

LESSON PLAN Class: IX Subject: English	
Unit 5	THE HAPPY PRINCE by OSCAR WILDE
Class Transaction	Total: 4 periods (approx. 40 min each)
Pre-requisite for the course	This chapter requires • Basic comprehension skill
Assessment of qualifying knowledge	1. Written Test 2. Group Discussion 3. HW Notebook Students will be asked to read the given paragraph (related to the theme of the chapter) to read and will be asked few questions based on it.
Objective	• To enable students to understand the theme of the lesson, sequence events, enhance vocabulary and complete the exercises at the end of the story with 90% accuracy.
Learning Outcomes	<u>KNOWLEDGE:</u> <i>Students will know and Understand</i> • the author's style of writing • the theme of the lesson • the text locally and globally • infer meaning from the context (critical competency) <u>SKILLS and COMPETENCIES-</u> <i>Students will be able to:</i> • Critically analyse the valuable themes such as judgement based on outward appearances, the disparity between poverty and wealth, sacrifice, love and compassion. • Both the Happy Prince and his newfound friend, the swallow, offer glimpses into how these themes are portrayed in this Oscar Wilde tale • Working in collaborative manner and communicating ideas with each other (creative, critical competencies) • <u>ATTITUDE:</u> Critically examining and analysing the themes such as judgement based on outward appearances, the disparity between poverty and wealth, sacrifice, love and compassion. • working in collaborative manner and communicating ideas with each other.
Transaction	<u>DOL 1,2</u> WIPRO- Jigsaw

Methodology <i>[provide details of each of these, if separate sessions]</i>	Day 1- (<u>CRITICAL THINKING, COMMUNICATION AND COLLABORATION</u>) <u>SKILL: Reading</u> Transaction would proceed in the following manner- <i>Brain Storming</i> –The class would start with a discussion on – Time to confess: Have you ever judged someone by their appearance? Maybe they were dressed in the finest clothing, with an expensive watch or handbag to match. You looked at them and thought, "They've got it all together." Or, maybe it was the opposite: You saw someone out in dirty sweatpants and scuffed-up shoes and figured they were destitute or somehow beneath you. - The class will be divided into four groups. - Each group is given ten minutes to discuss the topic and sum up their thoughts and put them on paper. - During the discussion each group member is given a chance to speak. - Teacher will introduce the theme of the lesson highlighting that appearances are deceptive. - Students will read the text. <i>Introduction of the topic-</i> PPT and Digital Content would be shared - Teacher will ask the students will read the content. - Meanings of difficult words/expressions to be discussed. <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Techniques to be used: Group Discussion MCQ Peer Assessment Day 2 & 3- (<u>CRITICAL, COMMUNICATION AND COLLABORATION</u>) <u>Skill: Writing, speaking and Reading</u> - Questions will be asked to check their basic understanding of the poem (5-7 min)
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	GROUP ACTIVITY		
	TIME	AIM	PROCEDURE
	Two periods	To enable the students to reflect on the theme of the story To help the students to relate the story to their own experiences	1. Divide the class into groups. 2. Task: Hold a group discussion on the following topic. 'How can students help the society?' After discussing the topic the groups can make a brief presentation to the class
	As it is a group discussion, the teacher is advised to go around while the groups are discussing the topic. It is necessary that every student participates in the discussion. The presentation could be made either by a representative of each group or in an informal manner by the entire group Day 4- (CRITICAL,COLLABORATION) Skill: Listening (Individual Work) - Students will be asked to listen to the text read by the facilitator twice. - They will then attempt a worksheet based on the text. - This will enable the students to develop their comprehension skills based on listening to a text.		
Resources	NCERT Text Books.		
Self Study, Home Work, Assignments	Independent Practice: <i>Define the exact assignment for independent study</i> Competency- critical thinking; skill- writing) HW notebooks to be marked as per the given plan: <i>Evaluation of these assignments-</i> Content (critical thinking and creativity) -3 marks		

	Presentation/ Neatness (creativity)- 1 mark On time submission- 1 mark
ASSESSMENTS	4 UNIT TESTS (20, 20, 20,20) HALF YEARLY EXAMINATION ANNUAL EXAMINATION 80 Marks 80 Marks 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 10 Marks 05 Marks 05 Marks • Periodical Test • Note Book Submission • Subject Enrichment Activity 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 chapter requires : Basic comprehension skills Reading skills
Anticipatory Set	(CRITICAL THINKING, COLLABORATIVE LEARNING) The class would start with a discussion on – Appearances are deceptive
Learning Objectives:	Reading and Listening Skill Read the chapter. The students will be able to read the lesson with correct pronunciation and intonation and derive the theme of the lesson.
Learning Outcomes:	Students will be able to read the lesson with 90% accuracy.
Transaction Methodology:	<u>Competencies DOL 1,2</u> WIPRO- Jigsaw <u>SKILL: Reading</u> Day 1- <u>(CRITICAL THINKING, COMMUNICATION AND COLLABORATION)</u> <u>SKILL: Reading</u> Transaction would proceed in the following manner- <i>Brain Storming</i> – The class would start with a discussion on – Time to confess: Have you ever judged someone by their appearance? Maybe they were dressed in the finest clothing, with an expensive watch or handbag to match. You looked at them and thought, "They've got it all together." Or, maybe it was the opposite: You saw someone out in dirty sweatpants and scuffed-up shoes and figured they were destitute or somehow beneath you. - The class will be divided into four groups. - Each group is given ten minutes to discuss the topic and sum up their thoughts and put them on paper. - During the discussion each group member is given a chance to speak. - Teacher will introduce the theme of the lesson highlighting that appearances are deceptive. - Students will read the text. <i>Introduction of the topic-</i> PPT and Digital Content would be shared - Teacher will ask the students will read the content.

	g. Meanings of difficult words/expressions to be discussed. <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Techniques to be used: Group Discussion MCQ Peer Assessment <i>Introduction of the topic-</i> PPT and Digital Content would be shared - Teacher will ask the students will read the content. - Meanings of difficult words/expressions will be discussed. - Appropriate pronunciation will be checked for while reading. <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Techniques to be used: Group Discussion MCQ Peer Assessment
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 meaning of the difficult words using dictionary.
Assessment	Assessment of Cloze Passage on the basis of content , communication and collaboration.
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 & 3									
Anticipatory Set:	<u>(CRITICAL, COMMUNICATION AND COLLABORATION)</u> Questions will be asked to check their basic understanding of the text (5-7 min)								
Learning Objectives:	To enable students to put forth their view points								
Learning Outcomes:	Students will be able to analyse the theme of the story with 90% accuracy. (CRITICAL THINKING, CHARACTER and CITIZENSHIP)								
Transaction Methodology:	<u>Competencies DOL 1,2</u> WIPRO- Jigsaw <u>(CRITICAL, COMMUNICATION AND COLLABORATION)</u> <u>Skill: Writing, speaking and Reading</u> GROUP ACTIVITY <table><tr><th>TIME</th><th>AIM</th><th>PROCEDURE</th></tr><tr><td>Two periods</td><td>To enable the students to reflect on the theme of the story To help the students to relate the story to their own experiences</td><td>1. Divide the class into groups. 2. Task: Hold a group discussion on the following topic. 'How can students help the society?' After discussing the topic the groups can make a brief presentation to the class</td></tr></table> As it is a group discussion, the teacher is advised to go around while the groups are discussing the topic. It is necessary that every student participates in the discussion. The presentation could be made either by a representative of each group or in an informal manner by the entire group			TIME	AIM	PROCEDURE	Two periods	To enable the students to reflect on the theme of the story To help the students to relate the story to their own experiences	1. Divide the class into groups. 2. Task: Hold a group discussion on the following topic. 'How can students help the society?' After discussing the topic the groups can make a brief presentation to the class
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Resources:	Text Book								
Closure:	Summarizing the day's learning wherein the learners understand the theme of the lesson.								
Self Study, Home Work, Assignments	Read the lesson and find out the meaning of the difficult words using dictionary.								

DAY 4	
Anticipatory Set:	The facilitator asks questions to check learners' understanding of the theme. (CRITICAL THINKING, COLLABORATIVE LEARNING)
Learning Objectives:	To enable the students to develop listening skills.
Learning Outcomes:	(COLLABORATION) Skill: Writing Students will listen to the text and attempt a worksheet based on the text with 90% accuracy.
Transaction Methodology:	<u>DOL 1,2</u> WIPRO- Jigsaw (CRITICAL,COLLABORATION) Skill: Listening (Individual Work) • Students will be asked to listen to the text read by the facilitator twice. • They will then attempt a worksheet based on the text. • This will enable t h e s t u d e n t s to develop t h e i r comprehension skills based on l i s t e n i n g to a text.
Resources:	Text Book, Assessment worksheet
Closure:	A quick recap of the main points of the chapter.
Self Study, Home Work, Assignments	Worksheet

DAY 3	
Anticipatory Set:	The facilitator asks questions to check learners' understanding of the theme. (CRITICAL THINKING, COLLABORATIVE LEARNING)
Learning Objectives:	To enable the students to develop the ability to engage in critical thinking, infer and analyse the emotions of the characters, go beyond mere description or summary to generate analysis gain a deeper understanding of the characters and their relationship to others.
Learning	(COLLABORATION)

Outcomes:	Skill: Writing To enable the students to develop the ability to engage in critical thinking, infer and analyse the emotions of characters, go beyond mere description or summary to generate analysis gain a deeper understanding of the characters and their relationship to others with 90% accuracy.
Transaction Methodology:	<u>DOL 1,2</u> WIPRO- Jigsaw (CRITICAL,COLLABORATION) Skill: Writing (Individual Work) Students will be asked to write a speech on the topic: 'True Learning Liberates' They will write the speech in about 100-150 words using ideas from the lesson and their own ideas. (1 period) - The teacher may have a brief class discussion on the topic. - Students may also brain storm and note some of the ideas that can be included in the speech. - Some examples of inspirational nature from the lives of leaders, scholars and other achievers could be quoted. - A few students may be asked to read out their speeches - Some of the speeches could be edited and the edited versions could be displayed to show the improvement. - Common errors will be discussed in the class.
Resources:	Text Book, Assessment worksheet
Closure:	A quick recap of the main points of the chapter.
Self Study, Home Work, Assignments	Worksheet
Assessment questions	1. When did the Prince first ask the swallow to stay on? Why? 2. Why did the swallow refuse to carry ruby to the seamstress? Why did he finally agree to do it? 3. How did the swallow reach the seamstress's house? 4. What did the swallow overhear while going to the seamstress's house? 5. Why and how did the Happy Prince help the seamstress?

