

LESSON PLAN Class: X Subject: English	
Unit 4	FROM THE DIARY OF ANNE FRANK by ANNE FRANK
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 few questions based on it.
Objective	Students will be able to - - Understand the theme of the lesson - Sequence events - enhance vocabulary - Complete the exercises at the end of the story - inculcate the values of wisdom, dignity and strong character.
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 emotions of people. - Working in collaborative manner and communicating ideas with each other, - go beyond mere description or summary to generate analysis gain a deeper understanding of the characters and their relationship to others. (creative, critical competencies) <u>ATTITUDE</u>: Critically examining and analysing the emotions of people, working in collaborative manner and communicating ideas with each other.

Transaction Methodology <i>[provide details of each of these, if separate sessions]</i>	<u>KNOWLEDGE</u>- <i>Students will know and understand -</i> • the author’s style of writing • the theme of the lesson – importance of choosing a dignified life and living life to its fullest. • 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 fact that education empowers women in raising voice against injustice. • Understand the importance of taking right decisions in life working in collaborative manner and communicating ideas with each other. • Dramatic Presentation of the story creatively. (collaborative, creative, critical competencies) • <u>ATTITUDE</u>: Critically examining the role of education in life, developing strong character traits and citizenship empathizing for the character of Anne.
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Resources	NCERT Text Books																				
Self Study, Home Work, Assignments	Independent Practice: Define the exact assignment for independent study- Based on your understanding of the character of Anne Frank, give supporting details for the personality traits mentioned in the table. <table border="1"> <tr> <td>Intelligent</td><td></td></tr> <tr> <td>Sincere</td><td></td></tr> <tr> <td>Talkative</td><td></td></tr> <tr> <td>Expressive</td><td></td></tr> </table> 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	Intelligent		Sincere		Talkative		Expressive													
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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. Best 2 Tests out of: Units tests, Midterm examination, Half Yearly examination. <table> <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 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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Assessment Questions

- (i) Why does Anne want to keep a diary?
- (ii) Why does Anne think she could confide more in her diary than in people?
- (iii) What tells that Anne loved her grandmother?
- (iv) What does Anne tell about her father?
- (v) How do you know that Anne was a lonely child?

PDAY WISE LESSON PLAN

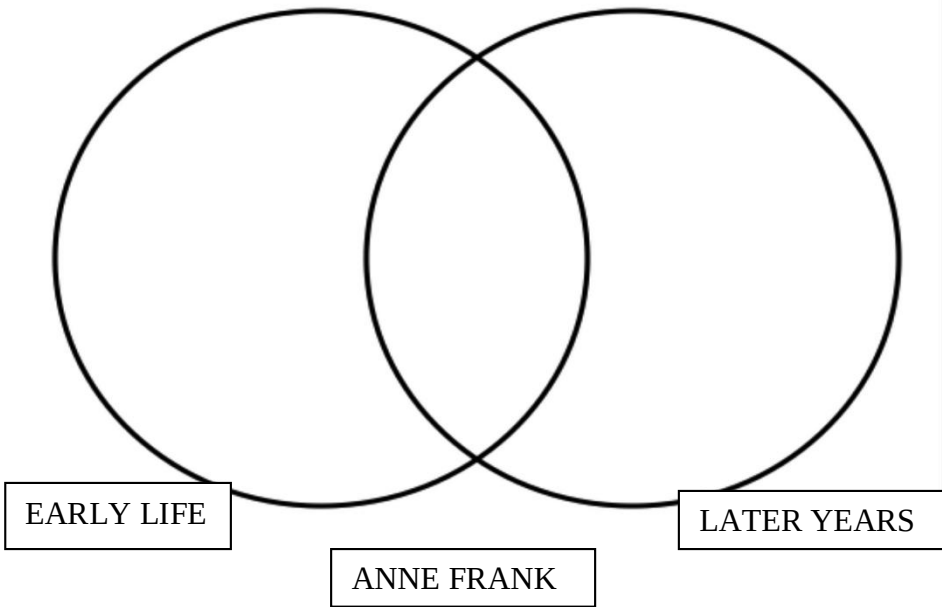
DAY I									
Pre-requisite for the course:	This chapter requires : Basic comprehension skills Reading skills								
Anticipatory Set	The class would start with a discussion on – Do you keep a diary? Given below under ‘A’ are some terms we use to describe a written record of personal experience. Match them with their descriptions under ‘B’. <table border="1"> <tr> <td>Journal</td><td>A book with a separate space for each day in which you write your thoughts and feelings</td></tr> <tr> <td>Diary</td><td>A full record of a journey, a period of time or an event written everyday</td></tr> <tr> <td>Log</td><td>A record of person’s own life and experiences</td></tr> <tr> <td>Memoirs</td><td>A written record of events with times and dates, usually official.</td></tr> </table> (CRITICAL THINKING, COLLABORATIVE LEARNING)	Journal	A book with a separate space for each day in which you write your thoughts and feelings	Diary	A full record of a journey, a period of time or an event written everyday	Log	A record of person’s own life and experiences	Memoirs	A written record of events with times and dates, usually official.
Journal	A book with a separate space for each day in which you write your thoughts and feelings								
Diary	A full record of a journey, a period of time or an event written everyday								
Log	A record of person’s own life and experiences								
Memoirs	A written record of events with times and dates, usually official.								
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 with 90% accuracy.								
Transaction Methodology:	DOL-1,2,3 WIPRO- Round Robin <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 – Do you keep a diary? Given below under ‘A’ are some terms we use to describe a written record of personal experience. Match them with their descriptions under ‘B’. <table border="1"> <tr> <td>Journal</td><td>A book with a separate space for each day in which you write your thoughts and feelings</td></tr> <tr> <td>Diary</td><td>A full record of a journey, a period of time or an event written everyday</td></tr> <tr> <td>Log</td><td>A record of person’s own life and experiences</td></tr> </table>	Journal	A book with a separate space for each day in which you write your thoughts and feelings	Diary	A full record of a journey, a period of time or an event written everyday	Log	A record of person’s own life and experiences		
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Resources:	Text Book, CLOZE passage. Web links: zen pencils		
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	
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Anticipatory Set:	<u>(CRITICAL, COMMUNICATION AND COLLABORATION)</u> Questions will be asked to check their basic understanding of the text (5-7 min) (vi) Why does Anne want to keep a diary? (vii) Why does Anne think she could confide more in her diary than in people? (viii) What tells that Anne loved her grandmother?
Learning Objectives:	Students will be able to think imaginatively and creatively. to organise their ideas coherently. put their ideas into words.
Learning Outcomes:	Students will be able to think imaginatively and creatively, organise their ideas coherently. put their ideas into words with 90% accuracy. (CRITICAL THINKING, CHARACTER and CITIZENSHIP)
Transaction Methodology:	DOL-1,2,3 WIPRO- Round Robin <u>SKILL: WRITING, SPEAKING,</u> <u>CRITICAL, COMMUNICATION AND COLLABORATION)</u> <u>Skill: Writing and Reading</u> - Students will be asked build up a story around Mr. Keesing's essay topic - 'Quack, Quack, Quack, said mistress Chatterbox'. - Within their groups, the students will discuss and create a framework for the story. Thereafter, they will write out their story. - The teacher could ensure that students follow CODER while writing their story. - The best stories could be read out in class. The best stories could be put up on the class soft board.
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 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 people, go beyond mere description or summary to generate analysis gain a deeper understanding of the characters and their relationship to others.
Learning Outcomes:	(COLLABORATION) Skill: Writing To enable the students to develop the ability to engage in critical thinking, infer and analyse the emotions of people, 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:	DOL-1,2,3 WIPRO- Round Robin (CRITICAL,COLLABORATION) Skill: Writing Through a Venn diagram, compare the early years of Anne Frank's life to her later years. - The teacher will read out the extract from Anne Frank's diary. - The Venn diagram would be drawn out on the blackboard for the students to copy. - The students will complete the diagram with the help of the hints given. - The comparisons could be discussed by the teacher. - What commonalities are there in these accounts? - What factors do you think are responsible for their differences? - What themes do they address? - What do they describe or depict? - What is their tone or mood?

	
Resources:	Text Book, Assessment worksheet, Spiral
Closure:	A quick recap of the main points of the chapter.
Self Study, Home Work, Assignments	Independent Reading <i>Evaluation of the assignment-</i> Format-1 Content-5 Fluency and conventions- 3 On time submission- 1

