

Pre Content/Content Post Content	Learning Outcome/Objectives	
	General	Specific
<u>Pre Content</u> play a game with the students where they have to close their eyes for 5 minutes and try to talk to their partner <u>Content</u> The story is about a special school where disabled children stay and are taught to be thoughtful. The narrator spends a day at this school and learns a lot. Reading Comprehension Vocabulary Grammar: Conjunctions	Students will be able to: realize the difficulties of not being able to see read the lesson fluently with correct pronunciation and expression skim and scan the text identify unfamiliar vocabulary to analyze their meaning identify conjunctions in sentences	Students will be able to: appreciate the value of basic blessings of being able to see, walk etc read with proper pauses, intonation and pronunciation find answers to the factual, inferential and HOT questions pertaining to the text enhance their vocabulary through matching phrases with their meaning. demonstrate the knowledge of conjunctions

Home Work: 1. Infer the meaning of new words and write them in notebook.
2. Complete the exercises in the notebook.

Teacher's Activity	Students' Activity	Teacher's Observation and Remedial action taken
Teacher will ask the students to close their eyes for 5 minutes <u>Abled Disabled</u> explain the activity and assist wherever necessary - Annexure 9A recapitulate the concept of conjunctions ask the students to make a list of things they find difficult to do- Course book Page no.-66 provide necessary input to re-word the words of the chapter Course Book Page 63 initiate use of dictionary provide appropriate vocabulary to express feelings derive answers of questions given after the text Course book Page 62	Students will close their eyes for 5 minutes and try to talk to their partner <u>Abled Disabled</u> Ask questions from their partner and write the responses on a sheet twice, once normally and once blindfolded. Finally compare the two pages - Annexure-9a exhibit their previous knowledge by identifying the conjunctions and its types list down the things they find difficult to do attempt to rephrase the words of the story in the given sentences – Course Book Page 63 infer the meaning of unfamiliar words according to the text identify incidents encountered with the pets answer the textbook questions orally and later in notebooks Course book Page 62	Teacher will write her observations after completion of topic.

Teaching Aids: Textbook, internet, smart board, notebook

Methodology/ innovative methods: Reading, Interactive discussion, Brainstorming

Interdisciplinary Links: Psychology

Life Skills: Animal Love

H.O.D

Coordinator

Vice principal

Principal

ANNEXURE 9A

Activity Name	Abled Disabled
Grade	VI
Skill	Creativity, empathy, brainstorming,
Time	40 minutes (1 class)
Grouping of students	Pairs
Materials	Blindfold, Pen, paper

Learning Outcomes: The students will be able to-

- develop sensitivity towards the disabled
- think critically
- enhance presentation of work

Teacher's Activity- The teacher will:

- explain the activity
- provide support wherever necessary
- share feedback at the end of the session

Students' Activity- The student will:

- work in pairs
- ask some general questions (one partner from the other) and write responses on a paper
- blindfold the student writing
- ask the same questions and write the responses on a different sheet of paper
- open blindfold, discuss the challenges faced with partner
- compare the handwriting of both papers

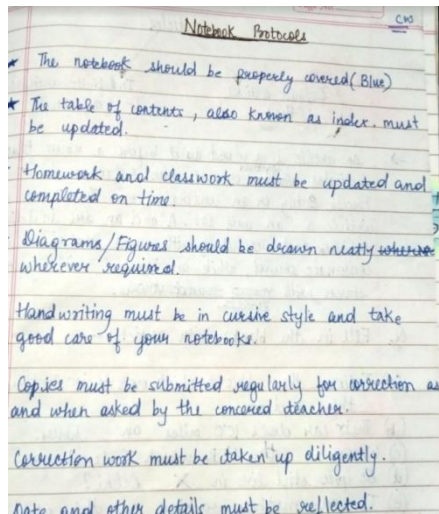
Stages:

- Setting up (giving instructions- guidelines, objectives, rules, time limit): 5 minutes
- Writing the bargain: 10 minutes
- Playing the game :20 minutes
- Evaluation and feedback by teacher: 5 minutes

➤ Students will compare the two sheets of papers in the below table.

Criteria	Normal Writing	Blindfolded Writing
Neatness		
Clarity		
Presentation		
Overwriting		

Normal Writing



Writing when blindfolded

