

TERM-I & II

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	HOW I TAUGHT MY GRAND MOTHER TO READ Students will be asked to list their experiences about the following experiences Teaching grandparents 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. - 	- Art in the form of Sociology and Economics will be integrated.	-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"> • 	<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. 	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. 	-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	- Art in the form of Drawing, Geography and Science will be integrated.	- 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.	- 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.	-Students will be assessed through multiple choice questions, referenceto context, competency based questions will also be taken up.	-Extra class and extra questions will be taken up for slow learners. -Simple questions will be asked to motivate them.	Quiz, MCQ ,Fill Ups etc will be taken up for differently abled students

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4 p e r i o d s	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. 	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.	- Art in the form of drawing, psychology, sociology, and public speaking will be integrated	- 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.	- 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.	-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 slow learners.	- These activities will focus on differently abled students if any in the class.
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4 periods	THE ROAD NOT TAKEN 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?	1.Children will be able to read the poem with appropriate intonation And pronunciation. 2. Children will get to know that choices and decisions they make have consequences whether they are big or small. 3. Children will be able to derive the meaning of the words through Contextual clues. 4. Children will be able to identify Poetic devices and use them in class discussion. 5. Children will be able to write paraphrase and summary of the poem.	To enable the Students to Imbibe- Decision making Determination Problem solving Conflict Resolution Faith on oneself To be optimistic To face the adversities of life	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. Group A- Diverge, Undergrowth, Trodden, claim. Group B- Metaphor , alliteration, personification, repetition, anaphora	Poem Recitation	The students will understand about the value of decision making and accountability for the decision you have taken. The students will understand how Robert Frost created the extended Metaphor by using diction. For example:- Stanza 1: Two roads, diverged, travel, one traveller, it bent Resources including ICT:- Diksha portal link, NCERT textbook, you tube link.	The students will be asked to read the poem with appropriate Intonation and pronunciation. All the poetic devices will be discussed with examples From the poem. Paraphrasing will be taken up with the use of Vocabulary in the poem. The students will be asked to make a web chart on Determining Factors to choice.	The Road not Taken symbolizes the metaphor of choices made in life. students will be asked to Describe the theme of the poem justifying its title. Reference to context can also be asked.	An extra class with extra Questions can be Taken up for slow Learners. Simple Questions can be asked to Motivate them. A real life situation can be discussed In class involving Decision making and its outcomes	These activities Will focus on Differently abled Students, if any in the Class.

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4 periods	THE MAN WHO KNEW TOO MUCH Previous knowledge testing The students will be asked to share:- -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 periods	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. 	- To enable the students to imbibe –courage , skill and confidence.	-Enactment of drama using various props will be conducted.	- 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.	- Students will learn to express themselves freely through enactment .Mathematics, Psychology and Sociology will be integrated.	- Students will to different characters assigned to them -Paraphrasing will be done and vocabulary words will be discussed..	-Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up.	-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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2 periods	NOTICE WRITING Q1. What do you mean by Notice? Q2. Have you ever seen a notice in your surroundings? Q3. What is the format of Notice?	-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.	-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.	-Familiarize the students with the format of this writing skill. -Model samples will be shared . -Sample for practice will be shared.	- SDG's will be integrated with the Notice. Students will be able to express freely and correctly. -Students will acquire the correct format.	-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.	-Notice will be explained. -Correct format will be discussed. - Students will learn self expression through a formal means of communication.	-Students will be assessed through multiple choice questions, reference to context, competency - Based questions will also be taken up	-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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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. 	-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.	- Art in the form of Social Science and moral values will be integrated .	- The students will understand to be concerned about their loved and dear ones.-To remain connected and know about their wellbeing. -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.	- The students will be asked to write letter to their classmates and share their experiences.	-Students will be given two questions on informal letter writing.	-Extra class and extra questions will be taken up for slow learners. -Simple questions will be asked to motivate them.	Value points or hints will be given to differently abled students to help them to write letters to their loved ones.

4 periods	KEEPING IT FROM HAROLD	To enable the students To understand, enjoy and appreciate a wide range of text. To know the phrases and vocabulary used. To understand that one should not jump on to the conclusion without verifying the facts.	To enable the students to understand the gravity of the situation and act accordingly. To imbibe the values of empathy, trust, compassion etc. To know that the presence of mind helps in decision making in adverse situations.	-Students will be asked to paste some pictures of famous wrestlers and write the different weight categories in boxing.	Art in the form of play, props, drawing, psychology will be integrated. SDG’s will be integrated with moral values like compassion, kindness, trust etc.	-Through this drama, the students will be imparted the virtues like compassion, kindness, empathy, generosity, and benevolence. -They will understand how kindness reforms a convicted criminal from beast to a man.	- The students will be asked to read the drama aloud in the class with proper voice modulation and intonation. - The drama will be explained and stress will be laid on vocabulary words used in the drama.	-Students Will be assessed through multiple choice questions, reference to context, competency based questions will also be taken up.	-Extra class and extra questions will be taken up for slow learners. -Simple question will be asked to motivate them.	Quiz, .MCQ ,Fill Ups etc will be taken up for differently abled students.
	Q1.Do you know any wrestler?									
	Q2. What do you like about them?									
	Q3. According to you, wrestling is a reputed profession or not?									
Durati	P.K Testing	Learning Objectives		Group Activities&	Art-	Interdisciplinary	Pedagogical	Assessment	Feedback	Inclusive

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4 periods	THE SEVEN AGES OF MAN		1. The learners will be able to recite the poem with proper intonation. 2. The learners will be able to understand the concept behind the idea of the world being a stage and the life process being similar to a stage play. 3. The learners will be able to know the use of literary devices in the poem. 4. The learners will be able to relate the seven ages as the phases of a man’s life cycle. 5. The learners will be able to infer the use of vocabulary in the poem.	To enable the Students to Imbibe- Understanding of life and its phases. Relate the seven ages with the biological and social growth of an individual.	The students will be grouped into 5’s and would be allotted an age each , from the seven ages a man beholds. They will be asked to deeply look into the characteristics and workings of that particular age. They will write about a person in their family who is presently pursuing that age after observing his/her behaviour.	The students will be asked to represent the poem in the form of a drama, creating a different scene depicting an age. In all, seven short scenes should be prepared.	The students will be shown pictures as per the seven ages of a person and would be asked to review the same in their own Words, according to the understanding of the poem.	Reading the poem with proper intonation. Explanation of each extract with the help of real time examples. Explanation of the use of literary devices in the poem. Explanation of the concept of world being a stage, different parts played by men and women at a time, life and death cycle as they have their entrances and exists.	Comprehensive questions based on the text, objective questions , word meanings and references from the text.	An extra class with extra questions can be taken up for slow learners. Simple Questions can be asked to Motivate them.	These activities Will focus on Differently abled Students, if any n Class.
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4 periods	BEST SELLER Q1-What do you understand by hypocrite? Q2-Name some genres you like to read. Q3-Name any bestseller you last read.	-To enable the students to comprehend the chapter. -Students will learn about a story which is set in a typically American background -Students will be able to discover the hypocrisy of the protagonist of the story.	-To enable the students to understand that best selling romances are the product of an over-imaginative mind. -They will also discover the irony in the chapter.	Students will be divided into four groups .Each group will be asked to pen down most influential life experiences the elders in their family.	-SGD’S will be integrated with moral values such as honest and sincerity	-Students will be able to understand that the fiction writers are far away from reality and how people say something and practice something else - Students will learn a life lesson that dedication and honesty can make impossible even possible.	-The chapter will be read aloud by the students with modulation. -Important words will be explained along with their meanings. - Students will be able to comprehend the story to answer factual inferential and evaluative questions.	-Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up.	-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	OH ,I WISH I'D LOOKED AFTER ME TEETH Q1.What is the importance of teeth? Q2. How do you look after your teeth? Q3.Do you think it is important to maintain oral hygiene?	To enable the students to read and comprehend the poem . To enable them to comprehend the theme and various poetic devices. Identify and organize critical concepts and objectives.	To enable the students to imbibe – oral hygiene , skill and confidence.	-dental care regime will be discussed and shared with the help of pictures in notebooks.	SDG's will be integrated with the pictorial representation.Stu dents will learn to emote and express. the concept of dental hygiene will be learnt by the students.	-Students will learn to express themselves freely through class discussion Science ,Psychology and food sciencess will be integrated.	- Students will be able to comprehend the poem. - Identify poetic devices. -Paraphrasing will be done and vocabulary words will be discussed..	-Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up.	- 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	SONG OF THE RAIN Q1-Tell me how you feel when it rains. Why do you feel that way? Q2- What are some good things about rain? What are some not-so-good things? Q3- During what time of year do you think it rains the most?	-To enable the students to comprehend the poem. -To develop understanding of the main idea of the poem. -To enhance fluency, intonation, stress and language function.	-Students will be understand the importance of being aware of what one says. -They will learn the meaning of difficult words.	-Students will be asked to make a poster A RAINY DAY	-SGD’S will be integrated with the topic in the form of dramatics, science and technology, zoology and environmental studies.	-Students will learn to express themselves freely through dialogue delivery and confidence. -They will be able to develop their poetry writing skills and will learn with fun by using their imaginations.	-Poem will be read by the students with modulation. -Line by line explanation of the poem will be done. -Students will underline difficult words with their meanings. -They will be explained poetic devices and rhyme scheme.	-Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up.	-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	THE BISHOP’S CANDLESTICKS Q1.Whatdo you mean by the word ‘convict’? Q2.Who said, “Hate the sin and not the sinner”? Q3. Mention the qualities which make us humane? Q4. What is ‘drama’ in English Literature? Q5. What does it mean to be humane?	To enable the students To understand, enjoy and appreciate a wide range of text. To know the phrases and vocabulary used. To understand that one should not jump on to the conclusion without verifying the facts.	To enable the students to understand the gravity of the situation and act accordingly. To imbibe the values of empathy, trust, compassion etc. To know that the presence of mind helps in decision making in adverse situations.	-The various characters in the drama will be divided among the students and enactment with props will be done in the class.	Art in the form of play, props, drawing, psychology will be integrated. SDG’s will be integrated with moral values like compassion, kindness, trust etc.	-Through this drama, the students will be imparted the virtues like compassion, kindness, empathy, generosity, and benevolence. -They will understand how kindness reforms a convicted criminal from beast to a man.	- The students will be asked to read the drama aloud in the class with proper voice modulation and intonation. - The drama will be explained and stress will be laid on vocabulary words used in the drama.	-Students Will be assessed through multiple choice questions, reference to context, competency based questions will also be taken up.	-Extra class and extra questions will be taken up for slow learners. -Simple question will be asked to motivate them.	Quiz, .MCQ ,Fill Ups etc will be taken up for differently abled students.

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2	Editorial Letter Name different types of letters you've written till now? What are formal letters? To whom do you write to get your articles published in magazines and newspapers?	The students will be able to -Focus on the form, content and process of Writing. i) Guide and motivate students to express and Write effectively. ii) Develop knowledge and purpose of writing a Letter. iii) Awareness of the form, content and Process of writing. iv) Able to retain a data And information. v) Organize ideas on a Particular subject. vi) Practice to enhance The skill.	Guide students to write and express on their own The students will be able to- i) inculcate values like share ideas, freedom to express and Acceptance of ideas. ii) make use of appropriate formats, expressions and Vocabulary. iii) write editorial letters iv) appreciate the skill of expressing and writing Effectively. v) relate with business, issues relating to the environment and The society. vi) writing, reading skill and Thinking skill. Skills: reading skill, thinking Skill and writing skill.	Revision of the format of editorial letters. -Purpose and significance of writing letters. -Discussion on using the electronic media rather than writing letters. - Old and new methods of communication To support learning i) Sample editorial letters will be read out in the class and shown using smart class.	Students will be encouraged to express on the given topic as they put forward their views on the given subject. They will also be able to act as active members of the society who take part in the upliftmentt of society by highlighting various issues of public concern.	Guide the students to Write effectively. -Develop and Strengthen public awareness and understand social responsibilities as able citizens of the country, sending replies and voicing their opinions on various publications of public interest.	Students will be made aware of Need of writing editorial letters. Structure of editorial letter will be explained. An example will be discussed to bring more clarity on finesse of writing an editorial letter. They will be asked share their ideas on the given topic thus using the technique of brainstorming.	Students will be assessed on the basis of Participati on in class activity. Practice exercises based on the long writing skill Assignme nt.	Students will be given special worksheet s. They will be given some extra guidelines to enable them to comprehe nd the topic. Extra classes will be arranged for these students.	Students will be asked to discuss and pen their opinions on a given topic which is thought provoking and of common interest to each of them as an integral part of the social

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4 periods	What do you understand by a paragraph? Why do we write a paragraph? Have you studied any statistical chart? 4.What did you refer from that?	-To enable the students to do comparative analysis of any given data. -To meticulously analyze the variations in any given data. -To develop appropriate style of writing. -To know the purpose ofwriting short and longcompositions. -To know the usage offunctional language,expressio ns, Vocabulary and sentencestructure.	-Identify the appropriateusageofwritingskil ls. -Applyitinpracticallife . - comprehend and processtheprovidedinformatio ngiveninachart/mapetc.ina desiredmanner. -Develop knowledge ,logical and sequential pattern while writing the content in paragraphs	-Familiarize the students with the format of this writing skill. -Model samples will be shared. -Samples for practice will be shared. -Students will be asked to collect samples of different types of paragraphs.	- SDG’s will be integrated with the paragraph writing .students Will be able to express freely and correctly. -Students will acquire the correct format. -Students will learn to express themselves freely by adopting the correct terminology. -Know the relevance of paragraph writing.	-Students will learn to express themselves freely by adopting the correct terminology. -know the relevance of paragraph writing. -Acquire appropriate language ,expression an d sentence structure.	Paragraph writing will be explained. -Correct format will be discussed. -Students will learn self-expression through a formal means of communication	-Students will be assessed through multiple choice questions, unsolved paragraph , competen cy Based questions will also be taken up.	Different levels of achievers will be selected. Extra classes and extra questions will be taken up for slow learners	-Quiz,MCQ ,Fill Ups, solved samples of paragrpah will be taken up for differently abled students

	P.K Testing	Learning Objectives		Group Activities& Hand on Learning	Art- Integr ation	Interdisci plinary Linkage & Infusion of life skills	Pedagogi cal Strategies	Assessment	Feedbac k & Remedi al Teachin g	Inclusive practices
		Subject Specific	Behavioral(Applicationbas ed)							
Dialogue Writing 3 periods	Giving a topic to the students to talk about, asking them to note down their conversation and hence introducing the writing topic i.e. Dialogue Writing.	1. The students will be to understand the formation of dialogues. 2. The students will be to fill the gaps in a dialogue. 3. The students will be to know the change in the reported speech.	To enable the students to imbibe- -the grammatical rules for changing tense in a reported speech. -the change in pronouns -the change in certain words	The students will be grouped in pairs of 5's and would be given a real time situation on talk on. They will be asked to record the conversation and then transform it into a gap filling exercise. Then they will give it to the other to solve it and discuss answers with them.	The students will be asked to write a comic strip.	The students will learn the effectiveness of verbal communication. They will also develop Good communication Skills.	The students will be brushed with the change in tenses according to the change in reported speech. The students will be given a quick revision of verbs and its forms. The students will be taught how to frame sentences in a dialogue.	The students will be given exercises based on Dialogue completion.	An extra class with extra questions can be taken up for slow learners. They will be asked to write simple short dialogues to motivate the	These activities will focus on Differently abled Students, if any in the Class.

	P.K Testing	Learning Objectives		Group Activities& Hand on Learning	Art- Integr ation	Interdisci plinary Linkage & Infusion of life skills	Pedagogic al Strategies	Assessmen t	Feedbac k & Remedi al Teachin g	Inclusive practices
		Subject Specific	Behavioral(Applicationbas ed)							
3 period s	FACTUAL DESCRIPTION <ul style="list-style-type: none"> - Students will be asked to describe - • Market place - • How did you spend your weekend ? 	<ul style="list-style-type: none"> - -To enable the students to do comparative analysis of any given data. -To meticulously analyze the variations in any given data. -To develop appropriate style of writing. -To know the purpose of writing short and long compositions. -To know the usage of functional language, expressions, Vocabulary and sentence structure. 	<ul style="list-style-type: none"> -Identify the appropriate usage of writing skills. - Apply it in practical life . - comprehend and process the provided information given in a chart/map etc. ina desired manner. - Develop knowledge , logical and sequential pattern while writing the content in paragraphs 	<ul style="list-style-type: none"> -Familiarize the student with the format of this writing skill. -Model samples will be shared. - Samples for practice will be shared. - Students will be asked to collect samples of different types of factual description 	<ul style="list-style-type: none"> - - SDG's will be integrated with the Factual description writing. Will be able to express freely and correctly. - Students will acquire the correct format. - Students will learn to express themselves freely by adopting the correct terminology. -Know the relevance of factual description 	<ul style="list-style-type: none"> -Students will learn to express themselves freely by adopting the correct terminology. - know the relevance of factual description writing. - Acquire appropriate language, expression and sentence structure. 	<ul style="list-style-type: none"> Factual description Object, place , event 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, unsolved paragraph, competency Based questions will also be taken up. 	<ul style="list-style-type: none"> Different levels of achievement will be selected . Extra classes and extra questions will be taken up for slow learners 	<ul style="list-style-type: none"> - Quiz ,MCQ ,Fill Ups, solved samples of paragraphs will be taken up for differently abled students.

