

LESSON PLAN
CLASS – IX
SUBJECT: ENGLISH

Unit 8	On Killing A Tree by Gieve Patel
Class Transaction	Total: 2 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires students to – 1) Understand, appreciate and enjoy poetry 2) Infer, analyze and evaluate text
Assessment of qualifying knowledge	1. Written test 2. HW notebook
Objective	Students will be able to – • Understand the theme of the poem • find out the literary devices in the poem • Sequence events • enhance vocabulary • Complete the exercises at the end of the poem
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand and infer -</i> • the poet’s style of writing • the theme of the poem • the text locally and globally • meaning from the context • Critically analyse that trees have strong survival instincts, they have a never-say-die attitude to life. <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. • skim the reading text to identify main ideas • scan text for specific supporting details. Writing skill

	• 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 importance of trees • <i>Understand that</i> trees are living beings just like any other form of life <i>working in collaborative manner and communicating</i> ideas with each other. • Understand the figures of speech used in the poem working in collaborative manner and communicating ideas with each other. • Write a speech as the head of the environment club using interesting slogans. (<i>creative, critical thinking competencies</i>)
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	DOL-1,2,3 WIPRO- Think Pair Share Transaction would proceed in the following manner- <i>Brain Storming</i> –The class would start with a discussion on – you must have observed people cutting trees. Is it easy to kill a tree? Suggested answers would be noted on the blackboard They would also be told – about the poet -the significance of the topic that they would be studying. (Collaborative, Communication, Critical thinking) <i>Introduction of the topic-</i> PPT would be shared DOL-1,2,3 WIPRO- Think Pair Share <u>SKILL: Reading, speaking</u> a. Students will discuss about the importance of trees. b. Will share the ideas of increasing the green cover. c. They will discuss the ways and importance to destroy a problem completely. d. The students will silently read the poem after the recitation done by the facilitator.

	Techniques to be used: Group Discussion Questioning Think Pair Share Peer Assessment																
Resources	Text Book: NCERT Text Book - Beehive																
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks and will be assessed on 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.																
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> PERIODIC TEST Assessment of creativity and critical thinking is done 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. <table> <tr> <td>INTERNAL ASSESSMENT</td> <td>20 Marks</td> </tr> <tr> <td>• Periodical Test</td> <td>10 Marks</td> </tr> <tr> <td>• Note Book Submission</td> <td>05 Marks</td> </tr> <tr> <td>• Subject Enrichment Activity</td> <td>05 Marks</td> </tr> <tr> <td>•</td> <td></td> </tr> </table> All the competencies are assessed through Subject enrichment activities like Creativity and innovation, Critical thinking, communication, collaboration, character and citizenship.	4 UNIT TESTS (20, 20, 20,20)	80 Marks	HALF YEARLY EXAMINATION	80 Marks	ANNUAL EXAMINATION	80 Marks	INTERNAL ASSESSMENT	20 Marks	• Periodical Test	10 Marks	• Note Book Submission	05 Marks	• Subject Enrichment Activity	05 Marks	•	
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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>																

	• High order thinking questions to be done • Encouragement for referring other resources <i>For weak students:</i> • Knowledge based questions to be done • 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
Assessment Questions	1. What is the meaning of ‘miniature boughs’? 2. What message is conveyed by this poem? 3. What relationship does the tree have with the earth? 4. What does the root of the tree look like when it is pulled out of the earth-cave? What happens to it when it is left exposed? 5. Suppose you are a tree. Write a diary entry in about 150 words describing how you were hacked and chopped and your root was pulled out and how you are inching towards your end.

DAY WISE LESSON PLAN

DAY I	On Killing A Tree by Gieve Patel
Pre-requisite for the course:	This poem 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 poem. The students will be able to read the poem and derive the theme of the poem.
Learning Outcomes:	<u>Competencies</u> • Critically analyze the theme of the poem. • Understand the figures of speech used in the poem working in collaborative manner and communicating ideas with each other. • Discussion of the sequence of events of the poem creatively. (<i>collaborative, creative, critical competencies</i>)
Transaction Methodology:	DOL-1,2,3 WIPRO- Think Pair Share <u>SKILL: Reading</u> • Loud reading of the poem by the facilitator • Loud reading by students one at a time • Silent reading and understanding the poem with the help of meanings given. • Thrashing out the underlying meaning of various lines through questioning and open discussion. • Asking small questions in between to maintain their interest. • Refer to the dictionary for the meanings of difficult words. Guided Practice: • Teacher to explain the meaning of figurative language used in the poem.
Resources:	NCERT Text Book – Beehive
Closure:	Summarizing the day's learning wherein the learners find out the theme of the poem.
Self Study, Home	Read the poem and find out the central theme of the poem.

Work, Assignments	
Assessment	Find out the literary devices used in the poem.
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> • High order thinking questions to be done • Encouragement for referring to other resources <i>For weak students:</i> • Knowledge based questions to be done • Buddy help to be provided • grade-up classes to be provided <i>For differently abled students:</i> • Ignore spelling mistakes • Call parents at regular intervals • Provide grade-up classes

DAY 2	On Killing A Tree by Gieve Patel
Pre-requisite for the course:	This lesson requires students to – 1) Understand, appreciate and enjoy poetry 2) Infer, analyze and evaluate text (CRITICAL THINKING, COLLABORATIVE LEARNING)
Learning Objectives:	Students will be able to write their views and attempt questions of the spiral with 90% accuracy.
Learning Outcomes:	(COLLABORATION) Skill: Writing <i>Students will be able to critically analyze the theme of the poem</i> <i>They will also be able to write question answers with 90% accuracy.</i>
Transaction Methodology:	DOL-1,2,3 WIPRO- Think Pair Share Active Learner Participation in solving textbook questions. (Collaboration, Communication, Critical thinking) Discussion of the questions and answers Each group will be assigned a question and they would find answers and then all the answers would be discussed in the class. The values learnt from the poem will also be discussed so as to inculcate positive values or character traits and citizenship.

Resources:	NCERT Text Book – Beehive
Closure:	A quick recap of the main points of the poem through concept mapping.
Self Study, Home Work, Assignments	Write a speech as the head of the environment club using interesting slogans. (<i>creative, critical thinking competencies</i>) <i>Evaluation of the assignment-</i> Content-3 (Critical Thinking and Problem Solving and Creativity) Fluency and expression- 1 Critical Thinking and Problem Solving and Creativity) On time submission- 1