

| S.N. | Content | Objectives (Class VI) | Skills | Learning Styles | Subject Integration | Activity | Outcome | Assessment |
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| UNIT 1 CH.2 | Robots are a boastful lot | To enable the students to understand the value of being independent. To realise the fact that excess use of machines is not good for children. | Reading Comprehending | Verbal, linguistic | Computer | Talked about the real robot Sophia. Make a chart to show different uses of Robots the machines. | students will use the machines wisely. will be able to write the character sketch of Debu.They will learn to manage time. | U.TEST 1 |
| CH.3 | Dear Santa Did you get my Tweet! | to understand that students are crazy to get the gifts on Christmas. To be familiar with the latest technologies. | Logical,analytical and oratory skills critical thinking | Musical intrapersonal | Computer | List the various applications used for communication. | Stdents will know about latest means of communication. | U.TEST 1 |
| UNIT 2 CH.1 | The classroom in the train | To understand the fact that change in environment helps the child to know the things better. | Reading skills Comprehension | Verbal,linguistic | S.st (about trains) Lifeskills | Differentiate between Totto-Chan's new and old school(interaction) | to choose activities and hobbies according to their interests. List the various features of the Students will respect their teachers. | P P T-1 |
| CH.3 | A teacher for all seasons | To enable the students to understand the importance of teacher in student's life. That students should respect their teachers. List the various efforts done by the teacher. | Recitation expression critical thinking | Musical Intrapersonal | | Make a list of the efforts done by the teachers. | Will be able to know the fact that teachers work so hard for them. | Term 1 |
| UNIT 3 CH.1 | Young uncle goes to his village | To enable students to - enjoy the rural life. to keep their promises. know that every problem has a solution. | Imaginary Interpersonal Critical thinking. | Verbal linguistic Interaction | Life skills | Find the words related to 'speak' | Students will know about the family tradition and importance of rituals. | Term1 |
| CH .2 | Building a shelter | To make students understand yhe importance of shelter. Overcome the difficult situation. To work together. | Critical thinking Reading | Intrapersonal skills Kinesthetic skills | S.St (will relate to different species of birds and animals.) | List the different names suggested by the family members. | Students will be able to imagine a tree house and its experience. They will also try to imagine the difficulties faced by them and will learn the importance of unity. | Term1 |
| UNIT 4 | | | Life skills | | | | | |

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| CH.2 | The unbreakable | <p>To enable studentsto- Understand that they can achieve anything through their hard work and dedication. their hard work and dedication. To know about their legendary sportsperson. To realise that the path of success is always full of obstacles and they need to overcome it.</p> | <p>critical thinking life skills Intrapersonal skills</p> | <p>interaction verbal linguistic Kinesthetic skills</p> | Physical Education | <p>Make a chart of different sports and describe them in few lines.</p> | <p>Students will be able to do haed work and will dedicate themseles to achieve their desired goals. Will develop love and respect for their country.</p> | Term1 |
| Ch.3 | When Sachin walks out to bat | <p>To comprehend the rhym and rhythm of the poem, to understand the difficult words and phrases in the poem, to understand the rhyming scheme of the poem, to know the difference between rhyming words and rhyming scheme, to comprehend the value of hardwork and determination</p> | <p>Physical aspects, logical skills, reading and reciting skills, analytical skills</p> | <p>reciting the poem with proper stress and intonation, enjoying the rhythm, development of good pronounciation</p> | Life skills | <p>names of various cricketers and their achievements</p> | <p>students will enjoy the poetry and will also understand the importance of hardwork. They will also know that poetic devices are used to beautify the poem</p> | Term2 |
| UNIT 5 | CH.1 Learning to cook | <p>To enable the students to an9alyse the problems faced in forest.Learning the value of being loyal.Knowing that cooking is an art.</p> | <p>Rading Analytical Logical Skills Problem solving skill</p> | <p>Verbal linguistic Interaction Interpersonal skills</p> | Life skills | Get Set (page 83) | <p>Students will understand the value of being loyal. Students will comprehend that they should be self dependent to face the problems of life.</p> | term2 |
| CH.2 | DAL DELIGHT | <p>Comprehend difficult words and phrases. Analyse that spices add a flavour to the food.</p> | <p>Logical Skills Analytical</p> | <p>Life skills Cooking experience</p> | <p>Life skills Cooking experience</p> | Crossword | <p>Students will learn that cooking is a fun and an art and it can be done by anyone. Spices are needed to make the food tasty.</p> | term2 |

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| | | Cooking is an art. To know that one should be patient. | Comprehending skills | | | | | |
| CH.5 | It's fun to cook | To enjoy reading, to know about the different things used in the kitchen, to know the various ways of cooking, learning to be careful while working in the kitchen | Logical and problem solving skills | Imagination and creativity as it is a great experience of cooking. | Cooking without fire | Relate to cooking experience of children. | Students will learn to be careful while working in the kitchen and will also do it in their elder's supervision. | Discussion on the topic, term2 |
| Unit 6 CH.1 | No room for a Leopard | To comprehend the need of animals to balance the nature. Analyse the importance of wild life in nature. | Analytical skills Creative skills Problem solving skills Logical reasoning skills | Critical and logical thinking Life skills Flow chart | Life skills | Flow chart of balancing of nature and importance of every creature. | Students will develop their love and affection for animals and will understand that faith should not be violated. | Class discussion oral test life experiences term2 |
| Unit 7 Ch.2 | The fun they had | To understand the importance of their school and their teachers. To think logically about the efforts of their teacher. To understand about the latest technologies and their uses. | Analytical skills Imaginary skills Problem solving skills Logical reasoning skills | Imagining the future without books. Critical and logical thinking | Relate to their school life | Cross word | Students will understand that going to school is a great fun and robotic teachers might create boredom. They will also learn that their teachers put great efforts for them and dedicate ample amount of their time for their betterment. | Discussion on Robotic teachers term2 |
| | Subject and Predicate 8 (Grammar) | To enable the students to identify the subject in a sentence. They will be guided to provide a suitable subject or predicate to a sentence. | To inculcate- critical thinking | Interpersonal | Hindi-vyakran | Group Activity One group would specify the subject and other group would supply the predicate. | | UT 1 |

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| | | | effective written and oral communication. | Intrapersonal skills logical thinking | | | | |
| 9 | Kinds of Sentences | To enable the students to identify and differentiate between the different kinds of sentences and also the usage and correct framing of sentences. | To develop critical thinking ,effective communication and articulation of thoughts and ideas. | Intrapersonal Interpersonal Logical | Hindi-vyakaran | Transforming sentences from one kind to the other Students will be given a situation to create dialogues which could have the scope to include the four types of sentences. | They would know that the position of the subject can be anywhere in the sentence. They would confidently separate a subject from its predicate. They will be able to apply the knowledge for constructing variety of sentences and transforming it to another kind. | UT 1 |
| 10 | Nouns | To enable the students to identify different types of nouns in their own creative writing. | Logical reasoning | Word smart Intrapersonal | | Word game (example of different kinds of nouns) | | written test, PPT |
| 11 | Pronouns | To state a definition of a pronoun, recognize pronouns and distinguish them from other parts of speech,use the correct form of pronouns in sentences. | Writing skills and effective communication. | Interpersonal, intrapersonal | Hindi | Assignment based on pronouns | Students will be able to identify nouns and will use them appropriately in sentences and in creative writing. | written test, term 2 |
| 12 | Verbs | To enable the students to identify action words;use verbs to elaborately convey about actions;framing of appropriate sentences. | To inculcate effective and oral communication;to use their imagination to organise their thoughts. | Logical;interpersonal;intrapersonal;kinesthetic | Hindi | Action game - a student will enact an action and the other will guess the action | Students will be able to identify different kinds of pronouns and will frame grammatically correct sentences. | oral test, term2 |

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| 13 | Tenses | Tenses will enable the students to express actions done at different points of time i.e present past or future.Writing sentences using correct form of verbs. | Logical reasoning; enhanced writing skills; improved communication and writing skills. | Word smart;interpersonal; intrapersonal; logical | | Paragraph writing | Students will be able to identify the action words; differentiate between transitive and intransitive words; will know chief parts of verbs(first form, second form and third form) | term1, class test |
| 14 | Tenses (continued) | Identifying different forms of verb;subject verb agreement. | Creative writing skills | verbal linguistic | Hindi | | Students will be able to identify different kinds of tenses;distinguish between simple, continuous and completed actions. | |
| 15 | Adjectives | To enable the students to understand why adjectives are called describing words; how they add to the meaning of noun and kinds of adjectives. | Improved writing skills; students will be able to express their thoughts using the most appropriate describing words. | Logical;interpersonal;intrapersonal | Hindi | Crossword puzzle (to fill in suitable adjective) | Students will be able to use correct helping verbs; identify singular/plural verbs; subject verb agreement while framing sentences. | UT 1, term 1 |
| 16 | Degrees of Adjectives | To enable the students to understand the degrees of comparison: | | Logical | Hindi | Assignment based on degrees of adjective. Flowchart will be used wherever required | | UT 1, term 1 |

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| 17 | Informal and Formal letter | <p>a)Positive degree: no comparison b)Comparitive degree: comparison between two things or set of things. c)Superlative degree: comparison between more than two things. Formation of comparitive and superlative degrees.</p> <p>To enable the students to express their views,thoughts and opinion in form of a letter; use appropriate language and format while writing a formal or an informal letter.</p> | <p>Logical reasoning writing skills articulation in expression of thoughts Articulation of thoughts, imagination, arranging ideas in a logical sequence.</p> | <p>interpersonal intrapersonal word smart Interpersonal,linguistic</p> | Hindi | Applications, letter to a friend | <p>Students will be able to identify different kinds of adjectives; use appropriate describing words while speaking/communicating with others. Will also use variety of describing words in creative writing.</p> <p>Formation of new words /adjectives in comparitive and superlative degree.</p> <p>Improved vocabulary.</p> <p>Clear understanding of the degrees of comparison. Framing better sentences.</p> | term1, term2 |
| 18 | Adverbs | To enable the students to convey elaborately about any action or any descriptive word.To help them to specify the intensity,frequency or nature of an action. | To inculcate effective and oral communication; articulation of thoughts and ideas. | Intrapersonal; intrapersonal; logical | Hindi | Students would talk about their favorite activities and will add adverbs to those actions | Students will be able to write letters(Formal and Informal) using the correct format. | term2 |
| 19 | Prepositions | To enable the students to build a relation between two main factors of a sentence to make it meaningful. | To develop effective and oral communication skills. | Logical thinking;interpersonal; intrapersonal | Hindi | Some students would be directed to do some specific actions which would be used to frame sentences having various prepositions | They would be able to differentiate between action words and descriptive words or adverbs. | term2 |

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| 20 | Conjunctions | To enable the students to connect two or more than two words, phrases or sentences. To teach them to express their thoughts in a compact manner. | To inculcate effective and oral communication; articulation of thoughts and ideas. | Intrapersonal; intrapersonal; logical | Hindi | Chit game - chits would be prepared which will have two sentences with the same subject. Students will pick a chit and combine the sentences. | THEY WILL BE ABLE TO SHOW THE CORRECT RELATION BETWEEN THE NOUN AND THE OTHER OBJECT BY USING CORRECT PREPOSITION. | term2 |
| 21 | Interjections | To enable the students to express a sudden emotional feeling through some definite sound in the form of words. | To inculcate effective and oral communication | Intrapersonal; intrapersonal; logical | Hindi | Different situations will be given to express their feelings using interjections | They would develop the capability to convey their ideas or opinions in short and concise way. | term2 |
| 22 | Voice | To enable the students to express themselves in both the cases .Firstly, when the doer of an action has to be made prominent and secondly when the person or thing acted upon has to be made prominent. | To develop effective oral and written communication. | Interpersonal, intrapersonal, Linguistic | Hindi | A quiz - the class would be divided into groups and questions related to voice would be asked. Points would be rewarded. | They would be able to communicate the intensity of their feeling effectively. | term1 |
| 23 | Notice writing | To enable the students to draft a notice to inform about either a lost or a found article. They would be taught the format of a notice. | To develop a sense of accountability and responsibility. Effective written communication. | Interpersonal, intrapersonal, Linguistic | Hindi | Drafting a notice for class soft board. (lost and found) | They would be able to converse efficiently using the concept in framing their sentences. | term1 |

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| 24 | Story Writing | To enable the students to construct a readable story based on some points. They would be told that they should have the whole plot clear in their mind and the main points should be arranged in proper sequence. | To inculcate imagination, information analysing ability, effective writing skills, articulation of thoughts and ideas in written form. | Interpersonal, intrapersonal, Lingsuistic, Logical | Hindi | Frame a sensible story. | Students would be able to write a notice in a proper format. They would learn that it is a formal piece of writing which is put in a box. They would be able to build up a story following they would learn to conclude a story in an interesting way. | term2 |
| 25 | Diary Entry | To enable the students to get acquired with a personal form of writing. Specific format will be given. To tell the students that diary entry is written in first person. | Effective writing skills, inter personal, imaginative | Logical, inter personal, intra personal | Hindi - diary entry | Writing diary entry on the given topic | The students would be able to express their feelings using their imagination and creativity. They will learn the correct format of diary entry and will use appropriate words. | Practice work, class discussion, UT 1, term1 |

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| 26 | Direct and Indirect Speech | To introduce direct and indirect speech and to enable the students to report the actual words of the speaker in their own words. To aware them of the difference between direct and indirect speech. | The students will learn the various changes to be done while changing the speech such as tenses and pronouns. They will also learn that the tense of the reported speech never changes if the reporting verb is in present or future tense. | Linguistic, logical, interpersonal, intrapersonal | Hindi Vyakaran | Group activity | The students will be able to report the direct words of the speaker in their own words keeping in mind the certain changes to be made. | Practice work, blackboard test, term2 |
| 27 | Active and Passive voice | To enable the students to change sentences from active to passive voice. | identification, logical | interpersonal, intrapersonal, logical | Hindi | | Students would be able to change sentence from active to passive voice. | term 1 |
| 28 | Message Writing | To enable the students to write message . | creativity, accuracy, logical, writing | interpersonal, intrapersonal, logical | Hindi | Reading messages, writing messages | Students would be able to write message using proper format. | UT, TERM 2 |

