

DELHI PUBLIC SCHOOL GHAZIABAD
CLASS – VI
LESSON PLAN
The Kite

Unit	The Kite
Class Transaction	Total: 3 periods (approx. 40 min each)
Pre-requisite for the course	This poem requires 1. Basic Comprehension skills 2. Vocabulary 3. Understanding of Poetic devices
Assessment of qualifying knowledge	1. Written Test 2. Group Discussion 3. HW Notebook Students will be asked to read the given paragraph (related to the theme of the poem) and will be asked a few questions based on it.
Objective	To enable students to appreciate the theme of the poem .
Learning Outcomes	KNOWLEDGE: <i>Students will know and Understand- Recite the poem and justify the theme ‘How the kite flies and moves up and down in the sky’</i>(critical competency) SKILLS and COMPETENCIES-<i>Students will be able to:</i> • Discuss the fun behind flying a kite • Identifying the essence of the poem and working in a collaborative manner and communicating ideas with each other.(critical competencies) ATTITUDE: Understanding the poetic devices and discuss what a kite goes through in the whole process of flying.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable,	DOL-1,2,3 Active learning – The students will read the poem stanza-wise laying stress on certain words and phrases to introduce the theme of the poem. Reading Strategies used- WIPRO- Muddiest Point Discussion Day 1-(CRITICAL THINKING) <u>SKILL: Reading</u> Day 2-(CRITICAL, COMMUNICATION AND COLLABORATION) <u>Skill: Writing and Reading</u> Day 3- Skill: Writing(COLLABORATION, CHARACTER,

and can use any other too.)	CITIZENSHIP) Brain Storming Group Discussion Questioning Think Pair Share Peer Assessment Poem Recitation												
Resources	Text Book:. NCERT BOOK :Honeysuckle Resources 1. PPT 2. Digital Content												
Self Study, Home Work, Assignments	Independent Practice: Students would attempt the questions as mentioned in the monthly planner by which we can assess their critical thinking and creativity 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).....1 mark Content(critical thinking and creativity).....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>4 UNIT TESTS (25, 25, 25,25)</td> <td>100 Marks</td> </tr> <tr> <td>HALF YEARLY 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, Half Yearly examination. <table> <tr> <td>INTERNAL ASSESSMENT</td> <td>20 Marks</td> </tr> <tr> <td> • Note Book Submission</td> <td>10 Marks</td> </tr> <tr> <td> • Subject Enrichment Activity</td> <td>10 Marks</td> </tr> </table> We assess all the competencies through Subject enrichment activities like Creativity and innovation, Critical thinking, communication, collaboration, character and citizenship.	4 UNIT TESTS (25, 25, 25,25)	100 Marks	HALF YEARLY EXAMINATION	80 Marks	ANNUAL BOARD EXAMINATION	80 Marks	INTERNAL ASSESSMENT	20 Marks	• Note Book Submission	10 Marks	• Subject Enrichment Activity	10 Marks
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Addressing Classroom	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various												

Diversity	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	Q) Read these lines from the poem: Then soars like a ship With only a sail The movement of the tailless kite is compared to a ship with a sail. This is called a simile. Can you suggest what or who the following actions may be compared to? He runs like _____ He eats like _____ She sings like _____ It shines like _____ It flies like _____

Topic	DAY 1
Class Transaction	40 mins
Pre-requisite for the course	This poem requires- Basic comprehension skills Reading skills
Assessment of qualifying knowledge	The facilitator will ask a few questions as a warm up to the poem 1. Have you ever tried to fly a kite? 2. Do you enjoy flying a kite? 3. Did you observe the kite while it was flying?
Objective	Reading and Listening Skill Read and appreciate the poem. The students will be able to read the poem with proper stress, pauses and intonation and derive the theme.
Learning Outcomes	<u>KNOWLEDGE</u> : <i>Students will know and understand</i> - the poetic devices - the joy of flying a kite - the theme of the poem - the new vocabulary words <i>Attitudes and beliefs- Students will be able to enjoy reciting the poem that reminds them of their own experiences of flying a kite.</i>
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	WIPRO- Muddiest Point Discussion <u>SKILL: Reading</u> i. A CLOZE passage will be shared with the students having the theme of the poem- to check their understanding (5 min). ii. Will provide the thematically contrasting pictures to the students(2 min) iii. Students will be asked to observe, arrange and justify the arrangement of the pictures. (10 min) iv. Students will recite the poem loudly and rearrange the pictures. (10 min) Techniques to be used: Peer Assessment Student -teacher interaction, Loud reading, Collaborative learning, Research work
Resources	Text Book:. NCERT BOOK: Honeysuckle Resources 1. PPT 2. Digital Content

Closure	The students will be asked to share their learning with the help of an activity.
Self Study, Home Work, Assignments	Independent Practice: Identify all the rhyming pairs in the poem and list down in the notebook.
Assessments	Assessment of the understanding will be done through the activity conducted in closure.
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

Topic	DAY 2
Class Transaction	40 min
Pre-requisite for the course	This lesson requires- Basic comprehension skills Vocabulary
Assessment of qualifying knowledge	The students will be asked that what are the emotions that they go through while flying a kite?
Objective	To be able to understand the essence of the poem.
Learning Outcomes	<u>KNOWLEDGE</u> : <i>Students will know and understand</i> - the poetic devices - the process of flying a kite - the theme of the poem

	- the new vocabulary words Attitudes and beliefs- <i>Students will be able to</i> discuss their unique and varied experiences of flying a kite.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Day 2-(CRITICAL, COMMUNICATION AND COLLABORATION) Skill: Writing and Reading a. Agree/ disagree line up, YES/ NO questions will be asked to check their basic understanding of the chapter (5-7 min) The class will understand the importance of a home and its members. The students will be able to understand and appreciate the values instilled by the poem. (Competency – Communication, Critical Thinking) • Have you heard about the poet Harry Behn? • How was your experience of flying a kite? • Do you realize what a kite goes through in the process?
Resources	Text Book:. NCERT BOOK: Honeysuckle Resources 1. PPT 2. Digital Content
Closure	Identify all the similes used in the poem.
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner. 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.....1 mark Content.....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.
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
Marks	The weightage would be given by CBSE.

Topic	DAY 3
Class Transaction	40 min each
Pre-requisite for the course	This poem requires: Basic comprehension skills Infer, evaluate and understand the poem Poetic device
Assessment of qualifying knowledge	Worksheet based on the poem
Objective	To be able to understand the values instilled by the poem.
Learning Outcomes	<u>KNOWLEDGE</u> : <i>Students will know and understand</i> - the different movements and positions of a kite - the theme of the poem - the new vocabulary words
Transaction Methodology (The	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.

teacher can use the mentioned techniques , wherever applicable, and can use any other too.)	The students will create their own kite and share its journey. The students will attempt various questions and answer them creatively on the basis of their learning. They will attempt various HOTS and RTC's to assess their understanding. <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Questioning Student -teacher interaction, Loud reading, Collaborative learning,
Resources	Text Book:. NCERT BOOK- Honeysuckle
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner. 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.....1 mark Content.....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.
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