



DEPARTMENT OF SCHOOL EDUCATION



# STRUCTURED LESSON PLANS FOR CBSE-AFFILIATED SCHOOLS

# ENGLISH

GRADE - 09



## A Teacher Resource Book for Competency Based Teaching-Learning

STATE COUNCIL OF EDUCATIONAL



RESEARCH AND TRAINING (SCERT)

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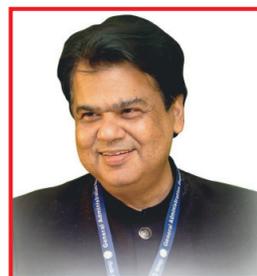
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## MESSAGE BY PRINCIPAL SECRETARY

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**  
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**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.<sup>1</sup> 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

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<sup>1</sup>Chapter 4 & 5, National Education Policy, 2020 (NEP, 2020)

creating a diverse range of assessments. The workshop enhanced the ability of the teachers to

- 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](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 – IX**

**UNIT -1**

**Prose: THE FUN THEY HAD - 6 Periods**

**Poem: THE ROAD NOT TAKEN – 3 Periods**

**Supplementary Reader: THE LOST CHILD – 3 Periods**

**Workbook: *Words and Expressions – THE FUN THEY HAD (Dealt with Prose and Poem)***

**Total No. Of periods: 12**

**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.

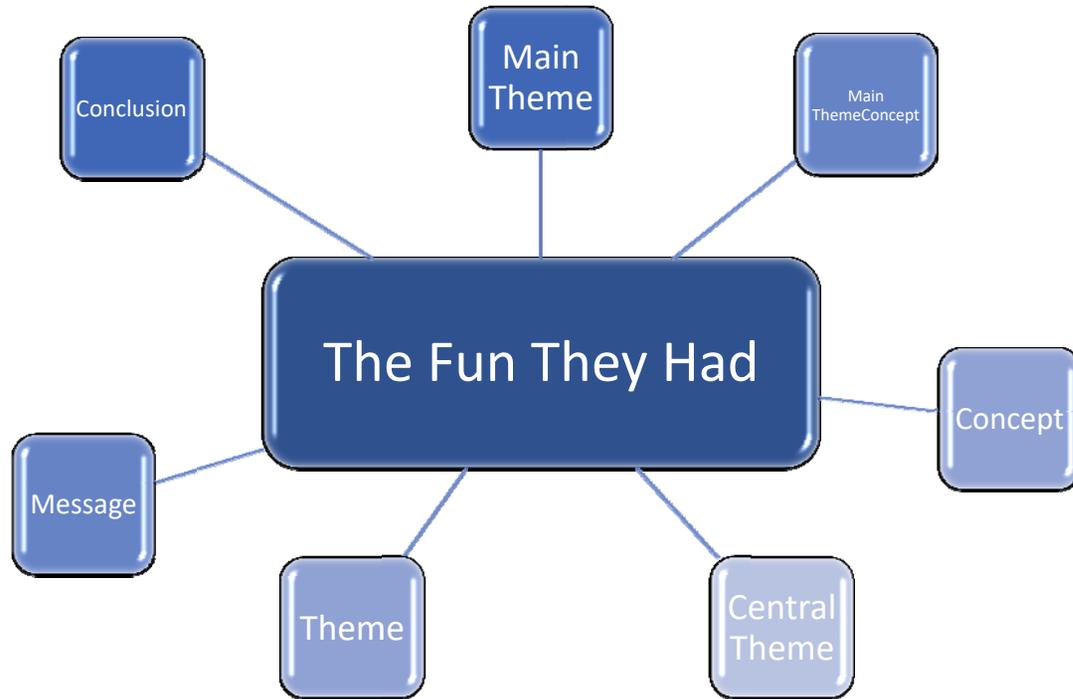
Period and Topics	Competencies	Learning outcomes
<p><b>1. Before you read (Pre-Requisites)</b></p>	<p><b>CG -2:</b>  <b>C.2.2</b> –Asks a variety of questions on social experiences using appropriate language (open-ended/closed-ended, formal/ informal, relevant to context, with sensitivity)  <b>C.2.3</b> - Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form.</p>	<p><b>LO 1</b> – Compares the various types of school at present and in the future.  <b>LO 2</b> - <i>Discusses a few things that the student likes best about her/his school and three things about their school like to change.</i>  <b>LO 3</b>- Identifies the changes in the schools.  <b>LO4</b>:Lists different means of storing information at present and the future.  <b>LO 5</b>- Illustrates the activity given in the text.</p>
<p><b>2. Reading text:</b>  <b>Model Reading</b>  <b>Reading Segment - 1</b>  <i>MARGIE even wrote ..... “Why would anyone write about school?”</i>  <b>(Text on page number 5 - 7)</b></p>	<p><b>CG- 5:</b>  <b>C.5.1.</b> Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used.  <b>CG – 1:</b>  <b>C.1.2.</b> Relates to their own experiences with that of the experiences of others.  <b>C.1.3-</b> Notices real life situations similar to the context.  <b>CG – 2:</b>  <b>C.2.3</b> Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form.</p>	<p><b>LO 6</b>- Identifies the word pronunciation found difficult and try to learn by repetition.  <b>LO 7</b> - Relates a similar situation with that of the text read in her/his own or someone else’.  <b>LO 8:</b> Develops the aspect of adaptability and find out the solution to overcome the challenge.  <b>LO 9</b>- Sensitizes human emotions, being sympathetic towards fellow beings and nature.  <b>LO 10</b>– Administers the reading observed from the teacher and</p>

		reads the text following the articulation techniques.
<p><b>3. Reading Text</b>  <b>Reading Segment - 2</b></p> <p><i>Tommy looked at her.....</i>  .....  ..... <i>She was thinking about the fun they had</i></p> <p>(Text on page number 7- 9)</p>	<p><b>CG-1:</b>  <b>C 1.1:</b>Identifies main points, summarises after a careful reading of the text, and responds coherently.  <b>C 1.2:</b>Uses strategies to organise ideas and information to write for an intended purpose and audience.</p> <p><b>CG-2:</b>  <b>C 2.2</b> – Asks a variety of questions on social experiences using appropriate language (open-ended/ closed-ended, formal/ informal, relevant to context, with sensitivity)</p>	<p><b>LO 11</b> –Compares her/his real-life experience with that of the text.</p> <p><b>LO 12</b> – Memorizes a similar situation that she/he had experienced.</p> <p><b>LO 13</b> – Express their point of view with textual and personal experiences.</p>
<p><b>4. Thinking about the text.</b></p>	<p><b>CG-1:</b>  <b>C 1.1:</b>Identifies main points, summarises after a careful reading of the text, and responds coherently.  <b>C 1.2:</b>Uses strategies to organise ideas and information to write for an intended purpose and audience.</p> <p><b>C.G - 3:</b>  <b>C.3.1</b> - Identifies and appreciates different forms of literature such as</p>	<p><b>LO 14</b> – Explains the cause and effect of the responses confidently.</p> <p><b>LO 15</b> – Analyses the text with complete comprehension.</p> <p><b>LO 16</b> – compares the school where they are studying and with the school they have read about.</p> <p><b>LO 17</b> – Identifies the importance and the need of keeping the</p>

	<p>samples of prose, poetry, and drama (early to contemporary)</p> <p><b>C.G.-4:</b></p> <p><b>C.4.1-</b> Interprets understands and applies basic linguistics aspects - sentence structure, punctuation tense, gender and arts of speech.</p>	<p>records. Analyses various challenges faced by the protagonist.</p>
<p><b>5. Thinking about Language</b></p>	<p><b>C.G 4:</b></p> <p><b>C.4.1 -</b> Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech.</p> <p><b>CG5</b></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>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><b>LO 18</b>—Learn to change the adverb forms from adjectives.</p> <p><b>LO 19-</b> Describes the rules of adverbs and adjectives.</p> <p><b>LO 20-</b> Uses the knowledge of using adverbs and adjectives in any other similar context.</p> <p><b>LO 21-</b> Analyses the use of negative conditional sentences in various contexts.</p> <p><b>LO 22-</b> Give examples of negative conditional sentences using ‘unless’, ‘if’ structure.</p>
<p><b>6. Writing &amp;Speaking</b></p>	<p><b>CG 2:</b></p> <p><b>C. 2.1-</b> Listens critically and reads different news articles, reports, and editorials to express opinions.</p>	<p><b>LO 23</b> –Learn to write a letter in a formal format following the prescribed steps given in the text.</p>

	<p><b>C. 2. 2</b> - Asks a variety of questions on social experiences using appropriate language (open-ended/closed-ended, formal/ informal, relevant to context, with sensitivity)</p> <p><b>C.2.3</b> - Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form.</p> <p><b>CG 3:</b></p> <p><b>C 3 .1</b> - Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary).</p> <p><b>CG 4:</b></p> <p><b>C 4 .1</b> - Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech.</p>	<p><b>LO 24</b> – Understand the language of formal letter in different from the colloquial style.</p> <p><b>LO 25</b> – Carefully examine the language form and style in their writing.</p> <p><b>LO 26-</b> Prioritize various experiences or phrases in the speech to speak for or against the motion.</p> <p><b>LO 27-</b> Infers the use of various forms depending on various contexts.</p>
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# Unit Overview



Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p><b>Period- 1</b></p> <p><b>1. Before you read (Pre-Requisites)</b></p> <p><b>Before you read Activating prior knowledge</b></p> <p><b>Picture Reading</b></p>	<p>The teacher asks a few questions to the students to assess their previous knowledge.</p> <p>In order to activate the background knowledge of the learner, the following activity is conducted.</p> <p><b>Activity – 1</b></p> <p>➤ The Teacher writes an activity writing “What is science fiction?” and gives one-minute thinking time. After one minute, the teacher uses a name (no hands up approach) to ask the students to provide an answer.</p> <p>The students respond giving as many ideas as possible and the teacher writes any relevant words and phrases on the board as a mind map.</p> <p>➤ The teacher continues asking others in the class to choose whether to ‘add to’, ‘change’, ‘develop’ or ‘challenge’ the previous responses.</p> <p><b>Activity-2 (Think-Pair-Share-Square)</b></p>	<p><b>Assessing prior knowledge</b></p> <ul style="list-style-type: none"> <li>• How were the schools in the olden days?</li> <li>• Did you miss anything during pandemic? If so what did you?</li> <li>• Have you been to schools during pandemic?</li> <li>• There were online classes, right? How did you feel attending them?</li> </ul> <p>Students contribute their views individually.</p>	<p><b>Charts</b></p>  <ul style="list-style-type: none"> <li>• Beehive Textbook in English for Class IX, Chapter 1: The Fun They Had</li> <li>• Annotate a section of the story printed in the TB</li> <li>➤ Chart with Keywords</li> <li>➤ IFP</li> <li>➤ Using <b>QR Codes</b> given in the text.</li> <li>➤ Any other relevant videos</li> </ul>

<p><b>Oral Narration:</b></p> <p><b>Reading aloud by the teacher</b></p> <p><b>Introduction to the title</b></p>	<p><b>The teacher asks a member of each group to read out what they wrote under SEE, then what they wrote under THINK, and then what they wrote under EXPRESS.</b></p> <p>The teacher divides the students into small groups (3–4 learners) and asks students to visualize an image “<b>about how schools look like during the pandemic and how was it different from the schools they are attending today.</b>”</p> <p><b><u>Teacher guides the learners through the ‘See–Think–Express’ strategy:</u></b></p> <ul style="list-style-type: none"> <li>➤ Tells students they have 1 minute to note what they can SEE in the image, i.e. What can you actually see in this image?</li> <li>➤ Tells students they have 1 minute to note what they THINK about the image, i.e. What do you think of when looking at this image?</li> <li>➤ Tells students they have 1 minute to note what they want to EXPRESS</li> </ul> <p>Teacher consolidates the responses and gives a subtext – “<i>the conditions of schools before and after pandemic</i>” We will get to know the reason for the conditions.</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>	<div data-bbox="1157 256 1570 500" data-label="Diagram"> </div> <p><b>Theme</b> – Main idea or the message an author is trying to convey <b>Setting</b> – When and where</p>	<div data-bbox="1646 310 1902 570" data-label="Image"> </div> <p>0960CH01</p> <div data-bbox="1625 656 1944 824" data-label="Image"> </div> <p><a href="https://ncert.nic.in/textbook.php?iebel=1-9">https://ncert.nic.in/textbook.php?iebel=1-9</a></p> <p><a href="https://www.learninsta.com/the-fun-they-had-extra-questions-and-answers/">https://www.learninsta.com/the-fun-they-had-extra-questions-and-answers/</a></p> <p>The teacher writes these points on the</p>
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Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Period - 2</p> <p><b>READING SEGMENT -1</b>  <i>MARGIE even wrote</i>  <i>..... "Why would anyone</i>  <i>write about school?"</i>  <b>Pages 5-7</b></p> <p><b>Model Reading by the Teacher</b></p> <p><b>KEYWORDS</b></p>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Teacher continues to discuss posing inter active questions. Teacher takes the lesson ahead in an interactive mode to intensify their comprehension</li> <li>➤ The students read the text aloud with proper stress and intonation.</li> </ul> <p>Teacher supplies keywords and asks the students to refer the dictionary and find out the meanings to get the contextual meaning.</p> <p><b>A. Identification of keywords -</b>                      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><b>Keywords:</b>                      Crinkly, awfully, scornful, County Inspector, slot, geared, satisfactory, loftily, betcha, dispute, nonchalantly,</p>		



	the end of the reading text.	words on paper and on a screen? ▶ How old was Tommy in the story?	
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Class: 9

Lesson: THE FUN THEY HAD

Period No: 03

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p><b>PERIOD – 3</b></p> <p><b>Reading Segment - 2</b></p> <p><i>Tommy looked at her.....</i></p> <p><i>.....</i></p> <p><i>She was thinking about the fun they had</i></p> <p>(Text on page number 7- 9)</p> <p><b>Scaffolded reading</b></p>	<p><b>READING SEGMENT –2</b></p> <p><i>Tommy looked at her.....</i></p> <p><i>She was thinking about the fun they had</i></p> <p>(Text on page number 7- 9)</p> <p>Teacher reads the text aloud to make the students develop better pronunciation, stress and intonation.</p> <p><b>Scaffolded reading:</b></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"><li>1. Identify the key expressions.</li></ol>	<p><b>Comprehension check:</b></p> <ul style="list-style-type: none"><li>• Why did Margie miss 'The fun They had'?</li><li>• Why did Margie's mother send for the country inspection.?</li><li>• Mention a book which you studied recently?</li><li>• Why did Margie's mother send for the</li></ul>	<ul style="list-style-type: none"><li>➤ Chart with Keywords</li><li>➤ IFP</li><li>➤ Using <b>QR Codes</b> given in the text.</li><li>➤ Any other relevant videos</li></ul>

<p><b>Extrapolative Reading</b></p> <p><b>Workbook:</b></p> <p><i>Words and expressions</i></p>	<ol style="list-style-type: none"> <li>2. Find out the meanings for the difficult words.</li> <li>3. Divide the text into convenient chunks make use of other relevant resources such as audio-video links suggested by the teacher.</li> <li>4. Connects the context to their previous experiences.</li> <li>5. Identifies cohesive devices like linkers, connectors, figurative language etc.</li> </ol> <p>The teacher summarizes the gist in a nutshell and makes the students infer, compare, analyze and interpret critically.</p> <p>Students will read the text given in the workbook and do the exercises follow</p>	<p>county inspector?</p> <ul style="list-style-type: none"> <li>• What had once happened to Tommy's teacher?</li> <li>• Why was Margie doing badly in geography?</li> <li>• How was the county inspector?</li> <li>• What did county inspector tell her mother?</li> <li>• Why was Margie disappointed?</li> <li>• Pick out "ly" ending words.</li> </ul>	<p>Workbook Page number</p>
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Class: 9 Lesson: THE FUN THEY HAD Period No: 05			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<b>PERIOD – 5</b>  <b>Thinking about Language</b>  <b>Adverbs</b> <b>Textual Exercise</b>  <b>Workbook</b>  <b>Affixes – Prefix and Suffixes</b>  <b>If Not and Unless</b> <b>Textual Exercise</b>  <b>Workbook</b>  <b>Words and Expression</b>	<p>Teacher explains the students to form adverbs from adjectives - ly</p> <p><b>Adjective + ly = Adverb</b></p> <p>Students will try to do the exercise on Adverbs given on the textbook page number 11.</p> <p>Students will practice the exercises given related to prefixes and suffixes. One is forming opposites from prefixes and the other is changing the function of the word. (<i>Workbook page number 9</i>)</p> <p>Teacher discriminates the use of <b>unless and if not</b> to convey contrast expressions related to present situations or present time in combination with future tense and present tense. The teacher asks students to fill the given exercises at <b>page number 12 in the textbook</b> and <b>page number 9 -12 in the Workbook</b> on their own and then presents teacher's version.</p>		<ul style="list-style-type: none"> <li>• IFP</li> <li>• Words and Expressions workbook</li> <li>• Worksheets</li> </ul> <p>Textbook Page number 11</p> <p><i>Workbook page number 9</i></p> <p><i>Workbook page number 9-12</i></p>

Class: 9 Lesson: THE FUN THEY HAD Period No: 06			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p><b>Writing</b></p> <p><b>Textual writing</b> page number 13</p> <p><b>Workbook</b> page number 12 - 16</p> <p><b>Editing</b> a) Rearrangement of sentences b) Listening and writing</p> <p><b>Speaking</b></p>	<p>Students recognize the various forms or style of writing a letter based on the person whom she/ he is addressing to. And also identifies two different forms of writing letters (Informal and formal)</p> <p><b>Activity:</b> The teacher will give the format of the letter as given on the textbook page number 13. Teacher describes the language used in a formal letter is different from colloquial style of personal letters and also explains not to use contracted forms such as - '-ive' and 'can't' in formal letters.</p> <p>Teacher will make the students do the exercises given on writing - page numbers 12-16.</p>	<p>Format of the letter</p> <p>Your address _____ _____ _____</p> <p>Date _____ (DD/MM/YY)</p> <p>The addressee's address _____ _____ _____</p> <p>Dear Sir/Madam, _____ _____ _____</p> <p>Yours sincerely, _____ _____</p> <p>Your signature _____</p>	<ul style="list-style-type: none"> <li>• IFP</li> <li>• Words and Expressions workbook</li> <li>• Worksheets</li> </ul> <p>Picture of format of the letter.</p> <p><b>Workbook</b> Exercise on Informal and formal letters</p>

	<p><b>Group activity</b>  <b>Teacher gives the topic for discussion.</b>  <i>The Schools of the Future Will Have No Books and No Teachers!</i></p> <p>Teacher asks the group to speak for or against the motion and present the views to the class.</p> <p>Teacher gives the following phrases to begin with.</p>	<p>Expressions for Debate  / Argument</p> <ul style="list-style-type: none"> <li>• In my opinion . . .</li> <li>• I/we fail to understand why . . .</li> <li>• I wholeheartedly support/oppose the view that . . .</li> <li>• At the outset let me say . . .</li> <li>• I'd/we'd like to raise the issue of/argue against . . .</li> <li>• I should like to draw attention to . . .</li> <li>• My/our worthy opponent has submitted that . . .</li> <li>• On the contrary . . .</li> <li>• I firmly reject . . .</li> </ul>	
<p><b>Feedback and Assessment</b></p>	<p>The teacher consolidates the whole text for getting the main elements and gist of the passage.</p> <p><b>Recapitulation:</b> 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"> <li>• What kind of teachers did Margie and Tommy have?</li> <li>• What had once happened to Tommy's teacher?</li> <li>• How does Tommy describe the old kind of school?</li> <li>• Why did Margie hate school?</li> </ul>		



**Class IX**

**Lesson Name: The Road Not Taken**

**Number of periods: 3**

**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.

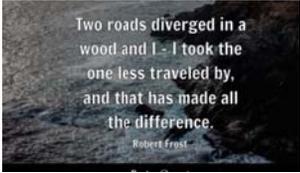
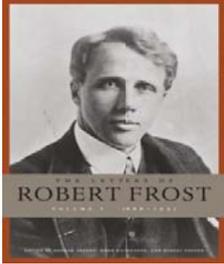
Period and Topics	Goals and Competencies	On completion of this unit, the learners will be able to:
		Learning Outcomes
<p><b>Period - 1:</b> <b>Pre-requisites:</b> Activating prior knowledge.</p> <p>Introduction of the title and introduction to the theme of the poem</p> <p><b><i>Read, Recite and Realize</i></b> <i>stanza 1 (lines 1-2)</i></p>	<p><b><u>CG 3</u></b> <b>C- 3.1</b> Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary)</p> <p><b><u>CG 2</u></b> <b>C- 2.2</b> Asks variety of questions on social experiences using appropriate language (Open-Ended/Closed-Ended/Formal/Informal, relevant to context with sensitivity)</p>	<p><b>LO-1</b> Read literary texts for enjoyment and pleasure.</p> <p><b>LO- 2</b> Compare the literary style of prose and poetry.</p> <p><b>LO-3</b> Tap their previous knowledge relating to the text of the poetry and its language use.</p> <p><b>LO-4</b> Identify and appreciate significant literary elements/poetic devices such as Metaphor, Symbolism, Personification, Rhythm, Scheme, alliteration, assonance etc.</p>

<p><b>Period - 2:</b> <i>Read, Recite and Realize</i> <i>stanza 3-4</i></p>	<p><b><u>CG 3</u></b> <b>C- 3.1</b> Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary)</p> <p><b><u>CG-4</u></b> <b>C-4.1</b> Interprets, Understands and applies linguistic aspects (rules rhyme schemes) such as Sentence Structure Punctuation, Tense, Gender and Parts of Speech.</p> <p><b><u>CG-5</u></b> <b>C-5.2</b> 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><b>LO- 6</b> Identifies different forms of literary aspects used by the poet to understand the poet’s viewpoints.</p> <p><b>LO- 7</b> Appreciates the poet’s style of symbolic representation and the use of imagery in letting out his agony.</p>
<p><b>Period – 3</b> <b>Thinking about the poem</b></p> <p><b>Literary Devices</b></p>	<p><b><u>CG 3</u></b></p> <p><b>C- 3.1</b> Identifies and appreciates different forms of literature used in the poetry.</p>	<p><b>LO-8</b> Read various literary texts for enjoyment and pleasure.</p> <p><b>LO- 9</b> Compare the literary style of prose and poetry.</p> <p><b>LO-10</b> Tap their previous knowledge relating to the text of the poetry and its language use.</p> <p><b>LO-11</b> Identify and appreciate significant literary elements/poetic devices such as Metaphor, Symbolism, Personification, Rhythm, Scheme, alliteration, assonance etc.</p> <p><b>LO-12</b> Read aloud and recite poems with proper stress, pause, tone and intonation by following proper rhyme and rhythm.</p>

This graphic organizer will give us **an overview** of the different elements of the **Poem**

**OVERVIEW**



Class: 10 Period No: 01		Poem: The Road Not Taken Introduction to the theme of the Poem	
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p><b>Period 1</b></p> <p><i>Activating prior knowledge</i></p> <p><b>Oral Narration</b></p> <p><b>Announcement of the Topic:</b> "The Road Not Taken"</p> <p><b>Introduction to the poet</b></p>	<p>In order to activate the background knowledge of the learners, the following activity is conducted in the class</p> <p><b>Activity 1:</b> The teacher shows picture – 1 with quotes. The teacher divides the class into groups and discusses.</p> <p><b>Picture – 2</b> The teacher poses a question showing the quotes and put up discussion.</p> <p><i>Have you ever disappointed or repented for not doing anything or missing the opportunity? If so share your experiences with your friends or class.</i></p> <p>Teacher consolidate all the responses given by the students connecting to actual poem given.</p> <p>Teacher reveals the title of the poem deriving from the responses. <b>The Road Not Taken</b></p> <p>Teacher gives a brief account of one of the great nature poets, Robert frost. - <i>Robert Frost was an American poet. He was born on 26th March, 1874 and died on 19th</i></p>	<ul style="list-style-type: none"> <li>Who is the poet of the poem "The Road Not Taken"?</li> <li>What does the title suggest you?</li> <li>What do you understand by the title?</li> </ul>	<p>Textbook Blackboard IFP</p>  <p>Pic - 1</p>  <p>Pic - 2</p> 



**Class: 10**  
**Poem: The Road Not Taken**  
**Period No: 02**

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p><b>Period 2</b>  <b>Reading for</b>  <b>Listening with</b>  <b>comprehension</b></p>	<p>Activity-2: Teacher conducts an activity to discuss the poem and to drive the students in details of the text.  Teacher displays sentence from pts on the board and asks the students to paraphrase the poem using the prompts.  Stanza -1  Stanza -2  Stanza -3  Stanza -4</p> <p>Mind map  <u>Activity-2</u>  Stanza-1: The speaker is in the woods and comes to a spot in the road where the road is forked.  The speaker is sorry.....  He.....  Until.....</p> <p><u>Stanza-2</u>  ➤ The speaker takes the other road which is.....  ➤ He chooses this road because.....</p>	<p>Points for assessment:</p> <ol style="list-style-type: none"> <li>1. What is the speaker in the poem doing?</li> <li>2. What does the speaker encounter?</li> <li>3. Infer the season? How do you know?</li> <li>4. What discussion does the speaker have to make in the</li> </ol>	<ul style="list-style-type: none"> <li>• Audio related material that finds more relevant to present poem.</li> <li>• Recorded Audio of the poem read by the teacher.</li> </ul> <p>Textbook</p> <p><b>Chart work</b></p>

<p><b>Oral Narration</b></p>	<p>➤ Because grass is growing on it, and the road seemed...</p> <p>➤ Though .....</p> <p><u>Stanza-3</u> Both roads were ..... The leaves... The speaker saves the first road for..... But the speaker knows that ..... And the speaker doesn't think...</p> <p><u>Stanza-4</u> Sometimes in the future the speaker will be..... At a time..... The two roads.... And he..... And that was.....</p> <p>Teacher summarizes the first of the poem briefly and also analyses various devices used in the poem such as rhyme scheme, repetition, metaphor, simile.</p>	<p>poem?</p> <p>5. Describe the conflicts that the poet had?</p> <p>6. Discuss what these phrases meant to you?</p> <ul style="list-style-type: none"> <li>• A yellow wood</li> <li>• It was grassy and wanted wear</li> <li>• The passing there</li> <li>• Leaves no step had trodden black</li> <li>• How way leads on to way.</li> </ul>	
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Class: 10

Poem: The Road Not Taken

Period No: 03

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Period – 3 Thinking about the poem</p> <p>Literary Devices 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><b>Poetic devices:</b> Poet makes use of multi-literary devices in different shades of expressions.</p> <ul style="list-style-type: none"><li>➤ <b>Metaphor</b> The whole poem is an extended metaphor and the road acts as a metaphor for life.</li><li>➤ <b>Assonance</b> Example: Repetition of 'a' sound in 'ages', 'and', and 'ages'. There is a repetition of the 'o' sound in the words 'roads' and 'yellow'.</li><li>➤ <b>Alliteration</b></li><li>➤ Example: The word 'way' has been repeated twice.</li><li>➤ <b>Rhyme Scheme</b> abaabdcddcdefeefghggh</li><li>➤ <b>Personification:</b> Somewhere ages and ages hence"</li><li>➤ <b>Imagery</b> The poet gives a beautiful description of both the roads that morning. He says that they lay equal with none of the leaves turned black by the footsteps of a passer-by.</li></ul>	<ol style="list-style-type: none"><li>1. What are the two poetic devices used in the poem "The Road Not Taken"</li><li>2. What is the technique used by the poet in the poem " The Road Not Taken?</li></ol>	<p><b>Chart</b> Figures of speech</p>

<p><b>Feedback and Assessment</b></p> <p><b>Assignment</b></p>	<p>The teacher consolidates the whole poem for getting the main elements and gist of the poem.</p> <p><b>Recapitulation:</b> The teacher asks the following questions to get the feedback from the students and to assess the learning process.</p> <p>Makes the unit to revises what they have read in the poem and have learnt from the poem.</p> <p><b>Teacher poses a few questions to substantiate their learning.</b></p> <ol style="list-style-type: none"> <li>1. Explain why the speaker has expressed his plot wherever he'll come back to travel the first road.</li> <li>2. Purpose a meaning for the use "that has made all the difference". Analyze the expression.</li> </ol> <p><b>Activity for the assessment</b></p> <ol style="list-style-type: none"> <li>1. Using the screens in the poem, try to write: geographical location.</li> <li>2. Time period</li> <li>3. Emotional condition</li> <li>4. Occupation/ daily life</li> <li>5. Your first day in your school.</li> </ol> <ol style="list-style-type: none"> <li>1. The dentist office.</li> <li>2. At the theatre.</li> </ol> <p><b>Example:</b> New place – shifting to new house</p> <ol style="list-style-type: none"> <li>1. Geographical location : Sabbavaram</li> <li>2. Time period : 10 am in the morning of June</li> <li>3. Emotional condition : excited, new people</li> <li>4. Occupation/daily life : neighbor's in that area</li> </ol>
<p><b>Suggested Sources for Reference (Youtube Videos)</b></p>	
<p><b>Teachers' Reflections</b></p> <ol style="list-style-type: none"> <li>1. Did the lesson plan align with the curricular goals and competencies? If not, how could it be adjusted for better alignment?</li> <li>2. How well did the pedagogical strategies engage students and promote active participation in the learning process?</li> <li>3. How well did the assessment strategies measure student understanding and achievement of the learning outcomes?</li> <li>4. How effective were the materials and resources used in the lesson?</li> <li>5. Did the lesson incorporate formative assessment strategies to guide pedagogy and provide timely feedback to students?</li> </ol>	

## Supplementary Reader

**Class IX**

**Number of periods: 3**

**Lesson Name: The Lost Child**

**Name of the author: Mulk Raj Anand**

*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.

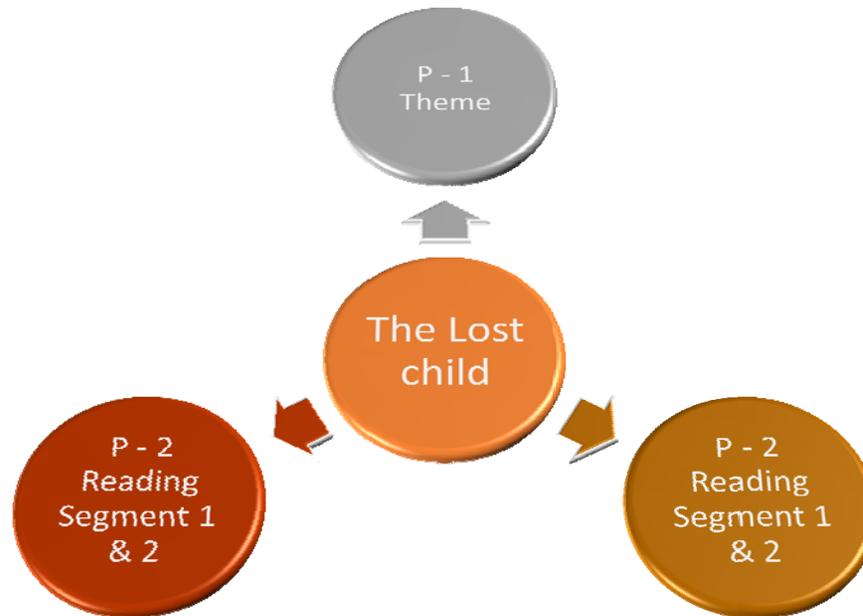
**Goal 5:** Develops an appreciation of the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays and games unique to the language.

Period and Topics	Goals and Competencies	On completion of this unit, the learners will be able to:
		Learning Outcomes
<p><b>Period-1</b></p> <p><b>Prerequisites:</b> Activating prior knowledgeAnnouncemen t of the topic and Lesson.</p> <p><b>Reading aloud by the teacher.</b></p> <p><b>Segment-1</b></p>	<p><b>CG – 2</b></p> <p><b>C-2.1</b> Listens critically and reads different news articles, reports, and editorials to express opinions</p> <p><b>C-2.2</b> Asks a variety of questions on social experiences using appropriate language (open-ended/closed-ended, formal/informal, relevant to context, with sensitivity)</p> <p><b>CG – 1</b></p> <p><b>C-1.1</b> Identifies main points, summarises after a careful reading of the text, and responds coherently</p>	<p><b>LO1</b> Recall the previous knowledge and describes the various characteristics of the text.</p> <p><b>LO2</b> Understand and elicit meaning of the words in different contexts.</p> <p><b>LO3</b> Reads with understanding information in his environment.</p> <p><b>LO4</b> Organises and structures thought result information and opinions in a variety of oral forms.</p>
<p><b>Period-2</b></p> <p><b>Segment-2</b></p> <p><i>Read aloud by the students.</i></p>	<p><b>CG-4</b></p> <p><b>C-4.1</b> Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech</p>	<p><b>LO - 5</b> Reads aloud with proper stress, pause, tone and comprehends the given text employing strategies like predicting, previewing, inferring and summarising.</p> <p><b>LO - 6</b> Understands and elicits meanings of the words in different contexts.</p>

<p><b>Period-3</b></p> <p><b>Think about it</b></p> <p><b>Talk about it</b></p>	<p><b>CG -1</b>  <b>C-1.2</b> Uses strategies to organise ideas and information to write for an intended purpose and audience</p> <p><b>CG -5</b>  <b>C 5.2-</b> 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><b>LO7</b>  Reads silently with comprehension and interprets layers of meaning.</p> <p><b>LO8</b>  Write sample stories and other content in the language on various topics.</p> <p><b>LO 9</b>  Develop the linguistic vocabulary to handle language to converse, debate, give a speech on a given topic.</p>
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## Overview

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



Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p><b>Period – 1</b></p> <p><b>Introduction to the Theme</b></p>	<p>The teacher asks the following questions to elicit responses with regard to children.</p> <p>Brain storming technique is used in this context.</p> <p><b>Mind mapping activity</b></p>  <p>The teacher asks a few questions to elicit responses to get the theme on the topic- Lost child in a fair.</p>	<ul style="list-style-type: none"> <li>• How are you children?</li> <li>• Whom do you love in your family?</li> <li>• Have you ever gone to any place with your parents?</li> <li>• What did you see there?</li> </ul> <ul style="list-style-type: none"> <li>• What do you see in the picture?</li> <li>• Where do you see such things?</li> <li>• Have you ever gone to a fair/ exhibition along with your parents?</li> <li>• Did you miss your parents in the exhibition/ fair?</li> <li>• How do you feel when you miss your parents in the fair?</li> </ul> <ul style="list-style-type: none"> <li>• What was the season</li> </ul>	<p>Textbook Blackboard IFP</p> <p>Charts related to Fair</p> <p>Giant Wheel</p> <p>Exhibition</p> <p>Balloons Sweet stalls</p>  <p>0960CH01</p>

<p><b>Reading segment -1</b></p> <p><i><b>It was the festival season .....</b></i></p> <p><i><b>Led to the fair through the mustard fields.</b></i></p>	<p>The teacher reads the passage aloud and ask the students to listen carefully.</p> <p>The teacher also asks the students to read the passage with correct stress pause and intonation.</p> <p><b>Independent Reading:</b></p> <p>Before the students read the segment – 1, they have to:</p> <ul style="list-style-type: none"> <li>• Read the introductory sentences</li> <li>• The Wh- questions given under the sub- topic.</li> <li>• Read and find out which guides the learner in the reading and comprehension of the text.</li> </ul> <p>The teacher progresses by asking questions.</p>	<p>mentioned in the paragraph?</p> <ul style="list-style-type: none"> <li>• List the items that attracted protagonist in the fair?</li> <li>• Was the boy happy in the fair?</li> <li>• What did the boy do in the journey?</li> <li>• What happened to the boy in the grove when they rested there?</li> </ul> <ul style="list-style-type: none"> <li>• Did the boy ask the parents to buy the things in the fair?</li> <li>• How did his father look at him?</li> <li>• What did the boy do in the fair?</li> <li>• Did his mother scold the boy?</li> <li>• What did the boy hear in the grove?</li> </ul>	
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Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p><b>Period – 2</b></p> <p><b>Reading Segment – 2</b></p> <p><i>As the neared the village</i> ..... <i>... the boy cried “I want my father, I want my father.”</i></p>	<p>Soon after the discussion of the comprehension questions on part – 1 the students are asked to respond to the question in Part -II.</p> <p><b>Independent Reading:</b></p> <p>They read aloud and find out and try to get the meaning of the text.</p> <p>The teacher asks the students the following questions to check how well they understood the theme or text.</p>	<ul style="list-style-type: none"> <li>• Did the boy enjoy the enjoy the entrance of the fair?</li> <li>• What did he see first in the fair?</li> <li>• What was his favourite sweet?</li> <li>• Did his parents buy the sweet for him?</li>   <li>• Did the boy ask his parents to buy the Gulmohar garland?</li> <li>• How did the boy react when saw the balloons?</li> <li>• What happened to the boy when he was taken to roundabout?</li> <li>• How did the boy know that he lost his parents?</li> <li>• What did the boy do then?</li> <li>• Who helped the boy in the crowd?</li> <li>• Did the man offer all things to</li> </ul>	<p>Textbook Blackboard IFP</p>

		<p>the boy?</p> <ul style="list-style-type: none"><li>• What was the season mentioned in the paragraph?</li><li>• List the items that attracted protagonist in the fair?</li><li>• Was the boy happy in the fair?</li><li>• What did the boy do in the journey?</li><li>• What happened to the boy in the grove when they rested there?</li></ul>	
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Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p><b>Think about it</b></p> <p><b>Page – 6</b></p> <p><b>Talk about it</b></p> <p><b>Feedback and Assessment</b></p>	<p>The teacher poses the questions open ended and thought-provoking questions to take the learners beyond the factual comprehension and also to contemplate in the issues that the children get in the fairs and exhibitions.</p> <p>The teacher asks the students a few questions in order to encourage the learners to express their own ideas in a creative and coherent way.</p> <p>The teacher consolidates the whole text for getting the main elements and gist of the passage.</p> <p><b>Recapitulation:</b> The teacher asks the following questions to get the feedback from the students and to assess the learning process.</p>	<p><b>Answer the questions from page number 6 (TB)</b></p> <ol style="list-style-type: none"> <li>1. What are the things the child sees on his way to the fair? Why does he lag behind?</li> <li>2. In the fair he wants many things. What are they? Why does he move on without waiting for an answer?</li> <li>3. When does he realise that he has lost his way? How have his anxiety and insecurity been described?</li> <li>4. Why does the lost child lose interest in the things that he had wanted earlier?</li> <li>5. What do you think happens in the end? Does the child find his parents?</li> </ol> <ul style="list-style-type: none"> <li>➤ Have you ever lost you parents?</li> <li>➤ How to ensure not to get lost?</li> <li>➤ List the items that attracted protagonist in the fair?</li> <li>➤ Did the boy ask the parents to buy the things in the fair?</li> <li>➤ Was the boy happy in the fair?</li> <li>➤ What happened to the boy in the grove when they rested there?</li> </ul>	<p>Textbook Blackboard IFP</p>

<b>Assignment</b>	The teacher gives a few questions as an assignment.	<ul style="list-style-type: none"> <li>Imagine the feelings of you, when you were in an exhibition. Write a paragraph describing one such incident of being lost in a fair/ exhibition, that happened in your real life.</li> </ul>	
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**Suggested Readings and Sources for Reference**

*The Coolie* by Mulk Raj Anand

'Kabuliwallah' by Rabindranath Tagore

**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 - 2**  
**Prose – The Sound of Music- 9 periods.**

**Poem - Wind– 3 Periods**

**Supplementary Reader – The Adventures of Toto- 4 Periods**

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

<b>Total No.of Periods =16</b>
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**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	Competencies	Learning Outcomes
<p><b>1. Before you read (Pre-Requisites)</b></p> <p><b>Reading text: Model</b></p>	<p><b>CG -2:</b></p> <p><b>C.2.3 -</b> Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form.</p> <p><b>CG- 5:</b> <b>C.5.1.</b> Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used.</p>	<p><b>LO 1 –</b> Recalls the various modes of communication and ways of transaction of money.</p> <p><b>LO 2-</b> Compares the existing modes of communication with that of the past.</p> <p><b>LO 3-</b> Identifies modes of communication</p> <p><b>LO4:</b> Uses different modes of money transactions.</p>
<p><b>2. Reading segment - I</b> (Rush Hour Clouds.....She Laughed) Textbook page number 17-18.</p>	<p><b>CG-1:</b> <b>C 1.1:</b> Identifies main points, summarises after a careful reading of the text, and responds coherently.</p> <p><b>C 1.2:</b> Uses strategies to organise ideas and information to write for an intended purpose and audience.</p> <p><b>CG-2:</b></p>	<p><b>LO 6-</b> Identifies the word pronunciation found difficult and try to learn by repetition.</p> <p><b>LO 7 -</b> Relates a similar situation with that of the text read in her/his own or someone else’.</p> <p><b>LO 8:</b> Develops the aspect of adaptability and find out the solution to overcome the challenge.</p>

	<p><b>C 2.2 –</b> Asks a variety of questions on social experiences using appropriate language (open-ended/ closed-ended, formal/ informal, relevant to context, with sensitivity)</p> <p><b>C 2.3 -</b> Shares ideas and critiques on various aspects of the social and cultural surroundings in oral and written forms.</p>	<p><b>LO 9-</b> Sensitizes human emotions, being sympathetic towards fellow beings and nature.</p> <p><b>LO 10 –</b> Express their point of view with textual and personal experiences.</p>
<p><b>3.</b> <b>Reading segment - II</b> (Not Just watching the lips.....Pleasure to millions) Textbook page number 19-20</p>	<p><b>CG-1:</b> <b>C 1.1:</b> Identifies main points, summarises after a careful reading of the text, and responds coherently.</p> <p><b>C 1.2:</b> Uses strategies to organise ideas and information to write for an intended purpose and audience.</p> <p><b>CG-2:</b> <b>C 2.2 –</b> Asks a variety of questions on social experiences using appropriate language (open-ended/ closed-ended, formal/ informal, relevant to context, with sensitivity)</p> <p><b>C 2.3 -</b> Shares ideas and critiques on various aspects of the social and</p>	<p><b>LO 11:</b> Discuss text in which characters, events and settings, cause and effect are portrayed in different ways (Collaborative reading)</p> <p><b>LO 13:</b> Draws conclusions between personal experiences and the given text and share responses with others</p>

	cultural surroundings in oral and written forms.	
<p><b>4. Thinking about the text</b> Textbook page number 20.</p>	<p><b>C.G - 3:</b> <b>C.3.1 -</b> Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary)</p> <p><b>C.G.-4:</b> <b>C.4.1-</b> Interprets understands and applies basic linguistics aspects - sentence structure, punctuation tense, gender and arts of speech.</p>	<p><b>LO 15:</b> Uses nouns and verbs effectively in sentence completion</p> <p><b>LO 16:</b> Creates grammatically correct sentence</p>
<p><b>Period 5. Part II Reading Segment - 3</b> (Emperor Aurangjeb .....Sahnai Players) Textbook page number 21-22</p>	<p><b>CG-1:</b> <b>C 1.1:</b> Identifies main points, summarises after a careful reading of the text, and responds coherently.</p> <p><b>C 1.2:</b> Uses strategies to organise ideas and information to write for an intended purpose and audience.</p> <p><b>CG-2:</b> <b>C 2.2 –</b> Asks a variety of questions on social experiences using appropriate language (open-ended/</p>	<p><b>LO 6-</b> Identifies the word pronunciation found difficult and try to learn by repetition.</p> <p><b>LO 7 -</b> Relates a similar situation with that of the text read in her/his own or someone else’.</p> <p><b>LO 8:</b> Develops the aspect of adaptability and find out the solution to overcome the challenge.</p> <p><b>LO 9-</b> Sensitizes human emotions, being sympathetic towards fellow beings and nature.</p>

	<p>closed-ended, formal/ informal, relevant to context, with sensitivity)</p> <p><b>C 2.3 -</b> Shares ideas and critiques on various aspects of the social and cultural surroundings in oral and written forms.</p>	<p><b>LO 10 –</b> Express their point of view with textual and personal experiences.</p>
<p><b>Period 6</b> <b>Part II</b> <b>Reading Segment</b> <b>- 4</b> (Emperor Aurangjeb.....Sahnai Players) Textbook page number 21-22</p>	<p><b>CG-1:</b> <b>C 1.1:</b> Identifies main points, summarises after a careful reading of the text, and responds coherently.</p> <p><b>C 1.2:</b> Uses strategies to organise ideas and information to write for an intended purpose and audience.</p> <p><b>CG-2:</b> <b>C 2.2 –</b> Asks a variety of questions on social experiences using appropriate language (open-ended/ closed-ended, formal/ informal, relevant to context, with sensitivity)</p> <p><b>C 2.3 -</b> Shares ideas and critiques on various aspects of the social and cultural surroundings in oral and written forms.</p>	<p><b>LO 11:</b> Discuss text in which characters, events and settings, cause and effect are portrayed in different ways (Collaborative reading)</p> <p><b>LO 13:</b> Draws conclusions between personal experiences and the given text and share responses with others</p>
<p><b>Period 7</b> <b>Thinking about</b></p>	<p><b>C.G - 3:</b> <b>C.3.1 -</b></p>	<p><b>LO 15:</b> Uses nouns and verbs effectively in sentence completion</p>

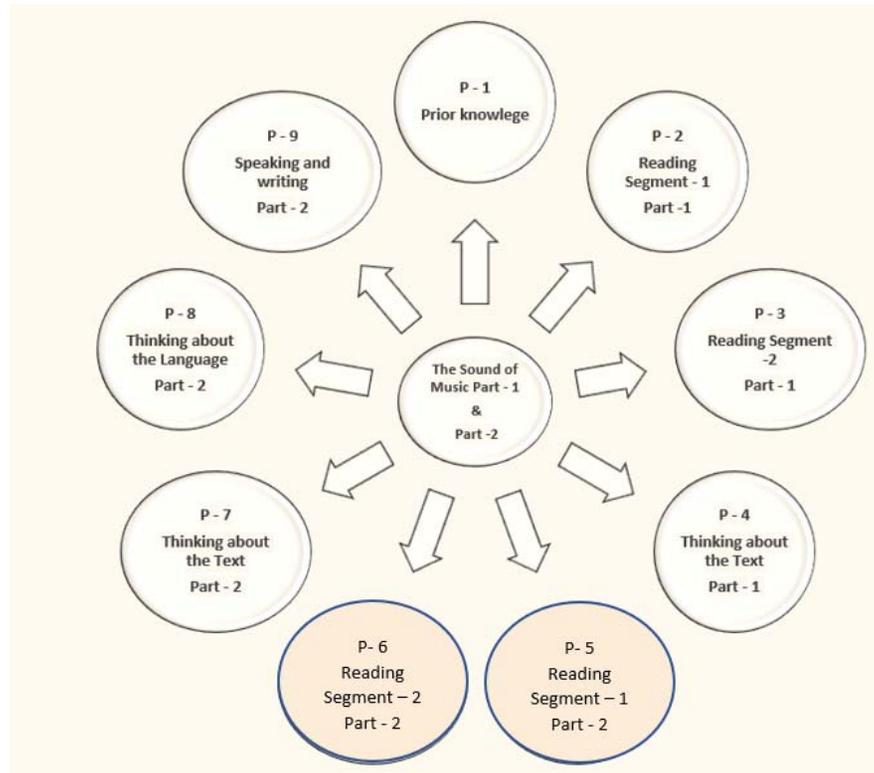
<p><b>text</b></p>	<p>Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary)</p> <p><b>C.G.-4:</b> <b>C.4.1-</b> Interprets understands and applies basic linguistics aspects - sentence structure, punctuation tense, gender and arts of speech.</p>	<p><b>LO 16:</b> Creates grammatically correct sentence</p>
<p><b>Period 8</b> <b>Thinking about Language</b></p>	<p><b>C.G.-4:</b> <b>C.4.1-</b> Interprets understands and applies basic linguistics aspects - sentence structure, punctuation tense, gender and arts of speech.</p>	<p><b>LO 19 - Explains the definitions of words and phrases.</b></p> <p><b>LO 20 - Explains how to use ‘to - verb’.</b></p> <p><b>LO 21 - Explains how to use adjectives.</b></p>
<p><b>Period 9</b></p>	<p><b>CG-2:</b> <b>C. 2.1 -</b> Listens critically and reads different news articles, reports and editorials to express opinions.</p> <p><b>C 2.2 –</b> Asks a variety of questions on social experiences using appropriate language (open-ended/ closed-ended, formal/ informal, relevant to context, with sensitivity)</p>	<p><b>LO 22 - Actively participates by listening and asks questions or other ideas to advance the discussions on the topic.</b></p> <p><b>LO 23 :Express their ideas confidently and accepts constructive feedback</b></p> <p><b>LO 24:</b> Writes a paragraph with the five basic elements namely, a topic, a topic sentence, supporting sentence, unity and coherence.</p>

**C 2.3 -**

Shares ideas and critiques on various aspects of the social and cultural surroundings in oral and written forms.

**OVERVIEW**

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



<b>Class: 9</b> <b>Chapter: The Sound of Music</b> <b>Period No: 01</b> <b>Introduction to the theme of the lesson</b>			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<b>Activating Prior Knowledge</b>  <b>(Pre-requisites)</b>	<p>In order to activate the background knowledge of the learner, the following activity is conducted.</p> <p>Teacher presents relevant pictures to generate ideas, thoughts related to the lesson.</p>		

<p><b>Picture Reading</b></p>	<p><b>Visual Activity-1</b></p>  <p>OR</p> <p><b>Introductory activity</b> (5 min)</p>	<ol style="list-style-type: none"> <li>1. What do you observe in the picture?</li> <li>2. Are they talking to each other?</li> <li>3. Are they communicating each other orally?</li> <li>4. Is it possible to convey feelings without words?</li> <li>5. How do deaf people express their thoughts without words?</li> <li>6. Do you know sign language?</li> <li>7. Have you ever watched television news meant for the deaf people?</li> <li>8. Have you ever been watched deaf people while they are communicating to others?</li> <li>9. Name some physical challenges that you know?</li> <li>10. Do you think they can achieve great things?</li> </ol>	<ol style="list-style-type: none"> <li>1) Textbook</li> <li>2) Notebook</li> <li>5) IFP</li> <li>6) Images</li> </ol>
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1) Write What is music and why it is so important? ‘ ’ on the board.

2) Give learners (1-minute)

Thinking time. After 1 minute, use a name (no hands up approach) to ask a learner to provide an answer.

3) Continue asking others in the class to choose whether to ‘add to’, ‘change’, ‘develop’ or ‘challenge’ the previous learner’s response.

Students respond giving as many ideas as possible and write any relevant words and phrases on the board as a mind map.

### Assessing prior knowledge

1. Have you ever been to a musical concert?
2. Name some music oriented films?
3. Which musical instrument do you like?



<p><b>Model Reading by the Teacher</b></p>	<p>Model reading by the teacher with proper stress and intonation</p> <p>Students listens to the teacher</p> <p>The teachers ask the students to read aloud individually according to the teacher's demonstration.</p> <p>Begin reading 'The Sound of Music</p> <p>At this point, give learners the opportunity to read the given text aloud.</p> <p>During reading aloud activities, support good use of pause, tone and intonation by praising learners who clearly demonstrate it.</p> <p>Students begin reading the text aloud 'The Sound of Music' upto page no.18</p> <p>Students take turns reading the text using proper stress and intonation</p> <p><b>Workbook Activity</b></p> <p>Teacher asks the students to take the Quiz in Workbook</p>	<p>Learners collaborating to improve learning</p>	
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<p>Clouds.....She Laughed) Textbook page number 17-18.</p> <p><b>Vocabulary</b></p> <p><b>Reading with Comprehension</b></p>	<p><b>Identification of keywords:</b> The teachers ask the students to read the text and circle/highlight the words dictated by the teacher in their textbooks.</p> <p>The spelling, meaning, form, pronunciation, autonomy, synonyms, and uses of these words are practised in the class.</p> <p><b>Keywords:</b> 1) Jostle : 2) Slight : 3) Daunting: 4) Aspiring Musician: 5) Impaired: 5) Xylophone: 6) percussionist: 7) Auditioned: 8) Intriguing: 9) Orchestra:</p> <p>The teacher asks the questions to assess their comprehension</p>	<p>1. How many keywords have you listed out?</p> <p>2. What are the meanings of these words?</p> <p>3. Practice the pronunciation of each and every word as demonstrated by the teacher.</p> <p>4. Name the antonyms and synonyms of these words.</p> <p>5. Try to use these words in your own sentences.</p> <p><b>Questions for comprehension</b></p> <p>1.What is Evelyn’s contribution to percussion?</p>	<p>5) IFP 6) Workbook</p>
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<p>WORKBOOK (page no.22-23)</p>	<p><b>Workbook Activity</b></p> <p>Teacher asks the students to read the passage given in workbook page no. 22 individually and answer the questions given in page no. 23 of the workbook.</p>	<p>2.How is Evelyn An inspiration to the physically challenged persons?</p> <p>3.How can you say that Evelyn has succeeded in her life?</p> <p>4. Evelyn is an inspiration to all.Justify your answer</p>	
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**Class: 9**

**Chapter: The Sound of Music**

**Period No: 03**

**Read with a Comprehension**

<b>Sub-topics</b>	<b>Teaching-Learning Process</b>	<b>Pointers for assessment</b>	<b>Material required</b>
<b>Reading segment - II</b> (Not Just watching the lips.....Pleasure to millions) (Textbook page number 19-20)	<b>Identification of keywords:</b> The teachers ask the students to read the textbook page no. 19 & 20 and circle/highlight the words dictated by the teacher in their text.  The spelling, meaning, form, pronunciation, autonomy, synonyms, and uses of these words are practised in the class.  <b>Keywords:</b> 1) Flawlessly: 2) Lilt: 3) Tingles: 4) Resonances: 6) Workaholic: 5) Priority: 7) Confesses: 8) Percussion:		1) Textbook 2) Notebook 3) Thesaurus 4) Dictionary 5) IFP 6) Workbook



**Class: 9**

**Chapter: The Sound of Music**

**Period No: 04**

<b>Sub-topics</b>	<b>Teaching-Learning Process</b>	<b>Pointers for assessment</b>	<b>Material required</b>
<b>Thinking about the text</b> (Textbook page number 20)	The teachers pose the following questions from textbook page no. 20 to the students to check their comprehension.	<ol style="list-style-type: none"><li>1. Answer these questions in a few words or a couple of sentences each.<ol style="list-style-type: none"><li>a. How old was Evelyn when she went to the Royal Academy of Music?</li><li>b. When was her deafness first noticed? When was it confirmed?</li></ol></li><li>2. Answer each of these questions in a short paragraph (30–40 words).<ol style="list-style-type: none"><li>a. Who helped her to continue with music? What did he do and say?</li><li>b. Name the various places and causes for which Evelyn performs.</li></ol></li><li>3. Answer the question in two or three paragraphs (100–150 words).<ol style="list-style-type: none"><li>a. How does Evelyn hear music?</li></ol></li></ol>	<ul style="list-style-type: none"><li>- Textbook</li><li>- Workbook</li></ul>

<b>Workbook Pg. No. 26 - 27</b>	Teacher asks the students to read the poem given in the workbook Page no. 26 carefully and answer the questions on page no. 27.		
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<b>Class: 9</b> <b>Chapter: The Sound of Music</b> <b>Period No: 05</b> <b>Read with a Comprehension</b>			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<b>Reading Segment - 3 (Part - II)</b> (Emperor Aurangzeb .....Sahnai Players. (Textbook page number 21-22)  <b>Introduction to keyword</b>	<b>Identification of keywords:</b> The teachers ask the students to read the suggested segment from the textbook page no. 21 - 22 and circle/highlight the words dictated by the teacher in their textbooks. The spelling, meaning, form, pronunciation, autonomy, synonyms, and uses of these words are practised in the class.  <b>Keywords:</b> 1) Generic name: 2) Reeded: 3) Reviewed: 4) Indispensible: 5) Aspicious: 6) Ensembles: 7) Paternal Ancestors:		- Textbook - Workbook

<p>WORKBOOK Pg No. 28</p>	<p>Teacher asks some questions to check Students comprehension</p> <p><b>Workbook activity</b></p> <p>Teacher asks the students to match meaning of the given phrases to the workbook texts/poems they read in period 2, 3 and 4</p>	<p><b>Questions for Comprehension</b></p> <p>1) Why did Aurangzeb ban the playing of pungi?</p> <p>2)How is shehnai different from pungi?</p> <p>3)How was pungi revived?</p> <p>4)Where and how did Bismillah Khan begin Music?</p>	
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<b>Class: 9</b> <b>Chapter: The Sound of Music</b> <b>Period No: 06</b> <b>Read with a Comprehension</b>			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<b>Reading Segment - 2 (Part - II)</b>  (The young boy took music .....Vishwanath Temple) Textbook page number 23-25.  <b>Introduction to keyword</b>	<b>Identification of keywords:</b> The teachers ask the students to read the suggested segment from the textbook page no. 23 - 25 and circle/highlight the words dictated by the teacher in their textbooks. The spelling, meaning, form, pronunciation, autonomy, synonyms, and uses of these words are practised in the class.  <b>Keywords:</b> 1) On end: 2) taken in by: 3) Souvenirs: 4) Emphasis: 5) Chartbuster 6) Celluloid: 7) Ventures: 8) Confer red:		

<p>WORKBOOK Pg No. 29</p>	<p>9) Coveted: 10) Devout: Teacher asks some questions to check students comprehension.</p> <p><b>Workbook activity - 1</b></p> <p>Teacher asks students to complete the wordgrid given in workbook page no. 29</p> <p><b>Workbook activity - 2</b></p> <p>Teacher asks students to identify the musical instruments given and write them in the space provided.</p> <p><b>Workbook activity - 3</b></p> <p>Teacher asks students to use the images of musical instruments as clues and answer the questions given in activity 2.B</p>	<p><b>Questions for Comprehension</b></p> <p>1. Where did Bismillah Khan grow up?</p> <p>2. At what age Bismillah accompanied his uncle to Allahabad Music Conference?</p> <p>3. Who gave ‘Tryst with destiny’ speech?</p> <p>4. What did king zahir shah give to Bismillah khan?</p>	
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<b>Class: 9</b> <b>Chapter: The Sound of Music</b> <b>Period No: 07</b> <b>Read with a Comprehension</b>			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<b>Thinking about the text</b>  Textbook page number 25-26	<b>Textbook Activity</b>  Teacher asks the students to go through page no. 25 of the textbook and complete Activities given under the heading  <b>Activity 1</b> Tick the Right Answer	1. The (shehnai, pungi) was a ‘reeded noisemaker.’  2. (Bismillah Khan, A barber, Ali Bux) transformed the pungi into a shehnai.  3. Bismillah Khan’s paternal ancestors were (barbers, professional musicians).  4. Bismillah Khan learnt to play the shehnai from (Ali Bux, PaigambarBux, UstadFaiyaz Khan).  5. Bismillah Khan’s first trip abroad was to (Afghanistan, U.S.A., Canada).	- Textbook

### Activity 2

2) Find the words in the text which show Ustad Bismillah Khan's feelings about the items listed below. Then mark a tick (✓) in the correct column. Discuss your answers in class.

### Activity 3

3) Answer these questions in 30–40 words.

Bismillah Khan's feelings about	Positive	Negative	Neutral
1. teaching children music			
2. the film work			
3. migrating to the U.S.A.			
4. playing at temples			
5. getting the Bharat Ratna			
6. the banks of the Ganga			
7. leaving Benaras and Dumraon			

1. Why did Aurangzeb ban the playing of the pungi?

2. How is a shehnai different from a pungi?

3. Where was the shehnai played traditionally? How did Bismillah Khan change This?

4. When and how did Bismillah Khan get his big break?

5. Where did Bismillah Khan play the shehnai on 15 August 1947? Why was the event historic?

6. Why did Bismillah Khan refuse to start a shehnai school in the U.S.A.?

		7. Find at least two instances in the text which tell you that Bismillah Khan loves India and Benaras.	
<b>Class: 9</b> <b>Chapter: The Sound of Music</b> <b>Period No: 08</b> <b>Read with a Comprehension</b>			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<b>Thinking About language</b> Textbook page number 26-28  Grammar - 'to + be'	The teacher introduces the use of 'to + Verb' to the students using the following examples. <ol style="list-style-type: none"> <li>a. Evelyn was determined to live a normal life.</li> <li>b. Evelyn managed to conceal her growing deafness from friends and teachers.</li> </ol> The italicised parts answer the questions: "What was Evelyn determined to do?" and "What did Evelyn manage to do?" They begin with a to-verb (to live, to conceal).  - The teacher is suggested to use more examples	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>- Textbook</li> <li>- Workbook</li> </ul>

<p><b>Workbook Activity</b> - 'to + be' Pg. No. 31</p> <p>Grammar - Adjectives</p>	<p>from their immediate context to introduce children to the grammar concept discussed.</p> <p><b>Textbook Activity 1</b> The teacher encourages students to complete the textbook exercise 'look at these sentences' given on page no. 26 on their own using 'to + verb'</p> <p><b>Textbook Activity 2</b> The teacher asks students to go through the textbook and identify the phrases that can be used to complete activity II given in page number 26.</p> <p><b>Textbook Activity 3</b> The teacher asks students to complete textbook activity III given on page no. 27</p> <p><b>Workbook Activity</b> Teacher asks students to fill in the blanks activity corresponding to the grammar concept 'to+verb' given on page no. 30 of the workbook.</p> <p><b>Textbook Activity 4 - Dictionary work</b> The teacher explains the use of <i>adjectives</i> to the students and their usage using the textbook exercise activity IV given on page no. 27</p>		
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- The sound of the shehnai is auspicious.
- The auspicious sound of the shehnai is usually heard at marriages.  
The adjective auspicious can occur after the verb be as in the first sentence, or before a noun as in the second. But there are some adjectives which can be used after the verb be and not before a noun. For example:
- Ustad Faiyaz Khan was overjoyed.  
We cannot say: \*the overjoyed man.

Look at these entries from the Oxford Advanced Learner's Dictionary (2005).



Teacher asks the students to refer to their dictionary and complete the columns given on page no. 28.

### Workbook Activity 2

Teacher reinforces the concept of adjectives and asks students to complete the activity A given in page no. 30.

<p><b>Workbook activity - Grammar</b> (Pg no. 30 - 31)</p>	<p><b>Workbook Activity 3</b></p> <p>Teacher introduces the concept of superlatives and asks students to complete the activity B given in page no. 31.</p> <p><b>Workbook Activity 4 (Editing)</b></p> <p>The teacher asks the students to rewrite the paragraph with the appropriate words given in workbook page no 32</p>	<p>Consult your dictionary and complete the following table. The first one has been done for you.</p> <table border="1" data-bbox="1094 289 1453 440"> <thead> <tr> <th>adjective</th> <th>only before nouns</th> <th>not before nouns</th> <th>both before and after the verb be</th> </tr> </thead> <tbody> <tr> <td>indispensable</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>impressed</td> <td></td> <td></td> <td></td> </tr> <tr> <td>afraid</td> <td></td> <td></td> <td></td> </tr> <tr> <td>outdoor</td> <td></td> <td></td> <td></td> </tr> <tr> <td>paternal</td> <td></td> <td></td> <td></td> </tr> <tr> <td>countless</td> <td></td> <td></td> <td></td> </tr> <tr> <td>priceless</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Use these words in phrases or sentences of your own.</p>	adjective	only before nouns	not before nouns	both before and after the verb be	indispensable			✓	impressed				afraid				outdoor				paternal				countless				priceless				
adjective	only before nouns	not before nouns	both before and after the verb be																																
indispensable			✓																																
impressed																																			
afraid																																			
outdoor																																			
paternal																																			
countless																																			
priceless																																			
<p><b>Class: 9</b>                      <b>Chapter: The Sound of Music</b></p> <p><b>Period No: 09</b>              <b>Speaking, Listening and Writing</b></p>																																			
<p><b>Sub-topics</b></p>	<p><b>Teaching-Learning Process</b></p>	<p><b>Pointers for assessment</b></p>	<p><b>Material required</b></p>																																
<p><b>Listening &amp; Speaking</b></p> <p>Textbook page number 28-29.</p>	<p><b>Textbook Activity</b></p> <p>Teacher facilitates students on how to introduce KishoriAmonkar to the audience before her performance.</p>		<p>Textbook Workbook</p>																																

<p>Workbook Page no. 33 - 34</p> <p><b>Writing</b> Textbook page number 29.</p> <p><b>Workbook</b></p>	<p><b>Workbook Activity - Role Play</b></p> <ol style="list-style-type: none"> <li>a. The teacher asks students to make groups of three and read the roleplay given in page no. 34 of the workbook.</li> <li>b. The students are given some time to read, prepare and practice.</li> <li>c. The teacher asks the groups to come forwards and perform the roleplay before the class.</li> </ol> <p>Teacher asks students to write an essay of length 2 paragraphs on the topic given on page no. 29 of the textbook.</p> <p><b>Topic</b> “If you work hard and know where you’re going, you’ll get there,” says Evelyn Glennie. You have now read about two musicians, Evelyn Glennie and UstadBismillah Khan. Do you think that they both worked hard? Where did they want to ‘go’ ? Answer these questions in two paragraphs, one on each of the two musicians.</p>		
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<p><b>Activity</b> (Pg no. 35 - 36)</p>	<p><b>Workbook Activity 1</b></p> <p>The teacher asks students to discuss the following topic in pairs for a few minutes:  “Is the traditional music of a country more important than its contemporary music? “  The teacher asks the students to write an essay on it in the space given in the workbook.</p> <p><b>Workbook Activity 2</b></p> <p>The teacher asks students to write a short biography in 100 - 150 words using the hints given on page no. 36 of the textbooks in the space provided.</p>		
<p><b>Assessment</b></p> <p><b>Project</b></p>	<p><b>Project 1</b></p> <p>The teacher divides students into groups of 4 and ask them to collect information to fill the box given in page no. 37 of the workbook.</p> <p>The teacher asks students to prepare a report using the data collected and present it in front of the class.</p> <p>The teacher asks students to collect information on people/children who have overcome their physical</p>		<p>Library Internet</p>

	barriers and have achieved success in their lives.		
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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: IX**  
**Chapter :2**  
**Name of Poem: Wind Poem**  
**Total no. Periods for this poetry: 3**

**TOTAL No. of PERIODS = 3**

*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.

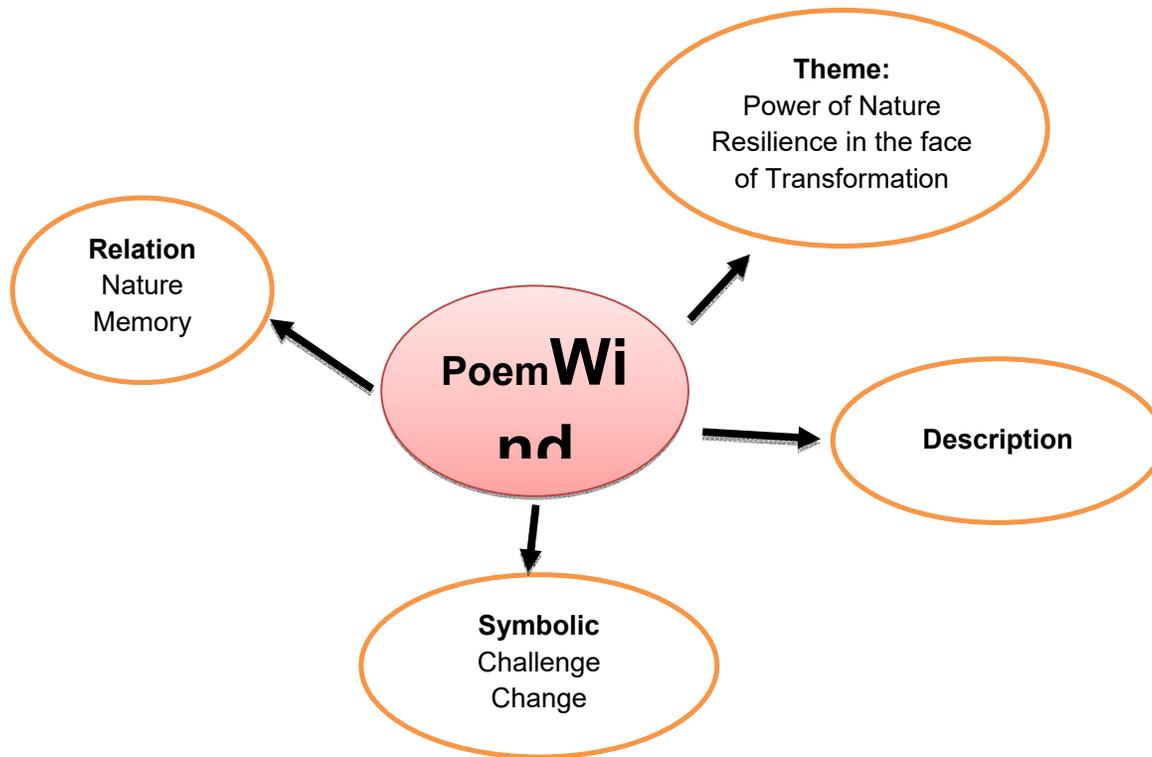
**Goal 5:** Develops an appreciation of the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays and games unique to the language

Period and Topics	Goals and Competencies	On completion of this unit, the learners will be able to:
		Learning Outcomes
<p><b>Period - 1:</b> <b>Pre-requisites:</b> Activating prior knowledge.</p> <p>Introduction of the title and introduction to the theme of the poem</p> <p><i>Read, Recite and Realize</i></p>	<p><b><u>CG 3</u></b></p> <p><b>C- 3.1</b> Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary)</p> <p><b><u>CG 2</u></b></p> <p><b>C- 2.2</b> Asks variety of questions on social experiences using appropriate language (Open-Ended/Closed-Ended/Formal/Informal, relevant to context with sensitivity)</p>	<p><b>LO-1</b> Read literary texts for enjoyment and pleasure.</p> <p><b>LO- 2</b> Compare the literary style of prose and poetry.</p> <p><b>LO-3</b> Tap their previous knowledge relating to the text of the poetry and its language use.</p> <p><b>LO-4</b> Identify and appreciate significant literary elements/poetic devices such as Metaphor, Symbolism, Personification, Rhythm, Scheme, alliteration, assonance etc.</p> <p><b>LO-5</b> Read aloud and recite poems with proper stress, pause, tone and intonation by following proper rhyme and rhythm.</p>
<p><b>Period - 2:</b> <i>Read, Recite and Realize</i></p>	<p><b><u>CG 3</u></b></p> <p><b>C- 3.1</b> Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary)</p>	<p><b>LO- 6</b> Identifies different forms of literary aspects used by the poet to understand the poet’s viewpoints.</p> <p><b>LO- 7</b></p>

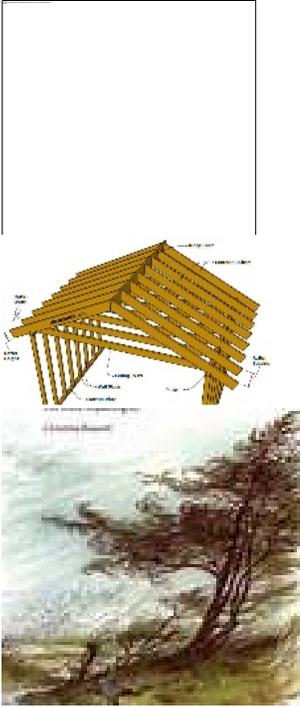
	<p><b><u>CG-4</u></b>  <b>C-4.1</b>  Interprets, Understands and applies linguistic aspects (rules rhyme schemes) such as Sentence Structure Punctuation, Tense, Gender and Parts of Speech.</p> <p><b><u>CG-5</u></b>  <b>C-5.2</b>  Engages in the use of puns, rhymes, alliteration and other wordplays in the language, to make speech and writing more interesting and enjoyable.</p>	<p>Appreciates the poet’s style of symbolic representation and the use of imagery in letting out his agony.</p>
<p><b>Period – 3</b></p>	<p><b><u>CG 3</u></b></p> <p><b>C- 3.1</b>  Identifies and appreciates different forms of literature used in the poetry.</p>	<p><b>LO-8</b>  Read various literary texts for enjoyment and pleasure.</p> <p><b>LO- 9</b>  Compare the literary style of prose and poetry.</p> <p><b>LO-10</b>  Tap their previous knowledge relating to the text of the poetry and its language use.</p> <p><b>LO-11</b>  Identify and appreciate significant literary elements/poetic devices such as Metaphor, Symbolism, Personification, Rhythm, Scheme, alliteration, a etc.</p> <p><b>LO-12</b>  Read aloud and recite poems with proper stress, pause, tone and intonation by following proper rhyme and rhythm.</p>

## Overview

*This graphic organiser will give us an overview of the different elements of the Poem.*



Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p><b>Period 1</b></p> <p><i>Activating prior knowledge</i></p> <p><b>Announcement of the Topic</b></p> <p><b>About the poet wrote the p- Introduce Subramanian Bharati, the poet who poem</b></p>	<p>To activate the background knowledge of the learners, the following activity is conducted in the class</p> <p><b>Assessing prior KNOWLEDGE</b></p> <p style="text-align: center;"><b>WIND</b></p> <ul style="list-style-type: none"> <li>• The teacher recites the entire poem aloud with appropriate stress, rhythm, pauses and intonation.</li> <li>• The students listen to the teacher to follow the tone and articulation.</li> </ul> <p><b>Introduction to the poet</b></p> <p><b>C. Subramanian Bharathi</b> was a Tamil writer, poet,</p>	<p style="text-align: center;">Assessing prior</p> <p style="text-align: center;">DISCUSS ABOUT THE PICTURE</p> <ol style="list-style-type: none"> <li>1. What do you know about the wind?</li> <li>2. Share some of your personal experiences with the wind?</li> <li>3. What are some of the different ways that you think the wind can be used to represent different ideas and concept?</li> </ol>	<div style="border: 1px solid black; height: 80px; width: 100%;"></div>  <p style="text-align: center;"><b>Charts</b></p>  <p style="text-align: center;">Subramanya Bharati</p>

<p><b>"Wind".</b></p> <p><b>Reciting poem –</b></p> <p><b>Stanza.1 - Page. 30</b></p> <p><b>Text for Reading</b></p>	<p>journalist, Indian independence activist, social reformer and polyglot. He was bestowed the title "Bharathi" for his excellence in poetry.</p> <ul style="list-style-type: none"> <li>• The teacher recites the entire poem aloud with appropriate stress, rhythm, pauses and intonation.</li> <li>• The students listen to the teacher to follow the tone and articulation.</li> </ul> <p>Students will follow the teacher and try to recite the poem with proper stress intonation and with rhyme and rhythm</p> <p>Students will follow the teacher and try to recite the poem with proper stress intonation and with rhyme and rhythm</p> <p style="text-align: center;"><b>comprehend</b></p>	<ul style="list-style-type: none"> <li>➤ Discuss Bharati's life and work. What were his major themes?</li> <li>➤ What were his contributions to Indian literature?</li> </ul> <p>What are the images that the poet uses to describe the wind? What do these images suggest about the wind's power a destructiveness</p> <ul style="list-style-type: none"> <li>• How does the speaker describe the wind in the first stanza?</li> <li>• What does the wind do to the trees in the second stanza?</li> <li>• How does the wind make the rivers flow in the third stanza?</li> </ul>	<p><a href="https://ncert.nic.in/textbook.php?iebel=1-9">https://ncert.nic.in/textbook.php?iebel=1-9</a></p> 
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		<ul style="list-style-type: none"><li>• What does the wind bring to the withered trees in the fourth stanza?</li><li>• What does the wind symbolize in the fifth stanza?</li></ul>	
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Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p><b>Period 2</b></p> <p><b>Reading for Listening with comprehension</b></p>	<p><b>Activity</b></p> <p>Individual/whole class/group</p> <ul style="list-style-type: none"> <li>➤ Teacher divides the class into groups</li> <li>➤ Teacher distributes the strips of each line of the text from the poem</li> <li>➤ Total eight strips having the entire text will be distributed</li> </ul> <p>Strips can either be given individually or in groups</p> <p style="text-align: center;"><b>Apply poetic terms and language concepts to discuss and interpret the poem effectively.</b></p> <p>Teacher drives into the in-depth details of the poem that the poet made use of various devices to intensify the</p>	<p>How does the poem's portrayal of the wind compare to other representations of nature in poetry?</p> <ol style="list-style-type: none"> <li>1. What are the implications of the poem's suggestion that the wind is a symbol of change and renewal?</li> <li>2. How does the poem's use of language reflect the speaker's cultural background?</li> <li>3. What is the poem's contribution to our understanding of the wind as a natural force?</li> <li>4. What is the poem's enduring significance for readers today?</li> </ol>	<p style="text-align: center;"><b>Visual Art</b></p> <p>A painting that depicts the wind as a swirling, colourful force of nature, with trees bending and leaves flying in the wind.</p> <p>A sculpture that represents the wind as a powerful, yet delicate, dancer, with flowing arms and legs.</p> <p>A collage that uses a variety of textures and</p>

	poet's emotions		materials to create a sense of the wind's movement and energy.
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Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p><b>Period 3</b>  <b>Oral Narration</b></p> <p><b>Figures of Speech/Poetic Devices</b></p> <p><b>Feedback and Assessment</b></p>	<p>Teacher gives a brief account of the entire poem in a bird's eye view integrating the responses elicited.</p> <p><b>Apply poetic terms and language concepts to discuss and interpret the poem effectively</b></p> <p><b>Repetition:</b>  The poem uses repetition to emphasize the power and relentlessness of the wind. Words like "break," "scatter," and "tea"</p> <p><b>Metaphor</b>  The poem uses metaphors to compare the wind to different things, such as a child, a thief, and a dancer</p> <p><b>Imagery:</b>  "Your roar is like the thunder, your whistle like the song of a bird"</p> <p><b>Symbolism:</b>  "You are the destroyer, wind, breaking down the old and making way for the new."</p>	<p>How does the poem's use of language reflect the speaker's cultural background?</p> <ol style="list-style-type: none"> <li>1. What is the speaker's attitude towards the wind?</li> <li>2. What message does the poem convey about the wind and its relationship to humanity?</li> </ol>	<p><a href="https://byjus.com/cbse-notes/class-9-english-beehive-wind-summary/">https://byjus.com/cbse-notes/class-9-english-beehive-wind-summary/</a></p> <p><b>A short story that personifies the wind as a character, with its own thoughts, feelings, and motivations.</b></p> <p><b>A poem that captures the wind's power and beauty in a different style or form than the original poem.</b></p> <p><b>A children's book that uses the wind as a teaching tool about the power of nature.</b></p>



**Class IX**

**Supplementary Reader**

**Number of periods: 3**

**Lesson Name: The Adventures of Toto**

**Name of the author: Ruskin Bond**

*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
<p><b>Period-1</b></p> <p><b>Prerequisites:</b> Activating prior knowledge Announcement of the topic and Lesson.</p> <p><b>Reading aloud by the teacher.</b></p> <p><b>Segment-1</b></p>	<p><b>CG1</b></p> <p><b>C 1.1</b> Identifies main points summarises after a careful reading of the text and responds coherently.</p> <p><b>C 1.2</b> Uses strategies to organise ideas and information to write for an intended purpose and audience</p>	<p><b>LO1</b> Recall the previous knowledge and describes the various characteristics of the text.</p> <p><b>LO2</b> Understand and elicit meaning of the words in different contexts.</p> <p><b>LO3</b> Reads with understanding information in his environment.</p> <p><b>LO4</b> Organises and structures thought result information and opinions in a variety of oral forms.</p>
<p><b>Period-2</b></p> <p><b>Segment-2</b></p> <p><i>Read aloud by the students</i></p>	<p><b>CG-5</b></p> <p><b>C-5.1</b> Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used.</p> <p><b>CG-2</b></p>	<p><b>LO - 5</b> Reads aloud with proper stress, pause, tone and comprehends the given text employing strategies like predicting, previewing, inferring and summarising.</p> <p><b>LO - 6</b></p>

	<p><b>C2.2-</b> Asks a variety of questions on social experiences using appropriate language.</p> <p><b>C2.3-</b> Shares ideas and critiques on various aspects of their social and cultural surroundings in oral and written form.</p>	Understands and elicits meanings of the words in different contexts.
<p><b>Period-3</b></p> <p><b>Segment-3</b></p> <p><b>Reading Comprehension</b></p>	<p><b>CG3</b></p> <p><b>C3.1-</b>Identifies, analyses and appreciates the different forms of literature by close reading and interpreting different possible meanings.</p> <p><b>C4.1-</b> Interprets, understands and applies basic linguistic aspects.</p>	<p><b>LO7</b></p> <p>Reads silently with comprehension and interprets layers of meaning.</p> <p><b>LO8</b></p> <p>Communicates thoughts, ideas, views and opinions verbally and non-verbally.</p>

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>PERIOD-1 Pre-requisites:</p> <p>Activating Prior Knowledge</p> <p>Announcement of the topic</p> <p>ABOUT THE AUTHOR</p> <p>Reading aloud by the</p>	<p>The teacher directs the students towards the text by making them share their experiences at home.</p> <p>Students contribute their views individually</p> <p><b>THE ADVENTURES OF TOTO</b></p> <p>THE TEACHER INTRODUCES ABOUT THE AUTHOR.</p>	<p>Assessing prior knowledge</p> <p>1. Have you ever had a pet?</p> <p>Do you think it is a good idea to keep wild animals as pets? Why or why not?</p> <p>2. What are some of the challenges of keeping a wild animal as a pet?</p> <p>3. What do you know about monkeys?</p> <ul style="list-style-type: none"> <li>• Where was Ruskin Bond born?</li> <li>• What is his legacy Why did Grandfather buy Toto?</li> </ul>	

<p>teacher. Segment-1</p> <p>paragraphs; 1,2, 3&amp;4 Students learn specific knowledge skills description, comprehension, and narration</p>	<p><b>A. Reading Aloud:</b> The teacher reads the lesson aloud with proper stress, intonation, pronunciation, pause and asks the students to listen carefully</p> <p>They should identify the character's personality traits, motivations, and relationships with other characters.</p>	<ol style="list-style-type: none"> <li>1. What kind of animal was Toto?</li> <li>2. Why did the author's family keep Toto a secret?</li> <li>3. Was Toto a well-behaved pet? Describe some of his mischievous deeds</li> </ol> <p>• How did Toto behave in the narrator's Bedroom?</p>	
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**Class: 9**  
**Lesson: The Adventures of Toto**  
**Period No: 02**

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p><b>Period-2</b>  <b>Reading segment-2</b></p>	<p>Activity-1</p> <p>The teacher divides the students into pairs to elicit answers</p>	<ol style="list-style-type: none"> <li>1. Was Toto a well-behaved pet? Describe some of his mischievous deeds.</li> <li>2. How did Toto react when the author's grandmother screamed at him?</li> <li>3. Why did Grandfather take Toto to Saharanpur?</li> <li>4. Why did Grandfather sell Toto back to the Tonga-driver?</li> </ol> <ol style="list-style-type: none"> <li>1. What was the relationship between the narrator and his/her grandfather?</li> <li>2. What was the main conflict in the story?</li> </ol>	<p>charts</p> <p>verbs:</p> <ul style="list-style-type: none"> <li>• Past tense: "The author's family kept Toto a secret."</li> <li>• Present perfect tense: "Toto has been mischievous."</li> <li>• Past continuous tense: "He was jumping around excitedly."</li> <li>• Gerunds: "Loving animals was a trait he inherited from his grandfather."</li> <li>• Infinitives: "He wanted to play with</li> </ul>



		<p>story?</p> <ul style="list-style-type: none"><li>• How did Toto almost boil himself alive? How does the story explore the relationship between humans and animals</li></ul>	
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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 - 9

UNIT - 3

**Prose -The Little Girl – 7 Periods**

**Poetry – Rain on the Roof by Coates Kinney – 3 periods**

**Supplementary Reader – Ishwaran, the Storyteller - 4 Periods**

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

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

TOTAL No. of PERIODS = 14
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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
<b>Before you Read (Pre-requisites)</b>	CG - 2  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.
<b>Reading Aloud</b>	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.	LO 3: Read the text with fluency and understanding. LO 4: Apply the information processing skills by expanding vocabulary and comprehension abilities through deliberate practice. LO 5: Develop communication skills.
<b>Reading Text Segment 1 (“To the little girl...snoring.”) (Textbook Pg. No. 32 - 33)</b>	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 and an unintended purpose and audience.  CG 2  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 6: Summarize a given text by incorporating the main points from a given text LO 7: Identify the topic sentence, main idea and the supporting details of the text. LO 8: Use strategies like concept map/graphic organiser to organise ideas for a given purpose and audience. LO 9: Ask a variety of questions like open-ended/close-ended and contextual questions based on reading of the text. LO 10: Speak about their immediate socio-cultural surroundings.
<b>Reading Text</b>	CG 1	LO 11: Discuss texts in which characters, events and settings, cause-

<p><b>Segment 2</b>  <b>(“Crying too much...her cheeks.”)</b>  <b>(Textbook Pg. No. 33 - 35)</b></p>	<p>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>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)  C - 2.3: Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms.</p>	<p>effect are portrayed in different ways (collaborative reading)  LO 12: Draw connection between personal experiences and the given text and share responses with others (Connecting text to self))</p>
<p><b>Reading Text</b>  <b>Segment 3</b>  <b>(“The Macdonalds...Father dear.”)</b>  <b>(Textbook Pg. No. 35 - 37)</b></p>	<p>CG 1</p> <p>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 13: Analyse the text critically by using text processing strategies. For example, monitoring, predicting, confirming, re-reading and reading on and self-correcting.</p>
<p><b>Thinking About the Text</b></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)  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 14: Understand that there are different types of questions and categorise them.  LO 15: Accurately answer questions about explicitly stated information in the given text.  LO 16: Make inferences and draw conclusions from the given text.</p>
<p><b>Thinking about Language</b>  <b>(Vocabulary, Grammar)</b></p>	<p>CG 4</p> <p>C - 4.1: Interprets, understands and applies basic linguistic aspects (rules), such as sentence structure, punctuation,</p>	<p>LO 17: Identify synonyms in the text.  LO 18: Demonstrate their understanding of synonyms and use them appropriately.  LO 19: Understand the parts of reporting verb and how they are different</p>

	tense, gender and parts of speech.	from the reported speech. LO 20: Study the usage of reporting verbs in paraphrasing what someone has said. LO 21: Identify the verbs of reporting in a given context.
<b>Speaking</b>	CG 2  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 22: Learn how to describe the character traits and unique qualities of a person.
<b>Writing</b>	CG 2  C - 2.3: Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms. CG 4  C - 4.1: Interprets, understands and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of speech.	LO23: Compare and contrast their lives with that of Kezia. LO24: Paragraph writing LO24: Write three to four paragraphs (150-200 words) on the given topic with supporting details and conclusion.

## OVERVIEW

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



**Class: 9**

**Chapter: The Little Girl**

**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>Introduction to the theme – Linking present knowledge to the background knowledge</p>	<p>Visual activity 1</p> <p>The teacher focuses the attention of the learner to picture 1 and asks the following questions</p> <p>Picture 1 - Family picture (Indian setting)</p>  <p>Picture Courtesy - <a href="https://images.app.goo.gl/KQJcwYcNtvZJZmNA6">https://images.app.goo.gl/KQJcwYcNtvZJZmNA6</a></p>	<ol style="list-style-type: none"><li>1. Who do you see in the picture?</li><li>2. How many members are there in this family?</li><li>3. Is it a nuclear family or a joint family?</li><li>4. Name the members of your family.</li><li>5. With whom do you live?</li><li>6. How many members are there in your family?</li><li>7. Do you live in a nuclear family or a joint family?</li><li>8. How is a nuclear family different from a joint family?</li><li>9. Who is the head of your family?</li><li>10. Who is the breadwinner of your family?</li></ol>	<p>IFPs - Videos and Pictures of Nuclear and Joint Family systems in the Indian Setting to be displayed.</p> <p>The teacher consolidates all the expected answers from the students and writes them on the blackboard.</p> <p>The students take notes</p>

Picture 2 - Family picture (Indian setting)



Picture Courtesy -

<https://images.app.goo.gl/Upk2hCUjXMutY5Cd6v>

11. Who takes care of your emotional needs in your family?

12. Who cooks for you?

13. What is the role of your father in your family?

14. Label Picture 1 and Picture 2 (Nuclear or Joint).

Picture 1: ----- family.

Picture 2: ----- family

R Code -



0959CH03

Link -

<https://epathshala.nic.in/topic.php?id=0959CH03>

Pre-reading Activity

Text 2

Read the following paragraph and draw a tree diagram about a family.

“Ramarao is a teacher. His wife is Susheela. They have two children,

1. After reading the paragraph, try to draw a tree diagram that includes all the members of Mr. Ramarao’s family.

2. Whose family is being referred to here?

The teacher consolidates all the expected answers from the students and writes them on the

Ravi and Sushma. Ravi is eleven years old and Sushma is eight. Ramarao's father, Venkatarao is the head of the family. Ramarao loves his mother Sita very much. Ramarao is an adorable father. He takes his kids out on weekends and loves to play with them whenever he finds time. Children obey their elders in the family and share quality time with one another. They exchange gifts on occasions.”

Sample Family Tree –



Picture Courtesy: [https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.freepik.com%2Fpremium-vector%2Fgenealogical-family-tree-gray\\_8648278.htm&psig=AOvVaw2lwe6gwdlwjPzFsvOg\\_bV&ust=1701501149258000&source=images&cd=vfe&opi=89978449&ved=0CBIQjRxqFwoTCMjPyPjX7YIDFQAAAAAdAAAAABAI](https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.freepik.com%2Fpremium-vector%2Fgenealogical-family-tree-gray_8648278.htm&psig=AOvVaw2lwe6gwdlwjPzFsvOg_bV&ust=1701501149258000&source=images&cd=vfe&opi=89978449&ved=0CBIQjRxqFwoTCMjPyPjX7YIDFQAAAAAdAAAAABAI)

3. Who is the head of the family?
4. Is Ramarao a good father?
5. Is your father as good as Ramarao?
6. Are your parents strict with you always?
7. Have you ever been scolded by your parents?
8. Do your parents have the right to scold you when you are wrong?
9. Do you love your parents?
10. Whom do you love the most in your family and why?
11. Do you like your grandparents?
12. How do your grandparents show their love and affection towards you?
13. Is Ramarao's family a happy family? How can you say so?
14. What are the reasons for their happiness?
15. Is your family a happy family? Why? Or why not? State reasons.
16. Quote your personal feelings with regard to happy moments and bitter

blackboard.

The students take notes.

Family Tree Diagram will be displayed on the blackboard/IFPs.

		experiences within your family.	
Reading aloud by the 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.		Textbook
Pre-reading Activity (Textbook Pg. No. 32)	Before you Read The teacher poses the questions under the heading 'Before you read' on Pg. No. 32 and introduces the story about a little girl.	What is the story about?	The teacher consolidates all the expected answers from the students and writes them on the blackboard. The students take notes.
Introduction to the theme (Concept Map)	Concept Map 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.	Theme – Main idea or the message an author is trying to convey Setting – When and where the story takes place Protagonist – The leading character Cause – An active disagreement between people with opposing principles Effect – The act of finding an answer or	Charts IFPs - The Concept Map will be displayed on the IFPs. The teacher consolidates all the expected answers from the students and writes them on the blackboard.

		<p>solution to a conflict</p> <p>Climax – A large event that changes the outcome of the entire story</p>	<p>The students take notes.</p>
<p>Announcement of Title</p>	<p>Now we are going to read the text with the title ‘the Little Girl’ to know what the text is about. ‘The Little Girl’ is a very interesting lesson where in the author describes Kezia’s experiences, opinions and observations who is emotional and sensitive. She is as much affected by her father’s disciplinarian attitude as by his love.</p> <p>Let’s go through the text and try to understand how typical Kezia’s actions are as a young girl.</p>		<p>The teacher will write the title on the blackboard.</p> <p>The students take notes.</p>

About the Author	Katherine Mansfield, the author of the story 'The Little Girl' wishes to tell us that children share a very deep bond of love with their parents.		The teacher will write about the author on the blackboard. The students take notes.
Reading aloud by the 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.		Textbook Notebook IFPs – The text will be displayed on the IFPs
Reading aloud by the Students	The teacher asks the students to read aloud.		

Class: 09  
 Lesson: The Little Girl  
 Period No: 02

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
Reading with Comprehension	<p>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:            Little, probably, stuttered, wretched, on the brink of suicide, snoring, stretched, laboriously, wandered, scraps, dragged, whispered, screamed, damned, ruler, pink palms, tag, hanky, nightmare, dreadful, butcher, matter, stirred, tucked up, snuggled.</p>	<p>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.</p>	<p>Textbooks            Notebooks            Thesaurus            Dictionary            IFPs – Keywords to be displayed on IFPs</p>
Reading Segment 1 (Textbook Pg. No. 32 – 33)	<p>B. The teacher divides the entire text into three segments to administer the process of reading efficiently in the classroom.</p> <p>Reading Segment – 1            (“To the little girl...snoring”)            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.</p> <p>Close Reading Activity:            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>	<p>What's the name of the little girl in the story?            Who was she afraid of?            Why was Kezia afraid of her father?            Is he a strict person?            Compare and contrast the nature of Kezia's father and your father.            Have you ever been scolded by your father?            Are you also afraid of your father? Why?            Is your mother a strict person?            Are you more comfortable with your</p>	<p>The teacher writes the expected answers on the blackboard/IFPs</p> <p>Students take notes</p>

	<p>Comprehension Check</p> <p>On completion of this activity the teacher poses some questions to check their comprehension.</p> <p>Talk to each other about what you think it means.</p> <p>The teacher consolidates the answers to all these questions and writes them on the blackboard.</p>	<p>grandparents? Why?</p> <p>Do they tell you interesting stories? Do you share your anxieties with them?</p>	
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Class: 09  
 Lesson: The Little Girl  
 Period No: 03

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Reading Comprehension</p> <p>Reading Segment 2            (Textbook Pg. No. 33 - 35)</p>	<p>A. Reading Segment – 2            (“Laboriously...into her cheeks.”)</p> <p>The teacher divides the class into groups for the purpose of shared reading in the Collaborative reading stage since the learners:            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> <p>Comprehension Check            On completion of this activity the teacher poses some questions to</p>	<p>Name the people in Kezia’s family.            Who do you think is the head of Kezia’s family?            Did Kezia try to avoid her father all the time? Why?            Why did she mumble in front of him?            Was there a gap in understanding between Kezia and her father?            How did her grandmother encourage Kezia to understand her parents better?            What did Kezia stitch for her father’s birthday?            What mistake did she make while stitching the pin-cushion?            Why do you think she tore the sheets</p>	<p>Textbooks            Notebooks            Thesaurus            Dictionary            IFPs – Keywords to be displayed on IFPs            The teacher writes the expected answers on the blackboard/IFPs            Students take notes</p>

	<p>check their comprehension.</p> <p>Talk to each other about what you think it means</p>	<p>of fine paper that belonged to her father?</p> <p>Are those papers important?</p> <p>What was her father's reaction?</p> <p>Describe Kezia's feelings when she got punishment from her father.</p> <p>Did she realise her mistake?</p>	
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**Class: 09 Lesson: The Little Girl Period No: 04**

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Reading Comprehension</p> <p>Reading Segment 3 (Textbook Pg. No. 35 - 37)</p>	<p><b>Reading Segment – 3</b> <b>(“The Macdonalds...Father dear.”)</b></p> <p>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> <p><b>Steps during this Stage</b></p> <ul style="list-style-type: none"> <li>• define key vocabulary words using a dictionary</li> <li>• discuss key words</li> <li>• chunk the text</li> <li>• read and discuss as they go on</li> <li>• they can use first language</li> <li>• makes use of visuals/realia/graphic organizers</li> <li>• connects to the background knowledge</li> <li>• identifies the sentence structures or starters</li> </ul> <p>example : because The teacher conducts an extrapolative reading stage to make the learners guess, deduce, figure out, predict and conclude.</p> <p><b>Comprehension Check</b> On completion of this activity the teacher poses some questions to check their comprehension.</p>	<p>What kind of a father was Macdonald? When did Kezia decide that there were different sorts of fathers? What was the turning point in the story? When did Kezia realise her father’s love?</p>	<p>Textbooks Notebooks Thesaurus Dictionary IFPs – The teacher writes the expected answers on the blackboard/IFPs Students take notes</p>

Class: 09  
Lesson: The Little Girl  
Period No: 05

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
Thinking about the text (Text Book Pg No. 38)	The teacher poses the following questions to the students to check their comprehension of the passage (Textbook Pg. No. 38).	<p>Given below are some emotions that Kezia felt. Match the emotions in Column A with the items in Column B. (Refer to table on Pg. No. 38).</p> <p>Answer the following questions in one or two sentences.</p> <ol style="list-style-type: none"><li>1. Why was Kezia afraid of her father?</li><li>2. Who were the people in Kezia's family?</li><li>3. What was Kezia's father's routine (i) before going to his office? (ii) after coming back from his office? (iii) on Sundays?</li><li>4. In what ways did Kezia's grandmother encourage her to get to know her father better?</li></ol> <p>Discuss these questions in class with your teacher and then write down your answers in two or three paragraphs each.</p> <ol style="list-style-type: none"><li>1. Kezia's efforts to please her father resulted in displeasing him very much. How did this happen?</li></ol>	<p>Textbooks Notebooks Thesaurus Dictionary IFPs – The teacher writes the expected answers on the blackboard/IFPs Students take notes</p>

<p>Workbook Activity 1</p> <p>Thinking about Language (Vocabulary) (Text Book Pg No 38)</p>	<p>a) The teacher asks the students to read the text 1 and answer the questions given in workbook.</p> <p>b) The teacher asks the students to read the poem and answer the questions in workbook.</p> <p>Language Item 1: Synonyms</p> <p>Students study the synonyms of the word ‘glad’ and fill in the blanks with an appropriate synonym in the exercise given on Pg. No. 39. They study the use of the word ‘big’ by referring to a dictionary and find out the other meanings of the word ‘big’ to complete the blanks in the exercise on Pg. No. 39.</p>	<p>2. Kezia decides that there are “different kinds of fathers”. What kind of father was Mr Macdonald, and how was he different from Kezia’s father?</p> <p>3. How does Kezia begin to see her father as a human being who needs her sympathy?</p> <p>pg no.38-41 in workbook</p> <p>Pg no.41-43 in workbook</p>	<p>IFP</p> <p>Words And Expressions book for class 9</p> <p>The teacher will write the worksheets on vocabulary and grammar on the blackboard/IFPs.</p>
<p>Thinking about Language (Grammar) (Text Book Pg No. 39)</p> <p>Workbook Activity 2</p>	<p>Language Item 2: Verbs of Reporting</p> <p>Students observe the components of a reporting verb and reported verb and identify the verbs of reporting in the exercises given on Pg. No. 40.</p> <p>a) The teacher asks the students to fill in the blanks with appropriate words by changing the tense if required in workbook.</p> <p>b) The teacher instructs the students to use the appropriate words from the synonyms to fill in the blanks given in workbook.</p> <p>c) The teacher asks the students to do the exercise – Find out the meaning of ‘little’ in the sentences given in workbook.</p>	<p>Pg no.43 in workbook</p> <p>Pg no.44 in workbook</p>	<p>The teacher will write the worksheets on vocabulary and grammar on the blackboard/IFPs.</p> <p>Words And Expressions book for class 9. IFP</p>

<p>Workbook Activity 3</p>	<p>a) The teacher asks the students to read the passage and underline the reporting verbs in workbook.</p> <p>b) The teacher asks the students to do the exercise on choosing correct reporting verbs in work book.</p>	<p>Pg no.44&amp;45 in workbook</p>	<p>Words And Expressions book for class 9. IFP</p>
<p>Workbook Activity 3</p>	<p>a) The teacher asks the students to edit the passage given in workbook by using the punctuation marks.</p>	<p>Q no.1, pg no.45 in workbook</p>	
<p>Workbook Activity 3</p>	<p>b) The teacher asks the students to rearrange each set of words to make sentences by using appropriate punctuation marks.</p>	<p>Q no.2, pg no.45 in workbook</p>	
<p>Workbook Activity 4</p>		<p>Q no.1, pg no.46-47 in workbook</p>	
<p>Workbook Activity 4</p>		<p>Q no.2, pg no.47-48 in workbook</p>	



<p>Speaking</p> <p>Writing</p>	<p><b>Speaking</b> The teacher divides the class into groups and asks them to look at the sentences given in workbook to jot down the points and make an oral representation by discussing with their partners.</p> <p><b>Writing</b> The teacher instructs the students to write a letter to their parents appreciating them for all the little things they do for them..</p>	<p><b>Speaking Activity</b></p> <p>Pg no.51-52 in workbook under <b>Writing Activity</b></p>	<p>class 9 IFP</p>
<p><b>Writing Activities</b> (Textbook Pg. No. 40)</p>	<p>The students will read the questions under writing activity on Pg. No. 40 and write 3-4 paragraphs (150-200 words) discussing issues from their own experience.</p>	<p>Present your paragraphs to the class.</p>	<p>The teacher will write the written draft on the blackboard/IFPs</p>

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Feedback and Assessment            (Text Book Pg NO. 36)</p> <p>Work Book Activity</p>	<p>Reading and writing activity            Observe the details of the picture and answer the question.            Picture 1:</p>  <p><small>The little girl sees through a gap the Macdonalds playing tag in the evening.</small></p> <p>Picture Courtesy: <a href="https://ncert.nic.in/textbook.php?iebe1=3-11">https://ncert.nic.in/textbook.php?iebe1=3-11</a> (Pg. Np. 36)</p> <p><b>Project</b>            The teacher assigns a project on the topic, ‘An Interview with parents on how the things changed over time’ by following the questionnaire given in workbook.</p>	<p>Imagine that you are in the shoes of Kezia in the picture, and share your feelings with your friend on how you felt while seeing the Macdonalds family having a nice time with each other.</p>	

**POEM**

**Title: Rain on the Roof – 3 Periods**

**Poet: Coates Kinney**

*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, rhyme, pun, and other wordplays and games unique to the language.

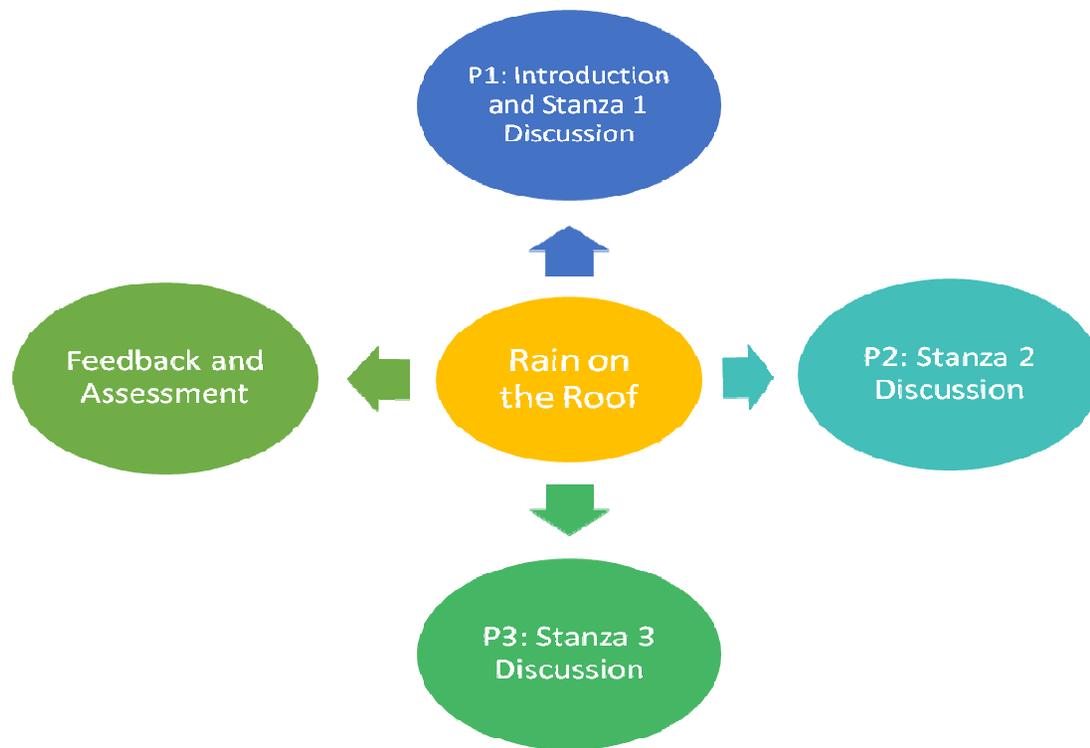
Period and Topics	Goals and Competencies	On completion of this unit, the learners will be able to:
		Learning Outcomes
<p><b>Period - 1:</b>  <b>Pre-requisites:</b> Activating prior knowledge.</p> <p>Introduction of the title and introduction to the theme of the poem</p> <p><b>Read, Recite and Realize</b>  <i>Stanza 1 (lines 1-8)</i>  <i>("When the humid shadows...rain overhead.")</i></p>	<p><b>CG 3</b></p> <p><b>C- 3.1</b>  Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary)</p> <p><b>CG 2</b></p> <p><b>C- 2.2</b>  Asks variety of questions on social experiences using appropriate language (Open-Ended/Closed-Ended/Formal/Informal, relevant to context with sensitivity)</p>	<p><b>LO-1</b>  Compare the literary style of prose and poetry.</p> <p><b>LO-2</b>  Tap their previous knowledge relating to the text of the poetry and its language use.</p> <p><b>LO-3</b>  Discuss Coates Kinney's literal and figurative ideas.</p> <p><b>LO-4</b>  Read aloud and recite poems with proper stress, pause, tone and intonation by following proper rhyme and rhythm.</p>
<p><b>Period - 2:</b>  <b>Read, Recite and Realize</b>  <i>Stanza 2 (lines 9-16)</i>  <i>("Every tinkle...upon the roof.")</i></p>	<p><b>CG 3</b></p> <p><b>C- 3.1</b>  Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary)</p> <p><b>CG-4</b>  <b>C-4.1</b>  Interprets, Understands and applies linguistic aspects (rules rhyme schemes) such as Sentence Structure Punctuation, Tense, Gender and Parts of Speech.</p> <p><b>CG-5</b>  <b>C-5.2</b></p>	<p><b>LO- 5</b>  Identifies different forms of literary aspects used by the poet to understand the poet's viewpoints.  Identify poetic devices and use them during classroom discussion.</p> <p><b>LO- 6</b>  Appreciates the poet's style of symbolic representation and the use of imagery.</p>

	Engages in the use of puns, rhymes, alliteration and other wordplays in the language, to make speech and writing more interesting and enjoyable.	
<p><b>Period – 3</b>  <b>Read, Recite and Realize</b>  <i>Stanza 3 (line 17-24)</i>  <i>(“Now in memory...patter of the rain.”)</i></p> <p><i>Summary of the poem</i></p>	<p><b><u>CG 3</u></b>  <b>C- 3.1</b>  Identifies and appreciates different forms of literature used in the poetry.</p>	<p><b>LO-7</b>  Describe the gist/theme of the poem.  <b>LO- 8</b>  Infer the meanings of words and phrases through contextual clues.  <b>LO-9</b>  Appreciate the feel awakened after a rainy day, the soothing and healing quality of nature.  <b>LO-10</b>  Identify and appreciate significant literary elements/poetic devices such as personification, alliteration, onomatopoeia, transferred epithet, rhythm, rhyme, scheme etc.  <b>LO-11</b>  Read aloud and recite poems with proper stress, pause, tone and intonation by following proper rhyme and rhythm.</p>
<p><b>Feedback and Assessment</b></p>	<p><b><u>CG 3</u></b>  <b>C- 3.1</b>  Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary)</p> <p><b><u>CG-4</u></b>  <b>C-4.1</b>  Interprets, Understands and applies linguistic aspects (rules rhyme schemes) such as Sentence Structure Punctuation, Tense, Gender and Parts of Speech.</p> <p><b><u>CG-5</u></b>  <b>C-5.2</b>  Engages in the use of puns, rhymes, alliteration and</p>	<p><b>LO- 12</b>  Get the message that man and nature are integrated.  <b>LO- 13</b>  Identifies different forms of literary aspects used by the poet to understand the poet’s viewpoints.  <b>LO- 14</b>  Appreciates the poet’s style of symbolic representation and the use of imagery.</p> <p>Become familiar with the rhyming pattern a,b,a,b,d,e,f,e.</p>

	other wordplays in the language, to make speech and writing more interesting and enjoyable.	
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**Overview:**

**This graphic organizer will give us an overview of the different parts of the poem 'Rain on the Roof'.**



### Concept Map A

This concept map will give us an overview of the different elements of the poem.

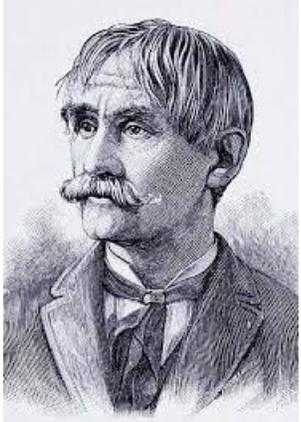


**Class: 09Poem: Rain on the Roof**

**Period No: 01 Introduction to the theme of the Poem and Stanza 1 Discussion**

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required						
<p><b>Period 1</b></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><b>Activity 1:</b> The teacher shows the <i>picture of rain on the roof (Pic -1)</i> and elicits their ideas/thoughts/perceptions and imagination with the help of these questions.</p> <ol style="list-style-type: none"><li>1. What do you see in the picture?</li><li>2. Name the elements.</li><li>3. Do you like rainy season? Why or why not?</li><li>4. Have you ever enjoyed playing in the rain?</li><li>5. While lying on the bed, you might have heard the sound of raindrops falling on the roof. How was this experience for you?</li><li>6. Do these sounds remind you of any past memories?</li></ol>	<p>About Rain:</p> <table border="1" data-bbox="1066 753 1440 849"><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>(<a href="https://www.google.com/url?sa=i&amp;url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DrJMYT4L-9dU&amp;psig=AOvVaw3req7oVmi- ezSgqar3MRAw&amp;ust=1701517521181000&amp;source=images&amp;cd=vfe&amp;opi=89978449&amp;ved=0CBiQjRxqFwoTCOCiWfGU7oIDFQAAAAAdAAAAABAQ">https://www.google.com/url?sa=i&amp;url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DrJMYT4L-9dU&amp;psig=AOvVaw3req7oVmi- ezSgqar3MRAw&amp;ust=1701517521181000&amp;source=images&amp;cd=vfe&amp;opi=89978449&amp;ved=0CBiQjRxqFwoTCOCiWfGU7oIDFQAAAAAdAAAAABAQ</a>)</p>
I SEE	I THINK	I WONDER							

	<p><b>Activity 2</b> Picture of <i>boy lying on the bed while it's raining</i>(Pic -2)</p> <p>The teacher asks the students to observe the Picture keenly and speak a few words about it.</p> <ol style="list-style-type: none"> <li>1. The teacher divides the students into groups and asks questions. <ol style="list-style-type: none"> <li>a. Who do you see in the picture? What is the person doing?</li> <li>b. Is he sleeping or awake?</li> <li>c. Why do you think he woke up?</li> <li>d. What could he see through the window?</li> </ol> </li> <li>2. Teacher consolidates all the responses given by the students and writes the oral narrative on the blackboard/IFP.</li> </ol>		 <p>Pic – 2</p> <p><a href="https://www.google.com/url?sa=i&amp;url=https%3A%2F%2Fypoeticside.com%2Fpoets%2Fcoates-kinney-poems&amp;psig=AOvVaw19fmY30km1Pmn_a5FB5xTt&amp;ust=1701517740055000&amp;source=images&amp;cd=vfe&amp;opi=89978449&amp;ved=0CBIQjRxqFwoTCJCm gv6V7oIDFQAAAAAdAAA AABAD">https://www.google.com/url?sa=i&amp;url=https%3A%2F%2Fypoeticside.com%2Fpoets%2Fcoates-kinney-poems&amp;psig=AOvVaw19fmY30km1Pmn_a5FB5xTt&amp;ust=1701517740055000&amp;source=images&amp;cd=vfe&amp;opi=89978449&amp;ved=0CBIQjRxqFwoTCJCm gv6V7oIDFQAAAAAdAAA AABAD</a></p>
<p><b>Announcement of the Title</b></p>	<p>The teacher announces the title of the poem, namely, ‘Rain on the Roof’ written by Coates Kinney.</p>		<p>The teacher writes the title on the blackboard/IFPs.</p>

<p><b>Introduction about the poet</b></p>	<p>Teacher gives a brief account of Coates Kinney, who was an American lawyer, politician, journalist and poet who wrote ‘Rain on the Roof’.</p> <p>In this poem, the poet brings alive the effect of rain’s pitter-pattering on his mind and heart, as well as old memories of his life, when he was a child.</p> <p>Let’s read and analyse the poem stanza by stanza.</p>	<ol style="list-style-type: none"> <li>1. What is the title of the poem?</li> <li>2. Who is the poet?</li> <li>3. What is the poem about?</li> </ol>	 <p><a href="https://www.google.com/url?sa=i&amp;url=https%3A%2F%2Fenglishforlearner.com%2Frain-on-the-roof%2F&amp;psig=A0vVaw3req7oVmi-ezSgqar3MRAw&amp;ust=1701517521181000&amp;source=images&amp;cd=vfe&amp;opi=89978449&amp;ved=0CBIQjRxqFwoTCOCiwfGU7oIDFQAAAAAdAAAAABAI">https://www.google.com/url?sa=i&amp;url=https%3A%2F%2Fenglishforlearner.com%2Frain-on-the-roof%2F&amp;psig=A0vVaw3req7oVmi-ezSgqar3MRAw&amp;ust=1701517521181000&amp;source=images&amp;cd=vfe&amp;opi=89978449&amp;ved=0CBIQjRxqFwoTCOCiwfGU7oIDFQAAAAAdAAAAABAI</a></p>
<p><b>Model Reading by the Teacher</b></p>	<ul style="list-style-type: none"> <li>• The teacher recites the entire poem aloud with appropriate stress, rhythm, pauses and intonation.</li> <li>• The students listen to the teacher to follow the tone and articulation.</li> <li>• Students will follow the teacher and try to recite the poem with proper stress intonation and with rhyme and rhythm.</li> </ul>		

<p><b>Chorus reading by students</b></p>	<p><b>Activity 3</b> Individual/whole class/group</p> <ul style="list-style-type: none"> <li>• Teacher divides the class into groups</li> <li>• Teacher distributes the strips of each line of the poem</li> <li>• Total eight strips having the entire poem will be distributed</li> <li>• Strips can either be given individually or in groups</li> </ul>		<p>Glossary will be written on the blackboard/IFPs.</p>
<p><b>Stanza 1 Appreciation</b> <i>Stanza 1 (lines 1-8)</i> <i>(“When the humid shadows...rain overhead.”)</i></p>	<p><b>Check on Appreciation –</b> The teacher asks the students the following questions.</p> <p>Soon after eliciting the responses, the teacher will consolidate the gist of the first stanza by saying that the poet feels happy when he hears the sound of the rain falling on the roof of his cottage.</p> <p>Various thoughts that arise in the poet’s mind are exposed in this poem.</p>	<ol style="list-style-type: none"> <li>1. How many lines are there in this stanza?</li> <li>2. What does the poet try to describe in these lines of the first stanza?</li> <li>3. Can you explain the feelings of the poet? Is he happy or sad?</li> <li>4. What is the poet doing while it is raining?</li> <li>5. Describe the climate.</li> <li>6. Does the poet love the sound of raindrops?</li> <li>7. Please note that we find two different emotions in the same sentence – sky weeping in rainy tears is one emotion. Can you tell the other emotion? (<i>Answer: The bliss felt by the poet while listening to the weeping of sky</i>)</li> </ol>	<p>Vocabulary Chart – the following words and phrases will be displayed on the blackboard/IFPs –</p> <ul style="list-style-type: none"> <li>• shadows (dark clouds)</li> <li>• humidity (moisture)</li> <li>• melancholy (sad)</li> <li>• bliss (joy)</li> <li>• chamber (room)</li> <li>• patter (sound)</li> <li>• over the starry spheres (sky full of stars)</li> <li>• rainy tears (rain droplets)</li> <li>• hover (move around something)</li> </ul>

**Class: 09**

**Poem: Rain on the Roof**

**Period No: 02**

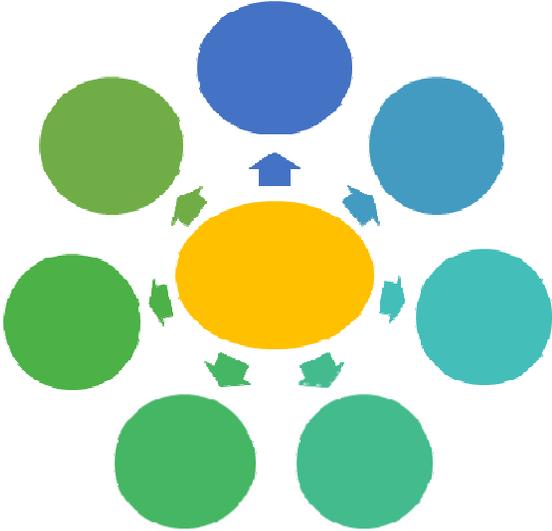
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p><b>Stanza 2</b> <b>Appreciation</b> <i>Stanza 2 (lines 9-16)</i> <i>(“Every tinkle...upon the roof.”)</i></p>	<p><b>Check on Appreciation –</b> The teacher asks the students the following questions.</p> <p>Soon after eliciting the responses, the teacher will consolidate the gist of the second stanza by saying that new imaginations and memories are created in the poet’s mind when he hears the sound of rain droplets on the roof.</p>	<ol style="list-style-type: none"><li>1. What is the effect of the raindrops falling on the wooden roof of the poet’s cottage, poet’s mind and heart?</li><li>2. What does the poet mean by “<i>a thousand recollections weave their own threads in woof</i>”?</li></ol>	<p>Vocabulary chart – words and phrases will be displayed in the blackboard/IFPs.</p> <ul style="list-style-type: none"><li>• Tinkle (short, light ringing sound)</li><li>• Shingles (wooden roof of his cottage)</li><li>• Echo (a rise of feelings / repeated sound)</li><li>• Dreamy fancies (thoughts)</li><li>• Woof (weft, the thread woven across the loom)</li><li>• Busy being (refers to the poet himself)</li></ul>

**Class: 09**  
**Poem: Rain on the Roof**  
**Period No: 03**

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p><b>Stanza 3</b>  <b>Appreciation</b>  <i>Stanza 3 (line 17-24)</i>  <i>("Now in memory...patter of the rain.")</i></p>	<p><b>Check on Appreciation –</b>  The teacher asks the students the following questions.  Soon after eliciting the responses, the teacher will consolidate the gist of the third stanza by saying that rain reminds him of his beloved mother and her fond look on him. The sound of the rain makes him correlate his past with the present. That is why the poet is moved by the sound of the raindrops on the shingles of his room.</p>	<ol style="list-style-type: none"> <li>1. What comes to the mind of the poet suddenly?</li> <li>2. List out the rhyming words in the stanza.</li> <li>3. What is the meaning of the word 'agone'?</li> <li>4. Who does the phrase 'darling dreamers' refer to?</li> <li>5. Why does the poet say that he feels her fond look on him?</li> <li>6. Is the poet now a child?</li> <li>7. Is his mother alive?</li> <li>8. The poet's mother comes to his mind. Is it a past memory or a present memory? How does he feel at this moment?</li> </ol>	<p>Vocabulary chart – words and phrases will be displayed in the blackboard/IFPs -</p> <ul style="list-style-type: none"> <li>• Darling dreamers</li> <li>• Shingles</li> <li>• Refrain</li> <li>• Fond look</li> </ul>
<p><b>Poetic Devices (stanza-wise)</b>   <b>Stanza 1</b></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.  <b>Poetic devices:</b>  Poet makes use of multi-literary devices in different shades of expressions.  <b>Stanza 1 – Literary devices -</b></p>		<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Chart work</li> <li>• Chart</li> <li>• Literary devices will be written on blackboards/IFPs</li> </ul>

<p><b>Stanza 2</b></p>	<ul style="list-style-type: none"> <li>• <b>Alliteration</b> – Humid hover -h, starry spheres - s, press pillow - p, lie listening - l</li> <li>• <b>Onomatopoeia</b> – patter</li> <li>• <b>Personification</b> – ‘darkness’ has been personified when he says that he is sad</li> <li>• <b>Transferred epithet</b> – in ‘melancholy darkness’, darkness is not sad, but it refers to the sad people</li> </ul> <p><b>Stanza 2 – Literary devices –</b></p> <ul style="list-style-type: none"> <li>• <b>Alliteration</b> – busy being - b, their thread – th, rain roof - r</li> <li>• <b>Onomatopoeia</b> – tinkle, patter</li> <li>• <b>Personification</b> – ‘recollection’ is personified when he says that they weave dreams</li> <li>• <b>Transferred epithet</b> – dreamy fancies</li> </ul>		
<p><b>Stanza 3</b></p>	<p><b>Stanza 3 – Literary devices –</b></p> <ul style="list-style-type: none"> <li>• <b>Alliteration</b> – memory of my mother - m, darling dreamers - d</li> <li>• <b>Onomatopoeia</b> – patter (sound of raindrops falling on the roof)</li> </ul>		

**Class: 09**  
**Poem: Rain on the Roof**  
**Period No: 04**

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<b>Feedback and Assessment</b>	<p>The teacher consolidates the whole poem for getting the main elements and gist of the poem in the concept map given below. Refer to Concept Map A to fill in the elements of the poem.</p> <p><b>Concept Map B -</b></p> 	<p>What are the details of the poem that will fit in the concept map-B?</p>	<p>Black Board/IFP, Note Books.</p>

<b>Assignment</b>	The teacher asks the students to work on the poem to reinforce their learning.  Write a short summary of the poem "Rain on the Roof".		Summary of the poem "Rain on the Roof" on the Black Board/IFP.
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**LESSON PLAN**  
**CLASS-09 UNIT - 3**

**Supplementary Reader - Iswaran the Storyteller - 4 Periods**

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

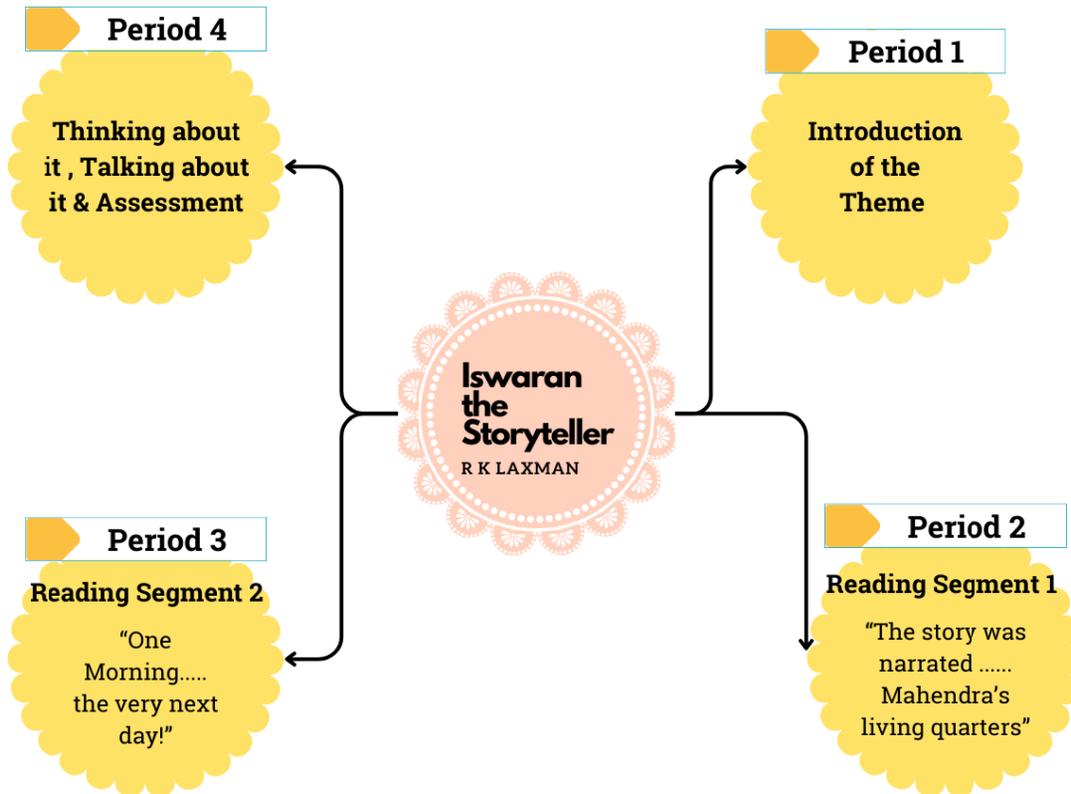
**CG 2** :Develops the capacity for effective oral and written communication in different situations ( formal and informal).

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

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

**OVERVIEW**

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







**Image 1**

**Announcement of the topic**

Teacher announces the topic to the students.

- Iswaran the story teller

Teacher asks the students to

- a. identify the different kinds of stories
- b. people who tell stories,
- c. the way storytellers express the theme
- d. how they narrate the story and
- e. different kinds of people and their existing conditions at work/at home etc.

**Class: 09 Chapter: Iswaran the storyteller**

**Period No: 02 Reading Segment 1**

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p><b>Reading Segment 1</b> ("The story was narrated ..... Mahendra's Living Quarters") SR Pg no. 12 - 15</p>	<p><b>Reading Aloud</b> The teacher reads the passage aloud and asks the students to read the passage aloud with correct stress, pause and intonation.</p> <p><b>Independent Reading:</b> The teacher asks the students to read the segment 1 themselves and underline the difficult words.</p> <p>The teacher asks students to share the difficult words with the class and explains the meaning of the words.</p> <p><b>Questions for Comprehension</b> The teacher asks the students the following questions to evaluate their comprehension.</p> <ol style="list-style-type: none"><li>1. To whom did Mahendra narrate the story?</li><li>2. What was Ganesh's job?</li><li>3. What was Mahendra's job?</li><li>4. List two characteristics of Mahendra.</li><li>5. Who was Mahendra's servant?</li><li>6. What is Iswaran good at?</li><li>7. What is special about Iswaran's cooking?</li><li>8. Whose stories inspired Iswaran's storytelling?</li><li>9. How did Iswaran narrate his stories?</li></ol>	<p>The students read the Segment 1 and underlines the difficult words.</p> <p>The students share the difficult words with the class and make a note of their meanings in their notebooks.</p> <p>The students answers the questions posed by the teacher.</p>	<ul style="list-style-type: none"><li>- Supplementary Reader</li><li>- Notebooks</li><li>- IFP</li></ul> <p><a href="#">Additional Link - The elephants Story - Part 1</a></p>

10. How did Mahendra listen to Iswaran's stories?
11. What was Iswaran's anecdote about?
12. What was the elephant doing in Iswaran's anecdote?
13. Who brought down the elephant?
14. How was the elephant brought down?
15. How was the elephant revived?

**Additional Questions**

1. Who makes delicious dishes at your home?
2. Apart from cooking, what else does this person do?
3. Have you observed his/her daily routine?
4. Do you think that body language is important for effective communication?
5. What else is important while telling a story?
- 6.

**Class: 09 Chapter: Iswaran the storyteller**

**Period No: 03 Reading Segment 2**

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p><b>Reading Segment 2</b> ("One Morning..... the very next day!") SR Pg no. 15 - 17)</p>	<p><b>Reading Aloud</b></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><b>Independent Reading:</b></p> <p>The teacher asks the students to read the segment 1 themselves and underline the difficult words.</p> <p>The teacher asks students to share the difficult words with the class and explains the meaning of the words.</p> <p><b>Questions for Comprehension</b></p> <p>The teacher asks the students the following questions to support their comprehension.</p> <ol style="list-style-type: none"><li>1. What did Iswaran ask Mahendra when he was having breakfast?</li><li>2. What was special about that day according to Iswaran?</li><li>3. How was the day's dinner?</li><li>4. What did Iswaran do after the night's dinner?</li><li>5. What was the story about?</li><li>6. What did Iswaran tell about the factory area they were</li></ol>	<p>The students read the Segment 1 and underlines the difficult words.</p> <p>The students share the difficult words with the class and make a note of their meanings in their notebooks.</p>	<p><a href="#">Additional Link - The elephants Story - Part 2</a></p> <p>IFP</p>

occupying?

7. How did Iswaran describe the burial ground?
8. Describe the ghost that Iswaran sees off and on at midnight during the full moon?
9. What effect did the expression of the ugly creature have on Mahendra?
10. Did the story affect Mahendra? How did it affect him?
11. What made Mahendra awake from his sleep that night?
12. How did he conclude that the sound was not of the cat?
13. Why did he resist his desire?
14. What did Iswaran tell Mahendra the next morning?
15. Mahendra resigned from his post and left the place. What do you think could be the reason?

**Additional Questions**

1. Was it right for Mahendra not to trust his reasoning and believe Iswaran?
2. Do you believe in imaginary creatures like ghosts?



<b>Assignment</b>	Teacher asks the students to write an essay on “Superstitions in the Society”	Superstitions in the Society: Tradition, Education, Constitution, scientific temper, science etc.	<ul style="list-style-type: none"> <li>- Library</li> <li>- Magazines</li> <li>- IFPs</li> <li>- Blackboard</li> <li>- Bhagmathi - Movie</li> </ul>
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<p><b>Teacher’s Reflections</b></p> <ol style="list-style-type: none"> <li>1. Did the lesson plan align with the curricular goals and competencies? If not, how could it be adjusted for better alignment?</li> <li>2. How well did the pedagogical strategies engage students and promote active participation in the learning process?</li> <li>3. How well did the assessment strategies measure student understanding and achievement of the learning outcomes?</li> <li>4. How effective were the materials and resources used in the lesson?</li> <li>5. Did the lesson incorporate formative assessment strategies to guide pedagogy and provide timely feedback to students?</li> </ol>
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9<sup>th</sup> Class

Unit 4 (12 Periods)

PROSE: A Truly Beautiful Mind - 8 Periods

POEM: The Lake Isle of Innisfree - 2 Periods

SR: In the Kingdom of Fools - 2 Periods

## Curricular Goals

### **CG1**

Develops reading comprehension and summarizing skills by engaging with a variety of texts (stories, poems, and 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 period).

### **CG-4**

Develops the ability to recognize 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 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><b>Period 1</b>  <b>Pre-requisites</b>  <b>Introduction to the text - A</b>  <b>Truly Beautiful Mind</b></p>	<p><b>CG1</b>  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.</p> <p><b>CG3</b>  C-3.1 Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary).</p> <p><b>CG4</b>  C-4.1 Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech.</p>	<p><b>L01</b>  Skim and scan for the relevant information to trace the required information.</p> <p><b>L02</b>  Understands the aspects of biography and writes summaries organizing ideas.</p> <p><b>L03</b>  Analyses the text and devise a reading method and accommodates the self to the text for better comprehensibility.</p> <p><b>L04</b>  Distinguishes the linguistic aspects from formal to informal and applies accordingly.</p>
Period and topics	Competencies	Learning Outcomes
<p><b>Period 2</b>  <b>Reading</b>  <b>Segment 1</b></p>	<p><b>CG2</b>  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/closed-ended, formal/informal, relevant to context, with sensitivity).</p>	<p><b>L05</b>  Interprets the texts and comes to know about major incidents in a biography.</p> <p><b>L06</b>  Inquiries about various popular figures through questioning and searching over internet.</p> <p><b>L07</b>  Expresses opinions from own perspective in the classroom</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><b>CG3</b></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>and in such situations.</p> <p><b>L08</b></p> <p>Shares the views of presenting a popular figure and appreciates the text reviewing it.</p>
<b>Period and topics</b>	<b>Competencies</b>	<b>Learning Outcomes</b>
<p><b>Period 3</b> <b>Reading Segment 2</b></p>	<p><b>CG1</b></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><b>CG2</b></p> <p>C-2.1 Listens critically and reads different news articles, reports, and editorials to express opinions.</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><b>CG4</b></p> <p>C-4.1 Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and</p>	<p><b>L09</b></p> <p>Responds to the queries appropriately with what is cohesive.</p> <p><b>L010</b></p> <p>Writes with cohesion and with precision for a given purpose.</p> <p><b>L011</b></p> <p>Collects information through various media and expresses views of the self.</p> <p><b>L012</b></p> <p>Organises ideas in sequence according to the importance and writes persuasively.</p> <p><b>L013</b></p> <p>Employs punctuation knowledge while writing to bring clarity of ideas.</p>

	parts of speech.	
<b>Period and topics</b>	<b>Competencies</b>	<b>Learning Outcomes</b>
<b>Period 4</b> <b>Paragraph Mapping activity</b> <b>Thinking about language</b>	<b>CG1</b> 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. <b>CG2</b> C-2.3 Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form. <b>CG4</b> C-4.1 Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech.	<b>L014</b> Identifies the key points in the text and maps them according to the central idea. <b>L015</b> Writes appropriately with organisation and informatively but with brevity.  <b>L016</b> Shares ideas critically and be inquisitive.  <b>L017</b> Applies linguistic aspects without errors in understanding and in responding orally and in writing.
<b>Period and topics</b>	<b>Competencies</b>	<b>Learning Outcomes</b>
<b>Period 5</b> <b>"If" Poem by Rudyard Kipling</b> <b>Vocabulary</b> <b>Grammar</b> <b>Editing</b>	<b>CG1</b> C-1.1 Identifies main points, summarizes after a careful reading of the text, and responds coherently. <b>CG3</b> C-3.1 Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary).	<b>L018</b> Synthesises the key aspects of the poem and appreciates the inner meaning. <b>L019</b> Learns the creative usage in poetic vocabulary and appreciates. <b>L020</b> Identifies multiple meanings a word can convey, explores and

	<p><b>CG4</b> C-4.1 Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech.</p> <p><b>CG5</b> 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>experiments.</p> <p><b>LO21</b> Evaluate the usage of words according to their phonetic structure and their organisation and learn to write beautiful language.</p> <p><b>LO22</b> Learns to use language economically.</p>
<b>Period and topics</b>	<b>Competencies</b>	<b>Learning Outcomes</b>
<p><b>Period 6</b> <b>Dictation</b> <b>Listening</b> <b>Preparatory for next class</b> <b>(News reports)</b></p>	<p><b>CG1</b> C-1.1 Identifies main points, summarizes after a careful reading of the text, and responds coherently.</p> <p><b>CG2</b> 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><b>CG4</b> C-4.1 Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech.</p>	<p><b>LO23</b> Develops conventions of writing.</p> <p><b>LO24</b> Understands the language in news reports and the organisation of ideas in a news report.</p> <p><b>LO25</b> Develops values and moral thinking by reading enlightening texts.</p> <p><b>LO26</b> Punctuates for brevity, for structural integrity.</p>

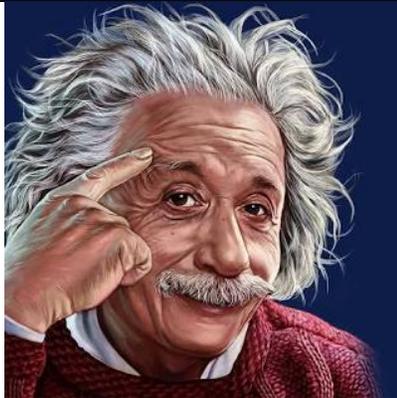
Period and topics	Competencies	Learning Outcomes
<p><b>Period 7</b> <b>Writing</b></p> <p><b>Activity</b> <b>Note Taking</b> <b>Textbook activity</b></p> <ul style="list-style-type: none"> <li>• <b>Writing Newspaper reports</b></li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• <b>Making notes on how to debate</b></li> </ul>	<p><b>CG1</b> 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.</p> <p><b>CG2</b> C-2.4 Writes different kinds of letters and essays in an appropriate language for different audiences.</p> <p><b>CG4</b> C-4.1 Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech.</p>	<p><b>L027</b> Collects main points and prepares gist of the text.</p> <p><b>L028</b> Organises ideas logically.</p> <p><b>L029</b> Chooses appropriate vocabulary to report.</p> <p><b>L030</b> Employs accurate linguistic aspects in reporting.</p>
Period and topics	Competencies	Learning Outcomes
<p><b>Period 8</b> <b>Debate</b></p>	<p><b>CG1</b> C-1.1 Identifies main points, summarizes after a careful reading of the text, and responds coherently.</p> <p><b>CG2</b> 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/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 form.</p>	<p><b>L031</b> Categorises main ideas and articulate coherently and logically.</p> <p><b>L032</b> Listens critically and carefully to argue and to convince.</p> <p><b>L033</b> Sensitise towards the opinion on the contemporary issues.</p> <p><b>L034</b> Employs appropriate negotiating skills to convince and to persuade.</p>

# Overview

## A Truly Beautiful Mind





<p><b>Announcement of the title</b></p>	<p>about the life of a person?</p> <p>1. Biography</p> <p>Teacher briefs the students about biography and autobiography.</p> <p>We have a biography of a beautiful physicist, Albert Einstein titled - <b>A Truly Beautiful Mind</b>.</p> <p>Now we understand that this lesson is a biography, what do you actually find in a biography?</p> <p>List the things mentioned in a biography.</p> <ul style="list-style-type: none"> <li>- Name</li> <li>- Birth</li> <li>- Childhood</li> <li>- Education</li> <li>- Career</li> <li>- Private life</li> </ul>		  <p>0959CH04</p> <p>Questions chart</p>
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	<ul style="list-style-type: none"> <li>- Contribution to society/what made them popular</li> <li>- Achievements</li> <li>- Awards and rewards</li> <li>- Death</li> </ul> <p>Teacher makes the students to note the above list of things that are usually covered in a biography and then divides the students into groups and gives the following activity.</p> <p><b>Activity Group</b></p> <p>Students sit in group and find the list of things mentioned in the biography - A Truly Beautiful Mind.</p> <p>Teacher displays the chart on which the assessment questions are written.</p>	<p><b>Questions for assessment</b></p> <ol style="list-style-type: none"> <li>1. When was Einstein born?</li> <li>2. When was he passed away?</li> <li>3. What did his schoolmates, head master, family think of Einstein?</li> <li>4. Was he really bad pupil?</li> <li>5. Where did he study?</li> <li>6. Who did he marry?</li> <li>7. What is his famous theory?</li> <li>8. Why did he leave Germany?</li> <li>9. What made him sad?</li> </ol>	
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Sub- Topic	Teaching Learning	Pointers for	Material Required
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	Process	Assessment	
<p><b>Period 2</b></p> <p><b>Reading Segment 1</b></p> <p>ALBERT Einstein was born on 14 March.....</p> <p>.....Cousin Elsa the same year.</p> <p>Beehive Page no 46 - 49</p> <p><b>Model Reading by the teacher</b></p> <p><b>Students reading</b></p> <p><b>Closed Reading</b></p>	<p>The teacher presents the gist of previous class activity and connects the students to the present class.</p> <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. Students read the prose text aloud following appropriate stress, intonation, and rhythm.</p>		<ul style="list-style-type: none"> <li>• IFP</li> <li>• Textbook</li> </ul>

<p><b>Reading comprehension</b></p>	<p>Teacher interacts with the students to check the comprehension of the segment read. The following questions may be asked</p> <ul style="list-style-type: none"> <li>• Where was Einstein born?</li> <li>• What did his playmates call him?</li> <li>• Why did they call him so?</li> <li>• Did he like going to school?</li> <li>• What did he hate most in school?</li> </ul>	<ol style="list-style-type: none"> <li>1. Who did he meet at the university in Zurich?</li> <li>2. According to Einstein, two perfectly accurate clocks will continue to show the same time if they come together again after a journey if one of them has been moving very fast relative to the other. Is the above statement true?</li> <li>3. What are Einstein's strong subjects? What are yours?</li> </ol>	
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Sub- Topic	Teaching Learning Process	Pointers for Assessment	Material Required
<p>Period 3 Reading Segment 2 <i>Einstein's new</i></p>	<p>Teacher gives a briefing on the previous class and continues with the reading of the next</p>		

<p><i>personal chapter.....much as a scientific genius.</i></p> <p><b>Beehive</b></p> <p><b>Page no 49 - 50</b></p> <p><b>Model Reading by the teacher</b></p> <p><b>Students reading</b></p> <p><b>Closed Reading</b></p> <p><b>Reading comprehension</b></p>	<p>segment.</p> <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>Teacher interacts with the students and come to the comprehension through dialogue.The following questions may be asked</p> <ul style="list-style-type: none"> <li>• When was Einstein general Theory of Relativity published</li> <li>• When was the Nobel Prizereceived by Einstein?</li> <li>• What made Einstein deeply shaken?</li> </ul>		
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<p><b>Thinking about the text</b></p> <p><b>Words and Expressions (Page no. 54-60)</b></p>	<p>Teacher discusses the contextual questions from the text to understand their comprehension. (Pgs50-51).</p> <p>Students are asked to write the names against the pictures on page no. 54.</p> <p>Teacher gives a better understanding to answer the questions to students on text-1 'The World As I See It'. (pgs 55-56)</p> <p>Text-2 Comprehension which is about the letters between Einstein and Gandhi (pgs 56-58).</p>		
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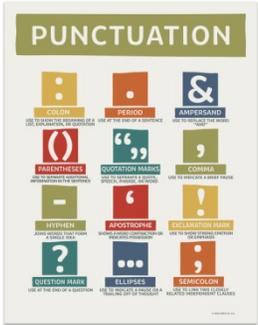
Sub- Topic	Teaching Learning Process	Pointers for Assessment	Material Required
Period 4 Revisiting the Text	<b>Group Activity</b> Students are divided into groups and are given list of		



Sub- Topic	Teaching Learning Process	Pointers for Assessment	Material Required
<p>Period 5</p> <p><b>Words and Expressions</b></p> <p><b>"If" poem by Rudyard Kipling</b></p> <p>Page no: 58 - 60</p> <p>1. Vocabulary Page no: 60 &amp; 61</p> <p>2. Grammar a. Participle Clause</p> <p>b. Present Participle</p>	<p><b>"If" Poem by Rudyard Kipling</b></p> <p>Teacher gives a detailed explanation of the poem. Students answer the questions on text-3 'IF' (pgs 58-60).</p> <p>Students fill in the blanks with appropriate meaning of 'World' suitable in the context provided.</p> <p>Teacher gives the students with her/his own examples of participle clauses and then proceed to define them as participle clauses for better understanding.</p> <p>Then teacher explains how to convey intentions and information in an economical way using participle clauses.</p> <p>And then helps the students to</p>	<p>1. Do you know various meanings of the word 'big'?</p> <p>2. Create your own participle clauses.</p>	<p>Teacher may use the YouTube material or any other relative open-source media to make students listen to the Audio of If poem.</p> <ul style="list-style-type: none"> <li>• IFP</li> <li>• Words and Expressions workbook</li> <li>• Worksheets</li> </ul>

<p><b>c. Editing Identifying and correcting the errors</b></p>	<p>complete the exercise no. 1 from page no. 61.</p> <p>Teacher gives the students with her/his own examples of present participles and then proceed to define them as present participles for better understanding.</p> <p>Then teacher explains how to convey intentions and information in an economical way using present participles also helps the students how to change the sentences into present participles with her/his own examples.</p> <p>And then helps the students to complete the exercise no. 2 from page no. 62.</p> <p>Teacher helps the students to identify the errors in the passage and also helps them</p>	<p>3. Create your own present participles.</p>	
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	not directly but suggestively to correct the identified error from page no. 63.		
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Sub- Topic	Teaching Learning Process	Pointers for Assessment	Material Required
<b>Period 6</b> <b>Textbook Activity</b> <b>Dictation</b>  <b>Words and Expressions</b> <b>Listening</b> <b>Page no 63 &amp;</b>	<p>Teacher gives a brief idea of 'punctuation of English language' using appropriate TLMS and how they sound in reading.</p> <p>Teacher reads the passage under dictation from page no. 53 using appropriate pauses, tone and intonation suggesting the punctuation of English language.</p> <p>Teacher may repeat reading the passage as many times as need be to get the students easily mark the punctuation.</p> <p>Students listen to the teacher carefully following the indications of punctuation and tries to mark the punctuation appropriately.</p> <p>The teacher presents her/his correct punctuation marked passage to help the students to</p>		<p>Pictures and videos related to conventions of writings.</p>  <p>Teacher's model</p>

<p>64.</p> <p><b>Preparatory for the Next class (Writing Activity)</b></p>	<p>check and to correct their version.</p> <p>Teacher may ask the students to read the questions on page no. 64 before the listening to make the students approach the activity with a purpose. This enables them to find something from the listening.</p> <p>Teacher asks the students to close their eyes and listen to the teacher as she reads the text.</p> <p>Teacher reads the story of Angulimala from page no 63 and 64.</p> <p>Students are expected to listen and answer the questions from the page 64.</p> <p>Students are expected to notice the reports from news papers. They are expected to compare the news on same incident in print to electronic media.</p> <p>Bring newspapers they have compared for the next classroom.</p>		
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Sub- Topic	Teaching Learning Process	Pointers for Assessment	Material Required
<p><b>Period 7</b></p> <p><b>Writing</b></p> <p><b>Activity</b> <b>Note Taking</b></p> <p><b>Textbook activity</b></p> <ul style="list-style-type: none"> <li>• <b>Writing Newspaper reports</b></li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• <b>Making notes on how to debate</b></li> </ul>	<p>Teacher shows the Newspapers and reads them to show how different news is reported.</p> <p>Then teacher briefs about reporting a news item.</p> <p>Student takes notes of the key things to be kept in mind while reporting news.</p> <p>Teacher helps the students to report the news item found on page no. 53 of textbook.</p> <p>Teacher guides the students to make notes on preparation for a debate on the topic 'New technology is common, New thinking is rare'.</p> <p>Students are expected to come prepared for the debate in the next class on the topic 'Our happiness in life depends on our mental attitude'.</p>	<p>1. Write an argumentative article giving logical and relevant reasons along with your points of view.</p>	<p>Various English Newspapers</p> <ul style="list-style-type: none"> <li>• IFP</li> <li>• Textbook</li> <li>• Words and Expressions</li> <li>• Videos on Debate</li> </ul>

Sub- Topic	Teaching Learning Process	Pointers for Assessment	Material Required
<p><b>Period 8</b></p> <p><b>Activity and Debate</b></p> <p><b>Activity</b></p> <p><b>Review by students</b></p> <p><b>Teacher's Review</b></p>	<p>Teacher announces the motion and divides the 'for' group and 'against' group and asks the remaining students to observe the debate and notes the points (Page no. 65 and 66).</p> <p>Whole class engages in the debate activity on the topic 'Our happiness in life depends on our mental attitude'</p> <p>Students who observed review the debate in front of the whole class.</p> <p>Teacher gives a brief review on the debate is followed in which appreciating the students on their argumentative and negotiating skills.</p>	<p>Students are assessed on their debating skills.</p>	



5. Did the lesson incorporate formative assessment strategies to guide pedagogy and provide timely feedback to students?

**POEM**

**Number of periods: 2**

**The Lake Isle of Innisfree by William Butler Yeats**

## **Curricular Goals**

**CG1**

Develops reading comprehension and summarizing skills by engaging with a variety of texts (stories, poems, and 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 period).

**CG-4**

Develops the ability to recognize 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 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>Period 1</p> <p>Activating prior knowledge</p> <p>Announcement of the poem</p> <p>Oral Narration</p> <p>Poetic devices</p> <p>The Lake Isle of Innisfree</p>	<p><b>CG1</b> C-1.1 Identifies main points, summarizes after a careful reading of the text, and responds coherently.</p> <p><b>CG-2</b> 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><b>CG-3</b> C-3.1 Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary).</p> <p><b>CG-5</b> 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><b>L01</b> Assemble the main ideas to summarise and respond coherently.</p> <p><b>L02</b> Interprets texts understanding the cultural, social circumstances.</p> <p><b>L03</b> Responds appropriately while sharing personal experiences.</p> <p><b>L04</b> Enjoys the rhythmic arrangement of literary text while reading.</p> <p><b>L05</b> Identifies the rhyming words, poetic diction.</p>
Period and topics	Competencies	Learning Outcomes
<p>Period 2</p> <p>Thinking about the poem</p>	<p><b>CG1</b> 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.</p> <p><b>CG4</b> 4.1Interprets understands and applies basic linguistic aspects (rules), such as sentence structure, punctuation,</p>	<p><b>L06</b> Responds appropriately summarising the central idea.</p> <p><b>L07</b> Illustrates the poetic mechanisms with examples.</p> <p><b>L08</b> Applies proper linguistic competence in writing and in responding.</p>

	tense, gender, and parts of speech.		
Sub-topic	Teaching Learning process	Pointers for assessment	Materials required
<p>Period 1 The Lake Isle of Innisfree</p> <p>Pre-requisites: Activating prior knowledge,</p> <p>Announcement of the Title</p> <p>Key words</p>	<p>Teacher before announcing the title, asks the following questions to create interest in the poem:</p> <ul style="list-style-type: none"> <li>• What is the country we live in?</li> <li>• What are our bordering nations?</li> <li>• What is a country that is like a tear drop?</li> <li>• Are Srilanka and India geographically alike?</li> <li>• What is lanka in Srilanka?</li> <li>• Do you know any lankas around?</li> <li>• Do you think a small island in the middle of a river or a sea is as pollutant as a city?</li> <li>• Then which place is more peaceful?</li> </ul> <p>There was a poet, W B Yeats, who gets bored with the urban life and wants to escape to his fondest place to live</p>		 <p>Innisfree isle</p>

<p><b>Model Reading by the teacher</b></p> <p><b>Chorus reading by students.</b></p> <p><b>Oral narration</b></p>	<p>peacefully.  Teacher then announces the title of the poem "<b>The Lake Isle of Innisfree</b>" and draws the attention of the students towards the title and its meaning.  Teacher gives a short introduction to the poet W B Yeats.</p> <p>The teacher lists the key words and makes sure the students know them before reading the poem.</p> <ol style="list-style-type: none"> <li>1. Isle</li> <li>2. Wattles</li> <li>3. Glade</li> <li>4. Glimmer</li> <li>5. Lapping</li> </ol> <p>The teacher recites the entire poem aloud with appropriate stress, rhyme, 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>		 <p>Chart with key words, Dictionary, Thesaurus</p> <p>Poem chart</p>
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<p>Poetic devices</p>	<p><b>The teacher explains the poem by interacting with the students.</b></p> <p>This well-known poem explores the poet's longing for the peace and tranquility of Innisfree, a place where he spent a lot of time as a boy. This poem is a lyric.</p> <ul style="list-style-type: none"> <li>• How many stanzas are there?</li> <li>• How many lines are there in each stanza?</li> <li>• What do you call a stanza that has only four lines?</li> </ul> <p>A <b>quatrain</b>.</p> <ul style="list-style-type: none"> <li>• Do you find any rhyming words?</li> <li>• What does he tell in the first stanza?</li> <li>• Is he longing to go anywhere?</li> <li>• What are the three things that he wants to do there?</li> <li>• Why does he want to live alone?</li> <li>• What do you see in the second stanza?</li> <li>• Why is it peaceful there?</li> <li>• How are the mornings,</li> </ul>	<p>Identify the poetic devices in the poem.</p>	<p>Poetic devices in chart</p>
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	<p>afternoons, evenings, and midnights there?</p> <ul style="list-style-type: none"> <li>• Did he want to stay where he was?</li> <li>• What can he hear deep in his heart core?</li> </ul> <p>The teacher then states the poetic devices in the poem:</p> <ul style="list-style-type: none"> <li>• Alliteration</li> <li>• Assonance</li> <li>• Personification</li> <li>• Imagery</li> <li>• Onomatopoeia</li> </ul>		
Sub-topic	Teaching Learning process	Pointers for assessment	Materials required
<p><b>Period 2</b></p> <p><b>Thinking about the Poem</b></p> <p><b>Page no: 54 &amp; 55</b></p>	<p>The teacher helps the students to recall the poem and continues with the comprehension of the poem.</p> <p>Teacher discusses the questions from page number 54 and 55 in detail and helps the students to compose their own answers.</p> <p>Teacher then displays their response on the IFP and asks students to compare their answers with that of the teachers.</p> <p>Students make necessary corrections and submit</p>	<p>Recite the poem for the next class.</p>	<p>Teachers answer in IFP panel</p>



Unit 4  
Supplementary Reader  
In the Kingdom of Fools

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## Curricular Goals

### **CG1**

Develops reading comprehension and summarizing skills by engaging with a variety of texts (stories, poems, and 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 period).

### **CG-4**

Develops the ability to recognize 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.

Periods and Topics	Competencies	Learning Outcomes
<p><b>Period-1</b>  <b>Prerequisites:</b>            Activating prior knowledge, Motivation, Announcement of the topic and Lesson.</p> <p>Reading aloud by the teacher.            Segment-1</p> <p><b>Period-2</b>            Segment-2            Read aloud by the students.</p>	<p><b>CG1</b>            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><b>CG2</b>            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><b>CG3</b>            C3.1-Identifies, analyses, and appreciates the different forms of literature by close reading and interpreting different possible meaning.              C4.1- Interprets understands and applies basic linguistic aspects.</p>	<p><b>L01</b>            Recalls the previous knowledge and describes the various characteristics of the text.</p> <p><b>L02</b>            Understands and elicits meaning of the words in different contexts.</p> <p><b>L03</b>            Reads with understanding in formation in his environment.</p> <p><b>L04</b>            Organises and structures thought result information and opinions in a variety of oral forms.</p> <p><b>L05</b>            Understands and elicits meanings of the words in different contexts.</p> <p><b>L06</b>            Reads aloud with proper stress, pause, tone and comprehends the given text employing strategies like predicting, previewing, inferring, and summarising.</p> <p><b>L07</b>            Reads silently with comprehension and interprets layers of meaning.</p> <p><b>L08</b>            Communicates thoughts, ideas, views and opinions verbally and non-verbally.</p>

Period and Topics	Teaching-Learning Process	Pointers for Assessment	Material Required
<p>Period 1</p> <p><b>Pre-requisites:</b></p> <p><b>Activating prior knowledge by Interaction</b></p> <p><b>Introduction to the title.</b></p> <p><b>Text page no. 19 - 24</b></p> <p><b>Model Reading by the teacher</b></p> <p><b>Students reading</b></p> <p><b>Closed Reading</b></p> <p><b>Reading comprehension</b></p>	<p>Teacher shows the video asks questions on the video</p> <ul style="list-style-type: none"> <li>• How is the video?</li> <li>• What made you laugh?</li> <li>• Do you think Brahmanandam is a clever man?</li> <li>• Then what do you call a man who behaves in such a way?</li> <li>• Can a fool rule a kingdom?</li> <li>• Now let us read a text and see what happens if fools' rule.</li> </ul> <p><b>In the Kingdom of Fools</b></p> <p>The teacher reads the text aloud following appropriate stress, intonation, and rhythm while the students listen to him/her carefully. 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 interacts with the students to check the comprehension of the segment read. The following questions may be asked.</p> <p>1. By whom was the kingdom in the</p>	<ul style="list-style-type: none"> <li>• When did people sleep there?</li> <li>• When did</li> </ul>	<p>May take YouTube video clip from a movie in which Brahmanandam celebrates all the festivals in wrong times and cause inconvenience to lot of neighbours.</p>

	<p>text ruled by?</p> <p>2. Who visited the kingdom one day?</p> <p>3. Why are they confused?</p> <p>4. What was so strange about the village?</p>	<p>people work there?</p> <ul style="list-style-type: none"> <li>• What did the disciple do?</li> </ul>	
<b>Period and Topics</b>	<b>Teaching-Learning Process</b>	<b>Pointers for Assessment</b>	<b>Material Required</b>
<p><b>Period 2</b></p> <p><b>Interaction, motivation</b></p> <p><b>Text page no. 25 - 26</b></p> <p><b>Model Reading by the teacher</b></p> <p><b>Students reading</b></p> <p><b>Closed Reading</b></p> <p><b>Reading comprehension</b></p>	<p>Teacher interacts with the students to help the students recall the previous class.</p> <p>The teacher reads the 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>Teacher interacts with the students to check the comprehension of the segment read. The following questions may be asked.</p> <ul style="list-style-type: none"> <li>• What was the chain reaction seen in the story?</li> <li>• Finally, who was sentenced to death?</li> <li>• Who came to his rescue?</li> </ul>	<p>Finally, who willingly accepted the death sentence?</p>	
<b>Feedback</b>	<p>The teacher consolidates the whole text for getting the main elements and gist of the passage.</p> <p><b>Recapitulation:</b> Teacher asks the following questions to get the feedback from the students and</p>		

<b>Assessment</b>	<p>to assess the learning process.</p> <ol style="list-style-type: none"> <li>1. What are the two strange things the guru and his disciple find in the Kingdom of Fools?</li> <li>2. Why does the disciple decide to stay in the Kingdom of Fools? Is it a good idea?</li> <li>3. Name all the people who are tried in the king's court, and give the reasons for their trial.</li> <li>4. Who is the real culprit according to the king? Why does he escape punishment?</li> <li>5. What are the Guru's words of wisdom? When does the disciple remember them?</li> <li>6. How does the guru manage to save his disciple's life?</li> </ol> <p>In Shakespeare's plays the fool is not really foolish. If you have read or seen Shakespeare's plays such as <i>King Lear</i>, <i>As You Like It</i>, <i>Twelfth Night</i>, you may talk about the role of the fool. Do you know any stories in your language about wise fools, such as Tenali Rama or Gopal Bhar? You can also read about them in Ramanujan's collection of folk tales.</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-9

UNIT -5

Prose - The Snake and the Mirror - 7 Periods.

Poem - A Legend of The Northland - 3 Periods

Supplementary Reader - The Happy Prince - 3 Periods

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

TOTAL No. of PERIODS = 13
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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 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
Before you Read (Pre-requisites)	<u>CG - 2</u>  <b>C - 2.3:</b> Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms.	<b>LO 1:</b> Read to skim and scan a text with the help of questions.  <b>LO 2:</b> Demonstrate the ability to independently address both personal questions and those posed by peers through the synthesis of relevant background knowledge and additional research.  <b>LO 3:</b> Use strategies like concept map/graphic organiser to organise ideas for a given purpose and audience.
Reading Aloud	<u>CG - 5</u>  <b>C - 5.1:</b> Understands the phonetics and the script of the language, the number of vowels and consonants and how they interact and are used.	<b>LO 4:</b> Read the text with fluency and understanding.  <b>LO 5:</b> Apply the information processing skills by expanding vocabulary and comprehension abilities through deliberate practice.  <b>LO 6:</b> Develop communication skills.

<p><b>Reading Text Segment 1</b>          ("Has a snake ever coiled .....that noise from above.")  <b>(Textbook Page Numbers 56- 58)</b></p>	<p><b><u>CG 1</u></b>  <b>C - 1.1:</b> Identifies main points, summarizes after a careful reading of the text and responds coherently.  <b>C - 1.2:</b> Uses strategies to organize ideas and information to write for and an unintended purpose and audience.</p> <p><b><u>CG 3</u></b>  <b>C - 3.1:</b> Identifies and appreciates different forms of literature such as prose, poetry and drama (early to contemporary)</p>	<p><b>LO7:</b> Identify the topic sentence, main idea and the supporting details of the text.  <b>LO8:</b> Ask a variety of questions like open-ended/close-ended and contextual questions based on reading of the text.</p>
<p><b>Reading Text Segment 2</b>          ("I got up, paced.....on its forehead?")  <b>(Textbook Pg. No. 57 -59)</b></p>	<p><b><u>CG 1</u></b>  <b>C - 1.1:</b> Identifies main points, summarizes after a careful reading of the text and responds coherently.  <b>C - 1.2:</b> Uses strategies to organize ideas and information</p>	<p><b>LO 9:</b> Discuss texts in which characters, events and settings, cause-effect are portrayed in different ways (collaborative reading)  <b>LO 10:</b> Draw connections between personal experiences and the given text and share responses with others (Connecting text to self))</p>

	<p>to write for and an unintended purpose and audience.</p> <p><b><u>CG 2</u></b></p> <p><b>C - 2.2:</b> Asks a variety of questions on social experiences using appropriate language (open-ended / close-ended, formal/ informal, relevant to context, with sensitivity)</p> <p><b>C - 2.3:</b> Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms.</p>	
<p><b>Reading Text Segment 3</b>  ("I did not.....its own beauty")  <b>(Textbook Pg. No. 59 - 60)</b></p>	<p><b><u>CG 1</u></b></p> <p><b>C - 1.1:</b> Identifies main points, summarizes after a careful reading of the text and responds coherently.</p> <p><b>C - 1.2:</b> Uses strategies to organize ideas and information to write for and an unintended</p>	<p><b>LO 11:</b>Analyse the text critically by using text processing strategies. For example, monitoring, predicting, confirming, re-reading and reading on and self-correcting.</p>

	purpose and audience.	
<p><b>Thinking About the Text</b></p>	<p><u><b>CG 3</b></u></p> <p><b>C - 3.1:</b> Identifies and appreciates different forms of literature such as samples of prose, poetry and drama (early to contemporary)</p> <p><u><b>CG 4</b></u></p> <p><b>C - 4.1:</b> Interprets, understands and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of</p>	<p><b>LO 12:</b> Understand that there are different types of questions and categorize them.</p> <p><b>LO 13:</b> Accurately answer questions about explicitly stated information in the given text.</p> <p><b>LO 14:</b> Make inferences and draw conclusions from the given text</p>

	speech.	
<b>Thinking about Language</b>	<p><u>CG 4</u></p> <p><b>C - 4.1:</b> Interprets, understands and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of speech.</p>	<p><b>LO 20:</b> Use nouns and verbs effectively in sentence composition.</p> <p><b>LO 21:</b> Apply the form and function of coordinated clauses.</p>
<b>Speaking</b>	<p><u>CG 2</u></p> <p><b>C - 2.1:</b> Listens critically and reads different news articles, reports and editorials to</p>	<p><b>LO 22:</b> Actively participate by listening and asking questions or offering ideas to advance the discussion on the given topic.</p> <p><b>LO 23:</b> Express their ideas confidently, and</p>

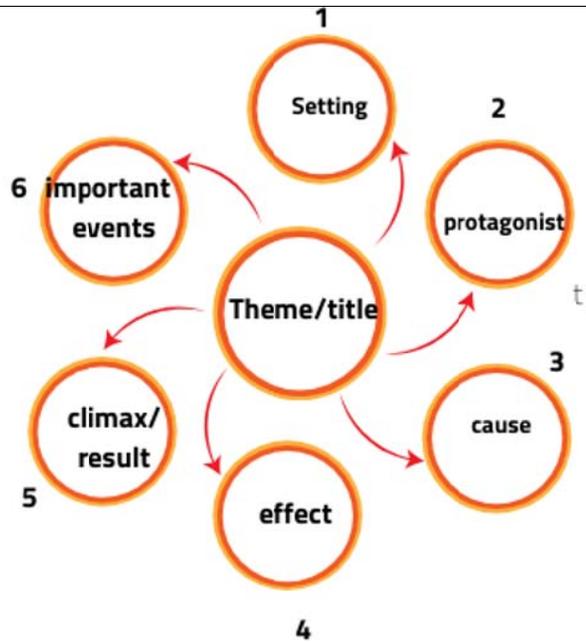
	<p>express opinions.</p> <p><b>C - 2.2:</b> Asks a variety of questions on social experiences using appropriate language (open-ended / close-ended, formal/ informal, relevant to context, with sensitivity)</p> <p><b>C - 2.3:</b> Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms.</p>	<p>accepts constructive feedback.</p>
<p><b>Writing</b></p>	<p><b><u>CG 3</u></b></p> <p><b>C - 3.1:</b> Identifies and appreciates different forms of literature such as samples of prose, poetry and drama (early to contemporary)</p> <p><b><u>CG 4</u></b></p> <p><b>C - 4.1:</b> Interprets, understands and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of speech.</p>	<p><b>LO 24:</b> 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><b>LO 25:</b> Write a paragraph with the five basic elements namely, a topic, a topic sentence, supporting sentences, unity and coherence.</p> <p><b>LO26:</b> Use appropriate sentence structure, tense, gender and parts of speech.</p>

<b>Feedback and Assessment</b>	<u><b>CG 3</b></u> <b>C-3.1:</b> Identifies and appreciates different forms of literature such as prose, poetry and drama (early to contemporary)	<b>LO27:</b> At this point, the teacher would identify and reward specific qualities in student work.
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<p><b>3. Announcement of the title</b></p> <p><b>Reading aloud by the teacher.</b></p> <p><b>2. Introduction of the theme (Concept Map)</b></p>	<p><b>Visual activity 2:</b></p> <p>Look at this picture and answer the following questions:</p> <p>Picture 2</p> <p><a href="https://images.app.goo.gl/u2PsZY1bx3vkmvwg7">https://images.app.goo.gl/u2PsZY1bx3vkmvwg7</a></p> <p>The teacher consolidates the answers and develops a sub text.</p> <p>We would now read the passage 'The Snake and the Mirror' to know the gist of the text.</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>	<ol style="list-style-type: none"> <li>1. Can you find what is happening in the picture?</li> <li>2. Does an animal look into a mirror?</li> <li>3. How does it feel when it looks into a mirror?</li> <li>4. Is it admiring its own beauty? Or it is getting frightened?</li> <li>5. Have you ever seen any animal or a creature looking into a mirror?</li> </ol>	<p>pictures will be written by the teacher on the blackboard.</p> <p>Visual material - picture 2</p> <p>The subtext will be written on the blackboard by the teacher.</p>
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<p><b><u>Concept Map A :</u></b></p>	<p style="text-align: center;"><b><u>Concept Map - A</u></b></p> <p>The teacher draws the attention of the students to the concept maps A &amp; 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.</p>	<ol style="list-style-type: none"> <li>1. Can you guess the meanings of the elements given in the concept map A ?</li> <li>2. Let us look at the meanings of these elements in detail.</li> </ol> <p style="padding-left: 40px;"><b>Theme</b> - Main idea or the message an author is trying to convey</p> <p><b>setting</b> - when and where a story takes place.</p> <p style="padding-left: 40px;"><b>protagonist</b> - the leading character</p> <p style="padding-left: 40px;"><b>cause/conflict</b> - an active disagreement between people with opposing principles</p> <p style="padding-left: 40px;"><b>effect/resolution</b> -</p>	<p>Charts, English Reader, blackboard, English notes, IFP.</p> <p>Images and some important notes are displayed on the IFP.</p>
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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

the act of finding an answer or solution to a conflict

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

1. What is the setting?
2. Who is the main character?
3. What was his occupation mentioned in the story?
4. What kind of the

Concept Map B :

<p>Oral narrative</p> <p>B. Reading aloud by the students</p>	<p>map to the students for introducing the theme and asks questions to connect the ideas to the central thought.</p>  <p>The students are asked to speak one sentence on each of the elements in the concept map B, for example: The story of a doctor in the lesson 'The Snake and the Mirror'. All these sentences together become the <u>plot of the story</u>.</p> <ul style="list-style-type: none"> <li>The teacher asks the students to read aloud individually according to the teacher's demonstration.</li> </ul>	<p>person the doctor was?</p> <p>5. How did the doctor describe about the hot summer night?</p>	<p>Oral narrative - plot of the story is written on the black board.</p> <p>Title on the blackboard</p>
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Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p><b>Reading with Comprehension</b></p>	<p><b>A. Identification of key words -</b>                      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><b>Keywords:</b>                      Homeopath, familiar, electrified, earnings, meagre, solitary, gables, Materia Medica, tempted, admirer, handsome, unmarried, presence, decision, moustache, bachelor, attractive, earth- shaking, simultaneous, tremble, slithered, hood, leaden rod, feebly, appreciated, mascara, vermilion spot, heaved, companion, cleanliness, rascal.</p>	<ol style="list-style-type: none"> <li>1. How many keywords have you listed out?</li> <li>2. What are the meanings of these words?</li> <li>3. Practice the pronunciation of each and every word as demonstrated by the teacher.</li> <li>4. Name the antonyms and synonyms of these words.</li> <li>5. Try to use these words in your sentences.</li> </ol> <ol style="list-style-type: none"> <li>1. Who is narrating the story to whom?</li> <li>2. Write the meaning of homeopath?</li> </ol>	<p>Charts, IFP, English Reader, Graphic organizers</p>

	<p><b>B. The teacher divides the entire text into three segments</b> to administer the process of reading efficiently in the classroom.</p> <ul style="list-style-type: none"> <li>● <b>Reading Segment - 1</b> (Has a snake..... from the above) above)</li> </ul> <p>A. In segment 1 the teacher asks the students to read the text individually.</p> <p>B. During the <b>individual reading stage</b>, the teacher asks the students to follow these steps.</p> <p><b>Close Reading Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Read the text at least twice to gather meaning and determine the author's purpose.</li> <li>➤ Get the gist of what the text is about.</li> <li>➤ Circle words you aren't sure of and try to figure them out using contextual clues.</li> </ul> <p><b><u>Comprehension Check</u></b></p> <ul style="list-style-type: none"> <li>➤ On completion of this activity the teacher poses some questions to check their comprehension.</li> <li>➤ Talk to each other about what you think it means.</li> </ul>	<ol style="list-style-type: none"> <li>3. How did the students listen to the doctor when he was narrating his tale?</li> <li>4. Where did the doctor have his meal at the hot summer night?</li> <li>5. Describe the house of doctor.</li> <li>6. Who was sharing the house with the doctor?</li> <li>7. What did he do after entering his house?</li> <li>8. How many kinds of clothes did he possess?</li> <li>9. Name the book that he took out from the box beneath the table.</li> <li>10. How did he feel whenever he looked into the mirror?</li> <li>11. Can you name the two important decisions taken by the doctor when he looked into the mirror?</li> </ol>	
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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 summarize the segment by identifying the main idea and details from the segment/text.

Name:

### Main Idea and Details

Main Idea:

↓ ↓ ↓

Detail:     Detail:     Detail:

Summary:

Class: 9

Lesson: The Snake and the Mirror

Period No: 03

Sub-topics	Teaching-Learning Process	Pointers for assessment	TLM
Reading with Comprehension	<ul style="list-style-type: none"><li>● <b>Reading Segment - 2</b> (I got up, paced up.....on its forehead? )</li></ul> <p>The teacher divides the class into groups for the purpose of shared reading in the <b>Collaborative reading</b> stage since the learners :</p> <ul style="list-style-type: none"><li>● <i>learn to read cooperatively in pairs or groups</i></li><li>● <i>Talk to each other about what they think the text means.</i></li><li>● <i>Preview the text</i></li><li>● <i>Give ongoing feedback by deciding click(I get it), clunk(I don't get it) at the end of each paragraph</i></li><li>● <i>Get the gist of the most important parts of the text</i></li><li>● <i>wrap up key ideas</i></li></ul>	1.What was the another thought that struck in doctor's mind?	NCERT textbook

**Comprehension Check**

- On completion of this activity the teacher poses some questions to check their comprehension.
- Talk to each other about what you think it means

- 2.Can you describe what kind of woman he wanted to marry?
- 3.Suddenly there came a dull thud, what was the sound ?
- 4.Which creature landed on the doctor's shoulder?
- 5.Why did the doctor not even move a little when the snake landed on his shoulder?
- 6.What was his reaction then?
- 7.Whose presence did he feel then?
- 8.Were any medicines there in his room if the snake would strike him?
- 9.Why do you think the snake turned its head?
- 10.Where was the snake looking into? Was it admiring its own beauty? Or it was trying to make some important decision. State your answers.

Class: 9

Lesson: The Snake and the Mirror

Period No: 04

Sub-topics	Teaching-Learning Process	Pointers for assessment	TLM
Reading with Comprehension	<ul style="list-style-type: none"><li>● <b>Reading Segment - 3</b> (I did not know .....with its own beauty)</li></ul> <p><b>Scaffolded reading and extrapolative reading stages.</b></p> <ul style="list-style-type: none"><li>- The teacher conducts the <b>Scaffolding Reading</b> stage where the learners acquire knowledge through interaction and develop communication.</li><li>- They also extrapolate the text.</li></ul> <p><b>Steps during this Stage</b></p> <ul style="list-style-type: none"><li>● define key vocabulary words using a dictionary</li><li>● discuss key words</li><li>● chunk the text</li><li>● read and discuss as they go on</li><li>● they can use first language</li></ul>		

	<ul style="list-style-type: none"> <li>● makes use of visuals/realia/graphic organizers</li> <li>● connects to the background knowledge</li> <li>● identifies the sentence structures or starters example : because</li> </ul> <p>The teacher conducts an extrapolative reading stage to make the learners guess, deduce, figure out, predict and conclude.</p> <p style="text-align: center;"><b><u>Comprehension Check</u></b></p> <p>➤ On completion of this activity the teacher poses some questions to check their comprehension.</p>	<ol style="list-style-type: none"> <li>1.Do you think that the doctor knew the sex of the snake? Was it was a male or female?</li> <li>2.What did the snake do when it looked into the mirror?</li> <li>3.Where did the doctor go when the snake moved towards the mirror?</li> <li>4.How did the students react after the doctor's tale ended?</li> <li>5.Mention the question asked by one of the students to the doctor.</li> <li>6.Did the doctor's wish become a true in marrying a fat woman? What kind of woman did he marry?</li> <li>7.What did the doctor do the next morning?</li> <li>8.Who entered his room after</li> </ol>	
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		<p>he ran out ?</p> <p>9.What was left in his room after the thief removed all his things?</p> <p>10.How did the doctor feel when the thief removed all his things from his room except his dirty vest?</p> <p>11.Did he see the snake again the next day?</p>	
Sub topics	Teaching learning process	Points for assessments	TLM
<p>Reading comprehension</p> <p><u>Words and Expressions</u></p> <p>(Workbook)</p> <p>Workbook page no.67-70</p>	<ul style="list-style-type: none"> <li>• The students will read the text 1 title 'The Miraculous escape' with comprehension.</li> <li>• They complete the activities/exercises related to reading comprehension on page numbers 67-70.</li> </ul>		<p>Workbook page no.67 - 70</p>

Class: 9

Lesson: The snake and the Mirror

Period No: 05

Sub-topics	Teaching-Learning Process	Pointers for assessment	TLM
<p>Thinking about the Text: Questions given in the text pg. no 60</p> <p>Thinking about Language: (Vocabulary &amp; Grammar)</p>	<p>The teacher poses the following questions to the students to check their comprehension of the passage</p> <p><b>Language Item 1:</b> Identification of the sentences.</p> <p><b>Writing activity 1:</b> Students identify the sentences from the text in page no.61 in English Reader, that tell the author (a) was afraid of the snake. (b)</p>	<ol style="list-style-type: none"><li>1. "The sound was a familiar one."What sound did the doctor hear? What did he think it was? How many times did he hear it? When and why did the sounds stop?</li><li>2. What two 'important' and 'earth-shaking' decisions did the doctor take while he was looking into the mirror?</li><li>3. "I looked into the mirror and smiled," says the doctor. A little later he says,"I forgot my danger and smiled feebly at myself." What is the</li></ol>	<p>Black board</p> <p>Charts</p> <p>Textbooks</p> <p>IFP</p>

	<p>was proud of his appearance. (c) had a sense of humour. (d) was no longer afraid of the snake.</p> <p><b>Language Item 2:</b> Expressions used to show fear.</p> <p><b>Writing activity 2:</b></p> <p>Students find the expressions in the story that tell the author was frightened and complete the sentences given on page no.61 in English Reader.</p> <p>Language item 3: Matching the meanings with the words / expressions.</p> <p><b>Writing Activity 3:</b></p> <p>Students match the meanings with the words / expressions in italics, and write the appropriate meaning next to the sentence given on page no.61-62 in English Reader.</p> <p>Workbook Activity1 : (pg no.70-71)</p> <p>Teacher asks the students to do the given exercises on page no 70-71 in workbook.</p> <p>Language Item 4: Reported questions</p>	<p>doctor's opinion about himself when: a) he first smiles, and b) he smiles again? In what way do his thoughts change in between, and why?</p> <p>English Reader pg no. 61</p> <p>English Reader pg no. 61</p> <p>English Reader pg no.61-62</p> <p>Workbook pg no. 70-71</p>	
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	<p>Writing activity 4:</p> <p>Students study the sentences given on pg no.62 in English Reader. They will report the following questions using 'if/whether or why/ when/ where/ how/ which/ what' given in English reader.</p> <p>Workbook activity 2 : (pg no.71-72)</p> <p>Teacher instructs the students to change the given sentences from direct speech to indirect speech given on pg no.71-72 in workbook.</p> <p>Workbook Activity 3 : (pg no 72-73)</p> <p>Teacher guides the students to edit given passage by correcting the prepositions on pg no.73 in workbook.</p>	<p>English reader pg no.62</p> <p>Workbook pg no.71-72</p> <p>Workbook pg no. 73</p>	
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Class: 9

Lesson: The Snake and the Mirror

Period No: 06

Sub-topics	Teaching-Learning Process	Pointers for assessment	TLM
Listening, Speaking and Writing	<p><b>Oral Activity :</b> The teacher divides the class into groups and the students are asked to <b>discuss</b> the issues suggested in the box.</p> <p><b>Topic : Frightening Story</b></p> <ul style="list-style-type: none"><li>➤ Talk about an incident when you were very scared.</li><li>➤ Have a competition to decide whose story is the most frightening.</li></ul> <p><b><u>Written Activity 1:</u></b></p> <p><b><u>Dictation :</u></b> Students will read the paragraph, The Indian Cobra given on pg no.63 in English Reader. Teacher will dictate it and the students try to write it with appropriate punctuation marks.</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 <b>Interactive activity:</b></p>

	<p><b><u>Written Activity 2:</u></b></p> <ul style="list-style-type: none"> <li>• Rewrite the story, The Snake and the Mirror without its humour, merely as a frightening incident.</li> <li>• Look at the picture given on pg no.63 in English reader and write a paragraph by making up a story in your words.</li> </ul> <p><b>Workbook Activity - 1 (pg no. 76)</b></p> <p><b>Speaking</b></p> <p>The teacher asks the students to discuss with their peers on the given topic and speak in their own words.</p> <p>Topic: 'The Miraculous Escape'</p> <p><b>Workbook Activity - 2 (pg. no. 74-76)</b></p> <p><b>Listening</b></p> <p>Workbook Activity 1 (pg no.74-76)</p> <p>Teacher encourages the students to listen to the story given on pg no.74-75 in workbook and answer the questions given on pg no.75-76 in</p>	<p>Students narrate their experiences to their partners</p> <p>Pg no. 74-76 in workbook</p>	<p><b>Source:</b>  <a href="https://www.ndtv.com/india-news/national-bravery-awards-2018-meet-the-18-">https://www.ndtv.com/india-news/national-bravery-awards-2018-meet-the-18-</a></p>
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	<p>workbook.</p> <p><b>Workbook Activity - 3 (pg. no.77-78 )</b></p> <p><b>Writing</b></p> <p>a) Students will look at the group of pictures given from the Tales of Panchatantra and write a story by providing a suitable title to it.</p> <p>b) Students will make a list of any five children who act bravely in saving precious lives and who achieve National Bravery Award on Republic Day every year.</p>	<p>Pg no.77-78 in workbook</p> <p>Pg no.78 in workbook</p>	<p><b><i>bravehearts -of-india- 1802479</i></b></p>
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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?

**POETRY**

**Class 9, Unit 5**

**Number of periods: 3**

**Title of the Poem: A Legend of the Northland.**

**Name of the Poet: PHOEBE CARY**

*The following curriculum goals and competencies are developed through this Poem*

**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 recognize basic, linguistic aspects (words and sentence structure) and use them in oral, written expressions.

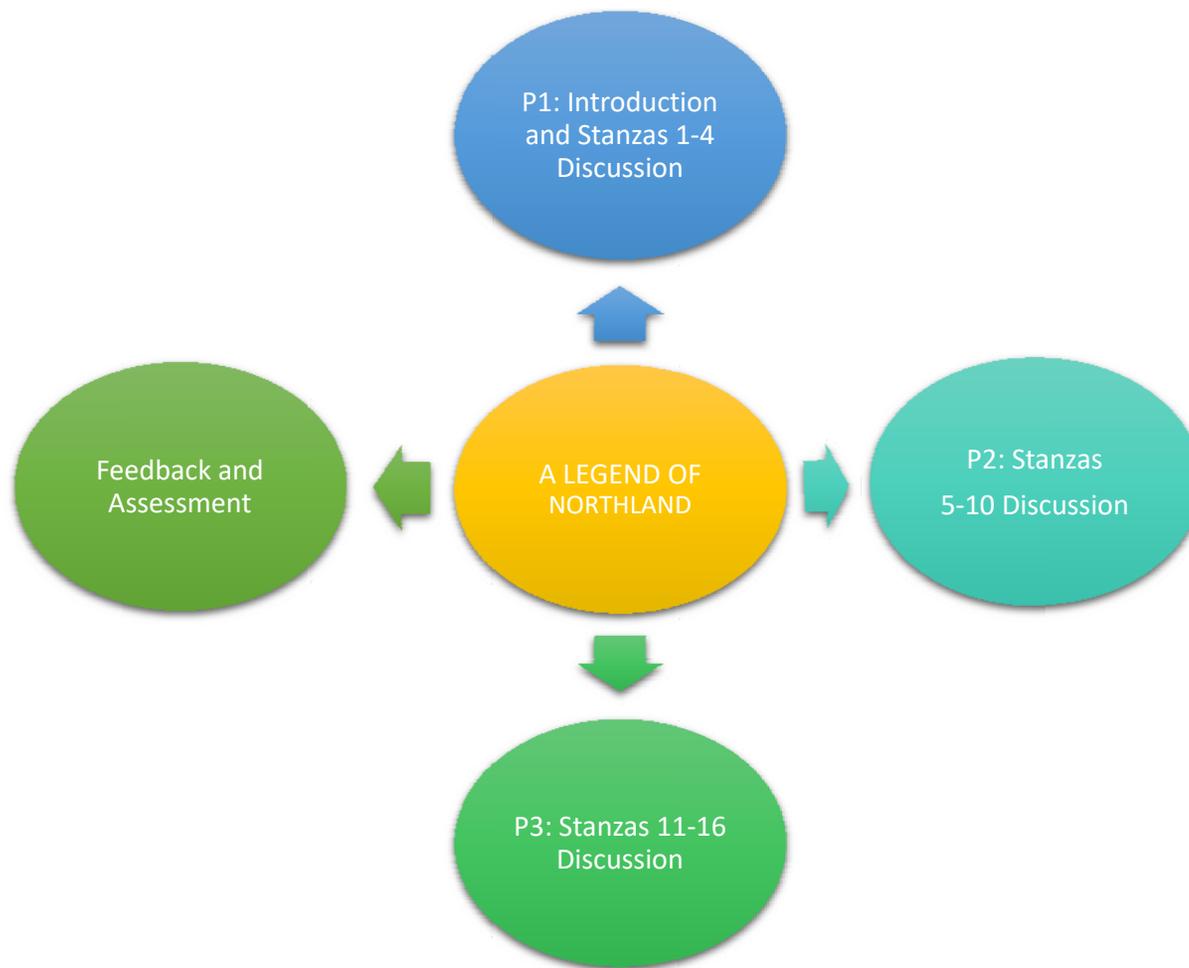
**Goal 5:** Develops an appreciation of the distinctive features of the language, including its alphabet and script, sounds, rhymes, puns, and other wordplays and games unique to the language

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.</p> <p>Introduction of the title and introduction to the theme of the poem</p> <p>Read, Recite and Realize Stanzas 1-4 ("Away, away in the Northland,..... ..... Just as he did, you know")</p> <p><b>Period - 2:</b> <b>Read recite and Realize</b> Stanzas 5-10 (He came to the door of a cottage, ..... So she put them on the shelf...')</p>	<p><u>CG 3</u></p> <p><b>C- 3.1</b> Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary)</p> <p><u>CG 2</u></p> <p><b>C- 2.2</b> Asks variety of questions on social experiences using appropriate language (Open-Ended/Closed-Ended/Formal/Informal, relevant to context with sensitivity)</p> <p><u>CG 3</u></p> <p><b>C- 3.1</b> Identifies and appreciates different forms of literature such as</p>	<p>LO-1 Compare the literary style of prose and poetry.</p> <p>LO-2 Tap their previous knowledge relating to the text of the poetry and its language use.</p> <p>LO-3 Discuss &amp; Discover detailed examples and insightful analysis and reasons of figurative speech and Poetic Device</p> <p>LO-4 Read aloud and recite poems with proper stress, pause, tone and intonation by following proper rhyme and rhythm.</p> <p>LO- 5 Identifies different forms of literary aspects used by the poet to understand the poet's viewpoints. Identify poetic devices and use them during classroom discussion.</p> <p>LO- 6 Appreciates the poet's style of - This is a ballad poem means it narrates a story in short paragraphs. Also, in a ballad, all the paragraph contains four lines. And in total it has 16 stanzas</p>

<p><b>Period - 3</b>  Read, Recite and Realize  Stanzas 11-16  ("Then good Saint Peter  grew angry.....  ....." Boring and boring  for food)  Summary of the poem</p>	<p>samples of prose,  poetry, and drama  (early to contemporary)</p> <p><b><u>CG-4</u></b>  <b>C-4.1</b>  Interprets, Understands  and applies linguistic  aspects (rules rhyme  schemes) such as  Sentence Structure  Punctuation, Tense,  Gender and Parts of  Speech.</p> <p><b><u>CG-5</u></b>  <b>C-5.2</b>  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><b><u>CG 3</u></b>  <b>C- 3.1</b>  Identifies and  appreciates different  forms of literature  used in the poetry</p>	<p>that tell us a story</p> <p>LO-7 Describe the gist/theme of the  poem.</p> <p>LO- 8 Infer the meanings of words and  phrases through contextual clues.</p> <p>LO-9 Appreciate the a Northland  folktale that has been passed down  several generations</p> <p>LO-10 Identify and appreciate  significant literary elements/poetic  devices such as personification,  alliteration, onomatopoeia, transferred  epithet, rhythm, rhyme, scheme etc.</p> <p>LO-11  Read aloud and recite poems with proper  stress, pause, tone and intonation by  following proper rhyme and rhythm.</p> <p>LO- 12  Get the message The legend teaches  us not to be greedy and that we should  possess the qualities of kindness and  empathy.</p> <p>LO- 13  Identifies different forms of literary  aspects used by the poet to understand  the poet's viewpoints.</p> <p>LO- 14  Appreciates the poet's style of  using Simile, alliteration, apostrophe,  dialogue, repetition, punning,  polysyndeton, and imager</p>
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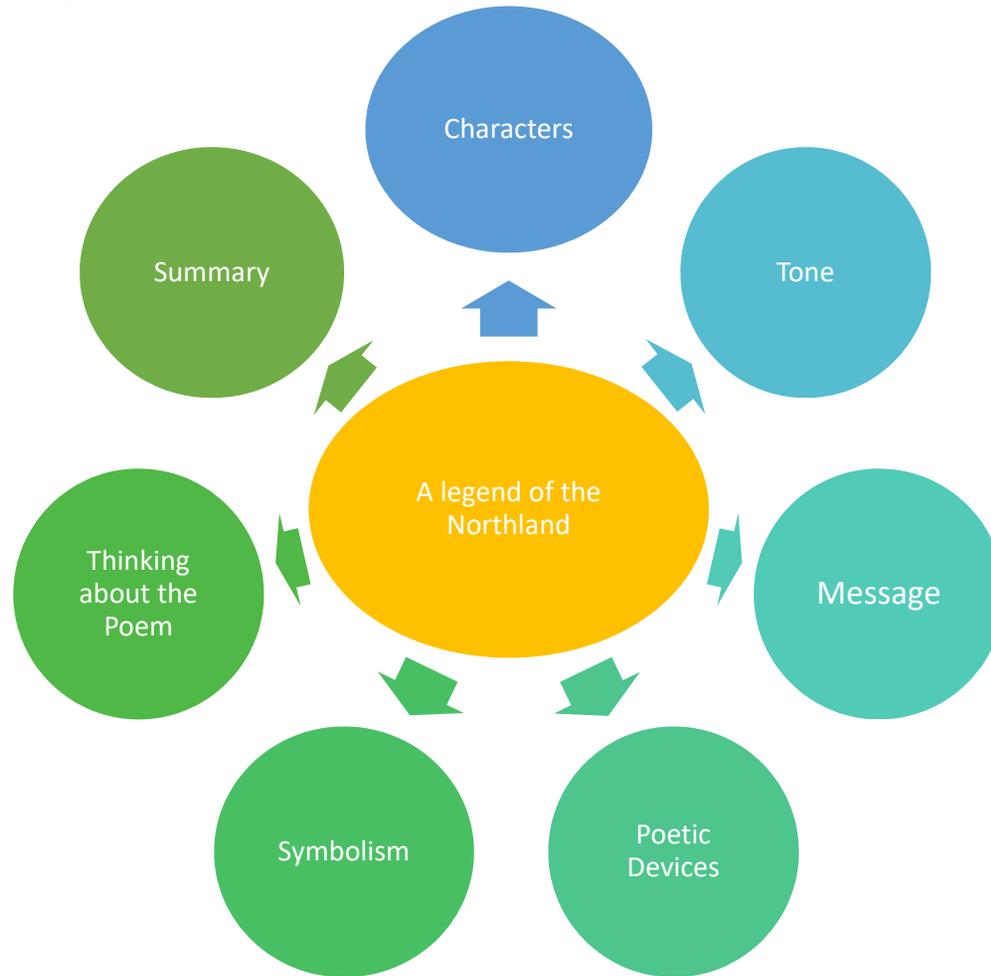
<p><b>Feedback and Assessment</b></p>	<p><u><b>CG 3</b></u>  <b>C- 3.1</b>  Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary)</p> <p><u><b>CG-4</b></u>  <b>C-4.1</b>  Interprets, Understands and applies linguistic aspects (rules rhyme schemes) such as Sentence Structure Punctuation, Tense, Gender and Parts of Speech.</p> <p><u><b>CG-5</b></u>  <b>C-5.2</b>  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>Become familiar with the rhyming pattern <b>ABCB pattern</b>.</p>
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**Overview:: This** graphic organizer will give us an overview of the different parts of the poem 'A LEGEND OF NORTHLAND' .



Concept Map A

This concept map will give us an overview of the different elements of the poem.





<p><b>MODEL READING BY THE TEACHER</b></p> <p><b>READ, RECITE AND REALIZE</b></p>	<p>poet. it is a sixteen-stanza long ballad with four lines each</p> <p>The teachers give a brief account of the poet</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>Students will</p>	<p>the poem?</p> <p>2. Who is the poet?</p> <p>3. What is the poem about?</p> <p>The poem hints at a conflict between generosity and greed.</p> <p>What do you think might drive the old woman's choices?</p> <p>A simple act of giving leads to dramatic consequences.</p>	 <p>Phoebe Cary (September 4, 1824 - July 31, 1871)</p> <p>was an American poet, and the younger sister of poet Alice Cary (1820-1871). The sisters co-published poems.</p> <p><a href="https://en.wikipedia.org/wiki/Phoebe_Cary">https://en.wikipedia.org/wiki/Phoebe_Cary</a></p> 
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	follow the teacher and try to read with stress, intonation ,tone ,rhyme and rhythm	Can you imagine what might transpire in this encounter between the woman and Saint Peter?	
<b>PERIOD -2</b> <b>Segment-2</b> <b>Analysis and interpretation of the poem</b>	The teacher gives a brief account of the entire poem in a bird's eye view  The teacher facilitates students to read and recite the poem and to comprehend the questions	1. What country or countries do you think the northland refers to? 2 what did the saint peter ask the old lady 3 what was the lady's a reaction? 4 . how did he punish her? 5. how does the wood pecker get her food?	<a href="https://www.learnbse.in/ncert-solutions-for-class-9-english-beehive-a-legend-of-the-northland-poem/">https://www.learnbse.in/ncert-solutions-for-class-9-english-beehive-a-legend-of-the-northland-poem/</a>  <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Chart work</li> <li>• Chart</li> <li>• Literary devices will be written on blackboards /IFPs</li> </ul>
<b>Period -3</b> <b>Thinking about the poem</b>	The teacher recites the poem follows student's recitation	6. Do you think that the old lady would have been	<a href="https://www.vedantu.com/ncert-solutions/ncert-solutions-class-9-english-beehive-chapter-5-a-legend-of-the-northland">https://www.vedantu.com/ncert-solutions/ncert-solutions-class-9-english-beehive-chapter-5-a-legend-of-the-northland</a>

<p><b>Read and discuss</b> <b>(oral activity)</b></p>	<p>The teacher elicits their ideas/ thoughts/ perceptions and imagination with the help of these questions</p>	<p>so ungenerous if she had known who saint peter? 7. What is a legend? Which part of the poem do you feel is the most important?</p>	<p><a href="https://www.google.com/search?q=youbelinks+for+the+poem+a+legend+of+the+northland&amp;rlz=1C1CHBD_enIN1066IN1066&amp;oq=youbelinks+for+the+poem+&amp;ags=chrome.1.69i57j33i10i160.15369j0j7&amp;sourceid=chrome&amp;ie=UTF-8#">https://www.google.com/search?q=youbelinks+for+the+poem+a+legend+of+the+northland&amp;rlz=1C1CHBD_enIN1066IN1066&amp;oq=youbelinks+for+the+poem+&amp;ags=chrome.1.69i57j33i10i160.15369j0j7&amp;sourceid=chrome&amp;ie=UTF-8#</a></p>
<p><b>Pair work</b></p>		<p>8. write the story of A LEGEND OF THE NORTHLAND IN ABOUT TEN SENTENCES</p>	<p>prepare a comic strip of the poem</p>
<p><b>Project work</b></p>	<p>Students work in pairs Try to answer the questions and analysis</p>	<p>Go to the local library or talk to older persons in your locality and find legends in your own language</p> <p>Tell the class about these legend</p>	

**LESSON PLAN**

**CLASS- 9**

**UNIT - 5**

**Supplementary Reader - The Happy Prince by Oscar Wilde - 3 Periods.**

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

<b>TOTAL No. of PERIODS = 3</b>
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**The following Curricular Goals and Competencies will be developed through this unit -**

**CG1**

Develops reading comprehension and summarizing skills by engaging with a variety of texts (stories) 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 period)

**CG-4**

Develops the ability to recognize 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
Before you Read (Pre-requisites)	<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: 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>
Reading Aloud	<p>C-1.1 Identifies main points, summarizes after a careful reading of the text, and responds coherently.</p> <p>C-2.1 Listens critically and reads 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</p>	<p>LO 2: Reads to skim and scan a text with the help of questions.</p> <p>LO 3: Read the text with fluency and understanding.</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>LO 6: Employs appropriate tone while reading the repeated phrases in the</p>

	<p>surroundings in oral and written form</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-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>stories.</p>
<p><b>Reading Text</b></p> <p><b>Segment 1</b></p> <p><i>High above the city.....</i></p> <p><i>- ....on top of the church steeple</i></p> <p><b>(Moments -</b></p> <p><b>Supplementar</b></p> <p><b>y Reader</b></p> <p><b>Page Numbers</b></p>	<p>C-1.1 Identifies main points, summarises after a careful reading of the text, and responds coherently.</p> <p>C-2.1 Listens critically and reads 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</p>	<p>L02, L03, L04, L06</p>

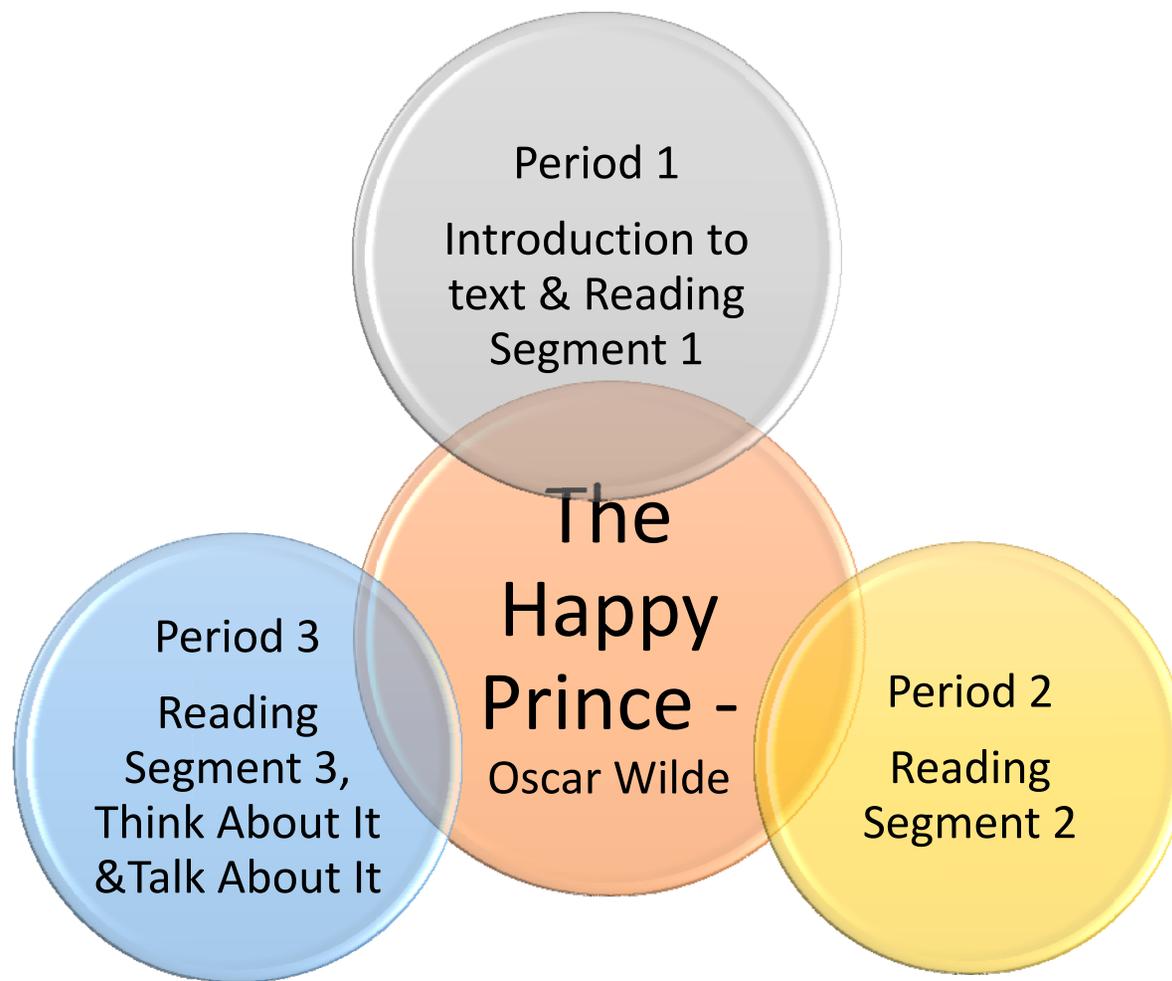
<p>28 - 31)</p>	<p>and written form.</p> <p>C-3.1 Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary).</p> <p>C-5.2 Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable.</p>	
<p><b>Reading Text</b> <b>Segment 2</b> <i>When the moon rose..... - .....“we have bread now!” they cried.</i> <b>(Moments -</b> <b>Supplementar</b> <b>y Reader</b> <b>Page Numbers</b></p>	<p>C-1.1 Identifies main points, summarises after a careful reading of the text, and responds coherently.</p> <p>C-2.1 Listens critically and reads 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>L02, L03, L04, L06</p>

<p>31 - 34)</p>	<p>C-3.1 Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary). 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><b>Reading Text</b> <b>Segment 3</b> <i>Then the snow came.... - .....Happy Prince shall praise me.</i> (textbook <b>Page Numbers</b> 34 - 35)</p>	<p>C-1.1 Identifies main points, summarises after a careful reading of the text, and responds coherently. C-2.1 Listens critically and reads to express opinions. 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</p>	<p>LO2, LO3, LO4, LO6</p>

	<p>and written form.</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-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><b>Think About It</b></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 7: Understand that there are different types of questions and categorise them.</p> <p>LO 8: Accurately answer questions about explicitly stated information in the given text.</p> <p>LO 9: Make inferences and draw conclusions from the given text.</p>
<p><b>Talk about It</b></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</p>	<p>LO 10: Learn how to describe the character traits and unique qualities of a person.</p>

	surroundings in oral and written forms.	
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Overview



Class: 10  
Period No: 01

Chapter:  
Introduction to the theme of the lesson

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Pre-Requisites Introduction to the topic.</p>	<p>The teacher may ask the students to engage the students in unravelling the theme and disclosure of the title of the text.</p> <p>Do animals and statues speak? What do you call a story in which animals are the main characters and behave like human beings?</p> <ul style="list-style-type: none"><li>• Do you ever wander off your course when asked by someone?</li><li>• Do you ever feel that others work is more important than that of yours?</li></ul> <p>There is a story from our supplementary reader by a famous story writer and playwright Oscar Wilde.</p> <p>You have already read a well known story written by Oscar Wilde in your lower classes, can you tell the title of that story? (The Selfish Giant)</p>		 <p>0960CH05</p> 

<p><b>Announcement of the title</b></p> <p><b>Reading aloud by the teacher</b></p> <p><b>Reading Text</b></p> <p><b>Segment 1</b></p> <p><b><i>High above the city..... - ....on top of the church steeple</i></b></p> <p><b>(Moments - Supplementary Reader Page Numbers 28 - 31)</b></p>	<p><b>Oscar Fingal O'Fflahertie Wills Wilde</b><sup>[a]</sup> (16 October 1854 - 30 November 1900) was an Irish poet and playwright. After writing in different forms throughout the 1880s, he became one of the most popular playwrights in London in the early 1890s. He is best remembered for his epigrams and plays, his only novel is <i>The Picture of Dorian Gray</i>.</p> <p>Now let us read the text 'The Happy Prince' written by Oscar Wilde</p> <p>The teacher divides the entire text into three segments to administer the process of reading efficiently in the classroom.</p> <p>Teacher reads the text aloud as a model and students listen to the teacher attentively following the text.</p> <p>During the individual reading, the teacher asks the students to follow these steps.</p> <p>Close Reading Activity: Read the text at least twice to gather meaning.</p>	<p>Model questions to be asked to the students to check their level of understanding the story.</p> <ol style="list-style-type: none"> <li>1. What is the bird mentioned in the text?</li> <li>2. Have you ever seen a swallow?</li> <li>3. Where is the bird going?</li> <li>4. Why is the swallow going to Egypt?</li> <li>5. Why does the bird stop?</li> <li>6. What is the statue made of?</li> <li>7. What is the heart of the statue made of?</li> <li>8. Have you ever seen a statue?</li> </ol>	
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	<p>Get the gist of what the text is about. Underline the words you find difficult and try to guess the meaning contextually.</p> <p>Comprehension Check On completion of this activity the teacher poses some questions to check their comprehension. Talk to each other about what you think it means.</p> <p>The teacher consolidates the answers to all these questions and writes them on the blackboard.</p> <p>Teacher summerises the text and asks the students to come to class after reading the segment 2</p>		
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Class: 10  
 Lesson: The Sermon at Benaras  
 Period No: 02

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Testing the Previous knowledge</p> <p>Reading aloud by the teacher</p> <p>Reading Text Segment 2  <i>When the moon rose..... - .....“we have bread now!” they cried.</i>            (Moments - Supplementary Reader Page Numbers 31 - 34)</p>	<p>Teacher tests the previous knowledge of the students by asking few questions from the previous segment of the text and continues with the reading of segment 2</p> <p>The teacher divides the entire text into three segments to administer the process of reading efficiently in the classroom.</p> <p>Teacher reads the text aloud as a model and students listen to the teacher attentively following the text.</p> <p>During the individual reading, the teacher asks the students to follow</p>	<p>Model questions to be asked</p>	

	<p>these steps.</p> <p>Close Reading Activity:  Read the text at least twice to gather meaning.  Get the gist of what the text is about.  Underline the words you find difficult and try to guess the meaning contextually.</p> <p>Comprehension Check  On completion of this activity the teacher poses some questions to check their comprehension.  Talk to each other about what you think it means.</p> <p>The teacher consolidates the answers to all these questions and writes them on the blackboard.</p> <p>Teacher summerises the text and consolidates segment 1 and 2; and asks the students to come to class after reading the segment 3</p>	<p>to the students to check their level of understanding the story.</p> <ul style="list-style-type: none"> <li>• What are the prince and the swallow doing?</li> <li>• How many people do they help?</li> <li>• Do you like the idea of the prince?</li> <li>• Does swallow feel better in helping others?</li> </ul>	
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Class: 10  
 Lesson:  
 Period No: 03

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Testing the Previous knowledge</p> <p>Reading aloud by the teacher</p> <p>Reading Text            Segment 3  <i>Then the snow came.... -            .....Happy Prince shall praise me.</i>            (textbook Page Numbers 34 - 35)</p>	<p>Teacher tests the previous knowledge of the students by asking few questions from the previous segment of the text and continues with the reading of segment 2</p> <p>Teacher reads the text aloud as a model and students listen to the teacher attentively following the text.</p> <p>During the individual reading, the teacher asks the students to follow these steps.</p> <p>Close Reading Activity:            Read the text at least twice to gather meaning.            Get the gist of what the text is about.            Underline the words you find difficult and try to guess the meaning contextually.</p> <p>Comprehension Check            On completion of this activity the</p>	<p>Model questions to be asked to the students to check their level of understanding the story.</p> <ul style="list-style-type: none"> <li>• What came then?</li> <li>• After the snow what came?</li> <li>• What happened to the swallow?</li> <li>• Is swallow happy?</li> <li>• Who was walking in the square next morning?</li> <li>• What did the mayor observe?</li> <li>• What did they do to the statue?</li> <li>• Where did the bird and the lead heart end?</li> <li>• What are they termed as by God?</li> </ul> <p>1. Why do the courtiers call the prince 'the Happy Prince'? Is he really happy? What does he see all around him?            2. Why does the Happy Prince send a ruby for the seamstress? What does the swallow do in the seamstress' house?</p>	<p>-</p>

<p><b>Think About It</b></p> <p><b>Talk about It</b></p>	<p>teacher poses some questions to check their comprehension. Talk to each other about what you think it means.</p> <p>The teacher consolidates the answers to all these questions and writes them on the blackboard.</p> <p>Teacher helps the students to answer the questions given under "think About It"</p> <p>Teacher helps the students to participate in the speaking activity given under Talk About It</p>	<p>3. For whom does the prince send the sapphires and why?</p> <p>4. What does the swallow see when it flies over the city?</p> <p>5. Why did the swallow not leave the prince and go to Egypt?</p> <p>6. What are the precious things mentioned in the story? Why are they precious?</p> <p>The little swallow says, "It is curious, but I feel quite warm now, although it is so cold." Have you ever had such a feeling? Share your experience with your friends.</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 - 9**

**UNIT - 6**

**Prose –My Childhood – 7 Periods**

**Poetry – No Men Are Foreign – 3 periods**

**Supplementary Reader – Weathering The Storm In Ersama -4 Periods**

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

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

<b>TOTAL No. of PERIODS = 14</b>
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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.

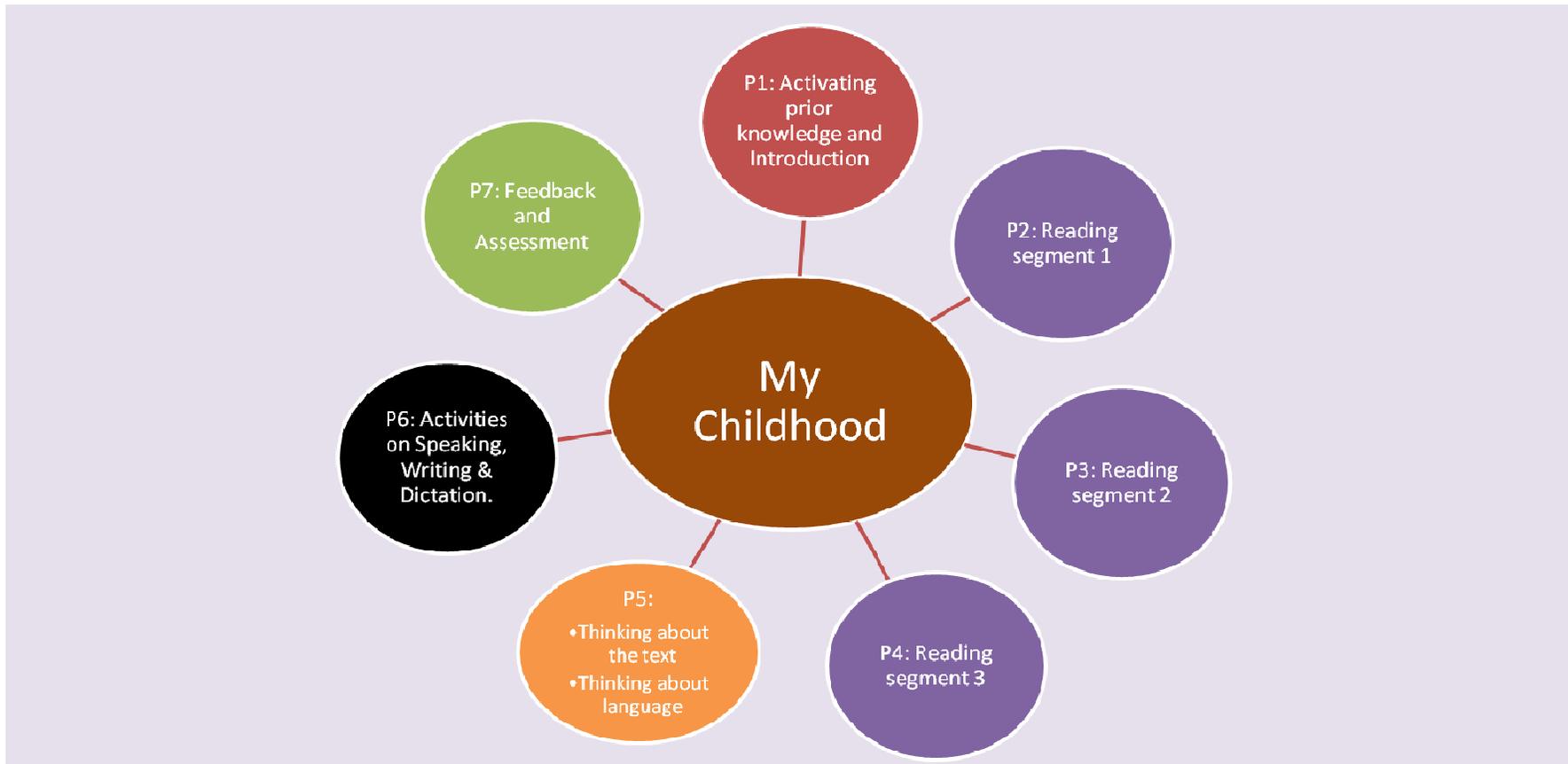
Period and Topics	Goals and Competencies	On completion of this unit, the learners will be able to:
		Learning Outcomes
Before you Read (Pre-requisites)	<p>CG - 2</p> <p>C - 2.3: Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms.</p>	<p>LO 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>
Reading Aloud	<p>CG - 5</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 3: Read the text with fluency and understanding.</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>Reading Text Segment 1 (“I was born into...for the first time.”) (Textbook Pg. No. 68 - 69)</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 organise ideas and information to write for and an unintended 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</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>

	aspects of the social and cultural surroundings in oral and written forms.	
Reading Text Segment 2 ("Every child is born ...this young teacher.") (Textbook Pg. No. 70 - 71)	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 and an unintended purpose and audience.  CG 2 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 11: Discuss texts in which characters, events and settings, cause-effect are portrayed in different ways (collaborative reading) LO 12: Draw connection between personal experiences and the given text and share responses with others (Connecting text to self)
Reading Text Segment 3 ("On the whole ...their own thoughts.") (Textbook Pg. No. 73 - 74)	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 and an unintended purpose and audience.	LO 13: Analyse the text critically by using text processing strategies. For example, monitoring, predicting, confirming, re-reading and reading on and self-correcting.
Thinking About the Text (Pg No. 75)	CG 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	LO 14: Understand that there are different types of questions and categorise them. LO 15: Accurately answer questions about explicitly stated information in the given text. LO 16: Make inferences and draw conclusions from the given text.

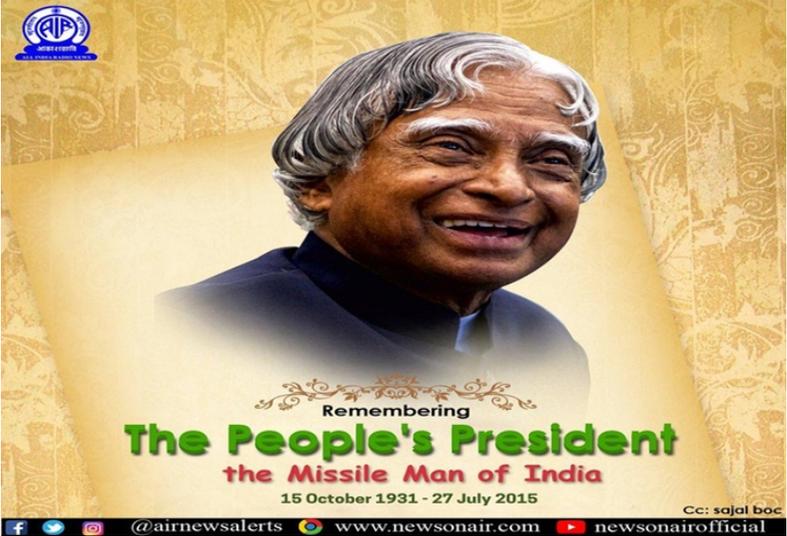
	linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of speech.	
Thinking about Language (Pg No. 75-76) (Vocabulary, Grammar)	CG 4 C - 4.1: Interprets, understands and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of speech.	LO 17: refer to a dictionary to find out the examples of how the words on pg no. 75 are used and answer the questions 1,2,3. LO 18: study the formation of words by prefixing –un/-in/-il/-ir/-im to their antonyms. LO 19: understand the structure of passive voice and change the verbs into passive voice.
Dictation (listening)	CG 4 C - 4.1: Interprets, understands and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of speech.	LO 20: take down passages one by one that the teacher dictates and puts them in the right order
Speaking (Pg No. 78-79)	CG 2 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 21: express his/her opinion and others opinions on the given topic with the help of the phrases on pg no. 78&79.
Writing (Pg No. 79)	CG 2 C - 2.3: Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written forms. CG 4 C - 4.1: Interprets, understands and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of speech.	LO22: think and write a short account of the given topic on pg no. 79.

## OVERVIEW

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



**Class: 9 Chapter: My Childhood**  
**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>Introduction to the theme – Linking present knowledge to the background knowledge</p>	<p>Visual activity 1            The teacher focuses the attention of the learner to picture 1 and asks the following questions            Picture 1 –The People’s President</p>  <p>Picture Courtesy -  <a href="https://newsonair.gov.in/writereaddata/News_Pictures/NAT/2023/Oct/NPIC-20231015123531.jpg">https://newsonair.gov.in/writereaddata/News_Pictures/NAT/2023/Oct/NPIC-20231015123531.jpg</a>            Visual activity 2</p>	<ol style="list-style-type: none"> <li>1. Who was the 11<sup>th</sup> president of India?</li> <li>2. What do you know about Dr. Abdul Kalam?</li> <li>3. Why do people consider him “The People’s President”?</li> <li>4. How did Kalam contribute to the development of Prithvi and Agni Missiles in our country?</li> <li>5. What made kalam a unique President of India?</li> </ol>	<p>IFPs - Videos and Pictures of Nuclear and Joint Family systems in the Indian Setting to be displayed.            The teacher consolidates all the expected answers from the students and writes them on the blackboard.            The students take notes</p>

The teacher focuses the attention of the learner to picture 1 and asks the following questions

Picture 2 – Kalam with Children



Picture Courtesy -

<https://codepen.io/sumanthkmrn/pen/LGqrML>

The teacher consolidates the responses of the students and notes down the main points on the black board/IFP.

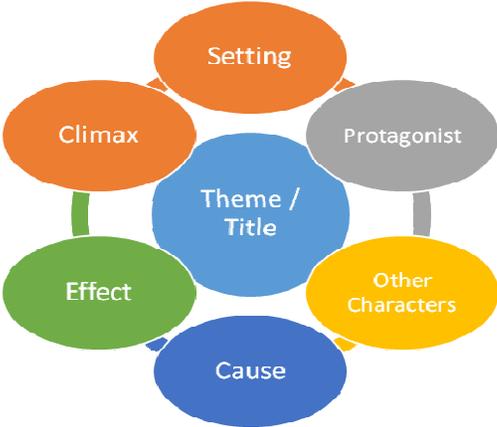
QR Code –

<http://epathshala.nic.in/QR/?id=0959>

1. What are the children doing in the picture?
2. Did Kalam love to interact with young minds. How can you say so?
3. Why do students like Kalam so much?
4. Can you describe Kalam's brilliance and contribution in various fields?

Oral Narrative

			Oral Narrative on the black board/IFP.
Reading aloud by the 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.		
Pre-reading Activity (Textbook Pg. No. 68)	<p>Before you Read</p> <p>The teacher poses the questions under the heading 'Before you read' on Pg. No. 68 and introduces the passage about My Childhood.</p>	<ol style="list-style-type: none"> <li>1. What is the meaning of the word statesmen?</li> <li>2. What is the definition of the word scientist?</li> <li>3. Define the words space, defence, nuclear technology.</li> <li>4. Whose projects guided India into the twenty-first century?</li> </ol>	<p>The teacher consolidates all the expected answers from the students and writes them on the blackboard.</p> <p>The students take notes.</p>

		<p>5. Who became the eleventh president of India?</p> <p>6. In which year did Kalam become the President of India?</p> <p>7. What is the title of the autobiography of A.P.J. Abdul Kalam?</p>	
<p>Introduction to the theme (Concept Map)</p>	<p>Concept Map 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>	<p>Charts IFPs - The Concept Map will be displayed on the IFPs. The teacher consolidates all the expected answers from the students and writes them on the blackboard. The students take notes.</p>
<p>Announcement of Title</p>	<p>Now we are going to read the text with the title 'My Childhood' that describes a few instances of Kalam's childhood..</p>	<p>What is the title of the passage?</p>	<p>The teacher will write the title on the blackboard. The students take</p>

			notes.
About the Author	My childhood is an extract from the famous autobiography "Wings of Fire" of the renowned Indian figure Dr.APJ Abdul Kalam.	Who is the author?	The teacher will write about the author on the blackboard. The students take notes.
Reading aloud by the 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.		Textbook Notebook IFPs – The text will be displayed on the IFPs
Reading aloud by the Students	The teacher asks the students to read aloud.		

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
Reading with Comprehension	<p>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:            statesmen, space, defence, nuclear technology, auto-biography, innate wisdom, disadvantages, possessed, undistinguished, inessential, ancestral, materially, emotionally, princely, unaffected, emergency, inherited, upbringing, priesthood, ceremony, sacred, utterly, downcast, impression, summoned, inequality, communal intolerance, conviction, regret, apologize, segregation, conservative, hesitation, confronted, imminent, unprecedented optimism.</p>	<p>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.</p>	<p>Textbooks            Notebooks            Thesaurus            Dictionary            IFPs – Keywords to be displayed on IFPs</p>
<p>Reading Segment 1            (“I was born into...for the first time.”)            (Textbook Pg. No. 68 - 69)</p>	<p>B. The teacher divides the entire text into three segments to administer the process of reading efficiently in the classroom.            Reading Segment – 1            (“I was born into...for the first time.”)            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:            Read the text at least twice to gather meaning and determine the</p>	<ol style="list-style-type: none"> <li>1. Who does the word “I” refer to?</li> <li>2. Was Kalam born rich?</li> <li>3. Who is Jainulabdeen? What did he possess?</li> <li>4. Was Kalam good looking? Identify the lines in the second paragraph that support your answer?</li> <li>5. Find the meaning of the word</li> </ol>	<p>The teacher writes the expected answers on the blackboard/IFPs             Students take notes</p>

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  
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.

- 'austere'?
6. Why did Kalam feel that he had a secure childhood?
  7. How did Kalam earn his first wages?

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Reading Comprehension</p> <p>Reading Segment 2                      (“Every child is born ...this young teacher.”)                      (Textbook Pg. No. 70 - 71)</p>	<p>A. Reading Segment – 2                      (“Every child is born ...this young teacher.”)</p> <p>The teacher divides the class into groups for the purpose of shared reading in the Collaborative reading stage since the learners:                      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> <p>Comprehension Check                      On completion of this activity the teacher poses some questions to check their comprehension.                      Talk to each other about what you think it means</p>	<ol style="list-style-type: none"> <li>1. What did Kalam inherit from his parents?</li> <li>2. Who are Kalam’s close friends?</li> <li>3. What is the meaning of the word ‘orthodox’?</li> <li>4. Kalam’s grandmother and mother told him bed time stories from the Ramayana and from the life of the Prophet.What do you understand from this culture?</li> <li>5. Why did Kalam wear a cap? What happened one day when he was in the fifth standard?</li> <li>6. What impact did the image of Ramanadha Sastry have on Kalam’s mind?</li> <li>7. How did Lakshmana Sastry punish the teacher?</li> </ol>	<p>Textbooks                      Notebooks                      Thesaurus                      Dictionary                      IFPs – Keywords to be displayed on IFPs                      The teacher writes the expected answers on the blackboard/IFPs                      Students take notes</p>

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Reading Comprehension</p> <p>Reading Segment 3            (“On the whole ...their own thoughts.”)            (Textbook Pg. No. 73 - 74)</p>	<p>Reading Segment – 3            (“On the whole ...their own thoughts.”)</p> <p>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> <p>Steps during this Stage            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            identifies the sentence structures or starters            example : because</p> <p>The teacher conducts an extrapolative reading stage to make the learners guess, deduce, figure out, predict and conclude.</p> <p>Comprehension Check            On completion of this activity the teacher poses some questions to check their comprehension.</p>	<ol style="list-style-type: none"> <li>1. What kind of a town was Rameswaram?</li> <li>2. Who is Kalam’s science teacher?</li> <li>3. What is the meaning of the word conservative?</li> <li>4. Why did Mr. Iyer’s wife refused to serve Kalam in her kitchen?</li> <li>5. Why did Kalam leave Rameswaram?</li> <li>6. What is the meaning of the phrase “unprecedented optimism”?</li> <li>7. Explain the meaning of the last five lines of paragraph 11.</li> </ol>	<p>Textbooks            Notebooks            Thesaurus            Dictionary            IFPs –            The teacher writes the expected answers on the blackboard/IFPs            Students take notes</p>

Class: 09  
 Lesson: My Childhood-Unit 6  
 Period No: 05

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
Thinking about the text (Text Book Pg No. 75)	The teacher poses the following questions to the students to check their comprehension of the passage (Textbook Pg. No. 75).	<p>I. Answer these questions in one or two sentences each.</p> <p>1. Where was Abdul Kalam's house? 2. What do you think Dinamani is the name of? Give a reason for your answer.</p> <p>3. Who were Abdul Kalam's school friends? What did they later become? 4. How did Abdul Kalam earn his first wages?</p> <p>5. Had he earned any money before that? In what way?</p> <p>II. Answer each of these questions in a short paragraph (about 30 words)</p> <p>1. How does the author describe: (i) his father, (ii) his mother, (iii) himself? 2. What characteristics does he say he inherited from his parents?</p> <p>III. Discuss these questions in class with your teacher and then write down your answers in two or three paragraphs each.</p> <p>1. "On the whole, the small society of Rameswaram was very rigid in terms of the segregation of different social groups," says the author. (i) Which social groups does he mention? Were these groups easily identifiable (for example, by the way they dressed)? (ii) Were</p>	<p>Textbooks          Notebooks          Thesaurus          Dictionary          IFPs –          The teacher writes the expected answers on the blackboard/IFPs          Students take notes</p>

<p>Workbook Activity</p>	<p>a) The teacher asks the students to read the text 1 and answer the questions given in workbook. b) The teacher asks the students to read the poem and answer the questions in workbook.</p>	<p>they aware only of their differences or did they also naturally share friendships and experiences? (Think of the bedtime stories in Kalam’s house; of who his friends were; and of what used to take place in the pond near his house.) (iii) The author speaks both of people who were very aware of the differences among them and those who tried to bridge these differences. Can you identify such people in the text? (iv) Narrate two incidents that show how differences can be created, and also how they can be resolved. How can people change their attitudes? 2. (i) Why did Abdul Kalam want to leave Rameswaram? (ii) What did his father say to this? (iii) What do you think his words mean? Why do you think he spoke those words?</p>	<p>IFP Words And Expressions book for class 9</p>
<p>Thinking about Language (Vocabulary) (Text Book Pg No 75,76)</p>	<p><b>Language Item 1:</b> Semantics(word meanings) Students study the words given in the box and look these words up in a dictionary to learn their multiple meanings and their usage.  <b>Language Item 2:</b> Prefixes Students study the table comprising certain phrases and their meanings in columns A &amp; B, then they match the phrases with their relative meanings. The teacher</p>	<p>Refer to a dictionary to find the meanings of the given word on page no-75.  Match the phrases in column A with their meanings in column B.  Form the opposites of the given words by</p>	<p>The teacher will write the worksheets on vocabulary and grammar on the blackboard/IFPs.</p>

	<p>facilitates the process. Students study the words in italics in the given sentences that are formed by prefixing un-or in – to their antonyms. Students form the opposites of the words given in the table by prefixing un-in-il-ir-im by referring to a dictionary if necessary.</p>	<p>prefixing the given forms.</p>	
<p>Thinking about Language (Grammar) (Text Book Pg No. 76 &amp; 77)</p>	<p><b>Grammar Item3:Passive Voice</b> Students study the example sentences on page no-76 and learn the structure of a sentence in passive voice(be form of the verb+past participle) <b>Writing Activity:</b> Students rewrite the sentences changing the verbs in brackets into the passive form (pg no. 77). <b>Paragraph Writing:</b> Students rewrite the paragraphs given on page no. 77 using the correct form of the verb given in brackets. <b>Workbook Activity</b> a) The teacher instructs the students to make noun forms of the words given in workbook. b) The teacher asksthe students to match the words that go along with the words given in workbook. c) The teacher encourages the students to use the English dictionary and find ten Indian originated words and write in workbook.</p>	<p>What is the structure of a sentence in passive voice?  Complete the activities given under IV &amp; V.  Mention the changes you have made.</p>	<p>The teacher will write the worksheets on vocabulary and grammar on the blackboard/IFPs. Words And Expressions book for class 9. IFP. Words And Expressions book for class 9. IFP</p>
<p><b>Workbook Activity</b></p>	<p><b>Workbook Activity</b> a) The teacher guides the students to fill in the blanks with passive forms of the verbs given in workbook.</p>	<p>Pg no.86 in workbook  Pg no.87 (q no.2) in workbook  Pg no.88 in workbook  Q no.1, pg no.88 in workbook</p>	<p>Words And Expressions book for class 9 IFP English Reader English Dictionary</p>

	<p>b) The teacher enables the students to expand the News Headlines into 3 or 4 sentences of a short article by using passive voice given in work book.</p> <p>c) The teacher suggests the students to replace the underlined words with a phrasal verb from the list given in work book.</p> <p>d) The teacher asks the students to write the corrected story by editing the passage given in workbook by using the punctuation marks and spellings in work book.</p>	<p>Q no.2(b,c,d) in pg no.89 in workbook</p> <p>Q no.3, pg no.89 &amp; 90 in workbook</p> <p>Pg no.91 in workbook</p>	<p>Words And Expressions book for class 9</p> <p>IFP</p>
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<b>Class: 09 Lesson: My Childhood-Unit 6 Period No: 06</b>			
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required

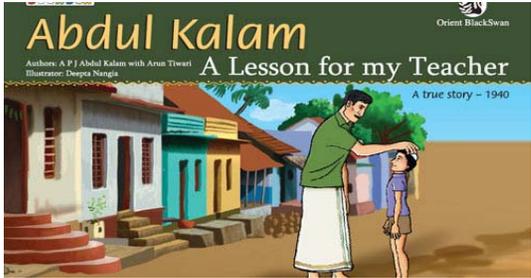
<p>Listening Activities (Textbook Pg. No. 77 &amp; 78)</p>	<p>Activity : Dictation</p> <p>The teacher divides the class into three groups. Each group takes down one passage that the teacher dictates and puts them in the right order.</p>	<p>How did you arrange the paragraphs in the right order? Which of the following aspects do you focus on?</p>	<p>The Vocabulary box will be displayed on the blackboard/IFPs.</p>
<p><b>Workbook Activity</b></p>	<p>The teacher reads the passage and instructs the students to listen and answer the questions given in workbook.</p>	<p>A) Length B) Unity C) Coherence D) sequence</p>	
<p>Speaking: Text Book page no. 78 &amp; 79</p>	<p>Activity: Topic</p> <p>Career building is the only goal of education (or) Getting a good job is more important than being a good human being. The students are asked to express their opinions and others opinions about the given topics making use of the phrases given on page no 78 &amp; 79.</p>	<p>Pg no.92-94 in workbook</p> <p>Mention some phrases that you chose to express opinions.</p>	
<p><b>Workbook Activity</b></p>	<p><b>Speaking</b></p> <p>The teacher divides the class into 4groups.Each group will pick up a slip and discuss the given topic and make a brief representation on the given topic.</p>	<p>Pg no.94 &amp; 95 in work book</p>	<p>Words and Expressions book for class 9 IFP</p>
<p>Writing : Text Book page no. 79</p>	<p>Activity :</p> <p>Students think to write a short imaginary account of what life in Rameswaram in the 1940's must have been like.</p>		

**Workbook Activity**

**Writing**

The teacher encourages the students to write an article on the importance of the youth in the making of a New India.

Go through the following video to recollect some incidents of Kalam's childhood and answer the questions.



<https://youtu.be/vwYx2CxvuwU>

the teacher consolidates the responses of the students and writes them on the black board or IFPs. Students take notes.

**Project**

The teacher guides the students in making a collage for display in the monthly wall magazine by collecting favorite quotations of M.K. Gandhi, Dr Abdul Kalam, Mother Teresa, Lal Bahadur Shastri, J. Krishnamurthy etc; as a project work.

**Feedback and assessment: (Textual)**

Pg no.95 in workbook

Q. no 1 in pg no. 95 in work book

1. What is the title of this video?
2. Is it a true story?
3. Who is the speaker?
4. Who's teacher is being referred to here?
5. What is Rameswaram famous for?
6. Why would Kalam linger near the temple?
7. Who is Kalam's best friend?
8. Do they belong to the same religion?
9. Why did Kalam's teacher shift him to the last row?
10. How did Sastry's father react to this incident?
11. What happened at the end?
12. Did the teacher regret his behaviour?

Library books  
Magazines  
Internet  
English Reader  
Charts and pictures relevant to the project

Video clipping, link, IFPs, notebooks.

Class 9, Unit 6

Number of periods: 3

Title of the Poem: No Men Are Foreign Name of the Poet: James Kirkup

Class 9, Unit 6

Number of periods: 3

Title of the Poem: No Men Are Foreign Name of the Poet: James Kirkup

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

**Goal 1:** To develop reading comprehension and summarizing skills by engaging with a 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.

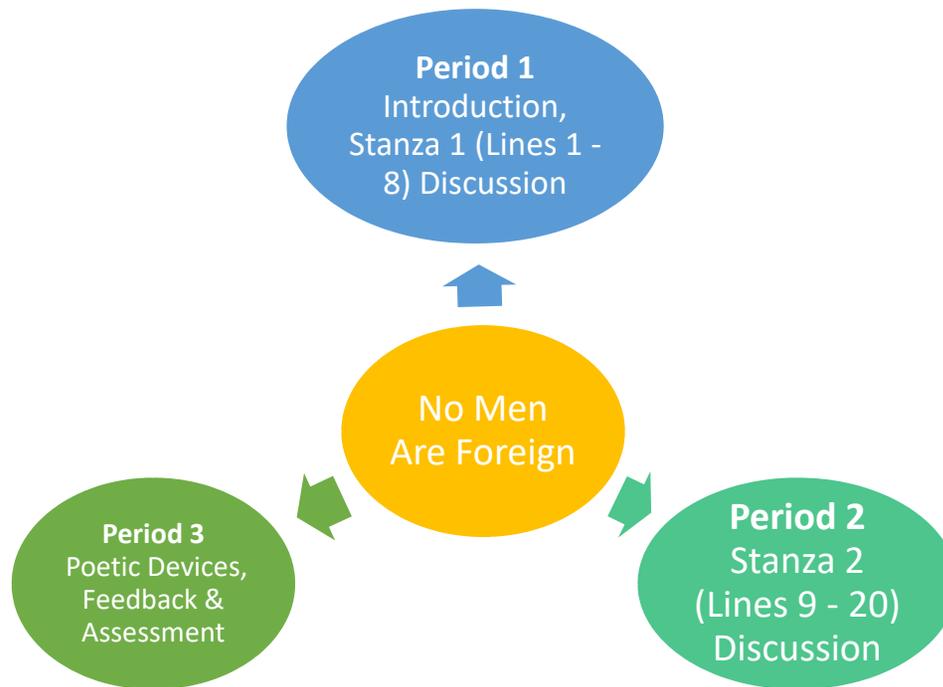
Period and Topics	Goals and Competencies	On completion of this unit, the learners will be able to:
		Learning Outcomes
<p><b>Period - 1:</b>  <b>Pre-requisites:</b> Activating prior knowledge.  Introduction of the title and introduction to the theme of the poem  <b>Read, Recite and Realize</b>  <i>Stanza 1 (lines 1-8)</i>  <i>("Remember, no men..... different from our own.")</i></p>	<p><u><b>CG 3</b></u>  <b>C- 3.1</b>  Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary)  <u><b>CG 2</b></u>  <b>C- 2.2</b>  Asks variety of questions on social experiences using appropriate language (Open-Ended/Closed-Ended/Formal/Informal, relevant to context with sensitivity)</p>	<p><b>LO-1</b>  Compare the literary style of prose and poetry.  <b>LO-2</b>  Tap their previous knowledge relating to the text of the poetry and its language use.  <b>LO-3</b>  Discuss Coates Kinney's literal and figurative ideas.  <b>LO-4</b>  Read aloud and recite poems with proper stress, pause, tone and intonation by following proper rhyme and rhythm.</p>
<p><b>Period - 2:</b>  <b>Read, Recite and Realize</b>  <i>Stanza 2 (lines 9-20)</i>  <i>("Remember they have ..... and no countries strange.")</i></p>	<p><u><b>CG 3</b></u>  <b>C- 3.1</b>  Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary)  <u><b>CG-4</b></u>  <b>C-4.1</b>  Interprets, Understands and applies linguistic aspects (rules rhyme schemes) such as Sentence Structure Punctuation, Tense, Gender and Parts of Speech.  <u><b>CG-5</b></u></p>	<p><b>LO- 5</b>  Identifies different forms of literary aspects used by the poet to understand the poet's viewpoints.  Identify poetic devices and use them during classroom discussion.  <b>LO- 6</b>  Appreciates the poet's style of symbolic representation and the use of imagery.  <b>LO-7</b>  Describe the gist/theme of the poem.  <b>LO- 8</b>  Infer the meanings of words and phrases through contextual</p>

	<p><b>C-5.2</b> 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>clues.</p> <p><b>LO-9</b> Appreciate the feel awakened after a rainy day, the soothing and healing quality of nature.</p> <p><b>LO-10</b> Identify and appreciate significant literary elements/poetic devices such as personification, alliteration, onomatopoeia, transferred epithet, rhythm, rhyme, schematic.</p> <p><b>LO-11</b> Read aloud and recite poems with proper stress, pause, tone and intonation by following proper rhyme and rhythm.</p>
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<p><b>Feedback and Assessment</b></p>	<p><b><u>CG-3</u></b>  <b>C-3.1</b>  Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary)</p> <p><b><u>CG-4</u></b>  <b>C-4.1</b>  Interprets, Understands and applies linguistic aspects (rules rhyme schemes) such as Sentence Structure Punctuation, Tense, Gender and Parts of Speech.</p> <p><b><u>CG-5</u></b>  <b>C-5.2</b>  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><b>LO-12</b>  Get the message that man and nature are integrated.</p> <p><b>LO-13</b>  Identifies different forms of literary aspects used by the poet to understand the poet’s viewpoints.</p> <p><b>LO-14</b>  Appreciates the poet’s style of symbolic representation and the use of imagery.</p>
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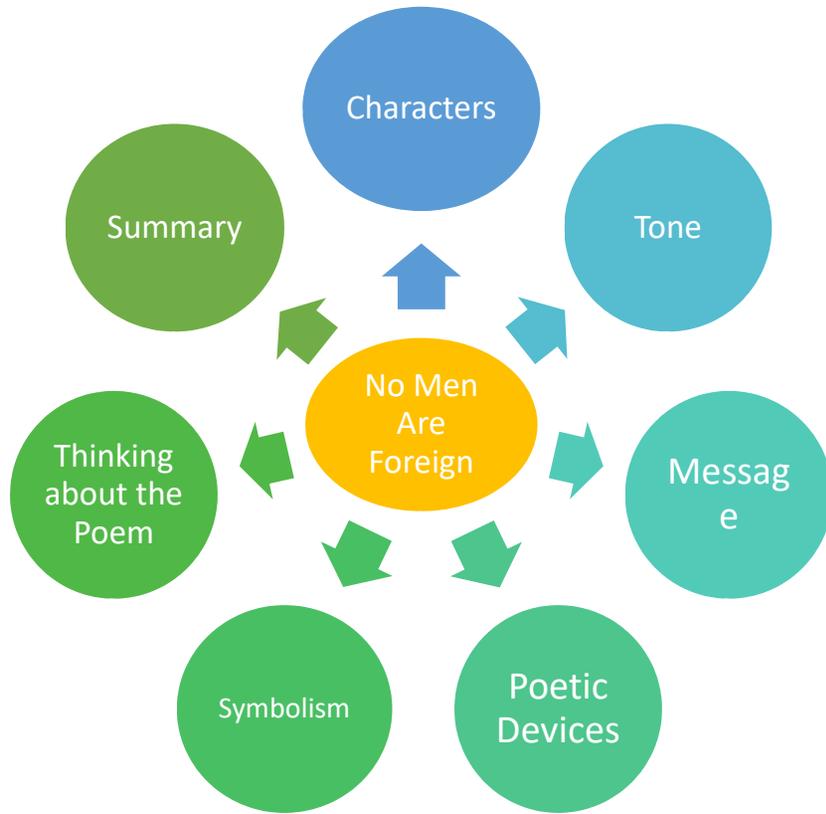
**Overview:**

This graphic organizer will give us an overview of the different parts of the poem *‘No Men Are Foreign’*.



### Concept Map A

This concept map will give us an overview of the different elements of the poem.



Class: 09 Poem: No Men Are Foreign									
Period No: 01 Introduction to the theme of the Poem and Stanza 1& 2 Discussion									
Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required						
<b>Period 1</b>  <i>Activating prior knowledge</i>	<p>In order to activate the background knowledge of the learners, the following activity is conducted in the class</p> <p><b>Activity 1:</b> The teacher shows the picture and elicits their ideas/thoughts/perceptions and imagination with the help of these questions.</p> <ol style="list-style-type: none"> <li>1. What do you see in the picture?</li> <li>2. Name the different religions they possess.</li> <li>3. Where are all of them standing together?</li> <li>4. Are they all happy to be united?</li> <li>5. Are all human beings same?</li> <li>6. Are the people of other countries strangers?</li> <li>7. Say anyone of the world war that you know.</li> <li>8. Is war necessary?</li> </ol> <p>Teacher consolidates all the responses given by the students and writes the oral narrative on the blackboard/IFP.</p>	<p>9.</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 Universal Brotherhood can be made use in this context.</p>  <p><small>shutterstock.com · 445827004</small></p> <p><a href="https://images.app.goo.gl/2T1Gf1323CMATETu9">https://images.app.goo.gl/2T1Gf1323CMATETu9</a></p>
I SEE	I THINK	I WONDER							
<b>Announcement of the Title</b>	The teacher announces the title of the poem, namely, 'No Men Are Foreign' written by James Kirkup.		The teacher writes the title on the blackboard/IFPs.						

<p><b>Introduction to the poet</b></p>	<p>Teacher gives a brief account of James Kirkup, who was an internationally acclaimed poet, novelist, play wright and a translator, who wrote this poem ‘No Men Are Foreign’.</p> <p>In this poem the poet describes that the man-made differences are baseless and they have caused endless wars and bloodshed.</p> <p>Let’s read and analyse the poem stanza by stanza.</p> <p>In this poem, the poet brings alive the effect of rain’s pitter-pattering on his mind and heart, as well as old memories of his life, when he was a child.</p> <p>Let’s read and analyse the poem stanza by stanza.</p>	<ol style="list-style-type: none"> <li>1. What is the title of the poem?</li> <li>2. Who is the poet?</li> <li>3. What is the poem about?</li> </ol>	 <p><a href="https://images.app.goo.gl/t9e4rAY1wkKGWTpp8">https://images.app.goo.gl/t9e4rAY1wkKGWTpp8</a></p>
<p><b>Model Reading by the Teacher</b></p>	<ul style="list-style-type: none"> <li>• The teacher recites the entire poem aloud with appropriate stress, rhythm, pauses and intonation.</li> <li>• The students listen to the teacher to follow the tone and articulation.</li> <li>• Students will follow the teacher and try to recite the poem with proper stress intonation and with rhyme and rhythm.</li> </ul>		
<p><b>Chorus reading by students</b></p>	<p><b>Activity 3</b></p> <p>Individual/whole class/group</p> <ul style="list-style-type: none"> <li>• Teacher divides the class into groups</li> <li>• Teacher distributes the strips of each line of the poem</li> <li>• Total eight strips having the entire poem will be distributed</li> <li>• Strips can either be given individually or in groups</li> </ul>		<p>Glossary will be written on the blackboard/IFPs.</p>

<p><b>Stanza 1</b> <b>Appreciation</b> <i>Stanza 1 (lines 1-8)</i> <i>(“Remember, no men are..... ..... from our own.”)</i></p>	<p><b>Check on Appreciation –</b> The teacher asks the students the following questions.</p> <p>Soon after eliciting the responses, the teacher will consolidate the gist of the first eight lines by saying that the poet emphasizes the value of universal brotherhood. He tells us why we must not hate our brothers and sisters who live in different countries. The poet gives us further evidence of the unity of man.</p> <p>Various thoughts that arise in the poet’s mind are exposed in this poem.</p>	<ol style="list-style-type: none"> <li>1. How many lines are there in this stanza?</li> <li>2. What does the poet try to describe in these lines of the first stanza?</li> <li>3. “Beneath all uniforms.....” what uniforms do you think the poet is speaking about?</li> <li>4. In stanza 1, find 5 ways in which we are alike. Pick out the words.</li> <li>5. How are we responsible for war?</li> <li>6. What should we remember about men?</li> <li>7. What should we remember about countries?</li> <li>8. Where do we all walk upon?</li> </ol>	<p>Vocabulary Chart – the following words and phrases will be displayed on the blackboard/IFPs –</p> <ul style="list-style-type: none"> <li>❖ strange (weird, unknown)</li> <li>❖ foreign (which doesn’t belong to us)</li> <li>❖ uniform (military forces or soldiers who wear uniforms)</li> <li>❖ breathes (inhale and exhale)</li> <li>❖ walk upon (to pass on)</li> <li>❖ peaceful harvests (harvests that are repeated during peaceful times)</li> <li>❖ starved (die from hunger) <ul style="list-style-type: none"> <li>❖ labour (hard work)</li> </ul> </li> </ul>
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Class: 09

Poem: Rain on the Roof

Period No: 02

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p><b>Stanza 2</b> <b>Appreciation</b> <i>Stanza 2 (lines 9-20)</i> <i>("Remember they have eyes..... and no countries strange.")</i></p>	<p><b>Check on Appreciation –</b> The teacher asks the students the following questions.</p> <p>Soon after eliciting the responses, the teacher will consolidate the gist of the second stanza by saying that the poet concludes the poem as humanity is the same all over the world and raising our arms against anyone means fighting against ourselves.</p>	<ol style="list-style-type: none"><li>1. What is the main theme of the poem?</li><li>2. Why did the poet call, 'Harvest' a peaceful and 'War' as winter?</li><li>3. What does the poet mean to say with the line, "To Hate Our Brothers , It Is Ourselves"?</li><li>4. What does the line, "Hells of Fire and Dust Outrage the Innocence" mean?</li><li>5. Is "No Men Are Foreign" an anti-war poem?</li><li>6. Why does the poet mean to say through the line "A Labour Not Different From Our Own"?</li><li>7. What message does the poet want to convey through the poem, "No Men Are Foreign"?</li></ol>	<p>Vocabulary chart – words and phrases will be displayed in the blackboard/IFPs.</p> <ul style="list-style-type: none"><li>❖ strength (state of being physically strong)</li><li>❖ recognise (to identify)</li><li>❖ disposes (deprive of)</li><li>❖ betray (cheat)</li><li>❖ condemn (disapprove)</li><li>❖ take arms (use weapons as in wars)</li><li>❖ defile (make something dirty or impure)</li><li>❖ hells of fire and dust (too much of fire and dust clouds during war)</li><li>❖ outrage the violence (violate the purity)</li></ul>



	<p>elements of the poem.</p> <p><b>Concept Map B -</b></p> 		
<b>Assignment</b>	<p>The teacher asks the students to work on the poem to reinforce their learning.</p> <p><i>Write a short summary of the poem "No Men Are Foreign".</i></p>		<p><a href="https://www.youtube.com/watch?v=cd65ikx4v08">https://www.youtube.com/watch?v=cd65ikx4v08</a></p>

<p><b>Teacher's Reflections –</b></p> <ol style="list-style-type: none"> <li>1. Did the lesson plan align with the curricular goals and competencies? If not, how could it be adjusted for better alignment?</li> <li>2. How well did the pedagogical strategies engage students and promote active participation in the learning process?</li> <li>3. How well did the assessment strategies measure student understanding and achievement of the learning outcomes?</li> <li>4. How effective were the materials and resources used in the lesson?</li> <li>5. Did the lesson incorporate formative assessment strategies to guide pedagogy and provide timely feedback to students?</li> </ol>
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**Class:9**

**Supplementary Reader**

**Unit-6**

**Title of the chapter: Weathering the storm in Ersama**

**The following Curricular Goals and Competencies will be developed through this Chapter -6**

CG2: Develop the capacity for effective oral and written communication in different situations (formal and informal).

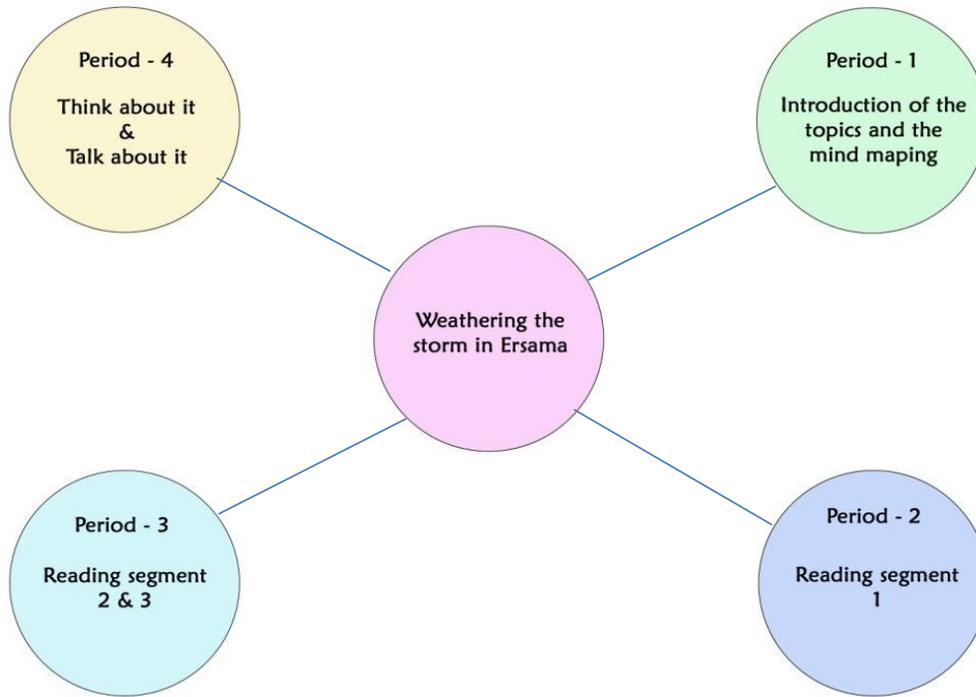
CG 3: Explores different forms of literature (samples from early to contemporary).

CG5: Develops an appreciation of the distinctive feature of the particular language

Period and Topic	Curricular goals and competencies of the Unit	Learning Outcomes
<b>Period - 1</b>	CG -2	
Activating Prior Knowledge and introduction of the	C.2.1-Describes characteristics of works of	LO- 1To develop the habit of reading for information and pleasure.
Titles through mind mapping	literature from different time periods	LO- 2To draw inferences from what they read. LO-3To relate the given text to their previous knowledge.
<b>Period - 2</b>	C.2.2 -Analyses a literary text by close-	LO-4To learn to read critically.
Introduction to the text and read and find out.	reading, critiquing form, styles and interpreting possible meanings.	
Segment-I	C.2.3 -composes literary text by using appropriate literary devices.	LO-5To develop the confidence to ask and answer questions.
<b>Period - 3</b>	CG -3	
Introduction to the text and read and find out.	C.G. -3uses language to develop reasoning and argumentation skills by engaging with a variety of written materials.	
Segment-II & III	C.- 3.1 analyses and evaluates the different written materials	LO-6To Enable the student to read different stories and articles.

	1.	
	C.3.2 - Argue with proper rationale by carefully evaluating promises.	
	C.G. 5.1-Engages in the use of speech and writing essays.	
Period - 4	C.G.3.1-Analysis and evaluate the different material.	LO. 7 To enable them to understand the topic given in the text.
Think about it and Talk about it.		

### OverviewMap



Period -1			
Sub-topics	Teaching-LearningProcess	Pointersforassessment	TLM
Introductionof the theme	The teacher asks the following questions to elicit responses with regard to the topic as a natural disaster.	What do you see in the picture?	BlackBoard
	Brainstorming technique is used by the teacher.	What is the Natural disaster mentioned in the map?	IFP
		Identify the words that related to the map?	Charts related to Topic
Mind mapping activity	The Teacher shows the mind map to the student to get the name of the topic given in the text.	Can you guess the name of the disaster in the map?	Text book
		<p>What is a storm?</p> <p>Write the words that related to natural disasters?</p>	E - Content from E - Patasala

Period -2			
Sub-topics	Teaching-LearningProcess	Pointersforassessment	TLM
ReadingSegment -1Read& Findouton 27th October1999....Prasan thKnewhe hadto go	a) Theteacherreadsthepassagealoudand asksthe studentsto readthepassagealoudwithcorrect stress,pauseandintonation.	1.What happenedon27october1999?	BlackBoard
	b) Independentreading.	2.WherewasErsama?	IFP
	Beforethestudentreadsthesegment-1,theyhaveto	3.Howwasthestorm?	Chartsrelatedto Topic
	a. Readtheintroductorysentences	4.Whatwasthe velocityofthe windsperhour ?	Text book
	b. The WHquestions givenunderthesub-heading. (Readand findoutwhichguideslearnersintheirreadingandcomprehensionofthetext).	5.Didthestormdamage thevillage?	
	c. Theteacherprogresessbyaskingquestionsoncomprehension.	6.Whatwasthe situationinthe villageonthatday?	E-Content from
	7.WhatdidPrasanthdothen? 8.Didthegovernmenthelpthepeopleinthe village?	E -Patasala	

Period -3			
Sub-topics	Teaching-LearningProcess	Pointersforassessment	TLM
ReadingSegment- 2&3Read&Findout (part 2&3)	Soonafter the discussionofcomprehensionquestion sonpart- 1,thestudentsareaskedtoread theWH-questionsinpart 2& 3. (ReadandFindouttheytrytogetthemea ning ofthetext)	1.What happenedonthe5thdayofthe storm?	BlackBoard
Prasanthequipedhimself withalongsturdystrick _____ the manywhohadbeeninjured.	TheTeacherasksthefollowingque stionstocheckhow well they read.	2.Howdidtheyouthgivetheinformatio nto theresqueteam ?	IFP
Onthe5thDay___ intheir darkesthourofgrief		3.Whatdidthey do then?	Chartsrelatedto Topic
		4.Didthemilitaryforceshelpthevillage rs?	Textbook
		5.Howdidtheyprovideshelterto them?	
		6.Whatdidprasanthdo withthewomen?	E-Content from
		7.Didanyserviceorganisationhelpthevi llage ?	E-Patasala
		8.HowdidPrasanthmakethechildrentoge trelieffromstorm ?	
		9.Whatdidthegovernmentdointhevillage ?	
		10.Whathappenafter 6monthsofthe devastation?	
		11.Do youthinkPrasanthisagoodleader?	

Period -4			
Sub-topics	Teaching-Learning Process	Pointers for assessment	TLM
Think about it (page no -42)	The teacher possesses the open-ended and thought-provoking questions to take the learner beyond the factual comprehension and also to contemplate on the issues that the text raises.	1. What have cast the super cyclone wrecked in the life of the people of Orissa?	BlackBoard
Talk about it (page no - 43)	The teacher asks the questions under the section in order to encourage the learner to express their own ideas in a creative and coherent way. This makes the learner to develop constructive analysis of the relevant issues that will happen in the coming days.	2. How has Prasanth the teenager been able to help the people of his village ?	IFP
		3. How have the people of the community helped one another ?	Charts related to Topic
		4. Do you think Prasanth is a leader?	Textbook
		5. Do you think young people can get together to help other people ?	
		6. How do you encourage the youth to do at the time of natural disasters ?	E-Content from
		7. What are the steps taken to protect the people from that disasters ?	E-Patasala

<b>WritingActivity</b>	Theteacherassignsthefollowingwritingactivitytothestudents for an assignment.	1.WhataretheResqueoperationsdone bythemilitaryinthis lesson?	Storm resqueoperations byGoverne mt
		2.Fillinthemapgivenbytheresqueoperationsatstorms bygovernment forces.	
		Reliefcamps	1
		Boats, Communication, FoodandShelter	2
		HealthandHygine, Electricity	3
<b>Feedbackandassessment</b>	Theteacherasksthestudentsaboutthetopicbyaskingquestionsasanassessmentto knowhowwelltheyunderstoodthetheme.	Studentsareaskedtofillthetablewiththegivenhintsabove.	Given inthe text page.no43

**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-9th

UNIT - 8

Prose -Kathmandu 5 periods.

Poetry - A Slumber Did My Spirit Seal 2 periods.

SR - A House Is Not a Home 3 periods.

Total Periods - 10

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

## Curricular Goals

### CG1

Develops reading comprehension and summarizing skills by engaging with a variety of texts (stories, poems, and 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 period).

### CG-4

Develops the ability to recognize 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 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>Period 1 Pre-requisites Introduction to the text.</p> <p>Announcement of the topic Reading Segment 1</p> <p>Period 2 Reading Segment 2</p>	<p><b>CG1</b> 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.</p> <p><b>CG2</b> 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/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><b>CG1</b> C-1.1 Identifies main points,</p>	<p><b>LO1</b> Understands the national integrity, tolerance, diversity – Regional and Cultural.</p> <p><b>LO2</b> Identifies various texts depending on the genres and appreciates the subtle variations of language related to genre.</p> <p><b>LO3</b> Explains specific features of different literary genres for interpretation and literary interpretation.</p> <p><b>LO4</b> Responds appropriately to the questions and inquiries made by the teacher.</p> <p><b>LO5</b> Reads with comprehension the given texts employing strategies like inferring and summarising.</p> <p><b>LO6</b> Reads aloud prose with proper stress, pause, tone, and intonation.</p> <p><b>LO7</b> Responds appropriately to the questions and inquiries made by the teacher.</p> <p><b>LO8</b></p>

<p><b>Period 3</b> <b>Reading Segment</b> <b>3</b></p> <p><b>Thinking about</b> <b>the text.</b></p>	<p>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.</p> <p><b>CG2</b></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><b>CG3</b></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><b>CG2</b></p> <p>C-2.1 Listens critically and reads different news articles, reports, and editorials to</p>	<p>Reads with comprehension the given texts employing strategies like inferring and summarising.</p> <p><b>LO9</b></p> <p>Reads aloud prose with proper stress, pause, tone, and intonation.</p> <p><b>LO10</b></p> <p>Recognises and appreciates cultural experiences and diversity in the text and makes oral and written presentations.</p> <p><b>LO11</b></p> <p>Reads silently with comprehension and interprets layers of meaning.</p> <p><b>LO12</b></p> <p>Reads with comprehension the given texts employing strategies like inferring and summarising.</p> <p><b>LO13</b></p> <p>Writes short answers, paragraphs, reports using appropriate vocabulary and grammar on the given</p>
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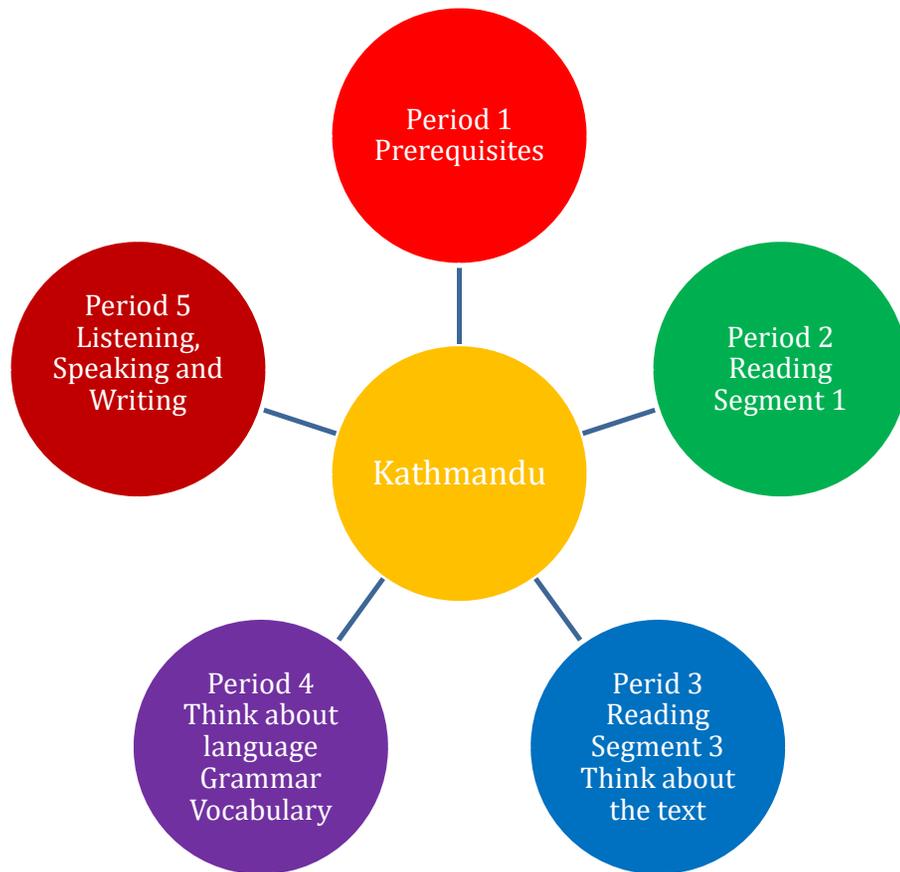
<p><b>Period 4 Thinking about language (Textbook and Workbook)</b></p>	<p>express opinions. C-2.2 Asks a variety of questions on social experiences using appropriate language (open-ended/closed-ended, formal/informal, relevant to context, with sensitivity). C-2.3 Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form. <b>CG4</b> C-4.1 Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech.</p> <p><b>CG5</b> C-5.1 Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used. C-5.2 Engages in the use of puns,</p>	<p>theme. <b>LO14</b> Uses appropriate punctuation marks and correct spelling of words while taking down dictation. <b>LO15</b> Connects between personal experiences and the text by sharing with others. <b>LO16</b> Reads aloud prose with proper stress, pause, tone, and intonation. <b>LO17</b> Recognises and appreciates cultural experiences and diversity in the text and makes oral and written presentations. <b>LO18</b> Reads silently with comprehension and interprets layers of meaning.</p> <p><b>LO19</b> Reads with comprehension the given texts employing strategies like inferring and summarising. <b>LO20</b> Reads silently with comprehension and interprets layers of meaning. <b>LO21</b> To enable the learner to move from factual understanding to critical thinking. <b>LO22</b> Comes to know the usage of vocabulary.</p>
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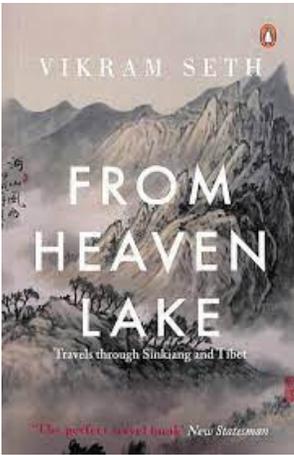
	<p>rhymes, alliterations, and other word plays in the language to make speech and writing more enjoyable.</p>	<p><b>LO23</b> Uses the learned vocabulary to form various synonyms and antonyms by adding prefixes and suffixes.</p> <p><b>LO24</b> Applies knowledge in converting active voice to passive voice.</p>
<p><b>Period 5 Speaking, Writing and Project.</b></p>	<p><b>CG2</b> 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 C-2.3 Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form.</p> <p><b>CG4</b> C-4.1 Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech.</p> <p><b>CG5</b> C-5.1 Understands the phonetics</p>	<p><b>LO25</b> Restates information critically briefing the main ideas.</p> <p><b>LO26</b> Selects appropriate linguistic competency to organise and to communicate with specific audience.</p> <p><b>LO27</b> Assembles various linguistic competencies thus gained to generate and to communicate orally and in written discourses.</p> <p><b>LO28</b> Accommodates herself/himself to the formal linguistic domain.</p> <p><b>LO29</b> Employs linguistic knowledge to interact and to use.</p> <p><b>LO30</b> Understands morphological nuances a linguistic unit expresses apart from its face value.</p>

	<p>and script of the language, the number of vowels and consonants, and how they interact and are used.</p> <p>C-5.2 Engages in the use of puns, rhymes, alliterations, and other word plays in the language to make speech and writing more enjoyable.</p>	<p><b>L031</b> Comprehends audio and video scripts, read aloud texts and answers comprehension and inferential questions by listening.</p> <p><b>L032</b> To meet people, collect information, discuss about their travelling experiences.</p>
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**Overview**

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



Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p><b>Period 1</b>            Activating prior knowledge and Introducing of the title.</p> <p>Announcement of the title.</p> <p><b>Reading aloud by the teacher.</b>  <b>Reading Segment 1</b>  <b>I get a cheap</b></p>	<p>Teacher may ask the following questions to arouse the interest of the students towards famous places they travelled.</p> <p>Name some tourism places.            Where is Tirupathi located?            Where is Puri Located?            Whose sculpture do you find in Ajanta caves?            What are all these places known for?            What are the neighbouring countries of India?            Where is the Mount Everest located?            What is the capital city of this country?</p> <p>The Teacher then announces about a travelogue Kathmandu written by Vikram Seth in which he describes a long journey from China to India via Tibet and Nepal.            The teacher gives a brief introduction about the author Vikram Seth and this story is taken from Heaven Lake.</p> <p>The teacher reads the prose text aloud</p>		 

<p>room...  .....Kaliyug will  end on earth.  <b>Keywords</b></p> <p><b>Individual reading  by the students.</b></p> <p><b>Reading  comprehension</b></p>	<p>following appropriate stress,  intonation, and rhythm while the  students listen to him/her carefully.</p> <p>The teacher asks the students to find  the difficult words from the given  text.</p> <p>Students will find the Keywords:  Proclaim, Hawkers, Corpses, Cremate,  Shrine, Protrude</p> <p>Teacher makes the students read the  text for comprehension.  Students read the prose text aloud  following appropriate stress,  intonation, and rhythm.</p> <p>The teacher asks various questions  related to the text for better  understanding.  With whom did Vikram Seth visit the  temples?  What did the sign proclaim?  To which temple did he visit?  How was the atmosphere there?  Who are struggling near the main gate?  which river flows through Kathmandu?  What was being cremated?  What were dropped into the river?  When does the evil period of Kaliyug  end?</p>	<p>Identify their meanings  referring dictionary.</p>	 <p>Dictionary,  Thesaurus,  Textbook.</p> <p>Pashupathinath  Temple</p> 
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**Class: 9**  
**Lesson: Kathmandu**  
**Period No: 02**

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p><b>Reading Segment 2</b>  <b>At the Baudhnath stupa, .....of his life for years.</b>  <b>Key Words</b></p> <p><b>Reading aloud by the teacher.</b></p> <p><b>Individual reading by the students.</b></p> <p><b>Reading comprehension</b></p>	<p>The teacher reads the prose text aloud following appropriate stress, intonation, and rhythm while the students listen to him/her carefully.</p> <p>The teacher asks the students to find the difficult words from the given text.</p> <p>Immense, Immigrants, Haven, Mercenary, Deities, Antiques, Blare, Brazier, Nauseate, Propelled, Quills.</p> <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.  Students read the prose text aloud following appropriate stress, intonation, and rhythm.</p> <p>Teacher interacts with the students to get their responses.</p>	<p>Identify their meanings referring dictionary.</p>	<p>Dictionary, Thesaurus, Textbook.</p> <p>Baudhnadh Stupa</p>

What are the two temples visited by Vikram Seth?  
Who are the owners of small shops?  
Why is this place called as Heaven of Quietness?  
Describe Kathmandu.  
What did he buy?  
How is the atmosphere at the Baudhnadh Stupa?  
The writer says, "All this I wash down with Coco-cola" What does all this refer to?  
Who does the writer see at the square of Kathmandu?  
Which is the longer route from Kathmandu to Delhi?  
Finally which route did he opt?

Write about the observations of Vikram Seth near Baudhnadh Stupa.



Class: 9  
Lesson: Kathmandu  
Period No: 03

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Reading Segment 3 I find it difficult..... .....with the significance I now do.</p> <p>Keywords</p> <p>Reading aloud by the teacher.</p> <p>Individual reading by the students.</p> <p>Reading comprehension</p>	<p>The teacher reads the prose text aloud following appropriate stress, intonation, and rhythm while the students listen to him/her carefully.</p> <p>The teacher asks the students to find the difficult words from the given text.</p> <p>High Pitch, Compass, Fingering</p> <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. Students read the prose text aloud following appropriate stress, intonation, and rhythm.</p> <p>Teacher interacts with the students to get their responses. Why does he find it difficult to tear</p>	<p>Name the five flutes assigned by the author. How does the music impact on Vikram Seth?</p> <p>Compare and contrast the atmosphere in and around Baudhnadh Shrine with Pausupathinath Temple.</p>	

<p><b>Thinking about the text (Textbook Pg no.102-103)</b></p>	<p>himself away from the square? Why is its music closest to human's voice? Why does the flute draw the order in the commonality of all mankind</p> <p>The teacher shows the map of India and discusses about the possible routes from Kathmandu to New Delhi, Mumbai, Kolkata.</p> <p>The teacher also discusses about the various questions given in the text (Pgno.103).</p>		 <p>Political Map</p>
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**Class: 9**  
**Lesson: Kathmandu**  
**Period No: 04**

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p><b>Period 4</b>  <b>Words and Expressions (Pg no. 140-144)</b>  <b>Thinking about the language (Textbook)</b>  <b>1. Phrase (Pg no. 75 and 76)</b>  <b>2. Suffixes (Pg no. 76)</b>  <b>Words and expressions (Workbook Pg no. 145)</b>  <b>3. Passive Voice (Pg no. 76) (Textbook)</b>  <b>Grammar (Workbook Pg no. 145-146)</b></p>	<p>Teacher makes the students read the texts 1 and 2 and make them answer the questions that follow.</p> <p>Teacher asks the students to refer the dictionary and write examples for the word erupt, trace, undistinguished.</p> <p>Teacher helps the students to match the words with their meanings.</p> <p>Teacher makes the student understand the difference between prefixes and suffixes.</p> <p>Teacher asks the students to complete the vocabulary part (Pg no. 145)</p> <p>Teacher explains about conversion of sentences from active voice to passive voice by explaining them with various examples and rules related.</p> <p>Teacher makes the students to identify the tenses in the given passage.</p>	<p>Rewrite the paragraphs given in the textbook (Pg no. 77).</p>	

**Class: 9**  
**Lesson: Kathmandu**  
**Period No: 05**

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p>Period 5  Textbook  Dictation(Pg no.78)  Editing  (Workbook) (Pg no.146)  Listening  (Workbook) (Pg no.147)  Speaking  (Textbook) (Pg no.78)</p> <p>(Workbook) (Pg no.148)  Writing(Textbook) (Pg no.79)  Workbook(Pg no.150-151)</p>	<p>Teacher divides the students and dictates each passage to the groups. Teacher asks the students to punctuate the given passage.</p> <p>Students listen to the passage "A visit to Bhitarkanika" and answer the questions that follow.</p> <p>Teacher discusses about the use of phrases to express their opinions.  I think that...  In my opinion...  What do you think of....</p> <p>Teacher guides the students to prepare a short speech on "Travelling" and its experiences.</p> <p>Teacher asks the students to write an account of Rameshwaram.</p> <p>Teacher asks the students to watch Kerala tourism advertisement film" A Reading Room with a View" and prepare an advertisement of their city.</p>	<p>Prepare a map of travel to northeast region.</p>	

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**Assignment:** 1. Do the project on the mesmerising effect of music of flute on Vikram Seth in Kathmandu.

2. Collect the photographs of musical instruments.

**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?

A Slumber Did My Spirit Seal

Class :9<sup>th</sup>

Name of the author: William Wordsworth

No.of periods:2

**Curricular Goals:**

*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.

Curricular competencies	Learning outcomes
CG-1 C-1.1 Identifies main points, summarizes after a crucial reading of the text and responds coherently	Reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring and summarizing.
C.G-2 C-2.2 Asks a variety of questions on social experiences using appropriate language (open-ended/closed-ended, formal/informal, relevant to	Communicates thoughts, ideas, views and opinions verbally and non-verbally  Organizes and structures thoughts, presents information and opinions in a variety of oral and written forms for different audiences and purposes

<p>context,with sensitivity) C-2.3 Shares ideas and critiques on the various aspects of the social and cultural surroundings in oral and written form</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)</p>	<p>Explains specific features of different literary genres for interpretation and literary appreciation</p>
<p>C.G-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>Edits passages with appropriate punctuation marks,grammar and correct spelling.</p>
<p>C.G-5 C-5.1 Understands the phonetics and script of the language.The number of vowels and consonants and how they interact each other.  C-5.2 Engages in the use of puns,rhymes,alliteration and other wordplays in the language,to make speech and writing more interesting</p>	<p>Reads aloud and recites poems/prose with proper stress,pause,tone and intonation  Identifies and appreciates significant literary elements such as metaphor,imagery,symbol,simile,personification,rhyme scheme,themes,titles etc.</p>

and enjoyable.

## Overview

A Slumber Did  
My Spirit Seal

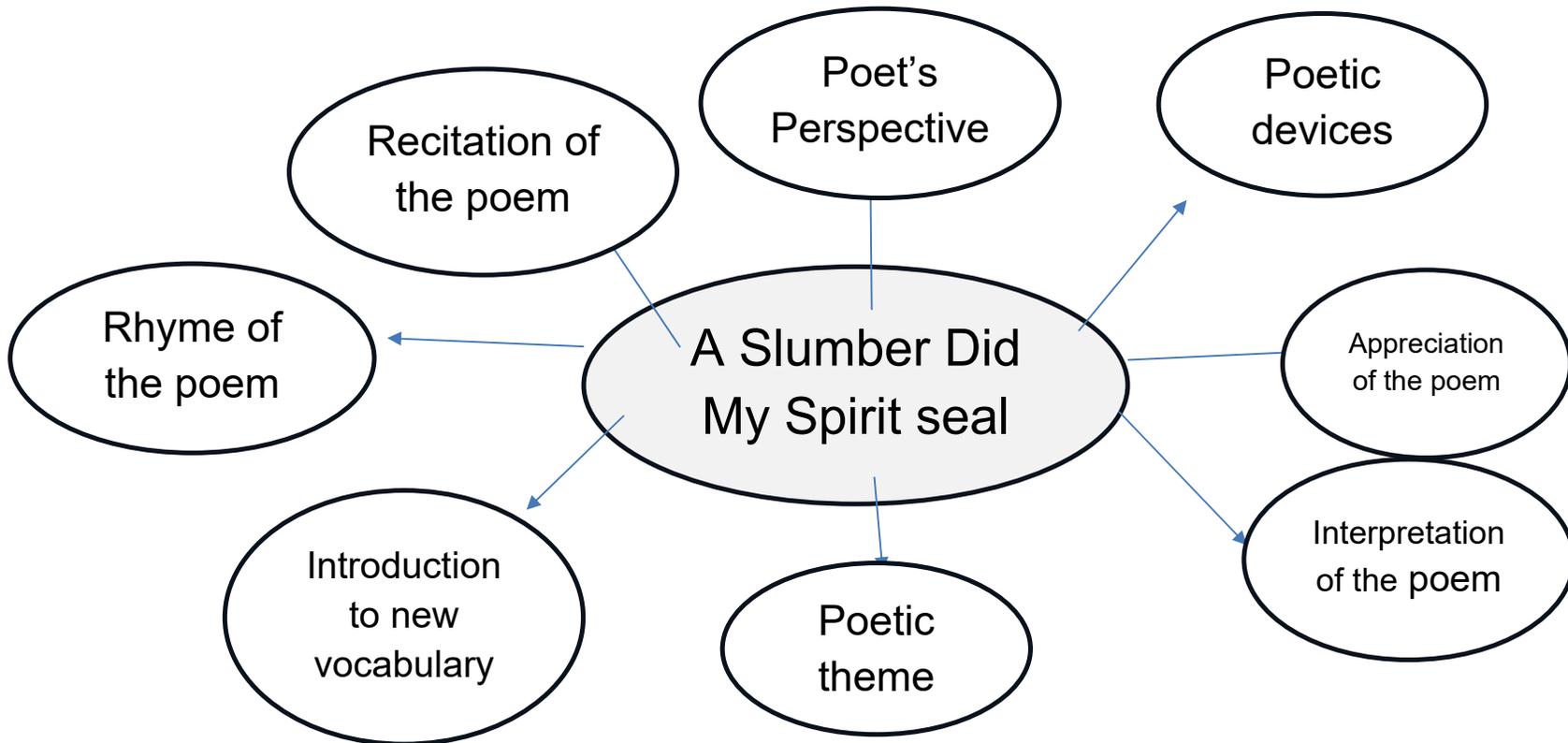
### Period-1

Pre-requisites,  
new vocabulary,  
recitation of the  
poem

### Period-2

Appreciation and  
interpretation of the  
poem  
Thinking about the  
poem

# Concept map



Sub-topics	Teaching-Learning Process	Pointers for assessment	Materials required
<p><b>Period 1</b></p> <p><b>1.Activating Prior-Knowledge (Pre-requisites)</b></p> <p><b>Picture Reading Activity</b></p>	<p>In order to activate the background knowledge of the learners the following activity is conducted in the class</p> <p><b>Activity-1</b></p> <p>The teacher shows the picture of a 'Earh's diurnal course' and elicits their ideas/thoughts/perception and imagination.</p> 	<ol style="list-style-type: none"> <li>1.What is the shape of our earth?</li> <li>2.What causes day and night on earth?</li> <li>3.How long does it take for earth to complete one rotation?</li> <li>4.Why do different latitudes experience varying day lengths?</li> <li>5.What role does the tilt of Earth's axis play in diurnal variations?</li> <li>6.What is the difference between solar day and</li> </ol>	<p>Picture of 'Earth's diurnal course'</p> <p>IFP</p> <p><a href="https://youtu.be/OfXJMAz-AGs?si=8NK879uhWCJZnXvF">https://youtu.be/OfXJMAz-AGs?si=8NK879uhWCJZnXvF</a></p>

	<p><b>Activity-2</b></p> <p>The teacher shows the picture of a tomb and elicits their ideas/thoughts/perception and imagination.</p>	<p>sidereal day?</p> <p>7.How does the length of daylight change during the solistice and equinoxes?</p> <p>8.Describe the impact of Earth's diurnal cycle on day life.</p> <p>1.Why do we construct tombs?</p> <p>2.What are some unique burial practices around the world,and how do they differ?</p> <p>3.What role do tombs play in preserving cultural heritage and historical knowledge?</p> <p>4.Are there any mysteries or unsolved questions surrounding specific tombs or burial</p>	<p>Picture of a tomb</p> <p>IFP</p>
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<p><b>Think-Pair-Share</b></p> <p><b>Announcement of the</b></p>	 <p><b>Think:</b> Learners are asked to think about the given</p>	<p>sites?</p> <p>5. Have you ever watched any movies related to tombs and life after death?</p> <p>6. Do you believe in the philosophy of Karma?</p> <p>7. Do you believe in the existence of heaven and hell?</p> <p>8. Name some holy men tombs where people offer their prayers?</p> <p>9. Name some national leader's tombs where people pay tribute?</p> <p>10. In which Indian drama cremation ghat scene is famous?</p> <p>11. What is an epitaph?</p>	<p>Green board/IFP</p>
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<p><b>Model Reading by the teacher</b></p> <p><b>Chorus Reading by the students</b></p> <p><b>Period-2</b></p> <p><b>Analysis and interpretation of the poem</b></p>	<p>English Romantic poet.He was born on 7<sup>th</sup> April,1770. Wordsworth and Samuel Taylor Coleridge launched Romantic Age in English literature with their joint publication Lyrical Ballads(1798).Wordsworhs's Magnum Opus is generally considered to be 'The Prelude'.It was a semi-autobiographical poem.</p> <p>Wordsworth was Poet Laureate from 1843 until his death on 23April,1850.</p> <p>Teacher will introduce key words to the students.</p> <ul style="list-style-type: none"> <li>*Slumber</li> <li>*Spirit</li> <li>*Seal</li> <li>*Earthly years</li> <li>*Earh's diurnal course</li> </ul> <p>The teacher reads the poem completely to have an overall view of the poem.</p> <p>The teacher reads the poem with proper stress, Intonation,tone,rhyme</p>		
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	<p>And rhythm.</p> <p>Students listen to the teacher to follow the tone and articulation. Teacher provides meanings to the difficult words.</p> <p>Students will follow the teacher and try to read the poem 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>'A Slumber Did My Spirit Seal' is a poem by William Wordsworth. It reflects on the permanence of the nature compared to the transience of human life. The speaker describes how a deep sleep selected the spirit of his beloved, preserving her beauty and innocence forever, even after death. The poem explores themes of</p>	<p>1. What is the central theme of 'A Slumber Did My Spirit Seal' by William Wordsworth?</p> <p>2. How does the poem explore the concept of death and its impact on the speaker's spirit?</p> <p>3. What role does slumber play in the poem, and how does it contribute to the overall meaning?</p> <p>4. How does the poet</p>	<p>Textbook</p> <p>Textbook</p>
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<p>Thinking about the Poem</p>	<p>time, mortality, and enduring power of nature.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><b><u>Worksheet</u></b></p> <p>Find the following poetic devices in the poem</p> <p><b>1. Alliteration:-</b></p> <p><b>2. Metaphor:-</b></p> </div> <p>Teacher facilitates students to complete the given worksheet on poetic devices.</p>	<p>use language and imagery to convey the emotions associated with the spirit being sealed in slumber?</p> <p>5. In what does the poem reflect Romantic ideals and themes?</p> <p>What literary devices are employed in the poem to enhance its impact on the reader?</p> <p>6. How the poem interpreted in terms of the poet's perspective on life, death and eternity?</p> <p>7. How does the poem explore the contrast between nature's permanence and human transience?</p> <p>8. How does Wordsworth convey the enduring nature of the beloved's beauty after her death?</p>	<p>Textbook IFP</p> <p>Textbook IFP</p>
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<p><b>Assignment</b></p>	<p>The teacher asks the students to think about the poem and answer the given questions</p>	<p>1." A Slumber Did My Spirit Seal", says the poet. That is a deep sleep 'closed off' his soul (or mind). How does the poet react to his beloved one's death? Does he feel bitter grief? Or Does feel a great peace?</p> <p>2.The passing of time will no longer affect her, says the poet. Which lines of the poem say this?</p> <p>3.How does the poet imagine her to be , after death? Does he think of her as a person living in a very happy state (A' heaven')? or does he see her as a now as a part of nature? In which lines of the poem do you find your answer?</p>	
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	Explain the architectural features and wonders of famous tombs like Egyptian pyramids and their beliefs related to death in 3-5 paragraphs.		
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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?

## Supplementary Reader

Class IX

Number of periods:

3

Lesson Name: A House Is Not a Home

Name of the author: ZAN GAUDIOSO

*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)

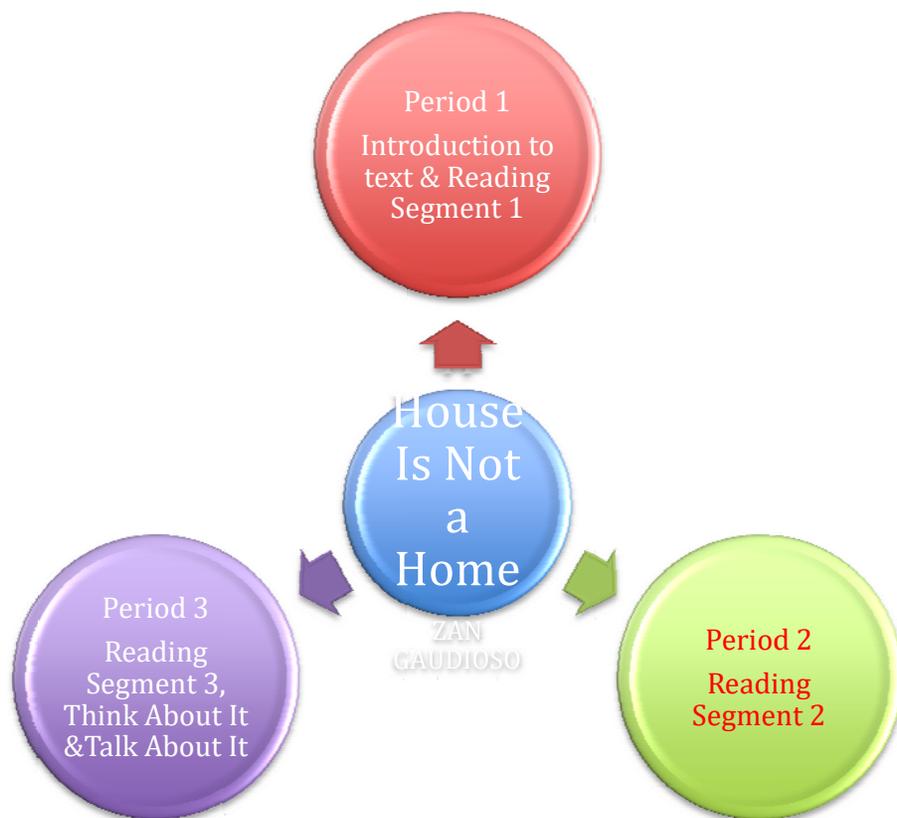
Goal 4: To develop the ability to recognise basic, linguistic aspects (words and sentence structure) and use them in oral, written expressions

Period and Topics	Goals and Competencies	On completion of this unit, the learners will be able to:
		Learning Outcomes
<p><b>Period-1</b></p> <p><b>Prerequisites:</b> Activating prior knowledge Announcement of the topic and Lesson.</p> <p><b>Reading aloud by the teacher.</b></p> <p><b>Segment-1</b> <i>MY first year of high school.....</i> <i>.....our way to my grandparents'</i></p>	<p><b>CG1</b></p> <p><b>C 1.1</b> Identifies main points summarises after a careful reading of the text and responds coherently.</p> <p><b>C 1.2</b> Uses strategies to organise ideas and information to write for an intended purpose and audience.</p>	<p><b>L01</b> Recall the previous knowledge and describes the various characteristics of the text.</p> <p><b>L02</b> Understand and elicit meaning of the words in different contexts.</p> <p><b>L03</b> Reads with understanding information in his environment.</p> <p><b>L04</b> Organises and structures thought result information and opinions in a variety of oral forms.</p>

<p><i>house to spend the night.</i></p>		
<p><b>Period-2</b> <b>Segment-2</b> <b>Read aloud by the students</b> <i>The next day, Monday,..... This was not the kind of attention I was looking for.</i></p>	<p><b>CG-5</b> <b>C-5.1</b> Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used. <b>CG-2</b> <b>C2.2-</b> Asks a variety of questions on social experiences using appropriate language. <b>C2.3-</b> Shares ideas and critiques</p>	<p><b>LO - 5</b> Reads aloud with proper stress, pause, tone and comprehends the given text employing strategies like predicting, previewing, inferring and summarising.  <b>LO - 6</b> Understands and elicits meanings of the words in different contexts.</p>

	on various aspects of their social and cultural surroundings in oral and written form.	
<b>Period-3</b> <b>Segment-3</b> <i>The next day at school..... My cat was back and so was I.</i> <b>Reading Comprehension</b>	<b>CG3</b> <b>C3.1</b> -Identifies, analyses and appreciates the different forms of literature by close reading and interpreting different possible meanings. <b>C4.1</b> - Interprets, understands and applies basic linguistic aspects.	<b>L07</b> Reads silently with comprehension and interprets layers of meaning. <b>L08</b> Communicates thoughts, ideas, views and opinions verbally and non-verbally.

## Overview



Class: 9  
Period No: 01

SR Chapter: A House Is Not a Home by ZAN GAUDIOSO  
Introduction to the theme of the lesson

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p><b>PERIOD-1</b> Pre-requisites:  Activating Prior Knowledge</p> <p>Announcement of the topic</p> <p><b>ABOUT THE AUTHOR</b></p>	<p>The teacher directs the students towards the text by making them share their experiences at home.</p> <p>Students contribute their views individually</p> <p><b>Activity - 1</b> The teacher asks to bring out differences between the Pic -1 and Pic -2</p> <div data-bbox="432 932 1012 1159"></div> <p><b>Pic - 1</b> <b>Pic - 2</b></p> <p>The teacher announces the title of the lesson and writes the same on the</p>	<p>Assessing prior knowledge</p> <ol style="list-style-type: none"><li>1. Is there any difference between 'house' and 'home'?</li><li>2. Where do you find yourself comfortable?</li><li>3. What do you know about 'home'?</li></ol> <ul style="list-style-type: none"><li>• What differences do notice in the two pictures?</li><li>• Where are you comfortable to spend your days?</li><li>• Which looks permanent?</li></ul>	<ul style="list-style-type: none"><li>• Charts</li><li>• SR Textbook (<i>Moments</i>)</li><li>• IFP</li></ul> <div data-bbox="1703 675 1892 850"></div> <p><a href="http://epathshala.nic.in/QR/?id=0960CH08">http://epathshala.nic.in/QR/?id=0960CH08</a></p>

<p><b>Reading aloud by the teacher. Segment-1.</b></p> <p><i>MY first year of high school felt awkward..... .....and made our way to my grandparents' house to spend the night.</i></p> <p>Students learn specific knowledge skills description, comprehension, and narration</p>	<p>board saying "A House Is Not a Home."</p> <p>THE TEACHER INTRODUCES ABOUT THE AUTHOR.</p> <p>Zan Gaudiois the author and editor of five books in the Chicken Soup for the Soul series, including Chicken Soup for the Teenage Soul III. She was an approved writer for Touchstone/Hollywood Pictures. She lives in Pacific Palisades, California. Greg Martinis the co-author of The Buddha in Your Mirror</p> <p><b>A. Reading Aloud:</b> The teacher reads the lesson aloud with proper stress, intonation, pronunciation, pause and asks the students to listen carefully</p> <p>Keywords: <b>Awkward:</b> strange <b>Freshman:</b> a student in the first year of high school, college or university <b>Isolated:</b> lonely <b>Purring:</b> sound made by cat</p>	<ul style="list-style-type: none"> <li>• Where did Zan Gaudiois live?</li> <li>• What series did she author and edit?</li> <li>• What does the author notice one Sunday afternoon? What is his mother's reaction? What does she do?</li> <li>• Why does he break down in tears after the fire?</li> <li>• What is the meaning of 'bogged down with'?</li> </ul>	 
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	<p><b>Swatting:</b> to hit something</p> <p><b>Stoking the fire:</b> feeding and tending the fire</p> <p><b>Groping:</b> to search blindly</p> <p><b>Engulfed:</b> flooded, surrounded by</p> <p><b>In tow:</b> behind</p> <p>They should identify the character's personality traits, motivations, and relationships with other characters.</p>		
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Class: 9  
 Lesson: The Adventures of Toto  
 Period No: 02

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p><b>Period-2</b>  <b>Reading segment-2</b></p> <p><i>The next day,            Monday,.....            This was not the            kind of attention            I was looking            for.</i></p>	<p><b>Activity-2</b></p> <p>The teacher divides the students into pairs to elicit answers</p> <p><b>Keywords:</b>  <b>In tow:</b> behind  <b>Weird:</b> strange  <b>Destined:</b> future developed as per a predestined plan  <b>Outcast:</b> a person rejected by society  <b>Geek:</b> an unfashionable or socially inept person  <b>Zombie:</b> a dull and apathetic person  <b>Surreal:</b> unreal, strange, bizarre  <b>Ripped away:</b> torn apart  <b>Vulnerable:</b> weak, easy to influence</p>	<ul style="list-style-type: none"> <li>• Why is the author deeply embarrassing the next day in school?</li> <li>• Which words show his fear and insecurity?</li> <li>• The cat and the author are very fond of each other. How has this been shown in the story?</li> <li>• Where was the cat after the fire? Who brings it back and how?</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• SR Textbook (<b>Moments</b>)</li> <li>• IFP</li> </ul>

**Class: 9**  
**Lesson: The Adventures of Toto**  
**Period No: 03**

Sub-topics	Teaching-Learning Process	Pointers for assessment	Material required
<p><b>Period -3</b>            Segment -3  <i>The next day at school.....</i>  <i>My cat was back and so was I.</i></p> <p><b>ASSIGNMENT</b></p>	<p>1. Teacher reads and gives a better understanding of the lesson</p> <p>The teacher poses some open-ended questions, thought stimulating questions like '<b>how and why</b>' to take the learner understand the parental behavior towards their children in real life situation.</p> <p><b>Keywords:</b></p> <p><b>Plight:</b> sad story</p> <p><b>Milling around:</b> moving around aimlessly</p> <p><b>Shove:</b> push hard</p> <p><b>Curb:</b> edge of the pavement</p> <p><b>Freaked:</b> behaved irrationally</p> <p><b>Tragedy:</b> mishap</p> <p><b>Diminish:</b> fade off</p>	<ul style="list-style-type: none"> <li>• What actions of the schoolmates change the author's understanding of life and people, and comfort him emotionally?</li> <li>• How does his loneliness vanish and how does he start participating in life?</li> <li>• What is the meaning of "My cat was back and so was I"?</li> <li>• Had the author gone anywhere?</li> <li>• Why does he say that</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• SR Textbook (<b>Moments</b>)</li> <li>• IFP</li> </ul> <p><a href="http://byjus.com">byjus.com</a> &gt;  <a href="http://ncert-solutions-class-9">ncert-solutions-class-9</a></p>

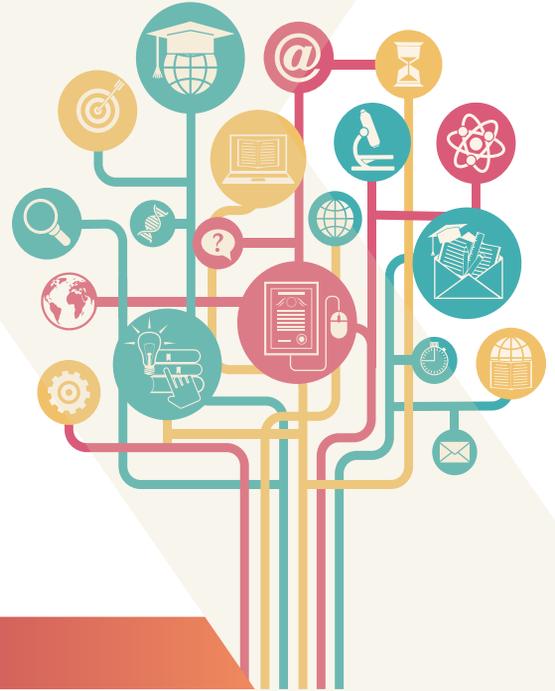
	<p><b>Gratitude:</b> thankfulness</p> <p>The Teacher asks students to reflect on <b>“have you ever realized that a home is the one built by the love of his family and loved ones?”</b></p>	<p>he is also back?</p> <ul style="list-style-type: none"> <li>• Why is it important or be grateful?</li> </ul>	
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**Teachers’ Reflections**

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