

DLE PUBLIC SCHOOL
DARABAH LAI FOUNDATION
PERFECTURE VIGOUR KNOWLEDGE

Teacher Name	Class	Subject	Time	Period	Lesson	Topic
	IX	English	30 mins	1	The Fun They Had	Reading + SAQ's

TIME (in mins)	PEDAGOGY	CONTENT
10 mins	Warm Up Activity	Students will be asked to draw a web chart like drawn below and write about the school of their dreams.... Example: big playground, activity based learning. <pre> graph TD A([School of My Dreams]) --> B([]) A --> C([]) A --> D([]) A --> E([]) A --> F([]) </pre>
	Interactive discussion:	Taking clues from the web chart the teacher will ask few questions to lead the learners to the theme. 1. Can you imagine a time when there will be no human teacher? 2. Would you like if there were no physical schools? Why or Why not? After taking few responses from students the teacher will continue the class with the reading of the text.
15 mins	Reading+discussion of the lesson and identification of adverbs	Pointer reading will be done by the students. Learners will also identify adverbs used in lesson. Expected answers: awfully, sorrowfully, completely, carefully, and loftily. They will be asked comprehension questions to reinforce the theme and ideas of the story.

5	Closure: Contrast the school education of the twentieth-century with that of the twenty-second.	1. Students will be asked to draw 2 web charts to summarize the lesson. i. Elements of present school. (minimum 4) ii. Elements of Tommy and Margie’s school. (minimum 4) (These two web charts will be a reflection of students understanding on the topic - for the teacher as well as for the student himself/herself.)
---	---	--

PROPOSED QUESTIONS: (To check their comprehension)

1. What did Tommy find and why was he surprised?
2. How were the schools in the book different from Margie's School?
3. What kind of books did Margie and Tommy have?
4. Did Margie have classmates?
5. Where was Margie's School?
6. 'Even the Mechanical teachers are not perfect.' Give example from the story "The fun they had".
7. What did Margie hate the most about the mechanical teacher?
8. Why did Margie fail to perform better in Geography?
9. What did the County Inspector do to improve Margie's performances?

Evaluation/Assessment: Proposed Questions, Observation, Classroom Interaction and Web charts.

Learners on the way • Learners will be asked basic comprehension questions.	Advanced Learners • Will be asked to give answers - exercise on adverbs given in the textbook
---	---

Materials needed/Resources:

Blackboard, Textbook, Dictionary, notebook

Common Misconceptions: They get confused while changing adjectives to adverbs. Ex: angry - angrily	Addressing the misconceptions: When an adjective ends in ‘y’, the ‘y’ changes to ‘i’ when you add ‘ly’ to form adverb. Ex: angry - angrily
--	--