Lesson Plan for Dute for August

Subject: English

Class: Dute

Topic: Anne bakes a cake, Saving the Ghariyal, In the Bazaars of Hyderabad

**Anne bakes a cake**

Instructional Objectives:

* Understand the story
* Write the character sketch of Anne
* Frame questions to answers.
* Recall tenses and the rules governing the three basic tenses.
* Use phrases in sentences to explain the meaning.
* Identify strong and weak words from the way they are stressed during usage.
* Identify verbs that are not used in progressive (continuous) tenses.
* Recall doubling of consonants while adding suffixes.

Teaching process

* Read the story aloud
* Discussing the reason behind all the excitement at Green Gables.
* Discuss the necessity of question tags as an alternative method for asking a question. Such questions will begin with the answer yes/no.
* Recall and then answer the WS on tenses.
* Read the text with the right stress
* Recall the story

Evaluation

* WS on tenses
* WS on doubling consonants
* Character sketch of Anne
* Description of Green Gables (read a chapter from Anne of the Green Gables)

Resources used:

* Anne of the Green Gables

**Saving the Ghariyal**

Instructional Objectives

* Understand the habitat of the ghariyal
* Recall the definition of amphibians and reptiles.
* Recall modal auxiliaries
* Understand the usage of modal auxiliaries
* Recall noun phrases
* Recall adjectives
* Understand participial adjectives
* Understand the formation of the following group of words – ‘sc’, ‘ss’, ‘cc’.
* Understand the pauses when you come across a ‘comma’, ‘full stop’.

Teaching Process

* Discuss what kind of an animal is the ghariyal.
* Recall the description of an amphibian and a reptile
* Discuss the link between ghariyal population and health of a river.
* Recall the modals learnt earlier.
* Revise noun, adjective, noun phrase, adjectival phrase
* Practice reading a text with ‘rising tone’ when reaching a comma and ‘falling tone’ when reaching a full stop.
* Do word practice of words containing the following letters – ‘ss’, ‘sc’, ‘cc’.

Evaluation

* Read a given text keeping in mind the rules that were learnt regarding a comma, full stop.
* WS on nouns, adjectives, modals, auxiliaries, noun clauses.
* Video on ghariyal.

**In the Bazaars of Hyderabad**

Instructional Objectives

* Read up on Sarojini Naidu- freedom fighter, poetess
* Understand the poem.
* Recognise and understand the imagery used in the poem.
* Compare her poems to the poems of Romantic poets
* Understand the ‘thread’ that runs through Sarojini Naidu’s poems.
* Recognise the rhythm of the poem.
* Understand a triplet in a poem and its effect on the poem.
* Differentiate a ‘pair’ and a ‘triplet’ in a poem.
* Find out the rhyming for the words in the poem.

Teaching Process

* Discuss the life of Sarojini Naidu; life at the time of the freedom struggle.
* Discuss the poem.
* Find out the kind of imagery the poetess uses in her poems.
* Explain the triplet lines in the poem as well as the pair lines
* Read the poem aloud to experience its rhythm.
* Identify the rhyming words.

Evaluation

* Read another poem by Sarojini Naidu and identify the imagery she uses. Then write a sonnet (14 line poem) using those and other imageries of your own.

Resources

* Other poems of Sarojini Naidu.

Lesson Plan for Dute for September 15-30

Subject: English

Class: Dute

Topic: Unfolding Bud, Julius Caesar Act 4 Sc1,2

**Unfolding Bud**

Instructional Objectives

* Understand the poem.
* Understand the style of the poem.
* Learn to understand hidden meanings

Teaching process

* Read the poem aloud giving attention to the punctuation used.
* Discuss the meaning of each line.
* Explain layers of meaning poets employ in verse.

Evaluation

* Exercises in the text

Resources

* Any one Asterix comic

**Julius Caesar Act 4 Sc 1,2**

Instructional Objectives

* Understand the story so far.
* Understand the character of mark Antony, Octavius, Lepidus.
* Understand the character of Brutus, Lucius, Lucillius .

Teaching Process

* Recall the story so far.
* Discuss the two scenes.
* Discuss the character of Mark Antony, Brutus, Octavius, Lucius, Lucillius,

Lepidus.

Evaluation

* Write the character sketch of the following characters from the scene you have read. - Mark Antony, Brutus, Octavius, Lucius, Lucillius, Lepidus.

Resources

* Julius Caesar

Lesson Plan for Dute for October

Subject: English

Class: Dute

Topic: Gogol’s first day, The Lost dances of the Cranes, The Last class

**Gogol’s First Day**

Instructional Objectives

* Understand the story
* Understand the necessity of the parents of Gogol to give him two names
* Understand the confusion of Gogol.
* Understand the character of Mrs.Lapidus.
* Recall main clause and subordinate clause.
* Recognise subject – verb agreement.
* Recall various prefixes and their meanings.
* Differentiate between forgive, excuse and pardon.
* Learn how to write a narrative passage.

Teaching process

* Discuss the attitude of Gogol’s parents
* Discuss the reason for Gogol’s confusion.
* Discuss the character of Mrs.Lapidus
* Define clause, and the difference between main and subordinate clause.
* Enumerate different kinds of prefixes and what they mean
* Recall what a subject and verb is.
* Refresh synonyms and how to differentiate between the finer synonyms- words that have a very thin difference.
* Recall reported/indirect speech to help in narrative writing

Evaluation

* WS on subject –verb agreement
* WS on reported/indirect speech
* Character sketch of Mrs. Lapidus
* Narration of your fictitious Bengali family friend’s various beliefs.

**The Lost Dances of Cranes**

Instructional Objectives

* Understand the poem.
* Identify the fall outs in urbanisation
* Enumerate the adverse effects of rapid growth
* Recognise the vivid painting of pictures with the help of words.

Teaching process

* Discuss the bad effects of modernisation
* Discuss how mindless growth can destroy whole habitats and loss of the rich flora and fauna of a particular region
* Discuss how juxtaposing the natural cranes with the mechanical cranes has created a powerful impact on the reader.
* Discuss how the city folks are ridiculed in the poem.

Evaluation

Do you think the title is appropriate to the poem? Do you think you should change it? What would you suggest? Why?

**The Last Class**

Instructional Objectives

* Understand the period of Franco - Prussian(German) war
* Understand the state of French schools after the German victory
* Understand the mentality of the French when the Germans took over
* Recall subject and object in a sentence
* Differentiate between active and passive voice
* Recognise synonyms
* Identify confusing spellings and devise a method to differentiate them

Teaching Process

* Discuss the French -Prussian war of 1870
* Discuss how the children responded to the closure of their schools and the introduction of German in their schools.
* Discuss the reason why German was going to be taught in all French schools
* Differentiate subject and object
* Discuss active and passive voice
* Differentiate the meaning of same sounding words by using them I sentences of their own

Evaluation

* WS on synonyms
* WS on subject and object
* WS on active and passive voice
* What would you do if a conquering country decided to impose their language in all the schools? Write your answer in not more than 120 word.(write to support your point).