



ENGLISH

Lesson plan

Class : 6

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Sem -1

SCHOOL :

CLASS-6TH

UNIT-1 THE LIGHT HOUSE

Over All Objects: - 1) To enable learners to read and comprehend the lesson. 2) To help them to speak on given topics etc.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will activate their background knowledge about the topic. Students will also develop the ability to speak in English and discuss in pairs.	ENGAGE	PREPARATORY ACTIVITY: Teacher begins the class with the warm up activities as suggested in the book. 1) Discuss in pairs: a) What are some of the useful inventions made by scientists? How useful are these inventions? b) What would our life be like without inventions?	Text Book Note book	Observation Pair Discussion	Were all the students actively involved in my class?	
	EXPLORE	1. Discuss how our life will be if we do not have the following (you can speak in your home tongue) (on page No.1) 2. Make a list of all the words that come to your mind when you hear the word 'Light house'. Read out the list to the class. 3. Find out who has written the maximum number of words. 4 Do you know the lesson on the invention and uses of the "Light house"? Today let's read/know about this lesson.	Text book	Observation	Did I involve all the students in today's class?	
* Recognition of words and sentences and reading aloud.	EXPLAIN	READING ALOUD BY TEACHER "THE LIGHT HOUSE" Rajiv and his father Madhav..... Oh, yes Papa, thank you". Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation..	Text Book	To assess reading comprehension skill	- What went well and what did not go so well in my class?	
* Students will be able to listen and comprehend the meanings of new words		INTRODUCING NEW WORDS, Teacher introduces the meanings of new words through pictures / dictionary use/Kannada equivalents. New Words: Thrilled = excited. Sailor = one who travels in the sea. Shore = land next to the sea etc.	Dictionary / pictures		How many students were able to comprehend the meanings of new words?	
* Students will acquire the ability to read the text silently and understand the main theme and supporting details.		SILENT READING BY THE LEARNERS, Teacher encourages the students to read the lesson silently and find answers for the following questions. 1) What is a light house? How was the first light house built?	Text Book	To assess reading comprehension skill	How many students were able to read silently?	

<p>* Students know about the lesson and share their ideas in groups and present them to the whole class.</p>	EXPLAIN	<p>COMPREHENSION CHECK (let's understand) Teacher narrates the lesson with the help of pictures and through story telling method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answers orally. And later students write the answers individually in their notebook.</p>	Text Book		<p>What changes would I like to make to my teaching?</p>	
<p>* Students will know about exclamatory sentences with examples..</p>	EXPLAIN	<p>GRAMMAR POINTS:- Exclamatory sentences- An exclamation is a sound, word or sentence that is spoken suddenly, loudly or emphatically and that express excitement, admiration, shock or anger. Ex.: Rajiv exclaimed "How clever of the humans!" etc.</p>	Text Book Text Book	Observation	<p>Were all the students actively involved in my class?</p>	
<p>* Students will develop the skill of reading aloud.</p>	EXPLAIN	<p>READING ALOUD BY THE STUDENTS, Students will read the lesson aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher.</p>	Text Book	Reading aloud and individual reading.	<p>- How many students were able to read aloud?</p>	
<p>* Students will be able to talk in their own words.</p>	EXPLAIN	<p>LET'S SPEAK ABOUT THE TOPICS : Let children to speak about the following topics in their own words. a) Talk about inventions b) Talk on a visit to the zoo. c) "Visit to Grandmothers House" etc.</p>	Note Book	Observation- Observation schedule	<p>I involve all the students in today's class?</p>	
<p>Students will construct meaningful phrase and sentences.</p>	EVALUATION	<p>ASSIGNMENT, Answer the following questions- 1) Do you want to invent something new? What kind of invention do you want to make? 2) Solve all questions / exercises given in the lesson.</p>	Questions Bank Note Book	Questions answers	<p>- How should I plan my next lesson?</p>	

TEACHER SIGN

HEADMASTER SIGN

SCHOOL :

CLASS-6TH

[POEM] THE RAINBOW.

Over All Objects: - 1) To enable learners to read and appreciate the poem. 2) To help them to draw a picture of the poem / rainbow.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* knowledge about the topic. Students will also develop the ability to speak in English and identify the colours.	ENGAGE	PREPARATORY ACTIVITY, Teacher begins the class with the warm up activities as suggested in the book. 1) Look at the picture of the rainbow and identify the colours.	Text Book Questions Bank	Observation- Observation schedule	Did I involve all the Students in today's class?	
	EXPLORE	Teacher asks a few question & get answers. 1) Have you seen a rainbow? What are the different colours we find on the rainbow? 2) What is a 'rainbow'? (Ans:- A rainbow is an arch of different colours what you can sometimes see in the sky when it is raining) Did you know the poem 'THE RAINBOW', written by Christina Rossetti? Today let us know about the poem 'THE RAINBOW'.	Question bank	Oral Questions	Were all the students actively involved in my class?	
* Recognition of words and sentences and reading aloud skills will be developed.	EXPLAIN	READING ALOUD BY TEACHER "The Rainbow" By, Christina Rossetti. Boats sail in the rivers is prettier far than these. Teacher reads the poem aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	* What went well and what did not go so well in today's class?	
*Students will be able to listen and comprehend the meanings of new words.		Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- Thrilled = excited. Sailor = one who travels in the sea. Shore = land next to the sea etc.	Dictionary / pictures		* How many students were able to comprehend the meanings of new words?	

<p>Students will acquire the ability to read the text silently and understand the main theme and supporting details.</p>	<p style="text-align: center;">EXPLAIN</p>	<p>SILENT READING BY THE LEARNERS, Teacher encourages the students to read the poem silently and find answer for the following questions. 1) What does the bow do? 2) What are the different colours we find on the rainbow?</p>	<p>Text Book</p>	<p>To assess reading comprehension skill.</p>	<p>How many students were able to read silently?</p>
<p>Students will learn to share their ideas in groups and present them to the whole class.</p>		<p>COMPREHENSION CHECK (let's understand) Teacher narrates the poem with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answers orally. And later students write the answers individually in their notebook</p>	<p>Text Book Pictures</p>		<p>what did not go so well in today's class?</p>
<p>* Students will know about rhyme of the word 'seas'.</p>		<p>GRAMMAR POINTS, Find words in the poem that rhyme with 'seas'. Seas — these, please, trees etc.</p>	<p>Text Book</p>	<p>Observation- Observation schedule</p>	<p>* Were all the students actively involved in my class?</p>
<p>Students will develop the skill of reading aloud.</p>	<p style="text-align: center;">EXPAND</p>	<p>READING ALOUD BY THE STUDENTS, Students will read the poem aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher.</p>	<p>Text Book</p>	<p>Reading aloud and individual reading.</p>	<p>- How many students were able to read aloud?</p>

<p>Students will develop the skill of draw a picture of the poem and colour it and expanding rainbow's colours.</p>	EXPAND	<p>TO Draw the picture of the poem / Rainbow. - To help the students to draw a picture illustrating the theme of the poem and colour it. And expand the following letters to get the names of colours on the rainbow: V..... I B G..... Y O R</p>	<p>Text Book Note Book Colour Box</p>	<p>Observation- Observation schedule</p>	<p>Did I involve all the students in today's class?</p>	
<p>- Students will construct meaningful phrase and sentences.</p>	EVALUATION	<p>ASSIGNMENT, Answer the following questions- 1) Could you try to translate this poem into your home tongue? 2) Solve all questions / exercises given in the poem.</p>	<p>Questions Bank Note Book</p>	<p>Writing Written Questions.</p>	<p>- How should I plan my next lesson?</p>	

TEACHER SIGN

HEADMASTER SIGN

SCHOOL :

CLASS-6TH

UNIT-2 [PROSE]

THE SCHOLAR'S MOTHER TONGUE

Over All Objects: - 1) To enable learners to read and comprehend and enjoy. 2) To help them to narrate the story and act out the lesson.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. *	ENGAGE	PREPARATORY ACTIVITY, Teacher divides the class into four and suggests them to tell a story of Akbar and Birabal.	Story Books	Speaking answering orally.	Were all the students actively involved in my class?	
* Students will also develop the ability to speak in English.	EXPLORE	Teachers asks few questions & get answers from students 1) Can you answer the following riddles? Ex.:- What is the longest word in English language (on page No.17) 2) Puzzle. Read and enjoy One day Akbar draw a line with his royal hand That's true, the first list is shorter". 3) Let's Laugh Teacher: Why are you late? Ram: Because of the sign. Teacher: What sign? Ram: The one that says "School Ahead, Go slow". Have you read the story of "The Scholar's Mother Tongue"? Today let us know about this story.	Text book	Observation- Observation schedule	*Did I involve all the students in today's class?	
* Recognition of words and sentences and reading aloud skills will be developed.	EXPLAIN	READING ALOUD BY TEACHER "THE SCHOLAR'S MOTHER TONGUE" A learned scholar (Pandit) once Pandit leaves the king's court in dismay. Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	* Were all the students actively involved in my class?	
*Students will be able to listen and comprehend the meanings of new words.		INTRODUCING NEW WORDS, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- Sneak = go quietly. Whisper = speak in a low voice. Tickle = touch someone lightly. Astonished = surprised etc.	Dictionary / pictures		*How many students were able to comprehend the meanings of new words?	

<p>Students will acquire the ability to read the text silently and understand the main theme and supporting details.</p>	EXPLAIN	<p>SILENT READING BY THE LEARNERS, Teacher encourages the students to read the lesson silently and find answer for the following questions. 1) Who quarrels in this poem? 2) What did Birbal tickle the Pandit's ear with?</p>	<p>Text Book</p>	<p>To assess reading comprehension skill</p>	<p>How many students were able to read silently?</p>	
<p>Students will learn to share their ideas in groups and present them to the whole class.</p>		<p>COMPREHENSION CHECK (let's understand) Teacher narrates the lesson with the help of pictures and through story telling method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answers orally. And later students write the answers individually in their notebook.</p>	<p>Text Book Note Book</p>		<p>- What changes would I like to make to my teaching?</p>	
<p>* will know about article and .how to fill in the blanks.</p>		<p>GRAMMAR POINTS, Articles- 'a', 'an' and 'the'. Fill in the blanks with 'a', 'an' or 'the'. Ex.:- a man and a woman. 1)cow and -----ox 2).....apple andmango. 3).....hen, and.....egg 4)..... banana and ...orange</p>	<p>Text Book Note Book</p>	<p>Written. Written Questions.</p>	<p>Did I involve all the students in today's class?</p>	

Students will develop the skill of reading aloud.	EXPAND	READING ALOUD BY THE STUDENTS, Students will read the lesson aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
* Student-will develop the skill of story narration and act out the lesson with dialogue and expressions.		STORY NARRATION AND ROLE PLAY: Teacher shows the pictures of the lesson one by one. Students will narrate the story in pairs or groups. Teacher guides the students to act out the lesson (role play) with dialogue and expressions.	Pictures Student's participation.	Speaking Story narration and role play.	* What went well and what did not go so well in my class?
Students will construct meaningful phrase and sentences.	EVLUATION	ASSIGNMENT, Answer the following questions. 1) Suppose you are the Birbal of the story. Write a few sentences on— a) How you would find out the scholar's mother tongue? b) What you would use to tickle the Pandit's ear other than the father. 2) Solve all questions / exercises given in the lesson.	Questions Bank Note Book	Written. Written Questions..	- How should I plan my next lesson?

TEACHER SIGN

HEADMASTER SIGN

SCHOOL :

CLASS-6TH

UNIT-2 [POEM]

SYMPATHY

Over All Objects: - 1) To enable learners to read and appreciate the poem. 2) To help them to act out the poem.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. *	ENGAGE	PREPARATORY ACTIVITY, Teacher begins the class with the warm up activities as suggested in the book. 1) Read the story given below and suggest a suitable title to it.(Page 32) A sweetother's pain.	Text Book	Observation- Observation schedule	* Were the students actively involved in my class? *	
* Students will also develop the ability to speak in English and read with comprehension.	EXPLORE	Teacher asks a few questions and gets answers from the students. 1) What is the meaning of "Sympathy"? 2) Did you know the poem "Sympathy" written by Charles Mackay? Today let us know the poem "SYMPATHY".	Text book	Oral Questions	* What changes would I like to make to my teaching?	
* Recognition of words and sentences and reading aloud skills will be developed.	EXPLAIN	READING ALOUD BY TEACHER Sympathy by Charles Mackay. I lay in sorrow deep distressed Is heavenly sympathy. Teacher reads the poem aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	* Did I involve all the students in today's class?	
*Students will be able to listen and comprehend the meanings of new words.	EXPLAIN	INTRODUCING NEW WORDS, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- Grief = deep sorrow; Erect = straight; Want = poverty; Far = very much etc.	Dictionary / pictures		* How many students were able to comprehend the meanings of new words?	

Students will acquire the ability to read the text silently and understand the main theme and supporting details.		SILENT READING BY THE LEARNERS, Teacher encourages the students to read the poem silently and find answer for the following questions. 1) What do you mean by "his looks were cold"? 2) What according to the poet, is greater than gold?	Text Book	To assess reading comprehension skill.	How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.		COMPREHENSION CHECK (let's understand) Teacher narrates the poem with the help of pictures and through story telling method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the Answers. Later one member from each group presents the answers orally. And- later students write the answers individually in their notebook.	Text Book Pictures Note Book		*How do I feel about the just concluded class? *Am I happy / satisfied / disappointed? *Why do I feel so?
*Students will learn about same word and write in English.		GRAMMAR POINTS, No.36) Ex.:- Passed 1) Ravi passed in the examination. 2) Rani passed the ball to Kumar. Similarly differentiate the meaning of the words below: a) lie b) mouse c) bank d) sweet e) note f) lift g) fight	Text Book Note Book	Observation- Observation schedule.	- How many students were able to know about same words and write in English?
Students will develop the skill of reading aloud.	EXPAND	READING ALOUD BY THE STUDENTS, Students will read the poem aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?

<p>*Students will acquire the ability to speak about given topics and understand the main theme.</p>	EXPAND	<p>LET'S APPRECIATE AND WRITE: 1) To guide the students to act out the poem. 2) The following words are spelt wrongly. Can you write the correct spellings? Use a dictionary. grate grief blesed proad singel beared symptly sorow cherity togather shiwer wached allthough distres heavnly</p>	<p>Text Book Note Book</p>	<p>Observation- Observation schedule.</p>	<p>- What went well and what did not go so well in today's class?</p>	
<p>Students will construct meaningful phrases and sentences.</p>	EVALUATION	<p>ASSIGNMENT, Answer the following questions- 1) In not more than 50 words, describe a situation when someone was kind to you. 2) Solve all questions / exercises given in the lesson.</p>	<p>Questions Bank Note Book</p>	<p>Questions Answers</p>	<p>- How should I plan my next lesson?</p>	

TEACHER SIGN

HEADMASTER SIGN

SCHOOL :

CLASS-6TH

UNIT-3 [PROSE]

HOW DO BEES MAKE HONEY?

Over All Objects: - 1) To enable learners to read and comprehend the lesson. 2) To help them use language in spoken and written communication.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. *	ENGAGE	PREPARATORY ACTIVITY, Teacher begins the class with the warm up activities as suggested in the book.	Text Book Note Book	Text book	* Were all the students actively involved in my class? -	
* Students will also develop the ability to speak in English using the clues given.	EXPLORE	Teachers asks following Questions to students. 1) Students match the given pictures (on page No.38) with their descriptions by drawing lines and then a few of them read out their answers. Later using the points given, students say a few lines about the following. - What does honey contain? - How do bees make honey? 2) Do you know, how do bees make honey? 3) Have you seen honey comb or beehive? Let us read or know the lesson on honey making.	Text book	Written. Writing answers and match the pictures	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?	
* Recognition of words and sentences and reading aloud skills will be developed.	EXPLAIN	READING ALOUD BY TEACHER "HOW DO BEES MAKE HONEY?" Honey is the oldest sweet used by people she maintains the population of the hive. Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation	Text Book	To assess reading comprehension skill.	* Were all the students actively involved in my class?	
*Students will be able to listen and comprehend the meanings of new words.		INTRODUCING NEW WORDS, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- Fan(v) = make air move around; Hexagonal = having six sides; Dehydrate = remove the liquid; Ventilates = admit fresh air etc.	Dictionary / pictures		* How many students were able to comprehend the meanings of new words?	

Students will acquire the ability to read the text silently and understand the main theme and supporting details.	EXPLAIN	SILENT READING BY THE LEARNERS, Teacher encourages the students to read the lesson silently and find answer for the following questions. 1) What is honey used for? 2) What is a honey comb?	Text Book		How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.		COMPREHENSION CHECK (LET'S UNDERSTAND) Teacher narrates the lesson with the help of pictures and through discussion method Teacher asks a few questions to check the comprehension level of the Students For doing this teacher divide-, them into 3-4 groups and writes a few questions (relevant Questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answers orally. And later students write the answers individually in	Text Book Note Book		- Am I happy / satisfied / disappointed? Why do I feel so?
*Students will learn to write associated words and will develop their vocabulary.		GRAMMAR POINTS, Let children write the action word to the given words such as honey, house, nest etc. Let one child from each group read out all the words to the class Whichever group writes the maximum number of words can be declared as the winning group	Text Book Note Book	Written- Writing words.	* What changes would I like to make to my teaching?

Students will develop the skill of reading aloud.	EXPAND	READING ALOUD BY THE STUDENTS, Students will read the lesson aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
*Students will develop speaking skills.		Speaking – Explaining a Recipe: Teacher asks students whether they know how to prepare Upma Recipe. They may say the recipe in Kannada. Teacher then selects three children. Let one child read the ingredients aloud, let another child read the instructions, (how to make), and let the third one mime / show the actions. Students will then sit in groups, discuss how to prepare lemon juice: or tea / coffee write them in chart paper and make presentations.	Text Book Note Book	Observation Observation schedule	- How many students had problems in doing recipe? - What support / follow-up activities could be given to those students?
Students will construct meaningful phrases and sentences.	EVALUATION	ASSIGNMENT, Answer the following questions 1) Imagine that you are a honey bee. Explain how you make honey. 2) Complete the flow chart of Honey making process? 3) Solve all questions / exercises given in the lesson.	Questions Bank Note Book	Written Questions. Writing Answers.	- How should I plan my next lesson?

TEACHER SIGN

HEADMASTER SIGN

SCHOOL :

CLASS-6TH

UNIT-3 [POEM]

KINDNESS TO ANIMALS.

Over All Objects: - 1) To enable to learners to read appreciate the theme relate to life. 2) To help them to speak in group discussion and say the riddles.

Learning Objectives	5Es	Classroom Process (facilitating Activities)	Materials/Resources Required (TML)	CCE Tools & Techniques	Teacher Reflection	Date
* Students will active their background knowledge about the topic. *	ENGAGE	PREPARATORY ACTIVITY: Teacher divides the class into 2 groups and guides them to tell proverbs /idioms related to animals. (Ex : Dayavitali sakala Pranigalalli)	Text Book	Oral work To tell proverbs / slogan	* Were the students actively involved in my class? *	
* Students will also develop the ability to speak in English and listen attentively..	EXPLORE	1) Teacher narrates the story ‘My friend Sweety’ (page no. 84) Children listen to the story and respond to the following questions, a) Who is Sweety? b) List the words that describe ‘Swety’. c) What does Sweety love to eat? (on page no. 50) 2) Do you want to show kindness to animals? Today let us know this poem.	Text book	Listening attentively and respond to the questions.	* Did I involve all the students in today’s class?	
* Recognition of words and sentences and reading aloud.	EXPLAIN	READING ALOUD BY TEACHER Kindness to Animals By Anonymous. Little children never give _____ _____ Nor do these gentle creatures wrong. Teacher reads the poem aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	* What went well and what did not go so well in my class?	
*Students will be able to listen and comprehend the meanings of new words.	EXPLAIN	INTRODUCING NEW WORDS, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- gentle = mild, kind; timid = easily frightened ; soar = fly high in the air; creature = any living being etc.	Dictionary / pictures		* How many students were able to comprehend the meanings of new words?	

Students will acquire the ability to read the text silently and understand the main theme and supporting details.	EXPLAIN	<p>SILENT READING BY THE LEARNERS, Teacher encourages the students to read the poem silently and find answer for the following questions. 1) Who is Sweety? 2) When does the robin come to our house?</p>	Text Book	To assess reading comprehension skill.	How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.		<p>COMPREHENSION CHECK (let's understand) Teacher narrates the poem with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from t each group presents the answers orally. And later students write the answers individually in their note books.</p>	Text Book		* What changes would I like to make to my teaching?
*Students will acquire the ability to find out all the describing words.		<p>GRAMMAR POINTS, -Describing Words:- (page no. 54)</p>	Text Book	Self-evaluation.	- How many students were able to find out all the describing words.
Students will develop the skill of reading aloud.	EXPAN D	<p>READING ALOUD BY THE STUDENTS, Students will read the poem aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher.</p>	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?

*Students will acquire the ability to speak in English and read individually.	EXPAND	LET'S SPEAK (READ) ACTIVITY : Students participation 1) It is not right to kill anything without a good reason. Discuss in groups (you can speak in your home tongue). 2) RIDDLES : Let one child come to the front of the class and read the riddle. Let other children guess the name of the bird / animal / insect, (on page No.55)	Text Book Students Participation.	Speaking. Group Discussion	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?
Students will construct meaningful phrases and sentences.	EVALUATION	ASSIGNMENT, Answer the following questions- 1) Write this poem on a chart and display it on the school notice board. 2) Solve all questions / exercises given in the lesson.	Questions Bank Note Book	Written Questions. Writing Answers.	- How should I plan my next lesson?

TEACHER SIGN

HEADMASTER SIGN

SCHOOL :

CLASS-6TH

UNIT-4[PROSE]

THE KING'S MINISTERS.

Over All Objects: - To enable learners to guess the story, read silently for comprehension. 2) To help them to dramatize the story and dialogue practice.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. *	ENGAGE	Preparatory Activity, Teacher divides the class into 2 groups and instructs them to tell the name of cabinet ministers of Indian government and state Government.	Students participation	Oral work	* What went well and what did not go so well in my class?	
* Students will also develop the ability to speak in English and read in English.	EXPLORE	Teacher begins the class with the warm up activities as suggested in the book. 1) Read the title of the story. Who do you think is the king in this story? Can you guess? 2) Who are the ministers? Guess. 3) Do you know any story about forest animals? Narrate one such story in English or your home tongue. 4) Do you know the story 'The King's Ministers'? Let us know about this lesson.	Text Book Question Bank.	Observation Observation schedule	* Did I involve all the students in today's class?	
* Recognition of words and sentences and reading aloud. .	EXPLAIN	Reading aloud by teacher 'The King's Ministers'. There was a lion who was the king of forest _____ _____ And two lived on happy together. Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	*Were all the students actively involved in my class?	
*Students will be able to listen and comprehend the meanings of new words.	EXPLAIN	Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- Set off = begin a journey. Off = away. Pounce = make a sudden attack. Flee = run away etc.	Dictionary / pictures		* How many students were able to comprehend the meanings of new words?	

Students will acquire the ability to read the text silently and understand the main theme and supporting details.	EXPLAIN	Silent reading by the learners, Teacher encourages the students to read the lesson silently and find answer for the following questions. 1) Who was made the Defense Minister and why? 2) Who brought the camel to the lion and how?	Text Book		How many students were able to read silently?	
Students will learn to share their ideas in groups and present them to the whole class.		Comprehension check (let's understand) Teacher narrates the lesson with the help of pictures and through story telling method. Teacher asks a -few Questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answers orally. And later students write the answers individually in their note book	Text Book Note Book.		* What changes would I like to make to my changes?	
* Students will acquire the skill to divide and write verbs into two categories as regular verbs and irregular verbs.		Grammar Points, Divide the above verbs into two categories as regular verbs and irregular verbs. (For regular verbs, we can add d' or 'ed' to get the past tense forms. For irregular verbs, we cannot add d' or 'ed to get the past tense forms) Page no. 67.	Text Book Note Book	Observation Observation schedule	* What went well and what did not go so well in my class?	
* Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the lesson aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?	

<p>*Students will acquire the ability to discuss in pair or with their partner.</p>	EXPAND	<p>LETS SPEAK ACTIVITY: 1) Take the roles of different characters and dramatize the story. 2) Choose a character from the story. Your friends will guess who the character is by asking Yes/No questions, (on page No.65) 3) Read the dialogue given below aloud. Take different roles and role play the dialogue, (on page No.65)</p>	<p>Text Book</p>	<p>Speaking. Expression.</p>	<p>- How do I feel about the just concluded class? - Am I happy/satisfied / disappointed? - Why do I feel so?</p>
<p>Students will construct meaningful phrases and sentences.</p>	EVALUATION	<p>Assignment, Answer the following questions 1) Why did the three ministers run away from the place? 2) Solve all questions / exercises given in the lesson.</p>	<p>Questions Bank Note Book</p>	<p>Written Questions. Writing Answers.</p>	<p>- How should I plan my next lesson?</p>

TEACHER SIGN

HEADMASTER SIGN

SCHOOL :

CLASS-7TH

UNIT-4[POEM]

ALL THINGS BRIGHT AND BEAUTIFUL.

Over All Objects: - 1) To sensitize the poem 2) To speak fluently and discussing.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic.	ENGAGE	PREPARATORY ACTIVITY: Teacher asks the students to write down a few word said by the teacher. Then ask them to write some of things that are bright and beautiful.	Students Participation	Observation	* Were the students actively involved in my class?	
* Students will also develop the ability to speak in English.	EXPLORE	Teacher begins the class with the warm up activities as suggested in the book. 1) Name some of the things that are bright and beautiful. 2) The poet has used many adjectives in this poem. Can you guess them and make a list of some of the adjectives he has used in the poem? 3) The title of the poem is 'All Things Bright and Beautiful ¹ . What do you think the poem is about? Guess. Today let us know about this poem. ‘	Text Book Charts / Pictures List of the things and adjectives.	Observation schedule	* Did I involve all the students in today’s class?	
* Recognition of words and sentences and reading aloud skills will be developed.	EXPLAIN	READING ALOUD BY TEACHER All Things Bright and Beautiful. By: - Cecil Francis Alexander. All things bright and beautiful _____ _____ Who has made all things well. Teacher reads the poem aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	* Were all the students actively involved in my class?	

*Students will be able to listen and comprehend the meanings of new words.		INTRODUCING NEW WORDS, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- Lowly = low in status; Estate = assets, land or property, Meadow = a piece of grassland, Rush (n) = plant etc.	Dictionary / pictures		* How many students were able to comprehend the meanings of new words?
Students will acquire the ability to read the text silently and understand the main theme and supporting details.	EXPLAIN	SILENT READING BY THE LEARNERS, Teacher encourages the students to read the poem silently and find answer for the following questions. 1) Who made them all? 2) How do you think poverty can be eliminated?	Text Book		How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.		COMPREHENSION CHECK (let's understand) discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answers orally. And later students write the answers individually in their note books.	Note Book		- - - How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?
Students will acquire the ability to match the describing words and know about them		GRAMMAR POINTS, VOCABULARY: Match the describing words in column 'A' with the words in Column "B". (page no. 72)	Text Book Note Book	Written. Writing and matching the describing words.	* What went well and what did not go so well in my class?
Students will develop the skill of reading aloud.		READING ALOUD BY THE STUDENTS, Students will read the poem aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?

<p>*Students will acquire the ability to discuss in pair or groups and speak in English and match correctly and write answers.</p>	EXPAND	<p>LET'S SPEAK (READ) ACTIVITY. Fill in the blanks to get a brief summary of the poem. -This poem tells us how great _____ is. -He has given us _____ to see and to _____ and - lips to. -God controls the _____ and the _____ -He has _____ everything and has made all things _____ Try to translate a few lines / stanzas in to your home longue? (Teacher helps the students to fill in the blanks and translate a few lines/stanza into their home tongue.)</p>	<p>Text Book Note Book</p>	<p>Written. Given Written Questions.</p>	<p>- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?</p>
<p>Students will construct meaningful phrases and sentences.</p>	EVALUATION	<p>ASSIGNMENT, Answer the following questions- 1) Draw a picture illustrating the theme of the poem. 2) Solve all questions / exercises given in the lesson.</p>	<p>Questions Bank Note Book</p>	<p>Written Questions. Writing Answers.</p>	<p>- How should I plan my next lesson?</p>

TEACHER SIGN

HEADMASTER SIGN

Sem -2

SCHOOL :

CLASS-6TH

UNIT-5 [PROSE]

A CHAT WITH A GRASSHOPPER.

Over All Objects: - 1) To enable learners to read and comprehend the text. 2) To help them to write a paragraph drafting and editing and frame questions.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. Students will also develop the ability to speak (answer) in English.	ENGAGE	Preparatory Activity, Teacher begins the class with the warm up activities as suggested in book. To suggest the students to repeat after the teacher the poem/rhyme "THE GRASSHOPPER AND THE ELEPHANT". Why down south Your own size (Page No 75)	Text Book Poem/ rhyme	Observation Observation schedule Oral work	- Were all the students actively involved in my class?	
	EXPLORE	Teacher asks a few question to get answer from the students 1).Can you name some insects. 2).Can you draw the picture of a Grasshopper? 3).What do you know about grasshopper? Today let us know about the lesson 'A Chat with a Grasshopper'.	Question Bank	Oral Questions	- Did I involve all the students in today's class?	
* Recognition of words and sentences and reading aloud.	EXPLAIN	Reading aloud by teacher 5. 'A CHAT WITH A GRASSHOPPER' One day students of class 6 visited _____ _____ _____ By take care. See you soon. Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	- Were all the students actively involved in my class?	
*Students will be able to listen and comprehend the meanings of new words.		Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- foe = an enemy; toxic= poisonous; mate = friend; snap = move, etc.	Dictionary / pictures		How many students were able to comprehend the meanings of new words?	
Students will acquire the ability to read the text silently and understand the main theme and supporting details.		Silent reading by the learners, Teacher encourages the students to read the lesson silently and find answer for the following questions. 1) What helps a grasshopper fly? 2) How many eyes does a grasshopper have?	Text Book	To assess reading comprehension skill.	-How many students were able to read silently?	

Students will learn to share their ideas in groups and present them to the whole class.	EXPLAIN	Comprehension check (let's understand) Teacher narrates the lesson with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answer orally. And later students write the answers individually in their notebooks.	Text Book Note Book	Observation Schedule	-What went well and what did not go so well in my class?
*Students will acquire the ability to frame questions in English.		Language work (grammar) frame 'WH' questions. To suggest the students to sit in pairs. Read the following statements and frame questions. Use the clues given in the brackets. (S3) 1) A) This book is (mine). B) _____ (whose) 2) A) I like blue colour. B) _____ (what) 3) A) We celebrate vanamahotsava on June 5 th . B) _____ (when) 4) A) Sachin like cows because they give us milk? B) _____ (who)	Text Book Note Book	Reading aloud and individual reading.	-What went well and what did not go so well in my class?
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the lesson aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher. One child from each group will then read the paragraphs aloud to the whole class.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
*Students will acquire the ability to speak in English.		Activity : W1. Read the lesson once more. Write a short paragraph about grasshoppers in five to six sentences. a) Read your paragraph aloud to the class. b) Correct the mistakes in spelling, sentence structure, punctuation etc. if there are any. c) Make a neat copy and display it in the classroom.	Text Book	Observation Observation schedule	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?
Students will construct meaningful phrase and sentences.	EVALUATION	Assignment, Answer the following questions- 1) Here are some more facts about grasshoppers. Write a few sentences on- (a) The body (b) music maker. 2) Solve all questions / exercises given in the lesson and work book.	Questions Bank Note Book	Questions answers	- How should I plan my next lesson?

TEACHER'S SIGN

HEAD MASTER'S SIGN

SCHOOL :

CLASS-6TH

UNIT-5 [POEM]

THE FLY.

Over All Objects: - 1) To enable learners to read and appreciate the poem. 2) To help them to write a simple poem/a few lines.

Learning Objectives	5Es	Classroom Process (facilitating Activities)	Materials/Resources Required (TML)	CCE Tools & Techniques	Teacher Reflection	Date																
* Students will active their background knowledge about the topic. Students will also develop the ability to match the sound makers with the sounds and try to mimic.	ENGAGE	Preparatory Activity, Teacher instructs the students to sit in a circle and shows the pictures of insects one by one. Students identify the pictures and say the names of insects.	Text Book	Observation Observation schedule.	- Were the students actively involved in my class?																	
	EXPLORE	Teacher asks a few questions. 1). Match the sound makes with the sounds they make. <table border="1" data-bbox="706 589 1252 857"> <tr> <td>1) a dog</td> <td>a) buzzes</td> </tr> <tr> <td>2) a cow</td> <td>b) chirps</td> </tr> <tr> <td>3) a fly</td> <td>c) caws</td> </tr> <tr> <td>4) a crow</td> <td>d) barks</td> </tr> <tr> <td>5) a bird</td> <td>e) mews</td> </tr> <tr> <td>6) a snake</td> <td>f) neighs</td> </tr> <tr> <td>7) a cat</td> <td>g) moos</td> </tr> <tr> <td>8) a horse</td> <td>h) hisses</td> </tr> </table> 2). Try to mimic the above sounds. 3) Do you know the poem 'The Fly' written by Tony Bradman? Let us know about the poem, 'The Fly'.	1) a dog	a) buzzes	2) a cow	b) chirps	3) a fly	c) caws	4) a crow	d) barks	5) a bird	e) mews	6) a snake	f) neighs	7) a cat	g) moos	8) a horse	h) hisses	Text book	Oral Questions	What went well and what did not go so well in my class?	
1) a dog	a) buzzes																					
2) a cow	b) chirps																					
3) a fly	c) caws																					
4) a crow	d) barks																					
5) a bird	e) mews																					
6) a snake	f) neighs																					
7) a cat	g) moos																					
8) a horse	h) hisses																					
* Recognition of words and sentences and reading aloud.	EXPLAIN	Reading aloud by teacher 5. The Fly. By, Tony Bradman. There's a fly inside my bedroom _____ _____ It's back, surprise, surprise. Teacher reads the poem aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	Were all the students able to listen and comprehend the reading aloud?																	
*Students will be able to listen and comprehend the meanings of new words.	EXPLAIN	Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- insane = mad; wardrobe = place in the cupboard where we hang up clothes; ceiling = roof; buzzed off = gone away, etc.	Dictionary / pictures		- How many students were able to comprehend the meanings of new words?																	

Students will acquire the ability to read the text silently and understand the main theme and supporting details.	EXPLAIN	Silent reading by the learners, Teacher encourages the students to read the poem silently and find answer for the following questions. 1) Where was the fly found? 2) Why can't the poet sleep?	Text Book	To assess reading comprehension skill.	- How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.		Comprehension check (let's understand) Teacher narrates the poem with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answer orally. And later students write the answers individually in their notebooks.	Text Book Note Book		-What went well and what did not go so well in my class?
*Students will acquire the ability to find out and write the rhyming words in English.		Rhyming Words: To suggest the students to find out and write or pick out the rhyming words from the poem.	Text Book Note Book	Self - assessment	- How many students were able to find out and write the rhyming words in English?
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the poem aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher. One child from each group will then read the paragraphs aloud to the whole class.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
*Students will acquire the ability to read with voice modulation facial expression, volume etc, and write a poem /a few lines.		Let's Appreciate: Read the poem in groups. Think about voice modulation facial expression, volume etc. - Compare reading by different groups. - Write a poem/a few lines on any other insect.	Text Book Note Book	Questions Observation schedule.	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?
Students will construct meaningful phrases and sentences.	EVALUATION	Assignment, Answer the following questions- 1) Collect the pictures of insects that you see in your surroundings. 2) Solve all questions / exercises given in the poem.	Questions Bank Note Book	Questions answers	- How should I plan my next lesson?

TEACHER'S SIGN

HEAD MASTER'S SIGN

SCHOOL :

CLASS-6TH

UNIT-6 [PROSE]

WHERE THERE IS A WILL, THERE IS A WILL

Over All Objects: - 1) To enable learners to read for information. 2) To help them to write Adverb and bio-data and famous players

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. Students will also develop the ability to speak (answer) in English and listen.	ENGAGE	Preparatory Activity, Teacher begins the class with the warm up activities as suggested in book. 1) Teacher narrates the small story about Dr.Vinod Sena and Beethoven (Page no. 92 and Page no. 162	Text Book Question Bank	Listening attentively and respond to the questions	- Were all the students actively involved in my class?	
	EXPLORE	Teacher asks a few questions to get answers from the students. 1) Name the especially abled persons mentioned in the passage and their achievements. 2) Do you know any other specially abled persons who have done great things in their lives? 3) Did you know about Wilma Rudolf and Rafer Johnson and their achievement? Today let us know about them from the Lesson “WHERE THERE IS A WILL, THERE IS A WAY”.	Question Bank	Oral Questions	What went well and what did not go so well in my class?	
* Recognition of words and sentences and reading aloud.	EXPLAIN	Reading aloud by teacher WHERE THERE IS A WILL, THERE IS A WAY”. The 1992 Olympics had put Barcelona on the map of thebecome world famous athletes. Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	- Did I involve all the students in today’s class?	
*Students will be able to listen and comprehend the meanings of new words.		Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- Event =an important happening; Participate =take part in it; Sprinter = fast runner; Gazelle = deer like animal, etc.	Dictionary / pictures		How many students were able to comprehend the meanings of new words?	
Students will acquire the ability to read the text silently and understand the main theme and supporting details.		Silent reading by the learners, Teacher encourages the students to read the lesson silently and find answer for the following questions. 1) To which country did Wilma belong? 2) What happened to Refer’s left leg?	Text Book	To assess reading comprehension skill.	-How many students were able to read silently?	

Students will learn to share their ideas in groups and present them to the whole class.		Comprehension check (let's understand) Teacher narrates the lesson with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answer orally. And later students write the answers individually in their notebooks.	Text Book Note Book		-What went well and what did not go so well in my class?
*Students will acquire the ability to write words of adverbs.		Language work (grammar) Adverbs. An adverb is a word which adds information about the action, event or situation. (Page no. 101. 102)	Text Book Note Book	writing words and fill in the blanks	-What changes would I like to make to my teaching?
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the lesson aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher. One child from each group will then read the paragraphs aloud to the whole class.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
*Students will acquire the skill to write their bio-data and autographs and a few lines and names.		Activity: 1) What do you learn from the lives of these two great athletes? 2) Write any four famous players you know who play the following games. (page no. 100) 1. Cricket 2. Hockey 3. Football 4. Tennis : 5. Chess 3) Let's Listen and Act (page no. 102) 4) To guide the students to write their bio-data (Page no 105 to 107)	Text Book	Observation Observation schedule	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?
Students will construct meaningful phrase and sentences.	EVALUATION	Assignment, Answer the following questions- 2) Solve all questions / exercises given in the lesson.	Questions Bank Note Book	Observation Observation schedule	- How should I plan my next lesson?

TEACHER'S SIGN

HEAD MASTER'S SIGN

SCHOOL :

CLASS-6TH

UNIT-6 [POEM]

THE WAY TO SUCCEED.

Over All Objects: - 1) To enable learners to read for comprehension and appreciation. 2) To help them to write action words, rhyming words.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. Students will also develop the ability to speak in English. .	ENGAGE	Preparatory Activity: Teacher asks few questions 1).Which of the following words/phrases are related to achieving success in life? 1) preserve 2)give up 3) work hard 4)be lazy 5) be active 6) lose hope 7)be positive 8) never try	Question Bank	Observation Observation schedule.	- Were the students actively involved in my class?	
	EXPLORE	Teacher begins the class with the warm up activities as suggested in book. (page No. 109) 1) Sit in groups; teacher will give some pebbles / stone pieces. Arrange them one above other. (and ask given questions about the task) 2) Do you remember the poem ‘don’t give up’ given for additional reading in class – 5 th book? Today let us know about the poem, ‘THE WAY TO SUCCEED’	Text book Question Bank	Observation Observation schedule	- Did I involve all the students in today’s class?	
* Recognition of words and sentences and reading aloud.	EXPLAIN	Reading aloud by teacher 5. The Way to Succeeded. By, Norman Macleod. Drive the nail aright, boys, _____ _____ You’ll succeed at last. Teacher reads the poem aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	- Were all the students actively involved in my class?	
*Students will be able to listen and comprehend the meanings of new words.		Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- strike = hit; gaze = look; downcast = disgraced; succeed = win, etc.	Dictionary / pictures		- How many students were able to comprehend the meanings of new words?	
Students will acquire the ability to read the text silently and understand the main theme and supporting details.		Silent reading by the learners, Teacher encourages the students to read the poem silently and find answer for the following questions. 1) What will happen if one never tries? 2) What should one do to reach top?	Text Book	To assess reading comprehension skill.	- How many students were able to read silently?	

Students will learn to share their ideas in groups and present them to the whole class.	EXPLAIN	Comprehension check (let's understand) Teacher narrates the poem with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answer orally. And later students write the answers individually in their notebooks.	Text Book		-What went well and what did not go so well in my class?	
*Students will acquire the skill to write six action words.		Vocabulary / Word Bingo Activity: Write six action words from the poem you have studied. Next teacher will say few action words. Listen to the teacher and put a tick mark if the children have written those words. The first learner to tick all six words is the winner.(Page no 114)	Text Book Note Book	Written remembering the action words and writing.	- How many students were able to write six action words?	
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the poem aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher. One child from each group will then read the paragraphs aloud to the whole class.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?	
*Students will acquire the ability to read the poem, mime a line from the poem and backwards.		Let's Appreciate: 1) Read the poem and pick out the rhyming words. Write them in notebook. 2) Mime a line from the poem. Let other children guess which line is being mimed. 3) Read the poem backwards (start from the last line) 4) Suggest some more titles to the poem.	Text Book Note Book	Questions Observation schedule.	- What changes would I like to make to my teaching?	
Students will construct meaningful phrases and sentences.	EVALUATION	Assignment, Answer the following questions- 1) What suggestions does the poet give to succeed in life? 2) Solve all questions / exercises given in the poem.	Questions Bank Note Book	Questions answers	- How should I plan my next lesson?	

TEACHER'S SIGN

HEAD MASTER'S SIGN

SCHOOL :

CLASS-6TH

UNIT-7 [PROSE]

NEERJA BHANOT: BRAVE IN LIFE, BRAVE IN DEATH

Over All Objects: - 1) To enable learners to read and comprehend the main idea. 2) To help them to write paragraph and re-arrange sentences.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. Students will also develop the ability to speak (answer) in English.	ENGAGE	Preparatory Activity, Teacher begins the class with the warm up activities as suggested in book. 1) Look at the picture given in book. Can you describe the women? Who is she? Where is from? How does she look? What is her profession? (on page no. 116)	Text Book Question Bank	Observation Observation schedule Listening attentively and respond to the questions	- Were all the students actively involved in my class?	
	EXPLORE	Teacher asks few questions to get answers from the students. 2) Let's listen: listen to a new report being read out by the teacher (on page no.116) listen again and answer the questions given in book. 3) You have read a lesson in class – 5 about bravery awards. Do you remember the lesson? Can you narrate on incident of bravery from the lesson? Today let us know about the lesson 'NEERJA BHANOT: BRAVE IN LIFE, BRAVE IN DEATH'.	Text Book Question Bank	Observation Observation schedule	What went well and what did not go so well in my class?	
* Recognition of words and sentences and reading aloud.	EXPLAIN	Reading aloud by teacher 5. 'Neerja Bhanot: Brave in Life, Brave in Death'. Neerja Bhanot was born on 7 th September 1963 _____ _____ qualities of the human spirit. Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	- Were all the students actively involved in my class?	
*Students will be able to listen and comprehend the meanings of new words.		Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- on board = on a plane; tarmac = a runway; back = support; lasting = permanent, etc.	Dictionary / pictures		How many students were able to comprehend the meanings of new words?	

Students will acquire the ability to read the text silently and understand the main theme and supporting details.		Silent reading by the learners, Teacher encourages the students to read the lesson silently and find answer for the following questions. 1) Where did Neerja study? 2) Why is Neerja called ‘the heroine of hijack’?	Text Book	To assess reading comprehension skill.	-How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.		Comprehension check (let’s understand) Teacher narrates the lesson with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answer orally. And later students write the answers individually in their notebooks.	Text Book Note Book		-What changes would I like to make to my teaching?
*Students will acquire the ability to write words of adverbs.		- Language Work (Grammar): 1) Find other forms of words given in G1 activity in book. 2) Write some more words of past tense. (Page no. 121)	Text Book Note Book	Writing past tense forms.	-What went well and what did not go so well in my class?
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the lesson aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher. One child from each group will then read the paragraphs aloud to the whole class.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
*Students will acquire the ability to write paragraphs about Neerja.		- Let’s Writing Activity: 1) Write a short paragraph in your own words about Neerja. 2) Arrange the following sentences in an order to make a meaningful paragraph. (on page no.121)	Text Book Note Book	Writing Question.	- How many students were able to write paragraph?
Students will construct meaningful phrase and sentences.	EVALUATION	Assignment, Answer the following questions- 1) Why is Neerja called the ‘the heroine of the hijack’? 2) Solve all questions / exercises given in the lesson.	Questions Bank Note Book	Writing Question.	- How should I plan my next lesson?

TEACHER’S SIGN

HEAD MASTER’S SIGN

SCHOOL :

CLASS-6TH

UNIT-7 [POEM]

MY PEOPLE.

Over All Objects: - 1) To enable learners to read and comprehend the theme. 2) To help them to talk in English and write.

Learning Objectives	5Es	Classroom Process (facilitating Activities)	Materials/Resources Required (TML)	CCE Tools & Techniques	Teacher Reflection	Date
* Students will active their background knowledge about the topic. Students will also develop the ability to write in English. .	ENGAGE	<p>Preparatory Activity, Teacher begins the class with the warm up activities as suggested in book.</p> <p>1) Writes the names of the professions.</p> <p>* A person who mends shoes. * A person who stitches clothes. * A person who makes ornaments. * A person who represents people in court. * A person who works in the field. * A person who sells fruits and vegetables.</p>	Text Book Question Bank	Writing answer for the given questions.	- Did I involve all the students in today's class? - What changes would I like to make to my teaching?	
	EXPLORE	<p>Teacher asks few questions to get answers from the students.</p> <p>1).Do you know any other professions? Write them down and discuss the nature of work.</p> <p>2) It is said, 'The rich are getting richer and the poor are getting poorer'. Do you agree with this? Discuss your views in groups and present them to the class.</p> <p>3) Do you read / know the miseries of people in the poem 'My People'. Today let us read / know the miseries of people in the poem 'MY PEOPLE'.</p>	Text Book Question Bank	Observation	Were all the students actively involved in my class?	
* Recognition of words and sentences and reading aloud.	EXPLAIN	<p>Reading aloud by teacher 5. 'My People'. By, Siddalingayya. They carry stones for building sites, _____ _____ My People. Teacher reads the poem aloud with proper stress, pronunciation, pause and intonation.</p>	Text Book	To assess reading comprehension skill.	- Were all the students actively involved in my class?	
*Students will be able to listen and comprehend the meanings of new words.		<p>Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- swoon = faint; excavate = dig up; misery = sadness and suffering, etc.</p>	Dictionary / pictures		- How many students were able to comprehend the meanings of new words?	

Students will acquire the ability to read the text silently and understand the main theme and supporting details.	EXPLAIN	Silent reading by the learners, Teacher encourages the students to read the poem silently and find answer for the following questions. 1) Who are referred to as ‘they’ in the poem? 2) Why do these people sigh?	Text Book	To assess reading comprehension skill.	- How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.		Comprehension check (let’s understand) Teacher narrates the poem with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answer orally. And later students write the answers individually in their notebooks.	Text Book		-What went well and what did not go so well in my class?
*Students will acquire the skill to read the poem in original in Kannada written by Dr.Siddalingaiah and understand.		Vocabulary / Reference Skill: To suggest the students to read the poem in original in Kannada written by Dr. Siddalingaiah.	Text Book Note Book	Reading aloud and individual reading.	- How many students were able to read aloud?
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the poem aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher. One child from each group will then read the paragraphs aloud to the whole class.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
*Students will acquire the ability to read the poem, mime a line from the poem and backwards.		Let’s Appreciate: Teacher guides the students to do the following activities. 1) Select and write the five most important words from the poem. Say why you choose these words. 2) a) Play the role of the poet and talk about the poem. b) Interview the poet-one of you (student) can take the role of the poet and the other the interviewer.	Students Participation	Expression / talking / saying.	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?
Students will construct meaningful phrases and sentences.	EVALUATION	Assignment, Answer the following questions- 1) What you think should be done to solve the miseries of these people? 2) Solve all questions / exercises given in the poem.	Questions Bank Note Book	Writing Question.	- How should I plan my next lesson?

TEACHER’S SIGN

HEAD MASTER’S SIGN

SCHOOL :

CLASS-6TH UNIT-8 [PROSE] WHAT I WANT FOR YOU AND EVERY CHILD.

Over All Objects: - 1) To enable learners to read a personal letter understand the main idea feelings expressed by the writer. 2) To help them to write personal letters and contracted forms.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. Students will also develop the ability to write in English..	ENGAGE	Preparatory Activity, Teacher begins the class with the warm up activities as suggested in book. 1) Listen to the text being read by your teacher and fill in the blanks (page no.130) Dear With love from the	Text Book Note Book	Listen to the text being read by the teacher and fill in the blanks.	- Were all the students actively involved in my class?	
	EXPLORE	Teacher asks few questions to get answers from the students. 1). Have you read/ written letters? 2). Did you know America’s former president Barack Obama’s letter to his daughters? 3). Why did Obama write this letter to his daughters? Today let us know the lesson “ WHAT I WANT FOR YOU AND EVERY CHILD A LETTER FROM OBAMA TO HIS DAUGHTERS”.	Question Bank	Oral Questions	Did I involve all the students in today’s class?	
* Recognition of words and sentences and reading aloud.	EXPLAIN	Reading aloud by teacher 5. ‘Want I Want For You and Every Child’ Dear Malia and Sasha, _____ _____ _____ from seeing the best in each other. Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	- Were all the students actively involved in my class?	
*Students will be able to listen and comprehend the meanings of new words.	EXPLAIN	Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- potential = ability; instill = introduce; compassionate = showing sympathy and concern for others; thrive = grow or develop well, flourish etc.	Dictionary / pictures		How many students were able to comprehend the meanings of new words?	
Students will acquire the ability to read the text silently and understand the main theme and supporting	EXPLAIN	Silent reading by the learners, Teacher encourages the students to read the lesson silently and find answer for the following questions.	Text Book	To assess reading comprehension skill.	-How many students were able to read silently?	

details.		1) What for Obama is the greatest joy in life? 2) What is the 'great adventure' referred to in the letter?			
Students will learn to share their ideas in groups and present them to the whole class.		Comprehension check (let's understand) Teacher narrates the lesson with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answer orally. And later students write the answers individually in their notebooks.	Text Book Note Book Pictures		- Did I involve all the students in today's class?
*Students will acquire the skill to read and write contracted forms and their full forms.		- Grammar – Contracted forms: Teacher suggests the students to read the full forms of the contracted forms given in books. (S1 activity) Page no. 138	Text Book Note Book	Observation Observation schedule	-What went well and what did not go so well in my class?
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the lesson aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher. One child from each group will then read the paragraphs aloud to the whole class.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
*Students will acquire the skill to re-arrange different parts of the letter, to complete the letter and write a letter.		- Let's Writing Activity: Teacher divides the class into 3 and suggests doing the given activities. (on page no.136)	Text Book Note Book	Writing Written a letter and rearranging.	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?
Students will construct meaningful phrase and sentences.	EVALUATION	Assignment, Answer the following questions- 1) Why did Obama write this letter to his daughter? 2) Solve all questions / exercises given in the lesson.	Questions Bank Note Book	Writing Question.	- How should I plan my next lesson?

TEACHER'S SIGN

HEAD MASTER'S SIGN

SCHOOL :

CLASS-6TH UNIT-8[POEM] A SONNET FOR MY INCOMPARABLE MOTHER

Over All Objects: - 1) To enable learners to read for comprehension and appreciation. 2) To help them to write simple poems and summary of the poem.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. Students will also develop the ability to write in English. .	ENGAGE	Preparatory Activity, Teacher suggests the students to sit in small groups and ask them to write a few lines about his/ her mother and present it.	Text Book	Writing a few lines about their mothers using the clues.	-What went well and what did not go so well in my class?	
	EXPLORE	Teacher begins the class with the warm up activities as suggested in book. 1) Using the clues given in page no.141 and try to write a few lines about your mother. 2) Do you know the poem ‘A sonnet for my Incomparable Mother’ written by F. Joanna? Today let us know about the poem ‘A SONNET FOR MY INCOMPARABLE MOTHER’.	Question Bank	Oral question	Were all the students actively involved in my class?	
* Recognition of words and sentences and reading aloud.	EXPLAIN	Reading aloud by teacher 5. ‘A sonnet for my Incomparable Mother’ written by F. Joanna I often contemplate my childhood, mom _____ _____ A mother like the mom you were to me. Teacher reads the poem aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	- Were all the students actively involved in my class?	
*Students will be able to listen and comprehend the meanings of new words.	EXPLAIN	Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- incomparable = extremely good, beautiful; contemplate = think about; raise = bring up, look after; hard = difficult, etc.	Dictionary / pictures		- How many students were able to comprehend the meanings of new words?	
Students will acquire the ability to read the text silently and understand the main theme and supporting details.		Silent reading by the learners, Teacher encourages the students to read the poem silently and find answer for the following questions. 1) Who is the poet talking to? 2) What qualities has the poet imbibed from her mother?	Text Book	To assess reading comprehension skill.	- How many students were able to read silently?	

Students will learn to share their ideas in groups and present them to the whole class.		Comprehension check (let's understand) Teacher narrates the poem with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answer orally. And later students write the answers individually in their notebooks.	Text Book		-What went well and what did not go so well in my class?	
*Students will acquire the ability to write the pairs of rhyming words from the poem and summary.		Rhyming Words: 1) Teacher suggests the students to read the poem and pick out the pairs of rhyming words from the poem. 2) To guide the students to write the summary of the poem in their own words.	Text Book Note Book	Observation Observation schedule	- Did I involve all the students in today's class?	
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the poem aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher. One child from each group will then read the paragraphs aloud to the whole class.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?	
*Students will acquire the skill to discuss the poem with their friends keeping the points in mind.		Let's Appreciate: Teacher guides the students to discuss the poem with their friends keeping the following points in mind. 1) What the poem is about. 2) Why I like it / do not like it. 3) What the poem means to me. 4) What the poem reminds me of.	Students Participation	Expression Discussion with friends.	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?	
Students will construct meaningful phrases and sentences.	EVALUATION	Assignment, Answer the following questions- 1) What qualities has the poet imbibed from her mother? 2) Solve all questions / exercises given in the poem.	Text Book Note Book	Writing Question.	- How should I plan my next lesson?	

TEACHER'S SIGN

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