



*English*

*Lesson Plan*

Made Easy.....

**Class : 8**

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**Sem -1**

SCHOOL :

CLASS-8th

UNIT-1 [PROSE]

A DAY IN THE ASHRAM

Over All Objects: -1) To enable the learner to read the prose silently, comprehensively

2) To enable to know the importance of living education

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools &amp; Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will develop the ability to listen the teacher's reading.	ENGAGE	<b>Preparatory Activity,</b> Teacher begins the class with the warm up activities as suggested in book. (ILA and IRA).	Text Book	Checklist.	- How do I feel about the just concluded class? - -	
	EXPLORE	Do you want to know that there exists a school where children learn joy and freedom? Let us study about the lesson the "A DAY IN THE ASHRAM".	Black oard		- Am I happy / satisfied / disappointed? - Why do I feel so?	
* Recognition of words and sentences and reading aloud skills will be developed.	EXPLAIN	<b>Reading aloud by teacher</b> 1. A DAY IN THE ASHRAM Words cannot picture to you the beauty ..... ..... children at Shantiniketan. Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.	Text Book Pictures of Rabindranath Tagore.	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.		<b>Introducing new words,</b> Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. <b>New words-</b> Chorister =choir of a church, hymn = a song of praise to God, reverence =respect, meditate = to pray silently, recite = sing 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.		<b>Silent reading by the learners,</b> Teacher encourages the students to read the lesson silently and find answer for the following questions. 1) Who named the school Santhiniketan? 2) When does the day in Shantiniketan begin?	Text Book	Observation	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.	EXPLAIN	<b>Comprehension check (let's understand)</b> Teacher narrates the lesson through discussion method help of pictures.	Text Book Pictures		Were the students actively involved in my class?
Students will learn useage of nearer and nearer, Homonyms, antonyms, prefix and suffix etc		<b>Grammar Points:-</b> 1) Usage of nearer and nearer with example. Also practices to use big, loud, much, tall, small in the same way. 2) Fills the blanks using some and others. (page no 6) 3) <b>Homonyms</b> : week – weak, by –buy, wear- ware, loose- lose, wait- weight etc 4) <b>Antonyms</b> : rich x poor, tall x short, strong x weak, soft x hard, remember x forget etc. 5) Prefixes : re-open, non – vegetarian, anti – social, multi – purpose, in – expensive. 6) Suffixes : comfort –able, child – ish, reflect –ion, champion – ship, employ- ment.	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	<b>Reading aloud by the students,</b> 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 take participation in LSRW activity and acquire knowledge.		<b>Listen and Speak:</b> 1. Student will learn the difference in sound between <u>/i:/ and /I/</u> sound. <b>Spoken English:</b> 2. Students will learn to practice speech and Greeting. 3. <b>Reading skill (page no 9)</b> 4. <b>Grammar :</b> 5. Learns about the usage of Countable and uncountable nouns, Articles (A,AN & THE) and Determiners.	Text Book Words chart Flash card	- oral questions and answering orally  - to assess writing skills with comprehension through the teacher guidance  - to listen and do the activity.	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?
Students will construct meaningful phrase and sentences.	EVALUATION	<b>Assignment,</b> 1) Write a paragraph describing your idea of a good school. 2) Write a few lines about your school using clues.(page no.5)	Questions Bank Note Book	Questions answers	- How should I plan my next lesson?

TEACHER SIGN

HEADMASTER SIGN

SCHOOL :

**CLASS-8th**

**UNIT-1 [POEM]**

**BEAUTY**

**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 &amp; Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will recall the words related to the word beauty.	<b>ENGAGE</b>	<b>Preparatory Activity,</b> Teacher begins the class with the warm up activities as suggested in book.	Text Book	Fill up the blanks after listening / and observation.	- How do I feel about the just concluded class? - -	
	<b>EXPLORE</b>	A teacher asks the students the following questions. 1) What is beauty? Then teacher writes the words /points collected from the students on the Black Board. Today let us know about the poem ‘Beauty’.	Black board		- Am I happy / satisfied / disappointed? - Why do I feel so?	
* Recognition of words and sentences and reading aloud skills will be developed.	<b>EXPLAIN</b>	<b>Reading aloud by teacher</b> <b>1. “BEAUTY” by E –Yeh- Shure</b> Beauty ..... ..... And even in your 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.		<b>Introducing new words,</b> Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. <b>New words-</b> harvest – the time of the year when the crops are gathered from farms, Sign = take a long breath when tired, earnest = serious and sincere.	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.		<b>Silent reading by the learners,</b> Teacher encourages the students to read the poem silently and find answer for the following questions. 1) List out the things where beauty can be seen during the day. 2) Tell your opinion about beauty.	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.	<b>EXPLAIN</b>	<b>Comprehension check (let's understand)</b> Teacher narrates the poem through discussion and pictures. Teacher asks a few more questions to check the comprehension level of the students orally.	Text Book Note book		Did I involve all the students in today's class?
*Students will pick out the concept of <b>personification</b> and identify two examples for personification in the poem.		<b>Grammar Points,</b> “wind sighing” it is the example for personification. Personification is when you give abilities to an object or animals. * Identify two examples for personification 1. Wind yells while blowing 2. Clock talks as plain as plain can be. 3. Lighting danced across the sky 4. Traffic slowed to a crawl 5. Time files and waits for no one.	Text Book Note Book	Students will carry out peer assessment.	* What went well and what did not go so well in today's class?
Students will develop the skill of reading aloud.	<b>EXPAND</b>	<b>Reading aloud by the students,</b> 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.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
		<b>1) Group discussion on following questions-</b> 1. List out the things where beauty can be seen during the day. 2. Write a paragraph about beauty.	Text Book Note Book	To assess writing skills with comprehension through the teacher's suggestions.	- 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 feel so?
- To evaluate the students Knowledge what they have learnt. - Students will construct meaningful phrases and sentences.	<b>EVALUATION</b>	<b>Assignment,</b> Answer the following questions- 1) The poet says 'Beauty is in yourself'. What things does ideas she mention here?	Questions Bank Note Book	Questions answers	- How should I plan my next lesson?

TEACHER SIGN

HEADMASTER SIGN

SCHOOL :

CLASS-8<sup>th</sup>

UNIT-2 [PROSE]

SIR C V RAMAN (KAYAKAVE KAILAS)

Over All Objects: - 1) To read the lesson with comprehension. 2) To provide the knowledge about the C V Raman and his scientific works  
3) To enable the learners to know about the scientist and their inventions and contributions to the human society

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools &amp; Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic.	ENGAGE	<b>Preparatory Activity,</b> Teacher begins the class with the warm up activities as suggested in book. ILR/ IRA (Page no 17)	Text Book Question Bank Note 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 reads a passage. Then asks following questions to students. 1) Where was Bhaskara born? 2) Who was his father? 3) Why do we, kannadigas, feel proud of Bhaskara? 4) Who taught him Mathematics first? 5) What was Baskara's invention?  <b>IRA</b> : Teachers gives direction to students to identify pictures of great scientist given in text book (page no.17). Allows students to mention at least one contribution of each of them in the field of science.  Do you know about Sir C.V Raman. Today let us know about Sir C V Raman.	Picture of scientists	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	<b>Reading aloud by teacher</b> <b>2. SIR C.V RAMAN</b> Sir C V Raman was born on November 7, 1888..... ..... a great scientist 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?	

<p>*Students will be able to listen and comprehend the meanings of new words.</p>	<b>EXPLAIN</b>	<p><b>Introducing new words,</b>  Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents.  <b>New words-</b> give up = leave; secure= obtain; sight=scene; put on =wear; curiosity=eagerness; etc</p>	<p>Dictionary / pictures</p>		<p>Did I involve all the students in today's class?</p>
<p>Students will acquire the ability to read the text silently and understand the main theme and supporting details.</p>		<p><b>Silent reading by the learners,</b>  Teacher encourages the students to read the lesson silently and find answer for the following questions.  1) Who were Raman's parents?  2) Why was Raman not able to attend school regularly?  3) How long did he work at Calcutta University?  4) How did the Soviet Union honour him?</p>	<p>Text Book</p>		<p>How many students were able to read silently?</p>
<p>Students will know about the importance of Kayaka. Also, they appreciate the work of life and achievement of CV Raman.</p>		<p><b>Comprehension check (let's understand)</b>  Teacher narrates the lesson through pictures and discussion method. Teacher explains C V Raman's early life and his education, His higher education and his aim and difficulties which he faced. His interest in science with instances His contributions to world science field. 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 notebook.</p>	<p>Text Book  Note Book</p>		<p>-   What changes would I like to make to my teaching.</p>



		Prefix with using in, un, dis, im (V6 Page no 24) Fill in the blanks (V7 and V8 page no 24 & 25)			
Students will develop the skill of reading aloud.	EXPAND	<b>Reading aloud by the students,</b> 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 take participation in LSRW activity and acquire knowledge.		<b>Listen and Speak:</b> 1. Student will learn the difference in sound between /e/ and /æ/ sound. Ex: bed –bad; said- sad; set-sat; met-mat; pen-pan etc. <b>Spoken English:</b> 2. Students start conversation with self introduction with situation.. 3. <b>Reading Maps with the example of Srilanka map (page no 27)</b> 4. <b>Grammar :</b> Learns about the usage of Simple present form, present continuous tense. 5. <b>Writing : Framing sentences</b> Students know to frame sentences using the phrase. They also learn to rearrange the words into meaningful sentences. (Task 1 & 2 Page no 30)	Text Book Words chart Flash card	- oral questions and answering orally  - to assess writing skills with comprehension through the teacher guidance  - to listen and do the activity.	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?
Students will construct meaningful phrase and sentences.	EVALUATION	<b>Assignment,</b> Answer the following questions. 1) What makes you think that Raman, even as boy, had great interest in Science? 2) What was Raman’s first disappointment in life?	Questions Bank Note Book	Questions answers .	- How should I plan my next lesson?

TEACHER SIGN

HEADMASTER SIGN

SCHOOL :

CLASS-8th

UNIT-2 [POEM]

***THE LITTLE BUSY BEE***

Over All Objects: - 1) Enable the recite the poem with correct rhyme and intonation 2).Appreciate the values and the beauty of the poem, rhyming words and poetic expressions

<i>Learning Objectives</i>		<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools &amp; Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will recall the words related to the word beauty.	ENGAGE	<b>Preparatory Activity,</b> Teacher begins the class with the warm up activities as suggested in book.	Text Book	observation.	- How do I feel about the just concluded class? - -	
	EXPLORE	A teacher reads the Paragraph (IRA) and asks following questions. (page no 31) 1). What time do you get up in the morning? 2). Do you play or study in the morning? 3). How long do you study everyday usually? 4). Do you go to school in time? 5). What do you learn from the life of Sir M Visveswarya? Today let us know about the poem ‘The little busy bee’.	pictures of bee, hive, cell , flowers etc		- Am I happy / satisfied / disappointed? - Why do I feel so?	
* Recognition of words and sentences and reading aloud skills will be developed.	EXPAIN	<b>Reading aloud by teacher</b> 1. “THE LITTLE BUSY BEE” By Issac Watts How doth the little busy ..... ..... ..... good account at last. 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.		<b>Introducing new words,</b> Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. <b>New words-</b> doth= old from of does; shining = bright; gather= collect; skillful=clever; Satan = evil spirit; mischief= injury or damage; idle= doing nothing; at last= at the end of life 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.	<b>EXPAIN</b>	<b>Silent reading by the learners,</b> Teacher encourages the students to read the poem silently and find answer for the following questions. 1) Who is the poet speaking about? 2) Why does the bee sit on the flower? 3) Who does satan manage to work through?	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.		<b>Comprehension check (let's understand)</b> Teacher narrates the poem through discussion and pictures. Here the poet describes how the bee is busy. Bee always gathers honey form the flowers. It builds the cell skillfully and beautifully. It collects the sweet honey in the cell. Like the bee we too must be busy and always do useful works .Our works should be useful to others like bee. The bee teaches us the lesson of the hard work Teacher asks a few more questions to check the comprehension level of the students orally. Answers the questions C1, C2 and C3 with group discussion. Teacher guides them to find answers.	Text Book Note book		Did I involve all the students in today's class?
*Students will pick out the rhyming words and identify them in poem.		<b>Grammar Points,</b> Rhyming Word: Play –Day – May. Cell –well; wax –makes; skill- still; hour-flower; too-do; passed-last;	Text Book Note Book	Students will carry out peer assessment.	* What went well and what did not go so well in today's class?
Students will develop the skill of reading aloud.	<b>EXPAND</b>	<b>Reading aloud by the students,</b> 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 stanza aloud to the whole class.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
		<b>Extended Activity;</b> 1. Draw a picture of a bee and its hive. 2. Collect information about how honey is taken out from the cell.	Text Book Note Book	To assess writing skills with comprehension through the teacher's suggestions.	- How many students had problems in doing activities/exercises?
- To evaluate the students Knowledge what they have learnt.Students will construct meaningful phrases and sentences.	<b>EVALUATI</b>	<b>Assignment,</b> <b>Read the Poem in the text book page no 34 and try to understand the message. “ THE NOBLE NATURE”</b>	Questions Bank Note Book	Questions answers	- How should I plan my next lesson?

TEACHER SIGN

HEADMASTER SIGN

**SCHOOL :**  
**CLASS-8<sup>th</sup>**

**UNIT-3 [PROSE]**

**JAMAICAN FRAGMENT ( UNIVERSAL BROTHERHOOD)**

**Over All Objects:** -1) Reads the prose silently with comprehension 2) Able to describe the disparities he/she experienced or seen in the society.  
3) Knows about the nations and nationalities

<i>Learning Objectives</i>		<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools &amp; Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. *	<b>ENGAGE</b>	<b>Preparatory Activity,</b> Teacher begins the class with the warm up activities as suggested in book. ILR (Page no 35)	Text Book Question Bank Note 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.	<b>EXPLORE</b>  *	Teacher reads a passage. Then asks following questions to students. 1) Why do you think Gandhiji was pulled out of the train? Have a discussion in the class. <b>IRA</b> : Teachers gives direction to students to read map and information given in text book (page no.35). Then teacher asks question mentioned in the page no 38.  Today let us know about JAMAICAN FRAGMENT	Picture of scientists	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.	<b>EXPAIN</b>	<b>Reading aloud by teacher</b> <b>JAMAICAN FRAGMENT by AL Hendricks</b> Every day I walk a half mile from my home ..... .....he said. 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.	<b>EXPAIN</b>	<b>Introducing new words,</b> Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. <b>New words-</b> incident=something that happens; noticed= saw; elaborate=long; majestic=impressive; spirit= the life force; 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.	<b>EXPAIN</b>	<b>Silent reading by the learners,</b> Teacher encourages the students to read the lesson silently and find answer for the following questions. 1) Why was the morning walk pleasant to Mr. AL Hendricks? 2) What did the narrator notice one morning? 3) What do you think the narrator smiled at the end?	Text Book		How many students were able to read silently?
Students will know about the Prejudice that prevailed in the Jamaica. Also the attitude of author about this issue		<b>Comprehension check (let's understand)</b> Teacher narrates the lesson through pictures and discussion method. The lesson brings out the prejudice that almost that every person suffers from when it comes to the denominational issues like colour , caste, class. Observing the boys game the narrator influence by his prejudice on race and colour misinterpreted the game. Without knowing that the Whiteman was the boy's father, the narrator try to convince him that it was the game. The Whiteman who knew all about the game was surprised at the narrator's outburst, introduced his wife, a brown woman, to narrator the cleared his interpretation. 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,C3,C4 &C5) 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 notebook.	Text Book Note Book		-  What changes would I like to make to my teaching.
*Students will learn about, Homonyms, prefix etc		<b>Grammar Points,</b> Filling appropriate form (V2, V3, V4 & V5) (page no 46 &47)	prefix 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.		<b>Reading aloud by the students,</b> 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 take participation in LSRW activity and acquire knowledge.	<b>EXPAND</b>	<b>Listen and Speak:</b> 1. Student will learn /a:/sound. Ex: part; mask; fast; shark; heart; hard; past; art; smart; bark etc <b>Spoken English:</b> 2. Students will learn spoken English with situation -1 and situation -2 (Page no 48 and 49) 3. <b>Reading</b> Students will learn SKIMMING Concept ( <b>page no 50</b> ) 4. <b>Grammar :</b> Learns about the usage of the past Tense with different task 5. <b>Writing : Framing sentences</b> Students learn matching of traffic signs & answer the questions after reading advertisement. (Task 1 & 2 Page no 55 & 56)	Text Book Words chart Flash card	- oral questions and answering orally  - to assess writing skills with comprehension through the teacher guidance  - to listen and do the activity.	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?
Students will construct meaningful phrase and sentences.	<b>EVALUATION</b>	<b>Assignment,</b> Answer the following questions. 1) Why was the white man surprised at the narrator's outburst? 2) Why do you think the narrator smiled at the end?	Questions Bank Note Book	Questions answers .	- How should I plan my next lesson?

TEACHER SIGN

HEADMASTER SIGN

SCHOOL :

**CLASS-8th**

**UNIT-3 [POEM]**

**NO MEN ARE FOREIGN**

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

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools &amp; Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. *	<b>ENGAGE</b>	<b>PREPARATORY ACTIVITY:</b> Teachers asks students about the concept “FOREIGN” and collects information	Student’s participation	Speaking. Pair Discussion.	* Did I involve all the students in today’s class?	
* Students will also develop the ability to speak in English.	<b>EXPLORE</b>	Teacher begins the class with the warm up activities as suggested in book. (IRA) Page no.57 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. 1) Do you think it is a scene from a real war? Or is it just a picture to teach us something? Today let us know about this poem.	Picture Textbook	Pair Discussion.	* What changes would I like to make to my teaching?	
* Recognition of words and sentences and reading aloud skills will be developed.	<b>EXPLAIN</b>	<b>READING ALOUD BY TEACHER</b> NO MAN ARE FOREIGN By James Kirkup Remember, no men are strange _____ _____	Text Book	To assess reading comprehension skill.	* Were the students actively involved in my class?	
		No countries strange Teacher reads the poem aloud with proper stress, pronunciation, pause and intonation.				
*Students will be able to listen and comprehend the meanings of new words.		<b>INTRODUCING NEW WORDS,</b> Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. <b>New words-</b> dispossess= to disown; betray=to be disloyal; arms=fire arms 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.	<b>EXPLAIN</b>	<b>SILENT READING BY THE LEARNERS,</b> Teacher encourages the students to read the poem silently and find answer for the following questions. 1) What does the poet remind us of in the first line of the poem? 2) What are the two bad effects of wars?	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.		<b>COMPREHENSION CHECK (let's understand)</b> Teacher narrates the poem through pictures and discussion method. In this poem the poet gives a message about universal brotherhood. The poet reminds that earth we all live on the sun who gives light, the air we breath, and the water we drink does not discriminate us on our nationality. So we all are one the poet advice to stop hatred and love and respect others. He advises not to wars reminds us of the bad effects of the Second world war And discuss about the lesson in groups.	Text Book		-What changes would I like to make my teaching.
Students will develop the skill of reading aloud.	<b>EXPAND</b>	<b>READING ALOUD BY THE STUDENTS,</b> 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 questions to discuss in groups. (page no.59- C1 and C2)	Text Book Note Book	speaking/expression pair discussion	- How do I feel about the just concluded class?
Students will construct meaningful phrases and sentences.	<b>EVALUATION</b>	<b>ASSIGNMENT,</b>  Answer the following questions- 1) Briefly describe how a war spoils everything.	Questions Bank Note Book	Question Answers.	- How should I plan my next lesson?

TEACHER SIGN

HEADMASTER SIGN



SCHOOL :

**CLASS-8th**

**UNIT-4[PROSE]**

**THE BOY WHO ASKED FOR MORE**

**Over All Objects:** - 1) To read the lesson with comprehension. 2) To know morals or message of the lesson. 3) To understand suffix, framing questions etc

<i>Learning Objectives</i>		<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools &amp; Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. *	<b>ENGAGE</b>	<b>Preparatory Activity,</b> Teacher explains about types of social evils- like dowry system, child marriage, child labour, beggary, drug addiction, poverty, illiteracy, Role of the parents, elders, friends, and authorities in bringing up children, Children rights etc	Oral work	Narrating Listening	*Were all the students actively involved in my class?	
* Students will also develop the ability to speak in English.	<b>EXPLORE</b>	Teacher begins the class with the warm up activities as suggested in book (ILA). Teacher reads a passage and asks questions to students. 1). Where was the girl at the beginning of the story? 2). Why did the girl not want to go home? 3). What did the grandmother do to the child? 4). What could the passersby see after the incident? -				
* Recognition of words and sentences and reading aloud skills will be developed.	<b>EXPLAIN</b>	<b>Reading aloud by teacher</b> “ THE BOY WHO ASKED FOR MORE” Oliver was born in ..... ..... Hands of the poorhouse 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.		<b>Introducing new words,</b> Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. <b>New words-</b> hastily=urgently; beadle= an officer; persuade=convince; council=meeting 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.		<b>Silent reading by the learners,</b> Teacher encourages the students to read the lesson silently and find answer for the following questions. 1) Where was Oliver Twist born? 2) Who was Mr. Bumble?	Text Book		How many students were able to read silently?	

<p>Students will learn to share their ideas in groups and present them to the whole class.</p>	<b>EXPLAIN</b>	<p><b>Comprehension check (let's understand)</b></p> <p>Teacher narrates the lesson through discussion method with the help of pictures. In the lesson the writer attacks on the social evils like child labour and intuitional cruelties. Further he describes how the orphans are treated by their masters. Here the orphans are tortured as they like. It is explained how horrible is the hunger.. And discuss about this lesson. 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 &amp; 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 notebook</p>	<p>Text Book Note book</p>	<p>Pair discussion Oral work</p>	<p>Were the students actively involved in my class?</p>
<p>Students will understand about suffix (using 'ment' form)</p>		<p><b>Language Work(Grammar)</b> Suffix: Ex: movement; cement; development; moment; establishment; germent; regiment; etc</p>	<p>Text Book Note Book</p>	<p>Observation Observation schedule</p>	<p>* What changes would I like to make my teaching?</p>
<p>Students will develop the skill of reading aloud.</p>		<p><b>Reading aloud by the students,</b> 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>	<p>Text Book</p>	<p>Reading aloud and individual reading.</p>	<p>- How many students were able to read aloud?</p>

<p><b>*Students will take participation in LSRW activity and acquire knowledge.</b></p>	<b>EXPAND</b>	<p><b>Listen and Speak:</b>  1. Student will learn <u>/c:/ and /^/</u>sound. Ex: again, aloof, above, around, assist, among, up, mug, shut, plus, luck etc  <b>Spoken English:</b>  2. Students will learn spoken English (Complaining) with situation –1 and 2 (Page no )  3. <b>Grammar :</b>  Learns about the formation of Questions  4. <b>Writing : Framing sentences</b>  Students learn about writing paragraph based on the information provided. (Task 1 Page no )</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 phrases and sentences.</p>	<b>EVALUATION</b>	<p><b>Assignment,</b>  Answer the following questions  1) Sum up Oliver’s birth and his life in the poor house?  2) Briefly explain the circumstances under which Oliver Twist was born.</p>	<p>Questions Bank  Note Book</p>	<p>Observation  Observation schedule</p>	<p>- How should I plan my next lesson?</p>

TEACHER SIGN

HEADMASTER SIGN

**CLASS-8th**

**UNIT-4 [POEM]**

**FOR A FIVE YEAR OLD**

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

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools &amp; Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. *	<b>ENGAGE</b>	<b>PREPARATORY ACTIVITY:</b> Teachers asks students about the concept “FOREIGN” and collects information	Student’s participation	Speaking. Pair Discussion.	* Did I involve all the students in today’s class?	
* Students will also develop the ability to speak in English.	<b>EXPLORE</b>	Teacher begins the class with the warm up activities as suggested in book. (IRA) Page no.57 Teacher gives the following statements to discus in the class with his / her partner and the teacher. The teacher assists the students to speak directly. II) Do you think it is a scene from a real war? Or is it just a picture to teach us some thing? Today let us know about this poem.	Picture Textbook	Pair Discussion.	* What changes would I like to make to my teaching?	
* Recognition of words and sentences and reading aloud skills will be developed.	<b>EXPLAIN</b>	<b>READING ALOUD BY TEACHER</b> NO MAN ARE FOREIGN By James Kirkup Remember, no men are strange _____ _____ No countries strange 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.	<b>EXPLAIN</b>	<b>INTRODUCING NEW WORDS,</b> Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. <b>New words-</b> dispossess= to disown; betray=to be disloyal; arms=fire arms 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.	<b>EXPLAIN</b>	<b>SILENT READING BY THE LEARNERS,</b> Teacher encourages the students to read the poem silently and find answer for the following questions. 1) What does the poet remind us of in the first line of the poem? 2) What are the two bad effects of wars?	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.		<b>COMPREHENSION CHECK (let's understand)</b> Teacher narrates the poem through pictures and discussion method. And discuss about the lesson in groups. 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 ) on the black board. Children sit in groups and discuss the answers.	Text Book		-What changes would I like to make my teaching.
Students will develop the skill of reading aloud.	<b>EXPAND</b>	<b>READING ALOUD BY THE STUDENTS,</b> 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.		ii) Teacher gives questions to discuss in groups. (page no.73- C1 and C2)	Text Book Note Book	speaking/expression pair discussion	- How do I feel about the just concluded class?
Students will construct meaningful phrases and sentences.	<b>EVALUATION</b>	<b>ASSIGNMENT,</b>  Read the poem mentioned in the page no74. Do you find any similarity between the poem “ For a five Year Old” and this one? Discuss.	Questions Bank Note Book	Question Answers.	- How should I plan my next lesson?

TEACHER SIGN

HEADMASTER SIGN

**Sem -2**

SCHOOL :

CLASS-8th

UNIT-5 [PROSE]

THE SWAN AND THE PRINCE

Over All Objects: -1) To enable the learner to read and appreciate the lesson

2) To help them to solve all question/ grammar/put the events in the order.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools &amp; Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will develop the ability to listen the teacher's reading.	ENGAGE	<b>Preparatory Activity,</b> Teacher asks students to write list of the virtues like kindness-sympathy-compassion-humble-love-and affection. Then insists them to tell the importance of these virtues in our life.	Text Book	Checklist.	Were all the students actively involved in my class?	
	EXPLORE	Teacher begins the class with the warm up activities as suggested in book. (ILA Page no. 75 & 171) Teacher reads a passage of L-5 (QUALITY OF MERCY). Students listen to it. Then answer the following questions. 1. What did each woman claim? 2. What did the minister suggest? 3. Why do you think the second woman offered the baby to the first woman, after she heard the minister? 4. How did the minister come to the correct conclusion? 5. What was the reason for his judgment? Do you know the story of " THE SWAN AND THE PRINCES" a folk play? Let us study about the lesson the "THE SWAN AND THE PRINCES"	Text book  Question  bank	Listening attentively and answer the questions	Did I involve all the students in today's class?	
* Recognition of words and sentences and reading aloud skills will be developed.	EXPLAIN	<b>Reading aloud by teacher</b> 1. THE SWAN AND THE PRINCES King Suddodhana is sitting in his throne..... ..... Long live Prince Siddhartha 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.		<b>Introducing new words,</b> Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents.	Dictionary / pictures		How many students were able to comprehend the meaning of new words?	

		<b>New words-</b> Puzzled= surprised; Give up=surrender; return Lad= a boy, Naughty = mischievous etc			
Students will acquire the ability to read the text silently and understand the main theme and supporting details.		<b>Silent reading by the learners,</b> Teacher encourages the students to read the lesson silently and find answer for the following questions. 3) How did the bird react to Dev Datt's call? 4) How did each of them defend their action?	Text Book	To assess reading comprehension skill	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.		<b>Comprehension check (let's understand)</b> 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 answer orally. And later students write the answers individually in their notebooks.	Text Book Pictures Note book	Observation	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? Why do I feel so?
Students will learn usage of prefix.	<b>EXPLAIN</b>	<b>Grammar Points:</b> <b>Some definitions are given below. Substitute each of them with a single word using the prefix given above. One example is done for you.</b> 1. One's own signature autograph [ ____ graph] 2. Place of living organisms _____ [____ sphere] 3. More than one purpose _____ [____ purpose] 4. Effective against bacteria _____ [____ biotic] 5. Half of the earth's surface _____ [____ sphere] 6. True, not fiction _____ [____ fiction] 7. Between nations _____ [____ national] 8. To wash before _____ [____ wash] 9. Very small, not visible to the naked eye ____ [____ scopic]	Text Book Note Book	Observation Observation schedule	Did I involve all the students in today's class?
Students will develop the skill of reading aloud.	<b>EXPAND</b>	<b>Reading aloud by the students,</b> 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 LSRW activity and acquire knowledge.</p>	<b>EXPAND</b>	<p><b>Activity</b>  <b>Listen and Speak:</b>          6. Student will learn the different vowel sounds /U/ and /u:/ and /ɔ/ and /ɒ :/  <b>Spoken English:</b>          7. Students will learn to how to request with situation.          8. <b>Reading skill</b>          Scanning (page no 86)          9. <b>Grammar :</b> Prepositions          10. <b>Writing :</b> Letter Writing</p>	<p>Text Book          Sound 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 many students were able to do activity?            How many students were able to identify different sounds?            Were all students able to write a letter?</p>
<p>Students will construct meaningful phrase and sentences.</p>	<b>EVALUATION</b>	<p><b>Assignment,</b>          1). What did Siddhartha say to the Swan? What did the bird do?          2) Solve all questions/ exercises given in the lesson and work book</p>	<p>Questions Bank          Note Book          Work book</p>	<p>Questions answers</p>	<p>- How should I plan my next lesson?</p>

TEACHER SIGN

HEADMASTER SIGN

SCHOOL :

**CLASS-8th**

**UNIT-5 [POEM]**

**SOMEBODY'S MOTHER**

**Over All Objects:** - 1) To enable to read and appreciate the poem 2) To help them to name figure of speech and rhyming words.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools &amp; Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will recall the words related to the word mother	<b>ENGAGE</b>	<b>Preparatory Activity,</b> Teacher asks students to tell few sentences about their mother.		Oral (Speaking)	* Were the students actively involved in my class?	
	<b>EXPLORE</b>	Teacher begins the class with warm up activities as suggested in the book. <b>IRA Look at these pictures.</b> If you happen to come across such types of people as shown in the pictures, how do you think you can help them? Share your views with your partner/classmates. Today let us know about the poem 'SOMEBODY'S MOTHER'.	Text book Picture	Sharing views	What went well and what did not go so well in my class?	
* Recognition of words and sentences and reading aloud skills will be developed.	<b>EXPLAIN</b>	<b>Reading aloud by teacher</b> <b>1. "SOMEBODY'S MOTHER</b> By Merry Dow Brine The women was old ..... ..... Who is somebody's son and pride and joy. 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.		<b>Introducing new words,</b> Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. <b>New words-</b> Ragged = cloths badly torn; Heeded= paid attention; Meek= mild; Paused= waited; 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.		<b>Silent reading by the learners,</b> Teacher encourages the students to read the poem silently and find answer for the following questions. 3) Why was the woman very anxious? 4) What are the children compared to?	Text Book	To assess reading comprehension skill	How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.	<b>EXPLAIN</b>	<b>Comprehension check (let's understand)</b> 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 answer orally. And later students write the answers individually in their notebooks.	Text Book Note book Pictures	Observation	What changes would I like to make to my teaching?  - Am I happy/satisfied/disappointed? - Why do I feel so?
*Students will pick out the concept of <b>Simile, Antithesis</b> and identify two examples in the poem.		<b>Grammar Points,</b> Pick out the rhyming words in the poem, and read them aloud. 2. Name the figure of speech in these lines : a] '..... came the boys ..... like a flock of sheep'. What are the boys compared to? b] Her aged hand on his strong young arm.	Text Book Note Book	Observation	How many students were able to write and read the rhyming words and name the figure of speech?
Students will develop the skill of reading aloud.	<b>EXPAND</b>	<b>Reading aloud by the students,</b> 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.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
- To evaluate the students Knowledge what they have learnt. Students will construct meaningful phrases and sentences.		<b>ASSIGNMENT: Answer the following questions.</b> 1). Did the boys lend the old woman a helping hand? 2). Solve all question/ exercises given in the poem and work book.	Text book Question Bank	Written	How should I plan my next lesson?

TEACHER SIGN

HEADMASTER SIGN

SCHOOL :

CLASS-8th

UNIT-6 [PROSE]

ALL THE WORLD HER STAGE

Over All Objects: -1) To enable the learner to read and comprehend the lesson.

2) To help them to write in descriptive and negative forms.

Learning Objectives	5Es	Classroom Process (facilitating Activities)	Materials/Resources Required (TML)	CCE Tools & Techniques	Teacher Reflection	Date						
* Students will develop the ability to listen the teacher's reading.	ENGAGE	<p><b>Preparatory Activity,</b> Teacher begins the class with the war up activities as suggested in the book. <b>ILA Fill in the columns after listening twice or thrice.</b> <b>Teacher reads the sentences (on page 96, 172 L-6)</b></p> <table border="1" data-bbox="553 565 1306 683"> <tr> <td data-bbox="553 565 930 609">Desirable qualities</td> <td data-bbox="930 565 1306 609">Undesirable qualities</td> </tr> <tr> <td data-bbox="553 609 930 652"> </td> <td data-bbox="930 609 1306 652"> </td> </tr> <tr> <td data-bbox="553 652 930 696"> </td> <td data-bbox="930 652 1306 696"> </td> </tr> </table>	Desirable qualities	Undesirable qualities					Text Book  Note book	Listening (Oral) Respond to the questions.	Were all the students actively involved in my class?	
Desirable qualities	Undesirable qualities											
	EXPLORE	<p><b>IRA Read the following passage and answer the questions that follow.</b></p> <ol style="list-style-type: none"> <li>1. Medha is primarily a _____</li> <li>2. Why did Medha Patkar the Narmada Bachao Andolan?</li> <li>3. Name at least two countries other than India that recognized her service.</li> <li>4. Give a suitable title to the passage.</li> </ol> <p>Did you know the lesson “ ALL THE WORLD HER STAGE” Today let us know /read the lesson “ ALL THE WORLD HER STAGE”</p>	Text book  Note book	Reading (aloud) Answer the given questions	Did I involve all the students in today's class?							
* Recognition of words and sentences and reading aloud skills will be developed.	EXPLAIN	<p><b>Reading aloud by teacher</b> “ ALL THE WORLD HER STAGE” It was familiar sight to the ..... .....theatre personalities. Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.</p>	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	<p><b>Introducing new words,</b> Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents.</p> <p><b>New words-</b></p>	Dictionary / pictures		How many students were able to comprehend the meaning of new words?							

		Plump=round and fat; Reserved = respected; Milkly = midly; Crumpled= crushed; Hidden= covered; etc			
Students will acquire the ability to read the text silently and understand the main theme and supporting details.		<b>Silent reading by the learners,</b> Teacher encourages the students to read the lesson silently and find answer for the following questions. 1) What was Sai’s first published book? 2) What fascinated Sai as a Child?	Text Book	To assess reading comprehension skill	How many students were able to read the text silently?
Students know about the lesson and share their ideas in groups and present them to the whole class.	<b>EXPLAIN</b>	<b>Comprehension check (let’s understand)</b> 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 answer orally. And later students write the answers individually in their notebooks.	Text Book Pictures Note book	Observation	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? Why do I feel so?
Students will learn usage of prefix etc		<b>Grammar Points:</b> <b>Give the negative forms of these words using a prefix.</b> <b>Change the article if necessary.</b> e.g. a familiar sight.                   - an unfamiliar sight a used towel                               - an unused towel a prepared speech                       - ..... an attentive soldier                     - ..... a successful attempt                     - ..... an organized show                       - ..... a satisfied person                        - .....	Text Book Note Book	Written Writing the negative forms	How many students were able to write the negative form?
Students will develop the skill of reading aloud.	<b>EXPAND</b>	<b>Reading aloud by the students,</b> 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 LSRW activity and acquire knowledge.</p>	<b>EXPAND</b>	<p><b>Activity</b>  <b>Listen and Speak:</b>  1. Student will learn the different sounds  <b>Diphthongs/eI/ aI/ I/</b>  <b>Spoken English:</b>  2. Students will learn to how to Seek Information.  3. <b>Reading skill</b>  Reading for Information  Task 1. Read the following piece of news and answer The questions. (page no 105)  4. <b>Grammar :</b> Degree of Comparison  5. <b>Writing :</b> Descriptive Writing</p>	<p>Text Book  Sound 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 many students were able to do activity?    How many students were able to identify different sounds?    Were all students able to write a letter?</p>
<p>Students will construct meaningful phrase and sentences.</p>	<b>EVALUATION</b>	<p><b>Assignment,</b>  1). What Surprise awaited sai one day as she came back from school?  2) Solve all questions/ exercises given in the lesson and work book</p>	<p>Questions Bank  Note Book  Work book</p>	<p>Questions &amp; answers</p>	<p>- How should I plan my next lesson?</p>

TEACHER SIGN

HEADMASTER SIGN

SCHOOL :

**CLASS-8th**

**UNIT-6 [POEM]**

**COROMANDEL FISHERS**

**Over All Objects:** - 1) To enable to read and appreciate the poem 2) To help them to name figure of speech and rhyming words.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools &amp; Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will recall the words related to the word mother	<b>ENGAGE</b>	<b>Preparatory Activity,</b> Teacher asks few questions. 1). Who was the first lady Governor? 2). Did you know about Sarojini Naidu? Say a few words.		Peer Assessment	* Were the students actively involved in my class?	
	<b>EXPLORE</b>	Teacher begins the class with warm up activities as suggested in the book. <b>IRA</b> Look at the photographs. Say how they strike you. Exchange your impressions with your partner and the class. (Page no.109) Today let us know about the poem ‘COROMANDEL FISHERS’.	Text book Picture	Sharing views	What went well and what did not go so well in my class?	
* Recognition of words and sentences and reading aloud skills will be developed.	<b>EXPLAIN</b>	<b>Reading aloud by teacher</b> <b>1.</b> ‘COROMANDEL FISHERS’. By Sarojini Naidu Rise , brothers, rise; the wakening skies ..... ..... Low sky mates with the sea.. 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.		<b>Introducing new words,</b> Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. <b>New words-</b> Sea gull= a bird; Hasten=hurry; Glade=grove; Verge=end; here the horizon 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.		<b>Silent reading by the learners,</b> Teacher encourages the students to read the poem silently and find answer for the following questions. 1) How is the wind described in line two? 2) Why are the nets to be gathered?	Text Book	To assess reading comprehension skill	How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.	<b>EXPLAIN</b>	<b>Comprehension check (let's understand)</b> 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 answer orally. And later students write the answers individually in their notebooks.	Text Book Note book Pictures	Observation	What changes would I like to make to my teaching?  - Am I happy/satisfied/disappointed? - Why do I feel so?
*Students will develop the ability to name the figure of speech.		<b>Grammar Points,</b> <b>Name the figure of speech used in the following sentences.</b> 1. The wakening skies pray to the morning light. 2. The wind lies asleep in the arms of the dawn like a child. 3. The sea is our mother. 4. The cloud is our brother. 5. The waves are our comrades all.	Text Book Note Book	Observation	How many students were able to name the figure of speech?
Students will develop the skill of reading aloud.	<b>EXPAND</b>	<b>Reading aloud by the students,</b> 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.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
- To evaluate the students Knowledge what they have learnt. Students will construct meaningful phrases and sentences.		<b>ASSIGNMENT: Answer the following questions.</b> 1). Write summary of the poem. 2). Solve all question/ exercises given in the poem and work book.	Text book Question Bank	Written	How should I plan my next lesson?

TEACHER SIGN

HEADMASTER SIGN



SCHOOL :

CLASS-8th

UNIT-7 [PROSE]

THE EMPEROR'S NEW CLOTH

Over All Objects: -1) To enable the learner to read and appreciate the lesson

2) To help them to solve all question/ grammar/put the events in the order.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools &amp; Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will develop the ability to listen the teacher's reading.	ENGAGE	<b>Preparatory Activity,</b> Teacher begins the class with the warm up activities as suggested in book. <b>ILA Your teacher reads a story. Listen to it. Then answer the following questions.</b> 1. Why did the king feel proud of himself? 2. Who felt angry with the king? Why? 3. How did the tree come to know about the king's horns? 4. The ministers praised the king. Which phrase is used to mean 'praised'?	Text Book	Checklist.	Were all the students actively involved in my class?	
	EXPLORE	<b>IRA Observe the following pictures carefully. Write in the space provided under each picture what expressions they indicate. The expressions are given in the box</b> Do you know the lesson "EMPEROR'S NEW CLOTH" Let us study about the lesson the "EMPEROR'S NEW CLOTH"	Text book	Listening attentively and answer the questions	Did I involve all the students in today's class?	
* Recognition of words and sentences and reading aloud skills will be developed.	EXPLAIN	<b>Reading aloud by teacher</b> 1. THE SWAN AND THE PRINCES As the curtain goes up, the emperor..... ..... Doesn't he have money to buy clothes? 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	<b>Introducing new words,</b> Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. <b>New words-</b> Excellent= extremely good; Pattern= way design; A pair of trousers= pants; Naked= not	Dictionary / pictures		How many students were able to comprehend the meaning of new words?	

		wearing anything etc																			
Students will acquire the ability to read the text silently and understand the main theme and supporting details.		<p><b>Silent reading by the learners,</b> Teacher encourages the students to read the lesson silently and find answer for the following questions.</p> <p>1) Why did the Emperor want a new set of cloths every day? 2) How did the weavers try to confuse the Chief Adviser?</p>	Text Book	To assess reading comprehension skill	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.	<b>EXPLAIN</b>	<p><b>Comprehension check (let's understand)</b> 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 answer orally. And later students write the answers individually in their notebooks.</p>	Text Book Pictures Note book	Observation	<p>- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? Why do I feel so?</p>																
Students were able to read the table and study the example of different forms of words. And frame sentences.		<p><b>Grammar Points:</b> Read the table and study the <b>example. Different forms of the words are given below.</b></p> <p><b>Different forms of words</b></p> <table border="1"> <thead> <tr> <th>Nouns</th> <th>Verbs</th> <th>Adjectives</th> <th>Adverbs</th> </tr> </thead> <tbody> <tr> <td>success</td> <td>succeed</td> <td>successful</td> <td>successfully</td> </tr> <tr> <td>successor</td> <td>succeeded</td> <td>unsuccessful</td> <td>unsuccessfully</td> </tr> <tr> <td></td> <td><b>succeeding</b></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Now frame sentences using each of these word forms.</b></p>	Nouns	Verbs	Adjectives	Adverbs	success	succeed	successful	successfully	successor	succeeded	unsuccessful	unsuccessfully		<b>succeeding</b>			Text Book Note Book	Reading (oral) Reading aloud the table and frame sentences	How many students were able to read the table and frame sentences?
Nouns		Verbs	Adjectives	Adverbs																	
success	succeed	successful	successfully																		
successor	succeeded	unsuccessful	unsuccessfully																		
	<b>succeeding</b>																				
Students will develop the skill of reading aloud.	<b>EXPAND</b>	<p><b>Reading aloud by the students,</b> 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 take participation in LSRW activity and acquire knowledge.</p>	<b>EXPAND</b>	<p><b>Activity</b>  <b>Listen and Speak:</b>  1. Student will learn the <b>Diphthongs</b> /ɪə/, /eə/ and /ʊə/  <b>Spoken English:</b>  2. Students will learn to how to request with situation. (<i>Keshav has comeback after attending an interview</i>)  3. <b>Reading skill</b>  Read the following passage and answer the questions. (page no 129)  4. <b>Grammar : Reported Speech</b>  5. <b>Writing : Punctuation.</b></p>	<p>Text Book  Sound chart  Flash card  Charts</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 many students were able to do activity?    How many students were able to identify different sounds?    Were all students able to write a letter?</p>
<p>Students will construct meaningful phrase and sentences.</p>	<b>EVALUATION</b>	<p><b>Assignment,</b>  1). The weavers tricked the emperor. Do you think what they did was right?  2) Solve all questions/ exercises given in the lesson and work book</p>	<p>Questions Bank  Note Book  Work book</p>	<p>Questions answers</p>	<p>- How should I plan my next lesson?</p>

TEACHER SIGN

HEADMASTER SIGN

SCHOOL :

**CLASS-8th**

**UNIT-7 [POEM]**

**MACHINE**

**Over All Objects:** - 1) To enable to read and appreciate the poem 2) To help them to name figure of speech and rhyming words.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools &amp; Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will recall the words related to the word mother	<b>ENGAGE</b>	<p><b>Preparatory Activity,</b> Teacher begins the class with warm up activities as suggested in the book.</p> <p><b>IRA Read what Encyclopedia Britannica has to say about a Machine and answer the questions that follow.</b></p> <p>1) Name a few machines that we use. How do they run or work?</p> <p>2) “Man has learnt how to sail on the seas, how to fly in the sky, and how to reach the moon; but, he has not yet learnt how to live on this earth” is a famous statement. Do you agree? Have a discussion with your partner in the class.</p>		Oral (Speaking)	* Were the students actively involved in my class?	
	<b>EXPLORE</b>	<p>Some words are given in the box. Classify them into words used in Mechanics and words used in Biology. Note that some may be used in both. You may consult a good dictionary to do this.</p> <p>emu, cog, nut, wedge, bear, mouse, furnace, tool, boar, rhino, file, ray, turtle, mink</p> <p>Today let us know about the poem “MACHINE”</p>	Text book Picture	Sharing views	What went well and what did not go so well in my class?	
* Recognition of words and sentences and reading aloud skills will be developed.	<b>EXPLAIN</b>	<p><b>Reading aloud by teacher</b></p> <p>1. “MACHINE” BY Rudyard Kipling We were taken from the ore-bed and mine, ..... ..... We are nothing more than children of our brain. Teacher reads the poem aloud with proper stress, pronunciation, pause and intonation.</p>	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.		<b>Introducing new words,</b> Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. <b>New words-</b> Wrought=shaped; Gauged= measured; Comprehended= understand; Vanish= disappear; 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.		<b>Silent reading by the learners,</b> Teacher encourages the students to read the poem silently and find answer for the following questions. 1) What do simple machines need to start working? 2) What cannot a machine do ?	Text Book	To assess reading comprehension skill	How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.	<b>EXPLAIN</b>	<b>Comprehension check (let's understand)</b> 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 answer orally. And later students write the answers individually in their notebooks.	Text Book Note book Pictures	Observation	What changes would I like to make to my teaching?  - Am I happy/satisfied/ disappointed? - Why do I feel so?
*Students will develop the ability to write the words that rhyme together and list all the motion words.		<b>Grammar Points,</b> <b>Teacher suggests the students to do the following activities</b> Do you observe any rhyme scheme in each stanza? If you do, write the words that rhyme together. e.g. ask-task, play-day [second stanza] List all the words that suggest motion. e.g. pull, jump	Text Book Note Book	Observation	How many students were able to write and read the rhyming words ?
Students will develop the skill of reading aloud.	<b>EXPAND</b>	<b>Reading aloud by the students,</b> 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.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?

<p>- To evaluate the students Knowledge what they have learnt. Students will construct meaningful phrases and sentences.</p>		<p><b>ASSIGNMENT: Answer the following questions.</b> 1). Write the summary of the poem? 2). Solve all question/ exercises given in the poem and work book.</p>	<p>Text book Question Bank</p>	<p>Written</p>	<p>How should I plan my next lesson?</p>
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TEACHER SIGN

HEADMASTER SIGN

SCHOOL :

CLASS-8th

UNIT-8 [PROSE]

LUTHER BURBANK

Over All Objects: -1) To enable the learner to read and appreciate the lesson

2) To help them to solve all question/ grammar/put the events in the order.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools &amp; Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will develop the ability to listen the teacher's reading.	ENGAGE	<b>Preparatory Activity,</b> <b>ILA Teacher reads a story(L-8). Students Listen to it. Then answer the following questions :</b> 1. Name any one trick which the magician says he can perform? 2. Usually how does a magician play a trick? 3. Do you think a magician can grow many kinds of mangoes on a single tree? (Page no 139)	Text Book	Listening(Oral) and answering Questions	Were all the students actively involved in my class?	
	EXPLORE	Teacher begins the class with the warm up activities as suggested in book. (ILA Page no. 139) Teacher reads a passage and asks few question s In the Photo you see ..... ..... A present to the President. 1.What is Haji Kalimullah Khan's main achievement? 2. How has the Government recognised his achievement? 3. Say which words are used to mean the following : 1. greatly 2. unbelievable event 3. of late 4. Kinds 5. technique Do you know the Lesson“ LUTHER BURBANK” Let us study about the lesson the “LUTHER BURBANK”	Text book  Question bank	Listening attentively and answer the questions	Did I involve all the students in today's class?	
* Recognition of words and sentences and reading aloud skills will be developed.	EXPLAIN	<b>Reading aloud by teacher</b> <b>“ LUTHER BURBANK”</b> What does the world call a man..... ..... Bridges, tunnels and singing wires. 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.		<b>Introducing new words,</b> Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. <b>New words-</b> Live stock = farm animals; Bring up= to make grow; Rich= fertile; hardy= tough; etc	Dictionary / pictures		How many students were able to comprehend the meaning of new words?
Students will acquire the ability to read the text silently and understand the main theme and supporting details.		<b>Silent reading by the learners,</b> Teacher encourages the students to read the lesson silently and find answer for the following questions. 1) When was Luther Burbank born? 2) What was Luther Burbank's goal in life?	Text Book	To assess reading comprehension skill	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.		<b>Comprehension check (let's understand)</b> 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 answer orally. And later students write the answers individually in their notebooks.	Text Book Pictures Note book	Observation	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? Why do I feel so?
Students will acquire the skill to know the collective words and fill in the blanks.	<b>EXPLAIN</b>	<b>Grammar Points:</b> <b>V1 Look at the following phrases and see how the two words go together. They are collocative words.</b> 1. sunny weather 2. smiling face 3. hard-working scientist 4. improved cherry Now fill in the blanks with the most appropriate describing words given in the box below. For a few, you may have more than one combination. 1. _____ community 2. _____ soil 3. _____ blackberry 4. _____ cactus 5. _____ attempt 6. _____ value <b>desert, commercial, successful, scientific, thorn less, rich, white</b>	Text Book Note Book	Observation Observation schedule	Did I involve all the students in today's class?
Students will develop the skill of reading aloud.	<b>EXPAND</b>	<b>Reading aloud by the students,</b> 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 LSRW activity and acquire knowledge.</p>	<b>EXPAND</b>	<p><b>Activity</b>  <b>Listen and Speak:</b>  1. Student will learn the different <b>Diphthongs</b> /aʊ/ and /əʊ/  <b>Spoken English:</b>  2. Students will learn to how to request with situation.  3. <b>Reading skill</b>  Scanning (page no 86)  4. <b>Grammar : The Passive Voice</b>  5. <b>Writing :</b>  <b>Task 1.</b> An outline of a story is given below. Complete the story supplying the required words and phrases. (Page No.148)  <b>Task 2.</b> Expand any one of following proverbs into 5 or 6 sentences of your own.  1) A stitch in time saves nine.  2) Jack of all trades, master of none.  3) Prevention is better than cure.  4) Where there is a will, there is a way.  5) All that glitters is not gold.</p>	<p>Text Book  Sound 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 many students were able to do activity?    How many students were able to identify different sounds?    Were all students able to write a letter?</p>
<p>Students will construct meaningful phrase and sentences.</p>	<b>EVALUATION</b>	<p><b>Assignment,</b>  1). What were Burbank’s experiments on cherry, black berry, cactus, and daisy?  2) Solve all questions/ exercises given in the lesson and work book</p>	<p>Questions Bank  Note Book  Work book</p>	<p>Questions answers</p>	<p>- How should I plan my next lesson?</p>

TEACHER SIGN

HEADMASTER SIGN

SCHOOL :

**CLASS-8th**

**UNIT-8 [POEM]**

**THE AXE IN THE WOOD**

**Over All Objects:** - 1) To enable to read and appreciate the poem 2) To help them to name figure of speech and rhyming words.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools &amp; Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will recall the words related to the word mother	ENGAGE	<b>Preparatory Activity,</b> Teacher allows students to express their idea about Environment, Harmful effects of poaching, and the incriminate cutting of trees. Teacher also shows picture of Sunderlal Bahuguna and Salumara Thimmakka and asks to tell about their contribution towards the protection of trees.	Pictures	Oral (Speaking)	* Were the students actively involved in my class?	
	EXPLORE	Teacher begins the class with warm up activities as suggested in the book. <b>Teacher will recite a poem for you. They Listen to teacher Carefully and answer the questions given below. (Page No. L-8A Page No. 174)</b> 1. Who does 'I' refer to in this poem? 2. How is the speaker a source of joy to children? 3. Name any two creatures that find comfort from the speaker. 4. What do you think will happen to the speaker in the end? <b>Now read the poem, 'The Axe in the Wood'.</b>	Text book	Answering the Questions	What went well and what did not go so well in my class?	
* Recognition of words and sentences and reading aloud skills will be developed.	EXPLAIN	<b>Reading aloud by teacher</b> <b>1. " THE AXE IN THE WOOD"</b> I stopped to watch a man strike at the trunk ..... ..... In that tall lovely legacy of wood. 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.		<b>Introducing new words,</b> Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. <b>New words-</b> Glittering= shining; Sight= view; scene; Reproach= blame; Wood= tree; 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.		<b>Silent reading by the learners,</b> Teacher encourages the students to read the poem silently and find answer for the following questions. 1) Why do you think the poet stopped? 2) What message dos the poem give us?	Text Book	To assess reading comprehension skill	How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.	<b>EXPLAIN</b>	<b>Comprehension check (let's understand)</b> 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 answer orally. And later students write the answers individually in their notebooks.	Text Book Note book Pictures	Observation	What changes would I like to make to my teaching?  - Am I happy/satisfied/disappointed? - Why do I fell so?
*Students will pick out the concept of <b>personification</b> and identify examples for personification in the poem.		<b>Grammar Points,</b> Death lays his icy hands on kings. The tree raised his hands to pray. The above lines are instances of personification where human qualities are attributed to inanimate objects like 'death' and 'tree'. What is personified in the last stanza?	Text Book Note Book	Observation	How many students were able to write the name the figure of speech?
Students will develop the skill of reading aloud.	<b>EXPAND</b>	<b>Reading aloud by the students,</b> 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.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
- To evaluate the students Knowledge what they have learnt. Students will construct meaningful phrases and sentences.		<b>ASSIGNMENT: Answer the following questions.</b> 1). What do you learn about the trees from this poem? 2). Solve all question/ exercises given in the poem and work book.	Text book Question Bank	Written	How should I plan my next lesson?

TEACHER SIGN

HEADMASTER SIGN