Teaching Manual 1

Preliminary details.

Name of teacher trainee : A. H. Adithya.
Name of School : G.U.P.S Chirayinkeezhu
Class : 7B
Subject : English
Chapter : And ~~in~~ Wonder and Amazement ~~f~~ Sing
Time : 45 mins
Date : 18.06.2024
Theme : Wonders

Subthemes

The nature as a source of wonder and amazement.

Learning objectives

* Read and enjoy the poem
* develop a habit of wondering about the universe they see around them.

Language elements

Using linkers and connectors

Past perfect

TLM

Audio of song, pictures of wonders, Tagore

18/06

Process	Assessment
[Teacher engaging in friendly talk with the students] Entry Activity All of you stand up. Put your hands straight close your fingers and rotate your palm. Rotate Right Rotate left	Children actively participated in entry activity
Activity 1 Teacher showing pictures of young men / children and women standing in wonder and amazement contempting nature. Teacher asking students to describe the picture	Hridya, Adharsh actively respond to the pictures and everyone in each group answer to the question to describe words.
Activity 2 [Making groups	

according to the picture

1. Mountain
2. Rainbow
3. Sunrise
4. Night

Then the teacher is showing them the painting of Tagore and ask them to identify who drawn this

As showing Tagore's picture and teacher describing.

the poet's [illegible]

	children told information they know about Tagore
Activity 3 Teacher recites the poem to child in audio Teacher asks the students to read the poem silently	The children silently hears the video and sing back the song in groups
Activity 4 Teacher began to read the poem and ask the students to underline unknown words.	Unknown words were underline and shown by Athash

Follow up activity

Finding the meaning of unknown words from the glossary.

15/1/24

Reflection Note

The class was well planned and can take easily at its planned. The usage of english was low, and teacher was centred to one student Athanh. The children are very enthusiastic to do activities

Teaching Manual 2

Preliminary details

Name of Teacher trainee : Adithya. A.M
Name of school : Govt. U.P.S. Chirayinkeezhu
Class : 7 B
Subject : English
Chapter : And An Wonder and Amazement I Sing
Time : 45 mins
Date : 19.06.2024
Theme : Wonders
Subtheme : The nature as a source of wonder and amazement

Learning Objectives

* Read and enjoy the poem
* Develop a habit of wondering about the universe they see around them.

Language elements

* Past perfect
* Using linkers and Connectors.

TLM
chart of answers.

Assess

Process

[Teacher made a friendly talk with students]

Entry Activity

Did you seen the painting drawn by Tagore yesterday.

ok, Now let's look into the poem once more and find how nature and Tagore related.

Activity 1

[Grouping them according to the words]

[Asking them to sliently read the first two paragraphs]

The sky is full of the sun and the stars

The universe is full of life

Among all these I have found a place

And in wonder and

amazement I sing
The world is swayed
By eternity's rushing tide
Rising and falling
I have felt its tug in my blood
Racing through my veins
And in wonder and amazement
I sing
[One again read by teacher]

Activity 2

Asking questions from the poem

1. What things made him wondered?
2. What does poet mean by 'universe is full of life'?
3. What does poet mean by 'I have found a plate'?
4. What do you think 'eternity rushing tide' means?
5. What does the poet mean by universe?
6. Have you ever felt such a sense of wonder and amazement like the people?
7. What does speaker mean by I have felt its tug in my blood?

The children are responding to the questions
Hridya is more responding than others.

1. sky, sun, stars, universe
2. world is full of life
3. It means that the universe is full of living and non-living things and wonders. Among them 4 got place to live here.
4. relentness flow of time and the eternal nature of existence.
5. world
6. Yes
7. shows the beauty of nature

Activity 3

Write about the wonders you see?

[Individual Activity]

[presentation]

Krishnajith wrote about his grandmother's house as the wonder and the story was interesting

Activity 4

Pick out the worldly wonders from the poem.

sun, stars, sky, univers

Follow up activity

Add more worldly wonders you know

Teaching Manual :

Preliminary details.

Name of teacher trainee : Adithya. A.H

Name of school : G.U.P.S Chiriyankeezhu

Class : 7B

Subject : English

Chapter : And in wonder and Amazement I Sing

Time : 45 minutes

Date : 20.06.2024

Theme : Wonders

Learning Objectives

* Read and enjoy the poem
* Develop a habit of wondering about the universe they see around them.

Language elements

Poetic Devices

Alliteration

Past perfect

TLM

Audio of poem, chart displaying poetic devices

Process	Assessment
Entry Activity Now, We can add an adjective to our name. The game is simple. When the music starts you have to pass the starwand and when the person who got the wand at the time music stops should say their name with adjective eg: Amazing Adi-thya	The children were actively participated in the entry session
Activity 1 Ok. What were the wonders seen by the Poet? Universe, Sun, stars Today, we are going to a walk with tagore. [Ask Asks the children to read the poem]	Vishnunath, Sreehari, Abina respond verywell to the questions

While walking in the woodlands
with my feet I have touched the
blades of grass
I have been startled by the
fragrance of flowers
They have all maddened my mind
The gifts of gladness and joy
Are strewn all around
And in wonder and amazement I
sing

I have pricked my ears
I have opened my eyes
I have bared my heart to the
world

In the midst of the known
I have sought the unknown
And in wonder and amazement I sing
(teacher reading the poem)

Activity 2 [Grouping according to wonders]
1. What maddened the poet's
mind
2. Why does the speaker prick

The groups with
members Thanima,
Abina, Anashwar
wrote down the answer
well

his ears, open his eyes and bare his heart?

3. What do you think the poet means by: In the midst of the known I have sought the unknown?

4. What do you think is actually strewn around.

5. What is compared to tide?

6. Which lines in the poem point to the speaker's idea that there is something beyond what he could see around him?

Activity 3

Presenting the answers by groups

1. Intense inspiration and emotions

2. To fully immerse himself in the existence of wonder and amazement.

3. To explore more. It shows the curiosity for new experiences and knowledge beyond current knowledge

4. Spread around the universe

5. world

'I have sought the unknown
things In the mid st of the
known'.

Activity 4

In the poem we had gone through many wonders and amazement. List them.

- The sky full of the sun and the stars
- The universe is full of life
- Flower's fragrance

Follow up Activity

Make proper pairs of the word

a) flowers	world
b) grass	racing
c) mind	blades
d) veins	fragrance
e) swayed	maddened

The wonders were find out by the students very eagerly.

Teaching Manual 4

Preliminary details

Name of teacher trainee : Adithya. A. H

Name of school : G.U.P.S chirayankeezhu

Class : 7B

Subject : English

Chapter : And in wonder and Amazement I sing

Time : 45 minutes

Date : 21.06.21

Theme : Wonders

Learning objectives

Poetic appreciation, get a good idea about poetic devices

Language elements

* Alliteration
* Refrain

TLM

Worksheets of Alliteration and Refrain.

Process	Assessment
Entry Activity Betty brought some butter The butter was bitter So the betty bought some another butter The butter was better than the bitter butter Activity 1 (The teacher is playing an audio) The sky is full of the sun and the stars. The universe is full of life Among all these I have found a place And in wonder and amazement I sing (Teacher reading the poem) The sky is full of the	The children happily and enjoying do the activity.

Process	Assessment
Entry Activity Betty brought some butter The butter was bitter So the betty bought some another butter The butter was better than the bitter butter Activity 1 (The teacher is playing an audio) The sky is full of the sun and the stars. The universe is full of life Among all these I have found a place And in wonder and amazement I sing (Teacher reading the poem) The sky is full of the	The children happily and enjoying do the activity.

sun and the stars
In this 4th line
sky sun stars
sound 's' is repeated.
Do you know what poetic appreciation is used here
Did you hear about alliteration.
Yes, this is called alliteration
Peter piper picked a peck of pickled peppers
Can you find which sound letter is repeated.

Activity 2
[Making in groups as per wonders.]
Giving worksheets
. she sells sea shells on the sea shore
. Big brown bears bounce balls

The worksheet of alliteration was greatly done by all the students.

· Misty mountains majestically rise into the sky.
· Crazy cats cuddle cautionly.

Activity 3

Teacher is playing an audio of a poem sands of Dee Few lines

O Mary go and call the cattle home.
And call the cattle home
And call the cattle home
Across the sands of Dee

Is these any lines repeated?

What poetic appreciation is that.

Yes, Refrain is a line or phrase in a poem typically appearing at the end of each stanza or at regular intervals throughout the poem.

The poetic ~~line~~ refrain in the poem was identified by the students

Spin Bind

Hidge. Thanks

Sahal Krishna made

the experiment in

a beautiful way.

Follow up Activity

Write Do's and Don't s, you should be aware while travelling

(6)24

Reflective Note

The class had taken according to the planning. The teacher used english through out the class and the students are able to understand and respond to the questions. The children are very active in all the works.

Teaching Manual 5

Preliminary details

Name of teacher trainee : A. M. Adithya
Name of school : G.U.P.S Chirayinkeezhu
Class : 7B
Subject : English
Chapter : Glimpses of the Emirates
Time : 45 minutes
Date : 24.06.24
Theme : Wonders
Subtheme : Travelling and its significance in life

Learning Objectives

* developing a sense of wonder and curiosity at what they see as marvels - strange objects, people and places
* develop an interest in travel writing
* Acquire the language of the discourse of travel writing

Language elements

Language used in public documents.
Use of Qualifiers

TLM

charts

Assessment

Poem

Entry Activity

Placing a chart writing essential things to carry while travelling. Ask them to pick one and say one sentence about it.

Activity 1

(Teacher showing a picture and ask them to describe] (picture of man to enter flight]

Yes Now, we are going to discuss where the man was going and what happened

Everyone read 1st stanza of the textbook page no:27

Now teacher read it along with the and ask

students to underline the difficult words.

squeezed
eyeful
hovering
stretch

~~Asking questions.~~

Activity 2

Asking questions from the passage.

· What does the term accidental tourist mean?

· If you are given a chance to travel abroad, which country would you choose? Why?

Activity 3

Making them in groups according to some travel cities?

Ask them to write about their dream travel place?

Go (Individual writing)

The answers were find out by the group 3 of Anashwara. M.S and Diya. SR

Presentation by the groups

Follow up activity

Write your vacation spot you had travelled.

15/2/24

Reflective Note.

The class had taken according to the planning. The teacher use english throughout the class and the students are able to understand and respond to the questions.

Teaching Manual 6.

Preliminary details

Name of teacher trainee : Adithya. A.H

Name of school : GLPS Chirayinkeezhu

Class : 7

Subject : English

Chapter : Glimpses of Emirates

Date : 25.06.24

Theme : Wonders

Time : 45 minutes

Learning Objectives

* developing a sense of wonder and curiosity at what they see us
* develop an interest in travel writing
* Acquire the discourse language of travel writing

Language elements

Language used in public documents

Use of Qualifiers

T.L.M
1. Library chart

Process	Assessment
Entry Activity Goodmorning all, Did all find out your next vacation destination Ok now lets play a game I will wrote a word on board. You should say a country name with the word last letter Apple	
Activity 1 Now let's recall something > Where did our author stay > Why does the author say that he had squeezed in two days?	

Now all of you sliently read passage two of Pg No:27 and underline the unknown words.

Activity 2

Teacher reading the passage

The long drive in my friend Ashokan's car from Ras Al-Khaimah to Abu Dubai was memorable experience. We never tried of stopping and venturing the beach. The sea had the same serene apperance everywhere. One feels a kind of heavenly bliss at these quiet beaches.

[explaining the meaning of the passage]

The answers were easily found by the students

Activity 3

Teacher asking questions from the passage

> From where to where was the long drive?

> Why does the author say 'One feels a kind of heavenly bliss at these quite beaches!

Activity 4

Teacher asking them to find the meaning of words from glossary.

> Venturing

> serene

> bliss

The meanings had found out by Sohan Sathya.

Follow up activity

Write a beach experience of your own.

Teaching Manual 7

Preliminary Details.

Name of the teacher trainee : Adithya. A. H
Name of school : G.U.P.S chirayinkeezhu
Subject : English
Unit : Glimpses of Emirates
Theme : Wonder
Date : 26.06.24
Time : 45 minutes

Learning Objectives

- develop an interest in travel writing
- Acquire the discourse language of travel writing.

Language elements

- Language used in public documents
- Use of Qualifiers

TLM

Glossary chart

Activity 3

Teacher as
from the
> from
the long di
> Why
feels a
their qui

Activit

T

find
glos

Process

Entry Activity

Today all should introduce your positive thing with your name

eg: Smiley Adithya

[Randomly calling a child and the game continues]

Activity 1

Can you know what happened to the author next experience in his accidental travel

(Free Response)

Ok. Now all of you take TB page no: 72 and paragraph 1st.

(Silent Reading)

Assessment

Activity 2

Making them group randomly and ask them to underline unknown words and find the meaning and add to Glossary box.

Sight
Stupendous
aerial

Activity 3

Asking questions from the passage

> Make a note on Noor Abu Dabi Solar Power plant

> Why did the author have to satisfy himself with the photographs on the net?

Activity 4

Teacher reading the passagraph:

At Sweihan in

Abu Dubai, I caught sight of something unexpected. It was the entrance to the Noor Abu Dubai Dhabi solar power plant in the world, producing a stupendous 1.2 GW of power. Of course, tourists are not allowed inside. I had to satisfy myself with the magnificient photogsaphs of the power plant on the net. The plant has an amazing 3.2 million solar panels. I wish tourists were given an aerial view of the point.

[Teacher explains the meaning]

Follow up Activity

Collect any 5 solar power plants in India.

Teaching Manual 8

Preliminary Details

Name of teacher trainee : Adithya.M.H
Name of school : G.U.P.S Chirayinkeezhu
Subject : English
Unit : Glimpses of Emirates
Time : 45 minutes
Date : 21.06.24
Theme : Wonder

Learning Objectives

> developing a sense of wonder and curiosity at what they see us
> develop an interest in travel writing
> Acquire the language of travel discourse writing

Language elements

> Language used in public documents
> Use of qualifiers

TLM

Glossary chart

Prose

Entry Activity

All of you stand up Today. We are going to play a game.

When I said teacher says to make a sentence you should make a sentence and when says 'make a sentence only don't make it.

Activity 1

> Which were the places the author had travelled in his accidental journey?

Ok, now we can look where were author had gone after these places.

Now everyone read 2nd paragraph of Page No: 28.

[Silent Reading]

Activity 2

Teacher asking questions from the passage.

> What was the fantastic experience author had?

> What does the author mean by 'a feeling of being out of the world'?

> Write the experiences and wonders of author after seeing Burj Khalifa?

Activity 3

Now again read the passage and underline the tough words

Imposing
fascinating
dazzling
creek

Abu Dubai, 1
something a
the entrance
Dubai Dhal
in the world
1.2 GW of
tourists o
inside. 1
myself
photogsa
plant o
has a
solas 1
wesc
of 1
[1

Activity 4

Teacher reading the passage, randomly choosing students to read.

Follow up activity

Write about any world wonders and paste a picture of it

Teaching Manual 9

Preliminary details

Name of the teacher trainee : Adithya. A. H
Name of the school : G.U.P.S Chirayinkeezhu
Class : 7
Subject : English
Time : 45 minutes
Date : 28. 06. 24
Theme : Wonder

Learning Objectives.

> develop an interest in travel writing
> Acquire the discourse language of travel writing.

Language elements

> Language used in public documents
> Use of Qualifiers

TLM

Glossary chart

Process

Entry Activity

Teacher writing stationary items on board and asking them to spell it in different emojis

stationary items

pen

book

pencil

school bag

emoji

happy, sad, angry, attitude

Activity,

Can you guess where did our tousist had gone next?

To know everyone read TB Pg No: 28 3rd paragraph (silent reading)

Activity 2

Teacher asking questions from the passage

> Why did the author think he was unlucky in his visit to the Louvre Museum?

> Write a note on Louvre Abu Dubai Museum.

Activity 3

[Making them in groups according to their wonders]

Asking the groups to read the passage one again and underline the difficult words.

~~inspiring~~ marvel
fascinating
artefacts
terrible
standards

Activity 4

Passage was read by the teacher and ~~accidently~~ randomly selecting childsen to read.

But nothing marched the Louvre Abu Dhabi Museum a marvel by any standards. It houses some of the world's most fascinating archaeological remains, paintings sculptures and other artefacts. It carries the name of the famous Louvre Museum in France on an agreement. It has also rented more than 300 pieces from the Louvre for display. I thought it terribly unlucky for me to have spent only half a day in the museum. I would have loved to spend at least a week.

Follow up Activity

Write a note about a Museum and paste a picture of it.

Teaching Manual 10

Preliminary Details

Name of the teacher trainee : Adithya. A.N
Name of school : G.U.P.S Chirayinkeezhu
class : 7 B
Subject : English
Time : 45 minutes
Date : 28.06.24
Theme : Wonder

Learning Objective

> develop an interest in travel writing
> Acquire the language of travel discourse in writing

Language elements

> Language used in public documents
> Use of Qualifiers

TLM

Glossary chart, picture description chart

Process	Assessment
Entry Activity Teacher will provide sentences to each student and ask them to read in different emojis Hello. How are you? Do you want coates? I trust you. Activity 1 Silent Reading Do you want to find out wheather the journey was over or he had gone to somewhere else. Let's find out. Read TB pg No: last paragraph and underline the diffault words.	

Activity 2

Reading by the teacher and randomly selecting students to read.

On boarding the flight to Calicut, I wished I had more time for a visit like this. At least two weeks. Another time, I might get a chance again. You never know

Activity 3

Take the page no 29 and fill up the pictures from the passage & related sentences

a) I was able to view the imposing Burj Khalifa, the tallest building in the world

b) A boat ride at Bur Dubai late in the evening

was a fascinating experience.

c) At Qasidan in Abu Dubai, I caught sight of something unexpected. It was the entrance to the Noor Abu Dhabi Solar Power plant. It is the largest single site solar power plant in the world, producing a stupendous 1.2 GW of power.

Teaching Manual

Preliminary details

Name of the teacher trainee : Adithya. A.M

Name of the school : G.U.P.S Chinnayindlaveetu

Class : 7B

Subject : English

Unit : Glimpses of Tamilnadu

Time : 45 minutes

Date : 01.06.24

Theme : Wonder

Learning outcomes.

* develop an interest in travel writing
* Acquire the language of travel writing

Language elements

* Language used in public documents
* Use of qualifiers.

TLM

Glossary chart

Entry Activity

Teacher give some words of verbs. The children should make a sentence with it.

eg: Cry.

Baby was crying

Activity 1

Did you go outside alone?

Do you ever gave instructions of pathway to your house.

Ok now read the conversation btn Mizhi and Sarah

[Silent Reading]

Activity 2

Look, there is a map in the TB page No: 30 and also the instructions

How can you write individually the way to your house from school.

Activity 3

How you can present the directions in the class.

Activity 4

Teacher is giving purpose to draw route map to show their way to school from home

Follow up Activity

Make a route map from your home to Attigal Bus stand.

Teaching Manual 12

Preliminary details

Name of teacher trainee : Adithya. A. M.
Name of school : G.U.P.S Chirayinkeezhu
Class : 7.B
Subject : English
Unit : Glimpses of Emirates
Time : 45 minutes
Date :
Theme : Wonder

Learning Outcomes

* develop an interest in travel writing
* Acquire the language of travel writing

Language elements

* Language can be used in public documents
* Use of Qualifiers

TLM

Glossary chart

Process	Assessment
Entry Activity Teacher says children to say common noun and proper noun, they should say a word of that noun eg: Proper noun (ask by teacher) Student : Navami Common noun Student : boy **Activity 1** Do you love to travel? Do you ever travel in a flight? Do you know the procedure of travelling in a flight?	Suchari telling his travel experience

[Making in groups according to wonders]

Now, write down the things you should need while travelling in flight (documents)

Activity 2

Did you hear about self - Reporting form?
Why did the passenger film that form?
Ok now, what should be the things you should include in a self - Reporting form.
(individual writing)
(Grouping)
Now check with your friends and add if you skipped anything
Presentation by groups.

students write all the things needed in a self - reporting form

Activity 3

Now take your TB and look at page no : 31 Read that

What did you see of. Now, look there is a self - Reporting form. Individually finish that

Finish and presented the activity book

Follow up activity

Prepare your own self - Reporting form.

25/06/24

Reflection Note

Class was timebound and got huge reponse from the class. Students are happy to ~~assure~~ be work individually.

Teaching Manual 13

Preliminary details

Name of the teacher student : Adithya. A. N

Name of the school : Govt. U.P.S. Chirayinkeezhu

Subject : English

Unit : ~~Wonders~~ Glimpses of Emirates

Theme : Wonder

Date :

Time : 45 minutes

Learning Objectives

* develop an interest in travel writing
* Acquire the language of discourse of travel writing

Language elements

> language used in public documents

> Use of qualifiers

TLM

Worksheet of adjectives

Description of place they visited earlier

Process	Assessment
Entry Activity colour and things Teacher wrote some colour name and child had to make a sentence with it. Activity 1 Teacher give some worksheets of adjectives and ask them to underline the adjectives Slowly giving sentences from the chapter - The sea had the same serene appearance everywhere. One experiences a kind of heavenly bliss at these quite beaches. - I was able to view the imposing Burj Khalifah the tallest building in the world.	Activities was fastly done by krishnajith

Activity 2

The students were given a boarding. Pass and ask to write what should be the details you should fill self Reposting Form.

After presenting the points the students are allowed to fill an self - Reporting Form of Neshwa Mariyam.

(Individual Activity)

Teacher Randomly selecting students to present it

Activity 3

The teacher ask children to share their experience of travelling

The teacher were give some of the words to describe the words.

Travelling experienc shared by Athash, Bipin

(Individual activity)

Randomly selecting students to present

Teacher version

I had travelled to Ponmudi with my family. The place was very quiet and pretty. It was season, so was crowded and noisy. But the mountains we sat provide a vibrant, peaceful, green atmostphere. The view from the top was breathtaking

Follow up activity

Write 'the favourite place you want to visit'.

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29/06/24