

SUBJECT: English
LESSON: Desert Animals

LESSON PLAN

Pre-Content/Content Post-Content	Learning Outcome/Objectives	
	General	Specific
Pre Content The teacher will introduce the lesson by asking the following questions: - Have you ever been to a desert? - Can you name some desert animals? Content As the name suggests, the chapter provides comprehensive information about animals living in the desert Reading Comprehension Vocabulary Grammar Post Content Writing: Paragraph Experiential Learning Students will write sentences with the name of an animal hidden in it	The students will be able to: - respond to the questions - read the lesson aloud - skim and scan the text - develop enhanced vocabulary through use of dictionary - recall determiners - recall superlative adjective - recall modals - organize thoughts and ideas - enhance creative thinking	The students will be able to: ● recall information ● read with proper expression and pronunciation ● write answers to factual, inferential and evaluative questions with precision ● suggest meanings for the given words ● complete the sentences using determiners ● complete the sentences using superlative adjective ● complete the sentences using cannot/have to ● write a paragraph on the given topic ● recall names of animals

Home Work: 1. Read the lesson. 2. Learn the meanings of new words. 3. Attempt the exercises from **Honeysuckle**- Pages 117-129

AND PROGRESS**Month: January 2021****Class : VI**

Teacher's Activity	Students' Activity	Teacher's Observation and Remedial action taken
Teacher will - initiate a class discussion -do model reading of the text -divide the story into small sections according to the events -ask inferential questions -elicit responses to the given questions- Honeysuckle- page nos. 117 -initiate use of dictionary -help students recall determiners, superlative adjective and modals Honeysuckle- page nos. 118-120 -assist students organize ideas- Honeysuckle- page no. 120 -explain the activity Annexure 16A	Students will -participate in the discussion Group Activity -follow the text -read their section silently and extract the key sentences -refer to the text and answer the questions -write the answers in the notebook Honeysuckle- page nos. 117 -learn new words related to animal and habitations -complete the exercises- Honeysuckle- page nos. 118-120 -write a paragraph describing an incident that occurred during the rains- Honeysuckle-page no. 120 - complete the activity in groups – Experiential Learning Activity- Annexure 16a	Teacher will write the observations after completion of the topics

Teaching Aids: Smart board, Honeysuckle

Methodology/Innovative Methods: Discussion, research, elicitation, explanation, experiential learning (Activity)

Interdisciplinary Link: Zoology

Life skills: Critical Thinking

Coordinator

H.O.D

Vice-Principal

Principal

Annexure 16a
Activity 16: Chapter- Desert Animals

Activity Name	Animal Affair
Level	VI
Skill	Brainstorming, Recalling Concepts, Presenting
Time	40 minutes (1 Class)
Grouping of students	5 students per group
Materials	One small card of size 5X5 inches for each group

Learning Outcomes: The students will be able to-

- develop presentation skills
- utilize creative skills to attract attention of readers

Teacher's Activity- The teacher will:

- explain the activity
- support in conducting the activity
- share feedback at the end of the session
- share an example with the class

Eg Sentence

Rachael left the broccoli **li on** the table.

Students' Activity- The students will:

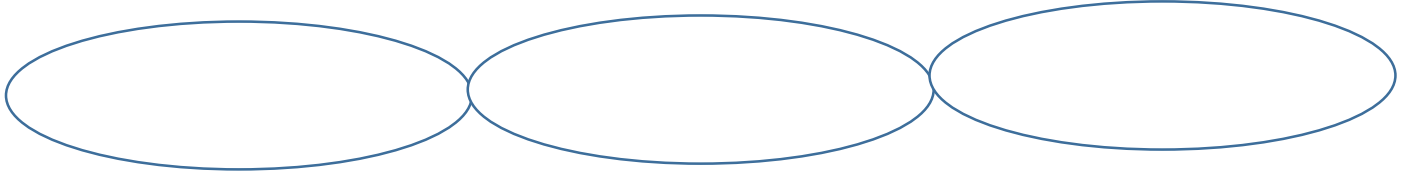
- write one sentence on one card with the name of an animal hidden in it (in groups)
- discuss their sentences with others
- share their cards with other groups
- complete the worksheet (individual task)

Stages:

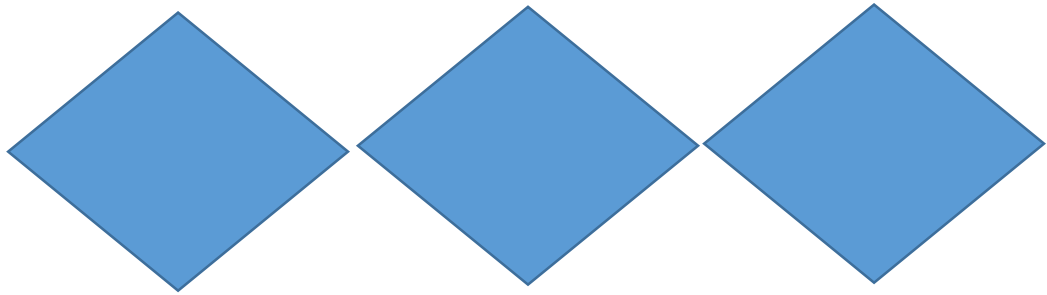
- Setting up (forming of groups, giving instructions- guidelines, objectives, rules, time limit): 5 minutes
- Activity: 30 minutes
- Discussion and feedback by teacher: 5 minutes

WORKSHEET

Think of three ways in which animals can procure food for survival

Three empty ovals arranged horizontally, intended for writing three ways animals can procure food for survival.

Think of three ways in which animals can protect themselves from harsh climatic conditions

Three empty diamonds arranged horizontally, intended for writing three ways animals can protect themselves from harsh climatic conditions.

Think of three ways in which animals can protect themselves from dangers

Three empty rounded rectangles arranged horizontally, intended for writing three ways animals can protect themselves from dangers.