

Subject : English

Topic : Animals

| Pre-Content/content<br>Post-Content                                                                                                                                                                                                                                                                                                                                                                                                              | Learning Outcome/Objectives                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  | General                                                                                                                                                                                                                                                                                                                                                     | Specific                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <u>Pre-content</u> <ul style="list-style-type: none"><li>gather information on the poet and his contemporaries.</li></ul> <u>Content</u><br>Recitation<br><br>Autobiographical essence<br><br>Comprehension<br><br>Poetic devices<br><br>Speaking skills<br><br><u>Post-content</u><br>Discuss that animals have preserved many virtues like innocence, simplicity but human beings have destroyed them over a period of time due to negligence. | <p>The students will be able to:</p> <ul style="list-style-type: none"><li><b>use</b> technology to find information on the poet</li><li><b>reflect, express and form</b> individual opinion and deeper understanding of the animals</li><li><b>pick out</b> the poetic devices from the poem</li><li><b>develop</b> sensitivity towards animals.</li></ul> | <p>The students will be able to:</p> <ul style="list-style-type: none"><li><b>research</b> on the Romantic Era and compare the poet with his contemporaries.</li><li><b>categorise</b> the poem as an example of blank verse</li><li><b>answer</b> factual, inferential, extrapolative and reference to context questions</li><li><b>reflect</b> upon the hidden meaning in the poem</li><li><b>identify</b> the connection to words or phrases that resonate with other things.</li><li><b>identify</b> and mark poetic devices like alliteration, repetition etc.</li><li><b>bring out</b> the comparison between animals and humans</li></ul> |

Home Work /Assignments:Q1. Research on the poet Walt Whitman and his poems and make a presentation .

MONTH: AUGUST

CLASS: X

| Teacher's Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Students' Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Teacher's Observation and Remedial action taken                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <p><b>Teacher will :</b><br/><b>instruct</b> the students to find information on the poet and the background of the poet.</p> <p><b>present</b> a model recitation of the poem</p> <p><b>ask</b> the students to pair up and construct a dialogue between a human and a dog/ any other animal</p> <p><b>Reflect and Respond</b><br/>initiate discussion and elicit answers to questions (Annexure A)</p> <p>give the topic for discussion and initiate it.(<b>Activity- Annexure B</b>)</p> | <p><b>Students will:</b><br/><b>present</b> their research work in the class</p> <p><b>acquire</b> a few grammar items, stress patterns, punctuation, pronunciation, rhyme and rhythm</p> <p><b>create</b> dialogues and enact in the class</p> <p><b>Reflect and Respond</b><br/>share their views on the given questions after discussing in groups (Annexure a)</p> <p>share their views on how animals are better than humans, highlighting that humans have destroyed animals over a period of time due to negligence.<br/><b>(Activity: Think- Pair- Share)</b></p> | <p>Teacher will write her observation after completion of the topic.</p> |

Teaching Aids: Blackboard, Textbook, Worksheets, internet

Methodology/ innovative methods: Reading, Interactive discussion, Brainstorming

Interdisciplinary Links: love for all beings

HOD

Coordinator

Vice-Principal

Principal

## ANIMALS

### REFLECT AND RESPOND

#### ANNEXURE A

Initiate discussion and elicit answers orally. Students share their views on the following questions after discussing in groups :

Q1 : Notice the use of the word ‘turn’ in the first line, “I think I could turn and live with animals...”. What is the poet turning from?

Group 1: \_\_\_\_\_

Q2 :. Mention three things that humans do and animals don’t.

Group 2: a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

Q3 : Do humans worship other humans who lived thousands of years ago?

Group 3: \_\_\_\_\_

\_\_\_\_\_

Q4: What are the ‘tokens’ that the poet says he may have dropped long ago, and which the animals have kept for him?

Group 4: \_\_\_\_\_

\_\_\_\_\_

|                      |                                         |
|----------------------|-----------------------------------------|
| Activity name        | Think- Pair- Share                      |
| Level                | X                                       |
| Skill                | Speaking, relating, thinking critically |
| Time                 | 40 minutes                              |
| Grouping of students | Pair work                               |
| Materials            | Pens and papers, hand- out              |

### Experiential Learning Lesson- Animals

#### Learning Outcomes: The students will be able to:

- think individually about a topic or answer to a question.
- share ideas with classmates and builds oral communication skills.
- focus and engage in comprehending the reading material.

#### Teacher's Activity: The Teacher will:

- ask the students in what all ways animals are better than humans.
- model the procedure to ensure that students understand how to use the strategy.
- monitor and support students as they work

#### Students' Activity: The students will:

- share their thinking with their partner.
- present their points of view to the class.

#### Stages:

- Setting up (giving instructions – guidelines, objectives, rules, time limit): 5 minutes
- Sharing of ideas: 10 minutes
- Presentation to class: 20 minutes
- Discussion and feedback: 5 minutes

#### Reflections-

After the activity is over, the students are going to fill up the given template.

Name \_\_\_\_\_ Date \_\_\_\_\_

#### Think-Pair-Share

Read the following question:

**In what ways are animals better than humans?**

### ***Think***

Mention any three points expressing your opinion about this statement.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### ***Pair***

Discuss your ideas with your partner. Mention the points that were common between what you and your partner wrote. Then, make a list of ideas your partner had that you did not have:

#### **Common Points:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### **Different Points:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### ***Share***

Review all of your ideas and pick out the one you think is most important. Share this idea with the entire class. As you listen to the ideas of the other pairs, write down two more ideas you liked:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_