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| **Topic** | The Great Train Journey | **Week** | 5 |

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| **Class** | VI | **Duration** | 60 min |

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| **Learning Outcomes** | Upon completion of this lesson, students will be able to:   * Comprehend text post reading * Write composition * Answer while reading question * Write answers to comprehension questions * Read the text on their own * Read and understand the words to know * Understand the moral of the story * Enhance their listening and speaking skills * Enhance their writing skills * Enhance their reading skills * Work on individual tasks * Work well in pair tasks * Answer challenge question * Learn to use dictionary on their own * Answer challenging questions on their own * Make sentences on their own * Fill in the blanks as per context * Use conjunctional phrases in sentences of their own * Use collective nouns for grouping * Identify and pick abstract nouns * Form abstract nouns from adjectives * State the qualities possessed by a human being * Identify metaphors and similes in a short passage * Identify verbs in sentences * Identify helping and auxiliary verbs * Use ‘can / cannot, may / may not, should / should not’ to complete sentences * Write character description on their own |

| **Date and Time** | **Content and teacher activity** | **Formative assessment** |
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| **Day 1: 00/00/00**  **05 min** | **Settling time:**  As this is the third week of the term, students are still settling in. Help them out with their textbooks and notebooks. If there are any new students in the class, take the time to introduce them to their classmates and make them feel comfortable before moving on with the session. | Verbal response |
| **10 min** | **Starter:**  Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise and through this activity the new students will get to know what was taught the week before. Try and gauge their speaking and listening skills as well.  **Class presentation skills:**  If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic.  Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate. | Verbal response  Recall  Speaking and listening skills |
| **10 min** | **Pre-reading:**  A *pre-reading activity* is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.  Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.  **PRE-READING TASK 1:**  Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.  **PRE-READING TASK 2:**  Make a list of any ten wishes you have—this is your wish list. Now make two categories under the following heads:   |  |  | | --- | --- | | **Things I need to work to get** | **Things I don’t need to work to get** | |  |  |   Ask the students to check and see if they can separate their list of wishes. Ask them to discuss with their partner what they need to do to make their wishes come true. Gauge the students’ responses regarding the terms ‘morals’ and ‘ethics’. Ask the students to think about attributes of people they consider as moral or ethical. Take responses from all of the students.  Gently probe students and encourage them to participate. | Brainstorming  Creative thinking |
| **10 min**  **10 min** | **Classroom procedure (group and pair work)**  The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.  After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.  **Focused [Group / Silent] Reading:**  After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.   1. Where is Sajid at the beginning of the story? 2. Why did Sajid go inside the goods carriage? 3. What did Sajid find inside the train carriage? 4. What time of the year is it in the story? 5. Which lines indicate that Sajid is a curious child? 6. What did Sajid find inside the crates after his investigations? 7. What two things happened as soon as Sajid found the apples? 8. Who was there in the carriage? What did they talk about? 9. What did Sajid think about his parents? 10. What happened in the end?   **Class discussion:**  Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.  After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers. | Reading skills  Comprehension skills  Silent reading skills  Discussion skills  Skim & scan  Focused reading |
| **10 min** | **Teacher’s Resource: Answers**   1. Sajid was on a train station. 2. Sajid had always been intrigued by the people travelling in trains and trains just disappearing into thick smoke leaving behind the people on the stations. He wanted to explore the inside of the train. 3. The carriage was dark and gloomy. It did not have any charm or glamour and it lacked hustle and bustle of life and people. Sajid felt lonely. 4. Sajid is enjoying his summer vacations, so it is the start of June. 5. Sajid was always curious about things that were bolted or nailed down or in some way concealed from him—things like parcels and locked rooms—and carriage doors and crates. 6. Sajid found crates filled with apples upon his investigations. 7. As soon as Sajid found the apple, the train started to move forward and Sajid heard a voice which made him realise that he was not alone in the carriage. 8. A homeless man ‘hippy’ was in the carriage. He and Sajid talked about their lack of ticket, travelling abroad, working on a ship, and Sajid’ cooking skills. He told Sajid that the train would take him to the sea. 9. Sajid thought that his parents would worry about him, but he would inform them later on of his travels. 10. After making a stop at a station, the train came back to where it had started from. Squashing all of Sajid’s dreams of travelling the world.   **Feedback:**  Give feedback on responses. |  |
| **10 min** | **Reading aloud:**  Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.  **Post-reading**  **Activity:**  Ask the students to work individually to complete the following activity:  They can share their answers with one partner.  1. What moral lesson has been given in this story?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. Do you like the main character? Give a reason.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. Identify the trial or test that the main character goes through.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. Describe how the characters respond to the situation according to their moral values.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. How is the moral lesson reinforced through the fate of the character?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **HOMEWORK:**  Imagine you are left alone on a train. How would you cope? What would you do? | Reading skills  Comprehension skills |
| **Day 2: 00/00/00**  **20 min** | **Comprehension questions**  Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a *class discussion* leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.  Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.  Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.  The students may write the answers after the oral work.  **Class Work: Comprehension**  Attempt Exercise A 1, 2 in class.  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Brainstorm  Creative thinking  Prediction  Foreshadowing |
| **20 min** | **ACTIVITY: CONJUNCTIONS**  1. This game is quite useful when the teacher wishes to form partners in class for some purpose or even as an ice breaker.  2. You will need as many strips of chart paper as there are learners in your class. Make them of comfortable size.  3. On one side of a strip write out a sentence which uses a conjunction. Leave a blank for the conjunction. On one side of another strip write out another sentence which uses another conjunction and leave a blank for the conjunction.  4. Now, on the back of the first strip write the conjunction which fills in the blank in the sentence on the other strip, and on the back of the other strip, write the conjunction which fills in the blank in the sentence on the first strip.  5. In this way, you will have pairs of strips which will have the conjunctions to fill in the blanks in the sentences written on each other.  6. Thus, if you have thirty students in your class, you will have fifteen pairs of strips made in the way detailed above.  7. Mix up the strips and distribute them in the class so that each student gets one.  8. The task of each student is to read the sentence on the strip he/she has and decide which conjunction will correctly fill in the blank. Then he/she should find the student who has that conjunction written on one side of his/her strip. However, for any pair of students, both their sentences should be complete with the help of the conjunctions written on each other’s strips.  9. The pair which first forms itself correctly wins the first prize. You may have two other prizes in this game.  **ADDITIONAL HELPFUL RESOURCES:**  **EXERCISE: CONJUNCTIONS**  **Fill in the blanks with appropriate conjunctions:**  1. I will come home first \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ go to the market later.  2. Neither his father\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the son will reach early.  3. The actors\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the director are very professional.  4. They will go to Japan either in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ December January.  5. Sam \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Joe are going to college this year. |  |
| **20 min** | **Class Work: Working with words:**  It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:  • Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, ‘laughed’.  **Class Work: Working with words:**  Attempt Exercise B 1, 2.  **Challenge Question:**  Have a small discussion on ‘Challenge Question’.  **HOMEWORK:**  Practice using conjunctions. | Verbal Response  Counting skills  Writing skill  Brainstorming  Creative writing |
| **Day 3: 00/00/00**  **20 min** | **ACTIVITY: COLLECTIVE NOUNS**  1. Prepare a set of pictures of the following: a flight of stairs, grapes, bananas, keys, a pack of playing cards, and a cricket team. Show the students a picture or a real bunch of flowers that you may collect from the school’s garden, and ask them to name one of the items, e.g. flower; write the noun on the board. Elicit, or teach, the term *bunch* and explain that the term is used for a group, or collection, of flowers.  2. Write *a bunch of flowers* on the board, and underline the word *bunch*. Repeat this for the other pictures you have prepared. Ask the students to look at the underlined words and introduce the term **collective noun**.  3. Ask the students if they can suggest the collective noun for themselves as a group of students (class) and add this to the list on the board. If possible, elicit some more collective nouns by giving the common noun, e.g., soldiers, sheep, etc.  **ADDITIONAL HELPFUL RESOURCES:**  **EXERCISE: COLLECTIVE NOUN**  **In each sentence, underline the collective nouns.**  1. Zakir photographed a flock of birds flying in the sky.  2. The teacher told the class to take out their books.  3. The bouquet of flowers looks beautiful in the white vase.  4. There is a large herd of buffaloes blocking the road to the school.  5. Navin ran up the flight of stairs to the principal’s office.  6. Let us sell these bundles of old newspapers.  **EXERCISE: ABSTRACT NOUNS**   1. **Identify and underline the abstract nouns in each of the following sentences.**   1. There was complete silence in the classroom.  2. I do not feel like eating anything in this heat.  3. The music you played was very soothing.  4. The Taj Mahal is known for its beauty.  5. It is said that knowledge grows when we share it.  **B. Find the abstract nouns in these sentences.**  1. She has the ability to overcome any difficult tasks.  2. He needs to learn how to control his anger.  **EXERCISE: VERBS**  **Fill in the blanks using the correct form of the verb in brackets.**  1. We need to keep (go) if we want to reach on time.  2. He has to get rabies shots because he was (bite) by a street dog.  3. She was among the few participants (choose) for the dance competition.  4. We were (teach) how to bake in cooking class today.  5. Are you (interest) in (go) for the concert tonight?  6. The water in the lake (freeze) last winter because it was so cold.  7. We (come) for the dance next weekend.  8. I (speak) to the plumber about fixing the sink.  9. The British Empire (exploit) natives from commonwealth nations.  10. We followed the path that (tread) on by other hikers before us.  **EXERCISE: HELPING VERB**  **Fill in the each blank correctly with *am, is, are, was* or *were*.**  1. It ............................ really hot today.  2. My father ............................ a lawyer.  3. Ashhar and Rahim ............................ friends even now.  4. Tahir ............................ sick yesterday.  5. Hawaii ............................ in the Pacific Ocean.  6. Our friends ............................ coming over this evening.  7. Shahzeb ............................ a doctor before he became a singer.  8. I ............................ very fond of my parents.  9. Tim ............................ writing a letter to Javed now.  10. The two sisters ............................ cleaning their room this morning. | Writing skill  Brainstorming |
| **20 min** | **Class Work:**  Attempt Exercise C 1, 2, 4, 5, 6 in class.  **Feedback:**  Give feedback on responses and correct any answer if required.  **HOMEWORK:**  Complete exercises 3, 7, 8. |  |
| **20 min** | **Workbook Exercise:**  Attempt workbook exercises.  **HOMEWORK:**  Complete any incomplete work. | Writing skill |
| **Day 4: 00/00/00**  **15 min** | **Activity: Listening and pronunciation skills**  This activity will sharpen the students’ listening and pronunciation skills.  Divide the class in pairs and ask one to pronounce the words and the other to listen and write them then exchange roles.  Make sure that the students are enunciating the words and acting out the roles properly. The point of this exercise is not to check their memory or spelling, rather their speaking and listening. Move on when the students are able to speak and convey their message properly to the other party.  Attempt Ex: D.  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Acting skills  Pronunciation skills  Listening skills  Speaking skills  Observation skills |
| **Day 5: 00/00/00**  **20 min** | **Class Work: Composition**  Attempt Exercise E in class.  Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.  Encourage students to think creatively to develop their own similes and metaphors. Guide them to differentiate between the two while making sentences.  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Writing skills  Reading skills  Speaking skills  Listening skills  Composition skills |
| **05 min** | **Plenary:** Ask the students the following question:  List down three responsibilities that you have at home. | Brainstorm  Verbal Response |

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| **ASSESSMENT** | **REFLECTION** |