

Lesson Plan for Class 12 English (Core): Flamingo's Lost Spring, 6 Periods



Flamingo's Lost Spring Lesson Plan

Lesson Overview

Name of the School:

Target Class:

Section:

Date:

Total Periods Allotted: 6

Duration: 45 Minutes Each

Name of the Teacher:

Goal: Students will be able to understand reading comprehension, main ideas of the lesson, textual questions, and writing skills of 'Lost Spring' by Anees Jung.

Prerequisites of Lesson Plan Material Used in Class for teaching 'Lost Spring'

- Flamingo Book, Chalk, White Board, White Board Markers, Big Clock, Note Books, Worksheets, Digital Board, and if possible internet connection.
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Lesson Plan Activity in Classroom:

Stage	Instructions	Black Board Activity	Timings
Teaching Technique	10 mins.
Introduction	10 mins.
Lost Spring	5 mins
Pair Activity	10 mins
Writing Excercise	1. Write down 5 questions excercises.....	Ask students to write examples on the blackboard.	10 mins
Conclusion	

Lesson Plan Flamingo's Lost Spring By Anees Jung, Periods: 6

Learning Objectives/Skills to be Developed among Students

- Learning the importance of English language learning skills, LSRW
- How people feel concerned about the poor ones who live in Seemapuri and Firozabad
- Students should value what their teachers teach and respect the poor.
- Developing reading skills to enhance the understanding of the main idea of the chapter, Lost Spring
- Become comfortable with the comprehension of the paragraphs of the lesson.
- Able to know the name of the chapter and its author name.
- The main theme of 'Lost Spring'
- Values of freedom and individual identity in choosing what they want to do.
- Seemapuri, Dhaka, and Firozabad Find out?
- Fully understand the textual questions to improve writing skills.
- Able to write on poverty conditions in India.
- How are parental works continued by their kids?

Assessment Exercises/ Activities

- Summary of the chapter
- Understanding the main ideas in Lost Spring
- underlining the important words.
- reading comprehension of passages by providing MCQs.
- Understanding the text by providing a critical analysis of passages.
- Talking about the text and the importance of language in excelling in academic careers.
- Discussing the short answer questions by asking the students to write the answers to the questions in their notebook

Learning Outcome

- Acquire Listening skills and word pronunciation.
- Reading comprehension skills
- Skimming skills
- Writing notice for school notice board.
- Paragraph writing on importance of poverty
- Theme, working with synonyms and antonyms., tenses etc.
- Textual question and answers.

Teacher's Activity Period Wise to Implement the Lost Spring Lesson Plan

Total Periods for the chapter, Lost Spring: 6

Teacher's Activity Lost Spring: Day 1 or Period 1

1. First, the teacher will ask students about poverty and how it affects poor children to continue their study.

2. How are poor children compelled to continue the same work that their parents do? The teacher will ask students if they know anyone who couldn't continue the study due to poverty.
3. Introduction of the writer, Anees Jung, and her concept or point of view in Lost Spring.
4. Explain the main points of the chapter.
5. Then, the teacher will write the main points of the summary of the chapter.

Write the main points of Lost Spring on Black board

1. Lost Spring explains the stories of stolen childhood in two parts. In Lost Spring, the author, Anees Jung, analyses the grinding poverty and traditions responsible for children's exploitation. The summary of Lost Spring will be discussed in two parts: **"Sometimes I find a rupee in the garbage"** and **"I want to drive a car."** Both Saheb and Mukesh's stories have the same message: that children are taken advantage of because of poverty and old ways.
2. The first part of the summary of Lost Spring explains the grim poverty of Saheb, who was compelled to leave his country, Bangladesh, due to excessive floods that spoiled their crops. Anees Jung asks the question, "Why do you do this?" Saheb. She meets Saheb every morning, who collects garbage in her neighborhood. Storms spoil their crops and homes in Dhaka.
3. **"I want to drive a car"**Anees Jung sets the second part of Lost Spring in Ferozabad, India, a center for bangle-making. Mukesh is the main character in this section. In this section, she explains how our traditions cause us to be poor and illiterate, as in the case of Mukesh, who aspires to be a car mechanic like any other normal family boy.
4. Anees Jung explains how poverty affects children regardless of what they do. She explains that Saheb and Mukesh, like the other children, wanted to work according to their desires, but circumstances prevented them from doing so. Both Seemapuri and Ferozabad suffer from a lack of amenities. As a result, we can conclude that the title, Lost Spring, is appropriate in both parts of the story.

Teacher's Activity Lost Spring: Day 2 or Period 2

Critical Analysis of Textual Paragraph to understand reading comprehension. Pgae; 13-15

Teacher's Activity Lost Spring: Day 3 or Period 3

Critical Analysis of Textual Paragraph to understand reading comprehension. Pgae; 16-20

Teacher's Activity Lost Spring: Day 4 or Period 4

Let us analyse what we have read in the text by providing some very short questions and answers.