

DELHI PUBLIC SCHOOL GHAZIABAD
CLASS – XI (ENGLISH CORE)
CONSOLIDATED LESSON PLAN
The Address(Snapshots)

Unit	The Address(Snapshots)
Class Transaction	Total: 3periods (approx. 50 min each)
Pre-requisite for the course	Students would be asked whether they can say something on the importance of Address, why every house has an address.
Assessment of qualifying knowledge	Written test Assignment notebook
Objective	Students would be able to uncover motives, absorb didactics. They would be able to empathise with the war victims.
Learning Outcomes	<u>KNOWLEDGE</u> - Students would be able to understand the message that lesson wants to convey. KNOWLEDGE- Students will acquire the knowledge of Plot and Theme of the lesson Events that took place in the lesson Writing answers long- short- reference to context Solving extrapolatory questions Solve value based questions Application of the content to their own lives Creativity: Expressing themselves

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 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: 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

DELHI PUBLIC SCHOOL GHAZIABAD
CLASS XI
LESSON PLAN
The Adventure
(BASED ON DOL)

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

What is Quantum Theory?

What is the role of Quantum theory in life?

What is a 'Bakhar' in terms of history?

Objective-

- The students will be able to understand the conflicts & mystery that exist in life because of quantum theory.
- They will know about the strategy to tackle such problems.
- 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 understand and compare the difference between present and past evolution.

Techniques to be used

- Interactive learning
- Recollecting and Sharing personal experiences
- Debate
- Discussions
- Problem solving & Analytical skills

Materials required and teaching aids

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

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 them to frame questions in groups like like (Collaborative)

- What is Quantum Theory?
- What is the role of Quantum theory in life?
- What is a 'Bakhar' in terms of history?
- After discussing these questions the teacher will rephrase the points given by the students.

Activity 2:

- Model reading of a paragraph by the teacher.

- Silent reading by the children
- Understanding the lesson 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 on the theme of the lesson in groups.
- Creativity: Adding on to the meaning of astute, political acumen, etc.(based on personal experiences)
- Deliberating on the activities carried out to know the role of quantum theory in life.

Guided Practice

The students will write the description of quantum theory:

How some of the accounts from the past are doctored?.

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

Who was Professor Gaitonde and where was he going?

Describe in brief the contents of his journey.

How did he compare past to present?

What was his experience at Azad Maidan?

Activity 2

- Collaborative: The teacher will divide the students in groups and ask them to find details about the Quantum Theory and its role in life.

Understanding the lesson with the help of word meanings given and also with the help of dictionary.

- Communication: The students will be asked to explain the underlying meaning of various lines through questioning and open discussion.
- Understanding the meanings of key phrases-

Gave vent to

De facto

Relegated to

Blow by blow account

Astute

Creative: Write the message inherent in the chapter.

Guided practice

Students will write the why Professor Gaitonde decided not to preside his thousandth address?

Summarize and check for understanding

The students will prepare a story map of the events from the beginning to the end of the chapter.

Independent Practice

What had actually happened to Professor Gaitonde while travelling in Jijamata Express?

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 finding out the past.

Summarize and check for understanding

Communication: 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