

Learning Objectives

- x the learners are expected to
 - x develop a sense of wonder and curiosity at what they see as marvels - strange objects, people, Place.
 - x get an understanding of impact of technology on human lives.
 - x develop an understanding of how human beings cope with objects, people and situations which are unfamiliar to them.
 - x identify the role of social relationships and cultivation of values in dealing with problems and difficulties.
 - x identify and use items of vocabulary, usages and structures that are available in the text.
 - x hone their listening and speaking skills through transacting the text and engaging in the suggested activities.

Day 1

Process :

Titular picture

Video clip about Robot, Malayalam movie 'Android Kurjappan'

Discussion of Role of Robots in our life.

Doorway picture reading -

Interaction -

- What is the picture about?
- What are the different kinds of Robots you can see here?
- What are the common tasks that Robot can perform?
- Have you seen a Robot working?

✶ Learners read the Comments.

Discuss the Situations where robots are useful.

Reading Process - A Robot with a Virus -
[Para - 1 - 6]

- Silent - Marked reading by learners
- divide into groups - Group reading

Sharing ideas -

Teacher talk - Lesson mapping.

- What is the para about?
- Who are the characters?
- What is the location?
- What are the unfamiliar words?

To Sum up the ideas

- Teacher reads loudly Page no: 9 - 10 (SB)

- divide the lesson into 3 segments and asked 3 learners to read loudly.

- Teacher can provide help wherever necessary

Assignment

What are the things your mother asks you to do ?

Day - 2 [Para = 7 to 11]

- Discussion of Assignment.

- Ricky's Room is messy. How can we solve the problem?

- Reading Process -

- Silent Reading

- Group reading

- Scaffolding Questions: -

- What changes do you see in Ricky's room after the 1 Robot's arrival?
- Who cleans the room?
- Why do you think Ricky felt happy, when he saw his room clean?
- Why did Ricky Complaint robot?
- What things disappear from Ricky's room?
- What was father's reaction to this?

- B. Assignment -

my dictionary preparation.

DAY: 3.

Process:

Teacher asks some simple questions to check the comprehension of the previous class.

- * What household chores did the butler robot take over?
- * What does the author mean by 'he caught it red handed'?
- * Why Ricky disliked the robot?

→ Silent Reading by students
[Conversation on Page No: 11]

→ Students identify the difficult words.

→ Loud reading by the teacher and explains the meaning of the difficult words.

→ Loud reading by students [individually]

→ Teacher explains how to write a conversation.

→ Teacher asks some scaffolding questions

- * What was Ricky's complaint to his father?
- * What did the robot do when he heard the boy's complaints?
- * How does the Robot describe himself?

Home Assignment.

* Activity 3.

DAY : 4 Process

- Presentation of home assignment.
- Teacher briefly explains the previous day's class.
- Silent reading and identifying the new words by students.
- Loud reading by teacher, explains the meaning of new words.
- Loud reading by students. (Individually).
- Scaffolding Questions.
 - * What changes came about in Ricky's behaviour?
- Profile reading by teacher.
- Provides some hints to complete the profile
 - Full Name
 - Date and Place of birth and death
 - Nationality
 - Educational background.
 - Career and achievements.
 - Published works.
 - Awards.
- Home Assignment
 - * Profile Writing.

A Robot with a VirusAbout the author

Teacher asks the learners to collect informations of author from TB and other sources.

Teacher asks some ques regarding name, date of birth, awards, achievements etc. of the author.

Teacher asks them to sit in 5 groups and prepare ^{the profile} of author using the collected details.

Individual Construction

Presentation by a few individuals

Sharing in group for refinement

Presentation by the groups

Teacher's Version

Editing.

Plots for teacher talk

- 1) What is the full name of the author?
- 2) Where was he born? and when?
- 3) What are his achievements?
- 4) Where was he educated?
- 5) What were his notable contributions?

Activity - I (Arrange the events in order)

The main events of the story are given in jumbled order. The class is divided into 5 groups and teacher assigns the task to read the sentences carefully. They write it in correct order. Then they write a paragraph combining the events. The children are asked to construct a paragraph using the sentences, given with necessary syntax, features and discourse markers.

Individual Construction

Presentation by few individuals

Sharing in group for refinement

Presentation by the groups

Teacher's Version

Editing.

UNIT-1

A ROBOT WITH A VIRUS.

PERIOD - 7.8

ACTIVITY - 2.

We saw a change in Ricky's behaviour at the end. Write them below.

LEARNING OUTCOMES - understands the story and able to analyse the change in Ricky's behaviour.

- Able to form simple sentences.

Activities

Teacher asks the students some questions as an introduction to this activity

- What kind of boy was Ricky?
- Did you like Ricky's behaviour at the beginning of story?
- How do you behave at your home?
- Did you notice any change in Ricky's behaviour at the end?

Now Shall we try to write the change in Ricky's behaviour?

I will give you some hints.
With the help of that you can write Ricky's behaviour.

Hints

clean, messy, careless, perfect, tidy
scatter, care, necessary, pocket money.

Teacher explains the meanings of words given as hints.

Then teacher asks them to write the changes in behaviour of Ricky.

As an extended activity, teacher asks students to write "What changes will you bring in your behaviour after analysing Ricky's change?"

Activity 4a & b

Period - 9, 10 Class - 7

4a. Read the following parts from the story and pick out expression from the passage which show disagreement

Asks them to read the activity and find the negative words from the passage

Expected answers :

don't think so

don't understand

can't agree

can you say the expanded form of don't, can't etc.

Teacher writes the expanded forms on the board.

These negative sentences are also called disagreement.

Teacher writes the word disagreement on the board.

Teacher gives some examples related to the sentences which shows disagreement

e.g.: He is a naughty boy.

This dress is very expensive.

Teacher asks some other examples.

Teacher concluded some negative sentences do not contain 'not'.
There are disagreement sentences.

Activity - 4b.

Teacher asks them to read the conversation.

What is the word - Agreement.
Suppositive sentences / ~~are~~ positive sentences are Agreement sentences.

Teacher asks them to say the advantages of Robot.

From this teacher clarifies the students' Agreement and disagreement expressions of the Robot.

Teacher asks them to write the sentences which express agreement and disagreement in the box below.

Std-7

11/8/2

Unit-1 A Robot with A Virus

Activity-5

Debate:- We cannot live without mobile phones "Uses and Abuses"

Teacher Talk Learning objective:- Get an understanding of Impact of technology on human lives

What all things make our life easier than the olden days?

How do we send messages in olden days?

How much time is needed to receive a message from an inland letter?

What about the messages of today?

What time is needed to receive the messages of today? SMS, What'sapp

Do you have mobile phone at your home?

Do you use mobile phone?

Tn. shows the picture of 'Mobile Phone' using ICT.

Tn. shows some newspaper reports of good and bad sides of mobile phone using ICT

Tn. says, now we are going to conduct a 'Debate'.

Tn. finds a moderator for the debate using a game (Tn gives the word 'Beautiful' to the students and asks them to find as many words from the word 'beautiful' within 2 minutes)

Let the winner be the moderator
of the debate.

Tx. divides the class into two.

Group A & Group B

Group A Presents their ideas on
the topic 'uses of mobile phone'
and group B Presents their ideas on
'abuses of mobile phone'.

After presentation moderator
sum up the arguments from the
groups and seeing that the
decorum of the debate is maintained.
It should be also seen the
members of the one group do not
repeat the arguments which have
already been advanced. After debate,
Tx. asks them to complete the
use and abuse column individually.

Class : VII

Unit : 1

Periods : 13, 14

Discourse : E-mail complaint

L. Out: Language used in public domains

Teacher-talk: Asks certain questions about modern ways / methods of communication.....

How can we send messages to your friends relatives etc ?

Do you think about sending messages to offices or any other enterprises or shops ?

~~Let's go to activity~~ Students responds quickly by telling about Whatsapp, sms, and e-mail.

From this, official letters are sent by e-mail.

Teacher can start a short description about the e-mail.

Teacher can open an e-mail in any device and show to them....

Teacher should explain in simple terms how an e-mail is composed.

Meanwhile they can differentiate between a normal letters and e-mail.

- * Teacher can scaffold the students who are composing the message.
- * Do it as an individual work and present, correct it by giving teacher's version.

Period 14: Puzzle:

Teacher-talk: Teacher can show simple puzzles using ICT, Then they recall it. and (magazines, or form a newspaper).

- * Teacher gives awareness of mechanics / techniques of filling them.
- * Teacher can show an unfilled puzzle and its filled form.
- * children try to fill the columns using the indicators given.
- * Ask them to prepare more puzzles or collect from other various sources and exhibit in the class room.

Period : 15/16

Time : 45 min

Class : VII

1. L.O

Identify the usage and structure of present-perfect tense

Activity - 9

Teacher introduces a paragraph from the text

"Father, this butler He has filched my things"

Teacher writes the sentence given in italic in the black board.

* Interaction

- What is the meaning of this sentence?
- Do you familiar with this sentence structure?
- What is the its sentence structure?
- Can you say some examples like these sentences?
- Teacher gives examples like

I have completed my homework

They have played football

She has gone to the library

He has read the book etc

Teacher writes the examples on the black board and underlines the structure

Do you understand the structure well?

Ok, then try to find some sentences of similar pattern from the given paragraph (TB page 21)

Extended activity.

Find out more examples like this sentences.

Period: 17

Class: VII

2

Activity 10

L.O

Understand the content and language used in posters

* Discourses

Posters, slogan, placards.

Teacher presents different posters and slogans using ICT.

Teachers talk

* What do you see in this video?

* Do you know what is poster?

* What key points do we want to highlight on a poster?

* How can we make the poster more attractive?

(Ask them to take ^{TB} page No: 22)

Analyze the posters.

What function do the posters serve?

Do you think posters like these have special kind of language?

Teacher discusses the use of gadgets like mobile, laptop etc.

What actions constitute the misuse of electronic gadgets?

* Asks them to prepare a Poster (Page 23 T.B Activity)

POEM

IN WONDER AND IN AMAZEMENT I SING

AUTHOR - RAVINDRANATH TAGORE.

INTRODUCTION.

As an introduction to poem, teacher asks the students some questions related to nature.

Children may come up with variety of answers.

Few examples

- Which is your favourite season?
- What things made that your favourite season?
- What changes you can see in nature in that particular season?
- Have you gone for a nature walk?
- Do you like the beauty of nature?

Can you write 4 lines describing the beauty of nature?

Now we will move to a beautiful poem written by Ravindranath Tagore.

LEARNING OUTCOMES : (1) identifies the theme of the poem.
(2) develop a habit of wondering about the universe they see around them.

Teacher gives a short description about the author.

Teacher asks the students to read the poem silently and identify the theme of the poem.

Teacher shows pictures of young children standing in wonder and amazement contemplating nature.

Period - 2.

Teacher asks the students to recollect the theme of the poem.

Teacher plays the audio-visual version of the poem.

Teacher asks the students to find out the expressions they like most.

Then teacher asks some scaffolding questions to explore the poem.

eg: What is the sky full of?

How does the speaker sing?

What is compared to a tide?

After discussing the scaffolding questions, teacher again comes back to the theme of the poem.

Now children will be able to correctly identify

the theme of the poem.

Then teacher explains about the poetic devices.

- rhyming words
- alliteration.
- refrain.

children identify these poetic elements in the poem and ~~see~~ understands how these elements add beauty to the poem.

children read the poem again - individual reading

Then teacher selects students randomly and asks to recite the poem.

Children are asked to comment on the poem and appreciate it.