



English



Class : 7

Dileep Kumar S

GPT (English)

GUPS Onthradka, Kadaba Taluk, Dakshina Kannada

Sem -1

SCHOOL :

CLASS-7TH

UNIT-1 [PROSE]

HEALTHY LIFE

- Over All Objects:** - 1) Read simple story / message and answer the questions.
2) Understands the importance of Healthy life.

<i>Learning Objectives</i>		<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will develop the ability to listen the teacher's reading.	ENGAGE	PREPARATORY ACTIVITY, The teacher reads the outline relating to "A Morning Walk".	Text Book	Checklist.	- How do I feel about the just concluded class? -	
	EXPLORE	- Look at the pictures and outline. With the teacher's help prepare a passage and write it. 1) Health is _____ (wealth) 2) If health is lost _____ (every thing is lost) 3) Do you know the lesson Healthy Life? Let us study about the lesson the "Healthy Life".	Black Board		- Am I happy / satisfied / disappointed? - Why do I feel so?	
* Recognition of words and sentences and reading aloud skills will be developed.		READING ALOUD BY TEACHER 1. 'HEALTHY LIFE – Pedro Pablo Sacristan. Many years ago..... of the wasting life disease. Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.	Text Book Pictures of the prose.	checklist To assess reading comprehension skill.	* What went well and what did not go so well in my class?	
* Students will be able to listen and comprehend the meanings of new words.		Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- Furious=very angry; swamp=an area of soft wet land; virus=an infective agent etc.	Dictionary / pictures		Did I involve all the students in today's class?	

Students will acquire the ability to read the text silently and understand the main theme and supporting details.	EXPLAIN	SILENT READING BY THE LEARNERS, Teacher encourages the students to read the lesson silently and find answer for the following questions. 1) Who was furious? 2) Who discovered the witches?	Text Book	checklist	How many students were able to read silently?
Students know about the lesson and share their ideas in groups and present them to the whole class.		COMPREHENSION CHECK (let's understand) Teacher narrates the lesson through discussion method help of pictures. To be a strong and healthy everyone has to eat some fruits and vegetables and to do some exercise.	Text Book Pictures		Were the students actively involved in my class?
- Students will learn opposite words, countable and uncountable nouns etc.		GRAMMAR POINTS:- 1) Match these opposite words. Ex:- day-night, more-less etc. 2) singular is one and plural is more than one. Such nouns are called countable nouns. But the other kind of noun which has no plural form is called an uncountable noun. Ex:- one house, two house (countable nouns) Liquids (uncountable noun)	Text Book Note Book	Observation Observation schedule	What change would I like to make to my teaching?
Students will develop the skill of reading aloud.	EXPAND	READING ALOUD BY THE STUDENTS, Students will read the lesson aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?

<p>*Students will take participation in interview, word grid, words, time game activity and acquire knowledge.</p>		<p>1) Group discussion on following questions- a) to conduct an interview for the students by asking a few questions related to this lesson. b) Finds fruits and vegetables from the word grid and shade them using suitable colours. Compare your answers with your partner. c) Make sentences using the following words to form a meaningful paragraph you can use the fifth paragraph for your reference. 1) discovered 2) found 3) prepared etc. d) Children stand in a circle. There is a list of phrases which the teacher reads out slowly. If the phrases indicate time, students clap their hands. If does not indicate time, they don't clap. These who make mistake are not to clap any more. e) To solve all given questions/activities/exercises of the text book and work book.</p>	<p>Text Book Words chart Flash card</p>	<p>- oral questions and answering orally - to assess writing skills with comprehension through the teacher guidance - to listen and do the activity.</p>	<p>- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?</p>
<p>Students will construct meaningful phrase and sentences.</p>	<p>EVALUATION</p>	<p>ASSIGNMENT, Answer the following questions- 1) pick out good and bad foods habits for living that your find in this lesson. 2) Application form for joining a health club. Fill it up (page no 12)</p>	<p>Questions Bank Note Book</p>	<p>Questions answers</p>	<p>- How should I plan my next lesson?</p>

TEACHER SIGN

HEADMASTER SIGN

SCHOOL :

CLASS-7TH

UNIT-1 [POEM]

THE GYMNASTIC CLOCK

Over All Objects: - 1) To make pupil to indicate personal possession. 2) To develop language skills.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will develop the ability to listen	ENGAGE	Preparatory Activity, Teacher asks the history of Clock and collects information about the uses of clock from students	Text Book		- How do I feel about the just concluded class? -	
* The Spider Game. Students will fill up the blanks with words they have heard.	EXPLORE	* Listen to the piece of text that your teacher reads out to you and fill up the blanks. The little spiderobserve the rhyming words. b) Did you see the clocks? c) Does the clock stop its exercise any time? d) Do you know the poem “The Gymnastic Clock”? Today let us know about it.		Fill up the blanks after listening / and observation.	- - - - Am I happy / satisfied / disappointed? - Why do I feel so?	
* Recognition of words and sentences and reading aloud skills will be developed.		Reading aloud by teacher 1. “The Gymnastic Clock” By, M. C. Davies. The little clock is friend with me..... just exercise and exercise. Teacher reads the poem aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	* Were the students actively involved in my class?	
*Students will be able to listen and comprehend the meanings of new words.	EXPLAIN	Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- gymnastic=of gymnastic; exercise = employment of faculties, practice; rise=get up from lying, get out of bed, ascend etc.	Dictionary / pictures		* How many students were able to comprehend the meanings of new words?	

<p>Students will acquire the ability to read the text silently and understand the main theme and supporting details.</p>		<p>Silent reading by the learners, Teacher encourages the students to read the poem silently and find answer for the following questions. 1) Name the two characters in the poem? 2) Who has written this poem?</p>	<p>Text Book</p>		<p>How many students were able to read silently?</p>	
<p>Students will learn to share their ideas in groups and present them to the whole class.</p>		<p>Comprehension check (let's understand) Teacher narrates the poem through discussion and pictures. The clock each morning says; 'Don't forget your exercises'. Teacher asks a few more questions to check the comprehension level of the students orally.</p>	<p>Text Book Note book</p>		<p>Did I involve all the students in today's class?</p>	
<p>*Students will pick out the rhyming words and identify two examples for personification in the poem.</p>	<p>EXPLAIN</p>	<p>Grammar Points, Pick out the rhyming words from the poem. Ex:- me=be rises=exercises; way=day; know=so; too=you "Wind yells while blowing". This is an example of personification because wind cannot yell. Only a living thing can yell. * Identify two examples for personification in the poem.</p>	<p>Text Book Note Book</p>	<p>Students will carry out peer assessment.</p>	<p>* What went well and what did not go so well in today's class?</p>	
<p>Students will develop the skill of reading aloud.</p>	<p>EXPAND</p>	<p>Reading aloud by the students, Students will read the poem aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher. One child from each group will then read the paragraphs aloud to the whole class.</p>	<p>Text Book</p>	<p>Reading aloud and individual reading.</p>	<p>- How many students were able to read aloud?</p>	

		<p>1) Group discussion on following questions-</p> <ul style="list-style-type: none"> - Make a list of the words that are repeated in the poem. <p>Ex:- 1) ‘I exercise like this all day!’</p> <ul style="list-style-type: none"> 2) ‘Pooh! I wouldn’t boast of it like you’. <ul style="list-style-type: none"> - Look at the signature of the poet. What does 10/17/21 mean? Discuss with your partner about the difference between the American and the British method of writing the date. 	Text Book Note Book	To assess writing skills with comprehension through the teacher’s suggestions.	<ul style="list-style-type: none"> - How many students had problems in doing activities/exercises? - What support/follow up activities could be given to those students? - Am I happy/satisfied/disappointed? - Why do I fell so?
<ul style="list-style-type: none"> - To evaluate the students Knowledge what they have learnt. - Students will construct meaningful phrases and sentences. 	EVALUATION	<p>Assignment,</p> <p>Answer the following questions-</p> <ul style="list-style-type: none"> 1) Name the two characters in the poem. 2) What does the clock tell the speaker each morning? 3) Does the clock stop its exercise any time? 4) What similarity do the speaker and the clock share? 	Questions Bank Note Book	Questions answers	<ul style="list-style-type: none"> - How should I plan my next lesson?

TEACHER SIGN

HEADMASTER SIGN

Over All Objects: - 1) To read the lesson with comprehension. 2) To create awareness of plastic should be minimized. 3) To know about suffixes interrogatives and noun forms.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
Students will active their background knowledge about the topic.	ENGAGE	Preparatory Activity, Teachers shows the piece of plastic to class and divide the class into two groups and allow them to express their opinion.	Text Book	Reading oral picture reading.	Were all the students actively involved in my class?	
* Students will also develop the ability to speak in English using the clues given.	EXPLORE	Teacher begins the class with the warm up activities as suggested in book. 1) Observe the pictures given in the book and draw a circle around the picture they would like to choose and say why they have chosen it. a) snake skin bag b) earthen pot c) leaf plate d) cloth bag e) plastic tumbler f) ivory necklace g) plastic stool h) plastic plate i) crocodile skin belt j) banana leaves k) jute mat l) plastic bags 2) Clay pots have been in use for centuries. Discuss how they are made. Write what can be made with clay. 3) Jute bags are more in demand now in comparison with cloth bags. Discuss the reasons. 4) Do you want to avoid plastics? Discuss the reasons. 5) Do you know the lesson “Avoid Plastics”. Today let us know about it.	Question Bank Note Book	Speaking group discussion.	* What changes would I like to make to my teaching?	
* Recognition of words and sentences and reading aloud skills will be developed.	EXPLAIN	Reading aloud by teacher 2. “Avoid Plastic” ‘It is time to say no to plastic should be minimized at any cost. Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	* What went well and what did not go so well in my class?	

*Students will be able to listen and comprehend the meanings of new words.	EXPLAIN	Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- would=give a shape to; hazards=risky, dangerous; toxic=poisonous; marine=found in sea, etc.	Dictionary / pictures		Did I involve all the students in today's class?
Students will acquire the ability to read the text silently and understand the main theme and supporting details.		Silent reading by the learners, Teacher encourages the students to read the lesson silently and find answer for the following questions. 1) Who invented plastic? What did he name it?	Text Book		How many students were able to read silently?
Students will know how plastic causes pollution in every stage of its production and use of the plastic should be minimized at any cost.		Comprehension check (let's understand) Teacher narrates the lesson through pictures and discussion method. Plastic causes serious damage to environment in every stage of its production. For a healthy future the use of plastic should be minimized at any cost.	Text Book Note Book		- What changes would I like to make to my teaching.
*Students will learn about suffixes and about interrogatives and about noun forms through examples and using dictionary. - Students will use a dictionary to find out the noun forms.		Grammar Points, 1) Use the words to make your own suffixes – less, ive, ous, some, ness, able, ful.(aware, care, regard, comfort, trouble, glory, sport) 2) Interrogatives: There are some questions words in English language which begin with the letters 'Wh' expects the word 'how'. Ex:- Why, Which, When, Where. What, Who, Whom and How. 3) Find out the noun forms of given below. Ex:- 1) Born – birth 2) marry 3) graduate 4) high etc.	Suffix card, Dictionary	Listening attentively/ yard after writing.	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the lesson aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
*Students will go their neighbors and write Yes and No in the space provided.		1) Project work (work in groups) 1) green survey (page no. 29, 30)	Text Book Sheets	Survey project work.	Did I involve all the students in today's class?
Students will construct meaningful phrase and sentences.	EVALUATION	Assignment, Answer the following questions. 1) Give reason for plastic pollution. 2) How does plastic cause environmental hazards? 3) 'Use of plastic should be minimized at any cost'. Do you agree? Why?	Questions Bank Note Book	Questions answers	- How should I plan my next lesson?

TEACHER SIGN

HEADMASTER SIGN

SCHOOL :

CLASS-7TH

UNIT-2 [POEM]

AWARENNESS

Over All Objects: - 1) To create awareness 2) To think of a world without plants. 3) To know the message of the poem.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic.	ENGA CF	Preparatory Activity, Teacher explains about the concept “AWARENNESS”.	Text Book Question Bank Pictures.	Answer after listening attentively.	* Do I involve all the students in today’s class?	
* Students will also develop the ability to speak in English using the clues given and writing in English.	EXPLORE	Teacher begins the class with the warm up activities as suggested in book. 1) We celebrate World water Day on 22 nd march. In the same way what do we celebrate on these days? 1) 4 th Feb 2) 22 nd April 3) 3 rd Dec. 2) Why do we celebrate these days? 3) Is there any need for the celebration? Give two reasons to support your answer. 4) Study the pictures given in book page no. 32 and write two sentences about them in your note book about global warming. 5) Do you know the Awareness poem, written by Sylvia Stults? Today let us study about it.		Picture reading and writing.	* What changes would I like to make to my teaching?	
* Recognition of words and sentences and reading aloud skills will be developed.	EXPLAIN	Reading aloud by teacher 2. Awareness By, Sylvia Stults. Broken bottles and charred pieces of glass the destruction of man. Teacher reads the poem aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	* Were the students actively involved in my class?	
*Students will be able to listen and comprehend the meanings of new words.	EXPLAIN	Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalent. New words- charred=half burnt; crude=not refined; emitting=giving out; stake=put at risk etc.	Dictionary / pictures		* How many students were able to comprehend the meanings of new words?	

Students will acquire the ability to read the text silently and understand the main theme and supporting details.	EXPLAIN	Silent reading by the learners, Teacher encourages the students to read the poem silently and find answer for the following questions. 1) What are sprayed on our food? 2) How is our food contaminated?	Text Book		How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.		Comprehension check (let's understand) Teacher narrates the poem through pictures and discussion or story telling method. Everyone can do like raise the awareness to those around us. And give awareness to the young one in our school and discuss about it.	Text Book		* What changes would I like to make to my teaching?
*Students will learn about qualifying words. The students will find out these words and write in their note book.		Grammar Points, Broken bottles, thick oil. Here 'broken' and 'thick' tells us about the existence of some qualities of bottles and oil respectively. There are a few more 'qualifying words' in the poem. Pick them up and write them.	Text Book Note Book	Listening attentively and Writing.	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the poem aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
*Students will acquire the ability to speak about given topics and understand the main theme.		1) How many trees are there in your school? Count them and try to know their names. Discuss the different uses of the trees. 2) Think of a world without plants. Discuss the problems you face as a student if all the plants on the earth die. 3) What changes does the poem give? Discuss in groups. 4) Write at least five environmental awareness statements displayed in public places after discussing in groups.	Text Book Note Book	Speaking and discussion in groups.	- What went well and what did not go so well in today's class?
Students will construct meaningful phrases and sentences.	EVALUATION	Assignment, Answer the following questions- 1) What damage to nature is discussed in first stanza? 2) How is our food contaminated? 3) Describe the way the air is being polluted? 4) In what way can we solve these problems?	Questions Bank Note Book	Questions Answers Check list	- How should I plan my next lesson?

TEACHER SIGN

HEADMASTER SIGN

SCHOOL :

CLASS-7TH

UNIT-3 [PROSE]

EKALAVYA.

Over All Objects: - 1) To make pupil to sharper this sense of imagination. 2) To know Ekalavya's archery and Shabdavedhi and Gurudakshina.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic.	ENGA GE	Preparatory Activity, Teacher explains about the importance , relationship about teacher and students , and collects points from students .	Oral	Listening and answer the questions.	*Were all the students actively involved in my class?	
* Students will also develop the ability to listen and answer the questions.	EXPLORE	Teacher reads the story 'The Teacher'. Pupil listen to the story and answer the questions. Murillo was a Spanish artist _____ _____his father from slavery. 1) 'He who has done this, will one day be master of us all' in this sentence – - he / this / us refers to _____ 2) The passage is mainly about _____ 3) Sebastian was Murillo's _____ 4) The way Sebastian learnt his heart secretly is similar to the story of _____ in the Mahabharat. 5) Who are disciples of Drona? 6) Did you know about Ekalavya? (Showing Ekalavya's picture) * Today let us know about Ekalavya.	Text Book Story Picture.		* What changes would I like to make to my teaching?	
* Recognition of words and sentences and reading aloud skills will be developed.	EXPLAIN	Reading aloud by teacher 3. Ekalavya. Scene – I : Dronacharya's ashram _____ _____God bless you my dear boy! Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.	Text Book Pictures of the unit.	To assess reading comprehension skill.	* What went well and what did not go so well in my class?	
*Students will be able to listen and comprehend the meanings of new words.	EXPLAIN	Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- fawn = young deer; vow = promise; whine = cry with pain etc.	Dictionary / pictures		Did I involve all the students in today's class?	

Students will acquire the ability to read the text silently and understand the main theme and supporting details.	EXPLAIN	Silent reading by the learners, Teacher encourages the students to read the lesson silently and find answer for the following questions. 1) Who was Ekalavya? 2) What made Drona appreciate Ekalavya's skill?	Text Book		How many students were able to read silently?
Students will know about Ekalavya and the idol of Drona and his skill in archery and art of aiming by sound and Ekalavya's gurudakshina..		Comprehension check (let's understand) Teacher narrates the lesson through discussion method with pictures. Ekalavya the son of Hirany Dhanus has gained in archery in short period. He learnt all the tricks of archery and the art of aiming by sound. He offered his right thumb as gurudakshina of drona.	Text Book Note Book		What changes would I like to make to my teaching.
*Students will read these sentences and know what kind of sentences they are. Students will understand about silent letter and underline the silent letter in each word.		Grammar Points, Kinds of sentences. a) The moon goes round the earth. (Assertive) b) Do you know his phone number? (Interrogative) c) How lucky you are! (Exclamatory) d) Get me some water please. (Imperative) * Pronunciation. (page no. 47)	Text Book Note Book Words Chart	Reading the kinds of sentences and comprehend. Observation Observation schedule	* How many students were able to read the kind of sentences and comprehend? How many students were able to underline the silent letter in each word?
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the lesson aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
*Students will try solve the word puzzle and fill the bus pass form.		1) Student's Bus pass. (page no.48) 2) Word Puzzle. (page no. 49) 3) Imagine that you are Ekalavya. Narrate your version of the story.	Text Book Note Book	Observation Observation schedule	- How do I feel about the just concluded class?
Students will construct meaningful phrases and sentences.	EVALUATION	Assignment, Answer the following questions 1) Why did Drona refuse to teach archery to Ekalavya? 2) How did Ekalavya learn archery? 3) Solve all questions / exercises given in the lesson.	Questions Bank Note Book	Questions answers.	- How should I plan my next lesson?

TEACHER SIGN

HEADMASTER SIGN

SCHOOL :

CLASS-7TH

UNIT-3 [POEM]

WHY GOD MADE TEACHERS.

Over All Objects: - 1) To recall the poem with comprehension. 2) To discuss about the poem in group and share ideas. 3) To identify rhyming words.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic.	ENGAGE	Preparatory Activity: Teacher asks students about the Arshrama system of education. Role of teachers etc. Students will explain about importance of teacher.	Text Book	Speaking. Pair Discussion.	* Did I involve all the students in today's class? *	
* Students will also develop the ability to speak in English.	EXPLORE	Teacher begins the class with the warm up activities as suggested in book. I. Teacher gives the following statements to discuss in the class with his / her partner and the teacher. The teacher assists the students to speak directly. (questions page no. 50) II) When do we celebrate "teacher's Day"? III) Do you know 'Why God Made Teachers'? Today let us know about this poem.			* What changes would I like to make to my teaching?	
* Recognition of words and sentences and reading aloud skills will be developed.	EXPLAIN	Reading aloud by teacher 3. Why God Made Teachers. By, Kevin Willicorn Huff. When god created teachers _____ _____A better wise place. Teacher reads the poem aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	* Were the students actively involved in my class?	
* Students will be able to listen and comprehend the meanings of new words.	EXPLAIN	Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- Wisdom = good sense and judgment; grace = god's kindness that is shown to people etc.	Dictionary / pictures		* How many students were able to comprehend the meanings of new words?	

Students will acquire the ability to read the text silently and understand the main theme and supporting details.	EXPLAIN	Silent reading by the learners, Teacher encourages the students to read the poem silently and find answer for the following questions. 1) What quality would we develop when teachers guide us? 2) Who has written this poem?	Text Book		How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.		Comprehension check (let's understand) Teacher narrates the poem through pictures and discussion method. When god created teachers he gave us special friends, to help us understand his world. God created teachers to help us learn to make our world a better, wiser place. And discuss about the lesson in groups.	Text Book		-What changes would I like to make my teaching.
*Students will learn and identify the rhyming words in this poem and synonyms and antonyms.		Grammar Points, -Identify and write the rhyming words – 1) teachers=friends 2) wrong = strong 3) grace = place - Synonyms and Antonyms were taught.	Text Book Rhyming Words Words Card	Observation Observation schedule	* How many students were able to learn and identify rhyming words and Synonyms and Antonyms.
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the poem aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
*Students will acquire the ability to speak about given topics /statements and understand the main theme.		i) Teacher gives topics to discuss in groups. (page no.52- C2) ii) Discuss the following statement in the class and writ a few lines. (page no.52- C3) iii) Remember an event when your teacher has helped you even outside your classroom.	Text Book Note Book	speaking/expression pair discussion	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?

<p>Students will construct meaningful phrases and sentences.</p>	EVALUATION	<p>Assignment, Answer the following questions- 1) Whom does the word ‘His’ refer to in the poem? Why does it begin with a capital ‘H’?” 2) What do we become after discovering the beauty and wonder of this world? 3) What quality would we develop when teachers guide us? 4) What should we do for our world with the help of our teachers?</p>	<p>Questions Bank Note Book</p>	<p>Question Answers.</p>	<p>- How should I plan my next lesson?</p>
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TEACHER SIGN

HEADMASTER SIGN

SCHOOL :

CLASS-7TH

UNIT-4[PROSE]

LEG TRAP

Over All Objects: - To enable learners to guess the story, read silently for comprehension. 2) To help them to dramatize the story and dialogue practice.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. *	ENGAGE	Preparatory Activity, Teacher direct students to ask their friends what they want to become when they grow up and fill in the table .(page no 54)	Students participation	Oral work	* What went well and what did not go so well in my class?	
* Students will also develop the ability to speak in English and read in English.	EXPLORE	Teacher begins the class with the warm up activities as suggested in the book and makes them to write answer for the questions mentioned in the text book. 1) What does this show about Amar? 2) What would you have done if you had been in that situation? 3) Write about a brave act of someone known to you in about two to four sentences. 4) You can also start your narration with the sentences. The boy was Let us know about this lesson. “ LEG TRAP”	Text Book Question Bank.	Observation Observation schedule	* Did I involve all the students in today’s class?	
* Recognition of words and sentences and reading aloud. .	EXPLAIN	Reading aloud by teacher ‘LEG TRAP’ Dhira was a shoeshine _____ _____ With a medal for his bravery. Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	*Were all the students actively involved in my class?	
*Students will be able to listen and comprehend the meanings of new words.	EXPLAIN	Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- temper= anger; glance=a quick look; hum=sing with closed lips; theft=stealing; yell=shout; etc.	Dictionary / pictures		* How many students were able to comprehend the meanings of new words?	

Students will acquire the ability to read the text silently and understand the main theme and supporting details.	EXPLAIN	<p>Silent reading by the learners, Teacher encourages the students to read the lesson silently and find answer for the following questions. 1) What is the name of the shoeshine boy? 2) What did Dhira find in the shoes?</p>	Text Book		How many students were able to read silently?	
Students will learn to share their ideas in groups and present them to the whole class.		<p>Comprehension check (let's understand) Teacher narrates the lesson with the help of pictures and through story telling method. Teacher asks a -few Questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answers orally. And later students write the answers individually in their note book</p>	Text Book Note Book.		* What changes would I like to make to my changes?	
* Students will acquire the skill to use articles		<p>Grammar Points, Article A, AN and THE 'A' is used before a word before beginning with consonants letters/sounds like c,s,t etc. Ex: a car, a flower, a saint etc 'AN' is used before letters also give vowel sounds. Ex: an eye, an apple, an MLA etc 'THE' is used before an already mentioned names which are unique. Ex: the earth, the Quran, The times of India etc.</p>	Text Book Note Book	Observation Observation schedule	* What went well and what did not go so well in my class?	
* Students will develop the skill of reading aloud.	EXPAND	<p>Reading aloud by the students, Students will read the lesson aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher.</p>	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?	

<p>*Students will acquire the ability to discuss in pair or with their partner.</p>	EXPAND	<p>LETS KNOW ABOUT TENSE 1) Fill in the blanks with the past tense form of the verbs (G2 , G3 Page no. 61 & 62) 2) Complete the cross word puzzle (Page no. 63) 3) Writing Practice (W1, W2, W3, W4 (Page no 64 -66) 4) Speaking skills (S1, S2, S3) (page no. 67) 5) Dictionary work (D1page no. 68)</p>	<p>Text Book</p>	<p>Speaking. Expression.</p>	<p>- How do I feel about the just concluded class? - Am I happy/satisfied / disappointed? - Why do I feel so?</p>
<p>Students will construct meaningful phrases and sentences.</p>	EVALUATION	<p>Assignment, Answer the following questions 1) Imagine that you are a newspaper reporter. Write an article on an act of bravery you have witnessed. 2) Do you agree that it takes courage to do the right things? Discuss keeping Dhira as an example.</p>	<p>Questions Bank Note Book</p>	<p>Written Questions. Writing Answers.</p>	<p>- How should I plan my next lesson?</p>

TEACHER SIGN

HEADMASTER SIGN

SCHOOL :

CLASS-7TH

UNIT-4[POEM]

FORTH AND BUBBLE

Over All Objects: - 1) To sensitize the poem 2) To speak fluently and discussing.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic.	ENGAGE	PREPARATORY ACTIVITY: Teacher tells some story regarding about great personalities who is famous for courageous. Then allows students to tell some small stories.	Students Participation	Observation	* Were the students actively involved in my class?	
* Students will also develop the ability to speak in English.	EXPLORE	Teacher begins the class with the warm up activities as suggested in the book. Asks questions. 1) Who comes to your mind when you hear the word “courage”? 2) Name a few people from history who have shown courage/kindness. Today let us know about this poem. “Forth and Bubble”	Text Book Charts / Pictures	Observation schedule	* Did I involve all the students in today’s class?	
* Recognition of words and sentences and reading aloud skills will be developed.	EXPLAIN	READING ALOUD BY TEACHER “FORTH AND BUBBLE” : Question not, but live and labour _____ _____ Courage in your own. Teacher reads the poem aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	* Were all the students actively involved in my class?	

<p>*Students will be able to listen and comprehend the meanings of new words.</p>	EXPLAIN	<p>INTRODUCING NEW WORDS, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- goal=aim; labour=hard work; feeble=weak; seeking=try to find; etc.</p>	<p>Dictionary / pictures</p>		<p>* How many students were able to comprehend the meanings of new words?</p>
<p>. Students will acquire the ability to read the text silently and understand the main theme and supporting details.</p>		<p>SILENT READING BY THE LEARNERS, Teacher encourages the students to read the poem silently and find answer for the following questions. 1) What should not be done, according to the poet? 2) Who should be helped? 3) According to poet, what is life?</p>	<p>Text Book</p>	<p>Reading</p>	<p>How many students were able to read silently?</p>
<p>Students will learn to share their ideas in groups and present them to the whole class.</p>		<p>COMPREHENSION CHECK (let's understand) Teacher explains poem with discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1,C2 and C3) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answers orally. And later students write the answers individually in their note books.</p>	<p>Note Book</p>		<p>- - - How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?</p>
<p>Students will acquire the ability to match the describing words and know about them</p>		<p>GRAMMAR POINTS, Rhyming words: Won –none; etc (page no. 71)</p>	<p>Text Book Rhyming Words Words Card</p>	<p>Observation Observation schedule</p>	<p>* How many students were able to learn and identify rhyming words</p>

Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the poem aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
*Students will acquire the ability to speak about given topics /statements and understand the main theme.		i) Teacher gives topics to discuss in groups. (page no.70- C2) ii) Discuss the following statement in the class and writ a few lines. (page no.71- C3)	Text Book Note Book	speaking/expression pair discussion	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?
Students will construct meaningful phrases and sentences.	EVALUATION	Assignment, Answer the following questions- 1) Collect the sayings of great people of India. 2) Read the poem “ A bravery Pledge”	Questions Bank Note Book	Question Answers.	- How should I plan my next lesson?

TEACHER SIGN

HEADMASTER SIGN

Sem -2

SCHOOL :

CLASS-7TH

UNIT-5 [PROSE]

THE WONDER BOWL

Over All Objects: - 1) To listen attentively the story and answering to the questions. 2) To know about opposite words/suffixes/adverbs/adjectives.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. * Students will also develop the ability to speak (answer) in English after listening to the reading.	ENGAGE	Preparatory Activity, Teacher asks students to tell some stories about wonders /magic.	Question Bank	Listening to the reading aloud and answering to the question orally.	* Were all the students actively involved in my class?	
	EXPLORE	Teacher begins the class with the warm up activities as suggested in book. Teacher reads the story of “Akshaya Patra” and checks the students understanding by asking questions orally. 1) Who gave Akshaya Patra to Yudhistira? 2) What was special about the Akshaya Patra? 3) Who arrived in the house of the Pandavas? 4) What was Yudhistira worried about? 5) When did Draupadi pray for help? 6) How did Krishna satisfy Duruvasa and his disciples? 7) Did you know such any other story? 8) Do you know the story of THE WONDER BOWL? Today let us learn the lesson The Wonder Bowl.	Text Book (story reading)	Observation	Did I involve all the students in today’s class?	
* Recognition of words and sentences and reading aloud skills will be developed.	EXPLAIN	Reading aloud by teacher 5. THE WONDER BOWL The old couple, Philemon and Baucis mansion doing good to everyone. Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	* What went well and what did not go so well in my class?	
*Students will be able to listen and comprehend the meanings of new words.		Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- mound = raised ground; hooted = shouted; mansion = a grand house / a place; etc.	Dictionary / pictures		Did I involve all the students in today’s class?	

Students will acquire the ability to read the text silently and understand the main theme and supporting details.	EXPLAIN	Silent reading by the learners, Teacher encourages the students to read the lesson silently and find answer for the following questions. 1) Why did the dogs bark? 2) What made Bacucis astonished?	Text Book		How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.		Comprehension check (let's understand) Teacher narrates the lesson through discussion/story telling method with pictures. The old couple Philemon and Baucis lived in a hut on a mud. They would never let any stranger go without food. Lastly old Philemon and Baucis were astonished to see their poor cottage turned to grand mansion. And discuss about this story in groups.	Text Book		Were the students actively involved in my class?
*Students will understand about opposite words suffixes and adverbs, adjectives. *Students will also develop the ability to identify and write them.		Grammar Points, 1) Write the opposite words- a) comfortable b) late c) ordinary d) happy 2) Write suffixes (add- ion, able, ful to frame new form of words) Ex:- joy – joyful. wonder, comfort, hope, success etc.	Text Book Note Book	Observation Observation schedule	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the lesson aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
*Students will acquire the ability to speak in English.		1) Group discussion on following questions- a) Would Philemon and Baucis treat any other strangers in the same way? b) Why did God's messengers come to the village? 2) After listening to the reading of this lesson to check the students understanding by asking questions orally. 3) Solve all exercises / activities / tasks of this unit.	Text Book	Observation Observation schedule	- What Changes would I like to make to my teaching? - Were the students actively involved in my class?
Students will construct meaningful phrase and sentences.	EVALUATION	Assignment, Answer the following questions- 1) Describe the hospitality of the old couple picking out at least two examples. 2) What makes Baucis think that the strangers were not ordinary people? 3) What did the strangers tell Philemon and his wife before going away?	Questions Bank Note Book	Questions answers	- How should I plan my next lesson?

TEACHER'S SIGN

HEAD MASTER'S SIGN

SCHOOL :

CLASS-7TH

UNIT-5 [POEM]

ABOU BEN ADHEM.

Over All Objects: - 1) To read and summarize the poem 2) To know about simile. 3) To understand message of the poem.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. * Students will also develop the ability to speak and read in English.	ENGAGE	Preparatory Activity, Teacher divides the class into four and suggests them to tell a story of one who believed in truth and got God's Grace by their good work.	Text Book Group Discussion		* Do I involve all the students in today's class?	
	EXPLORE	Teacher begins the class with the warm up activities as suggested in book. * Teacher reads and tells the story of "Edward Tells the Truth". Teacher asks the students to discuss the following questions in group and say answers orally. 1) What should be done when your friends go wrong? 2) Honesty is always rewarded. 3) Which is the mistake that you regret? ** 1) Do you want to tell truth always? 2) Honesty is the _____ 3) Do you know the poem "Abou Ben Adhem"? Today let us learn the poem "Abou Ben Adhem"	Observation	Reading aloud the story or speaking and group discussion and say answers orally.	Did I involve all the students in today's class?	
* Recognition of words and sentences and reading aloud skills will be developed.	EXPLAIN	Reading aloud by teacher 5. Abou Ben Adhem By, Leight Hunt. Abou Ben Adhem (may his tribe..... Adhem's name led all the rest. Teacher reads the poem aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	* Were the students actively involved in my class?	
*Students will be able to listen and comprehend the meanings of new words.		Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- tribe = people; bloom = open, blossom; vision = seeing someone/ something. etc.	Dictionary / pictures		* How many students were able to comprehend the meanings of new words?	

Students will acquire the ability to read the text silently and understand the main theme and supporting details.	EXPLAIN	Silent reading by the learners, Teacher encourages the students to read the poem silently and find answer for the following questions. 1) Where was the angel writing? 2) Who has written this poem?	Text Book		How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.		Comprehension check (let's understand) Teacher narrates the poem through discussion with pictures. The angel wrote and vanished. The next night it came again with a great wakening light and showed the names whom love of god had blest. And discuss about this poem in groups.	Text Book		Were the students actively involved in my class?
*Students will understand about rhyming words and simile.		Grammar Points, 1) The rhyming words in the poem have a pattern. It is a) Every two lines rhyme. B) Alternate lines rhyme. c) All lines end in the same way. 2) Simile: A comparison of two different things by using the words as or like is a simile. Ex. Like a lilly in bloom	Text Book Note Book	Observation Observation schedule	* What changes would I like to make to my teaching?
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the poem aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
*Students will acquire the ability to write in English words /phrase / sentences.		1) Rearrange the following sentences so as to form a summary of the poem (on page no.88 and 89) 2) Read and enjoy the poem "Chain of Pearls" written by Rabindranath Tagore. 3) Solve all exercises / activities / tasks of this unit.	Text Book Note Book	Questions Answers	Did I involve all the students in today's class?
Students will construct meaningful phrases and sentences.	EVALUATION	Assignment, Answer the following questions- 1) Write the summary of the poem and read aloud to the whole class. 2) In your own words write the message the poem gives 3) What is simile? Give on example.	Questions Bank Note Book	Questions answers	- How should I plan my next lesson?

TEACHER'S SIGN

HEAD MASTER'S SIGN

SCHOOL :

CLASS-7TH

UNIT-6 [PROSE]

JOURNEY TO THE TOP

Over All Objects: - 1) To read with comprehension and write with legible. 2) To prepare an album of mountaineers. 3) To write answers to the questions.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. * Students will also develop the ability to listen to the text read by the text read by the teacher and identify the personalities and write their names.	ENGAGE	Preparatory Activity, Teacher starts the class with warm up activities and shows a few pictures of Mountains to identify them. Teachers asks students about mountain claiming and their preparations etc	Picture	Observation and Discussion	* Did I involve all the students in today's class? * What changes would I like to make to my teaching?	
	EXPLORE	Teacher begins the class with the warm up activities as suggested in book. Teacher reads the listening text of "Journey to the Top" aloud and asks the students to identify the personalities write their names in the space of text book provided. Teacher asks the students to guess and say the names of mountaineers. (showing pictures) 1) Who was the first Indian woman to climb summit of Everest? 2) Did you know or read her success story? Today let us know or read her successes story of "Journey to the Top".	Observation	Listens to text read by the teacher and identify the personalities. Questions – Answers (oral)	How many students were able to answer correctly?	
* Recognition of words and sentences and reading aloud skills will be developed.	EXPLAIN	Reading aloud by teacher 6. Journey to the Top Bachendri Pal was the first..... succeed can raise one to greater heights. Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	* What went well and what did not go so well in my class?	
*Students will be able to listen and comprehend the meanings of new words.		Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- modest = small; mentor = adviser, guide; adventure = risk; summit = top of the mountain etc.	Dictionary / pictures		Did I involve all the students in today's class?	
Students will acquire the ability to read the text		Silent reading by the learners, Teacher encourages the students to read the lesson silently and find	Text Book		How many students were able to read	

silently and understand the main theme and supporting details.		answer for the following questions. 1) Where was Bachendri Pal born? 2) 2) Name the autobiography of Bachendri Pal			silently?	
Students will learn to share their ideas in groups and present them to the whole class.	EXPLAIN	Comprehension check (let's understand) Teacher narrates the lesson through discussion/story telling method with pictures. Bachendri Pal was the first Indian women to climb the summit of Mt. Everest. . Bachendri conquered the summit of Sagarmath at 1:07. It was a difficult climb of over 29028 ft. And discuss about her life and hardwork.	Text Book		Were the students actively involved in my class?	
*Students will understand about relative pronouns and prefixes. *Students will also develop the ability to identify and write them with examples.		Grammar Points, 1) Relative Pronouns:- who, which, where, why, and what can be used as relative pronouns. 2) Prefix:- The addition of a syllable at the beginning of a word is called a prefix. Prefixes like, un, in, dis, etc. Ex:- distrust, impartial, unending, etc.	Text Book Note Book	Observation Observation schedule	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?	
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the lesson aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?	
*Students will acquire the ability to prepare an album and write a few questions and collect information and expand the abbreviations etc.		1) Project work (work in groups) Find out the things used by Mountaineers, collect the pictures and prepare an album. 2) Expand the abbreviation of the following and add two more of your choice. * S S L C, B A, B.Ed, M.Sc. 3) Solve all exercises / activities / tasks of this unit.	Text Book Note Book	Questions answers	Did I involve all the students in today's class?	
Students will construct meaningful phrase and sentences.	EVALUATION	Assignment, Answer the following questions and compare with your partner. 1) Describe the trade of Bachendri Pal's father. 2) Why did Bachendri apply to NIM for a course? 3) Name the awards given to Bachendri pal. Etc.	Questions Bank Note Book	Questions answers Check list.	- How should I plan my next lesson?	

TEACHER'S SIGN

HEAD MASTER'S SIGN

SCHOOL :

CLASS-7TH

UNIT-6 [POEM]

MOUNTAIN CLIMBING.

Over All Objects: - 1) To read with comprehension and write with legible. 2) To prepare an album of mountaineers. 3) To write answers to the questions.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. * Students will also develop the ability to speak in English.	ENGAGE	Preparatory Activity, Teacher divides the class into 4 groups and guides them to share their experiences which they have come across with difficulty.	Students participation	Oral	* Do I involve all the students in today's class? * What changes would I like to make to my teaching?	
	EXPLORE	Teacher begins the class with the warm up activities as suggested in book. 1) Guess the pioneer pair / mountaineers in the photograph (showing photograph) and what is their achievements? 2) What is your favorite pastime activity? 3) Did you know about Mountaineers? 4) Do you want to climb Mountains? Today let us know about this poem.	Text Book Question Bank	Reading aloud (seeing the photograph) and say answers.	Were all the students actively involved in my class?	
* Recognition of words and sentences and reading aloud skills will be developed.	EXPLAIN	Reading aloud by teacher 6. Mountain Climbing. By, Laura Howell Horner. Through the mist..... conquered.... now mine. Teacher reads the poem aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	* Were the students actively involved in my class?	
* Students will be able to listen and comprehend the meanings of new words.		Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- mist = a cloud of moisture in the air; stumble = walk unsteadily; fascinate = attract; apex = highest point, peak ; etc.	Dictionary / pictures		* How many students were able to comprehend the meanings of new words?	

<p>Students will acquire the ability to read the text silently and understand the main theme and supporting details.</p> <p>Students will learn to share their ideas in groups and present them to the whole class.</p>	<p style="text-align: center;">EXPLAIN</p>	<p>Silent reading by the learners, Teacher encourages the students to read the poem silently and find answer for the following questions. 1) Mention the two difficulties faced by climbers in the first stanza. 2) When do the climber’s muscles grow numb?</p> <p>Comprehension check (let’s understand) Teacher narrates the poem through pictures and discussion or story telling method. The climber faces two difficulties in the first stanza and the climber finds out that mountain climbing is not easy. He tries to reach the sky and reaches the top. And discuss about this poem in groups.</p>	<p>Text Book</p> <p>Text Book</p>		<p>How many students were able to read silently?</p> <p>Were the students actively involved in my class</p>	
<p>*Students will understand about opposite words and able to write them.</p>		<p>Grammar Points, Write the opposite words- 1) up 2) rising 3) easy 4) incline etc.</p>	<p>Text Book Note Book</p>	<p>Observation Observation schedule</p>	<p>* What changes would I like to make to my teaching?</p>	
<p>Students will develop the skill of reading aloud.</p>	<p style="text-align: center;">EXPAND</p>	<p>Reading aloud by the students, Students will read the poem aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher.</p>	<p>Text Book</p>	<p>Reading aloud and individual reading.</p>	<p>- How many students were able to read aloud?</p>	
<p>*Students will acquire the ability to write in English. * Students will also develop the ability to speak in English.</p>		<p>* Answer the following in a paragraph each discussing with your partner. 1) Summarize the poem in your words. 2) Do you enjoy nature? Give reasons. Write about a place which you would like to visit your friend? 3) Collect pictures of Himalayan range and few peaks. 4) Solve all exercises / activities / tasks of this unit. * Read and enjoy the poem, ‘The Mountain sat Upon the Plain’ written by Emily Dickinson.</p>	<p>Text Book Note Book</p>	<p>Questions Answers</p>	<p>- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so? - How many students were able to read?</p>	
<p>Students will construct meaningful phrases and sentences.</p>	<p style="text-align: center;">EVALUATION</p>	<p>Assignment, Answer the following questions- 1) Explain the desire of the mountain climber. 2) Describe the feeling of the speaker when he reached the top. 3) Express in your own words the adventurous desire you have and exchange it with your partner.</p>	<p>Questions Bank Note Book</p>	<p>Questions Answers Check list</p>	<p>- How should I plan my next lesson?</p>	

TEACHER’S SIGN

HEAD MASTER’S SIGN

SCHOOL :

CLASS-7TH

UNIT-7 [PROSE]

NEST WITH GRAND PARENTS.

Over All Objects: - 1) To read with comprehension and write with legible. 2) Know about kinship terms and prepositions. 3) To use the dictionary if necessary.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. * Students will also develop the ability to write in English. (family members name)	ENGAGE	Preparatory Activity, Teacher asks the students to write down some things about their family. Allows them to discuss about Joint family and Nuclear family.			*Were all the students actively involved in my class? * What changes would I like to make to my teaching?	
	EXPLORE	Teacher begins the class with the warm up activities as suggested in book. 1) Write the names of people in your family in the notebook. 2) Now complete the following sentences. I like my family because _____ Today let us know about this lesson.	Text Book Note Book	Observation Observation schedule	Did I involve all the students in today's class?	
* Recognition of words and sentences and reading aloud skills will be developed.	EXPLAIN	Reading aloud by teacher 7. 'The Nuclear Test' Amma why are you removing _____ _____ when are you coming back? Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	* What went well and what did not go so well in my class?	
*Students will be able to listen and comprehend the meanings of new words.		Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- wrath = great anger; exhausted = very tired; divine = wonderful, heavenly etc.	Dictionary / pictures		Did I involve all the students in today's class?	

Students will acquire the ability to read the text silently and understand the main theme and supporting details.	EXPLAIN	Silent reading by the learners, Teacher encourages the students to read the lesson silently and find answer for the following questions. 1) Where did Bua live? 2) What did Anjali feel about the house?	Text Book		How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.		Comprehension check (let's understand) Teacher narrates the lesson through discussion method with the help of pictures. Dada –Dadi, want to Rita's place for a while. But most of all the noise and bustle of one big happy family had faded into silence. And discuss more about the lesson.	Text Book		Were the students actively involved in my class?
*Students will understand about prepositions and write examples.		Grammar Points, Prepositions:- in, on, under, near, inside, outside, between, at, above, below, of, to, from, against, with, during, for, such words are called prepositions. Ex:-1) The mouse is under the table 2) The ball is on the table.	Text Book Note Book	Observation Observation schedule	* What went well and what did not go so well in my class?
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the lesson aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
*Students will acquire the ability to write in English. (kinship terms, cross-word puzzle, questions-answers etc.)		1) Kinship terms: - My sister and brother are called my 'Siblings'. - My father's mother is my 'paternal grandmother' 2) With help of the clues, complete the cross-word puzzle.	Text Book Note Book	Observation Observation schedule	- How do I feel about the just concluded class? - Am I happy/satisfied / disappointed? - Why do I feel so?
Students will construct meaningful phrases and sentences.	EVALUATION	Assignment, Answer the following questions 1) Why did Anjali behave rudely with her grandparents? 2) If you were in the place of Anjali, how would you have reacted? 3) Explain the reasons for the change in Anjali by the end of the story. 4) Look up the dictionary and write the meanings of the relationship terms. 1) cousin 2) nephew 3) niece 4) aunt 5) uncle etc. 5) Answer the given questions after discuss with your partner.	Questions Bank Note Book	Observation Observation schedule	- How should I plan my next lesson?

TEACHER'S SIGN

HEAD MASTER'S SIGN

SCHOOL :

CLASS-7TH

UNIT-7 [POEM]

DEAR GRANDMA AND GRANDPA.

Over All Objects: - 1) To speak fluently about this poem. 2) To know how grandparents are useful to us. 3) To know moral/message of the poem.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. * Students will also develop the ability to speak in English and write in English.	ENGAGE	Preparatory Activity: Teachers asks each child to tell few sentence about their grandparents.	Students participation	Observation Observation schedule	* Were the students actively involved in my class? * What changes would I like to make to my teaching?	
	EXPLORE	Teacher begins the class with the warm up activities as suggested in book. - Speaking Practice: Look at the given picture and speak as many sentences as you can describe what they are doing. - Recall activity: Write as many words as you can.	Text Book Picture	Observation Observation schedule	Did I involve all students in this class?	
* Recognition of words and sentences and reading aloud skills will be developed.	EXPLAIN	Reading aloud by teacher 7. Dear Grandma and Grandpa. By, Unknown. When we are with you, we always _____ _____ Grandpa, our hearts belong to you! Teacher reads the poem aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	* Were the students actively involved in my class?	
*Students will be able to listen and comprehend the meanings of new words.		Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- fun = merriment; kindness = sympathy recall = callback, remember; hug = closely embrace ; etc.	Dictionary / pictures		* How many students were able to comprehend the meanings of new words?	

<p>Students will acquire the ability to read the text silently and understand the main theme and supporting details.</p> <p>Students will learn to share their ideas in groups and present them to the whole class.</p>	EXPLAIN	<p>Silent reading by the learners, Teacher encourages the students to read the poem silently and find answer for the following questions. 1) Who is the speaker in the poem? 2) How is the company of grand children helpful to grand parents?</p> <p>Comprehension check (let's understand) Teacher narrates the poem through pictures and discussion method. When we are with grandma and grandpa, we always have fun. They make us feel we are their special ones! Grandpa is our hearts. And discuss about this poem.</p>	<p>Text Book</p> <p>Text Book</p>		<p>How many students were able to read silently?</p> <p>Were the students actively involved in my class</p>	
<p>*Students will able to find the rhyming words in the poem.</p>		<p>Grammar Points, -Rhyming words: observe that the word ‘two’ in the line five rhymes with the word ‘you’ in the six. Can you find the other rhyming words in the poem? Ex: best – rest, true – you etc.</p>	<p>Text Book Note Book</p>	<p>Observation Observation schedule</p>	<p>* What changes would I like to make to my teaching?</p>	
<p>Students will develop the skill of reading aloud.</p>	EXPAND	<p>Reading aloud by the students, Students will read the poem aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher.</p>	<p>Text Book</p>	<p>Reading aloud and individual reading.</p>	<p>- How many students were able to read aloud?</p>	
<p>*Students will acquire the ability to discuss in pair or with their partner and speak in English and read loud the poem with joy.</p>	EXPAND	<p>- Discuss in pair or with your partner and answer the following question. 1) Who does ‘you’ refer to in the poem? 2) How do grandparents make their grand children feel they are special? etc. * Read and enjoy the poem, ‘Dear Grandma and Grandpa. - Divide the class in to two, one group will say one line and another group will say the next line of the poem.</p>	<p>Text Book Note Book</p>	<p>speaking/expression pair discussion</p> <p>Reading aloud and individual reading.</p>	<p>- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so? - How many students were able to read?</p>	
<p>Students will construct meaningful phrases and sentences.</p>	EVALUATION	<p>Assignment, Answer the following questions- 1) How do you express your love for your grandparents? 2) Write summary of the poem. 3) What is the moral or message of the poem. 4)Solve all exercises/activities/tasks of this poem.</p>	<p>Questions Bank Note Book</p>	<p>Observation Observation schedule</p>	<p>- How should I plan my next lesson?</p>	

TEACHER'S SIGN

HEAD MASTER'S SIGN

SCHOOL :

CLASS-7TH

UNIT-8[PROSE]

WEALTH AND VALUES.

Over All Objects: - 1) To read the lesson with comprehension. 2) To know morals or message of the lesson. 3) To understand present continuous tense and hidden words.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. * Students will also develop the ability to speak in English.	ENGAGE	Preparatory Activity, Teacher divides class into two groups. Allows one group to tell about wealth, anther group to tell about Values.	Text Book Ladder Game	Observation Observation schedule	*Were all the students actively involved in my class?	
	EXPLORE	- Ladder game: Teacher makes whole in to two groups. The key words are written on the board. The group members start filling up the words that match the key words in the ladders. The group which completes the ladder with more number of words will be the winner. - Values: Positive – Negative Love Hatred - What are values? - Did you know the play ‘Wealth and Values’?	Text Book Ladder Game	Observation Observation schedule	Did I involve all students in today’s class?	
* Recognition of words and sentences and reading aloud skills will be developed.	EXPLAIN	Reading aloud by teacher 7. ‘Wealth and Values’. (a play) Here is the story of a rich _____ _____ Brother welcome back home. Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	* What went well and what did not go so well in my class?	
*Students will be able to listen and comprehend the meanings of new words.		Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- Lavishly = extravagant; eventually = in the end; gradually = slowly; palatial = like a palace etc.	Dictionary / pictures		Did I involve all the students in today’s class?	

Students will acquire the ability to read the text silently and understand the main theme and supporting details.	EXPLAIN	Silent reading by the learners, Teacher encourages the students to read the lesson silently and find answer for the following questions. 1) What is the name of the rich businessmen? 2) What was the decision taken by Rahul?	Text Book		How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.		Comprehension check (let's understand) Teacher narrates the lesson through discussion method with the help of pictures. Rahul has realized that money alone cannot bring satisfaction and happiness. Rahul's father Mr. Balaji said "to err is human to forgive is divine". And discuss about this lesson.	Text Book		Were the students actively involved in my class?
*Students will understand about present continuous tense.		Grammar Points, 1) I am playing cricket. 2) The bird is flying in the sky. 3) Students are singing the national anthem. - They show present continuous tense.	Text Book Note Book	Observation Observation schedule	* What changes would I like to make my teaching?
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the lesson aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
*Students will acquire the ability to discuss in pair or with their partner.		- Read and fill the blanks with the plural for the words in brackets. (on page no.128) - Read the story in your group and complete the dialogue between mother and daughter.(on page no.129) - Discuss given questions and read in groups. - Write the hidden words Ex:- businessman – bus, sin, men, in 1) always 2) enjoy 3) share 4) hears etc.	Text Book Note Book	Observation Observation schedule	- How do I feel about the just concluded class? - Am I happy/satisfied / disappointed? - Why do I feel so?
Students will construct meaningful phrases and sentences.	EVALUATION	Assignment, Answer the following questions 1) Do you think Rahul's father was right in welcoming him with pleasure? 2) Speak about the importance of forgiveness? 3) In your opinion how important is money? 4) Solve all exercises/activities/tasks of this lesson.	Questions Bank Note Book	Observation Observation schedule	- How should I plan my next lesson?

TEACHER'S SIGN

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SCHOOL :

CLASS-7TH

UNIT-8[POEM]

THE QUARREL.

Over All Objects: - 1) To sensitize the poem 2) To speak fluently and discussing.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. * Students will also develop the ability to speak in English.	ENGAGE	Preparatory Activity: Think of your friends who always quarrel with you. Then discuss in pairs the reason that makes them quarrel with you.	Students participation	Observation Observation schedule	* What changes would I like to make to my teaching?	
	EXPLORE	Teacher begins the class with the warm up activities as suggested in book. - Let's talk in pairs/groups. 1) Make a list of four things that make you get angry with others, 2) Discuss the following questions in the class. a) Should we get angry? b) How can you get rid of your anger? Today let us know the answers these questions from the poem 'The Quarrel'.	Text Book	Observation Observation schedule	* Were the students actively involved in my class?	
* Recognition of words and sentences and reading aloud skills will be developed.	EXPLAIN	Reading aloud by teacher 7. The Quarrel. By, Eleanor Farjeen. I quarreled with my brother _____ _____ So he was in the right. Teacher reads the poem aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	* What went well and what did not go so well in my class?	
*Students will be able to listen and comprehend the meanings of new words.		Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- quarrel = an angry argument; slight = very small, not important; thump = to hit ; etc.	Dictionary / pictures		* How many students were able to comprehend the meanings of new words?	
Students will acquire the ability to read the text silently and understand the main theme and supporting		Silent reading by the learners, Teacher encourages the students to read the poem silently and find answer for the following questions. 1) Who quarrels in this poem?	Text Book		How many students were able to read silently?	

details.		2) How was the end of the fight?			
Students will learn to share their ideas in groups and present them to the whole class.		Comprehension check (let's understand) Teacher introduces about the poet and narrates the poem through pictures and discussion method. It is common for brothers and sisters to quarrel. Here the poet quarreled with her brother. The start of it was slight. The end of it was strong. Lastly the poet accepted the mistake in the night. And discuss about this poem in pair or groups	Text Book		Were the students actively involved in my class
*Students will understand about opposite words and pair of rhyming words and able to write them.		Grammar Points, 1) Write opposite words – brother, start, slight, etc. 2) Pair of rhyming words – brother-another, about-out, slight-right, strong-wrong.	Text Book Note Book	Observation Observation schedule	* What changes would I like to make to my teaching?
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the poem aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
*Students will acquire the ability to discuss in pair or groups and speak in English and match correctly and write answers.		- Discuss the C3 questions and answer in pair or groups. - Match the following. (C2)	Text Book Note Book	speaking/expression pair discussion Observation Observation schedule.	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so? - How many students were able to read?
Students will construct meaningful phrases and sentences.	EVALUATION	Assignment, Answer the following questions- 1) Who according to you is right? 2) Write the end of the quarrel? 3) Mention who accepted the mistake in the fight. 4) Solve all exercises/activities/tasks of this poem.	Questions Bank Note Book	Observation Observation schedule	- How should I plan my next lesson?

TEACHER'S SIGN

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