

LESSON PLAN Class: X Subject: English	
Unit	The Tale Of Custard The Dragon
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</i> :The simplicity of the animals and the greediness and complex nature of human beings. (critical competency) <u>SKILLS and COMPETENCIES-</u> <i>Students will be able to:</i> • Critically analyse the contentment on the placid nature of the animals. • Identify the poetic devices working in collaborative manner and communicating ideas with each other. • Creatively write/compose a letter to a friend to share with him/her how the carefree nature of animals impresses you and you want to emulate them. (creative, critical competencies) <u>ATTITUDE:</u> Critically examining the circumstances of showing heroism in life, developing strong character traits and citizenship by understanding the importance of taking right decisions in life.
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. a CLOZE passage will be shared with the students having the theme of choices to check their understanding. b. Facilitator will introduce the poet and theme of showing courage at the right time. c. Students will read the poem silently and will complete the CLOZE passage. Day 2- <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 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 Page 1</td><td></td><td></td><td></td></tr><tr><td>After Page 2</td><td></td><td></td><td></td></tr><tr><td>After Page 3</td><td></td><td></td><td></td></tr><tr><td>After Page4</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 - Carousel Review – to check for understanding - Students will recall and write their views on the poem stanza wise - 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. - 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 Page 1				After Page 2				After Page 3				After Page4			
	Main point(s)	Relation to prior part	Predict part																		
After Page 1																					
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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</i>-Imagine you are the speaker. write/compose a letter to a friend to share with him/her how the carefree nature of animals impresses you and you want to emulate them. in the home work copy. (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	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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	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 Why did Custard cry for a nice safe cage? Q2 How did everyone react after Custard ate the pirate? Q3 Why is the poem 'The Tale of Custard the Dragon' called a ballad? Q4 What is the true nature of Custard the Dragon? Q5 What does bravery mean to you? Who is the real braveheart?

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
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 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.																							
Learning Outcomes:	Students will be able to understand the theme of 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 (15 min) <table><tr><td></td><td>Main point(s)</td><td>Relation to prior part</td><td>Predict part</td></tr><tr><td>After Page 1</td><td></td><td></td><td></td></tr><tr><td>After Page 2</td><td></td><td></td><td></td></tr><tr><td>After Page 3</td><td></td><td></td><td></td></tr><tr><td>After Page 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 Page 1				After Page 2				After Page 3				After Page 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 NCERT 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