

ODM Teachers' Note

Class	X	Subject	English
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Period	1	Chapter	THE FUN THEY HAD
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Sub-Concepts	<ul style="list-style-type: none"> • Introduction to the lesson/writer • Tommy, Margie and their mechanical teacher
Teaching Aid To be used	<ul style="list-style-type: none"> • Pictures of Robots • PowerPoint Presentation • Small clip from the Disney movie Wall-E

Sl. No	Step Wise (What to be done)
•	<p>GENERAL OBJECTIVES</p> <ul style="list-style-type: none"> (i) Reading Comprehension (ii) Acquaint with short story/Fiction (iii) Understanding the plot (iv) Understanding characters (v) Developing LSRW Skills (vi) Know how to write a story- Beginning, middle and end

<ul style="list-style-type: none"> • 	<p>SPECIFIC OBJECTIVES/ EXTENDED OBJECTIVES</p> <ul style="list-style-type: none"> (i) Develop LSRW (ii) Appreciating the story, plot, characters (iii) Critically appreciating (iv) Be acquainted with typical vocabulary meant for story writing (v) Developing sense of visualisation empathy (vi) Appreciating varieties of style and diction in literary writing
<p>1</p>	<p>Introduction</p> <hr/> <p>Introductory Questions</p> <ul style="list-style-type: none"> • In 2020, did children miss coming to school, or they were comfortable with online schooling. If they missed, what were those things? • Would they like if their regular teacher is replaced by a robot? • What are the things they admire the most about their school and what are the things they would like to be changed? • Have they ever discovered anything obsolete at their homes? If yes, what was it, how did they feel about it?
<p>2</p>	<p>Presentation</p> <ul style="list-style-type: none"> • The main theme of the story • “The Fun They Had” is a sci-fi fiction that focuses on mechanization of educational system in future, encompassing schooling, teachers and textbook. • Fascination of Margie and apathy of Tommy <p>Explanation</p> <ul style="list-style-type: none"> • Curious and sensitive Margie • Dissatisfied with her current teacher and school. • Fascinated by humane touch in education system of the past • Tommy finds a real book from his attic, which captures Margie’s attention

	<ul style="list-style-type: none"> • Vocabulary:
	<ul style="list-style-type: none"> • Crinkly • awfully • telebooks • attic • scornful • county
3	Character Sketch <ul style="list-style-type: none"> • Margie
4	Activity <ul style="list-style-type: none"> • Discussion cum narration
4	Evaluation <ul style="list-style-type: none"> • Reference to Context Questions
	<ul style="list-style-type: none"> • Comprehension type questions
	<ul style="list-style-type: none"> • Long Answer Type /Value based Questions
	<ul style="list-style-type: none"> • Short Answer Type Questions
	<ul style="list-style-type: none"> • Very Small Type Questions
	<ul style="list-style-type: none"> • Long Answer Type Questions
	<ul style="list-style-type: none"> • Very Long Answer Type Questions
	<ul style="list-style-type: none"> • Grammar in the context
	<ul style="list-style-type: none"> • Spelling Dictation
	SOME ADDITIONAL QUESTIONS

	<ul style="list-style-type: none"> • Why was Margie unhappy?
	<ul style="list-style-type: none"> • Why is she fascinated with a real book?
	<ul style="list-style-type: none"> • Why did Margie hate school?



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Sub-Concepts	<ul style="list-style-type: none"> • Different schools, teachers and their impact • Lack of empathy in Margie's mechanical teacher 		
Teaching Aid To be used	<ul style="list-style-type: none"> • PowerPoint presentation • Pictures of famous robot Sophia 		
Class	X	Subject	English

Period	2	Chapter	THE FUN THEY HAD
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Sl. No	Step Wise (What to be done)
•	<p>GENERAL OBJECTIVES</p> <ol style="list-style-type: none"> Reading Comprehension Acquaint with short story/Fiction Understanding the plot Understanding characters

	<ul style="list-style-type: none"> v. Developing LSRW Skills vi. Know how to write a story- Beginning, middle and end
<ul style="list-style-type: none"> • 	<p>SPECIFIC OBJECTIVES/ EXTENDED OBJECTIVES</p> <ul style="list-style-type: none"> i. Develop LSRW ii. Appreciating the story, plot, characters iii. Critically appreciating iv. Be acquainted with typical vocabulary meant for story writing v. Developing sense of visualisation empathy vi. Appreciating varieties of style and diction in literary writing
1	<p>Introduction</p> <p>Testing previous knowledge</p> <ul style="list-style-type: none"> • Why is Margie unhappy? • From where did Tommy had found the book? • What is Margie’s reaction to it? • What does she imagines about the schools in the past?
2	<p>Presentation</p> <p>Main points of discussion</p> <ul style="list-style-type: none"> • Margie’s mechanical teacher • Technical loopholes in the teacher • Lack of joy in learning • Fixing of the mechanical teacher by the County Inspector <p>Vocabulary</p> <ul style="list-style-type: none"> • geared • betcha • slot

	<ul style="list-style-type: none"> • dispute • loftily • blanked
3	Character Sketch <ul style="list-style-type: none"> • The Mechanical teacher
5	Activity <ul style="list-style-type: none"> • Discussion on difference in schools of today with schools of future as interpreted in the story • Discussion on AI and its pros and cons
6	Evaluation
	Reference to Context Questions
	Comprehension type questions Long Answer Type /Value based Questions
	Short Answer Type Questions
	Very Small Type Questions
	Long Answer Type Questions
	Very Long Answer Type Questions Grammar in the context
	Tense in Active Passive
	Spelling Dictation
	<ul style="list-style-type: none"> • SOME QUESTIONS
	<ul style="list-style-type: none"> • What was the technical issue with the mechanical teacher?
	<ul style="list-style-type: none"> • Who fixed it and how?

	<ul style="list-style-type: none"> Was Margie happy after her mechanical teacher got fixed?
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Period	3	Chapter	THE FUN THEY HAD
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Sub-Concepts	<ul style="list-style-type: none"> Margie learns about the schools of past in detail from Tommy Margie's growing nonchalance towards her teacher and school
Teaching Aid To be used	<ul style="list-style-type: none"> PowerPoint Presentation Pictures of schools now & pictures of schools in future as described

Sl. No	Step Wise (What to be done)
•	<p>GENERAL OBJECTIVES</p> <ol style="list-style-type: none"> Reading Comprehension Acquaint with short story/Fiction Understanding the plot Understanding characters Developing LSRW Skills Know how to write a story- Beginning, middle and end

<ul style="list-style-type: none"> • 	<p>SPECIFIC OBJECTIVES/ EXTENDED OBJECTIVES</p> <ul style="list-style-type: none"> i. Develop LSRW ii. Appreciating the story, plot, characters iii. Critically appreciating iv. Be acquainted with typical vocabulary meant for story writing v. Developing sense of visualisation empathy vi. Appreciating varieties of style and diction in literary writing
<p>1</p>	<p>Introduction</p> <hr/> <p>testing previous knowledge</p> <ul style="list-style-type: none"> • Why did Margie hated school? <hr/> <ul style="list-style-type: none"> • What is your impression of Margie? <hr/> <ul style="list-style-type: none"> • What is your impression of the County Inspector?
<p>2</p>	<p>Presentation</p> <hr/> <p>The main points of discussion</p> <ul style="list-style-type: none"> • Margie and her experience with her mechanical teacher • Mechanical experience of education • Margie’s longing for schools of past <hr/> <p>Vocabulary</p> <ul style="list-style-type: none"> • tucked • nonchalantly • flashing • whistling • insert • gee
<p>3</p>	<p>Character- Sketch</p> <ul style="list-style-type: none"> • County Inspector

4	Justification of the title
5	Activity <ul style="list-style-type: none"> • Speaking Activity: A year in past, children would love to go back to and why
6	Evaluation
	Reference to Context Questions
	Comprehension type questions
	Long Answer Type /Value based Questions
	Short Answer Type Questions
	Very Small Type Questions
	Long Answer Type Questions
	Very Long Answer Type Questions
	Grammar in the context
	Tense in Active Passive
	Spelling Dictation
	Additional questions along with book questions <ul style="list-style-type: none"> • What were Margie’s questions about past schools? • What were the reasons of Margie’s growing nonchalance? • What were the features of the mechanical teacher?

