



SRI VENKATESWARA COLLEGE OF EDUCATION

Recognized by SRNCTE, Bangalore & Govt. of A.P.

KOLLIPARA - 522 304, Guntur (Dt)

Affiliated to Acharya Nagarjuna University

2024- 2026

Semester : 3rd

SCHOOL INTERNSHIP RECORD - PEDAGOGY - II

Name of the Student : Tanu-Shree Malik

Subject : School Internship record (pedagogy - II) (English)

Register No : 7256D68080

CERTIFICATE

This is to certify that Mr. / Mrs. / Kum Tanushnee Maik Class No. _____ Regd. No. YSED68080 of College of Education visited our Institution and conducted the required activities / collected the required data regarding to school internship record-pedagogy-II (English) Practicum as a part of B.Ed. Course work stipulated by the Government of Andhra Pradesh and approved by Acharya Nagarjuna University.

Signature of the Concerned Teacher

Name :

Signature of the Head of the Institution

Name :

Seal :

This is to certify that Mr. / Mrs. / Kum Tanushnee Maik Class No. _____ Regd. No. Y2SED68080 has completed the required activities regarding to School Internship record-pedagogy-II (English) Practicum towards fulfillment of B.Ed., Course work stipulated by the Government of Andhra Pradesh and approved by Acharya Nagarjuna University.

This record

Lecturer in-charge

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Micro Teaching Internship Lesson plan - I

Preliminary information :-

Name of the teacher trainee / student :- Tanushneemaik

Subject : English

Roll No : 23

Class : 6th class

Unit : IV

Topic : An Adventure

Time : 40 min

Date : //

Method : Direct of Grammar translation, Name of the school :-
Hindu college of High school

Expected outcome / Academic standards:-

1) pre-reading :-

- To sensitise the pupils towards the theme.
- To elicit of their inner passion what they think about the picture.
- To enable them take about the picture.
- To make them an intelligent prediction on the passage.
- To develop their ability to describe the picture.

2) Reading :-

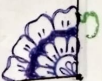
- To make the pupils read individually and at their own speed of reading
- To make them understand the passage using glossary, dictionary etc.
- To minimize the list of new words with the help of peers
- To share their ideas/views in through collaboration
- To develop the ability to generate own text.

3) Post Reading :-

- To enable the children use appropriate vocabulary and see their own speed of reading
- To facilitate language acquisition and make them independent users of language.
- To develop the extensive reading
- To understand the passage and share their views in groups.
- To express their ideas given questions.

Language Activities :-

- Structure : beside
- Vocabulary : Active vocabulary : some as favourite. Possible vocabulary : core and creeps.
- Speaking : oral exercises
- Reading : true / false
- Writing : written exercises / mind mapping
- Project : related to the theme "An Adventure"
- Others : charts pictures real objects roller board etc.



An Adventure

Kel's go "said Seema, or it will be time for lunch before we know it". "yes, let's go towards the old temple." said Anu, her cousin.

As always they had come to mishapur on a vacation to their grand parents it was a small quality town surrounded by hills and some ancient ruins.

They particularly loved going for walk and spent hours exploring the old temple in a foot nearby some time they

Pretended to be rulers of an ancient kingdom. At other's time they played hide-and-seek

catch me if you can shouted Anu he ran a head

"It'll catch you in a minute", replied Seema, as she followed Anu was soon out of sight as he went round the corner. Seema knew his favourite hiding place and smiled to herself thinking "He won't escape me" she ran down the hill towards the old temple where she knew Anu would be hiding but he wasn't there. "He must have gone to the cave. she thought this was another favourite place for them. a cave hidden behind some creeps.

Steps	Academic standards	Objectives	Teachers activity	Pupils activity	PLM	T.B.W.
Face sheet Picture interaction [Trigger for interaction]	Interaction with pupils facilitating language response.	To develop their ability to describe you and the picture.	Good Morning children? How are you? → climbing → ice hills → difficult / dangerous. → risky / adventures	Good Morning sir Thank you sir	Picture	Monta- gnes.
	No elicit of their inner passion what they think about the theme in the pictures	I shall show the picture and also the following questions to the pupils.				

Steps	Academic standards	Objectives	Teachers activity	Pupils activity	PLM	T.B.W.
Language work	Pupils get sufficient exposure to the language listening.	To help the pupils understand the usage of the structural gram beside.	1. What is the man doing in the pictures? 2. Where is he climbing 3. How it look like 4. What is this type of activity called? Write all tales and feelings and write few of them on the black board.			

Steps	Academic standards	Objectives	Teacher activating	Pupils activity	P.L.M.	Ex.W.
substituting table. active vocabulary Some real representation.	listening and speaking.	To give the students through page five of the structural story beside	→ What you see in the Mountain → What you see in the picture → Where are the houses?	→ Mountain → river → Houses → beside the field.	The school The house The Park son	beside some number to unknown

Picture representation favourite oral presentation	Pupils add new words to their vocabulary	To enable the pupils understanding meaning of word "care"	1. Shall show a picture and ask the following questions to the pupils → What do you see in the picture? 2. What observe in the picture → Can you tell me where the trees? → What is this? → What the man doing in the picture? → Can you do this? → Why children?	• hills • small trees hills • Beside hills • areas • Playing with their • No seen • that animal • its very dangerous • adventure		
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Steps	Academic Standards	Objectives	Non-literary activity	Pupils' activity	ESOL
Pre-reading	Reading comprehension	We develop the skill of reading and learn to own reading.	I shall ask the pupils to read the passage individually.	Pupils read the passage.	
Collaborative expression	According to the near/approximate comprehension of the passage.	Through collaborative listening to pupils listen to a good model.	1. I shall ask the pupils to read in groups and discuss among themselves what they understand. I shall ask one of them to say what they have understood.	Pupils read in groups and share their understanding.	
Model reading			2. I shall read the passage more with correct articulation and explain the content.	Pupils will read the passage silently and	
Post reading	No development the habit of reading.	Pupils will read the passage without the help of the teacher.	3. I shall ask the pupils to read the passage silently and come to an idea about that.	Pupils will read the passage better understand the passage.	

Collection of comprehension	think about interact try to speak out those ideas	To enable them to recall reflect the important points from the passage.	1. What kind of food was Vishnupuri? 2. What did Seema find out? 3. What are the names of brother's sister in the lesson?	Small green green hills and ancient mud creeps Arjun and Seema Arjun and Seema	hills creeps Arjun Seema
Ordnance/creative expression	Creative expression	Pupils come to know the phonetic script of some vocabulary advantage.	4. What place Seema favoured? I shall give some words and ask the pupils to spell these words.	Carve Carve	lunch cousin hills escape etc.

Written discussion	mind Mapping Match the following / missing fill in the blanks etc	To express their ideas freely in written form	I shall ask the pupils to express their ideas for missing letters	Pupils will freely express their ideas.	Collect different types of action-tunes which are you see appropriate.	Pupils grasp and plan for the activity and get right and/or thinking skills.	Collect different types of extra R.
Project work	The material related Project	To make the learners aware that serves as independent use of language.					

The End

MICRO TEACHING INTERNSHIP LESSON PLAN-II

Preliminary information :-

Name of the teacher trainee : Tanusree naik
 Subject : English
 Roll.No. : 25
 Class : 7th
 Unit : III
 Topic : The Magic of sill
 Time : 45 min
 Method : Direct and grammar translation
 Name of the school : Hindu college and High school
 Name of the supervisor : G. Venkateswararao

* Expected outcome / Academic standards :-

I. Pre-Reading :-

- To sensitize the pupils towards the theme.
- To elicit their inner passion, what they think about the picture.
- To enable them talk about the picture.
- To make them an intelligent prediction on the passage.
- To develop their ability to describe the picture.

II. Reading :-

- To make the pupils read individually and see their own speed of reading.

- To make them understand the passage using glossary, dictionary etc.
- To minimize the list of new words with the help of peers.
- To share their ideas / views in groups through collaboration.
- To analyse the information and link it with their personal experience.

III. Post-Reading :-

- To enable the children use appropriate vocabulary and grammar in oral and written discourse activities.

→ To facilitate language acquisition and make them independent users of language.

→ To develop the extensive reading.

→ To express their ideas for given questions.

* Language Activities :-

* structural : and

* vocabulary : Active vocabulary : used some
Passive vocabulary : weak.

* Speaking : oral exercises.

* Reading : True / False.

* Writing : Written exercises / Mind Mapping.

* project : Related to the theme "The Magic of Silk"

* others : pictures, flash cards, roller based etc.

THE Magic of silk

This is a story from china. A long, long time ago, there lived an old here husband had been killed by a tiger some years ago. She was old here and here daughter Siew Mei.

Siewmei did all the cooking and cleaning herself. She also in there garden. The worms gave them fine thread to make beautiful silk. Siewmei sold the silk to travellers in the village market. In this way she got enough money to buy food and other things.

One day as Siewmei was returning home, it started to rain heavily. It was getting dark too Siewmei ran into the first hut she saw. The door was open and there was no one inside.

Steps	Academic Standards	Objectives	Teacher activity	Pupil activity	T.L.M	B.T.W
Face sheet Picture interaction. language work	Interaction with pupils facilitating language learning. To elicit of these inner passion, what they think about the theme in the picture. Pupils get sufficient exposure to the language listening.	To develop these ability to describe the picture. To help the Pupils understand the usage of the structural item 'and'	Good Morning children How are you all? I shall show the picture and ask the following questions to the Pupils. 1. What do you see in the picture? 2. How he looking? 3. How she looking.	Good Morning sir, Fine, thank you sir. A man and women talking. he is cooking like aged man she is looking like bussiness woman. Fruits Apple, Banana and Mango's.	Picture	and used to connect words.

Substitution table active vocabulary 'lived' oral practice Picture presentation. Some oral practice.	Listening and speaking Listening and speaking Listening and speaking	To give the students through practice of the structural item 'and' The pupils learn the meaning of the word 'lived' Pupils get practice in using the word 'lived' Pupils learn the meaning of the word 'some'	I shall ask the following questions to the pupils 1. do you know animals? 2. can you tell me some names? 3. where these animals lived? 1. What do you see in the picture? 2. What is the use of house? 3. How many dresses you have? 2. Karthik eat How many fruits?	yes lion, tigers, dogs, cat etc. in forest. family fencing so many numbers of numbers of	Dog, lion, Ram, wita and book Pen.	live - have near home in Particulars unspecified amount of number of 20
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Picture Presentation	Listening and Speaking	Pupils get Practice in using the word 'Some'	1. What do you see in the picture? 2. What are these names? 3. How many fruits in picture	→ Fruits. → Apple, Mango, Banana. → number of
Passive vocabulary weak, Picture Presentation.	Pupils add new words to their vocabulary.	To enable the Pupils understand the Meaning of these word 'weak'	1. What do you see in the picture? 2. How is her face look? 3. How is she looking?	→ women → aged / old → strengthless / weak.
Motivation	To make the Pupils think in different angles.	To enable the pupil express these ideas.	→ do you know any different types of clothes?	→ yes.

Post-Reading	Reading Comprehension	To develop the skill of reading and tune to own reading.	I shall ask the Pupils to read the Passage individually.	Pupils read the Passage.
Collaboration Reading	Expression according to these reading comprehension.	To make sense of Reading the passage through collaboration.	I shall ask the pupils to read in groups and discuss among themselves after few minutes I shall also ask one of them to say what they have understood.	Pupils read in groups and share their ideas pupils come and say what they understood.
Model Reading	Listening to a good model.	Pupils listen to a good reading.	I shall read the Passage twice with correct attitude and explain the content.	Pupils listen to one carefully
Post Reading	To develop habit of reading.	To understand the passage without the help of the teachers.	I shall ask the pupils to read the passage silently and come to an idea about that	Pupils will read the passage silently and better understand the Passage.

Questions and comprehension.	think and interaction try to speak out there ideas.	To enable them necarly reflect the important points from the Passage.	1. Where is this story taken from? 2. Where is old women lived? 3. What is the name of old women daughter? 4. From the words what get the siew mei? 5. At that heavy rain siew mei what see?	→ From china → small hut in forest → siew mei → Fine thread to make beautiful silk → her house / hut.	china small hut in forest Fine thread to make beautiful silk hut seen
oral discourse	creative expression grammar awareness	free expression To give pupils change of free expression.	I shall give some sentences and ask the pupil to speak those sentences using.		if you want, how you can get siew mei

Written discourse	Mind Mapping Match the following missing words / fill in the blanks.	To surprise these ideas freely in written form.	I shall ask the pupils to express their ideas for missing letters.	Pupil will freely express their ideas.	first f-r-s-t m-gi-si-w-e m-r-i-
Project work	The National related project.	To make the learners evolve their selves as independent users of language.	If you were siew mei how would you feel? tell me reasons tomorrow.	Pupils guess and plan for the activity and get higher order thinking thinking silly.	Roller board. If you were siew mei how would you feel?

Micro Teaching Internship Lesson plan - III

Preliminary information :-

Name of the teacher trainee : Tanushree Malik

Subject : English

Roll No : 23

class : 7th

Topic : The Town child.

unit : I

Time : 45 min

Name of the school : Hindu college and High school

Name of the supervisor : Sri. G. Venkateswara Rao.

Academic Standards / Expected outcomes :-

- To enjoy the poetry.
- To understand the theme of the poem.
- To feel the images in poetry.
- To appreciate the poem.
- To develop aesthetic sense.
- To cultivate love towards poetry.
- To help children set Music to the poem.
- To explain the contextual meaning of new words like ^{lamb}plains, meadows, smoke, plenty.

Teaching aids :- Picture real objects charts and film.

Reference books :- class text book, oxford advanced dictionary.

The Town child

I live in the town ,
 in a street ;
 It is crowded with traffic
 And feet ;
 there are buses and Motors
 And trams .
 I wish there were meadows
 And lambs

There is only one thing
 that I Love,
 And that is the sky
 For above
 there is plenty of room
 In the blue for castles
 of clouds and me, too?

The house all wait
 in a row;
 There is smoke everywhere
 that I go.

I don't like the noises

I hear-

I wish there were woods
 very near,

- Irene Thompson.

Steps	Academic Standards	Objectives	Teacher's activity	Pupils activity	T.L.M.	B.B.W
Activation Testing Pupils previous knowledge announcement of the topic	Pupils get sufficient exposure to the poem for enjoyment	Pupils recall Theme Previous knowledge	Good Morning children How are you all? 1. What is your name? 2. Where are you coming from? 3. Your living place village or city? 4. How is your village? 5. Where would you prefer to live? 6. Can you tell me some names of city's?	→ Good Morning sir/fin, thank you. → Solatho → Cakshimpuram. → village. → simple/coold/average → city town → chennai, vijayawada Delhi / Mumbai		The Town child.

Face sheet Interaction Introduction of the poet	Teaching the value involved in the poem Pupils learn about the poet.	To help Pupils learn the theme To enable the Pupils know about the poet.	I shall show a picture related to the theme of poem and ask the following questions to the Pupils. 1. What do you see in the picture? 2. What else you observed. 3. Can you tell me what do you understand about the picture? The poem "the town child" was written by 'Irene Thompson'	Pupils observe the picture and come to an understanding about the theme of poem. → one boy hanging the bag and walk big roads / vehicles It is a city, these are roads, building came buses and etc.		city so many people living
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Presentation new words Feet <u>Tram</u> oral discusses	Pupils get sufficient exposure to the language by listening	To enable the pupils to get the meaning of difficult words contextually	I shall show a picture and ask the following questions to the pupils. 1. What do you see in the picture. 2. What are these people doing? 3. Where are they walking? 4. Can you tell me other word/synonym for feet? → yes, Feet means - People walk in streets.	→ people. → walking → on the road/ street → people who walk in streets.		
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<u>Thinking</u>			Vehicle names? 1. Can you tell me some vehicle names? 2. Which type of fuel they need? 3. Do you know any electric vehicle? 4. Can you tell me that name? Yes, electric vehicle that transport people in cities also called tram.	→ bike, car, jet, etc. → petrol, diesel. → yes → electric bike.		Tram: - electric vehicle that transport people in that - weakly.
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Model acoding by the teacher	To develop the skill of listening through enjoyment	To enable the Pupils under- stand the significance of poet's style and to enjoy the music of the poem.	I will read the Poem loudly with correct rhyme and rhythm	Pupils listen to the poem and enjoy	
Phre reading	Reading by the children	To enable Pupils to develop the reading skill	I shall ask the Pupils to read the stanzas one by one in different groups	2 groups will read the poem stanza by stanza	
Collaboration Reading	expression acoding to their under- standing.	Expression acoding to their and standing	I shall ask the Pupils to read the poem them- atically and share these ideas.	Pupils will read and share their ideas.	

Study of the Poem.	control idea of poem.	pupils get the control idea and facts about the poem.	I shall explain the Poem by showing the painting related to the Poem	Pupils listen and and stand the poem.	Painting of the Poem.	Town
Questions on comp- rehension	listening and speaking	To test the pupils understand- ing.	I shall ask the following questions. 1. What is the Poem about?	→ city / Town		Irene Thompson village
Rhyming words.	Pupils identify the pattern in the Poem.	To enable the pupils appreciate the rhythm of the Poem.	2. Who is the poet of this poem? 3. What is the wish of town child? 4. Which vehicles contained in cities?	→ Irene Thompson → lived in village → Buses/Mark. Motors.		Bus, Mark Motors go - now blue - too near - dear bright - night.

Planning and choreographing of the poem.	Choreograph	To make the try to tune the poem	I shall ask the pupils to try to tune and choreograph the poem.	Pupils try to tune and choreograph the poem.		
Project work	Macro related-Project	To make the Pupils evolve their selves as independent users of language.	I shall ask the Pupils try to write a parolled poem about an animal of these choice.	Pupils grasp and plan for the activity and get higher order thinking skills	Roller board	Try to write a Parolled Poem on any of these choice.

The End

Macro Teaching Internship Lesson plan - IV

Preliminary information :-

Name of the teacher trainee : Tanushree Malik

Subject : English

Roll No : 23

Class : 7th

Unit : I

Topic : The country child.

Time : 45 M

Method : Direct

Name of the school : Hindu college and High school.

→ Academic standards / expected outcome :-

- To enjoy the enjoy poetry.
- To understand the theme of the poem.
- To feel the images in poetry.
- To appreciate the poem.
- To develop aesthetic sense.
- To cultivate love towards poetry.
- To help children set music to the poem.
- To develop the concept of rhyming words.
- To explain the contextual meaning of new words like quiet, lonely, wonderful.

→ Teaching Aids :- PPT

Picture, real object, charts.

→ Reference books :-

class text book, Oxford advanced dictionary.

The country child

My home is a house
 Near a wood
 The lanes are so quiet.
 Oh, dear!
 I do wish that someone
 Lived near.

I wish that I lived
 In a town -
 To see all the trams
 Going down
 A twinkling street
 That is bright
 With wonderful colours
 At night!

- Irene Thompson

There is no one to play with
 At all.

The trees are so high
 And so tall.

And I should be lonely.

For hours,

Were it not for the birds
 And the flowers.

Steps	Academic Standards	Objectives	Teacher's activity	Pupil's activity	N.L.M.	D.B.D.
Motivation	Pupils get sufficient exposure to the poem for enjoyment.	Pupils recall their previous knowledge.	Good Morning children! How are you all?	Good Morning Sir		
Testing Pupil's Previous knowledge			1. What is your name?	→ x x x x x		
			2. Where are you coming from?	→ Nature local		
			3. How is your city?	→ very busy roads small cottages		
Announce-ment of the topic	Teaching the value in the poem	To help pupils learn the theme.	4. Where would you prefer to live?	→ villages		

Face sheet interaction	Teaching the value individual in the poem	To help Pupil's learn the theme.	5. Why you like villages? yes, so today we are going to know about the qualities of villages by the beautiful poem "The country child" I shall show a picture related to the theme of poem and ask the following questions to the Pupil's.	→ coll air, nice natural simple relations Nice person are there in villages Pupils observe the picture and come to an understanding about the theme of poem.		The country child.
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Presentation of new words quiet.	Pupils get sufficient exposure to the language by listening.	To enable the pupils to get the meanings of difficult words contextually.	1. What do you see in the picture? 2. What else do you observe? 3. What do you understand about picture? I shall show the picture and ask the following questions to the pupils 1. What do you see in the picture?	→ A boy / student → Small houses, field trees, small roads, Nature. → small village. → Teacher	
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Picture Presentation lonely	To enable understanding of the word "lonely"	The Pupils the meaning of the word	2. What she doing? yes, No Noise also called "quiet" 1. What do you see in the picture? 2. How she looking? 3. do you know why? 4. yes, her feeling was very sad. No feeling also called "lonely"	→ she says silent / no noise. → girl, lady, woman. → very sad. → she have no friends / no money.	
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Wonderful oral presentation.	To enable understand Meaning of "Wonderful"	the pupils the word	1. What is your Name? 2. Which subject do you like most? 3. How many Marks do you get in English? 4. While your Father see your Progress card. What he feel? Yes, very good also called "Wonderful"	→ XXXXXX → Social/Maths/English → 87 I am the class first → very happy and he says very good my son/ nice boy	Wonderful / very good / Remarkable
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Model Reading by the teacher	To develop the skill of listening through enjoyment	No can be the pupils understand the significance of poet's rhythm and to enjoy the music of the poem.	I will read the poem loudly with correct rhyme and rhythm. I shall ask the pupils to read the stanza one by one in different groups.	Pupils listen to the poem and enjoy. 2 groups will read the poem stanza by stanza.	
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collaborative reading.	expression according to their understanding	To enable the Pupils share their ideas	I shall ask the whole class to read the poem rhythmically and share their ideas.	Pupils will read and share their ideas.	
Soft reading.	students think and extrapolate the text	To enable the Pupils think deeply about the poem.	I shall lead the discussion through questions.	Pupils express their ideas about the poem.	

questions on comprehension	listening and speaking.	To test Pupils understanding	I shall ask the following questions 1. What is the wish of the country child? 2. What is the inner feeling of country child? 3. What is meaning of quiet? 4. Why are night edousful in towns?	→ He wants to lived in town → He should be lonely → No Noise / silent → A twinkling street.	He want to lived in town He should be lonely No Noise / silent A twinkling street.
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Rhyming words	Pupils identify the rhyming pattern in the poem	To enable the pupils appreciate the rhyme of the poem.	I shall ask pupils to identify the rhyming words from the poem and write them on the black board.	Pupils identify them. bright - night dear - near house - flowers	bright - night dear - near house - flowers
Dancing and choreographing of the poem	choriograph	to make the pupils try to tune the poem.	I shall ask the pupils to try to tune and choreograph the poem.	Pupils try to tune and choreograph the poem	
Project work	The Matically related Project	To make the pupils evolve them	I shall ask the pupils try to write a parallel poem	Pupils groups and plan for the activity and get higher	Roller board Try to write a poem.

		serves as independent uses of language.	about an villages of their choice.	order thinking skills.	about an village of their choice.
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The End

Macro Teaching Internship Lesson plan - V

Preliminary information :-

Name of the teacher trainee : Tanushree Malik

Subject : English

Roll No : 23

Class : 7th

Unit : I

Topic : The new Blue Dress

Unit : I

Time : 45 min

Method : Direct and Grammar translation.

Name of the school : Hindu collage and High school.

Expected outcome / Academic standards :-

Pre reading :-

- To sensitize the pupils towards the theme.
- To elicit of their inner passion, what they think about the picture.
- To enable them talk about the picture.
- To make them an intelligent prediction on the passage.
- To develop their ability to describe the picture.

(i) Reading :-

- To make the pupils read individually and see their own speed of reading.
- To make them understand the passage using glossary dictionary etc.
- To minimize the list of new words with the help of peers.
- To share their ideas/views in groups through collaboration.
- To develop the ability to generate own text.

(ii) Post-Reading :-

- To enable the children use appropriate vocabulary and grammar in oral and written discourses / communication activities.

- To facilitate language acquisition and make them independent users of language.
- To develop the extensive reading.
- To understand the passage and share their views in groups.
- To express their ideas for given questions.
- To enable the children involve freely in the transaction of activities.

* Language Activities :-

- * Structure : on
- * vocabulary : Active vocabulary : ugly
and
Passive vocabulary : Pavement.
- * speaking : oral exercises
- * Reading : True / False.
- * writing : written exercises
- * Project : Related to the theme "The blue Dress"
- * others : Pictures real objects roller board etc.

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The New Blue Dress

When spring came to the city of Cleveland in 1909, it did not change Gates Avenue people who lived on the pretty streets. near Gates Avenue were making gardens and painting their houses But Gates Avenue continued to look dirty and ugly.

Gates Avenue was a short street, but it seemed longer because it was so ugly. Most of the families who lived there had very little money they never expected to have any more.

Their houses had not been painted in many years, and they did not even have running water. The street itself was ugly too. There was no pavement. There was no street light, and the railroad at the end of Gates Avenue added noise and dirt.

Steps	Academic standards	Objectives	Teacher's activity	Pupils Activity	T.L.M	B.B.W
Face sheet structure trigger for interaction.	Interaction with Pupils Facilitating language learning. To elicit of these inner passion what they think	To develop their ability to describe the picture	Good Morning children? How are you all? I shall show the picture and ask the following questions to the Pupils 1. what do you see in the picture? 2. what is this?	Good morning sir Fine thank you sir. → Teachers children → class room		

Language work.	about the theme in the picture. Pupils get sufficient exposure to the language listening	To help the Pupils understand the usage of the structural item "on"	3. what is the teacher doing? 4. do you know why teacher gave to dress to her? I shall ask show a picture and ask the following questions to the Pupils 1. what do you see in the picture? 2. where are the these items?	→ gave to dress to children → we think her birthday / class first / good girl. → Book, Pen, Pencils table. → on the bench.	on preposition and adverb in contact with and supported by a surface on-preposition adverb	
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Steps	Academic Standards	Objectives	Teacher's activity	Pupils activity	T.L.M	B.B.W
Substitution Table		To give the students through practice of the structural item 'on'			The pen The book Sita sit on Ran Walk	
Activity vocabulary 'ugly'	listening and speaking	The pupils learn the meaning of word "ugly"	I shall ask the following questions to the pupils 1. children do you know meaning of ugly? 2. can you tell me meaning of "ugly"	→ Yes, sir → Not beautiful / Not nice		

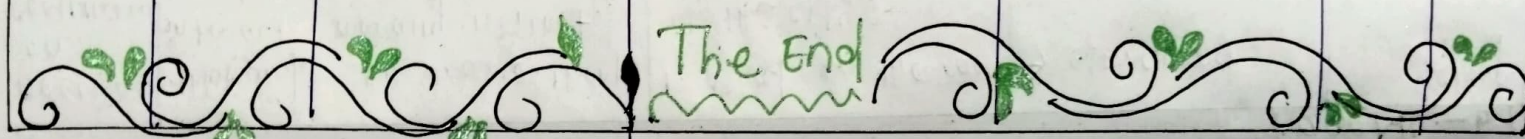
vocabulary parent presentation	Pupils and new words to their vocabulary	To enable the pupils understand the meaning of the word "Parent"	3. yes, can you tell me examples? Yes Not attractive also called "ugly" I shall show a picture and ask the following questions to the pupils 1. What do you see in the picture? 2. where the people walking? 3. People walking on the road. do you know what	→ Ramu is looking like ugly. → Peoples → on the road → Foot Path	ugly = un-pleasant or unattractive in appearance.	
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steps	Academic standards	objectives	Teacher's activity	Pupils activity	P.L.M.	B.B.W
Motivation	To Make the pupils think in different angles	To enable the pupil express their ideas	that route called yes footpath also called as "parvement" 1. childrens do you know colours? 2. can you tell me some names of colours? 3. wich colours do you like most? 4. which colours dress do you have more?	→ yes → white, black, yellow, red. → Red colour. → Red colour dress		

Announce-ment of the topic			So, Today we shall learn the cesson "The new blue dress"			
Pre-reading	Reading comprehension	To develop the skill of reading and tune to own reading.	I shall ask the pupils to read the passage individually	Pupils read the passage.		
collabarative reading	expression according to their reading comprehension	To make sense of reading the Passage through collabaration.	I shall ask the pupils to read in groups and discusses among them selves After few minutes. I shall ask one of them to say what they have understood.	Pupils read in groups and share their ideas pupils come and say what they understood.		

steps	Academic standards	objectives	Teacher's activity	Pupil's activity	FLM	B.B.W
Model reading	listening and Model	Pupils listen to a good reading.	I shall read the Passage twice with correct articulation and explain the content.	Pupils listen to one carefully.		
Post Reading	To develop the habit of reading	To understand the passage with out the help of the teacher	I shall ask the Pupils to read the Passage silently and come to an idea about that	Pupils will read the passage silently and better understand the Passage.		

Questions on comprehensions	think and interact try to speak out their ideas.	To enable them recall reflect the important points from the passage.	1. What is the name of the city? 2. What is the street name? 3. How to look gates avenue?	→ cleveland → gates Avenue → dirty and ugly.	cleveland gates avenue dirty and ugly.
Word pronunciation.	creative expression	Free expression to give Pupils chance of free expression.	I shall give some word and ask the Pupils to speak for correct pronunciation.		noise dirt street

Written discourse	Mind Mapping / Jumbled / Fill in the Blanks	To express their ideas freely in written form	I shall ask the pupils to express their ideas for missing letters	Pupils will freely express their ideas.	p-e-t-y u-l-s-n-e-d-ny
Project work	Thematically related project	To make the learners evolve themselves as users of language	write about your street how you maintain that village.	Pupils grasp and plan for the activity and get higher order thinking skills.	write about your street how you maintain that village
					

The End

Macro Teaching Internship Lesson Plan - VI

Name of the teacher trainee : Tanushree Malik

Subject : English

Roll No : 23

Class : 7th

Unit : I

Topic : The New Blue Dress

Method : Direct and grammar translation

Name of the school : Hindu college and High school.

* Expected outcomes / Academic Standards :-

I. Pre-reading :-

- To sensitize the pupils towards the theme
- To elicit of there inner passion what they think about the picture
- To enable them talk about the picture.
- To make them an intelligent prediction on the Passage.

WORKSHEET ON READING - A

II. Reading :-

- To make the pupils read individually and see their own speed of reading.
- To make them understand.
- To minimize the list of new words with the help of peers.
- To share their ideas/views in groups through Collaboration.
- To develop the ability to generate own text.

III. Post-Reading :-

- To enable the children use appropriate vocabulary and grammar in oral and written discourses / communication activities
- To facilitate language acquisition and make independent users of language.
- To develop the extensive reading.
- To understand the passage and share their views in groups.
- To express their ideas for given questions.
- To enable the children involuntarily in the transaction of activities.

* Language Activities :-

- Structure : in
- vocabulary : Activity vocabulary : pretty and
Passive vocabulary : untidy.
- Speaking : oral exercises
- Reading : True/False
- Writing : written exercises
- Project : Related to the theme "The new blue dress"
- Others : Picture flash cards, posters board etc.

The New Blue Dress

The other girls in the school near Gates Avenue wore new and pretty clothes. Not spring. But the little girl from Gates Avenue still wore the dirty dress that she had worn all all winter probably that was the only dress she owned.

Her teachers was unhappy the little girl was so nice! she always worked hard in school; she was always friendly and polite. Her face was dirty and her hair was untidy but anyone could see that she was pretty under the dirt.

One day the teacher said, "won't you wash your face before you come to school tomorrow morning? please do that. Just for me."

The next morning? please the child's pretty face was clean, and her hair tidy. Before the little girl went home that afternoon, the teacher said, "Now, clear, Please ask you mother to wash your dress."

Steps	Academic standards	objectives	Teacher's activity	Pupil's activity	T.L.M. B.B.M
Language work	Pupils get sufficient exposure to the language listening	To help the Pupils understand the usage of the structural item "in"	I shall show a picture and ask the following questions to the pupils 1. What do you see in the picture? 2. Which animals you are find at the picture 3. Can you tell me where these animals are lived?	→ animals → lion, elephant, monkey → They lived in forest.	

Active vocabulary Pretty.	listening and speaking	The pupils learn the meaning of the word "Pretty"	I shall ask the following questions to the Pupils 1. childrens do you know film heriones? 2. Tell me some heriones names? 3. who is your favourite herione? 4. why do you like Samantha?	→ yes, → Samantha, Kajol etc. → Samantha. → she is very fairly beautiful/ attractive.	pretty having an attractive family.
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steps	Academic standards	Objectives	Teacher's activity	Pupils activity	T.L.M.	5.13.10
Picture presentation	Listening and speaking	Pupils get practice in using the word "Pretty"	1. What do you see in the picture? 2. How she looking? 3. How it's also called as pretty	→ Baby / small girl → very nice / Pretty		
Assess vocabulary critically picture presentation	Pupils and new words to their vocabulary	To enable the pupils understand the meaning of the word "untidy"	I shall show a picture and ask the following questions to the pupils 1. What do you see in the picture? 2. How he looking? 3. Can you tell me	→ small boy → very illegible → Not Neat / Not nice.		untidy not arranged tidily / not inclined to be neat.

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			another word of illegible? yes, not inclined to be neat it's also called as "untidy"			
To Make the pupils think in Pupil in-different angles.	To enable the pupil express their ideas	1. ok, children what lesson yesterday we discussed? 2. What is the street name? 3. How to look gates avenue? Good, Today continue the lesson "The new blue dress."	→ The new blue dress → gates avenue → dirty and ugly.			

Steps	Academic standards	Objectives	Teacher's activity	Pupils activity	T.L.M.	B.B.W.
Pre-reading	Reading comprehension.	To develop skill of reading and tune to own reading.	Pupils read the Passage.			
Collaborative reading	expression according to their reading comprehension.	To make sense of reading the Passage through collaboration.	I shall ask the Pupils to read in groups and discuss among themselves After few minutes I shall ask one of them to say what they have understood.	Pupils read in groups and share their ideas pupils come and say what they understood.		

Model reading	listening to a good model	Pupils listen to a good reading.	I shall read the Passage twice with correct articulation and explain the content.	Pupils listen to one carefully.		
Post Reading	To develop the habit of a reading	To understand the Passage without the help of the teacher.	I shall read the Passage twice with I shall ask the Pupils to read the Passage silently and come to an idea about that	Pupils will read the passage silently and better understand the Passage.		

Steps	Academic Standards	Objectives	Teacher's activity	Pupils activity	T.L.M.	13.13.20
Questions on comprehension	Think and interact try to spec out their ideas.	To enable them recall reflect the important points from the passage.	1. How others girls looking in gates alone? 2. How little girl looking / from gates are you? 3. How many dresses she have owned? 4. What is the feeling of the teacher about that girl? 5. What said the	→ wore still dirty dress new and pretty clothes that spring. → only one dress wore still dirty dress → un happy only one dress → new un happy → wash your face		new and pretty clothes wore still dirty dress only one dress un happy wash your

Word Pronunciation	creative expression	Free expression to give pupils chance of free expression.	Teacher to little girls?	before you come to school tomorrow morning		face before you come to school tomorrow morning
Written discourse	Match Mapping Match the following missing letters jumbled words.	To express their ideas freely in written form	I shall give some words and ask the Pupils to pronounciation the words usually. I shall ask the Pupils to express their ideas for Match the following on the new blue dress	Pupils pronoun the these words correctly Pupils will freely express their ideas.	Teacher little baby hairs.	Pretty Spring Polite untidy

Steps.	Academic standards	objectives	Teachers activity	Pupils activity	T.L.M.	B.B.W
Project work	The Mathematically related Project	To make the learners involve them selves as idea independent users of language.	what you understand the theme of the from passage. Make a re part of your own words.	Pupils grasp and plan for the activity and get higher order thinking skills.		what you understand the theme of the passage

The End

