

LESSON PLAN [2018-2019]



DLF Public School

THE LEARNING ACADEMY
Managed By Darbari Lal Foundation

Teacher Name	Class	Subject	Time slot	Period	Lesson	Topic										
	9	English	30+30	1+2	The Road Not Taken-Robert Frost	Unfolding of the poem+RTC										
Expected Learning Outcome: Learners will be able to- • Share their feelings on an independent decision taken by them and its effects. • Derive the title of the poem through discussion • Read and comprehend the poem • Identify the poetic devices and rhyme scheme of the poem • Express their views and opinions in the answers based on the poem and inferences made by them																
Expected skill development: Creativity, Questioning, Communication, Collaboration, Reading, Analysis, Identification																
Time	Pedagogy		Content													
10 mins	Pre - Reading Activity Teacher student Interaction.		Students decide whether some of the choices that they make are easy or difficult choices. The teacher divides the class in groups and instructs them to present their discussion. A choice they had to make. The decision they had taken. The teacher makes the following chart on the blackboard. <table><tr><td>To eat an apple</td><td>To eat an orange</td></tr><tr><td>To cheat in the exam</td><td>Not to cheat in the exam.</td></tr><tr><td>To take Science stream</td><td>To take Commerce</td></tr><tr><td>To travel by bus</td><td>To travel by Metro</td></tr><tr><td colspan="2">To follow the advice of friends, Parents and teachers</td></tr></table>				To eat an apple	To eat an orange	To cheat in the exam	Not to cheat in the exam.	To take Science stream	To take Commerce	To travel by bus	To travel by Metro	To follow the advice of friends, Parents and teachers	
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2 mins	Silent reading		Students read the poem silently and are asked to underline the difficult words/phrases, identify rhyme scheme and the poetic devices.													
18 mins	Derivation of the theme of the poem		Students will be asked questions (RTC) to facilitate the derivation of the message and the theme of the poem. Where does the traveller find himself? What problem does he face? Discuss what these phrases mean to you? Yellow wood It was grassy and wanted wear													

		The passing there Leaves no step had trodden black How way lead on to way Why do you think does the poet take the less travelled road?
Day 2 5 mins	Recapitulation through T S interaction	How is the theme of the poem applicable to life?
15 mins	Assignment of writing task	Worksheet based on RTC questions.
10 mins	Discussion of the worksheet	Teacher will discuss the answers of the worksheet with the class.
➤ Proposed Questions Worksheet on RTC's		
• Evaluation/Assessment: Students will be evaluated on their reading and comprehension and analytical skills. They will also be assessed on identifying poetic devices and rhyme scheme of the poem.		
Learners on the way:-		Advanced Learners:-
Learners will be asked basic comprehension questions to help them solve the worksheet		
Materials needed/Resources: ICT, Textbook, Blackboard, Worksheet, notebook		
Common Misconceptions: The phrase "Shall be telling with a sigh" might be interpreted in different ways.		Addressing the Misconceptions: Teacher will provide correct contextual meaning of the word Sigh-a breath of relief through example.

Stanza 1

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

- a) What is the mood of the poet?
- b) Find out the synonym of 'branched out'
- c) What do the two roads symbolize?
- d) Why did the traveler take so long to decide?

Stanza 2

Then took the other, just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same

- a) What does the poet mean by 'the other'?
- b) Which road did the poet choose?
- c) Why did the other road have a better claim?
- d) Synonym of "damaged by use"

Stanza 3

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

- a) Explain- Leaves no step had trodden black?
- b) Why were the roads laying equally?
- c) What was the poet's doubt?
- d) Explain- Yet knowing how way leads on to way

Stanza 4

I shall be telling this with a sigh
Somewhere ages and ages hence;
Two roads diverged in a wood, and I —
I took the one less travelled by,
And that has made all the difference.

- a) Why is the poet sighing?
- b) Which poetic device has been used in the stanza?
- c) What has made all the difference in the poet's life?
- d) Find out the word which means "changed result".

