

Class vi

Class: 6th

Sub: Mathematics

Timeline	Contents	Learning Outcomes	Suggestive Pedagogical Processes
<p>Week 1 To Week 5</p>	<p>1. Knowing our numbers</p> <p>2. Whole Numbers</p>	<p>The learner –</p> <ul style="list-style-type: none"> • solves problems involving large numbers by applying appropriate operations (addition, subtraction, multiplication and division) • recognizes and appreciates (through patterns) the broad classification of numbers as even, odd, prime, co-prime, etc. • applies HCF or LCM in a particular situation • solves problem involving addition and subtraction of integers. • uses fractions and decimals in different situations which involve money, length, temperature etc. For example, $7\frac{1}{2}$ metres of cloth. distance between two places is 112.5km etc. • solves problems on daily life situations involving addition and subtraction of fractions / decimals • uses variable with different operations to generalise a given situation. e.g., Perimeter of a rectangle with sides x units and 3 units is $2(x+3)$ units • compares quantities using ratios in different situations. e.g., the ratio of girls to boys in a particular class in 3:2 • uses unitary method in solving various word problems. For example, if the cost of a dozen notebooks is given she finds the cost of 7 notebooks by first finding the cost of 1 notebook • describes geometrical ideas like line, line segment, open and closed figures, angle, triangle, quadrilateral, circle, etc., with the help of examples 	<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to –</p> <ul style="list-style-type: none"> • encounter situations having numbers up to 8 digits, e.g., cost of property, total population of different towns, etc. • compare numbers through situations like cost of two houses, number of spectators, money transactions, etc. • classify numbers on the basis of their properties like even, odd, etc. • observe patterns that lead to divisibility by 2,3,4,5, 6,8,10 and 11. • create number patterns through which HCF and LCM can be discussed • explore daily life situations to involve the use of HCF and LCM • create and discuss daily life situations involving the use of negative numbers • observe situations that require the representation by fractions and decimals • use different contexts in mathematics to appreciate the necessity of representing unknowns by variables (alphabet) • explore and generalise the need of using variables alphabets • describe situations involving the need for comparing quantities by taking ratio • discuss and solves word problems that use ratios and unitary method • explore various shapes through concrete models and pictures of different

Week 6 To Week 10	1. Playing with Numbers 2. Basic Geometrical Ideas	<p>in surroundings</p> <ul style="list-style-type: none"> demonstrates an understanding of angles by <ul style="list-style-type: none"> identifying examples of angles in the surroundings classifying angles according to their measure estimating the measure of angles using 45°, 90°, and 180° as reference angles demonstrates an understanding of line symmetry by <ul style="list-style-type: none"> identifying symmetrical 2-Dimensional (2-D) shapes which are symmetrical along one or more lines creating symmetrical 2-D shapes classifies triangles into different groups/types on the basis of their angles and sides. 	<p>geometrical shapes like triangles and quadrilaterals, etc.</p> <ul style="list-style-type: none"> identify various geometrical figures and observe their characteristics in and outside the classroom environment either individually or in groups make different shapes with the help of available materials like sticks, paper cutting, etc. observe various models and nets of 3-Dimensional (3-D) shapes like cuboid, cylinder, etc. and discuss about the elements of 3-D figures such as faces, edges and vertices share the concept of angles through some examples like opening the door, opening the pencil box, etc. Students can be asked to give more such examples from the surroundings classify angles based on the amount of rotation
Week 11 To Week 17	1. Integers 2. Understanding Elementary Shapes 3. Mensuration	<p>For example- scalene, isosceles or equilateral on the basis of sides, etc.</p> <ul style="list-style-type: none"> classifies quadrilaterals into different groups/types on the basis of their sides/angles identifies various (3-D) objects like sphere, cube, cuboid, cylinder, cone from the surroundings describes and provides examples of edges, vertices and faces of 3-D objects finds out the perimeter and area of rectangular objects in the surroundings like floor of the class room, surfaces of a chalk box etc. arranges given/collected information such as expenditure on different items in a family in the last six months, in the form of table, pictograph and bar graph and interprets them. 	
Week 18 To Week 22	1. Fractions 2. Decimals		

Week 18 To Week 22	1. Beauty 2. A Different Kind of School Supplementary Reader 1. A Pact with the Sun	<p>imaginary situations in speech and writing</p> <ul style="list-style-type: none"> refers to dictionary to check meaning and spelling, and to suggested websites for information writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc. drafts, revises and writes short paragraphs based on verbal, print and visual clues writes coherently with focus on appropriate beginning, middle and end in English /Braille writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience visits a language laboratory writes a Book Review. 	<ul style="list-style-type: none"> take dictation of words, phrases, simple sentences and short paragraphs understand the use of antonym (impolite/polite) synonym (big/large) and homonym (tail/tale) understand the grammatical forms in context/ through reading e.g. Noun, pronoun, verb, adverb, determiners, etc. understand the context for various types of writing such as messages, notices, letters, report, biography, diary entry, travelogue, etc. draft, revise and write in English / Braille with punctuation and with focus on appropriate beginning, middle and end use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT etc. look at cartoons/ pictures/comic strips with or without words, and talk/write about them visit a language laboratory write a Book Review.
Week 23 To Week 30	1. Where do all teachers go? 2. Who I Am 3. The Wonderful Words Supplementary Reader 1. What happened to the reptiles 2. A Strange wrestling match 3. Honey and the Sting	<ul style="list-style-type: none"> Inculcating scientific temper. Watch/listen to English movies, serials, Educational Channels with subtitles, audio- video materials, teacher reading out from materials and to understand and respond. Read out a nature poem. What nature makes man feel. Pastoral experiences. Look at cartoons/pictures/comic strips with or without words, and talk/write about them. Raise questions based on their reading/discuss the ideas of the text for critical thinking. 	<p>The learner learns</p> <ul style="list-style-type: none"> About women astronauts. Usefulness of waste material. Value of time. Use of future tense. Usefulness of waste materials. Formation of new words through fixation. Conjugation of verbs, clauses- dependent and independent. Develops writing skill, revises and writes short paragraphs based on verbal print and visual clues. Visits a language laboratory. Learns about nature in its various forms. Learns poetic devices. <p>Writes a book review.</p>

Week 23 To Week 30	1. Data handling 2. Algebra 3. Ratio and proportions 4. Symmetry 5. Practical Geometry		
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Science VI

Class: 6th

Subject: - Science.

Timeline	Chapter Name	Learning Outcome	Suggestive Pedagogical Processes
Week 1 To Week 5	Food Where does it come from? Components of Food.	The learner— <ul style="list-style-type: none"> identifies materials and organisms, such as, plant fibres, flowers, on the basis of observable features, i.e., appearance, texture, function, aroma, etc. differentiates materials and organisms, such as, fibre and yarn; tap and fibrous roots; electrical conductors and insulators; on the basis of their properties, structure and functions classifies materials, organisms and processes based on observable properties, e.g., materials as soluble, insoluble, transparent, translucent and opaque; changes as can be reversed and cannot be reversed; plants as herbs, shrubs, trees, creeper, climbers; components of habitat as biotic and abiotic; motion as rectilinear, circular, periodic etc. 	The learner is to be provided with opportunities in pairs/groups/individually in an inclusive setup and encouraged to— <ul style="list-style-type: none"> explore surroundings, natural processes, phenomena using senses viz. seeing, touching, tasting, smelling, hearing pose questions and find answers through reflection, discussion, designing and performing appropriate activities, role plays, debates, use of ICT, etc. record the observations during the activity, experiments, surveys, field trips, etc. analyse recorded data, interpret results and draw inference/ make generalisations and share findings with peers and adults exhibit creativity presenting novel ideas, new designs/patterns, improvisation, etc. internalise, acquire and appreciate values such as cooperation, collaboration, honest reporting, judicious use of resources, etc
Week 6 To Week 10	Sorting materials into Groups Separation of Substances	<ul style="list-style-type: none"> conducts simple investigations to seek answers to queries, e.g., What are the food nutrients present in animal fodder? Can all physical changes be reversed? Does a freely suspended magnet align in a particular direction? conducts simple investigations to seek answers to queries, e.g., What are the food nutrients present in animal fodder? Can all physical changes be reversed? Does a freely suspended magnet align in a particular direction? relates processes and phenomenon with causes, e.g., deficiency diseases with diet; adaptations of animals and plants with their habitats; quality of air with pollutants, 	

Week 11 To Week 17	Motion and the measurement of substances The Living Organisms & Their Surrounding Light Shadow & Reflection Water	etc <ul style="list-style-type: none"> explains processes and phenomenon, e.g., processing of plant fibres; movements in plants and animals; formation of shadows; reflection of light from plane mirror; variations in composition of air; preparation of vermicompost, etc. measures physical quantities and expresses in SI units, e.g., length draws labelled diagrams / flow charts of organisms and processes, e.g., parts of flowers; joints; filtration; water cycle, etc. constructs models using materials from surroundings and explains their working, e.g., pinhole camera, periscope, electric torch, etc. applies learning of scientific concepts in day-to-day life, e.g., selecting food items for a balanced diet; separating materials; selecting season appropriate fabrics; using compass needle for finding directions; suggesting ways to cope with heavy rain/drought, etc. makes efforts to protect environment, e.g., minimising wastage of food, water, electricity and generation of waste; spreading awareness to adopt rain water harvesting; care for plants, etc. exhibits creativity in designing, planning, making use of available resources, etc. exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices 	
Week 18 To Week 22	Fibre to Fabric Changes around us Body Movements Electricity and Circuits Air Around us Getting to Know Plants		
Week 23 To Week 30	Electricity and Circuits Air Around us Getting to Know Plants Garbage in, Garbage out. Fun with Magnets		

Timeline	Subject Area	Chapter Name	Learning outcomes:	Suggested Pedagogical Processes
Week 1 To Week 5	History	1. What, Where, How and When 2. From Hunting gathering to Growing Food	<p>The learner —</p> <ul style="list-style-type: none"> distinguishes between stars, planets and satellites e.g., Sun, Earth and Moon recognises that the earth is a unique celestial body due to existence of life, zones of the earth with special reference to biosphere demonstrates day and night; and seasons locates directions on the flat surface; and continents and oceans on the world map identifies latitudes and longitudes, e.g., poles, equator, tropics, States/UTs of India and other neighbouring countries on globe and the world map locates physical features of India such as— mountains, plateaus, plains, rivers, desert, etc. on the map of India draws a neighbourhood map showing scale, direction, 	<p>The learner be provided opportunities in pairs/groups/ individually and encouraged to —</p> <ul style="list-style-type: none"> use diagrams, models and audio-visual materials to understand motions of the earth. observe stars, planets, satellite (Moon), eclipse under the guidance of parents/teacher/elders, etc. to understand astronomical phenomena. use globe for understanding latitudes and longitudes. use diagrams for understanding lithosphere, hydrosphere, atmosphere and biosphere. explore maps for locating continents, oceans, seas, States/UTs of India, India and its neighbouring
	Social And Political Life	1. Understanding Diversity		
	Geography	1. The Earth in our Solar System		
Week 6 To Week 10	History	3. In the Earliest cities 4. What Books and Burials Tell Us		
	Social And Political Life	2. Diversity and Discrimination		
	Geography	2. Globe: Latitudes and Longitudes		
Week 11 To Week 17	History	5. Kingdoms, Kings and an Early Republic 6. New Questions and Ideas 7. Ashoka, The Emperor Who Gave up War		
	Social And Political Life	3. What is Government?		

Week 18 To Week 22	Geography	4. Key Elements of Democratic Government.	<p>and features with the help of conventional symbols</p> <ul style="list-style-type: none"> examines critically the superstitions related to eclipses identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period. locates important historical sites, places on an outline map of India recognises distinctive features of early human cultures and explains their growth lists out significant contributions of important kingdoms, dynasties with examples viz., Ashokan inscriptions, Gupta coins, Ratha temples by Pallavas etc. explains broad developments during the ancient period, e.g., hunting-gathering stage, the beginning of agriculture, the first cities on the Indus etc. and 	<p>countries, physical feature of India such as mountains, plateaus, plains, deserts, rivers, etc.</p> <ul style="list-style-type: none"> discuss myths linked to eclipses. use pictures, drawings of different types of sources to read, explain, discuss these to understand how historians have interpreted these to reconstruct history of ancient India. undertake map activity: for locating important places, sites of hunter-gatherers; food producers, Harappan civilization, janapadas, mahajanapadas, empires, places related to events in the life of the Buddha and Mahavira; centres of art and architecture-areas outside India with which India had contacts.
		3. Motions of the "Earth"		
		4. Maps		
Week 18 To Week 22	History	8. Vital Villages, Thriving Towns		
	Geography	5. Major Domains of the Earth 6. Major Landforms of the Earth		
	SOCIAL AND POLITICAL LIFE	5. Panchayati Raj: Panchayati Raj in J&K		
Week 23 To Week 30	History	9. Traders, Kings, and Pilgrims 10. New Empires and Kingdoms 11. Buildings, Paintings and Books		
	SOCIAL AND POLITICAL LIFE	6. Rural Administration 7. Urban Administration 8. Rural Livelihoods 9. Urban Livelihoods		

	Geography	<p>7. Our Country: India</p> <p>8. India: Climate, Vegetation and Wildlife</p> <p>9. J&K and Ladakh at a Glance</p>	<p>relates the developments occurring in one place with another</p> <ul style="list-style-type: none"> describes issues, events, personalities mentioned in literary works of the time describes the implications of India's contacts with regions outside India in the fields of religion, art, architecture, etc. outlines India's significant contributions in culture and science viz. astronomy, medicine, mathematics, and knowledge of metals, etc. synthesises information related to various historical developments analyses basic ideas and values of various religions and systems of thought during ancient period describes various forms of human diversity around her/him. develops a healthy attitude towards various kinds of diversity around her/him recognises various forms of discrimination and understands the nature and sources of 	<ul style="list-style-type: none"> explore epics, Ramayana, Mahabharata, and Silappadikaram, Manimekalai or some important works by Kalidas etc. discuss basic ideas and central values of Buddhism, Jainism and other systems of thought– relevance of their teachings today– development of art and architecture in ancient India– India's contribution in the area of culture and science. role play on various historical themes like change of Ashoka after Kalinga War– one of the events, incidents from literary works of the time etc. undertake projects on the evolution of stateworking of ganas or sanghas– contributions of kingdoms, dynasties in the field of culture– India's contact with areas outside India highlighting the impact of these contacts and classroom discussion on
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			<p>discrimination.</p> <ul style="list-style-type: none"> differentiates between equality and inequality in various forms to treat them in a healthy way describes the role of government, especially at the local level. identifies various levels of the government— local, state and union describes the functioning of rural and urban local government bodies in sectors like health and education describes factors responsible for availability of different occupations undertaken in rural and urban areas. 	<p>Projects</p> <ul style="list-style-type: none"> visit museums to see the material remains of early human settlements– Harappan and discuss the continuity and change between these cultures participate in discussions on the concepts of diversity, discrimination, government, and livelihood. observe examples of fair/unfair treatments to people meted out in the family, school, society, etc. study from the text and directly observe of functioning of a Gram Panchayat or a municipality/ corporation (according to the place a student lives) understand the role of governance in society, and the difference between affairs of a family and those of a village/city. describe case studies of nearby localities/villages in respect of occupations.
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درجہ ششم: بہارستان اُردو

آموزشی ماحصل	تدریسی طریقہ کار و مشق	عنوانات	تقسیم نصاب و میقات
کہانیوں اور نظموں کو سمجھ کر اپنی رائے ظاہر کرتے ہیں۔ اپنی آس پاس بولی جانے والی زبانوں کا تقابل اُردو کے ساتھ کرتے ہیں۔	اسباق کی تدریس و تفہیم توضیحات کے ساتھ کرنا۔ نعت، حمد، دُعا کی وضاحت کرنا اور ان کے درمیان فرق واضح کرنا۔ اِملّا، سکھانا۔ طلباء اپنے دوستوں، ہم جولیوں کے مختلف تجربات مثلاً ان کے سفر کے مشاہدے اور اس سے حاصل شدہ تجربات کو سننے اور سنانے کا موقع فراہم کرنا۔ کلمہ کی مختلف قسمیں، مضامین اور خواست لکھوانا، شعراء و ادباء کے متعلق پیرا گراف لکھنا۔	دُعا ہمارے سر سبز جنگلات شاعر کشمیر مہجور	بفٹہ تا 5 1 بفٹہ
ریڈیو، ٹی وی، اخبارات سے متعلق تجزیہ پیش کر سکتے ہیں۔	اسباق کی مکمل تدریس و تفہیم کرنا، صحیح املا اور رسم الخط کی طرف توجہ دینا، اخبارات، رسائل اور جریدے پڑھنے کی طرف طلباء کو مائل کرنا۔ مضامین اور	صبح کا ترانہ نیک عادات ہاتھی کا وزن	بفٹہ تا 6 10 بفٹہ

درخواست لکھوانا۔ کلمہ کی قسمیں۔ ادباء کی زندگی پر پیرا گراف لکھوانا۔
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درجہ ششم: بہارستان اُردو

آموزشی ماحصل	تدریسی طریقہ کار و مشق	عنوانات	تقسیم نصاب و میقات
کسی تحریر یا تقریر کا خلاصہ اپنی زبان میں پیش کرتے ہیں۔ درسی کتب کے علاوہ دوسری کتابوں میں بھی دلچسپی رکھتے ہیں۔	اسباق کی مکمل تدریس و تفہیم و توضیح مع توضیحات، مختلف نشستوں کا انعقاد کرنا جن میں بچوں کی قرأت اور تلفظ کی درستی ہو جائے۔ تحریری اور تقریری مقابلوں کا انعقاد کیا جائے، تاکہ طلباء کو لکھنے کا ماحول فراہم ہو جائے۔ طلباء کو اقدار اور رواداری کا سبق دینا۔ واحد جمع، تذکیر و تانیث، ضدو اضداد، کلمہ کی قسمیں، مضامین، درخواست اور ادباء پر پیرا گراف لکھوانے کی مشق۔ اشعار کی تشریح کروانا۔	ہندو مسلمان سوامی وویکا نند ایثار کا جذبہ جاگو جگاؤ چغل کھانے والا	بفٹہ تا 11 بفٹہ 17
نظموں اور کہانیوں کا خلاصہ لکھتے ہیں۔	اسباق کی مکمل تدریس و تفہیم و توضیحات، معیاری اُردو تلفظ سکھانا، تصحیح املا، نظم اور کہانی کا خلاصہ لکھوانا۔ معنوں کے لحاظ سے اسم کی قسمیں، درخواست، مضامین، پیرا گراف لکھنے کی مشق	شیر میسور ٹیپو سلطان برف باری حکایات	بفٹہ تا 18 بفٹہ 22

صحت اور صفائی گھوڑے اور ہرن کی کہانی جگنو کابلی والا بجلی کے کرشمے	23 تا 30	ہفتہ ہفتہ
اسباق کی مکمل تدریس و تفہیم مع توضیحات، مختلف تحریری اور تقریری نشستوں کا انعقاد کر کے طلباء میں ادبی ذوق اجاگر کرنا۔ شعر فہمی کی رغبت پیدا کرنا تاکہ طلباء کا بول چال معیاری بن جائے بناوٹ کے لحاظ سے اسم کی قسمیں، واحد جمع، تذکیر و تانیث، ضد اضداد، سابقے لاحقے، مضامین، اقتباسات اور درخواست وغیرہ لکھنے کی مشق۔	طالب علم مختلف سماجی مسائل کو سمجھتا ہے۔ اور ان پر اپنی رائے ظاہر کرتا ہے۔	

(ساتھ سے گزارش ہے کہ درس و تدریس کے دوران آموزشی ماحصل دستاویز (LO,S) کو پوری طرح منظر رکھیں۔)

مضمون: کاشر جماعت: ششم

Learning Outcome (پہنچن تر)	Content	Course/Period
لوگوں کو سوال پوچھنا۔ لفظہ راسخ مشہر برکزن: آ، ا، آ، آواز پٹھ پٹھ پٹھ پٹھ پٹھ لفظ لکھنا۔ ل دہتہ شیخ العالم ہند کارنامہ بوزناوتھ شرن منزاخلاق بیدار کرنی۔ شیخ العالم ہند کارنامہ گنراونہ پتھ تقریری مقابلہ کرن۔	آواز پٹھ آواز پٹھ، دُعا، ل دہد	1 پٹھ 5 ہفتہ
دینہ آمتن سبق ہند سوان ہند جواب لکھنا۔ رنگن ہند ناو لکھنا۔ پانوں جنگلی جانورن ہند ناو لکھنا۔ واحد جمع ناو پٹھ پٹھ ناو پٹھ۔ گنہ اُس موضوع پٹھ داہ جملہ لکھنا۔ نظم پتھ لفظن مشر و پٹھ ناو پٹھ۔	گلشن وطن چھ سوئے، باہو قلعہ	6 پٹھ 10 ہفتہ
دینہ آمتن سبق ہند سوان ہند جواب لکھنا۔ خالی جاپہ پڑونہ تہ معنی دار جملہ بناو پٹھ۔ لفظ جملن مشر و ناو پٹھ۔ نوک جملہ ژہار پٹھ۔ درخاس لکھنا۔ چٹھ لکھنا۔ شرک پندہ دہہ پٹھ زندگی ہند واقعہ ڈاوری پٹھ لکھنا پٹھ ناو پٹھ۔ او، او، او، لفظن پٹھ پٹھ پٹھ پٹھ پٹھ لفظ لکھنا۔	چاٹھ، حسن شاہ کھپہ ہار، سوئٹھ، پڑونہ پٹھ پٹھ پٹھ، انٹرنٹ	11 پٹھ 17 ہفتہ
دینہ آمتن سبق ہند سوان ہند جواب لکھنا۔ لفظ اڑ راو پٹھ۔ لفظن ہند ورتا و جملن مشر۔ گنہ موضوع پٹھ داہ جملہ لکھنا۔ ہسار سوال بناو پٹھ تہ تمبن جواب لکھنا۔ شرک اکھ اُس پتھ کرن پٹھ ناو پٹھ۔ اے، اے، اے، آواز پٹھ پٹھ پٹھ پٹھ پٹھ لفظ لکھنا۔	وڈر، شرک، آفون ہند مقابلہ	18 پٹھ 22
دینہ آمتن سبق ہند سوان ہند جواب لکھنا۔ محاورن ہند استعمال کرن۔ واحد جمع ناو پٹھ، ناوت تہ ہاوت، فیس معاف کرنہ خاطر درخاس مضمون لکھنا پٹھ۔ شرک ڈز المناوتھ سبق پٹھ ناو پٹھ۔ کاشر زہار ہنز پٹھ پٹھ پٹھ پٹھ پٹھ لکھنا و تہ لکھ ہاٹھ شرک کو ناو پٹھ۔ تارک، نس، میل آواز پٹھ پٹھ پٹھ پٹھ پٹھ لفظ لکھنا پٹھ۔	فاصلہ، رانی شومتی، لکھ ہاٹھ، آنگ پانگ، شال	23 پٹھ 30

Timeline	CONTENTS	Learning Outcomes	Suggestive Pedagogical processes
Week 1 To Week 5	<p>1. Who did Patrick's homework? A House, A Home.</p> <p>Supplementary Reader</p> <p>1. A Tale of Two Birds 2. The Friendly Mongoose</p>	<p>The learner–</p> <ul style="list-style-type: none"> • participates in activities in English like role play, group discussion, debate, etc. • recites and shares poems, songs, jokes, riddles, tongue twisters, etc. • responds to oral messages, telephonic communication in English and communicates them in English or home language. • responds to announcements and instructions made in class, school assembly, railway station and in other public places 	<p>The learner may be provided opportunities in pairs/groups/individually and encouraged to–</p> <ul style="list-style-type: none"> • become familiar with songs/poems/prose in English through input-rich environment, interaction, classroom activities, discussion, etc. • listen to English news (TV, Radio) as a resource to develop listening comprehension • watch/ listen to English movies, serials, educational channels with subtitles, audio-video materials, talking books, teacher reading out from materials and to understand and respond • participate in individual talk viz. introducing oneself and other persons; participate in role play / make a speech, reproduce speeches of great speakers • summarise orally the stories, poems <p>And events that he/she has read or heard</p>
Week 6 To Week 10	<p>1. How the Dog Found Himself a New Master! 2. The Kite</p> <p>Supplementary Reader</p> <p>1. The Shepherd's Treasure 2. 3. The Old-Clock Shop</p>	<ul style="list-style-type: none"> • reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences 	<ul style="list-style-type: none"> • locate sequence of ideas, events and identify main idea of a story/poem through various types of comprehension questions • read different kinds of texts such as prose, poetry, play for understanding and appreciation and write answers for comprehension and inferential questions • raise questions based on their reading • interpret tables, charts, diagrams and maps and write a short paragraph • think critically and try to provide suggestion/solutions to the problems raised • read/ discuss the ideas of the text for critical thinking • use dictionary as a reference book for finding multiple meanings of a word in a variety of contexts
Week 11 To Week 17	<p>1. Taro's Reward 2. The Quarrel 3. An Indian-American Woman in Space</p> <p>Supplementary Reader</p> <p>1. Tansen 2. The Monkey and the Crocodile 3. The Wonder Called Sleep</p>	<ul style="list-style-type: none"> • reads to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc. • responds to a variety of questions on familiar and unfamiliar texts verbally and in writing • uses synonyms, antonyms appropriately • deduces word meanings from clues in context while reading a variety of texts • writes words / phrases / simple sentences and short paragraphs as dictated by the teacher • uses meaningful sentences to describe / narrate factual / 	<ul style="list-style-type: none"> • use dictionary as a reference book for finding multiple meanings of a word in a variety of contexts

<p>Week 18To Week 22</p> <p>Week 23To Week 30</p>	<p>1. Beauty 2. A Different Kind of SchoolSupplementary Reader</p> <p>1. A Pact with the Sun</p> <p>1. Where do all teachers go? 2. Who I Am 3. The Wonderful Words</p> <p>Supplementary Reader</p> <p>1. What happened to the reptiles 2. A Strange wrestling match 3. Honey and the Sting</p>	<p>imaginary situations in speech and writing</p> <ul style="list-style-type: none"> • refers to dictionary to check meaning and spelling, and to suggested websites for information • writes grammatically correct sentences for a variety of situations, using noun, pronoun,verb, adverb, determiners, etc. • drafts, revises and writes short paragraphs based on verbal, print and visual clues • writes coherently with focus on appropriate beginning, middle and end in English /Braille • writes messages, invitations,short paragraphs and letters (formal and informal) and with a sense of audience • visits a language laboratory • writes a Book Review. • Inculcating scientific temper. • Watch/listen to English movies, serials, Educational Channels with subtitles, audio- video materials, teacher reading out from materials and to understand and respond. • Read out a nature poem. What nature makes man feel. Pastoral experiences. • Look at cartoons/pictures/comic strips with or without words, and talk/write about them. <p>Raise questions based on their reading/discuss the ideas of the text for critical thinking.</p>	<ul style="list-style-type: none"> •take dictation of words, phrases, simple sentences and short paragraphs •understand the use of antonym (impolite/polite) synonym (big/large) and homonym (tail/tale) • understand the grammatical forms in context/ through reading e.g. Noun, pronoun, verb, adverb, determiners, etc. • understand the context for various types of writing such as messages, notices, letters, report, biography, diary entry, travelogue, etc. • draft, revise and write in English / Braille with punctuation and with focus on appropriate beginning, middle and end • use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT etc. • look at cartoons/ pictures/comic strips with or without words, and talk/write about them • visit a language laboratory •write a Book Review.The learner learns • About women astronauts. • Usefulness of waste material. • Value of time. • Use of future tense. • Usefulness of waste materials. • Formation of new words through fixation.Conjugation of verbs, clauses-dependent and independent. • Develops writing skill, revises and writes short paragraphs based on verbal print and visual clues. • Visits a language laboratory. • Learns about nature in its various forms. • Learns poetic devices. <p>Writes a book review.</p>
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