

Tansen
CLASS – VI
LESSON PLAN

Unit	Tansen
Class Transaction	Total: 3 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires students to – 1) Understand, appreciate and enjoy literature 2) Infer, analyze and evaluate text
Assessment of qualifying knowledge	1. Written test 2. HW notebook
Objective	Students will be able to – • <i>To enable the students read and enjoy biographies.</i> • <i>To enable students to know about the life of the great musician- Tansen.</i> • <i>To enable the students to understand use of wit.</i> • <i>To enable them to express themselves in grammatically correct language.</i> • <i>To enable the learners to extrapolate from the given text.</i> • <i>To enable them to use new words and phrases in their own language.</i>
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand -</i> • the author’s style of writing • the theme of the lesson - that appearances are deceptive • 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 wit. - Understand the role of a teacher in making a person great in a collaborative manner and communicating ideas with each other. - Dramatic Presentation of the story creatively. (collaborative, creative, critical competencies) <u>ATTITUDE:</u> Critically examining the role of wit in one's life to developing strong character traits and citizenship by understanding the importance of integrity in life and wit.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	<u>DOL 1,2,3</u> WIPRO- Inside-Outside-Circle 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 Think Pair Share Peer Assessment

	Dramatic Presentation																				
Resources	Text Book: NCERT Text Book																				
Self Study, Home Work, Assignments	Independent Practice: Students would do the 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

QUESTIONS

- (i) **When and where was Tansen born?**
- (ii) **Who were Tansen's parents?**
- (iii) **What is the name of Tansen's Guru?**
- (iv) **Where did he meet his guru?**
- (v) **What was the last wish that Tansen's father had?**

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. 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 fact a teacher has a great role to play in one's life. • Understand that a teacher can make a person great in a collaborative manner and communicating ideas with each other. • <u>ATTITUDE</u>: Critically examining the choices offered, developing strong character traits and citizenship by understanding the importance of taking the right decision at the right time. Students will be able to read with 90% accuracy.
Transaction Methodology:	Wipro DOL 1,2,3 Inside-outside-circle <u>SKILL: Reading</u> • Individual loud reading by learners. • Asking small questions in between to maintain their interest. • Refer to the dictionary for the meanings of difficult words. Guided Practice: • Teacher to explain the meaning, of figurative language use in this fiction piece and the comparisons made Check for achievement of objective.
Resources:	Text Book, Digital Content
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.

Assessment	Assessment of Cloze Passage.

DAY 2	
Pre-requisite for the course:	This lesson requires students to – Understand, appreciate and enjoy fiction 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:	Wipro DOL 1,2,3 Jigsaw <u>SKILL: LISTENING, SPEAKING</u> Dramatic Presentation The facilitator will share a video with the students and then the students will be given time to dramatize the play working in collaborative manner (Collaboration, Communication, Critical thinking and Problem Solving, Creative thinking, Character)
Resources:	Text Book, Digital content
Closure:	Summarizing the day's learning wherein the learners understand the theme and the values exhibited in the lesson.
Self Study, Home Work, Assignments	Revise the chapter and come prepared for the question/answer session.

DAY 3	
Pre-requisite for the course:	This lesson requires students to – 1) Understand, appreciate and enjoy fiction 2) Infer, analyze and evaluate text (CRITICAL THINKING, COLLABORATIVE LEARNING)
Learning Objectives:	Students will be able to write their views and attempt questions of the spiral with 90% accuracy.
Learning Outcomes:	(COLLABORATION) Skill: Writing Students will recall and write their views. 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:	Wipro DOL 1,2,3 Jigsaw Active Learner Participation in solving (Collaboration, Communication, Critical thinking) Each group will be assigned a question and they would find answers and then all the answers would be discussed in the class. The values learnt from the lesson will also be discussed so as to inculcate

	positive values or Character Traits and Citizenship.
Resources:	Text Book
Closure:	A quick recap of the main points of the lesson.
Self Study, Home Work, Assignments	<i>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 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