

LESSON PLAN

Class: IX

Subject: English

Unit	The Snake Trying
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 poem Identify the literary devices used enhance vocabulary Complete the exercises at the end of the poem. inculcate the value of staying in harmony with all the creatures.

Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand -</i> • the poet'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> WIPRO- Jigsaw 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 poet -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, Assignments	Independent Practice: Students would do the questions in their H.W notebooks 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 resources stated above.														
Assessments	<table border="0"> <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 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. <table border="0"> <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> </table> We assess all the competencies 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> • 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 poem. The students will be able to read the poem and derive the theme of the poem.
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 Methodology:	<u>DOL 1,2</u> WIPRO- Jigsaw <u>SKILL: Reading</u> 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.

	Web links:
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 central theme of the poem.
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	<u>DOL 1,2</u>

Methodology:	WIPRO- Jigsaw 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.Why does the snake suddenly curve his body? 2.How does the snake look when he curves his slender body? 3.Where does the snake start moving to avoid being killed? 4.Does the poet support the person with the stick? 5.What is the poet's request to the person chasing the snake?