

CLASS – VIII
LESSON PLAN
Children at Work

Unit	Fiction: Children at Work
Class Transaction	Total: 3 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires students to – 1) Understand, appreciate and enjoy fiction 2) Infer, analyze and evaluate text
Assessment of qualifying knowledge	Homework Notebook Written Test
Objective	Students will be able to - • Understand the theme of the lesson • Sequence events • enhance vocabulary • Complete the exercises at the end of the story
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand -</i> • the author’s style of writing • the theme of the lesson- plight of poor children • 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 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 <u>Competencies</u> • Critically analyze why poor children give up their education and start working • Understand the importance of education working collaboratively in groups sharing ideas with each other. • Discussion of the sequence of incidents of the story creatively. (collaborative, creative, critical competencies) • <u>ATTITUDE</u>: Critically examining the consequences of poverty and inculcate character traits and citizenship by helping each other
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 the struggles of poor children. They would also be told – about the author -the significance of the topic that they would be studying. (Collaborative, Communication, Critical thinking) <i>Introduction of the topic</i>- PPT and Digital Content 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 PPT Digital Content
Self Study, Home	Independent Practice: Students would do the questions in their H.W

Work, Assignments	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. They can refer to the resources stated above.
Assessments	4 UNIT TESTS (25, 25, 25, 25) 100 Marks HALF YEARLY EXAMINATION 80 Marks ANNUAL BOARD 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 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> • Encouragement for referring other resources <i>For weak students:</i> • 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
	ASSESSMENT QUESTIONS Q1. Describe the scene at the railway station when Velu deboarded the train. Q2. Describe the physical appearance of the girl whom Velu met. Q3. Why had Velu run away from his home? Q4. How did the girl help Velu? Q5. List out the things which Velu was carrying with him.

DAY WISE LESSON PLAN

DAY I	
Pre-requisite for the course:	This lesson requires: Basic comprehension skills Reading skills
Assessment of qualifying knowledge	Verbal Questioning (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:	<u>Competencies</u> • Critically analyze why poor children give up their education and start working • Understand the importance of education working collaboratively in groups sharing ideas with each other. • Discussion of the sequence of incidents of the story creatively. (collaborative, creative, critical competencies) • <u>ATTITUDE: Critically examining</u> the consequences of poverty and inculcate character traits and citizenship by helping each other Students will be able to read with 90% accuracy.
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 lesson.
Self Study, Home Work, Assignments	Read the lesson and find out the central theme of the lesson.

DAY 2	
Pre-requisite for the course:	This lesson requires students to – Understand, appreciate and enjoy fiction Infer, analyze and evaluate text
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- Think Pair Share <u>SKILL: LISTENING, SPEAKING</u> Comparing and Contrasting The facilitator will share a video with the students and then the students will be given time to discuss the ideas of poverty and child labour in collaborative manner (Collaboration, Communication, Critical thinking and Problem Solving, Creative thinking, Character)
Resources:	Text Book, Digital content
Closure:	Summarizing the day's learning wherein the learners understand the theme and the values exhibited in the lesson.
Self Study, Home Work, Assignments	Revise the chapter and come prepared for the question/answer session.

DAY 3	
Pre-requisite for the course:	This lesson requires students to – 1) Understand, appreciate and enjoy fiction 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 and solve questions. 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 (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 lesson 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 lesson.
Self Study, Home Work, Assignments	Worksheet <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> • Encouragement for referring other resources <i>For weak students</i> • 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