

LESSON PLAN



DLF Public School

THE LEARNING ACADEMY

Managed By Darbari Lal Foundation

Teacher Name	Class	Subject	Time	Period	Lesson	Topic
	IX	English	30 + 30 mins	1 & 2	Bond of Love	Reading + Analysis + Comprehension+SA Q

Expected Learning Outcome:

Learners will be able to :

- Listen and comprehend the text and identify the contextual meaning of unfamiliar words.
- State the feeling of love and pain of separation.
- Express that animal also need love and know how to respond to love.
- Describe strong bond of love and friendship between a wild animal and a human.
- State the pain of an orphaned animal cub is equivalent to an orphaned of a human.

Expected skill development:

Collaboration, Communication, Listening, Creativity, Comprehension, Analysis, Identification

TIME (in mins)	PEDAGOGY	CONTENT
Day 1 5 mins	Warm Up Activity Color Symbol Image - Visible Thinking routine	Students will be asked to close their eyes and think about a relationship (preferably an animal) that is extremely dear to them. They will then be asked to draw the image, provide it with a symbol and a color. Now they will be asked to again close their eyes and think how they will feel if they are separated from that dearest relationship. Then they will be asked to provide image, symbol and color to represent their pain.
5 mins	Derivation through Discussion	Students will then share their feelings of losing or separating from their dearest relation.
15 mins	Group Activity:- Loud reading and flip teaching.	Students will be divided into 6 groups for reading of the story. (Group 1,3 & 5 will read the story from para 1 to 11) 1. While Group 1 will read from para 1 - 4, Group 2 will lead the classroom and explain the important points of the story 2. While Group 3 will read from para 5 - 7, Group 4 will lead the classroom and explain the important points of the story. 3. While Group 5 will read from para 8 - 11, Group 6 will lead the classroom and explain the important points of the story. While reading two students in the group will underline the unfamiliar words.
5 mins	Closure: Black Board work	2 students will be called and asked to draw a mind map reflecting Bruno's journey to narrator's house.

Day 2 15 mins	Group Activity	Like the previous day same reading activity will be continued. (Group 2,4 & 6 will read the story from para 12 to 23) 4. While Group 2 will read from para 12 - 15, Group 1 will lead the classroom and explain the important points of the story 5. While Group 4 will read from para 16 - 20, Group 3 will lead the classroom and explain the important points of the story. 6. While Group 6 will read from para 21 - 23, Group 5 will lead the classroom and explain the important points of the story. While reading two students in the group will underline the unfamiliar words.
5 mins	Teacher Student interaction	Comprehension questions will be asked to evaluate whether the students were able to understand and analyze the story, the characters, the incidents and the theme.
10 mins	Closure:- Worksheet on error identification	Students will be provided with a worksheet on summary of the chapter and will have to identify the errors in the passage.

Evaluation/Assessment:

Reading and comprehension, analytical skills, group activity and Thinking routine.

Learners on the way Day 1 Day 2 Will be encouraged to pose questions during the group activity.	Advanced Learners Day 1 Will act as a dictionary man in the class and provide meanings to the unfamiliar words. Day 2
Materials needed/Resources: Blackboard, Textbook, Dictionary, Notebook.	
Common Misconceptions/ Anticipated Problems: Day 1: There may be some initial hiccups while doing group activity, posing questions or in identification of important facts.	Addressing the misconceptions: Day 1 If seen so the teacher herself will pose questions.

Home Assignments:

SAQ: (50 - 60 words) (Notebook work)

1. On two occasions Bruno ate/drank something that should not be eaten/drunk. What happened to him on these two occasions?
2. Was Bruno a loving and playful pet? Why, then, did he have to be sent away?
3. What did the narrator's wife do while in the zoo?
4. What request did the narrator's wife make to the curator? Did the curator grant the request?

Worksheet on summary of the chapter.

Given below is a brief summary of the story *The Bond of Love*. There are some errors in the summary. Find the errors.

The narrator was passing through **wheat** (1) fields near **Chennai** (Mysore) when they were accosted by a **male** (2) sloth - bear. **The narrator** (3) shot the female bear. Bruno, the cub, was brought home, as its mother had been shot. The writer's wife welcomed him and soon Bruno adjusted to the family. It ate all that was cooked at home and became attached to the inmates of the house.

He survived having **eaten** (4) pesticide (5) and nearly a gallon of **diesel** (6). But as he grew in size, his tricks increased and he had to be chained most of the time. On people's advice, he had to be sent to the **forest** (7). All missed him but the writer's wife was **happy** (8) and wept and fretted when she realized that he was refusing food.

When the writer and his wife went to see Bruno, he recognized them from a distance and growled with **anger** (9). They asked the zoo authorities to give Bruno back, and after some **threats** (10) and formalities with the Government, he was taken back home. A special place was made for him, where he lived happily with the people he belonged to.

Teacher reference:

1. Sugarcane 2. Female 3. One of the narrators
4. Drunk 5. Barium Carbonate 6. Old engine oil
7. Zoo 8. Inconsolable 9. Happiness
10. Pleading