



Government of Karnataka

ENGLISH

THIRD LANGUAGE

(REVISED)

LESSON PLANS



6



SIXTH STANDARD

Prepared By: Yaseen Bhikba Assistant Teacher
Govt. Higher Primary Urdu School Chandavar Tq: Honnavar

KARNATAKA TEXTBOOK SOCIETY (R)

100 Feet Ring Road, Banashankari 3rd stage,
Bengaluru- 560 085.

Subject: English (Third Language)

Grade Level: 6th grade

Chapter: In a Vegetable Shop

Date:

Teacher:

Objective:

By the end of the lesson, students will be able to:

1. Identify and use vocabulary related to a vegetable shop.
2. Understand and describe the activities and interactions that take place in a vegetable shop.
3. Develop speaking and listening skills through role-playing and discussion.
4. Apply their knowledge by creating a dialogue based on a vegetable shop scenario.

Materials:

1. Whiteboard or blackboard
2. Markers or chalk
3. Pictures or flashcards of vegetables
4. Handouts with a dialogue template (optional)
5. Evaluation rubric

Procedure:

1. Engage (10 minutes):

a. Begin the lesson by displaying pictures or flashcards of various vegetables on the board.

b. Initiate a class discussion by asking students questions such as:

- Have you ever been to a vegetable shop? What did you see there?
- What are some common vegetables you find in a vegetable shop?

c. Encourage students to share their experiences and knowledge about vegetable shops.

2. Explore (15 minutes):

a. Introduce the chapter title, "In a Vegetable Shop," and explain that they will be learning about the different aspects of a vegetable shop.

b. Show pictures or describe scenarios of different activities that take place in a vegetable shop, such as buying and selling vegetables, weighing them, or interacting with the shopkeeper.

c. Ask students to discuss in pairs or small groups about what they observe in the pictures or scenarios and share their findings with the class.

3. Explain (20 minutes):

a. Write key vocabulary words related to the topic on the board, such as "vegetable shop," "shopkeeper," "customer," "weighing scale," "price," etc.

b. Provide explanations and definitions for each vocabulary word, emphasizing their relevance to the topic.

c. Model a simple dialogue between a customer and a shopkeeper, using the vocabulary words, and highlight the interactions and phrases commonly used in a vegetable shop.

d. Encourage students to ask questions and clarify any doubts they may have.

4. Expand (25 minutes):

a. Divide the class into pairs or small groups and distribute the dialogue template handouts (if available).

b. Instruct students to create their own dialogues based on a vegetable shop scenario, using the vocabulary words and phrases discussed earlier.

c. Encourage creativity and provide support as needed.

d. After completing their dialogues, allow groups to perform their dialogues in front of the class.

5. Evaluation (10 minutes):

a. Use an evaluation rubric to assess the students' participation, understanding, and creativity demonstrated in their dialogues.

b. Provide constructive feedback to help students improve their speaking and listening skills.

c. Conclude the lesson by summarizing the key points discussed and reiterating the importance of effective communication skills in real-life situations.

Note: The duration of each section may vary based on the classroom dynamics and the students' needs. Adjust the timings accordingly.

Class Teacher sign.

Head Master sign

Subject: English (Third Language)

Grade Level: 6th grade

Chapter: Water (Poem) by John R. Crossland

Date:

Teacher:

Objective:

By the end of the lesson, students will be able to:

1. Understand and interpret the poem "Water" by John R. Crossland.
2. Identify and analyse poetic devices used in the poem.
3. Develop critical thinking skills by discussing the theme and message of the poem.
4. Enhance their creative writing abilities by composing a short poem inspired by the theme of water.

Materials:

1. Whiteboard or blackboard
2. Markers or chalk
3. Copies of the poem "Water" by John R. Crossland
4. Handouts with questions for analysis and discussion
5. Evaluation rubric

Procedure:

1. Engage (10 minutes):

- a. Begin the lesson by displaying the title of the poem, "Water," on the board and ask students to share their initial thoughts and feelings about water.
- b. Initiate a class discussion by asking questions such as:
 - What does water mean to you?
 - How is water important in our lives?
- c. Encourage students to express their opinions and experiences related to water.

2. Explore (15 minutes):

- a. Distribute copies of the poem "Water" by John R. Crossland to each student.
- b. Ask the students to read the poem silently and mark any unfamiliar words or phrases.
- c. Facilitate a class reading of the poem, either by having students take turns reading stanzas or by reading it aloud yourself.

d. Encourage students to underline or highlight any lines or phrases that stand out to them or evoke a strong response.

3. Explain (20 minutes):

a. Write the title of the poem on the board and discuss its significance. Ask students to predict what the poem might be about based on the title.

b. Lead a guided analysis of the poem by discussing the following aspects:

- Poetic devices such as rhyme, rhythm, and imagery used in the poem.
- The central theme or message conveyed by the poet.
- The emotions or feelings evoked by the poem.

c. Use handouts with questions related to the poem to facilitate deeper analysis and encourage students to express their interpretations.

4. Expand (25 minutes):

a. Divide the students into small groups and assign each group a specific stanza from the poem.

b. Instruct the groups to discuss and analyse their assigned stanza, focusing on the poetic devices used and the overall meaning conveyed.

c. Provide each group with chart paper and markers, and ask them to create a visual representation of their stanza, incorporating key words and images from the poem.

d. Allow each group to present their analysis and visual representation to the class.

5. Evaluation (10 minutes):

a. Assign a creative writing task to the students, asking them to compose a short poem inspired by the theme of water.

b. Provide guidelines for the poem, such as a specific number of lines or poetic devices to incorporate.

c. Collect and evaluate the poems using the provided rubric, considering elements such as creativity, use of poetic devices, and connection to the theme.

d. Allocate time for selected students to share their poems with the class, fostering appreciation for their peers' work.

Note: The duration of each section may vary based on the classroom dynamics and the students' needs. Adjust the timings accordingly.

Class Teacher sign.

Head Master sign

Subject: English (Third Language)

Grade Level: 6th grade

Chapter: 2 - "Haldi's Adventure"

Date:

Teacher:

Objective:

By the end of the lesson, students will be able to:

1. Understand the story of "Haldi's Adventure" and its main themes.
2. Analyse and interpret the characters, plot, and setting of the story.
3. Improve reading comprehension and vocabulary skills.
4. Enhance their creative writing abilities by imagining alternative endings or sequels to the story.
5. Evaluate their understanding through a group discussion and written response.

Materials:

1. Whiteboard or blackboard
2. Markers or chalk
3. Copies of the story "Haldi's Adventure"
4. Handouts with comprehension questions and writing prompts
5. Evaluation rubric

Procedure:

1. Engage (10 minutes):

a. Begin the lesson by asking students if they have ever been on an adventure or experienced something exciting or unusual. Allow a few students to share their experiences.

b. Introduce the title of the chapter, "Haldi's Adventure," and ask students to predict what the story might be about based on the title alone. Write their predictions on the board.

2. Explore (15 minutes):

a. Distribute copies of the story "Haldi's Adventure" to each student.

b. Instruct students to read the story silently.

c. After reading, ask comprehension questions to ensure their understanding of the story's main events, characters, and setting.

3. Explain (20 minutes):

- a. Facilitate a class discussion to analyse the story. Ask questions such as:
 - Who are the main characters in the story? Describe them.
 - What is the setting of the story? How does it contribute to the events?
 - What is the main conflict or problem faced by Haldi in the story?
- b. Discuss the themes and lessons conveyed in the story, such as courage, friendship, and learning from experiences.
- c. Provide explanations for any challenging vocabulary encountered in the story, and encourage students to share their own interpretations of unfamiliar words.

4. Expand (25 minutes):

- a. Divide the students into small groups.
- b. Distribute handouts with comprehension questions and writing prompts related to the story.
- c. In their groups, students should discuss and answer the questions together, and then choose one writing prompt to work on collaboratively.
- d. Encourage creativity and critical thinking as students write alternative endings or sequels to the story.
- e. Allow groups to present their alternative endings or sequels to the class.

5. Evaluation (10 minutes):

- a. Conduct a group discussion to assess students' understanding of the story and their ability to analyse and interpret its elements.
- b. Use an evaluation rubric to assess students' participation, comprehension, and creativity.
- c. Assign a written response task where students individually reflect on the story, its themes, and their personal connection to it.
- d. Collect and assess the written responses using the evaluation rubric.

Note: The duration of each section may vary based on the classroom dynamics and the students' needs. Adjust the timings accordingly.

Class Teacher sign.

Head Master sign

Subject: English (Third Language)

Grade Level: 6th grade

Chapter: "School is a Place of Pleasure" (Poem) by Aman Gupta

Date:

Teacher:

Objective:

By the end of the lesson, students will be able to:

1. Understand the theme and message of the poem "School is a Place of Pleasure" by Aman Gupta.
2. Analyse and interpret the literary devices used in the poem.
3. Improve reading comprehension and vocabulary skills.
4. Enhance their creative writing abilities by writing their own verses about school.
5. Evaluate their understanding through a class discussion and written response.

Materials:

1. Whiteboard or blackboard
2. Markers or chalk
3. Copies of the poem "School is a Place of Pleasure" by Aman Gupta
4. Handouts with comprehension questions and writing prompts
5. Evaluation rubric

Procedure:

1. Engage (10 minutes):

a. Begin the lesson by asking students to share their thoughts on why they think school can be a place of pleasure or enjoyment. Write their responses on the board.

b. Introduce the title of the chapter, "School is a Place of Pleasure," and ask students to predict what the poem might be about based on the title alone.

2. Explore (15 minutes):

a. Distribute copies of the poem "School is a Place of Pleasure" to each student.

b. Instruct students to read the poem silently.

c. After reading, ask comprehension questions to ensure their understanding of the poem's main themes, emotions, and imagery.

3. Explain (20 minutes):

- a. Facilitate a class discussion to analyse the poem. Ask questions such as:
 - What is the main message or theme of the poem?
 - What emotions or feelings does the poet express about school?
 - What literary devices (e.g., metaphors, similes) can you identify in the poem?
- b. Discuss the use of descriptive language and poetic techniques in creating imagery and evoking emotions.
- c. Provide explanations for any challenging vocabulary encountered in the poem, and encourage students to share their own interpretations of unfamiliar words.

4. Expand (25 minutes):

- a. Divide the students into small groups.
- b. Distribute handouts with comprehension questions and writing prompts related to the poem.
- c. In their groups, students should discuss and answer the questions together, and then choose one writing prompt to work on collaboratively.
- d. Encourage creativity and critical thinking as students write their own verses or stanzas about school, focusing on the positive aspects and joys they experience.
- e. Allow groups to present their verses or stanzas to the class.

5. Evaluation (10 minutes):

- a. Conduct a class discussion to assess students' understanding of the poem and their ability to analyse and interpret its themes and literary devices.
- b. Use an evaluation rubric to assess students' participation, comprehension, and creativity.
- c. Assign a written response task where students individually reflect on the poem, its themes, and their personal connection to it.
- d. Collect and assess the written responses using the evaluation rubric.

Note: The duration of each section may vary based on the classroom dynamics and the students' needs. Adjust the timings accordingly.

Class Teacher sign.

Head Master sign

Subject: English (Third Language)

Grade Level: 6th grade

Chapter: 3 - "Nine Little Birds"

Date:

Teacher:

Objective:

By the end of the lesson, students will be able to:

1. Understand the story "Nine Little Birds" and its main themes.
2. Analyse and interpret the characters, plot, and setting of the story.
3. Enhance their reading comprehension and vocabulary skills.
4. Develop their creative thinking and storytelling abilities.
5. Evaluate their understanding through a group discussion and written response.

Materials:

1. Whiteboard or blackboard
2. Markers or chalk
3. Copies of the story "Nine Little Birds"
4. Handouts with comprehension questions and writing prompts
5. Evaluation rubric

Procedure:

1. Engage (10 minutes):

a. Begin the lesson by asking students if they have ever encountered birds in their surroundings or observed them in nature. Allow a few students to share their experiences.

b. Introduce the title of the chapter, "Nine Little Birds," and ask students to predict what the story might be about based on the title alone. Write their predictions on the board.

2. Explore (15 minutes):

a. Distribute copies of the story "Nine Little Birds" to each student.

b. Instruct students to read the story silently.

c. After reading, ask comprehension questions to ensure their understanding of the story's main events, characters, and setting.

3. Explain (20 minutes):

- a. Facilitate a class discussion to analyse the story. Ask questions such as:
 - Who are the main characters in the story? Describe them.
 - What is the setting of the story? How does it contribute to the events?
 - What is the main conflict or problem faced by the characters in the story?
- b. Discuss the themes and lessons conveyed in the story, such as the importance of compassion, empathy, and teamwork.
- c. Provide explanations for any challenging vocabulary encountered in the story, and encourage students to share their own interpretations of unfamiliar words.

4. Expand (25 minutes):

- a. Divide the students into small groups.
- b. Distribute handouts with comprehension questions and writing prompts related to the story.
- c. In their groups, students should discuss and answer the questions together, and then choose one writing prompt to work on collaboratively.
- d. Encourage creativity and critical thinking as students write alternative endings, sequels, or their own stories inspired by the theme of compassion and teamwork.
- e. Allow groups to present their written work or stories to the class.

5. Evaluation (10 minutes):

- a. Conduct a group discussion to assess students' understanding of the story and their ability to analyse and interpret its elements.
- b. Use an evaluation rubric to assess students' participation, comprehension, and creativity.
- c. Assign a written response task where students individually reflect on the story, its themes, and their personal connection to it.
- d. Collect and assess the written responses using the evaluation rubric.

Note: The duration of each section may vary based on the classroom dynamics and the students' needs. Adjust the timings accordingly.

Class Teacher sign.

Head Master sign

Subject: English (Third Language)

Grade Level: 6th grade

Chapter: "Family First" (Poem)

Date:

Teacher:

Objective:

By the end of the lesson, students will be able to:

1. Understand the theme and message of the poem "Family First."
2. Analyse and interpret the literary devices used in the poem.
3. Improve reading comprehension and vocabulary skills.
4. Enhance their creative thinking and writing abilities.
5. Evaluate their understanding through a group discussion and written response.

Materials:

1. Whiteboard or blackboard
2. Markers or chalk
3. Copies of the poem "Family First"
4. Handouts with comprehension questions and writing prompts
5. Evaluation rubric

Procedure:

1. Engage (10 minutes):

- a. Begin the lesson by asking students about their families and the importance of family in their lives. Encourage them to share their thoughts and experiences.
- b. Introduce the title of the chapter, "Family First," and ask students to predict what the poem might be about based on the title alone. Write their predictions on the board.

2. Explore (15 minutes):

- a. Distribute copies of the poem "Family First" to each student.
- b. Instruct students to read the poem silently.
- c. After reading, ask comprehension questions to ensure their understanding of the poem's main themes, emotions, and imagery.

3. Explain (20 minutes):

- a. Facilitate a class discussion to analyse the poem. Ask questions such as:
 - What is the main message or theme of the poem?
 - How does the poet express the importance of family in the poem?
 - What literary devices (e.g., metaphors, similes) can you identify in the poem?
- b. Discuss the use of descriptive language and poetic techniques in conveying emotions and emphasizing the significance of family.
- c. Provide explanations for any challenging vocabulary encountered in the poem, and encourage students to share their own interpretations of unfamiliar words.

4. Expand (25 minutes):

- a. Divide the students into small groups.
- b. Distribute handouts with comprehension questions and writing prompts related to the poem.
- c. In their groups, students should discuss and answer the questions together, and then choose one writing prompt to work on collaboratively.
- d. Encourage creativity and critical thinking as students write their own verses or stanzas about their families, highlighting the importance of family in their lives.
- e. Allow groups to share their verses or stanzas with the class.

5. Evaluation (10 minutes):

- a. Conduct a class discussion to assess students' understanding of the poem and their ability to analyse and interpret its themes and literary devices.
- b. Use an evaluation rubric to assess students' participation, comprehension, and creativity.
- c. Assign a written response task where students individually reflect on the poem, its themes, and their personal connection to it.
- d. Collect and assess the written responses using the evaluation rubric.

Note: The duration of each section may vary based on the classroom dynamics and the students' needs. Adjust the timings accordingly.

Class Teacher sign.

Head Master sign

Subject: English (Third Language)

Grade Level: 6th grade

Chapter: 4 - "Charity" (Lesson)

Date:

Teacher:

Objective:

By the end of the lesson, students will be able to:

1. Understand the concept of charity and its importance in society.
2. Identify and discuss different forms of charity and acts of kindness.
3. Enhance their reading comprehension and vocabulary skills.
4. Develop empathy and a sense of responsibility towards helping others.
5. Evaluate their understanding through a class discussion and written response.

Materials:

1. Whiteboard or blackboard
2. Markers or chalk
3. Copies of the lesson "Charity"
4. Handouts with comprehension questions and reflection prompts
5. Evaluation rubric

Procedure:

1. Engage (10 minutes):

a. Begin the lesson by asking students if they have ever been involved in any charitable activities or witnessed acts of kindness. Allow a few students to share their experiences.

b. Introduce the title of the chapter, "Charity," and ask students to discuss in pairs or small groups what they think charity means and why it is important in society.

c. Facilitate a brief class discussion to share and compare their ideas about charity.

2. Explore (15 minutes):

a. Distribute copies of the lesson "Charity" to each student.

b. Instruct students to read the lesson silently.

c. After reading, ask comprehension questions to ensure their understanding of the main concepts and ideas presented in the lesson.

3. Explain (20 minutes):

a. Facilitate a class discussion to explain the concept of charity further. Discuss questions such as:

- What is the definition of charity? How does it differ from regular acts of kindness?
- What are some examples of charitable activities or organizations?
- How can small acts of kindness make a significant impact on others' lives?

b. Discuss the importance of empathy, compassion, and the responsibility to help others in building a better society.

c. Provide explanations for any challenging vocabulary encountered in the lesson, and encourage students to share their own interpretations of unfamiliar words.

4. Expand (25 minutes):

a. Divide the students into small groups.

b. Distribute handouts with comprehension questions and reflection prompts related to the lesson.

c. In their groups, students should discuss and answer the questions together, and then choose one reflection prompt to work on collaboratively.

d. Encourage creativity and critical thinking as students share personal stories, brainstorm ideas for charitable activities, or create posters promoting acts of kindness and charity.

e. Allow groups to present their reflections or posters to the class.

5. Evaluation (10 minutes):

a. Conduct a class discussion to assess students' understanding of the lesson and their ability to discuss the concepts of charity, kindness, and responsibility.

b. Use an evaluation rubric to assess students' participation, comprehension, and creativity.

c. Assign a written response task where students individually reflect on the lesson, its themes, and their personal connection to charity.

d. Collect and assess the written responses using the evaluation rubric.

Note: The duration of each section may vary based on the classroom dynamics and the students' needs. Adjust the timings accordingly.

Class Teacher sign.

Head Master sign

Subject: English (Third Language)

Grade Level: 6th grade

Chapter: "A Little World" (Poem)

Date:

Teacher:

Objective:

By the end of the lesson, students will be able to:

1. Understand the theme and message of the poem "A Little World."
2. Analyse and interpret the literary devices used in the poem.
3. Improve reading comprehension and vocabulary skills.
4. Enhance their creative thinking and writing abilities.
5. Evaluate their understanding through a group discussion and written response.

Materials:

1. Whiteboard or blackboard
2. Markers or chalk
3. Copies of the poem "A Little World"
4. Handouts with comprehension questions and writing prompts
5. Evaluation rubric

Procedure:

1. Engage (10 minutes):

a. Begin the lesson by asking students to imagine and describe their ideal little world or utopia. Encourage them to think about what they would like to see, experience, or have in their own little world.

b. Introduce the title of the chapter, "A Little World," and ask students to predict what the poem might be about based on the title alone. Write their predictions on the board.

2. Explore (15 minutes):

a. Distribute copies of the poem "A Little World" to each student.

b. Instruct students to read the poem silently.

c. After reading, ask comprehension questions to ensure their understanding of the poem's main themes, emotions, and imagery.

3. Explain (20 minutes):

- a. Facilitate a class discussion to analyse the poem. Ask questions such as:
 - What is the main message or theme of the poem?
 - How does the poet describe the little world? What aspects make it unique and special?
 - What literary devices (e.g., metaphors, similes) can you identify in the poem?
- b. Discuss the use of descriptive language and poetic techniques in creating imagery and conveying emotions.
- c. Provide explanations for any challenging vocabulary encountered in the poem, and encourage students to share their own interpretations of unfamiliar words.

4. Expand (25 minutes):

- a. Divide the students into small groups.
- b. Distribute handouts with comprehension questions and writing prompts related to the poem.
- c. In their groups, students should discuss and answer the questions together, and then choose one writing prompt to work on collaboratively.
- d. Encourage creativity and critical thinking as students write their own verses or stanzas describing their own little worlds or utopias.
- e. Allow groups to share their verses or stanzas with the class.

5. Evaluation (10 minutes):

- a. Conduct a class discussion to assess students' understanding of the poem and their ability to analyse and interpret its themes and literary devices.
- b. Use an evaluation rubric to assess students' participation, comprehension, and creativity.
- c. Assign a written response task where students individually reflect on the poem, its themes, and their personal connection to it.
- d. Collect and assess the written responses using the evaluation rubric.

Note: The duration of each section may vary based on the classroom dynamics and the students' needs. Adjust the timings accordingly.

Class Teacher sign.

Head Master sign

Subject: English (Third Language)

Grade Level: 6th grade

Chapter: 5 - "The Story of Coconut"

Date:

Teacher:

Objective:

By the end of the lesson, students will be able to:

1. Understand the story of "The Story of Coconut" and its main themes.
2. Analyse and interpret the characters, plot, and setting of the story.
3. Improve reading comprehension and vocabulary skills.
4. Enhance their creative thinking and storytelling abilities.
5. Evaluate their understanding through a group discussion and written response.

Materials:

1. Whiteboard or blackboard
2. Markers or chalk
3. Copies of the story "The Story of Coconut"
4. Handouts with comprehension questions and writing prompts
5. Evaluation rubric

Procedure:

1. Engage (10 minutes):

a. Begin the lesson by showing students a coconut and asking if they have ever seen or tasted one. Ask them to describe its appearance, taste, and any other details they know about coconuts.

b. Introduce the title of the chapter, "The Story of Coconut," and ask students to predict what the story might be about based on the title alone. Write their predictions on the board.

2. Explore (15 minutes):

a. Distribute copies of the story "The Story of Coconut" to each student.

b. Instruct students to read the story silently.

c. After reading, ask comprehension questions to ensure their understanding of the story's main events, characters, and setting.

3. Explain (20 minutes):

- a. Facilitate a class discussion to analyse the story. Ask questions such as:
 - Who are the main characters in the story? Describe them.
 - What is the setting of the story? How does it contribute to the events?
 - What is the main conflict or problem faced by the characters in the story?
- b. Discuss the themes and lessons conveyed in the story, such as resourcefulness, adaptation, and the importance of nature's gifts.
- c. Provide explanations for any challenging vocabulary encountered in the story, and encourage students to share their own interpretations of unfamiliar words.

4. Expand (25 minutes):

- a. Divide the students into small groups.
- b. Distribute handouts with comprehension questions and writing prompts related to the story.
- c. In their groups, students should discuss and answer the questions together, and then choose one writing prompt to work on collaboratively.
- d. Encourage creativity and critical thinking as students write alternative endings, sequels, or their own stories inspired by the theme of resourcefulness and nature.
- e. Allow groups to present their written work or stories to the class.

5. Evaluation (10 minutes):

- a. Conduct a class discussion to assess students' understanding of the story and their ability to analyse and interpret its elements.
- b. Use an evaluation rubric to assess students' participation, comprehension, and creativity.
- c. Assign a written response task where students individually reflect on the story, its themes, and their personal connection to it.
- d. Collect and assess the written responses using the evaluation rubric.

Note: The duration of each section may vary based on the classroom dynamics and the students' needs. Adjust the timings accordingly.

Class Teacher sign.

Head Master sign

Subject: English (Third Language)

Grade Level: 6th grade

Chapter: "The Zoo" (Poem)

Date:

Teacher:

Objective:

By the end of the lesson, students will be able to:

1. Understand the theme and message of the poem "The Zoo."
2. Analyse and interpret the literary devices used in the poem.
3. Improve reading comprehension and vocabulary skills.
4. Enhance their creative thinking and writing abilities.
5. Evaluate their understanding through a group discussion and written response.

Materials:

1. Whiteboard or blackboard
2. Markers or chalk
3. Copies of the poem "The Zoo"
4. Handouts with comprehension questions and writing prompts
5. Evaluation rubric

Procedure:

1. Engage (10 minutes):

a. Begin the lesson by asking students about their experiences visiting a zoo or any animal-related place. Encourage them to share their favourite animals or memorable moments from their visits.

b. Introduce the title of the chapter, "The Zoo," and ask students to predict what the poem might be about based on the title alone. Write their predictions on the board.

2. Explore (15 minutes):

a. Distribute copies of the poem "The Zoo" to each student.

b. Instruct students to read the poem silently.

c. After reading, ask comprehension questions to ensure their understanding of the poem's main themes, emotions, and imagery.

3. Explain (20 minutes):

- a. Facilitate a class discussion to analyse the poem. Ask questions such as:
 - What is the main message or theme of the poem?
 - How does the poet describe the zoo and the animals in the poem?
 - What literary devices (e.g., metaphors, similes) can you identify in the poem?
- b. Discuss the use of descriptive language and poetic techniques in creating imagery and evoking emotions.
- c. Provide explanations for any challenging vocabulary encountered in the poem, and encourage students to share their own interpretations of unfamiliar words.

4. Expand (25 minutes):

- a. Divide the students into small groups.
- b. Distribute handouts with comprehension questions and writing prompts related to the poem.
- c. In their groups, students should discuss and answer the questions together, and then choose one writing prompt to work on collaboratively.
- d. Encourage creativity and critical thinking as students write their own descriptive paragraphs or poems about their favourite animals or their imaginary experiences at the zoo.
- e. Allow groups to share their paragraphs or poems with the class.

5. Evaluation (10 minutes):

- a. Conduct a class discussion to assess students' understanding of the poem and their ability to analyse and interpret its themes and literary devices.
- b. Use an evaluation rubric to assess students' participation, comprehension, and creativity.
- c. Assign a written response task where students individually reflect on the poem, its themes, and their personal connection to it.
- d. Collect and assess the written responses using the evaluation rubric.

Note: The duration of each section may vary based on the classroom dynamics and the students' needs. Adjust the timings accordingly.

Class Teacher sign.

Head Master sign

Subject: English (Third Language)

Grade Level: 6th grade

Chapter: 6 - "Monkeys and the Bell" (Lesson)

Date:

Teacher:

Objective:

By the end of the lesson, students will be able to:

1. Understand the story "Monkeys and the Bell" and its main themes.
2. Analyse and interpret the characters, plot, and moral of the story.
3. Improve reading comprehension and vocabulary skills.
4. Enhance their critical thinking and decision-making abilities.
5. Evaluate their understanding through a group discussion and written response.

Materials:

1. Whiteboard or blackboard
2. Markers or chalk
3. Copies of the story "Monkeys and the Bell"
4. Handouts with comprehension questions and ethical dilemma scenarios
5. Evaluation rubric

Procedure:

1. Engage (10 minutes):

a. Begin the lesson by asking students if they have ever encountered a situation where they faced a difficult decision or had to make a choice. Allow a few students to share their experiences.

b. Introduce the title of the chapter, "Monkeys and the Bell," and ask students to predict what the story might be about based on the title alone.

2. Explore (15 minutes):

a. Distribute copies of the story "Monkeys and the Bell" to each student.

b. Instruct students to read the story silently.

c. After reading, ask comprehension questions to ensure their understanding of the story's main events, characters, and the moral lesson it conveys.

3. Explain (20 minutes):

- a. Facilitate a class discussion to analyse the story. Ask questions such as:
 - Who are the main characters in the story? Describe them.
 - What is the setting of the story? How does it contribute to the events?
 - What is the moral lesson or message of the story?
- b. Discuss the themes and lessons conveyed in the story, such as the consequences of greed, critical thinking, and making ethical decisions.
- c. Provide explanations for any challenging vocabulary encountered in the story, and encourage students to share their own interpretations of unfamiliar words.

4. Expand (25 minutes):

- a. Divide the students into small groups.
- b. Distribute handouts with comprehension questions and ethical dilemma scenarios related to the story.
- c. In their groups, students should discuss and answer the questions together, and then choose one ethical dilemma scenario to work on collaboratively.
- d. Encourage critical thinking and ethical reasoning as students discuss and provide their solutions or decisions to the presented scenarios.
- e. Allow groups to present their solutions or decisions and engage in a class discussion about different perspectives and the reasoning behind their choices.

5. Evaluation (10 minutes):

- a. Conduct a class discussion to assess students' understanding of the story and their ability to analyse and interpret its elements.
- b. Use an evaluation rubric to assess students' participation, comprehension, critical thinking, and ethical reasoning skills.
- c. Assign a written response task where students individually reflect on the story, its moral lesson, and how they can apply it in their own lives.
- d. Collect and assess the written responses using the evaluation rubric.

Note: The duration of each section may vary based on the classroom dynamics and the students' needs. Adjust the timings accordingly.

Class Teacher sign.

Head Master sign

Subject: English (Third Language)

Grade Level: 6th grade

Chapter: "Cocks Crow" (Poem)

Date:

Teacher:

Objective:

By the end of the lesson, students will be able to:

1. Understand the theme and message of the poem "Cocks Crow."
2. Analyse and interpret the literary devices used in the poem.
3. Improve reading comprehension and vocabulary skills.
4. Enhance their creative thinking and writing abilities.
5. Evaluate their understanding through a group discussion and written response.

Materials:

1. Whiteboard or blackboard
2. Markers or chalk
3. Copies of the poem "Cocks Crow"
4. Handouts with comprehension questions and writing prompts
5. Evaluation rubric

Procedure:

1. Engage (10 minutes):

a. Begin the lesson by asking students if they have ever heard a rooster crow in the morning or experienced any sounds of nature that signal the start of a new day. Allow a few students to share their experiences.

b. Introduce the title of the chapter, "Cocks Crow," and ask students to predict what the poem might be about based on the title alone. Write their predictions on the board.

2. Explore (15 minutes):

a. Distribute copies of the poem "Cocks Crow" to each student.

b. Instruct students to read the poem silently.

c. After reading, ask comprehension questions to ensure their understanding of the poem's main themes, emotions, and imagery.

3. Explain (20 minutes):

- a. Facilitate a class discussion to analyse the poem. Ask questions such as:
 - What is the main message or theme of the poem?
 - How does the poet describe the roosters and their crowing in the poem?
 - What literary devices (e.g., repetition, imagery) can you identify in the poem?
- b. Discuss the use of descriptive language and poetic techniques in creating imagery and evoking emotions.
- c. Provide explanations for any challenging vocabulary encountered in the poem, and encourage students to share their own interpretations of unfamiliar words.

4. Expand (25 minutes):

- a. Divide the students into small groups.
- b. Distribute handouts with comprehension questions and writing prompts related to the poem.
- c. In their groups, students should discuss and answer the questions together, and then choose one writing prompt to work on collaboratively.
- d. Encourage creativity and critical thinking as students write their own verses or stanzas describing the sounds of nature or morning rituals they observe in their surroundings.
- e. Allow groups to share their verses or stanzas with the class.

5. Evaluation (10 minutes):

- a. Conduct a class discussion to assess students' understanding of the poem and their ability to analyse and interpret its themes and literary devices.
- b. Use an evaluation rubric to assess students' participation, comprehension, and creativity.
- c. Assign a written response task where students individually reflect on the poem, its themes, and their personal connection to it.
- d. Collect and assess the written responses using the evaluation rubric.

Note: The duration of each section may vary based on the classroom dynamics and the students' needs. Adjust the timings accordingly.

Class Teacher sign.

Head Master sign

Subject: English (Third Language)

Grade Level: 6th grade

Chapter: 7 - "The Golden Deer" (Story of P.T. Usha)

Date:

Teacher:

Objective:

By the end of the lesson, students will be able to:

1. Understand the story of "The Golden Deer" and its main themes.
2. Analyse and interpret the characters, plot, and moral of the story.
3. Improve reading comprehension and vocabulary skills.
4. Enhance their knowledge about sports and athletes.
5. Evaluate their understanding through a group discussion and written response.

Materials:

1. Whiteboard or blackboard
2. Markers or chalk
3. Copies of the story "The Golden Deer"
4. Handouts with comprehension questions and reflection prompts
5. Evaluation rubric

Procedure:

1. Engage (10 minutes):

a. Begin the lesson by asking students if they are familiar with any famous athletes or sports personalities. Discuss their responses and briefly introduce the concept of sports achievements and role models.

b. Introduce the title of the chapter, "The Golden Deer," and ask students to predict what the story might be about based on the title alone. Write their predictions on the board.

2. Explore (15 minutes):

a. Distribute copies of the story "The Golden Deer" to each student.

b. Instruct students to read the story silently.

c. After reading, ask comprehension questions to ensure their understanding of the story's main events, characters, and the moral lesson it conveys.

3. Explain (20 minutes):

- a. Facilitate a class discussion to analyse the story. Ask questions such as:
 - Who are the main characters in the story? Describe them.
 - What is the setting of the story? How does it contribute to the events?
 - What is the moral lesson or message of the story?
- b. Discuss the themes and lessons conveyed in the story, such as determination, perseverance, and the rewards of hard work and discipline.
- c. Provide explanations for any challenging vocabulary encountered in the story, and encourage students to share their own interpretations of unfamiliar words.

4. Expand (25 minutes):

- a. Divide the students into small groups.
- b. Distribute handouts with comprehension questions and reflection prompts related to the story.
- c. In their groups, students should discuss and answer the questions together, and then choose one reflection prompt to work on collaboratively.
- d. Encourage critical thinking and reflection as students discuss the qualities and achievements of P.T. Usha, or share their own experiences of setting and achieving personal goals.
- e. Allow groups to present their reflections or share their personal stories with the class.

5. Evaluation (10 minutes):

- a. Conduct a class discussion to assess students' understanding of the story and their ability to analyse and interpret its elements.
- b. Use an evaluation rubric to assess students' participation, comprehension, critical thinking, and reflection skills.
- c. Assign a written response task where students individually reflect on the story, its moral lesson, and how they can apply it in their own lives.
- d. Collect and assess the written responses using the evaluation rubric.

Note: The duration of each section may vary based on the classroom dynamics and the students' needs. Adjust the timings accordingly.

Class Teacher sign.

Head Master sign

Subject: English (Third Language)

Grade Level: 6th grade

Chapter: "Run" (Poem)

Date:

Teacher:

Objective:

By the end of the lesson, students will be able to:

1. Understand the theme and message of the poem "Run."
2. Analyse and interpret the literary devices used in the poem.
3. Improve reading comprehension and vocabulary skills.
4. Enhance their creative thinking and writing abilities.
5. Evaluate their understanding through a group discussion and written response.

Materials:

1. Whiteboard or blackboard
2. Markers or chalk
3. Copies of the poem "Run"
4. Handouts with comprehension questions and writing prompts
5. Evaluation rubric

Procedure:

1. Engage (10 minutes):

a. Begin the lesson by asking students if they enjoy running or have participated in any running events. Discuss their experiences and the benefits of running as a form of exercise.

b. Introduce the title of the chapter, "Run," and ask students to predict what the poem might be about based on the title alone. Write their predictions on the board.

2. Explore (15 minutes):

a. Distribute copies of the poem "Run" to each student.

b. Instruct students to read the poem silently.

c. After reading, ask comprehension questions to ensure their understanding of the poem's main themes, emotions, and imagery.

3. Explain (20 minutes):

- a. Facilitate a class discussion to analyse the poem. Ask questions such as:
 - What is the main message or theme of the poem?
 - How does the poet describe the act of running and its significance in the poem?
 - What literary devices (e.g., metaphors, personification) can you identify in the poem?
- b. Discuss the use of descriptive language and poetic techniques in creating imagery and evoking emotions.
- c. Provide explanations for any challenging vocabulary encountered in the poem, and encourage students to share their own interpretations of unfamiliar words.

4. Expand (25 minutes):

- a. Divide the students into small groups.
- b. Distribute handouts with comprehension questions and writing prompts related to the poem.
- c. In their groups, students should discuss and answer the questions together, and then choose one writing prompt to work on collaboratively.
- d. Encourage creativity and critical thinking as students write their own verses or stanzas about their personal experiences with running or the metaphorical meanings of running in their lives.
- e. Allow groups to share their verses or stanzas with the class.

5. Evaluation (10 minutes):

- a. Conduct a class discussion to assess students' understanding of the poem and their ability to analyse and interpret its themes and literary devices.
- b. Use an evaluation rubric to assess students' participation, comprehension, and creativity.
- c. Assign a written response task where students individually reflect on the poem, its themes, and their personal connection to it.
- d. Collect and assess the written responses using the evaluation rubric.

Note: The duration of each section may vary based on the classroom dynamics and the students' needs. Adjust the timings accordingly.

Class Teacher sign.

Head Master sign

Subject: English (Third Language)

Grade Level: 6th grade

Chapter: 8 - "Buying Books" (Lesson)

Date:

Teacher:

Objective:

By the end of the lesson, students will be able to:

1. Understand the concept of buying books and its importance.
2. Learn new vocabulary related to buying books.
3. Develop reading comprehension skills.
4. Enhance their critical thinking and decision-making abilities.
5. Evaluate their understanding through a group discussion and written response.

Materials:

1. Whiteboard or blackboard
2. Markers or chalk
3. Copies of the lesson "Buying Books"
4. Handouts with comprehension questions and vocabulary exercises
5. Evaluation rubric

Procedure:

1. Engage (10 minutes):

a. Begin the lesson by asking students about their experiences of buying books. Encourage them to share where they usually buy books and why they choose those places.

b. Introduce the title of the chapter, "Buying Books," and ask students to discuss in pairs or small groups their expectations for the lesson based on the title alone. Write their expectations on the board.

2. Explore (15 minutes):

a. Distribute copies of the lesson "Buying Books" to each student.

b. Instruct students to read the lesson silently.

c. After reading, ask comprehension questions to ensure their understanding of the main concepts and ideas presented in the lesson.

3. Explain (20 minutes):

a. Facilitate a class discussion to explain the concept of buying books further.

Discuss questions such as:

- Why do people buy books?
- What are different places where books can be bought?
- What factors might influence a person's decision to buy a book?

b. Introduce new vocabulary related to buying books and discuss the meanings and usage of these words.

c. Provide explanations for any challenging vocabulary encountered in the lesson, and encourage students to share their own interpretations of unfamiliar words.

4. Expand (25 minutes):

a. Divide the students into small groups.

b. Distribute handouts with comprehension questions and vocabulary exercises related to the lesson.

c. In their groups, students should discuss and answer the questions together, and then complete the vocabulary exercises.

d. Encourage critical thinking and creativity as students discuss the advantages and disadvantages of different places to buy books or suggest innovative ways to promote book reading among their peers.

e. Allow groups to share their ideas and solutions with the class.

5. Evaluation (10 minutes):

a. Conduct a class discussion to assess students' understanding of the lesson and their ability to discuss the concepts of buying books and related vocabulary.

b. Use an evaluation rubric to assess students' participation, comprehension, and critical thinking skills.

c. Assign a written response task where students individually reflect on the lesson, their preferred place to buy books, and why it is important to support bookstores and libraries.

d. Collect and assess the written responses using the evaluation rubric.

Note: The duration of each section may vary based on the classroom dynamics and the students' needs. Adjust the timings accordingly.

Class Teacher sign.

Head Master sign

Subject: English (Third Language)

Grade Level: 6th grade

Chapter: "Friends" (Poem)

Date:

Teacher:

Objective:

By the end of the lesson, students will be able to:

1. Understand the theme and message of the poem "Friends."
2. Analyse and interpret the literary devices used in the poem.
3. Improve reading comprehension and vocabulary skills.
4. Enhance their understanding of the qualities and importance of friendship.
5. Evaluate their understanding through a group discussion and written response.

Materials:

1. Whiteboard or blackboard
2. Markers or chalk
3. Copies of the poem "Friends"
4. Handouts with comprehension questions and reflection prompts
5. Evaluation rubric

Procedure:

1. Engage (10 minutes):

a. Begin the lesson by asking students to think about what friendship means to them. Encourage them to share their thoughts and experiences related to friendship.

b. Introduce the title of the chapter, "Friends," and ask students to predict what the poem might be about based on the title alone. Write their predictions on the board.

2. Explore (15 minutes):

a. Distribute copies of the poem "Friends" to each student.

b. Instruct students to read the poem silently.

c. After reading, ask comprehension questions to ensure their understanding of the poem's main themes, emotions, and imagery.

3. Explain (20 minutes):

- a. Facilitate a class discussion to analyse the poem. Ask questions such as:
 - What is the main message or theme of the poem?
 - How does the poet describe the qualities and importance of friendship in the poem?
 - What literary devices (e.g., metaphors, personification) can you identify in the poem?
- b. Discuss the use of descriptive language and poetic techniques in expressing the emotions and depth of friendship.
- c. Provide explanations for any challenging vocabulary encountered in the poem, and encourage students to share their own interpretations of unfamiliar words.

4. Expand (25 minutes):

- a. Divide the students into small groups.
- b. Distribute handouts with comprehension questions and reflection prompts related to the poem.
- c. In their groups, students should discuss and answer the questions together, and then choose one reflection prompt to work on collaboratively.
- d. Encourage critical thinking and reflection as students discuss the qualities they value in a friend or share personal experiences that highlight the importance of friendship.
- e. Allow groups to present their reflections or share their personal stories with the class.

5. Evaluation (10 minutes):

- a. Conduct a class discussion to assess students' understanding of the poem and their ability to analyse and interpret its themes and literary devices.
- b. Use an evaluation rubric to assess students' participation, comprehension, and reflection skills.
- c. Assign a written response task where students individually reflect on the poem, its themes, and their personal connection to it.
- d. Collect and assess the written responses using the evaluation rubric.

Note: The duration of each section may vary based on the classroom dynamics and the students' needs. Adjust the timings accordingly.

Class Teacher sign.

Head Master sign

Subject: English (Third Language)

Grade Level: 6th grade

Chapter: 9 - "Just a Second" (Lesson)

Date:

Teacher:

Objective:

By the end of the lesson, students will be able to:

1. Understand the concept of time and its value.
2. Improve their reading comprehension and vocabulary skills.
3. Develop critical thinking and analytical skills.
4. Enhance their awareness of time management and prioritization.
5. Evaluate their understanding through a group discussion and written response.

Materials:

1. Whiteboard or blackboard
2. Markers or chalk
3. Copies of the lesson "Just a Second"
4. Handouts with comprehension questions and reflection prompts
5. Evaluation rubric

Procedure:

1. Engage (10 minutes):

a. Begin the lesson by asking students to think about the importance of time in their daily lives. Discuss with them the different activities they engage in and how time plays a role in their completion.

b. Introduce the title of the chapter, "Just a Second," and ask students to predict what the lesson might be about based on the title alone. Write their predictions on the board.

2. Explore (15 minutes):

a. Distribute copies of the lesson "Just a Second" to each student.

b. Instruct students to read the lesson silently.

c. After reading, ask comprehension questions to ensure their understanding of the main concepts and ideas presented in the lesson.

3. Explain (20 minutes):

- a. Facilitate a class discussion to explain the concept of time further. Discuss questions such as:
 - What is time, and why is it important?
 - How do we measure time?
 - What are some examples of how we waste or save time in our daily lives?
- b. Discuss the significance of time management and the benefits of prioritizing tasks.
- c. Provide explanations for any challenging vocabulary encountered in the lesson, and encourage students to share their own interpretations of unfamiliar words.

4. Expand (25 minutes):

- a. Divide the students into small groups.
- b. Distribute handouts with comprehension questions and reflection prompts related to the lesson.
- c. In their groups, students should discuss and answer the questions together, and then complete the reflection prompts.
- d. Encourage critical thinking and reflection as students discuss strategies for effective time management and share personal anecdotes about the value of time in their lives.
- e. Allow groups to present their reflections or share their personal stories with the class.

5. Evaluation (10 minutes):

- a. Conduct a class discussion to assess students' understanding of the lesson and their ability to discuss the concepts of time management and reflection.
- b. Use an evaluation rubric to assess students' participation, comprehension, critical thinking, and reflection skills.
- c. Assign a written response task where students individually reflect on the lesson, their personal experiences with time management, and strategies they can implement to make the most of their time.
- d. Collect and assess the written responses using the evaluation rubric.

Note: The duration of each section may vary based on the classroom dynamics and the students' needs. Adjust the timings accordingly.

Class Teacher sign.

Head Master sign

Subject: English (Third Language)

Grade Level: 6th grade

Chapter: "The Clock" (Poem) by Anonymous

Date:

Teacher:

Objective:

By the end of the lesson, students will be able to:

1. Understand the theme and message of the poem "The Clock."
2. Analyse and interpret the literary devices used in the poem.
3. Improve reading comprehension and vocabulary skills.
4. Enhance their understanding of the concept of time and its importance.
5. Evaluate their understanding through a group discussion and written response.

Materials:

1. Whiteboard or blackboard
2. Markers or chalk
3. Copies of the poem "The Clock" by Anonymous
4. Handouts with comprehension questions and reflection prompts
5. Evaluation rubric

Procedure:

1. Engage (10 minutes):

a. Begin the lesson by asking students about their daily routines and activities. Discuss the importance of time in their daily lives and how they rely on clocks or other timekeeping devices.

b. Introduce the title of the chapter, "The Clock," and ask students to predict what the poem might be about based on the title alone. Write their predictions on the board.

2. Explore (15 minutes):

- a. Distribute copies of the poem "The Clock" by Anonymous to each student.
- b. Instruct students to read the poem silently.
- c. After reading, ask comprehension questions to ensure their understanding of the poem's main themes, emotions, and imagery.

3. Explain (20 minutes):

- a. Facilitate a class discussion to analyse the poem. Ask questions such as:
 - What is the main message or theme of the poem?
 - How does the poet describe the concept of time in the poem?
 - What literary devices (e.g., personification, imagery) can you identify in the poem?
- b. Discuss the use of descriptive language and poetic techniques in expressing the passage of time and its impact on our lives.
- c. Provide explanations for any challenging vocabulary encountered in the poem, and encourage students to share their own interpretations of unfamiliar words.

4. Expand (25 minutes):

- a. Divide the students into small groups.
- b. Distribute handouts with comprehension questions and reflection prompts related to the poem.
- c. In their groups, students should discuss and answer the questions together, and then choose one reflection prompt to work on collaboratively.
- d. Encourage critical thinking and reflection as students discuss the significance of time in their lives, share personal anecdotes related to the poem's theme, or write their own verses or stanzas about the passage of time.
- e. Allow groups to share their reflections, stories, or verses with the class.

5. Evaluation (10 minutes):

- a. Conduct a class discussion to assess students' understanding of the poem and their ability to analyse and interpret its themes and literary devices.
- b. Use an evaluation rubric to assess students' participation, comprehension, critical thinking, and reflection skills.
- c. Assign a written response task where students individually reflect on the poem, its themes, and their personal connection to the concept of time.
- d. Collect and assess the written responses using the evaluation rubric.

Note: The duration of each section may vary based on the classroom dynamics and the students' needs. Adjust the timings accordingly.

Class Teacher sign.

Head Master sign