

**Term Wise Syllabus
Class-6 (Pratibha)
Session 2019-20**

Term-1 April to September 2019

<u>POEM I –</u>	<u>THEME</u>	<u>SUGGESTED ACTIVITIES</u>	<u>GRAMMAR AND LANGUAGE</u>	<u>LEARNING OUTCOMES</u>
A HOUSE , A HOME	Family and relationships. The security a home offers to an individual. There is no place like home.	<ol style="list-style-type: none"> 1. Loud recitation of the poem. 2. Activities related to indoor games. 3. Talking about bonds between siblings. 	<ol style="list-style-type: none"> 1. Auxiliary verbs –be, do, have. 2. Noun –common proper and abstract 3. Rhyming Words 4. List of 5things in your kitchen , room . 	<ol style="list-style-type: none"> 1. Describes familiar surroundings in four-five short sentences orally and in writing. 2. Participates in small conversations based on familiar context. 3. Recites simple poem with intonation and expression. 4. Understands the difference between indoor and outdoor games.
CHAPTER 2- HOW THE DOG FOUND HIMSELF A NEW MASTER	<u>THEME</u> <u>Reading a folk tale for fun.</u> A tale which is passed on from one generation to another and also conveys a message.	<u>SUGGESTED ACTIVITIES</u> <ol style="list-style-type: none"> 1. Play word search in class. 2. Ask students to find 5 Nouns ,5 Adjectives and 5 collective Nouns from the story. Ask questions related to the story. 3. Seek answers in one word and single lines. 4. Divide students in groups and ask them to make a 	<u>GRAMMAR AND LANGUAGE</u> <ol style="list-style-type: none"> 1. Opposite Words 2. Nouns –Collective Nouns, Common Nouns , Abstract Nouns . 3. The homes of different animals . 4. Forming new words using ‘ ness ‘ , ‘ ty ‘ , ‘ ity ‘ . 5. Three forms of Verbs 	<u>LEARNING OUTCOMES</u> <ol style="list-style-type: none"> 1. Reads a story and answers in a sentence in writing . 2. Understands basic structures of grammar . 3. Speaks four to five sentences in a guided format . 4. Participates in small conversation based on familiar context . 5. Enjoys solving a puzzle in

		<p>short summary of the story.</p> <ol style="list-style-type: none"> Compare the summary made by the different groups. Encourage a loud reading of the same. In continuation with word search, now ask the class to search for new words from the puzzle given in the text. 	.	<p>English.</p> <ol style="list-style-type: none"> Learns to summarise a story .
<p>POEM:2</p> <p>THE KITE</p>	<p><u>THEME</u></p> <p>Outdoor Activities Flying Kites on special occasions can be fun . Flying kites is suggestive of a flight of a bird .</p>	<p><u>SUGGESTED ACTIVITIES</u></p> <ol style="list-style-type: none"> Poem recitation with gestures . Making colourful kites in class . Finding pairs of Rhyming Words. Dictation 	<p><u>GRAMMAR AND LANGUAGE</u></p> <ol style="list-style-type: none"> Forms of Verbs Prepositions –in , into , among , between , over , in front of , behind , from , with , at , for , of . Paragraph Writing – My favourite bird. 	<p><u>LEARNING OUTCOMES</u></p> <ol style="list-style-type: none"> Draws simple and specific information from familiar surroundings. Participates in small conversations based on familiar context Recites simple poem with intonation and expression. Forms pairs of rhyming words.
<p>CHAPTER :3</p> <p>TARO'S REWARD</p>	<p><u>THEME</u></p> <p>Family Values . Different situations we find ourselves in .</p>	<p><u>SUGGESTED ACTIVITIES</u></p> <ol style="list-style-type: none"> Organise a class activity called Award Declaration – Announce awards such as The most responsible student award . The most participative 	<p><u>GRAMMAR AND LANGUAGE</u></p> <ol style="list-style-type: none"> Rhyming words. Adjectives ..Degrees of comparison . Positive , Comparative and Superlative degrees. 	<p><u>LEARNING OUTCOMES</u></p> <ol style="list-style-type: none"> Uses newly learnt vocabulary while speaking and writing Writes words as dictated by teacher. Participates in small conversations based on familiar

		<p>student award . The most active student award. The most caring student award . The most punctual.....most sharing...most humble...most hard working ,..... Best reader Best writer Best dressed etc.</p> <p>2. Discuss the difference between a reward and an award .Based on this build a connect with the story of Taro .</p> <p>3. Tongue twisters – Encourage students to participate in tongue twisters .</p> <p>4. Dictation.</p>	<p>4. Fill in the blanks using the correct degree of comparison .</p> <p>5. MCQs on choosing the correct degree of comparison.</p> <p>6. Verb forms .</p> <p>7. Simple present and present continuous.</p> <p>8.Paragraph Writing – How I help my mother at home</p>	<p><u>context</u></p> <p>4. Understands the difference between some words which seem to be the same .</p>
<p>POEM 3 :</p> <p>THE QUARREL</p>	<p><u>THEME</u></p> <p>Family and relationships Looking at people in familiar contexts such as school friends , neighbours and siblings .</p> <p><u>Reasons why people quarrel .</u></p>	<p><u>SUGGESTED ACTIVITIES</u></p> <p>1. Divide students in groups .Encourage them to talk to the student on their right side about their quarrels with their siblings .</p> <p>2. Then tell them to share and note the common issues and reasons for quarrels.</p>	<p><u>GRAMMAR AND LANGUAGE</u></p> <p>1. Similar words , Opposite words.</p> <p>2. Difference between word , phrase and sentence</p> <p>3. Fill in the blanks using phrases.</p> <p>4. MCQs on the topics of grammar .</p>	<p><u>LEARNING OUTCOMES</u></p> <p>1. Participates in small conversations based on familiar context.</p> <p>2. Speaks and writes four to five sentences about family</p> <p>3. Recites simple poems with intonation and expression.</p> <p>4. Learns words with similar meanings .</p>

		<p>3. Read aloud the list thus formed .Share to build an introduction to the poem . (In case group work is not possible encourage them to “turn and talk” and share with class.</p> <p>4. Share the different words which seem to have a similar meaning like quarrel , fight , trifle , dispute , brawl , feud , clash , bicker , fall out etc . Explain the difference .Discuss other synonyms and antonyms .</p>	<p>5. Articles</p> <p>6. Punctuation</p> <p>7. Full stop , comma , question mark , Capital letters .</p> <p>8. Letter Writing –Write a letter to the principal of your school apologizing for a quarrel you were involved in recently .</p>	<p>5. More Synonyms and Antonyms .</p> <p>6. Understands relationships with friends and family and learns about life skills like inter personal relationships .</p>
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TERM 2 - OCTOBER 2019 – FEBRUARY 2020				
<u>POEM:4 BEAUTY</u>	<u>THEME</u>	<u>SUGGESTED ACTIVITIES</u>	<u>GRAMMAR AND LANGUAGE</u>	<u>LEARNING OUTCOMES</u>
	Beautiful things in our surroundings.	1. Discussion on the topic – ‘Beautiful is who beautiful does	1. Tense – Simple Past and Past Continuous _	1. Participates in small

	Beauty within us.	<p>‘.A person does not become beautiful only on the surface one must have a beautiful presence and must believe in behaviour which pleases everyone .</p> <p>2. Talk about some famous personalities who have left a mark on human history eg ..social workers , scientists ,teachers .</p> <p>3. Seek responses/ideas from class about their idea of beauty.</p>	<p>2. Introduction to some poetic devices like-visual imagery and auditory imagery.</p> <p>3. Paragraph Writing – A short paragraph on the topic –“ A beautiful day in winters” .</p>	<p>conversations based on familiar context.</p> <p>2. Recites simple poem with intonation and expression.</p> <p>3. Understands the actual meaning of ‘beauty’</p> <p>4. Understands poetic devices .</p>
CHAPTER :5 A DIFFERENT KIND OF SCHOOL	<p><u>THEME</u></p> <p>The differently abled and the worlds attitude towards them Kindness Empathy Sensitising children towards the differently abled . Group activities and projects taken up by schools .</p>	<p><u>SUGGESTED ACTIVITIES</u></p> <p>1. Design different activites for the differently abled children with the help of the class .</p> <p>2. Discussion on different ways of serving society .</p> <p>3. How can the students contribute to the differently abled children in school .</p> <p>4. Make a list of the needs of the differently abled (in terms of school infra structure and outside school)</p> <p>5. Discuss the importance of buddy learning in class . How can the students help some of their class mates to cope with</p>	<p><u>GRAMMAR AND LANGUAGE</u></p> <p>1. Synonyms. 2. One word substitution 3. Pronouns –The use of pronouns instead of a noun . 4. Types of pronouns 5. Punctuation 6. Auxiliary Verbs .</p> <p>7. Paragraph Writing on – The responsibilities of a student towards classmates with special needs .</p> <p>‘Helping friends in studies ‘ .</p> <p>8. Letter Writing – Write</p>	<p><u>LEARNING OUTCOMES</u></p> <p>1. Uses newly learnt vocabulary while speaking and writing. 2. Refers to dictionary to find meanings of unfamiliar words. 3. Understands the structures of grammar taught . 4. Understands life skills like dealing with stress , problem solving , inter personal relationships and empathy</p>

		studies .For eg helping them with subjects they find to be difficult .	a letter to the principal of your school requesting him to arrange a period for gardening every week.	
<u>POEM—8</u> <u>VOCATION</u>	<u>THEME</u> Respect for all types of work. Every job is important . Dignity of labour .	<u>SUGGESTED ACTIVITIES</u> 1. Conversation on what vocations children like to take up and why ? 2. Play the game „,I wish I had(three hands , two stomachs etc) 3. Then play I wish I were....encourage students to give honest answers about what they would like to take up as a vocation in life . Respect all answers . 4. Talk about jobs which require physical labour conclude by talking about dignity of labour .Talk about white collar jobs which require hard work in school but ensure comforts of life later on .	<u>GRAMMAR AND WRITING SKILLS</u> 1. The use of Simple Present tense with reference to the poem . 2. The use of Refrain in poetry . 3. The use of repetition in poetry 4. What would I like to do in life ...(.writing just for practice)	<u>LEARNING OUTCOMES</u> 1. Draws simple and specific information from familiar surroundings 2. Participates in small conversations based on familiar context 3. Recites simple poem with intonation and expression. 4. Understands different types of work and about dignity of labour .
<u>CHAPTER :7</u> <u>FAIR PLAY</u>	<u>THEME</u> A story about relationships .	<u>SUGGESTED ACTIVITIES</u> 1. Discussion on the relevance of	<u>GRAMMAR AND LANGUAGE</u> 1. Phrasal verbs .	<u>LEARNING OUTCOMES</u> 1. Uses newly learnt

	<p>Importance of bonds with our kith and kin and with friends . Justice prevails and the truth always wins .</p> <p>Fair Play also encourages students to inculcate values like being fair which helps in resolving the inner conflict .</p>	<p>the line ..'The voice of the Panch is the voice of God'..in today's context .</p> <ol style="list-style-type: none"> 2. Discussion on the topic 'Honesty and truth always pay in the end ' . 3. Role Play in class by students . 4. Dictation 	<ol style="list-style-type: none"> 2. Prepositions – in ,into , on ,in over , behind , beside , below , 3. Forms of Verbs . 4. Antonyms. 5. Modals 6. Practice writing about 'Honesty is the best policy' 	<p>vocabulary while speaking and writing.</p> <ol style="list-style-type: none"> 2. Participates in small conversations based on familiar context. 3. Participates in roles assigned during role play
<p><u>CHAPTER 8:</u> <u>A GAME OF CHANCE</u></p>	<p><u>THEME</u></p> <p>Sincerity and hard work are the key to success</p>	<p><u>SUGGESTED ACTIVITIES</u></p> <ol style="list-style-type: none"> 1. Conduct the activity ...I went to the fair ...Ask the students to add on to this list using the alphabetical order ..such as ..I went to the fair and bought an apple ...followed by a bat ... a candy ...a doll ..Make sure the students repeat the complete sequence and don't miss anything ..Correct mistakes of 'Articles' made by the students.. This activity helps learn the use of articles . 2. Share experiences of going to Magic Shows . 	<p><u>GRAMMAR AND LANGUAGE</u></p> <ol style="list-style-type: none"> 1. Using the same word as a different part of speech ...nominalization . 2. Using a verb as a noun and vice versa. 3. The use of Articles A ,An , The. 4. Paragraph writing on ...A visit to a Mela /Fair 	<p><u>LEARNING OUTCOMES</u></p> <ol style="list-style-type: none"> 1. Uses newly learnt vocabulary while speaking and writing. 2. Writes words as dictated by the teacher. 3. Participates in small conversations based on familiar context. 4. Understands the use of Articles .

NOTE :
SUPPLEMENTARY READER - A Pact with the Sun Read only for pleasure . Encourage loud reading of these stories including short questions while reading.

Learning Outcomes

Chapter 1: A Tale of Two Birds

- Can recall few characters from stories heard and can write names of the characters with pictures.

Can guess meanings of unfamiliar words by reading them in context as well

Chapter 2: The Friendly Mongoose

- Can discuss in groups about familiar context.

Can guess meanings of unfamiliar words by reading them in context as well as by using dictionary

Chapter 3: The Shepherd's Treasure

- Can discuss in groups about familiar context.
- Can guess meanings of unfamiliar words by reading them in context as well as by using dictionary.

Chapter 5: Tansen

- **Can discuss in groups about familiar contexts.**
- **Can guess meanings of unfamiliar words by reading them in context as well as by using dictionary.**

Chapter 7: The Wonder Called Sleep

- Can discuss in groups about familiar contexts.
- Can guess meanings of unfamiliar words by reading them in context .

Chapter 8: A Pact with the Sun

- Can discuss in groups about familiar contexts.
- Can guess meanings of unfamiliar words by reading them in context .