

CLASS – VIII
LESSON PLAN
The Treasure Within

Unit	Fiction: The Treasure Within
Class Transaction	Total: 2 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires students to – 1) Understand, appreciate and enjoy reading 2) Know the value of hard work and determination 3) Infer, analyze and evaluate text
Assessment of qualifying knowledge	Written Test Homework Notebook
Objective	Students will be able to - • Understand the theme of the lesson with 90% accuracy • 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- importance of hard work and determination • the text locally and globally • infer meaning from the context <u>SKILLS</u>- <i>Students would be able to develop -</i> Listening skill • follow instructions and directions. • make inferences and judgements (Critical Thinking) Reading skill • become accomplished and active readers who appreciate ambiguity and complexity • respond critically to the aesthetic, cultural and emotional values in the text.(CITIZENSHIP) • 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.(CREATIVITY) 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
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	DOL-1,2,3 WIPRO- Round Robbin Transaction would proceed in the following manner- Day 1- Day 1- (<u>CRITICAL THINKING</u>) <u>SKILL: Reading</u> - Facilitator will introduce the author and theme of self-respect & the mystery of life and death - Students will read the story silently and have a group discussion <i>Introduction of the topic-</i> PPT and Digital Content would be shared Day2-. (<u>COLLABORATION</u>) <i>Brain Storming</i> –The class would start with a discussion on what is secret of success? They would also be told – about the author -the significance of the topic that they would be studying Day 3 - (<u>CRITICAL, COMMUNICATION AND COLLABORATION</u>) <u>Skill: Writing and Reading</u> - Agree/ disagree line up, YES/ NO questions will be asked to check their basic understanding of the story (5-7 min) Directed Reading- Thinking Activity (25 min) Techniques to be used: Group Discussion Questioning MCQ Peer Assessment
Resources	Text Book: NCERT Text Book PPT, Digital Content
Self Study, Home Work, Assignments	Independent Practice: Have you ever felt that you have lost the battle of life? What made you feel that way and how did you overcome the feeling? Write a letter to your friend describing the same.(Creative Thinking) Students would do the questions in their H.W notebooks 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.....1 mark Content.....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 (20, 20, 20, 20) 80 Marks HALF YEARLY EXAMINATION 80 Marks ANNUAL BOARD EXAMINATION 80 Marks PERIODIC 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(ASL) 05 Marks
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 Hafeez's earliest memories of school. Q2. How did he end up becoming an architect? Q3. How does he decide what structure has to be given to the client? Q4. How was Hafeez in academics? Q5. What was the sentence uttered by the school Principal which changed Hafeez's life?

DAY WISE LESSON PLAN

DAY I	
Pre-requisite for the course:	This chapter requires : Basic comprehension skills Reading skills
Anticipatory Set	A class discussion on – Have you made choices that are acceptable and less ‘risky’ or have you followed the beaten track? Why? (CRITICAL THINKING, COLLABORATIVE LEARNING)
Learning Objectives:	Reading and Listening Skill Read and appreciate the chapter. The students will be able to read the lesson with correct pronunciation and derive the theme of the lesson.
Learning Outcomes:	Students will be able to read with 90% accuracy.
Transaction Methodology:	DOL-1,2,3 WIPRO- Think Pair Share <u>i.</u> Facilitator will introduce the theme of decision making (5 m)
Resources:	Text Book
Closure:	Summarizing the day’s learning wherein the learners find out the theme of the lesson.
Self Study, Home Work, Assignments	Read the lesson.
Assessment	Classroom participation
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

DAY 2	
Anticipatory Set:	The facilitator asks questions to check learners’ understanding of the chapter
Learning Objectives:	Students will be able to understand the theme of the lesson
Learning Outcomes:	Students will be able to understand the theme of the lesson with 90% accuracy. (CRITICAL THINKING, CHARACTER and CITIZENSHIP)
Transaction Methodology:	DOL-1,2,3 WIPRO- Think Pair Share

	<u>SKILL: LISTENING, SPEAKING,</u>		
	Directed Reading- Thinking Activity (15 min)		
		Main point(s)	Relation to prior part
	Page 1		
	Page 2		
	Facilitator will summarize the presentation given by each group(20 min)		
Resources:	Text Book		
Closure:	Summarizing the day's learning wherein the learners understand the theme.		
Self Study, Home Work, Assignments	Revise the lesson.		