

Subject : English

Topic: Footprints without Feet

Pre-Content/content Post-Content	Learning Outcome/Objectives	
	General	Specific
<u>Precontent</u> Have you seen a movie/ read a novel where the character was invisible? What would you do if you become invisible for a day? Content Comprehension Flow Chart Characterization Group Discussion <u>Post Content</u> Story Writing	The students will be able to: present their view points on whether we can become invisible -infer the main ideas of the text create a timeline - analyse the qualities of the central characters present their point of view on the given topic write a story based on the given cues	The students will be able to: research on the novel by HG Wells : “The Invisible Man” ascertain the pros and cons of being invisible substantially answer factual, inferential, extrapolative and reference to context questions find out why “Drury Lane” is called as the centre of the theatre world. think critically on the relevance of abiding by the laws arrange the incidents discriminate good from evil, emphasizing whether any invention/ discovery should be used for the benefit of the society arrange the incidents from Griffin’s life in chronological order . analyse the qualities of Griffin and Mrs Hall to write a character sketch organize their thoughts to speak on the topic, <i>‘To be invisible is to be free’</i> create a short narrative story in collaboration

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: AUGUST

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 invisibility. explain the significant portions of the text and discuss the activities/ questions given in the textbook guide the students to classify the character traits of Griffin and Mrs. Hall. initiate a Group Discussion by giving the topic and forming groups (Activity: War of Words: Annexure A) give the handout for story writing (Annexure A Page 2)	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 enlist all lawless activities committed by Griffin. answer the questions orally and then attempt them in the notebook. mention the various ways in which Griffin could have put his discovery for a greater good. elaborate on the qualities to write a pen portrait of the main characters. present their view points to the class (Activity: War of Words) create a narrative story based on the given cues and their own imagination	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

Experiential Learning
Lesson- Footprints without Feet

Activity name	War of Words
Level	X
Skill	Speaking, relating, thinking critically
Time	40 minutes
Grouping of students	Groups of 10
Materials	Pens and papers for each group

Learning Outcomes: The students will:

- practise function of agreeing and disagreeing
- structure and organise their thoughts
- apply the knowledge to talk about real life scenarios
- create a short narrative story with collaboration

Teacher's Activity: The Teacher will:

- give the students the topic for Group Discussion *(To be invisible is to be free)*.
- organise the groups so that five students from the group defend the subject and five students oppose it.
- give the students ten minutes to prepare.

Students' Activity: The students will:

- discuss the given topic in their groups
- present their points of view to the class. All the students *for* the subject in a group present first, and then all those *against* it present next. The remaining groups present their points the same way.

Stages:

- Setting up (giving instructions – guidelines, objectives, rules, time limit): 5 minutes
- Preparation time: 10 minutes
- Group Discussion: 20 minutes
- Discussion and feedback: 5 minutes

Worksheet

Q. Well, Muggles, science has some good news for you: Invisibility cloaks are a reality. The technology is far from perfect, but if you'll step into our high-tech boutique of vanishing apparel, we'll guide you through your invisibility cloak options.

Using the given hints, create a story in 200-250 words.

[illegible]