

CLASS – VI
LESSON PLAN
The Old Clock Shop

Unit	Fiction: The Old-Clock Shop
Class Transaction	Total: 3 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires students to – 1) Understand, appreciate and enjoy fiction 2) Know the value of hard work and determination 3) Infer, analyze and evaluate text
Assessment of qualifying knowledge	1. Written test 2. Spiral 3. HW notebook
Objective	Students will be able to - • Understand the theme of the lesson • Sequence events • enhance vocabulary • Complete the exercises at the end of the story • inculcate the values of maintaining peace and harmony in life
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand -</i> • the author’s style of writing • the theme of the lesson – spreading peace and harmony. • the text locally and globally • infer meaning from the context <u>SKILLS and COMPETENCIES</u>- <i>Students would be able to develop -</i> Listening skill • follow instructions and directions. • make inferences and judgements Reading skill • become accomplished and active readers who appreciate ambiguity and complexity • respond critically to the aesthetic, cultural and emotional values in the text. • skim the reading text to identify main ideas • scan text for specific supporting details. Writing skill

	• demonstrate planning skills for answering questions • locate, access, select, organize and integrate relevant data • use a variety of sentence types and sentences of different lengths and structures appropriately., Speaking skill. • be able to prepare, organize and deliver an engaging oral presentation. • use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking <u>Competencies</u> • Critically analyze the importance of taking right decisions in life • Understand the importance of peace and harmony in life working in collaborative manner and communicating ideas with each other. • Inductive Reasoning about good v/s evil'. (creative, critical competencies) • <u>ATTITUDE</u>: Critically examining the choices offered, developing strong character traits and citizenship by understanding the importance of staying calm and patient in times of trouble.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	DOL-1,2,3 WIPRO- Round Robin Transaction would proceed in the following manner- <i>Brain Storming</i> –The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told – about the author -the significance of the topic that they would be studying. (Collaborative, Communication, Critical thinking) <i>Introduction of the topic</i>- PPT and Digital Content would be shared <i>Guided practice followed by Independent Practice</i> – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Inductive Reasoning Peer Assessment
Resources	Text Book: NCERT Text Book

Self Study, Home Work, Assignments	Independent Practice: Students would do the NCERT questions in their H.W notebooks and we will assess their Critical and Creative thinking. HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 marks On time submission.....1 mark Presentation/ Neatness (Creativity, Critical Thinking)1 mark Content (Critical Thinking)3 marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.																				
Assessments	<table> <tr> <td>3 UNIT TESTS (20, 30, 30)</td><td>80 Marks</td></tr> <tr> <td>MID TERM EXAMINATION</td><td>80 Marks</td></tr> <tr> <td>HALF YEARLY EXAMINATION</td><td>80 Marks</td></tr> <tr> <td>PRE BOARD-I EXAMINATION</td><td>80 Marks</td></tr> <tr> <td>PRE BOARD-II EXAMINATION</td><td>80 Marks</td></tr> <tr> <td>ANNUAL BOARD EXAMINATION</td><td>80 Marks</td></tr> </table> PERIODIC TEST We assess creativity and critical thinking through Pen Paper Test Average of the best two tests to be taken that will have a weightage of 10 marks. Best 2 Tests out of: Units tests, Midterm examination, Half Yearly examination. <table> <tr> <td>INTERNAL ASSESSMENT</td><td>20 Marks</td></tr> <tr> <td>• Periodical Test</td><td>10 Marks</td></tr> <tr> <td>• Note Book Submission</td><td>05 Marks</td></tr> <tr> <td>• Subject Enrichment Activity</td><td>05 Marks</td></tr> </table> We assess all the competencies through Subject enrichment activities like Creativity and innovation, Critical thinking, communication, collaboration, character and citizenship.	3 UNIT TESTS (20, 30, 30)	80 Marks	MID TERM EXAMINATION	80 Marks	HALF YEARLY EXAMINATION	80 Marks	PRE BOARD-I EXAMINATION	80 Marks	PRE BOARD-II EXAMINATION	80 Marks	ANNUAL BOARD EXAMINATION	80 Marks	INTERNAL ASSESSMENT	20 Marks	• Periodical Test	10 Marks	• Note Book Submission	05 Marks	• Subject Enrichment Activity	05 Marks
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Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: <i>For gifted students:</i> • Encouragement for referring other resources <i>For weak students:</i>																				

	• Buddy help to be provided • Provide grade-up classes <i>For differently abled students:</i> • Ignore spelling mistakes • Call parents at regular intervals • Provide grade-up classes
Assessment Questions	Q1 What made Ray think the visitor was not really a shopper? Q2 Why do you think he had come to the shop?? Q3 How did Ray communicate with him? Q4What do you think the man said to his friend who waited at the door? Q5 Do you think the man would ever come back to pick up the watch?

DAY WISE LESSON PLAN

DAY I	
Pre-requisite for the course:	This lesson requires: Basic comprehension skills Reading skills
Assessment of qualifying knowledge	1. Written test 2. Spiral 3. HW notebook (CRITICAL THINKING, COLLABORATIVE LEARNING)
Learning Objectives:	Reading and Listening Skill Read and appreciate the lesson. The students will be able to read the lesson and derive the theme of the lesson.
Learning Outcomes:	<u>Competencies</u> • Critically analyze the importance of taking right decisions in life • Understand the importance of peace and harmony in life working in collaborative manner and communicating ideas with each other. • Inductive Reasoning about good v/s evil'. (creative, critical competencies) • <u>ATTITUDE:</u> Critically examining the choices offered, developing strong character traits and citizenship by understanding the importance of staying calm and patient in times of trouble. Students will be able to read with 90% accuracy.
Transaction Methodology:	DOL-1,2,3 WIPRO- Round Robin <u>SKILL: Reading</u> <u>i.</u> A CLOZE passage will be shared with the students having the theme of choices to check their understanding. <u>ii.</u> Facilitator will introduce the lesson and theme of how over indulgence or over pampering hampers good health.
Resources:	Text Book, CLOZE passage.
Closure:	Summarizing the day's learning wherein the learners find out the theme of the lesson.
Self Study, Home Work, Assignments	Read the lesson and find out the central theme of the lesson.

DAY 2	
Pre-requisite for the course:	This lesson requires students to – 4) Understand, appreciate and enjoy fiction 5) Know the value of hard work and determination 6) Infer, analyze and evaluate text
Learning Objectives:	Students will be able to understand the message conveyed through the lesson.
Learning Outcomes:	Students will be able to understand the message conveyed through the lesson and answer the questions with 90% accuracy. (CRITICAL THINKING, CHARACTER and CITIZENSHIP)
Transaction Methodology:	DOL-1,2,3 WIPRO- Round Robin <u>SKILL: LISTENING, SPEAKING, Inductive Reasoning</u> Students will be shown digital content related to the theme of the lesson and they would then synthesize information in a collaborative manner , communicating their ideas with each other from a range of sources (text, simulations) into a coherent understanding of the basic theme of the lesson.
Resources:	Text Book, Digital content
Closure:	Summarizing the day's learning wherein the learners understand the theme of the lesson.
Self Study, Home Work, Assignments	Revise the chapter and prepare for the question-answer session the next day.

DAY 3	
Anticipatory Set:	The facilitator asks questions to check learners' understanding of the theme and inner meaning of the lesson. (CRITICAL THINKING, COLLABORATIVE LEARNING)
Learning Objectives:	Students will be able to write their views and attempt a worksheet on the same with 90% accuracy.
Learning Outcomes:	(COLLABORATION) Skill: Writing Carousel Review – to check their understanding. Students will recall and write their views and do questions. Students will be provided a worksheet to write the meaning of the figurative phrases and come up with more than one meaning Facilitator will collect all the worksheets to check for understanding.
Transaction Methodology:	DOL-1,2,3 WIPRO- Round Robin The Consequences and Sequel table will be framed stanza wise.

Resources:	Text Book, Assessment worksheet
Closure:	A quick recap of the main points of the lesson.
Self Study, Home Work, Assignments	Spiral Level 2 questions <i>Evaluation of the assignment- Evaluation of the assignment-</i> Content-3 (Critical Thinking and Problem Solving and Creativity) Fluency and expression- 1 Critical Thinking and Problem Solving and Creativity On time submission- 1
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: <i>For gifted student</i> • Encouragement for referring other resources <i>For weak students</i> • Buddy help to be provided • Provide grade-up classes <i>For differently abled students:</i> • Ignore spelling mistakes • Call parents at regular intervals • Provide grade-up classes