

**CLASS – VI**  
**LESSON PLAN**  
**A Pact with the Sun**

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| Unit                               | A Pact with the Sun                                                                                                                                                                   |
| Class Transaction                  | Total: 3 periods (approx. 40 min each)                                                                                                                                                |
| Pre-requisite for the course       | This lesson requires students to –<br>Understand, appreciate and enjoy fiction<br>Know the value and importance of good advice<br>Infer, analyze and evaluate text.                   |
| Assessment of qualifying knowledge | Written test<br>HW notebook                                                                                                                                                           |
| Objective                          | Students will be able to -<br>Understand the theme of the lesson-Importance of good advice<br>Sequence events<br>Enhance vocabulary<br>Complete the exercises at the end of the story |

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| Learning Outcomes | <p><u><b>KNOWLEDGE-</b></u> <i>Students will know and understand -</i></p> <ul style="list-style-type: none"> <li>• the author’s style of writing</li> <li>• the theme of the lesson – To know the importance of good advice</li> <li>• the text locally and globally</li> <li>• infer meaning from the context</li> </ul> <p><u><b>SKILLS and COMPETENCIES-</b></u> <i>Students would be able to develop -</i></p> <p><b>Listening skill</b></p> <ul style="list-style-type: none"> <li>• follow instructions and directions.</li> <li>• make inferences and judgements</li> </ul> <p><b>Reading skill</b></p> <ul style="list-style-type: none"> <li>• become accomplished and active readers who appreciate ambiguity and complexity</li> <li>• respond critically to the aesthetic, cultural and emotional values in the text.</li> <li>• skim the reading text to identify main ideas</li> <li>• scan text for specific supporting details.</li> </ul> <p><b>Writing skill</b></p> <ul style="list-style-type: none"> <li>• demonstrate planning skills for answering questions</li> </ul> |
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|                                                                                                                            | <ul style="list-style-type: none"> <li>locate, access, select, organize and integrate relevant data</li> <li>use a variety of sentence types and sentences of different lengths and structures appropriately.</li> </ul> <p><b>Speaking skill.</b></p> <ul style="list-style-type: none"> <li>be able to prepare, organize and deliver an engaging oral presentation.</li> <li>use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking</li> </ul> <p><u>Competencies</u></p> <ul style="list-style-type: none"> <li><b>Critically analyze</b> the importance of good advice.</li> <li>Understand the importance of values in life working in <b>collaborative manner and communicating</b> ideas with each other.</li> <li>Write a diary entry explaining your feelings about importance of good advice. (<i>creative, critical competencies</i>)</li> <li><u>ATTITUDE:</u> honing <b>character traits and citizenship</b> by understanding the importance of good advice.</li> </ul> |
| Transaction Methodology<br>(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.) | <p>DOL-1,2,3</p> <p><b>WIPRO- Round Robbin</b></p> <p>Transaction would proceed in the following manner-</p> <p><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.</p> <p>They would also be told – about the author</p> <p>-the significance of the topic that they would be studying. (<b>Collaborative, Communication, Critical thinking</b>)</p> <p><i>Introduction of the topic-</i> PPT would be shared</p> <p><i>Guided practice followed by Independent Practice</i> – Questions/answers to be discussed in the classroom.</p> <p><b>Techniques to be used:</b></p> <p>Group Discussion<br/>Questioning<br/>MCQ<br/>Peer Assessment</p> <p>DOL 5 (Habits of Mind)<br/>Critical Thinking<br/>Creative Thinking</p>                                                                                                                                                                           |
| Resources                                                                                                                  | <p>Text Book:</p> <p>NCERT Text Book</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| Self Study, Home Work, Assignments  | <p><b>Independent Practice:</b> Students would do the questions in their H.W notebooks and we will assess their <b>Critical and Creative thinking</b>.</p> <p>HW notebooks to be marked as per the given plan:<br/> <i>Assessment Parameters:</i> The total marks for the activity is 5 marks<br/> On time submission.....1 mark<br/> Presentation/ Neatness (<b>Creativity, Critical Thinking</b>) .....1 mark<br/> Content (<b>Critical Thinking</b>) .....3 marks</p> <p>It is also advised that the students come to the class with proper background knowledge of the topic under discussion.</p>                                                                                                                                                                                                          |                                     |          |                                |          |                           |          |                            |          |                   |          |                        |          |                               |          |
| Assessments                         | <table border="0"> <tr> <td><b>4 UNIT TESTS</b> (25 marks each)</td> <td>80 Marks</td> </tr> <tr> <td><b>HALF YEARLY EXAMINATION</b></td> <td>80 Marks</td> </tr> <tr> <td><b>ANNUAL EXAMINATION</b></td> <td>80 Marks</td> </tr> </table> <p><b>We assess creativity and critical thinking through Pen Paper Test</b></p> <table border="0"> <tr> <td><b>INTERNAL ASSESSMENT</b></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> <p><b>We assess all the competencies through Subject enrichment activities like Creativity and innovation, Critical thinking, communication, collaboration, character and citizenship.</b></p> | <b>4 UNIT TESTS</b> (25 marks each) | 80 Marks | <b>HALF YEARLY EXAMINATION</b> | 80 Marks | <b>ANNUAL EXAMINATION</b> | 80 Marks | <b>INTERNAL ASSESSMENT</b> | 20 Marks | • Periodical Test | 10 Marks | • Note Book Submission | 05 Marks | • Subject Enrichment Activity | 05 Marks |
| <b>4 UNIT TESTS</b> (25 marks each) | 80 Marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                     |          |                                |          |                           |          |                            |          |                   |          |                        |          |                               |          |
| <b>HALF YEARLY EXAMINATION</b>      | 80 Marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                     |          |                                |          |                           |          |                            |          |                   |          |                        |          |                               |          |
| <b>ANNUAL EXAMINATION</b>           | 80 Marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                     |          |                                |          |                           |          |                            |          |                   |          |                        |          |                               |          |
| <b>INTERNAL ASSESSMENT</b>          | 20 Marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                     |          |                                |          |                           |          |                            |          |                   |          |                        |          |                               |          |
| • Periodical Test                   | 10 Marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                     |          |                                |          |                           |          |                            |          |                   |          |                        |          |                               |          |
| • Note Book Submission              | 05 Marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                     |          |                                |          |                           |          |                            |          |                   |          |                        |          |                               |          |
| • Subject Enrichment Activity       | 05 Marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                     |          |                                |          |                           |          |                            |          |                   |          |                        |          |                               |          |
| Addressing Classroom Diversity      | <p>Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups:</p> <p><i>For gifted students:</i></p> <ul style="list-style-type: none"> <li>• High order thinking questions to be done</li> <li>• Encouragement for referring other resources</li> </ul> <p><i>For weak students:</i></p> <ul style="list-style-type: none"> <li>• Knowledge based questions to be done</li> <li>• Buddy help to be provided</li> <li>• Provide grade-up classes</li> </ul> <p><i>For differently abled students:</i></p> <ul style="list-style-type: none"> <li>• Ignore spelling mistakes</li> <li>• Call parents at regular intervals</li> <li>• Provide grade-up classes</li> </ul>                                     |                                     |          |                                |          |                           |          |                            |          |                   |          |                        |          |                               |          |

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| Assessment Questions | <b>A Pact with the Sun</b> <ol style="list-style-type: none"> <li>1. Why was a specialist called to see Saeeda's mother?</li> <li>2. What was the specialist's advice to Saeeda's mother?</li> <li>3. How did Saeeda's mother react to the specialist's advice?</li> <li>4. Why did the Sunrays rebel against their father-the Sun?</li> <li>5. Life is more valuable than money. Discuss.</li> </ol> |
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### DAY WISE LESSON PLAN

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| <b>DAY I</b>                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Pre-requisite for the course:</b>      | This lesson requires:<br>Basic comprehension skills<br>Reading skills                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Assessment of qualifying knowledge</b> | 1. Written test<br>2. HW notebook<br>(CRITICAL THINKING, COLLABORATIVE LEARNING)                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Learning Objectives:</b>               | <b>Reading and Listening Skill</b><br>Read and appreciate the lesson. The students will be able to read the lesson and derive the theme of the lesson.                                                                                                                                                                                                                                                                                                |
| <b>Learning Outcomes:</b>                 | <u>Competencies</u> <ul style="list-style-type: none"> <li>• <b>Critically analyze</b> the importance of good advice.</li> <li>• Understand the theme of the lesson by working in <b>collaborative manner and communicating</b> ideas with each other.</li> <li>• <u>ATTITUDE</u>: Honing <b>the character traits and citizenship</b> by understanding the importance of good advice.<br/>Students will be able to read with 90% accuracy.</li> </ul> |
| <b>Transaction Methodology:</b>           | DOL-1,2,3<br><b>WIPRO- Round Robbin</b><br><u><b>SKILL: Reading</b></u> <ul style="list-style-type: none"> <li>a. The students will be asked about their views on importance of a good advice.</li> <li>b. Reading of the chapter.</li> </ul>                                                                                                                                                                                                         |
| <b>Resources:</b>                         | <b>Text Book.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Closure:</b>                           | Summarizing the day's learning wherein the learners find out the theme of the lesson.                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Self Study, Home Work, Assignments</b> | Read the lesson and find out the central theme of the lesson.                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Assessment</b>                         | Assessment of questions.                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Addressing Classroom Diversity</b>     | Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups:<br><br><i>For gifted students:</i> <ul style="list-style-type: none"> <li>• HOTS questions to be done</li> <li>• Encouragement for referring to other resources</li> </ul>                                                                                                             |

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|  | <p><i>For weak students:</i></p> <ul style="list-style-type: none"> <li>• Knowledge based questions to be done</li> <li>• Buddy help to be provided</li> <li>• Provide grade-up classes</li> </ul> <p><i>For differently abled students:</i></p> <ul style="list-style-type: none"> <li>• Ignore spelling mistakes</li> <li>• Call parents at regular intervals</li> <li>• Provide grade-up classes</li> </ul> |
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| <b>DAY 2</b>                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Pre-requisite for the course:   | <p>This lesson requires students to –</p> <ol style="list-style-type: none"> <li>1) Understand, appreciate and enjoy fiction</li> <li>2) Know the importance of good advice</li> <li>3) Infer, analyze and evaluate text</li> </ol> <p>(CRITICAL THINKING, COLLABORATIVE LEARNING)</p>                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Learning Objectives:</b>     | Students will be able to understand the message conveyed through the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Learning Outcomes:</b>       | Students will be able to understand the message conveyed through the lesson and answer the questions with 90% accuracy. (CRITICAL THINKING, CHARACTER and CITIZENSHIP)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Transaction Methodology:</b> | <p>DOL-1,2,3</p> <p><b>WIPRO- Round Robbin</b></p> <p>Transaction would proceed in the following manner-</p> <p><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.</p> <p><b>(Collaborative, Communication)</b></p> <p><i>Explanation of the topic-</i> PPT would be shared</p> <p><i>Guided practice followed by Independent Practice</i> – Questions/answers to be discussed in the classroom.</p> <p><b>Techniques to be used:</b></p> <p>Group Discussion<br/>Questioning<br/>Think Pair Share<br/>Peer Assessment<br/>Dramatic Presentation</p> |
| <b>Resources:</b>               | <b>Text Book, PPT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <b>Closure:</b>                    | Summarizing the day's learning wherein the learners understand the theme of the lesson. |
| Self Study, Home Work, Assignments | Revise the chapter.                                                                     |

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| <b>DAY 3</b>                       |                                                                                                                                                                                                                                                                                                                                                            |
| <b>Anticipatory Set:</b>           | The facilitator asks questions to check learners' understanding of the theme and inner meaning of the lesson.<br>(CRITICAL THINKING, COLLABORATIVE LEARNING)                                                                                                                                                                                               |
| <b>Learning Objectives:</b>        | Students will be able to write their views and attempt a worksheet on the same with 90% accuracy.                                                                                                                                                                                                                                                          |
| <b>Learning Outcomes:</b>          | <b>(COLLABORATION)</b><br><b>Skill: Writing</b><br>Carousel Review – to check their understanding.<br>Students will recall and write their views.<br>Students will be provided a worksheet to write the meaning of the figurative phrases and come up with more than one meaning<br>Facilitator will collect all the worksheets to check for understanding |
| <b>Transaction Methodology:</b>    | DOL-1,2,3<br><b>WIPRO- Round Robbin</b><br>TPS, Carousel review.                                                                                                                                                                                                                                                                                           |
| <b>Resources:</b>                  | <b>Text Book, Assessment worksheet</b>                                                                                                                                                                                                                                                                                                                     |
| <b>Closure:</b>                    | A quick recap of the main points of the chapter.                                                                                                                                                                                                                                                                                                           |
| Self Study, Home Work, Assignments | <i>Evaluation of the assignment-</i><br>Format-1<br>Content-5<br>Fluency and conventions- 3<br>On time submission- 1                                                                                                                                                                                                                                       |