

**DELHI PUBLIC SCHOOL GHAZIABAD**  
**CLASS – VI**  
**LESSON PLAN**  
**Taro's Reward**

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| Unit                                                                            | Taro's Reward                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Class Transaction                                                               | Total: 3 periods (approx. 40 min each)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Pre-requisite for the course                                                    | This lesson requires <ol style="list-style-type: none"> <li>1. Basic comprehension skill</li> <li>2. Basic vocabulary</li> <li>3. Basic reading skills</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Assessment of qualifying knowledge                                              | <ol style="list-style-type: none"> <li>1. Written Test</li> <li>2. Group Discussion</li> <li>3. HW Notebook</li> </ol> <p>Students will be asked to read the given paragraph (related to the theme of the chapter) and will be asked a few questions based on it.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Objective                                                                       | To enable students to appreciate the theme of the lesson and language used with 90% accuracy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Learning Outcomes                                                               | <p><u>KNOWLEDGE:</u> <i>Students will know and Understand-</i> <b>Read the lesson carefully and justify the theme 'Hard work pays'(<i>critical competency</i>)</b></p> <p><u>SKILLS and COMPETENCIES-</u><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• <b>Critically analyse</b> the relevance of being sincere, kind, hardworking and showing respect towards the elderly.</li> <li>• Listing the important instances in the story and working in <b>collaborative manner and communicating</b> ideas with each other.(<i>critical competencies</i>)</li> </ul> <p><u>ATTITUDE:</u> Examining the character traits of Taro by understanding the importance of kindness and hard work.</p> |
| Transaction Methodology (The teacher can use the mentioned techniques, wherever | <p>DOL-1,2,3</p> <p>Active learning – Loud Reading (Pass the ball)</p> <p>Strategies used- Dictogloss</p> <p>Day 1-(<b><u>CRITICAL THINKING</u></b>)</p> <p><b><u>SKILL: Reading</u></b></p> <p>Day 2-(<b><u>CRITICAL, COMMUNICATION AND COLLABORATION</u></b>)</p> <p><b><u>Skill: Writing and Reading</u></b></p> <p>Day 3- Skill: Writing(COLLABORATION, CHARACTER,</p>                                                                                                                                                                                                                                                                                                                                                 |

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| applicable, and can use any other too.) | <b>CITIZENSHIP)</b><br><b>DAY 4- The Consequences and Sequel table.</b><br><b>Techniques to be used:</b><br>Brain Storming<br>Group Discussion<br>Questioning<br>Think Pair Share<br>Interviews<br>Role Play<br>Quiz                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Resources                               | Text Book:.<br>NCERT BOOK :Honeysuckle<br>Resources<br>1. PPT<br>2. Digital Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Self Study, Home Work, Assignments      | <b>Independent Practice:</b> Students would answer the questions as mentioned in the monthly planner by which we can assess their <b>critical thinking and creativity</b><br>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</b> ).....1 mark<br>Content( <b>critical thinking and creativity</b> ).....3 marks<br>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                             | <b>4 UNIT TESTS</b> (25, 25, 25,25) 100 Marks<br><b>HALF YEARLY EXAMINATION</b> 80 Marks<br><b>ANNUAL BOARD EXAMINATION</b> 80 Marks<br><br><b>PERIODIC TEST</b><br><b>We assess creativity and critical thinking through Pen Paper Test</b><br>Average of the best two tests to be taken that will have a weightage of 10 marks.<br>Best 2 Tests out of: Units tests, Half Yearly examination.<br><br><b>INTERNAL ASSESSMENT</b> 20 Marks <ul style="list-style-type: none"> <li>Note Book Submission 10 Marks</li> <li>Subject Enrichment Activity 10 Marks</li> </ul> <b>We assess all the competencies through Subject enrichment activities like Creativity and innovation, Critical thinking, communication,</b> |

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|                                | <b>collaboration, character and citizenship.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 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>• Encouragement for referring other resources</li> </ul> <p><i>For weak students:</i></p> <ul style="list-style-type: none"> <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> |
| Assessment Questions           | <p>Q) Why did Taro run in the direction of the stream?</p> <p>Q) How did Taro's father show his happiness after drinking saké?</p> <p>Q) Why did the waterfall give Taro saké and others water?</p> <p>Q) Why did the villagers want to drown Taro?</p> <p>Q) Why did the Emperor reward Taro?</p>                                                                                                                                                                                                                                                                                                                                                                       |

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| Topic                                                                                                                   | DAY 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Class Transaction                                                                                                       | 40 mins                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Pre-requisite for the course                                                                                            | This lesson requires-<br>Basic comprehension skills<br>Reading skills<br>Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Assessment of qualifying knowledge                                                                                      | The facilitator will ask a few probing questions<br><br>1. How many of you love your parents?<br>2. What can you do to fulfill their wishes?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Objective                                                                                                               | <b>Reading and Listening Skill</b><br>Read and appreciate the chapter. The students will be able to read the chapter with correct pronunciation and derive the theme.                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Learning Outcomes                                                                                                       | <u>KNOWLEDGE</u> : <i>Students will know and understand</i><br><ul style="list-style-type: none"> <li>- the genre of the story</li> <li>- the character traits of Taro and the villagers.</li> <li>- the theme of the lesson</li> <li>- the new vocabulary words</li> </ul><br>Attitudes and beliefs- <i>Students will be able to adopt the qualities of Taro.</i>                                                                                                                                                                                                                                                                              |
| Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.) | DICTOGLOSS<br><u><b>SKILL: Reading-</b></u><br><i>i.</i> The facilitator will read aloud a selected passage to the class to check their comprehension, listening and rewriting skills. (5 min).<br><i>ii.</i> The students will be asked to write down the key words in their notebook. (2 min)<br><i>iii.</i> They will then be asked to reconstruct the text in their own words. (10 min)<br><i>iv.</i> Students will be asked to do individual reading of the lesson. (10 min)<br><br><b>Techniques to be used:</b><br>Student -teacher interaction,<br>Peer Assessment<br>Silent/ loud reading,<br>Collaborative learning,<br>Research work |
| Resources                                                                                                               | Text Book:.<br>NCERT BOOK: Honeysuckle<br>Resources<br>1. PPT<br>2. Digital Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| Closure                            | The students will be asked to reconstruct the story in their own words with the help of the activity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Self Study, Home Work, Assignments | <b>Independent Practice:</b> Finding the antonyms of any 10 difficult words from the story and writing them in their notebook.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Assessments                        | Assessment of the understanding will be done through the activity conducted in closure.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 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>• Encouragement for referring other resources</li> </ul> <p><i>For weak students:</i></p> <ul style="list-style-type: none"> <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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| Topic                              | <b>DAY 2</b>                                                                                                                                                                                                                          |
| Class Transaction                  | 40 min                                                                                                                                                                                                                                |
| Pre-requisite for the course       | <p>This lesson requires-</p> <p>Basic comprehension skills</p> <p>Reading skills</p> <p>Vocabulary</p>                                                                                                                                |
| Assessment of qualifying knowledge | <p>The students will be asked some questions about the</p> <ul style="list-style-type: none"> <li>- Characters (Taro and the villagers)</li> <li>- Setting</li> </ul>                                                                 |
| Objective                          | To be able to understand the message conveyed through the story.                                                                                                                                                                      |
| Learning Outcomes                  | <p><u><b>KNOWLEDGE</b></u> : <i>Students will know and understand</i></p> <ul style="list-style-type: none"> <li>- the genre of the story</li> <li>- the comparison between the character traits of Taro and the villagers</li> </ul> |

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|                                                                                                                            | <ul style="list-style-type: none"> <li>- the theme of the lesson</li> <li>- the new vocabulary words</li> </ul> <p>Attitudes and beliefs- <i>Students will be able to</i> inculcate the essential quality of being kind to one and all.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Transaction Methodology<br>(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.) | <p>Transaction would proceed in the following manner-</p> <p><b>Day 2-(CRITICAL, COMMUNICATION AND COLLABORATION)</b><br/> <b><u>Skill: Writing and Reading</u></b></p> <p>a. Agree/ disagree line up, YES/ NO questions will be asked to check their basic understanding of the chapter (5-7 min)</p> <p>This day would be devoted to the understanding of the lesson by a discussion among students of the course of events in it and the various characters involved. The students will be able to understand and appreciate the values instilled by the actions of the characters and practice them. (<b>Competency – Communication, Critical Thinking</b>)</p> <ul style="list-style-type: none"> <li>• Discuss any two qualities of Taro</li> <li>• Why did the waterfall give Taro sake and others water?</li> <li>• Why did the emperor reward Taro?</li> </ul> |
| Resources                                                                                                                  | <p>Text Book:.<br/> NCERT BOOK: Honeysuckle</p> <p>Resources</p> <ol style="list-style-type: none"> <li>1. PPT</li> <li>2. Digital Content</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Closure                                                                                                                    | State the sentences that show that Taro was hardworking, thoughtful and wise.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Self Study, Home Work, Assignment                                                                                          | <p><b>Independent Practice:</b> Students would do the questions in their H.W notebooks as mentioned in the monthly planner.</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.....1 mark<br/> Content.....3 marks</p> <p>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.</p>                                                                                                                                                                                                                                                                                                                   |
| 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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|       | <p><i>For gifted students:</i></p> <ul style="list-style-type: none"> <li>• Encouragement for referring other resources</li> </ul> <p><i>For weak students:</i></p> <ul style="list-style-type: none"> <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> |
| Marks | The weightage would be given by CBSE.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| Topic                              | <b>DAY 3</b>                                                                                                                                                                                                   |
| Class Transaction                  | 40 min each                                                                                                                                                                                                    |
| Pre-requisite for the course       | <p>This lesson requires:</p> <p>Basic comprehension skills</p> <p>Reading skills</p> <p>Infer, evaluate and understand the lesson</p>                                                                          |
| Assessment of qualifying knowledge | Question and Answer Technique                                                                                                                                                                                  |
| Objective                          | To be able to understand the theme of the lesson and reflect critically on the main characters.                                                                                                                |
| Learning Outcomes                  | <p><u>KNOWLEDGE</u> : <i>Students will know and understand</i></p> <ul style="list-style-type: none"> <li>- the role of Taro</li> <li>- the theme of the lesson</li> <li>- the new vocabulary words</li> </ul> |

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| Transaction Methodology<br>(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.) | <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>The students will create a mobile discussing the important events of the story in a sequence.</p> <p>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.</p> <p><i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom.</p> <p><b>Techniques to be used:</b><br/> Quiz<br/> Questioning<br/> Student -teacher interaction,<br/> silent/ loud reading,<br/> collaborative learning,</p> |
| Resources                                                                                                                  | Text Book:.<br>NCERT BOOK- Honeysuckle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Self Study, Home Work, Assignments                                                                                         | <p><b>Independent Practice:</b> Students would do the questions in their H.W notebooks as mentioned in the monthly planner.</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.....1 mark<br/> Content.....3 marks<br/> 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.</p>                                                                                                                                                                                                                                                                     |
| 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>• Encouragement for referring other resources</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|  | <p><i>For weak students:</i></p> <ul style="list-style-type: none"><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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