**BUDHA DAL PUBLIC SCHOOL, SAMANA**

**LESSON PLAN**

**CLASS - VI**

**SUBJECT - ENGLISH**

**Topic - The Village School**

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| **Objectives** | 1. To acquaint children with new words, reading of the chapter, pronunciation of new words. |
| **P.K. Testing** | 1. Do you like going to school?  2. Do you like reading story books?  3. Have you ever heard a story about a boy who secretly goes to school? |
| **Teaching Aid** | Textbook, Chalkboard, chalk, duster |
| **Vocabulary** | Teacher will write difficult words on the chalkboard and will tell the students to underline those words while reading. |
| **Explanation** | Teacher will explain the story paragraph wise by explaining totaram who secretly goes to school and later brings about a change in his parents opinion about it. |
| **Procedure** | Students will read the lesson one by one and the teacher will explain the lesson drawing few examples from daily life |
| **Students Participation** | Students will answer the questions asked by the teacher related to the lesson explained in brief to check the involvement of the students. |
| **Art Integration Domain** | The students will draw a beautiful picture related to the lesson. Research on the internet and find out the speakers of these powerful statements. for ex. An investment in knowledge pays the best interest. |
| **Learning Outcome** | Students will learn correct pronunciation of new words with their meanings. They will learn to frame their own sentences. |
| **Resources** | Links and videos will be sent for explanation. |
| **Recapitulation** | In the last teacher will again summarize the lesson. |
| **Assignment** | Assignment will be given from the whole chapter. |
| **Evaluation** | Teacher will access students through tests and various class activities. |

**Topic - Leisure (Poem)**

**Days - 5 days**

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| **Objectives** | 1. To acquaint the pupils with the knowledge of new words with their meanings.  2. Pupils will improve their aesthetic sense.  3. They will understand the poem and improve their pronunciation moreover, they will learn the value of nature. |
| **P.K. Testing** | 1. Do you like going to parks?  2. Have you ever spent time watching the beauty of nature?  3. What is the word ' leisure' mean to you? |
| **Teaching Aid** | Textbook, Chalkboard, chalk, duster |
| **Vocabulary** | beneath, boughs, streams, enrich  Teacher will write few difficult words on the blackboard and students will underline them while reading the poem. |
| **Explanation** | Teacher will explain the rhyming scheme of the poem aabbaa... A poem with this type of rhyme is called a limerick |
| **Procedure** | Teacher will explain the poem and students will also read one by one. |
| **Students Participation** | Students will read the poem and understand the meaning of the poem. The Teacher will check the understanding of the students by asking questions in brief, |
| **Art Integration Domain** | The students will draw a beautiful picture related to the Poem.  Imagine you spent an afternoon under the cool shade of a tree. You stared at the infinite bounties of nature and came home with a set of musings. How do you feel? Write a paragraph describing what you saw heard? |
| **Learning Outcome** | Students will learn to admire and love nature. They will also learn the importance of nature. |
| **Resources** | Links and videos will be sent for explanation. |
| **Recapitulation** | In the last teacher will again summarize the Poem. |
| **Assessment** | Written as well as oral-tests will be conducted. Assignment will be given. |

**Topic - The Lost Child**

**Days - 5**

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| **Objectives** | 1. To improve their reading, speaking and listening skills.  2. To teach them that we have to be with our parents in the crowd.  3. To teach the students not to be afraid of problems. |
| **P.K. Testing** | 1. Have you ever been to a fair?  2. Have you ever forgotten your way to place or got lost in a fair?  3. What was your reaction? |
| **Teaching Aid** | Textbook, Chalkboard, chalk, duster |
| **Vocabulary** | Teacher will write some difficult words on the board and students will underline in their books. |
| **Explanation** | The teacher will explain the story giving examples from daily life. |
| **Procedure** | Students will read the lesson one by one and the teacher will explain the lesson. |
| **Students Participation** | Students will draw a beautiful picture related to the lesson and will listen carefully the explanation done by the teacher. |
| **Art Integration Domain** | The students will draw a beautiful picture related to the lesson.  Children will write a paragraph on topic-' My village fair'  The lost child is eventually reunited with his parents. write a dialogue describing their reunion. |
| **Learning Outcome** | Students will learn new words with their meanings. Group discussion will be done. |
| **Resources** | Links and videos will be sent through different apps. |
| **Recapitulation** | Teacher will summarize the lesson once again by writing the main points on the board. |
| **Assignment** | Assignment will be given and students will learn the work done in the class. |
| **Evaluation** | Students will be assessed through w. tests. |

**Topic - In the Bazaars of Hyderabad (Poem)**

**Days- 4**

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| **Objectives** | Students will learn about the beauty of a traditional Indian bazaar.  Students will improve their aesthetic sense |
| **P.K. Testing** | Have you ever shopped at a traditional bazaar?  How is shopping at a bazaar different from that at a supermarket? |
| **Teaching Aid** | Textbook, Chalkboard, chalk, duster, Reader books, links |
| **Vocabulary** | Teacher will write the difficult words on the chalk board and students will underline those words while reading. |
| **Explanation** | Teacher will explain the poem and will also explain the rhyming scheme to the students. |
| **Procedure** | Students will read the Poem one by one. |
| **Students Participation** | Students will listen carefully the explanation done by the teacher and will answer the questions asked by the teacher. |
| **Art Integration Domain** | The students will draw a beautiful picture related to the lesson. create a poster for a traditional bazaar being orgainsed at your colony, where many vendors will set up stalls and display their wares. |
| **Learning Outcome** | Students will learn new words and improve their pronunciation. They will also learn about the beauty of a traditional Indian Bazaar. |
| **Resources** | Links and videos will be sent for explanation. |
| **Recapitulation** | In the last teacher will again summarize the lesson. |
| **Assignment** | Teacher will assign them assignment. Students will learn the work done in the class. |
| **Evaluation** | Recitation test and w. test will be conducted. |

**Topic - An Uncomfortable Bed**

**Days- 5**

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| **Objectives** | Have you ever played a prank on your friend? Students will learn that a practical joke or prank is a mischievous trick played on someone, generally causing the victim to experience embarrass mentor discomfort. |
| **P.K. Testing** | Do you like to be with your friends?  Have you ever played a practical joke on a friend? |
| **Teaching Aid** | Textbook, Chalkboard, chalk, duster, Reader books, links |
| **Vocabulary** | Teacher will tell students to underline difficult words while reading and after this teacher will tell them the meanings of those words and they will note down in their notebooks. . |
| **Explanation** | Teacher will explain lesson paragraph wise and will also tell them that we should not do the pranks which are dangerous or uncomfortable for someone |
| **Procedure** | Students will read the Poem one by one. |
| **Students Participation** | Students will listen carefully the explanation done by the teacher and will answer the questions asked by the teacher. |
| **Art Integration Domain** | The students will draw a beautiful picture in their notebooks. Look at the pictures carefully. Comprehend what these pranks are all about and then decide if they are means of healthy fun or are harmful. Cross out the ones we should never put into implementation ( Pg no. 43 Reader Book) |
| **Learning Outcome** | Students will learn the correct pronunciation of new words. Group discussion will be done- we should do pranks or not? |
| **Resources** | Links and videos will be sent for explanation. |
| **Recapitulation** | Teacher will again summarize the lesson and write the main points on the board. |
| **Assignment** | Assignment will be sent regarding the same topic. Students will learn the work done in the class. |
| **Evaluation** | Teacher will access the students through different activities. |

**Topic - The story of Fidgety Philips (Poem)**

**Days- 4**

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| **Objectives** | To acquaint the pupils with the knowledge of new words. Pupils will enhance their aesthetic sense. |
| **P.K. Testing** | Do you like to spend time with your family?  What is the meaning of fidgety? |
| **Teaching Aid** | Textbook, Chalkboard, chalk, duster, Reader books, links |
| **Vocabulary** | Teacher will write the difficult words on the chalk board and students will note down in their notebooks. |
| **Explanation** | Teacher will explain the poem and will also explain the rhyming scheme to the students. |
| **Procedure** | Students will read the Poem one by one. |
| **Students Participation** | Students will listen carefully the explanation done by the teacher and will answer the questions asked by the teacher. |
| **Art Integration Domain** | The students will draw a beautiful picture related to the poem. Write a paragraph on the topic- If I were a bird I would fly in the sky. Students will make a butterfly and write six rhyming words on its wings. |
| **Learning Outcome** | Students will learn about the mess caused by a fidgety boy at dinner time. |
| **Resources** | Links and videos will be sent for explanation. |
| **Recapitulation** | Teacher will assess the students through different activities done in the class. |
| **Assignment** | Teacher will assign them assignment. Students will learn the work done in the class. |
| **Evaluation** | W. Tests and oral tests will be conducted recitation test will be taken. |

**Topic - Eureka**

**Days- 5**

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| **Objectives** | Eureka is an exclamation used to show pleasure at having found something 'especially' the answer to a problem. |
| **P.K. Testing** | Have you ever had a eureka moment? What was that? |
| **Teaching Aid** | Textbook, Chalkboard, chalk, duster, Reader books, links |
| **Vocabulary** | Teacher will tell students to underline difficult words and notedown the some in their notebooks. Teacher will correct their pronunciation and tell them meanings as well. |
| **Explanation** | Teacher will explain lesson paragraph wise and will also tell them or explain them regarding Eureka moment. |
| **Procedure** | Students will read the Poem one by one. |
| **Students Participation** | Students will listen carefully the explanation done by the teacher and will answer the questions asked by the teacher. |
| **Art Integration Domain** | The students will draw different Punctuation marks and will write down the usage of each mark. Find eight words in the grid refer to the sounds made by the animals. make gride yourself. |
| **Learning Outcome** | Pupils will learn about different emotions and the story of a king of syracuse whose name was Hiero who wanted to wear the biggest crown in the world. |
| **Resources** | Links and videos will be sent for explanation. |
| **Recapitulation** | In last, teacher will summarize the lesson again students will ask or clear their doubts if any. |
| **Assignment** | Assignment will be sent regarding the same topic covering whole lesson |
| **Evaluation** | Teacher will access the students through different activities and tests. |

**Topic - The Painted Ceiling (Poem)**

**Days- 5**

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| **Objectives** | To Make them learn the poem  To make them enjoy the poem which is about a painted ceiling that charms and fascinates the speaker. |
| **P.K. Testing** | If you were given a chance to paint the ceiling of your room just the way you pleased, what would you paint on it? |
| **Teaching Aid** | Textbook, Chalkboard, chalk, duster, Reader books, links |
| **Vocabulary** | Students will note down the difficult words from the blackboard written by the teacher in their notebooks. |
| **Explanation** | Teacher will explain the poem to the students. Teacher will also tell them the importance of 'leisure time? |
| **Procedure** | The teacher will read and explain the poem. Students will also read and recite the poem. |
| **Students Participation** | Students will listen carefully the explanation and will answer the question asked by the teacher. Students will enjoy reciting the poem. |
| **Art Integration Domain** | The students will draw different beautiful picture related to the lesson. Students will paint the ceiling of their room first the way. They pleased, What would you paint on it. Use sheet or a chart. |
| **Learning Outcome** | Students will understand the poem and the limerick scheme. It is a humorous short poem, with two long lines that rhyme with each other, followed by two short lines that rhyme with each other and ending with a long line that rhymes with the first two. |
| **Resources** | Links and videos will be sent for explanation. |
| **Recapitulation** | Teacher will again summarize the poem |
| **Assignment** | Assignment will be sent to the students covering the whole topic. |
| **Evaluation** | Recitation test will be conducted. W. Test will be taken according to the work done in the class. |

**Topic - The Sentence**

**Days- 5**

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| **Objectives** | To enable the students to learn the correct usage of sentences.  To teach them the kinds of sentences, Assertive, Imperative, Command request.....  optative: blessings or exclamatory  sentence: blessings or exclamatory mark |
| **P.K. Testing** | 1. What a beautiful view. Use of exclamation mark. God bless you all my children. optative sentence  2. What are these sentences called?  3. Please help me. Shut the door Command Imperative Sentence. |
| **Teaching Aid** | Textbook, Chalkboard, chalk, duster, Reader books, links |
| **Vocabulary** | Students will note down the difficult words from the blackboard written by the teacher in their notebooks. |
| **Explanation** | Teacher will explain the poem to the students. Teacher will also tell them the importance of 'leisure time? |
| **Procedure** | The teacher will read and explain the poem. Students will also read and recite the poem. |
| **Students Participation** | Students will listen carefully the explanation and will answer the question asked by the teacher. Students will enjoy reciting the poem. |
| **Art Integration Domain** | Class discussion will be done. Student will frame five optative and five Imperative sentences.  The students will make a beautiful chart depicting the various kinds of sentences. |
| **Learning Outcome** | Students will learn the formation of correct sentences. They will learn to frame sentences which are grammatically correct. |
| **Resources** | Links and videos will be sent for explanation. |
| **Recapitulation** | Teacher will again summarize the lesson and ask questions regarding the lesson done. |
| **Assignment** | Students will be assessed accordingly assignment will be sent in the class group covering the whole topic. |
| **Assessment** | Assessment will be done through W.tests and class activities. |

**Topic - The Noun**

**Days- 4**

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| **Objectives** | To increase the vocabulary of the students and to help the students know more about nouns.  To develop pupils understand about the rules of English grammar through use and and practise of its structure.  To acquaint the students with the knowledge of number of nouns adding s, es, dropping -y and adding -ies.  To acquaint them with the knowledge of He-words (Masculine) she words (Feminine) |
| **P.K. Testing** | 1. What is your name?  2. Name some objects you can see in your class?  3. Showing one pencil and many pencils. what are these.  4. The teacher will ask one boy and one girl to stand. students will asked more eg. of He words and she words (Masculine / feminine) |
| **Teaching Aid** | Textbook, Chalkboard, chalk, duster, Reader books, links |
| **Vocabulary** | Students will note down the difficult words from the blackboard written by the teacher in their notebooks. |
| **Explanation** | Students will identify few naming words and will name them. Names of a person, place, animal thing, |
| **Procedure** | The teacher will read and explain the poem. Students will also read and recite the poem. |
| **Students Participation** | Students will listen carefully the explanation and will answer the question asked by the teacher. Students will enjoy reciting the poem. |
| **Art Integration Domain** | The students will be asked to bring some line objects.  Students will paste pictures related to masculine gender and Fenunine Gender in their notebooks. |
| **Learning Outcome** | Pupils will learn the different kinds of nouns. The He words and she words. The teacher will explain the lesson drawing examples from daily life examples. |
| **Resources** | Links and videos will be sent for explanation. |
| **Recapitulation** | Teacher will again summarize the lesson and ask questions regarding the lesson done. |
| **Assignment** | Students will be assessed accordingly assignment will be sent in the class group covering the whole topic. |
| **Assessment** | Students will be assessed after the completion of the lesson. |

**Topic - Articles**

**Days- 4**

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| **Objectives** | To acquaint the students with the knowledge and understanding of Articles and their usage.  To clarify different aspects of grammar to the pupils  To develop pupils understanding about the rules of grammar through use and practice of its structure.  To increase their speaking skills as well as writing skills with the help of Articles. |
| **P.K. Testing** | 1. Name the vowels.  2. Name the definite articles  Name the indefinite articles  3. Write few sentences using a or an |
| **Teaching Aid** | Textbook, Chalkboard, chalk, duster, Reader books, links |
| **Explanation** | Teacher will explain the students the correct usage of articles according to their sounds and the words which are having silent letters also. |
| **Procedure** | The teacher will read and explain the poem. Students will also read and recite the poem. |
| **Students Participation** | Students will listen carefully the explanation and will answer the question asked by the teacher. Students will enjoy reciting the poem. |
| **Art Integration Domain** | The students will draw on a chart the words written with a or an. They will cross the blanks in which a or an is not written. |
| **Learning Outcome** | students will understand the concept of articles. Teacher will make them understand that sound is important for ex- honest and honest man- |
| **Resources** | Links and videos will be sent for explanation. |
| **Recapitulation** | Teacher will again summarize the lesson and ask questions regarding the lesson done. |
| **Assignment** | Assignment will be sent to the students and they will do it in their notebooks. |
| **Assessment** | Students will be assessed through different activities and test. |

**Topic - Adjectives**

**Days- 5**

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| **Objectives** | To improve the grammatical skills  To make the students learn how to use different kinds of adjectives in their day to day life. |
| **P.K. Testing** | The teacher will write few sentences on the board and will ask the difference.  e.g I am a girl.  I am a tall girl  These are grapes.  These are sour grapes |
| **Teaching Aid** | Textbook, Chalkboard, chalk, duster, Reader books, links |
| **Explanation** | Adjectives (meaning) Its kinds and formation of Adjectives e.g. boy - boyish etc. |
| **Procedure** | The teacher will read and explain the poem. Students will also read and recite the poem. |
| **Students Participation** | Students will listen carefully the explanation and will answer the question asked by the teacher. Students will enjoy reciting the poem. |
| **Art Integration Domain** | Students will be shown some pictures and the students will be asked to describe the picture.  Then they will be asked to write as many adjectives as they can on a sheet of paper.  The student who write maximum no. of adjectives will be the winner. |
| **Learning Outcome** | Students will learn and identify the types of adjectives  They will learn form of adjectives. |
| **Resources** | Links and videos will be sent for explanation. |
| **Recapitulation** | Teacher will again summarize the lesson and ask questions regarding the lesson done. |
| **Assignment** | Assignment will be sent to the students and they will do it in their notebooks. |
| **Assessment** | Students will be assessed through different activities and test. |

**Topic - Verb**

**Days- 5**

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| **Objectives** | To increase the vocabulary of the students so that students may be able to inculcate the habit of using correct verbs in their speaking to generalize the rules of grammar in a better way. |
| **P.K. Testing** | The teacher will ask few action words used in daily life.  The teacher will enact few words and students will answer. |
| **Teaching Aid** | Textbook, Chalkboard, chalk, duster, Reader books, links |
| **Explanation** | Teacher will explain transitive verbs, Intransitive verbs, Auxiliary verbs. How to choose verb. |
| **Procedure** | Students will listen carefully and will try to make sentences on their own by using correct verb forms. |
| **Students Participation** | Students will listen carefully the explanation and will answer the question asked by the teacher. Students will enjoy reciting the poem. |
| **Art Integration Domain** | Students will draw or paste pictures related to some action words. Group discussion will be done. |
| **Learning Outcome** | Students will Come to know how to frame their own sentences and increase their communication skills. |
| **Resources** | Links and videos will be sent for explanation. |
| **Recapitulation** | Teacher will again summarize the lesson and ask questions regarding the lesson done. |
| **Assignment** | Assignment will be sent to the students and they will do it in their notebooks. |
| **Evaluation** | Students will be evaluated from various class tests and activities done in the class. |

**Topic - Verb**

**Days- 5**

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| --- | --- |
| **Objectives** | To increase the vocabulary of the students so that students may be able to inculcate the habit of using correct verbs in their speaking to generalize the rules of grammar in a better way. |
| **P.K. Testing** | The teacher will ask few action words used in daily life.  The teacher will enact few words and students will answer. |
| **Teaching Aid** | Textbook, Chalkboard, chalk, duster, Reader books, links |
| **Explanation** | Teacher will explain transitive verbs, Intransitive verbs, Auxiliary verbs. How to choose verb. |
| **Procedure** | Students will listen carefully and will try to make sentences on their own by using correct verb forms. |
| **Students Participation** | Students will listen carefully the explanation and will answer the question asked by the teacher. Students will enjoy reciting the poem. |
| **Art Integration Domain** | Students will draw or paste pictures related to some action words. Group discussion will be done. |
| **Learning Outcome** | Students will Come to know how to frame their own sentences and increase their communication skills. |
| **Resources** | Links and videos will be sent for explanation. |
| **Recapitulation** | Teacher will again summarize the lesson and ask questions regarding the lesson done. |
| **Assignment** | Assignment will be sent to the students and they will do it in their notebooks. |
| **Evaluation** | Students will be evaluated from various class tests and activities done in the class. |

**Topic - Tenses**

**Days- 12**

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| **Objectives** | To develop pupils understanding about the rules related to the tenses through use and practice.  To clarify different grammatical aspects of the pupils.  To improve the reading skills of the children with correct pronunciation |
| **P.K. Testing** | The teacher will ask the three form of verbs.  The various kinds of tenses will be asked.  The sentence formation will be discussed.  How will you write a story in a Present Tense or Past Tense can change Present Tense into Past Tense? |
| **Teaching Aid** | Textbook, Chalkboard, chalk, duster, Reader books, links |
| **Explanation** | Teacher will explain the kinds of tenses The Present... The Past.... The Future |
| **Procedure** | The teacher will explain the Tenses simple past Present and future. The use of V1, V2 and V3 in the use of Tenses. The formation of a sentence and transformation from simple to continuous or perfect Tense. |
| **Students Participation** | Students will actively participate by responding to the questions asked by the teacher |
| **Art Integration Domain** | The students will make charts, writing the rules of tenses. The students will try to solve the quiz or assignments given by the teacher. |
| **Learning Outcome** | The students will be able to learn the rules of Tenses and form their own grammatical correct sentences. |
| **Resources** | Links and videos will be sent for explanation. |
| **Recapitulation** | Teacher will again summarize the rules of Tenses once again |
| **Assignment** | Assignment will be sent to the students and they will do it in their notebooks. |
| **Evaluation** | Evaluation will be done on the basis of activities and class tests. |

**Topic - Reading and Writing skills**

Comprehension- Revisions will be done on regular basis.

Posters- Students will make colourful posters

Framing sentences- Students will make their own sentences. Teachers will correct them.

Notice Writing- Lost and found Notice

Paragraph writing- Regular Practice will be done

Teaching Aid- Chalkboard, Videos, links etc. books

Learning objectives-

1. To improve the writing skills of the students.

2. To increase their creative skills and aesthetic sense.

3. To inculcate the habit of making their own grammatically correct sentences.

Activity with Art Integration

Students will draw and paint posters on save trees, save water, Healthy earth.