

Class : VI

Month	Monthly Syllabus with Objectives and Activities: English		
April	<u>English Reader</u> Lesson-1 Brave Sunder Lal	<ul style="list-style-type: none"> • To be able to enjoy reading the story. • To make them understand the lesson in detail. • To be able to find new vocabulary and use it. • To be able to write the gist of each paragraph. • To develop confidence for asking and answering question. 	<ul style="list-style-type: none"> • Listen to the reading and explanation of the lesson by the teacher. • Ask questions and answer questions. • Ask one group to rearrange the jumbled gists of paragraphs, written by the other group. • Ask them to narrate a story where they have helped somebody who has met with an accident. • Speak a few lines on the main character Sunderlal. • Jot down the ideas while listening and write the characters on their own on the blackboard.
	<u>English Reader</u> Poem: Night	<ul style="list-style-type: none"> • To make them enjoy the poem. • Be introduced to a new genre – the poem • Be able to write rhyming words of their own. • Be able to understand the new words and use 	<ul style="list-style-type: none"> • Listen to a good recording of the poem and recite it turn by turn initiating them. And tell them speak the rhyming words and frame more of them. • Answer questions based on the text after listening. • Read silently.

		<p>them in sentences.</p> <ul style="list-style-type: none"> • Be able to understand the central idea of the poem. • Be able to write one line gist of every four lines. • To develop confidence to ask and answer questions. 	<ul style="list-style-type: none"> • Ask questions. • Write a few rhyming words. • Write a few lines on what all you see at night in the sky. • Write the summary of the poem in four-five lines on the board by students.
	<p><u>Grammar</u></p> <p>The Noun: Number</p> <p>The Noun: Gender</p>	<ul style="list-style-type: none"> • To enhance their vocabulary. • To be able to develop productive skills. (accuracy in speaking and writing) 	<ul style="list-style-type: none"> • Collect pictures related to different nouns, then number and gender classify them. • Rewrite sentences changing the gender/number in the given sentences orally and on blackboard. • Ask them to underline the nouns in the given paragraph and classify them.
	The Pronoun	<ul style="list-style-type: none"> • To enhance their vocabulary. • To be able to develop productive skills. (accuracy in speaking and writing) 	<ul style="list-style-type: none"> • Rewrite the sentences by using suitable pronouns in place of the nouns. • Underline the pronouns in the given paragraph. • Make them speak

			sentences using suitable pronouns in place of nouns in class room situations.
	<u>Paragraphs:</u> My Father My Brother My School My Classroom	<ul style="list-style-type: none"> To make students able to write a few lines on the given topic on their own. To enrich their vocabulary. 	<ul style="list-style-type: none"> Ask them to form simple sentences on given words. Give verbal/ non-verbal inputs. Ask them to develop sentences of their own. Share them in the class.
	<u>Story</u> The Lion and the Mouse	<ul style="list-style-type: none"> To be able to develop a short story on their own. To be able to convey their ideas creativity. 	<ul style="list-style-type: none"> Provide visual inputs/ output/ vocabulary. Divide story into different parts and tell students to match it with pictures related to the story.
	<u>Personal Letters:</u> Write a letter to your father requesting him to send you money to buy a bicycle. Write a letter to your friend telling him about your daily routine. <u>Application:</u> Your name has been struck off.	<ul style="list-style-type: none"> To enable them to write letters on their own. To be able to convey their ideas in writing. 	<ul style="list-style-type: none"> Solved ones to be done by the teacher. Tell the students to observe the format. Involve the whole class in writing the body of the letter. Write the format of the letter on the black board and tell children to fill the various parts of the letter.

	Write an application to your Principle for re-admission.		
May	<u>English Reader</u> Lesson-2 The Bangle Seller	<ol style="list-style-type: none"> 1. To be able to enjoy reading the story. 2. To make them understand the lesson in detail. 3. To be able to find new vocabulary and use it. 4. To be able to write the gist of each paragraph. 5. To develop confidence for asking and answering question. 	<ol style="list-style-type: none"> 1. Listen to the reading and explanation of the lesson by the teacher. 2. Ask questions and answer questions. 3. Ask one group to rearrange the jumbled gets of paragraphs, written by the other group. 4. Write a few lines on the street hawker that visits your street. 5. Write a few qualities (desirable/ undesirable) of a street hawker.
	<u>English Reader:</u> Poem: My Shadow	<ol style="list-style-type: none"> 1. To make them enjoy the poem. 2. Be introduced to a new genre – the poem 3. Be able to write rhyming words of their own. 4. Be able to understand the new words and use them in sentences. 5. Be able to understand 	<ol style="list-style-type: none"> 1. Listen to a good recording of the poem and make it recite, imitate. 2. Answer questions based on the text after listening. 3. Read silently. 4. Ask questions. 5. Write a few rhyming words.

		<p>the central idea of the poem.</p> <p>6. Be able to write one line gist of every four lines.</p> <p>7. To develop confidence to ask and answer questions.</p>	<p>6. Ask them to write a few lines on their shadow.</p> <p>7. Write the summary of the poem in four-five lines.</p>
	<p><u>Grammar:</u></p> <p>The Adjective</p>	<p>1. To enhance their vocabulary.</p> <p>2. To be able to develop productive skills. (accuracy in speaking and writing)</p>	<p>1. Underline adjectives in a given paragraph and ask them to use them in their own sentences.</p> <p>2. Collect pictures related to degrees of comparison.</p>
	<p><u>Paragraph:</u></p> <p>My Best Friend</p> <p>My Dog</p> <p>My Pet Dog</p>	<p>1. To make students able to write a few lines on the given topic on their own.</p> <p>2. To enrich their vocabulary.</p>	<p>1. Ask them to form simple sentences on given words.</p> <p>2. Give verbal/ non-verbal inputs.</p> <p>3. Ask them to develop sentences of their own.</p>
	<p><u>Story:</u></p> <p>The Fox and the Crow</p> <p>The Fox and the Grapes</p>	<p>To be able to develop a short story on their own.</p> <p>To be able to convey their ideas creativity.</p>	<p>Provide usual inputs/ output/ vocabulary.</p> <p>Divide story into different parts and tell students to match it with pictures related to the story.</p>
	<p><u>Personal Letter:</u></p> <p>Your father wants to know your</p>	<p>To enable them to write letters on their own.</p>	<p>Solved ones to be done by the teachers.</p>

	<p>progress at school. Write a letter to your father how you are getting at school.</p> <p>Your uncle has sent you a watch as birthday gift. Write a letter of thanks to him for the gift.</p> <p><u>Application:</u></p> <p>Write an application to the head master of your school to grant you sick leave.</p> <p>Write a letter to your headmaster requesting him to grant him 3 days sick leave</p>	<p>To be able to convey their ideas in writing.</p>	<p>Tell the students to observe the format.</p> <p>Involve the whole class in writing the body of the letter.</p> <p>Write letter on the black board.</p>
July	<p><u>English Reader:</u></p> <p>Lesson-3</p> <p>Story from Bapu's Life</p>	<ol style="list-style-type: none"> 1. To be able to enjoy reading the story. 2. To make them understand the lesson in detail. 3. To be able to find new vocabulary and use it. 4. To be able to write the gist of each paragraph. 5. To develop confidence for asking and 	<ol style="list-style-type: none"> 1. Listen to the reading and explanation of the lesson by the teacher. 2. Ask questions and answer questions. 3. Ask one group to rearrange the jumbled gists of paragraphs, written by the other group. 4. Speak a few lines on

		answering question.	Mahatama Gandhi. 5. Write a paragraph describing the qualities of your grandmother.
	Lesson-4 The Three Fish	<ol style="list-style-type: none"> 1. To be able to enjoy reading the story. 2. To make them understand the lesson in detail. 3. To be able to find new vocabulary and use it. 4. To be able to write the gist of each paragraph. 5. To develop confidence for asking and answering question. 	<ol style="list-style-type: none"> 1. Listen to the reading and explanation of the lesson by the teacher. 2. Ask questions and answer questions. 3. Ask one group to rearrange the jumbled gists of paragraphs, written by the other group. 4. Write a paragraph on your best friend. 5. Motivate them to ask questions.
	<u>Grammar:</u> The Verb	1. To develop productive skills in writing & speaking fluently.	<ol style="list-style-type: none"> 1. Divide the students into groups and ask each group to indentify the action performed by the other group. 2. Prepare a list of work done by their mother/father/grandparents the whole day.
	<u>Vocabulary:</u> Occupation	Able to use vocabulary properly.	<ul style="list-style-type: none"> • List the occupations of people that you meet. • Use flash cards and join them with the correct

			<p>occupation being performed in the flash cards.</p> <ul style="list-style-type: none"> • Toy models can be used to name the occupation.
	<p><u>Paragraphs:</u></p> <p>Our Headmaster</p> <p>My Favorite Teacher</p>	<ol style="list-style-type: none"> 1. To make students able to write a few lines on the given topic on their own. 2. To enrich their vocabulary. 	<ol style="list-style-type: none"> 1. Ask them to form simple sentences on given words. 2. Give verbal/ non-verbal inputs. 3. Ask them to develop sentences of their own.
	<p>The Wolf & the Lamb</p> <p>The Hare & The Tortoise</p>	<ol style="list-style-type: none"> 1. To be able to develop a short story on their own. 2. To be able to convey their ideas creativity. 	<ol style="list-style-type: none"> 1. Provide usual inputs/ output/ vocabulary. 2. Divide story into different parts and tell students to match it with pictures related to the story.
	<p><u>Letter writing:</u></p> <p>Write a letter to your elder brother telling him about the historical place you have visited last week.</p> <p><u>Application:</u></p> <p>You have been fined for remaining absent from school. Write an application to your</p>	<p>To enable them to write letters on their own.</p> <p>To be able to convey their ideas in writing.</p>	<p>Solved ones to be done by the teachers.</p> <p>Till the students to observe the format.</p> <p>Involve the whole class in writing the body of the letter.</p> <p>Write letter on the black board.</p> <p>Make them enact the role by asking the principal for remission of fine.</p>

	<p>headmaster for the remission of fine.</p> <p>Write a letter to your class teacher asking her to excuse you for not doing the assignment given by her.</p>		
August	<p><u>English Reader:</u></p> <p>Lesson-5</p> <p>Sajjan the Robber</p> <p>Lesson-6</p> <p>Letter from a father to his daughter.</p>	<ol style="list-style-type: none"> 1. To be able to enjoy reading the story. 2. To make them understand the lesson in detail. 3. To be able to find new vocabulary and use it. 4. To be able to write the gist of each paragraph. 5. To develop confidence for asking and answering question. 	<ol style="list-style-type: none"> 1. Listen to the reading and explanation of the lesson by the teacher. 2. Ask questions and answer questions. 3. Ask one group to rearrange the jumbled gists of paragraphs, written by the other group. 4. Answer the questions based on the text.
	<p>The Adverb</p> <p>The Tense</p>	<p>To develop productive skills in writing & speaking fluently.</p>	<p>Ask them to add adverbs to the verbs in the given sentences. Find the form of tense used in the given piece of writing.</p>
	<p><u>Paragraphs:</u></p> <p>My Country</p> <p>My House</p> <p>My School</p> <p>My Library</p>	<p>To make students able to write a few lines on the given topic on their own.</p> <p>To enrich their vocabulary.</p>	<ul style="list-style-type: none"> • Ask them to form simple sentences on given words. • Give verbal/ non-verbal inputs. • Ask them to develop

			sentences of their own.
	<p><u>Letter writing:</u></p> <p>Write a letter to your friend congratulating him on his success in the examination</p> <p>Application to your principal of your school to issue you school leaving certificate.</p>	<p>To enable them to write letters on their own.</p> <p>To be able to convey their ideas in writing.</p>	<ul style="list-style-type: none"> • Solved ones to be done by the teachers. • Tell the students to observe the format. • Involve the whole class in writing the body of the letter. • Write letter on the black board.
September	Revision of syllabus covered from the month of April onwards.		
October	<p>English Reader:</p> <p>Lesson No.7</p> <p>From Walking to Flying</p>	<p>(1)To make them read with understanding.</p> <p>(2)To gain knowledge about surroundings.</p> <p>(3)To create interest to read more on this topic/idea.</p> <p>(4)To list new words and be able to use them.</p> <p>(5)Be confident to ask questions.</p> <p>(6)Be able to answer questions.</p>	<p>(1)Answer the questions asked by the teacher.</p> <p>(2)Ask questions.</p> <p>(3)List modes of transport with wheels.</p> <p>(4)write and speak on the favourite mode of transport.</p> <p>(5)Debate:..... is the best mode by transport.</p> <p>(6)Collect pics and display.</p>
	<p>English Reader:</p> <p>Lesson No.8</p> <p>Kabuliwallah</p>	<p>(1)To enjoy the story by R.N. Tagore.</p> <p>(2)To be able to understand the main idea/diff. culture.</p>	<p>(1)Answer the questions based on the text.</p> <p>(2)Write a few lines on Minnie (her age, physique, parents, home, etc.)</p>

		<p>(3)Be able to tell/write the story in short.</p> <p>(4)Be able to write on the characters.</p> <p>(5)To be able to understand new words and use them.</p>	<p>(3)Speak five lines on Kabuliwallah.</p> <p>(4)Use the new found words in sentences of your own.</p> <p>(5)Read more stories by R.N. Tagore and relate in class.</p>
	English Reader: Poem: The Blind Beggar	<p>(1)To make them enjoy the poem.</p> <p>(2)Be introduced to a new genre – the poem</p> <p>(3)Be able to write rhyming words of their own.</p> <p>(4)Be able to understand the new words and use them in sentences.</p> <p>(5)Be able to understand the central idea of the poem.</p> <p>(6)Be able to write one line gist of every four lines.</p> <p>(7)To develop confidence to ask and answer questions.</p>	<p>(1)Listen to a good recording of the poem.</p> <p>(2)Answer questions based on the text after listening.</p> <p>(3)Read silently.</p> <p>(4)Ask questions.</p> <p>(5)Write a few rhyming words.</p> <p>(6)Write a few lines on a beggar using new words.</p> <p>(7)Write the summary of the poem in four-five lines.</p>
	GRAMMAR: The Preposition	<p>(1)To develop productive skills (fluency and accuracy in speaking and writing)</p> <p>(2) To introduce prepositions of place etc,</p>	<p>(1)Divide students in groups and tell them to demonstrate the usage of prepositions and write in notebooks.</p> <p>(2)Pick out related</p>

		appropriately.	prepositions from the text.
	The Conjunction	(1)To introduce them to conjunctions. (2) To be able to use them appropriately in speaking and writing.	(1)Pick out conjunctions from the text. (2)Use them in sentences and phrases on your own.
	Paragraph Writing: Diwali, Dussehra	(1)To be able to write 5-10 lines on their own. -How I celebrated my birthday/Diwali/Dussehra. (2)To be able to understand and use new words. (3)To be able to convey their ideas in writing.	(1)Provide them vocabulary on given topics. (2)Display points on blackboard. (3)Divide and groups to rearrange the points/ideas in sequence. (4)Develop a paragraph out of it.
	Story: Bad Company	(1)To be able to develop a short story on their own. (2)To be able to think/write creatively.	(1)Provide visual inputs/outline/vocabulary. (2)Complete the story with the help of the inputs. (3)Make them tell the story. (4)Finally write it down.
	Personal Letter Write a letter to your friend sympathizing with him on his failure in the examination	To enable them to write letters on their own. To be able to convey their ideas in writing.	Solved ones to be done by the teachers. Tell the students to observe the format. Involve the whole class in writing the body of the letter. Write letter on the black board.

November	English Reader: Lesson No.9 Games For Fun	To comprehend the Letter: (1)To enjoy the topic/letter on Games. (2)To understand how these games are played. (3)To understand new-vocabulary. (4)Use dictionary. (5)Be able to write the gist of each para graph.	(1)Talk about different games. (2)Prepare a speech on traditional games. (3)Debate on traditional Vs modern games. (4)Use the vocabulary in writing/ speaking. (5)Write a letter to your friend telling about your favourite game/sportsperson.
	English Reader: Lesson No.10 The Gift	(1)To enjoy and comprehend the lesson. (2)To be able to make a gist of each para. (3)To be able to answer questions and ask questions. (4)To be able to make a register of new words.	(1)Listen to the story by the teacher. (2)Read silently. (3)Ask & Answer question. (4)Develop dialogues regarding qualities of animals.(use first person pronoun. for e.g. I am so-so, I have quality). (5)Present /Write in class in notebook.
	English Reader: Poem: The Clock	(1)Be able to enjoy the poem. (2)Be able to understand the poem. (3)Be able to find same sound words/new words. (4)Be able to write a few lines on the clock on their own.	(1)Listen to a good recording of the poem. (2)Recite poem with actions in the class. (3)Write same sound words of the poem and new ones. (4)The teacher should ask textual questions.

		(5)To develop confidence to answer questions.	
	Grammar: The Article, Sentence	(1)To be able to use 'a', 'an' and 'the' in speaking and writing. (2)To be able to speak and write simple sentences.	(1)The teacher will explain articles with T, n, J sound. (2)Make them work in groups and try to find out articles from text. (3)Tell them about a sentence and its parts. (4)Give them sentences to underline different parts of sentence. (4)Text: These are all sentences that they read.
	Grammar: Vocabulary Young ones of Animals	(1)To be able to use the vocabulary properly.	(1)Use flash cards and join with that of names of animals and their young ones. (2)Try to draw both and label them. (3)Toy models can be used to name.
	Paragraph Writing: A Birthday Party My Favorite Game My Class Room The Recess Period	(1)To be able to write a few lines on the given topic on their own. (2)To be able to convey their ideas in writing.	(1)Divide them in groups to gather vocabulary related to the topic. (2)Display on board. (3)Give verbal/non-verbal inputs. (4)Write points in sequence. (5)Develop sentences ultimately.

	<p>Story Writing:</p> <p>Three Greedy Friends (solved)</p> <p>A Thirsty Crow (unsolved)</p>	<p>(1)To enable them to write a short-story on their own.</p> <p>(2)To enable them to kindle their imagination and write creatively.</p>	<p>(1)Provide visual inputs/outline/vocabulary.</p> <p>(2)Complete the story with the help of the inputs.</p> <p>(3)Make them tell the story.</p> <p>(4)Finally write it down.</p>
	<p>Personal Writing:</p> <p>Write a letter to your friend inviting him to spend summer vacation.</p>	<p>To enable them to write letters on their own.</p>	<p>(1)Solved one to be done by the teacher.</p> <p>(2)Tell the students to observe the format.</p> <p>(3)Involve the whole class in writing the body of the letter.</p> <p>(4)Write the application on the blackboard.</p>
December	<p>English Reader:</p> <p>Lesson-11</p> <p>Fire! Fire!</p>	<p>(1)To enable them to understand the lesson.</p> <p>(2)Be able to answer and ask questions.</p> <p>(3)Be able to find/learn/use new words and register.</p> <p>(4)To be able to write dialogues.</p>	<p>(1)Listen to the reading and explanation by the teacher.</p> <p>(2)The teacher should ask questions.</p> <p>(3)Tell them to write a few lines on any fire incident on their own.</p> <p>(4)Completion of dialogues on the same topic should be given by the teacher.</p>
	<p>English Reader:</p> <p>Poem:</p> <p>Who Has Seen The Wind</p>	<p>(1)To be able to enjoy the poem.</p> <p>(2)To be able to understand the central idea.</p>	<p>(1)Listen to a good recording of the poem.</p> <p>(2)The teacher explains the central idea while explaining the poem.</p>

		<p>(3)To be able to write one sentence each on every stanza.</p> <p>(4)To be able to summarize the poem.</p>	<p>(3)Write the gist in one sentence for each stanza.</p> <p>(4)Discuss in groups and develop the points into sentences.</p> <p>(5)Write the summary of the poem in four-five lines.</p>
	Grammar:- Punctuation	(1)To enable them to use punctuation marks correctly in writing.	<p>(1)Go through text and tell them to find the particular symbols/marks in groups.</p> <p>(2)Explain how to use them.</p> <p>(3)Give a short story to put correct punctuation marks.</p>
	Vocabulary: Homes for all	To be able to use the vocabulary properly.	<p>(1)Use flash cards and join with that of names of people/animals/things and their homes.</p> <p>(2) Give students difference cards and tell them to match.</p>
	Paragraph Writing: Our School Peon (solved)/The Policeman(unsolved)	To enable the students to write few lines on the given topic on their own.	<p>(1) Divide them in groups to gather vocabulary related to the topic.</p> <p>(2) Give verbal/non verbal inputs.</p> <p>(3) Ask them to develop sentences of their own.</p>
	Story: Union is strength	To enable them to write a short-story of their own.	<p>(1)Provide visual inputs/outline/vocabulary.</p> <p>(2)Divide the class into</p>

			groups and distribute pictures and outline amongst the students to develop the story.
	Application Writing: Application for School leaving certificate (solved) and Exempt from examination (unsolved)	To be able to write letters on their own.	(1) Make them enact this in front of the Principal, asking for SLC. Madam, I Similarly for the other application and then make them write the body of the letter. (They already know the format)
January	English Reader Lesson-12 Conversation	(1) Be able to understand the lesson to be able to ask and answer question. (2) To be able to understand new words and use them.	Involve the children in doing the role play based on the text. (Children can be Raj and Shopkeeper, two others can be Mikki and Mini etc.)
	Vocabulary: Synonym Antonyms and Homophones	To be able to use the vocabulary properly.	Make sentences using synonyms or antonym. Tell them to match correctly. Display a chart with pics of homophones Examples. eight 8 ate
	Paragraph Writing: Television (unsolved)	To make students able to write a few lines on the given topic on their own.	(1) Divide the class in groups to gather vocabulary related to the topic. (2) To ask them to form simple sentences on given

			words. (3)Involve students in discussion/debate on its advantages and disadvantages.
	Story Writing: A Hungry Dog (unsolved)	(1)To be able to develop a short story on their own. (2)To be able to convey their ideas creatively.	(1)Provide visual inputs/outline/vocabulary. (2)Divide story into different parts and tell students to match it with pictures related to the story.
	Application Writing: Write an application to your teacher for change of seat.	To enable them to write simple applications on their own.	(1)Make them enact this in front of the teacher asking him/her to change his/her seat for certain reason.
	Revision Test Paper II		
Februar y	Paragraph Writing: Our School Garden (unsolved)	To enable students to write a few lines on the given topic on their own. To enrich their vocabulary.	(1)Teacher will ask a few questions related to the topic and on the basis of these questions give an outline of the topic. (2)Ask students to complete the outline of the topic.
	Story Writing: A Cap Seller (unsolved)	To make students able to write a few lines of a story on their own.	(1)Give verbal/non-verbal inputs. (2)Make them tell the story. (3)Divide the class in

			groups to write lines on the beginning, middle and end of the story. (4)Finally write the whole story.
	Application: Write an application to your class teacher asking her excuse for not having done the assignment given by the teacher. (unsolved)	To enable students to write application on their own.	(1)Ask students to write their reasons for not doing the assignment given by the teacher. (2)Provide new words related to the topic. (3)Ask them to write their application in a given format.
	Revision Test Paper – III		
March	Revision of syllabus covered from the month of October onwards.		