

WORKSHOP RECORD

B.S.S. B.Ed. TRAINING COLLEGE
ALATHUR, PALAKKAD-DT, KERALA



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Name: K: ROSHINI

Reg. No. : BAAWTEG1004

Optional Subject : ENGLISH

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K. ROSHINI

Reg. No. BAAWTEG1004 for the year 2022-2024

Uma
Lecturer in charge

Date 12/06/2023

Lecturer in English
B.S.S. B.Ed. Training
Alathur (P.O) Palakkad
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[Signature]
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PREPARATION OF TEACHING

LEARNING MATERIAL

NOUN NUMBERS

Singular	Plural
Arrow	Arrows
Fig	Figs
Drum	Drums
Wig	Wigs



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TABULAR CHART

The chart that categorise the information into different rows and column to provide the learners an easy understanding of the data are called tabular chart.

I chose the topic "Noun Number" for the chart. The blueprint was shown to the concerned teacher. Later the margins were drawn on the chart using scale and pencils. It was then done with the markers. Four lines were drawn. The heading was given "Noun Number." A table was drawn on the chart. Left column was singular and right column was plural. Around four examples were given for both. After completing the chart, the lines were erased. Hence the second chart was completed.

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WORKING MODEL

The working model was based on the topic "Homophones."

Materials Required:

- + Cardboard
- + charts
- + Glue
- + Markers

Preparation:

A cardboard was taken and it was covered using a colour paper. Small pieces of charts were cut and words of same sound were written on it. Around five to six examples were used. Another colour chart was cut to make an arrow. All the paper bits were pasted together. Arrow was attached. Heading was written as "Homophones." When the arrow was pulled, each pair of words would come out.



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Alathur

MICRO TEACHING

↓

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Recognised by NCTE & Affiliated to University of Calicut

NAAC ACCREDITED B++ GRADE WITH 2.85 CGPA

ALATHUR, PALAKKAD



Name : APARNA ANILKUMAR

Reg. No. : B.AAXTEG003

Optional Subject : ENGLISH

Certified that this is the bonafide record of

APARNA ANILKUMAR

Reg. No..... for the year 2023-2025



Aluma
Teacher In charge

Date 2-11-2023

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MICRO LESSON ON THE SKILL OF INTRODUCING A LESSON [PLAN]

Name of the teacher trainee: Aparna Anilkumar

Name of the school: BSSGHS Alathur

Subject : English

Class: VI

Topic : Making a Mango
Pickle

Duration: 5 minutes

Plan/Replan : Plan

Strength: 11

Date: 25-10-2023

Objective: To practice the skill of Introducing a lesson

Components: 1) Using previous knowledge

2) Using appropriate devices

3) Continuity

4) Creating interest and motivation

Teacher's activity	Pupil's activity	Component
Good morning class.	Good morning teacher.	
How are you all doing?	Very good.	
How are you all feeling right now?	Hungry..	

Hungry? Because it is lunch break next hour?	yes.	
So what did you all have for breakfast today?	Dosa and chutney Puttu and banana Idli, vada, Sambhar	
Sounds delicious. I too had puttu and banana for breakfast.	Pupils listen carefully	
We all love fruits right? what are your favorite fruits? One by one.	yes teacher Apple Orange Mango	Using previous knowledge.
Yes, good. Let me ask you a question then. what is the national fruit of India.	Mango (pupils answer altogether)	
Very good. Mango is the national fruit of India. what do you all know about mango?	Pupils listen carefully It is yellow colour It is also green There are different	Motivation.

	Types of mangoes. Mangoes can be both sweet & sour.	
What are some ways we can have mango?	Mango curry Mango lac cream Mango shake Mango pickle Mango salad	
Yes. You all love mango pickle right?	yes.	
How many of you know how mango pickles are made?	Few students raise their hands.	
Ok. Good. I will show a short video of making a mango pickle.	Pupils focus on the video.	Using appropriate device.
So what did you understand? Can anyone explain?	One student stands up and explains.	
Now you all know how to prepare mango pickle right? You all should prepare mango pickle		

Page No.
Page No.

during your summer vacation. Ok? But don't cut your hands. Ok?

Yes teacher

So, shall we learn a short story about mango pickle today?

Yes teacher

Before moving onto the story, let me ask you something.

What is the scientific name of mango? Does anyone know?

Mangifera indica
(one pupil answers)

Very good! Give her a big round of applause.

Pupils clap

continuity

Motivation.

OBSERVATION SCHEDULE

Name of the Skill	SKILL OF INTRODUCING A LESSON		
Name of the Student Teacher	APARNA ANILKUMAR	Date	25/10/23
Name of the Student Observer	AKHILA .A	Class	V1
Subject	ENGLISH	Time	-
Topic	Making a Mango Pickle	Teach/Reteach	Teach

NO.	Components	Grading					Remarks
		A	B	C	D	E	
1	Maximum utilization of previous knowledge of pupils	✓					Very good
2	Using appropriate devices	✓					No change required
3	Maintenance of continuity	✓					Good
4	Relevant statements and questions		✓				Need more
5	Relevancy of verbal and non-verbal behavior		✓				Need more
6	Questions followed by correct responses	✓					Very good
7	Arouse interest		✓				Need more

Overall remarks if any:
Grading criteria- A- Very Good (90-100) B- Good(70-90) C- Average(50-70) D-Below Average(35-50) E- Poor(Below 35)

Signature of the Supervisor _____ Signature of the Student observer *Akhila*

OBSERVATION SCHEDULE

Name of the Skill	SKILL OF INTRODUCING A LESSON		
Name of the Student Teacher	APARNA ANILKUMAR	Date	25/10/23
Name of the Student Observer	VEENA .P	Class	V1
Subject	ENGLISH	Time	-
Topic	Making a Mango Pickle	Teach/Reteach	Teach

NO.	Components	Grading					Remarks
		A	B	C	D	E	
1	Maximum utilization of previous knowledge of pupils	✓					Need more
2	Using appropriate devices	✓					Very good
3	Maintenance of Continuity	✓					good
4	Relevant statements and questions	✓					No change required
5	Relevancy of verbal and non-verbal behavior		✓				Need more
6	Questions followed by correct responses	✓					Good
7	Arouse interest		✓				Need more.

Overall remarks if any:
Grading criteria- A- Very Good (90-100) B- Good(70-90) C- Average(50-70) D-Below Average(35-50) E- Poor(Below 35)

Signature of the Supervisor _____ Signature of the Student observer *Veena*

CRITICISM

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ALATHUR, PALAKKAD-DT, KERALA



RECORD OF DISCUSSION, DEMONSTRATION, AND CRITICISM LESSON PLANS

Name : K. ROSHINI

Reg. No. BAAWTEG1004

Optional Subject : ENGLISH

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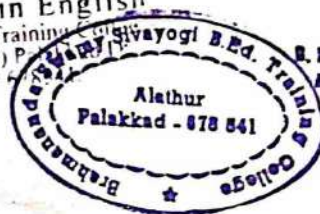
K. ROSHINI

Reg. No. BAAWTEG1004 for the year 2021-2024

Shama
Lecturer in charge

Date 10/07/2023

Lecturer in English
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CRITICISM TEACHER PLANNER - 1

Name of the teacher : K. Roshini

Class : IX

Name of the school : BSS G/HSS

Duration : 40 min

Subject : English

Date : 27/6/2023

Unit : Aspire to Win

Topic : The Race

Theme : Sports

Sub theme : Sporteman spirit, family support, hard work, optimism

Learning Outcome: The learner will be able to :-

- * Read and comprehend stories
- * enhance vocabulary
- * think critically and creatively
- * construct character sketch
- * develop a positive attitude towards life.

	<ul style="list-style-type: none"> * understand need of confidence and courage to solve a problem.
Pre-Requirement :	Learner must be aware of a) sports b) interest in doing things
Skills :	Listening, Speaking, Reading and Writing
Learning activities:	Description or character sketch, sentence formation announcement etc.
Values / attitudes :	Understand the importance of confidence and hardwork
Learning aids :	Charts, Videos, ICT models
Expected products:	The learners are expected to : <ul style="list-style-type: none"> * Read and understand the story. * Enrich vocabulary

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	<ul style="list-style-type: none"> * Develop writing skills * Understand the importance of hardwork and optimism.
Concept / Idea :	The story "The Race" is set about showing how confidence and optimism changes one's life. Tarun who was a mediocre student changes his attention to running so that the fast runner Ram Narayan become his trainer. Though he lost the match, yet he wins the trust of Ram Narayan. The story shows that hardwork paves way to success.

PROCESS

ASSESSMENT

Warm up Activity

Teacher enters the class and creates a rapport with the students.

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Entry Activity

After creating a good rapport, teacher tells the story of Ant and Grasshopper. Ant worked hard and did not enjoy any spring days, as he was busy saving food for winter. But the grasshopper mocked at the ant and spent his days singing. When winter came everything shriveled. Ant enjoyed his days in the cozy ant hill, whereas the grasshopper died due to hunger and no home. Teacher asks the students randomly to explain the moral of the story.

Now she introduces the story and the author using a profile chart.

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NISHA PUNJABI



Born :

A famous freelance
Indian writer.

Work : The Race

Narration by teacher

The teacher starts narrating the theme of the story. Tarun, a mediocre student was an excellent runner. He was mediocre in studies. His parents wanted him to study well and get a good job. He failed in terminal examinations and was running to low his frustrations. It seeks the attention of the former Olympian Ram Narayan who decides to train Tarun only if he wins the race to be held on children's

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Day. Tarun practices hard and rest of the story shows how he does this.

Silent Reading

The teacher asks the students to read the story silently without any lip movement.

Collaborative Reading

The teacher asks students to read the story and discuss in groups their understanding and reflections of the story.

Removing Difficulties

Teacher helps the students to understand the difficult words.

* Pent up - /, pent'ʌp/ - suppression of emotions
context: The teacher shows the video of a boy

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crying after being frustrated.

eg: The boy let out his pent up emotions.

* Exhausted - /ɪg'zɔ:stɪd/ - completely drained
context: The teacher asks students how they feel after running for 5 rounds.

eg: The girl was exhausted as she walked for miles.

Scaffolding Questions

- 1) What is the boy good at in the story?
- 2) Who decided to be his mentor in the story?
- 3) What type of a student is Tarun?

Model Reading by the teacher

The teacher reads the chapter with proper stress,

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My Findings and Reflections

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CRITICISM REPORT ON SREELEKSHMI.S

Name of the teacher : Sreelekshmi.S
Name of the school : BSSGHS Alathur
Name of the subject : English
Topic : The Race

class : IX
Date : 27/6/2023
Duration : 40 min

Preparation Phase

Teacher entered the class and created a good rapport with the students. She began the class by making the children take interest in the class. She gave the entry activity to the students which is about the sports they like. Children presented their favourite sports. Then she asked them about their favourite sports person. They answered. To make them engaged ICT models could have been used. She then introduced the title of the story and the author. She used author's profile chart to explain about the author. The children

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were readily answering and the teacher slowly aroused the interest of the students.

Presentation Phase

The teacher explained the part of the story well. She asked the students to read the story silently and then group reading. She prompted questions and the students answered well. She even cleared the difficult words and explained the meanings using different contexts. She could have used pictures and videos to explain it. She gave an individual activity and group activity. Using blackboard, she gave her version of answers after the students did their activities. She then gave a model reading and the students were called randomly and asked to do loud reading. She cleared their errors appropriately.

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 Alathur, Palakkad- 678541 Kerala

TEACHING PERFORMANCE EVALUATION PROFORMA

Name of the Student-teacher: Sreelekshmi.S

Sl.No.	Aspects	Criteria	put tick mark (✓)				
			5	4	3	2	1
1	Preparation	1) Building up a suitable physical environment in the class room	✓				
		2) Building up a problematic situation		✓			
		3) Technique to reveal what he already knows	✓				
		4) Effective introduction		✓			
		5) Link between the introduction and main concepts				✓	
2	Activity	1) Strategies for disturbance-free and disciplined grouping clear and concise guidelines for the group if required				✓	
		2) Clear and concise guidelines for group				✓	
		3) Involve all students in the learning activities				✓	
		4) Encourage non-volunteers		✓			
		5) Learning aids used effectively		✓			
		6) Appropriateness, relevance, variety, novelty, originality				✓	
		7) Adequate activities in achieving the anticipated competencies	✓				
3	Subject Competency	1) Resource fullness		✓			
		2) Make changes in the learning strategies based on student response	✓				
4	Class Management	1) Recognizes attentive and non-attentive		✓			
		2) Gives clear direction		✓			
		3) On the spot diagnosis of learning difficulties and corresponding remediation	✓				
		4) Pay attention to the entire class		✓			
		5) Manages time properly		✓			
		6) Strategies for managing interruption	✓				
5	Communication	1) Speak fluently		✓			
		2) Speaks with clarity				✓	
		3) Use proper body language	✓				
		4) Adjusting the speed of the lesson to the level of the pupil			✓		
6	Questioning	A-Structure of question				✓	

		1) Grammatically correct	✓					
		2) Relevant to the topic		✓				
		3) Specific		✓				
		4) Thought provoking	✓					
		B-Way of questioning	✓					
		1) Addresses whole class			✓			
		2) Give sufficient time to think			✓			
		3) Distribute evenly			✓			
		4) Redirect	✓					
7	Reacting	1) Discourages mass answering		✓				
		2) Use appropriate verbal and non-verbal reinforces				✓		
		3) Uses and builds pupil responses	✓					
		4) Seeks further information			✓			
		5) Gives hints or prompting	✓					
8	Use of Learning Aids	1) Relevant to the content			✓			
		2) Appropriate to the pupils level			✓			
		3) Uses aids at appropriate time	✓					
		4) Uses multiple channels for single idea			✓			
		5) Ensures visibility	✓					
9	Closure	1) Summarizes the lessons			✓			
		2) Evaluates with reference to objectives				✓		
		3) Links with similar situations				✓		
		4) Links with future learning				✓		
		5) Follow-up activities	✓					
10	Teacher's Personality	1) Respect pupil responsibility			✓			
		2) Resourceful in dealing with situations	✓					
		3) Enthusiastic and confident			✓			
		4) Pleasing				✓		
		5) Clear, neat and tidy	✓					

Note: (5) Excellent (4) Very Good (3) Good (2) Average (1) Poor

Concluding Phase

Teacher concluded the class by showing a video of a race. She then summed up the class by outlining what all they have discussed. She gave them an interesting home assignment that would enhance their thinking skills. It was about listing out activities that used tracks for sports. She showed them a still model and winded up.

Learning Aids

Teacher made use of chart, video and a still model

Remarks

- She could have raised her voice a bit louder.
- More number of ICT models can be used.
- To explain the meaning of difficult words, she could have used pictures or videos.

INITIATORY SCHOOL

EXPERIENCE

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Name : K. ROSHINI

Reg. No. : BAAWTEG1004

Optional Subject : ENGLISH

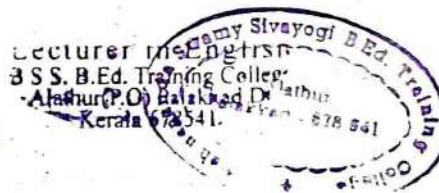
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K. ROSHINI

Reg. No. BAAWTEG1004 for the year 2022-2024

Muma
Lecturer in charge

Date 24/07/2023



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REPORT ON SHARED LESSON

Name of the teacher : K. Roshini class : IX
Asna Sheerin Duration : 45 min
Name of the school : GIGIHSS, Alathur Date : 13/06/2023
Subject : English
Topic : Song of the Dream

Preparation Phase

I introduced the title of the poem to the students after creating a good rapport with them. Various instances were used to introduce the title. The poet was introduced by Asna. The title was written along with the name of the poet on the board by me.

Presentation Phase

Asna then asked the students to silently read the poem. Later I asked them to try to explain the setting and mood of the poem, by observing the picture given. Later it was explained by me. Then

Asna gave an explanation related to the poem and the ideals that the poet has mentioned in the poem. I then explained the poem's ideals using instances from life. A discussion regarding the diversity and unity of the country was discussed by both of us.

Concluding Phase

The concluding of the poem was dealt by Asna. Later an activity was given by me groupwise to the students to note down the issues in the society that has led the country to lose its unity. The students were appreciated for their wonderful answers. The class was concluded by both of us by asking the students to write their opinion regarding these issues. It was a wonderful session with the students.

REPORT ON INDIVIDUAL LESSON - 1

Name of the teacher : K. Roshini class : IX
Name of the school : GIGIHSS, Alathur Duration : 45 min
Subject : English Date : 12/06/2023
Topic : The Race

Preparation Phase

I entered the class and created a good rapport with the students. Then I began the class by asking them about their favourite hobbies and passions. Later, the chapter name and the author name was written on the board. The students were introduced into the chapter.

Presentation Phase

The gist of the story was given and the difficult words were explained to the students using appropriate contexts. Then the students were called randomly and loud reading was done. The students were prompted with questions and they explained the story themselves. A group activity was given to the students. They were asked to frame

OBSERVATION REPORT - 1

Name of the teacher : Bushara

Class : VI

Name of the school : G161155, Alathur

Duration : 45min

Subject : English

Date : 14/06/2023

Topic

: Make a shower

Preparation Phase

The teacher entered the class and created a good rapport with the students. She asked the students about the chapter discussed earlier and recollected the story by interacting with the students. She motivated them and asked them to form into 3 groups.

Presentation Phase

After the formation of group, she asks each group members to find out the answers for the intext questions. Student representatives from each group presented the answers to each question. Students fluency in reading was commentable. They read easily and found the right answers for each question. The teacher then repeats and

DEMONSTRATION



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Optional Subject : ENGLISH

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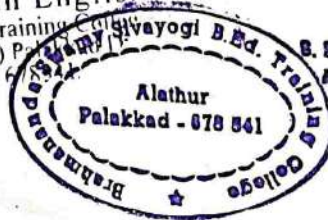
K. ROSHINI

Reg. No. BAAWTEG1004 for the year 2021-2024

Manu
Lecturer in charge

Lecturer in English
B.S.S. B.Ed. Training College
Alathur (P.O) Palakkad
Kerala

Date 10/07/2023



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DEMONSTRATION

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5.	15/3/2023	Anusree. V	Rosa Park Sat Still	VIII	85	<u>SR</u>

DEMONSTRATION REPORT - 1

Name of the teacher : Aravind.G

Class : IX

Name of the school : BSS GMS

Duration : 40 min

Subject : English

Date : 15/3/2023

Topic : Song of the Rain

Preparation Phase

Teacher entered the class and created a good rapport with students. The teacher then shows a video and asks students to identify the voice. He interacted pleasantly and then introduced the poet using a profile chart.

Presentation Phase

Teacher showed a model and then gave a gist of the poem. He then recited the poem and asked students to do so. He introduced collaborative methods of sharing ideas and explained difficult words. He then introduced "Alliteration." Teacher gave activity cards and asked students to find out

alliteration in the card. Then he divided the class into three groups and asked them to prepare a conversation between cloud and field. He used various learning aids and the class was lively.

Concluding Phase

Teacher recollects the major points and gave a short summary. He made sure that the students understood the poem. Then he gave home assignments. It was an active and lively class.

Learning Aids

Teacher used various learning aids like videos, chart, models and black board appropriately.

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TEACHING PERFORMANCE EVALUATION PROFORMA

Name of the Student-teacher: Aravind G

Sl.No.	Aspects	Criteria	put tick mark (✓)				
			5	4	3	2	1
1	Preparation	1) Building up a suitable physical environment in the class room	✓				
		2) Building up a problematic situation		✓			
		3) Technique to reveal what he already knows			✓		
		4) Effective introduction	✓				
		5) Link between the introduction and main concepts		✓			
2	Activity	1) Strategies for disturbance-free and disciplined grouping clear and concise guidelines for the group if required	✓				
		2) Clear and concise guidelines for group		✓			
		3) Involve all students in the learning activities			✓		
		4) Encourage non-volunteers		✓			
		5) Learning aids used effectively	✓				
		6) Appropriateness, relevance, variety, novelty, originality		✓			
		7) Adequate activities in achieving the anticipated competencies	✓				
3	Subject Competency	1) Resource fullness		✓			
		2) Make changes in the learning strategies based on student response	✓				
4	Class Management	1) Recognizes attentive and non-attentive		✓			
		2) Gives clear direction	✓				
		3) On the spot diagnosis of learning difficulties and corresponding remediation		✓			
		4) Pay attention to the entire class	✓				
		5) Manages time properly		✓			
		6) Strategies for managing interruption			✓		
5	Communication	1) Speak fluently	✓				
		2) Speaks with clarity		✓			
		3) Use proper body language	✓				
		4) Adjusting the speed of the lesson to the level of the pupil			✓		
6	Questioning	A-Structure of question	✓				

		1) Grammatically correct	✓	
		2) Relevant to the topic	✓	
		3) Specific	✓	
		4) Thought provoking	✓	
		5) Way of questioning	✓	
		1) Addresses whole class	✓	
		2) Give sufficient time to think	✓	
		3) Distribute evenly	✓	
		4) Redirect	✓	
7	Reacting	1) Discourages mass answering	✓	
		2) Use appropriate verbal and non-verbal reinforces	✓	
		3) Uses and builds pupil responses	✓	
		4) Seeks further information	✓	
		5) Gives hints or prompting	✓	
8	Use of Learning Aids	1) Relevant to the content	✓	
		2) Appropriate to the pupils level	✓	
		3) Uses aids at appropriate time	✓	
		4) Uses multiple channels for simple idea	✓	
		5) Ensures visibility	✓	
9	Closure	1) Summarizes the lessons	✓	
		2) Evaluates with reference to objectives	✓	
		3) Links with similar situations	✓	
		4) Links with future learning	✓	
		5) Follow-up activities	✓	
10	Teacher's Personality	1) Respect pupil responsibility	✓	
		2) Resourceful in dealing with situations	✓	
		3) Enthusiastic and confident	✓	
		4) Pleasing	✓	
		5) Clear, neat and tidy	✓	

Note: (5) Excellent (4) Very Good (3) Good (2) Average (1) Poor

DEMONSTRATION REPORT- 2

Name of the teacher: Sugami. G
 Name of the school: BSS GHSS
 Subject : English
 Topic : Last Leaf

Class : IX
 Duration: 40 min
 Date : 15/03/2023

Preparation Phase

Teacher entered the class and created a good rapport. Through interaction she asked the students to write good qualities of a friend. Then asked them to stick it on to a word web chart. She showed a video of drawing. She enquired the qualities of a good artist. Gradually she introduced the story's title and author's name using a flip chart.

Presentation Phase

Teacher clearly listed out all the characters in the story and gave a short summary. She asked the students to read and simultaneously gave meanings. She gave an activity of

PRACTICE

TEACHING LESSONS PLAN

UIP

B.S.S. B.Ed. TRAINING COLLEGE
ALATHUR, PALAKKAD-DT, KERALA



RECORD OF PRACTICE TEACHING LESSONS

Valued
File

Name :K...R.O.S.HINI.....

Reg. No. : BAAWTCG1004.....

Optional Subject : ...ENGLISH.....

Certified that this is the bonafide record of

.....K...R.O.S.HINI.....

Reg. No. BAAWTCG1004 for the year 2022-2024



Muma

Lecturer in charge
Date..16/01/2024

Lecturer in English
B.S.S. B.Ed. Training College
Alathur(P.O) Palakkad Dt
Kerala 678541

[Signature]
PRINCIPAL,
B. S. S. B.Ed. Training College
Alathur (PO), Palakkad-Dt
Kerala - 678 841.

INDEX OF LESSONS

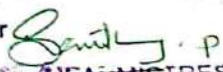
Sl.No	Topic	Std.	Date	Page No.	Initial of Senior Teacher	Lecturer in Charge
31.	To My Mother	7	19-10-23	1	<i>Pris</i>	<i>Pris</i>
32.	Somebody's Mother	7	20-10-23	7	<i>Pris</i>	<i>Pris</i>
33.	Somebody's Mother	7	25-10-23	13	<i>Pris</i>	<i>Pris</i>
34.	Somebody's Mother	7	26-10-23	19	<i>Pris</i>	<i>Pris</i>
35.	Somebody's Mother	7	27-10-23	24	<i>Pris</i>	<i>Pris</i>
36.	The Wooden Cup	7	30-10-23	30	<i>Pris</i>	<i>Pris</i>
37.	The Wooden Cup	7	1-11-23	35	<i>Pris</i>	<i>Pris</i>
38.	The Wooden Cup	7	2-11-23	42	<i>Pris</i>	<i>Pris</i>
39.	The Wooden Cup	7	3-11-23	48	<i>Pris</i>	<i>Pris</i>
40.	A Village Pooram	7	6-11-23	53	<i>Pris</i>	<i>Pris</i>
41.	A Village Pooram	7	7-11-23	58	<i>Pris</i>	<i>Pris</i>
42.	A Village Pooram	7	8-11-23	63	<i>Pris</i>	<i>Pris</i>
43.	The Lonely child and Puppy	7	9-11-23	68	<i>Pris</i>	<i>Pris</i>
44.	The Lonely child and Puppy	7	10-11-23	74	<i>Pris</i>	<i>Pris</i>
45.	The lonely child and Puppy	7	15-11-23	80	<i>Pris</i>	<i>Pris</i>

TIME TABLE

PERIOD	1	2	3	4	5	6	7
Monday						TC	
Tuesday					TC		
Wednesday			◆	TC			
Thursday					TC		
Friday					TC		
Saturday							



Principal / Head Master


 Senthil P.
 HEADMISTRESS
 GHSS, ALATHUR,
 PALAKKAD

Lecturer

[Handwritten signature]

TEACHER PLANNER 31

Name of the teacher : K. Roshini
School : G1611188, Alathur
Subject : English
Unit : Rhythms of Life
Topic : To My Mother

Class : VII
Duration : 40 min
Date : 19/10/23

Theme :	Human values especially love
Sub theme :	Develop the quality of love
Learning Outcome:	The learner will be able to : <ul style="list-style-type: none">• listen, read and comprehend poems.• Read aloud with proper stress and intonation.• prepare birthday card / thank you cards.
Pre - Requisite :	Learners must be aware of : <ul style="list-style-type: none">• simple poems• love
Skills :	Reading, Writing, Speaking and Listening
Discourses :	Activities
Learning aids:	Charts, ICT models
Values/attitude:	Develop love for everyone.

Expected products

The learners will be able to:

- develop interest to learn poems
- develop love for everyone
- construct greeting cards and thank you cards.

Concept / Idea :

"To My Mother" is a poem by Christina Rossetti and she actually tells about the love she has for her mother. The poem celebrates the love for her mother.

PROCESS

ASSESSMENT

Warm up activity

The teacher creates a good rapport with the students

Entry activity

The teacher begins the class by asking students to share their experiences with their family. She then introduces the poem and the poet using a profile chart.

2

CHRISTINA ROSSETTE



Born : 1830

Died : 1894

A famous poet known for her ballads and religious poems.

Narration by teacher

The teacher narrates the gist of the poem. The poet actually celebrates the role of mother and the love for the mother by the poet. She celebrates love for her mother.

Model reading by the teacher

The teacher actually reads out the poem aloud.

Silent reading by the students

The teacher asks students to read silently without lip movement.

Students read silently

3

Collaborative Reading

Teacher asks students to discuss their ideas in their group.

Removing Difficulties

The teacher removes difficulty in words.

- natal - /neɪtəl/ - relating to one's birth time
context: The teacher asks students what they do on birthdays.

eg: It was the natal day of my mother.

- receive - /rɪsɪːv/ - be given
context: The teacher shows them action.

eg: He received the letter from her.

Scaffolding Questions

The teacher asks students certain questions.

- 1) Who is the poet?
- 2) Whose birthday is being discussed?
- 3) What is being offered to the mother?

Students quickly responded with their answers.

4

Loud Reading by teacher

The teacher reads the poem aloud with proper stress and intonation.

Loud Reading by students

The teacher calls the students randomly and asks them to read out the poem aloud with proper stress and rhythm.

Students read loudly with proper techniques.

Individual Activity

Teacher asks students to prepare a birthday card for their mother.

She then calls students and asks them to present their answers.

Students did the activity well.

Group Activity

Teacher asks students to sit in allotted groups and then she asks them to prepare a thank you card for their teachers.

She then calls students and then edits their syntactic

Students did the activity quickly.

5

and comic error. She gives hints about how to do it.

Concluding Activity

Teacher asks students to watch the video and come up the class.

Home Assignment

Teacher asks students to write a few sentences about their mother.

My Findings and Reflections

- The class was lively.
- Students were very active.

TEACHER PLANNER 32

Name of the teacher: V. Koshini
School: GGHSS, Mathur
Subject: English
Unit: Rhythms of life
Topic: Somebody's Mother

Class: VII
Duration: 40 min
Date: 20-10-2023

Theme :	Human values especially love
Sub Theme :	Develop humane qualities
Learning Outcomes:	The learners will be able to: <ul style="list-style-type: none">• Listen, read and comprehend poems.• Read aloud with proper stress and intonation.• Understand rhyming words.• Understand acrostic poem.
Pre-Requisites:	Learners must be aware of: <ul style="list-style-type: none">• Single poems . human qualities.
Skills :	Reading, Writing, Speaking and Listening
Discourses :	Acrostic poems, activities.
Literary devices:	rhyming words.
Learning aids:	Charts, ICT models, model.