

LESSON PLAN																			
Class: X																			
Subject: English																			
Unit	Glimpses of India																		
Class Transaction	Total: 3 periods (approx. 40 min each)																		
Pre-requisite for the course	This chapter 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 chapter) to read and will be asked a 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> : Students will know and Understand- critique and justify the importance knowing three important places of the country and their specialties (critical competency) <u>SKILLS and COMPETENCIES</u> - Students will be able to: Critically analyse the importance of knowing our country - Identifying the main points and working in collaborative manner and communicating ideas with each other. - Write/compose a letter to a friend describing the importance of knowing your country creatively. (creative, critical competencies) <u>ATTITUDE</u> : Critically examining the role of nature in one’s life character traits and citizenship by understanding the importance of knowing your country																		
Transaction Methodology [provide details of each of these, if separate sessions]	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. 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 A Baker from Goa</td><td></td><td></td><td></td></tr><tr><td>After Coorg</td><td></td><td></td><td></td></tr><tr><td>After Tea from</td><td></td><td></td><td></td></tr></table>				Main point(s)	Relation to prior part	Predict part	After A Baker from Goa				After Coorg				After Tea from			
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	Assam			
	c. Facilitator will summarize the presentation given by each group			
	Day 3- (COLLABORATION, CHARACTER, CITIZENSHIP) Skill: Writing a. Carousel Review – to check for understand b. Students will recall and write their views on the chapter c. Facilitator will collect all the worksheets to check for understanding. d. Situation will be provided in which student will have to give an example of their own life and frame The Consequences and Sequel table			
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 a letter to your friend discussing all the three places, 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	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

- (i) Instead of enjoying their childhood, the children today are keen to enter adulthood. After reading about all the joys that the author Lucio Rodrigues had in his childhood do you think such a keenness on the part of children is desirable?
- (ii) After reading the story 'A Baker from Goa', do you think our traditions, heritage, values and practices are the roots that nourish us? Why/why not
- (iii) 'During our childhood in Goa, the baker used to be our friend, companion and guide.' What does this statement imply in relation to the character of the baker?
- (iv)
 - (a) Which kind of animals are we likely to see at Coorg ?
 - (b) What is Coorg known for?
 - (c) Which word in the extract means the same as 'having to do with war'?
 - (d) Where is Coorg situated?

DAY WISE LESSON PLAN

DAY I	
Pre-requisite for the course:	This chapter requires : Basic comprehension skills Reading skills
Anticipatory Set	A class discussion on – What do you know about Goa, Coorg and Assam? (CRITICAL THINKING, COLLABORATIVE LEARNING)
Learning Objectives:	Reading and Listening Skill Read and appreciate the chapter. The students will be able to read the chapter with correct pronunciation and derive the theme.
Learning Outcomes:	Students will be able to read with 90% accuracy.
Transaction Methodology:	<u>SKILL: Reading</u> i. A CLOZE passage will be shared with the students having the theme of nature playing an important role- to check their understanding (5 min). ii. Students will read the chapter (10 min)
Resources:	Text Book, CLOZE passage.
Closure:	Summarizing the day's learning wherein the learners find out the theme of the chapter.
Self Study, Home Work, Assignments	Read the chapter and find out the important things discussed.
Assessment	Assessment of Cloze Passage.
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	
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Anticipatory Set:	The facilitator asks questions to check learners' understanding of the chapter • How important bread is in every culture? • What is the message conveyed by the author? • What is Assam famous for? (CRITICAL THINKING, COLLABORATIVE LEARNING)																		
Learning Objectives:	Students will be able to understand the theme of the chapter.																		
Learning Outcomes:	Students will be able to understand the theme of the chapter with 90% accuracy. (CRITICAL THINKING, CHARACTER and CITIZENSHIP)																		
Transaction Methodology:	<u>SKILL: LISTENING, SPEAKING,</u> Directed Reading- Thinking Activity (15 min) <table border="1"> <thead> <tr> <th></th><th>Main point(s)</th><th>Relation to prior part</th><th>Predict part</th></tr> </thead> <tbody> <tr> <td>After A Baker from Goa</td><td></td><td></td><td></td></tr> <tr> <td>After Coorg</td><td></td><td></td><td></td></tr> <tr> <td>After Tea from Assam</td><td></td><td></td><td></td></tr> </tbody> </table> Facilitator will summarize the presentation given by each group(20 min)				Main point(s)	Relation to prior part	Predict part	After A Baker from Goa				After Coorg				After Tea from Assam			
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Resources:	Text Book, poetic device worksheet																		
Closure:	Summarizing the day's learning wherein the learners understand the theme.																		
Self Study, Home Work, Assignments	Revise the chapter.																		

DAY 3	
Anticipatory Set:	The facilitator asks questions to check learners' understanding of the theme and inner meaning of the chapter.

	(CRITICAL THINKING, COLLABORATIVE LEARNING)
Learning Objectives:	Students will be able to write their views 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 chapter and do spiral level 1 questions. Facilitator will collect all the worksheets to check for understanding
Transaction Methodology:	The Consequences and Sequel table will be framed section wise.
Resources:	Text Book, Assessment worksheet.
Closure:	A quick recap of the main points of the chapter.
Self Study, Home Work, Assignments	Silent Reading. <i>Evaluation of the assignment-</i> Format-1 Content-5 Fluency and conventions- 3 On time submission- 1