

TERM-I

Lesson plan

CLASS: IX

SUBJECT:

ENGLISH

Duration/No. of Days	P.K Testing	Learning Objectives		Group Activities & Hands on Learning	Art-Integration	Interdisciplinary Linkage & Infusion of life skills	Pedagogical Strategies	Assessment	Feedback & Remedial Teaching	Inclusive practices
		Subject Specific	Behavioral (Application based)							
4 periods	<p>HOW I TAUGHT MY GRAND MOTHER TO READ</p> <p>Students will be asked to list their experiences about the following experiences Teaching grandparents</p> <ol style="list-style-type: none"> 1. How to use a smart phone? 2. How to log in for virtual get-togethers? 3. How to access online newspapers? 	<ul style="list-style-type: none"> - To enable the students to understand and summarize the theme, plot and characters from the chapter. - To enhance their power of imagination and vocabulary. - To enable the students to identify famous literary works by the Indian writers. - To be able to identify the use of language and structure in Autobiographical texts. 	<ul style="list-style-type: none"> - To develop their aesthetic sense and vocabulary. - SDG's will be integrated which will help the students to understand the importance of adult literacy in Indian society. They will understand the helplessness of being illiterate. - . 	<ul style="list-style-type: none"> -Students will take a walk down the memory lane with their grandparents and make a homemade card showing their precious affection for them. - 	<ul style="list-style-type: none"> - Art in the form of Sociology and Economics will be integrated. 	<ul style="list-style-type: none"> -Through this chapter students will be imparted the values of strong determination and that learning has no age bar. Students will realize the power of literacy and that education makes us independent from the shackles of illiteracy. • 	<ul style="list-style-type: none"> - To enable the students to read the chapter with proper pronunciation. -Introduce the concept of Blog post and asked to pen down their thoughts on “ How the youth brigade of the nation can help alleviate Adult illiteracy ?” • 	<ul style="list-style-type: none"> -Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up. 	<ul style="list-style-type: none"> -Extra class and extra questions will be taken up for slow learners. -Simple questions will be asked to motivate them. 	<ul style="list-style-type: none"> Quiz, MCQ ,Fill Ups etc will be taken up for differently abled students

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4 periods	THE BROOK Q1. What are natural resources? Q2. Give few examples of natural resources. Q3. Should we take care of them? Q4. What are perennial resources of nature? Q5. Name few water bodies.	<ul style="list-style-type: none"> - To enable the students to understand the poem properly. - To enhance their power of imagination and creativity. - To enable the students to appreciate a piece of poetry. 	<ul style="list-style-type: none"> - To enable the students to recite the poem with proper rhythm and intonation. - To develop their aesthetic sense. - SDG's will be integrated which will help the students to respect and adore nature and sensitize the children to take care of life below water. Students will also learn about the changes in climate due to pollution of water bodies which effect food chains and our eco system. - The students will be made to understand to consume the natural resources responsibly for sustainable development. 	<ul style="list-style-type: none"> -The class will be divided into two groups, Group A and Group B. Group A will be asked to find out the words from the poem which indicate sound and Group B will be asked to find out the words from the poem which indicate movement. - The students will be asked to draw a flow chart indicating the course of the brook 	<ul style="list-style-type: none"> - Art in the form of Drawing, Geography and Science will be integrated. 	<ul style="list-style-type: none"> -The students will understand that ups and downs do not deter the brook from its journey. Similarly, human beings should also take the hurdles and sorrows in their stride and never give up. - The students will understand the importance of resilience and perseverance. 	<ul style="list-style-type: none"> - The students will be asked to recite the poem aloud. All the poetic devices will be discussed with examples. Paraphrasing will be taken up and vocabulary words will be discussed. 	<ul style="list-style-type: none"> -Students will be assessed through multiple choice questions, referenceto context, competency based questions will also be taken up. 	<ul style="list-style-type: none"> -Extra class and extra questions will be taken up for slow learners. -Simple questions will be asked to motivate them. 	<ul style="list-style-type: none"> Quiz, MCQ ,Fill Ups etc will be taken up for differently abled students

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4 periods	A Dog Named Duke Q1. Do you have a pet? Q2. What is its name? What is its breed? Q3. What are other known breeds of dogs? Q4. How do you react if you lose something?	<ul style="list-style-type: none"> - To enable the students to read and comprehend drama. - To enable them to comprehend the theme and various characters of the drama. - Identify and organize critical concepts and objectives.. 	<ul style="list-style-type: none"> - . We learn that even when we lose hope, we can achieve our target if we get the right motivation. - To learn to hope one can cope up with loss. - To know the sacrifices and support given by the family members in times of need. 	<p>The class will be divided into group of five each. The students will be given the topic “How to cope up with stress?”. They will be asked to depict the topic in any form like enactment, speech, interview, etc. they will be given time to prepare the topic. Then each group will be asked to give their presentations.</p>	<ul style="list-style-type: none"> - Art in the form of drawing, psychology, sociology, and public speaking will be integrated 	<ul style="list-style-type: none"> - Through the chapter the students will be imparted virtues like courage, perseverance, endurance, strong determination and will power. The students will learn one should focus on the solutions rather than the problems. They will also read an example of extreme loyalty of pets to humans. Psychology, sociology and science will be linked while teaching the lesson. 	<ul style="list-style-type: none"> - The chapter will be read aloud in the class with proper voice modulation and intonation. The chapter will be explained, and stress will be laid on the vocabulary used in the chapter the activity related to it “Match the words in the boxes with their explanation (pg 13) will be taken up in the class. 	<ul style="list-style-type: none"> -Students will be assessed through multiple choice questions. Competency based questions will also be taken for assessment. 	<ul style="list-style-type: none"> - Different levels of achievers will be selected by using the assessment-based criteria. For slow learners extra class with extra questions can be taken. Simple questions in the form of MCQ will help slow learners. 	<ul style="list-style-type: none"> - These activities will focus on differently abled students if any in the class.
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4 periods	<p>THE ROAD NOT TAKEN</p> <p>Who was Robert Frost? What is his birth And death date? His famous poems done in previous Class. His achievements What is the meaning of choice? How choices vary in different situations? How choices and outcomes are Related?</p>	<p>1.Children will be able to read the poem with appropriate intonation And pronunciation.</p> <p>2. Children will get to know that choices and decisions they make have consequences whether they are big or small.</p> <p>3. Children will be able to derive the meaning of the words through Contextual clues.</p> <p>4. Children will be able to identify Poetic devices and use them in class discussion.</p> <p>5. Children will be able to write paraphrase and summary of the poem.</p>	<p>To enable the Students to</p> <p>Imbibe- Decision making Determination Problem solving Conflict Resolution Faith on oneself To be optimistic To face the adversities of life</p>	<p>The students will be divided into two groups-Group A and group B. Group A will work on the vocabulary used in the poem for expression and Group B will work on the use of poetic devices and their appropriateness in the poem.</p> <p>Group A- Diverge, Undergrowth, Trodden, claim. Group B- Metaphor , alliteration, personification, repetition, anaphora</p>	Poem Recitation	<p>The students will understand about the value of decision making and accountability for the decision you have taken.</p> <p>The students will understand how Robert Frost created the extended Metaphor by using diction.</p> <p>For example:- Stanza 1: Two roads, diverged, travel, one traveller, it bent</p> <p>Resources including ICT:- Diksha portal link, NCERT textbook, you tube link.</p>	<p>The students will be asked to read the poem with appropriate Intonation and pronunciation.</p> <p>All the poetic devices will be discussed with examples From the poem.</p> <p>Paraphrasing will be taken up with the use of Vocabulary in the poem.</p> <p>The students will be asked to make a web chart on Determining Factors to choice.</p>	<p>The Road not Taken symbolizes the metaphor of choices made in life.</p> <p>students will be asked to Describe the theme of the poem justifying its title.</p> <p>Reference to context can also be asked.</p>	<p>An extra class with extra Questions can be Taken up for slow Learners.</p> <p>Simple Questions can be asked to Motivate them.</p> <p>A real life situation can be discussed In class involving Decision making and its outcomes</p>	<p>These activities Will focus on Differently abled Students, if any in the Class.</p>

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4 periods	<p>THE MAN WHO KNEW TOO MUCH</p> <p>Previous knowledge testing The students will be asked to share:-</p> <ul style="list-style-type: none"> - Any curious experience which others would find hard to believe - What do they think about armed force? - Anyone willing to be part of armed forces. 	<ul style="list-style-type: none"> - Enable students understand - The importance of love for country . - Our responsibilities and duty towards nation. - It focus on the idea that self pride and over confidence together with tactlessness often prove to be harmful. 	<ul style="list-style-type: none"> - The chapter will be read aloud and students will be asked to focus on the content and word meanings of difficult words. 	Students will be divided into groups of five each the students will be asked to enact any play focusing on the life of Armed forces. Each group will enact one aspect of life of Armed forces.	Art in the form of play, props, drawing, geography and psychology will be integrated.	Through this chapter the students will be imparted virtues like courage bravery, strong determination and will power. The students will learn that self pride and over confidence together with tactlessness often prove to be harmful. Over show of knowledge can also prove dangerous. Students will also learn the importance of Patience in one's life. Geography, psychology and science will be linked while teaching the lesson. With the addition of SDGs students will focus on Hard Work. They will be made to understand that Hard Work always pays.	Diksha portal link, NCERT text Book, smart board, worksheet, references etc.	Students will be assessed through multiple choice questions. Competency based questions will also be taken for assessment.	Different levels of achievers will be selected by using the assessment based criteria. For slow learners extra class with extra questions can be taken simple questions in the form of MCQ will help the slow learners.	These activities will focus on differently abled students, if any in the class

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4 P e r i o d s	THE SOLITARY REAPER 1-Where is your village? Q2-What things do you see in a village? Q3-Who ploughs the field? Q4- Have you ever heard a reaper singing?	-To enable the students to recite the poem and to comprehend it. -To enable them to understand the theme and tone of the poem. -To enable the students to identify and organize critical concepts and objectives.	-To enable the students to imbibe-the importance and depth of music.	-Students will be divided into 4 groups and will be asked to write down the theme of The Solitary Reaper's song. 1.Death or illness of a loved one. 2.Everyday, routine events. 3.A disaster or calamity in the past-natural loss or unhappy far off things. 4.An important historical event, battles long ago.	-SDG'S will be integrated in the form of group projects, critical thinking activities, writing poems, drawing or sketching.	-Objectives will be learnt through domains of learning, cognitive, affective and psychomotor techniques. Interpersonal/social: having to do with interaction with others and social skills will be enhanced. -Skills such as reciting, observation, appreciation, comprehending and listening will be improved.	-The students will be asked to read the poem with proper pronunciation and voice modulation. -Paraphrasing will be done and vocabulary words will be discussed given in the poem. -Poetic devices will be discussed.	-Students will understand and write about the theme of everlasting joy and sorrow. -Competency based questions will also be taken for assessment.	Different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students

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4 periods	VILLA FOR SALE Q1. What is a Villa? Q2. What differentiates a house from a villa? Q3. Do you think it is important to negotiate before making a purchase?	<ul style="list-style-type: none"> - To enable the students to read and comprehend drama. - To enable them to comprehend the theme and various characters of the drama. - Identify and organize critical concepts and objectives. 	<ul style="list-style-type: none"> - To enable the students to imbibe –courage, skill and confidence. 	<ul style="list-style-type: none"> - Enactment of drama using various props will be conducted. 	<ul style="list-style-type: none"> - SDG's will be integrated with the drama. Students will learn to emote and express the concept of money, business acumen etc. will be learnt by the students. 	<ul style="list-style-type: none"> - Students will learn to express themselves freely through enactment. Mathematics, Psychology and Sociology will be integrated. 	<ul style="list-style-type: none"> - Students will to different characters assigned to them - Paraphrasing will be done and vocabulary words will be discussed.. 	<ul style="list-style-type: none"> - Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up. 	<ul style="list-style-type: none"> - different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners 	<ul style="list-style-type: none"> Quiz, MCQ, Fill Ups etc will be taken up for differently abled students

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2 periods	<p>NOTICE WRITING</p> <p>Q1. What do you mean by Notice? Q2. Have you ever seen a notice in your surroundings? Q3. What is the format of Notice?</p>	<ul style="list-style-type: none"> -To enable the students to express effectively. -To share ideas - To develop appropriate style of writing . - know the purpose and importance of writing short and long compositions. - use of appropriate language, vocabulary, expressions and sentence structure. 	<ul style="list-style-type: none"> -Identify the appropriate usage of writing skills. -Apply it in practical life . - Express their views in deired manner. -Develop knowledge and purpose of writing a notice. 	<ul style="list-style-type: none"> -Familiarize the students with the format of this writing skill. -Model samples will be shared . -Sample for practice will be shared. 	<ul style="list-style-type: none"> - SDG's will be integrated with the Notice. Students will be able to express freely and correctly. -Students will acquire the correct format. 	<ul style="list-style-type: none"> -Students will learn to express themselves freely by adopting the correct terminology. -know the relevance of Notice writing. -acquire appropriate language, expression and sentence structure. 	<ul style="list-style-type: none"> -Notice will be explained. -Correct format will be discussed. - Students will learn self expression through a formal means of communication. 	<ul style="list-style-type: none"> -Students will be assessed through multiple choice questions, reference to context, competency - Based questions will also be taken up 	<ul style="list-style-type: none"> -Different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners 	<ul style="list-style-type: none"> - Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students

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2 periods	INFORMAL LETTER WRITING -Which is the oldest means of communication? -Do you like writing letters to your family and friends? -Name the different types of letters. - Name few other means of communication.	<ul style="list-style-type: none"> - To enable the students to write effectively. - To explain the purpose and significance of informal letter writing. - To enhance their power of creativity and imagination. 	<ul style="list-style-type: none"> - To enable the students to articulate their thoughts well. - To develop their skill of expressing themselves without any inhibition. - Imbibe the skill of maintaining good relations with family and friends. - SDG's will be integrated which will help the students to maintain good mental health and wellbeing. - Quality education will be provided by emphasizing the practical implications of education. - Students will learn to maintain good social relations. 	<p>-One letter will be cut into four pieces; different pieces will be handed to different groups. The class will be divided into two groups and the students will be asked to organize the content in a coherent manner.</p>	<p>- Art in the form of Social Science and moral values will be integrated.</p>	<p>-The students will understand to be concerned about their loved and dear ones.-To remain connected and know about their wellbeing.</p> <p>-To give vent to their feelings and share their experiences to make their life beautiful and worth living as man is a social animal with social needs.</p>	<p>- The students will be asked to write letter to their classmates and share their experiences.</p>	<p>-Students will be given two questions on informal letter writing.</p>	<p>-Extra class and extra questions will be taken up for slow learners.</p> <p>-Simple questions will be asked to motivate them.</p>	<p>Value points or hints will be given to differently abled students to help them to write letters to their loved ones.</p>

