehend • Vocabulary building • Quiz time • Recitation • Grammar game	9
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 **My Reading Nook** .	Learners will be able to: • Read comprehension and learn Analytical Skills • Use conjunctions to join sentences. • Understand what a homophone is and enrich vocabulary • L-11 Flying (Reading only)	• Speaking Activity (Multiple Assessment) • Role Play • Recitation Fun • Grammar Game • Class Discussion	11
	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	19
Feb.	**Writing Skills:** Formal Letter **Revision**	Learners will be able to: • Understand the format of formal letters and write it on their own.	• Formal Letter • Q&A • Grammar	13
March	**Annual Exam**			

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 4 **Subject: Marathi**

Subject Incharge's name: Ms Jyoti Patil

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	1.आला क्षण गेला क्षण (कविता)	• विद्यार्थी वेळेचे सजतात. • गेलेली वेळ परत येत नसते, ते समजतात.	• विद्यार्थीना कविता तालासुरात म्हणायला सांगणे. • नवीन शब्दांचे वाचन.	8
	2. चातुर्य	• लोभ नेहमी वाईट असतो ते समजतात. • परिश्रमानेच यश प्राप्त होते हे शिकतात.	• त्यांच्या आवडीची गोष्ट सांगणे. • लोभ वाईट असतो' गोष्ट सांगणे	
	व्याकरण	• समानार्थी शब्द • विरुद्धार्थी शब्द	• जोड्या लावणे.	
June	३. झेंडा अमुचा (कविता)	• विद्यार्थींना भारतीय असण्याचा अभिमान बाळगतात. • कवितेचा भावार्थ समजतात	**SEA** – पाच विविध देशांची राष्ट्रध्वज जमा करून त्यांची नावे लिहिणे.	
	४. गुरुपौर्णिमा	• गुरूबद्दल आदर भावनेचा विकास होतो. • शब्दांचा वाक्यात उपयोय करतात.	• माझे शिक्षक यावर पाच वाक्य लिहणे. • गुरु शिष्य यांच्या जोड्या लावणे.	
	व्याकरण	• नामाची व्याख्या समजतात. • शब्दसमूहासाठी एक शब्द तयार करतात.	• वाक्यातील नाम ओळखणे. • शब्दसमूहासाठी एक शब्द लिहिणे.	

				12
July	**PT1 exams**			
	५. सरीवर सरी (कविता)	• कवितेचा भावार्थ समजून घेतात. • स्मरणशक्तीचा विकास होतो.	• कविता तालासुरात म्हणणे. • पावसाळा या विषयावर निबंध लिहिणे.	13
	जोडशब्द	• जोडशब्द समजतात. • जोडशब्द लिहिता येतात.	• योग्य जोडशब्द निवडून जोडशब्द पूर्ण करणे.	
	६. मित्राची मदत	• दुसऱ्यांना मदत केल्याने स्वःताला फायदा होतो हे समजतात.	• तुम्ही मित्रांना मदत करता का? वर्गात चर्चा करणे • शब्द कोडे तयार करुन मित्रांची नावे तयार करणे.	
	व्याकरण - सर्वनाम, वर्तमानकाळ	• सर्वनाम ओळख होते. • वर्तमानकाळ समजतात. • योग्य उदाहरणे बनवतात.	• वाक्यातील सर्वनाम ओळखणे. • काळ ओळखणे.	
August	७. आईची शिकवण	• विद्यार्थी मधील सद्‌गुणांचा विकास करणे.	• आईवर आधारित गोष्ट सांगणे. • आई विषयी कविता गायन .	12
	व्याकरण	• अंक – ३१ ते ४० • निबंध लेखन	• अंक ओळखून अक्षरात लिहतील. • दिलेल्या विषयाला अनुसरून निबंध लिहा.	
September	**Revision + Term I Exams**			12
October	८. कोकण भूमी (कविता)	• कवितेचा भाव समजावणे. • नवीन शब्द समजतात.	• आपल्या गावाबद्दलचे वर्णन पाच वाक्यात लिहा.	12

	९. राजा आणि शुद्ध हवा	• वनांचे संवर्धन व उपयोग याची माहिती करून देतात.	• आपला परिसर स्वच्छ ठेवल्याने होणारे फायदे. विचारणे. • झाडांची पाने रंगवून त्यांचे ठसे वहीचे पान अथवा टी-शर्ट वर काढणे.	
	१०. गणेशोत्सव	• भारतातील सणाचे महत्व समजतात. • विविध सण कसे साजरा करतात ते समजतात.	• गणेशोत्सव कसा साजरा करतात ते पाच वाक्यात सांगा.	
	व्याकरण	• भूतकाळ	• काळ ओळखा.	
November	११. उठा, उठा चिऊताई (कविता)	• कष्टाचे महत्व समजतात.	**SEA** – कविता ताला सुरात गायन करणे.	12
	व्याकरण	• अंक – ४१ ते ५०	• अंक ओळखून अक्षरात लिहा.	
	PT2 exams			
December	१२. हत्तीची फजिती	• हुशारीने बलवानाला टक्कर देता येते हे समजतात.	• हत्तीचा मुखवटा (face mask) बनवा. • हत्ती आणि मुंगीची गोष्ट सांगणे.	
	१३. पुणे एक शहर	• महाराष्ट्रातील पर्यटन स्थळे, माहिती करून करतात.	• महाराष्ट्रातील दर्शनीय स्थळांचे चित्रासहीत नावे लिहिणे.	9
	व्याकरण	• काळ – भविष्यकाळ - काळ समजणे. भविष्यकाळातील वाक्यरचना.	• काळ ओळखा.	
January	१४. मला वाटते (कविता)	• विविधतेत एकतेचे महत्व समजावणे.	• कविता ताला सुरात म्हनून घेणे.	13

February		Revision		11
March	**Annual Exams**			

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-27)

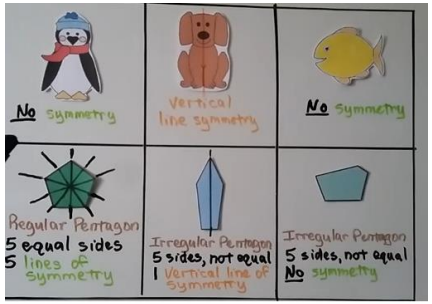
Grade: 4 **Subject: Mathematics**

Subject Incharge's name: Ms. Sweta Aglawe

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**Theme 1-Us and the World** **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.	**Activity** **Group Activity** **Using the given number cards, what is the largest and smallest number that can be formed? Compare both numbers and write its number name.** **For Example:** You are given number cards with digits 3, 5, 1, and 7. a) Form the greatest and the smallest numbers using all the cards. b) Write both numbers in words (number names). c) Compare the numbers using >, <, or =."	14

		● 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 ● 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.	**<u>Individual Activity</u>** Learning new tables Student learn new table in each month. Weekly revision of the tables. **<u>Individual Activity</u>** **Learn quest Fan Activity**- Distributed place value fan to each students and ask them to write the number on the fan and also read the number and find the place value of any digit using fan. **<u>Activity</u>** **<u>Group Activity</u>**	8

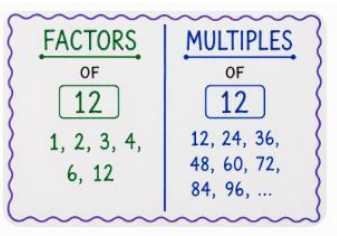
	Theme 1-Us and the World **2. Addition and Subtraction (PT1)**	● Students will be able to check if they have subtracted numbers correctly. ● Students will be able to find the missing digits in a subtraction problem. ● Students will be able to estimate the difference by rounding off the minuend and subtrahend to the nearest 10, 100 and 1,000. ● Students will be able to solve and frame word problems based on subtraction.	Students will be divided into group of 5-6.Each group will choose 6 playing cards. Then they need to form a 6 –digit smallest and greatest number using the numbers and do its addition.	
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.	**<u>Individual Activity</u>** Solve the crossword puzzle based on addition and subtraction.	8
	Theme 2- Nature at Play	● Students will be able to differentiate between open and closed shapes. ● Students will be able to know about polygons (triangle and quadrilaterals) and circle.	**(SEA-1)** **Individual activity** :- Chart making, Bring one shape and a letter of your own choice, one	12

	3. Shapes and Patterns **(SEA-1)**	• 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.	showing line of symmetry and other with no line of symmetry and paste it on a chart paper as shown in the reference image given below. Also you can make the chart more creative by decorating it.  https://youtu.be/e5xgEiH58Ag?si=e_IZQTuNLDZ_ziT4	
July	**Theme 2- Nature at Play** **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 multiples, 100 and its multiples, 1,000 and its multiples).	**Activity** **Group Activity** **Dice Battle** Students play in pairs.	15

		• 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.	Roll two dice → multiply the numbers. Higher product wins the round. Keep score for 10 rounds. **Individual Activity** **Solo Dice Game** Student rolls two dice. Multiplies numbers and records answer. Repeat 10–15 times and find the highest product.	
	Revision	**PT1 EXAM** **Revision (L1 and L2)**		
August	**Theme 3- Our Country**	• Students will be able to divide a 4-digit number by a 1-digit number. • Students will be able to divide by a 2-digit number up to 20	**Activity** **Group Activity**	12

	5. Division	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	**Human Division Groups** Give a number (e.g., 20 students). Call: "Divide into groups of 4." Students quickly form groups. Ask: "How many groups?" (Answer: 5) **Individual Activity** Cut & Paste Match Give a worksheet with mixed questions and answers. Students cut and paste correct matches	
September	**Theme 3- Our Country** **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.	**Activity** **Group Activity** Make a clock using cardboard and ice cream sticks. Make calendar **Individual Activity** Fill in the blanks using calendar.	10

		● 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.	Match the clock with its correct time	
	Revision	**Revision and TERM-I Exam** **Revision (L3 ,4,5 and 6)**		
October	**Theme 4- Motion, People and Ideas** **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.	**SEA 2** **Activity** **Group Activity** Divide chart paper into two parts. At one side Write the factors and on the other side write the multiples. Teacher will give a number to the respective groups. .	12

			Factor and Multiples Wheel  Make a circle with a number in the center. Write factors around it like spokes. Also write multiples of the given number.	
	Theme 4- Motion, People and Ideas **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.	**<u>Activity</u>** **<u>Group Activity</u>** **Multiples Poster Wall**	4

			Each group gets a number (2, 3, 4…). Create a colorful chart of its multiples.	
November	**Theme 4- Motion, People and Ideas** **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.	**Activity** **Group Activity** **Fraction Spinner Game** Spin two numbers: First = numerator Second = denominator Write and draw the fraction. **Individual Activity** **Design Your Own Pizza Fraction**	15

			Students draw a pizza (or cake). Divide it into equal parts and shade fractions like 1/2, 3/8.	
	Revision	**Diwali Vacation/ Revision and PT2 Exam** **(L7,8,9)**		
December	**Theme 5-Nature , Resources and Phenomena** **10. Decimals**	● Differentiate between tenths, hundredths and thousandths. ● Read and write decimal numbers. ● Represent decimals on a number line. ● 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.	To represent decimals on a number line 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	15

			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	**Theme 5-Nature , Resources and Phenomena** **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.		13
	Theme 6-Earth and Sky **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	**Activity** **Group Activity** **Build a Playground Plan** Groups design a playground on chart paper. Include swings, slides, paths, etc.	13

		● 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.	Measure sides of different sections. Calculate: Perimeter (fencing) Area (play space)	
February	**Theme 6-Earth and Sky** **13. Data Handling**	● Representing data in a bar graph using scaling ● Label a bar graph and read the information. ● Interpret information from circle charts.	**<u>Individual Activity</u>** **Time Tracker Journal** Students record daily activities: Wake up time Study time Play time Use the data and create a pictograph	7
February	**Revision**	**Annual Exam – Revision (L 10,11,12,13)**		

March	**Annual Exam**

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-2027)

Grade: 4 **Subject: ICT**

Subject Incharge's name: Ms. Sayali Mandawkar

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	1. Computer-Types and Devices (PT1)	• Learn about different types of computers using effective methods of communication. • Understand the role of input devices, processing device, and output devices in a formal learning classroom environment. • Learn about the data and control flow in detail along with the advantages and limitations of a computer through observation and logical thinking.	• Identify devices with the help of clues. • Perform the following on a computer. (Draw the Data Flow Diagram of the computer in Paint) • Text book exercises, Lab work practical, Worksheet, Videos.	6-7
June	4. Working with Objects in Word (PT1)	• Learn about adding a text box and inserting a WordArt through observation. • Understand how to work with shapes, symbols, and pictures through logical thinking and sensorial perception. • Learn to crop a picture and add a screenshot in a formal learning classroom environment and observation. • Learn to add SmartArt graphics and a watermark for making the document look interesting.	• Write a short essay on the topic Independence day in Word by following the given instructions. • Create Solar System in Word by following the given instructions. • Text book Exercises, Lab Work practical, Worksheet, video.	7-8
	PT-1 (Ch-1,4)			

July	2. Memory and Storage Devices (Half Yearly Exam)	• Learn about computer memory and it is made up of bits & bytes in detail using effective methods of communication. • Understand what is inside a computer and role of each component in a formal learning classroom environment. • Learn computer memory and its sub-division which are primary and secondary memory though observation and logical thinking.	• Create a Word document 'Types of Computer Memory'. Format the document using many formatting features as you save. • Text book Exercises, Lab Work practical, Worksheet, videos.	7
August	3. Exploring Windows 10 (Half Yearly Exam)	• Learn about different methods for arranging Windows using sensorial perception and observational skills. • Understand about the accessories and file explorer with their functions provided by Windows through logical thinking and observation. • Learn about file/folder, its types, and all the operation that can be performed on them in a formal learning classroom environment.	• Open Paint, Word, Notepad, and WordPad. Now arrange these windows side-by-side. • Open File Explorer and perform the following tasks. • Text book Exercises, Lab Work practical, Worksheet, video.	7-8
August / September	5. Exploring Word (Half Yearly Exam)	• Understand how to use find and replace, spelling and grammar, and thesaurus features through logical thinking and observation. • Learn to apply line spacing, paragraph spacing, and indentation in a formal learning classroom environment and observation. • Learn to add headers and footers, insert columns, and print a document through sensorial perception and observation.	• Type a paragraph in Word as given below and perform the following commands. • Text book Exercises, Lab Work practical, Worksheet, video.	7
	Half Yearly Exam (Ch-1,4,2,3,5)			

October	6. AI- Internet of Things (IoT) (PT2)	• Learn about Internet of Things (IoT) in detail using effective methods of communication. • Understand about the basic elements of IoT through observation. • Learn the characteristics of IoT along with the uses of IoT in a formal learning classroom environment.	• Open PowerPoint and make a presentation on “Internet of Things”. Follow the given steps to create the presentation. • Text book Exercises, Lab Work practical, Worksheet, video.	7
October / November	8. Scratch Coding and Games (PT2)	• Learn to change sprites and work with multiple sprites through logical thinking. • Work on how to change, duplicate, and delete a Sprite along with the location of a Sprite and developing the habit of learning. • Understand the coordinate system of Scratch using effective methods and applications. • Learn about Looks block, Events block, and Sensing block through observation.	• Create a new project in scratch and do the following according to given instructions. • Text book Exercises, Lab Work practical, Worksheet, video.	6
	PT2 (Ch-6,8)			
December	7. PowerPoint: An Introduction (Annual Exam)	• Explain the purpose of presentation software using effective communication methods. • Learn to use appropriate layouts according to the requirement through logical thinking and observation. • Create presentation, add text and images to the slide through effective application methods. • Navigate between the slides and develop the habit of learning and application.	• Create a presentation in PowerPoint on ‘Major waterbodies in India’ according to given instructions. • Create a presentation on the topic “Historical Monuments of India” according to given instructions. • Text book Exercises, Lab Work practical, Worksheet, video.	7-8
January	9. The Internet (Annual Exam)	• Define the terminologies related to Internet Network in an effective way of communication. • Use appropriate keywords to collect information through logical thinking. • Label the parts of a browser window through observation.	• Connect to the Internet and open a web browser. Use a search engine to browse the Internet for gathering information on the Mughal Emperors of India. Then, create a PowerPoint presentation.	7

		• Make responsible decision while browsing and develop the habit of learning.	• Collect the information on the given topics, open MS-Word and create tables according to given instructions. • Text book Exercises, Lab Work practical, Worksheet, video.	
February	**Revision**			
March	**Annual exam (Ch-6,7,8,9)**			

Note:

PT-1 Exam includes (Ch-1,4)

Half Yearly Exam includes (Ch-1,4,2,3,5)

PT-2 includes (Ch-6,8)

Annual exam includes (Ch-6,7,8,9)

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-27)

Grade: 4 **Subject: Social Studies**

Subject Incharge's name: Ms.Elisha Dsouza

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. ➢ 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.	• 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. 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.	19
June	L-3 The Physical Features of India (part 1)	The Learner will be able to • The students list the features of the Greater, outer and middle Himalayas.	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	19

	L-4 The Physical Features of India (part 2)	• 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.	(mentioned in 'Did you know?' section on page 36 of SB). Workbook exercises. Locate on a physical map of India – page 55.	
	PT-1			
July	L-5 Local Self Government L-06 The Sultanate Period	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. 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 hierarchy chart of government. Workbook exercises. Make a time line chart. Workbook exercises.	23
August	L-7 The Mughals	The students will be able to • Discuss the reign of Aurangzeb.	Workbook exercises. Have a discussion about the monuments that the students have visited.	19

	L-8 Our Heritage	• 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. • Describe the relationship between the natural environment and cultural practices in their immediate environment • Observe and describe cultural diversity in their immediate environment	Stick pictures of different monuments built by man. Workbook exercises.	
September	**TERM-I**			
October	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

November	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			
December	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. ➢ Identify the methods by which air and water pollution can be reduced.	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

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
February	**Revision**			**19**
March	**Annual Exam**			

MIS INTERNATIONAL SCHOOL,BALEWADI
Yearly Planner (2026-27)

Grade: 4 **Subject – Art and Craft**

Subject Incharge's name: Ms.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	**Annual Exam**			

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 4 **Subject: G.K**

Subject Incharge's name: Sunita Chaudhari

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**Plants and Animals** • Wild Life Quiz • Life in the Ocean **Language and Literature**. • Word Games **The Environment, World and Its People** • Landmark Quiz • Tribes of the World **Science and us.** • Science Today • About Ourselves	Learners will be able to : ➢ Enhance their knowledge about wild birds, animals and ocean creatures. ➢ Gain more information about word. ➢ Learn about Famous Land marks & Tribes in World. ➢ Explore about smart devices and about internet technology ➢ Gain more information about our organs.	Collect the pictures of wild birds & Animals. .	2
June	***Look, Think and Answer** • An Old Painting • Spot The Old One Out *** Culture Sports and Fun** • Celebrating Festivals • Today's Sport Stars	Learners will be able to: ➢ Enhance their knowledge about An Archaeology. ➢ Enhance their knowledge about different festivals of India. ➢ Identify famous Indian sports stars. ➢ Name the Presidents of India.	• Collect more information of different festivals of India. • Collect Picture	2

	*** My India** • President of India • Around India *** Look, Think and Answer** • Brain Teasers • Time to Think	➢ Discover the vast diversity of India and learn about States and Indian cities Famous for what. ➢ Apply their knowledge of Math in day today Life.	of Indian Sports Star.	
July	***Plants and Animals** • Studying Plants • What They can Do *** Language and Literature** • More Word Game • Similar Sounding Words ***Science and us.** • Why Does It Happens? • Let Us Measure ***Plants and Animals** • Is It True • The Insect World	Learners will be able to: ➢ Gain more information of different plants, spices and Animals and what is their Specialty. ➢ Learn various word games and similar sounding words. ➢ Explore about simple experiments, smart devices and TV gadgets. ➢ Enhance their knowledge about different Birds, Animal & Insects.		2
Aug.	*** Culture Sports and Fun** • Sports Rounds-Up • The Magic of Music *** My India** • States Of India • Dances of India ***The Environment, World and Its People.** • Long Ago, Far Away • Quiz on Religion *** Language and Literature**	.Learners will be able to: ➢ Enhance their knowledge about Sports for different age groups, Musicians & Musical Instruments Magic. ➢ Learn more about traditional Dance Forms of India & Different states famous People, places, Foods, Clothes & Languages. ➢ Enhance their knowledge about different legendary leaders around the world ➢ Learn more about different Religions and their Leaders.	• Read any book of your favorite's author.	2

	• Book And Authors • Fun With Words	➢ Know Books, Their Authors and Pen names of them. ➢ Solve crosswords Puzzles.		
Sept	Revision Term-I			
Oct.	*** Look, Think and Answer** • Sudoku Can Help You *** My India** • Other Names Of Famous People • Famous Families *** Plants and Animals** • Animal Behavior *** The Environment, World and Its People.** • Food From Around The World • Environment Alert	Learners will be able to: ➢ To solve Sudoku Puzzles. ➢ Enhance their knowledge about different legendary Personalities of India and their nickname or Title given by others & Famous Families. ➢ Know more about Animal Behavior ➢ Identify famous food dishes in World. ➢ Know more about environment & their alert.	• Collect Pictures of different legendary leaders around the world.	2

Nov.	*** Culture Sports and Fun** • Clothes Of The World • Fitness and Fun *** Science and us.** • About Our Bodies • Super Scientist *** Language and Literature** • Playing With World • Put Some Color in Your Speech ***The Environment, World and its People.** • Places in the News • Map Mix-Up	Learners will be able to: ➢ Learn more about the Clothes of the world. ➢ Enhance their knowledge about adventure sports and some famous sports stars. ➢ Learn more about our body parts & functioning. ➢ Know more about Scientist & their invention. ➢ To solve crosswords puzzles. ➢ Use colors & phrases in speech. ➢ See current News to know more about world.	Watch daily 20 min News.	2
Dec.	*** My India** • Tour Of India • India Today *** Culture Sports and Fun** • On Stage • Sports World *** Science and us.** • Name The Materials • Computers Connect People *** The Environment, World and its People.** • Capitals	Learners will be able to: ➢ Know more about Different famous Monuments of India and India Today. ➢ Learn and know more about Theatre and related things to it. ➢ Know words & Phrases used in different Games. ➢ Name the materials used to make things. ➢ Identify Indian food dishes ingredients. ➢ Name the words used for computer.	Prepare any simple Food dish at home & enjoy with Family.	2

		➢ Know more about Capitals of different Countries their Flags and currency.		
Jan.	*** Look, Think and Answer** • Different Views *** Plants and Animals** • Trees Our Friends Indeed • They are Different *** The Environment, World and its People.** • Protect The Earth • Countries of the World *** Science and us.** • Covid - 19	Learners will be able to: ▪ Understand different Views of Office block. ➢ Know about Plants & their Uses. ➢ Learn Specials Features of these animals which make them different from their species. ➢ Learn to protect our Earth ➢ Learn more about different counties their Symbols, Landmarks, Capitals & Continents in which they are. ➢ Learn more about Covid-19 Pandemic.	Observe animal around you and note their special features.	2
Feb	**Revision**			
March	**Annual Examination**			

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-27)

Grade: 4 **Subject: Value Education**

Subject Incharge's name: Ms Sunita Chaudhari

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	1. The Grandmother's Doll 2. Showing That You Care	Students will understand the value of emotions and attachment. • Students will learn to express care and concern for others.	• Story discussion with reflection questions. • Write/draw one way you show care at home/school.	1
June	3. Brave Hearts and Deeds	• Students will identify acts of bravery and moral courage.	Share a real-life or story-based example of bravery.	1
PT1 Exams				
July	4. Being Happy 5. Face Your Fears	• Students will explore ways to stay positive. • Students will learn to identify and manage fears.	• Happiness jar activity. • Draw/write about a fear and how to overcome it.	1
August	6. Are Your Teeth Safe	• Students will understand dental hygiene practices.	• Demonstration on brushing techniques.	1
September		**Revision + TERM-I Exams**		

October	7. Team Spirit 8. Dinner with Family	• Students will learn the importance of teamwork • Students will understand the importance of family bonding and etiquette.	• Group task/game promoting teamwork • Role play: Family dinner conversation.	1
November	9. Take Care of Your Health	• Students will learn habits for maintaining physical and mental health.	• Make a “Healthy Me” routine chart.	1
December	10. A Man with a Lantern	• Students will understand values like honesty, guidance, and helping others.	• Story narration followed by value-based questions.	1
January	11. Amir Sleeps Late	• Students will understand the importance of discipline and time management.	• • Create a daily routine timetable.	1
February	12. A Play on Child Abuse	• Students will develop awareness about personal safety and trusted adults.	• Guided role plays on “safe and unsafe situations” (handled sensitively).	
March	**Annual Examination**			

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-27)

Grade: 4 **Subject: Value Education**

Subject Incharge's name: Ms Sunita Chaudhari

Month	Course Description	Learning Outcomes	Activities
April	1. The Grandmother's Doll 2. Showing That You Care	• Students will understand the value of emotions and attachment. • Students will learn to express care and concern for others.	• Story discussion with reflection questions. • Write/draw one way you show care at home/school.
June	3. Brave Hearts and Deeds	• Students will identify acts of bravery and moral courage.	Share a real-life or story-based example of
	PT1 Exams		
July	4. Being Happy 5. Face Your Fears	• Students will explore ways to stay positive. • Students will learn to identify and manage fears.	• Happiness jar activity. • Draw/write about a fear and how to overc
August	6. Are Your Teeth Safe	• Students will understand dental hygiene practices.	• Demonstration on brushing techniques.
September		**Revision + TERM-I Exams**	

October	7. Team Spirit 8. Dinner with Family	• Students will learn the importance of teamwork • Students will understand the importance of family bonding and etiquette.	• Group task/game promoting teamwork • Role play: Family dinner conversation.
November	9. Take Care of Your Health	• Students will learn habits for maintaining physical and mental health.	• Make a “Healthy Me” routine chart.
December	10. A Man with a Lantern	• Students will understand values like honesty, guidance, and helping others.	• Story narration followed by value-base questions.
January	11. Amir Sleeps Late	• Students will understand the importance of discipline and time management.	• • Create a daily routine timetable.
February	12. A Play on Child Abuse	• Students will develop awareness about personal safety and trusted adults.	• Guided role plays on “safe and unsaf situations” (handled sensitively).
March	**Annual Examination**		

MIS INTERNATIONAL SCHOOL, Balewadi

Yearly Planner (2026-27)

Grade: IV

Subject Incharge name: Gauri Joshi **Subject** – Science

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Theme 1 Ch1 – Food: Cooking and Preservation **(SEA 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. **SEA 1 Activity**- Students will draw food pyramid and paste pictures required to complete the same. They will plan the meals for a day to set a balanced diet.	12
	Ch2- Our Clothes **(PT 1)**	The learners will be able to ● Understand the process of making fabric from fibres. ● Understand some traditional designs on clothes.	**Activity-** Choose any type of design on cloth and write a few sentences about it.	10

		● Learn about types of fibers used for making clothes. ● Understand how to take care of clothes.		
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.	**<u>Activity-</u>** Make a chart showing the arrangement of molecules in solids / liquids / gases along with some objects as examples.	10
	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. ● Understand the process of germination. ● Leant to list different ways of dispersal of seeds**.**	Activity- Show different parts of flower and explain role of it. Teacher can show variety of flowers. Activity- Show the process of germination by using bean seeds.	9
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.	11

	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. ● Understand the different ways in which animals take care of their young ones. ● Understand the interdependence between animals.	**Activity:** Classification of animals on the basis of the reproductive system. Children will make a chart by sticking pictures.	11
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. ● Understand simple machines, their types and their importance in our daily life. ● Learn about energy and its types.	**Activity-** Make a collage of simple machines and write few lines on them.	12
November	Ch9- Weather **(PT 2)**	The learners will be able to ● Understand how the sun affects the change in weather.	**Activity-**	10

			Make a collage of simple machines and write few lines on them.	
November	Ch13- Pollution **(SEA-2) (FYE)**	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.	**Activity-** **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.	11
December	Ch10- Air and Atmosphere **(FYE)**	The learners will be able to ● 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.	**Activity-** Make a well labelled model of water cycle.	10
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.	**Activity-** Make a chart showing the arrangement of molecules in solids / liquids / gases along with some objects as examples.	15

		● Understand how to describe different ways of separating impurities from water. ● Understand the process of purification of water.		
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. ● Understand soil erosion ● Learn how to conserve soil from erosion.	**<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 erosion and present it on a chart. (Roll no 21-40)	12
March	Final / Annual Exams			

MIS INTERNATIONAL SCHOOL, Balewadi

Yearly Planner (2026-27)

Grade: 4 Subjects: Hindi

Name: Samiksha Meshram

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	पाठमाला: १. मुझको तुम अच्छी लगती हो (कवता) व्याकरण: 1. भाषा और व्याकरण 2.वर्ण-वचार	• कवता को लखने का उद्देश्य जानेगें । • बच्चे कृतज्ञता को जानेगें । • कवता का सार जानेगें। • जीवन में हवा का महत्व जानेगें । • भाषा के मौखक और लखत रूप का ज्ञान । • स्वर और व्यंजन की जानकारी	• कवता-गायन करना। • कवता लेखन करना| • कवता का सार बताना। • समानार्थक शब्द , तुकबंदी का अभ्यास • वर्ण-वच्छेद करना ।	18

June	पाठमाला: २. भीतरी ताकत (घटना वर्णन) व्याकरण: वलोम शब्द	• धैर्य और हिम्मत बनाए रखना जानेंगे। • चुनौती का सामना करना। • सहायता करना। • परिश्रम करना। • सकारात्मकता की सोच अपनाना।	• मुहावरों का प्रयोग करेंगे| • आप बीती सुनाना । • वलोम शब्द का वाक्य में प्रयोग करना।	17
	पाठमाला: ३. डायरी जी नमस्ते (डायरी) व्याकरण: चत्र वर्णन अपठित गद्यांश	• आत्म नियंत्रण सीखना • सभी धर्मों के प्रति आदर का भाव • आपसी संबंध बढ़ाना • परोपकार की भावना का वकास • सेवा-भाव का महत्त्व समझना	• मुहावरों का वाक्य में प्रयोग करना • संज्ञा एवं सर्वनाम शब्दों का वाक्य में प्रयोग करना • चत्र वर्णन करना • डायरी-वधा से परिचय • संयुक्त व्यंजन का परिचय	

July	पाठमाला पाठ ४- दो फूल (कहानी) व्याकरण: संज्ञा	• संज्ञा शब्दों की जानकारी लेना • संज्ञा शब्दों का वाक्यों में प्रयोग करना	SEA-1 छात्र कन्ही २ फूलों का हिंदी में सचत्र वर्णन करेंगे ।	22
	पाठमाला ५ स्वछता की मसाल मावलन्नांग (पर्यावरण संबधी लेख) व्याकरण: लंग	• स्वच्छता का महत्तव समझाना • स्वच्छता के प्रति जागरूक होना • स्वस्थ जीवन-शैली को अपनाना • प्रकृति का सौदर्य-बोध का वर्णन • सकारात्मक सोच का वकास करना।	• वाचन-लेखन कौशल का वकास • पर्यायवाची शब्द का प्रयोग करना • की /क में अंतर का प्रयोग करना • वश्लेषणात्मक कौशल का वकास होगा • लंग परिवर्तन करना	
August	पाठमाला	• कवता को लखने का उद्देश्य जानेगें।	• नए शब्दों के अर्थ और वाक्य में प्रयोग करना • वशेषण शब्दों से वाक्य	19

	६. खेल-खेल में (कवता) व्याकरण पर्यायवाची शब्द	• आगे बढ़ने, मेहनत करने की प्रेरणा। • खेलों की आवश्यकता। • खेल भावना जगाएंगे । • क्रया शब्दों का वाक्य में प्रयोग करेंगे । • पर्यायवाची शब्दों का ज्ञान	लखना • संयुक्त व्यंजन से शब्द लखना • 'मुहावरों ' का वाक्य में प्रयोग करना • लय के साथ कवता पाठ करेंगे।	
	पाठ ७: कच्छ का रण उत्सव (लेख) व्याकरण: वचन अनुच्छेद लेखन	• पाठ के मूल भाव तथा उसमें निहित जीवन-मूल्यों का ज्ञान । • सांस्कृतिक मूल्यों का वकास करना| • गुजरात की संस्कृति का ज्ञान | • पर्यटन का आनंद • सामाजिकताएवं राष्ट्रीयता की भावना का वकास	• अनुच्छेद लेखन करना • वचन शब्दों का प्रयोग • पर्यटन के महत्त्व पर चर्चा करना । • गुजरात के अन्य पर्यटक स्थानों के बारें जानकारी देना | • वचन परिवर्तन करना । • अनुच्छेद लेखन करना ।	
September	पुनरवृत्त और अर्धवार्षक परीक्षा			19

October	पाठमाला पाठ ८ सुप्रया (एकांकी) व्याकरण: सर्वनाम	• दूसरों का दुख समझना • सहायता के लए तत्पर रहना • सकारात्मक सोच • मल-जुलकर काम करना । • परस्पर प्रेम भाव रखना • शुद्ध उच्चारण करेंगे ।	• उत्तम संस्कार सम्बंधी अपने उपायो को साझा करना। • महपुरुषों के सम्बंध में जानकारियाँ देना । • सर्वनाम शब्दों का प्रयोग	18
	पाठमाला पाठ ९ गुलाबी नगरी (ई-मेल) पाठ-१० दादा जी की चौपाल (वज्ञान कथा) व्याकरण: वराम चह्न	• वैज्ञानिक मूल्य अपनाना • तर्कपूर्ण सोच का वकास तथा सामजिकता • बच्चे सामाजिक, आत्मीय बनेंगे । • वराम चह्नों को जानना ।	SEA२- भारत के वभन्न राज्यों के पर्यटक स्थलों का चार्ट में प्रदर्शन करना। • वर्ण-वच्छेद कीजानकारी • मुहावरों का प्रयोग करेंगे। • पढ़ी हुई सामग्री व निजी अनुभव को जोड़कर वचारों की अभव्यक्ति	

November	पाठमाला पाठ ११ आनंद का त्योहार (वार्तालाप) व्याकरण: वाक्यांशों के लए एक शब्द	• बड़ों का आदर • सहयोग करना • मलकर उत्सव मनाना • त्योहारों का महत्व • संस्कृति की जानकारी • सामाजिकता एवं एकता की भावना को बल • वाक्यांशों के लए एक शब्द का प्रयोग सीखना	• पाठ का शुद्ध उच्चारण के साथ पठन • त्योहार के चत्र पहचानकर नाम बताना • पात्रों की भावनाएँ लखना • उपहार का महत्व बताना • पोंगल से संबधत कोलम को बनाकर रंग भरना	18

December	पाठमाला पाठ १२ : औरों के लए जीओ)प्रेरक प्रसंग (व्याकरण: मुहावरें	• सकारात्मक सोच का वकास करना • पाठ में निहित जीवन मूल्यों को अपनाएँगे • सबको समान समझना • परिश्रम और सहनशीलता का वकास • क्रया शब्दों का सही प्रयोग करेंगे। • मुहावरों का प्रग्योग करेंगे	• वर्ण वच्छेद का अभ्यास करना • परोपकार पर चर्चा करना • शुद्ध उच्चारण और हावभाव के साथ पठन • 'र' के रूप लखाना • संज्ञा की पहचानना	15
January	पाठमाला	• मधुर व्यवहार के बारे	• शुद्ध उच्चारण के साथ	20

	पाठ १३ कायांतरण (कहानी) व्याकरण: वशेषण	में जानना • सूझ-बूझ , सहृदयता का ज्ञान • मनुष्यता के बारे में समझना • बच्चे सामाजिक, आत्मीय बनेंगे । • वशेषण शब्दों की जानकारी	पठन • अनेकार्थी शब्दों का परिचय • सर्वनाम शब्दों का परिचय • पढ़ी हुई सामग्री व निजी अनुभव को जोड़कर वचारों की अभव्यक्ति • अपने पताजी के बारे में अनुच्छेद लखेंगे	
	पाठमाला पाठ १४ :गौरैया से (कवता) व्याकरण: क्रया तथा काल	• कवता का सार जानेगें । • निडरता, समझदारी तथा आत्मवश्वास को जानना • पशु-पक्षयों से प्रेम करना • सकारात्मक सोच, अनवरत प्रयास का अभ्यास	• कवता लेखन • समान तुक वाले शब्दों की पहचान • लय के साथ शुद्ध • पर्यायवाची शब्द का सही प्रयोग करना	
February		Revision		18
March		Annual Exam		9

MIS INTERNATIONAL SCHOOL, Balewadi

Yearly Planner (2026-2027)

Grade: 4 **Subject: Coding**

Subject In charge: Ms. Sayali Mandawkar

School_Animation & Game Design-1_12

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Introduction to Scratch 3.0 Musical Valley_BT Updated	• Learn about Sound & Music Pallet • Learn to write multiple codes for a single sprite • Learn about control Pallet - Repeat and Wait instruction blocks • Understand the application of x-y coordinates	Session 1 Introduction Scratch Coding and Musical Valley_BT	3
June	Introduction to Block Based Coding through Scratch Programming Identify basic shapes used in Scratch programming (e.g., squares, circles, triangles).	• Concept of Event and Event Handlers • Concept of Random Positioning • Introduction to X-Y Coordinate system • Upload External Sprites and Backdrop	Session 2 Match_The_Shape_BT	3
July	Introduction to the concepts of loops and previously learnt coding and event blocks	• Understand the concept of Forever loop • Introduction to If-else condition • Introduction to Sensing • Focus on understanding the concept of Comparison Operators	Session 3 So_Yummy	3

August	In this project, student will learn to make program to create different patterns using pen module (turtle module).Every time a key is pressed, sprite will draw a different pattern.	• Introduction to Pen Module • Concept of Nested Loop • Learn to draw patterns using various geometrical shapes • Operations on Pen Module	Session 4 Paint_The_Art	3
September		Half-yearly exam		
October	- Introduction : Believe it or not, mosquitoes could be considered one of the most dangerous insects on Earth! They are responsible for more human death than any other living creature as they carry some serious diseases. Malaria, yellow fever and dengue fever are all deadly diseases that are transmitted by the mosquito. - So, in this activity we are going to kill the mosquito whenever you click on the mosquito sprite.	• Understand how the 'when green flag clicked' block initializes the game and triggers actions. • Grasp the use of 'glide to random position' for placing the mosquito at different locations on the screen. • Understand the logic behind 'if-else' statements to detect collisions between the cursor (or a swatter) and the mosquito. • Comprehend the purpose of 'broadcast' blocks for signaling events like starting, winning, or losing the game. - Learn how to control the sprite using mouse • Use of multiple costume	Session 5 Smash the Mosquito	4
November	Session 6 Introduction : -This project is based on a race game One sprite will be on a race game - Player sprite will ask arithmetic equation based question, which if answered correct will make the sprite forward - Whichever sprite reaches the finish line first will be the winner Session 7	• Understand the purpose and usage of conditional loops in Scratch programming. • Grasp how to join different data types (e.g., strings and numbers) to create and display questions. • Comprehend the role of the random module to generate random arithmetic questions. • Understand how arithmetic operators (+, - , *, /) work within Scratch programming for creating questions. • Grasp the concept of moving the backdrop to simulate motion and create the illusion of the cars moving in a race.	Session 6 Math Time Session 7 Long Race	4

	- It's a race game between 2 cars, it will start with Go button. - As the game start, backdrop will start moving as if like the cars are actually moving. - To control cars, different keys are used and whichever cars touches the finish line first, that will be the winner.	• -Comprehend the functionality of using keyboard keys to control the movement of sprites and how broadcasting messages triggers specific actions in Scratch.		
December	Session 8 - A maze is a path or collection of paths, typically from an entrance to a goal. The word is used to refer both to branching tour puzzles through which the solver must find a route, and to simpler non-branching ("unicursal") patterns that lead unambiguously through a convoluted. Session 9 - Rescue game is about collecting hearts to win. - If you collect boxes, you will lose your score. So, avoid boxes and the edges to win the game. - Space key is used to control the helicopter move up and down.	• Understand how to create and customize backdrops in Scratch, gaining insight into visual design and creating a maze-like environment. • Grasp the concept of control commands ('if', 'else') and conditions in programming, understanding how these control structures affect the flow of the program. • Grasp the concept of using multiple variables and operators to manage game scores, collisions, and other game mechanics.	Session 8 Buzzer Session 9 Rescue	4
January	Session 10 - In this activity, une car will work like a line follower robot. - The Line Follower Robot is a basic robot that follows a specific path indicated by a line. - If touches the side edges, will take turn accordingly. Session 11	• Understand the logic required for line-following behavior in the car, comprehending how conditional statements and sensing can be used to follow a specific path indicated by a line. • Grasp the concept of turning cars left or right based on encountering side edges, understanding the implementation of conditional statements for this purpose.	Session 10 Road Follower Session 11 Save the Earth	4

	- In this game, we have to save the earth from the UFO attack by shooting with the rocket - If the UFO reaches the earth first, then it will destroy the earth. - If the rocket saves the earth, then earth will be living happily after.	• Comprehend the use of conditional statements to create win and lose scenarios based on UFO-earth interactions. • Understand the concept of cloning sprites in Scratch, gaining insight into how cloned sprites work and interact within the game environment. • Grasp the significance of multiple background switching to create an immersive gameplay experience.		
February	- In this project, we have code the robber sprite in such a way that it has to hide behind the object and should appear for some time and go to a random place. - You must catch the robber by click on him, if you catch him, you will get I score.	• Learn x-y coordinate • Learn the use of looks palate • Understand the use of "MYBLOCK" • Learn to design your own backdrop	Session 12 Catch the Robber	4
March		Annual exam	Annual exam	

MIS INTERNATIONAL SCHOOL

Yearly Planner 2026 - 2027

Grade: 1 - 4 **Subject:** Physical Education

Teacher's name: Mr. Imran, Mr. Niraj, Mr. Akshay, Mr.Ganesh and Ms. Pallavi, MsYogita, Ms. Dharmraj

Month	Class / Subject	Topic / Course	Activity	Outcome of the Activity
April	1– 4 PHYSICAL EDUCATION	Basic Movement & Motor Skills	• Running Games: Tag, Red Light-Green Light, Musical Chairs • Jumping & Hopping: Hopscotch, Frog Jumps, Skipping Rope • Balancing Drills: Walking on a Line, One-Leg Stand	• Develops coordination, balance, agility, and spatial awareness
May		**SUMMER**	**BREAK**	**GRADE I - IV**
June	1– 4 PHYSICAL EDUCATION	Fitness & Wellness	• Stretching & Yoga: Animal Poses, Breathing Exercises • Basic Aerobic Exercises: Jumping Jacks, Arm Circles	• Promotes flexibility, relaxation, and overall fitness
July	1– 4 PHYSICAL EDUCATION	Throwing, Catching & Kicking	• Bean Bag Toss, Target Throwing, Ball Rolling Games	• Improves hand-eye coordination and reaction time
August	1– 4 PHYSICAL EDUCATION	Fun & Team Games	• Relay Races: Simple baton passing, Hurdle Races • Tug of War, Tunnel Ball, Duck-Duck-Goose	• Enhances teamwork, social skills, and confidence
September	1– 4 PHYSICAL EDUCATION	Mini Kho-Kho	• Basic chasing & dodging drills	• Builds speed, quick thinking, and teamwork

October	1– 4 PHYSICAL EDUCATION	Fun Traditional Games	• Lagori (Seven Stones), Gilli Danda, Sack Race, Three-Legged Race	• Keeps students engaged while enhancing balance, coordination, and reflexes
November	1– 4 PHYSICAL EDUCATION	Personal Fitness Planning	• Fitness Test (pre assessment)	• Awareness of personal fitness Increased levels, development of individualized workout plans.
		DEEPAWALI	**VACATION**	**GRADE I - IV**
December	1– 4 PHYSICAL EDUCATION	Mini Kabaddi	• Simple tagging and raiding techniques	• Develops agility, defensive skills, and strategy
		CHRISTMAS	**VACATION**	**GRADE I - IV**
January	1– 4 PHYSICAL EDUCATION	Rhythmic & Dance Movements	• Basic Dance Steps, Clapping Rhythms, Movement to Music	• Enhances rhythm, coordination, and self-expression
February	1– 4 PHYSICAL EDUCATION	Personal Fitness Planning	• Fitness Test (post assessment)	• Awareness of personal fitness Increased levels, development of individualized workout plans.
March		**EXAM**	**FINAL EXAMS**	**GRADE I - IV**

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 5 **Subject: English**

Subject Incharge's name: Ms. Devaki

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**Literature:** L1. Trickster Traits (Poem) L2. Children of the Digital Age **Grammar:** 1.Noun 3.Singular and Plural 4.Articles Reading **Reading Nook: (Read Only)** L-1 The First Tooth L-2 The Camel's Complaint L-3 Toad's Adventure	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. ● Identify the figures of speech - simile ● Understand digital literacy ● Digital tools for learning ● Identify types of nouns ● Identifying singular and plural forms and changing them. ● Using Articles in context	• Recitation fun • Class discussion • Read and enjoy • Conversation • Dialogue presentation • Grammar game • Quiz time	19

June	**Literature:** L4. The Tiger Who Wore White Gloves L5. The Turtle Story **Grammar:** 19. Preposition 5. Pronoun 6. Reflexive Pronoun **Writing Skills:** Email Writing **<u>Reading Nook: (Read Only)</u>** L-4 A Festival of Frogs	Learners will be able to: • Replacing nouns with pronouns • Using reflexive pronouns • Write email formal or informal • To develop the skills of listening, speaking, reading and writing. • To inculcate an interest and understanding of different kinds of poetry • To be able to think on global issues like preservation of wildlife. • Identify the figures of speech - Personification	• Read and comprehend • Vocabulary building • Listen and speak • Let's Play grammar activity • How do we compare?	20
July	**Literature:** L3. The Diary of a Pet Stinkbug (SEA) L6. Finding Birbal **Grammar:** 7.Adjectives 8.Adjectives for Comparison 9. Interrogative Pronoun, Adjective 13.Phrasal Verbs **<u>Reading Nook: (Read Only)</u>** L-5 Anansi and the Snake	Learners will be able to: • talk about an imaginary situation. make oral presentations • Make a comic strip • To develop the skill of storytelling. • Identifying Adjectives, Using degrees of adjectives • Distinguish between Interrogative pronouns and interrogative adjectives • Identifying phrasal verbs and using them in context	• Class Discussion • Listening and speaking • Let's Play grammar activity • Create comic strip • Read aloud	20
	SEA 1	Creating a 4-5 panel comic strip imagining that insects can speak and have feelings like humans. (L3. The Diary of a Pet Stinkbug)		

Aug.	**Literature:** L7. The Women in Blue **Grammar:** 15. Simple Present and Simple Past 16. Present Continuous and Past Continuous **Writing skills:** Dialogue Writing **<u>Reading Nook: (Read Only)</u>** L-6 The Boy Who Couldn't Wait L-7 The Red Fairy	Learners will be able to: • To develop the skills of listening, speaking, reading and writing. • To develop the skill of storytelling. • Identify the figures of speech - Onomatopoeia • Identifying tense systems • Identifying tense forms and using two tense forms • Identifying 2 tense forms • To write a well-structured dialogue effectively, creatively.	• Recitation fun (Speaking Activity) • Game • Class Discussion • Listening and speaking • Vocabulary Building • Exercise • Group discussion • Grammar Game	19
Sept.	**Revision**			
Oct.	**Literature:** L8. Telephones: Bell to Cell L9. Marching to Freedom **Grammar:** 17. Future Time Presentation 20 Conjunction **Writing skills:** Notice Writing **<u>Reading Nook: (Read Only)</u>** L-8 Trains L-9 On the Way to the Wizard	Learners will be able to: • To inculcate an interest in science fiction • To develop the skill of storytelling. • Identifying future tense • To develop identifying conjunctions and effective and appropriate use of conjunction. • Writing notice on the given topic	• Loud reading activity • Reading • Group Discussion • Story telling • Grammar Quiz • PPT • Explanation • Group discussion • Creative skills	20
Nov.	**Literature:** L10. Geography Lesson **Grammar:** 10.Auxiliary Verbs 11.Modals: Can, Shall	Learners will be able to: • To develop the skills of listening, speaking, reading and writing.	• Reading • Comprehend • Vocabulary building • Quiz time • Recitation	14

	12.Modals: Will, May, Must **Reading Nook: (Read Only)** L-10 Why Can't We Glow Like Fireflies	• Identifying auxiliary verbs, changing affirmative sentences to negative sentences. • Using past and contracted forms • Using will, may, must in their past forms • To understand and identify sensory imagery	• Grammar game	
Dec.	**Literature:** L11. Bon Bibi to the Rescue (Role play fun activity) SEA L12. The Cyclone **Grammar:** 18.Adverbs **Writing skill:** Essay writing **Reading Nook: (Read Only)** L-11 The Elf and the Dormouse	Learners will be able to: • To develop the skill of storytelling. • Compose a short descriptive piece using language referred by the descriptive toolkit. • To be able to think on global issues like preservation of wildlife. • Identifying types of adverbs • Using degree of adverbs	• Speaking Activity (Multiple Assessment) • Role Play • Grammar Game • Class Discussion	15
	SEA-II	**Role Play on Bon** Bibi to the Rescue		
Jan.	**Literature:** L13. Dusk L14. Marie Maps the Sea **Grammar:** 21.Sentences and their parts 22.Direct and Indirect Speech	Learners will be able to: • To inculcate an interest in science fiction • To develop the skill of storytelling. • Identify the figures of speech - Placing opposite ideas together • Identifying Main and independent clause, 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	18
Feb.	**Revision**			
March	**Annual Exam**			

MIS INTERNATIONAL SCHOOL BALEWADI
Yearly Planner (2026-27)

Grade: 5 **Subject – Hindi**

Subject Incharge's name: Ms.Eshani Jain

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**पाठ १: हम भारतबासी सब एक हों|** **व्याकरण:** • भाषा, लिपि और व्याकरण • ध्वनियाँ, वर्ण एवं वर्तनी	• स्वतंत्रता का अनुभव कराना • नया करने की इच्छा जागृत करना • मन की बात बताने के लिए प्रोत्साहित करना • भारतीय भाषाएँ तथा उनकी लिपि जानना । वर्णों को तथा वर्तनी के महत्वपूर्ण बिंदुओं को जानना। अनुस्वार – अनुनासिक का प्रयोग जानना	• कविता-गायन • राष्ट्रीयता का ज्ञान। • आत्म नियन्त्रण द्वारा एकता कीशक्ति का ज्ञान| • अपनी मन की बातें लिखना।	**18**
	व्याकरण: पर्यायवाची शब्द	• संज्ञा और उसके भेद सीखना	• संज्ञा के भेद पहचानना	
June	**पाठ २:** खेलो इंडिया **व्याकरण:** पर्यायवाची शब्द संज्ञा विलोम शब्द चित्र वर्णन	• जीवन में खेलों के महत्व से परिचित कराना • समसामयिक विषय का ज्ञान कराना • मिलजुलकर उत्सव मनाने के लिए प्रेरित करना	• खेलों प्रोत्साहित करने के लिए कौन-कौन से राष्ट्रीय खेल पुरस्कार दिए जाते है? तत्काल में ये पुरस्कार किन-किन खिलाड़ियों को दिए गए हैं? उनके चित्र सहित एक परियोजना बनाइए। • चित्र वर्णन करना खेल और खिलाड़ियों के नाम बताना	**17**

	पाठ ३: आखिर मिल ही गया धान **व्याकरण:** • लिंग • वचन • विराम चिन्ह	• शिक्षा का महत्व समझाना • परोपकार की भावना जागृत करना • उत्तम सोच का निर्माण करना • अपनापन जगाना • मेहनत का महत्त्व समझना	• साक्षात्कार लेना • कहानी का अंत बदलना • नाट्यमंचन करना	
July	**पाठ ४: वाह! डॉक्टर बाबू** **व्याकरण:** सर्वनाम	• काम के प्रति समर्पण करना सीखाना । • साहस, निडरता, सहृदयता और ईमानदारी जैसे गुणों का समावेश करना ।	• चित्र के आधार पर संवाद लेखन करना • शिक्षा देनेवाली कहानी सुनना और सुनाना	**22**
	पाठ ५: डायरी के पन्ने	• ग्रामीण जीवन से परिचित कराना • आदर-सत्कार सीखाना • सादगी को अपनाने के लिए प्रोत्साहन देना	• डायरी लेखन करना • ग्रामीण जीवन पर अपने विचार व्यक्त करना	
August	**पाठ ६: समाधि** **व्याकरण:** अनेक शब्दों के लिए एक शब्द ६.संज्ञा के विकार - लिंग , वचन ७. सर्वनाम १२.विराम चिह्न **लेखन कौशल** १८. चित्र वर्णन १६. अनुच्छेद लेखन	• साहस, देशप्रेम जागृत करना • नारी-शक्ति का सम्मान करना • अतीत का ज्ञान कराना	• परियोजना तैयार करना • व्यक्ति-चित्र पहचानना	**19**
	पाठ : १२ चाँद पर तिरंगा		SEA 1:- चंद्रयान ३ का चित्र बनाकर उसके बारे में जानकारी लिखिए|	
September		**पुनरवृत्ति और अर्धवार्षिक परीक्षा**		**19**
October	**पाठ ७:** वृक्ष है तो हम है **व्याकरण:** विशेषण	• पर्यावरण संरक्षण करना • वृक्षारोपण का महत्व समझाना • पर्यावरण के प्रति जागृति फैलाना	• चर्चा करना • परियोजना तैयार करना • स्लोगन का चार्ट बनाना	**18**
	पाठ ८ : गन्नू **व्याकरण:** काल तथा क्रिया		कला और संस्कृति के प्रति प्रेम-भावना जागरूक करना	

	लेखन कौशल संवाद लेखन	• कला और संस्कृति के प्रति प्रेम-भावना जागरूक करना • आपसी प्रेम का महत्व समझना	• आपसी प्रेम का महत्व समझना	
November	**पाठ ९ : ओणम-बहार** **व्याकरण: कारक**, अनेकार्थी शब्द	• त्योहारों का महत्व समझना • कला और संस्कृति के प्रति प्रेम-भावना जागरूक करना आपसी प्रेम का महत्व समझना	• त्योहारों का महत्व समझना • कला और संस्कृति के प्रति प्रेम-भावना जागरूक करना आपसी प्रेम का महत्व समझना	**18**
	पाठ ११: जल संरक्षण **व्याकरण:**श्रुतिसमभिन्नार्थक शब्द	• काम के प्रति सच्ची निष्ठा दिखाना • मेहनत, ईमानदारी और मधुर व्यवहार दिखाना • छात्र विभिन्न विराम चिह्नों के प्रयोगो को समझेंगे। • विद्यार्थियों में समानता तथा सत्कार की भवना का विकास होगा। • छात्र श्रम का महत्त्व समझेंगे।	• आपबीती सुनाना • चित्र देखकर भाव व्यक्त करना प्रसिध्द जल योद्धाओं को पहचानकर लिखना	
December	**पाठ १3**: शूरवीर **व्याकरण:** मुहावरे **पाठ : १० दोहे**	• चार्ट पेपर पर कविताएँ लिखना • साहसपूर्ण कविताओं का वाचन करना • चित्र को पहचानना	• लक्ष्य पर ध्यान केंद्रित करना • साहसी तथा निर्भय बनाना दृढ़-निश्चय करना सीखाना SEA 2:- बच्चे 'रहीम' और 'कबीर' के दोहे चार्ट पेपर में लिख कर साथ में गायन करेंगे |(समूह क्रियाकलाप)	**15**
January	**पाठ १४:सबसे ताकतवार शब्द** **लेखन कौशल** १५. पत्र लेखन- अनौपचारिक पत्र १८- संवाद लेखन	• सहृदयता दिखाना • दूसरों के दुख को समझना	• विद्यार्थियों द्वारा पालन किय जानेवाले नियमों की सूची तैयार करना	**20**
February	**Revision**			**18**
March	**Annual Exam**			**9**

MIS INTERNATIONAL SCHOOL,Balewadi

Yearly Planner (2026-27)

Grade: 5 **Subject: Marathi**

Subject Incharge's name: Preeti Pawar

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	१. भोळ्याचा पोळा (कविता)	• ग्रामीण जीवनातील पोळा सणाची परंपरा व त्यामागील उद्देश कळेल. • कवितेचा अर्थ आपल्या शब्दांत सांगू शकतात. • कविता तालासुरात म्हणता येते.	• कविता वाचन करणे.	१०
	२. मोबाईल	• कोणत्याही गोष्टीचा अतिरेक करू नये ही गोष्ट समजतात. • मोबाईल चे फायदे व तोटे समजतात. • अवघड शब्दांचा अर्थ समजतात.	• मोबाईल शाप की वरदान या वर चर्चा करा.	
	अंक ३१ ते ५० उजळणी	• अंक ३१ ते ५० लिहिता आणि ओळखता येतात.	• १ ते ५० अंकाचा तक्ता बनवा.	
	व्याकरण- समानार्थी शब्द, विरुद्धार्थी शब्द	• शब्दाचे अर्थ समजतात. • वेगवेगळ्या शब्दांचा अर्थ समजून वाक्यात उपयोग करतात.	• शब्दांच्या जोड्या लावा.	
June	३. शाळा (कविता)	• कवितेचा भावार्थ समजून शाळेचे महत्त्व पटवून देतात.	• स्वतःच्या शाळेविषयी ५ - ६ ओळी माहिती	

		• स्वतःच्या शाळेविषयी ५ - ६ ओळीत माहिती सांगता येते. • वाचन व आकलन कौशल्ये विकसित होते. • शाळेबद्दल अभिमान बाळगतात.	सांगा.	१२
	व्याकरण -नाम व नामाचे प्रकार, वर्तमानकाळ	• नाम व नामाचे प्रकार समजतात. १.सामान्य नाम,२.विशेषनाम, ३.भाववाचक नाम यांची सखोल माहिती घेतात. • काळाचे तीन प्रमुख प्रकार समजतात. • काळाचा योग्य वापर करून वाक्य बनवतात.	• A3 आकाराच्या कागदावर नामाच्या तीन प्रमुख प्रकारांची उदाहरणे लिहा व तक्ता बनवा. (**SEA - १)** • काळाच्या तीन प्रमुख प्रकारांची उदाहरणे लिहा.	
July	४. आईची शिकवण	• विद्यार्थ्यांमध्ये सद्गुणांचा विकास घडतो. • आईकडून मिळणाऱ्या चांगल्या सवयी, संस्कार आणि नैतिक मूल्ये समजतील. • आईच्या भूमिकेचे महत्त्व समजतात.	• गोष्ट सांगणे.	. १२
	५. आजीचे घड्याळ (कविता)	• आजी-नातवंडांमधील प्रेम व जिव्हाळा समजेल. • वेळेचे महत्व समजतात. • कल्पना शक्तीत वाढ होते.	• कविता वाचन करणे. • पाठात आलेले नाम शोधून लिहणे.	
	व्याकरण - सर्वनाम, अंक ५१ ते ७०, जोडशब्द	• सर्वनामाची व्याख्या व उदाहरणे समजतात. • अंकांच्या माहिती मध्ये वाढ होते. • जोडशब्द लिहता व वाचता येतात.	• उदाहरणातील सर्वनाम ओळखा. • जोडशब्द जोड्या	

		व त्यांचे अर्थ जाणून घेतात.	लावा.	
August	६. श्रेष्ठ गायक –अरुण दाते	• श्रेष्ठ गायक अरुण दाते यांच्या जीवन परिचयाची माहिती घेतात. • आवडीचे गाणे गायक याबद्दल चर्चा करतात. • पाठ वाचनाची आवड निर्माण होते.	• भारतातील प्रसिद्ध गायक –गायिकांच्या नावांची यादी तयार करा.	१०
	७. हृदयपरिवर्तन	• प्राण्यांना ही भावना व मन असते आणि एकमेकांच्या प्रेमापोटी ते सुद्धा आत्मसमर्पण करायला तयार होतात हे समजतात. • पाठ वाचनाची आवड निर्माण होते. • स्वतःच्या जीवनाशी संबंध जोडतात.	• गोष्ट सांगितली. माझा आवडता प्राणी या विषयावर निबंध लिहा.	
	व्याकरण - निबंध लेखन, पत्र लेखन, वचन बदला	• विविध विषयावर आधारित निबंध लेखन कसे करावे हे समजतात. • लेखन व संवाद कौशल्ये सुधारणे • वाक्ये लिहिता येतात. • विद्यार्थीना सूचना चे पालन करण्याची सवय लागते.	• दिलेल्या विषयावरून निबंध व पत्र लिहतात.	
September	TERM-I Exam			
October	८. भारतमाता (कविता)	• विद्यार्थांना भारतीय असण्याचा अभिमान बाळगावा ही शिकवण मिळते. • देशप्रेम भावनेत वाढ होते. • भावनांची अभिव्यक्ती करता येते.	• कविता तालासुरात वर्गात सदर करणे **(SEA -२)**	१२

	९. वरदान	• क्रोधावर विजय मिळवणे हे गुण हृदयात वाढते. • अतिथी देवो भवः याचा अर्थ समजतात. • नैतिक वर्तनाची प्रेरणा मिळते.	• पूर्वकालीन शिक्षण पद्धतीवर वर्णन करा. कठीण शब्दांचे अर्थ लिहा .	
	व्याकरण - विशेषण, भूतकाळ, लिंग बदला	• वाक्यातील विशेषण ओळखतात. • नामांना योग्य विशेषण देता येतात. • वाक्यात काळानुसार बदल करता येतो. • पुल्लिंग स्त्रीलिंग समजून लिंग बदलता येतात.	• वाक्यातील विशेषण ओळखा. दिलेल्या नामाला विशेषण द्या. • दिलेल्या शब्दाचा लिंग बदला.	
November	१०. दातांचे आरोग्य	• दातांच्या आरोग्याची योग्य काळजी न घेतल्यास दात किडतात हे समजतात. • दातांचे महत्त्व या विषयावरून निबंध लिहिता येतो. • वाचन व आकलन कौशल्ये विकसित होते.	• तुम्ही तुमच्या दातांची काळजी कशी घेता हे १० ओळीत लिहा.	८
	व्याकरण - वाक्प्रचार, शब्द समूहाला एक शब्द	• शब्दाचे अर्थ समजतात. व त्यांचा वाक्यात उपयोग करण्याचा प्रयत्न करतात.	• वाक्प्रचाराचा वाक्यात उपयोग करा. • दिलेल्या शब्द समूहाला एक शब्द	

			लिहा.	
December				
	११. रंग आला (कविता)	• वेगवेगळ्या रंगाची माहिती देऊन ते रंग कश्याची प्रतीके आहेत ते सांगता येते. • कवितेचा अर्थ समजून घेतात. • भाषिक कौशल्य मध्ये सुधारणा होते.	• विविध रंगाची मराठीत नावे लिहा.	१०
	१२. चिंटूची करामत	• आपण केलेल्या करामती आपल्याच अंगाशी येतात हे शिकतात. • गोष्ट वाचण्याची आवड निर्माण होते.	• गोष्ट सांगणे. • शब्दांचा वाक्यात उपयोग करा.	
	व्याकरण - क्रियापद विरामचिन्हे अंक ८१ ते १००	• वाक्यात योग्य क्रियापद वापरून वाक्य पूर्ण करत येतात. • क्रियापदाचा वाक्यातील महत्त्व समजतात. • योग्य विरामचिन्हाचा वाक्यात वापर करता येतो. • विरामचिन्हावरून वाक्याच्या उच्चारात होणारा बदल समजतात. • अंक ओळखता व लिहिता येतात. • अंकांच्या माहिती मध्ये वाढ होते.	• वाक्यातील क्रियापद ओळखा. • दिलेल्या वाक्यात योग्य विरामचिन्ह वापरून वाक्य पुन्हा लिहा.	
January	१३.आज सूर्य कोणीकडे?	• शरीरातील प्रत्येक अवयवांचे महत्व लक्षात घेवून त्यांची काळजी घेणे किती महत्वाचे आहे हे समजते.	• प्रत्येक अवयवाचे १ ते २ ओळीत महत्त्व लिहून तक्ता बनवा.	१२

		• दैनंदिन जीवनाशी संबंध जोडतात. • पाठाचा आशय समजतो.		
	१४. फुलपाखरू (कविता)	• कवितेचा भावार्थ समजावणे. नवीन शब्द समजतात. • कविता तालासुरात म्हणता येते. • वाचन व रसग्रहण कौशल्ये विकसित होतात.	• फुलपाखरूचे चित्र काढून रंगवा.	
	व्याकरण - भविष्यकाळ, म्हणी	• वाक्यात काळानुसार बदल करता येतो. व भविष्यकाळी क्रियापदे ओळखता येतात. • म्हणींचा अर्थ समजून संवाद साधताना त्यांचा वापर करण्याचा प्रयत्न करतात.	• भविष्यकाळी क्रियापदे ओळखून वाक्य पूर्ण करा. • म्हणी पूर्ण करा.	
February	**Revision**			
March	**Annual Exams**			

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-27)

Grade: 5 **Subject - Mathematics**

Subject Incharge's name: Ms.Shilpa Deshmukh

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	1.Number System	Students can - • Read and write 7 and 8 digit numbers in Indian and International place value system. • Find the expanded 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.	"Build the Number" card Game: Provide digit cards (0-9) & make largest/smallest number.	12
	2. Addition and Subtraction	Students can - • Add 7 and 8 digit numbers. • Remember, analyze 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.		09

		• Check if the subtraction is correct using addition. • Apply the skills of addition and subtraction to solve real-life problems. • Enrich their problem-solving skills. • Improve the speed and accuracy of calculations. • Practice the addition and subtraction of large numbers independently.		
June	4.Multiplication and Division	Students can - • Recall the multiplication 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.	Math Lab Activity given on Textbook Page no.72	12
	3.Shapes and Patterns	Students can - • Identify symmetrical shapes and patterns. • Apply the concept of symmetry in various real-life situations. • Recognize 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.	**(SEA-1)-** Ask Students make a 3D net pop up card.	12

	Revision & PT-I Exams (Ch-1,2,4)			
July	5.Factors	Students can – • Find common factors of a number. • Check whether a number is divisible by a given number by applying the divisibility rules. • Write factors using factor tree method & common division method. • Find HCF using prime factorization method. • Demonstrate problem-solving abilities using real-world scenarios..		10
	6.Multiples	Students can - • 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.	Math Lab Activity (Textbook Page 103)	09
August	7.Fractions	Students can - • Convert mixed fractions to improper fractions and vice a versa • Recall how to reduce fractions to their lowest term. • Find equivalent fractions. • Compare like and 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	Fraction Strip: Ask students use paper strips of equal length to create a fraction wall	15

		fractions. • Subtract unlike fractions by the LCM method. • Subtract mixed fractions.		
September	**Revision & Half yearly Exams (Ch- 3,5,6,7)**			
October	8.Decimals	Students can - • Compare and order decimal numbers • Add, subtract, multiply and divide decimal numbers • Solve story sums	Ask students to make a place value chart of decimal numbers	08
	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	Budget Bash(Party plan): Give Students Rs.500 budget to plan party.	10
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	Ask students find examples of acute, obtuse, right & straight angles in the classroom.	12
	Revision & PT-II Exams (Ch- 8,9,10)			
	11.Measurement	Students can - • Convert units of length, weight and capacity from smaller to bigger and vice versa in decimals • Estimate measures of quantities • Find the speed time and distance	Ask students to make a chart showing conversion of different units.	08
	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	Lab activity: Area covered by your math book	07

December	13. Time and Temperature	Students can - • Convert time from one unit to another unit • Add or subtract measures of time • Calculate the starting and finishing time • Calculate the elapsed number of days • Read and measure the temperature		10
January	14.Mapping Skills	Students can - • Scale up and scale down a picture • Read a map along with its key and directions	**(SEA-2)** Enlarging and Reducing an image using scales	10
	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	Classroom Survey project : (Favorite subject)	08
February	**Revision & Annual Exam(Ch - 10,11,12,13,15)**			

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-27)

Grade: 5 **Subject: Science**

Subject Incharge's name: Ms. Satyarekha Kasina

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Ch - 1 Changes around us **(PT1)**	• Students will be able to explain reversible and irreversible changes, the physical and chemical changes. • Students will be able to explain the concept of mixture and solution and different methods of separation of mixtures.	• Lab visit to observe and understand the difference between reversible and irreversible changes.	9
	Ch - 2 Safety and First Aid **(SEA)**	• Students will be able to explain various road sign which are important for road safety. • Students will be able to understand different objects in the first aid kit. • Students will be able to demonstrate various measures in case of emergency.	• Make a small first aid kit at home. • SEA 1 -Write a detailed report on first aid items kept in the first aid kit.	5

June	Ch - 3 How Plants Propagate **(PT1)**	• Students will be able to explain how plants propagate from seeds. • Students will be able to list the factors required for germination of seeds. • Students will be able to identify the ways in which plants disperse their seeds. • Students will be able to describe vegetative propagation.	• Ask students to plant a seed of a fruit and observe the time taken by the seed to germinate. • Lab visit to observe and understand vegetative propagation of plants from bulb, root and stem cutting.	9
	Ch - 4 How Animals Sense **(HYE)**	• Students will be able to compare how animals see, smell and hear. • Students will be able to describe how animals communicate. • Students will be able to identify how animals move. • Students will be able to describe ways in which animals sleep.	• Lab visit to observe and understand how sound travels which will help students to understand how animals depend on their sense of hearing for survival.	8
July	Ch - 5 Habitat and Adaptations **(HYE)**	• Students will be able to define habitats and adaptations. • Students will be able to state the features of different habitats. • Students will be able to describe adaptations in different habitats.	• To make a collage of animals as per their adaptations in any one habitat.	10

	Revision **PT 1 Exams**			
August	Ch - 6 Human Body: The Skeletal and Muscular System **(HYE)**	● Students will be able to describe parts of the skeletal system. ● Students will be able to classify the types of joints. ● Students will be able to list the types of muscles in our body.	● Lab visit to observe and understand the human skeletal system. ● Make a collage of different bones in a human body.	8
	Ch - 7 Human Body : The Nervous System and sense organ **(HYE)**	● Students will be able to classify different parts of the brain. ● Students will be able to explain the functions of different types of nerves. ● Students will be able to state the role of the spinal cord in reflex actions. ● Students will be able to explain the structure and functions of sense organs.	● Lab visit to observe and understand the structure of a brain. ● Make a chart of the structure of a human eye.	8
September	**Revision** **TERM-I SYLLABUS** Ch 4 TO Ch 7			
October	Ch - 8 Diseases: Non communicable and communicable **(PT2)**	● Students will be able to define a disease. ● Students will be able to describe the causes and symptoms of non-communicable and communicable diseases. ● Students will be able to list methods of prevention of diseases.	● Group discussion on communicable and non-communicable diseases. ● Lab visit to observe microbes under a micro scope.	8

	Ch - 9 Force and Energy **(PT2)**	● Students will be able to classify the types of forces. ● Students will be able to define energy. ● Students will be able to describe the forms of energy.	● Lab visit to observe and understand magnetic force. ● Perform activities to understand gravitational force and frictional force.	7
November	Ch – 10 Simple machines **(Annual)**	● Students will be able to define simple machines. ● Students will be able to describe the types of simple machines.	● Lab visit to observe and understand different types of levers. ● Make a collage of different simple machines which we use in our daily life.	8
	Ch - 11 Waste Disposal **(SEA)**	● Students will be able to classify the wastes around us. ● Students will be able to list the steps of waste management in an area. ● Students will be able to describe the principles of the 3Rs to manage waste effectively. ● Students will be able to explain the role of earthworms in composting. ● Students will be able to list ways to manage household waste.	● Make a chart to display types of wastes. ● SEA – 2: Prepare a detailed report on how individuals can apply the principles of the 3Rs - Reduce, Reuse, and Recycle— to reduce waste. Support your report with appropriate images or illustrations wherever required.	4

December	Ch - 12 Rocks and Minerals **(Annual)**	● Students will be able to identify the layers of the earth. ● Students will be able to classify the types of rocks and explain their formation. ● Students will be able to list the types of minerals. ● Students will be able to name some minerals and state their uses.	● Make a collage of different rock images and the area / place where it is used. ● Make a chart on rock cycle.	7
January	Ch - 13 Natural Disasters **(Annual)**	● Students will be able to classify the types of disasters. ● Students will be able to explain the causes and effects of some natural disasters.	● Make a DIY model to demonstrate earthquakes. ● Make a bar graph to show the frequency of earthquakes across India till today.	7
	Ch - 14 The Earth, Moon and Sun **(Annual)**	● Students will be able to differentiate between natural and artificial satellites. ● Students will be able to describe the phases of the moon. ● Students will be able to discuss how people live in outer space. ● Students will be able to explain how an eclipse occurs.	● Make a chart to show different phases of the Moon. ● Make a journal on the achievements of different astronauts.	7
February	**Revision Ch-10 to Ch-14**			
March	**Annual Exam**			

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-27)

Grade: 5 **Subject - ICT**

Subject Incharge's name: Mrs. Bhavana Patil

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	1. History of Computers	Students will learn about • Evaluation of computer • Generations of computers • Categories of computers	• Worksheet • Video • Quiz • Discussion	5
June	2. Tables in word	Students will learn about • Define and explain **tables in MS Word** • Create and insert tables in documents • Enter and organize data in tables • Navigate within a table efficiently • Modify and format tables (rows, columns, borders, styles)	Demonstrate the following operations to the students in the computer lab: • Create a simple table (Hands on Computer) • Practice entering and editing data • Formatting activity (colors, borders, alignment) • Worksheet • Video • Quiz • Discussion	6
		PT-1 Exams		

August	3. Mail Merge in Word	Students will be able to: • Understand the concept of mail merge • Identify elements like main document and data source • Perform steps to create a mail merge • Insert merge fields and generate documents • Print personalized letters using mail merge • Explain advantages of mail merge	• Create invitation letters using mail merge • Prepare a data source (name, address list) • Insert merge fields and generate letters • Worksheet • Video • Quiz • Discussion	6
July	5. AI Tools	Students will be able to: • Understand the concept of Artificial Intelligence • Use tools like ChatGPT, Grammarly, and Canva effectively • Explore AI-based tools like Dream.ai and Google Lens • Use voice assistants for simple tasks • Apply AI tools for learning and productivity	• Ask the students to prepare a PowerPoint presentation on the 'Life Cycle of Butterfly' topic. • Worksheet • Video • Quiz • Discussion	5
	Tables in word	**(SEA-1** Create a simple table (Student name, marks, etc. and format with colors, borders, alignment)		

		TERM-I Exam **Practical Exam – Mail Merge in Word**		
October	4.Exploring PowerPoint	Students will be able to: • Create and edit presentations • Insert images, audio, and videos into slides • Use **SmartArt graphics** effectively • Record screen and include it in presentations • Run and control a slideshow presentation	• Create 6 slide presentation On topic 'importance of Yoga' • Insert images, audio, and video • Video • Quiz • Discussion.	6
November	6. Advanced Coding in Scratch	Students will be able to: • Use **arithmetic and logical operators** in coding • Compare values and apply conditions • Generate random numbers in programs • Change positions using coding blocks • Create and use variables • Apply decision-making using conditions • Use **loops (repeat / repeat until)** effectively	• Create a simple game using Scratch • Worksheet • Video • Quiz • Discussion	6
		PT-2 Exams		

December	7. Email	Students will be able to: • Understand the concept of email communication • Create and manage an email account • Compose and send emails • Attach files to emails • Use proper email terminology and etiquette	• Create an email account (demo) • Write and send an email to teacher/friend, Attach files to email • Worksheet • Discussion	5
January	8. Algorithm and Flowchart	• Students will be able to: • Define and explain **algorithms** • Identify characteristics of a good algorithm • List advantages of algorithms • Draw and interpret **flowcharts** • Apply rules for creating flowcharts • Use flowcharts for **decision making and loops**	• Draw flowchart using symbols in MS word. • Worksheet • Discussion	5
		SEA-2 PowerPoint Presentation		
		Annual Exam **Practical Exam – Advance coding in Scratch**		

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-27)

Grade: 5 **Subject – Art and Craft**

Subject Incharge's name: Ms. Shital

	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) • Dolphin (Craft) • Landscape(Drawing) • Toucan (Drawing)	Observation, Dexterity. Observation, dexterity, hand eye coordination. Observation, dexterity. Observation, fine motor.	Silhouette painting. Still life. Oil pastels. Step by step drawing.	4
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)	Fine motor, hand eye coordination. Observation, hand eye coordination.	Sequin pasting. Pencil shading. Mosaic activity. Poster color.	4

	• Penguin (Craft) • Bullfinch (Coloring)	Concentration, hand eye coordination. Observation, concentration.		
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) • Horse (Drawing) • Miniature Painting • Polar Bear (Craft)	Observation, fine motor. Fine motor, hand eye coordination. Observation, concentration. Observation, creative	Poster making. Sketch pen. Still life. Paper craft.	4
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	**Revision**			
March	**Annual Exam**			

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-27)

Grade: 5 **Subject: G.K**

Subject Incharge's name: Ms Pooja Bawane

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**MY INDIA** – India Quiz, Discovering India **LOOK, THINK & ANSWER** – Quick Thinking **PLANTS & ANIMALS** – All About Names, Amazing World of Animals **LANGUAGE &** **LITERATURE** – About Books	• Recall key facts about India (states, symbols, heritage). • Explain basic features of India's diversity (culture, geography). • Apply quick-thinking strategies to solve simple reasoning questions. • Classify animals based on names, habitats, and characteristics. • Demonstrate curiosity towards reading and identify types of books/authors.	• India quiz • Rapid-fire rounds • Animal sorting game • Book talk	2
June	**ENVIRONMENT, WORLD & PEOPLE** – With Respect to Religion, Flying High **SCIENCE & US** – They Started It, Covid-19 **CULTURE, SPORTS & FUN** – Dancing Around the World, Cricket Today **LANGUAGE & LITERATURE** – Who Am I?	• Describe the importance of respecting religious diversity. • Identify contributions of key inventors/scientists. • Explain basic awareness of Covid-19 and hygiene practices. • Compare different global dance forms and sports. • Infer identities using clues (analytical thinking).	• Group discussion • Scientist timeline • Hygiene awareness activity • Guess Who game	2
	PT1 Exams			
July	**PLANTS & ANIMALS** – Wildlife in India, Facts of Life	• Identify major wildlife species and their habitats in India.	• Map work • Wildlife quiz	2

	MY INDIA – Great Indian Institutions, Indian States **CULTURE, SPORTS & FUN** – Track & Field, Equipment & Kit **LANGUAGE & LITERATURE** – Who Said It? Tales of India	• Describe roles of key Indian institutions (education, governance). • Locate Indian states on a map and recall key features. • Differentiate types of sports and related equipment. • Attribute quotes to personalities and interpret simple literary texts.	• Equipment identification • Quote matching	
August	**ENVIRONMENT** – Let Us Save Our Earth **SCIENCE & US** – Do You Know Why? Science Today **LOOK, THINK & ANSWER** – Work It Out, Clever & Fun, Codes & Ciphers	• Explain environmental issues (pollution, conservation). • Demonstrate cause-effect understanding in basic science phenomena. • Apply logical reasoning to solve puzzles and patterns. • Decode simple ciphers and recognize patterns.	• Poster making • Science reasoning Q&A • Puzzle-solving • Code-breaking games	2
September	**Revision + Half Yearly Exams**		• Quiz-based revision	—
October	**ENVIRONMENT** – Some Great Travellers, Hard at Work **CULTURE, SPORTS & FUN** – Hollywood Maze **SCIENCE & US** – Medical Matters, Cyber Time **MY INDIA** – Famous Indians, Great Indians in History	• Describe contributions of famous explorers and professionals. • Identify global media influences (basic awareness). • Explain importance of health care and cyber safety. • Analyze contributions of notable Indians in history.		
November	**PLANTS & ANIMALS** – Full Bloom, Endangered **MY INDIA –** Linked Up, I Love My India	• Explain plant growth and importance of conservation. • Identify endangered species and reasons for extinction.		

	LANGUAGE & LITERATURE – They Wrote It! **ENVIRONMENT –** World Tour, Saying Hello to the World	• Describe connectivity systems (transport/communication). • Match authors with their works. • Compare global cultures and greetings.		
	PT2 Exams			
December	**OOK, THINK & ANSWER** – Think Quick, What's Wrong? **SCIENCE & US –** Let's Go into Space, Body Quiz **PLANTS & ANIMALS –** What's on the Menu? Animal Snapshots	• Detect errors and inconsistencies in given information. • Describe basic concepts of space and human body systems. • Explain simple food chains and animal behaviors.		
January	**ENVIRONMENT –** People with Disabilities, Symbols & Logos **CULTURE, SPORTS & FUN –** Indian Sportspersons, Sports Headlines	• Demonstrate empathy and inclusive behavior. • Identify common symbols/logos and their meanings. • Recall achievements of Indian sportspersons. • Interpret basic sports news/headlines.		
	Annual Examination			

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-27)

Grade: 5 **Subject: Value Education**

Subject Incharge's name: Ms Pooja Bawane

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	1. Honesty is the Best Policy 2. A Step Towards Humanity	• Students will understand the importance of honesty in daily life. • Students will develop empathy and humane behaviour.	• Story discussion on honesty with real-life examples. • Write one act of kindness they performed.	1
June	3. Listen to Your Heart	• Students will learn decision-making based on values and conscience.	• Situational discussion: "What would you do?"	1
	PT1 Exams			
July	4. Anshu is Brave	• Students will identify courage and standing up for what is right.	• Narrate or write about a brave act.	1
August	5. Pillars of Support	• Students will recognize the importance of support systems (family, friends, teachers).	• Draw/write about their support system.	1
September	6. The Last Tail 7. Never Quit	• Students will understand consequences of actions and responsibility. • Students will develop perseverance and a growth mindset.	• Story analysis with moral reflection. • Share a personal challenge they didn't give up on.	1

	Revision + Half Yearly Exams			
October	8. Time and Tide Wait for No Man	• Students will understand the value of time management and discipline.	• Create a weekly planner/timetable.	1
November	9. One India, Great India 10. Beauty Lies in Differences	• Students will appreciate unity in diversity. • Students will respect individual differences and inclusion.	• Cultural show-and-tell activity. • Classroom discussion on respecting differences.	1
	PT2 Exams			
December	11. The Hare and the Tortoise 12. Yoga and Its Benefits	• Students will understand consistency vs overconfidence. • Students will learn benefits of yoga for mind and body.	• Story-based role play. • Practice simple yoga postures in class.	1
January	13. A Letter for Akshit	• Students will develop emotional expression and communication skills.	• Write a letter expressing feelings, gratitude, or advice.	1
	Annual Examination			

MIS INTERNATIONAL SCHOOL

Yearly Planner (2026-27)

Grade: V **Subject:** Social Studies

Teacher's name: Vrushali Pundlik

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 • 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	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.	19

		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..	20
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.	22

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**			19
October	L-9 The coming of the Europeans L-10 The Freedom struggle part 1	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. Learners will be able to tell about the social reformers. Learners will be able to explain the	Map activity using world map to locate Great Britain, Portugal,France etc. Discuss about these countries in class. Debate/ Discussion on important topics eg. 1. Social reforms 2. Partition of Bengal 3. Significance of	20

		significance of the Indian National Congress. Learns will be able to explain the partition of Bengal and the Movements that began after it.	Indian National Congress.	
	L-11 The Freedom struggle part 2	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.	Discuss about Mahatma Gandhi, his contribution towards India's freedom. List some more pre independence freedom fighters.	
November	L-12 Transport and communication	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.	Discuss about mountaineering, types of communication and occupations involved in different travel industries.	15
	L-13 The United Nations **Periodic Test-2**	Revision classes	Discuss about the security around the world and maintenance of peace. Divide the class into equal groups and choose the international days to 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.	Conduct an earthquake drill focusing on 'drop, cover and hold on.	18

		Learners will be able to explain disaster management rules to stay safe.		
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**		**19**
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 research of available transport options to reach there.

MIS INTERNATIONAL SCHOOL Balewadi

Yearly Planner (2026-27)

Grade: 5 **Subject** - Robotics

Subject Incharge's name: Ms. Sweta Jadhav

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**Theory** **L1:** WORLD OF ELECTRONICS	• Students will be able to define electronics and explain its importance in daily life. • Students will be able to identify common electronic devices such as televisions, computers, radios, and smartphones. • Students will be able to assemble simple circuits using batteries, bulbs, and wires. • Students will demonstrate how switches control the flow of electricity in a circuit.	❖ Basics of Electronics · Components of Electronics · Building Simple Circuits · Sensors and Their Function · Practical Electronics Projects ❖ Obstacle Avoider Project Making ❖ Obstacle Avoider Project App Making ❖ Obstacle Avoider Project App Making	4
June	**Coding:** **L1:** CODING AND ALGORITHMIC THINKING	• Students will be able to define coding/programming and explain its purpose. • Students will understand basic programming concepts: sequence, loops, conditionals, variables, and events. • Students will use loops and conditionals to optimize their code and reduce repetition.	L1: ❖ coding, theory, importance of coding, algorithms, flowchart ❖ completion of notes	4

	Theory: **L2:** UNDERSTANDING ROBOTS	• Students will design flowcharts or pseudocode for small projects before coding. **L2:** • Students will understand basic components of robots, such as sensors, actuators, controllers, and power sources. • Students will recognize the role of programming in controlling robots.	❖ Practical A: Balloon Burst Game ❖ theory from the textbook and Completion of the Notes	
July	PT1 exams			
	Theory: **L2:** UNDERSTANDING ROBOTS	• Students will **test and troubleshoot simple robotic systems** to identify and fix problems. • Students will **demonstrate cause-and-effect relationships** by controlling robots' actions. Students will understand the difference between autonomous and remote-controlled robots	**Practical** ❖ Maya's Automatic Door with Password - Project Building **Practical** ❖ Maya's Automatic Door with Password - Project app making **Practical** ❖ Maya's Automatic Door with Password - Project app making ❖ Introduction to Scratch -- textbook, completion of the notes	4
August	**Coding:** **L2:** PROGRAMMING WITH SCRATCH	• Students will be able to define Scratch as a visual programming platform. • Students will understand basic Scratch elements: sprites, backdrops, scripts, and blocks.	❖ **Activity A:** Create Your Name Animation ❖ **Practical A:** AI Skill Lab	4

		• Students will add sounds, effects, and costumes to enhance Scratch projects. • Students will debug their Scratch projects by identifying and fixing errors in scripts. • Students will modify and improve existing Scratch projects for better functionality or appearance. • Students will break down complex tasks into smaller steps and implement	❖ **Practical B:** Hello Animation ❖ **Practical C:** Step Counter using a variable	
September	Recapitulation Half yearly exam			
October	**Theory:** **L3:** CREATING WITH AR/VR/MR	• Students will be able to define AR, VR, and MR in simple terms. • Students will understand the differences between AR (adds to real world), VR (fully virtual world), and MR (mix of both). • Students will identify common devices and applications used for AR/VR/MR (e.g., tablets, VR headsets, mobile apps).	❖ What is Virtual Reality (VR)? · What is Augmented Reality (AR)? · What is Mixed Reality (MR)? · Differences Between AR, VR, and MR · Uses of VR in Daily Life · Practical Exercises on AR/VR ❖ Show the Video in VR ❖ **Activity B:** AI Skill lab ❖ **Session 3 Practical**	4
November	**Coding:** **L3**: UNDERSTANDING AI AND IOT	• Students will be able to define Artificial Intelligence (AI) and Internet of Things (IoT) in simple terms. • Students will understand that AI enables machines to “learn” and make decisions,	❖ Artificial Intelligence (AI) -How AI Learns -Data and Its Importance -Internet of Things (IoT) -Examples of IoT Devices -Artificial Intelligence of Things (AIoT) -Difference Between IoT and AIoT	4

		while IoT connects devices through the internet. • Students will identify common examples of AI (e.g., voice assistants, recommendation systems) and IoT devices (e.g., smart lights, smartwatches). • Students will be able to identify AI and IoT devices in their surroundings. • Students will classify devices as AI-based, IoT-based, or both.	❖ completion of notes ❖ **Practical A:** Use the video Sensing extension in Scratch to move a sprite when it detects Hand Motion ❖ **Practical B:** Talking tours	
	PT2 exams			
December	**Theory:** **L4:** STEP INTO VIRTUAL REALITY **Coding:** **L4:** DOMAINS OF AI	• Students will be able to **define Virtual Reality (VR)** in simple terms. • Students will understand how **VR creates immersive, computer-generated environments**. • Students will identify **basic VR equipment** (e.g., VR headsets, controllers) • Students will be able to **explore virtual environments** using simple VR tools or apps. • Students will **navigate and interact** within a VR setting (look around, select objects, move).	❖ theory from the textbook and completion of the Notes ❖ Show the Video in VR ❖ Domains of Artificial Intelligence -Data Science -Data -Datasets -Big Data -Training Dataset -Testing Dataset -Computer Vision -Natural Language Processing (NLP) -Speech Recognition -Sentiment Analysis -Machine Translation	3

			Pose Detection · Types of VR Headsets · Applications of VR – -Technology"	
January	**Coding:** **L4:** DOMAINS OF AI **Coding:** **L5**: INTRODUCTION TO AI PROJECT CYCLE	L4: • Students will be able to define Artificial Intelligence (AI) in simple terms. • Students will identify the main domains of AI: Data (Data Science) Computer Vision Natural Language Processing (NLP L5: • Students will be able to **define Artificial Intelligence (AI)** in simple terms • Students will be able to **identify a simple problem** that can be solved using AI. Students will **collect and organize basic data** (e.g., lists, images, simple observations).	**L4:** ❖ completion of notes ❖ **Practical A:** Pose detection with teachable machine ❖ **Practical B:** **AI Skill Lab** **L5:** ❖ Introduction to AI Project Cycle Importance of AI Project Cycle Stages of AI Project Cycle Problem Scoping Data Acquisition Data Exploration Modelling Evaluation AI Ethics Principles of AI Ethics Importance of AI Ethics Bias and Unfairness in AI	4
February	**Coding:** **L5**: INTRODUCTION TO AI PROJECT CYCLE	Understand AI Basics • Explain what Artificial Intelligence (AI) is in simple words. • Identify examples of AI in daily life (e.g., voice assistants, games, recommendations). **Describe Each Step Simply** • Explain each stage of the AI Project Cycle with basic examples.	❖ completion of notes ❖ **Practical A:** Perform the quick draw practical in your AI Skill Lab ❖ **Practical B:**	3

		• Understand how problems are solved step-by-step using AI. **Develop Logical Thinking** • Show basic problem-solving and logical thinking skills through simple AI tasks	Perform the video sensing with scratch practical in your AI Skill Lab	
March	**Annual exam**			

MIS INTERNATIONAL SCHOOL

Yearly Planner 2026 – 2027

Grade: 5 & 6 **Subject:** Physical Education

Teacher's name: Mr. Imran, Mr. Niraj, Mr. Akshay, Mr.Ganesh and Ms. Pallavi, Ms. Yogita, Ms. Dhamaraj

Month	Class / Subject	Topic / Course	Activity	Outcome of the Activity
April	5 & 6 PHYSICAL EDUCATION	Warm-up & Fitness	• Stretching, jogging, skipping, body-weight exercises	• Improved flexibility, endurance, and muscle strength
May		**SUMMER**	**BREAK**	**GRADE V & VI**
June	5 & 6 PHYSICAL EDUCATION	Yoga & Relaxation	• Basic yoga poses, breathing techniques, mindfulness exercises	• Increased focus, stress management, and body awareness
July	5 & 6 PHYSICAL EDUCATION	Ball Games	• Football, basketball, dodgeball	• Developed teamwork, motor skills, and strategic play
August	5 & 6 PHYSICAL EDUCATION	Athletics	• Sprinting, relay races, long jump, high jump, shot put	• Enhanced speed, coordination, and physical fitness
September	5 & 6 PHYSICAL EDUCATION	Racket Sports	• Badminton, table tennis – drills, mini matches	• Improved hand-eye coordination and reflexes
October	5 & 6 PHYSICAL EDUCATION	Sportsmanship & Fair Play	• Group challenges, team-building exercises, ethics in sports	• Understanding of teamwork, respect, and fair play
November	5 & 6 PHYSICAL EDUCATION	Personal Fitness Planning	• Fitness Test (pre assessment)	• Awareness of personal fitness Increased levels, development of individualized workout plans.
		DEEPAWALI	**VACATION**	**GRADE V & VI**

December	5 & 6 PHYSICAL EDUCATION	Recitation Activity	• Lagori: One team knocks over a stack of seven stones with a ball, and then tries to rebuild it while the other team throws the ball to tag them. • Dodgeball: Players throw softballs at opponents while dodging incoming throws.	• Enhances agility, accuracy, and strategy. • Improves reflexes, coordination, and teamwork.
		CHRISTMAS	**VACATION**	**GRADE V & VI**
January	5 & 6 PHYSICAL EDUCATION	Kabaddi	• Raiding Drills: Footwork, Feints, Hand Touches • Defensive Techniques: Chain Formation, Ankle Holds • Practice Matches: Small-Sided Kabaddi Games	• Enhance strength, endurance, tactical thinking, and body control.
February	5 & 6 PHYSICAL EDUCATION	Personal Fitness Planning	• Fitness Test (post assessment)	• Awareness of personal fitness Increased levels, development of individualized workout plans.
March		**EXAMS**	**FINAL EXAMS**	**GRADE V & VI**

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-27)

Grade: 6 **Subject: English**

Subject In-charge's name: Ms. Swati.B

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	1.A Caterpillar Called Matthew 2. Foreign Lands **(PT-1)**	Learners will be able to: • To be able to think and speak about true friendship and its importance in life. • To develop the taste of poetry. • To resist peer pressure.	• Peer Reading • Comprehend • Vocabulary Building • Group discussion • Recitation • Grammar game • Solve exercise for grammar text book.	21
	Grammar- Nouns Number Gender **(PT-1)** Writing skill **Diary Writing**	Learners will be able to: • To classify nouns. • Identify the different types of nouns. • To understand the rules for forming plurals. • To identify the different types of pronoun • To understand the format for diary writing.		
June	3. The Classroom in the train 4.The Laburnum	Learners will be able to: • Understand Inclusion, respect for all professions, respect for physical labor and nature. • Identifies literary devices [simile, metaphor, personification, hyperbole, alliteration, idioms, proverbs, and riddles] by reading a variety of literature and uses them in writing.	• Reading • Comprehend • Discussion • Vocabulary building • Grammar game • Solve exercise	20

	Grammar – Article Pronoun Demonstrative and relative pronoun **(PT-1)**	Learners will be able to: • To identify article and its two types. • To understand the pronoun and its different types. • To understand the difference between demonstrative pronoun and relative pronoun.	• for grammar text book.	
July	Grammar – Adjective The verb	Learners will be able to: • To understand adjectives and its types. • Students will learn about the formation of comparative and superlative forms of adjectives and adverbs by adding -er and –est. • To understand the verb and identify transitive and intransitive verbs.	• Discussion • Solve exercises from textbook. • Vocabulary building • Peer discussion • Comprehend • vocabulary • Grammar Game • Recite the poem • Comprehend • Group discussion	22
	5. The Story of Amber Beads	To be able to locate and verify information from prose.		
	Grammar- Subject verb agreement	Learners will be able to: • To understand the rules for formation of sentences.		
	6.The Banyan Tree 7. Leah's Pony	Learners will be able to: • Identifies main points and summarizes from a careful listening or reading of the text (news articles, reports, editorials) • Listens to, plans, and conducts different kinds of interviews. • Understand essential role farmers play in our lives, prompting us to appreciate and		

		• support those who provide us with our sustenance.		
August	**SEA**	Interview(role Play)	• Reading • Question answer • Group discussion • Grammar Game • Solve exercise from grammar test book	20
	Grammar – Tenses Writing skill: Report writing	Learners will be able to: • To understand different forms of tenses. • To understand the format of report writing.		
	8. Attila 9.The Duck	Learners will be able to: • To develop a taste for poetry. • Interprets and understands basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech, while reading different forms of literature, and applies them while writing..		
	Grammar- voice	Learners will be able to: • Understand active voice and passive voice.		
September	**Revision**	Revision		19
October	**(PT-2)**		• Adverb Quiz • Reading • Group discussion question answer • Roll a topic	18
	Grammar – **Adverb Preposition Conjunctions (PT-2)**	Learners will be able to: • Modify verbs by using adverbs. • Expressing position, direction and time. • Joining different grammatical units to form bigger units.		
	10. Forged in Fire 11. Olympic Granny **(PT-2)**	Learners will be able to: • To power of human resilience and unwavering self- understand the belief. • To develop a taste for poetry • Engages in the use of puns, rhymes, alliteration, and other		

		• wordplays in the language, to make speech and writing more interesting and enjoyable.		
	Grammar Tenses – Interjection **The sentence** **(PT-2)**	Learners will be able to: • Stating a fact, a feeling		
November	**12.** The Marble Champ 13.In the Bazaars of Hyderabad Writing Skill: Poster making	Learners will be able to: • Identifies main points and summaries from a careful listening or reading of the text. • To facilitate comprehension of prose. • To understand the format of poster making. • Identify and explain how the poem uses vivid imagery to create a rich sensory experience of sights, sounds and smell within the bustling market place of Hyderabad.	• Reading • Vocabulary building • Grammar game	17
	Grammar- **Types of Sentences**	Learners will be able to: • Distinguishing between affirmation, negation, asking questions, command, request, advice and expressing strong emotion.		
December	Grammar –Phrases and clauses Simple Sentence Direct Indirect speech	• To understand the difference between direct and indirect speech. • To understand Phrases as units of language and clauses to make complete or partial proposition. • Expressing a complete meaning.	• Activity • Reading • Question answer	16

	14.Dal Delight 15. The women painters of Mithila 16. The little Green Orchard	Learners will be able to: • To develop an interest in reading stories • To facilitate comprehension of prose. • To develop an interest in stories from various cultures around the world • Identifies main points and summaries from a careful listening or reading of the text.		
	Writing Skill : **letter writing**	• To understand the format of letter writing.		
January	**SEA**	. `.The Canterville Ghost (Role Play)	Role Play grammar game	22
	17.Lob's Girl	• Identifies main points and summaries from a careful listening or reading of the text (news articles, reports, editorials).		
	Grammar – Punctuation Vocabulary	• To understand the functions of punctuation marks. • Recognizing the building blocks of language in use.		
February	**Revision**			19
March	**Annual Exam**			13

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-27)

Grade: 6 **Subjects – Hindi**

Subject Incharge's Name: Ms Archana Das

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**पाठ १: धरती को हम स्वर्ग बनाएँ (कविता)** **व्याकरण:** वर्ण-विचार	• 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 • कविता का भावात्मक, ज्ञानात्मक एवं कौशलात्मक तथा शाब्दिक अर्थ जानना • छात्र वर्णमाला सीखेंगे और स्वर तथा व्यंजन पहचानेंगे ।	• 'मेरी धरती मैं ही सवारुँ' विषय पर कविता - लेखन एवं स्लोगन लेखन । • गायन प्रतियोगिता का आयोजन। • पाठ संबधी चित्र के विषय मे लिखना। • "वसुधैव कुटुम्बकम्" इस विषय पर परिचर्चा गतिविधि । • देश-भक्ति पर लिखी कविताओं की रचना एवं उनका संकलन करना। • छात्र अनुस्वार,अनुनासिक और विसर्ग इस विषय पर कक्षा में चर्चा करेंगे ।	20
	पाठ २: एकता की मूर्ति : स्टैच्यू ऑफ यूनिटी (संवाद) **व्याकरण:** शब्द भण्डार- पर्यायवाची शब्द और विलोम शब्द	• देश की एकता तथा अखंडता का विकास बनाए रखना • लेखन और वाचन कौशल का विकास। • चिंतन-मनन द्वारा बौद्धिक क्षमता का विकास। • छात्रों में बड़ों के प्रति आदर भाव को बढावा देना • विलोम शब्द तथा पर्यायवाची शब्द को जानना ।	• सरदार वल्ल्भ भाई पटेल के व्यक्तित्व एवम कृतित्व पर प्रोजेक्ट तैयार किजीए । • "मेरी रोचक यात्रा पर" अनुच्छेद लिखिए। • अपने मन पसंद स्थानों की यात्रा का वर्णन कीजिए। • अपने मन पसंद चीज के निर्माण की कहानी रोचक ढंग से अपनी भाषा में लिखिए । • विलोम शब्द तथा पर्यायवाची शब्द का अभ्यासकार्य करना ।	

June	**पाठ ३: वह नन्ही चिड़िया (कविता)** **व्याकरण:** संज्ञा तथा संज्ञा की व्याकरणिक कोटियाँ (लिंग) **लेखन :** अनुच्छेद-लेखन	• नासमझ प्रवृत्ति ,पशु-प्रेम, अपनापन, लगाव आदि बातों का ज्ञान • लिखित और मौखिक कौशल का विकास। • स्वार्थी न बनना, भूल का अहसास आदि का विकास बच्चों को कराना । • स्नेह, ममत्व, संवेदनशीलता आदि का बोध । • पक्षियों के नाज़ुक स्वभाव एवं मानवीय रिश्तों के महत्त्व का समुचित ज्ञान । • छात्र संज्ञा की परिभाषा और उसके भेद जानेंगे और लिंग और उसके प्रकार को जानेंगे । • संज्ञा तथा संज्ञा की व्याकरणिक कोटियों की जानकारी प्राप्त करना ।	• बाल मनोभाव, बचपन की नादानी,नासमझ प्रवृत्ति ,पशु-प्रेम, अपनापन,लगाव आदि से संबंधित विषयों पर कविता लेखन । • कविता लेखन के द्वारा पक्षियों के अनुभवों को व्यक्त करना । • छात्र शब्दों के लिंग बदलेंगे और अनुच्छेद लेखन का अभ्यास करेंगे । • संज्ञा तथा संज्ञा की व्याकरणिक कोटियों का अभ्यास कार्य करना ।	**21**
July	**पाठ ४:** बारिश में गाँव (संस्मरण) **व्याकरण:** वचन ,सर्वनाम,	• कहानी के माध्यम से छात्रों को ग्रामीण परिवेश की सात्विकता की जानकारी देना • प्रकृति और ग्रामीण जन-जीवन के साथ एकाकार होने का ज्ञान विकसित करना । • सुदूर ग्रामीण इलाकों में स्थित विद्यालयों की समस्याओं से छात्रों अवगत कराना। • कल्पना शक्ति का विकास । • लिखित और मौखिक कौशल का विकास। • वचन तथा सर्वनाम शब्दों की जानकारी प्राप्त करना ।	• गाँव या शहर में किन किन सुविधाओं का होना आवश्यक है इस पर एक सुची बनाना • बच्चें अपने - अपने ग्रामीण या शहरी परिवेश के अनुभव पर पर चर्चा करेंगे। • असमानता के विषय में संवेदनशील बनाना एवम संघर्ष करने के लिये प्रेरित करना । • वचन तथा सर्वनाम का अभ्यास कार्य करेंगे ।	**22**
	PT1 Exam			
August	**SEA 1 :- पाठ ५ : ' आओ फिर से दीया जलाएँ ' पाठ के आधार पर प्रस्तुत पाठ के कवि अटल बिहारी वाजपेयी जी की किन्हीं अन्य कविता का पाठ एवं सुंदर लेखन करें ।**			**19**

	पाठ ६: हैसियत (कहानी) **व्याकरण :** विशेषण , अनौपचारिक पत्र	• मानवीय मूल्यों का ज्ञान । • व्यावहारिक ज्ञान, शब्दों के श्रोत का ज्ञान,अर्थ ग्रहण क्षमता में बढ़ोतरी । • कहानी विधा का परिचय । • सच्चाई, संघर्ष ,शिक्षाके प्रति प्रेम,मित्रता,और सहयोग की भावना का विकास । • तथा संघर्षों का सामना करना सीखाना। • विशेषण को समझना । • पत्र लेखन विधा के पदों को जानेगे ।	• मानवीय मूल्य विषय पर कक्षा में वाद-विवाद का आयोजन । • लेखिका का परिचय बताना । • " मन के हारे हार है,मन के जीते जीत " का अर्थ बच्चों को समझाना । • विशेषण का अभ्यास करना । • पत्र लेखन विधा पर चर्चा करना ।	
September	**पाठ ७ : युवा भारत का अमृत महोत्सव (लेख)** **लेखन:** - संवाद -लेखन	• देश के सम्मान एवं प्रतिष्ठा की सोच को बढ़ाना। • राष्ट्रभक्ति और एकता का भाव जगाना । • सकारात्मकता और नई सोच का विकास करना । • कर्तव्यपरायणता से आत्मविश्वास एवं कर्मठता उत्पन्न करना । • संवाद लेखन का ज्ञान ।	• 'अपना देश ' विषय पर एक अनुच्छेव लिखिए। • देश के प्रति हमारे क्या उत्तरदायित्व एवं महत्व पर क्रम से सूची बनाइए| • 'अपने देश को समृद्ध कैसे बनाया जाए , इस विषय पर लिखिए । • संवाद लेखन का अभ्यास ।	19
	पाठ८: ऋण से मुक्ति (कहानी)	• परोपकारी बनना, ज़रूरतमंदों की मदद करना तथा किसी के किए उपकार को न भूलना। • आर्थिक रूप से कमज़ोर किंतु प्रतिभावान छात्र की मदद करना • ईमानदार बनने की प्रेरणा देना ।	• कक्षा में ईमानदारी पर चर्चा करना, एवं विचार प्रकट करना • साक्षात्कार के लिये प्रश्न निर्माण • लेखक परिचय बताना • संवाद लेखन विधा पर चर्चा ।	
September	**TERM-I Exam**			
October	**पाठ ९: सच्ची कबु कथा (रेखाचित्र)**	• पाठ के मूल भाव तथा उसमें निहित जीवन-मूल्यों का ज्ञान ।	• पशु- पक्षियों एवं साम्य-भाव से परिपूर्ण पक्षियों की जानकारी,चित्र बनाना,	**20**

	व्याकरण: क्रिया तथा काल	• पशु -पक्षियों के माध्यम से आत्म-सम्मान एवं स्वतंत्रता का महत्त्व • छात्रों में पशु-पक्षी प्रेम को बढावा देना। • काव्य शिक्षण में रुचि एवं प्रोत्साहन • लक्ष्य को पाने का प्रयत्न करना। • क्रिया तथा काल के भेदों की जानकारी प्राप्त करना ।	• पर्यावरण-संतुलन में उनकी विशेष भूमिका की जानकारी लेखन। • "स्वतंत्रता के महत्त्व एवं गुलामी कितनी कष्टदायी है"इस विषय पर परिचर्चा गतिविधि • प्रकृति पर लिखी कविताओं की रचना एवं उनका संकलन करना।कविता - लेखन एवं अनुच्छेद- लेखन । • क्रिया तथा काल का अभ्यास कार्य करना ।	
	पाठ १०: प्रकृति और हम (यात्रा- वृतांत) **व्याकरण:** उपसर्ग, प्रत्यय	• बच्चों के हृदय में प्रकृति प्रेम जगाना । • प्रकृति-विज्ञान , भौगोलिक परिस्थितियों की जानकारी। • यात्रा-अनुभव और नए शब्दों के प्रति जिज्ञासा । • उपसर्ग, प्रत्यय की जानकारी प्राप्त करना ।	• प्रकृति का महत्व " पर अनुच्छेद- लेखन। • वर्तमान शिक्षा प्रणाली पर कक्षा चर्चा। • "प्रकृति और मानव **का संबंध**" विषय पर लेख लिखिए। • उपसर्ग, प्रत्यय का अभ्यास कार्य करना ।	
November	**पाठ ११ : अहिंसा के बिरवे** **व्याकरण:** अशुद्धि -शोधन **लेखन:** औपचारिक- पत्र	• छात्रो, को अहिंसा के विषय में बताना । • वाचन और लेखन कौशल का विकास • देश के सम्मान एवं प्रतिष्ठा की सोच को बढ़ाना। • देश भक्ति की भावना का विकास । • अशुद्धि- शोधन के माध्यम से छात्र शब्दों को शुद्ध लिखना सीखेंगे । • पत्रलेखन)औपचारिक (की विधा को समझना ।	• गाँधी जी के जीवन के प्रेरणात्मक प्रसंग " इस विषय पर अनुच्छेद-लेखन • साबरमती आश्रम की जानकारी बताइए। • शारीरिक विज्ञान एवं -स्वास्थ्य- शिक्षा हेतु जागरूकता पर लेख लिखिए। • 'महात्मा गांधीजी' का जीवन परिचय लिखिए। • कक्षा में श्रुतलेख करवाना । • औपचारिक- पत्र का अभ्यास करेंगे ।	**15**
	PT- 2 Exam			

Decembe	**पाठ १२:सत्येंद्र नाथ बोस(व्यक्तित्व)** **व्याकरण:** विराम चिह्न	• भारतीय वैज्ञानिक सत्येंद्र नाथ बोस की जीवनी एवं उनकी उपलब्धियों की जानकारी • देश की प्रगति में उनका योगदान • भाषा में विराम चिह्न के महत्त्व को समझना ।	• किसी एक भारतीय वैज्ञानिक पर एक विस्तृत परियोजना तैयार कीजीए| • पद्म विभूषण की उपाधि से अलंकृत व्यक्तियों की सूची बनाएँ| • विराम चिह्न संबधित अभ्यासकार्य करना ।	**18**
	पाठ १४: **आदमी बन कर जियो** (**Only for SEA 2)** कविता का वाचन करवाना			
January	**पाठ १३:बाधा तोड़ें,सबको जोड़ें** **(संस्मरण-लेख)** **व्याकरण:** मुहावरे, चित्र –वर्णन	• छात्रों को एकता और संगठन में शक्ति के विषय में बताना • बच्चों में नेतृत्व कौशल संतान कौशल और सामाजिकता की समझ विकसित करना | • दृढ इक्षा-शक्ति और कर्मठता का महत्व समझाना | • बंद मुट्ठी के माध्यम से एकता के महत्व को समझना | • विभिन्न उदाहरणों के माध्यम से मुहावरों को समझना । • चित्र- वर्णन विधा को समझना ।	• जल पुरुष राजेंद्र सिंह जी क जीवन और कार्यकाल के विषय में इन्टरनेट से जानकारी इकठ्ठा कर एक लेख तैयार कीजिए | • हाथ की पाँचों उँगलियों के नाम लिखिए | • विभिन्न मुहावरों का वाक्यों में प्रयोग । • चित्र- वर्णन का अभ्यास करना ।	**19**
February		**Revision**		19
March		**Annual Exam**		

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-27)

Grade: 6 **Subject - Marathi**

Subject Incharge's name: Ms Jyoti Jogdand

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	१. आई (कविता)	• विद्यार्थी कवितेचे वाचन करतात. कवितेतील कठीण शब्दांचा अर्थ समजून घेतात. • आई आपल्या मुलांवर जीवापाड प्रेम करते. मुलांनीही आईवरील प्रेमापोटी तिच्यासाठी काहीतरी करायला हवे याची जाणीव होणे.	• 'माझी आई' या विषयावर १० ओळी लिहा.	8
	२. थोर शास्त्रज्ञ –लुई पाश्चर	• विद्यार्थी थोर भारतीय शास्त्रज्ञ लुई पाश्चर यांच्याबद्दल माहिती सांगू शकतात. • वेगवेगळ्या वैज्ञानिकांची नावे समजतात. • पाठातील कठीण शब्दांचा अर्थ समजून घेतात.	• शास्त्रज्ञाचे कठोर परिश्रम जाणून घेणे. नोबेल पुरस्कार मिळालेल्या भारतीयांची नावे लिहून त्यांच्या कार्याची माहिती गोळा करा.	
	व्याकरण	• व्याकरण –जोडशब्द, नाम व नामाचे प्रकार, समानार्थी शब्द, विरुद्धार्थी शब्द	• जोडशब्द, समानार्थी शब्द,विरुद्धार्थी शब्द समजतात. • नामाची व्याख्या , उदाहरणे व प्रकार आपल्या शब्दात सांगता येणे.	
June	३. कुष्ठसेवेचा आरंभ (आनंदवन)		• डॉ. बाबा आमटे यांनी कुष्टरोग्यांसाठी केलेल्या कार्याची माहिती देणे.	10

		• विद्यार्थी थोर समाजसेवक बाबा आमटे यांचा परिचय करून घेतील, त्यांच्याबाबतीत बोलू शकतील, लिहू शकतील. त्यांचे गुणविशेष सांगू शकतील. • वाक्प्रचारांचा वाक्यांत उपयोग करू शकतील.	• डॉ. बाबा आमटे या पाठातील दहा जोडाक्षरे असेलेले शब्द शोधून लिहा. उदा. – न्यायासाठी	
	४. बाभूळझाड	• फुलांवर,झाडांवर प्रेम करावे ही शिकवण मुलांच्या मनात रुजवावी. • निसर्गातील झाडांचा परिचय करून देणे ,शब्दार्थ,जोडाक्षरे • प्रतिकूल परिस्थितीतही तग धरून राहणाऱ्या बाभळीच्या झाडाचे वर्णन या कवितेतून समजणे.	• कठीण परिस्थितीचा सामना करणे. • **SEA-महाराष्ट्रातील कोणत्याही एका समाजसेवकाची सचित्र माहिती लिहा.**	
	पत्रलेखन व्याकरण- शब्दसमूहाबद्दल एक शब्द, वचन बदला, नाम	• शब्दसमूहाबद्दल एक शब्द, वचन बदला, नाम व्याख्या व उदाहरणाद्वारे समजणे. • दिलेल्या विषयावर पत्रलेखन करा.	• दिलेल्या वाक्यातील नामे ओळखा, शब्दांचे वचन बदला. • शब्दसमूहाबद्दल एक शब्द सांगतात.	
July	५. गुरुकुल	• ज्ञानलालसा मनात रुजवणे. • अर्जुनाच्या गुरु –शिष्य प्रेमाचे वर्णन या पाठातून शिकवणे . • गुरुकुल पद्धती ,भारतीय युद्धातील कौरव-पांडवाचे धर्मगुरू व त्यांची शिक्षण पद्धती समजणे.	• पाच पांडवांची माहिती लिहा.	12
	पत्रलेखन	• दिलेल्या विषयावर पत्रलेखन लिहा.	दिलेल्या विषयावर पत्रलेखन करा.	
	६. थोरली आई	• आईचे प्रेम तिची माया अनमोल असते ही शिकवण देणे. • आई आपल्या मुलांवर जीवापाड प्रेम करते.	• आई बद्दल पाच वाक्य सांगा.	

		• मुलांनीही आईवरील प्रेमापोटी तिच्यासाठी काहीतरी करायला हवे याची जाणीव होणे. • लेखिका इंदिरा संत यांनी आपल्या आयुष्यातील मायेची आठवण प्रस्तुत कथेत मांडली आहे.		
	व्याकरण - वाक्प्रचार, लिंग बदला, सर्वनाम	• वाक्प्रचाराचा अर्थ समजून वाक्य बनवणे. • लिंग बदला, सर्वनाम समजतात.	• वाक्प्रचाराचा अर्थ सांगता येणे. • लिंग बदलता येणे,सर्वनाम वापरून वाक्य बनवता येणे.	
August	७. संतवाणी : पैल तो गे काऊ कोकताहे	• अभंगातील भावार्थ समजला पाहिजे. • विद्यार्थीना लहान ओळीतून मोठा आशय समजला. • कावळ्याच्या शुभशकुनामुळे पंढरीच्या राजाची भेट होणार आहे.हा भाव या कवितेत वर्णिला आहे.	• संतवाणी ताला सुरात म्हणून घेतली. • पाच संतांचे नावे लिहून चित्र चिकटवा.	12
	८. गोकुळाष्टमी	• महाराष्ट्रातील सण व ते साजऱ्या करण्याच्या पद्धतीची माहिती करून घेणे . • सणांची माहीती देणे. • श्रीकृष्णाच्या खट्याळ वृत्तीचे वर्णन या पाठात केले आहे.	• कोणत्या कोणत्या महिन्यात कोणते सण साजरे करतात. • आवडता सण या विषयावर निबंध लिहा.	
	व्याकरण व लेखन	• विशेषण व्याख्या व उदाहरणाद्वारे आपल्या शब्दांत सांगू शकतात. • निबंध लेखन • पत्रलेखन	• वाक्यातील विशेषण ओळखा . • दिलेल्या विषयावर १० ते १२ ओळींचा निबंध लिहा.	
September		सराव		
October	९. मनाची श्रीमंती		• तुमचा या वर्षी चा वाढदिवस तुम्ही अनाथाश्रमातील मुलांबरोबर साजरा केला	12

		• स्वत: आनंद लक्षात न घेता दुसऱ्यांना आनंद देता यावा ही भावना मनात रुजवणे. • सदैव दुसऱ्यांना आनंद देता यावा ही भावना मनात रुजवणे. • मुलांच्या आयुष्यात प्रत्येक कामात अडथळा न आणता त्यांच्या कल्पना शक्तीचा विकास करावा	ते पत्र लिहून तुमच्या परगावी असलेल्या भावाला सांगा.	
	१०. चालता चालता काय होते	• मुलांना घराची व आईची ओढ राहते. आई आपल्या मुलांवर जीवापाड प्रेम करते. • झोपल्यावर स्वप्नामध्ये घाबरल्यावर मुलांना आईचीच आठवण होते याचे वर्णन कवितेमध्ये केले आहे. • विद्यार्थीना लहान ओळीतून मोठा आशय समजला.	• झोपेत तुम्हाला पडलेले स्वप्न सांगा . • चित्र पहा व त्याचे वर्णन आपल्या शब्दात लिहा.	
	जाहिरातलेखन	• दिलेल्या विषयावर जाहिरातलेखन करणे	• दिलेल्या विषयावर जाहिरातलेखन करणे	
	व्याकरण- विशेषण, काळ व त्याचे प्रकार,	• काळ व त्याचे प्रकार आणि विशेषण व्याख्या व उदाहरणाद्वारे समजतात.	• खालील वाक्यांचे काळ ओळखा. • वाक्यातील विशेषण ओळखा.	
November	११. कुतूहल	• उन्हाळा ,पावसाळा हिवाळा ऋतूत होणारे बदल याविषयी मार्गदर्शन करणे. • निसर्गात सुरु असलेल्या निसर्ग खेळाचे वर्णन विद्यार्थी समजून घेतात. • चंद्र,पक्षी ,फुले, झाडे हे देखील या नैसर्गिक वातावरणात बदल झालेला पाहून आनंदित होतात.	• सायंकाळ होताच निसर्गात होणारे बदल मुलांच्या दृष्टीस आणून देणे. • आवडत्या ऋतूबद्दल पाच वाक्य सांगा. • मराठी महिने आणि सण यांच्या जोड्या जुळवा.	12

	१२. ज्ञानलालसा	• जीवनातील प्रत्येक क्षणाचा उपयोग ज्ञान घेण्यासाठी करावा. • आश्रमातील जीवन याचं वर्णन या पाठात केले आहे . • विश्वातील सर्व ज्ञान आपल्यात असावे हि ओढ याचे वर्णन या पाठात केले आहे .	• चार वेदांची नावे सांगा. • **SEA-शांता शेळके यांची कोणतीही कविता सादर करा.**	
	व्याकरण-कथा-लेखन, क्रियापद	• कथालेखन व क्रियापद समजतात.	• दिलेल्या विषयावर कथालेखन करतात.	
December	१३. नवा शिपाई	• आपल्या देशावरील प्रेम वाढवावी ही भावना विद्यार्थ्यामध्ये रुजवावी. • कवी केशव सूतांनी –जाती धर्माच्या पलीकडे जाऊन सर्व जन माझेच आहेत.असा विचार या कवितेत मांडला आहे.	• देशभक्तीवर गीत लिहा. • तालासुरात म्हणून दाखवा. • सैनिकाचे मनोगत या विषयावर निबंध लिहा.	5
	१४. चातुर्य	• विश्वासाला तडा जाऊ देऊ नये . • कोणावरही विश्वास ठेवू नये. • आपला स्वार्थ साधण्यासाठी काही व्यक्ती कसा विश्वासघात करून आपला हेतू साध्य करतात.याचे वर्णन या पाठात केले आहे.	• तुमच्या आठवणीतील गोष्ट सांगा • अकबर आणि बिरबलची गोष्ट सांगा.	
	व्याकरण- पत्रलेखन, विरामचिन्हे	• पत्रलेखन –अनौपचारिक पत्रलेखन कसे लिहतात हे समजतात. • वाक्यामध्ये विरामचिन्हांचा उपयोग कसा करावा हे समजणे.	• दिलेल्या विषयावर आधारीत पत्रलेखन करणे. • वाक्यामध्ये विरामचिन्हांचा उपयोग करतात.	

January	१५. मुंबई : एक स्वप्ननगरी	• मुंबईच्या पर्यटन स्थळाची माहिती करून घेणे. • मुंबई शहराविषयी माहिती विद्यार्थ्यांना देणे.	• प्रेक्षणीय स्थळाची माहिती सांगा. • तुम्ही ज्या गावात राहता त्याची माहिती मिळवा.	
	कथालेखन	• दिलेल्या मुद्यांवर आधारित कथालेखन करणे		
	१६. सहजखूण	• कोणच्याही सुख, दुख सहभागी व्हावे .सुख दुख: गोड मानून आंनदाने जगावे. • जीवनात वाट्यास येणाऱ्या सर्व गोष्टी गोड मानून स्वीकाराव्या. • आनंदी व समाधानी रहावे याचे वर्णन कवितेतून सांगितले आहे.	• तुमच्या आनंद व दुख:चे वर्णन करणारा एखादा अनुभव सांगा .	10
	निबंध लेखन	• जाहिरातलेखन • कथालेखन	• दिलेल्या विषयावर १० ते १२ ओळींचा कथालेखन लिहा.	
February	सराव			3
March	परीक्षा	विद्यार्थी उजळणी करतात.		

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 6 **Subject: Mathematics**

Subject Incharge's name: Mrs.Siddhi Bhandari

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	1. Knowing Our Numbers	• Students can understand Natural and Whole Numbers. • Students can understand Indian and International system of Numeration. • Students will be able to do Roman Numerals. • Students will be able to do comparison of Numbers.	• Ask students to make Place value chart (Indian and International number system)	11
	2. Whole Numbers	• Students can perform different operations like addition, subtraction, multiplication of whole numbers on a number line. • Students can understand properties of whole numbers.	• Ask students to identify the patterns and write the next two numbers in the series.	8
June	9.Data Handling	• Students can collect and organize the data. • Students can draw the bar graph.	• Representing data using tally marks and pictograph.	8

	3.Playing with numbers	• Students can understand the concept of tests of Divisibility. • Students can understand the concept of HCF, LCM and Prime Factorization.	• Lab Activity: Find the prime and composite numbers using Sieve Method. • Lab Activity: Finding HCF of two numbers using colored strips. • Lab activity: Finding LCM of two numbers using colored strips.	12
July	6. Integers**(SEA)**	• Students can represent integers on a number line. • Students can perform different operations like addition, subtraction of integers.	•Lab activity: Understand the concept of Addition and subtraction of the integers.	14
	4. Basic Geometric Concepts	• •Students can visualize and draw open and closed figures. • •Students can understand the concept of line, line segments and intersecting lines. • •Students will be able to measure different types of angle with the help of protractor.	•Group activity: Create Open and closed figures using matchsticks. Group activity: Create Open and closed figures using matchsticks.	8
August	5. Understanding Elementary Shapes	• Students can visualize the three-dimensional shapes. • Students can understand the concept of different types of quadrilaterals.	• Lab Activity: Identifying types of angles using paper folding technique. • Lab Activity: Making different types of quadrilaterals with the help of set squares.	19

September	**Revision + TERM-I Exams**			
October	11. Introduction to Algebra	• Students can able to solve the algebraic expression. Students can able to create different patterns using matchsticks.	• Group activity: Generalising and finding the expression for the number of dots and segments used in case of n squares based on the given pattern.	12
	13. Symmetry	• Students can draw the line of symmetry of an object. • Students can draw the mirror image of any figure.	• Lab activity: Finding the line of symmetry of a figure by paper folding technique.	8
November	7. Fractions	• Students can represent the fractions on number line. • Students can state different types of fractions along with examples. • Students will be able to convert mixed fractions into improper fractions and vice versa.	•Lab Activity: Comparison of fractions using fraction strips.	7
	8.Decimals	• Students can state the place value and expand the decimal number. • Students can perform • addition of decimal numbers	• Individual activity: Plug in the missing decimals.	7
December	12. Ratio, Proportions and Unitary Method	• Students can understand the concept of dividing a number in a given ratio.	• Lab activity: Calculating ratio and proportion for the coloured triangles in the hexagon.	17

		• Students will be able to apply the concept of unitary method in a given situation.		
January	10.Mensuration **(SEA)**	• Students can find the area and perimeter of square and rectangle.	• Lab activity: Finding the perimeter and area of polygon using a square grid. • Lab activity: Find the area of irregular figures on grid paper.	10
	14. Practical Geometry	• Students can construct a circle with a given radius. • Students can construct an angle equal to a given angle. • Students will be able to bisect the line segment and angle with the help of compass.	• Constructing perpendicular lines, perpendicular bisector and angle bisector using paper folding technique.	8
February	**Revision**			
March	**Annual Exam**			

MIS INTERNATIONAL SCHOOL,BALEWADI

Yearly Planner (2026-27)

Grade: 6 **Subject - Science**

Subject Incharge name: Ms Charushila Sawant

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Chapter 1. Sources of Food	**Learners will be able to-** • Sort food items into different food groups • Various types of animal products as well as dairy products (made from milk) • Explain about sources of food—plant parts and animal products. • Explain what animals eat—herbivores, carnivores and omnivores • Stop wasting the food.	• Collection, identification and pasting of cereals, pulses, spices along with the areas in which these foods are eaten in a scrapbook. *(SE Activity)* • Make sprouts using gram seeds. Write down the ingredients of four dishes from four directions of India.	6
	Chapter 3. Separation of Substances	• Identify substances that are being separated in examples from daily life. • Students will be able to explain the different methods used for separating substances and list their applications. • Explain different methods that are used for separating different substances that are mixed together. Identifies different kinds of solutions and pick out the solutes and solvents in each.	• Activity to separate different things using different methods of separation (e.g., Sedimentation, filtration, etc.). (SE Activity) •	6

June	Chapter 4.Fibre to Fabric (SEA)	• Discuss how our clothes have undergone major change since ancient times, because of the changing needs. • Explain the two main processes of making fabric from yarn: weaving and knitting. • Describe how plant fibres such as cotton and jute are produced, list their uses, and name the kind of soil in which they are grown.	• 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. (SE Activity)	6
	Chapter 5. Sorting materials into Groups	• Explain about different kinds of materials around them. • Classify materials based on observable properties, e.g., materials as soluble, insoluble, transparent, translucent and opaque • Identify and sort the given pictures into meaningful groups. • Discuss the main characteristics of different materials. • Describe properties of materials – appearance, hardness, solubility or insolubility, density and transparency • Describe the solubility of different materials in water. •	• 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)	6
	Chapter 2. Components of Food	• Describe the components of food • Explain their sources and significance for human health • Describe balanced diet • Explain about deficiency diseases	• Test for the presence of starch, fats and proteins in food samples. • Make a chart on the various deficiency diseases and their causes. Cut the wrapper and paste in scrapbook of the packaged food and study the components and quantity of nutrition table.(SE Activity)	11
July	Chapter 6.Change around us.	• Identify commonly occurring changes around us. • Classify changes as reversible and irreversible changes.	• Different activities to show changes around us using balloons, rubber bands, paper etc.	10

		• Classify changes as physical and chemical changes. • Explain how substances expand and contract on heating and cooling. • Apply the concepts covered in the chapter to solve questions.	• Explain physical changes and Chemical Changes Mention examples (Physical) such as tearing paper, melting ice, and dissolving sugar in water. Mention examples (Chemical) such as burning wood and rusting iron.	
	Chapter 7. Things around us	• Identify living and non-living things around us • List the characteristics of living things. • Distinguish between living and non-living things. • Identify different biotic and abiotic components of the environment. Explain the concept of habitat.	• Seeing a vulture eating a dead animal might be unpleasant, but the students should be told about the importance of this process in nature. Inquire what would happen if this process does not occur at all.	10
	Chapter 8. Getting to know Plants	• 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 •	• The diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), including at a smaller scale (microscopic organisms) • Activity to show plants transpire (Observe the process of transpiration in plants in the given conditions.)	8
August	Chapter 14 Electricity and Circuits	• Explain electric current, electric circuit and electrical appliances Differentiate between conductors and insulators.	• To make an electric switch using drawing pins. • Draw a well-labeled diagram of an electric torch. • Students will list safety guidelines that must be followed while handling electrical devices.	10
	Chapter 9. Form and	• Correlate how a streamlined body helps in reducing friction and resistance • Identify the different parts that enable movement in animals.	• Introduce the terms vertebrates and invertebrates giving examples.	11

	Movement in Animals	• Explain the body movements in different animals—earthworm, snail, cockroach, fish, birds and snakes • Describe the human skeletal system	• Make a model of ball & socket joint & hinge joint using different materials. • Make a model of ball & socket joint and hinge joint using different materials. *(SE Activity)*	
September	**Revision + Term I Exams**			
October	Chapter 12. Fun with Magnets	• Explain magnets, poles of a magnet • Differentiate between magnetic and non-magnetic materials • Describe magnetic compass, magnetic induction • Explain about handling of magnets.	• Making of an artificial magnet. Activity showing the position of a freely suspended magnet.	13
November	Chapter 15. Water and its Importance	• Importance of water • List the three states of water • Differentiate between evaporation and condensation • Sources of water • Describe the formation of clouds and water cycle • Explain thunder and lightning Water as a disaster and conservation of water	Make a well-labeled diagram of water cycle.	12
	Chapter 10. The Habitat of the Living	• 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.	• Make a list of 5 plants and animals and paste them on the scrap book, living in different habitats as mentioned in the text *(SE Activity)* •	14
December		• Explain how people measured distance and time in ancient times.	• Identify the different instruments used for measuring different quantities.	14

	Chapter 11. Measurement and motion	• Know and understand the term: uniform, non-uniform motion, periodic motion and SI units • Explain the need to measure distance and the different ways of measuring length. • Solve numerical based on speed and time.	• Find out the dimensions & area of your desk/table using measuring-tape. • Compare a measurement using non-standard and standard units of length	
	Chapter 17. Garbage In, Garbage Out	• Explain about wastes and their types • Describe biodegradable and non-biodegradable wastes • Describe the methods of waste management – landfills, composting and vermicomposting • Describe the steps to reduce generation of wastes	• Make two bins (green and blue) and explain their usage according to the guidelines issued. (SE Activity) • Demonstration of process of vermicomposting.	10
	Chapter 13. Light, Shadow and Reflection	• 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. •	• Construction of Pinhole camera. *(SE Activity)* • Group Discussion on “How moon can be seen by us in spite of having no light of its own?”	
February	Chapter 16. Air Around Us	• Explain the presence of air around us • Properties of air • Describe components of air • Explain the uses of air • Explain the causes and effects of air pollution and list the ways in which it can be reduced.	• To show the presence of air around us. • Demonstrate that air supports burning.	
		• **Revision**	•	
March		• **Annual Exams**	•	

February	**Revision**
March	**Annual Exams**

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 6

Subject Incharge name: Ms. Kamal Bendale **Subject: Social Studies**

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	History Chapter 09 – Timelines and Sources of History	**The learner:** • 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.	• Finding information about famous archaeologists.	20
	Geography Chapter 01- The Earth and the Solar System	• 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.	• Conduct quiz • Video on Solar System • Group Discussion on different planets.	
	Civics Chapter 19 – Unity in Diversity	• explains what is meant by unity in diversity in the Indian scenario. • identifies the most striking aspects of Indian diversity. • describes various forms of human diversity around them. • lists various forms of discrimination. • explains the nature and sources of discrimination. • differentiates between equality and inequality in various forms to treat them in a healthy way.	• Group discussion on diversities in the classroom.	

		• displays a healthy attitude towards various kinds of diversity around them. • illustrates how India celebrates unity underlying in the diversity. • locates important historical sites and places on an outline map of India.		
June	History Chapter 10 – The Earliest Societies	• recognizes distinctive features of early human cultures and explains their growth. • compares the features of the three phases of the Stone Age. • explains broad developments during Ancient Period, e.g. the beginning of agriculture, etc. • compares and relates the developments occurring in one place with another. • locates important historical sites, places on an outline map of India	● Discussion on the life of the people of Stone Age.	20
	History Chapter 11- Our India: Bharat	• describes the changes that have occurred in the Indian subcontinent. • explains various names of India and distinguishes between them. • identifies the reasons for the different names.	• flip teaching • Divide the class into groups and assign each group a period (Ancient, Medieval, Colonial, and Modern India). • Groups present their findings to the class.	
	Geography Chapter 02- Locating Places" Maps and Coordinates	• describes maps, types of maps and how to use them. • lists and explains the components of a map. • differentiates between a map, a sketch and a plan. • explains the concept of coordinates and how latitudes and longitudes can be used to locate places on earth. • locates the major latitudes and longitudes on a globe. • lists the major latitudes and longitudes. • differentiates between the Torrid, Temperate and Frigid zones.	• PPT shown on Longitudes — time zones	

	PT – 1 Exam	• explains how local time and standard time is related to longitude. **Chapter – 2, 9,10,19**		
July	History Chapter 12 - The Indus Valley Civilization.	• explains the meaning of the term civilization. • identifies the main features of a civilization. • explains broad developments during the Ancient Period, e.g. the first cities on the Indus, etc. and relates the developments occurring in one place with another. • locates important historical sites, places on an outline map of India.	• Map work • Group presentation or project on any one of the ancient civilizations • Individual chart-making on Kalibanga.	23
	Geography Chapter 03- Rotation and Revolution	• defines rotation and revolution of the earth. • explains the concept of the circle of illumination and its relationship with the earth's axis. • describes how seasons occur. • differentiates between the conditions of summer and winter solstices in the northern and southern hemispheres.	• Individual presentation about places and weather conditions. • Individual record of the timings of sunrise and sunset	
	History Chapter 13 – The Age of Empires and Assemblies	• lists out significant contributions of important kingdoms/ dynasties. • describes issues, events, personalities mentioned in literary works of the time. • locates important historical sites, places on an outline map of India.	• Individual chart-making on Pataliputra • Find out modern names of ancient places	
	Civics Chapter 21- The Role of Family and Community	• explains the importance of a family unit. • identifies the different kinds of families and traces their roles and responsibilities. • explains what a community is. • describes the roles of the different communities, in our society.	• Groups act out their scenario, showcasing the roles and responsibilities of different family members.	
August				19
	Geography Chapter 04- Oceans and Continents of the World	• recognizes the realms of the earth, with special reference to the biosphere. • explains what oceans and continents are.	• Map work • flip teaching	

		• identifies the names of oceans and continents, and explains the distribution of land and water on the surface of the earth. • identifies the oceans by their characteristics. • describes the ways in which oceans and continents impact life on earth, including human life. • identifies how storms and tsunamis impact coastal areas. • locates continents and oceans on the world map. • lists the features of the continents. • lists the compositions of the atmosphere. • describes the biosphere.		
	History Chapter 14 – The First Empire: The Mauryas	• lists out significant contributions of important kingdoms, dynasties with examples viz. Ashokan inscriptions. • identifies the driving factors behind Ashoka's adoption of Buddhism. • locates important historical sites, places on an outline map of India.	• Map work • Individual project report on Alexander the Great • Class discussion on Ashoka's dhamma and Buddhism	
	History Chapter 15 – The Second Urbanization	• describes issues, events, mentioned in literary works of the time. • analyses the changes in society that came with the Second Urbanization. • locates important historical sites, places on an outline map of India	• Group discussion and presentation on important ancient towns and cities. • Comparing today's trade relations and imports/exports with the trade in the past and preparing a presentation.	
September	**Revision & Term 1 Exam – Chapters: 2,3,12,13,14,21**			
October	History Chapter 16- Reaching Out to Distant Land	• describes the implications of India's contacts with regions outside India in the fields of religion, art, architecture, etc. • analyses basic ideas and values of various religions and systems of thought during the Ancient Period.	• In today's time, what does Bhakti mean to you? Each one should share their thoughts	16

		• locates important historical sites, places on an outline map of India.		
	Geography Chapter 05- Landforms and their Significance	• identifies the major types of landforms and their importance to life and culture. • explains the internal and external forces shaping the surface of the earth. • describes mountains and its types. • defines plateaus and their significance. • describes plains and their significance. • explains the desert ecosystem. • discusses the challenges and opportunities of life associated with the different landforms	• To have debate in class about why mountains are important	
	Geography Chapter 06- India-Physical Features	• identifies the five main physical divisions of India and lists their characteristics. • describes the formation and significance of the Himalayas. • recognizes the geographical features of the Northern Plains. • explains the importance of the peninsular plateau in India.	Map work	
N**ovember**	History Chapter 17- India from the 4th Century CE to the 7TH Century CE	• lists out significant contributions of important kingdoms, dynasties with examples viz. Gupta coins, etc. • locates important historical sites, places on an outline map of India. • describes issues, events, personalities mentioned in literary works of the time.	• Map work • Individual project report on the main Gupta rulers.	19
	Civics Chapter 22- Grassroots Democracy: What Is Government?	• explains the meaning of governance. • discusses the need of government and describes its importance. • identifies various levels of the government—local, state and union. • explains the meaning of democracy and its importance. • lists the types of government. • describes the role of the government.	•Group presentation and discussion on forms of government	

		• analyses how conflict is resolved in a democracy		
	History Chapter 18- Indian Culture and its Roots **PT2 Exam**	• 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 contribution of folk and tribal traditions on Indian culture. • locates important historical sites and places on an outline map of India. **Chapters: 5,15,16,22**	• Debate on early and later Vedic period.	
December				17
	Geography Chapter 07- Climate of India	• identifies key factors shaping India's varied climate regions accurately. • describes the impact of altitude on temperature across the country. • explains how proximity to the sea moderates climate in coastal cities. • discusses the role of the Himalayas in influencing India's monsoon patterns	Map work	
	Geography Chapter 08 - Natural Vegetation and Wildlife	• identifies and describes the main types of natural vegetation found in India. • explains the need for conserving natural vegetation and wildlife.	Map work SEA – Subject Enrichment Activity	
	Civics Chapter 23 - Grassroots Democracy: Rural Local Self-Government	• explains what Panchayati Raj institutions are. • describes the functions of Panchayati Raj institutions and why they are important in governance and democracy. • describes the gram sabha and the gram panchayat.	• Role plays of different panchayati raj officers.	

		• explains rural administration with respect to police and maintenance of land records.		
	Civics Chapter 24 - Grassroots Democracy: Urban Local Self Government	• explains urban local bodies and their functions. • discusses the importance of urban local bodies in governance and democracy. • describes the Swachh Bharat Mission.	• Class discussion and preparation of a list of questions to be asked to the mayor of your city. • Individual presentation on various functions of the municipal.	
January	History Chapter 20- Flowering of Culture and Science	• identifies India's significant contributions in culture and science viz. astronomy, medicine, mathematics, and knowledge of metals, etc. • lists out significant contributions of important kingdoms, dynasties with examples viz. Ratha temples by Pallavas, etc. • analyses basic ideas and values of various religions and systems of thought during the Ancient Period.	• Assign topics to small groups (e.g., Aryabhata's astronomy, Charaka's medicine, Brahmagupta's mathematics, iron metallurgy). • Ask each group to research and create a timeline showcasing the period and impact of these contributions.	18
	Civics Chapter 25- The Importance of Work	• explains the different types of activities people engage in. • identifies how the various activities contribute to our day-today life. • distinguishes between economic and non-economic activities. • describes the various types of economic activities. • identifies the factors responsible for availability of different occupations undertaken in rural areas. • lists the various village handicrafts. • explains the importance of non-economic activities.	Role Play: Students act out different rural occupations and explain their contribution to daily life.	
	Civics Chapter 26 Exploring Economic Activities	• identifies and explains the three economic sectors.	• SEA – Subject Enrichment Activity	

		• differentiates and classifies the economic activities into three economic sectors. • explains how the three economic sectors are interconnected. • identifies the factors responsible for availability of different economic activities undertaken in rural and urban areas. • compares the different kinds of people involved in different economic activities.		
February	**Revision**			19
March	**Annual Exam**	**Chapters: 6,7,17,18,20,23,24,25**		19

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-2027)

Grade: 6 **Subject: ICT**

Subject Incharge's Name: Ms. Kiran Sharma

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	1. Advanced Features in PowerPoint (SEA1)	• Animation Effects • Transition Effects • Action Buttons • Views in a Presentation • Importing Data	• Apply different animation & transition effects • Apply animation using action buttons • Identify different views in presentation • Text book Exercises, Lab Work practical, Worksheet, video	4-5
	2. Understanding Artificial Intelligence	• What is AI? • History of AI • Need of AI • Importance of AI • Domains of AI • Uses of AI	• Identify different domains of AI • Text book Exercises, Worksheet, video	4-5
June	3. Excel: An Introduction	• Starting Excel • Components of Excel Window • Sheet tab • Entering data in Excel • Selecting cells • Editing content • Formatting in Excel • Alignment & Orientation • Saving a Workbook • Creating a new Workbook • Exiting from Excel	• Identify components of Excel window • Enter, edit and select data in Excel • Apply formatting in Excel • Changing alignment and orientation of cells • Text book Exercises, Lab Work practical, Worksheet, video.	5-6
	PT1 Exam			

July	4. Formatting in Excel	• Undo & Redo feature • Inserting cells, columns and rows • Deleting cells, columns and rows • Changing row height and column width • AutoFill • Flash Fill	• Insertion & deletion of rows and columns • Changing row height & column width • Apply AutoFill and Flash Fill feature • Text book Exercises, Lab Work practical, Worksheet, videos.	4-5
August	5. Formulas and Functions in Excel(HYP)	• Sorting • Filtering • Conditional Formatting • Formula in Excel • Functions in Excel • Cell referencing • Cell referencing of another Worksheet • Formula Errors	• Sorting and filtering of data in Excel • Apply conditional formatting in cell range • Apply different types of formulas in Excel • Apply different cell referencing in Excel • Text book Exercises, Lab Work practical, Worksheet, video.	7-8
September	**TERM-I Exam**			
October	6. Image editing in GIMP (SEA-2)	• About GIMP • Starting GIMP • Interface and its components • Opening a file • Toolbox • Selection Tools • Paint Tools • Retouching tools • Transform tools • Flipping an image • Rotating an image • Saving a file • Closing a file	• Apply different selection tools to a picture in GIMP • Apply different retouching tools to a picture in GIMP • Apply different transform tools to a picture in GIMP • Flipping and rotating picture using GIMP • Text book Exercises, Lab Work practical, Worksheet, video.	5-6
November	7. Coding in C++, Python, and Java	• Introduction to C++, Python, and Java • Similarities between C++, Python, and Java • Differences between C++, Python, and Java • Practice codes	• Identify the similarities and differences between C++, Python & Java • Practice making the same program using three different languages • Text book Exercises, Lab Work practical, Worksheet, video.	5-6

	PT2 Exam			
December	8. Coding with Python (FYP)	• Introduction to Python • Applications of Python programming • Installing Python • Components of Python window • Interactive mode • Variables in Python • Script mode • Creating a program file • Data types • Using input() function • Operators • Types of operators in Python • Operator precedence	• Installing Python • Creating a program in interactive mode & script mode • Practice making different Python programs from the Exercises given in the textbook • Text book Exercises, Lab Work practical, Worksheet, video.	7-8
January	9. Cloud Computing	• Introduction to Cloud Computing • Characteristics of Cloud Computing • Advantages of Cloud Computing • Storing and sharing data using Cloud Computing • Google Drive • OneDrive • Google Maps	• Storing & Sharing data using Cloud Computing • Uploading, copying, deleting, sharing file in Google Drive • Using Google Maps on desktop computer • Text book Exercises, Lab Work practical, Worksheet, video.	5-6
February	**Revision**			
March	**Annual exam**			

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-27)

Grade: 6 **Subject – Art and Craft**

Subject Incharge's name: Mrs. Shital

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	• Still Life – Objects • Still Life – Objects • Still Life – Objects • Decorative Art – 4 (Craft)	Observation, hand eye coordination Creative expression, fine motor	Pencil Shading Watercolour Pencils Oil Pastels Collage Making	4
June	• Still Life – Decorative Pots • Body Parts – Legs and Ankles Study • Body Parts – Head Study • Nature Study – Bouquet (Craft)	Observation, dexterity Observation, hand eye coordination, fine motor	Poster Colours Colour Pencils How to Draw Colouring & Petal Pasting	4
July	• Body Proportion • Portrait • Decorative Art -5(Craft) • Life Study - Birds	Observation, dexterity Observation, hand eye coordination, fine motor	How to Draw Dry Crayons Sand Paper Activity Gel Pen & Soft Pencils	4
August	• Life Study – Birds • Story Board – Thirsty Crow • Life Study – Animals • Nature Study – Tree (Craft)	Observation, dexterity Observation, hand eye coordination, fine motor	Poster making Water Based Pencil Colors Drawing and Shading Poster Colors & Button Pasting	4
September	• Nature Study – Lily	Observation, dexterity	Water Based Pencil Colors Leaf Rubbing	4

	• Nature Study – Texture Impression • Nature Study – Tree (Craft) • Nature Study – Tree	Observation, hand eye coordination, fine motor	Ink Pen &Handmade Sheet Crafting Newspaper Impression	
October	• Nature Study – Tree • Nature Study – Tree • Scenery – 1 (Craft) • Scenery – 3	Observation, dexterity Observation, hand eye coordination, fine motor	Acrylic Painting Brush Stroke Poster Colors & Corrugated Paper Multimedia	4
November	• Fruit Composition • Silhouette Painting – 1 (Craft) • Silhouette Painting – 2 • Festival – Deepavali	Observation, dexterity Observation, hand eye coordination, fine motor	Poster Colors Sticker Pasting & Wash Color Technique Water Colors and Fountain Pen Glitter Pens & Water Colors	4
December	• Decorative Art – Bhangra • Decorative Art – 1 (Craft) • Festival - Christmas	Observation, dexterity Observation, hand eye coordination, fine motor	Wet- on – Wet Craft Work Coloring	4
January	• Decorative Art – 2 • Decorative Art – 3 • Decorative Art –6 (Craft) • Meet the Artist – Vincent van Gogh	Observation, dexterity Observation, hand eye coordination, fine motor	Ink Folding Textile Design Oil Pastels & Sticker Pasting 3D Effect – Acrylic Colors	4
February	**Revision**			
March	**Annual Exam**			

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 6 **Subject: G.K.**

Subject Incharge's name: Ms. Pragati Ambagade

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Unit 1- Living Earth	Students will be able to: • Enhance their knowledge about different aquatic and land animals. • Gain more information on animals and their young ones.	Make a chart of different animal species and their habitat along with their young ones.	4
June	Unit 2- Cultural canvas	Students will be able to: • Identify various states, their capitals and food culture and Fashion. • Enhance their knowledge about insects and succulents. • Enhance their knowledge on different heritage sites of India	Make a chart of different food habits followed by people in India	4
July	Unit 3- Mind Masters	Students will be able to: • Learn to solve tricky puzzles.	Make your own Sudoku puzzle.	3

		• Students will learn to solve logical reasoning question and Sudoku challenge.		
Aug.	Unit 4- Around the world	Students will be able to: • Know about different dressing styles around country and Tribal life. • Know Worlds wonder, Cityscape and museums. • Know about National Parks. • Leading women personalities, Nobel Prize winners.	TB activity	4
Sept	**Revision (Unit 1 to 4)–TERM-I exam**			
Oct.	Unit 5- Game on	Students will be able to: • Learn about National Sports of different countries and Olympic games. • Leading women in sports • Indian athletes and different sportspersons of today.	Activity on collecting pictures of famous Indian sportsmen	4
Nov.	Unit 6- Our Everyday World	Students will be able to: • Learn the changing world due to different reasons like global warming, rising temperatures etc. • Know about different sweet treats	TB activity	4

Dec.	Unit 7- Science and Technology	Students will be able to: • Learn about different tools of measurement. • Learn to make the periscope. • Know about flying machines and phenomenal physics	Quiz activity	2
Jan.	Unit 8- Wonder of Words	Students will be able to: • Solve the book bingo game. • Learn new words.	TB activity.	3
Feb.	Unit 9- Mixed Bag	Students will be able to: • Learn about different States. • Enhance their knowledge on different heritage sites of India	Collect information about any one state, its capital and food culture. Write 5 lines on it.	3
March	**Revision (Unit 6 to 9)** **Annual Exam**			

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 6 **Subject: Value Education**

Subject Incharge's name: Ms. Pragati Ambagade

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	1. Thumb rule for public speaking.	Learners will be able to – • Speak in public more confidently.	Observe your surroundings and speak about it for 1 minute.	1
June	2. Forgiveness 3. Discovering the hero within	Learners will be able to – • Learn the art of forgiving people. • Apply step-wise thinking and logical reasoning to make judgments and resolve simple real life problems.	TB activity.	1
July	4. Be fair	Learners will be able to be fair and not cheat.	State the acts of cheating in school.	1
August	5. Good habits	Learners will be able to observe good manners and try to become a good child.	Design a poster for good habits.	1
September	6. Gratitude to mother earth.	Learners will be able to show gratitude to mother Earth.	Come up with 2 incidences where in you have shown gratitude.	1
October	7. Humility 8. Empathy	Learners will be able to – • Exhibit a sense of humility.	Collect information of Mahatma Gandhi and have a group discussion	1

		• Will know the value of empathy and practice it.		
November	9. The Axe and the Blade 10. Critical thinking	Learners will be able to – • Understand the importance of respecting others. • Think clearly and logically.	Group activity- create a market scene and form dialogues between vendors and customers.	1
December	11. Time management	Learners will be able to – • Understand the importance of time.	TB activity-	1
January	12. Leadership	Learners will be able to – • Demonstrate respect and exhibit team work and leadership skills.	Plan a project of 'Village School'	1
February	13. Art of living 14. The dedicated prince.	Learners will be able to – • Understand the importance of happy life. • Determine that success depends on hard work and dedication.	Write a letter to your mother describing the effect of education on you.	1
March		**Annual Exams**		

MIS INTERNATIONAL SCHOOL

Yearly Planner 2026 - 2027

Grades: 6-8 Subject: DANCE

Teachers' name: Ms. Aarushi, Ms. Sayali, Mr. Dattatray, Mr. Aniruddha, Ms. Koyelika , Mr. Swapnil, Ms.Priyanka

Month	Class / Subject	Topic / Course	Activity	Outcome of the Activity
April	6-8 DANCE	**Freestyle dance**	**Exercises, new routine(taare),stretching.**	1.Learn to process, analyze and respond to sensory information through the language and skills unique to dance. 2. Demonstrate increased movement skills, concentration and physical control in performing movement for artistic expression.
May		**SUMMER**	**BREAK**	
June	6-8 DANCE	Freestyle dance	**Exercises, new routine(mean it song), stretching,hand gestures**	Basic anatomical relationships to the felt sense of the body, including the expressiveness inherent in movement.
July	6-8 DANCE	Freestyle dance	**Exercises, revising previous routine,new routine(innocence song),stretching**	**Gain proficiency in skills specific to the practice or dance style.**

August	6-8 DANCE	Contemporary dance	**Stretching,exercises,new routine(patriotic song)**	**Be familiar with the history and cultural significance of the practice or dance style.**
September	6-8 DANCE	**Contemporary dance**	**Exercises,stretching, foot work,new routine(ori chiraiya)**	**Recognize the basic positions of the torso, arms, and legs and correct body alignment in stillness and in movement for the execution of basic modern dance technique.**
October	6-8 DANCE	**Freestyle dance**	**Exercises,stretching,revising previous,new routine(Earth song)**	**Recognize and identify basic modern dance terminology and translates the terms into movement practice.**
		DEEPAWALI	**VACATION**	
November	6-8 DANCE	**Freestyle Dance**	Exercises,revising previous,new routine(summer high)	**Demonstrates awareness of the positions of the torso, arms, and legs and correct body alignment in stillness and in movement for the execution of intermediate level modern dance technique.**
December	6-8 DANCE	Contemporary dance	**Exercises,revising previous,new routine(Baawra man)**	**Recognize and analyze basic dance steps and choreography.**
		CHRISTMAS	**VACATION**	
January	6-8 DANCE	**Freestyle Dance**	Exercises,revising previous dance,new dance routine(Naina)	**Recognize multiple pedagogical approaches and philosophies within the**

				dance field.
February	6-8 DANCE	**Contemporary Dance**	**Exercises,revising previous dance,new dance routine(zindagi kuch to bata)**	Demonstrate an understanding of performance aesthetic.
March			**FINAL EXAMS FOR**	**GRADE I – II**

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade:7 **Subject - English**

Subject Incharge's Name: Ms Sandhya S

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April(20)	**Literature** **Unit 2** L-1 Atlantis (For activity SEA 1) **Unit 1** L-1 A Hero L-2 The Taste of Watermelon **Grammar** • Nouns • Word Lab(page 241) • Common Errors(Countable and Uncountable Nouns) • Articles	**The student will be able to** • realize how human greed for development is harmful for nature. • understand the importance of courage over strength and age. • realize how experiences shift our perspectives. • discuss the importance of being courageous in life. • identify different expressions of kindness and improving self-behaviour. • understand the real-life connect with the nature and human being. **The student will be able to** • identify and tell about different types of nouns. • tell about definite and indefinite articles and use appropriate article in sentences.	**Debate-** 'Human Greed for Development is Harmful for Nature.' **Group discussion** Courage is everything, strength and age are not important. **Art Activity**- Draw a pie chart about your fears and write 2 ways to overcome these fears. **Discussion** 'At times we do things under peer pressure that we would not have otherwise done.' **Art Activity**- Tabular representation of 2 strengths and 2 weaknesses. **Peer Reading** **Completing test worksheet.** **Grammar Game** **Completion of exercises from grammar textbook.**	7 7 7

		• describe different figures of speech and identify the figures of speech.		
June(20)	L-3 The Flower-School **(Poem)** L-2 The Diary of a Space Traveler **(PT 1)** **Grammar** Figures of Speech Pronouns Adjectives Common Errors(Adjectives and Pronouns) Word Lab (Page 242) Comprehension 1 Verbs Word Lab (Page 243, 244) **Writing Skill** Poster Making (PT1)	**The student will be able to** • observe nature and experience its beauty in all seasons. • expand the knowledge of poetic devices. • relate the life on Earth with the life on other planet based on the context. • think beyond the text using intuitive skills and analyze its real life relevance. • value the nature and its gifts. **The student will be able to** • understand the classification of pronouns. • use appropriate pronoun in sentences. • understand different types of adjectives and use them appropriately. • identify the types, forms and formation of verbs. • distinguish between easily confused verbs. • make posters to create awareness about social issues.	**Paragraph Writing** 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) **Art Activity**- Write a poem on the theme of 'Nature'. **Poster Making** **Art Activity-** Draw a satellite of your imagination. **Revision Test** based on the lesson. **Poem Recitation** **Art Activity-** Design a creative travel postcard of hometown / favourite city. **Grammar Game** **Completion of exercises from book** **Class test**	5 1 6 8 2
July (23)	L-3The Lake Isle of Innisfree **(Poem)** L-6 The One Who Survived	**The student will be able to** • understand the idea of a graphic story. • appraise the survival skills relating to the context. • list down some real life heroes and their great acts.	**Poem Recitation** **Reading** **Individual activity** To collect information about real life heroes who faced adversity using courage. **Art Activity**-Word web of Ada	6 6

	L-7 The Narayanpur Incident	• do literary analysis of the poem. • locate, infer, analyze and evaluate information.	Speaking Activity (Group Activity)- Speaking about any one prominent event in India's freedom struggle **Art Activity**-Complete graphic organizer of the story given in textbook.	
July (23)	**Grammar** Verbs: (Present Tense, Past Tense, Future Time, Perfect Tense) Finite and Non-Finite Verbs Common Errors(For and Sinc Word Lab(245) Comprehension 2	**The student will be able to** • understand the structures and uses of different types of verbs. • identify finite and non-finite verbs and use the appropriately in sentences.	**Grammar Game** **Completion of exercises from book** **Class test**	6 5
August(19)	L- Florence Nightingale **(Poem)** L-9 Michelin-Star Chef Vikas Khanna: 5 Things I Wish Someone Told Me Before I Became a Chef **Grammar** Modals Active and Passive Voice Comprehension 3 **Writing Skill** Letter writing to Editor	**The student will be able to** • appreciate the poem. • understand the importance about perseverance and patience in life. • interview a famous personality for specific information. • comprehend the text and answer the questions. • study and learn about importance of letter writing. **The student will be able to** • understand the different functions of modal verbs and use them in different contexts. • identify active and passive voice. • transform various types of sentences into passive voice and vice versa.	**Art Activity-**Draw a medal of your imagination **Reading** **Art activity-**Draw the picture of the most popular dish of your region. List the ingredients required to make the dish. **Individual Activity**- Completing word puzzle from textbook. **Discussion**-If students are to interview a famous personality, what preparation would they do beforehand? **Pair Activity-**Conducting an interview of your friend **Letter Writing** **Class Test**	5 6 4 4
September(20)	**Revision**			10
October(16)	L-10 Experiments	**The student will be able to** • read a variety of texts for pleasure.	**Poem Recitation** **Speaking about Individual Experience-**	5

	It's Fun to Cook (Poem for Activity) L-The Ransom of Red Chief **Grammar** Adverbs Prepositions Common Errors(Adverbs and Adjectives)(Confusing Words) **Writing Skill** Advertisement Writing	• identify details, characters, main idea and sequence of ideas in the prose. • locate and infer information in a poem to comprehend it well. • understand imagery. • write an e-mail properly. **The student will be able to** • identify different types of adverbs. • form adverbs. • identify and use appropriate prepositions.	The students will share about their first cooking experience or experiment. **Group Activity**-Creating funny chain story **Discussion**-What advice would you give to your sibling for staying safe? **Grammar Game** **Advertisement writing** **Class Test**	5 4 3
November(19)	L-Bidesia Babu (For activity SEA 2) L-Goodbye Party for Miss Pushpa T.S. (Poem) L-What Lucy Found There **Grammar** Conjunctions The Sentence Phrases and Clauses Comprehension 4	**The student will be able to** • think creatively and create an inventive idea to make our life easy. • identify the satire in the poem. • read and enjoy an adventure story and a fictional work. **The student will be able to** • join grammatical units using conjunctions. • identify various sentence structures and convert sentences from one type to another. • distinguish between phrases and clauses and identify functions of different clauses. • comprehend an unseen text and answer questions based on it.	**Poem Recitation** **Individual Activity-**Draw and write about any one invention you would like to create that would benefit people. **Discussion** If you were Lucy, what would you have done? **Art Activity**- Draw any one imaginary creature or magical creature. **Grammar Game** **Exercises in grammar book** **Class Test**	2 6 6 5
December(17	L-The Adventures of the Blue Carbuncle	**The student will be able to** • facilitate comprehension of a story.	**Role play**	6

	Grammar Sentence Types Direct and Indirect Speech **Creative Writing** Article Writing	• identify and tell the suspense in the story. **The student will be able to** • identify simple and complex sentences. • form complex and compound sentences. • change the narration of different types of sentences. • create a story using word clues.	**Individual Activity-** Completing detective dictionary in textbook**.** ***Individual Activity***- Encoding and decoding a secret code using ciphers as given in textbook. **Grammar Game** **Class Test** **Article Writing**	6 5
January(18)	L-The Cabin of Mystery **Grammar** Punctuation Phrasal Verbs and Idioms Vocabulary Word Lab(Page 246, 247, 248) Comprehension 5	**The student will be able to** • facilitate curiosity, solitude and imagination. • understand the symbolism and vivid imagery in the poem. **The student will be able to** • use punctuation marks in sentences and passages. • improve language style by exploring phrasal verbs, their structure and related idioms. • enrich the English vocabulary by learning about synonyms, antonyms and homophones.	**Group Activity**-Create a 'Vocabulary Web' that deals with mystery. **Discussion**- How to describe or add mystery in a story or to a place? Students can share the description from a story they have read. **Individual Activity**-Gather information about different writers who wrote scary stories or mysterious stories. **Grammar Game** **Class Test**	7 6 6
February(19)	**Revision**			
March	**Annual Exams**			

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-27)

Grade: 7 **Subject: Mathematics**

Subject Incharge's name: Ms. Pallavi Kulkarni

<table>
<tr><th>Month</th><th>Course Description</th><th>Learning outcomes</th><th>Activities</th><th>No. of Periods</th></tr>
<tr><td rowspan="2">April</td><td>1.Integers</td><td>● 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 the order of operations and using the brackets.</td><td>• 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.
<table><tr><td>X</td><td>-6</td><td>-2</td></tr><tr><td>6</td><td></td><td></td></tr><tr><td>2</td><td></td><td></td></tr></table>
<table><tr><td>÷</td><td>-5</td><td>-2</td></tr><tr><td>5</td><td></td><td></td></tr><tr><td>2</td><td></td><td></td></tr></table></td><td>14</td></tr>
<tr><td>2. Fractions</td><td>● Students can state different types of fractions along with examples.
● Students can multiply and divide the fractions.</td><td>● Lab Activity:
Multiply a fraction by a whole number and a fraction by a fraction.</td><td>14</td></tr>
</table>

June	3.Decimals	• Students can state the place value and expand the decimal number. • Students can apply the concept of decimals in dealing with money, length, and weight. • Students can multiply and divide the decimal numbers.	• Lab Activity: Dividing a square into 10 vertical and 10 horizontal parts. Finding the product of decimals by shading squares.	12
	4. Rational numbers	• Students can represent rational number on a number line. • Student can represent a rational no. in the form of a decimal and vice versa • Student can represent the rational numbers on number line. • Students can state the properties of rational numbers. • Students can perform addition, subtraction, multiplication and division on rational numbers.	• Individual activity: Work with your partner. Check if closure, commutative and associative property can be applied for every operation or not using 2-3 problems for every operation on rational numbers. Prepare a chart based on it.	12
July	5.Exponents and Powers **(SEA-1)**	• Students can state the laws of exponents. • Students can write the scientific notation of the number.	• Group activity: Interplanetary distances - Students will write the distances between Sun and other planets in the solar system in Scientific notation of numbers.	14
	6. Algebraic Expressions	• Students can add subtract the algebraic expressions. • Students can find the value of an algebraic expression.	• Group activity: Think of a number. Perform different operations and check out whether all of them would	13

			have 74 as an answer at the end.	
August	7. Linear equations in one variable	• Students can find solutions to a linear equation. (trial and error and transposing) • Students can apply the concept of a linear equation to practical solutions.	• Individual Activity: Students will solve the given crossword with the help of clues.	15
	9. Lines and Angles	• Students will be able to define an angle and understand its magnitude. • Students will able to classify pair of angles based on their properties as complementary, supplementary, adjacent angles and linear pair. • Students will be able to demonstrate understanding of vertically opposite angles.	• **Lab Activity**: To find the relation between angles when two parallel lines are cut by a transversal by activity method. • **Lab Activity**: Vertically opposite angles.	13
	17. Probability	• Students can state the terms related to probability (random experiment, trial, ample space and event) • Students can apply the concepts to experimental probability.	• Individual activity: (Play a game) Find the probability of getting a required number. (use 2 dice)	6
September	**Revision & TERM-I Exam**			20
October	10. Properties of Triangles	• Students can classify the triangles and state the properties of the medians and altitudes of a triangle. • Students can state the Pythagoras theorem.	• Lab activity: Verify the Pythagoras theorem.	14

	11. Congruence of triangles	• Students can identify the congruency of line segments, angles, and triangles (SSS, SAS, ASA, and RHS). • Students can construct triangles (SSS, SAS, ASA, and RHS).	• Lab activity: Verify SSS congruency criterion of triangles.	11
November	13.Reflection and Rotational Symmetry	• Students can state the reflection and rotational symmetry of regular polygons.	• Lab Activity: Find the line of symmetry of a figure by paper folding. • Lab Activity: Find the order of rotational symmetry and angle of rotation of a parallelogram by the activity method.	9
	14. Perimeter and Area	• Students can find the area and perimeter of squares, rectangles, and triangles on the same base and between the parallel lines. • Students can find the circumference and area of a circle.	• Individual activity: In the given grid make rectangles of different sizes but the same in area. • Lab Activity: To find the area of circle.	18
December	15. Visualizing Solid Shapes **(SEA 2)**	• Students can draw solids on a flat surface • Students can visualise the solid objects and view different sections of a solid.	• Group Activity: Students will form 3D solids using nets of cube, cylinder, triangular prism, cone and tetrahedron. • Lab Activity: To draw isomeric and oblique sketches of three dimensional objects.	9

	12. Construction	• Students can draw a line parallel to a given line through a point not on it. • Students can construct triangles of different measurements.	• Individual Activity: Construction of an equilateral triangle by paper folding.	8
January	8.Percentage and its Applications	• Students will be able to define the ratio of two numbers. • Students will be able to demonstrate the understanding of proportion. • Students will learn to find percentage, convert fractions and decimals to percentage and vice versa. • Students will be able to calculate profit and loss percent, simple interest.	• Group Activity Students will calculate the profit percentage of the shopkeeper.	14
	16. Data Handling	• Students will be able to collect, organize and represent the data. • Students will be able to find central values, i.e. mean, median and mode. • Students will be able to draw and interpret bar graph.	• Individual activity: Collect data of students' birthdays, convert it into frequency distribution and find the central tendencies.	8
February	**Revision**			19
March	**Annual Exam**			

Note: PT1 syllabus: Ch.1, Ch. 2, Ch.3
Half-Yearly (HY) syllabus: Ch.4, Ch.5, Ch.6, Ch.7, Ch.9 and Ch.17
PT2 syllabus: Ch.10, Ch.11 and Ch.13
Annual exam syllabus: Ch.8, Ch.12, Ch.14, Ch.15 and Ch.1

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 7 **Subject - Science**

Subject Incharge name: Ms. Tanuja Dehulia

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Chapter 1. Nutrition in Plants	• The learners will be able to learn about different types of nutrition in plants. • Understand how food is prepared by the process of photosynthesis. • Describe the mode of nutrition in heterotrophic plants. • Understand how nutrients are replenished in the soil.	• Regroup the given organisms according to their modes of nutrition. • Learning outcomes: The students will be able to: identify a plant for the allotted type of heterotrophic mode of nutrition • Describe the heterotrophic mode of nutrition in that plant.	8
April	Chapter 2. Nutrition in Animals	• The learners will be able to learn different steps involved in animal nutrition. • Know about different modes by which animals ingest food. • Describe the digestive system of human being. • Learn about different types of teeth and their functions. • Understand the importance of dental care. Know about the functions of different organs involved in the Digestive system. Describe the nutrition in grass-eating animals. Know how digestion takes place in amoeba?	• 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.	8
April	Chapter 3. Fiber to Fabric	• The learners will be able to learn about the animal fiber. • Know the different animals from which wool is obtained. • To understand the process through which wool is obtained. • Learn about the Life Cycle of Silk moth.	• Regroup the different types of fabrics into natural and synthetic. • Discuss along with examples the sources of fibers. • Collect samples of various types of clothing worn by people. Classify them into	6

		• Understand the process of rearing of silkworms and the processing of silk. • Understand the occupational hazards in wool and silk industries.	natural or synthetic, write their sources and paste them in a scrapbook. (SE Activity).	
June	Chapter 4. Chemical and chemical changes	• The students will be able to Learn about The physical and chemical changes. • Know about various types of physical and chemical changes. Describe the process of crystallization.	• Understand the characteristics of chemical reactions. • Know about the process of rusting of iron and methods used to prevent it.	8
June	Chapter – 5 Acids, Bases and Salts	• The students will be able to Learn about different types of acids and bases and their properties. Describe the types of indicators and its types. • Understands the Neutralization Reactions and practical applications of neutralization reaction.	• Taste the given substances and infer about them Different tastes. • Test the nature of few substances using natural Indicators.	8
July	**Revision and PT-1**			
	Chapter – 7 Climate and Adaptation.	• The learners will be able to learn about weather and its elements. • Interpret the information given by a weather report. • Learn about climate and the factors affecting the climate of a place. • Describe the adaptations of animals in Polar Regions and in tropical rainforests.	• Discussion about different types of clothes worn in different seasons. • In the previous activity done in scrapbook, write down the seasons and areas in which the clothing is worn by the people. • Record weather data for a week and observe. SEA 1 Students will make a booklet/ chart on Adaptations in animals based on their habitats	8

July	Chapter – 6 Temperature and Heat	• The students will be able to • Learn about heat as a form of energy. Know about the different types of thermometers and application of thermometers. • Explain different modes of transfer of heat. Know about the practical applications of various modes of heat transfer.	• Measuring and reading temperature using different types of thermometers and comparing their features along with. • Demonstration to show how heat is transferred in solids, liquids and gases. (Using candle, lamp, metal pipe water.	7
July	Chapter 8 Soil	• The learners will be able to • Learn about soil and how it is formed. Understand the role of various natural forces that help in the weathering of rocks. • Learn about the different layers of soil. Composition of soil. Know about the types of soil and their properties. • Understand the importance of soil as natural resource. • Describe soil erosion and the methods to prevent it. • Learn about soil pollution and how to control it.	• To study the texture of different types of soil, • Collect sample of Sandy, Clayey and Loamy soil. Keep in pouches and stick in scrap book and write their texture and uses.	7
August	Ch-12 Time and Motion	• The learners will be able to learn about slow motion and fast motion. • Understand the differences between uniform and non- uniform motion. • Know about various devices that were used to measure time in earlier days. • Describe simple pendulum.	• Demonstration of the motion on a simple pendulum. • Draw a distance-time graph Using the given data. • Observe your surroundings	6

August	Chapter- 9 Respiration in Organisms	• The learners will be able to understand the importance of respiration. • Learn about the types of respiration. • State the difference between breathing and respiration. • Describe the human respiratory system. • Learn about breathing in other organisms and respiration in plants.	• Make a chart of Human Respiratory system and label it. •	6
August	Chapter – 10 Transportation of substances in Animals and plants	The learners will be able to : • Understand how materials are transported in the body • .Learn about the circulatory system in human beings. Know about blood and the components of blood. • Describe arteries, Veins and capillaries. • Explain the structure and function of the heart. • Understand how blood is circulated in the body.	The learners will be able to • Understand how materials are transported in the body • .Learn about the circulatory system in human beings. Know about blood and the components of blood. • Describe arteries, Veins and capillaries. • Explain the structure and function of the heart. Understand how blood is circulated in the body.	8
September	Chapter – 11 Reproductions in Plants	The learners will be able to • Learn about the modes of reproduction in plants. Know about various methods of asexual reproduction in plants. Describe sexual reproduction in plants. Understand different methods of dispersal of fruits and seeds.	• Perform an activity showing vegetative propagation and Record observations. • Regroup the given seeds according to the type of Dispersal. •	8
	Revision			
	TERM-I Exam			
October		•		
October	Chapter – 13 Electric Current and its effects	• Explain symbols and components of an electric circuit • Identify common electrical symbols and explain their need in electric circuit.	• Identify the equipment's in your house which works on heating effect of current (SE Activity) • Observe a solar power plant In a nearby colony or area.	6

		• Draw labelled diagrams of experimental setups • Apply learning of scientific concepts in day-today life, e.g., connecting two or more electric cells in proper order in devices • Explain about heating effect of electric current • Compare electric overload, short circuit and Fuse • Construct models using materials from surroundings and explains the working magnetic effects of electric current.	• Discuss and write your Inferences. • Make an electromagnet.	
November	Chapter – 14 Wind and storm	• Explain pressure exerted by air. • Explain about high-speed winds accompanied by reduced pressure • Relate processes and phenomena with causes, e.g., wind speed with air pressure. • Explain expansion of air on heating • Explain about winds, storms, thunder storms, cyclones and tornadoes. • Apply learning of scientific concepts in day-to-day life, e.g., taking measures during and after disasters	• Observe that air exerts pressure using balloon, bottle and water. • Gather information about various natural calamities happened in the past and discuss what losses are incurred due to them. (SE Activity).	4
November	**PT 2 Exam**			
December	Chapter – 15 Light	The learners will be able to • Learn about the rectilinear propagation of light. • Understand how light gets reflected on various surfaces. • Learn about different types of images formed by mirrors. • Explain about the images form by concave and convex lances. And splitting of white light.	• Take a torch and pass the light through the following objects like Bag, Glass tumbler, Steel Scale, Plastic ruler, frosted glass door, Wood. On basis of observations and classify the objects as transparent, translucent and opaque.	8
December	Chapter- 16 Water – A Precious Resource	The learners will be able to • Learn about water and different forms in which it exists in nature. Know about the availability of water on earth.	Activity – Prepare mind map on the sources of water.	4

		• Learn about different sources of water. Describe Water Scarcity and how water table is getting depleted. Learn about Water management.	Prepare PowerPoint Presentation on 'Water Conservation.	
January	Chapter – 17 Forest: Our Lifeline	The learners will be able to • Learn about forests and its different layers. Know about different plants and animals that live in forests. • Uses of Forests. Learn about the consequences of disappearance of forests. Methods of conservations of forests.	• Identify various materials obtained from plants and their uses in our everyday lives.	6
January	Chapter – 18 Wastewater Management	The learners will be able to • Learn how the treatment of wastewater takes place. Know about the contaminants present in sewage. • Describe different steps involved in wastewater treatment. Learn about housekeeping practices that ensure proper waste disposal. State alternative methods of sewage disposal.	• Make two bins (green and blue) and explain their usage according to the guidelines issued. SEA 2 Students will prepare mind map on the sources of water and/or prepare PowerPoint Presentation on ' Water Conservation' . •	6
February	**Revision**			4-5
March	**Annual Exam**			

PT-1 Exam Ch. 1, 2, 4 **SEA-1** Ch.3 **Half Yearly** Ch. 4, 5,6,7,8,9,10

PT-2 Exam Ch. 11, 12, 13 **SEA-2** Ch. 16 **Annual Exam** Ch. 5, 11,14,15,17, 18

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 7 **Subject -ICT**

Subject Incharge name: Ms. Archana Shelke

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	L-1 Number system	The students will be able to : • Explain the need for Numbers Systems • List the uses of various Number Systems in computer learning • Convert a value from one number system to another • Understand and perform computer arithmetic	• Conversion of Decimal to Binary Number System • Conversion of Decimal to Octal Number System • Conversion of Octal to Decimal Number System • Conversion of Decimal to Hexadecimal Number System • Conversion of Hexadecimal to Decimal Number System • Binary Addition • Binary Subtraction	8
June	L-2 Charts in MS Excel	The students will be able to : • Describe charts, its components and types • Create and format charts • Understand data consolidation	• Create a mark sheet in Excel with the marks of 10 of your classmates in 5 subjects. Calculate average and percentage. Create various types of charts using the provided data.	6
July	**PT 1 Exam**			
	L-3 Layers in GIMP	The students will be able to : •Work with layers • Apply filters to an image in GIMP	• Create layers, rename the layers, save the file, and adjust the opacity settings of the layers. • Create a Merry Christmas drawing in GIMP	8

August	L-4 Robots and Robotics	The students will be able to : • Differentiate between robots and automatic machines • Learn about robots and automatic machines. Understand the various components, classification and types of robots • Know about some famous indian robots • Understand the term Robotics and how it is different from Artificial Intelligence	Competency based questions : • What differentiates a machine from a robot? Point the key features. • Look around you, can you name any three machines which work automatically? What differentiate these machines from being a robot? • Can you think of a real-life scenario that distinguishes AI and robots from each other? Support your answer with an example.	6
September	L-5 Animation with Synfig	The students will be able to : • Outline the different components of the Synfig window • Classify the different tools of Synfig and define their functions • Make animations using Synfig • Create and save files in Synfig Studio.	• Draw a rectangle, circle and square overlapping each other. Select different tool options and different color for each object. Also give background color to the canvas. • Create an animation showing three balls bouncing at different speed.	8
	Revision			
	TERM-I Exam			
October	L-8 Web Development: HTML & CSS	The students will be able to : •Understand web development. Webpage, website and web browser •Understand HTML and its history, tags, element and attributes • Understand and use CSS • Set background and text properties	• Create a website that contains at least three webpages. •The homepage should be on the topic “Environment”. •The second page should explain the advantages of trees and forests. •The third webpage should focus on pollution and how it affects our planet.	8

November	L-9 Artificial Intelligence (AI) in Real Life	The students will be able to : • Identify the applications of Artificial Intelligence in real life. • Reflect on the human-machine interactions to identify and interact with the domains of AI.	• Describe a real life example where AI is making the lives of people easier.	4
November	**PT 2 Exam**			
December	L-7 Computer Languages	The students will be able to : •Understand the different types of computer languages •Learn about low level and high level languages in detail •Explain what translators are and its types •Understand the working of translators	•Create a chart representing the different types of computer languages.	4
January	L-6 Conditional Coding in Python	The students will be able to : •Know about control statements and their types •Understand the use of conditional statement •Apply conditional statements in coding • Use nested conditional statements	• Write a python code to check whether a person is eligible to apply for a driving license. • Write a python code to check whether a number is even or odd. • Write a python code to check whether you are taking optimum sleep.	8
January	L-10 App Development	The students will be able to : • Identify different types of apps • List uses of apps • Classify apps • Design and develop an app	• Design and develop an app for displaying messages and images.	6
February	**Revision**			4-5
March	**Annual Exam**			

MIS INTERNATIONAL SCHOOL, BALEWADI
Year Plan (2026-27)

Grade: 7
Subject Incharge's name: Ms. Smitha Nair **Subject: Social Studies**

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Geography Chapter 11- Our Environment.	The learner • Describes different components of the environment and the interrelationship between them	• Quiz to be conducted.	16
	Geography Chapter 12- Interior of the Earth	The learner • Identifies major layers of the Earth's interior and rock types • Understand the importance of rock cycle and the uses of rocks	• Make a PPT on the layers of the earth and present in the class.	
	Civics Chapter 24- The Story of Democracy.	The learner- • Recognizes and describes the various stages in the development of democracy • Identifies and explains the significance of equality in democracy	• Draw your own symbol of democracy and give it a suitable slogan	
	Geography Chapter 14- Atmosphere	The learner • Explains the composition of the atmosphere • Identifies the structure of the atmosphere including the different layers	Open book test to be conducted.	
June	History Chapter 01- When, Where and How?	The learner- Collects and interprets multiple sources of information to study various periods in history Relates key historical developments of the Medieval Period occurring in one place with another	Quiz to be conducted..	20

	History Chapter 02- New Kingdoms	The learner Traces and describes key historical developments of the Medieval period evaluates the impact of foreign invasions on the Indian subcontinent.	• Choose any ruler from the chapter and find more information about him. Prepare a PPT of the same.	
	History Chapter 03- The Delhi Sultanate.	The learner Identifies major changes in the past and outlines their impact on society Identifies socio-political and economic changes during the medieval period	• Map work • Collecting information in groups about any one Sultan, making a project and holding a class discussion	
July	Geography Chapter 13- Earth Movements and Major Landforms	The learner • describes formation of landforms due to various factors • identifies the disasters caused by the movement of tectonic plates such as Earthquakes.	• Map work • Collect pictures of all landforms made by exogenic forces and write how it is formed	23
	Civics Chapter 26- Institutional Representation of Democracy	• Demonstrates the process of election to the legislative assembly • Lists the role of political parties	Quiz to be conducted.	
		PT-1 Exam		
	History Chapter 04- The Mughal Empire	The learner • Identifies and describes the socio-political and economic changes during the medieval period • Analyses administrative measures and strategies for military control adopted by various rulers		
	History Chapter 05- Architecture as Power	The learner • Identifies distinctive developments in style and technology used for construction of temples, tombs and mosques. • Collects organizes and interprets information about various social and cultural changes that took place	Make a booklet of any 5 monuments of your choice.	

August	Geography Chapter 16- Atmospheric Pressure and Winds.	The learner • Explains the atmosphere and its elements • Explains the effects pf atmospheric pressure and winds on the climate of a region	• From the internet gather information on few local winds that blow in different parts of the world and make a presentation on it	
	History Chapter 06- Cities, Traders and Craftspeople	• Identifies and explains the impact of the developments on the economy and society of the Medieval Period. • Recognizes and describes the types of towns, cities and urban centres that emerged during the Medieval Period	Open book test for students	19
	Geography Chapter15- Elements of Weather and Climate	• Explains the atmosphere and its elements • Identifies the different factors affecting weather and climate	SEA	
	Geography Chapter 17Humidity and Rainfall	The learner • Identifies the relationship between precipitation and humidity • Differentiates the types of precipitation	Collect pictures of different forms off condensation- fog, mist, clouds and dew and write information about them	
	Civics Chapter 27 – Government in the States Government	The learner Analyses the functions of the state government Compares the role of executive and legislature at the state level Identifies the domain of power and authority exercised by the state government over people's lives	Find about different rural developments adopted by the different state governments Also collect information about Pradhan Mantri Jan Dhan Yojana	
	Civics Chapter 25- What Is Democracy?	• Identifies and raises questions about different forms of inequality and discrimination prevailing in a country	On world map mark countries which have had military dictatorships.	
September	Revision	**TERM-I Exam**		
	Geography Chapter 22 - Life in Tropical and Subtropical Regions	The learner • Discusses the importance of river basins like the Amazon and the Ganga-Brahmaputra basins.	Rivers Ganga and Brahmaputra are known by different names in different countries. Find the names and countries.	06

	History Chapter 07- Developments in Tribal Communities	The learner • Explains the relationship between livelihood patterns and geographical condition of the area inhabited by tribes, nomadic pastoralists and banjaras.	• Map Work • Class Discussion • Picture based Learning	
	Geography Chapter 18- Water	Analyses the distribution of water on the earth Explains the different phenomena related to water bodies	Make a Poster on 'Save Water Save Life'	
November	Geography Chapter 19 Natural Vegetation and Wildlife	The learner Analyses the nature of diverse flora and fauna. Identifies the distribution of forest resources in different parts of the world.	Class will be divided into groups and the different type of vegetation will be allotted to each group and they will stick picture of the plants and animals of that particular vegetation	20
		PT-2 Exam		
	Geography Chapter 20 The Human Environment- Settlements, Transport and Communication	The learner • Explains the relation between natural environment and human habitation • Discusses and appreciates the need of transport and communication for development of the community.	Open book test	
	Geography Chapter 21- Life in the Desert Region	The learner • Draws interrelationships between climatic regions and life of people living in different climatic regions. • Compares and contrasts between a hot and cold desert through case studies	• Prepare a collage with pictures depicting different aspects of life in Ladakh.	
December	Geography Chapter 23- Life in the Temperate Regions	The learner • Describes the life of people in the temperate regions	• Collect pictures of farms in the Prairies and how are the farms different from what you see on the Indian farms	17
	Civics Chapter 31- Role Played by Gender	The learner • Analyses the causes and consequences of disadvantages faced by women of different sections of the society.	Having a group discussion on spreading awareness about social inequality and	

	Chapter 32- Unpacking Gender	• Identifies women achievers in different fields from various regions of India.	gender empowerment • Designing a poster on gender equality	
	Civics Chapter 30- Advertising Chapter 33 Markets Around Us. Chapter 34- A Wholesale Market	The learner • Identifies objectives of advertising • Draws comparison between different kinds of markets • Traces and explains how goods travel through various market places.	• Groups are assigned to showcase any advertisement of their choice	
January	History Chapter 08- Religious Ideas and Developments.	The learner • Analyses the factors which led to the emergence of new religious ideas and movements. • Identifies reasons behind harmony among social groups and communities.	• On an outline map of India mark some important pilgrimage centers and write some information on why the place is important, legends associated with it and the period of year when it is most visited.	18
	History Chapter 10- New Political Formations in the 18th Century.	The learner • describes developments related to Sikhs, Rajputs, Jats and Marathas • traces the expansion of Marathas	• Making a colorful and informative chart and a presentation on any one of the Later Mughal kings	
	History Chapter 09- Flowering of Regional Cultures	The learner • Recognizes and explains the development of regional cultural forms, including 'classical' forms of dance and music	Activity- Regional Art Gallery	
February	Civics Chapter 29- Media and Democracy	The learner • Recognizes and explains the functioning of media with appropriate examples from newspapers	• Collect articles from newspapers or magazines on an important issue that is generating public opinion	16
		Revision		
March		**Annual Exam**		19

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-27)

Grade: 7 **Subject – Art and Craft**

Subject Incharge's name: Mr. Rameshwar

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	• Nature Study – Flower • Nature Study – Leaves • Nature Study – Flower Basket (Craft) • Nature Study – Fruit Basket • Nature Study - Tree	Observation Hand eye coordination Dexterity Fine motor Concentration	Drawing & Colouring Origami & Pencil Shaving	4
June	• Parts of Body – Eyes • Parts of Body – Lips • Nature Study – Cut & Paste Flower (Craft) • Face Expression – 1 • Face Expression – 2	Observation Hand eye coordination Dexterity Fine motor Concentration	Drawing &colouring Ear Bud Activity	4
July	• Portrait - 1 • Portrait - 2 • Repetition Pattern – Rangoli (Craft) • Designing – Mehndi Art • Designing – Mosaic Art	Observation Hand eye coordination Dexterity Fine motor Concentration	Drawing & Coloring Water Color & Glitter Powder	4
August	• Designing – Mandala Art • Designing – Rangoli • Wet – on – Wet- Color –o- Magic • Designing – Castle • Decorative Art – Folk Dance	Observation Hand eye coordination Dexterity Fine motor Concentration	Wet Paper Water Color Drawing &Coloring	4
September	• Reflection- Black-n-White Triangle Pattern • Illusion Pattern • Craft Creation – Punjabi Dhol (Craft)	Observation Hand eye coordination Dexterity Fine motor Concentration	Drawing &Coloring	4

	• Beautify – Rangoli • Folk Art – Madhubani			
October	• Folk Art – Warli • Wet-on-wet- Indian Air Force Day • Folding Pattern – Paper Teddy (Craft) • Coloring in Steps – Horse • Coloring in Steps - Tiger	Observation Hand eye coordination Dexterity Fine motor Concentration	Origami Drawing & coloring	4
November	• Art Expression – Dog • Art Expression – Lion • Paper Craft – Box (Craft) • Art Activity – Graffiti Art • Poster Making – Eid al- Fitr	Observation Hand eye coordination Dexterity Fine motor Concentration	Drawing & coloring Art Paper	4
December	• Leaf Expression – Fish • Leaf Expression – Wrapping Paper • Tear Pasting – Vegetable Composition (Craft) • Cotton Swab Impression – Radish • Scenery - 1	Observation Hand eye coordination Dexterity Fine motor Concentration	Crepe Paper Drawing and coloring	4
January	• Scenery – 2 • Scenery – 3 • Craft Activity – City (Craft) • Scenery – 4 • National Sports Day	Observation Hand eye coordination Dexterity Fine motor Concentration	Drawing and coloring Paper Cutting Rubbing Technique Wax-n-Paint	4
February	• Story Board	Observation Hand eye coordination Dexterity Fine motor Concentration	Drawing and coloring	4
March	**Annual Exam**			

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade – 7 **Subject: General Knowledge**

Subject Incharge's name – Ms Pranjali Vaidya

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Living Earth	Learners will be able to: • understand how living things survive in different environments, explain habitats and food chains, identify Earth's features and Antarctica, and recognize teamwork in social insects.	• Make a poster ocean life with different sea animals and plants. • Draw and label your favorite habitat or animal adaptation.	3
June	Cultural Canvas From Mixed Bag: West Bengal and Maharashtra	Learners will be able to: • understand Indian theatre forms, identify major tribes of India, learn about entertainment awards, and recognize folk singers, developing awareness and appreciation of India's rich cultural heritage. • identify the geography, culture, festivals, and important landmarks of West Bengal and Maharashtra, developing awareness of the diversity within Indian states.	• To conduct Quiz about various countries and their famous heritage. • Ask students to speak for 1 minute on either West Bengal or Maharashtra, sharing facts about its capital, language, food, festivals, famous places, and culture. After this, another student can mention one similarity or difference between the two states.	3

July	Game On From Mixed Bag: Chaturanga and Chandigarh	Learners will be able to: • enhance their knowledge about various sports. • understand the origin, rules, and significance of Chaturanga as the precursor to modern chess. Identify the geography, culture, festivals, and important landmarks of Chandigarh developing awareness of the diversity within Indian states.	• To collect pictures of different sport and paste it on paper. • Ask students to speak for 1 minute on Chandigarh sharing facts about its capital, language, food, festivals, famous places, and culture.	
August	Our Everyday World	Learners will be able to: • understand natural disasters, manage waste, make recycled paper, conserve water, and identify environmental threats, developing awareness and responsibility towards protecting the environment.	• Make a small sheet of recycled paper using scrap paper. • Track daily water use for a week and suggest ways to save.	3
September	**REVISION** **TERM- I** SUBTOPICS – Living Earth, Cultural Canvas, Game On, Our Everyday World. From Mixed Bag: (West Bengal, Maharashtra, Chaturanga and Chandigarh)			
October	Mind Masters	Learners will be able to: • develop logical thinking, solve visual puzzles, play brain games, explore math tricks, and solve	• Student will work on the activities given in the Textbook • Make a small chart or poster showing the map, festivals,	3

	From Mixed Bag : Sweat, Spirit and Gold; Arunachal Pradesh	riddles, enhancing problem-solving and analytical skills**.** • understand the importance of hard work, determination, and sportsmanship in achieving success. • identify the geography, culture, festivals, and key features of Arunachal Pradesh, developing awareness of its cultural diversity.	and cultural highlights of Arunachal Pradesh.	
November	Around the World From Mixed Bag: Tamil Nadu	Learners will be able to: • understand global brands, major cities, famous train journeys, iconic statues, the United Nations, Nobel-winning women, Hindi cinema icons, governance systems, deserts, historical battles and ruined cities, mysteries of history, water systems, and masterpieces of mankind, developing awareness of world culture, history, geography, and achievements. • Develop knowledge about the geographical features, culture, heritage, important places, and unique characteristics of Tamil Nadu.	• Students pick a famous train journey (from *Tripping with Train*) and create a timeline showing the route, major stops, and interesting facts along the way.	3
December	Science and Technology	Learners will be able to:	• Ask students to speak for **1 minute** on any one	3

		• Develop understanding of key developments in science and technology and recognize their impact on daily life, while developing curiosity, awareness, and appreciation for innovation.	invention or technological advancement (e.g., internet, satellites, robots), explaining its **use and impact on daily life**.	
January	Wonder of Words	• explore mythical creatures, play language games like Lingo Bingo, understand metaphors, learn about international literacy awards, and trace stories from words to the screen, developing creativity, language skills, and literary appreciation.	• Make a mini bingo card with new words they learn and play with family or friends.	3
February	**Revision**			
March	**Annual Exam** SUBTOPICS- Mind Masters, Around the World, Science and Technology, Wonder of Words, From Mixed Bag: Sweat, Spirit and Gold, Arunachal Pradesh, Tamil Nadu .			

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner 2026-27

Grade: 7 **Subject: Value Education**

Subject Incharge name: Ms. Pranjali Vaidya

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	1. Truth	Learners will be able to – • Identify the importance honesty and truthfulness.	Debate – Truth to be told or not	1
June	2. The Choice of Life 3. Anger Management.	Learners will be able to – • Make meaningful choices. • Control and manage emotions in a better manner.	TB activity.	1
July	4. Handling Criticism 5. A mask for you, A mask for me.	Learners will be able to – • Take feedback and work on their shortcomings. • Understanding covid safety protocols.	Collect 2 positive and negative book reviews.	1
August	6. The quest for knowledge 7. Getting great results by making checklists.	Learners will be able to – • Understand that spirit of enquiry leads to evidence. • Develop a checklist and avoid procrastination.	Make a daily checklist.	1
September	8. What have I done today? 9. Responding vs Reacting.	Learners will be able to – • Plan their day in fruitful manner. • Ignore negative comments of people and react better to criticism.	TB activity,	1
October	10. Friends – Assets of life. 11. No full stop in life.	Learners will be able to – • Identify the feeling of understanding and friendship.	Describe a situation in which you had a disagreement with your friends. Write down the emotions and reactions during this time. State your reaction	1

		• Understand to grab every opportunity presented to them and make the most of it.	and how you could improve the situation.	
November	12. Goal setting for success. 13. A new age	Learners will be able to – • Practice goal setting. • Respect elderly and help them.	Group activity-together construct goals for the class.	1
December	14. Green evolution	Learners will be able to – • Understand the importance of mother nature and its impact on us	Write down 5 benefits of embracing nature.	1
January	15. A True Patriot	Learners will be able to – • Express the feeling of national integration. • Exhibit patriotism.	Design attractive placards with Patriotic slogans.	1
February	16. Faith in action.	Learners will be able to – • Understand the noble work done by Mother Teresa.	TB Activity	1
March	**Annual Exam**			

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 7 **Subject –Coding/AI**

Subject Incharge name: Ms. Archana Shelke

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Session-1 Introduction to HTML	The students will be able to : • Recall basic HTML tags and their purposes • Understand the structure of an HTML document • Apply HTML knowledge to create a simple webpage. • Apply HTML and attributes to format text effectively. • HTML Quotation and citation element	• HTML headings <h1> to <h6> tags • HTML paragraphs are defined with the <p> tag. • Text formatting tags - <b><i><u><small> <mark><ins><del><sub><sup> • The <img> tag is used to embed images in HTML pages. • Implement different HTML element - <abbr> <address> <bdo> <blockquote> <cite> <q>	4
June	Session-2 Creating basic webpage & basic element	The students will be able to : • Incorporate images into the HTML document. • Create navigational links within the webpage.	• The <img> tag is used to embed images in HTML pages. • Implement hyperlinks using the <a> tag. • Use <audio> <video> tag • Use container tag	4
July	**PT 1 Exam**			
	Session-3 HTML Lists	The students will be able to : • Represent Ordered and Unordered list of items • Represent definition or description of a term in a definition list	Competency based questions : • Use numbered or bulleted list • <dl> <dt> <dd> tags	2

August	Session- 3 HTML tables	The students will be able to : • Understand the purpose and structure of HTML tables in organizing data in rows and columns.	• The basic syntax for creating table- <table> <tr> <td> <th> <tbody> <tfoot> <caption>	4
September	Session- 4 HTML Input types	The students will be able to : • Understand the purpose and functionality of different HTML input types. • Create custom web form using HTML input type	• Use in forms - <input type="text"> <input type="number"> <input type="email"> <input type="password"> <input type="checkbox"> <input type="radio"> <input type="reset"> <input type="submit"> • Create User Login Form	4
	Revision			
	TERM-I Exam			
October	Session- 5 Introduction to CSS	The students will be able to : •Understand and use CSS • Set background and text properties	• Create a website that contains at least three webpages. •The homepage should be on the topic "Environment". •The second page should explain the advantages of trees and forests. •The third webpage should focus on pollution and how it affects our planet. • Set background-color, background-image, background-position, background-size, background-repeat	8

November	Session- 5 CSS Properties	The students will be able to : • Understand & use border property • Understand & use margin property	• CSS syntax for border-width, border-style, border-color • Set Margin-top, Margin-bottom, Margin-left, Margin-right	4
November	**PT 2 Exam**			
December	HTML Layout	The students will be able to : •Understand the purpose and semantic meaning of layout elements in HTML.	•Create custom layout using HTML layout elements, CSS positioning and flexbox/grid layout technique.	4
January	Sign up Form	The students will be able to : • Understand the purpose and functionality of a sign up form in a web application.	• Create a custom signup form using HTML form elements and appropriate input types.	4
February	**Revision**			
March	**Annual Exam**			

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 7 Subject: Marathi

Subject Incharge's name: Ms.Gitanjali Umap

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	1. प्रमाण (PT1)	1. विद्यार्थी कवितेचे श्रवण, वाचन करतील. 2. कवितेतील नवीन शब्दांचा अर्थ समजून घेतील. 3. कवितेची मध्यवर्ती संकल्पना व भावार्थ समजून घेऊन आपल्या शब्दांत तोंडी व लेखी स्वरुपात मांडू शकतील.	प्रमाण कविता ताला सुरात म्हणून घेतली. कविता लिहिणे.	8
	2. जय जय महाराष्ट्र माझा (PT1)	1.विद्यार्थ्यांना पाठाच्या माध्यमातून आपल्या राज्याची माहिती करून देणे. 2. विद्यार्थी पाठाचे श्रवण, वाचन करतील. 3. पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील. 4. वाक्प्रचारांचा अर्थ समजून घेऊन	आपल्या राज्याची माहिती सांगा.	

		वाक्यांत उपयोग करू शकतील.		
	व्याकरण	नाम व नामाचे प्रकार, समानार्थी शब्द, विरुद्धार्थी शब्द	• समानार्थी शब्द,विरुद्धार्थी शब्द समजतात. • नामाची व्याख्या , उदाहरणे व प्रकार आपल्या शब्दात सांगता येणे.	
June	3.गोपाळची साक्ष (PT1)	1. विद्यार्थ्यांना पाठाच्या माध्यमातून आध्यात्मिक गोष्टी सांगून मुलांचे मनोबल वाढवणे. 2.जोडशब्द बद्दल माहिती होते 3. विद्यार्थी पाठाचे श्रवण, वाचन करतील. 4. पाठातील कठीण व नवीन शब्दांचा अर्थ तसेच कठीण संकल्पना समजून घेतील. 5. वाक्प्रचारांचा अर्थ समजून घेऊन वाक्यांत उपयोग करू शकतील.	गोष्ट सांगणे.	10
	व्याकरण	• समान व विरुद्ध अर्थाचे शब्द, अर्थपूर्ण वाक्य बनवा • सर्वनाम व सर्वनामाचे प्रकार	• सर्वनामाची व्याख्या,उदाहरणे व प्रकार आपल्या	

		• पत्रलेखन	शब्दात सांगता येणे. • दिलेल्या विषयावर पत्रलेखन करा.	
July	4.श्रावणमास (PT1)	1.प्रत्येक ऋतूत होणारे बदल याविषयी मार्गदर्शन करणे. 2. विद्यार्थी कवितेचे श्रवण, वाचन करतील. 3. कवितेतील नवीन शब्दांचा अर्थ समजून घेतील.. 4. कवितेची मध्यवर्ती संकल्पना व भावार्थ समजून घेऊन आपल्या शब्दांत तोंडी व लेखी स्वरुपात मांडू शकतील.	**SEA-** "श्रावणमासातील निसर्गवर्णन" या विषयावर चित्रासह माहिती लिहा.	12
	व्याकरण	• समान व विरुद्ध अर्थाचे शब्द • विशेषण • वचन • लिंग	• समानार्थी शब्द,विरुद्धार्थी शब्द समजतात. • विशेषणाची व्याख्या उदाहरणे व प्रकार आपल्या शब्दात सांगता येणे. • शब्दांचे वचन बदला. • शब्दांचे लिंग बदला.	

	5. तरीही मी जाईन	1. इच्छासक्तीच्या जोरावर यशस्वी होणे,ही भावना मनात रुजवणे. 2. पहिली भारतीय महिला डॉक्टर यांची पाठाच्या माध्यमातून ओळख होणे. 3. विद्यार्थी पाठाचे श्रवण व स्पष्ट उच्चारणासहित वाचन करतील. 4. पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील.	आनंदीबाई बद्दल माहिती सांगा.	
August	6. कामधेनू	1. प्रयत्न केल्यावर असाध्य हि साध्य होते. 2. गोष्ट वाचण्याची आवड निर्माण होणे. ३. समुद्रमंथन बद्दल माहिती पाठाच्या माध्यमातून मिळणे.	पाठ वाचन घेणे. तुम्हाला माहिती असलेल्या ऋषीबद्दल माहिती सांगा.	12
	7. संतवाणी	1.अभंगातील भावार्थ समजला पाहिजे. स्मरणशक्तीचा विकास 2.अभंगांचे लयबद्ध वाचन आणि स्पष्ट उच्चारासह सादरीकरण करण्याची क्षमता विकसित होणे.	पाच संतांची नावे सांगा.	

		3.समता, बंधुता, मानवता आणि सामाजिक एकात्मता यांसारखी मानवी मूल्ये आत्मसात करणे. 4. वारकरी संप्रदायाचा इतिहास आणि विठ्ठलभक्तीचे स्वरूप समजून घेणे.		
	8. नागपूर (PT 2)	1. महाराष्ट्रा मधील शहरांची माहिती देणे. 2. पाठांच्या माध्यमातून पर्यावरण रक्षण, सामाजिक एकात्मता आणि देशभक्ती या मूल्यांचे संवर्धन करणे. 3.महाराष्ट्रातील उपराजधानी असलेल्या शहराची माहिती मिळणे.	आवडत्या शहराबद्दल पाच वाक्य सांगा.	
	कथालेखन	एखादा विषय लक्षात ठेवण्यासाठी वेगवेगळ्या युक्ती शोधणे.	गोष्ट सांगितली.	
	व्याकरण	• समान व विरुद्ध अर्थाचे शब्द • क्रियापद • निबंधलेखन • पत्रलेखन • काळ	• दिलेल्या विषयावर १० ते १२ ओळींचा निबंध लिहा. • दिलेल्या विषयावर पत्रलेखन करा. • वाक्यातील काळ ओळखा.	

September	सराव (H.Y.Ls 1 to 8)			
October	9. ज्ञानवंत (PT 2)	1.वेगवेगळी परिस्थिती असलेल्या लोकांची सेवा करणे. 2. खरा ज्ञानी तोच जो इतरांचे दुःख जाणतो हे समजणे.	तुम्ही कोणाला मदत केली व कोणत्या प्रकारे ते सांगा.	
	10. माय (कविता) (PT 2)	1.कवितेचा भावार्थ समजून घेणे. 2.आई बद्दलची ओढ व्यक्त केली आहे. 3. मुलांच्या जीवनातील आईचे महत्व जाणून घेणे. 4. लेखक वामन निंबाळकर यांनी आपल्या आयुष्यातील मायेची आठवण प्रस्तुत कथेत मांडली आहे.	कविता ताला सुरात म्हणून घेतली.	
	व्याकरण	शब्द समूहाला एक शब्द, म्हणी,संधी, प्रत्यय अव्यय	• शब्दसमूहाबद्दल एक शब्द सांगतात. • संधी सोडवणे • शब्दाला प्रत्यय लावणे • अव्यय व्याख्या उदाहरणे व प्रकार आपल्या शब्दात सांगता येणे.	

	11. पंचारती (PT 2)	1. महाराष्ट्र मध्ये जन्मलेल्या कर्तृत्ववान महिलांचा अभिमान बाळगणे. 2. कवितेचा भावार्थ समजून घेणे.	कर्तृत्ववान महिलांच्या गोष्टी सांगितल्या.	
November	12. माझे बालपण	1. गोपाळ गणेश आगरकर यांच्या कार्याची माहिती जाणून घेणे. 2. गोपाळ गणेश आगरकर यांचा जीवन – परिचय करून घेणे. 3. भूतकाळातील आठवणी कशा पद्धतीने शब्दांत गुंफायच्या, याचे ज्ञान विद्यार्थ्यांना मिळेल.	गोपाल गणेश आगरकर बद्दल माहिती लिहा.	9
	व्याकरण	समान व विरुद्ध अर्थाचे शब्द, काळ ओळखा, संधी सोडवा, वाक्प्रचार.पत्रलेखन.	जोड्या लावा.	
December	13. खोप्यामधी खोपा (कविता)	1. पक्ष्यांच्या परिश्रमशिलतेचे दर्शन घडविणे. 2. कवितेचा भावार्थ समजून घेणे. 3. पक्ष्यांच्या घरट्यांची माहिती करून घेणे.	कविता ताला सुरात म्हणून घेतली.	9
	व्याकरण	समान व विरुद्ध अर्थाचे शब्द,संधी सोडवा,वाक्प्रचार	• विरामचिन्हे व्याख्या उदाहरणे व प्रकार आपल्या	

		विरामचिन्हे	शब्दात सांगता येणे.	
	14. सचिन तेंडूलकर	1. सचिन तेंडूलकर यांचा जीवन परिचय करून घेणे. 2. जिद्द, चिकाटी आणि कठोर परिश्रम या मूल्यांचे महत्त्व विद्यार्थी स्वतःच्या जीवनात अमलात आणतील. 3. भारतातील सर्वोच्च नागरी सन्मान 'भारतरत्न' याबद्दल माहिती मिळवतील.	**ASL- आपल्या जीवनातील खेळाचे महत्त्व तुमच्या शब्दात वर्गात सादर करा.**	
January	15. गुढीपाडवा	1. भारतातील सण व साजऱ्या करण्याच्या पद्धती यांची माहिती करून घेणे. 2. चैत्र महिना आणि भारतीय सौर वर्षाची सुरुवात याबद्दल माहिती मिळणे. 3. सणासुदीला बनवले जाणारे पारंपरिक पदार्थ आणि त्यांचे महत्त्व समजून घेतील. 4. सणांचे पावित्र्य राखण्याची आणि परंपरा जतन करण्याची वृत्ती निर्माण होईल.	मराठी महिन्यांमध्ये येणाऱ्या सणांची नावे सांगा	12

	व्याकरण	लिंग बदला, वचन बदला. काळ, वाक्प्रचार, वाक्याचे प्रकार. निबंधलेखन, पत्रलेखन		
February	सराव (Annual Ls 9 to 16)			9
March	परीक्षा			

NOTE: PT1 includes chapters – १ ते ४ + व्याकरण

HY includes PT1 + chapters - ५ ते ८ + व्याकरण

PT2 includes chapters - ९ ते १२ + व्याकरण

Annual Exam includes PT2 + chapters – १३ ते १५ + व्याकरण

MIS INTERNATIONAL SCHOOL
Yearly Planner (2026-27)
Grade: 7

Subject in charge's Name: Sharda Pawar **Subjects – Hindi**

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	पाठ 1 इतिहास बनाया करते है (कविता)	• स्वतंत्रता सेनानियों के प्रति सम्मान-भाव जाग्रत करना। • सुभाषचंद्र बोस जैसे महान व्यक्तित्व से प्रेरणा प्राप्त करना। • सुभाष की निर्भीकता, देश के प्रति अटूट निष्ठा, दृढ़ संकल्प-शक्ति आदि विशेषताओं से अवगत रहना।	• प्रकृति पर लिखी कविताओं का संकलन करना। • शिवमंगल सिंह 'सुमन' की जानकारी एकत्रित करना • पक्षियों को पालना कितना उचित है –इस विषय पर परिचर्चा। • कविता पठन करना। नदियों की जानकारी पर आधारित अलबम बनाना।	**20**
	व्याकरण – वर्ण विचार – स्वर, व्यंजन, वर्ण – विच्छेद	• शब्दों की आंतरिक संरचना, उनके शुद्ध उच्चारण और वर्तनी) Spelling) की बारीकियों को समझना।	• वर्णमाला का चार्ट बनाएँ	
	व्याकरण – पर्यायवाची तथा विलोम शब्द	• भाषा की अभिव्यक्ति को प्रभावी, सटीक और समृद्ध बनाना	• चार्ट पेपर पर 'शब्द-वृक्ष' (The Word Tree) बनाएँ (हर टहनी पर एक मुख्य शब्द लिखे जैसे: सूरज, जल, हवा)। उस टहनी की पत्तियों पर उसके पर्यायवाची (सूरज: रवि, दिनकर, भानु) लिखें।	
June	पाठ **2** आटे की थैली (व्यंग)	• स्वतंत्रता सेनानियों के प्रति सम्मानभाव जाग्रत करना।- • सुभाषचंद्र बोस जैसे महान व्यक्तित्व से प्रेरणा प्राप्त करना। • सुभाष की निर्भीकता, देश के प्रति अटूट निष्ठा, दृढ़ संकल्प-शक्ति आदि विशेषताओं से अवगत रहना।	• स्वतंत्रता सेनानियों के चित्र एकत्रित करना। • १८५७ के विद्रोह की जानकारी इकठ्ठी कीजिए।	**20**

		• छात्रों के भाषायी कौशल और शब्द भंडार को विकसित करना।	वीर कुँवर सिंह का परिचय दीजिए। • भारतीय स्वतंत्रता आंदोलन के किसी एक नेता की जानकारी कक्षा में बताइए।	
	व्याकरण – श्रुतिसमभिन्नार्थक शब्द, सर्वनाम शब्द रचनात्मक लेखन- अनुच्छेद लेखन	• छात्रों को शब्दों को ध्यान से सुनने और सूक्ष्म अंतर)Minor differences) पहचानने के लिए प्रेरित करना। • विभिन्न सर्वनामों तू :जैसे), तुम, आपके माध्यम से बड़ों (और छोटों के प्रतिसही व्यवहार और आदर प्रकट करना सिखाना। • किसी एक विषय पर अपने विचारों को संक्षिप्त, प्रभावशाली और व्यवस्थित	• 'श्रुतिसमचक्र-' (The Sound-Alike Wheel) बनाएँ | • 'सर्वनाम वर्गीकरण चार्ट' (Pronoun Classification Tree) पेड़ की 6 टहनियों पर सर्वनाम के 6 भेदों के नाम लिखें :जैसे) निश्चयवाचक, अनिश्चयवाचक, संबंधवाचक आदि। हर टहनी (पर उस भेद से संबंधित3-3 उदाहरण लिखें।	
	पाठ 3 संतति (कहानी)	• अपने माता – पिता का आदर करना तथा बड़े – बूढ़े का सम्मान करना| • वृद्धावस्था में माता-पिता की सेवा करना तथा अन्य वृद्धजनों को समुचित सम्मान देना।	• 'वंशवृक्ष-' (Family Tree) बनाइए|	
	पाठ 4 छोटे सपने ऊँची उड़ान (जीवनी)	• एकाग्रता, दृढ़ निश्चय, कर्मठता, लगन, कृतज्ञता जैसे जीवन मूल्यों का विकास|	• 'सफलता की कहानी' (Success Biography Case Study)किसी एक ऐसी - हस्ती पर प्रोजेक्ट बनाना जिसने'छोटे सपने' से 'ऊँची उड़ान' भरी कलाम .डॉ :जैसे), मैरी कॉम, या धीरूभाई	

			अंबानी।(	
July	व्याकरण - विशेषण, क्रिया रचनात्मक लेखन – अनौपचारिक पत्र	• किसी व्यक्ति, वस्तु या स्थान का बारीकी से वर्णन करना सीखना| • छात्रों को मानसिक चित्र बनाने में मदद • क्रिया के माध्यम से छात्र काल)Tense) को समझना • अनौपचारिक पत्र लेखन के प्रकार, आवश्यक बिंदु तथा प्रारूप जानना।	• 'मेरा दिनक्रिया और विशेषण : के साथ' (Grammar Diary) - छात्र को अपने पिछले रविवार का पूरा दिन उत्तरपुस्तिका में लिखना है। जो भी काम उन्होंने किए (क्रिया), उन्हें नीले पेन से लिखें और उन कामों या चीजों की जो खासियत थी (विशेषण), उन्हें लाल पेन से लिखें। • दिए गए विषय पर पत्र लेखन कीजिए |	**15**
	PT 1 Exam (Portion) **पाठ 1** इतिहास बनाया करते है (कविता), **पाठ 2** आटे की थैली **व्याकरण - वर्ण विचार –** स्वर, व्यंजन, वर्ण – विच्छेद, पर्यायवाची तथा विलोम शब्द, श्रुतिसमभिन्नार्थक शब्द, सर्वनाम शब्द **रचनात्मक लेखन -** अनुच्छेद लेखन			
August	**पाठ 5. सही समय (For SEA)** **'समय का महत्व' इस विषय पर चित्र सहित दो कविताएँ लिखिए|**			**20**
	व्याकरण – लिंग, वचन रचनात्मक लेखन – संवाद लेखन	• भाषा को शुद्ध, स्पष्ट और प्रभावशाली बनाना है। • दो या दो से अधिक व्यक्तियों के बीच होने वाली बातचीत को लिखित रूप में प्रभावशाली ढंग से प्रस्तुत करना है।	• दिए गए विषय पर संवाद लिखिए।	
	पाठ 6 मैं भी करूँगा रक्तदान (संवाद)	• पौष्टिक आहार के विषय में छात्रों को अवगत कराना। • स्वास्थ्य एवं स्वच्छता का महत्व जानना एवं समझना।	• 'रक्तदान का महत्व' इस विषयपर दो दोस्तों के बीच	

		• शरीर एवं रक्त के विषय में विशेष जानकारी प्राप्त कराना। • रक्तदान के विषय में जानकारी प्राप्त करना।	संवाद लिखिए।	
	पाठ 7 मेरा अतिथि (संस्मरण)	• जीव-जंतुओं के प्रति दया और करुणा उजागर करना। • छात्रों में पशु-पक्षियों के प्रति संवेदनात्मकता उत्पन्न करना। • दीन-दुखियों के प्रति प्रेम एवं सेवा भाव जैसे नैतिक गुणों को अपनाने की प्रेरणा देना। • जीवन में मधुर व्यवहार के महत्व को समझकर तद्नुसार आचरण करने की प्रेरणा प्राप्त करना। • पशु भी सहृदय होते हैं। प्यार के बदले प्यार देना जानते हैं।	• 'अतिथि देवो भव' परंपरा और इस पाठ में 'अतिथि' (पशु(का वर्णन अपने शब्दों में चित्र सहित कीजिए|	
	पाठ 8 कला का परचम (साक्षात्कार) **SEA**	• प्रस्तुत पाठ के माध्यम से विद्यार्थियों को भारत के एक बड़े कलाकार सैयद हैदर रज़ा के बारे में बताना तथा कला के बारे में जानकारी देना।	• उत्तरपुस्तिका में भारत के प्रमुख शास्त्रीय नृत्यों की एक सूची बनाएँ और उनके चित्रों को चिपकाएँ|	
September	**पुनरावलोकन + Term I Exam (Portion)** **पाठ -** 3. संतति, 4. छोटे सपने ऊँची उड़ान, 6. मैं भी करूँगा रक्तदान, 7. मेरा आतिथि, 8. कला का परचम **व्याकरण -** स्वर, व्यंजन, वर्ण विच्छेद, पर्यायवाची तथा विलोम शब्द, श्रुतिसमभिन्नार्थक शब्द, सर्वनाम, लिंग, वचन, विशेषण, क्रिया **रचनात्मक लेखन -** अनुच्छेद लेखन, संवाद लेखन, अनौपचारिक पत्र			**19**
October	पाठ 9 लद्दाख – एक अनछुआ सौंदर्य (यात्रा वृत्तांत)	• लद्दाख की अद्वितीय भौगोलिक स्थिति, पहाड़ों, झीलों और वहां के प्राकृतिक सौंदर्य से परिचित होना। • वहाँ के लोगों के रहन-सहन, खान-पान, वेशभूषा और बौद्ध धर्म के प्रभाव (मठों और गोम्पाओं) के बारे में जानना। • लद्दाख जैसे संवेदनशील पारिस्थितिकी तंत्र (Ecosystem) के महत्व को समझना और उसके संरक्षण के प्रति जागरूक होना। • यह समझना कि शून्य से नीचे के तापमान और कम ऑक्सीजन जैसी चुनौतीपूर्ण स्थितियों में भी लोग कैसे खुशी-खुशी जीवन यापन करते हैं। • यह सिखना कि किसी स्थान की यात्रा के अनुभवों को शब्दों	• उत्तरपुस्तिका में लद्दाख की एक काल्पनिक या वास्तविक यात्रा का वर्णन करते हुए चित्र सहित अनुच्छेद लिखिए|	

		में कैसे पिरोया जाता है।		
	पाठ 11 शाप मुक्ति (कहानी)	• पश्चाताप का महत्व उजागर करना। • लक्ष्य सिद्धि का आधार मानवता से प्रेरित करने की सोच देना। • दृढ़ निश्चय एवं ईमानदारी से मंज़िल की ओर बढ़ना। • गलती करने पर प्रायश्चित कर सुधार करना। • जिज्ञासा को सही दिशा की सोच देना। • अच्छाई और बुराई में अंतर समझना।	• उत्तरपुस्तिका में चरित्र चित्रण चार्ट बनाएँ| (उत्तरपुस्तिका के पन्नें को दो भागों में बाँटें। एक तरफ 'गजाधर बाबू' या मुख्य पात्र का बचपन का व्यवहार और दूसरी तरफ बुढ़ापे का पश्चाताप लिखें।)	**20**
	व्याकरण – समास	• भाषा को अधिक प्रभावी और संक्षिप्त बनाना • कम से कम शब्दों में अधिक से अधिक अर्थ प्रकट करना सीखना। • नए और अर्थपूर्ण शब्दों का निर्माण करना सीखना। • दो अलग-अलग अर्थ वाले शब्दों को जोड़कर एक नया विशेष अर्थ समझने की क्षमता विकसित करना|	• उत्तरपुस्तिका में समास की परिभाषा लिखकर अवधारणा मानचित्र बनाएँ (Graphic Organizer)	
	पाठ 10 सोशल मीडिया (For - SEA) **• 'सोशल मीडिया: वरदान या अभिशाप' इस विषय पर Poster या Chart बनाएँ|**			
November	व्याकरण – अर्थ तथा रचना के आधार पर वाक्य लेखन (भेदों सहित) रचनात्मक लेखन – विज्ञापन लेखन	• यह सीखना कि अपनी बात को सही ढंग से कैसे कहना है • रचना' के आधार पर यह समझना कि सरल, संयुक्त और मिश्र वाक्य कब और कहाँ उपयोग करने हैं ताकि लेखन में विविधता आए। • वाक्यों के भेदों (जैसे विधानवाचक, निषेधवाचक) के माध्यम से बोलने वाले के 'भाव' को सही रूप में समझना। • छोटे वाक्यों को जोड़कर बड़े और प्रभावशाली वाक्य बनाने की क्षमता विकसित करना। • व्याकरण के नियमों के अनुसार सही वाक्य विन्यास (Sentence Structure) करना सीखना। • कम शब्दों में अपनी बात को आकर्षक तरीके से कहना सीखना|	• उत्तरपुस्तिका में समास की परिभाषा लिखकर अवधारणा मानचित्र बनाएँ (Graphic Organizer) • दिए गए विषय पर विज्ञापन तैयार कीजिए|	**15**

		• यह समझना कि जनता या ग्राहकों को किसी वस्तु या विचार के प्रति कैसे आकर्षित किया जाता है। • किसी घटना, वस्तु या सेवा के बारे में स्पष्ट और संक्षिप्त जानकारी देने की कला सीखना।		
		PT 2 Exam (Portion) **पाठ** 9 लद्दाख – एक अनछुआ सौंदर्य, पाठ 11 शाप मुक्ति **व्याकरण - वर्ण विचार –** समास, अर्थ और रचना के आधारपर वाक्य भेद **रचनात्मक लेखन** – विज्ञापन लेखन		
December	पाठ 12 धरती की बाँहें (कविता)	• पेड़ – पौधों के महत्व से अवगत होना तथा इनके संरक्षण हेतु सतत प्रयत्नशील रहना|	• 'पेड़: धरती के रक्षक' चार्ट बनाएँ|	**15**
	पाठ 13 मित्रता (निबंध)	• सच्चे मित्र की पहचान करना। • सच्ची मित्रता का महत्व समझना। • परहित के लिए कर्तव्य बुद्धि की सोच उत्पन्न करना। • विपत्ति में साथ देने की भावना उत्पन्न करना। • विश्वसनीय मित्र जीवन की संजीवनी है, अतः कभी किसी मित्र का विश्वास न तोड़ने की भावना को बल देना।	• मित्रता पर 'सुविचार' चार्ट अथवा 'सच्चा मित्र' - गुणों की सूची तैयार कीजिए|	
	व्याकरण – अशुद्ध वाक्यों का संशोधन, विरामचिन्ह	• संज्ञा, सर्वनाम, लिंग, वचन और कारक के सही प्रयोग की समझ विकसित करना। • पढ़ते और बोलते समय कहाँ रुकना है और कहाँ जोर देना है, यह समझना। • हर्ष, शोक, आश्चर्य या प्रश्न जैसे भावों को लिखित रूप में स्पष्ट करना|		
January	पाठ 14 करुणा के प्रतिरूप: भाई कन्हैया जी (रेखाचित्र)	• भाई कन्हैया जी के जीवन के माध्यम से यह सिखाना कि बिना किसी भेदभाव के मानवता की सेवा करना ही सबसे बड़ा धर्म है। • 'ना को बैरी, नहिं बेगाना' (कोई दुश्मन नहीं, कोई पराया नहीं) के सिद्धांत को समझना। • छात्रों के हृदय में पीड़ितों और असहायों के प्रति दया और सहानुभूति (Empathy) पैदा करना।	• इतिहास के एक महान सेवाभावी व्यक्तित्व, भाई कन्हैया जी की जानकारी इक्कठा करके अपनी उत्तरपुस्तिका में लिखिए|	

		• यह समझना कि घृणा को केवल प्रेम और सेवा से ही जीता जा सकता है। • इतिहास के एक महान सेवाभावी व्यक्तित्व, भाई कन्हैया जी, के आदर्शों और उनके द्वारा शुरू की गई 'सेवा' की परंपरा से अवगत कराना।		**20**
	पाठ – 15 स्वछंद पक्षी (कविता)	• अपनी स्वतंत्रता को एक अनमोल संपदा समझकर उसकी हिफ़ाज़त करना। स्वर्ग-समान परंतत्रता को भी त्याज्य समझना।	• अपने मनपसंद पक्षी का चित्र निकालकर उसके बारें में एक अनुच्छेद लिखिए|	
	व्याकरण – कारक रचनात्मक लेखन - औपचारिक पत्र लेखन, डायरी लेखन	• संज्ञा या सर्वनाम का क्रिया (Verb) के साथ संबंध स्थापित करना सीखना। • वाक्य के सही अर्थ को समझना। • वाक्यों में सही 'विभक्ति चिन्ह' (जैसे- ने, को, से, के लिए) का प्रयोग करके भाषा को व्याकरणिक रूप से शुद्ध बनाना।	• चार्ट पेपर पर 'कारकवृक्ष-' (कारक Tree) बनाइए|	
February	पाठ – 16 मुक्तिधन (कहानी)	• समाज के दलित वर्ग के प्रति सहानुभूति उत्पन्न करना। • कठिन परिस्थितियों में भी संघर्षशील बने रहने की भावना विकसित करना। • किसानों, मज़दूरों की कर्मठता, परिश्रम एवं लगन को समझना। • सहायता भाव की प्रवृत्ति उत्पन्न करना।	• मुंशी प्रेमचंद का एक छोटा चित्र बनाएँ (या चिपकाएँ) और उनके जीवन के बारे में 5 पंक्तियाँ लिखें। साथ ही 'मुक्तिधन' पाठ का मुख्य संदेश एक सुंदर तालिका में लिखें|	**20**
March	**पुनरावलोकन + Term II Exam (Portion)** • **पाठ -** 11 शाप मुक्ति ,पाठ 12 धरती की बाँहें पाठ ,– 13 मित्रता पाठ ,– 14 करुणा के प्रतिरूप,भाई कन्हैया जी : पाठ – 15 स्वछंद पक्षी ,(कविता)पाठ – 16 मुक्तिधन • **व्याकरण –** समासअर्थ तथा रचना के आधारपर वाक्य भेद ,, अशुद्ध वाक्यों का संशोधन कारक ,विरामचिन्ह , • **रचनात्मक लेखन** – विज्ञापन लेखन डायरी लेखन ,औपचारिक पत्र लेखन ,			

MIS INTERNATIONAL SCHOOL

YEARLY PLANNER 2026 - 2027

GRADE: 7 TO10

SUBJECT: Physical Education

TEACHER'S NAME: MR.SACHIN, MS.TEJASHREE, MR. IMRAN, MR. NIRAJ, MR. AKSHAY

MONTH	CLASS / SUBJECT	TOPIC / COURSE	ACTIVITY	OUTCOME OF THE ACTIVITY
APRIL	7 TO 10 PHYSICAL EDUCATION	Team Sports (Football)	• Crossing and Finishing Drills • Defensive Positioning and Tackling	• Enhanced ability to deliver accurate crosses and convert them into goals. Improved teamwork and tactical play. • Understanding defensive roles, improving tackling technique, and learning how to mark opponents effectively.
MAY		**SUMMER**	**VACATION**	**GRADE VII - X**
JUNE	7 TO 10 PHYSICAL EDUCATION	Fitness & Conditioning	• HIIT (High Intensity • Interval Training) • B. Yoga and Pilates	• Increased aerobic and anaerobic capacity, better fat-burning efficiency, improved stamina and strength. • Improved flexibility, muscle endurance, core strength, balance, and mental focus.
JULY	7 TO 10 PHYSICAL EDUCATION	Team Sports (Basketball)	• Defensive Drills • Fast Break Drills • C. Free Throw Competitions	• Better defensive positioning, anticipation, and understanding of individual and team defensive responsibilities. • Increased speed, agility, and teamwork in transition plays. Improved decision-making under pressure. • C. Improved individual shooting technique, concentration, and self-confidence.
AUGUST	7 TO 10 PHYSICAL EDUCATION	Mental & Emotional Well-being in Sports	• Visualization Exercises • Breathing Techniques	• Improved mental focus, reduced anxiety, and better performance under pressure. • Enhanced ability to control stress, focus attention, and improve recovery times.
SEPTEMBER	7 TO 10 PHYSICAL EDUCATION	Racket Sports (Table Tennis)	• Spin Techniques (Topspin, Backspin) • B. Footwork Drills and Reflex Training	• Increased understanding of spin and how to control the ball in different playing conditions. • Enhanced speed, reflexes, and reaction time during fast-paced rallies.

OCTOBER	7 TO 10 PHYSICAL EDUCATION	Personal Fitness Planning	• Fitness Test (pre assessment)	• Awareness of personal fitness Increased levels, development of individualized workout plans.
NOVEMBER	7 TO 10 PHYSICAL EDUCATION	Kho-Kho	• Basic Kho-Kho Drills • Kho-Kho Relay • Chaser and Dodger Game • Chasing and Defending Practice	• Develops agility, speed, and awareness. • Encourages teamwork, communication, and enhances running skills. • c.Improves reaction time, agility, and fitness levels.d Helps improve speed, reflexes, and defensive skills.
		DEEPAWALI	**VACATION**	**GRADE VII - X**
DECEMBER	7 TO 10 PHYSICAL EDUCATION	Kabaddi	• Kabaddi Tag Game • Raider vs. Defender • Kabaddi Relay • Kabaddi Drills	• Develops speed, agility, and understanding of Kabaddi's basic rules. • Enhances strategic thinking, agility, and teamwork. • Improves teamwork, communication, and physical stamina. • Builds stamina, strengthens muscles, and improves endurance.
DECEMBER		**CHRISTMAS**	**VACATION**	**GRADE VII - X**
JANUARY	7 TO 10 PHYSICAL EDUCATION	Recreational Games	• Capture the Flag • Tug of War • Relay Races • Dodgeball • Freeze Tag	• Enhances teamwork, strategy, and physical fitness. • Builds strength, teamwork, and coordination. • Improves running speed, teamwork, and coordination. • Increases agility, reflexes, and team coordination. • Enhances speed, teamwork, and reflexes.
FEBRUARY	7 TO 10 PHYSICAL EDUCATION	Personal Fitness Planning	• Fitness Test (post assessment)	• Awareness of personal fitness Increased levels, development of individualized workout plans.
MARCH		**EXAMS**	**FINAL EXAMS**	**GRADE VII - X**

MIS INTERNATIONAL SCHOOL, Balewadi

Yearly Planner (2026-2027)

Grade: 8 Subject: Coding

Web Designing with HTML / CSS - Level- 1 **Teacher name: Mamta Umap**

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,	Session 6 PROJECT -Drawing Complex Shapes	2

		including how to manipulate shapes and apply advanced features for game development. • Apply learned skills to create complex shapes and objects for game environments.		
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. • Dynamic animations capture the player's attention and contribute to the overall aesthetic of the game.	Session 8 Shape and Text Animation	2
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 (2026-27)

Grade: VIII **Subject** - English

Subject In charge's Name: Vanita Bhui

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**LITERATURE :** 1: My Big Brother	**Students will be able to:** • realize the dynamics of sibling relationships, and recognize the importance of forgiveness and respect in relationships	Exercises Reference to Context Question Answers	5 Art integrated - Mother's Day card with thank you note to your mother (Social bonding integrated)

	POEM: 1. It was long ago	• Appreciate how memories of childhood remain vivid even as time moves on. • Identify and explain **poetic devices** such as repetition, imagery, and tone. • Recognize how simple language can convey **deep emotions**. • Develop sensitivity towards emotions related to **growth, change, and remembrance**.	Exercises Reference to Context Question Answers	4
	GRAMMAR: 1.Noun	**Students will be able to:** • define nouns, identify different types (common, proper, collective, abstract), and use them correctly in sentences, demonstrating an understanding of their function in language.	Exercises	3
	GRAMMAR: 2.Noun Phrases	**Students will be able to:** • Understand their function as subjects or objects, and use them effectively in their own writing.	Exercises	3

	CREATIVE WRITING: Email Writing(Netiquettes)	**Students will be able to:** • Learning Email Writing(Netiquettes) and use them in different		3 Art integrated - Write an e-mail to your best friend on any of your childhood memory spent together – paste pictures (Summer Holiday Homework)
June	**LITRATURE:** 2. Thank you ma'am	**Students will be able to:** • recognize and discuss themes such as kindness, empathy, understanding, and the potential for personal transformation.	Exercises Reference to Context Question Answers	4 Make a thank you note any of your subject teacher (use your own creativity to decorate)
	LITERATURE: 3. I become a great friend of animals and birds	**Students will be able to:** • appreciate nature, develop empathy for animals, and understand the importance of respecting all living beings.	Exercises Reference to Context Question Answers	6 S.E.A1(Make a Chart collect pictures of any extinct animal or bird and write a paragraph on the same Use A4 colored Sheet)
	GRAMMAR: Pronoun	**Students will be able to:** • enabling students to identify, define, and correctly use words that replace nouns (I, she, they) in	Exercises	4

		speech and writing. Key goals include understanding pronoun cases (subjective, objective, possessive), ensuring correct pronoun-antecedent agreement, reducing repetition, and distinguishing between different types of pronouns.		
	GRAMMAR: Adjective	**Students will be able to:** • classifying adjectives • Learning the position of adjective • Making adjective using prefixes and suffixes.	Exercises	4
	GRAMMAR: Article	**Students will be able to:** • identify different kinds of articles. • Use articles correctly in different contexts.	Exercises	4
July	**LITERATURE:** 4. The Ghost of the mountain	**Students will be able to:** • the importance of protecting endangered species and preserving biodiversity. the role of conservation efforts and the work of organizations dedicated to protecting snow leopards and their habitats.	Exercises Reference to Context Question Answers	5 Brochure Making in the notebook regarding Camping weekend organized by school
	POEM: 2. The Elephant and the Tragopan	**Students will be able to:** • environmental awareness, the importance of coexistence, and the value of diverse perspectives through a poetic fable	Exercises Reference to Context Question Answers	4 Draw Nature Scenery in note book
	GRAMMAR: 1.Verbs 2 Verb Present Tense	**Students will be able to:** • Identify transitive and intransitive verbs.	Will work on the Worksheet and Verb chart to be done in class	6

	3 Verb Past 4 Verb Future 5 Perfect Tense	• Relate forms of actions to the time of happening. • Choose correct form of verb as per the time of happening of the event. • Use different forms of verbs according to time. • Using *will, shall* and *going to* • Learning structure of the future forms of verbs and using them correctly		
August	**LITERATURE:** 5. Pocahontas	**Students will be able to:** • understanding the historical context of her life, analyzing different accounts of her story, and evaluating the impact of cultural representations, such as the Disney movie. • Students should be able to identify potential biases and perspectives within different accounts of Pocahontas's life, recognizing that historical narratives are often shaped by the experiences and viewpoints of the people who tell them.	Exercises Reference to Context Question Answers	5 Draw any Disney character you admire the most in note book
	LITERATURE: 6 The Diary of the young girl	**Students will be able to:** • analyze Anne Frank's diary as a historical and literary text, understand the Holocaust's impact, and explore themes of resilience, prejudice, and the human spirit	Exercises Reference to Context Question Answers	7 Diary Entry writing – about experience so far in grade 8
	GRAMMAR: Auxiliary verb	**Students will be able to:** • Use of *do, have, be* • Use of modal auxiliaries	Exercises	3
	GRAMMAR:	**Students will be able to:** • How to use the agreement between subject and verb in a sentence to ensure	Exercises	3

		the accuracy in terms of number and person		
	CREATIVE WRITING: Postcard Making	**Students will be able to:** Develops writing, creativity, awareness, empathy, and communication skills while promoting social values through brief, purposeful expression		2
September	**Poem** – **3**. The Song of the Freedom	**Students will be able to:** The importance of unity and equality in the pursuit of freedom, as well as the need to overcome adversity and strive for a better future.	Exercises Reference to Context Question Answers	4 Write an eight-lined patriotic poem. Free Verse (Refer - Q9 on Page - 94)
	HALF YEARLY EXAMINATION **READING**: Comprehension Passage/Poem **LITERATURE**- 1. My Big Brother, 2. Thank you ma'am, 3. I become a great friend of animals and birds, 4. The Ghost of the mountain 5. Pocahontas, **6.** The diary of a young girl **POEMS-** 1. It was long ago, 2. The Elephant and the Tragopan, 3 The song of Freedom 1. **Grammar:** Nouns, Noun Phrases, pronouns, adjectives, articles, verbs, verbs Present Tense, Verb Past, Verb Future, Prefect Tense. Sub – Verb agreement, Auxiliary Verbs. **WRITING-** Email Writing(Netiquettes), Postcard Making			
October	**LITERATURE** 7. Emperors on Ice	**Students will be able to:** • identify and discuss the main themes or messages explored in the text, such as survival, resilience, or the harsh realities of the Antarctic environment.	Exercises Reference to Context Question Answers	4 Draw Trait of adventures or explorers in Notebook.
	POEMS: 4. The Fabulous, Fabled silk road	**Students will be able to:** • Students will understand that the Silk Road was a network of trade routes connecting Asia with Europe and the Mediterranean for over 2,000 years	Exercises Reference to Context Question Answers	3 Make a bookmark with natural fabric or paper

	Grammar: Active and Passive Voice	**Students will be able to:** • Change different types of sentences to different voices • Identify voice	Exercises	3
	Grammar: Adverbs	**Students will be able to:** • Identify Adverb types • Positioning of the adverb in a sentence • Order of the adverb in the sentence	Exercises	4
	Grammar: Punctuation	**Students will be able to:** Identifying functions of Punctuation marks.	Exercises	3
November	**LITERATURE** - 8. The Lost World	**Students will be able to:** • To understand the significance of exploration them and knowledge, along with the conflict between man and nature	Exercises Reference to Context Question Answers	5 Graphic organizer based on your understanding of story (Pg 129) T.B.D in NB
	GRAMMAR: Preposition	**Students will be able to:** • identifying prepositions in context, understanding their role in connecting sentence parts, and using them correctly in speaking and writing.	Exercises	3
	GRAMMAR: Conjunctions	**Students will be able to:** • Joining sentences using different conjunctions.	Exercises	3
	CREATIVE WRITING: Poster Making	**Students will be able to:** developing skills in visual communication, message creation, and design, while also enhancing their understanding of English vocabulary, grammar, and creative expression		3
December	**LITERATURE -** 9. The Watery Place	**Students will be able to:** • Factual, inferential, extrapolative, global understanding	Exercises Reference to Context Question Answers	5 Make a poster or success of

				Chandrayaan 3 and ISRO achievement on A4 sheet
	LITERATURE: 10. Feathered Friend	**Students will be able to:** • pinpoint the central themes of the story (e.g., the unexpected value of seemingly insignificant things, the importance of observation, and the power of nature)	Exercises Reference to Context Question Answers	5 Write a short story 'My Pet – A Friend for Life also draw picture
	POEM: 5. Inventor	**Students will be able to:**	(ONLY READING)	1 S.E.A. 2 "From trash to treasure—innovation for a greener future!"
	GRAMMAR: The Sentences	**Students will be able to:** • Learn to make sentence Identifying and transforming sentences	Exercises	3
January	**LITERATURE:** 11. The Boy Who Was Caught	**Students will be able to:** • students should be able to identify the plot elements (exposition, rising action, climax, falling action, resolution) and analyze how the story's structure contributes to its meaning.	Exercises Reference to Context Question Answers	4 Draw any character from supernatural story or animation they had seen or read before
	LITERATURE: 12. Macbeth	**Students will be able to:** • identify and discuss major themes, such as ambition, fate, guilt, and the corrupting influence of power.	Exercises Reference to Context Question Answers	4 Finding words activity given on Pg 170
	GRAMMAR: Phrases and Clauses	**Students will be able to:** • Classify and Identify phrases and Clauses	Exercises	3

	GRAMMAR: Direct Indirect Speech	**Students will be able to:** • Change the narration of various types of sentences and change narration in sentences	Exercises	4
February	**POEM:** 6. Abandoned Farmhouse	**Students will be able to:** • analyze the poem's themes of loss, memory, and the power of observation, as well as identify literary devices like imagery and figurative language	Exercises Reference to Context Question Answers	3 Sharing is caring …share with your friends
	GRAMMAR: Phrasal Verbs and idioms	**Students will be able to:** • Use of Phrasal Verb and Idioms in speaking and writing commination	(ONLY READING)	1
	GRAMMAR: Vocabulary	**Students will be able to:** • Using homophones Using synonyms and antonyms properly	(ONLY READING)	2
	CREATIVE WRITING: Story Writing	**Students will be able to:** • Story writing will promote creativity and nurtures imagination and original thinking.	Topic for story writing will be discussed and given for practice	3
	Revision for Annual Exam	**Revision for Annual Exam**	**Revision for Annual Exam**	
Feb/ March	**Annual Examination:** Reading: Comprehension Passage/Poem **LITERATURE:** 7. Emperors on Ice 8. The Lost World 9. The Water Place 10. Feathered Friend 11. The Boy Who Was Caught 12. Macbeth **POEMS**: 4. The Fabulous, Fabled silk road 6. Abandoned Farmhouse. **GRAMMAR:** Active and Passive Voice, Adverbs, Preposition, Conjunctions, The Sentences, Punctuation, Phrases and Clauses, Direct Indirect Speech **CREATIVE WRITING:** Poster Making ,Story Writing			

TERM1

S.E.A Term 1(Make a Chart with pictures and information on the on endangered animals of India- Use A4 colored Sheet)

MA- Group Discussion – Students in a group of 10 each research about the effect of global warming and impact on animal due to human interface (refer to Poem – The Elephant and the Tragopan)

PT1-

READING: Comprehension Passage/Poem

LITERATURE: 1. My Big Brother, 2. Thank you ma'am, 3. I become a great friend of animals and birds

POEMS: 1. It was long ago, 2. The Elephant and the Tragopan

GRAMMAR: Nouns, Noun Phrases, pronouns, articles, adjectives

CREATIVE WRITING: Email Writing(Netiquettes)

TERM2

PT2- Reading: Comprehension Passage/Poem

LITERATURE: 7. Emperors on Ice 8. The Lost World 9. The Water Place

POEMS: 4. The Fabulous, Fabled silk road

GRAMMAR: Active and Passive Voice, Adverbs, Punctuation, Preposition, Conjunctions

CREATIVE WRITING: Poster Making

S.E.A 2- Students will Draw, write and present "trash to treasure—innovation for a greener future!"(AIL)
(AIP)- Make a creative brochure as the tourism director of Sikkim to encourage tourism to the state. (2 pages)

M.A2 Group Discussion – Students in a group of 10 each research on different species of Dinosaurs (refer to Lesson – The Lost World)

MIS INTERNATIONAL SCHOOL BALEWADI
Yearly Plan (2026-27)

Grade: 8 **Subject: German**

Subject Incharge's name: Ms. Meetali Berry

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	1. Stefan, wie geht's dir?	● 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?"	● To ask questions to each other about their health. ● Framing sentences in dative with dative personal pronouns. ● Framing questions with "Wem?"	12
June	1. Stefan, wie geht's dir?**(PT1)**	● Students will be able to formulate instructions. ● Students will be able to write an email.	● Students will make sentences using imperative. ● Students will write a mail writing about their health.	12
July	2. Gesund leben	● Students will be able to use modalverbs- "dürfen' and "sollen" ● students will be able to make sentences with subordinate clause- "weil" ● Students can make the sentences with "schaden".	● Students will make sentences with sollen and duerfen. ● Students will make two lists of things which are heathy and unhealthy. ● Students will make sentences with "weil". ● Students will write a recipe in German.	12

August	3. Was hast du für deine Gesundheit getan?	● Students can tell about past experiences and everyday events. ● Students can ask question when something has happened and answer the same.	● Make sentences Past (perfect) with regular and irregular verbs.	12
September		Revision HY TERM-I SYLLABUS L1 TO L3		8
		TERM-I		
October	4. Wo ist Tina? **(PT2)**	● Students will be able to tell the whereabouts of a person or a place. ● Students can fix a meeting place. ● Students can talk about shopping places.	● Students will talk about where the place is in the class. ● Write sentences with the use of Articles in dative.	9
November	5. Hast du Lust, ins Kino zu gehen?	● Students will know dative prepositions of place to answer to the question “Wo?” ● Students will know the dative prepostions in accusative, ● Infinitiv with “zu”.	● Students will make an imaginary city map. ● Students will make sentences to tell their way.	9
December	6. Ordnung muss sein!	● Students will be able to ask about the whereabouts of an object and to answer the same.	● Make sentences with “Wo?” and “wohin?”	9
January	6. Ordnung muss sein!	● Students will be to ask and answer where an object has to be placed. ● Students will be able to describe a room Students will be to ask and answer where an object has to be placed. ● Students will be able to describe a room.	● Make sentences with conjunctions oder, und, sondern, aber, denn.	12

February		Revision ANNUAL SYLLABUS L4 TO L6		12
March		Annual Exam		

Subject Integration

Ch 1. Wie geht's Stefan ?

Ch 2 Gesund leben

Ch 3 Was hast du für deine Gesundheit getan?

We can integrate this lesson with **Biology**. Students label the human body diagram in german.

Physical education- students will ask each other using different german sentences about each other's wellbeing & ailments.

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-27)

Grade – 8 **Subject: General Knowledge**

Subject Incharge's name – Ms Vanita Bhui

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Living Earth	Learners will be able to: • Students will be able to describe the Earth's living environment, understand the relationship between plants, animals, and humans, and appreciate the importance of conserving nature and maintaining ecological balance.	• Recognizing and Learn about various animal myths and sense organs, rare and unique animals, Mountains of smoke and fire ,Life in desert ,Natural wonders of world, Majistic Hunters of sky	3
June	Cultural Canvas From :Mixed Bag (Uttar Pradesh and Karnataka)	Learners will be able to: • Students will identify and appreciate diverse cultures, traditions, heritage, and art forms from around the world, and develop respect for cultural diversity. Learners will be able to: • Students will acquire knowledge about the geographical features, culture, heritage, famous places, and important contributions of Uttar Pradesh and Karnataka.	• To conduct Quiz about various countries and their famous heritage. • State Talk – Uttar Pradesh and Karnataka • Ask students to speak for 1 minute on either Uttar Pradesh or Karnataka, sharing facts about its capital, language, food, festivals, famous places, and culture. After this, another student can mention one similarity or difference between the two states.	3

July	Game On From :Mixed Bag (Nagaland and Khabar Lahaiya)	Learners will be able to: • Enhance their knowledge about various sports. • Identify sporting landmarks. • knowledge about the geographical features, culture, heritage, famous places, and important contributions of • Students will understand the role of Khabar Lahariya as a rural news platform and appreciate how journalism can empower communities, raise social awareness, and give voice to local issues.	• To collect pictures of different sport and paste it on paper • State Talk – Nagaland Ask students to speak for 1 minute on Nagaland sharing facts about its capital, language, food, festivals, famous places, and culture. • Ask students to speak like a reporter for **1 minute** on a local issue or community problem, just as *Khabar Lahariya* highlights real issues. They should mention the problem, its effect on people, and one possible solution.	3
August	Our Everyday World	Learners will be able to: • Students will understand important aspects of everyday life by developing awareness about money management, environmental protection, water conservation, and different career pathways, and will apply this knowledge to make responsible and informed choices.	• Verbal Activity: Smart Spending Discussion Ask students to speak for 1 minute on the topic “How can we use money wisely in daily life?” They may include ideas such as saving money, avoiding wasteful spending, budgeting pocket money, and understanding needs and wants.	3
September	**REVISION** **TERM-I** SUBTOPICS – Living Earth, Cultural Canvas, Game On, Our Everyday World. From Mixed Bag: (Uttar Pradesh ,Karnataka, Nagaland and Khabar Lahaiya)			
October	Mind Masters	Learners will be able to:	• Student will work on the	3

	From :Mixed Bag (Jharkhand and Rajasthan)	• Students will develop logical thinking, problem-solving skills, pattern recognition, and analytical ability through activities based on reasoning, mind games, blogs, and Sudoku. • Students will gain knowledge about the geographical features, culture, heritage, important places, and unique characteristics of Jharkhand and Rajasthan, and develop an understanding of their diversity.	activities given in the Textbook • Students will acquire knowledge about the geographical features, culture, heritage, famous places, and important contributions of Jharkhand and Rajasthan	
November	Around the World From :Mixed Bag (India's world-wowing stars)	Learners will be able to: • Students will develop global awareness by identifying world cultures, traditional foods, architecture, cities, currencies, and notable contributions such as women entrepreneurs and traditional crafts, while also understanding civic concepts like voting in India. • Students will recognize the achievements of India's globally acclaimed personalities and understand their contributions in	• Conduct a **mock election in the classroom** to help students understand how voting works in India. • Ask each student to speak for **1 minute** on any one of India's world-famous personalities,	3

		various fields, inspiring a sense of pride and motivation.	highlighting their **field, key achievements, and what makes them inspiring**.	
December	Science and Technology	Learners will be able to: • Students will understand key developments in science and technology and recognize their impact on daily life, while developing curiosity, awareness, and appreciation for innovation.	• Ask students to speak for **1 minute** on any one invention or technological advancement (e.g., internet, satellites, robots), explaining its **use and impact on daily life**.	3
January	Wonder of Words	Learners will be able to: • Students will enhance their vocabulary, language skills, and understanding of words by exploring meanings, usage, and word-related concepts in an engaging and meaningful way.	• Ask students to pick a new or interesting word and speak for **1 minute**, explaining its **meaning, usage in a sentence, synonym/antonym, and origin (if known)**.	3
February	**Revision**			
March	**Annual Exam** SUBTOPICS- Mind Masters, Around the World, Science and Technology, Wonder of Words, From Mixed Bag: Jharkhand, Rajasthan and India's world-wowing stars .			

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-27)

Grade: 8 **Subject: Hindi [** अमोली हिंदी पाठमाला **]**

Subject In charge's name: Ms. Anupama Sharma

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**पाठ १: हक दो (कविता)** **पाठ २ : साए (कहानी)** **लेखन :**	➢ प्रकृति के समग्र रूपों को अनुभव करने का आनंद। ➢ प्राकृतिक सौंदर्य का परिचय। ➢ फूल, पत्ते, नदी और प्राकृतिक चीजों के प्रति आत्मीयता। ➢ निरीक्षण क्षमता, अवलोकन एवं विचार -अभिव्यक्ति की क्षमता का विकास। ➢ चिंतन-मनन द्वारा बौद्धिक क्षमता का विकास। ➢ सच्ची मित्रता के गुणों का परिचय ➢ मित्रता में त्याग का महत्व जानना ➢ रिश्तों के महत्व को समझना ➢ मनुष्य के प्रति संवेदनशीलता का निर्माण ➢ लेखन और वाचन कौशल का विकास। ➢ चिंतन-मनन द्वारा बौद्धिक क्षमता	➢ 'मनुष्य के विकास में प्रकृति का योगदान' विषय पर अनुच्छेद लिखिए। ➢ प्रकृति संरक्षण पर लिखी गई कविता को पढ़िए। ➢ प्रकृति के लिए हमारे क्या कर्तव्य हैं? एक सूची तैयार कीजिए। ➢ 'मित्रता' पर आधारित दोहे लिखिए। अपने मित्र को पत्र लिखकर उसे अपने जन्मदिन पर आमंत्रित कीजिए। ➢ 'सच्ची मित्रता' के बारें में कक्षा चर्चा कीजिए। ➢ कृष्ण और सुदामा की	**20**

	औपचारिक पत्र लेखन **व्याकरण: शब्द-विचार , वाक्यांश के लिए एक शब्द**	का विकास। ➢ शब्द और पद का अंतर जानेंगे। ➢ शब्द निर्माण की प्रक्रिया को जानेंगे ➢ वाक्यांश के लिए एक शब्द लिखने की प्रक्रिया का ज्ञान ➢ पत्र के भेद और प्रारूप जानेंगे। ➢ पारिवारिक पत्र लेखन ➢ मित्र और रिश्तेदारों को पत्र लिखना ➢ पत्रों की तुलना करना	मित्रता की जानकारी प्राप्त कर कक्षा में सुनाइए। ➢ व्याकरण पर आधारित अभ्यास प्रश्न ➢ शब्द के उदाहरण लिखना ➢ दिए गए विषय पर पत्र लेखन कीजिए।	
June	**पाठ ३ : सच्चा सुख – निरोगी काया** **पाठ ४ : बालकनी** **व्याकरण:** कारक, उपसर्ग और प्रत्यय	➢ स्वास्थ्य महत्व को अपने जीवन से जोड़ना ➢ अपनी सही आदतों को पहचान सकना ➢ सरल भाषा में अपने विचार व्यक्त कर सकेंगे लेखन और वाचन कौशल का विकास जानेंगे। ➢ चिंतन-मनन द्वारा बौद्धिक क्षमता का विकास। ➢ पर्यायवाची शब्द का भेद जानेंगे। ➢ पशु-पक्षियों के प्रति आत्मीयता की भावना का विकास। ➢ निरीक्षण क्षमता, अवलोकन एवं विचार -अभिव्यक्ति की क्षमता का विकास।	➢ विद्यार्थी दिनचर्या) daily routine) लिखें | ➢ “स्वस्थ जीवन ”पर पोस्टर बनाना ➢ समूह में अच्छे स्वास्थ्य के नियम बताना ➢ जीव-जंतुओं की जानकारी इकट्ठा कीजिए। ➢ जगली पशु-पक्षियों का काल्पनिक संवाद लिखिए। ➢ कारक के भेदों को पहचानकर लिखिए। ➢ उपसर्ग-प्रत्यय शब्द का चार्ट	**20**

		➢ जीव-जंतुओं की जानकारी इकट्ठा करना। ➢ जानवरों के प्रति प्यार जगाना। ➢ पर्यायवाची और विलोम का भेद जानेंगे।कारक की परिभाषा तथा उदाहरण की जानकारी	बनाना ➢ कारक के 10 उदाहरण लिखिए। ➢ कारक के भेदों को पहचानकर लिखिए।	
July	**पाठ ५ : भला कैसे चलूँ मैं**? **(कविता)** **पाठ ६ : परिवर्तन** **व्याकरण:** **सर्वनाम, विशेषण**	➢ काव्य –शिक्षण मे रूचि , सामान्य ज्ञान ➢ प्रकृति का संदेश पहचानना। ➢ सीमा-भेद भूलकर हर एक से प्रेम करना ➢ नए शब्द भंडार से परिचय। ➢ नई सोच को उत्पन्न करना। ➢ स्वाभिमान, कर्मठता आदि गुणों का विकास। ➢ अपने बुजुर्गों के प्रति सम्मान की भावना का विकास्। ➢ परिवार के लिए आदर भाव में वृद्धि ➢ अपने व्यवहार में सकारात्मक भाव का विकास। ➢ निराशा को त्यागना ➢ ➢	➢ गीत प्रणाली ➢ अभिनय प्रणाली ➢ ‘आत्मविश्वास’ इस विषय पर अनुच्छेद लिखिए। ➢ किसी सफल व्यक्ति की जानकारी लेकर कक्षा में बताइए। ➢ ‘भाग मिल्खा भाग’ यह फिल्म कक्षा में दिखाइए। ➢ ‘मेरा परिवार’ विषय पर कक्षा में चर्चा किजिए। ➢ ‘श्रवण कुमार’ की कहानी कक्षा में सुनाइए। ➢ जीवदया, मनुष्यता एवं प्रकृति प्रेम पर काव्य-पंक्तियाँ अथवा व्याख्यान प्रस्तुतिकरण	**22**

			➢ अपने जीवन में सफल व्यक्ति का साक्षात्कार लीजिए। ➢ दिए गए विषय पर संवाद लिखिए।	
August	**पाठ: ७. हम अपनी गलतियों से ही सीखते हैं** **पाठ: ८. मेरा दम घुटता** **<u>व्याकरण-</u>** सर्वनाम**,** विशेषण **लेखन : विज्ञापन लेखन**, **संवाद लेखन**	पाठ का सार समझ पाएंगे गलतियों को सकारात्मक रूप में देख सकेंगे अपने अनुभव साझा कर सकेंगे आत्म-सुधार के लिए प्रेरित होंगे पर्यायवाची और विलोम का भेद जानेंगे। कारक की परिभाषा तथा उदाहरण की जानकारी विविध प्रदूषण – जैसे – वायु प्रदूषण, जल प्रदूषण, भूमि प्रदूषण आदि की जानकारी। वायु प्रदूषण के कारणों का ज्ञान। ओजोन परत और अन्य गैसों का परिचय होगा। ➢ सर्वनाम ,विशेषण के भेदों की जानकारी। ➢ वाक्य-विचार में वाक्य के भेदों का परिचय। ➢ छात्रों का सर्वांगीण विकास करना।	➢ "मैंने अपनी गलती से क्या सीखा?" पर 4–5 वाक्य लिखना ➢ समूह चर्चा" – गलतियाँ क्यों जरूरी हैं?" ➢ एक छोटी घटना का रोल प्ले)गलती और सुधार(➢ "गलती → सीख "चार्ट बनाना ➢ 'प्रदूषण के कारण और उपाय' ➢ इस विषय पर अनुच्छेद लिखिए। ➢ 'जल बचाओ जीवन बचाओ' के नारे लिखिए। ➢ प्रदूषण की रोकथाम में मेरी भूमिका पर भाषण दीजिए। ➢ सर्वनाम पहचान कर भेद लिखिए। ➢ विशेषण पहचान कर भेद	20

		➢ नीति ज्ञान की शिक्षा प्राप्ति करना । ➢ संवादलेखन की प्रक्रिया का ज्ञान। ➢ संवाद की प्रक्रिया को और महत्वपूर्ण बिंदूओं की जानकारी। ➢ संवाद का महत्व जानेंगे। ➢ संवाद की प्रक्रिया को और महत्वपूर्ण बिंदूओं की जानकारी।	लिखिए। ➢ वाक्य के भेदों के उदाहरण लिखिए।	
September	**Revision**	**TERM-I exam**		19
October	**पाठ: ९.बहादुर** **पाठ: १०.आनेवाला कल** **व्याकरण:**क्रिया और समास **लेखन - ई मेल लेखन**	➢ पाठ का सार समझ पाएंगे ➢ बहादुरी के गुणों को पहचान सकेंगे ➢ अपने विचार स्पष्ट रूप से व्यक्त कर सकेंगे ➢ नैतिक मूल्यों को अपनाने की प्रेरणा पाएंगे नीति ज्ञान की शिक्षा प्राप्ति करना । ➢ संवाद की प्रक्रिया को और महत्वपूर्ण बिंदूओं की जानकारी। ➢ संवाद का महत्व जानेंगे। ➢ आत्मकथा में मानवीकरण का प्रयोग ➢ लेखन और वाचन कौशल का विकास। ➢ क्रिया और काल की परिभाषा, भेद और उदाहरण के ➢ माध्यम से प्रकार जानेंगे। ➢ अव्यय की परिभाषा और भेद जानेंगे। ➢ विचार अभिव्यक्ति की क्षमता का विकास।	➢ ➢ घर में स्वयं के कार्य करना तथा अनुभव कक्षा में सुनाना। ➢ समूह चर्चा“ – सच्ची बहादुरी किसे कहते हैं?” ➢ किसी बहादुर व्यक्ति की कहानी सुनाना ➢ रोल प्ले – साहसिक घटना का अभिनय ➢ वाक्य के भेदों के उदाहरण लिखिए। ➢ क्रिया की परिभाषा, भेद तथा उदाहरण लिखिए। ➢ लेखन गतिविधि में दिए गए विषय पर **ई मेल लिखें ।**	18

		➢ समाचार-रिपोर्ट, जीवनी और मुख्य लेख जानना विज्ञापन के तत्व और आवश्यक बिंदुओं का ज्ञान		
November	**पाठ ११: मैं हिलोर हुजेमावाला** **पाठ**: **१२. पातालकोट – धरती का अजूबा** **व्याकरण: वाक्य विचार** **लेखन : औपचारिक पत्र**	➢ पाठ का सार समझ पाएंगे ➢ अपनी भावनाओं को व्यक्त कर सकेंगे ➢ रचनात्मक लेखन में भाग ले सकेंगे ➢ नए शब्दों का सही प्रयोग कर सकेंगे अपने विचार स्पष्ट रूप से व्यक्त कर सकेंगे ➢ नैतिक मूल्यों को अपनाने की प्रेरणा पाएंगे नीति ज्ञान की शिक्षा प्राप्ति करना । ➢ विज्ञापनके तत्व और आवश्यक बिंदुओं का ज्ञान ➢ पाठ का सार समझ पाएंगे ➢ पातालकोट के महत्व को पहचान सकेंगे ➢ प्रकृति और पर्यावरण के प्रति जागरूक बनेंगे ➢ अपने विचार स्पष्ट रूप से व्यक्त कर सकेंगे| ➢ भारत के विविध दर्शनीय पर्यटन	➢ विद्यार्थी कठिन परिस्थितियों में साहस दिखाने की प्रेरणा लेंगे ➢ सही के लिए खड़े होने की आदत विकसित करेंगे ➢ आत्मविश्वास बढ़ेगा ➢ विद्यार्थी अपनी पहचान और रुचियों को समझेंगे ➢ आत्मविश्वास के साथ अपने विचार व्यक्त करेंगे ➢ रचनात्मक सोच विकसित करेंगे ➢ “प्राकृतिक स्थल ”पर 4–5 वाक्य लिखना ➢ पातालकोट/घाटी का चित्र बनाना ➢ समूह चर्चा“ – प्रकृति का संरक्षण क्यों आवश्यक है?” ➢ भारत के किसी प्रसिद्ध प्राकृतिक स्थल के बारे में जानकारी देना ➢ भावपूर्ण वाचन) expression reading)	19

		स्थलों के बारे में चर्चा करें।	➢ वाक्य के भेदों के उदाहरण लिखिए।	
December	**पाठ १३ : दो कलाकार** **पाठ १४ :आजादी** **व्याकरण: मुहावरे** **लेखन : संवाद लेखन**	➢ पाठ का सार समझ पाएंगे ➢ कलाकारों के गुणों की तुलना कर सकेंगे ➢ रचनात्मक गतिविधियों में भाग लेंगे ➢ अपने विचार स्पष्ट रूप से व्यक्त कर सकेंगे ➢ पाठ का सार समझ पाएंगे ➢ आज़ादी के महत्व को पहचान सकेंगे ➢ देशभक्ति की भावना विकसित करेंगे ➢ अपने विचार आत्मविश्वास से व्यक्त कर सकेंगे	➢ "मेरा पसंदीदा कलाकार" पर 4–5 वाक्य लिखना ➢ दो चित्र बनाकर उनकी तुलना करना ➢ समूह चर्चा – "कला का हमारे जीवन में क्या महत्व है?" ➢ रोल प्ले – दो कलाकारों के बीच संवाद ➢ "मेरे लिए आज़ादी का क्या अर्थ है?" पर 5–6 वाक्य लिखना ➢ दिए गए मुहावरों के अर्थ बताना ➢ मुहावरों का प्रयोग करते हुए वाक्य बनाना ➢ दो मित्रों के बीच संवाद लिखना ➢ "संवाद पूरा करो" गतिविधि ➢ Role Play – लिखे गए संवाद का अभिनय	16
January	**पाठ १५ : सगुनी का सपना**	➢ मुख्य पात्र जानना ➢ पात्रों का नजरिया जानना ➢ सपनों और लक्ष्यों के महत्व को पहचान	➢ "मेरा सपना" विषय पर 5–6 वाक्य लिखना ➢ समूह चर्चा – "सपनों को पूरा	22

		सकेंगे ➢ आत्मविश्वास और मेहनत की प्रेरणा प्राप्त करेंगे ➢ अपने विचार स्पष्ट रूप से व्यक्त कर सकेंगेहास्य व्यंग्य पर टिप्पणी लिखना	करने के लिए क्या जरूरी है?" ➢ सगुनी के जीवन पर छोटा रोल प्ले Dream Chart बनाना ➢)Future Goals)कहानी सुनकर संदेश बताना ➢ भाषण के आधार पर वक्ता का ➢ अव्यय पहचान कर भेद लिखिए।	
	पाठ १६ : निर्भीक योद्धा **व्याकरण:** **अविकारी शब्द ,मुहावरे** **लेखन :** **ब्लॉग - लेखन**	➢ साहस और निर्भीकता के गुणों को पहचान सकेंगे ➢ आत्मविश्वास के साथ अपने विचार व्यक्त कर सकेंगे ➢ देशभक्ति और कर्तव्य भावना विकसित करेंगे ➢ घटनाओं का अंतरसंबंध जानना ➢ अविकारी शब्द की पहचान कर (अव्यय) सकें। ➢ अविकारी शब्दों के प्रकार क्रिया) विशेषण, संबंधबोधक, समुच्चयबोधक, विस्मयादिबोधकसमझ सकें। (➢ मुहावरों का अर्थ एवं सही प्रयोग जान सकें। ➢ वाक्यों में अविकारी शब्द और मुहावरों का प्रयोग कर सकें। ➢ भाषा को प्रभावशाली और रोचक बनाने की कला सीख सकें। ➢ मुहावरे का ज्ञान प्राप्त कराना	➢ "मेरे अनुसार सच्चा योद्धा कौन है?" पर 5–6 वाक्य लिखना ➢ समूह चर्चा – "निर्भीकता क्यों आवश्यक है?" ➢ किसी वीर योद्धा/स्वतंत्रता सेनानी पर लघु प्रस्तुति ➢ रोल प्ले – साहसिक घटना का अभिनय ➢ वाक्यों में अविकारी शब्द पहचानना ➢ दिए गए मुहावरों का अर्थ बताना ➢ मुहावरों का प्रयोग करते हुए वाक्य बनाना ➢ "मुहावरा पहचानो" खेल)quiz activity)	

			➢ चार्ट बनाना – अविकारी शब्दों के भेद	
February	**Revision**			19
March	**Annual Exam**			13

MIS INTERNATIONALSCHOOL,BALEWADI
Yearly Planner (2026-27)

Grade: 8 **Subjects: Marathi**

Subject Incharge's name : Ms Sarika Kande

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	1. भारतमाते असा तिरंगा (PT1)	• विद्यार्थी कवितेचे श्रवण, वाचन करतील. • कवितेतील नवीन शब्दांचा अर्थ समजून घेतील. • कवितेची मध्यवर्ती संकल्पना व भावार्थ समजून घेऊन आपल्या शब्दांत तोंडी व लेखी स्वरुपात मांडू शकतील.	• भारतमाते असा तिरंगा कविता ताला सुरात म्हणून घेतली. • देशप्रेमावर कविता लिहिणे.	१२
	2. माझे कष्ट वाया जाणार नाहीत (PT1)	• विद्यार्थ्यांना पाठाच्या माध्यमातून हलाखीच्या परिस्थितीचा परिचय होईल. • विद्यार्थी पाठाचे श्रवण, वाचन करतील. • पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील. • वाक्प्रचारांचा अर्थ समजून घेऊन वाक्यांत उपयोग करू शकतील.	• आई चे आपल्या जीवनातील महत्त्व याविषयी माहिती लिहा.	
	व्याकरण	नाम, सर्वनाम		
June	3. पाऊले चालली पंढरीची PT1)	• विद्यार्थ्यांना पाठाच्या माध्यमातून 'पंढरपूर' 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..	• 'पंढरपूर' या ऐतिहासिक स्थळाचा परिचय लिहा.	१२

	4. रामदासांची शिकवण (PT1)	• विद्यार्थ्यांना कवी 'संत रामदास' यांचा परिचय होईल. • विद्यार्थी कवितेचे श्रवण, वाचन करतील. • कवितेतील नवीन शब्दांचा अर्थ समजून घेतील.. • कवितेची मध्यवर्ती संकल्पना व भावार्थ समजून घेऊन आपल्या शब्दांत तोंडी व लेखी स्वरुपात मांडू शकतील. • विद्यार्थ्यांना आपल्या आयुष्यातील कष्टाचे स्थान, गरज याची चांगलीच जाणीव होईल..	• संत रामदास यांच्या कवितांचा संग्रह तयार करा	
	व्याकरण	विशेषण, क्रियापद		
July	5. वाचन – एक उत्तम छंद	• विद्यार्थी पाठाचे श्रवण व स्पष्ट उच्चारणासहित वाचन करतील. • पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील. • वाक्प्रचारांचा अर्थ समजून घेऊन वाक्यांत उपयोग करू शकतील. • वाचनाचा छंद जोपासण्याची सवय लागणे.	• **SEA- तुम्ही वाचलेल्या कोणत्याही एका मराठी पुस्तकाचे परीक्षण (Book Review) लिहा**.	१२
	6. बलिदान	• विद्यार्थी पाठाचे श्रवण व स्पष्ट उच्चारणासहित वाचन करतील. • चरित्रात्मक पाठाच्या माध्यमातून 'क्रांतिकारकांची ' ओळख करून घेतील. • पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील. • पाठावर आधारित परिच्छेदाचे शुद्धलेखन करतील.	• थोर सामाजिक कार्यकर्ता विषयी माहिती लिहा.	
	चित्रवर्णन	• चित्रावरून वाक्य बनविणे.		

	व्याकरण	• वचन,लिंग,जोडशब्द	जोड्या लावा.	
August	7. संतवाणी (कविता)	• विद्यार्थ्यांना थोर संत जनाबाई यांचा परिचय होईल. • विद्यार्थी ‘ संतवाणी ’ रचनेचे श्रवण व वाचन करतील. • ‘ संतवाणी ’ रचनेतील नवीन शब्दांचा अर्थ समजून घेतील. • 4. ‘ संतवाणी ’ रचनेची मध्यवर्ती संकल्पना व भावार्थ समजून घेऊन आपल्या शब्दांत तोंडी व लेखी स्वरुपात मांडू शकतील .	• कविता तालासुरात म्हणून घेतली. • थोर संत जनाबाई यांच्या कार्याची माहिती लिहिणे.	१२
	8. अष्टविनायक	• विद्यार्थी पाठाचे श्रवण व स्पष्ट उच्चारणासहित वाचन करतील. • विद्यार्थी अष्टविनायक महत्त्व’ या विषयावर बोलू व लिहू शकतात. • पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील. • आपल्या आवडत्या देवस्थान विषयी लिहू शकतील.	• तुमच्या आवडत्या देवस्थान बद्दल पाच ओळी माहिती लिहा .	
	व्याकरण	समान व विरुद्ध अर्थाचे शब्द विरामचिन्हे, वाक्प्रचार, निबंधलेखन, पत्रलेखन, कहाणी लेखन.		
September	सराव	(TERM-I Ls 1 to 8)		८
October	9. अष्टपैलू पु. ल. देशपांडे (PT2)	• विद्यार्थी पाठाचे श्रवण व स्पष्ट उच्चारणासहित वाचन करतील. • विद्यार्थ्यांना थोर लेखक पु. ल. देशपांडे यांचा परिचय होईल • पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील.	• महाराष्टातील थोर लेखकांची माहिती देणारा तक्ता तयार करा.	१२

		• थोर लेखक पु.ल. देशपांडे यांच्या साहित्याची माहिती होणे.		
	10. पाचोळा (कविता)(PT2)	• विद्यार्थी कवितेचे श्रवण, वाचन करतील. • कवितेची मध्यवर्ती संकल्पना व भावार्थ समजून घेऊन आपल्या शब्दांत तोंडी व लेखी स्वरुपात मांडू शकतील. • अज्ञान, अंधश्रधा, जातीयवादाने ग्रासलेला समाज – या विषयावर आपले विचार मांडू शकतील.	• कविता तालासुरात म्हणून घेतली. • अज्ञान, अंधश्रधा, जातीयवादाने ग्रासलेला समाज या विषयावर दहा ओळी लेखन करा.	
	व्याकरण	लिंग बदला, शब्द समूहाला एक शब्द, म्हणी		
November	11. माझे माहेर पंढरी (PT2)	• विद्यार्थी पाठाचे श्रवण व स्पष्ट उच्चारणासहित वाचन करतील. • विद्यार्थी विठ्ठलाचे महत्त्व आपल्या शब्दांत सांगू शकतील. • विद्यार्थी पंढरपुरचे ऐतिहासिक महत्त्व आपल्या शब्दात सांगू शकतील. • पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील. • पाठातील वाक्प्रचारांचे वाक्यांत उपयोग करतील.	• तुमच्या आराध्य दैवताविषयी माहिती लिहा.	९
	१२. मकर संक्रांत (PT2)	• विद्यार्थी पाठाचे श्रवण व स्पष्ट उच्चारणासहित वाचन करतील. • विद्यार्थी विविध मकर संक्रांत माहिती आपल्या शब्दांत सांगू शकतील. • भारतीय सणाबद्दल चा आपले अनुभव सांगू शकतील. • पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील.	• तुमच्या आवडत्या सणाविषयी माहिती लिहा.	

	व्याकरण	समान व विरुद्ध अर्थाचे शब्द, काळ ओळखा, संधी सोडवा.	जोड्या लावा.	
December	13. धरत्रीच्या कुशीमधी (कविता)	• विद्यार्थी कवितेचे श्रवण, वाचन करतील. • कवितेची मध्यवर्ती संकल्पना व भावार्थ समजून घेऊन आपल्या शब्दांत तोंडी व • लेखी स्वरुपात मांडू शकतील. • शेतकऱ्यांच्या जीवनाबद्दल बोलू शकतील. • शेतकऱ्याबद्दल आदराची भावना शब्दांत व्यक्त करू शकतील.	**ASL- आपल्या जीवनातील शेतीचे महत्त्व तुमच्या शब्दात वर्गात सादर करा.**	६
	14. गोकुळची साक्ष	• विद्यार्थी पाठाचे श्रवण व स्पष्ट उच्चारणासहित वाचन करतील. • विद्यार्थी राम गणेश गडकरी यांच्या विनोदी लेखाचे वचन करतील. • पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील. • पाठातील वाक्प्रचारांचे वाक्यांत उपयोग करू शकतील. • मुलाखतीसाठी स्वत:चे प्रश्न तयार करू शकतील..	राम गणेश गडकरी या प्रसिद्ध लेखकाची माहिती लिहा.	
	व्याकरण	• पत्रलेखन , क्रियापद,वाक्य शुद्ध लिहा.		
January	15. स्वार्थत्याग – पण कोणाचा	• विद्यार्थी पाठाचे श्रवण व स्पष्ट उच्चारणासहित वाचन करतील. • मानवी मनोवृत्तीचे वर्णन विद्यार्थी आपल्या शब्दांत सांगू शकतात. • पाठातील कठीण व नवीन शब्दांचा अर्थ समजून घेतील. • पाठातील वाक्प्रचारांचे वाक्यांत उपयोग करू	मानवी मनोवृत्तीचे वर्णन तुमच्या शब्दात लिहा	१२

		शकतील. • वाक्यांत योग्य उभयान्वयी शब्द लिहू शकतील.		
	व्याकरण(कथालेखन)	• एखादा विषय लक्षात ठेवण्यासाठी वेगवेगळ्या युक्ती शोधणे. • कथालेखन करा .		
	16.उष:काल होता होता	• विद्यार्थी कवितेचे श्रवण, वाचन करतील. • कवितेची मध्यवर्ती संकल्पना व भावार्थ समजून घेऊन आपल्या शब्दांत तोंडी व • लेखी स्वरुपात मांडू शकतील. • देशाला स्वातंत्र्य मिळाल्यानंतर देशात पसरलेली अराजकता, जाळपोळ लुटालूट यांची माहिती सांगतील.	वाचन सराव .	
February	सराव(Annual Ls 9 to 16)	विद्यार्थी उजळणी करतात.		९
March	परीक्षा			

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 8 **Subject -Mathematics**

Subject Incharge's name: Ms Poonam Gill

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Chapter 1. Rational Numbers	**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	• 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.	10
	Chapter 2. Exponents & Powers	• 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.	• 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.	6
June	Chapter 3. Squares and Square Roots	• Identify perfect squares • Apply properties of square numbers • Determine square root of real numbers • Estimate the square root of real numbers	• Estimating Squares and Square roots of the negative numbers.	8

		• Find squares and square roots of numbers using different methods.	• Make a chart on the Squares and Square roots of the commonly used numbers.	
	Chapter 4. Cubes and Cube Roots	• 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.	• Make a chart on the Cubes and Cube roots of the commonly used numbers.	6
July	Chapter 5. Algebraic Expressions and Identities	• Add and subtract polynomials • Multiply polynomials and algebraic expressions. • Use identities to find products • Use various algebraic identities in solving problems of daily life.	Choose a great mathematician, write about their famous works and discuss along with other students. *(SEA)*	4
August	Chapter 6. Factorization of Algebraic Expression	• 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	• Draw a factor tree for the given algebraic expressions.	10
	Chapter 7. Linear Equations In One Variable	• 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.	• 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.	5

September	Chapter 14. Understanding Quadrilaterals	• 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.	• Verifying the sum of interior angles of Quadrilateral to be 360^{o} using coloured sheets of paper and geometry boxes. *(SEA)* • 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.	9
		Revision + Term I Exam		
October	Chapter 9. Comparing Quantities	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. • 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.	• Using a current list of prices for food and clothing, the students will practice math skills related to percentages. • Computation of percentage from a given set of values and matching with the one giving same result. • Buy and sell game conducted in groups. *(SEA)*	5
	Chapter.10 Compound Interest	• Understand the difference between compound interest and simple Interest.	• 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. *(SEA).*	7
November	Chapter 12. Practical Geometry	• 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.	• Mental Maths questions are given to solve.	8

	Chapter 13. Visualizing Solid Shapes	• 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	• Make models of various 3D shapes and present before the class.*(SEA)* • Make nets of common 3D shapes and test their accuracy by folding them.*(Maths Lab Activity)(SE Activity)* • Make a table depicting the number of faces, edges and vertices of various 3D shapes.	5
	PT2 EXAM			
December	Chapter 15. Playing with Numbers	• 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	• Prepare a chart showing the divisibility rules along with examples of each. • Apply the divisibility rule on the given numbers and find factors.	6
January	Chapter 16. Introduction to Graph.	• Use the knowledge of plotting points in the line graphs • Learn to compare data with the help of line graphs • Draw and interpret bar charts and pie charts. • Tabulate the raw data using tally marks • Represent the data on bar graphs • Collect data, organize it into groups and represent it into bar graphs/ pie chart	• Create Histograms, Pie charts and Line graphs according to the given information. Interpret data from them and answer the questions that follow. *(SEA)* • Create Frequency Charts and Bar Graphs, Histograms & Pie charts from the provided information. Interpret data from them and answer the questions that follow. *(SEA)*	6

	Chapter 14. Mensuration	• 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.	• Calculate area & perimeter of a room • Identify how changes in dimensions affect area and perimeter. • Finding area of irregular polygon by dividing into triangles and trapeziums. (Maths Lab Activity) • Identify how changes in dimensions affect volumes. • Deducing the formula for calculating lateral surface area of cylinder. (Maths Lab Activity)	5
February	Chapter 9. Direct and Inverse Variation	• 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	• Deduce direct variations using colored sheets of paper and geometry box. *(Maths lab activity)* • Brainstorming activity based questions are given to solve.	6
	Chapter 17. Data Handling and Probability	Define probability • Calculate probability for simple events • To make hypotheses on chances of future events on the basis of its earlier occurrences or available data like , after repeated throws of dice and coins	• *(Maths lab Activity)* • Use the Probability tool to investigate the difference between experimental and theoretical probability on number cubes. Calculating probabilities using coin, dice, cards	6
March	**Annual Exam**			

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 8 **Subject - Science**

Subject Incharge's name: Ms. Prajakta Jagtap

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	1. Crop Production and Management	•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 •Learners can apply the modern methods of irrigation in their gardens. •Learners can also prepare manure at their homes.	•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.	8
April	2. Microorganisms	Learners will be able to:	•Discuss that microorganism's act as decomposers in sewage treatment. Show the picture and layout of a sewage treatment plant and discuss the role of microorganisms.	8

		•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.	•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.	
April	Chapter 4. Metals and Non-Metals	Learner will be able to • Classify materials based on properties/ characteristics, e.g. metals and non-metals • Differentiate the physical and chemical properties of metals and non-metals • Know about uses of metals and non-metals • Know about uses of noble gases • Writes word equation for chemical reactions, e.g., reactions of metals and non-metals with air. • Apply learning of scientific concepts in day-to-day life, e.g.,	• Make a table showing the comparison of properties of metals and non-metals. • To study the reaction between copper sulphate solution and iron nail. 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. *(SE Activity)*	5

		using appropriate metals and non-metals for various purposes		
June	3. Synthetic Fibers and Plastics	Learners will be able to •Describe synthetic fibers and their characteristics •Differentiate natural and human made fibers •Classify materials as natural or human made fibers •Differentiate between different types of synthetic fibers based on their properties •Conducts simple investigations to measure strength of synthetic fibers •Draw flowcharts depicting the types of synthetic fibers, 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.	•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. •Write 5 slogans to create awareness about 5Rs (Reduce, Reuse, Recycle, Recover and Refuse). •Prepare your own mind map on the topic 'types of plastic' include the differences along with types, their examples and uses	3
June	Chapter 5. Combustion and Fossil Fuels	The Learners will be able to • Distinguish between exhaustible and inexhaustible natural resources	• Group Discussion on: Alternatives to fossil fuels.	7

		• .Explain the steps involved in the formation of coal. List the characteristics of the products obtained on healing coal. • Explain the steps involved in the formation of Petroleum and Natural gas. • Explain the process of refining of petroleum and natural gas. • Explain the process of refining of petroleum and the uses of various products obtained in the process. • List ways in which fossil fuels can be conserved.	• If a resource is replaced in 15 years, will it be exhaustible or inexhaustible? *(SE Activity)*	
July	Chapter 7. Cell Structure and Function	The Learners will be able to understand 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 • Describe cell structure and function • Compare plant and animal cell • Differentiate between prokaryotic and eukaryotic cells • Draw labelled diagram of structure of Cell.	• To prepare a stained temporary slide of onion peel and study it under a microscope. • To prepare a stained temporary slide of cheek cells and study it under microscope • Draw well-labeled diagrams of plant cell and animal cells.	6
July	Chapter – 13.	The Learners will be able to		7

	Chemical Effect of Electric Current	• Differentiate between conductors and insulators • Explain conduction through various insulators. • Explain the existence of a magnetic field around an electric circuit. • Explain chemical changes that occur when current is passed through a liquid. • Describe the process of electroplating and its applications..	• Discussion about benefits of LEDs and CFLs over light bulbs. • To observe the process of electroplating on an iron nail. • To make a tester for identifying conductors and insulators.	
July	10. Age of Adolescence	The Learners will be able to Understand and explain the terms puberty and adolescence. Acknowledge the changes that occur in the body and state the functions of their secretions. Describe the reproductive phase in humans. Explain the role of chromosomes in sex determination of the baby in humans. Understand reproductive health. Give ways in which good health can be maintained during adolescence.	• 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 .	8
August	16 Stars and the Solar	The Learners will be to	• Prepare Mind Map on the	7

	System	Define and name celestial bodies in the sky. Describe the components of the solar system. Discuss about the eight planets of the solar system.' Explain about stars and why rthey look so tiny. Distinguish between stars and planets. Discuss different types of constellations. Explain the phases of the Moon. Differentiate between natural satellites and artificial satellites.	topic 'Planets of the Solar System' . Include eight planets of the solar system and their features to draw comparison between them. Make it in a systematic manner that is easy to comprehend. • Prepare a model of ' Sun and Solar System'.	
September	15. Light	The Learners will be able to Explain reflection of light and its law. Describe the characteristics of an image formed by a plane mirror. Differentiate between regular and irregular reflection. Explain the formation of multiple images due to multiple reflection. Describe dispersion of light. Describe the structure and working of the human eye. Explain various defects of vision in humans.	Collect information and write about organizations involved in eye donation along with the famous people who have pledged to donate their eyes.	7

		Explain the braille system used by visually challenged people . Give ways in which we can take care of our eyes.		
October	17 Human Intervention in Natural Phenomena	The Learners will be able to Explain electrical charges and differentiate between the types of charges. Describe different methods of charging a body. Explain lightning and safety measures to be taken during lightning. Explain earthquakes , how to measure earthquakes and how to protect oneself during an earthquake.	• To make a simple Electroscope. • Prepare your own mind map on the 'Earthquake ' . Include the safety measures we should take during an earthquake and the precautions that must be taken in earthquake prone areas. Make it in a systematic manner that is easy to comprehend.	7
October	Chapter 6. Combustion and Flame	• Explain the process of combustion and the conditions required for combustion to occur. • Difference between Complete and Incomplete combustion. • Types of Combustion • Describe various zones of a candle flame. • Classify fuels based on their physical state.	• To prove that the combustion of combustible substances take place above their ignition temperature. • To show that air supports burning. *(SEA Activity)* • Group discussion topics: ○ Why solar cells are preferred over wood, petrol or coal even after having lowest efficiency?	7

		• Define calorific value of a fuel and give the characteristics of an ideal fuel. Suggests ways to extinguish fires due to different sources.	○ Why does choice of fuel depends on its availability, efficiency, cost and pollution caused? ○ Hydrogen cannot be used as domestic fuel. Why?	
November	Chapter 9 Reproduction in Animals	The Learners will be able to Understand the importance of reproduction. • Describe asexual and sexual reproduction in animals • **C**lassify reproduction based on properties/ characteristics, e.g. sexual and asexual reproduction • Describe sexual reproduction in humans • Draw labelled diagram of human reproductive organs • Understand metamorphosis in frog and butterfly. • Know about determination of sex of the baby • List hormones and endocrine glands • Understand about adolescence, puberty and changes at puberty • Difference between internal fertilization and external fertilization.	• 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? • Prepare a model of Life Cycle of a Butterfly.	8

		• Distinguish between oviparous and viviparous organisms.		
January	14 Some Natural Phenomena	Explain lightning and safety measures to be taken during lightning. Explain earthquakes , how to measure earthquakes and how to protect oneself during an earthquake.	•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. Effect on each and every crop because of the Natural Phenomena	6
January	18 Pollution of air and water	The Learners will be able to • Define Air pollution and water pollution. • Describe the sources of air pollution and water pollution. • Explain the harmful effects of air pollution such as global warming and acid rain. • Give ways in which air pollution can be prevented. • Explain the harmful effect of water pollution . • Give ways for purification of water at home. • Enlists steps for conserving water.	• Prepare your own Mind Map on the topic ‘Environmental Pollution ‘ . Include the causes, effects and ways to prevent air and water pollution. Make it in a systematic manner that is easy to comprehend.	8

February	**Revision**	
Feb-March	**Annual Examination.**	

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 8 **Subject: Social Studies**

Subject Incharge's Name: Ms Vanita Singh

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	History Chapter 01-What, How and When	The learner will be able to explain •Periodization in History • Major developments around the world • Modern period in India • Sources	SEA Portfolio: Collect pictures of a few famous buildings built during the British period in the presidencies of Bombay, Madras and Calcutta paste them on a chart paper and make a report on any one important building.	20
	Geography Chapter 14- Resources	The learner will be able to explain • Natural resources • Man-made resources • Human resources • Conservation of resources	• Quiz to be conducted.	
	History Chapter 02-The Expansion of British Power in India	The learner will be able to explain • The Carnatic wars, the British in Bengal • Expansion of the British Empire, administration • The British power and supremacy	• Map work • Making a project on any one Governor General of British India	
	Geography Chapter 15- Natural Resources - Land, Soil and Water.	The learner will be able to explain • Land resources, land use and landslide • Soil resources, soil types and soil conservation	• Making and providing title to a poster on shortage of water and its conservation as a valuable natural resource	

		• Water resources and their conservation		
	Civics Chapter 24- The Indian Constitution and the Needs for Laws	The learner will be able to explain • Need for laws • Constitution, its need and role • Amendments • Law and the Constitution • The Human Rights • Law and dissent	Quiz to be conducted.	
June	History -Chapter 03-Rural life and Society.	The learner will be able to explain • The agrarian policies of the British • Revenue farming system • impact of the British revenue policies • Growth of commercial crops •The indigo rebellion • Case Study: Impact on Punjab and Bengal	• Map work • Collecting information about any two peasant rebellions and movements against the British (not mentioned in the chapter) and preparing a presentation	22
	Civics Chapter 25- Vision of the Indian Constitution	The learner will be able to explain • The Preamble to Constitution • Fundamental rights • Directive principles of state policy • Fundamental duties • Case Study: Child labor in India	• Making a poster on awareness about child labor	
	Geography Chapter 16- Natural Vegetation and Wildlife Resources.	The learner will be able to explain • Importance of natural vegetation and wildlife • Factors affecting natural vegetation • Classification of natural vegetation • Conservation of natural vegetation • Distribution of wildlife • Conservation of wildlife	• Map work • Making a poster of Van Mahotsav and Chipko Movement	
	History Chapter 04- Colonialism and Tribal Societies.	The learner will be able to explain • The tribal life • Tribal life under British rule • Tribal revolt	• Making a presentation on any one tribal group from the chapter	23

July	Geography Chapter-17 Minerals and Power Resources	The learner will be able to • Analyses Indian perspective on and efforts towards conservation and sustainability in society. •Discovers the topographical diversity of the Indian Land mass.	• Map work • Debate: Reserves of minerals and energy resources can decide the pace of development.	
	Civics Chapter 26 – Government at the center	The learner will be able to explain • The Parliament and its composition • Role of the Parliament • Bills and their types • Passing a law • The executive • Accountability of the government • Case Study: Debate between Rajendra Prasad and Jawaharlal Nehru	• Arranging in order the steps for making a bill into a law and then showing it through role play	
	Geography Chapter 18- Agriculture.	The learner will be able to explain and Describes major crops, type of farming.		
		PT-1		
August	History Chapter 06- Revolt of 1857.	The learner will be able to explain Causes of the revolt • Beginning and spread of the revolt • The civilian rebellion • Suppression of the revolt • Failure and nature of the revolt • Effects of the Revolt	• Map work • Making a presentation on Rani Lakshmi Bai and Begum Hazrat Mahal	
	History Chapter 05 Crafts and Industries	The learner will be able to Trace and explain the development of new urban centers and industries in India during the colonial period.	Open book test to be conducted.	19

September	Civics Chapter 27- Making of Laws.	The learner will be able to explain • Right to Education Act, its benefits and implications • Right to Information Act and its advantages	• Visiting the RTI department and writing the steps for accessing the request form	20
	History chapter 07 Education and British rule	The learner will be able to explain Education in India in the pre-colonial times. •Education in India under British •Role of Christine missionaries in promoting western education •Effects of western education •National education	Class discussion Talk about any one women who inspire you	
	Geography Chapter 19 Industries	The learner will be able to explain • Classification of industries • Factors affecting location of Industries • Industrial system • Industrial regions of the world and India • Distribution of Major Industries	Map Work • Gathering information on a particular industry like AMUL and having a class discussion	
	History Chapter 08- Women and Reform.	The learner will be able to explain • Condition of women • Raja Ram Mohan Roy • Widow remarriage and child marriage • Women's education	• Group work where each group has to make a presentation on the ideas of any	

		• Case Studies: Women's reform movements in Maharashtra and Bengal	one female reformer from the 18th or 19th century.	
		Term I Revision		
October	Civics Chapter 28- The Judiciary.	The learner will be able to explain Civil and Criminal laws • The Indian Judicial system • Composition, functions and jurisdictions of the Supreme Court • Function of High Courts, Subordinate courts and Lok Adalats • Impartial and Independent judiciary • Case Study: Judicial Impartiality	• Having a class discussion suggesting measures to provide timely and economical justice to the poor	16
	Geography Chapter 20- India and the World case Study	The learner will be able to explain List the different manufacturing industries in India and abroad.	Map work and make a chart on how outsourcing in India became a big industry.	
	History Chapter 09- Challenging the Caste System.	The learner will be able to explain Identifies and explains the issues related to caste and social reforms.	Project St will to research and compare the change in Caste system.	
	Geography Chapter 21- Human Resources.	The learner will be able to explain Distribution of population • Factors affecting distribution of population • Population change and its pattern • Population composition	• Reading and collecting information and pictures about a thickly and a sparsely populated city and then drawing comparison between them through tables and charts	
	History Chapter 10- Colonialism and Urban Change	The learner will be able to explain •Analyses the decline of pre-existing urban centers and handicraft industries •Evaluates the development of new urban centers.	Collect old pictures of colonial towns and compare them with their recent pictures.	19
November	History Chapter 12- The Nationalist Movement.	The learner will be able to explain • Formation of political associations, moderates and extremists	• Making a presentation on the Swadeshi movement	17

		• 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	• Making a presentation about revolutionary movements and the revolutionaries.	
December		**PT-2**		
	History Chapter 11 Change in the Arts	The learner will be able to explain and Analyses the colonial heritage of cities like Mumbai and Chennai.	Project work: Make an illustrated project on any one of the art forms that developed in India during the modern Period.	
	History Chapter 13- India After Independence.	The learner will be able to explain • Integration of Princely states, the freeing of French and Portuguese territories • Reorganization of states, preparing a Constitution • India's progress and development Independence • India's foreign policy, India and her neighbors	• Making a presentation on the integration of Princely states with the Union of India	
	Civics Chapter 29- Role of the police and the courts	The learner will be able to explain Demonstrates how to file a first Information Report. Explain the interrelation between the police and the Judiciary.	Activity Debate in groups.	
January	Civics Chapter 30- Social Justice and the Marginalized.	The learner will be able to explain •Marginalization in India • Provisions in the Indian Constitution • Social and economic inequality • Reservations and quota system in India • Case Study: Social justice	SEA Group Making a detailed presentation on any one tribe in the list of Scheduled Tribes • Finding names of organizations working to help protect and preserve tribes	18

	Civics Chapter 31- Untouchability.	The learner will be able to explain • Untouchability • Manual scavenging and its existence in urban and rural areas • Laws and other e orts to end manual Scavenging • Constitutional remedies against untouchability	• Making a presentation about the measures taken by Mahatma Gandhi to abolish untouchability in India	
February	Civics Chapter 32- Economic Presence of the Government	The learner will be able to explain Identifies the role of the government in providing public facilities. Describe the role of the government in regulating economic activities.	Students in group will design and plan the school fair with allocated resource and present in class.	19
	L-22 What Is Disaster Management?	Learner describe types of disaster and their effects. Analyses how to manage disasters.	Write a report on any one disaster occurred in India.	
	L-23 Natural and Man-made Disasters Revision for Annual Exam	Learner differentiates between natural disasters and describes causes of fire-related	Collect information and photos and make a chart on types of human made disasters.	
	Revision			
March	**Annual Exam**			

Respected Parents,

Please note a quiz will be conducted on 27.04.26.

L-1, L-11, L-26

Vanita Singh

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-27)

Grade: 8 **Subject: Value Education**

Teacher's name: Mr. Vanita Bhui

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	1. Controlling Emotions. 2. Sportsmanship	Learners will be able to – • Practice self-control and self-discipline. • Identify personal strengths and weaknesses. • Set personal goals.	• List 10 anger triggers.	1
June	3. Decision Making. 4. Body language	Learners will be able to – • Think through and meet challenges. • Use techniques of creative problem solving. • Identify correct body postures and implement it.	Make a list of positive effects of sports.	1
July	5. Be cautious with computers. 6. The rhyme of life	Learners will be able to – • Be cautious while using internet and take responsibility. • Identify the ways to achieve success, seeking opportunity	TB activity	1
August	7. Being a good conversationalist.	Learners will be able to – • Practice meaningful and intriguing conversation	Discuss case study.	1

September	8. Travel and Tourism	Learners will be able to – • Identify the uniqueness in travelling.	Read about great travelers and discuss them.	1
October	9. Save the environment. 10. Failure-a steppingstone	Learners will be able to – • Find out ways to protect the environment. • Understand and learn from failure	TB exercise.	1
November	11. Health Wellness and Appearance. 12. Healthy diet	Learners will be able to – • Practice a healthy diet.	Make a diet chart	1
December	13. Conflict resolution 14. Foul Language	Learners will be able to – • Understand that there is a solution for every problem. • Control anger and choose better words while expressing it.	. Skit- market-conflict between vendor and buyer.	1
January	15. Peace	Learners will be able to – • Discover the ways to attain inner peace.	TB activity	1
February	16. Gossip	Learners will be able to – • Stay away from gossips.	Chinese whisper game.	1
March	**Annual Exam**			

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 8 **Subject -ICT**

Subject Incharge's name: Ms. Mamta Umap

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	L-1 Networking Concepts	The students will be learn about the Computer Network, Types of Networks- PAN, LAN, MAN WAN. Networking components, Architecture, and Network Topology.	Ask students to make presentation on Types of Network and Topologies.	8
June	L-2 MS Access: An Introduction	The students will be learn how to Create Database, Views of a table, adding tables, Primary key, Editing tables, Sorting, Filtering, and searching in a Database.	Ask the students to Create a table in Access and displaying the details of the class students.	8
	L-3 Computer Virus	By the end of the lesson, students will be able to: 1. **Define** what a computer virus is. 2. **Identify** different types of computer viruses (e.g., worm, Trojan horse). 3. **Explain** how viruses spread from one system to another. 4. **Recognize** the harmful effects of viruses on computers. 5. **List** common symptoms of an infected computer. 6. **Demonstrate awareness** of safe practices to prevent virus attacks. 7. **Understand** the role of antivirus software in protecting systems.	**Poster Making** **Activity:** **Students create posters on:** "How to protect your computer from viruses". **Quiz Competition** **Divide class into teams and ask:** What is a computer virus? Name one type of virus. How can we prevent viruses?	6
July	**PT1 Exam**			
	L-4 Exploring Synfig	Students will be able to create simple 2D animations using Synfig tools and features.	Students will **create a simple animation using Synfig tools, layers, and keyframes.**	4

		• Understand basics of **Synfig Studio** • Identify interface components • Use basic drawing tools • Work with layers		
August	L-5 AI-Social Impact	Students will be able to **explain the social impact of AI and its responsible use in daily life.** • Understand the concept of **Artificial Intelligence** • Identify positive and negative impacts of AI on society • Recognize AI use in daily life (healthcare, education, transport)	Students will **explore and present the social impact of AI through discussions, activities, and examples.** **Group activity:** list positive and negative impacts of AI	6
September	L-6 Loops coding in Python	Students will be able to **use loops in Python to perform repetitive tasks and solve simple problems.** • Understand the concept of loops in **Python** • Differentiate between for loop and while loop • Write simple programs using loops	Students will **practice and apply loops in Python through coding exercises and problem-solving tasks.** Pattern printing activity (star patterns)	6
	Revision			
	Half yearly Exam			
October November	L-7 Data Science	Students will be able to **collect, represent, and interpret data using basic data science concepts.** • Understand the basics of **Data Science** • Identify types of data (structured and unstructured) **PT2 Exam**	Students will **collect, organize, visualize, and interpret data through simple activities and presentations.** **Create charts/graphs (bar graph, pie chart)**	8
December	L-8 Web Development: List and Tables	Students will be able to **create and format lists and tables using HTML.** • Understand lists and tables in **HTML**	Students will **create lists and tables in HTML through hands-on webpage designing activities.**	8

		• Differentiate between ordered and unordered lists • Create lists using appropriate tags	**Mini task:** create a webpage using lists and a table	
January				
	L-9 Advanced Web Development	Students will be able to **design and style interactive web pages using HTML and CSS.** • Understand advanced features of **HTML** and **CSS** • Apply styling using CSS properties (color, layout, spacing) • Create responsive web pages • Use forms and input elements	Students will **design and style a responsive and interactive webpage using HTML and CSS.** **Mini project**: build a styled webpage	8
	L-10 Cyber Ethics and Security	Students will be able to **follow cyber ethics and apply basic security practices for safe internet use.** • Understand basics of **Cybersecurity** • Identify safe and ethical use of the internet	Students will **explore cyber safety and ethics through discussions, activities, and real-life examples.**	6
February	L-11 Social Networking and E-commerce	Students will be able to **explain social networking and e-commerce concepts with safe and responsible usage.** • Understand the concept of **Social Networking** and **E-commerce** • Identify popular social networking platforms and their uses	Students will **explore social networking and e-commerce through discussions, role play, and practical examples.**	4-5
March	**Annual Exam**			

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 9 Subject: English

Teacher's name: Ms. Roopa Rajesh, Ms. Shreelekha Chitnis

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**Prose:** How I Taught My Grandmother to Read **Poem:** Bharat Our Land **Grammar:** Determiners **Writing:** Paragraph Writing	Understand importance of literacy and independence Develop respect for lifelong learning Appreciate India's cultural heritage and identity Use determiners accurately in context .	Role play (grandmother–granddaughter scene) Poster on "Importance of Education" Recitation of poem with expression	4 4 4 4
June	**Prose:** The Pot Maker **Poem: Gifts of Grace:** Honouring Our Vocations **Grammar:** Subject-Verb Concord, Modals **Writing:** Diary Entry	• Understand dignity of labour and craftsmanship • Develop sensitivity towards traditional occupations • Use modals and agreement correctly • Write reflective diary entries	Clay modelling activity (Art Integration) Interview a local artisan Diary entry from potter's perspective from the story	4 4 4 3
		PT1- Prose: Grandmother, Pot Maker		

		Poems: Bharat Our Land, Gifts of Grace Grammar: Determiners, S-V Concord, Modals Writing: Paragraph + Diary Reading: Unseen Passage		
July	**Prose:** Winds of Change **Poem:** Canvas of Soil **Grammar:** Tenses	• Understand importance of preserving traditions • Appreciate nature and artistic expression Use tenses effectively	Collage on traditional crafts Gardening activity / observation journal	4 3 4
August	**Prose:** Vitamin-M **Poem:** I Cannot Remember My Mother **Grammar:** Reported Speech	• Develop empathy towards elderly • Understand emotional memory and relationships Convert sentences into reported speech	• Story narration ASL: Group discussion (family values)	4 3 4
September	**Revision**	**Prose:** Grandmother, Pot Maker, Winds of Change, Vitamin-M **Poems:** Bharat Our Land, Gifts of Grace, Canvas of Soil, I Cannot Remember My Mother **Grammar:** Determiners, Modals, Tenses, Reported Speech **Writing:** Paragraph, Diary **Reading:** Unseen passages		

October	**Prose:** The World of Limitless Possibilities **Poem:** Nine Gold Medals	• Develop resilience and growth mindset • Understand inclusivity and empathy	Biography presentation (sports personalities) Discussion on Paralympics	4 3

November	**Prose:** Twin Melodies (Play) **Poem:** A Friend Found in Music **Prose:** Carrier of Words	• Appreciate performing arts and music • Understand role of communication in society • Develop speaking and listening skills	• Skit (Play enactment) • Music appreciation session • Letter writing activity	4 3 4
December	**Prose:** Follow That Dream **Poem:** Words	• Understand guidance, aspirations, and life values • Appreciate power of language	Letter writing (parent to child) Vocabulary enrichment exercises	4 4
January	**Poem:** Believe in Yourself	• Build confidence and self-belief • Improve communication skills	Debate / ASL	3

	Revision + Speaking Skills		Motivational speech	4
February	Entire syllabus Annual Examination	Full syllabus (All prose + poems + grammar + writing + reading)		
March	**Term 2**	Annual Exam		

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MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-2027)

Grade: 9 **Subject: Hindi [** स्पर्श भाग- १]

Teacher's name: Mr.Sanjay Tak

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**स्पर्श कविता- १. रैदास के पद** **व्याकरण**-संज्ञा, सर्वनाम **पाठ १. दुख का अधिकार** **लेखन: अनुच्छेद लेखन**	• काव्य -शिक्षण में रुचि • प्रोत्साहन देना तथा लक्ष्य को पाने का प्रयत्न करना। • कविता का शाब्दिक अर्थ जानना • कविता का प्रतीकात्मक अर्थ जानना • संज्ञा और उसके भेद जानना • सर्वनाम और उसके भेद जानना • संज्ञा के उदाहरण लिखना • सर्वनाम का वाक्य में प्रयोग करना • दया, सहानुभूति, परोपकार आदि मूल्यों का विकास। • छात्रों में बूढ़े लोगों के प्रति आदर भाव बढेगा। • स्नेह, ममत्व, वात्सल्य, • संवेदनशीलता का विकास	• रहीम जी की जानकारी एकत्रित कीजिए। • नीति परक दोहों की जानकारी एकत्रित करना। • छात्रों में ईश्वर भक्ति का भाव जगाना, जीवन का तत्वज्ञान समझाना। • संज्ञा के उदाहरण लिखना • सर्वनाम के उदाहरण लिखना • 'व्यक्ति की पहचान उसकी पोशाक से होती है।' इस विषय पर कक्षा में परिचर्चा कीजिए। • अमीर- गरीब का अंतर	20

			समझकर गरीबों से मानवतापूर्ण व्यवहार करने की सीख देकर कक्षा चर्चा।	
June	**स्पर्श पाठ - २. एवरेस्ट मेरी शिखर यात्रा** **स्पर्श कविता- २. रहीम के दोहे** **संचयन पाठ - १. गिल्लू** **व्याकरण: विशेषण, उपसर्ग-प्रत्यय,**	• 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। • कविता का चुनाव और विश्लेषण • कविता के भावार्थ से संबधित तत्व जानना • कविता का भावार्थ जानना • नए शब्द भंडार से परिचय। • उपसर्ग-प्रत्यय में अंतर जानना • उपसर्ग-प्रत्यय का महत्व समझना • वाचन कौशल का विकास • छात्र पाठ के माध्यम से प्राणी जगत की विविधता को जानेंगे। • विशेषण और उसके भेद जानना	• रामधारी सिंह का लेख- 'हिम्मत और जिंदगी' को पढिए। • आधुनिकता के कारण आए बदलावों पर वाद-विवाद गतिविधि • भारत के गिर्यारोहकों की जानकारी एकत्र करना • काव्य तत्वों के उदाहरण चार्ट पर बनी तालिका में लिखना • कबीर के दोहों का संकलन करना। • रहीम की जानकारी एकत्रित करना। • उपसर्ग-प्रत्यय के उदाहरण लिखना • विविध पालतू पशुओं की जानकारी एकत्रित कीजिए। • कहानी विधि की जानकारी लीजिए।	**20**

	पत्र लेखन, अनौपचारिक पत्र लेखन।	• विशेषण का महत्व समझना • उपसर्ग-प्रत्यय से शब्द-निर्माण प्रक्रिया को जानना	• विशेषण का वाक्य में प्रयोग करना • विशेषण के भेद पहचानना • उपसर्ग-प्रत्यय के उदाहरण लिखिए। • शब्दों में से उपसर्ग-प्रत्यय पहचानकर लिखिए।	
July **August**	**स्पर्श पाठ - ३. तुम कब जाओगे अतिथि** **व्याकरण:** स्वर संधि,	• 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। • विषय का आकलन। • योग्य आचरण। • छात्र अपने घर के महत्व और अपनत्व से परिचित होंगे। • मानव शास्त्र, सामाजिक विज्ञान का परिचय • विचार अभिव्यक्ति की क्षमता का विकास। • नए शब्द भंडार से परिचय। • अनौपचारिक पत्र लेखन का स्वरूप जानेंगे। • विज्ञापन- पोस्टर का निर्माण करना • समरूपी भिनार्थक शब्द जानना।	• बिहारी की जानकारी एकत्रित करना • आदमी के विभिन्न प्रवृ त्तियों को जानकर व्यवहार करेंगे। • चार्ट पर यात्रा वृत्तांत की विशेषताएँ लिखना • 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 • छात्र उदारता, मनुष्यता के भाव से व्यवहार करेंगे। • अनौपचारिक पत्र लेखन करेंगे। • स्वर संधि के उदाहरण लिखेंगे।	**22**
	संचयन पाठ - २.	लेखन और वाचन कौशल का विकास। चिंतन-मनन द्वारा बौद्धिक क्षमता का	सर्पों की प्रजातियों पर लेख लिखिए।	

	स्मृति **स्पर्श कविता-** **३. गीत- अगीत (कविता)** **व्याकरण-** **वाक्य-विचार, विराम-चिह्न और** **संवाद लेखन**	विकास। छात्रों में प्रकृति प्रेम की भावना वृद्धिंगत होगी अपने परिवार जनों के प्रति सम्मान का भाव। साहसी कार्यों में रूचि बढेगी विचार अभिव्यक्ति की क्षमता का विकास। • उदारता, साहस , क्षमा और शांति जीवनमूल्यों का परिचय। • कवि परिचय। • सामान्य ज्ञान को बढाना। • स्वतंत्रता के महत्त्व से अवगत कराना। • सस्वर गायन। • मानवता और भूतदया जैसे गुणॉं का विकास • भेदभाव की नीति को विरोध की भूमिका तैयार होगी। • समाज में निधर्मिता और सर्वधर्मसमभाव से आचरण करेंगे। • संधि की परिभाषा तथा भेदों को जानना • विराम-चिह्न के प्रकारों का परिचय	अपने जीवन की किसी साहसिक कारनामे को कलमबद्ध कीजिए। किसी प्राकृतिक स्थान की यात्रा का वर्णन करेंगे। भारत के पशु पक्षियों की जानकारी एकत्र करना। वाक्य और अर्थ की दृष्टि से वाक्य के भेदों के उदाहरण लिखिए। अर्थ की दृष्टि से वाक्य के भेद पहचानिए। दिए गए विषय पर संवाद लेखन कीजिए। रामधारी सिंह की कविताओं का संग्रह कीजिए। प्रकृति या मानवीय राग- अनुराग संबंधी एक कविता लिखिए। पाठ में आए कठिन शब्दों का अपने वाक्यों में प्रयोग करना। विराम-चिह्न और भेदों के उदाहरण लिखिए। उदाहरणों से विराम-चिह्नों के भेद पहचानिए। दिए गए चित्र का विस्तार से वर्णन कीजिए।	**20**
September	**REVISION**	**REVISION + TERM 1 EXAM**	**REVISION**	**19**

October	**स्पर्श कविता- ५. अग्निपथ** **स्पर्श पाठ - ४. वैज्ञानिक चेतना के वाहक चंद्रशेखर वेंकट रामन्** **व्याकरण- शब्द और पद** **अनुस्वार, अनुनासिक** **अनुच्छेद लेखन**	• आकलन क्षमता का ज्ञान कराना • विचार अभिव्यक्ति की क्षमता का विकास। • रचनात्मक लेखन का अनुभव प्रदान करना। • मनोविज्ञान, व्यक्तिमत्व विकास। • मंतव्य का विश्लेषण करना। • अनुमानित प्रश्नों का उत्तर लेखन करना। लेखन और वाचन कौशल का विकास चिंतन-मनन द्वारा बौद्धिक क्षमता का विकास विज्ञान के प्रति निष्ठा का विकास। वैज्ञानिक दृष्टिकोन से घटनाओं को समझने में वृद्धि। अनुसंधान की प्रवृत्ति का विकास। विचार अभिव्यक्ति की क्षमता का विकास। विराम-चिह्न और भेदों का आकलन। चित्र वर्णन के बिंदुओं का ज्ञान।	• 'जीवन संघर्ष का ही नाम है' इस विषय पर परिचर्चा। • संघर्ष कर सफलता प्राप्त प्रसिद्ध व्यक्ति चरित्रों का अभ्यास। • 'एक पत्र - छाह भी माँग मत' इस पंक्ति का आशय स्पष्ट कीजिए। • कविता के प्रश्नोत्तर। • गीत प्रणाली देश विकास में वैज्ञानिकों का योगदान - इस विषय पर परिचर्चा। भारतीय वैज्ञानिकों की जानकारी एकत्र करना। वैज्ञानिक और उनकी खोज की सूचि बनाइए। विराम-चिह्न और भेदों के उदाहरण लिखिए। उदाहरणों से विराम-चिह्नों के भेद पहचानिए। दिए गए चित्र का विस्तार से वर्णन कीजिए।	**18**

November	**स्पर्श पाठ – ६. शुक्रतारे के समान** **संचयन पाठ –३. कल्लू कुम्हार की उनाकोटि** **व्याकरण:** उपसर्ग–प्रत्यय (पुनरावर्तन) **संवाद लेखन**	• चिंतन–मनन द्वारा बौद्धिक क्षमता का विकास। • देशप्रेम,लोककल्याण की भावना का विकास। • आत्मविश्वास इतिहास, सामाजिक विज्ञान, पत्रकारिता आदि का परिचय। • जीवन में ईमानदारी और मेहनत से कार्य करना सीखेंगे। • फिल्मों का इतिहास जानना। • लेखन और वाचन कौशल का विकास। • भारत की प्राकृतिक विविधता को जानना। • भारतीय संगीत की परंपरा का आकलन्। • पूर्वोत्तर भारत की सांस्कृतिक गतिविधियों की जानकारी। • विविधता में एकता की भावना का विकास। • संवाद लेखन के तत्वों का परिचय। • विचार अभिव्यक्ति की क्षमता का विकास। • नए शब्द भंडार से परिचय।	• स्वतंत्रता आंदोलन में गांधीजी का योगदान' विषय पर परिचर्चा। • किसी सफल व्यक्ति के संघर्ष की कथा लिखिए। • प्रश्नोत्तर लेखन। • समाज में व्याप्त अन्याय,बुराई आडबंर आदि पर लेख अथवा व्याख्यान गतिविधि। • विविध प्रसंगों पर आधारित संवाद लिखिए। • भारतीय संगीत के संगीतकारों की जानकारी एकत्रित कीजिए। • भारत के पर्व पर अनुच्छेद लिखिए। • विज्ञापन लेखन के उदाहरण दीजिए। • विलोम शब्दों का प्रयोग करते हुए दो वस्तुओं में बातचीत लिखना • विलोम शब्द लिखना	**19**

December	**स्पर्श कविता- ६. नए इलाके में/खुशबू रचते है हाथ** **व्याकरण- वाक्य-विचार, विराम-चिह्न** **चित्र वर्णन**	• लाक्षणिक अर्थ से कविता भावार्थ लिखना • पदों को गाते हुए अभिनय करना • रचनात्मक लेखन का अनुभव • काव्य विवेचन प्रणाली। • लेखन और वाचन कौशल का विकास। • ग्रामीण जीवन शैली को जानने की प्रवृत्ति। • छात्रों में भूतदया मनुष्यता आदि भाव वृद्धिंगत होंगे। • देशप्रेम की भावना को जागृत करना। • काव्य –शिक्षण में रुचि। • वाक्य के भेदों का आकलन होगा। • विराम चिह्न के उदाहरण से भेद जानेंगे।	• अगरबत्ती बनाना तथा माचिस बनाना आदि लघु उद्योगों के बारे में जानकारी एकत्रित करना। • मजदूरों और कारिगरों की कला का मूल्य जानकर उनके प्रति आदर बढ़ेगा। • सच्ची मित्रता के दुर्लभ उदाहरण लिखिए। • शहरीकरण के दुष्परिणामों पर कक्षा चर्चा कीजिए। • पाठ का प्रतिपाद्य अपने शब्दों में लिखिए।	**16**
	संचयन पाठ - ४. मेरा छोटा-सा निजी पुस्तकालय	• पुस्तकालय की संकल्पना का ज्ञान। • पुस्तक वाचन की भावना का विकास। • छात्रों में सांप्रदायिक एकता मजबूत होगी। • स्वतंत्रता का इतिहास, भूगोल,राजनीति शास्त्र आदि का परिचय। • देशप्रेम की भावना को जागृत करना। • विचार अभिव्यक्ति की क्षमता का विकास। • राष्ट्रीयता जागृत होगी।	• 'पुस्तकालय का महत्व' इस विषय पर कक्षा चर्चा • 'पुस्तकालय की मानव जीवन में भूमिका' पर अनुच्छेद लिखिए। • मानवता, धर्म निरपेक्षता आदि मूल्यों पर विचार व्यक्त कीजिए। • देशप्रेम पर परिचर्चा अथवा स्वानुभव की अभिव्यक्ति • आशय स्पष्ट कीजिए।	**22**

January	**व्याकरण- मुहावरे,** **पत्र लेखन**	• स्वतंत्रता का मूल्य जानेंगे। • राष्ट्र पुरूषों के लिए सम्मान और आदर की प्रस्तुति। • वर्णनात्मक शैली का ज्ञान • सामाजिक इतिहास की जानकारी। • मुहावरे के अर्थ और वाक्य- प्रयोग की जानकारी • मुहावरे का अर्थ जानना • मुहावरे का विश्लेषण करना • संवाद लेखन के आवश्यक बिदुओं का परिचय • पत्रलेखन के प्रकारों की जानकारी	• लोकोक्तियाँ का प्रयोग करना • मुहावरे का वाक्य में प्रयोग करना। • संवाद के उदाहरण लिखिए। • विविध विषयों पर पत्रलेखन कीजिए। • वस्तुओं के विज्ञापन तैयार कीजिए।	
February		**Revision**	**Revision**	**19**
March	**March**	**Annual Exam**	**Annual Exam**	**19**

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-2027)

Grade: 9 **Subject: Marathi**

Subject Incharge's name: Ms. Sarika Kande

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	१ सर्वात्मका शिवसुंदरा	• प्रार्थनेतून अंधारातून उजेडाकडे नेण्याची व संकटाला सामना करण्या ची शक्ती मिळते. • प्रार्थना तालबद्ध पद्धतीने म्हणता येणे. • प्रार्थनेचा भावार्थ समजला पाहिजे.	• कविता ताला सुरात म्हणून घेतली	20
	२ संतवाणी (आ) संतकृपा झाली	• अभंगातील भावार्थ समजला पाहिजे. • विद्यार्थीना महाराष्ट्रातील संस्कृती, संत, अभंग याची जाणीव करून देणे.	• संतांचे कार्य समाजासाठी कसे उपयुक्त आहे हे त्या संताची माहिती सांगून पटवून द्या.	
	व्याकरण- नाम, सर्वनाम	• नाम, सर्वनाम व त्याचे प्रकार	• नामांची अंताक्षरी घेणे.	
June	३ बेटा मी ऐकतो आहे	• स्वतःचे विचार सुस्पष्टपणे मांडता येतात. • पाठ्यपुस्तक आणि त्याच्याशी संबंधित इतर साहित्यांतआलेल्या नैसर्गिक, सामाजिक आणि इतर संवेदनशीलमुद्द्यांना समजून घेऊन त्यावर चर्चा करतात.	• पाठ वाचन घेणे.	20

	४ जी.आय.पी.रेल्वे	• १८५३मध्ये सुरु झालेल्या रेल्वे प्रवास याचे सुंदर, मार्मिक व ओघवत्या शैलीतील वर्णन मुलांना समजणे. • सार्वजनिक ठिकाणच्या सूचना समजपूर्वक वाचून त्याबाबत योग्य विचार करतात.	• आधुनिक साधनापैकी कोणत्याही एका साधना चा इतिहास जाणून माहिती सांगा.	
	व्याकरण- विशेषण, क्रियापद	• विशेषण, क्रियापद, वाक्य व त्याचे प्रकार	• चिट्ठीत आलेल्या विशेषणाचे वाक्य बनवून सांगा.	
July	५ व्यायामाचे महत्व	• नव्या शब्दांविषयी जिज्ञासा व्यक्त करून त्या शब्दांचेअर्थ जाणून घेण्यासाठी शब्दकोशाचा वापर करतात. • दिलेल्या विषयावर मुद्द्याच्या आधारे स्वतंत्र लेखन करतात. • मानवी जीवनात व्यायामाचे महत्व प्रस्तुत करतात.	• व्यायामाचे फायदे व तोटे सांगा. • **SEA –सूर्य नमस्काराची माहिती लिहून त्याच्या प्रकारांची सचित्र माहिती लिहा. (कोणत्याही चार प्रकारची पाच ओळीत माहिती लिहा.)**	22
	६ ऑलिंपिक वर्तुळाचा गोफ	• ऑलिंपिक क्रीडा स्पर्धा विषयची माहिती समजते. • विविध उपक्रमांच्या नियोजनाच्या स्पर्धेत भाग घेतात. • एखादी गोष्ट आत्मसात करण्यासाठी सतत सराव करावा लागतो हे समजावणे. • स्वल्पविराम, अर्धविराम, प्रश्नचिन्ह, उद्गारचिन्ह इत्यादींचा योग्य वापर करतात.	• ऑलिंपिक मध्ये सुवर्ण, रजत किंवा कास्य पदक मिळवणाऱ्या एका व्यक्तीची माहिती लिहा.	
	व्याकरण	• काळ , अव्यय, समास	• जोड्या लावा.	
August	७ दिव्याच्या शोधामागचे दिव्य	• इच्छाशक्तीच्या जोरावर यशस्वी होणे ही भावना मनात रुजवणे. • आपल्या परिसरात घडणारे प्रसंग, घटना इत्यादींचे सूक्ष्मनिरीक्षण करतात व त्यावर प्रतिक्रिया देतात.	• संशोधक होण्यासाठी तुमच्या आयुष्यात काय बदल कराल या वर माहिती लिहा.	20

	व्हेनिस (स्थूलवाचन)	• व्हेनिस या शहरातील वातावरण, जीवनमान याची माहिती समजावणे.	• तुम्ही पाहिलेल्या कोणत्याही आवडलेल्या स्थळाचे वर्णन सांगा.	
	व्याकरण	• समान व विरुद्ध अर्थाचे शब्द, वाक्प्रचार, कथालेखन, निबंधलेखन, पत्रलेखन, जाहिरात लेखन		
September	• सराव			19
October	९ उजाड उघडे माळरानही (कविता)	• 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.	• कविता तालासुरात म्हणून घेतली.	18
	१० कुलूप	• नव्या शब्दांविषयी जिज्ञासा व्यक्त करून त्या शब्दांचेअर्थ जाणून घेण्यासाठी शब्दकोशाचा वापर करतात. • दिलेल्या विषयावर मुद्द्याच्या आधारे स्वतंत्र लेखन करतात. • लेखकाच्या विनोदी शैलीचा परिचय होणे	• तुम्हाला असलेल्या एका छंदाविषयी वर्गात सादरीकरण करणे.	
	११आभाळातल्या पाऊलवाटा	• पक्ष्यांच्या दुनियेतील होणाऱ्या घडामोडींवर माहिती समजावणे. • मराठी भाषेतील विविध साहित्यप्रकार (बातम्या,वृत्तपत्रे, कथा, माहिती देणारे साहित्य, इंटरनेटवरप्रसिद्ध होणारे साहित्य) समजपूर्वक वाचून स्वत:चीआवडनिवड सांगतात, मत देतात, सूचना करतात	• **SEA -2 गुरु आणि शिष्य यांच्यातील प्रसिद्ध असलेल्या गोष्टी पैकी एका गोष्टीचे सादरीकरण करणे.**	

November	१२ पुन्हा एकदा (कविता)	• नवनिर्माणाचा ध्यास घेतलेल्या मनाच्या भाव स्थितीचे वर्णन प्रस्तुत कवितेत केले आहे • कवितेचा भावार्थ व पावसाचे महत्व समजावणे. • वसंतऋतूच्या आगमनाने सृष्टीच्या निसर्गसौंदर्यातील बदल समजतात.	• कविता तालासुरात म्हणून घेतली.	19
	१३ तिफन	• पावसाच्या आगमनाने शेतकऱ्यांच्या कामांच्या लागबगीची माहिती करून घेतात. • गीते, समूहगीते, कविता विविध साहित्य प्रकारच्या ध्वनिफिती समजपूर्वक समजतात.	• कविता तालासुरात म्हणून घेतली.	
December	१५ माझे शिक्षक व संस्कार	• शिक्षकांकडून विद्यार्थ्यांवर घडणाऱ्या संस्कारांचे महत्व समजून घेणे. • घटना, प्रसंग यावर आधारित सुसंगत विचार करून त्याबाबत लेखन करतात	• शिक्षकांशी संबंधित असलेल्यातुमच्या आठवणी सांगा.	16
	१६शब्दांचा खेळ	• 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.	• दिव्यांग मुलांविषयी माहिती सांगा .	
January	विश्वकोश (स्थूलवाचन)	विश्वकोशाची ओळख होते.	विश्वकोश याचा उपयोग सांगा.	22
	व्याकरण- सराव	निबंधलेखन, पत्रलेखन, कथालेखन,जाहिरात लेखन		
	सराव			
February	Annual Exam			
March	Annual Exam			

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-2027)

Grade: 9 **Subject: Marathi**

Subject Incharge's name: Ms. Sarika Kande

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	१ सर्वात्मका शिवसुंदरा	• प्रार्थनेतून अंधारातून उजेडाकडे नेण्याची व संकटाला सामना करण्या ची शक्ती मिळते. • प्रार्थना तालबद्ध पद्धतीने म्हणता येणे. • प्रार्थनेचा भावार्थ समजला पाहिजे.	• कविता ताला सुरात म्हणून घेतली	20
	२ संतवाणी (आ) संतकृपा झाली	• अभंगातील भावार्थ समजला पाहिजे. • विद्यार्थीना महाराष्ट्रातील संस्कृती, संत, अभंग याची जाणीव करून देणे.	• संतांचे कार्य समाजासाठी कसे उपयुक्त आहे हे त्या संताची माहिती सांगून पटवून द्या.	
	व्याकरण- नाम, सर्वनाम	• नाम, सर्वनाम व त्याचे प्रकार	• नामांची अंताक्षरी घेणे.	
June	३ बेटा मी ऐकतो आहे	• स्वतःचे विचार सुस्पष्टपणे मांडता येतात. • पाठ्यपुस्तक आणि त्याच्याशी संबंधित इतर साहित्यांतआलेल्या नैसर्गिक, सामाजिक आणि इतर संवेदनशीलमुद्द्यांना समजून घेऊन त्यावर चर्चा करतात.	• पाठ वाचन घेणे.	20

	४ जी.आय.पी.रेल्वे	• १८५३मध्ये सुरु झालेल्या रेल्वे प्रवास याचे सुंदर, मार्मिक व ओघवत्या शैलीतील वर्णन मुलांना समजणे. • सार्वजनिक ठिकाणच्या सूचना समजपूर्वक वाचून त्याबाबत योग्य विचार करतात.	• आधुनिक साधनापैकी कोणत्याही एका साधना चा इतिहास जाणून माहिती सांगा.	
	व्याकरण- विशेषण, क्रियापद	• विशेषण, क्रियापद, वाक्य व त्याचे प्रकार	• चिट्ठीत आलेल्या विशेषणाचे वाक्य बनवून सांगा.	
July	५ व्यायामाचे महत्व	• नव्या शब्दांविषयी जिज्ञासा व्यक्त करून त्या शब्दांचेअर्थ जाणून घेण्यासाठी शब्दकोशाचा वापर करतात. • दिलेल्या विषयावर मुद्द्याच्या आधारे स्वतंत्र लेखन करतात. • मानवी जीवनात व्यायामाचे महत्व प्रस्तुत करतात.	• व्यायामाचे फायदे व तोटे सांगा. • **SEA –सूर्य नमस्काराची माहिती लिहून त्याच्या प्रकारांची सचित्र माहिती लिहा. (कोणत्याही चार प्रकारची पाच ओळीत माहिती लिहा.)**	22
	६ ऑलिंपिक वर्तुळाचा गोफ	• ऑलिंपिक क्रीडा स्पर्धा विषयची माहिती समजते. • विविध उपक्रमांच्या नियोजनाच्या स्पर्धेत भाग घेतात. • एखादी गोष्ट आत्मसात करण्यासाठी सतत सराव करावा लागतो हे समजावणे. • स्वल्पविराम, अर्धविराम, प्रश्नचिन्ह, उद्गारचिन्ह इत्यादींचा योग्य वापर करतात.	• ऑलिंपिक मध्ये सुवर्ण, रजत किंवा कास्य पदक मिळवणाऱ्या एका व्यक्तीची माहिती लिहा.	
	व्याकरण	• काळ , अव्यय, समास	• जोड्या लावा.	
August	७ दिव्याच्या शोधामागचे दिव्य	• इच्छाशक्तीच्या जोरावर यशस्वी होणे ही भावना मनात रुजवणे. • आपल्या परिसरात घडणारे प्रसंग, घटना इत्यादींचे सूक्ष्मनिरीक्षण करतात व त्यावर प्रतिक्रिया देतात.	• संशोधक होण्यासाठी तुमच्या आयुष्यात काय बदल कराल या वर माहिती लिहा.	20

	व्हेनिस (स्थूलवाचन)	• व्हेनिस या शहरातील वातावरण, जीवनमान याची माहिती समजावणे.	• तुम्ही पाहिलेल्या कोणत्याही आवडलेल्या स्थळाचे वर्णन सांगा.	
	व्याकरण	• समान व विरुद्ध अर्थाचे शब्द, वाक्प्रचार, कथालेखन, निबंधलेखन, पत्रलेखन, जाहिरात लेखन		
September	• सराव			19
October	९ उजाड उघडे माळरानही (कविता)	• 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.	• कविता तालासुरात म्हणून घेतली.	18
	१० कुलूप	• नव्या शब्दांविषयी जिज्ञासा व्यक्त करून त्या शब्दांचेअर्थ जाणून घेण्यासाठी शब्दकोशाचा वापर करतात. • दिलेल्या विषयावर मुद्द्याच्या आधारे स्वतंत्र लेखन करतात. • लेखकाच्या विनोदी शैलीचा परिचय होणे	• तुम्हाला असलेल्या एका छंदाविषयी वर्गात सादरीकरण करणे.	
	११आभाळातल्या पाऊलवाटा	• पक्ष्यांच्या दुनियेतील होणाऱ्या घडामोडींवर माहिती समजावणे. • मराठी भाषेतील विविध साहित्यप्रकार (बातम्या,वृत्तपत्रे, कथा, माहिती देणारे साहित्य, इंटरनेटवरप्रसिद्ध होणारे साहित्य) समजपूर्वक वाचून स्वत:चीआवडनिवड सांगतात, मत देतात, सूचना करतात	• **SEA -2 गुरु आणि शिष्य यांच्यातील प्रसिद्ध असलेल्या गोष्टी पैकी एका गोष्टीचे सादरीकरण करणे.**	

November	१२ पुन्हा एकदा (कविता)	• नवनिर्माणाचा ध्यास घेतलेल्या मनाच्या भाव स्थितीचे वर्णन प्रस्तुत कवितेत केले आहे • कवितेचा भावार्थ व पावसाचे महत्व समजावणे. • वसंतऋतूच्या आगमनाने सृष्टीच्या निसर्गसौंदर्यातील बदल समजतात.	• कविता तालासुरात म्हणून घेतली.	19
	१३ तिफन	• पावसाच्या आगमनाने शेतकऱ्यांच्या कामांच्या लागबगीची माहिती करून घेतात. • गीते, समूहगीते, कविता विविध साहित्य प्रकारच्या ध्वनिफिती समजपूर्वक समजतात.	• कविता तालासुरात म्हणून घेतली.	
December	१५ माझे शिक्षक व संस्कार	• शिक्षकांकडून विद्यार्थ्यांवर घडणाऱ्या संस्कारांचे महत्व समजून घेणे. • घटना, प्रसंग यावर आधारित सुसंगत विचार करून त्याबाबत लेखन करतात	• शिक्षकांशी संबंधित असलेल्यातुमच्या आठवणी सांगा.	16
	१६शब्दांचा खेळ	• 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.	• दिव्यांग मुलांविषयी माहिती सांगा .	
January	विश्वकोश (स्थूलवाचन)	विश्वकोशाची ओळख होते.	विश्वकोश याचा उपयोग सांगा.	22
	व्याकरण- सराव	निबंधलेखन, पत्रलेखन, कथालेखन,जाहिरात लेखन		
	सराव			
February	Annual Exam			
March	Annual Exam			

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: IX **Subject**: German

Subject Incharge's name: Ms. Meetali Berry

Month	Course Description	Learning Outcome	Activities	No. of Periods
April	1. Allein zu Hause	• Students will be able to plan any event eb birthday party	• Students can make sentences with "wenn", zu+Infinitiv.	20
June		• Students will be able to give a suggestion	• Students will be able to make sentences with brauchen+…..zu+Infinitiv, während+ Genitiv.	18
July	2. Wir kaufen nichts	• Students can make sentences with subordinate clause "um….zu" • Student will be able to make sentences with "damit". They will be able to make the texts grammatically correct.	• To write a text using "um….zu"	12
August	2. Wir kaufen nichts	• To follow a timeline and describe an event • To give reasons for one's actions and decisions	• To make sentences with "damit".	9
	3. Das würde ich nie tun	• Students can frame questions with "Wo(r)"+ Preposition. • Student can make use of da(r) + preposition.	• Framing questions using "Wo (r) + Preposition. • Making use of da (r) + Preposition in a sentences.	10
September	Revision **HY SYLLABUS** **L1, L2 & half L3**			

October	3. Das würde ich nie tun	• Students can make use of Konjunktiv-II: "würde"+infinitive • To ask for someone's opinion and give one's own opinion • To agree or disagree	• Framing sentences with "würde+ Infinitiv." • Students can write short dialogues making use of the articles and nouns in Genetive	15
November	4. Hamburg! Wir kommen	• Student will know Hamburg. • Students will know how to give tips and suggestion by using Konjunktiv II: sollte+Infinitiv.	• Students will conjugate the verb "sollen" in Konjunktiv II. Will frame tips using sollen. • Subjunctive II: "sollen"	15
December	4. Hamburg! Wir kommen	• Students will be able to tell what is happening simultaneously and chronologically by using "bevor" and "während".	• Writing sentences using "bevor" and "während"	5
	5. Ende gut alles gut	• Students able to give reason. • Students able to make sentences using double sided connector "zwar…aber"	• Causal preposition "wegen"+ Genitive • Double sided connectors: "zwar…aber"	10
January	5. Ende gut alles gut	• They express their likes and dislikes.	• Relative clause: relative pronouns in Nominative, Accusative and Dative	15
February	Revision **ANNUAL SYLLABUS**			
March	Exam			

MIS INTERNATIONAL SCHOOL

Yearly Planner (2026-27)

Grade: IX

Subject: Social Studies

Teacher's name: Debjani Debsarma

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April June	Political Science Ch-06 Democracy

June	Political Science Ch07 Elections	• Identify factors highlighting importance of election in a democracy. • The student comes to know the Categories three types of electoral systems and list examples. • Identify the major laws that govern the conduct of elections in India. • Describe the main provisions of the Representation of the people Acts. • Define the concept of delimitation and its purpose in the Indian electoral system. Identify the role and functions Election Commission of India(ECI) in the	**Peer assessment** • assignment questions • short answers questions	
July& August	PT1 Exam			
	State and Society (upto 1000 CE) (9 Hours)	Vedic Age — geography; texts; rituals; political institutions, and social order • Administrative structure of early empires • Quest for knowledge — educational heritage, institutions, knowledge traditions, and cultural practices	. Collage making based on heritage sight	20

		C1.3, C2.3, C3.1, C1.4 • Explain various facets of Vedic society and polity. • Appreciate the achievements of Indian empires and their cultural legacy. • Understand the knowledge traditions and practices of India. • Understand the foundations of the Indian social and political institutions and their continuity. 10 • Traders and trade routes, guilds and merchants, crafts and industries		
September	History Ch.05. Resistance and Resilience (1000 CE– 1700 CE) (9 Hours)	• C1.3, C1.4, C3.1 • Explain the cultural, political, and military contributions of regional kingdoms in India. • Appreciate how diverse communities and regions shaped India's history from 1000 CE to 1700 CE. • Explore how regional kingdoms adapted to changing political, economic, and cultural contexts over time. • Analyse the continuity of the civilisational history of India as a nation upto 18th century CE.. Indian Knowledge • Systems — Medicine, • Mathematics and • Astronomy, Medicine, • Religion	assignment questions · short answer questions MCQ	15
September	Half-Yearly Exam			
October	India and the World-I	Trade and commerce — trade with Mesopotamia, Greece,	• Through class discussion student should revise the draft as necessary to ensure that it represents them	6

	(1900 BCE- 1200 CE) (8 Hours)	Roman Empire, China and Southeast Asia • Cultural Connections — Interactions with Greece and Rome, Central Asia, China, and Influence on South East Asia Indian Knowledge Systems — Medicine, Mathematics and Astronomy, Medicine, Religion C1.2, C1.4, C6.1, C2.3, C9.1 • Explore India's relations with early civilisations of the world. • Identify the major articles of trade and the major trading ports. • Appreciate the significant contributions of India in diverse spheres in an integrated manner. • Appreciate the influence of Indian religion and culture, particularly in Southeast Asia.	• lead a discussion to develop consensus on the specific items that will comprise the student voices agenda for this class • assignment questions · short answer questions • At the end teacher will collect answers from the students by asking questions and they will asked to do independent practice in their HW note book. Assign the design a poster activity which will help students interpret the Trade and commerce ideology.	8 15
November	Periodic Test -2			
December & January	Authorit y (10 Hours)	The Roots of Authority: in Kautilya and shukraniti- danda and relationship with nyaya and bala; the types of nyaya and bala • Constitutional status of justice and security since ancient times • Links the role of citizens with the	Divide students in groups of 10 -share that they have 10 minutes Group discussion • At the end teacher will collect answers from the students by asking questions	20

		elections and the democratic institutions • Types of authority — functional, sensitive, and welfare-oriented C5.1, C5.2, C 5.3 • Explain the roots of authority in Indian political thought. • Interpret the relationship between Danda (discipline/ force) and Nyaya (justice) as the twin foundations of authority, development, and security. • Trace the evolution of authority structures in India. • Understand the post- independence concept of justice and security. • Illustrate types of authority. • Develop an understanding of citizen discipline, justice, and strength. • Illustrate the role of citizens in authority.	and they will asked to do independent practice in their HW note book.	
February	Revision	Revision	. Revision	Revision
March	Exam			

MIS INTERNATIONAL SCHOOL

Yearly Planner (2026-27)

Grade: IX

Subject: Social Studies

Teacher's name: Neerja Wahi

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Shaping of the Earth's Surface	• Describe the concept of plate tectonics and analyse its relevance in understanding Earth's dynamics. • Locate major tectonic plates on a world map. • Explain processes of weathering and erosion with suitable examples. • Identify the prominent agents of gradation operating in a given region. • Describe major landforms and explain the processes involved in their formation.	➢ **Introduction Activity** Start with a brainstorming session: ➢ **Plate Tectonics Simulation** **Concept:**, **faulting Folding** ➢ Use foam sheets or cardboard pieces to demonstrate plate movement. ➢ Show formation of mountains like Himalayas ➢ **Role-play:** students act as tectonic plates colliding, diverging, sliding. ➢ **Map Work & Case Study.**	
June	Building Blocks in Economics	• Explain the meaning of scarcity, choice, and opportunity cost in everyday life, and economic decision-making. • Describe what economists do and how they study production, distribution, and consumption	➢ Warm-Up – Needs vs Wants ➢ Factors of Production Role Play ➢ Mini Market Activity ➢ Reflection & Discussion ➢ Creative Reinforcement ➢ PPT Slides	14

		of goods and services. • Recognise how economic analysis helps in policy-making and solving real-world issues. • Describe the three central problems of an economy — what to produce, how to produce, and for whom to produce. • Identify and differentiate the characteristics of planned, free market, and mixed economic systems. • Explain the concept of a welfare economy and the importance • of social safety nets		
July	PT1 Exam			
	Understanding Social Science	• Explain the relevance of studying Social Science to understand society, environment, economy, and governance in our lives. • Explain the meaning and scope of Geography, History, Political Science, and Economics as disciplines and recognise their interconnections. • Appreciate diversity, inclusivity, sustainability, and equity as guiding values when studying society and making	➢ Icebreaker – What is Social Science? ➢ Role Play / Skit ➢ Reflection ➢ Optional Creative Task: Poster making “Social Science in daily Life”.	8

		decisions.		
August	The Price Puzzle: What Drives the Market	• Explain the Law of Demand and Law of Supply with the help of real life examples. • Interpret how changes in price affect the quantity demanded and quantity supplied of goods and services. • Identify the equilibrium price and quantity where demand and supply intersect. • Analyse how changes in market conditions (e.g., increase in demand or supply) lead to surplus or shortage and affect equilibrium. • Explain the concept of price ceilings and how they can lead to shortages or black markets. • Understand market failures and identify their main types. • Understand public goods (non-excludable and non-rival goods like parks or street lighting	➢ The “Puzzle” Itself ➢ Market Psychology	16
September	Half-Yearly Exam			
October	• Oceans and Life	➢ Explain the movement of ocean waters, including waves, tides, and currents. ➢ Analyse the connections between ocean currents, and	➢ Group Formation ➢ Each group presents their chart.	6

		global and regional climate patterns. ➢ Understand the importance of marine resources for human livelihoods and ecosystems. ➢ Examine the relationship between oceans, climate, livelihoods, and natural disasters. ➢ Highlight key rules, conventions, and international agreements governing ocean navigation. and the use of marine resources. ➢ Explain the need for international cooperation and agreements in the sustainable use of ocean resources. ➢ Construct models or sketches representing ocean relief		
November				
December	From Ideas to Startups	What is entrepreneurship and explain the resources required to start a business ➢ Case studies of successful entrepreneurs ➢ Creative destruction with examples ➢ Start-up ecosystem in India. ➢ Make in India initiative, role of MSMEs and the unorganised sector in India's economic growth. ➢ Stages of starting and executing a business idea through a business plan	➢ Encourage creativity (tagline, slogan, logo ideas). ➢ Optional Twist: ➢ Introduce a "Judge Panel ➢ ICT Integration:	16 10

		➢ Some basic accounting concepts		
January	Life on Earth	Identify the major biomes of the world and describe their key climatic conditions, characteristic flora, and fauna. ➢ Locate biosphere reserves on the map of India. ➢ Appreciate local traditional practices related to biodiversity conservation and analyse their effects. ➢ Explain the concept and importance of biosphere reserves in conserving ecosystems and biodiversity. ➢ Analyse the concept of ecotourism and discuss its role in promoting sustainable forest ecosystem and conservation. ➢ Investigate the causes of forest fires in the local area, and prepare a plan for mitigation and prevention.	Sorting + Group Work + Presentation	14
	Smart Ways to Manage Your Finances	➢ Explain what personal financial management means and why it is essential in everyday life. ➢ Recognise how managing income, spending, saving, and investment helps achieve financial stability and long-term goals. ➢ Explain the difference between simple interest and compound interest. ➢ Prepare a simple personal or family budget showing income, expenditure, and savings.	➢ Group Work ➢ Budget Simulation	12

		➢ Identify various savings and investment instruments. ➢ Understand the relationship between risk and return in different investment types. ➢ Understand the concept of income tax and why citizens are required to pay it.		
February				Revision
March	Exam			

MIS INTERNATIONAL SCHOOL

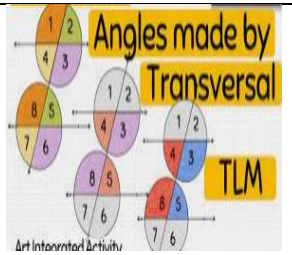
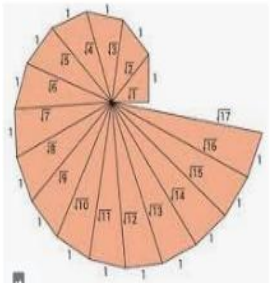
Yearly Planner (2026-27)

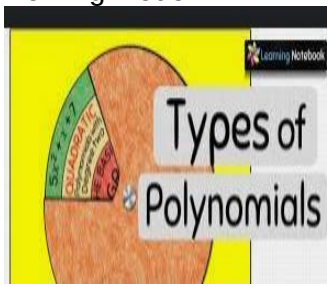
Grade: IX

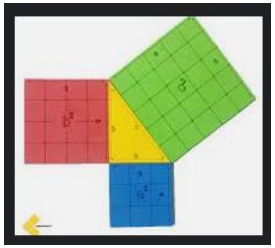
Subject: Mathematics

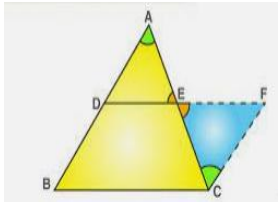
Teacher's name: Shweta Mishra

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**Orienting Yourself: The use of Coordinate** – • Brief history of coordinate geometry • The 2-D Cartesian coordinate system • Distance between two points in the 2-D plane • Midpoint of the line segment between two points in the 2-D plane	The students will be able to: • Specify locations and the position of one point relative to another point using coordinates. • Represent a floor plan on a grid using coordinates. • Compute the distance between two points using coordinates. • Determine whether three points lie in a straight line using coordinates. • Compute the position of the midpoint of a line segment using coordinates. • Check whether a triangle is right angled using coordinates. • Apply computational thinking to model situations on the coordinate plane and verify geometric properties through systematic reasoning. The students will be able to: • Explain the notion of an angle. • Explain the notion of a ray. • Explain that angles are formed between two rays with a common starting point.	To find hidden picture by plotting and joining the various points with given coordinate in a plane. To make plan of any one of the infrastructure or building. Eg School, Hospital, Garden etc	10

	Lines and Angles – Rays and angles • Measures of angles • Intersecting lines and angles • Pairs of angles • Theorems and examples on intersecting lines • Theorems and examples on parallel lines	• State that a straight angle equals two right angles and measures 180° while a right angle measures 90°. • Classify angles as acute, right, obtuse, or reflex. • Define parallelism. • State and apply the linear pair theorem and its converse. • Follow proof by contradiction in geometry. • Prove that vertically opposite angles are equal. • Identify corresponding, alternate, and interior angles. • Explain transitivity of parallelism. • Explain why a triangle must have at least two acute angles; why it cannot have two obtuse angles, or all three angles less than 60° • Apply computational thinking to analyse geometric ideas by breaking constructions into ordered steps, using axioms and postulates as rules, and justifying geometric results through logical step-by-step reasoning.	 Lab- Parallel lines and transversal activity	
June	**The world of Numbers** Introduction to rational numbers • Representation of rational numbers on the number line • Density of rational numbers and its proof • Finding rational numbers between any two rational numbers • Decimal representation of rational numbers • Introduction to irrational	The students will be able to: • Understand the concept of a rational number. • Represent rational numbers on the number line. • Understand the properties of rational numbers. • Explain the concept of density of rational numbers. • Compute decimal representation of rational numbers. • Understand the concept of irrational numbers. • Prove the irrationality.	**Object**: To construct square root spiral SEA 1: 	16

	numbers • Proof of irrationality of √2 and √3 • The square root spiral **The Mathematics of Maybe: Introduction to Probability:** Concept of probability and randomness • The probability scale • Empirical probability: analysing statistical data and performing experiments • Theoretical probability: sample space and events • Representing probability through tree diagrams and tables	• Construct the square root spiral. • Apply computational thinking to represent rational and irrational The students will be able to: • Understand the concept of randomness. • Describe the likelihood of an event using the probability scale. • Estimate the empirical probability of the occurrence of an event by analysing statistical data. • Define theoretical probability of an event. • Apply the definition of theoretical probability to compute the probability of an event. • Compute probability of events with the help of tree diagrams and tables. • Use computational thinking strategies, such as pattern recognition and simulation, to model random experiments and estimate probabilities		
July	**Introduction to Linear Polynomials** – Algebraic expressions • Definition of a polynomial. • Degree of a polynomial • Introduction to linear polynomials and applications • Exploring linear patterns • Modelling linear growth and linear decay • Linear relationships • Visualising linear relationships • Slope and y-intercept of a line y = ax + b	The students will be able to: • Understand the meaning of an algebraic expression. • Define a polynomial. • Identify the degree, terms and coefficients of terms in a polynomial. • Model linear growth and decay using linear polynomials. • Explain and identify patterns in linear relationships. • Identify the slope and y-intercept of a linear equation in two variables. • Graph a linear equation in two variables. • Use computational thinking to identify patterns, construct linear expressions, and systematically represent and analyse linear relationships using	Types of Polynomials working Model 	10

		equations and graphs.		
August	**Exploring Algebraic Identities:** Revisiting algebraic identities • Visualising identities using geometrical models • Factorisation of algebraic expressions using identities • More identities and their applications • Visualising factorisation of quadratic expressions through algebra tiles and without using algebra tiles • Finding new identities • Simplifying rational expressions	The student will be able to: • Visualise algebraic identities using geometric models. • Determine the factors of algebraic expressions using identities. • Interpret factors of quadratic expressions through geometric models. • Find simplified versions of rational expressions. • Use computational thinking strategies, such as decomposition and step-bystep procedures to visualise algebraic identities, factor expressions, and simplify rational expressions.		18
August	**Triangle Congruence Theorems** – Practical applications of triangles • Proofs of conditions of congruence of triangles • Theorems on triangles • Propositions and their converse • Problems based on applications of theorems on triangles	The student will be able to: • Explain that a triangle is rigid, unlike a quadrilateral. • Identify uses of triangle rigidity. • Explain why triangles give strength and stability to structures. • Describe what it means for two triangles to be congruent. • Identify correspondence between the vertices, sides, and angles of two congruent triangles. • Use the SAS congruence axiom. • Use the SSS congruence condition. • Use the ASA congruence condition. • Use the RHS congruence condition. • Use the AAS congruence condition. • Prove the basic properties of isosceles triangles. • Explain the notion of a proposition. • Explain the notion of converse of a proposition. • Identify the converse of a given proposition. • Explain that not all converses are true; use counter examples to show that some converses are false. • Explain why SSA is not, in general, a valid congruence condition. • Identify the situations where SSA is a valid congruence condition. • Justify the role of diagram accuracy.	Lab activity: Verify the Pythagoras theorem 	16

September	**Predicting What Comes Next: Exploring Sequences and Progressions** – • Introduction to sequences • Explicit or general rule of a sequence • Recursive rule of a sequence • Arithmetic Progressions • (AP): nth term, visualising an AP, and practical contexts leading to Aps • Sum of the first n natural numbers • Geometric Progressions (GP): nth term, visualising a GP, and practical contexts leading to GPs • Applications of GP in fractals • Tower of Hanoi puzzle	The student will be able to: • Understand the concept of a sequence of numbers. • Identify the pattern in a sequence and predict the next few terms. • Determine the recursive and explicit rules for different sequences. • Obtain the terms of sequence given its recursive and explicit rule. • Identify Arithmetic Progressions (AP). • Determine the nth term of an AP. • Visualise an AP graphically. • Identify Geometric Progressions (GP). • Determine the nth term of a GP. • Visualise a GP graphically. • Analyse attributes of fractals using GP. • Solve the Tower of Hanoi puzzle. • Use computational thinking to identify patterns, write step-by-step rules, and model patterns in sequences and progressions.	Pattern discovery activity, Tower of Hanoi game demonstration	16
October	**Quadrilaterals** – Properties of parallelograms • Important theorems related to parallelograms and their proof • Midpoint theorem and its applications • Understanding the notion of central symmetry in the context of parallelograms	The student will be able to: • Frame a precise definition of a 4-gon. • Prove various characterizations of a parallelogram. • Prove the midpoint theorem. • Prove a converse of the midpoint theorem. • Prove that the medians of a triangle are concurrent and each median is divided in the ratio 2:1 at the point of concurrence. • Prove that the 4-gon formed by joining the midpoints of a given 4-gon is a parallelogram. • Find the coordinates of the midpoint of a line segment given its end points and find the coordinates of the fourth vertex of a parallelogram given the other three. • Understand reflection and rotation symmetries of 4-gons. • Understand how any 4-gon can tile a plane. • Practice forming logical converses of statements and asking questions guided by converses of theorems. • Engage in drawing, measurement and paper	To verify the midpoint theorem  Geometry drawing activity, midpoint theorem verification	16

		manipulation activities to discover geometric patterns involving triangles and 4-gons.	using paper folding	
	Introduction to Euclid's Geometry History of geometry • Constructing a square with a given side as described in the Baudhayana's Sulbasutras • Discovering Euclid's definitions • Axioms: Axioms of measurement and rules for geometric objects	The student will be able to: • Describe how geometry grew from the practical needs ancient civilisations. • Describe contributions of India, Egypt and Greece to the development of geometric ideas. • Understand the role of definitions, axioms, and postulates. • Explain that there are elements of plane geometry (point, line, surface) for which we have an intuitive sense. • State the 5 postulates of Euclidean geometry. • Define parallelism of straight lines. • Explain the construction of a square as given in the Sulbasutras. • Justify simple constructions using the axioms.		
October – November	**I'm Up and Down, and Round and Round** – Practical applications and uses of circles • Definitions related to a circle — centre, diameter, and radius • Chords and the angles they subtend • Midpoints and perpendicular bisectors of chords • Distance of chords from the centre • Subtended angles by an arc • Cyclicity of points	The student will be able to: • State the definition of a circle. • Explain the meanings of the terms 'chord', 'diameter', 'radius', 'arc', 'segment', and 'sector'. • Explain why there exists a unique circle through three non-collinear points. • Construct the circumcircle and circumcentre of a triangle. • Describe the location of the circumcentre for acute, obtuse, and right-angled triangles. • Explain what 'angle subtended by an arc at the centre' means. • Explain why 'equal chords subtend equal angles at the centre'. • Explain why 'chords that subtend equal angles at the centre are equal'. • Explain why 'the line from the centre of a circle to the midpoint of a chord is perpendicular to the chord'. • Explain why 'a perpendicular from the centre to a chord bisects the chord'. • State the relationship between length of a chord and its distance from the centre of the circle. • Explain why 'equal chords are equidistant from	Construct circle properties using compass, chord exploration activity	16

		the centre (and conversely)'. • Explain why 'among unequal chords, the longer chord is closer to the centre'. • Explain why 'the diameter is the longest chord'. • Explain why 'the angle subtended by an arc at the centre is double the angle subtended by the arc at any point on the remaining part of the circle'. • Explain why 'angles in the same segment of a circle are equal'. • Explain why 'the angle in a semicircle is a right angle'. • Determine when four given points are concyclic. • Explain why 'a quadrilateral with supplementary opposite angles is cyclic, and conversely'. • Explain how circular wheels have influenced transport, farming, building, and technology. • Identify cultural motifs involving circles, for example, the Dharmachakra, Ashoka Chakra, Sudarshan Chakra. • Use computational thinking to break down circle-related problems, apply geometric rules step-by-step, and verify properties of figures, such as chords, angles, and cyclic quadrilaterals through systematic reasoning.		
November	**Linear Equations in Two Variables** – Introduction to linear equations in two variables through practical examples • Solution of linear equation in two variables: graphical representation • Slope-intercept form of linear equation in two variables • Drawing graphs of linear equations when x and y assume only certain values • Pair of linear equations in two variables • Graphical method for solving a pair of linear equations in two variables • Nature of solutions: consistency and inconsistency • Algebraic methods of solving a pair of linear equations: substitution and	The student will be able to: • Understand the concept of a linear equation in two variables. • Graph a pair of linear equations. • Solve a pair of linear equations graphically. • Solve a pair of linear equations through the methods of substitution and elimination. • Determine the nature of solutions of a pair of linear equations. • Model and solve contextualised problems using a pair of linear equations and draw conclusions. • Model daily-life phenomena using representations, such as graphs, tables, and equations. • Use computational thinking to systematically represent, solve, and interpret pairs of linear equations through graphs, tables, and step-bystep procedures.	Graph plotting using graph paper, pair equation solving activity	18

	elimination method			
December	**Measuring Space: Perimeter and Area** – • Perimeter of shapes • Perimeter of a circle: Introduction to Pi and its irrationality • Length of an arc • Area of shapes: rectangles, parallelograms, and triangles • Heron's formula • Squaring a rectangle: Proof from Baudhayana's Sulbasutras • Area of a circle: derivation • Area of the sector of a circle • Brahmagupta's formula for area of a cyclic 4-gon • Heron's formula as a special case of Brahmagupta's formula	The student will be able to: • Define perimeter as the length around the boundary of any shape. • Explain that the circumference-todiameter ratio is constant for all circles. • List historical approximations to π (from Archimedes, Aryabhata, and Zu Chongzhi). • Compute the circumference of a circle and the length of an arc. • Apply ideas of circle perimeter and arclength to real-world contexts. • Explain why a median of a triangle divides it into two triangles of equal area. • Use Heron's formula to compute the area of a triangle from its sides. • Explain the classical problem of 'squaring' a given shape. • Explain how ancient civilisations approximated the area of a circle. • Compute the area of a circle using the formula. • Explain and use the formula for area of a sector of a circle. • Solve problems on areas of sectors and segments of circles. • State Brahmagupta's formula for the area of a cyclic quadrilateral in terms of its sides. • Explain why Heron's formula is a 'special case' of Brahmagupta's formula. • Explain the notion of 'special case' and 'generalisation' in mathematics. • Use computational thinking to break down shapes, apply step-by-step methods to calculate perimeter and area, recognise patterns across formulae, and understand generalisation and special cases in geometry.	Measuring classroom objects, area calculation project	16
January	**Mensuration : Surface Area and Volume** Surface areas and volumes of spheres (including hemispheres) and right circular cones.	The student will be able to: • Recognise cuboids and cubes in reallife situations • Compute the surface area and volume of a cuboid. • Explain how a cube is a 'special case' of a cuboid. • Describe a right circular cylinder using its radius	Model making using paper cones and spheres	14

	Statistics Graphical representation of data • Measures of central tendency	and height. • Compute the surface area and volume of a cylinder. • Recognise cones in daily life, and describe them using radius and height • Compute the surface area and volume of a cone. • Recognise a pyramid, and identify its base and apex. • Compute the surface area and volume of a pyramid. • Recognise spheres in real-life situations. • Compute the surface area and volume of a sphere. • Use computational thinking to systematically calculate, and compare surface areas and volumes of 3-D shapes by varying dimensions and analysing patterns. The student will be able to: • Collect, organise, visualise and interpret data to answer a statistical investigative question. • Compute and apply weighted average in different settings. • Read and interpret stacked bar graphs and 100% stacked bar graphs. • Apply computational thinking strategies to analyse real-life data, create appropriate graphical representations, and interpret mean, median and mode for decision-making.		
February	**Revision**	**Revision**	**Revision**	
March	Annual Exam			

Note: PT 1 includes chapters . 1,2,3,4

Half yearly includes chapters -1,2,3,4,5 ,6,7

PT2 includes chapters 1,2,3,4,5,6,78,9,10,11

Annual includes chapters -ALL

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: IX Subject: Science

Teacher's name: Ms. Poonam Gill / Ms. Snehal

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Chapter 4, Describing Motion around us. Chapter 5 Exploring mixture and separations	• 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. • Evaluate speed in circular motion • Represent motion of given situation in graphical manner • Analyse the difference between evaporation and boiling. Explain terms related:- melting , freezing ,boiling, filtration Condensation, and	• Recognition of the apparatus in the lab. • Demonstrations of motion concepts experimentally • Numericals based on motion • To prepare a true solution, suspension and colloid and differentiate them on the basis of transparency, stability and filtration criteria. • Numericals based on Concentration	10

June		sublimation		
	Chapter 2. Cell: The building block Life	**Learners will be able to-** • Analyze 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	• To prepare stained temporary mounts of: • (a) onion peel and (b) human cheek cells and to record observations and draw their labeled diagrams.	13
	Chapter 5 Exploring mixture and separations	• Classify mixtures as homogeneous and heterogeneous mixtures • Analyse the differences in physical and chemical changes • Analyse 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 Explain Tyndall effect	•	8

		with examples from day today life.		
July	Chapter8-Journey inside the atoms	• State the laws of chemical combination. • Analyse the importance and interdependence of both the laws. • Give explanation to the postulates of dalton's atomic theory. • 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. • Comprehend the constituting elements in a compound and their combination on the basis of their mass ratios.	• To verify the law of conservation of mass. • Revision of numericals on laws of chemical combination. • To verify the law of conservation of mass. • Revision of numericals on laws of chemical combination.	10
	Chapter 3. Tissues in Action	• 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.	• 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.	12

		• Correlate various animal tissues and their functions.		
August	Chapter 6. How forces affect motion	• Differentiate between balanced and unbalanced forces • Evaluate the numerical value of force and momentum. • Explain the laws of motion in various situations. • Calculate change in momentum in different situations	• To demonstrate the inertia of rest of a coin. • To study Newton's third law of motion.	10
September	Chapter 11 Reproduction: How life continues	The Learners will be able to Understand the importance of reproduction. Describe asexual and sexual reproduction in animals **C**lassify reproduction based on properties/ characteristics, e.g. sexual and asexual reproduction Describe sexual reproduction in humans Draw labelled diagram of human reproductive organs Understand metamorphosis in frog	• 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? • Prepare a model of Life Cycle of a Butterfly.	13

	Chapter 9-Atomic foundation of matter.	and butterfly. Know about determination of sex of the baby List hormones and endocrine glands Understand about adolescence, puberty and changes at puberty • Difference between internal fertilization and external fertilization. Distinguish between oviparous and viviparous organisms. • State the laws of chemical combination. • Analyse the importance and interdependence of both the laws. • Give explanation to the postulates of dalton's atomic theory.	• Students can draw and label the structure of an atom, showing the nucleus and the arrangement of electrons. This activity helps them visualize atomic structure. They can create models of atoms using materials such as beads, balls, or paper to represent protons, neutrons, and electrons. This helps in better understanding of atomic composition.	12
	Revision + Term 1 Exams			
October	Chapter 9-Atomic foundation of matter.	• 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	• Making a chart of first 20 elements of the periodic table • Making models of atoms of different elements • Revision of numericals on mole concept.	10

		of c-12 as standard • Apply the concept of mole in terms of mass and number of particles • Differentiate between an atom and an ion. • Define and write examples of cations, anions and polyatomic ions. • Calculate the molecular mass and molar mass.		
	Chapter 12 Pattern in Life; Diversity and Classification	• 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	• 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	12

		compare between features of different types of organisms • understand the concept of binomial nomenclature	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.	
November	Chapter 7. Work, Energy and Machines	• 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.	• 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	10
December	Chapter 13. Earth as a system energy matter	• Students will develop an understanding that the Earth is an open system with respect to energy but largely a closed system with respect to matter. • Additionally, they will be able to analyze the	• Creating a concept map is another useful activity where students link ideas like energy flow, matter cycles, and Earth's spheres to understand the system as a whole. • students can observe their local environment to identify	10

		impact of human activities on the Earth system and develop awareness about environmental issues such as pollution and climate change.	interactions between soil, water, air, and living organisms, helping them connect theoretical knowledge with real-life situations.	
January	Chapter 13. Earth as a system energy matter Chapter 11. Sound Waves characteristics and applications	• Students will be able to explain that the Sun is the primary source of energy for the Earth. This solar energy drives important processes such as weather, climate, and the water cycle. • They will also understand how energy flows through the Earth system, entering mainly from the Sun and leaving as heat into space. In contrast, matter does not leave the Earth system but is continuously recycled through natural cycles like the water cycle and carbon cycle. • Understand how the sound is produced and propagated • Understand different types of waves and their characteristics	• They can perform a simple experiment using a lamp to represent the Sun and observe how heat energy is absorbed and reflected by different surfaces. This demonstrates how solar energy affects the Earth. • Another activity involves creating a model of the water cycle using a bowl of water and a plastic cover placed under sunlight. Students can observe evaporation and condensation, which shows how water moves through the Earth system. • To determine velocity of a pulse propagated through a stretched string/slinky • To verify laws of reflection of sound	9

		• Know about condition that is required for echo to take place
		• Understand the concept of ultrasound
		• List the applications of ultrasound
		• Calculate the distance using the concept of sonar
		• Explain working of human ear
		  • MCQs + diagram labeling
		  • Case-based questions (SONAR, ultrasound)
		  • Practical activity evaluation		

February	Revision			
March	Annual Exams			

Syllabus		
PT -1	Ch -7 Physics Ch – 1 Motion Ch -5	40 Marks
Half yearly	Ch - 7 Ch - 8 Physics Ch – Describing Motion around us Ch – How Forces affect Motion Ch - 5 Ch - 12	80 Marks
PT -2	Physics Ch – How forces affect Motion Ch – Describing Motion around us Ch – Work, Energy and simple machines	80 Marks
Annual Exam	Physics Ch 4 – Describing Motion around us	80 Marks

	Ch 6– How forces affect Motion Ch 7– Work, Energy and Simple Machines Ch 10: Sound waves, Characteristics and applications	

MIS INTERNATIONAL SCHOOL

Yearly Planner 2026 - 2027

Grades: 9-10 Subject: DANCE

Teachers' name: Ms. Aarushi, Ms.Sayali, Mr. Dattatray, Mr. Aniruddha, Ms. Koyelika, Mr. Swapnil, Ms.Priyanka

Month	Class / Subject	Topic / Course	Activity	Outcome of the Activity
April	9-10 DANCE	**Freestyle dance**	**Exercises, new routine(taare),stretching.**	1.Learn to process, analyze and respond to sensory information through the language and skills unique to dance. 2. Demonstrate increased movement skills, concentration and physical control in performing movement for artistic expression.
May		**SUMMER**	**BREAK**	
June	9-10 DANCE	Freestyle dance	**Exercises, new routine(mean it song), stretching,hand gestures**	Basic anatomical relationships to the felt sense of the body, including the expressiveness inherent in movement.
July	9-10 DANCE	Freestyle dance	**Exercises, revising previous routine,new routine(innocence song),stretching**	**Gain proficiency in skills specific to the practice or dance style.**

August	9-10 DANCE	Contemporary dance	**Stretching,exercises,new routine(patriotic song)**	**Be familiar with the history and cultural significance of the practice or dance style.**
September	9-10 DANCE	**Contemporary dance**	**Exercises,stretching, foot work,new routine(ori chiraiya)**	**Recognize the basic positions of the torso, arms, and legs and correct body alignment in stillness and in movement for the execution of basic modern dance technique.**
October	9-10 DANCE	**Freestyle dance**	**Exercises,stretching,revising previous,new routine(Earth song)**	**Recognize and identify basic modern dance terminology and translates the terms into movement practice.**
		DEEPAWALI	**VACATION**	
November	9-10 DANCE	**Freestyle Dance**	Exercises,revising previous,new routine(summer high)	**Demonstrates awareness of the positions of the torso, arms, and legs and correct body alignment in stillness and in movement for the execution of intermediate level modern dance technique.**
December	9-10 DANCE	Contemporary dance	**Exercises,revising previous,new routine(Baawra man)**	**Recognize and analyze basic dance steps and choreography.**
		CHRISTMAS	**VACATION**	
January	9-10 DANCE	**Freestyle Dance**	Exercises,revising previous dance,new dance routine(Naina)	**Recognize multiple pedagogical approaches and philosophies within the**

				dance field.
February	9-10 DANCE	**Contemporary Dance**	**Exercises,revising previous dance,new dance routine(zindagi kuch to bata)**	Demonstrate an understanding of performance aesthetic.
March			**FINAL EXAMS FOR**	**GRADE I – II**

MIS INTERNATIONAL SCHOOL

Balewadi

Yearly Planner (2026-27)

Grade: 9 **Subject** – Visual Art

Subject In charge's name: Miss. Vaishali

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	• Revision of elements and principles of Art • 2D- Design	. Learners will be able to revise prior Knowledge. Learners will be able to apply elements and principle of Art and create 2D-Design.	Revision of elements and principles of Art Design in Rectangle flying birds, leaves and waving lines.	3
June	• Object • Water impression	Learners will be able to observe and draw a objects.	Still-Life draw and paint objects.	5
July	• Warli on plastic bottle • draw a glass and compose design on it			5

August	Composition - 1peacock Animal Study - 1(Rabbit)	Learners will be able to pointillism and create their own pointillism painting.	Pointillism Painting (Landscape).	1
September	• Human figure study -1 • Butterfly- (Shading)	Learners will be able to draw and color the design for Pot.	Design.	3
October	Negative positive space Composition -2	Learners will be able to study and complete the painting through use of fundamental figures and objects. Learners will be able to create Marble effects through this technique. Learners will be able to observe nature, Draw and color the Landscape.	Canvas Painting. Marble Printing. Outdoor.	6
November	• Abstract painting (Dog) • Human figure-2	Learners will be able to paint leaf by using their creativity. Learners will be able to cut paper finely and create snow flakes.	Leaf Painting. Paper snow flake making	2
December	• Bird study • Animal study -2	Learners will be able to draw and color.	Memory Drawing.	3

January	• Eye pencil shading • Republic day	Learners will be able to compose and color the Figurative composition.	Composition.	3
March	Assessment - 2			

MIS INTERNATIONAL SCHOOL, Balewadi

Yearly Planner (2026-2027)

Grade: 9 Subject: Coding

Python Image Processing -1 Teacher name: Ms. Sonali Mandlik

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Introduction To Image Processing	The student will • Understand what image processing is and where it is used in real life. • Identify different types of digital images (grayscale, RGB, etc.). • Explain how images are made using pixels. • Describe basic image properties such as resolution, size, and color.	Session 1 Introduction of Python	2
June	Understanding Digital Images	• Define what a digital image is? • Pixel Values in Different Color Modes • What is a Grayscale Image? • Explain how digital images are made up of pixels. • Identify the difference between bitmap (raster) and vector images. • Understand image properties such as resolution, width, height, and file size.	Session 2 Drawing Basic Shapes (Variables and Datatypes)	2
July	Loading and Displaying Images	• Understand what OpenCV is and its role in image processing. • Identify the purpose of using OpenCV library in Python. • Write the correct syntax to import OpenCV (import cv2). • Execute a simple Python program using the OpenCV library. • Understand the need for libraries/modules in Python.	Session 3 • Display the Image. • Waiting for a Key Press	2

August	Loading and Displaying Images	• What is a Color Model? • Understand how images are loaded using an image processing library. • Write the basic syntax to load an image in Python using OpenCV. • Display an image in a window using appropriate functions. • Identify the difference between loading and displaying an image.	Session 4 • Types of Color Models • Grayscale – Black & White Image Representation • Python Code using OpenCV and Matplotlib to convert a color image to grayscale and visualize the individual color channels (Red, Green, Blue) separately.	2
August	Image Manipulation - Brightness & Contrast	By the end of the lesson, students will be able to: • Understand the meaning of brightness and contrast in digital images. • Identify the difference between brightness adjustment and contrast adjustment. • Explain how brightness affects the lightness or darkness of an image. • Explain how contrast affects the difference between light and dark areas. • Apply basic techniques to increase or decrease brightness of an image. • Adjust contrast to improve image clarity.	Session 5 Adjust Brightness & Contrast	2
September		Half-yearly exam		
October	Applying Filters	By the end of the lesson, students will be able to: • Understand what image filters are and why they are used. • Identify different types of filters such as blur, sharpen, grayscale, and edge detection. • Explain how filters help in enhancing or modifying images. • Apply a basic blur filter to an image. • Apply grayscale conversion using an image processing tool.	Session 6 1. Blurring (Gaussian Blur)	2

October	Drawing on Images	By the end of the lesson, students will be able to: • Understand the concept of drawing on digital images. • Identify different drawing elements such as lines, rectangles, circles, and text. • Use basic OpenCV functions to draw shapes on an image. • Draw a line on an image using coordinates. • Create rectangles and circles on an image.	Session 7 • Load an Image and draw shape	2
	Resizing & Cropping Images	By the end of the lesson, students will be able to: • Understand the difference between resizing and cropping an image. • Explain why resizing and cropping are used in image processing. • Resize an image by changing width and height. • Maintain aspect ratio while resizing an image. Crop a specific portion of an image using coordinates.	Session 9 • Edit a family photo: Resize it for a birthday card and crop to focus on a person…	
November	Adding Text to Images	By the end of the lesson, students will be able to: • Understand the purpose of adding text to digital images. • Use basic OpenCV functions to insert text on an image. • Specify the position (x, y coordinates) for placing text. • Change font style, size, and thickness of the text. • Apply different text colors on images. • Add labels, titles, or captions to images.	Session 8 • Write a Python script to add text annotations to an image with different font styles.	2

December	Basic Image Transformations	By the end of the lesson, students will be able to: • Understand the concept of image transformation. • Identify different types of transformations such as rotation, flipping, and scaling. • Rotate an image by a specified angle. • Flip an image horizontally and vertically. • Scale an image to increase or decrease its size.	Session10 : • Write a script to rotate, flip, and apply transformations to an image.	2
January	Combining Multiple Operations	By the end of the lesson, students will be able to: • Understand the concept of combining multiple image processing operations. • Apply more than one operation on a single image step-by-step. • Combine operations such as resize, crop, and rotate. • Apply filters and brightness/contrast adjustments together.	Session 11 • Script to Combine Grayscale, Resize, and Add Text	2
February		Annual exam	Annual exam	

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-2027)

Grade: 9 Subject: Artificial intelligence (417) (Skill Subject)

Teacher's name: Ms. Sonali Mandlik

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**Unit 3.ICT Skills-I**	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	Discussion on the role and importance of ICT in personal life and at workplace Preparing posters/collages for showing the role of ICT at workplace Connecting the cables and peripherals to the Central Processing Unit Starting and shutting down a computer • Group discussion on the various aspects of hardware and software Identification of various parts and peripherals of a computer. • Demonstration and practice on the use of mouse • Demonstration and practice on the use of keyboard • Demonstration of the uses of printer, webcams, scanner, and other peripheral devices • Drawing diagram of computer system and labelling it.	7

April	**Unit 5. Introduction to Python**	• Learn basic programming skills through gamified platforms. • Acquire introductory Python programming skills in a very user-friendly format. • 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.	Recommended Activity: • Introduction to programming using Online Gaming portals like Code Combat. • Theory + Practical: Python Basics ● 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.	10
June	**Part A: Employability Skills** **Unit 1. Communication Skills-I**	• Demonstrate knowledge of various methods of communication • Identify elements of communication cycle • Identify the factors affecting our perspectives in communication • Demonstrate the knowledge of basic writing skills	• Writing pros an cons of written, verbal and non-verbal communications • Listing do's and don'ts for avoiding common body language mistakes • Draw a diagram if communication cycle • Role plays on communication process related to the sector/job role	9

			• Group discussion on factors affecting perspectives in communication • Sharing of experiences on factors affecting perspectives • Sharing experiences on factors affecting communication at workplace • Demonstration and practice of writing sentences and paragraphs on topics related to the subject	
July	**Unit 1:AI Reflection Project Cycle and Ethics**	To identify and appreciate Artificial Intelligence and describe its applications in daily life. • To recognize, engage and relate with the three realms of AI: , Computer Vision, Data Statistics and Natural Language Processing.	Session: Introduction to AI and setting up the context of the curriculum • Recommended Activity: Make a statement about lighting and LUIS will interpret and adjust the house accordingly https://aidemos.microsoft.com/luis/demo • Recommended Activity: The AI Game ● Learners to participate in three games based on different AI domains. − Game 1: Rock, Paper and Scissors (based on data) https://next.rockpaperscissors.ai/ − Game 2: Semantris (based on Natural Language Processing - NLP) https://research.google.com/semantris/ − Game 3: Quick Draw (based on Computer Vision - CV)	20

	AI PROJECT CYCLE	Problem Scoping Identify the AI Project Cycle framework. Learn problem scoping and ways to set goals for an AI project. Identify stakeholders involved in the problem scoped. Brainstorm on the ethical issues involved around the problem selected. Understand the iterative nature of problem scoping for in the AI project cycle. Foresee the kind of data required and the kind of analysis to be done. Share what the students have discussed so far.	https://quickdraw.withgoogle.com/ Session: Introduction to AI Project Cycle • Problem Scoping • Data Acquisition • Data Exploration • Modelling • Evaluation Activity: Brainstorm around the theme provided and set a goal for the AI project. • Discuss various topics within the given theme and select one. • List down/ Draw a mind map of problems related to the selected topic and choose one problem to be the goal for the project. Activity: To set actions around the goal. • List down the stakeholders involved in the problem. • Search on the current actions taken to solve this problem. • Think around the ethics involved in the goal of your project. Activity: Data and Analysis • What are the data features needed? • Where can you get the data? • How frequent do you have to collect the data? • What happens if you don't have enough data? • What kind of analysis needs to be done? • How will it be validated? • How does the analysis inform the action?	

		• Identify data requirements and find reliable sources to obtain relevant data. • To understand the purpose of Data Visualization.	Presentation: Presenting the goal, actions and data. Session: Data Acquisition Activity: Introduction to data and its types. ● Students work around the scenarios given to them and think of ways to acquire data. Activity: Data Features ● Identifying the possible data features affecting the problem. Activity: System Maps ● Creating system maps considering data features identified. **Session:** Data Exploration/ Data Visualisation ● Need of visualising data ● Ways to visualise data using various types of graphical tools. **Quiz Time.**	
August	**Unit 2. Data Literacy**	Define data literacy and recognize its importance Understand how data literacy enables informed decision making and critical thinking ● Apply the Data Literacy Process Framework to analyze and interpret data effectively ● Differentiate between Data Privacy and Security ● Identify potential risks associated with data breaches and unauthorized access.	Session: Basics of data literacy ● Introduction to Data Literacy ● Impact of data Literacy ● How to become Data Literate? ● What are data security and privacy? How are they related to AI? ● Best Practices for Cyber Security Recommended Activity: Impact of News Articles Reference Videos: • https://www.youtube.com/watch?v=yhO_t-c3yJY	18

		● Learn measures to protect data privacy and enhance data security.	• https://www.youtube.com/watch?v=aO858HyFbKI • https://www.cbse.gov.in/cbsenew/documents/Cyber%20Safety.pdf	
	Acquiring Data, Processing, and Interpreting Data	Determine the best methods to acquire data. ● Classify different types of data and enlist different methodologies to acquire it. ● Define and describe data interpretation. ● Enlist and explain the different methods of data interpretation. ● Recognize the types of data interpretation. ● Realize the importance of data interpretation	Session: Acquiring Data, Processing, and Interpreting Data ● Types of data ● Data Acquisition/Acquiring Data ● Best Practices for Acquiring Data ● Features of data and Data Preprocessing ● Data Processing and Data Interpretation ● Types of Data Interpretation ● Importance of Data Interpretation Recommended Activities: ● Trend analysis ● Visualize and Interpret Data	
	Project Interactive Data Dashboard & Presentation	Recognize the importance of data visualization ● Discover different methods of data visualization	Session: Project Interactive Data Dashboard & Presentation ● Data visualization Using Tableau Reference Links ● https://public.tableau.com/enus/s/download ● https://www.datawrapper.de/ Video Links: ● https://www.youtube.com/watch?v=NL_CzpPRCc7U ● https://www.youtube.com/watch?v=_M_8BnosAD78	

August	**Unit 2. Self-Management Skills-I**	• Describe the meaning and importance of self-management • Identify the factors that helps in building self confidence	• Identification of self-management skills • Strength and weakness analysis • Role play exercises on building self-confidence. • Use of positive metaphors/words • Positive stroking on wakeup and before going bed Helping others and working for community	7
September	Half Yearly Exam	Half Yearly Exam	Half Yearly Exam	
October	**Part- A Employability Skills** **Unit 4. Entrepreneurial Skills-I**	• Identify various types of business activities • Demonstrate the knowledge of distinguishing characteristics of entrepreneurship	• Prepares posters of business activities found in cities/villages using pictures • Discuss the various types of activities generally adopted by small business in a local community • Best out of waste • Costing pf the product made out of waste • Selling of items made from waste materials • Prepare list of business that provides goods and services in exchange for money • Prepare charts showing advantages of entrepreneurship over wages. • Group discussions on role and features of entrepreneurship • Lectures/presentations by entrepreneurs on their experiences and success stories	8

			• Identify core skills of successful entrepreneur	
November	**Part A:** **Unit 5.Green Skills-I**	• Demonstrate the knowledge of the factors influencing natural resource conservation. • Describe the importance of green economy and green skills.	• Group discussion on hazzerd of deteriotating environment. Prepare posters showing environment conservation • Discussion on various factors that influence our environment • Discussion on the benefits of green skills and importance of green economy • Prepare a poster showing the importance of green economy with the help of newspaper/magazine cutting.	10
December	**Unit 3: Math for AI(Statistics & Probability)**	• **Importance of Math for AI:** • Analyzing the data in the form of numbers/images and find the relation/pattern between the them. Use of Math in AI. • Number Patterns Picture Analogy	Session: Importance of Math for AI ● Finding Patterns in Numbers and images. ● Uses of Math - ○ Statistics ○ Linear Algebra ○ Probability ○ Calculus Activity: ● observe the number pattern and find the missing number. ● To find connections between sets of images and use that to solve problems, **Session :** ● Definition of Statistics ● Applications ○ Disaster Management ○ Sports ○ Diseases Prediction ○ Weather Forecast **Activity:** Uses of Statistics in daily life ● Students will explore the applications of statistics in real life .They collect data and can apply	15

		Statistics: • Understand the concept of Statistics in real life. • Application in various real life Scenarios. **Probability:** Understand the concept of Probability in real life and explore various types of events. Application in various real life scenarios	various statistical measures to analyze the data. **Activity:** Car Spotting and Tabulating Purpose:To implement the concept of data collection , analysis and interpretation. **Activity Introduction:** ● In this activity, Students will be engaged in data collection and tabulation. ● Data collection plays a key role in Artificial Intelligence as it forms the basis of statistics and interpretation by AI. ● This activity will also require students to answer a set of questions based on the recorded data. **Session:** Introduction to Probability ● How to calculate the probability of an event ● Types of events ● understand the concept of Probability using a relatable example. Exercise: Identify the type of event. **Session:** Applications of Probability ● Sports ● Weather Forecast ● Traffic Estimation Exercise: Revision time	
January	**Unit 4: Introduction to Generative AI**	• Students will be able to define Generative AI & classify different kinds. • Students will be able to explain how Generative AI works and recognize how it learns.	Recommended Activity: ● Activity: Guess the Real Image vs. the AI-generated image. **Session:** ● Introduction to Generative AI	16

		• Applying Generative AI tools to create content. • Understanding the ethical considerations of using Generative AI.	● Generative AI vs Conventional AI **Session:** ● Types of Generative AI ● Examples of Generative AI Session: ● Benefits of using Generative AI ● Limitations of using Generative AI Recommended **Activities:** ● Hands-on Activity: GAN Paint ● Generative AI tools **Session:** ● Ethical considerations of using Generative AI	
February	Revision	Revision	Revision	
March	Annual Exam	Annual Exam	Annual Exam	

MIS INTERNATIONAL SCHOOL,BALEWADI

Yearly Planner (2026-27)

Grade: 10 Subject: English

Teacher's name: Ms. Roopa Rajesh

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**FIRST FLIGHT -** 1: A Letter to God 2: Nelson Mandela: Long Walk to freedom	• To make the learners understand the importance of faith. • To make the learners believe that faith can move mountains. Students will be able: • To understand the consequences of discrimination and how to rise above prejudices • To become the change makers instill a feeling of patriotism and work for the betterment of society • To note the restorative power of Nature. Students will be able: • To understand the thought • and imagination contained • in the poem.	Exercises Reference to Context Question Answers EXTEMPORE Reference to Context Question Answers	4 4

	Poems: Dust of Snow Fire And Ice **GRAMMAR** Gap Filling, Editing, Integrated Grammar **WRITING -** Order Letter	• To think about different • human emotions and their • effect. • To write their feelings in • the form of short poems. • To move from factual understanding to critical • thinking. Students will be able: • To express effectively develop appropriate style of writing. • To write effectively • To differentiate the style of expressing different writing skills knowledge of the purpose and importance of writing short and long letters • To be able to practically make use of writing skills		2 2 3 4 4
June	**FIRST FLIGHT** **Poems:** 3. A Tiger in the Zoo 4. How to tell Wild Animals	• Students will be able : To understand the dangers of deforestation and blessings of forestation. • To understand the identifying features of few animals Students will be able: • To understand that dog is the most faithful pet.	Exercises Reference to Context Question Answers Reference to Context	4 3

	FOOTPRINTS WITHOUT FEET 1: A Triumph OF Surgery 2: The Thief's Story	• To understand that declined health was the outcome of Mrs Pumphrey's over caring nature. • understand the pompous nature of the rich Students will be able: • To understand importance • of education. • To understand the two • different characters i.e. • Anil & Hari Singh		3 4
	WRITING Enquiry Letter	Students will be able: • To express effectively develop appropriate style of writing. • To write effectively To differentiate the style of expressing different writing skills knowledge of the purpose and importance of writing short and long letters • To be able to practically make use of writing skills	Letter Writing	5
July	**FIRST FLIGHT** - 3: Two Stories about Flying i) His First Flight ii) Black Aeroplane	Students will be able: • To enable the students to share their personal experiences • To understand that to succeed one has to put in hard work • To make them believe of the mysteries that exists in this world. To help them think critically whether such mysteries really exist.	Exercises Reference to Context Question Answers	6

	Poems: Amanda! **FOOTPRINTS WITHOUT FEET** 3: The Midnight Visitor 4: A Question of Trus	• 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. Students will be able: • To understand the importance of loss and responsibility in life. analyze that the world is full of possessions and money is an external item • To enable the students to use new words and phrases of English. • To enable the students understand and enjoy the theme and language by reading Amanda. • To enable the students to be specific in reflection, expression and individual opinion and deeper understanding of Amanda To enable the students • to imbibe and analyse different situations and characters. • develop the ability to plan events • realize the importance of presence of mind • develop the ability to think quickly, act calmly and wisely in a situation of danger or surprise • To inculcate moral values	Exercises Reference to Context Question Answers MA-1(Art Integrated Project) -Collage of different kinds of parenting techniques(illustrations or pictures) with brief writeup based on poem Amanda	2 3

	t		Portfolio-1 – Presentation of Classwork, Homework of Term 1 lessons will be assessed	4
	GRAMMAR Determiners, Tenses, Modals, Subject verb Agreement **WRITING** Complaint Letter	Students will be able: • To Strengthen usage of grammar • To use correct grammar while expressing orally and in writing. • To express effectively • To share ideas and develop appropriate style of writing. • To write effectively	Exercises Reference to Context Question Answers Letter Writing	6 4
PT1 - **FIRST FLIGHT** 1: A Letter to God, Nelson Mandela(Long Walk to freedom), Two stories about flying **Poems:** Dust of Snow, Fire and Ice, A tiger in the zoo, How to tell Wild animals, Amanda **FOOTPRINTS WITHOUT FEET** 1: A Triumph OF Surgery, 2: The Thief's Story, 3. The midnight visitor, 4. A question of trust **Writing** - Letter Writing(Order Letter, Letter of Enquiry), **GRAMMAR** - Integrated Grammar, Determiners, Tenses, Modals, Subject verb Agreement **Reading**- Unseen Comprehension passage				
August	**FIRST FLIGHT** 4: From the Diary of Anne Frank	• To empathize and relate to Anne Frank • To understand the importance of teacher • To understand child psychology • To value all animals	Exercises Reference to Context Question Answers	3

	6- Mijbil the otter **Poems:** The Ball Poem	• To analyse the importance of presence of mind and face the situation rather than running away. develop the ability to think quickly, act calmly and wisely in a situation of danger or surprise	SE-1 Assessment of listening and speaking (Term1) Group discussion based on the lesson Anne Frank, Nelson Mandela	5 3
	GRAMMAR - Reported Speech- Statements, Questions, Commands and requests	Students will be able • To use of important rules application of knowledge • To Express effectively • To develop appropriate style • of writing grammatically correct sentences.	Exercises	6
	WRITING Analytical Paragraph	• To share ideas • To develop appropriate style of writing. • To write effectively • To Differentiate the style of expressing different writing skills	Analytical Paragraph Writing	5
September	**Half Yearly Examination** **FIRST FLIGHT**- 1: A Letter to God, 2: Nelson Mandela: Long Walk to freedom, 3: Two Stories about Flying i)His First Flight; ii) Black Aeroplane}, 4: From the Diary of Anne Frank,6. Mijbil the otter **Poems:** Dust of Snow, Fire And Ice, A Tiger in the Zoo, The Ball Poem, How to tell Wild Animals, Amanda!, **FOOTPRINTS WITHOUT FEET-** 1: A Triumph OF Surgery, 2: The Thief's Story, 3: The Midnight Visitor, 4: A Question of Trust, 5: Footprints Without Feet, 6: The Making of a Scientist **Grammar:** Integrated Grammar, Reported Speech-Statements, Questions, Commands and requests **Writing-** Letter Writing, Analytical Paragraph		

October	**FIRST FLIGHT** 5. Glimpses of India i) A Baker from Goa ii) Coorg iii) Tea from Assam **Poems:** 7. The Trees 8. Fog **FOOTPRINTS WITHOUT FEET** 7: The Necklace	Students will be able • To appreciate the old methods of baking bread in Goa. • To respect traditions respect values, beliefs and customs of others • To know about the people, India's largest Tibetan settlements, main crop, sports activities and animals in Coorg. • To understand that the tea pluckers are different from other farm labourers. • To gain information of the various stages of growing tea. • To compare the natural forests to the artificial ones that man has created inside his house to suit the purpose. • To imagine the tree as a symbol of mankind • To understand change is unavoidable The Students will be able • To know that satisfaction leads to contentment which is a key to happiness.	RECITATION Exercises Reference to Context Question Answers Reference to Context MA-2 –Letter Writing You are Mukund/ Minaz. You have recently purchased a double door refrigerator. However, within a month the the fridge developed some problems. Write a letter of complaint to the Manager of the showroom asking for a replacement of the faulty refrigerator.	4 3 3 2 3

		• To understand that acceptance of mistake will make the life easier in contrast to hiding the truth and paying for it later/or ruining your inner peace	Reference to Context Question Answers Reference to Context	3
November	**FIRST FLIGHT** - 7: Madam Rides The Bus 8: The Sermon at Benaras 9: The Proposal	Students will be able: • To realise the lessons and experiences that travelling gives us • To enjoy lighthearted literature. • To get sensitised to the fact that death is the ultimate truth in the world. • To enable them use new words and phrases in their own language. • To help them know that nothing is permanent. • To make them appreciate the efforts of different writers and their style. • To make them aware of the Russian Wedding custom and culture • To develop a love for literature in students. • To introduce the students with life and works of Ogden Nash	Reference to Context Question Answers Reference to Context Exercises Reference to Context Question Answers Reference to Context Question Answers Portfolio-2 – Presentation of Classwork, Homework of Term 2 lessons will be assessed	4 3 4

	Poems: 9. The Tale of Custard the Dragon 10. For Anne Gregory	• To enable the students comprehend the poem locally and globally. • To infer the contextual meaning of the text. • To enable the students do a strengths and weaknesses study of their own personality.	Exercises Reference to Context Question Answers Reference to Context Question Answers	4 3
November	**FIRST FLIGHT**- A Letter to God, Nelson Mandela: Long Walk to freedom, Two Stories about Flying i)His First Flight; ii) Black Aeroplane}, From the Diary of Anne Frank, Glimpses of India, Mijbil the otter, Madam rides the bus, The sermon at Benares, The proposal **Poems:** Dust of Snow, Fire And Ice, A Tiger in the Zoo, The Ball Poem, How to tell Wild Animals, Amanda!, The trees, Fog, The Tale of Custard the Dragon, For Anne Gregory **FOOTPRINTS WITHOUT FEET-** A Triumph of Surgery, The Thief's Story, The Midnight Visitor, A Question of Trust, Footprints Without Feet, The Making of a Scientist, The Necklace **Grammar:** Integrated Grammar, Reported Speech-Statements, Questions, Commands and requests, Tenses, Modals, Subject Verb Agreement, Determiners **Writing-** Letter Writing, Analytical Paragraph			
December	**FOOTPRINTS WITHOUT FEET** - 8: Bholi 9: The Book that Saved the Earth	• To sensitize the students to the importance of education. • To explain the importance of emotional security and family support for children. • To indicate the need of love, encouragement and education for the disabled to fight against their odds • To introduce the concept of Aliens, Martians.	SE-2- ASSESSMENT OF LISTENING AND SPEAKING (TERMII) Debate on Education and related topics	3 4

		• To help the students think futuristically. Preboard-I		5
January	Revision (Whole syllabus) Preboard II (Whole syllabus)			
February	Board Exams(Whole syllabus)			
March	Board Exams(Whole syllabus)			

MIS INTERNATIONAL SCHOOL

Yearly Planner (2026-27)

Grade: 10 **Subject: Hindi**

Teacher's name : Dr. Jayashri Hampiholi

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**स्पर्श कविता**–१. कबीर की साखी **स्पर्श पाठ** – १.बडे भाई साहब	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। 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	कबीर जी के साहित्य की जानकारी एकत्रित करना । कबीर की साखियों को याद करना। शिक्षा रटंत विद्या नहीं	18

	(कहानी) **व्याकरण** – पदबंध,रचना के आधार पर वाक्य के भेद अपठित गद्यांश **अनुच्छेद लेखन**	ध्यान देंगे। अपठित गद्यांश के प्रश्नों के उत्तर लिखना। पदबंध की प्रक्रिया को समझना। अनुच्छेद लेखन की प्रक्रिया और प्रारूप को समझना।	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। अपठित गद्यांश के प्रश्नोत्तर लिखिए। दिए गए विषयों पर अनुच्छेद लिखिए।	
June	**स्पर्श पाठ –** २. डायरी का एक पन्ना **स्पर्श कविता**–२. मीरा के पद **व्याकरण** – समास	स्वयं डायरी लिखने की योग्यता का विकास। देशभक्ति की भावना का विकास। समाज में जीवन के प्रति स्वस्थ दृष्टिकोण का निर्माण करना। ईश्वर भक्ति में आस्था का निर्माण। श्रीकृष्ण की भक्ति का महत्व समझना।	भारतीय स्वतंत्रता संग्राम की जानकारी एकत्रित करना। दूसरे स्वाधीनता दिवस पर संक्षेप में एक लेख लिखिए। मीराबाई की जानकारी एकत्रित करना । मीराबाई के पदों का संग्रह करना। आपकी छोटी बहन/भाई छात्रावास में रहती/रहता	20

	अपठित पद्यांश **पत्र लेखन**		है। उसकी पढाई-लिखाई के संबंध में उसे एक पत्र लिखिए। समास के भेदों के 5-5 उदाहरण लिखिए।	
July	**स्पर्श कविता -** ३.मनुष्यता (कविता) **स्पर्श पाठ** -३. तताँरा-वामीरो कथा **व्याकरण**- रचना के आधार पर वाक्य रूपांतरण पठित गद्यांश पठित पद्यांश	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। 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।	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। भारत में प्रचलित किसी एक लोककथा का संग्रह करना। किसी एक लोककथा को कक्षा में सुनाना। रचना के आधार पर	23

	विज्ञापन लेखन	वर्तमान सामाजिक परिवेश के प्रति जागरुकता। विज्ञापन का लेखन करना।	वाक्य रूपांतरण कीजिए।	
August	**स्पर्श पाठ** –४ .अब कहाँ दूसरों के दुख से दुखी होनेवाले (निबंध) **स्पर्श कविता –** ४.पर्वत प्रदेश में पावस **संचयन**– 1. हरिहर काका **व्याकरण**– मुहावरे	तमाम जीवधारियों की रक्षा के लिए मनोभूमिका का निर्माण । पर्यावरण संवर्धन का कार्य करना। सभी को सुख–दुख में साथ देना। नए शब्द भंडार से परिचय। निसर्ग का चित्रण। प्रकृति के प्रति जागरुकता का निर्माण। निसर्ग और मनुष्य के संबंध एक दूसरे के लिए पूरक यह आकलन। बदलते परिवेश की जानकारी होगी। नैतिक मूल्यों से अवगत । स्वार्थ का त्याग करना।	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। वर्षा ऋतु पर लिखी गई अन्य कवियों की कविताओं का संग्रह कीजिए। बारिश,झरने,बादल,कोयल, पानी,पक्षी,सूरज,फूल,फल,ह रियाली आदि या कोई भी प्रकृति विषयक शब्द का प्रयोग करते हुए एक कविता लिखने का प्रयास कीजिए। मिथिलेश्वर की जानकारी एकत्रित करना। अपनी किसी शरारत को कक्षा में सुनाना।	24

	अपठित गद्यांश लघुकथा लेखन सूचना लेखन	लघुकथा का लेखन करना। मुहावरे का अर्थ समझना। निर्धारित विषय पर सूचना लेखन करना।	मुहावरे का अर्थ लिखकर वाक्य में प्रयोग कीजिए।	
September	Revision			21
October	**स्पर्श पाठ** –५ .पतझर में टूटी पत्तियाँ **स्पर्श कविता– ५. तोप** **संचयन पाठ – २ . सपनों के से दिन (कहानी)** **लेखन**– सूचना लेखन,	जीवन में आदर्श को अपनाना। आदर्श और व्यवहार का अंतर समझना। वर्तमान में जीना की प्रेरणा मिलेगी। ध्यान पद्धति की जानकारी। देशप्रेम की भावना का विकास। प्राचीन धरोहर को संभालना। लोक व्यवहार, नीति ज्ञान से छात्रों का परिचय कराना। अनुशासन का महत्व समझना। बचपन की खुशी का ज्ञान होकर प्रसन्नता और सकारात्मकता का निर्माण। पाठशाला का महत्व समझेगा। लेखन और वाचन कौशल का विकास।	गांधीजी के योगदान पर परियोजना कार्य । पाठ में वर्णित 'टी–सेरेमनी' का शब्द चित्र प्रस्तुत कीजिए। स्वतंत्र सेनानियों की जीवनी पढना। वीर क्रांतिकारियों की जानकारी एकत्रित कर कक्षा में सुनाइए। विवेकानंदजी के बचपन की जानकारी एकत्रित करना। अपनी किसी शरारत को कक्षा में सुनाना।	23

	पत्रलेखन **व्याकरण**– पदबंध, मुहावरे (पुनरावर्तन)	चिंतन–मनन द्वारा बौद्धिक क्षमता का विकास। निर्धारित विषय पर सूचना लेखन करना।		
November	**स्पर्श पाठ** –६. कारतूस (कहानी) **स्पर्श कविता**–६. कर चले हम फिदा **स्पर्श कविता**–७.आत्मत्राण	देशप्रेम की भावना को जागृत करना। हिम्मत और चलाखी का सही समय पर प्रयोग करना। स्वतंत्रता सेनानियों की जानकारी होना। 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। अनूदित कविताओं की जानकारी देना।	रॉबिनहूड के कारनामों के बारे में जानकारी हासिल करना । कुछ एकांकी और नाटकों की सूची तैयार करना । हकीकत इस फिल्म को कक्षा में दिखाइए। 'आजादी का अमृत महोत्सव' इस विषय पर निबंध लिखना। 'फिल्म का समाज पर प्रभाव ' विषय पर परिचर्चा। शांति निकेतन की जानकारी एकत्र कीजिए। 'गीतांजली' काव्य पढ़िए। 'नोबेल पुरस्कार' की	18

	व्याकरण– समास (पुनरावर्तन) **व्याकरण** – रचना के आधारपर वाक्य रुपांतरण (पुनरावर्तन)	स्वविश्वास और स्वनिर्णय क्षमता का विकास। चिंतन–मनन द्वारा बौद्धिक क्षमता का विकास।	जानकारी एकत्र कीजिए।	
December	**संचयन पाठ** – ३. टोपी शुक्ला **व्याकरण–** समास (पुनरावर्तन)	बच्चों के विकास को दर्शाना। सांप्रदायिक एकता और परस्पर सहयोग करना। अनुशासन से कार्य करने की प्रेरणा।	अपनी किसी शरारत को कक्षा में सुनाना। 'मेरा बचपन' इस विषय पर अनुच्छेद लिखिए।	19
January	Revision			23
February	Revision			22
March	Exam			11

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 10 **Subject - Marathi**

Subject Incharge's name: Ms. Vaishnavi Pandhare

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	१.तू बुद्धी दे	• या प्रार्थनेत सन्मार्ग, सन्मती आणि सत्संग याचे महत्व समजते.	• विद्यार्थ्यानकडून कविता ताला सुरात म्हणून घेतली.	20
	२.संतवाणी अंकला मी दास तुझा	• अभंगातील भावार्थ समजला पाहिजे. • विद्यार्थीना महाराष्ट्रातील संस्कृती, संत, अभंग याची जाणीव करून देणे. • अभंगातून परमेश्वर कृपेची याचना केली जाते.याची जाणीव करून देणे.	• कोणत्याही एका संता विषयी माहिती सांगून त्यांनी लिहिलेल्या एका अभंगाचे सादरीकरण करा. • संत नामदेवयांच्या साहित्यातील एक अभंग किंवा भारुड, सांगा.	
	• व्याकरण- नाम, सर्वनाम	• नाम, सर्वनाम व त्याचे प्रकार समजतात.	--	
	३.शाल	• 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.	• वस्तूच्या संदर्भातील तुमच्या असलेल्या आठवणी सांगा.	

June	४. उपास	• स्वतःचे विचार सुस्पष्टपणे मांडता येतात. • पाठ्यपुस्तक आणि त्याच्याशी संबंधित इतर साहित्यांतआलेल्या नैसर्गिक, सामाजिक आणि इतर संवेदनशीलमुद्द्यांना समजून घेऊन त्यावर चर्चा करतात.	• तुम्ही केलेला एखादा संकल्प व त्याची पूर्ती याबद्दल अनुभव सांगा.	20
	व्याकरण- विशेषण, क्रियापद	विशेषण व त्याचे प्रकार, क्रियापद, वाक्याचे प्रकार.	• चिट्ठीत आलेल्या विशेषणाचे वाक्य बनवून सांगा.	
July	५.दोन दिवस	• जीवनात येणारी सुख, दुख गोड मानून आनंदाने जगावे.	• कवी नारायण सुर्वे यांची कविता सांगा .	22
	व्याकरण	वचन, लिंग, जोडशब्द, अव्यय,	जोड्या लावा.	
August	मोठे होत असलेल्या मुलानो (स्थुलवाचन)	• कोणतेही काम कमी दर्जाचे नसते. कष्टाचे महत्व समजून सांगणे	• तुम्ही केलेल्या कामा विषयी माहिती लिहा.	22
	६.चुडीवाला	• विद्यार्थीना समाजाकडून उपेक्षित व कुष्ठरोगी लोकांच्या आयुष्यावर प्रकाश टाकणे. • जुने ते सोने या संकल्पना ची माहिती मुलांना सांगता आली. • स्वतःचे विचार सुस्पष्टपणे मांडता येतात.	• एका समाजसेवकाची माहिती लिहा.	
	७.फुटप्रिंटस	• विद्यार्थीना कोणतेही काम कमी दर्जाचे नसते हे समजले पाहिजे • कष्टाचे महत्व समजले पाहिजे,	• पर्यावरण संवर्धनासाठी तुमच्या आयुष्यात काय बदल कराल या विषयी लिहा.	

	व्याकरण	समास,काळ,निबंधलेखन, पत्रलेखन, कथालेखन		
September	सराव			19
	८. उर्जाशक्ती चा जागर	• 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 हजपणे,कल्पकतेने, प्रभावीपणे आणि व्यवस्थितपणे लेखन करू शकतील	• **SEA** - कोणत्याही दोन भारतीय वैज्ञानिकांची नावे व त्यांच्या शोध कार्याची सचित्र माहिती लिहा. उदा. सी. व्ही. रमन (रामन इफेक्ट), जगदीश चंद्र बोस (वनस्पती जीवशास्त्र), विक्रम साराभाई (भारतीय अंतराळ कार्यक्रम), आणि एपीजे अब्दुल कलाम (क्षेपणास्त्र तंत्रज्ञान). • शिक्षकांशी संबंधित असलेल्या तुमच्या आठवणी सांगा.	
October	९. औक्षण	• औक्षण करताना मनात येणाऱ्या विविध भावनांचे वर्णन करणे.	• कविता तालासुरात म्हणून घेतली.	18
	१०. रंग साहित्याचे	• विविध साहित्यप्रकारांचा परिचय करणे. • वाचलेल्या, लिहिलेल्या, ऐकलेल्या, पाहिलेल्या, समजलेल्या भाषेचा	• **ASL-** डिजिटल युगातील साहित्याचे भविष्य यावर आधारित वाद विवाद तयार करा.	

		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	**1.** पक्ष: डिजिटल क्रांती साहित्यासाठी वरदान आहे **2.** विपक्ष: डिजिटल क्रांती साहित्यासाठी शाप आहे	
	१५. खरा नागरिक	• प्रसंगावधानामुळे अनेकांचे जीव वाचवू शकतो. याची जाणीव होणे. • इच्छासक्तीच्या जोरावर यशस्वी होणे ही भावना मनात रुजवणे.	• तुमची दिनचर्या लिहा.	
November	१६. स्वप्न करू साकार	• कृषीसंस्कृती, श्रम प्रतिष्ठा एकजुटीचे सामर्थ्य या मूल्याचे महत्व मनात रुजवणे. • नवीन तसेच कठीण शब्दाचे अर्थ समजणे व वाक्यात उपयोग करणे. • विविध बोली भाषा लक्षपूर्वक व समजपूर्वक ऐकतात.	• कविता तालासुरात म्हणून घेतली.	19
	• व्युत्पत्ती कोश (स्थूलवाचन)	• व्युत्पत्ती ची ओळख होते.	• व्युत्पत्ती याचा उपयोग करून तुमच्या नावचा अर्थ शोधा.	
	सराव	कथालेखन, निबंधलेखन, पत्रलेखन,		

December	Revision	
January	Revision+ Sample Papers + Pre-Boards	
February	CBSE Board Examination	

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: X **Subject**: German

Subject Incharge's name: Ms. Meetali Berry

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	L6: Magst du grüne Bohnen!	• Children will be able to make sentences with "ob." • Children will be able to present a topic. • State advantages and disadvantages. • Children will be able to conclude presentation. • To thank everybody for their interests.	• Make sentences with ob. • Make sentences with adjectives in nominative and accusative case without article	20
June	L7:Die App die Dieb findet	• Children will know the past tense of verbs.	• Make sentences in the past tense. • Children will make a chart of their room and tell the directions.	20
July	L7:Die App die Dieb findet	• Children will be able to ask for directions and describe the route • Children will know relative clause: relative pronoun with prepositions. • Children will know degrees of adjectives:	• Children will make sentences with "um", "über", gegenüber. • Children will make a chart explaining	15

	Revision PT1 syllabus **L6 & L7 (präteritum)**	comparative and superlative	comparative and superlative degrees	
August	L8:Einfach sprache lernen	• Children will be able to talk about limitations • Children will be able to talk about one's own experience with foreign language	• .Children will make sentences with obwohl and weil • Children will be able to read and solve questions related to them	20
September	Revision **HY SYLLABUS** **L6, L7 & L8**			
October	L9: Deine Hilfe zählt	• Children will be able to make sentences with relative pronoun "wo – was" • Children will be able to make sentences with clause of time: "als"	• Children narrate about one's own life • Children will be able to speculate and state the order of events.	20
November	PT2 Revision (Whole syllabus)			
December	Preboard- I(Whole syllabus)			
January	Preboard- II (Whole syllabus) Revision			

February	Board Examinations			
March	Board Examinations			

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: 10 **Subject** - SST 1

Subject Incharge: Debjani Debsarma

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**Democratic Politics** **CH-1 Power Sharing** **History** **Ch. 1:The Rise of Nationalism in Europe**	• Students will be able to : understand and familiarize with the centrality of power sharing in a democracy. • Understand the working of spatial and social power sharing mechanisms. • Students will critically think about how the advent of the idea of nation. • Students will develop citizenship through understanding the contribution of the common mass in the emergency of nation state. • Students would be able to enhance their creativity by reflecting on how could the common mass of people contribute to the growth of nationalism. • Students would be able to enhance their communication skills by debating on how common mass of people contribute to the growth of nationalism and patriotism	Poster making Group Discussion	10 15
June	**History** **Ch-2 Nationalism in India**	• To understand the economic and social situations created by the first world war critically examine the impact of the Rowlatt Act and empathize with the Jallianwala Bagh massacre, significance of Salt Satyagraha and Gandhi-Irwin pact. Analyze the various interpretation of Swaraj by different sections of the population.	Peer comparing	10 15

July	**Democratic Politics** **Ch-2 Federalism** **History** **Ch-3 The Making of a Global World** **Subtopic 1 to 1.3**	• Students will be able: • To Define Federalism • Enumerate the key features of federalism • Differentiate between coming together and holding together federations. • Outline the process and analyze the need of decentralization in India • Students will able to • Analyse the factors which led to globalization • Understand the importance of silk route • Examine the role of technology • Analyse the impact of the first World war on the World.	Fill in the blanks on the basis of the chapter	8 15
August	**Democratic Politics** Ch-4 **Gender, Religion and Caste**	• Students will be able to get the knowledge of gender, religion and caste. • Students understand how gender, religion and caste responds to social differences.	Make a poster how Women in comparison with men from1950 to 2011	
September	Half-Year Exam	History Ch-1 , 2 and 3 Democratic Politics: Ch-1,2 and 4		15
October	History **Ch-5 Print Culture and the Modern World.** Democratic Politics Ch-6 **Political Parties**	Students will be able to • Identify different techniques incorporated to create printed materials like Accordion books. • Describe the process of invention of printing press by Gutenberg in Germany • Collaboratively work and apply knowledge to conclude the role of print in the freedom struggle of India. Students will able to understand: • Meaning of Political Parties • Necessity of the Political Parties	Make a poster of Political Party Symbols	9

November	Democratic Politics Ch-**7Outcomes of Democracy**	• Students will able to understand • Importance of democracy and about its various outcomes • Expect democracy to be accountable , responsive, and legitimate • Analyse the role of democracy in the economic growth and development	Debate	10
December	Pre board Exam			
January	Pre board Exam			
February	Board Exam			
March	Board Exam			

MIS INTERNATIONAL SCHOOL, Balewadi

Yearly Planner (2026-2027)

Grade: 9 Subject: Coding

Python Image Processing -1 Teacher name: Ms. Sonali Mandlik

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Introduction To Image Processing	The student will • Understand what image processing is and where it is used in real life. • Identify different types of digital images (grayscale, RGB, etc.). • Explain how images are made using pixels. • Describe basic image properties such as resolution, size, and color.	Session 1 Introduction of Python	2
June	Understanding Digital Images	• Define what a digital image is? • Pixel Values in Different Color Modes • What is a Grayscale Image? • Explain how digital images are made up of pixels. • Identify the difference between bitmap (raster) and vector images. • Understand image properties such as resolution, width, height, and file size.	Session 2 Drawing Basic Shapes (Variables and Datatypes)	2
July	Loading and Displaying Images	• Understand what OpenCV is and its role in image processing. • Identify the purpose of using OpenCV library in Python. • Write the correct syntax to import OpenCV (import cv2). • Execute a simple Python program using the OpenCV library. • Understand the need for libraries/modules in Python.	Session 3 • Display the Image. • Waiting for a Key Press	2

August	Loading and Displaying Images	• What is a Color Model? • Understand how images are loaded using an image processing library. • Write the basic syntax to load an image in Python using OpenCV. • Display an image in a window using appropriate functions. • Identify the difference between loading and displaying an image.	Session 4 • Types of Color Models • Grayscale – Black & White Image Representation • Python Code using OpenCV and Matplotlib to convert a color image to grayscale and visualize the individual color channels (Red, Green, Blue) separately.	2
August	Image Manipulation - Brightness & Contrast	By the end of the lesson, students will be able to: • Understand the meaning of brightness and contrast in digital images. • Identify the difference between brightness adjustment and contrast adjustment. • Explain how brightness affects the lightness or darkness of an image. • Explain how contrast affects the difference between light and dark areas. • Apply basic techniques to increase or decrease brightness of an image. • Adjust contrast to improve image clarity.	Session 5 Adjust Brightness & Contrast	2
September		Half-yearly exam		
October	Applying Filters	By the end of the lesson, students will be able to: • Understand what image filters are and why they are used. • Identify different types of filters such as blur, sharpen, grayscale, and edge detection. • Explain how filters help in enhancing or modifying images. • Apply a basic blur filter to an image. • Apply grayscale conversion using an image processing tool.	Session 6 1. Blurring (Gaussian Blur)	2

October	Drawing on Images	By the end of the lesson, students will be able to: • Understand the concept of drawing on digital images. • Identify different drawing elements such as lines, rectangles, circles, and text. • Use basic OpenCV functions to draw shapes on an image. • Draw a line on an image using coordinates. • Create rectangles and circles on an image.	Session 7 • Load an Image and draw shape	2
	Resizing & Cropping Images	By the end of the lesson, students will be able to: • Understand the difference between resizing and cropping an image. • Explain why resizing and cropping are used in image processing. • Resize an image by changing width and height. • Maintain aspect ratio while resizing an image. Crop a specific portion of an image using coordinates.	Session 9 • Edit a family photo: Resize it for a birthday card and crop to focus on a person…	
November	Adding Text to Images	By the end of the lesson, students will be able to: • Understand the purpose of adding text to digital images. • Use basic OpenCV functions to insert text on an image. • Specify the position (x, y coordinates) for placing text. • Change font style, size, and thickness of the text. • Apply different text colors on images. • Add labels, titles, or captions to images.	Session 8 • Write a Python script to add text annotations to an image with different font styles.	2

December	Basic Image Transformations	By the end of the lesson, students will be able to: • Understand the concept of image transformation. • Identify different types of transformations such as rotation, flipping, and scaling. • Rotate an image by a specified angle. • Flip an image horizontally and vertically. • Scale an image to increase or decrease its size.	Session10 : • Write a script to rotate, flip, and apply transformations to an image.	2
January	Combining Multiple Operations	By the end of the lesson, students will be able to: • Understand the concept of combining multiple image processing operations. • Apply more than one operation on a single image step-by-step. • Combine operations such as resize, crop, and rotate. • Apply filters and brightness/contrast adjustments together.	Session 11 • Script to Combine Grayscale, Resize, and Add Text	2
February		Annual exam	Annual exam	

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-2027)

Grade: 10 Subject: Artificial intelligence (417) (Skill Subject)

Teacher's name: Ms. Sonali Mandlik

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**(Part B)** **Unit 7: Advance Python**	After studying this chapter, students will be able to: • Understand to work with Jupyter Notebook, creating virtual environments, installing python Packages. • Understand Python concepts, applications, Revise Python basics (variables, loops, functions). • Define and use functions; Create and import modules • Able to use Python built in functions and libraries.	• Python coding exercises on basic syntax • Practice based Questions • Installing Jupyter Notebook	16
	(Part A) **Unit 3:** **Information and Communication Technology Skills-II**	After studying this chapter, students will be able to: • Distinguish between different operating systems. • Work with files and folders. • Apply basic skills for care and maintenance of a computer. • Students demonstrate distinguish between different operating systems. • Students can apply basic skills for care and maintenance of computer.	• Identification of taskbar, icons, menu, etc. • 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	

June	**(Part B)** **Unit 3:** **EVALUATING MODELS :** • Importance of Model Evaluation • Splitting the training set data for Evaluation • Accuracy and Error • Evaluation metrics for classification	After studying this chapter, students will be able to create : • Confusion Matrix • Evaluation Score Calculation • Understand the need for evaluating AI models • Learn the concept of overfitting and underfitting. • Understand the train-test split method • learn about the different types of evaluation techniques in Ai such as accuracy, Precision, Recall and F1 score and their significance	**Session:** Introduction to Model Evaluation **Session & Activity:** Build a Confusion Matrix from Real Data **Session:** Understanding Accuracy, Precision, Recall & F1 Score **Activity:** • Practice Evaluation • Metric Match Challenge • AI Weather Predictor Simulation • Calculate the accuracy of the classifier model	16
June	**(Part B)** **Unit 4:** 1. Statistical data • Introduction and No code AI tool 2. statistical data use case Walkthrough	After studying this chapter, students will be able to: • Define the concept of statistical data and understand its application in various. • define no code and low code AI identified the differences between code and no code AI concerning Statistical data • Relate AI project stages to the stages of No-Code AI projects able to use No-Code Tool Orange Data Mining • To perform data exploration Modelling and evaluation with orange data mining	**Session: No code AI tool** • Introduction to data science and its application • Meaning of Na-Coda AI • No-Code and Low Code **Orange data mining tool:** https://orangedatamining.com/download/ **Session:** • important concepts in Statistics • Orange data mining • AI progress cycle in orange deta mining **Activity:** MS Excel for Statistical Analysis • Case study using Orange Data mining (Palmer penguins)	10

June /July	**(Part : B)** • **Unit 1: Revising AI Project Cycle and Ethical Frameworks for AI** • Introduction to AI • Ethical frameworks of AI	After studying this chapter, students will be able to: **AI PROJECT CYCLE :** Understand the stages involved in the AI project cycle, such as problem scoping, data collection, data exploration, modeling, evaluation. • Understand the concept of AI domains and the illustration of practical application within each AI domain • learn about the ethical Framework for AI and its category	**Session:** Revising AI project Cycle **Session:** The three domains of AI and their applications **Session:** Frameworks, Ethical Framework and need of ethical frameworks for AI **Activity:** My goodness https://www.my-goodness.net/ **Session:** Bioethics and a case study in bioethics	12

July	**(Part : B)** **UNIT 2:** **Advance Concepts of Modeling in AI :** • Revisiting AI, ML, DL Session: Differentiate between AI, ML, and DL • Modeling • Artificial Neural Networks	After studying this chapter, students will be able to: • Understand AI, ML and DL • Familiarize with supervised, unsupervised and reinforcement learning based approach • Understand subcategories of Supervised, Unsupervised and deep learning models. • Understand Neural Networks • Understand how AI makes a decision.	**Session:** Differentiate between AI, ML, and DL Session: Common terminologies used with data. **Session:** Types of AI Models: Rule Based Approach, Learning Based Approach **Session:** Categories of Machine learning based models: Supervised Learning https://teachablemachine.withgoogle.com/ , Unsupervised Learning https://experiments.withgoogle.com/ai/drummachine/view/ Reinforcement Learning **Session:** Subcategories of Supervised Learning Model: Classification Model, Regression Model **Session:** Subcategories of Unsupervised Learning Model: Clustering, Association **Session:** Subcategories of Deep Learning: Artificial Neural networks (ANN), Convolutional Neural Network (CNN) **Session:** What is Neural Network? **Session:** How does AI make a Decision? **Activity:** Human Neural Network – The Game Suggested Neural Network **Activity:** https://playground.tensorflow.org/ **Sessions:** • Methods of communication A. Verbal B. Non-verbal C. Visual 1. Communication cycle and importance of feedback	16

	(Part A) **Unit 1: Communication Skills-II**	After studying this chapter, students will be able to: Demonstrate knowledge of various methods of Communication. • Provide descriptive and specific feedback • Apply measures to overcome barriers in Communication • Apply principles of communication • Demonstrate basic writing skills	2. Meaning and importance of feedback 3. Descriptive feedback – written comments or conversations 4. Specific and nonspecific feedback. • 1. Barriers to effective Communication –types and factors 2. Measures to overcome barriers in effective Communication. 1. Principles of effective communication 2.Cs of effective communication **Activity:** Writing pros and cons of written, verbal and nonverbal communication. • Enlisting barriers to effective communication 2. Applying measures to overcome barriers in communication 1. Constructing sentences that convey all facts required by the receiver 2. Expressing in a manner that shows respect to the receiver of the message. 3. Exercises and games on applying 7Cs of effective communication.	5
August	**(Part A)** **Unit 2:** **Self-Management**	After studying this chapter, students will	**Session:** Meaning and importance of stress management 2. Stress management techniques – physical exercise, yoga, meditation 3. Enjoying, going to vacations and holidays with family and friends 4. Taking nature walks	10

	Skills -II	be able to: • Apply stress management techniques • Demonstrate the ability to work independently	**Session:** 1. Importance of the ability to work independently 2. Describe the types of self awareness 3. Describe the meaning of self-motivation and self- regulation **Activity:** Exercises on stress management techniques – yoga, meditation, physical exercises 2. Preparing a write-up on an essay on experiences during a holiday trip	
September	Half yearly Exam			
October	(**Part : B)** **UNIT 5: COMPUTER VISION** Introduction Concepts of Computer Vision	After studying this chapter, students will be able to: • Define the concept of Computer Vision and understand its applications in various fields. • List the characteristics of successful Entrepreneur. • Understand the basic concepts of image representation, • feature extraction, object detection, and segmentation.	**Session:** Introduction to Computer Vision **Session:** Applications of CV **Session:** Understanding CV Concepts ● Computer Vision Tasks ● Basics of Images-Pixel, Resolution, Pixel value ● Grayscale and RGB images **Activities:** ● Game- Emoji Scavenger Hunt https://emojiscavengerhunt.withgoogle.com ● RGB Calculator: https://www.w3schools.com/colors/colors_r Create your own convolutions:	16

			http://setosa.io/ev/image-kernels/ • Create your own convolutions: http://setosa.io/ev/image-kernels/ Introduction to Lobe: https://www.lobe.ai/ Teachable Machine: https://teachablemachine.withgoogle.com/ ● Activity: Build a Smart Sorter Orange Data Mining Tool: https://orangedatamining.com/download/ Activity: Build a real-world Classification Model: Coral Bleaching (Use Case Walkthrough) ● Link to the steps involved in project development and dataset: https://drive.google.com/drive/folders/1ppJ4
	No-Code AI Tools • Convolution Neural Network **(Part A)**	To demonstrate proficiency in using no-code AI tools for computer vision projects. To deploy models, fine-tune parameters, and interpret results. Skills acquired include data preprocessing, model selection, and project deployment. Understand the basic architecture of a CNN and its applications in computer vision and image recognition. After studying this chapter, students will be able to understand the following concept: 1. Entrepreneurship and society 2. Qualities and functions of an	Session: Introduction to CNN Session: Understanding CNN ● Kernel ● Layers of CNN Activity: Testing CNN **Activity:** 1. Writing a note on Entrepreneurship as career option 2. Collecting success stories of first generation and local entrepreneurs

	Unit 4: Entrepreneurial Skills-II • List the characteristics of successful entrepren **(Part A)** **Unit 5: Green Skills-II**	Entrepreneur. 3. Role and importance of an Entrepreneur. 4. Myth about entrepreneurship 5. Entrepreneurship as a career option. Demonstrate the knowledge of importance, problems and solutions related to sustainable development.	3. Listing the entrepreneurial qualities analysis of strength and weaknesses 4. Group discussion of self- qualities 5. that students feel are needed to become successful entrepreneur 6. Collect information and related data for a business 7. Make a plan in team for setting up a business. **Activity:** 1. Identify the problem related to sustainable development in the community. 2. Group discussion on the importance of respecting and conserving indigenous knowledge and cultural heritage 3. Discussion on the responsibilities and benefits of environmental citizenship, including the conservation and protection of environmental values. 4. Preparing models on rain water harvestin vermin compost, solar energy, solar cooker etc.	10 10
November	**Part B** **UNIT 6: NATURAL LANGUAGE PROCESSING** • Introduction	After studying this chapter, students will be able to understand • Comprehend the complexities of natural languages. and elaborate on the need for NLP techniques for	**Session:** Features of natural languages. **Session:** Introduction to Natural Language Processing.	16

	• Applications of Natural Language Processing Stages of Natural Language Processing (NLP) Chatbots Concepts of Natural Language Processing: Text Processing	machines to understand various natural languages effectively. • Explore the various applications of NLP in everyday life, such as, voice assistants, auto generated captions, language translation, sentiment analysis, text classification and keyword extraction. Understand the concepts like lexicon, syntax, semantics, and logical analysis of input text. • Understand the concept of chatbot and the differences between smartbots and script bots. Learn about the Text Normalization technique used in NLP and the popular NLP model - Bag-of-Words	**Session:** Various real-life applications of NLP **Activity:** Keyword Extraction https://cloud.google.com/natural-language **Session:** Explore the various stages of NLP that involve in understanding and processing human language. **Activity:** Play with chatbots Elizabot - https://www.masswerk.at/elizabot/ Mitsuki – https://www.kuki.ai/ Cleverbot - https://www.cleverbot.com/ Singtel - https://www.singtel.com/personal/ support Session: Script Bot V/s Smart Bot **Session:** Text Processing ● Text Normalisation ● Bag of Words Hands-on: Text processing ● Data Processing ● Bag of Words ● TFIDF	

December	Revision and Exam	16
January	Revision and Exam	16
February	Revision and Exam	16
March	Annual Exam	

MIS INTERNATIONAL SCHOOL

Yearly Planner (2026-27)

Grade: X **Subject: Mathematics**

Teacher's name: Shweta Mishra

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	1.Real Numbers	• Application of fundamental theorem of arithmetic to find lowest common • Multiple (LCM) and highest common factor (HCF) of two or more numbers. • Irrationality of numbers, decimal expansion of rational and irrational numbers • Fundamental theorem of arithmetic in order to apply them to solve problems related to real life contexts.	`	7
	2. Polynomials	• Graphical representation of the zeroes of a polynomial , Formation of quadratic • polynomial when sum and product of its zeroes is given, Zeroes and coefficients and their relationship, • Mathematical operation division of polynomials. • Uses Algebraic and Graphical method of finding zeroes of a polynomial in order to establish a relationship between zeroes and the coefficients.	• **Lab Act** - To draw the graph of a quadratic polynomial.	10
	3. Pair of Linear Equations in Two Variables	• To learn to plot two equations on graph. • Formulate the given situation as a pair of linear equations and hence find their solution		5
June	3.Pair of Linear Equations in Two Variables **(Continued)**	• To analyze graph • Uses graphical and other methods in order to find solutions of pairs of linear equations in two variables.	• **Lab Act** - To draw the graph of the pair of linear equations in two variables.	5

	4.Quadratic Equations	• 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. a) Prime Factorization b) Quadratic Formula • 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	• **Lab Act** -To find the solution of a quadratic equation geometrically.	15
July	5. Arithmetic Progressions	• Recognize the patterns in a given series. • Understand the term 'common difference 'and its importance in an A.P.		3
	5.Arithmetic Progressions **(Continued)**	• 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 the formula and calculate the sum up to n terms of an A.P. • Develops strategies in order to apply the concept of AP to daily life situations.	• **Lab Act** – To verify the formula $a_n = a + (n-1)d$ for $n\ th$ term of an A P.	7
	6.Triangles	• 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	• **Lab Act** – a) To verify Basic Proportionality Theorem (Thales Theorem). To find the height of the tree / pole by using the properties of Similar Triangles.	12

		properties for similarity of two triangles.		
	7.Co-ordinate Geometry	• 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	.	5
August	7.Co-ordinate Geometry	• 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	• Lab Act – To verify Distance Formula by Graphical Method.	8
	8. Introduction to Trigonometry	• 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.		15
September	Half Yearly Exam			
	9. Applications of Trigonometry	• 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		10

		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.		
October	10. Circles	• 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.	**Lab Act** – a) To find the number of tangents from a point to a circle. b) To verify that lengths of tangents from an external point to a circle are equal.	8
	15. Probability	• 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.	MCQs / Google Quiz Lab Act – To find Experimental Probability of each outcome of a Die when it is thrown for a large number of times.	5
	12. Areas Related to Circles	• 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,		10

		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 establish 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.		
November	13. Surface Areas and Volumes	• Visualizes objects in surrounding as a combination of different solids like a) cylinder and a cone, cylinder and a hemisphere, combination of different cubes etc. in order to find their surface areas and volumes.	• **Lab Act** – To compare the volumes of a right circular cylinder and a right circular cone of same base radii and same height.	10
	14. Statistics	• 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	• Raw data collection, grouping, analysing and interpretation • Lab Act – To draw Less than type and More than type Ogive for the given data.	8
December	Revision + Pre-Boards			
January	Revision + Pre-Boards +Sample Papers			
February	Boards			
March	CBSE Board Examination			

Note: Term-1 : Ch-1,2,3,6,7,8,12,15

Term-2 : 4,5,9,10,11,13,14

MIS INTERNATIONAL SCHOOL

Yearly Planner (2026 -27)

Grade: X

Subject: Science

Teacher's name: Ms. Ashwini / Ms. Minal / Ms. Snehal

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Chapter 1 - Chemical reactions and equations	**Learners will be able to-** • 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.	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.	10
	Chapter 6 - Life processes	• Differentiate materials/ objects / organisms / phenomena/processes. • Plan and conducts investigations/ experiments to arrive at and verify the facts/ principles/phenomena or to seek answers to queries on their own. • Explain processes and phenomena with causes/ effects. • Draw labeled diagrams /flow charts/concept	Experimentally show that carbon dioxide is given out during respiration.	8

		map /graphs. • Exhibit creativity in designing models using eco-friendly resources.		
June	Chapter 9 - Light-reflection and Refraction	• Plan and conduct investigations/ experiments to arrive at and verify the facts / principles/phenomena or to seek answers to queries on their own. • Explain processes and phenomena with causes/ effects. • Calculate using the data given. • Use scientific conventions / symbols • Measure physical quantities using appropriate apparatus/ instruments/ devices /equations to represent various quantities/ elements / units. • Derive formulae/ equations/laws. • Apply scientific concepts in daily life and solve problems.	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.	10
	Chapter 2 – Acids bases and Salts	• Differentiate and classify materials/ objects / organisms / phenomena/ processes. • Plan and conduct investigations/ experiments to arrive at and verify the facts/ principles/ phenomena or to seek answers to queries on their own. • Relate processes and phenomena with causes/effects. • Explain processes and phenomena with causes/ effects. • Analyse and interpret data /graph /figure • Measure physical quantities using appropriate apparatus/ instruments/devices.	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	8

			c) Solid sodium carbonate	
	Chapter 7 – Control and Coordination	• 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.	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.	10
July	Chapter 10 –Human Eye and colorful world	• Explain processes and phenomena with causes/ effects. • Calculate using the data given. • Use scientific conventions / symbols • Measure physical quantities using appropriate apparatus/ instruments/ devices /equations to represent various quantities/ elements / units. • Derive formulae/ equations/laws. • Apply scientific concepts in daily life and solve problems.	Dispersion of white light through prism Tyndall Effect activity	8
	Chapter 8 - How do organisms reproduce?	• Relate processes and phenomena with causes/effects. • Explain processes and phenomena with causes/ effects. • Draw labeled diagrams /flow charts/ concept map /graphs. • Apply scientific concepts in daily life and solving problems. • Draws conclusion.	Separating the various parts of any 5 flowers displaying and comparing them. Growing some plants by vegetative propagation.	10

August	Chapter 9 - Heredity	• Explain processes and phenomena with causes/ effects. • Draw labeled diagrams /flow charts/concept map /graphs. • Draw conclusion. • Take initiative to know about scientific discoveries/inventions.	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)	6
September	Chapter 3 – Metals and non-metals	• Classify materials/ objects / organisms /phenomena /processes. • Explain processes and phenomena with causes/ effects. • Draw labeled diagrams /flow charts/concept map /graphs. • Analyse and interpret graphs/ figures.	A. Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions: (i) ZnSO4(aq) (ii) FeSO4(aq) (iii)CuSO4(aq) (iv)Al2 (SO4)3(aq) B. Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.	4
	Chapter 12 - Electricity	• Plan and conduct investigations/ experiments to arrive at and verify the facts/ principles/phenomena or to seek answers to queries on their own • Explain processes and phenomena with causes/ effects • Draw labeled diagrams /flow charts /concept map /graphs • Relate processes and phenomena with causes/effects • Analyze and interpret graphs/ figures, • Calculate using the data given • Use scientific conventions / symbols /equations to represent various quantities/ elements / units.	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	4

		• Derive formulae/ equations.		
	Chapter 15 - Our environment	• Apply learning in hypothetical situation. • Apply scientific concepts in daily life and solving problems. • Differentiates and classifies materials/ objects / organisms / phenomena/ processes. • Make efforts to conserve environment realizing the interdependency and interrelationship in the biotic and abiotic factors of environment.	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.	3
October	Chapter 4 – Carbon and its compounds	• Differentiate and classify materials/ objects / organisms / phenomena/ processes. • Plan and conduct investigations/ experiments to arrive at and verify the facts/ principles/phenomena or to seek answers to queries on their own. • Draw labeled diagrams /flow charts/concept map /graphs. • Use scientific conventions / symbols /equations to represent various quantities/ elements / units. • Derive formulae/ equation.	Identify and name the functional groups present in the given compounds.	10
	Chapter 13 - Magnetic effect of electric current	• Relate processes and phenomena with causes/effects. • Explain processes and phenomena with causes/ effects. • Use scientific conventions / symbols /equations to represent various quantities/ elements / units. • Derive formulae/ equation. • Take initiative to know about scientific discoveries/ inventions.	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.	

		• Classify materials/ objects / organisms /phenomena /processes. • Exhibit creativity in designing models using eco-friendly resources.		
November				
	PT 2			4
December	Revision			
January	Pre-Boards			
February	Sample Papers Discussion			
March	CBSE BOARD EXAMINATION			

MIS INTERNATIONAL SCHOOL, BALEWADI
Yearly Planner (2026-27)

Grade:10 Subject: SST-2

Teacher's name: Neerja Wahi

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**Geography** Ch. 1: Resources and Development **Economics** Ch.1: Development	• To make the learners understand the value of resources. • To make the learners understand the need for their judicious utilization and conservation. • Students will be able to familiarize with concepts of macroeconomics. • To understand the rationale for overall human development in our country, which includes the rise of income, improvements in health and education rather than income.	• Group discussion Conservation of various resources in school Compare the nutritional level of people in Maharashtra and any other state of your choice.	5 5

June	**Geography** Ch-2 Forest and Wildlife resources. **Economics** Ch-2 Sectors of India Economy.	Students will be able : To understand the importance of biodiversity with regard to flora and fauna in India. Students will be able: To analyse the importance of conservation of forests and wildlife. To understand the major employment generating sectors. Students will be able to reason out the government investment in different sectors of the economy.	Poster making Chipko movement Group Discussion 3 sectors in Indian economy	5 5
July	**Geography** Ch-3 Water Resources Economics Ch 3 Money and Credit	Students will be able: To comprehend the importance of water as a resource. The students will develop awareness towards its judicious use and conservation. Learners will understand money as an economic concept. Students will be able to understand the role of financial institutions from the point of view of day-to-day life.	Collect information on how industries are polluting our water resources Activity on pg 47. Economics TB.	5 5

	PT1 exams. Geography Ch. 1: Resources and Development Economics Ch. 1: Development			
August	**Geography** Ch: 4 Agriculture Economics Ch:4 Globalisation and the Indian Economy	Students will be able to understand the importance of agriculture in Indian economy. Learners will be able to identify the various types of farming methods. Students will be able to understand the production across the country. Learners will be able to explain the working of the Global Eco.phenomenon	Group discussion on the necessity of literacy among farmers. Debate Companies should have flexible policies .	5 5
September	**Half Yearly Exams** Geography: Ls-1 Resources and Development, Ls-2 Forest and Wildlife Resources, Ls-3 Water Resources. Economics: Ls-1 Development, Ls-2 Sectors of Indian economy.			
October	**Geography** Ch: 5 Minerals and Energy Resources **Economics** Ch 5 Consumer rights.	Students will be able to understand the different types of minerals and energy resources and places of their availability. Students will feel the need for their judicious utilization. Learners will get familiarized with the rights and duties as a consumer. Learners will learn about the legal measures available to protect from being exploited in markets.	Collect information about newly established solar power plants in India Prepare posters with catchy slogans.	5 5
November	**Geography** Ch: 6 Manufacturing Industries	The students will understand the importance of industries in the national economy	Select any one agro-based and one material based industry (District) and write information about it	5

	Geography Ch 7 Lifelines of National Economy	The learners will understand the role of trade and tourism in the economic development of a country.	On the map show important tourist places of your state.	5
	Revision			
January	Revision			
February	Revision			
March	Annual Exams			

MIS INTERNATIONAL SCHOOL

Yearly Planner (2026-27)

Grade: 12 **Subject** - English

Subject Incharge's name: Ms. Shreelekha Chitnis

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	**The Last Lesson**	comprehend the story. understand, enjoy and appreciate a wide range of text (different genre) understand the meaning and usage of phrases and statements To recognize the figures of speech used in the poem. To empathize with the poet's dilemma. To empathize with the feelings of guilt, pain and the poet's longing for her mother.	How would you react when you come to know that your mother tongue is snatched from you? □ Would you repent for not being sincere towards learning your mother tongue? Why/ Why not?	4
	My mother at sixty six	Comprehend an effective Poster making as a tool of Visual Communication 1.To enable the pupil to have global and local comprehension of the text 2. To help the students to understand the text and interpret the text in their own language 3. To help the students to be able to understand the importance of four skills, reading, writing, speaking and listening	The teacher presents a collage of a mother-daughter bonding. As a pre- reading session, the facilitator elicits responses from students, where they speak of their relationship with their mother and what their mother means to them.	4
April	**Poster Making**			
	Lost Spring			

		comprehend the story. Understand the theme of the prose - stress and anxiety of the modern world - the difficulty the protagonist has in coping - with that reality and his tendency to escape - sequence events	1. Problem solving for solving societal problems (Corruption). 2. Image based question-answering method. (Migrant labourers, rag-pickers and bangle makers).	
	The Third Level **The Tiger King**	Understand the theme of the prose - appreciate Kalki's vividly descriptive style of writing. -find out about sin and its retribution. -analyse the eco-friendly theme in the lesson Infer the meaning from the chapter · Psychological analysis of fear. · Understand the message that lesson wants to convey. The poet wants to convey that stillness is necessary for reflection and quiet introspection. We can hear the voice of our conscience and thus withdraw ourselves from undesirable actions and	They would be told – about the writer The significance of the topic that they would be studying. (Collaborative, Communication, Critical thinking) Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. How could you modify the plot to give a different ending to the story?(mocking at the	

June	**DEEP WATER** **Keeping Quiet**	contribute to create a society of peace and mutual understanding.	irrationality of the prophecy and fear arising out of superstitions) Introduction of the topic- PPT and Digital Content would be shared Have you ever had a fear that you have now overcome? Share your experience. 2. Find and narrate other stories about conquest of fear and what people have said about courage. -Importance of Meditation, Students will be asked to remain completely silent in meditation Then they will be asked how exotic this stillness was and were they able to do.	
July	**Journey to the End of the Earth**	Understand the theme of the prose- Understand the direct impact of carbon emissions which affect the ozone layer which in turn melts the polar ice layers. Doshi gives a gentle but firm warning that the past, present and future of mankind lie in the study and preservation of polar regions like Antarctica. The students will appreciate the unique fairy tale quality of the story and the skill of the writer. 2. The students will learn about the human tendency to redeem oneself from dishonest ways. 3. They understand the characters and appreciate their qualities.	What is the name of the programme that took Tishani Doshi to Antarctica? Who heads the programme ? What is its aim? j) Why is the programme very successful in creating a positve attitude towards global warming	3 4

	THE RATTRAP **A Thing of Beauty**	4. They will understand that the whole world is nothing but a big rattrap. The moment anyone touches the bait, the rattrap closes in on him. Then everything comes to an end. i) understand the critical appreciation of the poem based on rhyme, content, theme, genre, literary elements ii) identify the figures of speech used in the poem iii) appreciate the beauty of language and the nature's bounty iv) know about the poet and his work/genre v) understand that the thing which give us happiness is beauty vi) sensitize the learners towards environment. Groups would be formed according to the range of Learners and distributed the role of 5 Ws and frame a notice on the subject given. The students will develop optimistic attitude towards life amidst many struggles. The learners would unfold their logical thinking skills and understand planning strategy of Gandhi. Their vocabulary will be enriched. To make the students realize the essential worth of human life and universal brotherhood. Identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English	The students will discuss about the human tendency to redeem oneself from dishonest ways.	

August	**Notice Writing (** Writing Skills) **Indigo** **THE ENEMY** **ON THE FACE OF IT**	Fortifying empathy thereby promoting emotional intelligence and inculcating the ability to connect. Ensuring that the importance of genuineness, patience and openness is conveyed via the classroom transaction.	Do we experience things of beauty only for short moments or do they make a lasting impression on us? (Relational) Nature promises man comforts against all odds. But it is for man to recognize them. Explain Importance of decision making in adverse circumstances To understand that freedom is priceless and one should respect it. To know fundamental rights and duties. The lesson would be read aloud and explained. The historical background of the story and war related issues would be discussed. Questions/answers to be discussed in the classroom. Students are asked to browse the web to find out more about famous personalities who were differently abled. Character study of Lamb and Derry would engender trust and openness in students.	
September	**Poets and Pancakes**	Learners will develop an understanding on the connection between thinking and writing and demonstrate appropriate verbal and non-verbal skills. They will enhance the knowledge of the subject content.	EXPLANATION OF THE CONTENT WITH THE HELP OF PPT 1. Today's film technology compared with that of the early days of film making in India. 2. Do actors take away much of	

		Learners will be able to read literature with an appreciation of inter-relatedness of plot, character, theme and style. i) understand interview as communication genre. ii) enjoy an excerpt from an interview with an author iii)express personal opinion on the interview genre iv) know the opinions of eminent people about interview v) understand that the interview holds a position of unprecedented power and influence.	the success credits of a film than they deserve?	
	The Interview	1.To develop sympathy to show it towards poor deprived people. 2. To make the students aware about the existence of human tragedies and fears. 3. To develop interest in reading poems. 4. To enrich their vocabulary.	compare different media of communication ii) understand the conversation and the interview pattern iii) understand the art of questioning and answering skills	
	A Roadside Stand	1.To impart higher order language skills as well as the skill of thinking. 2. To widen the learner's perspective, to develop the skills of reading, interpreting facts, identifying the central point and supporting details 3. To provide exposure to a wide variety of genres and themes. 4.To make extensive reading an enjoyable experience 5.To lead students to appreciate some of the best examples of writing and understand the social milieu they live in.	After the students have understood the ideas conveyed in the poem. - They discuss about the oblivious attitude of the city folk towards village people. Does the poet thinks in vain that it is inhuman to kill all the poor people. - and speak about the thinking of the poet that he should be killed so that he won't see the miserable plight of the poor people.	
	MEMORIES OF CHILDHOOD		An insight into humiliations suffered by the marginalized communities and their relationship with the mainstream culture. Discuss.	

October	**GOING PLACES** **AUNT JENNIFER'S TIGERS**	To facilitate making connections between Similar situations in different storylines/ life experiences- to make them accept the reality of life and shed away stubbornness. To be able to accept responsibility and devote their attention. The students will be able to: • comprehend and appreciate the feminist aspects portrayed in the poem • empathize with harassed women • use the lexical items contextually • critically examine the theme of the poem • identify the different poetic devices used	Express your views 'Dreams are extremely important, you cannot achieve it unless you imagine it. Discussion- Relating the feminist concerns raised in the poem to life and society Comprehension of pun used in the lexical items.	
November	**Revision-Exam**			
December	**Revision-Exam**			
January	**Prelims**			
February	**Prelims**			
March	**Exams**			

MIS INTERNATIONAL SCHOOL, Balewadi

Yearly Planner (2026-27)

Grade: XII **Subject -Mathematics**

Subject In-charge's name: Ms. Rupinderjit Kaur

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Chapter 3 : Matrices	The students will be able to understand the following topics: • Concept, notation, order, equality, types of matrices, zero and identity matrix, transpose of a matrix, symmetric and skew symmetric matrices. •Operations on matrices: Addition and multiplication and multiplication with a scalar. Simple properties of addition, multiplication and scalar multiplication. Noncommutativity of multiplication of matrices and existence of non-zero matrices whose product is the zero matrix (restrict to square matrices of order 2). •Invertible matrices and proof of the uniqueness of inverse, if it exists; (Here all matrices will have real entries).		10
	Chapter-4 : Determinants	The students will be able to understand the following topics: • Determinant of a square matrix (up to 3 x 3 matrices), minors, co-factors and applications of determinants in finding the 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.		12

June	Chapter 12: Linear programming	The students will be able to understand the following topics: • Introduction, related terminology such as constraints, objective function, optimization, graphical method of solution for problems in two variables, feasible and infeasible regions (bounded or unbounded), feasible and infeasible solutions, optimal feasible solutions (up to three non-trivial constraints).		6
	Chapter-1 : Relations and functions	The students will be able to understand the following topics: • Types of relations: reflexive, symmetric, transitive and equivalence relations. One to one and onto functions.	1. 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. 2. 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. 3. To demonstrate a function which is not one-one but is onto. 4. To demonstrate a function which is one-one but not onto.	6
	Chapter -2 : Inverse trigonometric functions	The students will be able to understand the following topics: • Definition, range, domain, principal value branch. Graphs of inverse trigonometric functions.		6
July	Chapter 5 : Continuity and Differentiability	The students will be able to understand the following topics: •Continuity and differentiability •chain rule, derivative of inverse trigonometric functions, $like$ sin−1 x , cos−1 x and tan−1 x, derivative of implicit functions. • Concept of exponential and logarithmic functions. Derivatives of logarithmic and exponential functions. Logarithmic differentiation •Derivative of functions expressed in parametric forms.	5. 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.	15

		•Second order derivatives.		
	Chapter 6 : Application of Derivatives	The students will be able to understand the following topics: • Rate of change of quantities • Increasing/decreasing functions • Maxima and minima (first derivative test motivated geometrically and second derivative test given as a provable tool). • Simple problems (that illustrate basic principles and understanding of the subject as well as real life situations).	6. To understand the concepts of local maxima, local minima and point of inflection 7. To understand the concepts of decreasing and increasing functions. 8. To understand the concepts of absolute maximum and minimum values of a function in a given closed interval through its graph. 9. To construct an open box of maximum volume from a given rectangular sheet by cutting equal squares from each corner.	7
August	Chapter 7 : Integration	The students will be able to understand the following topics: • Integration as inverse process of differentiation. •Integration of a variety of functions by substitution, by partial fractions and by parts. • Evaluation of simple integrals of the different types and problems based on them. •Fundamental Theorem of Calculus (without proof). Basic properties of definite integrals and evaluation of definite integrals.		17
September	Chapter 8 : Application of Integrals	The students will be able to understand the following topics: • Applications in finding the area under simple curves, especially lines, circles/ parabolas/ellipses (in standard form only)		4
	Chapter 9 : Differential Equations	The students will be able to understand the following topics: •Definition, order and degree, general and particular solutions of a differential equation. Solution of differential equations by method of separation of variables, solutions of homogeneous differential equations of first order and first degree. Solutions of linear differential equation.		8

October	Chapter 10 : Vector Algebra	The students will be able to understand the following topics: •Vectors and scalars, magnitude and direction of a vector. Direction cosines and direction ratios of a vector. • Types of vectors (equal, unit, zero, parallel and collinear vectors), position vector of a point, negative of a vector, components of a vector, addition of vectors, multiplication of a vector by a scalar, position vector of a point dividing a line segment in a given ratio. • Definition, Geometrical Interpretation, properties and application of scalar (dot) product of vectors, vector (cross) product of vectors		8
	Chapter 11 : 3D Geometry	The students will be able to understand the following topics: •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.		8
November	Chapter 13 : Probability	The students will be able to understand the following topics: • Conditional probability, multiplication theorem on probability, independent events, total probability, Bayes' theorem, Random variable and its probability distribution, mean of random variable.	10. To explain the computation of conditional probability of a given event A, when event B has already occurred, through an example of throwing a pair of dice.	10
	REVISION			
December	**Pre-board**			
January	REVISION	REVISION	REVISION	REVISION
February	Revision-Exam			
March				

PT1- ch-3.4, 12, 1

Half yearly- ch-1, 2, 3, 4, 5, 6, 7, 12

MIS INTERNATIONAL SCHOOL, Balewadi

Yearly Planner (2026-27)

Grade: XII **Subject –Chemistry(043)**

Subject Incharge's name: Ms.Snehal Patil.

Month	Course Description	Learning Outcomes	Activities	No. of Periods
March/ April	Chapter 6: Haloalkane and haloarenes .	The students will understand and will be able to write • Nomenclature of haloalkanes and haloarenes according to the IUPAC system • Physical and chemical properties of haloalkanes, haloarenes • Electrophilic substitution reaction given by haloarenes. • Mechanism of SN^1& SN^2 reaction • Stereo chemical aspects of nucleophilic substitution reaction i.e. inversion, retention and racemisation of configuration. • Beneficial and hazardous effects of poly halogen compound.	Determination of one cation and one anion in a given salt	12

	Chapter 1. Solutions	After studying this unit students will be able to: • Describe the formation of different types of solutions • Express concentration of solution in different units • State and explain Henry's law and Raoult's law • Understand the difference between ideal and non ideal solutions • Explain the deviations of real solutions from Raoult's law • Describe the colligative properties of solutions • Explain abnormal colligative properties and correlate these to association or dissociation of the specific entity		12
June	Chapter–7: Alcohol ,phenol and ether	Student will be able to • To name alcohols, phenols and ethers according to the IUPAC system of nomenclature • The reactions involved in the preparation of alcohols from alkenes (ii) aldehydes, ketones and carboxylic acids • Phenols from (i) haloarenes (ii) benzene sulphonic acids (iii) diazonium salts and (iv)cumene • Ethers from (i) alcohols (ii) alkyl halides and sodium alkoxides/aryloxides • Difference in physical properties on the basis of	Effect of concentration on the rate of reaction between Sodium Thiosulphate and Hydrochloric acid Effect of temperature on the rate of reaction between Sodium Thiosulphate and Hydrochloric acid paper chromatography and determination of Rf values.	12

		intermolecular forces. • Chemical properties of alcohol, phenol and ethers and corresponding chemical equations • Electrophilic substitution reaction of phenol and aromatic ethers. • Uses of alcohol, phenol and ethers		
July	Chapter : 10 Biomolecules Chapter : 5 coordination compound	Biomolecules Students will be able to : • Define the biomolecules like carbohydrates, proteins and nucleic acids; • Classification of carbohydrates, preparation and structure of glucose , disaccharides and polysaccharides • Proteins, Amino acids • Enzymes and vitamins and its classification • Nucleic acids and its structure • Explain the difference between DNA and RNA Students will be able understand • Werner's theory of coordination compounds • To write structure and IUPAC names of coordination compounds and they can explain about all terms used in coordination chemistry for in	• Preparation of double salt of Ferrous Ammonium Sulphate or Potash Alum • Preparation of Organic Compounds • Tests for Functional Groups present in organic compounds • Characteristic tests of carbohydrates, fats, and proteins in pure samples and their detection in given foodstuffs	6 12

		depth study of complexes. • Different types of isomerism in coordination compounds; • Nature of bonding in coordination compounds in terms of the Valence Bond and Crystal Field theories • Bonding in metal carbonyl		
August	Chapter: 4 D and F Block element Chapter 8: Aldehydes, ketones and carboxylic acid•	D and F Block element •electronic configuration and general properties of transition element like oxidation states of the elements. relative stability of various oxidation states in terms of electrode potential values • preparation, properties, structures and uses of some important compounds such as K2Cr2O7 and KMnO4 • properties of the f-block elements and comparative account of the lanthanoids and actinoids with respect to their electronic configurations, oxidation states and chemical behaviour. Aldehydes and ketones : the students will be able to write IUPAC names of aldehydes, ketones and carboxylic acids • understand and become aware of	Determination of concentration/ molarity of KMnO4 solution by titrating it against a standard solution of: • Oxalic Acid • Ferrous Ammonium Sulphate Enthalpy of neutralization of strong acid (HCL) and strong base (NaOH)	1 1 16

		important methods of preparation and reactions of aldehydes ,ketones and carboxylic acid • Will understand and be able to write physical properties and chemical reactions, with their structures •Mechanism of a few selected reactions of aldehydes and ketones .		
september	Chapter 8: Aldehydes, ketones and carboxylic acid• Chapter: 3 Chemical kinetics	• Factors affecting the acidity of carboxylic acids and their reactions • uses of aldehydes, ketones and carboxylic acids Chemical kinetics • students will be able to : • To describe an average and instantaneous rate of a reaction. Calculate the order of a reaction. • Derive integrated rate equations for zero, first order reactions and solve numericals based on it • Analyse the collision theory and explain the effect of temperature		12

October	Chapter : 9 Amines	After studying this unit student will be able to: • Name primary ,secondary and tertiary amines • Method of preparation of amines and their properties, distinguishing tests for primary, secondary and tertiary amine • Diazonium salts : its preparation ,physical and chemical propertie.		12
November	Chapter– 2: Electrochemistry	Electrochemistry • Electrochemical cell and difference between galvanic and electrolytic cells • Nernst equation for calculating the emf of galvanic cell and standard potential of the cell • Relation between standard potential of the cell • Gibbs energy of cell reaction and its equilibrium constant • Resistivity , conductivity (k) and molar conductivity m) of ionic	Determination of one cation and one anion in a given salt	16

		solutions • difference between ionic (electrolytic) and electronic conductivity • variation of conductivity and molar conductivity of solutions with change in their concentration • Kohlrausch law and its applications • Electrolytic cell and electrolysis • Quantitative aspects of electrolysis Product of electrolysis • construction of some primary and secondary batteries and fuel cells • Corrosion as an electrochemical process		
December	Revision			

PT -1:	Solution

	Haloalkane and haloarenes Chemical kinetics
PT -2	Biomolecules Alcohol phenol ether Coordination chemistry
PT -3 :	Aldehyde and ketone D and F Block element Amines Electrochemistry
Final Exam	Full portion

MIS INTERNATIONAL SCHOOL,Balewadi

Yearly Planner (2026-27)

Grade: XII **Subject** – General Studies

Subject In charge's name: Ms. Minal C

Month	Course Description	Learning Outcomes	Activities	No. of Periods
June/July	**Science and society**	Students will be able to: Students will be able to • Promote transparency, collaboration, and interdisciplinary cooperation in scientific research. • Foster public engagement with science and technology, and encourage critical thinking about the impact of science and technology on society. • Ensure that scientific research and technological innovations are developed and used ethically and responsibly and with consideration to their social and environmental impacts.	• Role-playing: Have students assume the roles of different stakeholders in a scientific issue, such as scientists, politicians, industry representatives, and citizens. Ask them to discuss and negotiate	10 periods

		• Develop their critical thinking skills and ability to analyze the implications of scientific research and technological innovations. • Become aware of the ethical and social implications of scientific research and technological innovations, and will be encouraged to consider these implications when making decisions about the use of science and technology. • utilize their scientific knowledge and technological skills to serve for the betterment of the country and world at large	their respective interests and viewpoints.	
August/September	**Contemporary problems of Indian society**	• Students will be able to • Understand the impact of child labor that prevails in our country as a hindrance for social reforms. • Realize the importance of education for all and compare himself/herself to the underprivileged children/child who are engaged in labor for their livelihood. • Understand that poverty is the main reason for child labor. Understand article – 24 which prevents child labour and prohibition of employment of children factories. • Realize the adverse effects on the health progress of doing work in a factory or mine or engaged in any other hazardous employment. • Gain awareness and update themselves on the rules and regulations provided by the government for prevention, prohibition, eradication and rehabilitations of children and adolescent workers.	• Collect news of malnutrition from the old newspapers and journals regarding the recent death caused by malnutrition. • Collect information/date from underdeveloped states like Bihar, Odisha related to malnutrition.	10 periods

October/ November	**Career Pathways**	Students will be able to • Set goals and focus on the direction of their career goals and develop a scientific plan to achieve their goals. • Compare and differentiate from conventional career to the 21st century career and the skills needed to attain it. • Students will identify their strength and interests after a discussion with the counsellor and align their interests, skills and values under their guidance. • With help of career counselling, students acquire the required skills and knowledge for the jobs.	Prepare a list of Career options available in today's market. • With the help of the Career counselors understand the job market within the country and outside the country to prepare themselves with the relevant skills. • Preparing for the exams like SAT, IELTS, ACT, TOFEL, ASSET, etc.	12 periods

December	**Social Responsibility**	Students will be able to • Understand the different types of Social Responsibilities like Environmental, ethical, philanthropic and economic responsibilities. • Analyze how to conserve the environment for the upcoming generations. • Students will be able to learn that it is their prime duty to save the environment for future generations to dwell happily. • Students will examine and identify the different types of pollution and spread the message of reducing harmful impact.	Students can read success stories of people like Varun Sharma who had taken up the responsibility to bring electricity, education and empowerment to a remote tribal village in Odisha • Nupur Ghuliani, a prospective chartered accountant gave up a lucrative career to work in rural India. • Ms Sudha Murthy, Chairperson, of Infosys Foundation is an educator, author and philanthropist.	10 periods
January	**Human Rights**	Students will understand • The intent of the UDHR by discovering the Universal declaration. • The purpose and the legal effect of the Universal Declaration of Human Rights.	Students will create an action plan to execute and assess the	12 periods

		• Human rights, their responsibilities to protect the rights and modern human rights. • UN guiding principles on Business and Human rights.	concerns. They will address the issues found in the society through a letter to the concerned department. • Students will create a sample petition based on their understanding .	

MIS INTERNATIONAL SCHOOL, Balewadi

Yearly Planner (2026-27)

Grade: XII **Subject** - ARTIFICIAL INTELLIGENCE

Subject Incharge's name: Ms Sarita Jeowani

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	PYTHON PROGRAMMING – II • Recap of NumPy library • Recap of Pandas Library • Importing and Exporting Data between CSV Files and DataFrames • Handling missing value • Linear Regression algorithm (**For Advanced Learners)	• Apply the fundamental concepts of the NumPy and Pandas libraries to perform data manipulation and analysis tasks • Import and export data between CSV files and Pandas Data Frames, ensuring data integrity and consistency.	• Import and Export Data between CSV Files and DataFrames • Implement Linear Regression algorithm on Google Colab or any Python IDE. (**For Advanced Learners)	20 Th +10 Pr.
	Unit 1.COMMUNICATION SKILLS-IV	1.Describe the steps to active listening skills • Importance of active listening at workplace • Steps to active listening 2. Demonstrate basic writing skills Writing skills to the following: • Sentence • Phrase • Kinds of Sentences • Parts of Sentence • Parts of Speech	1.Demonstration of the key aspects of becoming active listener 2. Preparing posters of steps for active listening	4

		• Articles • Construction of a Paragraph		
June	**DATA SCIENCE METHODOLOGY : AN ANALYTIC APPROACH TO CAPSTONE PROJECT** • Introduction to Data Science Methodology • Steps for Data Science Methodology • Model Validation Techniques • Model Performance-Evaluation Metrics	• Integrate Data Science Methodology steps into the Capstone Project. • Identify the best way to represent a solution to a problem. • Understand the importance of validating machine learning models • Use key evaluation metrics for various machine learning tasks	• Calculate MSE and RMSE values for the data given using MS Excel • Calculate Precision, Recall, F1 score, and Accuracy from the given confusion matrix • Python Code to Evaluate a Model (*to be evaluated in practicals only)	20
	Unit 2.SELF-MANAGEMENT SKILLS-IV	• Describe the various factors influencing self- motivation. • Finding and listing motives (needs and desires) • Finding sources of motivation and inspiration (music, books, activities); expansive thoughts, living fully in the present moment dreaming big • Describe the basic personality traits, types and disorders • Describe the meaning of personality • Describe how personality influence others • Describe basic personality traits • Describe common personality disorders paranoid, antisocial, schizoid. borderline, narcissistic, avoidant, dependent and obsessive	• Group discussion on identifying needs and desire • Discussion on sources of motivation and inspiration. • Demonstrate the knowledge of different personality types	5

July	**UNIT 3: MAKING MACHINES SEE** • How Machines See • Working of Computer Vision • Computer Vision Process • Applications of Computer Vision • Challenges of Computer Vision • The Future of Computer Vision • Working with OpenCV • (**For Advanced Learners)	• Explain computer vision and its significance in visual data analysis. • Understand key stages of computer vision, including acquisition, preprocessing, feature extraction, and analysis. • Identify real-world applications in fields like healthcare, surveillance, and autonomous vehicles. • Analyze challenges such as ethics, privacy, and technical limitations. • Explore future advancements and transformative potential of computer vision. • Develop basic skills in using OpenCV and deploying machine learning models online	• Binary Art - Recreating Images with 0s and 1s • Creating a Website Containing an ML Model • Working with OpenCV to load, display and resize images (**For Advanced Learners)	10
July	ICT SKILLS-IV	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	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	4

		• Slide layout • Saving a presentation • Printing a presentation document	• Saving the spreadsheet in various formats 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 tert • Formatting text • Inserting clipart and images • Sliding layout • Saving a presentation • Printing a presentation document	
	UNIT 4: AI WITH ORANGE DATA MINING TOOL (*to be evaluated in practicals only) • What is Data Mining? • Introduction to Orange Data Mining Tool • Beneficiaries of Orange data mining	• Develop proficiency in utilizing the Orange Data Mining tool, enabling them to navigate its interface, employ its features, and execute data analysis tasks effectively. • Demonstrate the ability to apply Orange in real-world scenarios across diverse domains of artificial intelligence, including data science, computer vision, and natural language processing (NLP), through hands-on projects and case studies.	• Load and visualize the Iris dataset using Scatter Plot and other widgets. • Use classification widgets • Evaluating the Classification Model with Orange • Computer Vision with Orange	10

	• Getting started with Orange tool • Components of Orange • Default Widget Catalogue • Key domains of AI with ORANGE DATA MINING TOOL		• Natural Language Processing with Orange	
August	Unit 4:Entrepreneurial Skills VI	Identify the general and entrepreneurial behavioral competencies • Barriers to becoming entrepreneur. • Behavioural and entrepreneurial competencies- adaptability/ decisiveness, initiative/ perseverance, interpersonal skills, organizational skills, stress management, valuing service and diversity. Demonstrate the knowledge of self-assessment of behavioral competencies • Entrepreneurial competencies in particular self-confidence, initiative, seeing and acting on opportunities, concern for quality, goal setting and risk taking, problem solving and creativity, systematic planning and efficiency, information seeking, persistence, influencing and negotiating, team building.	• 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 behavior and development of competencies for enhancing self-confidence. problem solving, goal setting, information seeking, team building and creativity	4

	UNIT 5: **INTRODUCTION TO BIG DATA AND DATA ANALYTICS** • Introduction to Big Data • Types of Big Data • Advantages and Disadvantages of Big Data • Characteristics of Big Data • Big Data Analytics • Working on Big Data Analytics • Mining Data Streams • Future of Big Data Analytics	• Understanding Big Data, its types, advantages and disadvantages. • Recognize the characteristics of Big Data. • Explain the concept of Big Data Analytics and its significance. • Analyze the future trends in the field of Big Data Analytics. • Understanding the term Mining Data Streams.	Performing Big Data analytics with Orange Data mining tool. • (*to be evaluated in practicals only)	10
	Unit 5 Green Skill VI	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	• Listing of green jobs and preparation of posters on green job profiles • Prepare posters on green jobs	4

		• Role of green jobs in support adaptation to the effects of climate change		
September	Revision & Half Yearly Exam			
October	**UNIT 6: UNDERSTANDING NEURAL NETWORKS** • Parts of a Neural Network • Components of a Neural Network • Working of a Neural Network • Types of Neural Networks • Future of Neural Networks and Societal Impact	• Explain the basic structure and components of a neural network. • Identify different types of neural networks and their respective applications. • Understand machine learning and neural networks through hands-on projects, interactive tools, and Python programming.	• Explore Machine Learning for Kids to create a neural network for identifying animals and birds. • Build a TensorFlow model to convert Celsius to Fahrenheit (*to be evaluated in practicals only) • Use Python Keras to create and train a neural network predicting Fahrenheit from Celsius. (**For Advanced Learners) • Classification problem using TensorFlow playground	10
	UNIT 7: GENERATIVE AI • Introduction to Generative AI • Working of Generative AI • Generative and Discriminative models • Applications of Generative AI • LLM- Large Language Model	• How Generative AI works. • Differentiate between Generative AI and Discriminative AI and identify their use cases. • Explore ethical, social, and legal concerns. • Gain hands-on experience using AI tools to generate creative and analytical outputs, such as images, texts, and videos. • Use the Gemini API to design and deploy a functional chatbot.	• Signing up for Canva Activity. • Animaker's AI Video Generation tool. • Use Google Gemini to craft prompts and generate text outputs. • Explore ChatGPT for conversational text generation and creative tasks. • Write Python code to initialize the Gemini	10

	• Future of Generative AI • Ethical and Social Implications of Generative AI		API and create a chat bot. (**For Advanced Learners)	
	UNIT 8: DATA STORYTELLING • Introduction to Storytelling • Elements of a Story • Introduction to Data Storytelling • Why is Data Storytelling Powerful? • Essential Elements of Data Storytelling • Narrative Structure of a Data Story (Freytag's Pyramid) • Types of Data and Visualizations for Different Data • Steps to Create a Story Through Data • Ethics in Data Storytelling	• Understand the benefits of storytelling. • Appreciate the role of data storytelling in data analysis, data science, and AI. • Learn to combine data, visuals, and narrative to present complex information effectively. • Gain skills to draw meaningful insights from data stories.	Create an effective data story using given data.	10
November	Revision			10
December	Revision			20
January	Revision			20
February	Revision & Annual Exam			

March	Annual Exam

MIS INTERNATIONAL SCHOOL , BALEWADI

Yearly Planner (2026-27)

Grade: XII **Subject - Informatics Practices**

Subject Incharge's name: Ms Sarita Jeowani

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April& June	Data Handling using Pandas and Data Visualization	**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. 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	**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 **Visualization** 1.Given the school result data, analyses the performance of the students on different parameters, e.g subject wise or class wise.	20+20

			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.	
June & July	Database Query using SQL	**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	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.	20 +17
July	Introduction to Computer Networks	**Students can apply their knowledge** • Learn terminology related to networking and internet. • Identify internet security issues and configure browser settings. • Introduction to networks, Types of network: PAN, LAN, MAN, WAN.	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	12

		• Network Devices: modem, hub, switch, repeater, router, gateway • Network Topologies: Star, Bus, Tree, Mesh. • Introduction to Internet, URL, WWW, and its applications- Web, email, Chat, VoIP. • Website: Introduction, difference between a website and webpage, static vs dynamic web page, web server and hosting of a website. • Web Browsers: Introduction, commonly used browsers, browser settings, add-ons and plug-ins, cookies.	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.	
August	Societal Impacts	**Students can apply their knowledge** • Identify internet security issues and configure browser settings. • Understand the impact of technology on society including gender and disability issues. • Digital footprint, net and communication etiquettes, data protection, intellectual property rights (IPR), plagiarism, licensing and copyright, free and open source software (FOSS), cybercrime and cyber laws, hacking, phishing, cyber bullying, overview of Indian IT Act. E-waste: hazards and management. Awareness about health concerns related to the usage of technology.	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.	14
September	Revision & Half Yearly Exam			
October	Revision			20
November	Revision			5
December	Revision			20
January	Revision			5
	Revision			10
February	Revision & Annual Exam			
March	Annual Exam			

MIS INTERNATIONAL SCHOOL

Yearly Planner (2026-27)

Grade: XII **Subject** – Physical Education

Subject Incharge's name: Mr. Arvind Shirke

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Chapter 1 : Management of Sporting Events	To make the students understand the need and meaning of planning in sports, committees, and their responsibilities for conducting the sports event or tournament. • To teach them about the different types of tournaments and the detailed procedure of drawing fixtures for Knock Out, League Tournaments, and Combination tournaments. • To make the students understand the need for the meaning and significance of intramural and extramural tournaments • To teach them about the different types of community sports and their importance in our society. After completing the unit, the students will be able to: * Describe the functions of Sports Event management * Classify the committees and their responsibilities in the sports event * Differentiate the different types of tournaments. * Prepare fixtures of knockout, league & combination. * Distinguish between intramural and extramural sports events * Design and prepare different types of community	Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning , ▪ Inquiry-based learning, ▪ Kinaesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning.	8

	Chapter-2 : Children and Women in Sports	• To make students understand the exercise guidelines of WHO for different age groups • To make students aware of the common postural deformities • To make students aware of women's sports participation in India and about the special conditions of women. • To make students understand menarche and menstrual dysfunction among women athletes. • To make them understand about female athlete triad. After completing the unit, the students will be able to: * Differentiate exercise guidelines for different stages of growth and development. * Classify common postural deformities and identify corrective measures. * Recognize the role and importance of sports participation of women in India. * Identify special considerations relate to menarche and menstrual dysfunction. * Express female athlete triad according to eating disorders.		8
June	Chapter 3: Yoga as Preventive measure for Lifestyle Disease	• To make students Understand about the main life style disease - Obesity, Hypertension, Diabetes, Back Pain and Asthma. • To teach about different Asanas in detail which can help as a preventive Measures for those Lifestyle Diseases. After completing the unit, the students will be able to: * Identify the asanas beneficial for different ailments and health problems. * Recognize importance of various asanas for preventive measures of obesity, diabetes, asthma, hypertension, back pain and arthritis * Describe		8

		the procedure for performing a variety of asanas for maximal benefits Outline the role of yogic management for various health benefits and preventive measures.		
	Chapter- 4 : Physical Education & Sports for (CWSN)	• To make students understand the concept of Disability and Disorder. • To teach students about the types of disabilities & disorders, their causes, and their nature. • To make them aware of Disability Etiquette. • To make the students Understand the advantage of physical activity for CWSN. • To make the students aware of different strategies for making physical activity accessible for Children with Special Needs. After completing the unit, the students will be able to: * Value the advantages of physical activities for children with special needs * Differentiate between methods of categorization in sports for CWSN * Understand concepts and the importance of inclusion in sports * Create advantages for Children with Special Needs through Physical Activities Strategies physical activities accessible for children with special needs		7
July	Chapter - 5 : Sports & Nutrition	• To make the students understand the importance of a balanced diet • To clear the concept of Nutrition – Micro & Macro nutrients, Nutritive & nonNutritive Components of diet • To make them aware of eating for weight loss and the results of the pitfalls of dieting. • To understand food intolerance & food myths After completing the unit, the students will be able to: * Understand the concept of a balanced diet and nutrition. Classify Nutritive and NonNutritive components of the Diet * Identify the ways to maintain		8

		a healthy weight * Know about foods commonly causing food intolerance * Recognize the pitfalls of dieting and food myths		
	Chapter 6 : Test and Measurement in Sports	• To make students Understand and conduct SAI KHELO INDIA Fitness Test and to make students Understand and conduct General Motor Fitness Test. • To make students to determine physical fitness Index through Harvard Step Test/Rockport Test • To make students to calculate Basal Metabolic Rate (BMR) • To measure the fitness level of Senior Citizens through Riklis and Jones Senior Citizen Fitness Test. After completing the unit, the students will be able to: * Perform SAI Khelo India Fitness Test in school [Age group 5-8 years/ (class 1-3) and Age group 9-18yrs/ (class 4-12) * Determine physical fitness Index through Harvard Step Test/Rock- port Test * Compute Basal Metabolic Rate (BMR) * Describe the procedure of Rikli and Jones - Senior Citizen Fitness Test		8
August	Chapter 7 : Physiology & Injuries in Sport	• Understanding the physiological factors determining the • components of physical fitness. • Learning the effects of exercises on the Muscular system. • Learning the effects of exercises on Cardiovascular system. • Learning the effects of exercises on the Respiratory system. • Learning the changes caused due to aging. • Understanding the Sports Injuries (Classification, Causes, and Prevention) • Understanding the Aims & Objectives of First Aid • Understanding the Management of Injuries After completing the unit, the students will be able to: * Recognize the physiological factors determining the components of physical fitness. * Comprehend the effects of exercise on the Muscular system and		10

		cardiorespiratory systems. * Figure out the physiological changes due to ageing * Classify sports injuries with its Management.		
September	Chapter 8 : Biomechanics and Sports	• Understanding Newton's Laws of Motion and their Application in Sports. • Make students understand the lever and its application in sports. • Make students understand the concept of Equilibrium and its application in • sports. • Understanding Friction in Sports. • Understanding the concept of Projectile in sports After completing the unit, the students will be able to: * Understand Newton's Law of Motion and its application in sports * Recognize the concept of Equilibrium and its application in sports. * Know about the Centre of Gravity and will be able to apply it in sports * Define Friction and application in sports. * Understand the concept of Projectile in sports		8
October	Chapter 9 : Psychology and Sports	• To make students understand Personality & its classifications. • To make students understand motivation and its techniques. • To make students about Exercise Adherence and Strategies for enhancing Adherence to Exercise. • To make them aware of Aggression in sports and types. • To make students understand Psychological Attributes in Sports. After completing the unit, the students will be able to * Classify different types of personality and their relationship with sports performance. * Recognize the concept of motivation and identify various types of motivation. * Identify various reasons to exercise, its associated benefits and strategies to promote exercise adherence. * Differentiate between different types of aggression in sports. * Explain various psychological		10

		attributes in sports.		
November	Chapter 10 : Training in Sports	• Making the students understand the concept of talent identification and methods in sports • Making the students Understand sports training and the different cycle in sports training. • Making the students Understand different types & methods of strengths, • endurance, and speed. • Making the students Understand different types & methods of flexibility and • coordinative ability. • Making the students understand Circuit training and its importance. After completing the unit, the students will be able to: * understand the concept of talent identification and methods used for talent development in sports * Understand sports training and the different cycle used in the training process. * Understand different types & methods to develop -strength, endurance, and speed in sports training. * Understand different types & methods to develop – flexibility and coordinative ability. * Understand Circuit training and its importance.		8
December	Revision & pre Board			
January				

February	Revision-Exam			
March				

PT1- ch-1, 2, 3,

Half yearly- ch-1, 2, 3, 4, 5

MIS INTERNATIONAL SCHOOL,Balewadi

Yearly Planner (2026-27)

Grade: XII **Subject - Physics**

Subject Incharge's name : Minal Chaudhari

MONTH	UNIT/CONTENT	LEARNING OUTCOMES	ACTIVITIES/ASSIGNMENTS	No. of Periods
March, April	**Unit-1 Electrostatics** Chapter - 1: Electric Charges and Fields Chapter-2: Electrostatic Potential and Capacitance	At the end of the chapter , students will be able to, understand the concept of - Electric Charge, Difference between conductors and insulators. Charging by induction, Basic properties of electric charge, Coulomb's law, Electric field, Electric dipole, Gauss's law, Application of Gauss's law Electric potential, potential difference, electric potential due to a point charge a dipole an system of charges, equipotential surfaces , electrical potential energy of a system of two point charges and of electric dipole in an electrostatic field. Conductors and insulators , free charges and bound charges inside a conductor , Dielectrics and electric polarization, capacitors and capacitance, combination of capacitors in series and in parallel, capacitance of a parallel plate capacitor with and without dielectric medium between the plates, energy stored in a capacitor.	Worksheet will be given to students based on the chapter. Lab activity : Experiment: To determine resistance per cm of a given wire by plotting a graph for potential difference versus current	15
June	**Unit-2 Current Electricity**	Electric current , flow of electric charges in a metallic conductor , drift velocity , mobility and their relation	Lab Activity : Experiments:	

	Chapter-3: Current Electricity	with electric current : (10Ohm's law , electrical resistance, V-I characteristics (linear and non linear) electrical energy and power, electrical resistivity and conductivity carbon resistors: temperature dependence of resistance. Internal resistance of a cell, potential difference and emf of a cell , combination of cells in series and in parallel , Kirchoff's laws and simple applications : Wheatstone bridge, metre bridge Potentiometer: principal and its applications to measure potential difference and for comparing emf of two cells, measurement of internal resistance of a cell.	1.To find resistance of a given wire using metre bridge and hence determine the resistivity of its material. 2.To verify the laws of combination (series) of resistances using a metre bridge 3.To verify the laws of combination (parallel)of resistances using a metre bridge. 4.To compare the EMF of two given primary cells using potentiometer.	15
July	**Unit-3 Magnetic Effects of Current and Magnetism** Chapter-4 : Moving Charges and Magnetism	At the end of the chapter , students will be able to ,understand the concept of magnetic field, Orested's experiment. Biot- Savart law and its application to current carrying circular loop. Ampere's law and its applications to infinitely long straight wire. Straight and toroidal solenoids (only equivalent treatment), Force on a moving a charge in uniform magnetic and electric fields. Force on a current-carrying conductor in a uniform magnetic field, force between two parallel current-carrying conductors- definition of ampere, torque experienced by a current loop in uniform magnetic field: moving coil galvanometer- its current sensitivity and conversion to ammeter and voltmeter.	Lab Activity: Experiments: 1.To convert given galvanometer (of known resistance and figure of merit) into a voltmeter of desired range and to verify the same. 2.To convert the given galvanometer (of known resistance and figure of merit) into an ammeter of desired range and to verify the same.	10 10
	Chapter - 5 : Magnetism and Matter	Current loop as a magnetic dipole and its magnetic dipole moment, bar magnet as an equivalent solenoid , magnetic field lines , earth's magnetic field and magnetic elements.	Lab Activity: To draw the diagram of a given open circuit comprising at least a battery, resistor/rheostat, key, ammeter and voltmeter. Mark the components that are not connected	

			in proper order and correct the circuit and also the circuit diagram.	
August	**Unit-4 : Electromagnetic Induction and Alternating Currents** Chapter-6 : Electromagnetic Induction Chapter-7: Alternating Current	At the end of the chapter , students will be able to ,understand the concept of Electromagnetic induction, Faraday's laws, induced emf and current , Lenz's Law , Eddy currents. Self and mutual induction. Alternating currents, peak and RMS value of alternating current /voltage , resistance and impedance. LC oscillations (qualitative treatment only), LCR series circuit, resonance, power in AC circuits , AC generator and transformer	Lab Activity: To measure resistance, voltage (AC/DC) current (AC) and check continuity of a given circuit using multimeter.	10
September	**Unit - 5: Electromagnetc waves** Chapter - 8: Electromagnetic waves	At the end of the chapter , students will be able to ,understand the concept of Electromagnetic waves, their characteristics (qualitative ideas only). Electromagnetic spectrum (radio waves, microwaves, infrared, visible, ultraviolet, X-rays, gamma rays) including elementary facts about their uses.	Worksheets will be given to students based on the chapter.	5
	Unit - 6 : Optics Chapter - 9 : Ray Optics and Optical Instruments	At the end of the chapter , students will be able to ,understand the concept of Ray Optics: refraction of light, total internal reflection and its applications, optical fibers: refraction at spherical surfaces, lenses, thin lens formula, lens maker's formula, magnification, power of lens, combination of thin lenses in contact, refraction and dispersion of light through light.	Lab Activity: Experiments: 1. To find the value of v for different values of u in case of a concave mirror and to find the focal length. 2. To find the focal length of convex mirror, using a convex lens. 3. To find the focal length of a convex lens by plotting graphs between u and v or between 1/u and 1/v.	18

		Optical Instrument: Microscopes and astronomical telescopes (reflecting and refracting) their magnifying power.	4. To find the focal length of a concave lens using a convex lens. 5. To determine the angle of minimum deviation for a given prism by plotting a graph between angle of incidence and angle of deviation.	
	Chapter -10: Wave Optics	Wave front and Huygen's principle, reflection and refraction of plane wave at a plane surface using wave fronts. Proof of laws of reflection and refraction using Huygens's Principle. Interference : Young's double slit experiment and expression for fringe width, coherent sources and sustained interference of light; diffraction due to a single slit, width of central maximum	Worksheets will be given to students based on the chapter.	10
October

	Unit – 9 : Electronic Devices Chapter - 14: Semiconductors and Electronic: Materials, Devices and simple circuits.	At the end of the chapter , students will be able to ,understand the concept of Energy bands of conductors, semiconductors and insulators (qualitative ideas only) Semiconductor diode: V-I characteristics in forward and reverse bias; diode as a rectifier. Special purpose p-n junction diodes: LED, photodiode, solar cell	Lab Activity : Experiments: 1.To draw the I-V characteristic curve for a p-n junction in forward bias and reverse bias.	8

WEITAGE OF CHAPTERS:

	Topic	Marks
Unit-I	**Electrostatics**	**16**
Unit-II	**Current Electricity**	
Unit-III	**Magnetic Effects of Current and Magnetism**	**17**
Unit-IV	**Electromagnetic Induction and Alternating Current**	
Unit-V	**Electromagnetic Waves**	**18**
Unit-VI	**Optics**	
Unit-VII	**Dual Nature of Radiation and Matter**	**12**
Unit-VIII	**Atoms and Nuclei**	
Unit-IX	**Electronic Devices**	**7**
	TOTAL	**70**

PRACTICALS (Total Periods 60)

The record to be submitted by the students at the time of their annual examination has to include:

- Record of at least 8 Experiments [with a minimum of 4from each section], to be performed by the students.
- Record of at least 6 Activities [with minimum of 3each from section A and Section B], to be determined by the teachers.

Evaluation Scheme

Time Allowed: Three Hours (Max. Marks: 30)

Two experiments one from each section	7+7 Marks
Practical Record [experiments and activities]	5 Marks
One activity from any section	3 Marks
Investigatory Project	3 Marks
Viva on experiments , activities and Project	5 Marks
TOTAL	30 Marks

UNIT TEST SYLLABUS

STD-XII, SUBJECT- PHYSICS

(2024-25)

EXAM	PORTION	COMMENCEMENT OF EXAM
PT-1.	1.Electric Charges and Fields 2.Electrostatics Potential and Capacitance (upto 2.3)	JUNE
TERM -1	1.Portion from unit test –1 2.Electrostatics Potential and Capacitance 3.Current electricity 4.Moving Charges and Magnetism 5.Magnetism and Matter 6.Electromagnetic Induction	AUGUST
PT-2	7.Alternating Current 8.Electromagnetic waves 9. Ray Optics and Optical Instruments Wave Optics 10. Dual Nature of Radiation and Matter	0CTOBER
PRELIM-1	FULL PORTION	DECEMBER
PRELIM -2	FULL PORTION	JANUARY
BOARD EXAM	FULL PORTION	FEBRUARY / MARCH

MIS INTERNATIONAL SCHOOL

Balewadi

Yearly Planner (2026-27)

Grade: 12th **Subject** – Visual Art

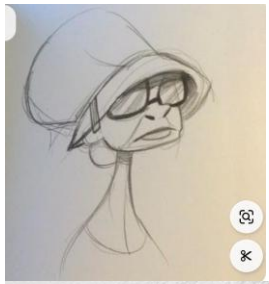
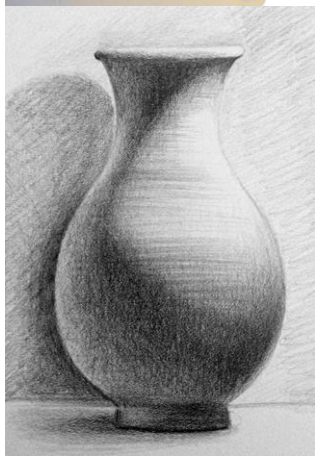
Subject In charge's name: Miss. Vaishali

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	• Revision of elements and principles of Art • 2D- Design	. To improve knowledge of different elements. To improve composition ski9lls and color bring awareness among the students about color combination.	• Revision of elements and principles of Art • 2D- Design	3
June	• Object-1	To develop observation skills and interpret it on the paper through visual observations.		5

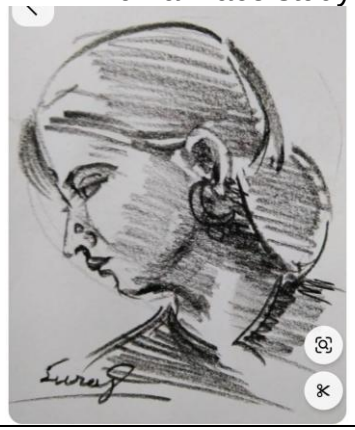
	• Caricature -1	Student will understand to highlight the unique characteristics of a person by exaggerating them.	• Object-1 • Caricature -1	
July	• Composition - flower pot • Zen-art –Human Face.	Learners will be able to apply elements and principle of Art and create design To understand the usage of different shapes and collate them create beautiful images.		5

			• Composition - flower pot • Zen-art –Human Face.	

August	• Bird study – pencil shading Fork art Warli painting	To learn to create different images of different birds with help of elements like form and value. To get acquainted with folk arts and understand usage of geometrical shapes in creative way.	• Bird study – pencil shading Fork art Warli painting	1

September	• Caricature -2 • Object-2	Student will understand to highlight the unique characteristics of a person by exaggerating them. To develop observation skills and interpret it on the paper through visual observations.	• Caricature -2   • Object-2	3

October	Symmetrical balance Flower shading	Learners will be able to apply elements and principle of Art and create design symmetrical way. To learn to create different images of different plants and flowers with help of elements like form and value. To get acquainted with nature.	Symmetrical balance Flower shading	6

November	• Abstract painting • Human face study-	Student will apply their abstract ideas in creative way on paper. To enable to understand human anatomy and structure of human body.	• Abstract painting Human face study- 	2

December	• Abstract 2 • Still life	Student will apply their abstract ideas in creative way on paper. To develop observation skills and interpret it on the paper through visual observations.	• Abstract 2 Still life	3

January	• Animal study • Caricature-3	To learn to create different images of different animals with help of elements like form and value. Student will understand to highlight the unique characteristics of a person by exaggerating them.	• Animal study Caricature-3	3
March	Assessment - 2			

MIS INTERNATIONAL SCHOOL, BALEWADI

Yearly Planner (2026-27)

Grade: XII **Subject -BIOLOGY**

Subject Incharge's name: Ms. Ashwini Pandhare

Month	Course Description	Learning Outcomes	Activities	No. of Periods
April	Chapter-2: Sexual Reproduction in Flowering Plants	To enable students to- 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 of mega sporangium, microsporangium, various stages of mega and microsporogenesis, development of embryo and structure of seed.	1. Prepare a temporary mount to observe pollen germination. 2. Study the plant population density by quadrat method. 10. Models specimen showing symbolic association in root modules of leguminous plants, Cuscuta on host, lichens. 11. Flash cards models showing examples of homologous and analogous organs.	8 periods + 8 periods + 6 periods
	Chapter-3: Human Reproduction	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.		
	Chapter-4: Reproductive Health	At the end of this lesson students will be able to 1. Define reproductive health. 2. Know about the problems associated with reproductivhealth. 3. Discuss how the reproductive health related problems can be overcome. 4. Rationalise the use of amniocentesis. 5. Narrate the reasons for population explosion, 6. Interprets the relation between MMR,IMR and population explosion. 7. Understand the need of contraception in the controlling 8. population explosion and in staying away from sexually transmitted disease(STD) 9. Identify various contraceptive methods, their use, advantage and their side effects. 10. Understand the role and need of MTP(Medical termination of Pregnancy) 11. Advocate for MTP. 12. Know about the cause and method of cure and how to prevent STDs. 13. Understand the reasons of infertility. 14. Aware of different assisted reproductive technology (ART) for 15. childless couple and their need for the society.		
June	Chapter-5: Principles of Inheritance and Variation	1. Mendel's experimental design. What was his innovation? 2. Understand the difference between dominant and recessive what is the difference between homozygous and heterozygous? 3. How do Punnet squares work and what are they used for? Testcross allows detection of heterozygotes 4. Mendel's First Law: Law of dominance and law of Segregation Dihybrid crosses, their ratio Mendel's Second Law: Independent Assortment 5. How do genes influence traits?	3. Study the plant population frequency by quadrat method. 4. Prepare a temporary mount of onion root tip to study mitosis.	8 periods + 8 periods

		6. Non-Mendelian Inheritance Continuous variance. Pleiotropic effects Environmental Effects Co dominance 7. Theory of Chromosomal Inheritance, Sex-linked traits, Nondisjunction 8. Pedigrees – How do they work? What are they used for?		
	Chapter-6: Molecular Basis of Inheritance	Students will be able to- Differentiate between transcription and translation. Differentiate between axon and intron Differentiate m-RNA and tRNA etc Explain transcription, translation, gene regulation.		
July	Chapter-7: Evolution	Students will be able to- 1. Concept of origin of life 2. Biological evolution and its evidences. 3. Darwin's contribution with respect to modern synthetic theory of evolution. 4. Concept of natural selection and its types. 5. Gene flow and genetic drift. 6. Hardy Weinberg's principle its application. 7. Adaptive radiation and human evolution.	5. Isolate DNA from available plant material such as spinach, green pea seeds, papaya, etc. 5. T.S. of blastula through permanent slides (Mammalian). 6. Mendelian inheritance using seeds of different colour /sizes of any plant.	8 periods + 8 periods
	Chapter-8: Human Health and Diseases	Students will be able to- 1. Define disease and symptoms. 2. Differentiate between the infectious and non-infectious diseases. 3. Explain the mode of transmission of different diseases. 4. Describe the process of multiplication of HIV virus. 5. List out the name of microbes cause ringworm, filariasis, ascariasis and malaria. 6. Explain the function of immunity system in our body. 7. Know the importance of passive immunity during snake bites. 8. Explain the role of T-cell during organ transplantation. 9. Define cancer and its types. 10. Describe the harmful effects of drugs and alcohol abuse. 11. Apply their knowledge in day today life.		

August	Chapter-10: Microbes in Human Welfare	1. The students will be able to memorise the conepts of strategies for enhancement in food production. 2. The students will understand the techniques involved in Plant and Animal breeding. 3. The students will be able to apply these concepts in real life situations. 4. The students would be able to evaluate situations in which improvement in food production is involved. 5. The students would be able to create solutions for the problems in which Food Production needs to be enhanced.	1. Flowers adapted to pollination by different agencies (wind, insects, birds). 2. Pollen germination on stigma through a permanent slide or scanning electron micrograph. 9. Common disease causing organisms like Ascaris, Entamoeba, Plasmodium, any fungus causing ringworm through permanent slides, models or virtual images or specimens. Comment on symptoms of diseases that they cause.	8 periods + 8 periods
	Chapter-11: Biotechnology - Principles and Processes	Students will be able to- 1. They will be able to differentiate between DNA and Recombinant DNA 2. Between sparged and stirred tank bioreactor. 3. They can explain the use of selectable marker for selection of recombinant cells. 4. They can explain recombinant DNA technology.		
September	Chapter-12: Biotechnology and its Applications	1. Acquiring knowledge on applications in agriculture, human health care, forensic sciences formation of GMOs(Genetically Modified Organisms) or transgenic organisms. 2. World scenario of biotechnology and issues related to it like exploitation of animal rights, release of GMOs, biosafety etc.	3. Identification of stages of gamete development, i.e., T.S. of testis and T.S. of ovary through permanent slides (from grasshopper/mice). Meiosis in onion bud cell or grasshopper testis through permanent slides.	10 periods + 10 periods
	Chapter-13: Organisms and Populations	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.		
October	Chapter-14: Ecosystem	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.	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.	12 periods + 8 periods
	Chapter-15: Biodiversity and its Conservation	Students are learning 1. The basic concepts about the interrelation and co relation 2. of the individual in an ecosystem. Students are able to explain the importance of bio diversity for the existence of the entre life on the earth. 3. The importance of life form and their inter relationship by using different examples from their day to day life. Biodiversity is not mere the matter of verities of individual but the interrelationship with individuals of the living place. Explaining the relationship between individuals in terms of food and transfer of energy. 4. Explaining that every individual present in the ecosystem is having its own role to play for the balancing of ecosystem. Bio diversity can influence the productivity of an area.		

November	Revision- Exam			
December	**Preboard**			
January	**Preboard**			
February	Revision			
March	Exam			

CircularNo:MIS International School/ExtCircNo.43/Grades:8to10/ Aryabhata Ganit Challenge /23.09.25

Dear Parents

We are pleased to inform you that the Central Board of Secondary Education (CBSE) is organizing the **Aryabhata Ganit Challenge (AGC) – 2025**, aimed at enhancing students' ability to apply mathematics in real-life situations. This initiative promotes key competencies such as logical reasoning, problem-solving, and analytical thinking.

The challenge will be conducted in two stages:

Stage 1: School-Level Round

- **Fee:** Free
- **Exam Duration:** 1 hour (MCQs only)
- **Total Marks:** 40 (No negative marking)
- **Tentative Date:** 10th October 2025

Stage 2: National-Level Round (Computer-Based)

- **Fee:** ₹900/-
- **Tentative Date:** 29th October 2025

Interested students are requested to mail their participation to misadmin@mis.edu.in **by 27th September 2025**.

This challenge is an excellent opportunity for students to apply mathematical concepts in practical scenarios and build confidence in their analytical abilities. We encourage maximum participation and look forward to your continued support.

Warm Regards

Dr. Monika Chhabra

Dr. Monika Chhabra
Principal
MIS International School

An Overview of the new National Curriculum Framework 2023

June 25, 2024

The NEP and the NCF

The National Education Policy 2020 (NEP 2020) was an ambitious policy document that called for an overhaul of India's education system to make it holistic, experiential, enjoyable, rooted in India, and of the very highest quality for all students.

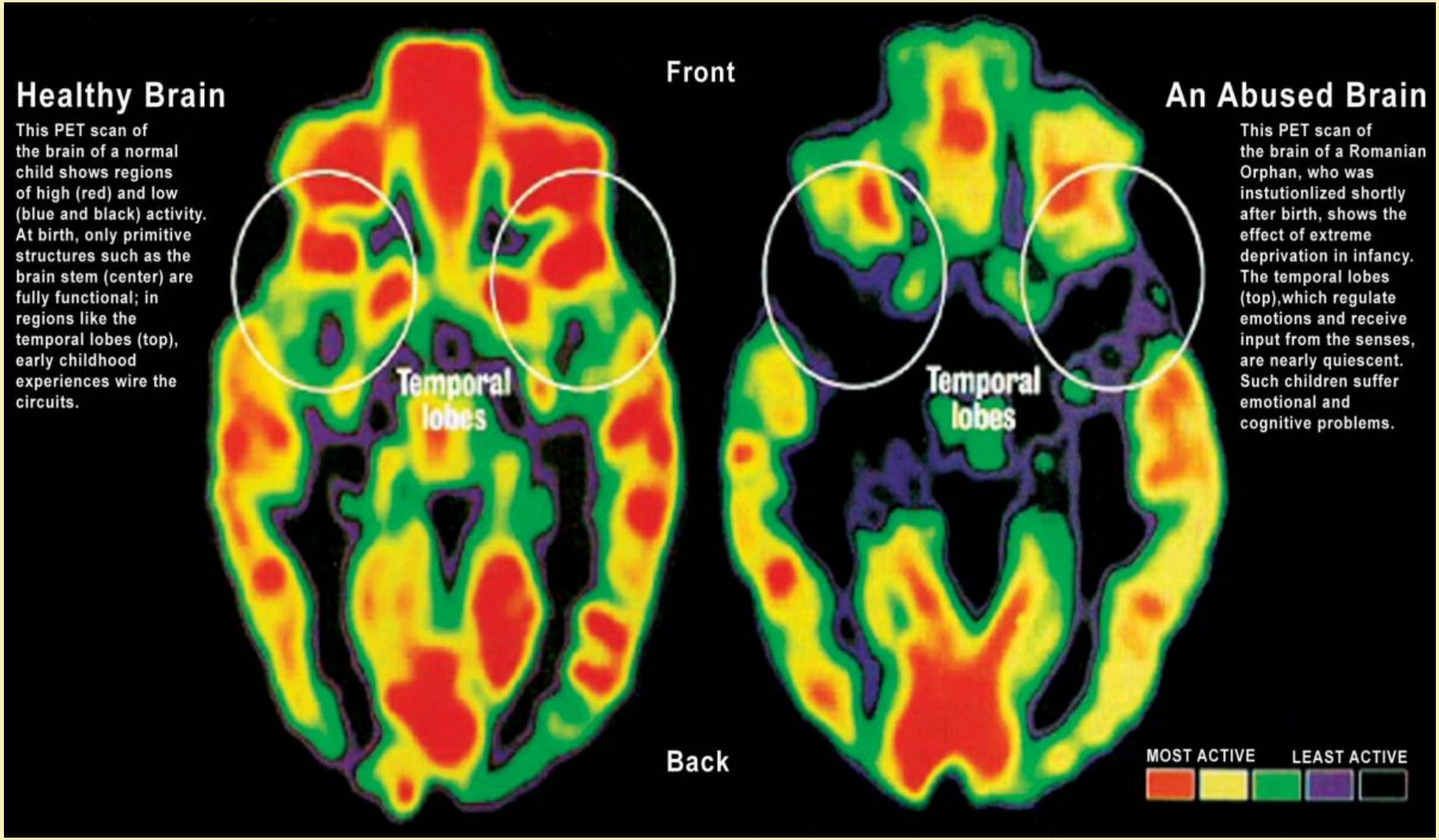
The National Curriculum Framework (NCF) was finalized on July 29. Its aim was to bring about the changes recommended by the NEP by effecting corresponding positive transformations in India's school curriculum.

Major paradigm shifts recommended by the NEP and NCF

- Access to quality Early Childhood Care and Education for *all* children.
- A more multidisciplinary and holistic education.
- An emphasis on experiential, activity-based, and discussion-based learning, and analytical and creative thinking, rather than on rote learning.
- A new curricular/pedagogical structure (5+3+3+4).

The Importance of Early Childhood Education

- PET scans reveal great differences in brain development between those children below the age of 6 years who have received cognitive stimulation versus those who have not.



The Importance of Early Childhood Education

- PET scans reveal great differences in brain development between those children below the age of 6 years who have received cognitive stimulation versus those who have not.
- Students who start out behind tend to stay behind.
- Play-based education during a child's early years is considered extremely important to build skills of teamwork, social interaction, compassion, communication, cultural appreciation, and creativity.
- This is also the best period for a child to learn, through play, about alphabets, languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, arts, crafts, music, and movement.

There must be an excellent play-based curriculum and pedagogy in place for children 3–6 years old, delivered through a significantly expanded system of early-childhood educational institutions, particularly CBSE-affiliated institutions. $\Longrightarrow$ NCF-FS

Major paradigm shifts recommended by the NEP and NCF

- A more multidisciplinary and holistic education.

  Holistic development of the child in all capacities – intellectual, social, physical, ethical, and emotional.

  The goal is to develop good human beings, capable of independent rational thought and action, with compassion and humaneness, with courage and creative imagination, based on sound ethical moorings and a rootedness in India.

- An emphasis on experiential, activity-based, and discussion-based learning, and analytical and creative thinking, rather than on rote learning.

  Students must develop the ability to think analytically and creatively, participate in discussions, and become adept at speaking, writing, and other 21st century skills; and "learn how to learn".

- A new curricular/pedagogical structure (5+3+3+4).

  Curriculum and pedagogical approaches should be in line with the developmental stages of the child.

Other key paradigm shifts

Other key paradigm shifts include:

- Ensuring high-quality early childhood care and education (ECCE) for all children;
- Ensuring Foundational Literacy and Numeracy for all children;
- Emphasis on the mother tongue as the primary medium of instruction, particularly in the early years, along with high-quality teaching-learning of all languages;
- Emphasis on holistic education for all, including integration of vocational education, art education, and physical education in all stages of education; no more 'hard separations' or 'streaming';
- Reduction of content in each subject to the core essentials;
- Rootedness in India, including the integration of Indian Knowledge;
- Criticality of the culture of schools for attaining educational goals;
- Centrality of the role of the teacher, and the transformation of the teacher education system; and
- Equity and inclusion as a cornerstone.

Design of the Foundational, Preparatory, Middle, and Secondary Stages

School education from the ages of 3 to 18 in Four Stages:

- **Foundational Stage (Ages 3–8)**
  - Play-based pedagogy to develop children across all domains (physical, socio-emotional-ethical, cognitive, aesthetic-cultural, and language)
  - Emphasis on Foundational Literacy and Numeracy (FLN)
  - No textbooks or formal assessment, only observation and guidance primarily through play with toys and other teaching-learning materials and activities
- **Preparatory Stage (Ages 8–11, Grades 3-5)**
  - Subjects: two Languages, Mathematics, Art, Physical Education, and "The World Around Us" (an interdisciplinary subject involving Science, Social Science, and Environmental Education)
  - Vocational exposure
  - Light textbooks but still very experiential with significant play
  - Some formal assessment, particularly to ensure that FLN has been achieved

Design of the Foundational, Preparatory, Middle, and Secondary Stages (cont'd)

- **Middle Stage (Ages 11–14, Grades 6–8)**
  - Subjects: three Languages (at least two of which must be native to India), Mathematics, Art Education, Physical Education, Vocational Education, Science, and Social Science
  - Subject teachers are introduced for more specialized learning with introduction of more abstract concepts
  - Formative assessment throughout, Summative assessment at the end of each year to ensure readiness to enter next grade
- **Secondary Stage Phase 1 (Ages 14–16, Grades 9–10)**
  - All the Curricular Areas as in the Middle Stage + **Interdisciplinary Areas** (Ethics - Individual in Society in Grade 9, Environmental Education in Grade 10)
  - Board exams are 'easier' in each subject, but all students take Board exams in every subject.

Design of the Foundational, Preparatory, Middle, and Secondary Stages (cont'd)

- **Secondary Stage Phase 2 (Ages 16–18, Grades 11–12)**
  - Choice-based courses to enable flexibility for students and to remove hard separations between academic areas.
  - Students need to study two Language / Literature courses, at least one of which must be in a language native to India.
  - Students choose four subjects (with an optional fifth subject) from at least two of the following three groups:
    - Group 2: Art Education, Physical Education, Vocational Education
    - Group 3: Social Science, Humanities, Interdisciplinary Areas
    - Group 4: Science, Mathematics and Computational Thinking
  - This design ensures both breadth and depth.
  - Board exams in these six subjects will again be 'easier' in the sense of testing less content, with greater emphasis on conceptual understanding and competencies.

Some of the key deliverables of the new curriculum

Through the new curriculum, all students will develop:

- Foundational literacy and numeracy (the highest priority must be given to achieving foundational literacy and numeracy by Grade 3, which is a prerequisite to all learning).
- Consititutional and other human values such as gender equality.
- A rootedness and pride in India.
- A sense of service (seva) to others in need, to one's country, and to the world.
- 21st century capacities, including speaking, writing, multi-lingualism, problem-solving, sustainable living, cultural literacy, socio-emotional capacities, and, perhaps most importantly, the ability to continue to learn on one's own over a lifetime.

$\longrightarrow$ Preparedness for higher education and gainful employment (a true multidisciplinary and holistic education will prepare students not just for their first job, but their second and their third!).

केन्द्रीय माध्यमिक शिक्षा बोर्ड
(शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन)
CENTRAL BOARD OF SECONDARY EDUCATION
(An Autonomous Organisation under the Ministry of Education, Govt. of India)

No. CE/CBSE/COORD/2024/

September 19, 2024

Attention to Parents for Correct Submission of Data & Subjects

(Pertains to Registration of Students (Class-IX/XI) and List of Candidates (Class-X/XII)

Dear Parents,

Greetings from CBSE!

You may be aware that CBSE has started the Registration of Students for Class IX/XI and submission of the List of Candidates (LOC) for the students of Class X/XII. The Board has issued circulars in this regard which are available at link bse.gov.in/cbsenew/documents/SUBMISSION_REGISTRATION_DATA_CANDIDATES_CLASS_IXXI_2024_25_12092024.pdf & https://www.cbse.gov.in/cbsenew/documents/Submission_LOC_Class_X_XII_2024_25_04092024.pdf on Boards Website..

The schedule for the Registration of Students (Class IX/XI) and Submission of LOC (Class X/XII) is given below:

Schedule for Registration of Students (CLASS IX /XI)	
Without late fee	18.09.2024 (Wednesday) to 16.10.2024 (Wednesday)
With Late fee	18.10.2024 (Friday) to 24.10.2024(Thursday)

Schedule for Submission of LOC (CLASS X/XII)	
Without late fee	05.09.2024 (Thursday) to 04.10.2024 (Friday)
With Late fee	05.10.2024 (Saturday) to 15.10.2024 (Tuesday)

For the parents whose wards are studying in Class IX & XI or Class X & XII, submission of correct personal details and subjects offered are of utmost importance for the future of your ward and the smooth conduct of examinations. Prioritizing attention at this moment will save your ward from many serious consequences pertaining to passing documents with correct details and correct subjects to ensure the availability of correct subject question papers in the examinations.

It has been observed that during Registration and submission of LOC, parents are submitting incorrect information and once the Registration and LOC process is over and even after the result is declared, they are making requests to the schools and Board to correct the data of the students. Also, the request is made to correct the subject(s) after the submission of the LOC which affects the smooth conduct of examination.

The Board has taken the following decisions to ensure the smooth conduct of examinations and to avoid problems for the examinee:

1. Once the date of Registration and submission of LOC is over, no request to change/correct personal data will be allowed.

-Page-2-

2. In Classes X & XII, no subject correction will be made once the LOC submission is over for the main examinations. Request if any will be considered for supplementary examinations only. Such students may decide to appear or not to appear in the Main examination in the subject(s) which they have submitted in the LOC. However, their results will be declared as per the Examination Byelaws of the Board.

To avoid the above problems, the following requests are made to the parents:

1. Be attentive when agreeing to the information for registration and LOC.
2. The personal data of your ward i.e. Name, Date of Birth, Mother's Name and Father's name should be correctly filled in for registration and LOC.
3. All names with the expanded form may be filled in and not the short names as in future at many places, documents in extended form are required.
4. The surname must be given in case your ward is planning to go abroad as this is the requirement of several countries.
5. The Date of Birth should be correct in all respects.
6. While submitting data, details given in the passport may also be checked, if a passport has been issued to your ward.
7. Subjects be filled in with due care in the LOC of both Classes X and XII as no change will be accepted after LOC submission for the main examinations.
8. It is the responsibility of the parents that all data submitted should be correct.
9. The parents are also requested to visit the schools and support them in the timely submission of the Registration and LOC as once the date is over, no date will be extended.

With this letter, CBSE is approaching the parents to bring it to their notice that correct data submission is the first requirement for the successful conduct of examinations. Your valuable time and attention given for correct data and subject submission will not only help the Board in smooth and fair conduct of examination but save the parents & students also from several problems which they might face in future because of the wrong submission of data and subjects.

It is expected that parents will take the necessary action immediately.

With best wishes,

Yours faithfully,

(Dr. Sanyam Bhardwaj)
Controller of Examinations

Copy to:

1. Principals/Head of Institutions affiliated to CBSE with the request that this letter may be sent to all parents for their information and necessary action.
2. **Copy to Web Admin with the request of uploading on the Board's Website**

CircularNo: MIS International School/ExtCircNo.29/Grade: X/LOC/11.09.24

Dear Parents

Please note the following important points regarding registration of your ward in Grade X CBSE board exams.

1. The check list of candidates is to be signed by both the parents as per the date & time mentioned below.
2. Once parents have signed on the information in LOC (List of Candidates), subject(s) will not be changed at any level.
3. Be 100% sure that the data of your ward along with the subjects mentioned are accurate.
4. Your ward's data submitted in LOC will not be changed or corrected once LOC is submitted. No subject correction after submission of LOC will be allowed. Once the subject is submitted in LOC, it will be considered as final.

Kindly treat this as important and report to school (Grade X classroom) for signature on LOC on Saturday,14.09.2024, between 9am to 10am.

Warm Regards

Mrs. Monika Chhabra

Principal

MIS International School

Scanned with OKEN Scanner

CircularNo:MIS International School/ExtCircNo.28/Grades: 1 to 12/e-magazine/11.09.24

Dear Parent

With reference to CBSE Circular No. ACAD-60/2024 dated 25th July 2024 regarding inviting entries for e-Magazine to be published by the NCERT, this is to inform you that the above said e-Magazine named 'Sapnon ki Udaan' has been launched successfully by NCERT. It can be accessed at the following link.

https://www.ncert.nic.in/flipbook/SapnoKiUdaan/#page=1

You may kindly check the e-magazine.

Warm Regards

Monika Chhabra

Mrs. Monika Chhabra

Principal

MIS International School

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केन्द्रीय माध्यमिक शिक्षा बोर्ड
(शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन)
CENTRAL BOARD OF SECONDARY EDUCATION
(An Autonomous Organisation under the Ministry of Education, Govt. of India)

No. CE/CBSE/2024/ EAile 163685

September 4, 2024

NOTIFICATION

Subject: Doing away with the hard copy of the Migration Certificate for both classes X & XII

The Central Board of Secondary Education is issuing the following documents to students, who have passed in Class X/XII Examinations:

1. Marks sheet-cum- Passing Certificate
2. Migration Certificate to Class X students who wish to obtain the Migration Certificate
3. Migration Certificate to all the students of Class XII

Besides providing the hard copy of the Migration Certificate to the students, the CBSE also provides the soft copy of the certificates in the DigiLocker of the concerned students.

The University Grants Commission has already issued a letter to all institutions of higher learning that digital copies of the certificates issued by the Board will be accepted for admission to institutions of higher learning. CBSE has therefore decided that from the Examinations - 2025 onwards, the hard copy of the Migration Certificate will not be issued to the students of Class XII and the students of Class X. However, a digital copy of the Migration Certificate will be used by the students for admission to other educational institutions. The fee charged by the CBSE for issuing the Migration Certificate alongwith the Examination fee in the LOC will also not be charged by the Board.

During the transition period, in case of any requirement for the hard copy of the Migration Certificate, the students will be allowed to make the requests to the CBSE only at link: https://cbseit.in/cbse/web/dads/home.aspx i.e. Duplicate Academic Document System on CBSE website and thereafter, the Migration Certificate will be provided to them as per their request.

The above decisions have been approved by the Examination Committee meeting held on May 24th, 2024 and duly ratified in the Governing Body meeting of the CBSE in its meeting held on June 24th, 2024.

This is for the information and necessary action for the schools, students, parents and other stakeholders.

Yours faithfully,

4/9/24

(Dr. Sanyam Bhardwaj)
Controller of Examinations

Copy to Web Admin with the request to upload on CBSE website

CircularNo:MIS International School/ExtCircNo.19/Grades:Nur to 12/HarGharTiranga /14.08.24

Dear Parents

In view of Independence Day celebrations, kindly hoist the National Flag at your home on 15 August 2024. You may also share with school a selfie with National Flag that can be uploaded on CBSE portal under the theme Har Ghar Tiranga.

Warm Regards

Monika Chhabra

Mrs. Monika Chhabra

Principal

MIS International School

CBSE/ RO (Pune)/Centre Fixation/Exam-2024 **Dated: 26.08.2024**

BY E-MAIL

MOST URGENT

All Heads of the Institutions
Affiliated to CBSE; under the jurisdiction of Regional Office, Pune.

Subject: Fixation of Examination Centres & Bank Custodian for Board Examinations AISSE/AISSCE-2025 (Main).

Sir / Madam,

I am pleased to forward herewith the Performa for Centre Fixation and Bank Custodian for the purpose of **conducting Board Examinations – 2025** on strength of information sought about your School infrastructure / no. of Students and accessibility.

Also Custodian Performa for Bank Manager and undertaking to be furnished by him are being attached with this letter to get duly filled-in.

You are requested to :-

I. Obtain duly filled-in Bank Custodian Performa and an Undertaking from the Bank Manager of the Branch with seal, stamp and his/ her **Signature in Original.**
II. Fill-in the Examination Performa for Centre Fixation in all respects.
III. The details of Examination Performa should also be filled in the google form link given below:-

https://forms.gle/DZutEPfZsPAtXA4p9

The particulars mentioned at Sl. No. I & II above may be sent (in Original with due signature and seal of the School Principal) by Speed Post/e-mail so as to receive this Office latest by 13th September 2024 positively.

The details to be filled in ***must be accurate and authenticated*** for the convenience of the Regional Office to process further in allotting / fixing Examination Centres as per the case may be.

It is mandatory to send duly filled-in Custodian Form from the Bank Manager (Canara Bank or any Nationalized Bank) for storage of Question Paper packets for Class X / XII Board Examinations - 2025 along with the Centre Performa.

As per Exam / Affiliation Bye-laws of the Board, "the building and furniture of affiliated school shall be placed at the disposal of the Board for the conduct of any of its Examinations and for Spot Evaluation free of charge and the Management and the Principal shall co-operate with the Board in conduct of Examinations and Evaluation of Answer Books".

I am confident that with your support and co-operation, the Regional Office, Pune shall successfully conduct Board Examination 2025. You are once again requested to follow the procedure as mentioned and send details accordingly on or before **13th September 2024** positively.

Thanking you,

Yours Sincerely,

(Ram Veer)
Regional Officer

Encls: as above.

केन्द्रीय माध्यमिक शिक्षा बोर्ड
(शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन)
CENTRAL BOARD OF SECONDARY EDUCATION
(An Autonomous Organisation under the Ministry of Education, Govt. of India)

CBSE/Coord/Maths-Basic-Standard/2024 **Dated: 02.05.2024**

To

The Principal/Head of Schools
Schools Affiliated to CBSE

Subject: Permission to offer Mathematics (041) in class-XI in academic session 2024-25 to students who offered Mathematics (Basic) (241) in class X academic session 2023-24.

Madam/Sir,

As per the CBSE circular No Acad-03/2019 dated 10th January, 2019 two levels Mathematics for All India Secondary School Examination was introduced from academic session ending March 2020 onwards. The Mathematics (Standard) is for those students who wish to opt for Mathematics (041) at Senior Secondary level and the Mathematics (Basic) is for students who are not keen to pursue Mathematics at higher levels.

As per circular No. Acad-03/2019 dated 10.01.2019 students of class X who have studied Mathematics Standard (041) can offer Mathematics (041) in class XI. In case, the students who offered Mathematics Basic (241) in class X are allowed to offer only Applied Mathematics in class XI.

In the past, CBSE has given exemption to offer Mathematics (041) in class XI/XII to the students who offered Mathematics (Basic) in class X because of Covid pandemic.

For the session 2024-2025 too, as many changes are proposed because of NEP, hence, after detailed deliberations, the following has been decided by the Board:

- The relaxation in this rule to continue further for the academic session 2024-25 only. Thus, Students who offered Mathematics Basic (241) are also allowed to offer Mathematics (041) in class XI.
- Before permitting Mathematics (041) in class XI to such students, the Head of the Institution/School should satisfy that the students are having the aptitude and ability to pursue Mathematics (041) in class XI.

Contd....

The Schools are requested to bring the contents to parents/students and take appropriate action accordingly.

However, it has also been decided for the students of Class X of 2024-2025 sessions that once, subjects were filled in by them in LOC, no change in the offered/filled in subject(s) will be allowed and the policy dated 10th January, 2019 will be strictly followed.

Above information may please be noted by the Principals, Teachers, Parents and students with the advice to select and filled the subjects carefully in the LOC.

21/5/24

(Dr. Sanyam Bhardwaj)
Controller of Examinations

Copy to

1. All Regional Offices for information.
2. Web admin with the request to upload on CBSE website

CircularNo:MIS International School/ExtCircNo.15/Grades:Nur to 12/Webinar /19.07.24

Dear Parents

This is with reference to CBSE Circular No. TRG- 33/2024, kindly note the details of webinar on "Awareness about the Three New Criminal Laws notified by the Government of India"- reg.

The three new criminal laws namely Bharatiya Nyaya Sanhita 2023, Bharatiya Nagarik Suraksha Sanhita, 2023 and Bharatiya Sakshya Adhiniyam, 2023; were notified on 25th December, 2023 to replace the Indian Penal Code, 1860, the Code of Criminal Procedure, 1973 and the Indian Evidence Act, 1872. These three laws have come into effect from July 1, 2024. Awareness about these new laws would strengthen our commitment to uphold the law of the land and help us act ethically and responsibly. Considering the relevance of the subject, an awareness webinar is being scheduled as per details below.

Topic: "Awareness about the Three New Criminal Laws notified by the Government of India"

Date: 25 July, 2024 (Thursday)

Time: 03.30 PM – 05.12 PM (IST)

Mode: Online/Live streaming

Speaker: Sh. D C Jain, IPS, Former Special Director, CBI.

This programme will be live streamed through YouTube Channel of Training Unit, CBSE.

Webinar Link: https://youtube.com/live/ff17l0Dmkgc

You may kindly attend the webinar.

Warm Regards

Mrs. Monika Chhabra

Monika Chhabra

Principal

MIS International School

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केन्द्रीय माध्यमिक शिक्षा बोर्ड
(शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन)
CENTRAL BOARD OF SECONDARY EDUCATION
(An Autonomous Organisation under the Ministry of Education, Govt. of India)

No. CE/CBSE/2024/ File 163685

September 4, 2024

To

All the Heads of Schools
affiliated to the Central Board of Secondary Education

Subject: **Caution to the schools, students, and parents for submitting correct student data and subjects in List of Candidates (LOC) - regarding**

Madam/Sir,

CBSE will shortly start the facility of submission of LOC and registration. There are 29940 schools affiliated to CBSE in India and 26 countries abroad. It is expected that more than 40 lakh students will appear in Classes X & XII Board's examinations in 2025. For holding the examination smoothly & successfully, there is a need that the LOC submitted by the students through schools and the subjects offered by them to be correctly submitted in LOC.

It has been observed in the past that schools/students keep changing the personal data of the students as well as the subjects offered by them after submission of the LOC. Even it has been observed that just before the start of the examination or on the day of the examination, it is informed to CBSE that the data submitted is incorrect and they request to appear in some other subject than that of the subject submitted in LOC. Due to these issues, the smooth conduct of examination is severely affected and a very well-settled system for the smooth, fair and successful conduct of examination is facing problems in the conduct of examination and declaration of results. Efforts were made by the Board to ensure that schools and students correctly submit the data and subjects, however, both students and schools are giving various excuses and not submitting the correct information.

With the Board's commitment to conduct the examination smoothly & successfully and to take care of the requests of the students, the following has been decided:

1. The students' data submitted in LOC will not be changed or corrected once LOC is submitted. Request for correction will only be accepted once the result is declared by the CBSE.

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2. No subject correction after submission of LOC will be allowed. Once the subject is submitted in LOC, it will be considered as final.

3. If any student/school wish to correct the subjects, then the correction will be made after the conduct of examinations for Supplementary Examinations only. Such students may decide to appear or not to appear in the Main examination in the subject(s) which is submitted wrongly in the LOC. Their results will be declared as per the Examination Bye-laws of the Board. These decisions will be implemented in all subjects including Mathematics (Standard)/Mathematics (Basic) in Class X.

4. The schools are directed to take the following actions:

   i. Be 100% sure that the data of the students and subjects submitted are 100% correct.

   ii. They will obtain the signatures from the parents before submission of the information.

   iii. If parents have signed before submission of information in LOC, subject(s) will not be changed at any level.

The above decisions have been approved by the Examination Committee meeting held on May 24th, 2024 and duly ratified in the Governing Body meeting of the CBSE in its meeting held on June 24th, 2024.

Yours faithfully,

4/9/24

(Dr. Sanyam Bhardwaj)
Controller of Examinations

Copy to Web Admin with the request to upload on CBSE website

CircularNo:MIS International School/ExtCircNo.21/Grades:1 to 12/BharatOnTheMoon /20.08.24

MIS encourage students to utilize the updated and revamped Bharat on the Moon portal for exposing students to STEM ideas related to space, inspirational stories about our scientific heroes, creative thinking, etc.

With an improved User Interface/ User Experience, BharatOnTheMoon Portal has many new features.

1. Account creation requirements have been removed for faster and easier user participation.
2. Personalized login is no longer necessary, making the portal accessible to all new users.
3. Data acquisition for quiz certification is requested only before quiz participation to customize and make age appropriate. Questions of appropriate difficulty level (Preparatory, Middle and Secondary students) will be generated.
4. Activities (Art Connect, Puzzles, Novels, and Special Modules) are now accessible via separate links.
5. Chandrayaan Utsav modules have been updated to support 20 languages. Bodo, Konkani and Santhali translation is in progress.
6. The quiz is available in 10 languages.
7. Access the website now: https://bharatonthemoon.ncert.gov.in

Warm Regards

Monika Chhabra

Mrs. Monika Chhabra

Principal

MIS International School