

DIRECTORATE OF EDUCATION, GNCT OF DELHI
ANNUAL SYLLABUS
SESSION: 2026-27
CLASS: VI
Subject: English

<u>Textbook- Poorvi Lesson/Poem</u>	<u>Theme</u>	<u>Activities- Listening/Speaking/Reading/Exploration</u>	<u>Grammar & Writing Skills</u>	<u>Literary Devices</u>	<u>Curricular Goal/ Curricular Competency</u>	<u>Learning Outcomes</u>
LESSON 1- A BOTTLE OF DEW	Importance of hard work. Importance of perseverance. Rules to achieve success.	<p>1. Listening: Students listen to what Madhumati does to her bananas from her plantation and number the events in the correct order in which they happen. (<i>Let us listen, p.10</i>)</p> <p>2. Speaking: (i) Students learn and practice the sound of letter 'S' in different words. (<i>Let us speak, p.10</i>)</p> <p>2. Speaking: (ii) Students discuss the following questions:</p> <ul style="list-style-type: none"> • What does hard work mean to you? • Give three reasons why you think hard work is important. • Share three ideas you would give to someone who needs to work hard. (<i>p.11</i>) <p>3. Exploration: Students find</p>	<p>1.Homophones: Students learn new words from the story and choose four pairs of homophones and write sentences.</p> <p>2.Connecting Words: Students match the phrases in column A with the phrases in column B (<i>page 9</i>).</p> <p>Writing: Students form pairs and complete the description of a banana and use the information to write a few sentences about the fruit. (<i>Let us write, p.11</i>)</p>		<p>CG-3 Students develop the capacity for effective communication using language skills for description, analysis, and response.</p> <p>C-3.2 Writes different kinds of letters and essays in appropriate style and registers for different media for different audiences and purposes.</p> <p>CG-5 Students develop the ability to recognize basic linguistic aspects (vocabulary and sentence structure) and use them in oral and written expression.</p> <p>C-5.1 Identifies the</p>	<p>Students</p> <p>1.Understand the writer's message on hard-work and perseverance.</p> <p>2.Appreciate the importance of choosing the right path to achieve success in life.</p> <p>3.Develop language through different activities.</p>

		out the different varieties of bananas.(<i>Let us explore, p.12</i>))			basic linguistic aspects such as sentence style, punctuation, tense, gender, and parts of speech while reading different forms of literature.	
POEM 1- THE RAVEN AND THE FOX	<p>1. Reading a folk tale for fun - A tale which is passed on from one generation to another and also conveys a message.</p> <p>2. Understanding that Vanity and Flattery can be harmful.</p>	<p>1. Listening: students listen to what the crow did after he lost his food and mark the given statements as True or False. (<i>Let us listen, p.18</i>)</p> <p>2. Speaking: Students narrate the poem in the form of a story. Give a different ending. (<i>Let us speak, p.18</i>)</p> <p>3. Exploration: Students create puppets using origami and narrate the story using them. (<i>Let us explore, p.19</i>)</p>	<p>1. Rhyming Words- Students write the rhyming words from the poem. (<i>Let us learn, p.16</i>)</p> <p>2. Opposite Words: Students complete the table with the opposite words given in the box and make sentences. (p.17)</p> <p>3. Writing: Students write the story they narrated in the form of a conversation. (<i>Let us write, p.18</i>)</p>	Personification, Rhyme Scheme, and Alliteration.	<p>CG-1 Students develop independent reading comprehension and summarising skills of a variety of texts (stories, poems, extracts of plays, essays, articles, and news reports). C-1.1 Identifies main points and summarizes from a careful reading of the text and responds coherently.</p> <p>CG-4 Students explore the structure of different literary devices and forms of literature. C-4.2 Identifies literary devices such as simile, metaphor, personification (the alankaras), hyperbole (athishayokthi), and alliteration (anuprasa) by reading a variety of literature.</p>	<p>Students</p> <p>1. Recite poems with proper pronunciation of word, intonation and diction.</p> <p>2. Understand the relevance of folktales in different cultures.</p> <p>3. Develop appreciation for poetry.</p> <p>4. Learn about Puppets (IKS), appreciate the culture of puppetry in India and its use in education and entertainment.</p>

<p>LESSON 2- RAMA TO THE RESCUE</p>	<p>1. Reading a graphic story— A story that teaches the importance of presence of mind in trying times.</p> <p>2. How to overcome challenges in different situations in life.</p>	<p>1. Listening: Students listen to a security guard making an announcement in the neighbourhood and fill in the blanks. (Let us listen, p.32)</p> <p>2. Speaking: (i) Students listen to the teacher pronounce the contractions of the given words and repeat after the teacher. (Let us speak, p.32)</p> <p>2. (ii) Students discuss why it's important for people to keep their house and themselves safe and tick the suitable reasons.</p> <p>2. (iii) Students use the given hints to share their reasons in complete sentences with the teacher and classmates.</p> <p>2. (iv). Students use the given hints to share three ideas on how people can keep their houses and themselves safe. Share with your classmates and teachers.</p> <p>3. Exploration:</p> <p>(i) Students find out from their teacher or parents what they would do in the situations given on (p 34, <i>Let us write</i>)</p> <p>3. (ii) Students find the right path for the kotwal to catch the thief.</p>	<p>1. Contracted forms of the verbs. Example: I'll, it's, I'd, we're etc. (p.32)</p> <p>2. Exclamatory sentences and Interrogative sentences.</p> <p>3. Adverbs: Example- warmly, gracefully, quickly etc (p.30)</p> <p>4. Present Progressive Tense</p> <p>5. Apostrophe</p> <p>Writing: Students do the role play of the man, and tell the neighbour what had happened in the story in their own words. They write the details as per the hints given (when, where, what, how, why). They may begin this way: My wife and I were about to go to sleep last night when we heard someone... (Let us write, p.34)</p>		<p>CG-1 Students develop independent reading comprehension and summarising skills of a variety of texts (stories, poems, extracts of plays, essays, articles, and news reports).</p> <p>C-1.3 Shows interest in picking up and reading a variety of books</p> <p>CG-5 Students develop the ability to recognize basic linguistic aspects (vocabulary and sentence structure) and use them in oral and written expression.</p> <p>C-5.1 Identifies the basic linguistic aspects such as sentence style, punctuation, tense, gender, and parts of speech while reading different forms of literature</p>	<p>Students-</p> <p>1. Read a story and answer the questions using correct sentences.</p> <p>2. Understand basic structures of grammar.</p> <p>3. Speak four to five sentences in guided format.</p> <p>4. Participate in small conversation based on familiar context.</p> <p>5. Learn to summarize a story.</p>
--	---	--	---	--	--	---

<p>LESSON 3- THE UNLIKE LY BEST FRIEND S</p>	<p>1. The value of having an empathetic heart.</p> <p>2. Importance of the joy found in true friendships</p>	<p>1. Listening: (i) Students listen to a story about ‘Unlikely Friends’. Use exact words from the story to fill up the missing details in the paragraph. (<i>Let us listen, p. 49</i>)</p> <p>1. (ii) Students now, listen to the story again and number the sentences in correct order.</p> <p>2. Speaking: Students talk to their friend and find out the common likes and dislikes. Share the answers with the class. (<i>Let us speak, p.50</i>)</p> <p>3. Exploration: Students attempt the three activities. (<i>Let us explore, p. 51</i>)</p>	<p>1. Opposites- through a crossword puzzle. (p. 47)</p> <p>2. Verbs</p> <p>3. Tenses: Simple Past Tense, Past Progressive Tense and Past Perfect Tense</p> <p>4. Writing: Students write six sentences about their friend with the help of the facts collected in the above task. Mention how they are not only similar but also different. (<i>Let us write, p. 51</i>)</p>		<p>CG-5 Students develop the ability to recognize basic linguistic aspects (vocabulary and sentence structure) and use them in oral and written expression.</p> <p>C-5.1 Identifies the basic linguistic aspects such as sentence style, punctuation, tense, gender, and parts of speech while reading different forms of literature.</p>	<p>Students:</p> <p>1. Read the lesson with comprehension.</p> <p>2. Participate in group discussions</p> <p>3. Develop spoken skills cultivated during group discussions.</p>
---	--	---	---	--	---	--

<p>POEM 2- A FRIEN D'S PRAYE R</p>	<p>1.Importance of friends 2.Value of Friendships.</p>	<p>1. Listening: (i) Students listen to a talk about some outdoor activities that two friends spend their time doing. (<i>Let us listen, p.56</i>) 1. (ii) Students once again listen to the talk about some outdoor activities of the two friends. As they listen, circle the pictures that show these activities.</p> <p>2. Speaking: (i) Students enact the role of friends speaking to each other. They speak about the situations in (<i>Let us speak, p.57</i>) 2. (ii) Students create a new situation and have another conversation. 3. Exploration: (i) Students read the quotations about friendship. (<i>Let us explore, p.58</i>) 3. (ii) Students look for some famous quotations on</p>	<p>1. Grammar: (i) Students select the words that are similar in meaning of being blessed, from the box given. (<i>Let us learn, p. 55</i>). (ii) Students list some qualities of a good friend by completing the vocabulary based fill in the blanks. (<i>Let us learn, p. 55</i>).</p> <p>2. Writing: Students describe how their friendship with their friend started. First list the answers for – When? Where? How? Then, use the sentences to write a short paragraph of about 80 words and give a title to the paragraph. (<i>Let us write, P. 58</i>)</p>	<p>Poetic devices like alliteration, metaphor, repetition, and rhyme scheme in the poem.</p>	<p>CG-4 Students explore the structure of different literary devices and forms of literature.</p> <p>C-4.2 Identifies literary devices such as simile, metaphor, personification (the alankaras), hyperbole (athishayokthi), and alliteration (anuprasa) by reading a variety of literature.</p>	<p>Students: 1.Recite the poem and appreciates the theme. 2.Picks out the new words from the poem and find their meaning. 3.Learn the poetic devices. 4.Answer factual and inferential questions precisely.</p>
--	--	---	---	--	--	---

		friendship; in their own language too. Read and share them with the teacher and classmates. Write one quotation on paper, colour and decorate it. Put it up on the class board.				
LESSON 4- THE CHAIR	1. Difference between real and fake friends 2. Value of friends and friendships	1. Listening: Students listen to Manu talk about her friend, Monika. As they listen, fill in the blanks with words that they hear. (Let us listen, p. 68) 2. Speaking: Students read the qualities of a friend and discuss in pairs. (Let us speak, p.68) 3. Exploration: (i) Students find out more stories about friendship. (ii) Describe the friends by filling in the blanks with suitable words known as the Acrostic Poem. (iii) Complete the task on p.70)	1. Root words 2. Suffixes 3. Adjectives 4. Adjective-noun pairings Creative Writing: Students read messages that Mario has written to his friends Deepa, Guneet and Asma. Now, they choose the correct word given in brackets to complete Mario's message to Guneet. (Let us write, p.69)		CG-3 Students develop the capacity for effective communication using language skills for description, analysis, and response. C-3.1 Listens critically and raises probing questions about social experiences.	Students: 1. Understand the value of having true friends in life. 2. Develop critical thinking skills. 3. Cultivate and nurture feelings of empathy and generosity. 4. Appreciate the narratives on friendship in the Indian Knowledge System that teach profound philosophical, ethical, and social principles, rather than just narrating personal bonds.

LESSON 5- NEEM BABA	<p>1.Learning about the benefits of a NEEM tree.</p> <p>2.Knowing its healing powers.</p>	<p>1. Listening: Students listen to a boy speaking to his mother and select the correct statements. (Let us listen, p. 83)</p> <p>2. Speaking: Students speak about the process of making a card. (Let us speak, p. 83)</p> <p>3. Exploration: Discuss with the teacher and find out which Indian languages the given names belong to. (Let us explore, p.84)</p>	<p>1. Compound Words:</p> <ul style="list-style-type: none"> • Open Compound Words • Closed Compound Words • Hyphenated Compound Words <p>2. Verbs: Students match the verbs in the first column showing action in the present to verbs in the second column showing action in the past. Make a sentence with any one form of the verb. <i>(Let us learn, p. 82)</i></p> <p>3. Writing: Students look at the trees in their neighbourhood and write a paragraph about any one tree that they like. <i>(Let us write, p. 84)</i></p>	<p>Personification</p>	<p>CG-3 Students develop the capacity for effective communication using language skills for description, analysis, and response.</p> <p>C-3.2 Writes different kinds of letters and essays in appropriate style and registers for different media for different audiences and purposes.</p>	<p>Students:</p> <p>1.Read the text with clarity and fluency.</p> <p>2.Understand the central theme of the text.</p> <p>3.Write answers to comprehension and competency-based questions.</p> <p>4.Enrich vocabulary and use new words to form meaningful sentences.</p> <p>5.Develop appreciation for Mother Nature and understand the significance of trees in multiple ways as valued in the Indian Knowledge System.</p>
POEM: 3- WHAT A BIRD THOUGHT	<p>1. Value of empathy</p> <p>2. Understanding others' perspectives.</p>	<p>1. Listening: Students listen to a short poem and fill in the missing words. (Let us listen, p. 90)</p>	<p>1. Adjectives: thin, brown, pointed etc.</p> <p>2. Writing:</p>	<p>Personification , Imagery, Metaphor, Rhyme scheme, and symbolism.</p>	<p>CG-4 Students explore the structure of different literary devices and forms of</p>	<p>Students:</p> <p>1. Develop critical thinking through exploration.</p>

		<p>2. Speaking: Students Speak about the bird they would like to be. (Let us speak, p.90)</p> <p>3. Exploration: Students make a list of all the material used to build their home. Answer the questions given in the activity (Let us explore, p. 91-92)</p> <p>4. Reading: Students recite the poem aloud.</p>	<p>Students read the short paragraph on how the bird perceived the world, discuss with the teacher and classmates and write five sentences. (<i>Let us write, p.91</i>)</p>	<p>Rhyming Words: well-shell etc.</p>	<p>literature. C-4.2 Identifies literary devices such as simile, metaphor, personification (the alankaras), hyperbole (athishayokthi), and alliteration (anuprasa) by reading a variety of literature.</p>	<p>2. Develop comprehension for different figures of speech used in the poem.</p> <p>3. Enhance vocabulary</p>
<p>LESSON 6- SPICES THAT HEAL US</p>	<p>1.Importance of herbs and spices</p> <p>2.Their uses and benefits.</p>	<p>1. Listening: Students listen to the benefits of Tulsi (Holy Basil), a common herb and complete the fact sheet given in the text. (Let us listen, p. 98)</p> <p>2. Speaking: Students talk about the spices and do role play. (Let us speak, p.98)</p> <p>3. Exploration: Students solve the riddles based on the spices they have read about in the lesson. (Let us explore, p.100)</p>	<p>Modal Verbs/Helping Verbs: may, must, should etc. Students match the helping verbs in Column A with their functions in Column B. (Let us learn, p. 97)</p> <p>Writing: 1. Students fill in the blanks, write a short paragraph on Tulsi based on the completed fact sheet in (Let us listen. P. 98)</p> <p>2. Students complete</p>		<p>CG-1 Students develop independent reading comprehension and summarising skills of a variety of texts (stories, poems, extracts of plays, essays, articles, and news reports). C-1.1 Identifies main points and summarizes from a careful reading of the text and</p>	<p>Students: 1.Learn about the uses and availability of different spices. 2.Appreciate the healing and nurturing nature of mother earth. 3.Appreciate the rich Indian culture where nature is valued and treasured under the Indian Knowledge System.</p>

			the paragraphs on the natural cures for cough by using the phrases given in the box. (Let us write, p. 99) 3. Students write a short paragraph on Tulsi based on the completed fact sheet in 'Let us listen'. (Let us write, p.100)		responds coherently.	
--	--	--	--	--	----------------------	--

**Note: Above mentioned Syllabus is to be completed by 05th September 2026.
MID TERM EXAMINATION**

<u>Poorvi Lesson/Poem</u>	<u>Theme</u>	<u>Activities: Listening/Speaking/Writing/Exploration</u>	<u>Grammar & Writing Skills</u>	<u>Literary Devices</u>	<u>Curricular Goal/ Curricular Competency</u>	<u>Learning Outcomes</u>
LESSON 7- A CHANGE OF HEART	1. Enjoyment of Life 2. Love whatever you do even if you are not good at it. 3. Enjoy the little joys of life.	1. Listening: Students listen to an announcement. As they listen, they circle the pair that was chosen to play chess. (<i>Let us listen, p. 110-111</i>) 2. Speaking: Students look at the situations	1. Students make words using Consecutive words. (<i>Let us learn, p. 109</i>) 2. Verbs: Students read the sentences given and circle the verbs then arrange the circled verbs as the first action (old action) or second		CG-3 Students develop the capacity for effective communication using language skills for description, analysis, and response. C-3.1 Listens critically and raises probing	Students: 1. Participate in speaking activities in the lesson. 2. Read the lesson with a focus on details. (theme, vocabulary)

		<p>given, in pairs learn the use of words and phrases 'sorry', 'thank you' and 'please'. (<i>Let us speak, p. 111</i>)</p> <p>3. Exploration: Students read brief bio-sketches of sportspersons from India. (<i>Let us explore, p. 113</i>)</p>	<p>action (new action). (<i>Let us learn, p. 110</i>)</p> <p>3. Past Perfect form of verbs.</p> <p>4. Writing: Students complete a diary entry with the help of the phrases given in the box. (<i>Let us write, p. 112</i>)</p>		<p>questions about social experiences</p>	<p>etc)</p> <p>3. Understand the meaning and importance of sportsmanship relating it to the Indian context as well.</p>
--	--	--	---	--	---	---

POEM 4- THE WINNER	<p>1. Life of various winners of various fields, especially Sports.</p> <p>2. Insight on various games like Kho Kho, Hockey etc.</p>	<p>1. Listening: Students listen to the riddles and write which sport is being referred to in the table. Create their own riddles about their favourite game/sport/activity. (<i>Let us listen, p. 118-119</i>)</p> <p>2. Speaking: Students enact the role of a parent and a child. (<i>Let us speak, p. 121</i>)</p> <p>3. Exploration: Students find out and learn about the native games of their state. (<i>Let us explore, p. 121</i>)</p>	<p>Prepositions – in, into, among, between, over, In front of, behind, from, with, at, for, of.</p> <p>Writing: Students write a paragraph about their playtime, using the clues given. (<i>Let us write, p. 121</i>)</p>	<p>Alliteration, Personification, Rhyme Scheme etc</p>	<p>CG-4 Students explore the structure of different literary devices and forms of literature.</p> <p>C-4.2 Identifies literary devices such as simile, metaphor, personification (the alankaras), hyperbole (athishayokthi), and alliteration (anuprasa) by reading a variety of literature.</p>	<p>Students:</p> <p>1. Recite the poem individually and collectively.</p> <p>2. Answer the factual and inferential question.</p> <p>3. Pick new words from the poem and find their meaning.</p> <p>4. Analyze the meaning of the phrases and expressions in the poem.</p>
---------------------------	--	---	---	---	--	---

<p>LESSON 8- YOGA- A WAY OF LIFE</p>	<p>1. Meaning of Yoga, its benefits 2. Appreciating Yoga and its importance 3. Identifying the various asanas and the way to perform them.</p>	<p>1. Listening: Students listen to a girl talk about practising yoga and select four true statements from the sentences given in the table. (<i>Let us listen, p. 126</i>) 2. Speaking: Students participate in groups of four to share their 'yoga thoughts'. (<i>Let us speak, p. 126</i>) 3. Exploration: Students find out about two asanas and their benefits, and share their findings with classmates and teacher. (<i>Let us explore, p. 127</i>)</p>	<p>Noun & Verb: (Practice, advice) Students complete the sentences by filling in the blanks with the correct use of practice (as a noun) or practice (as a verb). (<i>Let us learn, p. 125</i>)</p> <p>Writing: Students write a short paragraph on 'The Benefits of Yoga'. (<i>Let us write, p. 127</i>)</p>	<p>CG-3 Students develop the ability to recognize basic linguistic aspects (vocabulary and sentence structure) and use them in oral and written expression.</p> <p>C-3.1 Understands the basic linguistic aspects such as sentence style, punctuation, tense, gender, and parts of speech while reading different forms of literature.</p>	<p>Students: 1. Learn new words and the meanings using the dictionary. 2. Skim and scan the text. 3. Connect their strengths to known personalities of Sports and Yoga. 4. Develop appreciation towards the Indian Knowledge System by reflecting ancient holistic practices that integrate physical, mental, and spiritual well-being rooted in the traditions of India.</p>
---	--	---	---	--	---

<p>LESSON 9- HAMARA BHARAT- INCREDIBLE INDIA</p>	<p>1. A story about India and its diversity. 2. Ek Bharat Shreshtha Bharat Programme and its significance.</p>	<p>1. Listening: Students listen to the description of gakkad bharta and complete the notes given in the exercise. (<i>Let us listen, p. 138</i>) 2. Speaking: Students</p>	<p>Present Tense: Students choose words and do the fill ups. (<i>Let us learn, p.137</i>)</p> <p>Writing: Students discuss in pairs the art forms they liked</p>	<p>CG-2 Students explore the form (poetry, prose, drama) and structure of different genres (humour, suspense, tragedy)</p>	<p>Students: 1. Use newly learnt vocabulary while speaking and writing. 2. Make new sentences with those words.</p>
---	--	---	--	--	---

	<p>3. Various Art forms of different states of India</p> <p>4. 4. Heroes of India- freedom fighters, scientists etc.</p>	<p>speak about a local art form of their region. It can be any one out of painting, rangoli, metal craft, embroidery, music, dance or drama. (<i>Let us speak, p. 138</i>)</p> <p>3. Exploration: Students learn about the Madhubani Painting from Bihar. (<i>Let us explore, p. 139</i>)</p>	<p>the most and write a paragraph giving reasons for liking it. (<i>Let us write, p. 139</i>)</p>		<p>and literary devices.</p> <p>C-2.1 Identifies and appreciates different forms of literature (prose, poetry, drama) and styles of writing (narrative, descriptive, expository, persuasive)</p>	<p>3. Participate in small conversations based on familiar context and role plays.</p> <p>4. Learn to appreciate the incredible Bharat for its varied art forms, culture and traditions.</p>
POEM 5- THE KITES	<p>1. Various phases a kite goes through representing the ups and downs of life.</p> <p>2. Various feelings of people watching the kite from below.</p> <p>3. The feeling a kite goes through when it is flying in the sky.</p>	<p>1. Listening: Students listen about the Kite Festival in India and circle the words that are not correct. Then, listen again and write the correct words. (<i>Let us listen, p.148</i>)</p> <p>2. Speaking: Students share a kite- flying experience with their classmates. If they have not flown a kite yet, share an experience of watching kites fly. Give details— Where? When? Why? How? Speak in complete sentences. (<i>Let us speak, p. 149</i>)</p> <p>3. Reading: Students</p>	<p>Vocabulary Building: Movement words -Fly, Drift etc.</p> <p>Writing: Students write a paragraph with the title—I am a Kite. (<i>Let us write, p. 149</i>)</p>	<p>Simile, Alliteration, Rhyme Scheme</p> <p>Cinquain Poem (<i>p. 147</i>)</p>	<p>CG-4 Students explore the structure of different literary devices and forms of literature.</p> <p>C-4.2 Identifies literary devices such as simile, metaphor, personification by reading a variety of literature.</p>	<p>Students:</p> <p>1.Recite the poem</p> <p>2.Develop poetry appreciation</p> <p>3.Pick out the new words from the poem and find their meaning.</p> <p>4.Learn new poetic devices.</p> <p>5.Answer factual and inferential questions precisely.</p> <p>6.Learn about kite flying which is indigenous fun pass- time in India.</p>

		<p>read the poem silently and mark the statements as True or False.</p> <p>4. Explore: Students explore about kites. (<i>Let us explore, p. 149</i>)</p>				
<p>LESSON 10- ILA SACHANI: EMBROIDERING DREAMS WITH HER FEET</p>	<p>1. A woman who embroiders with her feet</p> <p>2. Importance of sheer determination</p> <p>3. You can move mountains if you have determination</p>	<p>1. Listening: Students listen to a talk about Kathiawar embroidery and circle the correct option. (<i>Let us listen, p. 158</i>)</p> <p>2. Speaking: Students write down two questions that they would like to ask Ila Sachani. (<i>Let us speak, p. 158</i>)</p> <p>3. Exploration: Students explore about different types of embroidery.</p>	<p>1. Synonyms: Students match the columns. (<i>Let us learn, p. 156</i>),</p> <p>2. Antonyms: unscramble the antonyms given on p. 157)</p> <p>3. Countable and Uncountable Nouns: Lots, many, much etc: Students fill in the blanks using these nouns.</p> <p>4. Writing: Students create an artwork, write a paragraph describing the artwork created and give it a suitable title. (<i>Let us write, p. 156</i>)</p>		<p>CG-1 Students develop the capacity for effective communication using language skills for description, analysis, and response.</p> <p>C-1.5 Writes different kinds of letters, essays, and reports in appropriate style and registers for different media for different audiences and purposes.</p>	<p>Students:</p> <p>1. Read the lesson aloud with proper expression and pronunciation.</p> <p>2. Develop appreciation for the main character and people who are differently abled.</p> <p>3. Cultivate appreciation for 'embroidery' which is native to India. Learn about different art forms used in embroidery along with the rich culture and tradition of the country representing varied art forms across the nation.</p>

POEM 6- NATIONAL WAR MEMORIAL	1. Remembering the war heroes. 2. Remembering great Freedom Fighters 3. Respect towards the Freedom Fighters and war heroes, our soldiers	1. Reading: Students read the poem aloud, recite it with the teacher and classmates and memorise the poem. (p. 161) 2. Exploration: Students visit the website of the National War Memorial and learn more about it. (Let us explore, p. 161)		Metaphor, Personification, Alliteration, Rhyme, imagery, repetition etc	CG-4 Students explore the structure of different literary devices and forms of literature. C-4.2 Identifies literary devices such as simile, metaphor, personification by reading a variety of literature.	Students: 1. Develop a patriotic attitude towards the country. 2. Appreciate the sacrifices made by the Freedom Fighters for our country. 3. Develop appreciation and gratitude towards the strength and valor of the brave soldiers of the country. 4. Learn vocabulary pertaining to nation, adjectives describing the soldiers and heroism.
<p style="text-align: center;">Note:</p> <ul style="list-style-type: none"> ❖ Above mentioned Syllabus is to be completed by 30th January 2027. ❖ Revision of Syllabus for Annual Examination. ❖ Whole syllabus will be evaluated in the Annual Examination. 						
<p style="text-align: center;">ANNUAL EXAMINATION</p>						