APPENDIX – III

TEACHING PLAN

THROUGH CO-OPERATIVE LEARNING METHOD

SUBJECT – ENGLISH

(Quiz-Time, Money Matters, 26th January 2001, Blue whale, How it works)

NINTH GRADE STUDENTS
# TEACHING PLAN-I
## PHASE-I

<table>
<thead>
<tr>
<th>Standard</th>
<th>IX&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>English</td>
</tr>
<tr>
<td>Unit</td>
<td>Quiz Time</td>
</tr>
<tr>
<td>Sub Unit</td>
<td>Tejash Vidyalaya Celebrate 'Gandhi Jayanti'</td>
</tr>
<tr>
<td>Time</td>
<td>90 Minutes</td>
</tr>
</tbody>
</table>

**Learning aids** -
- Different types of competitions charts.
- Questionair
- Team name chart
- Information of Quiz competition
- Score Board
- Pictures of Indian Satellite and Information
- Photo of Jawaharlal Nehru, Indiar Gandhi, Lalbahadur Shashtri.

**Objectives** -
1. For knowing about the competition.
2. For applying the learned knowledge in new context.
3. For developing the ability of self evaluation.
4. For knowing about the rules of quiz competition.
5. For developing basic language skills.(LSRW)
6. For developing co-operative attitude.
7. For knowing about the information of Indian National leader.
8. For developing mutual understanding and the ability of sharing the work.
9. Able to imply the meaning of the word Quiz Time.
Instruction: Phase-I

Study the educational perform following activities consecutively.

1. Study the educational objective title 'Quiz-Time.'
2. Study the meaning of celebration and competition from the learning phase.
3. Perform the activities in the Learning paper phase title 'Tejash Vidyalaya Celebrate' Gandhi Jayanti'.
5. When students completed activities in the expert group each students is to return to their assigned home groups in order to present in the knowledge and perform various activities with the members in their assigned group.
Mohandas Karamchand Gandhi, Mahatma Gandhi, the apostle of peace and the father of the nation was born on 2 October 1869 at Porbandar in Gujarat. In his autobiography My experiments with Truth Gandhi recalls that his childhood and teen age years were characterised by education in a local school, marriage to Kasturba at the age of 13 and an intrinsic love for ‘truth’ and ‘duty’. At the age of the eighteen, he went to England to study law.

For Gandhi ‘Non-violence’ and truth were two inalienable virtues. He summed up the entire philosophy of his life as: "The only virtue I want to claim is truth and non-violence. I lay no claim to super human powers: I want none".

The man of the century had the courage of heart and spirit of the unafraid. His life and teaching reflect the values of this country and the values of humanity. He had been a beacon light to an army of freedom fighters who practised non-violence in world and deed.
Rangoli is wall art as well as floor art. The term RANGOLI is derived from 'Rang'(colour)+ avalli(coloured creepers) or 'Rang' + 'aavalli' (row of colours). Rangoli is Maharashtrain in origin although today it is practiced everywhere.

The motifs in Rangoli are usually taken from Nature - peacocks, swans, mango, flowers, creepers, etc. The colours traditionally were derived from natural dyes - from barks of trees, leaves, indigo, etc. However, today, synthetic dyes are used in a range of bright colours. The materials used for Rangoli take on either a flat appearance, when coloured powder such as rice, chilly, turmeric, etc is used or a 3-D effect when cereals, pulses either in their natural colouring or tinted with natural dyes are used. Some artists use the 3-D effect for borders alone while others create beautiful designs using grains and beads entirely.

Rangoli is a traditional Indian art used as a medium of decoration for the home that also has a religious significance. It enhances the beauty of the surroundings and spreads joy and happiness all around. The material used is powder in different colours. The designs range from simple to very complex, and can take hours to complete.
garba is associated with Navratri!! The annual Navratri Utsav, or Festival of Ninth Nights, converts the cities of Gujarat into light, colour, dancing and music, during September-October. Navratri is held throughout Gujarat, at small villages as well as great cities.

Amba Mata, the earth goddess bestowing strength and power against the forces of evil, enjoys special attention during Navratri by Pooja in picles and dances of the Ras Garba tradition. These dances normally begin at eleven at night and continue till dawn, at various sites, in different areas in each city.
NAME OF THE TEAMS, SCHOOLS AND PARTICIPANTS

Bharat India

- Bright High School Idar
  - Irfan, Asma, Avani

- Saraswati High School Himmatnagar
  - Mitul, Sylvia, Mogal

Hindustan

- Navroz High School Modasa
  - Nishant, Fiorz, Astha

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In the quiz competition there are one quiz master, scorer, timekeeper are included in the quiz competition.

There are different types of round in the quiz competition like as Direct question round, in this round ask the one question to each team directly.

Buzzer round is also applied in quiz competition in this. In this round the quiz Master give the answers and team gave the question but who knows the question and the ring the buzzer. First ring buzzer it gave the answer. If it answer (question) wrong. The 50 minus points for incorrect answers.

And the third round gives the statement and options will be given choice correct answers.
Quiz Time

Tejash Vidhyalay Celebrate 'Gandhi Jayanti'

Q.1. Fill in the blanks with proper words.
1. On 2\textsuperscript{nd} October Tejas vidyalaya going to celebrate ............... in a different way.
2. Last year there was a ............... competition.
3. ........... is the Quiz Master.
4. ........... is the first prime Minister of India.
5. "Plants and trees too have life" is discovered by ............... 

Q.2. Give the meanings of following words:
1. Participants.................................
2. Buzzer.........................................
3. Competition............................... 
4. Score.......................................... 
5. Mutual........................................
Phase-II

Sub Unit – About Quiz.

Instruction:

Students are to perform following activities consecutively.

1. Study the educational objective sub title about quiz.
2. Study the meaning of Buzzer round from the sub unit. About Quiz.
3. Perform the activities in the phase II sub title About Quiz competition.
4. Pre-task in the discussion and summarize the content on 'Quiz-Time.'
5. When students completed activities in the expert group each students is to return to their assigned home groups in order to present in the knowledge and perform various activities with the members in their assigned group.
Chacha Nehru, as he was popularly known, was the first Prime Minister of India. His love for children's gave him name Chacha (paternal uncle). Born to Motilal Nehru, an early congressman and once a president of the Indian National Congress, Nehru was destined to lead India.

The son of the wealthy Indian barrister and politician Motilal Nehru, Nehru became a leader of the left-wing of the Indian National Congress at a remarkably young age. Rising to Congress President under the mentorship of Mahatma Gandhi.

Serving as Congress President, Nehru raised the flag of independent India in New Delhi on 15 August 1947, and served as Prime Minister. His daughter Indira and grandson Rajiv would both also serve as Prime Minister and President of the Indian National Congress, as would Rajiv's wife Sonia. His long tenure was instrumental in shaping the traditions and structures of independent India.
Indira Gandhi was the first woman ever elected to lead a democracy. She was the Prime Minister from 1966-77 and then again between 1980-84 till her death at the hands of her own bodyguards.

*Indira Gandhi* was born on November 19, 1917 and was the only child of Jawaharlal and Kamala Nehru. *Indira Gandhi* was drawn to politics at an early age. She did her college from Oxford uni.

In 1938, Indira returned to India and joined the Indian National Congress Party. Soon afterwards in 1942, she married journalist Feroze Gandhi with whom she eventually had two sons—Sanjay and Rajiv Gandhi.
Rohini and Aryabhitt is the satellite of India. Arayabhitt is the first Indian satellite and Rohin was the second Indian satellite.
Q.1 Who was the first prime Minister of India?

Ans.1 Pandit Jawaharlal Nehru.

Q.2 Name the first Indian Satellite.

Ans.2 Arya bhatt.

Q.3 'Plant and free for have life' who discovered this?

Ans.3 Jagadhischandra Bose.
SECOND ROUND

Q.1 Bhangara

Ans.1 Which is the folk dance of the Punjab?.

Q.2 South Point High School, Kolkata.

Ans.2 Which is the biggest school in India?

Q.3 Hiroshima

Ans.3 Where was the first atom bomb dropped?
Q.1 Who was the first Prime Minister of India before Mrs. Indira Gandhi died?

Ans.1 Mrs. Indira Gandhi.

Q.2 In which month less number of children are born in India.

Ans.2 February.

Q.3 Why is "B" the coolest letter of the alphabet?

Ans.3. Because 'B' is there between A-C.
Unit : Quiz Time

Sub Unit : About Quiz.

Q.1. Correct the following sentences, if necessary:

1. The points for correct answers are decided by Shamasha.
   Ans. ..................................................................................................

2. 'India' becomes the runner up in this quiz.
   Ans. ..................................................................................................

3. The winning team hits the buzzer.
   Ans. ..................................................................................................

4. Hiroshima was the capital of Japan.
   Ans. ..................................................................................................

5. Shastriji was the prime Minister before Mrs. Indira Gandhi died.
   Ans. ..................................................................................................
Q.2. Match the following 'A' with 'B' :-

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Rabindranath Tagore</td>
<td>1 Science</td>
</tr>
<tr>
<td>2 Vikram Sarabhai</td>
<td>2 Sports</td>
</tr>
<tr>
<td>3 Kalpana Chawala</td>
<td>3 Religion</td>
</tr>
<tr>
<td>4 Swami Vivekanand</td>
<td>4 Literature</td>
</tr>
<tr>
<td>5 Shiny Abraham</td>
<td>5 Film Director</td>
</tr>
<tr>
<td>6</td>
<td>6 Space Technology</td>
</tr>
</tbody>
</table>

**Answers**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
### TEACHING PLAN – II

#### PHASE : I

<table>
<thead>
<tr>
<th>Standard</th>
<th>IX&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>English</td>
</tr>
<tr>
<td>Unit</td>
<td>Money matters.</td>
</tr>
<tr>
<td>Sub Unit</td>
<td>Origin of word &quot;Money&quot;</td>
</tr>
<tr>
<td>Time</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Learning aids</td>
<td>Currency chart, encyclopedia, E-card, ATM card, Debit card, credit card, new commence note, Coins, old coin chart. Paper of form of money and its advantage disadvantage.</td>
</tr>
</tbody>
</table>

#### Objectives

1. For knowing about the old currency.
2. For applying the learned knowledge in new context.
3. For developing the ability of self evaluation.
4. For developing co-operative attitude.
5. For knowing new word E-card.
6. For developing mutual understanding and the ability of sharing the work.
7. Able to imply the meaning at the word money and E-card.
Study the educational perform following activities consecutively.

1. Study the educational objective title 'Monet matters.'
2. Study the meaning of celebration and competition from the learning phase one.
3. Perform the activities in the learning paper one title 'Money matters'.
4. Perform the activity in the learning paper one for the exchanging things through Audio Visual aid.
5. When students completed activities in the expert group each students is to return to their assigned home groups in order to present in the knowledge and perform various activities with the members in their assigned group.
Long ago there were copper, silver even gold coins. They were used as money.
Five hundred rupee note or thousand rupee notes are new comers in market. Take a hundred rupee not and compare it with a piece of newspaper of the same size you can't buy anything with these pieces because it has no value? But the hundred rupee note has value because it is guaranteed by the government of India.
A Origin of the word Money

Origin of the Word "Money"

The word money is derived from Latin word "Moneo" The money itself is given value by government fiat (Latin for let it be done)" or decrees, enforcing legal tender laws, previously known as 'forced tender'. By low the refusal of "legal tender" money in favor of some others form of payment is illegal, and has at time in history.

Governments through history have often switched to form money in times of need such as war, some times by suspending the service they provided of exchanging their money for gold and their other items by simply printing the money that they needed. When governments produce money more rapidly than economic growth, the money supply overtakes economic value. Therefore excess money eventually dilutes. The market value of all money issued.

B Difference between the 100 rupee note and piece of news paper

Difference between the 100 Rupee ote and a piece of news paper of the same size.

The hundred Rupee note has value because it is guaranted by the government of India. It has a value so that you had buy food, clothing 02 playing things with the help of that note but can not buy anything with any piece of paper of the same size.
INFORMATION ABOUT MONEY

In the olden days, people followed the barter system. It meant "exchanging" things. Thus people easily got the things they needed. But sometimes the value of the things exchanged was not equal.

As civilization progressed, things like beads; cows etc. became the "token" money. They could be given in exchange of things. Again it happened that the value of the token money and the value of the thing got were not equal.

As time passed, the 'token' Money was replaced by bronze, copper, Silver and gold Coins.

Coins were difficult to carry. Storing them was also a problem. But they could not be damaged or torn.

Coins were replaced by paper money. Paper money is easy to carry and store. But it can be easily stolen, damaged or even torn out.

Now E-cards are used. They are easily to carry safe and convenient and can be used all over the world.
Sub unit : Information about E-card.

Students are to perform following activities consecutively.

1. Study the educational objective subtitle E-card.
2. Study the meaning of E-card from the phase-II
3. Perform the activities in the pase-II sub title E-card.
4. Pre tast in the discussion and summaries the content on money matters.
5. When students completed activities in the expere group each students is to return to their assigned home groups in order to present in the knowledge and perform various activities with the members in their assigned group.
<table>
<thead>
<tr>
<th>No.</th>
<th>Form of money</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Barter system</td>
<td>Easily get things exchanged</td>
<td>The value of things may not be equal</td>
</tr>
<tr>
<td>2</td>
<td>Token Money</td>
<td>Given in Exchange of things got</td>
<td>The value of the token money may not be equal to the things.</td>
</tr>
<tr>
<td>3</td>
<td>Coins</td>
<td>Can not be stolen, damaged or torn</td>
<td>Difficult to carry and store</td>
</tr>
<tr>
<td>4</td>
<td>Currency notes</td>
<td>Easy to carry and store</td>
<td>Easily stolen, damaged or torn.</td>
</tr>
<tr>
<td>5</td>
<td>E-card</td>
<td>Easy to carry, Safe convenient, can be used all over the world.</td>
<td></td>
</tr>
</tbody>
</table>
Electronic cards have been invented and developed; you buy things from different stores with the help of e-card.

**Advantages of E-card**

- E-cards are easy to carry
- There is no question of staring a bundle of currency notes.
- It is safe as well as convenient.
- It can be used all over the world
- Buy any things and pay by E-card from any store.
### Q.1. Answer the following Questions:

1. What is an E-card?

2. What is the difference between a page of a magazine and a printed currency note?

3. Write two uses of E-cards.

4. What determined the value of a coin?

5. Find out the word used for money.

### Q.2. Use following words in your own sentences:

1. Limitations

2. Currency

3. Amount

4. Electronic cards.

5. Internet.
## TEACHING PLAN - III

### PHASE-I

<table>
<thead>
<tr>
<th>Standard</th>
<th>IXth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>English</td>
</tr>
<tr>
<td>Unit</td>
<td>26th January 2001</td>
</tr>
<tr>
<td>Sub Unit</td>
<td>Information about Earthquake in Gujarat</td>
</tr>
<tr>
<td>Time</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Learning Aids</td>
<td>Pictures of Earthquake</td>
</tr>
<tr>
<td></td>
<td>Cuttings of News paper</td>
</tr>
<tr>
<td></td>
<td>Reference Books of Geography.</td>
</tr>
<tr>
<td></td>
<td>Charts of Das and Don'ts during the Earthquake</td>
</tr>
<tr>
<td></td>
<td>Pictures of Natured calamities.</td>
</tr>
</tbody>
</table>

### Objectives:

1. For knowing about the Earthquake.
2. For applying the learned knowledge in view context.
3. For developing the ability of self evaluation.
4. For developing co-operative attitude.
5. For developing mutual understanding and the ability of sharing the work.
6. For knowing about some tips about what should do during such difficult situations during the earthquake.
Students are to perform following activities consecutively.

1. Study the educational objective title '26th January 2001.
2. Study the meaning of earth quick from the learning phase-I
3. Perform the activities in the learning paper phase title 'Information about the Earth quick in Gujarat.
4. Perform the activities in the learning paper to collect the information about Earth quick from News paper cuttings and Reference Books.
5. When students completed activities in the expert group each students is to return to their assigned home groups in order to present in the knowledge and perform various activates with the members in their assigned group.
The 26th January 2001 will remain in the memory of the people of Gujarat as the most horrifying day. That was the day when many people lost their lives. Earthquake of a very high magnitude had occurred on that day. It was measured at 8.1 on the Richter scale. Dhrang Godai is a village located at the tip of the Run of Kutch. This place was the center of the earthquake. The earth has split sending vibration all over the state of Gujarat, it had occurred at 8.45 in the morning.

Nature's fury continued for a couple of weeks. Buildings were collapsing like castles of cards because of the aftershocks. Many people were trapped in these houses. People became homeless. It was like a sad dream.
A devastating earthquake hit India in the early morning of January 26, 2001, killing more than 20,000 (based on news reports) and injuring 200,000 people as it toppled buildings and houses. The quake, measuring 7.9 on the Richter Scale with epicenter around 20 km north-east of Bhuj in Gujarat, occurred at 08:46 IST (Indian Standard Time) according to the Indian Seismological Department.

The quake struck as many cities were celebrating India's 51st Republic Day. The tremble caused high-rise buildings to shake from New Delhi to Mumbai, Chennai and Kolkata. Reports of aftershocks came in from around the country.

Prime Minister Vajpayee visiting some of the earthquake ravaged areas, described the devastation as "a massive tragedy." Prime Minister said that the need of the hour was that everyone should join hands to save the people. Indian armed forces have been playing key role in all aspects of relief work in Gujarat. Preliminary estimates indicate that about 40 million people have been affected.

Many non-governmental organizations are involved in relief and rehabilitation efforts. International organizations have also rushed relief materials and medical personnel to Gujarat.
Q.1. Did this happen in 26th January 2001? Write yes or "No".

1. Many children died due to aftershocks. [ ]
2. The earthquake occurred around 9 a.m. [ ]
3. Newspaper spread this news in the world. [ ]
4. Many buildings could not stand on the ground. [ ]
5. Soldiers saved many people trapped in broken houses. [ ]
6. People felt that their houses were trembling. [ ]
7. The intensity of the tremor was 8.7. [ ]
8. Volunteers took the orphan children to some shelters. [ ]
9. Nature's fury continued for a couple of weeks. [ ]
10. Buildings were collapsing like castles of cards because of the aftershocks. [ ]
INSTRUCTION PHASE - II

Sub Unit: Some tips about the Earthquake.

Students are to perform following activities consecutively.

1. Study the educational objective sub little some tips about earthquake.
2. Study the meaning of sub unit. Some tips about the earthquake.
3. Perform the activities in the phase-II on the charts of Dos and Donts during the earthquake and after the earthquake.
4. Pre-task in the discussion and summaries the content on 26th January 2001.
5. When students completed activities in the expert group each students is to return to their assigned home groups in order to present in the knowledge and perform various activities with the members in their assigned group.
### DURING THE EARTHQUAKE

<table>
<thead>
<tr>
<th><strong>DOS</strong></th>
<th><strong>DON'TS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Come out in an open area immediately.</td>
<td>➢ Don't crowd at public places such as temples, shops, factories, schools, halls, etc.</td>
</tr>
<tr>
<td>➢ Keep away from any big building.</td>
<td>➢ Don't stand near glass windows, mirrors, cupboards and such other sharp or heavy objectives.</td>
</tr>
<tr>
<td>➢ If you can't come out, hide yourself under a big table or a cot.</td>
<td>➢ Don't stand near a building or under a tree.</td>
</tr>
<tr>
<td>➢ If you're driving a vehicle, stop it and stand away from the road.</td>
<td></td>
</tr>
</tbody>
</table>
# DURING THE EARTHQUAKE

<table>
<thead>
<tr>
<th><strong>DOS</strong></th>
<th><strong>DON'TS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>➤ Switch off the gadgets that can cause fire: gas stove, kerosene stove</td>
<td>➤ Don’t spread rumours.</td>
</tr>
<tr>
<td>➤ Check if any member of the family is hurt.</td>
<td>➤ Don’t rush to see the damaged buildings.</td>
</tr>
<tr>
<td>➤ Listen to radio/T.V. news bulletin.</td>
<td></td>
</tr>
<tr>
<td>➤ Be prepared for aftershocks.</td>
<td></td>
</tr>
</tbody>
</table>
FAMINE

The word famine means the complete absence of food. Famine and hunger are not new problems, nor are they confined to the third world. Malnutrition, starvation, population explosions and natural disasters all have their own part in famine.

What causes Famine?

Famine is caused by a great number of things such as:-

1) Natural disasters (floods, drought, volcanic eruptions and earthquakes)
2) Over populated areas that are unable to feed masses of people.
3) Poor quality of health facilities.
4) The aid from other countries is very low.
5) Governments that have poor management of resources.
**Thunderstorm** is nothing more than millions of droplets of water vapor suspended in the atmosphere that produces lightning, rainfall, winds, hail or tornados. Thunderstorms form when instability in the atmosphere causes large clouds called cumulonimbus to form that reach great heights in the atmosphere. At the very top of a thunderstorm there is a region known as the anvil. This is where the thunderstorm cannot reach anymore height in the atmosphere due to the stratosphere being stable so the cloud only has one way to go now instead of straight up. The cloud starts to spread out along the bottom of the stratosphere, much like steam spreads out along a roof in the kitchen. This is often the high whispy looking cloud you see at the top of a thunderstorm. Dust and other matter gets sucked into the thunderstorm when it is growing in its size and it is at this point that if a supercooled water droplet comes in contact with a piece of dust, it will immediately turn to a solid (ice).
Q.1. Complete these sentences:
1. After the earthquake, I should not spread rumour because.............
   ....................................................................................................................
2. After the earthquake, I would check the gas stove because.............
   ....................................................................................................................
3. During the earthquake, I would not stand near a building because........
   ....................................................................................................................
4. After the earthquake, I would listen to news bulletins because..........
   ....................................................................................................................
5. During the earthquake, I would hide myself under a table because........
   ....................................................................................................................
6. During the earthquake I would not go to public places because...........
   ....................................................................................................................
7. During the earthquake I would not go to public places because...........
   ....................................................................................................................
8. After the earthquake I would not rush to see the damaged buildings because...
   ....................................................................................................................
9. After the earthquake I would check if any member of the family is hurt because...
   ....................................................................................................................
10. After the earthquake I would listen to radio/T.V news bulletin because...
    ....................................................................................................................
TEACHING PLAN- IV

PHASE-I

Standard - IXTH
Subject - English
Unit - How it works
Sub Unit - A photocopier, A Thermometer.
Time - 90 minutes
Learning aids- A photocopier
- Thermometer
- Paper cutting
- Charts and pictures of photocopier and thermometer.
- Encyclopedia
- Charts of weathering factors

Objectives:
1. For knowing about a photocopier and a Thermometer.
2. For developing a mechanical mind.
3. For developing the ability of self evaluation.
4. For developing co-operative attitude.
5. To knowing about how is Atomic Energy Produced?
6. To knowing about how is soil formed?
7. To knowing the new word 'Topsoil' and 'Subsoil'.
8. To knowing the different types of weathering factors.
9. For developing mutual understanding and the ability of sharing the work.
Photocopier

A photocopier makes instant copies of printed pages or picture. A page is placed on a glass plate and a button is pressed. The page is lit up from inside the machine. An image of the page is then produced. It is made of particles of ink. The paper on which a copy is to be made, passes through a shower of toner. The particles of the powder cling to the charged part of the paper. Thus an image of writing or picture, placed on the glass is found printed on the paper.
A THERMOMETER

There is a very narrow glass tube inside a thermometer. At its bottom there is a bulb containing a liquid. It is mercury when heated, it expands and some of the particles are forced up in the narrow tube. When the thermometer gets colder, again there is vibration. But these particles of mercury contract as they become smaller in size, the particles in the narrow tube come down.

Mercury expands more quickly, so it shows the temperature faster. On the thermometer, there are some marks and figures on the glass tube. We can see the level of mercury in the transparent tube and read the temperature.
Differents types of thermometer
Q.1. **Fill in the blanks:**

1. ............... is used in a thermometer.
2. The normal temperature of our body is ............... pahrenhit.
3. The paper on which a copy is to be made, passes through a shower of ......
4. A photocopier makes instant copies of .................
5. There is a very narrow ................. inside a thermometer.

Q.2. **Put the following actions in proper order.**

1. Image is produced.
2. A button is pressed.
3. The page is placed.
4. Page is lit up.
5. It is made of particles of ink.
Sub Unit: How is Atomic Energy Produced? and How is Soil Formed?

Students are to perform following activities consecutively.

1. Study the educational title 'How is Atomic Energy produced?' and How is Soil Formed?
2. Perform the activities in the learning phase on paper cutting reading.
3. Study the chart of factors of weathering.
4. Pre task in the discussion and summaries the content on 'How it works.'
5. When students completed activities in the expert group each students is to return to their assigned home groups in order to present in the knowledge and perform various activities with the members in their assigned group.
What is Atomic Energy?

Atomic Energy is obtained from the atom. Every atom has in it particles of energy. Energy holds the parts of an atom together when the atom is split, this energy comes out.

Atomic Energy:

Atomic Energy is obtained from the atom. We can obtain energy from an atom in two ways: fusion and fission when one single atom is made out of two atoms it is called "fusion". Fusion releases a great amount of heat. When ne atom is split in to two. It is called fission. This is done by hitting atom with neutrons. A neutron is a particle in a atom. When uranium 235 is hit with a neutron. It breaks into two fragments. One kilogram of u 235 gives energy which is 10,00,000 times of energy as obtained by burning one kilogram of coal. A small piece at uranium could run a generator, a heavy train, a steamer or even a jet plane. Atomic energy is the chief source of energy today and in future.
MEANING OF SOIL:
Soil is the losses powdery Earth in which plants grow. It is made up of very small pieces of rock, decayed plants and Materials.

MEANING OF TOPSOIL:
The richest layer of soil, which is at the top, is called topsoil.

MEANING OF SUBSOIL:
The layer under the top soil is called sub soil and it contains bits of rocks.

WEATHERING FACTORS:
1. Water with chemicals wears away some kinds of rocks.
2. Change in temperature also breaks rocks into small pieces.
3. Plant roots go into the rocks and break them.
4. Sometimes seeds fall into rocks, they sprout and grow. This also causes breaks in a rock.
5. Fast blowing winds also cause wearing away of rocks.
### WORK PAPER - II

**Unit**: How it works  
**Sub Unit**: Atomic Energy, Soil formed.

#### Q.1. Put a A (√) against the word which has a similar meaning as used in the lesson:

<table>
<thead>
<tr>
<th>Q</th>
<th>Word</th>
<th>Options</th>
</tr>
</thead>
</table>
| 1 | Fusion | 3. decay  
  □ breaking down  
  □ confusion  
  □ particle  
  □ getting together |
| 2 | Fragment | 4. Fission  
  □ Small  
  □ dust particles  
  □ tiny bits  
  □ a crack |
| 5 | Perish |  |  
  □ breaking up  
  □ get ruined  
  □ thinner  
  □ pasticcios |

#### Q.2 Answer the following Questions:

1. What is fusion?
2. What is fission?
3. From where is atomic energy obtained?
4. What is weathering?
5. What is subsoil?
TEACHING PLAN-V

PHASE - I

Standard - Ixth
Subject - English
Unit - The Blue whale
Sub Unit - Information About Mammals
Time - 90 minutes
Learning Aids - Pictures of Mammals
- Information chart of Blue whale
- Encyclopedia

Objectives:
➤ For knowing about the blue whale.
➤ For developing the ability of self evaluation.
➤ For knowing about the habit of blue whale
➤ For developing basic language skills.
➤ For developing co-operative attitude
➤ For developing mutual understanding and the ability of sharing the work.
Students are to perform following activities consecutively:

1. Study the educational objective title. The Blue whale
2. Study the knowing about the Blue whale
3. To know about the manuuals.
4. Perform the activities in the learning phase title. Information About manuuals whale through charts and Information paper.
5. When students completed activities in the expert group each student is to return to their assigned home groups in order to present in the knowledge and perform various activities with the members in their assigned group.
Mammals are intelligent animals. They have well developed brains. So they can learn to do any things. They have many things in common. They have warm blood. They all have hair or fur on their bodies. They have two pairs of limbs like arms and legs. They can run fast. Mammals live everywhere in hot places like the Equator and very cold places like the North pole.
Information about Blue whale.

- The Blue whale is the biggest mammal in the world.
- A Blue whale can grow up to 33 meters and weight over 30,000 kg.
- It is more than the weight of 2,500 people.
- Its tongue is three meters thick.
- The tongue itself is heavier than an elephant.
- A Blue whale is extremely strong creature.
- It can drown a huge ship.
- It can swim at a great speed of 30 kms. per hour.
- A whale can eat up 4,100 kilos of food a day.
- It has no teeth. They eat fish and other sea creatures.
- The Blue whale can stay under water for an hour.
Unit : The Blue whale
Sub unit : Information about the mammals.

Q.1. Answer the following questions:
1. How much does the blue whale weigh?
   .................................................................
2. Where does a whale live?
   .................................................................
3. Which mammals live in Jungles?
   .................................................................
4. How do mammals send messages?
   .................................................................
5. What do mammals have in common?
   .................................................................

Q.2. Fill in the blanks with proper words:
1. The Blue whale is the ............... mammal in the world.
2. Mammals use their ............. in different ways.
3. A Blue whale can grow up to .............. meters.
4. A Blue whale's tongue is ............... thick.
5. A Blue whale sometimes swim at a great speed of ............. kms per hours.
Sub Unit: Habit of Blue whale.

1. Study the educational objective sub title about quiz.
2. Study the habit of Blue whale
3. Perform the activities in the phase II sub unit Habit of Blue whale.
4. Pre-task in the discussion and summaries the content on 'Blue whale'.
5. When students completed activities in the expert group each students is to return to their assigned have groups in order to present in the knowledge and perform various activities with the members in their assigned group.
Why we call mammal?

- When it breathes out, it lows out water. from distance, this looks like a fountain.
- Secondly, the whale is a warm blooded creative but the fish has cold blood. The blue whale has a think layer of fat under its skin, therefore even in ice cold water, they can live.
- Thirdly, the fish lays eggs but the whale gives birth to young ones.

Therefore we call it mammal.

At the time of birth, the young are is about 8 meters long and it weights around 10,000 kg.
In some ways............
Whales are like human beings

For example

- They live in families
- They young whale lives with its parent for about 15 years. Further the blue whales often sing in their own ways. One can hear their songs even from the distance of 400 kms.
Unit : The Blue whale
Sub unit : Habit of Blue whale

Q.1. Say the following sentences are true or false if it is true put (√) if it is wrong put (x) in the bracket.

1. A blue whale has a tail like a fish [ ]
2. A whale can eat up to 5,100 kilos of food a day [ ]
3. A Blue whale can not stay under water without taking breath [ ]
4. The number of blue whale is increasing very fast [ ]
5. In some ways, whales are like human beings [ ]

Q.2. Fill in the blanks with proper words:

1. The sieve is called a ............
2. The young whale lives with its parents for about ........ years.
3. One can hear their songs even from the distance of .......... kms.
4. At the time of birth, the young one whale is about ........ meters long.
5. The weight of young one blue whale is around ............