

CLASS – X
LESSON PLAN
Animals

Unit	Fiction: Animals
Class Transaction	Total: 3 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires students to – 1) Understand, appreciate and enjoy fiction 2) Know the value of empathy 3) Infer, analyze and evaluate text
Assessment of qualifying knowledge	1. Written test 2. HW notebook
Objective	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– importance of empathy and true beauty of life. • 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 being self contained and understand the true meaning of life. - Understand the importance of satisfaction in life working in collaborative manner and communicating ideas with each other. - Compare and contrast animals and human beings creatively. (collaborative, creative, critical competencies) <u>ATTITUDE:</u> Critically examining the qualities of animals which humans lack in life, developing strong character traits and citizenship by understanding the importance of being self -contained in life.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	DOL-1,2,3 WIPRO- Jigsaw Transaction would proceed in the following manner- <i>Brain Storming</i> –The class would start with a discussion on comparison of animals with human beings. They would also be told – about the poet -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 Think Pair Share Peer Assessment
Resources	Text Book: NCERT Text Book

Self Study, Home Work, Assignments	Independent Practice: Students would do the NCERT questions in their H.W notebooks 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.																		
Assessments	3 UNIT TESTS (20, 30, 30)80 Marks <table> <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.	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
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																		
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	Q1 Mention three things that humans do and animals don't. Q2 Why do humans lie awake in the dark? Q3 What does the poet want to turn into? Q4 What makes the poet sick? Q5 Why does the poet like animals?

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 poem. The students will be able to read the poem and derive the theme of the poem.
Learning Outcomes:	<u>Competencies</u> • Critically analyze the importance of being self-contained and understand the true meaning of life. • Understand the importance of righteous conduct in life working in collaborative manner and communicating ideas with each other. • <u>ATTITUDE:</u> Critically examining the importance of values in life, developing strong character traits and citizenship by understanding the importance of being empathetic in life. Students will be able to read with 90% accuracy.
Transaction Methodology:	WIPRO- Jigsaw <u>SKILL: Reading</u> • Individual loud reading by learners. • Asking small questions in between to maintain their interest. • Refer to the dictionary for the meanings of difficult words. Guided Practice: • Teacher to explain the meaning, of figurative language used in the poem and the comparisons made Check for achievement of objective:
Resources:	Text Book, Digital Content
Closure:	Summarizing the day's learning wherein the learners find out the theme of the poem.
Self Study, Home Work, Assignments	Read the lesson and find out the central theme of the poem.
Assessment	Assessment of Cloze Passage on the basis of content, communication and collaboration.

DAY 2	
Pre-requisite for the course:	This lesson requires students to – 4) Understand, appreciate and enjoy poem 5) Know the value of empathy 6) Infer, analyze and evaluate text
Learning Objectives:	Students will be able to understand the message conveyed through the poem.
Learning Outcomes:	Students will be able to understand the message conveyed through the poem and answer the questions with 90% accuracy. (CRITICAL THINKING, CHARACTER and CITIZENSHIP)
Transaction Methodology:	WIPRO- Jigsaw <u>SKILL: LISTENING, SPEAKING</u> Poetry Recitation The facilitator will share a video with the students and then the students will be given time to recite the poetry working in collaborative manner(Collaboration, Communication, Critical thinking and Problem Solving, Creative thinking, Character)
Resources:	Text Book,Digital content
Closure:	Summarizing the day's learning wherein the learners understand the theme and the values exhibited in the poem.
Self Study, Home Work, Assignments	Revise the poem and come prepare for the question/answer session.

DAY 3	
Pre-requisite for the course:	This lesson requires students to – 1) Understand, appreciate and enjoy poetry 2) Know the value of empathy. 3) Infer, analyze and evaluate text (CRITICAL THINKING, COLLABORATIVE LEARNING)
Learning Objectives:	Students will be able to write their views and attempt questions of the spiral with 90% accuracy.
Learning Outcomes:	(COLLABORATION) Skill: Writing Students will recall and write their views 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- Jigsaw Active Learner Participation in solving NCERT questions. (Collaboration, Communication, Critical thinking) Each group will be assigned a question and they would find answers and then all the answers would be discussed in the class. The values learnt from the poem will also be discussed so as to inculcate positive values or character traits and citizenship .

Resources:	Text Book
Closure:	A quick recap of the main points of the poem.
Self Study, Home Work, Assignments	Assessment questions <i>Evaluation of the assignment-</i> Content-3 (Critical Thinking and Problem Solving and Creativity) Fluency and expression- 1 On time submission- 1
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