

BRIDGE MONTH PROGRAMME

Grade 6



ENGLISH

Summer

Water

Umbrella

Ice cream



BRIDGE MONTH PROGRAMME

English - Grade 6

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Curriculum Transition - Implementing NCFSE 2023

Bridge Month Programme For Grade 6

English (R2)

Language lies at the centre of human cognitive, social and cultural experiences. Proficiency in languages gives individuals the capacity to comprehend, analyse and relate to their locality, nation and the world. It enables effective communication, which is integral to the formation and functioning of societies and cultures. Language additionally serves as an indispensable tool for the acquiring, accumulating, and advancing of knowledge. The effects and benefits of language learning go far beyond proficiency in the languages themselves.

Language learning is an important aspect of the NCFSE 2023. Multiple studies show that individuals knowing many languages not only gain the ability to communicate with a wider range of people, but also develop expanded cognitive abilities. In addition, they demonstrate improved capacities of cultural awareness and expression, which is among the major competencies considered important to develop among students. This provides them with a sense of their own identity and belonging, as well as an appreciation of other cultural identities.

1. Objectives

Language learning is critical for the development of the individual which is a continuum across stages. The vision for language learning is thus to develop knowledge, appropriate capacities, competencies and desirable moral and democratic values.

The objectives of the bridge programme are:

- to enable students to understand the world around them;
- to develop the ability to express ideas and feelings;
- to develop the reading skills;
- to develop the writing skills;
- to develop the communication skills;
- to help develop vocabulary and grammar in context;
- to enable them to be creative, think critically and be able to use language proficiently;
- to make reading and learning classes full of fun and motivational at the same time;
- to provide customised learning experience

Every child has different learning levels and needs. The learning needs of the students must be understood and accordingly activities can be planned for effective learning

A few activities are:

- Role playing
- Simulating real-to-life situations
- Dramatising and miming
- Interpreting information given in a notice or poster
- Using newspaper clippings
- Using language games, riddles, puzzles and jokes
- Interpreting pictures, sketches or cartoons
- Discussing and sharing ideas
- Narrating and discussing stories, anecdotes, etc.
- Reciting poems
- Working in pairs and groups
- Using media inputs — computer, television, video cassettes, tapes and software packages.



2. Week-wise time table

Week	Time Available in Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1	2 Hr. 40 minutes	R2	R2			R2	library
Week 2	2 Hr.	R2	R2			R2	
Week 3	2 Hr. 40 Minute	R2	R2			R2	library
Week 4	2 Hrs.	R2	R2			R2	

3. Week-wise Activity Plan

Week	Activity-1	Activity -2	Activit-3	Activity-4	Activity-5
Week 1	Reading	Writing	Vocabulary in Context	Grammar in context	Communication skills (conversation, discussion, debate etc.)
Week 2	Reading	Writing	Vocabulary in context	Grammar in context	Communication skills (conversation, discussion, debate etc.)
Week 3	Reading	Writing	Vocabulary in context	Grammar in context	Communication
Week 4	Reading	Writing	Vocabulary in context	Grammar in context	Communication

Pedagogical Process

Learning and teaching of all languages need to be enhanced through innovative and experiential methods, including gamification and apps, by weaving in the cultural aspects of the languages—such as storytelling, films, theatre, poetry and music—and by drawing connections with various relevant subjects and real-life experiences. Thus, the learning and teaching of languages will be based on experiential-learning pedagogy.

Childrens' Life Experiences

Content should be derived from childrens' life experiences and what they enjoy or like. It should also reflect the cultural, geographical and



social context in which the child is developing and growing. Content should be tied to competencies, capacities and values that students need to develop through the stages of schooling. Special care should be taken to avoid the promotion of stereotypes.

Context: The local context and environment is an important consideration for choice of content. Moving from the familiar to unfamiliar; from factual to imaginary (creativity); is an important aspect of learning and the content should contain a balance of both familiar contexts that is a comfort for the children and unfamiliar contexts that should generate curiosity and challenge to their thoughts and preferences.

Make learning fun and joyful!

4. A Few Examples of Activities

Reading

1. Read the passage and answer the questions that follow.

Water—So Precious

Once upon a time, there lived a water fairy in a river along the woods. The water of the river was crystal clear and very sweet. She was very happy playing with all kinds of fish in the river. They were of different sizes, shapes and colours. One day a group of nomads, while crossing the jungle, stopped by the river to take rest and eat food. They found the fish of the river tasty and fulfilling. Instead of moving on, they decided to stay there for some time. As time passed, they settled on the banks of the river. As is true for all the civilisations, the small settlement grew into a small village. They also cleared some portion of the jungle and started farming. They used the river water for all purposes such as irrigation, cooking, bathing, washing, without realising that the water was getting dirty. The water fairy couldn't take it anymore and told the villagers to use the water judiciously and not throw waste into the river. The villagers paid no heed to the wise words of the

fairy. They continued with their activities rather indiscriminately. As a result, the river became dirtier and smaller. The water was no longer potable. One fine day the water fairy left the river as it could no longer stand living in the contaminated river. Now, the villagers were left with a small drain in the name of a river which could not sustain them. The fairy would visit them in their dreams and tell them why they were unhappy and reminded them of their duty.

Tick the correct answer:

Q1. The villagers were not concerned with

- a) the fairy
- b) the river
- c) the jungle
- d) the fish

Q2. Which characteristics of the fairy do you like and why?

Q3. Why does the author say, 'the water was no longer potable'?

Q4. We find such examples of rivers around us. Suggest some ways to make people aware of the importance of water.

Q5. Give antonyms of the words given below: (you may refer to the thesaurus)

- a) dirty
- b) tasty

Q6. Find the words in the passage which means the same as

- a) 'wanderer '
- b) 'not good for drinking'.

Q7. Refer to the dictionary and find out the meaning and the usage of the word 'indiscriminately'. Use it in your own sentence.

Q8. Name any two natural resources.

Q9. What is the lesson we learn from this story?

Q10. How can you all act as water fairies of your area?



2. Recite and enjoy the tongue twister.

I scream

I scream, you scream, we all scream, for ice cream!

Ask students to:

- 1) Try and create some tongue twisters.
- 2) Write down words you find a bit difficult to pronounce.
- 3) See if you can create a tongue twister from them.
- 4) Which kind of words or phrases can twist your tongue (Make it difficult to pronounce)?

3. Read and share the jokes with your friend.

1. Teacher: If you have 5 rupees and you asked your brother to give you another five, how much money would you have?

Manas: 5 only.

Teacher: You can't do simple Math.

Manas: You don't know my brother.

2. Uma: If you have 20 cows and 10 goats. What would you have?

Anand: Lots of milk!

Vocabulary

1. **Words that have different meanings but are pronounced the same or spelled the same are called HOMONYMS.**

- Read the examples and practice saying them aloud.
- Think of other examples and share with your class.
- In groups, create sentences using homonyms in the same sentence.

Weak — Week

Sun — Son

See — Sea



Plane — Plain

There — Their

Fair — Fare

Break — Brake

2. Add one letter to each word to make another word.

- 1) sage
- 2) wore
- 3) mused
- 4) tack
- 5) though
- 6) case
- 7) have
- 8) round
- 9) all
- 10) and
- 11) pin

3. Change one letter in each of the words to make new words. Look at the meanings for help. One has been done for you.

S. No	WORD	NEW WORD	MEANING OF NEW WORD
a	Bold	Cold	Not hot
b	Black		An obstacle
c	Lack		Fortune
d	Lonely		Beautiful
e	Nearby		Almost
f	Sense		Worried
g	Gift		Raise
h	Mouse		An insect
i	Munch		A meal

Listening and Speaking

1. Group Discussion

Have a group discussion on the topic 'water' and how to save it.

The following points may be kept in mind while discussing:

- Water is the source of life.
- Without water there cannot be any life.
- Value of water and need to conserve or save it.

On an A-4 sheet, make an effective poster with a meaningful slogan on 'SAVE WATER'. (Art integration) An example has been shared below:

2. Give instructions to your friend about how to make a greeting card.

- Things you need
 - 1) Colour card sheet papers.
 - 2) A pen
 - 3) Pencil
 - 4) Glue
 - 5) Scissors
 - 6) Scale
- Create your blank card.
- Write your message.
- Cut out different shapes from a different colour to decorate your card.

Grammar in Context

Fill in the blanks with appropriate form of the verb.

- i) Children _____ to the market today. (go)
- ii) They _____ a few bananas from the market . (buy)
- iii) They _____ eating ripe bananas.(enjoy)
- iv) Radhika _____ to the park. (go)
- v) She _____ on the seesaw. (sit)
- vi) She _____ many birds in the sky. (see)



Writing

1. Describe your daily routine in about 10 sentences.

You may use the following words and phrases.

Get up, wash up, tidy up, make my bed, get dressed for school, I have lunch, I play with friends, go to bed etc.

2. Write about your favourite holiday using the following.

I went....

I saw.....

I learnt....

I ate....

I enjoyed....

- Tips
- Use adjectives to add detail to your descriptions.

Write clear and simple sentences

Organise your ideas in short paragraph.

Use so, but, and, because and other linking words.

Library Work

Go to the library and choose story or book and read it.

1. After reading the book or story of their choice, (it could be a common book for the whole class or individual selection) the students can draw posters or cartoon strips of the story. They can either orally describe what is happening in their poster, or they can draw speech bubbles in their cartoon strip that show the characters speaking.

- Role-play activity or skit could be conducted to check learner's understanding of the story.
- Group activity- Each group will be given a plot or a chapter to act. Other group will watch and give their inputs.



5. Assessment (Holistic)

Major Learning Outcomes mapped with the competencies given in NCFSE.	Exemplar Rubrics for Assessment.	Progress of Students (Teachers using the proposed rubrics ensure students progress of learning during this process, and may note their strengths and gaps(if any) and provide support to children to fill the gap.
1. Reads a variety of texts such as (stories, poems, short plays, short talks and authentic materials) and identifies the main ideas, characters and events.	Assess the students on their comprehending the text and meaning making of stories, poems, short plays, short talks and authentic materials using comprehension questions like MCQs, short answer questions, sequencing, putting tick marks, matching and so on.	<ul style="list-style-type: none"> • Portfolios can be used for assessment for learning. • Assessment for learning: If some students are not able to do so, then provide multiple opportunities to engage with the text. • Assessment as learning : provide learners with self assessment rubrics such as check lists.
2. Library: Reads a variety of texts of their own choice.	<ul style="list-style-type: none"> • Reading texts of their own choice and discuss with peers, groups/the teacher. • Participating in 'Reading Mela' and choosing a text of their interest. • Making and displaying book covers, bookmarks, masks, posters, 	<ul style="list-style-type: none"> • Provide different types of texts such as stories, poems, short plays, as per the age, interest and level of the students. • Develop and manage classroom library collectively.

	puppets, etc. based on the reading of the various texts.	
3. Writes short paragraph on different kinds of experiences in contexts such as social events (fairs, festivals, functions and occasions).	Writing a short paragraph on their experience expressing their feelings on personal/ social events (fairs, festivals, functions and occasions).	Assess the students' writing based on their experiences. Maintain a portfolio for assessment. Record your observations and assess them using a rubric.
4. Finds out multiple meanings of familiar/ unfamiliar words with the help of dictionary/ contextual meaning.	<ul style="list-style-type: none"> • Doing a range of vocabulary activities using dictionary. • Reading a variety of texts and listing the new words finding out the contextual meaning and also referring to the dictionary. 	<ul style="list-style-type: none"> • You may assess the students on learning new words from familiar/unfamiliar texts and their ability to infer contextual meaning. • You may take examples from different content areas to assess their use of words in a variety of contexts. • If some students are not able to do so, then you may give a simpler vocabulary activity as per their age, interest and level.

<p>5. Uses rhymes, jokes, riddles and tongue-twisters in speech and writing to make it more interesting and enjoyable.</p>	<p>Examples of jokes, riddles, tongue-twisters and rhymes as per the age, interest and level of the students.</p>	<ul style="list-style-type: none"> • Tools and techniques such as observation, checklist, rubric and portfolio can be used as per the activity to assess the students. • Using rhymes, and other wordplays in word families, role-play, mimicry, dramatisation, recitation and other fun activities.
<p>6. Uses appropriate vocabulary and structure in oral and written expression.</p>	<ul style="list-style-type: none"> • Speaking on different topics with appropriate stress and intonation. • Writing on a given topic with appropriate vocabulary and structure. 	<ul style="list-style-type: none"> • Assess students on their understanding of punctuation marks through a variety of texts. • Through exercises on reading aloud, speaking on different topics, assess students on use of pauses and intonation. • Assess students on usage of parts of speech and gender. • If some students are not able to do so, then multiple opportunities may be provided.

		<ul style="list-style-type: none">• Tools and techniques such as observation, checklist, rubric and portfolio can be used as per the activity to assess the students.
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While the teaching-learning process is going on, it is important for teacher to assess and monitor the student's learning focusing on identifying different levels of learning, appropriateness of the activity for the grade, finding out what the student has learnt. Continuous assessment during teaching-learning will also provide inputs or feedback to teacher to improve the teaching methods.

