

6th class**June 2025**

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
1.1	Reading Comprehension and Elements of a plot	Hook, experience, reflection; model reading of paras 1-3 of "Who Did Patrick's Homework?"; explicit teaching of story elements (character, setting, plot) using a flowchart; CFU questions; group work with a passage analysis; independent work with multiple-choice questions from the textbook.	Textbook, whiteboard, markers, chart paper.	Students will be able to describe the elements of a story and demonstrate their understanding through discussion and a short passage analysis.
1.2	SIP- Reading comprehension and Elements of a plot	Recap of the previous class; students write down the three elements of a story based on the chapter, aided by a provided image of a story structure castle.	Textbook, worksheet, images of story structure.	Students demonstrated recall of story elements and applied them to the text.
1.3	Reading Comprehension and Elements of a plot	Hook activity using an image; explicit teaching of prediction using a flowchart; model reading of paras 4-6 of the story; CFU questions; group work with a passage to make predictions; independent work with a passage analysis.	Textbook, whiteboard, markers, images, charts.	Students were able to make predictions based on textual clues and their prior knowledge.

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
1.4	SIP- Reading and Writing	Recap of the previous class on prediction; teacher reflects on predictions made; students complete a worksheet on making predictions.	Worksheet.	Students practiced making educated guesses based on given information.
1.5	Reading and Writing	Recap of the story; hook activity using a picture of a flying carpet; model reading of paras 7-10 of the story; supportive reading and discussion of major events using a flowchart; CFU questions; group work analyzing a passage for major events; independent work rearranging events from a story.	Textbook, pictures, flowchart, worksheet.	Students identified major events and their role in creating plot conflicts and solutions.
1.6	Reading and Writing	Hook activity with a rhyming word game on the board; explicit teaching on identifying rhyming words in a text; discussion of how authors use rhymes; CFU questions; group activity creating rhyme-based stories; independent work analyzing a poem for rhyming pairs.	Textbook, whiteboard, rhyming word list, poem.	Students identified and used rhyming words for creative expression.
1.7	SIP- Vocabulary and Grammar	Recap of the use of rhymes; discussion on the role of rhymes in language; students list rhymes from the lesson and complete an attached worksheet.	Worksheet.	Students recalled the importance of rhymes and completed the assigned exercises.

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 a variety of strategies including hook activities, small group discussions, and interactive games like the rhyming word game . These seemed effective as students were actively engaged and contributed to discussions. The group activities allowed quieter students to share their ideas within a smaller setting before presenting to the whole class . Next time, I will try to incorporate more movement-based activities to cater to kinesthetic learners, particularly during the language arts segments.

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?

Some students struggled with identifying the plot and making predictions without a clear visual aid, even after the flowchart was introduced. They found it challenging to differentiate between a simple detail and a major event that drives the story forward. To address this, I will use a more scaffolded approach, perhaps starting with very short, simple stories and asking them to identify the plot points before moving to the more complex main text. I will also provide a checklist of what constitutes a "major event."

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

Using graphic organizers for story elements would be a helpful visual aid for students to map out characters, settings, and plots . For the poetry section, playing audio of poems being read aloud would help students grasp rhythm and intonation more effectively than just hearing me read . I could also use a digital tool to create interactive activities where students can drag and drop words to form rhyming pairs or unscramble sentences.

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

I noticed during the initial reading that some students were underlining many words they considered "difficult" even when they were not core vocabulary. I adjusted my approach by explicitly defining a word wall and emphasizing that we would only focus on a few key words at a time to avoid overwhelming them . I also adapted the small group work to be more structured, providing clear roles for each student (e.g., note-taker, presenter) to ensure all members participated meaningfully .

July 2025

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
1.1	Reading Comprehension and Elements of a plot	Hook, experience, reflection; model reading of paras 1-3 of "Who Did Patrick's Homework?"; explicit teaching of story elements (character, setting, plot) using a flowchart; CFU questions; group work with a passage analysis; independent work with multiple-choice questions from the textbook.	Textbook, whiteboard, markers, chart paper.	Students will be able to describe the elements of a story and demonstrate their understanding through discussion and a short passage analysis.
1.2	SIP- Reading comprehension and Elements of a plot	Recap of the previous class; students write down the three elements of a story based on the chapter, aided by a provided image of a story structure castle.	Textbook, worksheet, images of story structure.	Students demonstrated recall of story elements and applied them to the text.
1.3	Reading Comprehension and Elements of a plot	Hook activity using an image; explicit teaching of prediction using a flowchart; model reading of paras 4-6 of the story; CFU questions; group work with a passage to make predictions; independent work with a passage analysis.	Textbook, whiteboard, markers, images, charts.	Students were able to make predictions based on textual clues and their prior knowledge.

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
1.4	SIP- Reading and Writing	Recap of the previous class on prediction; teacher reflects on predictions made; students complete a worksheet on making predictions.	Worksheet.	Students practiced making educated guesses based on given information.
1.5	Reading and Writing	Recap of the story; hook activity using a picture of a flying carpet; model reading of paras 7-10 of the story; supportive reading and discussion of major events using a flowchart; CFU questions; group work analyzing a passage for major events; independent work rearranging events from a story.	Textbook, pictures, flowchart, worksheet.	Students identified major events and their role in creating plot conflicts and solutions.
1.6	Reading and Writing	Hook activity with a rhyming word game on the board; explicit teaching on identifying rhyming words in a text; discussion of how authors use rhymes; CFU questions; group activity creating rhyme-based stories; independent work analyzing a poem for rhyming pairs.	Textbook, whiteboard, rhyming word list, poem.	Students identified and used rhyming words for creative expression.
1.7	SIP- Vocabulary and Grammar	Recap of the use of rhymes; discussion on the role of rhymes in language; students list rhymes from the lesson and complete an attached worksheet.	Worksheet.	Students recalled the importance of rhymes and completed the assigned exercises.

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
1.8	Reading and Writing (Phrases)	Hook activity with images and descriptive words; explicit teaching of adjectives and their purpose using examples; CFU questions; group game of "Adjective Charades"; independent work completing a paragraph with adjectives.	Pictures, word slips, paragraph worksheet.	Students identified adjectives and demonstrated their use to add detail to writing.
1.9	Vocabulary & Grammar	"Rapid Fire Vocab Round" game; discussion of strategies used in the game; model reading and supportive reading of an unseen passage; explicit teaching of summarization by breaking down the passage; CFU questions; group work summarizing a passage; independent work with multiple-choice questions.	Vocabulary word list, passage worksheet, unseen passage.	Students practiced defining and using vocabulary words, and summarizing texts effectively.

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 utilized interactive games like "Adjective Charades" and "Rapid Fire Vocab Round" . These were highly effective as they gamified learning and encouraged even shy students to participate in a fun way. I also consistently used a mix of individual, pair, and group work, which ensured different learning styles were addressed and provided a safe space for students to share ideas. Next time, I will introduce a "pass" option in the rapid-fire round to keep the pace and reduce pressure on students who may need more time to think.

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?

Some students struggled with the concept of summarization, often including too many minor details from the passage instead of focusing on the main idea . To help them grasp this, I will dedicate a session to practicing a simple "who, what, when, where, why" framework for finding the core components of a story before writing the summary. I will also provide model examples of good and bad summaries and ask them to identify the differences.

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

For the grammar section on adjectives, using a digital tool or a physical chart with different categories (e.g., color, size, shape, feeling) would help students organize their thoughts and recall a wider range of vocabulary . For vocabulary, showing a short video or a series of pictures for each new word would provide a stronger contextual understanding than just my verbal explanation .

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

During the vocabulary round, I noticed that some students felt discouraged when they couldn't answer quickly. I adapted by allowing the next student in line to try the same word, giving everyone a chance to earn points and keeping the game moving smoothly . When explaining summarization, I used the mother tongue judiciously to clarify complex ideas, which immediately helped some students connect with the concept more easily.

August 2025

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
1.1	Reading Comprehension and Elements of a plot	Hook, experience, reflection; model reading of paras 1-3 of "Who Did Patrick's Homework?"; explicit teaching of story elements (character, setting, plot) using a flowchart; CFU questions; group work with a passage analysis; independent work with multiple-choice questions from the textbook.	Textbook, whiteboard, markers, chart paper.	Students were able to describe the elements of a story and demonstrate their understanding through discussion and a short passage analysis.
1.2	SIP- Reading comprehension and Elements of a plot	Recap of the previous class; students write down the three elements of a story based on the chapter, aided by a provided image of a story structure castle.	Textbook, worksheet, images of story structure.	Students demonstrated recall of story elements and applied them to the text.
1.3	Reading Comprehension and Elements of a plot	Hook activity using an image; explicit teaching of prediction using a flowchart; model reading of paras 4-6 of the story; CFU questions; group work with a passage to make predictions; independent work with a passage analysis.	Textbook, whiteboard, markers, images, charts.	Students were able to make predictions based on textual clues and their prior knowledge.

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
1.4	SIP- Reading and Writing	Recap of the previous class on prediction; teacher reflects on predictions made; students complete a worksheet on making predictions.	Worksheet.	Students practiced making educated guesses based on given information.
1.5	Reading and Writing	Recap of the story; hook activity using a picture of a flying carpet; model reading of paras 7-10 of the story; supportive reading and discussion of major events using a flowchart; CFU questions; group work analyzing a passage for major events; independent work rearranging events from a story.	Textbook, pictures, flowchart, worksheet.	Students identified major events and their role in creating plot conflicts and solutions.
1.6	Reading and Writing	Hook activity with a rhyming word game on the board; explicit teaching on identifying rhyming words in a text; discussion of how authors use rhymes; CFU questions; group activity creating rhyme-based stories; independent work analyzing a poem for rhyming pairs.	Textbook, whiteboard, rhyming word list, poem.	Students identified and used rhyming words for creative expression.
1.7	SIP- Vocabulary and Grammar	Recap of the use of rhymes; discussion on the role of rhymes in language; students list	Worksheet.	Students recalled the importance of rhymes and

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		rhymes from the lesson and complete an attached worksheet.		completed the assigned exercises.
1.8	Vocabulary and Grammar	Hook activity with simple actions broken into parts; explicit teaching of Subject-Verb-Object (SVO) order using examples; CFU questions; group work arranging word cards to form sentences; independent work unscrambling sentences and labeling SVO.	Word cards, whiteboard, markers.	Students learned to identify and construct grammatically correct sentences using SVO order.
1.9	Vocabulary and Grammar	Explicit teaching of active and passive voice using examples and a table; CFU questions; group game "Active Tag Team Race"; independent work unscrambling sentences and identifying active/passive voice.	Active/passive voice table, sentence prompts.	Students learned to differentiate between active and passive voice and convert sentences.
1.10	Vocabulary and Grammar	Recap of active/passive voice; students complete a worksheet on active/passive voice.	Worksheet.	Students reinforced their understanding of active and passive voice.
1.11	A House, A Home	Hook activity writing five-word poems; explicit teaching of the poem's first stanza using model and echo reading; discussion of physical features of a house and rhyming pairs; CFU questions; group work writing	Poem text, whiteboard, markers.	Students identified poetic structure and rhyming in the poem, and expressed creativity through writing.

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
		poems about a structure; independent work writing a poem.		
1.12	A House, A Home	Model and echo reading of the poem's second stanza; discussion on the difference between a house and a home; group work expanding on previous poems by adding emotional meaning; independent work analyzing a poem and answering questions.	Poem text, student poems, worksheet.	Students learned to interpret a poem's central theme and emotional meaning.
1.13	A House, A Home	Student Independent Practice: Recap of the poem's structure and theme; students complete questions from the textbook.	Textbook.	Students demonstrated comprehension of the poem's concepts by answering textbook questions.
1.14	Supplementary Reader - A Tale of Two Birds	Reading and discussion of the supplementary reader.	Supplementary reader.	Students engaged with the supplementary text.

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 a variety of strategies to promote participation, including a quick-paced "who, what action, what received the action" game for SVO , a competitive "Active Tag Team Race" for voice conversions , and creative writing prompts like composing

poems about a house . These were largely successful in getting students excited about grammar concepts that might otherwise be dry. The writing prompts especially encouraged creativity and personal connection to the material . Next time, for the SVO game, I will have a visual representation of a sentence with blank spaces to fill in, making it more interactive for all students simultaneously.

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?

Some students found it difficult to grasp the concept of "active" and "passive" voice, especially identifying the subtle differences in sentence structure without the subject performing the action . The group work with scrambled sentences helped, but a few students still confused the roles of the subject and object. I will adapt my approach by dedicating more time to direct teaching with visual aids, using color-coded cards or a flowchart to represent the subject, verb, and object in both active and passive sentences. We will also practice converting a few key sentences together as a class before moving to independent work.

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

For the Active/Passive voice lesson, providing a laminated table for each group with examples of each tense in both active and passive form would be a great resource for quick reference during activities . This would allow them to self-check and build confidence. Also, for the poetry lesson, incorporating music or a rhythmic beat (e.g., clapping) when discussing rhyming words would make the abstract concept of rhythm more tangible and fun .

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

During the poetry lesson, when discussing the difference between a house and a home, many students initially focused only on the literal, material aspects . I adjusted my questioning to be more open-ended and personal, asking them to describe a place that feels like "home" to them and why . This shift encouraged them to think more about the emotional and relational aspects of the poem, leading to a much richer discussion. I also noticed that the unscrambling sentences activity was a great

opportunity for peer teaching, and so I encouraged students to explain their correct answers to their partners, turning it into a collaborative learning moment .

September 2025

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
2.1	Reading comprehension	Hook with animal images; explicit teaching of character traits and motivations using examples; model and supportive reading of "How the Dog Found Himself a New Master!"; CFU questions; group work creating a "Character Web"; independent work answering true/false questions based on a passage.	Animal images, whiteboard, chart paper, passage worksheet.	Students identified and analyzed character traits and motivations in the story.
2.2	Reading comprehension	Recap of the story; model and supportive reading of paras 3-4; discussion of new characters and similarities/differences using a Venn diagram; CFU questions; group work creating a Venn diagram to compare characters; independent work with a comparison table.	Textbook, Venn diagram template, passage.	Students learned to compare and contrast characters based on their traits, motivations, and actions.
2.3	Reading comprehension	Recap of the story; discussion on how character motivation drives the plot; explicit teaching of making predictions based on character actions; CFU questions; group work drawing scenarios based on prompts; independent work predicting an alternate ending for a fable.	Passage, prompts, drawing paper.	Students made predictions about the story's direction based on character traits and motivations.

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2.4	Reading comprehension	Recap of the story; model and supportive reading of paras 8-10; explicit teaching of plot structure (beginning, middle, end) using a flowchart; CFU questions; group work identifying plot structure in a movie; independent work answering questions about a fable.	Plot structure flowchart, fable passage.	Students identified action, conflict, and resolution in a story.
2.5	Reading comprehension	Recap of the plot and characters; explicit teaching of the story's theme; discussion of character development and how it leads to the theme; CFU questions; group work identifying themes in fables; independent work analyzing a passage for its theme.	Fable passages, worksheet.	Students identified the central theme of a story and supported it with textual evidence.
2.6	Reading and Writing	Explicit teaching of key vocabulary words from the text (Master, Hunger, Fierce, Wage, Sly) using definitions and examples; silent and guided reading of the text; group work identifying vocabulary words in the text; independent work with multiple-choice and short-answer questions.	Vocabulary list, textbook.	Students used new vocabulary words and demonstrated comprehension of a given passage.

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 visual aids like animal images and a Venn diagram to engage students. The group drawing activity where students had to draw stick-figure scenarios was particularly effective as it encouraged creative and non-verbal participation . The reading buddies strategy for fluency also worked well, as it provided peer-to-peer support for students who needed it most . In the future, I would like to integrate digital storytelling tools where students can animate their own short fables to showcase their understanding of character and plot.

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?

Some students struggled to distinguish between a character's "trait" and a temporary "emotion" or "reaction" . They would often label "nervous" or "excited" as a trait rather than a transient feeling. I will adapt by dedicating more time to this specific distinction. I'll present a list of both traits and emotions and have students work in pairs to categorize them, explaining their reasoning for each. For instance, we will discuss that while a character might feel nervous in a situation, their underlying trait might be caution.

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

Using a graphic organizer that maps the cause-and-effect relationship in the story would be very helpful. For example, explicitly drawing out how the dog's desire for a stronger master (cause) leads him to leave the wolf (effect) . I could also use short video clips of fables or cartoons to reinforce the concepts of character traits, motivations, and plot structure, making it more engaging for visual learners.

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

When introducing the concept of plot structure, a few students found the chart with "Rising Action" and "Resolution" a bit abstract . I immediately adjusted by asking them to apply the structure to a well-known movie or cartoon they all knew, like a Chotta Bheem or Tenalirama episode. This shift grounded the abstract concept in a familiar context, and they were able to identify the beginning, middle, and end of the story much more easily. I then used their successful examples to re-explain the concept in a more relatable way.

October 2025

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
3.1	Reading comprehension	Hook activity with descriptive prompts; explicit teaching of setting using guiding questions (location, time, environment); model reading of paras 1-2 of "Taro's Reward"; CFU questions; group work describing a setting from an image; independent work drawing and describing a setting from a story.	Descriptive prompts, drawing materials, images.	Students learned to identify and describe the setting of a story.
3.2	Reading comprehension	Recap of the previous class; model and supportive reading of paras 3-5; discussion of how a character's motivation and actions relate to the setting; CFU questions; group work altering a story's setting; independent work identifying setting features in a passage.	Textbook, prompts for new settings, worksheet.	Students analyzed the relationship between character and setting.
3.3	Reading comprehension	Model and supportive reading of paras 6-9; explicit teaching of new vocabulary words (Waterfall, Sake, Greedy, Delicious, Kneeling); CFU questions; group work discussing the magical quality of the waterfall; independent work writing a summary of the passage.	Textbook, vocabulary list.	Students used new vocabulary words and demonstrated comprehension of the passage.

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3.4	Reading comprehension	Guided reading of paras 10-13; discussion of Taro's character traits (curious, generous, resourceful, respectful, honest); explicit teaching of identifying the central theme of a story; CFU questions; group work creating posters on a story theme; independent work answering questions about a passage's theme.	Textbook, chart paper, markers.	Students identified and described the central theme of a story.
3.5	Reading comprehension	Recap of characters, setting, and theme; explicit teaching of the interrelation of these three elements; discussion of how changing one element affects the others; CFU questions; group work analyzing a passage for characters, setting, and theme; independent work answering questions about a passage.	Passage worksheet.	Students analyzed the relationship between characters, setting, and theme.
3.6	Reading comprehension	Hook activity with tongue twisters; explicit teaching of consonants and vowels; CFU questions; group work with a video on tongue twisters; independent work completing a worksheet.	Tongue twister phrases, video.	Students practiced pronunciation and improved fluency.

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
3.7	Reading comprehension (Poem)	Hook activity with apology scenarios; explicit teaching of the poem "The Quarrel" using model and echo reading; discussion on the theme of conflict and resolution; CFU questions; group work on a conflict reflection activity; independent work answering questions about the first stanza.	Scenarios, poem text.	Students identified the theme and emotions conveyed in the poem.
3.8	Reading comprehension (Poem)	Recap of the poem; explicit teaching of conflict and resolution in the second stanza; discussion on how the two stanzas complete the story; CFU questions; group work creating a conflict/resolution table; independent work drawing a conflict scenario.	Poem text, whiteboard, chart paper.	Students identified conflicts and resolutions in the poem and related them to personal experiences.
3.9	Grammar	Hook with a grammar game; explicit teaching of the eight parts of speech and their relationships; CFU questions; group work modifying sentences with different parts of speech; independent work identifying parts of speech in a passage.	Word cards, passage worksheet.	Students learned to differentiate between commonly used parts of speech.
3.10	Grammar	Recap of parts of speech; explicit teaching of the relationship between different parts of speech (e.g., noun and pronoun); CFU questions; group	Sentence starters, passage worksheet.	Students classified different parts of speech and understood their interrelations.

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
		work with sentence starters; independent work identifying parts of speech in a passage.		
3.11	Grammar	Hook activity with pictures of groups; explicit teaching of collective nouns using examples; CFU questions; group game "Collective Noun Charades"; independent work filling in the blanks with collective nouns.	Images, word slips.	Students identified and used collective nouns in sentences.
3.12	Grammar	Recap of parts of speech and collective nouns; remedial session to reinforce these concepts through definitions and a worksheet.	Worksheet.	Students reinforced their understanding of grammar concepts.
3.13	Grammar	Hook activity adding suffixes to words; explicit teaching of suffixes and how they change word meaning and form; CFU questions; group work completing sentences with suffixes; independent work identifying and converting parts of speech using suffixes.	Words, suffixes, worksheet.	Students learned to identify and demonstrate the use of suffixes.
3.14	Reading and Writing	Hook activity with homonym images; explicit teaching of homonyms and their two types; CFU questions; group work creating sentences and acting out homonyms; independent work filling in blanks with homonyms.	Homonym images and word lists.	Students learned to identify and demonstrate the use of homonyms.

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
3.15	Reading and Writing	Recap of grammar concepts (parts of speech, collective nouns, homonyms); group work with guided reading and identification of grammar concepts in a passage; independent work creating a character profile using specific parts of speech.	Passage from textbook.	Students recalled and demonstrated their understanding of various grammar concepts.
3.16	Supplementary Reader - The Shepherd's Treasure (SR)	Reading of the supplementary reader.	Supplementary reader.	Students engaged with the supplementary text.

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 role-playing activities for both the story and the poem, such as the apology scenarios for "The Quarrel" and the group work on altering the story's setting in "Taro's Reward". These were highly effective, as they allowed students to physically and creatively engage with the material. The "Tongue Twister" game also proved very fun and helped students with articulation without feeling embarrassed. Next time, I would like to extend the role-playing to explore more complex emotional nuances, perhaps by asking students to switch roles and act out a scene from an opposing perspective.

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?

A few students found it challenging to grasp the abstract idea of a "central theme" in the story and especially in the poem. They could identify the main events but struggled to articulate the underlying moral or message. To address this, I will break

down the process into simpler steps. We'll start with a few clear one-sentence morals (e.g., "Don't be greedy") and then match them to very short fables. Then, we can move on to the more complex stories from the textbook.

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

For the "Taro's Reward" lesson, bringing in a small, symbolic object like a pitcher or a block of wood would make the story more tangible for students . For the poem "The Quarrel," incorporating music that reflects the mood changes from conflict to resolution would help students connect with the emotional arc of the poem more deeply . For the grammar lessons, providing a dedicated "Grammar Wall" with different parts of speech, their definitions, and examples would serve as a constant visual reference for students .

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

I noticed during the group activity on "The Quarrel" that some students were hesitant to share personal experiences of arguing with siblings or friends. I immediately adapted the activity by shifting the focus from personal anecdotes to analyzing the emotions expressed in the poem itself. I asked them to discuss how they thought the characters felt, which gave them a safe way to engage with the topic without having to disclose private information. This adjustment ensured everyone could participate comfortably.

November 2025

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
4.1	Kalpana Chawla's Journey: Perseverance, Hard Work, and Achievement	Hook activity naming famous personalities; model and supportive reading of a news report and paras 1-2 of the text; discussion of values like hard work and perseverance; CFU questions; group work unscrambling words related to values; independent work creating a plan to achieve a personal goal.	News report, textbook, jumbled words.	Students identified values from Kalpana Chawla's story and connected them to personal goal-setting.
4.2	Kalpana Chawla's Journey: Perseverance, Hard Work, and Achievement	Model and supportive reading of paras 3-5; explicit teaching of what a biography is; discussion on key biographical details; CFU questions; group work creating a timeline of Kalpana Chawla's life; independent work summarizing her life.	Textbook, biographical passage, timeline template.	Students learned to identify the structure and purpose of a biography and summarize key events.
4.3	Summarizing the understanding about Kalpana Chawla	Model and supportive reading of paras 6-7; discussion of vocabulary words and their use in sentences; summarizing the events of her second mission; CFU questions; group work answering questions about Kalpana Chawla's	Textbook, vocabulary list.	Students reinforced their understanding of Kalpana Chawla's biography by summarizing and applying new vocabulary.

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		journey; independent work writing a diary entry reflecting on her life.		
4.4	Creation of bio-sketches by referring to different resources	Recap of biographical details; explicit teaching on creating a fact sheet for a biographical sketch using Dr. A.P.J. Abdul Kalam as an example; CFU questions; group work filling out a fact sheet for Kalpana Chawla; independent work answering questions about a biographical passage.	Fact sheet template, biographical passage.	Students learned to construct a fact sheet to prepare a biographical sketch.
4.5	Describing tasks astronauts perform in space	Hook activity with a sealed "message from space"; video screening on what astronauts do; discussion of tasks and challenges astronauts face; CFU questions; group work inventing a tool for astronauts; independent work writing a paragraph about astronaut tasks.	Sealed envelope, video clips, drawing paper.	Students described the work of astronauts and understood the challenges of living in space.
4.6	Reflection on remarkable qualities of Kalpana Chawla	Discussion of Kalpana Chawla's qualities (determination, courage, curiosity, perseverance); CFU questions; group work creating a table of her qualities and how to	Whiteboard, table template, worksheet.	Students reflected on Kalpana Chawla's qualities and connected them to their own lives.

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
		apply them personally; independent work completing a worksheet on her qualities.		
4.7	Exploring duty and poetic devices in poetry	Hook activity sorting ideas of beauty; post-model reading discussion of the poem's stanzas and forms of beauty; discussion of imagery; CFU questions; group work identifying beauty in their surroundings; independent work writing a "Beauty Journal."	Poem text, paper, markers.	Students identified different forms of beauty in the poem and practiced descriptive writing.
4.8	Reading and Writing. Key factual details and explanation of purpose	Hook activity extracting key details from a passage; explicit teaching of text purpose (inform, inspire, persuade); discussion of the purpose of Kalpana Chawla's biography; CFU questions; group work analyzing a passage for its purpose; independent work answering questions about a news report.	Passage, textbook.	Students learned to identify key factual details and explain the purpose of a text.
4.9	Extracting key facts, text purpose and English variation	Hook activity with regional English phrases; explicit teaching of differences between British, American, and Indian English; CFU questions; group work completing an exercise on English variations; independent work	Regional phrases, textbook.	Students distinguished between different variations of English.

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
		answering questions about language differences.		
4.10	Practicing formal and informal greetings in conversation	Discussion of salutations (formal vs. informal); explicit teaching of when to use each; group work practicing wishes for different occasions; independent work writing a speech about beauty with appropriate salutations.	Formal/informal greeting table.	Students differentiated between formal and informal greetings and practiced using them.
4.11	Mastering Tenses	Hook activity with a magical time clock; explicit teaching of past, present, and future tenses using a verb as an example; CFU questions; group work sorting sentences by tense; independent work filling in blanks with the correct tense.	Magical clock prop, verb list, sentence cards.	Students identified and used the three main types of tenses.
4.12	Supplementary Reader - Tansen	Reading and discussion of the supplementary reader.	Supplementary reader.	Students engaged with the supplementary text.

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 a range of interactive and engaging strategies, including a hook activity with a "message from space" and an invention task where groups designed tools for astronauts . These were very effective in capturing students' imagination and getting them to participate actively. The use of videos, such as "What Do Astronauts Do?", was also highly engaging. In the future, I

plan to integrate more student-led presentations where they can teach a concept to their peers, fostering leadership and confidence.

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?

Some students had trouble distinguishing between the different forms of English (British, American, Indian) when it came to pronunciation, particularly with words like "schedule" and "tomato" . The auditory differences were harder to grasp than the spelling or vocabulary differences. To adapt, I will incorporate more listening exercises where students hear native speakers from different regions and try to identify the country of origin. We can also practice the pronunciations together as a class.

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

For the biography section, using a large visual timeline on the classroom wall to plot key events in Kalpana Chawla's life would be a powerful learning tool for a more visually oriented class . For the poetry section on "Beauty," a mood board where students collect images and words that represent the different forms of beauty mentioned in the poem (e.g., "sunlight" and "singing") would be an excellent way to consolidate their understanding of imagery.

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

During the "Tenses" lesson, I noticed that students were quickly grasping the simple past, present, and future but struggled when asked to identify the verb forms in more complex sentences. To address this, I used a verb as a base example (e.g., "play") and had them generate a sentence for each tense, allowing them to see the pattern of how the verb changes clearly. This step-by-step approach helped them to build their knowledge from simple to complex structures more successfully.

December 2025

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
5.1	Reading comprehension	Hook activity with the word "compassionate"; model and supportive reading of paras 1-3 of "A Different Kind of School"; discussion of character motivations and the narrator's curiosity; CFU questions; group work analyzing character roles; independent work filling out a character chart.	Word list, textbook, character chart.	Students analyzed character motivations and their contribution to the narrative.
5.2	Reading comprehension	Recap of the story; guided reading of paras 4-6; explicit teaching of prediction based on textual clues and prior knowledge; discussion of the difference between "thought" and "thoughtfulness"; CFU questions; group work with a passage to make predictions; independent work answering questions about predictions.	Passage, whiteboard, charts.	Students learned to make predictions and analyze character dialogues for deeper meaning.
5.3	Reading comprehension	Model and supportive reading of paras 7-8; explicit teaching of summarization by identifying key events; group work summarizing assigned paragraphs; independent work summarizing a passage.	Textbook, summary passage.	Students practiced recalling and summarizing significant events from the text.
5.4	Reading comprehension	Model and supportive reading of paras 9-10; explicit teaching of the central theme of "empathy and compassion"; discussion of how the school's activities teach these values; CFU questions; group work creating	Textbook, scenarios for skits.	Students identified the central theme of the story and connected it to real-life values.

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
		a skit on empathy; independent work writing a journal entry from a new student's perspective.		
5.5	Reading comprehension	Recap of the previous lesson on biographies; explicit teaching on creating a biographical sketch of a fictional character (Miss Beam); CFU questions; group work creating a biographical sketch of the narrator; independent work writing a biographical sketch of Miss Beam.	Biographical sketch template.	Students learned to construct a biographical sketch using key details from the text.
5.6	Reading comprehension	Hook activity blindfolded; guided reading of paras 11-14; discussion of the moral lesson conveyed by the story; CFU questions; group work creating a list of people who help others; independent work designing a new "Special Day."	Kerchiefs, chart paper.	Students understood and interpreted the moral lesson of the story.
5.7	Reading comprehension	Model reading of paras 15-16; analysis of the little girl's dialogue and perspective on the "special day" activities; CFU questions; group work completing a worksheet on character dialogue; independent work analyzing dialogue from the text.	Textbook, worksheet.	Students identified and analyzed the interaction between characters.
5.8	Reading comprehension	Guided reading of para 17; discussion on how the narrator's perspective changes throughout the story; CFU questions; group work mapping the narrator's	Textbook, character map template.	Students examined the development of the narrator's perspective.

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
		emotional changes; independent work writing key learnings from the story.		
5.9	Reading comprehension (Poem)	Hook activity guessing what teachers do after school; post-model reading discussion on the poem's perspective; discussion of imagery and the child's curiosity; CFU questions; group work answering questions from the textbook; independent work writing a paragraph about what they imagine their teacher's life is like.	Poem text, questions from the textbook.	Students reflected on the poem's perspective and interpreted literary elements.
5.10	Reading comprehension (Poem)	Recap of the poem; explicit teaching of poetic devices (imagery and rhetorical questions); CFU questions; group work identifying poetic devices in the poem; independent work writing a short poem using imagery and repetition.	Poem text, whiteboard.	Students identified and interpreted poetic devices.
5.11	Speaking and writing	Discussion of conventional vs. unconventional teaching methods; role-play debate on the two methods; independent work writing a reflection on the debate.	Debate prompts.	Students analyzed and evaluated teaching methods.
5.12	SIP	Students complete exercises from the textbook.	Textbook.	Students practiced their understanding of the concepts learned.

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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 a blindfolded activity as a hook to immerse students in the story's theme of empathy . This was highly effective as it created a powerful, shared experience and directly tied into the moral of the story. The role-play skits were also a hit, allowing students to creatively explore concepts like compassion and leadership. Next time, I will provide more detailed scenarios for the skits to ensure they are even more focused on the specific learning outcomes.

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?

Students found it challenging to differentiate between the simple, continuous, and perfect forms of tenses . While they could identify the three main tenses, applying the different forms proved difficult. I will adapt my approach by creating a visual grammar chart that clearly outlines the rules and provides examples for each tense form. I will also dedicate more time to hands-on activities, such as sentence-building puzzles, where students physically manipulate parts of sentences to form the correct tense.

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

For the grammar section, a digital resource with interactive exercises on tenses would be a great addition. This would allow students to get immediate feedback and practice at their own pace. For the poetry lesson, incorporating a video of a child reciting the poem "Where Do All the Teachers Go?" would help students connect with the innocent tone and perspective more easily .

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

During the debate on teaching methods, some students were hesitant to voice their opinions in the larger group setting. I quickly adjusted by initiating a "fishbowl" activity where a small group discussed in the center while others observed and then rotated to join the discussion . This provided a structured and less intimidating environment for students to share their

thoughts and ensured that everyone had a chance to participate. I also used open-ended questions like, "How would this feel?" to make the discussion less about right or wrong answers and more about personal reflection.

January 2026

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
6.1	Reading comprehension	Hook activity with a picture of a mango tree; explicit teaching of the main idea and key details from Radha's story; discussion of social expectations and Radha's response; CFU questions; group work reflecting on societal norms; independent work writing a journal entry about a personal aspiration.	Picture of a tree, story passage.	Students identified the main idea and character preferences from the story.
6.2	Dolma's Leadership and Inspiring Vision	Discussion of Nasir's story; explicit teaching on motivation and a desire for change; discussion of Dolma's vision for India; CFU questions; group work discussing community problems and solutions; independent work creating a problem-solution table.	Passage on Nasir and Dolma, community problem prompts.	Students analyzed character motivations and reflected on their own leadership potential.
6.3	Students reflect on Character Insights and the Power of Words	Discussion of Rohit's story; personal reflection on interests and dreams; comparison of personal interests with Rohit's; CFU questions; group work watching a travel video and	Passage on Rohit, travel video.	Students connected the character's interests and dreams to their own.

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
		discussing it; independent work writing a paragraph about a personal dream.		
6.4	Respecting Differences, Self-Reflection, and Emotional Management	Discussion of Serbjit's story; identification of emotions and their effect on behavior; meditation activity; CFU questions; group work analyzing Serbjit's emotions; independent work writing a reflection on a time they felt misunderstood.	Passage on Serbjit.	Students analyzed emotions and practiced strategies for emotional management.
6.5	Appreciating Roles and Diverse Intelligence	Recap of all six characters; explicit teaching of personality, interests, and ambitions; CFU questions; group work creating a comparison table for two characters; independent work writing a paragraph comparing themselves to a character.	Character passages, comparison table.	Students compared and contrasted characters based on their unique qualities.
6.6	Student Independent practice	Students complete exercises from the textbook.	Textbook.	Students practiced their understanding of the concepts learned.
6.7	Identifying and Interpreting Poetic Devices	Hook activity expressing a thought without words; explicit teaching of the poem "The Wonderful Words"; discussion of how words give life to thoughts; CFU questions; group work	Poem text, emotion word list.	Students related the poem's ideas to their own experiences with language.

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
		acting out scenarios without words; independent work matching emotions to words/phrases.		
6.8	Identifying and Interpreting Poetic Devices	Recap of the poem; explicit teaching of poetic devices (metaphor and personification) using examples; CFU questions; group work identifying metaphors and personification in the poem; independent work answering questions about poetic devices.	Poem text, whiteboard.	Students identified and interpreted poetic devices in the poem.
6.9	Student Independent practice	Students complete exercises from the textbook.	Textbook.	Students practiced their understanding of the concepts learned.
6.10	Respecting Differences, Self-Reflection, and Emotional Management	Recap of all characters; discussion on hobbies, goals, and values; group work on identifying these in characters and helping a friend; independent work writing a paragraph comparing themselves to a character.	Character profiles, prompts for discussion.	Students learned to respect different hobbies, goals, and values.
6.11	Supplementary Reader - The Wonder Called Sleep (SR)	Reading of the supplementary reader.	Supplementary reader.	Students engaged with the supplementary text.

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
6.12	Supplementary Reader - The Wonder Called Sleep (SR)	Reading of the supplementary reader.	Supplementary reader.	Students engaged with the supplementary text.

Export to Sheets

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 a variety of interactive strategies, such as brainstorming sessions , group discussions about community problems , and creative activities like role-playing scenarios without words . These were very effective in getting students to think critically and express themselves in different ways. The "Thought Sculptures" activity where they personified abstract ideas like "hope" worked particularly well in making a difficult concept accessible and fun . Next time, I will provide more structured prompts for the individual writing tasks to ensure every student has a clear starting point.

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?

Some students found it challenging to differentiate between a simple comparison and a metaphor, especially in the context of the poem . They were able to identify that two things were being compared but struggled to articulate why it was a metaphor rather than a simile. To adapt, I will create a simple a chart listing a few examples of both similes and metaphors, highlighting the use of "like" or "as" in one and the direct comparison in the other . We will spend more time together as a class, converting similes into metaphors and vice versa to solidify their understanding.

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

To make the discussion on emotions and self-management more impactful, I could introduce a short mindfulness video or guided meditation exercise at the beginning of the lesson. This would provide students with a practical tool they can use in real life, directly tying into Serbjit's story . For the poetry section, playing an audio recording of the poem with different dramatic readings would help students interpret the tone and emotional weight of the words more effectively.

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

During the discussion of societal roles and expectations in the "Who I Am" lesson, some students were hesitant to share their own opinions on gender roles . I quickly steered the conversation back to the characters in the text, asking them to analyze Radha's situation first before opening it up to personal reflection. This created a safe space where students could discuss the topic through the lens of a fictional character, making them more comfortable to share their own thoughts later on.

February 2026

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
7.1	Reading comprehension	Hook with a conflict scenario; model and supportive reading of paras 1-4 of "Fair Play"; discussion of main characters and the initial plot; CFU questions; group work identifying characters and the problem; independent work writing a news report on the situation.	Conflict scenario, textbook.	Students identified the main characters and the initial plot of the story.
7.2	Reading comprehension	Model and supportive reading of paras 5-6; discussion on the importance of fairness and integrity in leadership; CFU questions; group work	Textbook, short passage.	Students defended the importance of fairness

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
		analyzing a short passage; independent work evaluating a character's decision.		and integrity in leadership roles.
7.3	Reading comprehension	Recap of the story; discussion of how Algu's fair decision affected his relationship with Jumman; CFU questions; group work re-enacting the panchayat scene; independent work writing a journal entry from Algu's perspective.	Textbook.	Students analyzed how fairness and integrity can affect personal relationships.
7.4	Reading comprehension	Model and supportive reading of paras 9-10; explicit teaching of cause and effect; discussion of the events involving the bullock; CFU questions; group work predicting outcomes of events; independent work writing a letter from a panch's perspective.	Textbook, cause-and-effect chart.	Students analyzed the relationship between cause and effect in the story.
7.5	Reading comprehension	Model and supportive reading of paras 11-14; discussion of Jumman's inner conflict and the phrase "The voice of the Panch is the voice of God"; CFU questions; group work creating a cause-and-effect prediction chain; independent work writing a diary entry from Jumman's perspective.	Textbook, prediction chain template.	Students predicted how a character's emotions and decisions influence an outcome.
7.6	Reading comprehension	Model and supportive reading of paras 15-16; comparison and contrast of Jumman and Algu's behavior before and after becoming judges; CFU	Textbook, comparison table.	Students compared and contrasted the behavior

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
		questions; group work creating a comparison table; independent work writing a comparison paragraph.		of the two main characters.
7.7	Student Independent practice	Students complete questions from the textbook.	Textbook.	Students practiced their understanding of the concepts learned.
7.8	Reading comprehension	Hook activity with pictures of a hawker, gardener, and watchman; model and supportive reading of the poem "Vocation"; discussion of the child's perception of these professions; CFU questions; group work creating a chart to compare child's perception with reality; independent work writing about a dream profession.	Pictures, poem text, chart.	Students identified the central theme of the poem and compared it with their own perceptions.
7.9	Reading comprehension	Recap of the poem; discussion on whether the child's desire for freedom is realistic; CFU questions; group work with role-play; independent work writing a comparison of imagined vs. real life for a profession.	Poem text.	Students expressed their opinion and supported it with evidence from the poem.
7.10	Reading comprehension (Poem)	Hook activity with a sentence using personification; explicit teaching of poetic devices (repetition, imagery, personification); CFU questions; group work identifying poetic devices in the poem;	Sentence, poem text.	Students identified and interpreted poetic devices.

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
		independent work writing a sentence using personification.		
7.11	Student Independent Practice	Students complete questions from the textbook.	Textbook.	Students practiced their understanding of the concepts learned.
7.12	Thinking, Reading and Writing	Hook activity naming roles in society; discussion of societal roles, pressures, and choices using "Fair Play" and "Vocation"; CFU questions; group work discussing roles and expectations; independent work with textbook exercises.	Role cards, textbook.	Students analyzed how characters navigate societal roles.
7.13	Thinking, Reading and Writing	Hook activity with common phrases; explicit teaching of common phrases and their meanings; CFU questions; group work creating a short story using phrases; independent work filling in blanks with phrases.	Phrase list.	Students identified and used common phrases correctly.
7.14	Thinking, Reading and Writing	Hook activity with personal ambitions; discussion of reflective writing, ambition, and societal roles; CFU questions; independent work writing a reflective essay; group work sharing reflections.	Prompts for reflection.	Students engaged in reflective writing about their ambitions and societal roles.

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
7.15	Supplementary Reader- A Pact with the Sun	Reading of the supplementary reader.	Supplementary reader.	Students engaged with the supplementary text.
7.16	Supplementary Reader- A Pact with the Sun	Reading of the supplementary reader.	Supplementary reader.	Students engaged with the supplementary text.

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?

The role-play activity reenacting the panchayat scene was highly effective in engaging students with the story's themes of fairness and justice . It allowed them to embody the characters' internal conflicts and brought the abstract concepts to life. Similarly, the open-ended questions encouraging them to share personal experiences with conflict and decision-making fostered a strong connection to the material. Next time, I would provide a rubric for the role-play to guide students on how to demonstrate fairness and integrity, giving them clearer performance goals.

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?

Some students struggled with the figurative language in the poem "Vocation," particularly with personification . They could identify the line where the gong "sounds ten in the morning," but they couldn't explain how the gong was being given a human-like quality. I will adapt by starting with simpler, more concrete examples of personification, like a "smiling sun" or a "whispering wind," before introducing the more subtle examples in the poem. We will also spend time as a class generating our own personified sentences to ensure they grasp the concept fully.

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

For the "Fair Play" story, a character map showing the relationships between Jumman, Algu, and the aunt would help students track the changing dynamics of their friendships more easily. For the poetry section, incorporating visual aids or illustrations for the professions (hawker, gardener, watchman) would help students better connect with the child's perspective and the imagery of the poem. I could also use a digital tool to create interactive exercises on common phrases, allowing students to practice using them in context.

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

I observed that during the discussion on "Vocation," many students were captivated by the idea of professions that seemed to offer "freedom," like the hawker and the gardener. I adjusted my lesson plan to include a follow-up activity where students had to brainstorm the potential hardships and responsibilities of these jobs, moving them from a naive perception to a more nuanced understanding of work and freedom. This helped them realize that true freedom isn't just about a lack of rules but also about a sense of purpose and a balance of responsibilities.

March 2026

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
8.1	Pre-Reading Activity- Identification of characters	Hook with a hypothetical scenario; explicit teaching of characters and setting from paras 1-3 of "The Banyan Tree"; discussion of the narrator's relationship with nature; CFU questions; group work with a "confidence meter" activity; independent work writing a paragraph about a special place.	Images of animals, story passage.	Students identified characters and the setting of the story and made predictions.
8.2	Understanding Characters and their emotions	Model and supportive reading of paras 4-6; discussion of the narrator's emotional tone and his motivations for spending time in the tree; CFU questions; group work creating a "Tree-Watcher's Diary"; independent work writing a diary entry from the narrator's perspective.	Textbook.	Students recognized the emotional tone of the narrative and understood character motivations.
8.3	Analysis of the impact of Nature on one's personal life	Model and supportive reading of paras 7-9; explicit teaching of building suspense through descriptive language and sentence structure; CFU questions; group work creating a narrative with suspense; independent work rewriting a scene with suspense.	Story passage.	Students analyzed how descriptive language enhances the narrative.

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
8.4	Discussion on the Mongoose and Cobra Fight	Discussion of the detailed fight between the mongoose and cobra; analysis of each animal's strengths and weaknesses; CFU questions; group work filling out a character chart for the animals; independent work writing a paragraph about the most important character in the fight.	Textbook, character chart.	Students comprehended the detailed descriptions of the animal battle.
8.5	Evaluating Action Sequences and Motivations behind Mongoose-Cobra Battle	Comparison of the mongoose and cobra's survival strategies; discussion of who is stronger versus who is cleverer; CFU questions; group work filling out a chart on traits and strategies; independent work completing textbook exercises.	Textbook, chart.	Students understood the sequence of actions and motivations in the battle.
8.6	Finding out Literary Devices	Hook activity imagining a scene; explicit teaching of descriptive language and imagery; CFU questions; group work identifying imagery in different parts of the story; independent work rewriting a sentence with imagery.	Sentence prompts.	Students recognized descriptive language and imagery.
8.7	Summarization of Character and Event Description from ethical perspective	Discussion of summarizing a story from an ethical perspective; practice of summarization by answering key questions; CFU questions; group work arranging and rewriting event strips; independent work with textbook exercises.	Event strips.	Students described characters and events from an ethical perspective.

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
8.8	Mongoose vs Cobra: A Comparison	Model and supportive reading of paras 12-14; detailed analysis of the fight's sequences and strategies; CFU questions; group work with a strategy chart; independent work writing a paragraph about why the mongoose won.	Textbook, chart.	Students composed a few lines about their favorite place based on their reflections.
8.9	Reflection on the Lesson	Discussion on the banyan tree as a place of learning, observation, and personal space; CFU questions; group work with assigned prompts on the tree's significance; independent work writing a paragraph on how the tree influenced the narrator's experience.	Prompts.	Students composed lines about their favorite place based on their reflections.
8.10	Grammar	Hook activity on noun phrases; explicit teaching of noun phrases and subject-verb agreement; CFU questions; group work correcting sentences; independent work writing sentences with noun phrases.	Word lists, sentences.	Students identified noun phrases and subject-verb agreement.
8.11	Grammar	Explicit teaching of modal verbs "would" and "could"; discussion of their use for past habits and abilities; CFU questions; group work rewriting sentences; independent work with textbook exercises.	Sentences, textbook.	Students identified and used modal verbs to describe past habitual actions.

Period No.	Topic Name	Activities Conducted during the teaching	TLM Used	Remarks
8.12	Grammar	Explicit teaching of suffixes; discussion of how they change word meaning; CFU questions; group work matching words with suffixes; independent work identifying words with suffixes in a passage.	Word lists, passage.	Students identified and used suffixes in words and sentences.
8.13-19	Remedial + SIP	Remedial sessions and student independent practice to reinforce concepts from Unit 8.	Worksheets, textbook.	Students worked to solidify their understanding of the unit's content.

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 vivid descriptive language in the hook activities to get students to visualize scenes, such as the banyan tree and the animal fight, which immediately captured their attention . The group work involved creating charts, mind maps, and rewriting narratives, which catered to different learning preferences and promoted collaboration. The "confidence meter" activity was a new and effective way to get students to analyze character traits from a more subtle perspective. Next time, I will integrate more hands-on activities, perhaps involving drawing or crafting, to help reinforce the concepts of imagery and suspense.

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?

Students found it challenging to distinguish between a regular sentence and a noun phrase, often missing the descriptive words that make it a phrase . They also struggled with the nuanced use of modal verbs like "would" and "could" for past habits and abilities. I will adapt by providing more explicit examples and non-examples of noun phrases, and we'll practice identifying

them as a class using a color-coding system. For the modal verbs, I will create a simple a flowchart to help them decide which word to use, based on whether the sentence describes a habit or an ability.

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

For the imagery lesson, bringing in a small sound effect tool or playing recordings of nature sounds would help students connect with the auditory descriptions in the story. For the grammar section, providing a large, reusable chart of noun phrases and a list of common subjects and verbs for students to mix and match would be a great way to reinforce the concepts visually. I will also incorporate short video clips of animal fights in the wild to help students better understand the survival strategies described in the story.

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

I noticed that some students were initially struggling to articulate the motivations behind the animals' actions in the fight. I adjusted by breaking down the fight into small, sequential parts and asking targeted questions about each action, like "Why does the mongoose pretend to move?" . This helped them focus on one event at a time and see the logical progression of the fight, rather than trying to process the entire battle at once. This adjustment made the activity much more manageable and led to a better understanding of the story's central message about strategy and survival.

Class 7 English – Teacher’s Diary (All Units with Notes + Reflections)

Unit 1 – Three Questions / The Squirrel / A Gift of Chappals

Period No.	Concept	Activities Conducted	TLM Used	Remarks
1	Pre-reading	Brainstorming, picture talk	TB, chart	Students curious
2	Prose Reading – Segment 1	Teacher reading, glossary	TB	Attentive
3	Prose Reading – Segment 2	Pair reading, vocab practice	TB	Faced vocabulary issues
4	Prose – Thinking about Text	Q–A, discussion	TB	Engaged
5	Poem (<i>The Squirrel</i>) – Recitation	Teacher + chorus	TB	Enjoyed
6	Poem – Analysis	Stanza meaning, Q–A	TB	Understood easily
7	Supplementary (<i>Gift of Chappals</i>) – Segment 1	Teacher reading	TB	Amused
8	Supplementary – Segment 2	Group reading, Q–A	TB	Empathetic
9	Supplementary – Thinking about Text	Value discussion	TB	Connected

Teacher Notes: Students enjoyed moral values; vocabulary difficult for some.

Reflection Answers:

1. Strategies: brainstorming, group Q–A, chorus recitation → effective. Next time: add role play.
2. Difficulties: abstract moral ideas → will use real-life stories.
3. Resources: flashcards, short kindness video.
4. Adjustment: slowed reading, shifted to group work when hesitant.

Unit 2 – A Gift of Chappals (contd.) / The Rebel / Bringing up Kari

Period No.	Concept	Activities Conducted	TLM Used	Remarks
1	Prose (<i>Chappals</i>) – Segment 3	Teacher reading	TB	Attentive
2	Prose – Segment 4	Silent reading, pair discussion	TB	Emotional
3	Prose – Thinking about Text	Q–A, moral talk	TB	Empathetic
4	Poem (<i>Rebel</i>) – Recitation	Teacher + chorus	TB	Amused
5	Poem – Analysis	Stanza discussion, humour	TB	Enjoyed
6	Supplementary (<i>Kari</i>) – Segment 1	Teacher reading	TB	Curious
7	Supplementary – Segment 2	Group reading, Q–A	TB	Engaged
8	Supplementary – Thinking about Text	Animal care discussion	TB	Connected

Teacher Notes: Students responded emotionally; humour well received; abstract poem ideas tricky.

Reflection Answers:

1. Strategies: humour, role play, recitation → effective. Next time: dramatization.
 2. Difficulties: poem contrasts → simplify with daily-life examples.
 3. Resources: elephant care video, visual aids.
 4. Adjustment: added examples when students confused.
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Unit 3 – Gopal and the Hilsa Fish / The Shed / The Desert

Period No.	Concept	Activities	TLM	Remarks
1	Pre-reading	Brainstorm on festivals, fish	TB, chart	Curious
2	Prose Reading – Segment 1	Teacher reading	TB	Attentive
3	Prose Reading – Segment 2	Group reading, humour	TB	Laughed
4	Prose – Thinking about Text	Q–A, role play	TB	Enjoyed
5	Poem (<i>Shed</i>) – Recitation	Teacher + chorus	TB	Curious
6	Poem – Analysis	Fear discussion	TB	Reflective
7	Supplementary (<i>Desert</i>) – Segment 1	Teacher reading	TB	Attentive
8	Supplementary – Segment 2	Group reading, map	TB, map	Curious
9	Supplementary – Thinking about Text	Factual Q–A	TB	Engaged

Teacher Notes: Prose humour engaged; poem reflective; desert facts tough.

Reflection Answers:

1. Strategies: humour, role play, recitation → very effective. Next: add skit.
2. Difficulties: desert facts → adapt with visuals/maps.
3. Resources: desert images, documentary clips.
4. Adjustment: simplified explanations, extended Q–A.

Unit 4 – The Ashes That Made Trees Bloom / Chivvy / The Cop and the Anthem

Period No.	Concept	Activities	TLM	Remarks
1	Prose – Segment 1	Teacher reading	TB	Reflective
2	Prose – Segment 2	Group reading, glossary	TB	Attentive
3	Prose – Thinking about Text	Q–A, value discussion	TB	Engaged
4	Poem (<i>Chivvy</i>) – Recitation	Teacher + chorus	TB	Related
5	Poem – Analysis	Discussion on commands	TB	Shared experiences
6	Supplementary (<i>Cop & Anthem</i>) – Segment 1	Teacher reading	TB	Amused
7	Supplementary – Segment 2	Group reading	TB	Curious
8	Supplementary – Thinking about Text	Irony discussion	TB	Needed help

Teacher Notes: Students enjoyed humour; irony hard for some.

Reflection Answers:

1. Strategies: value-based discussion effective. Next: add role play.
2. Difficulties: irony → adapt with simple examples.
3. Resources: cartoons, comic strips.
4. Adjustment: explained vocabulary spontaneously.

Unit 5 – Quality / Trees / Golu Grows a Nose

Period No.	Concept	Activities	TLM	Remarks
1	Prose – Segment 1	Teacher reading	TB	Thoughtful
2	Prose – Segment 2	Pair reading, Q–A	TB	Engaged
3	Prose – Thinking about Text	Moral talk	TB	Reflective
4	Poem (<i>Trees</i>) – Recitation	Teacher + chorus	TB	Enjoyed
5	Poem – Analysis	Chart on uses	TB, chart	Engaged
6	Supplementary (<i>Golu</i>) – Segment 1	Teacher reading	TB	Amused
7	Supplementary – Segment 2	Group reading	TB	Curious
8	Supplementary – Thinking about Text	Q–A	TB	Active

Teacher Notes: Values of honesty and nature were absorbed well.

Reflection Answers:

1. Strategies: real-life links effective. Next: add project work.
2. Difficulties: vocabulary → simplify with examples.
3. Resources: nature charts, planting activity.
4. Adjustment: encouraged peer help.

Unit 6 – Expert Detectives / Mystery of the Talking Fan / The Story of Cricket

Period No.	Concept	Activities	TLM	Remarks
1	Prose – Segment 1	Teacher reading	TB	Curious
2	Prose – Segment 2	Group reading	TB	Attentive
3	Prose – Thinking about Text	Q–A	TB	Engaged
4	Poem (<i>Talking Fan</i>) – Recitation	Teacher + chorus	TB	Amused

Period No.	Concept	Activities	TLM	Remarks
5	Poem – Analysis	Q–A on humour	TB	Laughed
6	Supplementary (<i>Cricket</i>) – Segment 1	Teacher reading	TB	Interested
7	Supplementary – Segment 2	Group reading	TB	Excited
8	Supplementary – Segment 3	Timeline activity	TB, chart	Active
9	Supplementary – Thinking about Text	Q–A	TB	Enthusiastic

Teacher Notes: Cricket story very engaging; history part tough.

Reflection Answers:

1. Strategies: humour, prediction games effective. Next: add quiz.
2. Difficulties: cricket history timeline → adapt with visuals.
3. Resources: cricket clips, charts.
4. Adjustment: gave extra discussion time.

Unit 7 – Invention of Vita-Wonk / Dad and the Cat and the Tree / Garden Snake

Period No.	Concept	Activities	TLM	Remarks
1	Prose – Segment 1	Teacher reading	TB	Amused
2	Prose – Segment 2	Pair reading	TB	Curious
3	Prose – Thinking about Text	Q–A, imagination talk	TB	Creative
4	Poem (<i>Dad & Cat</i>) – Recitation	Teacher + chorus	TB	Laughed
5	Poem – Analysis	Humour talk	TB	Enjoyed
6	Poem (<i>Garden Snake</i>) – Recitation	Teacher + chorus	TB	Engaged
7	Poem – Analysis	Q–A on symbolism	TB	Needed support

Teacher Notes: Humour successful; snake poem simplified fear.

Reflection Answers:

1. Strategies: humour, rhyme worked well. Next: add drawing activity.
2. Difficulties: symbolism in poem → will give simpler parallels.
3. Resources: snake awareness video.
4. Adjustment: encouraged shy readers.

Unit 8 – Fire: Friend & Foe / Meadow Surprises / Homage to Brave Soldiers

Period No.	Concept	Activities	TLM	Remarks
1	Prose – Segment 1	Teacher reading	TB	Attentive
2	Prose – Segment 2	Group reading	TB	Needed support
3	Prose – Thinking about Text	Q–A, safety talk	TB	Alert
4	Poem (<i>Meadow Surprises</i>) – Recitation	Teacher + chorus	TB	Enjoyed
5	Poem – Analysis	Nature discussion	TB	Shared observations
6	Supplementary (<i>Brave Soldiers</i>) – Segment 1	Teacher reading	TB	Inspired
7	Supplementary – Segment 2	Group reading	TB	Emotional
8	Supplementary – Thinking about Text	Bravery discussion	TB	Motivated

Teacher Notes: Bravery inspired students; science part tricky.

Reflection Answers:

1. Strategies: Q–A and visuals effective. Next: include demo.
2. Difficulties: science of fire → use experiments.
3. Resources: safety video, posters.
4. Adjustment: slowed down prose pace.

Unit 9 – A Bicycle in Good Repair / If I Were You

Period No.	Concept	Activities	TLM	Remarks
1	Prose (<i>Bicycle</i>) – Segment 1	Teacher reading	TB	Laughed
2	Prose – Segment 2	Pair reading, humour	TB	Enjoyed
3	Prose – Thinking about Text	Q–A	TB	Engaged
4	Drama (<i>If I Were You</i>) – Segment 1	Teacher reading	TB	Curious
5	Drama – Segment 2	Role play, dialogues	TB	Active
6	Drama – Segment 3	Group dramatization	TB	Enthusiastic
7	Drama – Thinking about Text	Q–A, inference	TB	Engaged

Teacher Notes: Drama was most engaging; humour loved.

Reflection Answers:

1. Strategies: role play effective. Next: add costumes.
 2. Difficulties: reported speech in dialogues → more practice needed.
 3. Resources: drama video clips.
 4. Adjustment: extended role play time.
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Teacher's Diary

Class: 8th

Name of the Month: June

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
1.1	Reading Comprehension +The story and its elements	[Date]	Hook (Pre-Reading) to recall historical dates; Echo and Supportive Reading; Group work on historical events' impact.	Text, images of historical events, video of WWI, blackboard.	Students engaged well in pre-reading and group discussions. Need to ensure all groups participate equally in presentations.
1.2	Reading Comprehension +The story and its elements	[Date]	Recap of previous class; Echo and Supportive Reading; Discussion of Christmas truce; Teacher modeling of summarization.	Text, blackboard.	Summarization activity required more scaffolding; used a sample passage to guide students through the process.
1.3	Reading Comprehension	[Date]	Recap of previous class; Echo and Supportive Reading; Discussion of	Text, blackboard.	Concept mapping was effective in helping students visualize the

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
	+The story and its elements		themes (humanity, peace, camaraderie); Teacher-led creation of a concept map.		themes. Group work on this was successful.
1.4	Reading Comprehension +The story and its elements	[Date]	Recap of previous class; Hook activity on finding personal items; Echo and Supportive Reading; Teacher modeling of narrator's journey with a flow chart.	Text, flowchart on blackboard.	Students were able to connect to the hook and understand the narrator's motivations. Flowchart helped visualize the sequence of events.
1.5	Reading Comprehension	[Date]	Recap of previous class; Echo and Supportive Reading; Teacher modeling of interpreting a character through reflective questions (Mrs. Macpherson).	Text, blackboard.	Character interpretation required deep thinking; some students needed extra prompts to move beyond literal understanding.

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
1.6	SIP	[Date]	Students answered questions from the textbook's "Working with the text" section and identified sentences related to quotations.	Textbook.	This was a good check for independent comprehension. Paired stronger readers with slower readers to provide peer support.
1.7	Working with Language (Verbs)	[Date]	Hook with an image of time travel; Teacher modeled past simple and past perfect tense using a concept map; Group work on converting sentences.	Text, concept map on blackboard.	Visuals for the grammar concepts were helpful. Group work was a successful way to practice conversion rules.
1.8 & 1.9	Working with Language (Noun Phrases and adjectives)	[Date]	Hook with a word search to identify verbs; Teacher introduced phrasal verbs and noun phrases; Group work on defining and using them in sentences.	Text, word list on blackboard, dictionary.	The Phrasal Verb Game Show Charades game was a fun and effective way to practice. Students enjoyed the interactive activity.

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
1.10	Speaking and listening	[Date]	Hook on conflict resolution; Discussion of peaceful methods versus war; Group debate on the prompt, "If wars are the only way to resolve the conflicts."	Text, blackboard.	Debate activity encouraged critical thinking and public speaking. Students were able to express their views with justification.
1.11	Ant and the Cricket (Poem)	[Date]	Hook with a short story about an unprepared student; Echo and Supportive Reading of the poem; Teacher modeled rephrasing figurative language.	Text, blackboard, pictures of an ant and cricket.	The rephrasing activity helped students understand poetic language. Some needed more practice with identifying figurative speech.
1.12	Ant and the Cricket (Poem)	[Date]	Recap; Echo and Supportive Reading; Teacher-led creation of a Venn diagram to compare	Text, Venn diagram on blackboard.	The Venn diagram was a great visual aid for comparing characters. Students found it easy to identify the traits.

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
			and contrast the ant and cricket.		
1.13	SIP	[Date]	Students completed a worksheet on poem comprehension and language from the textbook.	Worksheet.	Independent practice allowed me to assess individual understanding of the poem and its themes.

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 interactive activities like a discussion based on historical images, a narrative summarization exercise, and a concept mapping activity to encourage participation. These strategies were very effective as they catered to different learning styles and prompted students to think critically and engage with the material beyond simple knowledge recall. Next time, I will ensure a more even distribution of speaking opportunities within group presentations to encourage participation from quieter 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?

Students found the summarization and figurative language analysis challenging. To address this, I used a structured approach with a sample passage for summarization to model the process step-by-step. For figurative language, I'll provide more examples and scaffold the rephrasing process in future lessons.

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

Incorporating short video clips and images related to the historical context was very effective. In the future, I could use more interactive online tools for collaborative activities like mind mapping or virtual tours to enhance student engagement.

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

I adjusted my approach by providing extra scaffolding during the summarization activity when I noticed students struggling. I also used an image of the ant and the cricket to gauge prior knowledge, which helped me tailor the introduction of the poem to their existing understanding.

June

Teacher Notes:

The introduction using a national calendar and historical dates worked well to set the context for "The Best Christmas Present in the World". Students responded positively to connecting the story's dates with known historical events. The use of a visual concept map for the lesson plan helped organize the learning objectives and teaching strategies for both the story and the poem, "The Ant and the Cricket". The mix of Echo and Supportive Reading strategies proved effective in helping students with difficult vocabulary and comprehension⁴. I need to focus on encouraging more active participation from all students during group discussions and presentations. The lesson on past forms of verbs using a concept map was successful⁵. The interactive game for phrasal verbs was a great way to make grammar engaging⁶. I will be more mindful of timing to ensure all activities are completed thoroughly.

Teacher's Diary Class:

8th

Name of the Month: July

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
2.1 & 2.2	Reading Comprehension	[Date]	Hook with riddles on natural disasters; Teacher explained a tsunami using a video and map; Group activity to analyze an image using the observation-analysis-reflection pyramid.	Text, video, map of Andaman and Nicobar Islands, disaster images.	The image analysis pyramid was highly effective. Students engaged deeply with the visuals and articulated their observations clearly.
2.3 & 2.4	Reading Comprehension	[Date]	Recap; Echo and Supportive Reading of Part 1 stories; Teacher modeled summarization of Ignacious's story using a plot structure graph; Group work on summarizing other stories.	Text, plot structure graph on blackboard.	Breaking the stories into a plot structure helped students identify key events. Group work was productive in summarizing complex narratives.

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
2.5 & 2.6	Reading Comprehension	[Date]	Recap; Hook on applying school knowledge in real life; Echo and Supportive Reading of Tilly Smith's story; Teacher-led discussion on the story's themes.	Text, blackboard.	Students connected well to the idea of "Knowledge as Power." Discussion on the author's perspective for including the story was insightful.
2.7 & 2.8	Reading Comprehension	[Date]	Recap; Echo and Supportive Reading of animal behavior section; Teacher-led discussion on why animals sense disasters before humans; Group poster activity on monitoring animal behavior.	Text, images of animals, chart paper, markers.	The poster activity was a creative way to reinforce the lesson. Students enjoyed researching and presenting their findings.
2.9	SIP	[Date]	Students worked on questions from the textbook's "Working with	Text, worksheet.	Independent work allowed me to check for individual

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
			the text" section and a provided worksheet.		comprehension of all three parts of the lesson.
2.10 & 2.11	Working with Language (Active and Passive Voice)	[Date]	Hook with image of a girl kicking a ball; Teacher modeled conversion rules using a 5-step process and a diagram; Group game to convert sentences.	Text, image of girl, diagrams on blackboard.	The game was a fun, competitive way to practice. Students quickly grasped the concept of shifting focus from doer to receiver.
2.12 & 2.13	Speaking and Writing (Diary)	[Date]	Hook on having a "diary" as a friend; Teacher modeled writing a diary entry and narrating an anecdote using a structured approach.	Text, blackboard.	Students found the anecdote writing prompt relatable. Role-playing different characters for diary entries sparked 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?

I used riddles about natural disasters to activate prior knowledge and an image analysis pyramid to structure student observations and interpretations. These were highly effective as they were engaging and provided a clear framework for thinking. In the next lesson, I will try to assign specific roles within the image analysis groups to ensure that every student contributes equally.

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?

Some students struggled with the nuances of active and passive voice. To address this, I used a fun, competitive game in the next lesson to provide repeated practice in a low-stress environment.

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

The use of a video to explain a tsunami was very impactful. In the future, providing more visual aids, like infographics about disaster preparedness, could further enhance the lesson.

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

I adapted my teaching by using a plot structure graph to help students summarize the stories in a more organized way after observing some initial difficulties. I also adjusted the pacing of the class to allow for a more in-depth discussion on Tilly Smith's story, as students were particularly engaged with the themes of knowledge and preparedness.

July

Teacher Notes:

The introduction to "The Tsunami" using riddles on natural disasters was effective in engaging students from the start⁷. The image analysis activity using the observation-analysis-reflection pyramid was a highly successful strategy for visual comprehension⁸. This framework allowed students to systematically interpret a complex image of a disaster's aftermath⁹. The plot structure graph helped students summarize the personal stories from the tsunami more clearly¹⁰. I should continue to use such visual aids for complex topics. The group poster activity on monitoring animal behavior for disaster preparedness was a creative way to apply the lesson's concepts¹¹. The lesson on Active and Passive voice

was well-received, and the game helped solidify the concepts. Some students still need extra practice with tense conversion in reported speech.

Teacher's Diary

Name of the Month: August

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
Poem	Geography Lesson				
2.24	Geography Lesson (Poem)	[Date]	Hook using Google Earth to show an aerial view of the town; Teacher modeled the poem's summary and themes; Discussion of why cities are where they are and why humans fight.	Google Earth, text, blackboard.	The virtual tour with Google Earth was a huge hit and provided an excellent hook. Students found the philosophical questions challenging but engaging.
2.25	Geography Lesson (Poem)	[Date]	Recap; Teacher used a mix of Echo and Supportive Reading; Discussion of imagery and poetic devices; Group work on analyzing the poet's perspective on conflict.	Text, blackboard.	Students enjoyed working in groups to analyze the poet's perspective. The questions about why people fight were thought-provoking.

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
Lesson	Glimpses of the Past				
3.1	Reading Comprehension	[Date]	Hook with a patriotic song and a picture of Lata Mangeshkar; Teacher-led discussion on the significance of historical songs; Group work on summarizing "The Company's Conquests" comic strip.	Text, historical audio/image, blackboard.	Students connected well with the patriotic song. The comic strip activity was effective in breaking down the historical narrative into manageable parts.
3.2	Reading Comprehension	[Date]	Recap; Echo and Supportive Reading of comic strips 4, 5, and 6; Teacher-led creation of a concept map on "British Rule Grievances by 1856."	Text, blackboard, concept map.	The concept map successfully organized the complex information. Group work on filling in the details of the map reinforced understanding.

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
3.3	Reading Comprehension	[Date]	Recap; Echo and Supportive Reading of comic strips 7, 8, and 9; Teacher-led discussion on motivations and methods of resistance (sepoys, landlords, rulers).	Text, blackboard.	Students were able to distinguish between motivations and methods. The group work on comparing these different groups was insightful.
3.4	Reading Comprehension	[Date]	Recap; Independent practice with comprehension questions; Teacher reviewed questions from the "Working with the Text" section.	Text, blackboard.	Independent work was a good check for comprehension. Students struggled with some of the more inferential questions.
3.5	Working with Language	[Date]	Hook with a dialogue; Teacher modeled converting direct to indirect speech using a step-by-step process; Group work	Text, comic strip image, blackboard.	The use of a comic strip for direct/indirect speech was creative and engaging. Students quickly understood the

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
			on converting a comic strip dialogue.		changes needed for pronouns and tense.
3.6	Speaking and writing	[Date]	Hook with a picture of farmers; Teacher modeled writing dialogue for a scene; Group work on creating a conversation between two characters.	Text, image of farmers, blackboard.	The dialogue writing activity encouraged empathy and creative expression. The structured approach helped students write a coherent conversation.
3.7	Speaking and writing	[Date]	Hook with a comic strip; Teacher modeled converting a story to a comic strip by identifying key events and adding dialogue; Group work on creating a comic of a favorite story.	Text, comic strip examples, blackboard, drawing materials.	This was a highly creative and fun activity. Students enjoyed visualizing and retelling a story in a new format.

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
	SIP				
NI	NI	[Date]	Non-instructional day.		
SR	Children at Work	[Date]	Read the supplementary reader "Children at Work."	Text.	Students read the story in pairs, providing peer support. This was a low-pressure way to engage with the text.

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 an interactive hook with Google Earth to visualize the poem's context, which was highly effective. I also used a debate-style group activity to discuss the moral grievances against British rule. To improve, I will ensure that every group member has a specific role to prevent dominant students from overpowering the discussion.

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?

The concept of syllable stress was a new and challenging one. To address this, I used a rhythm activity and a word game to make the concept more tangible and fun. I will continue to use this kinesthetic approach in future lessons on phonetics.

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

Using comic strips was an excellent way to make history engaging. For future implementations, providing students with templates for creating their own comics could be a valuable extension activity.

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

I adjusted my teaching by providing a concept map to help students organize the many historical grievances in "Glimpses of the Past." This proved to be a very effective way to manage a large amount of information.

August

Teacher Notes:

The integration of a patriotic song and comic strips made the historical narrative of "Glimpses of the Past" more accessible and engaging. The concept mapping activity was an excellent tool for organizing the various grievances against British rule. The collaborative group work encouraged students to delve into the motivations and methods of different groups involved in the revolt. The lesson on syllables and syllable stress for the poem "Geography Lesson" was a new and challenging concept, and the rhythm activity proved to be a fun and effective way to teach it. I need to remember to provide more direct guidance during the comic strip creation activity to ensure all students are on track.

Teacher's Diary

Class: 8th

Name of the Month: September

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
Lesson	Bepin Choudhury's Lapse of Memory				
4.1	Reading Comprehension	[Date]	Hook with a word recall activity; Teacher modeled character analysis of Parimal Ghose using a table with traits and evidence; Group work on analyzing Bepin Babu's traits.	Word list on blackboard, table on blackboard, text.	Students grasped the concept of supporting character traits with textual evidence. The activity was engaging and promoted close reading.
4.2	Reading Comprehension	[Date]	Recap; Teacher modeled summarizing the plot of Bepin Babu's story using a plot structure table; Group	Plot structure table on	The plot structure table helped students organize the story's events logically. The

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
			work on summarizing key events and conflicts.	blackboard, text.	summarization activity was effective.
4.3	Reading Comprehension	[Date]	Recap; Teacher modeled the difference between memory and perception using a personal anecdote; Group work on identifying Bepin Babu's memories, perceptions, and their impact.	Text, blackboard.	The anecdote made the abstract concepts of memory and perception relatable. Group work was strong, with students identifying conflicting details from the text.
4.4	Reading Comprehension	[Date]	Recap; Teacher introduced cause-and-effect relationships using a simple example; Group work on identifying the causes and effects of Bepin Babu's memory loss.	Text, blackboard.	Students were able to trace the impact of Bepin Babu's memory loss on his actions and emotions. The framework helped clarify complex plot points.

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
4.5	Reading Comprehension	[Date]	Recap; Teacher modeled how to evaluate conversations by focusing on emotional tone, memory issues, and character reactions; Group work on evaluating the conversation with Dr. Chanda.	Text, blackboard.	The focus on conversational nuances helped students make deeper inferences about character relationships and emotional states.
4.6	Reading Comprehension	[Date]	Recap; Teacher set up a debate on whether Chunilal's prank was justified or unethical; Group debate with a structured format (introduction, arguments, conclusion).	Text, blackboard.	The debate was a fantastic way to engage students in critical thinking and expressing justified opinions. All teams participated enthusiastically.
4.7	Reading Comprehension	[Date]	Recap; Students collaborated in groups to answer comprehension questions from the	Text, blackboard.	This collaborative activity ensured all students were on the same page before

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
			textbook's "Working with the Text" section.		moving on to individual work.
4.8	Working with Language	[Date]	Teacher explained the use of "have to," "has to," and "had to" using examples and a table; Group work on creating sentences with these verbs.	Text, table on blackboard.	The table provided a clear visual guide for verb usage. The sentence-making activity was a practical application of the rules.
4.9	Working with Language	[Date]	Hook using an image to guess the meaning of "break the ice"; Teacher explained idioms and how to find them in a dictionary; Group work on identifying idioms from images.	Dictionary, images, text, blackboard.	The guessing game was a fun introduction to idioms. Students learned a valuable skill in using a dictionary for figurative language.

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
4.10	Working with Language	[Date]	Teacher explained the difference between past simple and present perfect tenses using a simple example; A two-round quiz game was conducted in groups.	Text, quiz questions on blackboard.	The quiz game was a competitive and effective way to practice identifying and using different tenses. Students quickly corrected their mistakes.
4.11	Speaking and writing	[Date]	Hook on truth versus lies; Teacher modeled writing a sincere apology letter from Bepin Babu's perspective; Group discussion on Bepin Babu's emotional state after the prank.	Text, blackboard.	The activity helped students practice writing a formal letter while also exploring a character's emotional journey and motivations.
4.12	Speaking and writing	[Date]	Hook on apologizing; Teacher guided students in writing a letter of apology from Bepin Babu to Chunilal, focusing on	Text, blackboard.	This writing task was a good way to assess students' ability to synthesize character

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
			expressing guilt and promising future help.		emotions and plot points into a structured narrative.

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?

To encourage participation, I used interactive hooks like a word recall game and a debate on Chunilal's prank. These were very effective in engaging students from the start and encouraging them to voice their opinions. Next time, I will introduce more peer-review sessions for the writing tasks, which will give students a chance to learn from each other's work and offer constructive feedback.

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?

Students found the concepts of idioms and the different tenses challenging. To address this, I incorporated a fun game called "The Phrasal Verb Game Show Charades" and a two-round quiz on tenses. In future lessons, I will use more visual aids and real-world examples to explain complex grammar rules, which seemed to help students grasp these concepts more easily.

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

The use of visual aids like plot structure tables and concept maps was very effective. In the future, I could also use short video clips to illustrate some of the grammar concepts, such as active and passive voice, which would make the lessons more dynamic and memorable.

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

I adjusted my teaching by providing extra scaffolding during the idiom activity when I noticed some students were struggling to find the correct meanings. I also adapted the tense lesson to include a game, which was a spontaneous decision based on student feedback that they needed a more engaging way to practice.

September

Teacher Notes:

The interactive hook with a word recall game for "Bepin Choudhury's Lapse of Memory" effectively set the stage for the story's theme of memory. The character analysis activity, where students had to find textual evidence to support their claims about Parimal Ghose and Bepin Babu, was a great way to promote close reading. The debate on whether Chunilal's prank was justified was a fantastic activity for fostering critical thinking and persuasive communication¹⁹. The grammar lessons on idioms and tenses were well-received, and the games made practice enjoyable. A challenge was ensuring all students participated in the fast-paced games, and I will try to find a way to check for individual understanding during these activities in the future.

Teacher's Diary

Class: 8th

Name of the Month: October

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
Poem	The Last Bargain				
4.17	The Last Bargain (Poem)	[Date]	Hook with images of rewards (gold, crown); Teacher modeled summarizing the first two stanzas; Group work on interpreting the old man's offer.	Images, text, blackboard.	Students engaged with the symbolic nature of the offers. The discussion on why the speaker rejected power and wealth was thought-provoking.
4.18	The Last Bargain (Poem)	[Date]	Recap; Teacher introduced the concept of theme and modeled finding the theme of fragility in the third stanza; Group work on finding the theme of simplicity in the fourth stanza.	Text, blackboard.	The theme-finding activity helped students move beyond literal interpretation. The focus on imagery (dark vs. light) was particularly effective.

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
4.19	The Last Bargain (Poem)	[Date]	Recap; Teacher led a detailed breakdown of the poem, discussing all four offers and why they were rejected; Collaborative work on answering textbook questions.	Text, blackboard.	This session tied together all the concepts. Students showed a strong grasp of the poem's central theme of finding freedom in simplicity.
SIP	The Last Bargain (Poem)	[Date]	Students answered comprehension questions and completed a worksheet on the poem.	Text, worksheet.	Independent work provided a good assessment of individual understanding of the poem's themes and messages.
SR	The Selfish Giant	[Date]	Students read the story in pairs and answered comprehension questions.	Text.	Peer-assisted reading was effective, especially for slower readers. The activity was a good way to engage with the supplementary material.

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
SR	The Treasure Within	[Date]	Students read the story in pairs and answered comprehension questions.	Text.	Students collaborated well to understand the story's message about unconventional learning and success.
SR	The Selfish Giant/The Treasure Within	[Date]	Students continued reading and discussing the stories.	Text.	Students demonstrated a good understanding of the characters' motivations and the moral lessons of the stories.

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 a creative approach by asking students to create their own dialogue and write an apology letter from the perspective of a character in the story. These activities were very effective because they encouraged students to empathize with the characters and express their own creativity. Next time, I will make the group tasks more focused and assign specific roles to each student to ensure that every individual contributes actively to the group's final output.

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?

Students found the concept of converting degrees of comparison challenging². In a future lesson, I will use a more structured approach with a clear table and simple examples to show the patterns of conversion. I will also incorporate a game to make practicing these conversions more engaging and less daunting for students.

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

The use of supplementary readers like "The Selfish Giant" and "The Treasure Within" was very well received³. I will continue to use more diverse reading materials in future lessons to introduce new vocabulary and literary concepts in an accessible way.

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

I adjusted my lesson plan by dedicating more time to group activities when I noticed that students were more engaged and collaborative in these settings. I also provided a detailed framework for the creative writing tasks, which helped students structure their thoughts and produce more polished work.

October

Teacher Notes:

The lesson on "The Last Bargain" began with an effective hook using images of different values (power, wealth, etc.) which helped students connect to the poem's themes. The use of a structured approach to analyzing themes and symbolism was successful in helping students understand the poem's deeper meaning beyond its literal words. Students were highly engaged in the group activities for the supplementary readers, "The Selfish Giant" and "The Treasure Within." This peer-to-peer learning environment proved beneficial for comprehension and discussion. I need to be more proactive in checking for understanding with individual students during these group activities to ensure everyone is on track.

Teacher's Diary

Class: 8th

Name of the Month: November

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
Lesson	The Summit Within				
5.1	Reading Comprehension	[Date]	Hook with a quote on conquering oneself; Teacher modeled analysis of the narrator's emotions using textual evidence; Group work on identifying emotions in different stages of the climb.	Text, blackboard.	Students connected with the theme of inner strength. The activity of identifying emotions at different stages of the climb was a practical application of the concept.
5.2	Reading Comprehension	[Date]	Recap; Teacher modeled analyzing physical and emotional motivations for	Text, blackboard.	The debate format was highly effective. Students provided thoughtful

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
			climbing Everest; Group discussion on whether climbing mountains is worth the risk.		reasons for and against the risks of mountaineering, using evidence from the text.
5.3	Reading Comprehension	[Date]	Recap; Teacher explained the metaphor of the "Summit Within" and its connection to personal growth; Group work creating a Venn diagram to compare the physical and inner climbs.	Text, Venn diagram on blackboard.	The Venn diagram was an excellent tool for visually comparing the two concepts. Students showed a deep understanding of the metaphorical meaning of the story.
5.4	Reading Comprehension	[Date]	Recap; Students collaborated in groups to answer comprehension questions from the textbook.	Text, blackboard.	This session served as a good review of all the reading comprehension concepts. Students were able to answer the questions collaboratively and with confidence.

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
Poem	The School Boy				
5.11	The School Boy (Poem)	[Date]	Hook on students' feelings about school; Teacher led reading of the first three stanzas, contrasting the joy of nature with the sadness of school.	Text, images of different schools.	The contrast activity helped students relate to the poem's theme. They were able to identify the shift in tone from joy to gloom effectively.
5.12	The School Boy (Poem)	[Date]	Recap; Teacher explained the metaphor of the "caged bird" and stunted plant; Group work on identifying metaphors in the last three stanzas.	Text, blackboard.	The metaphor analysis was successful. Students understood how the caged bird represents a child's trapped spirit.
SIP	The Summit Within	[Date]	Students worked independently on a worksheet and	Worksheet.	This was a good check for individual understanding of the main lesson. I will use

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
			comprehension questions from the textbook.		the results to plan future remedial sessions.
SIP	The School Boy	[Date]	Students worked independently on a worksheet and comprehension questions from the textbook.	Worksheet.	Independent practice helped assess individual understanding of the poem's central themes and metaphors.

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 interactive hooks like a quote analysis and an engaging debate on a challenging topic to encourage participation⁴. These were highly effective as they required students to think critically and express their opinions. Next time, I will introduce more short, timed writing activities to give every student an opportunity to share their thoughts, especially the quieter ones.

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?

The metaphorical comparison between the physical climb of Everest and the "Summit Within" was a new and challenging concept⁵. To address this, I used a visual tool like a Venn diagram to help students map the similarities and differences,

making the abstract concept more concrete. In the future, I will use more real-life examples to bridge the gap between the metaphorical and the literal.

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

The incorporation of supplementary readers such as "The School Boy" was an excellent way to introduce new literary concepts and themes⁶. For future lessons, I would consider using more videos or images of real-life mountains and climbers to bring the content to life and inspire students.

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

I adapted my teaching by providing a step-by-step model for analyzing character traits and making inferences from the text when I saw students struggling with these skills. I also allowed for more time for group discussions on challenging topics to ensure a deeper understanding of the material.

November

Teacher Notes:

The introductory quote for "The Summit Within" was an excellent way to frame the lesson's central theme of inner strength and personal conquest. The use of a Venn diagram was particularly effective in helping students compare the physical climb with the metaphorical "Summit Within"²². The lesson on the poem "The School Boy" effectively used a contrast analysis to help students understand the poet's feelings about school. This was an excellent way to introduce metaphor and symbolism. Some students struggled with the concept of back-shifting tenses in reported speech. I will prepare more visual aids and practice exercises to address this in the future.

Teacher's Diary

Class: 8th

Name of the Month: December

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
Lesson	This is Jody's Fawn				
6.1	Reading Comprehension	[Date]	Hook with a guessing game about baby deer; Teacher modeled identifying setting, context, and plot of the story; Group discussion on how the setting influences the family's actions.	Text, images of deer family.	Students were able to identify the key elements of the story and understand the role of the rural setting. The discussion was very interactive.
6.2	Reading Comprehension	[Date]	Recap; Teacher modeled analyzing the moral and practical reasons behind Jody's decision to find the fawn; Group work on breaking down the quote,	Text, blackboard.	The analysis of the quote helped students think critically about responsibility and gratitude. Group work was

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
			"Nothing in the world comes quite free."		effective in applying this concept to the story.
6.3	Reading Comprehension	[Date]	Recap; Teacher modeled identifying and analyzing Jody's inner conflict using a passage; Group work on creating an alternate ending for the story.	Text, blackboard.	The concept of inner conflict was new to some students, but the activity of creating an alternate ending made it concrete and engaging.
6.4	Reading Comprehension	[Date]	Recap; Teacher modeled comparing Jody's confidence levels with the fawn from the beginning to the end; Group work on identifying phrases that show his fear and growing confidence.	Text, blackboard.	Students successfully traced Jody's emotional journey. The activity of identifying key phrases was a good way to reinforce close reading skills.

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
6.5	Reading Comprehension	[Date]	Recap; Teacher modeled how to relate Jody's growing sense of responsibility to real-life scenarios; Group poster activity on taking care of pets or learning a new skill.	Text, poster paper, markers.	The poster activity successfully connected the story's themes to students' personal experiences. They were able to articulate how persistence leads to confidence.
6.6	Reading Comprehension	[Date]	Recap; Students collaborated to answer textbook questions from the "Working with the Text" section.	Text, blackboard.	This collaborative session served as a comprehensive review of the lesson's main ideas and comprehension points.
6.7	Working with Language	[Date]	Hook with sentences using different reporting verbs; Teacher explained and provided examples of common reporting verbs;	Text, blackboard.	Students were able to correctly identify and use reporting verbs. The storytelling activity was a

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
			Group work to write a short story using a selection of reporting verbs.		creative way to practice the new vocabulary.
6.8	Working with Language	[Date]	Hook with yes/no questions; Teacher modeled converting direct yes/no questions into indirect speech using "if" or "whether"; Group quiz on conversion.	Text, blackboard.	The quiz was a fun and competitive way to practice the conversion rules. Most students quickly understood how to use "if" and "whether."
6.9	Working with Language	[Date]	Recap of yes/no questions; Teacher modeled converting direct "wh"-questions to indirect speech; Group work on a game converting various questions.	Text, blackboard.	The game successfully reinforced the conversion process for "wh"-questions. Students learned to handle the different rules for each question type.

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
6.10	Working with Language	[Date]	Recap; Teacher explained how pronouns change in reported speech; Group work on sorting sentences based on pronoun type (first, second, third person) and converting them.	Text, blackboard.	Students quickly grasped the rules for pronoun changes. The sorting activity helped them visualize the different categories of pronouns.
6.11	Working with Language	[Date]	Hook with a discussion of verb tense; Teacher modeled converting sentences with different tenses to indirect speech; Group work on converting a dialogue.	Text, blackboard.	Students learned the rules of tense backshifting. The dialogue conversion was a practical application of all the rules learned so far.
6.12	Working with Language	[Date]	Recap of indirect speech; Teacher modeled converting indirect speech back to direct speech; Group work on converting a paragraph.	Text, blackboard.	This session effectively reversed the process, confirming students' understanding of the rules by having them work backward.

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
6.13	Working with Language	[Date]	Hook with a physical activity (throwing a chalk); Teacher explained the difference between transitive and intransitive verbs; Group work to categorize verbs and create sentences.	Text, blackboard.	Students understood the concept of objects of verbs. The categorization and sentence-framing activity was effective.
6.14	Working with Language	[Date]	Hook on using a dictionary; Teacher explained arranging words in dictionary order and finding idioms; Group work on finding idioms and phrasal verbs related to a root word.	Dictionaries, blackboard.	This session taught a valuable research skill. Students enjoyed finding the figurative meanings of common phrases.
6.15	Working with Language	[Date]	Hook with two sentences (active/passive); Teacher modeled converting passive voice to active voice using a step-by-step process; Group	Text, blackboard.	The conversion process was clear and logical for students. The paragraph conversion allowed them

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
			work on converting a passive paragraph.		to apply the rules on a larger scale.
6.16	Speaking and writing	[Date]	Hook with an ethical dilemma; Teacher modeled how to build a persuasive argument; Group discussion on whether to keep a found animal as a pet, with assigned roles for a debate.	Text, blackboard.	This debate-style activity fostered critical thinking and public speaking skills. Students provided well-reasoned arguments for their positions.
6.17	Speaking and writing	[Date]	Hook on pets; Teacher modeled writing a descriptive paragraph about a pet using sensory details and figurative language; Individual writing task.	Text, blackboard.	Students were able to use the modeled structure to write their own vivid descriptions. The lesson helped improve their descriptive writing skills.
SIP	Princess September	[Date]	Students read the story from the supplementary reader	Text.	This was a relaxed session for engaging with the supplementary reader.

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
			and answered comprehension questions.		Students showed good comprehension of the story's themes.

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 a combination of group activities, such as creating alternative endings and posters, along with a debate-style discussion on ethical dilemmas. These strategies were very effective in promoting active engagement and critical thinking. Next time, I will incorporate more peer-review sessions for writing tasks to give students more opportunities to provide and receive feedback.

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?

Converting between passive and active voice was a concept that some students struggled with. To address this, I will break down the process into smaller, more manageable steps and provide more guided practice exercises.

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

The use of real-life scenarios and ethical dilemmas proved to be highly engaging. In the future, incorporating short video clips related to these topics could further enhance the discussion and provide additional context.

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

I adjusted my teaching by providing a step-by-step model for converting from passive to active voice after observing that a simple explanation was not sufficient. This structured approach helped students understand the transformation more clearly.

December

Teacher Notes:

The hook for "This is Jody's Fawn" effectively introduced the central moral dilemma of the story. The lesson plan systematically broke down the story's key elements, from analyzing setting and character motivation to understanding inner conflict. The group activities, such as creating posters and alternative endings, were highly successful in encouraging creativity and empathy. The grammar lessons on reported speech, including pronouns and tense changes, were well-structured and the games proved useful for practice. I will continue to use this method of breaking down complex grammar rules into manageable steps.

Teacher's Diary

Name of the Month: January

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
Lesson	A Visit to Cambridge				
7.1	Reading Comprehension	[Date]	Hook with images of disabled achievers; Teacher modeled writing an introductory paragraph	Images, short profiles, blackboard.	Students learned to differentiate between "disabled" and "differently-abled," focusing on

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
			for Stephen Hawking; Group work on writing a similar paragraph for Firdaus Kanga.		accomplishments over limitations. They were able to draft well-structured paragraphs.
7.2	Reading Comprehension	[Date]	Recap; Teacher led a discussion on why they admire Stephen Hawking, focusing on his resilience and brilliance; Group work on analyzing the role of technology in his life.	Text, blackboard.	Students understood how technology was an enabler for Hawking. The discussion on his personality traits was insightful.
7.3	Reading Comprehension	[Date]	Recap; Teacher explained how to make inferences from text; Group work on making inferences about characters' perspectives and emotions from excerpts.	Text, blackboard.	The inference-making activity was challenging but effective. Students learned to look for clues in the text to understand unspoken feelings and motivations.

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
7.4	Reading Comprehension	[Date]	Recap; Teacher modeled summarizing the themes and Kanga's final reflections; Group work on summarizing a given excerpt from the text.	Text, blackboard.	The focus on summarizing Kanga's reflections helped students understand the deeper meaning of the story beyond the physical meeting.
7.5	Reading Comprehension	[Date]	Recap; Students collaborated in groups to answer the textbook questions under "Working with the Text."	Text, blackboard.	This session served as a good review and assessment of comprehension before moving on. Students were confident in their answers.
7.6	Reading Comprehension	[Date]	Recap; Teacher provided an overview of the story and highlighted key points for answering questions; Students answered questions individually.	Text, blackboard.	Independent work allowed for individual assessment of comprehension. Students were able to connect the story's events to its main message.

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
SIP	The Kite (SR)	[Date]	Students read the supplementary reader "The Kite" and answered comprehension questions.	Text.	This was an effective way to engage students with supplementary material. Peer-assisted reading was used to support slower readers.

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 a "Think-Pair-Share" activity to encourage students to reflect on and share their ideas. This was effective in promoting individual thought before group discussion. Additionally, a class debate on the terms "disabled" and "differently-abled" encouraged students to think critically and respectfully express their viewpoints. In the next lesson, I will use more visual aids and real-world examples to explain complex grammar concepts.

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?

Making inferences about character motivations was a bit difficult for some. To address this, I will provide more guided practice sessions, breaking down the process of finding textual clues and connecting them to character feelings and perspectives.

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

The use of short videos and images of inspiring individuals was very impactful. I plan to use a wider range of multimedia resources, such as short documentaries or interviews, to bring more real-world context to the lessons.

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

I adapted my teaching by providing sentence starters and a structured approach for writing a paragraph of admiration. This helped students organize their thoughts and ensure their paragraphs were well-supported by evidence.

January

Teacher Notes:

The hook for "A Visit to Cambridge" using images of famous individuals with disabilities was powerful and set a respectful tone for the lesson. The discussion on the terms "disabled" vs. "differently-abled" was crucial for fostering a more inclusive vocabulary in the classroom. Students were able to articulate their views effectively during the debate. The lesson on inferences was challenging but ultimately successful, as students learned to use textual evidence to understand characters' unspoken feelings. I need to ensure that I provide more practice with this skill in future lessons.

Teacher's Diary

Class: 8th

Name of the Month: February

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
Lesson	A Short Monsoon Diary				
8.1	Reading Comprehension	[Date]	Hook with a diary writing activity; Teacher modeled writing a descriptive paragraph using sensory details and figurative language; Group work on writing a descriptive paragraph from an image.	Video, images, blackboard.	Students were able to understand the importance of sensory details. The group activity fostered creativity and collaboration.
8.2	Reading Comprehension	[Date]	Recap; Teacher explained how to describe wildlife encounters with sensory	Images, blackboard.	The cobra lily example made the concept very clear. Students were able

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
			details; Teacher modeled describing a cobra lily; Group work to describe another animal.		to apply the same techniques to describe other animals, enhancing their descriptive writing.
8.3	Reading Comprehension	[Date]	Recap; Teacher explained how to identify and analyze themes in the text; Group work on identifying the theme of resilience from the August 31st entry.	Text, blackboard.	Students learned to look for repeated ideas and imagery to uncover themes. The group work was effective in applying this skill.
8.4	Reading Comprehension	[Date]	Recap; Teacher modeled comparing and contrasting winter and spring using a Venn diagram; Group work on identifying mood and imagery for each season.	Text, Venn diagram on blackboard.	The Venn diagram was an excellent visual tool. Students easily identified the contrasting moods and tones of the two seasons.

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
8.5	Reading Comprehension	[Date]	Recap; Students collaboratively answered the questions from the textbook's "Working with the Text" section.	Text, blackboard.	This session was a good review of all the reading comprehension concepts and prepared students for the assessment.
8.6	Working with Language	[Date]	Hook with a monsoon vocabulary brainstorming session; Teacher explained the difference between simple past and past continuous tenses; Group work on filling in the blanks of a story.	Video, blackboard.	The vocabulary activity enhanced students' understanding of words related to weather. The fill-in-the-blanks story was a fun way to practice tenses.
8.7	Working with Language	[Date]	Hook on syllables and pronunciation; Teacher modeled identifying stressed syllables using a rhythm activity; Group work	Blackboard, word list.	The rhythm activity was a fun and effective way to teach syllable stress. Students were able to correctly identify stressed syllables in different words.

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
			on identifying syllables and stressed syllables in words.		
8.8	Working with Language	[Date]	Recap; Teacher explained the different forms of degrees of comparison for adjectives; Group work on converting sentences from superlative to comparative and positive degrees.	Text, blackboard.	The conversion activities helped students understand the nuances of comparative and superlative forms. The use of phrases like "many other" and "very few" was clarified.
8.9	Speaking and writing	[Date]	Hook on superstitions; Teacher explained what a superstition is using a story; Group discussion on superstitions in their communities.	Story of the cat, blackboard.	The story was an engaging way to introduce the topic. Students shared personal experiences and discussed the origins of various beliefs.

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
8.10	Speaking and writing	[Date]	Recap of superlatives; Teacher provided a list of superlative sentences to be converted into positive and comparative degrees; Students worked in groups.	Text, blackboard.	The activity reinforced the rules of converting between degrees of comparison, preparing them for the next lesson on adjectival phrases.
8.11	On the Grasshopper and Cricket (Poem)	[Date]	Hook with symbolic images; Teacher explained imagery and symbolism using the poem's first stanza; Group work on analyzing the imagery and symbolism of the grasshopper.	Images, text.	Students successfully identified the symbolism of the grasshopper. The discussion helped them understand how poetry conveys deeper meaning.
8.12	On the Grasshopper and Cricket (Poem)	[Date]	Recap; Teacher modeled summarizing the poem's main theme; Group work on answering textbook	Text, blackboard.	The collaborative work on textbook questions ensured all students understood the poem's central message.

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
			questions and practicing the pronunciation of words.		
8.13	On the Grasshopper and Cricket (Poem)	[Date]	Recap; Teacher led a discussion on the symbolism of the cricket; Students worked independently to summarize the poem's theme and message.	Text, blackboard.	Independent work helped solidify their understanding. The final session ensured comprehensive coverage of all aspects of the poem.

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 interactive hooks like a guessing game and brainstorming sessions to engage students from the start. Group activities like descriptive paragraph writing and filling in blanks in a story were also very effective. Next time, I will try to incorporate more opportunities for students to lead parts of the lesson, such as explaining a concept to their peers.

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?

The subtle differences between degrees of comparison and the use of adjectival phrases were challenging for some. In the next lesson, I will use more visual examples and a practice-heavy approach with sentence-building games to solidify their understanding.

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

The use of video clips and sound-related exercises was very engaging. I will continue to use more multimedia resources and encourage students to find examples from their own lives to make the concepts more relatable.

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

I adapted my lesson on superstitions to be more discussion-based after realizing students had many personal anecdotes to share. I also provided extra scaffolding for the Haiku writing activity when I saw that many students were struggling with the syllable count.

February

Teacher Notes:

The introductory hook using sensory details for "A Short Monsoon Diary" was a creative way to engage students with the descriptive writing style of the text. The use of sound-related activities and an exploration of tenses was effective in enhancing both vocabulary and grammar skills. The activity on superstitions was a great way to encourage students to reflect on their own beliefs and cultural practices. The lessons for the poem "On the Grasshopper and Cricket" effectively used imagery and symbolism to help students understand its central theme²⁸. I will continue to use a variety of strategies to cater to different learning styles.

Teacher's Diary

Class: 8th

Name of the Month: March

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
Lesson	Jalebias (SR)				
10.1 & 10.2	Reading Comprehension	[Date]	Students read the story "Jalebias" from the supplementary reader in pairs.	Text.	Students enjoyed the story. Reading in pairs facilitated peer-learning and vocabulary acquisition.
10.3 & 10.4	Reading Comprehension	[Date]	Students read "Jalebias" and answered comprehension questions in groups.	Text.	Group work was effective in discussing plot, character, and themes of the story.

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
Lesson	Ancient Educations system of India (SR)				
10.5 & 10.6	Reading Comprehension	[Date]	Students read "Ancient Educations system of India" in pairs.	Text.	The content was new and interesting to students. They were engaged in learning about ancient Indian education.
10.7 & 10.8	Reading Comprehension	[Date]	Students answered comprehension questions in groups.	Text.	Group work helped students articulate their understanding of the text. Discussion focused on the differences between ancient and modern education.
SIP					

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
10.9-10.16	SIP/Revision	[Date]	Students worked on review worksheets and revised all the chapters and poems covered in the year.	Worksheets.	These sessions were crucial for exam preparation. Students clarified doubts and practiced problem-solving.
SIP/Revision		[Date]	Remedial sessions were conducted for concepts that students found difficult.	Customized worksheets.	Remedial sessions effectively addressed learning gaps. Students showed improvement in challenging areas like grammar and literary devices.

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 collaborative group activities for answering comprehension questions and analyzing poems. These were highly effective as they prompted students to discuss and justify their interpretations. For the next lesson, I will implement a "jigsaw" strategy, where each group becomes an expert on a different part of the text and then teaches it to the other groups.

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?

Some students had difficulty with the deeper analysis of symbolism and thematic messages in the poems. To address this, I will introduce these concepts with more concrete, relatable examples before moving on to the literary texts.

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

The supplementary reader stories, "Jalebias" and "Ancient Educational system of India," were well-received. I will use more diverse reading materials in the future to keep students engaged.

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

I responded to student needs by dedicating ample time to revision and remedial work, particularly for concepts from earlier in the year that were still challenging. This ensured a more comprehensive and well-rounded learning experience for all students.

March

Teacher Notes:

The supplementary readers for March, "Jalebias" and "Ancient Educational system of India," were well-received by the students. They enjoyed the contrast between the humorous, character-driven story and the informative, non-fiction text. The revision sessions were a crucial part of the month, allowing students to consolidate their learning from the entire year. Remedial work was tailored to address specific areas of difficulty identified throughout the year, such as complex grammar rules and poetic analysis. The individualized attention during remedial sessions proved very beneficial for the students who needed it most. I will use the insights from these sessions to improve my planning for next year.

Perfect 🙌 I'll now prepare **Teacher's Diary (all units 1–9)** in the **exact tabular format** given in your THB, with **brief teacher notes at the end of each unit**.
This way you'll have a **complete diary ready for the year**.

Teacher's Diary – Class IX English (Complete)

Unit 1 – The Fun They Had / The Road Not Taken / The Lost Child

Period No.	Name of the Concept to be taught	Date	Activities Conducted	TLM Used	Remarks
1	Pre-Reading & Reading Seg-1 (<i>The Fun They Had</i>)		Picture reading, discussion, mind map	Textbook, IFP	Students curious
2	Reading Seg-2		Model & student reading, vocab	Textbook, glossary	Pronunciation issues
3	Reading Seg-3		Scaffolded reading, Q–A	Textbook, WB	Students linked to online classes
4	Thinking about the Text		Oral Qs, diary writing	Textbook	Active participation
5	Thinking about Language		Adverbs, adjectives, WB activity	Textbook, WB	Needed more practice
6	Grammar – conditionals		Exercises on <i>if/unless</i>	Textbook, WB	Some confusion
7	Writing Activity		Formal letter, editing	Textbook, WB	Format mistakes
8	Speaking Activity		Debate on schools	Vocabulary box	Students enjoyed

Period No.	Name of the Concept to be taught	Date	Activities Conducted	TLM Used	Remarks
9	Poem Intro & Recitation		Teacher recitation, chorus reading	Textbook, audio	Good involvement
10	Poem – Comprehension		Stanza paraphrasing, mind map	Blackboard	Related to real life
11	Poetic Devices		Identify metaphor, rhyme, alliteration	Chart	Confused assonance/alliteration
12	SR – Reading Seg-1 (<i>The Lost Child</i>)		Brainstorming, model reading	Textbook	Students connected
13	SR – Reading Seg-2		Silent reading, comprehension	Textbook, WB	Students empathetic
14	SR – Thinking & Writing		Q–A, para writing “Lost in a fair”	Textbook, notebook	Students creative

- 1. Strategies: Debate, diary writing, picture discussion → Effective, boosted curiosity. Next time: more pair-work.**
- 2. Difficulties: Grammar (conditionals), vocabulary. → More scaffolding & worksheets.**
- 3. Resources: Short videos on schools (past/future).**
- 4. Adjustment: Slowed reading pace when students struggled with vocabulary.**

Teacher Notes (Unit 1): Students enthusiastic; vocabulary & grammar were challenging; speaking tasks boosted confidence.

Unit 2 – The Sound of Music / Wind / The Adventures of Toto

Period No.	Concept	Date	Activities Conducted	TLM	Remarks
1	Pre-reading & Seg-1 (Evelyn)		Pictures, model reading, vocab	Textbook, IFP	Students inspired
2	Reading Seg-2		Collaborative reading, Q–A	Textbook, WB	Motivated but text lengthy
3	Thinking about Text (Evelyn)		Oral/written Qs, WB poem	Textbook, WB	Good participation
4	Reading Seg-3 (Bismillah Khan)		Group reading, glossary, Q–A	Textbook	Students interested
5	Thinking about Text (Bismillah Khan)		Oral Qs, WB activities	Textbook, WB	Students enjoyed
6	Grammar – to+verb		Textual & WB exercises	Textbook, WB	Confusion noted
7	Speaking		Role play – introducing guest	Blackboard	Some hesitation
8	Writing		Paragraph on music	Notebook	Grammar errors
9	Poem Intro & Recitation (<i>Wind</i>)		Teacher recitation, chorus	Textbook	Students liked rhythm
10	Poem – Comprehension		Paraphrasing stanzas	Blackboard	Theme understood
11	Poetic Devices		Identify alliteration, personification	Chart	Confusion with metaphor
12	SR Reading Seg-1 (<i>Toto</i>)		Model reading, vocab	Textbook	Students amused
13	SR Reading Seg-2		Silent/group reading	Textbook, WB	Students engaged

Period No.	Concept	Date	Activities Conducted	TLM	Remarks
14	SR Thinking & Writing		Q–A, diary on pets	Notebook	Students enjoyed

1. **Strategies:** Role play (guest intro), group reading, debate → Effective, but shy students hesitant. Next time: assign peer mentors.
2. **Difficulties:** Grammar (to + verb), poetic devices. → Use flashcards & practice drills.
3. **Resources:** Audio clips (shehnai, Evelyn’s music), animated poem recitation.
4. **Adjustment:** Gave extra explanation when grammar confused students.

Teacher Notes (Unit 2): Very engaging; grammar & poetic devices difficult; humour & music themes kept students active.

Unit 3 – The Little Girl / Rain on the Roof / Iswaran the Storyteller

Teacher’s Diary – Unit 3

(The Little Girl – Prose, Rain on the Roof – Poem, Iswaran the Storyteller – SR)

Period No.	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
1	Pre-Reading & Reading Segment-1 (<i>The Little Girl</i>)	—	Picture discussion about families, teacher model reading	Textbook, IFP, chart	Students related to family experiences
2	Reading Segment-2	—	Silent reading, group discussion, vocabulary	Textbook, glossary	Students struggled with “wretched,” “horror-stricken”

Period No.	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
3	Reading Segment-3	—	Scaffolded reading, Q–A, workbook exercises	Textbook, workbook	Students engaged; some difficulty with inferential Qs
4	Thinking about the Text	—	Oral comprehension, diary entry writing “My Father”	Textbook, notebook	Students expressed mixed feelings, enjoyed diary
5	Thinking about Language	—	Exercises on phrasal verbs & grammar (pg. in TB/WB)	Textbook, workbook	Students confused with phrasal verbs; needs practice
6	Writing Activity	—	Paragraph writing on “My Family Experience”	Notebook, worksheet	Students wrote freely but grammar errors noted
7	Poem <i>Rain on the Roof</i> – Introduction & Recitation	—	Teacher recitation, chorus reading, personal recall of rainy day	Textbook, audio	Students liked rhythm; enjoyed personal sharing
8	Poem – Comprehension	—	Paraphrasing stanzas, Q–A discussion	Blackboard, worksheet	Students understood theme of memory & nostalgia
9	Poetic Devices	—	Identification of alliteration, personification, rhyme	Chart, notebook	Students mixed up alliteration & consonance

Period No.	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
10	SR <i>Iswaran the Storyteller</i> – Reading Seg-1	—	Pre-reading, teacher model reading, vocab	Textbook, IFP	Students amused by humour & exaggeration
11	SR – Reading Seg-2	—	Silent/group reading, comprehension Qs	Textbook, WB exercises	Students engaged, enjoyed ghost-story element
12	SR – Thinking & Writing	—	Q–A, creative writing: “A funny story I heard”	Textbook, notebook	Students enjoyed sharing stories, some shy

1. **Strategies:** Diary writing, personal sharing, story-telling → Very effective. Next time: encourage shy students with small groups.
2. **Difficulties:** Vocabulary (wretched, horror-stricken), phrasal verbs, poetic devices. → More examples & peer discussion.
3. **Resources:** Videos/visuals on rainy days; flashcards for phrasal verbs.
4. **Adjustment:** Allowed extra time for poem discussion when students struggled.

Teacher Notes (Unit 3): Emotional connection strong; vocabulary tough; phrasal verbs & poetic devices need reinforcement.

Unit 4 – A Truly Beautiful Mind / The Lake Isle of Innisfree / In the Kingdom of Fools

Period	Concept	Date	Activities	TLM	Remarks
1–3	Reading Segments (<i>Einstein's life</i>)		Teacher & student reading, glossary	Textbook	Students inspired

Period	Concept	Date	Activities	TLM	Remarks
4	Thinking about Text		Oral Q–A, group work	Textbook	Good comprehension
5	Grammar		Clauses & WB activities	Textbook, WB	Some confusion
6	Writing		Paragraph on “A great scientist”	Notebook	Creative writing done
7–8	Poem Intro & Recitation (<i>Innisfree</i>)		Teacher recitation, personal recall	Textbook, audio	Students liked imagery
9	Poem – Poetic Devices		Identify metaphor, imagery	Chart	Students engaged
10–12	SR Reading & Activities (<i>Kingdom of Fools</i>)		Reading, Q–A, role play	Textbook, WB	Students enjoyed humour

- 1. Strategies:** Map reading, imagination exercises for poem, role play → Effective. Next time: more visuals for abstract poem.
- 2. Difficulties:** Grammar (clauses), poem symbolism. → Break down examples.
- 3. Resources:** Short film on Einstein; audio recording of Yeats.
- 4. Adjustment:** Shifted focus to group interpretation when poem seemed abstract.

Teacher Notes (Unit 4): Einstein’s life inspired; poem created imagination; SR story entertaining; grammar moderate difficulty.

Alright 👍 I’ll now give you the **full expanded Teacher’s Diary tables for Units 5–9**, in the same **columns format** as in your THB, with **brief Teacher Notes** at the end of each unit.

Unit 5 – The Snake and the Mirror / A Legend of the Northland / The Happy Prince

Period No.	Concept to be taught	Date	Activities Conducted	TLM Used	Remarks
1	Pre-Reading & Reading Seg-1 (<i>The Snake and the Mirror</i>)		Teacher intro with snake pictures, model reading	Textbook, IFP	Students excited
2	Reading Seg-2		Silent reading, Q–A	Textbook	Students enjoyed humour
3	Reading Seg-3		Collaborative reading, comprehension	Textbook, WB	Students laughed at humour
4	Thinking about Text		Oral & written Qs	Textbook	Students participated well
5	Grammar/Language		Adjective–Adverb exercises	WB	Needed practice
6	Writing		Short narrative writing “A scary incident”	Notebook	Students wrote interesting stories
7	Poem Intro & Recitation (<i>A Legend of the Northland</i>)		Teacher recitation, chorus reading	Textbook	Students liked rhythm
8	Poem Comprehension		Paraphrasing, Q–A	Blackboard	Understood moral well
9	Poetic Devices		Identified rhyme, ballad style	Chart	Students active

Period No.	Concept to be taught	Date	Activities Conducted	TLM Used	Remarks
10	SR Reading Seg-1 (<i>The Happy Prince</i>)		Model reading, glossary	Textbook	Students touched
11	SR Reading Seg-2		Silent reading, Q–A	Textbook	Emotional connection
12	SR Thinking & Writing		Para writing “Helping the Poor”	Notebook	Students wrote sincerely

1. **Strategies:** Humour in narration, chorus reading, story retelling → Students enjoyed. Next time: more guided Qs.
2. **Difficulties:** Grammar (adverbs), poem vocabulary. → Give glossary beforehand.
3. **Resources:** Pictures/short video of Northland; audio of “The Happy Prince.”
4. **Adjustment:** Added extra oral discussion when some looked confused in poem.

Teacher Notes (Unit 5): Prose humorous and engaging; poem moral simple; SR deeply emotional; grammar moderate difficulty.

Unit 6 – My Childhood / No Men Are Foreign / Weathering the Storm in Ersama

Period No.	Concept to be taught	Date	Activities Conducted	TLM Used	Remarks
1	Pre-Reading & Reading Seg-1 (<i>My Childhood</i>)		Teacher intro on Dr. A.P.J. Abdul Kalam, model reading	Textbook, picture	Students inspired
2	Reading Seg-2		Silent reading, Q–A	Textbook	Students discussed values
3	Reading Seg-3		Collaborative reading, vocab	Textbook	Students active

Period No.	Concept to be taught	Date	Activities Conducted	TLM Used	Remarks
4	Thinking about Text		Oral Qs, value-based discussion	Textbook	Students motivated
5	Grammar/Language		Exercises on articles & WB tasks	WB	Needed support
6	Writing		Essay “My Role Model”	Notebook	Students wrote well
7	Poem Intro & Recitation (<i>No Men Are Foreign</i>)		Teacher recitation, chorus reading	Textbook	Students connected with message
8	Poem Comprehension		Stanza paraphrasing, Q–A	Blackboard	Understood universal brotherhood
9	Poetic Devices		Identify metaphor, repetition	Chart	Students active
10	SR Reading Seg-1 (<i>Weathering the Storm</i>)		Teacher reading, glossary	Textbook	Students engaged
11	SR Reading Seg-2		Silent reading, Q–A	Textbook	Students empathetic
12	SR Thinking & Writing		Para writing “Courage in Hardship”	Notebook	Students emotional

- 1. Strategies:** Value-based discussion, essay writing on role models, personal sharing → Very effective.
- 2. Difficulties:** Grammar (articles), abstract poem comprehension. → Use worksheets & simpler paraphrase.
- 3. Resources:** Video clips of Abdul Kalam, visuals of disasters.
- 4. Adjustment:** Slowed down during poem; gave real-life examples of unity.

Teacher Notes (Unit 6): Kalam's lesson inspiring; poem promoted unity; SR moving and emotional; grammar weakest area.

Unit 7 – Reach for the Top / On Killing a Tree / The Last Leaf

Period No.	Concept to be taught	Date	Activities Conducted	TLM Used	Remarks
1	Pre-Reading & Seg-1 (<i>Santosh Yadav</i>)		Intro with mountaineering pics, model reading	Textbook, IFP	Students inspired
2	Reading Seg-2		Silent reading, Q–A	Textbook	Students motivated
3	Thinking about Text		Oral discussion	Textbook	Good responses
4	Pre-Reading & Seg-1 (<i>Maria Sharapova</i>)		Teacher intro, reading	Textbook	Students interested
5	Reading Seg-2		Silent reading, Q–A	Textbook	Students active
6	Thinking about Text		Oral/written Qs	Textbook	Students engaged
7	Grammar/Language		Degrees of comparison, WB exercises	WB	Needed clarity
8	Poem Recitation (<i>On Killing a Tree</i>)		Teacher recitation, explanation	Textbook	Students serious
9	Poem Comprehension		Stanza analysis, Q–A	Blackboard	Understood symbolism
10	Poetic Devices		Identified metaphor, irony	Chart	Students active

Period No.	Concept to be taught	Date	Activities Conducted	TLM Used	Remarks
11	SR Reading Seg-1 (<i>The Last Leaf</i>)		Teacher model reading	Textbook	Students emotional
12	SR Reading Seg-2		Silent/group reading, Q-A	Textbook	Students touched
13	SR Thinking & Writing		Para writing “Hope and Sacrifice”	Notebook	Students inspired

1. **Strategies:** Inspiring pictures, group Q-A, para writing on “Hope” → **Motivating.**
2. **Difficulties:** Grammar (degrees of comparison), poem’s extended metaphor. → **More scaffolded practice.**
3. **Resources:** Short clips on mountaineering, deforestation, painting.
4. **Adjustment:** Simplified metaphors when students looked confused.

Teacher Notes (Unit 7): Biographies motivated; poem thought-provoking; SR highly emotional; grammar needed scaffolding.

Unit 8 – Kathmandu / A Slumber Did My Spirit Seal / A House Is Not a Home

Period No.	Concept to be taught	Date	Activities Conducted	TLM Used	Remarks
1	Pre-Reading & Reading Seg-1 (<i>Kathmandu</i>)		Teacher intro with map/pictures, model reading	Textbook, atlas	Students curious
2	Reading Seg-2		Silent/group reading, vocab	Textbook	Students engaged

Period No.	Concept to be taught	Date	Activities Conducted	TLM Used	Remarks
3	Reading Seg-3		Collaborative reading, Q–A	Textbook	Students enjoyed travel theme
4	Thinking about Text		Oral/written Qs	Textbook	Students motivated
5	Grammar/Language		Exercises on non-finite verbs	WB	Confused learners
6	Writing		Travelogue writing	Notebook	Students creative
7	Poem Recitation (<i>A Slumber Did My Spirit Seal</i>)		Teacher recitation, chorus	Textbook	Students quiet but attentive
8	Poem Comprehension		Stanza analysis, Q–A	Blackboard	Understood grief theme
9	Poetic Devices		Identify metaphor, imagery	Chart	Students less confident
10	SR Reading Seg-1 (<i>A House is Not a Home</i>)		Teacher model reading	Textbook	Students engaged
11	SR Reading Seg-2		Silent/group reading	Textbook	Students emotional
12	SR Thinking & Writing		Para writing “Losing and Regaining”	Notebook	Students expressive

1. **Strategies:** Map work, travelogue writing, personal experiences → Engaging.
2. **Difficulties:** Grammar (non-finites), abstract poem. → Give step-by-step rules and annotated text.
3. **Resources:** Travel videos of Kathmandu, animation for poem.
4. **Adjustment:** Gave extra oral explanation when students struggled with poem’s abstract meaning.

Teacher Notes (Unit 8): Travel story engaging; poem abstract and harder; SR emotional; grammar area weak.

Unit 9 – If I Were You / The Beggar

Period No.	Concept to be taught	Date	Activities Conducted	TLM Used	Remarks
1	Pre-Reading & Seg-1 (<i>If I Were You</i>)		Teacher intro about drama, role play	Textbook, IFP	Students curious
2	Reading Seg-2		Teacher & student reading, Q–A	Textbook	Students engaged
3	Reading Seg-3		Group reading, role play	Textbook	Students enjoyed
4	Thinking about Text		Oral/written Qs, discussion	Textbook	Students participated
5	Grammar/Language		Exercises on reported speech	WB	Needed practice
6	Speaking/Role Play		Students act as Gerrard/Intruder	Blackboard	Students enthusiastic
7	SR Reading Seg-1 (<i>The Beggar</i>)		Teacher model reading, glossary	Textbook	Students attentive
8	SR Reading Seg-2		Silent/group reading, Q–A	Textbook	Students understood moral
9	SR Thinking & Writing		Para writing “Importance of Honest Work”	Notebook	Students wrote sincerely

1. Strategies: Role play, dramatization, peer acting → Very effective; high energy. Next time: assign roles earlier.
2. Difficulties: Grammar (reported speech). → More practice with dialogues.
3. Resources: Audio/visual staging of play; short moral stories.

4. Adjustment: Extended speaking activity when students showed enthusiasm.

Teacher Notes (Unit 9): Drama form enjoyable; SR moral clear; role plays boosted confidence; grammar weak but improving.

Teacher's Diary – Unit 1 (Class X English)

Period No.	Name of the Concept to be taught	Date	Activities Conducted	TLM Used	Remarks
1	Pre-reading (A Letter to God)	—	Brainstorming: “What do farmers expect from nature?”; picture discussion	Textbook, chart	Students curious and shared ideas
2	Reading Segment-1	—	Teacher model reading, glossary explanation	Textbook	Students attentive
3	Reading Segment-2	—	Pair reading, vocabulary (wrinkled, ox of a man)	Textbook, WB	Some pronunciation issues
4	Thinking about the Text	—	Oral/written comprehension Qs, inferential discussion	Textbook	Active responses, some slow learners
5	Thinking about Language	—	Exercises on tenses, WB activities	Textbook, WB	Students needed scaffolding
6	Writing Activity	—	Letter writing: “Letter to God” – guided format	Blackboard, WB	Common format errors
7	Poem Intro & Recitation (<i>Dust of Snow</i>)	—	Teacher recitation, chorus reading	Textbook, audio	Students enjoyed rhythm
8	Poem – Comprehension	—	Stanza analysis, Q–A	Blackboard	Understood symbolic meaning

Period No.	Name of the Concept to be taught	Date	Activities Conducted	TLM Used	Remarks
9	Poetic Devices	—	Identification of rhyme, alliteration, inversion	Chart, WB	Students confused inversion
10	Prose (Nelson Mandela) Reading Seg-1	—	Teacher reading, glossary	Textbook	Students inspired
11	Reading Seg-2	—	Silent/group reading, Q–A	Textbook	Students connected with struggle
12	Thinking about the Text	—	Group discussion: freedom & courage	Textbook, notebook	Students motivated
13	Grammar/Language	—	Exercises on determiners/modals	WB	Students needed more practice
14	Writing	—	Paragraph: “Qualities of a True Leader”	Notebook	Students wrote creatively

Teacher Notes (Unit 1 – Brief)

- Students engaged well in discussions, especially about freedom and leadership.
- Some difficulties in grammar (tenses, determiners) and poetic devices (inversion).
- Writing activities required teacher scaffolding.

Reflection Questions (Unit 1 – Brief Answers)

1. Strategies for Participation

- Used brainstorming, picture discussion, group work, and chorus reading.
- Very effective for engagement.

- Next time: include role play and peer explanation.

2. Difficult Concepts/Activities

- Students struggled with tenses, determiners, and poetic devices.
- Will adapt by using more examples and practice worksheets.

3. Additional Resources/Modifications

- Use short video on farmers' dependence on rain.
- Show clips of Nelson Mandela's speeches.
- Provide audio recitation of poem for better appreciation.

4. Adjustment Based on Student Reactions

- Slowed reading pace for weak students.
- Added extra oral practice for grammar.
- Shifted to group work when students hesitated in individual answers.

Unit 2 – Nelson Mandela (contd.) / Fire and Ice / A Tiger in the Zoo / Two Stories about Flying

Period No.	Concept	Date	Activities Conducted	TLM Used	Remarks
1	Prose – Reading Seg-3 (Mandela contd.)		Teacher reading, vocab	Textbook	Students inspired
2	Thinking about Text		Group Q–A, value discussion	Textbook	Active participation
3	Poem Recitation (<i>Fire and Ice</i>)		Teacher recitation, chorus reading	Textbook	Students enjoyed rhythm
4	Poem Comprehension		Stanza analysis, discussion on desire/hatred	Blackboard	Some struggled with symbolism

Period No.	Concept	Date	Activities Conducted	TLM Used	Remarks
5	Poem (<i>A Tiger in the Zoo</i>)		Recitation, paraphrasing	Textbook	Students empathetic
6	Grammar		Exercises on modals	WB	Needed practice
7	Writing		Paragraph “Freedom vs Oppression”	Notebook	Students wrote well
8	Prose (<i>Two Stories about Flying</i>) Seg-1		Teacher reading, glossary	Textbook	Students attentive
9	Seg-2		Silent reading, Q–A	Textbook	Students related to fear
10	Seg-3		Pair reading, comprehension	Textbook	Students engaged
11	Thinking about Text		Oral Qs, value-based discussion	Textbook	Good responses
12	Writing Activity		Diary entry “Overcoming Fear”	Notebook	Creative responses

Teacher Notes: Students inspired by Mandela; poems short but symbolic (needed scaffolding); prose on flying connected with students’ personal fears.

Reflection Answers:

1. Used chorus reading, group Qs – effective; next time add role play.
2. Symbolism in poems & grammar (modals) hard → will simplify with examples.
3. Add video on Mandela, clips of birds flying.
4. Adjusted pacing in poems; extended group work when students struggled.

Unit 3 – Two Stories about Flying (contd.) / How to Tell Wild Animals / Ball Poem / Black Aeroplane

Period No.	Concept	Date	Activities Conducted	TLM	Remarks
1	Prose (<i>Black Aeroplane</i>) Seg-1		Teacher reading, glossary	Textbook	Students curious
2	Seg-2		Silent/group reading	Textbook	Suspense maintained
3	Thinking about Text		Q–A, inferential discussion	Textbook	Students active
4	Poem Recitation (<i>How to Tell Wild Animals</i>)		Teacher recitation, humour highlighted	Textbook	Students enjoyed
5	Poem Comprehension		Stanza explanation	Blackboard	Good responses
6	Poem Recitation (<i>Ball Poem</i>)		Chorus reading, paraphrasing	Textbook	Students quiet
7	Poem Comprehension		Discussion on loss, values	Blackboard	Some difficulty in theme
8	Grammar		Exercises on reported speech	WB	Students struggled
9	Writing		Story writing – “Strange Flight”	Notebook	Students imaginative

Teacher Notes: Suspense in prose held attention; humorous poem liked; “Ball Poem” theme of loss was abstract.

Reflection Answers:

1. Used humour, suspense, chorus reading – effective; next time, more dramatization.
2. Poem “Ball” difficult; grammar weak → will use examples.
3. Use visuals of wild animals, short film of flying planes.
4. Shifted to group sharing when students struggled with abstract ideas.

Unit 4 – From the Diary of Anne Frank / Amanda! / Footprints without Feet

Period	Concept	Date	Activities	TLM	Remarks
1	Pre-reading & Seg-1 (Anne Frank)		Teacher intro, diary extracts	Textbook	Students engaged
2	Seg-2		Silent reading, vocab	Textbook	Students empathetic
3	Thinking about Text		Oral/written Qs	Textbook	Students emotional
4	Poem Recitation (Amanda!)		Chorus reading	Textbook	Students amused
5	Poem Comprehension		Stanza discussion	Blackboard	Understood adolescent issues
6	Poetic Devices		Allusion, repetition	Chart	Students active
7	Prose (<i>Footprints</i>) Seg-1		Teacher reading	Textbook	Students curious
8	Seg-2		Silent/group reading	Textbook	Students enjoyed suspense
9	Thinking about Text		Q–A, role play	Textbook	Students engaged

Teacher Notes: Diary form novel; students related with Amanda; suspense story very engaging.

Reflection Answers:

1. Used diary writing, role play → effective. Next: add group dramatization.
2. Grammar from prose difficult → will give worksheets.
3. Additional: video on Holocaust, diary visuals.
4. Adjusted by simplifying vocabulary for weaker students.

Unit 5 – The Hundred Dresses I & II / Animals / The Necklace

Period	Concept	Date	Activities	TLM	Remarks
1	Prose Seg-1 (<i>Hundred Dresses I</i>)		Teacher reading	Textbook	Students empathetic
2	Seg-2		Pair reading, vocab	Textbook	Students quiet
3	Thinking about Text		Q–A, discussion on bullying	Textbook	Students engaged
4	Prose Seg-3 (<i>Hundred Dresses II</i>)		Reading, glossary	Textbook	Emotional
5	Thinking about Text		Oral/written Qs	Textbook	Students active
6	Poem Recitation (<i>Animals</i>)		Chorus reading	Textbook	Students reflective
7	Poem Comprehension		Stanza analysis	Blackboard	Understood equality theme
8	Prose (<i>The Necklace</i>) Seg-1		Teacher reading	Textbook	Students engaged
9	Seg-2		Group reading	Textbook	Students shocked
10	Thinking about Text		Inferential Q–A	Textbook	Students reflective

Teacher Notes: Students emotionally connected; poems & prose sparked values of equality, honesty.

Reflection Answers:

1. Used group discussion, empathy tasks – effective. Next: add role play.
2. Vocabulary & irony tough → more guided reading.
3. Short video clips on bullying & simplicity.
4. Adjusted by simplifying narrative and explaining irony.

Unit 6 – Mijbil the Otter / Fog / The Proposal

Period	Concept	Date	Activities	TLM	Remarks
1	Prose Seg-1 (<i>Mijbil</i>)		Teacher intro, reading	Textbook	Students curious
2	Seg-2		Pair reading, glossary	Textbook	Students amused
3	Thinking about Text		Q–A	Textbook	Students engaged
4	Poem Recitation (<i>Fog</i>)		Chorus reading	Textbook	Students amused
5	Poem Comprehension		Metaphor, Q–A	Blackboard	Students understood
6	Drama (<i>The Proposal</i>) Seg-1		Role play	Textbook	Students excited
7	Seg-2		Silent reading, Q–A	Textbook	Students engaged
8	Seg-3		Group role play	Textbook	Students active
9	Thinking about Text		Discussion	Textbook	Students laughed

Teacher Notes: Humour appreciated; poem metaphor simple; drama lively.

Reflection Answers:

1. Role play, dramatization effective; next: add costumes.
2. Vocabulary in drama tricky → glossary cards next time.
3. Videos of otters & drama performance.
4. Adjusted by giving extra time for role play.

Unit 7 – Glimpses of India / Trees / Madam Rides the Bus

Period	Concept	Date	Activities	TLM	Remarks
1–3	Prose (<i>Baker / Coorg / Assam Tea</i>)		Teacher & student reading, Q–A	Textbook	Students enjoyed variety

Period	Concept	Date	Activities	TLM	Remarks
4	Thinking about Text		Oral/written Qs	Textbook	Students curious
5	Poem Recitation (<i>Trees</i>)		Chorus reading, paraphrasing	Textbook	Students amused
6	Poem Comprehension		Stanza analysis	Blackboard	Understood personification
7–8	Prose (<i>Madam Rides the Bus</i>) Segs		Reading, glossary, role play	Textbook	Students emotional
9	Thinking about Text		Group Q–A	Textbook	Students empathetic

Teacher Notes: Variety of culture enjoyed; poem light; prose very emotional.

Reflection Answers:

1. Cultural discussion, role play → effective. Next: more visuals.
2. Vocabulary tough in prose → add pictures.
3. Resources: videos of Coorg, tea gardens.
4. Adjusted pace in long prose reading.

Unit 8 – The Sermon at Benares / For Anne Gregory / The Hack Driver

Period	Concept	Date	Activities	TLM	Remarks
1–2	Prose (<i>Sermon at Benares</i>)		Teacher reading, glossary, Q–A	Textbook	Students reflective
3	Thinking about Text		Discussion on death & detachment	Textbook	Students quiet
4	Poem Recitation (<i>For Anne Gregory</i>)		Teacher recitation	Textbook	Students enjoyed
5	Poem Comprehension		Discussion on inner beauty	Blackboard	Students engaged

Period	Concept	Date	Activities	TLM	Remarks
6–7	Prose (<i>Hack Driver</i>) Segs		Reading, glossary	Textbook	Students amused
8	Thinking about Text		Oral Q–A, role play	Textbook	Students active

Teacher Notes: Philosophical theme made students reflective; humour in *Hack Driver* balanced the mood.

Reflection Answers:

1. Group discussions, humour tasks effective. Next: more real-life examples.
2. Abstract philosophy difficult → simplify with examples.
3. Videos/quotes of Buddha.
4. Adjusted by balancing humour after serious text.

Unit 9 – The Book That Saved the Earth / The Tale of Custard the Dragon / The Necklace (if included SR)

Period	Concept	Date	Activities	TLM	Remarks
1–2	Drama (<i>Book That Saved the Earth</i>)		Teacher reading, role play	Textbook	Students amused
3	Thinking about Text		Group Q–A	Textbook	Students engaged
4	Poem Recitation (<i>Custard the Dragon</i>)		Chorus reading, rhyme identification	Textbook	Students laughed
5	Poem Comprehension		Stanza analysis	Blackboard	Students enjoyed
6	SR (if Necklace/extra)		Reading, Q–A	Textbook	Students engaged

Teacher Notes: Drama fun; poem humorous; lively participation.

Reflection Answers:

1. Role play & chorus reading worked; next: include student-led dramatization.
 2. Poem vocabulary tricky → glossary cards next time.
 3. Additional cartoons/video of poem.
 4. Adjusted by giving more reading time.
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 Now you have **Teacher's Diary for Units 1–9** with:

- **Tables (period-wise)**
 - **Brief Teacher Notes**
 - **Reflection Question answers**
-