

DELHI PUBLIC SCHOOL GHAZIABAD
CLASS – VI
LESSON PLAN
The Quarrel

Unit	The Quarrel
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	<u>KNOWLEDGE:</u> <i>Students will know and Understand- Recite the poem and justify the theme ‘The beautiful bond that a brother and sister share’</i> (critical competency) <u>SKILLS and COMPETENCIES-</u><i>Students will be able to:</i> • Critically analyze the relationship of a brother and a sister. • Identifying the essence of the poem and working in a collaborative manner and communicating ideas with each other.(critical competencies) <u>ATTITUDE:</u> Understanding the poetic devices and discuss the times of love and quarrel between a brother and a sister.
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-(<u>CRITICAL THINKING</u>) <u>SKILL: Reading</u> Day 2-(<u>CRITICAL, COMMUNICATION AND COLLABORATION</u>) <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	4 UNIT TESTS (25, 25, 25,25) 100 Marks HALF YEARLY EXAMINATION 80 Marks ANNUAL BOARD EXAMINATION 80 Marks 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.
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	Participate in the activity in which children will be asked to share that how their sibling is special to them? Q) Describe a recent quarrel that you have had with your brother, sister or friend. How did it start? What did you quarrel about? How did it end?

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. Do you have a sibling? 2. Do you quarrel with each other? 3. Who makes up first?
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 relationship that you share with your sibling - the theme of the poem - the new vocabulary words <i>Attitudes and beliefs- Students will be able to imbibe qualities in order to strengthen the bond with their sibling.</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> <u>i.</u> A CLOZE passage will be shared with the students having the theme of the poem- to check their understanding (5 min). <u>ii.</u> Will provide the thematically contrasting pictures to the students(2 min) <u>iii.</u> Students will be asked to observe, arrange and justify the arrangement of the pictures. (10 min) <u>iv.</u> 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
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 to share an incident when they fought with their sibling. How did you resolve the fight?
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 bond that a brother and a sister share - the theme of the poem - the new vocabulary words

	Attitudes and beliefs- <i>Students will be able to</i> adopt the qualities required to nurture a relationship.
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) <u>Skill: Writing and Reading</u> 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 relationship in our life. 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 Eleanor Farjeon? • What kind of relationship do you share with your brother/ sister? • Do you often fight with each other?
Resources	Text Book:. NCERT BOOK: Honeysuckle Resources 1. PPT 2. Digital Content
Closure	Identify 3 pairs of rhyming words 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 sweet and sour relationship of a brother and a sister - the theme of the poem - the new vocabulary words
Transaction Methodology (The teacher	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. The students will share the most memorable moment shared with their sibling.

can use the mentioned techniques , wherever applicable, and can use any other too.)	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 Resources 1. PPT 2. Digital Content
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.

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