**GOVERNMENT HIGH SCHOOL, MADAWAL. TQ: GOKAK DIST: CHIKKODI. (EDN)**

**UNIT-1 HUMOUR**

**PROSE ; A HERO POEM : GRANDMA CLIMBS A TREE**

**Unit Schedule**

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| **MONTH** | **NAME OF THE UNIT/SUB UNIT/**  **LESSON** | **STAGES OF THE**  **LESSON/UNIT** | **OBJECTIVES/**  **COMPETENCIES**  **SUB-SKILLS** | **CLASSROOM PROCESS** | | **FORMATIVE**  **ASSESSMENT** |
| **FACILITATOR’S ROLE** | **LEARNER’S**  **ROLE** |
|  | Humor  Prose : A Hero  R K Narayan | Before you read | To activate back  Ground knowledge | Divides the class  into pairs/groups  and assigns the tasks. | Works in pairs/groups.  Reads the anecdote and  Shares his /her answers. |  |
| **JUNE**  **2015** |  | Reading the passage | * To develop reading comprehension skills. * To give practice in   Silent reading and  Loud reading.   * To motivate to read, think logically and write   The question | * Divides the lesson into three or four Parts. * Asks the students to read these parts silently. * Asks the students to read aloud with Correct * Pronunciation , stress ,intonation And facial expression. * Helps learners to understand new words. * Encourage the students to read Silently and asks some questions.   Gives practice in reading aloud. | * Reads tuhe lesson silently and answers the comprehensive questions. * Reads the lesson aloud * Consults a good Dictionary * Reads questions ,thinks logically and shares responses with his/her friends. * Writes answers in the notebook. | Task answering questions. |
| **JUNE**  **2015** |  | Enrich your vocabulary. | To use Homophones. | Encourages learners to fill the blank with suitable  homophones and  form the words. | Does the exercises  Independently. |  |
|  | Listen and respond | To make attentive listening skill and to make the learners to  Comprehend. | Reads the paragraph with voice modulation  And asks the learners to answer the questions. | * Listens attentively      * Answers the questions. | Answering questions. |
|  | Speak well | To use language  Function-Seeking agreement | Reads out the dialogue and asks to practice the conversation taking  roles. | * Listens to the teacher. * Practices the dialogue taking roles. | Role play. |
|  | Read and respond | To develop reading the dialogue &  Comprehend them. | Asks the learners to read the given dialogues & answer the questions. | Reads the dialogues & answers the questions. | Dialogue comprehension. |
|  | Practice writing | To develop writing using funny signs. | Facilitates in writing sentences using funny statements. | Reads funny statements and writes appropriate sentence. | Funny signs. |
|  | Learn grammar through communication. | To develop the skill – identifying & using modals meaningfully. | Facilitates in identifying and using modals in oral and written communication. | * Sits in groups * Identifies the modals * Uses them in oral & written communication | Using modals. |
| **JUNE**  **2015** |  | Make reference | To develop the skill of referring to a dictionary. | * Encourages completing the tasks. * Assigns a variety of dictionary tasks. | Does the given tasks appropriately. | Dictionary works. |
| Poetry-Grandma  Climbs a tree –  Ruskin Bond. | Before you read | To prepare the learners to read the given poem. | * Asks the students look at the picture. * Write his/her thoughts and feelings. | * Looks at the picture. * Thinks and writes his/her feelings. |  |
|  | Reading | To recite the poem effectively. | Recites the poem aloud 2-3 times. | Listens, recites, and comprehends the poem. | Reciting the poem. |
|  | Understanding the poem. | To help the learners to understand the poem. | Facilitates the learners to do the given tasks. | Sits in pairs/groups and completes the given tasks. | Answering questions. |
|  | Appreciation | To help the learners to appreciate the poem. | * Asks the students to recite the poem. * Asks some appreciation questions | * Recites the poem. * Answers the questions. | Answering questions. |
|  | Introduction to the poet. | To know about the poet. | Asks the learners to read about the poet. | Reads the section ‘About the poet’ and introduces the poet to the class. |  |
|  |  | Suggested reading | To read, recite and enjoy. | * Reads the poem. * Asks the learners to read aloud and enjoy. | Reads and enjoys. |  |

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**GOVERNMENT HIGH SCHOOL, MADAWAL. TQ: GOKAK DIST: CHIKKODI. (EDN)**

**UNIT-2 COMPASSION**

**PROSE ; THERE IS A GIRL BY TRACK! POEM : QUALITY OF MERCY**

**Unit Schedule**

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| **MONTH** | **NAME OF THE UNIT/SUB UNIT/**  **LESSON** | **STAGES OF THE**  **LESSON/UNIT** | **OBJECTIVES/**  **COMPETENCIES**  **SUB-SKILLS** | **CLASSROOM PROCESS** | | **FORMATIVE**  **ASSESSMENT** |
| **FACILITATOR’S ROLE** | **LEARNER’S**  **ROLE** |
| **JULY**  **2015** | **UNIT-2 Compassion**  Prose : **There is a girl by the tracks**  Deven Kanal | Before you read | To activate back  Ground knowledge | Divides the class into pairs/groups and assigns the tasks. | * Works in pairs/groups * Reads the anecdote and   Shares his /her answers. |  |
|  | Reading the passage | * To develop reading comprehension skills. * To give practice in   Silent reading and  Loud reading.   * To motivate to read, think logically and write   The question | * Divides the lesson into three or four Parts. * Asks the students to read these parts silently. * Asks the students to read aloud with Correct   Pronunciation , stress ,intonation And facial expression.   * Helps learners to understand new words. * Encourage the students to read Silently and asks some questions. * Gives practice in reading aloud. | * Reads the lesson silently and answers the comprehensive questions. * Reads the lesson aloud * Consults a good Dictionary * Reads questions, thinks logically and shares responses with his/her friends.   Writes answers in the notebook. | Task answering questions. |
| **JULY**  **2015** |  | Enrich your vocabulary. | * To use   Words of movements.   * To use Idioms. | Encourages learners to fill the blanks with suitable  words of movements and  idioms. | Does the exercises  Independently. |  |
|  | Listen and respond | To make attentive listening skill and to make he learners to Comprehend. | Reads the paragraph with voice modulation and asks the learners to fill the flow chart. | * Listens attentively      * Fills the flow chart. | Preparing flow  Chart. |
|  | Speak well | To use language  Function Expressing sympathy. | Reads out the dialogue and asks to practice the conversation taking  roles. | * Listens to the teacher. * Practices the dialogue taking roles. | Role play. |
|  | Read and respond | To develop reading the pictures &  Comprehend them. | Asks the learners to read the given pictures & complete the tasks. | Reads the pictures & complete the tasks. | Reading & comprehension of pictures. |
|  | Practice writing | To develop writing –letter of public interest & Interview questions. | Facilitates in writing letters of public interest & Preparing interview questions. | Writes letters of public interest. &Prepares interview questions. | Letters of public interest &Preparing interview question. |
|  |  | Learn grammar through communication. | To develop the skill in using subject-verb concord properly. | Facilitates in using subject-verb properly. | Sits in groups &Fills the blanks with proper verbs. | Subject –verb tasks.. |
| **JULY**  **2015** |  | Make reference | To develop the skill of referring to a dictionary. | * Encourages completing the tasks. * Assigns a variety of dictionary tasks. | Does the given tasks appropriately. | Dictionary works. |
| Poetry-Quality of Mercy –  William Shakesphere. | Before you read | To prepare the learners to read the given poem. | Asks the students to give their opinions about lending money. | * Discusses in groups. * Thinks and tells his/her feelings about money lending. |  |
|  | Reading | To recite the poem effectively. | Recites the poem aloud 2-3 times. | Listens, recites, and comprehends the poem. | Reciting the poem. |
|  | Understanding the poem. | To help the learners to understand the poem. | Facilitates the learners to do the given tasks. | Sits in pairs/groups and completes the given tasks. | Answering questions. |
|  | Appreciation | To help the learners to appreciate the poem. | * Asks the students to recite the poem. * Asks some appreciation questions | * Recites the poem. * Answers the questions. | Answering questions. |
|  | Introduction to the poet. | To know about the poet. | Asks the learners to read about thepoet. | Reads the section ‘About the poet’ and introduces the poet to the class. |  |
|  |  | Suggested reading | To read, recite and enjoy. | Reads the poem. &  Asks the learners to read aloud and enjoy. | Reads and enjoys. |  |

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**UNIT-3 NATIVITY**

**PROSE ; GENTLEMAN OF RIO EN MEDIO POEM : I AM THE LAND**

**Unit Schedule**

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| **MONTH** | **NAME OF THE UNIT/SUB UNIT/**  **LESSON** | **STAGES OF THE**  **LESSON/UNIT** | **OBJECTIVES/**  **COMPETENCIES**  **SUB-SKILLS** | **CLASSROOM PROCESS** | | **FORMATIVE**  **ASSESSMENT** |
| **FACILITATOR’S ROLE** | **LEARNER’S**  **ROLE** |
|  | **UNIT-2 Nativity**  Prose : **Gentleman of Rio En Medio**  Juan A.A Sedillo | Before you read | To activate back  Ground knowledge | Divides the class into pairs/groups and assigns the tasks. | The student completes the dialogues and enacts it taking roles |  |
| **AUGUST**  **2015** |  | Reading the passage | * To develop reading comprehension skills. * To give practice in   Silent reading and  Loud reading.   * To motivate to read, think logically and write   The question | * Divides the lesson into three or four Parts. * Asks the students to read these parts silently. * Asks the students to read aloud with Correct   Pronunciation , stress ,intonation And facial expression.   * Helps learners to understand new words.   Encourage the students to read silently and asks some questions.&gives practice in reading aloud. | * Reads the lesson silently and answers the comprehensive questions. * Reads the lesson aloud * Consults a good Dictionary * Reads questions, thinks logically and shares responses with his/her friends.   Writes answers in the notebook. | Task answering questions. |
| **AUGUST**  **2015** |  | Enrich your vocabulary. | To make the students to play cross-word puzzles | Encourages learners to play cross-word puzzles . | Plays cross-word puzzles Independently. |  |
|  |  | Listen and respond | To make attentive listening skill and to draw the route map | Reads the paragraph with voice modulation and asks the learners to draw the route map. | Listens attentively & draws the route map | Drawing route map |
|  |  | Speak well | To use language  Function - Seeking opinion. | Reads out the dialogue and asks to practice the conversation taking  roles. | Listens to the teacher.&  Practices the dialogue taking roles. | Role play. |
|  |  | Read and respond | To develop skimming & scanning. | Asks the learners to read the given passage & complete the tasks. | Reads the passage & completes the tasks. | Reading & comprehension of passage. |
|  |  | Practice writing | To develop writing cheques. | Facilitates in writing cheques. | Writes cheques. | cheque writing. |
|  |  | Learn grammar through communication. | To develop the skill in using ‘If ‘clause. | Facilitates in using ‘If’ clause properly. | Sits in groups & completes the tasks. | ‘If’clause. |
|  |  | Make reference | To know varieties of bank services.. | Facilitates the learners to read the table and paragraph & answer the questions. | Does the given tasks appropriately. | Bank service. |
|  | Poetry- I am the Land | Before you read | To prepare the learners to read the given poem. | Asks the students to read the poem & answer the questions.. | Reads out the poem & answers the questions.. |  |
|  |  | Reading | To recite the poem effectively. | Recites the poem aloud 2-3 times. | Listens, recites, and comprehends the poem. | Reciting the poem. |
|  |  | Understanding the poem. | To help the learners to understand the poem. | Facilitates the learners to do the given tasks. | Sits in pairs/groups and completes the given tasks. | Answering questions. |
| **AUGUST**  **2015** |  | Appreciation | To help the learners to appreciate the poem. | * Asks the students to recite the poem. * Asks some appreciation questions | * Recites the poem. * Answers the questions. | Answering questions. |
|  |  | Introduction to the poet. | To know about the poet. | Asks the learners to read about the poet. | Reads the section ‘About the poet’ and introduces the poet to the class. |  |
|  |  | Suggested reading | To read, recite and enjoy. | Reads the poem. &  Asks the learners to read aloud and enjoy. | Reads and enjoys. |  |

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**GOVERNMENT HIGH SCHOOL, MADAWAL. TQ: GOKAK DIST: CHIKKODI. (EDN)**

**UNIT-4 HAPPINESS**

**PROSE ; THE BIRD OF HAPPINESS POEM : LAUGH & BE MERRY**

**Unit Schedule**

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| **MONTH** | **NAME OF THE UNIT/SUB UNIT/**  **LESSON** | **STAGES OF THE**  **LESSON/UNIT** | **OBJECTIVES/**  **COMPETENCIES**  **SUB-SKILLS** | **CLASSROOM PROCESS** | | **FORMATIVE**  **ASSESSMENT** |
| **FACILITATOR’S ROLE** | **LEARNER’S**  **ROLE** |
|  | **UNIT-4 Happiness**  Prose : **The Bird of Happiness**  Liu Jude | Before you read | To activate back  Ground knowledge | Divides the class into pairs/groups and assigns the tasks. | The student tells about the source of happiness. |  |
| **SEPT**  **2015** |  | Reading the passage | * To develop reading comprehension skills. * To give practice in   Silent reading and  Loud reading.   * To motivate to read, think logically and write   The question | * Divides the lesson into three or four Parts. * Asks the students to read these parts silently. * Asks the students to read aloud with Correct   Pronunciation , stress ,intonation And facial expression.  Helps learners to understand new words  Encourage the students to read silently and asks some questions. Gives practice in reading aloud. | * Reads the lesson silently and answers the comprehensive questions. * Reads the lesson aloud * Consults a good Dictionary * Reads questions, thinks logically and shares responses with his/her friends.   Writes answers in the notebook. | Task answering questions. |
|  |  | Enrich your vocabulary. | To make the students to play cross-word puzzles | Encourages learners to play cross-word puzzles . | Plays cross-word puzzles Independently. |  |
| **SEPT**  **2015** |  | Listen and respond | To make attentive listening skill and to draw the route map | Reads the paragraph with voice modulation and asks the learners to draw the route map. | Listens attentively & draws the route map | Drawing route map |
|  |  | Speak well | To use language  Function - Seeking opinion. | Reads out the dialogue and asks to practice the conversation taking  roles. | Listens to the teacher.&  Practices the dialogue taking roles. | Role play. |
|  |  | Read and respond | To develop skimming & scanning. | Asks the learners to read the given passage & complete the tasks. | Reads the passage & completes the tasks. | Reading & comprehension of passage. |
|  |  | Practice writing | To develop writing cheques. | Facilitates in writing cheques. | Writes cheques. | Cheque writing. |
|  |  | Learn grammar through communication. | To develop the skill in using ‘If ‘clause. | Facilitates in using ‘If’ clause properly. | Sits in groups & completes the tasks. | ‘If’clause. |
|  |  | Make reference | To know varieties of bank services.. | Facilitates the learners to read the table and paragraph & answer the questions. | Does the given tasks appropriately. | Bank service. |
|  | **Poetry-Laugh and be Merry** | Before you read | To prepare the learners to read the given poem. | Asks the students to read the poem & answer the questions.. | Reads out the poem & answers the questions.. |  |
|  |  | Reading | To recite the poem effectively. | Recites the poem aloud 2-3 times. | Listens, recites, and comprehends the poem. | Reciting the poem. |
|  |  | Understanding the poem. | To help the learners to understand the poem. | Facilitates the learners to do the given tasks. | Sits in pairs/groups and completes the given tasks. | Answering questions. |
| **SEPT**  **2015** |  | Appreciation | To help the learners to appreciate the poem. | * Asks the students to recite the poem. * Asks some appreciation questions | * Recites the poem. * Answers the questions. | Answering questions. |
|  |  | Introduction to the poet. | To know about the poet. | Asks the learners to read about the poet. | Reads the section ‘About the poet’ and introduces the poet to the class. |  |
|  |  | Suggested reading | To read, recite and enjoy. | Reads the poem. &  Asks the learners to read aloud and enjoy. | Reads and enjoys. |  |

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**GOVERNMENT HIGH SCHOOL, MADAWAL. TQ: GOKAK DIST: CHIKKODI. (EDN)**

**UNIT-5 MUSIC OF AMBROSIA**

**PROSE ; THE CONCERT POEM : JAZZ POEM 2**

**Unit Schedule**

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| **MONTH** | **NAME OF THE UNIT/SUB UNIT/**  **LESSON** | **STAGES OF THE**  **LESSON/UNIT** | **OBJECTIVES/**  **COMPETENCIES**  **SUB-SKILLS** | **CLASSROOM PROCESS** | | **FORMATIVE**  **ASSESSMENT** |
| **FACILITATOR’S ROLE** | **LEARNER’S**  **ROLE** |
|  | **UNIT-5 Music of Ambrosia**  Prose **; The Concert**  Shanta Rameshwara Rao | Before you read | To activate back  Ground knowledge | Divides the class into pairs/groups and assigns the tasks. Such as looking at the picture and expressing their feelings. | The students look at the picture and express their feelings about music. |  |
| **OCT**  **2015** |  | Reading the passage | To develop reading comprehension skills.  To give practice in  Silent reading and  Loud reading.  To motivate to read, think logically and write The question | Divides the lesson into three or four Parts.  Asks the students to read these parts silently.  Asks the students to read aloud with Correct  Pronunciation , stress intonation And facial expression.  Helps learners to understand new words  Encourage the students to read silently and asks some questions. Gives practice in reading aloud. | Reads the lesson silently and answers the comprehensive questions.  Reads the lesson aloud  Consults a good Dictionary  Reads questions, thinks logically and shares responses with his/her friends.  Writes answers in the notebook. | Task answering questions. |
| **NOV**  **2015** |  | Enrich your vocabulary. | To make the students to play cross-word puzzles | Encourages learners to play cross-word puzzles . | Plays cross-word puzzles Independently. |  |
|  |  | Listen and respond | To make attentive listening skill and to comprehend the radio announcement. | Reads the paragraph with voice modulation and asks the learners to fill the missing information. | Listens attentively & fills the missing information | Comprehending radio announcement. |
|  |  | Speak well | To use language  Function - Narration | Creates some situation and asks the students to narrate their thoughts and feelings. | Expresses their feelings and thoughts. | Narrating his/her thoughts and feelings. |
|  |  | Read and respond | To develop the skill of drawing flow chart. | Asks the learners to read the lesson and prepare the flow charts. | Reads the lesson and prepares the flow chart.. | Reading & preparing flow chart. |
|  |  | Practice writing | To develop writing invitations. | Facilitates in writing invitations. | Writes invitations. | Designing invitations.. |
|  |  | Learn grammar through communication. | To know varieties of finite and non-finite verbs. | Facilitates the learners avout finite and non-finite verbs and assigns some tasks. | Sits in groups & completes the tasks. | ‘If’clause. |
| **NOV**  **2015** |  | Make reference | To know writing SMS. | Facilitates the learners avout about decoding SMS. | Decodes the SMS.. | SMS |
|  | Poetry- **Jazz Poem 2** | Before you read | To prepare the learners to read the given poem. | Asks the students to read the poem & answer the questions.. | Reads out the poem & answers the questions.. |  |
|  |  | Reading | To recite the poem effectively. | Recites the poem aloud 2-3 times. | Listens, recites, and comprehends the poem. | Reciting the poem. |
|  |  | Understanding the poem. | To help the learners to understand the poem. | Facilitates the learners to do the given tasks. | Sits in pairs/groups and completes the given tasks. | Answering questions. |
|  |  | Appreciation | To help the learners to appreciate the poem. | * Asks the students to recite the poem. * Asks some appreciation questions | * Recites the poem. * Answers the questions. | Answering questions. |
| **NOV**  **2015** |  | Introduction to the poet. | To know about the poet. | Asks the learners to read about the poet. | Reads the section ‘About the poet’ and introduces the poet to the class. |  |
|  |  | Suggested reading | To read, recite and enjoy. | Reads the poem. &  Asks the learners to read aloud and enjoy. | Reads and enjoys. |  |

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**UNIT-6 THE SPIRIT OF DISCOVERY**

**PROSE ; THE DISCOVERY. POEM : BALLAD OF TEMPEST.**

**Unit Schedule**

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| **MONTH** | **NAME OF THE UNIT/SUB UNIT/**  **LESSON** | **STAGES OF THE**  **LESSON/UNIT** | **OBJECTIVES/**  **COMPETENCIES**  **SUB-SKILLS** | **CLASSROOM PROCESS** | | **FORMATIVE**  **ASSESSMENT** |
| **FACILITATOR’S ROLE** | **LEARNER’S**  **ROLE** |
|  | **UNIT-6 The Spirit of Discovery**  Prose **; The Discovery**  Herman Ould. | Before you read | To activate back  Ground knowledge | Divides the class into pairs/groups and asks the students to rtead some statements and divide them into ‘can’s’ , can’ts’, ‘won’ts’. | The students read the statements and divides them into can’s’ , can’ts’, ‘won’ts’. |  |
| **DEC**  **2015** |  | Reading the passage | To develop reading comprehension skills.  To give practice in  Silent reading and  Loud reading.  To motivate to read, think logically and write he question | Divides the lesson into three or four Parts.  Asks the students to read these parts silently.  Asks the students to read aloud with Correct  Pronunciation , stress ,intonation And facial expression.  Helps learners to understand new words Encourage the students to read silently and asks some questions. Gives practice in reading aloud. | Reads the lesson silently and answers the comprehensive questions.  Reads the lesson aloud  Consults a good Dictionary  Reads questions, thinks logically and shares responses with his/her friends.  Writes answers in the notebook. | Task answering questions. |
|  |  | Enrich your vocabulary. | To make the students to use describing words and synonyms. | Encourages learners to do the tasks. . | Writes synonyms, fills the blanks. & matches the describing words |  |
|  |  | Listen and respond | To make the learners to listen and classify.. | Reads the statements and asks the learners to classify them under different headings.. | Listens attentively and classifies them under different headings. | Listening & Classifying. |
| **DEC**  **2015** |  | Speak well | To use language  Function - Seeking permission. | Reads out the dialogue and asks to practice the conversation taking  roles. | Listens to the teacher.&  Practices the dialogue taking roles. | Role play |
|  |  | Read and respond | To develop the skill of transforming data. | Asks the learners to look at the grapgs carefully & answer the questions.. | Looks at the graphs & answers the questions.. | Graph Reading. |
|  |  | Practice writing | To develop writing e-mails. | Facilitates in writing e-mails. | Writes ie-mails. | E-mails.. |
|  |  | Learn grammar through communication. | To develop the skill in using different types of sentences. | Facilitates in using simple, compound and complex sentences.. | Sits in groups & completes the tasks. | Simple, compound & complex sentences.. |
|  |  | Make reference | To know comprehend ing and writing Bibliography. | Facilitates the learners with a diary entry and asks the learners to write diary entry in the form of a bibliography. | Does the given tasks appropriately. | Writing bibliography. |
|  | Poetry- **Ballad of Tempest.** | Before you read | To prepare the learners to read the given poem. | Asks the students to look at the pictures and exchange their opinions.. | Exchanges opinions.. |  |
|  |  | Reading | To recite the poem effectively. | Recites the poem aloud 2-3 times. | Listens, recites, and comprehends the poem. | Reciting the poem. |
|  |  | Understanding the poem. | To help the learners to understand the poem. | Facilitates the learners to do the given tasks. | Sits in pairs/groups and completes the given tasks. | Answering questions. |
|  |  | Appreciation | To help the learners to appreciate the poem. | * Asks the students to recite the poem. * Asks some appreciation questions | * Recites the poem. * Answers the questions. | Answering questions. |
| **DEC**  **2015** |  | Introduction to the poet. | To know about the poet. | Asks the learners to read about the poet. | Reads the section ‘About the poet’ and introduces the poet to the class. |  |
|  |  | Suggested reading | To read, recite and enjoy. | Reads the poem. &  Asks the learners to read aloud and enjoy. | Reads and enjoys. |  |

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**UNIT-7 ENABLING THE DISABLED**

**PROSE ; COLOURS OF SILENCE. POEM : THE BLIND BOY.**

**UNIT SCHEDULE**

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| **MONTH** | **NAME OF THE UNIT/SUB UNIT/**  **LESSON** | **STAGES OF THE**  **LESSON/UNIT** | **OBJECTIVES/**  **COMPETENCIES**  **SUB-SKILLS** | **CLASSROOM PROCESS** | | **FORMATIVE**  **ASSESSMENT** |
| **FACILITATOR’S ROLE** | **LEARNER’S**  **ROLE** |
|  | Prose **; Colours of Silence**  Herman Ould. | Before you read | To activate back  Ground knowledge | Reads the dialogue and asks the students to give their opinions.’. | Reads the dialogues and gives his/her opinions.’. |  |
| **JANUARY**  **2016** |  | Reading the passage | To develop reading comprehension skills.  To give practice in  Silent reading and  Loud reading.  To motivate to read, think logically and write he question | Divides the lesson into three or four Parts.  Asks the students to read these parts silently.  Asks the students to read aloud with Correct  Pronunciation , stress ,intonation And facial expression.  Helps learners to understand new words Encourage the students to read silently and asks some questions. Gives practice in reading aloud. | Reads the lesson silently and answers the comprehensive questions.  Reads the lesson aloud  Consults a good Dictionary  Reads questions, thinks logically and shares responses with his/her friends.  Writes answers in the notebook. | Task answering questions. |
|  |  | Enrich your vocabulary. | To make the students to use prefixes. | Encourages learners to do the tasks. . | Fills the blanks with prefixes. |  |
|  |  | Listen and respond | To make the learners to listen and comprehend the passage. | Reads the passage and asks some questions. | Listens attentively and answers the questions. | Listening & Comprehending the passage. |
|  |  | Speak well | To use language  Function - Seeking information. | Gives some hint6s & asks the learners to ask some informative questions.  . | Asks some informative questions. | Role play |
|  |  | Read and respond | To develop the skill of comprehend the passage | Asks the learners to read the passage carefully & answer the questions.. | Reads the passage & answers the questions.. | Comprehending a passage. |
| **JANUARY**  **2016** |  | Practice writing | To develop preparing biographical sketch. | Facilitates in writing biographical sketch. | Prepares biographical sketch | Biographical sketch |
|  |  | Learn grammar through communication. | To develop the skill in using future time expression | Facilitates in using future time expression. | Uses future time expressions properly. | Future time expression. |
|  |  | Make reference | To make the learner to refer the News paper | Facilitates the learners to do the tasks. | Does the given tasks appropriately. | Referring News paper. |
|  | Poetry- **The Blind Boy.** | Before you read | To prepare the learners to read the given poem. | Asks the students to look at the pictures and exchange their opinions.. | Exchanges opinions.. |  |
|  |  | Reading | To recite the poem effectively. | Recites the poem aloud 2-3 times. | Listens, recites, and comprehends the poem. | Reciting the poem. |
|  |  | Understanding the poem. | To help the learners to understand the poem. | Facilitates the learners to do the given tasks. | Sits in pairs/groups and completes the given tasks. | Answering questions. |
|  |  | Appreciation | To help the learners to appreciate the poem. | * Asks the students to recite the poem. * Asks some appreciation questions | * Recites the poem. * Answers the questions. | Answering questions. |
|  |  | Introduction to the poet. | To know about the poet. | Asks the learners to read about the poet. | Reads the section ‘About the poet’ and introduces the poet to the class. |  |
| **JANUARY**  **2016** |  | Suggested reading | To read, recite and enjoy. | Reads the poem. &  Asks the learners to read aloud and enjoy. | Reads and enjoys. |  |

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**GOVERNMENT HIGH SCHOOL, MADAWAL. TQ: GOKAK DIST: CHIKKODI. (EDN)**

**UNIT-8 SCIENCE**

**PROSE ; SCIENCE AND HOPE OF SURVIVAL POEM : OFF TO THE SPACE TOMORROW MORNING**

**Unit Schedule**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **MONTH** | **NAME OF THE UNIT/SUB UNIT/**  **LESSON** | **STAGES OF THE**  **LESSON/UNIT** | **OBJECTIVES/**  **COMPETENCIES**  **SUB-SKILLS** | **CLASSROOM PROCESS** | | **FORMATIVE**  **ASSESSMENT** |
| **FACILITATOR’S ROLE** | **LEARNER’S**  **ROLE** |
|  | **UNIT-8 Science**  Prose **; Science and Hope of survival**  Kellis Brook. | Before you read | To activate back  Ground knowledge | Asks the learner to look at the pictures and asks them to say what they want to become with reason | Looks at the picture and says what he wants to become with reason |  |
| **FEBRUARY**  **2016** |  | Reading the passage | To develop reading comprehension skills.  To give practice in  Silent reading and  Loud reading.  To motivate to read, think logically and write he question | Divides the lesson into three or four Parts.  Asks the students to read these parts silently.  Asks the students to read aloud with Correct  Pronunciation , stress ,intonation And facial expression.  Helps learners to understand new words Encourage the students to read silently and asks some questions.& gives practice in reading aloud. | Reads the lesson silently and answers the comprehensive questions.  Reads the lesson aloud  Consults a good Dictionary  Reads questions, thinks logically and shares responses with his/her friends.  Writes answers in the notebook. | Task answering questions. |
|  |  | Enrich your vocabulary. | To make the students to use collocations. | Encourages learners to do the tasks. . | Fills the blanks with collocations. |  |
|  |  | Listen and respond | To make the learners to listen and fill the table. | Reads the passage and asks the learner to fill the table. | Listens attentively and fills the table. | Filling the table. |
| **FEBRUARY**  **2016** |  | Speak well | To use language  Function - persuading | Reads the dialogues and asks the students to practice the same and do the role play  . | Perform the role play | Role play |
|  |  | Read and respond | To develop the skill of sequencing | Asks the learners to read the bits of the story carefully & arrange them in the sequential order.. | Reads the passage & arranges them into sequential order.. | Sequencing. |
|  |  | Practice writing | To develop the skill of editing. | Facilitates in editing by giving some articles. | Edits the given articles. | Editing |
|  |  | Learn grammar through communication. | To develop the skill in using reported speech. | Facilitates in using reported speech | Changes the dialogues into reported speech. | Reported speech. |
|  |  | Make reference | To make the learner to refer to the different sources of information. | Facilitates the learners to do the tasks. | Does the given tasks appropriately. | Referring to different sources of information. |
|  | Poetry- **Off To The Space Tomorrow Morning** | Before you read | To prepare the learners to read the given poem. | Asks the students to express their feelings about trekking. | Express their feeling about trecking.. |  |
|  |  | Reading | To recite the poem effectively. | Recites the poem aloud 2-3 times. | Listens, recites, and comprehends the poem. | Reciting the poem. |
|  |  | Understanding the poem. | To help the learners to understand the poem. | Facilitates the learners to do the given tasks. | Sits in pairs/groups and completes the given tasks. | Answering questions. |
|  |  | Appreciation | To help the learners to appreciate the poem. | * Asks the students to recite the poem. * Asks some appreciation questions | * Recites the poem. * Answers the questions. | Answering questions. |
| **FEB**  **2016** |  | Introduction to the poet. | To know about the poet. | Asks the learners to read about the poet. | Reads the section ‘About the poet’ and introduces the poet to the class. |  |
|  |  | Suggested reading | To read, recite and enjoy. | Reads the poem. &  Asks the learners to read aloud and enjoy. | Reads and enjoys. |  |

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**GOVERNMENT HIGH SCHOOL, MADAWAL. TQ: GOKAK DIST: CHIKKODI. (EDN)**

**SUPPLEMENTARY READING**

**Unit Schedule**

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| --- | --- | --- | --- | --- | --- | --- |
| **MONTH** | **NAME OF THE UNIT/SUB UNIT/**  **LESSON** | **STAGES OF THE**  **LESSON/UNIT** | **OBJECTIVES/**  **COMPETENCIES**  **SUB-SKILLS** | **CLASSROOM PROCESS** | | **FORMATIVE**  **ASSESSMENT** |
|  |  |  | **FACILITATOR’S ROLE** | **LEARNER’S**  **ROLE** |  |
|  | **1 Narayanpur incident** | Before you read | To activate back  Ground knowledge | Asks some questions about freedom movement | Answers the questions |  |
| **JULY**  **2015** |  | Reading the passage | To develop reading comprehension skills.  To give practice in  Silent reading.  To motivate to read, think logically and write he question | Divides the lesson into three or four Parts.  Asks the students to read these parts silently.  Asks the students to read aloud with Correct  Pronunciation , stress ,intonation And facial expression.  Helps learners to understand new words Encourage the students to read silently and asks some questions .&gives practice in reading aloud. | Reads the lesson silently and answers the comprehensive questions.  Reads the lesson aloud  Consults a good Dictionary  Reads questions, thinks logically and shares responses with his/her friends.  Writes answers in the notebook. | Task answering questions. |
| **OCTOBER**  **2015** | **2 On The Top Of The World** | Before you read | To activate back  Ground knowledge | Asks some questions about highest peaks in the world. | Answers the questions |  |
|  |  |  | To develop reading comprehension skills.  To give practice in  Silent reading  To motivate to read, think logically and write he question | Divides the lesson into three or four Parts.  Asks the students to read these parts silently.  Asks the students to read aloud with Correct  Pronunciation , stress ,intonation And facial expression.  Helps learners to understand new words Encourage the students to read silently and asks some questions.&gives practice in reading aloud. | Reads the lesson silently and answers the comprehensive questions.  Reads the lesson aloud  Consults a good Dictionary  Reads questions, thinks logically and shares responses with his/her friends.  Writes answers in the notebook. | Task answering questions. |
| **DECEMBER**  **2015** | **3.A Great Martyr Ever Cherished.** | Before you read | To activate back  Ground knowledge | Asks some questions about highest peaks in the world. | Answers the questions |  |
|  |  | Reading the passage | To develop reading comprehension skills.  To give practice in  Silent reading  To motivate to read, think logically and write he question | Divides the lesson into three or four Parts.  Asks the students to read these parts silently.  Asks the students to read aloud with Correct  Pronunciation , stress ,intonation And facial expression.  Helps learners to understand new words Encourage the students to read silently and asks some questions .&gives practice in reading aloud. | Reads the lesson silently and answers the omprehensive questions.  Reads the lesson aloud  Consults a good Dictionary  Reads questions, thinks logically and shares responses with his/her friends.  Writes answers in the notebook. | Task answering questions. |
| **FEBRUARY**  **2016** | **4.Dr. B R Ambedkar** | Before you read | To activate back  Ground knowledge | Asks some questions about constitution of India. | Answers the questions |  |
|  |  | Reading the passage | To develop reading comprehension skills.  To give practice in  Silent reading  To motivate to read, think logically and write he question | Divides the lesson into three or four Parts.  Asks the students to read these parts silently.  Asks the students to read aloud with Correct  Pronunciation , stress ,intonation And facial expression.  Helps learners to understand new words Encourage the students to read silently and asks some questions. &gives practice in reading aloud. | Reads the lesson silently and answers the omprehensive questions.  Reads the lesson aloud  Consults a good Dictionary  Reads questions, thinks logically and shares responses with his/her friends.  Writes answers in the notebook. | Task answering questions. |
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