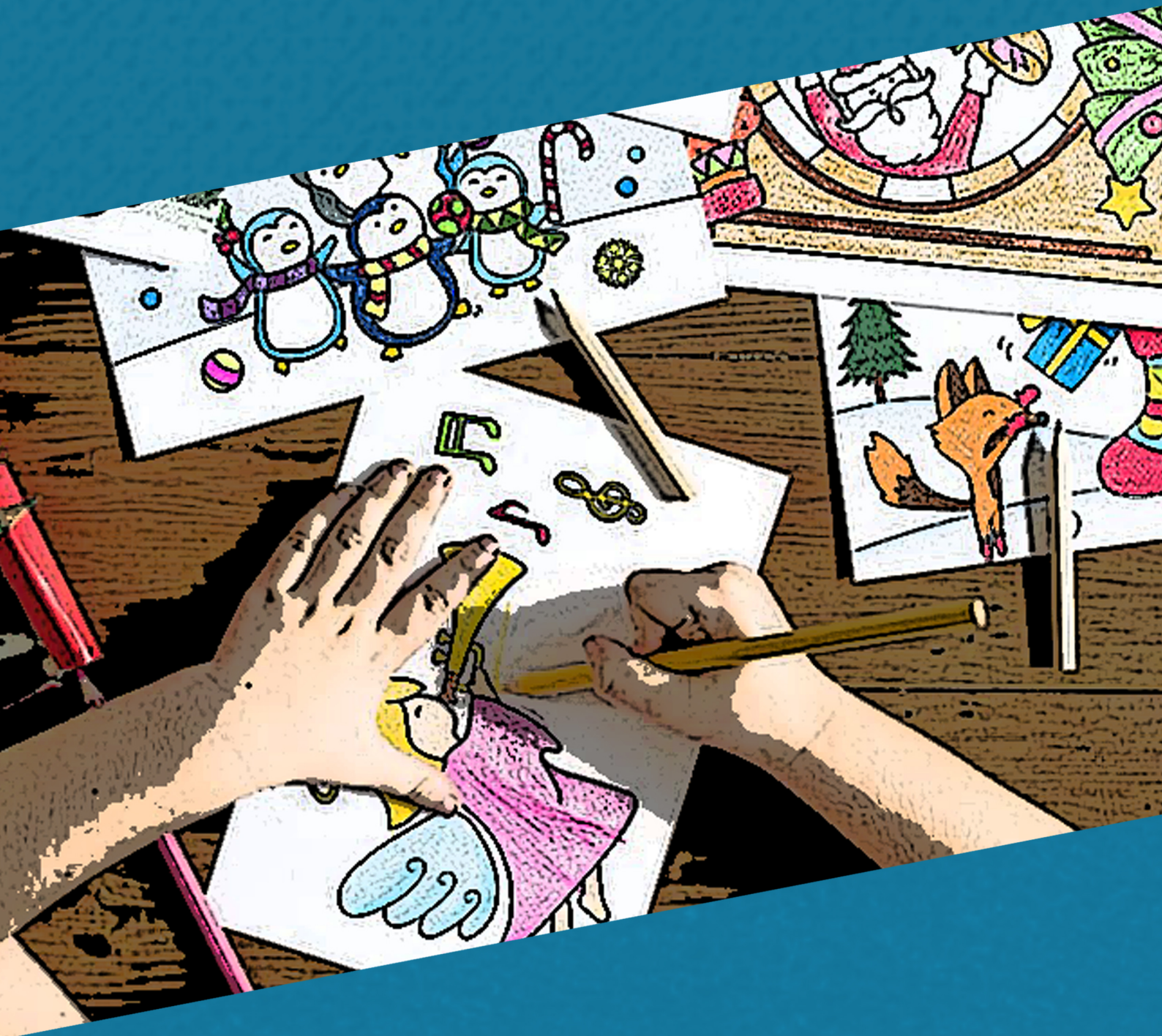


4-WEEK ALTERNATIVE ACADEMIC CALENDAR FOR ELEMENTARY SCHOOLS IN MIZORAM



STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING
MIZORAM : AIZAWL

4- WEEK ALTERNATIVE ACADEMIC CALENDAR FOR ELEMENTARY SCHOOLS IN MIZORAM



**State Council of Educational Research & Training
Mizoram : Aizawl**

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FOREWORD


Khawvel-in Covid-19 hripui a hmachhawn mek lai hian he natna lakah inven a ngaih avangin zirtirtute, nu leh pate leh naupangte inlama tawmim a ngai a. School kal theih a nih loh avangin school-a naupangte kan zirtir thin dan ni lo, inlama nuam ti taka lehkha an zir theih dan tur ruahman a lo ngai ta a. He hun harsa leh thawpikthlak takah hian naupangten tih tur an neih a tul a, chawl ringawt lova an zirlai an chhun zawm zel theih a pawimawh em em a ni. Hemi avang hian SCERT chuan kum 2020-2021-a hman atan **4-week Alternative Academic Calendar** a duang chhuak ta a ni.

He calendar-ah hian kar 4 chhunga naupangte lehkha zir tur activity hrang hrangte pek niin, heng activity-te hi curriculum mila siam a ni. Activity-tinte hian thiam tur (Learning Outcomes) an nei vek a, CCE Guidelines-in a tarlan angin internal marks a Activities 20% ah hman nghal tur a ni.

Mi zawng zawng ban phakah internet leh smartphone a awm vek lo tih hre reng chungin heng activity-te hi duan a ni. Zirtirtuten phone-a an biak pawh theih lohte pawh an inah kalin naupang nu leh pa leh chhungte hnenah heng activity tihdan turah hian kaihhruaina mumal tak pe tura beisei an ni. Heng bakah hian naupangte dinhmun azirin zirtirtuin activity dang a siamsak thei bawk ang.

He Calendar hi hlawhtling taka hmang turin zirtirtu zawng zawng leh zirlaite leh an chhungte duhsakna ka hlan e. Hemi chungchanga rawtna leh sawi duh neite chuan scertmizoram@gmail.com-ah e-mail theih a ni e.

Aizawl
10 July 2020


LALDAWNGLIANI CHAWNGTHU
Director, SCERT
Mizoram:Aizawl

GENERAL GUIDELINES

1. **4-Week Alternative Academic Calendar** hman hmain zirtirtuin naupang chhungte a hrilhfiah vek tur a ni.
2. **4-Week Alternative Academic Calendar**-a activity-te hi naupang nu leh pa/chhungten an tihpui ngei ngei tura beisei an ni a, an fate lekhazirna leh hmasawna kawnga mawhphurtu pawimawh tak an nihna an lantirna tur a ni bawk.
3. Kartir zir tur duante hian **zir thiam tur (Learning Outcomes)** an nei vek a, sikul luh hma pawhin hei hian zirna kawngah naupangte nasa takin a tanpui tura beisei a ni.
4. Activity-te hi her rem theiha duan an ni a. Hmanraw mamawh tlem thei ang ber hmanga naupangte lekhha zirna tur a ni. Zirtitute chuan an naupangte dinhmun azirin zirtir dan her rem turin nu leh pate/ chhungte a kaihruai ang.
5. Activity-te hian thil chik tur leh zawhnate zawt turin naupangte a kaihruai ang a, naupang nu leh pa/chhungte'n an hmasawn dan an vil reng ang.
6. Activity-te hi a awlsam leh khairual thei tur ang bera duan an ni a. Naupangte chu pawngpaw nawr luh leh tithlabar zawnga zirtir loh tur a ni.
7. Activity an tih hmain zirtirtu tinten naupang chhungte hnenah felfai takin in lama an tih dan tur hrilhfiah tur a ni a, heng an activity-te hian mark a pu dawn a ni tih hriattir bawk tur a ni.

Subject-Wise Weekly Calendar

He Alternative Academic Calendar hi kar li (4) chhung atana ruahman a ni a. Subject tinah hian activity tan hmain zir thiam tur (Learning Outcomes) a awm zel a ni. Learning Outcomes chu naupangten an thiltih mila an zir chhuah tur tarlanna a ni a, heng an thil zir chhuahte hian an nunah eng danglamna nge a thlen tih nu leh pa/chhungte leh zirtirtuten an chhinchhiah thei dawn ang. Naupangte nuna danglamna lo awm chuan thiamna thar a pe ngei a ni tih hrilhfiahna tha tak atan a hman theih a ni.

Naupangte chuan an thiltih atangin zawhna zawh te an thiam ang a, thu phuakhawm te an thiam bakah harsatna sutkian dan te pawh an zir tel vek tura beisei a ni. Heng activity-te hi textbook leh internet awm lohna hmunah pawh an chhungte nena an tih theih tura ngaih a ni bawk.

Learning Outcomes column dawtah hian hmanraw hman tur (Resource) dah a ni leh a. Hetah hian Learning Outcomes hlen chhuak tura hmanraw mamawhte tarlan a ni. Heng kan tarlante bakah hian nu leh pa leh chhungte leh zirtirtuten hmanraw dang an belh thei bawk ang.

Column tawp berah activity dah a ni leh a, hei hi nu leh pa leh chhungte leh zirtirtute tan kaihhraina a ni. Activity zawng zawngte hi CCE Guidelines-in a tarlan angin Internal Assessment atan dah that tur a ni.

4- week Alternative Academic Calendar-a activity-te hi homework anga ngaih tur a ni lova, naupangten in lamah an nu leh pa leh chhungte nen zirtirtute kaihhrainain lehkha an zir tih hriat reng tur a ni.

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CLASS I

Subject: English (Class I)

<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>
<p>Zirlai chuan</p> <ul style="list-style-type: none"> Nursery rhymes hmangin English lam rik an thiam anga, English an nel ang. English alphabet hla an thiam ang 	<p>YouTube leh hmanraw remchang dangte</p>	<p>Chawlhkar 1 - na</p> <p>YouTube atangin emaw naupang nu leh pa/chhungte'n nursery rhymes leh English alphabet hla a tam thei ang berin action nen lo zirtir se.</p> <p># Heng an rhymes thiamte hi school luh hunah zirtirtuten lo sak/sawi tir se</p>
<ul style="list-style-type: none"> English alphabet-a letter A- Z hi an lam thiamin (pronounce) an hre hrang (identify) ang. 	<p>YouTube leh hmanraw remchang dangte</p>	<p>Chawlhkar 2 - na</p> <p>Ziak an hmuh theih ang ang atangte in English alphabet A atanga Z thleng lam thiam tur leh hre hrang turin lo zirtir ni se.</p> <p># Heng an alphabet zirte hi school an luh hunah zirtirtuten lo sawi tirin lo zawt bawk se</p>
<ul style="list-style-type: none"> Mahni chungchang English-in a sawi thei ang. English-in colour chi hrang hrang a sawi thei ang. 	<p>Anmahni leh an hmuh theih vela thil awmte.</p>	<p>Chawlhkar 3 - na</p> <p>Zirlai chuan ama hming, a kum zat, nu leh pa leh chhungte hming, a veng hming leh amah kaihhnawih zawhna simple te te English-a chhang thei turin zirtir ni se.</p> <p>Entirnan:</p> <ol style="list-style-type: none"> What is your name? My name is _____ How old are you? I am ____ years old. Where do you live? I live in _____ What is the colour of a leaf? What is the colour of your shirt/dress? What colour is this? <p># Hengte leh thildangte hi school an luh hunah zirtirtuin naupang lo zawt se.</p>
<ul style="list-style-type: none"> Ransa/Ramsa, pangpar, etc., te 	<p>Anmahni in leh bul vela ran, thlai,</p>	<p>Chawlhkar 4 - na</p> <p>Anmahni in leh bul vela ran, thlai, pangpar hmuh theihte, ramsa lem leh</p>



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirilaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>
hming English-in an sawi thei ang	pangpar hmuh theihte, ramsa lem leh thildang an hmuh theihte.	thildang an hmuh theihte English-in a hming zirtir ni se. Entirnan: Sun, moon, star, car, bicycle, potato, tomato, bean, pumpkin, rose, marigold, dog, cat, hen, egg, cow, pig, tiger, elephant, door, window, mother, father, brother, sister, uncle, aunt, grandfather, grandmother, table, chair, etc. # Zirtirtuten school an luh hunah hengte hi English-in eng nge a nih an zawt ang?



CLASS I

Subject: Mathematics (Class I)

<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>
<ul style="list-style-type: none"> • Thil hrang hrang pianhmang leh lan dan azirin a thliar hrangin, a then hrang thiam ang. • Thil zat leh nihphung chhiar leh khaikhin a thiam ang. 	<ul style="list-style-type: none"> • Textbook • Inchung bungrua 	<p>Chawlhkar 1 - na Theme: Pre-number vocabulary</p> <ul style="list-style-type: none"> • A bul hnai maia thil awm leh thil thleng te, entirnan, an inchung leh pawn lama thil awmte thlithlai tir tur a ni. • Thil sakhatin hmun a awh dan hrang hrang leh tawngkam chi hrang hrang – a chung leh a hnuai, a chung leh a pawn, a hnai leh a hla, a hma leh a hnung, a pan leh a chhah, a lian leh a te, etc. te hriat hrantir ni se.
		<p>Chawlhkar 2 - na Theme: One-to-one correspondence</p> <ul style="list-style-type: none"> • Naupang chu an chhungkaw member zat bowl/thirfian/thleng lak chhuah tir rawh. • Kamis kawrkilh, a kua nena inzawn thlapin kilh a zir ang. • Naupang chu thil eng pawh, hmun hnihah chhehtir ni se. Khawi nge tam/tem zawk, a inzat em, etc. tih khaikhin tir ni se.
		<p>Chawlhkar 3 - na Theme – Counting and developing number sense</p> <p>Thil zat chhiar tir tur a ni a. Entirnan, thirfian 4 lakchhuahtir te, hnahthel 7 lak tir te, dawhkana thleng 5 dahtir te, chhungkaw member zat chhiar thiam, chhungkuua mipa leh hmeichhe awm zat hriat hran, etc.</p>
<ul style="list-style-type: none"> • Nambar 1-9 thleng a hria ang a, chubakah chuan – <ul style="list-style-type: none"> ➤ Thil zat chhiar nan nambar 1-9 a hmang thiam ang. ➤ Thil zat khaikhin nan nambar 9 chin a hmang thiam ang. 		



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>
<ul style="list-style-type: none"> Nambar 1-5 thleng hrethiamin a ziak thei ang. 		<p>Chawlhkar 4 - na</p> <p>Theme – reading and writing of numerals from 1-5</p> <ul style="list-style-type: none"> Nambar ziah zirtir hmain nambar te chu a ziah sa entir tur a ni. Nambar ziah sa bulah chuan nambar zat chhun han (dot) dah ni sela, zir lai chuan chhun han zat chu a chhiar ang a, chuta tang chuan a tlukpui nambar figure/symbol chu a hrethiam dawn a ni. Hemi hnu hian nambar ziah zirtir tan nan nambar zul/chhui tur pek ni sela. An thiam bel hnuah anmahnia ziah zirtir chauh tur a ni.



CLASS II

Subject: English (Class II)

<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>
<p>Zirlai chuan</p> <ul style="list-style-type: none"> Class I textbook-a ziah dan an zir angin kalphung dik takin alphabet ziah a thiam ang. 	Class I textbook, (a awm theih chuan), lekhapuan, pencil leh nawhreh.	<p>Chawlhkar 1 - na</p> <ul style="list-style-type: none"> Class I textbook-a alphabet ziah dan an zir tawh angin English alphabet hawrawppui leh hawrawpte in ziahchhuah tir ni se. A ÷ul dan azirin ziah nawn tir ni se. # An alphabet ziahte hi school luh hunah zirtirtuten lo check ni se.
<ul style="list-style-type: none"> Mahni invawnfai a thiam anga, chumi kaihnawih thumal chi hrang hrang English-in a hria ang. 	Invawnfaina kawnga hmanraw chi hrang hrangte	<p>Chawlhkar 2 - na</p> <p>Faina pawimawhzia naupangin an hriat theih na turin inchhungah inzirtir ni se. Hriselna atana fai pawimawhzia sawi nawn fo ni se. Inbualfai, insilfai, kut silfai ngun, thawmhnaw enkawl fai, bawlhhlawh a bawma paih, mahni in leh a vel vawnfai hi a hrisel a ni tih naupangte thinlunga tuh turin zirtir ni se. Invawnfai kawnga hmanraw chi hrang hrang - soap, dustbin, water, broom, dustpan, towel, comb, toothbrush, etc., te hi English-in naupangten an hriat theih nan zirtir ni se.</p> <p># Zirtirtuten school luh hunah heng zawhnate hi zawt se -</p> <ol style="list-style-type: none"> When do you brush your teeth? When do you wash your hands? Why do you take bath? Where do you throw waste? <p>Hengte bakah zawhna dang siam belh ni se, invawnfaina tura kan hmanraw hman hrang hrangte English-in zawt se.</p>
<ul style="list-style-type: none"> Tui - a pawimawhna te, renchem dan te an thiam ang a. Tui kaihnawih thumal chi hrang hrang 	An ziahna tur notebook leh pen/pencil.	<p>Chawlhkar 3 - na</p> <p>Naupang chhungten tui pawimawhna zirtir sela, tui renchem tul zia hriattir bawk se. Hemi pah hian tui kaihnawih thumal hrang hrang English-in zirtir ni</p>



<p><i>An tih tur an tih zawha an thiamchhuah ngei tur (Learning Outcomes)</i></p>	<p><i>Hmanruate</i></p>	<p><i>Kar tina zirilaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i></p>
<p>English-in an thiam ang.</p>		<p>se. Entirnan: water, river, pond, sea, stream, ocean, rain, raindrops, cloud, ice, snow, hailstones, thunder, lightning, raincoat, umbrella, water tank, drains, flood, waterfall, landslide, lake, well, pipe, puddle, wet, liquid, thirsty, drink, cold, warm, hot, bridge, boat, ship, fisherman, fishing net etc.</p> <p>Tui pawimawhna leh a renchem dan naupangten an hriat theih nan zawhna simple te te zawh ni bawk se. Entirnan:</p> <ol style="list-style-type: none"> 1. What do you do when you are thirsty? 2. Is there a pond near your house? 3. What do you use to wash your dirty clothes? 4. What will happen if there is no water? 5. What do you do when it rains? <p># Hengte leh zawhna dangte school an luh hunah zirtirtuin naupang lo zawt se.</p>
<ul style="list-style-type: none"> • Awmdan mawi an zir anga chumi pah chuan awmdan mawi kaihhnawih thu hrang hrangte English-in an thiam ang 		<p>Chawlhkar 4 - na</p> <p>Naupangten awmdan mawi an nunpui theih na turin an chhungten an kaihruai ang a, chumi pah chuan heng ang a kaihhnawih thu hrang hrangte hi English-in zirtir ni se:-</p> <ol style="list-style-type: none"> 1. Greetings hrang hrang-Good morning, good afternoon etc. 2. How are you? I am fine, thank you 3. Thank you; Please; Excuse me; No, thank you; Yes, please; I am sorry; Pardon me, etc.



CLASS II

Subject: Mathematics (Class II)

<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>
<ul style="list-style-type: none"> 3-D pianhmang leh nihphunga pawimawh a sawifiah thiam ang. (cuboid, cylindrical, cone, sphere, etc.) 	<ul style="list-style-type: none"> Textbook Kan bul hnaia thil awmte 	<p>Chawlhkar 1 - na Theme – Eng nge sei a, eng nge tawi?</p> <ul style="list-style-type: none"> A thil hmuh leh khawih atangin an pianphung, ziarang leh awmdan hriattir tur a ni. Thil sakhat nihphung leh pianhmang a sawifiah theih nan a mit tuam sakín, thil chi hrang hrang khawih tir a, an nihphung sawi tir ni se.
		<p>Chawlhkar 2 - na Theme – Eng nge sei a, eng nge tawi?</p> <ul style="list-style-type: none"> Thil sakhat entir a, chutiang pianhmang ang chu a chhehvelah thil dang a awm em tih zawntir ni se. Thil lir thei leh tawlh thei thliar thiam tir. Lehkhapuan cheh thlak leh thleh kual vel atangin an pianhmang chi hrang hrang thliar thiam tir. Eg. Thil bial, tung, kir, kil $\frac{3}{4}$ nei, etc.)
<ul style="list-style-type: none"> Nambar 99 thleng a a chhiar thiamin a ziak thiam ang. 		<p>Chawlhkar 3 - na Theme – Nambar ziah leh chhiar zir</p> <ul style="list-style-type: none"> Nambar 99 thleng, a hming leh ziak dan kalphung a hriat theih nan nambar inziahna hrang hrang – thil funna, biscuit bawm, chanchinbu, pawisa, etc. te entira sawi tir ni se. Nambar nihna leh a hlut dan a hriatthiam theih nan a sawi a sawi hmangin tihpui tur a ni. Entirnan, 50 leh 2 chuan 52 a siam a. Chutiang bawkin 10 hliir 5 in 50 a siam a, 10 leh 9 in 19 a siam a, etc. Nambar tlem zawk leh tam zawk hmanga nambar khaikhin zirtir ni se.



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>
		<p>Entirnan, Class II Mathematics textbook chu phék 100 aiin a tlem/tam zawk. Hetiang hian lehkhabu leh thil dangte hmanng tangkaiin tlem/tam zawk hriatthiam nan a hman theih a ni.</p> <p>Chawlhkar 4 - na Theme – Nambar nihna/hlutna</p> <ul style="list-style-type: none"> • Naupang chu a tiha tih hmangin thil zat chhiar tir ni se. Eg, a ke veilam leh dinglamin vawi engzat nge bahlah lovin a khawngkhawbai theih? • Naupang chu thil dahkhawm hmuhtir la. A zat chhiar lovin a zat tur awm ang rin tir rawh. Eg, biscuit packet-a awm zat... 20 aiin a tlem nge a tam? Chumi zawhah a zat awm ang a rin dik/dik loh hriat nan chhiar tir ni se. Hetiang hian thil chi hrang hrang hmangin tih nawnpui ni se. • Naupang chu hengte hi tihpui ni se. <ul style="list-style-type: none"> ➤ Nambar 99 thleng a indawta sawi tir ➤ Nambar pakhat zel sawi kanin, nambar 99 thleng sawi tir ➤ Nambar 5 zel sawi kanin, nambar 99 thleng sawi tir ➤ A let zawnga nambar sawi ➤ Nambar 50 leh 55 inkara nambar awm zat



CLASS III

Subject: English (Class III)

<i>An tih tur an tih zawha an thiamchhuah ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>
<p>Zirlai chuan Leilung mawina hlutna a hria ang a, hnim leh thlai chawr chhuah dan leh than chhoh dan a sawi thei ang.</p>	<ol style="list-style-type: none"> 1. Lekhhabu leh milem remchang leh a chhehvela thilnung awmte. 2. Lekhhabu hlui. 3. EVS-a thlai an tih ÷o. 	<p>Chawlhkar 1 - na</p> <ul style="list-style-type: none"> • Zirlaite chuan an chhehvela thil mawi an hmuhte chungchang sawifiah thiam thei turin zirtir ni se. Hemi pah hian heng thilsiam mawi tak takte hi mihring tana an hlutna hrethiam turin naupang chungten zirtirna pe se. • Pangpar leh hnah leia tlate chhar khawmin lekhhabu hlui karah dah rovin bel se, an thil belte chu English-in a hming ziahtir ni se. • EVS-a thlai an tih ÷o kha a ÷han dan leh an enkawl dan Mizo ÷awngin ziak se, school an luh hunah zirtirtute puihnain English-in ziak chhuak leh se. <p># School an luh hunah zirtirtuin scrap book an buatsaih dan leh an thil bel hmingte English-in sawitir ni se.</p> <p># EVS-a an thlai ÷otir chungchang Mizo ÷awnga an rawn ziah kha English-in zirtirtuin a lehlin pui ang.</p>
<p>Kan ran vulhte, an chenna, an ÷angkaina leh vulh dan an hria ang a, heng an hriatte hi English-in an sawi/ ziak thei ang.</p>		<p>Chawlhkar 2 - na</p> <p>Naupangte chu ran vulh ÷angkaina an chungten hrilh tam se, ran vulh lai neite chuan an vulh dan leh a ÷angkaina te ziak se, a nei lote pawhin a vulh te zawtin ziahtir ni ve bawk se. Hemi pah hian English-in a kaihnawih thumal leh sentence hrang hrangte zirtir tel tur a ni:- domestic, pets, useful, guard, homes, care, feed, young ones, chase, love, meat, etc. Hemi chungchangah hian zawhna simple te te zawh ni se:-</p> <ol style="list-style-type: none"> 1. Do you have a pet? 2. Is tiger a domestic animal?



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirilaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>
		3. What kind of food do you give your pet? 4. What do cows give us? 5. Where do rabbits live? #Heng bakah zawhna dang siam belh ni se, school an lo luh hunah zawh ni se.
Infiamna hmangin lungrual taka thawhho an thiam ang a, thiante nen a an infiam dante leh sports hrang hrang hming English-in an sawi/ ziak thiam ang.	Infiamna hmanraw chi hrang hrang, infiamna chungchang chanchinbu/ lehkhabu, etc.	Chawlhkar 3 - na Taksa insawizawi leh infiamna pawimawhna naupangte hrilh ni se. A huhova inkhelh chi football, volleyball, etc - ah te tanrual thiam a pawimawhzia zirtir ni se. Infiamna chungchang ziahna chanchinbu/lehkhabu chhiar tir ni se. Sports hrang hrang hmingte leh a hmanruate English-in hrilh ni se. Entirnan: 1. Where is football played? - Football is played on a playground. 2. How many players are there in a team of volleyball? 3. What do you use for playing badminton? 4. Why do you need a team for playing football? # Hengte leh zawhna dangte school an luh hunah zirtirtuin naupang lo zawt se.
Salad siam dan an zir ang a, a siam dan tur inziak a indawt danin an zawm thiam bakah chaw chhum dan English-in an ziak thiam ang.	Marigold Book 3, Page 31 emaw hetiang zulzua chawhmeh siam dan inziak leh an thlai neih remchan ang ang te an hmang thei ang.	Chawlhkar 4 - na Naupangte salad siam dan zirtir ni se. Chumi bakah chaw chhum dan zir tir ni se. # Naupangte hi school an luh hunah salad an siamdan leh chaw an chhum dan mizo in sawi tir se, chumi hnuah zirtirtu kaihhruaina hnuaiah English-in sawi pui leh ni se.



CLASS III

Subject: Mathematics (Class III)

<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>
<p>2D pianhmang chungchang hriatthiam</p> <ul style="list-style-type: none"> • 2-D pianhmang neite hmuh thiam leh siam chhuah thiam. Lehkha thleh emaw, cheh thlak emaw, rin ngil atanga cheh chhuah, etc. • 2-D te an sir tlang, kil zum leh a lai tan tlang tu zat azira sawifiah. Eg, lehkhabu kawm chuan sir tlang 4 (side), kil zum (corner) 4 leh a lai tan tlang (diagonal) tu 2 a nei. • Tile pianhmang chi hrang hrang rem dik tura pek chu a ti thei. 	<p>SCERT Mathematics Class III Textbook</p>	<p>Chawlhkar 1 - na</p> <ul style="list-style-type: none"> • Pianhmang chi hrang hrang inanna leh danglamna te hmuh thiam tir ni se. Lehkhapuanah box te, bungbel te, thei rah leh thlai te pianhmang zul/chhui tir ni se. • An thil zul/chhui te chu a pianhmang inanna leh danglamna zawng sela. • Lehkha chehthlak/thleh hmangin thil lem siam tir ni se. Eg, lawng, kho, etc.
		<p>Chawlhkar 2 - na</p> <ul style="list-style-type: none"> • Naupang chu lekhkapanah chhut han (dot) awmze neiin siam sak ni sela. Chumi hmang chuan pattern chi hrang hrang siam zir sela. Eg. Pangpar lem, triangle, square, circle, box, etc. • Inchhung bungrua leh a chhevel thil awmah te a pianhmang ziah ang chi pianzia nei a awm em tih zawnchhuahtir ni se. • Inchhung bungrua leh a chhevel thil awm atangin kil 3 leh 4 nei te, thil bial te zawng sela.
		<p>Chawlhkar 3 - na</p> <ul style="list-style-type: none"> • Naupangte chu digit 2 chin nambar te bel tawh tura ngaih an ni a. Harsatna a la nei a nih chuan, in leh a chhehvela bungrua leh thil dang hmang tangkaiin a zat chhiar zirtir ang che. • Nambar pahnih emaw, pathum emaw a aia tam emaw belhkhawm hmangin nambar pakhat bik a chhuak thei a ni tih hriattir tur a ni. Eg, marble 32 chhiar theih dan chi engnge maw zat a awm – hmun 6-ah panga te te leh



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>
		<p>hmun 1-a pahniha chheh te, hmun 3-ah sawm te te leh hmun 1-a pahniha chheh te, etc. $32 = 5+5+5+5+5+2$ $32 = 8+8+8+8$ $32 = 10+10+10+2$ $32 = 15+15+2$ $32 = 20+10+2...$</p> <ul style="list-style-type: none"> • Naupangin digit 2 chin nambar te a hriat bel tawh chuan, digit 3 nei nambar zir a awlsam sawt tawh dawn a ni. • Nambar zat chhiar leh ziah hian pattern a nei a, chu chu naupangin digit 2 nei nambar a zirlaiin chung pattern-te chu a hriat phah dawn a. Eg, 19 dawtah 20 a awm a, chumi dawtah 21, 22, 23, 24..... • Hetiang hmang hian naupang chuan digit 3 nei nambar te chu pattern hrang hrang hmangin a chhuak thei a ni tih zirtir tur a ni. • Digit 3 nei nambar an zir rual hian naupang chuan nambar te hi hmun hnih hmun thum leh a aia tam pawhin a then hran theih a ni tih an hre tur a ni. Eg, $100 = 50$ leh 50 belhin $100 = 20$ leh 80 belhin $100 = 99$ aiin 1-in a tam zawk $100 = 94$ aiin 6-in a tam zawk <p>Chawlhkar 4 - na</p> <ul style="list-style-type: none"> • Hemi kar hian a hmasa kar 3 chhunga an zir te ennawnpui ni se. Chumi atan chuan zirlaibuin tih tur a pek te zulzuia siam ni se.



CLASS III

Subject: EVS (Class III)

<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>
1. Thlai chi lo chawr chhuah leh a than chhoh dan an sawifiah thiam ang. 2. Anmahni thil tawn leh hmuh chungchang te ziakin mumal takin an record thiam ang.	Motor chana/ bete, tui, thleng kum, notebook	Chawlhkar 1 - na 1. Motor chana/ bete chu tuiah chiah se, nitin a danglam chhoh dan chu chhinchhiah zel sela, lo than lian zel tura a mamawhte leh alo than lena a danglam chhoh dan chu chhungte zawtin an notebook-ah chhinchhiah se. # School an kal hunah zirtirtuin a endik ang.
1. Tui mamawhna leh thanhkaina hrang hrang an sawifiah thei ang. 2. Tui renchem pawimawhna hriain tui renchem nachang an hria ang. 3. Tui hi hman nawn theih a ni tih an hrihfiah thei ang. 4. Anmahni thil tawn leh hmuh chungchang te ziakin mumal takin an record thiam ang	http://youtu.be/XqNBW9vdPr g (Phone/ internet hmang theiin en ngei ni se, neilo tan en kher a ngai lo)	Chawlhkar 2 - na 1. Naupangte chhungten tui ren dan leh tui hman nawn theih anih dan an sawipui anga, an sawi point hrang hrangte chu an thante an hrih chhawn ve dan tur lehkhathawnin an ziak chhuak ang. 2. Kar khat chhunga tui an hman thanhkaina te, an renchem dan leh hman nawn anih dante mumal takin notebook-ah an record ang. # School an kal hunah zirtirtuin a endik ang.
1. Mihring kum mila chaw mamawh dan an sawifiah thei ang. 2. Mihringin ei duhzawng leh duhloh zawng kan nei tih leh kan duhzawng a inang kher lo tih te an hria ang. 3. Anmahni thil tawn leh hmuh chungchang		Chawlhkar 3 - na 1. Chhungkaw member zawng zawngte chaw ei zat leh tui an tih zawng theuh te ziah chhuaha, naute, naupang, puitling leh upate thil ei inang leh inanglote thliar se, notebook-ah fel fai leh mumal takin ziak sela. # School an kal hunah zirtirtuin a endik ang



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirilaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>
te ziaikin mumal takin an record thiam ang.		
<p>1. Sava leh ramsate hmel landan, an chet dan te, an inanna leh danglamna hrang hrang te an thliar thiam ang.</p> <p>2. Thil thliar hran an thiam anga, leh thil inanna leh danglamnate an khaikhin thiam ang.</p>	<p>Notebook, colour pencil</p> <p>Mizorama sava chi hrang 89 leh an hmingte nen http://youtu.be/vof35J_Kn8M</p> <p>Small world (Buannel ep-7) http://youtu.be/fZQPQxbD5Ms</p> <p>(Phone/ internet hmang theiin en ngei ni se, neilo tan en kher a ngai lo)</p>	<p>Chawlhkar 4 - na</p> <p>1. Chhungte puihna in an chhehvela sava leh nungcha chengte an hmuh theih ang ang hming (10 tal) an notebook-ah an lemte ziaikin mawi takin chei se, a hnuaiah an hmingte, an pianphung leh lan dante, an chetvel dante ziaik sela.</p> <p># School an kal hunah zirtirtuin a endik ang</p>



CLASS IV

Subject: English (Class IV)

<p><i>An tih tur an tih zawha an thiamchhuah ngei tur (Learning Outcomes)</i></p>	<p><i>Hmanruate</i></p>	<p><i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i></p>
<p>Zirlai chuan Pathianin a duh taka a siam ka nih avangin ka hlu a ni tih a hria in a pawm ang. A thlak danglam theihloh thilte chu lungawi taka pawm thiamin, a thlak danglam theih thilte erawh a tha zawngin a thlak danglam thei a ni tih a inhria ang.</p>		<p>Chawlhkar 1 - na Naupang chhungten thawnthu emaw midang chanchin an hriat zawngte hmangin an fate/an naute chu an hlu a ni tih hriattirin, lungawi nachang hre turin fuih se. Chu chu an thanchhoh zelna atan a pawimawh a ni tih an hriattir ang. # School an luh hunah zirtirtuin hengte hi sawi rual pui se:</p> <ol style="list-style-type: none"> 1. Ka tha a ni, ka hlu a ni, ka mawi a ni, etc. tih ang chi te hi a tam thei ang ber sawi rual pui thin ni se. 2. Naupang chu amaha tha a in tihna (nungchang, hmel leh pianhmang) ziah tir ni se. 3. Naupang chu amaha tha a in tih tawk lohna (nungchang, hmel leh pianhmang) ziah tir ni se. 4. Naupang chuan amaha tha a tihte chu chhawm nung zela, amaha thalo a tih, siamthat theihte siam tha a, siamthat theih loh leh tihdanglam theih loh te chu lungawi taka pawm thiam turin zirtirtuin a fuih ang.
<p>Naupangte chuan an rilru leh ngaihtuahnate thil siam chhuak turin tangkai takin an hmang thiam ang a, an thil siam chungchang leh an siam dan English-in an ziak chhuak thei ang.</p>		<p>Chawlhkar 2 - na Naupangte chuan an chhungte kaihruainain thil engemaw siam se. Entirnan: Lekhachaih, card, thi, ngun, ransa/ramsa lem, naute lem kawr, silai lem, etc. Chu an thil siam chungchang - eng nge a nih, engtinng a siam, tu in nge siam pui tihte leh a dangte English-in sawi/ziak se. # Zirtirtuin school an luh hunah heng an thil siam te hi lo en dik sakin, an siam dan te chu English-in sawi tir/ziah tir se.</p>

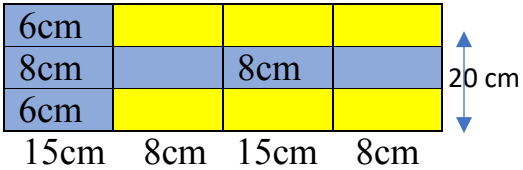


<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>
Thil hriatchian duhna leh finfiah thin duhna an nei ang	Thawnthu bu	<p>Chawlhkar 3 - na</p> <p>Naupang chhungten naupangte suangtuahna kai tho thei tur thawnthu chi hrang hrang hrilh thin se. Entirnan: Chungleng leh Hnuaileng Indona, Alice in Wonderland, The Pied Piper of Hamelin leh hetiang lam thawnthu dangte. Naupangten dilchhut taka zawhna an neih thinte chu an chhungten tha takin chhang thin se.</p> <p># School luh hunah zirtirtuten in lama naupangte thawnthu ngaihthlak chungchang te zawt se, naupangten zawhna an neih angte tha takin chhang se. A theih ang chin chinah English-in zawh leh chhan ni se.</p>
Tupawh hi mihring kan nihna angin, hmeichhia emaw mipa emaw, mi hausa emaw mirethei emaw, rualbanlo emaw, naupang, puitling leh hnamdang te pawh tumah en hranga hmusit lovin kan inzah tawn vek tur a ni tih an hria ang.		<p>Chawlhkar 4 - na</p> <p>Naupangte chu mitin inzahtawn tur kan nih zia an chhungte theuhin hrilh se. Naupangte thinlunga intuh turin sawipuiin, a taka nunpui bawk ni se.</p> <p># Heng inlama an zir hi school-ah practice zui zel ni se. Chumi tur chuan zirtirtuten hma lain tan la se.</p>



CLASS IV

Subject: Mathematics (Class IV)

<i>An tih tur an tih zawha an thiamchhuah ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>
<p>Naupang chuan</p> <ul style="list-style-type: none"> • A chhehvela pianhmang (shape) chi hrang hrang awnte pianzia hriat fiah. • Pianhmang inmil tura rem theih chi a thlang thiam. • Net hmangin cube /cuboid a siam thiam. • Paper thleh/cheh thlak leh ink blot hmangte in reflection symmetry nihphung leh bulthut te hriatthiam. • Thil lan dan hrang hrang – a chung atang te, a hma atang te leh a sir atang tea a lan dan a ziak thiam. 	<p>SCERT Mathematics Class IV Textbook</p> <p>Brick hmanga din</p>	<p>Chawlhkar 1 - na</p> <p>Chhuatphahah te, bangah te leh thil dangah te pattern awm dan zirlaiten an hmuh thiam theihna tura remchang siamsak. Hei hian pianzia nei chi hrang hrang a bikin brick ang chi te hrethiam turin zirlaite chu a pui ang a, ziarang chi hrang hrang nei tura rem a nih dan te pawh an hrethiam thei bawk ang.</p> <p>Chawlhkar 2 - na</p> <p>Lehkhakhawng hmangin cuboid siam tur a ni. Cuboid a dung 15 cm, a vang 8 cm, leh a san zawng 6 cm siam tur chuan:</p> <p>Step 1: A dung 46 cm leh a vang 20 cm-in rectangle lem ziak la, chumi chungah chuan rectangle te zawk a hnuai mi ang hian i siam dawn nia.</p> <p style="text-align: center;">46 cm</p>  <p style="text-align: center;">15cm 8cm 15cm 8cm</p> <p>Step 2: Box eng chin zawng chep thla la, a la bang zawng kha a kil tin chu thil charna in zawm khawm la, bawm (cuboid) a lo chhuak mai dawn a ni. Hetiang hian naupang chu bawm (cuboid dang pawh siam tir tur a ni)</p>
		<p>Chawlhkar 3 - na</p> <p>Inchunga cuboid pianhmang (almirah, thingrem etc) zawnchhuah tir a, a san zawng, a dung leh a vang teh tir la, ziak in chhihchhiah tir nise.</p>



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>
		Chung an teh chhuah tir chu pun tir se la, a volume a lo chhuak dawn a ni.
Thil sei zawng emaw thil inkar hlat zawng emaw te, thil rih zawng hrang hrang te, thil tuiril lam chi tam lam te leh thil dang dang pawh han rin chhin a , finfiah tura a teha tehchhuah ngei.	Chapter 2: Sei leh Tawi	<p>Chawlhkar 4 - na</p> <ul style="list-style-type: none"> • Thil sei zawng leh hlat zawng teh thiamna hi nitin nun atan a pawimawh a ni. • Zirlai te chu thil sei zawng awm vel rin chhin tir a khaikhin bawh ni se. Zirlaite thil tawn leh hmuh atanga tihpui tur chi hrang hrang a awm nual thei ang. Entirnan, an chhungkhat chenpui te emaw an thiante emaw san zawng khaikhin te, kawngkhar leh tukverh san zawng rin chhin a han tehchhuah leh ngei ang chi te. • Thil sei zawng teh nan hian zirlaite chu metre leh centimetre te hman tir ni se. • Zirlaite chu thil hlat zawng teh nan metre hman tir la, chumi hnu ah centimetre in. Tichuan, centimetre engzatin nge metre khat tluk tih an hriat theih nan khaikhin tir ang che. Naupang thenkhat chuan metre khat ah centimetre za a awm tih an lo hre tawh maithei a ni. • Thil sei zawng leh hlat zawng teh nan hian decimal nambar hmanna a awm nual a. Thil sei zawng leh hlat zawng te han belh emaw paih emaw ang chi ah te. Entirnan, Puanthan sei zawng 4 m 75 cm atangin kawr thui nan 2 m 15 cm i hlep thla a, puanthan engtia sei nge la bang? • Rectangle pianzia nei infiamna mual a sir ze ze tehkual ang chi te.



CLASS IV

Subject: EVS (Class IV)

<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>
<p>Sava leh ransa te taksa peng (beng, hmul, hmui, ha, an vun/zia awm dan) an pianphung nihna (ran vulh/ramhnuai cheng) te an thliar hrang thiam ang.</p>	<p>Notebook, rawng</p> <p>Mizorama sava chi hrang 89 leh an hmingte nen http://youtu.be/vof35J_Kn8M</p> <p>A documentary on Dampa Tiger Reserve http://youtu.be/JsRkcUPd2mU</p> <p>Mizoram ramsate http://youtu.be/vCXfKg-kpil (Phone/ internet hmang theiin en ngei ni se, neilo tan en kher a ngai lo)</p>	<p>Chawlhkar 1 - na</p> <p>Chhungte puihna in sava, ran vulh leh ransa an hriat theih ang ang hming (5 ðeuh tal) an notebook-ah a lemte ziakin mawi takin chei se, a hnuaiah an hming, an pianphung leh lan dante, an chetvel dante leh an thil ei ðhinte ziaak sela.</p> <p>#School an kal hunah zirtirtuin a endik ang</p>
<p>1. Khuai leh fanghmir pianhmang/khawsak phung/chaw lak dan /inrelbawl dan an hria anga an hrihfhiah thei baw ang.</p> <p>2. Anmahni thil tawn leh hmuh chungchang te ziakin mumal takin an record thiam ang.</p>	<p>Small world (Buannel ep-7) http://youtu.be/fZQPQxbD5Ms (Phone/ internet hmang theiin en ngei ni se, neilo tan</p>	<p>Chawlhkar 2 - na</p> <p>An in bul vela khuai emaw fanghmir emaw zir Chiang Tura tih ni se: an pianphung, an lan dan, an chezia, an chenna, an chaw ei ðhin, an mamawh, a ruala an chet dan chhinchhiah a ziaha notebook-ah ziah chhuahtir tur a ni.</p> <p>#School an kal hunah zirtirtuin a endik ang</p>



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirilaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>
	en kher a ngai lo)	
<ol style="list-style-type: none"> 1. Chhungkaw inlaichin dan an hrethiam ang. 2. Chhungkuaa inneihna leh nau thar lo piangte leh thil thleng dangte avanga danglamna lo awm/thleng thei an hrethiam ang. 	<p>Notebook, rawng</p> <p>Family tree chart: Useful Family relationship chart with family words in English http://youtu.be/zNLRiB-qOAs (Phone/ internet hmang theiin en ngei ni se, neilo tan en kher a ngai lo)</p>	<p>Chawlhkar 3 - na Naupangten an inchungkhur leh an chenna in nuam an tih chhan te sentence 2/3 in ziak se.</p> <p>#School an kal hunah zirtirtuin a endik ang. An thuziak hi Mizo zirtirtu in endik se, grammar leh spelling aiin thuziak indawt dan an thiam leh thiam loh ngaipawimawh se.</p>
<ol style="list-style-type: none"> 1. Tui in tlaka tihthianghlim dan an hria ang. 2. Tui tlakchhamna avanga nitin khawsaka harsatna thleng thei te an hria ang. 	<p>Tui hi thianghlim ta vek se? http://youtu.be/a8UbZGINMQ8 (Phone/ internet hmang theiin en ngei ni se, neilo tan en kher a ngai lo)</p>	<p>Chawlhkar 4 - na</p> <ol style="list-style-type: none"> 1. Chhungte puihna in naupangten anmahni ngeiin an tui in tur ti thianghlim sela, an tih dan chu a indawtin notebook-ah ziak sela 2. Tui tel lovin nilenga awm han tum chhin teh u, in awm thei em? An thil tawn (experience) atangin tui tel lova khawsak a harsat tur zia an notebook-ah han ziak se. <p># School an kal hunah zirtirtuin a endik ang</p>



CLASS V

Subject: English (Class V)

<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirilaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>
Zirlai chuan Poem an recite thei ang.	Class 5 English textbook engpawh	Chawlhkar 1 - na An textbook poem an duh ber pahnih (2) chhiarin, by-heart se. # Naupangten poem an by-heart-te chu school an luh hunah zirtirtuin lo sawi tirin, a lam dan tur dik leh thluk dan tur dika sawi thei turin zirtirtuin lo kaihruai se.
Inrenchem nachang an hria ang a, midangte pawh inrenchem nachang hre turin an hrilh ang.	Thil renchem ngai chi hrang hrangte	Chawlhkar 2 - na Naupangte chu an chungten inlambah thil renchem an zirtir tur a ni. Entirnan: Chaw ei ban mai mai loh tur, tui ren taka hman dan zirtir tur, electric hman loh laia off nachang hriattir tur, lehkhapuan pawh chhiat mai mai loh tur, ei tur engpawh paih mai mai loh tur, pawisa ren a pawimawh tih hriattir leh thil ren tur ni a kan hriat dangte. Tin, thil hlui hman tangkai zui dan inzirtir bawk tur a ni. Entirnan: Thawmhaw chhe tawh thil hrukfa nana hman zui, thlai silna tui huan tui atana hman zui, etc. Heng an thil zirte hi hemi kar chung atan chauh nilovin nitina nunpui thei turin hrilh tam ni se. # Zirtirtuin school an luh hunah inlama thil an renchem dante, thil hlui an hman tangkai dante English-in lo zawtin lo sawipui se.
Milem emaw an suangtuahna emaw hmangin thawnthu tawite an phuah thei ang.	Paper leh pen	Chawlhkar 3 - na Naupangte chuan milem an hmuh theih emaw an suangtuahna atangin emaw an duh angin thawnthu word 250 bawr velin, an thiam ang angin English-in ziah tir ni se.



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zir laite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>
		# Naupangte thawnthu ziah chu school an luh hunah zirtirtuin lo check sak se.
Midangte ngaihsak leh tanpui nachang a hria ang.		<p>Chawlhkar 4 - na</p> <p>Naupangte chu anmahni inchungah leh khawtlangah, an chenpui leh midangte ngaihsak leh puih nachang hre turin chungten kaihruai ni se. Nitin tuemaw tal tan an tangkai theih nan zirtir ni se.</p> <p># Heng inlama an zir hi school-ah practice zui zel ni se. Chumi tur chuan zirtirtuten hma lain tan la se. Tin school an luh hunah naupangin mi a tanpui dan English-in zia se, zirtirtuin lo check sak se.</p>



CLASS V

Subject: Mathematics (Class V)

<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>
<p><i>Naupang chuan –</i> Nambar tam zawk, 1000 aia tam, a taka an hman thinte ziaik leh chhiar a thiam ang.</p>	<ul style="list-style-type: none"> • Textbook • Chanchinbu/ Magazine hlui. • Pawisa lem (lehkha a zat ziaik) 	<p>Chawlhkar 1-na <i>Nambar tam/lian zawk chhiar</i></p> <ul style="list-style-type: none"> • Zirlaibu/magazine a nambar lian/tam lo lang thenkhatte hmangin a tam lamte hriattir a, a nambar hming zawh ni se. • Nambar tam zawk sawina hming bik – Nuai, Maktaduai, Vaibelchhia, etc.. chungchang an hmuhte sawi pui ni se. Nambar chhiar dan International System leh Indian System te danglamna sawipui ni bawk se, entir nan- <ul style="list-style-type: none"> ➢ Khawvel ram hrang hrang a Corona kai zat leh khawvel pumpui a kai zat hmangin. ➢ National/State Budget 2020-21 hnuai sawrkarin pawisa a dah hmangin. ➢ Zirlaibu chhunga nambar tam/lian awmte atangin. <p><i>Nambar tam/lian zawk ziaik</i></p> <ul style="list-style-type: none"> • Naupangte chu International leh Indian System hmangin numziah tir la, a nambar leh a hming ziah tir ni se. <p>Nambar pawhchar</p> <ul style="list-style-type: none"> • Nambar tam/lian zawkte pawhchar dan hmanga tih pui ni se. Entir nan – <ul style="list-style-type: none"> ➢ Nuai 12 hi hetiang hian $\text{T } 10,00,000 + 2,00,000$ $\text{T } 5,00,000 + 5,00,000 + 2,00,000$ • Nambar tam/lian deuh sawi la, a zat pawisa note lem (2000/500) hmanga entir.



<p><i>An tih tur an tih zawha an thiamchhuah ngei ngei tur</i> (Learning Outcomes)</p>	<p><i>Hmanruate</i></p>	<p><i>Kar tina zirilaite tih tur</i> (Zirtirtute puihnain an chungten an kaihruai ang)</p>
		<p>Evaluation:</p> <ol style="list-style-type: none"> 1. Nambar tam/lian zawk hming zawh leh sawi tir. 2. Nambar tam/lian zawk hming ziah tir.
<ul style="list-style-type: none"> • Belh, paih, puntir leh sem chungchang nambar tam zawk, 1000 aia tamah a thiam ang. • Nambar in awmhmun hlutna (Place Value) a neih chungchang a hrethiam ang. • Belh, paih, puntir leh sem chungchangah a chhuak tur awm zat vel rin thiam. 	<ul style="list-style-type: none"> • Textbook • Bill/Rate chart (hmuh theih ang ang) • The Fish tale 	<p>Chawlhkar 2-na</p> <ul style="list-style-type: none"> • Nitin nuna belh hmanna awm thei aṭangin tihtur chhawp chhuah ni se. Entir nan – Mi pakhat chuan kangmei tuar ṭanpui nan ₹ 1,34,000 a pe a, midang pakhat chuan ₹ 4,25,000 a pe a. Kangmei tuar ṭanpuina hi a vaiin eng zat nge ni ang? • Mi pakhat chuan motor, ₹ 32,78,500 man chu lei a duh a. Mahse, a pawisa neih chu ₹ 29,00,000 a ni a, a in daih lohna hi loan hmanga chinfel a tum a. Loan eng zat nge a puk ngai ang? • Bill leh rate chart hi nambar khai khin nan leh zir nan a tangkai hle a, hman tangkai ni se. • Nambar tam/lian belh, paih, puntir leh sem chungchang zirnaah hian, chawh chhuah/tih dan chi hrang hrang a awm thei ani tih hi hriattir a pawimawh a, chumi atan chuan zawhna hetiang lam hawi hi siam ni se. Entirnan, $9450 \div 25 = ?$ 9000 hi 25 in kan sem phawt ang 400 hi 25 hian kan sem leh ang 50 hi 25 in kan sem leh ang A dikna hmu chhuak turin a sem chhuah zawng zawngte hi kan belh mai ang. <p>e-content https://diksha.gov.in/play/collection/do_312981338824802304120?contentType=TextBook&contentId=do_312936528888012800192</p>



<p><i>An tih tur an tih zawha an thiamchhuah ngei ngei tur</i> (Learning Outcomes)</p>	<p><i>Hmanruate</i></p>	<p><i>Kar tina zirlaite tih tur</i> (Zirtirtute puihnain an chungten an kaihruai ang)</p>
<ul style="list-style-type: none"> • Pianhmang chi hrang hrangte nihphung hriat thiam. • Kan bul hnai a 2-D pianhmang neite atanga rotational leh reflection symmetry nei te hriat. <p>Angle chi hrang hrang-right, acute leh obtuse angle te hriat hran leh ziah thiam.</p>	<ul style="list-style-type: none"> • Textbook • Hmawlhte • Sakawrbakc heh • Lekhapuan • Hrui <p>Wall Clock</p>	<p>Chawlhkar 3-na</p> <ul style="list-style-type: none"> • Zirlaibu chhunga thillem chi hrang hrang kan hmuh leh kan bul vela kan hmuh mai theih dangte atangin open or closed figure an ni tih zawh ni se. • Hmawlhte hmangin – triangle leh square lem te siamtir ni se. Entir nan, (i) Hmawlhte 6 hmangin triangle 8 siam rawh? (ii) Hmawlhte 12 hmangin square 5 siam rawh? • Figure chi hrang hrang kan hmuh ten sir tlang eng zat nge a neih? Kil zum eng zat nge a neih? tih zawh ni se. • Hmawlhte/hrui hmangin figure chi hrang hrang siam tir la, open nge close figure? Sir tlang leh kil zum a neih zatte zawh ni se. • Lekhapuanah hawrawp chi hrang hrang leh thillem te ziah tir la, rotational leh reflection symmetry nei te zawh ni se. • Wall Clock a sana ban in angle a siam chi hrang hrang hmangin – Acute, right leh obtuse angle te entir ni se. <p>Evaluation: Angle peksa atangin - acute, right leh obtuse angle te thliar thiam. Thillem atangin an nih phung (rotational leh reflection symmetry) te hriat hran</p>
<ul style="list-style-type: none"> • Geometrical figure chi hrang hrang hriat. • Pianhmang chi hrang hrangte perimetre zawn chhuah a thiam ang. • Perimetre awmzia a hria ang. 	<ul style="list-style-type: none"> • Textbook • Hmawlhte • Lekhapuan • Hrui • Lekhapuan hmanga <p>Square leh rectangle siam.</p>	<p>Chawlhkar 4-na</p> <ul style="list-style-type: none"> • Square leh rectangle lem chi hrang hrang te entir ni se. • Square leh rectangle lem ziah tir ni se. • An thil ziah atang chuan khawi nge lian ber, etc... zawh ni se. • Hrui or scale hmangin sir tlang sei ber zawn chhuah tir ni se.



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>
		<ul style="list-style-type: none"> • Heng figure te sir lang sei zawng belhkhawm hi perimetre a ni tih hrilh ni se. • Lekhabu, dawhkan, box, etc... te perimetre zawn chhuatir ni se. • Square pasarih (7) pe la, perimetre lian thei ber leh te thei ber turin rem tir ang che. Hetiang hian rectangle hmangin tih tir leh ni bawk se.



CLASS V

Subject: EVS (Class V)

<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>
<ol style="list-style-type: none"> Eitur lo hin/ chhiat ðhin dan an hrethiam ang. Anmahni thil tawn leh hmuh chungchang te ziakin mumal takin an record thiam ang. 	Mahni inchnunga kan thil ei ðhin thlai leh a dangte.	<p>Chawlhkar 1-na</p> <ol style="list-style-type: none"> Mahni inchnung ðheuha eitur/chawhmeh an dahðat ðhinte ziak chhuak se, rei tak daih tura an dahðat/ sawngbawl dan chhinchhiah sela, report ziak se. <p># School an kal hunah zirtirtuin a endik ang.</p>
<ol style="list-style-type: none"> Tuia lâng thei thil te leh pil ðhinte, tuia chawh ral theih leh theihloh te ngaihtuahin rilru an seng thiam anga, thil in chawhpawlh hian enge a siamchhuah an hrethiam ang. Anmahni thil tawn leh hmuh chungchang te ziakin mumal takin an record thiam ang. 	Tui, bucket, no, chi, vaivut, aieng, bawnghnute leh hriak, thing bung, hmawlh, lungte, hnahthel, bottle, pen, pencil, no, nawhreh etc	<p>Chawlhkar 2-na</p> <ol style="list-style-type: none"> Tui no ah chi, vaivut, aieng, bawnghnute fian khat leh hriak la in tui no hrang hrangah thlakin a danglamna notebook-ah ziak chhuak se. Thil hrang hrangte (entirnan, thing bung, hmawlh, lungte, hnahthel, bottle, pen, pencil, no, nawhreh etc) la khawmin tuia thlak a lâng thei chi leh pil thei chi ni a an rinte ziak chhuak sela, chung chu a takin tuiah thlak se, khawi kha nge lâng a khawi kha nge pil tih notebook-ah ziak chhuak se. <p># School an kal hunah zirtirtuin a endik ang.</p>
<ol style="list-style-type: none"> Tho leh thosi ten natna an theh darh theih dan an sawifiah thei ang. Thosi pian theihna tui tlingte tih fai a, an chhehvel vawnfai nachang an hria ang. 	Notebook, rawng	<p>Chawlhkar 3-na</p> <ol style="list-style-type: none"> Tho leh thosi lem ziak sela, a milem hnuaiah chuan natna an thlen theih dan an chhungte, aia upate zawtin notebook-ah ziak se. An in chhehvela thosi tui theihna tui tling hrang hrang awmte thlithlai sela, thosi pian theih lohna tur a tifain, an tih fai dan ziak chhuak se. <p># School an kal hunah zirtirtuin a endik ang.</p>



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirilaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>
1. Thlai chi hrang hrang aṅanga chhangphut leh ei tur chi hrang hrang lo chhuah dan an hria ang.	Buhfai/ buhban, chhangban emaw inlama an thlai ei thin chi hrang hrang	<p>Chawlhkar 4-na</p> <p>Buh emaw vaimim emaw aṅanga chhangphut/ chhangban leh ei tur chi hrang hrang lo chhuah dante an chungte zawt sela, an notebook-ah ziak se.</p> <p>Entirnan: Buhban kan den chuan chhangban kan siam a, a chhum theih a, a kan theih a. Vaimim densawm atang te pawhin vaimim tengkhang te a siam theih a. Hetiang hian thlai chi hrang hrang atangin eitur chi dang kan siam thin ani tih an hria anga, chu chu an ziak ang</p> <p># School an kal hunah zirtirtuin a endik ang.</p>



CLASS VI

Subject: English (Class VI)

<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<p>The learner -</p> <ul style="list-style-type: none"> listens to English news (TV, Radio) and songs as a resource to develop listening comprehension. watches/ listens to English movies, serials, educational channels with subtitles, audio-video materials etc. to understand and respond in English Writes comments/ ideas on what they have listened 	<p>TV, Radio, internet (where available), notebooks</p>	<p>WEEK 1</p> <p>Competency/Skill- Listening</p> <ul style="list-style-type: none"> Teachers provide learners with specific TV news channels and timings or radio and internet links (where available) for development of listening skills and ask them to record their comments and ideas in writing. Learners will listen to English news and songs and repeat what they have heard to improve their pronunciation. <p># Teachers may ask the learners to bring their writings when they come back to school</p>
<p>The learner -</p> <ul style="list-style-type: none"> uses synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts refers to dictionary to check meaning and spelling, and to suggested websites for information (where internet is available) 	<p>Storybooks in English, dictionary (if not available at home, free online dictionaries may be downloaded where internet is available)</p>	<p>WEEK 2</p> <p>Competency/Skill- Vocabulary</p> <ul style="list-style-type: none"> Give examples on how to use a dictionary as a reference book for finding multiple meanings of a word in a variety of contexts. Give activities so that learners understand the use of antonym (clean/dirty) synonym (indoor/inside) and homonym (tail/tale). Guide learners/parents on conducting the following activities for enhancing vocabulary: <ul style="list-style-type: none"> ➤ showing picture/ object/ illustration and asking for appropriate word(s) ➤ word web ➤ cross word ➤ word ladder ➤ giving synonyms



Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
		<ul style="list-style-type: none"> ➤ giving antonyms ➤ explaining through context ➤ using dictionaries <p># Students may be asked to bring any of the activities they have done when school reopens for evaluation of their activities</p>
<p>The learner -</p> <ul style="list-style-type: none"> • reads a variety of texts in English and identify main ideas, characters, sequence of ideas and events and relate with their personal experiences • reads to seek information from a newspaper, tables, charts, diagrams etc. 	<p>Storybooks, newspapers etc.</p>	<p>WEEK 3</p> <p>Reading</p> <p>Teachers will give suggested reading list of age appropriate stories and learners will choose one story each from the list. They may be asked to identify main idea of the story and sequence of ideas and events and write them in Mizo.</p> <ul style="list-style-type: none"> • Learners will read newspapers/ bulletins and concentrate on figures related to Covid-19 cases in Mizoram during the week and write a chart on the chart depicting the increase/decrease in cases <p># Learners will bring their written works to school and teacher will use them for evaluation. Teachers will help students to rewrite the story in English.</p>
<p>The learner -</p> <ul style="list-style-type: none"> • identifies different grammar items like noun, pronoun, verb, adverb, determiners, etc. in a written text • uses meaningful sentences to describe / narrate factual /imaginary situations in speech and writing 	<p>Stories/ newspaper articles/ written passages containing different grammar items</p>	<p>WEEK 4</p> <p>Grammar and Writing</p> <ul style="list-style-type: none"> ➤ Give students examples of different grammar items to be learnt and then ask them to underline the grammar items in the text. ➤ Students may be asked to write a letter to their friend or a paragraph in English describing their routine while staying at home. <p><i>The writing activities should be related to the immediate environment of the learner.</i></p> <p># While evaluating writing exercise (letter/paragraph), focus should be on continuity and sequencing of ideas</p>



CLASS VI

Subject: Mathematics (Class VI)

<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<p>The learner</p> <ul style="list-style-type: none"> solves problems involving large numbers by applying appropriate operations (addition, subtraction, multiplication and division) recognises and appreciates (through patterns) the broad classification of numbers as even, odd, prime, co-prime 	<p>SCERT <i>Mathematics</i> Textbook for Class VI</p> <p>Themes: KNOWING OUR NUMBERS</p> <p>Theme: WHOLE NUMBERS</p> <p>Theme: PLAYING WITH NUMBERS</p> <p>E-resources- 1) Knowing our numbers https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b48692316b51c01ed5615a9 https://nroer.gov.in/55ab34ff81fccb4f1d8060</p>	<p>WEEK 1</p> <ul style="list-style-type: none"> Discussion may be initiated about numbers which students have already studied in Primary classes. The learners may be sent some questions about numbers and may be asked to respond online. For example, what happens to the number 4537 if the digits 3 and 4 are interchanged? Will it increase or decrease? By how much? Why? Projects may be assigned to learners in which they would be required to measure /weigh objects in their house like measure height of a table, distance between edges of a window etc. Find ways to weigh a pile of books/newspapers, etc. and compare the measures, and send their observations to the teacher and to each other. <p>WEEK 2</p> <ul style="list-style-type: none"> Learners may be encouraged to create their own problems besides solving problems from the exercises. Learners may be given questions in which they would be drawn towards observing things around



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
	<p>25/file/5b486a5316b51c01ee9b1005</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b486b0d16b51c01ec8b1833</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b486bdb16b51c01ec8b1836</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b486cb816b51c01ed5615af</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b4704f116b51c01f24a38ae</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b47038916b51c01f4bd714b</p>	<p>them. For example, give situations around you where they would identify various shapes such as triangle, quadrilateral, pentagon, hexagon, octagon and circular and give reports.</p> <ul style="list-style-type: none"> Learners may be asked to perform activities from <i>Laboratory Manual for Elementary Stage</i> (Class VI- Activity 1-6) available on NCERT website. The activities can be done using paper and learners may send their observations to the teachers online. Results may be shared with all. http://www.ncert.nic.in/departments/nie/niew/school_kits/upper_primary_level/pdf/kit_manual_UP_math.pdf For innovative problems <i>Exemplar Problem Book</i> for Class VI may be referred to, which is available on NCERT website. http://www.ncert.nic.in/exemplar/exemplar.html <p>WEEK 3</p> <ul style="list-style-type: none"> The next chapter of ‘Whole Numbers’ may now be discussed on the same lines. Children may be given questions where they would be required to think and discuss things like: <i>Is it true that Whole numbers are not</i>



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
	<p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b47006416b51c01f38e85fb</p> <p>Playing with numbers</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b484e6016b51c01f8f25d18</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b484f4f16b51c01f8f25d1a</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b47224716b51c01f24a546f</p>	<p><i>closed under subtraction. Why or Why not? Subtraction is not commutative for Whole numbers. Justify giving examples.</i></p> <ul style="list-style-type: none"> E-resources on NROER may be used to get a better understanding of the concepts. Teachers may also use NISHTHA module for a better understanding of the transactional strategies. <p>WEEK 4</p> <ul style="list-style-type: none"> The activities of Week 3 may be continued. After observing the comments sent by students, the teacher may assess them and give appropriate feedback. Some open ended questions that may be thought of are: <i>For which of the operations the Whole numbers are closed /commutative/associative/ distribute?</i> <i>If the perimeter of a rectangle is 24 units, what can be the possible lengths and breadths?</i> <i>Fill in the blanks _____ - _____ = 7.</i> <i>Give one digit numbers like 1,2,3,4 (Different groups of numbers may be given to different groups). Ask them to form two 2-digit numbers from these (without repeating the digits) such that the</i>



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
		<p><i>sum of these two numbers formed is largest/smallest. Ask the learners to compare the different sums obtained and decide which sum is largest/smallest. Under what condition of placement of digits, it was possible?</i></p> <ul style="list-style-type: none"><i>Learners may be asked to form magic squares of different magic sums. Eg: Magic Square.</i>



CLASS VI

Subject: Social Science (Class VI)

<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
Identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period.	1. SCERT Textbook - Our Pasts – I (Students who do not have textbook may borrow from their elders or from their friends) 2. Dictionary	Week - 1 Theme: What, Where, How and When? <ul style="list-style-type: none"> Students should mark different concepts such as manuscript, archaeology, inscription, coins, source, historian, archeologists etc and consult dictionary to understand the term and write it down on notebook/paper. # Students should submit their activities for evaluation when the school opens
<ul style="list-style-type: none"> Distinguishes between stars, planets and satellites e.g. Sun, Earth and Moon. Recognizes that the earth is a unique celestial body due to existence of life , zones of the earth with special reference to biosphere. 	1. SCERT Textbook - The Earth : Our Habitat (Students who do not have textbook may borrow from their elders or from their friends) 2. For teachers – What is Earth? http://www.nasa.gov/audience/for_students/k-4/stories/nasa-knows/what-	Week - 2 Theme: Celestial bodies – the sun, the moon and the stars <ul style="list-style-type: none"> Observe stars, planets, satellite (Moon), eclipse under the guidance of parents / teacher / elders, etc. to understand astronomical phenomena. <i>Differentiate the Groups of</i> – Star (sun), <i>Satellite</i> (moon) and <i>planet</i> and write it down on Chart/paper / paper. # Students should submit their activities for evaluation when the school opens



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
	is-earth-k4.html 3. Chart paper/ Notebooks 4. Crayon/ sketchpen	
<p>Describes factors responsible for availability of different occupations undertaken in rural and urban areas.</p>	<p>1. SCERT textbook - Social and Political Life-I (Students who do not have textbook may borrow from their elders or from their friends)</p> <p>2. Online resources are available on internet for teachers and students who are able to access such as:</p> <p>NISHTHA portal http://itpd.ncert.gov.in/</p>	<p>Week - 3 Theme: Rural and Urban Livelihoods</p> <ul style="list-style-type: none"> • Discuss with your parents about different occupations in your locality. • Read case studies, listen/watch audio-visuals on different occupations taken up by men and women from different socio-economic backgrounds. • Make a poster on different occupations taken up by men and women from different socio-economic background. <p># Students should submit their activities for evaluation when the school opens</p>



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
	3. Chart paper/ Notebooks 4. Crayon/ sketchpen	
Locates physical features of India such as mountains, plateaus, plains, rivers, desert ,etc. on the map of India. Explore maps for locating continents, oceans, seas, States/UTs of India, India and its neighbouring countries, physical feature of India such as mountains, plateaus, plains, deserts, rivers, etc	1. SCERT textbook - The Earth : Our Habitat (Students who do not have textbook may borrow from their elders or from their friends) 2. Globe, Atlas or World map, Tactile diagrams or models (for CWSN students) For teachers and students “Exploring the globe”: Youtube – ncert official Trilingual Dictionary of Geography for Schools http://www.ncert.nic.in/publication/Miscellaneous	Week - 4 <ul style="list-style-type: none"> • Students should be made to locate 2 mountain ranges, one plateau, one desert from the map of India and name the States in which they are located • Student should consult their parents or elders in which <i>tropical zone Mizoram is situated.</i> • Students should write their views on why the climate of India is mostly hot # Students should submit their activities for evaluation when the school opens



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
	/pdf_files/tidog101.pdf (It is not compulsory to browse for those who are not able to access internet)	



CLASS VI

Subject: Science (Class VI)

Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
<p>The learner</p> <ul style="list-style-type: none"> ●Identifies food items and their ingredients; what animals are eating such as, squirrels eat nuts. ●Classifies food materials and sources into different groups such as, fruits, vegetables, cereals etc.; animals into Herbivores, Carnivores and Omnivores; food as animal products or plant products. ●conducts simple investigations to seek answers to queries, e.g., what are the nutrients present in honey? ●relates processes and phenomenon with causes such as, making of sprouts and seed germination. ●make efforts to protect environment such as, minimizing wastage of food. ●exhibits creativity in designing, planning, making use of available resources. ●exhibits values of honesty, objectivity, 	<p>Source:</p> <ul style="list-style-type: none"> ● SCERT Science Textbook for Class VI 	<p>WEEK 1</p> <ol style="list-style-type: none"> 1. The learner can be asked to observe different contexts and situations from the immediate environment such as things that are inside/outside their room/ kitchen/ house/kitchen garden etc. 2. The learner can prepare a list of food items available in the kitchen/Kitchen garden (with the help of an elder sibling). <p>WEEK 2</p> <ol style="list-style-type: none"> 1. The learners can make lists or menu charts containing dishes of their region generally prepared at their homes and discuss about it with family members/peers/ teachers. The discussion may be noted down in a paper and submit to the school when the school starts. 2. The learners may make sprouts at home. They can use different cereals like <i>whole moong</i>, black gram, <i>rajma</i>, etc., for making sprouts. 3. The learner can draw on chart paper the items they eat for their meals (breakfast, lunch and dinner) and submit to the school when the school starts. <p>WEEK 3</p> <ol style="list-style-type: none"> 1. The learner may test the following food components: <ul style="list-style-type: none"> • Protein • Starch • Fat 2. The learner may be asked to take some groundnut powder / coconut powder. S/he should wrap it in a piece of paper and press on it gently,taking care that the



Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
<p>cooperation, freedom from fear and prejudices.</p> <ul style="list-style-type: none"> ●identifies components of food present in your diet. ●Classifies components of food into starch, protein and fat; diseases/disorders caused by deficiency of vitamins and minerals. ●conducts simple investigations to seek answers to queries, e.g., what are the nutrients present in salt? ●draws labelled diagrams / flow charts of food items they eat. ●relates processes and phenomenon with causes such as, deficiency diseases with diet. ●applies learning of scientific concepts in day-to-day life, e.g., selecting food items for a balanced diet. ●makes efforts to protect environment such as, minimising wastage of food. ●exhibits creativity in designing, planning, making use of available resources. ●exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices. 		<p>paper does not tear. S/he should observe the paper carefully.</p> <ul style="list-style-type: none"> • An oily patch on paper shows that the food item contains fat. • If there is no oily patch, it means the food item does not contain any fat. <p>3. The learner may be asked to read the paragraph on balanced diet in SCERT Science textbook and prepare a chart/collage containing items present in a balanced diet and submit to the school when the school starts.</p> <p>4. The learner may be asked to take a tomato or a fruit such as an apple. S/he may cut it into small pieces (take precaution/ under observation of elder). Do your hands get wet while doing so? (many food materials contain water in themselves).</p> <p>5. The learner may use different food items but take care not to waste food material.</p> <p>WEEK 4</p> <p><i>The learner may be asked</i></p> <ul style="list-style-type: none"> • In your kitchen, there are variety of food items, classify it into healthy and junk food items. • Take one packaged food product of your kitchen and observe its packet carefully such as: <ul style="list-style-type: none"> ➤ Manufacturing date ➤ Expiry date ➤ Vegetarian/non-vegetarian ➤ Ingredients present in it ➤ Any other information <p># Note down all the information and discuss with your family and submit to the school for evaluation when school reopens</p>



CLASS VII

Subject: English (Class VII)

<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<p>The learner-</p> <ul style="list-style-type: none"> consciously listens to songs/poems/stories /prose texts in English through interaction listens to English news and debates (TV, Radio) as input for discussion and debating skills watches and listens to English movies, serials, educational channels with subtitles, audio-video materials, teacher reading out from materials and eminent speakers 	<p>Stories, poems, TV, radio etc.</p>	<p>WEEK 1</p> <p>Competency/skill—Listening</p> <ul style="list-style-type: none"> Teachers suggest songs/ poems/ stories ask them to record their comments and ideas. Teachers may ask learners to listen to news in English and summarize the main points in Mizo. Learners may listen to audio clips in English and share their favourite poems, songs, jokes, riddles, tongue twisters, etc. Learners listen to recorded messages. The message can be about how to keep one's self and community safe during the ongoing Corona virus/COVID 19 outbreak—(For example: By washing their hands with soap for 20 seconds at regular intervals, etc.) and write their short messages/ slogans on how to stay safe from Coronavirus Learners watch age specific English movies/ serials with subtitles and write a report on any one of their favourite movies/ serials <p># Teachers may use these written activities for evaluation when students come back to schools.</p>
<p>The learner -</p> <ul style="list-style-type: none"> infers the meaning of unfamiliar words by reading them in context. refers to the dictionary to find meanings / spelling of words 	<p>Dictionary (If not available at home, free online dictionaries may be downloaded where internet is available)</p>	<p>WEEK 2</p> <p>Vocabulary</p> <ul style="list-style-type: none"> The teacher may give examples to use a dictionary as a reference book for finding multiple meanings of a word in a variety of contexts. The teacher may give activities so that learners can understand the use of



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
while reading and writing		antonyms (clean/dirty) synonyms (indoor/inside) and homonyms (tail/tale). (The teacher may make short video clips on these activities and may be disseminated through WhatsApp) # The teacher may give appropriate activities to assess the learning outcomes when they come back to school.
<i>The learner -</i> <ul style="list-style-type: none"> reads textual/non textual materials in English with comprehension identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material infers the meaning of unfamiliar words by reading them in context. 	1. List of suggested readings given by the teacher. 2. Dictionary	WEEK 3 Reading <ul style="list-style-type: none"> Teachers will give suggested reading list of age appropriate stories and learners will choose one story each from the list. They may be asked to identify main idea of the story and sequence of ideas and events and write them in Mizo. # Learners will bring their written works to school and teacher will use them for evaluation. Teachers will help students to rewrite the story in English. # Teachers' note:- Focus of this exercise is not on grammar and spellings but on the organization of ideas and sequential presentation of events.
<i>The learner -</i> <ul style="list-style-type: none"> organises sentences coherently in English with the help of visual clues and with a sense of audience. 	Newspaper clippings	WEEK 4 Writing Learners can be asked to collect all the advertisements released by official sources from newspaper clippings and make a collage. The learners may prepare a write-up on their collage. In this activity the writer may concentrate on the content of the message (rather than the form). # When they come back to school the teacher will read their writings and make necessary corrections with an emphasis on form. Correct the language and appropriateness of its use.



CLASS VII

Subject: Mathematics (Class VII)

Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
<p>The learner</p> <ul style="list-style-type: none"> • multiplies /divides two integers. • interprets the division and multiplication of fractions • uses algorithms to multiply and divide fractions /decimals. 	<p>SCERT <i>Mathematics</i> textbook for Class VII Chapter 1: INTEGERS Chapter 2: FRACTION S AND DECIMALS E-resources: Integers https://nroer.gov.in/55ab34ff81fc/b4f1d806025/file/5b583b8a16b51c01cccebeb0 https://nroer.gov.in/55ab34ff81fc/b4f1d806025/file/5d42d0d116b51c0171d33ad5 https://nroer.gov.in/55ab34ff81fc/b4f1d806025/file/5d42cea016b51c0171d33ab0</p>	<p>WEEK 1</p> <ul style="list-style-type: none"> • The first chapter is about Integers in which multiplication and division of integers is dealt. • Discussion may be initiated about integers which students have already studied in Class VI. The learners may be sent some questions about integers and may be asked to respond online. • Different ways of introducing multiplication of integers may be discussed (On the number line, through patterns, etc.) Students may be encouraged to form examples and look for patterns. Teachers and other learners may give their comments. This may continue in Week 2 as well. <p>WEEK 2</p> <ul style="list-style-type: none"> • Learners may be introduced to properties of multiplication of integers. They may observe the patterns and send their observations to the teacher. Generalisation of the property may then be discussed. • Exercises from the textbook of <i>Mathematics</i> for Class VII and <i>Exemplar Problem Book</i> for Class VII may be attempted. Learners should send their solutions to the teacher and, teacher and other learners may discuss about them. • Teacher may select appropriate



Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
	<p>https://nroer.gov.in/55ab34ff81fceb4f1d806025/file/5b583c6616b51e01cdff01fd</p> <p>https://nroer.gov.in/55ab34ff81fceb4f1d806025/file/58dd3a87472d4a03227bf998</p>	<p>activities from <i>Laboratory Manual for Elementary Stage</i> (Activities 29, 38) in mathematics and ask the learners to perform them and send their observations. Conclusions about the concept can then be drawn after discussion.</p> <ul style="list-style-type: none"> • Concept of division of integers can then be discussed on similar lines. <p>WEEK 3</p> <ul style="list-style-type: none"> • On similar lines as done in earlier weeks concept of multiplication of fractions can be taken up. • E resources can be used for better visualisation and understanding of concepts. • While getting comments from learners, teachers may assess understanding of learners about the concepts and plan for an appropriate feedback. • In all the activities learners may be encouraged to draw their inferences and try to justify them through examples. <p>WEEK 4</p> <ul style="list-style-type: none"> • Concept of division of fractions can then be discussed using activities in the textbook and laboratory manual in mathematics at Elementary stage Eg: Division of Pizza into $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$ etc. • Laboratory Manual for Elementary stage (Activities 35,36,37,39,40)



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
		<ul style="list-style-type: none"> • Learners may be involved in a game which goes as follows: <ul style="list-style-type: none"> ➤ <i>Think of a number</i> ➤ <i>Add 7 to it</i> ➤ <i>Multiply the result obtained by 2</i> ➤ <i>Subtract 4</i> ➤ <i>Find half of the result obtained</i> ➤ <i>Subtract original number.</i> ➤ <i>Learners may tell the number obtained</i> ➤ <i>Discuss the game by changing its rules and try to find how all of them get the same answer under given conditions.</i> • More such games can be played, but at the end of the game an attempt should be made to discuss about the relation between the conditions of the game and the result obtained. It may lead to understanding of some relation between numbers. The games can be modified for integers/fractions.



CLASS VII

Subject: Social Science (Class VII)

<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
Provides examples of sources used to study various periods in history	<p>1. NCERT Syllabus for Upper Primary Classes https://drive.google.com/file/d/1ZM0wK9LfqP0WqaO5bMMPCEwtXL6bzCes/view</p> <p>(This is not compulsory for those who are unable to browse the internet)</p> <p>2. SCERT textbook Our past – II (Students who do not have textbook may borrow from their elders or from their friend)</p> <p>3. Maps 4. Audio visual/ paper/ Notebook</p>	<p>Week - 1</p> <ul style="list-style-type: none"> Identify different sources of history available in books/local environment e.g. extracts from manuscripts/ maps/ illustrations/ painting/historical monuments/films, biographical dramas, tele-serials, folk dramas and interpret these to understand the time. Write it down on paper. With the help of the teachers/parents, students should study the atlas or map of India and observe the change in names of various places and the basic structure of the society. They will write down their views on papers. <p># Students should submit their activities for evaluation when the school opens</p>



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
Explains the significance of equality in democracy.	<p>1. SCERT textbook - Social and Political Life II</p> <p>(Students who do not have textbook may borrow from their elders or from their friend)</p> <p>NCERT Class VII Civics Chapter-1: Equality in Indian Democracy is available on youtube. Teachers and students who are able to access internet may watch this video</p> <p>Newspaper/ magazines</p>	<p>Week - 2</p> <p>Collect news items related to issues of democracy and equality.</p> <p>Prepare newspaper collage on the significance of democracy and equality. If newspapers are not available, make a poster on the significance of equality in democracy.</p> <p># Students should submit their activities for evaluation when the school opens</p>
Shows sensitivity to the need for conservation of natural resources- air, water, energy, flora and fauna	<p>1. SCERT textbook - Our Environment</p> <p>(Students who do not have textbook may borrow from their elders or</p>	<p>Week - 3</p> <ul style="list-style-type: none"> Discuss and share your observations and experiences regarding various aspects of the environment- e.g. components of natural and human made environments, flora and fauna in different eco-systems / climatic regions, kinds of pollution, sources of fresh water in their surroundings, etc.



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
	from their friend) 2. NCERT Class 7 Geography Chapter 5: Water (Examrace - Dr. Manishika) English CBSE is available on youtube. Teachers and students who are able to access internet may watch this video. But this is not necessary for those who are not able to browse internet	<ul style="list-style-type: none"> Find out the source of water used at home. Make a list of different uses of water in our daily life. (Have you seen anyone wasting water? How?) List down things you can do to help in reducing air pollution Observe your Electric metre every morning and record the unit metres consumed in your house. <p># Students should submit their activities for evaluation when the school opens</p>
Distinguishes between political equality, economic equality, and social equality	1. SCERT textbook - Social and Political Life II (Students who do not have textbook may borrow from their elders or from their friend)	<p>Week - 4</p> <p>Prepare newspaper collages about the work being done by the State government on select issues (e.g. health, food, agriculture, roads) and some public works undertaken by the MLA of your constituency.</p> <p># Students should submit their activities for evaluation when the school opens</p>



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
	<p>2. NCERT Class 7 Political Science / Polity / Civics Chapter 1: On Equality † English † CBSE is available on youtube. Teachers and students who are able to access internet may watch this video. But this is not necessary for those who are not able to browse internet</p> <p>3. Newspaper</p>	



CLASS VII

Subject: Science (Class VII)

<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<p>The learner —</p> <ul style="list-style-type: none"> • identifies different types of motions on the basis of observable features such as motion along a straight line or along a circular path etc. • differentiates between different types of motions on the basis of their properties such as the speed, change in direction of motion etc. • conducts simple investigations to seek answers to queries, e.g., change in time period on changing length of pendulum or mass of bob • measures and calculates time required to complete a task, cover a distance; speed of moving objects; time period of a simple pendulum, etc. • draws diagrams/ 	<p>SCERT Textbook Theme: Moving Things, People and Ideas <i>Chapter: Motion and Time</i></p> <ul style="list-style-type: none"> • Slow or Fast • Speed • Measurement of Time • Measuring Speed • Distance-Time • Graph <p>Chapter 13 SCERT Science Textbook Class 7</p>	<p>WEEK 1</p> <p>The learner may be asked to</p> <ul style="list-style-type: none"> • Observe his/her surroundings and make a table of different things which are in motion. Further classify these moving things according to their type of motion. The observations can further be divided into fast and slow moving things. • Write justifications for each entry you made in the table, i.e. why it is kept in that column? • Draw the pictures/diagrams of your observations and decorate it. (Art Integrated Learning) • Find the speed of hopping on one leg. The activity may be modified so that it can be performed within the house or room. <p>Use a regular stopwatch or stopwatch in mobile phones. The distances can be changed so as to fit in within the available length.</p> <ul style="list-style-type: none"> • By using a time measuring device available in your house (clock, wrist watch or mobile) measure time required for different daily life activities. For example, while cooking rice, pulses, filling one bucket of water, the time taken by a fan to completely come to rest after it is switched off, the time taken by $\frac{1}{2}$ litre and 1 litre milk to boil under same conditions, etc. <p># Record your observations in your copy and discuss with your friends, elders or teachers and submit it to teachers when school reopens.</p>



Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
<p>plots and interprets graphs e.g., distance-time graphs</p> <ul style="list-style-type: none"> • constructs models using materials from surroundings and explains their working, e.g. SUN DIAL, Simple Pendulum • discusses and appreciates stories of scientific discoveries • applies learning of scientific concepts in day-to-day life, e.g. in measuring speed of different moving objects • exhibits creativity in designing, planning, making use of available resources, etc. eg. Measuring distance in absence of standard scales by using objects of known lengths etc. • exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices etc such as reporting the findings 		<p>WEEK 2</p> <ul style="list-style-type: none"> • Project: Make your own sundial. (For details, refer to your textbook. • Make a simple pendulum and find its time period. • Perform the above mentioned activity by changing the length of the pendulum and also by changing the mass of the bob. <p>Write your observations in each case.</p> <ul style="list-style-type: none"> ➤ Do you observe any change in time period on changing the length of the pendulum or mass of the bob? ➤ Search on the internet to find the reasons for your observations or you can discuss with your friends, elders or teachers. Caution: Perform all the activities under the guidance of elders. • Measure speed of any rolling object. (Activity 13.4 SCERT textbook) • Make a distance time graph for your toy car or any rolling object. Identify its type of motion and speed from this graph.



Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
honestly, supporting other friends in need etc		
<p>Learner:</p> <ul style="list-style-type: none"> identifies electric components on the basis of observable features, i.e., appearance, functions, etc. eg. Identifying Switch,regulator etc on their function differentiates between different effects of electric current, on the basis of certain observations eg. Heating effect, magnetic effect etc. conducts simple investigations to seek answers to queries, e.g., effect of adding more number of cells in an electric circuit relates processes with causes, e.g., heating of conducting wire, deflection in magnetic needle due to a current, etc. explains processes, e.g., 	<p>Theme: How Things Work — Electric Current and its Effects</p> <ul style="list-style-type: none"> Symbols of Electric Components Heating Effect of Electric Current Magnetic Effect of Electric Current Electromagnet Electric Bell Chapter 14 SCERT Science Textbook Class VII Exemplar Problems, Ch. 14, Class VII Science 	<p>WEEK- 3</p> <p><i>The learner may be asked to</i></p> <ul style="list-style-type: none"> Identify electric components used in the house. Draw their diagrams; write their names and symbols. Learners may take help from their textbook Make your own circuit for this and play with your family members. Make an electric circuit as shown in Fig. 14.7 in Ch. 14 of SCERT Textbook (Class VII Science). <p><i>Note: Nowadays mostly we find LEDs instead of the bulb shown in the figure. If LED is available instead of the bulb shown in the figure, then make sure that you are connecting positive terminal of the cell to the longer leg of the LED.</i></p> <p>For making these circuits, take help from your elders and try to find an old torch or other electrical devices from which you can collect the required items for your circuits.</p> <ul style="list-style-type: none"> Make a simple electric circuit using few dry cells, LED or torch bulb and wires. Observe the effect on intensity or glow of bulb on increasing the number of cells in the circuit. Repeat the activity with a fuse torch bulb and note the observations. Discuss the observation with your friends, Elders.



Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
<p>heating and magnetic effects of electric current, etc.</p> <ul style="list-style-type: none"> • draws labelled diagrams and circuit diagrams of electric components, electric circuits, organ systems electric circuits; experimental set ups; etc. • constructs models using materials from surroundings and explains their working, e.g., electromagnets; electric fuse, etc. • discusses and appreciates stories of scientific discoveries eg. How magnetic effect of electric current was discovered etc. • applies learning of scientific concepts in day-to-day life, e.g., connecting two or more electric cells in proper order in devices; discussing the importance of electric fuse in the 		<ul style="list-style-type: none"> • Make an electric circuit as shown in Fig. 14.7 or Fig. 14.9 or Fig. 14.10, Ch. 14 SCERT Textbook (Class VII Science). After keeping the switch ON for few seconds, touch the bulb (Fig. 14.7) or wire (Fig. 14.10) connected in the circuit. What have you observed? Discuss with your friends, elders and teacher about your observations. • Collect information about various electrical equipments whose performances are based on the heating effects of electric current. This information can be collected by discussing with elders, friends try to identify the equipments in your house which work on this effect. Write the observation in a notebook and submit to the school when the school starts. <p>WEEK-4</p> <ul style="list-style-type: none"> • Make a circuit as suggested in Activity 14.4 in SCERT Textbook (Class VII Science), for understanding the purpose of a fuse in an electric circuit. Discuss the importance of fuse in an electric circuit with your friends. You can write a short narrative for emphasizing the need of an electric fuse in our household circuits. You can also make a poster showing the need of electric fuse in circuits and submit to the school when the school starts. • Perform the activity 14.5 as suggested in SCERT Textbook (Class VII Science), for understanding the magnetic effects



Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
circuits etc. • exhibits creativity in designing, planning, making use of available resources, etc. eg. finding magnets from broken or non working speakers or headphones etc.		<p>of electric current.</p> <p><i>Note: You may not have a magnetic needle in your house, for this you can use a magnetized pin fitted in cork or thermocol floating on water surface (Refer to Activity 6 Ch. 13 SCERT Text book Class VII). You may have a magnet or try to find a magnet from the old radio, speakers or head phones which are unusable.</i></p> <ul style="list-style-type: none"> • Change the polarity of cell used or number of cells used in the circuit. • Note down your observations. Discuss your observations with your friends, elders. <p>Project: Make an electromagnet using dry cells, iron nail and insulated wire.</p> <ul style="list-style-type: none"> • During the project, try to find out answer of following questions: • What do you observe when number of turns is increased or decreased? • Do you observe if number of cells is increased or decreased in the circuit? • Note your observations and discuss with your friends, elders and teacher. • Try to find out the uses of electromagnets in our daily lives. • Write down the differences between a permanent magnet and an electromagnet. • Search on the internet and try to understand how an electric bell works. Which effect is responsible for its working? • Discuss your findings with your friends,



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
		<p>elders and teacher. <i>Note: Since everyone is supposed to stay at home, therefore all the communications with friends and teachers should be done through call or chat. Learners may take pictures or videos of their circuits/devices and can share with their friends and teachers.</i></p>



CLASS VIII

Subject: English (Class VIII)

<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<p>The learners -</p> <ul style="list-style-type: none"> use English news (newspaper, TV, Radio) as a resource to develop his/her listening and reading comprehension, note taking, summarizing etc. watch / listen to English movies, serials, educational channels with subtitles, audio-video/ multi-media materials, for understanding and comprehension. 	TV/ radio/ newspaper etc	<p>WEEK 1</p> <p>Listening</p> <ul style="list-style-type: none"> Teachers provide the learners with suitable materials for listening to poems/songs/ stories etc. and ask them to record their comments and ideas in writing. Teachers may ask learners to listen to the news/ talk shows/ documentaries on the environment and summarize the main points. <p># Teachers may use these written activities for evaluation when students come back to schools. While written work is being evaluated, focus should be on organization of ideas, sequence of events, coherence etc and not on grammar or spelling.</p>
<p>The learners-</p> <ul style="list-style-type: none"> infer the meaning of unfamiliar words by reading them in context. refer to dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing 	Dictionaries/ encyclopedias/ thesaurus etc. On line dictionaries (where available) The Free Online English Dictionaries are used for Definitions, meanings, synonyms, pronunciations , games, sound effects, high-quality images	<p>WEEK 2</p> <p>Vocabulary</p> <p>Teachers will guide parents on how to help learners develop their vocabulary by using these-</p> <ul style="list-style-type: none"> ➤ showing a picture/object/ illustration ➤ word web ➤ cross word ➤ word ladder ➤ giving synonyms ➤ giving antonyms ➤ explaining through context ➤ using dictionaries <ul style="list-style-type: none"> Students will make a list of 100 new words they have learnt along with their meaning



Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
		<p><i>Note for teachers:</i></p> <ol style="list-style-type: none"> 1. Learning vocabulary is the key to language learning. It is important to develop vocabulary as it helps in understanding spoken as well as written texts. It is important for the teacher to understand how vocabulary is learned and the factors that play a role in vocabulary development. 2. It is useful for the teacher to be aware of the variety of methods that can be used to enhance vocabulary because it helps develop reading comprehension and expression. <p>➤ Teachers will give examples on using the dictionary as a reference book for finding multiple meanings of a word in a variety of contexts. Students will write a few paragraphs on how words are arranged in a dictionary.</p> <p># List of new words can be used to ask students on how these words are used and in which situations. Role play can be used in the classroom to indicate how well students have learnt these new words.</p>
<p>The learners -</p> <ul style="list-style-type: none"> • read textual/non-textual materials in English with comprehension. • identify details, characters, main idea and sequence of ideas and events while reading. • infer the meaning of unfamiliar words by reading them in context. 	Textbook	<p>WEEK 3</p> <p>Reading</p> <ul style="list-style-type: none"> • Depending on the length of the text divide it into parts and while reading the text check the learners' comprehension for each part. • Comprehension check can be conducted by using <ul style="list-style-type: none"> • true/false, • matching, • multiple choices, • short answer, • gap filling, • completion type, • word attack • questions and answer



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
		<ul style="list-style-type: none"> • table completion type questions etc.
<p><i>The learners -</i></p> <ul style="list-style-type: none"> • prepare a write up after seeking information in print / online, notice board, newspaper, etc. • communicate accurately using appropriate grammatical forms. • write a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising. • write short paragraphs coherently in English with a proper beginning, middle and end with appropriate punctuation marks. 		<p>WEEK 4</p> <p>Writing</p> <p>Learners can be asked to collect 2 stories and 2 poems related to the environment. They can also illustrate them with drawings, collages, paintings, etc.</p> <p>OR</p> <p>They can be asked to create illustrated mini biographies of well known figures such as APJ Abdul Kalam, Mark Zuckerberg, Greta Thunberg, etc.</p>



CLASS VIII

Subject: Mathematics (Class VIII)

<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<p>The learner</p> <ul style="list-style-type: none"> • generalises properties of addition, subtraction, multiplication and division of rational numbers through patterns • finds out as many rational numbers as possible between two rational numbers 	<p>SCERT Textbook of <i>Mathematics</i> Chapter 1: RATIONAL NUMBERS Chapter 2: LINEAR EQUATIONS IN ONE VARIABLE</p> <p>E-resources: Rational Numbers https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b48442816b51c01f8f25cde</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b48455716b51c01f6790635</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b48461216b51c01f6790637</p>	<p>WEEK 1</p> <ul style="list-style-type: none"> • Teacher may initiate discussion about Rational numbers introduced in Class VII by sending some questions to learners. Based on the responses feedback can be given. • Discussion about the properties of rational numbers can begin by motivating the learners to create and observe the examples. Generalisations can then be discussed. • Learners may be asked to compile statements related to properties exhibited by numbers under different operations like addition, subtraction, multiplication and division. They may be encouraged to observe how these properties change as the number system extends. Discussion can be held to evolve a general form of such properties. <p>WEEK 2</p> <ul style="list-style-type: none"> • Since learners have learnt decimals in earlier classes, open ended questions of the following form may be discussed. <i>Write those decimal numbers which when rounded off to, say second decimal place can give, say, 25.32.</i> Change numbers for different groups and discuss. • The work of Week 1 may be carried further and textbook of Class VIII may be used which is available on NCERT website.



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
	<p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b4846fe16b51c01f6790645</p> <p>Linear Equations in one variable</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/57c6f4fb16b51c1d3087a63a</p>	<ul style="list-style-type: none"> Teacher may also look for e resources on NROER and ask the learners to refer to them and send their observations. The observations of all learners may be compiled and discussion about a general form can be initiated. <p>WEEK 3</p> <ul style="list-style-type: none"> The other properties of rational numbers may now be discussed The work of properties of rational numbers initiated in Week 2 may be carried further in this week and the next week. <p>WEEK 4</p> <ul style="list-style-type: none"> Learners may be given different linear equations to solve. They may be asked, which of these have solutions that are natural numbers/integers/rational numbers which are not integers. they may be asked to form equations which have solutions which are whole numbers /integers/ rational numbers which are not integers. Games of the following type can be played: <ul style="list-style-type: none"> Write a number Add 2 to it Multiply the resulting number by 3 Subtract 3 Multiply by 2 Find $\frac{1}{6}$ of the resulting number Subtract the original number Discuss about the answer obtained. Discussion can be made and inference may be sought about the relation between the conditions of



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
		<p>the game and the final result. Discuss whether using the variables for the given conditions can make things more clear and if so, how can the conditions be changed to evolve a new set of conditions and a new result. This will help learners to draw a relation between numbers and also how algebra can simplify things.</p> <ul style="list-style-type: none">• Assessment of learners can be done by observing their responses. Appropriate feedback can then be given.



CLASS VIII

Subject: Social Science (Class VIII)

<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
Analyses uneven distribution of natural and human-made resources on the earth.	1. SCERT textbook - Resources and Development (Students who do not have textbook may borrow from their elders or from their friend) 2. Chapter 1 - Resources and Development Geography ncert class 8 is available on youtube. Teachers and students who are able to access internet may watch this video. But this is not necessary for those who are not able to browse internet 3. Resources that are available nearby	Week - 1 <ul style="list-style-type: none"> • Collect information about distribution of various natural resources like land, soil, water, natural vegetation, wildlife, minerals, power resources, types of industries in their environment and relate it with India and the world. • Identify various resources around you; categorise them into two categories – which have commercial value and which do not have commercial value <p># Students should submit their activities for evaluation when the school opens</p>



Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
Justifies judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas.	1. SCERT textbook - Resources and Development (Students who do not have textbook may borrow from their elders or from their friend) 2. Newspaper 3. Old clothes	Week - 2 Think about all the family members and write how they all contribute as an important resource. Write down their contribution in a paper. Suggest ways how we can conserve our resources Make the best out of waste eg. Bags, pen stand etc. from old newspapers, old clothes etc. # Students should submit their activities for evaluation when the school opens
Interprets social and political issues in one's own region with reference to the Constitution of India.	1. SCERT textbook - Social and Political Life III. (Students who do not have textbook may borrow from their elders or from their friend) 2. NCERT Class 8 Political Science / Polity / Civics Chapter 1: The Indian Constitution English is available on youtube. Teachers and students who	Week - 3 <ul style="list-style-type: none"> • Participate in a discussion with family members on the concepts of the Constitution. • Watch TV news every day and record issues relating to the constitution of India • Prepare posters with drawings or pictures on the significance of the Constitution of India # Students should submit their activities for evaluation when the school opens



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
	are able to access internet may watch this video. But this is not necessary for those who are not able to browse internet	
Distinguishes the 'modern period' from the 'medieval' and the 'ancient' periods through the use of sources, nomenclatures used for various regions of the Indian sub-continent and the broad developments	1. SCERT textbook - Our Pasts III (Students who do not have textbook may borrow from their elders or from their friend) 2. NCERT Class 8 History Chapter 1: How, When And Where English CBSE is available on youtube. Teachers and students who are able to access internet may watch this video. But this is not	Week - 4 <ul style="list-style-type: none"> • Students should collect pictures and information regarding historical events in a scrap book; their leisure time reading may include books related to historical events. • Students should draw a family tree of their maternal and paternal side and collect important dates and incidents of each one who is represented in family tree. He/she should talk to grandparents / parents / elders about how different his/her family tree is from the family tree of their childhood • Students may collect information about current corona pandemic, causes, origin, spread in different parts of world and India. He/she may locate these places on the map. <p># Students should submit their activities for evaluation when the school opens</p>



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
	necessary for those who are not able to browse internet 3. Books related to historical events	



CLASS VIII

Subject: Science (Class VIII)

<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<p>Learner</p> <ul style="list-style-type: none"> • classifies materials such as, natural and human made fibres; • differentiates different types of synthetic fibres based on their properties/ characteristics; biodegradable and non-biodegradable materials etc. • conducts simple investigations to measure strength of different fibres • draws flow charts to depict types of synthetic fibres , their characteristics and uses. • applies learning of scientific concepts in day to-day life such as why synthetic fibres should be avoided near fire, why to become fibre wise etc. • discusses and appreciates stories of scientific discoveries such 	<p>SCERT developed Textbook Theme- Synthetic Fibres</p> <ul style="list-style-type: none"> • Synthetic fibres • Types of synthetic fibres • Characteristics of synthetic fibres • Plastic <p>Learners, Teachers and Parents may use the following materials:</p>	<p>WEEK 1</p> <p>Theme- Material</p> <ul style="list-style-type: none"> • Synthetic fibres • Types of synthetic fibres <p>Task</p> <p><i>The learner may be asked to</i></p> <ul style="list-style-type: none"> • Collect some samples of cloth materials made up of natural and synthetic fibres. • Compare their texture and strength. • Make an album/ scrap book by pasting these pieces and write differences you observed among them. • Ask elders about the names of various fabrics of cloth materials. <p>Task</p> <ul style="list-style-type: none"> • Write a story on discovery of Nylon • Make an audio clip on discovery of Nylon and <p>* submit to the school when the school starts.</p> <p>WEEK 2</p> <p>Theme- Material</p> <ul style="list-style-type: none"> • Characteristics of synthetic fibres • Plastic <p>Task</p> <ul style="list-style-type: none"> • Identify the articles/cloth materials made up of synthetic fibres and observe their characteristics such as strength, action of water, action of heat under supervision of elders. • Observe household articles made of plastic. • Write a note on use of plastic in our daily lives. • Discuss your opinion on the use of plastic with your family members and friends. Do you think its use can be



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<p>as discovery of Nylon makes efforts to protect environment e.g., using plastic and its products judiciously; becoming fiber wise, develop environment friendly habits by following 5 Rs</p>		<p>avoided? And make a note of the observation.</p> <ul style="list-style-type: none"> • Discuss about alternatives of plastics with peers on group made by your teacher. And make a note of the observation. • Discuss about Biodegradable and non-biodegradable materials with parents and make a record/note of the discussion. • Write slogans to create an awareness about 5Rs <p>(Reduce, Reuse, Recycle, Recover and Refuse)</p> <p>* Note and observation record may be submitted to the school when the school starts.</p>
<p>Learner</p> <ul style="list-style-type: none"> • differentiates materials such as, metals and nonmetals. • classifies materials based on their properties/ characteristics, e.g., metals and non- metals • conducts simple investigations to seek answers to queries e.g. effect of air and water on different metallic and non-metallic substances, nature of metallic and non-metallic oxides, etc. • relates processes and phenomenon with causes, e.g. why does iron get 	<p>Theme- Materials:</p> <p>Metal & Non-metals</p> <ul style="list-style-type: none"> • Physical properties of Metals and Nonmetals • Chemical properties of Metals and Nonmetals • Uses of Metals and Non-metals 	<p>WEEK-3</p> <p>Theme- Material</p> <p>Physical properties of Metals and Nonmetals</p> <p>Task</p> <ul style="list-style-type: none"> • Identify items in your house which contain metals. Try to identify the metals in them. • Discuss about physical appearance of metals on the basis of your observations with your parents, prepare a record and submitted to the school when the school starts. • Make a collection card on properties of metals and non-metals and submitted to the school when the school starts.(sample of metals paste in a chart paper with its properties written) <p>WEEK 4</p> <p>Themes:</p> <ul style="list-style-type: none"> • Chemical properties of Metals and Non metals • Uses of Metals and Non-metals <p>Task</p>



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<p>rusted etc,</p> <ul style="list-style-type: none"> explains processes and phenomenon such as rusting of iron, loss of gold during cleaning of gold jewelry etc Writes word equation for chemical reactions, e.g., reactions of metals and non-metals with air, water and acids, etc. draws labelled diagram of activities, simple investigations related to metals and non-metals, experimental set ups, etc. applies learning of scientific concepts in day to-day life, e.g., purifying water; using appropriate metals and non-metals for various purposes, loss of gold during cleaning by jewelers etc makes efforts to Protect environment, e.g making controlled use of fertilizers and pesticides; exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices 		<ul style="list-style-type: none"> Name some metals used in daily life, make a list of material made from such metals. Why metal sheets can be prepared? Metals are ductile. Comment on it. Strike/hit different object at home and listen to the sound produced. Differentiate the object based on the sound produced into metal and non metal. Try to understand the reaction of metal with air and water, dipping metals in cup containing water. Keep it for 1 week and write observation which have to be submitted to the school when the school starts. Write word equation for the reaction, from your textbook and submitted to the school when the school starts. Collect some rust from rusted articles in your house and investigate its nature by using any available natural indicator write report about it and submitted to the school when the school starts. Create a rap song on uses of metals and non-metals and share it to your class when the school starts.



ART EDUCATION

Art Education hian Visual Arts leh Performing Arts a huam a. Visual Arts kan tih chuan han en maia hriatthiam theih leh hlimpui mai chi lemziak, thlalak, lemchan, hlum hmanga thilsiam, thil kermawi leh kutthem thiam thil te sawina a ni mai a. Performing arts kan tih chuan lam te, zai leh rimawi tum te, lemchan te, thawnthu sawi te, martial arts te, magic show te a huam a ni. Elementary stage ah chuan Art Education zir nan subject hrang hranga an thil zir te hmang ƚangkaiin naupangte kaihhruai tur a ni a. Zirtirtute chuan naupangte themthiam dan an evaluate dawn in an thil siam chhuah aiin an siam dan leh a tih dan phung an hriatthiamna ngaihpaawimawh zawk tur a ni. Hei hian an thiltih lai chu an hrethiam ngei a ni tih a lantir ang a, an suangtuahna milin milemte pawh nalh takin la ziaik thiam lo mahse, a tih dan an thiam chuan thil thar an zir chhuak tih a lang dawn a ni. He calendar ah hian Art Education hi Part A: Visual Arts leh Part B: Performing Arts ah ƚhen a ni.

Part A Visual Arts

Class I - III

<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>	<i>Hmanruate</i>
<p>Zirlai chuan –</p> <ul style="list-style-type: none"> • Thlai chi lo chawrchhuah leh than dan an hrethiam ang. • An chheh vela thil pianzia chi hrang hrang nei te lak a, a lem ziah leh chei mawi an thiam ang. • Thil nihphung chi hrang hrang an thliar thiam ang. 	<p>Chawlhkar 1 - na Activity 1</p> <p>Thlai chi ƚhan dan:</p> <p>Naupangte chuan thlai chi engpawh leiah tuhin emaw thlengah emaw tuia chiahin, tui te pein enkawl chho se. An ƚhan chhoh dan chik taka zirchiangin a lem ziaik se, an duh chuan rawngin an chei thei ang.</p> <p>Chawlhkar 2 - na Activity 2</p> <p>Zirtirtu chuan thupui eng emaw thlang chhuakin chumi hmang chuan thu phuah leh lemziah tir ni se, entirnan: mahni chanchin,</p>	<p>Thlai chi, lei, notebook, rawng.</p> <p>Notebook, rawng.</p>



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>	<i>Hmanruate</i>
<ul style="list-style-type: none"> • An chhehvela mi thlithlai leh zirchian an thiam ang. • An chhehvel vawnfai nachang an hria ang. • Thupui hmanga thil phuah leh lemziah an thiam ang, entirnan: Chhungkua, sikul, thian, etc chungchang. • An kum mila themthiamna entirnan: kuttin chei, thil chei, thil tar, thil lem siam, etc te an thiam ang. 	<p>chhungkaw chanchin, school chanchin, park chanchin, etc.,(naupangte te hian thupui an duh zawng an thlang thei bawk ang.)</p> <p>Chawlhkar 3 - na Activity 3</p> <p>Lehkha hmangin hmaikawr siam tir ni se. Naupangte chuan a chei mawi nan khawlla, rawng, etc. hman ni se.</p> <p>Chanchinbu hlui emaw lehkhabu hlui emaw hmangin an tichhin thei ang.</p> <p>Hmaikawr hi mihring hmel emaw ransa hmel emaw an siam thei ang.</p> <p>Chawlhkar 4 - na Activity 4</p> <p>Naupangten an milem duhzawng huntiam chhungah ziah zawh hman.</p> <p>Naupang te chu milem ziah awlsam tak, an duhzawng ziah tir in, in eltir ni se, minute khat chhung vel pek ni se.</p> <p>A theih chuan nu leh pa te nen pawh ti hovin inel se. Naupangte chu an milem thlan te chu engvanga thlang nge an ni tih zawhna zawh ni se. An thilziah te fak/hlut sak tur a ni.</p>	<p>Chanchinbu hlui, notebook hlui, rawng, khawlla, glue, sakawrbakcheh, rubber band.</p> <p>Notebook hlui, lehkhapa puan, rawng.</p>

Note: Naupangten an thil tih (activity) te hi sikul luh vele submit tur a ni.



Class IV & V

<i>An tih tur an tih zawha an thiamchhuah ngei tur (Learning Outcomes)</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>	<i>Hmanruate</i>
<p>Zirlai chuan -</p> <ul style="list-style-type: none"> Bungrua, in, lim (monuments), thlai leh thingkung aţang te in geometrical shape chi hrang hrang an thliarhrang thei ang. An duhzawng milem engpawh ziaikin a tak zulzuiin an chei thiam ang. Thupui hmanga thil phuah leh lemziah an thiam ang, entirnan: Chhungkua, sikul, thian, etc chungchang. Secondary colour te hria in, chart paper-ah an ziaik/chei thiam ang. Bungrua te, motor lem te, thei lem te, thlai lem te, geometrical 	<p>Chawlhkar 1 - na Activity 1</p> <p>Primary leh secondary colour te thēn hrangin chart an siam ang.</p> <p>Thla lain zirtirtute entir ni se.</p> <p>Chawlhkar 2 - na Activity 2</p> <p>Thupui hmanga lemziah tir ni se, entirnan: classroom chung, sikul, khelmual etc.,(naupangte te hian thupui an duh zawng an thlang thei bawk ang).</p> <p>An lem ziah te anmahni portfolio theuhah dahţhat ni se.</p> <p>Chawlhkar 3 - na Activity 3</p> <p>Heng thupui – Tui renchem, Ramngaw humhalh, Kutsilfai pawimawhna, Aia upate zahna, etc. hmanga ‘Poster’siam.</p>	<p>Chart paper, rawng.</p> <p>Notebook, rawng.</p> <p>Chart paper, rawng, milem, chanchinbu hlui, glue, sakawrbakcheh.</p>



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>	<i>Hmanruate</i>
<p>shape hrang hrang milin, hlum hmangin an siam thiam ang.</p> <ul style="list-style-type: none"> An kum mila themthiamna entirnan: kuttin chei, thil chei, thil tar, thil lem siam, etc te an thiam ang. 	<p>Chawlhkar 4 - na Activity 4</p> <p>Thawmhnaw hlui hmang a thil chi hrang hrang siam – Sava lem, ransa lem, thei lem, thlai lem, duster, naute lem, lukham, etc.</p>	<p>Puan them, thawmhnaw hlui, hriau, khawlla, sakawrbakcheh.</p>

Note: Naupangten an thil tih (activity) te hi sikul luh veleh submit tur a ni.



Class VI - VIII

<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Kar tina zirilaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>	<i>Hmanruate</i>
<p>Zirlai chuan -</p> <ul style="list-style-type: none"> • Thupui hmanga lemziah leh chei an thiam ang, entirnan: Krismas, Kut, etc chungchang. • An duhzawng milem engpawh ziakin a tak zulzuiin an chei thiam ang. • An kum mila themthiamna entirnan: pen stand, hmunphiah, hun mawi, etc te an thiam ang. • Thil enthlithlai, zirchian, hriatfiah an thiam ang. • An zirchhuah te a lem ziah an thiam ang. An thil lem ziah te dahkhawmin heng – hnah ro, pangpar ro, etc te 	<p>Chawlhkar 1 -na Activity 1</p> <p>Hunpui chi hrang hrangte thupui hmanga lemziah leh cheitir, entirnan Krismas, Chapchar Kut, etc. Chhungte kaihruaina in an lemziah tur thupui mil zelin chei ni se.</p> <p>Chawlhkar 2 -na Activity 2</p> <p>A taka an hman t̄angkai theih tur thil chi hrang hrang entirnan, pen stand, bawlhhlawh bawm, hmunphiah, thlalak tarna frame, hun mawi, banga tarmawi, etc. siamtir a cheimawi tir. <i>Note:</i> Mizo thuam ziarang hmang te a cheitir ni se, entirnan - Ngotekherh, Thangchhuah puan etc .</p> <p>Chawlhkar 3 -na Activity 3</p> <p>An chhehvela mi pangpar te, thlai te, ranvulh te, sava te, lung etc te a hmuna thutchilh a, chik taka en chung a lem ziah tir tur a ni a. Heng an thil ziah chi hrang hrangte hi chart paper ah belkhawm (collage) tir ni sela. An thilsiam chei nan hian hnah ro, pangpar ro, kawrkilh rawng hrang hrangte etc hman ni se.</p>	<p>Chart paper, lekhapuan, rawng, milem, chanchinbu/ magazine.</p> <p>Lehkhakhawng bawm, mau, thingzai, phelsep, rawng, puan them.</p> <p>Chart paper, rawng, glue, sakawrbakcheh, kawrkilh, pangpar ro, hnah ro.</p>



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Kar tina zirilaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>	<i>Hmanruate</i>
<p>hmang in an chei thiam ang.</p> <ul style="list-style-type: none"> • Thawnthu anmahni irawm chhuak a lem nen an phuah thiam ang. 	<p>Chawlhkar 4 -na Activity 4</p> <p>Mizo thawnthu awmsa hmangin milem chuanna bu (comic strip) siamtir ni se, entirnan - Mauruangi, Liandova te unau, Rairahtea etc.</p>	<p>Lehkhapuan, thawnthu bu, zirilaibu, rawng.</p>

Note: Naupangten an thil tih (activity) te hi sikul luh velel submit tur a ni.



Part B – Performing Arts

Class I – III

<i>An tih tur an tih zawha an thiamchhuah ngei tur ngei tur</i> <i>(Learning Outcomes)</i>	<i>Kar tina zirlaite tih tur</i> <i>(Zirtirtute puihnain an chungten an kaihruai ang)</i>	<i>Hmanruate</i>
<ul style="list-style-type: none"> • Thawnthu chhiar leh sawichhawn an thiam ang. • An thil tawn, ngaihdan leh hriatte a nihna ang takin an sawi thiam ang. • Taksa peng hrang hrang te hre hrangin, awmze neiin an ti che thiam ang. • Hlim taka zai ho, lam ho leh role-play an thiam ang. 	<p>Chawlhkar 1 -na Activity 1</p> <p>Thawnthu emaw thil thleng chungchang emaw (zirlaibua thawnthu te pawh an thlang thei ang) an chhiar leh hriatte chu sawichhawn tir. A nihna phochhuak thei turin an thil sawi te uluk taka sawichhawn tir.</p> <p>An thu sawichhawn chu a mood ang zelin an awki te pawh an thlak danglam tur a ni.</p> <p>An duh chuan mizo tawngin lemchan (script) an phuah thei ang.</p> <p>Chawlhkar 2 -na Activity 2</p> <p>Robot emaw puppet emaw anga lam: Naupangte chu taksa ti lum tura insawizawi hmasain, an taksa peng hrang hrang – kut, ke, ban, lu, kawng, etc. te zawi zawiin tiche hmasa se.</p> <p>An taksa a lum hnu chuan naupangte chuan an music duhzawng te ngaithla chungin puppet emaw robot ang a che in lam se.</p>	<p>Thawnthu bu, milem bu, T.V, zirlaibu.</p> <p>Notebook, thawnthu bu, pen, pencil.</p> <p>Music, video, radio, mobile phone (a remchan chuan).</p> <p>T.v, film, video clip, mobile phone (a remchan chuan).</p>



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>	<i>Hmanruate</i>
<ul style="list-style-type: none"> An taksa bung hrang hrangte thunun thiamin an lam thiam ang. T.V, internet te a an thil en – lam, zai, rimawi tum te an ngaihluin, an zirthiam ang. 	<p>Chawlhkar 3 -na Activity 3</p> <p>Heng ri hrang hrang - ruahsur, thli tleh, tuifawn, khawpui ri, tek ri te ngaithla in – an aw emaw taksa emaw in a ri ang siam ve se.</p> <p>Nu leh pa, pi leh pu te nen hlim takin an tiho thei ang. A thei chuan record se, sikul luh huna ngaihthlak ho theih turin. Naupangte hian an lanna video te hi hmuhnawm an ti thin hle a. Hei hian an thil tih a ngaihhlut thiam tir a, an zir leh zelna kawngah a pui thei a ni.</p> <p>Chawlhkar 4 -na Activity 4</p> <p>Pawnto hla, nursery rhymes, tawngtai hla, chang sawi, etc te a thluk zirtirin, an mahni kum mil ang zel a thlangchhuakin, sak leh lampui (action) ni se.</p> <p>Nu leh pa ten a theih chin chinah tihpuiin, hlim taka zaihonate neih thin ni se.</p>	<p>Mobile phone (a remchan chuan).</p> <p>Nursery rhymes bu, pawnto hlabu, zirlaibu.</p> <p>Khuang, guitar, etc.</p>

Note: Naupangten an thil tih (activity) te hi sikul luh veleh submit tur a ni.



Class IV – V

<i>An tih tur an tih zawha an thiamchhuah ngei tur (Learning Outcomes)</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>	<i>Hmanruate</i>
<ul style="list-style-type: none"> • Rimawi tumchi chi hrang hrang te hre hrangin, an vawng ang. • Rimawi tumchi te an tum thiam ang. • Hnamlam chi hrang hrang lam hun leh lamdan an hria ang. • Mizo thumhnaw hlutna leh inbelna hun an hria ang. 	<p>Chawlhkar 1 -na Activity 1</p> <p>Mizo in rimawi tumchi kan neih zing atangin pathum thlang chhuak la, a lem ziakin rimawi tumchi chu sawizau rawh se.</p> <p>Naupangte chu T.V emaw internet-ah emaw rimawi tumchi chi hrang hrang an tum lai en ni se. Entirnan – phenglawng, tingtang, khuang, phaiphuleng, etc.</p> <p>Chawlhkar 2 -na Activity</p> <p>Hnamlam i duh ber thlangchhuak la, a lem nen an chanchin sawi zau rawh – entirnan: incheina, lam an entir hun, etc.</p> <p>Naupangte chu T.V emaw internet emaw atangin heng lam te hi chik zawkin zirchian tir ni se.</p> <p>Naupangte chuan hnamlam an duh ber zir se, an lam lai record se la, zirtirtute leh an thiante hnenah thawn tur a ni.</p>	<p>Lehkha, pen, pencil, rawng, T.V, Video, Mobile phone (a remchan chuan).</p> <p>Lehkha, pen, pencil, rawng, T.V, Video, Mobile phone (a remchan chuan).</p>



<i>An tih tur an tih zawha an thiamchhuah ngei tur (Learning Outcomes)</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>	<i>Hmanruate</i>
<ul style="list-style-type: none"> National Anthem a lamdan dik takin, en lovin an sa thiam ang. Thawnthu sawichhawn an thiam ang. Anmahni irawm chhuakin thawnthu an phuah thiam ang. 	<p>Chawlhkar 3 -na Activity 3</p> <p>National Anthem ngaihthlak tir in, a lam dan diktak nen en lo a sa thei turin zir se.</p> <p>Naupangte chuan an sa lai record se, zirtirtute hnenah thawn ni se.</p> <p>Chawlhkar 4 -na Activity 4</p> <p>Mizo thawnthu awmsa atangin emaw mahni thawnthu phuahchhawp emaw an chungte hmaah sawi tir ni se (story telling). An sawi lai record in, zirtirtute thawn ni se.</p>	<p>T.V, Video, Mobile phone (a remchan chuan).</p> <p>https://www.youtu.be/HtMF973tXIY</p> <p>Mizo thawnthubu, mobile phone (a remchan chuan).</p>

Note: Naupangten an thil tih (activity) te hi sikul luh vele submit tur a ni.



Class VI – VIII

<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Kar tina zir laite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>	<i>Hmanruate</i>
<ul style="list-style-type: none"> Mizo hnam hla/mizo hla te ngaithlain an sa thiam ang. Hla leh solfa inkungkaihna an hria ang. Tonic solfa an thiam ang. Rimawi tumchi tum dan an hre hrang ang. Hla thluk awlsam te te an tum thiam ang. Mizo thawnthu ngaihhlutna chang an hria ang. Ngaihnawm takin an sawichhawng thiam bawk ang. 	<p>Chawhkar 1 -na Activity 1 Hnam hla/mizo hla zir ni se. An hla zir te khuang emaw ñingtang emaw nen remin record se. Zirtirtu hnenah thawn tur a ni.</p> <p>Chawhkar 2 -na Activity 2 Hnam hla/mizo hla an zir te hi tonic solfa a dah dan zir tel ni se. An solfa zir te record in zirtirtu hnenah thawn ni se.</p> <p>Chawhkar 3 -na Activity 3 Rimawi tumchi an hmuh theih remchang apiang- entirnan- ñingtang, phenglawng, phaiphuleng, khuang, keyboard, etc. tum (play) zir se. Heng an thil zir te hi record in zirtirtu hnenah thawn tur a ni.</p> <p>Chawhkar 4 -na Activity 4 Mizo thawnthu pathum tal chhiarin, an chungte hnenah sawichhawng leh se. An thawnthu sawilai record in zirtirtute thawn ni se.</p>	<p>Hla bu, khuang, ñingtang, mobile phone (a remchan chuan).</p> <p>Hla bu tonic solfa awm, T.V, video, mobile phone (a remchan chuan).</p> <p>Khuang, ñingtang, phaiphuleng, phenglawng, keyboard, etc.</p> <p>Mobile phone (a remchan chuan).</p> <p>Mizo thawnthu bu.</p> <p>Mobile phone (a remchan chuan).</p>

Note: Naupangten an thil tih (activity) te hi sikul luh veleh submit tur a ni.





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