

SUBJECT : ENGLISH**TOPIC: THE MAKING OF A SCIENTIST**

Pre-Content/content Post-Content	Learning Outcome/Objectives	
	General	Specific
<u>Precontent</u> What do you infer from the title? Have you read a biography of any scientist? What are the qualities that they possess? Content Comprehension Flow Chart Characterization <u>Post Content</u> Letter Writing	The students will be able to: put forth the views on their understanding of the title of the lesson -infer the main ideas of the text analyse the qualities that a scientist must possess create a timeline highlight the qualities of the central characters use appropriate format and style of writing a letter.	The students will be able to: interpret the meaning of the title and guess the content of the lesson. substantially answer factual, inferential, extrapolative and reference to context questions research on the life cycle of a butterfly comprehend and relate how failures are stairs to success inculcate inclination towards beginning with small discoveries. arrange the experiments conducted by Ebright in a chronological order analyse the qualities of Ebright to write a character sketch explore appropriate language and expression associated with letter

Home Work /Assignments:

1. Read the lesson and complete the question –answers in notebook.
2. Griffin made potentially a very significant discovery which, if put to right use, would have helped millions. Mention the various ways in which he could have used it for the benefit of the society.

MONTH: OCTOBER

CLASS: X

Teacher's Activity	Students' Activity	Teacher's Observation and Remedial action taken
Teacher will: ask the introductory questions and initiate a discussion on the title of the lesson. explain the significant portions of the text and discuss the activities/ questions given in the textbook carry out a discussion to classify the character traits of a scientist in general and specifically of Richard Ebright. instruct the students to chronologically present the various experiments conducted by Ebright revise the elements of formal letter (Activity: Writing an Epistolary-Annexure A)	Students will: take an active part in the discussion and share their thoughts with each other, and extend the discussion on the basis of the their own imagination and assumptions answer the questions orally and then attempt them in the notebook. mention how every failure gave Ebright more strength and will power to work hard find out more details about the life cycle of a monarch butterfly. elaborate on the qualities to write a pen portrait of Ebright. enlist the traits required to be a successful scientist. list down all experiments conducted by Ebright and arrange them sequentially. write the letter on the given topic in appropriate format and expression (ctivity: Writing an Epistolary)	Teacher will write her observations after completion of the topic

Teaching Aids: blackboard, textbook/ e- book, worksheets, interactive board

Methodology/ innovative methods: reading, interactive discussion, brainstorming, dictionary work

Interdisciplinary Links: Psychology, Science

H.O.D

Coordinator

Vice-Principal

Principal

Annexure A Experiential Learning

Lesson : The Making Of A Scientist

Activity name	Writing an Epistolary
Level	X
Skill	Thinking, Analytical Skills
Time	40 minutes
Grouping of students	Individual
Materials	Pens and notebooks

Learning Outcomes: The students will be able to:

- read the story, deduce the meaning of unfamiliar word/phrases
- articulate their ideas using a wide range of cohesive devices.

Teacher's Activity- The teacher will:

- introduce the lesson and explain the figurative and symbolic meaning of the text
- explain and show examples of an epistolary
- give them a worksheet to let them write their letters, keeping in mind the questions mentioned in it.
- revise the elements of formal letter writing.

Students' Activity: The students will:

- work individually to complete the worksheet.
- ask a peer to read it and share her views .

Stages:

- Setting up (giving instructions – guidelines, objectives, rules, time limit): 5 minutes
- Writing time: 30 minutes
- Discussion and feedback: 5 minutes

Introduction

All of us enjoy receiving comments about our work. Scientists want to know what you think about their new findings, too.

1. Write a letter to the scientist from one of these fields.

Δ Science and Technology

Δ Medicine

Δ Outer space

Δ Transport and communication

2. In your letter, tell the scientist what you liked about his/her latest findings.

Body

3. You may wish to ask the scientist some of the following questions: (Include them as part of your letter)

- a) How did you get the idea for this finding?
- b) Did you take inspiration from someone or something you know?
- c) Do you work at home or in an office building?
- d) How much time do you spend in your laboratory each day?
- e) Do you like working in the morning, afternoon, or evening?
- f) What do you do in your leisure time?

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Summary:
Remember to use connectives in your letter and proofread it to eliminate errors.

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Opinion
Take the opinion of your friend on your letter.

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[illegible]