

DELHI PUBLIC SCHOOL GHAZIABAD
CLASS – X
LESSON PLAN
Madam Rides the Bus

Unit	Fiction: Madam Rides the Bus
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 hard work and determination 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 lesson with 90% accuracy • Sequence events • enhance vocabulary • Complete the exercises at the end of the story. • To develop the art of communication skills. • To enable them to speak themselves in grammatically correct language and with proper expression. • To enable the learners to extrapolate from the given text. • To sensitise the students to the feelings of an individual. • To enable the students to think of an alternative ending to the story. • To enable them to use new words and phrases in their own language. • To make them write correct sentences.
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 <u>SKILLS</u>- <i>Students would be able to develop -</i> Listening skill • follow instructions and directions. • make inferences and judgements (Critical Thinking) Reading skill • become accomplished and active readers who appreciate

	ambiguity and complexity • respond critically to the aesthetic, cultural and emotional values in the text.(CITIZENSHIP) • 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.(CREATIVITY) 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
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	DOL-1,2,3 WIPRO- Round Robbin Transaction would proceed in the following manner- Day 1- Day 1- (<u>CRITICAL THINKING</u>) <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 read the story silently . <i>Introduction of the topic-</i> PPT and Digital Content would be shared Day2-. (COLLABARATION) <i>Brain Storming</i> –The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told – about the author -the significance of the topic that they would be studying Day 3 - (<u>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 story (5-7 min) b. Directed Reading- Thinking Activity (25 min) Techniques to be used: Group Discussion Questioning MCQ Peer Assessment
Resources	Text Book: NCERT Text Book Reference Book

Self Study, Home Work, Assignments	Independent Practice: Have you made a journey that was unforgettable in some way? What made it memorable? Write a letter to your friend describing the same. (Creative Thinking) Students would do the questions in their H.W notebooks as mentioned in the monthly planner. HW notebooks to be marked as per the given plan: Assessment Parameters: The total marks for the activity is 5 marks On time submission.....1 mark Presentation/ Neatness.....1 mark Content.....3 marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.																				
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 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(ASL)</td><td>05 Marks</td></tr> </table>	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(ASL)	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
Marks	The weightage would be given by CBSE.

Assessment questions

a) What was Valli's favourite pastime?

(b) Did Valli have any playmates of her own age?

(c) What did Valli get from her pastime as a good thing?

(d) What was the most fascinating thing for Valli?

(e) When were Valli's longings, hopes and dreams kindled?

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. Will provide the thematically contrasting pictures related to the choices (source- zen pencils) iii. Students will be asked to observe, arrange and justify the arrangement of the pictures iv. Facilitator will introduce the theme of decision making (5 m)
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.
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> • Spiral Level 3 questions to be done • Encouragement for referring other resources <i>For weak students:</i> • Spiral Level 1 to be completed • 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 lesson												
Learning Outcomes:	Students will be able to understand the theme of the lesson 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 (15 min) <table><tr><td></td><td>Main point(s)</td><td>Relation to prior part</td><td>Predict part</td></tr><tr><td>Page 1</td><td></td><td></td><td></td></tr><tr><td>Page 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	Page 1				Page 2			
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Page 1													
Page 2													
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 lesson.												