

TEACHING MANUAL (CLASS-VII)**Module No.: 1**

Name of the Unit : **IMAGINATION**
Module Number : 1
Expected Time : 3 Periods
Theme : Imagination
Learning Objectives : To enable the learners to communicate effectively
TLM : Titular picture (printed or digital), Music (audio)
Pictures, role play (doorway activity)
Date : From.....To.....

PROCESS	RESPONSE
<p>The teacher enters the class and makes some informal talks with them.</p> <ul style="list-style-type: none">▶ Hey, how are you students?▶ I am very much excited to see your happy faces.▶ Do you like to enjoy music?▶ Who is your favourite singer? <p>Processing titular page</p> <ul style="list-style-type: none">▶ Present the picture to the learners and ask them to read it quickly.▶ Encourage the students to share their ideas about the picture.▶ Then the teacher introduces a sweets music audio and she asks the learners to listen to it by closing their eyes.▶ Then the teacher asks them to share the thoughts they experienced while listening to the music.	

- ▶ Encourage them to share their experiences.
- ▶ Then the quote in the titular page is introduced and a discussion about that quote is followed.

Ask questions like,

- Do you know Albert Einstein?
- Have you heard of him?
- Do you know what is “intelligence”
- What is the difference between ‘knowledge’ and ‘imagination’?
- The teacher summarizes the whole idea using student responses. The teacher consolidates all the points discussed in the classroom.

The Doorway Activity

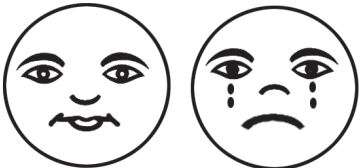
- ▶ Teacher presents the pictures (in doorsay page) using ICT.
- ▶ Encourage them to analyse the pictures by reading the captions below the pictures.

Ask questions like,

- Do you have a doll?
- If you have, what’s her name?
- How do you take care of your doll?
- How is the boy in the picture taking care of his doll?
- Can a doll be a good friend?
- ▶ Then the teacher shares her childhood experience with her favourite doll
- ▶ Then the teacher asks the learners also to share their experiences if they have any.
- ▶ The teacher asks the learners to draw a picture of their doll.

To write conversation based on the context

Name of the Unit : **IMAGINATION**
 Name of the lesson : A Doll's Journey
 Module Number : 2
 Expected Time : 3 Periods
 Theme : Loves care for fellow beings
 Learning Objectives : The learners will be able to summarise the story that they had read.
 : Identify the situation and write dialogues according to the situation
 : Enact role play of the characters.
 TLM : TB pictures
 Date : From.....To.....

PROCESS	ASSESSMENT
<ul style="list-style-type: none"> ▶ The teacher builds a rapport with the learners by asking some informal questions. ▶ Are you all happy today? ▶ Is it a special day for you. (Birthday anything like that...) ▶ The teacher shows pictures of happy/unhappy face to them to which they respond accordingly. ▶ Asks them to draw its easily. <div style="text-align: center;">  <p>(For slow face learners art)</p> </div>	

Do you remember the girl in the park who was sad?

- ▶ The teacher reminds the situation of the park in Berlin.
- ▶ Can you summarise the situation? (Random response)
- ▶ Who met the girl?
- ▶ What did he do? What did he ask?
- ▶ What was her reply?
- ▶ Did he soothe her?
- ▶ Can you imagine the situation and write 3/4 dialogues between them.
- ▶ Individual writing - presentation (individual)
- ▶ Write in groups after selecting the most suitable dialogues (group refinement)
- ▶ Presentation by groups
- ▶ Select one and edit
- ▶ Teacher's version.

Then the teacher asks them to situation of park in the class and enact roleplay in the classroom (groups)

They can use the available materials in the classroom. (Give scores)

Draw the picture of the Park, Kafka and the girl

or

the favourite place which you like to spend your leisure time.

TEACHING MANUAL (CLASS-VII)**Module No.: 3**

Name of the Unit : **IMAGINATION**
Name of the lesson : A Doll's Journey
Module Number : 3
Expected Time : 2 Periods
Theme : Thoughts
Learning Objectives : The learners will be able to analyse the picture
TLM : Picture cards, ICT
Date : From.....To.....

PROCESS**ASSESSMENT****Informal interaction and rapport**

- ▶ Have you visit a park?
- ▶ Get students to share their experiences?
- ▶ Ask the learners to re visit the story and find out the location, characters and theme of the story.
- ▶ Giver chances to the learners to present their findings.
- ▶ Discuss any experiences they have with doll in their real life.

Reading the story

- ▶ Read the story allowed in the class and explain the new words and their meaning. Make the students read the paragraph create a list of new or challenging words from the story.

Teacher version

Teacher explain the paragraph and the situation.

The doll was missing. The little girl was very sad on missing her doll. She share her experience with a traveller yesterday she met in the park got a letter from the doll. The letter was written by Kafka which was meant to be from the doll, in which it was written “Dont worry about me”, I am a on a trip around the world.

What happend to my doll. Oh my god, where she will be. Is she safe. Is some one kidnapped her.... She wrote that she is enjoying the trip. But I won’t believe it. I want her back.

Follow up

Write the imaginary letter.

Group Activity

Divide the class into small groups.

Ask each group to discuss about the thoughts of the girl.

Group presentation

Encourage students to explain their thoughts and reasoning behind their ideas.

TEACHING MANUAL (CLASS-VII)**Module No.: 4**

Name of the Unit : **IMAGINATION**
Name of the lesson : A Doll's Journey
Module Number : 4
Expected Time : 2 Periods
Theme : Imagination
Sub Theme : Human relationship
Learning Objectives : Read and enjoy stories and poem
: Write the diary entry
TLM : Text book picture, ICT
: Diary Entry
Date : From.....To.....

PROCESS**ASSESSMENT**

Teacher asks some questions about previous class.

Have you heard about diary?

Anybody of you have habit of diary writing?

Ask the learners to read their parts in sequence loudly, Teacher may scaffold the process gently, if required.

Diary Entry

Start a diary by explaining what a diary is and its purpose.

Teacher can provide examples of famous diaries like the diary of 'Ann Franc' or others.

Discuss how diaries are used to record personal experiences feelings and reflection.

Ask the learners to share their experience.

It any in writing diaries, on reading diaries of famous personalities published as books.

The teacher may do a rewind of the story to help the learners write the diary.

- Imagine you are the girl who lost her favourite doll and received letters from her. Write a diary entry expressing your thoughts and emotions after realizing the doll isn't come back.

Hints for the activity:

Girl's feelings, - writing for the doll - Sadness and longing - imagine sceneries.

Teacher's version diary

Saturday 29th June

Dear diary,

Today was full of excitement and little bit of disappointment. It all stunted when I get a letter from my doll. She always write about her amazing adventures and reading her letters makes me so happy.

But today something was missing...

Kind up the class after consolidating the content.

Follow-up Activity

Write your today's diary.

TEACHING MANUAL (CLASS-VII)**Module No.: 5**

Name of the Unit : **IMAGINATION**

Name of the lesson : A Doll's Journey

Module Number : 5

Expected Time :

Theme : Imagination

Sub Theme : Human relationship

Learning Objectives : Students will be able to understand and analyze a sample letter.
: Students will be able to write a reply to a letter using appropriate language and structure.
: Students will be able to use vocabulary related to friendship and daily life.

TLM : Sample letter (Levi's letter to Irma)
: Blank paper and pens
: Dictionary

Date : From.....To.....

PROCESS	ASSESSMENT
<ul style="list-style-type: none">● How are you?● Are you all happy and content? <p>Okay students, today let's go through a letter written by the doll to the girl.</p> <ul style="list-style-type: none">● Now, dear students, please read it on your own.● Who wrote this letter?● To whom did Levi write?	

- What is the content of the letter?
- Discussion about formal and informal letter.
- When you look at this letter... What are the features come to your mind?
- Fresh responses from the students (Place, Date, Salutation, Body of the letter, Conclusion, Name and Signature)
- Okay Students! Today, we are going to write a replay to Levi's letter to Isma.

Now students, you can close your eyes and imagine you are Isma and write a letter to Levi's letter.

(Individual Writing)

Next day.....

Teacher Talk

Have you done your home work?

Free response

Random Presentation

(Now you can more to the peer group and share your products.)

- Group presentation
- Group presentation editing.

Teacher's Version

Kambalakkad

28-5-24

Dear Isma,

Hope this letter finds you well. I missed you so much since we last met?.....

.....
.....
.....

With lots of love

Your's

Isma

TEACHING MANUAL (CLASS-VII)**Module No.: 6**

Name of the Unit : **IMAGINATION**
Name of the lesson : A Doll's Journey
Module Number : 6
Expected Time : 1 Period
Theme : Imagination
Sub Theme : Human relationship
Learning Objectives : To identify the character, plot events and theme
TLM : Lots, TB
Date : From.....To.....

PROCESS	ASSESSMENT
<p>Rapport</p> <ul style="list-style-type: none">● Teacher interacts with the learners and introduces a simple rhyme. “Hello..... Hello..... How are you (2) How are you today... (2) I am fine I am great (2) I am very well today (2)”► Shall we play a game ?● There are some lots (new words console, wedding, delighted) in the box. Teacher plays the music and passes a ball. When the music stops the one with the ball should take one lot and act accordingly. If others could identify the word. He will get a point.	

- Teacher leads the learners to revisit the story and interacts with the learners.
- ▶ How was the story?
- ▶ Did you like the way the story was narrated?
- ▶ Let's read the story once again and find out the locations in the story.
- Teacher asks the learners to read the story silently. Teacher asks them some scaffolding questions.
- ▶ Where does the story start?
- ▶ Who were the characters on that location ?
- ▶ What happened there?
- ▶ Where did they meet again?
- ▶ Who were there in the park?
- ▶ What does Kafka give the girl?

After the discussion Teacher lets them fill up the columns in activity - I

Page no. : 39 individually.

TEACHING MANUAL (CLASS-VII)**Module No.: 7**

Name of the Unit : **IMAGINATION**

Name of the lesson : Foreign Lands (Poem)

Module Number : 7

Expected Time : 1 Period

Theme : Imagination

Sub Theme : Exploring nature

Learning Objectives : To define descriptive writing
: To identify elements of descriptive writing
: To convey a message
: Students will be able to develop skill of writing
: Students will be able to develop aesthetic qualities of appreciation.
: Students will be able to explain the poem.

TLM : Textual picture and lines of the poem

Date : From.....To.....

PROCESS	ASSESSMENT
<ul style="list-style-type: none">▶ Did you enjoy the poem?▶ Which lines make you more beautiful?▶ Who is climbing the tree?▶ Can you say the rhyming words in the poem?	

Can you remember the excitement of the girls to see the nature?

Teacher encourages the students and clapping than when they are responding.

Presentation of the topic

Teacher divides the class into groups and asks the children to write the description about the poem ‘ Foreign Lands’ that is give a description of what the child sees.

Group discussion

Children are given instructions to how they should write the description. Students can make different ideas and co-ordinate in the group. Teacher directs students in groups and.

Presentation of group products

Students presenting their products in groups and teacher checks the products and correcting it. Each group presenting their versions in the class room.

Editing

Teacher correcting the group products

Teacher’s version

‘Foreign Lands’ a beautiful natural poem written by Robert Louis Stevenson. He was a novelist, essayist, poet and travel writer. He published four collections of poems names A child’s Garden of verses, Penny whistles, Underwoods and Ballads.

In the poem, child is on the top of the cherry tree. She enjoys with the beautiful scenario from there. She saw abroad on foreign lands. The girl seeing a beautiful garden which was adorned with many flowers. Many pleasant places also the child seeing. She had seen the dimpling rivers, blue sky which is look like glass. She enjoying to see the busy roads going up and down.

TEACHING MANUAL (CLASS-VII)**Module No.: 8**Name of the Unit : **IMAGINATION**

Name of the lesson : A Doll's Journey

Module Number : 8

Expected Time :

Theme :

Sub Theme :

Learning Objectives : To listen simple instructions.

: To understand the usage of could, should and would in different situations

TLM : Activity 6

Date : From.....To.....

ACTIVITY	ASSESSMENT
<p>Teacher leads the learners into activity 6 in the text book.</p> <p>Teacher asks some questions like</p> <p>Do you have any hobbies</p> <p>Do you enjoy while doing this?</p> <p>Here we are going to know about a girl. Her name is Irma. She had also some hobbies like these.</p> <p>Let us read the passage.</p> <p>Teacher read the passage with proper intonation, stress etc.</p> <p>Teacher asks some questions like</p>	

- ▶ Where would Irma go in the evening?
- ▶ Is she getting tired after a long ride?
- ▶ What would she do early in the morning?
- ▶ What was her birth day gift?
- ▶ How could a smart phone change her life?

Divide children into groups.

Teacher ask the learners to complete the table after reading the passage in group.

Teacher let the children know about the functions of could, should and would with the help of some real life situations.

You should reach the

A school on time.

She could sing well

When she was young.

TEACHING MANUAL (CLASS-VII)**Module No.: 9**

Name of the Unit : **IMAGINATION**
Name of the lesson : A Doll's Journey
Module Number : 9
Expected Time : 3 Periods
Theme :
Learning Objectives : To familiarise different poetic devices and language elements.
TLM : Text book, ICT (Textual activity)
Date : From.....To.....

PROCESS**ASSESSMENT**

Teacher divided students in various groups and let the students to find out an apt tune for the poem.

After the preparation let them to present in groups.

Read the poem aloud

Teacher read the poem aloud or let the best group to recite the poem. Ones more. This helps students hear rhythm, rhyme, and overall flow of the poem.

Teacher asks certain interactive questions.

1. Do you like this poem?
2. What is the theme of the poem?
3. What are the important feelings about the poem?
4. Can you mention a clean city in Wayanad?

5. Who cleans your house?

6. Who brooms your courtyard?

Teacher elicits responses

Teacher instruct the students to find out the words ending with similar sounds and underline

Teacher written those words in the BB and rounding each pair.

Activity

Explore imagery and language

Teacher instruct the students to analyse and find out the poetic devices in the poem. For that teacher present the special features of some of the poetic devices like alliteration, assonance, etc. with the help of hints, students find out the figures of speech used in the poem.

Activity

Language elements

For introducing language elements like that, who, which teacher present various situations in the classroom. With the helop of those situations, students identify usage of language of elements. They develop their own sentences by using those language elements.

Ex: Which is the colour of your dress?

- Who is your best friend?
- The thing that we used to write?
- The thing that we used to draw? etc.

Let the students to complete textual activity Page No. 44, 45 (teacher present with the help of ICT)

Activity

Discussion based on the theme of the poem.

Follow up activity

- Collect similar poems
- Identify rhyming words from poem given by teacher
- Closure and reflection

Summarise key points about the poem's meaning, structure, themes. Invite students to reflect on how their understanding about poem has evolved through out the poem.