

Pre Content/Content Post Content	Learning Outcome/Objectives	
	General	Specific
<u>Pre Content</u> make a collage on different types of houses <u>Content</u> The poem tells about the difference of a house and a home highlighting the importance of family values and quality traits of family members Recitation Comprehension Vocabulary <u>Post Content</u> Working with the poem <u>Pair Activity</u> Discuss with partner and complete the sentences related to their house and home – Textbook page 16	Students will be able to: know about different types of houses recite the poem with intonations skim and scan the text develop enhanced vocabulary through use of dictionary explain theme of the poem	Students will be able to: recognize different types of houses develop an understanding of the right way to intonate answer factual, inferential and evaluate questions with precision learn the meanings of new words conclude the central theme of the poem

Home Work/Assignment:

1. Recite the poem loudly.
2. Infer the meaning of new words and write them in notebook
3. Complete question answers in note book.

Teacher's Activity	Students' Activity	Teacher's Observation and Remedial action taken
Teacher will guide the students to make collage on types of houses initiate research work <u>My House My Home</u> explain the activity and give a list of abstract nouns - Annexure 2A present model recitation initiate use of dictionary Working with the Poem enable students to seek answers of textual questions - course book pg 16 hold a discussion on the title of the poem	Students will make a collage on types of houses collect information on different types of houses <u>My House My Home</u> design a model of a house in groups and paste an appropriate abstract noun on each part of the house Annexure 2a recite the poem in groups infer the meaning of unfamiliar words from to the text Working with the Poem answer the textbook questions orally and later in notebooks - course book pg 16 voice their opinion on the title of the poem and identify key differences of a house and a home	Teacher will write her observations after completion of topic.

Teaching Aids: Textbook, internet (YouTube), smart board, sheet

Methodology/ innovative methods: Reading, Interactive discussion, Brainstorming

Interdisciplinary Links: Science

Art Education: Making a collage

H.O.D

Coordinator

Vice - Principal

Principal

ANNEXURES- A House A Home

Annexure 2A

.Activity Name	My House My Home
Grade	VI
Skill	Brainstorming, Writing, Designing, Creating
Time	40 minutes (1 Class)
Grouping of students	Groups of 4
Materials	A 4 size sheets, colours, sketch pens, scissors, pictures

Learning Outcomes: The students will be able to

- learn how to design a model
- utilize creative skills to attract attention and arouse interest of spectators
- revise abstract nouns

Teacher's Activity- The teacher will:

- give instructions
- form groups
- supervise and assist wherever necessary
- provide feedback at the end of the session

Students' Activity- The student will:

- prepare a list of abstract nouns
- design the model of a house in groups of 4
- paste suitable abstract nouns in different parts of a house
for eg. Comfort to be pasted on living room

Stages:

- Setting up (forming of groups, giving instructions- guidelines, objectives, rules, time limit): 5 minutes
- Activity: 30 minutes
- Evaluation and feedback by teacher: 5 minutes

- Students will create the models and paste abstract nouns appropriately.

