

LESSON PLAN
CLASS – IX
SUBJECT – ENGLISH

TERM- 1 (APRIL – SEPTEMBER)

MONTH – APRIL

TOPIC – The Fun they had – Issac Asimov (Beehive)

P. K. Testing

Q. What do you like the best about your school?

Q. If given a chance what would you change in your school?

Q. How do you visualize the schools in future to be like?

Objectives–

To help the students understand the text and appreciate it too.

Vocabulary used

Crinkly, attic, scornful, geared to, loftly, betcha, nonchalantly, dispute

Innovative pedagogy – Recap Volleyball (*Volley of questions based on the chapter will be asked*)

Aids and Innovative Ideas used-

Textual books, Smart Class Module, Creative Writing

Additional Resources–

*<https://youtube155/h/WFAJWK> and **DIKSHA APP.***

Art Integration –

Art in the form of writing poetry will be incorporated.

Procedure:

- 1. The students will be encouraged to read the chapter turn wise and will be encouraged to comprehend it too.*
- 2. The teacher will guide the students in reading the chapter and will also simultaneously provide the meanings of the new word and phrases.*

3. Textual questions will be discussed and the students will be encouraged to write their answers on their own.
4. The students will be encouraged to write a diary entry imagining themselves to be Margie describing the trouble she had with her geography lessons and all that she learnt about schools in the past.

Participation of Students:

1. The class will be actively involved in reading of the chapter and even in solving the back exercises.
2. The class will be involved in a creative writing activity wherein they would be asked to write a poem or a paragraph on 'My Dream School'.

Learning Outcome:

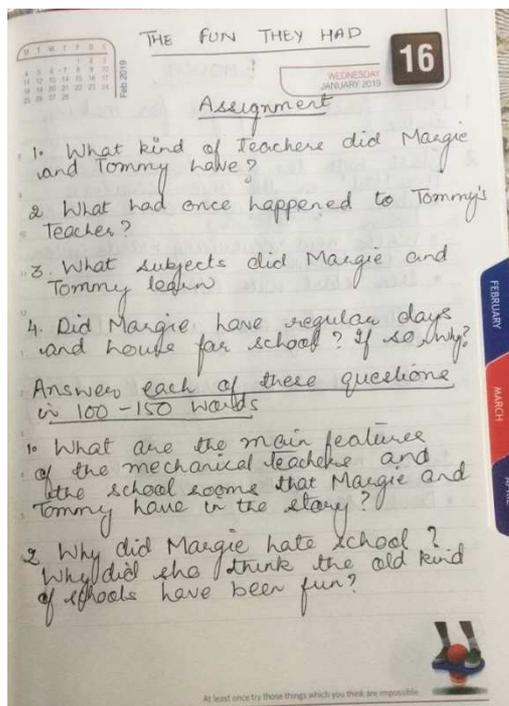
The students will be able to understand that overdependence on technology should be checked.

Recapitulation:

The class will be involved in a Recap Volleyball wherein they will answer a volley of questions based on the chapter.

Assignments:

Grammar exercises and extra questions will be given for homework.



Topic: Poem- The Road not taken (Beehive)

Learning Objectives:

1. Students will be able to read, analyze, and comprehend the poem.
2. Students will be able to understand the meaning of symbolism and will apply such comprehension to an evaluation of the poem.
3. Students will be able to read the poem and identify themes and understand their universal nature

P.K Testing-

1. Have you ever faced a problem in taking decisions in your life?
2. What came to your mind before you took the decision?
3. Are you happy with the decision? Why? Why not?

Vocabulary-

Compare, contrast, path, whimper, content, diverge, undergrowth, fair, sigh, undergrowth, equally lay

Important Spellings-

Diverge, henceforth, trodden,

Explanation with Innovative methods

The following sites will be referred for explanation

Procedure

Students will be told to refer to these websites

<https://www.youtube.com/watch?v=0AxRMLoBMPC>

<https://www.sparknotes.com/poetry/frost/section7/>

And from **DIKSHA APP**.

The poem will be read out in the class with proper stress, intonation, and expression. The students will repeat it after the teacher. Reading and explanation of the poem will be done. The difficult words, poetic devices, rhyme scheme of the poem will be discussed. Questions and References will be discussed in the class.

Participation of Students (Co- scholastic Activity)

The students will be asked to think about any incidence of their life when they had to make a choice, and how did they decide the correct option.

Each child will write down the incidence on a paper and the next day a general discussion will be done in the class. The students will share their experience

What choice did they make?

Was their choice a right one?

When did they realize it?

Can they change it now?

An open discussion will be done in the class about how to make a right decision in life and abide by it.

Through this activity the students will learn about the importance of taking a correct decision in life and preparing themselves for the consequences of their decision.

Recapitulation

The main points of the poem will be discussed once again.

A discussion will be done at the end on how to make choices in life, how our choice can shape our destiny and what should we keep in mind while making a choice, so that we do not repent later.

Assignment

Reference to context will be done by the students in their note- books. The students will also search for the various poetic devices and write in their note- books, citing examples for each.

Value based questions will be done by students as homework.

Art Integration with other Domain

Art in the form of Sociology, Psychology, Study of Human Nature

Learning Outcome

Learners will be able to

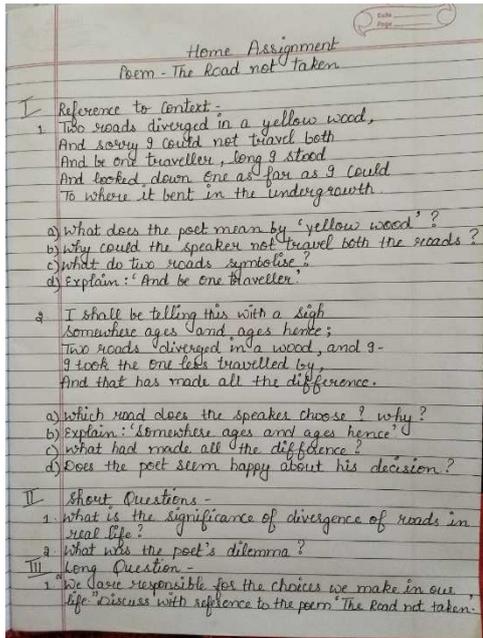
- 1. Explore thoughts, ideas, feelings and experiences.*
- 2. Discover possibilities.*
- 3. Form tentative understandings, interpretations and positions.*
- 4. Generate and experiment with strategies that contribute to forming tentative understandings, interpretations and positions.*

Assessment

1. Oral questions will be asked in class.

2. Students will engage in personal journal responses regarding the questions posed in class.

3. Students will be assessed on their ability to submit a response, as well as their ability to the questions.



Topic: The Sound of Music (Beehive)

Previous Knowledge Testing:

The students will be asked about the renowned personalities who play various instruments and what awards have been bestowed upon them.

Learning Objectives:

1. To enable the students to get inspiration from the real life experiences of a differently abled person.
2. To improve reading skills and comprehension.
3. To enhance vocabulary by providing relatable words.
4. To analyse the core of the chapter.

Vocabulary Used:

jostle, slight, daunting, percussionist, potential, intriguing, resonances, reeded, Celluloid, coveted, devout

Important Spellings:

xylophone, auditioned, philharmonic, workaholic, generic, auspicious, ensembles, conferred

Aids /Innovative Methods used /Resources-

Textbook, Green Board, Chalk, Duster, Audiovisual Smart Board

Resources: *nvseng 9.com> the sound of music*

*[https:// study.com academy the sound of music](https://study.com/academy/the-sound-of-music) and video from www.youtube.com and **DIKSHA APP.***

Procedure:

Reading of the lesson using various techniques will be done. Loud reading by individual students, silent reading by all, reading and explanation by the teacher, followed by questions to test the understanding of students will be done. Students will be asked to underline the difficult words in the lesson for improving vocabulary and spellings. The pupils will be asked to frame some extra questions and put those questions to their classmates for answers, besides these extra questions textual questions will be discussed and back exercises will be done.

Co scholastic Activities:

The children will play blindfold game. They will try to catch their friend when the hear clap around them.

Art Integration:

Art in the form of Drawing, Music and History of famous physically disabled people will be integrated.

Participation of Students:

The students will be asked to collect the information about any of their favourite singer or musician using the given points

parentage

the school of music

achievements

inspiration

awards if any

now introduce him or her to the audiences using the given phrases:

I am honoured to introduce.....

I feel privileged to introduce.....

we welcome you.....

Recapitulation:

A recap of the story will be done by taking its summary involving the students and asking questions to check the understanding.

Learning Outcomes:

Students will get inspired by the life story of two musicians.

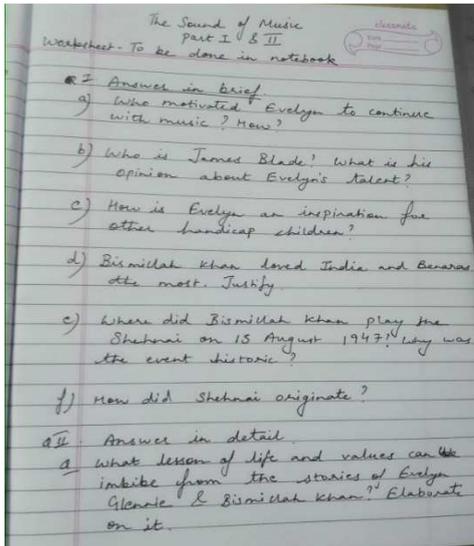
It will sensitize the students to the feelings of an individual and feel the struggle one has to do for success.

Hardwork and determination is the key to success.

Critically analyse the journey of Two Famous musicians.

Assessment:

Proposed Questions, Observation, Classroom Interaction.



Topic - The Lost Child (Moments)

Learning Objectives:-

- 1) To explore beyond the text.
- 2) To enhance their knowledge about Indian writers in English.

Previous Knowledge Testing:-

The students will be asked to share their experiences when they were separated from their parents or how would they feel and what would they do in suchcase.

Vocabulary used :-

receding, tyrant, gaudy, hawked, intercepting, cautionary, heeded, lingering, reiterated, disconsolate, teeming

Important Spellings :-

gaudy, teeming, gaily, fascinated, bustling, cautionary, hawked, convulsed, disconsolate

Aids Used:-

Smart board, textbook, green board, chalk, duster

Procedure :-

Reading of the lesson using techniques will be done. Loud reading by individual students, silent reading by all, reading and explanation by the teacher followed by questions to test the understanding of the student will be done. Students will be asked to underline the difficult words in the lesson for Improving vocabulary and spellings. The pupils will be asked to frame the extra questions and put those questions to their classmates for answers. Besides these extra questions, textual questions will be discussed and back exercises will be done.

Participation of Students:-

- The students will be divided into various groups and asked to do role play enacting different characters like the lost child, his parents and the generous man.*
- The students will be asked to write the description of the lost child in the form of Missing Person Advertisement*

Co- Scholastic Activities:-

The students will participate in drama and record their role in the form of video and later on compile it in single one video.

Art Integration:-

Art in the form of Drawing, Moral Values will be integrated.

Recapitulation :-

The students will be assisted (by the teachers) in taking the summary involving important parts of the chapter and questions will be asked.

Assignment :-

Extra questions from BBC will be assigned. Diary Entry to be written - imagining yourself as the lost child sharing your experience.

Learning Outcomes:-

The students will be able to:-

- Predict the terms of the lesson.*
- To understand the key themes of the story.*

Solution
Conclusion

Subscription

CO- SCHOLASTIC ACTIVITIES –

Students will be asked to write a letter to the editor of the newspaper. In this letter, they will state a general problem which they are facing in their area and tell the editor to publish in the newspaper. The students will put letter in envelop and paste it in notebook. They will also cut editorial letter from newspaper and paste it in their notebook.

ART INTEGRATION WITH OTHER DOMAIN –

Art in the form of Sociology, Psychology and Languages will be integrated.

PARTICIPATION OF STUDENTS –

A sample Editorial Letter will be shown on the smart board and students will note down in their note books. They will also draw format of letter in the notebook. They will write a letter and put it in envelop and paste it in their notebook. They will paste newspaper cutting of editorial letter in notebook.

RECAPITULATION / ASSIGNMENT –

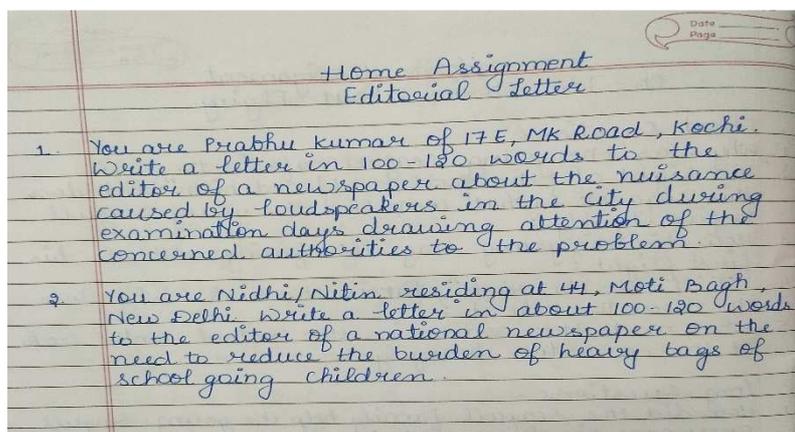
Format of Editorial letter will be discussed with students. Important points will be explained again in the class on the Smart Board. Few topics of Editorial Letter will be given to solve to the students from BBC.

LEARNING OUTCOMES –

Students will be able to organise sentences and learn how to write letter coherently in English.

ASSESSMENT –

Written responses and worksheets.



MONTH – MAY

TOPIC- THE ADVENTURE OF TOTO (MOMENTS)

LEARNING OBJECTIVES-

*Students will be able to read the lesson and derive the theme of the lesson.
To make students enact the story.*

PREVIOUS KNOWLEDGE TESTING-

Following questions will be asked from the students-

- 1.Do you have a pet?*
- 2.Where did you get it from?*
- 3.Is your pet mischievous?*
- 4.Who takes care of it?*

VOCABULARY USED-

*Meaning and usage will be explained to the students-
Trough, Fastened, Wrenched ,Turnstile , Prodded, Haunches*

IMPORTANT SPELLINGS-

Scooping, Delicacy, Fastened, Quadruped , Triumphant

AIDS / INNOVATIVE METHODS / RESOURCES-

*Text, Audio - Visuals-Smart Board, Green Board, Placards, Charts, Props,
Group Discussion and Role Play Enactment by students. And video from
www.youtube.com and **DIKSHA APP LINK-**
<https://studyrankers.com><https://edumantra.net>*

PROCEDURE-

*Discussion on pets will be done in the class. The chapter ‘The Adventure of
Toto’ will be explained in brief so that students get a fair idea of story.*

CO- SCHOLASTIC ACTIVITIES –

*Students will be told to read the story. They will be divided into groups. They
will prepare charts, sentence strips and placards. They will frame out
dialogues for the enactment of the story. A very beautiful role play
presentation will be given by the students.*

ART INTEGRATION WITH OTHER DOMAIN-

*Art in the form of Drawing, Dramatics, Science, Psychology, Sociology and
languages will be integrated.*

PARTICIPATION OF STUDENTS -

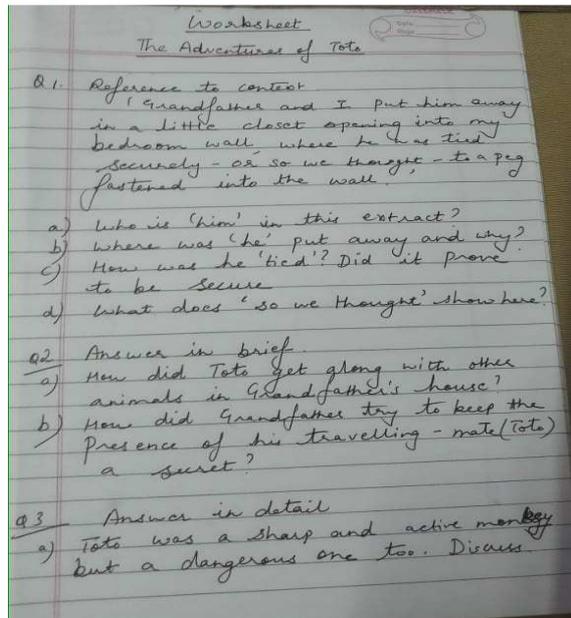
Students will be actively involved in the reading of the chapter 'The Adventure of Toto'. In a group, they will prepare props, charts and placards. With the help of each other, they will frame dialogues. It will be a great fun for students and will understand the story in an easy and in a better way.

RECAPITULATION -

Important points of the chapter will be discussed with the students. Character sketch will be explained on the green board. Various questions including important incidents will be explained in the class. Value based questions will be put and students will frame their answers.

ASSIGNMENTS-

Students will collect information of the author and read his other famous work. Students will prepare a speech on the topic- 'Animal Safety is our Responsibility'.



LEARNING OUTCOMES-

The students will be able-

1. To understand the needs of pets.
2. To understand the reactions of their family members towards their pets.
3. To understand that it requires a great deal of patience and skill to train animals to acquire non-destructive behaviour.

ASSESSMENT-

It will be done on the basis of quiz, written test and worksheets.



TOPIC – Poem- Wind – Subramania Bharati (Beehive)

P. K. Testing:

- Q. How do we react when we confront any obstacle?*
- Q. What can keep us going even when facing an obstacle?*
- Q. What do we learn from such situations?*

Objectives –

To help the students appreciate a poetic piece.

Vocabulary used :

Crumbling, rafters, winnows weaklings, flourish.

Aids and Innovative Ideas used: (Resources)

*Text books, Smart Class Module, Poster Making and video from www.youtube.com and **DIKSHA APP**.*

Innovative Pedagogy – Real World Learning technique – Narrate your experience of being caught in a storm

Procedure:

- 1. The teacher will introduce poetic devices like Metaphor, Anaphora & Blank Verse to the class.*
- 2. The class will be involved in the silent reading of the poem and would be encouraged to comprehend it too.*
- 3. The teacher will ask simple questions to test the comprehension skill of the students.*
- 4. The class will be engaged in loud reading of the poem turnwise and would be encouraged to explain it too.*
- 5. The teacher will guide the students in the reading and explanation of the poem. She would use the smart class module too.*
- 6. The students will be encouraged to find out poetic devices from the poem.*
- 7. Summary will be given to the class.*

Learning Outcome:

The students will understand the need to face the challenges boldly.

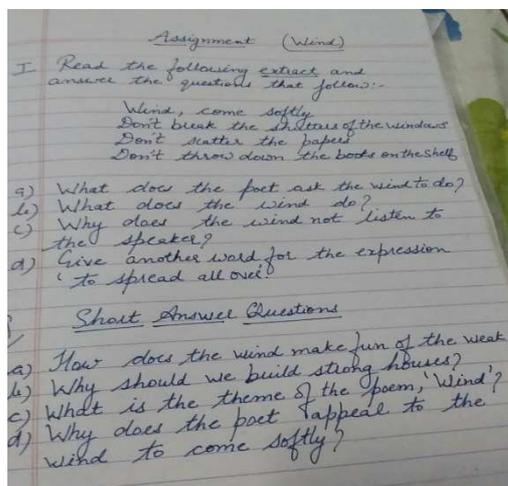
Participation of Students:

- 1. The class will be involved in the reading and explanation of the poem.*
- 2. Students will be encouraged to prepare a poster on ‘Care to be taken during stormy conditions’ **(Co-Scholastic Activity)***

Recapitulation : Reference to context

Assignments: Textual questions and central idea will be given for home work.

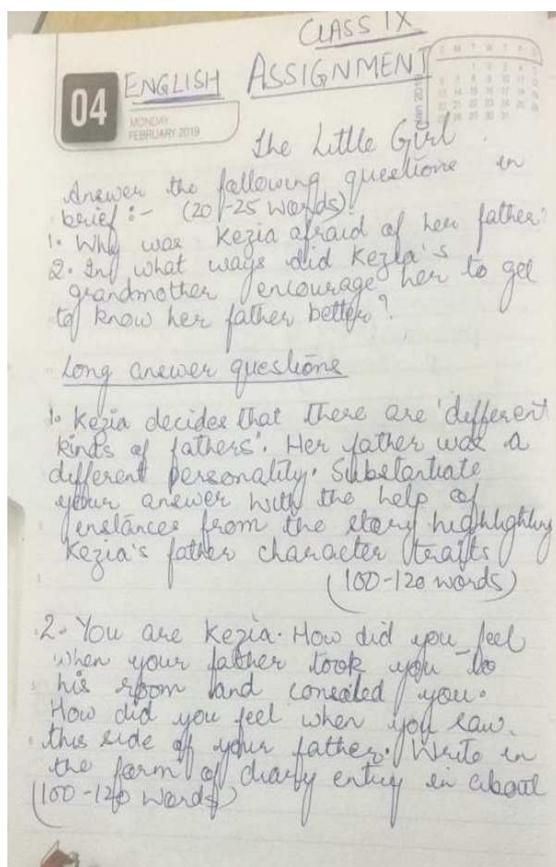
Extra questions will be given for practice.



| Teacher Name | Class | Subject | Lesson | Topic |
|----------------------|--------------|----------------|--|---|
| Neetu Manocha | IX | English | Beehive-ch- The Little Girl | Reading + Analysis + Comprehension |

| | |
|------------------------------------|---|
| 1. P.K. TESTING | Students will be asked: <ul style="list-style-type: none"> • How big is your family • Are your parents strict? • Are you pressurized by your parents to act in a certain way? |
| 2. VOCABULARY USED | Meaning and usage will be explained to the students: <ol style="list-style-type: none"> 1. Wretched 2. Laboriously 3. Wandered into 3. Tucked up 5. Snuggled |
| 4. IMPORTANT SPELLINGS | 1. Carriage 2. Terrifying 3. Stuttered 4. Laboriously 5. Snuggled |
| 5. AIDS/ INNOVATIVE METHODS | Text Books, Audio-visuals-Smart Board, Black Board and Placards, Group Discussion, Survey & Role Play enactment. video from www.youtube.com and DIKSHA APP . |
| 6. PROCEDURE | Group discussion will be done with students on the topic: 'Relationship with your parents' A survey will be conducted in the class. The chapter 'The little girl' will be explained in brief. |
| 7. ACTIVITY | Students will be told to read the story. They will be divided into groups. They will prepare their placards and will arrange props. Students will frame their dialogues. A role play enactment will be done by the students and record in the form of video. In the end of enactment, they will discuss that what they learnt from the story. |

| | |
|-------------------------------------|---|
| 8. ART INTEGRATION | Art in the form of Drawing, Psychology, sociology and Languages will be integrated |
| 9. PARTICIPATION OF STUDENTS | Students will be actively involved in the reading of chapter. They will discuss about the author. They will prepare placards and props in their group. They will frame their dialogues with the help of each other. Students will perform a role play enactment depicting a beautiful relationship or bond between father and a daughter. |
| 10. RECAPITULATION | Value points of the chapter will be revised again in the class. Literary devices will be explained with the help of smart board. Important questions will be discussed with the students |
| 11. ASSIGNMENTS | Students will write down biographical sketch of the author. They will paste photographs of their family members in a form of family tree. Question/Answers from textbook and BBC will be done in the notebook. |



TOPIC - Rain on the Roof(Beehive)

Previous Knowledge Testing:

The students will be asked to share their experience when it rains steadily or heavily and what activities they do during heavy rain.

Learning Objectives:

- develop understanding of the poem.
- analyze the poem thematically.
- to sensitize towards nature.

Vocabulary Used:

thinking, shingles, woof, refrain, list, melancholy, ere

Important Spellings:

humid, hover, melancholy, patter, echo ere, woof

Aids/ Innovative Methods:

Smart Board, Text Book, Green Board, Chalk, Duster

Resources:

<https://www.youtube.com/watch?v=u> And **DIKSHA APP**.

Procedure:

Recitation of the poem will be done with rhythm and Intonation first by the teacher and then played on the smart class. The same will be followed by the students. Thereafter the explanation and paraphrasing will be done by the teacher using the textbook and smart board to develop the interest of the pupils and appeal to their visual and auditory senses. To enhance the thinking skills of students they will be made to participate in answering certain questions. Students will also be made aware of the uses of various poetic devices. The deeper meaning will be explained and symbolism will also be taken.

Co -Scholastic Activities:

The students will be asked to write a diary entry describing their personal experience of rain.

Art Integration with other Domain:

Composing a poem and reciting or singing it with musical instruments, drawing of memory of rainy day.

Participation of Students:

The students will be asked to either bring or compose a poem on rain and recite it with intonation and feel and create their own poetic devices.

Recapitulation:

Recap of summary will be taken. The students will be asked to explain the given phrases :

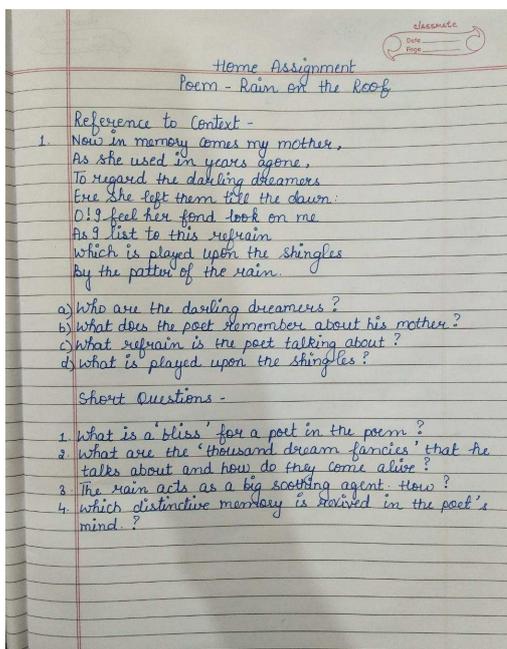
- humid Shadows

- *Starry Spheres*
- *what a bliss*
- *Dreamy Fancies*
- *Darling Dreamers*

Learning Outcomes:

- *analyse and think about emotions portrayed by the speaker*
- *identify poetic devices*
- *understand the theme of the poem and use of onomatopoeia with accuracy*

Assessment: Brainstorming, Observation, Classroom Interaction.



MONTH- JULY

Topic - Writing Skills – Business Letters

Procedure:

Students will be told that business letters are generally written to or by commercial and business firms, so that they must be brief, to the point and formal in treatment of the subject.

- ❖ *It should be clear and to the point*
- ❖ *Separate paragraphs should be used for separate parts of the letter*
- ❖ *Use proper format*
- ❖ *Use simple and direct language*

Types of Business Letters:

- ❖ *Making Enquiry*
- ❖ *Reply to Enquiry*
- ❖ *Placing an Order*
- ❖ *Cancellation of Order*
- ❖ *Letter of Complaint*

FORMAT

Examination Hall *Sender's Address*

OR

XYZ city

Date

The..... }
..... } *Receiver's Address*
ABC City }

Dear Sir

Subject: _____

B *Introduction*

O

D *Content*

Y

O *Conclusion*

F

L *End (Complimentary Close)*

E

T

T

E

R

Yours sincerely

Name

Class Assignment

Letter of Enquiry:

You are interested in learning fashion technology through a correspondence course. Write a letter to the Director of National Fashion Institute, C.R.D as Road, Nasik enquiring about the details of fee and duration of the correspondence course in Fashion Technology offered by them. Imagine yourself as Shreya Jain of 15, Sangeet Bhawan, Janakpuri.

Reply of Placing Order:

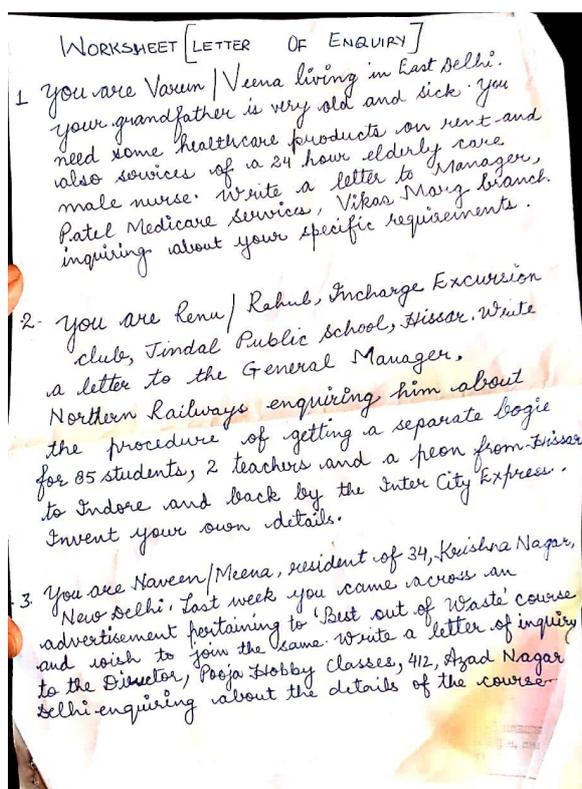
You are Pratap Singh, Sports instructor of Convent of Jesus and Mary. The Principal of the school has asked to place an order for buying sports equipment. Write letter to M/s Lahore Sports, Kolkata.

Cancellation of Order:

You are Nikhil Gaur from Fab Garments, 22 Changspalal. Yu placed an order with M/s Rajasthan Garments, Jaipur for the supply of 40 quilts. But the firm has delayed the execution of the order. Write a letter cancelling the order.

Letter of Complaint:

You are Anand of Kolkata. You have bought a whirlpool White Magic Fully Automatic Machine from M/s Electronic India, Lake Area, Kolkata. After installation, it worked well for 2 months but suddenly the spin dry system of the machine stopped functioning properly. Write a letter to Electronic India giving details regarding your complaint and asking them to attend it or replace it.



Topic:- A Truly Beautiful Mind (Beehive)

Learning Objectives:-

- 1) To develop scientific temper of students.
- 2) To make students conscious of the scientific inventions and the discoveries.
- 3) To enhance the knowledge of students.

Previous Knowledge Testing:-

The students will be asked to elaborate the meaning of the word genius and what qualities does a genius have.

Vocabulary used :-

Freak, amateur, regimentation, stifled, liberally, philistines, patent, unravelling

Important Spellings :-

Ulm, freak, contrary, amateur, regimentation, ally, theoretical, faltered, colleague

Aids Used :-

Smart board, textbook, green board, chalk, duster

Resources :-

The incredible life of Einstein (you-tube) and from **DIKSHA APP**.

Procedure :-

Reading of the lesson using techniques will be done. Loud reading by individual students, silent reading by all, reading and explanation by the teacher followed by questions to test the understanding of the student will be done. Students will be asked to underline the difficult words in the lesson for improving vocabulary and spellings. The pupils will be asked to frame the extra questions and put those questions to their classmates for answers. Besides these extra questions, textual questions will be discussed and back exercises will be done.

Participation of Students:-

- The students will make power point presentation on Einstein which will include the biography and achievements of Einstein.
- The students will be asked to write bio sketch on Einstein

Art Integration:-

Art in the form of Music, Information Technology, Science and Languages will be integrated.

Co-Scholastic Activities :-

The students will participate in making PPT on Einstein's life and work.

Recapitulation :-

The gist of the lesson will be taken and few questions will be asked.

- Why did Einstein mother think him to be freak?
- Why does the world remember the Einstein?
- Why did Einstein leave the school in Munich?
- Why did Einstein playmates call him 'Brother Boring'?

Assignment :-

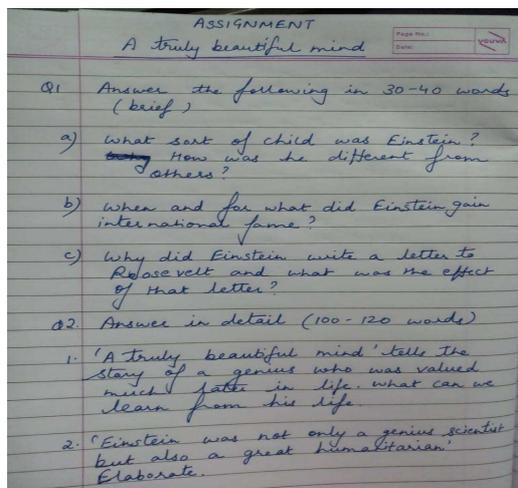
- Justify the title 'A Truly Beautiful Mind'.
- Compare and contrast Einstein's studies in Munich and those in Zurich.
- Extra questions including reference to the context from bbc will be given.

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

- Reflect on the contribution made by some famous scientist.
- Reflect on the values
- Express themselves fluently and accurately.

Assessment:-

- Research
- Group discussion
- Pen paper test



Topic:-Poem- A Legend of Northland (Beehive)

Learning Objectives:-

1. To differentiate between the myths, legends and myths.
2. To enhance the vocabulary.
3. To understand the characters in the poem.

Vocabulary used :-

Legend, provoke, harness, sledges, hearth

Important Spellings :-

Preaching, Hearth, Kneaded, Sledges, Dough

Previous Knowledge Testing:-

The students will be tested for the poetic devices learned in the previous poem.

- 1) Name a few places which experience heavy snowfall.*
- 2) What do you know about Northland?*

Aids Used/Resources :-

Smart board, textbook, green board, chalk, duster.

Link- www.youtube.com and **DIKSHA APP**

Poetic Devices:-

Alliteration:-*Eg.*

- In their funny furry clothes*

Repetition:- *Eg.*

- Away away in the Northland*
- And rolled and rolled it flat*

Enjambment:- *And the nights are so long in the winter that they cannot sleep them through.*

Simile:- *Eg.*

- Thin as wafer*
- As black as coal*

Rhyme Scheme:- *abcb for each stanza*

Participation of Students:-

- The students will be asked to talk to old person in their family or locality and find legends in their own language and share them in the class.*
- The class will be divided into groups of five each and they will work in the group and write dialogues. Then they will perform their role and record them and in the end they will compile in single one video.*

Co-Scholastic Activities:-*Drama*

Art Integration:-

Art in the form drawing, music, moral values and language will be integrated.

Recapitulation :-

- Who was Saint Peter?*
- What kind of story is popular in the Northland?*

- How did Saint Peter punish her?

Assignment:- Reference to the context from BBC.

Learning Outcomes:-

The students will be able to:-

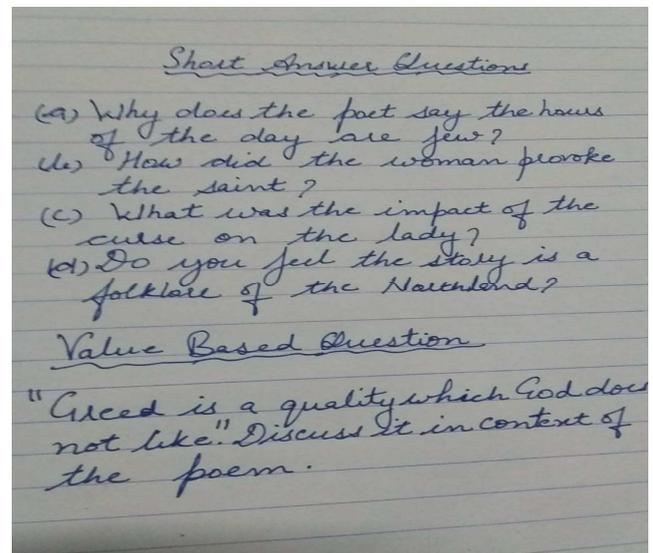
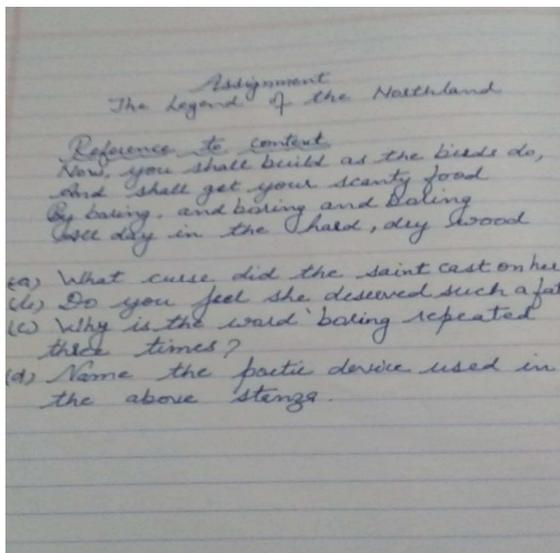
Understand legend

Understand the character in the poem

To develop quick thinking skill and enhance their power too.

Assessment:-

- Group Discussion
- Pen Paper Test
- Worksheets



TOPIC : In the Kingdom of Fools – A. K. Ramanujan(Moments)

P. K. Testing:

- Q. What type of people should be a part of our company?
- Q. Why are foolish people avoided by everyone?
- Q. How are wise fools a boon to us?

Vocabulary used :

bailiff, scrape, persuade, panicked, wandered etc

Aids and Innovative Ideas used/ Resources:

Text books, Smart Class Module and
link-<https://youtube.nNbxin> nyfwc and **DIKSHA APP**.

Innovative Pedagogy- *Enactment based on the Chapter with a twisted end*

Procedure :

1. The Class will be engaged in the reading and explanation of the chapter under the teacher's guidance.
2. Meanings of the difficult words will be given by the teacher and smart class will be used for explanation.
3. Textual questions will be thoroughly discussed in the class to assist the students in writing on their own.

Participation of Students :

1. The Class will be involved in the reading and explanation of the chapter.

Students will be divided in groups and would be engaged in an enactment based on the story with a twisted end.

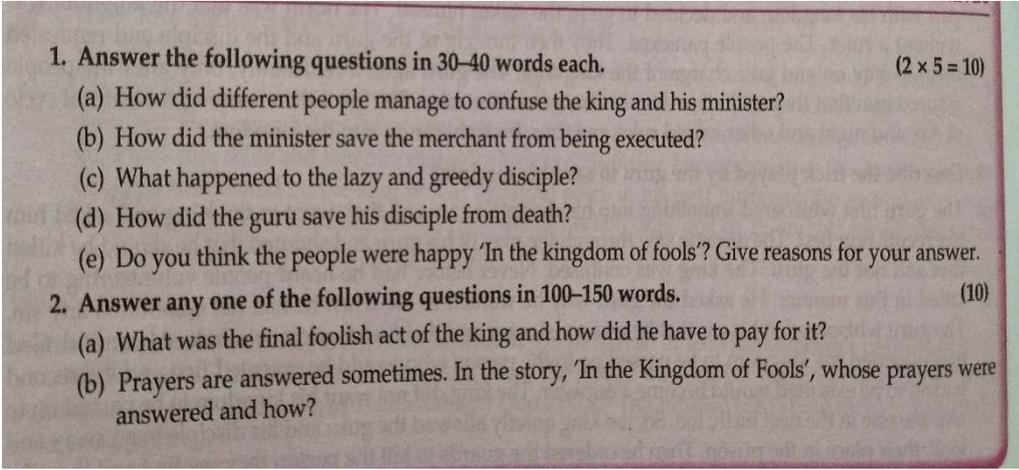
(Theatre- Art Integration)

Recapitulation : JAM activity will be taken up for a quite recap of the chapter. Each child will be asked to answer first in a minute only. (Brain Storming)

Learning Outcome:

Understanding of theme 'Wisdom is all powerful.'

Assignment : Textual questions will be given for H.W. Extra questions will be given for practice.

- 
1. Answer the following questions in 30–40 words each. (2 × 5 = 10)
 - (a) How did different people manage to confuse the king and his minister?
 - (b) How did the minister save the merchant from being executed?
 - (c) What happened to the lazy and greedy disciple?
 - (d) How did the guru save his disciple from death?
 - (e) Do you think the people were happy 'In the kingdom of fools'? Give reasons for your answer.
 2. Answer any one of the following questions in 100–150 words. (10)
 - (a) What was the final foolish act of the king and how did he have to pay for it?
 - (b) Prayers are answered sometimes. In the story, 'In the Kingdom of Fools', whose prayers were answered and how?



MONTH – AUGUST

Topic: The Happy Prince (Moments)

Previous Knowledge Testing:

The students will be asked to share their feelings on helping a person in need for great misery. They will share what act of kindness they have done in the life and what did they feel after this act of generosity.

Learning objectives:

- develop communication skill
- inculcate literary appreciation
- comprehend the story and extract key information
- state the importance of performing good deeds in one's life

Vocabulary Used:

gilded, muttered, pinafores, ridiculous, coquette, courtesies, trifling, drenched, embalmed, Jade, withered, Ornithology, darted, hauling, ebony, pygmies

Important Spellings:

sapphires, Cathedral, courtiers, embroidering, furnace, ebony

Aids used/ Innovative Methods/ Resources:

Audio Visual Board, Textbook, Green Board, Chalk, Duster And video from www.youtube.com and **DIKSHA APP.**

Procedure:

Reading of the lesson using various techniques will be done. Loud reading by individual students, silent reading by all, reading and explanation by the teacher, followed by questions to test the understanding of students will be done. Students will be asked to underline the difficult words in the lesson for improving vocabulary and spellings. The pupils will be asked to frame some extra questions and put those questions to their classmates for answers, besides these extra questions textual questions will be discussed and back exercises will be done.

Co-scholastic activities:

The class will be divided into four groups. Each group is given the topic: Time to Confess, in which they will discuss about those people whom they have judged according to their appearance i.e dress, expensive watch, handbag, footwear etc.or the other way. Each group will be given 10 minutes to discuss the topic and sum up

their thoughts and put them on paper. During discussion each group member is given a chance to speak.

Art Integration:

Art in the form of Drawing, Music, History, Geography, Civics, Sociology and languages will be integrated.

Participation of Students:

The students will be divided into groups and given various parts of the lesson for role play.

Recapitulation/ Assignment :

The students will be asked the following questions:

- Describe the Statue of the happy Prince?
- What made the Statue of the happy Prince cry?
- What did the Angel consider the two most precious things in the city ?Why?
- Imagine you are the playwright who receive the mystery gift of a Sapphire while passing by the statue. You get to unravel the mystery when you overhear the general public and councilors discussing the dull Statue of the happy Prince. Write a diary entry expressing your gratitude to the happy Prince expressing your dismay at the council's decision of pulling down the statue.

Learning Outcomes:

- understand love and charity have the unique ability to unite men and make them whole
- the worst aspects of modern society can be overcome by love and charity

Assessment:

Brainstorming, Observation, Classroom Interaction

Assignment - The Happy Prince

Quote of the day

Things to do Date.....

1. Goodness can never be destroyed. Justify this statement with reference to this lesson. (The Happy Prince)

(1x8 = 8)

Reminder:

2. How did the Prince's statue look after its gold leaf was removed? what was its fate?

Things to do Date.....

3. what did the swallow do at the harbour?

(2x2 = 4)

Reminder:

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Topic : Grammar – Direct and Indirect Speech

1. Learning Objectives :-

- (i) Students will be able to identify the use of punctuations in the direct speech.
- (ii) Students will be able to understand the use of reporting verbs and tenses in indirect speech.
- (iii) Students will be able to transform comics' dialogues to direct speech with various reporting verbs.

2. Previous Knowledge Testing :- Few questions will be asked from the students:-

- (i) What is a sentence?
- (ii) Identify verb – The insurance agent gave her sound advice.
- (iii) Punctuate the sentence – We had a great time in France the Rids really enjoyed it

3. AIDS/ Innovative Methods and Resources :-

Grammar Book, BBC, Audio Visuals – Smart Board, Green Board, Charts, Newspaper cutting, Class discussion, Enactment. **Link-** <https://byjus.com> , <https://edumantra.net>

4. Procedure :-

Smart Board will be used to make students aware of the topic and rules for changing direct speech into indirect speech. The Grammar book will be used to go through the basic rules with examples. Examples will be taken to change present, past and future sentence from direct to indirect speech.

Activity :- Comic strips from a newspaper will be used to understand direct and indirect speech. Interview will be conducted between two students and third one act as a reporter and will report to the class for imperative sentences, four students will be given orders and others will repeat back in indirect speech.

5. Art Integration :-

Drawing and Sketching, Languages and Dramatics will be integrated.

6. Participation of Students:

Students will prepare a chart for the rules of Direct and Indirect speech. They will be asked to cut comic strips from a newspapers. In another activity, one student will act as a celebrity and other student will interview him. Third student as a reporter will report to the class. Students will also participate for the explanation of Imperative sentences.

7. Recapitulation :-

The rules with examples will be taken for recapitulation. Exercises will be taken up from BBC for practice.

8. Assignments :-

Exercise from BBC will be assigned.

Worksheet on Reported speech will be given to students.

REPORTED SPEECH

Q1 Read the conversations given below and complete the passages that follow.

- (A) Husband : Get my lunch quickly, I am in great hurry.
Wife : Oh really! Why did you not come a bit earlier?
Husband : Now look, you have made a habit to argue with me and no husband likes that sort of thing.

The husband urged his wife (i) _____ adding that (ii) _____ hurry. The wife mockingly asked him (iii) _____ hurry and enquired (iv) _____ earlier. The husband speaking in a tone of irritation pointed out that he did not like her habit of arguing.

- (B) Jain : When is the fancy dress competition in your school?
Manna : It is after two weeks.
Jain : Are you taking part in it?
Manna : Yes, I am taking part as an engine driver.
Jain : Why have you chosen that?
Manna : So that I can reach late.

Jain asked Manna when the fancy dress competition in her school was.

- Manna replied that (a)
Jain enquired whether (b)
Manna said that (c)
Jain asked why (d)
She answered that then (e)

- (C) Neela : Hi! Suresh, how are you?
Suresh : Life's rather tough. I need a job.
Neela : What kind of job are you interested in?
Suresh : I am interested in administrative accounts. I have five years experience in a reputed firm.
Neela : Would you mind going abroad?
Suresh : I don't mind working anywhere in India but I am not interested in going abroad.

Neela on meeting Suresh asked him how he was. Suresh replied that he was looking for a job. Neela (a) job (b) Suresh told her that (c) She enquired (d) He firmly replied (e)

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- (D) Iris : Hi, Tom, how are you?
Tom : Life's rather tough. I desperately need a job.
Iris : We have a vacancy in our office for the post of an Accounts Officer.
Tom : I have no problem.

Iris on meeting Tom asked him how he was. Tom replied that (a) Iris told him (b) On that Tom (c) Iris enquired (d) and Tom replied that he had no problem.

- (E) Karan : Are you going to attend Vikram's birthday party?
Rohit : I am not sure if my mother will permit me to go?
Karan : You can tell you mother that all of us are going to the party?
Rohit : She knows that all my friends are going, but she also wants me to do well in tomorrow's English cycle test.

Karan asked Rohit (a) attend Vikram's birthday party. Rohit replied that (b) him to go. Karan advised Rohit (c) were going to the party. Rohit told Karan that his mother was aware that all his friends were going but (d)



TOPIC :GRAMMAR- TENSES

P. K. Testing:

Q. What are action words called as?

Q. What tells you about the one who does the action?

Q. How do we get to know about the time of the action in a sentence.

Innovative Pedagogy:

Several games & Reading Fun Tarot Cards.

Procedure :

→ *The class will be involved in various fun games to revise tenses.*

A. **(JAM- Just a minute)** : *Each child will be engaged in JAM where in they'll have to speak just in a minute about their partner to revise present tense.*

B. **Story Board Game** – *The teacher will show pictures, related to the story 'The adventures of Toto' and will ask the students to arrange them turnwise in an order and speak about them. This will help them to revise past tense.*

C. **Truth or Lie game** – *Perfect tense will be revised with this game wherein the teacher will pass on chits with questions written in perfect tense and the students will question their partners who would obviously reply in perfect tense only. The rest of the class will judge if the given answer is true or false.*

D. **Reading the Fun Tarot Cards** – *The Class will be engaged to use fun tarot cards to predict the future of their partners to revise future tense.*

Assignment-

Worksheet will be given for practice.

Direction : (1 to 15) Fill in the blanks with the correct forms of the verbs given in the bracket.

1. Have you eversuch a beautiful scene? (See)
2. The moon has not yet (Appear)
3. IEnglish for ten years. (Teach)
4. Whatyour father feel about Resonance? (Do)
5. All work and no playjack a dull boy. (Make)
11.the studentyesterday? (Study)
12. After school, we ...and ...our parents about our English teacher. (Go, Tell)
13. The new railway bridge.....two weeks ago. (Complete)
14. Theythe work when the teacher entered the class. (Finish)
15. I was teaching English when she the classroom. (Enter)

6. He scratched his head and for a moment. (Think)
7. When I reached the temple, a group of peopledevotional songs. (Recite)
8. Whatyouhere from the time I went to college? (Do)
9. By this time tomorrow, Ihome. (Reach)
10. The studentanswers to all my question. (Give)

B . Choose the correct verb from those given in brackets.

1. you (bought, had bought)a new scooter last week,
2. She (has been, is) ill (since, for)a week.
3. We (finished, have finished) our lunch half an hour ago.
4. He jumped off the train while it (ran, was running, had been running) .
5. The train (has left, will have left) before we reach the station.



MONTH- SEPTEMBER

TOPIC: WRITING SKILL - STORY WRITING

LEARNING OBJECTIVES:

1. To analyse the story structure and language needed for story writing.
2. To be able to recognize and use transition words.
3. To be able to write strong endings to their narratives.

TEACHING AIDS:

Blackboard, Smart board

PREVIOUS KNOWLEDGE TESTING:

1. Do you like stories?
2. Which is your favourite story?
3. What do you like about your favourite story?

AIDS OR INNOVATIVE METHODS USED:

Activity: Students will be given a storyboard worksheet. They will be asked to complete the storyboard with their own ideas for a story. They will also be asked to make their own storyboard chart and fill it in with writing. They will also be told to make a comic strip of their favourite story in their notebooks.

Subject Integration:

Students will integrate drawing as they will make storyboard charts and comic strips. They will improve upon their imagination and will also incorporate moral values.

PROCEDURE:

1. Students will be shown the title, cover and some pictures from the story. Children will be asked to predict about the story. This will be used as an opportunity to tackle some of the more difficult words from the story.
2. They will be shown a story on the smart class.
3. Students will be explained about the necessary ingredients for a story

PARTICIPATION OF STUDENTS:

1. The students will actively participate in the class by performing the activity.
2. While explaining, students will be asked questions.
3. Students will perform the activity and make a comic strip in their notebooks.
4. They will be asked to summarize the key points at the end of the topic.

RECAPITULATION:

1. Important points for writing the story will be discussed.
2. Test will be conducted in the class.

HOME ASSIGNMENT:

Students will be asked to write few stories with morals in their notebooks.

LEARNING OUTCOMES:

- Students will be able to frame their own stories.
- They will actively participate in the activity.
- They could think critically and they could learn various moral values.



TOPIC: GRAMMAR - MODALS

LEARNING OBJECTIVES:

- To teach students the concept of Modals.
- To make them understand the usage of Modals.
- They should be able to explain what a modal is.
- To make them enable to give examples of modals in spoken language.
- They should be able to analyze the proper usage of Modals.
- They should be able to differentiate between the modals used for possibility, obligation and necessity by identifying these types of modals in the language around them.

They should be able to choose an appropriate modal to complete a sentence.

TEACHING AIDS:

Blackboard, Smart board and Grammar Book

PREVIOUS KNOWLEDGE TESTING:

1. *What are verbs?*
2. *How are they used in sentences?*
3. *Give some examples.*

Activity :

Students will be organized in groups. Each group will be assigned one category of modals. Then each group will be asked to write a short skit or dialogue demonstrating the use of modals within the category they have been assigned. Each group will be given 10-15 minutes. After they are finished they will be asked to present it.

Subject Integration:

This will help in developing the intellectual skills of the students. They will improve upon their language function and also learn grammatical skills. They will also improve upon their spoken.

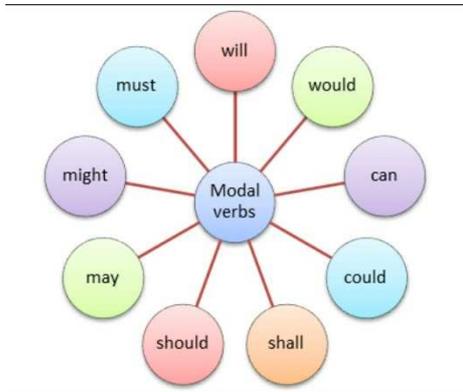
PROCEDURE:



Look at the sentences Marge

DEFINITION:

A Modal verb is a type of auxiliary verb that is used to indicate modality- that is likelihood, ability, permission, possibility.....



MODAL VERBS:

- | | |
|-------|----------|
| Can | Would |
| Could | Shall |
| May | Should |
| Might | Ought to |
| Will | Must |

MODAL VERBS:

- | | | | |
|--------------------------|--------------------------|-----------------------|----------------------------|
| <u>Simple</u> | <u>Continuous</u> | <u>Perfect</u> | <u>Perfect</u> |
| I could work | I could be working | I could have worked | I could have been working. |
| <u>Continuous</u> | | | |

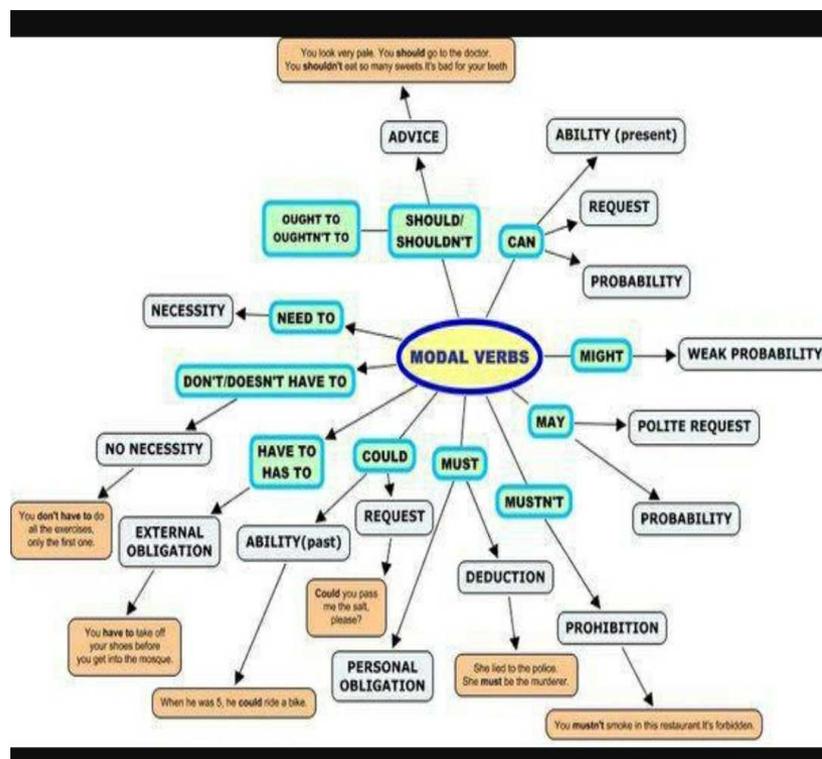
CO-SCHOLASTIC ACTIVITIES:

Crossword will be given to students. Quiz will be conducted.



PARTICIPATION OF STUDENTS

*Students will be asked to make sentences with various modals.
They will actively participate in the activity and play the game.*



RECAPITULATION:

Exercises will be discussed.

Short questions based on the topic will be asked.

They will be asked to solve various exercises on the smart board.

They will be made to write down the various types of modals.

Various exercises will be solved from the BBC.

HOME ASSIGNMENT:

1. Exercises discussed in the class will be given as home task.

2. Exercises will be given to be solved in the BBC.

LEARNING OUTCOMES:

Students will be able to read sentences aloud with appropriate pause, speed and pronunciation.

They will actively participate in the activity.

They will be able to give response to various questions based on topic.

They will be able to differentiate between various modal verbs by giving examples.

They will be able to think critically, compare and contrast between different modal verbs.

They will be able to analyze the proper usage of modals.

ASSESSMENT:

Worksheet will be conducted. Home Assignment will be assessed.

Fill in the blanks with appropriate modals:

1. We..... obey our teachers, (have to, must)
2. She..... pass this time, (ought to, has to)
3. He..... not buy a car. (has to, needs)
4. He works hard lest he..... fail, (should, must)
5. Do you..... cook your own meal? (should, have to)
6. The villagers..... use kerosene lamps a few years ago. (must, had to)
7. The old lady..... take a bath every day before taking meals, (ought to, should)
8. She..... finish this work before I go. (has to, must)
9. Ramesh said that they..... report for duty on Monday, (should, ought to)
10. We..... prepare our lessons well before examination, (ought to, must)

Modals

A Complete the sentences with can, can't, could or couldn't.

- 1 When he was young, my grandfather ...*could run*... (run) 12 kilometres.
- 2 John can't run very fast but he (jump) high.
- 3 you (finish) your homework last week?
- 4 The dog hurt its leg and it (walk).
- 5 Tony (find) his way to the party tonight?
- 6 Sorry I (not help) you paint your house yesterday.

B Write sentences using the words below and must or mustn't.

1 ride / your bike / on the grass
*You mustn't ride your
 bike on the grass.*



4 drive fast / near the school



2 take / your medicine / now



5 drink / a lot of water / in the summer



3 put / your feet / on the desk



6 bring / animals / into the shop



C Write sentences with should or shouldn't.

- 1 It's late. (go home now)
You should go home now.
- 2 These sports shoes are expensive. (buy them)

- 3 You didn't practise for the event. (take part in the competition)

- 4 Tim doesn't like his job. (get another job)

- 5 Sally is not well. (go to school today)

- 6 It's snowing. (wear a coat and boots)

Complete the sentences with a modal verb from the box below. Sometimes more than one answer is possible.

CAN - CAN'T - CAN'T HAVE - COULD - COULD HAVE - DON'T HAVE - HAD
BETTER - MIGHT - MUST - MUST HAVE - MUSTN'T - NEED - OUGHT -
SHOULDN'T

1. You _____ be exhausted after your long trip. Come in and have a drink.
2. John _____ taken your car keys. He hasn't even left the house.
3. I won't go out this afternoon because the weather forecast is not very good, and I _____ get wet.
4. You _____ to apply for the job yet. You can do it later this week.
5. I _____ left my wallet in the car. I can't find it anywhere.
6. That _____ be Jake. It's impossible. He said he was going to Spain.
7. You _____ step into the headmaster's office without permission.
8. Tell your sister she _____ stay the night here if she wants to.
9. You have already drunken a glass of wine. You _____ not drive. Let me.
10. You _____ see the Eiffel Tower and the Louvre when you go to Paris.
11. I _____ to take orders from you. You're not my boss!
12. When I was younger, I _____ run very fast.
13. Your cold is getting worse and you have a runny nose. You _____ to see the doctor.
14. My husband is preparing dinner. He's not a good cook so you _____ expect anything special.
15. Don't leave your window open at night. Someone _____ climb in.
16. Brenda _____ be over thirty. She graduated a year after me and I'm only 26.
17. You _____ to come with me. I can manage on my own.
18. She _____ got lost. Otherwise she'd be here by now.
19. You must be more careful. You _____ been killed crossing the street without looking.
20. I didn't _____ to buy more groceries. We already had enough.



Topic -Writing Skill - Article Writing

Previous Knowledge Testing:

Students will be asked the following questions:

- ❖ Have you read articles given in newspaper and magazines?
- ❖ Give examples of articles read by you

Teaching Aid:

Blackboard

Resources:

Magazine, newspaper, displaying blogs of various writers and video from www.youtube.com

Procedure:

The teacher will give some guidelines which will help the students to write an effective articles.

- ❖ It should be descriptive
- ❖ Body – 4-5 paragraphs – each paragraph deals with only one main idea
- ❖ Plan – Before writing an article read the topic and instructions carefully. Make use of the hints provided.

FORMAT OF ARTICLE (NEWSPAPER)

TITLE (In Capital Letter, More than one word, Underlined)

Name

| | |
|---|--------------|
| C | |
| O | Introduction |
| N | |
| T | Problem |
| E | |
| N | Solution |
| T | Conclusion |

FORMAT OF ARTICLE (SCHOOL MAGAZINE)

TITLE (In Capital Letters, More than one word, Underlined)

Name

Class/Designation

| | |
|---|--------------|
| C | Introduction |
| O | |
| N | Problem |
| T | |
| E | Solution |
| N | |
| T | conclusion |

A sample article will be given to the students.

Learning Outcomes:

- The students will develop an interest towards writing.
- Their planning and organizing techniques would be enhanced.
- Their interpreting and equalization skills would be strengthened.

- Write an article on the following topics –



TERM- 2 (OCTOBER- MARCH)

MONTH – OCTOBER

Topic: My Childhood (Beehive)

Learning Objectives:

To enable the students

1. To understand the passage and grasp its meaning.
2. To read with correct pronunciation, stress, intonation, pause and articulation of voice.
3. To enable students to understand the passage by silent reading.
4. To enrich their active and passive vocabulary.
5. To express the ideas of the passage orally and in writing.
6. To enjoy reading and writing.
7. To develop their imagination.

P.K Testing

1. Do you remember any incidence of your childhood?
2. Which was the most memorable one?
3. What is so special about it?

Vocabulary

Island town, put together, erstwhile, tamarind seeds, provision shop, attempt to trace, inherited characteristics, figures of authority, took over, lasting impression, sacred thread, utterly downcast, break social barriers, on par with

Important Spellings

Innate, Helpmate, austere, erupted, suspension, orthodox, summoned, bluntly, segregation, conservative, perturbed, unprecedented, optimism

Explanation with Innovative methods

Outline of the lesson with special reference.

While reading: identification of pictures and touching the plot and theme

Writing & Critical thinking

PPTs on the life history of Dr. A.P.J. Abdul Kalam , PPT on k-Yan (Downloaded from google,youtube)<https://www.slideshare.net/RAJESHKUMAR1936/dr-apj-abdul-kalam-71503408>

And video from www.youtube.com and **DIKSHA APP.**

Procedure

A summary of the lesson will be given in class. After this, reading of the lesson will be done with line by line explanation. Students will be put questions related to the lesson. Question/ answers will be discussed, Character Sketch of Abdul Kalam will also be discussed.

Participation of Students(Co- Scholastic Activity) -

The students will be asked to pick up any famous personality and research on him/her. The students will find out about the life of that person, childhood, teenage, present position.

Research on how the person rose to fame.

Find out the accomplishments of the person, any rewards if received by the person.

Write a biography of that famous personality and paste pictures related to it.

Arrange the material in a file or folder.

Recapitulation -

The main points of the lesson will be discussed once again.

Character sketch of protagonist will be discussed once again.

Assignment -

Complete Ques/ans , both short and long.

Do character sketch of Abdul Kalam in notebook.

Art Integration with other Domain

Art in the form of Sociology, Psychology, Social Studies (discouraging caste system)

Learning Outcome

Know and understand the theme of lesson.

Understand the message that 'Equality leads to happiness'

To understand the message of equality and brotherhood.

Assessment

Oral questions asked in class.

Written Worksheet and Group Discussions.



TOPIC- POEM- NO MEN ARE FOREIGN (BEEHIVE)

LEARNING OBJECTIVES-

Students will be able to: Identify that the poem is written in free verse.

Enhance vocabulary by providing relatable words.

Analyze the core idea of the poem.

Identify the poetic devices from the poem.

Know the value of brotherhood and citizenship.

PREVIOUS KNOWLEDGE TESTING-

Following questions will be asked from the students-

Who is a stranger?

Who is a foreigner?

What happens during a war?

VOCABULARY USED –

Meaning and usage will be explained to the students-

Dispossess, Condemn, Betray and Defile.

IMPORTANT SPELLINGS –

Harvests, Recognise, Innocence.

AIDS / INNOVATIVE METHODS / RESOURCES –

*Textbook, Audio Visual Smart Board, Green Board, Group Discussion, Debate and PPT File. **Link-**http://en.wikipedia.org/wiki/indo-pakistan_war_of_1971 and video from www.youtube.com and **DIKSHA APP.***

PROCEDURE –

Summary of the poem will be given at the outset then students will read the poem stanza-wise laying stress on certain words and phrases to introduce the theme of the poem.

CO- SCHOLASTIC ACTIVITIES –

Students will be divided into groups and actively participate in Debate Competition on the topic ‘Is War better than Peace’. They will also collect data from various resources and will make a PPT File on World War I and II.

ART INTEGRATION WITH OTHER DOMAIN –

Art in the form of Drawing, Music, History, Geography, Civics, Psychology, Sociology, Computers and Languages will be integrated.

PARTICIPATION OF STUDENTS–

Students will be actively involved in the recitation of the poem. Debate will be conducted on the topic ‘Is War better than Peace’. In groups, students will make PPT File of World War I and II.

RECAPITULATION –

Students will read the poem with proper voice modulation and intonation. Poetic devices and Rhyme scheme will be explained to students on the Green Board.

ASSIGNMENT –

Students will solve reference to context and questions / answers from BBC. Students will collect information of World War I and II.

LEARNING OUTCOMES –

Students will be able to understand that discrimination is inhuman and we should stay in harmony. They will also critically analyze ‘equality and brotherhood leads to happiness’.

ASSESSMENT -

Oral and written responses.

On the basis of Group Discussion and Debate.



TOPIC: Packing – Jerome K. Jerome (Beehive)

P.K. TESTING:

(1) What do you keep in mind while you pack for any journey?

(2) What all are essentials to be packed while going for any journey?

OBJECTIVES:

- (1) To encourage comprehension of the text.
- (2) To make the students aware of the writer and his writings.

VOCABULARY USED:

Conceit, be sworn at, hampers, trod on etc.

AIDS /INNOVATIVE IDEAS /RESOURCES USED:

Text book, Smart Class Module, Movie – ‘Three men in a boat’.

DIKSHA APP AND WWW.YOUTUBE.COM

PROCEDURE :

- (1) The chapter will be partially read by the teacher and partially by the students.
- (2) The students will be encouraged to explain the chapter in the class.
- (3) Meanings of the difficult words and phrases will be given to the class.
- (4) In Smart Class module, the movie ‘Three men in a boat’ will be taken up.
- (5) The textual questions will be discussed and students will be encouraged to write the answers.

ART INTEGRATION :

Art integration will be in the form of creatively presenting the ‘Do’s and Don’ts of packing.

INCORPORATION OF CO- SCHOLASTIC ACTIVITIES:

- (1)The Class will be involved in the reading and explanation of the chapter.
- (2) The students will be involved in various activities and in answering of the questions too.

PARTICIPATIONS OF SUTDENTS :

The students while enjoying the text will become aware of the ‘Do’s and Don’ts of packing.

RECAPITULATION:

‘Just a minute’ (JAM) game will be conducted for a quick recap of the chapter.

ASSESSMENT :

Textual questions will be given for assessment.



MONTH- NOVEMBER

TOPIC: On killing a Tree – Gieve Patel (Beehive)

P.K. TESTING:

- (1) *What are our responsibilities towards our Environment?*
- (2) *What outcomes of Deforestation are being faced by us?*

OBJECTIVES:

- (1) *To sensitize the students towards their environment & the need to conserve nature with its flora and fauna.*

VOCABULARY USED :

Leprous hide, hack, anchoring earth, scorching, choking etc.

AIDS AND RESOURCES USED :

*Text book, & Smart Class Module.
video from www.youtube.com and **DIKSHA APP**.*

PROCEDURE:

- (1) *Poetic devices like Imagery, Blank Verse etc will be introduced.*
- (2) *The class will be actively involved in the reading and explanation of the Poem.*
- (3) *The teacher will assist learning by giving meanings of the difficult words.*
- (4) *After reading the class will be asked about the poetic devices they had marked while reading the poem.*
- (5) *Summary will be given to the class.*

ART INTEGRATION:

Art will be integrated in the form of poster making on 'Go Green' theme.

INCORPORATION OF CO-SCHOLASTIC ACTIVITIES :

The students will be involved in delivering speech on 'Harms of Deforestation'.

PARTICIPATION OF STUDENTS :

The students will be involved in the reading and explanation of the poem and later in poster making and speech too.

LEARNING OUTCOME :

The children will be sensitized towards the need to conserve trees.

RECAPITULATION: Extracts for ‘Reference to Context’ will be taken up for a quick recap.



| Teacher Name | Class | Subject | Lesson | Topic |
|----------------------|--------------|----------------|---------------------------------------|---|
| Neetu Manocha | IX | English | Weathering the Storm in Ersama | Reading + Analysis + Comprehension |

| | |
|--|--|
| <p>12. OBJECTIVES</p> | <p>Students will be able to -</p> <ul style="list-style-type: none"> • Understand the theme of the lesson • Sequence events • enhance vocabulary • Complete the exercises at the end of the story • inculcate the values of hard work and determination |
| <p>13. P.K. TESTING Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)</p> | <p>Transaction would proceed in the following manner-</p> <p>Brain Storming –The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now.</p> <p>They would also be told – about the author</p> <p>-the significance of the topic that they would be studying.</p> <p>(Collaborative, Communication, Critical thinking)</p> <p>Introduction of the topic- PPT and Digital Content would be shared</p> |
| <p>14. VOCABULARY</p> | <p>Raging, Macabre, Catastrophic, Stigma</p> |
| <p>15. CONTENT</p> | <p>Teacher will divide the class into groups and provide them with a flash card each with hints about certain incidents from the text.</p> <p>The groups will discuss the episode assigned to them and prepare a report/description using the given hints. Teacher will provide the format of report writing.</p> <p>The teacher will monitor the activity.</p> |
| <p>16. PARTICIPATION OF STUDENTS</p> | <p>Students will be asked to form Acrostic words from Prashant’s name; Teacher reference:</p> <p>P- Placid</p> <p>R - Resourceful</p> <p>A- Amiable</p> |

| | |
|--------------------------------------|---|
| | <p>S- Sensitive H- Helpful A- Affectionate N- Noble T- Thoughtful</p> |
| 17. RECAPITULATION | <p>The facilitator asks questions to check learners' understanding of the theme and inner meaning of the lesson. (CRITICAL THINKING, COLLABORATIVE LEARNING)</p> |
| 18. RESOURCES | <p>PPT, Textbook, Blackboard, notebook, Digital world will be involved video from www.youtube.com and DIKSHA APP.</p> |
| 19. ART INTEGRATION | <p>Drama, Geography, Drawing, Science</p> |
| 20. LEARNING OUTCOMES: | <p><u>Competencies</u></p> <ul style="list-style-type: none"> • Critically analyze the effects of a disaster on human and non-human resource. • Understand that 'good leadership qualities work for everyone's welfare' working in collaborative manner and communicating ideas with each other. • <u>ATTITUDE:</u> Critically examining the effects of disaster and honing character traits and citizenship by understanding the leadership qualities required in various fields. Students will be able to read with 90% accuracy. |
| 21. CO-SCHOLASTIC ACTIVITIES: | <p>Puzzle Game, Flash Card, Drama</p> |
| 22. ASSESSMENT QUESTIONS: | <ol style="list-style-type: none"> 1. How has Prashant, a teenager, been able to help the people of his village? 2. How did Prashant spend his time during the first two days of the super cyclone? 3. What did Prashant see when he reached his village? 4. How did the super cyclone affect the life of the people of Orissa? 5. What did Prashant do for orphaned children? |



Topic : REACH FOR THE TOP (Beehive)

Learning Objectives :

1. To make the students realize the fact that women are no less than men.
2. If given an opportunity they can do amazingly well in any field of life.

- 3.To enhance their vocabulary by providing relatable words.
- 4.To analyze the core of the chapter.
- 5.To improve reading skills and comprehension skill.

Previous Knowledge Testing :

Following questions will be asked from the students :

- 1.Name any three persons you idolize or admire the most for their achievements.
- 2.What fields are Santosh Yadav and Maria Sharapova related to?
- 3.What is common in both the women?

Vocabulary Used:

Meaning and usage of the following words and phrases will be explained:

In the line with, check it out, enormity, fervent

Important Spellings:

Affluent, threatened, mountaineering, culmination, unfurled

Aids /Innovative Methods /Resources :

Textbook, Audio Visual Smart Board, Green Board , Short Speech , Short Article, PPT on the lives of Santosh Yadav and Maria Sharapova.

Link: <https://www.successcds.net> and video from www.youtube.com and **DIKSHA APP.**

Procedure :

Summary of the chapter will be given at the outset. Reading of the lesson using various techniques will be done laying stress on certain words and phrases to enhance their vocabulary. Explanation of the chapter will be done wherever required.

Co-Scholastic Activities :

Students will be asked to prepare a speech to motivate the girls to think and dream big and make an effort to fulfill their dreams, not allowing difficulties to defeat or discourage them. They will also be asked to collect data from various resources and make a PPT file on Santosh Yadav and Maria Sharapova.

Art Integration :

Art in the form of Drawing, Music, History, Geography, Psychology, Sociology and Languages will be integrated.

Participation of Students :

Students will be involved in reading of the chapter. They will be asked to deliver a speech to motivate the girls to think and dream big. As per the list of the Top Ranked Women given in the textbook they will also be given an article to be written for school magazine comparing and contrasting the players in terms of their duration at the top.

Recapitulation /Assignment :

Students will be asked to solve reference to the context and questions from BBC.

Learning Outcomes :

Students will be able to understand that if girls are motivated and given opportunities they can beat all odds and fulfill all their dreams.

Assessment :

Oral and written responses and worksheets.



MONTH- DECEMBER

TOPIC :THE SNAKE TRYING (Beehive)

Learning Objectives -:

The students will be able to

- *Understand the theme of the poem.*
- *Identify the literary device used.*
- *Inculcate the value of staying in harmony with all the Creatures .*
- *Enhance vocabulary.*

Previous knowledge Testing-:

The following questions will be asked from the students-

- *What is the reaction of wild animals when they wander into human settlements?*
 - *Why do animals attack humans?*
 - *Man is responsible for making animals turn violent and attack him. Express your views on it?*

Vocabulary*used*

- | | | |
|-------------|-------------|----------|
| 1) Pursuing | 2) carvings | 3) marsh |
| 4) Vanishes | 5) reeds | |

Important Spellings

- | | | |
|-----------|-------------|-----------|
| 1) glides | 2) pursuing | 3) chased |
| 4) marsh | 5) reeds | |

Aids used -:

Text book, Smart board, Green board

Resources: [https://study.com/academy/snake Poetry: "Jake the snake"](https://study.com/academy/snake-poetry-jake-the-snake)-
nowater rives.com

And video from www.youtube.com and **DIKSHA APP**.

Procedure :

Recitation of the poem will be done with rhythm and intonation first by the teacher and then it will be played on the smart class and above mentioned digital content will be shown. Thereafter the explanation and paraphrasing will be done by the teacher with the help of resources to appeal to their visual and auditory senses. Students will also be made aware of the usage of various poetic devices. The deeper meaning will be explained and symbolism will be taken.

Participation of Students / Co-Scholastic activities: The teacher will divide the class into groups of five. They will be asked to collect information for a presentation on the Snake and the Mythology. The teacher will ask them to collect information on mythology (story), country / place and relevance and description.

The group leaders will distribute the work amongst themselves, each taking up one aspect to work on the project. Illustrations will be encouraged. The students will complete the work and submit for evaluation.

Art Integration

Art in the form of Drawing, Science, Mythology and Languages will be integrated.

Poetic Devices-

• Transferred Epithet

e.g pursuing Stick - pursuing refers to the person who is holding the stick and not the stick itself.

*** Alliteration**

e.g he is harmless ('h' sound is repeated)

Recapitulation / Assignment :

The following questions will be asked for recap.

1. What is the snake trying to escape from?

2. Is it a harmful snake? What is its colour?
3. Find a few words need to convey the beauty of snake

Reference to the context will be discussed in the classroom. The students will be asked to do the back exercise and reference to the context in the notebook

Learning outcomes :

The students will be able to

- 1 Understand snakes associated with mythology
- 2 To complete the data and draw conclusion
- 3 To understand the text locally and globally.
- 4 To understand the theme of the poem - all snakes are not harmful.
- 5 Identify the literary device used in the poem.

Assessment Criteria -:

Research, Group Discussion, Pen Paper Test.



TOPIC - THE LAST LEAF – PROSE (MOMENTS)

Learning Objectives -: The students will be able to

- 1) Understand the importance of humanity
- 2) Enhance vocabulary
- 3) Understand the story
- 4) Gather some important information about the author
- 5) To understand the plot of the story

Previous Knowledge Testing:-

The teacher will discuss the following questions:

1. Did you ever have to take care of a good friend when they were very ill? If you have, describe the situation. How did you feel?
2. Have you ever been very ill? If yes, describe what it was like? Did someone take care of you? Describe the person.
3. In which season are people more likely to get sick? Why?

Vocabulary Used:

1. Pneumonia 2. Gazing 3. Tiptoed 4. Reluctantly
5. Ivy 6. Convinced 7. Energetically 8. Janitor 9. Creeper

Important Spellings -:

1. Lantern 2. Pneumonia 3. Hesitantly
4. Janitor 5. Definitely 6. Ivy

Aids used

NCERT text book, Audio Visual-Smart Board, Green Board

Resources:

[https:// www..youtube.com](https://www.youtube.com) - *The Last Leaf* and **DIKSHA APP**.

ESL Voice Modes of Essay Writing

Procedure:

The class will start by imparting information about the author O'Henry and his works. The chapter will be read aloud in the class with proper voice modulation and intonation. Stress will be laid on the vocabulary used in the chapter. The chapter will be explained by the teacher followed by questions to test the understanding of the story. The students will also be asked to write a different surprise ending of the story.

Participation of Students:-

The teacher will divide the class into groups of five. Each group will be assigned an episode from the story. The students will write the dialogue for their part of the story after discussion amongst themselves. The whole story will then be enacted in the chronological order.

Co-Scholastic Activities:

The students will participate in playwriting and acting.

Art Integration:-

Art in the form of drawing, music, moral values, psychology and language will be integrated.

Recapitulation/Assignment:-

The following questions will be asked for recap:

- 1) What are some of the themes in the story?
- 2) Where does the story take place?
- 3) What are the professions of Sue and Johnsy?
- 4) Why does Sue refer to painting of the 'Last Leaf'?
- 5) What did Mr. Behrman paint before he died?

Character sketch of Sue, Johnny and Behrman will be discussed and students will be asked to do as homework in their notebooks.

Diary Entry - Imagine you are Johnny. How did you feel when you came to know about Behrman's death and the reason behind it. Write it in the form of diary entry in about 100-120 words.

Learning Outcomes:

The students will be able to analyze the importance of having faith in God.
Justify the theme 'Humanity still exists and hope and art as saviour.'
Understanding the gift of life and have a positive attitude towards it.

Assessment -:

- Written Test
- Group discussion
- Homework



TOPIC - A HOUSE IS NOT A HOME (MOMENTS)

LEARNING OBJECTIVES-

Students will be able to: Understand the theme of the lesson.
Enhance vocabulary by providing relatable words.
Understand the importance of Adjustment.
Know about the difference between a House and a Home.

PREVIOUS KNOWLEDGE TESTING-

Following questions will be asked from the students-
Differentiate between Natural and Man Made Disasters.
Name any three Natural Disaster.
Differentiate between a House and a Home.

VOCABULARY USED –

Meaning and usage will be explained to the students-
Purring, Swatting, Stoking, Vanished, Overwhelming, Curled.

IMPORTANT SPELLINGS -

Isolated, Embarrassed, Embrace, Rubble, Identification.

AIDS / INNOVATIVE METHODS / RESOURCES –

Textbook, Audio Visual Smart Board, Green Board, Group Discussion, Photographs, Collage and Pictorial representation.

Links- <https://en.m.wikipedia.org>>wikki

<https://www.nationalgeographic.com> and video from www.youtube.com and **DIKSHA APP.**

PROCEDURE –

Summary of the chapter ‘A House is not a Home’ will be given at the outset then students will read the chapter paragraph-wise laying stress on certain words and phrases. Each paragraph will be explained in detail marking difficult words and by giving their meaning.

CO- SCHOLASTIC ACTIVITIES –

Students will be divided into groups and actively participate in collage making by collecting photographs of Man Made Disasters from Newspapers, Magazines and Internet. They will paste photographs in the form of collage. They will also collect data from various resources and explain with the help of pictorial representation.

ART INTEGRATION WITH OTHER DOMAIN –

Art in the form of Drawing, History, Geography, Psychology, Sociology, Disaster Management, Maths and Languages will be integrated.

PARTICIPATION OF STUDENTS –

Students will be actively involved in the reading of the chapter. Group Discussion will be conducted on the topic ‘Natural Disasters and Man Made Disasters’. In groups, students will make collage and will explain with the help of pictorial representation.

RECAPITULATION / ASSIGNMENT –

Value points of the chapter will be discussed in the class. Important incidents will be discussed in the class. Students will solve back exercises and questions / answers from BBC.

LEARNING OUTCOMES –

Students will be able to express values like compassion and sympathy can enlighten other’s life. They will also understand that true friends can bring happiness in life.

ASSESSMENT -

Oral and written responses and worksheets.
On the basis of Group Discussion.



MONTH- JANUARY

| <i>Teacher Name</i> | <i>Class</i> | <i>Subject</i> | <i>Lesson</i> | <i>Topic</i> |
|-----------------------------|---------------------|-----------------------|--------------------------------|--|
| <i>Neetu Manocha</i> | <i>IX</i> | <i>English</i> | <i>The Bond of Love</i> | <i>Reading + Analysis + Comprehension</i> |

| | |
|--------------------------------------|--|
| 23. OBJECTIVES | <p>Students will be able to -</p> <ul style="list-style-type: none"> • Understand the theme of the lesson • Sequence events • enhance vocabulary • Complete the exercises at the end of the story • inculcate the values of hard work and determination |
| 24. P.K. TESTING | <p>Transaction would proceed in the following manner-</p> <p>Brain Storming – The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now.</p> |
| 25. VOCABULARY | <p>Wantonly, Heaving flanks, Fretting</p> |
| 26. CONTENT | <p>They would also be told – about the author -the significance of the topic that they would be studying. (Collaborative, Communication, Critical thinking)</p> <p>Introduction of the topic- PPT and Digital Content would be shared</p> |
| 27. PARTICIPATION OF STUDENTS | <p><u>SKILL: Reading</u></p> <ol style="list-style-type: none"> a. The students will be asked about the importance of pets.(3 min) b. They will discuss the facts based on their experiences.(2min) c. There will be a discussion on the importance of love and warmth (3min). d. Reading of the chapter. |
| 27. RECAPITULATION | <p>Questions related to reference to context will be asked</p> |
| 28. RESOURCES | <p>Text Book, CLOZE passage: video from www.youtube.com and <u>DIKSHA APP.</u></p> |
| 29. ART INTEGRATION | <p>Drawing , Geography, Colours, Music</p> |
| 30. LEARNING OUTCOMES: | <p><u>KNOWLEDGE-</u> Students will know and understand -</p> <ul style="list-style-type: none"> • the author's style of writing • the theme of the lesson – the need of love is universal • the text locally and globally • infer meaning from the context |
| 31. CO-SCHOLASTIC ACTIVITIES: | <p>Creativity and innovation, Critical thinking, communication, collaboration, character and citizenship.</p> |

| | |
|----------------------------------|--|
| 32. ASSESSMENT QUESTIONS: | <ol style="list-style-type: none"> 1. How did the narrator get the baby slothbear? 2. Why did the narrator not kill the sloth bear when she appeared suddenly? 3. How did the author's wife receive the baby slothbear? 4. How was Bruno, the baby bear, fed initially? What followed within a few days? 5. How was Bruno cured of paralysis? |
|----------------------------------|--|



TOPIC – IF I WERE YOU(BEEHIVE)

LEARNING OBJECTIVES-

Students will be able to: Understand the theme of the lesson.

Enhance vocabulary by providing relatable words.

Inculcate the values of being calm and composed in every situation.

PREVIOUS KNOWLEDGE TESTING-

Following questions will be asked from the students-

Have you ever read a suspense story?

Name any two famous characters from a suspense novel.

VOCABULARY USED –

Meaning and usage will be explained to the students-

Gratuitous, Frustrated, Horn- rimmed, Pantomime.

IMPORTANT SPELLINGS -.

Melodramatic, Flashily, Sympathetic, Surprisingly.

AIDS / INNOVATIVE METHODS / RESOURCES –

*Textbook, Audio Visual Smart Board, Green Board, Sentence Strips, Placards, Props and Role play Enactment by the students. **Link-** <https://www.creative-writing-now.com> and video from www.youtube.com and **DIKSHA APP.***

PROCEDURE –

Summary of the chapter 'If I Were You' will be given to the students to get a fair idea of the story.

CO- SCHOLASTIC ACTIVITIES –

Students will be divided into groups and will be told to read the chapter. Various characters will be allotted to the students and dialogues will be framed by them. They will prepare a drama depicting the story and record their role in video and later on compile in single one video.

ART INTEGRATION WITH OTHER DOMAIN –

Art in the form of Drawing, Psychology, Sociology, Dramatics and Languages will be integrated.

PARTICIPATION OF STUDENTS-

Students will be actively involved in the reading of the chapter. Roles will be allotted to the students and they will frame their dialogues. They will make props and role play enactment will be done.

RECAPITULATION / ASSIGNMENT -

Value points of the chapter will be discussed in the class. Students will solve back exercises and questions / answers from BBC. Write a Diary Entry about your meeting with intruder who wanted to kill and impersonate you and how you witted him.

LEARNING OUTCOMES -

Students will be able to understand that over confidence can lead to disastrous results.

ASSESSMENT -

Oral and written responses and worksheets.



TOPIC- WRITING SKILL – DEBATE WRITING

LEARNING OBJECTIVES-

*Students will be able to: learn to voice their opinions.
Conduct research using multiple sources to support a position in a debate
Participate in a debate arguing one position in a focused manner.
To effectively communicate the new evidence to their peers.*

PREVIOUS KNOWLEDGE TESTING-

*Following questions will be asked from the students-
What is a Group Discussion?
How will you express your ideas?
What are the qualities of a good speaker?*

AIDS / INNOVATIVE METHODS / RESOURCES -

*Audio Visual Smart Board, Green Board, Charts, Placards and Role play enactment.
Links- <https://targetstudy.com><https://www.successcds.net>*

PROCEDURE -

The students will be explained the two forms of Debate- ‘ For’ and ‘Against’. Format of writing a Debate will be discussed on the Green Board. Suitable example will be shown on the smart board.



CO- SCHOLASTIC ACTIVITIES –

The class will be divided into groups for the Role Play for Debate. Students will scrutinize different point of view related to an issue like ‘ Should Students be required to wear uniform at School?’ They will give their opinions as a Parent, School Principal, Teacher as well as a Student.

ART INTEGRATION WITH OTHER DOMAIN –

Art in the form of Drawing, Dramatics, Psychology and Languages will be integrated.

PARTICIPATION OF STUDENTS –

The students will be actively participate in the Role Play Enactment for Debate. They will be divided into groups and will be given different roles to give their point of view according to their characters on one topic. They will introduce themselves and will argue the topic from the perspective of their character.

RECAPITULATION / ASSIGNMENT –

Format of writing Debate will be discussed with students. Important points will be explained again in the class on the Smart Board. Few topics of Debate writing will be given to students from BBC.

LEARNING OUTCOMES –

Students will be able to speak and write grammatically correct sentences on a variety of situations.

ASSESSMENT -

Oral and written responses and worksheets.

DEBATE CARDS

| | |
|---|--|
| <p>You think that all children should wear school uniforms while at school.</p>  | <p>You think that school uniforms should not be compulsory.</p>  |
| <p>You think that it is necessary to have meat in a person's diet.</p>  | <p>You think that it is not necessary to have meat in a person's diet.</p>  |
| <p>You think that cats make better pets.</p>  | <p>You think that dogs make better pets.</p>  |
| <p>You think that sport is more important than art.</p>  | <p>You think that art is more important than sports.</p>  |
| <p>You think reality shows are better than sit coms</p>  | <p>You think that reality shows are fake and sit coms are better</p>  |



MONTH- FEBRUARY

Topic: The Beggar (Moments)

Learning Objectives:

1. Understand the theme of the lesson
2. Sequence events
3. Enhance vocabulary
4. Complete the exercise at the end of story
5. Inculcate the value of hard work and determination

P.K Testing

1. Have you seen beggars on road?
2. What comes to your mind when you see a beggar?
3. How can the condition of beggars be improved in society?

Vocabulary

Kopeks, lodging, fawn- coloured, taken aback, damn you, hastened, shrugged, pseudo- teacher, waif, pretence, out of a pit, notary, rouble

Important Spellings

Mendicant, calumny, suppliant, swindling, hastened, obvious, gait, perplexity, irresolutely, wrathfully, jeered, strain, tapped

Explanation with Innovative Methods

The following sites will be referred for explanation

<https://www.successcds.net/learn-english/class-9/the-beggar-class-9-cbse-english.html>

https://www.youtube.com/watch?v=homk1aM_BxE and from **DIKSHA APP**.

Procedure

A summary of the lesson will be given in class. After this reading of the lesson will be done with line by line explanation. Students will be put questions related to the lesson.

Question/ answers will be discussed

Character Sketch of Lushkoff, Sergei will also be discussed.

Participation of Students (Co- scholastic Activity)

'The Delhi government wants the streets clear of beggars, and it's come up with a plan, Since most beggars are from outside the city, it wants them to be repatriated to their homes or rehabilitated.'

The students will discuss on the above and think of ways to resettle the beggars. They will be divided into groups to present their views. You run an NGO which helps beggars.

The students may be given the following hints:

- a) Type of housing planned
- b) Financial help
- c) Employment opportunities
- d) Integrating them into society through education, employment.
- e)

Recapitulation

The main points of the lesson will be discussed once again.

Character sketch of protagonist will be discussed once again.

Assignment

Complete Ques/Ans , both short and long.

Do character sketch of Lushkoff, Sergie, and Olga in notebook.

Art Integration with other Domain

Art in the form of Sociology, Psychology, Study of Human Nature.

Learning Outcome

Learners will be able to

1. List out creative ways in which unemployed and educated people can be helped to earn their livelihood.
2. Frame answers with the help of value points
3. Comprehend the need of always helping the one in need.

Assessment

Oral questions will be asked in class. Written Worksheets and Group Discussions.