ANNUAL PLAN – 2081

Class: **Five** Subject: **Maths**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| First Terminal Examination | | | | | | |
| S. No. | Topic | Objectives | Model questions | Teaching Materials | Project Work |
| 1. | GEOMETRY (Lines and angles)  - Measurement and construction of angles  - Comparison of angles | STUDENTS WILL BE ABLE TO:  - Measure and construct the angles by using protractor.  - Compare two angles by examining their measures and identify greater, smaller and equal angles. | Look at the figure alongside and answer the following questions.   1. Name the angle. 2. Measure the angle Using a protractor. | PROTRACTOR,  P  Q  Rzz  RULER | Take a chart paper and collect small sticks or matchstick to form the different size angles. Then paste it on the paper to present in the classroom. |
| 2. | ARITHMETIC (Number sense)  - Numbers up to 9 digits in national system  - Numbers in international system  - Rounding off the numbers  - Prime and composite numbers | STUDENTS WILL BE ABLE TO:  - Represent the numbers according to the national and international system  - Rounding off the the numbers made up of 5 digits to the nearest hundred and thousands.  - Differentiate prime and composite numbers from 1 to 100. | The price of a scooter is Rs 286947.   1. Rewrite the price of a scooter according to national system using comma (,). 2. Write the number 286947 into words.   Round off the number 286947 to the nearest  i) tens and  ii) thousands | FLASH CARD WITH HINDU ARABIC NUMBER DIGITS | List the roll numbers and name of your class friends.   1. write the prime roll numbers with their name. 2. write the prime roll numbers with their name. |
| 3. | MENSURATION (Measurement): TIME  - Time in 12 hours and 24 hours system  - Multiplication and division of time  - Word problems on multiplication and division of time | STUDENTS WILL BE ABLE TO:  - Tell time in 12 hours and 24 hours system.  - Multiply and division of units of time.  Year and month  Week and day  Day and hour  Hour and minute |  | WALL CLOCK,  CALENDAR, |  |
| 4. | ALGEBRA (Algebraic expressions)  - Algebraic expression  - Like and unlike terms  - Addition and subtraction of like term. | STUDENTS WILL BE ABLE TO:  - Give the introduction of term and algebraic expression.  - Identify the like and unlike terms.  - Add and subtract the like terms. | Observe the following algebraic expression.  2x + 3y   1. How many terms are there in the expression? 2. What is the coefficient of 2?   Are 2x and 3y the like terms? Give reason. | SIMILAR AND DIS-SIMILAR REAL OBJECTS FOUND IN OUR DAILY LIFE |  |
| 5. | STATISTICS (Bill and budget)  - Reading bills  - Making bills | STUDENTS WILL BE ABLE TO:  - Read the bills.  - Prepare the bill according to the price list |  | COLLECTION OF BILLS | Collect the bills in your house and check all the bills If there are any mistakes, tell your parents about the mistakes. Also make sample bills to present in the classroom. |
| Second Terminal Examination | | | | | | |
| S. No. | Topic | Objectives | Model questions | Teaching Materials | Project Work |
| 1. | GEOMETRY (Lines and angles)  - Angles of triangle and quadrilateral | STUDENTS WILL BE ABLE TO:  - Find the values of unknown angles in triangle and quadrilateral | - Look at the figure alongside and answer the following questions.   1. Name the triangle and its vertices. 2. Name the sides   and angles.   1. Measure the angles   X and Y. | PROTRACTOR,  **X**  **Z**  Y  RULER | Collect triangular and quadrilateral shaped objects. Measure their interior angles using protractor and present in the class. |
| 2. | ARITHMETIC (Fraction)  - Review  - Addition and subtraction of like fractions  - Addition of like mixed numbers  - Word problems on addition and subtraction of fractions  - Addition and subtraction of fractions | STUDENTS WILL BE ABLE TO:  - Define the like fractions and find the sum/difference of like fractions.  - Add the like mixed numbers and solve the word problems related to fraction. | - Deepa painted of the wall space in her room. Her friend Kripa painted part of the wall space.   1. How much did they paint together? 2. How much of the room left unpainted?   Show the unpainted area in a diagram. | CHART PAPER,  APPLE,  MAGNETIC BOARD |  |
| 3. | MENSURATION (Measurement): DISTANCE  - Multiplication and division of distance  - Word problems on multiplication of distance | STUDENTS WILL BE ABLE TO:  - Multiply and divide the units of millimetre, centimetre, metre and kilometre. | - The length of a copy is 22 cm 5 mm.   1. Find the length of a copy in mm. 2. Find the length of such 4 copies. 3. Find the length of such 7 copies. | MEASURING TAPE UP TO 100 m,  RULER | Guess and measure the length of things in your bedroom. And check whether your estimation correct or not? |
| 5. | STATISTICS (Bill and budget)  - Budget | STUDENTS WILL BE ABLE TO:  - Read and answer the questions related to the budget.  Prepare a budget of family and household things. |  |  | Find the total cost for your weekly expenditure and prepare a budget you need to pay in a week. |
| Third Terminal Examination | | | | | | |
| S. No. | Topic | Objectives | Model questions | Teaching Materials | Project Work |
| 1. | GEOMETRY(Lines and angles)  - Right angle, obtuse angle and acute angle  - Perpendicular and parallel lines | STUDENTS WILL BE ABLE TO:  - Differentiate and define right, obtuse and acute angle.  Draw perpendicular and parallel lines in square grid. | - Define the following.   1. Right angle 2. Obtuse angle, Acute angle | SET SQUARE, RECTANGULAR AND SQUARED SHAPES | Observe the things which are in parallel and perpendicular shapes in your surroundings. And list their name. |
| 2. | ARITHMETIC(Decimal)  - Conversion of decimal and fraction to each other  - Addition and subtraction of decimal numbers  - Place value table of decimal number  - Word problems on addition and subtraction of decimals  - Simplify decimals involving addition and subtraction | STUDENTS WILL BE ABLE TO:  - Convert decimal and fraction to each other.  - Add and subtract the decimal numbers including word problems.  Simplify decimals with addition and subtraction signs. | Father bought a T-shirt for Rs 454.51, a tie for Rs 248.26 and a cap for Rs 150.30.   1. What is the sum of prices of a T-shirt and a tie? 2. What is the sum of prices of a T-shirt, a tie and a cap? 3. If father gives Rs 1000 to the shopkeeper, what amount of money will he get return back? | SQUARE GRID PAPER, |  |
| 3. | MENSURATION (Measurement) CAPACITY, PERIMETER, AREA AND VOLUME  - Multiplication and division of litre and millilitre  - Perimeter and area of rectangle and square  - Volume of cube and cuboid | STUDENTS WILL BE ABLE TO:  - Multiply and divide units of capacity.  - Find the perimeter and area of rectangle and square by using formula.  Find the volume of cube and cuboid by using formula including some word problems. | In the figure alongside, the length of a rectangle is 32 cm and width is 24 cm.  a) Find the perimeter of the rectangle.  b) Find the area of the rectangle. | 24 cm  32 cm cm  MEASURING TAPE, RULER, BLOCKS, SQUARE GRID PAPER | Measure the length and width of your maths book then find its perimeter. |
| 4. | ALGEBRA (Algebraic expressions)  - Solving equations | STUDENTS WILL BE ABLE TO:  Solve the equations including plus and minus signs. | Solve the following equations.   1. x-4=15 2. 2m + 7 = 19   6y - 8 = 3y + 16 | BEAM BALANCE |  |
| 5. | STATISTICS  - Tabulation of data | STUDENTS WILL BE ABLE TO:  Present the given data in tabular form. | - Tabulate the following data:  18 15 15 19 22 18 25 22 18 19 15 18 25 18 19 23 |  |  |
| Annual Examination | | | | | |
| S. No. | Topic | Objectives | Model questions | Teaching Materials | Project Work |
| 1. | GEOMETRY  - Solid objects | STUDENTS WILL BE ABLE TO:  Identify the number of faces, vertices and edges of the solid shapes | Look at the figure alongside and answer the following questions.  a) Write the name of the shape.  b) Write the number of edges and faces. | RUBIK’S CUBE,  LUDO DIE,  CARTOON BOX,  WOODEN SOLID SHAPES | Collect some real solid shapes and write their name by using a sign pen. |
| 2. | ARITHMETIC(Percentage)  - Understanding percent  - Percent to fraction and fraction to percent  - Percent to decimal and decimal to percent  - Percent of given number and word problems on percentage  - Word problems on percentage | STUDENTS WILL BE ABLE TO:  - Define percent in simple way.  - Convert the fraction and percent to each other.  - Convert the decimal and percent to each other.  Solve the word problems on percentage. | In a class of 40 students, 60% are boys.   1. Find the number of boys.   Find the number of girls. |  |  |
| 3. | MENSURATION (Measurement) WEIGHT  - Multiplication and division of gram and kilogram  - Multiplication and division of kilogram and quintal  Relation between kilogram and quintal | STUDENTS WILL BE ABLE TO:  - Multiply and divide the units of weight.  Solve the word problems related on weight. | Find the following.   1. Multiply: 4 kg 200 g by 3.   Divide : 18 quintal and 25 kg by 5. | DIGITAL WEIGHT MEASURING TOOLS | Measure your weight in kg and compare it with your friend’s weight.  Then identify the heaviest and the lightest weight friend in the classroom. |
| 4. | ALGEBRA(Algebraic expressions)  - Solving multiplication and division equations  - Word problems on solving equations | STUDENTS WILL BE ABLE TO:  - Solve the equations including multiplication and division signs.  - Write the word problems in the form of equation and solve it. | - The sum of the three counting numbers is 24.   1. If the first number is x , then what is the value of second number in terms of x? 2. If the first number is x , then what is the value of third number in terms of x? 3. Make an equation to represent given statement.   Solve for x. |  |  |
| 5. | STATISTICS  - Simple bar diagram | STUDENTS WILL BE ABLE TO:  - Draw a simple bar diagram by using the given information. | - Represent the following data in a bar graph.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Class | I | II | III | IV | | No. Of  Student | 30 | 25 | 15 | 30 | | SQUARE GRID  CHART | Collect a data of your family member’s favourite colour. Then present it in a bar graph. |

Specific grid for 2081

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S.N. | Areas | Knowledge | | Understanding | | Application | | Higher ability | | Total number of items | Total number of questions | Total Marks |
| Number of items | Marks | Number of items | Marks | Number of items | Marks | Number of items | Marks |
| 1. | Geometry | 1 | 1 | 2 | 2 | 2 | 3 | 1 | 2 | 6 | 2 | 8 |
| 2. | Arithmetic | 3 | 3 | 3 | 4 | 4 | 7 | 2 | 4 | 12 | 4 | 18 |
| 3. | Mensuration | 1 | 1 | 2 | 2 | 3 | 5 | 1 | 2 | 7 | 2 | 10 |
| 4. | Statistics | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 5 | 2 | 6 |
| 5. | Algebra | 2 | 2 | 2 | 2 | 2 | 3 | 1 | 1 | 7 | 2 | 8 |
|  |  | 8 | 8 | 10 | 12 | 13 | 20 | 6 | 10 | 37 | 12 | 50 |

 ANNUAL PLAN – 2081

Class: **Five** Subject: **HP&CA**

|  |  |  |  |
| --- | --- | --- | --- |
| S. N. | Term | Units | Teaching days |
| 1 | First Term Exam | 1, 2, 6, 10 | 31 |
| 2 | Second Term Exam | 3, 7, 11 | 23 |
| 3 | Third Term Exam | 4, 8, 12 | 27 |
| 4 | Annual Exam | 5, 9, 13 | 24 |

Terminal Planning

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| First Terminal Examination | | | | | | |
| Unit | Lesson | Objectives | New words | Possible questions | Project work | Teaching Materials |
| 1 | 1, 2 | 1) Learn to maintain personal hygiene and body care.  2) Learn about Environmental Sanitation | Aging, Anxiety, Chronic, Douche, Freak out, Allergy, Pathogenic, Incineration | 1) Define sense organs and name them  2) How do you clean your nose?  3) How can you keep your school environment clean?  4) Why is it necessary to manage waste? | 1) Observe the condition of cleanliness of sense organs of your friend in peer and suggest each other the ways of cleaning them regularly.  2) Collect some waste cloths and prepare attractive dolls in different groups. | - Different products to maintain personal hygiene.  - Different waste materials and its reuse ideas. |
| 2 | 6 | 1) The importance of drill and physical training. | Appetite, Reinforce, Tread, Simultaneously | 1) What is drill?  2) Write down any four commands of drill. | 1) Practise the commands of drill (march time, quick march, halt, eyes right and eyes front) on the school ground in a group. | - Whistel, Drum, etc. |
| 3 | 10 | 1) Learn different methods of drawing and colouring | Consistent, Mural, Solely, Illusion, Repetitive | 1) Mention any three fundamental elements of drawing.  2) Red is primary colour and green is secondary colour, why? | 1) Make students to draw beautiful pictures and involve them to the art exhibition | - Different geometrical shape products.  - Different water colours, water and brush |
| Second Terminal Examination | | | | | | |
| Unit | Lesson | Objectives | New words | Possible questions | Project work | Teaching Materials |
| 1 | 3 | 1) Learn about Food and Nutrition | Metabolism, Junk, Prepping | 1) Why do we eat food?  2) What is balance diet? | 1) Organize an oratory program on ‘Adverse Impacts of Malnourished Foods on Human Health’ in your classroom. | - Chart paper of balance diet. |
| 2 | 7 | 1) Methods of running, jumping and body balancing | Alert, Crouch, Novice, Winding, Roll, Stoop | 1) Define athletics with examples.  2) What is gymnastics?  3) What do we need to practice skipping? | 1) Organize running of 50 m distance and practice it. | - Whistel, rope |
| 3 | 11 | 1) Able to know about Printmaking and Clay Work | Canvas, Malleable, Sculpture, Texture, Transverse | 1) What is texture of wood?  2) What is collage? | 1) Make a model of an aeroplane, a car, butterfly, flowers by using waste materials. Also, demonstrate them in your classroom. | - Newspaper, color paper, Scissors, glue. |
| Third Terminal Examination | | | | | | |
| Unit | Lesson | Objectives | New words | Possible questions | Project work | Teaching Materials |
| 1 | 4 | 1) Learn about diseases, mode of transmission of communicable diseases, Vector –borne diseases, non-communicable diseases and preventive measures of diseases. | Dander, Detoxing, Hallucination, Insomnia, Syndrome, Wheezing, Placenta, Predator, Repellent | 1) Define non-communicable disease with two examples.  2) What does food allergy mean?  3) Define alcoholism. | 1) Watch a video related to communicable and non-communicable diseases and note down the major points after watching it. | - Different picture cards related to the types of diseases. |
| 2 | 8 | 1) Learn the importance of minor and local games. | Defensive, Maneuvering, Rebounding, Strike, Strategy, Tackle | 1) Define minor and local games.  2) Mention any four basic skills of football. | 1) Search any three entertaining local games of your locality. Find out their rules and ways of playing. Play them among your friends in the school by sticking to their rules. | Whistle, rope |
| 3 | 12 | 1) Learn to sing in Taal and rhythm and also playing musical instruments | Dholak, Jyamata, Dhyangro, Urni, Masak | 1) What is singing?  2) Define local song.  3) What does clapping with counting mean? | 1) Draw the picture of a local musical instrument of your locality and describe it in your classroom. | Some local musical instruments and some local songs |
| **Annual Examination** | | | | | | |
| Unit | Lesson | Objectives | New words | Possible questions | Project work | Teaching Materials |
| 1 | 5 | 1) Learn about safety and first aid. | Blister, Collision, Complication, Fatal  Sterile | 1) What is road accident?  2) What do you mean by first aid?  3) Why is first aid box necessary? | 1) Draw a picture of traffic light and write the meaning of each signal light. | - First aid box |
| 2 | 9 | 1) Know about Yogasana, learn about importance of Pranayam and Dhyan. | Fatigue, Gaze, Instilling, Renal, Retention, Vigour | 1) Mention any five points to show the importance of meditation. | 1) Practice Tadasana, Pravatasana and Trikonasana at home for a week. Write down your experience of doing these yogasanas and share it with your friends in the classroom. | - Myself practising Pravatasana, Tadasana, and Trikonasana at hall room and involve students also with peace music. |
| 3 | 13 | 1) Learn about different dancing skills in different songs and learn about acting | Ornament, Imitate | 1) What is dance?  2) Mention any two benefits of dance.  3) What is acting?  4) Why do people act? | 1) There might be many local songs in your community. Select one local song among them and practice dance in a group with clapping in rhythm. | - Different costumes of different ethnic groups. |

Specification Grid

**1] First Terminal Examination**

Question format:

1) Fill in the blanks. [5×1=5]

2) Tick or cross. [5×1=5]

3) Match the following. [5×1=5]

4) Answer the following questions. [5×2=10]

[MCQ= Multiple choice question]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit | MCQ | Tick or cross | Match the following | Answer the following questions |
| 1 | 1 | 1 | 1 | 2 |
| 2 | 2 | 1 | 2 | 1 |
| 6 | 1 | 1 | 1 | 1 |
| 10 | 1 | 2 | 1 | 1 |

**2] Second Terminal Examination**

Question format:

1. Fill in the blanks. [5×1=5]
2. Tick or cross. [5×1=5]
3. Match the following. [5×1=5]
4. Answer the following questions. [5×2=10]

[MCQ=Multiple Choice Question]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit | MCQ | Tick or cross | Match the following | Answer the following questions |
| 1 | 1 | 1 | 1 | 1 |
| 2 | 1 |  | 2 | 1 |
| 3 | 2 | 2 | 1 | 1 |
| 6 |  |  |  | 1 |
| 7 |  | 1 |  |  |
| 10 | 1 | 1 | 1 |  |
| 11 |  |  |  | 1 |

**3] Third Terminal Examination**

Question format:

1. Fill in the blanks. [5×1=5]
2. Tick or cross. [5×1=5]
3. Match the following. [5×1=5]
4. Answer the following questions. [5×2=10]

[MCQ=Multiple Choice Question]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit | MCQ | Tick or cross | Match the following | Answer the following questions |
| 1 |  | 1 |  |  |
| 2 | 1 | 1 | 1 | 1 |
| 3 | 1 | 1 | 1 |  |
| 4 | 1 | 1 |  | 1 |
| 6 |  |  | 2 |  |
| 7 |  |  |  | 1 |
| 8 | 1 |  |  |  |
| 10 |  | 1 |  | 1 |
| 11 |  |  | 1 |  |
| 12 | 1 |  |  | 1 |

**4] Annual Examination**

Question format:

1) Fill in the blanks. [5×1=5]

2) Tick or cross. [5×1=5]

3) Match the following. [5×1=5]

4) Answer the following questions. [5×2=10]

[MCQ= Multiple choice question]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit | MCQ | Tick or cross | Match the following | Answer the following questions |
| 1 | 1 | 1 |  |  |
| 2 | 1 |  | 1 | 1 |
| 3 |  | 1 | 1 |  |
| 4 | 1 |  | 1 | 1 |
| 5 |  | 2 |  | 1 |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 | 2 |  |  | 1 |
| 9 |  |  |  |  |
| 10 |  |  | 1 |  |
| 11 |  |  |  |  |
| 12 |  | 1 | 1 |  |
| 13 |  |  |  | 1 |

ANNUAL PLAN – 2081

Class: **Five** Subject: **Computer**

|  |  |  |  |
| --- | --- | --- | --- |
| S.N. | Term | Units | Teaching days |
| 1 | First Term Exam | 1, 5 | 31 |
| 2 | Second Term Exam | 2, 6 | 23 |
| 3 | Third Term Exam | 3, 7 | 27 |
| 4 | Annual Exam | 4, 8 | 24 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| First Terminal Examination | | | | | | | | |
| S. No. | Unit | Lesson | Objectives | New words | Possible questions | Project work | Teaching  Materials |
| 1 | 1 | Introducing computer system | - Define a computer.  - To identify the characteristic of a computer.  - To know the application of a computer in different areas.  - To know about the modern computers | Tremendous, Indispensable, Manipulating, Volatile, Enormous, Diligence, Accompanied, Execution, Instantaneously | 1) What is a computer system?  2) What are the 4 basic functions of computer system?  3) What is input device?  4) What is laptop?  5) Full forms:  ALU, CU, CPU, RAM, ROM | Make a chart to show various areas where computers are used. | Name the following computer devices chart. |
| 2 | 5 | Microsoft Windows Accessories | - To be clear about the Microsoft Windows 10  - Know about different features of MS Word 10 | Legitimate, Recommends, Interruptions, Customize, Navigate,  File Explorer, Resembles  Cortana, Streamlining, Detached | 1) What is a window 10?  2) What is folder?  3) What is a search box? | Write down the steps to change the desktop background in windows 10. | Computers |
| Second Terminal Examination | | | | | | | |
| S. No. | Unit | Lesson | Objectives | New words | Possible questions | Project work | Teaching  Materials |
| 1 | 2 | History of computers | - To know about developments of a computer  - Features of ABACUS  Inventors name and their work | Nomadic, Mechanical, Inadequate, Tabular form, Punch-card, Progenitor | 1) What is the first tool man had used for calculation?  2) What is ABACUS? What are the two sections in an abacus?  3) Who developed the first electronic digital computer?  4) Full forms:  ABC, IBM, ENIAC, UNIVAC, ASCC | Fill in the blank spaces with the help of clues. | Chart paper, ABACUS |
| 2 | 6 | Formatting in Word 2010 | - Learn about word processing software and the advantages of MS Word 2010  To know the steps to format text in MS Word 2010 | Brochures, Default, Abbreviated, Spacing command, Version,  Paragraph alignment | 1) What is word processing software?  2) Name some popular word processing software.  3) What is font?  4) What is line spacing? | Set B:  Start word and type the following text exactly like given below: | Computers |
| Third Terminal Examination | | | | | | | |
| S. No. | Unit | Lesson | Objectives | New words | Possible questions | Project work | Teaching  Materials |
| 1 | 3 | Generations of computers | - Learn about different generations of computer and its features.  The main components used in each generations of computers | Comparatively, Integrated circuit, Auxiliary memory, Picoseconds, Generations | 1) What is meant by generations of computers?  2) How many generations of computers are there?  3) What are the features of first generation computer?  4) Full forms:  AI, IC, VLSI ,ULSI, ENIAC | Identify and name the following electronic devices and name their inventors. | IC, Transistors, laptop |
| 2 | 7 | Introducing Powerpoint 10 | - Learn about presentation program and its advantages  Learn about creating presentation program | Handouts, Sophisticated, Splitter Bar, Slide pane, Placeholder, Readability, Clarity, Partial, Callouts, Transitions, qTheme | 1) What is the presentation program? Give examples.  2) What is Microsoft Office PowerPoint 2010? State three advantages of MS Power point. | Create a presentation program about your best friend. | Projector,  computer |
| Annual Examination | | | | | | | |
| S. No. | Unit | Lesson | Objectives | New words | Possible questions | Project work | Teaching  Materials |
| 1 | 4 | Presenting the internet | - Learn about the internet and its history  - Uses of internet  Learn to use search engine | Search engine, Interconnected, Networking, Configuration, Disruption, Launched, Modem, Multimedia, Internet service provider, Mozilla Firefox, Gmail, Web page, Home page | 1) What do you understand by internet?  2) State any 3 uses of internet.  3) Define the following terms:   1. World Wide Web 2. Web page   4) Full forms:  NSF, MODEM, ISP, WWW, E-MAIL | Create your own gmail account | Projector, computer |
| 2 | 8 | Basics of QBASIC | - Learn to start QBASIC program  - Explain the elements of QBASIC Programming  The function and syntax of simple QBASIC statements | QBASIC, Turbo basic, GW- basic, Line identifiers, Syntax, Execute, Variables, Constant, String, Operands | 1) What is a BASIC program? Who developed it?  2) What are operators?  3) Write a program to find the area of the four walls of a room. | Write a program to find the sum of two numbers. | computer |

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| **bf]>f] q}dfl;s k/LIff** | | | | | |
| PsfO kf7 | ;Defljt k|Zgx? | gofF zAbx? | kl/of]hgf sfo{ | p2]Zo | z}lIfs ;fdu|L |
| @=% PsfO{ # -#=! b]lv #=%\_ | !\_ g]kfndf slt hgf JolStx?nfO{ /fli6«o lje"ltsf] ;Ddfg k|bfgul/Psf] 5 <  @\_ df]lt/fd e6\6nfO{ lsg /fli6o lje"ltsf] 3f]if0ff ul/Psf] xf] <  #\_ ko{6s eGgfn] s:tf dflg;nfO{ a'emfpF5 <  $\_ cfsfz] k"n s:tf dflg;sf nflu agfOPsf] xf]< | lge{o, kf08'lnlk, k|j{ts, lsNnf, lnlk, pGgog, vf]N;f], OGwg, kd{, cflTdotf, kIfkft, Tofu | !\_ nfu"kbfy{sf] ;]jgaafb{ x'G5 hLjgeGg] ljifodf lgaGw n]Vg'xf];\ . | – k/Dk/fut ;fdflhs lgodsf] kl/ro lbg / kfngf ug{ .  – 6flkms lgodsf] kfngf ug{ / ;8s ;'/Iffsf pkfox? ckgfpg .  – ;'/Iff k|bfgug]{ lgsfosfaf/]df hfgsf/L k|fKt u/L ;xof]u k'?\ofpg . | zAbkQLx?, /fli6o lje"ltsf kmf]6f]x? |
| PsfO $ -;fdflhs ;d:of / ;dfwfg\_  -$=! b]lv $=$\_ | !\_ cGwljZjf; eg]sf] s] xf] <  @\_ b"Jo{;gLaf6 x'g] $ j6f c;/x? n]Vg'xf];\ .  #\_ zfGtL ;'/Iff sfodug]{ ;+:yf s'g xf] < | ;xsfo{, ;+/Ifs, lrof]rrf]{, w"t{, r]i6f, bfloTj, lx+;|s, xf]Rofpg' | !\_ g]jf/ ;d'bfodf k|rlnt u'7L emNsg] s'g} km]6f jflrq ;ª\sng u/L k|bz{g ug'{xf];\ . | – c;n ;dfh lgdf{0fdf ;xof]u k'/\ofpg] .  – b'Jo{;gnfO{ Pp6f hl6n ;d:ofsf ?kdfa'lemb'Jo{;gLnfO{ ;'wf/ ug{ .  – rf]/L 8s}tL lgoGq0fsf pkfoatfpg . | zAbkQLx?, nfukbfy{ ;]jg;Fu ;DalGwt lrqx? |
| **t]>f] q}dfl;s k/LIff** | | | | | |
| PsfO kf7 | ;Defljt k|Zgx? | gofF zAbx? | kl/of]hgf sfo{ | p2]Zo | z}lIfs ;fdu|L |
| PsfO % -xfd|f] ljut\_  %=! b]lv %=# | !\_ klxn]sf dflg;x? k9\g] ljBfno s:tf] x'GYof] <  @\_ x]6f}8fsf] ;lxb :df/sdf s] b]Vg kfOG5 <  #\_ dGh'>L sf] lyP< | l5rf]Ng', lqj]0fL, v/, k'/f0f, pBfg, j+z, u|Gy, tk:of, leIf', sfnfGt/, lsDabGtL | !\_ tkfO{sf] ufpFdfePsf] s'g} dlGb/ , rr{ , u'Daf jf dl:hbaf/] Pp6f n]v tof/ ug'{xf];\ . | – ljutdf dflg;x?sf] ;fdflhs hLjg s:tf] lyof] yfxf kfpg .  – P]ltxfl;s j:t' tyf 7fpFx?sf] hfgsf/L k|fKtug{ . | zAbkQLx?, P]ltxfl;s wfld{s tyf :ynsf kmf]6f]x? |
| PsfO ^  -xfd|f cfly{s ls|ofsnfk \_  ^=! b]lv ^=% \_ | !\_ >d slt k|sf/sf x'G5g\ <  @\_ ufpFsf dflg;x? lsg ljb]z hfG5g\ <  #\_ :yfgLo :t/df ;d'bfodf cfocfh{gsf] e/kbf]{ cfwf/ s] xf] <  $\_ s'g 7fpFsf] blx k|l;å 5 < | ;/fKg', dhb'/L, ;d[lå, Go"lgs/0f, k'FhL, k"jf{wf/, 9'jfgL, ;[hgf, vs{, dgUo, km:6fpg', wGbf | !\_ tkfO{sf] lhNnfnfO{ lrgfpg] dxTjk"0f{ j:t', 7fpF jf df}lns pTkfbgsf] ;"lr agfpg'xf];\ . | – cfkm\gf] :yfgLotx leqsf cfly{s ls|ofsnfx?sf] klxrfg ug{ .  – cfly{s ls|ofsnfksf] kl/ro lbg . | :yfgLo pTkfbgsf lrqx? |
| **jflif{s k/LIff** | | | | | |
| PsfO kf7 | ;Defljt k|Zgx? | gofF zAbx? | kl/of]hgf sfo{ | p2]Zo | z}lIfs ;fdu|L |
| PsfO & -xfd|f] k[YjL\_  &=! b]lv &=\* | !\_ ;"o{sf] k|sfz k[YjL;Dd cfOk'Ug slt ;do nfU5 <  @\_ k[YjLsf] ;txsf] hDdf If]qkmn slt 5 <  #\_ g]kfnnfO{ lsg hn;|f]tsf] wgL b]z elgG5 <  $\_ g]kfnsf] ;a}eGbfnfdf] gbLsf] gfd s] xf] <  %\_ kfFuf] df6f]df pTkfbg x'g] afnLsf] gfd n]Vg'xf];\ . | phf{, s0f, rfk . ultljlw, e"kl/j]li7t, lxdkft, ;xhjfo', dlnnf], ;bfjxf/, cjnDag, pT;j, afx'No, k|lts"n, påf/, jf?0foGq | !\_ g]kfnsf] gS;fagfO{ ;ftcf]6f k|b]z / ltgLx?sf] /fhwfgL ;ª\s]t ug'{xf];\ . | – ;f}o{ k|0fnLsf] kl/efiff lbg .  – k[YjLsf] pTklQssf] af/]df atfpg .  – g]kfnsf] ef}uf]lns cjl:ylt atfpg .  – xfjfkfgL cg';f/ jg:kltsf] gfd / ljz]iftf pNn]v ug{ .  – ljleGg k|sf/sf df6fsf ljz]iftf atfpg .  – gS;f cWoogaf/] ;fdfGo hfgsf/L kfpg . | g]kfnsf] gS;f, Unf]a, ;f}o{d08nsf] lrq |

**jflif{s sfo{of]hgf**

sIff M **%** ljifoM **g]kfnL**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **k|yd q}dfl;s k/LIff** -sfo{ 306f = ^@\_ | | | | | | |
| **kf7** | **p2]Zo** | **gofF zAbx?** | **k|Zgx?** | **kl/of]hgf sfo{** | **z}lIfs ;fdfu|L** |
| !\_ af]n af]n sf]OnL r/L  -sljtf\_ | r/fx?sf gfd, laz]iftf atfpg,sljtfsf] no ldnfP/ jfrg ug{,sljtfsf] efjfy{ a'em\g,zAbe08f/ v08,af]w cleAolTfm v08,eflifs ;+/rgf v08sf ;Dk"0f{ cEof; sfo{ ug{,cfkm"nfO{ dgkg]{ r/fsf] lrq agfO pSt r/fsf] af/]df lgaGw n]Vg | chDd/L, cd[t, lhGbuL, 8fnL, 3f]nL, e/f];f, j;Gtsf] xl/ofnL | s\_ lsg lhGbuLsf] e/f];f 5}g <  v\_ lsg ;w}F j;Gtsf] nfnL /xFb}g<  u\_ sf]OnL r/Lsf] af]nL s:tf] x'G5 < | tkfO{FnfO{ dgkg]{ r/fsf] lrq agfpg'xf];\ / pSt r/fsf] af/]df lgaGw n]Vg'xf];\M | ljleGg r/fsf] lrq b]vfpFb} lt r/fsf] laif]ztf atfpg] |
| @­­­­­­­­­­­\_ o; xKtfsf] / sYff | ;ftaf/sf gfd atfpg,/ af6 aGg] zAbx? / ;fdfu|Lsf gfd atfpg,pSt syf ;:j/ jfrg ug{, sl7g zAbx? l6kf]6 u/L z'4 pRrf/0f ug{ zAbe08f/ v08,af]wcleAolSt v08, eflifs ;+/rgf v08sf ;Dk"0f{sf cEof; ug{,cfkm"nfO{ dg{kg]{ Pp6f syf tof/ ug{, s]lxufpFvfg] k|Zgx? tof/ ug{ | k|ltof]lutf, lg0f{o lgGofp/f], df}gtf, cfu|x, ;ª\sf]r, jf:tljstf, 3f]Rof], lhb\bL, bf]wf/, cK7f/f] | s\_ sIffdf ;a}n] s] Nofpg] lg0f{o u/] <  v\_ gj/fh lsg lgGofp/f] ePsf] /x]5 <  u\_ ntfn] lsg sIffdf b]vfpg /fv]sL /f]6L gj/fhnfO{ lbO{ <  3\_ ntfsf] / af6 p7]sf] crDdsf] lrh s] /x]5 < | s\_ dnfO{ dgkg]{ syf zLif{sdf Pp6f 5f]6f] syf n]Vg'xf];\ .  v\_ s'g} % j6f ufpFvfg] k|Zgx?sf pQ/ n]Vg'xf];\ =+ | /, s, 3af6 aGg] zAbx? / ;fdfu|Lsf ;"rL |
| **bf]>f] q}dfl;s k/LIff** -sfo{ 306f = $&\_ | | | | | | |
| **kf7** | **p2]Zo** | **gofF zAbx?** | **k|Zgx?** | **kl/of]hgf sfo{** | **z}lIfs ;fdfu|L** |
| %\_ dxfslj nIdLk|;fb b]jsf]6f -hLjgL\_ | kf7df lbOPsf kmf]6f] x]/]/ ljleGg ;flxTosf/x?sf gfd atfpg,dxfslj nIdLk|;fb b]jsf]6fsf] hLjgL ;:j/ jfrg ug{,sl7g zAbx? l6kf]6 ug{ zAsf cy{ atfpg,zAbe08f/ v08,af]w cleAolTfm v08,eflifs ;+/rgf v08sf ;Dk"0f{ cEof; sfo{ ug{,cfkm'gf] kl/jf/sf ;b:odWo] s'g}  Ps hgf;b:osf] hLjgL n]Vg, | Gjf/g, s[lt, wf}wf}, xftd'v hf]g'{, k|Voft,  :juf{/f]x0f, k|l;4, l;h{gf, lxrlsrfpFb}gy], csfn | s\_ dxfslj nIdLk|;fb b]jsf]6fsf] hGd sxf“ / slxn] ePsf] lyof]<  v\_ dxfslj b]jsf]6fn] s] s] n]v]<  u\_b]jsf]6fsf] lgwg s] sf/0fn] eof] <  3\_ nIdLk|;fb b]jsf]6fsf] gfd lsg nIdLk|;fb /flvof] < | tkfO{Fsf] kl/jf/sf ;b:o dWo] s'g} Ps hgfsf] hLjgL n]Vg'xf];\M  s'g} ;fyL jf AolStsf] af/]df % jfSo n]Vg'xf];\M | ;flxtosfx?sf tl:a/, zAbklQ, cjoo zAbx? |
| ^\_ ;tLsf] >fk -syf\_ | /fLi6«o lje"ltsf tl:a/ ,g]kfnsf ljleGg e"efusf tl:a/ b]vfpFb} g]kfnsf] k|rLg Oltxf; atfpg],;tLsf] >fk syf ;:j/ jfrg ug{, sl7g zAbx? l6kf]6 u/L z'4 pRrf/0f ug{ zAbe08f/ v08,af]wcleAolSt v08, eflifs ;+/rgf v08sf ;Dk"0f{sf cEof; ug{,,g]kfnsf /fli6«o lje"ltx?sf gfd n]Vg, /fli6«o lje"ltsf af/]df lgaGw ,sljtf n]Vg | v6k6, >fk, ef/bf/, ;lGw, kmQ]ug'{, lylt, gh/aGw, nfjfn:s/, wfjf af]Ng', Oi6b]jL, ;'emfpFb}, cft'/, /dfgf, 3tnfUbf], /fhub\bL | s\_ /fhf k|tfk dNnn] s'g pkfosf] vf]hLsf nflu ef/bf/x? af]nfP <  v\_eLd dNnnfO{ af6fdf lsg cla/dfnfn] ;Ddfg u/] <  u\_ sfhL eLd dNn /fhfnfO{ e]6\g lsg cft'/ lyP<  3\_ g/b]j / dofl;+xn]lsg eLd dNndfly if8\oGq ug{ yfn] < | s\_ sfhL eLd dNnsf] af/]df 5f]6f] cg'R5]b n]Vg'xf];\M  v\_ s'g} Ps hgf /fli6«o lje"ltsf af/]df sljtf jf lgaGw n]Vg'xf];\M | sl7g zAbx?sf] ;"rL,/fli6«o lje"ltsf tl:a/ |
| **t]>f] q}dfl;s k/LIff** -sfo{ 306f = %$\_ | | | | | | |
| **kf7** | **p2]Zo** | **gofF zAbx?** | **k|Zgx?** | **kl/of]hgf sfo{** | **z}lIfs ;fdfu|L** |
| \*\_ /fd|f] / g/fd|f]  -sljtf\_ | dflg;sf /fd|f / g/fd|f afgL atfpg, pSt sljtf no ldnfP/ jfrg ug{,sljtfsf] efjfy{ a'em\g,zAbe08f/ v08,af]w cleAolTfm v08,eflifs ;+/rgf v08sf ;Dk"0f{ cEof; sfo{ ug{,a'bf“ut ?kdf /fd|f afgL / g/fd|f afgLx? n]Vg /fd|f afgL ;DaGwL Pp6f sljtf tof/ ug{, | nf];], la56\6 nt, ;b}j, x;g{,  em8ª\u, Go"/]/, e6fe6 | s\_ s'g} % j6f /fd|f afgLx? n]Vg'xf];\M  v\_ /fd|f s'/fx?sf s'g} % j6f kf]:6/x? agfpg'xf];\M  u\_ tkfO{Fsf] ufpF jf 6f]nsf s'g} @ j6f /fd|f / g/fd|f s'/f atfpg'xf];\M | tkfO{FnfO{ dgkg]{ zLif{sdf Pp6f sljtf /rgf ug'{xf];\ =+  v\_ tkfO{Fsf] sIffdf htftt} kmf]xf]/ s'/f n]Vg], ;fdfg x/fpg], laufg]{ ;d:of 5 eg] s;/L ;dfwfg ug'{x'G5 < | /fd|f afgLx?sf ;"rL kf]:6/x? |
| (\_ :jf:YoM  ;aeGbf d"nojfg\ s'/f -lgaGw\_ | :jf:Yo /fd|f] agfpg] ultljlwx? / :jf:Yo laufg]{ ultljlwx? dfly 5nkmn ug]{, pSt lgaGw ;:j/ jfrg ug{, sl7g zAbx? l6kf]6 u/L z'4 pRrf/0f ug{ zAbe08f/ v08,af]wcleAolSt v08, eflifs ;+/rgf v08sf ;Dk"0f{sf cEof; ug{,:jf:Yo ;aeGbf d"Nojfg\ s'/f x'g\ eGg] zLif{sdf lgaGw n]Vg, | k|lti7f, cf/f]Uo, tGb'?:tL, Jofofd,  d"Nojfg\, ;r]t, ;xefuL, nfkaf{xL | s\_ :jf:Yo hLjg latfpg s]s] ug'{k5{ / s]s] ug'{x'Fb}g <  v\_ z/L/nfO{ :j:y /fVg s:tf] sfd ug'{k5{ / s:tf] sfd ug'{x'b}g <  u\_ xfdL s] s'/fdf x/kn ;r]t /xg'k5{ < | s\_ :jf:Yo ;aeGbf d"Nojfg\ s'/f x'g\ eGg] zLif{sdf lgaGw n]Vg'xf];\M  v\_ :jf:YonfO{ kmfObf jf a]kmfObf x'g] sfd n]Vg\xf];\M | zAbkltsf] ;"rL, :j:y vfgfsf kl/sf/x?,  :j:Yo /fd|f] agfpg] ultljlwx? b]vfpg] |
| !)\_ lbbLsf] 8fo/L  -syf\_ | cfkm\gf] kl/jf/sf ;b:osf] gfd / gftf ;DaGw atfpg, slxNo}sflxF kl/jf/df e}mF—emu8f x'Fbf To;nfO{ ;dfwfg ug]{ pkfo atfpg pSt syf kf7 ;:j/ jfrg ug{,sl7g zAbx? l6kf]6 u/L pRrf/0f ug{, cy{ atfpg, zAbe08f/ v08, af]wcleAolSt v08, eflifs ;+/rgf v08sf ;Dk"0f{cEof; ug{,kl/jf/df ldn]/ ;xh tl/sfn] hLjg lgjf{x ug{, hLjgdf 36]sf s'g} Pp6f 36gfsf] af/]df atfpg / n]Vg | crfgs, t/v/, sf]t'xn, yKk8, b}lgsL, emdSs, /gSs, ;'6'Ss, l9nf], clj:d/0fLo | s\_ lbbL / efOsf] lsg emu8f x'GYof] <  v\_ lbbLn] cfkm\gf] b}lgsL n]Vg] sfkLdf s] n]Vg'eof] <  u\_ lbbLn] dfof ug'{x'Fbf] /x]5 eGg] s'/f s;/L yfxf kfof] < | s\_ cfkm\gf] b}lgs hLjgdf 36]sf 36gfsf af/]df n]Vg / gfdkb ;DalGwt v]n v]Ng | zAbklQ |
| $\_ k|wfgfWofksnfO{ lgj]bg | ljBfnodf x'g] cltl/St ls|ofsnfksf af/]df atfpg / n]Vg,k|wfgfWofksnfO{ lgj]bg kf7 ;:j/ jfrg ug{,lgj]bg n]Vbf Wofg lbg"kg]{ s'/f atfpg, zAbe08f/ v08,af]wcleAolSt v08, eflifs ;+/rgf v08sf ;Dk"0f{ cEof; ug{,z'esfdgf kq, lgdGq0ff kq, lgj]bg n]Vg | cj;/, pkl:yt, ;dIf, cf1fsf/L, cg'/f]w, k|wfgfWofks | s\_ la/fdL labfsf] lgj]bg n]Vg'k/]df ljifodf s] n]lvG5<  v\_ lgj]bg n]Vbf s] s] s'/fdf Wofg lbg'k5{ <  u\_ tkfO{Fsf] lgj]bg sf] lgj]bs n]v]kl5 To;sf d'lg s] n]Vg'x'G5< | lgdGq0ff kq, z'esfdgf kq, / lgj]bg tof/ ug'{xf];\ | lr7L, vfd, z'esfdgf kq,lgdGq0ff kq,lgj]bg |
| **t]>f] q}dfl;s k/LIff** -sfo{ 306f = $\*\_ | | | | | | |
| **kf7** | **p2]Zo** | **gofF zAbx?** | **k|Zgx?** | **kl/of]hgf sfo{** | **z}lIfs ;fdfu|L** |
| !!\_ 5f]/LnfO{  lr7L -lr7L\_ | lrq x/L j0f{g ug{,zAb pRrf/0f u/L cy{ atfpg,5f]/LnfO{ lr7L kf7 ;:j/ jfrg ug{,lr7L n]Vg, s;nfO{ ;Daf]wg ubf{ s] n]lvG5 eGg / n]Vg, ,zAbe08f/ v08,af]w cleAolTfm v08,eflifs ;+/rgf v08sf ;Dk"0f{ cEof; sfo{ ug{,kl/of]hgf sfo{sf cEof; ug{ | 5fqj[lt, 7'l:sP/, :g]x, d'6'sf] 6's|f, gful/s, nah, cfzLjf{b | s\_ g'dfsf] ;jefj s:tf] lyof]<  v\_ lr7L n]Vbf Wofg lbg'kg]{ s'/fx? s] s] x'g\<  u\_ g'dfsf] :s'n s:tf] xf]nf< | vfd agfO{ Nofpg'xf];\,  ;fyLnfO{ hGdlbgsf] lbg lbg] z'esfdgf kq, cfkm" a:g] ufpF jf 6f]nsf] af/]df atfpFb} ;fyLnfO{ Pp6f lr7L n]Vg'xf];\M | lgdGq0ff kq, lr7L,vfdsf] gd'gf |
| !@\_ :joDe"af6  x]bf{ -;+:d/0f\_ | sIfsf]7fsf] ‰ofnaf6 b]lvg] bz j6f j:t'sf gfd atfpg,pSt kf7 ;:j/ jfrg ug{, sl7g zAbx? l6kf]6 u/L z'4 pRrf/0f ug{ zAbe08f/ v08, af]wcleAolSt v08, eflifs ;+/rgf v08sf ;Dk"0f{sf cEof; ug{,cfkm"n] 3'd]sf] s'g} Pp6f 7fpFsf] af/]df atfpg n]Vg | sbflrt\, vf]Fr,aun, cjnf]sg, uN5L, ;ª\u|xfno, :j?k ,gfds/0f,  jf:t'snf, 5n{ª\u, /fhb"tfjf; | s\_ :jDe"sf] 8fF8faf6 sf7df8f}F s:tf] b]lvG5 <  v\_ d eGg] kfq sf7df8f}Fsf] Ps xKt] e|d0fdf sxfF sxfF 3'Dof] <  u\_ sf8df8f}Fdf x]g{ nfossf 7fpFx? s] s] x'g\ < | s\_ tkfO{F ;fgf] 5Fbf ePsf] s'g} la;{g g;lsg] 36gf ;'gfpg'xf];\ / n]Vg'xf];\M  v\_ v]ns'b / gfrufgdf dg gnufpg] ;fyLnfO{ s;/L ;xefuL x'g pTk|]/0f lbg'x'G5 < n]Vg'xf];\M | zAbklQ,ljleGg 7fpFsf gfdx? |
| !#\_ sfo{s|dsf] Ps lbg -b}lgsL\_ | dfG5] laxfg p7]b]lv a]n'sf ;'Tg] a]nf;Ddsf 36gf atfpg, pSt b}lgsL kf7 ;:j/ jfrg ug{,sl7g zAbx? l6kf]6 u/L pRrf/0f ug{ , cy{ atfpg, zAbe08f/ v08, af]wcleAolSt v08, eflifs ;+/rgf v08sf ;Dk"0f{cEof; ug{, cfkm\gf] s'g} Ps dxTjk"0f{ lbgsf] b}lgsL n]Vg, b}lgsL n]Vbf s]s] ug'{k5{ eGg] atfpg | ufog, ;"rgf, lj:t[t, lgTo sd{,  k|]Iffno, d[b'efifL | s\_ Cl4n] ufog cEof; s;/L ul/g\ <  v\_ ;fGTjgf k'/:sf/ kfpFbf klg Cl4 lsg v';L eOg\ <  u\_ b}lgsL n]Vg] kfq s:tL vfnsL ljBfyL{ x'g\ < | s\_ tkfO{Fsf] s'g} Ps dxTjk"0f{ lbgsf] b}lgsL n]Vg'xf];\M |  |
| !$\_ k|s[ltl;t l;s -sljtf \_ | lrq x]/L j0f{g ug{, gofF zAb pRrf/0f u/L cy{ atfpg pSt sljtf no ldnfP/ jfrg ug{, sljtfsf] efj atfpg, zAbe08f/ v08, af]wcleAolSt v08, eflifs ;+/rgf v08sf ;Dk"0f{ cEof; ug{, k|s[ltsf] af/]df sljtf, lgaGw n]Vg | >d, bLk, OGb]gL, l;k, w/, unf | s\_ df}/L;Fu >dsf] kf7 s;/L l;Sg ;lsG5<  v\_ k|s[lt s;/L xfdL ;a}sf] u'? xf]<  u\_ ;'vL eO{ afFRg s] ug'{k5{ < | lxpFb / jif{fdf kfOg] km/s n]Vg'xf];\ =+ | zAbklQ |
| !%\_ 6]lnkmf]g  -syf\_ | ;~rf/sf ;fwgx?sf gfd atfpg,;fdflhs ;~hfnsf gfd n]Vg, pSt syf ;:j/ jfrg ug{ sl7g zAbx? l6kf]6 u/L,cy{ atfpg, zAbe08f/ v08, af]w cleJolSt v08,eflifs ;+/rgf v08sf ;Dk"0f{ cEof; ug{,6]lnkmf]gsf] af/]df lgaGw n]Vg, | 3':ofg, cTof;, s[t1, gf6\od08nL, ;'‰g', l/l;e/, kmf/d | s\_ d kfqsf cfFvfaf6 lsg cfF;' em/] <  v\_ d kfqnfO{ lsg kmf]g u?F u?F nfUof] <  u\_ d kfqn] lsg k|x/L / ;f]wk'5df kmf]g u/]g < | 6]lnkmf]gaf6 ug{x'g] / ug{gx'g] sfdsf] ;"rL agfpg'xf];\ =+ | ;~rf/sf ;fwgx? |

**ljlzli6s/0f tflnsf**

sIff M **%** ;doM @M)) 306f ljifoM **g]kfnL**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| s|= ;+= | If]q  -k9fO / n]vfO\_ | k/LIf0fLo kIf | 1fg | af]w | k|of]u | pRr bIftf | k|Zg ;ª\Vof / cª\s ef/ | | | :ki6Ls/0f |
| ! | zAbe08f/ | zAbfy{ | ! |  |  |  | ! | | | kf7\df k|of]u ePsf s'g} rf/cf]6f zAb df}lns #, -cfuGt's !\_ lbO{ ltgsf] cy;Fu ldNof] zAb lbP/ vfnL 7fpF eg{ nufpg] -zAb lbFbf Pp6f ljsNk a9L lbg]\_ |
| zAb klxrfg | ! |  |  |  | ! | | | kof{ojfrL !, ljk/LtfyL != cg]sfrL >'lt;dleGgfyL{ != ;dfj]zs n3'tfjfrL l;ªuf] dlIfKt zAb ! kg]{ u/L ;Í]tadf]lhd vfnL 7fpF eg] nufpg] |
| jfSodf k|of]u |  |  | ! |  | ! | | | df}lns÷cfuGt's zAbaf6 !, k|fljlws÷ kfl/eflifs zAbaf6 != cg's/0ffTds, lgkft zAbaf6 ! kg]{ u/L hDdf # cf]6f zAb lbO{ cy{ v'Ng] u/L jfSodf k|of]u ug{ nufpg] |
| @ | j0f{ljGof; | z'4Ls/0f | ! |  |  |  | ! | | | k~rd j0f{ j÷ j jf6 ! / z ÷k ;af6 ! u/L @ cf]6f ax'j}slNks k|Zg ;f]wL zAb ;d"xrf6 z'4 zAb klxrfg u/L n]Vg nufpg] |
| ! |  | ! |  | ! | | | Pp6f zAbdf Pp6f dfq cz'l4 kg]{ u/L x:j !, bL3{ != n]Vo lrxg != kbof]u kbf{jof]u÷rG›laGb' lz/ljGb' o÷ P÷ C÷ l/÷ 5\o÷ If÷ cflbjf6 ! kg]{ u/L $ cf]6f cz'l4 ePsf jfSo lbO{ z'4 kfg+ nufpg] |
| #  Unf] ;fOg Ps]8]dL dfWolds ljBfno  sIff += % v}/xgL \* k;f{ ,lrtjg ;do += @ 306f  ljifo += g]kfnL ljlzli6s/0f tflnsf @)\*!  Unf] ;fOg Ps]8]dL dfWolds ljBfno  sIff += % v}/xgL \* k;f{ ,lrtjg ;do += @ 306f  ljifo += g]kfnL ljlzli6s/0f tflnsf @)\*! | eflifs ;+/rgf | zAbju{ | ! |  |  |  | ! | | |  |
| ! |  |  |  | ! | | | lqmofof]uL, gfdof]uL, ;+of]hs, lj:doflbaf]ws / lgkftdWo]af6 km/s km/s s'g} $ cf]6f zAb kg]{ u/L zAb / ltgsf zAbju{ljr hf]8f ldnfpg nufpg] |
| ljelSt |  |  | ! |  | ! | | | pko'Qm ljelQm /fv]/ vfnL 7fpF e/L $ cf]6f jfSo k"/f ug{ nufpg] |
| sfn |  |  | ! |  | ! | | | jt{dfg, e"t / eljiot\ sfnaf6 sDtLdf !÷! cf]6f kg]{ u/L s'g} $ cf]6f k|Zg ;f]w]/ ;Í]tsf cfwf/df jfSo kl/jt{g ug{ nufpg] |
| kb;ª\ult |  |  | ! |  | ! | | | lnË ;Ëlt, jrg ;Ëlt, k'?if ;Ëlt / cfb/ ;Ëltaf6 sDtLdf !÷! cf]6f kg]{ u/L % cf]6f k|Zg ;f]wL kb ;Ëlt ldnfpg nufp |
| $ |  | ;Gbe{df cfwfl/t |  |  |  |  |  | | | lgDgadf]lhd b'O{ k|Zg ;f]wL pQ/ lbg nufpg] M  -s\_ kf7\ok':tssf syf jf sljtf ljwfaf6 ;Gbe{ lbO{ To;sf cfwf/df |
| % | k7gut af]w | clt;ª\lIfKt pQ/fTds kf7ut k7gaf]w |  | ! |  |  | @ | @ | $ $ | ljifoj:t' n]Vg], 36gf j0f{g, d"n efj jf ;Gb]zdDjGwL Ps jf b'O{ jfSodf pQ/ lbg] vfnsf lt;lÍ\ifKt pQ/fTds $ k|Zg ;f]Wg] vM kf7\ok':tssf hLjgL, lgjGw ofqf j0f{g, ¿ksdWo] s'g} Ps ljwfaf6 ;Gbe{ lbO{ To;sf cfwf/df ljifoj:t' n]Vg], 36gf j0f{g, d"n efj jf ;Gb]z;DaGwL Ps jf b'O{ jf:odf pQ/ lbg] vfnsf clt;lIfKt pQ/fTds $ k|Zg ;f]Wg] |
| ^ | cfzo j0f{g | uB kB kf7sf ljlzi6 kª\lSt |  |  |  | ! | @ | ! | $ | kf7\ok':tssf kf7dWo]af6 s'g} b'O{ ljlzi6 klª\Qm lbO{ s'g} Pssf] cfzo j0f{g ug{ nufpg] |
| Jofjxfl/s n]vg | lr7L, lgj]bg |  |  | ! |  | @ | ! | $ | 3/fo;L lr7L / z'esfdgf+kq u/L @ k|Zg ;f]Wg] / s'g} ! sf] pQ/ n]Vg nufpg] |
| & | lgb]{lzt /rgf | syf hLjgL;+jfb n]vg |  |  |  | ! | @ | ! | $ | a'bfsf cfwf/df hLjgL jf swfdWo]jf6 s'g} ! k|Zg / \* cf]6f vfnL 7fpF lbO{ pko'Qm ;Gbe{ jf ljifoj:t' n]v]/ b'O{ hgfljr ePsf] ;jfb k"/f ug{ nufpg] !) k|Zg u/L hDdf @ k|Zg ;f]wL s'g} ! k|Zgsf] pQ/ n]Vg nufpg] |
| \* | :jtGq n]vg | lgaGw n]vg |  |  |  | ! | # | ! | $ | cfTdk/saf6 ! / j:t'k/saf6 @ cf]6f kg]{ u/L sg} tLg zLif{s lbg] / tLdWo] s'g} Ps zLif{sdf !)) zAbdf g36fO{ lgaGw n]Vg nufpg] |

ANNUAL PLAN – 2081

Class: **Five** Subject: **Science**

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| **First Terminal Examination 2081** | | | | | | | | |
| S. No. | Unit | Lesson | Objectives | New words | Possible questions | Project work | Teaching  Materials |
| 1 | 6 | Scientific learning | - Define scientific learning.  To know about observation, experiment with its importance  To know about measurement with its importance.  To convert bigger unit into smaller unit of measurement.  To draw schematic diagram of lab instruments. | Observation, Sublimation, Inquiry, Research, demonstrate etc. | 1) What is scientific learning?  2) Why experiment is important in learning science?  3) Draw a schematic diagram of Beaker, measuring cylinder, funnel etc. | Take a measuring cylinder and irregular stone and find its volume by liquid displacement method. | Lab instruments like Beaker, measuring cylinder funnel, test tube etc. |
| 2 | 6 | Matter | - To identify the sates of matter with examples.  To know about melting, freezing, evaporation and sublimation process.  To find the molecular arrangements of solid, liquid and gas.  To separate the give mixture. | Sublimation, condensation, molecules, sublimate, mixture etc. | 1) What is matter? Write its state.  2) What is change of state of matter? Give example.  3) What is sublimation?  4) Why air is a matter? Justify it.  5) The ponds get dry in summer season. Why? | Show the change of state of matter by taking ice cube and present in your classroom | 2/2 examples of solid, liquid and gas state of matter, related video etc. |
| **Second Terminal Examination 2081** | | | | | | | |
| S. No. | Unit | Lesson | Objectives | New words | Possible questions | Project work | Teaching  Materials |
| 1 | 2 | Information and communication technology | - To know about information and communication.  - To know about the means of communication.  To know about ms word .  - To know about ways of communication.  - To know about the function of shortcut keys. | Gesture, communication, animation, periodicals etc. | 1) What is information?  2) What is communication?  3) What are the means of communication?  4) Write the steps to insert shapes in documents.  5) Write the steps to save ms word document. | List the name of the apps that you use frequently in your smartphone. | RAM , motherboard, keyboard, mouse etc. |
| 2 | 7 | Energy in daily life | - To define energy and it’s sources.  - To define sound energy and it’s source.  - To know about negative impact of sound pollution.  - To know about the healthy measures to control sound pollution.  - To know about electricity and it’s Source.  - To know about open and closed circuit. | Circuit, wave, Renewable, consumption, circuit, electrons, hydroelectricity etc. | 1) What is energy? Write it’s type.  2) What are the sources of sound energy?  3) What are the negative impacts of sound pollution?  4) What are the control measures to control sound pollution?  5) What is electricity? Write it’s Source.  6) Write any two difference between open and close circuit. | Take a wire, battery and bulb and demonstrate the open and close circuit in your classroom with the help of your science teacher. | Sources of sound, wire, battery, bulb, related videos etc. |
| **Third Terminal Examination 2081** | | | | | | | |
| S. No. | Unit | Lesson | Objectives | New words | Possible questions | Project work | Teaching  Materials |
| 1 | 3 | Living organism and environment. | - To define living organism and environment  - To know about energy and energy crisis.  - Identify the uses of heat and light energy for animals and plants.  - To know the negative impacts of misuse of energy. | Crisis, windmill, conservation, misuse, renewable etc. | 1) What are living organisms?  2) What is environment?  3) Why living organism need energy?  4) What are the uses of light and heat energy for the animals and plants?  5) What are the negative impacts of misuse of energy? | Make a module of solar cooker in the consultation with your science teacher. | Different related videos and field visit. |
| 2 |  | Classification of living organism. | - To know the importance of classification.  - To know about monocot and dicot plants.  - To know about the characteristics of vertebrates.  - To know about the functions of different parts of a plants. | Cotyledons, classification, corolla , calyx , crawl etc. | 1) What is classification? Why it is important.  2) Write any two difference between monocot and dicot plants with examples.  3) What are the different parts of a flower?  4) What are the functions of roots?  5) Draw a picture of seed and label it. | Collect different plants around you and make a herbarium. | Different plants , different examples of monocot and dicot seeds , related videos etc. |
| **Annual Examination 2081** | | | | | | | |
| S. No. | Unit | Lesson | Objectives | New words | Possible questions | Project work | Teaching  Materials |
| 1 | 5 | Life process | - To define a life process.  - To know about importance of circulatory, respiratory and digestive system.  - To know about the difference between living and non-living things on the basis of life process. | Respiration, circulation, veins, capillaries etc. | 1) What is life process?  2) What are the activities of life process of animals?  3) What is circulation of blood? What are the organs involved in circulatory system?  4) What is digestion? Why it is important?  5) What is photosynthesis? Why it is important for animals? | Collect the pictures of life process of different animals and plants and paste in your science wall. | Different related videos and field visit. |
| 2 | 8 | The earth and space. | - To know about solar system, planets and moon.  - To know about revolution of earth in elliptical orbit.  To know about the phases of moon. | Phases, axis, orbit, elliptical, celestial body, satellite etc. | 1) What is solar system?  2) What are the names of eight planets of the solar system?  3) What is axis and orbit?  4) Why moon is called natural satellite of the earth?  5) What are Planets?  6) Define new moon and full moon. | Make a collage on the revolution of earth in elliptical orbit. | Related videos. |