

## PROSE

### SIR C.V. RAMAN

[Sir C.V. Raman was a great scientist. He was awarded the Nobel Prize for his work on Scattering of Light and his discovery of the Effect of Light Rays [Raman Effect]. The Government gifted him 25 acres of land to carry out further research work. Raman Institute was the dream child of Sir C.V. Raman]



1. Sir C.V. Raman was born on November 7, 1888 in Trichy. He was the son of Chandrashekara Iyer and Parvathi Ammal. Chandrashekara Iyer was a Professor of Physics at Hindu College, Vishakapatna. Raman studied there at the Hindu College High School. He was very much interested in science from his boyhood days. Even as a boy, he had made the model of a dynamo. During his school days, he borrowed science books from college students and read them. Thus, from his early days, he showed great interest in science. Unfortunately, he used to fall sick every now and then, and he was not able to attend school regularly.

## Lesson Plan – Sir C V Raman

**Teacher's Name:** xxxx  
**Class:** VIII

**Date:** xxxx  
**Section:** xxx

**Subject:** English  
**Period:** xxxx

---

### Teaching-Learning Objectives: After teaching the students will be able to

- **Knowledge:**
  - recall facts related to the early life of Sir CV Raman
  - recall meanings of new words in a context as well as independent of a context
  - identifies portraits of scientists
- **Comprehension:** (Comprehend through listening or reading)
  - listen to the text read out and answers questions on the text
  - make a note of the circumstances that led Raman to become a scientist
  - learn basics of Raman Effect by making references
- **Expression:** (through speaking and writing)
  - say why Raman could not be regular at school in his school days
  - use new words in own sentences (discover, interested)
  - explain why Raman could not be regular at school
  - write answers to the key questions asked
  - write a short paragraph on a simple topic
- **Appreciation:**
  - give examples to show Raman's love for learning science

### Teaching Learning Resources:

Charts for new words and exercises to be given, pictures of scientists as given with the text as well as obtained from other sources, a clip on Raman Effect

**Approaches and strategies:** constructivist approach, activity based co-operative and collaborative learning strategies

	<b>Phasewise activities</b>	<b>Teaching Learning Experiences</b>	<b>Specifications of Learning process</b>
Phase I	<p><b>Engaging the learners</b></p> <p>Listening exercise, identifying portraits of scientists, watching a clipping on Raman Effect, introducing Raman to the class</p>	<p>Teacher greets students, has some pleasant exchanges. Asks if they can identify scientists – displays portraits – a quick discussion on the achievements of these scientists</p> <p>Shows a clipping on Raman Effect and quickly discusses what it means <a href="https://www.youtube.com/watch?v=6HYq7JyqqLQ">https://www.youtube.com/watch?v=6HYq7JyqqLQ</a> (3:30 minutes)</p> <p>Asks them several questions as follows to raise their curiosity to know about Sir C V Raman</p> <p>What do you know about Sir CVR? How do you think he grew up into becoming a scientist worthy of a Noble Prize? What might be his commitment and dedication to research? Do you also have such questions as Raman had? What have you done with those questions? Let us see how Raman goes about answering the questions that bother him in this lesson.</p>	<ul style="list-style-type: none"> <li>• Students respond to teacher talk appropriately</li> <li>• identify portraits</li> <li>• appreciate the achievements of different scientists</li> <li>• appreciate the concept presented in the clipping</li> <li>• think of the questions asked</li> <li>• relate their experiences to that of Sir CVR</li> <li>• develop curiosity to know more about Sir CVR</li> </ul>
Phase 2	<p><b>Exploring the contents of the lesson</b> (the introduction and paragraph 1)</p> <p>Teacher raises a few pre-reading questions and asks them to answer the questions as soon as he/she completes reading.</p> <p>Reads the lesson aloud with proper intonation</p> <p>Quickly discusses the PRQs</p> <p>Presents questions on the text read on the BB</p>	<p>Instructions: I am going to read two paragraphs of the lesson Sir C V Raman. Open your books and follow the text while I read. I would like you to answer questions soon after I finish reading.</p> <ol style="list-style-type: none"> <li>1. Where was Sir CVR born?</li> <li>2. Who were his parents?</li> <li>3. What did he get Nobel Prize for?</li> </ol> <p>Teacher reads the lesson aloud with proper intonation.</p> <p>Soon after reading the three questions asked above are asked.</p> <p>Good. Now it is time for you to read these two paragraphs silently. When you read, try to find out answers to these questions. Write the answers in your note books.</p>	<ul style="list-style-type: none"> <li>• follow instructions</li> <li>• find answers to questions as they follow the text</li> <li>• read silently</li> </ul>

	<p>Asks them to read silently and find out answers to the questions asked</p> <p>Asks them to identify new words or words for which they do not know the meanings</p> <p>They read silently, comprehend the text and identify answers to the questions asked.</p>	<p>Displays a chart of questions.</p> <ol style="list-style-type: none"> <li>1. Where did Sir CVR get his high school education?</li> <li>2. What was his father?</li> <li>3. What shows that Raman was interested in science?</li> <li>4. Why was he not able to attend school regularly?</li> </ol> <p>Make a note of the new words you find in the text. Try to guess their meaning. We will take them up for discussion a little later. You can discuss the answers with your friends sitting next to you. Now start reading. Gives 5 minutes.</p>	<ul style="list-style-type: none"> <li>• find answers to the questions displayed on the chart</li> <li>• discuss answers to questions with their friends</li> <li>• identify new words</li> <li>• guess meanings of words in contexts</li> </ul>
Phase 3	<p><b>Explaining</b></p> <p>Presentations of the outcome of tasks set o the class, reflections</p> <p>Students explain answers. Teacher supplements if necessary.</p> <p>Discusses answers to questions asked.</p> <p>Makes students respons, reflect and reconstruct the text read in oral discussion</p> <p>supplements student explanation with more details or correct expressions</p> <p>Lists and discusses new words that are identified.</p>	<p>Teacher asks students to answer the questions. A discussion is taken up on each of the answers and the answers are related to the text read.</p> <p>Students list new words. Teacher asks them to guess meanings and helps them guess by giving clues.</p> <p>They are encouraged to see the glossary or a dictionary.</p> <p>Teacher creates contexts for the words listed.</p> <p>Then the teacher reads the text aloud slowly relating what is already discussed to the text and draws their attention to the points left out if any.</p> <p>Pre identified words for writing sentences discover: Columbus discovered America. It means bring to light an already existing thing/phenomena etc interested: Children are interested in playing. He is interested in learning classical dance. It shows one's inclination and love for something.</p> <p>Now please give a few sentences using these two words.</p>	<ul style="list-style-type: none"> <li>• answer questions orally</li> <li>• correct their sentences based on teacher feedback</li> <li>• check meanings in glossary or a dictionary</li> <li>• guess meanings of words in contexts</li> <li>• Say sentences using words.</li> </ul>

Phase 4	<p><b>Expanding</b></p> <p>Further skillpractice by students</p> <p>Another listening exercise based on the listening passages given.</p> <p>Reading aloud practice</p>	<p>Now I am going to read something to you. Then I will ask you questions on the same. Listen to my reading carefully. I will not give you any PRQs now. You have to listen to me carefully.</p> <p>Teacher reads the text on Bhaskar in page 170 of the Reader and asks the questions given in the beginning of the lesson. A quick discussion follows.</p> <p>Teacher asks a few students to read the lesson aloud. Each student is asked to read at least 5 sentences.</p>	<ul style="list-style-type: none"> <li>• Listen to a reading passage with similar text.</li> <li>• Answer questions based on listening</li>   <li>• Practise reading aloud</li> </ul>
Phase 5	<p><b>Evaluation, reflection and closure</b></p> <p>Assesses learning</p> <p>Summarises the discussions</p> <p>Brings to their notice the learning processes they were involved in.</p>	<p>Teacher displays a chart with questions on the text discussed. Students are asked to close the books and answer the questions from their understanding of the text studied.</p> <ol style="list-style-type: none"> <li>1. Give two instances to show that Raman was interested in studying science.</li> <li>2. How did the government encourage Raman to continue research in the field of science?</li> </ol> <p>Teacher ends the lesson by summarising what was discussed in the class relating the answers given by students. The teacher also reflects how they were engaged in learning and how this kind of regular practice would lead to independent learning.</p>	<ul style="list-style-type: none"> <li>• Answer questions</li> <li>• Reflect on the learning processes</li> </ul>
Phase 6	<p>Assign further follow up activities to be carried out at home or outside the classroom</p>	<p>Assignment for reflection</p> <p>Write a short paragraph about your interests and what would you like to become in life.</p>	<ul style="list-style-type: none"> <li>• Practises writing a short paragraph</li> </ul>

<b>Unit Test - Blue Print</b>													
	<b>Knowledge(24%)</b>			<b>Comprehension(32%)</b>			<b>Expression(36%)</b>			<b>Appreciation(8%)</b>			
	Short Essay Type	Short Answer Type	Obj Type	Short Essay Type	Short Answer Type	Obj Type	Short Essay Type	Short Answer Type	Obj Type	Short Essay Type	Short Answer Type	Obj Type	
Marks per question	3	2	1	3	2	1	3	2	1	3	2	1	
Units Components													
Sir C V Raman		2		3		1	3						9
The Little Busy Bee		2			2			2				2(2)	8
Grammar			2(2)			1			2(2)				5
Vocabulary						1			2(2)				3
Total													25
No of Questions	4			5			6			2			
Domain-wise Marks	6			8			9			2			

**Note:** In this blue print numbers in the brackets mean number of questions. The weight for domains and types of questions might vary depending on priorities.

## UNIT TEST - Class VIII

**Duration: 1 hour**

**Max Marks: 25**

**I Answer the following questions in about 6-8 sentences each.**

**3x2 = 6**

1. Narrate one incident to show that Raman was a kind man. (Expression)
2. How can you say that though Raman was the Deputy Accountant General, he was interested in science? (Comprehension)

**II Answer the following questions in two or three sentences**

**2x4 = 8**

3. What shows that Raman was interested in the study of science even as a boy? (Knowledge)
4. Describe the activities of a bee. (Expression)
5. Why does the poet want to be like a bee? (Comprehension)
6. Write from memory the first four lines of the poem 'The Little Busy Bee'(Knowledge)

**III Answer the following questions as directed.**

**1x11 = 11**

7. **List rhyming words for the following.**  $\frac{1}{2} \times 4 = 2$  (Appreciation)

hour -

cell -

skill -

passed -

8. Rearrange the following words to make a meaningful sentence. 1(Comprehension)

Raman number During honours of medals. his received a and lifetime,

9. Which of the following expressions best describe Raman? 1 (Comprehension Vocabulary)

sickly          curious active          studious

10. Fill in the blank with the suitable phrasal verb given below. 1 (Expression Vocabulary)

(decide, make up, make out, control)

Ravi could not . . . . . his mind about the course of study he would choose after class X.

11. Use the following in a sentence. (Expression Vocabulary) 1

put up with :

12. Fill in the blank with a word opposite in meaning to the word underlined.

Don't stand outside, come . . . . . 1 (Grammar, Comprehension)

13. Give the negative forms of the underlined words using the appropriate prefixes given below. (Grammar, Expression ) ½ X 4 2

in-, un-, dis-, im-

a correct answer -

an honest person -

a happy boy -

a pure heart -

14. Fill in the blanks with correct form of the words given in the brackets. (grammar Knowledge)

A ship . . . . . (sail) on water. 1

She is . . . . .(play) in the backyard. 1

## **Guidelines to Prepare Test Material in English**

### **Task**

- All questions shall be Objective type questions
- A total of 50 questions need to be prepared
- Indicate the Objective, Question and Answer for each item.(Objective should be decided according to the objectives of each subject. Science: Understanding, Application, Analysis, Skill etc; Language: Comprehension, Skills, Vocabulary etc)
- The questions shall be of any one type out of the 5 types given below. Each type should have a minimum of 6 questions. (Completion, Matching, Multiple Choice, Sequential Arrangement, Classification, True-False Type)
- See that the questions belong to a single subject (History, Civics, Geography, Physics, Arithmetic etc)
- Let the instruction for each type of item be very clear. Let the instruction involve two parts-what is given in the question and what is expected of students.
- Present same type of questions under a single heading.

### **Objective type**

- Makes assessment very objective – no scope for subjective marking
- Expects students to provide exact answers
- Very good for testing understanding of the contents of a subject
- Has unlimited scope for testing learning at different domains
- Needs meticulous planning
- Has scope for framing test items in a variety of ways – fill in the blanks, matching, MCQs, one word answers, analogies, matching, sequencing, classifying and the like.

## Reading material on preparation of objective type test items.

Objective type questions are easy to score, easy to answer but difficult to prepare. They appear to be mainly based on memory. But well-planned questions can be asked to check learning in all domains. In language testing what needs to be really tested is not how much a student remembers but to what extent a learner has mastered the target language skills. This typically involves questions on comprehension and expression. Questions focusing on grammar would test understanding and application too. Here we will quickly see how various objective type test items can be generated.

### Completion Type Questions

Usually we have 'fill in the blank' kind of exercises in this type. You could have following varieties of questions in this category.

- Ask them to complete a sentence by memory.
- Supply one word (a name, a year, a verb/adverb/adjective/phrase etc.)
- Choose from alternatives given. Alternatives could be two or three or four
- A whole list of words can be given in one place for them to choose to answer a set of completion type questions
- Complete a sentence in one's own words

### Look at the following example.

Sir C V Raman was born in the year ..... (memory, recall)  
He was .....(curious, curiosity, curiously) about anything he came across.  
(Choose the appropriate word to fill in the blank)  
An idle mind is a ..... (memory)  
If I were a bird ..... (understanding, grammar)

(Complete the sentence in your own words)

Your instructions might vary depending on the what the question expects from students. The above examples also have instructions.

### **Matching Type Questions**

Matching type questions need clear instructions. Items are listed in two columns. Column A and Column B should have different numbering system. This helps the students match the items without any confusion. All items should be from the same area to avoid confusions. Look at the following example.

Match items in column A with items in column B and write your answers below. You can just match the numbers of items in both the columns.

- |                                |                |
|--------------------------------|----------------|
| 1. tells a name                | a. adverb      |
| 2.expresses work               | b. conjunction |
| 3.describes quality of a thing | c. noun        |
| 4.describes a work done        | d. adjective   |
| 5.joins two words or sentences | e. verb        |

Answer: 1-c, 2-e, 3-d, 4-a, 5-b

## Multiple Choice Questions

You will be able to include all domains in this type. But you need to plan very meticulously. The alternatives given are distracters. Students must be able to look beyond those distracters and identify their answer.

Instruction: Below are given incomplete statements followed by four choices. Indicate the best answer to complete the statement using ‘✓’

Sir C V Raman took a competitive examination instead of studying science because . . . . . (Comprehension)

- a. he could not go to the UK because of health problems
- b. he was not good at science during his school days
- c. he had problems in paying school fees
- d. he wanted to become a great officer

## Sequential Arrangement Items

A series of steps of doing an activity can be listed in a jumbled fashion. Students should rewrite them in the proper sequence. This type of question involves reading comprehension and logical thinking. We have to be careful in scoring. If there are five actions listed and if a student lists the first two in proper sequence, lists the 5<sup>th</sup> as the 3<sup>rd</sup> item and then lists 3<sup>rd</sup> and 4<sup>th</sup>, how would you allot marks? You can either give four marks out of five arguing that the first two and the last two are in proper sequence. You could give just two marks arguing that the child does not know the sequence after this. If, in a sequence, one step is missed out it is as good as not having a full knowledge of the task. So the child deserves only two marks. Perhaps the latter is more appropriate as it does not allow students to guess and answer or take answers for granted. Give only two marks in the above situation and tell the students

why you have given two. Still there could be disputes. You can take a decision. But do have the same stand for all students. That is where assessment becomes objective.

You can also give jumbled words in a sentence and ask them to arrange the words in a proper sequence to create a meaningful sentence.

Instruction: Rearrange the following words to make a meaningful sentence.

no shoes/ they/and/ wore/muddy/ their/were/ feet.

### **Classification Items**

Words that represent different concepts can be given in a jumbled fashion and students are expected to group them based on certain criteria. If this type is given for a test, we may have to give more marks too as it involves more work. Therefore working out a scheme of assessment becomes very important with this type of question.

How ever there are simpler versions of this type. We can ask students to identify the word that does not belong to the group.

Identify the word that does not belong to the group (comprehension)

a. went      b. wanted      c. sent      d. meant

c is the correct answer. (regular verb, rest are irregular verbs)

## Analogies

In analogy questions one relationship is presented. Students are to identify fill in the blank with a word or expression that presents a relationship comparable to the first one. Look at the following example.

Fill in the blank with a suitable word that expresses a relationship similar to the relationship between the first two words.

Study the relationship between the first two words. Now fill in the blank with a word that has a similar relationship with the third word. (comprehension)

success:noun:: successful : . . . . .

Ans: adjective (second word is the part of speech of the first word in each set)

## True/False Items

Instruction: Below are given some statements. Identify if the statements are true or false by marking each statement with a ✓ or a ✗.

‘Break’ and ‘brake’ have the same pronunciation. (comprehension)

Sir C V Raman was a Mathematician. (knowledge)

Issac Watts wrote ‘The Little Busy Bee’. (knowledge)

## The Little BusyBee

- Issac Watts

How doth the little busy bee  
Improve each shining hour;  
And gather honey all the day  
From every opening flower! 4

How skillfully she builds her cell!  
How neatly she spreads her wax,  
And labours hard to store it well  
With the sweet food she makes! 8

In work of labour or of skill  
I would be busy too;  
For satan finds some mischief still  
For idle hands to do. 12

In books or work or healthful play,  
Let my first years be passed,  
That I may give for every day,  
Some good account at last. 16

### Glossary :

- |             |   |                                 |
|-------------|---|---------------------------------|
| 1. doth     | : | old form of "does"              |
| 2. improve  | : | make good use of                |
| 3. shining  | : | bright                          |
| 4. gather   | : | collect                         |
| 5. skillful | : | clever                          |
| 6. cell     | : | a small compartment in the hive |
| 7. Satan    | : | evil spirit or King of devils   |
| 8. mischief | : | injury or damage                |
| 9. idle     | : | doing nothing                   |

**Additional Reading:**

**Read the following poem and try to understand the message.**

**The Noble Nature**

It is not growing like a tree  
In bulk, doth make man better be;  
Or standing like an oak, three hundred year,  
To fall a log at last, dry, bald and sere:

A lily of a day  
Is fairer far in May

Although it fall and die that night:  
It was the plant and flower of light.  
In small proportions we just beauties see;  
And in small measures life may perfect be

• *Ben Jonson*

## Lesson Plan – The Little Busy Bee

**Teacher's Name:** xxxx  
**Class:** VIII

**Date:** xxxx  
**Section:** VIII

**Subject:** English  
**Period:** 2

---

### Teaching-Learning Objectives: After teaching the students will be able to

- **Knowledge:**
  - recall facts related to the life of poet Issac Watts
  - identify rhyming words
- **Comprehension:** (Comprehend through listening or reading)
  - answer questions on the the poem after it is read out
  - reason out why the poet calls the bee busy
  - lists basic ideas presented in the poem
- **Expression:** (through speaking and writing)
  - describe the various activities undertaken by a bee
  - compare their routine with the routine of the bee
  - justify the need to be busy in life
  - write answers to the key questions asked
  - write a short paragraph summarising the poem
  - read the poem aloud with proper rhythm and intonation
- **Appreciation:**
  - appreciate how Sir MV's life is comparable to that of a busy bee
  - develop the ability to think of a word that rhymes with the given word
  - apply the values learnt from a bee to one's own life

### Teaching Learning Resources:

A few pictures presented on a chart on what a bee does; Cartoon drawing of a bee

**Approaches and strategies:** constructivist approach, activity based co-operative and collaborative learning strategies

	<b>Phasewiseactivities (Period 1)</b>	<b>Teaching Learning Experiences</b>	<b>Specifications of Learning process</b>
Phase I	<p><b>Engaging the learners</b></p> <p>talk about bees drawing speaking one sentence each</p>	<p>Teacher greets students, has some pleasant exchanges. Asks if they have seen bees, what bees do and so on.</p> <p>Displays a cartoon picture of a bee on a chart and asks students to draw a bee.</p> <p>Activity : What is my bee doing? Asks students to say what their bee is doing. They should show their drawing to the class and say ‘My bee is flying’ and so on. Teacher can give clues : gathering honey, sitting on a flower, entering its hive etc.</p>	<ul style="list-style-type: none"> <li>● Students tell the class whatever they know about bees</li> <li>● draw a cartoon picture of a bee</li> <li>● say a sentence each about the bee they have drawn</li> </ul>
Phase 2	<p><b>Exploring the contents of the lesson</b></p> <p>reading the first two stanzas rhythmically</p> <p>facilitating listening comprehension</p> <p>discussing the meanings of lines</p>	<p>Instructions: I am going to read a poem on a bee. I want you to listen to me carefully and try to answer the following questions.</p> <p>Teacher reads the whole poem. Students listen. Books closed.</p> <p>What does the bee do all day? Where does the bee store the honey collected?</p> <p>Children try to answer. The teacher does not immediately help. Instead reads the poem again asking them to focus on the questions.</p> <p>A quick discussion. The following questions are added.</p> <p>What is the taste of the food she makes? What are the cellss made of? Discussion. Reads the first two stanzas again. Discussion.</p>	<ul style="list-style-type: none"> <li>● follow the instructions</li> <li>● listen to the poem trying the find answer to the questions</li> <li>● answer questions from memory</li> <li>● listen to the poem trying the find answer to the questions</li> <li>● answer questions from memory</li> </ul>

Phase 3	<b>Explaining</b> clarifying answers to the questions asked earlier reading by students students look for answers	Now the teachers asks students to open their books and look at the poem. Teacher reads the first two stanzas aloud again. Allows them time for reading silently. Asks them to find answers to the questions asked.  This is followed by a short discussion. Then the teacher quickly explains the lines. Displays pictures again and shows how the cells are made of wax and how honey combs are created.	<ul style="list-style-type: none"> <li>• follow the lines as the teacher reads</li> <li>• find answers to the questions not answered</li> <li>• participate in the discussion</li> </ul>
Phase 4	<b>Expanding</b> practising reading the poem aloud  student talk on bees	Teacher reads first two stanzas of the poem aloud line by line. Now students repeat the lines after the teacher.  Children are again taken back to their cartoon drawings. They are asked to say what their bee is doing. They show their drawing and say what their bee is doing. Teacher allows them to look into the poem and answer the question.  Now the students are introduced to the poet. Teacher displays a chart of simple questions on the poet, reads the introduction to the poet and asks them to answer the questions. This is followed by a brief summary of the introduction to the poet.	<ul style="list-style-type: none"> <li>• practise reading the poem aloud rhythmically</li> <li>• say sentences on the cartoon pic of bee they have drawn making use of the ideas they get in the lines</li> <li>• learn about the poet</li> </ul>
Phase 5	<b>Evaluation, reflection and closure</b>  answering questions	Teacher displays a chart with questions on the two stanzas read.  What is the meaning of ‘improve’ in the second line? What word does the poet use to describe the ability of the bee to build its cell? Where does the bee gather honey from?	<ul style="list-style-type: none"> <li>• answer questions</li> </ul>
Phase 6	reading relevant material drawing comparisions	Assignment for reflection  You will find a short write up on Sir MV in your book. Read the text and draw a comparison between Sir MV and a busy bee. Tomorrow you should be able to tell the class how Sir MV worked like a bee.	<ul style="list-style-type: none"> <li>• engage in comparison</li> </ul>

	<b>Phasewiseactivities (Period 2)</b>	<b>Teaching Learning Experiences</b>	<b>Specifications of Learning process</b>
Phase I	<b>Engaging the learners</b>	<p>Teacher greets students and exchanges some pleasantries.</p> <p>Reminds them of the assignment given. Asks them to present comparison between a bee and Sir MV. If they have not done it, gives them a few minutes to go through the text on Sir MV. Then picks up a recap as well as comparison using the following questions.</p> <p>What is the poem about? What does the bee do? Why is the bee busy? In what way is Sir MV like a bee? What are the qualities of Sir MV? For how many hours did he work everyday? OK. Now we will read the remaining poem.</p>	<ul style="list-style-type: none"> <li>• Students tell the class whatever they know about bees</li> <li>• draw a cartoon picture of a bee</li> <li>• say a sentence each about the bee they have drawn</li> </ul>
Phase 2	<p><b>Exploring the contents of the lesson</b></p> <p>reading the last two stanzas rhythmically</p> <p>facilitating listening comprehension</p> <p>discussing the meanings of lines</p>	<p>Instructions: Like yesterday, I am going to read two stanzas. Once I will read the whole poem. Then the last two parts. I want you to listen to me carefully and try to answer the following questions.</p> <p>Teacher reads the whole poem. Students listen. Books closed.</p> <p>‘I would be busy’ ... Who is this ‘I’? How would the poet be busy?</p> <p>A quick discussion. The following questions are added.</p> <p>What will happen if we are not busy? What is the meaning of ‘first years’? How should the early life of a child be? What do you think is giving a good account?</p> <p>Teacher reads the poem once or twice and tries to elicit answers from students. Whatever answer given by them is accepted and appreciated.</p>	<ul style="list-style-type: none"> <li>• follow the instructions</li> <li>• listen to the poem trying the find answer to the questions</li> <li>• answer questions from memory</li> <li>• listen to the poem trying the find answer to the questions</li> <li>• answer questions from memory</li> </ul>

Phase 3	<p><b>Explaining</b></p> <p>clarifying answers to the questions asked earlier reading by students students look for answers</p> <p>discussion on rhyming words</p>	<p>Now the teachers asks students to open their books and look at the poem. Teacher reads the poem from the beginning. Then reads only the last two stanzas. Allows them time for reading silently. Asks them to find answers to the questions asked.</p> <p>This is followed by a short discussion. Then the teacher quickly explains the lines.</p> <p>Draws their attention to rhyming words and asks them to list rhyming words in the poem. Then asks students to list some rhyming words they know of.</p>	<ul style="list-style-type: none"> <li>• follow the lines as the teacher reads</li> <li>• find answers to the questions not answered</li> <li>• participate in the discussion</li> <li>• list rhyming words from the poem and independent of the poem</li> </ul>
Phase 4	<p><b>Expanding</b></p> <p>practising reading the poem aloud</p> <p>Discuss the proverb</p> <p>Revisit the poem in the light of the discussion</p> <p>Read another poem</p>	<p>Teacher reads the poem aloud line by line. Now students repeat the lines after the teacher. A few students are asked to read the poem aloud.</p> <p>Now teacher writes a proverb on the board.</p> <p>‘An idle mind is a devil’s workshop.’</p> <p>Asks them what they understand by it. Then quickly explains. Then asks student if there are lines in the poem that give the same meaning.</p> <p>They are asked to go through another poem given in the unit ‘The Noble Nature’ and asks them to list the rhyming words.</p> <p>If time permits, the teacher raises a few questions on that poem too. And asks them to say how it is relevant to the poem they studied.</p>	<ul style="list-style-type: none"> <li>• practise reading the poem aloud rhythmically</li> <li>• interpret the proverb</li> <li>• relate the meaning of the proverb to the poem read</li> <li>• list rhyming words from the new poem</li> <li>• comprehend the new poem independently</li> </ul>
Phase 5	<p><b>Evaluation, reflection and closure</b></p> <p>answering questions</p>	<p>Teacher displays a chart with questions on poem.</p> <p>Who does Satan work through? How would the poet like to be? What happens if we are not busy?</p>	<ul style="list-style-type: none"> <li>• answer questions</li> </ul>
Phase 6	<p>reading relevant material drawing comparisons</p>	<p>Assignment for reflection</p> <p>Prepare a daily work schedule for yourself. Share the same in the class tomorrow. You can display your schedule on the notice board. Every day you should check if you have done all that you have planned. If no,</p>	<ul style="list-style-type: none"> <li>• engage in following their work schedule, reflection</li> </ul>

		write why. This should be maintained for a month. Then we will again revisit this poem.	
--	--	---	--