

**CLASS VIII**

# **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:**



## VIII Class Year Plan 2023-24

Name Of the Teacher :

School ,

Month	Working days	Syllabus to be covered	Special Activities to be conducted	Resources required	Remarks
JUL	22	Readiness 1. The Best Christmas Present in the World The Ant and the Cricket	Dramatized story telling  How the camel got his hump (Suppl.Reader)	Story books and students	Club activities
AUG	22	2. The Tsunami Geography Lesson 3. Glimpses of the Past Macavity : The Mystery Cat	Role Play among students Children at work(Suppl.Reader) The selfish giant(Suppl.Reader)	Students	School Level competitions
SEP	20	4. Bepin Choudhury's Lapse of Memory The Last Bargain	Short Story writing The Treasure within(Suppl.Reader)	Story books and students	Teachers Day programmes
OCT	19	5. The Summit Within The School Boy	Dumb Charades Princess September(Suppl.Reader)	Students	Club activities
NOV	25	6. This is Jody's Fawn	Music and Dance performance The Fight(Suppl.Reader)	Audio Video player	TAMANNA
DEC	26	7. A Visit to Cambridge When I set out for Lyonesse	Students presenting various kinds of programmes to the present community The open window(Suppl.Reader) Jalebis(Suppl.Reader)	Audio Video player	Club activities
JAN	20	8. A Short Monsoon Diary On the Grasshopper and Cricket	Reading fluently and pronunciation competitions The comet-I(Suppl.Reader)	Library books	Club activities
FEB	22	9. The Great Stone Face-I	Language based games The comet-II(Suppl.Reader)	Library books	Club activities
MAR	23	10. The Great Stone Face-II	Spelling competitions Ancient Education System of India(SR)	students	School day celebrations
APR	21	Revision	-	-	-

## VIII Class English Lesson Plan-July2023

Name Of the Teacher :

School:

Name of the lesson	Topics	No. of periods	Time line for teaching		Any specific information
			From	To	
<b>UNIT-1</b>  <b>A. THE BEST CHRISTMAS PRESENT IN THE WORLD</b>  <b>B. THE ANT AND THE CRICKET (POEM)</b>	Pre-Reading	1	5 <sup>th</sup> July	-	About the wars and war time situations
	THE BEST CHRISTMAS PRESENT IN THE WORLD	8	-	-	The story about a letter written by a husband to a wife during World War - 1
	Working with the text	2	-	-	Open ended questions on the prose piece
	Working with language (Grammar)	2	-	-	1. Use of tenses for past and earlier past 2. Noun phrases – order of adjectives
	Working with language – Dictionary work (Vocabulary)	1	-	-	Use of phrasal verbs
	Writing	2	-	-	1. Writing diary and letters 2. Writing a story using hints
	Speaking	1	-	-	Arguments over wars and presents – group work
	THE ANT AND THE CRICKET(POEM)	2	-	-	A fable with a moral that laziness plays
	Working with the poem	1	-	-	Questions for comprehension
	HOW THE CAMEL GOT HIS HUMP	2	-	July-30	For extensive reading and self study.

<p><b>Prior Concept/ Skills :</b> (Essential concepts and skills to be checked/bridged before teaching the current concept.)</p> <p><b>THE BEST CHRISTMAS PRESENT IN THE WORLD :</b> Why are wars generally fought? What happens when wars are fought? Who is the final winner in a war? Tell some events that may occur during a war. If your father were in war, what would be your wishes/his wishes?</p> <p><b>THE ANT AND THE CRICKET (POEM) :</b> Which is important for happy life, laziness or hard work? How does laziness ruin our lives? Is saving a good habit? why? why not?</p>	
<p><b>Learning outcomes :</b> 1. Respond to instructions and announcements in school and public places.</p> <p>2. Introduces guests in English, interviews people by asking questions based on the work they do.</p> <p>3. Engages in conversations in English with people from different professionals such as Bank staff and Railway staff etc.</p> <p>4. Uses polite expressions to communicate such as ‘May I borrow your book?’</p>	No. of periods
<p><b>Listening and speaking :</b></p> <p>1) Narrates stories and real-life experiences in English.</p> <p>2) Speaks with coherence and cohesion while participating in interactive tasks.</p>	22
<p><b>Reading comprehension :</b></p> <p>1) Reads textual and non-textual material with comprehension.</p> <p>2) Reads a variety of texts for pleasure.</p> <p>3) Refers to dictionary for meaning and spelling while reading and writing.</p> <p>4) Reads poems and expresses opinions about them.</p> <p>5) Identifies details - characters, main idea and sequence of ideas and events while reading.</p>	
<p><b>Grammatical Awareness :</b></p> <p>1) Uses grammatical items such as order of adjectives and use of tenses for the past and earlier past appropriate to the context in speech and writing.</p>	
<p><b>Vocabulary :</b></p> <p>1) Uses words according to the context and delineate it in speech and writing.</p> <p>2) Makes use of collocations and idioms and phrasal verbs in speech and writing</p>	

**Creative writing :**

- 1) Writes paragraphs, narratives, hints stories etc., by planning, revising, editing, rewriting and finalizing.
- 2) Writes personal letters, debates, arguments and paragraphs based on visual or verbal clues, textual inputs, etc.
- 3) Write reports of functions in school, family and community activities.
- 4) Assesses one's own and peers work based on developed rubrics.
- 5) Writes diary entry about an event.
- 6) Writes answers to textual questions after comprehension/inference.

**Teaching Learning Process**

**Induction/Introduction :** (Generating interest, informing students about the outcomes and expectations for the lesson)

**THE BEST CHRISTMAS PRESENT IN THE WORLD**

Have you ever given a gift/a present to anyone? What gifts/presents do you generally give to your friends? When do you give gifts/ presents to others? What are the festivals when the gifts are exchanged? When do you consider a gift /a present as the best one?

**THE ANT AND THE CRICKET (POEM)**

Which animals do you like most? Why? Have you ever seen ants? Why are ants considered to be hard working? Do you belong to the category of people who do tomorrow's work today or the category of people who do today's work tomorrow? What will happen if we do today's work tomorrow? What will happen if do not save sufficiently for the future?

**Experience and Reflection :****THE BEST CHRISTMAS PRESENT IN THE WORLD**

How do you feel when you are given a present?  
 What presents do you like to be given to you?  
 What will you do if a present is considered to be precious?

**THE ANT AND THE CRICKET (POEM)**

What happens if we are lazy?  
 What happens if we are hardworking?  
 Have you ever seen a lazy person being happy in his life?

<b>Explicit teacher / teacher modeling (I do)</b>	<b>Group work (We do)</b>	<b>Independent work (You do)</b>	<b>Notes for :</b>
Model loud reading. Check the pronunciation. Help in preparation of subtext.	Participate in collaborative reading. Identify the answers for comprehension questions.	Participates in individual reading.	Using textbook prompts and activities for each of the sections. Allotting time for students

<p>Present the meanings for difficult words. Ask different types of questions to facilitate reading in different stages.</p> <p>Help the students form a mind map of the concept.</p>	<p>Take part in conversations. Participate in preparation of a mind map. Arrange adjectives in order Using tenses for past and earlier past correctly. Participate in discourse construction and editing of – diaries/personal letters</p>	<p>Answers the questions of comprehension check.</p> <p>Does the textual exercises.</p> <p>Writes the stories using the given information/hints.</p>	<p>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.</p>
<p>Act as a facilitator and editor in writing of a creative expression.</p> <p>Explain the order of adjectives</p> <p>Explain which tenses are used for past and earlier past?</p> <p>Teach the process of writing a personal letter and diary entry.</p> <p>Help the students write a story using hints.</p> <p>Conducts debates and group discussions.</p> <p>Help the students write choreography for the poem.</p>		<p>Writes personal letters/diary entry.</p> <p>Writes choreography for the poem from the prompts.</p> <ul style="list-style-type: none"> <li>Do the exercises given in the SR page no. 6</li> </ul>	

<b>CHECK FOR UNDERSTANDING QUESTIONS</b>	<b>TLM [DIGITAL / PRINT]</b>
<p><b>1. FACTUAL</b></p> <p><b>THE BEST CHRISTMAS PRESENT IN THE WORLD</b></p> <p>What did the author buy in a junk shop?                      What was the condition of the roll-top desk?</p> <p>What did he find in a secret drawer of the desk?              Who had written the letter, to whom, and when?</p> <p>Who was Jim Macpherson? Who was his wife?</p> <p>What was Jim Macpherson? Where did Mrs Macpherson live?              What was the letter written about?</p> <p>Who were at war?                      Who do you think is the owner of the desk?</p> <p>What did the German soldiers wish the British soldiers?                      Who was the German officer?</p>	<ul style="list-style-type: none"> <li>Reader</li> <li>PPT</li> <li>Glossary chart</li> </ul> <p>Charts for additional grammar exercises</p>

<p>Where was Hans Wolf from?                      What did he play in orchestra?  How did the British soldiers reply to Germans' singing a carol?  What would Jim Macpherson treasure all his life?                      What did the both armies long for?  How was the house of the owner of the letter?  How old was Mrs. Jim Macpherson now? Where did she live now? Who did Jim Macpherson think her visitor was?</p>	
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**Assessment**

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

- Write an imaginary conversation between the author and the junk shop owner while purchasing the desk.
  - Write an imaginary conversation between Hans Wolf and Jim Macpherson when they parted after Christmas party.
    - Write a diary entry as if it was written by Jim Macpherson after spending the wonderful event at Christmas party.
- Present the Christmas party in the form of a mind map.
  - Do the project work on World War 1 effects on the mankind.
    - Prepare a noun phrase using the adjectives given in the bracket.

- 1) I bought..... (plastic/ new/a / red)
- 2) There is..... ( silk/colourful/Banaras/a)
- 3) This is ..... almirah. ( big/beautiful/a/ wooden)
- 4) Bring..... table. (iron/heavy /the/big)
- 5) I found.....snake.( black/large/a)

➤ Supply the correct form of verbs.

- 1) When he came, I..... (finish) my work.
- 2) We had arrived at the station before the train..... (depart)
- 3) When the doctor came, the patient..... (die)
- 4) When the rain started, he ..... already .....(leave) the house.
- 5) The show.....(begin) when we arrived at the theatre.

1.Opposites from the text. 2.Right form of words from the text 3 Suffixes from the text4 Open ended questions given in the text.

- Write the choreography for the poem - THE ANT AND THE CRICKET.

**Signature of the Teacher      Signature of Supervising Officer With Remarks      Signature of The Head Master**



## VIII Class English Lesson Plan- August-2023

Name Of the Teacher :

School :

Name of the lesson	Topics	No. of periods	Time line for teaching		Any specific information
			From	To	
<b>UNIT-2</b> <b>A. THE TSUNAMI</b>	Pre-Reading	1	1 <sup>st</sup> Aug	-	About the natural calamities and floods situations
	THE TSUNAMI	4	-	-	The story about Andaman and Nicobar Islands. Tsunami and its wave power causes a lot of damage
	Working with the text	2	-	-	Open ended questions on the prose piece
	Working with language (Grammar)	1	-	-	1. The doer of the actions 2. Active voice
	Working with language – Dictionary work (Vocabulary)	1	-	-	Use of Adjectives.
<b>UNIT-3</b> <b>A. GLIMPSES OF THE PAST</b>	Writing and Speaking	1	-	-	1. Writing your experiences in a paragraph Speaking on your experience and Arguments – group work
	GEOGRAPHY LESSON (POEM)	3	-	-	Your city's view from the height.
	Working with the poem	1	-	-	Questions for comprehension
	GLIMPSES OF THE PAST	3	-	-	pictorial glimpses of the history of our country from 1757 to 1857.
<b>B. MACAVITY : THE MYSTERY CAT</b>	Working with text	1			Comprehension questions on the prose piece
	Working with language (Grammar and Vocabulary)	1	-	-	Direct and Indirect speech

Writing and Speaking	1	-	-	Playact the role of farmers and dialogue writing.
MACAVITY : THE MYSTERY CAT	1	-	-	A pet cat and its mystery.
Children at work(Suppl.Reader) The selfish giant(Suppl.Reader)	1	-	31 <sup>st</sup> Aug	For extensive reading and self study.

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

**THE TSUNAMI :** What are natural calamities? How do we know that cyclone is coming? Who is a tsunami? When did / where did tsunami come? Did animals sense that a tsunami was coming?

**GEOGRAPHY LESSON (POEM) :** Can you imagine what your city would look like if you saw it from ten thousand feet above the ground?

**GLIMPSES OF THE PAST:** Do you know past history of our country before Independence? When did we get Independence? Who are the freedom fighters?

**MACAVITY : THE MYSTERY CAT :** What are the pet animals? Do you have any pet animal? Do you have a pet cat?

<p><b>Learning outcomes :</b> 1. Reads a variety of text in English and identify main ideas, characters, sequence of ideas and events relate to his personal experiences.</p> <p>2. Introduces guests in English, interviews people by asking questions based on the work they do.</p> <p>3. Engages in conversations in English with people from different professionals such as Bank staff and Railway staff etc.</p> <p>4. Uses polite expressions to communicate such as ‘May I borrow your book?’</p> <p>5. Uses synonyms and antonyms appropriately deduces word meanings from clues in context while reading a variety of text.</p>	No. of periods
<p><b>Listening and speaking :</b></p> <p>1) Narrates stories and real-life experiences in English.</p> <p>2) Speaks with coherence and cohesion while participating in interactive tasks.</p>	22
<p><b>Reading comprehension :</b></p> <p>1) Reads textual and non-textual material with comprehension.</p> <p>2) Reads a variety of texts for pleasure.</p> <p>3) Refers to dictionary for meaning and spelling while reading and writing.</p> <p>4) Reads poems and expresses opinions about them.</p> <p>5) Identifies details - characters, main idea and sequence of ideas and events while reading.</p>	
<p><b>Grammatical Awareness :</b></p> <p>1) Uses grammatical items such as verb forms, doers of the action in the sentence.</p> <p>2) Active voice and Passive voice, identify the sentences of different voice.</p> <p>3. Direct and Indirect speech.</p>	

**Vocabulary :**

- 1) Uses words according to the context and delineate it in speech and writing. Paragraph writing and narration.
- 2) Make use of verbs in speech and writing. Characters speak, dialogues.

**Creative writing :**

- 1) Writes paragraphs, narratives, hints stories etc., by planning, revising, editing, rewriting and finalizing.
- 2) Writes personal letters, debates, arguments and paragraphs based on visual or verbal clues, textual inputs, etc.
- 3) Write reports of functions in school, family and community activities.
- 4) Assesses one's own and peers work based on developed rubrics.
- 5) Writes diary entry about an event.

Writes answers to textual questions after comprehension/inference

**TEACHING LEARNING PROCESS**

**Induction/Introduction :** (Generating interest, informing students about the outcomes and expectations for the lesson)

**THE TSUNAMI :**

Have you ever heard about Tsunami? How Tsunami happened? Where did Tsunami come? What are the troubles caused by the Tsunami? Here are some stories of courage and survival in Tsunami.

**GEOGRAPHY LESSON (POEM) :**

Can you imagine what your city would look like if you saw it from ten thousand feet above the ground? Here is a poet's description of just such a view of the city, and some questions that come to his mind.

**GLIMPSES OF THE PAST :**

Here are some pictorial glimpses of the history of our country from 1757 to 1857.

Understanding of the conditions that led to the event known as the First War of Independence in 1857.

**MACAVITY : THE MYSTERY CAT :**

Do you have a pet cat? Have you ever noticed anything mysterious about it? It is not easy to say whether every cat is a mystery, but Macavity is one, for sure. What is it that makes him a perfect mystery cat? Read the poem and find out.

**Experience and Reflection : THE TSUNAMI**

1. Why did Tilly's family come to Thailand? 2. What were the warning signs that both Tilly and her mother saw? 3. Do you think Tilly's mother was alarmed by them? 4. In the tsunami 150,000 people died. How many animals died? 5. How many people and animals died in Yala National Park?

**GEOGRAPHY LESSON (POEM)**

1. How does the city appear from the window of an aeroplane?

Explicit teacher / teacher modeling (I do)	Group work (We do)	Independent work (You do)	Notes for :
<p>Model loud reading. Check the pronunciation. Help in preparation of subtext.</p> <p>Present the meanings for difficult words. Ask different types of questions to facilitate reading in different stages.</p> <p>Help the students form a mind map of the concept. Act as a facilitator and editor in writing of a creative expression.</p>	<p>Participate in collaborative reading.</p> <p>Identify the answers for comprehension questions.</p> <p>Take part in conversations. Participate in preparation of a mind map.</p> <p>Uses grammatical items such as verb forms, doers of the action in the sentence.</p>	<p>Participates in individual reading.</p> <p>Answers the questions of comprehension check.</p> <p>Does the textual exercises.</p> <p>Writes the stories using the given information / hints.</p>	<p>Using textbook prompts and activities for each of the sections.</p> <p>Allotting time for students to ask and responding to students' queries.</p> <p>Asking open-ended questions beyond textbook content.</p>
<p>Teach Uses grammatical items such as verb forms, doers of the action in the sentence.</p> <p>Teach Active voice and Passive voice, identify the sentences of different voice.</p> <p>Teach Direct and Indirect speech.</p> <p>Help students to make use of verbs in</p>	<p>To make use of verbs in speech and writing. Characters speak, dialogues.</p> <p>Participate in group discussions.</p> <p>Participates in the preparation of</p>	<p>Writes Characters speak and dialogues.</p> <p>Writes choreography for the poem from the prompts.</p>	<p>Allotting time for group activities and helping students engaged with tasks.</p> <p>Supporting the students who need it more</p> <p>Giving targeted feedback</p>
<p>speech and writing. Characters speak, dialogues.</p> <p>Conducts debates and group discussions.</p> <p>Help the students write choreography for the poem.</p>	<p>choreography for the poem</p> <ul style="list-style-type: none"> <li>Under the teachers supervision, pupils read the S.R. lesson and try to understand it.</li> </ul>	<ul style="list-style-type: none"> <li>Do the exercises given in the SR page no. 16 and 24</li> </ul>	<p>and appreciation to students</p> <p>Managing student's behaviour during activities</p>

## CHECK FOR UNDERSTANDING QUESTIONS

### 1. FACTUAL

#### THE TSUNAMI

Why did Tilly's family come to Thailand?

What were the warning signs that both Tilly and her mother saw?

Where had Tilly seen the sea behaving in the same strange fashion?

Where did the Smith family and the others on the beach go to escape from the tsunami?

How do you think her geography teacher felt when he heard about what Tilly had done in Phuket?

How many people and animals died in Yala National Park?

How are Meghna and Almas's stories similar?

What did the dogs in Galle do?

#### GEOGRAPHY LESSON (POEM)

1. Find three or four phrases in stanzas one and two which are likely to occur in a geography lesson.

2. Seen from the window of an aeroplane, the city appears

(i) as haphazard as on ground. (ii) as neat as a map. (iii) as developed as necessary.

Mark the right answer.

3. Which of the following statements are examples of "the logic of geography"?

(i) There are cities where there are rivers.

(ii) Cities appear as they are not from six miles above the ground.

(iii) It is easy to understand why valleys are populated.

(iv) It is difficult to understand why humans hate and kill one another.

(v) The earth is round, and it has more sea than land.

4. Mention two things that are (i) clear from the height. (ii) not clear from the height.

#### GLIMPSES OF THE PAST

1. Do you think the Indian princes were short-sighted in their approach to the events of 1757?

2. How did the East India Company subdue the Indian princes?

#### TLM [DIGITAL / PRINT]

- Reader
- PPT
- Glossary chart
  
- Charts for additional grammar exercises

3. Who is an artisan? Why do you think the artisans suffered?
4. Quote the words used by Ram Mohan Roy to say that every religion teaches the same principles.
5. In what ways did the British officers exploit Indians?

### MACAVITY : THE MYSTERY CAT

Read the first stanza and think. (i) Is Macavity a cat really? (ii) If not, who can Macavity be?

2. Complete the following sentences.

- (i) A master criminal is one who \_\_\_\_\_
- (ii) The Scotland Yard is baffled because \_\_\_\_\_
- (iii) \_\_\_\_\_ because Macavity moves much faster than them.

3. "A cat, I am sure, could walk on a cloud without coming through". (Jules Verne) Which law is Macavity breaking in the light of the comment above?

4. Read stanza 3, and then, describe Macavity in two or three sentences of your own.

### 2. OPEN ENDED / CRITICAL THINKING

#### THE TSUNAMI

Complete the passage using passive forms of the verbs given in brackets.

Olive oil \_\_\_\_\_ (use) for cooking, salad dressing, etc. Olives \_\_\_\_\_ (pick) in autumn when they are ripe. They \_\_\_\_\_ (shake) from the trees and \_\_\_\_\_ (gather) up, usually by hand. Then they \_\_\_\_\_ (grind) to a thick paste which \_\_\_\_\_ (spread) onto special mats. The mats then \_\_\_\_\_ (layer) up on the pressing machine which will gently squeeze them to produce olive oil.

1. When he felt the earthquake, do you think Ighnesious immediately worried about a tsunami? Give reasons for your answer. Which sentence in the text tells you that the Ighnesious family did not have any time to discuss and plan their course of action after the tsunami struck?
2. What are the two different ideas about why so few animals were killed in the tsunami? Which idea do you find

#### GEOGRAPHY LESSON (POEM)

Name a few cities in India which the poem reminds you of.

Which words/phrases in the poem evoke images different from those suggested by 'the silence of the city'?

#### GLIMPSSES OF THE PAST

Name these people

- (i) The ruler who fought pitched battles against the British and died fighting.
- (ii) The person who wanted to reform the society.
- (iii) The person who recommended the introduction of English education in India.
- (iv) Two popular leaders who led the revolt (Choices may vary.)

- Pics of Nick
- Youtube Videos relating to wars, Christmas, life of soldiers during war, and life of ants.

2. What is the statement example of “the logic of geography”?

### **GLIMPSES OF THE PAST**

1. Who is an artisan? Why do you think the artisans suffered?

2. Do you think the Indian princes were short-sighted in their approach to the events of 1757?

3. How did the East India Company subdue the Indian princes?

4. Quote the words used by Ram Mohan Roy to say that every religion teaches the same principles.

5. In what ways did the British officers exploit Indians?

### **MACAVITY : THE MYSTERY CAT**

1. Is Macavity a cat really?

2. “A cat, I am sure, could walk on a cloud without coming through”. (Jules Verne) Which law is Macavity breaking in the light of the comment above?

3. Having read the poem, try to guess whether the poet is fond of cats. If so, why does he call Macavity a fiend and monster?

### **Student Practice Questions & Activities** (Exercises from workbook / textbooks/ blackboard)

6) Use words from the list, exercise on page no-30.

1. Fill up the blanks with verbs given in the brackets, page no -31.

- Say given sentences whether Active voice or Passive voice, page no. 32

2. Write your experiences in a paragraph, page no. 33

- Read the poem Betty at the party.

Change the following sentences into Indirect speech on page no 46

### **Assessment**

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

➤ Suppose you are one of the volunteers who went to the Andaman and Nicobar Islands for relief work after the tsunami. Write a diary entry.

➤ Do you remember any incident when something that you learnt in the classroom helped you in some way outside the classroom? Write your experiences in a paragraph of about 90–100 words or narrate it to the whole class like an anecdote.

➤ Playact the role of farmers who have grievances against the policies of the government. Rewrite their ‘speech bubbles’ in dialogue form first.

➤ Write the story in your own words. Give it a title. Using the pictures given in the page no. 48

➤ Create a comic of your own using this story. Page no. 49

- (i) The earth trembled, but not many people felt the \_\_\_\_\_. (tremble)  
 (ii) When the zoo was flooded, there was a lot of \_\_\_\_\_ and many animals escaped into the countryside. (confuse)  
 (iii) We heard with \_\_\_\_\_ that the lion had been recaptured. (relieve)  
 (iv) The zookeeper was stuck in a tree and his \_\_\_\_\_ was filmed by the TV crew. (rescue)  
 (v) There was much \_\_\_\_\_ in the village when the snake charmer came visiting. (excite)

Say whether the following sentences are in the Active or the Passive voice.

Write A or P after each sentence as shown in the first sentence.

- (i) Someone stole my bicycle. \_\_\_\_\_  
 (ii) The tyres were deflated by the traffic police. \_\_\_\_\_  
 (iii) I found it last night in a ditch near my house. \_\_\_\_\_  
 (iv) It had been thrown there. \_\_\_\_\_  
 (v) My father gave it to the mechanic. \_\_\_\_\_  
 (vi) The mechanic repaired it for me. \_\_\_\_\_

Change the following sentences into indirect speech.

(i) *First man:* We must educate our brothers.

*Second man:* And try to improve their material conditions.

*Third man:* For that we must convey our grievances to the British Parliament.

The first man said that \_\_\_\_\_

The second man added that \_\_\_\_\_

The third man suggested that \_\_\_\_\_

7) Verbs from the text.

1. Right form of words from the text

- Voice sentences from the text.
  - Open ended questions given in the text.
  - Write the choreography for the poem - GEOGRAPHY LESSON

**Signature of the Teacher      Signature of Supervising Officer With Remarks      Signature of The Head Master**



## VIII Class English Lesson Plan- September-2023

Name Of the Teacher :

School :

Name of the lesson	Topics	No. of periods	Time line for teaching		Any specific information
			From	To	
<b>Unit-4 Bepin Choudhury's Lapse of Memory</b>	Pre-Reading	1	1 <sup>st</sup> Sep	-	About the memory and good memory.
	<b>Bepin Choudhury's Lapse of Memory</b>	7	-	-	The story about Forgetfulness often puts us in a tight spot. But forgetting is a part of life.
	Working with the text	2	-	-	Open ended questions on the prose piece
	Working with language	2	-	-	Usage of Have to/has to/had to. Finding the meanings and usage of idioms.
	Working with grammar	2	-	-	Use of verb forms. Simple past and past perfect.
	Writing and Speaking	1	-	-	1. Writing your experiences in a paragraph – group work. 2. Write a letter (reply)
<b>The Last Bargain</b>	<b>The Last Bargain (Poem)</b>	3	-	-	Rabindranath Tagore's poem about the best bargain.
	Working with the poem	1	-	-	Questions for comprehension
	The Treasure within(SR)	1	-	30 <sup>th</sup> Sep	For extensive reading and self study.

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

**Bepin Choudhury's Lapse of Memory :** Satyajit Ray's story. Memory / Lapse of memory. Forgetfulness is a part of life completely may drive crazy. Here is a story about Bepin Choudhury's Lapse of Memory. There is a suspense all about.

**The Last Bargain (Poem) :** A bargain is an agreement in which both parties promise to do something for each other. Here is a poem of Rabindranath Tagore's poem about bargain

<p><b>Learning outcomes :</b> 1. Reads a variety of text in English and identify main ideas, characters, sequence of ideas and events relate to his personal experiences.</p> <p>2. Introduces guests in English, interviews people by asking questions based on the work they do.</p> <p>3. Engages in conversations in English with people from different professionals such as Bank staff and Railway staff etc.</p> <p>4. Uses polite expressions to communicate such as ‘May I borrow your book?’</p> <p>5. Uses synonyms and antonyms appropriately deduct word meanings from clues in context while reading a variety of text.</p>	<p><b>No of periods</b></p>
<p><b>Listening and speaking :</b></p> <p>1) Narrates stories and real-life experiences in English.</p> <p>2) Speaks with coherence and cohesion while participating in interactive tasks.</p>	
<p><b>Reading comprehension :</b></p> <p>1) Reads textual and non-textual material with comprehension.</p> <p>2) Reads a variety of texts for pleasure.</p> <p>3) Refers to dictionary for meaning and spelling while reading and writing.</p> <p>4) Reads poems and expresses opinions about them.</p> <p>5) Identifies details - characters, main idea and sequence of ideas and events while reading.</p>	<p>20</p>
<p><b>Grammatical Awareness :</b></p> <p>1) Uses grammatical items such as verb forms, doers of the action in the sentence.</p> <p>2) Active voice and Passive voice, identify the sentences of different voice.</p> <p>3. Direct and Indirect speech.</p>	
<p><b>Vocabulary :</b></p> <p>1) Uses words according to the context and delineate it in speech and writing. Paragraph writing and narration.</p> <p>2) Make use of verbs in speech and writing. Characters speak, dialogues.</p>	
<p><b>Creative writing :</b></p> <p>1) Writes paragraphs, narratives, hints stories etc., by planning, revising, editing, rewriting and finalizing.</p> <p>2) Writes personal letters, debates, arguments and paragraphs based on visual or verbal clues, textual inputs, etc.</p> <p>3) Write reports of functions in school, family and community activities.</p> <p>4) Assesses one’s own and peers work based on developed rubrics.</p> <p>5) Writes diary entry about an event.</p> <p>6) Writes answers to textual questions after comprehension/inference.</p>	

## TEACHING LEARNING PROCESS

**Induction/Introduction :** (Generating interest, informing students about the outcomes and expectations for the lesson)

**Bepin Choudhary's Lapse of Memory :**

Have you ever heard any story about forgetfulness? Have you ever read any story of Satyajit Ray? In the story Bepin Babu goes nearly crazy, why?

What is the suspense all about in the story?

Forgetfulness often puts in a tight spot. But forgetting a part of life completely may drive crazy. The story is about that thing.

**The Last Bargain (Poem) :**

Rabindranath Tagore's poem. They try twice again but doesn't like either. Finally, in the last bargain, when one is hired for nothing whatever, he is happy as never before. What is the bargain, why is it the best?

**Experience and Reflection :**

**Bepin Choudhury's Lapse of Memory**

1. Why did Bepin Choudhury drop in New market?
2. Did Bepin Babu recognize Parimal Ghose?
3. Where did Bepin Babu spent in '58?
4. Did Bepin Babu never been to Ranchi Who was Dinesh Mukerji, where did he live?
5. What did Bepin Babu ask Chunilal, who had been at school with him?

**The Last Bargain (Poem)**

1. How did the king come?
2. How were the houses in the heat of the mid-day?
3. How did the old man and fair maid try to hire?

With what the child sat playing?

Explicit teacher / teacher modeling (I do)	Group work (We do)	Independent work (You do)	Notes for :
Model loud reading. Check the pronunciation. Help in preparation of subtext. Present the meanings for difficult words. Ask different types of questions to	Participate in collaborative reading. Identify the answers for comprehension questions.  Take part in conversations	Participates in individual reading. Answers the questions of comprehension check.  Does the textual exercises.	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

<p>facilitate reading in different stages.</p> <p>Help the students form a mind map of the concept. Act as a facilitator and editor in writing of a creative expression.</p>	<p>Participate in preparation of a mind map.</p> <p>Uses grammatical items such as verb forms, doers of the action in the sentence.</p>	<p>Writes the stories using the given information / hints.</p>	<p>beyond textbook content.</p>
<p>Teach Uses grammatical items such as have to / has to / had to. Idioms. Verb forms such as simple past and past perfect tenses.</p> <p>Help students to make use of verbs and idioms in speech and writing. Characters speak, dialogues.</p> <p>Conducts debates and group discussions.</p> <p>Help the students write choreography for the poem.</p>	<p>To make use of verbs in speech and writing. Characters speak, dialogues.</p> <p>Participate in group discussions.</p> <p>Participates in the preparation of choreography for the poem</p> <p>Under the teachers supervision, pupils read the S.R. lesson and try to understand it.</p>	<p>Writes Characters speak and dialogues.</p> <p>Writes choreography for the poem from the prompts.</p> <p>Do the exercises given in the SR page no. 32 and 33</p>	<p>Allotting time for group activities and helping students engaged with tasks. Supporting the students who need it more</p> <p>Giving targeted feedback and appreciation to students</p> <p>Managing student's behaviour during activities</p>

### Check for understanding questions

<p style="text-align: center;"><b>1. FACTUAL QUESTIONS</b></p> <p style="text-align: center;"><b>Bepin Choudhury's Lapse of Memory</b></p> <ol style="list-style-type: none"> <li>1. Why did the man stare at Bepin Babu in disbelief?</li> <li>2. Where did Bepin Babu say he went in October '58?</li> <li>3. Why did Bepin Babu worry about what Parimal Ghose said?</li> </ol>	
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4. Why did Bepin Babu hesitate to visit Mr. Mukerji? Why did he finally decide to phone him?
5. Who was Chunilal? What did he want from Bepin Babu?
6. What is the forgetfulness in the story, how it brings confuse?

### **The Last Bargain (Poem)**

1. Who is the speaker in the poem?
2. Who is the poet of the poem 'The Last Bargain'?
3. The old man offered the speaker a lot of money. Why did he turn down the offer?
4. How did the speaker feel after talking to the child on the beach?

## **2. OPEN ENDED / CRITICAL THINKING QUESTIONS**

### **Bepin Choudhury's Lapse of Memory**

1. Mention any three or more things that Parimal Ghose knew about Bepin Babu.
2. How did he try to decide who was right – his memory or Parimal Ghose?
3. What did Mr Mukerji say? Did it comfort Bepin Babu or add to his worries?
4. Why do you think Chunilal did what he did? Chunilal says he has no money, what is it that he does have?

### **The Last Bargain (Poem)**

1. "The king, sword in hand" suggests
  - (i) wealth
  - (ii) power
  - (iii) more power than wealth.

Mark the appropriate item in the context of stanza 1.

2. Find in the poem, lines that match the following. Read both one after another.
  - (i) I have nothing to give you except goodwill and cheer.
  - (ii) Her happiness was no more than sorrow in disguise.
  - (iii) The king's might was not worth much.

### **Student Practice Questions & Activities** (Exercises from workbook / textbooks/ blackboard)

- Fill in the blanks below using had to / have to / has to, exercise on page no - 70.
- Here are a few idioms that you will find in the story, look them in the dictionary, meaning and usage, page no – 70 .

### **TLM [DIGITAL / PRINT]**

- Reader
- PPT
- Glossary chart
  
- Charts for additional grammar exercises

- Pics from the lesson which are given in the text books.
- Youtube Videos relating to the lesson and the poem.
  
- Videos on grammatical items.

- Given below are jumbled sentences. Working in groups, rearrange the words in each sentence to form correct sentences, page no – 71 and 72
  - A prank is a childish trick. Do you remember any incident when someone played a prank on you or your friends? Describe the prank in a paragraph., page no - 72
  - Imagine you are Bepin Choudhury. You have received Chunilal's letter and feel ashamed that you did not bother to help an old friend down on his luck. Now you want to do something for him. Write a letter to Chunilal promising to help him soon, page no - 72

### **Assessment**

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

1. The author describes Bepin Babu as a serious and hardworking man. What evidence can you find in the story to support this?
2. Why did Bepin Babu change his mind about meeting Chunilal? What was the result of this meeting?
3. Bepin Babu lost consciousness at Hudroo Falls. What do you think was the reason for this?
4. How do you think Bepin Babu reacted when he found out that Chunilal had tricked him?
5. What do you think happened after Bepin Babu came to know the truth? Was he angry with this friend for playing such a trick on him? Or do you think he decided to help a friend in need?
6. Write the choreography for the poem – The Last Bargain.

**Signature of the Teacher      Signature of Supervising Officer With Remarks      Signature of The Head Master**

## VIII Class English Lesson Plan-October-2023

Name Of the Teacher :

School :

Name of the lesson	Topics	No. of periods	Time line for teaching		Any specific information
			From	To	
<b>Unit-5 The Summit Within</b>	Pre-Reading	1	1 <sup>st</sup> Oct	-	Adventure and the world of nature.
	<b>The Summit Within</b>	7	-	-	The first successful Indian expedition to Mount Everest in 1965.
<b>The School Boy</b>	Working with the text	1	-	-	Open ended questions on the prose piece
	Working with language	1	-	-	Usage of Phrases and noun forms adding –ance and –ence to the words.
	Working with grammar	2	-	-	Form the nouns by adding –ance and –ence to the words.
	Writing and Speaking	1	-	-	Writing composition – group work.
	<b>The School Boy (Poem)</b>	3	-	-	William Blake’s poem about the school boy feelings of happy and unhappy.
	Working with the poem	1	-	-	Questions for comprehension
	Princess September(SR)	2	-	31 <sup>st</sup> Oct	For extensive reading and self study.

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

**The Summit within :** How did Major H.P.S. Ahluwalia feel when he stood on the highest point in the world? Let us hear his story in his words — climbing the summit and, then, the more difficult task of climbing the summit within.

**The School Boy (Poem) :** The school boy in the poem is not a happy child. What makes him unhappy? Why does he compare himself to a bird that lives in a cage, or a plant that withers when it should blossom.

**Princess September(SR) :** For extensive reading and self study.

<p><b>Learning outcomes :</b> 1. Reads a variety of text in English and identify main ideas, characters, sequence of ideas and events relate to his personal experiences.</p> <p>2. Introduces guests in English, interviews people by asking questions based on the work they do.</p> <p>3. Engages in conversations in English with people from different professionals such as Bank staff and Railway staff etc.</p> <p>4. Uses polite expressions to communicate such as 'May I borrow your book?'</p> <p>5. Uses synonyms and antonyms appropriately deduct word meanings from clues in context while reading a variety of text.</p>	<b>No of periods</b>
<p><b>Listening and speaking :</b></p> <p>1) Narrates stories and real-life experiences in English.</p> <p>2) Speaks with coherence and cohesion while participating in interactive tasks.</p>	19
<p><b>Reading comprehension :</b></p> <p>1) Reads textual and non-textual material with comprehension.</p> <p>2) Reads a variety of texts for pleasure.</p> <p>3) Refers to dictionary for meaning and spelling while reading and writing.</p> <p>4) Reads poems and expresses opinions about them.</p> <p>5) Identifies details - characters, main idea and sequence of ideas and events while reading.</p>	
<p><b>Grammatical Awareness :</b></p> <p>1) Uses grammatical items such as phrases and noun forms in the sentence.</p> <p>2) Write the noun forms of the words adding –ance and –ence.</p> <p>3. Direct and Indirect speech.</p>	
<p><b>Vocabulary :</b></p> <p>1) Uses words according to the context and delineate it in speech and writing. Paragraph writing and narration.</p> <p>2) Make use of verbs in speech and writing. Characters speak, dialogues.</p>	
<p><b>Creative writing :</b></p> <p>1) Writes paragraphs, narratives, hints stories etc., by planning, revising, editing, rewriting and finalizing.</p> <p>2) Writes personal letters, debates, arguments and paragraphs based on visual or verbal clues, textual inputs, etc.</p> <p>3) Write reports of functions in school, family and community activities.</p> <p>4) Assesses one's own and peers work based on developed rubrics.</p> <p>5) Writes diary entry about an event. Write a composition describing a visit to the hills, or any place which you found beautiful and inspiring.</p> <p>6) Writes answers to textual questions after comprehension/inference.</p>	



## Teaching Learning Process

**Induction/Introduction :** (Generating interest, informing students about the outcomes and expectations for the lesson)

**The Summit Within :**

A lesson about H.P.S .Ahluwalia. Major H.P.S. Ahluwalia was a member of the first successful Indian expedition to Mount Everest in 1965. How did he feel when he stood on the highest point in the world? Let us hear his story in his words — climbing the summit and, then, the more difficult task of climbing the summit within.

**The School Boy (Poem) :**

The school boy in the poem is not a happy child. What makes him unhappy? Why does he compare himself to a bird that lives in a cage, or a plant that withers when it should blossom.

**Experience and Reflection :**

**The Summit Within**

1. What was say the physical in him seemed?
2. What did he asked himself?
3. What did he believe about mountains?
4. What did he experience when he glimpse a peak in the distance?
5. What were the other feelings other than physical conquest of a mountain?

**The School Boy (Poem)**

1. Who is the poet of the poem 'The school boy'?
2. Why did the school boy love to rise in a summer morn?
3. How did he feel to go to school in a summer morn?
4. When did he sit drooping?

<b>Explicit teacher / teacher modeling (I do)</b>	<b>Group work (We do)</b>	<b>Independent work (You do)</b>	<b>Notes for :</b>
Model loud reading. Check the pronunciation. Help in preparation of subtext.  Present the meanings for difficult words. Ask different types of questions to facilitate reading in different	Participate in collaborative reading.  Identify the answers for comprehension questions.  Take part in conversations. Participate in preparation of a	Participates in individual reading.  Answers the questions of comprehension check.  Does the textual exercises.	Using textbook prompts and activities for each of the sections.  Allotting time for students to ask and responding to students' queries.

<p>stages.</p> <p>Help the students form a mind map of the concept. Act as a facilitator and editor in writing of a creative expression.</p>	<p>mind map.</p> <p>Uses grammatical items such as verb forms, doers of the action in the sentence.</p>	<p>Writes the composition using the given information / hints.</p>	<p>Asking open-ended questions beyond textbook content.</p>
<p>Teach Uses grammatical items such as phrases - at hand, at once, at all, at a low ebb, at first sight. Write the noun forms of the following words adding -ance or -ence to each</p> <p>Help students to make use of verbs and idioms in speech and writing. Characters speak, dialogues.</p> <p>Conducts debates and group discussions.</p> <p>Help the students write choreography for the poem.</p>	<p>To make use of verbs in speech and writing. Characters speak, dialogues.</p> <p>Participate in group discussions.</p> <p>Participates in the preparation of choreography for the poem</p> <ul style="list-style-type: none"> <li>• Under the teachers supervision, pupils read the S.R. lesson and try to understand it.</li> </ul>	<p>Writes Characters speak and dialogues.</p> <p>Writes choreography for the poem from the prompts.</p> <ul style="list-style-type: none"> <li>• Do the exercises given in the SR page no. 44</li> </ul>	<p>Allotting time for group activities and helping students engaged with tasks. Supporting the students who need it more</p> <p>Giving targeted feedback and appreciation to students</p> <p>Managing student's behaviour during activities</p>

## Check for understanding

### 1. FACTUAL QUESTIONS

#### The Summit Within

1. What are the three qualities that played a major role in the author's climb?
2. Why is adventure, which is risky, also pleasurable?
3. What was it about Mount Everest that the author found irresistible?
4. What were the "symbols of reverence" left by members of the team on Everest?

5. What, according to the writer, did his experience as an Everester teach him?  
6. Write a sentence against each of the following statements. Your sentence should explain the statement. You can pick out sentences from the text and rewrite them. The first one has been done for you.

(i) The experience changes you completely.

One who has been to the mountains is never the same again.

(ii) Man takes delight in overcoming obstacles.

\_\_\_\_\_

(iii) Mountains are nature at its best.

\_\_\_\_\_

(iv) The going was difficult but the after-effects were satisfying.

\_\_\_\_\_

(v) The physical conquest of a mountain is really a spiritual experience.

### **The School Boy (Poem)**

1. Find three or four words/phrases in stanza 1 that reflect the child's happiness and joy.
2. In stanza 2, the mood changes. Which words/phrases reflect the changed mood?

## **2. OPEN ENDED / CRITICAL THINKING QUESTIONS**

### **The Summit Within**

1. One does not do it (climb a high peak) for fame alone. What does one do it for, really?
2. "He becomes conscious in a special manner of his own smallness in this large universe." This awareness defines an emotion mentioned in the first paragraph. Which is the emotion?
3. Standing on Everest, the writer was  
(i) overjoyed. (ii) very sad. (iii) jubilant and sad. Choose the right item.
4. The emotion that gripped him was one of  
(i) victory over hurdles. (ii) humility and a sense of smallness.  
(iii) greatness and self importance. (iv) joy of discovery. Choose the right item.
5. "The summit of the mind" refers to  
(i) great intellectual achievements. (ii) the process of maturing mentally and spiritually.  
(iii) overcoming personal ambition for common welfare.  
(iv) living in the world of thought and imagination.  
(v) the triumph of mind over worldly pleasures for a noble cause.  
(vi) a fuller knowledge of oneself. Mark the item(s) not relevant.

### **The School Boy (Poem)**

1. 'A cruel eye outworn' (stanza 2) refers to

### **TLM [DIGITAL / PRINT]**

- Reader
- PPT
- Glossary chart
- Charts for additional grammar exercises
- Pics from the lesson which are given in the text books.
- Youtube Videos relating to the lesson and the poem.
- Videos on grammatical items.

- (i) the classroom which is shabby/noisy.      (ii) the lessons which are difficult/uninteresting.  
(iii) the dull/uninspiring life at school with lots of work and no play.

Mark the answer that you consider right.

2. 'Nor sit in learning's bower worn thro' with the dreary shower'

Which of the following is a close paraphrase of the lines above?

- (i) Nor can I sit in a roofless classroom when it is raining.  
(ii) Nor can I learn anything at school though teachers go on lecturing and explaining.  
(iii) Nor can I sit in the school garden for fear of getting wet in the rain.

**Student Practice Questions & Activities** (Exercises from workbook / textbooks/ blackboard)

- Fill in the blanks below using phrases, exercise on page no - 81.
- Write noun forms of the following words adding –ance, -ence, page no – 81 .
- Write a composition describing a visit to the hills, or any place which you found beautiful and inspiring.

**Assessment**

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

- (i) What are the three qualities that played a major role in the author's climb?  
(ii) Why is adventure, which is risky, also pleasurable?  
(iii) What was it about Mount Everest that the author found irresistible?  
(iv) One does not do it (climb a high peak) for fame alone. What does one do it for, really?  
(v) Read the following poem given in the text book page no. 85 and compare it with The School Boy.

**Signature of the Teacher      Signature of Supervising Officer With Remarks      Signature of The Head Master**

## VIII Class English Lesson Plan-November--2023

Name Of the Teacher :

School

Name of the lesson	Topics	No of periods	Time line for teaching		Any specific information
			From	To	
<b>Unit – 6 This is Jody’s Fawn</b>	Pre - Reading	2	1 <sup>st</sup> Nov	---	You think of some home remedies for cut or burn.
	<b>This is Jody’s Fawn</b>	8	---	---	Jody’s father has been bitten by a rattlesnake. He quickly kills a doe and uses its heart and liver to draw out the poison.
	Working with the text	5	---	---	Open ended questions on the prose piece
	Working with language	2	---	---	Usage of will – would.
	Working with grammar	2	---	---	Reported speech. Transitive and intransitive speech.
	Writing and Speaking	2	---	---	Writing a paragraph (describing)– group work.
	The Fight (Suppl.Reader)	4	---	30 <sup>th</sup> Nov	For extensive reading and self study.

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

**This is Jody’s Fawn :** A story about a child’s emotional preoccupation with the fawn whose mother had to be killed to save his father’s life. The story highlights values such as compassion and justice, care and concern for human and animal life.

**The Fight (SR) :** For extensive reading and self study.

<p><b>Learning outcomes :</b> 1. Reads a variety of text in English and identify main ideas, characters, sequence of ideas and events relate to his personal experiences.</p> <p>2. Introduces guests in English, interviews people by asking questions based on the work they do.</p> <p>3. Engages in conversations in English with people from different professionals such as Bank staff and Railway staff etc.</p>	<p><b>No of periods</b></p>
<p>4. Uses polite expressions to communicate such as ‘May I borrow your book?’</p> <p>5. Uses synonyms and antonyms appropriately deduct word meanings from clues in context while reading a variety of text.</p>	
<p><b>Listening and speaking :</b></p> <p>1) Narrates stories and real-life experiences in English. Spend some time on a discussion about ‘home remedies’ for commonplace health problems/ailments. Should we see doctor about every little thing, or should we talk to the grandmother first?</p> <p>2) Speaks with coherence and cohesion while participating in interactive tasks.</p>	<p><b>25</b></p>
<p><b>Reading comprehension :</b></p> <p>1) Reads textual and non-textual material with comprehension.</p> <p>2) Reads a variety of texts for pleasure.</p> <p>3) Refers to dictionary for meaning and spelling while reading and writing.</p> <p>4) Reads poems and expresses opinions about them.</p> <p>5) Identifies details - characters, main idea and sequence of ideas and events while reading.</p>	
<p><b>Grammatical Awareness :</b></p> <p>1) Uses grammatical items such as will – would in Reported speech.</p> <p>2) Write the verbs. Transitive and Intransitive verbs.</p> <p>3. Direct and Indirect speech.</p>	
<p><b>Vocabulary :</b></p> <p>1) Uses words according to the context and delineate it in speech and writing. Paragraph writing and narration.</p> <p>2) Make use of verbs in speech and writing. Characters speak, dialogues.</p>	
<p><b>Creative writing :</b></p> <p>1) Writes paragraphs, narratives, hints stories etc., by planning, revising, editing, rewriting and finalizing.</p> <p>2) Writes personal letters, debates, arguments and paragraphs based on visual or verbal clues, textual inputs, etc.</p> <p>3) Write reports of functions in school, family and community activities.</p> <p>4) Assesses one’s own and peers work based on developed rubrics.</p> <p>5) Writes diary entry about an event. Write a composition describing a visit to the hills, or any place which you found beautiful and inspiring.</p> <p>6) Writes answers to textual questions after comprehension/inference.</p>	

## Teaching Learning Process

**Induction/Introduction :** (Generating interest, informing students about the outcomes and expectations for the lesson)

**This is Jody's Fawn :** Often, instead of rushing to the doctor to treat a small cut or burn, we find quick and effective cures using things available at home. Can you think of some such 'home remedies' for a cut on your knee? a burn on your arm? a bee sting?

In this story, Jody's father has been bitten by a rattlesnake. He quickly kills a doe and uses its heart and liver to draw out the poison. Jody wonders what will happen to the little fawn left without a mother.

**Experience and Reflection :**

**This is Jody's Fawn**

1. What had happened to Jody's father?
2. How did the doe save Penny's life?
3. Why does Jody want to bring the fawn home?
4. Why was Mill-wheel afraid to leave Jody alone?
5. How did Jody bring the fawn back home?
6. Jody was filled with emotion after he found the fawn. Can you find at least three words or phrases which show how he felt?

Explicit teacher / teacher modeling (I do)	Group work (We do)	Independent work (You do)	Notes for :
<p>Model loud reading. Check the pronunciation. Help in preparation of subtext.</p> <p>Present the meanings for difficult words.</p> <p>Ask different types of questions to facilitate reading in different stages.</p> <p>Help the students form a mind map of the concept.</p> <p>Act as a facilitator and editor in writing of a creative expression.</p>	<p>Participate in collaborative reading.</p> <p>Identify the answers for comprehension questions.</p> <p>Take part in conversations. Participate in preparation of a mind map.</p> <p>Uses grammatical items such as Reported speech. Direct and Indirect speech.</p>	<p>Participates in individual reading.</p> <p>Answers the questions of comprehension check.</p> <p>Does the textual exercises.</p> <p>Writes the composition using the given information / hints.</p>	<p>Using textbook prompts and activities for each of the sections.</p> <p>Allotting time for students to ask and responding to students' queries.</p> <p>Asking open-ended questions beyond textbook content.</p> <p>Allotting time for group activities</p>

<p>Teach Uses grammatical items such as Reported speech. Direct and Indirect speech.</p> <p>Transitive and intransitive verbs.</p> <p>Help students to make use of verbs and idioms in speech and writing. Characters speak, dialogues.</p> <p>Conducts debates and group discussions.</p> <p>Help the Students to write paragraph writing.</p>	<p>To make use of verbs in speech and writing. Transitive and Intransitive verbs.</p> <p>Participate in group discussions and debates.</p> <ul style="list-style-type: none"> <li>• Under the teachers supervision, pupils read the S.R. lesson and try to understand it.</li> </ul>	<p>Writes Characters speak and dialogues.</p> <p>Participate in group discussions and debates.</p> <ul style="list-style-type: none"> <li>• Do the exercises given in the SR text book.</li> </ul>	<p>and helping students engaged with tasks. Supporting the students who need it more</p> <p>Giving targeted feedback and appreciation to students</p> <p>Managing student's behaviour during activities</p>
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## 2. OPEN ENDED / CRITICAL THINKING QUESTIONS

<p style="text-align: center;"><b>This is Jody's Fawn</b></p> <ol style="list-style-type: none"> <li>1. What had happened to Jody's father?</li> <li>2. How did the doe save Penny's life?</li> <li>3. Why does Jody want to bring the fawn home?</li> <li>4. How does Jody know that the fawn is a male?</li> <li>5. How did Jody bring the fawn back home?</li> <li>6. How did the deer drink milk from the gourd?</li> <li>7. Why didn't the fawn follow Jody up the steps as he had thought it would?</li> <li>8. Why did Penny Baxter allow Jody to go find the fawn and raise it?</li> <li>9. What did Doc Wilson mean when he said, "Nothing in the world ever comes quite free"?</li> </ol>	<p><b>TLM [DIGITAL / PRINT]</b></p> <ul style="list-style-type: none"> <li>• Reader</li> <li>• PPT</li> <li>• Glossary chart</li> <li>• Charts for additional grammar exercises</li> </ul>
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### Open ended critical thinking

1. How did Jody look after the fawn, after he accepted the responsibility for doing this?
2. How does Jody's mother react when she hears that he is going to bring the fawn home? Why does she react in this way?
3. Jody was filled with emotion after he found the fawn. Can you find at least three words or phrases which show how he felt?
4. Jody didn't want Mill-wheel with him for two reasons. What were they?
5. Why was Mill-wheel afraid to leave Jody alone?

#### Student Practice Questions & Activities (Exercises from workbook / textbooks/ blackboard)

- Here are some questions in direct speech. Put them into reported speech., exercise on page no - 93.
- Say whether the verb in each sentence below transitive or intransitive. Ask yourself a 'what' question about the verb, as in the example above., page no – 94 .
- Imagine you have a new pet that keeps you busy. Write a paragraph describing your pet, the things it does, and the way it makes you feel. Page no. 95

- Pics from the lesson which are given in the text books.
- YouTube Videos relating to the lesson and the poem.
- Videos on grammatical items.

### Assessment

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

- In *This is Jody's Fawn*, Jody's father uses a 'home remedy' for a snake bite. What should a person now do if he or she is bitten by a snake? Are all snakes poisonous? With the help of your teacher and others, find out answers to such questions. Then write a short paragraph on — What to do if a snake chooses to bite you.
- Do you think it is right to kill an animal to save a human life? Give reasons for your answer.
- How did Jody look after the fawn, after he accepted the responsibility for doing this?
- How does Jody's mother react when she hears that he is going to bring the fawn home? Why does she react in this way?

**Signature of the Teacher      Signature of Supervising Officer With Remarks      Signature of The Head Master**

## VIII Class English Lesson Plan-December-2023

Name Of the Teacher :

School:

Name of the lesson	Topics	No of periods	Time line for teaching		Any specific information
			From	To	
<b>Unit – 7 A Visit to Cambridge</b>	Pre - Reading	2	1 <sup>st</sup> Dec	---	A tour through Cambridge had a surprise, both pleasant and poignant, for the author
	<b>A Visit to Cambridge</b>	7	---	---	Excerpt from a travelogue highlighting exchange of views between two extraordinary persons on what it means to be 'differently abled'.
	Working with the text	3	---	---	Open ended questions on the prose piece
	Working with language	2	---	---	Usage of appropriate forms.
	Working with grammar	2	---	---	Ing form adding to Noun or Verb. Usage of right forms of the adjectives.
	Writing and Speaking	2	---	---	Stress and stressed syllables. Writing notices.
	When I Set out for Lyonesse - poem	4	---	---	You are going to read that very poem inspired by a visit to a place which the poet calls Lyonesse.
	Working with the poem	1	---	---	Questions for comprehension.
	The open window(Suppl.Reader) Jalebis (Suppl.Reader)	3	---	31 <sup>st</sup> Dec	For extensive reading and self study.

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

**A visit to Cambridge :** Excerpt from a travelogue highlighting exchange of views between two extraordinary persons on what it means to 'differently abled'. A tour through Cambridge had a surprise, both pleasant and poignant, for the author

**Lyonesse (poem) :** You are going to read that very poem inspired by a visit to a place which the poet calls Lyonesse. As a young apprentice architect, British poet and novelist Thomas Hardy once visited a parish to supervise the restoration of a church. On his return from the parish, people noticed two things about him.

**The open window (Suppl.Reader) Jalebis (Suppl.Reader) :** For extensive reading and self study.

<p><b>Learning outcomes :</b> 1. Reads a variety of text in English and identify main ideas, characters, sequence of ideas and events relate to his personal experiences.</p> <p>2. Introduces guests in English, interviews people by asking questions based on the work they do.</p> <p>3. Engages in conversations in English with people from different professionals such as Bank staff and Railway staff etc.</p> <p>4. Uses polite expressions to communicate such as ‘May I borrow your book?’</p> <p>5. Uses synonyms and antonyms appropriately deduct word meanings from clues in context while reading a variety of text.</p>	<p><b>No of periods</b></p>
<p><b>Listening and speaking :</b></p> <p>1) Narrates stories and real-life experiences in English. This is the story of a meeting between two extraordinary people, both of them ‘disabled’, or ‘differently abled’. The two great men exchange thoughts on what it means to live life in a wheelchair, and on how the so called ‘normal’ people react to the disabled.</p> <p>2) Speaks with coherence and cohesion while participating in interactive tasks.</p>	
<p><b>Reading comprehension :</b></p> <p>1) Reads textual and non-textual material with comprehension.</p> <p>2) Reads a variety of texts for pleasure.</p> <p>3) Refers to dictionary for meaning and spelling while reading and writing.</p> <p>4) Reads poems and expresses opinions about them.</p> <p>5) Identifies details - characters, main idea and sequence of ideas and events while reading.</p>	
<p><b>Grammatical Awareness :</b></p> <p>1) Uses grammatical items such as appropriate forms.</p> <p style="padding-left: 100px;">2) Right form of the adjectives. .</p> <p style="padding-left: 100px;">3. Stress and stressed syllables.</p>	
<p><b>Vocabulary :</b></p> <p>1) Uses words with -ing forms. Writing Notices and narration.</p> <p>2) Make use of verbs in speech and writing. Characters speak, dialogues.</p>	<p><b>26</b></p>
<p><b>Creative writing :</b></p> <p>1) Writes paragraphs, narratives, hints stories etc., by planning, revising, editing, rewriting and finalizing.</p> <p>2) Writes personal letters, debates, arguments and paragraphs based on visual or verbal clues, textual inputs, etc.</p> <p>3) Write reports of functions in school, family and community activities.</p> <p>4) Assesses one’s own and peers work based on developed rubrics.</p> <p>5) Writes diary entry about an event. Write a composition describing a visit to the hills, or any place which you found beautiful and inspiring.</p> <p>6) Writes answers to textual questions after comprehension/inference.</p>	

**Induction/Introduction :** (Generating interest, informing students about the outcomes and expectations for the lesson)

**A visit to Cambridge :** Excerpt from a travelogue highlighting exchange of views between two extraordinary persons on what it means to be 'differently abled'. A tour through Cambridge had a surprise, both pleasant and poignant, for the author

**Lyonnesse (poem) :** You are going to read that very poem inspired by a visit to a place which the poet calls Lyonnesse. As a young apprentice architect, British poet and novelist Thomas Hardy once visited a parish to supervise the restoration of a church. On his return from the parish, people noticed two things about him.

**Experience and Reflection :**

**A visit to Cambridge :** Stephen Hawking said, "I've had no choice." Does the writer think there was a choice? What was it? Read aloud the description of 'the beautiful' man. Which is the most beautiful sentence in the description?

What is the scientist's message for the disabled?

**Lyonnesse (poem) :** The poem has a clear beginning-middle-end structure. The beginning is 'setting out', the middle is 'sojourn' and the end is 'return'. Draw children's attention to appropriate words/phrases/lines that suggest and reinforce each phase of the journey.

<b>Explicit teacher / teacher modeling (I do)</b>	<b>Group work (We do)</b>	<b>Independent work (You do)</b>	<b>Notes for :</b>
<p>Model loud reading. Check the pronunciation. Help in preparation of subtext.</p> <p>Present the meanings for difficult words.</p> <p>Ask different types of questions to facilitate reading in different stages.</p> <p>Help the students form a mind map of the concept.</p> <p>Act as a facilitator and editor in writing of a creative expression.</p>	<p>Participate in collaborative reading.</p> <p>Identify the answers for comprehension questions.</p> <p>Take part in conversations. Participate in preparation of a mind map.</p> <p>Uses grammatical items such as Appropriate forms, adding -ing form to nouns.</p>	<p>Participates in individual reading.</p> <p>Answers the questions of comprehension check.</p> <p>Does the textual exercises.</p> <p>Writes the composition using the given information / hints.</p>	<p>Using textbook prompts and activities for each of the sections.</p> <p>Allotting time for students to ask and responding to students' queries.</p> <p>Asking open-ended questions beyond textbook content.</p> <p>Allotting time for group activities</p>

<p>Teach Uses grammatical items such as Appropriate forms, adding –ing form to nouns.</p> <p>Stress and stressed syllables.</p> <p>Help students to make use of verbs and idioms in speech and write Notices.</p> <p>Conducts debates and group discussions.</p> <p>Help the Students to write paragraph writing.</p>	<p>Stress and stressed syllables.</p> <p>Participate in group discussions and debates. Write Notices.</p> <ul style="list-style-type: none"> <li>• Under the teachers supervision, pupils read the S.R. lesson and try to understand it.</li> </ul>	<p>Writes Characters speak and dialogues.</p> <p>Participate in group discussions and debates.</p> <p>Prepare Notices.</p> <ul style="list-style-type: none"> <li>• Do the exercises given in the SR text book.</li> </ul>	<p>and helping students engaged with tasks. Supporting the students who need it more</p> <p>Giving targeted feedback and appreciation to students</p> <p>Managing student’s behaviour during activities</p>
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### CHECK FOR UNDERSTANDING QUESTIONS

<p style="text-align: center;"><b>A Visit to Cambridge</b></p> <p>Which is the right sentence?      1. “Cambridge was my metaphor for England.” To the writer,</p> <p>(i) Cambridge was a reputed university in England.      (ii) England was famous for Cambridge.</p> <p>(iii) Cambridge was the real England.</p> <p>1. The writer phoned Stephen Hawking’s house      (i) from the nearest phone booth.</p> <p>(ii) from outside a phone booth.      (iii) from inside a phone booth.</p> <p>2. Every time he spoke to the scientist, the writer felt guilty because</p> <p>(i) he wasn’t sure what he wanted to ask.      (ii) he forced the scientist to use his voice synthesizer.</p> <p>(iii) he was face to face with a legend.</p> <p>3. “I felt a huge relief... in the possibilities of my body.” In the given context, the highlighted words refer to</p> <p>(i) shifting in the wheelchair, turning the wrist.      (ii) standing up, walking.</p> <p>(iii) speaking, writing.</p> <p>4. Stephen Hawking said, “I’ve had no choice.” Does the writer think there was a</p>	<p><b>TLM [DIGITAL / PRINT]</b></p> <ul style="list-style-type: none"> <li>• Reader</li> <li>• PPT</li> <li>• Glossary chart</li> <li>• Charts for additional grammar exercises</li> <li>• Pics from the lesson which are given in the text books.</li> <li>• Videos relating to YouTube the lesson and the poem</li> <li>• Videos on grammatical items.</li> </ul>
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<p>choice? What was it?</p> <p>5. "I could feel his anguish." What could be the anguish?</p> <p>6. What endeared the scientist to the writer so that he said he was looking at one of the most beautiful men in the world? In the first stanza, find words that show</p> <p>(i) that it was very cold. (ii) that it was late evening. (iii) that the traveler was alone.</p> <p>8. Something happened at Lyonesse. It was (a) improbable. (b) impossible. (c) unforeseeable.</p>	
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## 2. OPEN ENDED / CRITICAL THINKING QUESTIONS

1. What endeared the scientist to the writer so that he said he was looking at one of the most beautiful men in the world?
2. Read aloud the description of 'the beautiful' man. Which is the most beautiful sentence in the description?
3. What is the scientist's message for the disabled?
4. Why does the writer refer to the guitar incident? Which idea does it support?
5. The writer expresses his great gratitude to Stephen Hawking. What is the gratitude for?
6. (i) Read the line (stanza 3) that implies the following. 'Everyone noticed something, and they made guesses, but didn't speak a word'. (ii) Now read the line that refers to what they noticed,

### Student Practice Questions & Activities (Exercises from workbook / textbooks/ blackboard)

- Fill in the blanks in the sentences below using the appropriate forms of the words given below, exercise on page no - 102.
- Complete each sentence using the right form of the adjective given in brackets., page no – 103 .
- Say the following words with correct stress. Pronounce the parts given in colour loudly and clearly.. Page no. 104.

## Assessment

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

1. You have been asked to interview the president of the village panchayat. Guess the first question put to the scientist by the writer.
2. Stephen Hawking said, "I've had no choice." Does the writer think there was a choice? What was it?
3. "I could feel his anguish." What could be the anguish?

What endeared the scientist to the writer so that he said he was looking at one of the most beautiful men in the world?

**Signature of the Teacher      Signature of Supervising Officer With Remarks      Signature of The Head Master**

## VIII Class English Lesson Plan-January-2024

Name Of the Teacher :

School :

Name of the lesson	Topics	No of periods	Time line for teaching		Any specific information
			From	To	
<b>Unit – 8 A Short Monsoon Diary</b>	Pre - Reading	1	1 <sup>st</sup> Jan	---	Some extracts from the diary of a nature lover who enjoys the monsoon in the hills and observes the accompanying changes in the world of flora and fauna.
	<b>A Short Monsoon Diary</b>	6	---	---	One of the most famous diaries published as a book is The Diary of Anne Frank. Here are a few extracts from Ruskin Bond's diary in which he portrays the silent miracles of nature and life's little joys and regrets.
	Working with the text	2	---	---	Open ended questions on the prose piece.
	Working with language	2	---	---	Usage of words related to Monsoon. Words describe different kinds of sounds.
	Working with grammar	2	---	---	Using appropriate phrases with enough.
	Writing and Speaking	2	---	---	Speaking on different topics. Paragraph describing an incident.
	<b>On the Grasshopper and Cricket</b> - poem	2	---	---	Compare it with The Ant and the Cricket to bring out differences of style and theme clearly with examples.
	Working with the poem	1	---	---	Questions for comprehension.
<b>The comet-I</b> (Suppl.Reader)	2	---	31 <sup>st</sup> Jan	For extensive reading and self study.	

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

**A Short Monsoon Diary :** One of the most famous diaries published as a book is The Diary of Anne Frank.

Here are a few extracts from Ruskin Bond's diary in which he portrays the silent miracles of nature and life's little joys and regrets.

**On the Grasshopper and Cricket (poem) :** Compare it with The Ant and the Cricket to bring out differences of style and theme clearly with examples

**The comet-I (Suppl. Reader) :** For extensive reading and self study.

<p><b>Learning outcomes :</b> 1. Reads a variety of text in English and identify main ideas, characters, sequence of ideas and events relate to his personal experiences.</p> <p>2. Introduces guests in English, interviews people by asking questions based on the work they do.</p> <p>3. Engages in conversations in English with people from different professionals such as Bank staff and Railway staff etc.</p> <p>4. Uses polite expressions to communicate such as 'May I borrow your book?'</p> <p>5. Uses synonyms and antonyms appropriately deduct word meanings from clues in context while reading a variety of text.</p>	<p><b>No of periods</b></p>
<p><b>Listening and speaking :</b></p> <p>1) Narrates stories and real-life experiences in English. Do you know what a diary is? It is a record of personal experiences written day after day over a long period of time. You can also use a diary to note down things you plan to do immediately or in future. One of the most famous diaries published as a book is The Diary of Anne Frank. Here are a few extracts from Ruskin Bond's diary in which he portrays the silent miracles of nature and life's little joys and regrets.</p> <p>2) Speaks with coherence and cohesion while participating in interactive tasks.</p>	<p><b>20</b></p>
<p><b>Reading comprehension :</b></p> <p>1) Reads textual and non-textual material with comprehension.</p> <p>2) Reads a variety of texts for pleasure.</p> <p>3) Refers to dictionary for meaning and spelling while reading and writing.</p> <p>4) Reads poems and expresses opinions about them.</p> <p>5) Identifies details - characters, main idea and sequence of ideas and events while reading.</p>	
<p><b>Grammatical Awareness :</b></p> <p>1) Uses grammatical items such as appropriate forms.</p> <p style="padding-left: 100px;">2) Right usage of phrases with enough.</p>	
<p><b>Vocabulary :</b></p> <p>1) Usage of words related to Monsoon.            2) Words describe different kinds of sounds.</p>	



- Creative writing :** 1) Speaking on different topics. Paragraph describing an incident.  
 2) Writes personal letters, debates, arguments and paragraphs based on visual or verbal clues, textual inputs, etc.  
 3) Write reports of functions in school, family and community activities.  
 4) Assesses one's own and peers work based on developed rubrics.  
 5) Writes diary entry about an event. Write a composition describing a visit to the hills, or any place which you found beautiful and inspiring.  
 6) Writes answers to textual questions after comprehension/inference.

## Teaching Learning process

**Induction/Introduction :** (Generating interest, informing students about the outcomes and expectations for the lesson)

**A Short Monsoon Diary :** One of the most famous diaries published as a book is The Diary of Anne Frank.

Here are a few extracts from Ruskin Bond's diary in which he portrays the silent miracles of nature and life's little joys and regrets.

**On the Grasshopper and Cricket (poem) :** Compare it with The Ant and the Cricket to bring out differences of style and theme clearly with examples

### Experience and Reflection :

**A Short Monsoon Diary :** Do you know what a diary is? It is a record of personal experiences written day after day over a long period of time. You can also use a diary to note down things you plan to do immediately or in future.

Here are a few extracts from Ruskin Bond's diary in which he portrays the silent miracles of nature and life's little joys and regrets.

**On the Grasshopper and Cricket (poem) :** Unlike The Ant and the Cricket, which tells a story, this is a nature poem. In it, the grasshopper and cricket do not appear as characters in a story. Rather, they act as symbols, each suggesting something else. Read the poem and notice how 'the poetry of earth' keeps on through summer and winter in a never ending song. Who sings the song?

Explicit teacher / teacher modeling (I do)	Group work (We do)	Independent work (You do)	Notes for :
Model loud reading. Check the pronunciation. Help in preparation of subtext.  Present the meanings for difficult words.  Ask different types of questions to facilitate reading in different stages.	Participate in collaborative reading.  Identify the answers for comprehension questions.  Take part in conversations. Participate in preparation of a mind map.	Participates in individual reading.  Answers the questions of comprehension check.  Does the textual exercises.  Writes the composition using the given information / hints.	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

<p>Help the students form a mind map of the concept.</p> <p>Act as a facilitator and editor in writing of a creative expression.</p>	<p>Uses grammatical items such as Appropriate phrases with enough.</p>	
<p>Teach Uses grammatical items such as Appropriate phrases with enough.</p> <p>Usage of words related to Monsoon. Words describe different kinds of sounds.</p> <p>Help students to make use of verbs and idioms in speech and write Notices.</p> <p>Conducts debates and group discussions.</p> <p>Help the Students to write paragraph writing - Paragraph describing an incident.</p>	<p>Uses grammatical items such as Appropriate phrases with enough.</p> <p>Participate in group discussions and debates. Write Notices. Paragraph describing an incident.</p> <ul style="list-style-type: none"> <li>• Under the teachers supervision, pupils read the S.R. lesson and try to understand it.</li> </ul>	<p><b>Writes Characters speak and dialogues.</b></p> <p><b>Participate in group discussions and debates.</b></p> <p><b>Prepare Notices.</b></p> <ul style="list-style-type: none"> <li>• <b>Do the exercises given in the SR text book.</b></li> </ul>

## Cheek for understanding Questions

<p style="text-align: center;"><b>1. FACTUAL QUESTIONS</b></p> <p style="text-align: center;"><b>A Short Monsoon Diary</b></p> <ol style="list-style-type: none"> <li>1. Why is the author not able to see Bijju?</li> <li>2. What are the two ways in which the hills appear to change when the mist comes up?</li> <li>3. When does the monsoon season begin and when does it end? How do you prepare to face the monsoon?</li> <li>4. Which hill-station does the author describe in this diary entry?</li> <li>5. For how many days does it rain without stopping? What does the author do on these days?</li> <li>6. Where do the snakes and rodents take shelter? Why?</li> <li>7. What did the author receive in the mail?</li> </ol>	<p style="text-align: center;"><b>TLM [DIGITAL / PRINT]</b></p> <ul style="list-style-type: none"> <li>• Reader</li> <li>• PPT</li> <li>• Glossary chart</li> </ul>
<ol style="list-style-type: none"> <li>8. Discuss with your partner the following definition of a poem – O the grasshopper and cricket.  <div style="text-align: center;">A poem is made of words arranged in a beautiful order. These words, when read aloud with feeling, have a music and meaning of their own.</div> </li> <li>9. 'The poetry of earth' is not made of words. What is it made of, as suggested in the poem?</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Charts for additional grammar exercises</b></li> </ul>
<p style="text-align: center;"><b>2. OPEN ENDED / CRITICAL THINKING QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. Look carefully at the diary entries for June 24-25, August 2 and March 23. Now write down the changes that happen as the rains progress from June to March.</li> <li>2. Why did the grandmother ask the children not to kill the Chuchundar?</li> <li>3. What signs do we find in Nature which show that the monsoons are about to end?</li> <li>4. Mention a few things that can happen when there is endless rain for days together.</li> <li>5. What is the significance of cobra lily in relation to the monsoon season, its beginning and end?</li> <li>6. Find in the poem lines that match the following. (i) The grasshopper's happiness never comes to an end. (ii) The cricket's song has a warmth that never decreases.</li> <li>7. Which word in stanza 2 is opposite in meaning to 'the frost'?</li> </ol> <p style="text-align: center;">Student Practice Questions &amp; Activities (Exercises from workbook / textbooks/ blackboard)</p> <ul style="list-style-type: none"> <li>➤ Put the verbs in the brackets into their proper forms., exercise on page no - 115.</li> <li>➤ Here are some words from the lesson which describe different kinds of sounds. Match these words with their correct meanings, page no – 115 .</li> <li>➤ Complete each sentence below by using appropriate phrase. Page no. 116.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pics from the lesson which are given in the text books.</b></li> <li>• <b>YouTube Videos relating to the lesson and the poem.</b></li> <li>• <b>Videos on grammatical items.</b></li> </ul>

### **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 are the two ways in which the hills appear to change when the mist comes up?
2. When does the monsoon season begin and when does it end? How do you prepare to face the monsoon?
3. Which hill-station does the author describe in this diary entry?
4. For how many days does it rain without stopping? What does the author do on these days?
5. The poetry of earth' is not made of words. What is it made of, as suggested in the poem?

**Signature of the Teacher    Signature of Supervising Officer With Remarks    Signature of The Head Master**

## VIII Class English Lesson Plan-February-2024

Name Of the Teacher :

School :

Name of the lesson	Topics	No of periods	Time line for teaching		Any specific information
			From	To	
<b>Unit – The Great Stone Face-I</b>	Pre - Reading	1	1 <sup>st</sup> Feb	---	A classic piece of American fiction juxtaposing mellowness of humanism with magnificence of art.  Ernest, an unschooled dweller of the valley, has close affinity with the 'Stone Face' atop the hills beyond.
	<b>The Great Stone Face-I</b>	6	---	---	Who resembles the splendid Stone Face — not someone for all his wealth, not someone else for all his heroic deeds, and not someone else yet again for his poetry and sublime ideas.  It is none other than Ernest who personifies a rare blend of basic simplicity, practical wisdom and deep love for humanity.
	Working with the text	2	---	---	Open ended questions on the prose piece.
	Working with language	4	---	---	Usage of appropriate forms. Adding –ly, -ness and –ity.
	Working with grammar	2	---	---	Using appropriate forms. Form Noun forms from adjectives and adjectives from nouns.
	Writing and Speaking	3	---	---	Narrate the stories. Write briefly about an incident.
	<b>The comet-II (Suppl.Reader)</b>	4	---	28 <sup>th</sup> Feb	For extensive reading and self study.

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

**The Great Stone Face-I :** Seen from a distance, hilltops and huge rocks seem to assume various shapes. They may resemble an animal or a human figure. People attribute stories to these shapes. Some stories come true; others don't. The Great Stone Face is one such shape that reminds the inhabitants of the valley of a prophecy. What was it? Did it come true?

**The comet-II (Suppl.Reader) :** For extensive reading and self study.

**Learning outcomes :**

1. Reads a variety of text in English and identify main ideas, characters, sequence of ideas and events relate to his personal experiences.
2. Introduces guests in English, interviews people by asking questions based on the work they do.
3. Engages in conversations in English with people from different professionals such as Bank staff and Railway staff etc.
4. Uses polite expressions to communicate such as 'May I borrow your book?'
5. Uses synonyms and antonyms appropriately deduct word meanings from clues in context while reading a variety of text.

**No of periods**

**Listening and speaking :**

- 1) Narrates stories and real-life experiences in English. Seen from a distance, hilltops and huge rocks seem to assume various shapes. They may resemble an animal or a human figure. People attribute stories to these shapes. Some stories come true; others don't. The Great Stone Face is one such shape that reminds the inhabitants of the valley of a prophecy. What was it? Did it come true?
- 2) Speaks with coherence and cohesion while participating in interactive tasks.

**Reading comprehension :**

- 1) Reads textual and non-textual material with comprehension.
- 2) Reads a variety of texts for pleasure.
- 3) Refers to dictionary for meaning and spelling while reading and writing.
- 4) Reads poems and expresses opinions about them.
- 5) Identifies details - characters, main idea and sequence of ideas and events while reading.

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<p><b>Grammatical Awareness :</b></p> <p>1) Uses grammatical items such as appropriate forms.</p> <p>2) Right usage of Noun forms from adjectives and adjectives from nouns.</p>	
<p><b>Vocabulary :</b></p> <p>1) Usage of appropriate forms. Noun forms from adjectives and adjectives from nouns adding –ly, -ness and –ity.</p>	
<p><b>Creative writing :</b> 1) Speaking on different topics. Paragraph describing an incident.</p> <p>2) Writes personal letters, debates, arguments and paragraphs based on visual or verbal clues, textual inputs, etc.</p> <p>3) Write reports of functions in school, family and community activities.</p> <p>4) Assesses one’s own and peers work based on developed rubrics.</p> <p>5) Writes diary entry about an event. Write a composition describing a visit to the hills, or any place which you found beautiful and inspiring.</p> <p>6) Writes answers to textual questions after comprehension / inference.</p>	

## Teaching learning process

<p><b>Induction/Introduction :</b> (Generating interest, informing students about the outcomes and expectations for the lesson)</p> <p><b>The Great Stone Face-I :</b> Seen from a distance, hilltops and huge rocks seem to assume various shapes. They may resemble an animal or a human figure. People attribute stories to these shapes. Some stories come true; others don’t. The Great Stone Face is one such shape that reminds the inhabitants of the valley of a prophecy. What was it? Did it come true?</p>			
<p><b>Experience and Reflection :</b></p> <p><b>The Great Stone Face-I :</b> Who resembles the splendid Stone Face — not someone for all his wealth, not someone else for all his heroic deeds, and not someone else yet again for his poetry and sublime ideas. It is none other than Ernest who personifies a rare blend of basic simplicity, practical wisdom and deep love for humanity.</p>			
<b>Explicit teacher / teacher modeling (I do)</b>	<b>Group work (We do)</b>	<b>Independent work (You do)</b>	<b>Notes for :</b>
Model loud reading. Check the pronunciation. Help in preparation of subtext.	Participate in collaborative reading.  Identify the answers for	Participates in individual reading.  Answers the questions of	Using textbook prompts and activities for each of the sections.  Allotting time for students to ask

<p>Present the meanings for difficult words.</p> <p>Ask different types of questions to facilitate reading in different stages.</p> <p>Help the students form a mind map of the concept.</p> <p>Act as a facilitator and editor in writing of a creative expression.</p> <p>Teach Uses grammatical items such as Appropriate forms. Form Noun forms from adjectives and adjectives from nouns.</p> <p>Usage of appropriate forms. Form words adding -ly, -ness and -ity.</p> <p>Help students to make use of verbs and idioms in speech and write Notices.</p> <p>Conducts debates and group discussions.</p> <p>Help the Students to write paragraph writing – Brief Paragraph describing an incident.</p>	<p>comprehension questions.</p> <p>Take part in conversations. Participate in preparation of a mind map.</p> <p>Uses grammatical items such as Appropriate phrases with enough.</p> <p>Uses grammatical items such as Appropriate forms. Form Noun forms from adjectives and adjectives from nouns.</p> <p>Participate in group discussions and debates. Write Notices. Paragraph describing an incident.</p> <p>Under the teachers supervision, pupils read the S.R. lesson and try to understand it.</p>	<p>comprehension check. Does the textual exercises.</p> <p>Writes the composition using the given information / hints.</p> <p>Writes Characters speak and dialogues.</p> <p>Participate in group discussions and debates.</p> <p>Prepare Notices.</p> <ul style="list-style-type: none"> <li>• Do the exercises given in the SR text book.</li> </ul>
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## Cheek For Understanding Questions

1. FACTUAL QUESTIONS	TLM [DIGITAL / PRINT]
<p><b>The Great Stone Face-I :</b> Write 'True' or 'False' against each of the following statements.</p> <ol style="list-style-type: none"> <li>1. The Great Stone Face stood near where Ernest and his mother lived.</li> <li>2. One would clearly distinguish the features of the Stone Face only from a distance.</li> <li>3. Ernest loved his mother and helped her in her work.</li> <li>4. Though not very rich, Gather gold was a skilful merchant.</li> <li>5. Gather gold died in poverty and neglect.</li> <li>6. The Great Stone Face seemed to suggest that Ernest should not fear the general.               <ol style="list-style-type: none"> <li>1. (i) What was the Great Stone Face?</li> <li>(ii) What did young Ernest wish when he gazed at it?</li> <li>2. What was the story attributed to the Stone Face?</li> </ol> </li> </ol> <p>3. What gave the people of the valley the idea that the prophecy was about to come true for the first time?</p> <ol style="list-style-type: none"> <li>4. (i) Did Ernest see in Gathergold the likeness of the Stone Face?</li> <li>(ii) Who did he confide in and how was he proved right?</li> </ol> <p style="text-align: center;"><b>2. OPEN ENDED / CRITICAL THINKING QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. (i) What made people believe General Blood-and-Thunder was their man?</li> <li>(ii) Ernest compared the man's face with the Stone Face. What did he conclude?</li> <li>2. Imagine you are Ernest. Narrate the story that his mother told him.</li> <li>3. Imagine you are Gathergold. Write briefly the incident of your return to the valley.</li> </ol> <p style="text-align: center;">Student Practice Questions &amp; Activities (Exercises from workbook / textbooks/ blackboard)</p> <ul style="list-style-type: none"> <li>➤ Write the noun forms of the following words by adding -ness or -ity to them appropriately. Check the spelling of the new words., exercise on page no - 126.</li> <li>➤ Add -ly to each of the following adjectives, then use them to fill in the blanks., page no – 126 .</li> <li>➤ Complete each sentence below using the appropriate forms of the verbs in brackets.. Page no. 116.</li> </ul>	<ul style="list-style-type: none"> <li>• Reader</li> <li>• <b>PPT</b></li> <li>• Glossary chart</li> <li>• Charts for additional grammar exercises</li> <li>• Pics from the lesson which are given in the text books.</li> <li>• YouTube Videos relating to the lesson and the poem.</li> <li>• Videos on grammatical items.</li> </ul>

### **Assessment**

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

1. (i) What was the Great Stone Face?                      (ii) What did young Ernest wish when he gazed at it?
2. What was the story attributed to the Stone Face?
3. What gave the people of the valley the idea that the prophecy was about to come true for the first time?
4. (i) Did Ernest see in Gather gold the likeness of the Stone Face?      (ii) Who did he confide in and how was he proved right?

**Signature of the Teacher      Signature of Supervising Officer With Remarks      Signature of The Head Master**

## VII Class English Lesson Plan- March-2024

Name Of the Teacher :

School :

Name of the lesson	Topics	No of periods	Time line for teaching		Any specific information
			From	To	
	Pre - Reading	2	1 <sup>st</sup> Mar	---	A classic piece of American fiction juxtaposing mellowness of humanism with magnificence of art.
					Ernest, an unschooled dweller of the valley, has close affinity with the 'Stone Face' atop the hills beyond.
<b>Unit – The Great Stone Face-II</b>	<b>The Great Stone Face-II</b>	6	---	---	Who resembles the splendid Stone Face — not someone for all his wealth, not someone else for all his heroic deeds, and not someone else yet again for his poetry and sublime ideas.
					It is none other than Ernest who personifies a rare blend of basic simplicity, practical wisdom and deep love for humanity.
	Working with the text	2	---	---	Open ended questions on the prose piece.
	Working with language	4	---	---	Usage of correct meaning to fit the words.
	Working with grammar	2	---	---	Using four types of verbs expressing Future. Correct order of words in constructs the sentences.
	Writing and Speaking	3	---	-- -	Usage of / f / sound. Rearrange the sentences above to construct a paragraph
	<b>Ancient Education System of India</b>	4	---	31 <sup>st</sup> Mar	For extensive reading and self study.
	(Suppl .Reader)				

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

**The Great Stone Face-II :** Seen from a distance, hilltops and huge rocks seem to assume various shapes. They may resemble an animal or a human figure. People attribute stories to these shapes. Some stories come true; others don't. The Great Stone Face is one such shape that reminds the inhabitants of the valley of a prophecy. What was it? Did it come true?

**Ancient Education System of India (Suppl.Reader) :** For extensive reading and self study.

<p><b>Learning outcomes :</b> 1. Reads a variety of text in English and identify main ideas, characters, sequence of ideas and events relate to his personal experiences.</p> <p>2. Introduces guests in English, interviews people by asking questions based on the work they do.</p> <p>3. Engages in conversations in English with people from different professionals such as Bank staff and Railway staff etc. 4. Uses polite expressions to communicate such as ‘May I borrow your book?’</p> <p>5. Uses synonyms and antonyms appropriately deduct word meanings from clues in context while reading a variety of text.</p>	<p><b>No of periods</b></p>
<p><b>Listening and speaking :</b></p> <p>1) Narrates stories and real-life experiences in English. Seen from a distance, hilltops and huge rocks seem to assume various shapes. They may resemble an animal or a human figure. People attribute stories to these shapes. Some stories come true; others don't. The Great Stone Face is one such shape that reminds the inhabitants of the valley of a prophecy. What was it? Did it come true?</p> <p>2) Speaks with coherence and cohesion while participating in interactive tasks.</p>	<p><b>23</b></p>
<p><b>Reading comprehension :</b></p> <p>1) Reads textual and non-textual material with comprehension.</p> <p>2) Reads a variety of texts for pleasure.</p> <p>3) Refers to dictionary for meaning and spelling while reading and writing.</p> <p>4) Reads poems and expresses opinions about them.</p> <p>5) Identifies details - characters, main idea and sequence of ideas and events while reading.</p>	
<p><b>Grammatical Awareness :</b></p> <p>Using four types of verbs expressing Future. Correct order of words in constructs the sentences.</p>	
<p><b>Vocabulary :</b> Usage of correct meaning to fits the words.</p>	

## Teaching Learning Process

<p><b>Induction/Introduction :</b> (Generating interest, informing students about the outcomes and expectations for the lesson)</p> <p><b>The Great Stone Face-II :</b> Seen from a distance, hilltops and huge rocks seem to assume various shapes. They may resemble an animal or a human figure. People attribute stories to these shapes. Some stories come true; others don't. The Great Stone Face is one such shape that reminds the inhabitants of the valley of a prophecy. What was it? Did it come true?</p>
<p><b>Experience and Reflection :</b></p> <p><b>The Great Stone Face-II :</b> Many years passed. Ernest was now a man of middle age. To his neighbours, who never suspected that he was anything more than an ordinary and familiar face, he was only a humble and hardworking, though thoughtful, person. But what about the old prophecy? Was it ever fulfilled?</p>

Explicit teacher / teacher modeling (I do)	Group work (We do)	Independent work (You do)	Notes for :
<p>Model loud reading. Check the pronunciation. Help in preparation of subtext.</p> <p>Present the meanings for difficult words.</p> <p>Ask different types of questions to facilitate reading in different stages.</p> <p>Help the students form a mind map of the concept.</p> <p>Act as a facilitator and editor in writing of a creative expression.</p> <p>Teach Uses grammatical items Using four types of verbs expressing Future. Correct order of words in constructs the sentences. Usage of correct meaning to fits the words. Usage of / f / sound. Rearrange the sentences above to construct a paragraph Help students to make use of verbs and idioms in speech and write Notices. Conducts debates and group discussions. Help the Students to write paragraph writing – Brief</p>	<p>Participate in collaborative reading.</p> <p>Identify the answers for comprehension questions.</p> <p>Take part in conversations. Participate in preparation of a mind map.</p> <p>Uses grammatical items such as Appropriate phrases with enough.</p> <p>Uses grammatical items Using four types of verbs expressing Future. Correct order of words in constructs the sentences. Usage of / f / sound. Rearrange the sentences above to construct a paragraph</p> <p>Participate in group discussions and debates. Write Notices. Paragraph describing an incident.</p> <p>Under the teachers supervision, pupils read the S.R. lesson and try to understand it.</p>	<p>Participates in individual reading.</p> <p>Answers the questions of comprehension check.</p> <p>Does the textual exercises.</p> <p>Writes the composition using the given information / hints.</p> <p>Writes Characters speak and dialogues.</p> <p>Participate in group discussions and debates. <b>Prepare Notices.</b></p> <p><b>Do the exercises given in the SR text book.</b></p>	<p>Using textbook prompts and activities for each of the sections.</p> <p>Allotting time for students to ask and responding to students' queries.</p> <p>Asking open-ended questions beyond textbook content.</p> <p>Allotting time for group activities and helping students engaged with tasks. Supporting the students who need it more</p> <p>Giving targeted feedback and appreciation to students</p> <p>Managing student's behaviour during activities</p>

<p>Usage of correct meaning to fits the words. Usage of / f / sound. Rearrange the sentences above to construct a paragraph</p> <p>Help students to make use of verbs and idioms in speech and write Notices.</p> <p>Conducts debates and group discussions.</p> <p>Help the Students to write paragraph writing – Brief Paragraph describing an incident.</p>	<p>Participate in group discussions and debates. Write Notices. Paragraph describing an incident.</p> <p>Under the teachers supervision, pupils read the S.R. lesson and try to understand it.</p>	<p><b>Prepare Notices.</b></p> <ul style="list-style-type: none"> <li>• <b>Do the exercises given in the SR text book.</b></li> </ul>	
<p style="text-align: center;"><b>1. FACTUAL QUESTIONS</b></p> <p><b>The Great Stone Face-II :</b> Write 'True' or 'False' against each of the following statements.</p> <ol style="list-style-type: none"> <li>1. Ernest's words reminded people of the wise old sayings. _____</li> <li>2. Total strangers from far away, who visited Ernest in the valley, found his face familiar. _____</li> <li>3. The Great Stone Face confirmed Ernest's view that the poet could be worthy of its likeness. _____</li> <li>4. When Ernest and the poet met, they respected and admired each other equally. _____</li> <li>5. The poet along with Ernest addressed the inhabitants of the valley. _____</li> <li>6. The poet realised that Ernest's thoughts were far nobler than his own verses. _____</li> </ol> <ol style="list-style-type: none"> <li>1. How was Ernest different from others in the valley?</li> <li>2. Why did Ernest think the poet was like the Stone Face?</li> <li>3. What did the poet himself say about his thoughts and poems?</li> <li>4. What made the poet proclaim Ernest was the Stone Face?</li> </ol> <p style="text-align: center;"><b>2. OPEN ENDED / CRITICAL THINKING QUESTIONS</b></p> <p>Write 'Ernest' or 'Poet', against each statement below.</p>			<p><b>TLM [DIGITAL / PRINT]</b></p> <ul style="list-style-type: none"> <li>• Reader</li> <li>• PPT</li> <li>• Glossary chart</li> <li>• Charts for additional grammar exercises</li> </ul>

<p>(i) There was a gap between his life and his words.  (ii) His words had the power of truth as they agreed with his thoughts.  (iii) His words were as soothing as a heavenly song but only as useful as a vague dream.  (iv) His thoughts were worthy.  (v) Whatever he said was truth itself.</p> <p>1. (i) Who, by common consent, turned out to be like the Great Stone Face?  (ii) Did Ernest believe that the old prophecy had come true? What did he say about it?</p> <p style="text-align: center;">Student Practice Questions &amp; Activities (Exercises from  workbook / textbooks/ blackboard)</p> <ul style="list-style-type: none"> <li>➤ Mark the meaning that best fits the word or a phrase in the story., exercise on page no - 133.</li> <li>➤ Which form of the verb is more natural in these sentences? Encircle your choice., page no – 134 .</li> <li>➤ Complete these pieces of conversation using will or going to with the verbs given.. Page no. 135.</li> <li>➤ Underline the letter or letters representing / f / in each of the following words. Page no. 136.</li> </ul>	<ul style="list-style-type: none"> <li>• Pics from the lesson which are given in the text books.</li> <li>• YouTube Videos relating to the lesson and the poem.</li> <li>• Videos on grammatical items.</li> </ul>
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### Assessment

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

1. How was Ernest different from others in the valley?
  2. Why did Ernest think the poet was like the Stone Face?
  3. What did the poet himself say about his thoughts and poems?
  4. What made the poet proclaim Ernest was the Stone Face?
5. Imagine that you are the poet. You have come to your native valley to meet a famous preacher called Ernest. Narrate the incident of your first meeting with him.

**Signature of the Teacher      Signature of Supervising Officer With Remarks      Signature of The Head Master**

MANO VIGNANA VEDIKA



PRESENTATION