

**CLASS – VI**  
**LESSON PLAN**  
**CHAPTER-6: INTEGERS**

|                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit                                                                                                          | CH -6 Integers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Class Transaction                                                                                             | Total:5 periods (approx. 40 min each)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Pre-requisite for the course                                                                                  | This lesson requires <ol style="list-style-type: none"> <li>1. Basic knowledge of natural numbers, whole numbers,</li> <li>2. Knowledge of line.</li> <li>3. Knowledge of addition and subtraction.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Assessment of qualifying knowledge                                                                            | <ol style="list-style-type: none"> <li>1. Written test</li> <li>2. Lab activity</li> <li>3. HW notebook</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Objective                                                                                                     | Students would be able to identify the difference between positive numbers and negative numbers thereby inculcating competencies like <b>collaboration, critical thinking and creativity</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Learning Outcomes                                                                                             | <p><b>KNOWLEDGE-</b> <i>Students will <b>develop</b> the ability to <b>understand</b></i></p> <ol style="list-style-type: none"> <li>1. Positive and negative numbers</li> <li>2. The method of plotting integers on the number line.</li> <li>3. Performing addition and subtraction of integers on the number line.</li> </ol> <p><b>SKILLS and COMPETENCIES-</b> <i>Students would be able to</i></p> <ol style="list-style-type: none"> <li>1. Develop the ability to <b>analyze</b> and differentiate between positive and negative numbers.</li> <li>2. Perform numerical skills like addition and subtraction of integers on the number line and develop <b>critical thinking and collaboration competencies in the process.</b></li> </ol> |
| Strategies<br>(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.) | <p>Transaction would proceed in the following manner-</p> <p><i>Brain Storming</i>-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying.</p> <p><i>Introduction of the topic</i>- ppt and Digital Content would be shared</p> <p><i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom.</p> <p><b>Techniques to be used:</b><br/>Jeopardy, Hit it<br/>Daily Practice Problem<br/>MCQ<br/>Peer Assessment</p>                                                                                             |

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                     |               |                                |          |                                 |          |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------|--------------------------------|----------|---------------------------------|----------|
|                                    | Case Studies<br>Lab Activities<br>Any Other                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                     |               |                                |          |                                 |          |
| Resources                          | Text Book:<br>NCERT text book for Mathematics<br>Reference Book<br>CBSE Exemplar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                     |               |                                |          |                                 |          |
| Self Study, Home Work, Assignments | <p><b>Independent Practice:</b> Students would do the given questions in their H.W. notebooks .</p> <p>H.W. notebooks to be marked as per the given plan:</p> <p><i>Assessment Parameters:</i> The total marks for the activity is 10 marks</p> <p>On time submission.....2 mark</p> <p>Presentation/ Neatness.....2 mark</p> <p>Content.....6 marks</p> <p>It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.</p>                                                                                                                   |                     |               |                                |          |                                 |          |
| Assessments                        | <p>Through Pen Paper Test Students will be assessed <b>creatively and critically</b></p> <table> <tr> <td><b>4 UNIT TESTS</b></td> <td>25 Marks each</td> </tr> <tr> <td><b>HALF YEARLY EXAMINATION</b></td> <td>80 Marks</td> </tr> <tr> <td><b>ANNUAL BOARD EXAMINATION</b></td> <td>80 Marks</td> </tr> </table> <p><b>INTERNAL ASSESSMENT</b> 20 Marks</p> <ul style="list-style-type: none"> <li>Note Book Submission 10 Marks</li> <li>Lab Practical (Subject Enrichment ) 10 Marks</li> </ul> <p>Through lab Practical Students are assessed for <b>Collaboration, Character building, Character Building</b></p>                               | <b>4 UNIT TESTS</b> | 25 Marks each | <b>HALF YEARLY EXAMINATION</b> | 80 Marks | <b>ANNUAL BOARD EXAMINATION</b> | 80 Marks |
| <b>4 UNIT TESTS</b>                | 25 Marks each                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                     |               |                                |          |                                 |          |
| <b>HALF YEARLY EXAMINATION</b>     | 80 Marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                     |               |                                |          |                                 |          |
| <b>ANNUAL BOARD EXAMINATION</b>    | 80 Marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                     |               |                                |          |                                 |          |
| Addressing Classroom Diversity     | <p>Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups:</p> <p><i>For gifted students:</i></p> <ul style="list-style-type: none"> <li>Encouragement for referring other resources</li> </ul> <p><i>For weak students:</i></p> <ul style="list-style-type: none"> <li>Buddy help to be provided</li> <li>Provide grade-up classes</li> </ul> <p><i>For differently abled students:</i></p> <ul style="list-style-type: none"> <li>Ignore spelling mistakes and formulae, if not written</li> <li>Call parents at regular intervals</li> </ul> |                     |               |                                |          |                                 |          |

|                      | <ul style="list-style-type: none"><li>• Provide grade-up classes</li><li>• Encourage and motivate them at every level.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |             |        |           |  |      |  |  |     |  |  |      |  |  |     |  |  |   |  |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------|-----------|--|------|--|--|-----|--|--|------|--|--|-----|--|--|---|--|
| Marks                | The weightage would be given by CBSE.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |             |        |           |  |      |  |  |     |  |  |      |  |  |     |  |  |   |  |
| ASSESSMENT QUESTIONS | <p><b>Q1.</b> Write true or false:</p> <p>(a) Zero is less than every positive number and greater than every negative number. _____</p> <p>(b) Every negative number is greater than every positive number. _____</p> <p>(c) Zero is both a negative and a positive integer. _____</p> <p>(d) Farther the number from zero on the right, greater is its value. _____</p> <p>(e) The sum of two positive numbers is always negative. _____</p> <p><b>Q2.</b> Write any five negative integers greater than -10.</p> <p><b>Q3.</b> Find the absolute value: <math> -1-8-7 </math></p> <p><b>Q4.</b> Which integer is neither positive nor negative?</p> <p><b>Q5.</b> Write the successor and predecessor of the following.</p> <table><tr><th>Predecessor</th><th>Number</th><th>Successor</th></tr><tr><td></td><td>- 57</td><td></td></tr><tr><td></td><td>203</td><td></td></tr><tr><td></td><td>-750</td><td></td></tr><tr><td></td><td>147</td><td></td></tr><tr><td></td><td>0</td><td></td></tr></table> <p><b>Q6.</b> Write the opposite of:</p> <p>(a) <math>18^{\circ}</math> C below zero. _____</p> <p>(b) Going east. _____</p> <p>(c) Withdrawing money. _____</p> <p>(d) Gaining weight of 15 kg. _____</p> <p>(e) -48 _____</p> | Predecessor | Number | Successor |  | - 57 |  |  | 203 |  |  | -750 |  |  | 147 |  |  | 0 |  |
| Predecessor          | Number                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Successor   |        |           |  |      |  |  |     |  |  |      |  |  |     |  |  |   |  |
|                      | - 57                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |        |           |  |      |  |  |     |  |  |      |  |  |     |  |  |   |  |
|                      | 203                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |             |        |           |  |      |  |  |     |  |  |      |  |  |     |  |  |   |  |
|                      | -750                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |        |           |  |      |  |  |     |  |  |      |  |  |     |  |  |   |  |
|                      | 147                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |             |        |           |  |      |  |  |     |  |  |      |  |  |     |  |  |   |  |
|                      | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |             |        |           |  |      |  |  |     |  |  |      |  |  |     |  |  |   |  |

|                                           |                                                                                                                                           |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>DAY</b>                                | <b>ONE</b>                                                                                                                                |
| <b>Objective</b>                          | <b>Enhance</b> ability to accurately recognize and represent integers on the number line and developing creativity and critical thinking. |
| <b>Assessment of qualifying knowledge</b> | Quiz and knowledge testing on rational numbers and their operations.                                                                      |
| <b>Learning Outcomes</b>                  | <u><b>KNOWLEDGE</b></u> - <i>Students will know and <b>identify</b> Natural Numbers, whole numbers.</i>                                   |

|                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                   | <u><b>SKILLS and COMPETENCIES</b></u> <i>Students would be able to <b>Reason effectively and critically</b> identify positive and negative integers.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Transaction Methodology</b><br>(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.) | <p>Transaction would proceed in the following manner-</p> <p><b>Anticipatory Set: 10 min</b><br/>Facilitator will ask few questions to introduce the topic</p> <ul style="list-style-type: none"> <li>• What is the result when more quantity is subtracted from less quantity.</li> <li>• How to write a loss of Rs 1000 ?</li> <li>• What will be the opposite of 2 ?</li> <li>• How to express temperature of polar regions?</li> </ul> <p><b>Discussion of topic through Collaborative Learning: 15 min</b><br/><u><b>Inquiry based learning</b></u> (Critical Thinking and Problem Solving, Think Pair and Share)<br/>Students would be asked to work in groups and write different types of situations where opposite operations take place. The facilitator would take rounds and ensure that each learner is engaged. The learner refine their experiences to the class and proceed the explanation.</p> <p><b>Guided practice: 10 min</b><br/>The students will solve the questions from NCERT book, solved examples before Ex 6.1 in their notebook in the class with the help of their facilitator. The facilitator would take rounds and help the students in solving the questions.</p> <p><b>Independent Practice:</b> Students will go through the solved examples before Ex 6.1 of NCERT text book.</p> <p><b>Closure: 5 min, ( Using Password )</b><br/>A short oral test would be taken to check proper assimilation of the topic discussed.</p> |
| Resources                                                                                                                         | <p>Text Book:<br/>NCERT text book for Mathematics</p> <p>Reference Book<br/>CBSE Exemplar</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Self Study, Home Work, Assignments                                                                                                | <b>Independent Practice:</b> Students would do the given questions in their H.W. notebooks of exercise.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Assessments                                                                                                                       | Oral Test (5 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>DAY</b>                                                                                                                        | <b>TWO</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Objective</b>                                                                                                                  | Students will be able to plot integers on the number line in <b>collaborative manner</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Assessment of qualifying knowledge</b>                                                                                         | Written questions on representing integers on number line.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Learning Outcomes</b>                                                                                                          | <p><u><b>KNOWLEDGE</b></u>- <i>Students will know and <b>Demonstrate</b> the ability to perform single operation on the number line.</i></p> <p><u><b>SKILLS and COMPETENCIES</b></u>- <i>Students will be able to <b>differentiate</b> and <b>represent integers</b> on the numbers line, in <b>collaboration</b> with each other.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Transaction Methodology</b><br>(The teacher can use                                                                            | <p>Transaction would proceed in the following manner-</p> <p><b>Recapitulation: 5 min</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| the mentioned techniques, wherever applicable, and can use any other too.)                                                        | <p>Brainstorming on the previously taught concept would be done.</p> <p><b>Discussion of topic through Collaborative Learning: <u>15 min</u> (Critical Thinking, Collaboration)</b></p> <p>An oral quiz using <b>SLAP</b> but with different set of questions will be taken and students will be asked to identify integers, write integers on number line, also she can show addition and subtraction on the number line by calling the Roll calls 1 -5 and can show visually what is <math>5 + 2 = 7</math> or <math>5 - 2 = 3</math>. This helps students to have better understanding.</p> <p><b>Guided practice: <u>15 min</u></b></p> <p>The students, with the help of the facilitator, will solve the questions from NCERT book of Exercise – 6.2 in their notebook in the class. The facilitator would ensure that each student tries to be independent at the work as well as be under the teacher's guidance.</p> <p><b>Independent Practice:</b> Students will complete the remaining HW parts of Exercise 6.2. in their Math HW notebook.</p> <p>Students who would face difficulty in solving the problem would solve with the help of their buddies.</p> <p><b>Closure: <u>5 min</u></b></p> <p>A short oral test would be taken to check proper assimilation of the topic discussed.</p> |
| Resources                                                                                                                         | <p>Text Book:</p> <p>NCERT text book for Mathematics</p> <p>Reference Book</p> <p>CBSE Exemplar</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Self Study, Home Work, Assignments                                                                                                | <b>Independent Practice:</b> Students would do the given questions in their H.W. notebooks of Ex 6.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Assessments                                                                                                                       | Oral quiz /SLAP(5 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>DAY</b>                                                                                                                        | <b>THREE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Objective</b>                                                                                                                  | To solve the questions based on operations on integers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Assessment of qualifying knowledge</b>                                                                                         | Written questions on addition and subtraction of integers using number line.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Learning Outcomes</b>                                                                                                          | <p><u><b>AFFECTIVE</b></u>- <i>Students will <b>attain</b> the mastery on solving of integers using number line.</i></p> <p><u><b>SKILLS and COMPETENCIES</b></u> - <i>Students will attain mastery on integers critically and collaboratively.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Transaction Methodology</b><br>(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.) | <p>Transaction would proceed in the following manner-</p> <p><b>Recapitulation: <u>5 min</u></b></p> <p>A quick recap on previous day learning.</p> <p><b>Discussion of topic through Collaborative Learning: <u>15 min</u> ( HEAD THE NUMBER )</b></p> <p><b>(Critical / Collaborative thinking)</b></p> <p>The class will be divided into small groups and they will do questions of EX6.2. The facilitator would take rounds and help students with their doubts.</p> <p><b>Guided Practice: <u>15 min</u></b></p> <p>The students will solve the questions from NCERT book of Exercise – 6.2 in their notebook in the class collaboratively and critically. The facilitator</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                       | <p>would ensure that each student tries to be independent at the work as well as be under the teacher's guidance.</p> <p><b>Independent Practice:</b> Students will complete the remaining HW parts of Exercise 6.2 in their Math HW notebook.</p> <p><b>Closure: 5 min (Digital Content)</b><br/>A short video on rules to solve integers can be shown.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Resources                                                                                                             | <p>Text Book:<br/>NCERT text book for Mathematics</p> <p>Reference Book<br/>CBSE Exemplar</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Self Study, Home Work, Assignments                                                                                    | <b>Independent Practice:</b> Students would do the given questions in their H.W. notebooks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Assessments                                                                                                           | Independent practice/ head the number                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>DAY</b>                                                                                                            | <b>FOUR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Objective</b>                                                                                                      | To understand the operation of addition and subtraction of integers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Assessment of qualifying knowledge</b>                                                                             | Independent practice.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Learning Outcomes</b>                                                                                              | <p><b>KNOWLEDGE-</b> <i>Students will <b>develop</b> the ability to <b>understand</b> the</i><br/>To perform addition and subtraction according to their sign.</p> <p><b>SKILLS and COMPETENCIES -</b> <i>Students would be able to</i><br/>1. <b>Critically apply</b> the concepts in given situations and <b>collaboratively</b> realize the fact that difference between <b>the two integers have the sign of integer with higher numerical value.</b></p>                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Strategies.</b><br>(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.) | <p>Transaction would proceed in the following manner-</p> <p><b>Recapitulation: 5 min</b><br/>Quick revision on the previous concept would be taken up.</p> <p><b>Discussion of topic through Collaborative Learning: 15 min</b><br/>(Critical, Collaboration, Creativity)<br/>Integers, concept of zero, direction. This would be discussed in detail with vivid examples.</p> <p><b>Guided Practice: 15 min</b><br/>The students will solve the questions from NCERT book, solved examples before Ex 6.3 their notebook in the class with the help of their facilitator. The facilitator would take rounds and help the students in solving the questions.</p> <p><b>Independent Practice:</b> Students will find various situations which are opposite in nature.</p> <p><b>Closure: 5 min</b><br/>Discussion of muddiest point.</p> |
| Resources                                                                                                             | <p>Text Book:<br/>NCERT text book for Mathematics</p> <p>Reference Book<br/>CBSE Exemplar</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Self Study, Home Work, Assignments                                                                                    | <b>Independent Practice:</b> Students would do the given questions in their H.W. notebooks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assessments                                                                                                                       | MCQ (5 minutes)/ Independent Practice.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>DAY</b>                                                                                                                        | <b>FIVE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Objective</b>                                                                                                                  | To attain the mastery on the questions based on operations on integers without using number line                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Assessment of qualifying knowledge</b>                                                                                         | Written questions on addition and subtraction of integers without using number line /Independent practice LAB ACTIVITY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Learning Outcomes</b>                                                                                                          | <p><u>AFFECTIVE</u>- <i>Students will <b>attain</b> the mastery on the problems based on integers without using number line.</i></p> <p><u>SKILLS and COMPETENCIES</u> - <i>Students would be able to <b>critically and collaboratively attain the mastery on</b> the concepts in given situations and apply integers in day to day life.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Transaction Methodology</b><br>(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.) | <p>Transaction would proceed in the following manner-</p> <p><b>Recapitulation: <u>5 min</u></b><br/>A quick recap on the learned concept.</p> <p><b>Discussion of topic through Collaborative Learning: <u>15 min</u> ( Head The Number )</b><br/><b>(Critical / Collaborative thinking / HEAD THE NUMBER/SLAP)</b><br/><b>The learner will be divided into small groups and will solve the exercise.</b><br/>The facilitator would take rounds and help students with their doubts.</p> <p><b>Guided Practice: <u>15 min</u></b><br/>The students will solve the questions from NCERT book of Exercise – 6.3 in their notebook in the class with the help of their facilitator. The facilitator would ensure that each student tries to be independent at the work as well as be under the teacher’s guidance.</p> <p><b>Independent Practice:</b> Students will complete the remaining HW parts of Exercise 6.3 in their Math HW notebook.</p> <p><b>Closure: <u>5 min ( Digital Content)</u></b><br/>A short video on rules to solve integers can be shown</p> |
| Resources                                                                                                                         | <p>Text Book:<br/>NCERT text book for Mathematics</p> <p>Reference Book<br/>CBSE Exemplar</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Self Study, Home Work, Assignments                                                                                                | <b>Independent Practice:</b> Students would do the given questions in their H.W. notebooks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Assessments                                                                                                                       | Written test + lab Activity (5 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |