

<b>Teacher(s)</b>	Seeta Chaturvedi	<b>Subject group and discipline</b>	Hindi		
<b>Unit title</b>	Stories & Poem	<b>MYP year</b>	2	<b>Unit duration (hrs)</b>	20

### Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Creativity	Message Self-expression	Human nature and human dignity, moral reasoning and ethical judgement
<b>Statement of inquiry</b>		
जीवन में कर्मनिष्ठ और कर्तव्य का पालन करने वाले व्यक्ति को ही सफलता मिलती है।		
<b>Inquiry questions</b>		
Factual— सफलता किसे मिलती है?		
Conceptual— कर्तव्यनिष्ठ व्यक्ति के कौन-कौन से गुण हैं?		
Debatable— मित्रता और कर्तव्य दोनों में से कौन ज्यादा महत्वपूर्ण है और क्यों?		
<b>Objectives</b>	<b>Summative assessment</b>	
<b>Criterion B: Comprehending written and visual text</b> i-show understanding of information, main ideas and supporting details, and draw conclusions	Outline of summative assessment task(s) including assessment criteria <b>Criterion B: Comprehending written and visual text</b>	Relationship between summative assessment task(s) and statement of inquiry:  छात्रों के ज्ञान और उनका अपने जीवन में प्रयोग करना सीखेंगे। छात्रों के वाचन कौशल और लेखन कौशल का

<p>iii-engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text based on personal experiences and opinions.</p> <p><b>Criterion D: Using language in spoken and or written form</b></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>iii-use language to suit the language</p>	<p>आपका मित्र विदेश में रहता है। उसे होली त्योहार के बारे में कोई जानकारी नहीं है। विदेश में रहने वाले अपने मित्र को होली त्योहार के बारे में बताते हुए पत्र लिखिए।</p>	<p>विकास होगा। नैतिक मूल्यों का जीवन में महत्त्व समझेंगे। जिससे छात्र के लेखन कौशल और भाषा-ज्ञान की परीक्षा की जा सके।</p>
<p><b>Approaches to learning (ATL)</b></p>		
<p>Creative writing</p>		

**Action: Teaching and learning through inquiry**

Content	Learning process
<p><b>कविता-</b> कर्मवीर (कवि -अयोध्यासिंह उपाध्याय कविता लेखन <b>कहानी-</b> बीस साल बाद (कर्तव्यबोध) <b>व्याकरण-</b> - वाक्य</p>	<p><b>Learning experiences and teaching strategies</b></p> <p>कविता / पाठ पर आधारित विडियो दिखाकर छात्रों को विषय से परिचित करवाया जाएगा। छात्रों के वाचन कौशल के विकास के लिए कविता और पाठ का वाचन करवाया जाएगा।</p> <p>मेहनत, ईमानदारी और कोशिश और कर्मवीर की विशेषताओं पर परिचर्चा की जाएगी जिससे छात्र इन गुणों को आत्मसात कर सके। छात्रों को अपने कर्तव्यपरायण बन सके।</p>

-अपठित गद्यांश अनौपचारिक पत्र अनुच्छेद लेखन	पाठ में आए नए शब्दों के अर्थ शब्दों के अर्थ बतलाए जाएंगे। वाक्यों के आधार पर वाक्य और वाक्य के भेद बतलाया जाएगा।  लेखन कार्य
	<b>Formative assessment</b> <b>कविता वाचन</b> अपठित गद्यांश को पढ़कर दिए गए प्रश्नों के उत्तर लिखना
	<b>Differentiation</b> विद्यार्थियों को उनके स्तर के अनुसार गतिविधि दी जाएगी।
<b>Resources</b>	
<a href="https://www.youtube.com/watch?v=voToSwGUzz0">https://www.youtube.com/watch?v=voToSwGUzz0</a> <a href="https://www.youtube.com/watch?v=tQwb7AH0iHQ">https://www.youtube.com/watch?v=tQwb7AH0iHQ</a> 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
छात्र नैतिक मूल्यों का महत्त्व समझेंगे। विद्यार्थियों के लेखन और वाचन कौशल का विकास होगा।	छात्रों ने पाठ में रुचि दिखाई और क्रियाकलाप अच्छी तरह से किया।	विषयवस्तु अधिक होने के कारण निर्धारित समय पर समाप्त नहीं हो सकी।

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<b>Teacher(s)</b>	<b>Seeta Chaturvedi</b>	<b>Subject group and discipline</b>	<b>Hindi</b>		
<b>Unit title</b>	<b>Creative writing</b>	<b>MYP year</b>	<b>2</b>	<b>Unit duration (hrs)</b>	<b>23</b>

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
Creativity	<b>Purpose</b> <b>Structure</b>	Identities and relationship- personal efficacy and agency; attitudes
<b>Statement of inquiry</b>		
Structure and purpose are essential for good writing.		
<b>Inquiry questions</b>		
<b>Factual— what is creative writing</b> <b>Conceptual— what are the elements of creative writing</b> <b>Debatable— upto what extents personal interest helps in creative</b>		

Objectives	Summative assessment	
<p><b>Objective B: : Comprehending written and visual text</b>  i-identify basic facts, main ideas and supporting details, and draw conclusions  ii-recognize basic conventions including aspects of format and style, and author’s purpose for writing  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><b>Objective D: Using language in spoken and/or written form</b>  i-write or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation  ii-organize information and ideas and use a range of basic cohesive devices  iii- use language to suit the context.</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>Children will be writing the autobiography of a pen or book.  A letter writing task will be given.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Children will learn how to express happiness in the form of writing..</p>
<b>Approaches to learning (ATL)</b>		
<p><b>Communication-</b> Write for different purposes..children will be writing email, autobiography and will be describing pictures etc  <b>Research skills-</b> Access information to be informed and inform others - children will be writing life history of his favourit leader/ player.  <b>Collaboration skills-</b> Manage and resolve conflict, and work collaboratively in teams – group activity</p>		

**Action: Teaching and learning through inquiry**

Content	Learning process
<p>-लेख-आत्मविश्वास और प्रेरणा के स्रोत ए पी जे अब्दुल कलाम।</p> <p>-संस्मरण</p> <p>- चित्रवर्णन, विज्ञापन लेखन, email. Formal letter</p> <p>अनेक शब्दों के लिए एक शब्द</p> <p>अनेकार्थक शब्द</p> <p>श्रुतिसमभिन्नार्थक शब्द</p> <p>Using the acquired knowledge in different writing (diapoems, creative essays)</p>	<p><b>Learning experiences and teaching strategies</b></p> <p>To connect the students with topic a picture depicting different form of writing will be shown to the students. Students will be discussing the elements of the creative writing.</p> <p>A video on the life of Dr APJ Kalam will be shown to the students. Students will be asked to write the life history, challenges and contribution. A handout will also be provided to them. Students will learn how to write life history.</p> <p>Students will be divided into a group of four and a handout of sansmaran will be given to them. They will be told to write the summary of the story and how the style of writing is different from the jeevani which they wrote in the last lesson.</p> <p>A picture depicting the advertisement of the product will be shown to the students. Children will be analysing the elements of the advertisement. Activity- Advertisement writing in a group of two students.</p> <p>Students will be into a group of two. They will be asked to convey the message using a different form of the communication such as letter writing, email, sms etc. with the help of the students teacher will be explaining the difference and how to write it.</p> <p><b>Formative assessment</b></p> <p>Fa-1 Students will be making Advertisement on the given topic.</p> <p>FA- 2 A visual text will be given. Children will be writing the answers.</p> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• peer support in small, mixed-ability groups (help others to succeed)</li> <li>• different sets of worksheets or exercises depending on students' abilities</li> <li>• allowing students to work on their own best pace</li> <li>• scaffolding of task requirements</li> </ul>

	<ul style="list-style-type: none"> <li>extended time for assignments</li> </ul>
<b>Resources</b>	

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

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



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