

**CLASS : VI**

# **LESSON PLANS**

Based on A. P. S.C.E.R.T guidelines in teachers resources book.  
Integrated plans include year plans, monthly plans, unit plans, lesson plans and period plans. Prepared in digital mode. Revised and up to dated plan for the academic year

**2023-24**

**NAME OF THE TEACHER :**

**DESIGNATION :**

**SCHOOL:**



## YEAR PLAN 2023-24

Class: VI, Subject: English,

Name of the teacher :

School :

MONTH	Approx. number of periods	LESSON	THEME/CORE VALUE	GRAMMAR	VOCABULARY	LANGUAGE LAB/CLUB ACTIVITY
JUNE	16	1 WHO DID PATRICK'S HW? (P) A HOUSE, A HOME	MAGICAL/REALISM SELF HELP IS THE BEST HELP		1.CROSS WORD PUZZLE	1 PRONUNCIATION GAME 2 debate
JULY	24	2 How the Dog found himself a new master (P) THE KITE (SR) A TALE OF TWO BIRDS	FOLK TALE	1 COLLECTIVE NOUNS 2 NOUNS 3 FIGURES OF SPEECH	1. WORD SEARCH 2. ADJECTIVES 3. RHYMING WORDS	1 PARAGRAPH WRITING 2 DEBATE 3.KITE MAKING
AUG	25	3 TARO'S REWARD (P) THE QUARREL (SR) THE FRIENDLY MONGOOSE	MAGIC & VALUES		RHYMING WORDS	1 STORY TELLING OR WRITRING 2 TONGUE TWISTERS 3 SCRAMBLES
SEP	22	4.KALPANA CHAWLA (P) BEAUTY (SR) THE SHEPHERD'S TREASURE	BIOGRAPHY		1 PHRASAL VERBS 2 PREFIXES 3 SPELLING	1 DEBATE 2 PAIR WORK 3 PUBLIC SPEAKING

<b>MONTH</b>	<b>Approx. number of periods</b>	<b>LESSON</b>	<b>THEME/CORE VALUE</b>	<b>GRAMMAR</b>	<b>VOCABULARY</b>	<b>LANGUAGE LAB/CLUB ACTIVITY</b>
Oct	16	5.A DIFFERENT KIND OF SCHOOL	To sensitize differently abled children. Social concern.		1 Dictionary skill 2.rhyming words	1.GROUP DISCUSSION 2.Jumbled sentences 3. BOOK REVIEW
NOV	25	(P)WHERE DO ALL TEACHERS GO? (SR) TANSEN	CONFIDENCE BUILDING.& PERSONALITY  DEVELOPMENT		1 CROSS WORD PUZZLE 2 ONE WORD SUBSTITUTES	1.MOVIE REVIEWS 2. COMMENTARIES 3. LITERARY COMPETITION
DEC	24	6.WHO I AM (P) THE WONDERFUL WORDS (SR) THE MONKEY AND THE CROCODILE	RELATIONSHIP & WILD LIFE		PHRASAL VERB	1.ROLE PLAY 2.POEM RECITATION 3.DISPLAY SLOGANS
JAN	17	7.FAIR PLAY (SR) THE WONDERFUL CALLED SLEEP	RELATIONSHIPS		1.Phrasal verbs 2.Opposite words	1. Role plays 2. performing plays based on books 3. Reading competition/exercises
FEB	23	(P) VOCATION 8.THE BANYAN TREE (SR)A PACT WITH THE SUN	ADVENTURE/ WILD LIFE	1 MODAL AUXILIARY WOULDAND COULD 2.ADJ COMPRESION	WORDS DESCRIBE MOVEMENT	1.appreciation of movies 2.preparing pamphlets 3.preparing notice board
MARCH		REVISION				

**Signature of the teacher**

**Signature of the Headmaster**



## VI Class English Lesson Plan-june-2023

Name Of the Teacher :

School

Name of the Lesson / Unit	Topic	No. of periods required	Timeline for teaching		Any specific information
			From	To	
<b>Unit I: <u>Who Did Patrick's Homework?</u> (Honey Suckle)</b>	Before you read		1.6.23		Whole class interaction about homework
	<b>Who Did Patrick's Homework?</b>				A story by Carol Moore which shows us how a person can achieve success by being hardworking and self-dependent.
	Working with the text				6 Inferential and open-ended questions from all the important concepts of the lesson
	Working with language				Blanks filling with appropriate words / phrases from the given list
	Working with language				Cross word puzzle with cluse across and down
	Speaking				Speak to your partner about how you feel about homework (using the phrases in the reader)
	Writing				--Picking out rhyming sentences --Rewriting the given incomplete sentences --R K Lakshman cartoon and questions.
	<b>A House, A Home (Poem)</b>				written by Lorraine M Halli
	Working with the poem				2 Inferential and open-ended questions from the poem
	<b>A Tale of Two Birds</b> (from the supplementary read A Pact With the Sun)			30.6.23	A moral story which tells us how one's company can impact one's behaviour character

**Prior Concept/ Skills:** *(Essential concepts and skills to be checked/bridged before teaching the current concept.)*

1. Listen to the teacher and understand
2. Read and comprehend the text
3. Express their ideas, opinions and doubts etc.
4. Speak about their real life experiences
5. Write simple sentences on their own
6. Uses words contextually
7. Expresses his/her feelings about homework.

**Learning Outcomes:** *( Selected from SCERT Academic Calendar and Textbook)*

- Answers questions orally and in writing on a variety of texts.
- Reads textual/non-textual materials in English/Braille with comprehension.

**No. of Periods:**

**Total -- periods to**

<ul style="list-style-type: none"> <li>➤ Identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material</li> <li>➤ Reads aloud stories/ recites poems with appropriate pause, intonation and pronunciation. (Who Did Patrick’s Homework – prose / A House, A Home – poem)</li> <li>➤ participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations;</li> <li>➤ asks and responds to questions based on texts (from books or other resources) and out of curiosity.</li> <li>➤ Speak about merits and demerits of homework (pair work)</li> <li>➤ Takes notes while teacher teaches /from books / from online materials.</li> <li>➤ Infers the meaning of unfamiliar words by reading them in context.</li> <li>➤ Writes sentences with rhyming words at the end (like a poem) ; Answer the questions given at the end of R K Lakshman’s cartoon.</li> </ul>	<p><b>achieve all these learning outcomes for this unit.</b></p>
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**TEACHING LEARNING PROCESS**

<p><b>Induction/Introduction</b>  <i>( Generating interest, informing students about the outcomes and expectations for the lesson)</i></p> <ol style="list-style-type: none"> <li>1. Are your teachers giving homework every day?</li> <li>2. When do you do your homework?</li> <li>3. Is there anyone to help you in doing homework?</li> <li>4. Do your teachers check your homework?</li> <li>5. Does your teacher punish you if you don’t do your homework?</li> </ol>			
<p><b>Experience and Reflection ?</b>  <i>(Task/question that helps students explore the concept and connect with their life)</i></p> <ol style="list-style-type: none"> <li>1. In what way is homework good?</li> <li>2. What are the demerits of homework?</li> <li>3. Do you support homework or not?</li> <li>4. Have you ever assigned your homework to anyone in your family?</li> <li>5. Have you ever received any punishment for not doing homework?</li> </ol>			
<p><b>Explicit Teaching/Teacher Modelling</b>  <i>(I Do)</i></p> <p>--Segment wise <b>model reading</b> by the teacher (<b>Who Did Patrick’s Homework</b>) by following the strategies like individual reading, group reading and scaffold reading to make the students understand the text (with the help of the given glossary chart)</p>	<p><b>Group Work (We Do)</b></p> <p>--read in groups to make the uncleared concepts in individual reading</p>	<p><b>Independent Work (You Do)</b></p> <p>--participates actively in the activities suggested by the teacher i.e. individual reading, group reading, collaborative reading, conversations etc.</p>	<p><b>Notes for:</b></p> <ul style="list-style-type: none"> <li>● Using textbook prompts and activities for each of the sections</li> <li>● Allotting time for students to ask</li> </ul>

<p>--explain how to comprehend the text (by putting a tick mark, question mark etc. under the sentences)</p> <p>--guide the students to answer the inferential / open-ended questions given under 'working with the text'</p>	<p>--comprehend the text in groups sharing the ideas among the group members</p> <p>--answer all the questions in group with the guidance of the teacher</p>	<p>--tries to comprehend the text with the help of the group members</p> <p>--learns those questions</p>	<p>and responding to students' queries</p> <ul style="list-style-type: none"> <li>• Asking open-ended questions beyond textbook content</li> <li>• Allotting time for group activities and helping students engaged with tasks it more</li> <li>• Giving targeted feedback and appreciation to students</li> <li>• Managing student's behaviour during activities</li> </ul>
<p>--make the students to fill in the blanks with appropriate words / phrases from the reader</p>	<p>--they try to fill in the blanks with appropriate words and phrases choosing from the list</p>	<p>--uses those words and phrases in sentences of their own.</p>	
<p>-- suggest the students to use their creativity to fill the crossword puzzle using the given clues (across and down)</p>	<p>--students, in groups, fill the crossword puzzle using the given clues</p>	<p>--does such crossword puzzles on his own</p>	
<p>--motive the students to share their opinions (pair work) about the merits and demerits of doing homework and allow them to use words / phrases in their expressions</p>	<p>--students participate in the discussion and contribute their own ideas about merits and demerits of doing homework with the help of words / phrases given in the reader</p>	<p>--learns to express their opinions on different topics</p>	
<p>--encourage the students to write rhyming sentences as we do in a poem</p> <p>--make them answer the questions given at the end of the cartoon by RK Lakshman.</p>	<p>--students in groups write down some rhyming sentences from the story</p> <p>--read the cartoon and answer the question</p>	<p>--writes rhyming sentences on his/her own</p> <p>--learns to read and understand such cartoons</p>	
<p>--transact the poem 'A House, A Home (model reading, individual reading, group reading and collaborative reading)</p>	<p>--recites the poem and comprehend the poem and understand the central idea of the poem</p>	<p>--recites the poem and talks about the central idea of the poem</p>	
<p>--help them to think about the poem (answering questions given at the end of the poem)</p>	<p>--answer all the questions given at the end of the poem (in group)</p>	<p>--learn to answer such questions individually</p>	
<p><b>(Supplementary Reader: A Pact with the Sun)</b></p> <p><b>Unit I: A Tale of Two Birds:</b></p> <p>Since the very aim of the supplementary reader is to provide extensive reading practice, the teacher encourages the students to read the unit on their own at home. To create interest the teacher asks them to find answers from the unit.</p>	<p>--Students in group and individually read the text 'A Tale of Two Birds' which is meant for reading practice and try to find the answers to the questions given by the teacher. i.e.</p> <ol style="list-style-type: none"> <li>1. How did the two baby birds get separated?</li> <li>2. Where did each of them find a home?</li> <li>3. What did the first bird say to the stranger?</li> </ol>	<p>--develops the habit of reading stories and other authentic material like newspapers, magazines etc.</p>	



<p><b>Check For Understanding Questions</b></p> <p><b><u>1.Factual: (Who Did Patrick’s Homework?)</u></b></p> <ol style="list-style-type: none"> <li>1. Why didn’t Patrick do his homework?</li> <li>2. What did Patrick think his cat was playing with?</li> <li>3. What was it really?</li> <li>4. What was Patrick’s wish?</li> <li>5. Did the elf keep his word?</li> <li>6. In what subjects did the little man need help, to do Patrick’s homework??</li> <li>7. How did Patrick help him??</li> </ol> <p><b><u>( A House, A Home – poem)</u></b></p> <ol style="list-style-type: none"> <li>8. What is a house made of?</li> <li>9. How do the members of a home act?</li> <li>10. How do the members of a home express love?</li> </ol> <p><b><u>2. Open Ended / Critical Thinking: (Who Did Patrick’s Homework?)</u></b></p> <ol style="list-style-type: none"> <li>1. Why did the little man grant Patrick a wish?</li> <li>2. “Except thee was one glitch”. What was the glitch?</li> <li>3. “Patrick was working harder than ever” Explain.</li> <li>4. Why were Patrick’s classmates amazed?</li> <li>5. Who, according to Patrick, did the homework?</li> <li>6. Who do you think did Patrick’s homework—the little man or Patrick himself?</li> <li>7. Give reasons for your answer to question 6.</li> </ol> <p><b><u>(A House, A Home- Poem)</u></b></p> <ol style="list-style-type: none"> <li>8. What is a real home made up of?</li> <li>9. Whose contribution makes a house, a home?</li> <li>10. What is the difference between a house and a home??</li> </ol> <p><b><u>Student Practice Questions &amp; Activities</u></b> <i>(Exercises from workbook / textbooks/ blackboard)</i></p> <ol style="list-style-type: none"> <li>1. Vocabulary exercises given at page no. ---</li> <li>2. Grammar exercises given at page no. ----</li> <li>3. Who actually did Patrick’s homework? Give reasons for your answer.</li> </ol>	<p><b>TLMs</b> <i>(Digital + Print)</i></p> <ul style="list-style-type: none"> <li>❖ Reader</li> <li>❖ PPTs</li> <li>❖ Glossary chart</li> <li>❖ Charts (for additional grammar practice exercises)</li> <li>❖ Pictures of Patrick, elf, Patrick’s cat etc.</li> <li>❖ A chart showing Patrick and elf doing homework</li> <li>❖ QR code scanner to scan the codes given at page 07 in the reader</li> <li>❖ Video lesson (Who Did Patrick’s Homework)</li> <li>❖ <a href="https://www.youtube.com/watch?v=NG7WfhDI8zc">https://www.youtube.com/watch?v=NG7WfhDI8zc</a></li> <li>❖ <a href="https://www.youtube.com/watch?v=Enog8296Ukk">https://www.youtube.com/watch?v=Enog8296Ukk</a></li> </ul> <p>Video lesson (A House, A Home)</p> <ul style="list-style-type: none"> <li>❖ <a href="https://www.youtube.com/watch?v=RAmt3VBBeWM">https://www.youtube.com/watch?v=RAmt3VBBeWM</a></li> </ul>
<p><b>Assessment</b> <i>(Think of what children SAY, DO and MAKE while learning that can form the evidence of learning to be used for assessment).</i></p> <ol style="list-style-type: none"> <li>1. Why was Patrick busy even though the little was doing his homework?</li> <li>2. What made Patrick a good boy at the end?</li> <li>3. Write conversation between Patrick and Elf.</li> <li>4. Write the central idea of the poem ‘A House, A Home’</li> </ol>	

**Signature of the Teacher**

**Signature of The Head Master**

**Signature of Supervising Officer With Remarks**

## VI Class English Lesson Plan-July2023

**Name Of the Teacher : A.V.Rajasekhar, S. A. English , Z.P.H. School , Gajularega.**

Name of the Lesson / Unit	Topic	No. of periods required 24	Timeline for teaching		Any specific information
			From	To	
<b>Unit II: <u>How the Dog Found Himself a New Master</u> (Honey Suckle)</b>	Before you read	1	1-7-23		Whole class interaction about the dog, the wolf, pet animals of man
	<b>How the Dog Found Himself a New Master!</b>	8			This story tells us how the dog finally chose man as his master. (author is unknown)
	Working with the text	3			5 Inferential and open-ended questions and blanks from all the important concepts of the lesson
	Working with language	2			-Fill in the blanks with collective nouns
	Working with language	2			-Making nouns by adding -ity, -ty, -y -Wordsearch
	Speaking	3			-story telling (talking similar story from any other language)
	<b>The Kite (Poem)</b>	2			written by Harry Behn
	Working with the poem	1			3 Inferential and open-ended questions from the poem
	<b>The Friendly Mongoose</b> (from the supplementary read A Pact With the Sun)	2		31-7-23	A story taken from Panchatantra tales which exemplifies the bond between human beings and animals.

**Prior Concept/ Skills:** *(Essential concepts and skills to be checked/bridged before teaching the current concept.)*

1. Listen to the teacher and understand
2. Read and comprehend the text
3. Express their ideas, opinions and doubts etc.
4. Speak about their real life experiences
5. Write simple sentences on their own
6. Uses words contextually
7. Shares his / her experiences of the pet animals.

**Learning Outcomes:** *( Selected from SCERT Academic Calendar and Textbook)*

- Answers questions orally and in writing on a variety of texts.
- Reads textual/non-textual materials in English/Braille with comprehension.
- Identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material
- Reads aloud stories/ recites poems with appropriate pause, intonation and pronunciation. (How the Dog Found Himself a New Master – prose / The Friendly Mongoose – poem)

**No. of Periods:**

**Total 24 periods to achieve all these learning outcomes for this unit.**

<ul style="list-style-type: none"> <li>➤ participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations;</li> <li>➤ asks and responds to questions based on texts (from books or other resources) and out of curiosity.</li> <li>➤ Speak about merits and demerits of homework (pair work)</li> <li>➤ Takes notes while teacher teaches /from books / from online materials.</li> <li>➤ Infers the meaning of unfamiliar words by reading them in context.</li> <li>➤ Writes sentences with the action words he identified from the poem.</li> </ul>	
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**TEACHING LEARNING PROCESS**

<p><b>Induction/Introduction</b>  <i>( Generating interest, informing students about the outcomes and expectations for the lesson)</i></p> <ol style="list-style-type: none"> <li>1. Do you have any pet animals at your home?</li> <li>2. Do you like to have pet animals? Why? Why not?</li> <li>3. Why do people like to tame animals?</li> <li>4. Are the human beings kind to animals?</li> </ol>			
<p><b>Experience and Reflection ?</b>  <i>(Task/question that helps students explore the concept and connect with their life)</i></p> <ol style="list-style-type: none"> <li>1. Do you like to have dogs as your pet animals?</li> <li>2. Why are the dogs most preferred pet animals?</li> <li>3. Which animals are faithful to the human beings? Dogs or any other animals?</li> <li>4. Do you know the story of Hachiko, a Japanese dog?</li> </ol>			
<p><b>Explicit Teaching/Teacher Modelling</b>  <i>(I Do)</i></p>	<p><b>Group Work (We Do)</b></p>	<p><b>Independent Work (You Do)</b></p>	<p><b>Notes for:</b></p> <ul style="list-style-type: none"> <li>● Using textbook prompts and activities for each of the sections</li> <li>● Allotting time for students to ask and responding to students' queries</li> <li>● Asking open-ended questions beyond textbook content</li> <li>● Allotting</li> </ul>
<p>--Segment wise <b>model reading</b> by the teacher (<b>How the Dog Found Himself a New Master</b>) by following the strategies like individual reading, group reading and scaffold reading to make the students understand the text (with the help of the given glossary chart)</p>	<p>--read in groups to make the uncleared concepts in individual reading</p>	<p>--participates actively in the activities suggested by the teacher i.e. individual reading, group reading, collaborative reading, conversations etc.</p>	
<p>--explain how to comprehend the text (by putting a tick mark, question mark etc. under the sentences)</p> <p>--guide the students to answer the inferential / open-ended questions given under 'working with the text'</p>	<p>--comprehend the text in groups sharing the ideas among the group members</p> <p>--answer all the questions in group with the guidance of the teacher</p>	<p>--tries to comprehend the text with the help of the group members</p> <p>--learns those questions</p>	

			time for group activities and helping students engaged with tasks it more
--make the students to fill in the blanks with appropriate collective nouns choosing from the given box	--they try to fill in the blanks with appropriate collective nouns choosing from the list	--uses those collective nouns in sentences of their own.	• Giving targeted feedback and appreciation to students
-- explain the process of making nouns by adding -ness, -ity (-ty, -y)	--students, in groups make nouns with the given words by adding (-ness, -ity, -ty, -y)	--learns the process of making nouns with the given words	• Managing student's behaviour during activities
--drive the enthusiasm of the students to identify the hidden 12 words in the table (describing words)	--students, with enthusiasm, find out the words vertically, horizontally and list out them with the help of the given first letter.	--develops interest to do such activities, word search exercises on his / her own	
--encourage them to tell a story, heard in another language, A Mouse Maiden, in English	--students in groups tells the story A Mouse Maiden in English (in simple sentences)	--tries to tell stories in English	
--transact the poem 'The Kite' (model reading, individual reading, group reading and collaborative reading)	--recites the poem and comprehend the poem and understand the central idea of the poem	--recites the poem and talks about the central idea of the poem	
--help them to think about the poem (answering questions given at the end of the poem)	--answer all the questions given at the end of the poem (in group)	--learn to answer such questions individually	
<p><b>(Supplementary Reader: A Pact with the Sun)</b></p> <p><b>Unit I: The Friendly Mongoose:</b></p> <p>Since the very aim of the supplementary reader is to provide extensive reading practice, the teacher encourages the students to read the unit on their own at home. To create interest the teacher asks them to find answers from the unit.</p>	<p>--Students in group and individually read the text 'A Tale of Two Birds' which is meant for reading practice and try to find the answers to the questions given by the teacher. i.e.</p> <ol style="list-style-type: none"> <li>1. Why did the farmer bring a baby mongoose into the home?</li> <li>2. Why didn't the farmer's wife want to leave the baby alone with the mongoose?</li> <li>3. Why did the farmer's wife strike the mongoose with her basket?</li> </ol>	--develops the habit of reading stories and other authentic material like newspapers, magazines etc.	

## Check For Understanding Questions

### 1.Factual: (How the Dog Found Himself a New Master?)

1. Who was ill pleased with the way of life?
2. Who did the dog find first in search of his master?
3. Who is stronger? The Wolf or the Bear?
4. According to the bear,-----is the strongest on this earth.
5. What kind of a master did the dog want?
6. Did the dog finally find his master? If so, who?
7. When did the story happen?

### ( The Kite – poem)

8. How is the kite when it is new?
9. How does the kite soar?
10. What do we do when the string goes slack?

### 2. Open Ended / Critical Thinking: (How the Dog Found Himself a New Master?)

1. Why did the dog feel the need for a master?
2. Why did the dog leave his first master?
3. Why did he serve the Lion as his master for a long time?
4. Who was the wolf afraid of?
5. Why did the dog choose the man as his master?

### (The Kite- Poem)

6. List out the action words in the poem.
7. Use them in your own sentences (at least 3 words)

### Student Practice Questions & Activities

*(Exercises from workbook / textbooks/ blackboard)*

1. Vocabulary: word search activity given at page no. 23 (12 words. horizontal 6 and vertical six beginning with HRRFSG and ASWFLQ)
2. Story telling activity (translating from any other language to English)
3. Narrate any incident of a dog's loyalty to his master?

### **Assessment**

*(Think of what children SAY, DO and MAKE while learning that can form the evidence of learning to be used for assessment).*

1. Why did the dog feel to find a master?
2. How many master did the dog try before he chose the man as his master?
3. Write the central idea of the poem 'The Kite'.

## TLMs

*(Digital + Print)*

- ❖ Reader
- ❖ PPTs
- ❖ Glossary chart
- ❖ Charts (for additional grammar practice exercises)
- ❖ Pictures Dog, Wolf, Bear, Lion, Man
- ❖ A chart a dog with a wolf
- ❖ QR code scanner to scan the codes given at page 17 in the reader
- ❖ Video lesson (How the Dog Found Himself a New Master?)
- ❖ <https://www.youtube.com/watch?v=HnsSmOLdLbU>

Video lesson (The Kite)

- ❖ <https://www.youtube.com/watch?v=bciUcOaepg8>

**Signature of the Teacher**

**Signature of The Head Master**

**Signature of Supervising Officer With Remarks**

## VI Class English Lesson Plan-August-2023

Name Of the Teacher :

School:

Name of the Lesson / Unit	Topic	No. of periods required 25	Timeline for teaching		Any specific information
			From	To	
<b>Unit III: Taro's Reward (Honey Suckle)</b>	Before you read	1	1-8-23		Whole class interaction about the theme and setting of the story.
	<b>Taro's Reward</b>	8			A young man's love and respect towards his parents and his commitment to fulfill his father's desire is depicted in the story.
	Working with the text	3			10 Inferential and open-ended questions and blanks from all the important concepts of the lesson
	Working with language	2			--words describing Taro and marking the right item.
	Working with language	2			--rhyming words; filling in the blanks with appropriate words
	Speaking & Writing	4			--tongue twisters; discussion about different activities.. Dictation.
	<b>The Quarrel (poem)</b>	2			written by Eleanor Farjeon
	Working with the poem	1			8 Inferential and open-ended questions from the poem
	<b>The Friendly Mongoose</b> (from the supplementary read A Pact With the Sun)	2		31-8-23	A story taken from Panchatantra tales which exemplifies the bond between human beings and animals.

**Prior Concept/ Skills:** (Essential concepts and skills to be checked/bridged before teaching the current concept.)

1. Listen to the teacher and understand
2. Read and comprehend the text
3. Express their ideas, opinions and doubts etc.
4. Speak about their real life experiences
5. Write simple sentences on their own
6. Uses words contextually
7. Shares how much they love, respect their parents.

**Learning Outcomes:** ( Selected from SCERT Academic Calendar and Textbook)

- Answers questions orally and in writing on a variety of texts.
- Reads textual/non-textual materials in English/Braille with comprehension.
- Identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material
- Reads aloud stories/ recites poems with appropriate pause, intonation and pronunciation. (Taro's Reward – prose / The Quarrel – poem)

**No. of Periods:**

**Total 25 periods to achieve all these learning outcomes for this unit.**

<ul style="list-style-type: none"> <li>➤ participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations;</li> <li>➤ asks and responds to questions based on texts (from books or other resources) and out of curiosity.</li> <li>➤ Speak about merits and demerits of homework (pair work)</li> <li>➤ Takes notes while teacher teaches /from books / from online materials.</li> <li>➤ Infers the meaning of unfamiliar words by reading them in context.</li> <li>➤ Writes sentences with the action words he identified from the poem.</li> </ul>	
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### TEACHING LEARNING PROCESS

<p><b>Induction/Introduction</b>  <i>( Generating interest, informing students about the outcomes and expectations for the lesson)</i></p> <ol style="list-style-type: none"> <li>1. What is your father / mother?</li> <li>2 Who do you like the most in your family?</li> <li>3. Why do you like your father / mother most?</li> <li>4. Do you help your parents in their work?</li> <li>5. What qualities of your father / mother do you like the most?</li> </ol>			
<p><b>Experience and Reflection ?</b>  <i>(Task/question that helps students explore the concept and connect with their life)</i></p> <ol style="list-style-type: none"> <li>1. Has your father / mother ever asked you to get something for them?</li> <li>2. Would you like to work hard to fulfill their wishes?</li> <li>3. Have you heard of any stories, incidents about the rewards people get for their hard work?</li> <li>4. If so, share the story to your classmates.</li> </ol>			
<p><b>Explicit Teaching/Teacher Modelling</b>  <i>(I Do)</i></p>	<p><b>Group Work (We Do)</b></p>	<p><b>Independent Work (You Do)</b></p>	<p><b>Notes for:</b></p> <ul style="list-style-type: none"> <li>● Using textbook prompts and activities for each of the sections</li> <li>● Allotting time for students to ask and responding to students' queries</li> <li>● Asking open-ended questions beyond textbook content</li> <li>● Allotting</li> </ul>
<p>--Segment wise <b>model reading</b> by the teacher (<b>Taro's Reward</b>) by following the strategies like individual reading, group reading and scaffold reading to make the students understand the text (with the help of the given glossary chart)</p>	<p>--read in groups to make the unclear concepts in individual reading</p>	<p>--participates actively in the activities suggested by the teacher i.e. individual reading, group reading, collaborative reading, conversations etc.</p>	
<p>--explain how to comprehend the text (by putting a tick mark, question mark etc. under the sentences)</p> <p>--guide the students to answer the inferential / open-ended questions given under 'working with the text'</p>	<p>--comprehend the text in groups sharing the ideas among the group members</p> <p>--answer all the questions in group with the guidance of the teacher</p>	<p>--tries to comprehend the text with the help of the group members</p> <p>--learns those questions</p>	

--sensitize the students to use appropriate words to describe Taro's concern to his parents.	--they try to use words with the help of a dictionary and group members which suitably describe Taro's characteristics.	--uses those words contextually.	time for group activities and helping students engaged with tasks it more <ul style="list-style-type: none"> <li>• Giving targeted feedback and appreciation to students</li> <li>• Managing student's behaviour during activities</li> </ul>
--make them to pair the rhyming words from the list of words.	--students, in groups make pairs of rhyming words from the give list of words.	--identifies rhyming words when he/she reads a poem or a text etc.	
--provide a list of tongue twisters and ask them to read as quickly as possible.	--try to read tongue twisters as quickly as possible.	--try to read tongue twisters on his / her own.	
--encourage them to speak about their views on magic.	--students share their views on magic and magical things happen in the stories.	--tries to tell incidents of magic / stories	
--initiate discussion on different kinds of activities and students opinions.	--take part in the discussion.	--takes part in the discussion.	
--transact the poem 'The Quarrel' (model reading, individual reading, group reading and collaborative reading)	--recites the poem and comprehend the poem and understand the central idea of the poem	--recites the poem and talks about the central idea of the poem	
--help them to think about the poem (answering questions given at the end of the poem)	--answer all the questions given at the end of the poem (in group)	--learn to answer such questions individually	
<p><b>(Supplementary Reader: A Pact with the Sun)</b></p> <p><b>Unit I: The Friendly Mongoose:</b></p> <p>Since the very aim of the supplementary reader is to provide extensive reading practice, the teacher encourages the students to read the unit on their own at home. To create interest the teacher asks them to find answers from the unit.</p>	<p>--Students in group and individually read the text 'A Tale of Two Birds' which is meant for reading practice and try to find the answers to the questions given by the teacher. i.e.</p> <ol style="list-style-type: none"> <li>1. Why did the farmer bring a baby mongoose into the home?</li> <li>2. Why didn't the farmer's wife want to leave the baby alone with the mongoose?</li> <li>3. Why did the farmer's wife strike the mongoose with her basket?</li> </ol>	--develops the habit of reading stories and other authentic material like newspapers, magazines etc.	



<p><b>Check For Understanding Questions</b></p> <p><b><u>1.Factual: (Taro’s Reward)</u></b></p> <ol style="list-style-type: none"> <li>1. Where did Taro live?</li> <li>2. Who did Taro live with?</li> <li>3. What did Taro’s father wish one day?</li> <li>4. What did Taro hear suddenly when he was chopping?</li> <li>5. How did Taro bring sake to his father?</li> <li>6. What did Taro’s father do after having a sip of sake?</li> <li>7. Why were the people angry with Taro?</li> </ol> <p><b><u>( The Quarrel – poem)</u></b></p> <ol style="list-style-type: none"> <li>8. Who is the author of the poem ‘the quarrel’?</li> <li>9. Who did the author quarrel with?</li> <li>10. What does the phrase ‘fell out’ mean?</li> </ol> <p><b><u>2. Open Ended / Critical Thinking: (Taro’s Reward)</u></b></p> <ol style="list-style-type: none"> <li>1. Why did Taro run in the direction of the stream?</li> <li>2. Why did Taro want to earn extra money?</li> <li>3. How did Taro’s father show his happiness after drinking sake?</li> <li>4. Why did the villagers want to drown Taro?</li> <li>5. Why did the neighbours leave Taro’s hut?</li> <li>6. Why did the Emperor reward Taro?</li> </ol> <p><b><u>(The Quarrel- Poem)</u></b></p> <ol style="list-style-type: none"> <li>7. Why are we sometimes not able to say why we quarrelled?</li> <li>8. How long do quarrels last between siblings?</li> <li>9. How do such quarrels end?</li> <li>10. What conclusion do you draw from the poem?</li> </ol> <p><b><u>Student Practice Questions &amp; Activities</u></b>  <i>(Exercises from workbook / textbooks/ blackboard)</i></p> <ol style="list-style-type: none"> <li>1. Vocabulary: Using adjectives (describing words) page. 33 &amp; 34.</li> <li>2. Story telling activity (translating from any other language to English)</li> <li>3. Speak about the activities like fishing, dancing etc.</li> </ol>	<p><b>TLMs</b>  <i>(Digital + Print)</i></p> <ul style="list-style-type: none"> <li>❖ Reader</li> <li>❖ PPTs</li> <li>❖ Glossary chart</li> <li>❖ Charts (for additional grammar practice exercises)</li> <li>❖ Pictures Taro, hut, waterfall etc.</li> <li>❖ A chart showing a quarrel between siblings.</li> <li>❖ QR code scanner to scan the codes given at page 27 in the reader</li> <li>❖ Video lesson (Taro’s Reward)</li> <li>❖ <a href="https://www.youtube.com/watch?v=QTSYsPKsIRk">https://www.youtube.com/watch?v=QTSYsPKsIRk</a></li> </ul> <p>Video lesson (The Quarrel)</p> <ul style="list-style-type: none"> <li>❖ <a href="https://www.youtube.com/watch?v=yIOxBiMQZ4">https://www.youtube.com/watch?v=yIOxBiMQZ4</a></li> </ul>
<p><b>Assessment</b>  <i>(Think of what children SAY, DO and MAKE while learning that can form the evidence of learning to be used for assessment).</i></p> <ol style="list-style-type: none"> <li>1. Why did Taro chop more wood?</li> <li>2. Why did the waterfall give Taro sake and other water?</li> <li>3. Write the central idea of the poem ‘The Quarrel.’</li> </ol>	

**Signature of the Teacher**

**Signature of The Head Master**

**Signature of Supervising Officer With Remarks**

Name of the Lesson / Unit	Topic	No. of periods required 25	Timeline for teaching		Any specific information
			From	To	
<b>Unit III: Taro's Reward (Honey Suckle)</b>	Before you read	1	1-8-23		Whole class interaction about the theme and setting of the story.
	<b>Taro's Reward</b>	8			A young man's love and respect towards his parents and his commitment to fulfill his father's desire is depicted in the story.
	Working with the text	3			10 Inferential and open-ended questions and blanks from all the important concepts of the lesson
	Working with language	2			--words describing Taro and marking the right item.
	Working with language	2			--rhyming words; filling in the blanks with appropriate words
	Speaking & Writing	4			--tongue twisters; discussion about different activities.. Dictation.
	<b>The Quarrel (poem)</b>	2			written by Eleanor Farjeon
	Working with the poem	1			8 Inferential and open-ended questions from the poem
	<b>The Friendly Mongoose</b> (from the supplementary read A Pact With the Sun)	2		31-8-23	A story taken from Panchatantra tales which exemplifies the bond between human beings and animals.

**Prior Concept/ Skills:** *(Essential concepts and skills to be checked/bridged before teaching the current concept.)*

8. Listen to the teacher and understand
9. Read and comprehend the text
10. Express their ideas, opinions and doubts etc.
11. Speak about their real life experiences
12. Write simple sentences on their own
13. Uses words contextually
14. Shares how much they love, respect their parents.

**Learning Outcomes:** *( Selected from SCERT Academic Calendar and Textbook)*

- Answers questions orally and in writing on a variety of texts.
- Reads textual/non-textual materials in English/Braille with comprehension.
- Identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material
- Reads aloud stories/ recites poems with appropriate pause, intonation and pronunciation. (Taro's Reward – prose / The Quarrel – poem)

**No. of Periods:**

**Total 25 periods to achieve all these learning outcomes for this unit.**

<ul style="list-style-type: none"> <li>➤ participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations;</li> <li>➤ asks and responds to questions based on texts (from books or other resources) and out of curiosity.</li> <li>➤ Speak about merits and demerits of homework (pair work)</li> <li>➤ Takes notes while teacher teaches /from books / from online materials.</li> <li>➤ Infers the meaning of unfamiliar words by reading them in context.</li> <li>➤ Writes sentences with the action words he identified from the poem.</li> </ul>	
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### TEACHING LEARNING PROCESS

<p><b>Induction/Introduction</b> ( <i>Generating interest, informing students about the outcomes and expectations for the lesson</i>)</p> <p>1. What is your father / mother? 2 Who do you like the most in your family? 6. Why do you like your father / mother most? 7. Do you help your parents in their work? 8. What qualities of your father / mother do you like the most?</p>			
<p><b>Experience and Reflection ?</b> (<i>Task/question that helps students explore the concept and connect with their life</i>)</p> <p>5. Has your father / mother ever asked you to get something for them? 6. Would you like to work hard to fulfill their wishes? 7. Have you heard of any stories, incidents about the rewards people get for their hard work? 8. If so, share the story to your classmates.</p>			
<p><b>Explicit Teaching/Teacher Modelling</b> (<i>I Do</i>)</p>	<p><b>Group Work (We Do)</b></p>	<p><b>Independent Work (You Do)</b></p>	<p><b>Notes for:</b></p> <ul style="list-style-type: none"> <li>● Using textbook prompts and activities for each of the sections</li> <li>● Allotting time for students to ask and responding to students' queries</li> <li>● Asking open-ended questions beyond textbook content</li> <li>● Allotting</li> </ul>
<p>--Segment wise <b>model reading</b> by the teacher (<b>Taro's Reward</b>) by following the strategies like individual reading, group reading and scaffold reading to make the students understand the text (with the help of the given glossary chart)</p>	<p>--read in groups to make the uncleared concepts in individual reading</p>	<p>--participates actively in the activities suggested by the teacher i.e. individual reading, group reading, collaborative reading, conversations etc.</p>	
<p>--explain how to comprehend the text (by putting a tick mark, question mark etc. under the sentences)</p> <p>--guide the students to answer the inferential / open-ended questions given under 'working with the text'</p>	<p>--comprehend the text in groups sharing the ideas among the group members</p> <p>--answer all the questions in group with the guidance of the teacher</p>	<p>--tries to comprehend the text with the help of the group members</p> <p>--learns those questions</p>	

--sensitize the students to use appropriate words to describe Taro's concern to his parents.	--they try to use words with the help of a dictionary and group members which suitably describe Taro's characteristics.	--uses those words contextually.	time for group activities and helping students engaged with tasks it more <ul style="list-style-type: none"> <li>• Giving targeted feedback and appreciation to students</li> <li>• Managing student's behaviour during activities</li> </ul>
--make them to pair the rhyming words from the list of words.	--students, in groups make pairs of rhyming words from the give list of words.	--identifies rhyming words when he/she reads a poem or a text etc.	
--provide a list of tongue twisters and ask them to read as quickly as possible.	--try to read tongue twisters as quickly as possible.	--try to read tongue twisters on his / her own.	
--encourage them to speak about their views on magic.	--students share their views on magic and magical things happen in the stories.	--tries to tell incidents of magic / stories	
--initiate discussion on different kinds of activities and students opinions.	--take part in the discussion.	--takes part in the discussion.	
--transact the poem 'The Quarrel' (model reading, individual reading, group reading and collaborative reading)	--recites the poem and comprehend the poem and understand the central idea of the poem	--recites the poem and talks about the central idea of the poem	
--help them to think about the poem (answering questions given at the end of the poem)	--answer all the questions given at the end of the poem (in group)	--learn to answer such questions individually	
<p><b>(Supplementary Reader: A Pact with the Sun)</b></p> <p><b>Unit I: The Friendly Mongoose:</b></p> <p>Since the very aim of the supplementary reader is to provide extensive reading practice, the teacher encourages the students to read the unit on their own at home. To create interest the teacher asks them to find answers from the unit.</p>	<p>--Students in group and individually read the text 'A Tale of Two Birds' which is meant for reading practice and try to find the answers to the questions given by the teacher. i.e.</p> <p>4. Why did the farmer bring a baby mongoose into the home?  5. Why didn't the farmer's wife want to leave the baby alone with the mongoose?  6. Why did the farmer's wife strike the mongoose with her basket?</p>	--develops the habit of reading stories and other authentic material like newspapers, magazines etc.	

<p><b>Check For Understanding Questions</b></p> <p><b><u>1.Factual: (Taro’s Reward)</u></b></p> <p>11. Where did Taro live?  12. Who did Taro live with?  13. What did Taro’s father wish one day?  14. What did Taro hear suddenly when he was chopping?  15. How did Taro bring sake to his father?  16. What did Taro’s father do after having a sip of sake?  17. Why were the people angry with Taro?</p> <p><b><u>( The Quarrel – poem)</u></b></p> <p>18. Who is the author of the poem ‘the quarrel’?  19. Who did the author quarrel with?  20. What does the phrase ‘fell out’ mean?</p> <p><b><u>2. Open Ended / Critical Thinking: (Taro’s Reward)</u></b></p> <p>11. Why did Taro run in the direction of the stream?  12. Why did Taro want to earn extra money?  13. How did Taro’s father show his happiness after drinkingsake?  14. Why did the villagers want to drown Taro?  15. Why did the neighbours leave Taro’s hut?  16. Why did the Emperor reward Taro?</p> <p><b><u>(The Quarrel- Poem)</u></b></p> <p>17. Why are we sometimes not able to say why we quarrelled?  18. How long do quarrels last between siblings?  19. How do such quarrels end?  20. What conclusion do you draw from the poem?</p> <p><b><u>Student Practice Questions &amp; Activities</u></b>  <i>(Exercises from workbook / textbooks/ blackboard)</i></p> <p>4. Vocabulary: Using adjectives (describing words) page. 33 &amp; 34.</p> <p>5. Story telling activity (translating from any other language to English)</p> <p>6. Speak about the activities like fishing, dancing etc.</p>	<p><b>TLMs</b>  <i>(Digital + Print)</i></p> <ul style="list-style-type: none"> <li>❖ Reader</li> <li>❖ PPTs</li> <li>❖ Glossary chart</li> <li>❖ Charts (for additional grammar practice exercises)</li> <li>❖ Pictures Taro, hut, waterfall etc.</li> <li>❖ A chart showing a quarrel between siblings.</li> <li>❖ QR code scanner to scan the codes given at page 27 in the reader</li> <li>❖ Video lesson (Taro’s Reward)</li> <li>❖ <a href="https://www.youtube.com/watch?v=QTSYsPKsIRk">https://www.youtube.com/watch?v=QTSYsPKsIRk</a></li> <li>Video lesson (The Quarrel)</li> <li>❖ <a href="https://www.youtube.com/watch?v=y100xBiMQZ4">https://www.youtube.com/watch?v=y100xBiMQZ4</a></li> </ul>
<p><b>Assessment</b>  <i>(Think of what children SAY, DO and MAKE while learning that can form the evidence of learning to be used for assessment).</i></p> <p>4. Why did Taro chop more wood?  5. Why did the waterfall give Taro sake and other water?  6. Write the central idea of the poem ‘The Quarrel.’</p>	

**Signature of the Teacher**

**Signature of The Head Master**

**Signature of Supervising Officer With Remarks**

## VI Class English Lesson Plan-September-2023

Name Of the Teacher :

School:

Name of the Lesson / Unit	Topic	No. of periods required 22	Timeline for teaching		Any specific information
			From	To	
<b>Unit IV: An Indian-American Woman in Space: Kalpana Chawla (Honey Suckle)</b>	Before you read	1	1-9-		Introduction about Kalpana Chawla and space research
	<b>An Indian-American Woman in Space: Kalpana Chawla</b>	6			It is about the famous Indian-American woman, Kalpana Chawla, who became the first woman born in India to go into space. It begins by telling us about her childhood. Kalpana always dreams of travelling the space but ended with a tragedy.
	Working with the text	3			6+6 Inferential and open-ended questions and blanks from all the important concepts of the lesson
	Working with language	2			A. Matching phrases with their meanings (related to science)
	Working with language	2			B. Using the given phrases in their own sentences. C. Making opposites by adding 'Un'
	Speaking & Writing	3			Using phrases like 'may you', 'I wish' etc. to wish your partner (pair work)  Writing a paragraph about your dream and another paragraph about how your dream can come true.
	<b>Beauty (poem)</b>	2			written by E-YEH-SHURE
	Working with the poem	1			4 Inferential and open-ended questions from the poem
	<b>The Shepherd's Treasure</b> (from the supplementary read A Pact With the Sun)	2		30-9-23	The shepherd in this narrative rose to a higher position by means of his intelligence and humility. Despite his lack of education and poverty, the shepherd remained intelligent.

**Prior Concept/ Skills:** *(Essential concepts and skills to be checked/bridged before teaching the current concept.)*

1. Listen to the teacher and understand
2. Read and comprehend the text
3. Express their ideas, opinions and doubts etc.
4. Speak about their real life experiences
5. Write simple sentences on their own
6. Uses words contextually
7. Shares their knowledge about space research and ISRO etc.

<p><b>Learning Outcomes:</b> ( Selected from SCERT Academic Calendar and Textbook)</p> <ul style="list-style-type: none"> <li>➤ Answers questions orally and in writing on a variety of texts.</li> <li>➤ Reads textual/non-textual materials in English/Braille with comprehension.</li> <li>➤ Identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material</li> <li>➤ Reads aloud stories/ recites poems with appropriate pause, intonation and pronunciation. (An Indian-American Woman in space: Kalpana Chawla – prose / Beauty – poem)</li> <li>➤ participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations;</li> <li>➤ asks and responds to questions based on texts (from books or other resources) and out of curiosity.</li> <li>➤ Speak about merits and demerits of homework (pair work)</li> <li>➤ Takes notes while teacher teaches /from books / from online materials.</li> <li>➤ Infers the meaning of unfamiliar words by reading them in context.</li> <li>➤ Writes paragraphs about his/her dream and how to realise the dream.</li> </ul>	<p><b>No. of Periods:</b></p> <p><b>Total 22 periods to achieve all these learning outcomes for this unit.</b></p>
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## TEACHING LEARNING PROCESS

### Induction/Introduction

( Generating interest, informing students about the outcomes and expectations for the lesson)

1. Who is an astronaut?
2. Who is the first Indian Astronaut?
3. What is the name of the man who landed on the for the first time?
4. What is the first animal that was sent to the moon?
5. What is the name of the first Indian Satellite?

### Experience and Reflection ?

(Task/question that helps students explore the concept and connect with their life)

1. Do you like the stories of flying?
2. What would one has to study to become a space scientist?
3. If you get a chance to travel in space, would you like to go?
4. Have you ever seen / heard about the success stories of ISRO?
5. What is the full form of ISRO?

<b>Explicit Teaching/Teacher Modelling</b> <i>(I Do)</i>	<b>Group Work (We Do)</b>	<b>Independent Work (You Do)</b>	<b>Notes for:</b>
--Segment wise <b>model reading</b> by the teacher ( <b>An Indian-American Woman in Space: Kalpana Chawla</b> ) and transaction of reading by following the strategies like individual reading, group reading and scaffold reading to make the students understand the text (with the help of the given glossary chart)	--read in groups to make the uncleared concepts in individual reading	--participates actively in the activities suggested by the teacher i.e. individual reading, group reading, collaborative reading, conversations etc.	<ul style="list-style-type: none"> <li>● Using textbook prompts and activities for each of the sections</li> <li>● Allotting time for students to ask and responding to students' queries</li> <li>● Asking open-ended questions beyond textbook content</li> <li>● Allotting time for group activities and helping students engaged with tasks it more</li> <li>● Giving targeted feedback and appreciation to students</li> <li>● Managing student's behaviour during activities</li> </ul>
--explain how to comprehend the text (by putting a tick mark, question mark etc. under the sentences)  --guide the students to answer the inferential / open-ended questions given under 'working with the text'	--comprehend the text in groups sharing the ideas among the group members  --answer all the questions in group with the guidance of the teacher	--tries to comprehend the text with the help of the group members  --learns those questions	
--guide the students to match the given phrases from the text of the reader with their meanings.	--try to understand the phrases in the context and match those phrases with their meanings.	--tries to understand the meanings of phrases in the context and use them on his / her own.	
--encourages them use the given list of phrases in their own sentences.	--in group and with the help of the teacher and internet all the students use those phrases in their own sentences.	--uses phrases in the sentences of his / her own.	
--make them to write opposites by adding the prefix 'un' to the given words.	--learn to use 'un' to frame opposite words and use them in their speech and writing.	--makes opposites by using 'un' on his / her own.	
--sensitize the students to use certain phrases like "May you...", "I wish you..."/"Wishing you" etc. in the conversation with a friend in the context of a sports event, a quiz or a test etc. to wish them good luck.	--use those phrase in the pair work suggested by the teacher in different contexts.  --take part in the pair work.	--uses those phrases in the daily life conversation.  --takes part in the pair work.	
--initiate discussion to write a paragraph on 'your dream' and 'how to realize it' and to make them to write.	--participate in the discussion jot down the points and write a paragraph on 'your dream' and how can it be come true' etc.	--does such kind of paragraph writing exercises on his / her own.	



--transact the poem 'Beauty' (model reading, individual reading, group reading and collaborative reading)	--recites the poem and comprehend the poem and understand the central idea of the poem	--recites the poem and talks about the central idea of the poem	
--help them to think about the poem (answering questions given at the end of the poem)	--answer all the questions given at the end of the poem (in group)	--learn to answer such questions individually	
<p><b>(Supplementary Reader: A Pact with the Sun)</b></p> <p><b>Unit III: The Shepherd's Treasure:</b></p> <p>Since the very aim of the supplementary reader is to provide extensive reading practice, the teacher encourages the students to read the unit on their own at home. To create interest the teacher asks them to find answers from the unit.</p>	<p>--Students in group and individually read the text 'The Shepherd's Treasure' which is meant for reading practice and try to find the answers to the questions given by the teacher. i.e.</p> <ol style="list-style-type: none"> <li>1. Who visited the shepherd one day and why?</li> <li>2. Why did the other governors grow jealous of the shepherd?</li> <li>3. How did the king reward the new governor?</li> </ol>	--develops the habit of reading stories and other authentic material like newspapers, magazines etc.	

<p><b>Check For Understanding Questions</b></p> <p><b><u>1.Factual: (An Indian-American Woman in Space: Kalpana Chawla)</u></b></p> <ol style="list-style-type: none"> <li>1. Where was Kalpana Chawla born?</li> <li>2. Did Kalpana's father agree to send her to do masters in the USA?</li> <li>3. Who did marry to?</li> <li>4. Where was her space shuttle Columbia launched from?</li> <li>5. How long did her space mission last?</li> <li>6. List out the experiments done by the crew in the space.</li> <li>7. Where did she send message to the students of college in Chandigarh from?</li> </ol> <p><b><u>( Beauty – poem)</u></b></p> <ol style="list-style-type: none"> <li>8. Where is the beauty seen in?</li> <li>9. Where is the beauty heard in?</li> <li>10. What things are beautiful according to you?</li> </ol>	<p><b>TLMs</b> (Digital + Print)</p> <ul style="list-style-type: none"> <li>❖ Reader</li> <li>❖ PPTs</li> <li>❖ Glossary chart</li> <li>❖ Charts (for additional grammar practice exercises)</li> <li>❖ Pictures Kalpana Chawla, Columbia and other pictures related to space</li> <li>❖ Paper clippings of the news of Columbia crash etc.</li> <li>❖ A chart showing a quarrel between siblings.</li> </ul>
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**2. Open Ended / Critical Thinking: (An Indian-American Woman in Space: Kalpana Chawla)**

1. Why is she called an Indian-American?
2. When and Why did she go to the US?
3. How did she become an astronaut?
4. What gave her an idea that she could be an astronaut?
5. What abilities must an astronaut have according to the Journalist?
6. Describe Kalpana Chawla's first mission in space?
7. What does Kalpana Chawla say about pursuing a dream? Do you agree with her that success is possible?

**(Beauty- Poem)**

8. Can you hear the beauty?
9. Find pictures of beautiful things you have seen or heard of?
10. Write a paragraph about beauty.

**Student Practice Questions & Activities**

*(Exercises from workbook / textbooks/ blackboard)*

1. Vocabulary: Matching phrases with their meanings.
2. Pair work using some phrases like 'may you', ' I wish you' etc.
3. What do you know about Kalana Chawla?

**Assessment**

*(Think of what children SAY, DO and MAKE while learning that can form the evidence of learning to be used for assessment).*

1. Describe Kalpana Chawla's first mission into the space.
2. What qualities does an astronaut have according to the journalist?
3. Write the central idea of the poem 'Beauty. '

- ❖ QR code scanner to scan the codes given at page 43 in the reader
- ❖ Video lesson (An Indian-American Woman in Space: Kalpana Chawla)
- ❖ <https://www.youtube.com/watch?v=W1LG-wDr4fM>
- ❖ <https://www.youtube.com/watch?v=R8zaxeJmLA8>

Video lesson (Beauty)

- ❖ <https://www.youtube.com/watch?v=1-66E7yGnZU>

**Signature of the Teacher**

**Signature of The Head Master**

**Signature of Supervising Officer With Remarks**

## VI Class English Lesson Plan-October-2023

Name Of the Teacher :

School:

Name of the Lesson / Unit	Topic	No. of periods required	Timeline for teaching		Any specific information
			From	To	
<b>Unit I: A Different Kind of School? (Honey Suckle)</b>	Before you read		1.10.23		Whole class interaction about homework
	<b>A Different Kind of School</b>				A story by E.V Lucas a different School where all children Role play as a differently able child to emphatic feeling.
	Working with the text				4 Inferential and open-ended questions from all the important concepts of the lesson
	Working with language				Words and phrases matching Re write the story
	Working with language				Words and its meanings in page no :62
	Speaking				Make a short list of things Speak about look at your hands care fully
	Writing			31.10.23	--Picking out rhyming sentences --Rewriting the given incomplete sentences All but blind

**Prior Concept/ Skills:** (Essential concepts and skills to be checked/bridged before teaching the current concept.)

8. Listen to the teacher and understand
9. Read and comprehend the text
10. Express their ideas, opinions and doubts etc.
11. Speak about their real life experiences
12. Write simple sentences on their own
13. Uses words contextually
14. Expresses his/her feelings about school

**Learning Outcomes:** ( Selected from SCERT Academic Calendar and Textbook)

- Answers questions orally and in writing on a variety of texts.
- Reads textual/non-textual materials in English/Braille with comprehension.
- Identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material
- Reads aloud stories/ recites poems with appropriate pause, intonation and pronunciation. (Who Did Patrick's Homework – prose / A House, A Home – poem)
- participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations;

**No. of Periods:**  
16

**Total -- periods to achieve all these learning outcomes for this unit.**

<ul style="list-style-type: none"> <li>➤ asks and responds to questions based on texts (from books or other resources) and out of curiosity.</li> <li>➤ Speak about his/her school</li> <li>➤ Takes notes while teacher teaches /from books / from online materials.</li> <li>➤ Infers the meaning of unfamiliar words by reading them in context.</li> <li>➤ Writes sentences with rhyming words at the end (like a poem) ; Answer the questions given at the end of Know Your Country.</li> </ul>	
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**TEACHING LEARNING PROCESS**

<p><b>Induction/Introduction</b> ( <i>Generating interest, informing students about the outcomes and expectations for the lesson</i>)</p> <p>6. Are your teachers giving homework every day? 7. When do you do your homework? 8. Is there anyone to help you in doing homework? 9. Do your teachers check your homework? 10. Does your teacher punish you if you don't do your homework?</p>
--

<p><b>Experience and Reflection ?</b> (<i>Task/question that helps students explore the concept and connect with their life</i>)</p> <p>6. In what way is homework good? 7. What are the demerits of homework? 8. Do you support homework or not? 9. Have you ever assigned your homework to anyone in your family?</p>
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<b>Explicit Teaching/Teacher Modelling</b> ( <i>I Do</i> )	<b>Group Work (We Do)</b>	<b>Independent Work (You Do)</b>	<b>Notes for:</b>
--Segment wise <b>model reading</b> by the teacher ( <b>A Different Kind of School</b> ) by following the strategies like individual reading, group reading and scaffold reading to make the students understand the text (with the help of the given glossary chart)	--read in groups to make the un cleared concepts in individual reading	--participates actively in the activities suggested by the teacher i.e. individual reading, group reading, collaborative reading, conversations etc.	<ul style="list-style-type: none"> <li>● Using textbook prompts and activities for each of the sections</li> <li>● Allotting time for students to ask</li> </ul>

--explain how to comprehend the text (by putting a tick mark, question mark etc. under the sentences)	--comprehend the text in groups sharing the ideas among the group members	--tries to comprehend the text with the help of the group members	and responding to students' queries ● Asking open-ended questions beyond textbook content
--guide the students to answer the inferential / open-ended questions given under 'working with the text'	--answer all the questions in group with the guidance of the teacher	--learns those questions	
--make the students to Words and phrases matching Re write the story	--they try to Words and phrases matching Re write the story	--uses those words and phrases in sentences of their own.	● Allotting time for group activities and helping

-- suggest the students to use their creativity about Words and its meanings in page no :62	--students, in groups, find the Words and its meanings in	--does such Words and its meanings on his own	students engaged with tasks it more ● Giving targeted feedback and appreciation to students ● Managing student's behaviour during activities
--motive the students to share their opinions (pair work) about their school and a special school. allow them to use words / phrases in their expressions	--students participate in the discussion and contribute their own ideas about their school and a special school. With the help of words / phrases given in the reader	--learns to express their opinions on different topics	
--encourage the students to write rhyming sentences as we do in a poem  --make them answer the Questions Related to Know Your country.	--students in groups write down some rhyming sentences from the story  --read the box items and answer thequestion	--writes rhyming sentences on his/her own  --learns to read and understand such cartoons	

<p><b>Check For Understanding Questions</b>  <b><u>1.Factual: (A Different Kind of School?)</u></b>  1. Why do you think the writer visited miss Beams school ?  2. What was the game that every child in the school had to play&gt;  3. Each term every child has one blind day, one lame day complete the line which day was the hardest why it is hardest?  4. What is the purpose of these special days?  <b><u>2. Open Ended / Critical Thinking: (A Different Kind of School)</u></b>  1. Put the sentences from the story in the write order and write them in a paragraph  2. Reword these lines from the story?  3. Is your school good or the different kind of school?  4. Why should we sympathize differently able people</p> <p><b><u>Student Practice Questions &amp; Activities</u></b>  <i>(Exercises from workbook / textbooks/ blackboard)</i>  4. Vocabulary exercises given at page no. ---  5. Grammar exercises given at page no. ----  6. Why we need special schools? Give reasons for youranswer.</p>	<p><b>TLMs</b>  <i>(Digital + Print)</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reader</li> <li><input type="checkbox"/> PPTs</li> <li><input type="checkbox"/> Glossary chart</li> <li><input type="checkbox"/> Charts (for additional grammar practice exercises)</li> <li><input type="checkbox"/> Pictures of school.</li> <li><input type="checkbox"/> A chart showing Different Kind of Schools</li> <li><input type="checkbox"/> QR code scanner to scan the codes given at page no 54 in the reader</li> <li><input type="checkbox"/> Video lesson (A chart showing Different Kind of Schools)</li> <li><input type="checkbox"/> <a href="https://www.youtube.com/watch?v=NG7WfhDI8zc">https://www.youtube.com/watch?v=NG7WfhDI8zc</a></li> <li><input type="checkbox"/> <a href="https://www.youtube.com/watch?v=Enog8296Ukk">https://www.youtube.com/watch?v=Enog8296Ukk</a></li> <li><input type="checkbox"/> Video lesson (Where Do All The Teachers Go?)</li> <li><input type="checkbox"/> <a href="https://www.youtube.com/watch?v=RAmt3VBBWM">https://www.youtube.com/watch?v=RAmt3VBBWM</a></li> </ul>
<p><b>Assessment</b>  <i>(Think of what children SAY, DO and MAKE while learning that can form the evidence of learning to be used for assessment).</i>  1.How the children play and enjoy in different kind of school?  2.What they learn by imitating differently able children?  3.What made Patrick a good boy at the end?</p>	

Signature of the Teacher

Signature of The Head Master

Signature of Supervising Officer With Remarks

## VI Class English Lesson Plan-November -2023

**Name Of the Teacher : A.V.Rajasekhar, S. A. English , Z.P.H. School , Gajularega.**

Name of the Lesson / Unit	Topic	No. of periods required 25	Timeline for teaching		Any specific information
			From	To	
<b>Tansen / Where do All the teachers Go ?</b>	Before you read	1	1.11.23		Whole class interaction about the theme and setting of the story.
	<b>4.Tansen</b> (from the supplementary read A Pact With the Sun)	8			A historical story about the great Singer Tansen and some of his life events.
	Working with the SR	3			7.Inferential and open-ended questions and blanks from all the important concepts of the lesson
	<b>Where do All the teachers Go</b> (poem)	4			Written by Peter Dixon
	Working with the poem	4			
	<b>Spoken English</b>	2			Develop Communication skills
	Cross word puzzle	1			Word building
	One word substitutions	2		31.11-23	Word building

**Prior Concept/ Skills:** *(Essential concepts and skills to be checked/bridged before teaching the current concept.)*

- 1.Listen to the teacher and understand
- 2.Read and comprehend the text
- 3.Express their ideas, opinions and doubts etc.
- 4Speak about their real life experiences
- 5.Write simple sentences on their own
- 6.Uses words contextually

**Learning Outcomes:** *( Selected from SCERT Academic Calendar and Textbook)*

- Answers questions orally and in writing on a variety of texts.
- Reads textual/non-textual materials in English/Braille with comprehension.
- Identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material
- Reads aloud stories/ recites poems with appropriate pause, intonation and pronunciation. (Who Did Patrick's Homework – prose / A House, A Home – poem)
- participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations;

**No. of Periods:**  
25

**Total -- periods to achieve all these learning outcomes for this unit.**

<ul style="list-style-type: none"> <li>➤ asks and responds to questions based on texts (from books or other resources) and out of curiosity.</li> <li>➤ Speak about his/her opinion on music</li> <li>➤ Takes notes while teacher teaches /from books / from online materials.</li> <li>➤ Infers the meaning of unfamiliar words by reading them in context.</li> <li>➤ Writes sentences with rhyming words at the end (like a poem) ; Answer the questions</li> </ul>	
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**TEACHING LEARNING PROCESS**

<p><b>Induction/Introduction</b>  <i>( Generating interest, informing students about the outcomes and expectations for the lesson)</i></p> <ol style="list-style-type: none"> <li>1. Say some historical story ?</li> <li>2. Say some childhood memories of you?</li> <li>3. Name some stories of Akbar and Birbal Tenali rama and Srikrishna deva raya</li> <li>4. Name some inspiring teachers to you ?</li> </ol>
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<p><b>Experience and Reflection ?</b>  <i>(Task/question that helps students explore the concept and connect with their life)</i></p> <p>5. In which way fine arts help us?          6. Name some fine arts you know ?          7. How music link with our culture?</p>
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<b>Explicit Teaching/Teacher Modelling (I Do)</b>	<b>Group Work (We Do)</b>	<b>Independent Work (YouDo)</b>	<b>Notes For To be Given Wherever Needed</b>
--transact the poem <b>Where Do All The Teachers Go?</b> (model reading, individual reading, group reading and collaborative reading)	--recites the poem and comprehend the poem and understand the central idea of the poem	--recites the poem and talks about the central idea of the poem	
--help them to think about the poem (answering questions given at the end of the poem)	--answer all the questions given at the end of the poem (in group)	--learn to answer such questions individually	
<p><b>(Supplementary Reader: A Pact with the Sun) Unit IV: Tansen</b></p> <p>Since the very aim of the supplementary reader is to provide extensive reading practice, the teacher encourages the students to read the unit on their own at home. To create interest the teacher asks them to find answers from the unit.</p>	<p>--Students in group and individually read the text Tansen which is meant for reading practice and try to find the answers to the questions given by the teacher. i.e.</p> <p>Answer all the 7 questions in Page no: 15</p>	--develops the habit of reading stories and other authentic material like newspapers, magazines etc.	

**Check For Understanding Questions****1.Factual: (A Different Kind of School?)****( Where Do All The Teachers Go? poem)**

1. Why does the poet want to know where the teachers go at 4'o clock?
2. What are the things normal people do that the poet talks about?
3. What does he imagine about (A) where teachers live (B). What they do at home (C). The people with whom they live
4. How does the poet plan to find out? What he will do once he find out
5. Why does the poet wonder if teachers also do things that other people do?

**(Where Do All The Teachers Go)**

1. What do you think these phrases from the poem mean?  
(A) Punished in the corner (B). Live their greens.

**Student Practice Questions & Activities**

*(Exercises from workbook / textbooks/ blackboard)*

7. Vocabulary exercises given at page no. ---
8. Grammar exercises given at page no. ----
9. Why we need special schools? Give reasons for your answer.

**TLMs**

*(Digital + Print)*

- Reader
- PPTs
- Glossary chart
- Charts (for additional grammar practice exercises)
- Pictures of school.
- A chart showing Different Kind of Schools
- QR code scanner to scan the codes given at page no 54 in the reader
- Video lesson (A chart showing Different Kind of Schools)
- <https://www.youtube.com/watch?v=NG7WfhDI8zc>
- <https://www.youtube.com/watch?v=Enog8296Ukk>
- Video lesson (Where Do All The Teachers Go?)
- <https://www.youtube.com/watch?v=RAmt3VBBEWM>

**Assessment**

*(Think of what children SAY, DO and MAKE while learning that can form the evidence of learning to be used for assessment).*

- .Discuss about the greatness of teaching profession
- Make a note about great Indian Musicians

**Signature of the Teacher**

**Signature of The Head Master**

**Signature of Supervising Officer With Remarks**



## VI Class English Lesson Plan-December-2023

Name Of the Teacher :

School:

Name of the Lesson / Unit	Topic	No. of period requirements	Timeline for teaching		Any specific information
			From	To	
<b>Unit VI: Who I Am</b>	Before you read	1	1.12.23		Whole class interaction about the theme and setting of the story.
	<b>Who I Am ?</b>	8			In this lesson we look at what we are like and how each of us is different. We are all Interesting and Good at different things.
	Working with the text	3			3 Inferential and open-ended questions and blanks from all the important concepts of the lesson
	Working with language	2			-Job and description matching.
	Working with language	2			Paragraph writing
	Speaking & Writing	4			-New words and its meanings
	<b>The wonderful words (poem)</b>	2			written by Eleanor Farjeon
	Working with the poem	1			8 Inferential and open-ended questions from the poem
<b>The Monkey and The crocodile</b> (from the supplementary read A Pact With the Sun)	2		31.12.23	A story taken from Panchatantra tales which explains the moral Don't cheat friend.	

**Prior Concept/ Skills:** (Essential concepts and skills to be checked/bridged before teaching the current concept.)

8. Listen to the teacher and understand
9. Read and comprehend the text
10. Express their ideas, opinions and doubts etc.
11. Speak about their real life experiences
12. Write simple sentences on their own
13. Uses words contextually
14. Shares his / her Hobbies and Aims

**Learning Outcomes:** ( Selected from SCERT Academic Calendar and Textbook)

- Answers questions orally and in writing on a variety of texts.
- Reads textual/non-textual materials in English/Braille with comprehension.
- Identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material
- Reads aloud stories/ recites poems with appropriate pause, intonation and pronunciation. (Who I Am – prose / The wonderful words – poem)
- Identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material
- Reads aloud stories/ recites poems with appropriate pause, intonation and

**No. of Periods**  
:

**Total 24 periods to achieve all these learning outcomes for this unit.**

<p>pronunciation. (Who Did Patrick's Homework – prose / A House, A Home – poem)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations;</li> <li><input type="checkbox"/> asks and responds to questions based on texts (from books or other resources) and out of curiosity.</li> <li><input type="checkbox"/> Speak about merits and demerits of homework (pair work)</li> <li><input type="checkbox"/> Takes notes while teacher teaches /from books / from online materials.</li> <li><input type="checkbox"/> Infers the meaning of unfamiliar words by reading them in context.</li> <li><input checked="" type="checkbox"/> Writes sentences with rhyming words at the end (like a poem) ;</li> </ul> <p>➤</p>	
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### Teaching Learning Process

<p><b>Induction/Introduction</b> ( Generating interest, informing students about the outcomes and expectations for the lesson)</p> <p>1.What is your Wish? 2.Who is your inspiration ? 3.Is It Good having an aim right from school age ? 4.How great people become the great one?</p>			
<p><b>Experience and Reflection ?</b> (Task/question that helps students explore the concept and connect with their life)</p> <p>5. What is your favorite study? 6. What is important to achieve goal ? money or self confidence ?</p>			
<p><b>Explicit Teaching/Teacher Modelling</b> (I Do)</p>	<p><b>Group Work (We Do)</b></p>	<p><b>Independent Work (You Do)</b></p>	<p><b>Notes for:</b></p> <ul style="list-style-type: none"> <li>● Using textbook prompts and activities for each of the sections</li> <li>● Allotting time for students to ask and responding to students' queries</li> <li>● Asking open-ended questions beyond textbook content</li> <li>● Allotting</li> </ul>
<p>--Segment wise <b>model reading</b> by the teacher (<b>Who I Am ?</b>) by following the strategies like individual reading, group reading and scaffold reading to make the students understand the text (with the help of the given glossary chart)</p>	<p>--read in groups to make the un cleared concepts in individual reading</p>	<p>--participates actively in the activities suggested by the teacher i.e. individual reading, group reading, collaborative reading, conversations etc.</p>	
<p>--explain how to comprehend the text (by putting a tick mark, question mark etc. under the sentences) --guide the students to answer the inferential / open-ended questions given under 'working with the text'</p>	<p>--comprehend the text in groups sharing the ideas among the group members</p> <p>--answer all the questions in group with the guidance of the teacher</p>	<p>--tries to comprehend the text with the help of the group members</p> <p>--learns those questions</p>	
<p>--make the students to fill in the blanks with different kinds of intelligence</p>	<p>--they try to fill in the blanks with different kinds of intelligence</p>	<p>--uses those different kinds of intelligence</p>	

One word substitutions on page no 72	--students, know words like Navigator , Architect, Politician Etc	--learns use of new words Usage of One word substitutions
Paragraph Writing	Students improve writing	--develops interest to do such activities, word search exercises on his / her own
<b>The wonderful words (poem)</b> --help them to think about the poem (answering questions given at the end of the poem)	--answer all the questions given at the end of the poem (in group)	--learn to answer such questions individually
(Supplementary Reader: A Pact with the Sun) <b>The Monkey and The crocodile</b>  Since the very aim of the supplementary reader is to provide extensive reading practice, the teacher encourages the students to read the unit on their own at home. To create interest the teacher asks them to find answers from the unit.	--Students in group and individually read the text 'A Tale of Two Birds' which is meant for reading practice and try to find the answers to the questions given by the teacher. i.e.  4. Why did the farmer bring a baby mongoose into the home? 5. Why didn't the farmer's wife want to leave the baby alone with the mongoose?  6. Why did the farmer's wife strike the mongoose with her basket?	--develops the habit of reading stories and other authentic material like newspapers, magazines etc.

<p><b>Check For Understanding Questions</b></p> <p><b>1.Factual: (Who I Am ?)</b></p> <p>1.Peters favorite day of the week is Sunday because _____</p> <p>2 . Nasar wants to learn _____</p> <p>3 Dolma believes that she can make a good prime minister because _____</p> <p><b>The wonderful words (poem)</b></p> <p>1.Complete the sentences in your own words using the idea of the poem</p> <p>2.Group discussion about the poem</p> <p><b>The Monkey and The crocodile</b></p> <p>1.the monkey is happy living in the fruit tree, but his happiness was not complete. What did he miss?</p> <p>2.What did the true friends generally talk about ?</p> <p>3.Why was the crocodile unwilling to invite his friend to home /</p> <p>What does the sentence of the story suggest?</p> <p><b>2. Open Ended / Critical Thinking: (Who I Am ?)</b></p> <p>1Write true or false of given statements</p> <p><b>The Monkey and The crocodile</b></p> <p>Why was the crocodile's wife annoyed wither husband one day ?</p>	<p><b>TLMs</b> (Digital + Print)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reader</li> <li><input type="checkbox"/> PPTs</li> <li><input type="checkbox"/> Glossary chart</li> <li><input type="checkbox"/> Charts (for additional grammar practice exercises)</li> <li><input type="checkbox"/> Pictures of school.</li> <li><input type="checkbox"/> A chart showing Different kids and their aims</li> <li><input type="checkbox"/> QR code scanner to scan the codes given at page no 54 in the reader</li> <li><input type="checkbox"/> Video lesson (A chart showing Differentkids and their aims)</li> <li><input type="checkbox"/> <a href="https://www.youtube.com/watch?v=NG7WfhDI8zc">https://www.youtube.com/watch?v=NG7WfhDI8zc</a></li> <li><input type="checkbox"/> <a href="https://www.youtube.com/watch?v=Enog8296Ukk">https://www.youtube.com/watch?v=Enog8296Ukk</a> Video lesson (Where Do All The Teachers Go?)</li> <li><input type="checkbox"/> <a href="https://www.youtube.com/watch?v=RAmt3VBBWM">https://www.youtube.com/watch?v=RAmt3VBBWM</a></li> </ul>
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<p>2. What did the crocodile tell the monkey mid stream 3. How did the monkey save himself? 4. What would the crocodile tell his wife ?</p> <p><b>Questions &amp; Activities</b> <i>(Exercises from workbook / textbooks/ blackboard)</i> Vocabulary exercises given at page no. --- Grammar exercises given at page no. ---- What is an aim ? how we build it ?</p>	
<p><b>Assessment</b> <i>(Think of what children SAY, DO and MAKE while learning that can form the evidence of learning to be used for assessment).</i> Write one moral story you know / Write child hood aim of some greater people</p>	

**Signature of the Teacher**

**Signature of The Head Master**

**Signature of Supervising Officer With Remarks**

## VI Class English Lesson Plan-January -2024

Name Of the Teacher : School

School:

Name of the Lesson / Unit	Topic	No. of periods required	Timeline for teaching		Any specific information
			From	To	
<b>Unit VII: Fair Play (Honey Suckle)</b>	Before you read	1	1.1.24		Whole class interaction about homework
	<b>Fair Play</b>	6			This story is about two friends who had decided what was more important Friendship or enmity. Author Pramchand
	Working with the text	2			10 Inferential and open-ended questions from all the important concepts of the lesson
	Working with language	2			Replace phrases page no:84
	Working with language	2			Phrases and its meaning. page no:85
	Speaking	1			Asking yes/no type questions
	Writing	1			Opposite words
	A pact with the sun (S.R) <b>The wonder called sleep</b>	2		31.1.24.	Essay explains biological phenomenon and dreaming.

**Prior Concept/ Skills:** (Essential concepts and skills to be checked/bridged before teaching the current concept.)

15. Listen to the teacher and understand
16. Read and comprehend the text
17. Express their ideas, opinions and doubts etc.
18. Speak about their real life experiences
19. Write simple sentences on their own
20. Uses words contextually
21. Shares how much they love, respect their parents.

**Learning Outcomes:** ( Selected from SCERT Academic Calendar and Textbook)

- Answers questions orally and in writing on a variety of texts.
- Reads textual/non-textual materials in English/Braille with comprehension.
- Identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material
- Reads aloud stories/ recites poems with appropriate pause, intonation and pronunciation. (Fair Play)
- participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations;
- asks and responds to questions based on texts (from books or other resources) and out of

**No. of Periods:**

**Total 17 periods to achieve all these learning outcomes for this unit.**

<p>curiosity.</p> <ul style="list-style-type: none"> <li>➤ Speak about merits and demerits of homework (pair work)</li> <li>➤ Takes notes while teacher teaches /from books / from online materials.</li> <li>➤ Infers the meaning of unfamiliar words by reading them in context.</li> <li>➤ Writes sentences with the action words he identified from the poem.</li> </ul>			
<ul style="list-style-type: none"> <li>➤ participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations;</li> <li>➤ asks and responds to questions based on texts (from books or other resources) and out of curiosity.</li> <li>➤ Speak about merits and demerits of homework (pair work)</li> <li>➤ Takes notes while teacher teaches /from books / from online materials.</li> <li>➤ Infers the meaning of unfamiliar words by reading them in context.</li> </ul>			
<p><b>Explicit Teaching/Teacher Modelling</b> (I Do)</p>	<p><b>Group Work (We Do)</b></p>	<p><b>Independent Work (You Do)</b></p>	<p><b>Notes for:</b></p> <ul style="list-style-type: none"> <li>● Using textbook prompts and activities for each of the sections</li> <li>● Allotting time for students to ask and responding to students' queries</li> <li>● Asking open-ended questions beyond textbook content Giving targeted feedback and appreciation to students</li> <li>● Managing student's behaviour during activities</li> </ul>
<p>--Segment wise <b>model reading</b> by the teacher (<b>Fair Play</b>)and transaction of reading byfollowing the strategies like individual reading, group reading and scaffold reading to make the students understand the text (with the help of the given glossary chart)</p>	<p>--read in groups to make the uncleared concepts in individual reading</p>	<p>--participates actively in the activities suggested by the teacher i.e. individual reading, group reading, collaborative reading, conversations etc.</p>	
<p>--explain how to comprehend the text (by putting a tick mark, question mark etc. under the sentences)</p> <p>--guide the students to answer the inferential / open-ended questions given under 'working with the text'</p>	<p>--comprehend the text in groups sharing the ideas among the group members</p> <p>--answer all the questions in group with the guidance of the teacher</p>	<p>--tries to comprehend the text with the help of the group members</p> <p>--learns those questions</p>	
<p>--guide the students to match the given phrases from the text of the reader with their meanings.</p>	<p>--try to understand the phrases in the context and match those phrases with their meanings.</p>	<p>--tries to understand the meanings of phrases in the context and use them on his / her own.</p>	
<p>--encourages them use the given list of phrases in their own sentences.</p>	<p>--in group and with the help of the teacher and internet all the students use those phrases in their own sentences.</p>	<p>--uses phrases in the sentences of his / her own.</p>	

--make them to write opposites words.	opposite words and use them in their speech and writing.	--makes opposites by using his / her own conversation .
--initiate asking asking yes/no type questions	--participate in the discussion and Asking yes/no type questions	Asking yes/no type questions his / her own.
(Supplementary Reader: A Pact with the Sun) <b>The wander called sleeping</b>  Since the very aim of the supplementary reader is to provide extensive reading practice, the teacher encourages the students to read the unit on their own at home. To create interest the teacher asks them to find answers from the unit.	Essay explains biological phenomenon and dreaming. 1. What is the most obvious advantage of sleep ? 2. What happens to our body when we sleep ? 3. Define Dream in your words 4. Why has sleep been called wonder ?	--develops the habit of reading stories and other authentic material like newspapers, magazines etc

<p><b>Check For Understanding Questions</b></p> <p><b>1.Factual: (Fair Play)</b></p> <ol style="list-style-type: none"> <li>1. “Then the situation changed”. What is being referred to?</li> <li>2. When Jumman’s aunt realised that she was not welcome in his house. What arrangement did she suggest?</li> <li>3. What was the villagers’ reaction when the aunt explained her case to them?</li> <li>4. Why was jumman happy over Algu’s nomination as head panch?</li> <li>5. “God lives in the heart of the panch”the aunt said, what did she mean?</li> <li>6. What was Algu’s verdict as head panch? How did jumman take it?</li> </ol> <p><b>wander called sleeping (S.R)</b></p> <ol style="list-style-type: none"> <li>1. Why dreams are important ?Mentions two reasons</li> <li>2. Why has sleep called wonder?</li> </ol> <p><b>2. Open Ended / Critical Thinking: (Fair Play)</b></p> <ol style="list-style-type: none"> <li>1. Why was algu upset over jumman’s nomination as head panch?</li> <li>2. What was jumman’s verdict has head panch? How did Algu take it?</li> <li>3. Which of the following sums up the story best?</li> <li>4. (I) I also know that you will not kill your conscience for the sake of friendship.” (II). “Let no one deviate from the path of justice and truth for friendship or enmity? (III). The voice of the Panch</li> </ol>	<p><b>TLMs</b> (Digital + Print)</p> <ul style="list-style-type: none"> <li>❖ Reader</li> <li>❖ PPTs</li> <li>❖ Glossary chart</li> <li>❖ Charts (for additional grammar practice exercises)</li> <li>❖ Pictures Dog, Wolf, Bear, Lion, Man</li> <li>❖ A chart a dog with a wolf</li> <li>❖ QR code scanner to scan the codes given at page 76 in the reader</li> <li>❖ Video lesson (How the Dog Found Himself a New Master?)</li> <li>❖ <a href="https://www.youtube.com/watch?v=HnsSmOLdLbU">https://www.youtube.com/watch?v=HnsSmOLdLbU</a></li> <li>❖ Video lesson (The Kite)</li> <li>❖ <a href="https://www.youtube.com/watch?v=bciUcOaepg8">https://www.youtube.com/watch?v=bciUcOaepg8</a></li> </ul>
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<p><b>The wander called sleeping (S.R)</b></p> <ol style="list-style-type: none"> <li>1. What is the most obvious advantage of sleep ?</li> <li>2. What happens to our body when we sleep ?</li> <li>3. Define Dream in your words</li> </ol>	
<p><b><u>Student Practice Questions &amp; Activities</u></b>  <i>(Exercises from workbook / textbooks/ blackboard)</i></p> <ol style="list-style-type: none"> <li>4. Vocabulary: word search activity given at page no.</li> <li>5. (Replace phrases )Story telling activity (translating from any other language toEnglish)</li> <li>6. Role play by students as friends</li> </ol>	
<p><b>Assessment</b>  <i>(Think of what children SAY, DO and MAKE while learning that can form the evidence of learning to be used for assessment).</i></p> <ol style="list-style-type: none"> <li>1. Write about your best friend</li> <li>2. write about some of the great friends in past.</li> <li>3. Describe briefly to the class an importable dream you have ever had ?</li> </ol>	

**Signature of the Teacher**

**Signature of The Head Master**

**Signature of Supervising Officer With Remarks**



## VI Class English Lesson Plan-February-2023

Name Of the Teacher :

School

Name of the Lesson / Unit	Topic	No. of period requirements	Timeline for teaching		Any specific information
			From	To	
<b>Unit VIII: The Banyan tree</b>	Before you read	1	1.2.23		Whole class interaction about the theme and setting of the story.
	<b>The Banyan tree</b>	8			This is a story about what the author saw as a young boy when he was sitting in an old Banyan tree
	Working with the text	3			6 Inferential and open-ended questions and blanks from all the important concepts of the lesson
	Working with language	1			Learn words describe movement
	Working with language	1			Things striking violently each other
	Speaking & Writing	4			-New words and its meanings
	<b>Vocation (Poem)</b>	2			written by Rabindranath Tagore
	Working with the poem	1			8 Inferential and open-ended questions from the poem
	(from the supplementary read <b>A Pact With the Sun</b> )	2		29.12.23	A story written by Zakir Husain A good physicians sound idea to Saeda.

**Prior Concept/ Skills:** (Essential concepts and skills to be checked/bridged before teaching the current concept.)

1. Listen to the teacher and understand
2. Read and comprehend the text
3. Express their ideas, opinions and doubts etc.
4. Speak about their real life experiences
5. Write simple sentences on their own
6. Uses words contextually
7. Explains adventure wild life and human relations with bio diversity

**Learning Outcomes:** ( Selected from SCERT Academic Calendar and Textbook)

- Answers questions orally and in writing on a variety of texts.
- Reads textual/non-textual materials in English/Braille with comprehension.
- Identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material
- Reads aloud stories/ recites poems with appropriate pause, intonation and pronunciation. (Taro's Reward – prose / The Quarrel – poem)

**No. of Periods:**

**Total 23 periods to achieve all these learning outcomes for this unit.**

## Teaching learning process

<b>Induction/Introduction</b> <i>( Generating interest, informing students about the outcomes and expectations for the lesson)</i>			
1.Why some animals are enemies ? 2.How we approach bio diversity ? 3.Do you have any child hood memories ? 4.How trees give shelter to birds and animals ?			
<b>Experience and Reflection ?</b> <i>(Task/question that helps students explore the concept and connect with their life)</i>			
7. Say something about your child hood memories ? 8. Have you watch any animals or plants outside your home ?			
<b>Explicit Teaching/Teacher Modelling</b> <i>(I Do)</i>	<b>Group Work (We Do)</b>	<b>Independent Work (You Do)</b>	<b>Notes for:</b> ● Using textbook prompts and activities for each of the sections ● Allotting time for students to ask and responding to students' queries ● Asking open-ended questions beyond textbook content ● Allotting
--Segment wise <b>model reading</b> by the teacher ( <b>The Banyan tree</b> )by following the strategies like individual reading, group reading and scaffold reading to make the students understand the text (with the help of the given glossary chart)	--read in groups to make the un cleared concepts in individual reading	--participates actively in the activities suggested by the teacher i.e. individual reading, group reading, collaborative reading, conversations etc.	
--explain how to comprehend the text (by putting a tick mark, question mark etc. under the sentences) --guide the students to answer the inferential / open-ended questions given under 'working with the text'	--comprehend the text in groups sharing the ideas among the group members  --answer all the questions in group with the guidance of the teacher	--tries to comprehend the text with the help of the group members  --learns those questions	
-- Learn words describe movement	Students fill the blanks with suitable words related to movement	--uses those different kinds related to movement	
Framing new words adding -er	--students, know about degrees of comparison	--learns use of degrees of comparison	
Paragraph Writing	Students improve writing	--develops interest to do such activities, word search exercises on his / her own	
<b>Vocation (poem)</b> --help them to think about the poem (answering questions given at the end of the poem)	--answer all the questions given at the end of the poem (in group)	--learn to answer such questions individually	

<p>(Supplementary Reader: A Pact with the Sun) <b>A Pact with the Sun</b></p> <p>Since the very aim of the supplementary reader is to provide extensive reading practice, the teacher encourages the students to read the unit on their own at home. To create interest the teacher asks them to find answers from the unit.</p>	<p>--Students in group and individually read the text <b>A Pact with the Sun</b> 'which is meant for reading practice and try to find the answers to the questions given by the teacher. i.e.</p> <p>What is your formula for keeping good health ? When would you make a pact with sun?</p>	<p>--develops the habit of reading stories and other authentic material like newspapers, magazines etc.</p>
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<p><b>Check For Understanding Questions</b> <b>1.Factual: (The Banyan tree)</b></p> <ol style="list-style-type: none"> <li>1. Is it was to be a battle of champions ?</li> <li>2. What did the cobra and mongoose do to show their readiness for the fight ?</li> <li>3. Who were the two other spectators ? What did they do?</li> <li>4. What happened to the crow in the end ?</li> <li>5. What did the Maya do finally ?</li> </ol> <p><b>(Vocation – poem)</b> With your partner complete the following sentences in your own Words using in the poem in page number 75</p> <p><b>2. Open Ended / Critical Thinking: (The Banyan tree)</b> Complete the following sentence</p> <ol style="list-style-type: none"> <li>1. The old Banyan tree did not belong to grandfather but only the boy because .....</li> <li>2. The small gray squirrel become friendly when .....</li> <li>3..when the boy started to bring him pieces of cake and biscuit The squirrel</li> </ol> <p>Up to questions 6 in page number 98</p> <p><b>(Vocation - Poem)</b> Group discussion following lines given in page no 75 And their meaning</p> <p><b>Student Practice Questions &amp; Activities</b> (Exercises from workbook / textbooks/ blackboard)</p> <ol style="list-style-type: none"> <li>1. Vocabulary: word search activity given at page no.</li> <li>2. (Replace phrases )Story telling activity (translating from any other language toEnglish)</li> <li>3. Role play by students as friends</li> </ol>	<p><b>TLMs</b> (Digital + Print)</p> <ul style="list-style-type: none"> <li>❖ Reader</li> <li>❖ PPTs</li> <li>❖ Glossary chart</li> <li>❖ Charts (for additional grammar practice exercises)</li> <li>❖ Pictures Taro, hut, waterfall etc.</li> <li>❖ A chart showing a quarrel between siblings.</li> <li>❖ QR code scanner to scan the codes givenat page 91 in the reader</li> <li>❖ Video lesson (Taro’s Reward)</li> <li>❖ <a href="https://www.youtube.com/watch?v=QTSYsPKsIRk">https://www.youtube.com/watch?v=QTSYsPKsIRk</a></li> <li>Video lesson (The Quarrel)</li> <li>❖ <a href="https://www.youtube.com/watch?v=yIOxBiMQZ4">https://www.youtube.com/watch?v=yIOxBiMQZ4</a></li> </ul>
<p><b>Assessment</b> (Think of what children SAY, DO and MAKE while learning that can form the evidence of learning to be used for assessment).</p> <ol style="list-style-type: none"> <li>1. Write the story of <b>The Banyan tree in won words</b></li> <li>2. <b>What are the values you learned from the story The Banyan tree ?</b></li> <li>3. <b>Write a compression how the child must? How the child must not ?</b></li> </ol>	

**Signature of the Teacher**

**Signature of The Head Master**

**Signature of Supervising Officer With Remark.**

MANO VIGNANA VEDIKA



PRESENTATION