



## DAILY TEACHING NIB

### Show and Tell as a part of **α**lpha Teachers' Tool Kit

#### Dear **α** LPHA TEACHER,

Show and Tell is an instructional aid wherein students are given a topic which they have to explain with the help of props (such as, chart, puppets, muppets, different shapes, etc.). This aid will help the students to be creative, imagine unique ways to make something, improve public speaking, voice modulation and enhance confidence.

#### Following are some tips to use Show and Tell in the classroom at Primary Level mapped to the Multiple Intelligence Theory by Howard Gardner.

1. After teaching the chapter 'Mittu and the Yellow Mango', students can be asked to narrate the story of Mittu and the Yellow Mango with the help of props which they have to make out of waste. (**Linguistic Intelligence, Bodily - kinesthetic Intelligence**)
2. After teaching the poem 'Miyaun Miyaun', students can be asked to make a mask of a cat and recite the poem before the class while acting like a cat. (**Linguistic Intelligence, Bodily - kinesthetic Intelligence, Musical Intelligence**)
3. After teaching the chapter 'Shapes and Designs', students can be assigned different shapes and designs or they can be asked to come up with different shapes and designs which they will ask the students to make with them after they present the model of the same before the class. (**Linguistic Intelligence, Bodily - kinesthetic Intelligence, Spatial Intelligence**)

#### Following are some tips to use Show and Tell in the classroom at Secondary Level mapped to the Multiple Intelligence Theory by Howard Gardner.

1. After teaching the chapter 'The Earth in the Solar System', students can be divided into groups and each group will be assigned earth and a planet. Each group has to make the assigned with minimum cost incurred and present the same before the class. They also need to tell the features of the assigned planets. (**Linguistic Intelligence, Bodily - kinesthetic Intelligence, Spatial Intelligence**)
2. After teaching the chapter 'The Delhi Sultans', students can be assigned different sultans of Delhi whom they have to represent before the class. They also need to speak about their lives (like birth, death, their reign, etc.) (**Linguistic Intelligence**)
3. After teaching the chapter 'Visualising Solid Shapes', students can be assigned different shapes that they have to make out of waste and present before the class. They also need to tell its features. (**Linguistic Intelligence, Bodily - kinesthetic Intelligence, Spatial Intelligence**)

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Kindly share the experience of using Show and Tell in the classroom and it would further be discussed as and when feasible.

#### Happy Interning!

Programme Curators

Department of Education, Chitkara University, Punjab



## DAILY TEACHING NIB

### Speak up as a part of **Alpha Teachers'** Tool Kit

#### Dear **ALPHA TEACHER,**

Speak up is an instructional aid wherein students are given a topic on which they have to share their thoughts and learnings before the class. This aid helps the students to improve public speaking skills, body language, enhance confidence and eliminate stage fear.

#### Following are some tips to use **Speak up** in the classroom at **Primary Level** mapped to the **Multiple Intelligence Theory** by Howard Gardener.

1. After teaching the poem 'Rain in Summer', students can be given lines from the poem and asked to explain the same. (**Linguistic Intelligence, Inter-personal Intelligence, Intra-personal Intelligence**)
2. After teaching the chapter 'Muft hi Muft', students can be divided into groups on the basis of sections in the chapter. One by one, students will come from each group and summarize the section assigned. (**Linguistic Intelligence, Inter-personal Intelligence, Intra-personal Intelligence**)
3. After teaching the chapter 'Smart Charts', students can be divided into groups on the basis of types of charts given in the chapter. One by one, students will come from each group and explain the method of making the chart as per one numerical question. (**Logical-mathematical Intelligence, Linguistic Intelligence, Inter-personal Intelligence, Intra-personal Intelligence**)

#### Following are some tips to use **Speak up** in the classroom at **Secondary Level** mapped to the **Multiple Intelligence Theory** by Howard Gardener.

1. After teaching the chapter 'Key Elements of a Democratic Government', students can be divided into groups of 4 on the basis of topics given in the chapter. One by one, students will come from each group and present their learnings and views in front of class. After presenting their views, they need to ask questions related to the same from the class. (**Linguistic Intelligence, Inter-personal Intelligence, Intra-personal Intelligence**)
2. After teaching the chapter 'Perimeter and Area', students can be divided into groups on the basis of shapes, for instance, square, rectangle, etc. as per given in the chapter. The group members need to frame one question as per the assigned shape and have to explain the same before the class. (**Logical-mathematical Intelligence, Linguistic Intelligence, Inter-personal Intelligence, Intra-personal Intelligence**)
3. After teaching the chapter 'Some Natural Phenomena', students can be divided into groups on the basis of phenomena given in the chapter. One by one, students will come from each group and present their learnings and views in front of class. (**Linguistic Intelligence, Inter-personal Intelligence, Intra-personal Intelligence**)

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Kindly share the experience of using **Speak up** in the classroom and it would further be discussed as and when feasible.

#### Happy Interning!

Programme Curators

Department of Education, Chitkara University, Punjab





## DAILY TEACHING NIB

### Choose the Right One as a part of **α**lpha Teachers' Tool Kit

#### Dear **α** LPHA TEACHER,

Choose the Right One is an instructional aid wherein students are given multiple choice questions related to the chapter taught, that they have to answer correctly by analysing the options given. This aid helps the students to develop and improve their analytical skills and keep the brain active.

#### Following are some tips to use Choose the Right One in the classroom at Primary Level mapped to the Bloom's Taxonomy.

1. After teaching the poem 'Tesu Raja Beech Bazaar', students can be instructed to frame multiple choice questions like, What is the next line after this?, Which is the missing word?, etc. on the basis of the chapter. Each student will then have to ask the framed questions to other students by randomly choosing any student. **(Remembering Level, Understanding Level, Analysing Level, Creating Level)**
2. After teaching the chapter 'Neha's Alarm Clock', students can be instructed to frame multiple choice questions on the basis of the difficult and new words that have come up in the chapter. Each student will then have to ask the framed questions to other students by randomly choosing any student. **(Remembering Level, Understanding Level, Analysing Level, Creating Level)**
3. After teaching the chapter 'A Snake Charmer's Story', students can be divided into pairs and can be instructed to frame multiple choice questions on the basis of the chapter. Student 'A' from pair 1 will ask questions from the student 'A' of pair 2. Then student 'B' of pair 2 will ask questions from student 'B' from pair 1. This way different pairs will be made and same rule will be followed. The pair which will be able to answer maximum questions and have maximum questions unanswered/ wrongly answer will be the winner. **(Remembering Level, Understanding Level, Analysing Level, Evaluating Level, Creating Level)**

#### Following are some tips to use Choose the Right One in the classroom at Secondary Level mapped to the Bloom's Taxonomy.

1. After teaching the chapter 'Rural Administration', students can be divided into groups and can be instructed to frame multiple choice questions on the basis of the chapter. A relay of questions can then be conducted wherein each group will have to ask the framed questions from other group. For instance, Group A can ask questions from Group C, Group B from D and so on. Repetition of questions will not be allowed. Each student can answer once in the group. The group which will be able to answer maximum questions within the given time will be the winner. **(Remembering Level, Understanding Level, Analysing Level, Creating Level)**
2. After teaching the chapter 'Electric Current and its Effects', students can be divided into groups and can be instructed to frame multiple choice questions on the basis of the chapter. Each group will then have to ask the framed questions to other groups. The group which will be able to answer maximum questions within the given time with proper reasoning will be the winner. **(Remembering Level, Understanding Level, Analysing Level, Creating Level)**
3. After teaching the chapter 'Linear Equations in One Variable', students can be divided into groups and can be instructed to frame multiple choice questions on the basis of the chapter. Each group will then have to ask the framed questions to other groups. The group which will be able to answer maximum questions after solving the same with proper steps will be the winner. **(Remembering Level, Understanding Level, Analysing Level, Creating Level)**

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Kindly share the experience of using Choose the Right One in the classroom and it would further be discussed as and when feasible.

#### Happy Interning!

Programme Curators

Department of Education, Chitkara University, Punjab



## DAILY TEACHING NIB

### Narrate Your Story as a part of **α**lpha Teachers' Tool Kit

#### Dear **α** LPHA TEACHER,

Narrate Your Story is an instructional aid wherein students are given a topic on which they have to make a story and narrate the same before the class. For instance, the topic is tenses. Students need to come up with a story describing the basic features and differentiation between the same and for that they can name types of tenses such as Paa (past), Pree (present) and Phew (future) as family of three. They can use puppets, muppets, PPT, etc. to narrate the story. This aid helps the students to develop and use imagination and creativity and come up with a unique story. This aid also provides them the platform to improve their public speaking skills, voice modulation and eliminate stage fear.

#### Following are some tips to use Narrate Your Story in the classroom at Primary Level mapped to the Multiple Intelligence Theory by Howard Gardner.

1. After teaching the chapter 'Bahadur Bitto', students can be asked to make a story on the topics like Ling, Vachan, Naanv. They can make the story on any of these topics. While presenting, they need to specifically mention the words that have come up in the chapter related to topic. The story has to be of minimum 5 minutes. After the story ends, they need to give some words that the class needs to identify as per the topic. (**Linguistic Intelligence, Inter-personal Intelligence**)
2. After teaching the chapter 'Alice in Wonderland', students can be asked to make a story on the topics like verb, adverb, adjective. They can make the story on any of these topics. While presenting, they need to specifically mention the words that have come up in the chapter related to topic. The story has to be of minimum 5 minutes. After the story ends, they need to give some words that the class needs to identify as per the topic. (**Linguistic Intelligence, Inter-personal Intelligence**)
3. After teaching the chapter 'Be My Multiple, I'll be Your Factor', students can be divided into groups of 4 and each group can be assigned a multiple. Each group has to make a story wherein the protagonist is the multiple, starting with defining the multiple and the factor. The story has to be of minimum 5 minutes. After the story ends, the group needs to ask numerical questions to the class. (**Linguistic Intelligence, Logical- mathematical Intelligence, Inter-personal Intelligence**)

#### Following are some tips to use Narrate Your Story in the classroom at Secondary Level mapped to the Multiple Intelligence Theory by Howard Gardner.

1. After teaching the chapter 'Components of Food', students can be divided into pairs and each pair can be assigned a component of food. Each pair has to make a story wherein the protagonist is the component. The story has to be of minimum 5 minutes. After the story ends, the group needs to ask one- word answer questions to the class. (**Linguistic Intelligence, Inter-personal Intelligence**)
2. After teaching the chapter 'The Mughal Empire', students can be divided into groups of 4 and each group can be assigned a Mughal Emperor. Each group has to make a story wherein the protagonist is the assigned Emperor. The story needs to be narrated in such a way that a glimpse what happened before and after the emperor's reign is also included. The story has to be of minimum 5 minutes. After the story ends, the group needs to conduct a quiz. (**Linguistic Intelligence, Logical- mathematical Intelligence, Inter-personal Intelligence**)
3. After teaching the chapter 'Exponents and Powers', students can be divided into groups of 6 and each group has to make a story wherein the protagonists are exponents and powers. The story has to be of minimum 5 minutes. After the story ends, the group needs to ask numerical questions to the class. (**Linguistic Intelligence, Logical- mathematical Intelligence, Inter-personal Intelligence**)

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Kindly share the experience of using Narrate Your Story in the classroom and it would further be discussed as and when feasible.

#### Happy Interning!

Programme Curators

Department of Education, Chitkara University, Punjab





## DAILY TEACHING NIB

### Jigsaw as a part of **Alpha Teachers'** Tool Kit

#### Dear **ALPHA TEACHER**,

Jigsaw is an instructional aid wherein students are given a topic/ excerpt where in they have to find which piece like, 'what', 'why', etc. it is referring to. Students need to read and understand the given material and identify the piece(s) so as to solve the jigsaw by putting the pieces in a correct order. This aid helps the students to be thorough with details of the material thus, developing comprehension skills and analysing skills.

#### Following are some tips to use Jigsaw in the classroom at Primary Level mapped to the Bloom's Taxonomy.

1. After teaching the chapter 'The Magic Porridge Pot', students can be divided into groups and each group will be given different excerpts from the chapter that they need to read and understand so as to identify the piece (what, why, how, etc.) they fall into. The groups then need to put them in a correct order to solve the jigsaw. (**Remembering Level, Understanding Level, Analysing Level**)
2. After teaching the chapter 'Basva's Farm', students can be divided into groups and each group will be given different sections from the chapter that they need to read and understand so as to identify the order. The groups (collectively) then need to put them in a correct order to solve the jigsaw. (**Remembering Level, Understanding Level, Analysing Level**)
3. After teaching the chapter 'Bishan Ki Daleri', students can be divided into groups and each group will be given 2 excerpts from the chapter that they need to read and understand so as to identify the piece(what, why, how, etc.) they fall into. The groups then need to put them in a correct order to solve the jigsaw. The group members will come one by one before the class and justify the same. (**Remembering Level, Understanding Level, Analysing Level**)

#### Following are some tips to use Jigsaw in the classroom at Secondary Level mapped to the Bloom's Taxonomy.

1. After teaching the chapter 'Data Handling', students can be divided into groups and each group will be given 4 numerical questions requiring a particular task to be done (like recording of data, organising of data, etc.). They have to identify the tasks(recording/ organising/ etc.) the questions require them to do, so as to solve the jigsaw. Once they find the pieces(tasks) of all questions, they need to solve the same. The group members will come one by one before the class and will solve the questions on the board. (**Remembering Level, Understanding Level, Analysing Level**)
2. After teaching the chapter 'Struggles for Equality', students can be divided into groups and each group will be given 4 excerpts from the chapter. They have to identify as to which piece (what, why, how, etc.) the content falls into. Once they find the pieces of all excerpts, the groups will then need to put the pieces into order so as to solve the jigsaw. They will also have to present the justification of the same before the class. (**Remembering Level, Understanding Level, Analysing Level**)
3. After teaching the chapter 'Stars and the Solar System', students can be divided into groups and a relay can be conducted. Each group will be given 4 excerpts from the chapter. They have to identify as to which piece(why, what, how, etc.) the content falls into. Once they find the piece of excerpt one, only then they will move to another excerpt. The groups will then need to put the pieces into order so as to solve the jigsaw. The group which will be able to find the correct pieces of all the excerpts given within given time will be the winner. (**Remembering Level, Understanding Level, Analysing Level**)

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Kindly share the experience of using Jigsaw in the classroom and it would further be discussed as and when feasible.

#### Happy Interning!

Programme Curators

Department of Education, Chitkara University, Punjab



## DAILY TEACHING NIB

### What's the Reason? as a part of $\alpha$ lpha Teachers' Tool Kit

**Dear  $\alpha$  LPHA TEACHER,**

What's the Reason is an instructional aid wherein students are given some statements of phenomena with some reasons. The students need to justify the reason which they will be selecting out of the options given. This aid will help the students to develop analytical and logical thinking.

**Following are some tips to use What's the Reason? in the classroom at Primary Level mapped to the Multiple Intelligence Theory by Howard Gardner.**

1. After teaching the chapter 'Chand Vaali Amma' (Hindi), students can be given statements/ dialogues with options having names of the person by whom that statement was spoken, to whom and why. (**Linguistic Intelligence, Logical - mathematical Intelligence**)
2. After teaching the chapter 'Long and Short', students can be given statements with scenarios. Like, there was a tall building, it got short as compared to other buildings. That building showed the signs of smoke. The options can be a) generators in the building caught fire, b) it was damaged by bulldozer, etc. (**Logical - mathematical Intelligence, Spatial Intelligence**)
3. After teaching the chapter 'Shapes and Angles', students can be presented with various images of random objects. The students need to identify which shape/ angle the image is depicting. (**Logical - mathematical Intelligence, Spatial Intelligence**)

**Following are some tips to use What's the Reason? in the classroom at Secondary Level mapped to the Multiple Intelligence Theory by Howard Gardner.**

1. After teaching the chapter 'Diversity and Discrimination', students can be presented with short stories of discrimination and diversity. They will then be asked the reasons, out of the given, for it with justification. (**Logical - mathematical Intelligence, Inter - personal Intelligence**)
2. After teaching the chapter 'Physical and Chemical Changes', students can be presented with two images of various objects. One with the good condition of the object and the other as a result of chemical/ physical change. The students need to select the correct reason because of which the change happened. (**Logical - mathematical Intelligence**)
3. After teaching the chapter 'Resources', students can be presented with various scenarios, depicting the future of the earth. The reasons for the same will be given to the students out of which they need to choose the correct one. They also need to justify the reason they selected. (**Logical - mathematical Intelligence**)

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Kindly share the experience of using What's the Reason? in the classroom and it would further be discussed as and when feasible.

**Happy Interning!**

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# DAILY TEACHING NIB

## Power Point Presentation(PPT) as a part of **α**lpha Teachers' Tool Kit

### Dear **α** LPHA TEACHER,

Power Point Presentation (PPT) is an instructional aid wherein students are given a topic which they have to explain with the help of a PPT. They need to incorporate an activity (a quiz, an experiment, etc.) which they will conduct and a video related to the topic. This will help the students to learn various functions of MS- PPT along with improving public speaking skills, communication skills and enhancing confidence to speak before the class and put forth their views. This will also help them to understand the concept easily as this aid also includes visuals related to topic for instance images and videos.

### Following are some tips to use Power Point Presentation (PPT) in the classroom at Primary Level mapped to the Multiple Intelligence Theory by Howard Gardner.

1. After teaching the chapter 'Fun with Give and Take', students can be asked to make PPT on the assigned method of calculation, addition or subtraction. They also need to include numerical questions on the basis of the method to be presented. As each student will present topic, it will enable the class to understand the topics thoroughly as the presentations will lead to repetition of mathematical methods. **(Linguistic Intelligence, Logical - mathematical Intelligence, Inter - personal Intelligence)**
2. After teaching the chapter 'Hu Tu Tu, Hu Tu Tu', students can be divided into groups on the basis of section in the chapter. Each group will make PPT on the assigned section. They also need to include reasoning questions on the basis of section. Each student of the group will present a portion of the presentation so that every student speaks before the class. If the class asks a doubt then the group, which will be presenting, will clarify the doubt. **(Linguistic Intelligence, Logical - mathematical Intelligence, Inter - personal Intelligence)**
3. After teaching the poem 'Guru Aur Chela', students can be divided into groups on the basis of section in the poem. Each group will make PPT on the assigned section. They also need to include word- meaning questions on the basis of section. Each student of the group will present a portion of the presentation so that every student speaks before the class. If the class asks a doubt then the group, which will be presenting, will clarify the doubt. **(Linguistic Intelligence, Inter - personal Intelligence)**

### Following are some tips to use Power Point Presentation(PPT) in the classroom at Secondary Level mapped to the Multiple Intelligence Theory by Howard Gardner.

1. After teaching the chapter 'Motion and Measurement of Distances', students can be divided into groups on the basis of topics in the chapter. Each group will make PPT on the assigned topic. They also need to include an activity on the basis of topic. Each student of the group will present a portion of the presentation so that every student speaks before the class. If the class asks a doubt then the group, which will be presenting, will clarify the doubt. **(Linguistic Intelligence, Logical - mathematical Intelligence, Inter - personal Intelligence)**
2. After teaching the chapter 'The Delhi Sultans', students can be divided into groups on the basis of dynasties given in the chapter. Each group will make PPT on the assigned topic. They also need to include a quiz on the basis of topic. Each student of the group will present a portion of the presentation so that every student speaks before the class. If the class asks a doubt then the group, which will be presenting, will clarify the doubt. **(Linguistic Intelligence, Inter - personal Intelligence)**
3. After teaching the chapter 'Introduction to Graphs', students can be divided into groups on the basis of types of graphs in the chapter. Each group will make PPT on the assigned type. They also need to include numerical questions on the basis of the type. Each student of the group will present a portion of the presentation so that every student speaks before the class. If the class asks a doubt then the group, which will be presenting, will clarify the doubt.

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Kindly share the experience of using Power Point Presentation (PPT) in the classroom and it would further be discussed as and when feasible

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Programme Curators

Department of Education, Chitkara University, Punjab



## DAILY TEACHING NIB

### An Editorial Issue as a part of **α**lpha Teachers' Tool Kit

#### Dear **α** LPHA TEACHER,

An Editorial Issue is an instructional aid wherein students are given different topics from the chapter of which they have to write views (positive or negative) keeping in mind their relevance in real life. They can also write suggestions/activities which could have also been added to make the topic more relevant. The same will then be presented before the class by each student. This aid will help the students to share their thoughts, improve their writing skills and analysing skills. The sheets (on which they have written their views) can then be made into 'an Editorial Issue'.

#### Following are some tips to use An Editorial Issue in the classroom at Primary Level mapped to the Group Factor Theory by L.L. Thurston.

1. After teaching the chapter 'How Much Can You Carry?', students can be asked to write their views keeping in mind relevance of the chapter in real life. Each student will then present the same before the class. The views can be written point wise rather than paragraph. Also, each student has to frame one numerical question which the class will solve. **(Inductive Reasoning Factor - RI, Numerical Factor - N)**
2. After teaching the chapter 'The Scholar's Mother Tongue', students can be asked to write their views keeping in mind relevance of the chapter in real life and what moral does the story tells. Each student will then present the same before the class. The views can be written point wise rather than paragraph. **(Inductive Reasoning Factor - RI, Verbal Factor - V)**
3. After teaching the chapter 'Ve Din Bhi Kya Din The', students can be asked to write their views keeping in mind relevance of the chapter in real life and what moral does the story tells. Each student will then present the same before the class. **(Inductive Reasoning Factor - RI, Verbal Factor - V)**

#### Following are some tips to use An Editorial Issue in the classroom at Secondary Level mapped to the Group Factor Theory by L.L. Thurston.

1. After teaching the chapter 'Playing with Numbers', students can be divided into pairs and each pair will be given a different topic from the chapter. Each pair has to write its views keeping in mind topic's relevance in real life. The same will then be presented by each pair before the class. Also, each pair has to frame one numerical question related to the given topic which the class will solve. **(Inductive Reasoning Factor - RI, Numerical Factor - N)**
2. After teaching the chapter 'On Equality', students can be divided into groups and each group will be given a topic from the chapter. Each group has to write its views keeping in mind topic's relevance in real life. The same will then be presented by each group leader before the class. The group whose views will be more relevant and significant will be the winner. **(Inductive Reasoning Factor - RI, Verbal Factor - V)**
3. After teaching the chapter 'Combustion and Flame', students can be divided into groups and each group will be given a different topic from the chapter. Each group has to write its views keeping in mind topic's relevance in real life. The same will then be presented by each group leader before the class. **(Inductive Reasoning Factor - RI, Verbal Factor - V)**

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Kindly share the experience of using An Editorial Issue in the classroom and it would further be discussed as and when feasible.

#### Happy Interning!

Programme Curators

Department of Education, Chitkara University, Punjab





# DAILY TEACHING NIB

## Flipped Classroom as a part of $\alpha$ lpha Teachers' Tool Kit

### Dear $\alpha$ LPHA TEACHER,

Flipped Classroom is an instructional aid wherein students are given topics from the chapter to be taught the next day. The students' understanding can then be assessed through questions, fill in the blanks, true/ false statements, etc. This aid will help the students to have an idea about the chapter and what they will be learning before actual teaching of the chapter. This aid will also help the students to connect the previous experiences and learnings with the content in the given topics.

### Following are some tips to use Flipped Classroom in the classroom at Primary Level mapped to the Group Factor Theory by L.L. Thurston.

1. Before teaching the poem 'Trains', students can be asked to read the poem and find out difficult and new words with their meaning. Students will then be asked word meanings of the poem or the fundamental meaning of the poem the next day. **(Verbal Factor - V, Inductive Reasoning Factor - RI)**
2. Before teaching the chapter 'Swatantrata Ki Aur', students can be assigned sections from the chapter to read. Students will be asked to frame True/ False questions/ statements related to sections assigned on previous day. One by one each student will ask the framed questions from other students. However, no students will be given the chance twice. **(Verbal Factor - V, Inductive Reasoning Factor - RI)**
3. Before teaching the chapter 'Walls Tell Stories', students can be assigned sections from the chapter to read. Students will be asked to frame Dialogues spoken by Who to Whom questions related to section assigned on previous day. One by one each student will ask the framed questions from other students. However, no students will be given the chance twice. **(Verbal Factor - V, Inductive Reasoning Factor - RI)**

### Following are some tips to use Flipped Classroom in the classroom at Secondary Level mapped to the Group Factor Theory by L.L. Thurston.

1. Before teaching the chapter 'Globe: Latitudes and Longitudes', students can be assigned topics from the chapter to read. Students will be divided into groups and each group will be asked to frame multiple- choice questions related to topics given on previous day. One by one each group will ask the framed questions from other groups. However, no student will be given the chance twice. The group which answers maximum questions correctly will be the winner. **(Verbal Factor - V, Inductive Reasoning Factor- RI)**
2. Before teaching the chapter 'Fibre to Fabric', students can be assigned topics from the chapter to read. Students will be divided into groups and each group will be asked to frame illustration- based questions related to topics given on previous day. One by one each group will ask the framed questions from other groups. However, no student will be given the chance twice. The group which answers maximum questions correctly will be the winner. **(Verbal Factor - V, Inductive Reasoning Factor - RI)**
3. Before teaching the chapter 'Industries', students can be assigned topics from the chapter to read. Students will be divided into groups and each group will be asked to frame one- word questions related to topics given on previous day. One by one each group will ask the framed questions from other groups. However, no student will be given the chance twice. The group which answers maximum questions correctly will be the winner. **(Verbal Factor - V, Inductive Reasoning Factor - RI)**

### To Read More:

<http://ncert.nic.in/textbook/textbook.htm?ceen1=6-10>  
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<http://ncert.nic.in/textbook/textbook.htm?eeap1=10-22>  
<http://ncert.nic.in/textbook/textbook.htm?fess2=2-8>  
<http://ncert.nic.in/textbook/textbook.htm?gesc1=3-19>  
<http://ncert.nic.in/textbook/textbook.htm?hess4=5-6>

Kindly share the experience of using Flipped Classroom in the classroom and it would further be discussed as and when feasible.

### Happy Interning!

Programme Curators

Department of Education, Chitkara University, Punjab



## DAILY TEACHING NIB

### Brain Teaser as a part of **α**lpha Teachers' Tool Kit

**Dear α LPHA TEACHER,**

Brain Teaser is an instructional aid wherein students are given fun activities like solving a puzzle, riddle, numerical calculation based on the chapter taught. This aid will help the students to keep their brain active by improving their analytical and problem- solving skills along with imagination.

**Following are some tips to use Brain Teaser in the classroom at Primary Level mapped to the Bloom's Taxonomy.**

1. After teaching the chapter 'Drop by Drop', students can be divided into groups by alphabets for instance, students whose name starts from A to M in group 1 and N to Z in group 2. Each group will be given a different letter with which it has to list as many words as possible which have come in the chapter. **(Remembering Level)**
2. After teaching the chapter 'Going to buy a Book', students can be divided into groups by roll no. for instance, 1 to 5 in group A, 6 to 10 in group B and so forth. Each group will be given a different word with which it has to make sentence wherein a noun, a pronoun, a verb and an adverb must be present. The group which will be able to make maximum number of such sentences within given time will be the winner. **(Remembering Level, Understanding Level)**
3. After teaching the chapter 'Daakiye ki Kahaani, Kanwarsingh ki Zubaani', each row can be marked as team A, B, C, D. Each row will then be asked fill in the blank statements. The row which will give maximum number of correct responses will be the winner. **(Remembering Level, Understanding Level)**

**Following are some tips to use Brain Teaser in the classroom at Secondary Level mapped to the Bloom's Taxonomy.**

1. After teaching the chapter 'Major Landforms of the Earth', students can be divided into groups and will be instructed to frame riddles on the basis of the chapter. Each group, one by one, will ask the framed riddles from other groups. The group which will solve maximum riddles will be winner. **(Remembering Level, Understanding Level, Analysing Level)**
2. After teaching the chapter 'Respiration in Organisms', students can be divided into groups and will be circulated a bowl of chits wherein one - word answer questions related to chapter will be written. Each group, one by one, will pick a chit from the bowl and has to give answer of the question. 5 marks will be given to the group for answering every question correctly. However, each student will give answer just once. The group having maximum marks will be the winner. **(Remembering Level, Understanding Level)**
3. After teaching the chapter 'Factorisation', students can be divided into groups and will be circulated a bowl of chits wherein numerical questions related to factorisation will be written. Each group, one by one, will pick a chit from the bowl and has to solve the question within given time. 5 marks will be given to the group for solving every question correctly. The group having maximum marks will be the winner. **(Remembering Level, Understanding Level, Analysing Level)**

**To Read More:**

<http://ncert.nic.in/textbook/textbook.htm?ceap1=20-24>

<http://ncert.nic.in/textbook/textbook.htm?deen1=8-9>

<http://ncert.nic.in/textbook/textbook.htm?ehhn1=7-18>

<http://ncert.nic.in/textbook/textbook.htm?fess2=6-8>

<http://ncert.nic.in/textbook/textbook.htm?gesc1=10-19>

<http://ncert.nic.in/textbook/textbook.htm?hemh1=14-16>

Kindly share the experience of using Brain Teaser in the classroom and it would further be discussed as and when feasible.

**Happy Interning!**

Programme Curators

Department of Education, Chitkara University, Punjab