

Teacher's Guidebook -English

**A manual for teachers of Himachal Pradesh to prepare
lesson plans with customized TLMs.**

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I. Introduction

About Project Prerna:

Project Prerna, a collaborative initiative between the Government of Himachal Pradesh and the World Bank, seeks to enhance educational outcomes through innovative Teaching-Learning Materials (TLMs) and comprehensive teacher training.

Project Prerna envisions a future where every student in Himachal Pradesh, regardless of their background, location, or learning style, has access to high-quality education that is engaging, personalised, and relevant to their lives and aspirations. The project recognizes that TLMs are not simply supplementary tools but rather integral components of effective pedagogy. However, a key challenge lies in the varied understanding of what constitutes a TLM. Project Prerna, therefore, prioritises establishing a standardised definition and approach to TLM development and utilisation across Himachal Pradesh schools. By incorporating a wide range of TLMs into their teaching practices, educators can transform passive learning into active, participatory experiences that foster a love of learning, critical thinking, and problem-solving skills.

Effective TLMs have the power to transform passive learning environments, often characterised by rote memorization and teacher centred instruction, into vibrant spaces of active inquiry, exploration, and knowledge creation.

The project's objectives are strategically designed to achieve this transformative vision.

Enhance Student Motivation and Active Participation. Recognizing that engaged learners are more likely to achieve academic success, Project Prerna prioritises the development and implementation of TLMs that capture students' interest, spark their curiosity, and make learning a more enjoyable and meaningful experience. This includes:

- Designing Engaging and Interactive TLMs

- Tailoring TLMs to the Himachal Pradesh Curriculum
- Promoting Student Centred Learning
- Himachal Context
- Incorporating Local Examples
- Real-World Application
- Promoting Critical Thinking
- Cultural Relevance

Purpose:

To guide teachers in creating effective lesson plans that incorporate Bloom's Taxonomy and are tailored to the diverse contexts of districts in Himachal Pradesh. These lesson plans demonstrate how to effectively integrate different types of TLMs into various subject areas and grade levels.

Overview:

Emphasis on cognitive, affective, and psychomotor domains, and integration of district-specific contexts.

Bloom's Taxonomy remains a valuable framework in modern education. It has been revised to reflect a more dynamic conception of learning, emphasizing verbs and gerunds to describe cognitive processes. The taxonomy is widely used to define different levels of thinking, learning, and understanding, aiding in curriculum improvement and teaching methods. Bloom's Taxonomy is a system of hierarchical models used to classify educational learning objectives into varying levels of complexity and specificity.

Cognitive Domain: This domain focuses on thinking skills and intellectual abilities. It includes six levels:

Remembering: The ability to recall facts, concepts, or information.

Understanding: Comprehending and explaining ideas or concepts.

Applying: Using knowledge in new situations or solving problems.

Analysing: Breaking down information into parts and understanding relationships.

Evaluating: Making judgments based on criteria and evidence.

Creating: Generating new ideas, designs, or products.

Affective Domain: This domain deals with emotional responses and attitudes. It includes five levels:

Receiving: Being aware of or open to new experiences.

Responding: Reacting to stimuli with interest or commitment.

Valuing: Attaching worth or importance to certain beliefs or attitudes.

Organizing: Coordinating values into a consistent system.

Characterizing: Demonstrating consistent behaviour based on internalized values.

Psychomotor Domain: This domain relates to physical skills and actions. It includes five levels:

Perception: Becoming aware of sensory cues.

Set: Being ready to act and having the necessary attitude.

Guided Response: Following instructions or imitating a model.

Mechanism: Performing complex movements with precision.

Adaptation: Modifying actions based on feedback or changing conditions.

II. Steps for Creating Lesson Plans

Step 1: Define Learning Outcomes

- Identify Key Concepts: Determine the essential knowledge and skills that students should acquire.
- Align with Bloom's Taxonomy: Cognitive: Knowledge (Remember), Comprehension (Understand), Application (Apply), Analysis (Analyse), Synthesis (Create), Evaluation (Evaluate)
- Affective: Receiving, Responding, Valuing, Organizing, Characterizing
- Psychomotor: Perception, Set, Guided Response, Mechanism, Complex Overt Response, Adaptation, Origination
 - *Example:*
 - *Topic: "Trains" Class 3, H.P. B.O.S.E, N.C.E.R.T, English Book – Marigold Lesson — Trains Unit — 6-Page No. — 53 to 56*
 - *Outcomes: Students will develop interest in the English language, Use of new vocabulary, learn word meanings, improve their reading, writing, listening and recitation skills.*
 - *Remember: To know about various landforms like mountains, plains and valleys, students will know about the various means of transport.*
 - *Comprehend: To be able to recite the poem with proper intonation and gestures and to enjoy it, comprehend the meaning of the poem.*
 - *Apply: To be able to write the meanings of difficult words, Complete the sentences*
 - *Analyse: To be able to make comparisons between a train and other means of transport.*
 - *Evaluate: Evaluate the theme of the poem, the importance of trains in our daily lives, evaluate why transport mediums are important.*

- *Create: Narrate and write their experiences of a train journey they have enjoyed.*

Step 2: Select Instructional Strategies

- Choose teaching methods that engage students at various levels of Bloom's Taxonomy.
- Consider interactive and participatory approaches such as group discussions, hands-on activities, and project-based learning.
 - *Example:*
 - *Activity: Ask students to make a toy train using paper and cards*
 - *Write a few lines on: 'The Toy Train of Himachal Pradesh'. Stick pictures.*

Step 3: Develop the Lesson Procedure

- Introduction: Set the context and introduce the topic.
- Development: Detail the main teaching activities, integrating various levels of Bloom's Taxonomy.
- Guided Practice: Activities where the teacher supports students as they practice new skills.
- Independent Practice: Assignments or projects where students apply what they have learned independently.
- Closure: Summarize the lesson and reinforce key concepts.
 - *Example:*
 - *Introduction: Start by introducing the topic through videos or pictures depicting trains.*
 - *Development: Showing students a video related to different types of trains in India.*

- *Guided Practice: Pronounce and write difficult word meaning, rhyming words, opposite words on the board, to help them frame sentences.*
- *Independent Practice: Ask rhyming words, difficult word-meaning, fill in the blanks.*
- *Closure: Recap key points and discuss the importance of trains.*

Step 4: Prepare Assessment Tools

- Use various assessment methods to measure student understanding and skills.
- Align assessments with Bloom's Taxonomy to ensure comprehensive evaluation.
 - *Example:*
 - *Formative Assessment: Ask questions related to the poem, recite the poem.*
 - *Summative Assessment: Fill in the blanks, question answer, Complete the sentences, rhyming words.*

Step 5: Integrate TLMs (Teaching-Learning Materials)

- Identify and incorporate relevant teaching aids such as visual aids, digital resources, and local materials.

GENERIC

- Physical models /Charts/Flash cards developed by the teacher
- Models readily available in the market
- Models listed in Jadui Pitara.
 - *Example:*
 - *Showing students a video related to different types of trains in India*

CUSTOMIZED

- Ensure TLMs are contextually relevant to the districts of Himachal Pradesh.
 - *Example:*
 - *Customized: Telling students about new train routes in Himachal Pradesh and showing pictures of trains in Himachal Pradesh.*

Step 6: Customize Lesson Plans to Local Contexts

- Adapt content to reflect the unique cultural, environmental, and social aspects of different districts in Himachal Pradesh.
- Include local examples, case studies, and references to make learning more relevant.
 - *Example:*
 - *District-Specific Customization:*
 - *For Bilaspur: Railway line construction work in progress for the Bhanupalli-Bilaspur-Manali- Leh.*
 - *For Shimla: Declared World Heritage Railway line by UNESCO, the Kalka – Shimla railway line is approximately 111 years old.*
 - *For Kangra: the Longest narrow-gauge line in India that runs from Pathankot in Punjab to Jogindernagar in Himachal Pradesh.*

Step7 :Holistic progress and NCRF:

The Holistic Progress Card (HPC) aims to document each child's unique learning journey, focusing on foundational literacy and numeracy skills, and includes self-assessment, peer assessment, and parent feedback. It's designed to be participatory, inclusive, and learner-centric, assessing students through various methods like project-based learning, quizzes, and group work.

Teachers can incorporate local literature, regional stories, and contemporary issues to engage students effectively.

The National Credit Framework (NCrF), on the other hand, is a framework that aligns with the National Education Policy (NEP) 2020. It's a comprehensive system that integrates school education, higher education, and vocational & skill education. Both the HPC and NCrF are part of India's broader educational reforms to make learning more holistic, skill-oriented, and aligned with the needs of the 21st century. They aim to nurture students as involved learners, effective communicators, and individuals who are aware of their health and well-being.

III. TLMS Integrated

- Physical models /Charts/Flash cards developed by the teacher
- Models readily available in the market
- Models listed in Jadui Pitara.
- Digital Learning Platforms
- Interactive Software and Apps
- Visual and Audio Materials
- Printed Guides and Textbooks
- Local Case Studies and Research Papers
- Student Projects and Presentations
- Field Trip Arrangements

IV. Curricular goals

The National Curriculum Framework (NCF) for school education in India provides guiding principles, goals, and structure for curricula. While the Foundational Stage (classes 1 to 2) focuses on developing language skills, the Primary Stage (classes 3 to 5) emphasizes language comprehension, expression, and creativity. Here are some curricular goals for English language learning:

Listening and Speaking

- Develop active listening skills.
- Express thoughts and ideas clearly.
- Participate in conversations.

Reading

- Understand texts (stories, poems, etc.).
- Identify main ideas, details, and themes.
- Use context clues to infer meanings.

Writing

- Write sentences, paragraphs, and short compositions.
- Use correct grammar, punctuation, and spelling.
- Express personal experiences and imagination.

Literary Appreciation

- Enjoy and appreciate literature.
- Explore diverse genres (folktales, myths, etc.).
- Discuss characters, settings, and themes.

Language Learning Strategies

- Use dictionaries, glossaries, and reference materials.
- Learn new vocabulary.
- Reflect on language learning experiences.

In the Middle Stage (classes 6 to 8), the curricular goals for English language learning continue to build upon the foundational skills. Here are some key objectives:

Comprehension and Reading:

- Analyse and interpret texts (prose, poetry, drama).
- Identify literary devices (simile, metaphor, etc.).
- Understand themes and character development.

Writing Skills:

- Write essays, reports, and creative pieces.
- Use descriptive language and varied sentence structures.
- Edit and revise written work.

Grammar and Vocabulary:

- Apply advanced grammar rules (tenses, voice, etc.).
- Expand vocabulary through reading and context.

Speaking and Listening:

- Participate in debates, discussions, and presentations.
- Listen critically and respond thoughtfully.

Literary Analysis:

- Explore historical and cultural contexts of literature.
- Discuss social issues and moral dilemmas.

Teachers can incorporate local literature, regional stories, and contemporary issues to engage students effectively.

PEDAGOGY according to NCF.

Foundational Stage:

- The Foundation Stage is for children of the age 3 to 8.
- The pedagogical approach suggested is play-based and emphasizes the nurturing, caring relationships between the teacher and the children. The pedagogical design should allow for a balance between self-paced individual learning to a more social group-based learning. Development of foundational capacities in literacy would require adequate time for the child to practice and repeat on their own. Whole class instruction should be balanced with work time for children where they work on their own either with materials or with worksheets.

Preparatory Stage:

- The Preparatory Stage is for three years and includes Grades 3,4, and 5.
- The pedagogy continues to be activity-based and discovery-based in this stage, gradually encouraging students to be active within a formal classroom arrangement. The ability to concentrate and pay continuous attention to classroom lectures and discussions needs to be encouraged. Some proportion of the self-paced individual work should be part of the classroom activity, while some amount of homework can be included.

Middle Stage:

- The Middle Stage is for three years and includes Grades 6, 7, and 8.
- The Middle Stage will comprise three years of education, building on the pedagogical and curricular style of the Preparatory Stage. Experiential learning within each subject, and explorations of relations among different subjects, will be encouraged and emphasized despite the introduction of more specialized subjects.

The Pedagogy is a judicious balance of direct instruction and opportunities for exploration and inquiry. The focus on concept development indicates that the Teacher must pay attention to the prior concepts that students might already have and how to use those conceptions to bring about active learning. The emphasis is not on accumulating more facts, but on becoming fluent in the methods of inquiry within each form of understanding.

IV. Samples of Customized Lesson Plans:

CLASS 2

Lesson Plan

Unit: 3 / **Lesson:** 3

Subject: English

Topic: This is my Town

Class: Second

School: Bilaspur, H.P.

Duration: 4 Periods

Learning Outcomes

By the end of this lesson, students will be able to:-

1. To enhance their vocabulary.
2. To enhance their pronunciation skills.
3. To enhance their reading, writing, speaking and listening skills.
4. Know about their local places.

Focus of Lesson

Curriculum (What and Why):-

- Students will understand the basic features and important places of their town.
- They will be able to describe their town using simple language.
- Students will develop a sense of community and appreciation for their local environment.

Essential Prior Knowledge

- Familiarity with basic descriptive words and simple sentence structure.
- Knowledge of local landmarks and places.

Short-term Thinking

- Students will be able to know about different places.

Extended Thinking

- Students will be familiar about their town.
- They will be able to know about their mother tongue.

Essential Questions

Remember

1. What is the name of your town?
2. Name two places that you like in your town.

Understand

1. Describe what your town looks like?
2. Explain why you like your favourite place in town.

Apply

1. Show on a map where your town is located in Himachal Pradesh.
2. Create a simple drawing of your town showing its important places.

Analysis

- Compare your town with another town you know about. What is similar?

Evaluation

1. What are the best things about living in your town?
2. How could your town be improved?

Creation

- Write any five lines about your village.

Bloom's Taxonomy

Remember

- What do you see in the picture?
- What is the name of your favourite place?

Understand

- Explain why you like your favourite temple in your town?

Apply

- Write your home address.
- Write your school address.

Analysis

- Compare your town with another town. What is different?

Evaluation

- Write the five good things about your town.

Creation

- Draw a picture of a temple.
- Write the meaning of these words:-
 - Town
 - Temple
 - House
 - Hospital
 - Street

Required TLM's

General:-

Visual Aids



Customization:-

Visual Aids



Multimedia Presentation

With the help of this video students will be able to describe the Bilaspur town and understand the basic features and importance of this town.

Link:- <https://youtu.be/wHYMk1nihZQ?si=wcJMTjPwD2JumThH>

Referrals

HP BOSE DHARAMSHALA, NCERT, Book Name - Mridang, Unit 3 / Lesson 3,
Poem Name – This is my town.

Skills

- Listening Skill
- Reading Skill
- Analytical Skill
- Leadership Skill

- Communication Skill
- Self-Reflection Skill

Competencies

- Critical thinking
- Communication competency
- Leadership

Required Vocabulary

- Town - शहर
- Streets - गलियां
- Houses - घर
- Room - कमरा
- Bed - बिस्तर
- Basket - टोकरी
- Flowers - फूल

Pedagogical Strategies

The lesson will be taught using different modes of teaching like inquiry-based learning, cognitive load management and cultural context.

Psychology behind Pedagogy

- Encouraging students to ask questions and explore answers independently fosters curiosity.
- Presenting information in manageable chunks reduces cognitive load.
- Considering students' cultural background and local examples enhances relevance.

Teaching Procedure

Opening Hook for Learning :-

- Start with a video tour of Bilaspur, highlighting major streets, landmarks and cultural spots.

Direct Instruction

- Teach vocabulary related to district Bilaspur.
- Hospital
- Bus stand
- Gobind Sagar Lake
- Temples
- Dam
- Parks
- Satluj River

Guided & Independent Practice

Guided Practice

- Pronounce loudly all the difficult words which are given in the story.

Independent Practice

- Ask the students to read the story and spell out the difficult words.

Activities



A. Read the poem again.

1. Count the number of times you see the letter 'e' in it.

Write the number here. _____

2. Next, count the number of times you see the letter 'u' in it.

Write the number here. _____

3. Which letter do you see more number of times?

Write the answer here. _____

B. Look at the two pictures given below. Can you spot the differences?



Note to the teacher

- These activities will enhance observation skill of the children.



Assessment

Formative

- Oral assessment through Q&A during the role play activity.
- Evaluation of work on the notice board or activity area critically.

Summative

- Evaluate posters and activities in the classroom.

Follow-up and Action Plan for Students on Home-work

Home-work

- Write the names of five places where you would want to go.

Follow-up

- Plan a class project to visit Bilaspur based on accuracy and creativity.

Reflection

- Reflect on student engagement during activities and adjust accordingly.
- Consider student feedback for improvement.
- Observe the all activities of the students during the teaching.
- Observe the students' interest during study.

Differentiated Instructional Plan

- Provide additional resources (videos) for students who want to explore further.
- Offer simplified explanations for struggling learners.
- Encourage peer tutoring for collaborating learning.

Holistic Progress Card (HPC) & (NCrF)

Mapping and integrating the whole process of learning with the holistic progress of individual students:

- i. Regularly assess student understanding through quizzes and discussions.
- ii. Use the HPC to identify areas for improvement.

CLASS 3

Lesson Plan

Subject: English

Topic: Trains (Poem)

Unit: 6 [Chapter 1]

Class: 3rd

Duration: 40 Minutes

Period: 4 Days, 4 Periods

Learning Outcomes:

- By the end of this topic students will be able:
- To improve their vocabulary.
- To improve their listening, speaking, reading, and writing skills.
- To develop interest in English language.
- To recite the poem with proper intonation.
- To narrate and write their experiences of a train journey.
- To know about the various modes of transport.
- To know about the importance of transportation.

Focus of Lesson:

- Students will know the different means of transportation.
- Students will get to know how trains operate.

Essential Prior Knowledge:

- Students, have you travelled by bus?
- Which travel medium do you like the most?

Short Term Thinking:

- Students learn new vocabulary.
- Able to write about different means of transportation.

Extended Thinking:

- Able to write about the means of transportation.
- Able to analyze how are transport mediums important in our lives.

Bloom's Taxonomy:

Knowledge:

1. Write the name of the poem and the poet.
2. Where do trains run in the poem?

Understanding:

1. Which is the longest land transport medium in our country?
2. The trains run on the: rail track / road.

Apply:

1. Write the words into the correct groups: [aero plane, helicopter, bus, car, yacht, ship, boat, truck, train]

Land:

Air:

Water:

2. Write the meaning of words:

freight cars, loads, dawn.

Analysis:

1. Write the differences between an aero plane and a train.
2. What is 'dusk' and 'dawn'?

Evaluation:

1. What is the theme of the poem "Trains"?
2. The toy-train of Himachal Pradesh covers the distance of ____kilometers.

Creation:

1. Draw a picture of a bus and a ship, also write two lines on their importance.

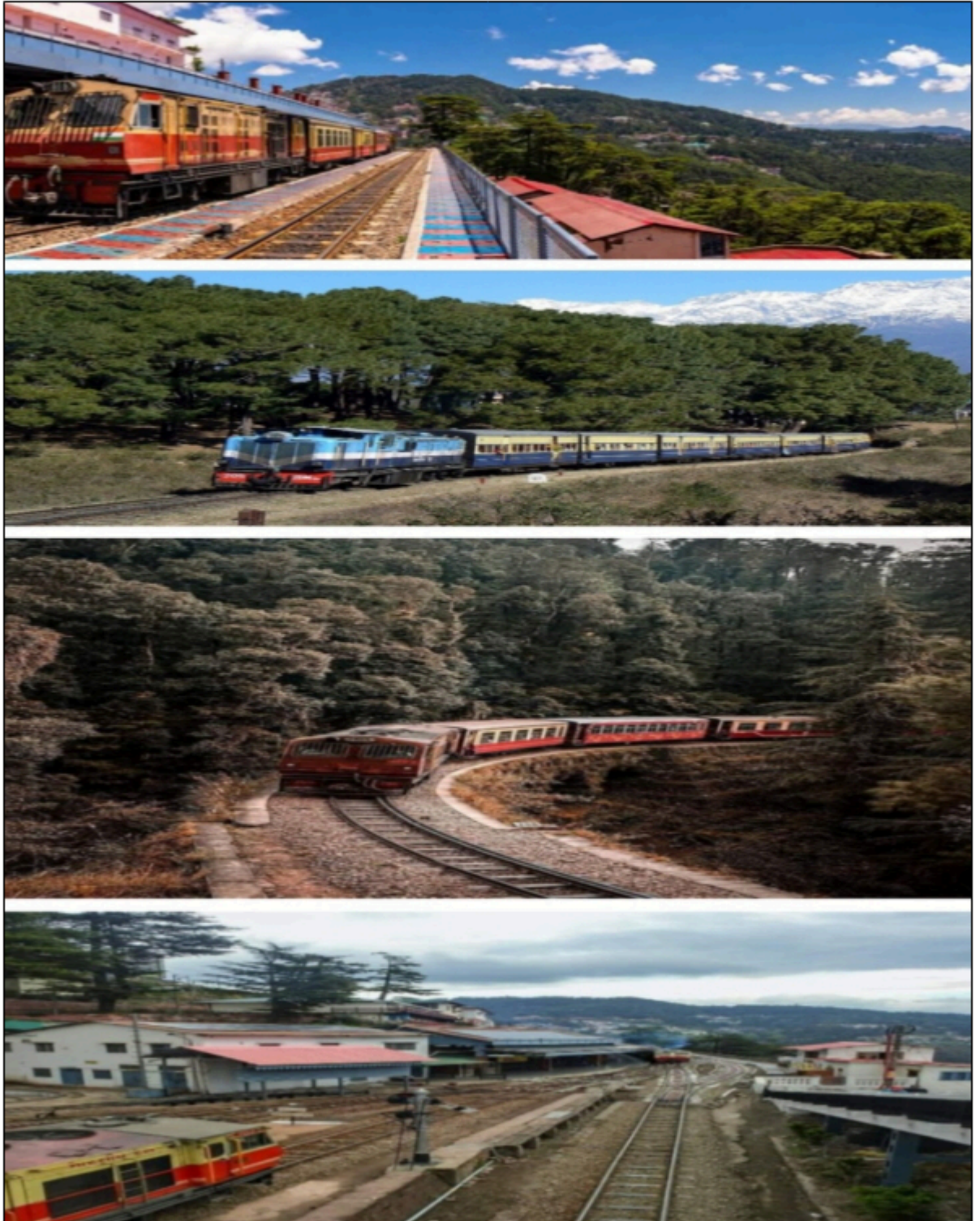
Required T.L.M:

General:

- Showing students a video related to different types of trains in India.
- Link: https://youtu.be/LRjWnwERcOM?si=MqCt0GrrJOD_ywxk

Customized: Telling students about new train routes in Himachal Pradesh and showing pictures of trains in Himachal Pradesh.

- Include local examples, case studies, and references to make learning more relevant.
- *Example:*
- *District-Specific Customization:*
- *For Bilaspur: Railway line construction work in progress for the Bhanupalli-Bilaspur-Manali- Leh.*
- *For Shimla: Declared World Heritage Railway line by UNESCO, the Kalka – Shimla railway line is approximately 111 years old.*
- *For Kangra: Longest narrow-gauge line in India that runs from Pathankot in Punjab to Jogindernagar in Himachal Pradesh.*



Reference:

H.P. B.O.S.E, N.C.E.R.T, English Book – Marigold Lesson - Trains Unit - 6

Page No. - 53 to 56.

Skill Improvement:

- Listening.
- Speaking.
- Reading.
- Writing.
- Confidence.

Competencies:

- Creative Thinking.
- Response Ability.
- Problem Solving.

Vocabulary:

- **Precious - valuable**
- **Without fail - always**
- **Loads - heavy things**
- **Dawn - early morning when the sun rises**
- **Dusk - time of the day when it starts becoming dark**
- **Passenger - people on train bus etc**
- **Freight cars - goods and carriages vehicle**

Pedagogical Strategies:

The topic will be taught with modes of teaching like questioning, discussions that help to develop skills.

Psychology behind Pedagogy:

- Encourage students to answer the questions in their own way.
- Encourage students to recite the poem.

Teaching Procedure:

Open hook for Learning: Introduction

Start by introducing the topic through videos or pictures depicting trains.

Vocabulary:

Write all difficult word-meanings , rhyming words and opposite words on the blackboard to make them understand.

Comprehension:

Ask questions throughout the reading to encourage their creativity, critical thinking.

Guided Practice:

Pronounce and write difficult word meaning, rhyming words, opposite words, help them frame sentences.

Independent Practice:

Ask rhyming words, difficult word-meaning, make sentences.

Activity:

Ask students to make a toy train using paper and cards.

Write few lines on: 'Toy Train of Himachal Pradesh'.

Assessment:

- **Formative:** Ask questions related to the topic, recite the poem.
- **Summative:** Fill in the blanks , question answer, Complete the sentences, rhyming words.

Follow Up & Homework:

- **Homework:** Write all difficult words and spell them, answer the questions from the poem.
- **Follow Up:** Discuss homework, clear doubts in the next class.

Reflection:

- Reflect/observe student activities in classroom.
- Get student feedback.
- Know about their interests.

Differentiated Instructional Plan:

- Provide additional sources like videos, pictures.
- Offer easy explanations for struggling learners.
- Encourage collaborative learning.

Holistic Progress Card & N.C.R.F:

- Mapping the whole process of learning with the holistic progress of each individual.
- Regular assess students understanding through discussion, quiz.
- Use H.P.C to identify areas of improvement.

CLASS 4

Lesson Plan

Subject - English

Topic: Don't be afraid of dark, Helen Keller

Unit-5

Class: 4

Duration:6 periods in 6 days

Learning Outcome:

By the end of the unit students will be able to:

- To increase their vocabulary.
- To improve their reading, listening, speaking, and writing skills.
- To develop critical thinking.
- To express their ideas on the topic.
- To recite the poem with proper intonation and gestures.
- To enable pupils to enjoy the poem.
- To connect themselves with nature.

- Students are able to know about Helen Keller.

Focus of Lesson Curriculum (What and Why):

- This unit is about sensitizing children to the world around them, in terms of their thoughts about the fear of night and darkness.
- Focusing on reading comprehension and critical thinking skills.

Essential Prior Knowledge:

1. Have you ever seen a child who cannot see and hear?
2. Can you identify things by touch?
3. How can a child who can't see or hear recognize things?

Short Term Thinking:

- To recite and enjoy the poem.
- Students are inspired by the story of Helen Keller.
- Able to make sentences.

Extended Term Thinking:

- Students will be able to understand the relation between a teacher and her student and how the teacher contributes to the holistic development of the child.
- Students will understand the life and achievements of Helen Keller.
- Students will develop empathy and respect for individuals with disabilities.

Essential Questions:

Remember:

"Don't be afraid of dark, little one,
The earth must rest when the day is done,
_____ the world is at peace."

1. What is the title of the poem?
2. Who is the poet?
3. When and where was Helen Keller born?
4. What is the name of Helen Keller's teacher?
5. What is the script for the children who cannot see called?

Understand

1. What is the poem about?
2. What happens when the day is over?
3. Describe the character of Sullivan.
4. What is the message of the story of Helen Keller?

Apply:

Write the meaning of given words below and make sentences:

Afraid

Dark

Rest

Dearly

Harsh

Agreed

2. Which word can be substituted for worry?

a) courage

b) scare

c) horror

3. Are you afraid of the dark? Why?

4. How do you think you can help the children who cannot see ?

Analyze:

1. Are these sentences true or false.

- a. The poet tells the child to be afraid when it is dark. ()
- b. The poet says that stars will always shine at night. ()
- c. The Sun is very harsh. ()
- d. The Earth requires no rest. ()

2. How did Miss Sullivan help Helen?

3. What was the most important thing that Helen finally understood?

Evaluate:

- 1. What does the poet want us to do at night?
- 2. What did Helen learn when the teacher put her hand into running water?
- 3. **Complete following sentences choosing the right word.**

1. There was only _____ boy who _____ the prize. (one, won)

2. The golden _____ was very _____ to him.
(dear, deer)

3. Ram's _____ loved to play in the _____.
(sun, son)

Create:

1. From newspapers, reports or old magazines, collect stories of courageous children.
2. Find stories about persons with special needs and narrate how their story is inspiring.

Required Items:

General TLMs:

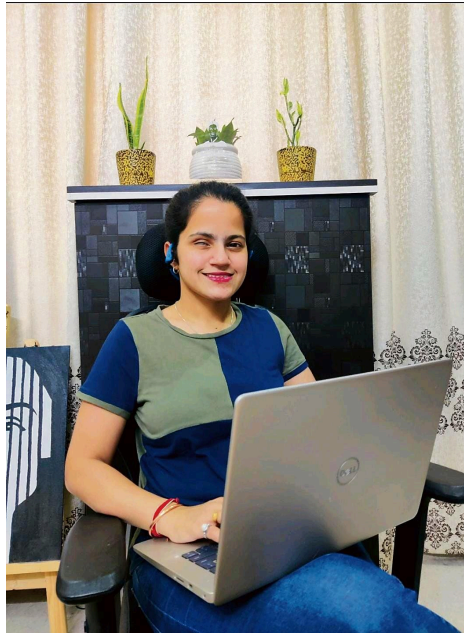
Chart or flash cards for difficult words.

Pictures of Braille alphabet.



Customized teaching learning materials.

Showing a picture or telling a story about a disabled girl Divya Sharma from Himachal Pradesh to motivate children.



Shimla :

At the age of 13, visually impaired Divya Sharma was expelled from her school after being told clearly that she could not study. That, however, didn't dampen her spirits. She pursued her studies with utmost dedication and completed her master's degree in English via private mode.

Sharma (31), who was felicitated with the National Award for the Empowerment of Persons with Disabilities by President Draupadi Murmu on the World Disability Day on December 3, is a multi-talented girl who inspires many others through her motivational talks. She lost her eyesight at the age of three years after being diagnosed with glaucoma. However, her unflinching determination and faith in herself held her in good stead and helped her achieve her goals in life.

Multimedia:

General TLMs

- Show the video on the topic "Don't be Afraid of the Dark (poem)

<https://youtu.be/T8j3Rx2QnYw?feature=shared>

- A short engaging video that explains the story of Helen Keller.

<https://youtu.be/W4U8HylwTAg?feature=shared>

Referrals:

Himachal Pradesh Board of School Education NCERT Book Name:
Marigold class-4, Unit-5 "Don't be afraid of dark, Helen Keller".

Competencies:

Critical thinking

Innovating

Creativity

Problem-solving

Leadership

Responsibility

Required Vocabulary:

Afraid → डरना

Dark → अंधेरा

Rest → आराम

Harsh → कठोर

Forever → हमेशा के लिए

Troubles → परेशानी

Cease → रोकना

Dearly → प्रिय

Illness → बीमारी

Agreed → सहमत होना

Important → महत्वपूर्ण

Pedagogical Strategies:

The lesson will be taught using different modes of teaching like inquiry-based ,cognitive load management and cultural context.

Psychology Behind Pedagogy:

- Encouraging students to ask questions and explore answers independently fosters curiosity.
- Presenting information in manageable chunks reduces cognitive load.
- Considering students' cultural backgrounds and local examples enhances learning.

Opening Hook for learning:

1. Have you heard about Helen Keller?
2. Do you know what is Braille?

Direct Instruction:

Introduction: Introducing the author of the story, providing context if necessary.

Vocabulary:

Identify and teach difficult words to ensure understanding.

Comprehensive:

Ask questions throughout the reading to check for understanding and encourage critical thinking.

Guided Practice:

Pronounce and write difficult words with their meanings on blackboard, flash card, or chart.

Independent Practice:

Recite the poem with proper gestures.

Make sentences, rhyming words.

Reading the story with proper pronunciation.

Activity

We can play different games like Blindfold, Catch the thief, follow up order.

Assessment

Formative Assessment:

Ask the questions related to the poem "Don't be afraid" and story of "Helen Keller"

Summative Assessment:

Write questions and answers.

Essay writing.

Make sentences.

Opposite words.

Comprehension.

Picture composition.

Follow up and Action Plan for Students or Homework

Homework: Write questions and answers, learn and write difficult words with meanings.

Follow up: Discuss the homework in the next day and clarify doubts.

Differential Instruction Plan:

Provide additional resources (videos, articles) for students who want to explore further.

Reflection:

Reflect on the student's engagement during activities and adjust accordingly.

1. Consider student feedback for improvement.
2. Observe all activities while teaching.
3. Observe the students' interest during study.

Holistic Progress Card (HPC) and NCrf

- Mapping and integrating the whole progress of learning with the holistic progress of individual students.

1. Regular assess student understanding through quizzes, discussion, and projects.
2. Use the HPC to identify areas for improvement and tailor instruction accordingly.

CLASS 5

LESSON PLAN ENGLISH

**CLASS V
TOGETHER**

UNIT 2: FLYING

TIME: 7 CLASSES

Block/School's Ecosystem: TLM customization according to Block

LEARNING OUTCOMES: By the end of the lesson the students will be able to-

- Read the story fluently.
- Respond orally to comprehension questions
- Understand the value of advice given by elders
- Learn the importance of obeying elders
- Able to make sentences on his/her own
- Can frame interrogative sentences using question words.
- Understand the use of prepositions and their importance in grammar
- Learning proverbs to beautify expression.
- Learning to break a word into syllables.

Essential Prior Knowledge:

- Children can read and comprehend. They can infer meanings of new words.

Short Term Strategic Thinking:

- The careless young geese did not pay heed to the wise goose and were trapped. Later they realized their mistake and their lives were saved.

Extended Thinking:

- Obeying and following advice given by elders must be taken seriously.
- As a team the geese fooled the hunter.
- As soon as the last bird fell to the ground, all the geese flew away safely.

Questions based on Bloom's Taxonomy:**Remember: Who said to whom the following:**

- "Well there's no hurry. The creeper is small. It would be a pity to destroy it now."
- "So this is where the wild geese live."

Understand

- Where did the geese live?
- Why did the old goose advice the others to cut the creeper then?

Apply:

- Why did the geese cry, "Help, help'?"
- What did the hunter do when he thought the geese were dead?

Analyze:

- Why did the geese pretend to be dead?
- What do you think the hunter would do with dead geese? Would he have earned more if he had caught them alive?

Evaluation:

- How did the hunter plan to trap the geese? Write in steps.
- Do you think the hunter was foolish? Why?

Create:

- Imagine that you were the hunter what would you have done? Tell your idea to the class.
- Have you faced difficulties because you hadn't listened to your parents or teacher? Write a paragraph about this experience.

Required TLMs:

- The teacher will show a chart with illustrations of various vegetables and fruits that grow as creepers including those that are native to Himachal Pradesh like the Pink Buransh, etc.

Multi Media Presentations:

- The story Ubuntu to be shown to the students, highlighting the theme "I am because you are!" A story showing team spirit and unity.

<https://youtu.be/GjVwsgL2i98?si=DDNDOJDtCudnbe-9>

Skills

Listening:

- The teacher will read the story, Ant and the Dove to the class. Students listen attentively and answer the questions.

Speaking:

- 'Let's Talk'' exercises to be done in class.

Reading:

- Silent and loud reading of the story.

Writing:

- 'Let's write'' exercises to be done in class.

Competencies:

- Collaboration
- Teamwork
- Doing work on time

Referrals: NCERT Marigold Book 5

Vocabulary:

- Learning how to break a word into syllables through the Clap, Word Game.
- With the help of the teacher and a dictionary, the students will infer meaning of the new words in the lesson.

Pedagogical Strategies: Interactive, Task based and Total Physical Response methods.

Opening Hook:

The teacher will begin the lesson by asking leading questions like—what are some of the things that your teachers and parents tell you to do on time? What do you think will happen if you don't listen to them? Why must we listen to our parents?

Direct Instruction:

After this discussion, the teacher will give a synopsis of the story. The lesson is about a flock of geese living on a tree. One day, an old and wise goose

happens to see a small creeper growing at the base of the tree. He warned the other birds about the danger of allowing the creeper to grow. But the other geese don't listen to him. Soon, a hunter happens to see the geese. The rest of the story is about what happens to the geese and how they escape.

The teacher will begin to read with proper pronunciation and expression. Reading by students will commence. Each student will read two lines. Questions and answers will be discussed and the students will attempt to write them on their own. Exercises following the lesson will be done in the book.

Psychology behind Pedagogy:

- Cooperation and Collaboration
- Obeying elders

Activities

Individual activity:

- Draw pictures of a young goose and the hunter.
- Find out what "All's well that ends well mean". Write a short story on this proverb.

Group activity:

- In small strips of paper, write the words for the Clap word game. Add more words if required. Each student will pick one and play the game.

Classwork/Homework

- All the exercises given after the lesson to be completed.

Differentiated Lesson Plans:

- A few students may require special attention to come up to the average level of the class. Such students will be given extra learning time during Remedial time.

Assessments: Formative and Summative:

- Students to be assessed/awarded grades according to the instruction of the Education department/ Principal.

HPC/NCrF:

Grades to be entered in the HPC/NCrF to conclude the strong and weak areas of students and help them accordingly.

HOMEWORK: Do Let's Write 4 in the copy.

Fill in the blanks with prepositions.

Last month, we decided to spend a week _____ Shimla. We got our seats reserved _____ the Kalka Mail. _____ the appointed day, we arrived _____ the station _____ time. The train leaves _____ platform 9. The platform was full _____ people, who were waiting _____ the train. "What seats have been allotted _____ us?" Arti asked Father. Father put his hand _____ his pocket and took out his purse. But the tickets were not _____ the purse. "I have left the tickets _____ my table _____ the office," said Father.

CLASS 6

LESSON PLAN

Subject - English

Topic - An Indian American Woman in Space

Chapter – 4

Class - 6th

Length of lesson - 4 periods spread in 4 days

Learning Outcomes:

By the end of the lesson students will be able to:

- Increase their vocabulary.
- Improve their reading, writing, speaking and listening skills.
- They will develop critical thinking skills.
- Express their ideas on the topic.
- Students will understand the life and achievements of Kalpana Chawla.
- They will identify the key events in her journey to becoming an astronaut.
- Students will express their thoughts on space exploration and its significance.
- Develop language skills through reading, discussion, and writing activities.

Focus of lesson:

CURRICULUM (What and Why)

- The chapter “An Indian American Woman in Space” is included in the curriculum to introduce students to the inspirational story of Kalpana Chawla.
- Students will enhance their comprehension and vocabulary skills.

Essential Prior Knowledge:

- Basic understanding of space exploration
- Familiarity with simple sentence structure and reading comprehension skills

Short Term Thinking:

- To know about space and spaceships.
- To learn about hard work.
- To learn about how we can fulfill our dreams.
- To know the difference between an airplane and a spaceship.

Extended Thinking:

- To develop students' interest in the subject.
- Understand and apply moral values of what is essential for human character and personality building.

Essential questions according to bloom taxonomy:

Remember

1. What is the title of the story?
2. Who is the main character in the story?
3. Can you list some of Kalpana Chawla's achievements?

Understand

1. Why is Kalpana Chawla an important figure in space exploration?
2. How did Kalpana Chawla's background influence her career?

Apply

1. Describe how Kalpana Chawla's story inspires you.
2. Write a sentence using one of the vocabulary words from the chapter such as

"Astronaut" or "Mission"

Analyze

1. Compare and contrast Kalpana Chawla's journey with that of another astronaut you know.
2. Discuss how Kalpana Chawla's cultural background contributed to her identity.

Evaluate

1. Judge which of Kalpana Chawla's achievements is most significant and explain why.

Create

1. Design a poster celebrating Kalpana Chawla's achievements.
2. Write a short story inspired by Kalpana Chawla's work.

Required TLMs:

General:

- Flash cards
- Chart or diagram illustrating difficult words.

Visual Aids:

- Photos and videos of Kalpana Chawla and space exploration activities.



Customized:

- Story telling about Vikram Batra who relates to our Himachal Pradesh District Kangra. **“Captain Vikram Batra”**
- Captain Vikram Batra was an officer of the Indian Army. He was born on 9th September 1974 at Palampur, Himachal Pradesh. He has been recognized because of his bravery. During Operation Vijay, Captain Vikram Batra of 13 J&K RIF was tasked to capture point 5140 leading from the front. In a daring assault,

he killed few enemy troops in a close combat battle. In July 1999, his company was tasked to capture a feature on point 4875. In a fierce hand-to-hand fight, he killed five enemy soldiers. Despite sustaining grave injuries, he led his men from the front and pressed on the attack, achieving the virtually impossible task in the face of heavy enemy fire, before attaining martyrdom. Inspired by his courageous act, his troops annihilated the enemy and captured Point 4875. For exhibiting an act of conspicuous gallantry, inspiring leadership, indomitable courage and supreme sacrifice, he was awarded the Param Vir Chakra (Posthumous).

Multi-media Presentation:

- Videos explaining on Kalpana Chawla and space mission.

Link: - <https://youtube.com/watch?v=6nF2qep4Keg&feature=shared>

Referrals: HP BOSE Honeysuckle Unit-4 “An Indian American Woman in Space”

Skills:

- Reading skill
- Listening skills
- Pronunciation skill
- Leadership
- Self-Reflection
- Adaptability
- Collaboration

- Communication skill
- Writing skill
- Analytical skill

Competencies:

- Critical Thinking
- Innovation
- Creativity
- Leadership and Responsibilities

Required Vocabulary:

- Space shuttle: A spacecraft designed to transport people and cargo between earth and space.
- Unlike: Different from.
- Look up: Find out (जानना).
- Astronaut: Space traveler.
- Frontiers: Extremely (सीमा).
- Take off: Launch (उड़ान भरना).
- Land: Get down (छोड़ना).
- Strip: A long narrow path.

Pedagogical Strategies:

The lesson will be taught using different modes of teaching like inquiry-based learning, cognitive load management, and cultural context.

Psychology behind Pedagogy:

- Encouraging students to ask questions and explore answers independently fosters curiosity.
- Presenting information in manageable chunks reduces cognitive load.
- Considering students' cultural background and local examples enhance relevance.

Teaching procedure:

Opening Hook for Learning:

Start the lesson with a short interactive discussion about Sunita Williams.

Direct Instruction:

Introduction:

- Use of storytelling to make the process relatable.
- Start by introducing the story.

Vocabulary:

- Identify and teach any challenging /difficult words to ensure understanding.

Comprehensive:

- Ask questions throughout the reading to encourage critical thinking.
- Ask students their daily life experience/thoughts.

Guided Practice:

- Pronounce and write the difficult words, write meaning on the blackboard.
- Help them frame sentences.

Independent Practice:

Ask the students to read and spell out the difficult words.

- Give dictation.
- Ask the students to read the story.

Activities:

- Role plays activity.
- Vocabulary games reinforce new words from the student.
- Creative writing exercise.

Assessment:

Formative Assessment:

- Oral quiz on the story.
- Ask questions, give dictation.
- Make sentences and write the meanings of difficult words.

Summative Assessment:

- Essay writing, question and answers.
- Make sentences.
- Antonyms, Synonyms.

Follow Up Action Plan for Students on H.W.:

Homework:

- Research and write a short paragraph on Kalpana Chawla.

Follow Up:

- Discuss the homework in the next class and clarify doubts.

Reflection:

- Reflect on student engagement during activities and adjust accordingly.
- Consider student feedback for improvement.

Differential Instructional Plan:

- Provide additional resources (video, articles) for students who want to explore further.
- Offer simplified explanation for struggling learners.
- Encourage peer tutoring for collaborative learning.

Holistic Process Card (HPC) and NCrf

Mapping and integrating the whole process of learning with holistic process of individual students.

1. Regularly assess student understanding through quizzes, discussion, and projects.
2. Use the HPC to identify areas for improvement and tailor instruction accordingly.

CLASS 7

LESSON PLAN ENGLISH

CLASS VII

UNIT -7

TOPIC: Dad, Cat and the Tree (Poetry)

TIME: 4 Classes

Block/School's Ecosystem: TLM customization according to Block

Learning Outcomes: By the end of the lesson the students will learn / be able to...

- Enjoy the humor in character, humor in situation and humor in the style of writing.
- Appreciate the character of the poet's father.
- Know rhyme pattern, a b c b.
- Know poetic devices, viz. alliteration, allusion, and personification
- New words and phrases

Focus of the poem:

- The poem, Dad, Cat and the Tree is a humorous poem and the poet makes fun of his Dad's attempts at rescuing a cat stuck high on a tall tree.

Essential Prior knowledge:

- The students will be able to read and understand the humor in the poem.

Short Term Strategic Thinking:

- A cat is stuck on a tree which is 'wobbly'. The poet's father is a very positive person but is over confident. He has 3 plans to rescue the cat. In plan A and B he fails but takes his fall in a light vein. In plan C the cat jumps down but the father is stuck! The plot, the character and Dad's over confidence invoke laughter.

Extended Thinking:

- The underlying message is, if one fails in his 1st attempt, he should not lose hope but act on plan B and plan C.

Questions based on Bloom's Taxonomy:**Remember-**

- Why was Dad sure he wouldn't fall?
- Why and when did Dad say each of the following?

(i) Fall? (ii) Never mind (iii) Funny joke (iv) Rubbis

Understand-

- Describe Plan A and its consequences.
- Describe the Cat's and Dad's situation in the beginning and at the end of the poem.

Apply-

- How did Plan B fail?
- Plan C was a success. What went wrong then?

Analyze-

- How was Plan C a failure?
- Do you find similarities between Mr. Wonka and the poet's father?

Evaluation-

- Write a character sketch of the poet's father.
- Do you agree that the tree too had an important role to play, in the poem?

Create-

- If you were the poet's father, how would you have rescued the cat? Look at the picture in your text book for a hint.

Saw My Teacher on a Saturday



Saw my teacher on a Saturday!
I can't believe it's true!
I saw her buying groceries,
like normal people do!

She reached for food and turned around,
and then she caught my eye.
She gave a smile and said, "Hello,"
I thought that I would die!

"Oh, hi . . . hello, Miss Appleton,"
I mumbled like a fool.
I guess I thought that teacher types
spend all their time at school.

To make the situation worse,
my mom was at my side.
So many rows of jars and cans,
So little room to hide.

Oh, please, I thought, don't tell my mom
what I did yesterday!
I closed my eyes and held my breath
and hoped she'd go away.

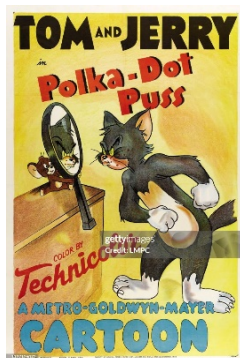
Some people think it's fine to let
our teachers walk about.
But when it comes to Saturdays,
they shouldn't let them out!

22

- Read the above poem and give your opinion about the little boy.

Required TLMs:

- Pictures of **Anupam Kher**, the famous actor from **Himachal Pradesh**, who has been awarded for his comic roles in Hindi films, **Charlie Chaplin**, **Thomas and Hardy**, **Tom and Jerry** to be pasted on a chart paper and their work as comedy actors and cartoons will be shared with the students.



Multi Media Presentations

- Selected small video clips from the above can be shown to students for enjoyment.

Skills:

- Listening, Speaking, Reading and Writing skills of language.
- Enjoying humor

Competencies:

- Confidence, resilience, adjustability, and problem solving.
- Aesthetic pleasure.
- Physical fitness

Referrals:

- Marigold class VII, NCERT
- Teacher's Handbook on Learning Outcomes, RIE-32, Chandigarh

Vocabulary:

Wobbly

for goodness' sake

child's play

pleased as Punch

smug

scoffed

landed wallop

safe and sound

smirk

Pedagogical Strategies: Active and Collaborative Learning

Psychology behind Pedagogy

1. Laughter relaxes the body and the mind. It is the best medicine for a sick body and a sad heart.
2. A sad heart laughs the most.

Opening Hook

- Many of you have seen cartoons. Why do you see them? Do the cartoons make you sad, angry or happy? The poem Dad, the Cat and the Tree, is a funny poem.

Direct Instruction

- In this poem we have five characters, the narrator, his Dad, his Mom, the cat and the tree. The narrator's father is an over confident person. He decided to help the cat which has stuck on a tree. He ignores his wife's warnings and fails twice. But without losing heart he tries once again. The cat is rescued but the father gets stuck in the tree. Did he fail or succeed?

Activities

- Find out a cat's defense mechanism.
- If you were the wobbly tree, write a letter to your father about that scary day when Dad decided to rescue the cat.

Classwork/Homework

- Which phrase in the poem expresses Dad's self-confidence best?
- The cat was very happy to be on the ground. Pick out the phrase used to express this idea.
- Describe the Cat and Dad situation in the beginning and at the end of the poem.
- Why and when did Dad say each of the following? (i) Fall? (ii) Never mind (iii) Funny joke (iv) Rubbish
- Do you find the poem humorous? Read aloud lines which make you laugh.

Differentiated Lesson Plans

- The Flipped Classroom method will be employed in repeating the poem for those who need help.

Assessments:

- Formative: Participation in classroom activities, answering very short questions orally, and submission of written work will be assessed formatively.
- Summative: The formative assessment grades and performance in the pen-paper tests will be counted for Summative assessment.

HPC/NCrF:

The overall performance of the students of the session will be reflected in the HPC/NCrF.

CLASS 8

LESSON PLAN

CLASS: VIII:

ENGLISH

UNIT 2

TOPIC: TSUNAMI

TIME: 7 PERIODS

Block/School's Ecosystem: TLM customization according to Block

- Learning Outcomes: By the end of the lesson the students will learn / be able to.....
- Students will realize the difficulties faced when a natural calamity strikes.
- Students will know about a tsunami.
- Students will know that people should help each other when in trouble.
- Students will understand what disaster management is.
- Students will learn Voice.

Focus of the lesson:

- Difficult situations make heroes.
- Animals and birds have a sixth sense or keen perception to danger.

Essential Prior knowledge:

- Students know how the Andaman and Nicobar Islands were devastated in the tsunami which struck India on 26th December, 2004.

Short Term Strategic Thinking:

- The difficulties faced by the people will be known to the students.

Extended Thinking:

- Students will be motivated to study what steps must be taken in case of a natural calamity.
- Students will be inspired to help people in their difficult times.

Questions based on Bloom's Taxonomy

Remember :

Say whether the following are true or false.

- Ignacious lost his wife, two children, his father-in-law, and his brother-in-law in the tsunami.
- Sanjeev made it to safety after the tsunami.
- Meghna was saved by a relief helicopter.
- Almas's father realised that a tsunami was going to hit the island.
- Her mother and aunts were washed away with the tree that they were holding on to.

Answer the following in a phrase or sentence.

- What were the warning signs that both Tilly and her mother saw?
- In the tsunami 150,000 people died. How many animals died?
- How many people and animals died in Yala National Park?
- What do people say about the elephants of Yala National Park?

What did the dogs in Galle do?

Understand:

- When he felt the earthquake, do you think Ignacious immediately worried about a tsunami? Give reasons for your answer. Which sentence in the text tells you that the Ignacious family did not have any time to discuss and plan their course of action after the tsunami struck?
- Which words in the list below describe Sanjeev, in your opinion? (Look up the dictionary for words that you are not sure of.)

cheerful ambitious brash brave careless
 heroic selfless heartless humorous

Use words from the list to complete the three sentences below.

- (i) I don't know if Sanjeev was cheerful, _____ or _____. (ii) I think that he was very brave, _____ and _____.
- (iii) Sanjeev was not heartless, _____ or _____.

Apply

- How does Tilly inspire the readers?
- How did the animals behave before the tsunami hit the coast?

Analyze

- How are Meghna and Almas's stories similar?
- Human casualty far exceeded animal casualty. Why?

Evaluation:

- If Tilly's award was to be shared, who do you think she should share it with — her parents or her geography teacher?
- Do you agree that if people are educated about the natural disasters, many lives can be saved? Discuss.

Create:

- What are the different ways in which Tilly's parents could have reacted to her behaviour? What would you have done if you were in their place?
- In a hit and run case, we can see the victim crying for help and people making videos and taking photographs. Write in steps what should be done to help the victim.

Required TLMs:

Himachal Pradesh prone to natural disasters: Latest State of Environment report shows the hill State is vulnerable to 25 out of 33 identified types of hazards. The following are the most common and most devastating.



Landslide-Kullu-Mandi Rd
Cloudburst Solan

Floods- Shimla
Earthquake Kangra

Multi Media Presentations:

<https://youtu.be/QUL77rqUIMg?si=WKOoDuIWZAkFFIIS>

Landslide Survivor Navin Bhardwaj Narrates His Ordeal | CNN News18

Skills:

- Listening to the lesson being read by the teacher and by the other students.
- Speaking- Suppose you are one of the volunteers who went to the Andaman and Nicobar Islands for relief work after the tsunami. You work

in the relief camps, distributing food, water and medicine among the victims. You listen to the various stories of bravery of ordinary people even as they fight against odds to bring about some semblance of normalcy in their lives. You admire their grit and determination. Write a diary entry. You may start in this way. "31 December, 2004, the killer tsunami struck these islands five days ago. But the victims are being brought in even now. Each one has a story to tell..,"

- Reading the lesson loudly and silently to understand the lesson, to infer the meaning of new words and to deeply understand the feelings and pain of the victims.
- Writing-Tilly Smith saved many people by remembering what she had learnt in her Geography lesson. Do you remember any incident when something that you learnt in the classroom helped you in some way outside the classroom? Write your experiences in a paragraph of about 90–100 words or narrate it to the whole class like an anecdote.
- Vocabulary: New words and their usage will be learned.

Competencies:

- Empathy and sympathy
- Civic responsibilities
- Moral duties

Referrals: Marigold Text Book for Class 8, NCERT

Vocabulary:

archipelago: sea tremor: a slight shake

Earth tremors: chaos:

Recede: Relief helicopters

resort: triggered: caused (describes a sudden

refuge: hysterical:

surge: withstood

Pedagogical Strategies:

- Integration with Geography
- Awareness about natural disasters.
- Being concerned and helpful.
- Education and knowledge help a person in crisis.

Psychology behind Pedagogy: Inspiring readers

Opening Hook:

- The teacher will read the news headline, New Indian Express, and trigger a discussion:
- **48 killed in Himachal rains, 14 of them in Shimla landslides**

The weather office predicted extremely heavy rains in nine out of 12 districts of the state, barring Kullu, Kinnaur and Lahaul and Spiti, on Monday and issued a yellow warning for Tuesday.

Direct Instruction

- The teacher will read the lesson without too much explanation, and will ask a few children to read too. New words simultaneously will be written on the board and students will try infer the meanings during silent reading time.

The lesson, Tsunami, is in three parts. The first two parts talk about four people, Sanjeev, a policeman posted in the Nicobar Islands, Meghna, Almas Javed, and Tilly Smith a small girl vacationing with her family in Thailand.

Activities

- As Social Activities Club members draw a poster and write a slogan in your group for collecting for the victims of the Tsunami, living in relief camps.

- Give a speech in the morning assembly as to how you as a student can help when a natural disaster strikes.
- Collect headlines and pictures published in newspapers about natural disasters. Your teacher and librarian will help you. You can find these in the internet too.

Classwork/Homework:

- Why did Tilly's family come to Thailand?
- Where had Tilly seen the sea behaving in the same strange fashion?
- Do you think Sanjeev or Tilly's mother were alarmed by the warning signs? Explain?
- Describe the scene of the relief camp. You may add details from your imagination.

Differentiated Lesson Plans

- Doubts will be cleared during remedial time.
- Help with question answers will be given by other students under the guidance of the teacher.

Assessments: Formative and Summative

- Participation in activities, completing classwork and homework within the stipulated time will be awarded under **Formative** assessments.
- Questions set for Mid Term and Annual Term Exam will be included for **Summative** assessments.

HPC/NCrF:

- The HPC will show the strength and weakness of the students and steps can be taken accordingly by the teachers.

