

LESSON PLAN Class: X Subject: English	
Unit	The Trees
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.
Learning Outcomes	<u>KNOWLEDGE:</u> <i>Students will know and Understand- critique and justify the title of the poem (critical competency)</i> <u>SKILLS and COMPETENCIES-</u> <i>Students will be able to:</i> • Critically analyse the importance of trees • Identify the poetic devices working in collaborative manner and communicating ideas with each other. • Write/compose an Article on DEPELETING FOREST describing its consequences (creative, critical competencies) <u>ATTITUDE:</u> Critically examining the conflict between man and nature and how with the growth and development of society, human beings have used nature for their own benefit and caused a lot of harm to it. In order to use natural resources like forests, minerals etc. men have forgotten the importance of nature. Thus helping students in developing strong character traits and citizenship
Transaction Methodology <i>[provide details of each of these, if separate sessions]</i>	DOL-1,2,3 WIPRO- Think Pair Share Day 1- <u>(CRITICAL THINKING)</u> <u>SKILL: Reading</u> - a CLOZE passage will be shared with the students having the theme of TREE to check their understanding. - Facilitator will introduce the poet and theme of importance of freedom - Students will read the poem silently and will rearrange the pictures if necessary. <u>Day 2- (CRITICAL, COMMUNICATION AND COLLABORATION)</u> <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><tr><td>After stanza 3</td><td></td><td></td><td></td></tr><tr><td>After stanza 4</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 a. Carousel Review – to check for understanding 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 take a decision/ choose and frame The Consequences and Sequel table		Main point(s)	Relation to prior part	Predict part	After Stanza 1				After stanza 2				After stanza 3				After stanza 4			
	Main point(s)	Relation to prior part	Predict part																		
After Stanza 1																					
After stanza 2																					
After stanza 3																					
After stanza 4																					
Resources	NCERT Text Books, Spiral, CLOZE Assessment Worksheet, poetic device Worksheet Web links: zen pencils ,																				
Self Study, Home Work, Assignments	Independent Practice: Define the exact assignment for independent study-Imagine you are the speaker. Write a page of your diary to describe the importance of freedom. (Competency- critical thinking; skill- writing) HW notebooks to be marked as per the given plan: Evaluation of these assignments- Content (critical thinking and creativity) -3 marks Presentation/ Neatness (creativity)- 1 mark On time submission- 1 mark																				
ASSESSMENTS	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																				

	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. 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	Q1 What three things that cannot happen in a treeless forest? Q2 Why are the trees moving outside? Q3 What efforts do the trees make to get free? Q4 What changes would the departure of the trees bring to the forest? Q5 In total confinement, nature also rebels against civilisation. Elaborate.

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 made choices that are acceptable and less ‘risky’ or have you followed the beaten track? Why? (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- Think Pair Share <u>SKILL: Reading</u> i. A CLOZE passage will be shared with the students having the theme of choices to check their understanding ii. Facilitator will introduce the poet and theme of importance of decision making iii. Students will read the poem silently and will rearrange the pictures.
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 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																							
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:	DOL-1,2,3 WIPRO- Think Pair Share <u>SKILL: LISTENING, SPEAKING,</u> Directed Reading- Thinking Activity <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><tr><td>After stanza 3</td><td></td><td></td><td></td></tr><tr><td>After stanza 4</td><td></td><td></td><td></td></tr></table> Facilitator will summarize the presentation given by each group					Main point(s)	Relation to prior part	Predict part	After Stanza 1				After stanza 2				After stanza 3				After stanza 4			
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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:	DOL-1,2,3 WIPRO- Think Pair Share The Consequences and Sequel table will be framed stanza wise.
Resources:	Text Book, Assessment worksheet
Closure:	A quick recap of the main points of the poem.
Self Study, Home Work, Assignments	NCERT questions <i>Evaluation of the assignment-</i>

	Format-1 Content-5 Fluency and conventions- 3 On time submission- 1
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