

Date and Month	Topic	Sub Topics	Key concept	Related Concepts	Global context
अप्रैल-मई	कहानी और कविता	- कहानी : परीक्षा - आत्मकथा - हीरे की आत्मकथा - कविता -हिमालय -अनुच्छेद लेखन -अनौपचारिक पत्र - काल - विशेषण	Creativity	Message Self-expression	Identities and Relationships
जुलाई-सितम्बर	एकांकी	संवाद : ग्रामीण और शहरी एकांकी : सफेदपोश शैतान संवाद लेखन एकांकी लेखन कारक, □□□□□□□□ शब्द , □□□□ □□□□□□ □□ □□□ एक □□□□	Communication	Perspective Audience Point of view	Fairness and development
अक्टूबर से दिसंबर	रचनात्मक लेखन	जीवनी - महेंद्रसिंह धोनी रेखाचित्र -सोना लेख चित्र-वर्णन	Creativity	Purpose Patterns	Identities and Relationships
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Teacher(s)	Seeta Chaturvedi	Subject group and discipline	Hindi		
Unit title	Creative writing	MYP year	1	Unit duration (hrs)	22

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Creativity	Purpose Context	Dimensions of Time and space
Statement of inquiry		
Exchanging of ideas and interaction helps in us in creating new things		
Inquiry questions		
<p>Factual— What are the elements of creative writing?</p> <p>Conceptual— Personal efficacy is important for creative writing?</p> <p>Debatable— To what extent creativity can be considered a inborne trait?</p>		
Objectives	Summative assessment	
<p>Objective B: Comprehending written and visual text</p> <p>i-identify basic facts, main ideas and supporting details, and draw conclusions</p> <p>ii-recognize basic conventions including aspects of format and style, and author’s purpose for</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>A written and visual text will be given and children will be writing the answers of the questions. They will also be expressing their views the author’s purpose.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Children will learn how to express happiness and the f</p>

<p>writing</p> <p>iii- engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</p> <p>Objective D: Using language in spoken and/or written form</p> <p>i-write or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation</p> <p>ii-organize information and ideas and use a range of basic cohesive devices</p> <p>iii- use language to suit the context.</p>		
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Approaches to learning (ATL)

Communication- Write for different purposes. Children will be writing dialogue on the given topics

Research skills- Access information to be informed and inform others - children will be reading sansmaran

Collaboration skills- Manage and resolve conflict, and work collaboratively in teams – group activity

Action: Teaching and learning through inquiry

Content	Learning process
<p>संस्मर-बचपन Story</p> <p>चित्र-वर्णन विग्यापन लेखन,</p> <p>Notice writing-</p>	<p>Learning experiences and teaching strategies</p> <p>Activity-1 Students will be devied into a group of two. The teacher will give them four words. Studnets will be asked to write a poem using the words given to them.</p> <p>Activity-2 Students will be asked to create some work using the piece of paper.</p> <p>After these activities the teacher will ask students questions related to the creativity and based on the answers</p>

<p>Dialogue writing</p> <p>औपचारिक-पत्र</p>	<p>children will be introduced with the unit.</p> <p>'BACHAPAN' sansmaran-story based on will be displayed on the board. Students will be asked to read it. Teacher will be asking the questions related to each paragaph and with the help of the students the story will be explained. Teacher will discuss the format of the story, how it is different with the story we read in the last unit and will explain what is sansmaran and how the story is written in this format.</p> <p>Activity- Students will be writing the answers of the question base on the story.</p> <p>A vigyapan will be shown to the students. Teacher will disucss how to write vigyapan, types of Vigyapan and how to make it attractive. A video will also be shown to students to teach the Advertisement writing skills.</p> <p>Activity- Children will be devided into a group of three and will be asked to make a vigyapan of any product.</p> <p>Children will be devided into a group of four. They will be asked how they will inform schooll about the competition. Students willl be writing it and presenting in the group then the teacher will explain how to write notice.</p>
	<p>Formative assessment</p> <p>Fa-1 diary entry – crietiera d</p> <p>FA- 2 a visual text will be given. Children will be writing on the given topic</p>
	<p>Differentiation</p> <ul style="list-style-type: none"> • peer support in small, mixed-ability groups (help others to succeed) • allowing students to work on their own best pace • scaffolding of task requirements • extended time for assignments

Resources
https://www.youtube.com/watch?v=pMj8EQvfjCs&vl=en https://indiashines.in/cbse/ncert-solutions-class-6th-hindi-chapter-2785435/ https://www.youtube.com/watch?v=AeHB1uluxUU https://www.youtube.com/watch?v=9DHmvQKBT14 https://www.youtube.com/watch?v=avfgyriA9x4

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<p>Through various creative writing activities and after reading extracts and diaries the students will learn different techniques of writing. They will learn how to make their writing more creative interesting</p>		

/Teacher(s)	Seeta Chaturvedi	Subject group and discipline	Hindi		
Unit title	Enquality	MYP year	1	Unit duration (hrs)	?

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Communication	Form Message Function	Fairness and development- inequality, difference and inclusion
Statement of inquiry		
Form and function are fundamental for an effective exchange of information and ideas.		
Inquiry questions		
Factual: What are the key elements of an informative text? Conceptual: How do we communicate in our community? Debatable: Can a person be part of a community even when they do not mix with anyone else?		
Objectives	Summative assessment	

<p>Criterion A: Comprehending written and visual text</p> <p>i-identify basic facts, main ideas, and supporting details, and draw conclusions</p> <p>ii-recognize basic conventions</p> <p>iii- engage with the written and visual text by identifying ideas, opinions and by making a personal response to the text based.</p> <p>iii-</p> <p>Criterion C: Comprehending in response to spoken and/ or written and/or visual text</p> <p>i-respond appropriately to spoken and /or visual text in a limited range of familiar situations.</p> <p>ii-use phrases to communicate ideas, feelings, and information in familiar situations</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Task 1 Criterion (C)</p> <p>visual text</p> <p>अपठित गद्यांश</p> <p>संवाद लेखन</p> <p>विषय पर आधारित विडियो / पठन सामग्री दी जाएगी। छात्र विषय को ध्यान में रखकर अपने भाव और विचारों को क्रमबद्धदंग से व्यक्त कर सकेंगे।</p> <p>Task 2 Criterion (D)</p> <p>-दिए गए विषय पर अनुच्छेद के रूप में अपने विचार लिखने को दिया जाएगा।</p> <p>- पाठ पर आधारित प्रश्नोत्तर</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>विषय पर आधारित विडियो / पठन सामग्री दी जाएगी। छात्र विषय को ध्यान में रखकर अपने भाव और विचारों को क्रमबद्धदंग से व्यक्त कर सकेंगे।</p> <p>जिससे छात्र के लेखन कौशल और भाषा-ज्ञान की परीक्षा की जा सके।</p>
<p>Approaches to learning (ATL)</p>		

Action: Teaching and learning through inquiry

Content	Learning process
ग्रामीण और शहरी सफ़ेदपोश शैतान	Learning experiences and teaching strategies
संवाद लेखन एकांकी लेखन कारक	Formative assessment पात्र-अभिनय संवाद लेखन
	Differentiation बच्चों को उनके स्तर के अनुसार गतिविधि दी जाएगी। बच्चे अपनी रुचि के अनुसार दिए गए विषय को लिखकर, चित्रों द्वारा या अभिनय द्वारा प्रस्तुत करेंगे।
Resources	
गूगल, विडियो, प्रोजेक्टर, पठन सामग्री, स्वरचित अभ्यास प्रपत्र,	

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
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