

SUBJECT : ENGLISH**TOPIC : THE HUNDRED DRESSES- II**

Pre-Content/content Post-Content	Learning Outcome/Objectives	
	General	Specific
<u>Pre-Content:</u> Ask questions to check comprehension of the previous lesson. <u>Content:</u> -Comprehension -Vocabulary -Characterization -Writing <u>Post-content</u> Writing Task: Formal Letter: Rewrite Mr. Petronski's letter in appropriate format and style.	The students will be able to: recall previous knowledge. express opinions develop understanding of the lesson describe characters from the story using character traits compare and contrast two main characters from the story locate new words and recognize their usage in the context of the lesson write a letter with appropriate format and expression	The students will be able to: recapitulate the events of the previous lesson explore the life of designer Ritu Kumar . answer factual, inferential, evaluative and reference to context questions apply their knowledge, understanding, and analysis of characters to determine how they would react in a situation complete the web chart with positive and negative human qualities (<i>foster the value of forgiveness</i>) critically evaluate the character of Wanda and Maddie. decipher the meanings of difficult words and expressions match the 'colour idioms' with their meanings rewrite Mr. Petronski's letter in appropriate format and style of a formal letter

Homework/ Assignment:

1. Imagine yourself to be Maddie. Your guilt of not stopping Peggy has been torturing you. Pour out your emotions in the form of a diary entry

2. Attempt the textual questions and worksheet.

MONTH: JULY
CLASS : X

Teacher's Activity	Student's Activity	Teacher's Observation And Remedial
Teacher will: put up questions to students from the previous lesson to check their understanding and conduct the activity. (Activity: April Fools- Annexure A) refer to the Character Trait Chart to each student. As the students read the story, have them fill in two charts, one for each character. Discuss how a character's actions, words, feelings, and thoughts determine their character (Annexure B) seek answers to textual questions & extra questions along with reference to the context recapitulate the format of a formal letter	Students will: recapitulate the events and respond to the questions complete the worksheet based on the activity (Activity: April Fools) fill up their Character Trait Charts, and use the information about their characters to infer traits to describe them. (Annexure b) Talking Of the Text – write answers to the given questions and complete the vocabulary questions given in the book. rewrite Mr. Petronski's letter in appropriate format and style of a formal letter	Teacher will write her observations after completion of the topic.

Teaching Aids: Smart board, reference book, worksheet, dictionary, character trait chart

Methodology/Innovative Methods Recall, Motivation, Interpersonal intelligence, Group Discussion, Interactive:

Interdisciplinary Links: History, Psychology

H.O.D

Coordinator

Vice-Principal

Principal

Annexure A- Experiential Learning

Lesson: Hundred Dresses- II

Activity name	April Fools
Level	X
Skill	Problem Solving, Creative Thinking
Time	2 periods of 40 minutes each
Grouping of students	Individual
Materials	Pens and papers

Learning Outcomes: The students will be able to:

- learn to analyse situations and reflect upon their action- reaction
- expound on the psychological and social impacts of playing a prank
- improve inter- personal and social skills

Teacher's Activity- The Teacher will:

- ask students to share stories about “good” pranks that have been played on them or that they have played on others.

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- discuss about any famous or public prank, such as those seen in movies, TV shows, and in the news.

Students' Activity- The Students will:

- share their stories about the pranks played on them or that they have played on others
- make a note of the famous prank discussed and work in groups to analyze it, using the given discussion questions (provided as a hand-out)
- present their analysis to the class

Stages:

- Setting up (giving instructions – guidelines, objectives, rules, time limit): 5 minutes
- Writing time: 25 minutes
- Discussion and feedback: 10 minutes

HANDOUT

- 1) Would you classify the prank as “good fun” or “bullying” and why?

- 2) What human traits or imperfections (arrogance, vanity, curiosity, etc.) are underlined in the joke?

- 3) How did the person, on whom the prank was played, react? How did his or her reaction change over time?

- 4) What is the difference between bullying and joking?

- 5) Did this activity bring about any change in you? If yes, elaborate.

Annexure B

CHARACTER TRAIT CHART

NAME OF THE CHARACTER: _____

TRAIT	EVIDENCE FROM THE TEXT	EXPLAIN HOW THE EVIDENCE JUSTIFIES THE TRAIT