

LESSON PLAN

Class: IX

Subject: English

Unit	Fiction: A HOUSE IS NOT A HOME
Class Transaction	Total: 3 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires students to – Understand, appreciate and enjoy and adjusting to new places Infer, analyze and evaluate the text.
Assessment of qualifying knowledge	Written test HW notebook
Objective	Students will be able to - Understand the theme of the lesson Know about the difference between a house and a home enhance vocabulary understand the importance of adjustment

Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand -</i> • the author's style of writing • the theme of the text • 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 cultural and emotional values in the text. Writing skill • demonstrate planning skills for answering questions • locate, access, select, organize and integrate relevant data. Speaking skill.
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	• 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 the meanings of a house and a home. • Understand the importance of things that make a house a home in collaborative manner and communicating ideas with each other. • ATTITUDE: Critically examining the love and security a home offers.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	DOL-1,2,3 WIPRO- Muddiest Point Discussion 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 author -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 WIPRO Strategy- G.O.s(web chart, flow chart)
Resources	Text Book: NCERT Text Book
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner 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	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 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 chapter. The students will be able to read the chapter and derive the theme of the lesson.
Learning Outcomes:	<u>Competencies (DOL 1,2)</u> • Critically analyze the difference between a house and a home • Understand the importance of love and security a home offers in collaborative manner and communicating ideas with each other. • <u>ATTITUDE:</u> Critically examining the things that make a house a home.
Transaction Methodology:	DOL-1,2,3 WIPRO- Muddiest Point Discussion <u>SKILL: Reading</u> a. They will discuss the difference between a house and a home. c. There will be a discussion on what are the things a home offers. d. Reading of the text.

Resources:	Text Book, CLOZE passage.
Closure:	Summarizing the day's learning wherein the learners find out the theme of the text.
Self Study, Home Work, Assignments	Read the text and find out the central theme of the text.
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 Methodology:	DOL-1,2,3 WIPRO- Muddiest Point Discussion TPS, Carousel review. DOL 1,2,3
Resources:	Text Book, Assessment worksheet
Closure:	A quick recap of the main points of the text.
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.What did the author's mother carry out of the house first of all? 2.Who stopped the author to run into the house? 3.Where did the author and his mother spend their night after the fire tragedy? 4.Why did Zan feel awkward and isolated during his first year of high school? 5.Why did the author miss his old teachers?