



पुर्णा International School

Shree Swaminarayan Gurukul, Zundal

*be humble,
be teachable
and always
keep learning*

STUDENTS STRUCTURE AND CULTURE

DISCIPLINE
VALUES AND ETHIC
LEADERSHIP
FLEXIBLE SCHEDULE
RESPONSIBLE
INVOLVEMENT IN DECIS
MAKING



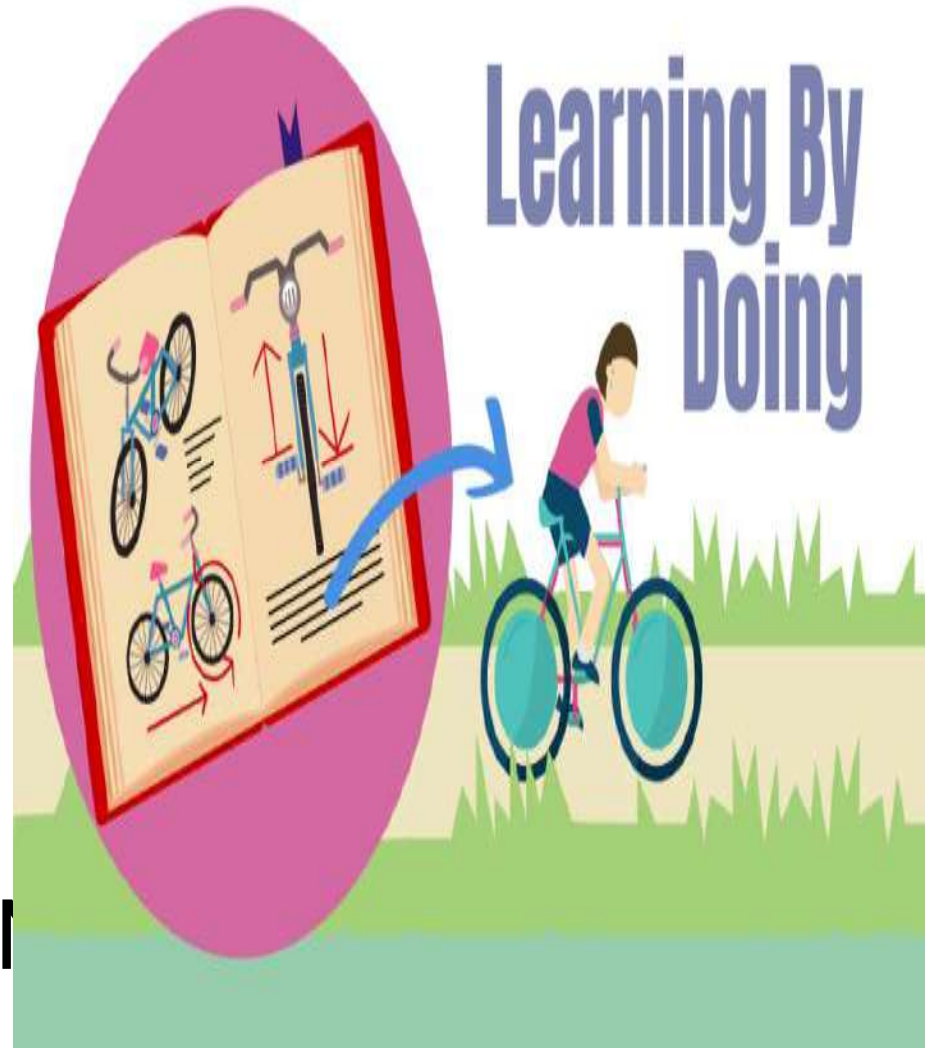
FIVE STRATEGIC AREA FOR THE STUDENTS

- EVALUATING– TRACKING PROCESS
- ENSURING– STUDENTS INVOLVEMENT
- INCREASING– SUCCESSFUL TRANSITIONS
- PROMOTING– POSITIVE CONNECTION

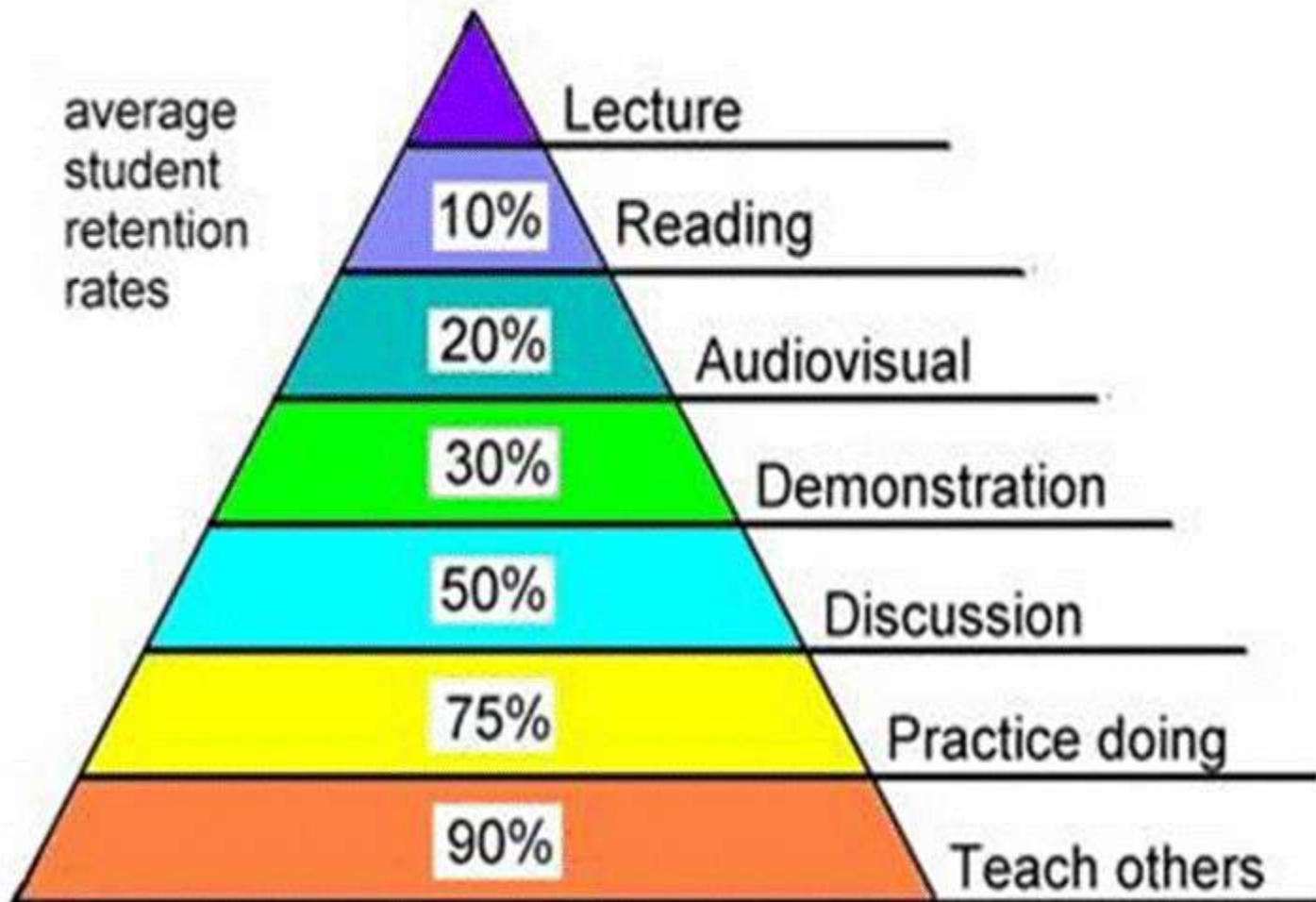


KEY OF TEACHING TECHNIQUE

- INTRODUCTION
- LEARNING PYRAMID
- ENGAGE
- VARIETY
- ACTIVE LEARNING
- RECAPITULATION
- EVALUATION
- LEARNING BY DOING



Learning Pyramid

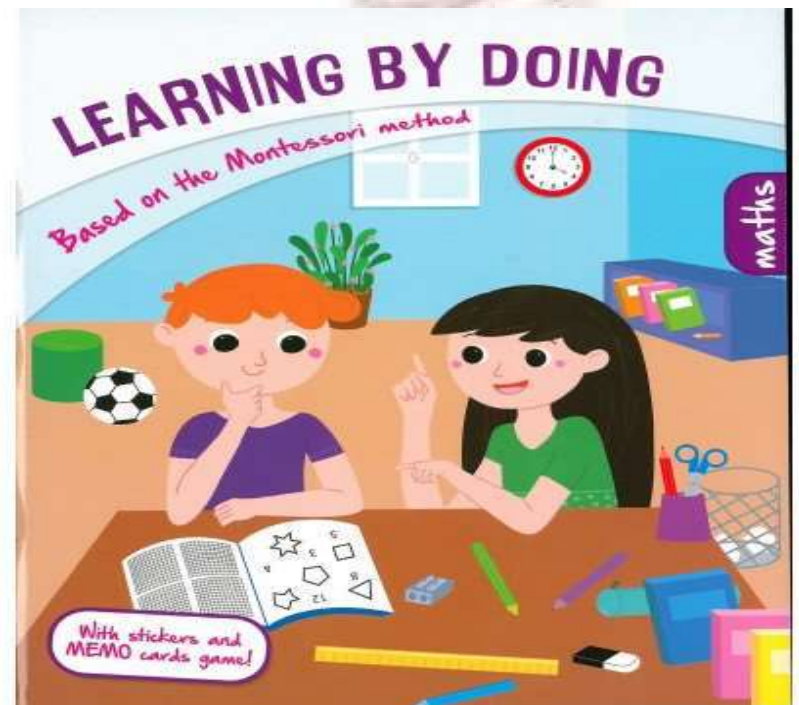


Source: National Training Laboratories, Bethel, Maine

PYRAMID LEARNING OF STUDENTS

GROUP TEACHING

- PROJECT METHOD
- FIELD TRIP
- PROBLEM SOLVING LEARNING
- ROLE PLAY
- NARRATIVE
- STORY TELLING
- MODEL BUILDING
- BUZZ SESSION
- DOUBT SESSION
- REAL LIFE LEARNING



CLASS - 7

ENGLISH

DIRECT METHOD

**CLASS ROOM
DISCUSSION**

**Teaching
methodologies**

**INTERACTIVE
LEARNING**

QUESTIONNAIRE

THINGS TO LEARN – PROSE

- **Explanation & discussion of the chapter**
- **New vocabulary**
- **Word meanings**
- **Question answers**
- **Make sentences**
- **Text book exercises**
- **Activity related to chapter**

THINGS TO LEARN – POEM

- Explanation & discussion of the poem
- Summary of the poem
- New Vocabulary
- Word Meanings
- Question Answers
- Text book Exercises
- Activity related to poem

HONEY COMB

CH – 6 EXPERT DETECTIVES

LEARNING / UNDERSTANDING – Information about the Writer , Reference with examples , Self – Experiences , Movies etc.

RECAPITULATION – Listening Comprehension , Dictation, Interactive Learning

SPEAKING - Class room Discussion based on Chapter explanation, Questionnaire to check the knowledge about the chapter

READING - Reading lesson to improve Conversational Skill , Pronunciation , Hard Words, Word – Meanings

WRITING – Subject – Enrichment Activities, Writing Character Sketch of a Detective and experience based on it

LESSON BASED L, S,R,W – Experiencing the characters, Individual And Group tasks, Understanding the difference between Homophones, Role Play

KEY POINTS -

- **Nishad and Maya are brother-sister.**
- **They are very curious to know about Mr. Nath.**
- **They start interrogation about Mr. Nath.**
- **They collect information about him.**
- **Maya takes Mr. Nath as a crook .**
- **Nishad doesn` t agree with her.**

ACTIVITY -

- **To encourage students to interrogate.**
- **Making them aware to understand the poor.**
- **To make them understand somebody's feeling.**
- **To encourage them to collect difficult information from anywhere.**



HONEY COMB

POEM – MYSTERY OF TALKING FAN

LEARNING / UNDERSTANDING – Information about the Poet , Reference with examples , Self – Experiences , Movies etc.

RECAPITULATION – Listening Comprehension , Dictation , Interactive Learning

SPEAKING - Class room Discussion based on Poem explanation, Questionnaire to check the knowledge about the chapter

READING - Reading Poem aloud to improve Conversational Skill , Pronunciation , Hard Words, Word – Meanings

WRITING – Subject – Enrichment Activities, Writing Brief Summary on their own

LESSON BASED L, S,R,W – Experiencing the characters, Individual And Group tasks, Under standing the difference between Homophones, Role Play



HONEY COMB

CH – 7 THE INVENTION OF VITA-WONK

LEARNING / UNDERSTANDING – Information about the Writer , Reference with examples , Self – Experiences , Movies etc.

RECAPITULATION – Listening Comprehension , Dictation, Interactive Learning

SPEAKING - Class room Discussion based on Chapter explanation, Questionnaire to check the knowledge about the chapter

READING - Reading lesson to improve Conversational Skill , Pronunciation , Hard Words, Word – Meanings

WRITING – Subject – Enrichment Activities (Writing Recipes) , Writing Character Sketch of a Inventor Mr. Wonka and his invention

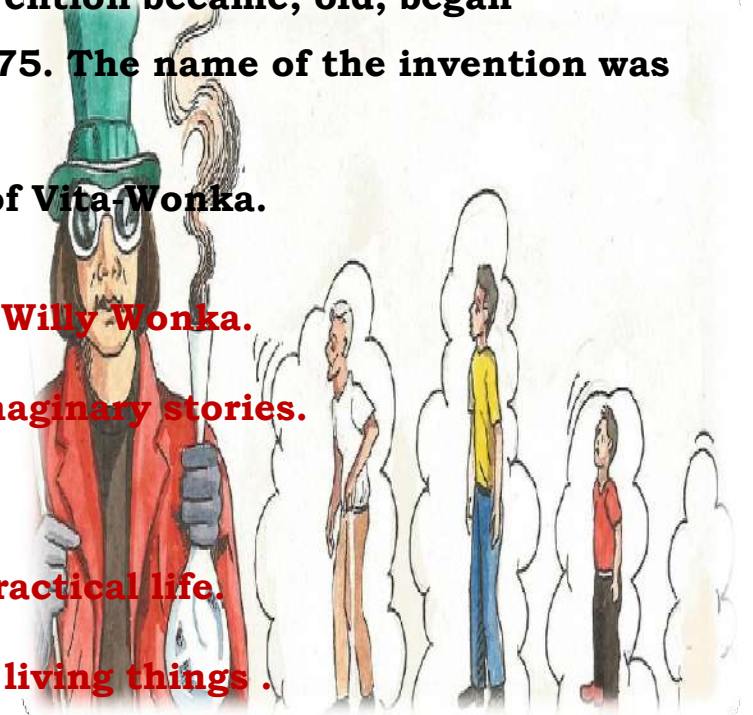
LESSON BASED L, S,R,W – Experiencing the characters, Individual And Group tasks, Understanding the difference between Homophones, Role Play

KEY POINTS -

- **Mr. Willy Wonka, the scientist invents a medicine named as Vita Wonka.**
- **This medicine makes people younger.**
- **Mr. Wonka mentions different kinds of trees in the lesson.**
- **They are –Douglas fir, Oak, Cedar, Bristlecone Pine tree.**
- **He tells that the Bristlecone tree lives the longest for more than 4000 years and he prepared a black liquid by boiling and mixing of different parts of different living things.**
- **He gave four drops of that black liquid to a 20 years old man named as Oompa-Loompa.**
- **The volunteer, who swallowed four drops of the new invention became, old, began wrinkling and shriveling and he turned into a fellow of 75. The name of the invention was Vita-Wonk.**
- **Finally, the scientist got success in his new invention of Vita-Wonka.**

ACTIVITY –

- **To make them familiar with the invention made by Mr. Willy Wonka.**
- **To enable them to develop thinking skill and imagine imaginary stories.**
- **To motivate them to write imaginary stories.**
- **To enable them to use new words and phrases in their practical life.**
- **To make them familiar with different kinds of trees and living things .**



HONEY COMB

POEM – DAD AND THE CAT AND THE TREE

LEARNING / UNDERSTANDING – Information about the Poet , Reference with examples , Self – Experiences , Movies etc.


RECAPITULATION – Listening Comprehension , Dictation , Interactive Learning

SPEAKING - Class room Discussion based on Poem explanation, Questionnaire to check the knowledge about the chapter

READING - Reading Poem aloud to improve Conversational Skill , Pronunciation , Hard Words, Word – Meanings

WRITING – Subject – Enrichment Activities, Writing Brief Summary on their own

LESSON BASED L, S,R,W – Experiencing the characters, Individual And Group tasks, Under standing the difference between Homophones, Rhyming Words, Role Play



HONEY COMB

CH – 8 FIRE : FRIEND AND FOE

LEARNING / UNDERSTANDING – Information about the Writer , Reference with examples , Self – Experiences , Movies etc.

RECAPITULATION – Listening Comprehension , Dictation, Interactive Learning

SPEAKING - Class room Discussion based on Chapter explanation, Questionnaire to check the knowledge about the chapter

READING - Reading lesson to improve Conversational Skill , Pronunciation , Hard Words, Word – Meanings

WRITING – Subject – Enrichment Activities, Writing Character Sketch of a Inventor Mr. Wonka and his invention

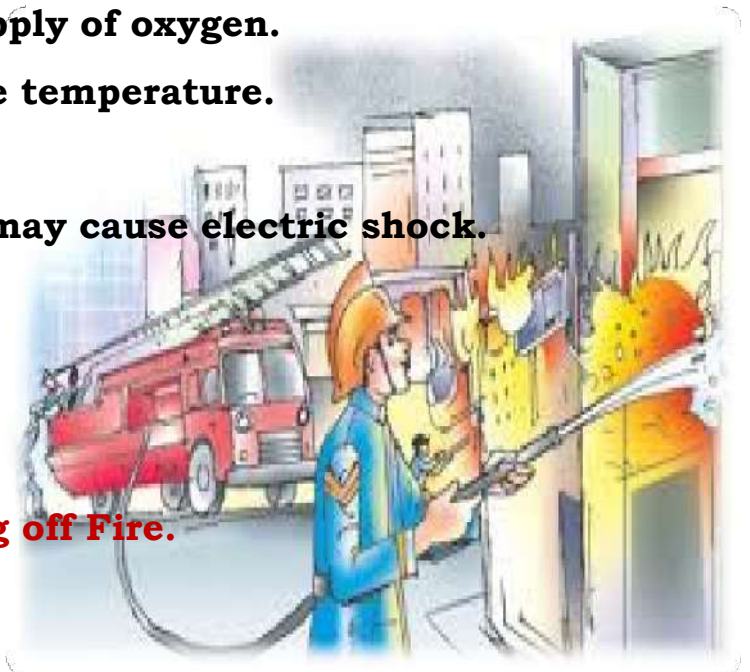
LESSON BASED L, S,R,W – Experiencing the characters, Individual And Group tasks, Understanding the difference between Homophones, Role Play

KEY POINTS –

- **Three things are needed to make fire: fuel, oxygen and heat.**
- **Fire is the result of a chemical reaction.**
- **The most common fuels are wood, coal, cooking gas and petrol.**
- **The particular temperature at which the fuel begins to burn is called the “flash point” .**
- **Fire is a good servant but a very cruel master .**
- **We use fire to cook food, keep ourselves warm, produce electricity, etc.**
- **Uncontrolled fire burns homes and forests, and also kills people.**
- **We can put out the fire in three ways.**
- **If we take the fuel away, no burning can take place.**
- **The second way of putting out a fire is to stop the supply of oxygen.**
- **The third way is to remove the heat or bring down the temperature.**
- **Water spray cannot put out the oil fire.**
- **Water should not be used to fight electric fire, but it may cause electric shock.**
- **Firemen are highly trained persons.**
- **Fire is still worshipped in many parts of the world.**

ACTIVITY –

- **To enable the students to know the causes of fire.**
- **To impart the students practical knowledge of putting off Fire.**
- **Role Play of Fire Fighters.**



HONEY COMB

POEM – MEADOW SURPRISES

LEARNING / UNDERSTANDING – Information about the Poet , Reference with examples , Self – Experiences , Movies etc.


RECAPITULATION – Listening Comprehension , Dictation , Interactive Learning

SPEAKING - Class room Discussion based on Poem explanation, Questionnaire to check the knowledge about the chapter

READING - Reading Poem aloud to improve Conversational Skill , Pronunciation , Hard Words, Word – Meanings

WRITING – Subject – Enrichment Activities, Writing Brief Summary on their own

LESSON BASED L, S,R,W – Experiencing the characters, Individual And Group tasks, Under standing the difference between Homophones, Rhyming Words, Role Play



AN ALIEN HAND

CH – 6 I WANT SOMETHING IN A CAGE

LEARNING / UNDERSTANDING – Information about the Writer , Reference with examples , Self – Experiences , Movies etc.

RECAPITULATION – Listening Comprehension , Dictation, Interactive Learning

SPEAKING - Class room Discussion based on Chapter explanation, Questionnaire to check the knowledge about the chapter

READING - Reading lesson to improve Conversational Skill , Pronunciation , Hard Words, Word – Meanings

WRITING – Subject – Enrichment Activities, Writing Character Sketch of the man who visited the shop.

LESSON BASED L, S,R,W – Experiencing the characters, Individual And Group tasks, Understanding the difference between Homophones, Role Play

KEY POINTS –

- **Mr. Purcell was a short, fussy, professional man who wore large glasses making him look like a friendly, wise owl.**
- **He had a pet shop which had all necessary items required for care of animals and birds.**
- **Generally his shop used to have a lot of customers however one cold day he waited for customers but none came. So he sat on a stool and started reading the newspaper when suddenly he noticed a man standing.**
- **He wondered how the man had arrived since he did not make any sound. Anyhow, as a good shopkeeper he attended to his customer.**
- **The man told Mr. Purcell that he desired for something in a cage and bought a pair of doves for 5 dollars and told Mr. Purcell that he had made this much money through ten years of hard work in prison .**
- **Then the shop keeper saw a very astonishing sight the man released the cage birds as soon as he left the shop.**
- **The shopkeeper thought of it as a waste of money but he did not realize that the man knew the feeling of being locked up thus he set the birds free because he had realized the importance of freedom.**



AN ALIEN HAND

CH – 7 CHANDNI

LEARNING / UNDERSTANDING – Information about the Writer , Reference with examples , Self – Experiences , Movies etc.

RECAPITULATION – Listening Comprehension , Dictation, Interactive Learning

SPEAKING - Class room Discussion based on Chapter explanation, Questionnaire to check the knowledge about the chapter

READING - Reading lesson to improve Conversational Skill , Pronunciation , Hard Words, Word – Meanings

WRITING – Subject – Enrichment Activities, Writing Character Sketch of the goat Chandni and her master Abbu Khan.

LESSON BASED L, S,R,W – Experiencing the characters, Individual And Group tasks, Understanding the difference between Homophones, Role Play

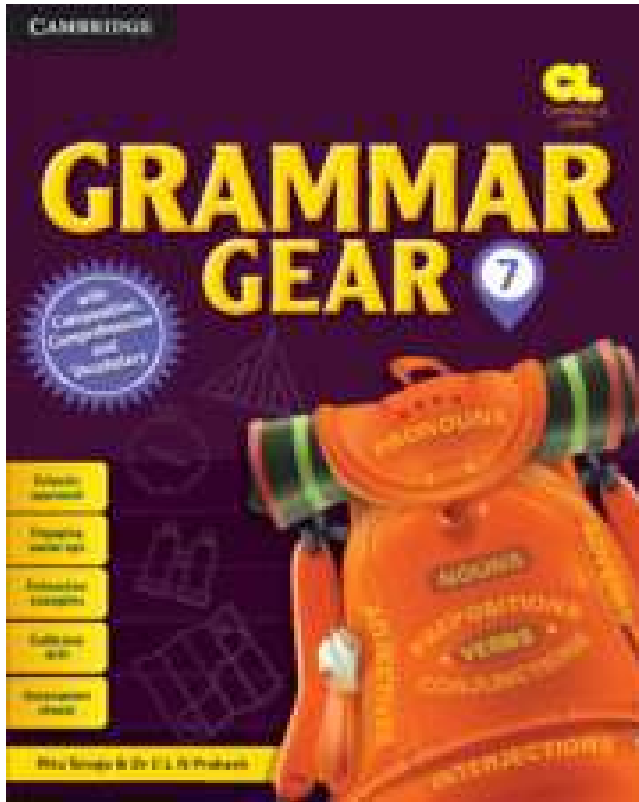
KEY POINTS –

- **Abbu Khan kept goats as pets.**
- **He loved his goats like his own children.**
- **He gave them the juiciest grass and grains to eat.**
- **He calls them by some funny names.**
- **All the goats left him one by one.**
- **The goats have great fascinations for natural beauty.**
- **A young goat will stay with him for a long time.**
- **He named the new goat as chandni.**
- **Chandni means moon light.**
- **Death in an open field is far better than life in a small hut.**
- **Success or failure is a matter of luck.**
- **Chandni is the winner.**

ACTIVITY –

- **To enable the students to gather the knowledge about keeping pets**
- **Acquire the knowledge of Mountain animals.**

GRAMMAR



CH 16 – Punctuation

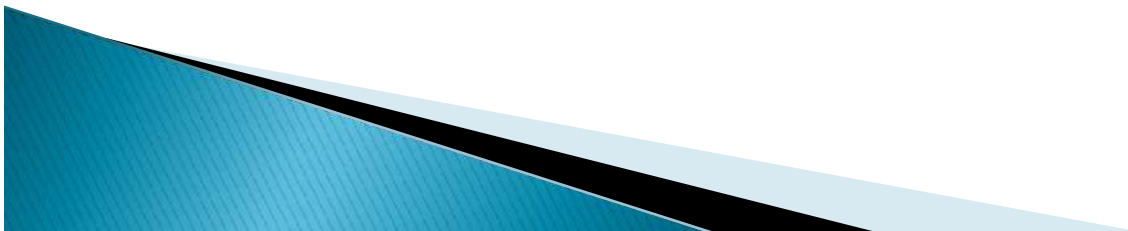
CH 17 – Sentence – Kinds of Sentence

CH 18 – Sentences – Phrases and Clauses

CH 19 – Kinds of Clauses

Learning objective of grammar

- ▶ The main **goal** in **grammar teaching** is to enable learners to achieve linguistic competence.
- ▶ To make them able to use **grammar** as a tool or resource in the comprehension and creation of oral and written discourse efficiently, effectively, and appropriately according to the situation.
- ▶ To impart writing skills.
- ▶ To improve the Vocabulary.





Punctuation

Punctuation

Period



Use a period at the end of a declarative sentence and to abbreviate.

Question Mark



Use a question mark when asking a question.

Quotation Marks



Use quotation marks for direct quotations.

Apostrophe



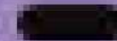
Use an apostrophe in contractions and to indicate possession.

Comma

Use a comma to separate items in a series, to set off an appositive, or before the conjunction in a compound sentence.



Hyphen



Use a hyphen to join words, forming a single adjective before a noun, or number words, and for double words like hyphenates.

Exclamation Point



Use an exclamation point to show strong emotion or to give a command.

Colon



Use a colon to introduce a list or before a final clause that explains something in the sentence.

Parentheses



Use parentheses to set off a non-essential information that is not important to the text.

Semicolon



Use a semicolon to join two independent clauses that are not connected with a coordinate conjunction.

Capitalization

Carol and her cat need help with capital letters. Help them make each sentence correct by circling the letters that need to be capitalized.



1. david ate lunch with me.
2. Amy and i are going to the movies.
3. My dog's name is comet.
4. samantha does gymnastics with jack.
5. We are going to hawaii for vacation.
6. Tomorrow i am having a party.
7. where is the bathroom?
8. my birthday is in december.
9. brian and justin are brothers.
10. We're going to new york in june.

Punctuation

Pedro the Parrot needs help putting the correct punctuation at the end of each sentence. Help him complete each sentence by adding a period (.), exclamation point (!), or question mark (?).



1. When is your birthday _____
2. I love ice cream _____
3. My favorite subject is writing _____
4. Sam walks to school _____
5. How far can you run _____
6. The dog is in the dog house _____
7. What is the title of the book _____
8. We had pizza for lunch _____
9. May I have a drink of water _____
10. The cat jumped on the fence _____

Sentences

The 4 types of Sentence

1 declarative. statement.

2 interrogative? question?

3 imperative. command!

4 exclamative! exclamation!

The 4 types of Sentence:
*declarative, interrogative,
imperative, exclamative*

He **stopped.**

Did he **stop?**

Stop!

How he **stopped!**

Identifying Sentence Types

Name: _____ Date: _____

Place the correct punctuation in the boxes to end each sentence. Identify each sentence as either declarative, interrogative, imperative or exclamatory.

(1) I am sick and tired of catching colds exclamatory

(2) I can't believe how slow this computer is _____

(3) Jesse could not remember enough to be of any help to the police _____

(4) The vision of this painter reminds me of Da Vinci _____

(5) This is the first time that I've had lousy service at this restaurant _____

(6) I am so shocked that Katelyn failed the math exam _____

(7) My iPod was here just a minute ago, and now it's gone _____

(8) How many miles to the gallon does your car get _____

(9) How beautiful your rose garden is _____

(10) Move the tables into that corner as quickly as you can _____

(11) Get up out of that bed immediately _____

(12) We record all of our purchases in this accounting system _____

(13) On what block is the library located _____

(14) Just try and figure out what the new password is _____

(15) Pay for your groceries at the cashier in the front _____

(16) The airplane is on the tarmac and ready to be taxied _____

(17) Did you enjoy the lasagna I cooked for you _____

(18) Who could have done some a terrible thing _____

At the end of the lesson, the students should be able to:

- Identify the four types of sentences according to function and structure;
- Differentiate the types of sentences according to function and structure; and
- Construct sample sentences according to the types discussed.

PHRASES vs. CLAUSES

What is the difference between a **clause** and a **phrase**?

- ▶ **Clause** – a group of words that have a subject and a verb that must always agree
- ▶ **Phrase** – a noun, verb, or preposition with all its modifiers
 - does NOT have a subject and verb which agree



Name _____ Date _____

Clauses and Phrases

Instructions: Circle the predicate. Underline the subject. Double underline the phrase.

Example: While walking the dog, Mary hurt her leg.


Predicate: hurt

Subject: Mary

Phrase: While walking the dog

1. While on spring vacation, Alex built a model airplane.
2. While gluing on a wing, he found that he was missing a piece.
3. When he looked for the piece, Alex could not find it anywhere.
4. On his way to the store, Alex thought about the missing airplane piece.
5. After he bought a new piece, Alex worked on his airplane again.
6. When he finished the last part, he found the missing piece.
7. While shaking his head, Alex sighed.
8. When it was nice weather outside, Alex asked his mom if he could fly his airplane in the park.
9. After looking out the window, Alex's mom said yes.
10. While flying his plane in the part, Alex had fun.

INDEPENDENT/DEPENDENT CLAUSES

- A clause that **makes sense** by itself is an **independent clause**.
 - A clause that **does not make sense** by itself is a **dependent clause**.
 - A complex sentence contains an independent and dependent clause.
- 

Name: _____

Date: _____

Dependent and Independent Clauses Worksheet

A clause is a part of a sentence. A clause must contain a verb. The independent clause makes sense on its own. An dependent clause gives further meaning to the main clause.

Directions: Underline the independent clause once and the dependent clause twice in each sentence below.

Example A: Because I can't wait, I will go walking.

Answer: Because I can't wait, I will go walking.

1. Because he ran, he was able to catch the bus.
2. Until the sun sets, I will stay with you.
3. As the lights dim, I will say good-bye.
4. Wherever he might go, I will follow him.
5. So long as you know, I will be waiting for you.
6. How he got elected, shows his determination.
7. If the dress is on sale, she will buy it.
8. Whenever you come to visit, make sure to bring food.
9. Unless you have the right size, don't try it on.
10. When we get snow, we will go sledding.



Main and subordinate clauses

The **MAIN** clause in a sentence contains the main idea or action: Lucy went to bed

The **SUBORDINATE** clause in a sentence contains another idea or action:

because she was tired

We can put these together to make a **COMPLEX** sentence:

Lucy went to bed because she was tired

Because she was tired, Lucy went to bed.

Copy these sentences into your literacy book, and underline the **MAIN** clause in each one:

1. While looking through the window, Sophie saw the BFG.
2. Tom saw the maid when she came through the door.
3. Grandma said I could go out to play if I finished my homework.
4. Although it was late, Sean watched the film.
5. Mr. Smith bought the paper when he was on the train.

Copy these sentences into your literacy book, and underline the **SUBORDINATE** clause in each one:

1. When he had finished washing the dishes, Lee sat down.
2. She felt sad whenever she saw the picture.
3. If you eat all your dinner, you can have an ice cream.
4. Steven was brushing his teeth while his sister was brushing her hair.
5. Ryan got a prize although he was last in the race.

REMEMBER - a **SUBORDINATE** clause usually starts with a connective.

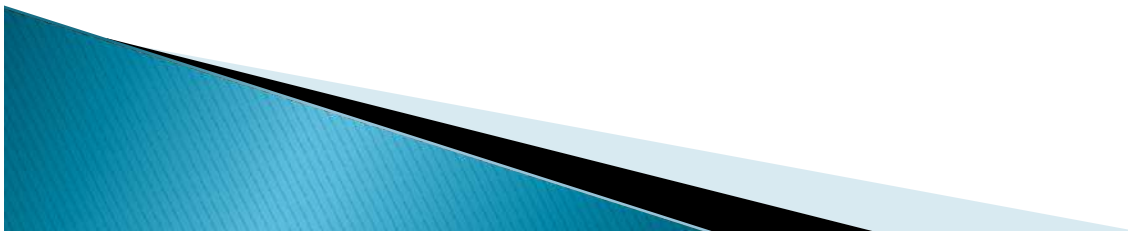


Creative writing

- ▶ DIALOGUE WRITING
- ▶ PARAGRAPH WRITING
- ▶ POSTER WRITING
- ▶ LETTER WRITING

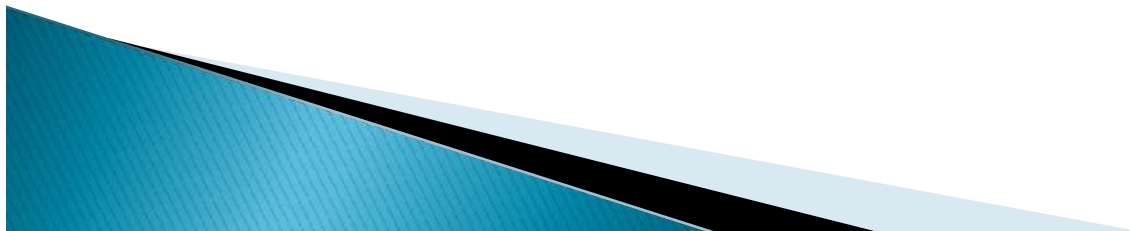
Oral skills

- ▶ Reading aloud.
- ▶ To develop Communication Skill
- ▶ To encourage them to take part in Oral Skills like Extempore, Debate, Group Discussion, Short Speech, Small Talk , Story Telling, Drama, Skit.



RECAPITULATION

- ▷ *DICTATION*
- ▷ *CLASS TEST*
- ▷ *WEEKLY TEST - After completion of Every chapter*
- ▷ *ASSESSMENT - periodic and Termwise*
- ▷ *REVISION*



A white, hand-drawn style speech bubble sticker is centered on a corkboard background. The text 'Thank you!!' is written in a bold, black, sans-serif font. The word 'Thank' is on the top line, and 'you!!' is on the bottom line, slightly indented to the right. The corkboard has a natural, textured appearance with small, light brown granules. The speech bubble has a soft drop shadow, making it stand out from the board.

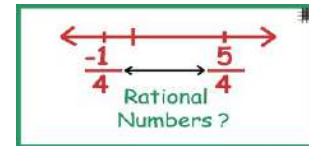
**Thank
you!!**

PROJECTION OF CLASS 7 FOR OCTOBER MONTH

NAME OF LESSONS

- TOPICS→
- 1) RATIONAL NUMBER
 - 2) PRACTICAL GEOMETRY
- 

TOPIC → RATIONAL NUMBER



SUB:-TOPIC → 1) RATIONAL NUMBER ON NUMBER LINE

2) RATIONAL NUMBER IN STANDARD FORM

3) COMPARISON OF RATIONAL NUMBER

4) RATIONAL NUMBER BETWEEN TWO RATIONAL

NUMBER

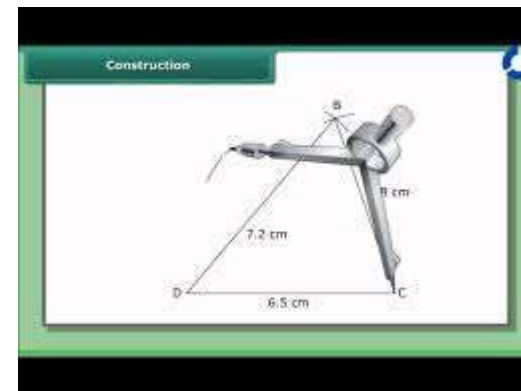
5) OPERATION ON RATIONAL NUMBER

TOPIC → PRACTICAL GEOMETRY

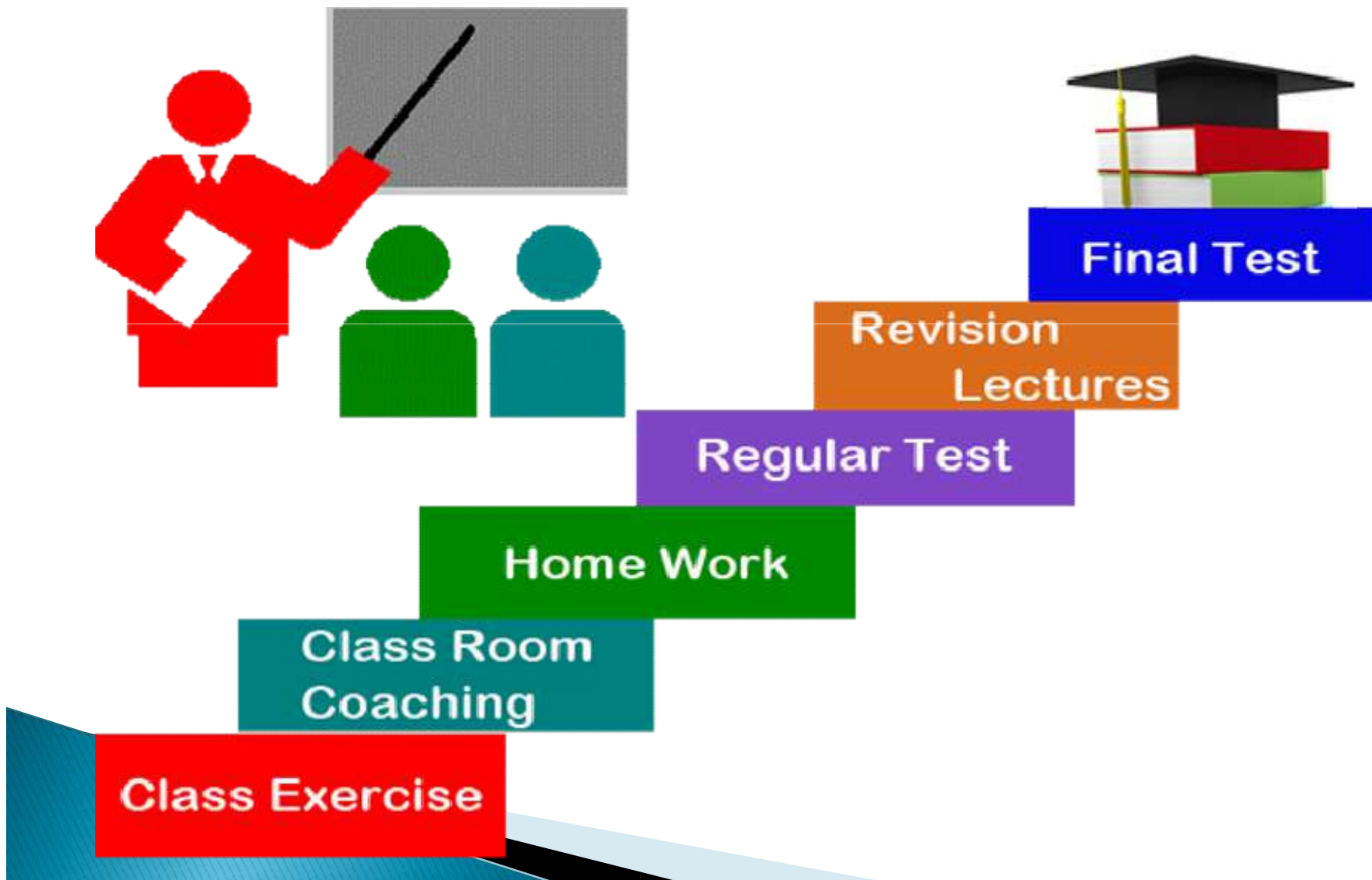
SUB :-TOPIC → 1) CONSTRUCTION OF PARALLEL LINE

2) CONSTRUCTING A TRIANGLE IN SSS

CRITERIA, SAS CRITERIA ,ASA CRITERIA ,RHS CRITERIA

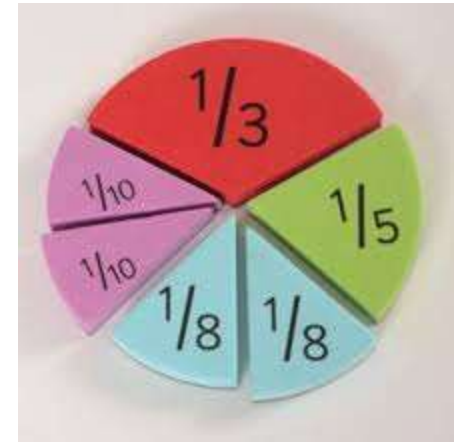


TEACHING METHODOLOGY

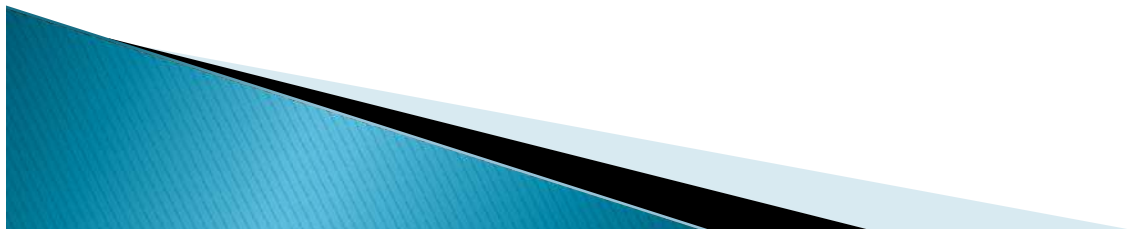




Preschool



- TEACHING MATERIAL
- PROTRACTOR
- SCALE
- PENCIL
- THREAD
- COMPASS



OBJECTIVE OF RATIONAL NUMBER

Objectives

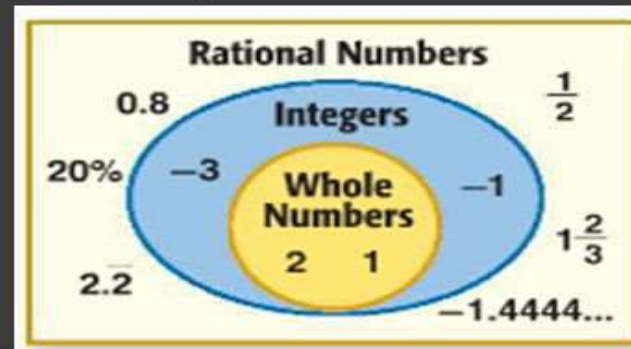
At the end of this lesson, you will be able to:

- Define Rational Numbers.
- Write equivalent rational numbers.
- Compare rational Numbers.
- Reduce the rational number to its standard form.

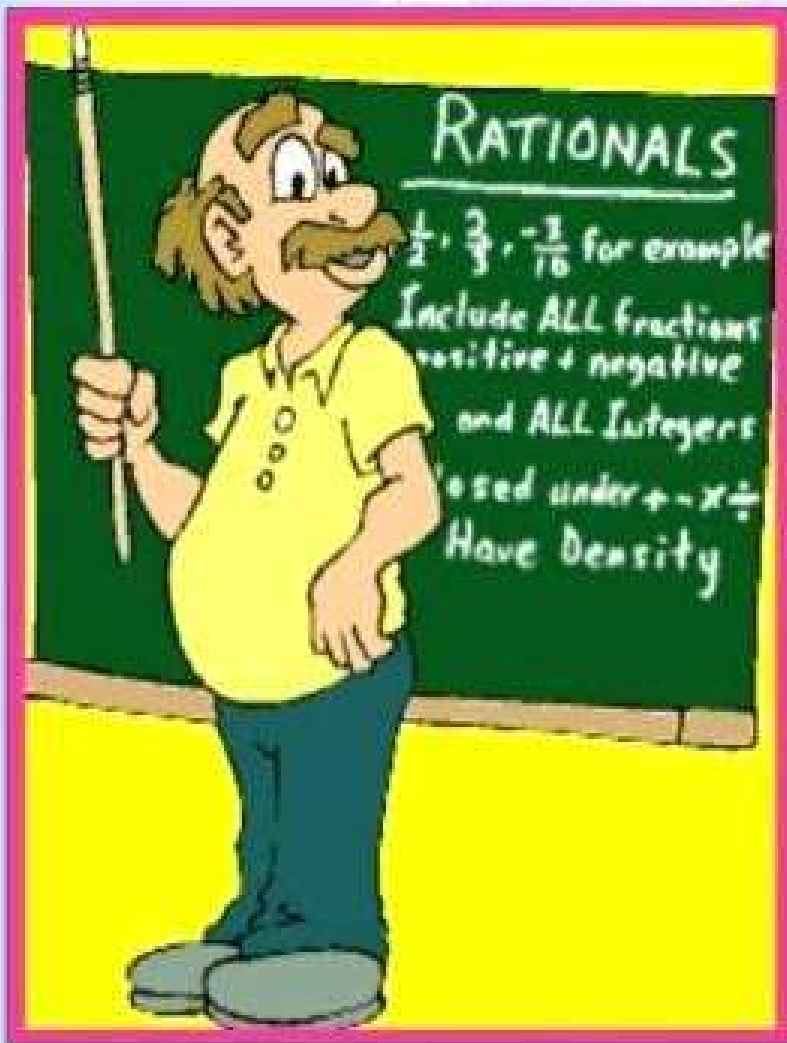
WHAT IS RATIONAL NUMBER ?

Rational Numbers

- A rational number is a number that can be expressed as a ratio of two integers.
- Examples:
 - Fractions, terminating decimals, repeating decimals, percents, and integers are all rational numbers.



Rational numbers



In mathematics, a rational number is any number that can be expressed as the quotient or fraction p/q of two integers, with the denominator q not equal to zero. Since q may be equal to 1, every integer is a rational number.

EQUIVALENT RATIONAL NUMBER

1.4 Equivalent Forms of a Rational Number

Number System

1.1

1.5

1.2

1.6

1.3

1.7

1.4

1.8

1.9

Exit



A rational number can be written in an equivalent form by multiplying or dividing the numerator and denominator of the given rational number by the same number

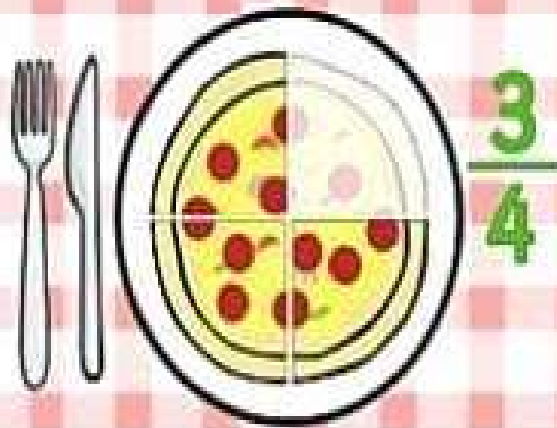
Example :

$$\frac{2}{3} = \frac{2 \times 2}{3 \times 2} = \frac{4}{6} \quad \text{and} \quad \frac{2}{3} = \frac{2 \times 4}{3 \times 4} = \frac{8}{12}$$

It's mean $\frac{4}{6}$ and $\frac{8}{12}$ are equivalent form of the rational number $\frac{2}{3}$

NUMERATOR AND DENOMINATOR FRACTION

Numerator And Denominator Fractions



Numerator

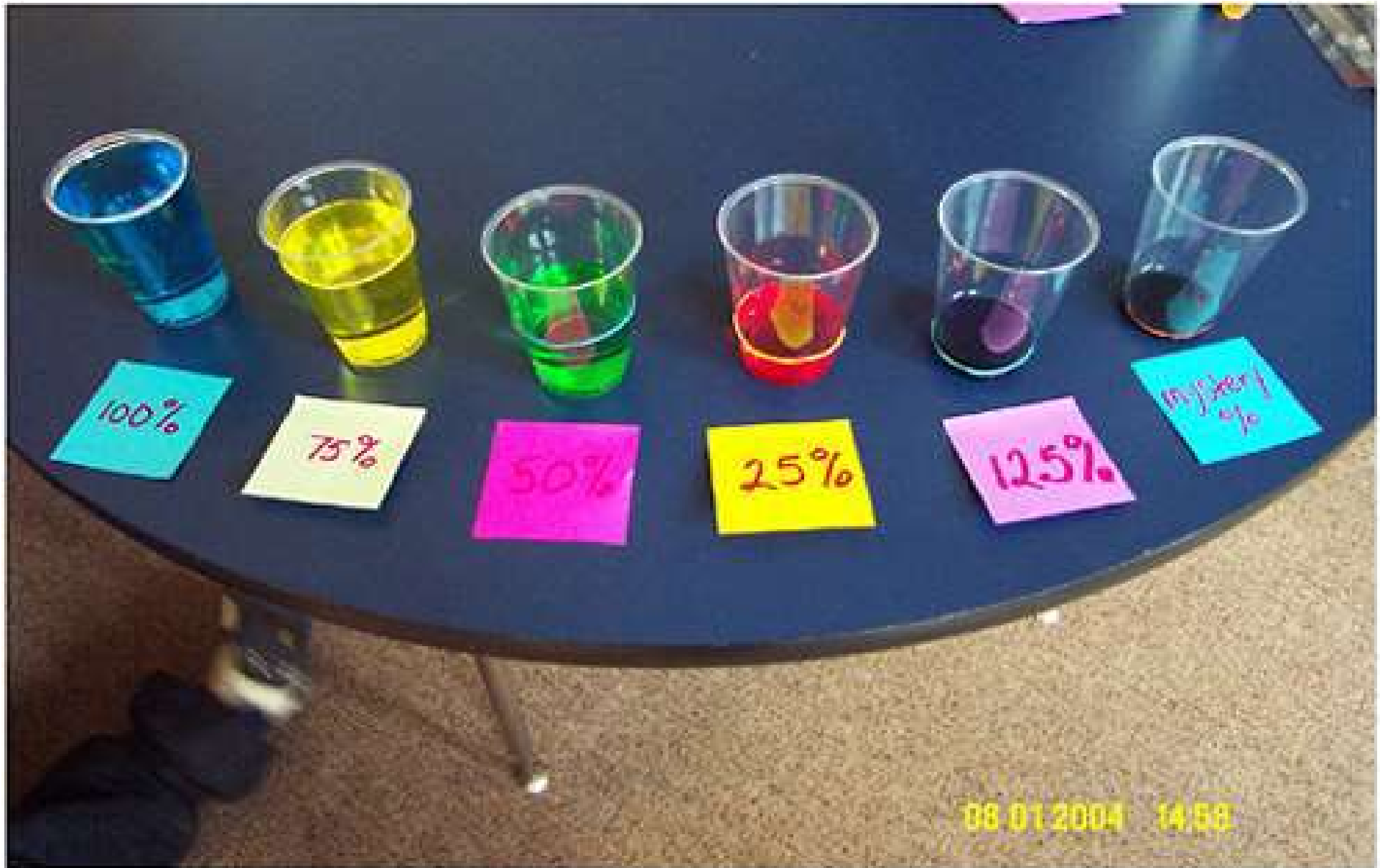
How many equal parts do you have?

Denominator

How many equal parts is the whole divided into?

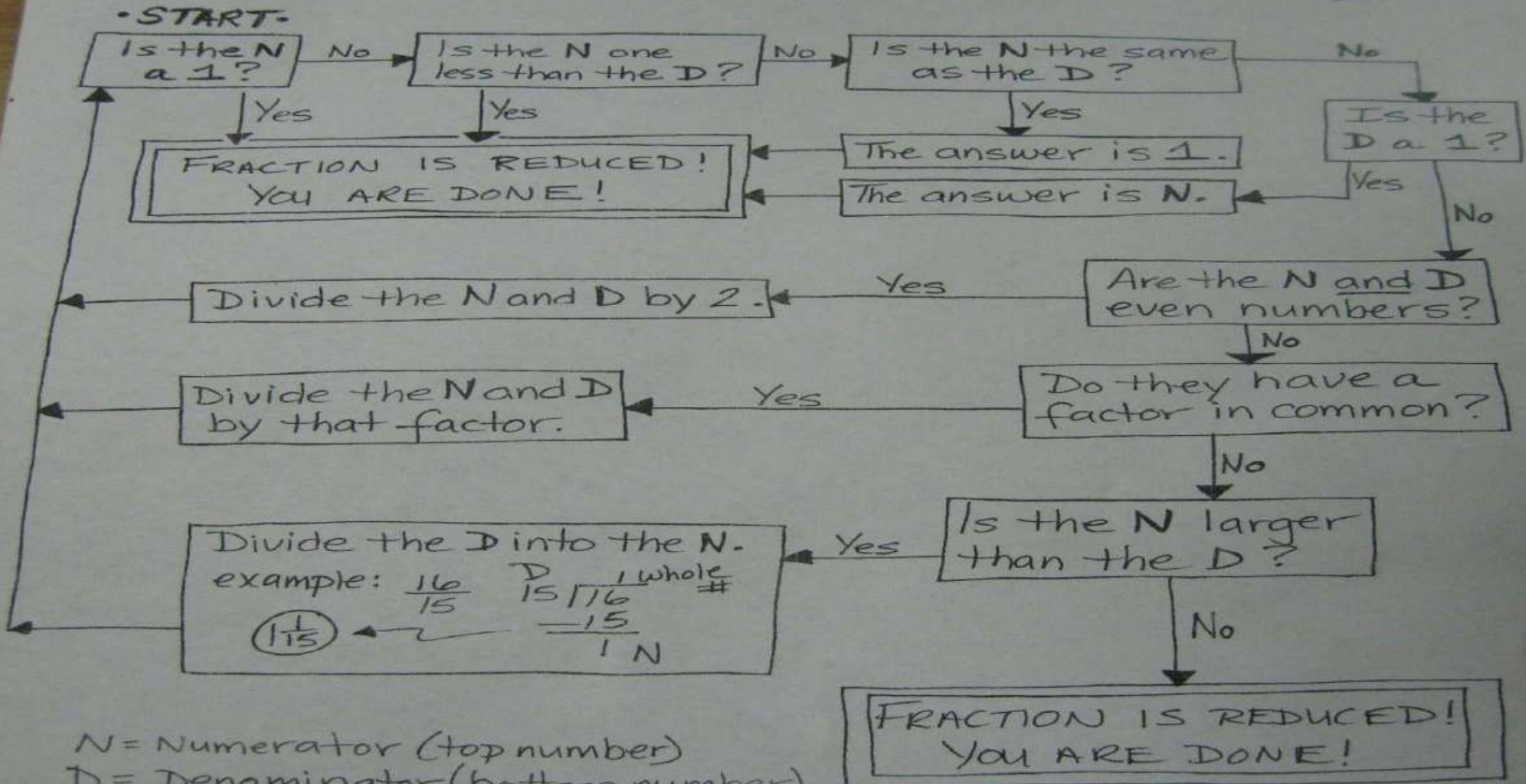


ACTIVITY:-



HOW TO REDUCE RATIONAL NUMBER IN STANDARD FORM

COPY OF REDUCING * TEACHER (SIMPLEST FORM / LOWEST TERMS)



CHEAT SHEET!

ASSESSMENT OF CHILD

If P, Q be the A.M., G.M. respectively between any two rational numbers a and b , then $P - Q$ is equal to

(A) $\frac{a-b}{a}$ (B) $\frac{a+b}{2}$ (C) $\frac{2ab}{a+b}$ (D) $\left(\frac{\sqrt{a}-\sqrt{b}}{\sqrt{2}}\right)^2$

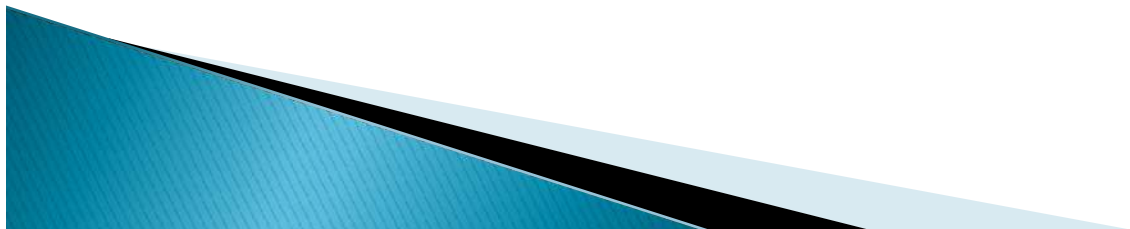
Example 1.9.2: Which of the two rational numbers $\frac{4}{-3}$ and $\frac{-8}{7}$ is greater?

Solution: Here, the LCM of 3 and 7 is 21. Now $\frac{4}{-3} = \frac{4 \times (-7)}{(-3) \times (-7)} = \frac{-28}{21}$

and $\frac{-8}{7} = \frac{(-8) \times 3}{7 \times 3} = \frac{-24}{21}$. Since $-24 > -28$, we have $\frac{-8}{7} > \frac{4}{-3}$.

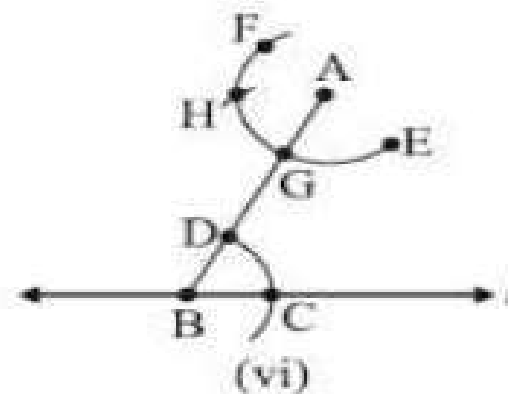
RATIONAL NUMBERS

1. How can we compare and order rational numbers?
2. How can we tell if two rational numbers are equivalent?
3. How do you know what operation or rule to use when solving a problem?
4. How can you solve problems involving fractions, decimals, and percents?
5. What are the rules for solving problems involving positive and negative rational numbers?



INTRODUCTION

Geometry is a branch of mathematics concerned with questions of shape, size, relative position of figures, and the properties of space. The word geometry came from the Ancient Greek word : γεωμετρία (geometron) .Where *geo-* means “earth” and *-Metron* means “measurement”.

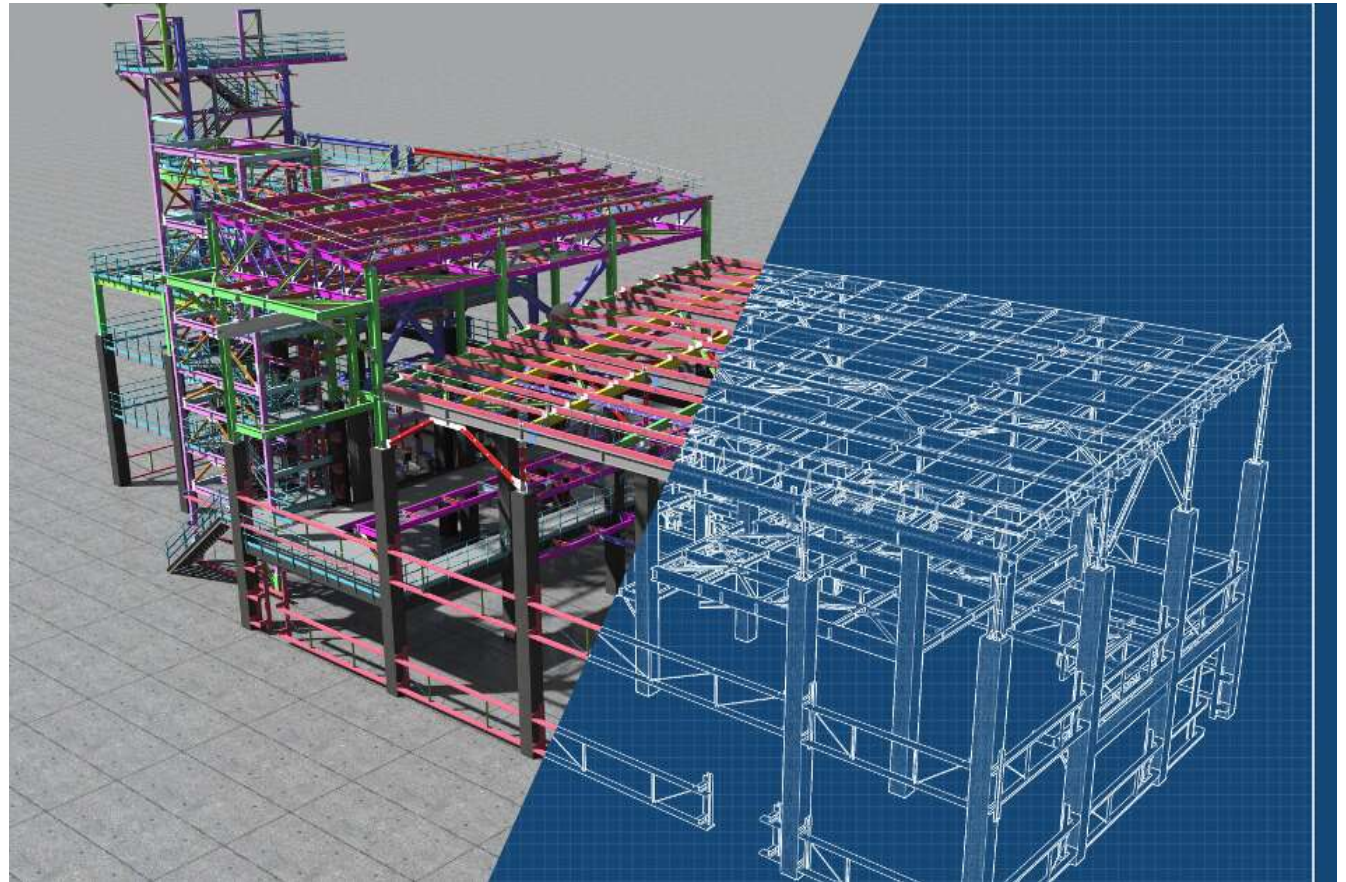


OBJECTIVE OF PRACTICAL GEOMETRY

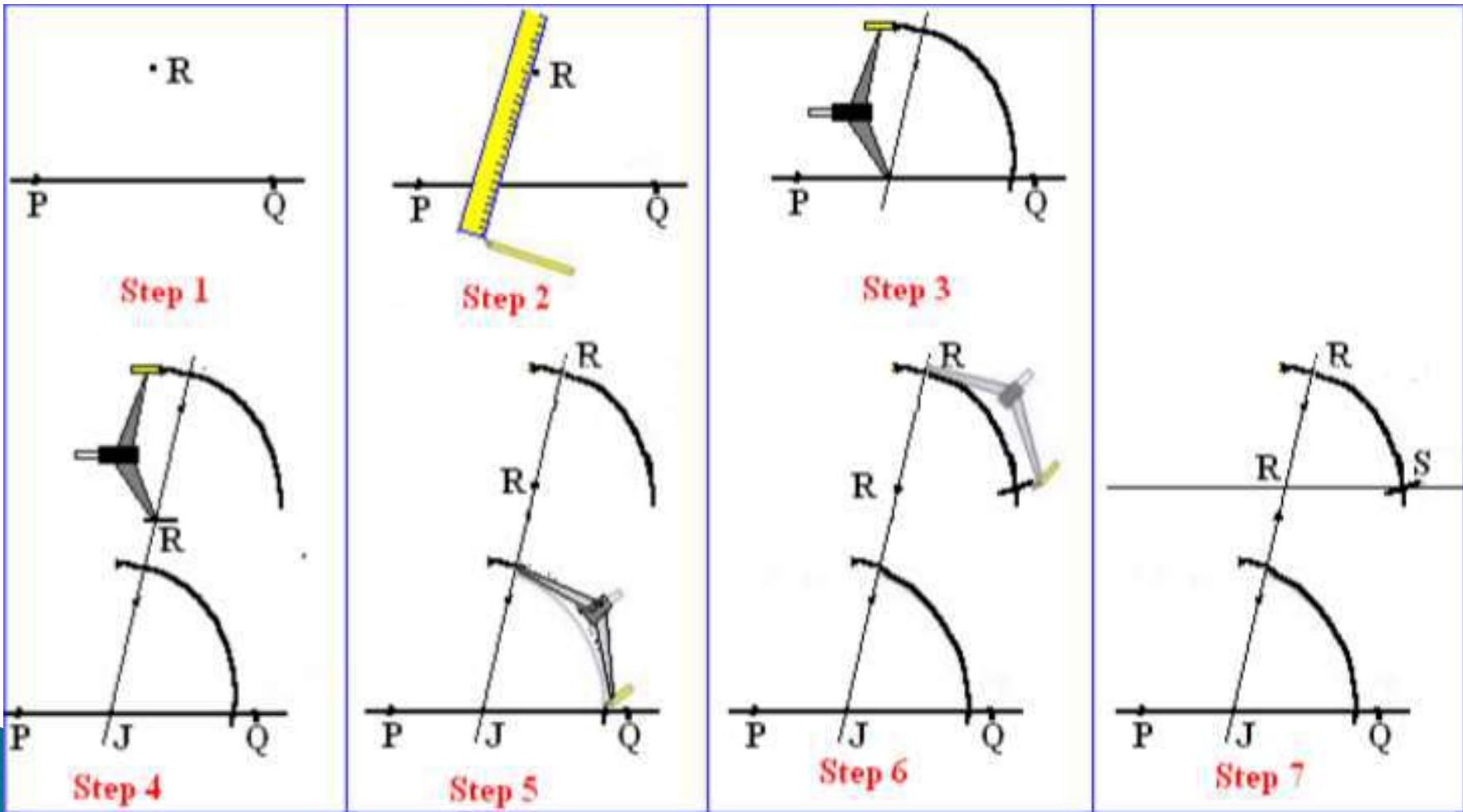
Objective The students will be able to
To construct triangles. – Construction of triangle using SSS criteria, SAS criteria, ASA criteria and RHS criteria



HOW PRACTICAL GEOMETRY IS USED IN OUR REAL LIFE

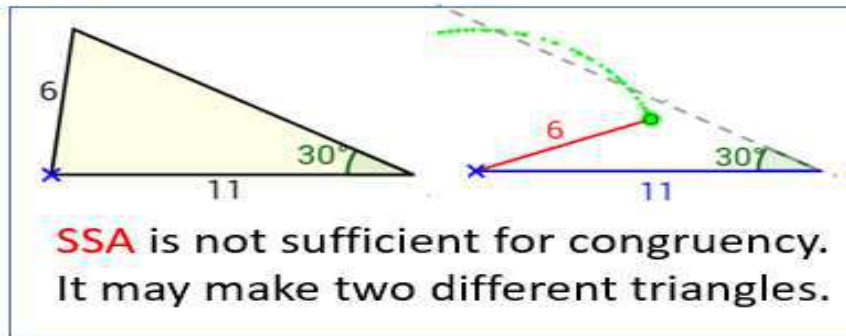
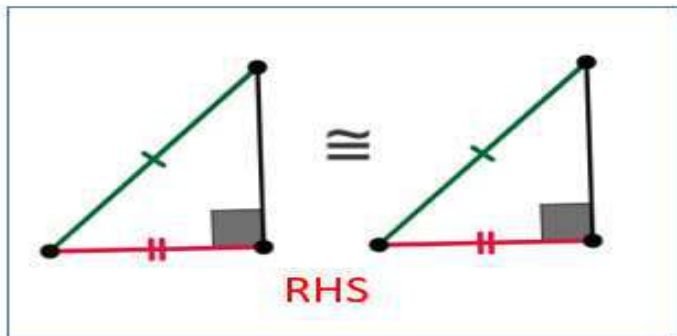
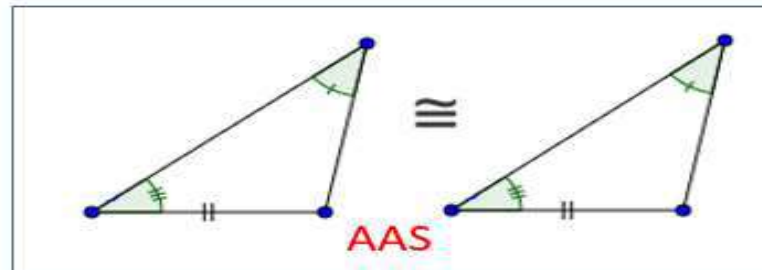
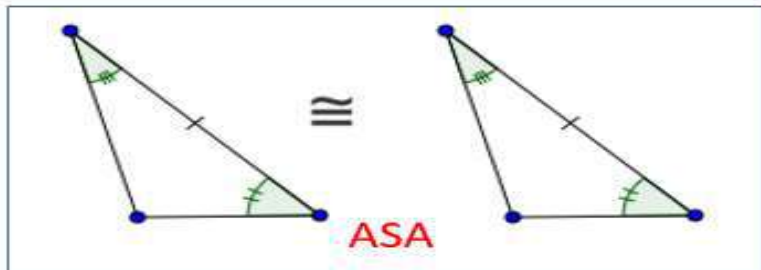
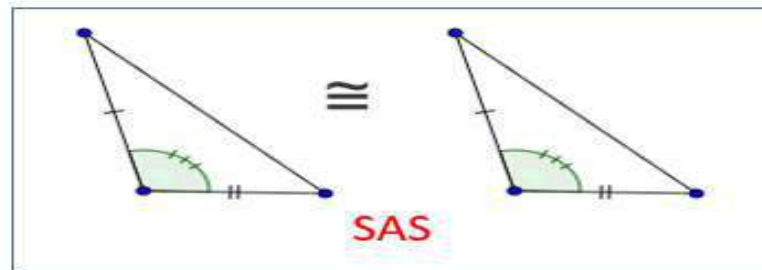
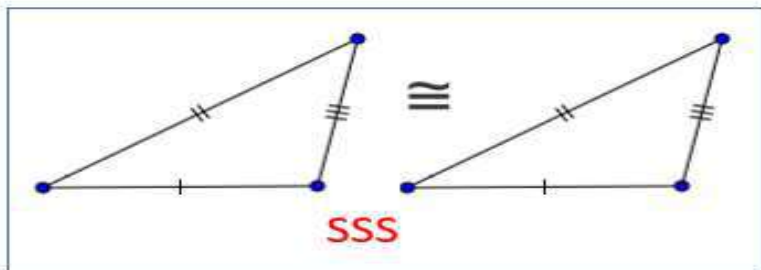


CONSTRUCTION OF PARALLEL LINE

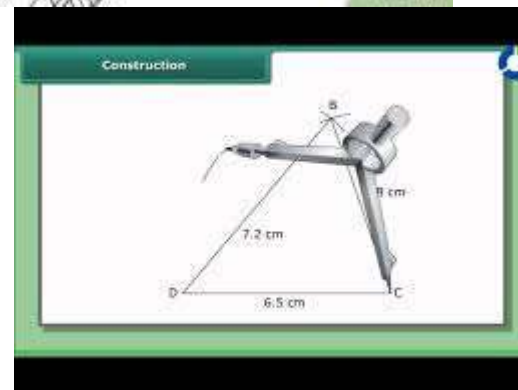
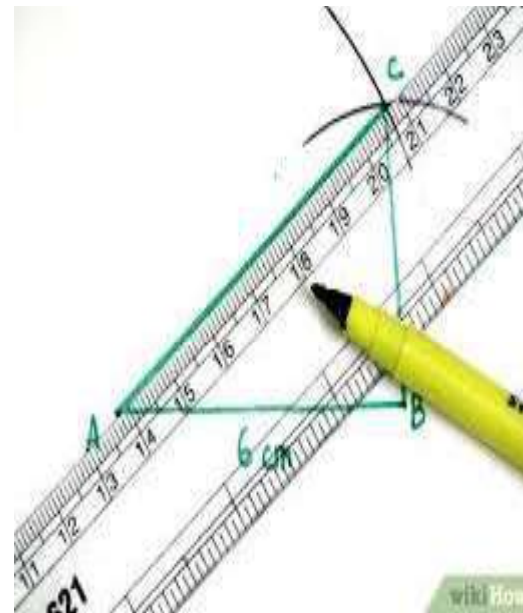


CONGRUENCY OF TRIANGLE

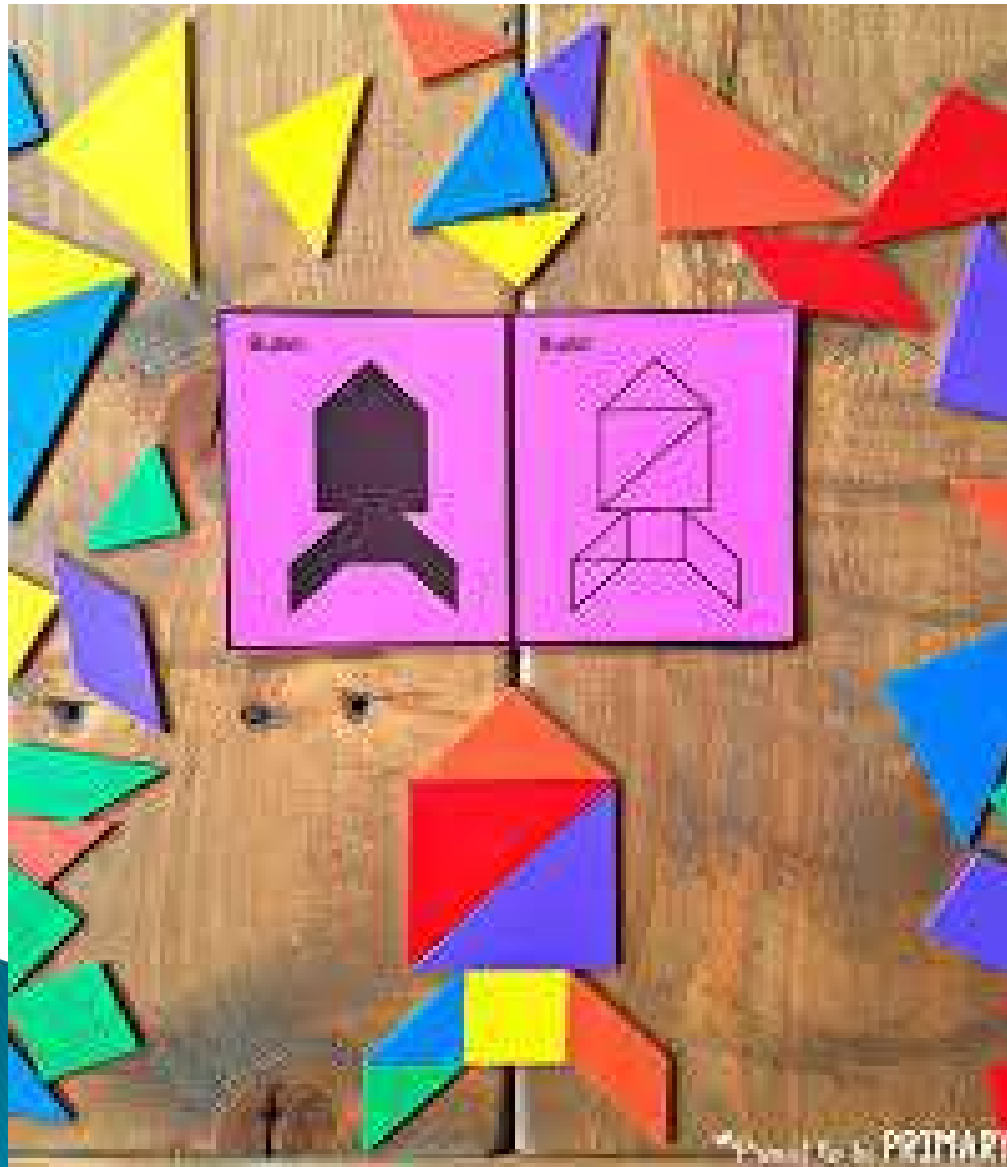
Rules for Triangle Congruency



CONSTRUCTION OF TRIANGLE ON BASIS OF SSS CRITERIA



ACTIVITY:-



EXPERIENTIAL & OUTDOOR EDUCATION

Hut Building Camp

Outlife
LIFE IN THE WILD

THROUGH EXPERIENTIAL LEARNING CHILDREN LEARN TO RELATE TO ARCHITECTURE, GEOMETRY, MATHEMATICS, MEASUREMENT SKILLS THROUGH PRACTICAL EXPERIENCES, REFLECTION AND APPLICATION IN REAL LIFE SITUATIONS

14-15th JULY - WEDNESDAY
AGE: 08 - 16 YEARS, BOYS & GIRLS
FEE: 2700 PER HEAD
INCLUDES HUT BUILDING, CAMPING, FOOD AND TRANSPORTATION

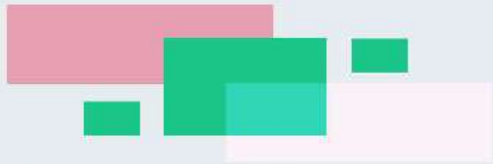
TELEGRAPHY
MATHS
CRITICAL THINKING

Pyramids Theorem

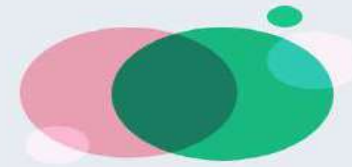
Instructors:
Dev Prasad
Mohd Sharif

7734003701
hello@outlife.in

The Psychology of Shapes



Rectangles/Squares:
Balance and Tradition



Circles:
Infinity, Protection, and Femininity



Triangles:
Stability, Energy, and Aggression






Rhombus:
Vibrant and Contemporary

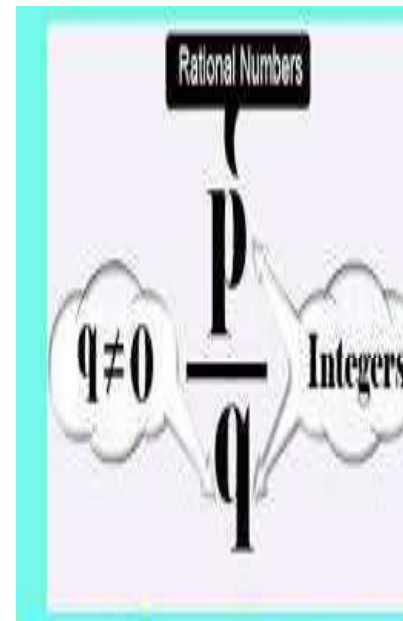


Hexagon:
Unity and Balance

RECAPITULATION OF RATIONAL NUMBER AND PRACTICAL GEOMETRY

37	 Less than	80
61	 Greater than	8
3	 Equal to	3

$\frac{3}{4} > \frac{3}{5}$ BUT $\frac{4}{3} < \frac{5}{3}$

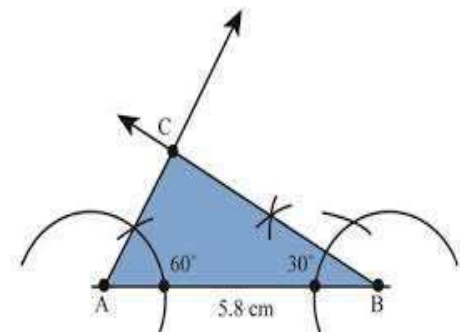


$$\{Q = \frac{p}{q}, p, q \in I \text{ and } q \neq 0\}$$



Do you know?

Zero is a special rational number. It can be written as $0 = \frac{0}{q}$ where $q \neq 0$.



REMEDIAL OF RATIONAL NUMBER

1. Find the sum:

$$(i) \frac{5}{4} + \left(\frac{-11}{4} \right)$$

$$(ii) \frac{5}{3} + \frac{3}{5}$$

$$(iii) \frac{-9}{10} + \frac{22}{15}$$

$$(iv) \frac{-3}{-11} + \frac{5}{9}$$

$$(v) \frac{-8}{19} + \left(\frac{-2}{57} \right)$$

$$(vi) \frac{-2}{3} + 0$$

$$(vii) -2\frac{1}{3} + 4\frac{3}{5}$$

2. Find

$$(i) \frac{7}{24} - \frac{17}{36}$$

$$(ii) \frac{5}{63} - \left(\frac{-6}{21} \right)$$

$$(iii) \frac{-6}{13} - \left(\frac{-7}{15} \right)$$

$$(iv) \frac{-3}{8} - \frac{7}{11}$$

$$(v) -2\frac{1}{9} - 6$$

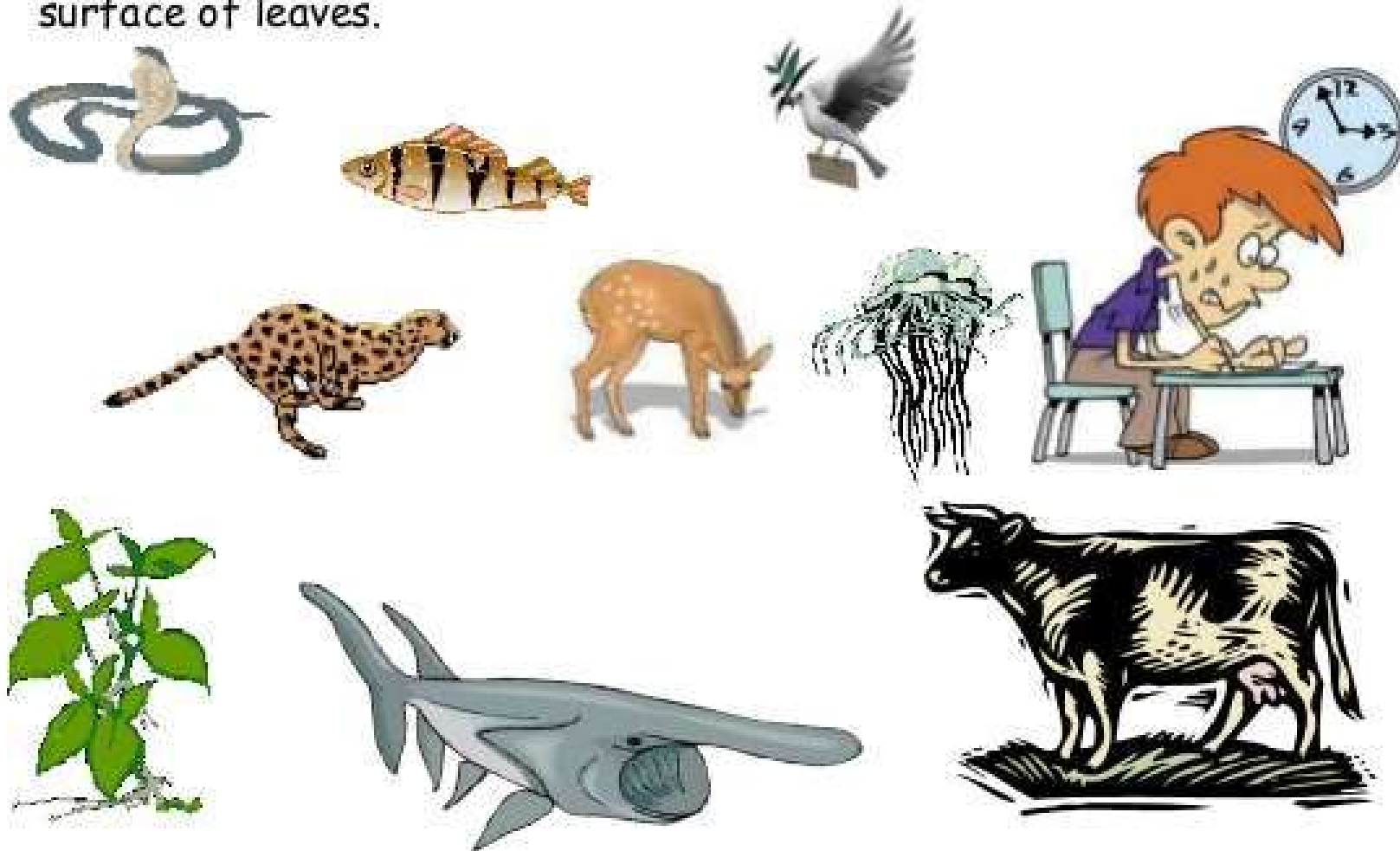


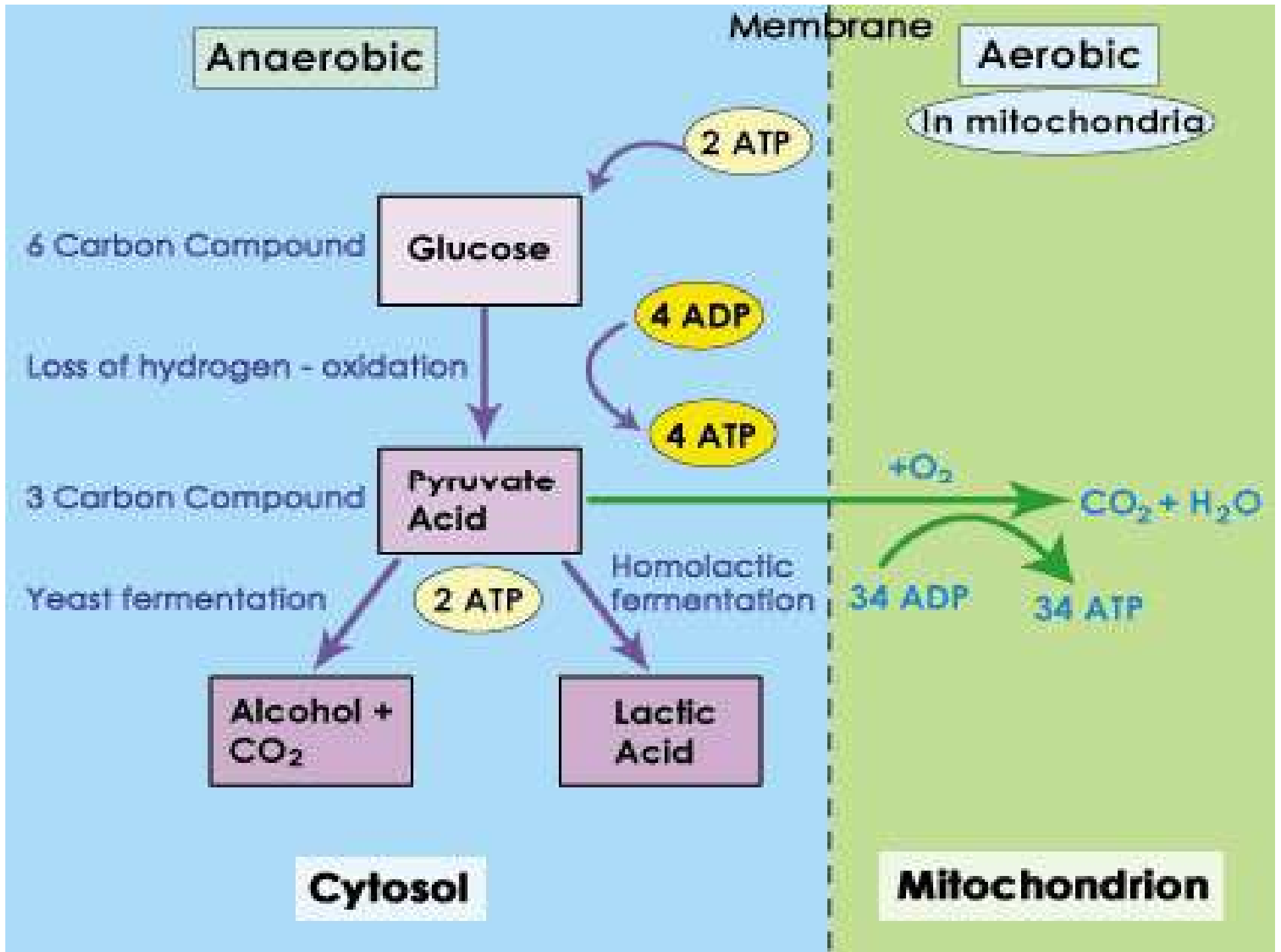
CHAPTER - 10

Respiration in Organisms

• **All living things respire.** Respiration is a process that includes breathing. The movement of air in and out of the body and vice-versa is known as breathing.

For example, animals such as earthworms breathe through their skin; fishes use gills for breathing and plants exchange gases through tiny pores called stomata, which are present mainly on the surface of leaves.



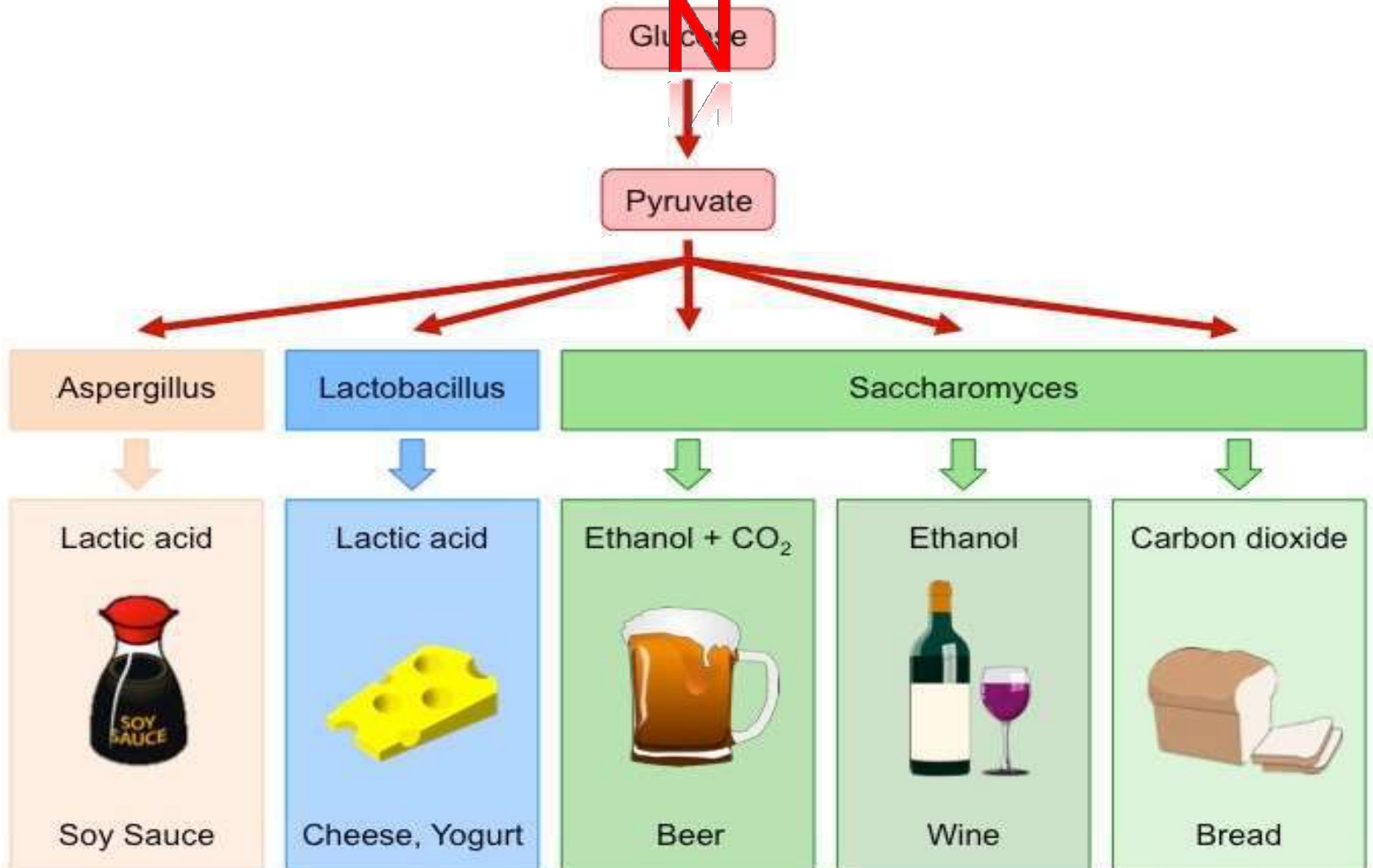


Difference between Aerobic and Anaerobic respiration

Aerobic respiration	Anaerobic respiration
It occurs in the presence of O ₂ .	It occurs in the absence of O ₂ .
It involves the exchange of gases between an organism and outside environment.	Exchange of gases is absent.
It occurs in the cytoplasm and mitochondria.	It occurs only in the cytoplasm.
It always releases CO ₂ and H ₂ O.	End products may vary.
It yields 36 ATP.	It yields 2 ATP.
Example: Cells in our body	Example: Yeast and muscle cells

Adenosine triphosphate (ATP) is the universal unit of energy used in all living cells. It is the very basic molecule which meets our energy needs and is formed in the later steps of glucose oxidation.

FERMENTATION



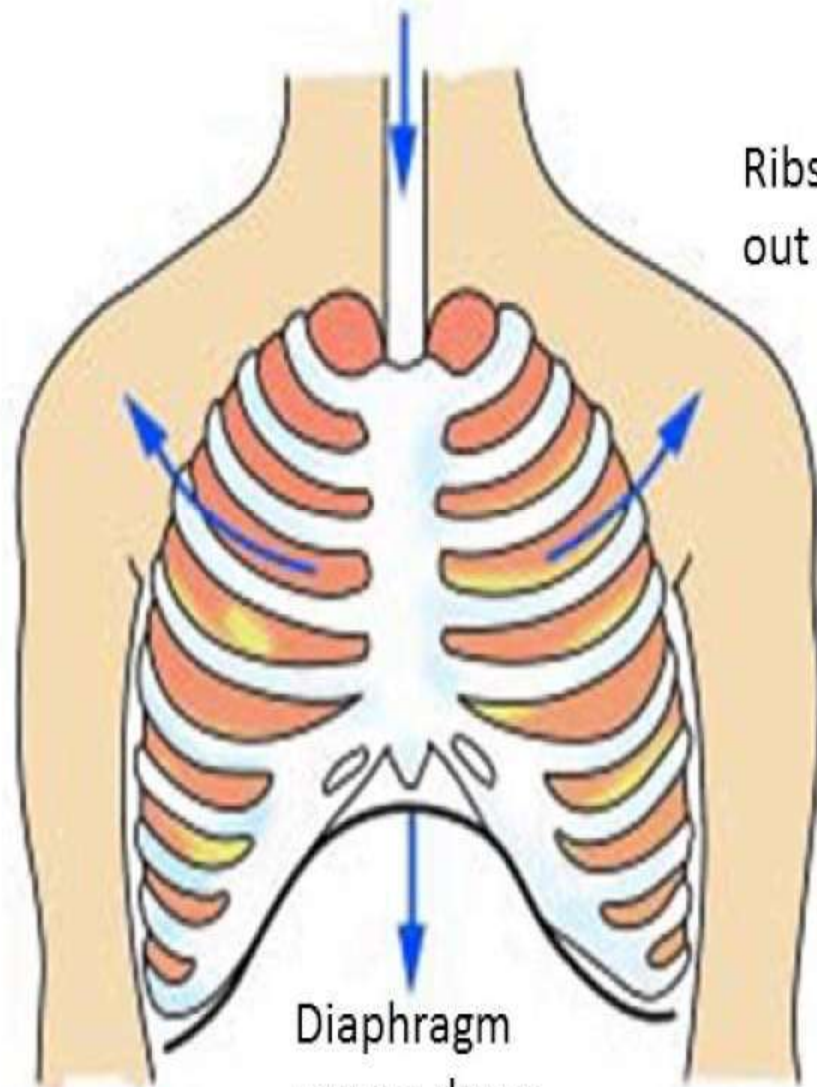
Process of Breathing in Human Beings

The process of breathing involves taking in oxygen-rich air and giving out carbon dioxide-rich air. This entire process occurs because of the actions of various organs of the respiratory system.

We all know that we take in air through our nostrils, and when we breathe in, air passes through our nostrils into the **nasal cavity**.

Air then reaches the lungs, which are located in the chest cavity. The actual mechanism of breathing involves the movement of the **rib cage** and the **diaphragm**, which are located around and at the base of the chest cavity respectively.

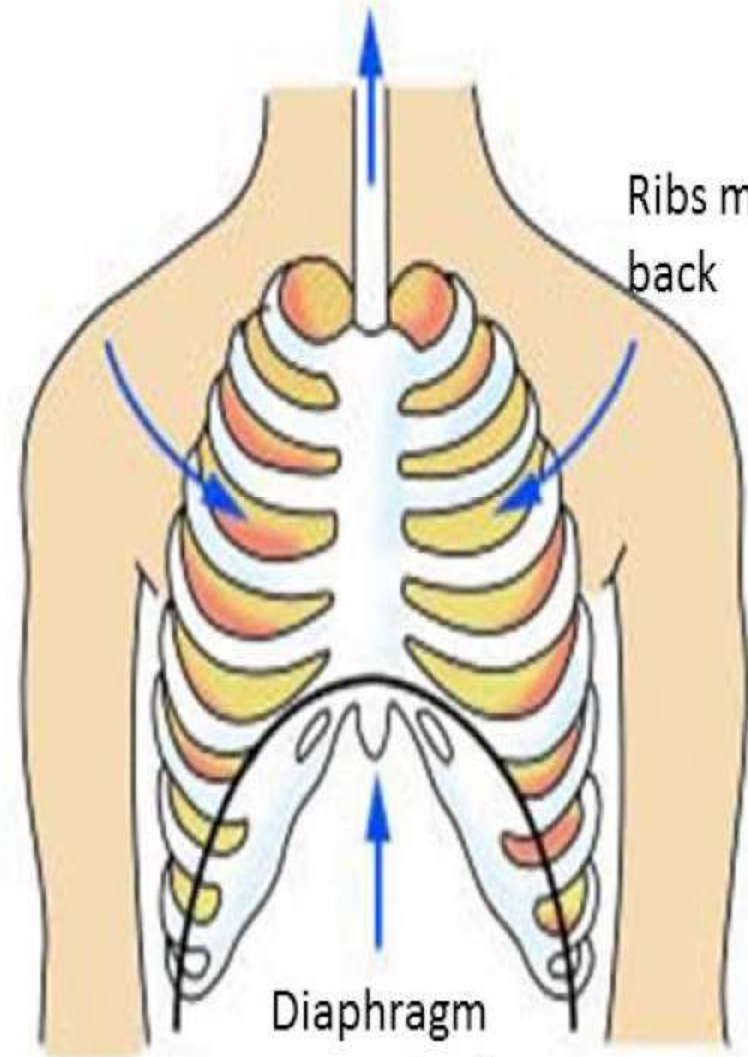
Air is drawn in



Ribs move out

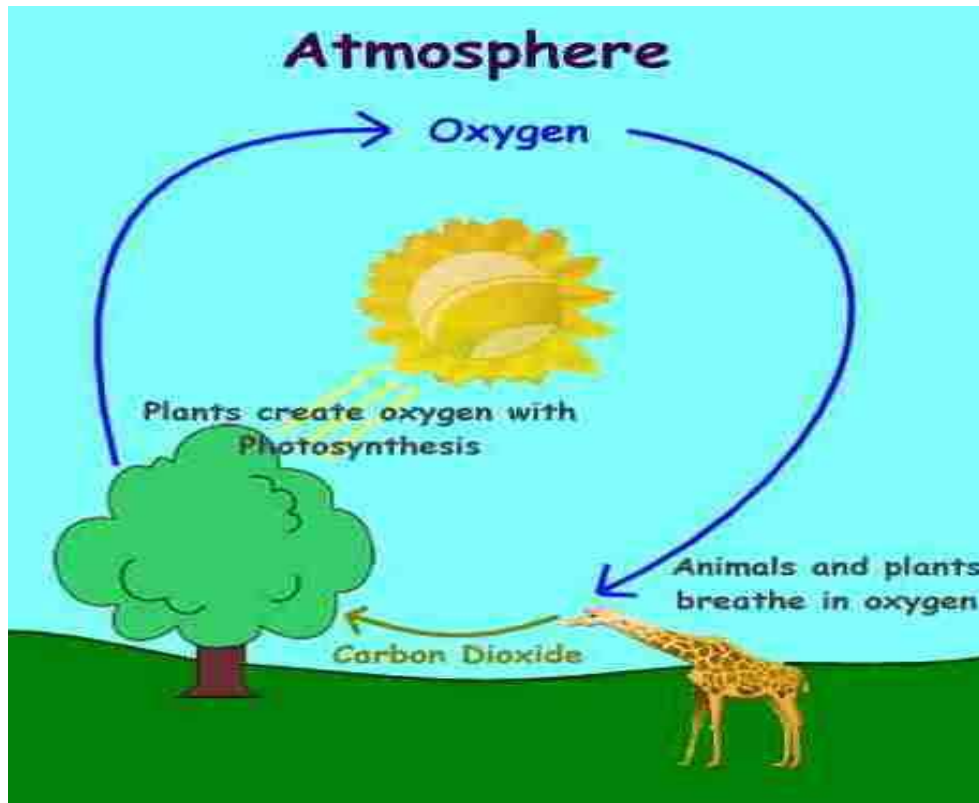
Diaphragm moves down

Air forced out

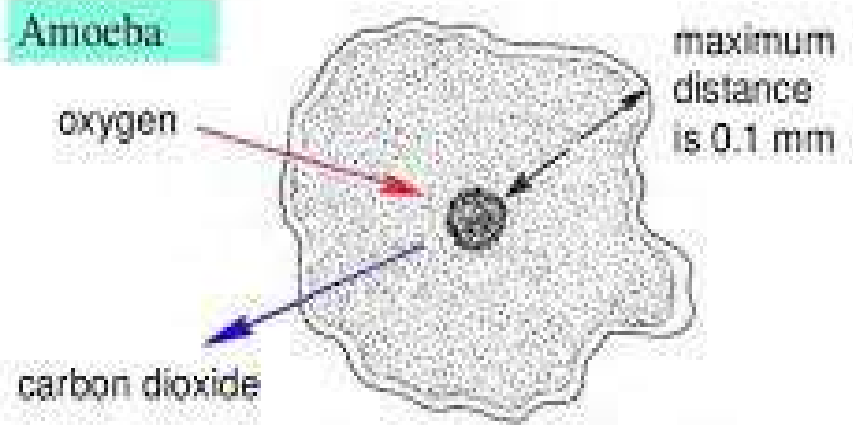


Ribs move back

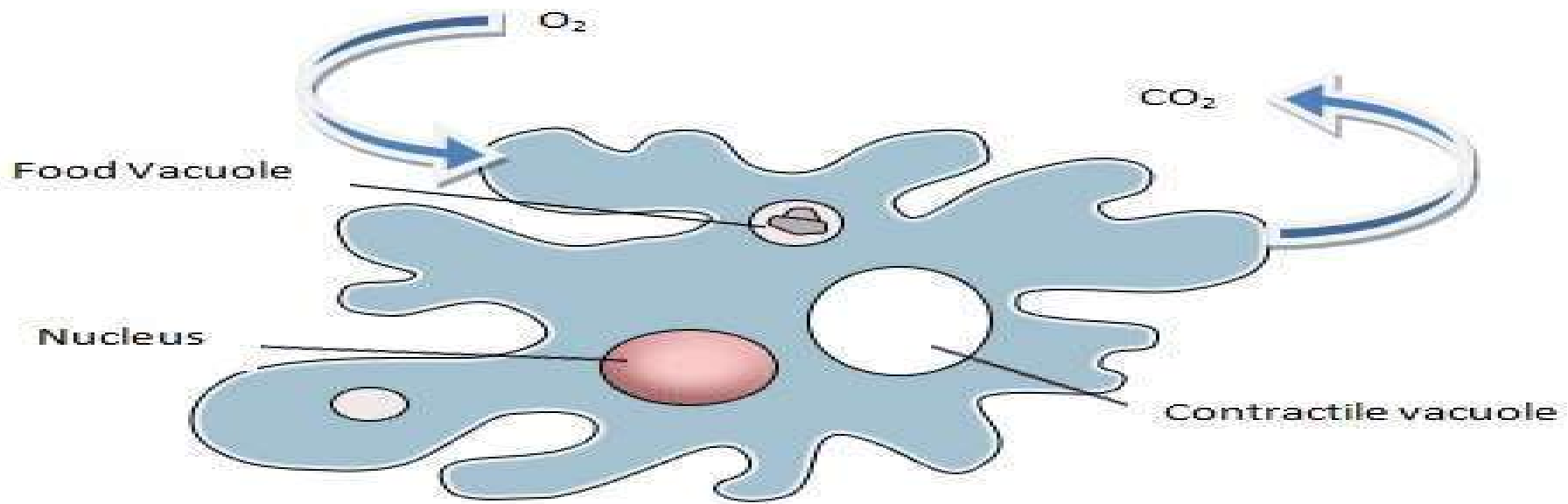
Diaphragm moves back

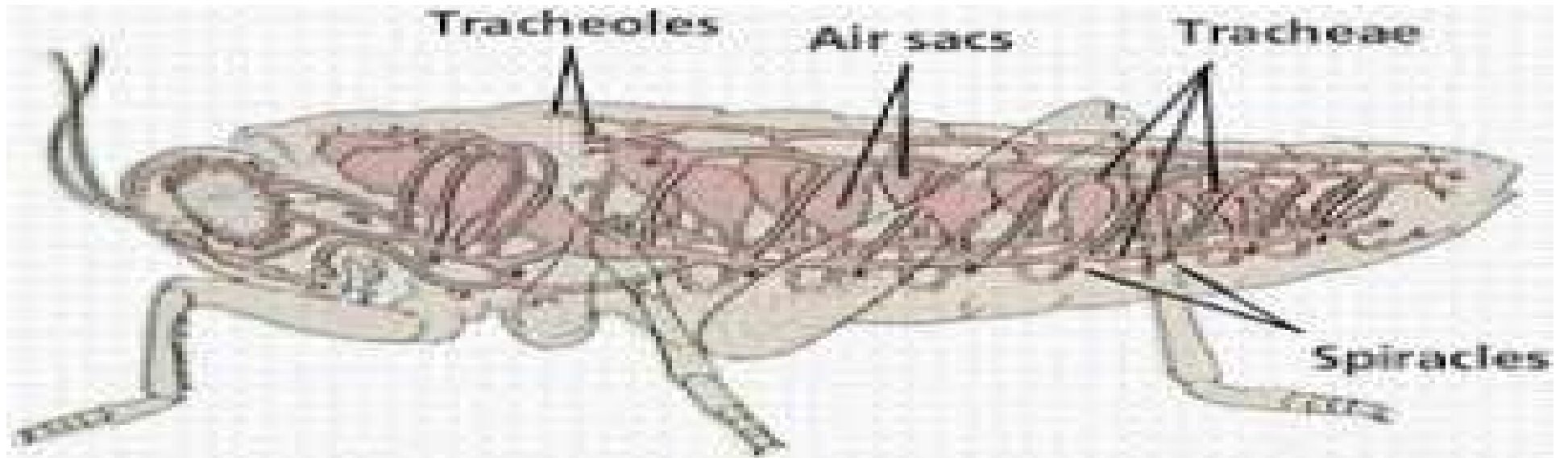


Unicellular organisms



The distance is so small that diffusion is rapid enough for the cell's needs



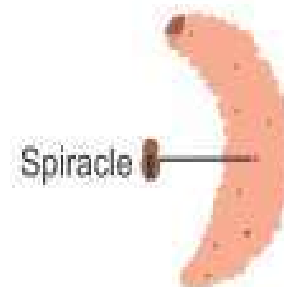
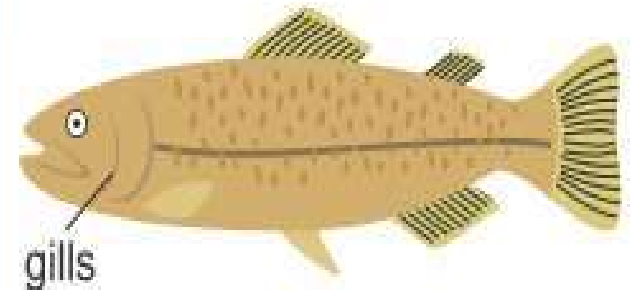


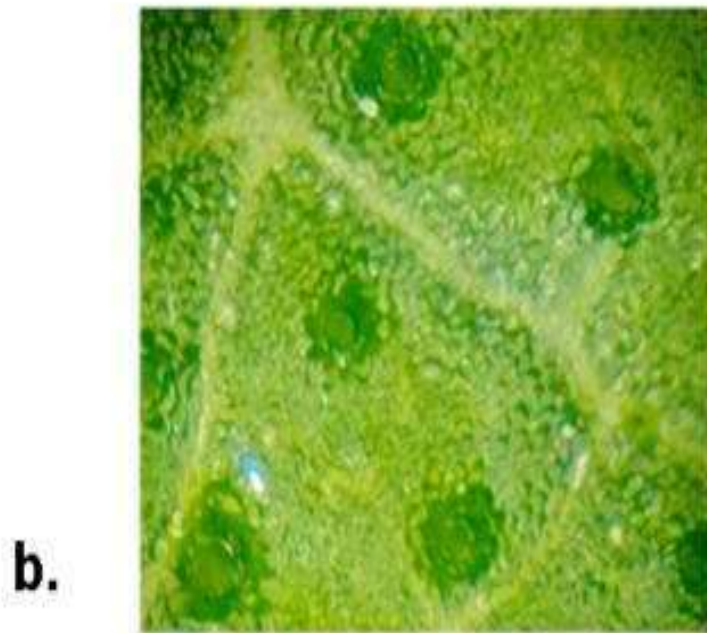
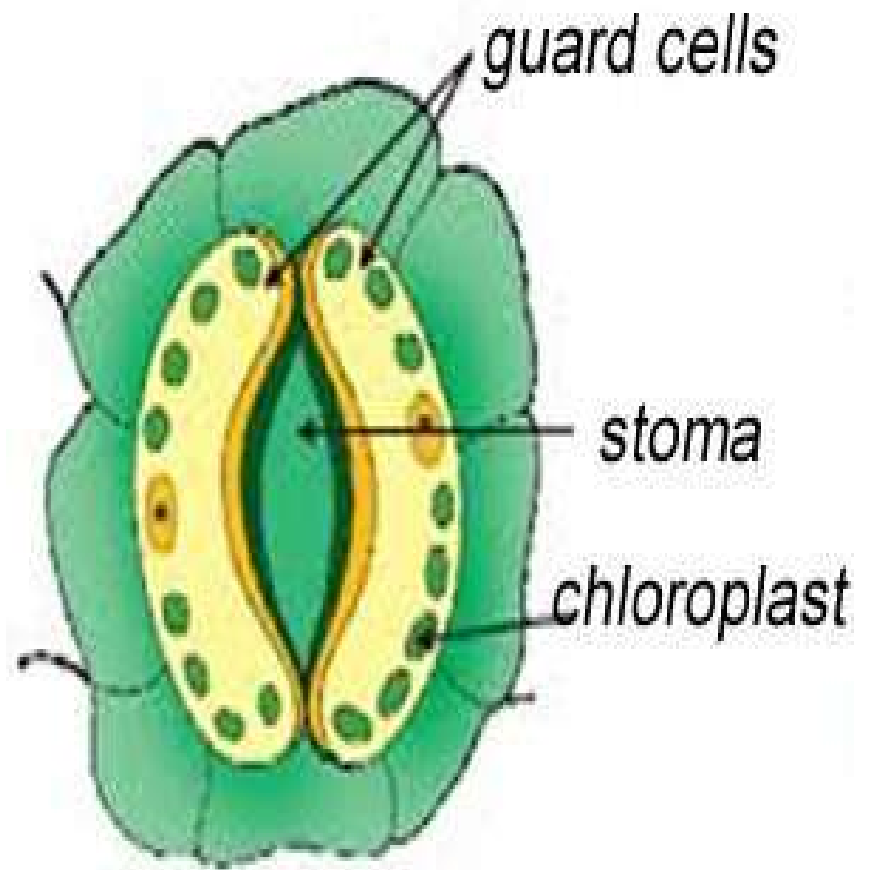
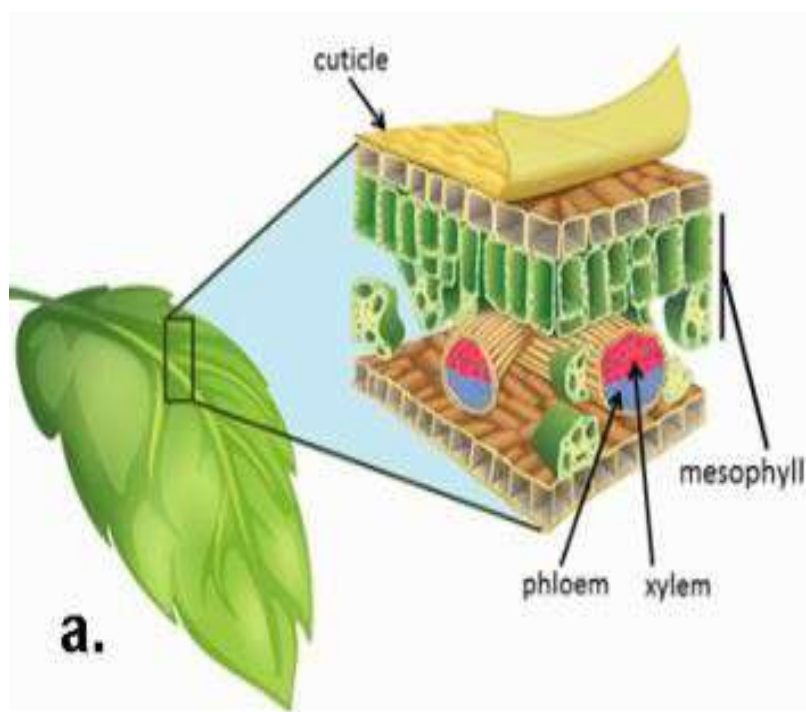
Body surface: Earthworms breathe through their body surface.

Skin: Frogs are amphibians. They live on both land and water. On land they breathe with their lungs. Under water they breathe through their moist skin.

Gills: Fish, crabs and most other animals that live under water breathe air dissolved in water. They breathe with the help of gills, which are full of blood vessels. Fish take in water through their mouths and this water passes through their gills where the oxygen dissolved in the water is absorbed and goes into the blood. The gills give out carbon dioxide into the water.

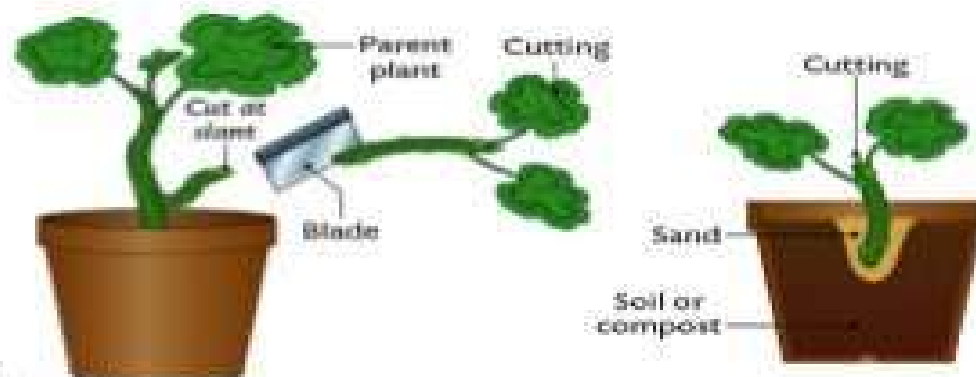
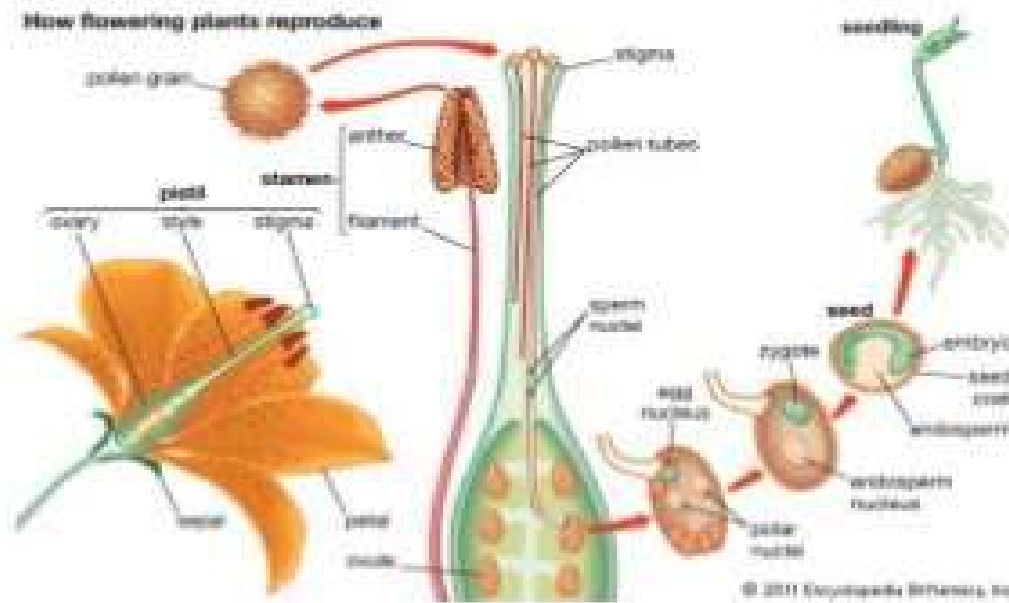
Spiracles: Insects take in air through tiny holes in their bodies. These are called spiracles.



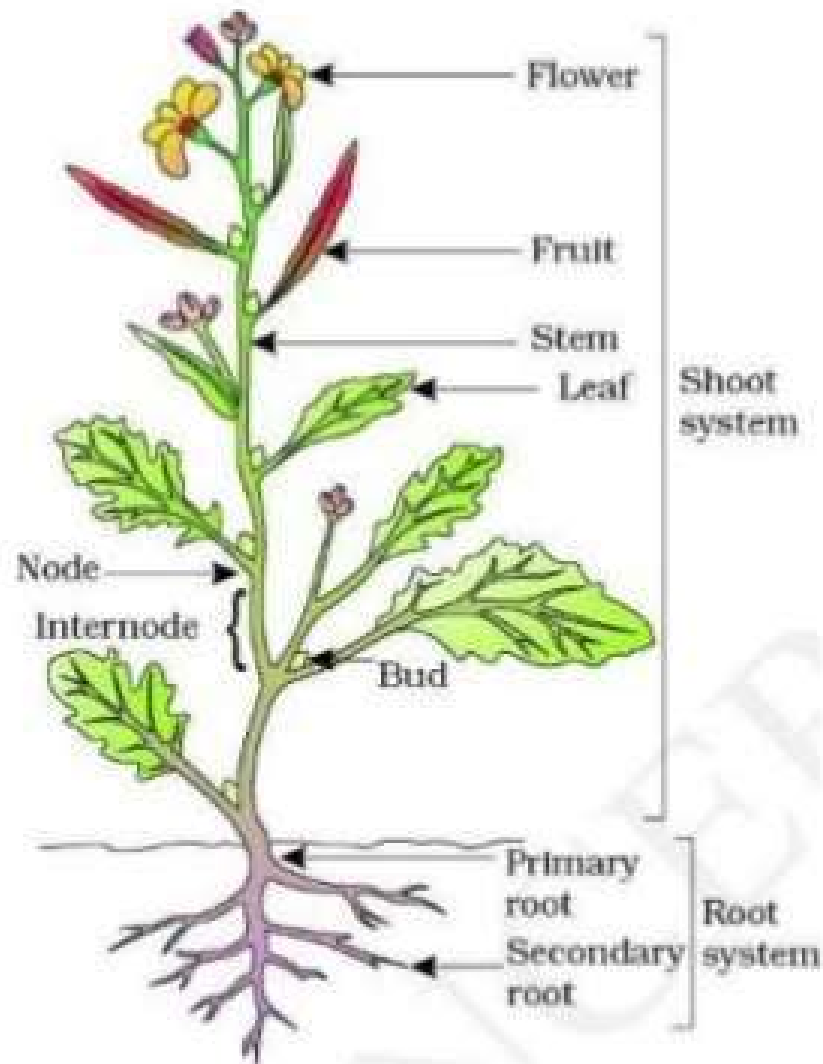


11

REPRODUCTION IN PLANTS



PLANT PARTS



REPRODUCTION IN PLANTS

Reproduction is the process of producing young ones from their parents

```
graph TD; A[Reproduction is the process of producing young ones from their parents] --> B[ASEXUAL REPRODUCTION]; A --> C[VEGETATIVE REPRODUCTION]; A --> D[SEXUAL REPRODUCTION];
```

ASEXUAL REPRODUCTION

Single Parent is involved
Simple division of a plant body into two or more parts or formation of spores

VEGETATIVE REPRODUCTION

Cell, tissue or part of an organ of a plant develops into a new organism

SEXUAL REPRODUCTION

Two parents are involved
Fusion of male and female gametes produce zygote which develop into seed

ASEXUAL REPRODUCTION

Formation of new plants from the cells of a single parent

BUDDING

A small bulb-like cellular out growth, called bud is formed on parent cell that develops into an independent organism.

YEAST

FRAGMENTATION

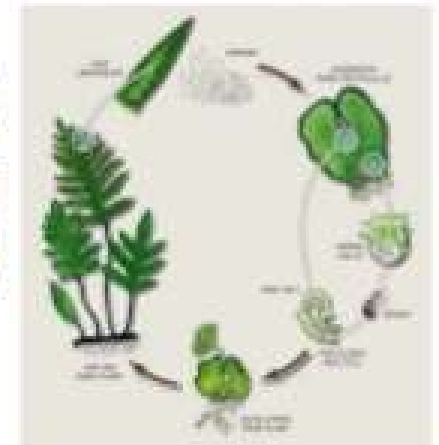
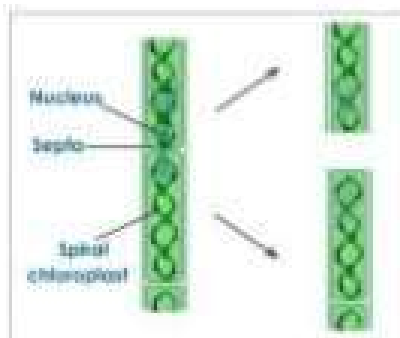
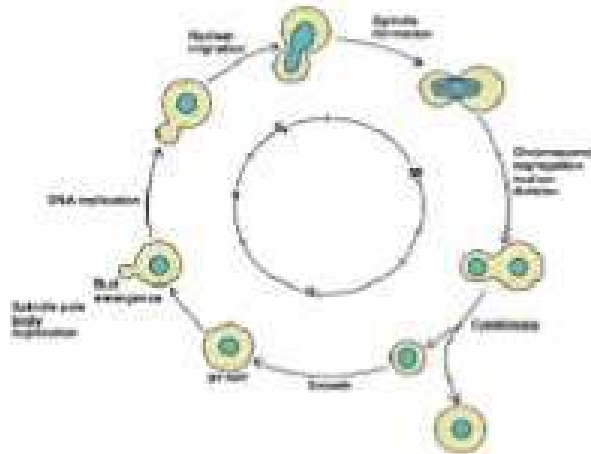
The adult organism breaks up into two or more pieces called fragments, which grows to become a new plant

Algae - *Spirogyra*, *Fucus*

SPORE FORMATION

Parent plant produce microscopic single or multi-celled spherical bodies which germinate into new plants during favourable condition.

Ferns, Mosses



STEMS

Most common for vegetative propagation
Different kinds

Oxalis and grass

Runners

Chrysanthemum and mint

Vallisneria

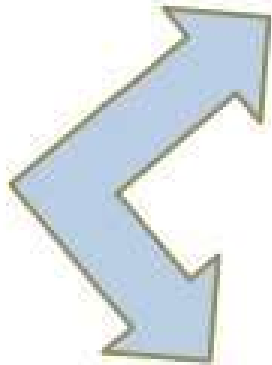
Rhizomes

Underground Stem

Bulbs

Tubers

Coms



Runners

Oxalis and grass

Horizontal stems will produce new roots at nodes and then shoot grow upwards forming new plants at frequent intervals



Chrysanthemum and mint

Horizontal stems arise from the base of the erect shoot come out to form new aerial shoots and it become independent plants



Vallisneria

Arched stems which cross over small obstacles develop small plantlets at their nodes

Underground Stem

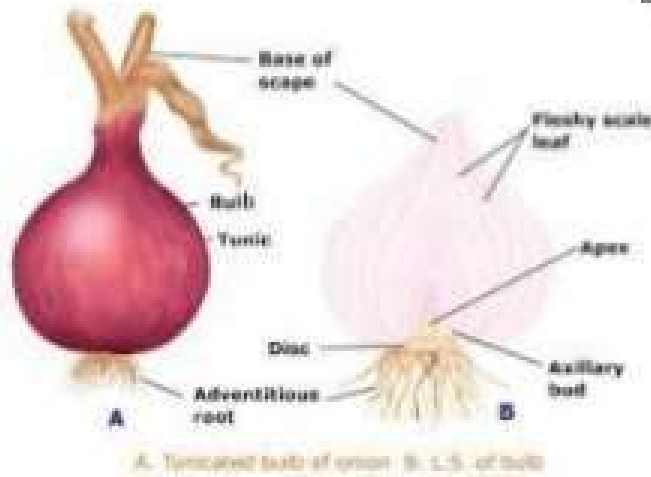
Rhizomes

Ginger, turmeric and banana



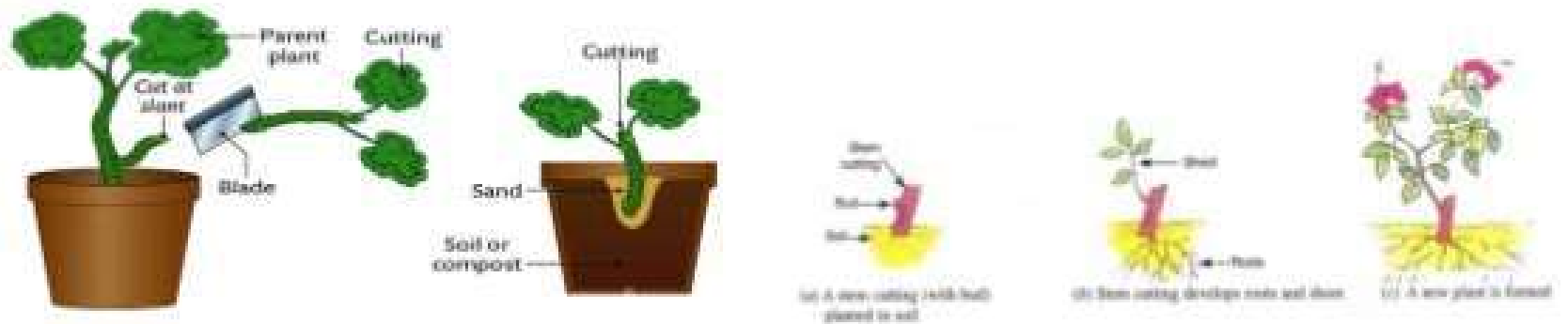
Bulbs

Onions

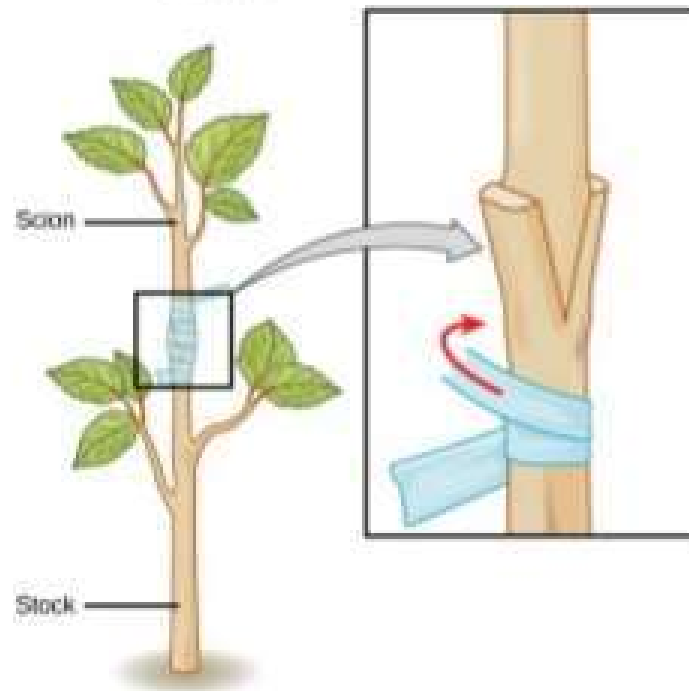


ARTIFICIAL METHODS

- CUTTING



- GRAFTING



SEXUAL REPRODUCTION

The sexual reproduction is the formation of new plants through the fusion of male and female gametes

- Carried out by flowering plants
- Flowers are the reproductive organs of a plant

Complete or Bisexual Flowers

Contains both male and female reproductive cells

Have all the four parts

- Sepals
- Petals
- Stamens
- Pistils

Example: Hibiscus, Citrus



Incomplete or unisexual Flowers

Contains either male or female reproductive cells

Have only three parts

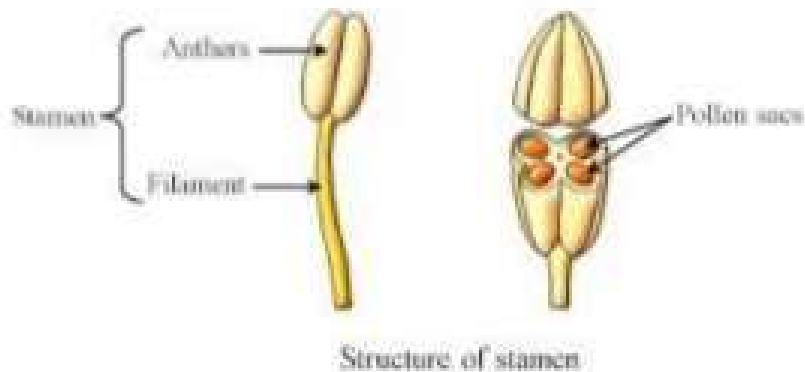
- Sepals
- Petals
- Stamens or Pistils

Example: papaya, corn



STAMENS (Male Organ)

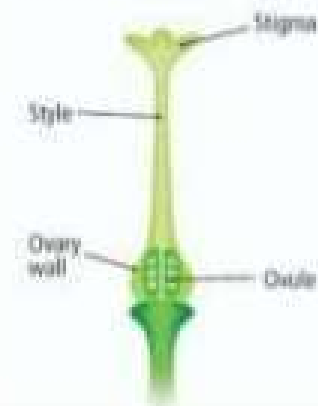
Bear Anthers – contain pollen grains which produce male cells/gametes



PISTLE (Female Organ)

Composed of Stigma, style and ovary.

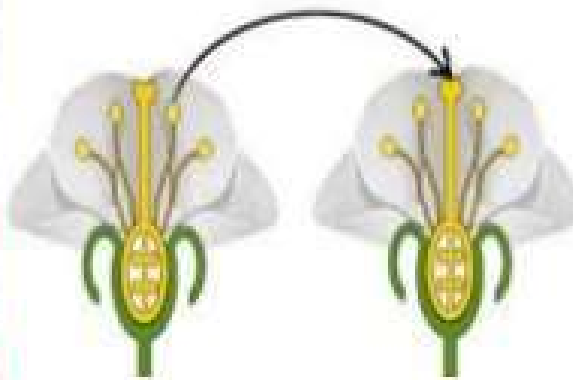
The ovary produce female cells/gametes



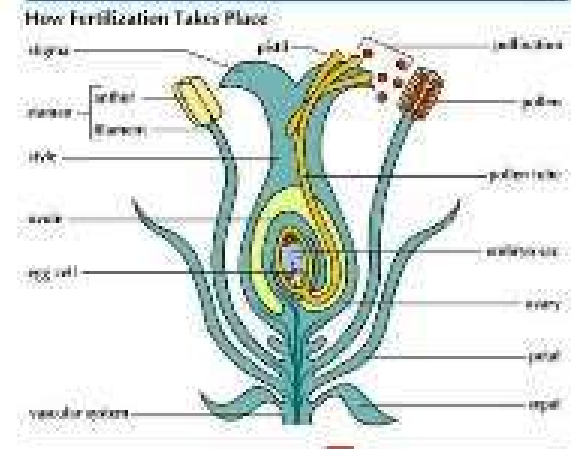
Mature plant flowers



Pollination



Fertilization



New Plants



Seeds



Fruits



POLLINATION

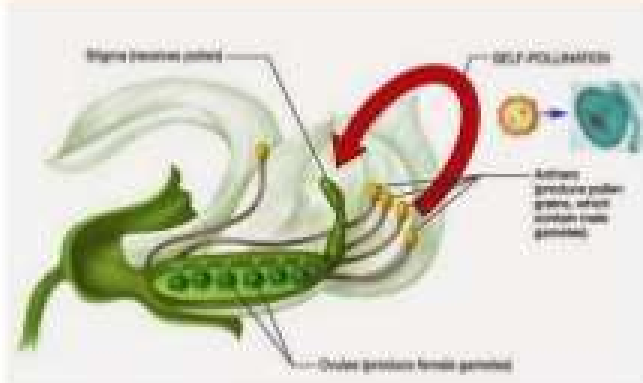
Transfer of pollen grains from anther to the stigma of a flower is known as pollination

- Is the first step in the process of seed formation

Two Types

Self-pollination

Pollen grains are transferred from anther to the stigma of the same flower



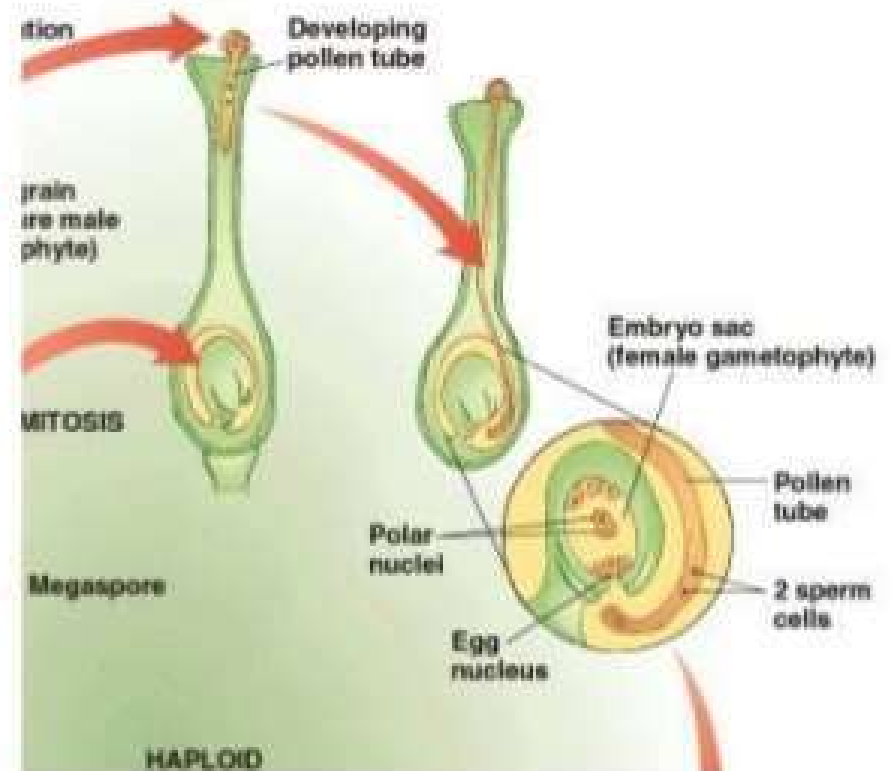
Cross-pollination

Pollen grains are transferred from anther of one flower to the stigma of another flower of same kind (different plants)

FERTILIZATION

The process of fusion of male and female gamete is called fertilization

- After successful pollination the stigma secrete nutrients
- Pollen grains absorb these and start growing in the form of a thin tube called *pollen tube* until it reaches the ovule inside ovary.
- Then releases male gamete into the ovule – fertilization takes place – results in the formation of zygote



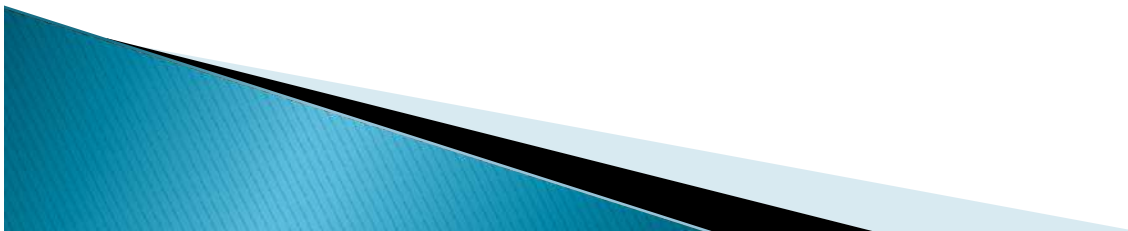
Class-7

Social Studies

- ▶ History
- ▶ Chapter-6
- ▶ Town, Traders and Craftspersons
- ▶ Chapter-7
- ▶ Tribes, Nomads and Settled Communities
- ▶ Geography
- ▶ Chapter-7
- ▶ Human Environment- Settlement , Transport and Communication
- ▶ Civics
- ▶ Chapter-6
- ▶ Understanding Media
- ▶ Chapter-7
- ▶ Understanding Advertising
- ▶ Geography
- ▶ Chapter-6
- ▶ Natural Vegetation and Wildlife

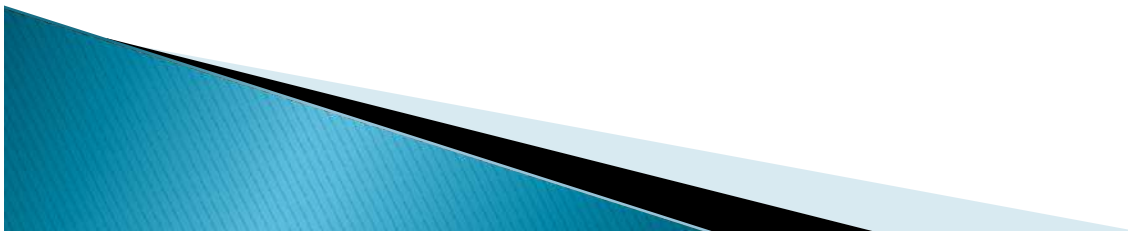
Topic

- ▶ Key terms
- ▶ Define the words
- ▶ Answer in word
- ▶ Answer in one sentences
- ▶ Answer in brief
- ▶ Answer in detail
- ▶ Activity based on chapter



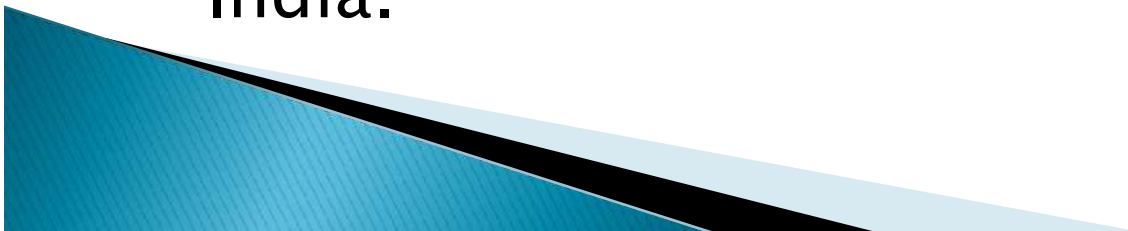
Teaching-aids

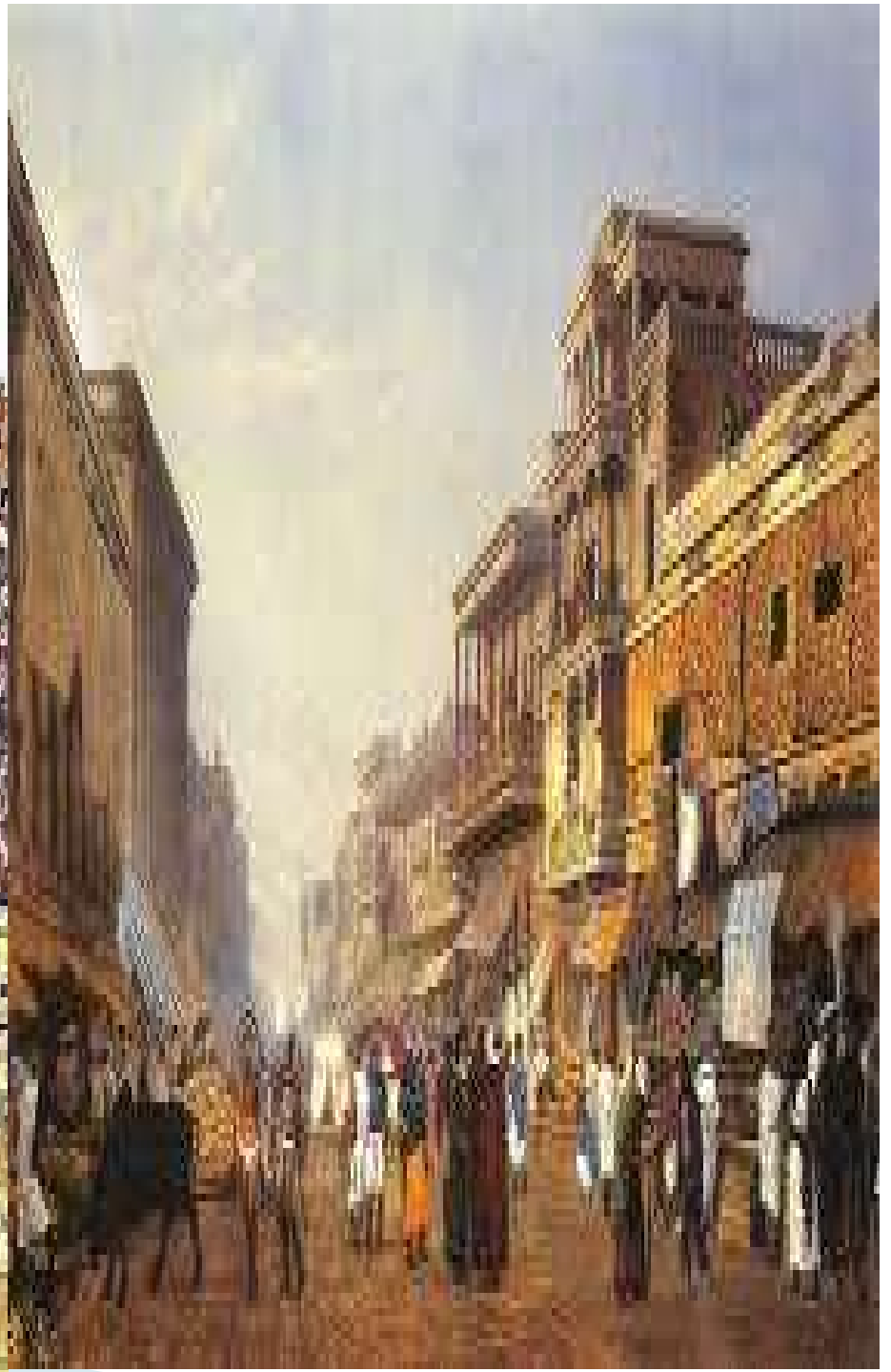
- ▶ Video
- ▶ Mind Map
- ▶ Flow chart
- ▶ Flash card
- ▶ Charts



Objectives

- ▶ Students will be able to understand that advertising is nothing but to sell something a product , service or an idea.
- ▶ Student will be able to understand the importance of Natural vegetation which is grown without human interferences.
- ▶ Student will be able to understand the importance of transport and communication which is very necessary in our daily life.
- ▶ Student will be able to understand the importance of banjaras played an important role in the economy of India.





LANGUAGES SPOKEN BY GONDS

Gondi language is the prime language spoken by Gond tribes of India. Beside this, these Indian tribes also have a good command on Telugu, Hindi, Marathi, Parsi and many other Dravidian languages.







Changing technology

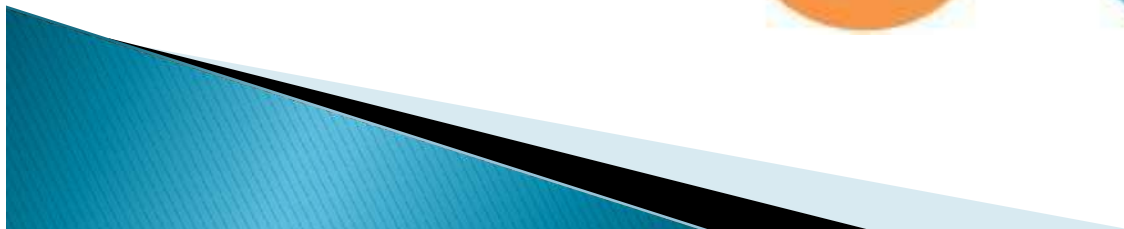
Over the years the technology changed and print media became the new means of communication. The printing press introduced by Johannes Gutenberg in 1453 marked the beginning of a revolution in the



Electronic media

Technology not only improves the quality but also brings about a change in our thinking. Today, we cannot imagine a life without TV, mobiles and internet. The TV and internet which use satellite and cable technology have helped to bring images from across the globe to our homes. One can view a number of channels which are all different countries. For example, if you watch an TV are either from Japan or

TYPES OF DISPLAY ADVERTISING





Life Science Stories

Forests

Story by Andrew Frinkle



Earth has many kinds of forests. These habitats are filled with different kinds of trees! These trees give animals food, shelter, and oxygen.

Near the North and South Poles, forests are almost all pine trees. These are cold for most of the year. There are some big animals, like snow leopards or caribou, but not too many.



Many forests have leafy trees. These might be more familiar to us. They are filled with oak, maple, and other hardwood trees. Animals like squirrels, wolves, bears, and owls might live in these forests.



There are also rain forests and jungles. These are very humid places. It rains so much in these forests. There might be parrots, monkeys, gorillas, and tigers living in these rainy forests.

TROPICAL VEGETATION AND WILD LIFE



TROPICAL DECIDUOUS



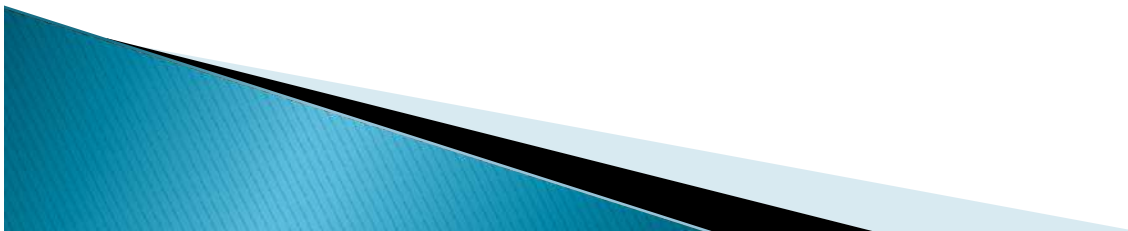
This is a deciduous forest
but you find trees like oak,
beech, or chestnut here.

It
is a
deciduous
and I find
Great forest
They're
also very useful
to humans
for making paper.

There are
many animals
like the ones
you see
and also trees
and flowers.

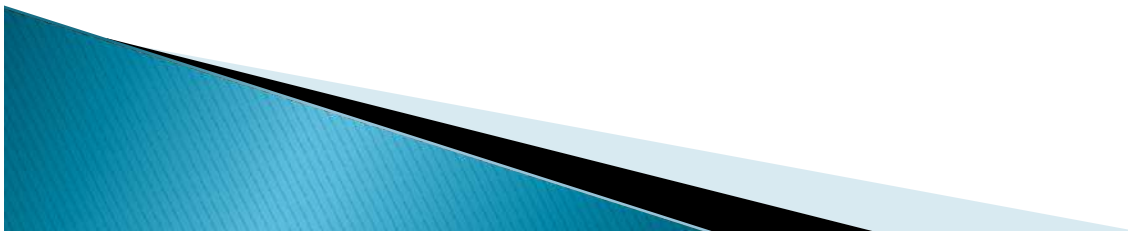
Recapitulation

- ▶ Asking them question related to the topic or make them to solve the worksheet.
- ▶ Recapitulation of topic.
- ▶ Oral drilling of key terms.



Weekly Test

- ▶ Key terms
- ▶ Define the terms
- ▶ Answer in one word
- ▶ Answer in one sentences
- ▶ Answer in brief

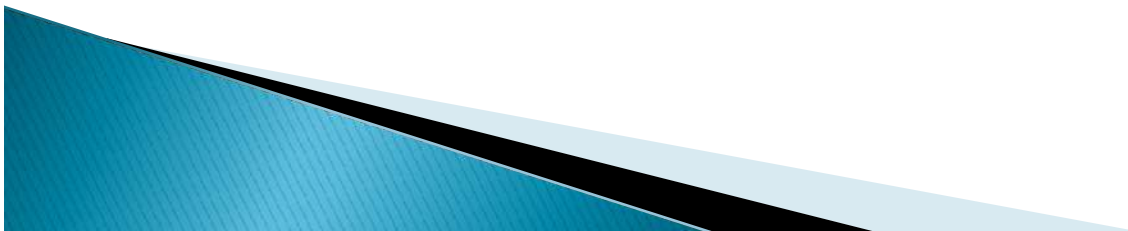


Remedial

- ▶ Additional Measure taken for slow learner
- ▶ Extra class can be conducted.
- ▶ Give them more general example to understanding.
- ▶ Again show them video and boost them to do well



THANK YOU



MONTH-SEPTEMBER

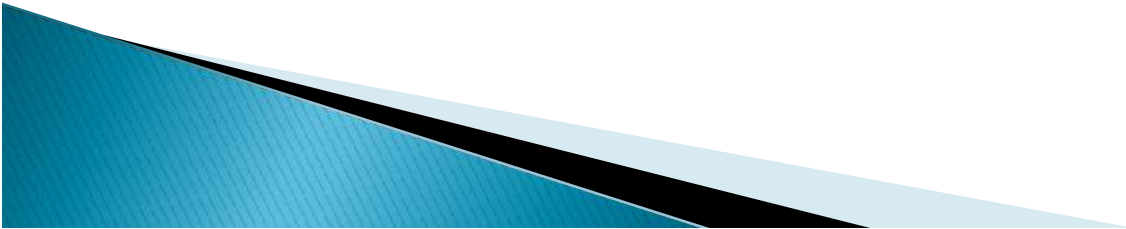
SUBJECT-GUJARATI



STANDARD-VII

[SEM-2]

કાવ્ય-8 [ચરણોમાં] વિદ્યાર્થીઓ
કુદરતની સુંદરતા વિશે સમજે.]



- વિધ્યાર્થીઓ કાવ્યના કવિ વિશે જાણે.
વિધ્યાર્થીઓ કાવ્યને સમજે.
કાવ્યમાં આપેલાં અઘરા શબ્દોને સમજે.
કાવ્યના શબ્દાર્થ સમજે.
કાવ્યના સવાલ-જવાબ સમજે.
કાવ્યનું વ્યાકરણ સમજે.

- વિધ્યાર્થીઓ શબ્દોનો ઉપયોગ કરી વાક્ય બનાવતા શીખે.
વિધ્યાર્થીઓ સમાનાર્થી શબ્દો વિશે જાણે.

ઉદાહરણ

- ગગન = આભ

- ઠેકડો = કુદકો

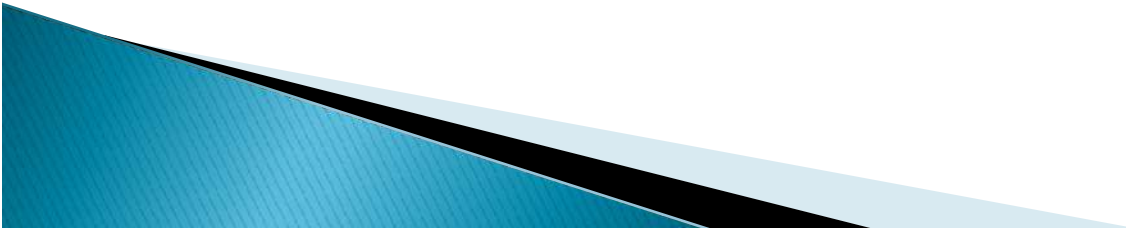
વિધ્યાર્થીઓ વિરુદ્ધાર્થી શબ્દો વિશે જાણે.

ઉદાહરણ

ઉગમણું = પૂર્વ

પ્રકાશ = અજવાળું

વિધ્યાર્થીઓ પ્રાસ વિશે જાણે.



■ તમારો આભાર.

MONTH-SEPTEMBER
STD-VII
SUBJECT - GUJARATI

Standard-vii[sem-2]

[૫૧૬-૭]કદર

[વિધ્યાર્થીઓ બીજાને મદદ કરવાની વૃત્તિ વિશે
સમજો]

વિધ્યાર્થીઓ કાવ્યના કવિ વિશે જાણે.
વિધ્યાર્થીઓ કાવ્યને સમજે.
કાવ્યમાં આપેલાં અઘરા શબ્દોને
સમજે.
કાવ્યના શબ્દાર્થ સમજે.
કાવ્યના સવાલ-જવાબ સમજે.
કાવ્યનું વ્યાકરણ સમજે.

વિદ્યાર્થીઓ 'વાક્યો કોણ બોલે છે અને કોને કહે છે' તે સમજે.

વાક્યોને પાઠના ક્રમ પ્રમાણે ગોઠવતા શીખે.
વિદ્યાર્થીઓ પાઠનાં સમાનાર્થી શબ્દો જાણે.

ઉદાહરણ

કાંઠો=કિનારો

રૂડપ = સુંદરતા

વિદ્યાર્થીઓ પાઠનાં વિરુદ્ધાર્થી શબ્દો જાણે.

ઉદાહરણ

સુંવાળું x કદરૂપુ

બાંધવું x છોડવું

વિદ્યાર્થીઓ શબ્દોની સાચી જોડણી લખતા શીખે.

વિદ્યાર્થીઓ શબ્દ સમૂહ માટે એક શબ્દ આપો, તે શીખે.

વિદ્યાર્થીઓ જોડાક્ષરવાળા શબ્દો શીખે.

ઉદાહરણ

સ્તુતિ

ફિરશ્તો

તમારો
આભાર.

स्वागतम्



नाम :प्रतीक्षा गोस्वामी

विषय हिन्दी
कक्षा सात



जन्म : 17 दिसंबर

दोहो का सार

रहीम के दोहे अर्थ सहित



रहिमन धागा प्रेम का मत तोडो चटकाय
टूटे से फिर ना जुड़े, जुड़े गांठ पड़ जाए

चित्र



दोहो का सार

- ▶ रहीम जी कहते हैं, कि मछली जल से सच्चा प्यार करती है। उससे अलग होकर वो मे जाती है।
- ▶ पेड़ अपना फल स्वयं नहीं खाते सरोवर अपना पानी स्वयं नहीं पीते इसप्रकार परोपकारी व्यक्ति अपना धन दूसरों के लिए संभालकर रखते हैं।



छिमा बड़ों को चाहिए, छोटे को उत्पात
कह रहीम का घट्या, जो भगु मारी लात।

www.dohas.com

अर्थ: बड़ों को शोभा क्षमा देना है और छोटों को उत्पात। अर्थात् यदि छोटे गलती करते हैं तो कोई बड़ी बात नहीं और बड़ों को इस बात पर क्षमा कर देना चाहिए। छोटे उत्पात भी करते हैं तो उनका उत्पात भी छोटा ही होता है जैसे कोई कीड़ा अगर लात मारे भी तो उससे कोई हानि नहीं होती।

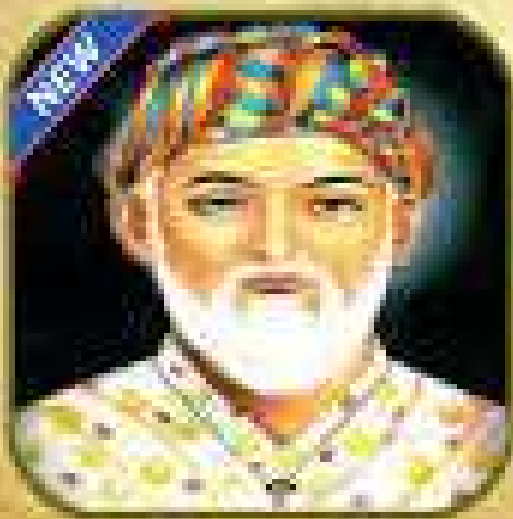
विराम चिह्न

- ▶ 1 पूर्ण विराम
- ▶ 2 अर्ध विराम
- ▶ 3 अल्प विराम
- ▶ 4 प्रश्न वाचक चिह्न
- ▶ 5 विस्मयादिबोधक चिह्न
- ▶ 6 योजकचिह्न
- ▶ 7 निर्देशक चिह्न
- ▶ 8 अवतरण चिह्न
- ▶ 9 विवरण चिह्न
- ▶ 10 कोष्ठक चिह्न
- ▶ 11 हंसपद चिह्न
- ▶ 12 लाघव चिह्न

गतिविधियाँ

- ▶ रहीम का चित्र बनाइए या लगाइए एवं दोहे लिखिए। चार्ट पेपर पर।

रहीम के दोहे हिंदी अर्थ सहित



दोहा:

रहिमन धागा प्रेम का, मत टोरो चटकाय.
टूटे पे फिर ना जुरे, जुरे गाँठ परी जाय

अर्थ:

रहीम ने कहा की प्यार का नासा नाजुक होता है, इसे तोड़ना खतरा नहीं होता, अगर ये धागा एक बार टूट जाता है तो फिर इसे मिलाना मुश्किल होता है, और यदि मिल भी जाये तो टूटे हुए धागों के बीच गाँठ पड़ जाती है।

Month- October

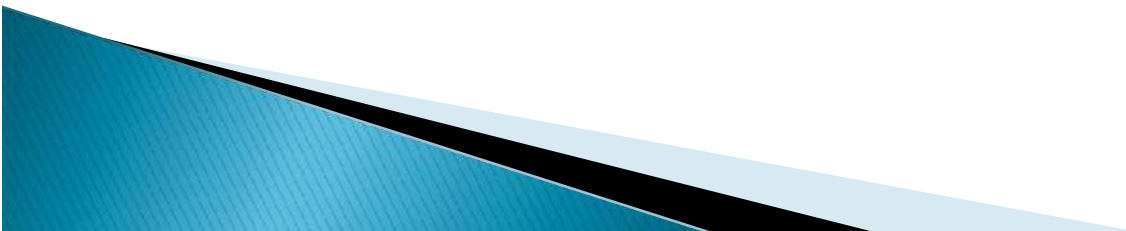
विषय-संस्कृत
कक्षा:- सप्तमं
पाठः - नवमं
पाठः - दशमं

नवमःपाठः

अहमपि विद्यालय गमिष्यामि
(मैं भी विद्यालय जाऊँगी)

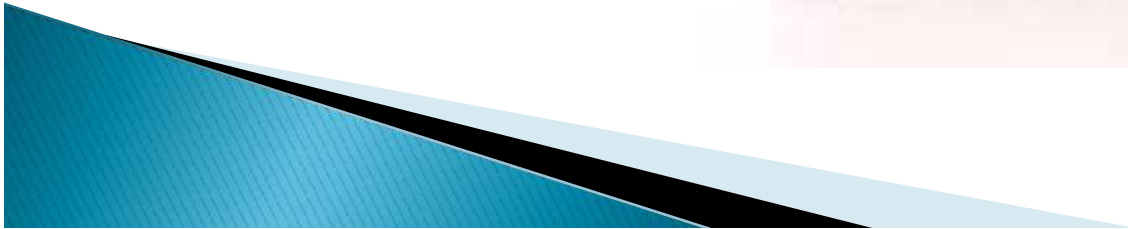
दशमः पाठः

विश्वबन्धत्वम्
(संसार के प्रति भाईचारा)



अध्ययन पध्धति

- ▶ पाठ वांचन
- ▶ पाठ समजूति
- ▶ शब्दार्थः
- ▶ प्रश्नोतरी
- ▶ अभ्यासकार्य
- ▶ व्याकरण
- ▶ साहित्य
- ▶ प्रवृत्ति



नवमःपाठः

अहमपि विद्यालय गमिष्यामि

(मैं भी विद्यालय जाऊँगी)



पाठ का परिचय

- ▶ बाल मजदूरी का विरोध
- ▶ जन जागरूकता उत्पन्न करने का प्रयास
- ▶ शिक्षा के अधिकार से विद्यार्थियों को अवगत
- ▶ मालिनी और गिरिजा की काम के बारे में बातें
- ▶ आठ वर्ष की लड़की को काम पर ना रखना
- ▶ शिक्षा का अधिकार समझाना
- ▶ छोटी बच्ची को काम पर रखने के लिए
विनंती
- ▶ गरीब स्त्री की मजबूरी

शब्दार्थः

- ▶ प्रतिवोशिनीम्- पडोसिनी
- ▶ मातुलगृहम् - मामा के घर
- ▶ काचिद् - कोई
- ▶ सूचयति - सूचना देती हैं
- ▶ अल्पवयस्का - कम उम्र वाली
- ▶ गृहसञ्चालनाय- घर को चलाने के लिए
- ▶ मौलिकः - जन्मजात
- ▶ सर्वथा - पूरी तरह से
- ▶ कर्तुम् - खरीदने के लिए

अध्ययन सामग्री

- ▶ महेनती स्त्री ओर बेटी



बाल मजदूरी



व्याकरण

समानार्थक पदानि

- ▶ आश्चर्येण-विस्मयेन
- ▶ उल्लासेन- प्रसन्नतया
- ▶ परिवारस्य-कुटुम्बस्य
- ▶ अध्ययनस्य- पठनस्य
- ▶ कालः - समय

विलोम पदानि

- ▶ क्रेतुम् - विक्रेतुम्
- ▶ श्वः - ह्यः
- ▶ ग्रामम् - नगरम्
- ▶ समीप - दूर
- ▶ पृच्छति - कथयति

साहित्य

क- गिरिजायाः गृहसेविकायाः नाम किमासीत्?

जवाब- दर्शना

ख- दर्शनायाः पुत्री कति वर्षीया आसीत्?

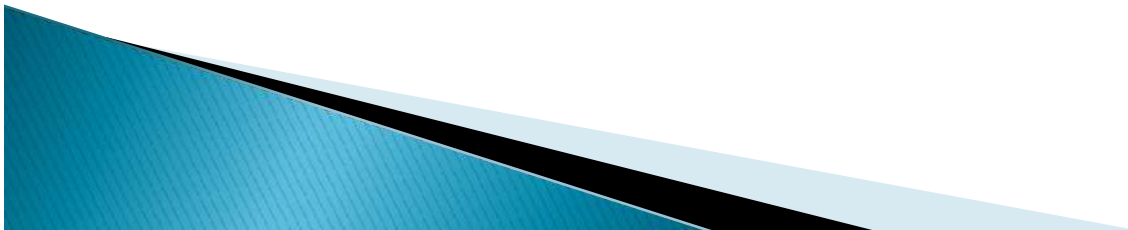
जवाब- अष्टवर्षीया

ग- दर्शना कति गृहाणां काम करोति स्म?

जवाब- पञ्च

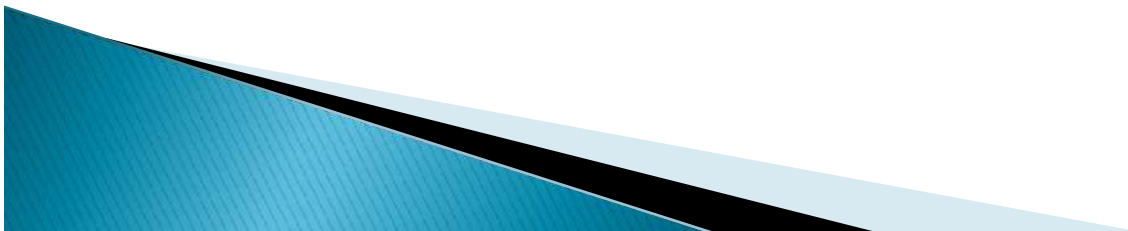
घ- दर्शनायाः पुत्री कथं नृत्यति?

जवाब- करतलवादनसहितम्



अध्ययन प्रवृत्ति

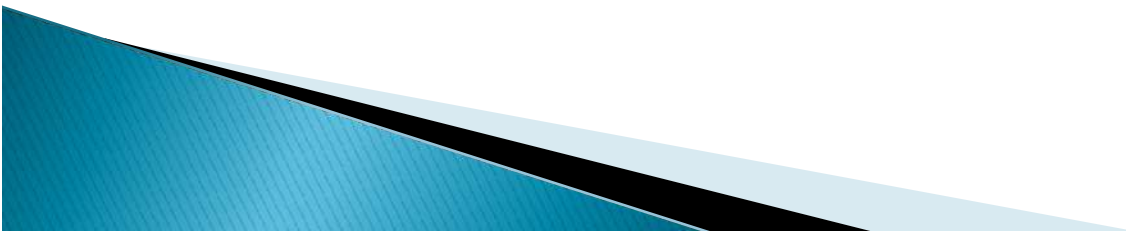
- ▶ मूल्यांकन
- ▶ पाठ वाचन करना सिखे
- ▶ शिक्षा सभी लड़को ओर लड़कियों का अधिकार वो बात जाने
- ▶ बाल मजदूरी योग्य-अयोग्य वो जाने
- ▶ गरीब व्यक्ति कि कैसी मजदूरी वो बात जाने
- ▶ गरीब व्यक्ति कि मदद करना सिखे



दशमःपाठः

विश्वबन्धुत्वम्

(संसार के प्रति भाईचारा)

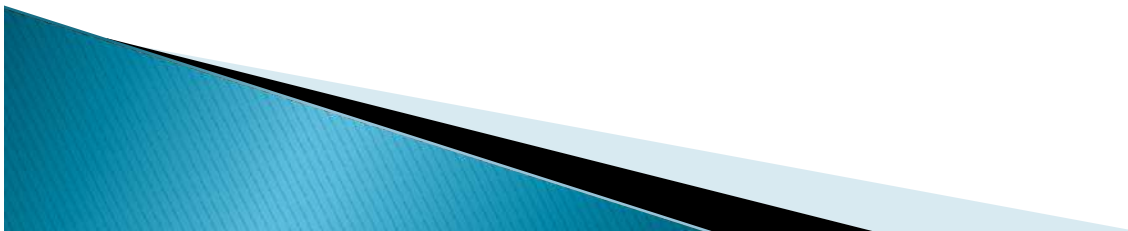


पाठ का परिचय

- ▶ संसार में बन्धुत्व अर्थात् भाईचारे की भावना
- ▶ सभी विकसित, विकासशील और अविकसित देशों में परस्पर प्रेम और मित्रता का व्यवहार होना चाहिए
- ▶ सूर्य, चन्द्र और प्रकृति भेदभाव नहीं करते हैं,
- ▶ मानव को भी वैरभाव छोड़कर बन्धुत्व के भाव से व्यवहार करना चाहिए
- ▶ संसार के कल्याण के लिए सम्पूर्ण पृथ्वी को एक परिवार मानना चाहिए

शब्दार्थः

- ▶ उत्सवे
- ▶ बन्ध
- ▶ प्रभृत्व
- ▶ निखिले
- ▶ स्पर्धा
- ▶ जनष
- ▶ अपहृय
- ▶ समत्वेन
- ▶ वसुधैव
- पर्व में
- भाई अथवा मित्र
- प्रभृता को
- सम्पूर्ण
- होड
- मनुष्यो में
- छोडकर
- समान भावना से
- पृथ्वी



अध्ययन सामग्री

▶ होली और नवरात्री का पर्व



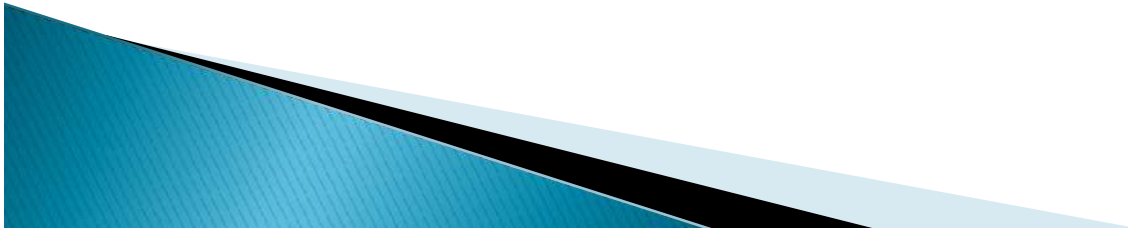
इद का पर्व



व्याकरण

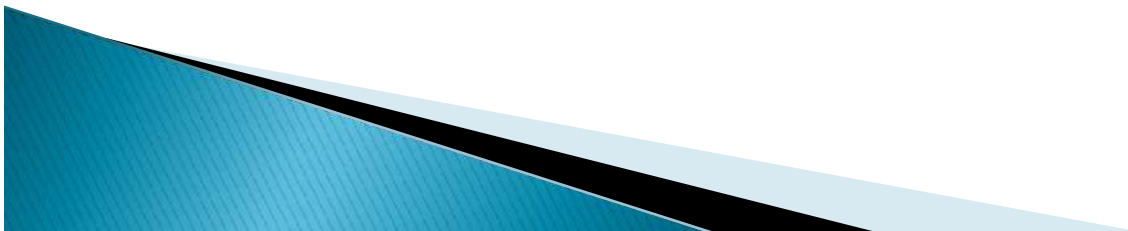
समानार्थक पदानि लिखत

- ▶ स्वकीयम् - आत्मानम्
- ▶ अवरुद्धः - बाधित
- ▶ कुटुम्बकम् - परिवारः
- ▶ अन्यस्य - परस्य
- ▶ कष्टम् - दुःखम्
- ▶ निखिले - सम्पूर्ण

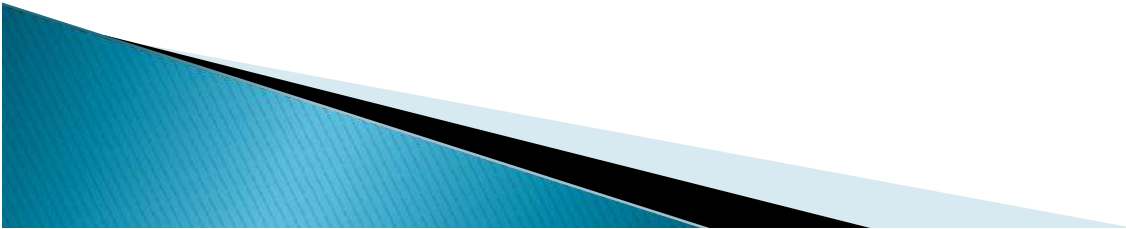


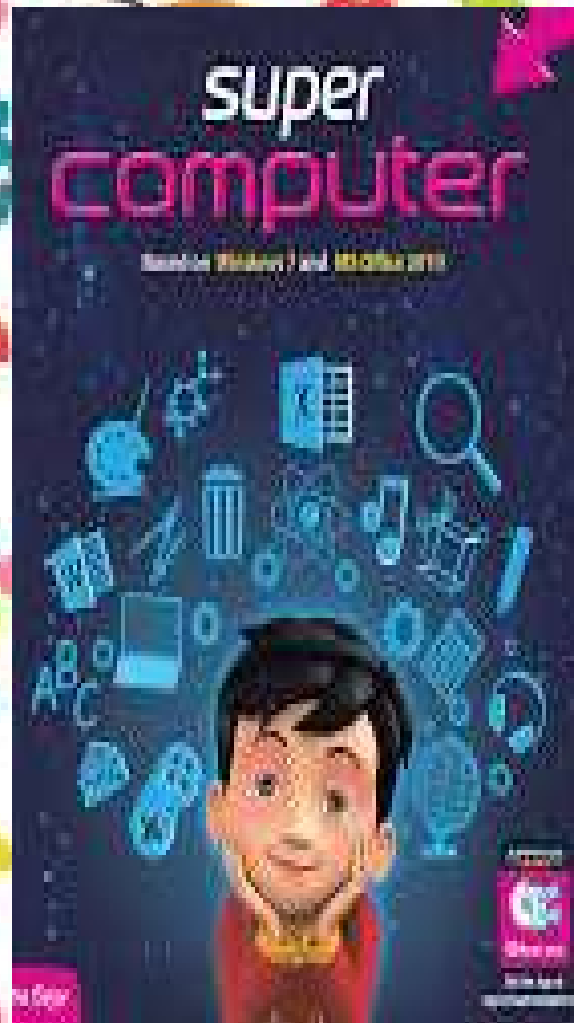
अध्ययन प्रवृत्ति

- ▶ मूल्यांकन
- ▶ पाठ वाचन करना सिखे
- ▶ उत्सव साथ में मनाये ये बात जाने
- ▶ पृथ्वी को एक परिवार माने
- ▶ परस्पर प्रेम ओर भाईचारे की भावना जाग्रत हो
- ▶ दूसरे व्यक्ति के साथ भेदभाव ना रखे



धन्यवाद



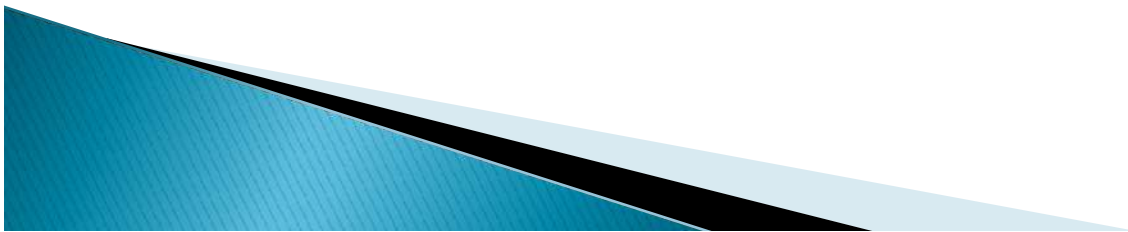


Class - 7 Computer

October 2019–20
Lesson Plan

Chapter 6: Animations
in FLASH

Teaching Aids



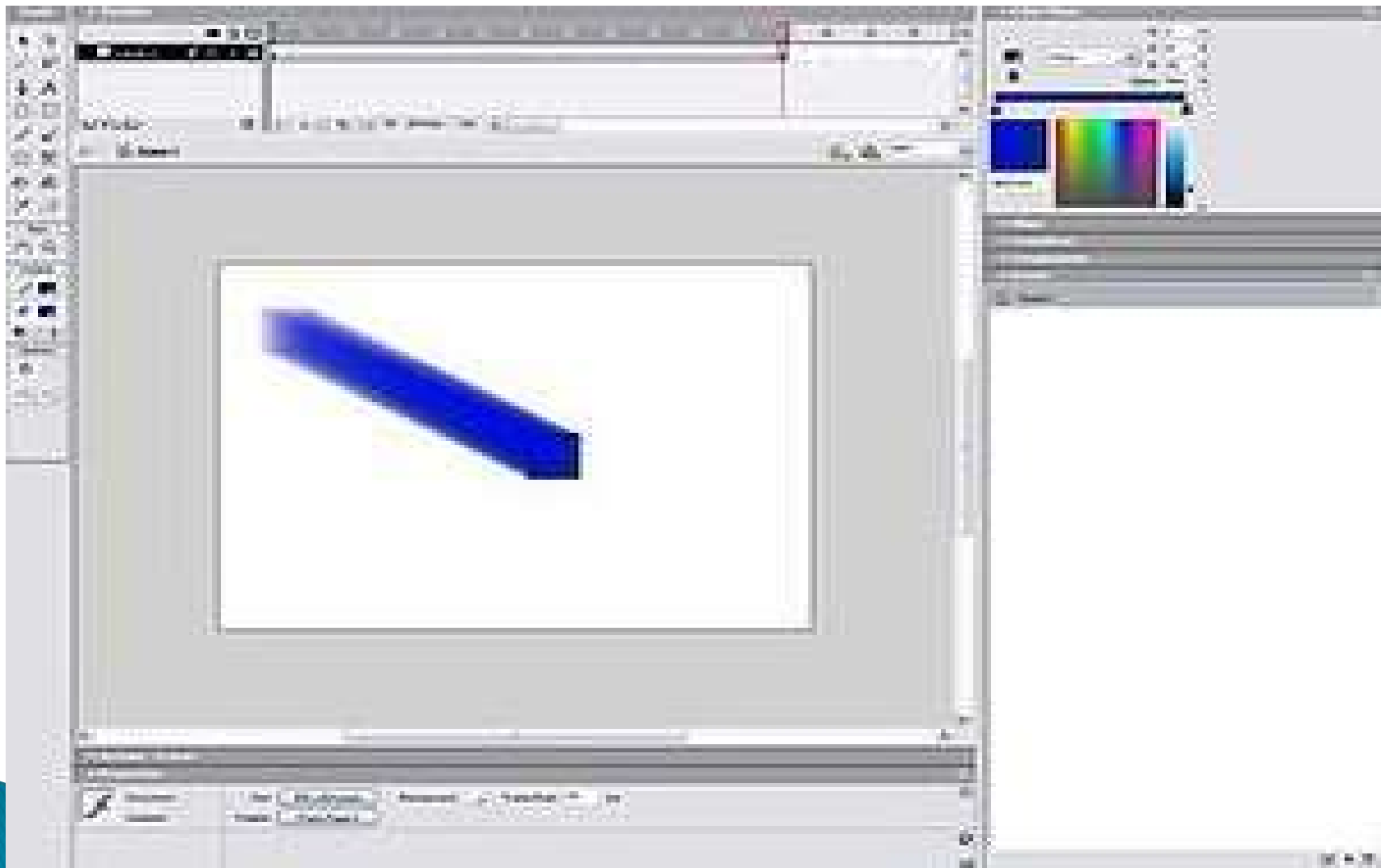


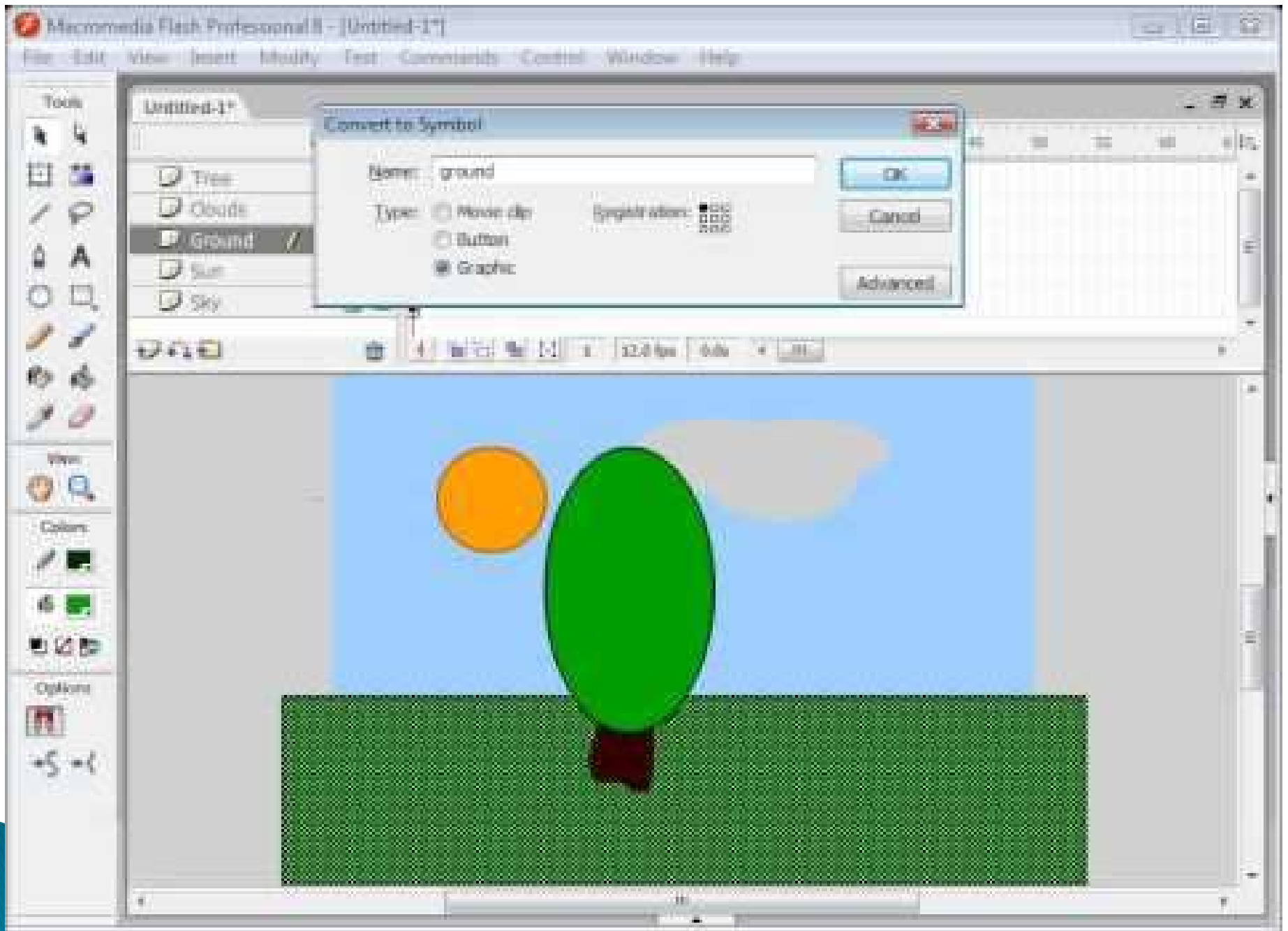
MULTIMEDIA

Computer lab:



CH-6 Animations in FLASH







Computer Lab Practice

- ❖ Timeline, frames, keyframes and layers
- ❖ Inserting and removing frames and keyframes
- ❖ Creating animations in Flash
- ❖ Testing an animation
- ❖ Saving an animation as a movie

CH-6 INTRODUCTION TO HTML

HTML

- Language for describing web pages.
- Hyper Text Markup Language
- Its not a programming language, it is a *markup* language
- A markup language is a set of markup tags





Computer Lab Practice

- ❖ HTML tags and attributes
- ❖ Structure of an HTML document
- ❖ Text editor for HTML
- ❖ Creating and saving an HTML document
- ❖ Viewing and editing an HTML document
- ❖ Other Useful HTML tags