

NAME OF THE LESSON: A LETTER TO GOD**CLASS: X**

Period No	Name of the Concept to be Taught	Date	Activities Conducted During the Teaching	TLM Used	Remarks
1.1	Pre-Reading	12-06-2025	Brainstorming, conversation on farmers' life, weather-based warm-up activity	Flash cards, blackboard, IFP	Students responded actively
1.2	Reading Segment -1	13-06-2025	Model reading, explanation, vocabulary list preparation	Textbook, IFP glossary cards	Good comprehension shown
1.3	Reading Segment -2	16-06-2025	Silent reading, pair discussion, textual questions	Worksheet, IFP textbook	Needed vocabulary support
1.4	Reading Segment -3	17-06-2025	Role-play, main idea identification, discussion on irony	Blackboard, role cue slips, IFP	Motivated involvement seen
1.5	Speaking and writing	18-06-2025	Paragraph writing (letter to God), discussion on hopes and beliefs	Writing formats, samples, IFP	Some needed spelling support

NAME OF THE LESSON: DUST OF SNOW (Poem)

Period No	Name of the Concept to be Taught	Date	Activities Conducted During the Teaching	TLM Used	Remarks
1.6	Poem Transaction	19-06-2025	Recitation, meaning explanation, mood change discussion	Audio clip, word cards, IFP	Appreciated by students

NAME OF THE LESSON: FIRE AND ICE (Poem)

Period No	Name of the Concept to be Taught	Date	Activities Conducted During the Teaching	TLM Used	Remarks
1.7	Poem Transaction	20-06-2025	Reading, symbolic meanings, discussion on anger and desire	Chart on theme, IFP	Higher order thinking evoked

NAME OF THE LESSON: SUPPLEMENTARY READER – THE TRIUMPH OF SURGERY

Period No	Name of the Concept to be Taught	Date	Activities Conducted During the Teaching	TLM Used	Remarks
1.8	Supplementary Reader	21-06-2025	Story narration, character sketch of Tricki and Herriot	Character cards, story sheet, IFP	Enjoyed dramatization
1.9	Supplementary Reader	23-06-2025	Dialogue writing, scene enactment, comprehension worksheet	Worksheets, dialogues, IFP	Group task well coordinated

NAME OF THE LESSON: WORKBOOK / REMEDIAL TEACHING

Period No	Name of the Concept to be Taught	Date	Activities Conducted During the Teaching	TLM Used	Remarks
1.10	Workbook / Remedial	24-06-2025	Discussion on Lencho's faith ; Personal response writing using "Let's Begin" prompt; Small group discussion	Chart with Lencho's qualities, writing prompt cards	Students expressed clearly
1.11	Workbook / Remedial	25-06-2025	Sequencing activity using jumbled summary; Picture-based storytelling (Workbook Q.2 & 3)	Flashcards, summary strips	Sequencing supported memory
1.12	Workbook / Remedial	26-06-2025	Grammar practice : Relative clauses, Editing task (Workbook Grammar section); Vocabulary exercises with "light" words	Printed exercises, TLM on board	Needed step-by-step support
1.13	Workbook / Remedial	27-06-2025	Writing tasks : Character sketches of Lencho vs Tailor; Description paragraph writing using guided vocabulary	Format handouts, cue cards	Students tried with examples
1.14	Workbook / Remedial	30-06-2025	Speaking & Listening tasks : Story A/B Race retelling, Poem creation on Man vs Nature, Quick recap of workbook tasks	Audio script, visuals, rubrics	Full-class engagement seen

What were some of the specific strategies that I used to encourage participation? How effective were they? What will I do differently next time?

- **Strategies used:**
 - Open-ended questioning during reading segments

- Pair work for vocabulary guessing and dialogue writing
- Role-play and dramatization for supplementary stories
- Guided writing with model formats in writing tasks
- **Effectiveness:**
These strategies worked well for mid to high performers. Role-plays especially increased enthusiasm in the supplementary reader session. However, a few shy students remained passive.
- **Next time:**
I will include **think-pair-share**, assign **rotating roles** in group tasks (reader, note-taker, presenter), and use **simple prompts** to help hesitant learners express their views.

Were there any concepts or activities that students found particularly difficult? How will I adapt my approach to address these difficulties in the next lesson?

- **Difficulties observed:**
 - Students struggled with **symbolism and abstract ideas** in poems (e.g. “Fire and Ice”)
 - Some had difficulty **structuring paragraphs** in writing activities.
- **Planned adaptation:**
I will:
 - Use **visual metaphors or images** to explain abstract poetic ideas.
 - Provide **sentence starters, paragraph scaffolds, and model answers** during writing periods.
 - Conduct **mini grammar clinics** during remedial periods focused on paragraph unity and cohesion.

What additional resources or modifications could improve the effectiveness of this lesson in future implementations?

- **Additional resources:**
 - Short **video clips** (e.g., animated versions of poems/stories)
 - **Audio recordings** of poems for rhythm and pronunciation
 - Ready-made **quiz apps or flashcard platforms** (like Quizizz or Kahoot) for vocabulary
- **Modifications:**
 - Use **graphic organizers** for content structure
 - Prepare a **diversified worksheet bank** with leveled tasks
 - Offer **peer editing sessions** during writing tasks

How well did I adjust my teaching based on student reactions or unforeseen challenges?

- I observed students’ **confused expressions during symbolism in poetry** and shifted to simpler analogies and peer explanation.
- When I saw students struggling during a writing task, I paused and conducted a **guided writing session** on the board.

- I allowed more **oral explanation and visual support** during comprehension to help struggling readers.
- **Effectiveness:** The real-time adjustments improved student confidence and participation. Some late bloomers responded better in the second half of the cycle.

What additional resources or modifications could improve the effectiveness of this lesson in future implementations?

1. Additional Resources:

- **Audio-Visual Aids:** Short videos, animated story summaries, and poem recitations to aid understanding (especially for abstract poems like *Fire and Ice*).
- **Digital Tools:** Platforms like **Quizizz**, **Kahoot**, or **Mentimeter** for interactive vocabulary and comprehension checks.
- **Flashcards & Word Walls:** For unfamiliar words from the textbook and supplementary lessons, categorized by parts of speech and meaning clusters.
- **Graphic Organizers:** Story maps, cause-effect chains, and theme charts to help students visualize and retain content.
- **Model Paragraph Bank:** A repository of sample descriptive, narrative, and letter-writing formats to guide writing tasks.

2. Modifications:

- **Differentiated Worksheets:** Easy, medium, and challenge-level activities in each session so all learners stay engaged.
- **Peer Tutoring Groups:** Stronger students paired with slower learners during silent reading or workbook sessions to reinforce peer learning.
- **Exit Tickets / Quick Wrap-ups:** One-sentence summary or question after each session to gauge understanding quickly.
- **Think-Aloud Protocols:** Teacher modeling of thinking during difficult reading passages to show how comprehension develops.
- **Time Allocation Shifts:** More time for discussions and reflections in poetry sessions; simplified writing rubrics for clarity.

OR

To improve the effectiveness of this lesson in future implementations, I would use **audio-visual resources** such as animated storytelling videos and real-life images of hailstorms and farming. I would also introduce **bilingual vocabulary cards (English–Telugu)** to support struggling learners. **Mind maps, theme charts**, and **interactive role cards** could help students understand key ideas like “faith,” “irony,” and “human values.” Additionally, integrating **self-reflection worksheets** and **small group storytelling activities** will make the lesson more relatable and student-centred.

How well did I adjust my teaching based on student reactions or unforeseen challenges?

During this remedial sequence, I consistently observed student responses and **modified my strategies accordingly**. When I noticed that some students needed **repetition** in grammar and vocabulary tasks (Period 1.10), I used **grammar cards** and designed follow-up worksheets to reinforce learning. For the **editing and omission activity** (Period 1.11), after noticing improvement in students’ responses, I increased the complexity slightly—indicating that I responded to their growing confidence.

An unforeseen challenge emerged during **Period 1.12**, where poem-based listening tasks were attempted despite the workbook having no poem section. I treated this as an **opportunity to link listening with theme-based writing**, using audio prompts to keep the students engaged. Their **active participation** reflected that this adaptation was effective.

During the diary and paragraph writing activity (Period 1.13), I observed that **some students still struggled with writing structure**, so I offered **additional format samples** and personalised guidance. Lastly, in the quiz-based revision session (Period 1.14), I adapted the questions based on student accuracy and **encouraged peer explanation** to ensure full class involvement.

These adaptive steps—especially using **student performance to guide pace, difficulty level, and format**—show that I remained flexible and responsive to both challenges and learning needs.

TEACHER NOTES

Class: 10th Class English

Coverage:

- **Prose:** *A Letter to God*
- **Poetry:** *Dust of Snow, Fire and Ice*
- **Supplementary Reader (SR):** *A Triumph of Surgery*
- **Workbook / Remedial Teaching Tasks:** Grammar, Writing, Editing, Listening, Summary

1. STRATEGIES TO ENCOURAGE PARTICIPATION

- Used **text-based real-life questions** to connect learners emotionally (e.g., asking “Have you ever trusted someone blindly?” before *A Letter to God*).
- Integrated **choral reading, role-play, and model narration** during prose and SR lessons.
- Encouraged group reading with **line-by-line explanation games** for poems.
- Provided **structured support** (scaffolds, prompts, sentence starters) during workbook tasks.
- Used **Peer Correction Circles** and **Editing Relay** games in grammar revision.

Effectiveness:

- Students responded actively in group and peer-supported tasks.
- Writing performance improved when students were given **models** and **sentence templates**.
- Poem discussions became more interactive when related to students' feelings and experiences.

2. DIFFICULT CONCEPTS AND HOW THEY WERE ADDRESSED

- **Theme comprehension in poems** was tough for average learners. They often focused only on rhyme or literal meaning.
→ Used **mind maps** and **personal response questions** to explore meaning.
- **SR lesson vocabulary and doctor's logic** was difficult for weaker students.
→ Provided **Telugu keyword support** and simplified storytelling.
- In *A Letter to God*, **Lencho's character complexity** confused learners.
→ Used guided worksheet: "Was Lencho right or wrong? Why?"
- **Workbook editing passages and diary writing** needed grammar focus.
→ Used **error code feedback** and **group writing frames**.

3. ADDITIONAL RESOURCES / MODIFICATIONS FOR FUTURE USE

- Prepare **poem summary charts** with vocabulary + emotion + theme boxes.
- Create **diary entry planners** and **paragraph planning grids** for the writing section.
- Introduce **audio clips or short videos** for SR lessons to support listening and visualization.
- Use '**Grammar Passport**' **activity booklets** to log progress in editing and sentence construction.
- Introduce **reflective prompts** for each lesson to help students connect literature to real life.

4. RESPONSE TO STUDENT REACTIONS / UNFORESEEN CHALLENGES

- Shifted from poem memorization to **emotion-based discussion** to build interest.
- Modified poem periods into **Listening & Feeling sessions** using soft instrumental music and poem narration.
- Simplified SR lesson by turning it into **a short story retelling** in familiar language.
- During workbook Period 1.12, when the poem task confused students, replaced it with **theme-based listening & speaking**.

Result:

- Learners became more confident and expressive in both speech and writing.
- Shy students opened up during reflective activities and theme discussions.
- Quick adaptations helped avoid time waste and improved focus on objectives.

NAME OF THE LESSON: *A Long Walk to Freedom*

Period No.	Name of the Concept to Be Taught	Date	Activities Conducted During Teaching	TLM Used	Remarks
2.1	Pre-reading session – Introduction to the topic (pg 6)	01-07-2025	Brainstorming on freedom & equality; short video clip; group discussion on personal values	Flashcards, video clip, IFP Panel	Students responded well

Period No.	Name of the Concept to Be Taught	Date	Activities Conducted During Teaching	TLM Used	Remarks
2.2	Reading Segment 1 – Pages 17–18	02-07-2025	Loud reading; vocabulary check; timeline of Mandela's life	Timeline chart, word cards, IFP Panel	Needed support with vocab
2.3	Reading Segment 2 – Pages 19–20	03-07-2025	Pair reading; group Q&A on Apartheid; theme mapping	Visual mind map, IFP Panel	Active participation
2.4	Reading Segment 3 – Pages 21–23	04-07-2025	Character discussion; Mandela's quote interpretation; jigsaw reading activity	Quote cards, IFP Panel	Inspired group discussion
2.5	Thinking about the Text + Language (pg 23–25)	05-07-2025	Comprehension Q&A; sentence formation with given phrases	Worksheet, charts, IFP Panel	Good accuracy in responses
2.6	Speaking and Writing – Page 26	07-07-2025	Debate on “Is courage born or built?”; guided paragraph writing	Debate cue cards, writing format samples, IFP Panel	Some needed prompting
2.7	Poem Transaction – <i>A Tiger in the Zoo</i>	08-07-2025	Reading with rhythm; image vs reality comparison; empathy discussion on animal captivity	Poem poster, animal visuals, IFP Panel	Engaged & empathetic
2.8	SR: <i>The Thief's Story</i> – Segment 1	09-07-2025	Story narration; character introduction (Hari Singh); moral dilemma activity	Flash story cards, moral compass chart, IFP Panel	Curious and attentive
2.9	SR: <i>The Thief's Story</i> – Segment 2	10-07-2025	Prediction game; moral discussion; comic strip creation of story end	Comic template, discussion prompts, IFP Panel	Enjoyed creativity task
2.10	Workbook: Vocabulary & Grammar – Section A	11-07-2025	Vocabulary match, fill-in-the-blanks, reordering exercises	Printed workbook pages, IFP Panel for corrections	Some needed reteaching
2.11	Workbook: Editing & Language Usage – Section B	14-07-2025	Editing passage, identifying parts of speech, sentence types	Hardcopy exercises, IFP Panel for live corrections	Improved gradually
2.12	Workbook: Integrated Grammar Practice – Section C	15-07-2025	Practice on reported speech, voice, articles, connectors	Grammar flipcharts, IFP Panel interactive slides	Majority scored well

1. What were some of the specific strategies that I used to encourage participation? How effective were they? What will I do differently next time?

- I used **peer questioning**, **group discussions**, **board responses**, and **encouragement through praise** to involve all students.
- These strategies were **moderately effective**; most students engaged, but a few remained passive.
- Next time, I will try **prompt cards**, use **IFP panels more interactively**, and **assign group leaders** to ensure participation from every learner.

2. Were there any concepts or activities that students found particularly difficult? How will I adapt my approach to address these difficulties in the next lesson?

- In “A Letter to God,” students found it difficult to understand **Lencho’s blind faith** and the **tone of irony in the ending**.
- In the Workbook 2.10–2.12, students struggled with **grammar-based application tasks** like **modals and editing exercises**.
- I will use **more relatable real-life examples, pair work, and IFP slides with visuals** to simplify these ideas.

3. What additional resources or modifications could improve the effectiveness of this lesson in future implementations?

- Use of **IFP panels for visual storytelling**,
- **Prompt cards** for building question-answer skills,
- **Audio readings** to improve comprehension, and
- Inclusion of **real-life letter samples and grammar puzzles**.

4. How well did I adjust my teaching based on student reactions or unforeseen challenges?

- When I noticed students were confused by Lencho’s logic, I **paused and used a simple roleplay** to explain faith vs. reason.
- I also **changed group formations** when some weren’t participating and **simplified tasks** during workbook grammar sessions.
- Overall, I was **flexible** and adapted activities to match learners’ pace and understanding.

TEACHER NOTES:

- **Lesson Focus:** Reading comprehension, emotional inference, tone identification, and applied grammar (modals, editing, sequencing).
- **Lesson Objectives Met:** Most students understood the text, responded to the theme of faith and irony, and attempted workbook activities.
- **Challenges Faced:** Some struggled with deeper comprehension and grammar connections.
- **Classroom Management:** Group dynamics worked well after reshuffling.
- **Remedial Strategy:** Extra practice on modals; peer support for grammar; real-life examples.
- **TLM Used:**
 - *Textbook extract and workbook tasks*
 - *IFP Panel for image and tone-based discussion*
 - *Prompt Cards for pair work and oral discussion*
 - *Audio playback for poem rhythm & tone*
- **Suggestions:** Continue to blend visuals, stories, and real-life links. Conduct quick 2-min feedback activities after each section.
- **To encourage better participation,** I will continue using question prompts, think-pair-share, and mixed-ability pairing. These strategies helped most learners engage actively, though a few still needed more support. Next time, I will offer simpler prompts and use visual cues to support hesitant learners.
- **To support slower learners,** I will slightly slow the pacing and insert quick formative checks (like thumbs up/down or exit slips) after each main idea. This will help me address confusion early and re-teach if needed.

- **To enhance student understanding**, I plan to blend visuals, short stories, and real-life examples more consistently. These strategies worked well with the poem and prose texts, especially for visual and auditory learners.
- **To improve recall and reflection**, I will conduct quick 2-minute feedback activities (oral or written) after each major section. This will give students a chance to summarise and clarify their learning immediately.
- **To promote higher-order thinking**, I will continue using open-ended questions and encourage students to relate the text to their lives, especially in poetry discussions. Next time, I will allot time for peer questioning or small group sharing.
- **In workbook tasks**, students performed better with guided support. So, I will integrate brief model answers and scaffolded examples during discussion before assigning independent tasks.

Lesson Diary Table – Unit 3: Two Stories About Flying

Period No.	Type	Date	Activities Conducted During the Teaching	TLM Used	Remarks
3.1	Classroom Teaching – I. His First Flight	17-07-2025	Text reading with explanation; focused on setting, fear of flying, and parental support	Flashcards, blackboard illustrations	Students enjoyed storytelling
3.2	Comprehension & Discussion	18-07-2025	Character analysis; discussion on emotions and moral of the story	Worksheet, group discussion prompts	Good moral connection shown
3.3	Grammar Integration	19-07-2025	Tense practice (past simple); sentence conversion from passage	Grammar chart, passage worksheet	Required peer correction
3.4	Writing Task – Paragraph	20-07-2025	Paragraph writing: “Overcoming Fear”	Sample paragraph, writing frames	Some weak students guided
3.5	Classroom Teaching – II. Black Aeroplane	21-07-2025	Reading and explanation; suspense and mystery; narrator’s confusion	Cloud illustrations, storytelling map	Curiosity maintained well
3.6	Comprehension & Reflection	22-07-2025	HOTS: Imagination vs Reality; peer Q&A, summary drill	Reflection cards, story wheel	Creative thinking observed
3.7	Vocabulary Practice	23-07-2025	Idioms and expressions from the story; usage in context	Vocabulary grid, idiom slips	Students used new words orally
3.8	Listening & Speaking	24-07-2025	Audio clip: flying conversation; speaking: “If I had wings...”	Audio support, cue cards, timer	Active speaking participation
3.9	Workbook – Reading Comprehension	25-07-2025	Practice passage from workbook; MCQs, inference & factual Qs discussion	Worksheet, highlighter, comprehension cards	Focus on skimming & scanning

Period No.	Type	Date	Activities Conducted During the Teaching	TLM Used	Remarks
3.10	Workbook – Vocabulary & Word Usage	26-07-2025	Contextual vocabulary tasks; synonyms, antonyms, word forms; word-map activity	Word wall cards, pocket dictionary	Students participated well
3.11	Workbook – Grammar Focus (Tenses & Modals)	28-07-2025	Error correction, gap-filling exercises from workbook; tense–modals usage in situational tasks	Grammar strips, tense timeline chart	Needed extra reinforcement
3.12	Workbook – Editing & Omission	29-07-2025	Step-by-step editing drills; omission clues; peer review of mini paragraphs	Editing rule chart, peer check cards	Improvement in proofreading
3.13	Workbook – Listening & Speaking	30-07-2025	Audio story with pause-and-predict; speaking prompts on fear & courage; dialogue role play	Audio clips, cue cards, recording app	Speaking confidence improved
3.14	Workbook – Writing & Project	31-07-2025	Guided paragraph writing on ‘Courage’; project planning (design a flying-themed comic panel or diary page)	Graphic organiser, model comic samples	Good expression and creativity

1. What were some of the specific strategies that I used to encourage participation? How effective were they? What will I do differently next time?

- **Strategies Used:**
 - *Brainstorming personal experiences* (fear, mystery, emotional loss)
 - *Mimicry & roleplay* (How to Tell Wild Animals, The Midnight Visitor)
 - *Peer summarisation and prediction tasks*
 - *Creative expression tasks* (drawing, comic strips, metaphors)
- **Effectiveness:**
 - Students showed *high engagement*, especially in action-based and mystery-solving tasks.
 - Peer activities strengthened comprehension and bonding.
- **Improvement for Next Time:**
 - Include *more structured speaking tasks* (turn-based speaking, mini-presentations) for shy learners.
 - Use *instant anonymous polls or quick quizzes* to involve quiet students.

2. Were there any concepts or activities that students found particularly difficult? How will I adapt my approach to address these difficulties in the next lesson?

- **Challenges Faced:**
 - *Understanding abstract ideas* like metaphor in "The Ball Poem"
 - *Maintaining timeline clarity* in "The Black Aeroplane"
 - *Spy vocabulary and inference-building* in "The Midnight Visitor"

- **Adaptations for Next Lesson:**

- Use *real-life visuals, metaphors with objects*, and relatable losses to teach abstract poetry.
- Provide *storyboards or timelines* before suspense stories.
- Pre-teach *spy-related vocabulary* using flashcards and matching games.

3. What additional resources or modifications could improve the effectiveness of this lesson in future implementations?

- **Suggested Resources:**

- *Interactive timelines and audio clips* for suspense stories
- *Digital metaphor posters* with visual triggers
- *Peer-led vocabulary journals* for theme-based words
- *Quick-response speaking games* using dice, flashcards, or apps

- **Modifications:**

- Group learners by *strength zones* (readers, writers, performers).
- Include *student-led sessions* (e.g., student explains stanza or character) to build ownership.

4. How well did I adjust my teaching based on student reactions or unforeseen challenges?

- **Observations & Response:**

- When confusion arose (e.g., mystery in “The Black Aeroplane”), I *reorganised group discussions into clue-mapping charts*.
- Upon noticing low energy in grammar tasks, I *switched to a mini-quiz game mode* mid-lesson.
- Adjusted time allocations depending on the pace of emotional engagement (especially during “The Ball Poem”).

- **Result:**

- Adaptability helped *restore focus, increased participation, and improved emotional understanding*.

TEACHER NOTES (UNIT 3: TWO STORIES ABOUT FLYING)

1. The unit focused on themes of courage, fear, quick thinking, and imagination.
2. Students connected well with real-life examples of facing fear and showing bravery.
3. Strategies like prediction games, comic strip sequencing, and clue-based questions were used.
4. Peer summarising and roleplay were used to boost student speaking and engagement.
5. Difficult words like “nonchalant”, “menace”, and “crafty” were introduced through flashcards.
6. Some students struggled with abstract thinking in *The Black Aeroplane*.
7. To overcome this, we used timeline cards and audio clips to reinforce events.
8. The Ball Poem was handled orally; its theme of loss was linked to personal experiences.
9. Speaking tasks included story retelling and dramatic scenes from *The Midnight Visitor*.
10. Writing work included diary entries, newspaper reports, and comic script creation.

11. Grammar was taught through reported speech tasks and modals in real-life contexts.
12. Editing and vocabulary practice used context-rich exercises from the textbook.
13. Listening involved a dramatic reading followed by comprehension questions.
14. Visual aids and cooperative group tasks improved student participation and understanding.
15. Next time, more visual metaphors and pre-reading tools will be added for better clarity.