

Class 7th

Month June

Period No	Name of the Concept to be Taught	Remarks
1.1	Reading Comprehension	Story: “Three Questions” (Tolstoy). Each period takes a focused LO and activity, progressing through the story’s comprehension, character analysis, vocabulary, grammar, and value focus.
1.2	Reading Comprehension	Story: “Three Questions” (Tolstoy). Each period takes a focused LO and activity, progressing through the story’s comprehension, character analysis, vocabulary, grammar, and value focus.
1.3	Reading Comprehension	Story: “Three Questions” (Tolstoy). Each period takes a focused LO and activity, progressing through the story’s comprehension, character analysis, vocabulary, grammar, and value focus.
1.4	Reading Comprehension	Story: “Three Questions” (Tolstoy). Each period takes a focused LO and activity, progressing through the story’s comprehension, character analysis, vocabulary, grammar, and value focus.

Period No	Name of the Concept to be Taught	Remarks
1.5	Reading Comprehension	Story: “Three Questions” (Tolstoy). Each period takes a focused LO and activity, progressing through the story’s comprehension, character analysis, vocabulary, grammar, and value focus.
1.6	Reading Comprehension	Story: “Three Questions” (Tolstoy). Each period takes a focused LO and activity, progressing through the story’s comprehension, character analysis, vocabulary, grammar, and value focus.
1.7	Reading Comprehension	Story: “Three Questions” (Tolstoy). Each period takes a focused LO and activity, progressing through the story’s comprehension, character analysis, vocabulary, grammar, and value focus.
1.8	Reading Comprehension	Story: “Three Questions” (Tolstoy). Each period takes a focused LO and activity, progressing through the story’s comprehension, character analysis, vocabulary, grammar, and value focus.
1.9	Poem (The Squirrel)	Poetry reading, comprehension, vocabulary, rhyme focus.

Period No	Name of the Concept to be Taught	Remarks
1.10	SIP	Focus on worksheet practice (Reading, Grammar, Speaking, Writing), revision, and assessment.
1.11	SIP	Focus on worksheet practice (Reading, Grammar, Speaking, Writing), revision, and assessment.
1.12	SIP	Focus on worksheet practice (Reading, Grammar, Speaking, Writing), revision, and assessment.
1.13	SIP	Focus on worksheet practice (Reading, Grammar, Speaking, Writing), revision, and assessment.

Teacher's Diary – Filling Instructions for June, Unit 1: Three Questions & The Squirrel

Periods 1.1 to 1.8 — "Reading Comprehension" (Three Questions)

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
1.1	Reading Comprehension	(Fill date)	<i>Discussion on King's three questions & making real-life decisions. Activity: Class discussion, real-life scenarios, group roleplays.</i>	Textbook, chalkboard, roleplay cards	Students found connecting to real-life situations engaging.
1.2	Reading Comprehension	(Fill date)	<i>Group activity: Debating various advice received by the king. Scenario cards, sharing advice received in real life.</i>	Textbook, scenario cards	Some students needed help understanding advice from multiple perspectives.
1.3	Reading Comprehension	(Fill date)	<i>Activity: Identifying and analyzing major story events. Group discussions on "right time" scenarios.</i>	Textbook, worksheet	Students enjoyed sharing their own experiences.
1.4	Reading Comprehension	(Fill date)	<i>Class court debate on wise men's answers; group reflection on decision-making.</i>	Textbook, board	Will use more examples next time for clarity.

Period 1.9 — "Poem (The Squirrel)"

| 1.9 | Poem (The Squirrel) | (Fill date) | *Poetry reading, identifying rhyming words, visual description activity, vocabulary ('wear', 'tail'), dictionary work.* | Textbook, picture cards, dictionary | Students participated actively in word games. |

Periods 1.10–1.13 — "SIP" (Student Improvement Programme/Worksheets)

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
1.10	SIP	(Fill date)	Worksheet 1: Reading comprehension; students worked individually.	Worksheet 1	Needed to explain instructions clearly.
1.11	SIP	(Fill date)	Worksheet 2: Grammar activities (prefixes and suffixes); group dictionary use.	Worksheet 2, dictionaries	Peer support was helpful for weaker students.
1.12	SIP	(Fill date)	Worksheet 3: Speaking/Writing exercises; students paired up for storytelling.	Worksheet 3	Encouraged quieter students to participate more.
1.13	SIP	(Fill date)	Worksheet 3: Continued speaking/writing from previous class, with presentations.	Worksheet 3	Presentations went well; plan to include time for feedback.

General remarks/tips (filling the last section of the diary page):

- **Participation Strategies:** Used class discussions, group activities, think-pair-share to foster student engagement. Effective for participation, but will add more visual aids next time.
- **Difficulties:** Some students had trouble with new vocabulary and prefix/suffix activities. Will provide extra worksheet practice.
- **Resources/Modifications:** More real-life examples, bringing pictures or props (for poem or story events), and using digital resources for future lessons.
- **Adjustments:** Shifted teaching pace for students struggling with comprehension, more modelling for writing tasks.

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

- **Strategies Used:**

- I started the class with a *hook question* (“Imagine creating a potion to make people instantly older—what would you add?”), which sparked students’ curiosity and encouraged multiple responses.
- Used **group discussions and presentations**, assigning each group different categories of long-living things (trees, animals, historical objects) and had them share findings with the class.
- Incorporated *echo reading* and *supportive reading* strategies, pausing to explain vocabulary and check understanding.
- Encouraged students to invent their own magical potion and create advertisements in small groups.

- **Effectiveness:**

- The brainstorming and group tasks led to high engagement; most students actively shared ideas, and even shy students contributed in their groups.
- Echo reading supported weaker readers, building confidence.
- Some students needed more scaffolding for abstract tasks (like inventing a potion).

- **What I’ll do differently:**

- Next time, I’ll provide more specific examples for creative group tasks and scaffolding for groups that struggle with imaginative assignments.
- Use exit tickets more consistently to quickly assess what each student learned.

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?

- **Difficult Concept/Activity:**

- Understanding *cause and effect* between Mr. Wonka's actions and the results of Wonka-Vite/Vita-Wonk was challenging for some.
- Some groups struggled with relating real-life long-living things to the fantasy context.

- **Adaptations:**

- In future, I will use a **graphic organizer/chart** to visually map out cause-and-effect relationships.
- Model one example together as a class before asking students to create their own cause/effect charts with new inventions.
- For the imaginative activities, I will scaffold more visible prompts and sentence starters.

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

- Use **visual aids** (pictures of ancient trees/tortoises), and short video clips on long-living organisms.
- Incorporate a simple worksheet template for potion recipes, cause/effect mapping, or comic strip summarizing the story.
- Provide links or QR codes to short fantasy/scientific videos for background.
- Invite students to bring an "old" object from home and share its story as a warm-up.

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

- When I noticed students were struggling to relate fantasy to real facts, I paused group work and gave a real-life example (relating a 150-year-old tortoise to the lesson).
- For students who were shy in groups, I restructured some activities as paired talk before group share.
- Adjusted pacing by extending group time and shortening the whole-class debrief to allow students to finish creative tasks.

- I was able to clarify confusion about the difference between “effect” and “result” by re-teaching with simple, direct examples from their own lives.

Teacher Notes:

- Students enjoyed humor and fantasy in the lesson—keep using these elements for engagement.
- Need to revisit mapping cause and effect in narrative and real-world scenarios for better understanding.
- Consider integrating more cross-curricular links (science/history) to make fantasy inventions relatable.

Class 7th

Month July

Period No	Name of the Concept to be taught	Remarks
2.1	Reading Comprehension	Reading Comprehension (understanding story content)
2.2	Reading Comprehension	Reading Comprehension (understanding story content)
2.3	Reading Comprehension	Reading Comprehension (understanding story content)
2.4	Reading Comprehension	Reading Comprehension (understanding story content)
2.5	Reading Comprehension	Reading Comprehension (understanding story content)
2.6	Reading Comprehension	Reading Comprehension (understanding story content)

Period No	Name of the Concept to be taught	Remarks
2.7	Reading Comprehension	Reading Comprehension (understanding story content)
2.8	Reading Comprehension	Reading Comprehension (understanding story content)
2.9	Reading Comprehension	Reading Comprehension (understanding story content)
2.10	Reading Comprehension	Reading Comprehension (understanding story content)
2.11	Reading Comprehension	Reading Comprehension (understanding story content)
2.12	Reading Comprehension	Reading Comprehension (understanding story content)
2.13	SIP (<i>Special Instructional Period</i>)	SIP (reinforce/worksheet/reteach)

Period No	Name of the Concept to be taught	Remarks
2.14	Grammar (If-clause)	Grammar (If-clause)
2.15	SIP	SIP
2.16	Speaking (Share opinions)	Speaking (Share opinions)
2.17	Writing (Like/dislikes)	Writing (Like/dislikes)
2.18	SIP	SIP
2.19	Poem (The Rebel)	Poem (The Rebel)
2.20	Poem (The Rebel)	Poem (The Rebel)
2.21	The Tiny Teacher (S.R)	The Tiny Teacher (S.R)
2.22	The Tiny Teacher (S.R)	The Tiny Teacher (S.R)
2.23	The Tiny Teacher (S.R)	The Tiny Teacher (S.R)

Teacher's Diary

Teacher's Diary (Sample Fill for July - English, Grade 7)

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
2.1	Reading Comprehension	01/07/2025	Introduced story "A Gift of Chappals." Pre-reading discussion on visiting relatives; students predicted story themes.	Textbook, pictures of family	Good participation
2.2	Reading Comprehension	02/07/2025	Echo reading; group discussion about Mridu's character; focus on setting details.	Textbook, picture cards	Most students attentive
2.3	Reading Comprehension	03/07/2025	Character chart: Groups described traits of Mridu and Ravi. Peer presentations.	Chart paper, markers	Group work effective
2.4	Reading Comprehension	04/07/2025	Discussed cultural/family rules; students shared home traditions. Compared with story events.	Textbook, worksheet	Student stories were insightful
2.5	Reading Comprehension	05/07/2025	Role-play: Secretly caring for a pet—debate on honesty vs. kindness.	Props: soft toy cat	Debate was lively
2.6	Reading Comprehension	07/07/2025	Identified figurative language (similes, metaphors). Worksheet practice; shared own examples.	Textbook, dictionary	Dictionary work reinforced learning

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
2.7	Reading Comprehension	08/07/2025	Tone & mood: Compared Lalli's and music master's actions; created contrasting mood statements.	Textbook	Some students struggled with "mood"
2.8	Reading Comprehension	09/07/2025	Storyboard creation: Illustrated sequence of story events. Peer feedback round.	Drawing sheets, crayons	Engaged all students
2.9	Reading Comprehension	10/07/2025	Class reflection: Discussed kindness—students wrote about helping someone in need.	Reflection worksheet	Students shared heartfelt stories
2.10	Reading Comprehension	11/07/2025	Small group: Written alternate resolutions for beggar's situation. Presented to class.	Writing notebook	Creative thinking evident
2.11	Reading Comprehension	12/07/2025	Vocabulary game (team activity): "Blisters," "Incarnate," "Protest" using context clues.	Flashcards	Increased engagement
2.12	Reading Comprehension	13/07/2025	Comprehension quiz, peer checking, and discussion of answers in class.	Prepared quiz, answer sheets	Most scored well
2.13	SIP	14/07/2025	Worksheet 7.2 SIP 1 (Reading Comprehension), independent completion.	Worksheet printout	Used for remedial support
2.14	Grammar (if-clause)	15/07/2025	Conditional sentences—"If clause" structure. Chain sentence activity.	Textbook, sentence strips	Needed more examples

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
2.15	SIP	16/07/2025	Worksheet 7.2 SIP 2 (Grammar)—students solved collaboratively.	Worksheet	Peer correction worked well
2.16	Speaking (Share opinions)	17/07/2025	Video-based discussion: Giving to the needy. Students voiced own approach.	Video, discussion cards	Developed reasoning skills
2.17	Writing (Likes/dislikes)	18/07/2025	Hostel scenario: Pair work to express preferences using sentence starters.	Sample answers, notebooks	Supported by prompts
2.18	SIP	19/07/2025	Worksheet 7.2 SIP 3 (Speaking & Writing), oral and written tasks.	Worksheet	Students practiced in pairs
2.19	Poem (The Rebel)	21/07/2025	Poem recitation; group identified “opposites” in behaviour. Poster activity: “How Rebels Stand Out.”	Textbook, chart, markers	Artistic expression noted
2.20	Poem (The Rebel)	22/07/2025	Discussion on individuality—students wrote couplets with theme of “being different.”	Notebooks	Reflections varied
2.21	The Tiny Teacher (S.R)	23/07/2025	Introduced story; students shared prior knowledge about ants. KWL chart.	KWL chart, textbook	Good background connection
2.22	The Tiny Teacher (S.R)	24/07/2025	Guided reading: Tracked ant’s activities; students illustrated ant life cycles.	Textbook, drawing sheets	Needed more time for diagrams

Period No	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
2.23	The Tiny Teacher (S.R)	25/07/2025	Story summary; quiz game to review lesson.	Word cards, quiz	Enthusiastic review session

Sample Answers for Reflective Diary Questions

You can adapt these as per your class's reality.

1. Specific Strategies for Participation:

- Think-pair-share, role-play, group posters, and peer teaching.
- Most effective: Role-play and group story creation.
- For next time: Assign shy students leadership in small groups to increase their involvement.

2. Concepts/Activities Students Found Difficult:

- Abstract concepts like “figurative language” and “tone/mood.”
- Next lesson: Use more visual aids and step-by-step guided questions; include more examples from their daily life.

3. Additional Resources/Modifications:

- Integrate short video clips for cultural/family traditions.
- More use of TLMs: flashcards, props, and drawing-based tasks.
- Invite community speakers (parent or grandparent) to discuss kindness or traditions.

4. Adjustments Based on Student Reaction:

- If an activity was too advanced, switched to simpler pair or group work.
- Used instant polling or show of hands to check understanding before moving to next segment.

Notes

- Update **Date** for each period as per your school's actual schedule.
- Modify **Remarks** column to note absent students, challenges, or what worked best.
- "SIP" stands for "Special Instructional Period" as per your planner/handbook.

Class 7th

Month August

Here is a clear summary and structuring of the schedule and period-wise division for **Unit 3: Gopal and the Hilsa Fish** (with continued period allocation as seen in your screenshot and the extended table):

Period Allocation Table: Chapters and Concepts (Unit 3: Gopal and the Hilsa Fish)

Period No	Name of The Concept to be taught	Remarks
3.1	Reading Comprehension	Each period is dedicated to Reading Comprehension, focusing sequentially on different parts or aspects of the text "Gopal and the Hilsa Fish".
3.2	Reading Comprehension	
3.3	Reading Comprehension	
3.4	Reading Comprehension	
3.5	Reading Comprehension	
3.6	Reading Comprehension	
3.7	Reading Comprehension	
3.8	Grammar - Reported Speech	Grammar lesson on "Reported Speech".
3.9	Grammar - Describing with Adjectives	Grammar on "Describing with Adjectives"—teaching students how to use adjectives in their descriptions.

Period No	Name of The Concept to be taught	Remarks
3.10	Speaking & Writing - Picture Interpretation and Storytelling	: Focus on Speaking & Writing via Picture Interpretation and Storytelling activities, encouraging creative expression
3.11	Recreating Classics Through Comics	Students practice "Recreating Classics Through Comics"—translating stories into comic strip format for better engagement.
3.12	Setting and Imagery in the Poem (The Shed)	"Setting and Imagery in the Poem (The Shed)"—analyzing poetic devices, visual imagery, and setting within the poem.
3.13	Bringing up Kari (S.R)	"Bringing up Kari (S.R)"—two periods dedicated to reading, comprehending, and discussing the Supplementary Reader chapter.
3.14	Bringing up Kari (S.R)	"Bringing up Kari (S.R)"—two periods dedicated to reading, comprehending, and discussing the Supplementary Reader chapter.

This period allocation ensures a comprehensive, stepwise coverage of reading, grammar, speaking, writing, creative activities, and supplementary readings for holistic English learning throughout this unit. If you need more detail on *what to teach in each period*, or lesson plans for any specific period, let me know!

Teacher's Diary for the month of August

Sample Teacher's Diary Entry for August (Grade 7, Unit 3: Gopal and the Hilsa Fish)

Period No	Name of the Concept to be Taught	Date	Activities Conducted During the Teaching	TLM Used	Remarks
3.1	Reading Comprehension (Comic Structure)	2/8/25	Class discussion on what comics are, introduction to panels, narration, and speech bubbles. Students identify details on setting and characters from panels.	Comic panels in textbook, Black board/Smartboard	Students very enthusiastic; some need practice differentiating text box and speech bubble.
3.2	Reading Comprehension (Facial Expression & Dialogue)	4/8/25	Analysis of King's expressions and dialogues. Small-group activity on analyzing emotions from a panel.	Textbook comics, Picture cards	Students found it fun to "read faces."
3.3	Reading Comprehension (Challenge & Solution)	6/8/25	Group brainstorm: How to solve the King's challenge? Each group presents its plan to the class.	Chart paper, markers	Creative thinking visible! Need to encourage quieter students to share.
3.4	Reading Comprehension (Gopal's Plan)	7/8/25	Read aloud Gopal's disguise. Prediction exercise: Will Gopal succeed?	Textbook, pictures of disguises	Students enjoyed predicting outcomes. Some had very wild ideas!

Period No	Name of the Concept to be Taught	Date	Activities Conducted During the Teaching	TLM Used	Remarks
3.5	Reading Comprehension (Sequential Art)	9/8/25	Class analysis of panel sequence, discussion on use of large/small panels, and narrative flow.	Comic panels, Whiteboard	Students improving in using visual clues.
3.6	Reading Comprehension (King's Reaction)	11/8/25	Focus on expressions/dialogue after Gopal's success. Group activity: redraw the King's reaction in a different way.	Drawing sheets, crayons	Most groups showed the king clapping or laughing.
3.7	Reading Comprehension (Key Message & Life Lessons)	12/8/25	Skit: Each group presents a scenario where "intelligence with humility brings success."	Costumes, props	Some students reluctant to act, but everyone participated in discussion.
3.8	Grammar - Reported Speech	13/8/25	Direct to reported speech conversion using comic dialogue. Groups create comics, swap speech for narration.	Textbook, Grammar worksheet	Needed extra practice with tense changes. Review next period.
3.9	Grammar - Describing with Adjectives	14/8/25	Activity: Compare Gopal, the king, and the fish using adjectives. Lists and sentences on board.	Chart, dictionaries	Students engaged; struggled a bit with new adjectives.
3.10	Speaking & Writing - Picture	16/8/25	Students analyze a picture and write a creative story. Group sharing and feedback.	Picture cards, Story prompt sheet	Some great imagination displayed! Some needed writing help.

Period No	Name of the Concept to be Taught	Date	Activities Conducted During the Teaching	TLM Used	Remarks
	Interpretation & Storytelling				
3.11	Recreating Classics Through Comics	18/8/25	In pairs, students retell a classic folk tale as a comic strip (3 panels minimum).	Drawing sheets, colour pencils	Students excited—asked to finish as homework.
3.12	Setting and Imagery in the Poem (The Shed)	20/8/25	Analyzed imagery and mood. Created “mood boards” in groups to represent poem’s atmosphere.	Stanzas from poem, mood board materials	Excellent creativity. Will do another mood board in future.
3.13	Bringing Up Kari (S.R)	22/8/25	Silent reading and group summary/discussion. Identified main events, character motivations.	Supplementary Reader	Students needed prompting to go beyond plot summary.
3.14	Bringing Up Kari (S.R)	23/8/25	Follow-up discussion: Life lessons, quiz on reading.	Quiz Handout, Supplementary Reader	Quiz results to be discussed next period.

Sample Answers for Reflective Diary Questions

You can adapt these as per your class’s reality.

5. Specific Strategies for Participation:

- Think-pair-share, role-play, group posters, and peer teaching.
- Most effective: Role-play and group story creation.
- For next time: Assign shy students leadership in small groups to increase their involvement.

6. **Concepts/Activities Students Found Difficult:**

- Abstract concepts like “figurative language” and “tone/mood.”
- Next lesson: Use more visual aids and step-by-step guided questions; include more examples from their daily life.

7. **Additional Resources/Modifications:**

- Integrate short video clips for cultural/family traditions.
- More use of TLMs: flashcards, props, and drawing-based tasks.
- Invite community speakers (parent or grandparent) to discuss kindness or traditions.

8. **Adjustments Based on Student Reaction:**

- If an activity was too advanced, switched to simpler pair or group work.
- Used instant polling or show of hands to check understanding before moving to next segment.

Notes

- Update **Date** for each period as per your school’s actual schedule.
- Modify **Remarks** column to note absent students, challenges, or what worked best.
- “SIP” stands for “Special Instructional Period” as per your planner/handbook.