

# Monthly Lesson Plan for Class 12 English (Core): December (22 Periods)

ReadLearnExcel Class 12 English Lesson Plan: December (22 Periods)

Name of the School:

Class 12 English(Core):

Name of the Teacher:

The topic or Sub-topic Name: **Flamingo**; Going Places (Periods-06)

**Resources Required:** Flamingo, A White or Black, or Digital Board; Chalk, Marker, Digital Marker

**The Goal for Students:**

- Improving Writing Skills by forming questions from the passages of the chapter, 'Going Places.
- Improving Reading Skills by skimming, and answering the questions from the passages.

**Subject Skills: LSRW SKILLS**

- Listening
- Speaking
- Reading
- Writing

**Date:**

**Period 1:**

- Skimming the text of the chapter, 'Going Places' to make out the broad idea and difficult words.
- Ask the students to read two pages and explain what they have got after skimming.
- Explain to the students the details of the chapter in their mother tongue.
- Notice these expressions in the text. Infer their meaning from the context: Incongruity, prodigy, chuffed, solitary elm, arcade, amber glow, wharf, and pangs of doubt.

**Date:**

**Period 2:**

- Reading the passages and answering the questions on the bases of the paragraph.
- Reading comprehension by providing the MCQs.

- Explaining the main idea of the poem **"The youth's fantasies and daydreams."**

**Date:**

**Period 3:**

- Continue explaining the paragraph and ask the student to underline the important words and phrases to do reading comprehension.
- **Summary of the lesson:** The story is about adolescence when people are often found daydreaming about things that are far from reality. This time is all about desires and accomplishing the seemingly impossible. Furthermore, at this age, most teenagers have a hero they look up to or admire.

**Date:**

**Period 4:**

- Discussion of the questions of: **"Think as You Read"**
- 1. Where was it most likely that the two girls would find work after school?  
2. What were the options that Sophie was dreaming of? Why does Jansie discourage her from having such dreams
- 1. Why did Sophie wriggle when Geoff told her father that she had met Danny Casey?  
2. Does Geoff believe what Sophie says about her meeting with Danny Casey?  
3. Does her father believe her story?  
4. How does Sophie include her brother Geoff in the fantasy of her future?  
5. Which country did Danny Casey play for?
- 1. Why didn't Sophie want Jansie to know about her story with Danny?  
2. Did Sophie meet Danny Casey?  
3. Which was the only occasion when she got to see Danny Casey in person?
- **Understanding the text**
  1. Sophie and Jansie were classmates and friends. What were the differences between them that show up in the story?
  2. How would you describe the character and temperament of Sophie's father?
  3. Why did Sophie like her brother Geoff more than any other person? From her perspective, what did he symbolize?
  4. What socio-economic background did Sophie belong to? What are the indicators of her family's financial status?
- **Ask the students to write these questions in their notebooks.**

**Date:**

**Period 5:**

**Discuss in pairs.**

1. Sophie's dreams and disappointments are all in her mind.

2. It is natural for teenagers to have unrealistic dreams. What would you say are the benefits and disadvantages of such fantasizing?: Most Important Topic

Date:

Period 6:

- Check the homework of the students.

#### Learning Objectives/Skills to be Developed among Students

- Writing skills are supposed to be enhanced by asking the students to write a speech on "The youth's fantasies and daydreams." for prayer time in the schools.
- Learning about the youth's fantasies and daydreams.
- Understanding the nature of the family members and their attitude towards life.
- Parents should help their kids to realize the reality of life.
- Result of fantasies and daydreams.
- Students should understand that people are often found dreaming which is far from reality
- Developing reading skills to enhance the understanding of the main idea of the chapter.
- Values of reality
- Teens usually have a hero they look up to or adore at this age.
- Students learn to be practical instead of daydreaming
- **What do they think about their goals and ambitions?**

#### Assessment Exercises/ Activities

- Summary of the chapter
- Students must be asked to summarise what they have read in the chapter, "Going Places." This will enhance their reading comprehension skills.
- Underlining the important words and relating these words with the theme of the chapter
- reading comprehension of passages by providing MCQs.
- Formation of groups in the class for the quiz by asking the MCQs
- Ask each student to write five words from the text with synonyms and antonyms.
- Ask each student to prepare small drawing sheets with the name of the chapter, its author, and five short questions.
- Understanding the text through a critical examination of passages
- discussing the text and the significance of reality in academic success
- Ask the students to write down their answers to the short-answer questions so they can talk about them.
- Homework: Write questions. What were the options that Sophie was dreaming of? Why does Janie discourage her from having such dreams?
- How does Sophie include her brother Geoff in the fantasy of her future?

## Learning Outcome

- Acquire listening skills and word pronunciation.
- Reading comprehension skills
- Skimming skills
- Writing a paragraph on fantasies and daydreams
- Paragraph an article on fantasies and daydreams.
- Theme, working with synonyms and antonyms, tenses, etc.
- Fantasies can cause disappointment.
- Helped the students decide on their careers with a concrete plan.

## Reading Skills: Unseen Passage for Comprehension

Date:

Period 1:

- Skimming is a method of strategic, selective reading in which you concentrate on the main ideas of a text.
- Skimming is the process of extracting the essence of the author's main points rather than the finer points.
  - When reading, you need the big picture or major points.
  - Even if you plan to read the book in-depth, skimming can help you better understand what you read.
  - Knowing when and how to skim will make you a better reader.
  - You'll get better at determining the text's importance.
  - Sometimes your lecturer wants you to focus on the big picture rather than the minute details. In such conditions, **skimming** helps you grasp the text's main ideas.
  - Skimming helps in the Maximum utilization of time
  - You can't always read everything. Skimming lets you get through a lot of information quickly and gives you more time to do other things.
  - Even if you don't have time to finish your reading before class, skimming will help you remember the most important parts and help you learn more in class.
  - Skimming is also a good technique to refresh your memory before an exam.
  - Skimming a text helps to recall material and organization.
  - **Read the passage carefully and find out the main points or theme explained in the passage.**
  - **Underline the keywords like causes, results, and effects.**
  - **Don't ignore the signal words like versus, pros and cons, and advantages and disadvantages.**
  - **Read the passage at least two times.**
  - **Now, read the questions again.**
  - **Start the second reading of the passage. This reading should be exhaustive. Highlight key sentences or words related to the questions.**

- **Make every effort to use your own words. This means you must summarise and interpret information rather than copy entire 'chunks' from the passage.**
- **When answering factual questions, do not include information not provided in the passage.**

**Date:**

**Period 2:**

**1. Read the passage given below and answer the questions that follow(2020 Set A):  
Reading Comprehension**

About one in five of all the people in the world follow the teachings of the Buddha, who lived about 2600 years ago. He was born in 563 B.C. The Buddha is a title, not a name. It means 'The

Enlightened One or 'The One Who Knows.' The Buddha's real name was Siddhartha. He was the son of a Sakya King in northern India. He and his family were all Hindus and belonged to the

Gautama clan. Gautama Siddhartha was brought up in luxury. He lived in his father's palace and saw nothing of the outside world until he was a young man. Then one day accompanied by his

charioteer Channa, Prince Siddhartha went around the city. On his way, he saw some sights that he had never seen before. First, he saw a man who was very old and bent with age. Then he saw a man who was suffering from a terrible disease, possibly leprosy. And then he saw a dead man who was being taken to the cremation ground. These sights made the prince very sad.

**Questions : 1 × 4 = 4**

(i) 'The Buddha' means .....

- (a) Gautama the Buddha
- (b) Siddhartha the Buddha
- (c) Siddhartha Gautama the Buddha
- (d) The Enlightened One

**Ans. (d) The Enlightened One**

(ii) The real name of the Buddha was .....

- (a) Siddhartha

- (b) Gautama
- (c) Sakya
- (d) The Enlightened One

**Ans. (a) Siddhartha**

- (iii) Who was Channa?
  - (a) Prince Siddhartha's charioteer.
  - (b) The chief of the Gautama clan.
  - (c) A Sakya King in northern India.
  - (d) A cook in the King's palace.

**Ans. (a) Prince Siddhartha's charioteer.**

- (iv) Prince Siddhartha knew nothing of .....until he was a young man.
  - (a) luxuries and joys of life
  - (b) the life outside his father's palace
  - (c) the life inside his father's palace
  - (d) anything inside and outside the palace

**Ans. (b) the life outside his father's palace**

**Check your Reading Comprehension Skills of The given Unseen Passage:**

- (v) When was Budha born?
- (vii) Does Budha indicate a name?
- (viii) What does Budha mean?

**Date:**

**Period 3:**

**Helping students to solve the reading comprehension passages from HBSE/CBSE Previous Years' Question Papers.**

**Learning Objectives/Skills to be Developed among Students: Reading Comprehension**

- Read the passage carefully and find out the main points, Comprehension skills developed.
- Learning skimming for reading comprehension. Skimming helps you grasp the text's main ideas.
- Develop reading skills.
- Improves Writing Skills.
- Improves speaking skills.
- Scoring maximum output from reading comprehension

#### Assessment Exercises/ Activities for Reading Comprehension

- Read the passage carefully and find out the main points or theme explained in the passage.
- Underline the keywords like causes, results, and effects.
- Don't ignore the signal words like versus, pros and cons, and advantages and disadvantages.
- Read the passage at least two times.
- Now, read the questions again.
- Start the second reading of the passage. This reading should be exhaustive. Highlight key sentences or words related to the questions.
- Make every effort to use your own words. This means you must summarise and interpret information rather than copy entire 'chunks' from the passage.
- When answering factual questions, do not include information not provided in the passage.

#### Learning Outcome of Reading Comprehension

- Reading skill development helps you develop reading comprehension skills.
- Improves students' writing skills.
- Improves speaking skills.
- Improves vocabulary.
- Skimming can help you develop and draw main ideas from previously unseen passages.
- Learning the skill of skimming.

#### Vistas(Supplementary): Memories of Childhood(6)

**Main Ideas:** "Memories of Childhood," written by Zitkala-Sa and Bama, exposes orthodox society's discrimination against highly educated women from all countries.

**Date:**

**Period 1:**

- Skimming the text of the chapter, 'Memories of Childhood' to make out the broad idea and difficult words.

- Ask the students to read two pages and explain what they have got after skimming.
- Explain to the students the details of the chapter in their mother tongue.
- Notice these expressions in the text. Infer their meaning from the context: Incongruity, prodigy, chuffed, solitary elm, arcade, amber glow, wharf, and pangs of doubt.

**Date:**

**Period 2:**

- Reading the passages and answering the questions on the bases of the paragraph.
- Reading comprehension by providing the MCQs.
- Explaining the main idea of the poem "**Exposes orthodox society's discrimination against highly educated women from all countries.**"

**Date:**

**Period 3:**

- Continue the explanation of the paragraph and asked the student to underline the important words and phrases to do reading comprehension.
- Bare, Belfry, Clatter, clash, clinging, Shingled hair, Moccasins, Shyly, cowl, mutterings, shuddering, scratching...
- **Summary of the lesson: The Cutting of My Long Hair**, from the book "Memories of Childhood," is written by Zitkala-Sa. In this extract, Zitkala- Sa explains her painful experience at an American school. She describes her painful experience at an American school. She belonged to a family of warriors who took pride in keeping long and thick hair. She was admitted to the school where her hair was cut.
- **Bama is a contemporary Tamil Dalit writer.** Bama is the pen name of a Tamil Dalit woman from a Roman Catholic family. She tells us how the people of her caste have to be discriminated against by the zamindars of the area. They considered them untouchable and not related equally. She further describes that one day when she was coming home from school, she saw a very strange incident where the zamindar was sitting on a stone watching the people of low caste.

**Date:**

**Period 4:**

1. Who wrote "Memories of Childhood"?: **Zitkala-Sa and Bama**
2. Which country does Zitkala-Sa belong to? : **USA**
3. Which country does Bama belong to?: **India**
4. Bama belongs to a... caste.: **Dalit caste**
5. Which family does Zitkala-Sa belong to?: **Warrior family**
6. Why did Zitkala-Sa have long hair?: **Due to family tradition**
7. Was Zitkala-Sa ready to get her hair cut?: **No.**
8. What happened when a small bell was tapped?: **pupils drew their chairs**
9. Who gave a threat to Zitkala-Sa's life? **Her friend Judewin**



10. Where did Zitkala-sa hide? **Under the bed**
11. What happened to Zitkala-Sa when she was dragged out?: **She was tied to a chair.**
12. What happened to Zitkala-Sa, who was tied to a chair? **Her hair was shingled.**
13. How was Shingling of hair considered in her community?: **A sign of cowardice**
14. What does “shingled of hair” mean?: **cutting of hair**
15. Whose hair was to be supposed in her community?: **A captured soldier.**

**Date:**

**Period 5:**

**Q.1.How was the Indian girls dressed?**

The Indian girls were wearing stiff shoes and tight clothes. The small girls were wearing sleeved aprons, and they had shingled hair.

**Q.2.How was Zitkala-Sa hair cut?**

She was taken down and tied to a chair like an animal. After that, her hair shingled forcefully. She couldn't do anything, and nobody helped her. She felt very bad as it was not her tradition to get her hair cut.

**Q. 3. Why did Zitkala-Sa feel ashamed?**

She felt insulted as her hair got cut without her concern. Moreover, it was against her tradition. In her community, cowardice hair gets cut.

**Q.4.What happened when Zitkala-Sa was found?**

**Q.5.What happened when Zitkala-Sa was taken downstairs?**

**Or**

**Q.6.How was Zitkala-Sa's hair cut?**

She was tied to a chair forcefully and got her hair cut without her wish. It was a shame on our American system.

**Q.7.What was Bama's routine while coming home from school? (HBSE 2014)**

**Or**

**Q.8.Why did Bama take about one hour to reach home from school?**

**Q.9.How was the Dalit old holding the packet?**

**Q.10.What did Bama have to say about untouchability?**

**Q.11.What advice did Bama’s Brother give her?**

**Q.12.How did Bama take her brother’s advice?**

**Date:**

**Period 6:**

- **Check the homework of the students.**

### **Learning Objectives/Skills to be Developed among Students**

- **Learning about the discrimination of women in our society**
- **The book "Memories of Childhood," written by Zitkala-Sa and Bama, exposes orthodox society's discrimination against highly educated women from all countries.**
- **How do Zitkala-Sa and Bama expose orthodox society's discrimination against highly educated women?**
- **Learn the values of respecting women, especially women from oppressed backgrounds.**
- **Understand the reality of women and behave accordingly, as women have the same rights.**
- **Students should value their girl classmates and, in general, women in society.**
- **Developing reading skills to enhance the understanding of the main idea of the chapter**
- **Equality for women matters.**
- **writing skills by writing an article on "Women's Status in Our Society" by relating the theme of "Memories of Childhood."**
- **Men's dominance in society and learning the rights of equality**
- **Learning human psychology**

### **Assessment Exercises/ Activities**

- **Ask the students to write about their imagination.**
- **What do they think about their goals and ambitions?**

### **Learning Outcome of**

- **LSRW Improved**
- **Students came to understand the value of women**
- **Learned about the discrimination against women**
- **Became comfortable in doing reading comprehension**
- **Able to write on the Value of Women.**
- **Comfortable in understanding textual questions.**
- **MCQ techniques of students improved.**

**Teacher's Signature:**

**Principal's Signature:**