

DEPARTMENT OF SCHOOL EDUCATION



STRUCTURED LESSON PLANS FOR CBSE-AFFILIATED SCHOOLS

ENGLISH

GRADE-10



A Teacher Resource Book for
Competency Based Teaching-Learning

STATE COUNCIL OF EDUCATIONAL



RESEARCH AND TRAINING (SCERT)

Committee for Development of Structured Lesson Plans

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MESSAGE BY PRINCIPAL SECRETARY

It brings me a great joy to invite all the teachers of CBSE-affiliated government schools to this valuable resource book of structured lesson plans. Inspired by the vision of our honorable Chief Minister, we are committed to supporting the teachers in shaping a bright future for all the children in Andhra Pradesh. We envision our children transforming into global citizens, excelling in academics and being ready for the world of work. In order to aid the teachers in this pivotal task of preparing the students to emerge as global citizens, the School Education Department is committed to making available the best resources and training. This lesson plans resource book is a transformational step in that direction. Utilized appropriately, this resource books will transform the teaching-learning process and experience in the classroom and lead to deeply engaging the students.

I hope you make the best use of this resource, which has been put together by our own teachers trained by experts from Azim Premji University and facilitated by the Center for Research in Schemes and Policies (CRISP). They have taken into consideration the teaching-learning needs of all types of learners and created lesson plans that are rich in activities, examples, and assessments. They have followed the CBSE Learning Framework and NCERT Learning Outcomes for Secondary Stage, along with principles from the National Curriculum Framework: School Education 2023.

At the crucial juncture of secondary school, our children need spirited teachers like you to prepare them for the changing and dynamic world. You bear the power and responsibility to shape their minds and hearts and guide them to step out into the world and contribute to our state's growth and country's economy.

Your dedication and efforts in implementing these structured pedagogical approaches will not only enhance the learning experience of our students but also equip them with the necessary skills and knowledge to thrive in an ever-evolving global landscape. Together, let us embark on this journey of educational excellence and empower our students to become the leaders of tomorrow.

With great hope and appreciation,

Shri Praveen Prakash, IAS
Principal Secretary, Department of School Education
Government of Andhra Pradesh



MESSAGE BY COMMISSIONER

The United Nations Sustainable Development Goal 4 (SDG 4) underscores the pivotal role of education in unleashing human potential and fostering self-respect. As the Commissioner of School Education, I am privileged to champion a vision that empowers the children of Andhra Pradesh with boundless possibilities and opportunities. Through pioneering reforms in education, encompassing cutting-edge infrastructure, ongoing professional development for educators and administrators, innovative digital initiatives, and an unwavering commitment to providing top-tier educational resources, our state stands as a beacon of educational transformation.

Government of Andhra Pradesh is committed to implement best initiatives to enhance the quality of education in the State. Obtaining CBSE affiliation to 1000 schools is one of such key initiatives. This lesson plan resource book developed for the use of teachers working in CBSE schools represents yet another milestone in our journey. Recognizing teachers as the cornerstone of our education system, we have entrusted them to craft these lesson plans for your benefit. After undergoing rigorous training in pedagogy, subject matter, learning outcomes and competencies, our educators have infused these lesson plans with their profound knowledge of the subject, and understanding of our students and their diverse contexts. It is a labor of love and thought, an amalgamation of explorations and experiments, presented for you to embrace and utilize effectively.

These lesson plans are created with the aim of providing a rich repository of ideas to enhance classroom engagement and productivity, and provide yet another innovative resource that teachers can employ. Feel free to adapt and supplement these plans as you see fit. The teacher reflections section serves as a tool for self-assessment and improvement, allowing you to augment your lessons and address any gaps you may identify.

I am optimistic about our state's trajectory towards competency-based teaching, with a focus on measurable learning outcomes that can be continually evaluated and enhanced. The decision to affiliate 1000 schools with CBSE and implement a curriculum aligned with national standards is indeed a significant stride in the right direction. Together, let us embrace this transformative journey towards educational excellence and empower our students to thrive in an ever-evolving world.

I congratulate everyone who worked towards bringing this excellent resource book for the teachers. I thank Center for Research in Schemes and Policies (CRISP) for the innovative ideas they presented to the Government, including development of structured lesson plans. The support of SPD Samagra Shiksha, continuous facilitation by CRISP, expert technical advice of Azim Premji University faculty, hard work of our teachers, CBSE team in Commissionerate office and SCERT made it possible to bring out this resource book in time for the 2024-25 academic year.

**With sincere optimism and appreciation,
Shri S Suresh Kumar, IAS
Commissioner,
Department of School Education,
Government of Andhra Pradesh**



MESSAGE BY THE STATE PROJECT DIRECTOR

The National Education Policy 2020 highlights that the purpose of education is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. To realize the NEP's vision, it is essential for educators to align with this goal and transition from curriculum-centric to competency-driven teaching methods.

The State's commitment to this shared vision is visible in the Strengthening Andhra's Learning Transformation (SALT) Project, where one of the pivotal focus areas is the professional development of teachers. This entails utilizing insights from self-assessments, academic performance data from school-based evaluations, and classroom observations to enhance pedagogical skills. With continuous support from the education department, teachers will refine their pedagogical approaches, ensuring effective delivery of lessons.

In the same vein, I am delighted to introduce this Lesson Plan resource book for our CBSE-affiliated schools, crafted by experts from both within our state and across the nation. These lesson plans signify a shift away from rote memorization and content accumulation towards a structured approach aimed at fostering values, dispositions, and competencies in students. Rooted in the vision of the NEP and operationalized by the National Curriculum Framework: School Education 2023, each plan corresponds to a 40-minute class targeting specific learning outcomes from NCERT's Secondary Stage. These outcomes collectively contribute to observable learning achievements and the development of competencies over time. Moreover, this resource book empowers teachers to tailor their content and assessments dynamically by monitoring and addressing students' learning needs continuously.

I hope the teachers will find these resources valuable and helpful in transforming classroom transactions. Together I hope we will reshape the educational landscape of Andhra Pradesh in the years ahead. Best wishes for your endeavors!

Shri B Srinivasa Rao, IAS
State Project Director, Samagra Shiksha
Government of Andhra Pradesh



MESSAGE BY JOINT DIRECTOR, CBSE

In a landmark decision, the Government of Andhra Pradesh affiliated 1000 Government schools with the Central Board of Secondary Education (CBSE). This transition marks a significant milestone in our efforts to provide standardized and high-quality education to our students. The CBSE curriculum is widely recognized for its comprehensive and contemporary approach to learning, offering students a competitive edge on a national scale. The Board emphasizes holistic development of learners by providing a stress-free learning environment that will develop competent, confident and enterprising citizens who will promote harmony and peace. It is committed to providing quality education to promote intellectual, social and cultural vivacity among its learners.

By aligning our schools with CBSE, we aim to ensure our students are well-prepared to compete on a national level and excel in today's dynamic world. In order to achieve this, our utmost efforts have gone into developing these structured lesson plans incorporating NCERT's Secondary Stage Learning Outcomes, the National Curricular Framework: School Education 2023, and CBSE Learning Framework document developed by Azim Premji University. 'Structured Pedagogy' is a scientific, evidence-based, learner-centric approach for teaching that equips every teacher with clearly defined objectives, proven methods, well-structured tools, and practical training. After many rounds of rigorous training, expert teachers from our CBSE schools integrated the conceptual and practical aspects of their subjects and condensed them into these easy-to-use lesson plans.

We thank the Center for Research in Schemes and Policies (CRISP) and Azim Premji University for their innovative ideas and tireless support.

I encourage each of you to fully utilize these plans and personalize them to fit your teaching style. May this invaluable resource serve as a valuable tool as you guide Grade 10 students through this critical stage of their education. Your dedication as teachers brings us immense joy and pride, as we entrust the future of our state's children to your capable hands. Wishing you all the best!

Mr Krishna Reddy
Joint Director, CBSE
Department of School Education
Government of Andhra Pradesh

MESSAGE BY CENTRE FOR RESEARCH IN SCHEMES AND POLICIES (CRISP)



Shri. R. Subrahmanyam
I.A.S.(Retd), Secretary of CRISP



Ms. K. Sandhya Rani
IPoS.(Retd), Founding member of CRISP



Mrs. P. Usha Kumari
I.A.S.(Retd), State Lead of AP
Team CRISP

In October 2023, the Centre for Research in Schemes and Policies (CRISP) forged a significant partnership with the Government of Andhra Pradesh, to help bring about a transformation for the state's School Education system. Our inaugural initiative was designed to cultivate excellence within the 1000 CBSE-affiliated schools. CRISP's primary focus was to support both teachers and students during the transition from the State Board to the CBSE Board.

Research reveals that an average teacher grapples with approximately 1,500 decisions daily. While it may be impractical to intervene in every decision-making process, our aim was to alleviate the cognitive load associated with tasks such as lesson planning, question formulation, activity design, and assessment creation. Recognizing the novelty of transitioning from the State Syllabus to CBSE, our initiative encompassed the provision of essential resources alongside comprehensive training for all educators involved.

To enhance our efforts, we collaborated with Central Square Foundation, a renowned organization in the field of Education, to train our teachers in their Structured Pedagogy approach. This evidence-based, learner-centric methodology equips educators with clearly defined objectives, proven methods, well-structured tools, and practical training.

We are thankful to professors from Azim Premji University who provided invaluable support by mentoring the core group of teachers over a six-month period, guiding them through NCERT's Learning Outcomes for the Secondary Stage and the National Curriculum Framework: School Education 2023. The culmination of these efforts is the creation of this resource book, comprising structured lesson plans for the benefit of teachers, and vetted meticulously by the SCERT. We hope that the tremendous effort of our teachers serves as an inspiration to continue shaping the minds of our youth.

We extend our sincere gratitude to Dr. Emmanuel Joseph, Joint Commissioner (Academics) at CBSE, New Delhi, professors from Azim Premji University, experts from Central Square Foundation, the State CBSE team, SCERT, and the entire Department of School Education for their invaluable guidance and support throughout this endeavor. Their deep commitment to enhance the quality of education and to transform the teaching-learning process in the classrooms made it possible to bring this initiative to life within a remarkably short span of time.

We thank the Government of Andhra Pradesh for giving us this opportunity, for the trust they reposed in accepting the innovative idea and facilitating it to germinate and fructify.

Centre for Research in Schemes and Policies
February, 2024



FOREWORD BY DIRECTOR, SCERT

At the heart of quality education lie two indispensable pillars: the teacher and the student. While textbooks, digital resources, infrastructure, and curriculum play crucial roles in the educational landscape, it is the teacher who bears the primary responsibility of delivering lessons, facilitating comprehension of complex concepts, nurturing independent thinking, and molding individuals into responsible members of society. The Department of School Education, Government of Andhra Pradesh aspires to create citizens equipped with the skills and competencies to succeed and solve problems at a global scale, while remaining locally rooted and aware.

To achieve this goal, we have developed a comprehensive resource book to support teachers across the state, enhancing their planning and teaching processes with ease and creativity.

These meticulously crafted lesson plans have been curated by trained educators and thoroughly reviewed by SCERT experts. Each lesson plan is structured into distinct period plans, addressing specific topics within the lesson. Clear learning outcomes are outlined at the beginning of each lesson and progressively addressed throughout the class session. Furthermore, each period plan is divided into sections including Learning Outcomes, Teaching-Learning Process, Pointers for Assessment, and Material Required, offering teachers a flexible framework to tailor to their preferences. The provided questions to assess prior knowledge, suggested activities, and prompts for understanding checks serve as guides, encouraging teachers to adapt the plans to suit the unique needs of their classroom and students.

The SCERT extends its sincere appreciation to the dedicated members of its textbook committee, source material reviewers, lesson plan creators, and technical partners for their invaluable contributions in realizing this vision. We also express our gratitude to the Principal Secretary and Commissioner, Department of School Education, and State Project Director, Samagra Siksha, Department of School Education for their steadfast commitment to promoting quality education, consistently driving us toward excellence in all facets. We appreciate the steadfast support of Center for Research in Schemes and Policies (CRISP) and professors from Azim Premji University in developing the lesson plans.

Dr B Pratap Reddy
Director,
State Council of Educational, Research, and
Training Government of Andhra Pradesh

INTRODUCTION AND BACKGROUND TO THE STRUCTURED LESSON PLANS RESOURCE BOOK

The National Education Policy, 2020 (NEP) focuses strongly on a need for a well-defined Curriculum and a Structured Pedagogy in schools, to ensure holistic, integrated, enjoyable and engaging learning of the students.¹ In pursuance of the Memorandum of Understanding (MoU) signed between Government of Andhra Pradesh (GoAP) and Centre for Research in Schemes and Policies (CRISP), and the recommendation made by CRISP in the Action Plan for CBSE, GoAP agreed that *“Structured pedagogy should be adopted for Classes 8 and above in the newly converted CBSE schools. For this purpose, while using material already available, standard lesson plans should be prepared.”* In furtherance of adapting structured pedagogy approach in Government CBSE Schools to improve the quality of teaching-learning, the GoAP organized the following:

1. Organised a Structured Pedagogy workshop was organized in collaboration with CRISP in Vijayawada from 11th to 13th July 2023. Experts from Central Square Foundation and Azim Premji University (APU) anchored the workshop, with additional sessions by Room to Read, Leadership for Equity, Ambitus World School, and SCERT Telangana. Sessions focused on the need for a structured way of teaching and learning, shifting from rote method to competency based curriculum, and delved into the NCERT Learning Outcome Framework for the Secondary Stage. A total of 60 subject teachers along with A.P SCERT subject experts participated in the workshop representing English, Mathematics, Social Science, Biology, Chemistry, and Physics. Each subject group consisted of 10 teachers, 1 SCERT expert, and 1 CBSE School Principal acting as a Coordinator. With guidance from CSF and APU, the subject groups prepared one sample lesson plan per subject by the end of the 3-day workshop.
2. Post the workshop, facilitated the expert subject teachers to work on lesson plan development, with virtual support from APU faculty virtually.
3. Organised a Capacity Building workshop from 11th to 14th October 2023 in Vijayawada with expert support of experts from APU. Sessions were held on mapping content to specific learning competencies, designing and using creative Teaching-Learning Materials, adding Check for Understanding questions, using interdisciplinary approach in the lessons, addressing student misconceptions, and creating a diverse range of assessments. The workshop enhanced the ability of the teachers to

¹Chapter 4 & 5, National Education Policy, 2020 (NEP, 2020)

- a. understand the principles and practices underpinning competency-based curriculum as outlined in NEP 2020 and NCF-SE 2023;
 - b. equip the teachers to analyse the need to effectively align curriculum content, competencies, pedagogical practices, and assessment methods in the classroom;
 - c. helped them to learn to develop competency-based lesson plans that integrate NCF-SE 2023 guidelines, ensuring that learning outcomes are aligned to the desired competencies with the help of model lesson plans
 - d. trained them to gain practical insights into designing and implementing both formative and summative assessments that accurately measure students' progress toward achieving the competencies set forth in NCF-SE 2023
4. Held a physical camp for the core team of teachers to develop and quality check the lesson plans for all the subjects in Vijayawada for 12-days, from 20th November to 1st December 2023. APU teachers and Leadership for Equity team provided technical support.
 5. In early February 2024 the lesson plans developed for Grade 9 and 10 were vetted and finalised by AP SCERT and sent to the Textbook Press for printing and distribution.

ELEMENTS OF THE STRUCTURED LESSON PLANS

All lesson plans are meticulously organized into detailed period plans, each focusing on a specific topic and its corresponding Learning Outcomes. These period plans are then subdivided into four essential sections:

1. Topic and Learning Outcomes, along with associated Indicators
2. Teaching-Learning Process, highlighting Pedagogical Strategies
3. Assessment Strategies to gauge student understanding and progress
4. Materials required, ensuring all necessary resources are readily available for effective instruction.

Within these sections, the following elements have been covered:

- **Higher order thinking questions** have been added to encourage critical thinking, problem-solving, creativity, and analysis. These questions usually move beyond 'What', and 'When', and focus on 'Why', or 'How'. Some examples of these are:
"Explain the twinkling of stars." [Physics]
"How does trade help connect the countries in the world?" [History]

“Why can amphibians and reptiles tolerate mixing of blood to some extent?”

[Biology]

“Do you think it was right for the farmer to be angry with the postmaster? Why or why not? [English]

“What should India do or achieve to become a developed country?” [Economics]

“Why does a snail change its sex?” [Biology]

“How did Gendhadhur, a backward village in Mysore, Karnataka, become rich in rain water?” [Geography]

“Why can’t astronauts see the rainbow from the surface of the moon?” [Physics]

- **Keywords and key concepts** are stated in the beginning of every chapter so that the teacher can be sure to cover them during the course of the lesson
- **Prior knowledge and skills are tested** at the beginning of every period to assess whether students have retained concepts covered in previous lessons, and to gauge the overall level of knowledge on the topic to be covered
- **Prompts and questions to address common misconceptions** about the topic have been given in the plans to clarify any incorrect ideas students may have. For example: “A woman in your neighborhood is blamed for giving birth to a baby girl. Is the sex of the baby determined by her? Remove the misconception through your argument.” [Biology]
- **Discussion prompts** for class or group discussions have been given, especially for the humanities subjects. For example:
“Why do you think men receive higher wages than women for the same job? Discuss.” [Economics]
“Human societies have steadily become more interlinked. Comment.” [History]
“Discuss the benefits and drawbacks of using chemical fertilizers.” [Geography]
- **Assessment and remedial periods** have been allocated after every lesson plan to gauge student learning, and revise concepts that students need more clarity or practice in, before moving to the next lesson
- **Inter-disciplinary nature of subjects and topics** has been encouraged in the plans so that students recognize the value of all subjects equally. It also promotes a holistic understanding of the topic and opens them up to thinking about an issue from various lenses
- **Formative and summative assessments, check for understanding questions, and worksheets** are given for every lesson to assess student learning at every stage of the lesson
- **Space for teachers to reflect on every period** has been provided at the end of the plan. The prompts are designed to assist teachers in assessing the alignment of their plan with overarching curricular goals and competencies, evaluating student engagement levels, ensuring effectiveness of assessment strategies in measuring student understanding, and gauging the efficacy of teaching materials, activities, and case studies utilized

HOW TO USE THESE LESSON PLANS

Teachers should have a comprehensive understanding of the curricular goals, competencies, and the nature of the subject they teach. It is essential to thoroughly review the section on "Pedagogical Practices" to gain deeper insight into teaching methodologies. With this groundwork, teachers can then delve into the lesson plans for their subject. It is highly recommended to study the entire lesson plan before initiating the lesson in class. Throughout the lesson, teachers can refer to each period plan and manage class time effectively to cover the elements outlined in the plan. Additionally, teachers are encouraged to modify the plan as needed, incorporating or removing content, questions, or activities to address the specific needs of their students and contextual requirements.

PEDAGOGICAL PRACTICES

Broad Aims of School Education

The Learning Standards are guided by certain widely agreed upon broad Aims of School Education that are articulated in this NCF. These aims have been arrived at from the vision and purpose of education as envisaged by NEP 2020:

Broad Aims of Education:

- 1. Rational Thought and Autonomy:** An individual should have the capacity of rational reasoning and sufficient knowledge to understand the world around them. An individual should be able to make an informed decision. This fundamentally requires knowledge in breadth and depth.
- 2. Health and wellbeing:** School education should be a wholesome experience for students. Students should acquire Knowledge, Capacities, and Dispositions that promote mind-body wellness.
- 3. Democratic participation:** This requires appropriate knowledge capacities, values, and dispositions so that an individual may be oriented towards sustaining and improving the democratic functions of Indian society.
- 4. Economic participation:** Education should work as an enabler for a healthy democracy as well as a healthy economy.
- 5. Cultural and social participation:** Along with democracy and economy, society, and culture also play an important role in the mode of associated living. An individual should acquire capacities and a disposition to contribute meaningfully to culture.

For a more detailed explanation, please refer to the [National Curriculum Framework: School Education 2023](#) (p.45-51, p.88-92, p.101-102, p.116-121)

NATURE OF THE SUBJECT: ENGLISH

(Adapted from the CBSE Learning Standards document. Please refer to it here: https://cbseacademic.nic.in/cbe/documents/Learning_Standards_English.pdf)

Though language is popularly viewed as only a means of communication, it has other functions too. It helps us learn about the world and explore the depths of human knowledge, experience, emotions, values, imagination, and creativity. All that we know about the world and all the value that we as humans have added to it – be it poetry, history, art, science, philosophy, technology, politics, music, architecture, mythology, cinema, math, aesthetics etc. – has been possible because of language. We can look back at our past, learn from it and glimpse into the future, all because of language. Our thoughts shape language, and language shapes our thoughts. It is difficult to imagine a world without language! It is central to the human experience.

This does not mean that adults participate in the exploration of language while children use it for communication only. Language plays a formative role in the overall development of a child. With increasing physical and cognitive development, the child quickly learns that making certain noises and utterances will help them get what they want (water, food, mother, father, their favourite toy!). The child's use of language becomes more complex with time, and they begin to use language for spinning stories, cracking jokes, playing games, singing songs, daydreaming, and even lying for avoiding a scolding or punishment! Children's development and use of language are indeed very creative and exploratory!

However, these different uses of language by the child are more explicit processes that are easily observable by all. There are simultaneously more implicit processes, which are difficult to pinpoint and observe. The child has the innate ability to learn more than one language simultaneously, provided there is adequate exposure and meaningful interaction with the language(s). The child also has the innate faculty to construct grammatical systems without any explicit grammar instruction. But most important of all is how language helps the child develop concepts about the self and the world, where concepts are not just words to be learnt such as dog, tree, chair, mobile, hammer, happy and Monday but ever-expanding ideas that become more nuanced and interconnected with time. These concepts help the child learn other languages and subjects, develop the concept of self (Who am I? What do I like and dislike? What are my strengths and weaknesses? Who do I admire? What brings me joy and what causes me pain?) and think critically about the self and the world (Why did I get so angry at my friend? How can we make the world a better place?). Thus, the child's very perception of the world,

interests, values, attitudes etc., are shaped by language. Therefore, the development of language skills and cognitive skills cannot be separated.

This spectacular nature of language and its multiple functions have serious implications on how language should be taught in school, and for what purposes. Learning a language is not just about learning the script, sounds and grammar. The Position Paper on Teaching of English (NCERT, 2006) unequivocally states that the goals of a language curriculum are twofold: attainment of a basic proficiency and the development of language as an instrument for abstract thought and knowledge acquisition. It follows that the objectives of language teaching at the elementary stage are to develop competence to understand what one hears, to read with comprehension and not merely decode, to express effortlessly and to write coherently. At the secondary stage, the objectives are to equip the learners to use language to express their thoughts logically, imaginatively, and analytically in speech and writing, in the classroom and outside. As a result, learners at this stage are expected to engage with a variety of language tasks from having conversations, writing dialogues for skits, arguing in debates and speeches to composing poetry, writing reflective essays, and drafting letters.

Due to the overarching role of language, it transcends the boundaries of the language classroom. The various linguistic tools employed by children help them to make meaning of their immediate environment and the world around them. The conceptual understanding and proficiency in various school subjects depend on the child's proficiency in the language. A 'language across curriculum' perspective conceptualises language teaching as not just during the language period but also during the teaching of other curricular areas in school like math, science, social science, art, music etc. The content for learning language itself borrows from different subject areas and content domains, which is why texts at the secondary stage include authentic material, environmental print, scientific texts, social science essays etc. The learning of language should, therefore, provide children adequate space for building critical language abilities.

The structured lesson plans in this book are rooted in the vision of the National Education Policy 2020, operationalized by the National Curriculum Framework: School Education 2023, and based on the Learning Outcomes from NCERT's Learning Outcomes at the Secondary Stage. The following content has been adapted from the original documents to provide context and explanation for the pedagogical practice behind the development of these lesson plans.

NCERT Curricular Expectations for the Secondary Stage:

For detailed Learning Outcomes and suggested Pedagogical Processes, please refer to the [NCERT Learning Outcomes at Secondary Stage](#)

ENGLISH Curricular Expectations

At this stage learners are expected to:

- develop an understanding of what they hear in formal and informal settings.
- develop an ability to speak fluently and accurately in a variety of situations meaningfully.
- understand the verbal and non-verbal cues used by the speaker.
- develop an ability to read with comprehension and not merely decode.
- develop an ability to construct meaning by drawing inferences and relating the texts with previous knowledge.
- develop the ability to express their thoughts effortlessly, confidently and in an organised manner.
- write a coherent piece undergoing various stages and processes of writing.
- develop imagination, creativity and aesthetic sensibility, and appreciation.
- understand the overarching values embedded in the Indian constitution like equality, social justice, equity, scientific temper; imbibe values and apply. y respond to contemporary social concerns like violence against women, protection of environment, etc., think critically about various issues and concerns.
- use language as a skill for real life purposes.
- attain a level of proficiency in English language to meet the workplace requirements.
- recognise and accept diversity in terms of language and culture.
- be sensitive to people in difficult circumstances, children with special needs, needs of elderly people, etc.
- realise the uniqueness of Indian culture, heritage and its contribution to world knowledge.
- develop global perspective on various issues through literature, ICT, media, etc.
- develop multilingual competence through using multilingualism as a strategy for learning of languages and subjects.
- develop grammatical competencies moving from procedural knowledge (from use or meaning) to declarative knowledge (form).

Aims of Languages/English

Learning Languages enables students to access the understanding, knowledge, and skills available in written or spoken forms in a society. It develops students' abilities to express ideas and feelings, be creative, think rationally, make well-informed choices, and act on those choices. Proficiency in Languages is essential for a democratic society in which individuals participate and contribute to its political, economic, social, and cultural life. Proficiency in multiple languages, including mother tongues and regional languages, promotes a society

which respects and appreciates one's own as well as others' cultures. Such multilingualism also has direct benefits for the individual in terms of cognitive development and flexibility.

Language Education in schools must specifically aim to achieve:

a. Oracy and literacy: Oracy and literacy are fundamental to school education. Achieving oracy means students develop fluency in expression and understanding of spoken Language. Literacy means that all students demonstrate fluent and critical reading, writing, and comprehension capacities in the Language. The capacities to use Language in spoken and textual form are critical not just for Language Education They are also a foundational capacity for all other curricular areas.

b. Effective communication skills: Students should develop their Language capacities to think critically, identify real-world problems, analyse them, make rational arguments, and work out solutions. The capacity to use language to think and communicate well in a variety of situations is critical for effective democratic, social, and cultural participation.

c. Literary and creative capacities: Language teaching in schools must aim at building capacities in students towards an appreciation of the literary aspects of Language. It should also allow for an exploration of how to be creative and imaginative in their spoken and written expressions. Language serves as a vehicle for aesthetic and creative expression across cultures. Appreciation of the creative and aesthetic aspects of Language can be accomplished through creative prose, poetry, storytelling, word games, puzzles, jokes, riddles, and more.

d. Multilingual capacities: Language Education in schools should aim to make a student an independent speaker, reader, and writer in at least three languages, as laid out in NEP 2020.

e. Appreciation and engagement in culture: Learning a language is learning a culture. Thus, language plays an important role in the immersion and participation in culture. Given the wide range of languages and the richness of their cultures in India, students must be given the opportunity to understand and appreciate the rich linguistic cultures of India. This can be achieved through introducing samples of various kinds of literature from languages across the country, including some of the great classical literature of India.

For more details on the Aims of specific subjects please refer to the NCFSE following pages: English: p234-267; Mathematics: p268-293; Science: p294-319; Social Science: p320-352.

LESSON PLAN

CLASS – X

UNIT -1

Prose: A LETTER TO GOD - 7 Periods

Poem: DUST OF SNOW – 2 Periods

Poem: FIRE AND ICE – 2 Periods

Supplementary Reader: A TRIUMPH OF SURGERY – 3 Periods

Workbook: *Words and Expressions – A Letter to God (Dealt with Prose and Poem)*

Total No. Of periods: 14

The following Goals and Competencies will be developed through this unit-

- CG 1:** Develops reading comprehension and summarizing skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles and news reports) and uses various strategies to write for different audiences.
- CG 2:** Develops the capacity for effective oral and written communication in different situations (formal and informal).
- CG 3:** Explores different forms of literature (samples from early to contemporary)
- CG 4:** Develops the ability to recognize basic linguistic aspects (word and sentence structure) and use them in oral and written expressions
- CG 5:** Develops an appreciation of the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, pun and other wordplays and games unique to the language.

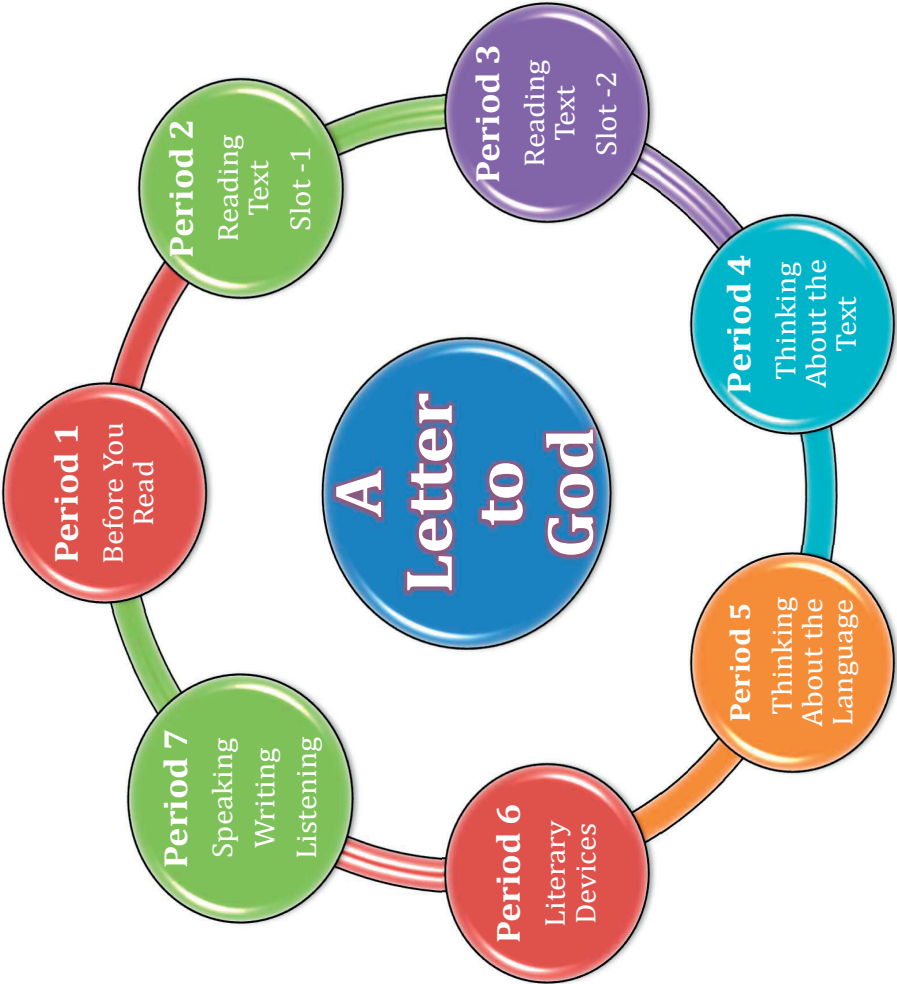
Period and Topics	Competencies	Learning outcomes
<p>1. Before you read (Pre-Requisites)</p>	<p>CG -2:</p> <p>C.2.2 – Asks a variety of questions on social experiences using appropriate language (open-ended/closed-ended, formal/ informal, relevant to context, with sensitivity)</p> <p>C.2.3 - Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form.</p>	<p>LO 1 – Recalls the various modes of communication and ways of transaction of money.</p> <p>LO 2- Compares the existing modes of communication with that of the past.</p> <p>LO 3- Identifies various modes of communication.</p> <p>LO4: Uses different modes of money transactions.</p> <p>LO 5- Illustrates the activity given in the text.</p>
<p>2. Reading text: Model Reading Slot – 1</p> <p>The House ...we'll go hungry this year. (Text on page number 3 - 5)</p>	<p>CG- 5:</p> <p>C.5.1. Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used.</p> <p>CG – 1:</p> <p>C.1.2. Relates to their own experiences with that of the experiences of others.</p> <p>C.1.3- Notices real life situations similar to the context.</p>	<p>LO 6- Identifies the word pronunciation found difficult and try to learn by repetition.</p> <p>LO 7 - Relates a similar situation with that of the text read to her/his own or someone else’.</p> <p>LO 8: Develops the aspect of adaptability and finds out the solution to overcome the challenge.</p> <p>LO 9- Sensitizes human emotions, being sympathetic towards fellow beings and nature.</p>

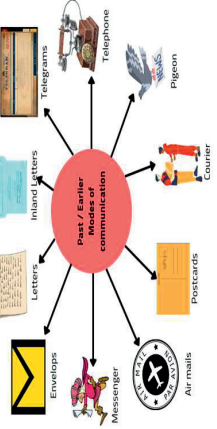
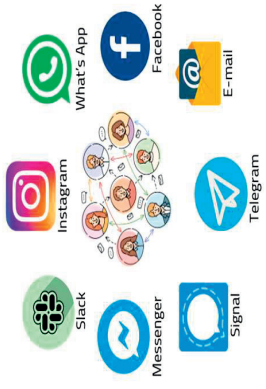
	<p>CG – 2: C.2.3 Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form.</p>	<p>LO 10 – Administers the reading observed from the teacher and reads the text following the articulation techniques.</p>
<p>3. Reading Text Slot – 2 But in the hearts of all...a bunch of crooks. Lencho. (Text on page number 5 - 7)</p>	<p>CG-1: C 1.1: Identifies main points, summarises after a careful reading of the text, and responds coherently. C 1.2: Uses strategies to organise ideas and information to write for an intended purpose and audience.</p> <p>CG-2: C 2.2 – Asks a variety of questions on social experiences using appropriate language (open-ended/ closed-ended, formal/ informal, relevant to context, with sensitivity)</p>	<p>LO 11 –Compares her/his real-life experience with that of the text. LO 12 – recalls a similar situation that she/he had experienced. LO 13 – Demonstrates problem solving ability in reference to the text. LO 14 – Expresses their point of view on textual and personal experiences.</p>

<p>4. Thinking about the text.</p>	<p>C.G - 3:</p> <p>C.3.1 - Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary)</p> <p>C.G.-4:</p> <p>C.4.1- Interprets understands and applies basic linguistics aspects - sentence structure, punctuation tense, gender and arts of speech.</p>	<p>LO 11 – Analyses the given audio in reference to the literary text.</p> <p>LO 12 – Summarizes the text with complete comprehension</p> <p>LO 13 – Compares the characteristics of Lencho to the acquainted person.</p> <p>LO 14 – Analyses various challenges faced by the protagonist.</p> <p>LO15: Infers positive dispositions like being hopeful and resilience through the literary text.</p> <p>LO 16: Identifies the language conventions in the sentence structure.</p>
<p>5. Thinking about Language</p>	<p>C.G 4:</p> <p>C.4.1 - Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech.</p>	<p>LO 17 – Identifies various uses of vocabulary in different contexts.</p> <p>LO 18—Rearrange the concepts given in the exercise by referring the text.</p> <p>LO 19- Uses the correct structure of relative pronouns in various contexts.</p> <p>LO 20- Appraises the right use of literary devices in different genres.</p>
<p>6. Speaking</p>	<p>CG 2:</p> <p>C. 2.1- Listens critically and reads different news articles, reports, and editorials to express opinions.</p>	<p>LO 21 – Expresses their real-life situations similar to the story and also reads similar issues in editorials and articles.</p>

	<p>C. 2. 2 - Asks a variety of questions on social experiences using appropriate language (open-ended/closed-ended, formal/ informal, relevant to context, with sensitivity)</p> <p>C.2.3 - Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form.</p>	<p>LO 22 – Deduce the qualities of the character felt apt to herself/ himself to overcome the problem.</p> <p>LO 23 – Draws a critical analysis on the educe the qualities of the character felt apt to herself/ himself to overcome the problem.</p>
<p>7. Listening and Writing</p>	<p>CG 3:</p> <p>C 3 .1 - Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary).</p> <p>CG 4:</p> <p>C 4 .1 - Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech.</p>	<p>LO 24- Matches the listening text and completes the table given</p>

Overview



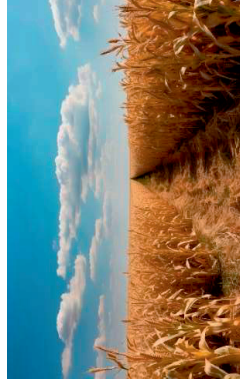
Chapter: A Letter to God			Material Required
Class: 10	Teaching Learning Process	Pointers for Assessment	
<p>Sub- Topic</p> <p>Period- 1 Before you read/ Activating prior knowledge</p> <p>Picture Reading</p>	<p>In order to activate the background knowledge of the learner, the following activity is conducted.</p> <p>Visual Activity 1: Whole class activity:</p> <p>The teacher asks a few questions related to modes of communication in earlier days.</p>  <p>Modes of communication (present)</p> 	<p>1. Observe the picture carefully and find out the familiar ones.</p> <p>2. Name some modes of communication you know.</p> <p>3. How do you communicate with your parents when you are away from home?</p> <p>4. How do you usually pay or receive money?</p> <p>5. How is money transaction done now-a-days?</p>	<p>INSTRUCTIONS:</p> <p>TB Activity 1:</p> <p>1. Fill in the Money Order form given using the clues in the form.</p> <p>2. Complete the following statement given in the text.</p>

Picture Reading

Teacher presents relevant pictures to generate ideas, thoughts related to agriculture, farming, fields, various crops to lead them to the actual text.

Visual Activity -2

a farmer in a field



Oral Narration:

Teacher develops context of the lesson gradually through pictures.

Teacher consolidates the

responses and gives a subtext - *a*

farmer is standing in his field disappointed.

We will get to know the reason for his unhappiness.

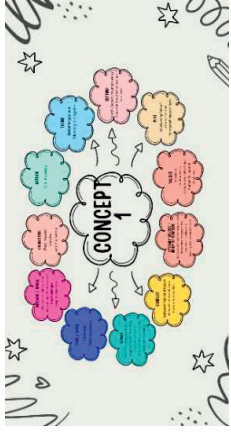
- What do you observe in the picture?

- What does the background suggests?

- Could you guess the crop that is cultivated in the picture?

Introduction to the Concept

Concept Map -1: A Letter to God

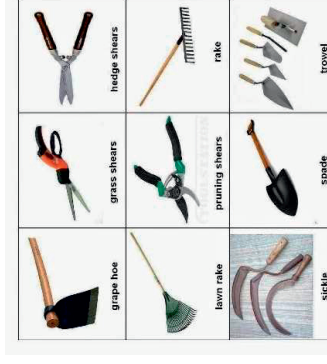


Teacher gives an overall view of the entire text- Components, author, characters and the other details. She briefs the story consolidating the elicited responses.



Teacher lists the names of different tools used in the agriculture.

- What tool is the farmer carrying?
- Who is the person standing in the field?
- Do you think the person was happy? Why/Why not?
- Who do you think the person is?



Announcement of the Topic

A Letter to God

A Letter to God



- Teacher links up the lead pictures to give the title of the actual story.

The present story 'A Letter to God' is one of the famous works of **Gregorio López y Fuentes**, a Mexican writer, revolves around the idea of having unquestionable faith in God.

Teacher presents the entire text at one go to have an overall listening of the text with proper stress, intonation and modulation.

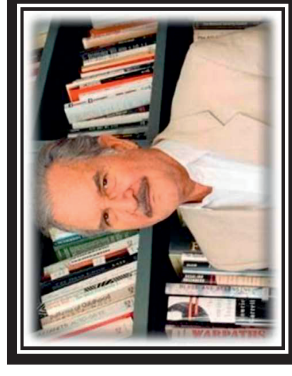
- What is he doing?
- Can you guess to whom he is writing the letter?
- Have you ever written a letter to anyone?
- When you face a challenge or pain, whom do you approach?
- Why do we go to temple/church/mosque? (*To pray God*)

Why do we pray? (*To seek help from God*)


Presentation of the entire text

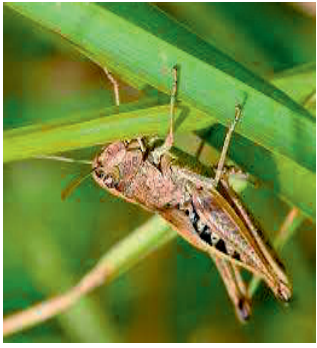

Gregorio López y Fuentes
(1895 - 1966)

<https://epathshala.nic.in/topi.c.php?id=1059CH01>




1059CH01

Sub- Topic	Teaching Learning Process	Pointers for Assessment	Material Required
<p>PERIOD -2</p> <p>Reading with comprehension</p>	<p>A LETTER TO GOD While you are reading the text, you have to identify the characters in the story, their role, intimacy with nature and emotions in the family. Teacher tries to connect the title to the text given.</p> <p>READING SEGMENT - 1 Slot: 1 THE house — the only..... “We’ll all go hungry this year.” (Pg 3-5)</p>  <p>A house at the crest of the hill.</p>	<p>1. Where was the house situated?</p> <p>2. What do the earth need?</p> <p>3. Do you find any other houses around?</p> <p>4. What else do you observe in the picture?</p>	<ul style="list-style-type: none"> ➤ Chart with Keywords ➤ IFP ➤ Using QR Codes given in the text. ➤ Any other relevant videos
<p>Model Reading by the Teacher</p>	<ul style="list-style-type: none"> ➤ The teacher reads the text aloud with proper stress and intonation, to have an overall listening comprehension, while the students listens to the teacher’s pronunciation and articulation. ➤ Teacher continues to discuss posing inter active questions. Teacher takes the lesson ahead in an interactive mode to intensify their comprehension ➤ The students read the text aloud with proper stress and intonation. 		

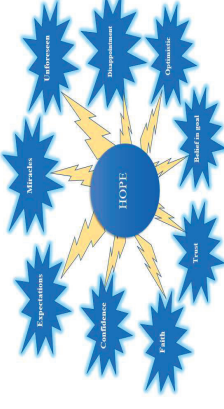

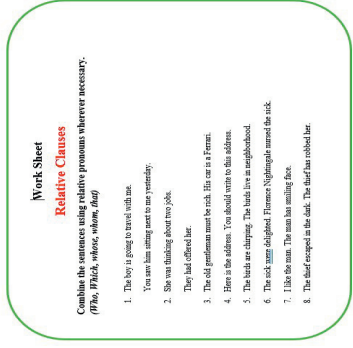
<p>Keywords</p>	<p>Teacher supplies keywords and asks the students to refer the dictionary and find out the meanings to get the contextual meaning.</p> <p>Keywords:</p> <ul style="list-style-type: none"> • Crest • Predicated • Huge • Draped • Resemble • Hailstorms • Frozen pearls • Locusts • A plague of locusts • exclaimed 	<p>5. Describe the background of the text.</p> <p>6. What were they waiting for?</p> <p>7. What did he predict?</p> <p>8. How did he compare rain drops with?</p> <p>9. What did the farmer expect to happened and what happened?</p> <p>10. What was the result of the rainfall?</p> <p>11. What did the farmer tell his sons?</p> <p>12. Why do you think Lencho's family will be left hungry?</p> <p>13. What does the text talk about?</p> <p>14. Highlight the lines you like most or got inspired.</p>	<p>Display of the pictures related to the keywords with their meanings.</p> <p style="text-align: center;">Locust</p>  <p style="text-align: center;">A Plague of Locusts</p> 
<p>Reading aloud by the students</p>	<p>Students read the text aloud with proper stress and intonation to expertise fluency.</p> <p>Teacher makes the students read the text for comprehension and to read behind and between the lines to know the author's literary techniques.</p>		
<p>CLOSE READING ACTIVITY</p>	<p>CLOSE READING ACTIVITY During the Reading stage – 1 & 2 the learners shall follow the following steps with regard to close reading of the text.</p>		

<p>Individual Reading</p> <ul style="list-style-type: none"> • Write down important ideas from the text. • Use the text to answer the questions given. • Read again to summarize and answer specific questions. <p>Collaborative Reading The teacher divides the class into groups for the purpose of shared reading in the</p> <p>Collaborative reading stage since the learners:</p> <ul style="list-style-type: none"> • <i>learn to read cooperatively in pairs or groups</i> • <i>Talk to each other about what they think the text means.</i> • <i>Preview the text</i> • <i>Give ongoing feedback by deciding click (I get it), clunk (I don't get it) at the end of each paragraph</i> • <i>Get the gist of the most important parts of the text</i> • <i>wrap up key ideas</i> <p>Comprehension Check:</p>	<p>15. Circle the difficult phrases.</p> <p>14. What have you understood by the title? Is it apt?</p> <p>15. If you were the author of the text how would you end the story.</p> <p>Comprehension Questions:</p> <ul style="list-style-type: none"> ➤ What did Lencho hope for? ➤ What were Lencho's feelings when the hail stopped? ➤ Why was the night sorrowful? ➤ Did the rain bring happiness to Lencho? <p>What attacked Lencho's field? What happened then?</p>	
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Sub- Topic PERIOD – 3	Teaching Learning Process	Pointers for Assessment	Material Required
<p>Reading with comprehension</p>	<p>READING SEGMENT – 2 Slot: 2</p> <p><i>But in the hearts of all employees are a bunch of crooks. Lencho.” (Pg. no. 5-7)</i></p> <p>Teacher reads the text aloud to make the students develop better pronunciation, stress and intonation.</p> <p>Scaffolded reading:</p> <p>Teacher conducts the scaffolding reading stage to develop interactive sharing of opinion and thoughts to understand the difficult concepts.</p> <p>Students observe the following steps while reading the text:</p> <ol style="list-style-type: none"> 1. Identify the key expressions. 2. Find out the meanings for the difficult words. 3. Divide the text into convenient chunks make use of other relevant 	<p>Comprehension check:</p> <ol style="list-style-type: none"> 1. What have you understood by the behavior of the postmaster? 2. Was Lencho surprised to find a letter for him with money in it? 3. What made him angry? 4. Do you feel the farmer being angry on the postmaster and his employees right? Give reasons. 	<ul style="list-style-type: none"> ➤ Chart with Keywords ➤ IFP ➤ Using QR Codes given in the text. ➤ Any other relevant videos <p>Display of the pictures related to the keywords with their meanings.</p> 

	<p>resources such as audio-video links suggested by the teacher.</p> <ol style="list-style-type: none"> Connects the context to their previous experiences. Identifies cohesive devices like linkers, connectors, figurative language etc. <p>The teacher summarizes the gist in a nutshell and makes the students infer, compare, analyze and interpret critically.</p> <p>Words and expressions</p> <p>Reading Comprehension (Page numbers 1-5)</p> <p>Students will read the text given in the workbook and do the exercises follow - Jumbled sentences.</p> <ul style="list-style-type: none"> Graphic description <p>Passage: The trader and the Tailor</p>	<p>5. If you were the postmaster, how would you help the farmer?</p>	 <p>Workbook Page number 1-5</p>
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Sub- Topic	Teaching Learning Process	Pointers for Assessment	Material Required
<p>PERIOD – 4</p> <p>Thinking about the Text</p> <p>Words and Expression</p>	<p>Teacher discusses the questions given at the end of the text for oral comprehension.</p> <p>Teacher makes the student to identify the qualities of Lencho.</p> <p>Activity: Individual/ Group Activity.</p> <p>In the given text, you have observed the qualities of Lencho. What qualities would you like to develop to make yourself better?</p> <p>Workbook: Unit – 1</p> <p>Teacher discusses ‘Listening Activity’ and ‘Editing Activity’ given on page number 8-10</p>	<ul style="list-style-type: none"> ➤ Why did the postmaster send money to Lencho? ➤ What made him to sign the letter ‘God’? ➤ Did Lencho try to find out who sent money? ➤ Do you think God really read the letter? ➤ How do we generally approach God to seek help? 	<p>Textbook</p> <p>Words and Expression</p> <p>Workbook Page number 8-10</p>

Sub- Topic	Teaching Learning Process	Pointers for Assessment	Material Required
<p>PERIOD – 5</p> <p>Thinking about Language</p> <p>A. Vocabulary:</p> <p>Hope</p> <p>Storm</p>	<p>Teacher discusses various words related to the word 'hope' and 'storm'.</p> 	<p>Storm</p> <p>Gale</p> <p>Whirlwind</p> <p>Tornado</p> <p>Cyclone</p> <p>Hurricane</p> <p>Typhoon</p> <p>Textual exercise given on page number 7.</p>	<p>Textbook Page number 8 and 9</p> <p>Pictures and videos related to the word 'storm'.</p> <p>Additional Worksheet</p> 
<p>Words and Expression</p> <p>B. Grammar</p> <p>Relative Pronouns</p>	<p>Teacher makes the student do textual exercise given on various usages of the word 'hope' and 'storm' in different contexts.</p> <p>Teacher asks the students do the related exercise given in Workbook given on page number 6.</p> <p>Teacher will explain the students about relative pronouns and relative clauses by giving examples from the text. Teacher gives a clear definition of Defining and Non-Defining relative clauses.</p>	<p>Textual exercise given on page number 7.</p>	<p>Workbook page number 7</p> <p>Exercise on Relative Pronouns.</p> 

Sub- Topic	Teaching Learning Process	Pointers for Assessment	Material Required
<p>PERIOD – 6</p> <p>Grammar</p>	<p>Teacher will explain the use of Negatives – ‘No, Not, Nothing’ in a context.</p> <p>Negatives for Emphasis – Contradiction</p> <p>Teacher asks the students to find the sentences in the textbook that have contradiction and rewrite in the blanks.</p> <p>Literary Devices/ Figures of speech</p> <p>Teacher analyses the use of literary devices to intensify the expressions of the characters and situations in the story.</p> <p>Poet makes uses of the following literary devices in the given text.</p> <ul style="list-style-type: none"> ➤ Metaphor- <i>huge mountains of clouds, New coins, silver coins, and a locust’s plague</i> ➤ Simile – <i>The field was white, as if covered with salt</i> ➤ Irony – <i>Lencho blamed the post office employees who in fact helped him.</i> ➤ Humour – <i>when the postman laughed receiving the letter to God...</i> ➤ Tone or mood of the story- <i>Sullen to suffice – Lencho’s steadfast confidence in God.</i> 	<p>Textual exercise Page no. 10</p> <p>Figures of speech</p>	<p>Textbook</p> <p>Workbook</p> <div style="border: 1px solid green; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Work Sheet Using Negatives for Emphases</p> <p>Rewrite the sentences using ‘-’ negatives for emphasis.</p> <ol style="list-style-type: none"> 1. He is very intelligent. _____ 2. I was surprised. _____ 3. I will be there. _____ 4. I have a great time every week. _____ 5. She drove slowly. _____ 6. I know the answer. _____ 7. She works hard. _____ 8. She helped me. _____ 9. She has all the money. _____ 10. They were all absent. _____ </div> <p>Worksheet</p> <div style="border: 1px solid green; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Worksheet Metaphors</p> <p>Identify the following sentences as simile, metaphor and irony.</p> <ol style="list-style-type: none"> 1. Lencho ran as fast as a cheetah in the race. 2. Pasha cried up all night. 3. He is like a child to me. 4. Intervals are like butterflies. 5. Tom is as slow as a tortoise. 6. My mother has a heart of gold. 7. He ate the fruit of the tree when the child took a couple of nuts. 8. The moon was like a broken temple gong. 9. My hands were red like because of the cold weather. 10. Dillig has a stone heart. </div>

Sub- Topic	Teaching Learning Process	Pointers for Assessment	Material Required
<p>PERIOD – 7</p> <p>Speaking</p> <p>Workbook</p>	<p>Students speak about their difficult situations or their problems and share how they could come out of it.</p> <p>Teacher asks the students to design pictorial concepts which conveys the natural calamities that play havoc in the lives of people.</p>	<p>Textual Exercise page number 11</p>	<p>Textbook</p> <p>Workbook</p> <p>Audio record by the teacher</p>
<p>Listening</p>	<p>Teacher makes the students listen to a letter read or an audio.</p>	<p>Pictorial representation of conflict of man Vs nature.</p> <p>Textbook Page number 12 and 13.</p>	
<p>Writing</p>	<p>Teacher will ask the students to make a poster on '<i>various ways of conserving water when available in excess</i>'. Teacher tries to emphasize the writing skill of the students.</p> <p>Teacher tries to develop the skill of distinguishing.</p> <p>Teacher asks the students to distinguish the character sketch of Lencho and Tailor.</p>	<p>Textbook Page number 12.</p>	
<p>Workbook</p>	<p>Description of a portrait/person</p>	<p>Workbook page number 11 and 12.</p> <p>Workbook page number 13.</p>	

Feedback and Assessment

The teacher consolidates the whole text for getting the main elements and gist of the passage.
Recapitulation: The teacher asks the following questions to get the feedback from the students and to assess the learning process.

- Why did the postmaster send money to Lencho?
- Why did Lencho become angry after he had counted the money?
- What satisfied Lencho?
- What was the peculiar thing about Lencho's letter?
- Did Lencho try to find out who sent money?
 - What did Lencho have faith in?
 - Why did Lencho write letter to God again after receiving less amount?
 - What made the farmer think to get a good harvest?
 - How did Lencho feel when he looked at his field? Why?
 - How was Lencho sure about the fall of rain? How did it come true?
 - What made Lencho's family not to feel upset for the damage happened?

Assignment

Project Work

The teacher allocates a project to the students on the following topic:
Write about some people in your neighbourhood who might have inspired you with their actions.
Write their portraits and present it to the class. Make use of the following prompts given on page no. 15 in the workbook.

- *their childhood, their education, job, their likes and dislikes*
- *their contribution to the enrichment of their village or town, job, country, etc.*
- *their interesting features and characteristics*

Suggested Sources for Reference (Youtube Videos)

https://www.youtube.com/live/W_gARDa4zgA?si=lj8UgCJnFUwk1Jq7
<https://youtu.be/HPa3MUZ9hMk?si=14hhsbnR3vAoBGMu>

Class X

Number of periods: 3

POEM Name: Poems of Robert Frost – Dust of Snow & Fire and Ice

Name of the Poet: Robert Frost

The following curriculum goals and competencies are developed through this lesson.

Goal 1: To develop reading comprehension and summarizing skills by engaging with variety of texts (stories, plays, essays) and uses various strategies to write for different audiences.

Goal 2: To develop the capacity for effective oral and written communication in different situations (Formal and informal).

Goal 3: To explore different forms of literature (samples from early to contemporary period).

Goal 4: To develop the ability to recognise basic, linguistic aspects (words and sentence structure) and use them in oral, written expressions.

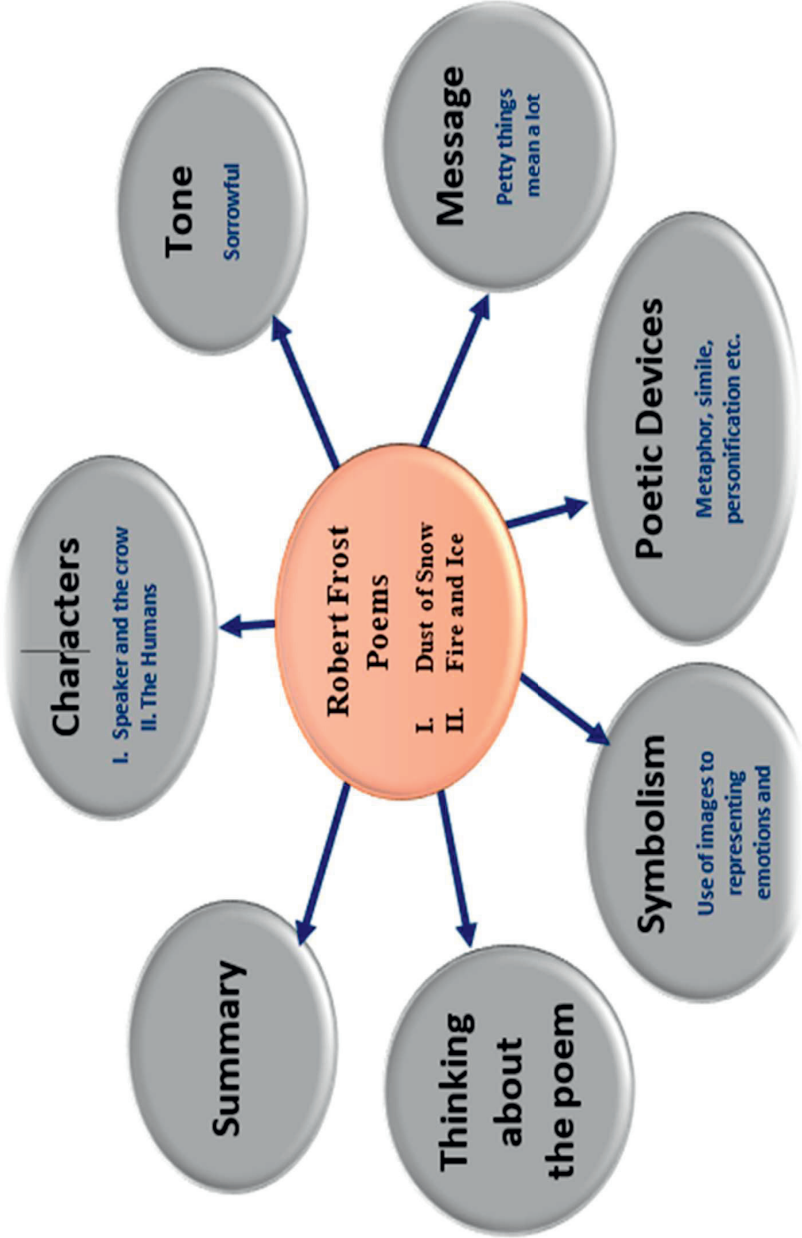
Goal 5: Develops an appreciation of the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays and games unique to the language.

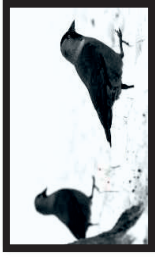
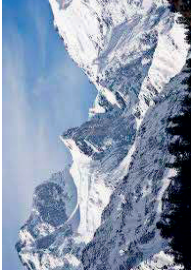
Period and Topics	Goals and Competencies	On completion of this unit, the learner will be able to: Learning Outcomes
<p>Period - 1:</p> <p>Pre-requisites: Activating prior knowledge.</p> <p>Introduction of the title and introduction to the theme of the poem</p> <p>Read, Recite and Realize <i>stanza 1 (lines 1-4)</i> (Dust of Snow)</p>	<p><u>CG3</u></p> <p>C- 3.1 Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary)</p> <p><u>CG2</u></p> <p>C- 2.2 Asks variety of questions on social experiences using appropriate language (Open-Ended/Closed-Ended/Formal/Informal, relevant to context with sensitivity)</p>	<p>LO-1 Reads literary texts for enjoyment and pleasure.</p> <p>LO- 2 Compares the literary style of prose and poetry.</p> <p>LO-3 Taps their previous knowledge relating to the text of the poetry and its language use.</p> <p>LO-4 Identifies and appreciates significant literary elements/poetic devices such as Metaphor, Symbolism, Personification, Rhythm, Scheme, alliteration, assonance etc.</p> <p>LO-5 Reads aloud and recites poems with proper stress, pause, tone and intonation by following proper rhyme and rhythm.</p>

<p>Period - 2: Read, Recite and Realize <i>stanza 2 (lines 5-8)</i> (Dust of Snow)</p>	<p><u>CG-3</u> C- 3.1 Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary)</p> <p><u>CG-4</u> C-4.1 Interprets, Understands and applies linguistic aspects (rules rhyme schemes) such as Sentence Structure Punctuation, Tense, Gender and Parts of Speech.</p> <p><u>CG-5</u> C-5.2 Engages in the use of puns, rhymes, alliteration and other wordplays in the language, to make speech and writing more interesting and enjoyable.</p>	<p>LO- 6 Identifies different forms of literary aspects used by the poet to understand the poet's viewpoints.</p> <p>LO- 7 Appreciates the poet's style of symbolic representation and the use of imagery in letting out his agony.</p>
<p>Period - 3 Introduction of the title and introduction to the theme of the poem. Read, Recite and Realize stanza 1 (lines 1-4) (Fire and Ice)</p>	<p><u>CG-3</u> C- 3.1 Identifies and appreciates different forms of literature used in the poetry.</p>	<p>LO-8 Reads various literary texts for enjoyment and pleasure.</p> <p>LO- 9 Compares the literary style of prose and poetry.</p> <p>LO-10 Taps their previous knowledge relating to the text of the poetry and its language use.</p> <p>LO-11 Identifies and appreciates significant literary elements/poetic devices such as Metaphor, Symbolism, Personification, Rhythm, Scheme, alliteration, assonance etc.</p> <p>LO-12 Reads aloud and recites poems with proper stress, pause, tone and intonation by following proper rhyme and rhythm.</p>

<p>Period – 4 Stanza 2 (lines 5-9) <i>Read, Recite and Realize stanza 2 (lines 5-9) (Fire and Ice)</i></p>	<p><u>CG-3</u> C- 3.1 Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary) <u>CG-4</u> C-4.1 Interprets, Understands and applies linguistic aspects (rules rhyme schemes) such as Sentence Structure Punctuation, Tense, Gender and Parts of Speech. <u>CG-5</u> C-5.2 Engages in the use of puns, rhymes, alliteration and other wordplays in the language, to make speech and writing more interesting and enjoyable.</p>	<p>LO- 13 Identifies different forms of literary aspects used by the poet to understand the poet's viewpoints. LO- 14 Appreciates the poet's style of symbolic representation and the use of imagery in letting out his agony.</p>
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This graphic organizer will give us the concept of the different elements of the Poem.



Class: 10 Period No: 01									
Poem: Poems of Robert Frost – Dust of Snow & Fire and Ice Introduction to the theme of the Poem									
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required						
<p>Period 1</p> <p><i>Activating prior knowledge</i></p>	<p>In order to activate the background knowledge of the learners, the following activity is conducted in the class</p> <p>Activity 1: The teacher shows the <i>picture of the crow (Pic -1)</i> and elicits their ideas/thoughts/perceptions and imagination.</p> <p>Activity 2 Pictorial Charts <i>Snow on Himalayas (Pic -2)</i></p> <p>The teacher asks the students to observe the Picture keenly and write a few lines about it.</p> <p>1. The teacher divides the students into groups and asks questions.</p> <p>a. What does the picture reveal? b. What does the background setting tell you?</p> <p>2. Teacher consolidate all the responses given by the students connecting to actual poem given. Teacher reveals the title of the poem deriving from the responses. (<i>Pic -3</i>)</p> <p>Dust of Snow Teacher asks the students to find out the common elements in the three pictures shown.</p>	<ol style="list-style-type: none"> 1. What are the birds usually found in your area? 2. What are the birds usually named in the poems? 3. What qualities do you find in a crow? 4. when a crow touches your head, do you consider it a bad omen or a sign of bad luck? <p>Fill in the table</p> <table border="1"> <tr> <td>I SEE</td> <td>I THINK</td> <td>I WONDER</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	I SEE	I THINK	I WONDER				<p>Certain clippings showing the importance of the crow can be made use in this context</p>  <p>Pic - 1</p>  <p>Pic - 2</p>
I SEE	I THINK	I WONDER							
<p>Announcement of the Topic Dust of Snow</p>									

Introduction to the poet

Teacher gives a brief account of one of the greatest nature poets, Robert Frost.

Robert Frost was an *American poet*.

He was born on 26th March, 1874 and died on 19th January, 1963 in Boston.

*He was much admired for his depictions of the rural life of New England.
He is a nature poet.*

Model Reading by the Teacher

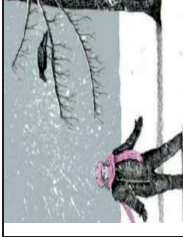
- The teacher recites the entire poem aloud with appropriate stress, rhythm, pauses and intonation.
- The students listen to the teacher to follow the tone and articulation.
- Students will follow the teacher and try to recite the poem with proper stress, intonation and with rhyme and rhythm.

Chorus reading by students.

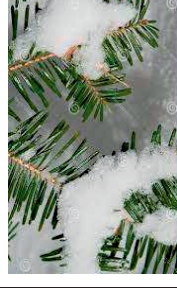
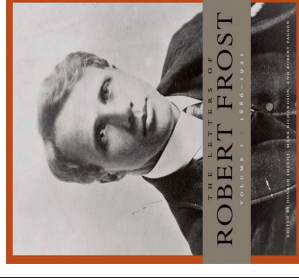
Activity 3

Individual/whole class/group

- Teacher divides the class into groups
- Teacher distributes the strips of each line of the text from the poem
- Total eight strips having the entire text will be distributed
- Strips can either be given individually or in groups.
- The students are expected to recite the poem with proper rhyme and rhythm.



Pic -3



Snow on Hemlock leaves

- Look into the text and follow the questions.
- Observe the rhyming words, while they are read aloud.

Class: 10 Poem: Poems of Robert Frost – Dust of Snow & Fire and Ice Period No: 02			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
Period 2 Reading for Listening with comprehension	Activity 4: Listening audio of the poem is displayed to develop focussed listening. Students are asked to listen to the audio carefully and complete the sentences given below: a. The way... b. Shook down... c. The dust... d. From a... e. Has given..... f. A change... g. And saved... h. Of a day...		<ul style="list-style-type: none"> • Audio related material that finds more relevant to present poem. • <i>Dust of Snow</i> https://youtu.be/paemNA_4UDE?feature=shared • Recorded Audio of the poem read by the teacher.
Oral Narration	Teacher gives a brief account of the entire poem in a bird's eye view integrating the responses elicited. Subtext: <i>This poem conveys the message that nothing in life is small. Even trivial things matter a lot and may</i>	<ol style="list-style-type: none"> 1. What is the poem about? 2. Have you ever had such experience? 3. What is a 'Dust of Snow?' 4. How has the poet's mood changed? 	Textbook Chart work




<p><i>have positive effects in life situated to change for better. Even small help or generous gestures mean so much for others.</i></p> <p><i>The poet shows us that even small and insignificant acts can help uplift our mood and make us forget about our problems.</i></p> <p><i>Dust of Snow refers to fine particles of snow.</i></p> <p><i>While walking by a hemlock tree a crow on the tree shook down some particles of snow on the poet and this changed his mood. He was having a bad day and was in a bad mood. The falling snow changed his mood and made him feel more uplifted.</i></p>	<p>5. Which word/words show the expression sorrow?</p> <p>6. What do the crow and hemlock tree represent – joy or snow?</p>	<p>Poetic devices</p> <p>Teacher drives into the in-depth details of the poem that the poet made use of various devices to intensify the poet's emotions.</p> <p>Poetic devices:</p> <p>Poet makes use of multi-literary devices in different shades of expressions.</p> <p>➤ Metaphor</p> <p>Example: The Dust of Snow is the symbol of natural joy and sorrow</p> <p>Chart</p> <p>Figures of speech</p>
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	<p>➤ Assonance Example: Repetition of vowel sounds in the same line.</p> <p>➤ Alliteration Example: Repetition of consonant sounds in the same line.</p> <p>➤ Rhyme Scheme Example: ABAB – CDCD</p> <p>➤ Metre - Iambic pentameter</p> <p>➤ Simile</p> <p>➤ Irony Happy things may come even from negative references</p> <p>➤ Personification Dust of snow has given my heart, saved some part.</p> <p>➤ Imagery Dust of Snow</p>		
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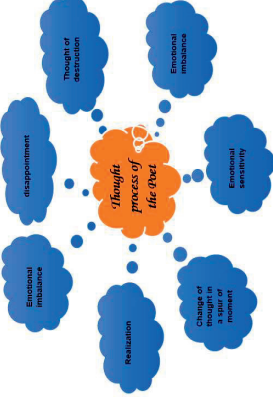

Class: 10

Poem: Poems of Robert Frost – Dust of Snow & Fire and Ice

Period No: 03

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Period 3</p> <p>Announcement of the Title</p> <p><i>Fire and Ice</i></p> <p>Model Reading by the teacher</p> <p>Chorus Reading by the Students</p>	<p>The teacher shows a picture of five elements of nature and asks the students to observe the picture carefully.</p> <p>The teacher reveals the title of the poem <i>Fire and Ice</i> in relation to the thoughts/opinions elicited.</p> <ul style="list-style-type: none">• The teacher recites the poem completely with proper stress, intonation and in proper rhyme and rhythm to get the central idea of the poem.• The students listen to the teacher to follow the tone articulation and rhyme and rhythm. <p>Students will follow the teacher and try to recite the poem following proper stress, intonation, and in proper rhyme and rhythm.</p>	<p>Observe the words 'fire, 'ice. 'destruction' and 'hemlock tree'</p> <ul style="list-style-type: none">• Name the recent picture (movie clips) that shows the contrast of 'Fire and Ice?'• What is the solid form of water?	  

Class: 10 Poem: Poems of Robert Frost – Dust of Snow & Fire and Ice Period No: 04			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
Period 4 Reading for Listening with comprehension Oral Narration	<p>Activity 5: Listening audio of the poem is displayed to develop focussed listening.</p> <p>Teacher gives a brief account of the entire poem to make them understand the depth/seriousness of the theme of the poem.</p> <ul style="list-style-type: none"> • <i>The theme of the poem is destructiveness of the passions of love and hatred.</i> • <i>It is a symbolic poem where Fire is used as an emotion of Desire and Ice as Hatred</i> • <i>This poem conveys how humans become the root cause for the extinction of his own species.</i> • <i>The poet also illustrates how desires, greed and uncontrolled passion lead humans to harm him.</i> • <i>The poem talks about the objective detachment of the self.</i> • <i>The poem also talks about how hatred and unsympathetic judgment make human void emotions.</i> 	<ul style="list-style-type: none"> • What does the poem 'Fire and Ice' talk about? • What is Ice symbolic of? • What is Fire symbolic of? • What is the rhyme sequence of the poem? 	<ul style="list-style-type: none"> • Audio related material that finds more relevant to present poem. • <i>Fire and Ice</i> https://youtu.be/d83ly-kkTSg?feature=shared • Recorded Audio of the poem read by the teacher.

<p>Similarities of the two poems</p>	<p>The teacher shows a picture of meditation showing elements of nature in the human connecting to the emotions in human.</p> <ul style="list-style-type: none"> • <i>Five elements of Nature</i> • <i>Five emotions in Humans</i> <p>Since the fire and ice act as means of destruction of the world, the poet conveys the message- ‘any slight stupidity with both can create a great damage’.</p> <ul style="list-style-type: none"> • The two poems depict nature as a metaphor to explore human emotions and experiences. • Robert Frost portrays the element of destruction in both of his poems- <i>Dust of snow and Fire and Ice</i>. • The first poem represents self-destruction and the other signifies destruction of the world. 	 <p>Diagram – Commonalities / similarities</p>	 <p>Fire and Ice https://youtu.be/GmCLp2BeG8E?feature=share</p>
<p>Figures of Speech/Poetic Devices</p>	<p>The Poetic devices in the poem are:</p> <ul style="list-style-type: none"> • Simile • Alliteration • Metaphor • Personification • Oxymoron • Irony • Tone is light, formal and declarative in nature. • Mood – impersonal • Meter – Iambic Tetrameter and Dimeter. <p>Rhyme Scheme is ABAA, BCBCB.</p>	<p>Identify the figures of speech from the poem.</p> <p>Differentiate the traits from the given box (Page no. 15)</p>	

<p>Feedback and Assessment</p>	<p>The teacher consolidates the whole poem for getting the main elements and gist of the poem.</p> <p>Recapitulation: The teacher asks the following questions to get the feedback from the students and to assess the learning process.</p> <ul style="list-style-type: none"> ➤ What is 'Dust of Snow?' ➤ What does the poem 'Fire and Ice' talk about? ➤ What do the crow and hemlock tree represent –joy or sorrow? <p>The teacher asks the students to work on the poem to reinforce their learning.</p> <ul style="list-style-type: none"> • The gist of the poem 'Fire and Ice'. • What similarities do you find in the two poems of Robert Frost?
<p>Suggested Sources for Reference (Youtube Videos)</p> <p>https://youtu.be/GmCLp2BeG8E?feature=shared</p> <p>https://youtu.be/rCbNOUeDQJM?feature=shared</p>	

Class X

Number of periods: 3

Lesson Name: A Triumph of Surgery

Name of the author: James Alfred Wright

The following curriculum goals and competencies are developed through this lesson.

- Goal 1:** To develop reading comprehension and summarizing skills by engaging with variety of texts (stories, plays, essays) and uses various strategies to write for different audiences
- Goal 2:** To develop the capacity for effective oral and written communication in different situations (Formal and informal).
- Goal 3:** To explore different forms of literature (samples from early to contemporary period)
- Goal 4:** To develop the ability to recognise basic, linguistic aspects (words and sentence structure) and use them in oral, written expressions.
- Goal 5:** Develops an appreciation of the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays and games unique to the language.


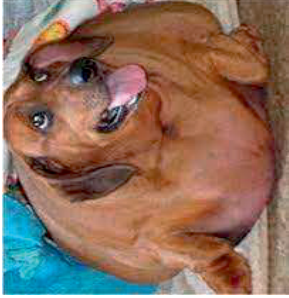
Period and Topics	Goals and Competencies	On completion of this unit, the learner will be able to:
<p>Period-1</p> <p>Prerequisites:</p> <p>Activating prior knowledge</p> <p>Announcement of the topic and Lesson.</p>	<p>CG1</p> <p>C 1.1</p> <p>Identifies main points summarises after a careful reading of the text and responds coherently.</p> <p>C 1.2</p>	<p>Learning Outcomes</p> <p>LO1</p> <p>Recalls the previous knowledge and describes the various characteristics of the text.</p> <p>LO2</p> <p>Understands and elicits meaning of the words in different contexts.</p>

<p>Reading aloud by the teacher. Segment-1</p>	<p>Uses strategies to organise ideas and information to write for an intended purpose and audience.</p>	<p>LO3 Reads with understanding information in his environment. LO4 Organises and structures thought result information and opinions in a variety of oral forms.</p>
<p>Period-2 Segment-2 <i>Read aloud by the students.</i></p>	<p>CG-5 C-5.1 Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used. CG-2 C2.2- Asks a variety of questions on social experiences using appropriate language. C2.3- Shares ideas and critiques on various aspects of their social and cultural surroundings in oral and written form.</p>	<p>LO - 5 Reads aloud with proper stress, pause, tone and comprehends the given text employing strategies like predicting, previewing, inferring and summarising. LO - 6 Understands and elicits meanings of the words in different contexts.</p>
<p>Period-3 Segment-3 Reading Comprehension</p>	<p>CG3 C3.1-Identifies, analyses and appreciates the different forms of literature by close reading and interpreting different possible meanings. C4.1- Interprets, understands and applies basic linguistic aspects.</p>	<p>LO7 Reads silently with comprehension and interprets layers of meaning. LO8 Communicates thoughts, ideas, views and opinions verbally and non-verbally.</p>

Overview

This graphic organizer will give us an overview of the different elements of the Reading Passage.



Class: 10 Chapter: A Triumph of Surgery Period No: 01 Introduction to the theme of the lesson			
Period and Topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>PERIOD-1</p> <p>Pre-requisites:</p> <p>Activating Prior Knowledge</p>	<p>The teacher directs the students towards the text by making them share their experiences at home.</p> <p>Activity-1</p> <p>The teacher divides the students into pairs to elicit answers.</p> <p>The teacher activates the students by making them observe the picture of pet animals.</p>	<ul style="list-style-type: none"> ➤ If you catch cold, what do you do? ➤ Do you visit a doctor? ➤ What do you do when you suffer with some headache or stomach ache? ➤ How does your mother treat? ➤ Do you get immediate relief? ➤ Can you name some home remedies? ➤ How do you feel after this? ➤ Do you think it is possible every time? ➤ What do you do if it is severe? (knee pains, heart problem, cancer etc). ➤ So, surgery is the ultimate relief. ➤ What does the doctor say after the surgery? ➤ Do you have a pet? ➤ Who will treat your pets? 	<p>Textbook</p>  <p>http://epathshala.nic.in/QR/?id=1060CH01</p> 

<p>Announcement of the topic</p>	<p>The teacher introduces about a kind, compassionate and dedicated veterinary doctor Dr Herriot in the lesson.</p> <p>A TRIUMPH OF SURGERY</p>		
<p>Reading aloud by the teacher.</p> <p>Segment-1</p> <p><i>I was worried -...</i></p> <p><i>Dog wrapped in a blanket.</i></p>	<p>A. Reading Aloud:</p> <p>The teacher reads the lesson aloud with proper stress, intonation, pronunciation, pause and asks the students to listen carefully.</p> <p>The students read the passage and answer the questions.</p> <p>B. Independent Reading: The students read the passage and identify the words used “ed” verbs.</p> <p>C. The teacher progresses asking questions on comprehension.</p>	<ul style="list-style-type: none"> ➤ What kind of person do you think is the narrator? ➤ Who was worried about Tricki? ➤ Who was Dr Herriot? ➤ Who is 'I' in the story? ➤ Why was Mrs Pumphrey distraught? ➤ List out the words from the text with suffix “ed” forms. ➤ Is the narrator as rich as Tricki's Mistress? ➤ Do you think Tricki was happy at home? ➤ Why was Dr. Herriot shocked? 	<p>Dr Herriot</p>  <p>Chart on ‘-ed’ forms</p>

Class: 10

Lesson: A Triumph of Surgery

Period No: 02

Period and Topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Period-2 Reading segment-2</p> <p><i>The entire staff ... Such a time in his life.</i></p>	<p>The students are asked to read the lesson and comprehend the meaning of difficult words.</p> <p>Activity-2</p> <p>Students are asked to find out</p> <ul style="list-style-type: none">• Wh-questions• Identifying the phrasal verbs <p>(drive away, looked in, put down, moved off, made up)</p>	<ol style="list-style-type: none">1. How did the doctor treat the dog?2. Why did the other dogs stiffed around Tricki?3. How does Tricki's behaviour after the second day?4. Pick out the phrases used from the story?5. Who was the 'Poor old lad' in the story? Why did the Doctor call Tricki's as 'Poor old lad'?6. Why was Tricki's brought to the hospital?7. Why was Tricki an internship object for the dogs at the surgery?8. What step did Dr. Herriot take to save Tricki?	<p>Textbook</p> <p>Chart displaying 'Phrasal Verbs'</p>

Class: 10
Lesson: A Triumph of Surgery
Period No: 03

Period and Topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Period-3 Reading segment</p>	<p>1. Teacher reads and gives a better understanding of the lesson.</p> <p>2. Teacher highlights the neatening and pampering of the children and usage resources. Parental behavior</p> <p>3. Teacher explains the moral of the story</p> <p>Moral: The moral of the story is 1. Determination and hard work lead to success. 2. One shouldn't use the resource much</p>	<ol style="list-style-type: none"> 1. "Over pampering is not only bad for human but also for animals? Explain the story in the light of 'A Triumph of Surgery'. 2. Has the doctor really done surgery? 3. What trick did the doctor apply on Tricky? 4. How does the doctor treat the dog? 5. Do you think, Tricky really needed treatment? 6. Do you think this is a reading episode, a more fiction? Or is it a mixture of both? 7. What would you have done if you were in the narrator's place? 8. Write the character sketch of a. Mrs. Pumphrey 	<p>www.byjus.com</p>

<p>Think about it (Page no.6)</p>	<p>The teacher poses some open-ended questions, thought stimulating questions like 'how and why' to take the learner understand the parental behaviour towards their children in real life situation.</p>	<p>b. Dr. Herriot c. Tricky</p> <p>9. What is the moral of the story?</p> <ol style="list-style-type: none"> 1. What kind of a person do you think the narrator, a veterinary surgeon, is? Would you say he is tactful as well as full of common sense? 2. Do you think Tricky was happy to go home? What do you think will happen now? 3. Do you think this is a real-life episode, or mere fiction? Or is it a mixture of both? <p>Questions from pg-7</p> <p>Do you think there are also parents like Mrs. Pumphrey?</p> <p>Arrange all the events in the story a sequential order and develop a summary.</p> <p>➤ Write character sketches of Dr. Harriot and Mrs. Pumphrey?</p>	<p>Worksheet on jumbled sentences</p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px;"> <ol style="list-style-type: none"> 1. Tricky falls sick 2. Returns to Mrs. Pumphrey 3. Gets physical exercise 4. Recovers 5. Gets physical exercise 6. Gains weight 7. Is allowed to live with his family. 8. Is taken care of by Mrs. Pumphrey 9. Diet is restricted 10. Is given only water. </div>
<p>Talk about it (Page-7)</p>	<p>The teacher asks the questions under this session in order to encourage the students to be active and confident and not to waste the resources.</p> <ul style="list-style-type: none"> • The author concentrates to make the child independent, self-reliant and also a lesson for the parents not to pamper their children more. • The teacher assigns an activity of arranging events in order to the students. <p>The teacher asks the students to write character sketches to develop their creative ability in writing with proper logic and coherence.</p>	<p>Writing activity</p>	

<p>Feedback and Assessment</p>	<p>The teacher consolidates the whole text for getting the main elements and gist of the passage.</p> <p>Recapitulation: The teacher asks the following questions to get the feedback from the students and to assess the learning process.</p> <ul style="list-style-type: none"> ➤ Do you think, Tricki really needed treatment? ➤ How does the doctor treat the dog? ➤ What would you have done if you were in the narrator's place? <p>The teacher asks the students to write an essay on Tricki.</p>
<p>Assignment</p>	<p>Suggested Sources for Reference</p> <ul style="list-style-type: none"> • 'Rikki Tikki Tawi' by Rudyard Kipling • <i>Dog Stories</i> by James Herriot • 'A Zoo in My Luggage' by Gerald Durrell • 'A Tiger Comes to Town' by R.K. Narayan
<p>Teachers' Reflections</p> <ol style="list-style-type: none"> 1. Did the lesson plan align with the curricular goals and competencies? If not, how could it be adjusted for better alignment? 2. How well did the pedagogical strategies engage students and promote active participation in the learning process? 3. How well did the assessment strategies measure student understanding and achievement of the learning outcomes? 4. How effective were the materials and resources used in the lesson? 5. Did the lesson incorporate formative assessment strategies to guide pedagogy and provide timely feedback to students? 	

LESSON PLAN

CLASS- X

UNIT -2

Prose - A Long walk to Freedom - 7 periods.

Poem - A Tiger in the Zoo - 3 Periods

Supplementary Reader - The Thief's Story - 3 Periods

Note: This unit plan covers NCERT Prose, Poetry, Supplementary Reader and Workbook

Total No. Of periods: 14

The following Curricular Goals and Competencies will be developed through this unit -

- CG 1:** Develops reading comprehension and summarizing skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles and news reports) and uses various strategies to write for different audiences.
- CG 2:** Develops the capacity for effective oral and written communication in different situations (formal and informal).
- CG 3:** Explores different forms of literature (samples from early to contemporary)
- CG 4:** Develops the ability to recognize basic linguistic aspects (word and sentence structure) and use them in oral and written expressions
- CG 5:** Develops an appreciation of the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, pun and other wordplays and games unique to the language.

Period and Topics	Competencies	Learning outcomes
<p>Before you Read (Pre-requisites)</p>	<p><u>CG - 2</u> C - 2.3: Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms.</p>	<p>LO 1: Reads to skim and scan a text with the help of questions. . . LO 2: Demonstrates the ability to independently address both personal questions and those posed by peers through the synthesis of relevant background knowledge and additional research.</p>
<p>Reading Aloud</p>	<p><u>CG - 5</u> C - 5.1: Understands the phonetics and the script of the language, the number of vowels and consonants and how they interact and are used.</p>	<p>LO 3: Reads the text with fluency and understanding. LO 4: Applies the information processing skills by expanding vocabulary and comprehension abilities through deliberate practice. LO 5: Develops communication skills.</p>
<p>Reading Text Segment 1 Tenth May..... - God bless Africa.... (textbook Page Numbers 17 - 18)</p>	<p><u>CG 1</u> C - 1.1: Identifies main points, summarizes after a careful reading of the text and responds coherently. C - 1.2: Uses strategies to organize ideas and information to write for and an unintended purpose and audience.</p>	<p>LO6: Summarizes a given text by incorporating the main points from a given text LO7: Identifies the topic sentence, main idea and the supporting details of the text. LO8: Uses strategies like concept map/graphic organizer to organize ideas for a given purpose and audience. LO9: Asks a variety of questions like open-ended/close-ended and contextual questions based on reading of the text.</p>

	<p><u>CG 2</u></p> <p>C - 2.2: Asks a variety of questions on social experiences using appropriate language (open-ended / close-ended, formal/ informal, relevant to context, with sensitivity)</p> <p>C - 2.3: Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms.</p>	<p>LO10: Speaks about their immediate socio-cultural surroundings.</p>
<p>Reading Text Segment 2 A few moments later - extinguished (textbook Page Numbers 19 - 21)</p>	<p><u>CG 1</u></p> <p>C - 1.1 : Identifies main points, summarizes after a careful reading of the text and responds coherently.</p> <p>C - 1.2 : Uses strategies to organise ideas and information to write for and an unintended purpose and audience.</p> <p><u>CG 2</u></p> <p>C - 2.2: Asks a variety of questions on social experiences using appropriate language (open-ended / close-ended, formal/ informal, relevant to context, with sensitivity)</p> <p>C - 2.3: Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms.</p>	<p>LO 11: Discuss texts in which characters, events and settings, cause-effect are portrayed in different ways (collaborative reading)</p> <p>LO 13: Draws connection between personal experiences and the given text and share responses with others (Connecting text to self)</p>

<p>Reading Text Segment 3 In Life - Humanity (textbook Page Numbers 21 - 23)</p>	<p><u>CG 1</u> C - 1.1 : Identifies main points, summarizes after a careful reading of the text and responds coherently. C - 1.2 : Uses strategies to organise ideas and information to write for and an unintended purpose and audience.</p>	<p>LO 14: Analyses the text critically by using text processing strategies. For example, monitoring, predicting, confirming, re-reading and reading on and self-correcting,</p>
<p>Thinking About the Text</p>	<p><u>CG 3</u> C - 3.1: Identifies and appreciates different forms of literature such as samples of prose, poetry and drama (early to contemporary) <u>CG 4</u> C - 4.1: Interprets, understands and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of speech.</p>	<p>LO 15: Explains how certain nouns are derived from verbs by suffixing <i>ment / ion</i> LO 16: Uses nouns and verbs effectively in sentence completion LO 17: Recognise the form and function of coordinated clauses and use them in sentence composition. LO18: Creates grammatically correct sentences.</p>
<p>Thinking about Language</p>	<p><u>CG 4</u> C - 4.1: Interprets, understands and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of speech.</p>	<p>LO 19: Explains how certain nouns are derived from verbs by suffixing <i>ment/ion</i> LO 20: Uses nouns and verbs effectively in sentence composition. LO 21: Applies the form and function of coordinated clauses.</p>

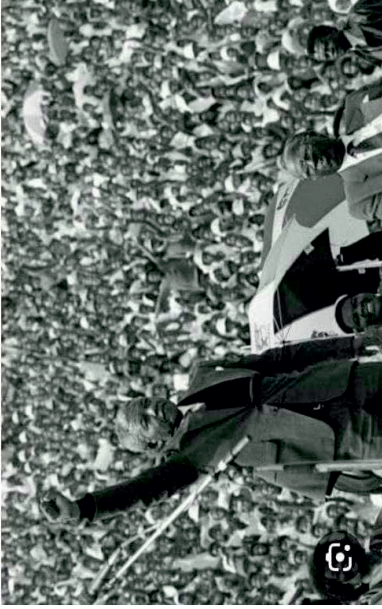
<p>Speaking</p>	<p><u>CG 2</u> C - 2.1: Listens critically and reads different news articles, reports and editorials to express opinions. C - 2.2: Asks a variety of questions on social experiences using appropriate language (open-ended / close-ended, formal/ informal, relevant to context, with sensitivity) C - 2.3: Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms.</p>	<p>LO 22: Actively participates by listening and asking questions or offering ideas to advance the discussion on the topic, <i>True liberty is freedom from poverty, deprivation and all forms of discrimination.</i> LO 23: Expresses their ideas confidently, and accepts constructive feedback.</p>
<p>Writing</p>	<p><u>CG 3</u> C - 3.1: Identifies and appreciates different forms of literature such as samples of prose, poetry and drama (early to contemporary) <u>CG 4</u> C - 4.1: Interprets, understands and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of speech.</p>	<p>LO 24: Applies the structure of coordinated clauses used in the text to contrast two views for emphasis or effect and use the same in appropriate situations. LO 25: Writes a paragraph with the five basic elements namely, a topic, a topic sentence, supporting sentences, unity and coherence. LO26: Uses appropriate sentence structure, tense, gender and parts of speech.</p>

OVERVIEW

This graphic organizer will give us an overview of the different elements of the Reading Passage



UNIT PLAN

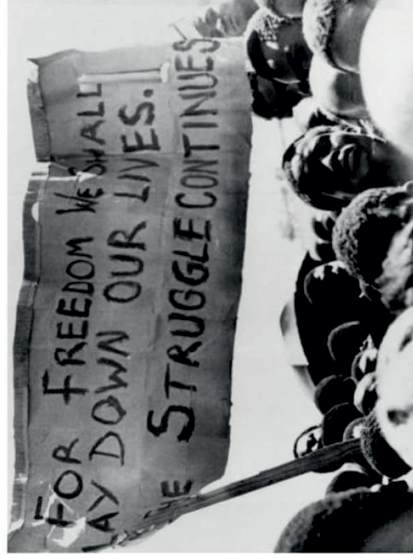
Class: 10 Chapter: A long walk to freedom Period No: 01 Introduction to the theme of the lesson			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>1. Activating prior knowledge (Pre-requisites)</p> <p><u>Picture reading</u></p>	<p>In order to activate the background knowledge of the learners the following activity is conducted in the class.</p> <p>Visual activity 1: The students are asked to observe the picture and answer the following questions.</p> <p>Picture 1</p>  <p>The teacher writes the subtexts generated out of the discussion on the black board.</p>	<ol style="list-style-type: none"> 1. What / who do you see in the picture? 2. Can you guess the mood of the people in the picture? Are they happy or sad? Are they serious? 3. What are the qualities that we expect in a good leader? 4. Name some good leaders that you know? State reasons for your answer. <p>Discuss with your partner and present your opinions to the class.</p>	<ol style="list-style-type: none"> 1. Blackboard/IFP 2. Charts 3. Visual material(Picture 1) 4. Suggested Sources for Reference (Youtube Videos) <ul style="list-style-type: none"> - Nelson Mandela - Nelson Mandela : A Life of Courage and Freedom

Picture reading

Visual activity 2:

Look at this picture and answer the following questions:

Picture 2



The teacher consolidates the answers and develops a sub text.

1. Can you read out the slogan/caption?
2. What is the theme/idea/message in the caption?
3. Highlight or circle the keywords in the caption .
 - a. Struggle
 - b. freedom
 - c. continues
 - d. lay down
4. What do the above words mean in this context?
5. Are we enjoying this kind of freedom and equality in India?
6. Which country was ruling South Africa at that time?
7. Did we also experience the same kind of treatment once upon a time? How and when?

- [Invictus movie](#)
- [Chaganti on Nelson Mandela](#)

QR Code & Link:



10551002

<https://epathshala.nic.in/topic.php?id=1059CH02>

Subtext - Students' opinions on pictures will be written by the teacher on the blackboard.

Visual material - picture 2 English Reader

Picture reading

Visual activity 3:

Picture 3



The teacher consolidates the answers and develops a sub text.

8. Imagine the lives of people who are subject to oppression and discrimination. Express your views on this topic.

1. What is the name of the person mentioned in the picture?
2. Is he the same person in pictures 1 and 2?
3. To which country does he belong?
4. Why do you think a leader like Nelson Mandela emerged in African society?
5. Is he a true leader? Why ?
6. How did Mandela lead the campaign for freedom?
7. Did he finally succeed in the struggle for freedom?
8. What is the nickname of Mandela?
9. What is the importance of 18th July with regard to South Africa?

The subtext will be written on the blackboard by the teacher.

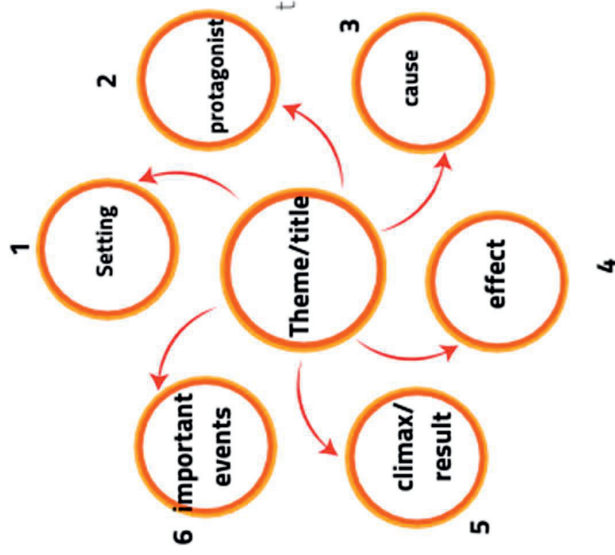
Visual material - picture 3
English Reader

<p>2. Announcement of the title</p> <p>About the author</p> <p>A. Reading aloud by the teacher.</p>	<p>We would now read the passage ‘A Long Walk to Freedom’ to know the gist of the text.</p> <p>‘A long walk to freedom’ is an extract from the autobiography of Nelson Mandela and it was first published in 1994. The book profiles his early life, coming of age, education and 27 years spent in prison.</p> <ul style="list-style-type: none"> • The teacher reads the entire text aloud with proper pronunciation, stress, pause and intonation and the whole class listens to the teacher’s articulation. 	<p>Additional Resource: https://www.youtube.com/watch?v=cl8VbiUoEvJ&feature=youtu.be</p> <p>(Can be used as Flip Classroom activity)</p> <p>Title on the blackboard/IFPs</p> <p>The subtext will be written on the blackboard by the teacher.</p> <p>Charts, English Reader, blackboard, English notes, IFP.</p> <p>Images and some important notes are displayed on the IFP.</p> <p>1. Can you guess the meanings of the elements given in the concept map A?</p>
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3. Introduction of the theme (Concept Map)

Concept Map - A

The teacher draws the attention of the students to the concept maps A & B. The teacher further asks them the following questions to connect them to various elements of the reading passage as depicted in the maps. The students have to link up the elements in Map A to Map B.



The teacher asks the students to take note of the meanings of elements of reading as given on the charts in their notebooks.

- The teacher presents the concept map to the students for introducing the theme and asks questions to connect the ideas to the central thought.

2. Let us look at the meanings of these elements in detail.

Theme - Main idea or the message an author is trying to convey

setting - when and where a story takes place.

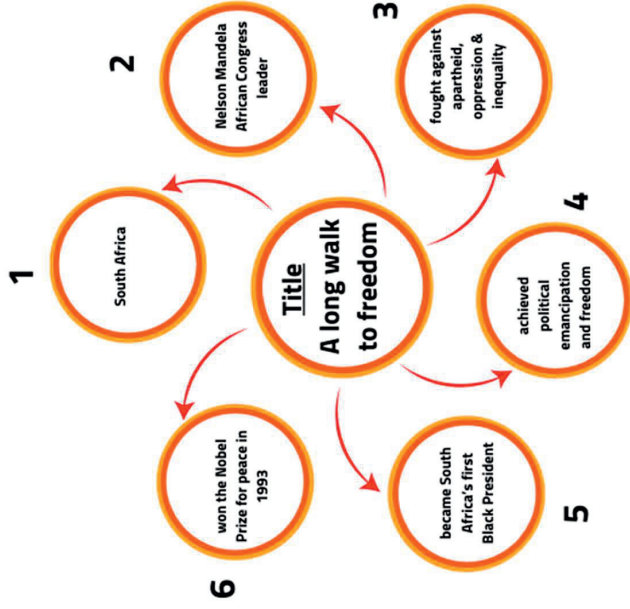
protagonist - the leading character

cause/conflict - an active disagreement between people with opposing principles

effect/resolution - the act of finding an answer or solution to a conflict

climax/result - a large event that changes the outcome of the entire story.

Concept Map B:



The students are asked to speak one sentence on each of the elements in the concept map B, for example : The story took place in South Africa. All these sentences together become the **plot of the story**.

- The teacher asks the students to read aloud individually according to the teacher's demonstration

1. What is the setting ?
2. Who is the main character?
3. What is his role in the African National congress ?
4. What did he fight against ?
5. Explain the meanings of the words : apartheid, oppression and inequality.
6. Did Mandela succeed in liberating his countrymen from the slavery for the British people ?
7. Who was the first Black President of South Africa ?
8. When did he receive the Nobel prize and why ?
9. Does he deserve the Nobel prize ?
10. In what way is the title connected to the ideas in the map ?

Oral narrative

Oral narrative - plot of the story is written on the black board.

B. Reading aloud by the students

English textbook.

Class: 10

Lesson: A long walk to freedom

Period No: 02

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Reading with Comprehension</p>	<p>A. Identification of key words - The teacher asks the students to circle/highlight the words dictated by the teacher in their texts. The spelling, meaning, form, pronunciation, antonyms, synonyms and usage of these words are practiced in the class.</p> <p>Keywords: Amphitheater, dignitaries, oppression, coloured, besieged, inauguration, supremacy, installation, accompanied, sworn, Constitution, humanity, emancipation, bondage, deprivation, discrimination, glorious, recision, demonstration, unmindful, chevron, overwhelmed, apartheid, brutality, generosity, resilience, grimmet, extinguished, obligation, community, rebellion, illusion, potential, attorney, prejudice, robbed.</p>	<ol style="list-style-type: none">1. How many keywords have you listed out ?2. What are the meanings of these words ?3. Practice the pronunciation of each and every word as demonstrated by the teacher.4. Name the antonyms and synonyms of these words.5. Try to use these words in your own sentences.	<p>Charts, IFP, English Reader, Graphic organizers</p>

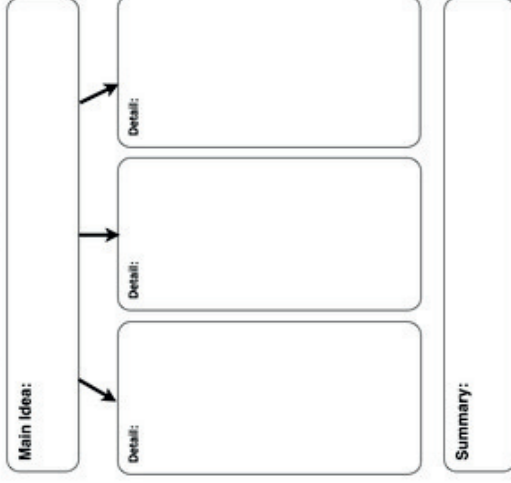
	<p>B. The teacher divides the entire text into three segments to administer the process of reading efficiently in the classroom.</p> <ul style="list-style-type: none"> ● Reading Segment – 1 (10th May.....God bless Africa) <p>A. In segment 1 the teacher asks the students to read the text individually.</p> <p>B. During the individual reading stage, the teacher asks the students to follow these steps.</p> <p>Close Reading Activity:</p> <ul style="list-style-type: none"> ➤ Read the text at least twice to gather meaning and determine the author's purpose. ➤ Get the gist of what the text is about. ➤ Circle words you aren't sure of and try to figure them out using contextual clues. <p>Comprehension Check</p> <ul style="list-style-type: none"> ➤ On completion of this activity the teacher poses some questions to check their comprehension. ➤ Talk to each other about what you think it means. 	<ol style="list-style-type: none"> 1. Who does 'I' in the passage refer to/ Who is the speaker ? 2. Who is Zanani? 3. Where did the ceremony take place? 4. What is the meaning of amphitheater? 5. What does the narrator mean by the phrase ' it was the sight of the rainbow gathering of different colours and nations'? 6. Can you say how 10th May is an autumn day in South Africa? 7. Why did Mandela pledge to obey and uphold the Constitution? 8. What is the extraordinary disaster mentioned by Mandela? 9. On which occasion did Mandela deliver this speech? 10. Why did he thank all the guests? 11. What did he achieve on behalf of South Africa? 	
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Summary writing using a graphic organizer:

Teacher can use the following graphic organizer or any other graphic organizer to help the students to summarise the segment by identifying the main idea and details from the segment/text.

Name:

Main Idea and Details



Summarizing:

Class: 10

Lesson: A long walk to freedom

Period No: 03

Sub-topics	Teaching-Learning Process	Pointers for assessment	TLM
Reading with Comprehension	<ul style="list-style-type: none">● Reading Segment – 2 (A few moments later.....extinguished) <p>The teacher divides the class into groups for the purpose of shared reading in the Collaborative reading stage since the learners :</p> <ul style="list-style-type: none">● <i>learn to read cooperatively in pairs or groups</i>● <i>Talk to each other about what they think the text means.</i>● <i>Preview the text</i>● <i>Give ongoing feedback by deciding click(I get it), clunk(I don't get it) at the end of each paragraph</i>● <i>Get the gist of the most important parts of the text</i>● <i>wrap up key ideas</i>		NCERT textbook

	<p><u>Comprehension Check</u></p> <ul style="list-style-type: none"> ➤ On completion of this activity the teacher poses some questions to check their comprehension. ➤ Talk to each other about what you think it means 	<ol style="list-style-type: none"> 1. What do the military generals do? How do their attitudes change? 2. Why were two anthems sung? 3. How does Mandela describe the systems of government in this country (1) in the first decade (2) in the final decade of the 20th century? 4. What does courage mean to Mandela? 5. Which one does he think is natural/to love or to hate? 6. What was the 'spectacular array' mentioned here? 7. What was the impact of apartheid on African society? 8. Name the extraordinary men and what was extraordinary about them? 9. What is the greatest wealth of Africa according to Mandela? 	
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Class: 10

Lesson: A long walk to freedom

Period No: 04

Sub-topics	Teaching-Learning Process	Pointers for assessment	TLM
Reading with Comprehension	<ul style="list-style-type: none">● Reading Segment – 3 (In life.....humanity) <p>Scaffolded reading and extrapolative reading stages.</p> <ul style="list-style-type: none">- The teacher conducts the Scaffolded Reading stage where the learners acquire knowledge through interaction and develop communication.- They also extrapolate the text. <p>Steps during this Stage</p> <ul style="list-style-type: none">● define key vocabulary words using a dictionary● discuss key words● chunk the text● read and discuss as they go on● they can use first language● makes use of visuals/realia/graphic organizers● connects to the background knowledge		<p>https://epathshala.nic.in/topic.php?id=1059CH02</p>

	<ul style="list-style-type: none"> identifies the sentence structures or starters example : because <p>The teacher conducts an extrapolative reading stage to make the learners guess, deduce, figure out, predict and conclude.</p> <p><u>Comprehension Check</u></p> <ul style="list-style-type: none"> On completion of this activity the teacher poses some questions to check their comprehension. 	<ol style="list-style-type: none"> 1. What" twin obligations" does Mandela mention? 2. What did "being free" mean to Mandela as a boy and as a student? How does he contrast these "Transitory freedoms "with the basic and honorable freedoms? 3. Does Mandela think the oppressed are free? Why/Why not? 4. Explain the words 'twilight experiences of secrecy and rebellion'? 5. Why does Mandela feel that freedom was taken away? 6. What is the synonym of the word 'Attorney'? 7. What is the antonym of the word 'Criminal'? 	
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		<p>8. Who is the oppressor and who is oppressed? 9. Write the meanings of 'prejudice and narrowmindedness'?</p>	
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Words and Expressions (Workbook)

Sub topics	Teaching learning process	Points for assessments	TLM
<p>Reading comprehension - Workbook page no.17 - 22</p>	<ul style="list-style-type: none"> The students will read the text 1 title "Sardar Patel's call to Youth to build character and be Disciplined" with comprehension. They complete the activities/exercises related to reading comprehension on page numbers 20 - 23. 		<p>Workbook page no.17 - 22</p>

Class: 10

Lesson: A long walk to freedom

Period No: 05

Sub-topics	Teaching-Learning Process	Pointers for assessment	TLM
<p>Thinking about the Text: Questions given in the text pg.no24</p>	<p>The teacher poses the following questions to the students to check their comprehension of the passage</p>	<ol style="list-style-type: none">1. Why did such a large number of international leaders attend the inauguration?What did it signify?2. What does Mandela mean when he says he is " simply the sum of all those African patriots" who had gone before him?3. Would you agree that the " depths of oppression " create "heights of character "? How does Mandela illustrate this ?Can you add your own examples to this argument?4. How did Mandela's understanding of freedom change with age and experience ?5. How did Mandela's 'hunger for freedom' change his life?	<p>Black board Charts Textbooks IFP Article writing activity: https://www.youtube.com/watch?v=sPVYTIjwXvcs</p>

Thinking about
Language:
(Grammar)

Language Item 1: Formation of Nouns from the corresponding verbs by suffixing: at/ion/ment such as rebel-rebellion, constitute - constitution.
The students fill in the blanks with noun forms of verbs given in brackets. The teacher facilitates the process of doing the activity.

Writing activity 1: Students make a list of pairs of nouns and verbs in the text in the given table.
(page No. 24)

Noun	Verb
rebellion	rebel
constitution	constitute

Article writing activity: Whole class activity
<https://www.youtube.com/watch?v=sPYTiwXvcs>

WORKSHEET 1

Write the noun forms of the verbs given below using 'ion', 'tion' and 'ation'

- a. act_____
- b. examine_____
- c. precise_____
- d. communicate_____
- e. admire_____
- f. illustrate_____
- g. correct_____
- h. investigate_____
- i. protect_____
- j. consider_____
- k. define_____
- l. concentrate_____

	<p>Language Item 2: Definite articles with names: Usage of 'the' with proper nouns by referring to a dictionary.</p> <p>Ex: Oliver, Nelson Mandela The Oliver, The Nelson Mandela</p> <p><u>Vocabulary: Idiomatic expressions</u> Matching exercises wherein the idioms under column A match their correct meaning among options given under column B.</p> <p>Writing activity 3: Students match the italicized phrases in column A with the phrase nearest in meaning in column B.</p>	<p><u>WORKSHEET NO 2</u> Worksheet on the usage of 'The', Definite article: Fill in the blanks with the definite article 'The' wherever necessary.</p> <p>a. Where is _____ Gandhi park in Guntur located?</p> <p>b. Is _____ Pacific Ocean bigger than the Indian Ocean?</p> <p>c. _____ Suneetha is our Director.</p> <p>d. Is Rome in _____ United States of America?</p> <p>e. Many people think that Keerthy Suresh is _____ Savitri of their times.</p> <p>f. _____ Piduguralla is called _____ lime city of India.</p>	
	<p><u>WORKSHEET NO 3</u> Choose the correct meanings of the Idiomatic Expressions given in the following sentences.</p> <p>1. When my comrades and I were <u>pushed to our limits</u> ()</p>		

	<table border="1" data-bbox="67 877 225 1506"> <tr> <td data-bbox="67 1193 127 1506">Column A</td> <td data-bbox="67 877 127 1193">Column B</td> </tr> <tr> <td data-bbox="127 1193 225 1506">not mindful of</td> <td data-bbox="127 877 225 1193">had not forgotten / was aware of the fact</td> </tr> </table>	Column A	Column B	not mindful of	had not forgotten / was aware of the fact	<p>a. Pushed by the guards to the wall b. eit that we could not endure the suffering any longer c. took more than out share of beating</p> <p>2. I was <u>not un</u>mindful<u>of</u> the fact. () a. had not forgotten; was aware of the fact b. was not careful about the fact c. forgot or was not aware of the fact</p> <p>3. To reassure me and <u>keep me going</u>. () a. make me go on walking b. help me to continue to live in hope in this very difficult situation c. make me remain without complaining</p> <p>4. The basic and honourable freedoms of _____ <u>earning my keep</u> _____ a. earning enough money to live on b. keeping what I earned c. getting a good salary</p> <p>Students will read the given words and phrases on pg no. 22 in the workbook. They will work in pairs, find words and phrases which convey the feeling of the two key words, 'Freedom' &</p>	
Column A	Column B						
not mindful of	had not forgotten / was aware of the fact						
<p>Workbook Activity - 1 (pg. no. 22)</p>							

	<p>The teacher asks the students to read the given words and phrases on pg no. 22 in the workbook and use them in their own sentences.</p> <p>Workbook Activity - 2 (pg. no. 23)</p> <p>The teacher asks the students to read the given paragraph on pg no. 23 in the workbook and fill in the blanks with articles.</p> <p>Workbook Activity - 3 (pg. no. 25)</p> <p>The teacher asks the students to read the given passage on pg no 25 in the workbook, identify the errors in each line and write the correct word against the line.</p>	<p>'Responsibility' and write at least five sentences describing 'Freedom' & 'Responsibility' on their own. Eg. Freedom is not free.</p> <p>The students will read the given paragraph on pg no. 23 in the workbook and fill in the blanks with articles on their own.</p> <p>Students will read the given passage in pg no. 25 and identify the errors in each line and write the correct words against the line.</p>	<p>Workbook (page no 22)</p>
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Class: 10

Lesson: A long walk to freedom

Period No: 06

Sub-topics	Teaching-Learning Process	Pointers for assessment	TLM
<p>Listening, Speaking and Writing</p>	<p>Oral Activity 1 : The teacher divides the class into groups and the students are asked to discuss the issues suggested in the box.</p> <p>Topic : True liberty is freedom from poverty deprivation and all forms of discrimination.</p> <ul style="list-style-type: none">* Causes of poverty and means of overcoming it.*Discrimination based on gender, religion, classes etc* constitutionally guaranteed human rights. <p>Oral Activity 2 : Make notes on the above topics and prepare a speech for about 2 mins for presentation in the class.</p> <p>Writing Activity 1 : Sentence completion using the given phrases. Ex: It requires such depths of oppression to create such heights of character.</p>	<p>Students perform the given oral activities and the teacher facilitates the process.</p> <p>Students complete the writing activities as guided by the teacher.</p>	<p>Black board Charts Textbooks IFP Interactive activity: https://epathshal.a.nic.in/topic.php?id=1059CH02</p>

Writing Activity 2 : Fill in the blanks where the text contrasts past with the present or the future.
 Ex: My country is rich with minerals and gems that are beneath its soil. But I have also known that its greatest wealth is its people.

Writing Activity 3 : Expressing opinions based on the given topic Pg.no 27 & 28.
 Do you think that the colour prejudice is in our own country ? Discuss with your friend and write a paragraph of about 100 - 150 words about this. You have the option of making your paragraph a humorous one (Read the short verse given on page no. 28)

Oral and Written Activity

India - A celebration of unity

Fill in the columns below by studying the unity and diversity in India in various states with regard to language, dress, culture, festivals.

Sl No	Name of the State	Language Spoken	Traditional I dress	Festivals
1				
2				
3				

The students will speak a few sentences of the cultural diversity that they have understood after filling in the table in activity 'India - A celebration of unity'

4			
5			
6			
7			

Workbook Activity - 1 (pg no. 17)

Speaking

The teacher asks the students to discuss with their peers on the given topic and speak in their own words.

Topic: 'How freedom and responsibilities go hand in hand?'

Workbook Activity - 2 (pg. no. 17 - 21)

Reading

The teacher asks the students to read the given text with the title, "Sardar Patel's Call to Youth to Build Character and be Disciplined" on page no. 17 in the workbook and answer the given questions on Page no, 20 & 21 in their own words.

Students will discuss with their peers on the topic, 'How freedom and responsibilities go hand in hand?' on page no. 17 in the workbook and speak in their own words.

**Workbook
(page no.17)**

Students will read the given text with the title, "Sardar Patel's Call to Youth to Build Character and be Disciplined" on Page no 17 in the workbook and answer the given questions on page no. 20 & 21 in their own words.

**Workbook
(page no.17 - 21)**

	<p>Workbook Activity - 4 (pg. no. 26) Listening The teacher divides the class into groups and reads out the text given on pg no. 26 in the workbook and ask the students to listen carefully. The teacher asks the students to listen carefully and discuss in their groups for recreating the text they have listened to.</p> <p>Workbook Activity - 5 (pg. no. 26) Speaking The teacher asks the students to discuss with their partners and put down their own ideas on what freedom means to them.</p> <p>Workbook Activity - 5 (pg. no. 29) Writing The teacher divides the class into groups and asks the students to find out the background information on Nelson Mandela, Mahatma Gandhi & Martin Luther King Jr. and do a comparative study of their principles and lives by choosing any two of the above stated leaders.</p>	<p>The students will sit in groups and listen to the text read by the teacher given on page no. 26 in the workbook. They will discuss in their respective groups and write the text by recreating it in their own words.</p> <p>The students will discuss with their partners and put down their own ideas on what freedom means to them by preparing an outline on their own.</p> <p>Students will find out the background information on Nelson Mandela, Mahatma Gandhi & Martin Luther King Jr. They will choose any two of the above stated leaders and do a comparative study of their principles and lives.</p>	<p>Workbook (page no. 26)</p> <p>Workbook (page no. 26)</p> <p>Workbook (page no. 29)</p>
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Teaching-Learning Process	
Class: 10 Lesson: A long walk to freedom Period No: 07	<p>The teacher summarizes the whole text for recollecting the main elements and gist of the passage.</p> <p>Recapitulation: The teacher asks the following questions to get the feedback from the students and to assess the learning outcomes.</p> <ol style="list-style-type: none"> 1. What is the text about? 2. Who is the leader in the text? 3. How did he become a leader? 4. Who is a true leader according to you? 5. South Africans became free due to the efforts of _____. 6. How was Mandela honored in his country and all over the world? 7. Attempt a character sketch of Nelson Mandela. <p>A. Write the synonyms of the following words.</p> <ol style="list-style-type: none"> 1. apartheid 2. freedom 3. struggle 4. oppression 5. injustice <p>B. Write the antonyms of the following words.</p> <ol style="list-style-type: none"> 1. bright 2. grim 3. lovely
Feedback and assessment	<p style="text-align: center;">Assignment</p>

4. uphold
5. poverty

C. Make nouns from the following verbs by suffixing -at/-ion/-ment

Verb	Noun
oppress	
govern	
precise	
imagine	

The teacher assigns a project to the students on the following topic: Write about any two leaders from different nations. Make use of the following prompts given on pg no. 30 in the workbook.

- Their thoughts
- Their uniqueness
- Honesty and integrity
- Confidence and leadership qualities
- Inspirational speeches
- Contributions to free their countries

Project Work

Suggested Sources for Reference (Youtube Videos)

- [Nelson Mandela](#)
- [Nelson Mandela : A Life of Courage and Freedom](#)
- [Chaganti on Nelson Mandela](#)

SUPPLEMENTARY READER

Title: The Thief's Story- 3 Periods

<p>Class: 10 Lesson: The Thief's Story (Supplementary Reader) Period No: 08</p>		
<p>Period and Topics</p>	<p>Goals and Competencies</p>	<p>On completion of this unit, the learners will be able to:</p> <p style="text-align: center;">Learning Outcomes</p>
<p>READ AND FIND OUT (I was still a thief.. even pay me.)</p>	<p><u>CG 1</u> C - 1.1 : Identifies main points, summarizes after a careful reading of the text and responds coherently. C - 1.2 : Uses strategies to organise ideas and information to write for and an unintended purpose and audience.</p>	<p>LO: familiarize learners with the world of literature, guiding and enabling them to explore it on their own.</p> <p>LO: understand that human values and relations are important in life and it can change a person.</p>
<p>READ AND FIND OUT (Anil was asleep...without any effort.)</p>	<p><u>CG 3</u> C - 3.1: Identifies and appreciates different forms of literature such as samples of prose, poetry and drama (early to contemporary)</p>	<p>LO: infer that there is always hope for redemption and transformation, no matter how far one has strayed from the right path.</p>

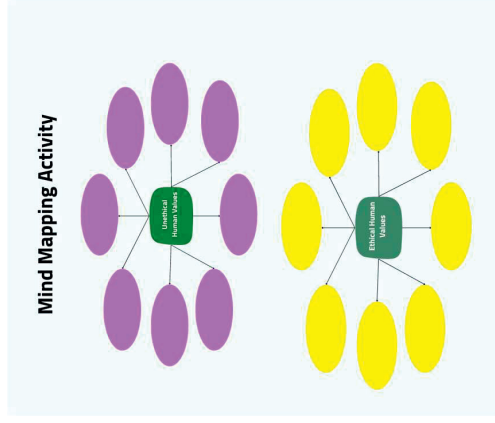
Class: 10

Lesson: The Thief's Story (Supplementary Reader)

Period No: 08

Sub-topics	Teaching - Learning Process	Pointers for assessment	TLM																
<p>Introduction of the theme</p> <p>The teacher asks the following questions to elicit responses with regard to human values i.e, ethical and unethical.</p> <p>Brainstorming is the technique used by the teacher.</p> <p>Mind Mapping Activity</p> <p>Mind Mapping - Given below is a list of words that indicate the positive and negative qualities of humans/human values. Drop these words in the relevant maps.</p> <p>Write P for positive and N for negative qualities.</p> <p>List of words that denote Qualities</p> <table border="1" data-bbox="1033 892 1282 1506"><tr><td>Trust</td><td>P</td><td>Gratitude</td><td></td></tr><tr><td>Unjust</td><td>N</td><td>Lying</td><td></td></tr><tr><td>Bad</td><td></td><td>Loyalty</td><td></td></tr><tr><td>Honesty</td><td></td><td>Theft</td><td></td></tr></table>	Trust	P	Gratitude		Unjust	N	Lying		Bad		Loyalty		Honesty		Theft				Charts Black Board Notebooks IFP
Trust	P	Gratitude																	
Unjust	N	Lying																	
Bad		Loyalty																	
Honesty		Theft																	

Deceiving	Peace	
Truthfulness	Dishonesty	
Betrayal	Respect	
Love	Bullying	



Now, read the passage with the title 'The Thief's Story' (Unit 2) independently and find out whether the above qualities match the characters in the text.

Reading Aloud:

The teacher reads the passage aloud and asks the students to read the passage aloud with correct stress, pause and intonation.

3. Identify the words that denote negative qualities.

4. Fill in the maps with relevant qualities.

5. Study the maps and recollect the people among your friends or classmates or family members with these qualities.

6. Is it easy to identify whether a person is good or bad?

Graphic Organizers

Supplementary Reader

Tabular form

Charts

<p>Reading Segment 1:</p> <p>Read and Find out-----</p> <p>(Part-1)</p> <p>I was still a thief-----he doesn't even pay me.</p>	<p>Independent Reading:</p> <p>Before the students read segment 1, they have to;</p> <p>a) read the introductory sentences</p> <p>b) the wh-questions given under the subheading, 'Read and Find Out' which guides the learners in their reading and comprehension of the text.</p> <p>C) the teacher progresses asking questions on comprehension.</p>	<p>Questions on comprehension:</p> <p>1) Who does 'I' refer to in the story?</p> <p>2) How old was the narrator and what was he?</p> <p>3) How old was Anil?</p> <p>4) What was the narrator's name?</p> <p>5) What did Anil teach the narrator?</p> <p>6) Did the narrator enjoy working for Anil?</p> <p>7) Who wrote for magazines?Anil/the author?</p> <p>8) Who was the cheating person?</p> <p>9) Who was the most trusting person?</p> <p>10) Why did the narrator say/feel that Anil can afford to be robbed?</p>	<p>Chapter Audio</p> <p>Diksha Resource</p> <p>Supplementary Reader</p> <p>Black Board Charts</p>
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Sub-topics	Teaching-Learning Process	Pointers for assessment	TLM
<p>Reading Segment2:</p> <p>Read and find out----- (Part 2)</p> <p>Anil was asleep----- my face.</p>	<p>Soon after the discussion of the comprehension questions on part I, the students are asked to read the Wh-questions in Part II</p> <p>(Read and Find Out and they try to get the meaning out of the text.</p> <p>The teacher asks the following questions to check how well they have read</p>	<p>Questions on comprehension</p> <ol style="list-style-type: none"> Who is the center of the story? Why did the thief keep on changing his name from time to time? Who is the author of this text? Whom did Hari Singh plan to rob? Did Anil develop trust in Hari Singh? Which step did Hari Singh take after stealing Anil's notes /money? Why did Hari Singh return to Anil? What does the story focus on? How did Hari Singh deceive Anil's trust? How did Hari Singh deceive Anil? Did Hari Singh feel guilty? why? Why do you think Hari Singh changed his heart? Did he realise that his notes were stolen by Hari Singh? How can you say so? Why do you think Anil decided to pay him regularly? What were Anil's emotions after he came to know about Hari's misdeed? sadness/anger/guilt? What did you learn from the lesson? 	<p>Supplementary Reader Black Board Charts</p>

Class: 10

Lesson: The Thief's Story

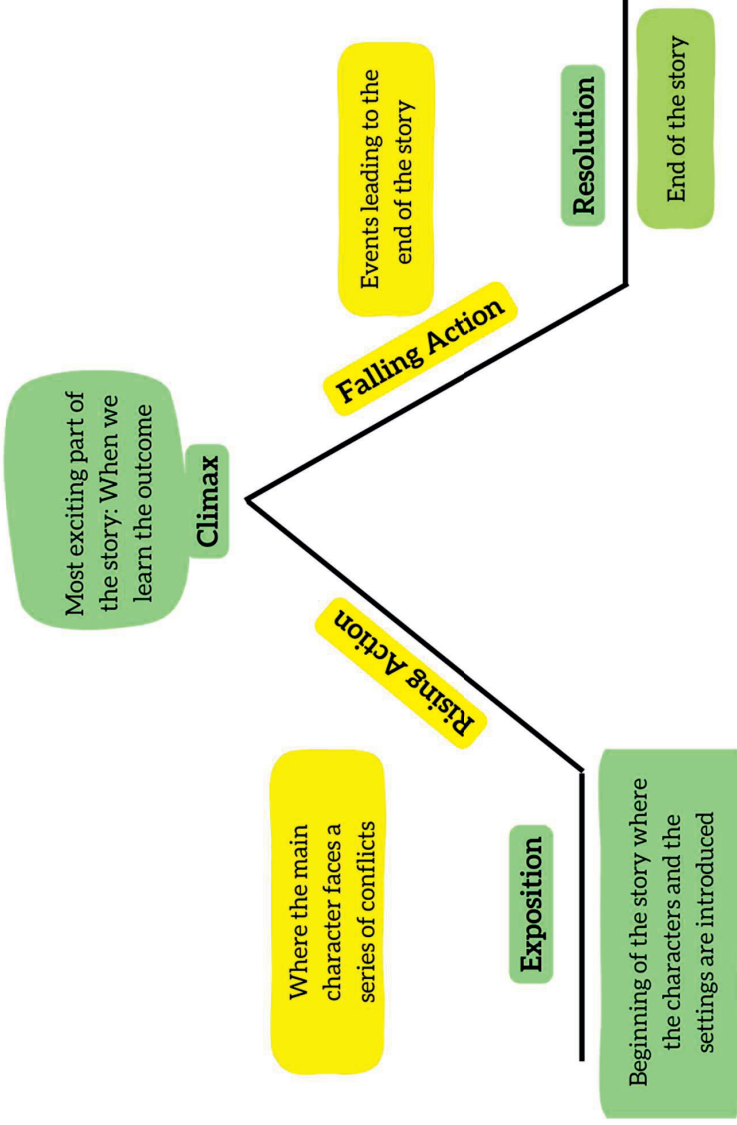
Period No: 10

Sub-topics	Teaching-Learning Process	Pointers for assessment	TLM
<p>Think about it (Page no.13)</p>	<p>The teacher poses open-ended and thought provoking questions to take the learner beyond factual comprehension and also to contemplate on the issues that the text raises.</p>	<ol style="list-style-type: none">1. What are Hari Singh's reactions to the prospect of receiving an education?2. Do they change over time (Hint: Compare, for example, the thought: "I knew that once I could write like an educated man there would be no limit to what I could achieve" with these later thoughts: "Whole sentences, I knew, could one day bring me more than a few hundred rupees. It was a matter to steal-and sometimes just as simple to be caught . But to be a really big man, a clever and respected man, was something else.")3. What makes him return to Anil?4. Why does not Anil hand the thief over to the police? Do you think most	<p>Supplementary Reader</p> <p>Black board</p> <p>Notebook</p>

<p>Talk about it (Page no.13)</p>	<p>The teacher asks these questions under this section in order to encourage the learners to express their own ideas in a creative and coherent way. This discussion will encourage learners to develop a constructive analysis of the relevant issues involving critical thinking, reasoning and previous knowledge as well as new knowledge.</p>	<p>people would have done so? In what ways is Anil different from such employers?</p> <ol style="list-style-type: none"> 1. Do you think people like Anil and Hari Singh are found only in fiction, or are there such people in real life? 2. Do you think it is significant in the story that Anil is a struggling writer? Does this explain his behavior in any way? 3. Have you met anyone like Hari Singh? Can you think and imagine the circumstances that can turn a fifteen-year-old boy into a thief? 4. Where is the story set? (You can get clues from the names of the persons and places mentioned in it.) Which language or languages are spoken in these places? Do you think the characters in the story spoke to each other in English?
<p>ASSESSMENT Writing activity:</p>	<p><u>Assignment</u> The teacher asks the students to study the diagram A and fill in the elements of the plot from the story in diagram B</p>	

(This activity involves reading and writing skills)

Understanding the Plot Diagram



Complete the following task based on the story

1. Exposition -
2. Conflict -
3. Rising Action -
4. Climax -
5. Falling Action -
6. Resolution -

POEM

A Tiger in the Zoo - 3 Periods

The following curriculum Goals and competencies will be developed through this poem:

Goal – 1: Develops reading comprehension and summarizing skills by engaging with a variety of texts (Stories, Poems, Extracts of Plays, Essays, Articles and News Reports). And uses various strategies to write for different audiences.

Goal-2: Develops the capacity for effective oral and written communication in different situations

Goal – 3: Explores different forms of literature.

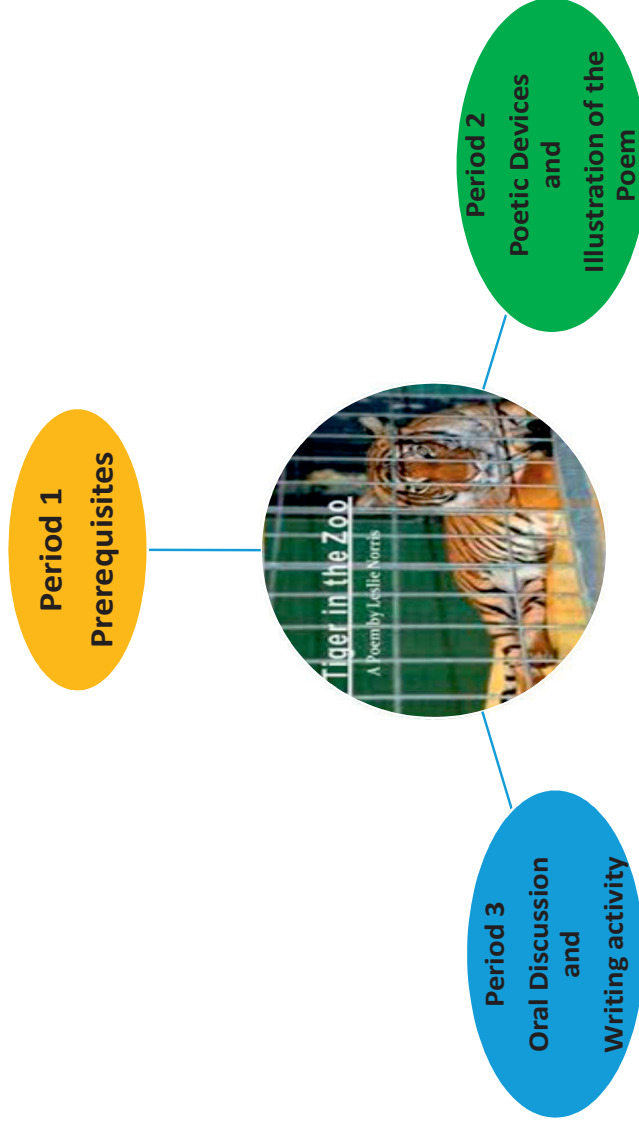
Goal – 4: Develops the ability to recognize basic linguistic aspects (Word and sentence structure) and use them in oral and written expression.

Goal – 5: Develops an appreciation of the distinctive features of the particular language, including its alphabet and scripts, sounds, rhymes, puns, and other word plays and games unique to the language.

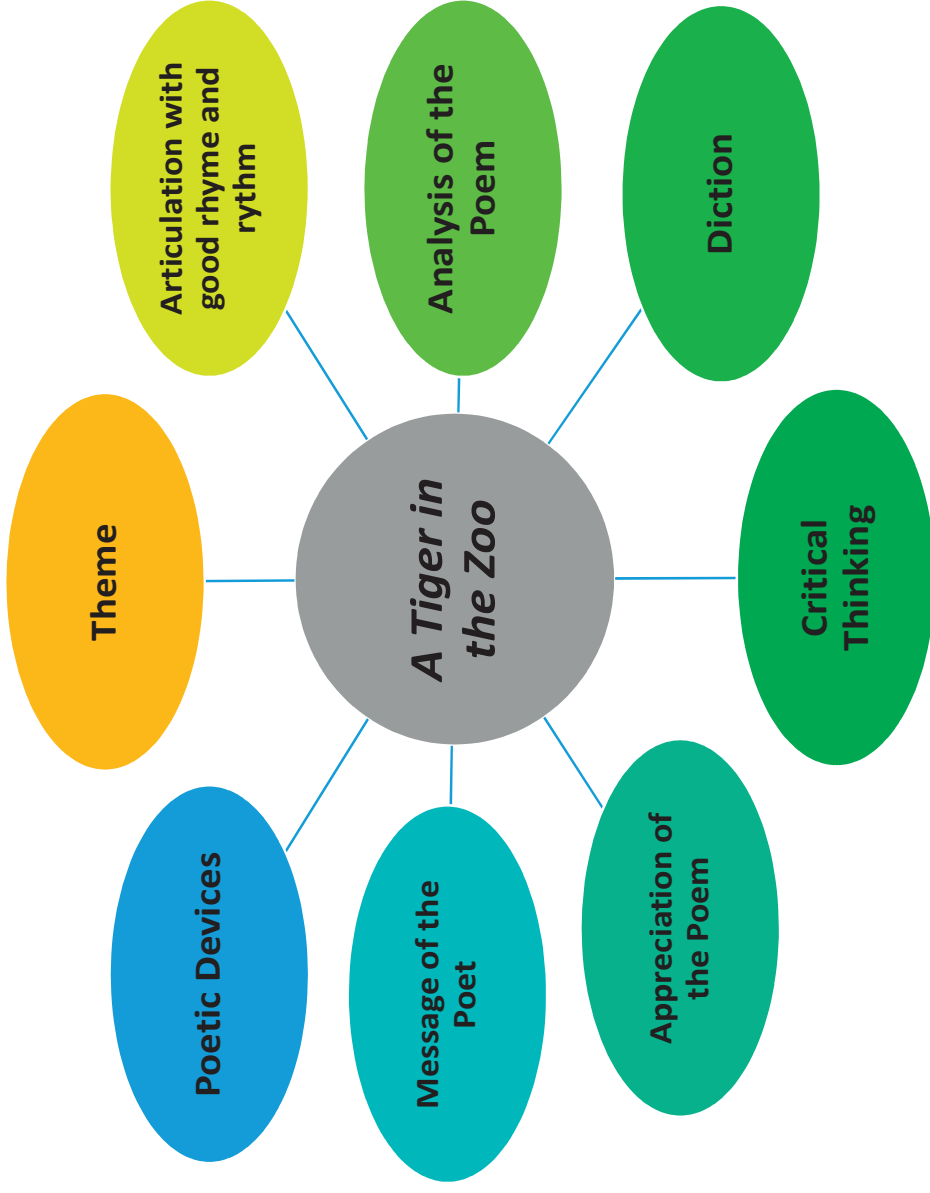
Period / Topics	Curricular Goals and Competencies	Learning Outcomes
<u>Period – 11</u> <u>Pre-requisites</u> Activating prior knowledge, Motivation , Introduction of the title and Introduction to the theme of the poem.	C.2.2: Asks a variety of questions on social experience using appropriate languages. C. 1.1: Identifies main points, summarize the text and responds coherently with the poets intention. C 1.2: Uses strategies to organize ideas and information to write for an intended purpose and audience.	LO 1: Reads literary texts for enjoyment / pleasure compares, interprets and appreciates characters and themes.

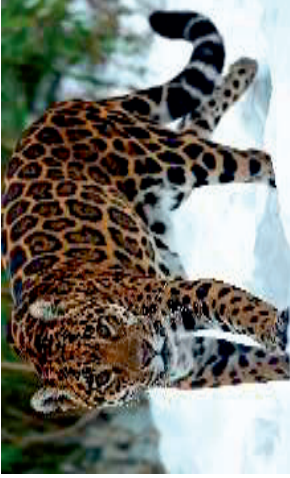

<p>Period - 12</p> <p>Read and comprehend (Stage-2)</p>	<p>C.3.1: Identifies and appreciates different forms of literature(Poetry)</p> <p>C.4.1: Interprets, understands and applies basic linguistic aspects (rhyme scheme) and figures of speech.</p> <p>C.5.1 : Understands the phonetic scripts of the languages, the number of vowels and consonants and how they interact and are used.</p> <p>C.5.2 : Engage in the use of puns, rhymes, alliteration and other wordplays in the language, to make speech and writing more enjoyable.</p> <p>C.2-2: Asks a variety of questions on social Experiences using appropriate language.</p> <p>C.2-3: Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form.</p>	<p>LO 2: Reads aloud and recites poem with proper stress, pause, tone and intonation by following proper rhyme and rhythm.</p> <p>LO 3: Identifies and appreciates significant literary elements / Poetic devices such as metaphor, symbolism, rhyme scheme , Assonance etc .</p> <p>LO 4: Reads silently with comprehension and interprets layers of meaning.</p> <p>LO 5: Understands and elicits meanings of the words in different contexts by using dictionary, thesaurus and digital facilities.</p> <p>LO 6: Creates grammatically correct sentences</p> <p>LO7: Actively participates by listening and asking questions or offering ideas to advance the discussion on the topic</p> <p>LO8; Express their ideas confidently and accepts constructive feedback</p>
<p>Period- 13</p> <p>Oral and written activity</p>		

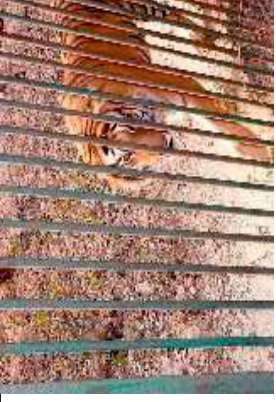
OVER VIEW



CONCEPT MAP



SUB-TOPICS	TEACHING LEARNING PROCESS	POINTERS FOR ASSESSMENT	MATERIAL REQUIRED
<p>Period 11</p> <p>Activating Prior Knowledge</p> <p>Pictorial Representation</p>	<p>In order to activate the background knowledge of the learners, the following activity is conducted in the class.</p> <p><u>Activity – 1</u></p> <p>The teacher shows the picture of a tiger and elicits their ideas / thoughts / perceptions and imagination.</p>  <p><u>Activity – 2 :</u></p> <p>The teacher shows the picture of a tiger in the zoo</p>	<ol style="list-style-type: none"> 1. Which animal has occupied its pride place as the national animal of India? 2. What is the distinctive trait for which the tiger is recognized? 3. Describe the physical attributes of tiger? 4. Why is the tiger an endangered animal? Can you give some reasons? 5. Are there any folk dances related to the tigers? <ol style="list-style-type: none"> 1. Have you ever been to circus? 2. What are the animals 3. You see in the circus? 4. Which Hindu God has a pet tiger? 5. Can you name some wild animals? 6. Can you name some Domestic animals? 7. Do you have any pets? 8. Which animal do you like most? 9. Have you ever been to reserve forests? 10. How did you feel after visiting reserve forests? 11. Have you ever been to tiger safari? 	<p>Picture of a tiger</p> <p>Picture of a tiger in the zoo</p> <p>Interactive Flat Panel</p> <p>Charts</p> <p>Text book</p> <p>Dictionary</p> 



Teacher shows the picture of a tiger in the zoo.
Teacher uses discussion/Oral activity to elicit evidence of learning.

Learners collaborate each other to improve learning.

Think:

Learners look at the image and think about it for a minute.

Pair:

Learners share their thoughts with their peers and participate in the discussion and try to give pros and cons of keeping tiger in the zoo.

Share:

They will express their opinions / views in the class.

Teacher will announce and writes the topic on the board "A Tiger in the Zoo"
The teacher asks the students some questions.

George Leslie Norris was born on 21st May, 1921. He was a famous welsh poet and a short

- 12. Do you like visiting animals in the zoo?
- 13. Do you support caging animals in the zoo?

Topics: -

- A) Zoos are fine as they are
- B) Zoos should be banned across the world.

1. What is the name of the title?
2. What do you understand by the title?



Think – Pair – Share

Announcement of the topic

Introduction to the poet

<p>Identification of difficult words</p>	<p>story writer. He taught at various institutions in Britain and the United States. Leslie is a <u>Fellow Of The Royal Society of Literature</u>. His works are finding Gold, collected stories of Leslie Norris, Holy places, A Tiger In the Zoo etc. have published and won numerous awards. Leslie died on 6th April, 2006, Provo, USA.</p> <p>Teacher makes students to identify difficult words:</p> <p>Stalks Stripes Lurking Sliding Plump Snarling Stalking stealthily</p> <p>The teacher reads the poem completely to have overall view of the poem.</p> <p>The teacher reads the poem with proper stress, intonation, tone, rhyme and rhythm.</p> <p>The students listen carefully to the teacher to follow the tone and articulation.</p> <p>Students will follow the teacher and try to read with proper stress, intonation, rhyme and rhythm.</p> <p>Teacher gives a brief account of the entire poem in a bird's eye view.</p>	<p>Write Synonyms for the difficult words using dictionary</p> <ol style="list-style-type: none"> 1. What is the poem all about? 2. Observe the rhyming words while it is read. 3. Do you think the tiger is happy in the cage or sad? 4. Do you think wild animals like tigers become soft after caging for a long time? 5. Does tiger show interest to see visitors of the zoo? 6. Which attributes of tiger give terrific look? 7. How does the tiger walk in the zoo? 8. What would the tiger do in a forest? 9. Is freedom needed for wild animals? 	
<p>Model reading by the teacher</p>			
<p>Chorus reading by the students</p>			

Period 12:
Analysis and interpretation of the poem

The poem is about a tiger which has beautiful stripes. He was caged in the zoo and confined to a little space. In this poem the poet shows the contrast between the wild living with freedom and living in the controlled environment.

The teacher facilitates students to read the poem and to complete the given tasks.

Write down the answers of the following questions which are given in the assessment section:

Interactive Flat Panel

Charts

Text book

Dictionary



[E-Pathshala](#)

1. What is the theme of the poem?

2. Do you think the tiger is happy in the cage or it is struggling?

3. Do you think there is a need wild animal like tiger?

a) Find out the **suitable words** from the text for the words given below.

Fat : _____

He : _____

White Teeth : _____

Fearful Sound: _____

Sparkling : _____

Sneaking: _____

Striding: _____

b) Identify the rhyming words in the poem:

1. _____

2. _____

3. _____

c) Find the animals that belong to the Cat's (feline) family among the following and write down the name in the blank space.

Tiger, Wolf, Leopard, Deer, Jaguar, Lynx, Cougar, Chimpanzee and panther.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Period 13:

Thinking about the poem

Read and discuss (Oral Activity)

Teacher recites the poems:

1. The Tiger
2. The Panthers
3. The Greater cats

Students, then recites the poems aloud.

1. Read the poem again, and work in pairs or groups to do the following tasks:

- i. *Find the words that describe the movements and actions of the tiger in the cage and in the wild. Arrange them in two columns.*
- ii. *Find the words that describe the two places, and arrange them in two columns.*

Now try to share ideas about how the poet uses words and images to contrast the two situations.

2. Notice the use of a word repeated in lines such as these:


- i. *On pads of velvet white,
In his quiet rage.*



[Link](#)



[Link](#)

<p>Pair Work:</p> <p>Students work in pairs and tries to tell differences between Wild Life Sanctuary, Biosphere Reserves and National Park.</p> <p>Assignment</p>	<p>Indian Government has released a commemorative coin in the year 2023 on the occasion of 50 years of Project Tiger.</p> 	<p>ii. <i>And stares with his brilliant eyes At the brilliant stars</i> What do you think is the effect of repetition?</p> <p>3. Read the following two poems- one about a tiger and other about panther. Then discuss: <i>Are zoos necessary for the protection or conservation of some species of animals? Are they useful for educating the public? Are there alternatives to zoos?</i></p> <table border="1" data-bbox="501 384 683 966"> <thead> <tr> <th>Wild Life Sanctuary</th> <th>Biosphere Reserves</th> <th>National Park</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Write 3-4 paragraphs about 'Project Tiger'. <i>Express your views on protection of endangered animals. Write your experience about visiting reserve forests and Tiger Safari.</i></p>	Wild Life Sanctuary	Biosphere Reserves	National Park									
Wild Life Sanctuary	Biosphere Reserves	National Park												



Teachers' Reflections

1. Did the lesson plan align with the curricular goals and competencies? If not, how could it be adjusted for better alignment?
2. How well did the pedagogical strategies engage students and promote active participation in the learning process?
3. How well did the assessment strategies measure student understanding and achievement of the learning outcomes?
4. How effective were the materials and resources used in the lesson?
5. Did the lesson incorporate formative assessment strategies to guide pedagogy and provide timely feedback to students?

CLASS – X

UNIT -3

Prose: TWO STORIES ABOUT FLYING - 8 Periods

- I. His First Flight - Liam O' Flaherty
- II. Black Aeroplane - Frederick Forsyth

Poem: HOW TO TELL WILD ANIMALS - Carolyn Wells
&

THE BALL POEM – John Berryman – 3 Periods

Supplementary Reader: THE MIDNIGHT VISITOR – 3 Periods

Workbook: *Words and Expressions – Two Stories About Flying (Dealt with Prose and Poem)*

Total No. Of periods: 14

The following Goals and Competencies will be developed through this Lesson.

CURRICULAR GOALS: (CG)

Goal 1: Develops reading comprehension and summarizing skills by engaging with a variety of texts (stories, poems, extracts of plays, articles, and news reports) and using various strategies to write for different audiences.

Goal 2: Develops the capacity for effective oral and written communication in different situations (formal and informal).

Goal 3: Explores different forms of literature (sample from early to contemporary period)

Goal 4: Develops the ability to recognize basic linguistic aspects (word and sentence structure) and use them in oral and written expression.

Goal 5: Develops an appreciation of the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays and games unique to the language.

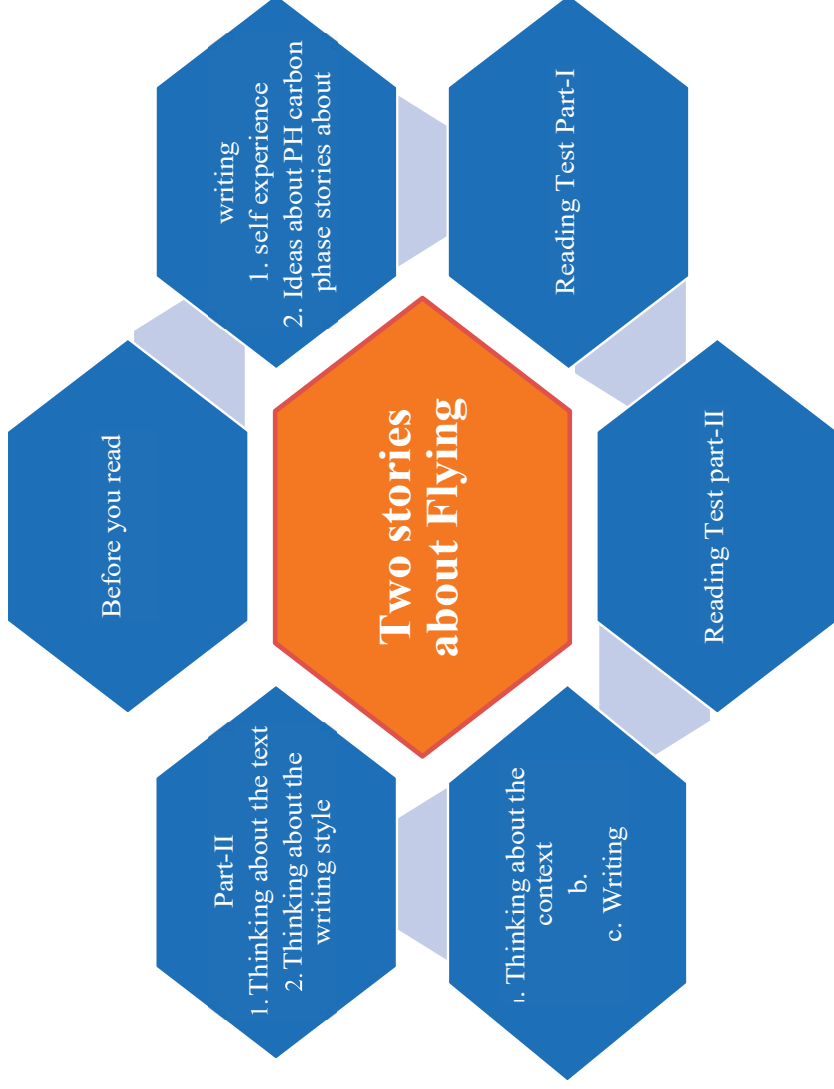
Period and Topics	Goals and Competencies	Learning Outcomes
<p>Before you Read (Pre-requisites)</p>	<p>CG -2: C2.2- Asks a variety of questions on social experiences using appropriate language. C2.3 – Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms.</p>	<p>LO 1 – Recalls the individuals experiences with that of the experiences of the protagonist in the story. LO 2- Compares the strategies adopted in her/his similar situations of the character in the story. LO 3- Relates certain concepts of the ongoing text of Part -1 of unit-2 to the concepts of Unit-1. LO4: Uses his previous knowledge to link up the events in the story “<i>His First Flight</i>”.</p>
<p>Reading Aloud</p>	<p>CG – 5 C 5.1 - Understands the phonetics and the script of the language, the number of vowels and consonants and how they interact and are used.</p>	<p>LO 5: - read the text with fluency, understanding and competence. - learn how to use language to make sense of the world. LO 6: improve their information processing skills, vocabulary and comprehension. LO 7: strengthen fluency, improve working memory and develop communication skills.</p>
<p>2. Reading with Comprehension: Slot – 1 <i>(His First Flight Part-I)</i> <i>THE young seagull was alone.....his beak now and again to what it.</i> (Text on page number 32 - 34)</p>	<p>CG – 1: C.1.1 Identifies main points, summarizes after a careful reading of the text, and responds coherently C.1.2- Uses strategies to organise ideas and information to write for an intended purpose and audience</p>	<p>LO 8 - Relates a similar situation with that of the text given on unit-2. LO9: Analyses real life situations with reference to the literary text. LO 10: Identifies keywords to get the contextual meaning of the text. LO 11: Discuss the difficult expressions that come in the context and try to get the meaning of it.</p>


<p>3. Reading Text Slot – 2 <i>(His First Flight Part-I)</i> <i>“Ga, ga, ga,” he cried begging..... He had made his first flight.</i> (Text on page number 34 - 36)</p>	<p>CG-2: C 2.1: Develops critical thinking in connection to the real-world problems. C 2.2: Analysing, making rational arguments, and working out for solutions. CG-3: C 3.2 – Argues with proper rationale by carefully evaluating the conditions.</p>	<p>LO 12 –Compares her/his real-life situations with the characters in the story. LO 13 – Memorizes a similar situation that she/he had experienced. LO 14 – Determines problem solving ability in reference to the text. LO 15 – Express their point of view with textual and personal experiences.</p>
<p>4. Thinking about the text. Comprehension Speaking Writing</p>	<p>C.G - 3: C.3.1 - Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary) CG-4: C.4.1- Interprets understands and applies basic linguistics aspects - sentence structure, punctuation tense, gender and arts of speech. CG- 5: Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable</p>	<p>LO 16 – Analyses the given audio in reference to the literary text. LO 17 – Summarizes the text with complete comprehension LO 12 – Compares the character in the story with that of the acquainted person. LO 13 – Analyses various challenges faced by the central character. LO14: Infers positive dispositions like being hopeful and resistance through the literary text. LO 15: Identifies the language conventions in the sentence structure. LO 16: Able to speak on various models of aero planes motorcars, birds and their wing span and migratory birds and tracing their flights. LO 17: Realizes the difficulties in the initial attempts of learning a skill and being steadfast. LO 18: Expresses different language forms and styles in a more interesting and enjoyable manner.</p>

<p>5. Reading with Comprehension: <i>(The Black Aeroplane Part- II)</i></p> <p><i>THE moon was coming up in the east,, flying in the storm, without lights?</i></p> <p>(Text on page number 37 - 39)</p>	<p>CG – 1:</p> <p>C.1.1 Identifies main points, summarizes after a careful reading of the text, and responds coherently</p> <p>CG – 2:</p> <p>C.2.1 Listens critically and reads different news articles, reports, and editorials to express opinions.</p>	<p>LO 18 – Describes the events in the text coherently using appropriate language form.</p> <p>LO19: Analyses real life situations with reference to the literary text.</p> <p>LO 20: Identifies keywords to get the contextual meaning of the text.</p> <p>LO 21: Relates similar situations in various contexts and try to analyses the challenges and the ways and means to resist.</p>
<p>6. Thinking about Language</p>	<p>C.G 4:</p> <p>C.4.1 Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender; and parts of speech</p> <p>C.G 5:</p> <p>C.5.1 - Understands the phonetics and script of the language the number of vowels and consonants and their interaction and usage.</p>	<p>LO 22 – Identifies various uses of vocabulary in different contexts.</p> <p>LO 23—Identifies the use of homonyms in different contexts to give various shades of expressions in respect with the situations.</p> <p>LO 24- Arranges the phrases related to the word ‘Fly’ in concurrence with their meanings.</p> <p>LO 25- Recognizes the similar words that give the meaning near to the word ‘Fly’.</p>
<p>7. Writing</p>	<p>CG 1:</p> <p>C.1.2 – Uses strategies to organize ideas and information to write for an intended purpose and audience.</p> <p>CG 2:</p> <p>C2.4 – writes different kinds of texts in appropriate language.</p>	<p>LO 26 – Composes her/his personal experiences related to the context of being alone or away from home during a thunderstorm.</p>

Unit Overview

This graphic organizer will give us an overview of the different elements of the Reading Passage.

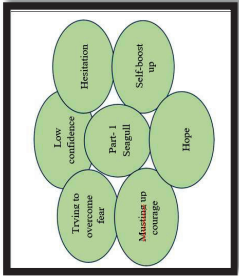


Class: 10 Chapter: Two stories about Flying			
Period No: 01 Introduction to the theme of the lesson			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Period -I Before you read pre-requisites</p>	<p>In order to review the previous knowledge of the learners the following activity is conducted: Individual/Group</p> <p>whole class activity: visual activity Teacher displays a video and elicits their opinion.</p> <p>The teacher asks a few questions to drive the learners towards the actual text.</p>	<p>Q.1. Can you read out the quote/text given?</p> <p>Q.2. What is the text given in the Pic-I?</p> <p>Q.3. What do you understand by it?</p> <p>Q.4. Give your opinion?</p> <p>Q.5. What is the common actor/element you observed?</p>	<p>Text Book Unit-3 IFP Display related videos. A video of birds flying.</p>
<p>Pic Reading -I</p>	<p>Teacher displays certain quotes and asks the students to read carefully and interpret them in their own words.</p> <p>Pic-I, Pic-II, Pic-III</p>		
<p>Pic Reading -II</p>	<ol style="list-style-type: none"> 1. Teacher divides the class into groups and gives each quote for discussion. 2. Teacher conducts an activity to make them think critically. 3. Consolidates all the response and briefs the texts going to be discussed. 		
<p>Pic Reading -III</p>			

<p>Activity -2</p> <p>Oral Narration</p> <p>Announcement of the topic “His First Flight” Part-I</p> <p>Model-I Reading by Teacher with comprehension</p> <p>Slot-I</p>	<p><i>Students will try to answer the following questions to make them go deeper into the text.</i></p> <p>Teacher summarizes all the responses elicited from the students.</p> <p>The present article talks about two different incidents happened in two different situations. One with the birds, sea gull and the other with a pilot, humans both knitting around the challenging situations and how their unshaken faith and perseverance in their trials could lead them to success. These two great articles are written by Liam O’ Flaherty and Fredrick Forsyth respectively.</p> <p>Let’s see the first article – His First Flight, and learn the details of the text.</p> <p>Before going to start, teacher plays a video related to ‘birds’ which supports their learning.</p> <ul style="list-style-type: none"> Teacher reads the text in the first instance to make the learner have an overall listening comprehension before giving to give the students in classes. Now teacher reads slot-I leading them to the actual text. 	<p>Activity -2</p> <p>1. Have you ever come across any situation where you find it so difficult to overcome?</p> <p>2. How could you come of it?</p> <p>3. Whose help have you taken?</p> <p>4. What kind of thoughts ran in your mind?</p> <p>Share your experiences if you have any?</p> <p>What do you understand by the title? Try to analyze it.</p> <p>You have observed the video. What scenes caught your attention?</p> <p>Can you elaborate the title in your own words?</p>	<p>QR codes given in the text.</p> <p>Try other relevant authentic material.</p> <p>https://youtu.be/qAIRX1ckfMA?feature=share</p> <p>Text Book-3 Ideas link (picture of a Bird taking its first Flight)</p> <p>Use of other relevant ideas</p> <p>IFPS use when other required</p>
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<p>Introduction of the theme.</p>	<ul style="list-style-type: none"> • Teacher explains the theme to students. • Teacher asks the students to observe the concept make to draw their attention and to connect them to variation elements of the reading passage. • The students have to link up the various elements shown in the maps. • Students should keep these elements in view while they're reading the text when and where. <div data-bbox="501 1140 907 1557" data-label="Diagram"> </div>	<p>What is the setting in the story of His first Flight?</p> <ol style="list-style-type: none"> 1. What do you mean by the word 'Flight'? 2. Find various meaning for the word 'Flight' referring to dictionary 3. Who is the protagonist? 	<p>IFP</p> <p>Chart having the map Settings: When & where a story takes place Protagonist: The leading character Cause and conflict Problem / critical situation</p>
<p>Theme</p> <p>Concept map-A</p>	<p>The teacher presents another concept map-A to make the students more specific towards the events in the text.</p>	<ol style="list-style-type: none"> 1. What is the bird in the picture? 2. What is special about a seagull? 3. Observe the pictures of seagulls carefully. Pictures of seagulls. 	<p>Effects and resolution</p> <p>The act of hiding a solution to the problem. Picture of the bird Sea Gull.</p>

Class: 10		Lesson: Two stories about Flying		Period No: 02			
Sub-topics		Teaching-Learning Process		Pointers for assessment			
Period - 2 Slot-I The first slot by Liam O' Flaherty Reading aloud by teacher (CLOSE READING ACTIVITY) Individual Reading with comprehension Collaborative reading Comprehension checks for the slot- I		<p>1. Teacher reads the text aloud with the proper stress and intonation to convey the expression and mood of the character.</p> <p>2. While students listen and trying to comprehend giving the meaning of the difficult words continually.</p> <p>3. Students will keep these questions in view and read the text with comprehension.</p> <p>After model reading teacher asks the students read aloud first to make the students learn pronunciation of the words.</p> <p>Teacher first divides the students in groups and given the students the list of key words and asks them to discuss difficult words explain with other group members</p> <p>Students highlight the expression found difficult to comprehend and discuss in the group.</p> <p>Teacher asks each group to present their observation to clean the consolidated understanding of the text.</p>		<p>1. What is the bird mentioned by the author?</p> <p>2. Why do you think the author has chosen Seagull as one of the characters?</p> <p>3. Why was the young Seagull alone?</p> <p>4. Why couldn't the young Seagull fly?</p> <p>5. What did he think about his parents and siblings?</p> <p>6. How did his parents supports him critically?</p> <p>7. Why were his parents are harsh for the young bird?</p> <p>8. What was their real intention?</p> <p>Key words</p> <ol style="list-style-type: none"> Ledge Expanse Brink Muste up Plunge Upbraiding Herring Devour Cliff Taunting Commended Banking Curveting Shrieking Shrilly <p>Expressions</p> <p>The sun was now ascending - slot-I</p> <p>Her leche breast inverse - slot-I</p> <p>Monstrous terror seized him - slot -II</p> <p>Hamp of the plateau - slot-I</p>		Material required 1. Display of comprehension questions 2. Text pic pictures 3. Any relevant pictures e-pathashala link	

Class: 10 Lesson: Two stories about Flying Period No: 03		
Sub-topics	Teaching-Learning Process	Pointers for assessment
<p>Period -3</p> <p>Slot - II</p> <p>His First Flight</p> <p>Text continuation Reading with comprehension</p> <p>Slot-II</p> <p>Part- I</p> <p>His first flight reading segment-2</p> <p>Scaffolded reading</p> <p>Key words</p> <p>Key expressions</p> <p>Concept map – B</p> <p>Explorative Reading</p>	<p>Teacher reads the next part of the text along with proper pause, stress.</p> <p>While students listen to it carefully to connect the events to the previous text they heard.</p> <p>“Ga...ga...ga”, he cried begging his ---the had made this first flight”</p> <p>The teacher divides the class into groups and also the students to discuss certain explanation get in the text</p> <p>Teacher supplies key words related to the text to support contextual comprehension ~ <i>dizzy, crustily, banking, amused, shrilly.</i></p> <p>Teachers arles to focus on certain expressions and analyse ~ <i>monstrous terror seized him</i> ~ <i>maddened by hunger</i> ~ <i>his first flight</i></p> <p>Teacher consolidates the entire text in short showing the concept map.</p> 	<p>Material required</p> <p>Text book unit – 3</p> <p>IFP use to play related ...</p> <p>Video /audio of the cry of bird seagull</p> <p>Video clips, picture showing the actions of diving, banking, curveting, soaring.</p> <p>IFP</p> <p>Presentation of the students.</p>
	<p>1. What techniques did the bird play to get the attention of his family members?</p> <p>2. What have you understood by the expression – “The great expanse of sea.”</p> <p>3. have you played such tricks at any time?</p> <p>4. thigh light the expression found difficult to understand the text.</p> <p>5. Why did this mother scream derisively?</p> <p>6. What made the poet put his trial?</p> <p>7. How could the bird manage them falling down?</p> <p>8. Have you ever had such similar experience where your parents supported you even you are scared to do?</p> <p>9. How did she encourage you?</p> <p>10. What did not the bird Observe when he joined these siblings?</p> <p>11. Why did the author near bird as he?</p>	<p>1. How did seagull enjoy his first flight?</p> <p>2. Express your learning experiences anything you learnt new?</p> <p>You might have had similar experiences that the bird had in his learning. Write a paragraph about your experiences.</p>

Class: 10 Lesson: Period No: 04			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
Period – 4 Thinking about the text Work book [page31-36] Speaking [textbook, workbook] Riddles	Teacher makes the students discuss the questions given at the end of the text for overall comprehension Teacher asks the students to do the exercise related to the discussed text. Teacher gives each group different topics given in the text [page-36] and also make them do the exercise on listening text given in workbook Pg-41- Riddles		<ul style="list-style-type: none"> • Textbook Unit-III • IFP • Relevant pictures if any. • Presentation of the students/handouts.

<p>Class: 10 Lesson: Two stories about Flying Period No: 05</p>			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Period-5 Part – II The Black Aeroplane -Fredrick Forsyth Model Reading by the teacher Slot -I <i>The moon was coming up in the east</i> <i>flying in the without light?</i> (pgs. 37-39)</p>	<p>The teacher continues to discuss the next topic “the black aeroplane” The teacher initiates the discussion by elaborating the title in connection to the story. Activity Teacher poses a few questions related to the little linking up the story. The teachers present the lesson in a tone of expression that conveys the exact meaning of the context. Students listen to the text with enthuse to get the central idea of the story.</p>	<p>1. why do you think the title is “The black aeroplane”? 2. what does it suggest? 3. what does the word ‘black’ refer to in various situations? ~Have you ever heard a word like Dakota? 1. How was the climate described at the beginning of the journey? 2. Why was the narrator so joyful to reach home? 3. What happened suddenly when he was trying to inform his safe landing to Paris control? 4. What did he decide to do then? 5. Do you think the decision of the writer is right? 6. Could he contact the Paris control? why? 7. How could the narrator manage to pilot the aeroplane for safe landing? 8. Did the narrator get tensed of the situation? What does it show?</p>	<p>Video Conversation of the ports with the airport authorities Announcement at the airport</p>
<p>Collaborative Reading</p>	<p>Teacher asks the groups to focus on questions given at the end of the text and the questions given in addition to read beyond the lines.</p>		

<p>Oral narration</p>	<p>The lesson ahead leadership them with the support of the questions</p> <p>Teachers sums up taking all the replies together and gives her version.</p> <p>~<i>similarities observed from both the stories</i></p> <p>Facing Critical situation Challenges</p> <p>Part 1</p> <p>Inner Strength persuasion Determination</p> <p>Theme 1 &2</p> <p>Human nation Society</p>	<p>9. what made the narrator have a ray of hope? 10. what was the added difficulty along with his adverse situations? 11. How did the narrator land safely? 12. What made the women in the control centre look at narrator strange? Why? 13. what was the narrator?</p>
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<p>Class: 10 Lesson: Two stories about Flying Period No: 06</p>		
Sub-topics	Teaching-Learning Process	Material required
<p>Period 6 <i>Thinking about the text (page 40)</i></p> <p><i>Thinking about languages</i> Vocabulary Page: 40 i. Black. ii. Fly</p>	<p>Teacher talks over the questions given after the text</p> <p>Teacher makes the students different of the word back in various context</p> <p>Students are let to know the usage of phrases with ‘Fly’ and their different shades of meaning.</p> <p>Teacher asks the students do the Matching/ identification exercises given on page 41</p>	<p>Text book e-patashala Link workbook</p>
<p>Pointers for assessment</p>		
<p>1. Who do you think help the narrator safely? Discuss this in the group and give reasons for your answers? 2. Could you analyse the phrase “blessing in disguise”? 3. Summarize both the texts finding out similarities.</p> <p>~ fly a flag ~ fly along ~ fly into rage ~ fly High</p> <p>Identification of the words which have similar meanings to the word “fly”.</p>		

Class: 10 Lesson: Two stories about Flying Period No: 07			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
Period-7 Workbook vocabulary pg.36 & 37 A. Adverbs Grammar pg.38 B. Phrasal verbs C. Prefixes – making antonyms D. Grammar- passive voice E. Making meaningful sentences	<p>Student will work out vocabulary exercises given in the work book concerned unit given on pg.36 and 37.</p> <p>Teacher intensifies the use of phrasal verbs by making the students do the exercises given in the work book pg.38 with the verbs “walk,” take”, “give”, and “put”.</p> <p>Students will aware of forming antonyms with the help of prefixes.</p> <p>Teacher gives prior knowledge related to the tenses and structure.</p> <p>Students will learn the use of passive construction and do the practise sheet given on pg.39.</p> <p>Teacher asks the students to make meaningful sentences given on pg.40</p>	<p>Find out the meaning of the following phrasal verbs and use them appropriately in sentences.</p> <p>(a) walk in</p> <p>(b) take away</p> <hr/> <p>Use the words given below and frame sentences using the passive forms of the verbs.</p> <p>(a) Taj Mahal/build/Shah Jahan. (Simple Past)</p> <p>(b) Malaria virus/transmit/ female Anopheles mosquito. (Simple Present)</p>	<p>Text book exercises</p> <p>Workbook exercises</p> <p>Additional related worksheets shall be provided to the students</p> <p>Work sheets</p>

Class: 10 Lesson: Two stories about Flying Period No: 08			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
Period- 8 Writing Text book pg.41-42	<p>Teachers the students to narrate their experience travelling alone or away from home during the thunderstorm.</p>	<ol style="list-style-type: none"> 1. “The sight of the food maddened him.” what does this suggest? What compelled the young seagull finally to fly? 	<p>Textbook</p> <p>Workbook exercises</p>
Work book A. Editing pg.41	<p>Teacher will make the students do the exercise on editing</p>	<ol style="list-style-type: none"> 2. Why did the seagull’s father and mother threaten him and cajole him to fly? 	<p>Showing picture</p> <p>Additional exercises</p>
B. Article write pg.42	<p>Students will know rules to be observed in the article writing and develop an article following the instructions.</p>	<ol style="list-style-type: none"> 3. what do you think “the black aeroplane” is? 	
C. Story writing pg.43	<p>Taking their personal experience into criteria, students create a story on their own based on the two stories.</p>	<ol style="list-style-type: none"> 4. what was the name of the narrator’s aeroplane? 5. where was he travelling? 	
D. Feedback and assessment	<p>Teacher recaps the entire text by comparing and contrasting the events took place in both the stories.</p> <p>Write a paragraph on the text “His First Flight “.</p> <p>Write the similarities of both the text you have identification</p>	<ol style="list-style-type: none"> 6. why did the woman fall Surprise when the narrator asked for the safe landing of another aeroplane? 	

<p>Assignment</p>	<p>Teacher assigns the students the following work to support their landing. 1 write on the topic “how to protect environment from being polluted” 2 write some more riddles you know. 3 write sentence on your own write the phrase verbs walk in, walk out, take up, take in, give up, give in.</p> <p>Students are all called a project to improve the practical skills.</p> <p>Project collection of riddles given on workbook Talk to your elders and ask them why the riddles could have emerged.</p>	<p>1 collect at least 10-15 middles and write them in a role with information.</p> <p>2 find out more about the riddles.</p> <p>3. present it to the class.</p>
<p>Projects</p>		
<p>Workbook <i>Project pg.44</i></p>		

<p>Suggested Sources for Reference (Youtube Videos) https://youtu.be/qAIRXlckfMA?feature=shared https://youtu.be/Je8wxnoEkug?si=CCv5dZkU9u3vTDVC https://youtu.be/dtZ8MxuePno?si=eoUX6g702c25PZeS</p> <p>Teachers’ Reflections</p> <ol style="list-style-type: none"> 1. Did the lesson plan align with the curricular goals and competencies? If not, how could it be adjusted for better alignment? 2. How well did the pedagogical strategies engage students and promote active participation in the learning process? 3. How well did the assessment strategies measure student understanding and achievement of the learning outcomes? 4. How effective were the materials and resources used in the lesson? 5. Did the lesson incorporate formative assessment strategies to guide pedagogy and provide timely feedback to students?

Lesson plan Class 10

Unit 3

Poetry

Class: X

No. Of Periods: 3

Name of the Poem: **i. How to Tell Wild Animals** by Caroline Wells

ii. The Ball Poem by John Berryman

The following curriculum goals and competencies will be developed through this poem.

C Goal 1: Develops reading comprehension and summarising skills with variety of texts (Poems and Ballads).

C Goal 2: Develops the capacity for effective oral and written communication in different situations (Formal and Informal). C Goal 3: Explores different forms of literature.






C Goal 5: Develops an appreciation of the distinctive features of the language, sounds, scripts, puns and other wordplays unique to the language.

Period and Topics	Curricular Goals and Competencies	Learning Outcomes
<p>Period - 1: Pre-requisites: Activating prior knowledge, motivation, introduction of the title and introduction to the theme of the poem.</p> <p>How to Tell Wild Animals by Caroline Wells</p>	<p>CG1</p> <p>C- 1.1 Identifies main points, summarises the text and responds coherently with the poet's intention.</p> <p>C-1.2 Uses strategies to organize ideas information to write for an intended purpose and audience.</p>	<p>LO-1 Reads literary texts for enjoyment/pleasure and compares interprets and appreciates characters and themes</p> <p>LO-2 Reads aloud and recites poems with proper stress, pause, tone and intonation by following proper rhyme and rhythm.</p> <p>LO-3 Familiarise with a variety of vocabulary associated with various themes using these in different contexts through word webs, thematic vocabulary and word puzzles</p> <p>LO-4 Listens to and discusses literary inputs in various contexts to infer, interpret and appreciate.</p>

Period and Topics	Curricular Goals and Competencies	Learning Outcomes
<p>Period 2:</p> <p>Oral Narration of the Poem and Literary devices</p>	<p><u>CG-2</u> C-2.2 Asks variety of questions on social experiences using appropriate language (Open-Ended/Closed-Ended/Formal/Informal, relevant to context with sensitivity). C-2.3 Shares ideas and critics on various aspects of the social and cultural surroundings in oral and written forms.</p> <p><u>CG-3</u> C-3.1 Identifies and appreciates different forms of literature such as samples of prose, poetry and drama (Early to Contemporary)</p> <p><u>CG-5</u> C-5.1 Understands the phonetics and script of the language, vowel and consonant sounds and their usage. C-5.2 Engages in the use of puns, rhymes, alliteration and other wordplays in the language, to make speech and writing more interesting and enjoyable.</p>	<p>LO-1, LO-2, LO-3, LO-4</p> <p>LO-5 Recognises and appreciates cultural experiences and diversity in the text and makes oral and written presentations.</p> <p>LO-6 Be acquainted with proverbs, phrases, idioms and their usage.</p> <p>LO-7 Be exposed to variety of poems like lyric, notice sounds, humour, alliteration and personification.</p> <p>LO-8 Identifies comparisons allusions, poet’s point of view and Literary Devices.</p>

Period and Topics	Curricular Goals and Competencies	Learning Outcomes
<p>Period 3: Motivation, Introduction to the Poem, and Oral Narration of the poem The Ball Poem</p>	<p><u>CG 1</u> C- 1.1 Identifies main points, summarises the text and responds coherently with a poet’s intention. C-1.2 Uses strategies to organize ideas information to write for an intended purpose and audience.</p> <p><u>CG 3</u> C- 3.1 Identifies and appreciates different forms of literature such as samples of prose, poetry and drama (Early to Contemporary)</p> <p><u>CG-5</u> C-5.1 Understands the phonetics and script of the language, vowel and consonant sounds and their usage. C-5.2 Engages in the use of puns, rhymes, alliteration and other wordplays in the language, to make speech and writing more interesting and enjoyable.</p>	<p>LO-9 Uses creativity and imagination and connects the discourse with the real life contexts while expressing themselves through speech and writing.</p> <p>LO-10 Knows and promotes core values such as tolerance and responsibility.</p>

Sub-topics	Teaching-Learning Process	Pointers for Assessment	Materials Required
<p>Period 1: <i>Pre-requisites</i> <i>Activating prior knowledge</i></p>	<p>The teacher enacts different animal sounds like a caw of a crow, bleat of a goat, roar of a lion and asks students to recognise the sounds and relate the sounds to the animals they sound.</p> <p>Whole Class Activity/Individual Activity Students are shown flash cards and are encouraged to make animal sounds related to animal shown in the flash cards.</p> <p>Whole Class Activity: All the students listen to the sounds of various animals and identify the sounds</p> <p>Group Activity: Flash cards are divided in two groups one domestic and the other wild animals, are displayed to the students with the help of few students.</p>	<ol style="list-style-type: none"> 1. What are the animals in his/her hand? 2. Can we tame these animals? Why? 3. Do you know the cries of each animal has a different name? 4. Can you tell me the names of some animal sounds? 5. How are they different from the animals in this girl's/boy's hand? 6. Do these animals harm anyone? 7. Which among these animals are harmful? 8. What do you call the animals that are tamed? 9. What do you call the animals those cannot be tamed? 10. How do you know that an animal is domestic or wild? 	<p>Flash Cards of different animals (Encourage the students to make sounds)</p> <p>https://youtu.be/YCvzPBUPZ9w?feature=shared</p>

<p>Announcement of the Topic/title.</p> <p>How to tell Wild Animals</p> <p>Reading – Teacher’s Model</p> <p>Chorus reading by the Students</p>	<p>Teacher concludes defining wild and domestic animals. Wild animals live on their own without any help from people. While domestic animals need human intervention and can be tamed.</p> <p>The teacher draws the attention of the students towards the hidden humour in the poem.</p> <p>Thus announces the title of the poem How to tell Wild Animals</p> <p>written by Caroline Wells Caroline Wells was an American author, poet. She wrote mysteries, poems, parodies and children stories.</p> <p>The teacher recites the poem aloud following appropriate stress, intonation, rhyme and rhythm while the students listen to him/her carefully.</p> <p>Students recite the poem following appropriate stress, intonation, rhyme and rhythm modelling after teacher. Students take pleasure in reading the poem.</p> <p>Teachers display pictures related to the poem and try to lead the students to comprehend the gist of the poem.</p> <p>Students discuss in groups how well nurture can be done.</p>	<ol style="list-style-type: none"> 1. Who is the poet of the poem How to Tell Wild Animals? 2. What are wild animals and domestic animals? <p>Bring some names of animal sounds for the next class.</p>	 <p>Take references from Disney movies The Lion King, Jungle Book, and the Tarzan</p> <p>Poem Chart Flip Model https://youtu.be/0Jmvy3sxFUQ?feature=shared Videos related to the poem</p>    
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Period 2:

Oral Narration of the poem

How to Tell Wild Animals

Analysis and interpretation of the poem.

The teacher describes the theme of the poem to bring out the humour in the poem.

- An Asian lion is a large and tawny beast.
- An animal with black stripes on yellow background and a huge body is a Bengal tiger.
- Appearance of the leopard. Spots peppered
- Teacher asks students about cuddly caresses of a teddy bear and draws a contrast between a friendly hug and a bear's strong hold.
- The teacher distinguishes Hyena from crocodile. Hyena by laugh, and crocodile by its false tears.
- A chameleon is a lizard without ears or wings but one cannot see it as it is the master of changing colours.

The teacher gives a detailed account of poetic devices used in the poem:

Alliteration: Repetition of letter 'r' in 'roaming round.'

Allusion: reference to a famous person or incident - Asian lion, - Bengal tiger.

Personification: referring a non-living or non-human entity as living. Referring animals in the poem with human pronouns.

Poetic license:

Taking liberty in committing errors and bypassing rules of language and form to justify the poem.

Wrong spelling of 'leapt' instead of 'leapt' and 'lep' instead of 'leap' and 'nonplus' for 'nonplussed'

Assonance: repetition of vowel sounds in a line 'roars at you as you're dyin'

Chart for idioms on animals

Worksheet

Match the following

Idiom	Meaning
Snake's bare fangs	Expressionless
Bear's hug	Large portion
Cry crocodile tears	Rough and tight hold
Busy bee	Laugh loudly and foolishly
Lion's share	Always busy and active
Ride a tiger	Insincere sorrow
Laugh like a hyena	Being in a dangerous situation

- 1) Who is called the king of the jungle?
- 2) What animal from the poem is from Asia?
- 3) Is tawny beast a yellow one or a brown one?
- 4) Why is tiger a noble animal?
- 5) What is the hide peppered with?
- 6) Do you think the words 'lept' and 'lep' in the third stanza are spelt correctly? Why the poet misspelt these words?
- 7) Do you know what a bear hug is? Is it friendly?
- 8) Which animal weeps false tears?
- 9) What is the opposite of weep? And which animal sound is a laugh?
- 10) Correct the following sentence 'A novice might nonplus.'
- 11) What animal in the poem is good at changing colours?

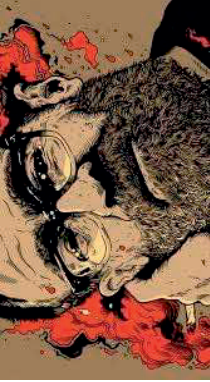
What are the two allusions from the poem?
Literary device used in 'weeping crocodile.'

Pick out the rhyming words:

Can you find examples of humorous poems in your own language(s)?

Find out the idiomatic expressions in English or your mother tongue on the animals mentioned in the poem.

Sub-topics	Teaching-Learning Process	Pointers for Assessment	Materials Required
<p>Period 3 <i>Activating prior knowledge</i></p>	<p>Teacher tries to help students to recall their childhood memories of repeatedly lost things which the students consider valuable than money.</p> <ul style="list-style-type: none"> • Who is your favourite player, favourite movies, and favourite actor? • Who do you like most? - In your family. • Have you ever received gifts? • What is your most precious gift? • Have you ever lost it? • How did you feel then? • What is your favourite thing? • Have you ever lost a thing repeatedly? • Which game do you play most? – expected answer Cricket. • What happens when you play cricket at home? 		

<p>Announcement of the topic</p> <p>The Ball Poem</p>	<ul style="list-style-type: none"> • Have you broken anything while playing? • What do you lose most all the time while playing? • Do you always find it? • What do you do if you cannot find it? • How do you feel if you don't find the ball? • What do you do then? <p>There is a poem which tells about a young boy experiencing grief when he lost a much beloved possession – a ball.</p> <p>The Ball Poem by John Berryman Page no: 46</p> <p>Whole class Activity:</p>		 <p>John Allyn McAlpin Berryman (born John Allyn Smith, Jr.; October 25, 1914 – January 7, 1972) was an American poet and scholar. He was a major figure in American poetry. His best-known work is <i>The Dream Songs</i>.</p>
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<p>Model reading by the teacher</p>	<p>Teacher shows a variety of balls to get answers from the students</p> <p>The teacher recites the poem aloud following appropriate stress, intonation and rhythm while the students listen to him/her carefully.</p>		<p>Cricknet ball Volley ball Basket ball Base ball Football</p>
<p>Chorus reading by the Students</p>	<p>Students recite the poem following appropriate stress, intonation and rhythm modelling after teacher.</p> <p>Students take pleasure in reading the poem.</p>		
<p>Oral Narration</p>	<p>The central idea of the poem is to create an awareness of the pain of loss and the courage it takes to accept the loss something dearer to them.</p> <p>➤ The boy has a very deep emotional attachment and memories associated with the ball. He regrets over the loss of the ball.</p>	<ol style="list-style-type: none"> 1. What did the boy lose? 2. Identify the poet of <i>The Ball Poem</i> <ol style="list-style-type: none"> a. Carolyn Wells b. John Berryman 3. Who is 'I' in the poem? 4. Dime is... 5. What is 'epistemology of loss'? 6. Did the boy cry? 7. Can anything replace the loss to the boy? 	

<p style="text-align: center;">poetic devices</p>	<ul style="list-style-type: none"> ➤ The ball symbolises ‘life.’ ➤ Realisation of no compensation for the loss of dear ones. ➤ Learning from losing. ➤ Accepting the loss and keep moving. ➤ Responsibility is learnt through the inevitable loss and thus growing up. ➤ Standing up despite loss. <p>The following poetic devices are found in the poem ‘The Ball Poem’</p> <ul style="list-style-type: none"> • Anaphora: repetition focussed on the first lines of a poem. Ex: <i>What</i> and <i>What</i> from lines 1 & 2 <i>Merrily</i> and <i>Merrily</i> from line 3 & 4 <i>And</i> and <i>And</i> from line 14 and 18. • Caesura: use of punctuation to separate lines of verse. Ex: 		
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<p style="text-align: center;">Thinking about the Poem</p>	<p>Merrily over — there it is in the water! (line 4) His ball went. I would not intrude on him; (line 9)</p> <ul style="list-style-type: none"> ● Imagery: makes readers connect to the poem emotionally and physically. Ex: As he stands rigid, trembling, staring down All his young days into the harbour where (Lines 7 & 8.) <p>The teacher asks the students about the comprehensibility of the poem.</p>	<p>1. What does “<i>in the world of possessions</i>” mean? Questions from Page no: 47.</p> <p>2. Have you ever found something that has been lost for a long while? Write a paragraph about the joyful incident.</p>	<p style="text-align: center;">Fill in the following blanks with appropriate letters</p> <ol style="list-style-type: none"> 1. E_t_mology 2. P_sse_s_ons 3. Re_pon_ibil_ty 4. B_un_ing 5. T_emb_ing 6. D_sp_rat_ 7. Ha_bo_r_ 8. Intr_d_
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Teachers’ Reflections

1. Did the lesson plan align with the curricular goals and competencies? If not, how could it be adjusted for better alignment?
2. How well did the pedagogical strategies engage students and promote active participation in the learning process?
3. How well did the assessment strategies measure student understanding and achievement of the learning outcomes?
4. How effective were the materials and resources used in the lesson?
5. Did the lesson incorporate formative assessment strategies to guide pedagogy and provide timely feedback to students?

LESSON PLAN: SUPPLEMENTARY

CLASS: X

NAME OF THE LESSON: THE MIDNIGHT VISITOR

NO OF PERIODS :3

AUTHOR: ROBERT ARTHUR

The following curricular goals and competencies will be developed through this lesson plan.

GOAL: 1

To develop reading comprehension and summarizing skills by engaging a variety of texts (stories, plays, essays) and uses various strategies to write for different audiences.

GOAL: 2

Develops the concepts for effective oral and written communication in different situations (formal & informal)

GOAL:3

Explores different forms of literature (sample from early to contemporary period)

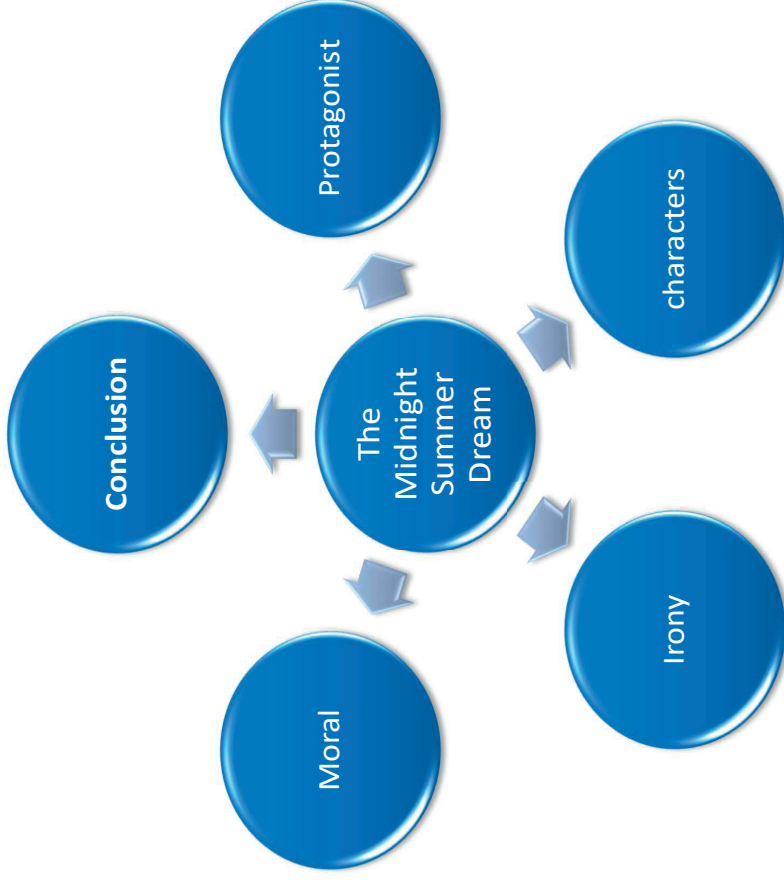
GOAL:4

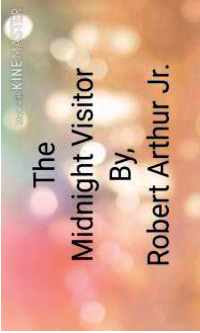

Develops the ability to recognize basic linguistic aspects (word and sentence structure) and use them in oral and written expressions.



PERIODS & TOPICS	COMPETENCES	LEARNING OUTCOMES
PERIOD: 1 Prerequisites Activating prior knowledge:	CG-1 C.1.2: Identifies main points summarizes after a careful reading of the text and responds coherently. C.1.2 Uses strategies to organize ideas and information to write for an intended purpose and audience.	LO:1 Knowledge and describes the various characteristics of Text. LO:2 Understands and elicits meanings of the words in different contexts. LO:3 Reads with understanding information in his environment outside the schools as in hoardings,

<p>Introduction to the Title and lesson.</p> <ul style="list-style-type: none"> Announcement of the topic Reading aloud by the teacher. <p>Segment -I</p>	<p>CG-2 C2:2 Asks a variety of questions on social experiences using appropriate language. C2:3 Shares ideas and critics on various aspects of the topic.</p> <p>CG-3 C3.1 Identifies, analyses, and appreciates the different possible meanings.</p>	<p>advertisements, products, labels, visiting market place etc</p> <p>LO:4 Organizes and structures thoughts, presents, information and various opinions in variety of Oral forms</p> <p>LO:5 Students will be able to identify and analyze the key elements of a suspenseful story, including conflict, rising action, climax, and resolution.</p>
<p>PERIOD: 2 Segment -II Reading aloud by students</p> <p>PERIOD: 3 Segment III</p>	<p>C4.1 Interprets understands and applies basic linguistics aspects</p>	<p>LO:6 Students will be able to understand the importance of quick thinking and resourcefulness in overcoming challenges</p> <p>LO:7 Reads silently with comprehension and interprets layers of meaning.</p> <p>LO:8 Communicates thoughts, ideas, views, and opinions, verballity and no verballity</p> <p>LO:9 Students will be able to appreciate the complexities of the spy thriller genre and challenges faced by secret agents.</p>

Overview



PERIODS & TOPIC	Teaching Learning process	Pointers for Assessments	Material Required
<p>PERIOD I</p> <p>Pre-requisites:</p> <p>Activating prior knowledge</p> <p>ANNOUNCEMENT OF THE TOPIC</p>	<p>The teacher directs the students towards the text by making them share their experiences.</p> <ul style="list-style-type: none"> ➤ Have you ever been afraid of the dark? ➤ What about the sound of footsteps in the night? ➤ What are your fears? ➤ What do you think you were confronted with? known or unknown or unknown visitor? <p>Let us explore and experience the theme of fear, suspense, and unknown thriller.</p> <p>“THE MIDNIGHT VISITOR”</p> 		<p>CHARTS</p> <p>OLD -ENGLISH mid -niht, from MID- ‘among ’in the middle of niht means night and darkness.... etc</p> 

<p>ABOUT THE AUTHOR</p>	<p>The teacher introduces the author</p> <p>Robert Jay Arthur Jr. (November 10, 1909 – May 2, 1969) was a writer of speculative fiction known for his work with The Mysterious Traveler radio series and for writing The Three.</p>	<p>1. Who is Robert Arthur?</p> <p>2. Write a short note about Arthur?</p> <p>3. What is Robert Arthur's other famous works?</p>	
<p>MODEL READING BY THE TEACHER Segment -I</p>	<p>A. The teacher reads the full lesson aloud with proper stress intonation, pronunciation, pause, and asks the students to listen carefully.</p> <p>The teacher introduces the setting & characters of the lesson</p> <ol style="list-style-type: none"> 1. AUSABLE 2. FOWLER 3. MAX 	<ol style="list-style-type: none"> 1. In English you may come across Sherlock Holmes Hercule Poirot or Mrs. Marple 2. Have you ever watched any movies featuring James Bond? 3. Name some detective or Agent movies? 4. How is AuSable different from other secret agents? 	

Comprehension

The teacher progress asking questions and comprehend the passage

Articles are used to specify or refer to nouns. For example, in the story, the writer says that "AuSable was a secret agent." This means that AuSable belonged to the category of individuals who engage in clandestine activities.

Every James Bond
Gunbarrel (EVOLUTION)
4K All (you tube)



5. Who is fowler and what is his authentic thriller of the day?

How has max got in?



1. Who arrived at the house at midnight?

2. Where did the stranger seek shelter?

3. What did the stranger reveal about himself?

4 Give few examples of articles from the lesson
The Midnight Visitor.



<p>PERIOD -2 Reading Segment -1</p>	<p>The students were asked to read the lesson and comprehend the passages and difficult words (read and find out)</p> <p>As students read, teacher encourages them to identify recurring themes, such as espionage, deception, and the nature of good and evil.</p>	<p>Questions comprehension</p> <ol style="list-style-type: none"> 1) What does Max want from AuSable? 2) How does AuSable manage to make Max believe that there is a balcony attached to his room? 3) What does AuSable's plan to get rid of Max reveal about his character? 4) What does the setting of the story reveal about the characters? 	<p>Link 2 42kkwU?si=CC1thHS2 Link 3 Link 4</p> <p>CHARTS Vocabulary building: Introduce and discuss meaning of key vocabulary terms from the story, such as "gloomy," "chuckled," "passably," and "wheezed."</p>
<p>PERIOD -3 Segment-3 Think about it (pages 18&w19) Writing activity Reading and writing skills Introducing HAIKU</p>	<p>The teacher poses open ended and thought-provoking questions to take the learner beyond facts. Comprehends and completes the textual exercises.</p> <p>Introducing HAIKU Can be fun and engaging experience. Haiku is a short, three-line poem of Japanese origin that captures a fleeting moment in nature. It is characterized by its simplicity.</p>	<ol style="list-style-type: none"> 1) Creative writing: Prompt students to write a short story or a poem inspired by the suspenseful and mysterious elements of "The Midnight Visitor. 2) Compare and contrast "The Midnight Visitor" with other detective stories or ghost stories, focusing on similarities and differences in plot, characterization, and themes. 3) Write a short about any lady agent? 	<p><i>Prepare a comic strip for the lesson.</i></p>  

		<p>4) Give examples from your experience and write a story?</p> <p>1) What is Haiku?</p> <p>1) Give few examples of Haiku.</p>	
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Teachers' Reflections

1. Did the lesson plan align with the curricular goals and competencies? If not, how could it be adjusted for better alignment?
2. How well did the pedagogical strategies engage students and promote active participation in the learning process?
3. How well did the assessment strategies measure student understanding and achievement of the learning outcomes?
4. How effective were the materials and resources used in the lesson?
5. Did the lesson incorporate formative assessment strategies to guide pedagogy and provide timely feedback to students?

LESSON PLAN

CLASS - 10

UNIT - 4

Prose – From the Diary of Anne Frank - 7 periods.

Poem - Amanda – 3 Periods

Supplementary Reader – A Question of Trust - 3 Periods

Note: This unit plan covers NCERT Prose, Poetry, Supplementary Reader and Workbook

Total Number of periods: 13

The following Curricular Goals and Competencies will be developed through this unit -

CG 1 : Develops reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles and news reports) and uses various strategies to write for different audiences.

CG 2 : Develops the capacity for effective oral and written communication in different situations (formal and informal).

CG 3 : Explores different forms of literature (samples from early to contemporary)

CG 4: Develops the ability to recognise basic linguistic aspects (word and sentence structure) and use them in oral and written expression.

CG 5: Develops an appreciation of the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns and other wordplays and games unique to the language.

Period and Topics	Goals and Competencies	On completion of this unit, the learners will be able to:
		Learning Outcomes
1. Before you Read (Pre-requisites)	<u>CG - 2</u> C - 2.3: Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms.	LO 1: Read to skim and scan a text with the help of questions. . LO 2: Demonstrate the ability to independently address both personal questions and those posed by peers through the synthesis of relevant background knowledge and additional research.
Pre-reading Activity	<u>CG - 2</u> C - 2.2: Asks a variety of questions on social experiences using appropriate language (open-ended / close-ended, formal/ informal, relevant to context, with sensitivity) C - 2.3: Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms.	LO 4: Identify the topic, supporting details and theme of the text. LO 5: Do the activity on Pg. No. 48 and 49.
Reading Aloud	<u>CG - 5</u>	LO 3: Read the text with fluency and understanding.

	<p>C - 5.1: Understands the phonetics and the script of the language, the number of vowels and consonants and how they interact and are used.</p>	<p>LO 4: Apply the information processing skills by expanding vocabulary and comprehension abilities through deliberate practice.</p> <p>LO 5: Develop communication skills.</p>
<p>2. Reading Text Segment 1 ("Writing in a diary...Kitty." (Textbook Pg. No. 50)</p>	<p><u>CG 1</u></p> <p>C - 1.1: Identifies main points, summarizes after a careful reading of the text and responds coherently.</p> <p>C - 1.2: Uses strategies to organise ideas and information to write for and an unintended purpose and audience.</p> <p><u>CG 2</u></p> <p>C - 2.2: Asks a variety of questions on social experiences using appropriate language (open-ended / close-ended, formal/ informal, relevant to context with sensitivity)</p> <p>C - 2.3: Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms.</p>	<p>LO 6: Summarize a given text by incorporating the main points from a given text</p> <p>LO 7: Identify the topic sentence, main idea and the supporting details of the text.</p> <p>LO 8: Use strategies like concept map/graphic organiser to organise ideas for a given purpose and audience.</p> <p>LO 9: Ask a variety of questions like open-ended/close-ended and contextual questions based on reading of the text.</p> <p>LO 10: Speak about their immediate socio-cultural surroundings.</p>

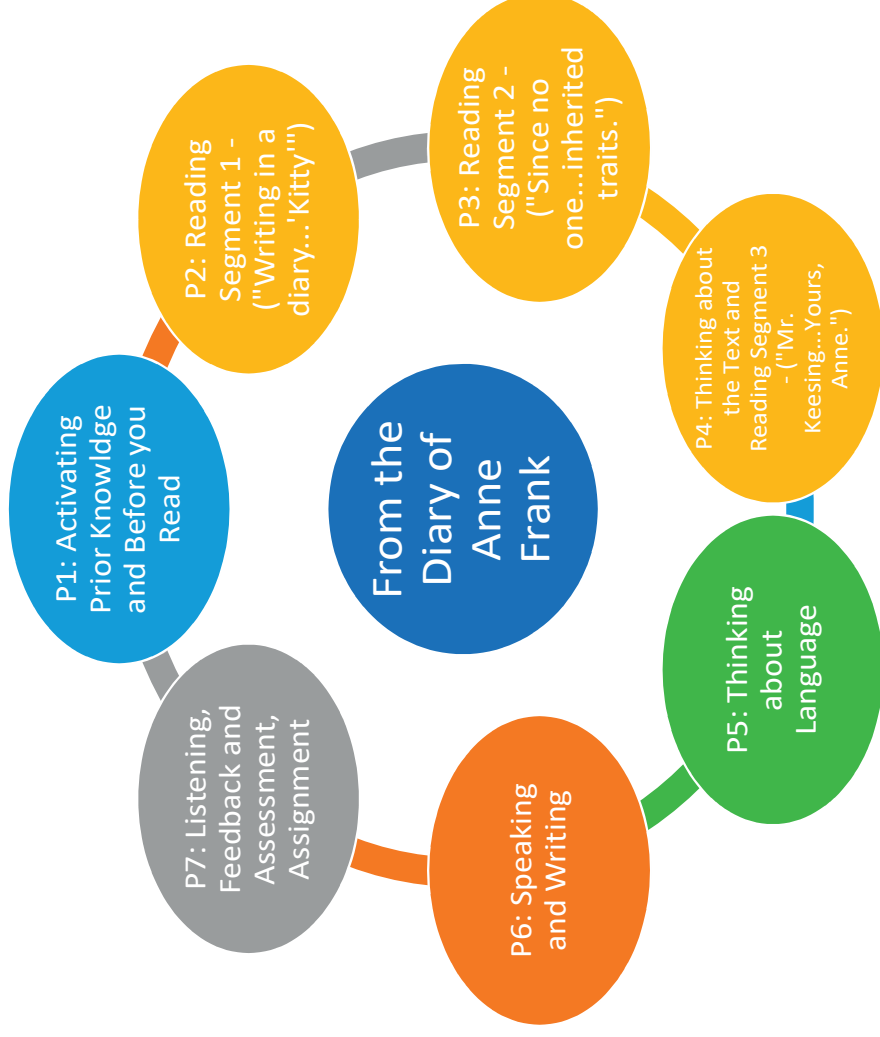
<p>3. Reading Text Segment 2 ("Since no one...inherited traits.") (Textbook Pg. No. 51-53)</p>	<p><u>CG 1</u> C - 1.1: Identifies main points, summarizes after a careful reading of the text and responds coherently. C - 1.2: Uses strategies to organise ideas and information to write for and an unintended purpose and audience. <u>CG 2</u> C - 2.2: Asks a variety of questions on social experiences using appropriate language (open-ended / close-ended, formal/ informal, relevant to context, with sensitivity) C - 2.3: Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms.</p>	<p>LO 11: Discuss texts in which characters, events and settings, cause-effect are portrayed in different ways (collaborative reading) LO 13: Draw connection between personal experiences and the given text and share responses with others (Connecting text to self)</p>
<p>4. Reading Text Segment 3 ("Mr Keesing... Yours, Anne") (Textbook Pg. No. 53-54)</p>	<p><u>CG 1</u> C - 1.1 : Identifies main points, summarizes after a careful reading of the text and responds coherently. C - 1.2 : Uses strategies to organise ideas and information to write for and an unintended purpose and audience.</p>	<p>LO 14: Analyses the text critically by using text processing strategies. For example, monitoring, predicting, confirming, re-reading and reading on and self-correcting.</p>


<p>Thinking About the Text</p>	<p><u>CG 3</u> C - 3.1: Identifies and appreciates different forms of literature such as samples of prose, poetry and drama (early to contemporary)</p> <p><u>CG 4</u> C - 4.1: Interprets, understands and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of speech.</p>	<p>LO 15: Understands that there are different types of questions and categorise them.</p> <p>LO 16: Accurately answer questions about explicitly stated information in the given text.</p> <p>LO 17: Make inferences and draw conclusions from the given text.</p>
<p>5. Thinking about Language</p>	<p><u>CG 4</u> C - 4.1: Interprets, understands and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of speech.</p>	<p>LO 18: Define phrasal verbs and use them in sentences correctly.</p> <p>LO 19: Identify contractions in text and explain why contractions are used.</p> <p>LO 20: Demonstrate understanding of making contractions.</p> <p>LO 21: Recognise and understanding the meaning of idioms.</p> <p>LO 22: Appreciate and value the use of idioms.</p> <p>LO 23: Identify compound words and use them in context to represent the meaning of the words.</p>
<p>6. Speaking</p>	<p><u>CG 2</u> C - 2.2: Asks a variety of questions on social experiences using appropriate language (open-</p>	<p>LO 24: Use appropriate English grammar and vocabulary in a given conversation.</p>

	ended / close-ended, formal/ informal, relevant to context, with sensitivity) C - 2.3: Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms.	
Writing	<u>CG 2</u> C - 2.3: Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms. <u>CG 4</u> C - 4.1: Interprets, understands and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of speech.	LO 25: Acquire imaginative skills and techniques required for diary entry. LO 26: Use sequences of sentences and paragraphs that are linked smoothly to demonstrate knowledge of diary entry. LO 27: Use appropriate sentence structure, tense, gender and parts of speech.
7. Listening	<u>CG - 5</u> C - 5.1: Understands the phonetics and the script of the language, the number of vowels and consonants and how they interact and are used. <u>CG - 2</u> C - 2.1: Listens critically and reads different news articles, reports and editorials to express opinions.	LO 28: Determine the topic and main theme of what they listen to. LO 29: Determine the topic and main theme of what they listen to. LO 30: Recognise supporting details of the spoken/oral text.

Overview

This graphic organiser will give us an overview of the different elements of the Reading Passage



Class: 10 Chapter: The Diary of Anne Frank Period No: 01 Introduction to the theme of the lesson			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Activating Prior Knowledge (Pre-requisites)</p>	<p>In order to activate the background knowledge of the learners the following activity is conducted in the class.</p>		
<p>Picture Reading Activity</p>	<p>Visual Activity 1: The students are asked to observe the picture and answer the following questions –</p> <p>Picture A -</p>  <p>Picture Courtesy - https://www.google.com/imgres?imgurl=https%3A%2F%2Fopenclipart.org%2Fdownload%2F321567%2Fsimplifiediary.svg&btn</p>	<ol style="list-style-type: none"> How many pictures do you find here? Match the following description to the relevant picture – <ol style="list-style-type: none"> Products made from milk Pages of a diary A book in which one keeps a daily record of events and experiences <p>Answers –</p> <ol style="list-style-type: none"> Picture C Picture B Picture A 	<ul style="list-style-type: none"> The teacher writes these details on the blackboard Pictures Notebooks IFPs <p>QR Code:</p>

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Picture B -



Picture Courtesy -

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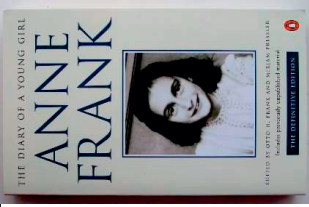
Picture C – Dairy



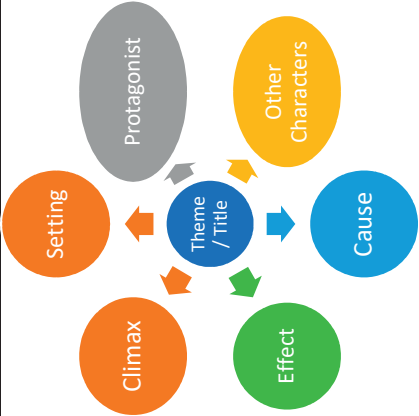
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	 <p>Picture Courtesy - https://www.google.com/imgres?imgurl=https%3A%2F%2Fdoimf5oio6qqr.cloudfront.net%2Fmedialibrary%2F9685%2FStoclk-544807136.jpg&tbnid=dun8VIZNJCIJ2M&vet=12ahUKEwckuGo6O2CaxWszaACHfQeD4EQMygAegQJARBr...i&imgrefurl=http%3A%2F%2Fwww.health.harvard.edu%2Fblog%2Fdairy-health-food-or-health-risk-2019012515849&docid=sSeNAeYg72Q0YM&w=2072&h=1446&q=dairy&hl=en-GB&ved=2ahUKEwckuGo6O2CaxWszaACHfQeD4EQMygAegQJARBr</p>		
<p>Picture Reading Activity</p>	<p>Visual Activity 2</p>	<ol style="list-style-type: none"> 1. Who do you see in the picture? 2. How does the girl look? 3. Comment on her smile. 4. What is the description given on this cover page? 5. Who is the girl in the picture? 6. Is she Anne Frank? 	<ul style="list-style-type: none"> • The teacher writes the expected answers on the blackboard/IFPs • Students take notes

<p>Pre-reading Activity (Textbook Pg. No. 48)</p>	 <p>Picture Courtesy - https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.flickr.com%2Fphotos%2Fijk%2F338547623&psig=AOvVaw0Wjr2quV6m3w8nSxZ2q4bo&ust=1701505679629000&source=images&cd=vfe&opi=89978449&ved=0CBIQjRxqFwoTCpitZuTo7YIDFQAAAAAdAAAAABAD</p>		
	<p>Before you Read The teacher asks the students to read the text under the heading 'Before you read' and complete the activity on Pg. No. 49.</p>	<ol style="list-style-type: none"> 1. What is the introduction about? 2. Is it a biography? 3. What is meant by a biography? 4. Whose biography is given in this text? 5. When and where did Anne write this story? 6. What is the meaning of concentration camp system? 7. Who is Otto? 8. What happened to Anne in the camp? 	<ul style="list-style-type: none"> • The teacher writes the expected answers on the blackboard/IFPs • Students take notes

		<p>9. Who discovered Anne's diary after her death?</p> <p>10. Who gave her the diary?</p> <p>11. Why did Otto consider it as a unique record?</p> <p>12. What is 'The Diary of a Young Girl' about?</p> <p>13. What was recorded in her diary?</p> <p>14. In which language was it written initially?</p> <p>15. How did the diary become popular?</p>
<p>Reading aloud by Teacher</p>	<p>The teacher reads the entire text aloud with proper pronunciation, stress, pause and intonation and the whole class listens to the teacher's articulation.</p>	
<p>Introduction to the Theme (Concept Map)</p>	<p style="text-align: center;">Concept Map</p> <p>The teacher draws the attention of the students to the concept map. The teacher further asks them the following questions to connect them to various elements of the reading passage as depicted in the concept map.</p>	<p>Theme – Main idea or the message an author is trying to convey</p> <p>Setting – When and where the story takes place</p> <p>Protagonist – The leading character</p> <p>Cause – An active disagreement between people with opposing principles</p> <p>Effect – The act of finding an answer or solution to a conflict</p> <p>Climax – A large event that changes the outcome of the entire story</p> <ul style="list-style-type: none"> • Textbook • Charts • IFPs • The teacher writes these points on the blackboard • Students take notes

			
Announcement of Title	We would now read the passage from 'The Diary of Anne Frank' to know the gist of the text.		<ul style="list-style-type: none"> Title to be written on blackboard//IFP.
About the Author	Anne Frank, a Jewish teenager, wrote a diary of her family's two years in hiding (1942-44) during the German occupation of the Netherlands in World War II, and the book was first published in 1947, two years after Anne's death in a concentration camp.		
Reading aloud by Teacher	The teacher reads the entire text aloud with proper pronunciation, stress, pause and intonation and the whole class listens to the teacher's articulation.		
Reading aloud by Students	The teacher asks the students to read aloud individually according to the teacher's demonstration.		

Class: 10 Lesson: The Diary of Anne Frank Period No: 02			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
Reading with comprehension	<p>A. Identification of keywords - The teacher asks the students to circle/highlight the words dictated by the teacher in their texts. The spelling, meaning, form, pronunciation, antonyms, synonyms and usage of these words are practised in the class.</p> <p>Keywords: persecutions, concentration camp, survivor, chronicles, eventually, intimate, renowned, Holocaust, depressed, brooding, confide, plunge, adorable, emigrated, plunked, heartbreaking, solemn, quaking, forthcoming, outburst, fogey, annoyed, chatterbox, jolted, trait, incorrigible, exhausted, ridiculous.</p>	<ol style="list-style-type: none"> How many keywords have you listed out? What are the meanings of these words? Practice the pronunciation of each and every word as demonstrated by the teacher. Name the antonyms and synonyms of these words. Try to use these words in your own sentences. 	<ul style="list-style-type: none"> Textbooks Notebooks Thesaurus Dictionary IFPs
	<p>B. The teacher divides the entire text into three segments to administer the process of reading efficiently in the classroom.</p>	<ol style="list-style-type: none"> What is the title of this passage? What makes writing in a diary a strange experience for Anne Frank? 	<ul style="list-style-type: none"> The teacher writes the expected

	<ul style="list-style-type: none"> ● Reading Segment – 1 (“Writing in a diary...Kitty.”) A. In segment 1 the teacher asks the students to read the text individually. During the individual reading stage, the teacher asks the students to follow these steps. Close Reading Activity: <ul style="list-style-type: none"> □ Read the text at least twice to gather meaning and determine the author’s purpose. □ Get the gist of what the text is about. □ Circle words you aren’t sure of and try to figure them out using contextual clues. Comprehension Check <ul style="list-style-type: none"> □ On completion of this activity the teacher poses some questions to check their comprehension. □ Talk to each other about what you think it means. 	<ol style="list-style-type: none"> 3. Why does Anne want to keep a diary? 4. Was Anne right when she said that the world would not be interested in the musings of a thirteen-year-old girl? 5. “Paper has more patience than people”. Who said these words? 6. Why was Anne depressed? 7. Why did Anne want to keep a diary? 8. Give a brief sketch of Anne’s family? 9. How did Anne name her diary? 10. What did Anne consider her diary to be? 	<p>answers on the blackboard/IFPs.</p> <ul style="list-style-type: none"> ● Students take notes.
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**Class: 10 Lesson: The Diary of Anne Frank
Period No: 03**

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Reading with comprehension</p> <p>Reading Segment – 2 (“Since no one would...inherit traits.”)</p>	<p>The teacher divides the entire text into three segments to administer the process of reading efficiently in the classroom.</p> <ul style="list-style-type: none"> The teacher divides the class into groups for the purpose of shared reading in the Collaborative reading stage since the learners: <ul style="list-style-type: none"> learn to read cooperatively in pairs or groups Talk to each other about what they think the text means. Preview the text Give ongoing feedback by deciding click (I get it), clunk(I don't get it) at the end of each paragraph Get the gist of the most important parts of the text wrap up key ideas <p>Comprehension Check</p> <ul style="list-style-type: none"> On completion of this activity the teacher poses some questions to check their comprehension. Talk to each other about what you think it means. The teacher consolidates the answers to all these questions and writes them on the blackboard 	<p>Comprehension –</p> <ol style="list-style-type: none"> What is the meaning of the word ‘adorable’? What does Anne say about her father? Who is Margot? What tells you that Anne loved her grandmother? Who does Anne address as Dearest Kitty? Why did the entire class quake in its boots? Why was Mr Keesing annoyed with Anne? What extra work did Mr. Keesing give Anne for the first time, and why? Was Anne good at maths? Name the title of the assignment that Mr. Keesing gave her the first time. 	<ul style="list-style-type: none"> The teacher writes these points on the blackboard Students take notes

Class: 10

Lesson: The Diary of Anne Frank

Period No: 04

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Reading with comprehension</p>	<p>Reading Segment – 3 ("Mr. Keesing had a good laugh... Yours, Anne.")</p> <ul style="list-style-type: none">• Scaffolded reading The teacher conducts the Scaffolding Reading stage where the learners acquire knowledge through interaction and develop communication. <p>Steps during this Stage</p> <ul style="list-style-type: none">○ define key vocabulary words using a dictionary○ discuss key words○ chunk the text○ read and discuss as they go on○ they can use first language○ makes use of visuals/realia/graphic organizers○ connects to the background knowledge	<p>Comprehension –</p> <ol style="list-style-type: none">1. Do you think Mr. Keesing was a strict teacher? What made Mr. Keesing allow Anne to talk in the class?2. How did Mr. Keesing react after reading Anne's 'A Chatterbox'?3. How did Anne make fun of Mr. Keesing? What was the result?4. What kind of girl was Anne Frank?5. Briefly assess her character,6. Anne says teachers are most unpredictable. What does this statement tell you about Anne Frank as a person?7. How did Mr. Keesing react to Anne's last essay?8. There are some examples of diaries or journal entries in the 'Before you read' section. Compare these with what Anne writes in her diary. What language was the diary originally written in? In what way is Anne's diary different?	<ul style="list-style-type: none">• The teacher writes the expected answers on the blackboard• Students take notes

	<ul style="list-style-type: none"> o identifies the sentence structures or starters, example: because • Extrapolative Reading The teacher conducts an extrapolative reading stage to make the learners guess, deduce, figure out, predict and conclude. • Comprehension Check <ul style="list-style-type: none"> o On completion of this activity the teacher poses some questions to check their comprehension. 	<p>9. How does Anne feel about her father, grandmother, Mrs. Keepers and Mr. Keesing? What do these tell you about her?</p> <p>10. Does she treat Kitty as an outsider or insider?</p>	
<p>Thinking about the Text (Questions given in the textbook - Pg. No. 54)</p>	<p>The teacher poses the following questions to the students to check their overall comprehension of the passage.</p>	<ol style="list-style-type: none"> 1. Was Anne right when she said that the world would not be interested in the musings of a thirteen-year-old girl? 2. There are some examples of diary or journal entries in the 'Before You Read' section. Compare these with what Anne writes in her diary. What language was the diary originally written in? In what way is Anne's diary different? 3. Why does Anne need to give a brief sketch about her family? Does she treat 'Kitty' as an insider or an outsider? 4. How does Anne feel about her father, her grandmother, Mrs Kuperus and Mr Keesing? What do these tell you about her? 	<ul style="list-style-type: none"> • Textbooks • Notebooks • IFPs • The teacher writes the expected answers on the blackboard • Students take notes

		<p>5. What does Anne write in her first essay?</p> <p>6. Anne says teachers are most unpredictable. Is Mr Keesing unpredictable? How?</p> <p>7. What do these statements tell you about Anne Frank as a person?</p> <p>(i) We don't seem to be able to get any closer, and that's the problem. Maybe it's my fault that we don't confide in each other.</p> <p>(ii) I don't want to jot down the facts in this diary the way most people would, but I want the diary to be my friend.</p> <p>(iii) Margot went to Holland in December, and I followed in February, when I was plunked down on the table as a birthday present for Margot.</p> <p>(iv) If you ask me, there are so many dummies that about a quarter of the class should be kept back, but teachers are the most unpredictable creatures on earth</p> <p>(v) Anyone could ramble on and leave big spaces between the words, but the trick was to come up with convincing arguments to prove the necessity of talking.</p>
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<p>Workbook activity</p>	<p>Workbook Activity 1</p> <p>a) The teacher asks the students to read the text 1 with a title 'Foreword from The Diary of Lena Mukhina' given on pg no.45 in workbook and answer the questions given on pg no.46&47 in workbook.</p> <p>The teacher asks the students to read the text 2 with a title 'A Journal of the Plague Year' given on pg no 48 in workbook and answer the questions given on pg no.49&50 in workbook.</p>	<p>Students will read the text with a title 'Foreword from The Diary of Lena Mukhina' given on pg no.45 in workbook and answer the questions given on pg no.46&47 in workbook in their own words.</p> <p>Students will read the text with a title 'A Journal of the Plague Year' given on pg no 48 in workbook and answer the questions given on pg no.49&50 in workbook in their own words.</p>	<p>IFP</p> <p>English Reader</p>
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Class: 10 Lesson: The Diary of Anne Frank Period No: 05			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Thinking about language</p> <p>1. Vocabulary Textbook Pg. No. 55</p>	<p>I. Compound Words The teacher presents the structure, meaning and use of compound words with regard to the given examples, and the students are asked to match the compound words under A with their meanings under B, and use each in a sentence.</p>		<ul style="list-style-type: none"> The teacher writes important grammar points on the blackboard. Students take notes.
<p>2. Grammar Textbook Pg. No. 55, 56</p>	<p>II. Phrasal Verbs</p> <ul style="list-style-type: none"> The teachers asks the students to study the definition of a phrasal verb and guess their meanings in the given illustrations. The students recognise the two structures of phrasal verbs <ul style="list-style-type: none"> Verb + preposition. Example – got on (2 parts) Verb + prepositions. Example – ran out of (3 parts) 	<ol style="list-style-type: none"> What is a phrasal verb? What are the two structures of phrasal verbs? Give examples. 	<ul style="list-style-type: none"> The teacher writes important grammar points on the blackboard. Students take notes.

	<ul style="list-style-type: none">● Activity 1 – Students are asked to look up the dictionary to get the meanings of the phrasal verbs given on Pg. No. 56● Activity 2 – Students have to find the sentences in the lesson that have the phrasal verbs given on Pg. No. 56 (textbook) and match them with their meanings. They have to review and note that two parts of a phrasal verb may occur separated in the text. <p>III. Idioms</p> <ul style="list-style-type: none">● Activity 1 - Students are asked to read the sentences on Pg. No. 56 and consult a dictionary to find meanings of the idiomatic expressions. <p>IV. Contracted Forms</p> <ul style="list-style-type: none">● Children notice that contracted forms are also written with an apostrophe to show a shortening of the spelling of 'not', 'would' etc. Example – short form of 'I would' is 'I'd'.● Activity 1 – Students make a list of the contracted forms in the text and re-write them as full forms of two words.● Activity 2 – Students find in the text the contracted forms that stand for two different full forms and say what these are.	<p>1. What is meant by a contracted form in grammar? Give some examples.</p>	
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<p>Workbook activity</p>	<p>Workbook Activity 2</p> <p>a) The teacher asks the students to choose a word or expression that completes each of the sentences given on pg no.50 in workbook.</p> <p>b) The teacher asks the students to read the idiomatic expressions from the lesson, 'Anne Frank' and make sentences using the idiomatic expressions given on pg no.51 in workbook.</p> <p>c) The teacher asks the students to fill in the blanks using the contracted forms of the verbs given on pg no.51 in workbook.</p> <p>d) The teacher asks the students to read the quote from Max Miller, find out the errors and write the correct words in the space provided on pg no.52 in workbook.</p>	<p>a) Students will choose a word or expression that completes each of the sentences given on pg no.50 in workbook.</p> <p>b) Students will read the idiomatic expressions from the lesson, 'From the diary of Anne Frank' and make sentences using the expressions given on pg no.51 in workbook in their own words.</p> <p>c) Students will fill in the blanks using the contracted forms of the verbs given on pg no.51 in workbook.</p> <p>d) Students will read the quote from Max Miller, find out the errors and write the correct words in the space provided on pg no.52 in workbook.</p>	<p>IFP</p> <p>English Reader</p> <p>Note books</p> <p>https://www.goodreads.com/quotes/1039434-if-i-were-asked-under-what-sky-the-human-mind</p>
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Class: 10 Lesson: The Diary of Anne Frank Period No: 06			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
Speaking and Writing	Students study the text given on Pg. No. 58 and 59 under speaking activity and try to make this extract sound more like a real conversation by changing some of verbs back into contracted forms. They also speak out the lines.	<ol style="list-style-type: none"> 1. How many characters are there in this conversation? 2. Identify the discourse features of this conversation. 3. Quote some contracted forms that you have identified. 	<ul style="list-style-type: none"> • The teacher writes important grammar points on the blackboard. • Students take notes.
Speaking Activity (Textbook Pg. No. 58 and 59)	Workbook activity 3 Speaking The teacher will recite the poem i.e, taken from The Diary of Lena Mukhina and ask the students to identify the qualities mentioned. Teacher asks them to think of a person who has some of these qualities and speak about them with their partners.	Students will listen to the poem i.e, taken from The Diary of Lena Mukhina and identify the qualities mentioned. They will think of a person who has some of these qualities and speak about them with their partners in their own words.	English Reader IFP Library books
Workbook Activity 3			

<p>Writing Activity</p>	<p>The students keep a diary for a week recording the events that occur. Using the hints given on Pg. No. 59, they shall share their diary with the class.</p>	<p>a) The teacher asks the students to write about the means of reporting today by comparing how the news of plague was reported in those times (from the passage 'A Journal of the Plague Year' by Daniel Defoe) in the space given on pg no.55 in workbook.</p> <p>b) The teacher asks the students to write a report on any one of the topics –conservation of environment, plantation of trees, waste disposable, water harvesting, and the cleanliness drive under Swachh Bharat Abhiyan carried out in their locality given on pg no.55 in workbook.</p>	<ul style="list-style-type: none"> ● The teacher writes important grammar points on the blackboard. ● Students take notes <p>IFP</p> <p>English Reader</p> <p>Library books</p> <p>Magazines</p> <p>Charts relevant to the topic</p>
<p>Workbook activity 3</p>	<p>a) The teacher asks the students to write about the means of reporting today by comparing how the news of plague was reported in those times (from the passage 'A Journal of the Plague Year' by Daniel Defoe) in the space given on pg no.55 in workbook.</p> <p>b) The teacher asks the students to write a report on any one of the topics –conservation of environment, plantation of trees, waste disposable, water harvesting, and the cleanliness drive under Swachh Bharat Abhiyan carried out in their locality given on pg no.55 in workbook.</p>	<p>a) Students will write about the means of reporting today by comparing how the news of plague was reported in those times (from the passage 'A Journal of the Plague Year' by Daniel Defoe) in the space given on pg no.55 in workbook in their own words.</p> <p>b) Students will write a report on any one of the topics – conservation of environment, plantation of trees, waste disposable, water harvesting, and the cleanliness drive under Swachh Bharat Abhiyan carried out in their locality given on pg no.55 in workbook in their own words.</p>	<ul style="list-style-type: none"> ● The teacher writes important grammar points on the blackboard. ● Students take notes <p>IFP</p> <p>English Reader</p> <p>Library books</p> <p>Magazines</p> <p>Charts relevant to the topic</p>

Class: 10 Lesson: The Diary of Anne Frank Period No: 07			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
Listening	The students listen to the teacher's reading of an extract from 'The Diary of Samuel Pepys' given on Pg. No. 60, and complete the blanks in the summary on Pg. 59.	<ol style="list-style-type: none"> 1. What is the difference between the pages of your diary and the teacher's diary? 2. Can you identify the grammatical errors that you have made while making a comparison with your teacher's pages of the diary? 	<ul style="list-style-type: none"> • The teacher evaluates the students' pages and gives corrective feedback on the grammatical mistakes. • Students take note of the points made by the teacher.
Workbook activity 3	Workbook Activity 3 Listening The teacher asks the students to listen to the YouTube link on 'The Seige of Leningrad' given on pg no.53 in workbook, make notes in the first box and write a narrative account of it in the second box given on pg no.53 in workbook.	Students will listen to the YouTube link on 'The Seige of Leningrad' given on pg no.53 in workbook, make notes in the first box and write a narrative account of it in the second box given on pg no.53 in workbook in their own words.	Source: 8th September 1941: Start of 'The Seige of Leningrad' https://www.youtube.com/watch?v=5n2ym0LHyRU
Feedback and Assessment	Assignment – What you can do 1. Students can be asked to make a diary jotting for the previous day.		

<p>Workbook activity Project</p>	<p>2. The teacher could also write a diary entry describing what happened in school on the previous day, to share with the class.</p> <p>These students' pages are to be collected by the teacher and put on the notice board together with teacher's page for everyone to read.</p> <p>Workbook activity</p> <p>The teacher divides the class into groups and asks them to find about "The Bengal famine of 1943" which was a major famine in the Bengal province in India during World War 2.</p> <p>The teacher also asks the students to collect the information on the points on The Bengal famine of 1943 for the project given on pg no.56 in workbook and prepare a poster using pictures using pictures by giving a title of their choice.</p>	<p>Students will find about "The Bengal famine of 1943" which was a major famine in the Bengal province in India during World War 2.</p> <p>They will also collect the information on the points on The Bengal famine of 1943 for the project given on pg no.56 in workbook and prepare a poster using pictures using pictures by giving a title of their choice.</p>	<p>IFP</p> <p>English Reader</p> <p>Charts relevant to the text</p> <p>E-Patasala</p> <p>Diksha app</p>
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POEM

Title: Amanda!- 3 Periods

The following Curriculum Goals and Competencies will be developed through this poem.

Goal – 1 - Develops reading comprehension and summarizing skills by engaging with a variety of texts (Stories, Poems, Extracts of Plays, Essays, Articles and News Reports). And uses various strategies to write for different audiences.

Goal-2- Develops the capacity for effective oral and written communication in different situations

Goal – 3 – Explores different forms of literature.

Goal – 4 – Develops the ability to recognize basic linguistic aspects (Word and sentence structure) and use them in oral and written expression.

Goal – 5 - Develops an appreciation of the distinctive features of the particular language, including its alphabet and scripts, sounds, rhymes, puns, and other word plays and games unique to the language

OVERVIEW



Robin Klein



AMANDA!

Every child feels that she/he is controlled and instructed not to do one thing or another. You too may feel that your freedom is curtailed. Write down some of the things you want to do, but your parents/elders do not allow you to. To read the poem aloud, form pairs, each reading alternate stanzas. You are in for a surprise!



Don't bite your nails, Amanda!

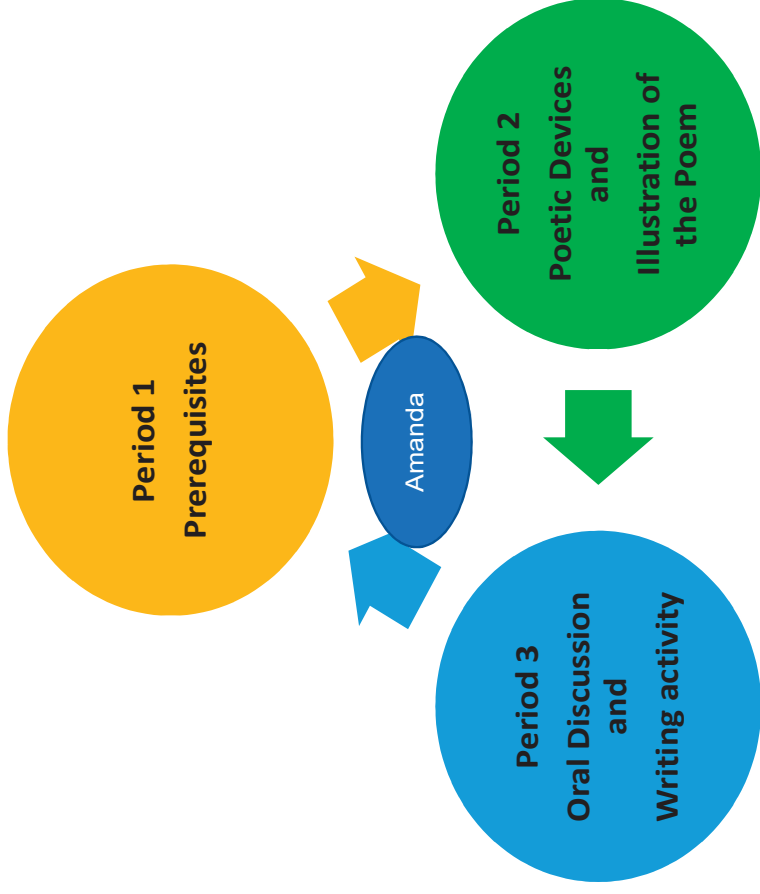
Don't hunch your shoulders, Amanda!

Stop that slouching and sit up straight,
Amanda!

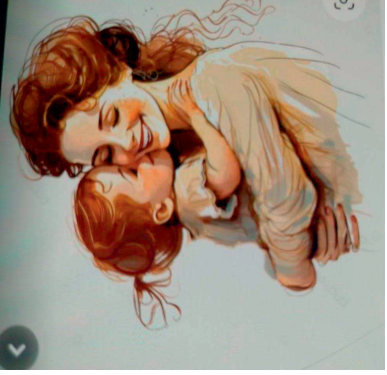
(There is a languid, emerald sea,
where the sole inhabitant is me—
a mermaid, drifting blissfully.)



Overview



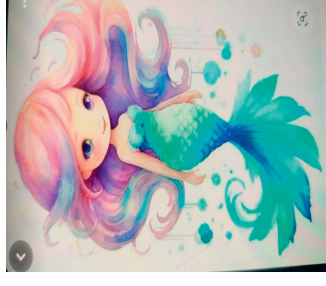
Period / Topics	Curricular Goals and Competencies	Learning Outcomes
<p><u>Period – 1</u> <u>Pre-requisites</u></p> <p>Activating prior knowledge, Motivation , Introduction of the title and Introduction to the theme of the poem.</p> <p><u>Period - 2</u></p> <p>Read and comprehend (Stage-2)</p> <p><u>Period-3</u> Oral and written activity</p>	<p>C.2: Asks a variety of questions on social experience using appropriate languages.</p> <p>C.1.1: Identifies main points, summarize the text and responds coherently with the poet’s intention.</p> <p>C.1.2: Uses strategies to organize ideas and information to write for an intended purpose and audience.</p> <p>C.3.1: Identifies and appreciates different forms of literature (Poetry)</p> <p>C.4.1: Interprets, understands and applies basic linguistic aspects (rhyme scheme) and figures of speech.</p> <p>C.5.1: Understands the phonetic scripts of the languages, the number of vowels and consonants and how they interact and are used.</p> <p>C.5.2: Engage in the use of puns, rhymes, alliteration and other wordplays in the language, to make speech and writing more enjoyable.</p> <p>C.2.2: Asks a variety of questions on social Experiences using appropriate language.</p> <p>C.2.3: Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form.</p>	<p>LO -1: Reads literary texts for enjoyment / pleasure compares, interprets and appreciates characters and themes.</p> <p>LO-2: Reads aloud and recites poem with proper stress, pause, tone and intonation by following proper rhyme and rhythm.</p> <p>LO-3: Identifies and appreciates significant literary elements / Poetic devices such as metaphor, symbolism, rhyme scheme, Assonance etc .</p> <p>LO-4: Reads silently with comprehension and interprets layers of meaning.</p> <p>LO-5: Understands and elicits meanings of the words in different contexts by using dictionary, thesaurus and digital facilities.</p>

Sub-topics	Teaching-learning Process	Pointers for assessment	Materials required
<p>Period-1</p> <p>Activity</p> <p>Prior-Knowledge</p>	<p>To engage learners' prior knowledge, the teacher conducts the following activity.</p> <p>Activity-1</p> <p><i>The teacher shows the picture of a mother and daughter and elicits their ideas/thoughts/perceptions and imagination.</i></p>	<ol style="list-style-type: none"> 1. What do you see in the picture? 2. How do you feel after seeing the picture? 3. Is the affection of a mother unique in your opinion? 4. What makes mothers love great and unique? 5. What is the role of a mother in Child's life? 6. Who is the first teacher in our life? 7. Have you ever felt bad when your mother insists you to do something? 8. Can we live happily without mother's love and care? 9. 'Mother is the Symbol of Sacrifice' Express your views on this. 10. There is a Telugu movie called 'Matrudevobhava', How did you feel after watching this movie? 	 <p>Source Pinterest (Pingtree)</p> <p>CHARTS IFP</p>

Activity -2

The teacher shows the picture of a mermaid and elicits their ideas/thoughts/perceptions and imagination

1. What do you see in the picture?
2. What kind of attributes do you find in the mermaid?
3. Do you think mermaids really exists?
4. Where do mermaids live?
5. Are mermaids amphibians?
6. Are mermaids friendly to humans like dolphins?
7. Do you think mermaids are dangerous?
8. What kind of aquatic animals you love most?



Source

Pinterest Freepik

https://youtu.be/RUIFVQC-OR4?si=UceptXOI0rcDi_t4

Note: clip from the movie 'Sahasa Veerudu Sagaarkaanya')

Activity -3


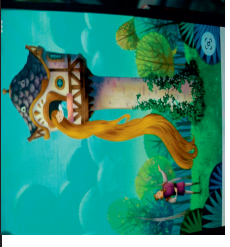
The teacher shows the picture of a Rapunzel and elicits their ideas /thoughts/perceptions and imagination.

1. Do you like fairy tales?
2. Name some fairy tales?
3. Guess which character in the fairy tales matches with the picture?
4. How is Rapunzel's hair?
5. What is the colour of Rapunzel's hair?
6. Can you tell outline of the Rapunzel's story?
7. Is it a real story?
9. Is Rapunzel a princess or a fairy?
10. Name some fairy tales/bed time stories do you like most?

<https://youtube.com/watch?v=NOQzvzGylUI&feature=shared>

Rapunzel story link

Teacher shows the picture of a nagging mother and daughter. Teacher uses

<p>Think -Pair -Share</p> <p>Announcement of the title of the poem Amanda</p> <p>Introduction to the poet</p>	<p>discussion/oral activity to elicit evidence of learning.</p> <p>Think -Learners look at the image and think about it for a minute.</p> <p>Pair -Learners share their thoughts with their peers participate in the discussion on mother shows love and insists children to learn good things and inculcate good habits.</p> <p>Share - They will express their opinions/views in the class</p> <p>The teacher introduces a small girl called Amanda a day dreamer who longs for freedom.</p> <p>Robin Klein: </p> <p>Robin Mc Maugh Klein is an Australian author of books for children. She was born on 28th February 1936 in New Southwales. 'Half way across the Galaxy', 'turn left' and 'Boss of the</p>	<p>Topics:</p> <ol style="list-style-type: none"> 1. Mother's love is unconditional. She loves, cares and pampers. 2. Mother should raise their children in a strict manner. She has to insist her children to learn good things. 	 <p>Source , (<i>Pinterest behance</i>)</p> <p>https://youtu.be/GkrUeys9qU?s=i=aHdpH9SbDFplvCrf</p> <p>(Note: Speech on mother from the movie Life is beautiful)</p>
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<p>PERIOD - 2 Introduction to difficult words</p>	<p>year Award' are some of her famous writings. Teacher will introduce key words to the students</p> <ul style="list-style-type: none"> ● Hunch ● Slouching ● Languid ● Drifting ● Hushed ● Tranquil ● Nagged <p>The teacher writes the possible meanings on the board</p> <p>The teacher reads the poem completely to have an overall view of the poem. (Poem given in the textbook page number page number 61 -62)</p> <p>The teacher reads the poem with proper stress, intonation, rhyme and rhythm. Students listen to the teacher and follow the tone and articulation.</p> <p>Teacher provides meanings to the difficult words</p>	<p>1. Write synonyms and antonyms for the given words</p> <p>3. Check the pronunciation for the given words</p>	<p>.DICTIONARY</p> <p>2.THESAURUS</p> <p>3.TEXT BOOK</p> <p>4.IFP</p> <p>TEXTBOOK</p> <p>IFP</p> <p>DIKSHA APP</p> <p>e-pathashala</p>
<p>Model reading by the teacher</p>			

<p>Chorus Reading by students</p>	<p>Students will follow with teacher and try to recite the poem with proper stress, intonation, rhyme and rhythm.</p> <p><i>Teacher gives a brief account of the entire poem in a bird's eye view.</i> This poem is about a small girl named Amanda. She is struggling to get liberty in her life. Amanda was pointed out by her mother for biting her nails, for sitting in a wrong posture. She was asked to complete her homework and to keep her room tidy. Her mother's constant nagging made her sad. Amanda imagines herself as a mermaid who leads calm and relaxed life in the beautiful green sea. She was not allowed to eat chocolates as they cause pimples. She imagines herself as an orphan who is free from parent's nagging. She imagines herself as a Rapunzel Who leads calm and peaceful life in the tower alone. The central theme of the poem is 'freedom'.</p>	<ol style="list-style-type: none"> 1. Who is Amanda? 2. How old do you think Amanda is? 3. Who is addressing Amanda? 4. What kind of life Amanda wants to lead? 5. What does the speaker ask Amanda not to do her nails? 6. What suggestions has she received regarding her posture? 7. What could Amanda do if she were a mermaid? 8. Does Amanda like Chocolates? 9. Why was Amanda warned not to eat chocolates? 10. Does Amanda pay attention to the speaker? 11. Who was Rapunzel? 12. Is the speaker nagging/speaking in a convincing manner? 13. Have you ever felt like Amanda? 14. What is the central theme of the poem 	
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PERIOD - 3
Thinking about the poem

The teacher explains different figures of speech and asks them to identify Metaphors in the poem.



The students will open the textbooks and identifies the metaphors from the poem – AMANDA

Assessment

WORK SHEET

Identify the rhyming words in the given poem

1. _____
2. _____
3. _____

1. Find the metaphor in the poem.

1. How old do you think Amanda is? How do you know this?
2. Who do you think is speaking to her?
3. Why are Stanzas 2, 4 and 6 given in parenthesis?
4. Who is the speaker in Stanzas 2, 4 and 6?
5. What could Amanda do if she were a mermaid?
6. Is Amanda an orphan? Why does she say so?

Supplementary Reader

Title: A question of Trust- 3 Periods

CG2

- C2.1 Describes characteristics of works of literature from different time periods (contemporary & future)
- C2.2 Analyses a literary text by close reading critiquing form and style interpreting
- C2.3 Composes literary text by using appropriate literary devices

CG3

- C3.2 Analyses and evaluates the different written material
- C3.3 Argues with proper rationale by carefully evaluating premises
- C3.1 Uses language to develop reasoning and argumentation skills by engaging with a variety of written material

Learning Outcomes:

- LO1 To develop the habit of reading for information and pleasure
- LO2 To draw inferences from what they have read
- LO3 To relate the given text to their previous knowledge
- LO4 To learn to read critically
- LO5 To develop the confidence to ask and answer questions
- LO6 To enhance the technical and technological developments in the coming era

Sub-Topics	Teaching –Learning Process	Pointers for assessment	Materials required
<p>Period-1 Introduction of the theme</p>	<p>The teacher asks the following questions to elicit responses with regard to values in the society.</p> <p>BrainStorming is the technique used by the teacher.</p> <p>Mind Map: Given below is a list of words that indicate the values in the society. The teacher presents the mind map elicit the responses on that map.</p> <p>The teacher announces the topic as ‘A question of Trust’ to the learner by eliciting the responses from them.</p> <p>The teacher asks the students to observe the map given in the table.</p>	<ol style="list-style-type: none"> 1. How many words are there in the list? 2. Define the term values? 3. In which way we can behave with people? 4. What are the values we find in the society? 5. How do we keep trust on people? 6. Name the values in the family? 7. Can we trust all the people? 8. How do we know that they are trusted people? <ol style="list-style-type: none"> 1. Review of values mentioned in the map. 2. Classify the each value given in the picture? 3. Do you keep trust on almighty? 4. Is our society a trusted one? <p>Questions on Comprehension :</p>	<p>Black board Supplementary Reader Charts relevant to the text IFP Audio –Video content from E-Patasala</p> <p>Black board Supplementary Reader Dictionary Charts related to the text Audio –Video content from E-Patasala IFP</p>

<p>Period -2 Reading Segment -1 Read and find out- <i>Every one taught that Horace Danby ----- ----- from the top of the house just now.</i></p>	<p>Reading aloud: The teacher reads the passage aloud and asks the students to read the passage aloud with correct stress, pause and intonation.</p> <p>Independent Reading Before the students read the segment 1, they have to</p> <ol style="list-style-type: none"> Read the introductory characters in the play Read Wh- questions given under the sub reading, Read and Find out which guides the learners in their reading and comprehension of the text The teacher progresses asking questions on comprehension <p>Soon after the discussion of the comprehension on part 1, the students are asked to read the Wh- questions given on part 1 (Read and find out and try to get the meanings out of the text).</p> <p>The teacher asks the following questions to check how well they have read.</p>	<ol style="list-style-type: none"> What kind of person was Horace Danby? How old is Horace Danby? Is he good and respectable? What does Horace Danby like to collect? Why does he steal every year? How much money is there in the safe? How many books were coming in the autumn for sale? What was lying in the small kitchen? Where was the safe? Did Horace hear any voice? <ol style="list-style-type: none"> Who was standing in the door way? How was the lady? What was the first thought of Horace? To whom did the lady complain? What was the complaint? What did Horace do at that time? 	<p>Black board Supplementary Reader Dictionary Charts related to the text Audio –Video content from E-Patasala IFP</p> <p>Black board Supplementary Reader Dictionary Charts related to the text Audio –Video content from E-Patasala IFP</p>
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<p>PERIOD - 3</p> <p><i>Reading segment 2</i> <i>It was quiet, kindly voice--</i></p> <p>-----</p> <p><i>He gets very angry when any one talks about honour among thieves.</i></p>	<p>The teacher poses these open ended and thought-provoking questions to take the learners beyond the factual comprehension and also to contemplate on the issues that the text raises and also come in the people or in the society.</p> <p>The teacher asks these questions under this section in order to encourage the learners to express their own ideas in a creative and coherent way. This discussion will encourage the learners to develop a constructive analysis of the relevant issues and events that happened in the present society.</p> <p>The teacher asks the students to write an essay On the topic to examine the students understanding levels.</p>	<p>6. What did the lady pick up? 7. What happened after the third day? 8. Was 9. Did the police arrest Horace on third day? 10. What did Horace do in the prison? 11. What is the present position of Horace in the prison?</p>	<p>Black board Supplementary Reader Dictionary Charts related to the text Audio –Video content from E-Patasala IFP</p> <p>Black board</p>
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<p>Writing Activity: Reading and Writing skills</p>	<p>The teacher asks the students to know the beliefs in the society.</p> <p>The teacher gives some questions as an assignment to know the feedback on that concept</p>	<p>Do intentions Justify actions?</p> <p>Do you think that there are situations in which it is excusable to act less than honestly?</p> <p>Activity: The students are asked to complete the given table with the values that the persons mentioned in the lesson.</p> <p>Horace - Lady -</p> <p>Activity: 1. Write the qualities of Horace? 2. Is the lady good in the lesson ? Do we trust her?</p>	<p>Supplementary Reader Dictionary Charts related to the text Audio –Video content from E-Patasala IFP</p>
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Teacher’s Reflections –

1. Did the lesson plan align with the curricular goals and competencies? If not, how could it be adjusted for better alignment?
2. How well did the pedagogical strategies engage students and promote active participation in the learning process?
3. How well did the assessment strategies measure student understanding and achievement of the learning outcomes?
4. How effective were the materials and resources used in the lesson?
5. Did the lesson incorporate formative assessment strategies to guide pedagogy and provide timely feedback to students?

LESSON PLAN

CLASS-10

UNIT – 5

Prose - Glimpses of India - 10 periods.

Poem – Trees - 2 Periods

Supplementary Reader - Footprints without Feet - 4 Periods

Note: This unit plan covers NCERT Prose, Poetry, Supplementary Reader and Workbook

TOTAL No. of PERIODS: 16

Prose - Glimpses of India - 10 periods.

The following Curricular Goals and Competencies will be developed through this unit -

C Goal 1: Develops reading comprehension and summarising skills with variety of texts – compilations, articles, news reports, stories, excerpts etc and uses various strategies to write for different audiences.

C Goal 2: Develops the capacity for effective oral and written communication in different situations (Formal and Informal).

C Goal 3: Explores different forms of literature (samples from early to contemporary period).

C Goal 4: Develops the ability to recognise basic linguistic aspects (word and sentence structure) and use them in oral and written expressions.

C Goal 5: Develops an appreciation of the distinctive features of the language, sounds, scripts, puns and other wordplays unique to the language.

Period and Topics	Goals and Competencies	On completion of this unit, the learner will be able to:
Learning Outcomes		
<p>Period 1</p> <p>Pre-requisites Activating prior knowledge, motivation, introduction of the title and introduction to the three prose texts. Glimpses of India</p> <ul style="list-style-type: none"> • A Baker from Goa by Lucio Rodrigues • Coorg by Lokesh Abrol • Tea from Goaby Arup Kumar Datta 	<p>CG 2 C-2.3 Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form.</p> <p>CG-3 C-3.1 Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary).</p>	<p>LO1 Understands the national integrity, tolerance, diversity – Regional and Cultural.</p> <p>LO2 Identifies various texts depending on the genres and appreciates the subtle variations of language related to genre.</p> <p>LO3 Explains specific features of different literary genres for interpretation and literary interpretation.</p> <p>LO4 Responds appropriately to the questions and inquiries made by the teacher.</p>
<p>Period 2</p> <p>Activating prior knowledge, motivation, introduction of the title and introduction to the</p>	<p>CG 1 C-1.1 Identifies main points, summarizes after a careful reading of the text, and responds coherently.</p>	<p>LO5 Reads with comprehension the given texts employing strategies like inferring and summarising.</p> <p>LO6 Reads aloud prose with proper stress, pause, tone, and intonation.</p> <p>LO7</p>

<p>prose text – A Baker from Goa.</p> <p>Reading, Text – I Segment 1 (Page no. 85 & 86)</p>	<p>C-1.2 Uses strategies to organize ideas and information to write for an intended purpose and audience.</p> <p>CG 2</p> <p>C 2.2 Analyses the text by close reading, critiquing form and style and interpreting possible meaning.</p> <p>CG 3</p> <p>C-3.1 Identifies and appreciates different forms of literature such as samples of prose, poetry and drama (early to contemporary).</p>	<p>Recognises and appreciates cultural experiences and diversity in the text and makes oral and written presentations.</p> <p>LO8 Reads silently with comprehension and interprets layers of meaning.</p>
<p>Period 3</p> <p>Reading, Text – I, Segment 2 (Page 87) Thinking about the text</p> <p>Words and Expressions (Page No. 85 – 87)</p>	<p>CG 1</p> <p>C-1.1 Identifies main points, summarizes after a careful reading of the text, and responds coherently.</p> <p>C-1.2 Uses strategies to organize ideas and information to write for an intended purpose and audience.</p> <p>C-2.4 Writes different kinds of letters and essays in an appropriate language for different audiences.</p> <p>CG 4</p> <p>C-4.1 Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech.</p>	<p>LO9 Writes short answers, paragraphs, reports using appropriate vocabulary and grammar on the given theme.</p> <p>LO10 Uses appropriate punctuation marks and correct spelling of words while taking down dictation.</p> <p>LO11 Connects between personal experiences and the text by sharing with others.</p>

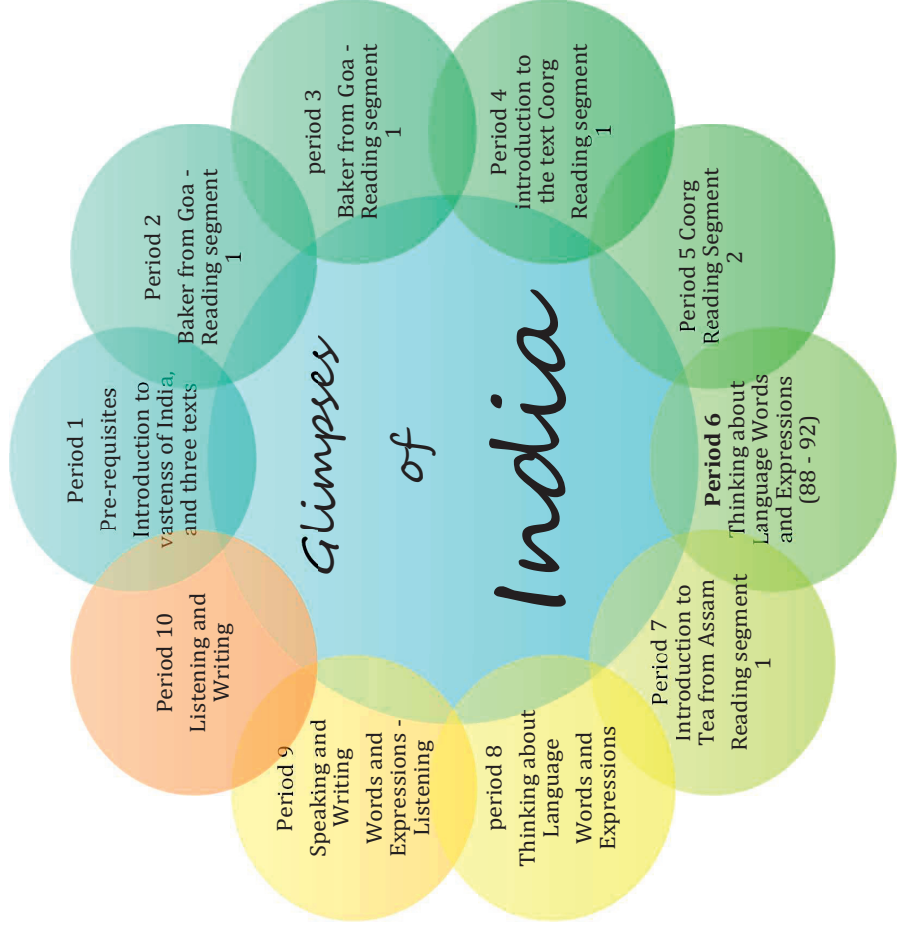
<p>Period 4 Activating prior knowledge, motivation, introduction of the title and introduction to the prose text -Coorg. Reading, Text – II, Segment 1 (Page no 90 & 91)</p>	<p>CG 1 C-1.1 Identifies main points, summarizes after a careful reading of the text, and responds coherently. C-1.2 Uses strategies to organize ideas and information to write for an intended purpose and audience. CG 2 C 2.2 Analyses the text by close reading, critiquing form and style and interpreting possible meaning.</p>	<p>LO12 Reads with comprehension the given texts employing strategies like inferring and summarising. LO13 Reads aloud prose with proper stress, pause, tone, and intonation. LO14 Recognises and appreciates cultural experiences and diversity in the text and makes oral and written presentations. LO15 Reads silently with comprehension and interprets layers of meaning.</p>
<p>Period 5 Reading, Text – II, Segment 2 (Pge no 92) Thinking about Text</p>	<p>CG 1 C-1.1 Identifies main points, summarizes after a careful reading of the text, and responds coherently. C-1.2 Uses strategies to organize ideas and information to write for an intended purpose and audience. C-2.4 Writes different kinds of letters and essays in an appropriate language for different audiences. CG 4 C-4.1 Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech.</p>	<p>LO16 Reads with comprehension the given texts employing strategies like inferring and summarising. LO17 Reads aloud prose with proper stress, pause, tone, and intonation. LO18 Recognises and appreciates cultural experiences and diversity in the text and makes oral and written presentations. LO19 Reads silently with comprehension and interprets layers of meaning. LO20 To enable the learner to move from factual understanding to critical thinking.</p>

<p>Period 6 Thinking about Language Words and Expressions (88 - 92)</p>	<p>CG 1 C-1.2 Uses strategies to organize ideas and information to write for an intended purpose and audience. C-2.4 Writes different kinds of letters and essays in an appropriate language for different audiences. CG 4 C-4.1 Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech.</p>	<p>LO21 To provide exercises of tasks for enrichment of vocabulary and language skills. LO22 Execute them well and also create them in their own activities.</p>
<p>Period 7 Activating prior knowledge, motivation, introduction of the title and introduction to the prose text – Tea from Assam. Reading, Text – III Segment 1 (Page no 94 -96) Complete text</p>	<p>CG 1 C-1.1 Identifies main points, summarizes after a careful reading of the text, and responds coherently. C-1.2 Uses strategies to organize ideas and information to write for an intended purpose and audience. CG 2 C 2.2 Analyses the text by close reading, critiquing form and style and interpreting possible meaning.</p>	<p>LO23 Reads with comprehension the given texts employing strategies like inferring and summarising. LO24 Reads aloud prose with proper stress, pause, tone, and intonation. LO25 Recognises and appreciates cultural experiences and diversity in the text and makes oral and written presentations. LO26 Reads silently with comprehension and interprets layers of meaning. LO27 Refers to magazines and other media for improving language proficiency.</p>

<p>Period 8 Thinking about language Words and Expressions Valley of Flowers (Page 93)</p>	<p>CG 4 C-4.1 Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech. C-1.2 Uses strategies to organize ideas and information to write for an intended purpose and audience. CG 2 C-2.4 Writes different kinds of letters and essays in an appropriate language for different audiences. CG 4 C-4.1 Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech.</p>	<p>LO28 Corrects the words by editing. LO29 Develops interest towards nature.</p>
<p>Period 9 Speaking and Writing (Page no 97 & 98) Words and Expressions, Listening (Page no 94 - 98)</p>	<p>CG 5 C-5.2 Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable. C-1.2 Uses strategies to organize ideas and information to write for an intended purpose and audience.</p>	<p>LO 30 To develop a variety of speaking and writing skills LO31 Restates information critically briefing the main ideas. LO32 Selects appropriate linguistic competency to organise and to communicate with specific audience. LO33</p>


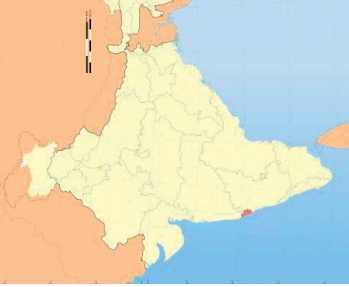
	<p>CG 2 C-2.4 Writes different kinds of letters and essays in an appropriate language for different audiences.</p> <p>CG 4 C-4.1 Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech.</p>	<p>Assembles various linguistic competencies thus gained to generate and to communicate orally and in written discourses.</p> <p>LO34 Accommodates herself/himself to the formal linguistic domain.</p> <p>LO35 Employs linguistic knowledge to interact and to use.</p> <p>LO36 Understands morphological nuances a linguistic unit expresses apart from its face value.</p>
<p>Period 10 Listening & Writing (Words and Expressions), pg94& 96.</p>	<p>CG 5 C-5.1 Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used.</p>	<p>LO37 Comprehends audio and video scripts, read aloud texts and answers comprehension and inferential questions by listening.</p> <p>LO38 To meet people, collect information, discuss variety of issue or listen to record discussions with people from different professions to face to face and electronic media.</p>



Glimpses of India – Overview





Class: 10 Chapter: Period No: 01 Introduction to the theme of the lesson			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Period 1 Activating prior knowledge, motivation, introduction of the title and introduction to the three prose texts. Glimpses of India</p> <ul style="list-style-type: none"> • A Baker from Goa • Coorg • Tea from Goa <p>Oral Discourse</p>	<p>The teacher plays the video and lets the students watch it carefully.</p> <p>Suggested Questions for a teacher:</p> <ul style="list-style-type: none"> • How do you like the video? • Which country is shown in the video? • What have you observed in the video? • What is special about India? • India is a diverse country with vast number of languages, cultures, customs, traditions, religions, food habits, traditional attires, festivals etc. <p>Teacher asks the students to identify the map and asks the students to locate their favourite place if they have any or he/she can ask the students to locate their place of living.</p> <p>Activity 1: Can you find the following places from your atlases/map Or Can you point Goa, Karnataka (Coorg), and Assam</p> <ul style="list-style-type: none"> • How many sides are there? 		<p>Video title: Link https://youtu.be/k8DtPqXiptM?feature=shared</p> <p>India map</p> <p>Map handouts for pointing.</p> <p>Maps India Political</p>

	<p>Teacher elicits answers from students to identify the four sides</p> <ul style="list-style-type: none"> • Where is northern part of India? • Where is southern part of India? • Where is western part of India? • Where is eastern part of India? • Can you locate our state? • Popular foods specific to a region in our state – like Kakinada, Bandar, Guntur, Agra, Bengal etc.? <p>Now teacher asks students to point out which side the three places of discussion are located.</p> <p>India, officially the Republic of India (<i>BhāratGaṇarājya</i>), is a country in South Asia. It is the seventh-largest country by area; the most populous country as of June 2023; Largest democracy.</p> <p>Teacher quotes the text from English 10th class textbook from Andhra Pradesh State -</p> <p><i>“India, a country of many ethnic groups, is a land of myriad languages, a veritable babel of tongues and numerous modes of apparel. For the most part, the continental dimensions of the country account for these variations and diversities. Besides, there are several religions, sects, and beliefs. But there are certain common links and uniting bonds that people have sought to develop in order to achieve the eminently desirable goal of unity amidst diversity.”</i></p>		
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<p>Announcement of the title.</p> <p>Glimpses of India</p>	<p><i>Sir Herbert Risely has rightly observed: "Beneath the manifold diversity of physical and social types, languages, customs, and religions which strike the observer in India, there can still be discerned a certain underlying uniformity of life from the Himalayas to Cape Comorin."</i></p> <p>India is a magnificent country, humongous in nature cannot be confined to words or minutes or days. Thus, given the time and space, it is impossible to have a detailed view of our country hence we can have a short, quick look or what we say a GLIMPSE of India.</p> <p>Glimpse is a word which means a momentary or partial view of something.</p> <p>Teacher explains the title and introduces the titles of the three texts</p> <ul style="list-style-type: none"> ▪ A Baker from Goa ▪ Coorg ▪ Tea from Assam <p>What are the three places mentioned in the texts?</p> <p>Can you point them in the map?</p> <p>Teacher explains importance of the places mentioned in the three texts and discusses the genres of the texts</p>	<div style="text-align: right;">  <p>Goa map (Wikipedia)</p> </div> <div style="text-align: center;">  <p>Coorg map (Wikipedia)</p> </div>
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	<ul style="list-style-type: none"> ▪ A Baker from Goa Autobiography – stressing on the author’s nostalgic memories of his childhood days. ▪ Coorg – History of a place, geographical features, its inhabitants, their race, culture, traditions, etc. ▪ Tea from Assam – Travelogue – Author’s experience of importance of Assam’s tea. <p>Teacher instructs the students to go through the text - 1 from Glimpses of India.</p>	<p>A quick look is called _____</p> <p>Name some childhood memories you have already read in your previous classes.</p> <p>Does your place have any historical prominence?</p> <p>Collect some specific items popular in a place – like Mirchi for Guntur, Pondur for Srikakulam</p>	 <p>Assam map (Wikipedia)</p>  <p>Can ask students to bring their own Atlases if possible</p> <p>Video from Youtube showing the cultural diversity of India</p>
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Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Period 2 Activating prior knowledge, motivation, introduction of the title and introduction to the prose text I- A Baker from Goa by Lucio Rodrigues</p>	<p>Teacher asks the students to identify the sounds and relate them to the vendors according to the items they sell.</p> <ul style="list-style-type: none"> ➤ Who is the seller? ➤ When you hear this sound, who runs outside first? <p>Teacher gives a short history of Portugal invasion of Goa.</p> <p><i>Portugal successfully conquered Goa in 1510 and since then Goa has been influenced by Portuguese culture – stressing on language, names, places, religion... and finally food.</i></p> <p>Speaking of food, what do most people in the world eat for breakfast? Bread Who makes bread? What do you call someone who bakes bread? Baker</p> <p>Teacher announces the title and introduces different types of breads sold by olden days Goan bakers by showing pictures of the breads mentioned in the text.</p>		<p>Audio: Sounds of different signature styles street vendors use to attract the buyers and sell their products.</p> <p>Ice-cream bell sound Beating on tawa for pani puri Cries of vegetable vendors And related sounds</p> <ul style="list-style-type: none"> ➤ Chart with Keywords ➤ IFP

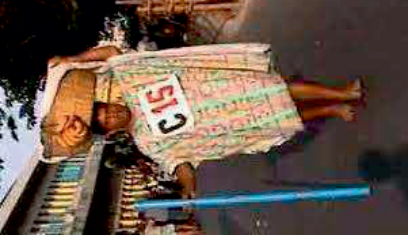
<p>Introduction to the Key words from the text</p> <p>Model Reading by the Teacher Segment 1- <i>Our elders are often.....</i> <i>..... so nicely, after all</i></p> <p>Reading aloud by the Students Individual reading</p> <p>Reading Comprehension</p>	<p>Teacher discusses the new key words found in the text with the help of pictures and TLMs</p> <ol style="list-style-type: none"> 1. Bamboo staff 2. Loaf – plural discuss 3. Heralding 4. thud 5. Pader 6. Bread-bangles <p>The teacher reads the prose text aloud following appropriate stress, intonation, and rhythm while the students listen to him/her carefully.</p> <p>Teacher makes the students read the text for comprehension.</p> <p>Students read the prose text aloud following appropriate stress, intonation, and rhythm.</p> <p>The teacher explains how the narrator remembers about the good old Portuguese famous loaves of bread and bakers.</p> <p>The traditional bakers called Pader, sell the bread in streets with their signature sound and attire. Shows the curiosity of the children and the eagerness to eat the loaves of bread even without brushing their teeth.</p>	<ol style="list-style-type: none"> 1. What are the bakers of traditional bakers called? 2. How do you know the entry of a baker selling his breads? 3. How does he carry bread? 4. Where does he rest the basket while selling the bread? 5. What type of bread do elders buy? 6. Bread-bangles are most liked by whom? 7. Do the kids care to brush their teeth? 8. What bread do you buy if you go to Goa? 9. Do you brush before eating? 	<p>➤ Using QR Codes given in the text.</p> <p>➤ Any other relevant videos</p>  <p>Textbook, Dictionary, Thesaurus</p>  <p>Bangles of bread</p>
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Class: 10


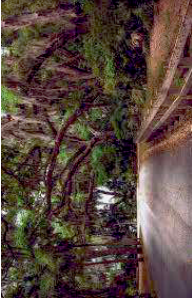
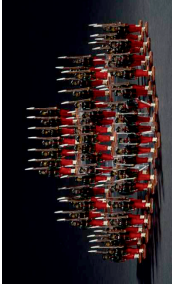
Lesson: A Baker from Goa by Lucio Rodrigues (Reading segment 2)

Period No: 03




Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Period 3</p> <p>Previous knowledge</p> <p>Short recollection of the previous segment</p> <p>Model reading by the teacher</p> <p>Segment – II</p> <p>Marriage gifts.....</p> <p>.....compared to a baker.</p>	<p>Teacher tests the previous knowledge of the students on the text.</p> <p>Key words</p> <ol style="list-style-type: none">1. Bol2. Bolinhas3. Furnace4. Kabai5. Plump physique6. Open testimony <p>Teacher introduces the new key words that going to appear in the text scaffolding further reading.</p> <p>The teacher reads the prose text aloud following appropriate stress, intonation, and rhythm while the students listen to him/her carefully.</p>	<ol style="list-style-type: none">1. Who is a pader?2. Which places were we discussing about yesterday?3. What is kids' favourite bread?4. What are the elders in Goa nostalgic about?	 <p>Bol</p>  <p>Bolinhas</p>  <p>Jackfruit (plump physique)</p>



<p>Reading aloud by the Students</p> <p>Reading Comprehension</p> <p>Words and Expressions Page no. 84 -87</p>	<p>Teacher makes the students read the text for comprehension.</p> <p>Students read the prose text aloud following appropriate stress, intonation, and rhythm.</p> <p>Teacher makes the students to understand how the variety of breads have different fan base.</p> <p>Bols, bolinhas, and the prospects of bakers those days.</p> <p>The teacher poses some questions to the students to check their overall comprehension of the passage.</p> <p>Teacher asks the questions on the oral comprehension from page no 87.</p> <p>Teacher assists the students to complete the exercises on the page numbers 88 and 89.</p> <p>Teacher guides the students to complete the exercises on page nos. 84-87.</p> <p>The teacher asks the students to refer to the dictionary and find the meanings of the following key words from the next text – Coorg</p> <p>Key words</p> <ul style="list-style-type: none"> • Drift • Rolling hills • Inhabited • Invigorating 	<ol style="list-style-type: none"> 1. What is bol and on what occasions is it used widely? 2. A must have bread for festivals is _____ 3. What is the dress worn by Pader? 4. Do the bakers collect money daily? <p>(Page no 87)</p> <p>Students do the exercises on Page numbers 88 and 89 assisted by the teacher.</p> <p>Students complete the exercises assisted by the teacher.</p> <p>Students will come prepared for the next class reading.</p>	 <p>Pader(baker) Kabai (dress)</p>
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	<ul style="list-style-type: none"> • Canopy • Regiment 			
Class: 10 Lesson: Coorg Reading Segment I Period No: 04				
Sub-topics		Teaching-Learning Process	Pointers for assessment	Material required
Period 4 Activating prior knowledge, motivation, introduction of the title and introduction to the prose text II – Coorg by Lokesh Abrol.		<p>Teacher may ask the following questions</p> <ul style="list-style-type: none"> • Do you get vacation? • Where do you go during vacation? • During summers which place feels better? • Do you know any place in our state? • If you want to go to a tour which place in India is a better option? <p>There is a cool place in south India near Mysore, do you know its name?</p> <p>Teacher gives a brief tour to Coorg through his/her vivid description of the place.</p> <p>Key words</p> <ul style="list-style-type: none"> • Drift • Rolling hills • Inhabited • Invigorating • Canopy • Regiment 		<ul style="list-style-type: none"> ➤ Chart with Keywords ➤ IFP ➤ Using QR Codes given in the text. ➤ Any other relevant videos <p>IFP, Textbook, Dictionary, Thesaurus</p>
Announcement of the title - Coorg				

<p>Model reading by the teacher Segment – I Midway between Mysore..... without a license.</p> <p>Reading aloud by the Students</p> <p>Reading Comprehension</p>	<p>Teacher helps the students to understand the meanings and usage of the key words in the text using various pictures and TLMs.</p> <p>The teacher reads the text aloud with proper stress and intonation, while the students listen to the teacher's pronunciation and articulation. <i>[Teacher points out the picture and possess the questions]</i></p> <p>Teacher continues to discuss posing interactive questions. Teacher takes the lesson ahead in an interactive mode to intensify their comprehension.</p> <p>Teacher makes the students read the text for comprehension.</p> <p>Students read the prose text aloud following appropriate stress, intonation, and rhythm.</p> <ol style="list-style-type: none"> 1. Coorg is termed as a piece of heaven sandwiched between Mysore and the coastal town of Mangalore. 2. Smallest district filled with coffee aroma 3. Inhabitants are perhaps the descendants of Greek and Arabic origins as their attire <i>Kuppia</i> finds similarities with Arab and Kurd's <i>Kuffia</i>. 4. Coorg's regiment is one of the most decorated. 	<ol style="list-style-type: none"> 1. Which is the smallest district in Karnataka? 2. State whether true or false <ul style="list-style-type: none"> • Coorg is the biggest district in Karnataka. 3. What are tucked under canopies of trees? 4. Who is the first chief of Indian Army? 	 <p>Rolling hills</p>  <p>canopy</p>  <p>Regiment</p>
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Class: 10
Lesson: Coorg Reading Segment II
Period No: 05

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Period 5 <i>Reading Segment II</i></p> <p>Coorg The river, Kaveri.....till right here in Coorg</p> <p>Model reading by the teacher Segment – I Midway between Mysore..... without a license.</p>	<p>Teacher tests the previous knowledge of the students on the text.</p> <p>Key words</p> <ul style="list-style-type: none"> • Mahaseer • Splash • Ripple • Langur • Canoe • Rapelling • Rock climbing • trekking <p>Teacher uses the pictures and other media to make students have a thorough understanding of the words they are about to face in the text</p> <p>The teacher reads the text aloud with proper stress and intonation, while the students listen to the teacher's pronunciation and articulation.</p> <p>Teacher continues to discuss posing interactive questions. Teacher takes the lesson ahead in an interactive mode to intensify their comprehension.</p>		 <p>Macaques</p>  <p>Mahaseer fish</p>  <p>Trekking</p>

<p>Reading aloud by the Students</p> <p>Reading Comprehension</p>	<p>Teacher makes the students read the text for comprehension.</p> <p>Students read the prose text aloud following appropriate stress, intonation, and rhythm.</p> <p>Teacher continues to discuss posing interactive questions. Teacher takes the lesson ahead in an interactive mode to intensify their comprehension.</p> <p>The river Kaveri gets water from Coorg</p> <p>Mahaseer, kingfishers, wild elephants, birds, bees, butterflies, macaques, Malabar squirrels, langurs and slender lorises are variety of animals thrive at Coorg.</p> <p>High-energy adventures like river rafting, canoeing, rappelling, rock climbing, mountain biking, walking trails, and trekking are rampant here in Coorg. Beautiful scenery, rope bridge, Buddhist monks, are special attraction at Coorg.</p> <p>Teacher discusses the questions given under thinking about text.</p>	<ol style="list-style-type: none"> 1. Where does the river Kaveri gets water from? 2. What is mahaseer? 3. Name some high adventure games popular with Coorg. 4. What is Nisargadhama? <p>Students test their comprehension by answering the questions given under the thinking about text in page no. 92 and 93.</p>	 <p>Canoe</p>  <p>Rapelling</p> <p>Any relevant videos</p> <p>Worksheet</p> <ol style="list-style-type: none"> 1. Collect information on various attires specific to a region. 2. Popular dance forms – their origin, style and related information
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Class: 10 Lesson: Thinking about language Period No: 06			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
Period 6 Thinking about language (Textbook pg no. 71 & 72)	Thinking about language Collocations and Phrases The teacher gives a brief introduction on collocations. Asks student to supply their own examples Helps the students to collocate the words from the textbook exercise 1 (Page no. 71) Helps students to fill in the blanks given in exercise 2 (page no. 72) Students are encouraged to give their own examples of collocations and phrases accordingly.	Find more collocations frequently used in everyday English.	<ul style="list-style-type: none"> ➤ Chart with collocations examples ➤ IFP ➤ Any other relevant videos
Words and Expressions Reading comprehension Words and Expressions Vocabulary (pg no. 91)	Words and Expressions (Page nos. 88-92) Teacher helps the students to read and comprehend the text on the page no. 88 & 89. Then guides the students to answer the questions that follow. Teacher helps the students to identify the words used to describe the different sounds made by different things. Students try to match the sounds in column A with the appropriate words from column B (Onomatopoeia: the use of word whose sound suggest the sense).	Find some Onomatopoeias for the next class and write them neatly on the chart for the classroom wall.	Onomatopoeias chart

Class: 10 Lesson: Tea from Assam Period No: 07			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Period 7 Reading Tea from Assam Whole text</p>	<p>Visual activity Teacher tests the previous knowledge of the students on the text by showing videos related to the tea. The teacher also tries to refresh their minds by asking the following questions.</p> <ol style="list-style-type: none"> 1. Do you drink anything in the morning? 2. What do children drink mostly? 3. Then what about adults? What do they drink to come out of their lethargy? 4. In which part of India is it grown? 5. In which state it is grown? <p>The teacher announces the lesson Tea from Assam. Before diving into the tea, the teacher explains the meanings of key words.</p> <p>Key words Exclaimed Magnificent Sturdy Billowing Ascetic Clattered Veered Pruned</p> <p>Teacher uses various media to explain the meaning of the words. Teacher uses the pictures and other media to make students have a thorough understanding of the words they are about to face in the text.</p>		<p>Chai song by Chiranjeevi from Mrugaraju https://youtu.be/S3lBhnTmGk?feature=shared</p> <p>Miss India, Keerthi Suresh about tea https://youtu.be/_8skWAuUxwU?feature=shared</p> <p>Keywords Chart</p>
<p>Announcement of the topic</p>			

<p>Model reading by the teacher</p> <p>Reading aloud by the Students</p> <p>Reading Comprehension</p>	<p>The teacher reads the text aloud with proper stress and intonation, while the students listen to the teacher's pronunciation and articulation.</p> <p>Teacher makes the students read the text for comprehension.</p> <p>Students read the prose text aloud following appropriate stress, intonation, and rhythm.</p> <p>Teacher continues to discuss posing interactive questions. Teacher takes the lesson ahead in an interactive mode to intensify their comprehension. The following are model questions</p> <ul style="list-style-type: none"> • Whose father owns tea estates? • Who are the two friends? • What are the doll-like figures referred to? • Who was the Buddhist ascetic? • Why did he cutoff his eyelids? • Who were waiting for them? • What did they cross? • Where did they enter? <p>The teacher asks the students to complete the exercises given on page 96 and 97.</p>	<p>Students test their comprehension by answering the questions given under the thinking about text in page no. 96 and 97.</p>	  <p>Words chart</p>
<p>Thinking about Language</p> <p>Speaking and Writing</p> <p>Assignment</p>	<p>Students are asked to collect the data by consulting encyclopedia or websites and do the roles given on page 98.</p> <p>In the lesson we discussed two origins of tea – one from China and the other from Buddhist monk</p> <p>Now find out if there are anymore and write an essay on the origins of tea.</p>		

Class: 10
Lesson: Thinking about Language
Period No: 08

Sub-topics	Teaching-Learning Process	Pointers for assessment
<p>Period 8</p> <p>Thinking about language</p> <p>Vocabulary (Textbook)</p> <p>Words and Expressions Editing</p> <p>(Page no. 93)</p> <p>Words and Expressions Editing</p> <p>(Page nos. 91 and 92)</p>	<p>Thinking about language</p> <p>Using words appropriately in the exercise 1 & 2 from page no 96 of textbook</p> <p>The teacher gives a brief introduction to the fill in the blanks with appropriate words.</p> <p>Helps students to fill in the blanks with appropriate words.</p> <p>Editing</p> <p>Students identify the misspelt words and correct them with teacher's assistance.</p> <p>Teacher gives a brief introduction to the adjective formed by adding -ing and -ed</p> <p>Teacher helps the students to fill in the blanks from page 92</p>	<ul style="list-style-type: none"> ➤ Chart ➤ IFP ➤ Any other relevant videos <p>Find the most commonly misspelt words in English</p> <p>Form your own adjectives from past participles and present participles</p>

Class: 10
Lesson: Writing and Speaking
Period No: 09

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Period 9</p> <p>Writing</p>	<p>1. Teacher assists the students to draft an advertisement endorsing a famous tea company. from page 92 of Text book</p> <p>2. Another advertisement from Words and Expressions no. 97</p> <p>Teacher gives brief idea of writing a travel account and asks students to write a travel account for page no. 96 Words and Expressions.</p> <p>****Submitted for review in the next class.</p> <p>Activity: Teacher guides the students to involve in group discussions on various traditional manual occupations. Group discussion on page no. 89</p> <p>Words and Expressions Speaking from page no. 95 to prepare itinerary for an excursion to Araku valley</p>	<p>1. Observe advertisements in TV and newspapers from library and write your opinion.</p> <p>Share your experiences of any favorite place you visited.</p>	<ul style="list-style-type: none"> ➤ IFP ➤ Any other relevant videos ➤ Advertisement teacher's version <p>Any related videos</p>
<p>Speaking</p>			

Class: 10
Lesson: Listening and Writing
Period No: 10

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Period 10</p> <p>Listening and Writing</p> <p>Words and Expressions (Page no. 94)</p> <p>Listening</p> <p>Writing</p>	<p>The teacher reads the text aloud a couple of times with proper stress and intonation, while the students listen to the teacher's reading to comprehend the text.</p> <p>Teacher helps the students to summarize with minimum interference.</p> <p>Teacher further assists the students to plan for the preparation of collage</p>	<p>Dot down important points from the text you listened.</p> <p>Now summarize the paragraph you have listened.</p> <p>Students are expected to use their tabs at home and prepare a collage planned at school.</p>	

<p>Feedback and Assessment</p>	<p>The teacher consolidates the whole text for getting the main elements and gist of the passage.</p> <p>Recapitulation: The teacher asks the following questions to get the feedback from the students and to assess the learning process.</p> <ul style="list-style-type: none"> ➤ What is your favorite text among the three? Why? ➤ How many people drink tea every day? ➤ How many types of bread are mentioned in the text – A Baker from Goa and what are they? ➤ Coorg holds a numerous tales of _____ ➤ Which place has lot of biodiversity?
<p>Project Work Words and Expressions Page no. 99.</p>	<p>The teacher allocates a project to the students on the following topic:</p> <ul style="list-style-type: none"> ● Our railways have undergone magical transformation since independence from electrification to high speed etc. Find more about Indian Railways and prepare a write up. You can add experiences of rail travel of the people. ● Collect the pictures and information about vintage, royal and luxury trains in India.

<p>Teachers' Reflections</p> <ol style="list-style-type: none"> 1. Did the lesson plan align with the curricular goals and competencies? If not, how could it be adjusted for better alignment? 2. How well did the pedagogical strategies engage students and promote active participation in the learning process? 3. How well did the assessment strategies measure student understanding and achievement of the learning outcomes? 4. How effective were the materials and resources used in the lesson? 5. Did the lesson incorporate formative assessment strategies to guide pedagogy and provide timely feedback to students?

Class 10

Unit 5

Poetry – Trees by Adrienne Rich

The following Curricular Goals and Competencies will be developed through this unit -

Goal 1: develops reading comprehension and summarising skills with variety of texts (Poems and Ballads).

Goal 2: Develops the capacity for effective oral and written communication in different situations (Formal and Informal)

Goal 3: Explores different forms of literature.

Goal 4: Develops the ability to recognise basic linguistic aspects (word, sentence and structure) use them in oral and written expressions.

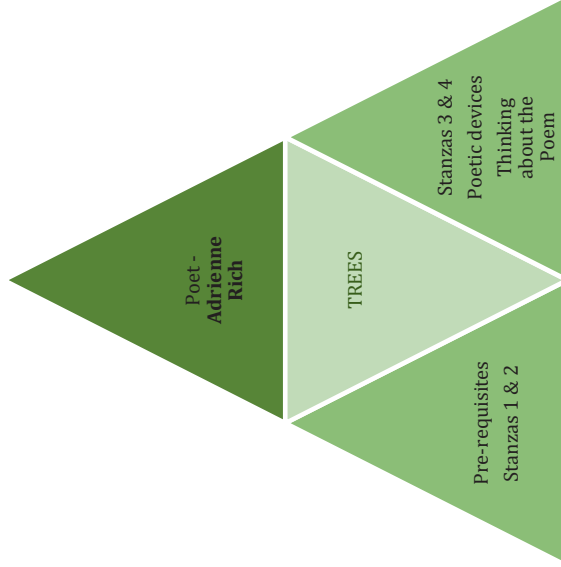
Goal 5: Develops an appreciation of the distinctive features of the language, sounds, scripts, puns and other wordplays unique to the language.

Period and Topics	Goals and Competencies	On completion of this unit, the learners will be able to:
Learning Outcomes		
<p>Period - 1: Pre-requisites: Activating prior knowledge, motivation, introduction of the title and introduction to the theme of the poem.</p> <p>Segment - 1</p> <p>Stanzas 1 & 2 (Text on page number 77)</p>	<p>CG 1 C- 1.1 Identifies main points summarises and the text and responds coherently with a poet's intention.</p> <p>C-1.2 Uses strategies to organize ideas information to write for an intended purpose and audience.</p> <p>CG 2 C-2.1 Listens critically and reads different news articles, reports, and editorials to express opinions.</p> <p>C- 2.2Asks variety of questions on social experiences using appropriate language (Open-Ended/Closed-Ended/Formal/Informal, relevant to context with sensitivity).</p>	<p>LO-1 Read literary texts for enjoyment/pleasure and compares interprets and appreciates characters and themes.</p> <p>LO-2 Read aloud and recites poems with proper stress, pause, tone and intonation by following proper rhyme and rhythm.</p> <p>LO-3 Identify and appreciates significant literary elements/poetic devices such as Metaphor, Symbolism, Personification, etc.</p> <p>LO4 Read aloud poem with proper stress, pause, tone, and intonation.</p> <p>LO5 Read silently with comprehension and interprets layers of meaning.</p>

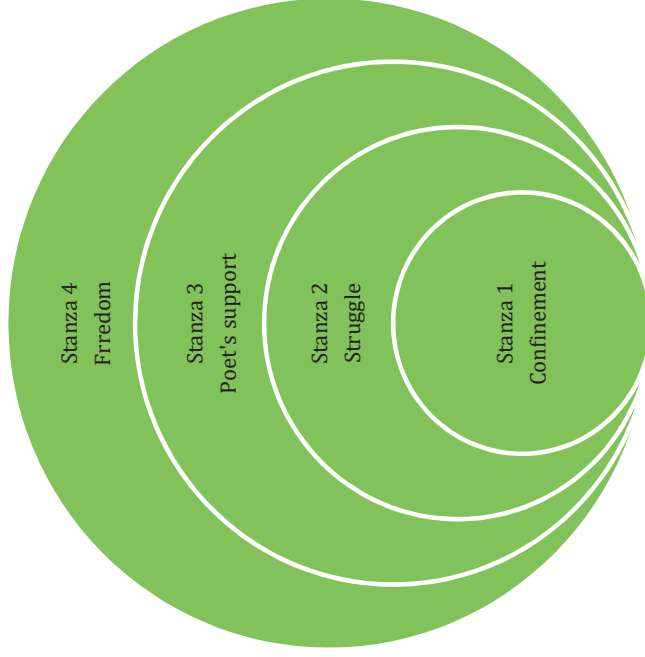
<p>Period 2 Segment - 2</p> <p>Stanzas 3&4 (Text on page number 77&78)</p> <p>Thinking about the Poem</p>	<p>C-2.3 Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form.</p> <p><u>CG-3</u> C-3.1 Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary).</p>	<p>LO6 Use creativity and imagination and connects the discourse with real life contexts while expressing themselves through speech and writing.</p>
	<p><u>CG 1</u> C- 1.1 Identifies main points summarises and the text and responds coherently with a poet's intention.</p> <p>C-1.2 Uses strategies to organize ideas information to write for an intended purpose and audience.</p> <p><u>CG 2</u> C-2.1 Listens critically and reads different news articles, reports, and editorials to express opinions</p>	<p>LO1 – LO7 LO8 Organizes ideas meaningfully to write comprehension and opinions.</p> <p>LO9 Complies with the opinions of the poet related to feminism</p>

	<p>C- 2.2 Asks variety of questions on social experiences using appropriate language (Open-Ended/Closed-Ended/Formal/Informal, relevant to context with sensitivity)</p> <p>C-2.3 Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form.</p> <p><u>CG-3</u> C-3.1 Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary)</p> <p><u>CG-4</u> C-4.1 Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech</p>	
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Overview





Concept Map




Class: 10
Lesson: Trees by Adrienne Rich, Introduction to the poem and Reciting
Period No: 01

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Period - 1: Pre-requisites: Activating prior knowledge, introduction of the title and introduction to the theme of the poem</p> <p>Poem: Trees Stanzas 1 & 2</p>	<p>Teacher asks the following questions to motivate the students.</p> <p>What do you call</p> <ul style="list-style-type: none"> • A classroom without students... • River without water... • Home without a family... • Solar system without planets... • Hive without bees... <p> <i>Forest without trees.. Can it be called a forest?</i></p> <p> <i>Trees are the essential part of the forest (Importance of trees and their part in the forest.)</i></p> <p> <i>Like without students, a classroom will be left with only lifeless infrastructure.</i></p> <p> <i>Similarly, without trees a forest will be lifeless and no life can survive. Where do all the animals go? Where do they live?</i></p> <p> <i>For life to survive in a forest trees are the only essential things on which everything else depends.</i></p> <p> <i>Likewise, on whom does all the world of people depend? Expected response - woman.</i></p>		<ul style="list-style-type: none"> ➤ IFP ➤ Feminist poets' photos ➤ Feminist movements

<p>Announcement of the Title</p>	<p> <ul style="list-style-type: none"> 🚩 <i>As we can observe the vast majority of portions in the world are dominated by men. So, do women stay in houses?</i> 🚩 <i>No, they cannot... nothing can stop them, nothing can confine them to the four walls of the house, they push their way forward...</i> 🚩 <i>Trees always find their way to forest.</i> <p>The teacher leads the students to dive into the feministic ideology of the poem.</p> <p>Let us now see in a poem by Adrienne Rich with the title Trees.</p> <p>Introduction of the Poet: Adrienne Cecile Rich (May 16, 1929 – March 27, 2012) was an American poet, essayist and feminist. She was credited with bringing “the oppression of women” to the forefront of poetic discourse. Rich criticized rigid forms of feminist identities.</p> <p>The teacher helps the students to understand the key words for better comprehension of the poem</p> <p>Key words:</p> <ul style="list-style-type: none"> • Disengage • Exertion • Long-cramped • Shuffling <p>The teacher recites the selected stanzas aloud with appropriate stress, rhythm, pauses and intonation.</p> </p>	
<p>Key words</p>		
<p>Model reading by the teacher.</p>		

<p>Chorus reading by students.</p> <p>Oral Narration Stanza 1 and 2 Stanza 1 – Confinement</p> <p>Stanza 2 – Struggle</p>	<p>The students listen to the teacher to follow the tone and articulation Students follow the teacher and try to recite the poem with proper stress intonation and with rhyme and rhythm.</p> <p>Teacher brings the students to better comprehension of the poem through interaction with the students.</p> <ul style="list-style-type: none"> • What is the time in line six of stanza 1? • What is the time in line seven of stanza 1? • Where is the tree? • Where are they moving out into? • How was the forest? • Are there birds and insects? • Could sun find rest in the forest? • What does this suggest? <p>Targeted answer <i>imprisonment of woman/confinement.</i></p> <ul style="list-style-type: none"> • Are trees sitting idle at night? • Are they staying in the cracks in the veranda? • Leaves are weak but are they not trying to break the glass? • How are the twigs? • How were the boughs till then? • What does all this suggest? <p>Targeted answer trees <i>struggle</i> to break their way through.</p> <ul style="list-style-type: none"> • What is this struggle compared to? 	<p>IFP Dictionary Textbook Thesaurus</p>  <p>Link to picture https://upload.wikimedia.org/wikipedia/commons/3/3a/Preah_Khan_-_009_Tree_growing_over_Buildings_%288578910657%29.jpg</p> <p>How was the forest in the morning?</p>
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Class: 10
Lesson: Trees by Adrienne Rich
Period No: 02

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Period - 2: Pre-requisites: Activating prior knowledge, motivation, introduction of the title and introduction to the theme of the poem</p> <p>Poem : Trees Stanzas 3 & 4</p> <p>Model reading by the teacher.</p>	<p>Teacher asks the following questions to test the previous knowledge of the students on the stanzas 1 and 2.</p> <p>The teacher asks the students to identify difficult words and explains their meaning.</p> <p>Key words:</p> <ul style="list-style-type: none"> • scarcely • Lichen • Stumble <p>The teacher recites the selected stanzas aloud with appropriate stress, rhythm, pauses and intonation.</p> <p>The students listen to the teacher to follow the tone and articulation.</p>	<p>We have learned from stanza 1 that the trees were imprisoned, now in the second stanza what do you observe the prisoner is doing? Are they weeping on their fate? Or are they struggling to break through?</p>	<p>Dictionary, Thesaurus IFP</p>  <p>lichen</p>

<p>Chorus reading by students.</p> <p>Oral Narration Stanza 3 and 4</p> <p>Stanza 3 – Poet’s support to the struggle.</p> <p>Stanza 4: Freedom gained.</p>	<p>Students follow the teacher and try to recite the poem with proper stress intonation and with rhyme and rhythm.</p> <p>Teacher brings the students to better comprehension of the poem through interaction with the students.</p> <ul style="list-style-type: none"> • Who is 'I' in the poem? • Is she with the struggle of the trees or against it? • What is she writing? • What does scarcely mention mean in the line 3 of 3rd stanza? • How is the moon in the sky? • What is the smell of leaves and lichen compared to? • Today there are whispers in head how will be tomorrow? • What happens to the glass? • Why are the trees stumbling forward? <p>Expected answer: Trees compared to not yet recovered patients, in stanza 2, thus stumbling.</p> <ul style="list-style-type: none"> • What did the wind do? • What happened to the moon? <p>Do you think the trees are real trees?</p> <p>A tree is a metaphor for woman who was under relentless imprisonment and trying to break free from the clutches of oppressive patriarchal society.</p>	
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<p>Poetic Devices</p>	<p>This poem suggests the equal rights to all human beings. Constant oppression cannot keep someone calm like trees confined inside.</p> <p>The teacher makes the students understand the importance of poetic devices and their usage in the poem by the author.</p> <p>Simile: comparison with the help of words – ‘like’ of ‘as’ <i>‘like newly discharged patients half-dazed, moving to the clinic doors.’</i></p> <p>Simile– Ex- <i>“the smell of leaves and lichen still reaches like a voice into the rooms”.</i> (stanza 3 lines 7 & 8) <i>“The moon is broken like a mirror”</i> (stanza 4, line 6)</p> <p>Metaphor: Ex- crown (Stanza 4 line 7)</p> <p>Symbolism Trees – women Glass, Roof etc. – patriarchy Night symbolizes darkness of female oppression. Morning symbolizes bright day of equal rights to all the human beings.</p> <p>Teacher instructs the students to answer the questions 1 – 5 from page 100 of the textbook.</p>		<p>Chart showing poetic devices.</p>
<p>Thinking about the poem</p>		<ul style="list-style-type: none"> ➤ What is theme of stanza 1? ➤ What is the theme of stanza 2? ➤ What is the theme of stanza 3? ➤ What is the theme of stanza 4? 	<p>Chart showing Homophones.</p>

Feedback and Assessment	<p>The teacher consolidates the whole text for getting the main elements and gist of the passage.</p> <p>Recapitulation: The teacher asks the following questions to get feedback from the students and to assess the learning process.</p> <ul style="list-style-type: none">• How great are the poet's own efforts, in her own opinion, towards the empowerment of women?• What are the trees compared to in the poem?• Why are the trees stumbling? <p>Write the theme of the poem 'Trees'.</p>
Assignment	

LESSON PLAN: SUPPLEMENTRY READER

CLASS: X

NAME OF THE LESSON: FOOT PRINTS WITHOUT FEET

AUTHOR: H.G. WELLS

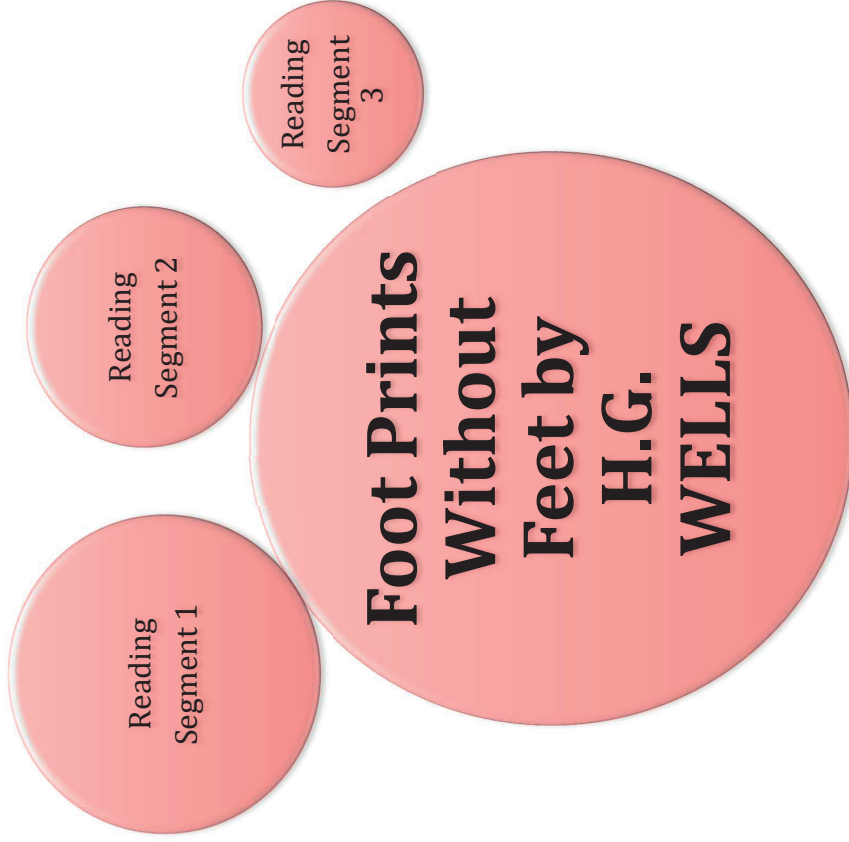
NO OF PERIODS: 4

The following Curricular Goals and Competencies will be developed through this unit -

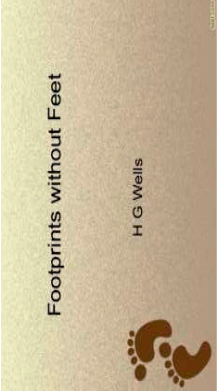

- CG 1 :** To develop reading comprehension and summarizing skills by engaging a variety of texts (stories, plays, essays) and uses various strategies to write for different audiences.
- CG 2 :** Develops the concepts for effective oral and written communication in different situations (formal & informal).
- CG 3 :** Explore different forms of literature (sample from early to contemporary period).
- CG 4 :** Develops the ability to recognize basic linguistic aspects (word and sentence structure) and use .


Period and Topics	Goals and Competencies	On completion of this unit, the learners will be able to:
		Learning Outcomes
PERIOD: 1 Prerequisites Activating prior knowledge: Introduction to the Title and lesson. <ul style="list-style-type: none"> ● Announcement of the topic ● Reading aloud by the teacher. Segment - I	C.1.2: Identifies main points summarizes after a careful reading of the text and responds coherently. C.1.2 Uses strategies to organize ideas and information to write for an intended purpose and audience	LO:1 Knowledge and describes the various characteristics of Text. LO:2 Understands and elicits meanings of the words in different contexts. LO:3 Reads with understanding information in his environment outside the schools as in hoardings, advertisements, products, labels, visiting market place etc
PERIOD: 2 Segment -II Reading aloud by students	CG-2 C2:2 Asks a variety of questions on social experiences using appropriate language. C2:3 Shares ideas and critics on various aspects of the topic. CG-3 C3.1 Identifies, analyses, and appreciates the different possible meanings	LO:4 Students will be able to identify and analyze the key elements of a suspenseful story, including conflict, rising action, climax, and resolution. LO:5 Students will be able to understand the importance of quick thinking and resourcefulness in overcoming challenges
PERIOD: 3 Segment III Reading and	C4.1 Interprets understands and applies basic linguistics aspects.	LO:6 Reads silently with comprehension and interprets layers of meaning. LO:7 Communicates thoughts, ideas, views, and opinions, verbally and nonverbal. LO:8 Students will appreciate the importance of considering the ethical implications of scientific research.

Overview









Class: 10
Lesson: SUPPLEMENTARY READER - FOOT PRINTS WITHOUT FEET - H.G. WELLS
Period No: 1

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>PERIOD I Pre-requisites:Activating prior knowledge</p> <p>ANNOUNCEMENT OF THE TOPIC</p>	<p>The teacher directs the students towards the text by engaging students in a brainstorming session to explore the concept of invisible by looking at the picture</p> <ol style="list-style-type: none"> 1.Who is the human in the picture? 2.Is it male or female? 3.Can you see it clearly? 4.Is it visible? <p>Let's read a thrilling tale of invisibility and its consequences. Footprints Without Foot</p> 	<p><i>1)Imagine you can become invisible.</i> <i>2)What would you do with this power?</i></p> <p><i>3)How do you think invisibility would change your life?</i></p>	

<p>About the author</p> <p>_____</p> <p>Reading aloud by the teacher.</p> <p>Reading Segment -I (26&27)</p> <p>The two boys started.....</p> <p>ts.closing.....quilt</p>	<p>The teacher introduces the author Herbert George Wells was an English writer. Prolific in many genres, who is widely regarded as the "father of science fiction". Learn about his life, works, social views, and legacy in various genres</p> <p>H. G. Wells</p> <p>The teacher reads the full lesson aloud with proper stress intonation, pronunciation, pause, and asks the students to listen carefully.</p> <p>The teacher introduces the setting & characters of the lesson</p> <p>Dr. Griffin: Mrs. Hall: The Clergyman and His Wife The Boys</p> <p>The teacher progress asking questions and comprehend the passage</p>	<p>1) Who is the author of the lesson?</p> <p>2) Who is H. G. 2). WHO is H. G. Wells?</p> <p>3. What is his other famous works?</p> <p>✚ Describe the character of Describe the character of Griffin.</p> <p>✚ What are his motivations and goals? How does he change throughout the story. Griffin.</p> <p>✚ What are his motivations and goals? How does he change throughout the story?</p> <p>How is Mrs. Hall portrayed in the story? What is her significance to the plot?</p> <p>Discuss the role of the clergyman and his wife. How do they react to the events that unfold?</p>	 <p>H. G. Wells https://en.wikipedia.org/</p> <p>https://youtu.be/uzZooZh5du6A?si=QZarcx3CeX6hwGVE</p> <p>https://youtu.be/198LeQZqGqk?si=VgQNDKMCgMaKeUM</p> <p>https://youtu.be/198LeQZqGqk?si=VgQNDKMCgMaKeUM</p> <p>https://youtu.be/198LeQZqGqk?si=VgQNDKMCgMaKeUM</p>
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Class: 10

Lesson: SUPPLEMENTARY READER - FOOT PRINTS WITHOUT FEET - H.G. WELLS Period No: 2

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>PERIOD -2</p> <p>Reading Segment - II (28&29)</p> <p>Eager to get away.....a</p> <p>locked room.,</p> <p>Reading by the students.</p>	<p>The teacher reads the story aloud to the class, using expressive voices and pausing at suspenseful moments to maintain engagement.</p> <p>Teacher instructs students read the story in pairs, taking turns reading the lesson, comprehend the passages and difficult words (read and find out).</p> <p>Students are asked to read the lesson individually in proper stress, intonation, pause and with proper articulation.</p>	<p> Identify examples of foreshadowing, suspense, and irony in the story. How do these elements enhance the narrative?</p> <p> Discuss the use of symbolism in the story. What objects or events have symbolic meaning?</p> <p> How does the author use point of view to shape the reader's understanding of the events and characters? if you could meet Dr. Griffin, what would you ask him?</p> <p> Do you believe that invisibility is a desirable power? Why or why not?</p> <p> What are the potential dangers and consequences of invisibility?</p> <p> How does the story of Dr. Griffin relate to contemporary issues of privacy and surveillance?</p>	<p>https://youtu.be/j98LeQZgGqk?si=VgQNDKMCgMaKeUM_</p> <p>PREPARE A CHART</p> <p>1. Vocabulary Preview: Introduce some of the key vocabulary words from the story, such as "invisibility," "formula," "menace," and "disguise."</p> <p>2. Discuss the meaning of these words and provide examples from everyday life.</p>

Class: 10 Lesson: SUPPLEMENTARY READER - FOOT PRINTS WITHOUT FEET - H.G. WELLS

Period No: 3

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>PERIOD -3 Segment-3 (pages 30&31) The scientist waswhere to lay hands on him.</p> <p>Writing activity Reading and writing skill</p>	<p>The teacher poses open ended and thought-provoking questions to take the learner beyond facts. Comprehends and completes the textual exercises.</p> <p>Students are instructed to prepare a poster using their imagination under the guidance and instructions given by the teacher.</p> <p>Project: Ask students to create a multimedia project that showcases their understanding of the story. They could create a poster, a presentation, or a video that incorporates text, images, and sound.</p>	<ul style="list-style-type: none"> ✚ Would you like to become invisible? ✚ What advantages and disadvantages do you foresee? IF YOU DID? ✚ Are there forces around us that are invisible, ✚ How does the story of Dr. Griffin relate to contemporary issues of privacy and surveillance? ✚ WHAT MAKES GLASS OF WATER TRANSPARENT (WHAT IS SCIENTIFIC EXPLANATION FOR THIS)? ✚ Do you think it would be scientifically possible for a man to become invisible? ✚ Creative Writing: Ask students to write a creative piece inspired by the story. They could write a sequel, a prequel, or a story from a different character's perspective. 	<ul style="list-style-type: none"> • Suggested books for references • The invisible man by H.G. Wells • As far as human eye can see by Isaac Asimov. • It happened tomorrow, Bal Phoneme.

Teachers' Reflections

1. Did the lesson plan align with the curricular goals and competencies? If not, how could it be adjusted for better alignment?
2. How well did the pedagogical strategies engage students and promote active participation in the learning process?
3. How well did the assessment strategies measure student understanding and achievement of the learning outcomes?
4. How effective were the materials and resources used in the lesson?
5. Did the lesson incorporate formative assessment strategies to guide pedagogy and provide timely feedback to students?

Lesson plan

Class 10

Unit 6 (11 Periods)

Prose: Mijbil the Otter by Gavin Maxwell-7 Periods


Poetry: Fog by Carl Sandburg - 1 Period

Supplementary Reader: The Making of A Scientist by Robert W. Peterson - 3 Periods

Name of the lesson: Mijbil The Otter

The following curriculum goals and competencies will be developed through this prose.


- CG 1:** Develops reading comprehension and summarizing skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles and news reports) and uses various strategies to write for different audiences.
- CG 2:** Develops the capacity for effective oral and written communication in different situations (formal and informal).
- CG 3:** Explores different forms of literature (samples from early to contemporary)
- CG 4:** Develops the ability to recognize basic linguistic aspects (word and sentence structure) and use them in oral and written expressions
- CG 5:** Develops an appreciation of the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, pun and other wordplays and games unique to the language.

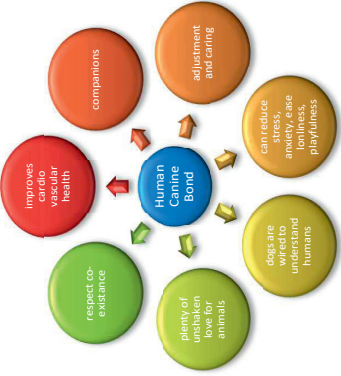
Period and topics	Competencies	Learning Outcomes
<p>Period 1</p> <p>Pre-requisites Activating prior knowledge, introduction of the title and introduction to the prose text.</p> <p>Mijbil the Otter by Gavin Maxwell</p>  <p>1059CH08</p> <p>Period 2 Reading text I &II EARLY in the New Year..... flat belly without ever dropping one to the floor. (Page no. 82 - 84)</p>	<p>CG 1 C-1.1 Identifies main points, summarises after a careful reading of the text, and responds coherently.</p> <p>C-1.2 Uses strategies to organise ideas and information to write for an intended purpose and audience.</p> <p>CG 2 C-2.1 Listens critically and reads different news articles, reports, and editorials to express opinions.</p> <p>C-2.2 Asks a variety of questions on social experiences using appropriate language (open-ended/closed-ended, formal/informal, relevant to context, with sensitivity).</p> <p>CG3 C-3.1 Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary).</p>	<p>LO1 Discovers how the pets are taken care of.</p> <p>LO2 Gets to know the rules before adopting a pet.</p> <p>LO3 Reads different news articles, reports, and editorials related to pets and animals to get educated about taking care of pets.</p> <p>LO4 Develops sensitivity towards animals and humans.</p> <p>LO5 Identifies the genre of the text – first person narrative and appreciates the literary form.</p>

<p>Period 3 Reading Text III& IV, Segment 2 (Page 87)</p>	<p>CG4 C-4.1 Interprets, understands, and applies basic linguistic aspects(rules), such as sentence structure, punctuation, tense, gender, and parts of speech.</p> <p>CG5 C-5.1 Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used.</p> <p>CG1 Identifies main points, summarises after a careful reading of the text, and responds coherently.</p> <p>CG2 C-2.2 Asks a variety of questions on social experiences using appropriate language (open-ended/closed-ended, formal/informal, relevant to context, with sensitivity).</p> <p>CG3 C-3.1 Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary).</p>	<p>LO6 Realises some of her or his experiences with effect that is quite similar to the character in the text.</p> <p>LO7 Identifies the various language expressions used by the author to intensify the author's expressions.</p> <p>LO8 Discusses various language expressions phrasal verbs and adjectives used in the text.</p> <p>LO9 Interprets to have a clear appraisal of geographical climatic variations.</p> <p>LO10 Reads the story with a sense of curiosity to skim and scan the text.</p>
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<p>Period 4 Thinking about the text</p> <p>Period 5 Thinking about language</p> <p>Period 6</p> <ul style="list-style-type: none"> • Thinking about Language • Speaking • Words and Expressions (88 - 92) 	<p>CG4 C-4.1 Interprets, understands, and applies basic linguistic aspects(rules), such as sentence structure, punctuation, tense, gender, and Parts of speech.</p> <p>CG-3 C-3.1 Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary).</p> <p>CG-4 C-4.1 Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech,</p> <p>CG 2 C-2.1 Listens critically and reads different news articles, reports, and editorials to express opinions.</p> <p>CG 4 C-4.1 Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech.</p> <p>CG 5 C-5.1</p>	<p>LO11 Compares various differences in two different setups(places) Iraq and London.</p> <p>LO12 Labels the various forms of texts and their significance in the literary onset.</p> <p>LO13 Learns to use noun modifiers, verbs, phrasal expressions, and other linguistic aspects.</p> <p>LO14 Examines the use of vocabulary and different styles of literary texts.</p> <p>LO15 Recognises the use of modals – <i>would</i>, <i>used to</i> – to indicate repeated actions of the characters in the text.</p> <p>LO16</p>
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<p>Period 7</p> <p>Writing</p> <p>Words and expressions</p>	<p>Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used.</p> <p>CG2 C-2.1 Listens critically and reads different news articles, reports, and editorials to express opinions. C-2.3 Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form.</p> <p>CG5 C-5.2 Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable.</p> <p>CG2 C-2.3 Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form.</p> <p>CG3 C-3.1 Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama in the contemporary setup.</p> <p>CG4</p>	<p>Accommodates herself/himself with the phonetic and semantic variations.</p> <p>LO17 Correlates the characters in the text with that of his.</p> <p>LO18 Articulates about the characters in the story and have a critical appreciation in the real-life scenario.</p> <p>LO19 Describes the feelings of the pet Mijbil the Otter through a language game dumb charades.</p> <p>LO20 Collaborates for exchange of opinions and constructive ideas in a similar situation to generalise.</p> <p>LO21 Makes a her/his speech more interesting, enjoyable and persuasive in oral and written forms.</p> <p>LO22 Identifies problems in the social and cultural aspects in relation to the conservation of animals.</p> <p>LO23</p>
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	C-4.1 Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech.	Distinguishes the various forms of text to understand the use of coherence and cohesive devices.	
Sub- Topic	Teaching Learning Process	Pointers for Assessment	Material Required
<p>Period 1</p> <p>Activating prior knowledge, motivation, introduction of the title and introduction to the prose text.</p> <p>Visual activity</p> <p>Picture/video display - 1</p> <p>Visual Activity</p> <p>picture - 2</p> <p>Mijbil the Otter</p> <p>by Gavin Maxwell</p>	<p>To activate previous knowledge, teacher makes use of the activity given</p> <p>Teacher plays a video related to dogs and their activities</p> <p>Teacher tries to draw out inferences to lead the students towards the reading of the text</p> <p>- Mijbil the Otter by Gavin Maxwell</p>	<ol style="list-style-type: none"> 1. Have you observed anything special in the videos? 2. What is that you liked most in the videos? 3. Do you care for a pet? 4. Have you ever observed their movements in specific? 5. Can you share your experiences with your pet? 6. With whom are you most attached and intimate in your family? 7. Why do you like them so much? 8. Mention the animals you like to keep as a pet, why? 	<div style="text-align: center;">  <p>1059CH08</p> </div> <ul style="list-style-type: none"> • Textbook

<p>Oral Narration</p>	 <ul style="list-style-type: none"> • Teacher briefs out all the points and gives them a brief note of the text they are going to read. • We are going to learn a story about how humans are connected with dogs. 		<ul style="list-style-type: none"> • Videos related to dogs showing how naughty they are • E-pathashala videos QR codes • Integrates the responses of the students.
<p>Introduction of the concept</p>			

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Sub- Topic	Teaching Learning Process	Pointers for Assessment	Material Required
Period 2 Introduction of the title Mijbil the Otter by Gavin Maxwell	The teacher asks the students to observe the picture and answer questions to get connected to the story.	Teacher may ask the following questions <ol style="list-style-type: none"> 1. Who gifted the Otter to the author? 2. What is an otter? 3. Who is narrating the story? 	

<p>Reading text Slot 1 EARLY in the New Year of 1956..... flat belly without ever dropping one to the floor. Page No. 82-84</p>	<p>Teacher exhibits pictures related to text and pelts questions to drag the students towards the reading text. Students observe the pictures and try to answer the questions given under comprehension check.</p> <ol style="list-style-type: none"> 1. How was otter? 2. How long was he hostile? 3. What did Maxwell learn? 	<ol style="list-style-type: none"> 4. What kind of dog is an otter? 5. Did you know that a dog and an otter learn alike? 6. What 'experiment' did Maxwell think Camusfearna would be suitable for? 7. Why does he go to Basra? How long does he wait there, and why? 8. Why the otter was named 'Maxwell's otter'? 9. What is Camusfearna? 10. Why did Maxwell prefer otter to dog? 	
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<p>Model Reading by the teacher</p>	<p>4. What naughty actions did otter do after two days?</p> <p>Teacher reads the entire text at a stretch and presents a model reading incorporating reading skills such as tone, modulations, stress, pause while students listen carefully following the text</p> <p>Close reading activity Students following the instructions of the teacher, reads the text taking turns</p> <p>Teacher asks the students to focus on the questions given while reading the text. Students are divided into heterogeneous groups</p> <p>Group activity: Close reading Students initially read the text and try to do the guess work in comprehending of the text</p> <p>Close reading</p> <ol style="list-style-type: none"> 1. Read the text at least twice to gather meaning and determine the author's purpose 	<ol style="list-style-type: none"> 1. When did the author get the idea of bringing a pet, why? 2. Why did he go to Basra? Who long did he wait there? 3. Why otter was named Maxwell's otter? 4. What happened when Maxwell took Mijbil to the bathroom? 	<p>1. Oral narration to initiate the actual story.</p>  <p>Otter</p>   <p>Otter origin</p>
<p>Individual reading</p>			
<p>Reading for comprehension</p>			

<p>Key words</p>	<p>2. Get the gist of what the text is about.</p> <p>3. Circle words you aren't sure of and try to figure them out using contextual clues.</p> <p>Teacher provides meaning to the key words to help the students to get the sense of contextual meaning</p> <p>Key words</p> <ul style="list-style-type: none"> • Tamed • Consulate-general • Squat • Squirm • Cable (v) • Thrallldom • Fixation • Apathy 	<p>2. Get the gist of what the text is about.</p> <p>3. Circle words you aren't sure of and try to figure them out using contextual clues.</p> <p>Teacher provides meaning to the key words to help the students to get the sense of contextual meaning</p> <p>Key words</p> <ul style="list-style-type: none"> • Tamed • Consulate-general • Squat • Squirm • Cable (v) • Thrallldom • Fixation • Apathy 	<p>5. Why did otter prefer to have 'otter' as his pet but not a dog?</p> <p>6. Maxwell calls otter as Mijbil? Justify.</p>	<p>Dictionary, Thesaurus</p>
<p>Collaborative Reading</p>	<p>Highlights certain expressions those intensify the author's expressions.</p>	<p>5. Why did otter prefer to have 'otter' as his pet but not a dog?</p> <p>6. Maxwell calls otter as Mijbil? Justify.</p>	<p>5. Why did otter prefer to have 'otter' as his pet but not a dog?</p> <p>6. Maxwell calls otter as Mijbil? Justify.</p>	<p>Dictionary, Thesaurus</p>
<p>Comprehension check</p>	<p>Teacher assigns a few questions to check how far the students are able to get connected to the text they are reading.</p> <p>Students get the contextual meaning while they take the glossary in their reading.</p>	<p>Comprehension check questions</p> <ul style="list-style-type: none"> • How did Mijbil spend his time? • How was Mijbil as a pet? 	<p>5. Why did otter prefer to have 'otter' as his pet but not a dog?</p> <p>6. Maxwell calls otter as Mijbil? Justify.</p>	<p>Dictionary, Thesaurus</p>

		<ul style="list-style-type: none"> • Write details about the otter befitting textual in formation. • What is the real play of an otter? <ol style="list-style-type: none"> 1. Expressions such as crossed my mind – a thought came to my mind. 2. At stone's throw – at close quarters 3. Aloof and indifferent – Keeping away 4. So to speak – as it were 5. Slosh and splash – to move around noisily in the bottom of a water container 	
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Sub- Topic	Teaching Learning Process	Pointers for Assessment	Material Required
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<p>Period 3 Reading slot 2 Paragraphs 3 & 4 <i>The days passed peacefully... what is that supposed to be?"</i></p>	<p>Teacher continues to read the text to make the students understand the actions and expressions of the characters in the story</p> <p>Activity 1 Group activity</p> <p>Teacher divides the students in groups and asks them to focus on various expressions used in the text focusing on the questions given to each group.</p> <p>Each group will take each situation and discuss in the group</p>	<p>The following points and questions are to be focused</p> <ol style="list-style-type: none"> 1. Why did the narrator book a flight to London? 2. What is the most interesting thing you have learnt in the story? 3. Do you feel anything or situation memories of such as in the story? 4. Find out the details of the places mentioned in the lesson and what they are known for – Iran, Iraqetc 5. Where were Mijjils found in abundance? 6. Pick the right answer <ol style="list-style-type: none"> 1. In the beginning the otter was _____ A. Aloof and indifferent. B. friendly C. hostile 	
		<ol style="list-style-type: none"> 1. Define key vocabulary words using a dictionary 2. Discuss key words and expressions 3. Chunk the text to discuss 4. Present your observation to the class 	

<p>Extrapolative reading</p> <p>Key words</p> <p>Comprehension check</p> <p>After completing the activity, teacher poses some questions to check their comprehension</p>	<p>Teacher conducts an extrapolative reading to provoke students to read beyond the lines.</p> <p>The teacher asks the few questions those help the students to contemplate</p> <ol style="list-style-type: none"> 1. Provides key words and expressions to help out in getting right interpretation <ol style="list-style-type: none"> a. Camusfearna b. Whimper c. Chink d. Shred e. ricochetting bullet f. infuriated g. took her into my confidence h. ambus <p>Students verifies and rechecks how far they could reach their exposition after reading the text</p> <p>Activity 2 Matching</p> <table border="1" data-bbox="1104 1126 1177 1620"> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> </table>	1		2		<ol style="list-style-type: none"> 5. Make use of real, visual or graphic organizers. 6. Gets connected to the background knowledge. 7. Identify the sentence structures or idiomatic expressions. <ol style="list-style-type: none"> 1. What did Maxwell say to airhostess? 2. How did Mijbil behave in the flight? 3. How was Mijbil as a pet? 4. What do you think of Mijbil as a pet? 5. What does the expression 'kissed her hand in the depth of my gratitude' mean? 6. If you are asked to get a bed what king of beds would you prefer, why? 	<p>Thesaurus, Dictionary</p>
1							
2							

Sub- Topic	Teaching Learning Process	Pointers for Assessment	Material Required								
<p>Period 4 Thinking about the text</p>	<p>Teacher asks the students to answer the questions given under this heading in the text to check overall comprehension of the learners.</p> <p>Teacher discusses the related textual passage and assigns completion of exercise to the students (pages 100-107 words and expressions)</p>	<ol style="list-style-type: none"> 1. What are some of the things we come to know about otters from the text? 2. Why is Mijls species now known to the world as Maxwell's otter? 3. Complete the table <table border="1" data-bbox="639 670 773 1085" style="margin-left: 20px;"> <thead> <tr> <th style="text-align: left;"><i>What Mijl does</i></th> <th style="text-align: left;"><i>How Mijl feels or thinks</i></th> </tr> </thead> <tbody> <tr> <td>plunges, rolls in the water and makes the water splash and splash</td> <td></td> </tr> <tr> <td>Screws the tap in the wrong way</td> <td></td> </tr> <tr> <td>Nuzzles Maxwell's face and neck in the aeroplane</td> <td></td> </tr> </tbody> </table> 4. The qualities you like the most in Mijbil and inspired incidents 5. Was it a usual pet to be chosen as a pet? 	<i>What Mijl does</i>	<i>How Mijl feels or thinks</i>	plunges, rolls in the water and makes the water splash and splash		Screws the tap in the wrong way		Nuzzles Maxwell's face and neck in the aeroplane		
<i>What Mijl does</i>	<i>How Mijl feels or thinks</i>										
plunges, rolls in the water and makes the water splash and splash											
Screws the tap in the wrong way											
Nuzzles Maxwell's face and neck in the aeroplane											

Sub- Topic	Teaching Learning Process	Pointers for Assessment	Material Required
<p>Period 5</p> <p>Thinking about the language</p> <p>Modals</p> <p>'would' and 'used to'</p> <p>Workbook vocabulary</p> <ol style="list-style-type: none"> Find the odd one out Expressions in the poem Textual exercises <p>Grammar</p> <p>Words and Expressions – pages 110 - 111</p>	<p>Teacher talks about the repeated actions of the past with the use of modals - 'would' and 'used to'</p> <p>Students try to understand the use of modals - 'would' and 'used to'</p> <p>Exercise related to vocabulary - words picked from the text and exercise on expressions</p> <ol style="list-style-type: none"> Work book - Words and Expressions – pages 108 – 110 <p>Along with the workbook, the teacher will make the students to complete the exercise given in page no. 91 & 92 (Textbook)</p> <p>Teacher makes the students aware of noun phrases in a context and will make the students do exercise related to the topic given in the textbook.</p>	<p>A. Fill in the blanks with appropriate modals – 'would' and 'used to'</p> <p>Expressions and words</p> <ol style="list-style-type: none"> Adjectives Adjective phrases Quantifier phrases – 'quantity of something' Connecting the words collocating. Using phrases like <ol style="list-style-type: none"> A bit of A bunch of A cloud of A hump of 	<p>Worksheet on modals</p> <ol style="list-style-type: none"> On 'would' On 'used to' Combined exercise ('would' and 'used to') <p>Textbook pages 90 & 91</p> <p>Words and Expressions pages 110 & 111</p> <div data-bbox="853 349 1105 609" data-label="Image"> </div> <p>1076CH08</p> <p>Video links related to Worksheets Used to Would</p>

	6. Adjectives 7. Adjective phrases		Combined 'used to' and 'would'
Sub- Topic	Teaching Learning Process	Pointers for Assessment	Material Required
Period 6	Teacher encourages the students to express their opinion on the feeling of Mijbil the otter through an activity of dumb charades		
Speaking	Activity <ul style="list-style-type: none"> • Dividing the class in groups • One group shows some gestures and other groups deduce the sense of gestures <p>Students are asked to do the exercise given on page number 110</p> <p>Develops a conversation asking the students to play the roles of Mijbil and Maxwell.</p>	Group activity	Textbook Material Words and expressions Puppet show of the story
Words and Expressions			
Editing			
conversation		Develops a dialogue between Mijbil and Maxwell on your own. Puppet show	

Sub- Topic	Teaching Learning Process	Pointers for Assessment	Material Required
Period 7 Writing Words and Expressions Textbook	Based on the text and the concept discussed, teacher asks the students to write their views on the loss of natural habitat, cruelty, loss of freedom Exercise 1 - Writing - page no 116 & 117. Teacher asks the students to do the exercise given on page 92 under the activity of writing.	1. Write your feelings on a person or a pet whom you like most	Textbook Material Words and expressions

Feedback	Teacher reads the text discussed and makes sure that the students understand the text thoroughly
Assignment	The following questions are given as assignment 1. What was the relationship between Maxwell and Author? 2. Write a short note on 'rules for transporting goods, pets etc on aircraft'. 3. Prepare a chart displaying the rules for adoption of a pet.
Teacher's Reflection	Teachers' Reflections 1. Did the lesson plan align with the curricular goals and competencies? If not, how could it be adjusted for better alignment? 2. How well did the pedagogical strategies engage students and promote active participation in the learning process?

	<p>3. How well did the assessment strategies measure student understanding and achievement of the learning outcomes?</p> <p>4. How effective were the materials and resources used in the lesson?</p> <p>5. Did the lesson incorporate formative assessment strategies to guide pedagogy and provide timely feedback to students?</p>
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CLASS: X

NAME OF THE POEM: FOG

NO OF PERIODS: 1

AUTHOR: CARL SANDBURG

The following curricular goals and competencies will be developed through this lesson plan.

CG 1: Develops reading comprehension and summarizing skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles and news reports) and uses various strategies to write for different audiences.

CG 2: Develops the capacity for effective oral and written communication in different situations (formal and informal).

CG 3: Explores different forms of literature (samples from early to contemporary)

CG 4: Develops the ability to recognize basic linguistic aspects (word and sentence structure) and use them in oral and written expressions


CG 5: Develops an appreciation of the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, pun and other wordplays and games unique to the language.



PERIODS & TOPICS	COMPETENCES	LEARNING OUTCOMES
<p>PERIOD: 1</p> <p>Prerequisites</p> <p>Activating prior knowledge:</p> <p>Introduction to the Title.</p> <ul style="list-style-type: none"> • Announcement of the topic FOG • Reading aloud by the teacher. • Model reading by the students. • Reading Comprehension • Poetic devices 	<p>CG-1</p> <p>C.1.1: Identifies main points summarizes after a careful reading of the text and responds coherently.</p> <p>C.1.2</p> <p>Uses strategies to organize ideas and information to write for an intended purpose and audience.</p> <p>CG-2</p> <p>C2:2 Asks a variety of questions on social experiences using appropriate language.</p> <p>C2:3 Shares ideas and critiques on various aspects of their social and cultural surroundings in oral and written form.</p> <p>CG-3</p> <p>C3.1 Identifies and appreciates the different forms of literature such as samples of prose, poetry and drama.</p>	<p>LO:1</p> <p>Reads literary text for enjoyment and compares, interprets, and appreciates the poem.</p> <p>LO:2</p> <p>Reads silently with comprehension and interprets layer of meaning.</p> <p>LO:3</p> <p>Reads with understanding information in his environment and enjoys the rhyme and rhythm.</p> <p>LO:4</p> <p>To make students understand the thought and imagination the poem holds.</p> <p>LO:5</p> <p>Makes students to think about different human emotions.</p> <p>LO:6</p> <p>Inspires them to write their feelings in the form of short poems.</p> <p>LO:7</p> <p>Students will appreciate the crucial role of curiosity, perseverance, passion and will</p>

<ul style="list-style-type: none"> Thinking about the poem 	<p>CG-5 C5.2 Engages in the use of puns, rhymes, alliterations and other word plays in the language to make speech and writing more enjoyable.</p>	<p>recognize that these qualities are essential for overcoming challenges. LO:8 Identifies and appreciates significant and literary elements such as personification, simile and metaphor.</p>
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Overview



Sub-topic	Teaching Learning process	Pointers for assessment	Materials required
<p>Period - 1: Pre-requisites: Activating prior knowledge, introduction of the title and introduction to the theme of the poem</p> <p>Poem : Fog Complete Poem</p>	<p>Teacher asks questions from students to get responses as cat, stealth and then compare them to fog.</p> <ul style="list-style-type: none"> • Name some common animals you see around. • Which animal comes secretly like a thief into our houses? • What is cat famous for? <p>Then teacher moves on to get fog as an answer</p> <ul style="list-style-type: none"> • How many seasons are there? • What is your favorite season? • Which season lasts from November to February? • What do you see early in the winter mornings? • Can you know the coming and going of fog? 		 <p>Textbook, Poem Chart</p>

<p>Announcement of the Topic</p>	<ul style="list-style-type: none"> • Then are there any comparisons between a cat and fog? • Yes! Both of them come and go silently and secretly. • Now let us read a short and cute poem written by Carl Sandburg with the title 'Fog' • But first let us understand a key word <p>Key word:</p> <ul style="list-style-type: none"> • haunch <p>Teacher may show the picture of cat's haunches duly marked to let the students understand the meaning of 'haunch'</p>	 
<p>Model reading by the teacher.</p>	<p>The teacher recites the entire poem aloud with appropriate stress, rhythm, pauses and intonation.</p> <p>The students listen to the teacher to follow the tone and articulation.</p>	
<p>Chorus reading by students.</p>	<p>Students follow the teacher and try to recite the poem with</p>	

<p>Oral Narration</p> <p>Form of the poem</p>	<p>proper stress intonation and with rhyme and rhythm. Teacher brings the students to better comprehension of the poem through interaction with the students.</p> <ul style="list-style-type: none"> • What is the form of the poem? • Is it short or long? • Do you know what such short poems called and where they come from? <p>Answer Haiku – a short poem of three lines originated in Japan.</p> <p>This is an American Haiku styled after Japanese counterpart.</p> <ul style="list-style-type: none"> • How many lines are there in the poem? • Do you see any stanzas? • There are two stanzas – first two lined and second four lined. • What is the title? • Where do you see fog? • How does it come? 		<pre> graph TD Fog(Fog) --> Comes[Comes very silently.] Fog --> Sitsover[Sitsover harbour and city] Fog --> Moves[Moves silently without anyone's notice] </pre>
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<p>Theme</p>	<ul style="list-style-type: none"> Does it make any sign like sound or a gesture heralding its arrival? What does it do? Does it leave any place? What is harbor, what is city? Does anyone know its departure? <p>The poem emphasizes how nature changes and how it affects our senses and emotions irrespective of place, color, creed and how discrete it is; and also how repetitive it is. The teacher discusses the following poetic devices.</p> <p>Metaphor: The fog is compared to cat</p> <p>Personification: Human traits are applied to fog The teacher guides the students to complete the two questions under thinking about the poem in page 93</p>	<ol style="list-style-type: none"> Does this poem have a rhyme scheme? What do you call a poem without a rhyme scheme? 	
<p>Thinking about the poem</p>	<p>Assignment: From the 'Fog' poem we have learned how silently and discretely it appears and disappears. Now try to compose a Haiku on 'Rain' and give certain traits peculiar to rain.</p>		

LESSON PLAN: SUPPLEMENTARY Reader

CLASS:X

NAME OF THE LESSON: THE MAKING OF SCIENTIST

NO OF PERIODS: 3

AUTHOR: ROBERT W. PETERSON

The following curricular goals and competencies will be developed through this lesson plan.

CG 1: Develops reading comprehension and summarizing skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles and news reports) and uses various strategies to write for different audiences.

CG 2: Develops the capacity for effective oral and written communication in different situations (formal and informal).

CG 3: Explores different forms of literature (samples from early to contemporary)

CG 4: Develops the ability to recognize basic linguistic aspects (word and sentence structure) and use them in oral and written expressions

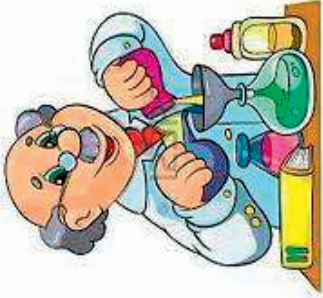

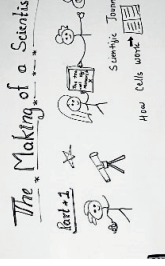

PERIODS & TOPICS	COMPETENCES	LEARNING OUTCOMES
PERIOD: 1 Prerequisites Activating prior knowledge: Introduction to the Title and lesson. <ul style="list-style-type: none"> • Announcement of the topic • Reading aloud by the teacher. Segment -I PERIOD: 2 Segment -II Reading aloud by students	CG-1 C.1.2: Identifies main points summarizes after a careful reading of the text and responds coherently. C.1.2 Uses strategies to organize ideas and information to write for an intended purpose and audience. CG-2 C2:2 Asks a variety of questions on social experiences using appropriate language. C2:3 Shares ideas and critics on various aspects of the topic. CG-3	LO:1 Knowledge and describes the various characteristics of text. LO:2 Understands and elicits meanings of the words in different contexts. LO:3 Reads with understanding information in his environment outside the schools as in hoardings, advertisements, products, labels, visiting marketplace etc. LO:4 Organizes and structures thoughts, presents, information and various opinions in variety of Oral forms. LO:5 Students will be able to identify and analyze the key elements of a suspenseful story, including conflict. Rising action, climax, and resolution. LO:6 Students will be able to understand the importance of quick thinking and resourcefulness in overcoming challenges. LO:7 Reads silently with comprehension and interprets layers of meaning. LO:8 Communicates thoughts, ideas, views, and opinions, verbally and non-verbally. LO:9


<p>PERIOD: 3 Segment III</p>	<p>C3.1 Identifies, analyses, and appreciates the different possible meanings.</p> <p>C4.1 Interprets understands and applies basic linguistics aspects</p>	<p>Students will appreciate the crucial role of curiosity, perseverance, and passion in driving scientific discovery. They will recognize that these qualities are essential for overcoming challenges and making significant contributions to the scientific field</p>
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Concept Map



Ingredients in making a scientist- first-rate mind, driving curiosity, will to work, will to win.

PERIODS & TOPIC	Teaching Learning process	Pointers for Assessments	Material Required
<p>PERIOD I</p> <p>Pre-requisites: Activating prior knowledge</p> <p>INTRODUCTION TO THE TOPIC</p> <p>ANNOUNCEMENT OF THE TOPIC</p>	<p>The teacher directs the students towards the text by making them share their experiences.</p> <p>Students can think of a few questions as per their own understanding and discuss among themselves.</p>  <p>STUDENTS can be motivated to pursue their dreams by this chapter and a strong sense of curiosity as a child which ultimately inspires them.</p> 	<ol style="list-style-type: none"> 1. Why are plants green in colour? 2. How and why do stars twinkle at night, not during the daytime? 3. Why do fruits and flowers fall on Earth? 4. Where does a rainbow get its colours from? 5. what is the man in the picture doing? 6. Guess who is he? 	 

	<p>ROBERT W. PETERSON</p> <p>www.encyclopedia.com/arts/educational-magazines/peterson-robert-w-1925-2</p> <p>en.wikipedia.org/wiki/Robert_WRobert_W.Peterson (writer) - Wikipedia</p>	
<p>ABOUT THE AUTHOR</p>	<p>The Making of a Scientist"</p> <p>Robert W. Peterson (December 19, 1925 – February 11, 2006) was an American newspaper writer who later became a freelance author of magazine articles and books, especially on the topics of sports and Scouting.</p>	<p>Who is Robert Peterson?</p> <p>What are some books by Robert W Peterson?</p>
<p>MODEL READING BY THE TEACHER Segment - I</p> <p>(At the age of twenty-two,.....where I lived)</p>	<p>The teacher reads the full lesson aloud with proper stress intonation, pronunciation, pause, and asks the students to listen carefully.</p>	<p>What is the name of the scientist who the chapter is about?</p> <p>How did a book become a turning point in Richard Ebright's life?</p>

<p>{PAGES 33-34}</p> <p>NARRATION</p>	<p>The teacher explains about Richard Ebright's curiosity towards knowing of butterflies.</p>	<p>What was Richard Ebright's favourite hobby as a child?</p> <p>What did Richard Ebright discover about the viceroy butterfly?</p> <p>What sparked Ebright's interest in science?</p> <p>How did Ebright's early experiences shape his approach to scientific research?</p> <p>What is the significance of Ebright's work on gene regulation?</p>	
<p>PERIOD- II</p> <p>MODEL READING</p> <p>BY THE TEACHER</p> <p>(Then in the seventh grade...)</p>	<p>The teacher reads the full lesson aloud with proper stress intonation, pronunciation, pause, and asks the students to listen carefully.</p>	<ul style="list-style-type: none"> • What was Richard Ebright's eighth-grade science project? • What did Richard Ebright learn from his eighth- 	<p>https://youtu.be/LCjtSKrLjM?si=tt3x2lQWdpaqYBvg</p>

<p>..... blueprint for life} Pages 35&36 Segment -II Individual Reading by the students.</p> <p>PERIOD -3 SEGMENT III (Ebright and his... scientific curiosity) (38)</p> <p>Think about it& Talk about it.</p>	<p>The students were asked to read the lesson and comprehend the passages and difficult words (read and find out).</p> <p>The teacher explains about how Richard Ebright had become a great scientist, a champion debater and a public speaker.</p> <p>Teacher also gives Richard being a good canoeist, an expert photographer of nature and scientific exhibits and an all-around outdoors-person.</p> <p>The teacher poses open ended and thought-provoking questions to take the learner beyond facts. Comprehends and completes the textual exercises.</p> <p>Engage students in a discussion about the qualities that make a successful scientist. Encourage them to share examples from Richard Ebright's life that exemplify these qualities.</p> <ul style="list-style-type: none"> • Discuss the importance of collaboration and communication in scientific research. 	<p>grade science project?</p> <ul style="list-style-type: none"> • What advice does Richard Ebright give to young people who are interested in science? • How did Richard Ebright's curiosity help him to become a successful scientist? • What are some of the qualities of a good scientist? • What are some of the challenges that scientists face? • Why is it important to support scientific research? • Write a short story about a young scientist 	<p>https://youtu.be/Bm3gRSOqsIA?si=EHnF_ZurCGyhNgg</p> <ul style="list-style-type: none"> • Design a poster that encourages young people to pursue careers in science.
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Teacher's Reflection

<p>Assignment</p>	<p>Explain how scientists work together to share ideas, conduct experiments, and make new discoveries.</p> <p>Write an essay on <i>Richard E bright</i>.</p>	<p>who is inspired by Richard Ebright's story.</p> <ul style="list-style-type: none"> • Create a science fair project that is inspired by Richard Ebright's work. • Write a poem about Richard Ebright's life 	<p>Create a comic strip about Richard Ebright's scientific discoveries.</p>
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1. Did the lesson plan align with the curricular goals and competencies? If not, how could it be adjusted for better alignment?
2. How will the pedagogical strategies engage students and promote active participation in the learning process?
3. How well did the assessment strategies measure the student understanding and achievement of the learning outcomes?
4. How effective were the materials and resources used in the lesson?
5. Did the lesson incorporate formative assessment strategies to guide pedagogy and provide timely feedback to students?

LESSON PLAN

CLASS – X
UNIT -7

Prose: MADAM RIDES THE BUS – Vallikkannan - 6 Periods

Poem: THE TALE OF CUSTARD THE DRAGON – 2 Periods

Supplementary Reader: THE NECKLACE – 3 Periods

Workbook: *Words and Expressions – Unit – 7 (Dealt with Prose and Poem)*

Total No. Of periods: 11

The following Goals and Competencies will be developed through this Lesson.

CURRICULAR GOALS: (CG)

Goal 1: Develops reading comprehension and summarizing skills by engaging with a variety of texts (stories, poems, extracts of plays, articles, and news reports) and using various strategies to write for different audiences.

Goal 2: Develops the capacity for effective oral and written communication in different situations (formal and informal).

Goal 3: Explores different forms of literature (sample from early to contemporary period)

Goal 4: Develops the ability to recognize basic linguistic aspects (word and sentence structure) and use them in oral and written expression.

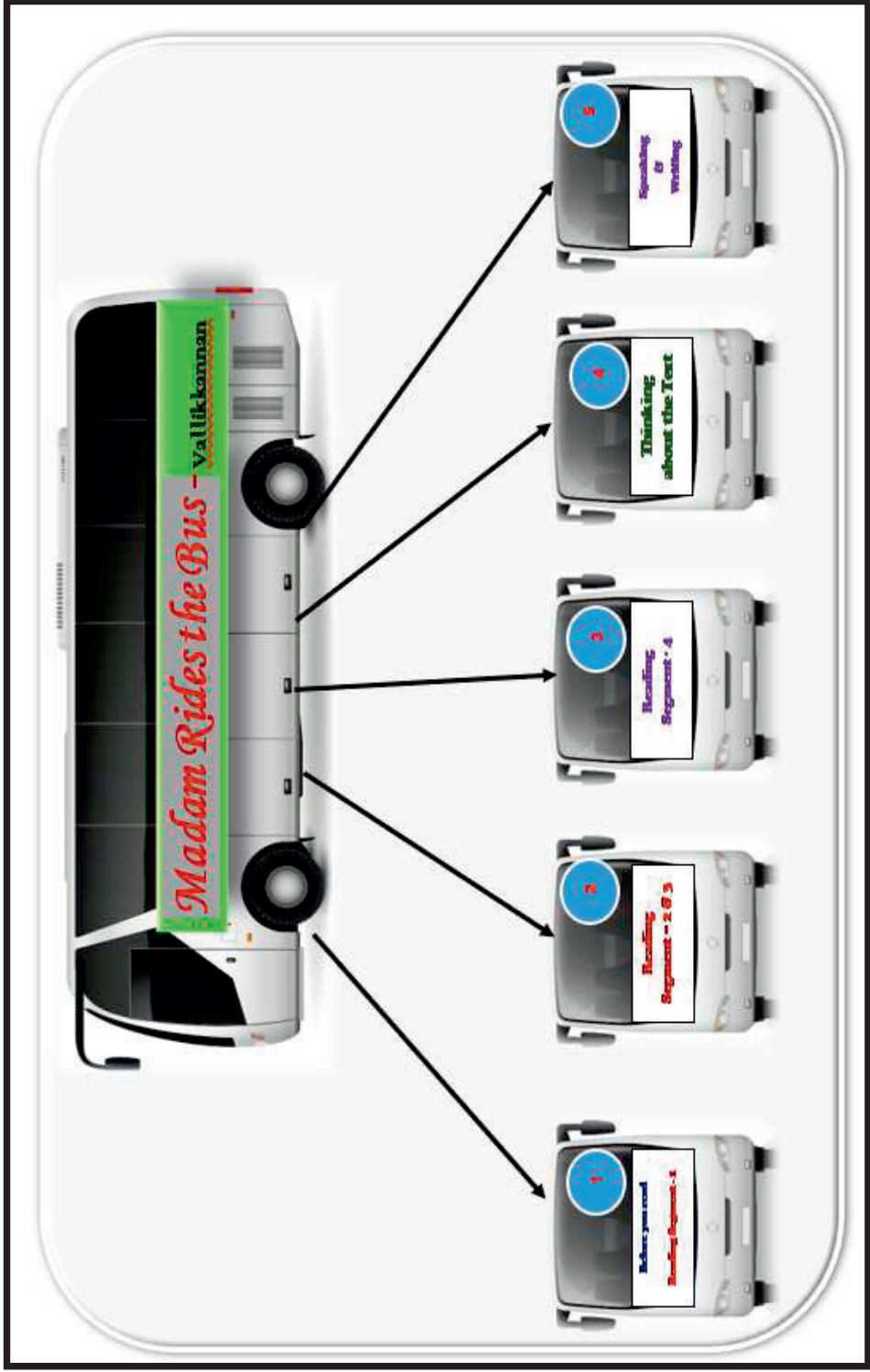
Goal 5: Develops an appreciation of the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays and games unique to the language.

Period and Topics	Competencies	Learning outcomes
<p>1. Before you read (Pre-Requisites)</p>	<p>CG -2: C.2.2 – Asks a variety of questions on social experiences using appropriate language (open-ended/closed-ended, formal/ informal, relevant to context, with sensitivity) C.2.3 - Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form.</p>	<p>LO 1 – Relate the experiences in their real-life situations and try to match it to the situation in the context. LO 2- Compare the similar conditions with that of their own. LO 3- Describe a similar context that had experienced to get to know the commonality of the issue.</p>
<p>2. Reading text: Model Reading Slot – 1 <i>There was a girl named Valliammai who was called Valli for short..... turning her face towards the window and staring out.</i> (Text on page number 95-100)</p>	<p>CG -5: C.5.1. Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used. CG – 1: C.1.2. Relates to their own experiences with that of the experiences of others. C.1.3- Notices real life situations similar to the context. CG – 2: C.2.3 Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form.</p>	<p>LO 4- Identify the word pronunciation found difficult and try to learn by repetition. LO 5: Develop the aspect of adaptability and find out the solution to overcome the challenge. LO 6- Sensitize human emotions, being firm towards their goals and achievements. LO 7- Identifies a relevant situation similar to the context and try to share to others. LO 8 – Learn to be determined and persistent towards the goals. LO 9 – Administer the reading observed from the teacher and reads the text following the articulation techniques.</p>

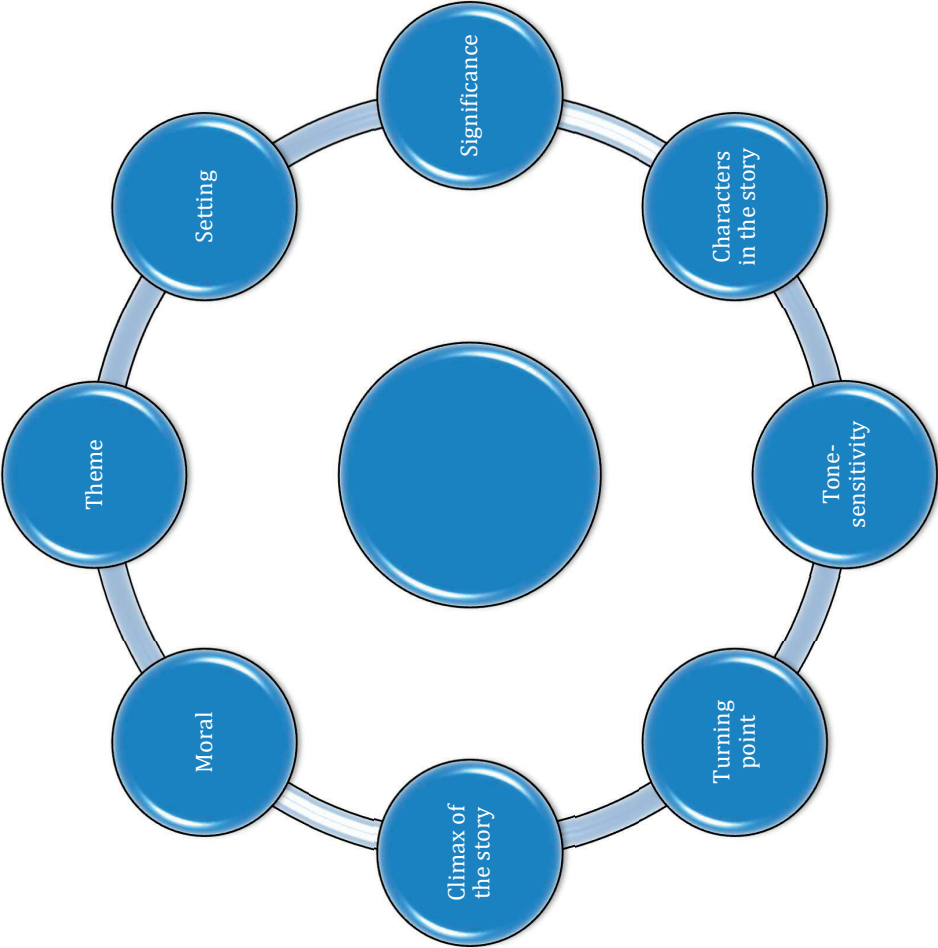
<p>3. Reading Text Slot – 2</p> <p><i>Her first journey — what careful..... there wasn't much chance of that, was there?</i> (Text on page number 100 - 104)</p>	<p>CG-1:</p> <p>C 1.1: Identifies main points, summarises after a careful reading of the text, and responds coherently.</p> <p>C 1.2: Uses strategies to organise ideas and information to write for an intended purpose and audience.</p> <p>CG-2:</p> <p>C 2.2 – Asks a variety of questions on social experiences using appropriate language (open-ended/ closed-ended, formal/ informal, relevant to context, with sensitivity)</p> <p>C.G - 3:</p> <p>C.3.1 - Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary)</p> <p>C.G.-4:</p> <p>C.4.1- Interprets understands and applies basic linguistics aspects - sentence structure, punctuation tense, gender and arts of speech.</p> <p>CG 2:</p>	<p>LO 10 –Draws out strong desire to achieve, fascinate towards going anything with heart and soul.</p> <p>LO 11 – Learns to enumerate the concept of risk-taking attitude towards reach anything in her or his life.</p> <p>LO 12– Develops a sense of curiosity and takes pleasure in finding out new things.</p> <p>LO 13 – Express their point of view with social and personal experiences.</p>
<p>4. Thinking about the text.</p>		<p>LO 14 – Summarizes the text with complete comprehension</p> <p>LO 15 – Imagine herself/ himself as Valli, the character of the story.</p> <p>LO 16 – Analyses various challenges faced by the protagonist and finds out the ways to accomplish her/his wish.</p> <p>LO17: Learns to be independent in thoughts and actions in any critical context.</p>
<p>5. Speaking</p>		<p>LO 18 – Expresses their real-life situations similar to the story and also reads similar issues in editorials and articles.</p>


	<p>C. 2.1- Listens critically and reads different news articles, reports, and editorials to express opinions.</p> <p>C. 2. 2 - Asks a variety of questions on social experiences using appropriate language (open-ended/closed-ended, formal/ informal, relevant to context, with sensitivity)</p> <p>C.2.3 - Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form.</p>	<p>LO 19 – Deduce the qualities of the character felt apt to herself/himself to overcome the problem.</p> <p>LO 20 - Learns to be compatible to the various challenges that come on the way and also to be self-reliant.</p> <p>LO 21 – Communicates in a persuasive manner and also taking the things in a lighter tone.</p>
<p>6. Writing</p>	<p>CG 3:</p> <p>C 3.1 - Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary).</p> <p>CG 4:</p> <p>C 4.1 - Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech.</p> <p>CG 5:</p> <p>C-5.2 Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable</p>	<p>LO 24- Appreciates the sense of humour of the characters in the story to create comfortable environment.</p> <p>LO 25 – Acquires basic use of language in a local setup.</p> <p>LO 26- Grasps the knowledge using puns and alliterations to carry the speech and the writing impressive and lighter tone.</p>

Unit Overview



Concept map



Class: 10 Chapter – 7 : MADAM RIDES THE BUS		
Sub- Topic	Teaching Learning Process	Pointers for Assessment
<p>Period- 1</p> <p>Before you read Activating prior knowledge</p>	<p>In order to activate the background knowledge of the learner, the following activity is conducted.</p> <p><u>Visual Activity 1: Whole class activity:</u></p> <p><u>Activity :1</u> Teacher conducts an activity to check how far they plan and previous knowledge.</p> <p><u>Planning a Trip</u></p> <ul style="list-style-type: none"> • Pack your things required • Pick up your destination • Tracking the rot may • Decide the duration of your trip • Set a realistic budget • Who are the people joining • Book flight, train, Bus ticket • Accommodation • Plan the site seeing places over there <p>Concept map-1</p> <p>Turning point Moral Tone- a sensitivity Theme Setting Significance Manage</p>	<p>Material Required</p> <ul style="list-style-type: none"> ➤ Chart with Keywords ➤ IFP ➤ Using QR Codes given in the text. ➤ Any other relevant videos 
		<p>Teaching learning process:</p> <p>TLP Teacher makes the students to plan how far a holiday trip. Pointers for assessment:</p> <ol style="list-style-type: none"> 1. Students following the hints discussion on the map. Write a plan for a trip keep all the points discussed and share your planning to other groups. 2. Material required: Paper and pen, IFP, Textbook.

Values

Climax of the story
Characters in the story
the curious nature of the children

Concept Map-2

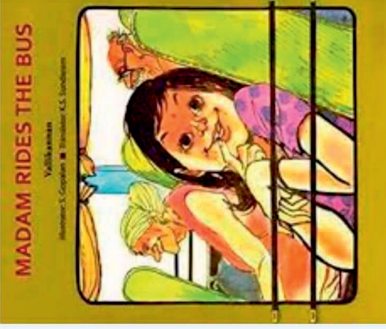
Introduction of the concept

Concept Map

Sunshine
Nature
Feeling sad
Being independent
Risk taking attitude
Desire to achieve
Fascination
Curiosity
Perception
Innocence

1. Theme : The curious nature of the children.
2. Characters: Valli, conductor, mother, aunt, ugly women, elderly man.
3. Values : Strong desire and courage to fulfill her desire
4. Tone of the story/ Type of the story : a Sensitive story that revolves round an eight- year-old girl.
5. Message/Lesson from the story : how innocently Valli could fulfill her desire through proper planning, and had an experience.



	<p>6. Significance : The story is about an eight years old girl and her journey on the bus.</p> <p>7. Sitting : A village.</p> <p>8. Turning point:- Experiences the death of died cow by an accident which spoilt the mood of the child.</p> <p>9. Climax: Saving enough money for her ride, Valli fulfilled her desire. She is so clever enough that she had choose to avoid transfer that shows her happiness.</p>		
<p>Picture Reading</p>	<p>Teacher presents pictures related to the story to develop curiosity towards the story and also makes the students guess the story looking at the pics related to the story.</p>		
<p>Oral Narration:</p>	<p>Teacher tells the students that all the text they are going to read, learn is about a travel done by a girl by name Valli.</p>		
<p>Introduction to the title</p>	<ol style="list-style-type: none"> 1. Teacher introduces the title of the text that "Madam rides the Bus" 2. Teacher tries to derive a link between the title and the story and through pictures of related to the story. 		

<p>PERIOD -2 Reading with comprehension</p>	<p><u>Activity on the text given</u> <u>Activity-2</u> 1. Teacher makes the students do the activity given on page no 94 to lead them towards the story. 2. Reading text passage.....Silot- I There was a girl.....replanned. Teacher reads the text aloud given on page number 95-96 – Passage- I</p> <p><u>Visual Pictures:</u> Pic- I, Pic- II, Pic-III, Pic-IV. 1. Teacher Asks the students to given what would happen in the story looking at the pictures.</p> <p>Teacher reads the text with proper modulation and articulation to convey the expression in the apt manner</p>	<ol style="list-style-type: none"> 1. What do you observe in the pictures and try to connect the picture to the other. 2. Pic out the difficult words when you read the text. 	
<p>Model Reading by the Teacher</p>		<ol style="list-style-type: none"> 1. What is the name of the girl? 2. Why does the girl stand at the front door? 3. What was the girl's favorite pastime? 4. What is your favorite pastime? 5. What is the most fascinating thing of all? 	

<p>Individual Reading (Reading aloud by the Students)</p>	<p>Students read the text aloud with proper pause stress and intonation and learn to read fluently.</p>	<p>6. What did the Valli find out the bus journey? 7. How did she find out the details? 8. What was Valli planning to do?</p>	
<p>Collaborative Reading:</p>	<ul style="list-style-type: none"> • Teacher divides the students into groups and asks the students discussion in the group the given questions. 		
<p>Key words:</p>	<p>Teacher provides key words to help them out to understand the text.</p> <ol style="list-style-type: none"> 1. Elaborative 2. Unusual 3. Fascinating 4. Unending joy 5. Overwhelming 6. Wisfully 7. Kindle 8. A slang expression 9. Discreet questions 10. Recalculated 		

<p><u>Oral narration:</u></p>	<p>Teacher discusses the story. Subject: A village girl by name Valli has a habit of watching the bus standing at the door step which was her favorite pastime. Develops a desire to travel in the bus to near by town and have a beautiful experience. In this story author is trying to present the world from a child's perspective.</p>		
<p>Sub- Topic</p>	<p>Teaching Learning Process</p>	<p>Pointers for Assessment</p>	<p>Material Required</p>
<p>PERIOD – 3 Reading with comprehension Scaffolded reading</p>	<p>Reading text- Segment - II & III on page no 97-101. <i>Well one fine spring day.....always right in front of the bus.</i> Scaffolded reading: Activity II - Group activity ➤ Teacher asks the student to observe the picture shown at the beginning of the reading text and connect to the preceding story</p>	<p>Comprehension check:</p> <ol style="list-style-type: none"> 1. How did Valli save up money for her first journey? 2. What did Valli see on her way that made her laugh? 3. Why didn't she get off the bus at the bus station? 	<p>Material required: Text book, IFP, relevant videos, e- paatshala, links, QR codes.</p>

		<p>➤ Teacher divides the students into the groups.</p> <p>1.Slack time 2. Haughtily 3. Mimicking 4 Repulsive 5. Curtly 6. Drive 7. Diver 8. Thriftily 9. Resolutely 10. stified.</p> <p>Reading 4 1. Teacher extrapolates the text and gives a few questions to students to answers. Each group will take each situation and discuss in the group.</p>		
Key words				
Extrapolative Reading				

Sub- Topic	Teaching Learning Process	Pointers for Assessment	Material Required
<p>PERIOD – 4 Reading segment- Text continuation on page no-102-104</p>	<p>Teacher discusses the questions given at the end of the text for oral comprehension.</p> <p>Somehow this was very funny.....104. Teacher leads the segment-of the text</p> <p>Workbook: Unit – 1</p> <p>Teacher discusses ‘Listening Activity’ and ‘Editing Activity’ given on page number 8- 10</p>	<p>1. What did Valli find funny? 2. Why did Valli drunk dumb? 3. How did Valli save up money for her? 4. What did Valli see on her way that made her laugh? 5. Put all the events in the story in the sequential order.</p>	<p>Textbook</p> <p>Words and Expression Workbook Page number 8-10</p>
Words and Expression			

Sub- Topic	Teaching Learning Process	Pointers for Assessment	Material Required
<p>PERIOD – 5</p> <p>Thinking about Text</p> <p>Speaking:</p> <p>Students will discuss how they save money?</p> <ol style="list-style-type: none"> 1. Discuss how you spent your pocket money last month. Did you spend it on yourself, or on someone dear to you? 2. In the story you have read how Valli's enthusiasm is dampened? Discuss an incidents which may have troubled or discouraged you? 	<p>Teacher asks the students read the questions given after the text to have a over all comprehension of the text.</p>		

Sub- Topic	Teaching Learning Process	Pointers for Assessment	Material Required
<p>PERIOD – 6</p> <p>Workbook</p>	<p>Writing:</p> <ol style="list-style-type: none"> 1. Teacher gives an assessment to reinforce the concept learnt through the text. 2. Makes the students do exercise given on text book page no. 106. 3. Have you planned something entirely on your own, without taking support of elders, or parents? 4. Have you made a journey that was unforgettable in some way? What it memorable? 5. Are you concerned about traffic and road safety? What are your concerns? How would 		<p>Text book, work book, Videos related, IFPs, e-pathashala links.</p>

	<p>you make road travel safer and more enjoyable?</p> <p>Teacher will ask the students to make a poster on ‘various ways of conserving water when available in excess’. Teacher tries to emphasize the writing skill of the students.</p> <p>Teacher tries to develop the skill of distinguishing.</p> <p>Teacher asks the students to distinguish the character sketch of Lencho and Tailor.</p> <p>Description of a portrait/person</p>	
<p>Feedback and Assessment</p> <p>Assignment</p> <p>Project Work</p>	<p>The teacher consolidates the whole text for getting the main elements and gist of the passage.</p> <p>Recapitulation: The teacher asks the following questions to get the feedback from the students and to assess the learning process.</p> <p>Teacher revives the entire text and gives a few comprehension questions.</p> <ol style="list-style-type: none"> 1. Make a gratitude wall in which you would like to pay gratitude to the people who support you, and dear to you. <p>Project: Please include project given in the work book specify the given topic.</p> <ul style="list-style-type: none"> ▪ <i>their contribution to the enrichment of their village or town, job, country, etc.</i> ▪ <i>their interesting features and characteristics</i> 	
<p>Suggested Sources for Reference (Youtube Videos)</p> <p>https://www.youtube.com/live/W_gARDa4zgA?si=Ij8UgCJnFUwk1JgJ</p> <p>https://youtu.be/HPa3MUZ9hMk?si=14hhsbniR3vAoBGMu</p> <p>Teachers’ Reflections</p> <ol style="list-style-type: none"> 1. Did the lesson plan align with the curricular goals and competencies? If not, how could it be adjusted for better alignment? 2. How well did the pedagogical strategies engage students and promote active participation in the learning process? 3. How well did the assessment strategies measure student understanding and achievement of the learning outcomes? 4. How effective were the materials and resources used in the lesson? 5. Did the lesson incorporate formative assessment strategies to guide pedagogy and provide timely feedback to students? 		

Class X

Number of periods: 2

Poem Name: The Tale of Custard the Dragon

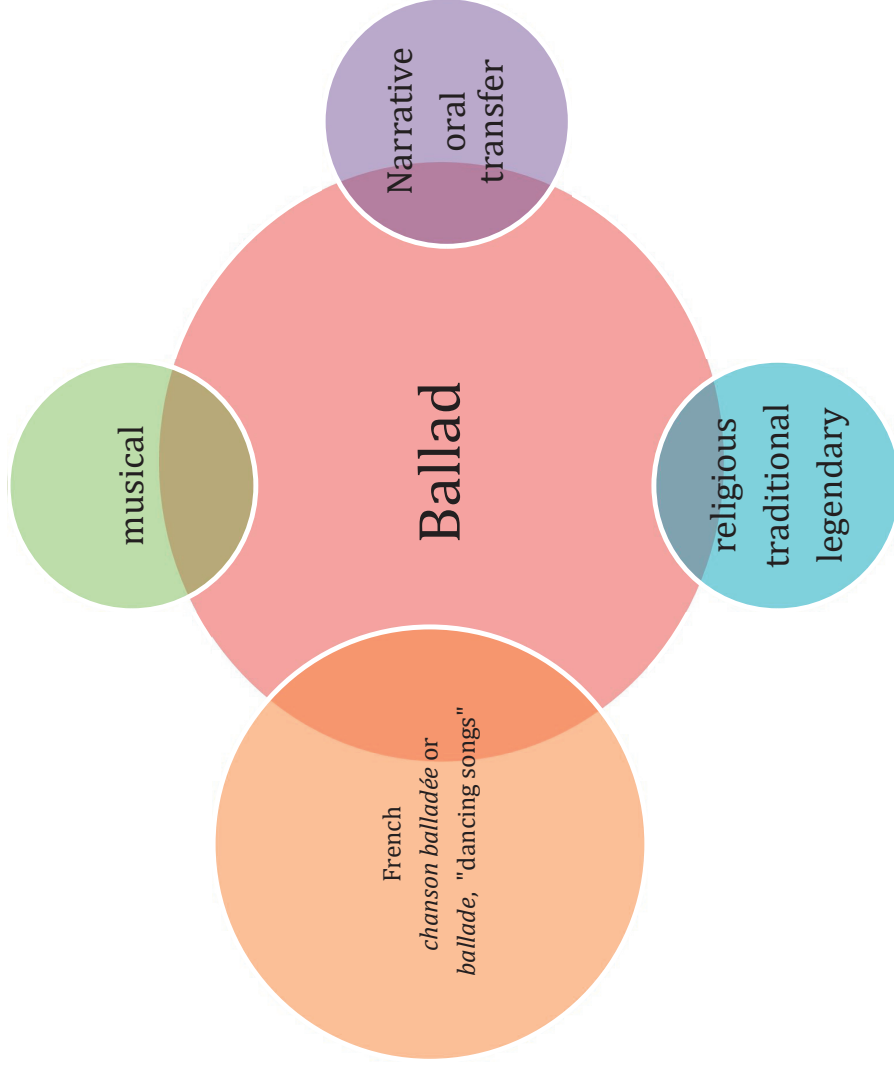
Name of Poet: Ogden Nash

- *The following curriculum goals and competencies are developed through this lesson.*
- **Goal 1:** To develop reading comprehension and summarizing skills by engaging with variety of texts (stories, plays, essays) and uses various strategies to write for different audiences
- **Goal 2:** To develop the capacity for effective oral and written communication in different situations (Formal and informal).
- **Goal 3:** To explore different forms of literature (samples from early to contemporary period)
- **Goal 4:** To develop the ability to recognise basic, linguistic aspects (words and sentence structure) and use them in oral, written expressions.
- **Goal 5:** Develops an appreciation of the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays and games unique to the language.



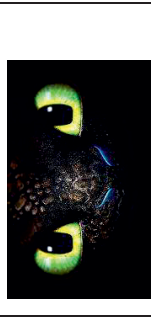
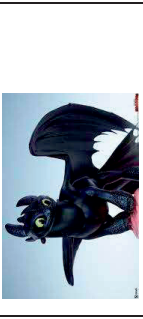
Period and Topics	Goals and Competencies	On completion of this unit, the learners will be able to:
<p>Period 1 Pre-requisites: Activating prior knowledge, motivation, introduction of the title and introduction to the theme of the poem</p> <p>The Tale of Custard the Dragon</p>	<p>CG 1 C- 1.1 Identifies main points summarises and the text and responds coherently with a poets intention.</p> <p>C-1.2 Uses strategies to organize ideas information to write for an intended purpose and audience.</p> <p>CG 2 C- 2.2 Asks variety of questions on social experiences using appropriate language(Open-Ended/Closed-Ended/Formal/Informal, relevant to context with sensitivity)</p> <p>C-2.3 Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form</p> <p>CG-3 C-3.1 Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary)</p> <p>CG5 C-5.3 Becomes familiar with some of the major word games in the language (e.g., palindromes, spoonerisms, sentences without given letters or sounds, riddles, jokes, antakshari, anagrams, crosswords)</p>	<p>LO-1 Reads literary texts for enjoyment/pleasure and compares interprets and appreciates characters and themes</p> <p>LO-2 Reads aloud and recites poems with proper stress, pause, tone and intonation by following proper rhyme and rhythm.</p> <p>LO-3 Identifies and appreciates significant literary elements/poetic devices such as Metaphor, Symbolism, Personification, etc.</p> <p>LO4 Reads aloud poem with proper stress, pause, tone, and intonation.</p> <p>LO5 Reads silently with comprehension and interprets layers of meaning.</p> <p>LO6 Uses creativity and imagination and connects the literary text with real life contexts while expressing themselves during interaction and in comprehension check.</p> <p>LO7 Understands the intended humour and morphological liberty taken by the poet and enjoys the text thoroughly while reading the poem.</p>

<p>Period 2</p> <p>Writing</p> <ul style="list-style-type: none"> • Thinking about the Poem • Writing 	<p><u>CG1</u> C-1.1 Identifies main points and summarizes and the text and responds coherently with a poet's intention. C-1.2 Uses strategies to organize ideas information to write for an intended purpose and audience. <u>CG2</u> C-2.3 Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form <u>CG-4</u> C-4.1 Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech <u>CG5</u> C-5.2 Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable</p>	<p>LO-1 Summarises with brevity and appropriately to the questions</p> <p>LO-2 Compose their writing coherently and logically.</p> <p>LO-3 Involves the self and her/his cultural and social experiences in writing.</p> <p>LO4 Constructs linguistically correct and meaningful sentences while writing.</p> <p>LO5 Uses creativity and imagination and connects the literary text with real life contexts while expressing themselves through speech and writing</p>
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This graphic organizer will give us an overview of the different elements of the **Poem**.



Class: 10 Poem: The Tale of Custard the Dragon by Ogden Nash
Period No: 01 Introduction to the theme of the Poem

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required						
<p>Period 1</p> <p>Activating prior knowledge</p> <p>Introduction of the poem</p>	<p>Teacher asks the following questions to dunk students into the humorous poem</p> <p>Showing pictures of spiked fruits as many as they can find, they may pose the following questions to the students</p> <ul style="list-style-type: none"> ➤ What is this fruit? ➤ What is common among fruits? ➤ Observe the texture and tell me, how is the outer surface of these fruits? ➤ Pointing to the spikes – what are these called? Expected answer spikes. ➤ Can you name any animal that has spikes and scales? ➤ There is an animal hidden in the fruits here, can you spot it? ➤ Are dragons real? Do they truly exist? ➤ If they exist, do you think they would be brave or cowardly? ➤ Do you have any pets? ➤ What animals do people usually take as pets? Expected answer cats and dogs ➤ Can anyone take dragon as a pet? Why? Now let us read a poem about a cowardly dragon. 	<ol style="list-style-type: none"> 1. What are the birds usually found in your area? 2. What are the birds usually named in the poems? 3. What qualities do you find in a crow? 4. What image does the crow give you? 5. <table border="1" data-bbox="887 521 964 950"> <thead> <tr> <th>I SEE</th> <th>I THINK</th> <th>I WONDER</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	I SEE	I THINK	I WONDER				   
I SEE	I THINK	I WONDER							

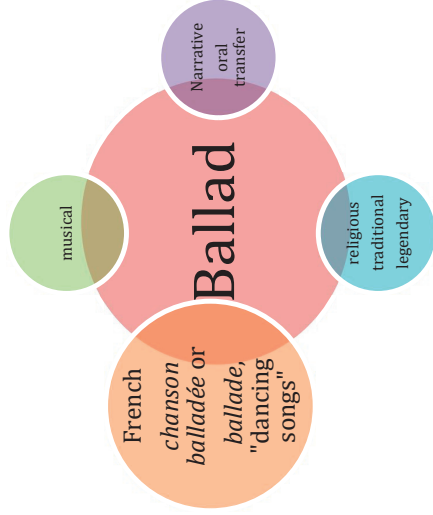
**Announcement
of the Topic**
Dust of Snow

**Introduction to
genre - Ballad**

Teacher reveals the title of the poem deriving from the responses. (Pic -3)

The Tale of Custard the Dragon.

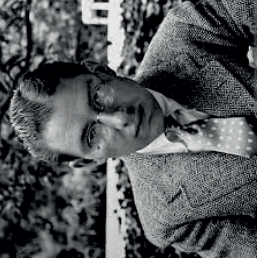
Short introduction to **Ballad**



Open page number 129

- What do you see?
- What do you call paragraphs in the poem?
- How many stanzas are there in the poem?
- Are they of equal length?
- Observe the rhyme. Do you think this is a rhyming poem?
- Such poems which tell about a brave story, sad story, or a sensitive story is called a ballad.
- You have read a ballad last year in 9th class, do you remember that poem?
- This is also such a ballad, but this one is hilarious.

- Look into the text and follow the questions.
- Observe the rhyming words, while they are read aloud.

<p>Introduction to the poet</p>	<p>Teacher gives a brief account of one of the great nature poets. First let us know the poet.</p> <p>Frederic Ogden Nash (August 19, 1902 – May 19, 1971) was an American poet well known for his light verse, of which he wrote over 500 pieces. With his unconventional rhyming schemes, he was declared by The New York Times the country's best-known producer of humorous poetry.</p> <p>Before we go let us learn the key words that are about to come while we read</p> <ul style="list-style-type: none"> ➤ Dagers ➤ Barrel ➤ Mustard ➤ Custard ➤ Tickle ➤ Percival ➤ Giggle ➤ Growl ➤ Pirate ➤ Cutlass ➤ Squirm ➤ Gulped ➤ Grog ➤ Flagon ➤ Gobble ➤ mourn ➤ gyrate ➤ glee ➤ fluster 		 <p>Ogden Nash</p> <p>Teacher can cite examples of regional art forms those transfer to later generations orally.</p> <p>Suggestions: Burrakatha Oggukatha Harikatha Yakshaganam</p> <p>Related videos</p> <ol style="list-style-type: none"> 1. The Tale of Custard the Dragon Singing the Dragon Rap song https://youtu.be/kICT9xBsGN4?feature=shared 2. The Tale of Custard the Dragon Rap song https://youtu.be/L4_mFkvYJ9g?feature=shared
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<p>Model Reading by the Teacher</p>	<p>Teacher shows the video of the ballad singing in two variations one in song form and the other, in rap.</p> <ul style="list-style-type: none"> ➤ The teacher recites the entire poem aloud with appropriate stress, rhythm, pauses and intonation. ➤ The students listen to the teacher to follow the tone and articulation. ➤ Students will follow the teacher and try to recite the poem with proper stress intonation and with rhyme and rhythm. <p>Students read the poem with appropriate rhyme</p>		<p>3. https://youtu.be/1nMiH69JKcs?feature=shared How to Train Your Dragon 2 – Flying With Mother - English Dragon (Toothless) getting spikes</p>
<p>Chorus reading by students.</p>	<p>Teacher asks the following questions to let the students deduce the meaning of the poem</p> <ul style="list-style-type: none"> ➤ Who is the girl in the first line? ➤ Is Melinda a girl or an adult woman? ➤ Why do you think so? ➤ What pets does she have? ➤ What are the names of her pets? ➤ What are the words ‘realio’ and ‘trulio’? ➤ Who are brave? ➤ Who is cowardly? ➤ What does the dragon ask for? ➤ How can you say that Melinda, Ink and Blink are brave? ➤ Do they ridicule the Custard? ➤ Do they laugh at Custard? ➤ Why do they ridicule and laugh at Custard? ➤ What happened one day? Who entered? ➤ Who is a pirate? ➤ What did he drink? And from where did he drink? 		

<p>Central Idea</p>	<ul style="list-style-type: none"> ➤ What did the brave Malinda, brave Ink and brave Blink do? ➤ What did the cowardly Custard do when the pirate entered? ➤ Did Custard get hurt after the pirate had shot? ➤ How many shots did pirate shoot? ➤ Do they ridicule the Custard? ➤ Do they laugh at Custard? ➤ Why do they ridicule and laugh at Custard? ➤ What happened one day? Who entered? ➤ Who is a pirate? ➤ What did he drink? And from where did he drink? ➤ What did the brave Malinda, brave Ink and brave Blink do? ➤ What did the cowardly Custard do when the pirate entered? ➤ Did Custard get hurt after the pirate had shot? ➤ How many shots did pirate shoot? 		
<p>Poetic devices</p> <p>Words and Expressions 123 – 125</p> <p>Poem</p> <p>Going Down Hill on a Bicycle, A Boy’s Song</p>	<p>It doesn’t matter how people talk about you or see you, what matters is how one rises to the occasion.</p> <p>Teacher then gives a brief note on the poetic devices used in the poem.</p> <ul style="list-style-type: none"> ➤ Metaphor ➤ Simile ➤ Personification ➤ Rhyme ➤ Meter ➤ Irony <p>Teacher reads the poem –</p> <p>Going Down Hill on a Bicycle, A Boy’s Song</p> <p>Song from Words and Expressions and asks the students to answer the questions that follow the</p>	<ol style="list-style-type: none"> 1. What is your opinion about the dragon initially? 2. What is your opinion about the dragon finally? 3. Are you a coward or a brave person? 4. What determines your courage? 	

Class: 10
Poem: The Tale of Custard the Dragon by Ogden Nash
Period No: 02

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Period 2</p> <p>Revisiting the Poem with summary</p> <p>Thinking about the Poem</p>	<p>Teacher brings the comprehension of the poem discussed in the previous class as a preparatory for thinking about the poem.</p> <p>Teacher discusses the questions given on page no 132 and helps the students to come at a relative answer.</p> <p>Teacher interacts with students and generates various themes on which ballads can be written.</p>	<p>Thinking about the Poem</p> <ol style="list-style-type: none"> Who are the characters in this poem? List them with their pet names. Why did Custard cry for a nice safe cage? Why is the dragon called "Custard"? "Behind a tickled him, she tickled him unmerciful..." Why? The poet has employed many poetic devices in the poem. For example, "Clashed his tail like iron in a dungeon" — the poetic device used in the poem? Can you, with your partner, list some more such poetic devices used in the poem? Read stanza three again to know how the poet describes the appearance of the dragon. Can you find out the rhyme scheme of two or three stanzas of the poem? Do you find any other poetic devices in the poem? What do they mean. Can you trace some images used in the poem? Do you find <i>The Tale of Custard the Dragon</i> to be a serious or a humorous poem? Give reasons to support your answer. This poem, in ballad form, tells a story. Have you come across any other modern song or lyric that tells a story? If you know one, tell it to your partner. Collect such songs as a project. 	<ul style="list-style-type: none"> IFP Textbooks <p>Worksheet</p> <p>Find out the rhyming words from the poem and provide more of your own for each set of rhyming words.</p>
<p>Writing</p> <p>Writing a ballad</p>	<p>Group activity:</p> <p>Students are divided into groups according to the theme on which they are to write a ballad.</p> <p>Teacher helps the student to write a ballad through interactions</p>	<p>Writing 1</p> <p>Have fun writing your ballad. Gather information (choose/decide an image, a character, a story, a theme, a mood, a tone, a setting, etc.) and organise your materials under characters and story and then write. For your ballad to make it entertaining. Use the following guidelines to write your ballad to make it entertaining. Use the following guidelines to write your ballad to make it entertaining.</p> <ul style="list-style-type: none"> Purpose of writing the ballad: to entertain and interest To whom I am writing: decide for whom you are writing How should I structure features?: <ul style="list-style-type: none"> Tell a simple narrative A few major characters A strong rhythm and rhyme May have a refrain (single or two line(s) repeated often) Divide into verses 	

<p>Feedback and Assessment</p>	<p>The teacher consolidates the whole poem for getting the main elements and gist of the poem.</p> <p>Recapitulation: The teacher asks the following questions to get the feedback from the students and to assess the learning process.</p> <ul style="list-style-type: none"> ➤ What did the cowardly Custard do when the pirate entered? ➤ Did Custard get hurt after the pirate had shot? ➤ How many shots did pirate shoot? <p>The teacher asks the students to work on the poem to reinforce their learning.</p> <p>The gist of the poem ‘The Tale of Custard the Dragon by Ogden Nash</p>
<p>Suggested Sources for Reference (Youtube Videos)</p>	<ol style="list-style-type: none"> 1. The Tale of Custard the Dragon Singing https://youtu.be/kICT9xBsGN4?feature=shared 2. The Tale of Custard the Dragon Rap song https://youtu.be/L4_mFkvYJ9g?feature=shared
<p>Teachers’ Reflections</p>	<ol style="list-style-type: none"> 1. Did the lesson plan align with the curricular goals and competencies? If not, how could it be adjusted for better alignment? 2. How well did the pedagogical strategies engage students and promote active participation in the learning process? 3. How well did the assessment strategies measure student understanding and achievement of the learning outcomes? 4. How effective were the materials and resources used in the lesson? 5. Did the lesson incorporate formative assessment strategies to guide pedagogy and provide timely feedback to students?

Class X **Supplementary Reader**
Lesson Name: The Necklace

Number of periods: 3
Name of the author: AUTHOR: GUY DE MAUPASSANT

The following curriculum goals and competencies are developed through this lesson.







- Goal 1: To develop reading comprehension and summarizing skills by engaging with variety of texts (stories, plays, essays) and uses various strategies to write for different audiences
- Goal 2: To develop the capacity for effective oral and written communication in different situations (Formal and informal).
- Goal 3: To explore different forms of literature (samples from early to contemporary period)
- Goal 4: To develop the ability to recognise basic, linguistic aspects (words and sentence structure) and use them in oral, written expressions.

Period and Topics	Goals and Competencies	On completion of this unit, the learners will be able to:
Learning Outcomes		
PERIOD: 1 Prerequisites Activating prior knowledge: Introduction to the Title and lesson. <ul style="list-style-type: none">Announcement of the topic	CG-1 C.1.2: Identifies main points summarizes after a careful reading of the text and responds coherently. C.1.2 Uses strategies to organize ideas and information to write for an intended purpose and audience	LO:1 Knowledge and describes the various characteristics of Text. LO:2 Understands and elicits meanings of the words in different contexts. LO:3




<ul style="list-style-type: none"> • Reading aloud by the teacher. Segment -I 		<p>Reads with understanding information in his environment outside the schools as in hoardings, advertisements, products, labels, visiting market place etc</p> <p>LO:4</p> <p>Organizes and structures thoughts, presents, information and various opinions in variety of Oral forms</p>
<p>PERIOD: 2</p> <p>Segment -II</p> <p>Reading aloud by student</p>	<p>CG-2</p> <p>C2:2 Asks a variety of questions on social experiences using appropriate language.</p> <p>C2:3 Shares ideas and critics on various aspects of the topic.</p> <p>CG-3</p> <p>C3.1 Identifies, analyses, and appreciates the different possible meanings.</p>	<p>LO:5</p> <p>Students will be able to identify and analyze the key elements of a suspenseful story, including conflict, rising action, climax, and resolution.</p> <p>LO:6</p> <p>Students will be able to understand the importance of quick thinking and resourcefulness in overcoming challenges.</p> <p>LO:7</p> <p>Reads silently with comprehension and interprets layers of meaning.</p>
<p>PERIOD: 3</p> <p>Segment III</p>	<p>C4.1</p> <p>Interprets understands and applies basic linguistics aspects</p>	<p>LO8</p> <p>Communicates thoughts, ideas, views, and opinions, verbally and no verbally</p> <p>LO:9</p> <p>Develop a positive perspective and find joy in the present moment. Appreciate what you have and find happiness in the simple things in life.</p> <p>The profound impact of social class on individuals' lives and aspirations.</p>

Overview

This graphic organizer will give us an overview of the different elements of the Reading Passage.

<p>EXPOSITION</p>  <p>Set in Paris, France in 1880. A young middle-class woman dreams of a lifestyle far beyond her reach. One day, her husband comes home with tickets to attend a very affluent party, and she is excited to attend, but upset that she will look dowdy.</p>	<p>CONFLICT</p>  <p>Mathilde Loisel is not wealthy yet she dreams to be. Her husband has bought tickets to a party, but she is not satisfied until she asks a wealthy friend for a necklace to borrow.</p>	<p>RIISING ACTION</p>  <p>What a stunning necklace.</p> <p>At the ball, Mme. Loisel is a hit, but the necklace goes missing. After days of searching, she and her husband decide to replace it with a one that looks identical. The replacement cost more money than they make, and it takes them ten years to pay it off.</p>
<p>CLIMAX</p>  <p>After ten years of hard work and struggles, the couple pays off all their debts.</p>	<p>FALLING ACTION</p>  <p>My life has been horrible because of that necklace that I borrowed ten years ago....</p> <p>One day Mathilde is walking to the market and sees the friend she has never seen from. She decides to tell her what happened.</p>	<p>RESOLUTION</p>  <p>Oh, dear! My friend, that necklace was false!</p> <p>The friend Mme. Forestier, tells Mathilde that the necklace she bought is false. She is left contemplating the irony of the situation.</p>

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Class: 10 Chapter: The Necklace Period No: 01 Introduction to the theme of the lesson			
Period and Topics	Teaching-Learning Process	Pointers for assessment	Material required
PERIOD-1 Pre-requisites: Activating Prior Knowledge	<p>The teacher directs the students towards the text by making them share their experiences</p>	<p>Have you ever experienced a desire for something beyond your means?</p> <p>How did you handle this desire?</p>	<p>Textbook</p>  <p>1060CH01 http://epathshala.nic.in/QR/?id=1060CH01</p>
Announcement of the topic	<p>Guy de Maupassant's short story "The Necklace" is a captivating tale of desire, deception, and the consequences of yearning for a life beyond one's means. Set in 19th-century France, the story revolves around Mathilde Loisel, a young woman born into a humble social class who dreams of a life of luxury and elegance.</p>	<ol style="list-style-type: none"> 1. When and where was Guy de Maupassant born? 2. What is Guy de Maupassant's most famous work? 3. What is Guy de Maupassant's legacy? 4. How did Guy de Maupassant's personal experiences influence his writing? 5. What is Guy de Maupassant's place in French literature? 	 <p>CHARTS</p> 
ABOUT THE AUTHOR	<p>Guy de Maupassant's short story "The Necklace" ("La parure") was first published in the Paris newspaper Le Gaul is on February 17, 1884.</p>		

<p>Reading aloud by the teacher. Segment-1</p> <p>Segment -1 (SHE was one of those pretty, young ladies.....</p>	<p>The teacher reads the full lesson aloud with proper stress intonation, pronunciation, pause, and asks the students to listen carefully.</p> <p>The teacher introduces the setting & characters of the lesson</p> <p>Mathilde Loisel: Mathilde is the story's central character, a young woman trapped in a life that does not match her aspirations</p> <p>Georges Loisel: Georges is Mathilde's husband, a kind and hardworking man who loves his wife despite their financial struggles</p> <p>Mme. Forestier: is Mathilde's wealthy friend, a symbol of the social status Mathilde desires. She is kind and generous.</p> <p>'The Necklace' is narrated in the third person by an omniscient narrator (Teacher). The style is broadly realist, with Maupassant's narrative voice relating the</p>		<p>https://youtu.be/7ANFY4gIQ9k?si=ExRiPG9-nuBFcP3r</p> <p>The Necklace was written by Guy de Maupassant. He was a famous 19th-century author popularly remembered for his short stories based on real-life situations</p> <p>https://youtu.be/7ANFY4gIQ9k?si=ExRiPG9-nuBFcP3r</p> <p>https://youtu.be/3WA0z0Bdvr8?si=8Lk-MiXaeJlwZ9Mt</p>
		<p>Why does Mathilde Loisel desire a life of luxury?</p>	

<p>..... But try to have a pretty dress.)</p> <p>PAGES-{39,-41}</p> <p>Comprehension</p>	<p>main details of the story in crisp, concise story Read and find out</p> <p>What kind of a person Mme Loisel -why is she unhappy?</p> <p>What kind of a person is her husband?</p> <p>Why does Mathilde Loisel desire a life of luxury?</p> <p>Why does Mathilde suffer "ceaselessly"?</p>	<p>How does Mathilde's desire for a life beyond her means affect her relationship with her husband?</p> <p>Why does Mathilde suffer "ceaselessly"?</p>	<p>The Necklace: Character map</p>
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Class: 10
Lesson: The Necklace
Period No: 02

Period and Topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Period-2 Reading segment-2 (Loisel already..... save one}} PAGES 41-43</p>	<p>The students were asked to read the lesson and comprehend the passages and difficult words.</p> <p>READ AND FIND OUT</p> <ul style="list-style-type: none"> • What fresh problem now disturbs Mme Loisel? • How is the problem solved? 	<p>How does Mme. Forestier's character contrast with Mathilde's? What does their friendship reveal about the nature of social class and privilege?</p> <p>Analyse the theme of social class and its impact on the characters' lives.</p>	<p>https://youtu.be/a-riOKCNSpg?si=b-sqZaNQYVHZelV0</p>

<p>Comprehension and Discussion:</p>	<ul style="list-style-type: none"> • What do M. and Mme Loisel do next? • How do they replace the necklace? The course of the Loisel's' life changed due to the necklace. Comment. • What was the cause of Matilda's ruin? How could she have avoided it? 	<p>How do their aspirations and actions reflect the rigid social hierarchies of their time?</p>	<p>https://youtu.be/exKW1nzfqTc?si=DZXqlntdKd6M37EEx</p> <p>ACTIVITY ingenuity supple sole oppressive coquette Write the Correct Word from the Vocabulary When her cousin and niece died, Margaret became the</p> <hr/> <p>_____ heir to the Brandeis fortune. NASA scientists exhibited exceptional</p> <hr/> <p>_____ when they designed a strong, yet flexible and lightweight spacesuit. During her freshman year, Marie was labeled a</p> <hr/> <p>_____ ; she considered that label</p>
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			<p>unfair because she believed that she was merely being playful and mildly flirtatious. Josh Hamilton's strong, yet quick and _____ wrists help make him a great baseball player. The _____</p> <p>heat of the afternoon sun caused the African violets to wilt.</p>
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Class: 10 Lesson: The Necklace Period No: 03			
Period and Topics	Teaching-Learning Process	Pointers for assessment	Material required
PERIOD -3 Reading Segment -III (One Sunday.....	The teacher Poses open ended and thought-provoking questions to take the learner beyond facts. Comprehends and completes the textual exercises.	What would have happened to Matilda if she had confessed to her friend that she had lost her necklace? 4. If you were caught in a situation like this, how would you have dealt with it?	Suggested reading The Dowry' by Guy de Maupassant

<p>..... hundred francs!) PAGES 43&44</p> <p>comprehensions</p> <p>Talk about it</p>	<p>Talk about it</p> <ol style="list-style-type: none"> 1. The characters in this story speak in English. Do you think this is their language? What clues are there in the story about the language its characters must be speaking in? 2. Honesty is the best policy. 3. We should be content with what life gives us. 		<ul style="list-style-type: none"> • 'A Cup of Tea' by Katherine Mansfield • 'The Bet' by Anton Chekov

<p>Feedback and Assessment</p>	<p>The teacher consolidates the whole text for getting the main elements and gist of the passage.</p> <p>Recapitulation: The teacher asks the following questions to get the feedback from the students and to assess the learning process.</p> <ul style="list-style-type: none"> • How does Mme. Forestier's character contrast with Mathilde's? • What does their friendship reveal about the nature of social class and privilege?
<p>Assignment</p>	<p>Analyse the theme of social class and its impact on the characters' lives.</p>
<p>Suggested Sources for Reference</p> <ul style="list-style-type: none"> • 'The Dowry' by Guy de Maupassant • 'A Cup of Tea' by Katherine Mansfield • 'The Bet' by Anton Chekov 	
<p>Teachers' Reflections</p> <ol style="list-style-type: none"> 1. Did the lesson plan align with the curricular goals and competencies? If not, how could it be adjusted for better alignment? 2. How well did the pedagogical strategies engage students and promote active participation in the learning process? 3. How well did the assessment strategies measure student understanding and achievement of the learning outcomes? 4. How effective were the materials and resources used in the lesson? 5. Did the lesson incorporate formative assessment strategies to guide pedagogy and provide timely feedback to students? 	

LESSON PLAN

CLASS-10

UNIT - 8

Prose - The Sermon at Benares - 8 Periods.

Poem - For Anne Gregory - 3 Periods

Supplementary Reader - Bholi - 3 Periods

Note: This unit plan covers NCERT Prose, Poetry, Supplementary Reader and Workbook

Total No. Of periods: 14

The following Goals and Competencies will be developed through this unit-

- CG 1:** Develops reading comprehension and summarizing skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles and news reports) and uses various strategies to write for different audiences.
- CG 2:** Develops the capacity for effective oral and written communication in different situations (formal and informal).
- CG 3:** Explores different forms of literature (samples from early to contemporary)
- CG 4:** Develops the ability to recognize basic linguistic aspects (word and sentence structure) and use them in oral and written expressions
- CG 5:** Develops an appreciation of the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, pun and other wordplays and games unique to the language.

Period and Topics	Competencies	Learning outcomes
<p>1. Before you Read (Pre-requisites)</p>	<p><u>CG - 2</u> C - 2.3: Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms.</p>	<p>LO 1: Reads to skim and scan a text with the help of questions.</p> <p>LO 2: Demonstrates the ability to independently, address both personal questions and those posed by peers through the synthesis of relevant background knowledge and additional research.</p> <p>LO 3: Uses strategies like concept map/graphic organiser to organise ideas for a given purpose and audience.</p>
<p>2. Reading Aloud</p>	<p><u>CG - 5</u> C - 5.1: Understands the phonetics and the script of the language, the number of vowels and consonants and how they interact and are used.</p>	<p>LO 4: Reads the text with fluency and understanding.</p> <p>LO 5: Applies the information processing skills by expanding vocabulary and comprehension abilities through deliberate practice.</p> <p>LO 6: Develops communication skills.</p>
<p>3. Reading Text Segment 1 ("Gautama Buddha...suffering.")</p>	<p><u>CG 1</u> C - 1.1: Identifies main points, summarizes after a careful reading of the text and responds coherently.</p>	<p>LO7: Identifies the topic sentence, main idea and the supporting details of the text.</p> <p>LO8: Asks a variety of questions like open-ended/close-ended and contextual questions based on reading of the text.</p>

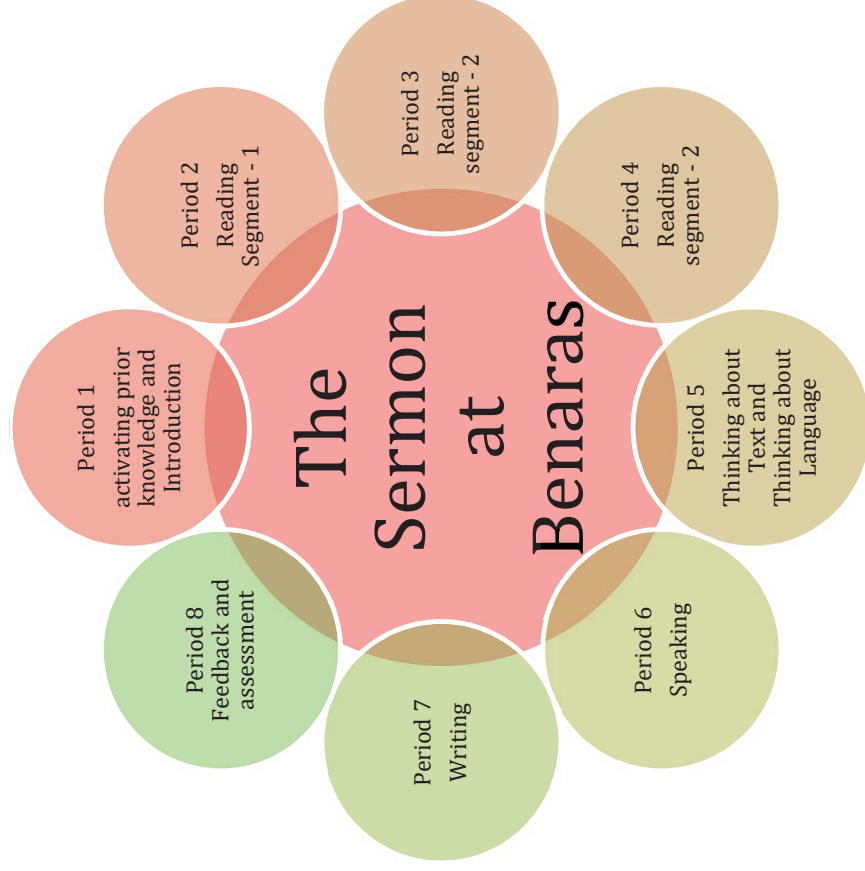
<p>(Textbook Pg. No. 111-112)</p>	<p>C - 1.2: Uses strategies to organise ideas and information to write for and an unintended purpose and audience.</p> <p><u>CG 3</u></p> <p>C – 3.1: Identifies and appreciates different forms of literature such as prose, poetry and drama (early to contemporary)</p>	
<p>4. Reading Text Segment 2 ("Kisa Gotami ...selfishness.") (Textbook Pg. No. 112)</p>	<p><u>CG 1</u></p> <p>C - 1.1: Identifies main points, summarizes after a careful reading of the text and responds coherently.</p> <p>C - 1.2: Uses strategies to organise ideas and information to write for and an unintended purpose and audience.</p> <p><u>CG 2</u></p> <p>C - 2.2: Asks a variety of questions on social experiences using appropriate language (open-ended / close-ended, formal/ informal, relevant to context, with sensitivity)</p> <p>C - 2.3: Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms.</p>	<p>LO 9: Discusses texts in which characters, events and settings, cause-effect are portrayed in different ways (collaborative reading)</p> <p>LO 10: Draws connections between personal experiences and the given text and share responses with others (Connecting text to self)</p>



<p>5. Reading Text Segment 3 ("The Buddha... be blessed.") (Textbook Pg. No. 112 - 113)</p>	<p><u>CG 1</u> C - 1.1: Identifies main points, summarizes after a careful reading of the text and responds coherently. C - 1.2: Uses strategies to organise ideas and information to write for and an unintended purpose and audience.</p>	<p>LO 11: Analyses the text critically by using text processing strategies. For example, monitoring, predicting, confirming, re-reading and reading on and self-correcting.</p>
<p>6. Thinking About the Text</p>	<p><u>CG 3</u> C - 3.1: Identifies and appreciates different forms of literature such as samples of prose, poetry and drama (early to contemporary) <u>CG 4</u> C - 4.1: Interprets, understands and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of speech.</p>	<p>LO 12: Understands that there are different types of questions and categorise them. LO 13: Accurately answer questions about explicitly stated information in the given text. LO 14: Make inferences and draw conclusions from the given text.</p>
<p>7. Thinking about Language</p>	<p><u>CG 4</u> C - 4.1: Interprets, understands and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of speech.</p>	<p>LO 15: Identify the difference between old fashion style and current style of language used in the text. LO 16: Break a complex sentence into 3 simple sentences and discover the better rhythm in them.</p>
<p>8. Speaking</p>		<p>LO 17: Understand the key skills and behaviours required to</p>

	<p>C - 2.2: Asks a variety of questions on social experiences using appropriate language (open-ended / close-ended, formal/ informal, relevant to context, with sensitivity)</p> <p>C - 2.3: Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms.</p>	<p>facilitate a group discussion</p> <p>LO 18: Think of some possible strategies for dealing with discussion</p>
<p>9. Writing</p>	<p><u>CG 2</u></p> <p>C - 2.3: Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms.</p> <p><u>CG 4</u></p> <p>C - 4.1: Interprets, understands and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of speech.</p>	<p>LO 19: States the key three parts of a paragraph; topic sentence, supporting details and conclusion.</p> <p>LO 20: Writes a paragraph with unity, coherence and completeness.</p>

Overview

This graphic organiser will give us an overview of the different elements of the Reading Passage



Class: 10 Chapter: The Sermon at Benares Period No: 01 Introduction to the theme of the lesson			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Activating prior knowledge (Pre-requisites)</p>	<p>In order to activate the background knowledge of the learners the following activity is conducted in the class.</p>		
<p>Picture reading</p>	<p>Visual activity 1: The students are asked to observe the picture and answer the following questions. Picture 1</p>  <p>The teacher writes the subtexts generated out of the discussion on the black board.</p>	<ol style="list-style-type: none"> 1. Can you guess who the holy man in the picture is? 2. How does he appear to us? 3. Is it possible for us to always be calm and peaceful? 4. Does meditation help us attain peace of mind? 5. Is their way of life different from ours? Comment on their robes. 6. Read the caption in the picture and discuss with the class to get the meaning of it? 	<ul style="list-style-type: none"> - Pictures of Buddhist Heritage sites like Amaravati and Kambalakonda - Textbook - Notebook - IFPs  <ul style="list-style-type: none"> - e-Pathshala

<p>Picture reading</p>	<p>The teacher asks the students to take a note of the meaning of the caption in their notebooks</p> <p>The caption means you have to start your inner journey and imbibe the knowledge through deep observation, understanding by relating different experiences and studying them with divine intimacy. One can enlighten oneself with the absorbed knowledge. A superficial knowledge cannot make one a lamp unto oneself. This is the central theme of Buddha's teachings.</p> <p>Buddha meant to say that one must live and shine in his own enlightened knowledge and not borrowed knowledge from someone.</p> <p>Visual activity 2: Look at this picture and answer the following questions: Picture 2</p>	<p>7. Read out the caption to the class and say what you infer from the first line.</p> <p>8. Read out the second line and try to explain what the caption reveals to you.</p> <p>9. Does the caption capture the gist of Buddha's preachings?</p> <p>10. What is Buddha holding in his hands?</p> <p>11. What is the significance of the phrases 'a light' and 'a lamp' in the context of Buddhism?</p> <p>12. Have you ever visited any Buddhist monasteries or heritage sites like Amaravati and Kambalakonda in our state?</p>	<p>QR code and Link</p>
		<p>1. Can you describe the details of the picture?</p> <p>2. Do you find Buddha in the picture?</p> <p>3. What is Buddhism and who are Buddhists?</p> <p>4. Whom is he addressing?</p>	

Audio Visual Aid



Top Eight Buddhist Historical Places in India and Nepal
[Link](#)

The teacher asks the students to go through the [link](#) and do the following activity.

SI No.	Name of the Historical Place	Significance

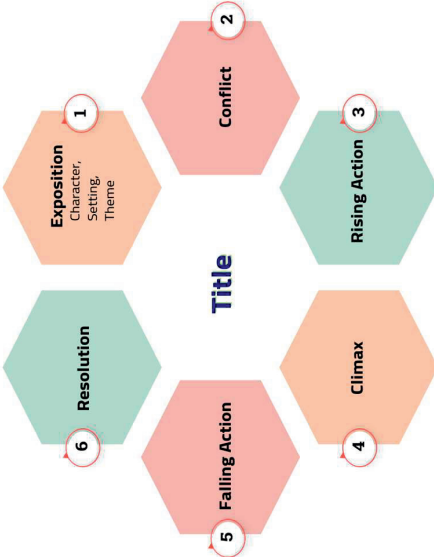
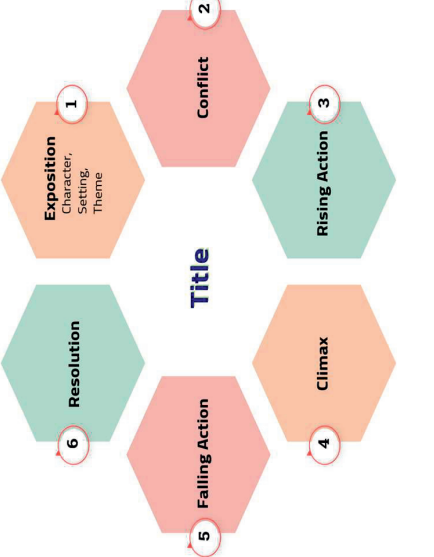
5. Is he giving a speech or a lecture or a talk?
6. What kind of speech is it? Is it religious or spiritual?
7. What do we call a speech that focuses on religion and spirituality?
8. Where do you think he delivered this sermon?
9. Is Benares a holy place? How can you say so?
10. Can you name some holy places in our country?
11. Have you ever listened to a sermon?
12. Do you think at some point of time all of us need to listen to sermons?

The students fill in the table based on what they observed in the video.

- a. The historical places
- b. Their importance

Subtext - Students' opinions on pictures will be written by the teacher on the blackboard.

<p>Reading aloud by the teacher.</p> <p>Introduction of the theme (Concept Map)</p>	<table border="1" data-bbox="249 875 750 1528"> <tr><td>1</td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td></tr> <tr><td>8</td><td></td><td></td></tr> </table> <p>The teacher reads the entire text aloud with proper pronunciation, stress, pause and intonation and the whole class listens to the teacher's articulation.</p> <p style="text-align: center;"><u>Concept Map - A</u></p> <p>The teacher draws the attention of the students to the concept map A. The teacher further asks them the following questions to connect them to various elements of the reading passage as depicted in the concept map A</p>	1			2			3			4			5			6			7			8			<p>Try to identify the keywords</p> <p>1. Can you guess the meanings of the elements given in the concept map A ?</p>	<ul style="list-style-type: none"> - Blackboard/IFP - Charts - Visual material (Picture 1) - Suggested Sources for Reference (Youtube Videos) <ul style="list-style-type: none"> - Video Link - Table with data - IFPs
1																											
2																											
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	<p>Concept Map A Major character 1: Gautam Buddha</p>  <p>Concept Map B Major character 2: Kisa Gotami</p> 	<p>2. Let us look at the meanings of these elements in detail.</p> <p>Exposition- The background information about the characters and settings that are explained at the beginning of the story.</p> <p>Setting - when and where a story takes place.</p> <p>Conflict - A problem which the characters have to confront in the story. It creates and drives the story forward.</p> <p>Rising Action: Where the main character faces a series of conflicts.</p> <p>Climax: a large event that changes the outcome of the entire story.</p> <p>Falling Action: Events leading to the end of the story.</p> <p>Resolution: End of the story</p>	<p>Textbook</p>
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<p>Announcement of the Title</p> <p>About the author</p> <p>Reading aloud by the students</p>	<p>The teacher asks the students to take note of the meanings of elements of reading as given on the charts in their notebooks.</p> <p>We would now read the chapter 'The Sermon at Benares' to know the gist of the text.</p> <p>The Sermon at Benares is a part of the book named 'Values and Voices' written by Betty Renshaw. In this chapter she depicts how a royal prince left his family back in the palace to find the truth behind all the sufferings in the world.</p> <p>The teacher asks the students to read aloud individually according to the teacher's demonstration.</p>	<ul style="list-style-type: none"> - - Concept map - A - Notebooks - Blackboard / IFPs <p>Title on the Blackboard Author's detail on the blackboard</p> <p>Textbook Notebooks Title : The Sermon at Benares</p>
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Class: 10 Lesson: The Sermon at Benares Period No: 02			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
Reading with Comprehension	<p>Identification of key words - The teacher asks the students to circle/highlight the words dictated by the teacher in their texts. The spelling, meaning, form, pronunciation, antonyms, synonyms and usage of these words are practised in the class.</p> <p>Keywords: Scriptures, befitted, heretofore, sufferings, enlightenment, wandered, awakened, sermon, inscrutable, grief, physician, beloved, extinguished, reigned, resolution, immortality, selfishness, mortals, afflicted with, contrary, lamentation, composed, funerals, procession, senses, fate, sorrow, slaughter, kinsmen</p> <p>B. The teacher divides the entire text into three segments to administer the process of reading efficiently in the classroom.</p> <ul style="list-style-type: none"> ● Reading Segment – 1 (Gautama Buddha began.....suffering) 	<ol style="list-style-type: none"> 1. How many keywords have you listed out? 2. What are the meanings of these words? 3. Practise the pronunciation of each and every word as demonstrated by the teacher. 4. Name the antonyms and synonyms of these words. 5. Try to use these words in your own sentences. 	<ul style="list-style-type: none"> - Textbooks - Notebooks - Thesaurus - Dictionary - IFPS

	<p>A. In segment 1 the teacher asks the students to read the text individually.</p> <p>B. During the individual reading stage, the teacher asks the students to follow these steps.</p> <p>Close Reading Activity:</p> <ul style="list-style-type: none"> ➤ Read the text at least twice to gather meaning and determine the author's purpose. ➤ Get the gist of what the text is about. ➤ Circle words you aren't sure of and try to figure them out using contextual clues. <p><u>Comprehension Check</u></p> <ul style="list-style-type: none"> ➤ On completion of this activity the teacher poses some questions to check their comprehension. ➤ Talk to each other about what you think it means. ➤ The teacher consolidates the answers to all these questions and writes them on the blackboard 	<ol style="list-style-type: none"> 1. What was the childhood name of Gautama Buddha? 2. What did he learn in his schooling? 3. When did he leave his home? Why? 4. What did he do after leaving his family? 5. When did he attain enlightenment? 6. What is the meaning of the phrase 'the Bodhi tree'? 7. Why did people call him the Buddha? 8. Where did he preach his first sermon? 9. What does Buddha preach in his first sermon? 10. What is the meaning of the word 'inscrutable'? 	<ul style="list-style-type: none"> - Textbooks - Notebooks - IFPs - Answers to comprehension questions
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Class: 10 Lesson: The Sermon at Benares Period No: 03			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
Reading with Comprehension	<ul style="list-style-type: none"> ● Reading Segment – 2 (Kisa Gotamiselfishness) <p>The teacher divides the class into groups for the purpose of shared reading in the Collaborative reading stage since the learners :</p> <ul style="list-style-type: none"> ● <i>learn to read cooperatively in pairs or groups</i> ● <i>Talk to each other about what they think the text means.</i> ● <i>Preview the text</i> ● <i>Give ongoing feedback by deciding click(I get it), clunk(I don't get it) at the end of each paragraph</i> ● <i>Get the gist of the most important parts of the text</i> ● <i>wrap up key ideas</i> <p>Comprehension Check</p> <ul style="list-style-type: none"> ➤ On completion of this activity the teacher poses some questions to check their comprehension. ➤ Talk to each other about what you think it means ➤ The teacher consolidates the answers to all these questions and writes them on the blackboard. 	<p>The following questions may be asked to check the comprehension of the text by the students</p> <ol style="list-style-type: none"> 1. Why did Kisa Gautami carry the dead child to all her neighbours? 2. Kisa Gautami's neighbours commented that she had lost her senses. Do you agree with them? Why or why not? 3. Who advised Kisa Gautami to see the Buddha? 4. What kind of medicine did she ask Buddha to give? 5. Why did Buddha tell Kisa Gautami to bring mustard seeds from a house from where no one has lost a child, husband, parent and friend? 6. Did Kisa Gautami find any house where no one had died in it? 7. What does Kisa Gautami understand the second time that she failed to understand the second time? Was this what the Buddha wanted her to understand? Which lines of the text support this answer? 	<ul style="list-style-type: none"> - Textbooks - Notebooks - IFPs - Answers to comprehension questions

Class: 10 Lesson: The Sermon at Benares Period No: 04			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
Reading with Comprehension	<ul style="list-style-type: none"> ● Reading Segment – 3 (The Buddha said.....and be blessed) Scaffolded reading and extrapolative reading stages. - The teacher conducts the Scaffolding Reading stage where the learners acquire knowledge through interaction and develop communication. - They also extrapolate the text. <p>Steps during this Stage</p> <ul style="list-style-type: none"> ● define key vocabulary words using a dictionary ● discuss key words ● chunk the text ● read and discuss as they go on ● they can use first language ● makes use of visuals/regalia/graphic organizers ● connects to the background knowledge ● identifies the sentence structures or starters 		<ul style="list-style-type: none"> - Textbooks - Notebooks - IFPs - Answers to comprehension questions

	<p>example : because</p> <p>The teacher conducts an extrapolative reading stage to make the learners guess, deduce, figure out, predict and conclude.</p> <p><u>Comprehension Check</u></p> <p>➤ On completion of this activity the teacher poses some questions to check their comprehension.</p>	<p>The following questions may be asked to check the comprehension of the text by the students</p> <ol style="list-style-type: none"> 1. What does Buddha say about the life of mortals in this world? 2. How does Buddha compare the life of mortals to the earthen vessels and ripe fruits? 3. Will anyone obtain peace of mind from weeping or grieving? 4. How can one obtain peace of mind? 5. Did you ever witness the death of your loved ones? How did you feel at that moment? Has your perception changed after reading this text? How? 	
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Class: 10 Lesson: The Sermon at Benares Period No: 05			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
Thinking about the Text: Questions given in the text pg.no 113	The teacher poses the following questions to the students to check their overall comprehension of the passage.	<ol style="list-style-type: none"> 1. When her son dies, Kisa Gotami goes from house to house. What does she ask for? Does she get it? Why not? 2. Kisa Gotami again goes from house to house after she speaks with the Buddha. What does she ask for, the second time around? Does she get it? Why not? 3. What does Kisa Gotami understand the second time that she failed to understand the first time? Was this what the Buddha wanted her to understand? 4. Why do you think Kisa Gotami understood this only the second time? In what way did the Buddha change her understanding? 	<ul style="list-style-type: none"> - Text books - Notebooks - IFPs

<p>Workbook Activities (Reading)</p>	<p>The teacher asks the students to read the text given on pg no. 137 in the workbook and answer the questions that follow on pg no. 137 & 138.</p>	<p>5. How do you usually understand the idea of 'selfishness'? Do you agree with Kisa Gotami that she was being 'selfish in her grief'?</p>	<ul style="list-style-type: none"> - Text books - Notebooks - IFPs - Table - Worksheets
<p>Poem (pg no. 139 - 141)</p>	<p>The teacher reads the poem aloud with proper articulation, intonation and pronunciation. And then asks the students to read the poem aloud twice. The teacher along with the students identifies the stylistic devices of the poem through questioning and eliciting answers. Appreciation is done through this.</p> <p>The teacher asks the students to read the poem given on pg. no. 139 - 141 in the workbook and answer the questions given on page no. 141 in the workbook.</p>	<p>Students will complete the worksheets developed by the teacher with regard to language items 1 and 2</p> <p>Students will read the passage given on pg no. 137 and answer the questions given on pg. No. 138 & 139 in their own words.</p> <p>The students will read the poem given on pg. no. 139 - 141 in the workbook aloud.</p>	<ul style="list-style-type: none"> - Black board - Workbooks - IFP

Thinking about
Language:
(Grammar)

Language Item 1:

Rephrasing the old fashioned style of the given words and phrases in the text in a more current language.

The teacher asks the students to compare the old style with the new style in order to make meaning out of these phrases.

Old Fashioned Style	Current Style
give <i>thee</i> medicine for <i>thy</i> child	Give <i>you</i> medicine for <i>your</i> child.
<i>Pray</i> tell me	<i>Please</i> tell me
Kisa <i>repaired</i> to the Buddha	Kisa went to the Buddha
there was <i>no</i> house <i>but</i> someone had died in it	There was no house <i>where</i> no one has died
kinsmen	<i>Relatives</i>
<i>Mark!</i>	<i>Listen!</i>

Language Item 2: Use of semicolon (;) or a dash (-) to combine two clauses.

The students will answer the questions given on pg. No 141 in the workbook.

<p>Workbook Activities</p>	<p>Eg. She has no interest in music; I doubt she will become a singer like her mother. The second clause here gives the speaker's opinion on the first clause.</p> <p>Teachers' presentation</p> <p>The cadence of the single phrase with semicolons is superior. This is because the meanings of the three components of the statement are intertwined. The first clause is expanded upon in the second clause. The third clause is inextricably linked to the first and second clauses. When semicolons are used to connect them, their meanings are better expressed.</p> <p>Workbook Activity 1</p> <p>A. The teacher asks students to read the antonyms for the words in the text 'The Sermon at Benares' given on pg. no. 142 in the workbook and find the words to fill in the blanks given.</p> <p>B. Teacher asks students to use a dictionary and find four words each having the meanings nearest to the ones given on page no. 142 in the workbook.</p> <p>Workbook Activity 2</p>
	<p>Students will read the antonyms for the words in the text 'The Sermon at Benares' given on pg. no. 142 in the workbook and find the words to fill in the blanks given on their own</p> <p>The students use a dictionary and find out four words each having the meanings nearest to the ones given on page no. 142 in the workbook on their own.</p> <p>Students will read the passage given on pgno. 134 in textbook and rewrite</p>
	<ul style="list-style-type: none"> - Black board - Workbooks - IFP <ul style="list-style-type: none"> - Black board - Workbooks - IFP <ul style="list-style-type: none"> - Black board

	<p>A. Teacher asks the students to read the passage given on pg no. 134 in textbook and rewrite the paragraphs changing the direct speech into reported speech in the space given on pg. no 143 in the workbook.</p> <p>B. Teacher asks the students to read the passage given in pg. no. 144 in the workbook to change the direct speech into reported speech and re-write the story.</p> <p>C. Teacher asks the students to read the paragraph given on pg. no. 145 in the workbook and edit the paragraph using suitable prepositions and words.</p>	<p>the paragraphs changing the direct speech into reported speech in the space given on pg. no. 143 in the workbook on their own.</p> <p>The students will read the passage given in pg. no. 144 in the workbook to change the direct speech into reported speech and re-write the story on their own.</p> <p>The students will read the paragraph given on pg. no. 145 in the workbook and edit the paragraph using suitable prepositions and words on their own.</p>	<ul style="list-style-type: none"> - Workbooks - IFP - Black board - Workbooks - IFP
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Class: 10 Lesson: The Sermon at Benares Period No: 06							
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required				
Speaking (Textbook)	<p>Reading and Speaking Activity Read the following and do the activity The Buddha's sermon is over 2500 years old. Given below are two recent texts on the topic of grief. Read the texts,</p> <p>I. A Guide to Coping with the Death of a loved one (Textbook, Pg Nos. 114 - 115)</p> <p>II. Good Grief (Textbook, Pg Nos. 115 - 116)</p> <p>Comparing them with each other and with the Buddha's sermon. Do you think Buddha's ideas and the way of teaching continue to hold meaning for us? Or have we found better ways to deal with grief? Discuss this in groups or in class.</p> <p>The teacher asks the students to compare and contrast the Buddha's sermon which is 2500 years old to the gist of the texts mentioned above and fill the details in the following diagrams.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Similarities</th> <th style="width: 50%;">Differences</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> </tr> </tbody> </table>	Similarities	Differences			<ol style="list-style-type: none"> 1. What is the topic sentence in text I? Mention the supporting details. 2. What is the topic sentence in text II? Mention the supporting details. 	<ul style="list-style-type: none"> - Text books - Notebooks - IFPs - Table
Similarities	Differences						

<p>Workbook Activities (Listening, Speaking and Reading)</p>	<p>Workbook Activity 3 Listening The teacher reads the text given on pg no. 146 in the workbook and asks the students to listen to it carefully to answer the questions given on pg. no. 147 in the workbook.</p> <p>Workbook Activity 4 Speaking The teacher sets the context for the activity by elaborating the text given on pg. no. 148 in the workbook.</p> <p>The teacher asks the students to discuss with their friends and note down the points given on pg. no. 148 in the workbook and share their feelings and suggestions in the class if they are comfortable.</p> <p>Workbook Activity 5 Writing A. The teacher asks the students to write a paragraph on how they can help others who are in grief by considering the point given on pg. no. 148 in the workbook.</p> <p>B. The teacher asks the students to read both the poems given on pg. no. 138 and 139 in the textbook and discuss in groups on what those two poets want to say in their respective poems. The teacher instructs the students to write the summary of each poem and share with their classmates.</p>	<p>The students listen to the text read aloud by the teacher given on pg no. 146 in the workbook and answer the questions given on pg. no. 147 in the workbook.</p> <p>The students listen to the teacher and discuss the points given on pg. no. 148 in the workbook and share their feelings and suggestions with the class in their own words if they are comfortable.</p> <p>Students will go through the points given on pg. no. 148 in the workbook and write a paragraph on how they help others who are in grief.</p> <p>The students will read both the poems given on pg. no. 138 and 139 in the textbook and discuss in groups on what those two poets want to say in their respective poems. Students will write the summary of each poem and share with their classmates</p>	<ul style="list-style-type: none"> - Black board - Workbooks - IFP <ul style="list-style-type: none"> - Black board - Workbooks - IFP <ul style="list-style-type: none"> - Black board - Workbooks - IFP <ul style="list-style-type: none"> - Black board - Workbooks - IFP
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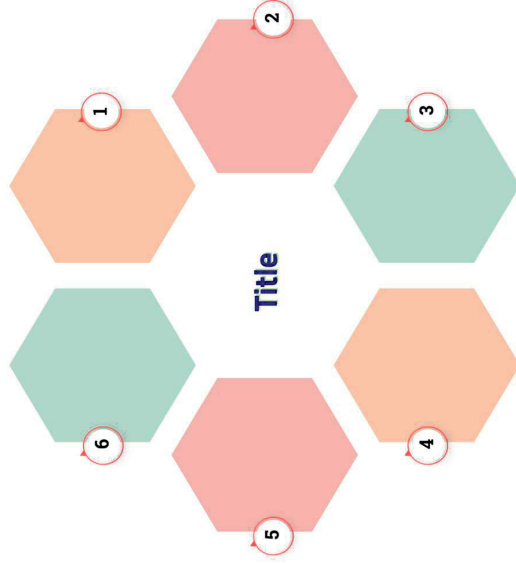
Class: 10 Lesson: The Sermon at Benares Period No: 07			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
Writing (Textbook)	<p>Activity - 1</p> <p>The teacher asks the students to do the following activity.</p> <p>Write a page (about three paragraphs) on one of the following topics. You can think about the ideas in the text that are relevant to these topics, and add your own ideas and experiences to them.</p> <ol style="list-style-type: none"> 1. Teaching someone to understand a new or difficult idea 2. Helping each other to get over difficult times 3. Thinking about oneself as unique, or as one among billions of others 		<ul style="list-style-type: none"> - Text books - Notebooks - IFPs
Recapitulation	<p>Activity - 2</p> <p>Identify the elements of the concept map A in the text and write the paragraph numbers in the corresponding slots of concept maps given below.</p>		<ul style="list-style-type: none"> - Text books - Notebooks - IFPs - Concept Map A and Concept Map B

	<p>Concept Map A</p> <p>Major character 1: Gautam Buddha</p> <p>Writing Activity</p> <p>The teacher assigns a project to the students given on pg. no. 150 in the workbook on 'Jataka Tales' concerning the previous births of Buddha in both human and animal form.</p> <p>The teacher asks the students to read the above mentioned stories and</p> <ol style="list-style-type: none"> rewrite them in their own words; or 	<ul style="list-style-type: none"> - What is the title of the passage? - Does the theme of the passage relate to spirituality - Draw a sketch of the plot of the story. 	
<p>Project Work</p>			

- b. develop a comic strip; or
- c. Make an illustrated collage of the stories and display it in your classroom.

Concept Map B

Major character 2: Kisa Gotami



Class: 10 Lesson: The Sermon at Benares Period No: 08			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
Feedback and Assessment Assignment	What you can do - Activity Read and discuss the following extract from Khalil Gibran's 'The Prophet' given in the textbook (pg. no. 116 - 117) with the students.		<ul style="list-style-type: none"> - Pictures of Khalil Gibran and Rabindranath Tagore - Blackboard / IFPs

Class: 10

Unit-8

Title of the Poem: For Anne Gregory - WB Yeats

The following Curricular Goals and Competencies will be developed through this Poem –

CG 1: Develops reading comprehension and summarizing skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles and news reports) and uses various strategies to write for different audiences.

CG 2: Develops the capacity for effective oral and written communication in different situations (formal and informal).

CG 3: Explores different forms of literature (samples from early to contemporary)

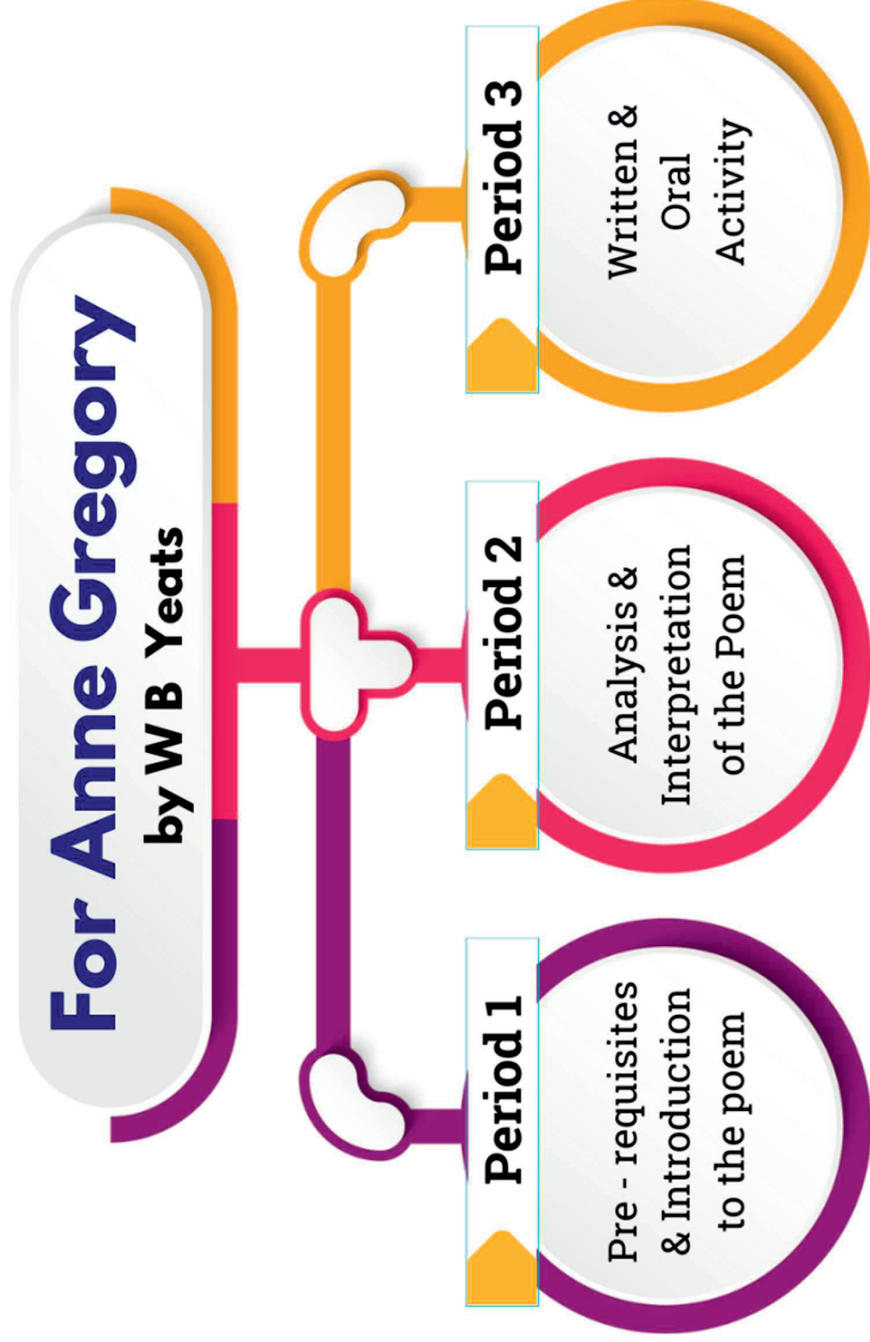
CG 4: Develops the ability to recognize basic linguistic aspects (word and sentence structure) and use them in oral and written expressions

CG 5: Develops an appreciation of the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, pun and other wordplays and games unique to the language.

Periods and Topics	Curriculum Goals and Competencies	Learning Outcomes
<p>Period 1</p> <p>Pre- requisites</p> <p>Activating prior knowledge, motivation, introduction of the title and introduction to the theme of the poem.</p>	<p><u>CG1</u> C-1.1 Identifies main points, summarizes the text and responds coherently with the poet's intention.</p> <p>C-1.2 Uses strategies to organize ideas and information to write for an intended purpose and audience.</p> <p><u>CG2</u> C-2.2 Asks a variety of questions on social experiences using appropriate language (open-ended/closed-ended, formal/informal, and relevant to context with sensitivity).</p>	<p>LO1 Reads literary texts for enjoyment/pleasure and compares, interprets and appreciates characters and themes.</p> <p>LO2 Reads aloud and recites poems with proper stress, pause, tone and intonation by following proper rhyme and rhythm.</p> <p>LO3 Identifies and appreciates significant literary elements, poetic devices, such as metaphor, symbolism, personification, rhythm, scheme, alliteration, assonance etc;</p>
<p>Period 2</p> <p>Read and comprehend the poem</p> <p>“Never shall a young man And not your yellow hair.”</p>	<p><u>CG3</u> C-3.1 Identifies and appreciates different forms of literature such as samples of prose, poetry and drama (early and contemporary).</p> <p><u>CG4</u></p>	<p>LO1 , LO2, LO3,</p> <p>LO4: Reads silently with comprehension and interprets layers of meaning.</p>

	<p>C - 4.1: Interprets, understands and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of speech.</p> <p>CG5</p> <p>C-5.2</p> <p>Engages in the use of puns, rhymes, alliteration, and other word plays in the language to make speech and writing more interesting and enjoyable.</p>	
<p>Period 3</p> <p>Pre- requisites</p> <p>Activating prior knowledge, motivation, introduction of the title and introduction to the theme of the poem.</p> <p>Read and comprehend stanza 1 in the poem, 'For Anne Gregory'</p>	<p>CG1</p> <p>C-1.1</p> <p>Identifies main points, summarizes the text and responds coherently with the poet's intention.</p> <p>CG3</p> <p>C-3.1</p> <p>Identifies and appreciates different forms of literature such as samples of prose, poetry and drama (early and contemporary).</p> <p>CG 4</p> <p>C - 4.1: Interprets, understands and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of speech</p>	<p>LO1 , LO2, LO3, LO4,</p> <p>LO5</p> <p>To make students understand the thought and imagination, the poem holds</p> <p>LO6</p> <p>Makes students to think about different human emotions</p> <p>LO7</p> <p>Inspires them to write their feelings in the form of short poems</p>

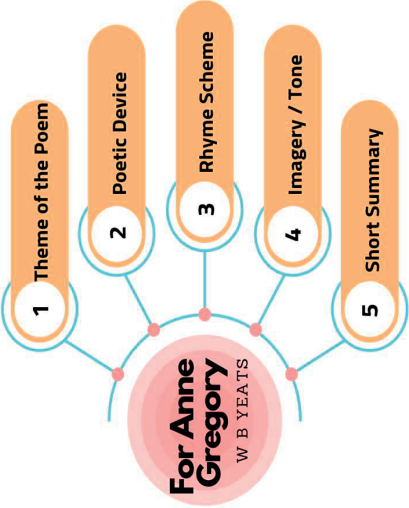
OVERVIEW



Class: 10
 Poem: For Anne Gregory
 Period No: 01

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required			
<p>Activating prior knowledge</p>	<p>In order to activate the background knowledge of the learners, the following activity is conducted in the class.</p> <p>Activity 1</p> <p>The teacher shows the following picture and elicits their ideas/thoughts/perceptions and imagination</p> <div data-bbox="964 1001 1127 1456" data-label="Image"> </div> <p style="text-align: right;">Image 1</p>	<ol style="list-style-type: none"> 1. What do you see in the picture? 2. What /who are the characteristics present in the picture? 3. Name the genders of the persons present in the picture? 4. What are they doing? 5. On which topic they are discussing? 6. Are they arguing for anything? <table border="1" data-bbox="1023 333 1090 806" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">I See</td> <td style="width: 33%;">I Think</td> <td style="width: 33%;">I Wonder</td> </tr> </table>	I See	I Think	I Wonder	<ul style="list-style-type: none"> • IFP • Image 1 • Charts relevant to the theme <div data-bbox="756 127 949 318" data-label="Image"> </div> <p style="text-align: center;">- e-Pathshala</p>
I See	I Think	I Wonder				
<p>QR code and Link</p> <ul style="list-style-type: none"> - Image 1 - Central idea of the poem 						

<p>Announcement of the topic</p> <p>For Anne Gregory</p>	<p>Activity 2</p> <p>The teacher divides the class into groups and asks them to discuss a theme that comes out of Activity 1.</p> <p>Teacher consolidates all the responses given by the students connecting to the actual poem given.</p> <ul style="list-style-type: none"> - Teacher consolidates all the responses given by the students connecting to the actual poem given. - Teacher reveals the title of the poem deriving from the responses. <p>Activity 3</p> <p>Pictorial representation for the elements of the poem</p> <ul style="list-style-type: none"> • The teacher asks the students to observe the picture given below and ask them to make a note of the elements mentioned. The teacher divides the class into groups and asks questions on the concept map. 	<p>1. What does the theme of the poem mean?</p> <p>2. Are you familiar with poetic devices? If so, what are they? Can you name a few poetic devices?</p> <p>3. What does the rhyme scheme of a poem mean?</p>	<ul style="list-style-type: none"> - Blackboard - IFPs <ul style="list-style-type: none"> - Blackboard - IFPs <ul style="list-style-type: none"> - Blackboard - IFPs
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<p>About the Poet: WB Yeats</p>	<div data-bbox="258 1119 283 1288" data-label="Section-Header"> <p>Concept Map</p> </div>  <p>The teacher will write down the descriptions of the elements of the poem on the blackboard for the students to copy them in their notebooks.</p> <ul style="list-style-type: none"> - Teacher projects the image of the poet on the IFP 	<p>4. What does the imagery/tone of the poem mean?</p> <p>The students will write down the descriptions of the elements of the poem given below in their notebooks.</p> <p>Theme: the message an author wants to communicate through the piece.</p> <p>Poetic Device: Poetic devices are a form of literary device used in poetry. Eg. Alliteration, Simile, Metaphor, Rhyme</p> <p>Rhyme Scheme: the ordered pattern of rhymes at the ends of the lines of a poem or verse.</p> <p>Imagery: the author's use of description and vivid language, deepening the reader's understanding of the work, by appealing to the senses.</p>	<ul style="list-style-type: none"> - Dictionary - Concept Map - Notebooks <ul style="list-style-type: none"> - English Reader
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- The teacher gives a brief account of the poet W.B. Yeats, poet of the poem
- W.B. Yeats is a romantic poet
- He is from Ireland

Short Summary: A brief overview of the poem's main ideas.

- Blackboard
- IFPs
- Picture of Yeats
- Library

Class: 10 Lesson: For Anne Gregory Period No: 02			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Model Reading by the teacher</p> <p>“Never shall..... Your yellow hair.”</p> <p>Chorus reading by the students</p>	<p>The teacher recites the entire poem aloud with appropriate stress, rhythm, pauses and intonation.</p> <p>Students will follow the teacher and try to recite the poem with proper stress, intonation, and with rhyme and rhythm.</p> <p>Students take pleasure in reading the poem.</p> <p>Activity 4 Individual/whole class/group</p> <ul style="list-style-type: none"> • Teacher divides the class into groups • Teacher distributes the strips of each line of the text from the poem • Total eighteen strips having the entire text will be distributed • Strips can either be given individually or in groups • The students are asked to arrange them in the sequential order without referring to the textbook • Once done, the students are asked to read out the poem to the class. 	<p>The students listen to the teacher to follow the tone and articulation.</p> <p>Identify the rhyming words while they are read.</p>	 <p>Yellow haired Anne Gregory</p>

<p>Narration</p> <p>Analysis and Interpretation of the Poem</p>	<p>Teacher gives a brief account of the entire poem in a bird's eye view.</p> <p>Sub text</p> <ul style="list-style-type: none"> • The poet describes the conversation between himself and a lady. • Gregory's granddaughter named 'Anne Gregory' tells that her yellow hair is beautiful and that all the young men claim to be in love with her. • The poet describes in stanza 1 that no young man will hopelessly fall in love with a young beautiful lady by seeing her inner qualities, personality or her true nature. • Instead he will fall in love with her, by seeing her beautiful yellow hair falling on her ears. • The poem states that physical beauty may be important for young men but not God. God Almighty loves anyone and everyone by seeing their capabilities. 	<p>Look into the text and follow the questions</p> <ol style="list-style-type: none"> 1. What is the poem about? 2. Have you ever had any conversation or an argument with anyone regarding a topic? 3. What do you mean by 'Rampart'? 4. How was the poet's mood? 5. Which word shows the expression 'hopelessly'? 	 <p>Rampart</p>
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Class: 10 Poem: For Anne Gregory Period No: 03			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
Thinking about the Poem	<p>Teacher drives into the in-depth details of the poem that the poet made use of various devices to intensify his emotions</p> <p>Poetic Devices</p> <ul style="list-style-type: none"> - Metaphor: Literary device used to denote a comparison without using 'as' or 'like' 'honey – colored ramparts' Ex: Poet compares Anne Gregory's hair to the walls of a fort. - Apostrophe: A rhetorical device in which a speaker addresses an imaginary or absent person or object Ex: Yeats is seen talking to Anne Gregory but the readers don't see her at any point in the poem. - Alliteration: Repetition of consonant sounds in the same line Ex: 'Your Yellow hair' Repetition: The phrase 'yellow hair' is repeated many times to reinforce the notion of external 	<p>The students make a note of the poetic devices the teacher discusses in the class and find them from the poem.</p>	<ul style="list-style-type: none"> - IFPs - Blackboard - Textbooks - notebooks

	<p>beauty.</p> <p>Rhyming Scheme: abcdbd - "But myself alone"</p> <p>Activity 5</p> <ul style="list-style-type: none"> - Teacher asks the students to read the poem in groups and find out answers for the elements of the poem outlined in Activity 1. - At the end of the activity, the teacher asks the groups to share their findings. - The teacher consolidates the activity by displaying/projecting the following image in the IFP and comparing the answers of the groups with the image. 	<p>The students are encouraged to read the poem in groups and compare the poem with the concepts map and identify the elements described in the concept map from the poem.</p> <p>Students compare their answers with the image - 2 projected in the IFP.</p>	<ul style="list-style-type: none"> - Concept Map - Image 2 - IFPs - Blackboard - textbooks
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Image 2

Class:10

Supplementary Reader

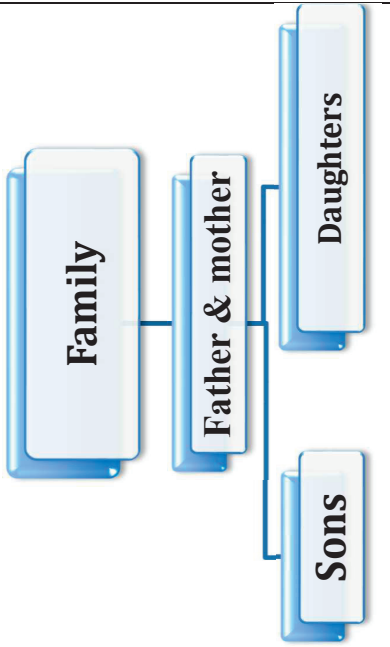
Title of the story: Bholi- 3 Periods

The following Curricular Goals and Competencies will be developed through this Chapter -

CG 2 :Develops the capacity for effective oral and written communication in different situations (formal and informal).

CG 3 :Explores different forms of literature (samples from early to contemporary)

Period and Topics	Goals and Competencies	Learning Outcomes
	<p><u>CG -2</u> C-2.1- Describes characteristics of words of literature from different time periods C-2.2- Analyses the literary text by close reading, critiquing form and style and interpreting possible meanings C-2.3 - Composes literary texts by using appropriate literary devices <u>CG -3</u> C-3.1 - Uses language to develop reasoning and argumentation skills by engaging with a variety of written material C-3.2 - Analyses and evaluates the different written material C-3.3 - Argues with proper rationale by carefully evaluating premises</p>	<p>LO1: To develop the habit of reading for information and pleasure LO2: To draw inferences from what they read LO3: To relate the given text to their previous knowledge LO4: To learn to read critically LO5: To develop the confidence to ask and answer the questions LO6: To develop the extensive reading skills</p>

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Introduction of the theme</p> <p>Mind Mapping</p>	<p>The teacher asks the following questions to elicit responses with regard to the family and its relation.</p> <p>Brainstorming technique is used by the teacher</p> <p>Activity 1</p> <p>Mind Map to be added</p> <p>Given below is a diagram that shows the family.</p>  <pre> graph TD Family[Family] --- FM[Father & mother] FM --- Sons[Sons] FM --- Daughters[Daughters] </pre> <p>Mention the family members.</p>	<ol style="list-style-type: none"> 1. What is a family? 2. Who is the head of the family? 3. Who is Rampal? 4. How many sons Rampal had? 5. How many daughters Rampal had? 6. What were their names? 7. Are they married? 8. How many were married in that family? 9. What is the name of the 4th daughter? 10. How old was Bholi? 	<ul style="list-style-type: none"> - Black board - Charts - Supplementary Reader <p>Charts related to the text</p> <p>IFP</p>

<p>Announcement of the topic</p>	<ul style="list-style-type: none"> - Father - Mother - Sister - Brother - Sons - Daughters - <p>The teacher announces the topic to the students, Bholi.</p> <p>The teacher asks the students to identify the social barriers in the society and conditions in which people are born, grow, live, learn, work and age, health and disabilities.</p>		
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Class: 10 Lesson: Bholi Period No: 02			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Reading Segment1 Read and Find out</p> <p>(Her name was Sulekha..... Let the teacher at school worried about her.)</p>	<p>Concept Map</p> <p>Reading aloud:</p> <p>The teacher reads the passage aloud and asks the students to read the passage aloud with correct stress, pause and intonation.</p> <p>Independent Reading:</p> <p>Before you read the segment1, they have to Read the introductory sentences</p> <p>The Wh-questions given under the sub-heading, ' Read and Find out' which guides the learners in their reading and comprehending the text the teacher progresses asking questions on the comprehension.</p>	<p>Activity 1</p> <p>Identify the family members of Rampal from the given picture.</p> <p>Questions on comprehension:</p> <ol style="list-style-type: none"> 1. What was the name of the girl mentioned here? 2. What was the nickname of the girl? 3. What happened when she was ten months old? 4. Who was the youngest among all the daughters? 5. Is Bholi good at looking? 	<ul style="list-style-type: none"> • Black board • Supplementary Reader • IFP • Charts related to the text • Audio and video content from E-Patasala

Class: 10 Lesson: Bholi Period No: 03			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Reading Segment 2</p> <p>Read and Find out</p> <p>The next day Rampal caught Bholi.....with a new hope and a life</p>	<p>Soon after the discussion of the comprehension questions in part-1,the students are asked to read the wh-questions in part2(Read and find out of the text).</p> <p>The teacher asks the following questions to check how well they have read.</p>	<ol style="list-style-type: none"> 1. What did Rampal do on the next day? 2. Is Bholi free to attend the school? 3. Why was Bholi frightened to go to school? 4. What did Bholi do when her teacher was taking her to school? 5. How was Bholi dressed then? 6. What did Rampal do at school? 7. What did H.M ask Bholi? 8. Did the school attract Bholi? 9. What did the teacher do with Bholi? 10. Did the teacher's voice attract Bholi? 	<p>Black board Supplementary related to the text IFP Audio-Video content from E-Patasala</p>
<p>Thinking about it</p> <p>Pg no.55</p>	<p>The teacher poses the open- ended and thought provoking questions to take the learners beyond the factual comprehension and also to contemplate on the issues that the text raises.</p>	<ol style="list-style-type: none"> 1. How did Bholi's teacher play a vital role in changing the course of her life? 2. Why did Bholi at first agree to an unequal match? How did she later 	<p>Black board Supplementary Reader Charts relevant to the text IFP Audio -Video content from E-Patasala and Diksha app</p>

<p>Talk about it</p>	<p>The teacher asks some questions to the students that are relevant to social barriers by encouraging the people in their life.</p>	<p>reject the marriage? What does this tell about her?</p> <p>How did Bholi overcome social barriers in the society? Who helped her to overcome social barriers?</p> <p>When we speak of human rights do we differentiate between girls rights and boys rights?</p> <p>Activity Social barriers in the society: Child marriages, widow-hood, untouchability, lack of education to girl child, value of women in the society.</p>	<p>lack board</p> <p>Supplementary Reader</p> <p>Charts relevant to the text</p> <p>IFP</p> <p>Audio –Video content from E-Patasala</p>
<p>Writing Activity Feedback and Assessment</p>	<p>The teacher asks the students to write an essay on ' Social Barriers ' in the society.</p>	<p>Activity Identify the girls rights and boys rights in the society like marriage systems, dowry systems etc;</p>	<p>Supplementary Reader</p> <p>Note books</p> <p>Library books</p> <p>Magazines</p> <p>Audio –Video content from E-Patasala etc</p>
<p>Assignment</p>	<p>The teacher asks the students to differentiate the human rights of girls and boys</p>		

Teachers' Reflections

1. Did the lesson plan align with the curricular goals and competencies? If not, how could it be adjusted for better alignment?
2. How well did the pedagogical strategies engage students and promote active participation in the learning process?
3. How well did the assessment strategies measure student understanding and achievement of the learning outcomes?
4. How effective were the materials and resources used in the lesson?
5. Did the lesson incorporate formative assessment strategies to guide pedagogy and provide timely feedback to students?

LESSON PLAN

CLASS-10

UNIT - 9

Prose -The Proposal – 10 periods.

Supplementary Reader – The Book that Saved the Earth – 3 Periods

Note: This unit plan covers NCERT Prose, Supplementary Reader and Workbook

TOTAL No. of PERIODS = 13

The following Curricular Goals and Competencies will be developed through this unit -

CG 1 : Develops reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles and news reports) and uses various strategies to write for different audiences.

CG 2 : Develops the capacity for effective oral and written communication in different situations (formal and informal).

CG 3 : Explores different forms of literature (samples from early to contemporary)

CG 4: Develops the ability to recognise basic linguistic aspects (word and sentence structure) and use them in oral and written expression.

CG 5: Develops an appreciation of the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns and other wordplays and games unique to the language.

Period and Topics	Goals and Competencies	On completion of this unit, the learners will be able to: Learning Outcomes
<p>Before you Read (Pre-requisites)</p>	<p><u>CG-2</u></p> <p>C - 2.3: Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms.</p>	<p>LO 1: Read to skim and scan a text with the help of questions. . .</p> <p>LO 2: Demonstrate the ability to independently address both personal questions and those posed by peers through the synthesis of relevant background knowledge and additional research.</p>
<p>Pre-reading Activity</p>	<p><u>CG-2</u></p> <p>C – 2.1. Listens critically and reads different news articles, reports and editorials to express opinions</p>	<p>LO 3: Find the main idea and its supporting details.</p> <p>LO 4: Compare and contrast two texts by noting the similarities and difference in the point of view that they represent</p>
<p>Reading Aloud</p>	<p><u>CG -5</u></p> <p>C - 5.1: Understands the phonetics and the script of the language, the number of vowels and consonants and how they interact and are used.</p>	<p>LO 5: Read the text with fluency and understanding.</p> <p>LO 6: Apply the information processing skills by expanding vocabulary and comprehension abilities through deliberate practice.</p> <p>LO 7: Develop communication skills.</p>

<p>Reading Text Segment 1 “A Drawing Room----- Oxen Meadows” (Pg. No. 120-121)</p>	<p><u>CG 1</u></p> <p>C - 1.1 : Identifies main points, summarizes after a careful reading of the text and responds coherently.</p> <p>C - 1.2 : Uses strategies to organise ideas and information to write for and an unintended purpose and audience.</p>	<p>LO8: Summarize a given text by incorporating the main points from a given text</p> <p>LO9: Identify the topic sentence, main idea and the supporting details of the text.</p> <p>LO10: Use strategies like concept map/graphic organiser to organise ideas for a given purpose and audience.</p>
	<p>CG - 2</p> <p>C - 2.2: Asks a variety of questions on social experiences using appropriate language (open-ended / close-ended, formal/ informal, relevant to context, with sensitivity)</p> <p>C - 2.3: Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms.</p>	<p>LO11: Ask a variety of questions like open-ended/close-ended and contextual questions based on reading of the text.</p> <p>LO12: Speak about their immediate socio-cultural surroundings.</p>

<p>Reading Text Segment 2 “Excuse my interrupting...I shall” (Pg No. 125-128)</p>	<p><u>CG1</u></p> <p>C - 1.1 : Identifies main points, summarizes after a careful reading of the text and responds coherently.</p> <p>C - 1.2 : Uses strategies to organise ideas and information to write for and an unintended purpose and audience.</p> <p>CG2</p> <p>C - 2.2: Asks a variety of questions on social experiences using appropriate language (open-ended / close-ended, formal/ informal, relevant to context, with sensitivity)</p> <p>C - 2.3: Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms.</p>	<p>LO 13: Discuss texts in which characters, events and settings, cause-effect are portrayed in different ways (collaborative reading)</p> <p>LO 14: Draw connection between personal experiences and the given text and share responses with others (Connecting text to self))</p>
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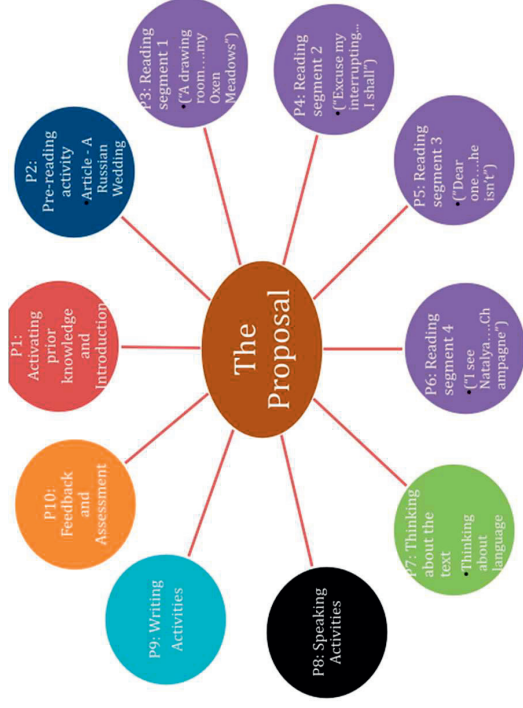
<p>Reading Text Segment 3 "Dear One...he isn't." (Pg. No. 128 - 131)</p>	<p>CG1 C - 1.1 : Identifies main points, summarizes after a careful reading of the text and responds coherently. C - 1.2 : Uses strategies to organise ideas and information to write for and an unintended purpose and audience.</p>	<p>LO 14: Analyses the text critically by using text processing strategies. For example, monitoring, predicting, confirming, re-reading and rereading on and self correcting,</p>
<p>Reading Text Segment 4 "I see Natalya ...champagne." (Pg. No. 132-134)</p>	<p>CG1 C - 1.1 : Identifies main points, summarizes after a careful reading of the text and responds coherently. C - 1.2 : Uses strategies to organise ideas and information to write for and an unintended purpose and audience.</p>	<p>LO 15: Analyse the text critically by using text processing strategies. For example, monitoring, predicting, confirming, re-reading and rereading on and self correcting,</p>
<p>Thinking About the Text</p>	<p>CG3 C - 3.1: Identifies and appreciates different forms of literature such as samples of prose, poetry and drama (early to contemporary) CG4 C - 4.1: Interprets, understands and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of speech.</p>	<p>LO 16: Explain how certain nouns are derived from verbs by suffixing <i>ment/ion</i> LO 17: Uses nouns and verbs effectively in sentence completion LO 18: Recognise the form and function of coordinated clauses and use them in sentence composition. LO19: Create grammatically correct sentences.</p>


<p>Thinking about Language</p>	<p><u>CG 4</u></p> <p>C - 4.1: Interprets, understands and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of speech.</p>	<p>LO 20: Explain how certain nouns are derived from verbs by suffixing <i>ment/tion</i></p> <p>LO 21: Use nouns and verbs effectively in sentence composition.</p> <p>LO 22: Apply the form and function of coordinated clauses.</p>
<p>Speaking</p>	<p><u>CG 2</u></p> <p>C - 2.1: Listens critically and reads different news articles, reports and editorials to express opinions.</p> <p>C - 2.2: Asks a variety of questions on social experiences using appropriate language (open-ended / close-ended, formal/ informal, relevant to context, with sensitivity)</p> <p>C - 2.3: Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms.</p>	<p>LO 23: Actively participate by listening and asking questions or offering ideas to advance the discussion on the topic, <i>True liberty is freedom from poverty, deprivation and all forms of discrimination.</i></p> <p>LO 24: Express their ideas confidently, and accepts constructive feedback.</p>
<p>Writing</p>	<p><u>CG 3</u></p> <p>C - 3.1: Identifies and appreciates different forms of literature such as samples of prose, poetry and drama (early to contemporary)</p>	<p>LO 25: Apply the structure of coordinated clauses used in the text to contrast two views for emphasis or effect and use the same in appropriate situations.</p> <p>LO 26: Write a paragraph with the five basic elements namely, a</p>

	<p>CG4</p> <p>C - 4.1: Interprets, understands and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of speech.</p>	<p>topic, a topic sentence, supporting sentences, unity and coherence.</p> <p>L027: Use appropriate sentence structure, tense, gender and parts of speech.</p>
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Overview

This graphic organiser will give us an overview of the different elements of the Reading Passage



Class: 10 Lesson: The Proposal Period No: 01 – Activating Prior Knowledge			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
Activating Prior Knowledge (Pre-requisites)	<p>Before you read – Activity 1: Instruction: Dear students, before we read the actual text, let's do the activity on Pg. No. 120.</p> <ol style="list-style-type: none"> 1. Read the three meanings of the word 'Proposal', and guess what sort of 'proposal' the play is about. <p>The word 'proposal' has several meanings. Can you guess what sort of proposal the play is about?</p> <ol style="list-style-type: none"> i. A suggestion, plan or scheme for doing something ii. An offer for a possible plan of action iii. The act of asking someone's hand in marriage 	<ol style="list-style-type: none"> 1. What is the contextual meaning of the word 'proposal'? 2. Use the word 'proposal' in your own sentence. 	<ol style="list-style-type: none"> 1. Textbook 2. Notebook 3. QR Code: <div style="text-align: center;">  <p>105CH09</p> </div> 4. https://epathshala.ni.c.in/topic.php?id=10 59CH09

Class: 10 Chapter: The Proposal Period No: 02 Pre – reading Activity			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Pre-Reading Activity (Pre-requisites)</p> <p><u>Picture Reading</u></p>	<p>In order to activate the background knowledge of the learners the following activity is conducted in the class.</p> <p>Visual activity 1: The students are asked to observe the pictures and answer the following questions.</p> <p>Wedding Rituals</p> <p>Bride</p>	<ol style="list-style-type: none"> 1. Can you guess what is happening in these pictures? 2. Are all these pictures related to the same event? 3. Have you ever seen such events in our country? 4. What are these events connected to? 5. Is it an Indian wedding ceremony? Or a ceremony of some foreign country? 	<p>Pictures, charts, text book, notebook</p> <p>Note to Teacher: The teacher writes the expected answers on the blackboard</p>



Cars Procession

6. Which country follows these rituals?
7. Do you find these rituals interesting? Are they similar to the rituals that we follow in Indian ceremonies?

Now, take a look at the pictures of Indian wedding ceremonies.

8. Have you ever been a part of Indian wedding ceremonies?
9. How do Indians prepare for their weddings?

Note to Teacher:

The teacher writes the expected answers on the blackboard



The Proposal



Marriage Registration

10. What do the groom's and bride's families exchange during the ceremonies?

11. Who pays for the wedding?

12. Are Indian weddings pompous?

13. Does dowry exist in the Indian marriage system?

14. Did you ever find any humorous/funny incidents during the wedding?

15. Name the most important ritual in Indian marriage system.

16. *Gowri puja, mangalasanam, kanyadaanam, jilakarrabellum, thalambalam* are the traditions of which marriage system? Russian or Indian?

Note to Teacher:

The teacher writes the expected answers on the blackboard

Marriage being solemnised in a church



Wedding Rituals -



Name the ritual being performed in this marriage.

Note to Teacher:
The teacher writes the expected answers on the blackboard

What is the importance of this ritual?

What are the bride and groom doing in this picture?



What do the seven steps in a marriage ceremony represent ?

Note to Teacher:
The teacher writes the expected answers on the blackboard

	<p>Since you have gone through the pictures, you might have an idea of the similarities and differences between a Russian wedding ceremony and an Indian wedding ceremony.</p> <p>Now, read the article on Page Number 120 and 121 so that you can relate the details of the article to the events depicted in the pictures of the Russian wedding ceremony. Also fill in the table on Page 121.</p>		
<p><u>Reading aloud by the teacher</u></p>	<p>The teacher reads the entire text aloud with proper pronunciation, stress, pause and intonation and the whole class listens to the teacher's articulation.</p>	<p>Try to identify the keywords</p>	
<p><u>Introduction of the theme (Concept Map)</u></p>	<p>The teacher draws the attention of the students to the concept map A. The teacher further asks them the following questions to connect them to various elements of the reading passage as depicted in the concept map A</p> <p style="text-align: center;">Concept Map – A</p>	<ol style="list-style-type: none"> 1. Can you guess the meanings of the elements given in the concept map A? 2. Let us look at the meanings of these elements in detail. <ol style="list-style-type: none"> 1. Characters – the person or individual in a drama that may have defined personal qualities 2. Role – Pretend to be someone else in dramatic action 3. Time – The fictional time in the setting 4. Language – the verbal expression 	<p>Note to Teacher: The teacher writes the expected answers on the blackboard</p>

	<p>Elements of a Play</p> <ul style="list-style-type: none"> role and characters time language symbol relationships tension space situation voice movement focus <p>audience</p> <p>mood</p> <p>atmosphere</p> <p>plot</p> <p>diction</p> <p>spectacle</p> <p>suspense</p> <p>style of writing</p> <p>climax</p> <p>The teacher asks the students to take note of the meanings of elements of reading as given on the charts in their notebooks.</p>	<p>5. Symbol relationships – refers to the qualities of the connection between two or more characters or roles</p> <p>6. Tension – drives the drama and keeps the audience interested. The tension comes when opposing characters, dramatic action, ideas, attitudes, values, emotions and desires are in conflict creating a problem that needs to be resolved or unresolved through drama</p> <p>7. Space – the performance and audience area</p> <p>8. Situation – the setting and circumstances of the dramatic action. The who, what, when, where of the roles or characters</p> <p>9. Voice – an instrument which allows performers to communicate through speech and sound</p> <p>10. Movement – to convey dramatic meaning through the use of body, action and blocking</p> <p>11. Focus – the frame directing the attention of the audience and between performers</p>	
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	<p>12. Audience – a group of people who drive the content of the play, or the performance itself</p> <p>13. Mood – the overall emotion</p> <p>14. Atmosphere – the interaction between the audience and the mood of a drama performance</p> <p>15. involves the way the space is used to communicate meaning, define settings, represent status, and create actor and audience relationships</p> <p>16. Plot – the series of events that unfolds from start to finish. The plot explains how one event leads to another.</p> <p>17. Spectacle – a visually striking performance that includes all aspects of the tragedy</p> <p>18. Suspense – the audience's excited anticipation about the plot or conflict</p> <p>19. Diction / Style of writing – the speech or phrasing that suggests a type of character</p> <p>20. Climax – the most exciting and important part of a play that occurs usually at or near the end</p>	
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<p><u>Announcement of title of the text</u> <u>Reading aloud by the teacher.</u></p>	<p>We would now read the passage 'The Proposal' to know the gist of the text. The teacher reads the entire text aloud with proper pronunciation, stress, pause and intonation and the whole class listens to the teacher's articulation.</p>	<p>Try to identify the keywords</p>	<p>- Title : The Proposal on the blackboard - Textbook</p>
<p><u>About the Author and Text</u></p>	<p>The Proposal written by Anton Chekhov is a humorous account of 19th century Russian aristocrats who sought matrimonial alliances for ensuring their economic and financial stability even if the two people involved did not get along well.</p>		<p>Author's details on the blackboard</p>
<p><u>Reading aloud by the students</u></p>	<p>The teacher asks the students to read aloud individually according to the teacher's demonstration.</p>		<p>Textbooks Notebooks</p>

Class: 10 Lesson: The Proposal Period No: 03 (Reading Segment 1)			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p><u>Reading with Comprehension</u></p>	<p>Identification of key words - The teacher asks the students to circle/highlight the words dictated by the teacher in their texts. The spelling, meaning, form, pronunciation, antonyms, synonyms and usage of these words are practised in the class.</p> <p>Keywords: Proposal, ceremony, wealthy, quarrelsome, registration, suspicious, excited, absolutely, consent, critical, lunatic, shelling, privilege, dispute, perpetuity, gypsies, impudent, mowers, palpitation, excruciating, petty foggier, embezzlement, backbiters, malicious, intriguer, impudence, confounded, thoroughbred, misfortune, pedigree, contradiction, overshot, implore, partridge, muzzle</p> <p>B. The teacher divides the entire text into four segments to administer the process of reading efficiently in the classroom</p>	<ol style="list-style-type: none"> 1. How many keywords have you listed out? 2. What are the meanings of these words? 3. Practise the pronunciation of each and every word as demonstrated by the teacher. 4. Name the antonyms and synonyms of these words. 5. Try to use these words in your own sentences. 	<p>Note to Teacher: The teacher writes the expected answers on the blackboard.</p>

<p>Reading Segment-1</p>	<p>Reading Segment-1 (A drawing room_____my Oxen Meadows.)</p> <p>A. In segment 1 the teacher asks the students to read the text individually.</p> <p>B. During the individual reading stage, the teacher asks the students to follow these steps.</p> <p>Close Reading Activity:</p> <ul style="list-style-type: none"> ● Read the text at least twice to gather meaning ● and determine the author's purpose. ● Get the gist of what the text is about. ● Circle words you aren't sure of and try to figure them out using contextual clues. <p><u>Comprehension Check</u></p> <ul style="list-style-type: none"> ● On completion of this activity the teacher poses some questions to check their comprehension. ● Talk to each other about what you think it means. ● The teacher consolidates the answers tall these questions and writes them on the blackboard. 	<ol style="list-style-type: none"> 1. Can you name the characters introduced in the play? 2. Who is Lomov? Why did he visit Chubukov? 3. What is the relationship between Lomov and Chubukov? 4. Why does Lomov wish to propose to Natalya? 5. Why did Lomov get excited to make the request? 6. What did Chubukov think that Lomov had come for? 7. What kind of help did Lomov expect from Chubukov? 8. Who is Natalya Stepanovna? 9. "Why, of course, my darling, and....as if she won't consent! She is in love; egad, she's like a lovesick cat, and so on. Shan't be long!" 10. Who is the speaker? 11. Who does 'she' refer to? 12. Who does the phrase 'my darling' refer to? 13. Why does the speaker say that 'she's like a lovesick cat'? 	<ul style="list-style-type: none"> - Textbooks - Notebooks - Thesaurus - Dictionary - IFPs
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Class: 10 Lesson: The Proposal Period No: 04 (Reading Segment 2)			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
Reading Segment-2 (Excuse my interacting ;..... I shall)	Reading Segment-2 The teacher divides the class into groups for the purpose of shared reading in the Collaborative reading stage since the learners. <ul style="list-style-type: none"> ● Learn to read cooperatively in pairs or groups. ● Talk to each other about what they think the text means. ● Preview the text. ● Give ongoing feedback by deciding click (I get it), clunk (don't get it) at the end of each paragraph. ● Get the gist of the most important parts of the text. ● Wrap up key ideas. Comprehension Check <ul style="list-style-type: none"> ● On completion of this activity the teacher poses some questions to check their comprehension. ● Talk to each other about what you think it means. ● The teacher consolidates the answers to all these questions and writes them on the blackboard. 	1. What is the topic of the argument between Natalya and Lomov? 2. Why did they argue so seriously about Oxen Meadous?	Note to Teacher: <ul style="list-style-type: none"> - The teacher writes the expected answers on the blackboard

		<ol style="list-style-type: none"> 3. Does their argument reveal the nature of the two persons? 4. Lomov and Natalya seem to be running after wealth. Comment on this? 5. “If you like I will make you a present for them” who is the speaker? Who does “you” referred to? Who does “I” referred to? 6. What is the meaning of the word ‘present’? 7. Why did the speaker want to present? 8. What is the meaning of the ‘mowers’? 9. Explain the phrase ‘excruciating palpitation’. 	<p>Note to Teacher: The teacher writes the expected answers on the blackboard</p>
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Class: 10 Lesson: The Proposal Period No: 05 (Reading Segment 3)			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
Reading Segment-3 (Dear one _____ he isn't?)	Reading Segment-3 (Dear one _____ he isn't?) Scaffolded reading stages. <ul style="list-style-type: none"> - The teacher conducts the Scaffolding Reading stage where the learners acquire knowledge through interaction and develop communication. - They also extrapolate the text. Steps during this Stage <ul style="list-style-type: none"> - Define key vocabulary words using a dictionary. - Discuss key words. - Chunk the text. - Read and discuss as they go on. - They can use their first language. - Makes use of visuals/realise/graphic organizers. - Connects to the background knowledge. - Identifies the sentence structures or starters. example :because 	<ol style="list-style-type: none"> 1. Does an argument between three people intensify? 2. Identify the words used by Chubukov and Natalya to abuse Lomov. 3. Why did Lomov say that he was dying? 4. What did Natalya suddenly come to know about the proposal? 5. What are the meaning of the words: <ul style="list-style-type: none"> - malicious - intriguer - confounded - embezzlement 	Note to Teacher: The teacher writes the expected answers on the blackboard

	<p>Comprehension Check</p> <ul style="list-style-type: none"> - On completion of this activity the teacher poses some questions to check their comprehension 	<ol style="list-style-type: none"> 6. "Bring him back! Back! Ah! Bring him here" who is the speaker? Who does 'him' refer to? 7. Whom does the speaker ask to bring back whom? And why? 8. Does Lomov come back to Chubokov and Natalya? Why? 9. "After coming back to Natalya they again start arguing about their dogs" what does they suggest? 10. How does Natalya react when she comes to know that Lomov has come to propose to her and ask her hand in marriage? 	
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<p>Class: 10 Lesson: The Proposal Period No: 06 (Reading Segment 4)</p>		
Sub-topics	Teaching-Learning Process	Material required
	Pointers for assessment	

<p>ing Segment 4 (Lomov: I see Champagne!) see Champagne!) Pg. 132 - 134</p>	<p>Reading Segment 4 (Lomov: I see Champagne!) Pg. 132 - 134</p> <p>The teacher conducts an extrapolative reading stage to make the learners guess, deduce, figure out, predict and Conclude.</p> <p>Comprehension Check</p> <ul style="list-style-type: none"> - On completion of this activity the teacher poses some questions to check their comprehension 	<p>Note to Teacher: The teacher writes the expected answers on the blackboard</p> <ol style="list-style-type: none"> 1. Draw a brief character sketch of Lomov. 2. What is the theme of the play 'The Proposal'? 3. Justify in brief the title of the play 'The Proposal'. 4. Write a brief character sketch of Chubukov. 5. Neighbours must have a cordial relationship that Lomov and Natalia do not have. Explain the first fight between them. 6. Anton Chekov has used humour and exaggeration in the play to comment on courtship in his times. Illustrate this with examples from the lesson.
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Class: 10 Lesson: The Proposal Period No: 07			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
Thinking about the Play Questions given in the text pg.no 135	The teacher poses the following questions to the students to check their comprehension of the play.	<ol style="list-style-type: none"> 1. What does Chubukov at first suspect that Lomov has come for? Is he sincere when he later says "And I've always loved you, my angel, as if you were my own son"? Find reasons for your answer from the play. 2. Chubukov says of Natalya: "... as if she won't consent! She's in love; egad, she's like a lovesick cat..." Would you agree? Find reasons for your answer. 3. <ol style="list-style-type: none"> a) Find all the words and expressions in the play that the characters use to speak about each other, and the accusations and insults they hurl at each other. (For example, Lomov 	<ul style="list-style-type: none"> - Blackboards - Carts - Textbooks - IFPs <p>Note to Teacher: The teacher writes the expected answers on the blackboard</p>

<p>Workbook activity 1</p> <p>Thinking about the Language</p>	<p>Workbook Activity 1</p> <p>a) The teacher asks the students to read the text given on pg no. 152 in workbook and answer the questions given on pg no. 153 & 154 in workbook.</p> <p>b) The teacher asks the students to read the text given on pg no. 154 in workbook and answer the questions given on pg no. 155 & 156 in workbook.</p>	<p>in the end calls Chubukov an intriguer; but earlier, Chubukov has himself called Lomov a “malicious, doublefaced intriguer.” Again, Lomov begins by describing Natalya as “an excellent housekeeper, not bad-looking, well-educated.”)</p> <p>b) Then think of five adjectives or adjectival expressions of your own to describe each character in the play.</p> <p>c) Can you now imagine what these characters will quarrel about next?</p> <p>a) Students will read the text given on pg no. 152 in workbook and answer the questions given on pg no. 153 & 154 in workbook in their own words.</p> <p>b) Students will read the text given on pg no. 154 in workbook and answer the questions given on pg no. 155 & 156 in workbook in their own words.</p> <p>English Reader IFP Note books</p>
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<p>Workbook activity 2</p>	<p>Workbook Activity 2</p> <ol style="list-style-type: none"> The teacher asks the students to read the verbs and write their nouns & adverb forms given on pg no.157 in workbook. The teacher asks the students to go through the 'Reported Speech' and rewrite the sentences they speak in reported speech given on pg no.157 in workbook (by using complain, say, tell, ask, inquire, mention, etc; wherever necessary) The teacher asks the students to use 'said', 'told', or 'asked' to fill in the blanks in the sentences given on pg no.158 in workbook. The teacher asks the students to read the jumbled sentences and join the parts of the sentences given on pg no.159 in workbook and write meaningful sentences. 	<ol style="list-style-type: none"> Students will read the verbs and write their nouns & adverb forms given on pg no.157 in workbook. Students will go through the 'Reported Speech' and rewrite the sentences they speak in reported speech given on pg no.157 in workbook (by using complain, say, tell, ask, inquire, mention, etc; wherever necessary) Students will use the words, 'said', 'told', or 'asked' to fill in the blanks in the sentences given on pg no.158 in workbook. <p>Students will read the jumbled sentences and join the parts of the sentences given on pg no.159 in workbook and write meaningful sentences.</p>	<p>Activity 1</p> <p>The students are asked to find the expressions that they think are not used in contemporary English and contrast these with Idiomatic modern english expressions that also occur in the Play.</p>
<p>I. Vocabulary (Textbook pg no. 135)</p>			

<p>Pronunciation and Syllabification (Textbook pg no. 135)</p>	<p>Activity 2 The students are asked to refer to a dictionary and find out how to pronounce the words given on pg no. 135 under this activity. They pay attention to the number of syllables in each word and find out which syllable is stressed or said more forcefully.</p>	<p>1. Refer to a dictionary and learn how to pronounce these words. 2. Also, study the syllabification of these words.</p>	<p>The teacher will write these words on the blackboard: palpitations, interfere, implore, thoroughbred, pedigree, principle, evidence, misfortune, malicious, embezzlement, architect, neighbours, accustomed, temporary, behaviour, documents</p> <ul style="list-style-type: none"> - Textbook - Dictionary - Blackboard - IFPs
<p>Idiomatic Expressions (Textbook pg no. 135)</p>	<p>Activity 3 The students are advised to look up the meanings of the following phrases in a dictionary and then use each in a sentence of their own.</p>	<p>What do these phrases mean to you?</p>	<p>The teacher will write these idiomatic expressions on the blackboard:</p> <ol style="list-style-type: none"> I. You may take it that II. He seems to be coming round III. My foot's gone to sleep

<p>II. Grammar Reported Speech (Textbook pg no. 136)</p>	<p>Activity 1 The teacher demonstrates the structure, function and use of direct speech and reported speech in appropriate illustrations duly focusing their attention to the following two examples.</p> <ol style="list-style-type: none"> “I went to visit my grandma last week,” said Mamta. Mamta said that she had gone to visit her grandma the previous week. <p>The teacher facilitates the following activity</p> <p>The students are asked to read the pairs of sentences in direct and reported speech on pg no. 136 and fill in the blanks on pg. no. 137 of the textbook to list the changes that have occurred in these pairs of sentences.</p>	<p>1. What are the two parts of a sentence in the reported speech? Ans: <i>Reporting Clause</i> and <i>Reported clause</i></p> <p>2. Can you identify the reporting verb in the reporting clause?</p> <p>3. Sentence (a) is an example of direct or indirect speech? Answer: Direct speech. because we have Mamta’s exact words</p> <p>4. (i) Where do we find the reporting verb? (ii) Sentence (a) or (b). Name it? Ans: (i) sentence (b). (ii) ‘said’</p> <p>5. Does the tense of the verb change when we are converting direct speech to indirect speech?</p>	<ul style="list-style-type: none"> - Textbook - Dictionary - Blackboard - IFPs <p>The teacher writes the reading and writing exercises on the blackboard.</p>
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<p>III. Grammar Reported Speech (Textbook pg no. 137)</p>	<p>Activity 2 Students will read excerpts from an article from the Times of India and rewrite it, changing the sentences in direct speech into reported speech. They will leave the other sentences unchanged.</p>	<p>Ans: Yes.</p>	<ul style="list-style-type: none"> - The teacher will write the newspaper article on pg no. 137 on the blackboard and the students will do the activity.
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<p>Class: 10 Lesson: The Proposal Period No: 08</p>			
<p>Speaking (Textbook pg no. 137)</p>	<p>Activity 1 The students are asked to read the topic in question. no. 1 and suggest ways to avoid losing temper in such situations.</p>	<p>Pointers for assessment</p>	<p>Material required</p> <ul style="list-style-type: none"> - Textbook - notebook - blackboard - IFPs
	<p>Teaching-Learning Process</p>		

	<p>Activity 2 The students discuss the qualities one should look for in a marriage partner in groups. They might consider the following points.</p> <ul style="list-style-type: none"> • Personal qualities <ul style="list-style-type: none"> - Appearance or looks - Attitudes and belief - Sense of humour • Value system <ul style="list-style-type: none"> - Compassion and kindness - Tolerance, ambition - Attitude to money and wealth • Education and professional background <p>Activity 4The students read the question on pg no. 134 and discuss in groups to recount to the class similar episodes of the play.</p> <p>Speaking activity The teacher asks the students to enact the play in the class keeping in mind - dialogue delivery - tone, voice modulation; non- verbal communications - facial expressions, gestures, movements, etc; The teacher asks the students to practice the communicative task in pairs or groups given on pg no. 163 in workbook.</p>	<p>The teacher will write the points on the blackboard.</p> <p>Identify the part of the play that reminds you of film scenes from romantic comedies and recount similar episodes to the rest of the class.</p> <p>Students will enact a play in the class keeping in mind - dialogue delivery - tone, voice modulation; non- verbal communications - facial expressions, gestures, movements, etc;</p> <p>The teacher asks the students to practice the communicative task in pairs or groups given on pg no. 163 in workbook in their own words.</p>	<p>-</p> <p>IFP English Reader Audio - video content from Diksha app</p>
<p>book activity</p>			

ass: 10 Lesson: The ProposalPeriod No: 09			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required

<p>Writing (Textbook pg no. 137)</p> <p>Workbook activity (Listening and Writing)</p>	<p>Activity 2 Students are asked to prepare a script based on the given excerpt from <i>The home and the world</i> by Rabindranath Tagore. They will write five exchanges between the characters with other directions such as movements on stage and way of speaking etc.</p> <p>Listening The teacher reads the play, 'Vanka' written by Anton Chekov given on pg no.160-162 in workbook and asks the students to listen to it and then answer to the questions given on pg no.162&163 in workbook.</p> <p>Writing</p> <ul style="list-style-type: none"> The teacher asks the students to list out the types of letters sent by different means of transport given on pg no.164 in workbook The teacher asks the students to write an e-mail to his/her grandfather describing his life and also what he/she does to feel happy again if they had felt bad as Vanka did in the space given on pg no.165 in workbook. The teacher asks the students whether the letter written by Lencho had reached to God or not in the lesson 'A Letter to God' in the text book and to write 	<p>Students will listen to the play, 'Vanka' written by Anton Chekov given on pg no.160-162 in workbook and then answer to the questions given on pg no.162&163 in workbook in their own words.</p> <p>Students will list out the types of letters sent by different means of transport given on pg no.164 in workbook in their own words.</p> <ul style="list-style-type: none"> Students will write an e-mail to write an e-mail to his/her grandfather describing his life and also what he/she does to feel happy again if they had felt bad as Vanka did in their own 	<ul style="list-style-type: none"> The teacher will write the text on og no. 138 on the blackboard. Textbook notebook blackboard IFPs <p>IFP</p> <p>English Reader</p> <p>Library books</p> <p>IFP</p> <p>English Reader</p> <p>Letters, envelopes, cards from the post office</p>
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	<p>the answer in the space provided on pg no.165 in workbook.</p> <ul style="list-style-type: none"> • The teacher asks the students to write the correct way of addressing a letter • The teacher asks the students to read the conversation between Vanka and Lancha given on pg no. 164 in workbook and also describe what had made them write letters to God and grandfather. 	<p>words in the space given on pg no. 165 in workbook.</p> <ul style="list-style-type: none"> • Students will write in their own words whether the letter written by Lencho had reached to God or not in the space given on pg no. 165 in workbook. • Students will write the correct way of addressing a letter in the space provided on pg no 165 in the workbook. <p>Students will read the conversation between Vanka and Lancha given on pg no. 164 in workbook and also describe what had made them write letters to God and grandfather in their own words.</p>	<p>IIFP</p> <p>English Reader</p> <p>Charts relevant to the activity</p>
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Class: 10 Lesson: The Proposal Period No: 10 Feedback and Assessment			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>What You can do? (Textbook Pg No. 139)</p>	<p>Activity 1 The students shall write the biography dictated by the teacher and should then guess the name of the playwright. Ans: William Shakespeare</p>	<p>1. Search on the internet and write down any 5 plays written by William Shakespeare.</p>	<p>- Pictures of William Shakespeare and list of his plays.</p>
<p>(Textbook Pg No. 139)</p>	<p>Activity 2 Homophones The students find the words below that are spelt similarly, and sometimes even pronounced similarly, but have very different meanings? Check their pronunciation and meaning in a dictionary.</p> <ul style="list-style-type: none"> - They were too close to the door to close it. - Since there is no time like the present, she thought it was time to present the present. 	<p>1. What do you mean by homophones? 2. What are homonyms? 3. In the given list can you differentiate homophones and homonyms. flower - flour alms - arms altar - alter allowed - aloud week - weak</p>	<p>- The teacher will write the worksheet 1 on the blackboard</p>

		<p style="text-align: center;">Worksheet 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">Homonyms</th> <th style="padding: 5px;">Homophones</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> </tr> <tr> <td style="height: 20px;"></td> <td></td> </tr> <tr> <td style="height: 20px;"></td> <td></td> </tr> <tr> <td style="height: 20px;"></td> <td></td> </tr> </tbody> </table>	Homonyms	Homophones									<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Homonyms</th> <th style="padding: 5px;">Homophones</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">ad - add</td> <td style="padding: 5px;">by - buy</td> </tr> <tr> <td style="padding: 5px;">aloud - allowed</td> <td style="padding: 5px;">affect - effect</td> </tr> <tr> <td style="padding: 5px;">alms - arms</td> <td style="padding: 5px;">brake - break</td> </tr> <tr> <td style="padding: 5px;">altar - alter</td> <td style="padding: 5px;">weak - week</td> </tr> </tbody> </table>	Homonyms	Homophones	ad - add	by - buy	aloud - allowed	affect - effect	alms - arms	brake - break	altar - alter	weak - week
Homonyms	Homophones																						
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ad - add	by - buy																						
aloud - allowed	affect - effect																						
alms - arms	brake - break																						
altar - alter	weak - week																						

Feedback and Assessment Project Workbook activity	<p>The teacher asks the students to make a list of characteristics they would like to look for in a groom or a bride for a member of their family.</p>	<p>Students will make a list of characteristics that they would like to look for in a groom or a bride for a member of their family in the space provided on the pg no. 166 in workbook.</p>	IFP English Reader Audio - video content from Diksha app E-Patasala notebooks
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Supplementary Reader

Title: The Book That Saved the Earth- 4 Periods

CG2

C2.1 Describes characteristics of works of literature from different time periods (contemporary & future)

C2.2 Analyses a literary text by close reading critiquing form and style interpreting

C2.3 Composes literary text by using appropriate literary devices

CG3

C3.2 Analyses and evaluates the different written material

C3.3 Argues with proper rationale by carefully evaluating premises

C3.1 Uses language to develop reasoning and argumentation skills by engaging with a variety of written material

Learning Outcomes

LO1 To develop the habit of reading for information and pleasure

LO2 To draw inferences from what they have read

LO3 To relate the given text to their previous knowledge

LO4 To learn to read critically

LO5 To develop the confidence to ask and answer questions

LO6 To enhance the technical and technological developments in the coming era

Sub-Topics	Teaching – Learning Process	Pointers for assessment	Materials required
Introduction of the theme	<p>The teacher asks the following questions to elicit responses with regard to contemporary world and the world in 2040 (imagination).</p> <p>Brain storming technique is used by the teacher. (The play, The Book That Saved the Earth) is based on the theme that half knowledge is always dangerous .It also tells how an old book of rhymes ,'Mother Goose' saved the world from Martian invasion. The play is set in the 25th century.</p> <p>The teacher shows the mind map and elicits the answers related to the present context.</p> <p>Solar System Mind Map</p>	<ol style="list-style-type: none"> 1. What is knowledge? 2. How can we acquire knowledge? 3. Where can we get the books? 4. Do the books give full knowledge? 5. Is it good to acquire half knowledge? 6. In which era we are living in? 7. Did the technology develop fully? 8. Imagine the technological development in the 25th century? <ol style="list-style-type: none"> 1. What do you see in the picture? 2. Does the picture show the Solar System and planets? 3. How many planets are there in the Solar System? 	<p>Black board</p> <p>Supplementary Reader</p> <p>Charts relevant to the text</p> <p>IFP</p> <p>Audio – Video content from E-Patasala</p>

<p>Mind Map</p> <p>List of words that denote the world at present and in future</p>	<p>The teacher asks the students to identify the key words and their meanings.</p> <p>Curiosity, era, invade, Encyclopaedia, missile,easel,peevis, Space probe,earthlings, Crew,rifle,deceper,levity, Diddle</p> <p>The teacher shows the concept map related to the text</p>	<p>4.In which planet do we all live?</p> <p>5.Name the fourth planet of the Solar System?</p> <p>6.Can we step on to the Mars planet?</p> <p>1. How many words are there in the list?</p> <p>2. Identify the words that denote the new technology?</p> <p>3. Find out the meanings of the new technical and technological words?</p> <p>4. Study the concept map and re collect the people in the present age?</p> <p>5. Is it easy to imagine life on the Mars planet?</p>	<p>Black board</p> <p>Supplementary Reader</p> <p>Dictionary</p> <p>Charts related to the text</p> <p>Audio –Video content from E-Patasala</p> <p>IFP</p> <p>Black board</p>
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<p>Concept Map of the play</p> <p>Period 2</p> <p>Reading Segment 1</p> <p>Read and Find out</p> <p>Time: The twenty – fifth century</p> <p>Place: The Museum of Ancient History: Department of the</p>	<p>Reading aloud</p> <p>The teacher reads the passage aloud and asks the students to read the passage aloud with correct stress, pause and intonation.</p> <p>Independent Reading</p> <p>Before the students read the segment 1, they have to</p> <p>a) Read the introductory characters in the play</p> <p>b) Read Wh- questions given under the sub reading, Read and Find out which guides the learners in their reading and comprehension of the text</p> <p>c) The teacher progresses asking questions on comprehension</p> <p>Soon after the discussion of the comprehension on part 1, the students are asked to read the Wh- questions given on part 1</p>	<ol style="list-style-type: none"> 1. When did the incident take place? 2. Why was the 20th century called the 'Era of the Book'? 3. Where did the play take place? 4. What happened before the rising of the curtain? 5. What is meant by Encyclopedia? 6. What did the books teach the people? 7. What was ridiculous about the little planet? 8. Which was compared to the 'Primitive Ball of Mind'? 	<p>Supplementary Reader</p> <p>Dictionary</p> <p>Charts related to the text</p> <p>Audio – Video content from E-Patasala IFP</p> <p>Black board</p> <p>Supplementary Reader</p>
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<p>Twentieth Century on the Planet Earth.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>..... A sign on an easel reads:</p>	<p>(Read and find out and try to get the meanings out of the text).</p> <p>The teacher asks the following questions to check out how well they read and understand.</p>	<ol style="list-style-type: none"> 1. Who are calling from the Mars Space Control? 2. How many galaxies are there in the Mars? 3. Who was great and mighty? 4. How were the Earthlings? 5. What is the main staple diet of the Earthlings? 6. What are they discussing in the play? 7. How were the ears of the Earthlings? 8. What will the chemical department give to Martians? 9. What is the meaning of the word 'levity'? 10. Where should Noodle go to know the Earth's diet? 	<p>Dictionary</p> <p>Charts related to the text</p> <p>Audio –Video content from E-Patasala</p> <p>IFP</p>
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<p>Reading Segment 2 Read and Find out Time: A few seconds later Place : Mars Space control and the Centerville Public Library..... Martians can never bring themselves to read. You have guessed it , 'Mother Goose'.</p>	<p>The teacher poses these open ended and thought provoking questions to take the learners beyond the factual comprehension and also to contemplate on the issues that the text raises.</p>	<p>1. Noodle avoids offending Think-Tank but at the same time he corrects his mistakes. How does he manage to do that? 2. If you were in Noodle's place, how would you handle Think-Tank's mistakes? 3. Do you think books are being replaced by the electronic media? Can we do away with books altogether? 4. Why are books referred to as a man's best companion? Which is your favorite book and why? Write a paragraph about that book. 1. In what ways does Think-Tank misinterpret innocent nursery rhymes as threats to the Martians? Can you think of any incidents where you misinterpreted a word or an action? How did you resolve the misunderstanding?</p>	<p>Black board Supplementary Reader Dictionary Charts related to the text Audio – Video content from E-Patasala IFP</p>
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<p>Period 3</p> <p>Think about it Pg no.66</p> <p>Talk about it Pg no.66</p>	<p>The teacher asks these questions under this section in order to encourage the learners to express their own ideas in a creative and coherent way. This discussion will encourage the learners to develop a constructive analysis of the relevant issues, imaginary issues that will come in the 25th century including critical thinking, reasoning as well as new knowledge that will come in the 25th century.</p> <p>The teacher assigns the following activity to the students</p>	<p>2.The aliens in this play speak English. Do you think this is their language? What could be the language of the aliens?</p> <p>Suggested Reading (pg no.66)</p> <p>*'Diamond Cuts Diamond' by J.H. Parker</p> <p>*'The Cinderella Story' by Kenneth Lillington</p> <p>*'The Fun They Had' by Isaac Asimov</p> <p>Assignment Activity</p> <p>Identify the changes that will come in the 25th century</p> <p>Imagine and write it in your note book</p>	<p>Black board</p> <p>Supplementary</p> <p>Reader</p> <p>Dictionary</p> <p>Charts related to the text</p> <p>Audio – Video content from E-Patasala</p>
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<p>Writing Activity</p> <p>Writing Activity involves reading and writing skills</p>	<p>The teacher assigns some writing activity to the students to know and understand how well they understood the play.</p>	<p>Write an essay on how the technology will develop in the coming 25th century .</p> <p>Differentiate the changes that will come in the era of 20th century and 25th century.</p>	<p>IFP</p>
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Teachers' Reflections

1. Did the lesson plan align with the curricular goals and competencies? If not, how could it be adjusted for better alignment?
2. How well did the pedagogical strategies engage students and promote active participation in the learning process?
3. How well did the assessment strategies measure student understanding and achievement of the learning outcomes?
4. How effective were the materials and resources used in the lesson?
5. Did the lesson incorporate formative assessment strategies to guide pedagogy and provide timely feedback to students?



DEPARTMENT OF SCHOOL EDUCATION



STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT)