

LESSON PLAN Class: X Subject: English	
Unit 3	How To Tell Wild Animals by Carolyn Wells
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 few questions based on it.
Objective	To enable students to - appreciate the theme of the poem and language used with 90% accuracy. - Literary devices - Enhance vocabulary - Complete the exercises at the end of the poem - Appreciate humor
Learning Outcomes	<u>KNOWLEDGE:</u> <i>Students will know and Understand the different ways to identify wild animals(critical competency)</i> <i>They will enjoy the humour in the poem</i> <u>SKILLS and COMPETENCIES-</u> <i>Students will be able to:</i> Critically analyse the ways to identify wild animals - Identify the poetic devices working in collaborative manner and communicating ideas with each other. - How does the poet create humour in the poem. (creative, critical competencies) <u>ATTITUDE:</u> Critically examining and analysing the ways to identify wild animals, working in collaborative manner and communicating ideas with each other, analysing <i>how</i> does the poet create humour in the poem
Transaction Methodology	<u>KNOWLEDGE-</u> <i>Students will know and understand -</i> the poet's style of writing

<i>[provide details of each of these, if separate sessions]</i>	- the theme of the poem– If you are a beautiful person on the inside, then you can never look ugly. - 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.												
Resources	NCERT Text Books, CLOZE Assessment Worksheet, poetic device Worksheet												
Self Study, Home Work, Assignments	Independent Practice: <i>Define the exact assignment for independent study- How does the poet create humour in the poem?</i> (Competency- critical thinking; skill- writing) <i>HW notebooks to be marked as per the given plan:</i> <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> <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.	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
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	Best 2 Tests out of: Units tests, Midterm examination, 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

ASSESSMENT QUESTIONS

- Which animal changes its colour according to its surrounding?
- Which of the following animals lives, on a tree?
- Which animal sheds tears while eating its victim?
- The face of which animal appears smiling?
- Which animal has black spots on his hide?

DAY WISE LESSON PLAN

DAY I	
Pre-requisite for the course:	This poem requires : Basic comprehension skills Reading skills
Anticipatory Set	a. A class discussion on – A picture of African and Asian elephant will be shared with the students. Working in pairs, students will identify the differences between an African and Asian elephant, and complete the table given. (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:	DOL-1,2,3 WIPRO- Round Robin <u>SKILL: Reading</u> a. Teacher will introduce the theme of the poem highlighting its humour. b. Students will read the poem silently. c. Students will also be told about the meanings of difficult words. d. E.g Tawny beast: <i>brownish-yellow</i> Roars: <i>gives out long loud sound</i> Discern: <i>see</i> Strolling: <i>wandering, brisk walking.</i> Novice: <i>a beginner</i>
Resources:	Text Book, CLOZE passage. Web links: zen pencils
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 and arrangement of pictures 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	
Anticipatory Set:	The facilitator asks questions to check learners' understanding of the poem • What are the distinctive features of the Asian Lion as given in the poem? • How does the Bengal Tiger look? What is so distinct about him? • How does a leopard behave when he sees someone? (CRITICAL THINKING, COLLABORATIVE LEARNING)
Learning Objectives:	Students will be able to understand the theme of the poem.
Learning Outcomes:	Students will be able to understand the theme of the poem and enjoy the humour in the poem with 90% accuracy. (CRITICAL THINKING, CHARACTER and CITIZENSHIP)
Transaction Methodology:	DOL-1,2,3 WIPRO- Round Robin <u>SKILL: LISTENING, SPEAKING,</u> a. Students will be asked to walk/ move and cry/ make noise like different animals and birds. (10 min)

	b. Others will have to guess the animals/ birds that have been represented. It can be held as a group activity just for fun. c. Suggested animals/ birds: lion, camel, cat, dog, peacock, ostrich, kangaroo, parrot, sparrow, cobra, elephant, octopus, frog, duck, donkey, horse. d. Since the aim is to make the students enjoy themselves, thereby preparing them for a humorous poem, correctness of answers or exactness of imitation need not be insisted upon. e. Working in groups, students will also write a short stanza of 4-5 lines on any animal/ bird to highlight its most distinguishing feature (as in the poem). f. The task will be put up on the blackboard.(20 min) <i>As an example the following short verse can also be written on the blackboard. You come across this pair –</i> <i>one short and the other tall, But can't tell one from the other at all, Don't stay confounded, for it is a donkey if it brays, But surely a stately horse if it utters a few neighs.</i> Working in groups students will write the verse and present them to the class.
Resources:	Text Book
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. (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 and speaking Carousel Review – to check their understanding.
Transaction Methodology:	DOL-1,2,3 WIPRO- Round Robin Day 3- (COLLABORATION, CHARACTER, CITIZENSHIP) Skill: Writing and speaking a. Carousel Review – to check their understanding. b. Much of the humour in the poem arises from the way language is used. c. Students will recall and within their groups, they will write the particular lines in the poem that they especially like and are humorous.. They will then share their findings with the class, speaking briefly about what it is about the ideas or the language that they liked or found funny.
Resources:	Text Book, Assessment worksheet, Spiral
Closure:	A quick recap of the main points of the poem.
Self Study, Home Work, Assignments	Spiral Level 2 questions <i>Evaluation of the assignment-</i> Format-1 Content-5 Fluency and conventions- 3 On time submission- 1

