

Pre-Content/content Post-Content	Learning Outcome/Objectives	
	General	Specific
<u>Pre content</u> The teacher will encourage the students to research on Japan and create a collage on Japanese traditions. Content The story is about a kind and loving son who works hard to fulfil his parent's wishes. Reading Vocabulary Enrichment Comprehension Grammar: Adjectives Writing: Informal Letter <u>Post Content- (Life skill)</u> Working with Language: Fill suitable adjectives in the blanks given in the gist of the story.	Students will be able to: brainstorm on Japanese culture read the lesson fluently with correct pronunciation and expression exhibit improved vocabulary skim and scan the text learn more about adjectives fill suitable adjectives in the blanks given in the gist of the story	Students will be able to: collect information on Japan and make a collage read with correct pronunciation and fluency to display quick and appropriate reading use the new words in spoken conversation locate required information to answer textual questions use adjectives properly apply suffixes to words to form adjectives express opinion on how can they help their parents

Home Work /Assignments:

1. Read the lesson, complete word-meaning and form sentences with the words given.
2. Complete the question –answers in notebook.

Teacher's Activity	Students' Activity	Teacher's Observation and Remedial action taken
Teacher will guide the students to research on Japan and create a collage on Japanese traditions <u>Tour to Japan</u> explain the activity and assist wherever necessary Annexure 5A assist the students in completing the exercises on Adjectives trigger the grey cells of students by drawing the outlines of each character present in the story, using certain words to highlight each character's traits - Annexure 5B provide necessary inputs to help students write an informal letter - Annexure 5C ask inferential and referential questions from the text Course Book Page 34 - 35	Students will collect information on Japan and create a collage on Japanese traditions <u>Tour to Japan</u> collect information in groups on Japan and create wonderful brochures Annexure 5a use adjectives correctly in the given sentences brainstorm and identify instances from the story that certain characteristics of Taro and write them in the correct boxes - Annexure 5b write a letter using the correct tenses and appropriate language to their cousin about Taro which inspired them to help their parents - Annexure 5c write answers to questions in note book Course Book page 34- 35	Teacher will write her observations after completion of topic.

Teaching Aids: smart board, internet, course book, notebook, worksheet

ICR Methodology/Innovative Methods: Discussion, demonstration, elicitation

Interdisciplinary Links: Moral Values

Life Skills/Mission Vision: Self Help

H.O.D

Coordinator

Vice-Principal

Principal

ANNEXURE 5A

Activity Name	Tour to Japan
Grade	VI
Skill	Speaking, Researching, Brainstorming, Analyzing, Critical thinking
Time	40 x 2 = 80 minutes (2 Classes)
Grouping of students	Groups of six
Materials	Paper, scissors, colours, paints

Learning Outcomes: The students will be able to

- Learn how to present information effectively and interestingly
- acquire the elements of brochure
- sequence data correctly

Teacher's Activity- The teacher will:

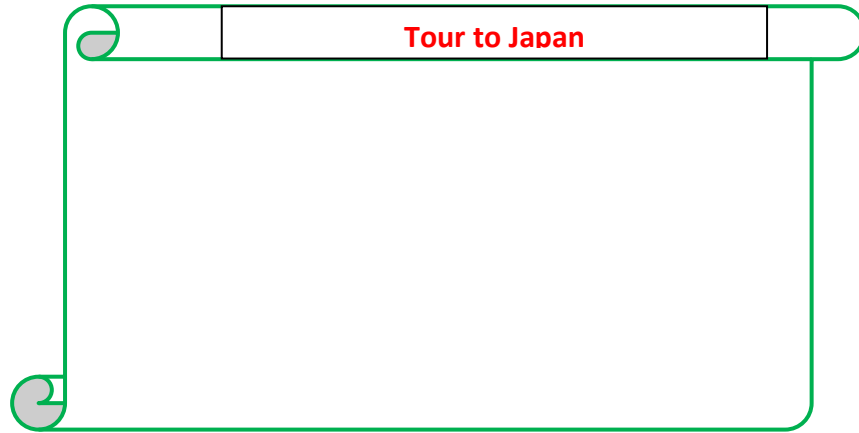
- divide groups
- provide an insight into brochure making
- give a platform for researching information on Japan
- supervise wherever necessary
- share sample of a brochure
- share feedback at the end

Students' Activity- The student will:

- research on Japan's culture, cuisine
- finalize a design and content for their brochure
- create alluring brochures
- talk (one member of group) to the class as an acting guide explaining the created brochure

Stages:

- Setting up (forming of groups, giving instructions- guidelines, objectives, rules, time limit): 10 minutes
 - Research: 30 minutes
 - Activity: 30 minutes
 - Evaluation and feedback by teacher: 10 minutes
- Students will create their own brochures.



Annexure 5B

Identify instances from the story that show these characteristics of Taro. Write them in the correct boxes.

Thoughtful	Hard working
Loving	Kind

Annexure 5C

Introduction: Who is Taro? Where does she live and with whom?

Main Body: What do you know about Taro from the thoughts come to his mind after listening to his father wishing for sake?

Do you think Taro was a good son?

Conclusion: Why do you think the waterfall gave sake to Taro and water to everyone else?