

DELHI PUBLIC SCHOOL GHAZIABAD
CLASS – XI (ENGLISH CORE)
CONSOLIDATED LESSON PLAN
 Father to Son (Hornbill-Poetry)

Unit	Father to Son (Hornbill-Poetry)
Class Transaction	Total: 3periods (approx. 50 min each)
Pre-requisite for the course	Students were asked to share their childhood experiences. They were asked to relate any memorable incident of their childhood times. Students were asked to share their relation with their father. Is their father son relation friendly or hostile?
Assessment of qualifying knowledge	Written test Assignment notebook
Objective	Students would be able - to appreciate poetry -to infer the deeper meaning/message understand
Learning Outcomes	Students will be able to i. understand the poem. Creativity: Critically analyse the poem. iii. Find out the figures of speech used in the poem. Communication: Make the students read the poem with proper voice modulation, punctuation, and intonation.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	The session would begin with an interaction. The learners would interpret the title of the poem. The background knowledge of the author and his works would be given. Introduction of the topic- ppt and Digital Content would be shared Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom.

	Techniques to be used: Group Discussion HOTS Any Other
Resources	Text Book: Hornbill PPT Handout
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their notebooks as mentioned in the monthly planner. It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Assessments	3 UNIT TESTS 30,35,35 marks respectively HALF YEARLY EXAMINATION 80 Marks ANNUAL EXAMINATION 80 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:

	For gifted students: • Spiral Level 3 questions to be done • Encouragement for referring other resources For weak students: • Spiral Level 1 to be completed • Peer help to be provided • Provide grade-up classes(PCC) For differently abled students: • Ignore few spelling mistakes • Call parents at regular intervals • Provide grade-up classes • Encourage and motivate them at every level.
Marks	As per CBSE guidelines.

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LESSON PLAN
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(BASED ON DOL)

Objectives:

To read and recognize the purpose of economy of words and the hidden pathos and nuances of a precious father-child relationships that is crumbling , correlating with personal experiences- to build up didactics, empathy and sympathy with the loss of the father

Anticipatory Set:

A class discussion on father son relationship will be held.

To facilitate making connections between similar situations in different storylines/life experiences.

Day 1

Activity 1: The session would start with an interaction on interpreting the title of the prose and the poem. The title of the topic would be open for class interpretation. The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and discussed.

Activity 2:

- Model reading of the poem by the teacher.
 - Communication: Silent / Loud reading by the children
 - Understanding the poem with the help of word meanings given and also with the help of dictionary.
 - Thrashing out the underlying meaning of various lines through questioning and open discussion.
 - Collaborative: Discussion of the theme of the poem in groups.
 - Discussion on the use of literary devices in the poem.
- Communication: Loud reading by the children

Day 2

Activity3: The poem is explained and the summary of the poem is given to the students.

Creativity: The students are asked to write the summary in their own words.

Critical Thinking: Write a paragraph on generation gap.

Day 3

Activity 3:

- A few extracts are given to the students to check the understanding of the poem
 - Previous years questions are discussed and students will write in their notebooks.
- Collaborative: In a group of four, the students are asked to make connections between similar situations in different storylines/life experiences

Creativity: The facilitator recaps the poem and asks the students to write the theme of the poem in about 100-120 words.