

LESSON PLAN
CLASS – IX
SUBJECT: ENGLISH

Unit 4	In The Kingdom of Fools (A Kannada folktale from A.K. Ramanujan's Folk Tales from India)
Class Transaction	Total: 3 periods (approx. 40 minutes each)
Pre-requisite for the course	This lesson requires students to know – • Understand, appreciate and enjoy fiction • 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 in themselves

Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know and understand -</i> • the text locally and globally • infer meaning from the context • the theme – foolish people are unpredictable and can be very dangerous. • critically analyze that to tackle foolish people one should employ wisdom and not logic. • understand the message conveyed through the lesson and answer the questions with 90% accuracy <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
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	• 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 • 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 that to tackle foolish people one should employ wisdom and not logic. • Understand the importance of values in life working in collaborative manner and communicating ideas with each other. • Imagine you are the guru. Write a page in your diary describing how difficult it was for you to save your disciple from the clutches of the foolish king.(<i>creative, critical competencies</i>) • <u>ATTITUDE:</u> Critically examining that to tackle foolish people one should employ wisdom and not logic.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	<u>DOL 1,2</u> Jigsaw Classroom Activity <i>Brain Storming</i> –The class would start with a discussion on – It is difficult to free fools from the chains they revere/ Fools rush in where angels fear to tread. (Group Activity) (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	NCERT Supplementary Reader – Moments
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their HW notebooks and will be assessed on 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.
Assessments	4 UNIT TESTS (20, 20, 20,20) 80 Marks HALF YEARLY EXAMINATION 80 Marks ANNUAL EXAMINATION 80 Marks 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. INTERNAL ASSESSMENT 20 Marks • Periodical Test 10 Marks • Note Book Submission 05 Marks • Subject Enrichment Activity 05 Marks All the competencies are assessed 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> • 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
Assessment Questions	1. Who were the people questioned during the course of the trial, and what was each person's defence? 2. Who was finally blamed for the crime and why? 3. How did the king and his minister die in place of the guru and his disciple? 4. Wisdom and far-sightedness were the most important qualities of the guru's character. Discuss. 5. Imagine you are the disciple. You have just been sworn in as the new minister of the Kingdom of Fools. Draft a speech to be delivered in the court-room addressing the people on the new vision with which the kingdom would be governed henceforth.

DAY WISE LESSON PLAN

DAY I	In The Kingdom of Fools (A Kannada folktale from A.K. Ramanujan's Folk Tales from India)
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 that to tackle foolish people one should employ wisdom and not logic. • Understand the importance of values in life working in collaborative manner and communicating ideas with each other. • Imagine you are the guru. Write a page in your diary describing how difficult it was for you to save your disciple from the clutches of the foolish king. (<i>creative, critical competencies</i>) <u>ATTITUDE:</u> Critically examining that to tackle foolish people one should employ wisdom and not logic. Students will be able to read with 90% accuracy.
Transaction Methodology:	<u>DOL 1,2</u> WIPRO- Jigsaw Classroom Activity <u>SKILL: Reading</u> • Students will be divided into groups of 5 or 6 jigsaw groups. • The day's lesson will also be divided into 5-6 segments. • Each student will be assigned one segment. Students will be given time to read over their segment at least twice and become familiar with it. • Temporary expert groups will be formed by having one student join other students assigned to the same segment • the expert group students will again join back into their jigsaw groups. • Then they float from group to group, observing the process.
Resources:	NCERT Supplementary Reader – Moments
Closure:	Summarizing the day's learning wherein the learners find out the theme of the lesson.

	Muddiest point activity would be conducted to check their understanding.
Self Study, Home Work, Assignments	Read the lesson and find out the • meaning of difficult words using dictionary. • the central theme of the lesson.
Assessment	Writing Skill Students will revise the day's learning and come prepared for a short question answer session.
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	In The Kingdom of Fools (A Kannada folktale from A.K. Ramanujan's Folk Tales from India)
Pre-requisite for the course:	This lesson requires students to – 1) Infer, analyze and evaluate text (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> <u>The students will</u> Critically analyze foolish people are unpredictable.

	- Understand that life without wisdom is useless working in collaborative manner and communicating ideas with each other. ATTITUDE: Critically examining that foolish people are unpredictable and honing character traits and citizenship by understanding the importance of wisdom - Students will be able to read with 90% accuracy.
Transaction Methodology:	<u>DOL 1,2</u> WIPRO- Jigsaw <u>SKILL: Reading</u> - Students will be divided into groups of 5 or 6 jigsaw groups. - The day's lesson will also be divided into 5-6 segments. - Each student will be assigned one segment. Students will be given time to read over their segment at least twice and become familiar with it. - Temporary expert groups will be formed by having one student join other students assigned to the same segment - the expert group students will again join back into their jigsaw groups. - Then they float from group to group, observing the process.
Resources:	NCERT Supplementary Reader – Moments
Closure:	Summarizing the day's learning wherein the learners understand that foolish people are unpredictable
Self Study, Home Work, Assignments	Revise the chapter.

<u>DAY 3</u>	<u>In The Kingdom of Fools (A Kannada folktale from A.K. Ramanujan's Folk Tales from India)</u>
<u>Anticipatory Set:</u>	<u>The facilitator asks questions to check learners' understanding of the theme and inner meaning of the lesson.</u> <u>Skill: Writing, speaking</u> <u>Carousel Review – to check their understanding (CRITICAL THINKING, COLLABORATIVE LEARNING)</u>
<u>Learning Objectives:</u>	<u>Read and appreciate the lesson. The students will be able to read the lesson and derive the theme of the lesson.</u>
<u>Learning Outcomes:</u>	<u>Students will be able to understand the message conveyed through the lesson and answer the questions with 90% accuracy</u>

	<u>(COLLABORATION)</u>
<u>Transaction Methodology:</u>	<u>DOL 1,2</u> <u>Skill: Reading, speaking</u> <u>Students will read the lesson</u> <u>WIPRO- Think, Pair, Share Activity</u> <u>T:</u> <u>Students will be asked a question from the text. They ‘think’ about what they know or have learned about the topic.</u> <u>P :</u> <u>(Pair) Each student is then asked to pair with another student or a small group.</u> <u>S :</u> <u>(Share) Students share their thinking with their partner.</u>
<u>Resources:</u>	<u>NCERT Supplementary Reader – Moments</u>
<u>Closure:</u>	<u>A quick recap of the main points of the chapter.</u>
<u>Self Study, Home Work, Assignments</u>	<u>Skill: Writing</u> <u>Imagine you are the guru. Write a page in your diary describing how difficult it was for you to save your disciple from the clutches of the foolish king.(<i>creative, critical competencies</i>)</u> <u>Evaluation of the assignment-</u> <u>Format-1</u> <u>Content-5</u> <u>Fluency and conventions- 3</u> <u>On time submission- 1</u>