****

**Vrushali Patankar**

**She has completed M.S in education from the U.S and she has also completed her M.A. (English Literature) B.Ed from Pune University. Additionally she holds a diploma in French.**

**She has taught in different schools in Pune for about 10 years and also has 8 years of online tutoring experience for an American Company. She has also done content writing for a few websites and also works as a Subject Matter Expert for the Maharashtra State board.**

**She is presently working as a freelancer teacher trainer with Socrates Foundation for Enhanced Learning.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**5 E Lesson Plan**

**(A) General Information**

**Name of the School**: N/A

**Name of the Teacher**: Vrushali Patankar

**Date:**

**Subject:** English

**Grade:** 10th

**Topic:** The Letter

**Unit:** Prose

**Curriculum Standards**: CBSE

**(B) Lesson / Unit Planning:**

1. **Short Description of the Concept:** Teaching an emotional story through technology.
2. **Statement of Learning Objectives**: The students will be able to understand the lesson/story and critically evaluate it with the help of the tools and technology used while teaching.
3. **Differentiation strategies to meet diverse learner needs:** Each student will be able to take part actively in the discussion and activities as the activities are planned where participation of each student is required. Collaborative activities encourage peer teaching too.
4. **Common Learners Misconceptions:** Using technology can waste a lot of time. This misconception can be proven wrong with this lesson plan. The students will learn the effective use of technology and also understand the focus of the lesson.
5. **Adaptations/ Accommodations’ for Exceptional Students:** Exceptional learners are welcome to go ahead and write more stories or create using technology taught in the classroom.
6. **Precautions/ Safety measures**: Respecting the mind of each student in order to avoid any conflicting or hurting issues during discussions.

**(C) Instructional Process:**

|  |  |  |  |
| --- | --- | --- | --- |
| **5 E’s** | **Activities** | **Guiding Questions** | **Materials** |
| **Engage** | **Picture Composition**  **Google Forms** | What do you think the story is about?  What are the characters doing? | Pictures  Internet connection |
| **Explore** | **Collaborative Activity** | 1. What do you think is the moral of the story? 2. How did Coachman Ali change? 3. What happened to the postmaster’s attitude towards the end? | Internet connection |
| **Explain** | **Video** | Explanation of video through discussion | Internet connection |
| **Elaborate** | **Use knowledge to make a Mind Map** | Use of knowledge gained | Power point |
| **Evaluate** | **Make a Rubric for evaluation** | Test the students’ abilities | Rubric |

**D) Reference/Resource:** CBSE 10th Text Book

**Lesson Plan: Prose**

**Topic: The Letter by Gowrishankar Joshi**

**10th Grade**

**Time: 6 periods**

**Objectives:**

After the lesson, the students will be able to:

1. **List (Remember)** the main elements that a story has through collaborative learning strategy.
2. **Underline (Remember)** the important words, phrases or sentences to understand the passage.
3. **Explain (Understand)** the story using correct diction, tone and clarity.
4. **Discuss (Understand)** the main characters in the story using Google Forms.
5. **Summarize (Understand)** the story in their words through collaborative learning strategy.
6. **Express opinion/Analyze** **(Analyze)** after watching the movie based on the lesson (Video based activity).
7. **Demonstrate (Apply)** the main theme of the story by using a power point presentation.
8. **Apply (Apply)** their comprehension the main character by using a popplet (MindMap).
9. **Differentiate** **(Analyze)** Ali’s and the postmaster’s characters.
10. **Review** **(Evaluate)** the ability of writing a story and using the tools through Rubistar.
11. **Develop** a story using the theme of the story.
12. **Create/compose** a letter or a story using the website ‘storybird’.

**Period 1:**

**Knowledge:** **Activating Strategy/emotional Hook (Engage):**

1. The teacher will use a few pictures describing the characters in the story.
2. Put students into small groups of about four students.
3. Students discuss how the pictures could be related and guess at what the story is about.
4. Each group can present their guess to the class.

Now, the teacher will read out the lesson. The students will then underline the important words in the story. They will then repeat the teacher and read the story with proper diction.

The students will discuss the main elements/characters of the story. The teacher will ask some questions based on the story:

<https://forms.gle/eY2mWBzyqiUgn5Pq8>

Follow this link and answer the questions.

**Period 2:**

**Explore/Explain: Comprehension**

Once the story board is ready, the students will now go ahead to the next step. Now, the students will watch a video about the lesson.

<https://www.youtube.com/watch?v=nAD0IGk7eQY>

This will help them summarize the story in class. To do this, the teacher will:

1. Put students in groups of 4-6 students.
2. Give them five minutes to recall as many facts from the reading as they can.
3. Make it a competition, the group with the most facts wins.

Questions:

1. What do you think is the moral of the story?
2. How did Coachman Ali change?
3. What happened to the postmaster’s attitude towards the end?

**Period 3:**

**Apply:**

The teacher will now instruct the students to make a power point presentation that will discuss the main theme of the story.



Now, the teacher will instruct the students to make a similar presentation.

**Period 4:**

**Analysis:**

In a compare and contrast paragraph, the differences or similarities between two or more people, places, things or ideas are presented. The following words can help to write a good compare and contrast paragraph.

Similarities: is similar to, both, also, to, as well

Differences: on the other hand, however, in contrast, as well differs from, while, unlike

**Period 5:**

**Create:**

1. Now, the teacher will introduce the tool Popplet and help the children make a mind map on the story.

<http://popplet.com/app/#/5262944>

Follow the steps and make your own popplet.

1. Further, the students will open Story bird: [www.storybird.com](http://www.storybird.com) and they will write a short story that talks about emotions and feelings about your family.

Then, they will rewrite the ending of the story ‘the Letter’ that they read in class, choosing a point in the action and changing the direction of the plot and one character in the story.

**Period 6:**

**Evaluation/Assessment:**

The teacher will also instruct the students to write a letter to the author and tell him whether they liked or did not like the story. The teacher will grade the students on this activity:

<http://rubistar.4teachers.org/index.php?screen=PrintRubric&rubric_id=2789952&>