

SUBJECT: English
LESSON: Three Questions

LESSON PLAN

Pre-Content/Content/ Post-Content	Learning Outcome/Objectives	
	General	Specific
<u>Pre Content</u> Assist students to revise the structure of a question in English language and ask students to come up with questions they are curious to know answers to <u>Content</u> Three Questions, the story of a king who has three questions he seeks answers to and the story tells about his quest for answers which are revealed to be right in front of him Reading Comprehension Vocabulary Grammar Speaking <u>Post Content</u> Life Skill: Write on : One moment of their life that made them realize to live life in the present Extended Learning Activity Make a Time Table	The students will be able to: enhance functional communication with grammatical accuracy read the lesson aloud for comprehension examine the character of the protagonists write answers to factual, inferential and evaluative questions with precision develop enhanced vocabulary through use of dictionary understand the concept of subject and predicate narrate the incident of the king meeting the hermit analyse time spent in a day	The students will be able to: recall the structure of a question. compile list of questions about the mysteries of the world they wish they had answers to. (not clear) discuss over those questions and search for answers with the class read with proper expression and pronunciation critically analyze the character of the king, the hermit and the bearded man. evaluate the character of the king draw comparison between answers given by the wise men and the hermit skim the main points to get the gist. show the sequence of events using a timeline suggest words from the story for the given meanings. break down a sentence into its subject and predicate complete the sentences by adding suitable predicates to the given subject outline the order of events of the story express themselves through the actions of the characters prepare a time table and shade productive and unproductive hours of the day

Home Work: 1. Read the lesson. 2. Learn the meanings of new words. 3. Revise the grammar.
 4. Attempt the exercises in the coursebook

AND PROGRESS

Month: APRIL
Class : VII

Teacher's Activity	Students' Activity	Teacher's Observation and Remedial action taken
Teacher will revise the structure of a question (V+S+O) do model reading of the text divide the story into small sections according to the events. ask inferential questions highlight the incidents in the story elicit responses to questions given after the text Course Book page nos. 14,15 initiate use of dictionary assist students to deduce the meanings of words using contexts. Course Book Page 15 recapitulate the concept of subject and predicate. reinforce the events of the story. help students analyse the time spent by them in a day. Annexure B Making a Time Table	Students will recall the structure of the question frame questions of their own. follow the text being read attentively. read their section silently and extract the key sentences . refer back to the text and answer their question. Course book pg 10 & 14 Group Activity relate the incidents to the unique traits of the characters share the analysis with the class create a timeline to show the sequence of events. share their opinions and listen to the ideas of their classmates. write answers to questions in notebook. Course Book page nos. 14,15 infer meaning of new words. match words with their meanings Course Book Page 15 identify the subject and predicate in a sentence add appropriate predicate to the subject form a meaningful sentence. Annexure A speak on the topic given using appropriate expressions express themselves using the correct phrases and vocabulary prepare a time table Annexure B Making a Time Table	Teacher will write her observations after completion of the topic

Teaching Aids: internet, course book, workbook, worksheet, Smart Board

Methodology/Innovative Methods: Discussion, elicitation, explanation

Interdisciplinary Links: Science (Clotting of blood)

Art Integrated Education: Create a collage tree of good deeds done for the class display board

H.O.D

Coordinator

Vice-Principal

Principal

ANNEXURE A: Three Questions

Subject and Predicate

Q. Fill in the blank with the appropriate predicate for the given sentences

- a) My eighty year old grandmother _____
- b) Swimming across the river _____
- c) Our Prime Minister _____
- d) Our uncle _____
- e) My friends _____
- f) The Indian cricket team _____
- g) Watching too much television _____
- h) Cow and buffaloes _____
- i) Birds _____
- j) The two babies _____

ANNEXURE B: Three Questions
Activity : Chapter- Three Questions

Activity Name	Making a Time Table
Level	Class 7
Skill	Critical thinking, Framing, Analyzing
Time	40X2=80 minutes (2 classes)
Grouping of Students	4 per group
Materials	A4 sheet, pen, colours

Learning Outcomes: The students will be able to

- analyse how they spend their time in a day, and shade the productive and unproductive areas of their day
- deliberate over the usage of their time and help practice time management techniques for clever use of time

Teacher's Activity- The teacher will:

- divide the class into groups of four.
- provide a template of a time table for the students to follow while making their own time table.
- share instructions as to how to prepare their time table outlining their day's routine.
- share her feedback at the end of the session

Students' Activity- The students will

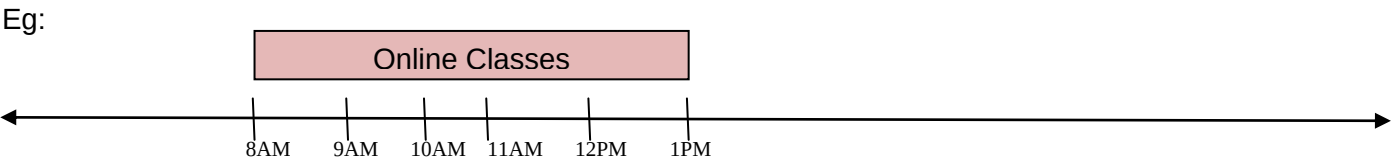
- make a time table of their daily routine ,and within the group then will discuss the productive and unproductive hours of their day
- The group among themselves will then help each other to find more clever use of their time in the areas/ hours of the day when they are the least productive.
- share their findings and analysis with the whole class, and share their time management techniques they learnt.

Stages

- Setting up of groups: 5minutes
- Framing of time table: 10 minutes
- Discussion over the time table: 20 minutes
- Presentation: 40 minutes
- Evaluation and feedback by teacher: 5 minutes

Worksheet
How Much Time Do You Have?

Create a timeline depicting 24 hours of your day. In the timeline, depict what you do in every hour of the day where multiple hours can be clubbed to represent one single activity.



Use a different colour to represent each activity you participate in on an average day (Ex. red = class, blue = sleep, yellow = eating, green = clubs, orange = homework). Colour on each hour slot to represent what you do during that hour.

Red:	Green:
Orange:	Blue:
Yellow:	Brown: