

CLASS XI ENGLISH LESSON PLAN FOR OCTOBER 2015

| Month of October Syllabus | Concepts and Skills | Learning Outcome | Instructional Tools & References | Pedagogy | Activity/Assignment Projects/Research | Assessment | Formative/ Summative Assessment-Syllabus |
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| Classes required (15 – periods) 1. Note Making (Revision) (2 periods) | Will learn the Format of note making. | The learner will be able to make notes on any long passage and also to summarize it. | Printed passages are to be given | interaction Random Questioning Brain storming Concept Formation | ges will be given which the learner will convert into notes as a home task. | Checking the note making on given passages. Taking a class test. | FA SA-2 |
| 2. Advertisements (2periods) | Format of advertisements Features of different types of advertisements | The learner will be able to write different types of advertisements with the required data for different occasions. | Newspaper cuttings | Reflective Discussion Random Questioning Brain storming Concept Formation. | Give them different situations to write an advertisement like missing, to let, job vacancy etc. | Home tasks and class work | FA, SA |
| 3. Editing a passage (2 periods) | Comprehension, creativity Reading skill and writing skill | Learner will be able to find the errors in the passage on the basis of his comprehension. | Board, printed passage | Interaction, brain storming | Students will be given a passage and make them edit the same. | Class test | FA and SA |
| 4. The Browning Version (3 periods) | To enhance the skills of tackling social issues through debates, discussions PPTs. | To enable the learners to appreciate a literary genre (play) and writer's style of writing. To develop quick thinking skills and enhance their imaginative power To develop new vocabulary. Reinforcement of the content read through class tasks/work sheets. | Text book and internet | interactions Random Questioning Brain storming Concept Formation. In-text questioning | Students will be asked to show The manner they adopt when they talk about a teacher to other teachers and the manner they adopt when they talk about a teacher with their friends and feel the difference if any. | Role play of different characters as Taplow, Frank | FA and SA |
| 5. Father to Son (2 periods) | emotional bond formation, human values Reading skill, listening skill | Develop an aesthetic sense to appreciate a literary genre (poem) Poetic devices used Deeper understanding of the poem How to bridge the generation gap Understanding the Plight and pain of a | Textbook, internet for the information of the poet and his writings | Questioning Reflective Discussion Random Questioning Brain storming Concept Formation | Posing different questions related to the poem as rhyme scheme, poetic devices used. | Extracts from the poem to ensure complete understanding. | |

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| <p>6. General Studies (4 periods)</p> | | <p>father.</p> <p>Creativity and better understanding, listening skill The learner will be able to speak on the given topic and hold his individual view.</p> | <p>Internet, textbook</p> | <p>Discussion brainstorming</p> | <p>Students will be given on sport topics to discuss</p> | <p>Class discussion on any issue.</p> | <p>To be tested in ASL</p> |
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