

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.

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 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.