

CLASS-VII

LESSON PLANS

Based on A. P. S.C.E.R.T guidelines in teachers resources book.
Integrated plans include year plans, monthly plans, unit plans, lesson plans and period plans. Prepared in digital mode. Revised and up to dated plan for the academic year

2023-24

NAME OF THE TEACHER :

DESIGNATION :

SCHOOL:

YEAR PLAN 2023-24

Class: VII, Subject: English,

Name of the teacher :

School :

MONTH	Approx. number of periods	LESSON	THEME/CORE VALUE	GRAMMAR	VOCABULARY	LANGUAGE LAB/CLUB ACTIVITY
JUNE	16	Unit 1 - Three Questions (P) The Squirrel	SELF REALISATION & VALUE INCULCATION		CONTEXTUAL MEANINGS	1. DEBATE 2. STORY WRITING
JULY	24	Unit 2 - A Gift of Chappals (P) The Rebel (SR) The Tiny Teacher	CHILDREN'S WORLD CHARITY	CONDITIONAL CLAUSES		1. TALK ABOUT YOUR LIKES 2. PREFERENCES 3. HOBBIES
AUG	25	Unit 3 - Gopal and the Hilsa Fish (P) The Shed (SR) Bringing up Kari	COMIC STORY MOTIVATIONAL NOTHING IS IMPOSSIBLE IN THIS WORLD		1. WORD LADDED 2. SYNONYMS	1. PICTURE READING 2. PUBLIC SPEAKING
SEP	22	Unit 4 - The Ashes That Made Trees Bloom (P) Chivvy (SR) Golu Grows a Nose	magical realism kindness, mythology, karma, animals, fantasy, kindness, and society	1. USE OF ARTICLE 2. FRAMING QUESTIONS	1. QUESTION WORDS 2. OPPOSITE WORDS & PREFIXES	1. POETRY RECITATION 2. QUIZZES

MONTH	Approx. number of periods	LESSON	THEME/CORE VALUE	GRA	VOCABULARY	LANGUAGE LAB/CLUB ACTIVITY
Oct	16	Unit 5 - Qualiy Trees (Poem) Revision for SA - I	WORK OF LOVING QUALITY WORK OF COMPETITION & CONSUMARISM		1.HOMONYMS 2.MINIMAL PAIRS 3.SOUNDS'SH' 'CH'	1.GERMAN AND INDIAN ACCENT 2. STORY TELLING
NOV	25	Unit6 - Expert Detectives... (SR) Chandni	conflicting views innocent approach of children		1.Different meanings with 'tip' 2.idiomatic expressions	1.LITERARY COMPETITIONS 2.PERFORMING PLAYS BASED ON BOOKS ETC.
DEC	24	Unit 6 - (p) Mystery of theTalking Fan Unit 7 -The Invention of Vita-Wonk(P) Dad and the Cat andthe Tree	kindnessand empathy		Family tree	1.Recipe for Palak-Dal 2.ROLEPLAYS
JAN	17	Unit - 7 (P) Garden Snake (SR) The Bear Story	courage is the most important teaching it offers			1.PREPARE NOTICES 2.PREPARE POMPLETES
FEB	23	Unit 8 - A Homage to our Brave Soldiers (P) Meadow Surprises (SR) A Tiger in the House	patriotism of the Indian soldiers		1.words of war 2.odd one out 3.matching	1.USE OF READING CONRNERS 2.SCRAMBLES
MARCH	22	(SR) An Alien Hand Revision				ELOCUTION
APRIL	15	REVISION				

Signature of the teacher

Signature of the Headmaster

VII Class English Lesson Plan-june-2023

Name Of the Teacher :

School:

Name of the Lesson / Unit	Topic	No. of periods required (16)	Timeline for teaching		Any specific information
			From	To	
Unit I: Three Questions (Honey Comb)	Before you read	1	6/23		An activity on questions
	Three Questions	4			A story by Leo Tolstoy in which a king sought answers for his three questions. (wisdom, knowledge, awareness, kindness, forgiveness etc.)
	Working with the text	1			8 Inferential and open-ended questions from all the important concepts of the lesson
	Working with language	1			Synonyms matching exercise
	Working with language				Appropriate forms of the words (gap filling activity)
	Speaking	1			Imagine that you are the king and narrate the incident of your meeting the hermit
	Writing	1			Imagine that you are the hermit. Write briefly the incident of your meeting the king.
	The Squirrel (Poem)	2			written by Mildred Bowers Armstrong
	Working with the poem	1			3 Inferential and open-ended questions from the poem
	The Tiny Teacher (from the supplementary read An Alien Hand)	3		30.6.23	The tiny teacher is a story that teaches us about the tiniest teacher we can learn from.

Prior Concept/ Skills: *(Essential concepts and skills to be checked/bridged before teaching the current concept.)*

1. Listen to the teacher and understand
2. Read and comprehend the text
3. Express their ideas, opinions and doubts etc.
4. Speak about their real life experiences
5. Write simple sentences on their own
6. Uses words contextually
7. Use their instinctual inquisitive nature to know many things.

Learning Outcomes: *(Select from SCERT Academic Calendar and Textbook)*

- Answers questions orally and in writing on a variety of texts.
- Reads textual/non-textual materials in English/Braille with comprehension.
- Identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material

No. of Periods:

Total -- periods to achieve all these

<ul style="list-style-type: none"> ➤ Reads aloud stories/ recites poems with appropriate pause, intonation and pronunciation. (Thee Questions – prose / The Squirrel – poem) ➤ participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations; ➤ asks and responds to questions based on texts (from books or other resources) and out of curiosity. ➤ Speak about the king’s meeting the hermit ➤ Takes notes while teacher teaches /from books / from online materials. ➤ Infers the meaning of unfamiliar words by reading them in context. ➤ Writes paragraphs about the king’s meeting the hermit 	<p>learning outcomes for this unit.</p>
--	--

TEACHING LEARNING PROCESS

<p>Induction/Introduction <i>(Generating interest, informing students about the outcomes and expectations for the lesson)</i></p> <ol style="list-style-type: none"> 1. Do you like to ask questions? 2. How often do you ask questions? 3. Why do you ask questions? 4. Who do you like to ask questions? your teacher / parents / others etc. 5. What benefit do you get by asking questions? 			
<p>Experience and Reflection ? <i>(Task/question that helps students explore the concept and connect with their life)</i></p> <ol style="list-style-type: none"> 1. Do you ask questions in your classroom? 2. Have you ever noticed that small babies ask many questions? 3. What interesting question have you ever asked? 4. Has any question ever irritated you? 5. Does your teacher encourage you to ask questions? 			
<p>Explicit Teaching/Teacher Modelling <i>(I Do)</i></p>	<p>Group Work (We Do)</p>	<p>Independent Work (You Do)</p>	<p>Notes for:</p> <ul style="list-style-type: none"> ● Using textbook prompts and activities for each of the sections ● Allotting time for students to ask and responding to students’ queries ● Asking open-ended
<p>--Segment wise model reading by the teacher (Three Questions) by following the strategies like individual reading, group reading and scaffold reading to make the students understand the text (with the help of the given glossary chart)</p>	<p>--read in groups to make the uncleared concepts in individual reading</p>	<p>--participates actively in the activities suggested by the teacher i.e. individual reading, group reading, collaborative reading, conversations etc.</p>	
<p>--explain how to comprehend the text (by putting a tick mark, question mark etc. under the sentences)</p>	<p>--comprehend the text in groups sharing the ideas among the group members</p>	<p>--tries to comprehend the text with the help of the group members</p>	

--guide the students to answer the inferential / open-ended questions given under 'working with the text'	--answer all the questions in group with the guidance of the teacher ➤	--learns those questions	questions beyond textbook content ● Allotting time for group activities and helping students engaged with tasks it more ● Giving targeted feedback and appreciation to students ● Managing student's behaviour during activities
--help the students to do the matching exercise on synonyms given under 'working with language'	--they try to do matching exercise (synonyms) in group and with the help of the glossary chart.	--uses those words in sentences of their own.	
--make the students think about the other forms of the words i.e. judge – judgement, friend- friendship	--students do the gap filling exercise with an appropriate word from the given options under working with language.	--uses appropriate word forms in spoken and written texts also.	
--initiate discussion on the incident of king's meeting hermit and pool up ideas elicited from the students and encourage them to narrate the incident in their own words before the class.	--students participate in the discussion and contribute their own ideas about the incident of king's meeting hermit.	--narrates the incident before the class	
--encourage the students to write 2 or 3 paragraphs about the incident of king's meeting hermit, in the words of hermit.	--students in groups write down all the points discussion during the brainstorming session and write 2 or 3 paragraphs.	--writes paragraphs on their own about the incident and present it to the teacher.	
--transact the poem 'The Squirrel' (model reading, individual reading, group reading and collaborative reading)	--recites the poem and comprehend the poem and understand the central idea of the poem	--recites the poem and talks about the central idea of the poem	
--help them to think about the poem (answering questions given at the end of the poem)	--answer all the questions given at the end of the poem (in group)	--learn to answer such questions individually	
(Supplementary Reader: An Alien Hand:) Unit I: The Tiny Teacher: Since the very aim of the supplementary reader is to provide extensive reading practice, the teacher encourages the students to read the unit on their own at home. To create interest the teacher asks them to find answers from the unit.	--Students in group and individually read the text 'The Tiny Teacher' which is meant for reading practice and try to find the answers to the questions given by the teacher. i.e. 1. Who is tiny teacher? 2 How many kinds of ants are there? 3. What lesson do we learn from the ants?	--develops the habit of reading stories and other authentic material like newspapers, magazines etc.	

Check For Understanding Questions

1.Factual: (Three Questions)

1. Who were sent throughout the kingdom?
2. Why did many wisemen come to the king?
3. Did the king feel happy with the answers of the wisemen?
4. Who did the king want to meet to get answers to his questions?
5. Where did hermit live?
6. What did the king do when he saw a wounded man?
7. What suggestions were made in answer to the second question?

(The Squirrel – poem)

8. How did the poet compare the tail of a squirrel to?
9. What is colour of a squirrel?
10. How did the squirrel sit up to eat a nut?

2. Open Ended / Critical Thinking: (Three Questions)

1. Why did the king want to know answers to three questions?
2. Why didn't the king give reward to the wisemen?
3. Why was the king advised to go magicians?
4. How did the king and hermit help the wounded man?
5. Why did the wounded man ask for king's forgiveness?
6. How did the king show his forgiveness to the wounded man?
7. What were the hermit's answers to the three questions?

(The Squirrel - Poem)

8. What did the squirrel like to do?
9. When did the squirrel go other way?
10. Does a squirrel fear a man?

Student Practice Questions & Activities

(Exercises from workbook / textbooks/ blackboard)

1. Vocabulary exercises given at page no. ---
2. Grammar exercises given at page no. ----
3. Write a paragraph about the incident of the king meeting a hermit (in the words of hermit)

TLMs

(Digital + Print)

- ❖ Reader
 - ❖ PPTs
 - ❖ Glossary chart
 - ❖ Charts (for additional grammar practice exercises)
 - ❖ Pictures of the king and the hermit/ pictures of the king and the hermit with the wounded man.
 - ❖ A chart showing the three questions
 - ❖ QR code scanner to scan the codes given at page ---- in the reader
 - ❖ Video lesson (Three questions)
 - ❖ <https://www.youtube.com/watch?v=EKS7ZCZsboc>
 - ❖ <https://www.youtube.com/watch?v=OGu6w9mYnol>
- Video lesson (The Squirrel)
- ❖ <https://www.youtube.com/watch?v=i1kDKoH0DrE>

Assessment

(Think of what children SAY, DO and MAKE while learning that can form the evidence of learning to be used for assessment).

1. Mention the three questions that the king wanted to know the answers.
2. What are your answers to the three questions asked by the king?
3. Write conversation between the king and the hermit.
4. Write the central idea of the poem 'The Squirrel.'

Signature of the Teacher

Signature of The Head Master

Signature of Supervising Officer With Remarks

VII Class English Lesson Plan-July-2023

Name Of the Teacher :

School :

Name of the Lesson / Unit	Topic	No. of periods required (24)	Timeline for teaching		Any specific information
			From	To	
Unit II: (Honey Comb: A Gift of Chappals)	Before you read	1	1-7-23		A brief introduction (setting) about the story / lesson
	A Gift of Chappals	6			A Gift of Chappals by Vasantha Surya is an beautiful story written about the fantasies of children, expressing their simplicity, whims, their feelings, and their act of charity.
	Working with the text	3			7 Inferential and open-ended questions from all the important concepts of the lesson
	Working with language	3			'If-clause'; Introduction, combining sentences, fill in the blanks (paragraph) and completing the sentences
	Speaking	3			Encouraging the students to express their ideas about some situations of the story
	Writing	3			Expressions to be used to enquire about ones likes/dislikes/preferences/hobbies and personal characteristics.
	The Rebel (Poem)	2			written by D J Enright
	Working with the poem	1			3 Inferential and open-ended questions from the poem
	Bringing up Kari (from the supplementary read An Alien Hand)	2		31-7-23	Bringing up Kari is a story of a baby elephant and his nine-year old friend and keeper

Prior Concept/ Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept.)

1. Listen to the teacher and understand
2. Read and comprehend the text
3. Express their ideas, opinions and doubts etc.
4. Speak about their real life experiences
5. Write simple sentences on their own
6. Uses words contextually
7. Children talk about giving / receiving gifts

Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)

- Answers questions orally and in writing on a variety of texts.
- Reads textual/non-textual materials in English/Braille with comprehension.
- Identifies details, characters, main idea and sequence of ideas and events in textual

No. of Periods:

Total 24 periods to achieve all these

<p>/non-textual material</p> <ul style="list-style-type: none"> ➤ Reads aloud stories/ recites poems with appropriate pause, intonation and pronunciation. (A Gift of Chappals – prose / The Rebel – poem) ➤ participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations; ➤ asks and responds to questions based on texts (from books or other resources) and out of curiosity. ➤ Speaks about the situations about 3 incidents from the story ‘A Gift of Chappals.’ ➤ Takes notes while teacher teaches /from books / from online materials. ➤ Infers the meaning of unfamiliar words by reading them in context. ➤ Writes different kinds of questions to be asked to know about one’s likes/dislikes etc 	<p>learning outcomes for this unit.</p>
--	--

TEACHING LEARNING PROCESS

<p>Induction/Introduction <i>(Generating interest, informing students about the outcomes and expectations for the lesson)</i></p> <ol style="list-style-type: none"> 1. Do you love pet animals? 2. How many of you are learning music now? 3. What do you think of giving chappals as a gift to someone? 4. How do children feel when they see the poor and needy people? 5. Do you have any rebels in your classroom? 			
<p>Experience and Reflection ? <i>(Task/question that helps students explore the concept and connect with their life)</i></p> <ol style="list-style-type: none"> 1. Did you ever have a pet animal at your home? 2. What did your parents say you when you ask for a pet animal? 3. Have you ever given gifts to your friends / family members? 4. Which gift is so special for you so far? 5. Name some strange gifts you have ever seen / heard about. 			
<p>Explicit Teaching/Teacher Modelling <i>(I Do)</i></p> <p>--Segment wise model reading by the teacher (The Gift of Chappals) by following the strategies like individual reading, group reading and scaffold reading to make the students understand the text (with the help of the given glossary chart)</p>	<p>Group Work (We Do)</p> <p>--read in groups to make the uncleared concepts in individual reading</p>	<p>Independent Work (You Do)</p> <p>--participates actively in the activities suggested by the teacher i.e. individual reading, group reading, collaborative reading, conversations etc.</p>	<p>Notes for:</p> <ul style="list-style-type: none"> ● Using textbook prompts and activities for each of the sections ● Allotting time for students to ask

<p>--explain how to comprehend the text (by putting a tick mark, question mark etc. under the sentences)</p> <p>--guide the students to answer the inferential / open-ended questions given under 'working with the text'</p>	<p>--comprehend the text in groups sharing the ideas among the group members</p> <p>--answer all the questions in group with the guidance of the teacher</p>	<p>--tries to comprehend the text with the help of the group members</p> <p>--learns those questions</p>	<p>and responding to students' queries</p> <ul style="list-style-type: none"> • Asking open-ended questions beyond textbook content • Allotting time for group activities and helping students engaged with tasks it more • Giving targeted feedback and appreciation to students • Managing student's behaviour during activities
<p>--transact 'If-clause' with numerous examples and how to combine the given sentences using 'if'</p>	<p>--they try to five pairs of sentences using 'if'</p>	<p>--combines the given sentences using 'if' on his / her own.</p>	
<p>--make the students to complete the sentences meaningfully choosing an appropriate 'if clause': If you want to / If you don't want / If you want him to</p>	<p>--students choose from the given three options (If you want to / if you don't want to / if you want him to)</p>	<p>--uses the 'if' clauses appropriate to make the given incomplete sentences meaningfully</p>	
<p>--initiate discussion on the topic 'Would it be better to ask your elders first, if you want to give away something of your own to the needy?'</p>	<p>--students participate in the discussion and contribute their own ideas about the topic</p>	<p>--shares his / her opinion / ideas and contributes his share to the group</p>	
<p>--guide the students to frame questions to be asked to know one's interests / hobbies etc. and expressions to be used to respond to those questions (I enjoy / I like / I wouldn't etc.)</p>	<p>--students in groups use those questions and expressions to respond to those questions</p>	<p>--uses questions / expressions individually</p>	
<p>--transact the poem 'The Rebel' (model reading, individual reading, group reading and collaborative reading)</p>	<p>--recites the poem and comprehend the poem and understand the central idea of the poem</p>	<p>--recites the poem and talks about the central idea of the poem</p>	
<p>--help them to think about the poem (answering questions given at the end of the poem)</p>	<p>--answer all the questions given at the end of the poem (in group)</p>	<p>--learn to answer such questions individually</p>	
<p>(Supplementary Reader: An Alien Hand:)</p> <p>Unit II: Bringing up Kari</p> <p>Since the very aim of the supplementary reader is to provide extensive reading practice, the teacher encourages the students to read the unit on their own at home. To create interest, the teacher asks them to find answers from the unit.</p>	<p>--Students in group and individually read the text 'The Tiny Teacher' which is meant for reading practice and try to find the answers to the questions given by the teacher. i.e.</p> <ol style="list-style-type: none"> 1. Why did Kari push his friend into the stream? 2. Kari was like a baby. What are the main points of comparison? 3. What is "the master call"? 	<p>--develops the habit of reading stories and other authentic material like newspapers, magazines etc.</p>	

Check For Understanding Questions

1.Factual: (A Gift of Chappals)

1. What is the secret that Meena shares with Mridu in the backyard?
2. How does Ravi get milk for the kitten?
3. Who does he say the kitten's ancestors?
4. What was the noise that startled Mridu?
5. What is the music master trying to do?
6. Why did the beggar raise his voice?
7. What makes Mridu conclude that the beggar has no money to buy chappals?

(The Rebel– poem)

8. How does a rebel disturb the class?
9. When does the rebel cut his hair short?
10. Where does the rebel express a preference for cats??

2. Open Ended / Critical Thinking: (A Gift of Chapals)

1. Did the elderly people really follow what they say about animals. (“be kind to animals”)
2. What Mridu suggest to show her concern for the beggar?
3. Had the beggar come to Rukku Manni's house for the first time?
4. Describe the music teacher, as seen from the window.
5. Why did Rukku Manni change her question?
6. Why was the beggar in such a hurry to leave?
7. What made Rukku Manni begin to laugh?

(The Rebel - Poem)

8. Why does the rebel regret the absence of son?
9. When does the rebel say ‘yes please’?
10. Would you like to be a rebel? Why? Why not?

Student Practice Questions & Activities

(Exercises from workbook / textbooks/ blackboard)

1. Vocabulary exercises given on synonyms and antonyms
2. Grammar exercises given at page no. 7 and 8 (If clause)
3. List out the expressions to be used to answer the questions about our likes / dislikes / hobbies etc.

Assessment

(Think of what children SAY, DO and MAKE while learning that can form the evidence of learning to be used for assessment).

1. Why did Ravi keep the kitten in the backyard?
2. Why did the children gift chappals to the beggar
3. Describe the music teacher in your own words.
4. Write the central idea of the poem ‘The Rebel.’

TLMs

(Digital + Print)

- ❖ Reader
- ❖ PPTs
- ❖ Glossary chart
- ❖ Charts (for additional grammar practice exercises)
- ❖ Pictures of Mridu, Ravi, Mahendran, Music teacher, small kitten etc.

- ❖ QR code scanner to scan the codes given at page 18 in the reader
- ❖ Video lesson (A Gift of Chappals)
 - ❖ https://www.youtube.com/watch?v=3BywmF_MYPs
 - ❖ https://www.youtube.com/watch?v=nfefXDMWX_0
- Video lesson (The Rebel)
 - ❖ <https://www.youtube.com/watch?v=THTBnAR-gEU>

Signature of the Teacher

Signature of The Head Master

Signature of Supervising Officer With Remarks

VII Class English Lesson Plan-August-2023

Name Of the Teacher :

School:

Name of the Lesson / Unit	Topic	No. of periods required (25)	Timeline for teaching		Any specific information
			From	To	
Unit III: Gopal and the Hilsa-fish (Honeycomb)	Before you read	1	1-8-23		A brief introduction about comic books.
	Gopal and the Hilsa-fish	6			A comic story to be understood through pictures with strips of text for support. The story says nothing is impossible in the world. Smart people can achieve anything.
	Working with the text	3			6 Inferential and open-ended questions from all the important concepts of the lesson
	Working with language	3			Reported Speech: Changing the given sentences from the story into reported speech. Dictionary work: finding meanings
	Picture reading	3			1. Looking at the picture and reading the text aloud 2. Asking questions about each picture
	Writing	3			3. Writing a story in own sentences. 4. Completing the world ladder with the help of the given clues.
	The Shed (Poem)	2			written by Frank Flynn
	Working with the poem	1			2 Inferential and open-ended questions from the poem
	Bringing up Kari (from the supplementary read An Alien Hand)	2		31-8-23	Bringing up Kari is a story of a baby elephant and his nine-year old friend and keeper

Prior Concept/ Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept.)

1. Listen to the teacher and understand
2. Read and comprehend the text
3. Express their ideas, opinions and doubts etc.
4. Speak about their real life experiences
5. Write simple sentences on their own
6. Uses words contextually
7. Children talk about clever people like Tenali Ramakrishna and Birbal etc.

Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)

- Answers questions orally and in writing on a variety of texts.

No. of Periods:

- Reads textual/non-textual materials in English/Braille with comprehension.
- Identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material
- Reads aloud stories/ recites poems with appropriate pause, intonation and pronunciation. (Gopal and the Hilsa-Fish – prose / The Shed – poem)
- participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations;
- asks and responds to questions based on texts (from books or other resources) and out of curiosity.
- Speaks about the intelligence of Gopal and the Hilsa-fish.
- Takes notes while teacher teaches /from books / from online materials.
- Infers the meaning of unfamiliar words by reading them in context.
- Writes stories in own words by looking at the given pictures.

Total 24 periods to achieve all these learning outcomes for this unit.

TEACHING LEARNING PROCESS

Induction/Introduction

(Generating interest, informing students about the outcomes and expectations for the lesson)

1. Name some clever and witty people you heard about.
2. Have you heard any stories of Tenali Ramakrishna?
3. Have you ever heard any stories of Birbal?

Experience and Reflection ?

(Task/question that helps students explore the concept and connect with their life)

1. Have you seen anyone who is known for his cleverness and smartness?
 2. Who is clever among your family members and friends?
 3. What do people generally talk about in summer season? (heat waves, mangoes etc.)
- Name some popular foods, fruits etc. in your locality.

Explicit Teaching/Teacher Modelling <i>(I Do)</i>	Group Work (We Do)	Independent Work (You Do)	Notes for:
--Segment wise model reading by the teacher (Gopal and the Hilsa-fish) by following the strategies like individual reading, group reading and scaffold reading to make the students understand the text (with the help of the given glossary chart)	--read in groups to make the unclear concepts in individual reading	--participates actively in the activities suggested by the teacher i.e. individual reading, group reading, collaborative reading, conversations etc.	<ul style="list-style-type: none"> ● Using textbook prompts and activities for each of the sections ● Allotting time for students to ask ●
--explain how to comprehend the text (by putting a tick mark, question mark etc. under the sentences) --guide the students to answer the inferential / open-ended questions given under ‘working with the text’	--comprehend the text in groups sharing the ideas among the group members --answer all the questions in group with the guidance of the teacher	--tries to comprehend the text with the help of the group members --learns those questions	And responding to students’ queries <ul style="list-style-type: none"> ● Asking open-ended questions beyond textbook content
--transact the process of changing direct speech into indirect speech and numerous examples and classroom situations.	--they try to change the given direct speech sentences into indirect speech.	--changes the direct speech into indirect speech on his / her own	<ul style="list-style-type: none"> ● Allotting time for group activities and helping students engaged with tasks
--make the students to find out meanings to the given words using a dictionary	--students learn to use dictionary and finding out the meanings and usage and parts of speech etc.	--uses dictionary whenever and wherever necessary.	it more <ul style="list-style-type: none"> ● Giving targeted feedback and appreciation to students
--encourage the students to read out the text looking at the given picture. --guide them to write a story in their own words and give it a title.	--students read the text aloud in groups and discuss the questions and answers in pairs. --write a story in group in their own words	--develops interest to read comics --writes stories on his / her own.	<ul style="list-style-type: none"> ● Managing student’s behaviour during activities
--help the children to fill the word ladder with the help of the clues given.	--students in groups fill the word ladder discussing the clues given.	--does such kinds of exercises on his / her own.	
--transact the poem ‘The Shed’ (model reading, individual reading, group reading and collaborative reading)	--recites the poem and comprehend the poem and understand the central idea of the poem	--recites the poem and talks about the central idea of the poem	
--help them to think about the poem (answering questions given at the end of the poem)	--answer all the questions given at the end of the poem (in group)	--learn to answer such questions individually	

<p>(Supplementary Reader: An Alien Hand:)</p> <p>Unit II: Bringing up Kari</p> <p>Since the very aim of the supplementary reader is to provide extensive reading practice, the teacher encourages the students to read the unit on their own at home. To create interest, the teacher asks them to find answers from the unit.</p>	<p>--Students in group and individually read the text 'The Tiny Teacher' which is meant for reading practice and try to find the answers to the questions given by the teacher. i.e.</p> <ol style="list-style-type: none"> 1. Why did Kari push his friend into the stream? 2. Kari was like a baby. What are the main points of comparison? 3. What is "the master call"? 	<p>--develops the habit of reading stories and other authentic material like newspapers, magazines etc.</p>	
---	--	---	--

<p>Check For Understanding Questions</p> <p><u>1.Factual: (Gopal and the Hilsa-fish)</u></p> <ol style="list-style-type: none"> 1. What were the people talking about? 2. Why was the king fed up? 3. What was the challenge thrown to Gopal by the king? 4. Why was Gopal's face half-shaven? 5. What did Gopal smear on his body? 6. How did Gopal go out to buy a high Hilsa-fish? <p>(The Shed– poem)</p> <ol style="list-style-type: none"> 7. Where was the shed? 8. What was hanging across the door of the shed? 9. What does the poet's brother say? 10. Where does the ghost hide according to the poet's brother? <p><u>2. Open Ended / Critical Thinking: (Gopal and the Hilsa-fish)</u></p> <ol style="list-style-type: none"> 1. Why did the king want no more talk about the hilsa-fish? 2. What did the king ask Gopal to do to prove that he was clever? 3. What three things did Gopal do before he went to buy his hilsa-fish 4. How did Gopal get inside the palace to see the king after he had bought the fish 5. Explain why no one seemed to be interested in talking about the hilsa-fish which Gopal had bought? 6. Why did the gate-keeper not let Gopal see the king? 7. How did the king feel about Gopal winning the challenge? <p>(The Shed - Poem)</p> <ol style="list-style-type: none"> 8. Is the speaker in the poem afraid or curious? 9. What is he/she planning to do soon? 10. Have you ever seen such a room where no one is allowed inside? <p><u>Student Practice Questions & Activities</u> (Exercises from workbook / textbooks/ blackboard)</p> <ol style="list-style-type: none"> 1. Cross word puzzle with the words from the text 2. Grammar exercises i.e. changing direct speech into indirect speech 3. Writing a story by looking at the given picture. 	<p>TLMs (Digital + Print)</p> <ul style="list-style-type: none"> ❖ Reader ❖ PPTs ❖ Glossary chart ❖ Charts (for additional grammar practice exercises) ❖ Pictures of hilsa-fish, Gopal, King etc. ❖ The Shed picture ❖ QR code scanner to scan the codes given at page 36 in the reader ❖ Video lesson (Gopal and the Hilsa-fish) ❖ https://www.youtube.com/watch?v=t6EbsHBKeWY ❖ https://www.youtube.com/watch?v=pJzujYKbUKA Video lesson (The Shed) ❖ https://www.youtube.com/watch?v=dvbLRliziI
--	--

Assessment

(Think of what children SAY, DO and MAKE while learning that can form the evidence of learning to be used for assessment).

1. Why did the king order the people not to talk anymore about hilsa-fish?
2. How did Gopal make himself before going to buy a hilsa-fish?
3. Why were the not people interested to talk about the huge hilsa-fish which was brought by Gopal?
4. Write the central idea of the poem 'The Shed'

Signature of the Teacher

Signature of The Head Master

Signature of Supervising Officer With Remarks

VII Class English Lesson Plan-september-2023

Name Of the Teacher :

School :

Name of the Lesson / Unit	Topic	No. of periods required (22)	Timeline for teaching		Any specific information
			From	To	
Unit IV: The Ashes That Made Trees Bloom (Honeycomb)	Before you read	1	1-9-23		A brief introduction about the story.
	The Ashes That Made Trees Bloom	6			This Japanese story depicts that the bond between human beings and animals can't be broken even after death. The story contains a powerful message to adopt virtues like honesty, compassion, and truth.
	Working with the text	1			4 Inferential and open-ended questions from all the important concepts of the lesson
	Working with language	3			1. Framing 'Wh' questions. 2. Writing question words in the blanks. 3. Fill in the blanks with the given question words.
	Working with language	3			4. adding 'in' or 'im' to the given words. 5. Articles (Definite and Indefinite articles)
	Speaking and Writing	3			1. Narrating a story 2. Arranging the jumbled words to frame meaningful sentences. 3. Writing a paragraph about a story they have read using the given hints.
	Chivvy (Poem)	2			written by Michael Rosen
	Working with the poem	1			4 Inferential and open-ended questions from the poem
	Golu Grows a Nose (from the supplementary read An Alien Hand)	2		30-9-23	Golu Grows a Nose summary is a story that tells us that curiosity, although useful, can lead to disastrous consequences

Prior Concept/ Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept.)

1. Listen to the teacher and understand
2. Read and comprehend the text
3. Express their ideas, opinions and doubts etc.
4. Speak about their real life experiences
5. Write simple sentences on their own
6. Uses words contextually

<p>Learning Outcomes: (<i>Select from SCERT Academic Calendar and Textbook</i>)</p> <ul style="list-style-type: none"> ➤ Answers questions orally and in writing on a variety of texts. ➤ Reads textual/non-textual materials in English/Braille with comprehension. ➤ Identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material ➤ Reads aloud stories/ recites poems with appropriate pause, intonation and pronunciation. (The Ashes that Made Trees Bloom / Chivvy – poem) ➤ participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations; ➤ asks and responds to questions based on texts (from books or other resources) and out of curiosity. ➤ Speaks about the bonding between the old couple and their dog. ➤ Takes notes while teacher teaches /from books / from online materials. ➤ Infers the meaning of unfamiliar words by reading them in context. ➤ Writes stories in own words by using the given hints. 	<p>No. of Periods:</p> <p>Total 22 periods to achieve all these learning outcomes for this unit.</p>
---	--

TEACHING LEARNING PROCESS

Induction/Introduction

(*Generating interest, informing students about the outcomes and expectations for the lesson*)

1. Would you like to have pet animals? Do you pet animals at home?
2. Which animals can be our pets? Name some of them.
3. What does your pet dog/cat do when you come back home?
4. How do you feed your pet animals?

Experience and Reflection ?

(*Task/question that helps students explore the concept and connect with their life*)

1. Have you watched any movies which shows the bonding between human beings and pet animals?
2. Have you ever read any stories about pet animals and their bonding to their owners?
3. Narrate any incident about the behaviour of your pet animals.
4. People love animals more / Animals love people more. Which of the above two sentence is correct and why?

Explicit Teaching/Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Notes for:
--Segment wise model reading by the teacher (The Ashes That Made Trees Bloom) by following the strategies like individual reading, group reading and scaffold reading to make the students understand the text (with the help of the given glossary chart)	--read in groups to make the uncleared concepts in individual reading	--participates actively in the activities suggested by the teacher i.e. individual reading, group reading, collaborative reading, conversations etc.	<ul style="list-style-type: none"> ● Using textbook prompts and activities for each of the sections ● Allotting time for students to ask and responding to students' queries ● Asking open-ended questions beyond textbook content ● Allotting time for group activities and helping students engaged with tasks it more ● Giving targeted feedback and appreciation to students ● Managing student's behaviour during activities
--explain how to comprehend the text (by putting a tick mark, question mark etc. under the sentences) --guide the students to answer the inferential / open-ended questions given under 'working with the text'	--comprehend the text in groups sharing the ideas among the group members --answer all the questions in group with the guidance of the teacher	--tries to comprehend the text with the help of the group members --learns those questions	
--transact the process of framing 'Wh' questions and help them to frame 'Wh' questions on the italicized phrases in the given paragraph.	--they learn how to frame 'Wh' questions and do the given exercise at page 65 with the help of the teacher.	--frames 'Wh' questions on his / her.	
--make the students to write appropriate question words like what, why, when etc. in the blank spaces in the given dialogue.	--students write appropriate question words like what, when, where etc. in the blank spaces in the given dialogue (at page 66)	--uses appropriate question words to do such exercises.	
--guide the students to add prefixes 'im-' (or) 'in-' to the given words and to use those words in the place italicized words in the sentences.	--use prefixes 'im-', or 'in-' properly to form negatives and use those words to substitute the italicized words in the given sentences.	--does such exercises on his her own.	
--sensitize them the concept of 'articles' viz., the definite article and the indefinite article and rules to use those articles.	--students in groups learn how to use articles and fill in the blanks with an appropriate articles (page 67) and encircle the correct article (page 68)	--uses articles appropriate in his / her speech or writing.	
--encourage the students to narrate a story about a greedy person and the unhappy result of his / her action.	--narrates stories in English or in their mother tongue.	--narrate stories.	

--guide them to arrange the jumbled words in a sentence in proper order to make them meaningful sentences.	--in group they work together and arrange the jumbled words to make the sentence meaningful.	--arranges the jumbled words in proper order
--facilitate the students to write a paragraph of any story they have read using the given hints. (page 69)	--in group and with the help of the teacher they write a paragraph using the hints like title, author, characters etc.	--writes a paragraph about the story he / she has read.
--transact the poem 'Chivvy' (model reading, individual reading, group reading and collaborative reading)	--recites the poem and comprehend the poem and understand the central idea of the poem	--recites the poem and talks about the central idea of the poem
--help them to think about the poem (answering questions given at the end of the poem)	--answer all the questions given at the end of the poem (in group)	--learn to answer such questions individually
<p>(Supplementary Reader: An Alien Hand:)</p> <p>Unit III: Golu Grows a Nose</p> <p>Since the very aim of the supplementary reader is to provide extensive reading practice, the teacher encourages the students to read the unit on their own at home. To create interest, the teacher asks them to find answers from the unit.</p>	<p>--Students in group and individually read the text 'Golu Grows a Nose' which is meant for reading practice and try to find the answers to the questions given by the teacher. i.e.</p> <ol style="list-style-type: none"> 1. Who advised Golu to go the Limpopo river? 2. Why did Golu go to the river? 3. Who helped Golu on the bank of the river? 	--develops the habit of reading stories and other authentic material like newspapers, magazines etc.

<p>Check For Understanding Questions</p> <p><u>1.Factual: (The Ashes That Made Trees Bloom)</u></p> <ol style="list-style-type: none"> 1. Why did the old couple love the dog as if it were their baby? 2. What did the old man find when he struck hoe in the earth? 3. What did the old couple do with the gold they got? 4. Why did the wicked couple bring the dog to their garden? 5. Who kicked and beat the dog to death? 6. Who appeared to the old man in his dream? <p>(Chivvy– poem)</p> <ol style="list-style-type: none"> 7. Who have the habit of always instructing the child? 8. How far are the instructions liked by the children? 9. How should one walk? 10. What does not the speaker allow? <p><u>2. Open Ended / Critical Thinking: (The Ashes That Made Trees Bloom)</u></p> <ol style="list-style-type: none"> 1. How can you say that the old farmer is a kind person? 2. What did the dog do to lead the farmer to the hidden gold? 	<p>TLMs (Digital + Print)</p> <ul style="list-style-type: none"> ❖ Reader, IFP panels ❖ PPTs ❖ Glossary chart ❖ Charts (for additional grammar practice exercises) ❖ Pictures of the Japanese old couple, their dog and the wicked couple. ❖ QR code scanner to scan the codes given at page 56 in the reader
--	--

3. Why did the neighbours kill the dog?
4. Why was daimio delighted?
5. Why had the train stopped?
6. How did the spirit of the dog help the farmer first?
7. How did it help him next?
8. Why did the daimio reward the farmer and punish his neighbour for the same act?

(Chivvy - Poem)

9. When is a grown-up likely to say this?
'Don't talk with your mouth full.'
10. Why do you think grown-ups say the kind of things mentioned in the poem?
11. If you had to make some rules for grown-ups to follow, what would you say?

Student Practice Questions & Activities

(Exercises from workbook / textbooks/ blackboard)

1. Fill in the blanks with appropriate question words.
2. Framing questions to get the italicised words as answers.
3. Writing a para about a story they have read.

❖ Video lesson (The Ashes That Made Trees Bloom)

❖ <https://www.youtube.com/watch?v=V2rYFihcXe0>

❖ https://www.youtube.com/watch?v=rPI7_9FzpLo

Video lesson (Chivvy)

❖ <https://www.youtube.com/watch?v=ufDKLvrJtNA>

Assessment

(Think of what children SAY, DO and MAKE while learning that can form the evidence of learning to be used for assessment).

1. Why did the neighbour kill the dog?
2. How did the spirit of the dog help the old couple?
3. Why were the daimio reward the farmer and punish his neighbour for the same act?
4. What is the moral of the story?
5. Write the central idea of the poem 'Chivvy'

Signature of the Teacher

Signature of The Head Master

Signature of Supervising Officer With Remarks

VII Class English Lesson Plan-October-2023

Name Of the Teacher :

School :

Name of the Lesson / Unit	Topic	No. of periods required (16)	Timeline for teaching		Any specific information
			From	To	
Unit V: Quality	Before you read	1	1/10/23		An activity on questions
	Quality	4			This is the story of Mr. Gessler, a German Shoemaker settled in Landon is a perfect artist how he devotes his life to his art .
	Working with the text	1			5 Inferential and open-ended questions from all the important concepts of the lesson
	Working with language	1			Phrases and its meanings
	Working with language	1			Pronunciation and word building add 'sh' and ch
	Speaking	1			Speak with five adults about their profession .
	Writing	1			Based on the following points Write a story.
	Trees (Poem)	2			written by Shirly Bauer
	Working with the poem	1		31.10.23	3 Inferential and open-ended questions from the poem
	Note : Total periods : 16 Teaching periods :13 Remaining 3 periods reserve for F.A.- 3 exams				

Prior Concept/ Skills: *(Essential concepts and skills to be checked/bridged before teaching the current concept.)*

8. Listen to the teacher and understand
9. Read and comprehend the text
10. Express their ideas, opinions and doubts etc.
11. Speak about their real life experiences
12. Write simple sentences on their own
13. Uses words contextually
14. Children talk about clever people like Tenali Ramakrishna and Birbal etc.

Learning Outcomes: *(Select from SCERT Academic Calendar and Textbook)*

No. of Periods:
16

- Answers questions orally and in writing on a variety of texts.
- Reads textual/non-textual materials in English/Braille with comprehension.
- Identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material
- Reads aloud stories/ recites poems with appropriate pause, intonation and pronunciation. (Quality – prose / Trees– poem)

Total 16 periods to achieve all these learning outcomes for this

	unit.
<ul style="list-style-type: none"> ➤ participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations; ➤ asks and responds to questions based on texts (from books or other resources) and out of curiosity. ➤ Speaks about the intelligence of Gopal and the Hilsa-fish. ➤ Takes notes while teacher teaches /from books / from online materials. ➤ Infers the meaning of unfamiliar words by reading them in context. ➤ Writes stories in own words by looking at the given pictures. 	

Teaching learning process

<p>Induction/Introduction (<i>Generating interest, informing students about the outcomes and expectations for the lesson</i>)</p> <p>6. Do you like to ask questions? 7. How often do you ask questions? 8. Why do you ask questions? 9. Who do you like to ask questions? your teacher / parents / others etc. 10. What benefit do you get by asking questions?</p>			
<p>Experience and Reflection ? (<i>Task/question that helps students explore the concept and connect with their life</i>)</p> <p>6. Do you ask questions in your classroom? 7. Have you ever noticed that small babies ask many questions? 8. What interesting question have you ever asked? 9. Has any question ever irritated you? 10. Does your teacher encourage you to ask questions?</p>			
<p>Explicit Teaching/Teacher Modelling (<i>I Do</i>)</p>	<p>Group Work (We Do)</p>	<p>Independent Work (You Do)</p>	<p>Notes for:</p> <ul style="list-style-type: none"> ● Using textbook prompts and activities for each of the sections ● Allotting time for students to ask and responding to students' queries ● Asking open-ended
<p>--Segment wise model reading by the teacher (Quality) by following the strategies like individual reading, group reading and scaffold reading to make the students understand the text (with the help of the given glossary chart)</p>	<p>--read in groups to make the uncleared concepts in individual reading</p>	<p>--participates actively in the activities suggested by the teacher i.e. individual reading, group reading, collaborative reading, conversations etc.</p>	
<p>--explain how to comprehend the text (by putting a tick mark, question mark etc. under the sentences)</p>	<p>--comprehend the text in groups sharing the ideas among the group members</p>	<p>--tries to comprehend the text with the help of the group members</p>	

--guide the students to answer the inferential / open-ended questions given under 'working with the text'	--answer all the questions in group with the guidance of the teacher	--learns those questions
--help the students to do the matching exercise on synonyms given under 'working with language'	--they try to do matching exercise (synonyms) in group and with the help of the glossary chart.	--uses those words in sentences of their own.
Phrases and its meanings --students do the gap filling exercise with an appropriate word	--students do the gap filling exercise with an appropriate word from the given options under working with language.	--uses appropriate word forms in spoken and written texts also.
Pronunciation and word building add 'sh' and ch	--students participate Pronunciation and word building add 'sh' and ch	--narrates the incident before the class
--encourage the students to write 2 or 3 paragraphs about the incident of king's meeting hermit, in the words of hermit.	--students in groups write down all the points discussion during the brainstorming session and write 2 or 3 paragraphs.	--writes paragraphs on their own about the incident and present it to the teacher.
--transact the poem 'Trees' (model reading, individual reading, group reading and collaborative reading)	--recites the poem and comprehend the poem and understand the central idea of the poem	--recites the poem and talks about the central idea of the poem
--help them to think about the poem (answering questions given at the end of the poem)	--answer all the questions given at the end of the poem (in group)	--learn to answer such questions individually

<p>Check For Understanding Questions</p> <p><u>1.Factual: (Quality)</u></p> <p>1.What was the authors opinion about Mr Gessler as a boot maker ?</p> <p>2.Why did the author visit the shop on infrequently?</p> <p>3.What was the effects on Mr Gessler of the authors remark about a certain pair of boots ?</p> <p>(Tree- poem)</p> <p>1.What are the games or human activities which use trees or in trees also 'participated' ?</p> <p>2.Trees are to make no shade in winter , What does this means ?</p> <p><u>2. Open Ended / Critical Thinking: (Quality)</u></p> <p>1.What was Mr Gessler complaint against big firms ?</p> <p>2.Why did the author order so many pairs of boots?did he really need them</p>	<p>TLMs (Digital + Print)</p> <ul style="list-style-type: none"> ❖ Reader, IFP panels ❖ PPTs ❖ Glossary chart ❖ Charts (for additional grammar practice exercises) ❖ Pictures of the Japanese old couple, their dog and the wicked couple. ❖ QR code scanner to scan the codes given at page 56 in the reader
--	--

(Tree - Poem)

1. Which the help of your partner try to rewrite some lines in the poem or add a new once of your own for some of the lines in poem.

Student Practice Questions & Activities

(Exercises from workbook / textbooks/ blackboard)

- 1.Fill in the blanks with appropriate question words.
- 2.Framing questions to get the italicised words as answers.
- 3.Writing a para about a story they have rad.

❖ Video lesson (The Ashes That Made Trees Bloom)

❖ <https://www.youtube.com/watch?v=V2rYFihcXe0>

❖ https://www.youtube.com/watch?v=rPI7_9FzpLo

Video lesson (Chivvy)

❖ <https://www.youtube.com/watch?v=ufDKLvrJtNA>

Assessment

(Think of what children SAY, DO and MAKE while learning that can form the evidence of learning to be used for assessment).

- 1.What is an art ?
- 2.What is the difference between art and work ?
- 3.How trees are helpful for humans?
- 4.What is the moral of the story?
5. Write the central idea of the poem ‘Trees ’

Signature of the Teacher

Signature of The Head Master

Signature of Supervising Officer With Remarks

VII Class English Lesson Plan-November-2023

Name Of the Teacher :

School:

Name of the Lesson / Unit	Topic	No. of periods required (25)	Timeline for teaching		Any specific information
			From	To	
Unit VI: Expert Detectives (Honeycomb)	Before you read	1	1-11-23		A brief introduction about the story.
	Expert Detectives	8			This is the story from the broken flute written by Sharada Dwivedi about children behavior
	Working with the text	1			3 Inferential and open-ended questions from all the important concepts of the lesson
	Working with language	3			The word 'tip' and its different meanings in usage
	Working with language	3			The words and its different Usages 1.Companion2.helper 3.partner The word 'break ' and its different meanings in usage
	Speaking	3			Asking questions to your friends
	Writing	2.			Conducting a survey
	Chandani (from the supplementary reader An Alien Hand)	4		30-11-23	A story of Abbu khan and his pet goat Chandani Written by Zakir Husain

Prior Concept/ Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept.)

8. Listen to the teacher and understand
9. Read and comprehend the text
10. Express their ideas, opinions and doubts etc.
11. Speak about their real life experiences
12. Write simple sentences on their own
13. Use words contextually

<p>Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)</p> <ul style="list-style-type: none"> ➤ Answers questions orally and in writing on a variety of texts. ➤ Reads textual/non-textual materials in English/Braille with comprehension. ➤ Identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material ➤ Reads aloud stories/ recites poems with appropriate pause, intonation and pronunciation. (The Ashes that Made Trees Bloom / Chivvy – poem) ➤ participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations; ➤ asks and responds to questions based on texts (from books or other resources) and out of curiosity. ➤ Speaks about the bonding between the old couple and their dog. ➤ Takes notes while teacher teaches /from books / from online materials. ➤ Infers the meaning of unfamiliar words by reading them in context. ➤ Writes stories in own words by using the given hints. 	<p>No. of Periods:</p> <p>Total 22 periods to achieve all these learning outcomes for this unit.</p>
--	--

Teaching learning process

Explicit Teaching/Teacher Modelling <i>(I Do)</i>	Group Work (We Do)	Independent Work (You Do)	Notes for:
--Segment wise model reading by the teacher (Expert Detectives) by following the strategies like individual reading, group reading and scaffold reading to make the students understand the text (with the help of the given glossary chart)	--read in groups to make the uncleared concepts in individual reading	--participates actively in the activities suggested by the teacher i.e. individual reading, group reading, collaborative reading, conversations etc.	<ul style="list-style-type: none"> ● Using textbook prompts and activities for each of the sections ● Allotting time for students to ask ●
--explain how to comprehend the text (by putting a tick mark, question mark etc. under the sentences)	--comprehend the text in groups sharing the ideas among the group members	--tries to comprehend the text with the help of the group members	And responding to students'

--guide the students to answer the inferential / open-ended questions given under 'working with the text'	--answer all the questions in group with the guidance of the teacher	--learns those questions	queries ● Asking open-ended questions beyond textbook content ● Allotting time for group activities and helping students engaged with tasks it more ● Giving targeted feedback and appreciation to students ● Managing student's behaviour during activities
--transact the process of 'The word' tip' and its different meanings in usage	--they try to change the given one word in different meanings	Students uses one word in different meanings on his / her own	
--make the students to find out meanings to the given words using a dictionary	--students learn to use dictionary and finding out the meanings and usage and parts of speech etc.	--uses dictionary whenever and wherever necessary.	
--encourage the students to read out the text looking at the given picture. --guide them to write a story in their own words and give it a title.	--students read the text aloud in groups and discuss the questions and answers in pairs. --write a story in group in their own words	--develops interest to read comics --writes stories on his / her own.	
Asking questions to your friends	--students ask some questions to find the behavior of their friends	--does such kinds of exercises on his / her own.	
(Supplementary Reader: An Alien Hand:) Unit IV : Chandani Since the very aim of the supplementary reader is to provide extensive reading practice, the teacher encourages the students to read the unit on their own at home. To create interest, the teacher asks them to find answers from the unit.	--Students in group and individually read the text 'Chandani' which is meant for reading practice and try to find the answers to the questions given by the teacher. i.e. Comprehension check questions Will be answered in page numbers 23, 27 and 29	--develops the habit of reading stories and other authentic material like newspapers, magazines etc.	

<p>Check For Understanding Questions</p> <p><u>1.Factual: (Expert Detectives)</u></p> <p>1.What did Nishad give Mr Nadh? Why?</p> <p>2.What is strange about Mr nath’s Sunday? Why did Nishad and Maya get a holiday ?</p> <p><u>2. Open Ended / Critical Thinking: (Expert Detectives)</u></p> <p>1.What does Mr Nishad find out about Mr Nadh From Ramesh ?</p> <p>2. Why does Maya Think Mr Nath is a crook ? Who does she say the Sunday visitors is ?</p> <p>3.Does Nishad agree with Maya about Mr Nath ? How does he feel about him ?</p> <p><u>Student Practice Questions & Activities</u> <i>(Exercises from workbook / textbooks/ blackboard)</i></p> <p>4. Vocabulary exercises given on synonyms and antonyms</p> <p>5. Grammar exercises given at page no. 94 and 95 (One word many usages)</p> <p>6. List out the expressions to be used to answer the questions about Behaviors of your friends</p>	<p>TLMs <i>(Digital + Print)</i></p> <ul style="list-style-type: none"> ❖ Reader ❖ PPTs ❖ Glossary chart ❖ Charts (for additional grammar practice exercises) ❖ Pictures of Mridu, Ravi, Mahendran, Music teacher, small kitten etc. ❖ QR code scanner to scan the codes given at page 18 in the reader ❖ Video lesson (Expert Detectives) ❖ https://www.youtube.com/watch?v=3BywmF_MYPs ❖ https://www.youtube.com/watch?v=nfefXDMWX_0 <p>Video lesson (The Rebel)</p> <ul style="list-style-type: none"> ❖ https://www.youtube.com/watch?v=THTBnAR-gEU
<p>Assessment <i>(Think of what children SAY, DO and MAKE while learning that can form the evidence of learning to be used for assessment).</i></p> <ol style="list-style-type: none"> 1. Make a survey about your classmates academic achievement ? 2. Find some more words and its different usages at least three 3. Where some conditions when we have visit Doctor ? 	

Signature of the Teacher

Signature of The Head Master

Signature of Supervising Officer With Remarks

VII Class English Lesson Plan-December -2023

Name Of the Teacher :

School :

Name of the Lesson / Unit	Topic	No. of periods required (24)	Timeline for teaching		Any specific information
			From	To	
Unit VII- The invitation of Vita-Wonk	Before you read	1	1-12-23		A brief introduction (setting) about the story / lesson
	The invitation of Vita-Wonk	8			An imaginary story written by Roald Dhal to control age and growth. Taken from Charlie and the great Glass elevator
	Working with the text	2.			4Inferential and open-ended questions from all the important concepts of the lesson
	Working with language	2.			Insects in local language And effects of health. Family Tree
	Speaking	2			Using 'Do' for emphasis
	Writing	1.			Delivery delayed
	Mystery of the talking fan (poem)	2			written by Maude Rubin
	Working with the poem	2			3 Inferential and open-ended questions from the poem
	Dad and the cat and the Tree (Poem)	3			Bringing up Kari is a story of a baby elephant and his nine-year old friend and keeper
	Working with the poem	1.		31-12-23	written by Kit Wright

Prior Concept/ Skills: *(Essential concepts and skills to be checked/bridged before teaching the current concept.)*

15. Listen to the teacher and understand
16. Read and comprehend the text
17. Express their ideas, opinions and doubts etc.
18. Speak about their real life experiences
19. Write simple sentences on their own
20. Uses words contextually
21. Children talk about different ages people and growth in the body

Learning Outcomes: *(Select from SCERT Academic Calendar and Textbook)*

No. of Periods:
24

➤ Answers questions orally and in writing on a variety of texts.

➤ Reads textual/non-textual materials in English/Braille with comprehension.

➤ Identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material

Total 24 periods to achieve all these

➤ Reads aloud stories/ recites poems with appropriate pause, intonation and

pronunciation. (The invitation of Vita-Wonk- Prose and poems Mystery of the talking fan and Dad and the cat and the Tree)	learning outcomes for this unit.
<ul style="list-style-type: none"> ➤ participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations; ➤ asks and responds to questions based on texts (from books or other resources) and out of curiosity. ➤ Speaks about the invention of Mr Willy Wonka ➤ Takes notes while teacher teaches /from books / from online materials. ➤ Infers the meaning of unfamiliar words by reading them in context. ➤ Writes stories in own words by looking at the given pictures. 	

Teaching learning process

<p>Induction/Introduction (<i>Generating interest, informing students about the outcomes and expectations for the lesson</i>)</p> <ol style="list-style-type: none"> 11. Do you like to ask questions? 12. How often do you ask questions? 13. Why do you ask questions? 14. Who do you like to ask questions? your teacher / parents / others etc. 15. What benefit do you get by asking questions? 			
<p>Experience and Reflection ? (<i>Task/question that helps students explore the concept and connect with their life</i>)</p> <ol style="list-style-type: none"> 11. Do you ask questions in your classroom? 12. Have you ever noticed that small babies ask many questions? 13. What interesting question have you ever asked? 14. Has any question ever irritated you? 15. Does your teacher encourage you to ask questions? 			
<p>Explicit Teaching/Teacher Modelling (<i>I Do</i>)</p>	<p>Group Work (We Do)</p>	<p>Independent Work (You Do)</p>	<p>Notes for:</p> <ul style="list-style-type: none"> ● Using textbook prompts and activities for each of the sections ● Allotting time for students to ask and responding to students' queries ● Asking open-ended
<p>--Segment wise model reading by the teacher (The invitation of Vita-Wonk) by following the strategies like individual reading, group reading and scaffold reading to make the students understand the text (with the help of the given glossary chart)</p>	<p>--read in groups to make the unclear concepts in individual reading</p>	<p>--participates actively in the activities suggested by the teacher i.e. individual reading, group reading, collaborative reading, conversations etc.</p>	
<p>--explain how to comprehend the text (by putting a tick mark, question mark etc. under the sentences)</p>	<p>--comprehend the text in groups sharing the ideas among the group members</p>	<p>--tries to comprehend the text with the help of the group members</p>	

--guide the students to answer the inferential / open-ended questions given under 'working with the text'	--answer all the questions in group with the guidance of the teacher	--learns those questions
-- under 'working with language' children's learn Insects in local language And effects of health benefits. Family Tree	Children's develop discussion skills, and prepared Family Tree	--uses those skills in their own.
Phrases and its meanings Using 'Do' for emphasis	--students Using 'Do' for emphasis	--uses appropriate word forms in spoken and written texts also.
Writing text Delivery delayed	--student's learn writing skills	--narrates the incident before the class
--transact the poem Mystery of the talking fan (model reading, individual reading, group reading and collaborative reading)	--recites the poem and comprehend the poem and understand the central idea of the poem	--recites the poem and talks about the central idea of the poem
--help them to think about the poem (answering questions given at the end of the poem)	--answer all the questions given at the end of the poem (in group)	--learn to answer such questions individually
transact the poem Dad and the cat and the Tree (model reading, individual reading, group reading and collaborative reading)	--recites the poem and comprehend the poem and understand the central idea of the poem	--recites the poem and talks about the central idea of the poem
--help them to think about the poem (answering questions given at the end of the poem)	--answer all the questions given at the end of the poem (in group)	--learn to answer such questions individually

<p>Check For Understanding Questions</p> <p>1.Factual: (The invitation of Vita-Wonk)</p> <p>1.Choose the right answer among the following three options Question on page number 102</p> <p>2.Can anyone's age be minus numbers? What does minus 87 means ?</p> <p>3.Mr. Wonka begins by asking himself 2 questions. What are they?</p> <p>4.What trees does Mr. Wonka mention ? Which trees does he say lives the longest ?</p> <p>(Dad and the cat and the Tree- Poem)</p> <p>Why was dad sure he wouldn't fall?</p> <p>What phrases in the poem express dad's self confidence best?</p> <p>Describe plan-A and its consequences ?</p> <p>Plan-C was a success what went wrong them?</p> <p>2. Open Ended / Critical Thinking: (The invitation of Vita-Wonk)</p>	<p>TLMs (Digital + Print)</p> <ul style="list-style-type: none"> ❖ Reader ❖ PPTs ❖ Glossary chart ❖ Charts (for additional grammar practice exercises) ❖ Pictures ❖ The Shed picture ❖ QR code scanner to scan the codes given
---	--

1. How many of the oldest living things can you remember from Mr. Wonka's list?
2. Why does Mr. Wonka collect items from the oldest things?

3. What happens to the volunteer who swallows four drops of the new invention?

4. What is the name of the invention?

(Dad and the cat and the Tree- Poem)

1. The cat was very happy to be on the ground. Pick out the phrase used to express this idea?

2. Describe the cat and dad situation in the beginning and at the end?

3. Do you find the poem humorous

Student Practice Questions & Activities

(Exercises from workbook / textbooks/ blackboard)

1. Students practice Family Tree
2. Students practice Insects in local language
And effects of health.

2. Students find differences between invitation and discovery

at page 94 in the reader

❖ Video lesson (**The invitation of Vita-Wonk**)

❖ <https://www.youtube.com/watch?v=t6EbsHBKeWY>

❖ <https://www.youtube.com/watch?v=pJzujYKbUkA>

Video lesson (The Shed)

❖ <https://www.youtube.com/watch?v=dvbLRliziZI>

Assessment

(Think of what children SAY, DO and MAKE while learning that can form the evidence of learning to be used for assessment).

1. List out the great inventions in the history
2. Write about great Indian scientists

Signature of the Teacher

Signature of The Head Master

Signature of Supervising Officer With Remarks

VII Class English Lesson Plan-January-2024

Name Of the Teacher :

School :

Name of the Lesson / Unit	Topic	No. of periods required (17)	Timeline for teaching		Any specific information
			From	To	
	Before you read	1	1.1.24		An activity on questions
	Garden snake (Poem)	3			This is the story of Mr. Gessler, a German Shoemaker settled in Landon is a perfect artist how he devotes his life to his art .
	Working with the poem	1			5 Inferential and open-ended questions from all the important concepts of the lesson
	The bare story (Supplementary Reader: An Alien Hand:)	4		1.1.24	Story describes Friendship between the Lady and pet Bear Written by Alex Munthe
Note : Total periods : 17 Teaching periods :9 Remaining 6 periods reserve for F.A.- 3 exams Preparation and conduct emanations					

Prior Concept/ Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept.)

22. Listen to the teacher and understand
23. Read and comprehend the text
24. Express their ideas, opinions and doubts etc.
25. Speak about their real life experiences
26. Write simple sentences on their own
27. Uses words contextually
28. Children talk about different Garden animals and craters.

Learning Outcomes: (Select from SCERT Academic Calendar and Textbook)

No. of Periods:
17

- Answers questions orally and in writing on a variety of texts.

- Reads textual/non-textual materials in English/Braille with comprehension.
- Identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material
- Reads aloud stories/ recites poems with appropriate pause, intonation and pronunciation. (The invitation poem- **Garden snake**)

Total 17 periods to achieve all these learning outcomes for this unit.

<ul style="list-style-type: none"> ➤ participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations; ➤ asks and responds to questions based on texts (from books or other resources) and out of curiosity. ➤ Speaks about the invention of Mr Willy Wonka ➤ Takes notes while teacher teaches /from books / from online materials. ➤ Infers the meaning of unfamiliar words by reading them in context. ➤ Writes stories in own words by looking at the given pictures. 	
--	--

Teaching learning process

<p>Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)</p> <p>16. Do you like to ask questions? 17. How often do you ask questions? 18. Why do you ask questions? 19. Who do you like to ask questions? your teacher / parents / others etc. 20. What benefit do you get by asking questions?</p>			
<p>Experience and Reflection ? (Task/question that helps students explore the concept and connect with their life)</p> <p>16. Do you ask questions in your classroom? 17. Have you ever noticed that small babies ask many questions? 18. What interesting question have you ever asked? 19. Has any question ever irritated you? 20. Does your teacher encourage you to ask questions?</p>			
<p>Explicit Teaching/Teacher Modelling (I Do)</p>	<p>Group Work (We Do)</p>	<p>Independent Work (You Do)</p>	<p>Notes for:</p> <ul style="list-style-type: none"> ● Using textbook prompts and activities for each of the sections ● Allotting time for students to ask and responding to students' queries ● Asking open-ended
<p>transact the poem Dad and the cat and the Tree (model reading, individual reading, group reading and collaborative reading)</p>	<p>--recites the poem and comprehend the poem and understand the central idea of the poem --answer all the questions given at the end of the poem (in group)</p>	<p>--recites the poem and talks about the central idea of the poem</p>	
<p>(Supplementary Reader: An Alien Hand:)</p> <p>Unit V : The bare story</p> <p>Since the very aim of the supplementary reader is to provide extensive reading practice, the teacher encourages the students to read the unit on their own at home. To create interest, the teacher asks them to find answers from the unit.</p>	<p>--Students in group and individually read the text 'The bare story' which is meant for reading practice and try to find the answers to the questions given by the teacher. i.e. Comprehension check questions Will be answered in page number 35</p>	<p>--develops the habit of reading stories and other authentic material like newspapers, magazines etc.</p>	

Check For Understanding Questions**1.Factual: (Garden snake (Poem))**

- 1.Pick out the lines that suggest that the child is afraid of snakes
- 2.Find the word that refers to the snakes movement in the grass ?
- 3.A snake has no legs or feet, but it moves very fast ,how ?

2. Open Ended / Critical Thinking: (Garden snake (Poem))

- 1.” But the mother says that kind is good “ what is mother referring ?
- 2.Find the words refers to the snakes movement in the grass

Student Practice Questions & Activities

(Exercises from workbook / textbooks/ blackboard)

- 1..Which line shows a complete change of the child’s attitude towards snakes /
- 2.childrens find Rhyming words in the poem

TLMs

(Digital + Print)

- ❖ Reader
- ❖ PPTs
- ❖ Glossary chart
- ❖ Charts (for additional grammar practice exercises)
- ❖ Pictures of SNAKE
- ❖ The Shed picture

- ❖ QR code scanner to scan

- ❖ Video lesson ()

- ❖ <https://www.youtube.com/watch?v=t6EbsHBKeWY>
- ❖ <https://www.youtube.com/watch?v=pJzujYKbUkA>

- Video lesson (The Shed)

- ❖ <https://www.youtube.com/watch?v=dvbLRliziZI>

Assessment

(Think of what children SAY, DO and MAKE while learning that can form the evidence of learning to be used for assessment).

1. Find the characters of the poisons and non poisons snakes
2. Know the first aid when snake bite

Signature of the Teacher

Signature of The Head Master

Signature of Supervising Officer With Remarks

VII Class English Lesson Plan-February -2024

Name Of the Teacher :

School :

Name of the Lesson / Unit	Topic	No. of periods required (23)	Timeline for teaching		Any specific information
			From	To	
Unit VIII- A homage to our brave solders	Before you read	1	1-02.24		A brief introduction (setting) about the story / lesson
	A homage to our brave solders	9			Brave solders sacrifices their lives for country. Description of the memorial Symbolisms the patriotism of the Indian Solders.
	Working with the text	1			Comprehension check at page numbers 126, and 132. 4 Inferential and open-ended questions from all the important concepts of the lesson
	Working with language	2			1.Oddman out 2.Filling the blanks with appropriate forms of the words 3.Matching The following words 4.Complete the story with hints
	Speaking	1			Group Discussion on causes of wars
	Writing	1.			Essay writing
	Meadow surprise (Poem)	3			Author Lois Brandt Phillips Describing beauty of nature
	Working with poem	2			4 Inferential and open-ended questions from the poem. Busy world poem
	A tiger in the house (from the supplementary reader An Alien Hand)	3		28.2.24	

Prior Concept/ Skills: *(Essential concepts and skills to be checked/bridged before teaching the current concept.)*

29. Listen to the teacher and understand
30. Read and comprehend the text
31. Express their ideas, opinions and doubts etc.
32. Speak about their real life experiences
33. Write simple sentences on their own
34. Uses words contextually
35. Children talk about causes and consequences of wars.

Learning Outcomes: *(Select from SCERT Academic Calendar and Textbook)*

No. of Periods:
23

- Answers questions orally and in writing on a variety of texts.

- Reads textual/non-textual materials in English/Braille with comprehension.

- Identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material

Total 23 periods to

<p>➤ Reads aloud stories/ recites poems with appropriate pause, intonation and pronunciation. (A homage to our brave solders)</p>	<p>achieve all these learning outcomes for this unit.</p>
<p>➤ participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations;</p> <p>➤ asks and responds to questions based on texts (from books or other resources) and out of curiosity.</p> <p>➤ Speaks about the sacrifices of Brave solders</p> <p>➤ Takes notes while teacher teaches /from books / from online materials.</p> <p>➤ Infers the meaning of unfamiliar words by reading them in context.</p> <p>➤ Writes stories in own words by looking at the given pictures.</p>	

Teaching learning process

<p>Induction/Introduction (<i>Generating interest, informing students about the outcomes and expectations for the lesson</i>)</p> <ol style="list-style-type: none"> 1.Do you like to ask questions? 2.How often do you ask questions? 3.Why do you ask questions? 4.Who do you like to ask questions? your teacher / parents / others etc. 5.What benefit do you get by asking questions? 			
<p>Experience and Reflection ? (<i>Task/question that helps students explore the concept and connect with their life</i>)</p> <ol style="list-style-type: none"> 1.Do you ask questions in your classroom? 2.Have you ever noticed that small babies ask many questions? 3.What interesting question have you ever asked? 4.Has any question ever irritated you? 5.Does your teacher encourage you to ask questions? 			
<p>Explicit Teaching/Teacher Modelling (<i>I Do</i>)</p>	<p>Group Work (We Do)</p>	<p>Independent Work (You Do)</p>	<p>Notes for:</p> <ul style="list-style-type: none"> ● Using textbook prompts and activities for each of the sections ● Allotting time for students to ask and responding to students' queries ● Asking open-ended
<p>--Segment wise model reading by the teacher (A homage to our brave solders) by following the strategies like individual reading, group reading and scaffold reading to make the students understand the text (with the help of the given glossary chart)</p>	<p>--read in groups to make the uncleared concepts in individual reading</p>	<p>--participates actively in the activities suggested by the teacher i.e. individual reading, group reading, collaborative reading, conversations etc.</p>	
<p>--explain how to comprehend the text (by putting a tick mark, question mark etc. under the sentences)</p>	<p>--comprehend the text in groups sharing the ideas among the group members</p>	<p>--tries to comprehend the text with the help of the group members</p>	

--guide the students to answer the inferential / open-ended questions given under 'working with the text'	--answer all the questions in group with the guidance of the teacher	--learns those questions
Comprehension check at page numbers 126, and 132. 4 Inferential and open-ended questions from all the important concepts of the lesson	Children's develop Comprehension To answer questions	--uses those skills in their own.
1. Oddman out 2. Filling the blanks with appropriate forms of the words 3. Matching The following words 4. Complete the story with hints	--students do 1. Oddman out 2. Filling the blanks with appropriate forms of the words 3. Matching The following words 4. Complete the story with hints	Learn language skills
Speaking : Group Discussion on causes of wars	--student's learn Group Discussion	--narrates the incident before the class
Students develop writing skill Essay writing on some themes	Essay writing	Essay writing
--transact the poem 'The snake in the garden' (model reading, individual reading, group reading and collaborative reading)	-recites the poem and comprehend the poem and understand the central idea of the poem	--recites the poem and talks about the central idea of the poem
--help them to think about the poem (answering questions given at the end of the poem)	answer all the questions given at the end of the poem (in group)	learn to answer such questions individually
(Supplementary Reader: An Alien Hand:) Unit VI : A tiger in the house Since the very aim of the supplementary reader is to provide extensive reading practice, the teacher encourages the students to read the unit on their own at home. To create interest, the teacher asks them to find answers from the unit.	--Students in group and individually read the text 'Tiger in the house' which is meant for reading practice and try to find the answers to the questions given by the teacher. i.e. Comprehension check questions Will be answered in page number 38 and 42	--develops the habit of reading stories and other authentic material like newspapers, magazines etc.

<p>Check For Understanding Questions</p> <p>1.Factual: (A homage to our brave solders)</p> <ol style="list-style-type: none"> 1.Why are war memorials built ? 2.Why is it our duty to pay homage to our brave soldiers? 3.Why is it a good idea to make a presentation in front of whole school? <p>Meadow surprise (Poem)</p> <ol style="list-style-type: none"> 1.Why you need a keen eye and a sharp ear to enjoy a meadow ? <p>2. Open Ended / Critical Thinking: (A homage to our brave solders)</p> <ol style="list-style-type: none"> 1.Why were the students awestruck and humble explain in our own words? 2.Complete the table consists of name of the war, dates and soldiers associated? <p>Meadow surprise (Poem)</p> <p>Discuss the meaning of the phrases with your friend</p> <ol style="list-style-type: none"> 1.Velvet grass 2.Drinking straws 3.Medow house 4. Amazing mound 5. Fuzzy head <p>Student Practice Questions & Activities (Exercises from workbook / textbooks/ blackboard)</p> <ol style="list-style-type: none"> 1.Students write patriotic stories 2.Students discuss about wars and its Complications 3. Students find agencies promoting peace 	<p>TLMs (Digital + Print)</p> <ul style="list-style-type: none"> ❖ Reader ❖ PPTs ❖ Glossary chart ❖ Charts (for additional grammar practice exercises) ❖ Pictures of INDIAN SOLDERS ❖ The Shed picture <ul style="list-style-type: none"> ❖ QR code scanner to scan the codes given at page 114 in the reader <ul style="list-style-type: none"> ❖ Video lesson (A homage to our brave solders) <ul style="list-style-type: none"> ❖ https://www.youtube.com/watch?v=t6EbsHBKeWY ❖ https://www.youtube.com/watch?v=pJzujYKbUKA <p>Video lesson (The Shed)</p> <ul style="list-style-type: none"> ❖ https://www.youtube.com/watch?v=dvbLRliZlZl
---	--

Assessment

(Think of what children SAY, DO and MAKE while learning that can form the evidence of learning to be used for assessment).

1. List out the great wars in the history
2. Write about great Indian patriotic hero's

Signature of the Teacher

Signature of The Head Master

Signature of Supervising Officer With Remarks

VII Class English Lesson Plan-March -2024

Name Of the Teacher :

School:

Name of the Lesson / Unit	Topic	No. of periods required (22)	Timeline for teaching		Any specific information
			From	To	
	Before you read	1	1.0324		An activity on questions
	An Alien Hand (Supplementary Reader: An Alien Hand:)	3			Story describes Friendship between the Lady and pet Bear Written by Alex Munthe
Note : Total periods : 22 Teaching periods :4 After that revision will take place					

Explicit Teaching/Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
<p>(Supplementary Reader: An Alien Hand:)</p> <p>Unit VII : An Alien Hand</p> <p>Since the very aim of the supplementary reader is to provide extensive reading practice, the teacher encourages the students to read the unit on their own at home. To create interest, the teacher asks them to find answers from the unit.</p>	<p>--Students in group and individually read the text 'Tiger in the house 'which is meant for reading practice and try to find the answers to the questions given by the teacher. i.e.</p> <p>Comprehension check questions Will be answered in page number 38 and 42</p>	<p>--develops the habit of reading stories and other authentic material like newspapers, magazines etc.</p>

Signature of the Teacher

Signature of The Head Master

Signature of Supervising Officer With Remarks

MANO VIGNANA VEDIKA



PRESENTATION