

NAME: TANUSHREE GUHA

CLASS: B. Ed IInd YEAR

Roll No.: 86

SUBJECT: ENGLISH

COLLEGE: M.D.S COLLEGE OF EDUCATION

KOSLI (REWARI)

UNIV. Roll No.: 192080404083

M.D.S COLLEGE OF EDUCATION KOSLI, REWARI



SESSION 2019-2021 LESSON PLAN

University Roll No.192080404083.....

Name.....TANUSHREE.....GUHA.....

Class.....B. ED. IInd YEAR.....

Subject.....ENGLISH.....LESSON PLAN.....

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Teaching Subject ENGLISH

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*MICRO
TEACHING
LESSON PLANS*

LESSON No. - 1 (A)

Date : _____ Duration of the Period: 6 mins
Pupil Teacher's Name: Tanushree Guha
Pupil Teacher's Roll no.: 86
Class: VIII Avg. Age of the Pupil: 12 yrs
Subject: English Topic: Types of Sentences
(Teach)

SKILL OF INTRODUCTION

S.No.	Pupil Teacher's Activities	Pupil's Activities	Components
•	Pupil teacher will start her lesson by saying 'Good morning students'.	Good Morning ma'am.	
<u>1.</u>	What are alphabets?	a, b, c, d z	Using Previous Knowledge
<u>2.</u>	What is a word?	Word is a combination of alphabets.	Focusing
<u>3.</u>	What is a sentence?	A sentence is a group of words that is complete in meaning.	Using Previous knowledge
<u>4.</u>	Give an example of sentence.	Ram is going to Delhi.	Use of appm. device

5. (!) this symbol shows?

Sign. of exclamation

Use of previous knowledge

6. Who fulfill our wish?

God

Continuity

7. What are types of sentence?

Problematic question

-

8. Ram is not going to school. which type of sentence is it?

Negative Sentence

* ANNOUNCEMENT OF THE TOPIC -

Well students, today we will discuss about the 'types of Sentences'.

RATING SCALE

S.No.	COMPONENTS	RATING SCALE						
<u>1.</u>	Use of Previous knowledge	0	1	2	3	4	5	6
<u>2.</u>	Use of appropriate device	0	1	2	3	4	5	6
<u>3.</u>	Continuity	0	1	2	3	4	5	6
<u>4.</u>	Focussing	0	1	2	3	4	5	6

Signature of Supervisor

Signature of Observer

Lesson No. - 1 (B)

Date:

Duration of the Period: 6 mins

Pupil Teacher's Name: Tanushree Guha

Pupil Teacher's Roll no.: 86

Class : VIII

Avg. age of the Pupil: 12 yrs

Subject: English

Topic: Types of Sentences
(Reteach)

SKILL OF INTRODUCTION

S.No.	Pupil Teacher's Activity	Pupil Activity	Components
	<ul style="list-style-type: none">Pupil teacher will start her lesson by saying 'Good morning students'	Good morning ma'am.	
<u>1.</u>	What are alphabets?	a, b, c, d z	Use of Previous Knowledge
<u>2.</u>	What is a word?	word is a combination of alphabets	Focussing
<u>3.</u>	What is a sentence?	A sentence is a group of words that is complete in meaning.	Using of Previous knowledge.
<u>4.</u>	Give an example of sentence.	Mohan is going to school.	Use of appropriate device

5. (1) What sign is it?	Sign of exclamation	Use of Previous knowledge
6. Who fulfills our wishes?	God	Continuity
7. What are types of sentences?	Problematic Question	-
8. Mohan is not going to school. Which type of sentence is it?	Negative Sentence	

* ANNOUNCEMENT OF THE TOPIC —

Well students, today we will discuss once again the 'types of sentences'

* OBSERVATION SCHEDULE / RATING SCALE

S.No.	COMPONENTS	RATING SCALE						
1.	Use of Previous Knowledge.	0	1	2	3	4	5	6
2.	Use of appropriate device.	0	1	2	3	4	5	6
3.	Continuity	0	1	2	3	4	5	6
4.	Focussing	0	1	2	3	4	5	6

Signature of Supervisor

Signature of Observer

LESSON No. - 2 (A)

Duration of the Period: 60 min

Date:

Pupil Teacher's Roll no. - 86

Pupil Teacher's Name - Tanushree Guha

Class: VIII

Avg. age of the Pupils: 12

Subject: English

Topic: Verb (Teach)

SKILL OF PROBING QUESTION.

S.No.	Pupil Teacher's Activity	Pupil Activity	Component
	Pupil Teacher will start her lesson by saying Good morning students.	Good morning ma'am	
1.	Which word indicates any action or a state of existence?	Verb	Simplicity
2.	What are you doing?	We are reading the book.	Simplicity
3.	In the given sentence, tell the verb. 'Ravi reads book.'	read.	Relevance

4.	Give an example, using the verb 'jump'	The cat jumps from the table.	Continuity
5.	Give some examples of action words.	walk, talk, listen, eat, sleep, dance.	Interesting
6.	Give an example using the verb 'dance'.	They are dancing on the stage.	Continuity
7.	Tell me types of verb.	(i) Transitive (ii) Intransitive.	Interesting
8.	Give an example of transitive verb.	We read the books	Equal distrib
9.	Give an example of intransitive verb.	They laugh	Simplicity / Continuity

* OBSERVATION SCHEDULE CUM RATING SCALE

RATING SCALE

S.No.	COMPONENTS	RATING SCALE						
1.	Simplicity	0	1	2	3	4	5	6
2.	Continuity	0	1	2	3	4	5	6
3.	Interesting	0	1	2	3	4	5	6
4.	Conciousness	0	1	2	3	4	5	6
5.	Equal Distribution	0	1	2	3	4	5	6
6.	Presentation of Questioning	0	1	2	3	4	5	6
7.	Relevance.	0	1	2	3	4	5	6

Signature of Supervisor

Signature of Observer

Lesson No. - 2 (B)

Date: _____ Duration of the Period: 6 mins
 Pupil Teacher's Name: Tanushree Gupta
 Pupil Teacher's Roll No.: 26
 Class: VIII Avg. age of the Pupil: 12 yrs.
 Subject: English Topic: Verb (Preach)

SKILL OF PROBING QUESTION

Pupil Teacher's Activity	Pupil Activity	Component
Pupil Teacher will start her lesson by saying 'Good morning students'	Good Morning ma'am	
1. Which word indicates any action or a state of existence?	Verb	Simplicity
2. What are you doing?	We are reading the book.	Simplicity
3. In the given sentence tell the verb. 'Ram reads book.'	read	Relevance
4. Give an example using the verb - 'walk'	They walk on the road.	Continuity

5. Give some examples of verbs.

eat, drink, write, work, swim, jump

Interesting

6. Give an example using the verb - eat.

We eat healthy food.

Continuity

7. How many types of verb are there?

Two i.e., (i) Transitive
(ii) Intransitive

Presentation of questioning.

8. Give an example of Transitive.

She goes to school by bus

Equal distribution

9. Give an example of Intransitive

They are laughing

Simplicity, Continuity

* OBSERVATION SCHEDULE CUM RATING SCALE

RATING SCALE

S.No.	COMPONENTS	RATINGS						
		0	1	2	3	4	5	6
1.	Simplicity	0	1	2	3	4	5	6
2.	Continuity	0	1	2	3	4	5	6
3.	Interesting	0	1	2	3	4	5	6
4.	Consciousness	0	1	2	3	4	5	6
5.	Equal Distribution	0	1	2	3	4	5	6
6.	Presentation of Questioning	0	1	2	3	4	5	6
7.	Relevance	0	1	2	3	4	5	6

Signature of Supervisor

Signature of Observer

LESSON No.- 3 (A)

Date:

Duration of the Period: 60 mins

Pupil Teacher's Name: Tanushree Guha

Pupil Teacher's Roll No.: 86

Class: VIII

Avg. age of the pupils: 12 yrs

Subject: English

Topic: Articles (Teach)

SKILL OF ILLUSTRATION

	Pupil Teacher's Activity	Pupil's Activity	Components
	Pupil Teacher will start her lesson by saying 'Good morning ma'am'	Good Morning Ma'am	
1.	A, An and The are called articles. They come before nouns.	Students will listen carefully.	Relevant
2.	There are two kinds of articles, i.e., Definite Articles and Indefinite Articles.	Students will listen carefully.	Clearance of the topic.
3.	A or An are called the Indefinite Articles. They are used with countable noun which are singular in number.	Students will listen carefully.	Clarification of content.

4. Give an example of Indefinite article - 'a'

a book
a flower

Participation

5. Indefinite articles - 'a' is used before a word beginning with a consonant sound.

Listen carefully

Clarification of the content, Simple example.

■ Example: a house

6. Delhi is a famous city. Select the Indefinite article.

'a'

Participation

7. The indefinite article 'an' - is used before a word beginning with a vowel sound.

Listen carefully

Clarification of content, Simple example.

■ Example - an apple

8. Give an example of indefinite article - 'an'

an umbrella
an orange

Participation

9. Definite Article 'The' is used to refer a particular person, place, thing.

listen carefully

Interesting.

■ Example - The Sun

10.	Give an example of Definite Article.	The Ramayan, The Times of India	Participative
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* OBSERVATION SCHEDULE CUM RATING SCALE

RATING SCALE

S.No	COMPONENTS	RATINGS						
1.	Simple Example	0	1	2	3	4	5	6
2.	Relevant Example	0	1	2	3	4	5	6
3.	Clarification of Content	0	1	2	3	4	5	6
4.	Interesting Example	0	1	2	3	4	5	6
5.	Participation	0	1	2	3	4	5	6
6.	Use of Inductive	0	1	2	3	4	5	6

Signature of Supervisor

Signature of Observer

LESSON No. - 3 (B)

Date:

Duration of the Period: 6 mins

Pupil Teacher's Name: Tanushree Guha

Pupil Teacher's Roll No.: 86

Class: VIII

Avg. age of the Pupils: 12 yrs.

Subject: English

Topic: Articles (Re-teach)

SKILL OF ILLUSTRATION

No	Pupil Teacher's Activity	Pupil's Activity	Component.
	Pupil Teacher will start her lesson by saying Good Morning students	Good morning ma'am.	
1.	A, An and The are called articles. They indicate the arrival of noun.	Listen carefully	Relevant
2.	How many types of articles are there?	Two Types	Participation
3.	Indefinite articles are used before countable noun which are singular in number.	Listen Carefully	Clarification of content.

4. The indefinite article 'A' is used before a word that begins with a consonant sound. Example such as!

a pen,
a car

Simple
Example,
Participation.

5. The indefinite article 'An' is used before a word that begins with a vowel sound. Example such as!

an umbrella
an egg

Simple
Example,
Participation.

6. Find the indefinite article in the given sentence -

- (a) I have an orange.
(b) Ram is a poet.

Students replied - 'an'
- 'a'

Participation

7. Definite Article 'The' is used before particular person, place or things.

Listen carefully

Participation.

8. Give an example of Definite article

The Ganga

Participation

* OBSERVATION SCHEDULE CUM RATING SCALE

RATING SCALE


S.No.	COMPONENTS	RATINGS						
1	Simple Example	0	1	2	3	4	5	6
2	Relevant Example	0	1	2	3	4	5	6
3	Clarification of Content	0	1	2	3	4	5	6
4	Interesting Example	0	1	2	3	4	5	6
5	Participation	0	1	2	3	4	5	6
6	Use of Inductive.	0	1	2	3	4	5	6

Signature of Supervisor


Signature of Observer

ARTICLES

① 'A'




a cup




a tree

② 'An'




an ice cream




an umbrella


③ 'The'



the Taj Mahal



the Gita



the Ganga

LESSON No. - 4 (A)

Date :

Duration of the Period: 5 min

Pupil Teacher's Name: Tanushree Guha

Pupil Teacher's Roll No: 86

Class : VIII

Avg. age of the pupils: 12

Subject: English

Topic: Noun (Teach)

SKILL OF STIMULUS VARIATION

S.No.	Pupil Teacher's Activity	Pupil's Activity	Component
	Pupil Teacher will start her lesson by saying "Good morning students"	Good morning ma'am	Component
1.	Noun is a name of a person, place, animal or thing. (By moving eyes and hand)	listen carefully	Gesture
2.	Now, give me some examples of noun. (By changing voice)	Geeta, boy, Rewari.	Change voice
3.	Proper noun is a particular name of a person, place, animal or thing.	listen carefully	Focussing

E.g → cat - Tom
→ boy - Rohan
(By writing on black board)

Listen carefully

4. Now, give me some examples of Proper Noun -
(By moving in class)

Taj Mahal, Agra,
Riya, Tom

Movement.

5. Collective Noun is a name of a group, a collection of person, place, animal or thing.
E.g - a herd of elephants.

listen carefully

6. Give me an example of collective noun.

a class of students.

change in voice

7. Material noun is a name of material which can be weigh or measured. Which material is used for making a chair?
(By asking a student)

Plastic, Wood

Change in interacting style

OBSERVATION SCHEDULE CUM RATING SCALE

RATING SCALE

S.No.	COMPONENTS	RATINGS						
		0	1	2	3	4	5	6
<u>1</u>	Movement	0	1	2	3	4	5	6
<u>2</u>	Gesture	0	1	2	3	4	5	6
<u>3</u>	Change in Voice	0	1	2	3	4	5	6
<u>4</u>	Focussing	0	1	2	3	4	5	6
<u>5</u>	Change in Interacting Style	0	1	2	3	4	5	6
<u>6</u>	Oral-Visual	0	1	2	3	4	5	6
<u>7</u>	Pausing	0	1	2	3	4	5	6

Signature of Supervisor

Signature of Observer

LESSON No. - 4 (B)

Date:

Duration of the Period: 5 mins

Pupil Teacher's Name: Tanushree Guha

Pupil Teacher's Roll no.: 86

Class: VIII

Avg. age of the Pupils: 12 yrs

Subject: English

Topic: Noun (Reteach)

SKILL OF STIMULUS VARIATION

S.No	Pupil Teacher's Activity	Pupil's Activity	Components
	Pupil Teacher will start her lesson by saying "Good Morning students"	Good Morning ma'am.	
<u>1</u>	Noun is a name of a person, place, animal or thing. (By moving eyes and hand)	Listen carefully	Gesture
<u>2</u>	Now, give me some examples of noun. (By changing voice)	Reena, tree, Rewari	Change in voice
<u>3</u>	Proper noun is a particular name of a person, place, animal or thing. Eg - Priya, Sun	Listen carefully	Focussing

(By writing on the black board)

4. Now give me the some examples of a proper noun.
(By moving in class)

Red fort, Kamal

Movement

5. Collective noun is a name of a group, a collection of a person animal, thing and place.
(By moving hand)

listen carefully

Gesture

6. Give an example of collective noun.

a bunch of grapes

Change in voi

7. Material noun is a name of material which can be weighed and measured.
Which material is used for making jewellery?
(By asking from one student)

Gold, Silver

Change in inter style.

* OBSERVATION SCHEDULE CUM RATING SCALE

Rating Scale

S. No.	COMPONENTS	RATINGS						
		0	1	2	3	4	5	6
1.	Movement	0	1	2	3	4	5	6
2.	Gesture	0	1	2	3	4	5	6
3.	Change in Voice	0	1	2	3	4	5	6
4.	Focussing	0	1	2	3	4	5	6
5.	Change in Interacting Style	0	1	2	3	4	5	6
6.	Oral-Visual	0	1	2	3	4	5	6
7.	Pausing	0	1	2	3	4	5	6

Signature of Supervisor

Signature of Observer

LESSON No. - 5 (A)

Date:

Duration of the Period: 5 mins

Pupil Teacher's Name: Tanushree Guha

Pupil Teacher's Roll no.: 86

Class: VIII

Avg. age of the Pupils: 12 yrs

Subject: English

Topic: Pronoun (Teach)

SKILL OF REINFORCEMENT

S.No.	Pupil Teacher's Activity	Pupil's Activity	Component's
	Pupil Teacher will start her lesson by saying 'Good morning students'	Good Morning ma'am	
1	Name the word which is used in a place of noun.	Pronoun	Positive Verbal reinforcement
2	Good, now give some examples of Pronoun.	He, She, We, It.	Positive Verbal reinforcement
3	Yes correct!, which pronoun is used for 1st, 2nd and 3rd person? (By moving her head in the reinforcement)	Personal Pronoun	Positive non-verbal reinforcement

4. Which pronoun is used to ask a question.
Excellent! Clapping

Interrogative
Pronoun

Newness in
reinforcement

5. Give some examples of demonstrative pronoun
No (Nodding head)

They, That

Negative verbal
reinforcement

6. Asking another student
Great, Superb!

This, That,
These, Those

Positive Verbal
reinforcement

* OBSERVATION SCHEDULE CUM RATING SCALE

Rating Scale

S.No	COMPONENTS	RATINGS						
1.	Positive Verbal Reinforcement	0	1	2	3	4	5	6
2.	Positive Non-Verbal Reinforcement	0	1	2	3	4	5	6
3.	Negative Verbal Reinforcement	0	1	2	3	4	5	6
4.	Negative Non-Verbal Reinforcement	0	1	2	3	4	5	6
5.	Newness in Reinforcement.	0	1	2	3	4	5	6

Signature of Supervisor

Signature of Observer.

LESSON No. - 5 (B)

Date: _____ Duration of the Period: 5 min
Pupil Teacher's Name: Tanushree Guha
Pupil Teacher's Roll no.: 86
Class: VIII Avg. age of the Pupil: 12 yrs
Subject: English Topic: Pronoun (Re-teach)

SKILL OF REINFORCEMENT

<u>S.No.</u>	<u>Pupil Teacher's Activity</u>	<u>Pupil's Activity</u>	<u>Components</u>
	Pupil Teacher will start her lesson by saying 'Good morning students'.	' Good Morning ma'am.	
1.	Name the word which is used in place of noun. (Yes)	Pronoun	Positive non-verbal reinforcement
2.	Now give some examples of pronoun. (Yes, Correct!)	He, She, Us, They, It	Positive verbal reinforcement.
3.	Which pronoun is used for 1 st , 2 nd and 3 rd person? (By moving her head in the reinforcement)	Personal Pronoun	Positive non-verbal reinforcement
4.	Which pronoun is used to	Interrogative Pronoun	Positive

	ask question? Excellent!		verbal reinforcement.
5.	Give some examples of Interrogative pronoun.	which, what, when, where.	
6.	Demonstrative pronouns are used to point the position of specific things. Eg- This is an apple That is an apple.	Listen carefully	
7.	Give me some example of Demonstrative pronoun Good!	This, That, These, Those	Positive Verbal reinforcement.
8.	Choose the sentence with demonstrative pronoun :- (a) They are playing. (b) Those are mangoes. No!	They	Negative - verbal reinforcement
9.	Asking other students Very Good! Claps!	Those	Positive and Newness in reinforcement

* OBSERVATION SCHEDULE CUM RATING SCALE

RATING SCALE

No.	COMPONENTS	RATINGS						
1.	Positive Verbal Reinforcement.	0	1	2	3	4	5	6
2.	Positive Non-Verbal Reinforcement	0	1	2	3	4	5	6
3.	Negative Verbal Reinforcement	0	1	2	3	4	5	6
4.	Negative Non-Verbal Reinforcement	0	1	2	3	4	5	6
5.	Newness in Reinforcement.	0	1	2	3	4	5	6

Signature of Supervisor

Signature of Observer.

*MEGA
TEACHING
LESSON PLANS*

LESSON No. - 1

Date: _____ Duration of the Period: 25 mins
Pupil Teacher's Name: Tanushree Guba
Pupil Teacher's Roll no.: 86
Class: VII Avg. age of the Pupil: 12 yrs.
Subject: English Topic: Tansen

CONTENT ANALYSIS : Lesson - Tansen - The Magical Musician
: Word Meanings
: Pronunciation of New Words.
: Reading (Loud, Silent)
: Comprehension Question.

GENERAL AIMS :

- To enable the students to understand, write and speak English correctly.
- To enable the students to read the lesson with correct pronunciation.
- To develop the abilities of imagination, reasoning and observation.
- To inculcate creativity among students.

INSTRUCTIONAL OBJECTIVES -

- Students will be enriched with new vocabulary.
- Students will be able to comprehend the story.
- Students will learn about a famous musician Tansen.

4. TEACHING AIDS :
Blackboard , Chalk , Duster , Pointer , etc.

5. PREVIOUS KNOWLEDGE ASSUMED :
Pupil Teacher will assume that the students must have at least general familiarities with Tansen.

6. PREVIOUS KNOWLEDGE TESTING :
In order to test the previous knowledge, the Pupil Teacher will ask following questions:

Pupil Teacher's Activities

Pupil's Activities.

Pupil Teacher will begin her lesson by saying, 'Good morning, students'.

Good Morning ma'am.

1. Have you ever heard the name of Tansen?

Yes

2. Who was Tansen

Tansen was a famous singer.

3. Do you know about his whole life?

No response.

A singer called Mukandan Misra and his wife lived in Behat near Gwalior. Tansen was their only child. It is said that he was a naughty child. Often, he ran away to play in the forest, and soon learnt to imitate perfectly the calls of birds and animals.



ANNOUNCEMENT OF THE TOPIC -

Now, teacher will announce the topic,
"Today, I will teach you about Tansen."

PRESENTATION :

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Chalk-Board Work
Model reading	<p>⁶⁶Tansen was a famous singer. His father was a famous poet by the name of Mukund Mishra. Tansen was named Tannu Mishra when he was born in a place called Gwalior located in Madhya Pradesh. Tansen had a unique quality of imitating the calls of birds and animals perfectly. Tansen was a naughty child. He used to play in the nearby forest."⁹⁹</p> <p>The pupil teacher will read the lesson with correct pronunciation, stress and intonation.</p>	<p>Students will read and listen carefully and follow the text-book.</p>	<p>L - TANSEN (a famous musician)</p>

Teaching Points	Pupil Teacher's Activities	Pupil's Activity	Chalk-Board
<ul style="list-style-type: none"> Pronunciation Drill 	<p>The pupil teacher will write some difficult words on the blackboard and ask the students to pronounce them.</p>	<p>Students will pronounce these difficult words.</p>	<p><u>WORD</u> <u>MEANING</u></p> <ul style="list-style-type: none"> famous - प्रसिद्ध imitate - नकल करना forest - जंगल perfectly - अच्छे तरीके से
<ul style="list-style-type: none"> Meaning of Difficult words. 	<p>The pupil teacher will write the meanings of some difficult words. These are as follows:</p> <ul style="list-style-type: none"> (i) famous - प्रसिद्ध (ii) imitate - नकल करना (iii) forest - जंगल (iv) perfectly - अच्छे तरीके से 	<p>Student will note down the meanings from the board.</p>	
<ul style="list-style-type: none"> Oral Development of Composition. 	<p>Once, there lived a famous musician whose name was Tansen. He was born in Gwalior. He was born to a Hindu family and his father's name was Mukund Mishra. When he was small he learnt to imitate the sounds of animals.</p>	<p>Student listen carefully</p>	

Teaching Points	Pupil Teacher's Activities	Pupils Activity	Chalk-Board Work
• Silent Reading	Pupil Teacher will ask the students to read the paragraph silently without moving their lips and will supervise them.	The students will read the passage on their own and try to understand it.	
• Comprehension Question.	The pupil teacher will ask some questions:		
	(i) What was the name of Tansen's father?	(i) Mukund Mishra	
	(ii) Where was Tansen born?	(ii) Gwalior	
	(iii) What unique quality he had when he was a child?	(iii) Imitate the sounds of birds and animals.	

9. EVALUATION :

(i) Who was Tansen?

(ii) Who was Mukund Mishra?

10. HOMEWORK :

(i) Learn the word meanings of the lesson.

(ii) Find out five facts about Tansen. ?

Signature of _____

LESSON No. - 2

Date: _____ Duration of the period: 25
Pupil Teacher's Name: Tanushree Guha
Pupil Teacher's Roll No.: 86
Class: VI Avg. age of the Pupils: 11
Subject: English Topic: Mahatma Gandhi - Essay

1. CONTENT ANALYSIS : Oral Development of the Essay
 - : Meaning of Different Words
 - : Writing Stages
 - : Removing Mistakes

2. GENERAL AIMS :

- (i) To develop a habit of clear and logical presentation of facts among the students.
- (ii) To enable the students to listen, speak, read and write English correctly.
- (iii) To enhance communication skills and logical thinking.
- (iv) To inculcate creativity among students.

3. INSTRUCTIONAL OBJECTIVES :

- (i) To enable the students will be able to know more about Mahatma Gandhi.
- (ii) They will be able to understand the meaning of essay
- (iii) They will be able to predict the essay
- (iv) The students will develop the creativity to use

appropriate vocabulary and structure while composing an essay.

4. TEACHING AIDS -

Blackboard, Chalk, Duster, Pointer, etc.

5. SUBJECT MATTER :

Essay Writing - Mahatma Gandhi

6. PREVIOUS KNOWLEDGE ASSUMED :

The pupil teacher will assume that the students are familiar with one of famous personality of India - Mahatma Gandhi.

7. PREVIOUS KNOWLEDGE TESTING :

In order to test the previous knowledge the pupil teacher will ask the following question

Pupil Teacher's Activities

Pupil's Activities.

Pupil teacher will start her class by saying, 'Good morning students.'

Good Morning ma'am.

1. When did India become free ?

15. August. 1947

2. Name few freedom fighters of our country.

Subhas Chandra Bose,
Bhagat Singh, Mahatma
Gandhi.

3. Who is known as the 'Father of the Nation'?

Mahatma Gandhi

4. Do you know something related to Mahatma Gandhi?

No response

8. ANNOUNCEMENT OF THE TOPIC:

Well students, today we will study how to write an essay on Mahatma Gandhi.

9. PRESENTATION :

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Chalk-Board Work
1 Oral development of the Essay Introduction by P.T	Mahatma Gandhi was born on 2 nd October 1869 at Porbander. He was a great leader. Gandhi ji went to England for higher studies. After completing a degree in Law, he came back to India. Soon he left for South Africa. There he realised that the Indians		

Teaching Points	Pupil Teacher's Activity	Pupil's Activity	Chalk-Board Work
2. Body	<p>were not treated well and Gandhiji rose his voice to people of our country.</p> <p>Soon, he returned to India and joined the struggle for India's Independence against the British rule. He started the Non-Cooperation Movement and the Quit India Movement. He had a non-violent approach towards British rule to free India.</p>	<p>Students listen carefully</p>	
3. Conclusion	<p>Mahatma Gandhi was a noble soul who believed in simplicity. He played a crucial role in the struggle for India's Independence. At last India became free on 15. August. 1947. He was imprisoned several times but his love for India's freedom remained his goal. He is fondly remembered as "father of the Nation" in India and he became famous worldwide due to his undying efforts for mankind. We can never forget him.</p>	<p>Students listen carefully</p>	

Teaching Points	Pupil Teacher's Activity	Pupil's Activity
4. Meaning of Difficult Words.	Leader - नेता Fight - लड़ाई Freedom - आजादी Nation - राष्ट्र Forget - भूल जाना Pupil Teacher will write difficult words on black-board.	Students write difficult words in their note books.
5. Oral Development by Students	(i) In which profession did Mahatma Gandhi received his degree? (ii) Where was Mahatma Gandhi born?	Law
6. Writing Stage	The Pupil teacher will ask the students to write an essay on Mahatma Gandhi following the structure: <ul style="list-style-type: none"> • Introduction • Body • Conclusion 	Students listen carefully and starts writing.
7. Correction Work	The pupil teacher will correct the mistake of students in their notebook.	

Chalkboard

DIFFICULT WORDS

- Leader
- Fight
- Freedom
- Nation
- Forget

WRITING STAGE

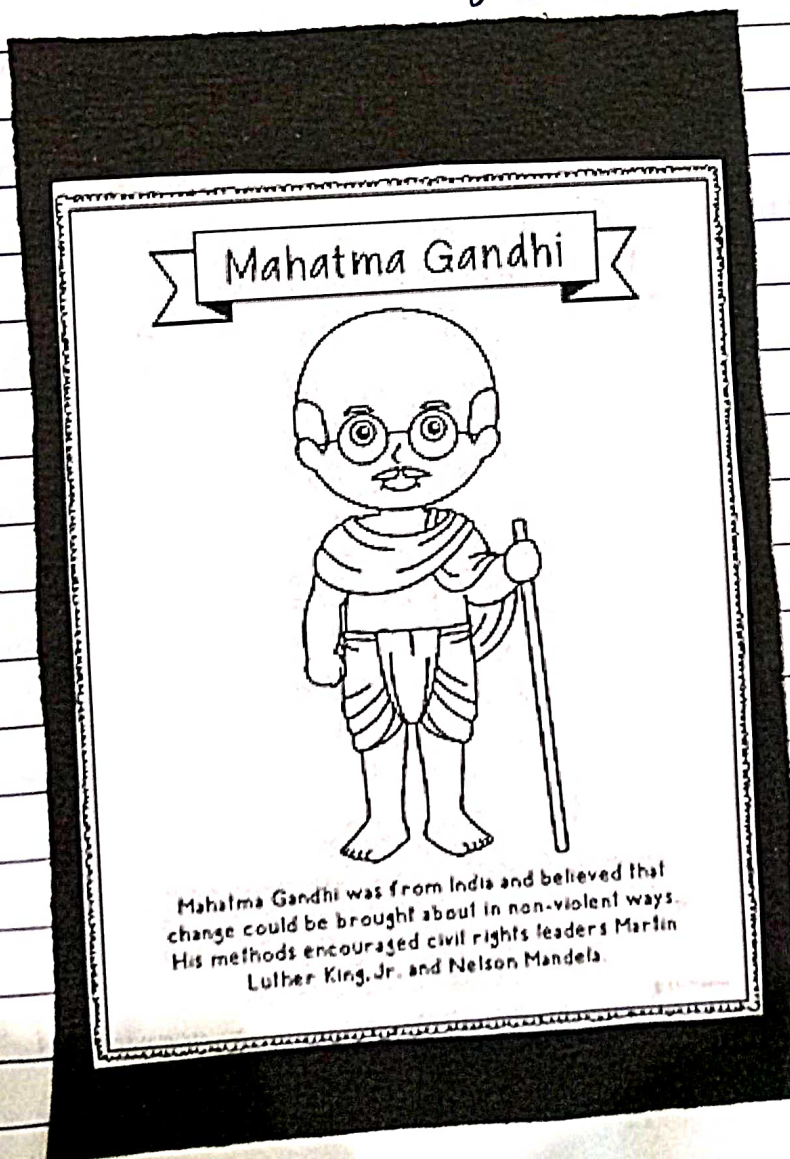
1. Intro
2. Bod
3. Con

10. EVALUATION :

- (i) who is the 'father of the Nation'?
- (ii) which all movements he started in India during British rule?
- (iii) What all sacrifices did he do ?

11. HOME WORK :

Make a chart and paste a picture of Mahatma Gandhi and write a few facts / lines on the chart.



Signature of Observ

LESSON No. - 3

Duration of the Period: 35 mins

Date:

Pupil Teacher's Name: Tanushree Guha

Pupil Teacher's Roll No: 86

Class: ~~5~~ VI

Avg. age of the Pupil: 11 yrs

Subject: English

Topic: Beauty (Poetry)

1. CONTENT ANALYSIS :
- : Model Reading
 - : Meaning of Difficult Words and Phrases
 - : Explanation
 - : Appreciation
 - : Comprehension
 - : Silent Reading.

2. GENERAL AIMS :

- (i) To enable the students to understand, write and speak English correctly.
- (ii) To develop the abilities of imagination, reasoning, aesthetic and observation.
- (iii) To enable the students to read poems aloud with proper rhythm and intonation.
- (iv) To enable the students to develop their emotions and love for English literature.

3. INSTRUCTIONAL OBJECTIVES :

- (i) To enable the students to appreciate the poem 'Beauty'

written by E-Yeh-Shure.

- (ii) To enable them to understand the central idea of the poem 'Beauty'.
- (iii) To develop the speaking and writing skills by explaining the poem in their own sentence.

4. TEACHING AIDS:

Text book, Blackboard, Chalk, duster, etc.

5. SUBJECT MATTER:

Poem - Beauty

6. PREVIOUS KNOWLEDGE ASSUMED:

The students have already studied some poems. They can understand simple English, able to feel beauty and know the meaning of 'beauty'.

7. PREVIOUS KNOWLEDGE TESTING:

	Pupil Teacher's Activities	Pupil's Activities.
•	Good Morning Students.	Good morning ma'am.
(i)	Do you hear the word 'Beauty'?	Yes, we have heard the word 'Beauty'.
(ii)	What do mean by the word?	Quality that gives pleasure to the senses.
(iii)	How can beauty be in yourself?	No response.

8. ANNOUNCEMENT OF THE TOPIC :
 Well students, today we are going to study a beautiful poem on 'Beauty' by E. Esh-Shure.

9. PRESENTATION:

Teaching Points	Pupil Teacher's Activities	Pupil's Activity
• Model Reading	<p>"Beauty is your rest."</p> <p>The pupil teacher will read the whole poem aloud with proper expression and proper attention to rhyme and rhythm.</p>	<p>The students will listen carefully and follow in their books.</p>
• Meaning of Difficult Words	<p>The pupil teacher will write the word and their meanings on the black-board.</p> <p>(i) Corn - बीज (ii) Sighing - आह भरना (iii) Chanting - गाना (iv) earnest - दृढ़ (v) deeds - काम</p>	<p>Students note down them in their notebook and try to understand them.</p>

Chalk-Board Work

Poem
 Beauty

WORD MEANING
 • corn - बीज
 • sighing - आह
 • chanting - गाना
 • earnest - दृढ़
 • deeds - काम

Teaching Points	Pupil Teacher's Activity	Pupil's Activity	Chalk-Board Work
<p>Explanation by The P.T</p>	<p>The poet expresses the idea that we are surrounded by beauty from all sides. Nature has absorbed everything beautiful. In all of its activities, nature has created music and rhythm.</p> <p>Every creature in nature exhibits beauty. The sun, the trees, the birds, the farmers and the workers in the fields are all working hard in unison with nature. Farmers dance as they watch the harvest bloom and ripen.</p> <p>When everything quiets down, one can clearly hear the sound of raindrops falling, blowing of wind and muttering of singers. The beauty lies in doing good works, having positive thoughts. One must keep on doing their good deeds. It should be reflected in your leisure time and while resting.</p>	<p>Students listen carefully</p>	

Teaching Points	Pupil Teacher's Activity	Pupil's Activity.	Chalk-Board Work
<p>Appreciation</p>	<p>(a) Find three words in the first stanza that appeal to our sense of sight.</p> <p>(b) How can be the 'beauty is in yourself'?</p> <p>(c) Where does beauty lie?</p>	<p>Sunlight, trees, birds</p> <p>We can feel beauty in ourselves. Noble deeds makes us beautiful.</p> <p>Beauty lies in happy thought and good work</p>	<ul style="list-style-type: none"> • Sunlight • Trees • Birds. • Beauty lies in happy thoughts and good work.
<p>Comprehension</p>	<p>The pupil teacher asks few questions:</p> <p>(a) Why do people dance for their harvest?</p> <p>(b) Can you name some beautiful things seen or heard?</p>	<p>They dance because they are pleased to harvest their crops.</p> <p>like chirping birds, vast sea-shore, wind blowing, etc.</p>	
<p>Silent Reading</p>	<p>Now, students read the poem silently.</p>	<p>They will read and understand.</p>	

EVALUATION:

How does the poet define beauty? Write a paragraph about the poem in your own words.

HOMEWORK:

Learn the poem with proper rhyme and rhythm. What is the central idea of the poem? Explain it in your own words.

Beauty

What is beauty? Try to describe what beauty is, or list some of the things or persons you think are beautiful.

Now let us read a poem on beauty.

*Beauty is seen
In the sunlight,
The trees, the birds,
Corn growing and people working
Or dancing for their harvest.*

*Beauty is heard
In the night,
Wind sighing, rain falling,
Or a singer chanting
Anything in earnest.*

*Beauty is in yourself.
Good deeds, happy thoughts
That repeat themselves
In your dreams,
In your work,
And even in your rest.*

E-YEH-SHURE

Signature of Observer

LESSON No. - 4

Date:

Duration of the Period: 30 mins

Pupil Teacher's Name: Tanushree Guha

Pupil Teacher's Roll No.: 86

Class: VII

Avg. age of the Pupil: 11 yrs.

Subject: English

Topic: Sentences

1. CONTENT ANALYSIS : Sentences - Definition
: Types of Sentences
: Examples of Sentences.

2. GENERAL AIMS :

- (i) To enable the students to read, write and speak English easily.
- (ii) To help the students to understand the structure of English language.
- (iii) To develop the vocabulary and language style.

3. INSTRUCTIONAL OBJECTIVES :

- (i) To enable the students with the knowledge of sentences and its kind.
- (ii) The students will be able to give examples.
- (iii) The students will be able to use appropriate sentences in their daily lives.
- (iv) The students will be able to develop the skill of using different types of sentences.

4. TEACHING AIDS:

Chalk, Black board, duster, Pointer, etc.

5. SUBJECT MATTER -

English Grammar - Sentence and its kind.

6. PREVIOUS KNOWLEDGE ASSUMED:

It is pre-assumed by the pupil teacher that students have some knowledge about sentences.

7. PREVIOUS KNOWLEDGE TESTING:

In order to know, the pupil teacher will ask following questions:

Pupil Teacher's Activities

Pupil's Activities

• The pupil teacher will start her lesson by saying Good morning students!

Good Morning m.

(i) What are Ram, College?

Words

(ii) What are words?

Words are combination

(iii) Ram is going to College. What is this?

This is a sentence

(iv) What is the definition of sentence?

No Response

8. ANNOUNCEMENT OF THE TOPIC :

Well students, today we will study about Sentences and their types.

9. PRESENTATION :

The pupil teacher will develop the lesson using teaching aids and skill of Explaining.

Teaching Points	Pupil Teacher's Activity	Pupil's Activity
• Definition of Sentences	Sentence is a group of words which makes a complete sense.	Students listen carefully
Example	Ram is an honest boy.	
• Types of Sentences	There are five types of sentences : (i) Assertive / Declarative (ii) Interrogative (iii) Imperative (iv) Exclamatory (v) Optative	Students listen carefully
• Assertive Sentence	Assertive sentences are those which makes statements. (Simple Sentences)	Students write in their notebook.

Chalk-Board Work.

Sentence
A sentence is a group of words which makes a complete sense.
Eg- Ram is an honest boy.

FIVE TYPES OF SENTENCES

- Assertive
- Interrogative
- Imperative
- Exclamatory
- Optative

Teaching Points	Pupil Teachers Activity	Pupil's Activity	Chalk-Board Work
Example:	I like this painting. They are going to market.	students write.	
• INTERROGATIVE sentence	Interrogative sentences are those which ask questions. Ends with question mark (?).	Students will listen carefully and note it down in notebooks.	<ul style="list-style-type: none"> • ASSERTIVE : Those which make statements. Eg - I like this painting. They are going to market. • INTERROGATIVE : Those sentences which ask questions. Eg - Why are you late? - Will you help me? • IMPERATIVE : Those sentences which express command, request, advice or prohibition. Eg : Don't waste your time. Close the door. • EXCLAMATORY : Those sentences which express a sudden feeling of joy, wonder, anger, sorrow, shock or surprise. End with mark. Eg: Alas! The dog died! What a beautiful painting!
Example:	Why are you late? Will you help me?		
• IMPERATIVE Sentences	Imperative sentences are those which express-command, request, advice or prohibition	Students will listen carefully and note in down in notebooks.	
Example:	Don't waste your time. Close the door.		
• EXCLAMATORY Sentences	Exclamatory sentences are those which express-strong feeling of joy, wonder, anger or sorrow, shock or surprise. These sentences always ends with an exclamation mark (!).	Students will listen carefully.	

Chalk-Board
Work.

Teaching Points	Pupil Teacher's Activity	Pupil's Activity
Example:	Alas! The dog died. What a beautiful painting!	Student note in their note books.
• OPTATIVE Sentence	Optative sentences are those which express a wish.	Student listen carefully and write in their note books.
Example:	May you live long! May God grant you success!	

OPTATIVE :
Those sentences which express a wish.
Eg: May you live long!
: May God grant you success!

10 EVALUATION :

- (i) Give an example of Assertive Sentence.
- (ii) Give an example of Interrogative Sentence.
- (iii) Definition of Exclamatory Sentence.

11 HOMEWORK :

Revise Sentences and its types.
Write one example of each kind of Sentence in your English notebook.

LESSON No. - 5.

Date :

Pupil Teacher's Name: Tanushree Guha

Duration of the Period: 25 mins

Pupil Teacher's Roll No.: 86

Class : VI

Subject : English

Avg. age of the pupil : 11 yrs.

Topic : Application

(Formal Letter)

1. CONTENT ANALYSIS: Model Writing - Application
- : Structure of Application Writing
 - : Parts of Formal Letter.
 - : Knowledge of terminology

2. GENERAL AIMS :

- (i) To enable the students to understand, write and speak English correctly.
- (ii) To develop communication skills and logical presentation of facts.
- (iii) To develop in them a habit of clear and logical thinking.
- (iv) To inculcate creativity in students.

3. INSTRUCTIONAL OBJECTIVES :

- (i) To familiarise the students with different parts of the application.
- (ii) To enable the students to compose an application.
- (iii) To enable the students to use appropriate vocabulary and

structure while composing an application.

4. TEACHING AIDS:

Black board, chalk, Duster, Pointer, etc.

5. SUBJECT MATTER:

English Writing Skill - Application

6. PREVIOUS KNOWLEDGE ASSUMED:

It is pre-assumed by the Pupil teacher, that they are well aware of English and have little knowledge about application writing.

7. PREVIOUS KNOWLEDGE TESTING:

In order to test their previous knowledge, pupil teachers will ask some questions regarding application.

Pupil Teacher's Activities

The P.T will say 'Good morning, students'

(i) What are the different types of letters?

(ii) Which type of letter is application?

Pupil's Activities

Good morning ma'am
Two types of letters are:
(i) Formal
(ii) Informal

Formal Letter

can What are the different parts of an application?

No response.

8. ANNOUNCEMENT OF THE TOPIC:

Well students! Today we are going to study about Application writing and the structure to compose it.

9. PRESENTATION :

Teaching Point	Pupil Teachers' Activities	Pupil's Activities	Chalkboard Work
Introduction	Pupil teachers will introduce 'an application'. The teacher will write a model of application to the principal to ask request regarding our matter.	Students listen carefully.	
Recipient's Address / Heading	To The Principal Delhi Public School Rewari The PT will write recipient's address on the		<u>Application</u> To The Principal Delhi Public School Rewari. Recipient's Address

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Chalk-Board Work.
• Date	and the <u>Date</u> below it.		• DATE
• Salutation	<p>left hand side of the board</p> <p>Next the pupil teacher will write and explain meaning of Salutation.</p> <p>• <u>Salutation</u> - Greeting / usually depends on the relationship.</p> <p><u>Respected Ma'am/Sir,</u></p>	Pupil will listen carefully and note down in their note books.	<p>• Salutation - Respected Sir,</p> <p>• Subject - An application for change in section.</p>
• Subject	<p>Then, write subject of the application.</p> <p>For e.g -</p> <p>• <u>Sub - Change of the Section</u></p>	Students note down in their notebook.	• Body - Details, information, reason.
• Body	<p>The Communication or Message: The body of the letter which includes all the details and the reason.</p>	Students will write in their notebook.	• Subscription - Thanking You. Yours obediently
• Subscription	<p>The subscription is written on the left hand side in the end to close the application.</p> <p>• <u>Thanking You.</u></p> <p>• <u>Yours obediently,</u></p>	Students will write in their notebook.	<p>• Name</p> <p>• Class</p> <p>• Roll no. -</p>

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Chalk-Board
	At last, the writer of application will write his/her name, class and roll no. / write proper identity.	Students will listen and write down in their note book.	
	Name : Sxxxxxt Dxxxa		
	Class : VI - B		
	Roll no: 34		

10. EVALUATION:

- (i) Which hand-side do we use to write application?
- (ii) What do you mean by Salutation?
- (iii) Tell me the parts of writing a formal letter in organised manner.

11. Homework:

Write an application to your Principal for subject change.

Signature of Observer

Activities

Activities

Work.

Date: DD/MM/YY

An Application

Day: Monday

T=30

P=47

To,

The Principal
Delhi Public School,
Rewari

Date: DD/MM/YYYY

Respected Sirs

Sub: Application for Section Change.

With due respect, this is to inform you that I (Name) of class VI-B of your school is not feeling comfortable in this section as the children are always misbehaving badly with me. So, I request you to change my class section.

Thanking You.

Yours obediently,

Name

Class / Section

DISCUSSION

LESSON - I

LESSON No.: 1

Date:

Duration of the Period: 40 mins

Pupil Teacher's Name: Tanushree Guha

Pupil Teacher's Roll no.: 86

Class: VI

Avg. age of the pupil: 11 yrs

Subject: English

Topic: The Sun and The Wind.

1. CONTENT ANALYSIS:

(a) LINGUISTIC ANALYSIS: Model Reading

Knowledge of New words.

Spelling of New words.

(b) LITERARY ANALYSIS: Once an arrangement/argument began between the Sun and the wind, Each one said that he was stronger than the other. They decided to have a contest. At last the Sun was the winner.

2. GENERAL AIMS:

- (i) To enable the students to speak, listen, read and write correct English.
- (ii) To develop their power of imagination, observation and understanding.
- (iii) To develop healthy attitude of students towards English.
- (iv) To inculcate creativity in students.

3. INSTRUCTIONAL OBJECTIVES :

- (i) The students will be able to recall the meaning of new words.
- (ii) The students will be able to get the central idea of the story.
- (iii) The students will be able to identify new words and pronounce them correctly.
- (iv) The students will be able to comprehend and write the story in their own words.

4. SKILL :

The students will be able to write their own stories.

5. TEACHING AIDS USED :

(a) General Teaching Aid: Chalk, Blackboard, duster, pointer, etc.

(b) Instructional Teaching Aid: Chart (related to the topic)

6. PREVIOUS KNOWLEDGE ASSUMED :

It is pre assumed by the pupil teacher before entering in the class room that the pupils have some knowledge of the content.

7. PREVIOUS KNOWLEDGE TESTING :

In order to test the previous knowledge of the pupils, the pupil teacher will ask following questions

PUPIL	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES.
1.	Name some stories that you have read?	The Greedy Dog, Tansen- The Magical Musician, etc.
2.	Which is your favourite story?	The Thirsty Crow
3.	From where do we get light and energy?	Sun
4.	And what relief us from Sun's hotness?	Cool Wind.
5.	Name a story related to Sun and Wind.	No response.

8. ANNOUNCEMENT OF THE TOPIC:

Finding the students unable to answer the last question, the pupil teacher will announce the topic by saying, "Well students! Today we will read a very interesting story, The Sun and The Wind."

9. PRESENTATION :

The story will be developed with the participation of the students. Teaching aids are used to introduce the participation of the students.

L. The Sun
And
The Wind

Teaching Points	Pupil Teacher's Activities	Pupil's Activities
CONTENT	Pupil Teacher starts telling the story, with proper stress, pronunciation, expression and movement.	
PASSAGE (I)	<p>Once an argument began between the Sun and the Wind. Each one said that he was stronger than the other finally, they decided to have a contest.</p> <p>A traveller was walking down the road. He was wearing a big coat. The Sun and the Wind agreed that whoever could make traveller take off his coat, would be the winner.</p>	
QUESTION	What was the argument between the Sun and the Wind?	The argument was about who was more stronger.

Teaching Points

Pupil Teacher's Activities

Pupil's Activities

Chalk-Board Work

New Words

Traveller - is a person who is making a journey.
Argument - A statement

Students will note it down in their note book.

New Words

1. Traveller - a person who is making a journey.

2. Argument - a statement

PASSAGE
(ii)

The wind began to blow. At first it was gentle and the man was happy. But he did not take off his coat seeing this, the wind blew a little harder. The traveller wrapped his coat tightly. Then he began to blow with all his might. The traveller held his coat and wrapped it more tightly.

The students will listen carefully.

Finally the wind got tired and gave up. Then the Sun came gently out of the clouds. The Sun became brighter and warmer. The traveller felt hot. He took off his coat and put it on his shoulder. Then wind

Students will listen carefully and write down important points in their notebooks.

Teaching Points

Pupil Teacher's Activities

Pupil's Activities

Chalk-Board Work

had to agree that the Sun was the winner. He came to know that might was not only the way to win a contest.

DIFFICULT WORDS

Tightly - Closed
Gently - having a kindly nature.

3. Tightly - Closed

4. Gently - having a kindly nature.

QUESTION

Who won the contest?

The students will note down in their note book.

'The Sun'

DEVELOPMENT STAGE

In order to develop a story. Pupil teacher will ask to give following outlines of story on the black board.

OUTLINE

• Despite _____ between the Sun and _____, who is stronger? Wind blows _____ traveller _____ sunshines _____ traveller takes off his _____ . _____ was the winner.

Dispute between the Sun and the Wind, _____ who is stronger? Wind blows _____ traveller

The students will complete

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Chalk-Board Work
	sun shines traveller takes off his	the story by filling the blanks	

10. EVALUATION :

In order to check the understanding power of the students, pupil teacher will ask the following question :

- (i) What were the terms of contest?
- (ii) What did the traveller do when the wind began to blow?
- (iii) What is the moral of the story?

11. HOME WORK :

- (i) Write the summary of this chapter?
- (ii) Write new words in your notebook?

Signature of Observer.

*REAL
TEACHING
LESSON PLANS*

LESSON No. - 1

Date:

Duration of the Period: 40 min

Pupil Teacher's Name: Tanushree Guha

Pupil Teacher's Roll No.: 86

Class: VI

Avg. age of the pupils: 11 yrs.

Subject: English

Topic: The Wolf and the Lamb.

1. CONTENT ANALYSIS:

a) LINGUISTIC ANALYSIS: Model Reading, Knowledge of New words

b) LITERARY ANALYSIS: Once there lived a wolf in a forest. It was very clever. He saw a young lamb. It wanted to kill the lamb. The lamb was very innocent and it could not understand the intention of the wolf. At last the wolf killed and ate the lamb.

2. GENERAL AIMS:

- (i) To enable the students to listen, speak, read and write correct English.
- (ii) To develop their power of imagination, observation and understanding.
- (iii) To develop interest among students towards English.

3. INSTRUCTIONAL OBJECTIVES:

- (i) The students will be able to recall the meaning of new words.

- (ii) The students will be able to understand the central idea of the story.
- (iii) The students will be able to identify new words and pronounce them correctly.
- (iv) The students will be able to comprehend and write the story in their own words.

4. TEACHING AIDS :

- a) General Teaching Aids : white Board, marker, pointer, etc.
- b) Instructional Teaching Aids : Power point Presentation, Video related to lesson.

5. PREVIOUS KNOWLEDGE ASSUMED :

It is assumed that the pupil must have at least general familiarity with some animals.

6. PREVIOUS KNOWLEDGE TESTING :

In order to test the previous knowledge the pupil teacher will ask following questions.

Pupil Teacher's Activities

Pupil's Activities.

- (i) ~~The~~ The pupil teacher will start her lesson by saying, 'Good morning students'.

Good morning ma'am.

- (ii) Give some names of wild animals. Lion, Tiger, Wolf, Fox, etc.
- (iii) Among them who is the most clever? Wolf, Fox.
- (iv) Suggest any story which is related to wolf, if you have heard? No response.

7. ANNOUNCEMENT OF THE TOPIC :

Well students ! Today, we will read a very interesting story - 'The wolf and the Lamb'.

8. PRESENTATION :

The story will be developed using explanation method and with the participation of the students. Teaching aids are to be used to increase their interest and participation.

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work
(i) CONTENT	Pupil Teacher will start telling the story with proper stress, pronunciation expression and movement.	The students will listen carefully.	Date _____ T: _____ L- The wolf and The Lamb

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Bor W
(ii) STORY MODEL READING	<p>Once there lived a wolf in a forest. It was very clever and very bad tempered. When it was drinking water, it came across a young lamb also drinking water at a short distance. It wanted to kill the lamb. The wolf said to the young lamb angrily, "Why are you making the water muddy?" "Don't you see that I am drinking it?"</p> <p>The poor little lamb began to tremble and said, "Please sir, the water is flowing from you to me. So I am not at all making it dirty for you." "But did you abuse me last year?" thundered the wolf. "You are mistaken, sir." "I was not even born last year, I am only eight months old."</p>	<p>The student will follow the text and listen it carefully</p>	

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work	
	<p>"Then it must have been your elder brother. And you must now suffer for his fully." After saying so he jumped upon the unfortunate lamb and tore it into pieces. Finally, it eats him up in no time.</p> <p>"Video played"</p>	<p>Students listen carefully, and then watch the video played by the PT.</p>		
(iii)	MORAL	<p>Any excuse is good enough for an evildoer.</p>	<p>Listen carefully.</p>	
(iv)	DIFFICULT WORDS	<p>Pupil teacher will write the difficult words on the board.</p> <p>(a) temper - heat of mind or proneness to anger.</p> <p>(b) abuse - dirty language</p> <p>(c) tremble - to shake in fear.</p> <p>(d) unfortunate - unlucky.</p>	<p>The students will write down in their note books.</p>	<p>WORD MEANING</p> <ul style="list-style-type: none"> • temper - heat of mind or proneness to anger. • abuse - dirty language. • tremble - to shake in fear. • unfortunate - unlucky
(v)	DEVELOPMENT STAGE	<p>In order to develop a story pupil teacher gives the following outline of the story:</p>	<p>The students will complete the sentences</p>	

Teaching Points

Pupil Teacher's Activities

Pupil's Activities

A wolf drinking water
----- lamb drinking
water - - - - - " Why making
the water muddy ? " - - - - -
It is flowing from you
to me . " - - - - - " Why did
you abuse me ? " - - - - - " I
was not born then " - - - - -
must be your - - - - - " you
must suffer now - - - - - kills
and eats him up - - - - -

The
students
will
complete
the sentences

9. EVALUATION :

In order to check the understanding, the pupil teacher will ask the following questions :

- (i) The wolf came across which other animal while drinking water ?
- (ii) What happened in the end of the story ?

10. HOMEWORK :

- (i) Write down the summary of the lesson.
- (ii) Draw a picture of a wolf and a lamb drinking water near a river.

Signature of Observer

OUTLINE

Date:

A wolf drinking water lamb drinking water "Why are you making the water ?" "It is flowing from you to me, the "Why did you abuse me?" "I was not born then" must be your , you must suffer now kills and eats him up.

T=20
P=24

LESSON No. - 2

Date: _____ Duration of the Period: 40 mins
Pupil Teacher's Name: Tanushree Guha
Pupil Teacher's Roll no.: 86
Class: VII Avg. age of the pupil: 12 yrs.
Subject: English Topic: Garden Snake
(Poem)

1. CONTENT ANALYSIS : Model Reading
Exposition new word and phrases.
Explanation
Appreciation
Comprehension
Silent Reading.

2. GENERAL AIMS :

- (i) To enable the students to understand, write and speak English correctly.
- (ii) To develop the abilities of imagination, reasoning, aesthetic and observation.
- (iii) To enable the students to read poems aloud with proper rhythm and ~~int~~ intonation.
- (iv) To enable the students to develop their emotions.

3. INSTRUCTIONAL OBJECTIVES :

- (i) To enable the students to appreciate the poem, "Garden Snake" written by Muriel L. Sonne.

- (ii) To enable them to understand the central idea of the poem "Garden Snake".
- (iii) To develop the speaking and writing skill by explaining the poem in their own sentences.

4. TEACHING AIDS USED :
Board , pointer , marker , etc.

5. PREVIOUS KNOWLEDGE ASSUMED :
It is pre-assumed by the pupil teacher that the students have already studied some poems. They can understand simple English and have seen a snake.

6. PREVIOUS KNOWLEDGE TESTING :
In order to test the previous knowledge the pupil teacher will ask following questions :

PUPIL	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
	The pupil teacher will start her lesson by saying Good morning students.	Good morning ma'am
(i)	Have you ever seen a snake?	Yes.
(ii)	Do you fear after seeing them?	Yes because they are dangerous.

(iii) Have you ever seen a snake
your garden?

Yes

(iv) Do you know any poem
related to 'Garden Snake'?

No response

7. ANNOUNCEMENT OF THE TOPIC :

Well students! Today, we shall study
the poem "Garden Snake".

8. PRESENTATION :

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work
(i) MODEL READING	The pupil teacher will read the poem aloud with proper expression and proper attention to rhyme and rhythm.	The students will listen attentively and follow in their books.	Poem Garden Snake
POEM CONTENT	<p>I saw a snake and ran away....</p> <p>Some snakes are dangerous, they say, But mother says that kind is good, And eats up insects for his food. So when he wiggles in the grass I'll stand aside and watch him pass, And tell myself, "There's no mistake," It's just a harmless garden snake."</p>		

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work
(ii) DIFFICULT WORDS AND PHRASES	<p>The pupil teacher writes the word meanings on the board and tells the students to note down in their note books.</p> <p>(a) Ran away - to leave quickly in order to avoid something.</p> <p>(b) Wiggle - to move from side to side. (डिगना)</p> <p>(c) Aside - to one side, to separate (किनारे)</p> <p>(d) Harmless - does not cause damage; safe. (सुरक्षित)</p>	<p>The student will note down in their note books and try to understand them</p>	<p><u>WORD MEANINGS</u></p> <p>a. ran away - to leave quickly in order to avoid something.</p> <p>b. wiggle - to move from side to side.</p> <p>c. aside - to one side, to separate.</p> <p>d. harmless - safe, does not cause damage.</p>
(iii) APPRECIATION	<p>(a) Pick out the line, which suggests that the child is afraid of snakes.</p> <p>(b) Find the word that shows to the snake's movement in the grass.</p>	<p>(a) The line is "I'll stand aside and watch him pass."</p> <p>(b) Wiggles</p>	
(iv) COMPREHENSION	<p>The teacher will ask some questions:</p>		

Garden Snake

Have you ever seen a snake fighting a mongoose, or getting into a hole, or swimming in the river? Everyone, almost everyone, believes that snakes are dangerous. Some are, most are not. Read this poem on a harmless garden snake.

I saw a snake and ran away...
Some snakes are dangerous, they say;
But mother says that kind is good,
And eats up insects for his food.
So when he wiggles in the grass
I'll stand aside and watch him pass,
And tell myself, "There's no mistake,
It's just a harmless garden snake!"



MURIEL L. SONNE

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work
	(a) Name the poem and the poet.	(a) Garden Snake by Muriel L. Sonne	
	(b) What will the poet do when he sees a snake pass? Why?	(b) He will stand aside and watch him pass because he thinks that snakes are dangerous.	
(v) SILENT READING	Pupil Teacher will ask the students to read the poem silently with moving their lips and fingers on the page.	The students will read the poem on their own and try to understand it.	

9. EVALUATION :

- (i) Which line shows a complete change of the child's attitude towards snakes?
- (ii) What did poet's mother say about the garden snakes?

10. HOME WORK :

- (i) The students will be asked to memorise the poem.
- (ii) Draw a snake and write any five facts on snake in your note books.

Signature of Observer

LESSON No. - 3

Date: _____ Duration of the period: _____
Pupil Teacher's Name: Tanushree Guha
Pupil Teacher's Roll no.: 86
Class : VIII Avg. age of the pupil: 13-14
Subject: English Topic: Telegram

1. CONTENT ANALYSIS : Introduction
: Parts of Telegram
: Communication Terminology.

2. GENERAL AIMS :

- (i) To enable the students to speak and write correct English.
- (ii) To enable them to have command over English communication.
- (iii) To make the students acquainted with the rule of English writing skill.
- (iv) To inculcate interest and creativity among students.

3. INSTRUCTIONAL OBJECTIVES :

- (i) To enable the students to know the way to write a telegram.
- (ii) To enable the students to understand the different parts in Telegram writing.

4. TEACHING AIDS :

General Teaching Aid:

Board, marker, pointer, duster, etc.

Instructional Teaching Aid:

Flash Card or a chart on Telegram.

5. PREVIOUS KNOWLEDGE ASSUMED:

It is pre-assumed by the pupil teacher, that they must have atleast some knowledge about writing messages.

6. PREVIOUS KNOWLEDGE TESTING:

In order to test the knowledge, the pupil teacher will ask following questions:

PUPIL TEACHER'S ACTIVITIES

PUPIL'S ACTIVITIES

The pupil teacher will start her lesson by saying, "Good morning"

Good morning ma'am

(i) Have you ever written a letter ?

Yes

(ii) Why do we write letters ?

To send message.

(iii) Have you ever heard or seen a telegram ?

No response.

7. ANNOUNCEMENT OF THE TOPIC :

Well students | Today we will learn how to write a telegram.

8. PRESENTATION :

The students will be explained with the way of writing a Telegram using some teaching aids.

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work
(i) INTRODUCTION	Students, when we want to send a message to our friends in a short time, we use telegrams.	Students listen carefully.	
(ii) DEFINITION	A telegram is a message that is sent by a telegraph machine that uses electric signals to print the message and then delivered to the person.	Students note in their note books.	
(iii) FACTS ABOUT TELEGRAM	<ul style="list-style-type: none"> It is more expensive than letters. The cost depend on the number of words. It is used in submarines. 	Students listen carefully.	

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work
(iv) PARTS OF TELEGRAM	1. Name (Address of the) - 2. Address of the Addressee - 3. Telegraph Office - 4. Message - 5. Sender's Name - 6. Sender's Address -		
<ul style="list-style-type: none"> Name and address of the addressee. 	Name and address of the addressee should be written on the top.	Students will listen carefully.	PARTS OF TELEGRAM <ul style="list-style-type: none"> Name and address of the addressee Message Sender's name and address (usually not telegraphed)
<ul style="list-style-type: none"> Message 	In message part, the message should be written in short, class and effective manner. (Teaching Aid used).		
<ul style="list-style-type: none"> Sender's name and address. 	Sender's name is written at the end and address is usually not telegraphed.		

9. RECAPITULATION / EVALUATION :

- (i) What is a Telegram?
- (ii) What are the steps to write a Telegram?
- (iii) Why the message in a telegram is short?

10. HOMEWORK :

- (i) Write a telegram to your friend inviting him/her to your birthday celebration.

date		<u>TELEGRAM WRITING</u>				T=80
		Address: Addressee Address:		B. N. BOSE 24, PARK STREET KOLKATA		P=25
UNABLE	TO	COME	ON	21 st	APRIL	
DUE	TO	URGENT	OFFICIAL	WORK	STOP	
WILL	INFORM	YOU	OF	ARRIVAL	SOON	
STOP	TAKE	CARE	STOP			
SENDER'S NAME : PRIYA BOSE						
(NOT TO BE TELEGRAPHED)						
Sender's Address : C-32, TAKSHILA APT., MUMBAI						

LESSON No. : 4

Date :

Duration of the Period: 40 min

Pupil Teacher's Name: Tanushree Guha

Pupil Teacher's Roll no.: 86

Class: VI

Avg. age of the pupil: 11 yrs.

Subject: English

Topic: A Morning Walk
(Paragraph Writing)

1. CONTENT ANALYSIS : Knowledge of new words.
Spelling of new words.
Modal Writing
Comprehension.

2. GENERAL AIMS :

- (i) To enable the students to think and write English correctly.
- (ii) To enrich student's vocabulary.
- (iii) To develop in them a habit of clear and logical presentation of their observation.
- (iv) To inculcate creativity in students.

3. INSTRUCTIONAL OBJECTIVES :

- (i) The students will be able to know about the beauty of nature.
- (ii) The students will be able to describe their own experiences.

- (iii) The students will be able to incorporate new words while writing a paragraph.
- (iv) The students will be able to construct sentences of their own experiences of morning walk.

4. TEACHING AIDS :

Board, marker, duster, pointer, etc.

5. PREVIOUS KNOWLEDGE ASSUMED :

It is preassumed by the pupil teacher that the children must know what is paragraph writing and must have gone for walk in morning.

6. PREVIOUS KNOWLEDGE TESTING :

In order to test the previous knowledge the pupil teacher will ask following questions:

PUPIL TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
• Good Morning students (i) What do you do in the morning after waking up early?	Good morning ma'am Brush teeth, wash our face.
(ii) Do you go for a walk?	Yes, in morning.
(iii) Tell me some lines on Morning walk	No response.

7. ANNOUNCEMENT OF THE TOPIC:

Well students! Today we will learn to write a paragraph on - A Morning Walk.

8. PRESENTATION -

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work
	The pupil teacher will tell about the morning walk.		

(i) PASSAGE
I

Morning is the best time of the day to go out for a walk. Morning walk shows the time when there is refreshing nature all around us.

It is the best time to take in fresh air from nature which surrounds us. Real joy of life lies in our contact with nature i.e., fresh flowers, green grass and the cool breeze. It seems as if they all welcome us in the kingdom of nature.

Pupil listens carefully and note down important points in their notebooks.

PARAGRAPH WRITING

A Morning Walk

Teaching Points

Pupil Teacher's Activities

Pupil's Activities

Board Work

(ii) QUESTION

Which part of the day is best ?

Morning time is the best part of the day.

(iii) PASSAGE
(ii)

The pupil teacher will tell about the topic more.

It refreshes our mind as well as body. A morning walk is very useful and lessens stress.

Pupils listen carefully

Morning walk is a very enjoyable act. This keeps our body and mind healthy. There is an opportunity to see the beautiful views of nature. The delightful nature pleases the mind. The chirping birds make sweet music in the ears. The body is filled with new energy. A morning walk is a medicine for health building.

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work
(iv) COMPREHENSION QUESTION	(a) What refreshes our body and mind?	(a) A morning walk.	
	(b) What opportunity do you get when you go for a morning walk?	(b) We get to see the beautiful views of nature.	
	(c) Which is the best medicine for health building and why?	(c) A morning walk is the best for health building because our body and mind are filled with energy and lessens our stress.	

RECAPITULATION / EVALUATION:

i) What are the advantages of morning walk?

ii) Which time is the best time of the day?

iii) What do you feel when you go out for morning walk?

walk ?

10. HOME WORK :

(i) Write a paragraph on the topic -
'My School'

(ii) Draw a colourful picture of your school.

DATE:	HOMEWORK	T=30 P=29
i	Write a paragraph on the topic:- 'My School'	
ii	Draw a colourful picture of your school.	

LESSON No. -5.

Date: _____ Duration of the period: 40 mins
Pupil Teacher's Name: Tanushree Guha
Pupil Teacher's Roll no.: 86
Class: VII Avg. age of the pupil: 12 yrs.
Subject: English Topic: Noun
(Grammar)

1. CONTENT ANALYSIS: Definition of Noun
Types of Noun
Examples
Activity.

2. GENERAL AIMS :

- (i) To help the students to speak, write and read English Easily.
- (ii) To develop a positive attitude towards the English language.
- (iii) To develop the vocabulary and language style.
- (iv) To inculcate creativity in students.

3. INSTRUCTIONAL OBJECTIVES :

- (i) The students will learn about kinds of noun.
- (ii) To enable the students to pick out various kinds of noun.
- (iii) The students will be able to use Noun in daily life.

4. TEACHING AIDS :

General Teaching Aid :

Chalk, Chalkboard, Duster, Pointer.

Instructional Teaching Aid :

Chart showing the kinds of noun

5. PREVIOUS KNOWLEDGE ASSUMED :

It is pre-assumed by the pupil teacher before entering the classroom that the pupil have some knowledge about Noun.

6. PREVIOUS KNOWLEDGE TESTING :

In order to take previous knowledge of the pupil, the pupil teacher will ask the following questions :

PUPIL TEACHER'S ACTIVITIES

PUPIL ACTIVITIES

The pupil teacher start her lesson by saying "Good Morning students."

Good morning ma'am

(i) What do you know about a sentence ?

A group of words, which make complete sentence sense.

(ii) After showing a pen, pupil teacher will ask what is this?

This is a pen.

(iii) What is your name?
 (iv) Pupil teacher will write the word Riya and Pen and will ask which two is used for these words.

My name is Riya.

No response.

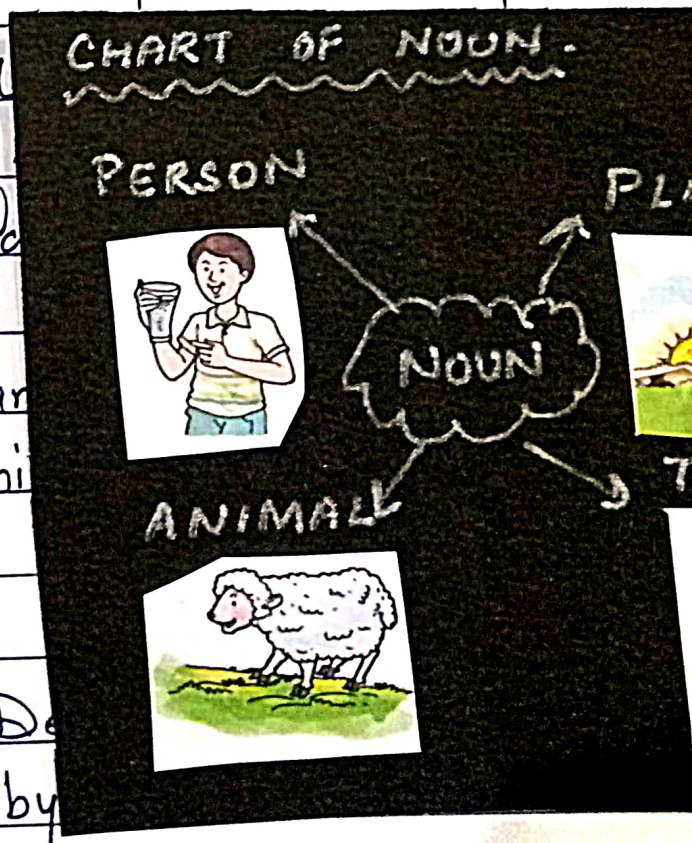
7. ANNOUNCEMENT OF THE TOPIC :

Well students! Today we will study about Noun and its kind.

8. PRESENTATION :

The pupil teacher will develop the lesson using teaching aids and skill of explaining.

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board
Definition of NOUN	The pupil teacher will explain the meaning of and write the definition on the board. A noun is the name of any person, place, animal or thing.		
Example	Radha goes to De Mohan comes home by		



Teaching Points

Pupil Teacher's Activities

Pupil's Activities

KINDS OF WORD.

Pupil Teacher will explain the kinds of noun by using Teaching aids.

There are five kinds of noun :

1. Proper Noun
2. Common Noun
3. Collective Noun
4. Abstract Noun
5. Material Noun.

1. PROPER NOUN

Proper Noun - The name of particular person, place, animal or thing is known as proper noun.

The pupil will listen carefully.

EXAMPLE

1. Sunita is a nice girl.

2. COMMON NOUN

Common Noun - The general name for a person, place, animal or thing is known as common noun.

The pupil will listen carefully.

EXAMPLE

1. He is an excellent boy.

• COMMON NOUN
The general name for a person, place, animal or thing is known as common noun.
Eg- He is an excellent boy.

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work
3. COLLECTIVE NOUN	<p>Collective Noun - A collective noun is a name given to a group or collection of person or things. e.</p>	<p>Pupil will listen and write in their notebook.</p>	<p>• Collective Noun A collective noun is a name given to a group or collection of person or things.</p>
EXAMPLE	<p>1. Indian army is brave. 2. Please pass the bunch of keys to me.</p>		<p>Eg - Indian <u>army</u> is brave. - Please pass the <u>bunch</u> of keys to me.</p>
4. ABSTRACT NOUN	<p>Abstract Noun - An abstract noun is usually the name of a quality, action or state which cannot be perceived by our senses.</p>	<p>Pupil will listen and write in their notebook.</p>	<p>• ABSTRACT NOUN An abstract noun is usually the name of a quality, action or state which cannot be perceived by our five senses.</p>
EXAMPLE	<p>1. Humanity is an act of kindness.</p>		<p>Eg - <u>Humanity</u> - act of <u>kindness</u>.</p>
5. MATERIAL NOUN	<p>Material Noun - A material noun is used as a name, word which denotes the material or substance of out of which things are made of.</p>	<p>The pupil will listen and write in their notebook.</p>	<p>• MATERIAL NOUN A material noun denotes the material or substance of which things are made of.</p>
EXAMPLE	<p>The chair is made of wood.</p>		<p>Eg - The chair is made of wood.</p>

9. RECAPITULATION / EVALUATION :

- (i) What is Noun ?
- (ii) How many types of noun are there ?
- (iii) What is collective noun ?

10. HOMEWORK :

- (i) Write the definition of Noun and give examples.
- (ii) Draw or paste pictures of different kinds.

LESSON No.: 6

Date:

Pupil Teacher's Name: Tanushree Guha

Duration of the Period: 40 min

Pupil Teacher's Roll no.: 86

Class: VII

Subject: English

Avg. age of the pupil: 12 yrs

Topic: Adjectives and its kind

1. CONTENT ANALYSIS : Definition of Adjectives
Kinds of Adjectives
Examples.

2. GENERAL AIMS :

- (i) To enable the students to understand, write and speak English correctly.
- (ii) To develop communication skills of the students.
- (iii) To develop the vocabulary and language style.
- (iv) To enable them to get knowledge contained in the lesson.
- (v) To inculcate creativity in students.

3. INSTRUCTIONAL OBJECTIVES :

- (i) To enable the students to learn about adjectives and its various kinds.
- (ii) To enable the students to classify the adjectives.

4. TEACHING AIDS :

a) General Teaching Aids :

Board, Marker, Duster, Pointer, etc.

b) Instructional Teaching Aids :

Chart of Mango and writing the adjectives related to the Mango.

5. PREVIOUS KNOWLEDGE ASSUMED :

It is pre-assumed by the pupil teacher before entering the classroom that pupil have some knowledge about 'Adjectives'.

6. PREVIOUS KNOWLEDGE TESTING :

In order to test previous knowledge of the pupil, the pupil teacher will ask the following question..

PUPIL TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
The pupil teacher will start her student's lesson by saying "Good morning students."	Good morning ma'am
(i) Alka is a clever girl. (What kind of is Alka)	Clever

(ii) Solve the question:
It is - red in colour, juicy,
& sweet, round, healthy.
Who am I ?

An apple

(iii) Do you know about kinds
of Adjectives ?

No response

7. ANNOUNCEMENT OF THE TOPIC :

Well student ! Today we will
study about Adjectives and its kind.

8. PRESENTATION :

The pupil teacher will develop the
lesson using teaching aids and skill of explaining.

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work
(i) INTRODUCTION	The P.T. shows the chart of Mango and ask them to say the words that describes the fruit.	Yellow, Juicy, soft, Delicious, Sweet	
(ii) DEFINITION OF ADJECTIVE	A word used with a noun or pronoun to describe or point out a particular person, animal, thing or place	Students listen carefully and note down in notebooks	

Teaching Points	Pupil Teacher's Activities	Pupil's Activities
	which the noun names or to tell the number of quantity is called an adjective.	students will note down in their note books.
(iii) EXPLANATION	<p>* Kinds of Adjectives</p> <ol style="list-style-type: none"> 1. Adjective of Quality 2. Adjective of Quantity 3. Adjective of Number 4. Demonstrative Adjective 	
1. ADJ. OF QUALITY (WHAT KIND)	An adjective of quality shows the kind or quality of a person or thing.	Student will listen carefully and write.
• EXAMPLE	Innocent, beautiful, foolish, large, etc.	
2. ADJ. OF QUANTITY (HOW MUCH)	An adjective showing the the amount and gives the idea of a quantity of a noun.	Student will listen carefully and write.
• EXAMPLE	many, much, some, enough, little, etc.	

Teaching Points

Pupil Teacher's Activities

Pupil's Activities

Board Work

which the noun names, or the number

students

ADJECTIVES

- QUALITY • QUANTITY • NUMBER
- DEMONSTRATIVE

- Eg - QUALITY - hot, sweet, red, juicy.
 - QUANTITY - some, little, most.
 - NUMBER - one, fifty, fourth, last.
 - DEMONSTRATIVE - This, That, These, Those

(iii) EXPLANATION

- * Kind
- 1. Adje
- 2. Adje
- 3. Adje
- 4. Der

1. ADJ. OF QUALITY (WHAT KIND)

An adjective shows the kind or quality of a person or thing.

will listen carefully and write

• EXAMPLE

Innocent, beautiful, foolish, large, etc.

2. ADJ. OF QUANTITY (HOW MUCH)

An adjective showing the the amount and gives the idea of a quantity of a noun.

Student will listen carefully and write.

• EXAMPLE

many, much, some, enough, little, etc.

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work
3. ADJECTIVE OF NUMBER (HOW MANY)	Adjectives of number tell us about the number of a noun. <ul style="list-style-type: none"> • Cardinals - denotes exact number. • Ordinals - denote rank. 	Students will note down in their note book.	
• EXAMPLE	<ul style="list-style-type: none"> • Cardinals - fifty, two, etc. • Ordinals - first, last, etc. 		
4. DEMONSTRATIVE ADJECTIVES	Demonstrative adjectives point to a particular noun. <ul style="list-style-type: none"> • Demonstrative adjectives include - This, That, These, Those 	Students will note down in their note book.	
• EXAMPLE	<u>This</u> book is mine. <u>These</u> vegetables are grown in my garden.		

9. RECAPITULATION / EVALUATION :

(i) Pick out all the adjectives :

a. This book is interesting.

b. Nuran won the first prize.

c. Give me some rice.

(iv) Fill in the blanks with suitable adjectives:

(a) His reading is of a _____ range.

(b) The _____ women lived in a hut.

(c) Akbar was a _____ king.

(d) _____ grapes are sour.

(e) I have _____ pencil.

10. HOMEWORK :

(i) Define adjectives with examples.

(ii) Draw a fruit and write few adjectives related to that particular fruit.

ADJECTIVE

• A word or a phrase used with a noun or pronoun to describe or point out or tell the quantity.



1. The tea is **hot**.



2. The earth is **round**.



3. The box is **heavy**.

Signature of Observer.

LESSON NO. 7

Date :

Pupil Teacher's Name :

Duration of the period: 40 mins

Pupil Teacher's Roll no. :

Tanushree Gupta

Class : VIII

Subject : English

Avg. age of the pupil: 13 yrs.

Topic : Population Growth

(Essay Writing)

1. **CONTEXT ANALYSIS :**
- : Oral Development of the Essay.
 - : Writing Stages
 - : Removing Mistakes.

2. **GENERAL AIMS :**

- (i) To enable the students to understand, write and speak English.
- (ii) To develop communication skills and logical thinking of the students.
- (iii) To develop in them a habit of clear and logical presentation of facts.
- (iv) To inculcate creativity in students.

3. **INSTRUCTIONAL OBJECTIVES :**

- (i) To enable the students to know about population growth.
- (ii) To enable the students to understand the cause of population.
- (iii) To familiarize the students with different styles of writing composition.

(iv) To enable the students to use vocabulary appropriately and structure while composing an essay

4. TEACHING AIDS :

Board, marker, duster, pointer, etc.

5. PREVIOUS KNOWLEDGE PREVIOUS :

It is pre-assumed by the pupil teacher that well aware of English and little knowledge about population growth.

6. PREVIOUS KNOWLEDGE TESTING :

In order to test their previous knowledge pupil teacher will ask some questions.

PUPIL TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
Pupil Teacher starts her lesson by saying "Good morning students"	Good morning students
(i) Where do you live?	Noida
(ii) What kind of place is it?	Industrial area
(iii) Why are small towns and	Since there are

and villages more comfortable to live in?

less number of people living there, hence, small towns

(iv) Do you know the reasons of population growth? Can you write

No response.

7. ANNOUNCEMENT OF THE TOPIC :

Well students! Today we shall develop an essay on 'population growth'.

8. PRESENTATION :

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work
Oral development of composition.	The pupil teacher will start oral development of composition and speak sentences by pointing towards the various aspects of the essay.		
INTRODUCTION	One major problem that the world faces today is the rapid growth of population often referred to as	listen carefully.	

Date _____ TOPIC - ESSAY ON POPULATION GROWTH T. 30 P. 21

Teaching Points

Pupil Teacher's Activities

Pupil's Activities

Board Work.

population explosion. Until 800 AD, the world population remained below 200 million. Since then it has risen dramatically. The rise has been the greatest in 20th century. The population has risen to about 6 billion, i.e., around 3 times as large as it was in 1960.

The pupil will listen attentively and note down in their notebooks

Body

Causes—High growth rate, decline in death rate, improved medical facilities and public health services are the primary causes of rapid population growth. Harmful effects—Increase in unemployment, food problems due to occupancy of agriculture land, increase in population has resulted in decrease of savings and capital formation. The national, as well as per capita income

The pupils will listen attentively and note down in their notebooks

ESSAY WRITING STRUCTURE

- TOPIC - Population Growth
- INTRODUCTION
- BODY
 - > Causes
 - > Harmful effects
 - > Reason
- CONCLUSION

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work.
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does not increase by the same rate as planned and envisaged.

conclusion

With the a population of over 1.25 billion, India is the 2nd most populous country in the world after China. The government is taking measures to check the population growth. It is rising by 2.9 percent per year. Recent advances in farming have made the country productive enough to feed the present population.

The pupils will listen attentively and note down in their notebooks.

According to Julia Simon although population growth means more mouths to feed, there will be more hands to work and more brains to think.

9. RECAPITULATION / EVALUATION :

- (i) What do you mean by population?
- (ii) Write Causes of population.
- (iii) What kind of initiatives should be taken by the government to control the population of its country?

10. HOMEWORK :

Write a short essay on increase in unemployment due to over population.

DATE:	HOMEWORK	T=30 P=29
	Write a short essay (150-200 words) on : " Increase in Unemployment Due to Over Population "	

Signature of Observer.

LESSON No.: 8

Date:

Duration of the Period: 40 mins

Pupil Teacher's Name:

Tanushree Guha

Pupil Teacher's Roll No.: 86

Class: VI

Avg. age of the pupil: 11 yrs

Subject: English

Topic: Doll and the Girl

1. CONTENT ANALYSIS:

LINGUISTIC ANALYSIS: Model Reading

: Knowledge of New Vocabulary.

: Spellings of new words.

LITERARY ANALYSIS: This is a very interesting story about a girl and her father. She loses her doll after which she realises that she would take her doll wherever she goes.

2. GENERAL AIMS:

- (i) To enable the students to read, write and speak English correctly.
- (ii) To develop their imagination, interest and observation.
- (iii) To develop positive attitude towards English among students.
- (iv) To inculcate creativity among students.

3. INSTRUCTIONAL OBJECTIVES:

- (i) The students will be able to recall the meaning of new words.
- (ii) The students will be able to recognise the ideas of the story and comprehend the story.
- (iii) The students will be able to write the story on their own.

4. SKILL :

The students will be able to write the story with the help of given outlines.

5. TEACHING AIDS USED :

Board, Chalk, Duster, Pointer, etc.

6. PREVIOUS KNOWLEDGE ASSUMED :

It is pre-assumed by the pupil teacher before entering in the classroom that the pupils have some knowledge of the content.

7. PREVIOUS KNOWLEDGE TESTING :

In order to test the previous knowledge of the pupils the pupil teacher will ask the following questions:

PUPIL TEACHER'S ACTIVITIES

PUPIL'S ACTIVITIES.

The pupil teacher will start her lesson by saying 'Good morning students'

Good morning ma'am.

(i) Which toys do you like to play with?

We like cars, dolls, etc.

(ii) Which is your favourite toy?

Ana, Doll is my favourite toy.

(iii) Do you care about your doll?

Yes ma'am I Love my doll.

(iv) Have you heard any story related to Doll and the girl?

No response.

8. ANNOUNCEMENT OF THE TOPIC:

Well students! Today we shall discuss a very interesting story, 'Doll and the Girl'.

9. PRESENTATION

The pupil teacher will develop the lesson by using skill of explaining and appropriate teaching aid.

Teaching
Points

Pupil Teacher's
Activities

Pupil's
Activities

Board
Work

MODEL
READING

The pupil teacher will start telling the story with proper stress, pronunciation, expression and movements.

2- Doll and The

CONTENT

Nita was a careless and foolish girl. She used to lose her things due to her carelessness. Nita's father used to say, "Nita you must learn to be careful." You must realise the value of your belongings and keep them carefully. One day, Nita's father bought a beautiful doll for her. She loved her doll very much. She always kept the doll with her. She promised her father that she would keep the doll carefully and would never break or lose it. After some days she kept the doll in her cupboard.

The students will listen carefully and follow the text with her teacher.

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work
<p>One day, Nita's father said, "Come Nita, I will take you for an outing."</p>	<p>She rushed back to her room and came back after a few minutes with her doll. Her father asked, "Why have you got the doll?" She replied, "My doll will be lost if I leave it here. But if I carry it along wherever I go I will never lose it. Nita's father laughed at her foolishness."</p>	<p>The student will listen carefully and follow the text with her teacher.</p>	
<p>DIFFICULT WORDS</p>	<p>The pupil teacher will write the word meanings on the board:</p> <p>foolish - silly (बेवकूफ) careless - inattentive (लापरवाह) belong - related (किसी की सम्पत्ति होना) promised - commit, swear (वादा)</p>	<p>The students will write down in their note book and try to understand the meanings.</p>	<p>WORD MEANING</p> <ul style="list-style-type: none"> foolish - silly (बेवकूफ) careless - inattentive (लापरवाह) belong - related (किसी की सम्पत्ति होना) promised - commit, swear (वादा)
<p>DEVELOPMENT STAGE</p>	<p>In order to develop a story, pupil teacher will give following outlines of the story:</p>	<p>Students will complete the sentences of the story.</p>	

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work.
	Nita was a _____ She was _____, Nita's father says that _____ One day _____ has brought a _____. She promised him not to _____. One day Nita's father said _____. She rushed back in _____ Nita's father _____ at her _____.	Students will write down the outline in their notebook and complete the story on their own.	<p>OUTLINE :</p> <p>Nita was a _____ She was _____, Nita's father says that _____. One day _____ has brought a _____. She promised him not to _____. One day Nita's father said _____. She rushed back in _____ Nita's father _____ at her _____.</p>
MORAL	One should take care of their own belongings.	Students write in their notebook.	

10. GENERALISATION :

It is generalised by the pupil teacher that pupil's have acquired the knowledge of the content.

11. RECAPITULATION :

In order to check the understanding power of the pupil, the pupil teacher will ask the following questions:

(ii) What is the name of the girl?

(iii) What does she promise to her father?

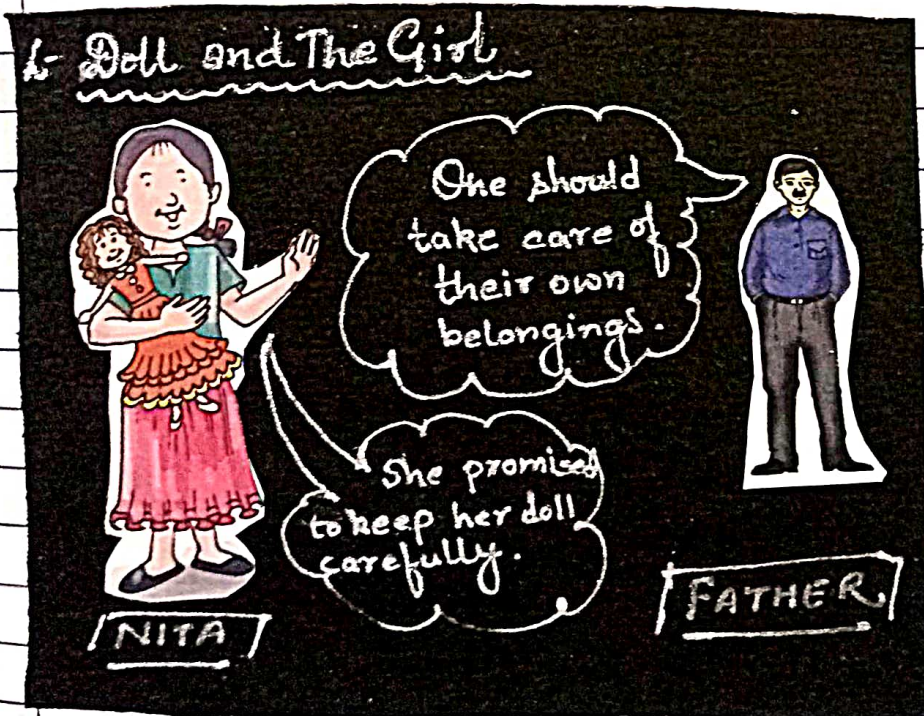
(iv) Do you think it is important to take care of your belongings?

(v) What do you learn from the story?

12. HOMEWORK:

(i) Draw your favourite toy in your notebook.

(ii) Write down why your toy is important to you.



Signature of Observer

LESSON No.: 9

Date _____ Duration of the Period: 40 min
Pupil Teacher's Name: Tanushree Guha
Pupil Teacher's Roll no.: 86
Class: VII Avg. age of the pupil: 12 yrs
Subject: English Topic: KALPANA CHAWLA -
An Indian-American Woman in Space

1. CONTENT ANALYSIS :

a) LINGUISTIC ANALYSIS - Model Reading

Knowledge of new vocabulary
Spelling of new words.

b) LITERARY ANALYSIS - Kalpana Chawla the first Indian woman to go into the space succession. This story is the journey of Kalpana Chawla and her achievements.

2. GENERAL AIMS :

- (i) To enable the students to speak, read and write English correctly.
- (ii) To develop the sense of observation and interest among students.
- (iii) To enable the students to learn from people's life experiences and achievements.
- (iv) To inculcate creativity among the students.

3. INSTRUCTIONAL OBJECTIVES :

- (i) The students will be able to understand, read and write simple English correctly.
- (ii) The students will be able to know new words.
- (iii) The students will be introduced to a biography of a very famous Indian-American astronaut.

4. SKILLS :

The students will be able to develop various linguistic skills such as reading, writing, listening and speaking.

5. TEACHING AIDS :

Chalk, board, marker, duster pointer, a chart related to content, etc.

6. PREVIOUS KNOWLEDGE ASSUMED :

It is presumed by the pupil teacher, that the pupil have some knowledge about the context.

7. PREVIOUS KNOWLEDGE TESTING :

In order to test the previous knowledge of the students, the pupil teacher will ask the following questions :

PUPIL TEACHER'S ACTIVITIES

The pupil teacher will start her lesson by saying, "Good morning students."

(i) Who was the first Indian woman to go to space?

(ii) Where was she born?

(iii) Why was she failed in her second attempt?

PUPIL'S ACTIVITIES

Good morning ma'am

Kalpana Chawla

In Karnal.

No response.

8. ANNOUNCEMENT OF THE TOPIC :

Well students! Today we shall read about Kalpana Chawla and her journey, "into the space".

9. PRESENTATION :

The pupil teacher will develop her lesson using teaching aids and the skill of explaining.

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work
MODEL READING.	The pupil teacher will read the passage.	Students will listen and	

Teaching Points

Pupil To do

with proper and pronunciation

EXPLANATION



Science of engineering USA She did engineering Be she is single land sea was

Teaching Points

Pupil Teacher's Activities

Pupil's Activities

Board Work.

with proper stress, intonation and pronunciation

follow the text

L- KALPANA CHAWLA

EXPLANATION

→ In 1997 an Indian American Kalpana Chawla was a part of the International crew aboard the US space shuttle. She was the first lady to go into space.

Students will listen attentively and make a note of important points in their note books.

Kalpana was born in Karnal, Haryana, but was a naturalised U.S. citizen married to flight instructor Jean Pierre Harrison. She pursued her education from Tagore School and after completing her Bachelor of Science degree in aeronautical engineering she went to USA for her master's degree. She did Ph.D in Aero space engineering.

Beside being an Astronaut she was licensed to fly single and multi-engine land airplanes, single engine sea planes and gliders. She was also a certified flight

Teaching Points

Pupil Teachers' Activities

Pupil's Activities

instructor. Kalpana applied for NASA's space shuttle program.

Kalpana's first space mission in the space shuttle, Columbia, was 15 days, 16 hours and 34 minutes long. During this time she went around the Earth 252 times, travelling 1045 million km. The crew performed experiments such as pollinating plants to observe food growth in space, and tests for making stronger metal and faster computer chips.

Students will listen and make a note of important points in their note books.

Her second flight was on STS-107, the final flight in 2003 met with a fateful accident on ^{Sat} Feb 1, 2003 when Space Shuttle Columbia perished upon entry to earth's atmosphere leading to her death and six other astronauts. Her famous quote, "The path from dreams to success does exist. May you be ~~courage~~ courageous."

Students will listen carefully.

Teaching Point	Pupil Teacher's Activities	Pupil's Activity	Board Work.
	have the vision to find it, the courage to get onto it... Wishing you a great journey"		

**DIFFICULT
WORDS**

Pupil teacher will write the difficult words on the board:

- space - the area surrounds Earth
- aboard - on, into, within a vehicle
- crew - a group of people work
- licensed - official permission
- space shuttle - transportation system to carry astronaut to and from Earth orbit.

WORD MEANING

1. space - the area surrounds Earth and all celestial body.
2. aboard - within a vehicle.
3. crew - a group of people who work together
4. licensed - official permission.
5. space shuttle - transportation system to carry astronauts to and from Earth orbit.

**COMPREHENSION
QUESTION**

The pupil teacher will ask the comprehension question:

(i) From did Kalpana Chawla get her Master's degree? U.S.A

(ii) Who was Kalpana's husband? Jean P. Harrison

(iii) On which day she died? Saturday, 1 Feb 2003.

(iv) How do you think, she became an inspiration to many children? She was the first woman of Indian to fly in space.

10. GENERALISATION :

It is generalised by the pupil teacher that the students have acquired the knowledge about the content.

1. RECAPITULATION :

- i) Tell me few lines which shows her achievement in your own words?
- ii) On which day we lost Kalpana?
- iii) Give a brief account on the experiments and research that Kalpana and her crew members did/performed during her expedition:

2. HOMEWORK :

- i) Read the lesson carefully and write down all the essential points from Kalpana's life journey.
- ii) Write the famous quote said by Kalpana Chawla.

LESSON No. 10

Date :

Pupil Teacher's Name : Tanushree Guha

Duration of the Period : 40 min

Pupil Teacher's Roll no. : 86

Class : VIII

Subject : English

Avg. age of the pupil : 13 yrs

Topic : Voice.

1. CONTENT

ANALYSIS :
Meaning of Change of Voice
: Example of Voice
: Rules of Changing Voice.

2. GENERAL AIMS :

- (i) To enable the students to speak and write correct English
- (ii) To enable comprehension of English Grammar.
- (iii) To create students interest in English language.
- (iv) To inculcate creativity in students.

3. INSTRUCTIONAL OBJECTIVES :

- (i) The students will be able to have knowledge about Voice.
- (ii) The students will be able to use the language correctly and wisely.
- (iii) Students will be able to understand the use of change of voice.
- (iv) Students will know about the rules to change into voice.

4. SKILL: Students will be able to develop the fine skills of speaking and writing the English language effectively.

5. TEACHING AIDS USED.
General Teaching Aids: Chalk, Board, duster, pointer, etc.
Instructional Teaching Aids: Chart showing the rules of voices.

6. PREVIOUS KNOWLEDGE ASSUMED:
It is pre-assumed by the teacher that students are well aware of English Grammar and have little knowledge about voices.

7. PREVIOUS KNOWLEDGE TESTING:
In order to test the previous knowledge of the students, the pupil teacher will ask following questions:

PUPIL TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
The pupil teacher will start her lesson by saying, Good morning students.	Good morning ma'am.

(i) What is subject in a sentence?

'Doer' of the action.

(ii) What is an object in a sentence?

Thing that has something done to it / thing acted on.

(iii) What is a verb?

Verb is an action word.

(iv) What is changing of voice?

No response.

8. ANNOUNCEMENT OF THE TOPIC:

Well students! Today we are going to learn about "Changing" of Voices.

9. PRESENTATION:

The pupil teacher will develop the lesson using teaching aids and skill of explaining.

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work.
INTRODUCTION	Pupil Teacher will introduce Voice in simple general English.	Students will listen carefully.	

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work
COMPARE	(a) Prachi helps Priya (b) Priya is helped by Prachi. After writing the above sentences, the teacher will tell the students that these two sentences express the same meaning	Students will listen carefully	
ACTIVE VOICE	A verb is used in the active voice when it forms shows that the person or thing denoted by the subject does something or does of the action. <u>(Like in (a))</u>	Students will write in their notebooks	
PASSIVE VOICE	A verb is the passive voice when its form shows that something is done person or thing denoted by the subject. <u>(as in sentence b)</u>	Students will write in their notebooks	
RULES OF CHANGING AV TO PV.	In Present Indefinite Tense, • is/am/are is used. • 3 rd form of the verb is	Students will listen attentively and	

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work.
	<p>used.</p> <ul style="list-style-type: none"> • 'By' is used after the IIIrd form of verb. • Subject changes to Object and object changes to Subject. 	<p>write in their notebooks.</p>	
EXAMPLE	<p>AV → I write a letter. PV → A letter is written by me.</p>		
GENERALISATION	<p>The pupil teacher will ask the students to convert the following into P.V.</p>		
	<p>a) I like the pictures</p>	<p>a) The pictures are liked by me.</p>	
	<p>b) You read a book.</p>	<p>b) A book is read by you.</p>	
	<p>c) We played a match.</p>	<p>A match is played by us.</p>	

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work
* AFFIRMATIVE SENTENCE	<u>Is/am/are + V₃ + by</u> Eg: • He helps me. ↓ P.V. • I am helped by him.	Students will listen and note down the rules	
* NEGATIVE SENTENCE	<u>Is/am/are + not + V₂ + by</u> Eg: • I do not teach her. ↓ P.V. • She is not taught by me.	in their notebooks with all the examples	
* INTERROGATIVE SENTENCE	<u>Is/am/are + Subject + V₃ + by</u> Eg: • Do you know me? ↓ P.V. • Am I known by you?		
* When, Why, Where, How	<u>When/Where/Why/How + Is/am/are + V₂ + by</u> Eg: Where do you see films? ↓ P.V.: Where are films seen by you?		

10. GENERALISATION:

It is generalised by the pupil teacher that the students have acquired the knowledge of Voice

11 RECAPITULATION :

In order to recapitulate knowledge of the students about the Present Indefinite Tense. The pupil teacher will ask the following questions :

(i) Change into Passive Voice :

a. I play piano.

b. You sing a song.

c. I do her work.

d. I do not like her.

12. HOME WORK :

(i) Do the given exercise in your notebook.

(ii) Revise Active and Passive voice at home.

VOICE

• AFFIRMATIVE SENTENCE -

Rule: Subject + is/am/are + V₃ + by + object

• NEGATIVE SENTENCE -

Rule: Subject + is/am/are + not + V₃ + by + Obj.

• INTERROGATIVE SENTENCE -

Rule: When/Where/Why/How + is/am/are + V₃ + by + object ?

Signature of Observer.

LESSON No.: 11

Date: _____ Duration of the Period: 40 min

Pupil Teacher's Name: Tanushree Guba

Pupil Teacher's Roll no.: 86

Class: VI

Avg. age of the pupil: 11 yrs

Subject: English

Topic: Preposition

1. CONTENT ANALYSIS: Meaning of Preposition
Kinds of Preposition.
Examples.

2. GENERAL AIMS:

- (i) To enable the students to understand, write and speak English correctly.
- (ii) To develop communication skills of the students.
- (iii) To develop the vocabulary and language style.
- (iv) To inculcate creativity in students.

3. INSTRUCTIONAL OBJECTIVES:

- (i) To enable the students to define prepositions and their use.
- (ii) To enable the students to learn about various kinds of preposition.

4. TEACHING AIDS :

General Teaching Aids: Chalk, board, duster, pointer, etc.

Instructional Teaching Aids: Using live objects.

5. PREVIOUS KNOWLEDGE ASSUMED :

The students must have general familiarities with different parts of speech.

6. PREVIOUS KNOWLEDGE TESTING :

In order to test the previous knowledge the pupil teacher will ask following questions


PUPIL TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
The pupil teacher will start lesson by saying Good morning students.	Good morning ma'am.
(i) What do you know about parts of speech?	The parts of speech are noun, adjective, pronoun, verb, adverb, preposition, conjunction and interjection.
(ii) Define noun?	Words used as the name of a person, place or thing.
(iii) Do you know about preposition.	No response.

7. ANNOUNCEMENT OF THE TOPIC :

Well students! Today, I shall teach you about prepositions and its various kinds.

8. PRESENTATION :

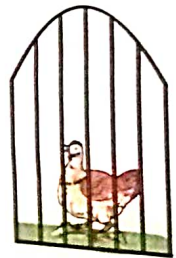
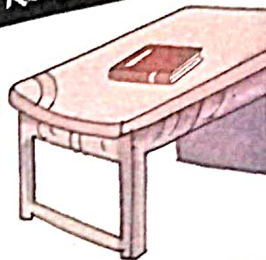
The pupil teacher will develop the lesson using teaching aids and skill of explaining.

Teaching Points.	Pupil Teacher's Activities	Pupil's Activities	Board Work
Meaning of Preposition.	The pupil teacher will ask the students to use the pencil as she directs it : (Live object).		
	<ul style="list-style-type: none"> • Keep the pencil on the table. • Keep the pencil under the table. • Keep the pencil behind the box. • Now, keep the pencil inside the box. 	Students position the pencil as per their teacher's direction.	

Teaching Points

Further

PREPOSITION



places
pronoun
relation

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work
	Further, she will ask the following questions:		
	(a) Which parts of speech are in the words 'pencil' and 'keep'?	Pencil - noun keep - verb.	
	(b) Which words are presenting the relationship between the verb and noun in the sentence → The <u>pencil</u> is <u>kept</u> <u>behind</u> the <u>box</u> ? → The pencil is <u>inside</u> the <u>box</u> .	The word 'behind'. The word 'inside'.	
	The words in, on, behind, under are used as preposition.	The students will listen carefully and note down in their notebooks	
Definition	A preposition is a word placed before a noun or a pronoun to show in what relation it stands with the other		

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work
	object in a sentence.		
	Preposition or position words tell us the position of a noun or pronoun in relation to another word in a sentence.	Students will note down in their note books.	
EXAMPLE	in, on, at, near, beside, across, off, of, about, around, under, etc.		
KINDS OF PREPOSITION	Prepositions are of different kinds:- 1. Simple Prepositions 2. Compound Prepositions	Students will listen carefully and write in their note books.	
SIMPLE PREPOSITION	Simple prepositions are words like in, on, at, about, over, under, off, of, for, to, etc.		
EXAMPLE	(a) He fell <u>off</u> the ladder. (b) She sat <u>on</u> the sofa. (c) She is <u>about</u> seven.		

PREPOSITION

- Preposition or position words tell us the position of a noun or a pronoun in relation to another word in a sentence.

KINDS OF PREPOSITION

- SIMPLE PREPOSITION
→ (in, on, at, about, near, off, of, for, to, under, etc.)
Eg: He fell off the ladder
She sat on the sofa

- COMPOUND PREPOSITION
→ (without, across, within, inside, into, beneath, onto, etc.)
: He fell into the river.
: The boy ran across the road.

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work.
COMPOUND PREPOSITION	Compound prepositions are words like without, across, within, inside, outside, into, beneath, below, behind, beside, between, etc.	The student's will listen carefully and write in their notebooks.	
EXAMPLE:	(a) He fell <u>into</u> the river. (b) She sat <u>between</u> her kids. (c) The boy ran <u>across</u> the road. (d) There is nothing <u>inside</u> the jar. (e) He sat <u>beside</u> her.	Student's will note down in their notebooks.	

9. GENERALISATION :

It is generalised by the pupil teacher that the student's have acquired the knowledge of prepositions.

10. RECAPITULATION :

In order to recapitulate knowledge of the student's about the Prepositions. The pupil teacher will ask the following questions

Fill in the blanks with suitable preposition :

(i) The lion and the unicorn fought for the crown. (with

- (ii) A fair little girl sat _____ a tree. (in, under)
(iii) Humpty Dumpty sat _____ a wall. (with, on)
(iv) They sat _____ the table. (around, for)

11. HOME WORK :

- (i) Define preposition with examples.
(ii) Underline the prepositions in the given paragraph.

Date:

HOMWORK

T = 30
P = 27
A = 03

- (i) Define Preposition with examples.
(ii) Underline the preposition in the given paragraph

Amrita is sleeping in her bed. Her mother is sitting on a chair near the bed. Amrita's table is in a corner. Her bag is lying on the table. Her books are in the bag. There is a beautiful painting on the wall above the corner table. Her slippers are lying under her bed. There is a fan just over the bed.

LESSON No: 12.

Date:

Pupil Teacher's Name: Tanushree Guha

Duration of the Period: 40 mins

Pupil Teacher's Roll No.: 86

Class: VII

Subject: English

Avg. age of the pupil: 12 yrs

Topic: The Tiny Teacher

1. CONTENT ANALYSIS : Model Reading
Pronunciation Drill
Knowledge and Meaning of New words.
Comprehension
Silent Reading.

2. GENERAL AIMS :

- (i) The students will understand, write and speak English correctly.
- (ii) To enable the students to read the lesson with correct pronunciation.
- (iii) To enable the students to understand, imagine and observe the plot.
- (iv) To inculcate creativity in students.

3. INSTRUCTIONAL OBJECTIVES :

- (i) To acquaint the students with the lesson "The Tiny Teacher."
- (ii) The students will be able to know new words.
- (iii) To inculcate values such as hard work, sense of duty, loyalty.

4. TEACHING AIDS :

Chalk, Board, Duster, Pointer, etc.

5. PREVIOUS KNOWLEDGE ASSUMED :

It is pre-assumed by the pupil teacher that the students must have at least general familiarities with a word 'ant'.

6. PREVIOUS KNOWLEDGE TESTING :

In order to test the previous knowledge of the pupil, the pupil teacher will ask the following questions :

PUPIL TEACHER'S ACTIVITIES

PUPIL'S ACTIVITIES

The pupil teacher will start her class by saying "Good morning students."

Good morning ma'am.

(i) Have you heard a word 'ant'?

Yes

(ii) What is an 'ant'?

An ant is a small insect.

(iii) Good, what do you know about 'ant'?

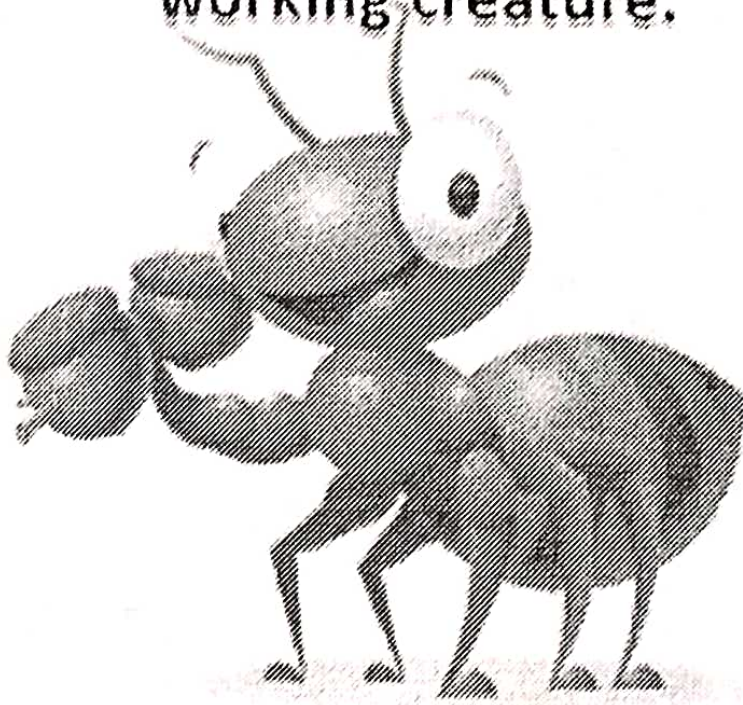
No response.

7. ANNOUNCEMENT OF THE TOPIC :

Well students ! Today, I shall teach you about ant.

FACT ABOUT ANTS.

An ant is the smallest but the intelligent and hard working creature.



Every day, a small ant arrives at work very early and starts work immediately.

PRESENTATION :

The pupil teacher will develop the lesson using teaching aids and skill of explaining.

Teaching points.	Pupil Teacher's Activities	Pupil's Activities	Board
MODEL READING	<p>"The ant is the commonest, the smallest but the wisest insect. Some people kept ants as pets. They watched the ant's behaviour closely. They discovered amazing facts about this tiny, hard-working and intelligent creature. Ants do 'talk' to each other. Each ant greets all others coming from the opposite directions. They do so by touching their feelers or antennae. This is their method of passing messages."</p> <p>The pupil-teacher will read the lesson with correct pronunciation, stress and intonation.</p>	<p>The students will listen attentively and follow the teacher in their books.</p>	L-The Tiny Teacher.
PRONUNCIATION DRILL	<p>The pupil-teacher will write some difficult words on the board and ask the students to pronounce them.</p>	<p>The students will pronounce these difficult words.</p>	

Teaching Points

Pupil Teacher's Activities

Pupil's Activities

Board Work

These words are : pets, creature, feelers and antennae.

DIFFICULT WORDS

The pupil teacher writes the word meanings and tells the student to note down in their note books. These are as follows:

Pets : (पालतू पशु) companion

Creature : a living thing प्राणी

Feelers : long thin parts on head. सूक्ष्म-सूत्र

Antennae : thin parts on the head of insects / sensory part. संवेदीकी

WORD MEANING

- Pets - animal companion
पालतू पशु
- Creature - a living thing
प्राणी
- Feelers - long, thin parts on head
सूक्ष्म-सूत्र
- Antennae - thin parts of the head of insects.
संवेदीकी

COMPREHENSION

The teacher will ask some questions:

(a) What do you mean by an ant ?

(a) An ant is the commonest, smallest and wisest insect.

(b) How do ants convey their messages ?

(b) They do so by touching their feelers or antennae.

THE TINY TEACHER

The students



Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work
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READING

Pupil-teacher will read the next paragraph:

Ants are of many kinds. Black and red ants are the commonest. Ants live in their 'nests' called anthills. An anthill has hundreds of little rooms and passages. Some rooms are for the queen to lay eggs. Others are used as nurseries for the 'grubs'. Some are reserved quarters for the workers. Workers spend most time searching for food. An ant's life is very orderly and peaceful. Each ant does its work intelligently and efficiently. No ant ever fights with other members of the group.

The students will listen attentively and follow them in their books.

DIFFICULT WORDS

The pupil-teacher writes the word meanings and tells the students to note down in their notebooks. These are as follows:

The student writes the word meaning in their notebook.

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work
	Nests - bird/insect home. घोंसला	Students will	<p><u>WORD MEANING</u></p> <ul style="list-style-type: none"> Nests - bird/insect home घोंसला Anthills - a pile of soil made by ants. वल्मीक Grubs - food. खाना Reserved - set aside for use. आरक्षित
	Anthills - a pile of soil made by ants. वल्मीक	write in	
	Grubs - food. खाना	their note-books.	
	Reserved - set aside for use. आरक्षित		
COMPREHENSION	The teacher will ask some question:		
	(a) Which are the commonest kinds of ants?	(a) Black and red ants are the commonest kinds of ants.	
	(b) How can we say that ants lead an orderly and peaceful life?	(b) Because each ant does its work intelligently and efficiently and not ant ever fights with other members of the group.	
SILENT READING	Pupil Teacher will ask the students to read the passage silently without moving their lips.	Students will read the passage on their own.	

GENERALISATION :

The pupil teacher will generalize that the students have acquired the knowledge of the content and understand the importance of hard work, sense of duty and living live in peace and harmony.

RECAPITULATION :

- (i) What jobs are ants trained for?
- (ii) Write few amazing facts about ants?
- (iii) How do you ant greet other ants coming from opposite direction?

HOMEWORK :

- (i) Mention three things that we can learn from the story?
- (ii) What is the ants' method of 'talking' to each other?
- (iii) Describe the organisation of anthills.

DISCUSSION

LESSON - II

LESSON No: 2

Date:

Pupil Teacher's Name: Tanushree Guha Duration of the Period: 40 min

Pupil Teacher's Roll no.: 86

Class: VI

Subject: English

Avg. age of the pupil: 11 yrs

Topic: Verb

1. CONTENT ANALYSIS : Verbs

Examples

Transitive and Intransitive Verbs

2. GENERAL AIMS :

- (i) To develop the students to speak, write and read English correctly.
- (ii) To develop a positive attitude towards English language.
- (iii) To develop the vocabulary and language style.
- (iv) To inculcate creativity in students.

3. INSTRUCTIONAL AIM :

- (i) The students will be able to learn about transitive and intransitive verbs.
- (ii) To enable the students to recall the different parts of speech.
- (iii) The students will be able to enrich their vocab. with diverse examples of verbs.

4. GENERAL TEACHING AIDS:

Chalk-board, Duster, Pointer, etc.

INSTRUCTIONAL TEACHING AIDS:

Flash cards, Chart showing verbs.

5. PREVIOUS KNOWLEDGE ASSUMED:

It is pre-assumed by the pupil teacher that the student's some knowledge about action words.

6. PREVIOUS KNOWLEDGE TESTING:

In order to test the previous knowledge of the student's, the pupil teacher will ask following questions:-

PUPIL TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES
Good morning student's	Good morning ma'am
<ul style="list-style-type: none">Ram is playing.Ram is playing with a toy.	Playing.
1. Now, identify the verb in both the sentences.	
2. What is the difference between verbs in the both sentence?	No response.

7. ANNOUNCEMENT OF THE TOPIC:

Well students! Today we will discuss about Verbs and its types.

8. PRESENTATION :

The pupil teacher will develop the lesson using lecture-cum-demonstration method and teaching aids.

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work
• Verb Definition	Verb is a word used to describe an action, state or occurrence.	Students will listen and write down the definition and example.	<p><u>VERB</u></p> <ul style="list-style-type: none"> • Verb is a word used to describe an action, state or occurrence. Eg - Ram <u>plays</u> football. <p><u>SVO</u></p> <p>Eg - Rahul is eating ^{subject} burger. _{verb} ^{object}</p> <p><u>VERBS</u></p> <p>Transitive Intransitive</p>
• Example:	Ram <u>plays</u> football. (action) Riya <u>looks</u> upset. (state)	in their notebook.	
• Subject and Object	Rahul is eating burger. ↓ ↓ ↓ Subject Verb Object		
• Classification of Verbs	<p style="text-align: center;">VERBS</p> <p style="text-align: center;">↓ ↓</p> <p>Transitive Intransitive</p>	They will note down the flowchart.	

Teaching Points	Pupil Teacher's Activities	Pupil's Activities	Board Work
<ul style="list-style-type: none"> • TRANSITIVE VERBS <p>E.g.:</p>	<p>Actions that have a direct object to receive that action.</p> <p>Mohan kicked the football.</p> <p style="text-align: center;"> ↓ ↓ ↓ Subject Verb Object. ↗ receive action </p>	<p>Students will listen carefully and write down in their notebooks.</p>	<ul style="list-style-type: none"> • TRANSITIVE VERB. Eg - Mohan kicked the football. • INTRANSITIVE VERB. Eg - She is laughing.
<ul style="list-style-type: none"> • INTRANSITIVE VERBS. <p>E.g.:</p>	<p>Action that does not have direct object to receive that action.</p> <p>She is laughing.</p> <p style="text-align: center;"> ↓ ↓ Subject Verb (Object) X/? </p> <p>Note: There is no object to receive the action.</p>	<p>Students listen carefully and write down in their notebooks.</p>	<ul style="list-style-type: none"> • MORE EXAMPLES * Transitive <ol style="list-style-type: none"> 1. She tells us a story 2. Ravi gave his pen. * Intransitive <ol style="list-style-type: none"> 1. The boy jumps. 2. Birds fly.
<ul style="list-style-type: none"> • MORE EXAMPLES 	<p><u>TRANSITIVE</u> -</p> <ol style="list-style-type: none"> 1. She tells us a story 2. Ravi gave his pen. 	<p>Students write down in their notebooks.</p>	
<ul style="list-style-type: none"> • INTRANSITIVE 	<ol style="list-style-type: none"> 1. The boy jumps. 2. Birds fly. 		

VERBS

INTRANSITIVE VERB



TRANSITIVE VERB



• She is sleeping.

• She reads a book.

9. GENERALISATION :

It is generalised by the teacher, that by now the students have acquired a sound knowledge about verb and its types.

10. RECAPITULATION :

Exercise - 1.

* State whether the verbs in the following sentences are transitive or intransitive.

- (i) I received your letter. _____
- (ii) Suddenly the child woke up. _____
- (iii) The wind was blowing. _____
- (iv) The driver stopped the car. _____

11. HOME WORK :

Exercise - 2.

* In each of the following, choose whether the verb is transitive or intransitive :

- (i) I worked all night.
- (ii) She slept for eight hours.
- (iii) You drive too fast.
- (iv) The wind is moving the curtain.

Signature of Observer.