CLASS – VII
LESSON PLAN
Quality

Unit	Quality
Class Transaction	Total: 3 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires students to – Understand, appreciate and enjoy fiction. Know the value and importance of being passionate about one's craft/job. Infer, analyze and evaluate text.
Assessment of qualifying knowledge	Written test HW notebook
Objective	Students will be able to - Understand the theme of the lesson- importance of being passionate about one's craft/job. Sequence events Enhance vocabulary Complete the exercises at the end of the story Inculcate the value of dedication

Learning Outcomes	KNOWLEDGE- *Students will know and understand -* • the author's style of writing • the theme of the lesson – To know the importance of being passionate about one's craft/job.. • the text locally and globally • infer meaning from the context SKILLS and COMPETENCIES- *Students would be able to develop -* **Listening skill** • follow instructions and directions. • make inferences and judgements **Reading skill** • become accomplished and active readers who appreciate ambiguity and complexity

	• respond critically to the aesthetic, cultural and emotional values in the text. • skim the reading text to identify main ideas • scan text for specific supporting details. **Writing skill** • demonstrate planning skills for answering questions • locate, access, select, organize and integrate relevant data • use a variety of sentence types and sentences of different lengths and structures appropriately. **Speaking skill.** • be able to prepare, organize and deliver an engaging oral presentation. • use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking Competencies • **Critically analyze** the importance of being passionate about one's craft/job. • Understand the importance of values in life working in **collaborative manner and communicating** ideas with each other. • Write a diary entry explaining your feelings about being curious. **(*creative, critical competencies*)** • ATTITUDE: honing **character traits and citizenship** by understanding the importance of being passionate about one's craft/job.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	DOL-1,2,3 **WIPRO- Rally Robin** Transaction would proceed in the following manner- *Brain Storming* –The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told – about the author -the significance of the topic that they would be studying. (**Collaborative, Communication, Critical thinking)** *Introduction of the topic*- PPT would be shared *Guided practice followed by Independent Practice – Q*uestions/answers to be discussed in the classroom.

	Techniques to be used: Group Discussion Questioning MCQ Peer Assessment DOL 5 (Habits of Mind) Critical Thinking Creative Thinking
Resources	Text Book: NCERT Text Book
Self Study, Home Work, Assignments	**Independent Practice**: Students would do the questions in their H.W notebooks as mentioned in the monthly planner and we will assess their **Critical and Creative thinking**. HW notebooks to be marked as per the given plan: *Assessment Parameters*: The total marks for the activity is 5 marks On time submission……1 mark Presentation/ Neatness (**Creativity, Critical Thinking**) ……1 mark Content (**Critical Thinking**) …….....3 marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Assessments	**4 UNIT TESTS** (25 marks each) 100 Marks **HALF YEARLY EXAMINATION** 80 Marks **ANNUAL EXAMINATION** 80 Marks **PERIODIC TEST** **We assess creativity and critical thinking through Pen Paper Test** Average of the best two tests to be taken that will have a weightage of 10 marks. Best 2 Tests out of: Units tests, Half Yearly examination. **INTERNAL ASSESSMENT** 20 Marks • Periodical Test 10 Marks • Note Book Submission 05 Marks • Subject Enrichment Activity 05 Marks **We assess all the competencies through Subject enrichment activities like Creativity and innovation, Critical thinking, communication, collaboration, character and citizenship.**

Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: *For gifted students:* • High order thinking questions to be done • Encouragement for referring other resources *For weak students:* • Knowledge based questions to be done • Buddy help to be provided • Provide grade-up classes *For differently abled students:* • Ignore spelling mistakes • Call parents at regular intervals • Provide grade-up classes

QUALITY

1. Who was Gessler?

2. How does the narrator explain the character of Gessler?

3. Why did the narrator order many pair of shoes?

4. What was Gessler's reaction to narrator's branded shoes?

5. What happened to the shoemaker in the end?

DAY WISE LESSON PLAN

DAY I	
Pre-requisite for the course:	This lesson requires: Basic comprehension skills Reading skills
Assessment of qualifying knowledge	1. Written test 2. HW notebook (CRITICAL THINKING, COLLABORATIVE LEARNING)
Learning Objectives:	**Reading and Listening Skill** Read and appreciate the lesson. The students will be able to read the lesson and derive the theme of the lesson.
Learning Outcomes:	Competencies • **Critically analyze** the importance of being passionate about one's craft/job. • Understand the theme of the lesson by working in **collaborative manner and communicating** ideas with each other. • ATTITUDE: Honing **the character traits and citizenship** by understanding the importance of being passionate about one's craft/job. Students will be able to read with 90% accuracy.
Transaction Methodology:	DOL-1,2,3 **WIPRO- Rally Robin** **SKILL: Reading** a. The students will be asked about their views on passion and ambition. b. Reading of the chapter.
Resources:	**Text Book, CLOZE passage.** **Web links:**
Closure:	Summarizing the day's learning wherein the learners find out the theme of the lesson.
Self Study, Home Work, Assignments	Read the lesson and find out the central theme of the lesson.

Assessment	Assessment of Cloze Passage and discussion.
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: *For gifted students:* • HOTS questions to be done • Encouragement for referring to other resources *For weak students:* • Knowledge based questions to be done • Buddy help to be provided • Provide grade-up classes *For differently abled students:* • Ignore spelling mistakes • Call parents at regular intervals • Provide grade-up classes

DAY 2	
Pre-requisite for the course:	This lesson requires students to – 1) Understand, appreciate and enjoy fiction 2) Know the value of being passionate about one's craft/job. 3) Infer, analyze and evaluate text (CRITICAL THINKING, COLLABORATIVE LEARNING)
Learning Objectives:	Students will be able to understand the message conveyed through the lesson.
Learning Outcomes:	Students will be able to understand the message conveyed through the lesson and answer the questions with 90% accuracy. (CRITICAL THINKING, CHARACTER and CITIZENSHIP)
Transaction Methodology:	DOL-1,2,3 **WIPRO- Rally Robin** Transaction would proceed in the following manner- *Brain Storming* –The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. (**Collaborative, Communication)** *Explanation of the topic*- PPT would be shared *Guided practice followed by Independent Practice* – Questions/answers to be discussed in the classroom.

	Techniques to be used: Group Discussion Questioning Think Pair Share Peer Assessment Dramatic Presentation
Resources:	**Text Book, PPT**
Closure:	Summarizing the day's learning wherein the learners understand the theme of the lesson.
Self Study, Home Work, Assignments	Revise the chapter.

DAY 3	
Anticipatory Set:	The facilitator asks questions to check learners' understanding of the theme and inner meaning of the lesson. (CRITICAL THINKING, COLLABORATIVE LEARNING)
Learning Objectives:	Students will be able to write their views and attempt a worksheet on the same with 90% accuracy.
Learning Outcomes:	**(COLLABORATION)** **Skill: Writing** Give one get one – to check their understanding. Students will recall and write their views. Students will be provided a worksheet to write the meaning of the figurative phrases and come up with more than one meaning Facilitator will collect all the worksheets to check for understanding
Transaction Methodology:	DOL-1,2,3 TPS, Give one get one.
Resources:	**Text Book, Assessment worksheet**
Closure:	A quick recap of the main points of the chapter.
Self Study, Home Work, Assignments	*Evaluation of the assignment-* Format-1 Content-5 Fluency and conventions- 3

	On time submission- 1