

| <b>LESSON PLAN</b><br>Class: VIII<br><b>Subject: English</b>                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Unit                                                                                           | Princess September                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Class Transaction                                                                              | Total: 4 periods (approx. 40 min each)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Pre-requisite for the course                                                                   | This chapter requires <ul style="list-style-type: none"> <li>• Basic comprehension skill</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Assessment of qualifying knowledge                                                             | 1. Written Test<br>2. Group Discussion<br>3. HW Notebook<br><br>Students will be asked to read the given paragraph (related to the theme of the poem) to read and will be asked few questions based on it.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Objective                                                                                      | <ul style="list-style-type: none"> <li>• <b>To make the learners seek meaning in reading using variety of strategies such as prior knowledge, inferring, predicting and confirming with 90% accuracy.</b></li> <li>• <b>To develop the skills of writing different kinds of factual and imaginative texts for a wide range of purposes with 90% accuracy.</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                    |
| Learning Outcomes                                                                              | <p><u><b>KNOWLEDGE:</b></u> <i>Students will understand the relationship between humans and animal.</i><b>(critical competency)</b></p> <p><u><b>SKILLS and COMPETENCIES-</b></u> <i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• <b>Critically analyse</b> the relationship between animals and humans</li> <li>• <b>develop the skills of making oral presentations. collaborative manner and communicating</b> ideas with each other.</li> <li>• Write/compose a letter to a friend describing the bond between MAN and ANIMALS <b>creatively. (creative, critical competencies)</b></li> </ul> <p><u><b>ATTITUDE:</b></u> <b>Critically examining</b> the delicate wildlife developing strong <b>character traits and citizenship</b></p> |
| Transaction Methodology<br><br><i>[provide details of each of these, if separate sessions]</i> | Day 1- <b><u>( CRITICAL THINKING)</u></b><br><b><u>SKILL: Reading</u></b><br>a. Will provide the thematically contrasting pictures related to the choices<br>b. Students will be asked to observe, arrange and justify the arrangement of the pictures.<br>c. Facilitator will introduce the chapter and theme of importance of freedom .<br>d. Students will read the poem silently and will rearrange the pictures if necessary.<br><br><b><u>Day 2&amp;3- (CRITICAL, COMMUNICATION AND COLLABORATION)</u></b><br><b><u>Skill: Writing and Reading</u></b>                                                                                                                                                                                                                |

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|                                    | <p>a. Agree/ disagree line up, YES/ NO questions will be asked to check their basic understanding of the story (5-7 min)</p> <p>b. Role Play presented by the groups formed by the facilitator.</p> <p><b>Day 4- (COLLABORATION, CHARACTER, CITIZENSHIP)</b></p> <p><b>Skill: Writing</b></p> <p>a. Carousel Review – to check for understand</p> <p>b. Students will recall and write their views on the story para wise</p> <p>c. Students will be provided a worksheet to write the meaning of the figurative phrases and come up with more than one meaning</p> <p>d. Facilitator will introduce the concept of symbolism with the help of given phrases and answers given by students</p> <p>e. Facilitator will collect all the worksheets to check for understanding.</p> <p>f. Situation will be provided in which student will have to take a decision/ choose and frame <b>The Consequences and Sequel</b> table.</p> <p><b>Day 5- COLLABORATION</b></p> <p><b>Students will of sum up the story</b></p> |
| Resources                          | <b>NCERT Text Books, CLOZE Assessment worksheet</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Self Study, Home Work, Assignments | <p><b>Independent Practice:</b><br/> <b><i>Define the exact assignment for independent study</i></b>-Imagine you are the princess. Write a page of your diary to express your love for animals and how man should live in harmony with animals work copy.<br/> <b>(Competency- critical thinking; skill- writing)</b></p> <p><i>HW notebooks to be marked as per the given plan:</i><br/> <i>Evaluation of these assignments-</i></p> <p>Content (<b>critical thinking and creativity</b>) -3 marks<br/> Presentation/ Neatness (<b>creativity</b>)- 1 mark<br/> On time submission- 1 mark</p>                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Addressing Classroom Diversity     | <p>Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups:</p> <p><i>For gifted students:</i></p> <ul style="list-style-type: none"> <li>• Encouragement for referring other resources</li> </ul> <p><i>For weak students:</i></p> <ul style="list-style-type: none"> <li>• Buddy help to be provided</li> <li>• Provide grade-up classes</li> </ul> <p><i>For differently abled students:</i></p> <ul style="list-style-type: none"> <li>• Ignore spelling mistakes</li> <li>• Call parents at regular intervals</li> <li>• Provide grade-up classes</li> </ul> <p>Assessment Questions<br/> Q1 What did the bird sing about?</p>                                                                                                                                                                                                                                                                          |

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|  | <p>Q2 What did the other princesses say about the little bird?</p> <p>Q3 How was the little bird affected when princess September caged him?</p> <p>Q4 What did the bird do once it was set free?</p> <p>Q5 What lesson do you learn from this story?</p> |
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## **DAY WISE LESSON PLAN**

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| <b>DAY I</b>                              | Dol 1,2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Pre-requisite for the course:</b>      | This story requires :<br>Basic comprehension skills<br>Reading skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Anticipatory Set</b>                   | A class discussion on – Have you made choices that are acceptable and less ‘risky’ or have you followed the beaten track? Why?<br>(CRITICAL THINKING, COLLABORATIVE LEARNING)                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Learning Objectives:</b>               | <b>Reading and Listening Skill</b><br>Read and appreciate the poem. The students will be able to read the story with correct pronunciation and intonation and derive the theme of the story.                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Learning Outcomes:</b>                 | Students will be able to read with 90% accuracy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Transaction Methodology:</b>           | <b><u>SKILL: Reading</u></b><br><b>i.</b> A CLOZE passage will be shared with the students having the theme of choices to check their understanding (5 min).<br><b>ii.</b> Will provide the thematically contrasting pictures related to the choices (source- zen pencils) (2 min)<br><b>iii.</b> Students will be asked to observe, arrange and justify the arrangement of the pictures (10 min)<br><b>iv.</b> Facilitator will introduce the poet and theme of importance of decision making (5 m)<br><b>v.</b> Students will read the poem silently and will rearrange the pictures. (10 min) |
| <b>Resources:</b>                         | <b>Text Book, CLOZE passage.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Closure:</b>                           | Summarizing the day’s learning wherein the learners find out the theme of the poem.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Self Study, Home Work, Assignments</b> | Read the poem and find out the literary devices used.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Assessment</b>                         | Assessment of Cloze Passage and arrangement of pictures on the basis of content , communication and collaboration.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Addressing Classroom Diversity</b>     | Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups:<br><br><i>For gifted students:</i> <ul style="list-style-type: none"> <li>• Encouragement for referring other resources</li> </ul><br><i>For weak students:</i> <ul style="list-style-type: none"> <li>• Buddy help to be provided</li> <li>• Provide grade-up classes</li> </ul>                                                                                                                                                 |

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|  | <p><i>For differently abled students:</i></p> <ul style="list-style-type: none"> <li>• Ignore spelling mistakes</li> <li>• Call parents at regular intervals</li> <li>• Provide grade-up classes</li> </ul> |
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| <b>DAY 2</b>                       | Dol 2,3                                                                                                                                                                                                                                                                             |
| <b>Anticipatory Set:</b>           | <p>The facilitator asks questions to check learners' understanding of the poem</p> <ul style="list-style-type: none"> <li>• What do you understand by freedom?</li> <li>• What is the message conveyed by the author?</li> </ul> <p>(CRITICAL THINKING, COLLABORATIVE LEARNING)</p> |
| <b>Learning Objectives:</b>        | Students will be able to understand the theme of the chapter.                                                                                                                                                                                                                       |
| <b>Learning Outcomes:</b>          | Students will be able to understand the theme of the with 90% accuracy. (CRITICAL THINKING, CHARACTER and CITIZENSHIP)                                                                                                                                                              |
| <b>Transaction Methodology:</b>    | <p><b><u>SKILL: LISTENING, SPEAKING,</u></b></p> <p><b>Directed Reading- Thinking Activity (15 min)</b></p> <p>Facilitator will summarize the presentation given by each group(20 min)</p>                                                                                          |
| <b>Resources:</b>                  | <b>Text Book, poetic device worksheet</b>                                                                                                                                                                                                                                           |
| <b>Closure:</b>                    | Summarizing the day's learning wherein the learners understand the theme.                                                                                                                                                                                                           |
| Self Study, Home Work, Assignments | Revise the chapter.                                                                                                                                                                                                                                                                 |

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| <b>DAY 3</b>                | Dol 2,3                                                                                                                                                                                                                                                                                     |
| <b>Anticipatory Set:</b>    | <p>The facilitator asks questions to check learners' understanding of the poem</p> <ul style="list-style-type: none"> <li>• What do you understand by yellow freedom?</li> <li>• What is the message conveyed by the author ?</li> </ul> <p>(CRITICAL THINKING, COLLABORATIVE LEARNING)</p> |
| <b>Learning Objectives:</b> | Students will be able to understand the theme of the chapter.                                                                                                                                                                                                                               |

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| <b>Learning Outcomes:</b>          | Students will be able to understand the theme of the story with 90% accuracy. (CRITICAL THINKING, CHARACTER and CITIZENSHIP)                                                |
| <b>Transaction Methodology:</b>    | <b><u>SKILL: LISTENING, SPEAKING,</u></b><br><b>Directed Reading- Thinking Activity (15 min)</b><br>Facilitator will summarize the presentation given by each group(20 min) |
| <b>Resources:</b>                  | <b>Text Book, e content</b>                                                                                                                                                 |
| <b>Closure:</b>                    | Summarizing the day's learning wherein the learners understand the theme.                                                                                                   |
| Self Study, Home Work, Assignments | Revise the chapter.                                                                                                                                                         |

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| <b>DAY 4</b>                    | Dol 1,3, 4                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Anticipatory Set:</b>        | The facilitator asks questions to check learners' understanding of the theme and inner meaning of the chapter.<br>(CRITICAL THINKING, COLLABORATIVE LEARNING)                                                                                                                                                                                                                                                      |
| <b>Learning Objectives:</b>     | Students will be able to write their views para wise and attempt a worksheet on the same with 90% accuracy.                                                                                                                                                                                                                                                                                                        |
| <b>Learning Outcomes:</b>       | <b>(COLLABORATION)</b><br><b>Skill: Writing</b><br>Carousel Review – to check their understanding.<br>Students will recall and write their views on the para stanza wise and do spiral level 1 questions.<br>Students will be provided a worksheet to write the meaning of the figurative phrases and come up with more than one meaning<br>Facilitator will collect all the worksheets to check for understanding |
| <b>Transaction Methodology:</b> | <b>The Consequences and Sequel</b> table will be framed stanza wise.                                                                                                                                                                                                                                                                                                                                               |
| <b>Resources:</b>               | <b>Text Book, Assessment worksheet</b>                                                                                                                                                                                                                                                                                                                                                                             |

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| <b>Closure:</b>                    | A quick recap of the main points of the poem.                                                                        |
| Self Study, Home Work, Assignments | <i>Evaluation of the assignment-</i><br>Format-1<br>Content-5<br>Fluency and conventions- 3<br>On time submission- 1 |