

CLASS VI

English

Learning Outcomes	Source/Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>The learner -</p> <ul style="list-style-type: none"> becomes familiar with songs/poems/prose in English through input-rich environment, interaction, classroom activities, discussion, etc. listens to English news (TV, Radio) as a resource to develop listening comprehension. watches/ listens to English movies, serials, educational channels with sub-titles, audio-video materials, talking books, teacher reading out from materials and to understand and respond 	<p>NCERT/State developed Textbook</p> <p>The themes chosen at the upper primary stage are:</p> <p><i>Self, family, home, friends, neighbourhood, environment, animals, plants, arts, sports, games, travel, media, science and technology, health and hygiene, peace, etc.</i></p> <p>http://ncert.nic.in/textbook/textbook.htm</p> <p>Listen to the audio enabled text (from audio textbooks of NCERT or any text, if available). Share poems, songs, jokes, riddles, tongue twisters, etc.</p> <p>Use QR code reader form mobile.</p> <p>Use resources from creative commons</p>	<p>WEEK 1</p> <p>Competency/Skill- Listening (any theme from the list of themes given under Resources may be chosen)</p> <ul style="list-style-type: none"> Teachers provide learners with online links to listen to poems, etc. and ask them to record their comments and ideas. Teachers may ask the learners to record their own jokes, riddles / views/ messages, etc. in English. It will help improve pronunciation. (This may be done through group SMS or mobile call or Whatsapp directly contacting the learner or group of learners.)

<p>The learner -</p> <ul style="list-style-type: none"> uses synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts refers to dictionary to check meaning and spelling, and to suggested websites for information 	<p>On line dictionaries</p> <p>www.macmillandictionary.com</p> <p>The Free <i>Online English Dictionaries</i> are used for Definitions, meanings, <i>synonyms</i>, pronunciations, games, sound effects, high-quality images, etc.</p> <p>dictionary.cambridge.org/dictionary</p> <p>QR codes of the textbook have some additional activities.</p> <p>These could be used by all learners.</p>	<p>WEEK 2</p> <p>Competency/Skill- Vocabulary</p> <ul style="list-style-type: none"> Give examples on how to use a dictionary as a reference book for finding multiple meanings of a word in a variety of contexts. Give activities so that learners understand the use of antonym (clean/dirty) synonym (indoor/inside) and homonym (tail/tale). Guide learners/parents on conducting the following activities for enhancing vocabulary: <ul style="list-style-type: none"> showing picture/object/illustration and asking for appropriate word(s) word web cross word word ladder giving synonyms giving antonyms explaining through context using dictionaries
<p>The learner -</p> <ul style="list-style-type: none"> reads a variety of texts in English / Braille and identify main ideas, characters, sequence of ideas and events and relate with their personal experiences reads to seek information from a notice board, newspaper, Internet, tables, charts, diagrams and maps, etc. 	<p>http://ncert.nic.in/textbook/textbook.htm</p>	<p>WEEK 3</p> <p>Reading</p> <ul style="list-style-type: none"> After the learners have listened to the story / text / poem, ask them to read the text on their own. Learners read the text in chunks (the text may be divided into four or five sections). NCERT textbooks are divided into sections followed by oral comprehension check. End of the text questions can be attempted by the learners. <p>While reading</p> <ul style="list-style-type: none"> Depending on the length of the text divide it into parts and while reading the text check the comprehension of the learners for each part. <ul style="list-style-type: none"> Comprehension check can be conducted by using <ul style="list-style-type: none"> true/false, matching, multiple choices,

<ul style="list-style-type: none"> • responds to a variety of questions on familiar and unfamiliar texts verbally and in writing 		<ul style="list-style-type: none"> ❖ short answer, ❖ gap filling, ❖ completion type, ❖ word attack, ❖ questions and answer, ❖ table completion type questions etc.
<p>The learner -</p> <ul style="list-style-type: none"> • writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc. • uses meaningful sentences to describe / narrate factual / imaginary situations in speech and writing • drafts, revises and writes short paragraphs based on verbal, print and visual clues • writes coherently with focus on appropriate beginning, middle and end in English 	<p>QR codes of the textbook have some additional activities. These could be used by all learners.</p>	<p>WEEK 4</p> <p>Grammar and Writing</p> <ul style="list-style-type: none"> ➤ Give students examples of the grammar item and then ask them to underline the grammar items in the text. ➤ Ask them to look for more examples online and write them down. ➤ Share the steps with the learners about the Process Approach to Writing ➤ Brainstorming: jotting down many ideas that occur to an individual's mind or through discussions, pair work, group work ➤ Outlining: organizing the ideas into a logical sequence ➤ Drafting: The writer concentrates on the content of the message (rather than the form). ➤ Revisions: in response to the writer's second thoughts or feedback provided by peers or teacher, the draft is revised. ➤ Proof-reading: with an emphasis on form. Correct the language and appropriateness of its use. ➤ Final draft: Write the final draft <p><i>The writing activities should be related to the immediate environment of the learner. For example, you can ask them to write a letter to their friend describing their routine while staying at home.</i></p> <p>Project</p> <p>Learners can be asked to request their elders at home to share their personal and community stories (Oral Literature) with them. Learners can make an illustrated (drawing, collage, painting, etc.) collection of five stories by the end of a month.</p>