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LESSON PLAN - I

Preliminary Information

Name of the student Teacher: ;
 Register number: ; School name: Amara F.M. School.
 class: 6th ; Subject: English ; Duration: 35 mins.
 Topic: A Tale of two birds ; Date: 02.02.2024.

Academic Standards:

- Listening :-] To enable the students listen the message
] To enable students to oral information and comprehend the message
- Speaking :-] To understand the passage and respond.
] To develop their abilities in speaking the language fluently.
- Reading :-] To enable the students to understand the
] To minimize the list of new words with the help of peers.
- Writing :-] To ensure the students to write on their own.
] To apply suitable discourses according to the unit nature.
- Vocabulary: To enable children to use the words in different context
] To encourage students to refer the meaning of words through dictionary.
- Grammar: Enable children to use grammar in different context.
] To use the given structures in a right context.





Objectives → 1] The students speak simple and correct English.
 2] The students speak, read English with comprehensive
 3] The students acquire knowledge of subject matter.

Passage → There one lived a bird and her two newborn babies in a forest. They had a nest in a tall, shady tree and there the mother bird took care of her little ones day and night. One day, there was a big storm, thunder, lightning and rain, and the wind blew down many trees. Suddenly, he heard a gentle voice announce. "welcome to the ashram, and make yourself at home."
 TLM → 1] Pictures of two birds, 2] Flash cards for vocabulary.

Reference books → Oxford dictionary.	BLACK BOARD	TLM.
<p>TEACHING LEARNING STRATEGY</p> <p>"Good morning Students!" Good morning Teacher! Where do birds live? In the nest Name some birds! Peacock, crow, sparrow What can birds do but human beings can't? Birds can fly. Here I would like to present some Pictures of few birds.</p>		
CONCEPT	TEACHING LEARNING STRATEGY	TLM.
Greetings	"Good morning Students!" Good morning Teacher!	
Mind mapping	Where do birds live? In the nest Name some birds! Peacock, crow, sparrow	
Face sheet	What can birds do but human beings can't? Birds can fly. Here I would like to present some Pictures of few birds.	





	Black board.	TLM
<p>Concept</p>	<p>Teaching learning strategy</p>	<p>"A tale of two birds."</p> <p><i>A Tale of Two Birds</i> <small>(Summary in English)</small></p>  
<p>Announcement of the topic</p>	<p>So, today we are going to learn a new topic belongs to "A tale of two birds"</p>	
<p>Model Reading</p>	<p>The teacher will read aloud the passage with clear pronunciation by following marks.</p>	
<p>Collaborative Reading</p>	<p>The teacher will ask the students to follow him while he is reading the teacher</p> <ul style="list-style-type: none"> * The students will follow the teacher 	
<p>Individual Reading</p>	<p>The teacher will ask the students to read the passages individually.</p> <ul style="list-style-type: none"> * The students will read the passage individually 	
<p>Silent Reading</p>	<p>The teacher ask the students to read the passage in a silent manner.</p> <ul style="list-style-type: none"> * Students will read the passage silently. 	
<p>Introducing new Vocabulary</p>	<p>The teacher will tell the meaning of difficult:</p> <ol style="list-style-type: none"> 1. Imitate - copy 2. Forest - Jungle 3. Gentle - noble 4. Amazed - Surprised 5. Robbers - dacoits 6. Gang - group of criminals 7. Alice - Similar 8. storm - strong wind. 	





	TLM
<p>concept</p>	<p>Teaching-learning Strategy</p> <p>"A Tale of two birds" is a story about two birds who react differently to situations despite being born to the same mother. The story teaches the importance of the company who one keeps.</p> <p>It is a story revolves around a family of birds. Due to a thunderstorm, the mother dies, and two birds separate. one falls near a cave of robbers and other falls near a Rishi's ashram.</p> <p>The pupil teacher will ask the following</p> <p>a) find out the adverb of the passage.</p> <p>b) Explain the meaning of the following</p> <p>→ storm, behave and Surprise</p> <p>→ Pick out adjective and adverb from the passage</p> <p>→ what did the first bird say to the stranger?</p> <p>→ How many birds are mentioned in the passage.</p> <p>→ what is the name (other name) can give to this story?</p>
<p>Narration:</p>	<p>Recapitulation.</p>
<p>Assignment</p>	



LESSON PLAN-2

Preliminary Information

Name of the Student teacher: ; Name of the school: Amar F.M. School
 Register number: ; Topic: The friendly MongOOSE ; Duration: 45 mins
 Class: 6th ; Date: 03.02.2024 ;
 Subject: English

Academic Standards :-

Listening :-> To enable the students listen to the passage
 To enable the students to oral information and Comprehending message
 Speaking :-> To understand the passage and respond.
 -> To develop their abilities in speaking the language fluently.
 Reading :-> To enable the students to understand the Passage.
 To minimize the list of new words with the help of peers.
 Writing :-> To ensure the learners to write by their own.
 To apply the suitable discourses according to the unit-nature.
 Vocabulary :-> To enable the children to use the words in contexts
 -> To encourage the students to infer the meaning of the words.
 Grammar :-> To enable the children to use the grammar in different-
 -> To use the given structures in a right context contexts.



Objectives :- 1] The student will read English with comprehensive

2] The students acquire the knowledge of subject matter.

3] The students will write simple and correct English.

Passage :- Once a farmer and his wife lived in a village with their small son. They loved him very much. "We must have a pet," the farmer said to his wife one day. "When our son grows up, he will need a companion. This pet will be our son's companion." His wife liked the idea. One evening, the farmer bought with him a mongoose. Both the baby and mongoose grew -> a lovely animal with two shining black eyes. The farmer's son was still a baby in the cradle, sleeping.

TLM :- Picture of mongoose, flash cards for vocabulary.

Reference books :- Oxford dictionary 4th Edition.

CONCEPT
GREETINGS

TEACHING LEARNING STRATEGY

Good morning students, Good morning Ma'am!

Do you have a pet? If not would like

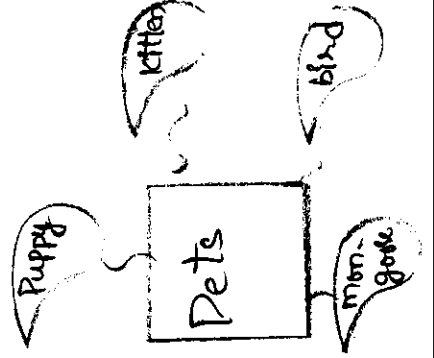
Mind mapping Yes/No; Yes I would like to have one

Which one would you like to have?

Puppies, kittens, birds.

Do you think mongoose can be friendly as dog
No response.

BLACKBOARD



TLM.





<p>Face sheet</p>	<p>I will present some of the pictures of various colours of pets.</p>
<p>Announcement of the topic</p>	<p>Today, we are going to learn a new topic "The friendly mongoose"</p>
<p>Model Reading</p>	<p>The teacher will read aloud the passage with clear pronunciation by following punctuation marks. The students will listen clearly how is reading.</p>
<p>Collaborative reading</p>	<p>The teacher will ask the children to follow him while she is reading; the teacher; the students will follow the teacher;</p>
<p>Individual Reading</p>	<p>The teacher will ask the students to read the passage individually; the students will read the passage individually.</p>
<p>Silent Reading</p>	<p>The teacher ask the students to read the passage in a silent manner. The students will read passage silently.</p>
<p>Introducing new vocabulary</p>	<p>The teacher will explain the meaning of words. 1] Bushy tail : A tail with thick hair 2] cradle : A baby's bed @ Bazar : A market place.</p>

"The friendly mongoose"





It is about a mongoose which grows up as a baby boy's companion. It starts with a farmer and his wife who love their newborn baby a lot. The farmer thinks it is a good idea to get a pet for their son as a companion and the wife agrees. Thus, the farmers bring him a baby mongoose as a pet. The moral of the story: Friendly mongoose is "look before you leap". It means that you need to think before doing anything.

Fill in the blanks
 → one evening the farmer brought _____
 → Mongoose killed _____.
 → _____ repented over her hasty action.

* Write the summary of the chapter in 100-200 words
 * write the moral of the story in your own words with meaning of difficult words.

Narration

Recapitulation

Assignment

LESSON PLAN-3

Preliminary Information

Name of the student teacher:

Register number: ; School name: ; Duration: 35 minutes.

Class: 6th ; Topic: The shepherd's treasure;

Subject: English ; Date: 24.02.2024

Academic Standards:

Listening :- To enable the students to listen to oral information and comprehend passage
To enable the students to oral information and comprehend passage

Speaking :- To understand the passage and respond.

- To develop and use correct English while they respond.

Reading :- To enable the students to understand the passage
To minimize the list of new words with the help of peers.

writing :- To ensure the learning to write by their own.
To make the learner correct pronunciation and punctuation.

Vocabulary :- To enable the children to use the words in different contexts, @ To enhance the treasure of active vocabulary.

Grammar :- To enable the children to use grammar in context

→ To Apply the experienced concepts in creative writing.



Objectives:] The students read English with comprehensive
 2] The students speak simple and correct English.
 3] The students develop interest in English.

PASSAGE: In a village in Iran there once lived a shepherd. He was very poor. He did not even have a small cottage of his own. He had never been to school or learnt to read and write. For there were very few schools in those days.


Though poor and uneducated, this shepherd was very wise. He understood people's sorrows and troubles, and helped them face their problems with courage and common sense.

TLM :- Pictures of the Shepherd, Flash cards for vocabulary.

Reference books: oxford dictionary.		Black board.	TLM
TEACHING LEARNING STRATEGY			
CONCEPT	"Good morning students, Good morning teacher!"		
Greetings.	Have you heard any shepherd's stories? Yes		
Mind Mapping	Have you heard a story of shepherd's treasure who is the caretaker of the ship! Shepherd.		
face sheet.	Here we would like to present some of the Pictures of few treasure and shepherd.		
		Shepherd	





<p>"The Shepherd's Treasure"</p>	
<p>Announcement of the topic</p> <p>"Model Reading"</p> <p>Collaborative Reading</p> <p>Individual Reading</p> <p>Silent Reading</p> <p>Introducing new Vocabulary</p>	<p>So, today we are going to learn a new topic belongs to "The Shepherd's Treasure".</p> <p>The teacher will read aloud the passage with clear pronunciation by following words.</p> <p>The students will listen in a disciplinary manner.</p> <p>The teacher will ask the students to follow him while he is reading. The students will read the passage individually.</p> <p>The teacher will ask the students to read the passages individually. The students will read the passage individually.</p> <p>The teacher ask the students to read the passage in a silent manner.</p> <p>The students will read the passage silently.</p> <p>The teacher will tell the meaning of difficult words:</p> <p>Shepherd: person who takes care of the sheep</p> <p>cotteridge: A small house</p> <p>mule: an offspring of a male ass and female horse.</p>





	<p>The Summary of the Shepherd's Treasure Conveys that having high values & qualities will lead to a high position. The Shepherd in this narrative rose to a higher position via his intelligence and humility. Despite the lack of education and poverty, the Shepherd remained intelligent.</p> <p>The message in the story is that wisdom, humility and honesty are attributes to great ethical behavior and a person who possessed them is bound to be recognized</p>	
Narration:	<p>1) Who was shepherd? 2) What was he famous for? 3) What was shepherd's treasure? 4) What did King reward him? → why the Shepherd had not been go to school? → 'Meaning of 'treasure'?' → why did the other governors jealous of the Shepherd?</p>	Recapitulation
		Home Assignment work.





LESSON PLAN - 4 Preliminary Information

Name of the student teacher: _____
 Register number: _____ ; Date: 04.02.2024
 Class: 6th ; Subject: English ; School name: _____ E.M.
 Topic: Tansen ; Duration: 35 to 40 mins

Academic standards:

Listening : To enable the students to listen the passage
 To enable the students to oral information and comprehending

Speaking : To understand the passage and respond.
 To develop their abilities in speaking the language fluently.

Reading : To enable the students to understand the passage.
 To minimize the list of new words with the help of peers.

Writing : To ensure the learners to write by their own
 to make the learner correct pronunciation and punctuation works.

Vocabulary : To enable the children to use the words in different
 contexts, To use the given structures in a right context.

Grammar : To enable the children to use grammar in different
 contexts, To use the given structures in a right context.



Objectives:] The students acquire the knowledge of Subject matter

- 2) The students develop interest in English.
- 3) The student acquire and interest in English Comprehension.

Passage:- Tansen was the only child of his parents. Naughty but talented, he imitated the calls of birds and animals perfectly. Once he decided to frighten a group of travelers by swooning like a tiger. You may have heard the name of Tansen - the greatest musician our country has produced. A famous singer named Swami Haridas was once traveling through the forest with his disciples. Tired, the group settled down to rest in a shady grove. Tansen saw them. "Strangers in the forest!" he said to himself.

TLM:- Pictures of the lesson characters, flash cards for vocabulary.

Reference books:- Oxford dictionary new Edition.

Concept	Teaching learning strategy
Greetings	Good morning students; Good morning Sir.
Mind Mapping	Which type of instruments do you know? 2) who plays this type of instruments? Musicians 3) Tell me some famous musicians name.

Black board

Bism-illa-ah-Rahman

Musicians

Tansen

Ravi-Shankar

Tansen

TLM





<p>Face sheet →</p>	<p>I will present some of the pictures of famous musicians.</p>	<p>"Tansen"</p>	
<p>Announcement of the topic</p>	<p>Today we are going to learn a new topic</p>		
<p>Model Reading</p>	<p>The teacher will read about the passage with clear pronunciation with following punctuation marks.</p>		
<p>Collaborative Reading</p>	<p>The students will listen clearly</p>		
<p>Individual Reading</p>	<p>The teacher will ask the children to follow him while she is reading the teacher.</p>		
<p>Silent Reading</p>	<p>The students will follow the teacher.</p>		
<p>Introducing New Vocabulary</p>	<p>The teacher will ask the students to read the passage individually.</p>		
<p></p>	<p>The students will read the passage individually.</p>		
<p></p>	<p>The teacher will ask the students to read the passage in a silent manner.</p>		
<p></p>	<p>The students will read passage silently.</p>		
<p></p>	<p>The teacher will explain the meanings of words</p>		
<p></p>	<p>1. Perfectly - completely 2. Grove - group of trees 3. Dangerous - not safe/risky 4. Hide - keep out sight 5. Discipline - follower 6. Imitate → copy.</p>		





Tansen Summary tells us about the life of the famous musician from Indian named Tansen. It tells us how he is the only child of a singer where they live in a village. Tansen is a naughty child but is talented and wise. One day, Swami Haridas finds him in the forest roaring like a tiger. Swami Haridas's training honed his existing skills of imitation to something more melodious. The second is to trust your talent.

- Recapitulation
- 1) who said to himself "strangers in the forest"?
 - 2) who was try to frighten a group of travellers by roaring like a tiger?
- Assignment work.
- 1) why did Swami Haridas say "Tansen was talent"?
 - 2) where did Tansen run away to play?
- * write the summary of the lesson 'Tansen'.





LESSON PLAN - 5

Preliminary Information

Name of the student teacher: ; School name: E.M. School
 Register number: ; Duration: 30 to 35 mins ; Date: 05.02.2024
 Class: 6th ; Topic: The monkey and the crocodile.
 Subject: English ;

Academic Standards:

- Listening: To enable the students to listen the passage
 → To enable the students to oral information and comprehending.
- Speaking: To understand the passage and respond
 → To use correct English while they respond, the language.
- Reading: To enable the student to understand the passage.
 → To minimize the list of new-words with the help of peers.
- Writing: To ensure the learners to write by their own.
 → To apply the suitable discourses according to writ-nature.
- Vocabulary: To enable the students to use the words in different
 → To enhance the treasure of active vocabulary among the children.
- Grammar: To enable the children to use grammar in different
 contexts, To use the given structures in a right context.

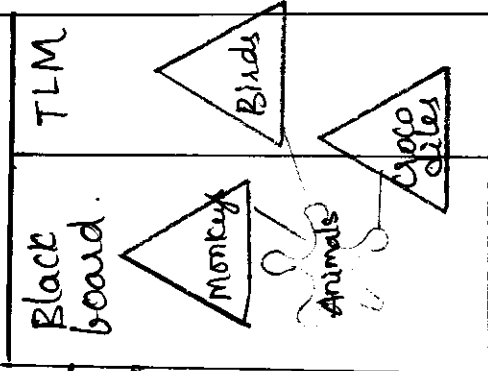


Objectives:] The student understand the passage in English at normal conversational speed.

2) The students speak simple and correct English.

PASSAGE: once, on the bank of a river, a monkey made a home for himself in a tree laden with fruit. He lived in it happily eating in his heart's content the fruit of his choice. The crocodile politely. "I did come in search of food for myself and my wife. Nice of you to offer me fruit. The monkey plucked and some from the nearest branch and threw them down. One day, crocodile stayed with the monkey longer than usual. His wife was annoyed. "If you ask me, this monkey would be my food. I want to eat his heart!"


TLM: → Pictures of various styles of explanation of the story.
 Reference books :- Oxford dictionary 4th Edition.



Concept Teaching learning strategy
 Greetings: "Good morning students!" → "Good morning ma'am!"
 Mind From where do we get the fruits, vegetables and grains → from trees and plants
 Mapping: 2) Tell me the name of some creatures / Animals live on trees → Birds, monkeys and squirrels.





<p>Face sheet</p>	<p>Here I would like to present the pictures related to the story.</p> <p>So, today we are going to learn about the story "The monkey and the crocodile".</p> <p>The teacher will read about the passage with clear pronunciation by following punctuation marks.</p> <p>- The students will listen carefully to the teacher while he is reading.</p> <p>The students will follow the teacher.</p> <p>The teacher will ask the students to read the passage carefully and individually.</p> <p>The teacher ask the students to read the passage in a silent manner.</p> <p>The students will read the passage in a silent manner.</p> <p>The teacher will tell the meanings of words</p> <p>1] Laden = filled 2] content = satisfied 3] lonely = alone 4] Companion = friend, mate 5] offer = propose. 6] Polite = courteous.</p>
<p>Announcement of the topic</p> <p>Model Reading</p> <p>Collaborative Reading</p> <p>Individual Reading</p> <p>Silent Reading</p> <p>Introducing new vocabulary</p>	<p>"The monkey and the crocodile."</p> 





A crocodile who lives near a river with his wife. He befriends a monkey that resides in a tree along the bank of a river to give his heart to his wife for dinner. As a result, the monkey primarily falls for his trap but smartly learns about the crocodile's intentions and faces that his heart is left on the tree.

This story is basically a story about betrayal in friendship. The crocodile betrays the monkey and plans to kill it. However, the monkey outsmarts, saves his own life.

1. Find out the adverb in the passage?

2. Explain the meaning of the following

→ Companion. → plucked → politely

Derive new words from each of the following and use them in sentences of your own

Resistance, dived, plucked.

Narration

Recapitulation

Assignment work.



LESSON PLAN - 6

Preliminary Information

Name of the student teacher:

E.M. School

Register number: ; School name:

Date: 06.02.2024

Class: 7th

Topic: Three questions;

Subject: English; Duration: 40 mins

Academic Standards:

Listening: To enable the students to listen the passage

To enable the students to oral information and Comprehending

Speaking: To understand the passage and respond

To develop their abilities on speaking the language fluently.

Reading: To enable the students to understand the passage

To minimize the list of new words with the help of peers

Writing: To ensure the learners to write by their own.

To make the learner correct punctuation and Pronunciation

Vocabulary: To enable the children to use the words in different

To enhance the treasure of active vocabulary among the children

Grammar: To enable the children use grammar in different words

→ To Apply the experienced concepts in creative writing



Objectives: 1] The students understand the passage in English at normal conversational speed.

2] The students speak simple and correct English.

PASSAGE: The thought came to a certain king that he would never fall if he knew three things. These three things were; what is the right time to begin something? which people should he listen to? what is the most important thing for him to do? The king, therefore, sent messages messengers throughout his Kingdom, promising a large sum of money to anyone who would answer these three questions.

Many wise men came to the king, but they all answered the questions differently.

TLM:- 1] pictures of story 2] flash cards for vocabulary

Reference books: Oxford dictionary

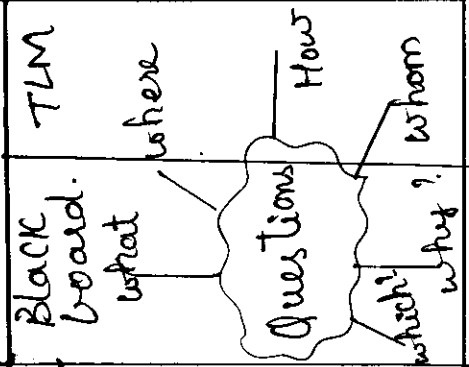
Teaching learning strategy

teacher.


Good morning students, Good morning questions & answers

what do you read in a book? questions & answers

Do you learn Ques/Ans? ; Yes
what do you know about the lesson 'Three Questions'.





<p>Face sheet</p>	<p>Here I would like to present some of the pictures of few from the story.</p>	<p>"The three questions"</p> 
<p>Announcement of the Topic.</p>	<p>So, today we are going to learn a new topic belongs to questions and responses</p>	
<p>Model Reading</p>	<p>The teacher will read aloud the passage with the clear pronunciation by following Punctuation marks</p>	
<p>Collaborative Reading</p>	<p>The students will listen clearly how the teacher is pronouncing the words.</p>	
<p>Silent Reading</p>	<p>The teacher will ask the children to follow while he is reading the passage</p>	
<p>Introducing new vocabulary</p>	<p>The students will follow the teacher.</p> <p>The teacher ask the students to read the passage in a silent manner.</p> <p>The students will read the passage in a silent</p> <p>The teacher will tell the meanings for difficult words</p> <p>1] Begin : To originate ; start</p> <p>2] strictly : In a strict manner</p> <p>3] Necessary : Essential</p> <p>4] urgent : Requiring immediate action.</p>	





Three questions is the story of a King who is in search of answers to three philosophical questions in life. He struggles to find the answers to the three questions, namely: when is the right time to begin something? which people should he listen to?

The theme of Three questions by Tolstoy is the search of meaning and the seeking out of wise men in order to gain meaning and answers to questions that have occupied humanity for all of its history.

- 1] what were the King's three questions?
- 2] why did the King want to know the answers to these questions?
- 3] where did the hermit live?

Fill in the blanks.

- 1] there lived a very — and — King
- 2] He wanted to — the people well
- 3] The King put on — clothes.

Narration

Recapitulation

Assignment
write.

LESSON PLAN - 7

Preliminary Information

Name of the student teacher: E.M. School
 Register number: ; School name: ; Date: 07.02.2024
 Class: 7th Topic: The Tiny Teacher ; Duration: 40 mins ;
 Subject: English ;

Academic Standards:

Listening: To create the students listen the passage.
 To enable the students to oral information and comprehending.

Speaking: To understand the passage and respond.
 To develop their abilities in speaking the language fluently.

Reading: To enable the students to understand the passage.
 To minimize the list of new-words with the help of peers.

Writing: To ensure the learners to write by their own.
 To make the learner correct pronunciation and punctuation marks.

Vocabulary: To enable the children to use the words in different
 To enhance the students refer the meanings of words through.

Grammar: To enable the children to use grammar in different context
 → To Apply the experienced concepts in creative writing



<p>Objectives: → the students understand the passage in English at normal conversational speed.</p> <p>→ the students acquire knowledge of Subject matter.</p> <p>PASSAGE: An ant uses its feelers or antennae to 'talk' to other ants by passing messages through them. watch a row of ants moving up or down the wall. Each ant greets all the others coming from the opposite direction by touching their feelers.</p> <p>→ there are many kinds of ants. the commonest among them are the black or red ones. we have seen them since we were children, but haven't paid enough attention to them. where do they live?</p> <p>In their comfortable homes called 'nests' or 'anthills'.</p> <p>TLM :- Pictures of anthills, flash cards for vocabulary.</p>	<p>Black board.</p> <pre> graph TD Ant --- Insect Insect --- Fly Insect --- Carroga Insect --- Bee </pre> <p>TLM</p>
<p>Reference books: oxford dictionary.</p>	<p>Teaching learning strategy</p> <p>"Good morning Students!" "Good morning ma'am."</p> <p>① Name the smallest insect you have seen? fly</p> <p>② Name the smallest insect you have seen</p> <p> -As) Ant</p> <p> A) No response.</p> <p>③ what do you know about ant life</p>
<p>Concept:</p> <p>Greetings</p> <p>Mind Mapping</p>	





<p>FACE Sheet</p>	<p>Here I would like to present some of the pictures of few insects and ant nature. So, today we are going to learn a new topic belongs to "The Tiny teacher" which is ant in this story. The teacher will read aloud the passage with clear pronunciation by following pronunciation marks. The students will listen in a disciplinary manner. The teacher will ask the students to read the passages individually and with class. The students will read the and follow the teacher.</p>	<p>Announcement of the Topic</p>
<p>Model Reading</p>	<p>The teacher will ask the students to read the passages individually.</p>	<p>Collaborative Reading</p>
<p>Individual Reading</p>	<p>The students will read the passage individually.</p>	<p>Silent Reading</p>
<p>Silent Reading</p>	<p>The students will read the passage silently.</p>	<p></p>
<p>"The Tiny Teacher"</p>	<p>The Tiny Teacher</p>	<p></p>





Introducing
a new
vocabulary

Narration

Recapitulation

Assignment
work.

The teacher will tell the meaning for difficult words

- 1] Tiny = small
- 2] Greet = hail
- 3] Pay, attention → care,
- 4] Passage → channel
- 5] Fixing → to get air for refreshment.

The tiny teacher is a story that teaches us about the tiniest teacher we can learn from. It tells us about the ant who can be a great teacher, if we look closely. An ant is a creature that can teach us great things about how to become disciplined and more.

① What is the work of queen ant ?

② Meaning of smallest.

③ What is work of workers in the anthills?

④ Meaning of "grubs" ?

Write the Summary of first three passages!





LESSON PLAN-8

Preliminary Information:

Name of the student teacher: E.M. School
 Register number: ; school name: ; Date: 08.02.2024
 class: 6th
 subject: English ; Duration: 40 mins ;

Academic Standards:

Listening: To enable the students to listen the passage
 To enable the students to get information and comprehend message
 Speaking: To understand the passage and respond
 To develop their abilities in speaking the language
 Reading: To enable the students to understand the passage
 To minimize the list of new words with the help of peers
 Writing: To ensure the learner to write by their own
 To ensure the learner correct pronunciation
 Vocabulary: To make the children to use the words in contexts
 To enable the children to use active vocabulary among children
 Grammar: To enhance the treasure of active vocabulary among children
 To enable the children to use grammar in different
 To apply the experienced concepts in creative way.



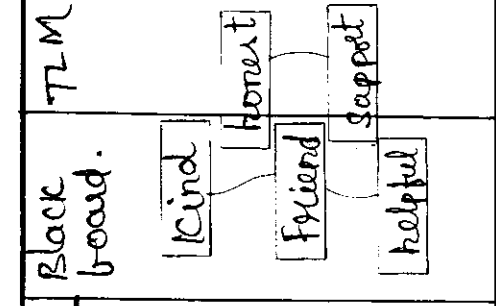


Objectives:] The students understand the passage in English at normal conversational speed

2) The students speak simple and correct English.

PASSAGE: Juman Shauk and Algu Chowdhury were good friends. So strong was their bond of friendship that when either of them went away from the village, the other looked after his family. Both were greatly respected in the village. This she Juman had an old aunt who had some property. This she transferred to him on the understanding that she would stay with him and he would look after her the arrangement worked well for a couple of years.

TLM: Pictures of the story * Flash cards of vocabulary



Reference books: Oxford dictionary

Teaching learning strategy

Concept: "Good morning students!" "Good morning ma'am!"

Greetings: who is your best friend? Students take name


Mind Mapping: what is meant by friendship? Support & share feelings

Mapping: what do we need friend? Support & share feelings

Mapping: what do you expect from your friend? help us





<p>Face sheet</p> <p>Announcement of the Topic</p> <p>Model Reading</p> <p>Collaborative Reading</p> <p>Individual Reading</p> <p>Silent Reading</p> <p>Introducing Vocabulary</p>	<p>Here I would like to present some of the pictures of few from the story which depicts the friendship goals.</p> <p>So, today we are going to learn a new topic "A Fair play"</p> <p>The teacher will read aloud the passage with clear pronunciation by following pronunciation, the students will listen in a disciplinary manner.</p> <p>The teacher will ask the students to follow him while he is reading.</p> <p>The students will follow the students.</p> <p>The teacher will ask the students to read the passages individually.</p> <p>The students will read the passage individually.</p> <p>The teacher ask the students to read the Passage in a silent manner.</p> <p>The students will read the passage silently.</p> <p>The teacher will tell the meaning of difficult words :</p>	<p>"A Fair Play"</p> 	
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- 1] Bond → A close connection between two or more
 - 2] Look after → Take Care
 - 3] Property → A building or area of land
- Fair play Summary will take us through the life of two friends with a fair sense of justice. Juman Shaikh and Alga Choudary are good friends. They are famous for their loyalty and service to each other. Juman's Aunt transfers her property to Juman only if he agrees to take care of her.
- The moral of the story Fair Play is that honesty and fairness are always the best

- Policy.
- Who says this to whom?
- 1) My wife knows best how to run the house?
 - 2) What have you to say in your defence?
 - 3) 'Victory to the panchayat'. This is justice!
- A] "I cannot pay you a penny"?

Learn the word meaning of the chapter.

Narration

Recapitulation

Assignment work.





LESSON PLAN-9

Preliminary Information.

Name of the student teacher: E.M. school
 Register number: ; School name: ;
 Class: 6th ; Topic: "The Banyan tree" ; Date: 09.02.2024
 Subject: English ; Duration: 40 mins

Academic standards:

Listening: To enable the students to listen the passage.

To enable the students to get information and comprehend

Speaking: To understand the passage and respond.

To develop their abilities in speaking the language fluently

Reading: To enable the students in understand the passage.

To minimize the list of new words with the help of peers

Writing: To ensure to the learning to write by their own.

To make the learner correct pronunciation and punctuation

Vocabulary:

To enable the children to use the words in different contexts

To enhance the treasure of active vocabulary

Grammar:

To enable the children to use grammar in different context.

To Apply the experienced concepts in creative writing.





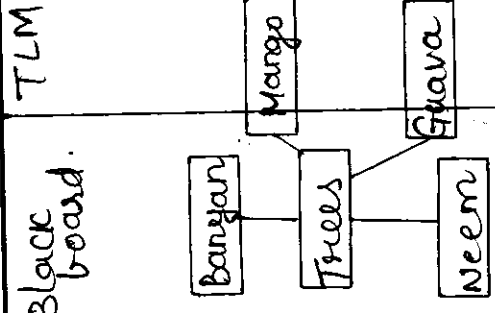
Objectives: 1) The students understand the passage in English at normal conversational speed.

2) The students speak simple and correct English.

PASSAGE: In spring, when the banyan tree was full of small red flags, birds of all kinds would flock into its branches: the red-bottomed bulbul, cheerful and greedy; parrots; myna and crows squabbling with one another. During the fig season, the banyan tree was the noisiest place in the garden. When I did not feel like reading, I could look down through the leaves at the world below.

TLM:- Pictures of "the Banyan tree"; flash cards for vocabulary
 Reference books: Oxford dictionary.

Black board.



TLM

Teaching Learning Strategy

Concept

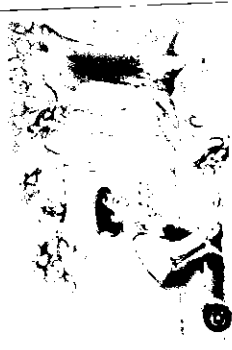
Greetings "Good morning Students"; "Good morning Sir".

Mind Tell me some trees that you see around you; Mango, Neem tree, Banyan tree;

Mapping. 1) Have you ever seen the banyan tree? Yes & No.
 2) Have you ever heard a story about "The Banyan tree"? No response





<p>Face sheet</p>	<p>Here I would like to present some of the pictures of few trees from the story.</p>	<p>"The banyan tree"</p> 
<p>Announcement of the topic</p>	<p>so, today we are going to learn a new topic belongs to our national tree.</p>	<p>"The banyan tree"</p>
<p>Model Reading</p>	<p>The teacher will read aloud the passage with clear pronunciation by following punctuation marks.</p>	<p>The students will listen in a disciplinary manner.</p>
<p>Collaborative Reading</p>	<p>The teacher will ask the students to follow him while he is reading.</p>	<p>The students will follow the teacher.</p>
<p>Individual Reading</p>	<p>The teacher will ask the students to read the passages individually.</p>	<p>The students will read the passage individually.</p>
<p>Silent Reading</p>	<p>The teacher will ask the students to read the passage in a silent manner.</p>	<p>The teacher will ask the students to read the passage silently.</p>
<p>Introducing New vocabulary</p>	<p>The teacher will tell the meaning of difficult words.</p>	<p>The teacher will tell the meaning of difficult words.</p>





	<p>Magnificent: Marvellous, wonderful. Spy: Secret agent; resent: dislike; feel Twisting: twiddle, turn; morsel: Small bits of food.</p> <p>The Banyan tree is a story written by one of the famous authors, Ruskin Bond. This is the account of what the author witnessed while sitting under an ancient banyan tree at his grandfather's house as a youngster. The narrative portrayed a little boy's experience watching a mongoose and Snake fight.</p> <p>Artistic creativity is a gift to be used for the benefit of other people. Nambi, uses his gifts as a story teller.</p>	<p>Narration:</p>
	<p>1) what did the cobra and the mongoose do, to show their readiness for the fight? 2) where did the old banyan tree? 3) what happened to the crow in the end?</p> <p>Read the lesson with correct pronunciation</p>	<p>Recapitulation</p> <p>Assignment work.</p>



LESSON PLAN - 10

Preliminary Information

Name of the student teacher: E.M. school
 Register number: ; School name: ;
 Class: 7th ; Duration: 40 mins ; Date: 20.02.2024
 Subject: English ; Topic: The Bear Story;

Academic Standards:

- Listening: To enable the students to listen the stanzas
 → To enable the students to get information and comprehend message
- Speaking: To understand the stanzas and respond
 → To develop their abilities in speaking the language fluently
- Reading: To enable the students to understand the stanza.
 → To minimize the list of new words with the help of peers
- Writing: To ensure the learners to write by their own.
 → To make the learners correct pronunciation and punctuation
- Vocabulary: To enable the children to use the words in contexts.
 → To enhance the treasure of active vocabulary among the children.
- Grammar: To enable the children use grammar in different
 → To use the given structures in a right context.



Objectives: 1) The students read the passage effectively with normal conversational speed.

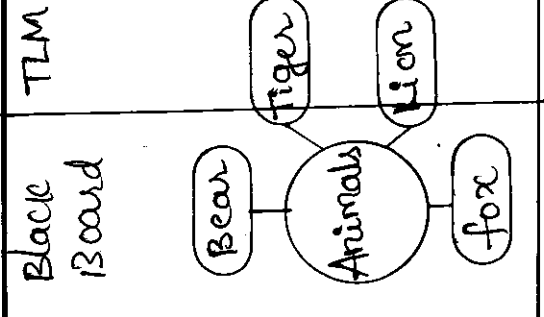
2) The student will read English with comprehension.

PASSAGE: There was once a lady who lived in an old manor house on the border of a big forest. This lady had a pet bear she was very fond of. It had been found in the forest, half-dead of hunger, so small and helpless that it had to be brought up on the bottle by the lady and the old cook. This was several years ago and now it had grown up to a big bear, so big and strong that he could have slain a cow and carried it away between his two paws if he had wanted.

TLM → Pictures of various things and characters.

Reference books:- Oxford dictionary 4th Edition

Teaching-learning strategy
 "Good morning students!", "Good morning teacher!"
 1) Where do you live? "In the city/place"
 2) Where is wood collected from? "From the forest"
 3) What type of animals are found in the forest?
 Wild animals like Tiger, lion, bear, elephant, fox etc.



CONCEPT
Greetings

Mind mapping





<p>Face-Sheet</p>	<p>I will present some of the pictures depicting the story. "The Bear story".</p>
<p>Announcement of the Topic</p>	<p>Today we are going to learn a new topic with clear pronunciation by following punctuation</p>
<p>Model Reading</p>	<p>The students will listen clearly how the teacher is reading.</p>
<p>Collaborative Reading.</p>	<p>The teacher will ask the children to follow him while she is reading.</p>
<p>Individual Reading</p>	<p>The students will follow the teachers.</p>
<p>Silent Reading</p>	<p>The teacher will ask the students to read the passage individually.</p>
<p>Introducing New vocabulary</p>	<p>The students will read the passage individually. The teacher will read the passage silently. The teacher will tell the meaning for words.</p> <p>1] Amiable = friendly ; Fond = loving 2] Shaggy = Furry ; Slain = killed 3] stable = Animal house ; Brought up = raised.</p>

The Bear story





The Bear story shows us the lovable side of a fierce bear. In this story, a lady lived in the manor-house in the dense forest. Furthermore, this lady had a friendly bear as a pet. The lady had the habit of visiting her sister every Sunday and she left the bear on the chain. With the passing of time, the bear grew and became physically strong. One Sunday, when the lady was walking through the dense forest, she saw the bear following her.

- 1) Where did the lady find the bear club?
- 2) How did she bring up?
- 3) When was the bear tied up with a chain? why?

Write down the character sketch of the lady! and a detail summary of the story!

Narration

Recapitulation

Assignment :-



LESSON PLAN - 11

Preliminary Information

Name of the student teacher: E.M. School

Register number: ; school name: ; Date: 19.02.2024

Class: 6th ; Duration: 40 mins ;

Subject: English ; Topic: How the dog found himself ;

Academic Standards:

Listening: To enable the students to listen the passage
To enable the students to oral information and comprehending message

Speaking: To understand the passage and respond
To develop their abilities in speaking the language fluently

Reading: To enable the students to understand the passage.
→ To minimize the list of the new-words with the help of peers

Writing: To ensure the learning to write by their own
To make the learner correct pronunciation and punctuation.

Vocabulary: To enable the children to use the words in different
→ To enhance the treasure of active vocabulary among the children.

Grammar: To enable the children to use grammar in different context
→ To use the given structures in a right context.



Objectives:- 1] The students understand the passage in English at normal conversational speed.

2] The students speak simple and correct English.


PASSAGE: Dogs were once their own masters and lived the way wolves do, in freedom, until a dog was born who was ill pleased about with this way of life. He was sick and tired of wandering about by himself looking for food and being frightened of those who were stronger than he. He thought it over and decided that the best thing for him to do was stronger than anyone on earth, and he set out to find such a master.

TLM → Pictures of dog and master, flash cards for vocabulary.

REFERENCE BOOKS	TEACHING LEARNING STRATEGY	BLACK BOARD	TLM
<p>OXFORD DICTIONARY</p>	<p>TEACHING LEARNING STRATEGY</p> <p>Good meaning Students! Good meaning ma'am. Who is your favourite pet animal? "dog". Can you name a few characteristics of a dog "loyal". Can you tell me the exact meaning of loyalty? Confused!</p>		<p>TLM</p>
<p>CONCEPT</p> <p>Greetings</p> <p>Mind Mapping</p>			





<p>FACE SHEET</p>	<p>Here I would like to present some of the pictures of few pets and pictures from the story.</p>	<p>"How the dog found himself"</p> 
<p>Announcement of the topic</p>	<p>So, today we are going to learn a new topic belongs to a great master and his pet.</p>	<p>The teacher will read about the passage with clear pronunciation by following punctuation marks.</p>
<p>Model Reading</p>	<p>The students will listen in a disciplinary manner.</p>	<p>The teacher will ask the students to follow him while he is reading.</p>
<p>Collaborative Reading</p>	<p>The teacher will ask the students to read the passages individually.</p>	<p>The students will follow the teacher.</p>
<p>Individual Reading</p>	<p>The students will read the passage individually.</p>	<p>The teacher will ask the students to read the passage in a silent manner.</p>
<p>Silent Reading</p>	<p>The students will read the passage silently.</p>	<p>The teacher will tell the meaning of difficult words.</p>
<p>New Vocabulary</p>		





- 1] Domesticated → kept as a pet under human control
- 2] Tamed → enslaved
- 3] ill pleased → not happy
- 4] wandering → moving aimlessly from one to another

Narration: One day, a dog realizes that he does not like the constant life of struggle. He is fed up of looking for food. So, he decides to serve a stronger animal to solve all these problems. He meets a big wolf and makes him his master.

Moral → How the dog found himself a 'new master' is that of to be humble and serving.

Recapitulation * who was frightened of those who were stronger than he - Dog, Lion or Men.
* which animals did he meet throughout his journey!

* whom did he finally make his master?

* Use the new words in their sentences

* Remember the spellings of new words.

Assignment
wolf.



LESSON PLAN-12

Preliminary Information

Name of the student teacher:

E.M. School.

Register number: ; School name:

Date: 12.02.2024

class: 6th ; Subject: English

topic: Torso's steward; Duration: 35 - 40 mins;

Academic standards:

Listening: To enable the students to listen the passage
 → To enable the students to oral information and Comprehending

Speaking: To understand the passage and respond
 → To use correct English while they respond.

Reading: To enable the students to understand the passage
 To minimize the list of new words with the help of peers

Writing: To ensure the learners to write by their own.

To make the learner correct pronunciation and punctuation

Vocabulary: To enable the children use the words in different context

To enhance the treasure of active vocabulary

Grammar: To enable the children to use grammar in different context.

→ To use the given structures in a right context.

Objectives:- The student understand the Passage in English at normal conversational speed.

- the student will read English with comprehensive.
- the students will write simple and correct English.

PASSAGE: A young woodcutter named Taro lived with his mother and father on a lonely hillside. All day long he chopped wood in the forest. Though the work was very hard, he earned very little money. This made him sad, for he was a thoughtful son and wanted to give his old parents everything they needed. One evening, when Taro and his parents were sitting in a corner of their hut, a strong wind blew. It whistled through the cracks of the hut and everyone felt very cold.

TLM: Pictures of various characters from story, flash cards vocabulary

Reference books:- Oxford dictionary 4th Edition	Teaching Learning Strategy	Black board	TLM
Concept	Good morning students!" Good morning ma'am. 1) what do you understand by folklore? Varied responses 2) what do your parents do to make you happy? 3) what are the qualities of good son and daughter? No response		
Greetings			
Mind Mapping			



<p>FACE SHEET:</p>	<p>Here I would like to present some of the pictures related to the story.</p>	<p>"Taro's reward".</p>	
<p>Announcement of the Topic</p>	<p>So, today we are going to learn a new topic - "Taro's reward"</p>	<p>Class 6</p>	
<p>Model Reading</p>	<p>The teacher will read aloud the passage with clear pronunciation by following punctuation the students will listen in a disciplinary manner</p>		
<p>Collaborative Reading</p>	<p>The teacher will ask the students to follow the text while she is reading. The students will follow the teacher.</p>		
<p>Individual Reading</p>	<p>The teacher will ask the students to read the passages individually the students will read the passage individually</p>		
<p>Silent Reading</p>	<p>The teacher ask the students to read the passage in a silent manner. the students will read the passage silently</p>		
<p>Introducing new vocabulary</p>	<p>The teacher will tell the meanings for difficult words: 1) Thoughtful = caring 3) expensive → costly 2) Chopped → cut into pieces 4) Stream → a small river.</p>		





<p>Navigation</p>	<p>Taro's reward will tell you about the beautiful story of a devoted son. Taro is a woodcutter who lives with his old parents. He does not earn a lot and it upsets him as he wants to give his parents the best life. One day, his old father expresses his wish to have a cup of sake.</p> <p>He rewarded Taro twenty pieces of gold. Then he named the most beautiful fountain of the city after Taro. This was to encourage other children to take care of their parents.</p> <p>Moral: We should take care of our parents & elders.</p> <p>Recapitulation:</p> <ol style="list-style-type: none"> 1. Name the young woodcutter lived in a hillside. 2. Whom did Taro live with? old mother & father 3. Who wished to have a cup of sake? <p>Assignment</p> <p>work:</p> <ul style="list-style-type: none"> * Read the story * Mark the difficult words and its meaning! * What do you learn from the story!
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LESSON PLAN - 13 Preliminary Information

Name of the student teacher: E.M. School
 Register number: ; School name: ;
 Class: 7th ; Topic: Bringing up Kari
 Subject: English ; Duration: 30-35 mins ; Date: 13.02.2024

Academic standards:

Listening: To enable the students to listen the passage
 To enable the students to and information and comprehending

Speaking: To understand the passage and respond
 To develop their abilities in speaking the language

Reading: To enable the students to understand the passage.
 To minimize the list of new-words with the help of peers.

Writing: To ensure the learner to write by their own.
 To make the learner correct pronunciation and punctuation.

Vocabulary: To enable the children to use the words in context
 To enhance the treasure of active vocabulary among children

Grammar: To enable the children to use grammar in context
 To use the given structures in a right context.

Objectives: To students understood the passage in English at normal

Conversational speed.

- The students speak simple and correct English.
- The students acquire knowledge of subject matter.

PASSAGE: KARI, the elephant, was five months old when he was given to me to take care of. I was nine years old and I could reach his back if I stood on tiptoe. He seemed to remain that high for nearly two years. We grew together; that is probably why I never found out just how tall he was. He lived in a pavilion, under a thatched roof which rested on thick tree stumps so that it could not fall in when Kari bumped against the poles as he moved.

TLM → Pictures of elephant and from the story.

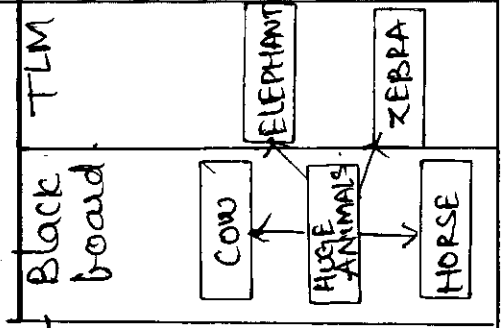
Reference books → Oxford dictionary.

Teaching learning strategy

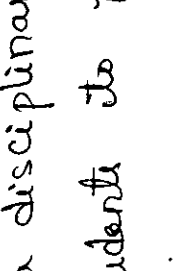
"Good morning students!", Good morning Ma'am!

- 1) Name some of the huge animals → cow, horse etc
- 2) Have you all ever heard the story related to the elephant name Kari

→ Confused and think.





<p>FACE SHEET</p>	<p>Here I would like to present some of the pictures related to the story.</p>	<p>'Bringing up Kari'</p>	<p>So, today we are going to learn a new topic belongs to an animal 'the elephant'</p>
<p>Model Reading</p>	<p>The teacher will read aloud the passage with clear pronunciation by following punctuation</p>	<p>BRINGING UP KARI</p> 	<p>The students will listen in a disciplinary manner</p>
<p>Collaborative Reading</p>	<p>The teacher will ask the students to follow him while she is reading.</p>		<p>The students will follow the teacher.</p>
<p>Individual Reading</p>	<p>The teacher will ask the students to read the passages individually</p>		<p>The students will read the passage individually</p>
<p>Silent Reading</p>	<p>The teacher ask the students to read the passage in a silent manner.</p>		<p>The students will read the passage silently.</p>
<p>Introducing new vocabulary</p>	<p>The teacher will tell the meaning for words</p>		<p>1) Pavilion - a large tent. 2) Thatched roof -> roof covering with straw</p>





- 3] Tiptoe → To walk on your toes with your heels off the ground
- 4] Squeal → cry / trumpet 6] Hatched → Small axe
- 5] pleasure → happy / Joy 7] Frightened → fear.

The story of 'Bringing up Kari' is a narrative description of a small elephant whose name was Kari. The narrator raised the elephant and trained him with the basic instincts of elephants like how to respond to certain gestures and calls. The narrator also tells the readers about the growth and habits of the elephant.

- 1) Who was Kari?
 - 2) How old was Kari's friend?
 - 3) How many twigs did Kari eat in a day?
- A) Student revise and answer the questions

Write the summary of the chapter in 100-200 words.

Narration:

Recapitulation

Assignment work.

LESSON PLAN - 14.Preliminary Information

Name of the student teacher:

Register number:

Class: 6th ; Topic: A different Kind of School

Subject: English ; Duration: 40 mins. ; Date: 14.02.2024

Academic Standards:

Listening: To enable the students to listen the passage
To enable the students to oral information and Comprehending

Speaking: To understand the passage and respond
To use correct English while they respond

Reading: To create the student to understand the passage of the
To minimize the list of new-words with the help of the peers.

Writing: To ensure the learners to write by their own.
To make the learner correct pronunciation and punctuation

Vocabulary: To enable the students to use the words in different
To enhance the treasure of active vocabulary among the child.
context.

Grammar: To enable the children to use grammar in context
To use the given structures in a right context.



Objectives: The students understand the passage in English at normal conversational speed.

→ The students acquire knowledge of subject matter.

→ The students develop interest in English.

PASSAGE: I had heard a great deal about Miss Beam's school, but not till last week did the chance come to visit it. when I arrived there

was no one in sight but a girl of about twelve. Her eyes were covered with a bandage and she was being led carefully between the flower-beds by a little boy, who was about four years younger. She stopped, and it looked like she asked him who had come.

TLM :- Pictures of the story; Pictures flash cards for vocabulary

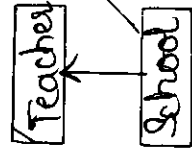
REFERENCE :- Oxford dictionary 3rd edition.

CONCEPT
Greetings

Mind
Mapping

Teaching learning strategy
 "Good morning students!" "Good morning ma'am!"
 Good morning performed in school?
 1) what kind of activities performed in school? No response
 2) what are the duties of responsible citizen?
 3) what are the activities and teaching method which enhance the thought?

Blacic
board.



TLM

Student

Friend



<p>Face sheet</p>	<p>Here I would like to present some pictures related to school.</p> <p>so, today we are going to learn a new lesson " A different kind of school"</p> <p>The teacher will read aloud the passage with clear pronunciation by following Punctuation</p> <p>The students will listen the teacher.</p> <p>The teacher will ask the children to follow him while he is reading.</p> <p>The students will follow the teacher.</p> <p>teacher will ask the children to read the Passage individually</p> <p>The students will read the passage.</p> <p>Teacher will ask the students to read the Passage in a silent manner.</p> <p>The students will read the passage in a silent</p> <p>The teacher will tell the meanings of words</p> <p>1] chance - opportunity 2] In Sight → to be seen</p> <p>3] Great deal → A lot 4] Kindly → friendly.</p>
<p>Announcement of the topic</p>	<p>" A different kind of School"</p>
<p>Model Reading</p>	
<p>Collaborative Reading</p>	
<p>Individual Reading</p>	
<p>Silent Reading</p>	
<p>Introducing New Vocabulary</p>	





Authority → power to give orders, make decisions and enforce obedience.

Plump → stout; pleasantly fat.

A different kind of school summary teaches us how apart from education, we must also learn how to be respectful of others. Moreover, we must always help out the specially-abled people and be compassionate towards them. Finally, we must be grateful to what we have and make the most of it.

It is a story revolves around a unique school where the main aim is to teach children to be helpful.

Match the following:

- 1) homestic
- 2) Practically
- 3) exercise
- 4) hastily

almost
test the strength of
terrible

waiting to be home
Write the question answers and write down

the word meanings in your notebook.

Narration:

Recapitulation

Assignment
work.

LESSON PLAN - 15Preliminary Information

Name of the Student Teacher:

E.M. School

Register number: ; School Name:

Class: 6th ; Topic: who I am ; Date: 15.02.2024

Subject: English ; Duration: 40 mins ;

Academic Standards:

Listening: To enable the students to listen the passage
To enable the students to end information and comprehend

Speaking: To understand the passage and respond
To develop their abilities in speaking the language fluently.

Reading: To enable the students to understand the passage
To minimize the list of new words with the help of peers.

Writing: To ensure the learners to write by their own.
To make the learners correct pronunciation and punctuation

Vocabulary: To enable the children to use grammar in context.
To use the given structures in a right context.

Grammar: To enable the children to use the words in context.
To enhance the treasure of active vocabulary among children.





Objectives: The students understood the passage in English at normal conversational speed

- The students read English with Comprehensive
- The students develops interest in English.

PASSAGE: Many voices. (Part 1)

My favourite activity is climbing trees. Just outside our house, there is a mango tree which I love to go up. Its branches spread out, so it is simple to climb up the tree, and I can sit comfortably in the fork of two branches. My mother tells me it is not sensible for girls to climb trees, but one afternoon she climbed up too, and both of us sat there talking and eating raw mangoes.

TLM → Pictures of various from the story; flash cards vocabulary

REFERENCE BOOKS: Oxford dictionary fourth Edition.

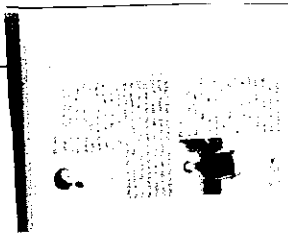
<p>CONCEPT</p>	<p>TEACHING LEARNING STRATEGY</p>	<p>TLM.</p>
<p>Greetings</p>	<p>Good morning students. "Good morning teacher!"</p>	<p>Singing</p>
<p>Mind Mapping</p>	<p>1] What's your favourite hobby? Singing, dancing 2] How do you feel when you do activities you like? 3] What is the aim of your life? 4] What will you grow to "who I am?"</p>	<p>Hobbies</p> <p>dancing</p> <p>chess</p> <p>Music</p> <p>Singing</p> <p>Chess</p>





<p>Face Sheet</p>	<p>Here, I would like to present some pictures from the story and also the hobbies.</p>
<p>Announcement of the Topic</p>	<p>So, today we are going to learn about a new topic "who I am"</p>
<p>Model Reading</p>	<p>The teacher will read aloud the passage with clear pronunciation by following punctuation</p>
<p>Collaborative Reading</p>	<p>The students will listen carefully. The teacher will ask the students to follow him while he is reading.</p>
<p>Individual Reading</p>	<p>The students will follow the teacher. The teacher will ask the students to read the passage individually.</p>
<p>Silent Reading</p>	<p>The students will read the passage individually. The teacher will ask the students to read the passage in a silent manner.</p>
<p>Introducing New</p>	<p>The teacher will tell the meanings of words</p>
<p>Vocabulary</p>	<ol style="list-style-type: none"> 1. Favourite → person or thing liked 2. Huge → enormous 3. Fork → tree branch divided

Who I am





- 4) Grow up → become mature
 5) Disease → Ailment 6) Trust → believe
- The chapter tells us how everyone fears something special in them. Similarly, it discusses the uniqueness and its importance of people. To help us understand these unique traits and diversity better, it takes us through the lives of six people. The chapter shows its uniqueness in their own way. This lesson speaks about diversity. It tells that everyone has something special in him or her. Everyone is unique in own way,

Recapitulation

write True or False:

- 1) Peter is an only child ()
- 2) when Sejit gets angry he shouts at people ()
- 3) Navir lives in the city ()

Assignment work.

Learn the word meaning of the chapter.

LESSON PLAN-16

Preliminary Information

Name of the student teacher:

Register number: ; Duration: 40 mins; School name: F.M. School

Class: 7th; Date: 16.02.2024

Subject: English; Topic: An Alien hand;

Academic standards:

Listening: To enable the students to listen the passage and respond.

Speaking: To enable the students to oral information and comprehend the passage while they respond.

Reading: To enable the students to understand the passage with the help of new words with their own.

Writing: To ensure the learners to write by their own.

To apply the suitable discourses according to the unit.

Vocabulary: To enable the children to use the words in context.

To encourage the students to refer the meanings

Grammar: To enable the children to use grammar in context.


To use the given structures in a right context.



<p><u>Objectives</u> :</p> <ol style="list-style-type: none"> 1. The students understand the passage in English at normal conversational speed. 2. The students speak simple and correct speech of English 3. The students develop interest in English. 	<p><u>PASSAGE</u> : The National aeronautics and space Administration's (NASA) Viking mission to Mars was composed of two spacecraft. Viking 1 and Viking 2, each consisting of an orbiter and samples of the primary objectives were to obtain images and samples of the Martian surface and soil and search for any possible signs of life. Viking 1 was launched on 20 August 1975 and arrived at Mars on 19 June 1976. Viking 2 was launched on 9 Sep 1975 and entered Mars orbit on 7 August 1976.</p> <p><u>FLM</u> : Various pictures of Spacecraft, flash cards for vocabulary</p>	<p>BLACK BOARD</p>	<p>TLM.</p>
<p><u>REFERENCE</u> : Oxford dictionary 3rd Edition</p>	<p><u>TEACHING LEARNING STRATEGY</u></p> <p>"Good morning students. Good morning ma'am!"</p> <ol style="list-style-type: none"> 1) on which planet do you live? Earth 2) Do you believe on aliens? No response 3) Have you come across Spacecraft? "???" 	<p>CONCEPT</p>	<p>Greetings Mind- Mapping</p>





<p>Face Sheet</p>	<p>Here I would like to present some pictures relating to the story.</p> <p>So, today we are going to learn a new lesson "An Alien's hand".</p> <p>The teacher will read aloud the passage with clear pronunciation by following punctuation marks.</p> <p>The students will listen the teacher.</p> <p>The teacher will ask the children to follow him while he is reading.</p> <p>The students will follow the teacher.</p> <p>The teacher will ask the children to read the passage individually.</p> <p>The students will read the passage individually.</p> <p>The teacher ask the students to read the passage in a silent manner.</p> <p>The students will read the passage in silent.</p> <p>The teacher will Tell the meaning for words.</p> <p>1) Permit - To allow something 2) forbid - Not allowed 3) March - To walk in a military manner with</p>
<p>"An Alien's hand"</p>	
<p>Announce - the topic</p> <p>Model Reading</p> <p>Collaborative Reading</p> <p>Individual Reading</p> <p>Silent Reading</p> <p>Introducing New Vocabulary</p>	





<p>Narration:</p>	<p>a regular measured thread. Invisible → Impossible to see Comfortable → Relaxed and free from pain</p> <p>The lesson "An Alien hand" is written by Jayant Narlikar. The story is about Tiloo, who lived beneath the surface of a planet with his parents. Tiloo's father goes to work through a forbidden passage. Tiloo was restricted to use the path, and he was curious to know why he was not allowed to use it. He told Tiloo that he wore a special suit and an oxygen reservoir to survive on planet's.</p> <p>Recapitulation</p> <ol style="list-style-type: none"> 1) Jayant narlikar belonged to a — family. 2) Narlikar did his graduation from — ^{Univer}city 3) The — was assigned to check the existence of life on Mars. 4) The two identical spacecraft contained a — and an orbiter <p>Assignment work.</p> <p>* Summary of the story, explain in your own words.</p>
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LESSON PLAN - 17Preliminary Information

Name of the student teacher:

Register number:

E.M. School

Class: 7th; Duration: 30 mins; School name:

Subject: English; Topic: A Gift of chappals; Date: 17.02.2024.

Academic Standards:

Listening: To enable the students to listen the passage
To enable the students to use correct English.

Speaking: To understand the passage and speak (or) talk respond.
To develop the students abilities in speaking the language.

Reading: To make the students to understand the passage
To develop their ideas (or) views in groups.

Writing: To ensure the learners to write by their own.

Vocabulary: To make the child to use the word in contexts
To learn the new words.


Grammar: To make the children use grammar in different contexts
To use the given structures in a right context.



<p><u>Objectives:</u> The students understand the passage in English at normal conversational speed</p>	<p>2. The students acquire the knowledge of elements of language in English.</p> <p><u>PASSAGE:</u> A smiling Rukun Meeni threw open the Ravi pulled Mrider into the house. "wait, let me take off my slippers," protested Mrider. She set them out neatly near a pair of large black ones. Those were grey, actually, with dust. you could see the clear mark of every toe on the front part of each slipper. The marks for the two big toes were long and screwy.</p> <p>"we found him outside the gate this morning. He was mewing and mewling, poor thing", said Meena.</p> <p>TLM → charts, models, flash cards with new vocabulary.</p> <p>TLM → Oxford Advanced learners Dictionary of English.</p>	<p>TLM.</p>
<p><u>REFERENCE BOOKS</u> → Oxford</p>	<p>TEACHING LEARNING STRATEGY</p>	<p>BLACK BOARD</p>
<p><u>CONCEPT</u></p>	<p>"Good morning children", "Good morning & teacher" what games do you play in the evening? what do you wear in foot while playing? what do you wear when you are at home? slippers</p>	<p>TEACHING LEARNING STRATEGY</p>
<p><u>Greetings</u></p>	<p>TEACHING LEARNING STRATEGY</p>	<p>BLACK BOARD</p>
<p><u>Mind Mapping.</u></p>	<p>TEACHING LEARNING STRATEGY</p>	<p>BLACK BOARD</p>





<p>FACE SHEET.</p> <p>Announcement of the Topic</p> <p>Model - Reading</p> <p>Collaborative Reading</p> <p>Individual Reading</p> <p>Silent Reading</p> <p>Introducing New Vocabulary</p>	<p>Here I would like to present some articles which were related to Sports and story</p> <p>So, today we are going to learn a new lesson "A Gift of chappal"</p> <p>The teacher will read aloud the passage with clear pronunciation by following Punctuation marks.</p> <p>The students will listen the teacher.</p> <p>The teacher will ask the children to follow him while he is reading</p> <p>The students will follow the teacher.</p> <p>The teacher will ask the children to read the passage individually</p> <p>The students will read the passage individually</p> <p>The teacher ask the students to read the passage in a silent manner.</p> <p>The students will read the passage in a silent manner.</p> <p>The teacher will tell the meanings for difficult words</p> <p>☐ Scrawny → unattractively thin and bony</p>	<p>"A Gift of chappal"</p> <p>Class 7 A Gift of Chappals</p> 
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2. Awful → very bad or unpleasant
3. weird → strange or unusual
4. awkwardly → uncomfortably

In this story, at first, the innocent kids provided shelter and milk to a stray kitten that they found outside their gate. Later, they helped a beggar by offering him a pair of chappals as they could not bear him walking barefoot with blisters all over his feet.

Moral of this story is to help people in need, feeling grateful for the gift.

① what is the meaning of

a) dreaming b) stunned

② what came through the window.

"Write the Summary of the story

in your words 100-200 words?"

Antonyms of few words from the lesson.

Narration:

Recapitulation

Assignment.



LESSON PLAN-18

Preliminary Information

Name of the student teacher:

Register number:

Class : 7th ; Topic : Chardri ; Date : 28.02.2024

Subject : English ; Duration : 35 mins ; School name : E.M.School

Academic Standards:

Listening: To enable the students to listen the passage
To enable the students to oral information and comprehend

Speaking: To understand the passage and respond
To develop their abilities in speaking the language fluently.

Reading: To enable the students to understand the passage
To minimize the list of new-words with the help of the peers

Writing: To ensure the learners to write by their own
To make the learner correct pronunciation and punctuation

vocabulary: To enable the students to use the words in contexts
To enhance the treasure of active vocabulary among the children

Grammar: To enable the children to use grammar in contexts
To use the given structures in a right context.



Objectives: 1] The students speak simple and correct English.

2] The students read English with comprehension.

3] The students develop interest in English.

PASSAGE: Once upon a time there lived an old man in Almosa. He was popularly known as Abbu Khan. He lived all alone except for a few goats which he always kept as pets. He would take them out names such as Kalua, Moongia or Gujhi. He would take them out for grazing during the day and take to them as one takes to one's own children; at night he would bring them back to the his little hut and put a string round the neck of each goat.

TLM: Pictures of goat and from story; pictures & flash cards

REFERENCE BOOKS: Oxford dictionary 4th Edition

TEACHING LEARNING STRATEGY

"Good morning students, 'Good morning ma'am!'"

1. What are pet animals? dog, cat, cow etc
2. What Name some pet animals
3. Do animals like being pet? Problematic question
4. How is Abbu related?

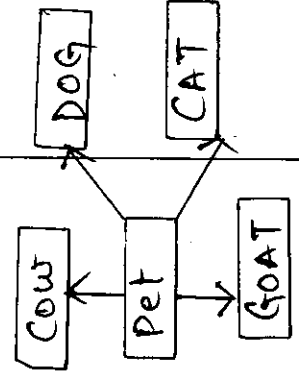
CONCEPT

Greetings

Mind

Mapping

BLACK BOARD



TLM.





<p>FACE SHEET:</p>	<p>Announce-ment of the topic</p>	<p>'chandni'</p>	<p>Here I would like to present some pictures of pets and from the story.</p>
<p>Model Reading</p>	<p>So, today we are going to learn about a new topic or lesson 'chandni'</p>		<p>The teacher will read aloud the passage with clear pronunciation by following punctuation marks.</p>
<p>Collaborative Reading</p>	<p>The students will listen carefully</p>		<p>The teacher will ask the students to follow him while he is reading.</p>
<p>Individual Reading</p>	<p>The students will follow the teacher.</p>		<p>The teacher will ask the students to read the passage individually.</p>
<p>Silent Reading</p>	<p>The students will read the passage in a silent manner.</p>		<p>The teacher ask the students to read the passage to a silent manner.</p>
<p>Introducing new Vocabulary</p>	<p>The teacher will tell the meanings for words.</p>		<p>The students will read the passage in a silent manner.</p>
	<p>Breed = Race, kind Grazing = Eating Gross.</p>		





<p>Narration</p>	<p>3] Narrate = tell 5] Appetite = hunger 4] moodily = Indepression 5] Anguished = pain or suffering</p> <p>"Chandni" is a story by Zakir Hussain about a young goat named Chandni who runs away to the hills to be free. The story emphasizes the importance of freedom and fighting for it, even at the cost of one's life. The story also stresses the importance of time-respecting people, and doing good for others.</p> <p>* Chandni's brave spirit eventually makes her the winner.</p> <p>1. why did the wise Bird Say 'Chandni is the real winner'?</p> <p>2. why did Abu Khan buy a young goat?</p> <p>3. who was big and ferocious?</p> <p>write the summary of the story in your own words at about 100-200 words.</p>
<p>Recapitulation</p>	
<p>Assignment work.</p>	



LESSON PLAN-19 Preliminary Information

Name of the student teacher:

Register number: ; Date: 21.02.2024

Class: 6th ; Topic: who did patric's home work? E.M.School

Subject: English ; Duration: 40 mins ; school name: E.M.School

Academic standards:

Listening: To enable the students to listen the passage
To enable the students to oral information and Comprehending

Speaking: To understand the passage and respond
To develop their abilities in speaking the language fluently

Reading: To enable the students to understand the passage
To minimize the list of words with the help of peers.

writing: To ensure the learners to write by their own
To make the learner correct pronunciation and punctuation

Vocabulary: To enhance the treasure of active vocabulary among children
To enable the children to use the words in different contexts.

Grammar: To enable the children to use grammar in contexts
To apply the experienced concepts in creative writing.



Objectives: 1. The student understand the passage in English at normal conversational speed.

- 2. The students acquire the knowledge of subject matter
- 3. The students develop interest in English.


PASSAGE: Patrice never did homework. "Too boring," he said. He played hockey and basketball and Nintendo instead. His teachers told him. "Pretend! Do your homework or you won't learn a thing". And if it's true, sometimes he did feel like an ignoramus. But what could he do? He hated homework. Then one day he found his cat playing with a little doll and he grabbed it away.

TLM → Pictures from the story, flash cards for vocabulary.

REFERENCE BOOKS → OXFORD DICTIONARY 4th Edition	BLACK BOARD	TLM
CONCEPT		
Greeting	"Good morning students", Good morning mo'am!	
Mind Mapping	1) Who did your homework? Myself/my brother 2) Do you like homework? NO 3) Do you do it yourself? sometimes, I may need help of my elders or do you get help.	





<p>FACE SHEET</p>	<p>Here I would like to present some of the pictures of the lesson and related to story.</p>	
<p>Announcement of the Topic Model Reading</p>	<p>So, today we are going to learn a new topic "who did Patrick's homework".</p>	<p>"who did Patrick's homework"</p>
<p>Collaborative Reading</p>	<p>The teacher will read aloud the passage with clear pronunciation by following Punctuation marks.</p>	
<p>Individual Reading</p>	<p>The students will listen in a disciplinary manner. The teacher will ask the students to read and follow him while he is reading. The students will follow the teacher. The teacher will ask the students to read the passages individually.</p>	
<p>Silent Reading</p>	<p>The students will read the passage individually. The teacher ask the students to read the passage in a silent manner.</p>	
<p>Introducing new Vocabulary</p>	<p>The students will read the passages silently. The teacher will tell the meaning of difficult words.</p> <ol style="list-style-type: none"> Nintendo - a video game Grab - snatch something suddenly 	





3] Tiny → Very small
 4] Bitches - short trousers
 5] Hamper - a basket with a lid.

Patrick never did his homework because he found it boring. Instead, he played outdoor games like hockey and basketball. He also liked to play video games like Nintendo. His teacher warned him to complete his homework otherwise, he won't be able to learn anything.

Patrick himself did his homework. Since the elf did not know anything, Patrick stayed up all night and worked hard.

1) what was elf?
 2) where did elf come from?
 3) what is the meaning of Hamper?

1) Read the lesson once more!
 2) Learn new words and use them in sentence making?

Narration

Recapitulation

Assignment work.



LESSON PLAN - 20Preliminary Information

Name of the student teacher:

Register number:

Topic: A Tiger in the house

Class: 7th

Date: 22.02.2024

Subject: English

Duration: 40 mins

Academic Standards:

Listening: To enable the student to listen the passage and to oral information and comprehending the message.

Speaking: To understand the passage and respond.

Reading: To enable the students to understand the passage.

Writing: To enable the learning to write by their own.

Vocabulary: To enhance the treasure of active vocabulary among the children

Grammar: To enable the children to use grammar in different context

Objectives: → To students understand the passage in English at normal

→ To students speak simple and correct English.

→ To students understand the passage in English at normal conversational speed.

Passage: TIMOTHY, the tiger cub, was discovered by Grandfather in


the Terai jungle near Dehra.

one day when Grandfather was stro-

king down the forest path at some distance from the rest of



of the party, he discovered a little tiger about eighteen inches long hiding among the intricate roots of a banyan tree.
 TLM: Pictures from the story; flash cards for vocabulary
 REFERENCE BOOKS: Oxford dictionary 3rd Edition.

Black Board	TLM
<p><u>Teaching Learning Strategy</u></p> <p>"Good morning students!" "Good morning teacher!"</p> <p>Have you kept monkey as a pet? -No-</p> <p>Which is a better place for monkey? at zoo what will happen if you keep monkey as pet?</p> <p>Here I would like to present some of the pictures from the story.</p> <p>So, today we are going to learn a new topic "A tiger in the house".</p> <p>The teacher will read aloud the passage with clear pronunciation by following punctuation marks.</p> <p>The students will listen in a disciplinary manner.</p> <p>The teacher will ask the students to follow him while he is reading.</p> <p>The students will follow the teacher.</p> <p>The teacher will ask the students to read the passages individually.</p>	 <p>"A tiger in the house"</p>
<p>Concept Greetings</p> <p>Mind mapping</p> <p>Face sheet</p> <p>Announcement of the topic</p> <p>Model Reading</p> <p>Collaborative Reading</p> <p>Individual</p>	





<p>Silent Reading</p>	<p>The students will read the passage individually. The teacher ask the students to read the Passage in a silent manner.</p>
<p>Introducing New Vocabulary</p>	<p>The teacher will tell the meaning of the words.</p> <ol style="list-style-type: none"> 1) frenzied: loud and frantic 2) intricate: complicated 3) Dated: moved or rushed suddenly <p>"A Tiger in the House" is a short story by Ruskin Bond about a grandfather who adopts a tiger cub. The story explores the relationship between the human and the animal, from the cub's early days to when he grows apart due to his natural instincts.</p>
<p>Recapitulation</p>	<ol style="list-style-type: none"> 1) How did Timothy play with the monkey? 2) who were Timothy's companions? Toto, 3) How did Timothy's food keep on changing? first gave only milk and then given raw mutton and cod-liver oil.
<p>Assignment work</p>	<p>* write the summary of the story in your own words at about 100-200 from the story learnt.</p>

