

LESSON PLAN Class: IX Subject: English				
Unit	The Last Leaf			
Class Transaction	Total: 3 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 a few questions based on it.			
Objective	To enable students to appreciate the theme of the poem and language used with 90% accuracy.			
Learning Outcomes	<u>KNOWLEDGE:</u> <i>Students will know and Understand- critique and justify the theme ‘Humanity still exists’ and ‘Hope’(critical competency)</i> <u>SKILLS and COMPETENCIES-</u> <i>Students will be able to:</i> • Critically analyse the importance of having faith in God. • Identifying the main points and working in collaborative manner and communicating ideas with each other. • Write/compose a letter to a friend describing the importance of humanity creatively. (creative, critical competencies) <u>ATTITUDE:</u> Critically examining the effects of having hope character traits and citizenship by understanding the importance of humanity.			
Transaction Methodology <i>[provide details of each of these, if separate sessions]</i>	DOL-1,2,3 WIPRO- Think Pair Share (CRITICAL THINKING) <u>SKILL: Reading</u> a. CLOZE passage will be shared with the students having the theme of choices to check their understanding. Students will read the chapter silently b. Day 2- (CRITICAL, COMMUNICATION AND COLLABORATION) <u>Skill: Writing and Reading</u> a. Agree/ disagree line up, YES/ NO questions will be asked to check their basic understanding of the chapter (5-7 min) b. Directed Reading- Thinking Activity (25 min)			
		Main point(s)	Relation to prior part	Predict part

	After Ist part			
	After IInd part			
	After IIIrd part			
	c. Facilitator will summarize the presentation given by each group			
	Day 3- (COLLABORATION, CHARACTER, CITIZENSHIP) Skill: Writing a. Carousel Review – to check for understand b. Students will recall and write their views on the chapter c. Facilitator will collect all the worksheets to check for understanding. d. Situation will be provided in which student will have to give an example of their own life and frame The Consequences and Sequel table			
Resources	NCERT Text Books, CLOZE assessment worksheet			
Self Study, Home Work, Assignments	Independent Practice: <i>Define the exact assignment for independent study</i>-Imagine you are the speaker. Write a letter to your friend discussing how it helps if we have hope, in the home work copy. (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)		80 Marks	
	HALF YEARLY EXAMINATION		80 Marks	
	ANNUAL EXAMINATION		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	
	• Periodical Test		10 Marks	
	• Note Book Submission		05 Marks	
	• Subject Enrichment Activity		05 Marks	
	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 student:</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
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DAY WISE LESSON PLAN

DAY I	
Pre-requisite for the course:	This chapter requires : Basic comprehension skills Reading skills
Anticipatory Set	A class discussion on – What do you understand by Hope? (CRITICAL THINKING, COLLABORATIVE LEARNING)
Learning Objectives:	Reading and Listening Skill Read and appreciate the chapter. The students will be able to read the chapter with correct pronunciation and derive the theme.
Learning Outcomes:	Students will be able to read with 90% accuracy.
Transaction Methodology:	<u>SKILL: Reading</u> i. A CLOZE passage will be shared with the students having the theme of nature playing an important role- to check their understanding. ii. Students will read the chapter silently
Resources:	Text Book, CLOZE passage.
Closure:	Summarizing the day's learning wherein the learners find out the theme of the chapter.
Self Study, Home Work, Assignments	Read the chapter and find out the important things discussed.
Assessment	Assessment of cloze passage, 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	
Anticipatory Set:	The facilitator asks questions to check learners' understanding of the

	chapter • How important kindness is? • What is the message conveyed by the author? • Why shouldn't we be depressed? (CRITICAL THINKING, COLLABORATIVE LEARNING)																
Learning Objectives:	Students will be able to understand the theme of the chapter.																
Learning Outcomes:	Students will be able to understand the theme of the chapter with 90% accuracy. (CRITICAL THINKING, CHARACTER and CITIZENSHIP)																
Transaction Methodology:	DOL-1,2,3 WIPRO- Think Pair Share <u>SKILL: LISTENING, SPEAKING,</u> Directed Reading- Thinking Activity (15 min) <table><tr><td></td><td>Main point(s)</td><td>Relation to prior part</td><td>Predict part</td></tr><tr><td>After Ist part</td><td></td><td></td><td></td></tr><tr><td>After IInd Part</td><td></td><td></td><td></td></tr><tr><td>After IIIrd part</td><td></td><td></td><td></td></tr></table> Facilitator will summarize the presentation given by each group(20 min)		Main point(s)	Relation to prior part	Predict part	After Ist part				After IInd Part				After IIIrd part			
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After Ist part																	
After IInd Part																	
After IIIrd part																	
Resources:	Text Book, question answer worksheet																
Closure:	Summarizing the day's learning wherein the learners understand the theme.																
Self Study, Home Work, Assignments	Revise the chapter.																

DAY 3	
Anticipatory Set:	The facilitator asks questions to check learners' understanding of the theme and inner meaning of the chapter. (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 on the chapter and do spiral level 1 questions. Facilitator will collect all the worksheets to check for understanding
Transaction Methodology:	DOL-1,2,3 WIPRO- Think Pair Share The Consequences and Sequel table will be framed section wise.
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. Who were Sue and Johnsy? Where did they live? 2. Why did Sue become worried when Johnsy fell ill? 3. Why was Johnsy's condition worrisome according to the doctor? 4. How did Johnsy associate herself with the falling leaves? 5. How did Sue try to revive Johnsy's interest in things around her?