

DELHI PUBLIC SCHOOL GHAZIABAD
CLASS – XI (ENGLISH CORE)
CONSOLIDATED LESSON PLAN
The Summer of the Beautiful White Horse(Snapshots)

Unit	The Summer of the Beautiful White Horse(Snapshots)
Class Transaction	Total: 3periods (approx. 50 min each)
Pre-requisite for the course	None
Assessment of qualifying knowledge	Written test Assignment notebook
Objective	Critical Thinking: Students would be able to develop the ability of appreciation of ideas and criticizing the thinking.
Learning Outcomes	Creativity: Students will be able to think and produce spontaneous, fluid and expression in poetic texts to convey a social change. They would discern prevailing inequalities in various guises.
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 lesson. The background knowledge of the author and her 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: Snapshots 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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CLASS XI
LESSON PLAN
Summer of the Beautiful White Horse
(BASED ON DOL)

Anticipatory set- The facilitator will ask the learners a few basic questions to introduce the Topic:

What do you want to achieve in life?

Is it right to use the wrong means to achieve what you want to get in life?

Have you ever come across a situation where you were in a dilemma to choose the right path or go astray and choose the wrongful path? Narrate

Objective-

- The students will be able to understand the theme of the lesson-importance of dreams and ways of attaining them
- They will be able to understand the desires of poverty stricken people and the honesty of the poor people
- They will be able to attempt contextual questions based on the lesson.
- They will be able to write character sketches of the characters in the lesson
- They will be able to identify the values reflected in the lesson

Techniques to be used

- Interactive learning
- Recollecting and Sharing personal experiences

- Debate
- Discussions
- Problem solving & Analytical Skills

Material required and teaching aids

Instructional aid – smart class digital module, blackboard, chalk, duster , Snapshots

Strategy

Student –teacher interaction /discussion, collaborative learning, independent practice

Day 1&2

Activity 1: The facilitator will draw the student's attention to the topic by asking questions like :

- Which is the best time period in the life of a human being?
- Can the children differentiate between right and wrong?
- Are all dreams achievable?

After discussing these questions the teacher will rephrase the points/ arguments given by the students.

Activity 2:

- Model reading of a paragraph by the teacher.
- Communication: Loud / Silent reading by the children
- Understanding the lesson with the help of word meanings given and also with the help of dictionary.
- Collaborative: Thrashing out the underlying meaning of various lines through questioning and open discussion.
- Discussion on the theme of the lesson.
- Adding on the ways of achieving your cherished dream through rightful path (based on personal experiences)
- Deliberating on the positive / negative traits shown by the protagonist

Guided Practice

The students will write the physical description of Mourad and also answer the question:

What impression do you form of Aram's cousin Mourad? (This exercise will be done in the notebook with the help of the text book)

Summarize and check for understanding

Rapid fire questions will be asked to check the comprehension skills of the students and doubts will be cleared.

Day 3

Activity 1

The teacher will ask a few questions to recapitulate the previous day's work

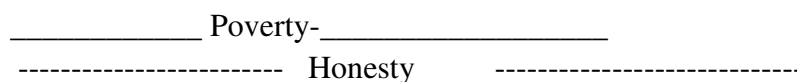
Who went along with the horse to meet Aram and why?

Why was Aram startled?

What was the reaction of Aram? Why did he accompany Mourad?

Activity 2

- The teacher will draw the following web chart on the board and students will be asked to fill it up



- Understanding the lesson with the help of word meanings given and also with the help of dictionary.
- Will be explained the underlying meaning of various lines through questioning and open discussion.

- Understanding the meanings of key phrases-

Crazy streak in the tribe

Man could be the father of his son's flesh

Father of his spirit

- Collaborative: Discussion on the significance of the title in groups.

Guided practice

Students will write the description of the incident from the initial stealing of the horse to returning the horse for the sake of reputation and also present in the form of a venn diagram.

Citizenship: To facilitate an attitude to become honest and trustworthy in thought and action, responsible cooperative, understanding and tolerance, respect for national identities in relation to other people – democratic citizenship. [global aim] . Recognize Marginalization.

Summarize and check for understanding

Students will be asked to read the extract and answer the questions

‘..... Mourad enjoyed being alive more than anybody else who had ever fallen into the world by mistake’

- a) Identify the speaker.
- b) What does the line depict about Mourad?
- c) What is your view point about the speaker after he made this observation?

Independent Practice

Based on the story write a script for a speech on ‘Generosity Can Solve Many Disputes’

Day 4

Recap of the last day and other contextual questions will be done in the notebooks with the assistance of the teacher.

Critical Thinking: The students will be asked to explain the relevance of the lesson in the life of a student.

Collaborative: The learners would be able to apply the literal, interpretative and critical level in analyzing a short story in groups.

Some questions will be asked based on the day’s teaching and doubts will be cleared.

Closure

- Summarizing the lesson
- Students will be asked the ways in which the lesson was useful to them.
- Suitability of the title will be discussed
- Class test