

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

Teacher's Diary – Class IX English (Complete)

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

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

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

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

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

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

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

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

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

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

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

Teacher’s Diary – Unit 3

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Unit 9 – If I Were You / The Beggar

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

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

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

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