

LESSON PLAN Class: X Subject: English	
Unit	The Thief's Story
Class Transaction	Total: 3 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires students to – - Understand, appreciate and enjoy fiction - Know the value of hard work and determination - Infer, analyze and evaluate text (CRITICAL THINKING, COLLABORATIVE LEARNING)
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 lesson) to read and will be asked few questions based on it.
Objective	To enable students to appreciate the theme of the lesson and language used with 90% accuracy.
Learning Outcomes	<u>KNOWLEDGE:</u> <i>Students will know and Understand- critique and justify the decision taken by the protagonist, Hari, in the lesson. (critical competency)</i> <u>SKILLS and COMPETENCIES-</u> <i>Students will be able to:</i> Critically analyse the importance of taking right decisions in life - Understand the importance of values in life working in collaborative manner and communicating ideas with each other. - Write/compose a letter to a friend describing the consequences of the decision he/she had taken creatively. (creative, critical competencies) <u>ATTITUDE:</u> Critically examining the choices offered, 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 CLOZE passage, Directed Reading- Thinking Activity The Consequences and Sequel table will be framed para wise. (communication and collaboration)
Resources	NCERT Text Books, CLOZE Assessment Worksheet
Self Study, Home Work, Assignments	Independent Practice: <i>Define the exact assignment for independent study</i> -Imagine you are

	Hari. Write a letter to your friend about the decision you had taken of coming back to Anil's house. (Competency- critical thinking; skill- writing) HW notebooks to be marked as per the given plan: <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) What character traits of the master does this line reveal?
- (ii) Why did Hari Singh choose Anil to be his next victim?
- (iii) Why did Hari Singh not make many friends?
- (iv) Why did Hari Singh decide to come back to Anil?
- (v) Why was the thief able to steal from Anil easily?

DAY WISE LESSON PLAN

DAY I	
Pre-requisite for the course:	This lesson 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. The students will be able to read the lesson and derive the theme of the lesson.
Learning Outcomes:	• Critically analyse the importance of taking right decisions in life • Understand the importance of values in life working in collaborative manner and communicating ideas with each other. Students will be able to read with 90% accuracy.
Transaction Methodology:	DOL-1,2,3 WIPRO- Think Pair Share SKILL: Reading <u>i.</u> A CLOZE passage will be shared with the students having the theme of choices to check their understanding (5 min). <u>ii.</u> Will provide the thematically contrasting pictures related to the choices (source- zen pencils) (2 min) <u>iii.</u> Students will be asked to observe, arrange and justify the arrangement of the pictures (10 min) <u>iv.</u> Facilitator will introduce the poet and theme of importance of decision making (5 m) <u>v.</u> 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 central theme of the lesson.
Assessment	Assessment of Cloze Passage and arrangement of pictures on the basis of content (communication and collaboration)

DAY 2	
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

	(CRITICAL THINKING, COLLABORATIVE LEARNING)																				
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 and the importance of honesty and integrity in life. (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 Stanza 1</td><td></td><td></td><td></td></tr><tr><td>After stanza 2</td><td></td><td></td><td></td></tr><tr><td>After stanza 3</td><td></td><td></td><td></td></tr><tr><td>After stanza 4</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	After Stanza 1				After stanza 2				After stanza 3				After stanza 4			
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After Stanza 1																					
After stanza 2																					
After stanza 3																					
After stanza 4																					
Resources:	Text Book, Digital content																				
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 and get ready for the question answer session the next day.																				

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 and spiral questions with 90% accuracy. (Critical thinking, Creativity)
Learning Outcomes:	(COLLABORATION, CREATIVITY, CRITICAL THINKING) Skill: Writing Carousel Review – to check their understanding. Students will recall and write their views and do spiral level 1 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, Spiral
Closure:	A quick recap of the main points of the poem.

Self Study, Home Work, Assignments	Spiral Level 2 questions <i>Evaluation of the assignment- Evaluation of the assignment- Content-3 (Critical Thinking and Problem Solving and Creativity)</i> Fluency and expression- 1 Critical Thinking and Problem Solving and Creativity On time submission- 1
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