

Subject: English

LESSON PLAN

Topic: Lesson: A Strange Wrestling Match

| Pre-Content/content<br>Post-Content                                                                                                                                                                                                          | Learning Outcome/Objectives                                                        |                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <u>Pre content</u>                                                                                                                                                                                                                           | General                                                                            | Specific                                                                                    |
| The teacher will encourage the students to collect pictures of different wrestlers.                                                                                                                                                          | <b>Students will be able to collect</b> information on few wrestlers               | <b>Students will be able to know</b> more about wrestling and wrestlers                     |
| <u>Content</u><br>A famous wrestler, Vijay Singh boasts of not being afraid of ghosts and gets himself into trouble. The villagers send him to haunted desert to fight a ghost. Bravely, he visits the place and outwits the ghost cleverly. |                                                                                    |                                                                                             |
| Reading                                                                                                                                                                                                                                      | <b>read</b> the lesson fluently with correct pronunciation and expression          | <b>read</b> with correct pronunciation and fluency to display quick and appropriate reading |
| Vocabulary                                                                                                                                                                                                                                   | <b>use</b> the dictionary to learn new words                                       | <b>infer</b> the meanings of unfamiliar words from the dictionary                           |
| Comprehension                                                                                                                                                                                                                                | <b>skim</b> and scan the text                                                      | <b>write</b> answers to inferential, evaluate and factual questions with precision          |
| <u>Post Content</u><br>draft a paragraph on ‘Ill effects of boasting’ –<br><b>Annexure 3A</b>                                                                                                                                                | <b>complete</b> self analysis and a paragraph based on that–<br><b>Annexure 3a</b> | <b>practice</b> self analysis – <b>Annexure 3a</b>                                          |

**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                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <p><b>Teacher will</b></p> <p><b>initiate</b> an interactive session on wrestling and wrestlers</p> <p><b>elicit</b> responses on ill effects of boasting</p> <p><b><u>Bust the Boast</u></b><br/> <b>explain</b> the activity and assist while conducting it –<br/> <b>Annexure 3A</b></p> <p><b>develop</b> an understanding writing a paragraph</p> <p><b>provide</b> the list of words for reference in the dictionary and make sentences</p> <p><b>ask</b> inferential and referential questions from the text –<br/> Course book</p> | <p><b>Students will</b></p> <p><b>exchange</b> their findings about wrestlers</p> <p><b>compare</b> modesty and boasting</p> <p><b><u>Bust the Boast</u></b><br/> write a hypothetical/real quality which they believe they possess, read it out to the class when the teacher calls out their name. The class shouts 'boast' if they think the quality is fake and 'modest' if they think the child is telling the truth -<br/> <b>Annexure 3a</b></p> <p><b>learn</b> to compare and write a paragraph based on the same</p> <p><b>decipher</b> the meaning of the words written in context to the text- Pair work</p> <p><b>write</b> answers to questions in note book - Course Book</p> | <p>Teacher will write her observations after completion of topic.</p> |

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

**Methodology/Innovative Methods:** peer interaction, demonstration, elicitation

**Interdisciplinary Links:** Psychology: Understand boasting and modesty

**Art Integrated Education:** Make a cover page of the chapter

H.O.D

Coordinator

Vice-Principal

Principal

### Annexure 3A

|                             |                                        |
|-----------------------------|----------------------------------------|
| <b>Activity Name</b>        | Bust the Boasts!                       |
| <b>Grade</b>                | VI                                     |
| <b>Skill</b>                | Speaking, Brainstorming, Communicating |
| <b>Time</b>                 | 40minutes (1 class)                    |
| <b>Grouping of students</b> | Individual/entire class                |
| <b>Materials</b>            | Flash cards, pens                      |

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

- elicit effective response
- increase ability for strategic writing
- enhance effective communication

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

- explain the activity
- explain the meaning if hypothetical
- share a hypothetical situation as an example
- assist to conduct the activity
- share feedback at the end of the session

#### **Students' Activity- The student will:**

- think of one hypothetical/real quality which they would like the others to believe that they possess
- write it on a flashcard and keep it hidden from others
- read what they have written on the flashcard when the teacher calls out their name
- shout 'boast' if they think the student who is reading out the flashcard is boasting, or 'modest' if they think the child is telling the truth

#### **Stages:**

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

- Write a short paragraph on 'ill effects of boasting'.
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