

CLASS – VII
PLAN
Garden Snake

Unit	Garden Snake
Class Transaction	Total: 2 periods (approx. 40 min each)
Pre-requisite for the course	This poem requires students to – 1) Understand, appreciate and enjoy poetry 2) Infer, analyze and evaluate text
Assessment of qualifying knowledge	1. Written test 2. HW notebook
Objective	Students will be able to - - Understand the theme of the poem- Not every snake is harmless. It is important of living in harmony with nature - Sequence events - enhance vocabulary - Complete the exercises at the end of the poem
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know and understand -</i> - the poet’s style of writing - the theme of the poem - the text locally and globally - infer meaning from the context <u>SKILLS and COMPETENCIES-</u> <i>Students would be able to develop -</i> 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 poem. - 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 <u>Competencies</u> • Critically analyze the theme of the poem • Understand the figures of speech used in the poem working in collaborative manner and communicating ideas with each other. • Discussion of the sequence of events of the poem creatively. (collaborative, creative, critical competencies)
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	DOL-1,2,3 WIPRO- Think Pair Share Transaction would proceed in the following manner- <i>Brain Storming</i> –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 poet -the significance of the topic that they would be studying. (Collaborative, Communication, Critical thinking) <i>Introduction of the topic-</i> PPT would be shared <i>Guided practice followed by Independent Practice</i> – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share Peer Assessment
Resources	Text Book: NCERT Text Book
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks and we will assess their Critical and Creative thinking. HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> 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.
Assessments	4 UNIT TESTS (25, 25, 25,25) 100 Marks HALF YEARLY EXAMINATION 80 Marks ANNUAL BOARD EXAMINATION 80 Marks We assess creativity and critical thinking through Pen Paper Test INTERNAL ASSESSMENT 20 Marks - Note Book Submission 10 Marks - Subject Enrichment Activity 10 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: <i>For gifted students:</i> - High order thinking questions to be done - Encouragement for referring other resources <i>For weak students:</i> - Knowledge based questions to be done - Buddy help to be provided - Provide grade-up classes <i>For differently abled students:</i> - Ignore spelling mistakes - Call parents at regular intervals - Provide grade-up classes

GARDEN SNAKE

Q1. Read the extract given below and answer the following questions. (Understanding)

I saw a snake and ran away Some snakes are
dangerous, they say;
But mother says that kind is good,
And eats up insects for his food.

1. Why do you think the child ran away on seeing the snake?

2. What does the child's mother say about snakes?

Q2. Why did the narrator run away seeing the garden snake?

Q3. What does a garden snake eat?

Q4. What makes the child comfortable the next time he sees the garden snake?

DAY WISE LESSON PLAN

DAY I	
Pre-requisite for the course:	This poem 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 poem. The students will be able to read the poem and derive the theme of the poem.
Learning Outcomes:	<u>Competencies</u> • Critically analyze the theme of the poem. • Understand the figures of speech used in the poem working in collaborative manner and communicating ideas with each other. • Discussion of the sequence of events of the poem creatively. (<i>collaborative, creative, critical competencies</i>)
Transaction Methodology:	DOL-1,2,3 WIPRO- Think Pair Share <u>SKILL: Reading</u> • Individual loud reading by learners. • Asking small questions in between to maintain their interest. • Refer to the dictionary for the meanings of difficult words. Guided Practice: • Teacher to explain the meaning, of figurative language used in this fiction piece and the comparisons made and check for achievement of objective.
Resources:	Text Book, Digital Content
Closure:	Summarizing the day's learning wherein the learners find out the theme of the poem.
Self Study, Home Work,	Read the poem and find out the central theme of the poem.

Assignments	

DAY 2	
Pre-requisite for the course:	This poem requires students to – 1) Understand, appreciate and enjoy poetry 2) Infer, analyze and evaluate text (CRITICAL THINKING, COLLABORATIVE LEARNING)
Learning Objectives:	Students will be able to write their views and attempt questions with 90% accuracy.
Learning Outcomes:	(COLLABORATION) Skill: Writing 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 WIPRO- Think Pair Share Active Learner Participation in solving textbook questions. (Collaboration, Communication, Critical thinking) Each group will be assigned a question and they would find answers and then all the answers would be discussed in the class. The values learnt from the poem will also be discussed so as to inculcate positive values or character traits and citizenship.
Resources:	Text Book
Closure:	A quick recap of the main points of the poem.
Self Study, Home Work, Assignments	<i>Evaluation of the assignment-</i> Content-3 (Critical Thinking and Problem Solving and Creativity) Fluency and expression- 1 Critical Thinking and Problem Solving and Creativity) On time submission- 1
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: <i>For gifted students:</i> • High order thinking questions to be done • Encouragement for referring other resources

	<i>For weak students:</i> • Knowledge based questions to be done • Buddy help to be provided • Provide grade-up classes <i>For differently abled students:</i> • Ignore spelling mistakes • Call parents at regular intervals • Provide grade-up classes
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