

The Plan

I. Year Plan

Class: VI

Subject: English

No. of Periods required: 24

Expected outcomes at the end of the year including Discourses targeted:

- a. Involvement of children during the transaction of all components of all units.
- b. Children should be able to listen and express their views and ideas freely during the interaction in different stages of classroom transaction.
- c. Children should be able to read and comprehend the reading texts given in the English textbook and outside the textbook individually and collaboratively.
- d. Children should be able to use appropriate vocabulary and grammar in oral and written discourses.
- e. Children should be able to produce oral and written discourses i.e., description, narrative, conversation, letter, essay, diary, comparing, skit / play, notice / poster, message / invitation, debate / discussion, bio-sketch, slogans / placards, newspaper reports, speech, choreography.

Unit No.	Theme of the Unit	No. of Periods Required	Strategy	T.L.M	Month	Remarks
7	Games and Sports	24	Interaction Whole class Activity Individual Activity Group Activity Feed back	Textbook Charts Blackboard Newspaper clippings	Feb	

II. Unit cum Period Plan

Class: VI

Subject: English

1. **Name of the unit: Peace and Harmony**
2. **No. of periods required: 24 (this includes no. of periods required to transact all the reading passages and the activities given till the end of the unit)**
3. **Expected outcomes:**
 - a. Involvement of children during the transaction of all components.
 - b. Children should be able to listen and express their views and ideas freely.
 - c. Children should be able to read and comprehend the given reading text individually and collaboratively.

- d. Children should be able to use appropriate vocabulary and grammar in oral and written discourses.
- e. Creative expression through construction of written discourses i.e., description, narrative, conversation, letter, paragraph

4. Period wise Details:

Period No	Content/activity/discourse	Strategy	Resources/TLM required
1	Face-sheet	Picture interaction Whole Class Activity	Text book, Black Board
2	A. Reading : P.T.Usha, the Golden Girl Segment 1: Para 1 to 3; 'P.T.Usha, history	Individual, Group and Teacher reading,	Text Book, Charts
3	Discourse: Construction of a Conversation between Balakrishnan and P.T.Usha.	Interaction,	Charts
4	Discourse-Editing - Conversation	Group Activity	Charts
5	Reading segment 2: Para 4 to 6; In 1975 Madhavan Nambiar	Individual, Group and Teacher reading	Text Book
6	Discourse: Construction of Interview P. T. Usha and the Principal of the School	Interaction, Individual, Group Activity	Charts
7	Discourse: Editing-Interview	Interaction, Negotiation, Individual, Group Presentation	Charts

8	Reading – Segment 3: Para 5 to 10: By 1977home town	Individual, Group and Teacher reading	Text Book
9	Discourse : Speech of P.T. Usha expressing her gratitude to Madhavan Nambiar	Interaction, Individual, group Activity	Charts
10	Discourse-Editing - Speech	Interaction, Negotiation, Individual, Group Presentation	Charts
11	Transaction of components- vocabulary	Interaction, Individual, Group Activity	Text Book
12	Transaction of components- Grammar	Interaction, Individual, Group Activity	Charts
13	Writing :Short Profile of P.T. Usha	Interaction, Individual, Group Activity	Text book, Black Board, Charts
14	Editing the Profile	Interaction, Negotiation, Individual, Group Presentation	Text Book Blackboard
15	Letter to India Sports	Interaction, Negotiation, Individual, Group Presentation	Text Book, Blackboard
16	Preparing a Notice	Interaction, Negotiation, Individual, Group Presentation	Text Book, Blackboard
17	Transaction of Listening activity..	Teacher and whole class activity	Text book
18	Transaction of components- Study Skills	Interaction, Individual, Group Activity	Text book, Black Board ,Charts

19	B. Reading - Poem: Indian Cricket Team	Individual, Group and Teacher reading	Text book, Black Board
20	Discourse: Writing the script of choreography	Interaction, Negotiation, Individual, Group Presentation	Charts, Note books
21	Discourse-Editing: Script of choreography	Interaction, Negotiation, Group Presentation	Charts, Note books
22	C. Reading: Ranji's Wonderful Bat	Individual, Group and Teacher reading	Text book, Black Board
23	Discourse: Letter writing. A letter describing your ideas on lucky bat.	Individual, Group Activity	Charts, Note books
24	Discourse-Editing The Letter	Interaction, Negotiation, Group Presentation	Charts, Note books

Note: Project work shall be reviewed after giving sufficient time to the learners to carry it out.

Period 1

Pre-reading -Trigger Picture/ Face sheet

Expected out comes: learners

1. Come out with their perception of the picture.
2. Talk about their understanding of the theme that is in-built in the picture as well as in the various components of the unit.
3. Make intelligent predictions of the passage they are going to read.

Steps in Pre-Reading activity

1. Interact with the learners based on the trigger picture.
2. Ask questions in addition to what has been given in TB.
3. Use well-framed questions.

4. Allow the learners to respond in mother tongue.
5. Megaphone the children's responses in English.
6. Elicit and accept the divergent responses from the learners.
7. Elicit relevant responses (words, phrases or sentences) and write on the BB/chart.
8. Utter the word holistically but not letter by letter.

Strategy

Question for Interaction

1. What is the woman doing in this picture?
2. Which field does she belong to?
3. Can you guess who she is?
4. How many sports and games do you know?
5. What is the difference between a sport and a game?
6. Name the games and sports the children play in your school?
7. Which sport / game do you play?
8. How important are sports / games for everyone?
9. Can you name some people who play in international sports meet?
10. Imagine how they could reach such great heights in sports and games?
11. Do all children have the equal opportunities in participating games and sports? Yes or No? Give reasons.

TLM

1. Text book picture
2. Chart / Black board

Write the names of the students who performed upto the expected academic standards

Teacher's reflections

Write the positive and negative aspects of your transaction and the gaps you have identified. How you want to improve etc...

Period-2

A Reading : (Para 1 to 3)

Expected outcomes:

1. Children make an effort to read individually and track their own reading process.
2. They make sense of the reading passage using a number of strategies such as
 - Checking their predictions on the reading passage.
 - Locating information that they were able to pool from the interaction that has taken place.
 - Guessing the meaning of words from the context and also using familiar words as stepping stones.
3. Children share their ideas what they have understood in groups
4. Use the glossary given to them and share their ideas.
5. Make sense of the reading passage through collaboration
6. Reflect on the passage they have read.

Steps in reading

1. Specify which part of the reading passage is to be read
2. Ask the learners read individually.
3. Give proper instructions such as the following.
 - Tick the sentences /words you are able to read.
 - Identify the characters/ location, events / dialogues in the story.
4. Give further support to low-proficient learners in the following manner.
 - Interact with the low- proficient learners to generate a subtext.
 - Write the sub text on BB / on chart / in the notebook of the learner.
 - Ask the learners to associate the sub text with the reading text.
5. Put the learners in groups for sharing their reading experience.
6. Give proper instructions for sharing the reading experience.

7. Monitor the group activity (i.e., check whether the instructions are being followed).
8. Facilitate sharing of reading experience between the groups.
9. Make use of the glossary. (The glossary given in the TB and developed by the teacher additionally)
10. Pose some questions to check comprehension.
11. Ask some analytical questions to extrapolate the text.
12. Make use of a concept mapping activity.
13. Read the text aloud with proper voice modulation.
14. Give chance to the learners to read aloud.
15. Give proper feedback while the learners are reading aloud.
16. Invite feedback from other learners on loud reading.

Strategy

Interaction

1. Name the person mentioned in this segment?
2. Where was P.T. Usha born?
3. Where was the letter from?
4. What was the address written on the letter?
5. Do you think it is a complete address?
6. Though there was no complete address on the letter, the letter was delivered. Can you think how the letter was delivered to P.T.Usha without complete address?
7. Who discovered the talents of P.T.Usha first?
8. Which sentence in this segment show the physical appearance of P.T. Usha?
9. What kind of girl was P.T.Usha?
10. Who do you think is the observant master?
11. How did the master encourage P.T.Usha?

TLM

1. Text book picture
2. Chart / Black board
3. Note books

Children Performance /Evaluation

Write the names of the students who performed as the expected academic standards

Teacher's reflections

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Period 3:

Written Discourse: Conversation

Expected Outcomes:

Children should be able to construct a conversation on their own.

They should participate in conversation.

They should use certain discourse markers properly.

They should know how to use certain spoken structures in English.

An imaginary conversation between P.T.Usha and Balakrishnan, her master:

Questions for Interaction

1. Who are the characters in the conversation?
2. What is the conversation about?
3. Who would start the conversation first?
4. What might be the possible questions from Balakrishnan?
5. What might be the possible answers from P.T. Usha?
6. Who would the conversation end?

Period 4: Editing the Conversation

Expected Outcomes:

Children should be able to identify the errors in constructing sentences.

They should be able to correct the errors relating to grammar and vocabulary.

They should be able to identify the improper organisation or ideas and correct them.

They should be able to use proper punctuation and capitalization.

Questions for Interaction

1. Do you think it is a conversation? How do you say?
2. Is it related to the question asked?
3. Are all the dialogues in a proper order?
3. Did you use any discourse markers (O!, Ah! Hai!, Mmmm.... etc.) to express the ideas?
4. How did you end the conversation?
5. Did you want to add or delete any words from the conversation?
6. Did you use the punctuation marks properly?
7. Did you find any words with wrong spelling?
8. Would you like to reorganize the ideas in the conversation?

Editing Steps

1. Conduct the editing as a whole class activity through interaction.
 - Thematic editing and checking discourse features
 - Editing the well-formedness of the sentence (sentence structure) – word order, excess words, missing words
 - Editing the errors related to word forms (tense forms, prefixes, suffixes, agreement, etc.)
 - Editing punctuations
 - Editing spelling errors
2. Check the remaining groups' products undertaken by the groups.
3. Let the learners refine their individual work based on these inputs on a separate page.
4. Compile the refined works together to make the big book.

Interaction

1. What difference do you observe between your work and my work?
2. Do you want to make any changes?
3. Have you found any extra or missing words?
4. Check whether there are any missing words, or excess words?
5. Check the spellings.

TLM

1. Text book picture
2. Chart / Black board
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Children Performance /Evaluation

Write the names of the students who performed as the expected academic standards

Teacher's reflections

Write the positive and negative aspects of your transaction and the gaps you have identified. How you want improve etc...

Teacher's version

If balakrishna did not see Usha, she would not have become a famous athlete. There are so many people in India who are very talented. But most of them do not get opportunities like P.T.Usha.

Usha's success is an example of a good and dedicated teacher.

Period -5:

Grammar (Adjectives and their order in a phrase)

Expected outcomes: the learners will be able to

1. Identify describing words used in different sentences.
2. Put the adjectives in right order when there are more than one or two adjectives in sentence.
3. use grammar in different contexts in their real life.
4. learn grammar non-consciously.

Process steps:

1. Identifying the describing words used in the text by the students.

2. Writing them on a chart by the teacher
3. Analysing the adjectives used together by the students
4. Understanding the rule
5. Doing the exercise
6. Group presentation

Interaction

1. How do you describe your friends?
2. What kind of a girl was Usha as a student?
3. How was she when Balakrishnan saw her?
4. What quality do the words 'tiny' describe?
5. What quality does the word 'bright' describe?
6. There are some sentences on the chart. Can you say what the underlined words describe in each sentence?

TLM

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Strategy

Interaction

1. Who is she in the picture?
2. What is her speciality?
3. What do the words 'ever watchful' and 'observant master' tell us about Balakrishnan?
4. What qualities did he observe in Usha?
5. What were the magical words she heard for the first time in her life?

Questions for sub-text

1. Where is P.T.Usha from? When and where was she born?
2. What happened in November 1973?
3. What magical words did she hear from her master?
4. When and where was Usha born?
5. What is the name of the dedicated physical education teacher?
6. When did he recognize Usha's talent?
7. What did he observe?
8. How did he encourage her?

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