

CLASS – IX
LESSON PLAN
A Legend of the Northland

LESSON PLAN Class: IX Subject: English	
Unit	A Legend of the Northland
Class Transaction	Total: 3 periods (approx. 40 min each)
Pre-requisite for the course	This poem requires • Basic comprehension skill
Assessment of qualifying knowledge	1. Written Test 2. Group Discussion 3. HW Notebook 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	To enable students to appreciate the theme of the poem and language used with 90% accuracy.
Learning Outcomes	KNOWLEDGE: <i>Students will know and Understand- the importance of helping someone in dire need of help(critical thinking, citizenship-competencies)</i> SKILLS and COMPETENCIES- <i>Students will be able to:</i> • Critically analyse the importance of helping someone in need. • Identify the poetic devices working in collaborative manner and communicating ideas with each other. • Write a short paragraph listing the various reasons for helping someone in need. (creative, critical thinking competencies) ATTITUDE: <u>Critically examining</u> the importance of charity in our lives.
Transaction Methodology [provide details of each of these, if separate sessions]	<u>Competencies DOL 1,2</u> WIPRO- Muddiest Point Day 1- (<u>CRITICAL THINKING</u>) <u>SKILL: Reading</u> a. Students will be asked if they help their friends and relatives. b. If yes, in what way? c. They will discuss the need of help in our daily lives. d. The students will silently read the poem after the recitation done by the facilitator. <u>Day 2- (CRITICAL, COMMUNICATION AND COLLABORATION)</u> <u>Skill: Writing and Reading</u>

	a. PMI (PLUS, MINUS, INTERESTING) will be done to check their understanding of the poem. (5-7 min) b. Directed Reading- Thinking Activity (25 min) <table><tr><td></td><td>Main point(s)</td><td>Relation to prior part</td><td>Predict part</td></tr><tr><td>After Stanza 1</td><td></td><td></td><td></td></tr><tr><td>After stanza 2</td><td></td><td></td><td></td></tr><tr><td>After stanza 3</td><td></td><td></td><td></td></tr><tr><td>After stanza 4</td><td></td><td></td><td></td></tr></table> c. Facilitator will summarize the presentation given by each group Day 3- (COLLABORATION, CHARACTER, CITIZENSHIP) Skill: Writing a. One minute paper – to check for understand b. Students will recall and write their views on the poem stanza wise c. Students will be provided a worksheet to write the meaning of the figurative phrases and come up with more than one meaning d. Facilitator will introduce the concept of symbolism with the help of given phrases and answers given by students e. Facilitator will collect all the worksheets to check for understanding.		Main point(s)	Relation to prior part	Predict part	After Stanza 1				After stanza 2				After stanza 3				After stanza 4			
	Main point(s)	Relation to prior part	Predict part																		
After Stanza 1																					
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Resources	NCERT Text Book, CLOZE Assessment worksheet, poetic device Worksheet																				
Self Study, Home Work, Assignments	Independent Practice: Define the exact assignment for independent study- . Write a short paragraph listing the various reasons for helping someone in need. (creative, critical thinking competencies) <i>HW notebooks to be marked as per the given plan:</i> <i>Evaluation of these assignments-</i> Content (critical thinking and creativity) -3 marks Presentation/ Neatness (creativity)- 1 mark On time submission- 1 mark																				
ASSESSMENTS	<table><tr><td>4 UNIT TESTS (20, 20, 20, 20)</td><td>80 Marks</td></tr><tr><td>HALF YEARLY EXAMINATION</td><td>80 Marks</td></tr><tr><td>ANNUAL EXAMINATION</td><td>80 Marks</td></tr></table>	4 UNIT TESTS (20, 20, 20, 20)	80 Marks	HALF YEARLY EXAMINATION	80 Marks	ANNUAL EXAMINATION	80 Marks														
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	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 poem requires : Basic comprehension skills Reading skills
Anticipatory Set	A class discussion on – ‘The Importance of Charity’, comment and discuss (CRITICAL THINKING, COLLABORATIVE LEARNING)
Learning Objectives:	Reading and Listening Skill Read and appreciate the poem. The students will be able to read the poem with correct pronunciation and intonation and derive the theme of the poem.
Learning Outcomes:	Students will be able to read with 90% accuracy.
Transaction Methodology:	<u>DOL 1,2</u> WIPRO- Muddiest Point <u>SKILL: Reading</u> a. Students will be asked if they help their friends and relatives.(2 min) b. If yes, in what way?(4 min) c. They will discuss the need of help in their daily lives.(5 min) d. The students will silently read the poem after the recitation done by the facilitator.
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 poem and find out the literary devices used.
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 poem - What do you understand by ‘hearth’? - What is the message conveyed by the poet? (CRITICAL THINKING, COLLABORATIVE LEARNING)																							
Learning Objectives:	Students will be able to understand the theme of the poem.																							
Learning Outcomes:	Students will be able to understand the theme of the poem with 90% accuracy. (CRITICAL THINKING, CHARACTER and CITIZENSHIP)																							
Transaction Methodology:	<u>Competencies DOL 1,2</u> WIPRO- Muddiest Point <u>SKILL: LISTENING, SPEAKING,</u> Directed Reading- Thinking Activity (15 min) <table><tr><td></td><td>Main point(s)</td><td>Relation to prior part</td><td>Predict part</td></tr><tr><td>After Stanza 1</td><td></td><td></td><td></td></tr><tr><td>After stanza 2</td><td></td><td></td><td></td></tr><tr><td>After stanza 3</td><td></td><td></td><td></td></tr><tr><td>After stanza 4</td><td></td><td></td><td></td></tr></table> Facilitator will summarize the presentation given by each group(20 min)					Main point(s)	Relation to prior part	Predict part	After Stanza 1				After stanza 2				After stanza 3				After stanza 4			
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Resources:	Text Book, poetic device worksheet																							
Closure:	Summarizing the day’s learning wherein the learners understand the theme and the literary devices used.																							
Self Study, Home Work, Assignments	Revise the poem and the literary devices.																							

DAY 3	
Anticipatory Set:	The facilitator asks questions to check learners' understanding of the theme and inner meaning of the poem. (CRITICAL THINKING, COLLABORATIVE LEARNING)
Learning Objectives:	Students will be able to write their views stanza wise and attempt a worksheet on the same with 90% accuracy.
Learning Outcomes:	(COLLABORATION) Skill: Writing One Minute paper – to check their understanding. Students will recall and write their views on the poem stanza wise and do spiral level 1 questions. 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>Competencies DOL 1,2</u> WIPRO- Muddiest Point
Resources:	Text Book, Assessment worksheet.
Closure:	A quick recap of the main points of the poem.
Self Study, Home Work, Assignments	<i>Evaluation of the assignment-</i> Format-1 Content-5 Fluency and conventions- 3 On time submission- 1
Assessment question	1. What kind of days and nights are there in the Northland? 2. Why are the people in the Northland not able to sleep throughout the night? 3. What means of transportation are used in the Northland and why? 4. What are the children made to wear in the Northland? 5. Who was Saint Peter? What did he do when he came down to the Earth from heaven?