

# **ENGLISH**

## **Learning Design**

Name of the school: XYZ  
Class: IX  
Duration: 40 minutes  
Date: XX/XX/XXXX  
Name of the Teacher: ABC

Subject: English (L2)  
Lesson Unit: A day in the Zoo  
Sub-units :  
# 1. About the author and the text"  
# 2. "It is one thing ..... with the zoo"  
3. "The monkeys .... Tree trunks"  
4. "At ten o'clock .... Ring with song"

Today's Lesson: The '#' marked sub-units.

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### **Learning Goals/Objectives**

**Remembering:** The students will be able to

- Recall and name the author of the text. (Factual Knowledge/FK)
- Name the original work from where the text is taken. (FK)
- Write or state the meanings of the words used in the text – e.g., hoarse, touracos, etc. (Factual Knowledge/FK).
- Define different types of sentences – simple, complex and compound (Conceptual Knowledge/CK)

**Understanding:** The students will be able to

- Describe the morning in the zoo in their own words (FK)
- State the differences between the experiences of a visitor and an owner of a zoo (FK and CK)
- Locate specific information given in the text, e.g., name of the bird that starts singing after the touracos/ the time when the zoo workers come. (FK)
- Figure out meanings of unfamiliar words, like 'tinged'/'greetings' from the context (CK)
- Infer the joy of the birds from their activities and also its reason (CK)

**Applying:** The students will be able to

- Guess the functions of the zoo workers (CK)
- Relate their own experiences and feelings on a morning to the author's morning experiences and feelings in the zoo. (FK and Meta-cognitive Knowledge/MK)
- Use the words they have learnt the text in new contexts. (CK)
- Identify principal and dependent clauses (CK)
- Give examples of different types of adverbs – of manner, time, place, frequency (CK)
- Identify simple, complex and compound sentences. (CK)

**Analysing:** The students will be able to

- Break complex and compound sentences into its clauses. (CK and procedural knowledge/PK)

**Evaluating:** The students will be able to

- Critique the use of the expression 'male peahen' (CK)
- Elucidate the importance of the zoo workers (MK)

**Creating:** The students will be able to

- Describe any happy experience of their own (PK and MK)
- Prepare a scrapbook with pictures of various types of birds/animals and their names. (FK and PK)

### Analyse Learners and context

To know about the students' level of proficiency in listening comprehension and speaking and to ascertain their entry level behavior in terms of the present context, the following types of questions will be asked by the teacher (showing a video clipping presenting a tiger attacking a deer )

- How many of you have seen a real tiger?
- Where did you see it?
- At what time of the day did you go to the zoo?
- Why did not you go there earlier in the morning?
- What did you see there?
- What were the different animals (tiger, lion, chimpanzee, etc.) and birds doing at that time?
- Guess who looks after them and how they spend their time when there is no visitor in the zoo – in early morning or at night?

### Develop & select Learning Materials

Text book: BLISS, English Text Book for Class IX, Second Language, published by West Bengal Board of Secondary Education – for reading the selected learning unit

Dictionary: It will enable the students find out the meanings of unknown words on their own.

Video clipping: A video clipping presenting a tiger attacking a deer will be used to draw students' attention and prepare their mind for the day's lesson.

Charts: a) Presenting adverbs of different types.

b) Containing a few examples of different types of sentences.

**Learning strategies** : The students will read the text silently at the very beginning and then delve into the text gradually in the following way.

Learning Areas	Related Strategies
About the author and the text	<p><u>Individual activity by the students</u>: The students will read the information about the author and the text given at the top of the text.</p> <p><u>Group activity by the students</u> – students will browse web in groups to collect information about</p> <ul style="list-style-type: none"> <li>➤ Gerald Malcolm Durrell from different sources besides the one given at the beginning of the text.</li> <li>➤ Menagerie Manor written by Gerald Durrell</li> </ul>
Difference of experience of a visitor and an owner of a zoo.	<p><u>Individual activity by the students</u>: Each student will read and scan the specific information given in the text – e.g., The advantage of living in the zoo.</p> <p><u>Group discussion</u> – The students will discuss, in groups, and share their personal experiences in a zoo.</p> <p><u>Interactive question answer strategy</u>: Questions and answers from and by the students and the teacher will facilitate sharing of views and construction of meaning as regards the zoo owner's and visitors' advantages and disadvantages.</p> <p>[When can the owner observe the animals? When can the visitors watch the animals? What is the duty of the owner?]</p> <p><u>Use of instructional materials/resources</u>: The dictionary will be consulted by the students for the meanings of the new words/expressions used in the text (e.g., rush out) A chart with different types of sentences presented by the teacher will be observed and analysed by the students to identify the features of simple, compound and complex sentences.</p> <p><u>Use of chalk/white board</u>: Word notes (e.g., enable: make able) provided by the students and their observations about the different types of sentences, will be written on the board.</p>

<p>Early morning scenario in the zoo.</p>	<p><u>Individual activity by the students:</u> Each student will read and scan the specific information given in the text – e.g., The time when the birds start singing.</p> <p><u>Interactive question answer strategy:</u> The students will interact among themselves and the teacher to attend to the minute details of the text using questions and answers. This will create scope for their listening to multiple interpretations and facilitate their inferring about the reason of happiness of the birds [When does the day begin in the zoo? How is the sky at dawn? What makes the peacock dance?]</p> <p><u>Mind Mapping:</u> A mind map will be drawn centering ‘early morning’ to compare it with the morning environment in the zoo.</p> <p><u>Use of instructional materials:</u> A dictionary will be consulted by the students for the meanings of the new words/expressions used in the text – e.g., dawn.</p> <p>A chart containing different types of adverbs presented by the teacher will be observed by the students for inferring about and defining the types.</p> <p><u>Use of chalk/white board:</u> Word notes (e.g., dawn: early morning just before the sunrise/tinged: slightly coloured) provided by the students, and definitions of different types of adverbs along with their examples will be written on the board.</p>
<p>Beginning of human activities in the zoo.</p>	<p><u>Individual activity by the students:</u> Each student will read and scan the specific information given in the text – e.g., How the day begins in the zoo.</p> <p><u>Group discussion:</u> The students will discuss among themselves to construct meaning of the text (e.g., why the workers shout greetings to each other) through listening to multiple interpretations by the peers, and infer logically the functions of the zoo workers.</p> <p><u>Use of instructional materials:</u> A chart containing different types of sentences presented by the teacher will be observed and analysed by the students to explain the concepts of simple, compound and complex sentences.</p> <p><u>Use of chalk/white board:</u> Word notes (e.g., staff: workers ), provided by the students, and their observations about the features of simple and complex sentences will be written on the board.</p> <p><u>Role play:</u> The students will play the roles of the zoo workers to recreate human activities in the zoo before the coming of the visitors.</p>

**Design for Evaluation:** The following questions will be given to the students to evaluate their progress.

1. Complete the sentences with information from the text
  - a) The author of the text is ..... (Factual , remembering)
  - b) The advantage of the owner living in the zoo is that ..... (Factual, understanding)
  - c) The zoo workers begin their day in the zoo with .....(Factual, understanding)
2. Find the words from the text which mean (conceptual, understanding)
  - a) To notice carefully..... b) Harsh voice ..... c) An open area surrounded by walls or buildings .....
3. Split the following sentence into its constituent clauses. (conceptual, analyzing)
 

They had been only two years old when they last saw their father.

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4. Write a few (3//4) sentences about your experiences on a beautiful morning using the following words – dawn, thrush, excited, lawn, tinged. (factual and procedural applying, and meta-cognitive creation)
 

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5. Prepare a scrap book (at home) with pictures of the birds mentioned in the text. Write something about each of the birds against its name and picture. (factual and procedural creating)

**Diagnosing the weaknesses for remedial class (if any) :** [to be written on the basis of evaluation]