

DELHI PUBLIC SCHOOL GHAZIABAD
CLASS – VI
LESSON PLAN
FAIR PLAY

Unit	Fair Play
Class Transaction	Total: 3 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Basic comprehension skill
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 chapter) to read and will be asked a few questions based on it.
Objective	To enable students to appreciate the theme of the lesson and language used with 90% accuracy.
Learning Outcomes	<u>KNOWLEDGE:</u> <i>Students will know and Understand-</i> critique and justify the theme ‘Justice above everything..’(critical competency) <u>SKILLS and COMPETENCIES-</u> <i>Students will be able to:</i> • Critically analyse the true value of justice. • Identifying the main points and working in collaborative manner and communicating ideas with each other.(critical competencies) <u>ATTITUDE:</u> Critically examining the character traits of Algu and Jumman by understanding the true meaning of justice.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	DOL-1,2,3 Active learning – Loud Reading (Pass the ball) 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, CITIZENSHIP) Techniques to be used: Group Discussion Questioning Think Pair Share

	Peer Assessment
Resources	Text Book:. NCERT BOOK :Honeysuckle Resources 1. PPT 2. Digital Content
Self Study, Home Work, Assignments	Independent Practice: Students would do 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. INTERNAL ASSESSMENT 20 Marks - Note Book Submission 10 Marks - Subject Enrichment Activity 10 Marks We assess all the competencies through Subject enrichment activities like Creativity and innovation, Critical thinking, communication, collaboration, character and citizenship.
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
Assessment Questions	Q) “Then the situation changed.” What is being referred to? Q) When Jumman’s aunt realised that she was not welcome in his house, what arrangement did she suggest? Q) What was the villagers’ reaction when the aunt explained her case to them? Q) Why was Jumman happy over Algu’s nomination as head Panch? Q) “God lives in the heart of the Panch.” the aunt said. What did she mean? Q) What was Algu’s verdict as head Panch? How did Jumman take it? Q) Algu found himself in a tight spot. What was his problem?

Topic	DAY 1
Class Transaction	40 mins
Pre-requisite for the course	This lesson requires- Basic comprehension skills Reading skills
Assessment of qualifying knowledge	The facilitator ask them a few questions 1. Did you know anything about the author, Premchand? 2. Have your best friend ever done something you thought was wrong? 3. What did you do then? 4. Did you keep quiet or tell your friend what did you thought?
Objective	Reading and Listening Skill 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> - the character traits of Algu and Jumman - the theme of the lesson - the new vocabulary words <i>Attitudes and beliefs- Students will be critically examining the character traits of Algu and Jumman by understanding the true meaning of justice..</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 chapter- to check their understanding (5 min). ii. Will provide the thematically contrasting pictures related to the choices (source- zen pencils) (2 min) iii. Students will be asked to observe, arrange and justify the arrangement of the pictures. (10 min) iv. Students will read the chapter silently and will rearrange the pictures. (10 min) Techniques to be used: Peer Assessment Student -teacher interaction, silent/ loud reading, collaborative learning, Research work

Resources	Text Book:. NCERT BOOK: Honeysuckle Resources 1. PPT 2. Digital Content
Closure	Involving students in summarizing by asking them to participate in the activity One Minute Paper.
Self Study, Home Work, Assignments	Independent Practice: Choosing 10 most difficult words out of all the underlined words and writing down their meanings in the notebooks.
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 Reading skills
Assessment of qualifying knowledge	The students will be asked a questions about Algu and Jumman, the main protagonists of the lesson.
Objective	To be able to understand that God lives in the voice of the Panch.
Learning Outcomes	<u>KNOWLEDGE</u> : <i>Students will know and understand</i> - the genre of the story - the character traits of Algu and Jumman. - the theme of the lesson - the new vocabulary words

	Attitudes and beliefs- <i>Students will be able to</i> respect different multiple intelligences.
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) 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 characters which will lead to a deep insight. The students will be able to understand and appreciate the values instilled by the actions of the characters and practice them. (Competency – Communication, Critical Thinking)
Resources	Text Book:. NCERT BOOK: Honeysuckle Resources 1. PPT 2. Digital Content
Closure	Give a few examples of different multiple intelligence.
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	approx. 40 min each
Pre-requisite for the course	This lesson requires: Basic comprehension skills Reading skills Infer, evaluate and understand the lesson Poetic device
Assessment of qualifying knowledge	Questionnaire Worksheet
Objective	To be able to understand the course of action of the lesson.
Learning Outcomes	<u>KNOWLEDGE</u> : <i>Students will know and understand</i> - One should not deviate from the path of justice
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	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 have a debate on the topic, “The law is always right.” 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, silent/ loud reading, collaborative learning,
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Addressin g 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