

CLASS – IX
LESSON PLAN
My Childhood

Unit	My Childhood
Class Transaction	Total: 3 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires students to – Understand, appreciate and enjoy fiction Know the value of hard work and determination Infer, analyze and evaluate text.
Assessment of qualifying knowledge	Written test HW notebook
Objective	Students will be able to - Understand the theme of the lesson Sequence events enhance vocabulary Complete the exercises at the end of the story inculcate the values of hard work and determination

Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand -</i> • the author’s style of writing • the theme of the lesson – discrimination in the society • 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 text. • skim the reading text to identify main ideas • scan text for specific supporting details. 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> • Critically analyze the secular fabric of India. • Understand the importance of values in life working in collaborative manner and communicating ideas with each other. • Write a diary entry explaining your feelings about casteism and discrimination of the marginals. (creative, critical competencies) • <u>ATTITUDE:</u> Critically examining the secular fabric of India and honing character traits and citizenship by understanding the importance of equality and respect in the society.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	DOL-1,2,3 WIPRO- Fan n Pick, Jigsaw Transaction would proceed in the following manner- <i>Brain Storming</i> –The class would start with a discussion on what they already know 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	Independent Practice: Students would do the questions in their H.W

Work, Assignments	notebook and we will assess their Critical and Creative thinking. 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 resource 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 lesson. The students will be able to read the lesson and derive the theme of the lesson.
Learning Outcomes:	<u>Competencies</u> • Critically analyze the secular fabric of India. • Understand that ‘equality leads to happiness’ working in collaborative manner and communicating ideas with each other. • <u>ATTITUDE: Critically examining</u> the secular fabric of India and honing character traits and citizenship by understanding the importance of equality and respect in the society Students will be able to read with 90% accuracy.
Transaction Methodology:	DOL-1,2,3 WIPRO- Fan-N-Pick, Jigsaw <u>SKILL: Reading</u> - The students will be asked about the teachings of all the major religions. - They will discuss the facts based on their own religion. - There will be a discussion on ‘equality’ as well as ‘secularism’. - Reading of the chapter.
Resources:	Text Book, CLOZE passage.
Closure:	Summarizing the day’s learning wherein the learners find out the theme of the lesson.
Self Study, Home Work, Assignments	Read the lesson and find out the central theme of the lesson.
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
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DAY 2																								
Pre-requisite for the course:	This lesson requires students to – 1) Understand, appreciate and enjoy fiction 2) Know the value of hard work and determination 3) Infer, analyze and evaluate text (CRITICAL THINKING, COLLABORATIVE LEARNING)																							
Learning Objectives:	Students will be able to understand the message conveyed through the lesson.																							
Learning Outcomes:	Students will be able to understand the message conveyed through the lesson and answer the questions with 90% accuracy. (CRITICAL THINKING, CHARACTER and CITIZENSHIP)																							
Transaction Methodology:	DOL-1,2,3 WIPRO- Fan-N-Pick <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>Page 1</td><td></td><td></td><td></td></tr><tr><td>Page 2</td><td></td><td></td><td></td></tr><tr><td>Page 3</td><td></td><td></td><td></td></tr><tr><td>Page 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	Page 1				Page 2				Page 3				Page 4			
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Page 1																								
Page 2																								
Page 3																								
Page 4																								
Resources:	Text Book																							
Closure:	Summarizing the day’s learning wherein the learners understand the theme.																							
Self Study, Home Work, Assignments	Revise the chapter.																							

DAY 3	
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 Facilitator will collect all the worksheets to check for understanding
Transaction Methodology:	DOL-1,2,3 WIPRO- Fan-N-Pick 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	Q1. What characteristics does Kalam say he inherited from his parents? Q2. Who were Kalam's school friends? What did they become later? Q3. Why did Sivasubramania's wife refuse to serve food to Kalam in her kitchen? Q4. How did Sivasubramania react to his wife's behaviour when she refused to serve Kalam (a Muslim boy) in her kitchen? Q5. Why did Abdul Kalam want to leave Rameswaram?