

PreContent/Content PostContent	Learning Outcome/Objectives	
	General	Specific
<u>Pre Content</u> Students will brainstorm on their reactions in the given hypothetical situations What happens when: -when a friend of yours gives you a watch -when your Principal announces a reward for you <u>Content</u> The poem reiterates the fact that a meadow has several surprises. <u>Recitation</u> <u>Comprehension</u> <u>Vocabulary</u> <u>Rhyme Scheme</u> <u>Poetic Devices</u> <u>Writing (Diary Entry)</u> Letter of Complaint <u>Post Content</u> Objects perspective	Students will be able to: express their feelings 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 appreciate rhyme scheme recall figurative language recall the format of diary entry write a formal letter using the correct format and appropriate language give voice to inanimate objects	Students will be able to: engage in formal discussion identify their reactions in the given situations 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 identify and pick out the rhyming words in the poem identify alliteration, personification and imagery write a page in your diary about your experience with nature write a letter complaining about the rampant destruction of nature express feelings of inanimate objects around you

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 on rescue of animals present model recitation ask short questions to check their comprehension enable students to seek answers of textual questions Course book Pg. 124 initiate use of dictionary help the students recall rhyme scheme recall figurative language recapitulate the format of diary entry provide necessary inputs to help students write a letter Annexure A initiate the activity Annexure B – Activity Objects Perspective	Students will share their ideas of rescuing a cat 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. 124 infer the meaning of unfamiliar words according to the text identify the rhyming words identify figurative language write a page in the diary using the correct format write a formal letter using the correct format and appropriate language to raise your concern against the destruction of environment Annexure A do the activity Annexure B – Activity Objects Perspective	Teacher will record her observations after completing the topic

Teaching Aids: Textbook, Smart Board, Worksheets

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

Interdisciplinary Links: Science

Life Skill: Organization

Art Integrated Education: Giving voice to inanimate objects

H.O.D

Coordinator

Vice Principal

Principal

Meadow Surprises

Annexure A

Sender's Address

Receiver's Address

Date:

Subject: Raising a voice against destruction of nature

Sir/Ma'am

Introduction

Main Body

Conclusion

Complimentary Close

Sender's Name

Annexure B

Activity : Chapter-Meadow Surprises

Activity Name	Objects Perspective
Grade	Class 7
Skill	Speaking, Brainstorming
Time	80 minutes (2 classes)
Grouping of students	4 per group
Materials	Pen, paper, colours, paper bags

Learning Outcomes: The students will be able to

- develop adequate speaking skills to communicate effectively
- empathize with all forms of life, and objects.

Teacher's Activity- The teacher will:

- divide the class into groups of 4
- ensure that all the group members are represented
- share feedback at the end of the session.

Students' Activity: The students will:

- make their masks of four different objects and write a short skit of about 3 minutes involving the objects as characters on any topic that suits their interest, to show the perspective of the objects in question in groups
- present their activity in groups

Stages:

- Setting up (forming of groups, giving instructions- guidelines, Learning Outcomes, rules, time limit): 5 minutes
- Discussion and framing of storyline: 20 minutes
- Making of masks :20minutes
- Presentation: 30 minutes
- Evaluation and feedback by teacher: 5 minutes

Worksheet

Prepare a story board of any part of your skit with these objects coming alive on the paper.

Three empty rectangular boxes arranged horizontally, intended for a storyboard. Each box is a simple black outline with no internal content.