

PreContent/Content PostContent	Learning Outcome/Objectives	
	General	Specific
<u>Pre Content</u> Students will discuss general behavior of humans <u>Content</u> The present poem deals with the feelings of the poet like other small kids who feel irritated by their elders who always instruct them to do or not to do <u>Recitation</u> <u>Comprehension</u> <u>Vocabulary</u> <u>Post Content</u> Extended Learning Activity Too Cool for Rules	Students will be able to: discuss general behavior of people work on all aspects of recitation through self-monitoring and self-correction appreciate the emotions/values reflected in the poem skim and scan the poem identify unfamiliar vocabulary to analyse meaning frame rules	Students will be able to: ● analyse the motivation behind people's actions in various situations ● contrast people's behavior in public and private sphere recite with proper pauses, intonation and pronunciation conclude the central theme of the poem answer factual, inferential and reference to context questions pick out the new words from the poem and find their meaning analyse the need for rules in a school frame rules for elders

Home Work: 1. Recite the poem 2. Infer the meaning of new words and write them in notebook
3. Complete question answer in note book. 4. Frame rules

AND PROGRESS

MONTH: July

CLASS : VII

Teacher's Activity	Students' Activity	Teacher's Observation and Remedial action taken
Teacher will hold a discussion on different observable characteristics of people and provide hypothetical situations present model recitation ask short questions to check their comprehension provide an oral summary of the poem enable students to seek answers of textual questions Course book Pg. 70 initiate use of dictionary help students list rules they follow in their everyday life Annexure A Activity Too Cool for Rules	Students will present their viewpoint and observations mark the intonations in every verse recite the poem in groups read the text silently to answer questions find the central idea of the poem answer the textbook questions orally and later in notebooks Course book Pg. 70 infer the meaning of unfamiliar words according to the text frame rules for elders Annexure A Activity Too Cool for Rules	Teacher will write her observations after completion of the topic

Teaching Aids: Textbook, Smart board, Worksheets

Methodology/ innovative methods: Reading, Interactive discussion, Brainstorming, Experiential Learning

Interdisciplinary Links: Physical Sports

Value Education: Discipline

Art Integrated Education- Prepare Rule Chart

H.O.D

Coordinator

Vice Principal

Principal

Chivvy

Annexure A

Activity : Chapter- Chivvy

Activity Name	Too Cool for Rules
Level	Class 7
Skill	Critical thinking, Evaluating, Framing
Time	40 minutes (1 Class)
Grouping of students	Groups of 5
Materials	Chart papers, sketch pens, crayons

Learning Outcomes: Students will be able to-

- brainstorm the rules of a school/educational institution
- brainstorm the rules set for them by their parents
- frame rules of their own
- summarize and explain

Teacher's Activity- The teacher will:

- ask the students
 - the necessity of rules in an institution
 - what are the objectives of rules
- form groups of five
- instruct the students to frame rules for their parents or elders in their life
- circulate among the group, monitoring the progress and providing assistance wherever required.

Students' Activity: The students will:

- analyse the rules they follow in their daily life
- reason out why one needs rules in their lives
- frame fun rules for their parents or elders that they wish would follow
- present the rules set up by them.

Stages:

- Setting up (forming of groups, giving instructions- guidelines, Learning Outcomes, rules, time limit and rubric for assessment): 5 minutes
- Warm up and activity 30 minutes
- Evaluation and feedback to students: 5 minutes

Worksheet

If you had to make some rules for grownups to follow, what would you say? Make at least five such rules.



