

Pre Content/Content Post Content	Learning Outcome/Objectives	
	General	Specific
<u>Pre Content</u> Students will look up meanings of the word ‘rebel’ <u>Content</u> The poet simplifies the personality of a rebel <u>Recitation</u> <u>Comprehension</u> <u>Vocabulary</u> Letter of Enquiry <u>Post Content</u> Extended Learning Activity Tongue Twister	Students will be able to: look up different meanings in the dictionary work on all aspects of recitation through self-monitoring and self-correction appreciate the emotions/values reflected in the poem skim and scan the poem identify unfamiliar vocabulary to analyse meaning write a formal letter using the correct format and appropriate language compose original tongue twisters	Students will be able to: engage in formal discussion look up meaning of the word ‘rebel’ deduce characteristics of a ‘rebel’ recite with proper pauses, intonation and pronunciation conclude the central theme of the poem answer factual, inferential and reference to context questions pick out the new words from the poem and find their meaning write a letter enquiring about the admission process analyse the structure of a tongue twister compose an original tongue twister

Home Work: 1. Recite the poem 2. Infer the meaning of new words and write them in notebook
3. Complete question answer in note book. 4. Do the activity

Teacher's Activity	Students' Activity	Teacher's Observation and Remedial action taken
Teacher will initiate a discussion present model recitation ask short questions to check their comprehension enable students to seek answers of textual questions Course book Pg. 34,35 initiate use of dictionary provide necessary inputs to help students write a letter Annexure A initiate the activity Annexure B – Activity Tongue Twister	Students will share their findings list the characteristics of a 'rebel' voice their opinion on the title of the poem and predict what the poem is about by relating the title to its illustration recite the poem in groups read the text silently to answer questions find the moral of the poem answer the textbook questions orally and later in notebooks Course book Pg. 34,35 infer the meaning of unfamiliar words according to the text write a formal letter using the correct format and appropriate language to enquire about the admission process Annexure A do the activity Annexure B – Activity Tongue Twister	Teacher will write her observations after completion of the topic

Teaching Aids: Textbook, Smart Board

Methodology/ innovative methods: Reading, Interactive discussion, Brainstorming, Experiential Learning (Illustration)

Interdisciplinary Links: Science

Life Skill: Uniqueness

Art Integrated Education: Composing tongue Twisters

H.O.D

Coordinator

Vice Principal

Principal

The Rebel
Annexure A

Sender's Address

Receiver's Address

Date:

Subject: Enquiry about the admission process

Sir/Ma'am

Introduction

Main Body

Conclusion

Complimentary Close

Sender's Name

Annexure B

Activity : Chapter- The Rebel

Activity Name	Tongue Twister
Grade	Class 7
Skill	Speaking, rhyming
Time	80 minutes (2 Classes)
Grouping of students	Groups of 8
Materials	None

Learning Outcomes: The students will be able to

- analyse the structure of a tongue twister
- practice some tongue twisters
- compose original tongue twisters

Teacher's Activity- The teacher will:

- divide the class into groups of eight
- handover hand outs of some famous tongue twisters for reference
- supervise wherever necessary
- share feedback at the end

Students' Activity: The students will:

- form groups of 8
- read the hand outs
- practice the tongue twisters out loud
- compose original tongue twisters
- present their tongue twisters

Stages:

- Setting up (forming of groups, giving instructions- guidelines, Learning Outcomes, rules, time limit): 5 minutes
- Writing of the tongue twister: 30 minutes
- Presentation: 40 minutes (5 minutes per group)
- Evaluation and feedback by teacher: 5 minutes

Worksheet

Tuning some Tongue Twisters.

Create a tongue twister with the word 'Rebel'.

You may follow the example given below:

Choose a name: The best letters for a name begin with B, D, L, M, P, S or T - or you may like to choose your own name, e.g. Barry

- What did the person do? It must begin with the letter of her name, **e.g. Baked bread.**
- Where is the person? It must begin with the letter of her name, **e.g. Belinda's bakery.**
- When did this activity occur? It must begin with the letter of her name **e.g. Before bedtime.**
- Why did this activity happen? It must begin with the letter of her name, **e.g. Brother made him.**
- String all the words together and you will end up with your very own tongue twister!

Barry baked bread at Belinda's Bakery before bedtime because brother made him

Write away!