

LESSON PLAN Class: X Subject: English	
Unit 3	AMANDA by ROBIN KLIEN
Class Transaction	Total: 2 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 author's style of writing. • 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 poem 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 a young mind . • Understand the importance of collaborative manner and communicating ideas with each other. • Dramatic Presentation of the story creatively. (collaborative, creative, critical competencies) • <u>ATTITUDE:</u> Critically examining a young girl's thoughts developing strong character traits and citizenship by understanding the role of advice in our lives.
Transaction Methodology <i>[provide details of each of these, if separate sessions]</i>	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 importance of education in a woman's life. They would also be told – about the author -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 Dramatic Presentation
Resources	NCERT Text Books, Spiral, CLOZE Assessment worksheet, poetic device Worksheet Web links: zen pencils ,
Self Study, Home Work, Assignments	Independent Practice: <i>Define the exact assignment for independent study-</i> Imagine you are Amanda. Write a diary entry expressing your feelings about the nagging

	you get from your mother/father and how you escape from it. (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 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
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																				
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 WISE LESSON PLAN

DAY I	
Pre-requisite for the course:	This poem requires : Basic comprehension skills Reading skills
Anticipatory Set	<u>(CRITICAL THINKING, COLLABORATION, COMMUNICATION)</u> <u>SKILL: Reading</u> A class discussion on - • Reflect on all the instructions and orders you receive from your parents and teachers. • Select two of these that make you feel very bad, lonely and sad. • Speak out your thoughts to the class.
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- Fan-N-Pick <u>SKILL: Reading</u> a. Teacher will introduce the theme of the poem b. The teacher will explain the task to the class giving one or two examples -Do your home work before going out to play' c. Students will be encouraged to speak out. d. Later, the class can decide on a set of instructions and commands that are generally disliked by youngsters. e. Students will read the poem silently. a. Students will also be told about the meanings of difficult words. - E.g languid – relaxed - Drifting – moving slowly - Pattern – make patterns - Tranquil – calm
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	Amanda imagines herself as Rapunzel. Read the fairy tale of Rapunzel and narrate it to the class. What are the qualities of Rapunzel that are attractive to Amanda?.
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:	<u>(CRITICAL, COMMUNICATION AND COLLABORATION)</u> <u>Skill: Writing and Reading</u> a. The facilitator asks questions to check learners' understanding of the poem (5-7 min) • List at least five instructions that Amanda receives. • What are the three ways in which Amanda tries to escape into her own world?
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, COMMUNICATION and COLLABORATION)
Transaction Methodology:	DOL-1,2,3 WIPRO- Fan-N-Pick <u>(CRITICAL, COMMUNICATION AND COLLABORATION)</u>

	<u>Skill: Writing and Reading</u> b. The facilitator asks questions to check learners' understanding of the poem (5-7 min) c. List at least five instructions that Amanda receives. d. What are the three ways in which Amanda tries to escape into her own world? e. Working in groups, students will write a short paragraph on the guidelines given above and present it in front of the class. a. Students will be asked to write a paragraph about a moment of personal loss of someone you know. b. How did it affect him/her? c. How did she/ he get over it? Or d. A loss that changed the course of someone's life e. Working in groups, students will write a short paragraph on the guidelines given above and present it in front of the class.
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 poem and the literary devices.

