

LESSON PLAN
Class: IX
Subject: English

Unit	The Snake and the Mirror
Class Transaction	Total: 2 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires students to – Understand, appreciate and enjoy fiction Know the value of all living creatures. Infer, analyze and evaluate text.
Assessment of qualifying knowledge	Written test HW notebook
Objective	Students will be able to - Understand the theme of the story Identify difficult word meanings used To enhance vocabulary Complete the exercises at the end of the chapter Inculcate the value of staying in harmony with all the creatures.

Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand -</i> • the author's style of writing • the theme of the poem – all snakes are not harmful • 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 poem. • Identify the literary devices used in the poem. Writing skill
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	• 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> • Creatively analyze movements of the snake. • Understand the importance of values in life working in collaborative manner and communicating ideas with each other. • Write a factual description on snake. (creative, critical competencies) • <u>ATTITUDE:</u> Creatively examining movements and features of snake described by the poet and honing character traits and citizenship by understanding the life of creatures like snake.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	<u>DOL 1,2</u> Transaction would proceed in the following manner- <i>Brain Storming</i> –The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. 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 MCQ Peer Assessment
Resources	Text Book: NCERT Text Book
Self Study, Home Work,	Independent Practice: Students would do the questions in their H.W notebooks and we will assess their Critical and Creative thinking .

Assignments	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 (20, 20, 20, 20) 80 Marks HALF YEARLY EXAMINATION 80 Marks ANNUAL 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 05 Marks - Subject Enrichment Activity 05 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

DAY WISE LESSON PLAN

DAY I	
Pre-requisite for the course:	This lesson requires: Basic comprehension skills Reading skills
Assessment of qualifying knowledge	1. Written test 2. HW notebook (CRITICAL THINKING, COLLABORATIVE LEARNING)
Learning Objectives:	Reading and Listening Skill Read and appreciate the story. The students will be able to read the story and derive the theme.
Learning Outcomes:	<u>Competencies</u> • Creatively analyze the movements and features of the snake. • Understand that all creatures have right to live working in collaborative manner and communicating ideas with each other. • <u>ATTITUDE:</u> Creatively examining the movements and features of the snake described by the poet. Students will be able to read with 90% accuracy.
Transaction	<u>DOL 1</u> <u>SKILL: Reading</u>

Methodology:	a. The students will be asked about the right to live. b. They will discuss the facts based on snakes. c. Reading of the poem.
Resources:	Text Book, CLOZE passage.
Closure:	Summarizing the day's learning wherein the learners find out the theme of the poem.
Self Study, Home Work, Assignments	Read the story and find out the central theme.
Assessment	Assessment of Cloze Passage and discussion.
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 theme and inner meaning of the lesson. (CRITICAL THINKING, COLLABORATIVE LEARNING)
Learning Objectives:	Students will be able to write their views and attempt a worksheet on the same with 90% accuracy.
Learning Outcomes:	(COLLABORATION) Skill: Writing Carousel Review – to check their understanding. Students will recall and write their views 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:	<u>DOL 1,2</u> TPS, Carousel review.
Resources:	Text Book, Assessment worksheet
Closure:	A quick recap of the main points of the chapter.
Self Study, Home Work, Assignments	<i>Evaluation of the assignment-</i> Format-1 Content-5 Fluency and conventions- 3 On time submission- 1
Assessment questions	1. What kind of room did the doctor live in? 2. Why did the doctor look in the mirror again and again? 3. When did the doctor feel like a foolish, weak person? Why? 4. How did the doctor feel when the snake coiled itself around his arm? 5. What did the doctor do when the snake was absorbed in looking at the mirror?