

LESSON PLAN Class: X Subject: English	
Unit	Dust of Snow
Class Transaction	Total: 3 periods (approx. 40 min each)
Pre-requisite for the course	This poem 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 poem) 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. Students will be able to - • Understand the theme of the poem • Literary devices • enhance vocabulary • Complete the exercises at the end of the poem • inculcate the value of empathy.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand -</i> • the poet's style of writing • the theme of the poem– the importance of small things in life, having larger significance • 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 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 the importance of small things in life, having larger significance. • Understand the importance of values in life working in collaborative manner and communicating ideas with each other. • Present various interpretations of the poem creatively. (collaborative, creative, critical competencies) • <u>ATTITUDE:</u> Critically examining the choices offered by life, developing strong character traits and citizenship by the importance of small things in life, having larger significance												
Transaction Methodology [provide details of each of these, if separate sessions]	WIPRO- Muddiest Point Discussion <u>SKILL: Reading</u> a. a CLOZE passage will be shared with the students having the theme of choices to check their understanding. b. Students will be asked to observe, arrange and justify the arrangement of the pictures. c. Facilitator will introduce the poet and theme of importance of small things having larger impact. d. Students will read the poem silently e. 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 poem (5-7 min) b. Directed Reading- Thinking Activity (25 min) <table><tr><td></td><td>Main point(s)</td><td>Relation to prior part</td><td>Predict part</td></tr><tr><td>After Stanza 1</td><td></td><td></td><td></td></tr><tr><td>After stanza 2</td><td></td><td></td><td></td></tr></table> c. Facilitator will summarize the presentation given by each group Day 3- (COLLABORATION, CHARACTER, CITIZENSHIP) Skill: Writing		Main point(s)	Relation to prior part	Predict part	After Stanza 1				After stanza 2			
	Main point(s)	Relation to prior part	Predict part										
After Stanza 1													
After stanza 2													

	a. Carousel Review – to check for understand b. Students will recall and write their views on the poem stanza wise c. Students will be provided a worksheet to write the meaning of the figurative phrases and come up with more than one meaning d. Facilitator will introduce the concept of symbolism with the help of given phrases and answers given by students e. Facilitator will collect all the worksheets to check for understanding. f. 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, poetic device worksheet																				
Self Study, Home Work, Assignments	Independent Practice: Define the exact assignment for independent study-Imagine you are the speaker. Write a letter to your friend about a small incident that changed the course of your life 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	<table border="0"> <tr> <td>3 UNIT TESTS (20, 30, 30)</td> <td>80 Marks</td> </tr> <tr> <td>MID TERM EXAMINATION</td> <td>80 Marks</td> </tr> <tr> <td>HALF YEARLY EXAMINATION</td> <td>80 Marks</td> </tr> <tr> <td>PRE BOARD-I EXAMINATION</td> <td>80 Marks</td> </tr> <tr> <td>PRE BOARD-II EXAMINATION</td> <td>80 Marks</td> </tr> <tr> <td>ANNUAL BOARD 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, Midterm examination, 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.	3 UNIT TESTS (20, 30, 30)	80 Marks	MID TERM EXAMINATION	80 Marks	HALF YEARLY EXAMINATION	80 Marks	PRE BOARD-I EXAMINATION	80 Marks	PRE BOARD-II EXAMINATION	80 Marks	ANNUAL BOARD 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	Due to various social backgrounds and multiple intelligences, the																				

Diversity	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
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Assessment Questions

- (a) What did the crow do to the hemlock tree?
- (b) What was there in the tree at that time?
- (c) Where do you think was the poet then?
- (d) What is the name of the poem?
- (e) What is the name of the poet?

DAY WISE LESSON PLAN

DAY I	
Pre-requisite for the course:	This poem requires : Basic comprehension skills Reading skills
Anticipatory Set	A class discussion on – Have you experienced a change of mood where nature has played an agent for that change? (CRITICAL THINKING, COLLABORATIVE LEARNING)
Learning Objectives:	Reading and Listening Skill Read and appreciate the poem. The students will be able to read the poem with correct pronunciation and intonation and derive the theme of the poem.
Learning Outcomes:	Students will be able to read with 90% accuracy.
Transaction Methodology:	WIPRO- Muddiest Point Discussion <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 (5 min). ii. Will provide the thematically contrasting pictures related to the choices (2 min) iii. Students will be asked to observe, arrange and justify the arrangement of the pictures (10 min) iv. Facilitator will introduce the poet and theme of importance of decision making (5 m) v. Students will read the poem silently and will rearrange the pictures. (10 min)
Resources:	Text Book, CLOZE passage
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 literary devices used.
Assessment	Assessment of Cloze Passage.
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
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DAY 2													
Anticipatory Set:	The facilitator asks questions to check learners’ understanding of the poem • What do you associate a crow and a hemlock tree with? • What is the message conveyed by the poet? • What are the mental conditions when people want to commit suicide? (CRITICAL THINKING, COLLABORATIVE LEARNING)												
Learning Objectives:	Students will be able to understand the theme of the poem and the use of ‘Symbolism’ in the poem.												
Learning Outcomes:	Students will be able to understand the theme of the poem and the use of ‘Symbolism’ in the poem with 90% accuracy. (CRITICAL THINKING, CHARACTER and CITIZENSHIP)												
Transaction Methodology:	WIPRO- Muddiest Point Discussion <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 Stanza 1</td><td></td><td></td><td></td></tr><tr><td>After stanza 2</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 Stanza 1				After stanza 2			
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After stanza 2													
Resources:	Text Book, poetic device worksheet												
Closure:	Summarizing the day’s learning wherein the learners understand the theme and the literary devices used.												
Self Study, Home Work, Assignments	Revise the poem and the literary devices.												

DAY 3	
Anticipatory Set:	The facilitator asks questions to check learners' understanding of the theme and inner meaning of the poem. (CRITICAL THINKING, COLLABORATIVE LEARNING)
Learning Objectives:	Students will be able to write their views stanza wise 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 poem stanza wise and do spiral level 1 questions. 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:	WIPRO- Muddiest Point Discussion The Consequences and Sequel table will be framed stanza wise.
Resources:	Text Book, Assessment worksheet, Spiral
Closure:	A quick recap of the main points of the poem.
Self Study, Home Work, Assignments	RTC <i>Evaluation of the assignment-</i> Format-1 Content-5 Fluency and conventions- 3 On time submission- 1

