

LESSON PLAN Class: X Subject: English	
Unit	MIJBIL, THE OTTER
Class Transaction	Total: 5 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 poem) to read and will be asked few questions based on it.
Objective	- To make the learners seek meaning in reading using variety of strategies such as prior knowledge, inferring, predicting and confirming with 90% accuracy. - To develop the skills of writing different kinds of factual and imaginative texts for a wide range of purposes with 90% accuracy.
Learning Outcomes	DOL-1,2,3 WIPRO- Round Robbin <u>KNOWLEDGE:</u> <i>Students will understand the relationship between humans and animal.(critical competency)</i> <u>SKILLS and COMPETENCIES-</u> <i>Students will be able to:</i> Critically analyse the relationship between animals and humans develop the skills of making oral presentations. collaborative manner and communicating ideas with each other. - Write/compose a letter to a friend describing the bond between MAN and ANIMALS creatively. (creative, critical competencies) <u>ATTITUDE:</u> Critically examining the delicate wildlife developing strong character traits and citizenship
Transaction Methodology <i>[provide details of each of these, if separate sessions]</i>	<u>KNOWLEDGE-</u> <i>Students will know and understand -</i> - the poet's style of writing - the text locally and globally - 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 text to identify main ideas • scan text for specific supporting details.																				
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 page of your diary to express your love for animals and how man should live in harmony with animals 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 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> • 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) | (a) What crossed the author's mind? |
| (ii) | (b) Why did he think that his home would be suitable for an otter? |
| (iii) | (c) What did the author mention to his friend? |
| (iv) | (d) From where could he get the otter? |
| (v) | (e) Find a phrase from the passage which means 'surrounded by' |

DAY WISE LESSON PLAN

DAY I	
Pre-requisite for the course:	This course 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 lesson and derive the theme of the lesson.
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> <u>i.</u> A CLOZE passage will be shared with the students having the

	theme of choices to check their understanding (5 min). ii. Will provide the thematically contrasting pictures related to the choices (source- zen pencils) (2 min) iii. Students will be asked to observe, arrange and justify the arrangement of the pictures (10 min) iv. Facilitator will introduce the poet and theme of importance of decision making (5 m) v. Students will read the poem silently and will rearrange the pictures. (10 min)
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 and find out the theme of 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> • 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 lesson
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	DOL-1,2,3 WIPRO- Think Pair Share

Methodology:	<u>SKILL: LISTENING, SPEAKING,</u>		
	Directed Reading- Thinking Activity (15 min)		
		Main point(s)	Relation to prior part
	After Page 1		
	After Page 2		
	After Page 3		
	Facilitator will summarize the presentation given by each group		
Resources:	Text Book		
Closure:	Summarizing the day's learning wherein the learners understand the theme.		
Self Study, Home Work, Assignments	Revise the lesson.		

DAY 3	
Anticipatory Set:	The facilitator asks questions to check learners' understanding of the theme and inner meaning of the lesson. (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 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 chapter.
Self Study, Home Work, Assignments	IP <i>Evaluation of the assignment-</i> Format-1 Content-5 Fluency and conventions- 3 On time submission- 1