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| **Topic** | The Silver Lining | **Week** | 4 |

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| **Class** | VIII | **Duration** | 60 min |

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| **Learning Outcomes** | Upon completion of this lesson, students will be able to:   * Comprehend text post reading * Write composition * Answer while and post reading * Write answers to comprehension questions * Read the text on their own * Read and understand the words to know * Understand the moral of the story * Enhance their listening and speaking skills * Enhance their writing skills * Enhance their reading skills * Work on individual tasks * Work well in group or pair tasks * Answer challenging questions on their own * Fill in the blanks as per context * Answer the questions with reference to the context * Comment on the italicised words * Identify types of sentences * Identify placement of adjectives * Use dictionary to change nouns to adjectives * Underline adjectives in the story * Use adjectives of degrees * Identify what is wrong in the sentence * Fill in the blanks with the simple past or past perfect forms of the verbs * Practice accent and stress * Take dictation with ease |

| **Date and Time** | **Content and teacher activity** | **Formative assessment** |
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| **Day 1: 00/00/00**  **05 min** | **Settling time:**  As this is the third week of the term, students are still settling in. Help them out with their textbooks and notebooks. If there are any new students in the class, take the time to introduce them to their classmates and make them feel comfortable before moving on with the session. | Verbal response |
| **10 min** | **Starter:**  Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise and through this activity the new students will get to know what was taught the week before. Try and gauge their speaking and listening skills as well.  **Class presentation skills:**  If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic.  Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate. | Verbal response  Recall  Speaking and listening skills |
| **10 min** | **Pre-reading:**  A *pre-reading activity* is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.  Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.  Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.  Gently probe students and encourage them to participate. | Brainstorming  Creative thinking |
| **10 min**  **10 min** | **Classroom procedure (group and pair work)**  The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.  After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.  **Focused [Group / Silent] Reading:**  After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.   1. Why were the Ahads protective of their daughter? 2. What is the name of Mr and Mrs Ahads’s daughter? 3. What was Mr and Mrs Ahad’s business? 4. Which events changed Mr and Mrs Ahad’s lives? 5. What happened when one guest ignored the chit explaining Maheen’s condition and requesting not to contact with her?   **Class discussion:**  Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.  After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers. | Reading skills  Comprehension skills  Silent reading skills  Discussion skills  Skim & scan  Focused reading |
| **10 min** | **Teacher’s Resource: Answers**   1. The Ahad’s only daughter was differently abled (deaf and dumb). So, she would get insecure and shy around strangers who would try to be friendly towards her. 2. Mr and Mrs Ahad’s name is Maheen. 3. Mr and Mrs Ahad ran a well-maintained guest house. 4. One day the speaker came to the Ahad’s guest house and was unceremoniously introduced to Maheen’s shortcomings. His suggestion was to handover a chit explaining Maheen’s condition led to another major interaction which helped Maheen immensely. 5. Maheen started to communicate with him and opened up.   **Feedback:**  Give feedback on responses. |  |
| **10 min** | **Reading aloud:**  Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.  **Post Reading:**  **Understanding the moral of the story**  Look at the picture on page 27. There are four characters shown. This shows that the story is about three adults and a child.  Divide the class into groups of four. Ask each group to read the story again. Once they are done reading, give each group two questions. Ask them to write the answers in their own words. In the end, ask one of the group leaders to read out their answers.  • What characters are in the story?  • What job was the first guest doing?  • What goes wrong in the story?  • What happened to the second guest?  • Why didn’t Maheen talk?  • What message did the Ahads’ gave to the guests?  • What happens to Maheen in the end?  • Is it a happy, sad, or indifferent ending?  **HOMEWORK:**  Imagine yourself to be in the Maheen’s position: Explain your emotions. | Reading skills  Comprehension skills |
| **Day 2: 00/00/00**  **20 min** | **Comprehension questions**  Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a *class discussion* leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.  Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.  Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.  The students may write the answers after the oral work.  **Class Work: Comprehension**  Attempt Exercise A in class.  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Brainstorm  Creative thinking  Prediction  Foreshadowing |
| **20 min** | **ADDITIONAL HELPFUL RESOURCES:**   1. **Complete the sentences with suitable adjectives given below.**  |  |  |  |  |  | | --- | --- | --- | --- | --- | | good | hopeful | alert | reckless | gloomy | | slow | careful | bad | innocent | soft |   1. The young man looks and dejected.  2. Being an optimist, he is of a solution to the problem.  3. He knows that the law is not on law-breakers.  4. He believes firmly that he is at driving.  5. He is sure that at that time in the morning his driving was really  6. He feels that he is in this case.  7. Although the situation turned out to be quite he did not lose hope .  8. He has never been or rash while driving his car.  9. Now onwards he will be fully and cautious.  10. He has decided to be extra while driving. |  |
| **20 min** | **Class Work: Working with words:**  It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:  • Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, ‘laughed’.  **Activity: Working with words**  Revise the concept of Adverbs. Scaffold the topic.  **Class Work: Working with words:**  Attempt Exercise B.  **HOMEWORK:**  Complete any incomplete work. | Verbal Response  Counting skills  Writing skill  Brainstorming  Creative writing |
| **Day 3: 00/00/00**  **15 min** | **Workbook Exercise:**  Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.  Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student’s learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.  **Advantages of Workbook:**   * Making lessons more effective * Introducing fun learning * Development of independent thinking * Ensuring better parent involvement * To keep children engaged * To help reduce screen time * Practice makes perfect * Enable easy revision * Help in gauging student’s performance * Help evaluate class progress * Bring a structure to the learning process   **Workbook: Class work**  Attempt workbook exercises.  **HOMEWORK:**  Complete any incomplete work. | Writing skill  Independent thinking  Revision  Practise |
| **25 min** | **ACTIVITY: TYPES OF SENTENCES AND CLAUSES**  Write a simple sentence on the board, e.g. The garden was beautiful. Ask a student volunteer to underline the verb in the sentence (was). Explain that the sentence has one verb, and tells us only one thing about the garden (it was beautiful) so we say it is a simple sentence made up of one clause. Write on the board a compound sentence e.g. The house was splendid and the garden was beautiful. Ask students to identify the verbs and elicit that this sentence contains two verbs, and two clauses and tells us two things. Also explain that each clause makes sense on its own – the clauses are of equal importance. Introduce the terms coordinate clause and compound sentence. Write on the board a complex sentence, e.g. The garden, which was lovingly cared for and contained many interesting plants, was beautiful. Again, ask students to identify the verbs and then the clauses and write the clauses on the board. (The garden was beautiful; ii. which was lovingly cared for; iii. contained many interesting plants;) Ask the students to identify the most important piece of information in the sentence and explain that this is the only clause that can stand alone; introduce the term main/principal clause. Point out that the other clauses provide more information about the garden but do not make complete sense on their own; introduce the terms subordinate/dependent clause and complex sentence. Point out that in a compound sentence, the clauses are of equal importance, but a complex sentence has one main clause and the other clauses are of lesser importance/subordinate. Explain briefly that, as with phrases, there are different types of clause, (noun, adjectival and adverbial).  **ADDITIONAL HELPFUL RESOURCES:**  **Say of what kind each underlined clause is.**  1. The girls who are taking part in the play must come early. ...................................  2. That he is telling the truth is not to be doubted. ...................................  3. You must stop writing when the bell rings. ...................................  4. When the time comes, I shall tell him what I think of him. ...................................  5. The night on which the robbery took place was dark and lonely. ...................................  **State whether the underlined phrases in the sentences are noun phrases, adjective phrases, or adverb phrases:**  1. The play was not all that bad.  2. Both of her younger sisters are still in college.  3. Her new dress was really expensive but very beautiful.  4. This works out really well for now.  5. We drove very slowly and carefully through the snowstorm.  6. Ali’s room had wallpaper that was yellow with stripes.  7. We finished school in no time.  8. With a bright vibrant look, his suit drew everyone’s attention.  9. I wore one of my father’s old ties to school.  10. Everyone put their hands together when they announced the winner.  **Fill in the blanks with the perfect tense of the verbs given in brackets.**  1. What \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (happen) to the package that was to arrive today?  2. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (go) to school and come back by the time he returns.  3. By tomorrow I \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (complete) all the homework that I have to submit.  4. They confessed to a crime they \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (commit) several years ago.  5. Her tough background \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (make) her the person she is today.  6. They \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (buy) the decorations by the time I arrived at their place.  7. They \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (work) on the conference paper together.  8. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (bring) you a chocolate cake, if I knew you liked that better.  9. They knew they \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (arrive) at their destination when the seat belt sign went off.  10. We are hoping that they \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (wake) by the time we arrive at their house. |  |
| **20 min** | **Class Work: Learning about Language**  Revise the concept of Adverbs. Scaffold the topic.  **Class Work: Working with words:**  Attempt Exercise C.  **HOMEWORK:**  Complete any incomplete work. |  |
| **Day 4: 00/00/00**  **20 min** | **Activity: Listening and pronunciation skills**  This activity will sharpen the students’ listening and pronunciation skills, and research skills.  Make sure that the students are enunciating the words and acting out the roles properly. The point of this exercise is not to check their memory or spelling, rather their speaking and listening. Move on when the students are able to speak and convey their message properly to the other party.  Attempt Ex: D.  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Acting skills  Pronunciation skills  Listening skills  Speaking skills  Observation skills  Research skills |
| **30 min** | **Class Work: Composition**  Attempt Exercise E in class.  Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.  Revise the concept of topic statement. Ask them to compare and discuss the texts provided and remind them that their argument should be backed by a clear defence, proof, and examples.  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Writing skills  Reading skills  Speaking skills  Listening skills  Composition skills |
| **10 min** | **Plenary:** Ask the students the following question: Write a short blurb for a new book | Brainstorm |

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| **ASSESSMENT** | **REFLECTION** |