



SPLIT UP OF SYLLABUS (2017-18)

GRADE: 6

Subject: English

Teacher Name: Mrs. Ruby Anand

M	Unit/Chapter	Concepts/Sub topic	Learning Outcomes/ Skills acquired	Essential Questions
APRIL	L-1 The mind reader	Parts of speech Contraction	<p>Listening</p> <ul style="list-style-type: none"> To listen to and identify how language, structure and presentation contribute to meaning. To compare and contrast the main characters after listening the audio. <p>Speaking</p> <ul style="list-style-type: none"> To appraise inferential and analytical skills of the learners To understand and respond to literary and creative works presented orally (e.g. recognize use of powerful or engaging language, identify characteristic language or technique) <p>Reading</p> <ul style="list-style-type: none"> To identify questions to be answered before hand and use the specific features of the nonfiction texts to answer them. Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied <p>Writing</p> <ul style="list-style-type: none"> To organize and write non – narrative material, using simple organizational devices. To plan their writing by discussing and recording ideas. 	<ul style="list-style-type: none"> Have you ever had an experience where you read someone’s mind, or someone read yours? Describe an interesting incident when you were able to read your teacher’s mind. Sometimes, our friends misunderstand what we are trying to convey to them. This may lead to problems. How can we prevent or resolve such situations?
	L-2 In morning Dew (poem)	Homophones Compound words	<p>Listening</p> <ul style="list-style-type: none"> To develop ideas by listening to relevant texts and discuss words and phrases that capture the interest and imagination To plan their writing by discussing and recording ideas. <p>Speaking</p> <ul style="list-style-type: none"> To explain how specific words, phrases, or images help create meaning in poetry To discuss through inferring what the characters think and predicting what might happen next. <p>Reading</p> <ul style="list-style-type: none"> To compile and read aloud their own writing, using appropriate intonation. To identify distinctive language, structural and presentational features in their independent reading of texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text. To develop initial ideas and make a note while reading. <p>Writing</p> <ul style="list-style-type: none"> To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. To organize paragraphs around a theme 	<ul style="list-style-type: none"> What are some of the sights and sounds that make you feel happy? What are the different things you notice around you when seasons change?



SPLIT UP OF SYLLABUS (2017-18)

GRADE: 6

Subject: English

Teacher Name: Mrs. Ruby Anand

MAY	L-3 Cross country	Preposition	<p>Listening</p> <ul style="list-style-type: none">To listen to and discuss a wide range of fiction and non – fiction textsTo develop the skill to scan for specific information. <p>Speaking</p> <ul style="list-style-type: none">To express a personal viewpoint with supporting details and recognize that it may differ from the other.To explain how new information or ideas have changed their thinking <p>Reading</p> <ul style="list-style-type: none">To identify questions to be answered before hand and use the specific features of the nonfiction texts to answer them.Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied <p>Writing</p> <ul style="list-style-type: none">Construct a paragraph by using a variety of connecting words to combine ideas and sentences, indicate comparisons, sequence and describe the cause and effect relationships.	<ul style="list-style-type: none">What is being referred to when the author says that appearances can be deceptive?What is the ‘super story’ that the author is referring to in the last line?
	L-4 The daffodils (poem)	Similes	<p>Listening</p> <ul style="list-style-type: none">To recognize some different forms of poetry.To identify how language, structure and presentation contribute to meaning. <p>Speaking</p> <ul style="list-style-type: none">To compose and rehearse sentences orally with a varied and rich vocabulary.To develop their vocabulary through spelling unfamiliar words by applying strategies (e.g., phonic knowledge and skills and visual memory, use of common spelling patterns, dictionaries, word walls, etc. <p>Reading</p> <ul style="list-style-type: none">To compile and read aloud their own writing, using appropriate intonation.To identify distinctive language, structural and presentational features in their independent reading of texts. <p>Writing</p> <ul style="list-style-type: none">To prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.To organize paragraphs around a theme.	<ul style="list-style-type: none">Has the poet used similes and metaphors in this poem?What are the different things that the poet compares the daffodils with?



SPLIT UP OF SYLLABUS (2017-18)

GRADE: 6

Subject: English

Teacher Name: Mrs. Ruby Anand

JUNE	L-6. Laughing Song (poem)	Conjunctions Adverbs	<p>Listening</p> <ul style="list-style-type: none"> To listen to understand ideas and information by summarizing main ideas and supporting details. <p>To connect and relate prior experiences, insights and ideas</p> <p>Speaking</p> <ul style="list-style-type: none"> To compose and rehearse sentences orally with a varied and rich vocabulary. <p>To develop their vocabulary through spelling unfamiliar words by applying strategies (e.g., phonic knowledge and skills and visual memory, use of common spelling patterns, dictionaries, word walls, etc</p> <p>Reading</p> <ul style="list-style-type: none"> To identify how language, structure and presentation contribute to meaning. <p>To summarize major ideas after analyzing the poem</p> <p>Writing</p> <ul style="list-style-type: none"> To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. To organize paragraphs around a theme 	<ul style="list-style-type: none"> Is the poet a lover of nature? Give reason to support your answer. What makes people happy?
SEPTEMBER	L-7. Bill and the Boom Box Rocket	Singular-plural Similes	<p>Listening</p> <ul style="list-style-type: none"> Understand ideas and information by summarizing main ideas supporting details. To connect and relate prior experiences, insights and ideas. <p>Speaking</p> <ul style="list-style-type: none"> To appraise inferential and analytical skills of the learners To understand and respond to literary and creative works presented orally (e.g. recognize use of powerful or engaging language, identify characteristic language or technique) <p>Reading</p> <ul style="list-style-type: none"> To apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words. To describe and demonstrate use of text features.(e.g.: titles, captions, text highlighting, illustrations, sidebars) to understand the text. <p>Writing</p> <ul style="list-style-type: none"> Construct a paragraph by using a variety of connecting words to combine ideas and sentences, indicate comparisons, sequence and describe the cause and effect relationships. 	<ul style="list-style-type: none"> What is it about outer space that fascinates you? List as many facts about rockets and spaceships.



SPLIT UP OF SYLLABUS (2017-18)

GRADE: 6

Subject: English

Teacher Name: Mrs. Ruby Anand

M	Unit/Chapter	Concepts/Sub topic	Learning Outcomes	Essential Questions
	L-8.The walrus and the carpenter	Punctuation Informal letter	<p>Listening</p> <ul style="list-style-type: none"> To listen to and identify how language, structure and presentation contribute to meaning. To Plan, draft, edit and write a short story using paragraphs. <p>Speaking</p> <ul style="list-style-type: none"> To discuss books that they have read and listened to and share their thoughts. <p>To discuss in own words information that is generally accurate and relevant and includes details, examples or experiences</p> <p>Reading</p> <ul style="list-style-type: none"> To understand and infer ideas To develop the story through the strips/ Pictures and put the story in right sequence. Develop positive attitudes to reading and understanding of what they read by. <p>Writing</p> <ul style="list-style-type: none"> To identify facts and provide reasoning when drafting opinions To Use descriptions and dialogues in narrative pieces to convey real life events. To develop their understanding by using a wider range of punctuations 	<ul style="list-style-type: none"> Think of a day which was very different or unusual. Have you ever come across people who say one thing and mean another? Do you think such people can ever be honest or empathise with others?
OCTOBER	L-10.The test	Active – Passive voice	<p>Listening</p> <ul style="list-style-type: none"> Understand ideas and information by summarizing main ideas supporting details. To connect and relate prior experiences, insights and ideas. <p>Speaking</p> <ul style="list-style-type: none"> To appraise inferential and analytical skills of the learners To understand and respond to literary and creative works presented orally (e.g. recognize use of powerful or engaging language, identify characteristic language or technique) <p>Reading</p> <ul style="list-style-type: none"> To identify questions to be answered before hand and use the specific features of the nonfiction texts to answer them. To describe and demonstrate use of text features.(e.g.: titles, captions, text highlighting, illustrations, sidebars) to understand the text. <p>Writing</p> <ul style="list-style-type: none"> Construct a paragraph by using a variety of connecting words to combine ideas and sentences, indicate comparisons, sequence and describe the cause and effect relationships. 	<ul style="list-style-type: none"> Write some of the words that come to your mind when you hear the word 'word'



SPLIT UP OF SYLLABUS (2017-18)

GRADE: 6

Subject: English

Teacher Name: Mrs. Ruby Anand

NOVEMBER

L-11 The Laburnum(poem)	Idioms Formal letter	<p>Listening</p> <ul style="list-style-type: none">To identify main ideas drawn from the poem and summarize them.To plan their writing by discussing and recording ideas. <p>Speaking</p> <ul style="list-style-type: none">To express and present a range of ideas, information, and feelings.To discuss in own words information that is generally accurate and relevant and includes details, examples, anecdotes, or experiences. <p>Reading</p> <ul style="list-style-type: none">To compile and read aloud their own writing, using appropriate intonation.To identify distinctive language, structural and presentational features in their independent reading of texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text. <p>Writing</p> <ul style="list-style-type: none">To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.To organize paragraphs around a theme	<ul style="list-style-type: none">What is special about the two trees described in the poems?What are the two trees capable of offering? How do you know this?
L-12 The price of freedom	Adjectives	<p>Listening</p> <ul style="list-style-type: none">To develop ideas by listening to relevant texts and discuss words and phrases that capture the interest and imaginationTo plan their writing by discussing and recording ideas. <p>Speaking</p> <ul style="list-style-type: none">To explain how specific words, phrases, or images help create meaning in poetryTo discuss through inferring what the characters think and predicting what might happen next. <p>Reading</p> <ul style="list-style-type: none">To recognize some different forms of poetryTo identify how rhyme schemes and rhythmic patterns contribute to effective fluency. <p>Writing</p> <ul style="list-style-type: none">To compose short poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	<ul style="list-style-type: none">Do you think it is right to direct your anger and frustration at someone who does not deserve it? Why?



SPLIT UP OF SYLLABUS (2017-18)

GRADE: 6

Subject: English

Teacher Name: Mrs. Ruby Anand

DECEMBER	L-14 The pobble who has no toes (poem)	Pronoun Diary entry	<p>Listening</p> <ul style="list-style-type: none"> To recognize some different forms of poetry. To identify how language, structure and presentation contribute to meaning. <p>Speaking</p> <ul style="list-style-type: none"> To compose and rehearse sentences orally with a varied and rich vocabulary. To develop their vocabulary through spelling unfamiliar words by applying strategies (e.g., phonic knowledge and skills and visual memory, use of common spelling patterns, dictionaries, word walls, etc. <p>Reading</p> <ul style="list-style-type: none"> To identify distinctive language, structural and presentational features in their independent reading of texts. To develop initial ideas and make a note while reading. <p>Writing</p> <ul style="list-style-type: none"> To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. To organize paragraphs around a theme 	<ul style="list-style-type: none"> Imagine you are Pobble. How would you feel after losing your toes? Do you find any similarities between 'A Tragic Story' and 'The Pobble Who Has No Toes'?
JANUARY	L-15 A genius without frontiers	Tense Biographical sketch	<p>Listening</p> <ul style="list-style-type: none"> To summarize the main ideas, identifying key details. To identify themes and conventions in a wide range of books. <p>Speaking</p> <ul style="list-style-type: none"> To express a personal viewpoint with supporting details and recognize that it may differ from the other. To explain how new information or ideas have changed their thinking <p>Reading</p> <ul style="list-style-type: none"> To understand and infer ideas To develop the story through the strips/ Pictures and put the story in right sequence. Develop positive attitudes to reading and understanding of what they read by. <p>Writing</p> <ul style="list-style-type: none"> Develops a complete plot with characters, setting, problems, events and solutions. Generate and develop ideas through brainstorming, sharing conversations, by using graphic organizers etc. 	<ul style="list-style-type: none"> What makes some people more talented and popular than others? Do you know about any famous person who is talented and has interest in more than one field?



SPLIT UP OF SYLLABUS (2017-18)

GRADE: 6

Subject: English

Teacher Name: Mrs. Ruby Anand

	L-16 Daddy-long-Legs	Direct – indirect speech	<p>Listening</p> <ul style="list-style-type: none">To listen to understand ideas and information, by – summarizing main ideas and supporting details.To identify opinions or viewpoints.Analyze the relevant details when answering questions or contributing to a shared summary. <p>Speaking</p> <ul style="list-style-type: none">To develop quick thinking skills and enhance their imaginative powers.To express their imagination and creativity. <p>Reading</p> <ul style="list-style-type: none">To apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words.To describe and demonstrate use of text features.(e.g.: titles, captions, text highlighting, illustrations, sidebars) to understand the text. <p>Writing</p> <ul style="list-style-type: none">To outline their writing by discussing and recording ideas.To develop ideas by using clear, focused, useful and interesting details and explanations	<ul style="list-style-type: none">Write a character sketch of Jerusha.What qualities of the central character would you like to imbibe?Describe with examples the strengths of central character.
FEBRUARY				
MARCH				