

| PreContent/Content<br>PostContent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Learning Outcome/Objectives                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | General                                                                                                                                                                                                                                                                                                                                                          | Specific                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b><u>Pre Content</u></b></p> <p>Students will find out the different kinds of work done by the people in their neighbourhood</p> <p><b><u>Content</u></b><br/>A child notices a hawker, a gardener and a watchman and thinks that they can do whatever they want to and don't have to follow rules</p> <p><b><u>Recitation</u></b></p> <p><b><u>Comprehension</u></b></p> <p><b><u>Vocabulary</u></b></p> <p><b><u>Poetic Devices</u></b></p> <p><b><u>Post Content</u></b><br/><b><u>Experiential Learning</u></b><br/>Students will research on different occupations available under the type assigned to them</p> | <p><b>Students will be able to:</b></p> <p>develop an aptitude for research based tasks</p> <p>work on all aspects of recitation</p> <p>appreciate the emotions/values reflected in the poem</p> <p>skim and scan the poem</p> <p>identify unfamiliar vocabulary to analyse meaning</p> <p>recall figurative language</p> <p>enhance effective communication</p> | <p><b>Students will be able to:</b></p> <p>appreciate hard work</p> <p>recite with proper pauses, intonation and pronunciation</p> <p>conclude the central theme of the poem</p> <p>answer factual, inferential and reference to context questions</p> <p>pick out the new words from the poem and find their meaning</p> <p>identify simile, alliteration in the poem</p> <p>organize information</p> |

**Home Work:** 1. Recite the poem 2. Infer the meaning of new words and write them in notebook  
3. Complete the exercises in note book.

# AND PROGRESS

MONTH: December 2020

CLASS : VI

| Teacher's Activity                                                                                                                                                                                                                                                                                                                                                                                                                                          | Students' Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Teacher's Observation and Remedial action taken                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <p><b>Teacher will</b></p> <p>encourage the students to do a research based task</p> <p>present model recitation</p> <p>ask short questions to check their comprehension</p> <p>initiate use of dictionary</p> <p>provide an oral summary of the poem</p> <p>enable students to seek answers of textual questions<br/><b>Honeysuckle Pages. 110-111</b></p> <p>help students recall figurative language</p> <p>explain the activity <b>Annexure 15A</b></p> | <p><b>Students will</b></p> <p><b>find out</b> about the different kinds of work done in their neighbourhood</p> <p><b>mark</b> the intonations in every verse<br/><b>recite</b> the poem in groups<br/><b>read</b> the text silently to answer questions</p> <p><b>infer</b> the meaning of unfamiliar words according to the text</p> <p><b>find</b> the central idea of the poem</p> <p><b>answer</b> the textbook questions orally and write in notebooks – <b>Honeysuckle Pages 110-111</b></p> <p><b>identify</b> the poetic devices</p> <p>apprise the others of various available options as vocations through an oral presentation<br/><b>Experiential Learning Activity- Annexure 15a</b></p> | <p><b>Teacher will write the observations after completion of the topics</b></p> |

Teaching Aids: Smart Board, Honeysuckle

Methodology/ innovative methods: Reading, Research, Interactive discussion, Brainstorming, Experiential Learning (Activity)

H.O.D

Coordinator

Vice Principal

Principal

## Annexure 15a

### Activity 15: Chapter- Vocation

|                             |                                                  |
|-----------------------------|--------------------------------------------------|
| <b>Activity Name</b>        | I want to be....                                 |
| <b>Grade</b>                | VI                                               |
| <b>Skill</b>                | Speaking, Communicating, Researching, Expressing |
| <b>Time</b>                 | 60 minutes (1 Class and a half)                  |
| <b>Grouping of students</b> | 8 students per group                             |
| <b>Materials</b>            | Pictures of different vocations , props          |

**Learning Outcomes: The students will be able to-**

- develop understanding of various vocations available
- think critically
- organize information

**Teacher's Activity- The teacher will:**

- divide the class into groups of eight
- allocate different types of vocation to each group, for e.g., technical, artistic, scientific

**Students' Activity- The student will**

- research on various vocations available under the type assigned to them (in groups)
- be ready with many vocations, properly categorized
- apprise the others of various available options as vocations through an oral presentation, using props
- complete the worksheet given below (individual task)

**Stages:**

- Setting up (forming of groups, giving instructions- guidelines, objectives, rules, time limit): 5 minutes
- Discussion and preparation time :20 minutes
- Presentation: 25 minutes
- Worksheet: 5 minutes
- Feedback by teacher: 5 minutes

Copy the format on plain paper and write only the answers inside the boxes.

How will I help my society as a \_\_\_\_\_?

How will I make others happy as a \_\_\_\_\_?

I want to become a \_\_\_\_\_ when I grow up

Will you get to wear a uniform when you become a \_\_\_\_\_?

Who has inspired me to become a \_\_\_\_\_ when I grow up?