

Teacher's Diary

Class: 8th

Name of the Month: June

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

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	+The story and its elements		themes (humanity, peace, camaraderie); Teacher-led creation of a concept map.		themes. Group work on this was successful.
1.4	Reading Comprehension +The story and its elements	[Date]	Recap of previous class; Hook activity on finding personal items; Echo and Supportive Reading; Teacher modeling of narrator's journey with a flow chart.	Text, flowchart on blackboard.	Students were able to connect to the hook and understand the narrator's motivations. Flowchart helped visualize the sequence of events.
1.5	Reading Comprehension	[Date]	Recap of previous class; Echo and Supportive Reading; Teacher modeling of interpreting a character through reflective questions (Mrs. Macpherson).	Text, blackboard.	Character interpretation required deep thinking; some students needed extra prompts to move beyond literal understanding.

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1.6	SIP	[Date]	Students answered questions from the textbook's "Working with the text" section and identified sentences related to quotations.	Textbook.	This was a good check for independent comprehension. Paired stronger readers with slower readers to provide peer support.
1.7	Working with Language (Verbs)	[Date]	Hook with an image of time travel; Teacher modeled past simple and past perfect tense using a concept map; Group work on converting sentences.	Text, concept map on blackboard.	Visuals for the grammar concepts were helpful. Group work was a successful way to practice conversion rules.
1.8 & 1.9	Working with Language (Noun Phrases and adjectives)	[Date]	Hook with a word search to identify verbs; Teacher introduced phrasal verbs and noun phrases; Group work on defining and using them in sentences.	Text, word list on blackboard, dictionary.	The Phrasal Verb Game Show Charades game was a fun and effective way to practice. Students enjoyed the interactive activity.

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

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

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

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

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

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

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

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

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

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

June

Teacher Notes:

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

Teacher's Diary Class:

8th

Name of the Month: July

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

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

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			the text" section and a provided worksheet.		comprehension of all three parts of the lesson.
2.10 & 2.11	Working with Language (Active and Passive Voice)	[Date]	Hook with image of a girl kicking a ball; Teacher modeled conversion rules using a 5-step process and a diagram; Group game to convert sentences.	Text, image of girl, diagrams on blackboard.	The game was a fun, competitive way to practice. Students quickly grasped the concept of shifting focus from doer to receiver.
2.12 & 2.13	Speaking and Writing (Diary)	[Date]	Hook on having a "diary" as a friend; Teacher modeled writing a diary entry and narrating an anecdote using a structured approach.	Text, blackboard.	Students found the anecdote writing prompt relatable. Role-playing different characters for diary entries sparked creativity.

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

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

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

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

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

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

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

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

July

Teacher Notes:

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

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

Teacher's Diary

Name of the Month: August

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

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

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

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			on converting a comic strip dialogue.		changes needed for pronouns and tense.
3.6	Speaking and writing	[Date]	Hook with a picture of farmers; Teacher modeled writing dialogue for a scene; Group work on creating a conversation between two characters.	Text, image of farmers, blackboard.	The dialogue writing activity encouraged empathy and creative expression. The structured approach helped students write a coherent conversation.
3.7	Speaking and writing	[Date]	Hook with a comic strip; Teacher modeled converting a story to a comic strip by identifying key events and adding dialogue; Group work on creating a comic of a favorite story.	Text, comic strip examples, blackboard, drawing materials.	This was a highly creative and fun activity. Students enjoyed visualizing and retelling a story in a new format.

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

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

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

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

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

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

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

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

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

August

Teacher Notes:

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

Teacher's Diary

Class: 8th

Name of the Month: September

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

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			work on summarizing key events and conflicts.	blackboard, text.	summarization activity was effective.
4.3	Reading Comprehension	[Date]	Recap; Teacher modeled the difference between memory and perception using a personal anecdote; Group work on identifying Bepin Babu's memories, perceptions, and their impact.	Text, blackboard.	The anecdote made the abstract concepts of memory and perception relatable. Group work was strong, with students identifying conflicting details from the text.
4.4	Reading Comprehension	[Date]	Recap; Teacher introduced cause-and-effect relationships using a simple example; Group work on identifying the causes and effects of Bepin Babu's memory loss.	Text, blackboard.	Students were able to trace the impact of Bepin Babu's memory loss on his actions and emotions. The framework helped clarify complex plot points.

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

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			textbook's "Working with the Text" section.		moving on to individual work.
4.8	Working with Language	[Date]	Teacher explained the use of "have to," "has to," and "had to" using examples and a table; Group work on creating sentences with these verbs.	Text, table on blackboard.	The table provided a clear visual guide for verb usage. The sentence-making activity was a practical application of the rules.
4.9	Working with Language	[Date]	Hook using an image to guess the meaning of "break the ice"; Teacher explained idioms and how to find them in a dictionary; Group work on identifying idioms from images.	Dictionary, images, text, blackboard.	The guessing game was a fun introduction to idioms. Students learned a valuable skill in using a dictionary for figurative language.

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

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			expressing guilt and promising future help.		emotions and plot points into a structured narrative.

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

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

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

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

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

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

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

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

September

Teacher Notes:

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

Teacher's Diary

Class: 8th

Name of the Month: October

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

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

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

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

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

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

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

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

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

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

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

October

Teacher Notes:

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

Teacher's Diary

Class: 8th

Name of the Month: November

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

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

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

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

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

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

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

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

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

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

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

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

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

November

Teacher Notes:

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

Teacher's Diary

Class: 8th

Name of the Month: December

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

December

Teacher Notes:

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

Teacher's Diary

Name of the Month: January

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

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

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

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

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

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

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

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

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

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

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

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

January

Teacher Notes:

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

Teacher's Diary

Class: 8th

Name of the Month: February

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

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

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

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

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

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

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

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

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

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

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

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

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

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

February

Teacher Notes:

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

Teacher's Diary

Class: 8th

Name of the Month: March

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

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

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

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

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

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

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

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

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

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

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

March

Teacher Notes:

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