Government of Meghalaya
Education Department

DERT
DIRECTORATE OF EDUCATIONAL
RESEARCH & TRAINING

Reach to Teach
FOUNDATION

CM IMPACT
Meghalaya Learning Enhancement Programme

IMPACT

CHIEF MINISTER'S INITIATIVE TO MAXIMIZE PASS ACHIEVEMENT AND CLASSROOM TRIUMPH

CLASS 06

Achieving grade-appropriate learning levels

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Class 6

INDEX

Note for Teachers

Dear Teacher,

The **Meghalaya Class Readiness Programme MCRP**, implemented at the start of this academic year was a **bridge course** which focused on enhancing the learning outcomes and competencies of the previous classes to help achieve the current grade-level outcomes. We sincerely appreciate your dedication, hard work, and commitment to this initiative, ensuring every student moves forward in their learning journey. The MCRP plays a crucial role in ensuring students, particularly those struggling, acquire the necessary competencies to progress through their classes without difficulty.

On completion of the MCRP, in order to assist you in conducting regular classes effectively and to keep the momentum alive, chapter-wise activities will be shared with you throughout the academic year. This will help students attain grade-level learning through experiential, activity-based elements linked to learning outcomes and competencies, and will aid you in reinforcing concepts covered in each chapter. This approach will also encourage students to reflect on and apply what they learn.

While you will be teaching the subject as per your timetable and syllabus, it is suggested that you conduct the given activities along with the chapter you are teaching from the NCERT textbook.

The following are some important points that will help you understand the usage of the modules in a better manner:

- The modules provide **suggestive activities** you can undertake while teaching a chapter. These activities are aligned with the theme/concepts of the chapter and have experiential learning at their core. These are also aligned to specific learning outcomes and competencies, thus helping your students acquire certain skills.

- At the end of each chapter, a competency-based assessment is included to help you identify your students' learning levels and determine areas that may require additional revision. These assessment activities are **aligned with the formative assessments suggested in the Assessment Blueprint** (revised in February 2025).

- A learning level tracker (as given during MCRP) is provided. Please use this to monitor individual students' achievement of learning outcomes and competencies. This will give you a clear picture of how your students are doing and what areas they need extra support in.

If you have any queries, please contact our helpline number: **+91 9205666274.**

Wishing you an engaging and fruitful academic year ahead! Here's hoping your students become independent learners and your classroom interactions remain exciting, learning outcome-driven and without additional burden to you.

Meghalaya Learning Enhancement Programme

ENGLISH

UNIT : 1
Chapter : Who Did Patrick's Homework?

Activity 1 The Magic Pen that Stopped Working

35 mins

Instructions

- Print out the following passage and distribute it in groups. If you are unable to print it, you may write the passage on the board.
- Read out the passage for the students once and if required, explain the passage in the local language.
- Next, ask the students to read the passage and answer the questions below.

The Magic Pen That Stopped Working

Rachel loved writing, but she disliked learning spelling and grammar. One day, she found a magical pen that corrected all her mistakes automatically. Excited, she used it for all her schoolwork without making any effort to learn.
One day, the magic pen suddenly stopped working during an important writing competition. Without its help, Rachel struggled to write correctly. She realised that she had never truly learned anything on her own.
From that day, she decided to practice spelling and grammar herself. She worked hard and, in her next competition, won first prize—without any magic!
Her teacher praised her and said, "Real learning comes from effort, not shortcuts." Rachel smiled, knowing she had gained something far more valuable than a magic pen—the power of knowledge.

Choose the correct answers from the options given:

A. What did Rachel dislike learning?
   a) Mathematics
   b) Spelling and grammar
   c) Science
   d) History

B. What happened to Rachel during the competition?
   a) She lost her notebook
   b) Her magic pen stopped working
   c) She won the first prize immediately
   d) She found another magic pen

C. Why did Rachel struggle when the pen stopped working?
   a) She had forgotten to bring her notes
   b) She never actually learned spelling and grammar
   c) The competition was very difficult
   d) She lost confidence in writing

D. What did Rachel gain in the end?
   a) A new magic pen
   b) A special prize
   c) Real knowledge through effort
   d) A new notebook

Answer the following questions:

E. How did Rachel's magic pen help her?

_____
_____

F. How can we improve our skills without shortcuts?

_____
_____

G. How did Rachel feel after winning the competition without the magic pen?

_____
_____
_____
_____
_____
_____

Activity 2 Nouns and Adjectives

35 mins

Instructions

- Start by revising the concepts of nouns and adjectives. Give students examples to make them understand the use of nouns and corresponding adjectives.
- Write the following sentences on the board and ask students to identify nouns and adjectives in each sentence. Ask them to do the activity in their notebooks.

Identify the nouns and adjectives in the following sentences:

A. The tall tree stood in the middle of the yard.
Noun(s): _____
Adjective(s): _____

B. She wore a beautiful dress to the party.
Noun(s): _____
Adjective(s): _____

C. The quick rabbit ran across the field.
Noun(s): _____
Adjective(s): _____

D. The old man sat on the bench near the beautiful lake.
Noun(s): _____
Adjective(s): _____

E. The bright sun made the day very hot.

Noun(s): _____

Adjective(s): _____

F. My brother has a small dog named Max.

Noun(s): _____

Adjective(s): _____

G. We went on a long hike in the mountains.

Noun(s): _____

Adjective(s): _____

H. The soft pillow was perfect for a nap.

Noun(s): _____

Adjective(s): _____

Activity 3 My School

35 mins

Instructions

- Divide the class into groups.
- Ask students to brainstorm and come up with a list of words related to the school and its surroundings. For example- classroom, playground, principal's office, etc.
- Distribute chart papers and ask each group to write a paragraph on '**My School**' using the words they discussed along with an illustration/picture of the school. If chart papers are unavailable, the activity can be done in a student's notebook or a piece of paper.
- Move around the groups and ensure all students contribute to the group work, so that nobody is left out.
- Give them 20 minutes to prepare their charts and ask each group to present them.
- When one group presents their work, ask the other groups to share their feedback on the presentation. Remind students to be respectful when they share their feedback.
- Finally, share your feedback with the individual groups focusing on the topic and the sentence composition.

Chapter : A House, A Home

Activity 1 House and Home

35 mins

Instructions

- Print out the following poem and distribute it in groups. If you are unable to print it, you may write the passage on the board.
- Read out the passage for the students once and if required explain the passage in the local language.
- Ask the students to read the poem and answer the questions below.

House and Home

A house is made of bricks and beams,
With doors and windows, floors that gleam.
It stands so tall, so strong and wide,
A place where people live inside.

A home is filled with love and care,
With laughter, kindness, joy to share.
It's not just walls or a fancy space,
But warmth and hugs, a loving place.

A house can stand, so big, so new,
But home is made by me and you!

Choose the correct answers from the options given:

A. What is a house made of?
   a) Love and care
   b) Bricks and beams
   c) Happiness and joy
   d) Hugs and warmth

B. What does the poem say about laughter and kindness?
   a) They are only found in big houses
   b) They make a home, not just a house
   c) They are not important
   d) They help build walls and floors

C. Which of the following is **NOT** mentioned in the poem?
   a) Bricks and beams
   b) Floors that gleam

c) Fancy furniture
d) Warmth and hugs

D. What is the main idea of the poem?
a) A house is more important than a home
b) A home is made with love, not just walls
c) A house should be big and strong
d) Windows and doors make a home

Answer the following questions

E. What makes a home different from a house?

_____
_____

F. Why does the poet say, “A home is made by me and you”?

_____
_____

G. In your own words, explain the message of the poem.

_____
_____
_____
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_____
_____

Activity 2 Nouns, Adjectives, Rhyming Words

35 mins

Instructions

- Print out the following poem and distribute it in groups. If you are unable to print it, you may write the passage on the board.
- Read out the poem for the students once and if required explain it in the local language.

My Home

My home is special, warm, and bright,
A place of love, a source of light.
With laughter, joy, and voices sweet,
It's where my heart and family meet.
The walls may stand so strong and tall,
But love and care mean more than all.
No matter where I choose to roam,
There's no place like my lovely home!

- Discuss with them the feelings of safety and love we experience at home. Ask them to think and share about who and what about home makes them feel safe and loved. Ask them about the role of neighbours in creating a feeling of community. What do they like about their neighbours?
- Divide the students into small groups and have them identify and list nouns (along with their types), adjectives, and rhyming words found in the poem. Once they do it ask the groups to share them.
- Correct them if they are wrong and write the list on the board.

Activity 3 Paragraph Writing

35 mins

Instructions

- Write the following jumbled sentences on the board.
- Ask students to unjumble them to form meaningful sentences and arrange them in a sequence:
  - nest live birds in a
  - beautiful home is
  - my tree next there home is a to
  - colourful loud and market is the
  - above a there is chimney house my
  - house this top hill on the is of the
- After they write the sentences in sequence, ask them to pair up and write a paragraph of 8 sentences on **My Home**.
- Ask the pairs to read out their paragraph and share it with the class.

UNIT: 1 Assessment

35 mins

Section A (Literature)

Choose the correct answer from the given options-

1. Who did Patrick think would help him with his homework?
   a) A magician
   b) An elf
   c) A fairy
   d) A robot
2. What problem did the elf face while doing Patrick's homework?
   a) He was too lazy to work
   b) He did not understand human subjects
   c) He wanted Patrick to do everything
   d) He finished it too quickly
3. How did Patrick unknowingly do his homework?
   a) By helping the elf with difficult words and concepts
   b) By copying from his friends
   c) By using a magic book
   d) By skipping school and studying at home
4. Why did Patrick dislike doing homework?

   _____
   _____
5. What deal did Patrick make with the elf?

   _____
   _____
6. How did Patrick's behaviour change by the end of the story?

   _____
   _____
   _____
   _____
   _____
   _____

Section B (Grammar)

Circle the nouns and underline the adjectives in the following sentences:

1. The big dog barked at the stranger.
2. She wore a beautiful dress to the party.
3. We sat on a wooden bench in the park.
4. The tall building has many windows.
5. I found a round table in the old house.

Section C (Writing)

Write a paragraph on 'My Favourite Festival'.

The paragraph should include:

- The name of your favourite festival.
- Explain why it is special to you.
- Write about the customs, traditions (decorations, prayers, rituals, gifts, sweets, etc.), special activities and the description of the way of celebration, followed in your home/neighbourhood.

_____
_____
_____
_____
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_____
_____
_____
_____
_____

UNIT: 1 Answer Key

Section A (Literature)

1. b)
2. b)
3. a)
4. Patrick disliked doing homework because he found it boring and difficult. He preferred playing games like basketball and video games instead of studying.
5. Patrick saved the tiny elf from his cat, and in return, the elf promised to do Patrick's homework for 35 days. However, since the elf did not understand human subjects, Patrick had to help him, which made Patrick work hard unknowingly.
6. By the end of the story, Patrick became more responsible, hardworking, and independent. He started doing his homework regularly, improving in his studies, and became a better student.

Section B (Grammar)

1. Nouns: dog, stranger; Adjectives: big
2. Nouns: dress, party; Adjectives: beautiful
3. Nouns: bench, park; Adjectives: wooden
4. Nouns: building, windows; Adjectives: tall
5. Nouns: table, house; Adjectives: round, old

Section C (Writing)

My Favourite Festival

Since creative writing tasks are subjective in nature, the answers will vary from student to student. Some aspects to consider while evaluating paragraph writing are:

- Is the content relevant to the given prompt or theme?
- Does the paragraph have a clear beginning, middle, and end?
- Are the sentences complete and grammatically correct?
- Does the paragraph avoid excessive repetition?
- Does the student use a range of vocabulary instead of repeating the same words?
- Are common words spelled correctly?
- Is proper punctuation used (capital letters, commas, periods, etc.)?
- Is the paragraph coherent?
- Is there a personal touch or unique perspective in the writing?

Learning Level Tracker

Keep a record of unit assessment results in the tracker.

As you conduct assessments based on the activities suggested, put a tick mark as per the following:

Level 1: Not able to solve problems and having difficulty comprehending the problem

Level 2: Solves most of the problems with external support

Level 3: Solves problems independently

Name of the School:	**UDISE:**
Block:	**District:**
Name of the Teacher:	**Assessment Date:**

Class: 6		Subject: English		
Roll No.	Name of the Student	Unit: 1		
		Chapter:	1. Who Did Patrick's Homework?	
			2. A House, A Home	
		Level 1	Level 2	Level 3

UNIT : 2

Chapter : How the Dog Found Himself a New Master

Activity 1 Leo, the Stray Cat Who Found a Home

35 mins

Instructions

- Print out the following passage and distribute it in groups or write the passage on the board.
- Next, read out the passage for the students once and if required, explain the passage in the local language.
- Ask the students to read the passage and answer the questions below.

Leo, the Stray Cat Who Found a Home

In a quiet forest near a small village, there lived a stray cat named Leo. He was quick, clever, and independent, but he always felt unsafe. The forest was full of dangers—larger animals, harsh weather, and a constant search for food.

One day, Leo decided that he needed a strong friend to protect him.

First, he approached a wild boar. "You are strong and have sharp tusks. Will you be my friend?" Leo asked.

The boar agreed, but soon, they saw a tigress in the distance. The boar's eyes widened in fear, and he quickly ran away, leaving Leo alone.

Leo then went to the tigress. "You are fierce and powerful. Will you be my friend?"

She nodded and stayed with Leo for some time. But one day, they saw a lioness, and the tigress immediately stepped back. "I cannot fight her," she whispered and disappeared into the trees.

Realising that the lioness must be the strongest, Leo approached him. "Will you be my friend?"

She agreed, and for a while, Leo felt safe. But one day, a group of hunters came into the jungle with their weapons. The lioness, despite her strength, fled into the deep forest, afraid of humans.

Leo was shocked. "If even the lioness fears humans, then they must be the strongest!" he thought.

Curious but cautious, Leo moved closer to a nearby village. He watched humans from a distance, noticing how they took care of their animals and fed them.

One evening, Leo was searching for food when he accidentally stepped on a thorn bush. He let out a painful cry and limped toward a small house.

A kind man named Keneth heard his cry and rushed outside. Seeing the injured cat, he gently picked him up and whispered, "You poor thing. Let me help you."

Leo expected that he would hurt him, like some humans he had seen before, but instead, he cleaned his wound, gave him warm milk, and let him rest by the fire.

At first, Leo thought of leaving as soon as he was healed. But something changed. Keneth's house was warm and safe. He gave him food, petted him gently, and spoke to him with love. The days turned into weeks, and Leo no longer wanted to return to the wild.

One night, as Leo curled up in Keneth's, he finally understood. The strongest friend was not the one with power, but the one with kindness and love.

Leo had found his true master—not the strongest, but the kindest!

Choose the correct answers:

A. Why did Leo want to find a strong friend?
   a) He wanted to rule the forest
   b) He wanted protection from danger
   c) He wanted to hunt bigger animals
   d) He was bored and wanted company

B. Why did Leo stop trusting the wild boar?
   a) The boar ran away when it saw the tigress
   b) The boar attacked Leo
   c) The boar did not share food with Leo
   d) The boar led Leo into danger

C. How did Keneth show kindness to Leo?
   a) He built a shelter for him in the village
   b) He gave him food, cleaned his wound, and cared for him
   c) He let him return to the jungle immediately
   d) He took Leo to another town

Answer the following questions:

D. What happened when Leo approached the lioness to be his friend?

_____
_____
_____
_____
_____

E. How did Leo injure his paw?

_____
_____
_____
_____
_____

F. What did Leo first think about humans before meeting Keneth?

_____
_____
_____
_____
_____

Activity 2 Tenses

35 mins

Instructions

- Begin the class by explaining to students about tenses. The following points can be discussed while sharing the concept of Tenses.

Tenses are tools used to express time in a sentence. They indicate when an action or event occurs: the past, present, or future.	
Present Tense:	Describes actions happening now, general truths, or habits.
Past Tense:	Describes actions or events that occurred in the past.
Future Tense:	Describes actions or events that will happen.

- After the explanation, ask students to form a circle.
- Start the activity by calling out a verb (e.g., "run") and a tense (e.g., "past").
- Pass a paper ball to a student. The student must say a sentence using the given verb and tense you have given (e.g., "I ran to school.").
- If the student answers correctly, ask him/her to pass the ball to the next student, and give them a new verb and tense. If any student struggles, encourage them to try again or help them with the correct form.
- After everyone's chance, ask the students to write a different sentence for a verb and tense of their choice.

Activity 3 Story Writing

35 mins

Instructions

- Begin the activity by asking students, "Have you ever gone for a jungle safari?" Let students share their experiences with the whole class.
- Next, divide the students into groups and write the following cues on the board.
  - Dense rainforests, misty atmosphere.
  - An open jeep moving along narrow paths in the cool, fresh air
  - Sightings of elephants, clouded leopards, red pandas, hornbills, and vibrant butterflies.
  - Rustling leaves, distant animal calls, waterfalls gushing in the distance.
- Ask the groups to write a story based on the cues.
- Tell students that each story should have a title and that students can also draw some illustrations based on their story.
- Ask the groups to share their stories with the other groups.

Chapter : The Kite

Activity 1 The Wind

35 mins

Instructions

- Take a printout of the following poem and distribute it in groups or write the poem on the board.
- Ask the students to recite the poem after you. Explain the poem in the local language.
- Ask the students to read the poem on their own and answer the questions below.

The Wind

By Robert Louis Stevenson

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass—
O wind, a-blowing all day long,
O wind, that sings so loud a song!
I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

Choose the correct answers from the options given:

A. What does the poet see the wind doing in the poem?
   a) Carrying clouds
   b) Tossing kites and blowing birds
   c) Whispering in trees
   d) Making waves in the ocean

B. What does the poet compare the wind's movement to?
   a) Running water
   b) A flying bird
   c) Ladies' skirts across the grass
   d) A roaring lion

C. What is the wind described as doing all day long?
   a) Whistling softly
   b) Singing loudly
   c) Whispering gently
   d) Roaring like a lion

Answer the following questions:

D. How does the poet describe the wind's presence in the poem?

_____
_____
_____
_____

E. Why do you think the poet repeats the line "O wind, that sings so loud a song!"?

_____
_____
_____
_____

F. What does the poet suggest about the wind's visibility?

_____
_____
_____
_____

G. Why does the poet mention "ladies' skirts across the grass"?

_____
_____
_____
_____

Activity 2 Similes

35 mins

Instructions

- Write the following sentences on the board.
  - Her smile was **as bright as the sun** on a summer day.
  - The baby's skin felt **as soft as cotton**.
  - He ran **as fast as a cheetah** in the race.
- Underline the similes in the sentences.
- Share the concept of similes with the students.
- Write the following sentences on the board and underline the similes:
  - Her smile was <u>as bright as the sun on a summer day</u>.
  - The baby's skin felt <u>as soft as cotton</u>.
  - He ran <u>as fast as a cheetah</u> in the race.
- Explain that similes compare two different things using like or as to create vivid imagery. Give more examples: "Her voice was like music to my ears." You can share the following with the students:

Teacher Note

A **simile** is a **figure of speech** that compares two different things using the words **"like"** or **"as"** to highlight similarities between them. It is used to create vivid imagery and make descriptions more expressive.

Key Features of Similes:

- Comparison Between Two Things
  - A simile always compares one thing to another that is different but shares a common quality.
  - Example: *Her hair was as soft as silk*.
- Use of "Like" or "As"
  - Similes must include the words "like" or "as" to make the comparison clear.
  - Example: *The boy was as fast as a cheetah*. The word "as" connects the boy and cheetah in terms of speed.
- Creates Vivid Imagery
  - Similes help readers visualise or imagine something more clearly.
  - Example: *The stars twinkled like diamonds in the sky*. This makes us imagine bright, shining stars just like sparkling diamonds.
- Makes Writing More Engaging
  - Similes make descriptions more fun and interesting to read.
  - Example: *Her voice was as sweet as honey*. This helps us feel that the voice is pleasant and soothing.
- Used in Everyday Language & Literature
  - Similes are commonly used in poems, stories, and conversations to describe things in a creative way.
  - Example: *The baby slept like a log*. This means the baby was sleeping very deeply.

- Simile Charades: Write different similes on slips of paper (e.g., as tall as a giraffe, as cold as ice).
- Call students one by one to act them out while the class guesses the comparison.
- If time allows, write the following sentences on the board and ask students to fill in the blanks with similes:

A. The old man's memory was as faded as _____.
B. Her eyes sparkled like _____.
C. The city at night was as bright as _____.
D. The soldier stood as fearless as _____.
E. His voice was as deep as _____.
F. The abandoned house looked as lonely as _____.
G. The little boy's curiosity was like _____.
H. The marathon runner was as determined as _____.
I. The sky before the storm was as dark as _____.
J. The magician's hands moved as quickly as _____.

Activity 3 Story Writing

35 mins

Instructions

- Divide the class into groups and distribute chart papers or white papers.
- Write the following story starters under each theme on the board.
- Then assign one theme to each group and ask them to write a story based on the starters.
- Mention that the stories should have a title with an illustration.

Mystery & Suspense "Every night at exactly midnight, a strange shadow appeared outside my window. At first, I thought it was my imagination, but one night, I decided to find out the truth..."	**Kindness & Helping Others** "It all started with a small, injured puppy lying outside my door. I didn't know that helping it would lead me to the biggest adventure of my life..."	**Fantasy and Magic** "A young girl finds a secret door in her house that leads to a world where animals talk and dreams come true."	**Adventure and Exploration** "A group of friends discover a hidden cave while on a school trip and finds ancient drawings that tell a mysterious story."

- Once the groups complete the activity ask them to share their story with the class.

UNIT: 2 Assessment

35 mins

Section A (Literature)

Choose the correct answer.

1. Why did the dog decide to find a new master?
   a) He was tired of living alone.
   b) He wanted to be the strongest animal.
   c) He was afraid of other wild animals.
   d) He was looking for food.
2. Why did the dog stop serving the bear?
   a) The bear was not strong enough.
   b) The bear attacked the dog.
   c) The dog found a better master in a tiger.
   d) The bear feared the lion.
3. Why did the dog leave the lion as his master?
   a) The lion was too lazy
   b) The lion was afraid of humans.
   c) The lion attacked the dog
   d) The dog wanted a different lifestyle
4. How does the poet describe a new kite in the poem?
   a) Shiny and bright
   b) Old and torn
   c) Dark and dull
   d) Heavy and slow
5. Who did the dog first choose his master? Why did he leave him?

   _____
   _____
   _____
   _____

6. Why did the dog choose the man as his final master?

   _____
   _____
   _____
   _____

7. Which words in the poem describe the movement of the kite?

   _____
   _____
   _____
   _____

8. What happens to an old kite that gets caught in a tree?

   _____
   _____
   _____
   _____

Section B (Grammar)

Fill in the blanks with the correct tense of the verb given in brackets.

1. The dog ___ (want) to find a master who was the strongest.
2. He ___ (leave) the wolf because it was afraid of the bear.
3. Tomorrow, the dog ___ (follow) his master into the forest.
4. Next Monday, she _____(leave) for Mumbai.
5. Rose _____(go) for music class every Saturday.
6. Daniel _____(bake) cake for his friends on their birthdays.

Section C (Writing)

Read the beginning of the story carefully. Give it a suitable title and use your imagination to complete it in 10 sentences. Make sure to include a proper conclusion.

One evening, Sally was walking home from school when she heard a soft whimpering sound. She looked around and saw a tiny puppy sitting alone near a tree. It was shivering and looked scared. Meera bent down and said, "Where is your home, little one?" But the puppy just wagged its tail and looked at her with big, sad eyes.....

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

UNIT: 2 Answer Key

Section A (Literature)

1. a)
2. d)
3. b)
4. a)
5. The dog first chose a wolf as his master because he thought the wolf was strong and fierce. However, he soon realised that the wolf was afraid of the bear. Since the dog wanted a master who was the strongest and feared no one, he decided to leave the wolf and follow the bear instead.
6. The dog chose the man as his final master because the man feared none and was the strongest.
7. The words in the poem The Kite by Harry Behn that describe the movement of the kite:
   - "Soars" – when the kite flies high in the sky.
   - "Climbs" – when the kite rises upward.
   - "Pulls" – showing the force of the wind on the kite.
   - "Dips" – when the kite moves downward.
   - "Flaps" – when the kite shakes in the wind.
   - "Falls" – when the kite comes down.

   These words vividly illustrate the kite's graceful and playful movement in the sky.
8. When an old kite gets caught in a tree, it becomes torn and rugged, hanging lifelessly. It no longer soars beautifully in the sky but instead flutters helplessly as the wind blows. This represents the end of its journey, contrasting with its earlier graceful movements.

Section B (Grammar)

1. wanted
2. left
3. will follow
4. will leave
5. goes
6. bakes

Section C (Writing)

Sally and the Lost Puppy

Since creative writing tasks are subjective in nature, the answers will vary from student to student. Some aspects to consider while evaluating story writing are:

- Does it have a clear theme or message?
- Are the characters well-developed and interesting?
- Does the story have a clear beginning, middle, and end?
- Is the vocabulary appropriate and varied?
- Are sentences well-formed and grammatically correct?
- Is punctuation used correctly?
- Does it evoke emotions or leave a lasting impact?

Learning Level Tracker

Keep a record of unit assessment results in the tracker.

As you conduct assessments based on the activities suggested, put a tick mark as per the following:

Level 1: Not able to solve problems and having difficulty comprehending the problem

Level 2: Solves most of the problems with external support

Level 3: Solves problems independently

Name of the School:	**UDISE:**
Block:	**District:**
Name of the Teacher:	**Assessment Date:**

Class: 6		Subject: English		
Roll No.	Name of the Student	Unit: 2		
		Chapter:	1. How the Dog Found Himself a New Master	
			2. The Kite	
		Level 1	Level 2	Level 3

UNIT : 3
Chapter : Taro's Reward

Activity 1 John and the Golden Award

35 mins

Instructions

- Print out the following passage and distribute it in groups or write the passage on the board.
- Read out the passage for the students once and if required, explain the passage in the local language.
- Finally, ask the students to read the passage and answer the questions below.

John and the Golden Award

In a small village near the Jaintia Hills, lived a kind woodcutter named John. He worked hard every day, cutting wood in the forest to sell in the market. Though he was poor, he always helped those in need and took great care of his elderly parents.

One day, while chopping wood, he heard a soft cry. Following the sound, he found a little bird trapped in a thorny bush. Carefully, he freed the bird and placed it on a safe branch. The bird chirped happily and flew away.

The next morning, as John returned to the forest, he found a beautiful golden fruit lying near the same tree where he had saved the bird. He took it home and shared it with his parents. To their surprise, the fruit was sweeter than anything they had ever tasted. The next day, John found another golden fruit, and soon, he had enough to sell at the market. People loved the rare fruit, and John earned enough money to build a better home for his family.

Hearing about his fortune, a greedy man from the village rushed to the forest, hoping for the same reward. He searched for a trapped bird but found none. Frustrated, he caught a small bird and placed it in the bush, pretending to rescue it. However, the next day, he found only dry leaves where he had expected golden fruit.

John's kindness and honesty had been rewarded, while the greedy man received nothing for his selfishness.

Choose the correct answers from the options given:

A. What did John do for a living?
   a) He was a fisherman
   b) He was a farmer
   c) He was a woodcutter
   d) He was a merchant

B. What reward did John receive for his kindness?
   a) A bag of gold coins
   b) A magical axe
   c) A golden fruit
   d) A talking bird

C. Who rushed to the forest for the golden fruit?

a) John's son.
b) A woman from the village.
c) John's cousin.
d) A greedy man from the village.

D. What kind of person was John?

_____
_____
_____
_____

E. How did John help the bird?

_____
_____
_____
_____

F. What did the greedy man find instead of a golden fruit?

_____
_____
_____
_____

Activity 2 Adjectives

35 mins

Instructions

- Begin the class with a discussion on adjectives.
- Revise the concept of adjectives with examples.
- Mention the types of Adjectives and their usage.
- You may consider the following points

Concept of Adjectives
An **adjective** is a word that describes or modifies a noun or a pronoun. It gives more information about the quality, quantity, size, shape, colour, age, feeling, origin, or material of a noun.

Type of adjective	Purpose	Examples	Usage in a Sentence
Descriptive	Describe a noun's quality or characteristic	beautiful, tall, happy, cold, soft	The blue sky looks beautiful today.
Quantitative	Talk about the quantity or amount of a noun	some, few, many, all, several, twelve	I have three apples in my basket.
Demonstrative	Point out specific nouns	his, that, these, those	That book is very interesting.

Possessive	Show ownership or possession	my, your, his, her, our, their	Her dress is very elegant.
Interrogative	Used to ask questions	Which, what, whose	Which colour do you like the most?
Proper	Derived from proper nouns, showing origin or nationality	Indian, American, French, Shakespearean	I love Indian food.
Distributive	Refer to individual nouns within a group	each, every, either, neither	Each student must complete the assignment.
Comparative and superlative	Compare two or more nouns	- Positive Degree: Describes one noun (e.g., tall) - Comparative Degree: Compares two nouns (e.g., taller) - Superlative Degree: Compares more than two nouns (e.g., tallest)	- She is tall. (Positive) - She is taller than her brother. (Comparative) - She is the tallest girl in the class. (Superlative)

- Write the following sentences on the board and ask students to fill in the blanks with the correct type of adjective in their notebooks.
  A. I have _____ pencils in my bag. (Quantitative)
  B. She wore a _____ dress to the party. (Descriptive)
  C. _____ book is yours? (Interrogative)
  D. We saw a _____ elephant at the zoo. (Descriptive)
  E. My mother made _____ delicious cookies for us. (Possessive)
  F. _____ apples are fresh and juicy. (Demonstrative)
  G. He gave me _____ advice before my exam. (Quantitative)
  H. The _____ baby slept peacefully in the cradle. (Descriptive)
  I. _____ house is bigger, yours or mine? (Interrogative)
  J. They invited us to _____ wedding. (Possessive)

Activity 3 Paragraph Writing

35 mins

Instructions

- Divide the class into 5 groups and distribute white paper or they may write in their notebooks
- Assign a theme to each group and ask them to write a paragraph on it.
- Ask the groups to discuss the points and write a paragraph of 10 sentences on the theme.
- Write the pointers for each theme on the board.

Hard Work and Dedication

- Hard work leads to success and self-satisfaction.
- Dedication helps overcome obstacles and achieve goals.
- Examples from real life (e.g., scientists, athletes, or historical figures like APJ Abdul Kalam).
- Hard work is always rewarded, even if results take time.

Love and Respect for Parents and Elders

- Parents and elders guide us with their wisdom and experience.
- Showing love and respect through words and actions (listening, helping, caring).
- Small gestures, like spending time with them, show appreciation.
- Stories or examples (e.g., Taro's Reward teaches respect for parents).

Kindness and Generosity

- Kindness makes the world a better place.
- Generosity is about giving without expecting anything in return.
- Even small acts of kindness, like helping a friend or feeding a stray animal, matter.
- Kindness spreads positivity and strengthens relationships.

Honesty

- Honesty builds trust and credibility.
- Telling the truth, even in difficult situations, is important.
- Lies may bring temporary benefits but lead to bigger problems.

Friendship

- True friendship is based on trust, support, and loyalty.
- A good friend stands by us in happy and tough times.
- Friendship teaches sharing, understanding, and forgiveness

- As the groups complete the activity, ask them to share the paragraphs with other groups.
- Share your feedback for each group.

Chapter : The Quarrel

Activity 1 A Silly Fight

35 mins

Instructions

- Take a printout of the following poem and distribute it in groups or write the poem on the board.
- Ask the students to recite the poem after you. Explain the poem in the local language
- Then ask the students to read the poem on their own and answer the questions below.

A Silly Fight

We had a fight, my brother and I,
I don't know how, I don't know why.
It started small, a silly thing,
Yet felt so big, like everything!
We crossed our arms and turned away,
Refused to talk the whole long day.
But deep inside, it felt so wrong,
The day without him felt too long.
Then came a smile, soft and bright,
He said, "Let's not fight tonight."
I laughed and nodded, "You are right!"
And just like that, we made things right.
No fight can break the love we share,
Through ups and downs, we're always there.
A little quarrel may come and go,
But love between us will always grow.

Choose the correct answer from the options given:

A. What was the fight about in the poem?
   a) A serious mistake
   b) A silly, small thing
   c) A lost toy
   d) A school assignment

B. How did the quarrel make the speaker feel?
   a) Happy and excited
   b) Sad and uneasy
   c) Proud and confident
   d) Indifferent and careless

C. Who took the first step to end the quarrel?
   a) The poet
   b) A friend
   c) The poet's brother/sibling
   d) Their mother

D. What change in behaviour helped resolve the quarrel?

_____
_____
_____
_____
_____

E. Do small quarrels weaken or strengthen relationships? Why?

_____
_____
_____
_____
_____

F. Why do you think the sibling decided to make peace first?

_____
_____
_____
_____
_____

Activity 2 Adverbs

35 mins

Instructions

- Begin the class with some questions.
- Ask the students the following questions.
  - How does the cuckoo sing?
  - When do you wake up in the morning?
  - How does the rabbit run?
- Write the answers in sentences on the board.
- Underline the adverbs in the sentences and explain how they describe the verbs in the sentences.
- Explain the concept of adverbs with examples of each kind.
- You can refer to the following note while explaining the concept.

Teacher's Note:

Adverbs: An adverb is a word that modifies a verb, an adjective, or another adverb by giving more information about how, when, where, or to what extent an action is performed.

Example Sentences:

- She ran quickly. *(modifies the verb "ran" – tells how she ran)*
- This is a very tasty cake. *(modifies the adjective "tasty" – tells to what extent)*
- He speaks quite clearly. *(modifies another adverb "clearly" – tells to what extent)*

Types of Adverbs			
Types of Adverbs	**Purpose**	**Examples**	**Usage in a Sentence**
Adverb of Manner (How?)	Describes how an action is done.	slowly, quickly, happily, sadly, loudly	She danced gracefully.
Adverb of Time (When?)	Tells when an action happens.	yesterday, today, soon, now, later	We will leave tomorrow.
Adverb of Place (Where?)	Tells where an action happens.	here, there, everywhere, outside, inside	The children are playing outside.
Adverb of Frequency (How often?)	Tells how often an action occurs.	always, never, sometimes, often, rarely.	She always arrives on time.
Adverb of Degree (To what extent?)	Describes the intensity or degree of an action, adjective, or another adverb.	very, too, quite, almost, fully	She is very tired.

- Make some flashcards with adverbs and verbs.
- Divide the class into 5 groups.
- Distribute a set of adverbs and verbs in the groups.
- Ask the groups to match the verbs with the adverbs and construct sentences.
- Mention that each group will make 5 sentences
- Make a scoreboard on the board and mention that there will be a competition within the groups.
- All the groups will read out the sentences. The group which will construct meaningful sentences will be the winner.

Activity 3 Paragraph Writing

35 mins

Instructions

- Begin the activity with a question, *"What comes to your mind when you think of spring?"*
- Encourage responses about weather, nature, festivals, animals, and feelings.
- Next, say a word related to spring (*flowers*), and students take turns adding related words (*bloom, colourful, bees, sunshine*).
- Write all responses on the board, grouping them into categories (weather, nature, festivals, activities).
- Share the structure for the paragraph and ask students to write a paragraph on spring using the written cues on the board:
  - Introduction – What is spring? Why is it special?
  - Description – Weather, blooming flowers, festivals, and activities people enjoy.
  - Personal Experience – What do you like about spring?
  - Conclusion – A final thought about the beauty of spring.
- After writing, pair students up and ask them to read each other's paragraphs. They must highlight one word or sentence they liked in their partner's work.

UNIT: 3 Assessment

35 mins

Section A (Literature)

Choose the correct answer from the options given:

1. Taro earned very little money because
   a) He did not work hard.
   b) The price of wood was very low.
   c) The villagers didn't need wood.
   d) Taro was too young to earn more.
2. Taro decided to earn extra money
   a) to live a more comfortable life.
   b) to buy his old father some sake.
   c) to repair the cracks in the hut.
   d) to save money for the future.
3. The neighbour left Taro's hut in a hurry because
   a) she was delighted with the drink.
   b) she was astonished to hear Taro's story.
   c) she wanted to tell the whole village about the waterfall.
   d) She wanted to get more magical drink.
4. What was the quarrel about?
   a) A broken toy
   b) A small disagreement
   c) A lost book
   d) A misunderstanding with a friend
5. Who took the first step to end the quarrel?
   a) The speaker
   b) The sibling
   c) Their mother
   d) A friend
6. What did Taro's father wish for on the cold evening?

   _____
   _____
   _____
   _____

7. How did the Emperor reward Taro for his kindness?

   _____
   _____
   _____
   _____

8. How did the speaker react when the quarrel was resolved?

_____
_____
_____
_____

9. In your opinion, why is it important to apologise after a fight?

_____
_____
_____
_____

Section B (Grammar)

Complete the sentences by choosing the correct adjective or adverb:

1. She looked _____ (happy/happily) when she won the prize.
2. The baby slept _____ (peaceful/peacefully) in the cradle.
3. Ron is a _____ (brave/bravely) soldier who fights for his country.
4. He spoke so _____ (soft/softly) that we could barely hear him.
5. The dog barked _____ (angry/angrily) at the stranger.
6. It was a _____ (cold/coldly) morning, so we wore sweaters.
7. The children played _____ (cheerful/cheerfully) in the park.
8. My grandmother tells _____ (interesting/interestingly) stories.
9. The train arrived _____ (late/lately) at the station.
10. This road is very _____ (narrow/narrowly), so drive carefully.

Section C (Writing)

Write a paragraph on your favourite season. (10 sentences)

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

UNIT: 3 Answer Key

Section A (Literature)

1. b)
2. b)
3. c)
4. b)
5. b)
6. Taro's father wished for a cup of warm sake, a Japanese drink, on a cold evening to make him feel warm and comfortable.
7. The Emperor rewarded Taro for his kindness and obedience by giving him twenty pieces of gold. He also ordered that a fountain be built in Taro's honour to inspire other children to respect and care for their parents.
8. The speaker felt happy and relieved when the quarrel was resolved. The anger and hurt disappeared, and they realised that making peace was more important than the fight.
9. Apologising after a fight is important because it helps mend relationships, removes negative feelings, and shows maturity. It also strengthens trust and understanding, making it easier to move forward with kindness and peace.

Section B (Grammar)

1. happy
2. peacefully
3. brave
4. softly
5. angrily
6. cold
7. cheerfully
8. interesting
9. late
10. narrow

Section C (Writing)

My Favourite Season

Since creative writing tasks are subjective in nature, the answers will vary from student to student. Some aspects to consider while evaluating paragraph writing are:

- Is the content relevant to the given prompt or theme?
- Does the paragraph have a clear beginning, middle, and end?
- Are the sentences complete and grammatically correct?
- Does the paragraph avoid excessive repetition?
- Does the student use a range of vocabulary instead of repeating the same words?
- Are common words spelled correctly?
- Is proper punctuation used (capital letters, commas, periods, etc.)?
- Is the paragraph coherent?

Learning Level Tracker

Keep a record of unit assessment results in the tracker.

As you conduct assessments based on the activities suggested, put a tick mark as per the following:

Level 1: Not able to solve problems and having difficulty comprehending the problem

Level 2: Solves most of the problems with external support

Level 3: Solves problems independently

Name of the School:	**UDISE:**
Block:	**District:**
Name of the Teacher:	**Assessment Date:**

Class: 6		Subject: English		
Roll No.	Name of the Student	Unit: 3		
		Chapter:	1. Taro's Reward	
			2. The Quarrel	
		Level 1	Level 2	Level 3

UNIT : 4
Chapter : An Indian-American Woman in Space: Kalpana Chawla

Activity 1 Sunita Williams

35 mins

Instructions

- Print out the following passage and distribute it in groups or write the passage on the board.
- Next, read out the passage for the students once and if required, explain the passage in the local language.
- Ask the students to read the passage and answer the questions below.

Sunita Williams

Sunita Williams is an Indian American astronaut who has inspired people worldwide. Born in the United States to Indian and Slovenian parents, she worked hard to become a pilot and later joined NASA. She has spent many days in space, conducting experiments and even walking outside the spacecraft. Sunita holds the record for spending the longest time in space as a woman. Her journey teaches us that with hard work and courage, we can achieve great things. She continues to encourage young students to dream big and explore new possibilities in science and space.

Apart from her achievements in space, Sunita Williams is also known for her love of adventure and sports. She has also completed a marathon while in space, running on a treadmill aboard the International Space Station. Her story reminds us that success comes not only from intelligence but also from dedication, passion, and a never-give-up attitude.

Choose the correct answers:

A. What is Sunita Williams known for?
   a) Being the first woman on the moon
   b) Spending many days in space and conducting experiments
   c) Inventing a new spacecraft
   d) Being the youngest astronaut in NASA

B. What is Sunita Williams' connection to India?
   a) She was born in India
   b) She studied in an Indian university
   c) Her father was of Indian origin
   d) She worked in the Indian Space Research Organisation (ISRO)

C. How did Sunita Williams complete a marathon in space?
   a) By running inside the spacecraft
   b) By running on a treadmill aboard the International Space Station
   c) By floating around in zero gravity
   d) By using a virtual reality headset

D. How did Sunita Williams inspire young students?

_____
_____
_____

E. Why is Sunita Williams's story an example of dedication and passion?

_____
_____
_____

Activity 2 Opposites with Prefixes

35 mins

Instructions

- Begin the class with a discussion on opposite words with prefixes.
- Share the concept by giving examples focusing on the use of prefixes.
- You can refer to the note given below.

Teacher's Note:

Concept of Opposites with Prefixes – Prefixes are letters added at the beginning of a word to change its meaning. Some prefixes create **opposites** by giving the word a **negative or reverse meaning**. This helps in expanding vocabulary and understanding word formation in English.

Common Prefixes That Form Opposites:

1. **un-** (not, opposite of)
   - Happy → *Unhappy*
   - Fair → *Unfair*
2. **in**- (not)
   - Correct → *Incorrect*
   - Visible → *Invisible*
3. **im**- (not – used before words starting with 'm' or 'p')
   - Possible → *Impossible*
   - Polite → *Impolite*
4. **il**- (not – used before words starting with 'l')
   - Legal → *Illegal*
   - Literate → *Illiterate*
5. **ir**- (not – used before words starting with 'r')
   - Regular → *Irregular*
   - Responsible → *Irresponsible*
6. **dis**- (opposite of, not)
   - Agree → *Disagree*
   - Honest → *Dishonest*

7. **mis**- (wrongly, badly)
   - Understand → *Misunderstand*
   - Lead → *Mislead*
8. **non**- (not)
   - Fiction → *Nonfiction*
   - Sense → *Nonsense*

- Write root words on the board.
- Divide the class into two teams.
- One student from each team runs to the board, adds the correct prefix, and writes the opposite word.
- After matching, students must use both the word and its opposite in meaningful sentences.
- You can refer to the list below.

Root Word	Opposite with Prefix
Happy	Unhappy
Lucky	Unlucky
Fair	Unfair
Kind	Unkind
Able	Unable
Polite	Impolite
Possible	Impossible
Patient	Impatient
Proper	Improper
Legal	Illegal
Correct	Incorrect
Complete	Incomplete
Active	Inactive
Visible	Invisible
Direct	Indirect
Honest	Dishonest
Agree	Disagree
Appear	Disappear
Obey	Disobey
Connect	Disconnect
Like	Dislike
Understand	Misunderstand

Lead	Mislead
Use	Misuse
Trust	Mistrust
Behave	Misbehave

Activity 3 Paragraph Writing

35 mins

Instructions

- Begin the activity with the question, “What do you want to be when you grow up?”
- Ask the students what they aspire to become. You can refer to the points given below for discussion.

Discussion Points

- Dream and Ambition – Think about what excites you and what you enjoy doing. Your dreams can shape your future career.
- Interest and Passion – Choose something you love, whether it's science, art, teaching, sports, or technology.
- Skills and Strengths – Identify your strengths and talents.
- Role Models – Look up to successful people in your field of interest. Their journey can inspire and guide you.
- Education and Learning – Every career requires knowledge and skills. Focus on studying and gaining experience in the field you choose.
- Helping Others – Many professions, like doctors, teachers, and social workers, help people. Think about how you can make a difference.

- Encourage them to choose a profession. Give some examples.
- Write some keywords related to the professions on the board.
- Ask the students to write a paragraph with 10 sentences on ‘What do I want to be when I grow up!’

Chapter: Beauty

Activity 1 The Beauty Around Us

35 mins

Instructions

- Print out the following poem and distribute it in groups or write the passage on the board.
- Read aloud the poem for the students once and if required, explain the passage in the local language.
- Ask them to recite the poem after you.
- Finally, ask the students to read the poem and answer the questions below.

The Beauty Around Us

Beauty shines in the golden sun,
In laughter, joy, and work well done.
It hums in rivers, soft and bright,
And dances with the stars at night.
It whispers in the gentle breeze,
In rustling leaves and swaying trees.
It lives in kindness, hearts so true,
In every thoughtful deed we do.
Not just in faces, bright and fair,
But in the love we choose to share.
Beauty is found in what we see,
And deep within, in you and me

Choose the correct answer from the options:

A. According to the poem, where can beauty be found?
   a) Only in nature
   b) Only in people's faces
   c) In nature, kindness, and good deeds
   d) Only in the stars

B. How does beauty "whisper" in the poem?
   a) Through the sounds of birds singing
   b) Through the gentle breeze and rustling leaves
   c) Through the bright colours of flowers
   d) Through the sound of thunder

C. What is the main message of the poem?

a) Beauty is only found in physical appearance

b) Beauty exists everywhere, in nature, actions, and thoughts

c) Beauty is something rare and hard to find

d) Only rich and famous people can be beautiful

D. How does the poem describe beauty in nature?

_____

_____

_____

_____

E. According to the poem, how can beauty be found in actions?

_____

_____

_____

_____

F. What is the deeper meaning of beauty as mentioned in the poem?

_____

_____

_____

_____

Activity 2 Phrases

35 mins

Instructions

- Begin the class with a discussion on phrases.
- Share the concept of phrases with examples and focus on their uses. You can refer to the notes given below.

Teacher's Note

Concept of Phrases

A **phrase** is a group of words that work together to give meaning but do **not** form a complete sentence because they lack a subject-verb combination. Phrases help add detail and meaning to sentences.

Types of Phrases:

1. **Noun Phrase** – Acts as a noun in a sentence.
   Example: *The beautiful garden* is full of flowers.
2. **Verb Phrase** – Contains a main verb and helping (auxiliary) verbs.
   Example: She *is writing* a story.
3. **Adjective Phrase** – Describes a noun or pronoun.
   Example: The house *with the red door* is mine.

4. **Adverb Phrase** – Describes a verb, adjective, or another adverb.
   Example: She spoke *in a soft voice*.
5. **Prepositional Phrase** – Begins with a preposition and shows direction, place, or time.
   Example: The book is *on the table*.

- Divide students into groups.
- Provide each group with a mix of phrase cards (e.g., a bright morning, is running fast, in the garden).
- Ask them to categorise the phrases into **noun phrases, verb phrases, adjective phrases, adverb phrases, and prepositional phrases**.
- You can refer to the list of phrases given below.
- Ask the groups to make sentences with the phrases and share them with the larger group.

List of Phrases by Type

A. Noun Phrases (Acts as a noun in a sentence)
- A bright morning
- The tall building
- My best friend
- An interesting book
- A basket of fruits

B. Verb Phrases (Contains a main verb and helping verbs)
- Is singing beautifully
- Has been working hard
- Will be going soon
- Can solve the problem
- Must complete the homework

C. Adjective Phrases (Describes a noun or pronoun)
- Full of excitement
- Covered in snow
- With a golden frame
- Made of silk
- Bright and cheerful

D. Adverb Phrases (Describes a verb, adjective, or another adverb)
- In a soft voice
- With great care
- Very quickly
- Without hesitation
- As fast as possible

E. **Prepositional Phrases** (Begins with a preposition and shows direction, place, or time)
- On the table
- Under the bridge
- In the classroom
- At midnight
- Behind the door

Activity 3 Story Writing

35 mins

Instructions

- Begin the class with a discussion on story writing.
- Write the following story starter on the board-

  "It was a bright summer morning when I found a mysterious old key lying on my doorstep. I looked around, but no one was there. Curious, I picked it up and wondered—what could this key open? My heart raced with excitement as I decided to find out..."

- Ask the students to write the story in their notebooks.
- Ask them to give a title to the story. If time allows, give students a chance to share their stories with everyone.

UNIT: 4 Assessment

35 mins

Section A (Literature)

Choose the correct answer from the options given:

1. Where was Kalpana Chawla born?
   a) Mumbai
   b) Karnal
   c) New York
   d) Bangalore
2. Which space shuttle did Kalpana Chawla first travel on?
   a) Atlantis
   b) Discovery
   c) Columbia
   d) Challenger
3. What message did Kalpana Chawla convey to students in India?
   a) Only a few can achieve their dreams
   b) Hard work and perseverance lead to success
   c) Space travel is not for everyone
   d) Women should avoid science and engineering
4. According to the poet, where does beauty come from?
   a) From physical appearance only
   b) From wealth and success
   c) From good deeds, thoughts, and actions
   d) From wearing beautiful clothes
5. What does the poem "Beauty" mainly convey?
   a) Beauty is only external
   b) Beauty is found in nature, sounds, and good deeds
   c) Only artists can see beauty
   d) Beauty is rare and difficult to find
6. Describe Kalpana Chawla's journey from India to NASA.

   _____
   _____
   _____
   _____

7. How did Kalpana Chawla inspire young people, especially in India?

   _____
   _____
   _____
   _____

8. How does the poet describe beauty in nature?

_____
_____
_____
_____

9. Why does the poet say that beauty is in good deeds and thoughts?

_____
_____
_____
_____

Section B (Grammar)

Identify the type of phrase (Noun Phrase, Verb Phrase, Adjective Phrase, Adverb Phrase, or Prepositional Phrase) in the following sentences:

1. The bright yellow flowers bloomed in the garden.
2. She was singing beautifully during the competition.
3. Extremely tired after the journey, he went straight to bed.
4. They arrived late in the evening.
5. The book on the table belongs to my sister.
6. The children were playing happily in the park.
7. She gave me a box full of chocolates.
8. The teacher spoke in a polite manner.
9. We saw a huge elephant at the zoo.
10. He always drives with great caution.

Section C (Writing)

Write a short story (150–200 words) on the theme "My Idol."

Story Starter:

"I have always looked up to _____. Their strength and kindness have always inspired me. One day, I witnessed something that changed how I feel forever..."

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

UNIT: 4 Answer Key

Section A (Literature)

1. b)
2. c)
3. b)
4. c)
5. b)
6. Kalpana Chawla was born in Karnal, India. She pursued a degree in Aeronautical Engineering from Punjab Engineering College. Later, she moved to the USA for higher studies, earning a Master's and a PhD in Aerospace Engineering. She joined NASA as a researcher and was eventually selected as an astronaut.
7. Kalpana Chawla proved that with determination and hard work, one can achieve great heights. She encouraged students, especially girls, to follow their dreams in science and engineering. Her achievements continue to inspire young minds to pursue careers in space exploration and technology.
8. The poet describes beauty in nature through sunlight, trees, birds, and hardworking people. Beauty is visible in everything around us, from the wind and rain to the way people work and care for the world.
9. The poet believes that beauty is not just about appearance but also about one's actions and thoughts. When people do good deeds and have kind thoughts, they create beauty in the world, which lasts forever.

Section B (Grammar)

1. **The bright yellow flowers** bloomed in the garden. → Noun Phrase
2. She **was singing beautifully** during the competition. → Verb Phrase
3. **Extremely tired after the journey**, he went straight to bed. → Adjective Phrase
4. They arrived **late in the evening**. → Adverb Phrase
5. **The book on the table** belongs to my sister. → Noun Phrase
6. The children **were playing happily** in the park. → Verb Phrase
7. She gave me **a box full of chocolates**. → Noun Phrase
8. The teacher spoke **in a polite manner**. → Prepositional Phrase
9. We saw **a huge elephant** at the zoo. → Noun Phrase
10. He always drives **with great caution**. → Prepositional Phrase

Section B (Grammar)

My Idol

Since creative writing tasks are subjective in nature, the answers will vary from student to student. Some aspects to consider while evaluating story writing are:

- Is the content relevant to the given prompt or theme?
- Does the story have a clear beginning, middle, and end?
- Are the sentences complete and grammatically correct?
- Does the paragraph avoid excessive repetition?
- Does the student use a range of vocabulary instead of repeating the same words?
- Are common words spelled correctly?
- Is proper punctuation used (capital letters, commas, periods, etc.)?
- Is the story coherent?

Learning Level Tracker

Keep a record of unit assessment results in the tracker.

As you conduct assessments based on the activities suggested, put a tick mark as per the following:

Level 1: Not able to solve problems and having difficulty comprehending the problem

Level 2: Solves most of the problems with external support

Level 3: Solves problems independently

Name of the School:	**UDISE:**
Block:	**District:**
Name of the Teacher:	**Assessment Date:**

Class: 6		Subject: English		
Roll No.	Name of the Student	Unit: 4		
		Chapter:	1. Kalpana Chawla	
			2. Beauty	
		Level 1	Level 2	Level 3

UNIT : 5
Chapter : A Different Kind of School

Activity 1 The Silent Game

35 mins

Instructions

- Print out the following passage and distribute them in groups or write the passage on the board.
- Next, read out the passage for the students once and if required explain the passage in the local language.
- Ask the students to read the passage and answer the questions below.

The Silent Game

Peter's class was buzzing with excitement. Their teacher, Mr. D'Souza, had announced a game — but not a usual one. Today, everyone had to stay silent for two hours. No talking, no writing, no gestures. Just silence.

At first, it seemed easy. Peter smiled and gave a thumbs-up to his friend. But Mr. D'Souza noticed. "No signs either, Peter," he said kindly.

Soon, Peter began to feel frustrated. He couldn't answer questions, ask for help, or even laugh out loud. He watched as his classmate Ruth, who was deaf and used sign language, quietly worked at her desk. Peter had never thought about how hard it must be for her every day.

When the two hours ended, the class shared their thoughts. Peter raised his hand. "Now I understand a little of what Ruth feels. It's not easy. But she's amazing."

Mr. D'Souza nodded. "That's the real lesson — to understand others by seeing the world through their eyes."

Later that day, Peter went to Ruth and said, "You're really strong. I never knew how much courage it takes." Ruth smiled and replied in signs, and this time, Peter paid full attention, determined to learn how to communicate with her.

From that day on, the class began learning simple sign language. It was slow at first, but Maya helped them patiently. The silent game had taught them something more valuable than words — it had taught them empathy.

Choose the correct answer from the options given:

A. Why was Peter's class excited at the beginning of the story?
   a) They were going on a school trip
   b) They were going to play a new video game
   c) Their teacher had announced a special silent game
   d) They were celebrating a birthday

B. What rule did Peter break at first during the silent game?
   a) He spoke to a friend
   b) He used a sign to communicate
   c) He passed a note
   d) He laughed out loud

C. Why did Peter feel frustrated during the silent game?

a) He was hungry
b) He didn't understand the game
c) He couldn't ask questions or express himself
d) He lost the game

D. What was the special rule in the game announced by Mr. D'Souza?

_____
_____
_____
_____
_____

E. Who was Ruth, and how did the activity help Peter understand her better?

_____
_____
_____
_____
_____

F. How did the class show empathy towards Ruth after the silent game?

_____
_____
_____
_____
_____

Activity 2 Sentence Construction

35 mins

Instructions

- Begin the class with a discussion on sentence construction from words.
- Divide the class into 5-6 groups. Give each group a word bank - Nouns, Verbs, Adjectives, Adverbs, Prepositions and Pronouns.
- Ask the groups to construct 8 sentences with the word bank provided to them.
- Given below is an example of a word bank for your reference.

Word Bank

Nouns	Verbs	Adjectives	Adverbs	Pronouns	Prepositions
dog	runs	happy	quickly	he she	on
teacher	reads	tall	loudly	it	under
kite	jumps	colourful	carefully	they	in
garden	flies	soft	happily	we	near
book	sings	loud	slowly		behind

Sample Sentences:

- **She** reads a **colourful book carefully in** the classroom.
- The **happy dog jumps on** the bed **quickly**.
- **They sing** a **loud** song **near** the garden.
- **He runs behind** the **tall** tree **slowly**.

- Once the groups complete the task, ask them to write the sentences on the board.
- Other groups can share their feedback on the sentences.
- Share your feedback and ensure that the sentences are made using the word bank given to the groups.

Activity 3 Story Writing

35 mins

Instructions

- Begin the class with a discussion on empathy.
- You can consider the following discussion points:
  - **What is empathy?** How is it different from sympathy? Can you give examples?
  - **Why is empathy important in our daily life?** At school, at home, with friends, and even with strangers.
  - **Can you remember a time when someone showed empathy to you?** How did it make you feel?
  - **Have you ever seen someone being laughed at or left out?** What could you do in that situation?
  - **How does empathy help us become better friends or classmates?** Does it make teamwork and communication easier?
  - **How can we practice empathy even if we don't fully understand someone else's problem?** Listening, being kind, asking questions respectfully.
- After the discussion, explain to students that they need to write a story on the theme of empathy.
- Write the story starter on the board and ask the students to complete the story with a suitable title.

  Story Starter: John was known in his class for being sharp, organised, and always prepared. He never forgot his homework, always kept his books neat, and took pride in being the "most responsible" student. His best friend, Rose, often laughed with him when other students made small mistakes.

Chapter : Where Do All the Teachers Go?

Activity 1 When the Bell Rings

35 mins

Instructions

- Take a printout of the following poem and distribute it in groups or write the poem on the board.
- Recite the poem and ask students to repeat after you. Explain the poem in the local language.
- Then ask the students to read the poem on their own and answer the questions below.

When the Bell Rings

When the last bell rings and we rush out,
Do teachers sing or dance about?
Do they jump on swings or climb up trees,
Or sip hot cocoa with extra cheese?

Do they go home and watch cartoons,
Eat marshmallows with giant spoons?
Do they ever wear odd socks or forget their keys,
Or fall asleep with books on their knees?

Do they get scolded if they're late,
Or have to finish what's on their plate?
Do they spill juice or lose a shoe,
Or feel a little sleepy too?

We think they're perfect — never wrong,
Always neat and super strong.
But maybe teachers laugh and cry,
Just like us, they wonder why.

So now I smile and understand,
They're human too — not just in command.
And though they teach us every day,
They live their lives in their own way.

Choose the correct answers from the options given:

A. What is the main theme of the poem "When the Bell Rings"?
   a) School rules
   b) Teachers' secret lives
   c) Classroom behaviour
   d) Holiday plans

B. According to the poem, what do students imagine teachers doing after school?
   a) Attending meetings
   b) Doing homework
   c) Playing and relaxing like children
   d) Giving punishments

C. Why does the speaker smile at the end of the poem?
   a) Because school is over
   b) Because the teacher told a joke
   c) Because they realise teachers are human too
   d) Because it's a holiday

D. What does the line *"Do they jump on swings or climb up trees"* tell us about the speaker's imagination?

_____
_____
_____
_____
_____

E. What are some funny things the students imagine their teachers doing after school?

_____
_____
_____
_____
_____

F. Why does the poet say, "They live their lives in their own way"?

_____
_____
_____
_____
_____

Activity 2 Conjunctions

35 mins

Instructions

- On the board, write a few sentences using conjunctions.
- Underline the conjunctions and ask students to provide additional examples.
- Explain the concept of conjunctions. You may refer to the note given below.

Teacher's Note

Definition: Conjunctions are words that connect other words, phrases, or sentences.

They help us join ideas together so our writing and speaking flow better.

Without conjunctions, our sentences would sound short, choppy, or disconnected.

Conjunctions help us explain relationships between ideas—like cause and effect, choice, contrast, or addition.

Types of Conjunctions:

Coordinating Conjunctions (FANBOYS)	Subordinating Conjunctions	Correlative Conjunctions
These join two equal parts (words, phrases, or independent clauses). For, And, Nor, But, Or, Yet, So	These join a dependent clause to an independent clause. They show relationships like cause, time, condition, or contrast.	These come in pairs and work together to join ideas.
Examples: • I wanted to go outside, but it started raining. • You can have tea or coffee.	***Examples:*** • I stayed home because I was sick. • She went out although it was raining. • We will go if it doesn't rain. Common Subordinating Conjunctions: because, although, if, when, while, since, after, before, unless...	***Examples:*** • Either you apologise or you leave. • Not only is she smart, but also kind. Common Pairs: either...or, neither...nor, not only...but also, both...and, whether...or

As an example of the activity, draw two columns on the board or chart paper. Label them Column A and Column B.

- Write the sentence in halves:
  - Under Column A, write the first part of several sentences.
  - Under Column B, write the second part of each sentence — in mixed order.
- Ask the students to match a sentence from Column A with one from Column B and insert a suitable conjunction to join them correctly (e.g., but, because, and, although, so, etc.).

- Divide the students into 4-5 groups.
- Give each group a set of sentences and ask them to match a sentence from Column A with one from Column B and insert a suitable conjunction to join them correctly (e.g., but, because, and, although, so, etc.).
- In the end, ask the groups to read out the sentences. Correct them if they are wrong.

Activity 3 Paragraph Writing

35 mins

Instructions

- Begin the class with a discussion on the topic 'My First Day in My New Grade'
- Some points of discussion are given below. You can add more if you like:
  - How did you feel the night before? (Excited, nervous, curious?)
  - What did you prepare? (Uniform, bag, books, etc.)
  - What time did you arrive?
  - What was your first impression of the school/classroom?
  - What was your teacher like?
  - Did you know anyone in the class?
  - How did your classmates treat you?
  - Any introduction session or games?
  - Did you learn something new?
  - What subjects or books were introduced?
  - Were you happy or nervous during the day?
  - What was your favourite part?
  - Who did you tell about your day at home?
  - What did you say about your new grade?
- Ask the students to think about the points and write a paragraph based on them.

UNIT: 5 Assessment

35 mins

Section A (Literature)

Choose the correct answer from the given options.

1. Who was Miss Beam?
   a) A student at the school
   b) The cook at the school
   c) The headmistress of the school
   d) A visitor to the school
2. What was special about Miss Beam's school?
   a) They used no books
   b) They taught only sports
   c) They focused on kindness and understanding others' problems
   d) They gave no homework
3. What did children learn by pretending to have disabilities?
   a) To act well
   b) To take shortcuts
   c) To understand the difficulties faced by others
   d) To become independent
4. What is the poem mainly about?
   a) Teacher's daily routine
   b) A child's curiosity about teachers' lives
   c) School rules and discipline
   d) How to become a teacher
5. What does the child plan to do in the poem?
   a) Interview the teacher
   b) Write a poem about school
   c) Follow a teacher home and write a poem
   d) Ask the principal questions
6. Who visited Miss Beam's school and why?

   _____
   _____
   _____
   _____
   _____

7. Describe Miss Beam's appearance in a few words.

   _____
   _____
   _____
   _____

8. What does the child wonder about the teachers?

_____
_____
_____
_____

9. Why does the child think teachers are special?

_____
_____
_____
_____

Section B (Grammar)

Join the following sentences using conjunctions:

1. She was tired. She finished her homework.
2. They studied hard. They passed the exam.
3. You can have tea. You can have juice.
4. He didn't come to school. He was not well.
5. I will go to the park. I finish my homework.
6. The boy was running fast. He missed the bus.

Section C (Writing)

Write a paragraph on your 'Favourite Story'. Consider the following hints for writing the paragraph

Hints:

- Is it from a book, a fairy tale, or a story you heard?
- If you remember, mention who wrote the story.
- Who are the important characters?
- What is the Story about?
- What problem do the characters face? How is it solved?
- What did you like most in the story?
- Why is it a favourite?

_____
_____
_____
_____
_____
_____
_____
_____
_____

UNIT: 5 Answer Key

Section A (Literature)

1. c)
2. c)
3. c)
4. b)
5. c)
6. A visitor (the narrator) came to Miss Beam's school because he had heard a lot about the different and engaging teaching methods used there. He wanted to see the school for himself and learn more about how Miss Beam taught children through experiences and empathy rather than just books.
7. Miss Beam was a kind-looking, middle-aged lady. She had grey hair and a gentle, authoritative presence. Her eyes were kind and thoughtful, showing that she cared deeply about her students.
8. The child wonders if teachers are just like ordinary people outside school. He is curious to know whether they live in houses, wear casual clothes, watch TV, have fun, and make mistakes—just like everyone else. He wants to find out if they are different when they are not teaching.
9. The child thinks teachers are unique because they seem perfect and important in school. They always appear to be neat, serious, and knowledgeable, and they correct everyone's mistakes. To the child, teachers look different from ordinary people, which makes him wonder if they ever do normal things like laughing, playing, or making mistakes.

Section B (Grammar)

1. She was tired, **but** she finished her homework.
2. They studied hard **so** they passed the exam.
3. You can have tea, **or** you can have juice.
4. He didn't come to school **because** he was not well.
5. I will go to the park **if** I finish my homework.
6. The boy was running fast, **but** he missed the bus.

Section C (Writing)

Since creative writing tasks are subjective in nature, the answers will vary from student to student. Some aspects to consider while evaluating paragraph writing are:

- Is the content relevant to the given prompt or theme?
- Does the paragraph have a clear beginning, middle, and end?
- Are the sentences complete and grammatically, correct?
- Does the paragraph avoid excessive repetition?
- Does the student use a range of vocabulary instead of repeating the same words?
- Are common words spelled correctly?
- Is proper punctuation used (capital letters, commas, periods, etc.)?Is the paragraph coherent?

Learning Level Tracker

Keep a record of unit assessment results in the tracker.

As you conduct assessments based on the activities suggested, put a tick mark as per the following:

Level 1: Not able to solve problems and having difficulty comprehending the problem

Level 2: Solves most of the problems with external support

Level 3: Solves problems independently

Name of the School:	**UDISE:**
Block:	**District:**
Name of the Teacher:	**Assessment Date:**

Class: 6		Subject: English		
Roll No.	Name of the Student	Unit: 5		
		Chapter:	1. A Different Kind of School	
			2. Where Do All the Teachers Go?	
		Level 1	Level 2	Level 3

UNIT : 6
Chapter : Who I am

Activity 1 Be Yourself

35 mins

Instructions

- Print out the following passage and distribute it to the groups or write the passage on the board.
- Next, read out the passage for the students once and if required, explain the passage in the local language.
- Ask the students to read the passage and answer the questions below.

Be Yourself

Michael was not like most boys in his class. While others loved football and video games, he enjoyed drawing, making greeting cards, and helping his grandmother in the garden. Some children laughed at him, but Michael didn't mind. He knew what made him happy.

One day, his teacher announced a poster-making contest for Earth Day. Michael spent hours making a beautiful poster with flowers, trees, and a powerful message about saving nature. His poster won first prize! Everyone clapped, and even those who had laughed at him were amazed.

Michael smiled. He had stayed true to himself and used his special talent to do something great. He learned that being different is not wrong — it's what makes you.

A. What did Michael enjoy doing?
   a) Playing video games and cricket
   b) Drawing and helping his grandmother
   c) Watching TV all day
   d) Running and jumping

B. How did some children react to Michael's hobbies at first?
   a) They praised him
   b) They ignored him
   c) They laughed at him
   d) They helped him

C. What event helped Michael show his talent?
   a) A gardening competition
   b) A drawing class
   c) A poster-making contest for Earth Day
   d) A football match

D. What happened when Michael's poster won first prize?
   a) He felt embarrassed
   b) Everyone clapped and appreciated him

c) He left the school

d) The teacher scolded him

E. What were Michael's hobbies?

_____

_____

_____

_____

F. How did Michael react when others laughed at him?

_____

_____

_____

_____

G. What was special about Michael's poster?

_____

_____

_____

_____

Activity 2 Present Tenses

35 mins

Instructions

- Begin the class by revising the concept of simple present tense, present continuous and present perfect tense.
- You may refer to the notes given below.

Teacher's Note

Present Tenses:

Simple Present Tense	Present Continuous Tense	Present Perfect Tense
Use: To talk about daily habits, routines, general truths, and facts. Structure: Subject + base verb (s/es for he, she, it)	Use: To describe actions happening right now or around this moment. Structure: Subject + am/is/are + verb + ing	Use: To talk about actions that happened in the past but are connected to the present or whose exact time is not mentioned. Structure: Subject + has/have + past participle (3rd form of verb)
Examples: • I go to school every day. • She reads a book. • The sun rises in the east.	***Examples:*** • I am writing a letter. • He is playing football. • They are watching a movie.	***Examples:*** • I have finished my homework. • She has visited the zoo. • We have eaten lunch.

- Divide the class into 5-6 groups.
- Distribute a set of verbs to each group. Ask the groups to use the verbs and write sentences in simple present, present continuous and present perfect tense.
- Explain to students that each verb should have 3 sentences with different contexts, based on simple present, present continuous and present perfect tense.
- In the end, ask the groups to read out the sentences and share them with the whole class.
- Correct the sentences if they are wrong.

Activity 3 Letter Writing

35 mins

Instructions

- Begin the class with a discussion on letter writing. Ask the students –
  - Have you ever written a letter?
  - If 'yes' then to whom?
- Share your experience of writing a letter to your friend.
- Introduce them to the format of writing an informal letter.
- You can refer to the notes given below.

Teacher's Note

Format of an Informal Letter

1. **Sender's Address:** The top left corner of the page
   E.g.
   Hill View Cottage
   Laitumkhrah, Shillong – 793003
   Meghalaya
2. **Date:** Write the date just below the address
   E.g. - 10th April 2025
3. **Salutation (Greeting):** Begin with **Dear + Name**
   E.g.
   Dear Rose,
4. **Body of the Letter**
   Paragraph 1: Ask how your friend/family member is doing and state your reason for writing.
   Paragraph 2: Give more details or share your thoughts.
   Paragraph 3: End with a kind message or request to reply soon.
5. **Closing Line**
   E.g. Take care. / With love. / Yours lovingly,
6. **Your Name**
   Write your name under the closing line.
   E.g.
   Yours lovingly,
   Daisy

Sample Informal Letter

Hill View Cottage

Laitumkhrah, Shillong – 793003

10th April 2025

Dear Rose,

How are you? I hope you and your family are doing well. I miss you so much and wanted to write and share some exciting news with you.

We recently shifted to Shillong, and it's such a beautiful place! The weather is cool and fresh, and our house is near the hills. I have already made a few new friends in school. The teachers are kind and helpful, and we even have music and gardening classes!

Last weekend, we visited Ward's Lake and the Don Bosco Museum. I really wish you were here with me. I'm sure you'd love it. Do write back and tell me all about your new school and your favourite subjects.

Take care and give my regards to Uncle David and Aunt Mary.

Yours lovingly,

Daniel

- Ask the students to write an informal letter to a friend describing their experience on the first day of school in the new grade.
- Ask them to include the following points.
  - How they felt in the morning.
  - What the classroom and teachers were like.
  - If they met any new friends.
  - Any interesting or funny moments.
  - How they feel now about the new grade.

Chapter : The Wonderful Words

Activity 1 The World Inside My Words

35 mins

Instructions

- Take a printout of the following poem and distribute it in groups, or write the poem on the board.
- Ask students to recite the poem after you. Explain the poem in the local language
- Then ask the students to read the poem on their own and answer the questions below.

The World Inside My Words

Inside my mind, the thoughts arrive,
Like buzzing bees in a busy hive.

They dance and twirl, they shout and sing,
But wait for words to give them wings.
A simple word, a gentle sound,
Can spread my feelings all around.

It builds a story, starts a song,
And helps me know where I belong.
With words, I paint a golden sky,
A mountain tall, a bird that flies.

I share my dreams, both big and small—
Words help me to express them all.
Some words are soft, like falling snow,
Some sparkle bright, some gently glow.

They heal a hurt, they spark a cheer,
They bring the distant loved ones near.
So, I will write, and I will speak,
In every word, the truth I'll seek.

For every child, both strong and shy,
Has words within to help them fly.

Choose the correct answer from the given options:

A. What do the thoughts in the poet's mind wait for?
   a) Music
   b) Wings

c) Words
d) Friends

B. How does the poet describe the power of words?
a) Words can build a house
b) Words help share feelings and dreams
c) Words are difficult to understand
d) Words are only for stories

C. Which of these is used to describe words in the poem?
a) Heavy and hard
b) Soft like falling snow
c) Cold and distant
d) Loud like thunder

D. In the poem, how are words helpful to shy children?
a) They help children stay quiet.
b) They give children a way to express themselves.
c) They make children laugh all the time.
d) They help children avoid speaking in class.

E. What does the poet compare thoughts in the mind to?

_____
_____
_____
_____
_____

F. How do words help the poet express their imagination?

_____
_____
_____
_____
_____

G. How do words “paint a golden sky” according to the poet?

_____
_____
_____
_____
_____

Activity 2 Homonyms

35 mins

Instructions

- Begin the activity by sharing the concept of homonyms.
- Focus on the use and meaning of homonyms in sentences with examples. Explain the difference between the two types of homonyms: homophones and homographs.
- You may refer to the notes given below.

Teacher's Note – Concept of Homonyms

Homonyms are words that sound the same or are spelt the same but have different meanings.

There are two main types:

1. **Homophones:** Words that sound the same but are spelt differently and have different meanings. Examples:
   - Two, to, and too
   - Flour (for baking) and flower (the plant)
2. **Homographs:** Words that are spelt the same but have different meanings (and may be pronounced differently). Examples:
   - Bat (an animal) and bat (used in sports)
   - Tear (to rip) and tear (from your eye)

- Divide the class into 5-6 groups.
- Distribute a set of homonyms consisting of Homographs and Homophones.
- Ask the students to make sentences using the homonyms.
- In the end, the groups will read out the sentences. Guide or correct the sentences if they are not constructed correctly.
- You can refer to the list of homonyms below.

Homograph	Homograph Meaning 1	Homograph Meaning 2
Bat	A flying mammal	Equipment used in sports
Bark	The sound a dog makes	The outer covering of a tree
Bow	To bend forward	A weapon to shoot arrows
Lead	To guide someone	A type of metal
Tear	A drop from the eye	To rip something
Wind	Moving air	To twist or turn something
Row	A line of things	To paddle a boat

Homophone Pair	Meanings
Two / To / Too	Number / Direction / Also
Flour / Flower	Baking ingredient / A part of a plant or a tree
Sea / See	Large water body / To look
Pair / Pear	A set of two / A fruit
Sun / Son	Star in the sky / A male child
Knight / Night	Soldier / Time of day
Mail / Male	Letters / A boy or man
Right / Write	Correct or direction / To form words

Activity 3 Dialogue Writing

35 mins

Instructions

- Begin the class with a discussion on dialogue writing.
- Ask students to imagine a conversation between a pencil and an eraser.
- You may start a dialogue and ask them to complete the conversation.
- You may refer to the example given below.

Title: A Chat Between a Pencil and an Eraser

Title: A Chat Between a Pencil and an Eraser
Pencil: Hey Eraser! You've become so small lately. What happened?
Eraser: Well, I keep cleaning up your mistakes! You write, and I have to rub and rub all day.
Pencil: Haha, that's true. But without me, you'd have nothing to erase!
Eraser: And without me, your page would be full of messy errors.
Pencil: We do make a good team, don't we?
Eraser: Yes, we're the perfect pair—write and right!
Pencil: Let's stick together… until we're both too small to hold!
Eraser: Deal! Let's keep helping the kids learn and grow.

- Write the dialogues on the board. Read out the dialogues and ask them to notice the opening and the closing dialogue.
- Explain to them that every conversation needs to have a proper start and a closure.
- Next, divide the students into 5-6 groups.
- Give a pair of non-living things to each of the groups and ask them to discuss and write dialogues between the pairs.
- The pairs can be-
  - Shoes and socks
  - Chalk and duster
  - Table and Chair
  - Light and Fan
  - Clock and Calendar
  - Sky and Stars
- Ask the groups to try and make the conversation humorous.
- In the end, the groups will take turns reading out the conversations. Correct the conversations if required.

UNIT: 6 Assessment

35 mins

Section A (Literature)

Choose the correct answer from the options given:

1. What does Radha enjoy doing the most?
   a) Dancing
   b) Climbing trees
   c) Reading books
   d) Playing games
2. What is Rohit's dream?
   a) To travel the world
   b) To be a teacher
   c) To climb mountains
   d) To stay at home
3. According to the lesson, what is the main idea of "Who I Am"?
   a) Everyone wants to be the same
   b) Everyone has a different hobby
   c) Everyone is unique and special in their own way
   d) Everyone should become a doctor
4. What does the poet say about beautiful thoughts?
   a) They should be hidden
   b) They should be forgotten
   c) They must be expressed in words
   d) They are not important
5. What does Radha love doing when she is free?

   _____
   _____
   _____
   _____
   _____

6. What is Nasir's wish?

   _____
   _____
   _____
   _____

7. What should we never let die, according to the poet?

   _____
   _____
   _____
   _____

8. Why does the poet call English a wonderful game?

_____
_____
_____
_____

Section B (Grammar)

Write the correct word in the blank from the two options given.

1. The rabbit ran into its (hole/whole).
2. She wore a red (pair/pear) of shoes.
3. I will (mail/male) the letter tomorrow.
4. The wind was too strong to (bare/bear).
5. My uncle is a (sailor/cellar) in the navy.
6. They went to the (principal/principle) to discuss the issue.
7. I ate a slice of (plain/plane) cake.
8. He read the (story/storey) of the haunted house.
9. The queen sat on her (thrown/throne).
10. We were too (tired/tied) to walk any further.

Section C (Writing)

Write a letter to your friend inviting her to your birthday party.

In your letter, share:

- The date, time, and place of the party
- What you have planned (games, cake, decorations, etc.)
- How excited you are to celebrate together
- A request to come and enjoy the fun

UNIT: 6 Answer Key

Section A (Literature)

1. b)
2. c)
3. a)
4. c)
5. Radha loves climbing trees and sitting on their branches.
6. Nasir wants to learn how to preserve seeds for better farming.
7. We should never let beautiful thoughts die.
8. The poet called English a wonderful game because it lets us express beautiful thoughts through words in a fun and creative way.

Section B (Grammar)

1. The rabbit ran into its **hole**.
2. She wore a red **pair** of shoes.
3. I will **mail** the letter tomorrow.
4. The wind was too strong to **bear**.
5. My uncle is a **sailor** in the navy.
6. They went to the **principal** to discuss the issue.
7. I ate a slice of **plain** cake.
8. He read the **story** of the haunted house.
9. The queen sat on her **throne**.
10. We were too **tired** to walk any further.

Section C (Writing)

Since creative writing tasks are subjective in nature, the answers will vary from student to student. Some aspects to consider while evaluating informal letter writing are:

- Correct format
  - Sender's address
  - Date
  - Salutation (Dear...)
  - Closing (Yours lovingly/affectionately, etc.)
- Clear purpose of the letter: The reason for writing is introduced properly.
- Well-organised body
  - Ideas are arranged in a logical order.
  - Sentences are connected and easy to understand.
- Friendly and personal tone: Language matches the informal nature of the letter.
- Proper conclusion: Ends the letter naturally with a final thought or invitation.
- Correct grammar and punctuation: Sentences are complete and correctly punctuated.

Learning Level Tracker

Keep a record of unit assessment results in the tracker.

As you conduct assessments based on the activities suggested, put a tick mark as per the following:

Level 1: Not able to solve problems and having difficulty comprehending the problem

Level 2: Solves most of the problems with external support

Level 3: Solves problems independently

Name of the School:	**UDISE:**
Block:	**District:**
Name of the Teacher:	**Assessment Date:**

Class: 6		Subject: English		
Roll No.	Name of the Student	Unit: 6		
		Chapter:	1. Who I am	
			2. The Wonderful Words	
		Level 1	Level 2	Level 3

UNIT : 7
Chapter : Fair Play

Activity 1 The Marble Dispute

35 mins

Instructions

- Print out the following passage and distribute it in groups, or write it on the board.
- Next, read out the passage and explain it in the local language.
- Ask the students to answer the questions given below.

The Marble Dispute

One sunny afternoon, Peter and John were playing with their marbles in the courtyard. They had a rule — whoever hit the target marble would win both marbles.

John took the first shot and missed. Peter took his turn, and the marble gently tapped the target. John jumped up, "No, that didn't hit! You cheated!"

Peter frowned. "I didn't. You saw it touch."

They began to argue. Their voices grew louder. Just then, Grandpa Joseph came outside.

"What's the matter, boys?"

John complained, "Peter is saying he hit the marble, but I didn't see it touch."

Peter quietly replied, "It did, Grandpa. I wouldn't lie."

Grandpa Joseph smiled and said, "Both of you are good boys. But sometimes, even eyes can miss. Let's settle it differently. Play another round and let this one go. Winning isn't everything."

The boys looked at each other. John nodded. "Okay. Let's play again."

As they played, they laughed and forgot all about the fight. At the end, Peter gave John one of his marbles and said, "Here, a gift, no need to win it."

John smiled and replied, "And I'll bring you my best marble tomorrow!"

Grandpa Joseph watched with pride. Fair play always wins — even when the game ends.

Choose the correct answers:

A. Why did Peter and John start arguing?
   a) They both wanted to go home
   b) John lost all his marbles
   c) John thought Peter had cheated
   d) Peter took John's toy without asking

B. What advice did Grandpa Joseph give the boys?
   a) To stop playing and do homework
   b) To always play indoors
   c) To settle the fight with a race
   d) To play another round and let it go

C. What did Peter do at the end of the game?

a) He took all of John's marbles
b) He refused to play again
c) He gave John one of his marbles as a gift
d) He told Grandpa Joseph to decide the winner

Answer the following questions:

D. Where were Peter and John playing, and what game were they playing?

_____
_____
_____
_____

E. What was the rule they followed while playing marbles?

_____
_____
_____
_____

F. How did the boys' behaviour change after they took Grandpa Joseph's advice?

_____
_____
_____
_____

Activity 2 Use of Phrases

35 mins

Instructions

- Begin the class by sharing the concept of Phrases.
- Explain how phrases are used in the sentences. You can refer to the note given below.

Teacher's Notes

A phrase is a group of words that work together as a unit in a sentence. Unlike a sentence, a phrase does not contain both a subject and a verb on its own. Example: on the table, a group of students, running fast

Types of Phrases		
Type	**Example**	**Use in Sentences**
Noun Phrase	a bunch of grapes	Ruth ate a bunch of grapes
Verb Phrase	is playing	Sam is playing with his sister.
Prepositional Phrase	under the bed	The ball rolled under the bed.
Adjective	full of joy	The children were full of joy as they arrived at the park
Action Phrase	get ready for school	They get ready for school by 6.45 A.M.
Wind	Moving air	To twist or turn something
Row	A line of things	To paddle a boat

- After sharing the concept of phrases with examples, give them an activity on Phrases.
- Write the activity on the board and ask the students to do it in their notebooks.

Choose the correct phrase from the phrase box to fill in the blanks.

got ready for school, burst into laughter, went out to play, looked out of the window, made a mistake, said sorry, packed her bag

A. Rina woke up early and _____.
B. The children _____ after hearing the funny joke.
C. After finishing homework, Aryan _____.
D. She _____ to check if it was still raining.
E. I _____ in my test and promised to be careful next time.
F. Rahul forgot his manners but later _____.
G. Before leaving, Meera _____ and wore her shoes.

Activity 3 Report Writing

35 mins

Instructions

- Tell students: "Today, you all are going to become junior news reporters! You will report an event that recently happened — just like what we read in newspapers."
- Ask: "Have you ever seen a news report?" "What kind of events are reported?" (e.g., school functions, sports events, celebrations, natural events)
- Let students pick one of the following (or assign randomly):
  - Your class picnic
  - Independence Day celebration in school
  - Tree plantation drive
  - Sports Day
  - A sudden holiday due to heavy rain
- Share the structure of writing a report as given below.

A. **Introduction:**
   - When and where was the event held?
   - Who organised it?

B. **Purpose:**
   - Why was the event held?
   - Importance of the event

C. **Participants:**
   - Which classes or groups took part?
   - Involvement of teachers, principal, or guests

D. **Activities:**
   - Making posters or slogans
   - Short speeches or skits

E. **Outcome:**
   - o How students felt after the activity
   - o Any plans

F. **Conclusion:**
   - o How the event ended, any remarks or outcomes

- Students will write their report using the structure above. Encourage creativity and proper sentence formation. Remind them to write in past tense and maintain a neutral and formal tone.
- After the students are done writing, ask 2–3 volunteers to read their reports aloud.

Chapter : Vocation

Activity 1 When I See Them Work

35 mins

Instructions

- Take a printout of the following poem and distribute it in groups, or write the poem on the board.
- Ask the students to recite the poem after you. Explain the poem in the local language.
- Then ask the students to read the poem on their own and answer the questions below.

When I See Them Work

When I see the postman walk down the lane,
With letters in hand, through sunshine and rain,
I wish I could wander and ring each bell,
With stories and secrets I'd get to tell.

When I see the gardener dig and sow,
Planting seeds that quietly grow,
I dream of flowers in every hue,
And trees that smile with morning dew.

When I see the painter with brushes bright,
Colouring walls with joy and light,
I long to paint the skies so wide,
With clouds and stars on every side.

Though I'm still small and learning each day,
I dream of work in my own small way,
One day I'll choose what's right for me,
And be as happy as I can be.

Choose the correct answers:

A. Who is carrying letters in the poem?
   a) The gardener
   b) The painter
   c) The postman
   d) The teacher

B. What does the speaker admire about the gardener's work?
   a) Painting walls
   b) Digging and planting seeds
   c) Ringing bells
   d) Carrying letters

C. What feeling does the speaker express throughout the poem?
   a) Anger
   b) Confusion
   c) Admiration and hope
   d) Fear

D. What does the postman carry, and how does the speaker feel while watching him?

_____
_____
_____
_____

E. How is the painter described, and what does the speaker wish to do like him?

_____
_____
_____
_____

F. Why do you think the speaker is inspired by ordinary workers?

_____
_____
_____
_____
_____

Activity 2 Adjectives

35 mins

Instructions

- Begin the class with a discussion on adjectives and their classification. Revise the concept by taking some examples.
- Next, write the following activity on the board and ask the students to complete it in their notebooks.

Fill in the blanks with a suitable adjective from the brackets. Also, mention the type of adjective.

A. I saw a very _____ movie last night. (boring / those / what)
   Type: _____
B. She has _____ friends in the new city. (many/blue / each)
   Type: _____
C. _____ pencil is broken — please give me another. (This / Few / Clever)
   Type: _____
D. How _____ water do you need? (much/fast / five)
   Type: _____
E. They planted _____ trees in the school garden. (ten / lovely / which)
   Type: _____
F. _____ bag is this on the chair? (Whose / My / Several)
   Type: _____

G. My brother gave me _____ book to read. (his / one / thick)
Type: _____

H. _____ boys are playing in the ground. (Those / Any / Red)
Type: _____

I. She solved the puzzle with _____ ease. (great / their / little)
Type: _____

J. _____ dress do you like the most? (Which / Red / Three)
Type: _____

Activity 3 Letter Writing

35 mins

Instructions

- Begin the class with a discussion on how the students have spent their holidays or their weekends.
- Ask them what they did and what they liked the most.
- You can include the following points in the discussion.

What activities did you enjoy?

- Did you go for a picnic, hiking, swimming, or any adventure activity?
- Did you learn something new (cycling, cooking, drawing, etc.)?

Describe the Place if you have visited any.

- What was the weather like?
- What did you see or do that you had never done before?

Whom did you spend time with?

- Did you visit relatives or spend time with cousins or grandparents?
- Did you make any new friends during the vacation?

- After the discussion, ask the students to write a letter to their best friend describing to him/her how they spent their summer vacation/weekends and ask him/her how their vacation/weekend was.
- Since the structure of the letter has already been discussed previously so you may refer to it again to guide the students.

UNIT: 7 Assessment

35 mins

Section A (Literature)

Choose the correct answer.

1. Who were the two main characters in the story "Fair Play"?
   a) Algu and Jumman
   b) Mohan and Sohan
   c) Ramu and Shamu
   d) Hari and Gopal
2. Why did Jumman's aunt go to the panchayat?
   a) She wanted more land
   b) Jumman had stopped taking care of her
   c) She lost her cow
   d) Algu asked her to complain
3. What did Algu do when he was chosen as the head panch to decide Jumman's case?
   a) Supported his friend
   b) Gave a dishonest decision
   c) Gave a fair and just decision
   d) Refused to take the role
4. What time does the speaker see the hawker in the poem?
   a) In the morning, on the way to school
   b) In the afternoon, after school
   c) At night, before going to bed
   d) During lunch break
5. Why does the child in the poem admire the watchman?
   a) Because he carries toys
   b) Because he walks all night alone and freely
   c) Because he gives sweets
   d) Because he drives a car
6. Why did Jumman's aunt feel unhappy after giving him her property?

   _____
   _____
   _____
   _____

7. How did Algu show fairness while judging Jumman's case in the panchayat?

   _____
   _____
   _____
   _____

8. Why does the child in the poem Vocation wish to be a gardener?

_____
_____
_____
_____

Section B (Grammar)

Underline the phrase in each sentence and state its type (noun, verb, prepositional, etc.)

1. The boy with the blue bag is my cousin.
2. She was walking along the riverbank.
3. He wants to read a book.
4. The cat under the table is sleeping.
5. We were happy to see our teacher.
6. The girl with long hair won the race.
7. I was surprised to see the result.
8. They stood under the old banyan tree.

Section C (Writing)

Write a paragraph on the topic: **A Rainy Day I Enjoyed the Most.**

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

UNIT: 7 Answer Key

Section A (Literature)

1. a)
2. b)
3. c)
4. a)
5. b)
6. Jumman and his wife started ill-treating her and stopped giving her food, making her feel unwanted and neglected.
7. Even though Jumman was his best friend, Algu gave an honest and just decision in favour of Jumman's aunt, proving that justice was more important to him than friendship.
8. The child in the poem, Vocation, wishes to be a gardener because the gardener works freely in the sun, digs the ground with his spade, and no one scolds him or tells him what to do.

Section B (Grammar)

1. **Phrase:** *with the blue bag;* **Type:** *Prepositional Phrase*
2. **Phrase:** *along the riverbank;* **Type:** *Prepositional Phrase*
3. **Phrase:** *to read a book;* **Type:** *Infinitive Phrase*
4. **Phrase:** *under the table;* **Type:** *Prepositional Phrase*
5. **Phrase:** *to see our teacher;* **Type:** *Infinitive Phrase*
6. **Phrase:** *with long hair;* **Type:** *Prepositional Phrase*
7. **Phrase:** *to see the result;* **Type:** *Infinitive Phrase*
8. **Phrase:** *under the old banyan tree;* **Type:** *Prepositional Phrase*

Section C (Writing)

Since creative writing tasks are subjective, the answers will vary from student to student. Some aspects to consider while evaluating paragraph writing are:

- Is the content relevant to the given prompt or theme?
- Does the paragraph have a clear beginning, middle, and end?
- Are the sentences complete and grammatically correct?
- Does the paragraph avoid excessive repetition?
- Does the student use a range of vocabulary instead of repeating the same words?
- Are common words spelt correctly?
- Is proper punctuation used (capital letters, commas, periods, etc.)?
- Is the paragraph coherent?

Learning Level Tracker

Keep a record of unit assessment results in the tracker.

As you conduct assessments based on the activities suggested, put a tick mark as per the following:

Level 1: Not able to solve problems and having difficulty comprehending the problem

Level 2: Solves most of the problems with external support

Level 3: Solves problems independently

Name of the School:	**UDISE:**
Block:	**District:**
Name of the Teacher:	**Assessment Date:**

Class: 6		Subject: English		
Roll No.	Name of the Student	Unit: 7		
		Chapter:	1. Fair Play	
			2. Vocation	
		Level 1	Level 2	Level 3

UNIT : 8
Chapter : The Banyan Tree

Activity 1 Under the Mango Tree

35 mins

Instructions

- Print out the following passage and distribute it in groups or write the passage on the board.
- Next, read out the passage for the students once, and if required, explain the passage in the local language.
- Ask the students to read the passage and answer the questions below.

Under the Mango Tree

There was an old mango tree behind our house. Its thick branches stretched out like arms, and during summer, golden fruit hung like lanterns. Every afternoon, I would sit quietly on the low branch, book in hand, but my eyes often wandered to the birds and squirrels who called the tree their home.

A pair of mynah birds had built a nest in a hollow branch. I watched them every day — how they took turns flying in and out, carrying tiny twigs or bits of thread. Sometimes, a squirrel would dash across the branch, stopping to nibble a mango, its eyes shining with mischief.

From my perch, I could see the world without being seen. It was my quiet kingdom — a place where stories unfolded without a single word spoken. I never felt alone under that tree. It taught me more than any book could — about patience, about stillness, and about the joy of watching life go by.

One day, I saw the mynah chicks peeping out of the nest for the first time. Their tiny beaks opened wide as their mother returned with food. I sat still, barely breathing, afraid they might fly away if I moved. That moment stayed with me for days. I realised that I didn't need to speak or touch anything to feel part of their world — just watching with care was enough. As the days passed, I noticed the mangoes ripening, the leaves changing colour, and the quiet rhythm of nature moving all around me. It was as if the tree itself was teaching me to grow—not quickly, but patiently, silently, and with wonder.

Choose the correct answer:

A. Where had the mynah birds built their nest?
   a) On the ground near the roots
   b) In a hollow branch of the mango tree
   c) Inside a basket in the garden
   d) On the rooftop

B. What did the narrator learn from the tree?
   a) How to climb trees
   b) The names of birds and animals
   c) Lessons of patience, stillness, and wonder
   d) How to grow mangoes

C. What did the squirrel do in the tree?
   a) Built a nest with the mynahs
   b) Sat quietly without moving
   c) Nibbled a mango playfully
   d) Flew away with a mango

D. Why did the narrator stop reading the book while sitting on the tree?
   a) The wind blew the pages away
   b) He lost interest in the book
   c) He preferred watching birds and animals
   d) He was waiting for a friend

E. What does the narrator call the mango tree?
   a) A playground
   b) A secret hideout
   c) A quiet kingdom
   d) A mango market

F. What did the squirrel do on the mango tree?

_____
_____
_____
_____
_____

G. What did the squirrel do on the mango tree?

_____
_____
_____
_____
_____

H. Why do you think the narrator calls the tree his "quiet kingdom"?

_____
_____
_____
_____
_____

Activity 2 Degree of Comparison

35 mins

Instructions

- Begin the class by discussing the concept of Degree of Comparison.
- Explain the concept with examples. You can refer to the note given below.

Degree of Comparison

The **degree of comparison** is used to compare the **quality or quantity** of **nouns** (people, places, animals, or things) using **adjectives**.

There are **three degrees** of comparison:

Positive Degree • It describes **one person or thing**. • No comparison is made.	**Example:** • This is a **tall** building. • She is **beautiful**.
Comparative Degree • It is used to compare **two people or things**. • Usually formed by adding "**-er**" or using "**more**" before the adjective.	**Example:** • This building is **taller** than that one. • She is **more beautiful** than her sister.
Superlative Degree • It is used to compare **more than two** people or things. • Usually formed by adding "**-est**" or using "**most**" before the adjective.	**Example:** • This is the **tallest** building in the city. • She is the **most beautiful lady** of all the other ladies present at the party.

- After the discussion, write the following activity on the board and ask them to do it in their notebooks.

Fill in the blanks with the correct degree of comparison:

A. This chair is _____ than that one. (*comfortable*)
B. Mt. Everest is the _____ mountain in the world. (*high*)
C. My house is _____ to the school than yours. (*near*)
D. Rina is _____ than her sister. (*smart*)
E. He is the _____ player in our football team. (*strong*)
F. Today is a _____ day. (*cold*)
G. This is the _____ movie I've ever seen! (*funny*)
H. My bag is _____ than yours. (*heavy*)
I. The red apple is _____, but the green one is _____. (*sweet*)
J. Among all the students, Priya is the _____ in Maths. (*good*)

Activity 3 Paragraph Writing

35 mins

Instructions

- Begin the class with a discussion on the types of games they play.
  - Ask them how they play the games.
  - Ask which game they feel is the most interesting one, and why?
- After the discussion, divide students into pairs and ask each partner to write a paragraph on *My Favourite Game*.
- Give a structure for the paragraph. You may refer to the points given in the box.

Structure of the Paragraph Writing

- **Introduction Sentence:** Start with the name of your favourite game and why you like it.
- **What the Game Is About:** Briefly describe how the game is played or its basic rules.
- **Why You Like It:** Mention what you enjoy the most — playing, watching, or learning.
- **What You Learn from It:** Talk about what the game teaches — teamwork, discipline, or fitness.
- **Closing Sentence:** End with a personal note or feeling about the game.

- After writing, ask the partners to exchange their paragraphs and check each other's work based on the structure shared. Remid students to be kind and positive in their feedback.
- Invite a few students to come forward and share their paragraphs with the whole group.

UNIT: 8 Assessment

35 mins

Section A (Literature)

Choose the correct answer.

1. Who is the narrator of the story "The Banyan Tree"?
   a) A squirrel
   b) A bird
   c) A young boy
   d) A gardener
2. What kind of tree was the narrator's favourite place to spend time?
   a) Mango tree
   b) Peepal tree
   c) Banyan tree
   d) Neem tree
3. What two animals did the boy see fighting under the banyan tree?
   a) A mongoose and a cobra
   b) A dog and a cat
   c) A squirrel and a snake
   d) A peacock and a snake
4. Why did the narrator enjoy sitting in the banyan tree?
   a) It gave him fruits
   b) It was a good place to study and observe animals
   c) His friends played there
   d) It was close to the river
5. Who finally won the fight between the mongoose and the cobra?
   a) The cobra
   b) The boy
   c) The mongoose
   d) A crow
6. How did the banyan tree become the narrator's own property in a way?

   _____
   _____
   _____
   _____
   _____

7. What role did the banyan tree play in the narrator's daily life?

   _____
   _____
   _____
   _____

8. How does the story show the narrator's interest in nature?

_____
_____
_____
_____
_____

Section B (Grammar)

Rewrite the sentences as directed:

1. Ravi is tall. Arjun is taller. (*Use the superlative degree*)

   _____

2. This flower is beautiful. That flower is more beautiful. (*Use the positive degree*)

   _____

3. English is easier than Science. (*Use the superlative degree*)

   _____

4. This car is fast. That car is faster. (*Use the positive degree*)

   _____

5. No other fruit is as tasty as mango. (*Use the superlative degree*)

   _____

6. My house is big. Her house is bigger than mine. (*Use the superlative degree*)

   _____

7. This road is long. That road is longer. (*Use the superlative degree*)

   _____

8. This pen is not as smooth as that pen. (*Use the comparative degree*)

   _____

Section C (Writing)

Write a paragraph on My Memorable Day based on the following points.

- When was the day? Mention the exact date or time (e.g., last summer, on my birthday, during a school trip).
- What made it special? Was it a surprise party, a trip, an achievement, or meeting someone special?
- Where did it happen? At home, school, park, another city, or while travelling?
- Who was with you? Friends, parents, teachers, cousins, or someone you met that day.
- What did you do on that day? Describe the main events or fun activities in order.
- How did you feel? Excited, happy, nervous, proud, surprised?
- Why do you still remember it? Mention what makes the memory unforgettable.
- End with a thought or lesson: Something you learned or how you wish to relive the moment.

UNIT: 8 Answer Key

Section A (Literature)

1. c)
2. c)
3. a)
4. b)
5. c)
6. The banyan tree stood in the narrator's grandfather's house, but his grandfather was too old to climb it, so the boy felt it belonged to him.
7. It served as his reading spot, a quiet place for observation, and a window into the natural world where he watched birds, squirrels, and even a mongoose-cobra fight.
8. The banyan tree stood in the narrator's grandfather's house, but his grandfather was too old to climb it, so the boy felt it belonged to him.

Section B (Grammar)

1. Arjun is the tallest of all.
2. This flower is as beautiful as that flower.
3. English is the easiest of all subjects.
4. This car is as fast as that car.
5. Mango is the tastiest of all fruits.
6. Her house is the biggest of all.
7. That road is the longest of all.
8. That pen is smoother than this pen.

Section C (Writing)

Since creative writing tasks are subjective, the answers will vary from student to student. Some aspects to consider while evaluating paragraph writing are:

- Is the content relevant to the given prompt or theme?
- Does the paragraph have a clear beginning, middle, and end?
- Are the sentences complete and grammatically correct?
- Does the paragraph avoid excessive repetition?
- Does the student use a range of vocabulary instead of repeating the same words?
- Are common words spelt correctly?
- Is proper punctuation used (capital letters, commas, periods, etc.)?
- Is the paragraph coherent?

Learning Level Tracker

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Level 3: Solves problems independently

Name of the School:	**UDISE:**
Block:	**District:**
Name of the Teacher:	**Assessment Date:**

Class: 6		Subject: English		
Roll No.	Name of the Student	Unit: 8		
		Chapter:	1. The Banyan Tree	
		Level 1	Level 2	Level 3

Meghalaya Learning Enhancement Programme

MATHS

Chapter 1 : Knowing our Numbers

Activity 1 Height Line Up

35 mins

Instructions

- Begin the activity with the game Simon Says. Tell students that they will be moving around the classroom or an open space and then you will give them a number and they must form groups based on them.
  - For example, if Simon Says, "Make groups of 6!" Students must stop moving around and get into groups of 6.
- After the game is played 3-4 times, divide students into groups of 5 students. (The group size depends on the number of students present in class.)
- Ask each group to arrange themselves into a straight line with the tallest group member in the front and the shortest in the end. You can move around as students form into a line and help the ones who are struggling.
- Once all the groups are done, explain to students the concept of descending order that they arranged themselves into. If time allows, you can repeat a round of Simon Says and repeat the activity to help students practise descending order.
- Play another round of Simon Says and repeat the steps to explain and practise the concept of ascending order.
- Conclude the class by consolidating both the concepts and giving students practice questions on the board.

Activity 2 Placing Commas in Numbers

35 mins

Instructions

- Begin the class by asking students: "How do we read large numbers easily?"
- Introduce the concept of commas in the Indian System:
  - First comma after three digits from the right (thousands place).
  - Second comma after two more digits (lakhs place).
  - Third comma after two more digits (crores place).
  - Give an example: 56789032 → 5,67,89,032
- Write numbers on the board and ask students to place commas:
  - 7463281
  - 9056342
  - 12345678
  - 87012

- Divide students into pairs or small groups.
- Give each group a sheet with random large numbers written without commas.
- Their task is to place commas and write their names according to the Indian System correctly.
- Each group races to complete their list correctly. The first 3 teams to finish correctly win points!
- Discuss the following with students and conclude the activity:
  - How do commas help in reading numbers easily?
  - Can you think how the Indian System differs from the International System?

Activity 3 Units of Measurement

35 mins

Instructions

- Bring a recycled 1-litre bottle (and some water in a container), a small cup (100/200 ml) and some empty food packets (flour/sugar/rice/pulses etc.) for this activity.
- Ask students to guess how many cups of water will be needed to fill the bottle with water.
- Fill the cup with water and ask student volunteers to come forward to pour it into the 1-litre bottle. Keep repeating till the bottle is full. It would take 10 - 100 ml cups or 5 – 200 ml cups to make 1 litre.
- Discuss why smaller units (ml) are useful for things like hair oil or medicine.
- Pass around different packets (flour, sugar, rice) and ask students to read the weight labels and share their answers. Write them on the board and introduce the different units of measurement given in the textbook.
- Discuss some real-life applications from daily lives:
  - Why do doctors measure medicines in mg instead of g?
  - Why do we buy milk in litres but hair oil in ml?
- Write the following questions on the board and ask students to try to solve them. Move around the classroom and help students who are struggling:
  A. How many millilitres are there in 5 litres?
  B. Convert 2500 ml into litres.
  C. How many grams make 3 kilograms?
  D. If a milk packet is 500 ml, how many such packets make 2 litres?
  E. A 2-litre soft drink bottle is shared equally among 4 friends. How much does each friend get in ml?

Assessment

35 mins

Answer the following questions

1. Amy says the number 9,87,654 is greater than 98,76,543 because it has fewer digits. Is she correct? Justify your answer.

   _____
   _____
   _____

2. A bank manager is arranging cheques in ascending order of the cheque numbers. The cheque numbers are 54098, 59840, 50489, 59048. What should be the correct order?

   _____

3. A farmer counted the number of apples on different trees:

   Tree 1: 2,45,678 apples

   Tree 2: 2,54,768 apples

   Tree 3: 2,47,568 apples

   Which tree has the highest number of apples? Explain how you determined it.

   _____
   _____

4. The distance between two cities is 5,68,321 metres. Convert this into kilometres. (Hint: 1 km = 1,000 metres)

   _____
   _____

5. A school has 5,46,720 books in its library. A new set of 35,640 books arrived. Estimate the total number of books to the nearest ten thousand.

   _____
   _____

Answer Key

1. No, she is incorrect. The number 98,76,543 has more digits (8 digits) than 9,87,654 (7 digits), making it the greater number.
2. Ascending order: 50,489 → 54,098 → 59,048 → 59,840
3. Tree 2 has the most apples.

   Compare: 2,54,768 > 2,47,568 > 2,45,678
4. Distance in km = 5,68,321 ÷ 1,000 = 568.321 km
5. Estimate total books:

   5,46,720 +35,640 → 5,82,360

   The ten thousand place in 5,82,360 is 8.

   At the thousand place, since 2 is less than 5, we round down, keeping 8 the same and changing all digits after it to zero.

   Total: 5,80,000 books

Learning Level Tracker

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Level 3: Solves problems independently

Name of the School:	**UDISE:**
Block:	**District:**
Name of the Teacher:	**Assessment Date:**

Class: 6		Subject: Maths		
Roll No.	Name of the Student	Chapter: Knowing our Numbers		
		Level 1	Level 2	Level 3

Chapter 2 : Whole Numbers

Activity 1 Exploring Whole Numbers

35 mins

Instructions

- Begin by writing the following question on the board: "What are the numbers we use to count objects?" (Expected answer: Natural numbers: 1, 2, 3, ...)
- Then ask students, “If we have to count a bag full of stones, should we start with 0 or with 1?” Ask students to justify their answers.
- Introduce zero and explain that when we add 0 to natural numbers, we get whole numbers (0, 1, 2, 3, …).
- Draw a long number line on the floor with chalk (from 0 to 20). Call volunteers to stand on different numbers.
- Ask students some simple questions as given below. Students who are standing on the number which is the correct answer to step away from the number line:
  - “Step on the smallest whole number.” (Answer: 0)
  - “Two steps forward from 3. Where are you?” (Answer: 5)
  - “What happens if you move one step back from 1?” (Answer: 0, whole numbers include 0).
  - “What happens if you step back from 0?” (Students realise there’s no whole number before 0).
- Divide the students into pairs. One student calls out an operation (start at 8, move 3 steps forward; start at 0 and move 4 steps forward; start at 2 and move 4 steps back etc.) while the other physically moves on the number line.
- The class discusses results.
- Discuss with students: "What did you learn about whole numbers today?"
  - Whole numbers start from 0.
  - Adding 1 always moves forward.
  - Subtracting 1 moves back, except at 0.
  - Whole numbers do not include negative numbers.

Activity 2 Addition on the Number Line

35 mins

Instructions

- Start by drawing a long number line on the classroom floor with chalk. Mark 0 to 20 with clear spacing. If there is inadequate space in the classroom, you can also do this activity in an open ground.
- Explain that addition means moving forward on the number line. Demonstrate a simple example: 3 + 4. Stand on 3, take 4 steps forward, and land on 7.
- Ask one student to come forward and pick up a number slip with a simple operation written on it (made before the class).
- Encourage the students to solve the operation question and then demonstrate the answer on the number line. Example: If they got 5 and 3, they start at 5, hop 3 steps forward, and land on 8 (You can also introduce subtraction on the number line with this activity).
- Divide the students into pairs or small groups. Ask all groups to make a number line on a piece of paper. Give each group a set of 3 problems to solve using the number line. Example problems: 6 + 4, 3 + 8, 7 + 5, 9 + 8 etc.
- They must write down their answers and explain how they reached them.
- Conclude the activity by asking students to share the meaning of addition in a sentence using their own words.

Assessment

35 mins

Answer the following questions

1. A teacher wrote the number 10,000 on the board and asked, "What is the predecessor of this number?" What will be the answer and why?

   _____
   _____

2. Which number is the successor of the smallest whole number?

   _____

3. What is the sum of the first five whole numbers? Demonstrate this on the number line.

   _____
   _____

4. The sum of two whole numbers is 22. One of them is 7. Find the other number.

   _____
   _____

5. You step forward 4 times on the number line, starting from 6. Where will you reach? Demonstrate your answer with a number line.

   _____
   _____

6. Which number should replace '?' in the pattern – 5, 10, 15, ?, 25, 30
   Draw a number line to demonstrate your answer.

   _____
   _____

Answer Key

1. Predecessor is 9,999 because subtracting 1 from a number gives its predecessor.
2. 1 (Successor means adding 1, and 0 + 1 = 1).
3. 0 + 1 + 2 + 3 + 4 = 10
4. 22 – 7 = 15
5. You will reach 10 on the number line.
6. The number in place of '?' will be 20.

Learning Level Tracker

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Name of the School:	**UDISE:**
Block:	**District:**
Name of the Teacher:	**Assessment Date:**

Class: 6		Subject: Maths		
Roll No.	Name of the Student	Chapter: Whole Numbers		
		Level 1	Level 2	Level 3

Chapter 3 : Playing with Numbers

Activity 1 Prime Numbers

35 mins

Instructions

- Begin the class by writing some prime numbers on the board: 2, 3, 5, 7, 11 etc. Ask students to try to find the common feature in the numbers. If students struggle, give them a hint, “It’s related to the factors of these numbers!”.
- Introduce the concept of prime numbers (they have only two factors: 1 and the number itself) to students. Tell them, “Did you know that that smallest prime number is 2?”
- Next, tell the students, “We will now play a game on prime numbers.” and ask them to sit in a circle.
- After the students are settled down, call out a random number and throw a soft ball/paper ball to a random student ask him/her to identify the number as prime or non-prime. If the number is prime, the student must say "Prime!" and pass the ball quickly to another random student. If the number is not prime, they must say "Not prime because..." and explain the reason before passing.
- If a student hesitates, help them identify the factors of the number and encourage them to answer the question.
- Once a student answers, he/she has to call out another student’s name and throw the ball to him/her and give them a random 2-digit number of their choice.
- Play the game till you feel students have understood prime numbers. Take necessary steps for students who still need help.
- Give the following questions to students to solve:
  - Find the missing numbers:
    a) The smallest prime number is ___.
    b) The only even prime number is ___.
    c) The next prime after 47 is ___.
- Encourage students to solve the questions, discuss the answers and their reasons before concluding the activity.

Activity 2 Divisibility Rules

35 mins

Instructions

- Divide the students into teams of 4-5.
- Write several numbers on slips of paper and place them in a box. For example, 290, 120, 60, 55, 39, 210, 300 etc.

- Each team has to pick a slip and place the number in the correct column, based on the divisibility rules in the table drawn on the board. A sample table is given below:

Divisible by 2	Divisible by 3	Divisible by 5	Divisible by 10	Divisible by 11	Numbers divisible by two numbers

- For example: If a student picks '240', they have to place the slip in the correct column (using tape) or write the number under the respective column of divisibility. If students think that a number is divisible by 2 numbers, they should also write them in the last column.
- After all the groups get equal chances for this activity, ask the whole class to check whether the numbers in the columns are correct. Address the incorrect answers by revising the rules of divisibility.

Activity 3 Lowest Common Factor (LCM)

35 mins

Instructions

- Begin the activity by asking students a question, "Imagine two musicians—one beats a drum every 4 seconds, and the other rings a bell every 6 seconds. When will they play together?"
- Introduce how LCM helps answer this question.
  - If time allows, select two students: Give one a steel plate & a spoon and the other a school bell.
  - Ask them to beat/ring at regular intervals (e.g., one beats every 4 seconds, the other every 6 seconds).
  - Ask the class to count aloud and listen for the moment they play together. Stop when they reach the smallest time where both sounds match. Explain to students the meaning of LCM.
- Next, ask students the multiples of 4 and 6 and write them on the board:
  - 4: 4, 8, 12, 16, 20, 24…
  - 6: 6, 12, 18, 24…
- Ask students to identify the smallest common multiple (12). Practice with students using more examples or word problems (e.g., A tailor stitches kurtas in 5 days and pants in 7 days. When will he finish both on the same day?). Ask students to solve and explain their answers.
- Finish the activity by summarising the concept and importance of LCM. Give a fun homework challenge: "Find the LCM of the number of plates and spoons in your kitchen!"

Assessment

35 mins

Answer the following questions:

1. A number is divisible by both 5 and 12. By which other number, will that number always be divisible?

   _____

2. If the LCM of two numbers is 120 and their HCF is 5, what is the possible product of these two numbers?

   _____

3. Write down all the factors of 36.

   _____

4. Find the missing number: 6 × __ = 30 (Is this number a factor or multiple of 30?)

   _____

5. Rita says that 51 is a prime number, but Daniel says it is a composite number. Who is correct? Justify your answer.

   _____
   _____

6. Two friends decide to meet every 12 days and every 18 days, respectively. If they meet on 1st March, when will they meet next?

   _____
   _____
   _____

7. Find the HCF and LCM of 24 and 36 using prime factorisation.

Answer Key

1. 60 (LCM of 5 and 12).
2. Product = LCM × HCF = 120 × 5 = 600
3. 1, 2, 3, 4, 6, 9, 12, 18, 36.
4. 5 (Factor of 30).
5. Raj is correct. 51 is composite as it is divisible by 3 and 17 (51 = 3 × 17).
6. Find LCM of 12 and 18 → 36. They will meet again on 1st March + 36 days = 6th April.
7. Prime factorisation:
   $24 = 2^3 \times 3$
   $36 = 2^2 \times 3^2$.
   $HCF = 2^2 \times 3 = 12$
   $LCM = 2^3 \times 3^2 = 72$

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Name of the School:	**UDISE:**
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Class: 6		Subject: Maths		
Roll No.	Name of the Student	Chapter: Playing with Numbers		
		Level 1	Level 2	Level 3

Chapter 4 : Basic Geometrical Ideas

Activity 1 Lines, Rays and Line Segments

35 mins

Instructions

- Divide the students into small groups.
- Ask each group to collect all the pens, pencils, erasers and sharpeners they have and place them together.
- Based on their prior understanding and by discussing with their group members, ask each group to create the below shapes using pens, pencils, erasers and sharpners:
  - A line (e.g., using a pencil/pen).
  - A line segment (e.g., using a pencil/pen with ends marked with leaves).
  - A ray (e.g., using pencil/pen and one eraser at one end)
  - An open figure (e.g., arranging pencils/pens to leave a gap).
  - A closed figure (e.g., forming a triangle or rectangle with pencils/pens).
- After the activity, gather students and ask:
  - How is a line different from a line segment?
  - What makes a figure open or closed?
- Conclude the activity by explaining to students the difference between a line, a ray and a line segment by emphasising that the line segment has two ends, a ray has one end whereas a line has no ends.
- Invite a few students to the board and ask them to draw a line, ray, line segments and types of figures on the board.

Activity 2 Forming Shapes with Our Bodies

35 mins

Instructions

- Explain the concept of polygons, vertices, and diagonals using simple drawings on the board.
- Divide students into small groups (4-6 students per group).
- Call out different shapes (triangle, square, pentagon) one by one and ask each group to arrange themselves in a way that forms the shape by holding hands.
- After all the groups have played 3-4 rounds, ask them to use chalk to draw the shape allocated to them on the ground and label its sides and vertices.
- Next, ask students: “How do we connect two non-adjacent points?”
- Let them try to connect 2 non-adjacent points of the shape made on the ground. After they have tried, explain that these are called diagonals.

- Next, ask all the groups to draw a triangle, label its sides and ask them to try to make a diagonal. As students try, move around the groups to observe and guide them. Introduce diagonals in triangles. This step can be done with circles as well.
- In the end, ask students: "Can you see the geometrical concepts we learned about today around you?" Let them share their answers and conclude by explaining how geometry is all around us!

Activity 3 Parallel Lines Around Us

35 mins

Instructions

- Begin the activity with a question: "Where have you seen two lines that never meet?"
- Guide students to look at things around them like:
  - Notebook lines
  - Opposite edges of a table
  - Window grills
- Encourage students to share more examples that they can find around them. Explain that parallel lines run alongside each other and never meet, no matter how far they extend.
- Next, ask each student to place two pencils on their desk exactly parallel to each other. Once they are done, their partners are to check if the pencils are parallel. They can do this using a scale (If the distance between the pencils is equal from the bottom to the top of the pencil, they are parallel). If not, students adjust their placement.
- Ask students to draw a simple sketch using only parallel lines (e.g., a zebra crossing, a road with lanes, or a ladder). They should label their parallel lines and share their drawings with the class.
- Conclude the activity by discussing the necessity of parallel lines around us.

Assessment

35 mins

Choose the correct answer:

1. What is the best representation of a point in real life?
   a) A table edge
   b) The tip of a sharp pencil
   c) A piece of thread
   d) A book cover
2. Which of the following is a correct representation of a line segment?
   a) It has two endpoints
   b) It extends indefinitely in both directions
   c) It has only one endpoint
   d) It does not have endpoints
3. Two lines in the same plane that never intersect are called:
   a) Intersecting lines
   b) Parallel lines
   c) Perpendicular lines
   d) Concurrent lines
4. A ray has:
   a) No endpoint
   b) One endpoint
   c) Two endpoints
   d) Infinite endpoints

Answer the following questions:

5. Ellie observes that two roads in Shillong never intersect, no matter how far they extend. However, two other roads meet at a roundabout.
   a) What type of lines do the first two roads represent? _____
   b) What type of lines do the second pair of roads represent? _____
6. Draw and label the following angles:
   a) Acute angle

   b) Obtuse angle

Answer Key

1. b) The tip of a sharp pencil
2. a) It has two endpoints
3. b) Parallel lines
4. b) One endpoint
5. a) Parallel lines
   b) Intersecting lines

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Block:	**District:**
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Class: 6		Subject: Maths		
Roll No.	Name of the Student	Chapter: Basic Geometrical Ideas		
		Level 1	Level 2	Level 3

Chapter 5 : Understanding Elementary Shapes

Activity 1 Exploring Angles Using a Door

35 mins

Instructions

- Gather students around a door and ask, "What happens when we push or pull a door?"
- Discuss how a door rotates around its hinge (the vertex of an angle).
- Ask students to observe how the angle changes as the door opens wider.
- Mark the door's movement with tape (chalk can also be used) on the floor at different positions:
  - Closed Position (0°)
  - Slightly Open (~30°) → Acute Angle
  - Halfway Open (45°) → Acute Angle
  - Completely Open (90° if the door is against the wall → Right Angle and 180° if it is in line with the wall → Straight Angle)
- Let students take turns opening and closing the door while identifying the angles formed.
- If protractors are available, mark different positions at the door and ask students to measure the angles. If not, they estimate and compare the angles based on their observations.
- Next, ask students where else they see angles formed in their surroundings (doors, windows, or objects that rotate).
- Conclude the activity by discussing how carpenters use angles when designing doors and furniture.

Activity 2 Perpendicular Lines

35 mins

Instructions

- Begin the class by explaining to students about perpendicular lines (that they meet at a right angle – 90°) Fold a piece of paper into half and explain how the fold can make a right angle.
- Show an example using the edges of a book or a doorframe.
- Ask students to find and note three examples of perpendicular lines around them (e.g., where the floor meets the wall, the edges of a window, the legs of a chair).
- Ask students to share their answers. As each student shares, invite them to check whether their answer is a right angle or not using the folded paper used at the beginning of the activity.
- Give students a few minutes to discuss with their partner why perpendicular lines are important in buildings, furniture, and road crossings.
- Ask students to share their answers and conclude the activity by discussing the importance of perpendiculars.

Activity 3 Understanding Types of Triangles

35 mins

Instructions

- Begin the activity by asking students to share what they know about triangles. Write what they share on the board.
- Next, divide students into small groups of 3-4.
- Give each group a newspaper and a scale (scissors if it's possible). Using the given materials, ask them to create:
  - One triangle with all equal sides
  - One with two equal sides
  - One with all different sides
- After all the groups are done, ask each group to exchange their cut-outs with another group (you can take the lead on this, based on the number of groups formed).
- Ask each group to examine the new triangles using a ruler. Ask all the groups to show the triangles whose sides are all equal. Introduce and explain equilateral triangles to students. Repeat this step to introduce and explain isosceles and scalene triangles.
- Ask all the groups to look around the classroom for real objects shaped like triangles and classify them into equilateral, isosceles or scalene (you can also take them outside, in the playground for this part of the activity).
- Conclude the activity by asking students to write what they learnt about the three types of triangles, along with measured figures for each.

Assessment

35 mins

Answer the following questions:

1. If a triangle has sides measuring 5 cm, 5 cm, and 8 cm, what type of triangle is it? Justify your answer.

   _____

   _____

2. A door frame has a vertical and a horizontal edge. Are they perpendicular? Explain with reasoning.

   _____

   _____

3. Using a ruler and a protractor, draw a scalene triangle with sides 5 cm, 7 cm, and 9 cm. Label all important points and write two properties of the triangle.

4. In the box given below, write your name and classify the number of different angles that are formed in the alphabet of your name (consider angles forming inside the alphabets only):

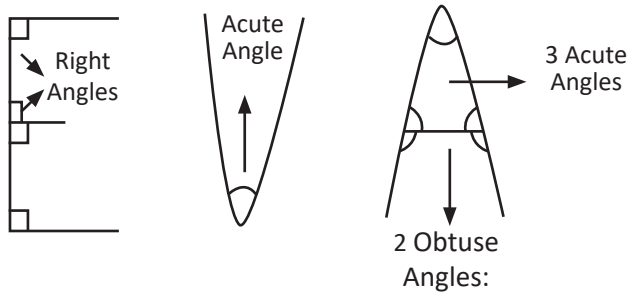
   Number of acute angles: _____

   Number of obtuse angles: _____

   Number of right angles: _____

Answer Key

1. A triangle with sides 5 cm, 5 cm, and 8 cm is an isosceles triangle because two of its sides are equal.
2. Yes, the vertical edge of the door and the horizontal top form a right angle (90°), making them perpendicular lines.
3. Properties of Scalene Triangle:
   - No equal sides.
   - No equal angles.
4. Sample answer, actual answers may vary based on students' names:



Number of acute angles: ____4_____
Number of obtuse angles: _____2____
Number of right angles: ____4____

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Name of the Teacher:	**Assessment Date:**

Class: 6		Subject: Maths		
Roll No.	Name of the Student	Chapter: Understanding Elementary Shapes		
		Level 1	Level 2	Level 3

Chapter 6 : Integers

Activity 1 Integer Hopscotch

35 mins

Instructions

- Use chalk (or tape if indoors) to draw a large number line from **-10 to +10** on the floor. Mark each point.
- Divide the students into teams of 4–5. Ask each team to send one student at a time to play. Rotate turns among teams. Ask the team to keep a record of all the answers their team members gave and add all of them to see the number they get in the end.
- Call out instructions for students to perform on the number line. A few examples are given below, you can add similar instructions for the activity:
  - o "Start at -3, move forward 4 steps."
  - o "You're at +2, now go back 5 steps."
  - o "Temperature was -5°C and increased by 7°C. Show the new temperature."
- Tell the student to hop according to the statement given and explain the final answer aloud.
- In the end, ask students, "Did they observe anything about direction and sign?" and explain how directions and signs work on the number line.

Activity 2 Addition and Subtraction of Integers

35 mins

Instructions

- Ask the students to take their textbooks and open a random page.
- Guide them to note down the page number and repeat this process five times.
- Instruct them to assign a minus sign (-) to all the even page numbers and a plus sign (+) to all the odd page numbers.
- Explain that even page numbers represent negative integers and odd page numbers represent positive integers. Ensure that you inform the students that this is just for the game, in real life there are no such rules around odd being negative or even being positive.
- Assist the students in calculating the total by adding these integers together.
- Discuss the final result with the class to ensure everyone understands the concept.
- E.g.: Nathaniel opened the five random pages of his English textbook and he got these numbers.

10	78	27	103	143

He added a minus sign (-) to all the even numbers and a plus sign (+) to all the odd numbers.

-10	-78	+27	+103	+143

Her total is: 185

- Ask students to share their step-by-step answers and other details. Guide them to ensure operational calculations are made correctly.

Activity 3 Integer Chain

35 mins

Instructions

- Begin by discussing real-life situations involving integers: Elevation (above/below sea level), temperatures, gains/losses, bank transactions, etc.
- Give each student a slip of paper. Give them a few minutes to think of a story that they want to start, based on calculations using integers. You can give them some examples like, "Elton had ₹100 in his bank account (+100)." Ask them to start such a story on the piece of paper.
- Students pass their slip to the next person, who continues the story by adding or subtracting another integer. Example: He withdraws ₹200 to buy a pair of shoes. This continues until all the students have contributed to the story.
- Read the story aloud and calculate as per the students' statements to reach a final number. Ask students to come forward to do the calculations as a part of their practice.
- If you feel students are struggling, explain the concepts again.

Assessment

35 mins

Answer the following questions:

1. Arrange the following integers in ascending order: -12, 0, -3, +7, -9.

   _____

2. Represent the following on a number line: -4 + 6

3. A bird is flying at 50 m above sea level, and a fish is swimming at 20 m below sea level. Represent their positions as integers and find the difference in height between them.

   _____

   _____

4. Compare using <, > or = :
   a) -10 ____ -6
   b) 7 – 15 ___ -8
   c) -6 + 2 ____ -8
   d) -9 ____ 0
   e) -2 ____ -3

5. Dan says that -8 is greater than -2 because 8 is greater than 2. Do you agree with him? Explain your answer with the help of a number line or reasoning.

   _____

   _____

6. In a game, players lose 3 points for every wrong answer and gain 5 points for every correct answer. A player gave 4 correct answers and 3 wrong ones. What is the player's final score? Show your working clearly.

   _____

   _____

   _____

   _____

Answer Key

1. -12, -9, -3, 0, +7
2. Start at -4, move 6 steps right → Answer: 2
3. Bird: +50 m, Fish: -20 m → Difference = 50 - (-20) = **70 m**
4. a) -10 < -6
   b) 7 – 15 = -8 → -8 = -8
   c) -6 + 2 > -8
   d) -9 < 0
   e) -2 > -3
5. No, Dan is incorrect. On the number line, -8 lies to the left of -2, so it is less than -2. Larger negative numbers mean smaller values.
6. Correct answers: 4 × 5 = +20
   Wrong answers: 3 × (-3) = -9
   Total score: 20 + (-9) = 11 points

Learning Level Tracker

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Level 3: Solves problems independently

Name of the School:	**UDISE:**
Block:	**District:**
Name of the Teacher:	**Assessment Date:**

Class: 6		Subject: Maths		
Roll No.	Name of the Student	Chapter: Integers		
		Level 1	Level 2	Level 3

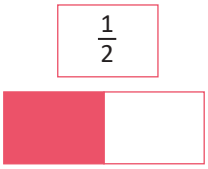
Chapter 7 : Fractions

Activity 1 Find Your Match

35 mins

Before the activity

Design simple flashcards with a fraction and its visual representation. For example, one card has the fraction $\frac{1}{2}$ written on it, and its matching card would have a square or a rectangle with a shaded half. Make these pairs based on the number of students in your class.



Instructions

- Begin the activity by explaining/revising the concept of fractions. Write different fractions on the board and use visual representations to clarify students' concepts.
- Take students outside or to an open space for the activity.
- Distribute the fraction flashcards (folded) among the students. Ensure all the pairs of fractions are included in the pile of flashcards. Tell students that they should not open the flashcards until asked to.
- Explain the game to students. Tell them they have to open their flashcards, which may have a numerical or a pictorial fraction. They must find their partner who has the equivalent value of the fraction you have. They have to read their numerical/pictorial fraction and ask other students, "Are you $\frac{1}{3}$?" Students can continue asking until they find their match.
- Start the activity and give students 3-4 minutes to find their partners. Students who find their partners stand separately from the whole group.
- Once done, students come forward with their partners and show their flashcards. The rest of the class shares if the pair is correct or not.
- Conclude the activity by clarifying any doubts or misconceptions that students might have.

Activity 2 Proper and Improper Fractions

35 mins

Before the activity

Before conducting this activity, be ready with newspaper pieces of equal size. The number of pieces will depend upon the number of students/pairs in your class. Each student/pair will require 4 such pieces.

Instructions

- Begin the activity by asking students, *"What do you think it means for a fraction to be proper or improper?"* (Proper: Numerator < Denominator and Improper: Numerator ≥ Denominator). Explain the meaning using examples on the board (e.g., $\frac{1}{3}$ – proper; $\frac{5}{4}$ – improper).
- Divide students into pairs and ask a representative from the pair to come forward and collect 2 sheets.
- Ask each pair to fold one piece into 4 equal parts, shade 3 parts and label it ¾.
- Ask pairs if this will be a proper or an improper fraction (proper fraction).
- Ask the representatives to come forward and collect 2 more sheets.
- Ask pairs to fold each sheet into 4 equal parts. Shade 5 out of 4 parts (use 1 full sheet and 1 part from the second). Tape/stick the shaded pieces together and label it 5/4.
- Ask pairs if this will be a proper or an improper fraction (improper fraction).
- Explain to students the differences between proper and improper fractions.
- Write a few fractions on the board: $\frac{2}{3}$, $\frac{5}{3}$, $\frac{4}{5}$, $\frac{7}{4}$, $\frac{1}{2}$, $\frac{6}{4}$ and ask students to sort them into proper and improper categories.
- Conclude the activity by asking students, "How can we tell just by looking at a fraction whether it's proper or improper?"

Activity 3 Equivalent Fractions

35 mins

Before the activity

Before conducting this activity, be ready with square newspaper pieces of equal size. The number of pieces will depend on the number of students in your class. Each student will require 3 such pieces.

Instructions

- Begin with a quick explanation of a fraction as "a part of a whole". Write $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ on the board and explain the numerator and denominator.
- Distribute 3 pieces of paper to each student.

- Ask students to fold the first sheet in half, shade one part, and label it as $\frac{1}{2}$.
- On the second sheet, ask them to fold it into 4 equal parts, shade two, and label it as $\frac{2}{4}$.
- Repeat with the third sheet to create 8 equal parts, shade 4, and label it as $\frac{4}{8}$.
- Encourage neat folding and visible labelling.
- Ask students to compare all the 3 sheets. Ask, “Which is the largest?” and “Why does the size of the part decrease as the denominator increases?”
- Ask students to stack their sheets over each other to visually compare.
- Ask students:
    - Do they cover the same area?
    - What do you notice about $\frac{1}{2}$, $\frac{2}{4}$, $\frac{4}{8}$?
- Explain the concept of equivalent fractions using the sheets prepared by the students.
- Ask students to repeat the folding activity at home using different shapes (rectangles, circles) and bring in a new set of equivalent fractions they discovered.

Assessment

35 mins

Choose the correct answer:

1. $\frac{3}{6}$ is equivalent to:
   a) $\frac{1}{2}$
   b) $\frac{1}{3}$
   c) $\frac{2}{3}$
   d) $\frac{3}{2}$
2. Which fraction is the greatest?
   a) $\frac{1}{4}$
   b) $\frac{3}{8}$
   c) $\frac{2}{5}$
   d) $\frac{5}{10}$
3. What is $\frac{2}{5} + \frac{1}{5}$?
   a) $\frac{2}{10}$
   b) $\frac{3}{10}$
   c) $\frac{3}{5}$
   d) $\frac{1}{1}$
4. Which of the following is an improper fraction?
   a) $\frac{5}{6}$
   b) $\frac{6}{5}$
   c) $\frac{3}{4}$
   d) $\frac{2}{3}$

Answer the following questions:

5. Ron folded a strip into 6 equal parts and coloured 3 of them. His friend says he coloured $\frac{1}{2}$ of the strip. Is the friend correct? Justify your answer with equivalent fractions.

   _____
   _____
   _____

6. A cake is divided into 8 equal slices. Ana ate $\frac{5}{8}$ and Neha ate $\frac{2}{8}$.
   Who ate more and how much more? Represent using a picture.

   _____
   _____
   _____

Answer Key

1. a) $\frac{1}{2}$
2. d) $\frac{5}{10}$
3. c) $\frac{3}{5}$
4. b) $\frac{6}{5}$
5. $\frac{3}{6} = \frac{1}{2} \rightarrow$ Yes, because they are equivalent fractions
6. Ana ate more cake

   $\frac{5}{8} - \frac{2}{8} = \frac{3}{8}$ more

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Level 3: Solves problems independently

Name of the School:	**UDISE:**
Block:	**District:**
Name of the Teacher:	**Assessment Date:**

Class: 6		Subject: Maths		
Roll No.	Name of the Student	Chapter: Fractions		
		Level 1	Level 2	Level 3

Chapter 8 : Decimals

Activity 1 Decimals on the Number Line

35 mins

Instructions

- On the floor of the class or an open space, mark a number line from 0 to 1 in intervals of 0.1 using tape/ chalk.
- Divide the class into teams of 4–5 students. Give each team decimal cards (with decimals like 0.35, 0.89, 0.98 etc. written on them) based on the number of students in each team.
- One by one, ask a student to place their card in the correct position on the number line. Rotate between teams until all the students have had a chance to complete the activity.
- Let students place the cards where they feel is correct. Once all the students are done, check the cards' placement and guide students to place them correctly.
- Ask: "Which decimals were tricky to place?", "What helped you decide where 0.67 goes?"
- Conclude the activity by asking students to share what they learnt today and how they felt doing this activity.

Activity 2 Decimal Market

35 mins

Instructions

- Begin the activity by setting a scenario for the students: *"You are going to a mini market with ₹100. Your goal is to buy at least 4 items, but you must spend as close to ₹100 as possible without exceeding it."*
- Display a price list like this on the board. You can modify it as per the learning levels of your students:

Items	Price (₹)
Notebook	18.75
Pen	9.5
Pencil Box	25.60
Eraser	4.25
Compass Set	32.80
Ruler	6.40
Crayons	20.15
Sharpener	3.65
Notebook Covers	28.45

- Ask students to select any 4 or more items from the list, add the prices and calculate the total amount spent.
- Then, students are to subtract their total from ₹100 to find the money they are left with. If their total is over ₹100, they must revise their selection.
- Once done, they must write 2-3 sentences explaining: *"Why did you choose these items?" or "How did you estimate the total before calculating?"*
- If time allows, ask students to exchange their shopping lists with a partner, who will check their calculations and discuss whether they were under or over the budget.

Activity 3 Think-Pair-Solve

35 mins

Instructions

- Begin the activity by quickly revising the concepts of addition and subtraction of decimals.
- Write 4–5 word problems on the board involving decimals. Some are suggested below:
  - Benison bought a pencil for ₹7.25, an eraser for ₹3.50, and a sharpener for ₹5.75. How much did she spend in total?
  - A bottle contains 1.5 litres of water. If Daniel drinks 0.75 litres from it, how much water is left in the bottle?
  - Josephine ran 2.45 km on Monday, 3.8 km on Tuesday, and 4.25 km on Wednesday. What is the total distance she ran in these three days?
  - A packet of rice weighs 5 kg. 2.6 kg has already been used. How much rice is still left in the packet?
  - Sinita had ₹50. She spent ₹12.35 on a book and ₹17.50 on a toy. How much money does she have left?
- Ask students to choose any two problems and solve them individually.
- Once students have solved the problems, ask them to discuss their answers with their partners and try to correct mistakes if any.
- Finally, each pair presents one solution to the class, explaining the steps taken.

Assessment

35 mins

Choose the correct option:

1. Which of the following is equal to 0.7?
   a) $\frac{7}{10}$
   b) $\frac{70}{100}$
   c) 0.07
   d) $\frac{70}{100}$
2. Which decimal is the smallest?
   a) 0.55
   b) 0.505
   c) 0.5
   d) 0.59
3. ₹7.50 – ₹3.25 =
   a) ₹4.15
   b) ₹4.25
   c) ₹3.85
   d) ₹3.75
4. 4.8 is the same as:
   a) $\frac{48}{100}$
   b) $4 + \frac{8}{10}$
   c) $4 + \frac{80}{100}$
   d) Both b and c
5. State whether true or false: 3.0 and 3.00 have the same value _____
6. State whether true or false: 5.25 < 5.205 _____
7. Roy bought 2 kg of apples for ₹45.50 and 1.5 kg of mangoes for ₹30.75.
   How much did he spend in total?
   _____
   _____
   _____
8. Any had ₹100. She spent ₹24.25 on snacks, ₹30.50 on a book, and ₹15.15 on a gift. How much money is left with her?
   _____
   _____
   _____

Answer Key

1. a) $\frac{7}{10}$
2. b) 0.505
3. a) ₹4.25
4. d) Both b and c
5. True
6. False
7. ₹45.50 + ₹30.75 = ₹76.25
8. Total spent = ₹24.25 + ₹30.50 + ₹15.15 = ₹69.90
   Money left = ₹100 – ₹69.90 = ₹30.10

Learning Level Tracker

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Name of the School:	**UDISE:**
Block:	**District:**
Name of the Teacher:	**Assessment Date:**

Class: 6		Subject: Maths		
Roll No.	Name of the Student	Chapter: Decimals		
		Level 1	Level 2	Level 3

Chapter 9 : Data Handling

Activity 1 Shoe Size Survey

35 mins

Instructions

- Begin the activity by asking each student to write down their shoe size on a small piece of paper. Once done, ask students to deposit all the chits in a box kept in front of you.
- Ask a few student volunteers to come forward to sort and organise all the chits into separate piles for each shoe size.
- Next, ask another set of student volunteers to come forward and count the number of students for each shoe size. Write all the shoe sizes on the board, along with the corresponding number of children who have that shoe size.
- Based on the data gathered through the survey, introduce the concept of tally marks to the students.
- Encourage students to come forward and draw tally marks for the data on the board. If students struggle, help or guide them by explaining again.
- After the tally chart is complete, ask students to observe the data and discuss:
  - Which size is most common?
  - Is there any size with only 1 student?
  - Which size is the least common?

Activity 2 Absentee Pictograph

35 mins

Instructions

- Draw a pictograph showing the number of absentees in school per day over a week. A sample pictograph is given below (this is not based on real data; you can also use imaginary data):

Day	Number of Absentees (Δ = 2 students)
Monday	Δ Δ Δ Δ
Tuesday	Δ Δ Δ
Wednesday	Δ Δ Δ Δ Δ Δ
Thursday	Δ Δ Δ Δ Δ
Friday	Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ

- Ask students to observe the pictograph and answer the following:
  - On which day were most students absent?
  - Was there a day with full attendance?
  - What was the total number of absentees in the week?
- Then, change the symbol scale (e.g., Δ = 3 absentees) and redo the interpretation with them.

Activity 2 Understanding Data

35 mins

Instructions

- Prepare pictograph cards showing different scenarios (e.g., number of pets owned, books read, ice creams sold). Some samples are given below:

  Card 1: Pets that students have

Pet Type	Number of Pets (○ = 2 pets)
Dogs	○ ○ ○ ○
Cats	○ ○ ○ ○ ○ ○ ○ ○
Fish	○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○
Birds	○ ○ ○

  Card 2: Books read in a month

Student Name	Number of Books (□ = 1 book)
Anthony	□
Silva	□ □ □
Sona	□ □ □ □ □
Anika	□ □
Dina	□ □ □ □ □ □ □ □ □

  Card 3: Favourite Ice Creams

Ice Cream Flavour	Number of Cones sold (Δ = 4 cones)
Vanilla	Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ
Chocolate	Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ
Butterscotch	Δ Δ Δ Δ
Strawberry	Δ Δ Δ Δ Δ Δ Δ Δ Δ

- Begin the activity by dividing students into equal groups. You can play a game of “Simon Says …. ” to form the groups.
- Distribute one card per group and ask each group to interpret the pictograph and write 2 inferences (e.g., “Fish is the most common pet.”) based on what the data shows.
- After 10-15 minutes, ask groups to present their findings.
- Conclude the activity by asking students to write what they learnt about pictographs and how they can help organise data.

Assessment

35 mins

Choose the correct option:

1. What is the purpose of using tally marks in a data table?
   a) Decoration
   b) Counting quickly
   c) To confuse the reader
   d) To write names
2. A tally mark group of |||| represents:
   a) 4
   b) 5
   c) 6
   d) 1
3. In a pictograph, if 🍎 = 4 apples, then 🍎🍎🍎 = ?
   a) 8 apples
   b) 12 apples
   c) 6 apples
   d) 16 apples
4. Which method helps in understanding data at a glance?
   a) Number line
   b) Pictograph
   c) Table of words
   d) Division

State whether the following are true or false:

5. Tally marks are grouped in 6s. _____
6. Pictographs always use symbols to represent numbers. _____
7. Organising data in a table helps conclude easily. _____
8. Riya recorded the number of books read by her friends using a pictograph, where:
   📚 = 2 books
   Riya: 📚📚📚 Meena: 📚📚📚📚 Arjun: 📚📚
   Who read the most books? If Riya reads 2 more books, how will her pictograph look? Why does the scale matter here?

Answer Key

1. b)
2. a)
3. b)
4. b)
5. False
6. True
7. True
8. Meena read the most (📚📚📚📚 = 8 books)
   Riya: 📚📚📚 = 6 → +2 books = 8 books → 📚📚📚📚
   Scale helps to ensure symbols match quantity; without a scale, data may be misinterpreted.

Learning Level Tracker

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Name of the School:	**UDISE:**
Block:	**District:**
Name of the Teacher:	**Assessment Date:**

Class: 6		Subject: Maths		
Roll No.	Name of the Student	Chapter: Data Handling		
		Level 1	Level 2	Level 3

Chapter 10 : Mensuration

Activity 1 Exploring Perimeter

35 mins

Before the activity

Use tape to make squares and rectangles of different sizes on the floor of the classroom (based on the number of groups made for this activity). Cut out equal pieces of a thread and distribute them among the groups.

Instructions

- Divide students into small groups of 4-5.
- Assign each group a shape made on the floor using tape.
- Ask each group to measure the boundary of the shape using the thread provided and mark it.
- Once the groups are done, ask group representatives to come forward and guess the boundary of which shape is the longest or the shortest.
- If possible, measure the marked threads using a measuring tape to give the groups conclusive answers (if measuring tape is not available, handspan can serve as a non-standard unit of length).
- Introduce the concept of perimeter with this activity.
- Draw some shapes on the board along with the measurements and ask students to calculate their perimeters.
- Using graph papers, do the similar activity and encourage students to compare their results and estimation.

Activity 2 Area and Perimeter

35 mins

Instructions

- Divide students into pairs.
- Revise and reintroduce the formulas and methods of calculating Area and Perimeter of regular shapes like- square, rectangle and triangle.
- Encourage students or pairs to identify some similar shapes from their surroundings.
- Next, draw this table on the board and ask students to complete it.

Name	Length	Width	Perimeter	Area
Book	27 cm	18 cm		
Notebook	22 cm		38 cm	
Room	12 feet	9 feet		
Drawing Pad		7 cm	50 cm	
Board	2 meters		7 meters	
Mobile phone		7 cm		105 sq cm

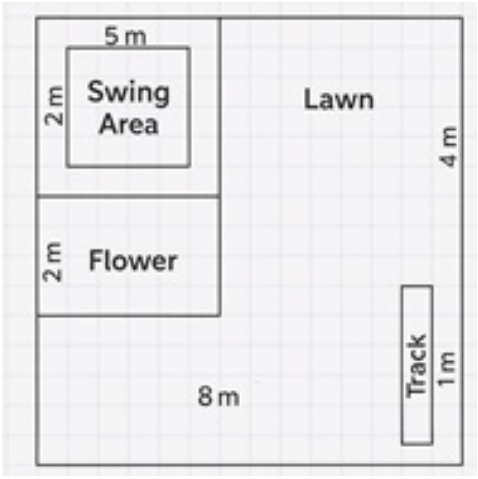
- Keep observing students while they are doing this exercise and help/guide them if they need it.

Activity 3 Design Your Playground

35 mins

Instructions

- Begin the activity with a short discussion: *"Imagine you have a piece of land. How would you plan a playground on it?"* Show the sample drawing on the board.



- Divide students into small groups and distribute graph papers.
- On the graph paper, ask each group to draw at least 4 rectangular or square sections in their playground. Example areas: lawn, slide area, pond, seating area, trees etc.

  [Teacher can refer the drawing attached here]
- Ask students to label each area/shape with clear dimensions (in metres or centimetres) and write the area and perimeter of each section next to it.
- Walk around the class and help groups wherever needed. Ensure formulas are correctly applied.
- Invite groups to present their designs to the class.
- Ask questions like:
  - "Which area is the largest in your playground?"
  - "Which section has the greatest perimeter?"
- Conclude the activity by asking groups to share the meaning and purpose of area and perimeter.

Assessment

35 mins

State whether the following statements are true or false:

1. The area of a square is side × side. _____
2. The perimeter of a figure is the space it occupies. _____
3. A triangle with all sides equal is called equilateral. _____
4. A rectangle with length 6 cm and breadth 4 cm has an area of 24 sq cm. _____

Choose the correct option:

5. What is the perimeter of a square with side 8 cm?
   a) 64 cm b) 16 cm c) 32 cm d) 24 cm
6. The perimeter of a rectangle is 100 m. Its length is 30 m. What is its breadth?
   a) 10 m b) 20 m c) 30 m d) 40 m
7. Area of a rectangle =
   a) Length × Perimeter
   b) Length + Breadth
   c) Length × Breadth
   d) 2 × (Length + Breadth)

Answer the following:

8. Jade says that two rectangles with the same perimeter will have the same area. Do you agree? Justify with an example.

   _____
   _____
   _____
   _____

9. A rectangular garden of length 60 m and breadth 40 m is to be fenced on all sides. The fencing wire costs ₹15 per metre. Find the total cost. Show your working.

   _____
   _____
   _____
   _____

Answer Key

1. True
2. False
3. True
4. True
5. c) 32 cm
6. b) 20 m
7. c) Length × Breadth
8. No, the same perimeter doesn't mean the same area.
   Example:
   Rectangle A: 6 × 2 → P = 16, A = 12
   Rectangle B: 4 × 4 → P = 16, A = 16
9. Perimeter = 2 × (60 + 40) = 2 × 100 = 200 m
   Cost = 200 × ₹15 = ₹3000

Learning Level Tracker

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Name of the School:	**UDISE:**
Block:	**District:**
Name of the Teacher:	**Assessment Date:**

Class: 6		Subject: Maths		
Roll No.	Name of the Student	Chapter: Mensuration		
		Level 1	Level 2	Level 3

Chapter 11 : Algebra

Activity 1 Dot Rangoli

35 mins

Instructions

- Begin by asking: “Have you seen or made dot patterns during festivals or at home?” Encourage students to recall local practices of decorative patterns (e.g., during Wangala or harvest festivals).
- Explain to students: “In mathematics, we can also represent such designs using numbers and variables.”
- On the board, draw 1 row with 5 dots. Ask students to count. Then draw 1 more row of 5 dots.
- Write on the board: Number of dots = number of rows × number of dots in each row. Ask students if this is correct. Discuss their answers. Using this example, introduce students to the concept of constants.
- Along with the rows and 5 dots, add 2 separate dots, aligned in a grid. Ask them to count the dots again. Use this example to explain the concept of ‘variables’ to students.
- Write on the board: Number of dots = number of rows × number of dots in each row + extra dots that cannot be grouped. Let the number of rows = r. Total dots = 5 × r = 5r + 2
- Now, divide students into groups of 5. You can do this activity in an open space.
- Tell each group to design a rangoli dot art on the floor, using chalk or chalk powder. The rangoli art should be in such a manner that it can be explained using an algebraic expression. An example is given below: 4r + 3

- Once all the groups are done, let students walk around and observe other groups’ rangolis.
- As groups walk around, ask them questions like:
  - How many rows did they use?
  - What expression did they form?
  - What is the total number of dots?

Activity 2 A Farmer's Earnings

35 mins

Instructions

- Begin the activity by asking students to imagine a scenario: "Imagine you are a ginger farmer in East Khasi Hills. You sell ginger at ₹30 per kg."
- Divide students into small groups of 4. Give each group a slip with a random number (e.g., 5, 7, 10, 12) – representing kilograms of ginger sold.
- Guide each group to form the expression:

  Earnings = *₹30 × kg of ginger = 30a* (where a is the number of kg sold)
- Ask each group to substitute the value of 'a' from their slip and calculate the total earnings.
- Divide students into pairs and tell that one student of the pair is the buyer, the other the farmer.
- The student who is a "farmer" will give the buyer an invoice with their algebraic expression (e.g., "30a") written on it. Give the 'farmers' a few minutes to write the expression. After giving the expression, the buyer asks, "What's the value of 'a' today?" to calculate the cost. The partners then switch roles and role-play again.
- Conclude the activity by asking students the following questions and explaining the meaning and purpose of a variable:
  - What if the rate changes to ₹40 per kg?
  - How does your expression change?
  - What does the variable help us understand?

Activity 3 Algebra in Daily Life

35 mins

Instructions

- Begin the activity by revising these 3 questions:
  - What is a variable?
  - What does an algebraic expression do?
  - Can variables help us in everyday life? (Give examples from school, market, home)
- Divide students into groups of 4–5. Assign each group one real-life context from below.

Sample Real-life Situation Cards (one per group)

You can write these on slips in advance:

1. Notebook Buying: Each notebook costs ₹10. Write an expression for n notebooks.
2. Oranges in a Basket: There are b baskets, each with 6 oranges. Write an expression and calculate for b = 4.

3. Skipping Rope Practice: You jump rope j times every day. In 7 days, how many jumps? Write an expression.
4. Rows of Chairs for a Program: Each row has 8 chairs. Write a rule for total chairs in r rows. Find the total for r = 5.
5. Marble Collection: A boy has x marbles. His sister has 4 more. Write expressions for both. Find values for x = 10.

- Ask each group to:
  - Identify the variable
  - Form an algebraic expression
  - Substitute given values to find actual numbers
  - Draw a visual representation (e.g., rows of chairs, stacks of oranges)
  - Write the expression and solution clearly on their chart or paper
- Groups stick or display their posters around the room. Students walk around and observe at least 2 other groups' work.
- Ask them to think: What was the variable? Was the expression correct? Did they explain their answer clearly?
- Conclude the activity as they share opinions on the other groups' work.

Assessment

35 mins

State whether the following statements are true or false:

1. The value of the variable n is fixed. _____
2. The expression 5n means 5 + n. _____
3. x – 2 means 2 is subtracted from x. _____
4. 2x and x2 mean the same thing. _____
5. The expression a + 0 is equal to a. _____

Choose the correct option:

6. Which of the following is a **variable**?
   a) 5 b) x c) 10 d) 3 × 2
7. If the cost of one pen is ₹12, and p is the number of pens, what is the total cost?
   a) 12 + p b) p – 12 c) 12p d) p ÷ 12
8. The expression for total number of legs of n cows is:
   a) 2n b) 6n c) n + 4 d) 4n
9. If x = 3, what is the value of 2x + 1?
   a) 5 b) 6 c) 7 d) 10
10. Which expression represents "3 more than a number y"?
    a) y – 3 b) y + 3 c) 3y d) y ÷ 3

Answer the following:

11. Leela says that the total number of matchsticks used to make n separate squares is 4n. Anita says it should be 3n + 1. Who is correct and why? Explain your reasoning using an example with n = 2.

    _____
    _____
    _____
    _____

12. If the length of one side of a square is x cm, write an expression for:
    a) Perimeter: _____
    b) Area: _____

Answer Key

1. F
2. F
3. T
4. F
5. T
6. b) x
7. c) 12p
8. d) 4n
9. c) 7
10. b) y + 3
11. Leela is correct. Each square needs 4 matchsticks. So, for 2 squares:

    4 × 2 = 8 matchsticks.

    Anita's formula works only if the squares are connected with shared sides, which is not the case here. So, Leela's answer is correct for separate squares.
12. a) 4x b) x^2

Learning Level Tracker

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Level 3: Solves problems independently

Name of the School:	**UDISE:**
Block:	**District:**
Name of the Teacher:	**Assessment Date:**

Class: 6		Subject: Maths		
Roll No.	Name of the Student	Chapter: Algebra		
		Level 1	Level 2	Level 3

Chapter 12 : Ratio and Proportion

Activity 1 Ratio in Colours

35 mins

Instructions

- Begin the activity with a few questions: "Have you ever compared how many girls and boys are in class? How many windows are there compared to doors in the class?"
- Explain that a ratio is a way to compare two quantities using a number.
- Divide students into groups and take students outside (school garden/playground). Ask them to:
  - Collect some leaves of two colours (green, brown/dried or yellow leaves). If this is not possible, this activity can be done in groups, where each group can be given 2 sets of coloured pieces of paper. This will have to be prepared in advance.
  - Group them by colour (e.g., green and yellow)
  - Count how many leaves of each colour they have
- Back in class, ask a group: How many green leaves? How many yellow?
- Write their answers on the board as: Green : Yellow = 6 : 4 and explain to students how a ratio can be reduced to the smallest possible fraction.

$$6:4 = \frac{6}{4}$$

The Greatest Common Divisor of 6 and 4 is 2.

$$\frac{\frac{6}{2}}{\frac{6}{2}} = \frac{3}{2}$$

The fraction 6:4 in its simplest form is: 3:2

- Give different sets of numbers (using word problems involving stones/flowers): “If there are 8 red flowers and 2 yellow flowers, what is the ratio of red to yellow?”
- Write it on the board and have students answer aloud or write it in notebooks.
- As you discuss the examples, emphasise:
  - Ratios compare two similar things (same units)
  - Order matters: 3 : 2 is not the same as 2 : 3
  - Ratios can be simplified like fractions

Activity 2 Community Cooking

35 mins

Instructions

- Begin the activity with a short discussion: "In Meghalaya, during weddings or community feasts, how do we cook for many people?"
- Ask students a simple problem: "If a recipe is for 5 people, how will we cook for 10? 20?" Tell them: "Today, you'll be the feast planner!"
- Divide the class into groups of 4–5.
- Give each group a recipe card and a people number (e.g., Group A cooks for 10, Group B for 15, etc.)

Sample Recipe Card

JADOH for 5 people:

– Rice: 2 cups

– Pork/vegetables: 1.5 cups

– Water: 4 cups

– Salt: 1 tsp

– Spices: $\frac{1}{2}$ tsp

- Each group must:
- Use proportion or unitary method to calculate the quantity of each ingredient
  - Write their new recipe on chart paper
  - Include the reasoning or math they used (e.g., "We multiplied all quantities by 3 to serve 15 people.")
  - Draw the ingredients or use tags/pictures for presentation
- Example (Group cooking for 15 people)
  - Base: Jadoh for 5 → Rice = 2 cups
  - New Rice = 2 × 3 = 6 cups
- Do similarly for all other ingredients.
- Each group presents their recipe card, calculations, and final quantities.
- Other groups can ask questions or spot errors in the calculations, if any.

Activity 3 Equal or Not?

35 mins

Before the activity

Place 2 boxes in front of the class, with 'Yes' and 'No' slips stuck on them

Instructions

- Before the activity, prepare ratio pair slips like: 3:4 and 6:8, 2:5 and 4:11 etc. Ensure you have enough slips based on the number of students present in the class.
- Ask students to come forward and pick a slip, simplify both ratios and decide: are they in proportion?
- Give students some time to do the calculations. Once done, they have to place the slip in either the Yes or No box/bowl kept with the teacher.
- After all slips are placed, open and review each as a class. Encourage students to check the answers of their peers along with relevant justifications.
- In the end, ask a student to volunteer to count the number of 'yes' and 'no' slips and convert it into a ratio.
- You can avoid asking students to write their names on the slips, to avoid a feeling of embarrassment if the answer is incorrect.

Assessment

35 mins

Choose the correct option:

1. The ratio of 2 metres to 40 cm is:
   a) 5 : 1 b) 1 : 5 c) 20 : 1 d) 2 : 40
2. The cost of 5 kg of oranges is ₹150. What is the cost of 1 kg?
   a) ₹25 b) ₹50 c) ₹30 d) ₹15
3. Which of these is an equivalent ratio of 4 : 5?
   a) 8 : 10 b) 12 : 16 c) 16 : 18 d) 20 : 30
4. If 2 : 3 = 4 : 6, then the ratios are:
   a) Not in proportion b) In proportion
   c) Not comparable d) None of these
5. Which one is not a correct proportion?
   a) 3 : 6 = 1 : 2 b) 15 : 20 = 3 : 4 c) 10 : 25 = 2 : 5 d) 6 : 9 = 2 : 4

Answer the following:

6. A student said, "The ratio 4 : 5 is equal to 8 : 15 because both have 5." Is the student correct? Explain why or why not.

   _____
   _____
   _____
   _____

7. In a basket, there are 12 red chillies and 8 green chillies. Rina says the ratio of red to total chillies is 3 : 5. Is she correct? Explain.

   _____
   _____
   _____
   _____

Answer Key

1. b) 1 : 5
2. c) ₹30
3. a) 8 : 10
4. b) In proportion
5. d) 6 : 9 = 2 : 4
6. Incorrect. 4 : 5 ≠ 8 : 15 → 4 : 5 = 0.8, 8 : 15 = 0.53
   Only same last number doesn't mean equal ratios.
7. Total chillies = 12 + 8 = 20
   Ratio = 12 : 20 = 3 : 5 → Yes, Rina is correct.

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Name of the Teacher:	**Assessment Date:**

Class: 6		Subject: Maths		
Roll No.	Name of the Student	Chapter: Ratio and Proportion		
		Level 1	Level 2	Level 3

Meghalaya Learning Enhancement Programme

SCIENCE

Chapter 1 : Components of Food

Activity 1 The Fat Finder

35 mins

Materials Required

Plain paper/tissue and a small amount of oil or butter

Instructions

- Begin the class by introducing the activity to students. Tell them that, "Today we will try to understand if butter or oil have fat or not."
- Take a small piece of paper/tissue. Put it up for students to see and ask them, "Can you see anything on it?"
- Next, rub a drop of oil or butter on it. Ask students, "What do you think will you see on the paper?"
- Leave it for a few minutes and then hold it up to the light.
- Tell students, "When the paper becomes translucent (partially see-through), it confirms the presence of fats."
- Engage students in a group discussion and explain the functions of fat for our body–
  - Energy Storage: Fats provide more energy than carbohydrates and are stored for later use.
  - Insulation & Warmth: In cold regions fats help in keeping the body warm!
  - Protection of Organs: A layer of fat cushions important organs like the heart and kidneys.
  - Helps in Vitamin Absorption: Vitamins A, D, E, and K dissolve in fats and help in body functions.

Activity 2 Vitamin Detection

35 mins

Materials Required

Lemon juice/orange juice/or crushed amla pulp (locally available Vitamin C sources), iodine solution (easily found in first-aid kits as an antiseptic solution), starch solution (can be made by mixing a little rice starch from boiled rice water), dropper or spoon, transparent glass or plate

Before the activity: This activity needs the teacher to be prepared with the materials required beforehand, for example, starch water from after rice is boiled and cooled down. Please plan your classes accordingly.

Instructions

- Begin the class by asking students a question, "When we boil rice to cook it completely, the water becomes translucent in colour and becomes a little thick and slimy. Why does that happen?"
- Show students the boiled rice water. Ensure that it's cool.
- Pour a little rice water into a transparent plate or glass. You can also use a beaker if available.
- To the boiled rice water solution, add a few drops of iodine solution. Ask students, "What do you think will happen to the rice water solution?" Tell students that the liquid will turn dark blue/black, indicating the presence of starch in the rice water solution.
- Next, add a few drops of lemon/orange juice or amla extract to the dark solution. Tell students that lemon/orange/amla has vitamin C which is a reducing agent. Let students predict what will happen to the dark solution once Vitamin C is added.
- Ask students to observe the change—the colour will fade or become lighter.
- Conclude the activity by explaining to students:
  - Iodine reacts with starch to form a blue-black colour.
  - Vitamin C is a reducing agent—it breaks down iodine, removing the blue colour.
  - The faster the colour disappears, the higher the Vitamin C content in the juice.

Activity 3 Understanding a Balanced Diet

35 mins

Materials Required

Paper slips with names of food items written on them, newspapers

Instructions

- Begin the class by asking students: "What did you eat for breakfast today?"
- Write responses on the board and discuss which foods provide energy, strength, and protection.
- Briefly introduce the concept of a balanced diet (carbohydrates, proteins, fats, vitamins, minerals, fibre, and water).
- Divide students into small groups and give each group a set of paper slips with food items written on them. Observe participation of students in sorting and discussion. Help or guide students wherever needed.
- Next, ask them to classify the foods into different nutrient groups discussed in the class. Each group presents their classification.
- Then, provide each group with a newspaper. Ask them to create a "balanced meal" using the paper slips or make drawings if time allows.
- Invite each group to explain why their meal is balanced.
- Conclude the activity by reinforcing why a balanced diet is essential for good health and how locally available foods can provide necessary nutrients.
- In the end, ask students to list three changes they can make to their diet for better balance.

Assessment

35 mins

Choose the correct answer:

1. Which of the following is a rich source of protein?
   a) Rice
   b) Potato
   c) Fish
   d) Sugar
2. Which food item contains the most amount of fat?
   a) Churpi (local cheese)
   b) Boiled rice
   c) Orange
   d) Tomato
3. Amla and oranges are good sources of:
   a) Vitamin A
   b) Vitamin C
   c) Vitamin D
   d) Vitamin K

Answer the following:

4. Why is a balanced diet important for our health? Give two examples of food items that should be included in a balanced diet.

   _____
   _____
   _____

5. How can we test the presence of fat in food at home using a simple method?

   _____
   _____
   _____

6. Imagine a friend only eats fried snacks and sweets daily. What problems can arise from such a diet? Mention two diseases that are caused due to nutrient deficiencies.

   _____
   _____
   _____
   _____
   _____
   _____

Answer Key

1. c) Fish
2. a) Churpi (local cheese)
3. b) Vitamin C
4. A balanced diet is important because it provides all essential nutrients like carbohydrates, proteins, fats, vitamins, and minerals needed for proper growth and body functions. Two food items that should be included are green leafy vegetables and milk.
5. To test for fat in food at home, take a small piece of food and press it onto a piece of paper. If the paper turns translucent (oily appearance), it indicates the presence of fat in the food.
6. If a person eats only fried snacks and sweets daily, they may suffer from problems like obesity, weak immunity, and fatigue due to a lack of essential nutrients.

   Deficiency of vitamins and minerals can lead to diseases such as:

   i) Night blindness (due to lack of Vitamin A)

   ii) Scurvy (due to lack of Vitamin C)

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Name of the Teacher:	**Assessment Date:**

Class: 6		Subject: Science		
Roll No.	Name of the Student	Chapter: Components of Food		
		Level 1	Level 2	Level 3

Chapter 3 : Separation of Substances

Activity 1 Flour and Sugar Mystery

35 mins

Materials Required

Wheat flour, sugar (coarse or crystal form, not powdered sugar), a kitchen sieve, a plate and a spoon

Instructions

- Show students the materials that will be used for this activity and ask students to guess what they are. Ask students, "What will happen if they mix them together?" Let students predict.
- Next, mix 1 cup of wheat flour and ½ cup of sugar in a bowl. Invite a few students to come forward and feel the mixture. Ask, "Have the 2 items mixed completely?"
- Next, place a sieve over a plate and slowly pour the mixture onto the sieve and shake it gently.
- Show students how the fine wheat flour passes through the sieve while the larger sugar crystals stay in it.
- Ask students:
  - Why does one substance pass through while the other remains in the sieve?
  - What would happen if we used a sieve with larger holes?
- Conclude the activity by explaining to students the meaning and importance of the separation of certain substances.

Activity 2 The Magic of Evaporation

35 mins

Materials Required

A small open bowl or plate, a cup of water, some salt, a small burner (to speed up evaporation), a metal spoon or lid (to cover and observe condensation)

Instructions

- Begin the activity by asking students, "If we mix some salt in a glass of water, what will happen?" Once students answer correctly, ask them, "Can we separate the salt once it dissolves completely?" Write their answers on the board.
- Mix a spoonful of salt in a cup of water and stir until it dissolves completely.
- Pour the salt water into a shallow metal bowl or plate.

- Place the bowl carefully over a small burner. Ensure that this step is conducted under your supervision.
- Ask students to observe the changes:
  - As the water heats up, steam rises from the surface.
  - Hold a metal spoon above the steam coming from the saltwater.
  - Water droplets will form on the spoon, showing how vapour turns back into liquid.
  - Let the water evaporate completely.
  - After some time, you will notice white salt crystals left in the bowl.
- Conclude the activity by explaining to students the meaning of evaporation and condensation. You can also ask them to write a definition for both concepts in their own words.

Activity 3 Winnowing

35 mins

Materials Required

Dry crushed leaves, small pebbles, a large flat plate or a piece of cardboard, an open space with wind or a hand fan

Before the activity: This activity needs the teacher to be prepared with the materials required, for example, dry leaves from the school grounds, small pebbles etc. Please plan your classes accordingly.

Instructions

- Collect dry leaves from the school grounds and crush them into small pieces. Also, collect some pebbles for this activity. Mix them and place them on a large plate or piece of cardboard.
- Take the cardboard outside in an open area (it's better to perform this activity on a windy day; if that's not possible students can be asked to blow wind using a newspaper in their hands).
- Hold the plate at your shoulder's height and tilt it slightly. Slowly pour the mixture in front of you while the wind blows or as students blow the wind by swinging a newspaper.
- Ask students the following questions and explain to them about winnowing:
  - Why does winnowing work? (Winnowing works because of differences in weight between the two materials.)
  - How did winnowing work in the activity conducted? (The lighter material (dry leaves) is blown away by air, while the heavier material (pebbles) remains.)
  - For which other task can winnowing be used? (This method is used in farming to separate husk from grains.)

Assessment

35 mins

Choose the correct answer:

1. Which principle does winnowing use to separate substances?
   a) Difference in size
   b) Difference in weight
   c) Difference in colour
   d) Difference in taste
2. On a hot sunny day, wet clothes dry faster because:
   a) The temperature is high, increasing the rate of evaporation
   b) The temperature is low, decreasing the rate of evaporation
   c) The water in clothes is absorbed by the sun
   d) The clothes stop absorbing water
3. Which of the following is an example of condensation?
   a) Water boiling in a kettle
   b) Ice melting into water
   c) Water droplets forming on the outside of a cold glass
   d) Clothes drying in the sun
4. In the winnowing experiment, what happens to the lighter substance?
   a) It settles at the bottom
   b) It is blown away by air
   c) It dissolves in water
   d) It turns into powder

Answer the following:

1. On a hot day, Daniel spilled some water on the floor. After some time, he noticed that the water had disappeared. However, when he spilled the same amount of water in a shaded, cool room, it took much longer to disappear. Why did the water spilled on a hot day disappear faster?

   _____
   _____
   _____

2. Riya and her grandmother are separating husk from wheat grains using a winnowing tray. Riya notices that when they throw the mixture into the air, the husk flies away while the heavier wheat grains fall straight down.
   a) Why does the husk fly away while the wheat grains fall straight down?
   b) In which conditions will winnowing work best—on a windy day or a calm day? Why?

   _____
   _____
   _____
   _____
   _____
   _____

Answer Key

1. b) Difference in weight
2. a) The temperature is high, increasing the rate of evaporation
3. c) Water droplets forming on the outside of a cold glass
4. b) It is blown away by air
5. The water on the floor evaporated faster because higher temperatures increase the rate of evaporation. Heat provides energy to water molecules, allowing them to change into water vapour more quickly.
6. a) The husk flies away because it is lighter than the wheat grains. When the mixture is thrown into the air, the wind carries the lighter husk away, while the heavier wheat grains fall straight down due to gravity. This difference in weight allows the separation of husk from wheat.

   b) Winnowing works best on a windy day because the moving air helps carry away the lighter husk more effectively. On a calm day, there is not enough wind to blow away the husk, making separation difficult.

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Class: 6		Subject: Science		
Roll No.	Name of the Student	Chapter: Separation of Substances		
		Level 1	Level 2	Level 3

Chapter 4 : Getting to know plants

Activity 1 Classifying Plants - Herbs, Shrubs, and Trees

35 mins

Materials Required

Leaves, twigs, small plants (if available), chart paper, sketch pens.

Instructions

- Take students outside or bring different plant samples (if possible).
- Show them various plants and ask them to observe their size, stem thickness, and branching patterns.
- Divide students into small groups and give each group a chart paper and sketch pens.
- Ask them to classify the plants they see into **herbs, shrubs, and trees** based on size, stem thickness, and branching.
- Each group writes their observations on the chart.
- Discuss how plants are classified based on their structure.
- Conclude by asking: Why do plants grow differently in different places?

Activity 2 Find the Stomata!

35 mins

Materials Required

A fresh leaf, transparent tape, microscope/magnifying glass, white paper.

Instructions

- Divide the students into 3-4 groups and distribute a fresh leaf, transparent tape and magnifying glass to each group.
- Ask students to stick a transparent tape on the underside of the leaf and press gently.
- Ask them to carefully peel off the tape – it will have an imprint of tiny pores (stomata).
- Stick the tape on white paper and observe it under a magnifying glass/microscope.
- Look for small pore-like openings, which are stomata used for breathing and water loss.

- Discuss the following questions.
  - How do stomata help plants survive?
  - What happens if stomata are closed?
- Conclude the activity by inviting each group to share what they observed and understood about stomata.
- Reinforce that these tiny structures are essential for plant survival, balancing the intake of gases and the loss of water, which is crucial for photosynthesis and maintaining plant health.

Activity 3 Stem Water Transport Experiment

35 mins

Materials Required

White flower, transparent glass, coloured water (red/blue ink or food colour)

Instructions

- Fill a glass with water and add a few drops of food colouring.
- Place a white flower or a celery stick into the coloured water and leave it undisturbed for 15–20 minutes.
- While waiting, initiate a discussion with students about the importance of plants and our responsibilities towards protecting nature.
- After the waiting period, ask students to observe the flower or celery and notice any changes in colour. Guide them to discuss how the coloured water has moved up through the stem.
- Explain that this movement occurs through the **xylem**, the plant tissue responsible for transporting water and minerals from the roots to other parts of the plant.
- Relate this process to how trees and other plants absorb water through their roots and deliver it all the way to the leaves.
- Ask students:
  - *What do you think will happen if a plant's roots do not receive enough water?*
- Conclude the activity by encouraging students to share their observations and reflect on the role of xylem in plant survival.
- Reinforce the idea that water transport is vital for photosynthesis, nutrient movement, and overall plant health — helping students build a strong foundation in plant biology through hands-on learning.

Assessment

35 mins

Choose the following:

1. Which of the following is an example of a shrub?
   a) Mango
   b) Rose
   c) Wheat
   d) Grass
2. The function of veins in a leaf is to:
   a) Provide colour to the leaf
   b) Make food
   c) Help in pollination
   d) Transport water and nutrients
3. Taproots are found in which type of plants?
   a) Mustard
   b) Grass
   c) Rice
   d) Wheat

Answer the following:

4. What are herbs? Give two examples of herbs found in Meghalaya.

   _____
   _____
   _____

5. How does water move from roots to leaves in a plant?

   _____
   _____
   _____

6. Explain the different types of plants with examples.

   _____
   _____
   _____
   _____
   _____
   _____

Answer Key

1. b) Rose Plant
2. d) Transport water and nutrients
3. a) Mustard
4. Herbs are **small plants** with soft, green, and non-woody stems. They usually grow up to **one meter** in height and complete their life cycle in a short time. Herbs are often used for **medicinal, culinary, and aromatic purposes**.

   Two common **herbs found in Meghalaya** are:

   - Lakadong Turmeric - A type of ginger with strong medicinal properties.
   - Jaintia Medicinal Ginger - Used for flavouring food and as a natural remedy.
5. Water is absorbed by the **roots** from the soil and moves up through **xylem vessels**. The process is called **transpiration pull**, where water evaporates from leaves, creating a **suction force** that pulls water upwards. This helps in **nutrient transport** and cooling the plant. Without this process, plants would **wilt and dry out**.
6. Plants are classified into **five types** based on their size and stem structure:
   - **Herbs** – Small plants with soft stems (e.g., Mint, Tulsi).
   - **Shrubs** – Medium-sized plants with woody stems (e.g., Rose, Hibiscus).
   - **Trees** – Tall plants with thick, woody stems (e.g., Mango, Neem).
   - **Climbers** – Weak-stemmed plants that need support (e.g., Grapevine, Money Plant).
   - **Creepers** – Plants that grow along the ground (e.g., Pumpkin, Watermelon).

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Class: 6		Subject: Science		
Roll No.	Name of the Student	Chapter: Getting to know Plants		
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Chapter 7 : Motion and Measurement of Distances

Activity 1 Let's Measure the Classroom!

35 mins

Materials Required

Chalk, measuring tape (or meter scale), string, ruler, notebooks

Instructions

- Divide the class into small groups of 3–4 students.
- Distribute a measuring tape or a piece of string and a ruler to each group.
- Instruct each group to measure the following:
  - The length and breadth of the classroom
  - The height of the blackboard
  - The distance from the teacher's table to the door
- Guide students to record the measurements in centimetres (cm) or metres (m), depending on the size of the object.
  - *Discuss*: Which unit (cm or m) is more appropriate for each type of measurement?
- Ask the students
  - *If you didn't have a ruler or measuring tape, how else could you measure something?"*
- Allow students to brainstorm and suggest options like hand spans, footsteps, arm lengths, or books as measuring tools.
- Explain them that these are called non-standard units—units that can vary from person to person.
- Once they measure using non-standard units, ask them to measure the same object again using a ruler or string and compare the two results.
- Ask the students:
  - "Did everyone get the same measurement using footsteps or hand spans? Why or why not?"
  - "What problems might occur if we all used our own hands or feet to measure things?"
- Explain the students that this comparison helps students experience the inconsistency of non-standard units and see the importance of standardised measurement systems like centimetres and metres.
- Introduce the concept of SI units (International System of Units) and the importance of standardisation in measurements.
  - *Ask*: Why do we use metres instead of our feet to measure?
  - *Pose*: What if everyone had different foot sizes — how would that affect accuracy in measurement?
- Conclude the activity by reinforcing that standard units like centimetres and metres help ensure accuracy, consistency, and universal understanding in measurement. Encourage students to reflect on how this applies in daily life and in scientific work.

Activity 2 Roll, Roll, Roll the Bottle

35 mins

Materials Required

Empty plastic bottles, rough surface (floor), chalk or tape for marking, stopwatch (optional), notebook

Instructions

- Clear a flat surface in the classroom, such as the floor or a large table.
- Draw a start and end line using chalk, approximately 2 metres apart.
- Place empty plastic bottles on the start line.
- Instruct students to gently push the bottle and observe how it moves.
  - *Ask*: "Does the bottle roll in a straight line?"
  - *Ask*: "What type of motion do you observe?" (Expected response: **Both rotational and linear motion**)
- Divide the class into small groups and provide each group with different objects such as chalk, a ball, a pen, or a rubber.
- Ask each group to roll or push their object along the same line and observe the motion.
- Guide students to classify each object's movement as rectilinear (straight), circular (rotational), or both.
- Ask the students
  - Why do some objects move straight while others rotate or wobble?"
- Explain the students *that* the **shape and balance** of the object affect the kind of motion it exhibits. Bottles, for example, roll and rotate due to their cylindrical shape, but uneven surfaces or force direction can change their path.
- Conclude the activity by reinforcing that motion can be classified into different types, and some objects show more than one type of motion at the same time. Encourage students to observe types of motion in real life, such as wheels, fans, or moving cars.

Activity 3 Fastest One!

35 mins

Materials Required

Chalk, stopwatch or mobile timer, measuring tape/string

Instructions

- Measure and mark a 10-metre straight path in the school corridor or playground using a measuring tape.
- Select 4–5 students to run one by one along the marked path while others observe.

- Assign a student or the teacher to use a stopwatch, mobile timer or count seconds aloud to measure the time taken for each run.
- Record the time taken by each student in a table format.
- Calculate the speed of each runner using the formula:
  - *Speed = Distance ÷ Time*
  - Example: *Speed = 10 metres ÷ time in seconds*
- Compare the speeds and identify who ran the fastest.
- Ask the students:
  - "Who took the least time to cover the distance?"
  - "Did taller students move faster?"
  - "What other factors could affect the speed?" (e.g. strength, stride length, footwear, surface)
- Discuss the concept of speed as a measure of how fast something moves, and how it involves both motion and measurement.
- Conclude the activity by highlighting that speed depends on both distance and time, and that measuring movement helps us compare and understand motion scientifically.
- Encourage students to observe and think about speed in real-life situations, such as walking, cycling, or vehicles moving on the road.

Assessment

35 mins

Choose the following:

1. Which of the following is a standard unit of distance?
   a) Handspan
   b) Footstep
   c) Metre
   d) Kilogram
2. The motion of a fan is an example of:
   e) Rectilinear motion
   f) Circular motion
   g) Rolling motion
   h) Vibratory motion
3. Which of these does not move in a straight line?
   e) Swing
   f) Car on highway
   g) Train on track
   h) Falling stone

Answer the following:

4. What is meant by rectilinear motion? Give an example.

   _____
   _____
   _____

5. Why do we need standard units for measurement?

   _____
   _____
   _____

6. Write differences between circular motion and vibratory motion with examples.

   _____
   _____
   _____
   _____
   _____
   _____

Answer Key

1. c) Meter
2. b) Circular motion
3. a) Swing
4. Rectilinear motion is the movement of an object in a straight line. It happens when the direction does not change during motion.

   For example, a car driving on a straight road shows rectilinear motion.

   Another example is a boy running on a straight path.
5. We need standard units to measure things accurately and clearly as if everyone used different methods, results would be confusing. The standard units help us compare and understand measurements better. They are the same for everyone, everywhere in the world.
6. Circular motion is when an object moves around in a circular path. For example, the hands of a clock or a fan's blades move in a circle. The direction of movement keeps changing, but the object stays at the same distance from the centre.

   On the other hand, vibratory motion is a to-and-fro or back-and-forth movement. It moves around a central point, like a swing or a ringing bell. For example, when you hit a tuning fork, it vibrates. The motion repeats again and again in a regular way.

   So, the main difference is that circular motion goes round and round, while vibratory motion moves back and forth.

Learning Level Tracker

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Level 1: Not able to solve problems and having difficulty comprehending the problem

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Level 3: Solves problems independently

Name of the School:	**UDISE:**
Block:	**District:**
Name of the Teacher:	**Assessment Date:**

Class: 6		Subject: Science		
Roll No.	Name of the Student	Chapter: Motion and Measurement of Distances		
		Level 1	Level 2	Level 3

Chapter 9 : Electricity and Circuits

Activity 1 Light it Up – Create Your Own Torch

35 mins

Materials Required

D-cell (or AA battery), torch bulb, two wires (or strips of foil), newspaper sheets, rubber bands, black paper, scissors, tape

Instructions

- Divide students into groups of 3–4.
- Give each group the materials.
- Guide students to **assemble the torch** using the steps below:
  - Roll a thick cylindrical tube using newspaper and tape it to resemble a torch body.
  - Make a small hole at one end of the tube and insert the bulb snugly. Secure it with tape or rubber bands.
  - Connect one wire from the **positive terminal of the battery** to the **metal side of the bulb**.
  - Connect another wire from the **negative terminal of the battery** to the **bottom tip of the bulb**.
  - Place and tape the battery inside or at the back of the tube, ensuring a **closed circuit** is formed.
  - Observe how the bulb lights up when the connections are correct.
- Relate this to how people in rural areas of Meghalaya use simple torches while going to forests or during electricity cuts in remote areas like Mawsynram.
- Ask students:
  - "What happens when one wire is removed?"
  - "Why do you think the torch glows?"
  - "Where do people use torches around your home or village?"

Conclude by reinforcing the concept that **electricity flows through a closed circuit**.

"A torch is simply a **bulb and battery connected properly** to allow current to flow."

Activity 2 Glow with the Flow – Bulb Brightness Check

35 mins

Materials Required

1 battery holder, 2–3 batteries, 1 bulb holder, 1 small bulb, wires

Instructions

- Divide the students into 3-4 groups and give each group the materials.
- Ask them to:
  - Connect **one battery** to the bulb and **observe the brightness**.
  - Connect **two batteries in series**, observe again, and compare.
  - Connect **three batteries in series**, observe the brightness carefully.
- Now pause and guide the students and **discuss the bulb's voltage rating** (e.g., if it's 3V) and **explain that too much voltage can damage the bulb**.
- Ask the students:
  - "What do you notice as the brightness changes?"
  - "Is it always good to keep adding batteries?"
  - "What do you think might happen if the voltage is more than the bulb can handle?"
  - "Why do bulbs burst sometimes during voltage fluctuation?"
- Guide the students:
  - Clarify that **voltage must match the bulb's rating**.
  - Explain that **more batteries mean more voltage**, and while it increases brightness, **too much can burn the filament** or **damage the bulb**.
- Relate the students with real life cases as:
  - "In Meghalaya's Wangala Festival, brighter lights are used, but only with proper arrangements."
  - "Big markets in Shillong often use voltage stabilizers to manage brightness safely."
- Conclude that "Voltage gives energy to the bulb, increasing brightness, but it must match the bulb's requirement. More is not always better — **balance is key**."

Activity 3 Find the Fault

35 mins

Materials Required

Battery, bulb, wires, one faulty wire (cut slightly inside insulation), tape

Instructions

- Provide each group with a circuit setup where one wire has a hidden internal cut.
- Ask them to test each component (bulb, battery, wires) step-by-step to find the fault.
- Encourage them to replace or fix one part at a time to isolate the problem.
- Allow them to fix it and observe when the bulb finally glows.
- Relate this to how local electrician detect and fix wiring issues after heavy rains or storms in hilly areas.
- Ask students:
  - "How did you find the faulty part?"
  - "Why didn't the bulb light up earlier?"
- Conclude that testing each part of the circuit helps identify faults and teaches the importance of troubleshooting in real life.

Assessment

35 mins

Choose the following:

1. Which of the following is a good conductor of electricity?
   a) Plastic
   b) Wood
   c) Copper
   d) Rubber
2. A device that opens or closes a circuit is called a:
   a) Bulb
   b) Battery
   c) Wire
   d) Switch
3. An electric cell has:
   a) Only one terminal
   b) Two terminals
   c) Three terminals
   d) Four terminals

Answer the following:

4. What is an electric circuit?

   _____
   _____
   _____

5. Why do we use switches in an electric circuit?

   _____
   _____
   _____

6. Explain how an electric bulb glows in a circuit.

   _____
   _____
   _____
   _____
   _____
   _____

Answer Key

1. c) Copper
2. d) Switch
3. b) Two terminals
4. An electric circuit is a closed path through which electric current flows. It usually consists of a battery (or cell), connecting wires, a bulb or device, and a switch. When the circuit is complete, the current flows and the bulb lights up.
5. Switches help us control the flow of electricity in a circuit. When the switch is turned ON (closed), current flows; when it is turned OFF (open), the circuit breaks and current stops.
6. An electric bulb glows when electric current passes through its thin wire called filament. The circuit must be complete for the current to flow from the positive terminal of the cell to the negative terminal. If there is any break in the circuit or if a non-conducting material is used, the bulb will not glow. The filament heats up and emits light, making the bulb glow.

Learning Level Tracker

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Level 2: Solves most of the problems with external support

Level 3: Solves problems independently

Name of the School:	**UDISE:**
Block:	**District:**
Name of the Teacher:	**Assessment Date:**

Class: 6		Subject: Science		
Roll No.	Name of the Student	Chapter: Electricity & Circuits		
		Level 1	Level 2	Level 3

Chapter 2 : Sorting Materials into Groups

Activity 1 Kitchen Material Hunt

35 mins

Materials Required

Various household/kitchen items (spoon, clay cup, bamboo plate, steel bowl, plastic tumbler, glass, sponge, banana leaf, etc.), chart paper, markers

Instructions

- Divide the class into small groups of 3–4 students.
- Provide each group with a tray containing 7–8 different kitchen/household materials.
- Ask students to observe and touch each item and note its **material** (metal, plastic, glass, clay, etc.).
- Tell them to group the items based on their **material type**.
- Once done, ask each group to make a chart and stick the item names under each material category.
- Let them present and explain their grouping.
- Relate this to a traditional Khasi kitchen – How utensils are made of bamboo, clay, or metal, and used for specific purposes like storing rice beer or serving meat.
- Ask students:
  - "Which materials felt cold or smooth?"
  - "Why do we use different materials for different things in the kitchen?"
- Conclude that materials are sorted based on their properties like hardness, appearance, and use, helping us choose the right material for the right job.

Activity 2 Nature Pool Experiment

35 mins

Materials Required

Large tub of water, objects like dry leaf, pebble, rubber ball, iron nail, twig, feather, plastic cap, local bamboo bits

Instructions

- Set up a water tub at the front or assign one per group.
- Distribute different objects to each group.

- Ask them to guess whether each item will sink or float.
- Let them test and record their observations.
- Create a "Sink" and "Float" chart with item names.
- Include items like bamboo bits, forest leaves, and small betel nut shells, etc.
- Ask the students:
  - "Which materials floated and why?"
  - "Can you think of local things that float in water in rivers or ponds here?"
- Conclude that materials can be grouped by how they interact with water. This helps in designing boats, storing items, or choosing building materials in hilly and rainy areas like Meghalaya.

Activity 3 Magnet Sorting Challenge

35 mins

Materials Required

Magnets, tray with mixed items (iron nails, safety pins, coins, plastic buttons, rubber bands, paper clips, bits of bamboo or twigs)

Instructions

- Give each group a magnet and a tray of mixed items.
- Ask them to test which items stick to the magnet.
- Group the items into two categories – Magnetic and Non-Magnetic.
- Let students share their findings with the class.
- Add local materials like handmade iron tools, bamboo, and leaves from the forest for familiarity.
- Ask students:
  - "Which types of materials were magnetic?"
  - "Can you find magnetic objects in your home or village?"
- Conclude that magnetic materials are mostly metals like iron, nickel, and cobalt. This knowledge is useful for making tools, locks, and latches – important in rural life and crafts.

Assessment

35 mins

Choose the following:

1. Which of the following is **soluble** in water?
   a) Sand
   b) Oil
   c) Salt
   d) Chalk Powder
2. Which one of these is **not** a property used to classify materials?
   a) Hardness
   b) Size
   c) Solubility
   d) Transparency
3. Metals are usually:
   a) Brittle and dull
   b) Soft and non-conducting
   c) Hard and shiny
   d) Transparent and rough

Answer the following:

4. Why do we need to group materials?

   _____
   _____
   _____

5. What do you mean by transparency of materials?

   _____
   _____
   _____

6. Describe different types of materials based on solubility and transparency.

   _____
   _____
   _____
   _____
   _____
   _____

Answer Key

1. c) Salt
2. b) Size
3. c) Hard and shiny
4. We group materials to understand their properties better and use them for the right purposes. Grouping helps in organizing materials based on similarities like hardness, solubility, or transparency, making it easier to study and use them.
5. Transparency is the property of a material that determines how much light can pass through it. Transparent materials let light pass completely, translucent materials allow partial light, and opaque materials do not allow any light to pass.
6. Based on **solubility**, materials can be **soluble** (like salt and sugar that dissolve in water) or **insoluble** (like sand and oil that do not dissolve in water). Based on **transparency**, materials are classified as **transparent** (like glass, which allows full light), translucent (like frosted glass, allowing partial light), and **opaque** (like wood, which blocks light). These properties help us decide how and where to use each material in daily life.

Learning Level Tracker

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Name of the School:	**UDISE:**
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Class: 6		Subject: Science		
Roll No.	Name of the Student	Chapter: Sorting Materials into Groups		
		Level 1	Level 2	Level 3

Chapter 5 : Body Movements

Activity 1 Build a Bone Buddy

35 mins

Materials Required

Pre-cut bone part shapes (paper/cardboard), glue, chart paper, name labels for bones (skull, ribs, backbone, limbs), scissors, markers

Instructions

- Divide the class into small groups of 3–4 students and give them a set of cut-out "bones".
- Ask them to arrange and glue the parts to form a full human skeleton.
- Provide bone name labels for them to stick on correct positions.
- Once done, each group explains major bones and joints.
- Relate to the way local Khasi dancers use flexible joints and bone coordination while performing traditional dances like *Shad Suk Mynsiem*.
- Ask students:
  - "What parts of the skeleton do you think help dancers bend, turn, and jump?
  - How do our bones and joints help us perform different movements?
  - "Can you name any bone from your own body?"
- Conclude that the skeleton provides shape and support, protects organs, and works with muscles to enable movement. Understanding it helps appreciate traditional movement and daily activities.

Activity 2 Animal Imitation Game

35 mins

Materials Required

Open space, animal movement flashcards or oral instructions

Instructions

- Take students outside and play "Move Like Me".
- Call out animals one by one and ask students to imitate their movement (e.g. snake – slither, bird – flap, fish – swim motion, frog – hop).
- After each animal, discuss which body part or bone helped the real animal move.

- Add animals found in Meghalaya like the Hoolock Gibbon (arm swing), Hill Mynah (flap), or Clouded Leopard (crawl quietly).
- Ask students:
  - "How does a snake move without legs?"
  - "What helps a bird fly?"
- Conclude that different animals have different movements based on their skeletal and muscular systems. Movements suit their habitat and lifestyle, just like creatures in forests.

Activity 3 Movement Match

35 mins

Materials Required

Flashcards of different animals, real-life videos (optional), drawing material

Instructions

- Hand out flashcards with pictures of different animals – earthworm, fish, snake, cockroach, frog, bird.
- Ask each group to research or recall how these animals move.
- Have them draw or mimic the motion and explain which body part aids that movement.
- Use local examples like:
  - Earthworms found in Meghalaya's soil-rich farms,
  - Fish in Umiam Lake,
  - Frogs during the rainy season.
- Ask students:
  - "How does a fish move in water?"
  - "Why doesn't a snake need legs?"
- Conclude that different animals have adapted movements – fish use fins and tail; worms use body contraction. These help them survive in local environments like lakes, farms, and forests.

Assessment

35 mins

Choose the following:

1. Which of the following is responsible for the movement of body parts?
   a) Skin
   b) Muscles
   c) Blood
   d) Nerves
2. The place where two bones meet is called a:
   a) Socket
   b) Ligament
   c) Joint
   d) Cartilage
3. The joint found in the shoulder is a:
   a) Hinge joint
   b) Ball and socket joint
   c) Pivot joint
   d) Fixed joint

Answer the following:

4. What is a joint? Name any two types of joints in the human body.

   _____
   _____
   _____

5. How does an earthworm move?

   _____
   _____
   _____

6. Describe how the movement of bones, muscles, and joints help in body movement.

   _____
   _____
   _____
   _____
   _____
   _____

Answer Key

1. b) Muscles
2. c) Joint
3. b) Ball and socket joint
4. A joint is a place where two bones meet. It allows movement of body parts. Two common types of joints are the **hinge joint** (like in elbows and knees) and the **ball and socket joint** (like in shoulders and hips).
5. An earthworm moves by expanding and contracting its muscles. It uses tiny bristles on its body to grip the ground. This movement is called **peristalsis** and helps the earthworm crawl forward.
6. Bones form the structure of our body and are connected at joints. Muscles are attached to bones and work in pairs. When one muscle contracts, the other relaxes, causing the bone to move. Joints like hinge, ball-and-socket, and pivot allow different types of movement. This coordination of bones, joints, and muscles enables us to perform activities like walking, running, and lifting things.

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Name of the School:	**UDISE:**
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Class: 6		Subject: Science		
Roll No.	Name of the Student	Chapter: Body Movements		
		Level 1	Level 2	Level 3

Chapter 6 : The Living Organisms – Characteristics and Habitats

Activity 1 Habitat Detective

35 mins

Materials Required

Chart paper, cutouts/pictures of animals & habitats (mountains, forests, ponds, deserts), glue, markers

Instructions

- Divide the class into small groups of 3–4 students.
- Give each group pictures of various organisms (e.g., fish, frog, cactus, yak, eagle, earthworm) and different habitats.
- Ask them to match each organism to its suitable habitat and paste on chart paper.
- Groups present and explain why that animal or plant fits best in the chosen habitat.
- Include local habitats: Khasi Hills (pine forests), Nokrek Biosphere (rainforests), Umiam Lake (aquatic), Mawsynram (wettest place).
- Ask the students
  - o "Why can't a camel live in Meghalaya?"
  - o "What kind of animals do you see in Umiam Lake or near your village?"
- Conclude that every organism has specific characteristics that help it survive in its natural habitat. Meghalaya's lush forests and high rainfall support rich biodiversity like frogs, orchids, leeches, and elephants.

Activity 2 Adaptation Showdown

35 mins

Materials Required

Small paper chits with names of animals (polar bear, fish, camel, frog, monkey, eagle, elephant)

Instructions

- Each student picks one chit and acts like the animal written on it.
- The rest of the class guesses the animal and explains how it is adapted to its habitat.
- After every few turns, discuss the types of adaptations like camouflage, hibernation, body covering, or special body parts.

- Discuss how these adaptations help the animals.
- Use animals from Meghalaya: Hoolock Gibbon (tree swinging), Hill Mynah (sharp beak for fruit), Clouded Leopard (camouflage), and elephants (mud bathing to cool down).
- Ask students:
  - o "How does a gibbon move in forests?"
  - o "Why does a fish have gills?"
- Conclude that adaptations help organisms live and thrive in their habitats, just like how animals in Meghalaya forests are suited for heavy rain and dense vegetation.

Activity 3 Create Your Own Creature

35 mins

Materials Required

Paper, crayons/colours, scissors, glue, leftover craft material (optional)

Instructions

- Ask each student to design a new imaginary animal or plant adapted to a unique habitat (e.g. snowy hills, deep forest, underwater).
- They draw and describe what features it has to survive (thick fur, webbed feet, sticky tongue, etc.).
- Share and explain their creatures to the class.
- Encourage students to use inspiration from local animals—like combining frog legs, gibbon arms, and bird feathers.
- Ask students:
  - o "What made your creature special for its habitat?"
  - o "Could it survive in Mawsynram's heavy rain or Cherrapunji's forests?"
- Conclude that adaptations are key to survival, and by understanding these, we respect biodiversity and how nature works in different regions like Deserts, Hilly terrains, Rainforests, etc.

Assessment

35 mins

Choose the following:

1. Which of the following is a characteristic of living organisms?
   a) They do not move
   b) They do not need food
   c) They respond to stimuli
   d) They never grow
2. A cactus is well adapted to survive in:
   a) Desert
   b) River
   c) Mountain
   d) Forest
3. Which of these is a non-living component of a habitat?
   a) Trees
   b) Grass
   c) Air
   d) Insects

Answer the following:

4. What do you mean by 'adaptation'?

   _____
   _____
   _____

5. List any two differences between living and non-living things.

   _____
   _____
   _____

6. Explain how different types of habitats support different kinds of organisms. Give examples.

   _____
   _____
   _____
   _____
   _____
   _____

Answer Key

1. c) They respond to stimuli
2. a) Desert
3. c) Air
4. Adaptation is the special feature or behaviour that helps a living organism survive in its surroundings. For example, camels have long legs and humps to live in deserts.
5. Living things grow and need food, while non-living things do not. Living things can reproduce and respond to their surroundings, but non-living things cannot do so.
6. Habitats provide the food, water, air, and shelter that organisms need to survive. For example, aquatic animals like fish have gills to breathe underwater, while desert plants like cactus store water in their thick stems. Mountain animals like snow leopards have thick fur to survive the cold. Each organism is adapted to live in its specific habitat, which helps maintain the balance in nature.

Learning Level Tracker

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Name of the School:	**UDISE:**
Block:	**District:**
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Class: 6		Subject: Science		
Roll No.	Name of the Student	Chapter: The Living Organisms – Characteristics and Habitats		
		Level 1	Level 2	Level 3

Chapter 8 : Light, Shadows, and Reflections

Activity 1 Shadow Exploration

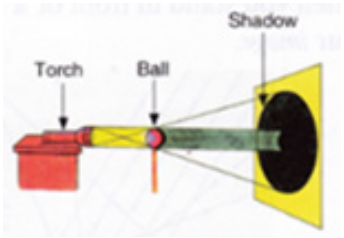
35 mins

Materials Required

Torchlight (or sunlight if available, various objects (e.g., ball, eraser, pencil), white paper, tracing paper, clear plastic, ruler, notebook, and pencil.

Instructions

- Divide students into small groups of 3-4.
- Provide each group with the materials required.
- Instruct students to place the white paper on a flat surface to act as a screen.
- Now ask them to place the object (ball), torch and white paper the same as shown in the image.
- Ask them to shine the torchlight on the object and observe the shadow formed on the paper.



- Encourage students to:
  - Move the object closer to or farther from the light source.
  - Change the angle of the light source.
  - Replace the ball object with tracing paper(translucent) and then with a clear plastic.
  - Turn off the torchlight and observe if the shadow remains.
  - Remove the white paper and observe if the shadow is still visible.

(Note for the teacher: If tracing paper is not available, then you can simply create your own by rubbing oil on normal white paper.)

- Ask students to measure the length of the shadow using a ruler and record their observations in their notebooks.
- Encourage each group to draw diagrams showing the setup: the light source, the object, and the shadow.
- End the activity by asking each group to present their findings, discussing:
  - Formation of shadow
  - How shadows change with varying light sources and object positions.
  - Their measurements and observations.
  - Changes in the shape of shadows by changing the angle of the light source.

Activity 2 Straight-Line path of the Light

35 mins

Materials Required

Three pieces of cardboard, a candle, a matchbox, a ruler, a tap, a pin, and a table.

Instructions

- Divide students into small groups of 3-4.
- Ask them to take the three cardboard pieces and make a small hole at the centre of each using the pin or pencil.
- Ask them to place the three cardboards vertically on the table, standing upright with the help of a tap.
- Instruct them to align the three cardboards in a straight line. Use the ruler to ensure they are aligned.
- Ask each group to place the candle behind the first cardboard so that its light passes through the holes of all three cardboards.
- Ask them to observe the light from the other side.
- Now, ask them to slightly shift the middle cardboard out of alignment and observe the light again.
- Write the following questions on the board and discuss them with the whole class:
  - What did you observe when the holes were aligned versus when they were not?
  - Why do you think the light could not pass through when the middle cardboard was misaligned?
  - How does this activity help you understand the behaviour of light?
- Conclude the activity by asking each group to share what they learnt about the nature of light.

(Note for the teacher: Inform students in advance to bring these materials for the classroom activity or arrange the materials yourself if needed.)

Activity 3 Constructing a Simple Pinhole Camera

35 mins

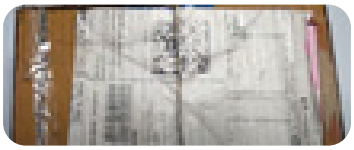
Materials Required

Rectangular cardboard box, tracing paper, pin, glue and black chart paper.

Instructions

- Conduct the activity in such a way that students perform it in pairs.

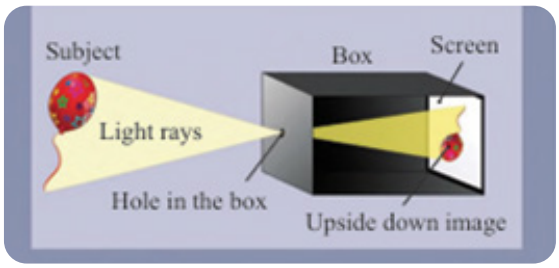
- Ask students to take the rectangular box and cover all its sides with chart paper, ensuring no light can enter except through the designated openings.



- Instruct students to draw a neat rectangle on one of the smaller sides of the box and carefully cut it.

- Ask them to securely glue a sheet of tracing paper over the opening – this will act as the screen where the image forms.

- Ask them to carefully make a tiny hole using a pin in the centre of the opposite smaller side of the box.
- Now light a candle and place it on the table in a dimly lit room.
- Ask each pair to come and hold the box so that the pinhole faces the candle, ensuring the tracing paper side is facing them.



- Instruct them to adjust the distance between the box and the candle to see how the image size changes.
- Ask students to share their observations and consolidate the activity by discussing the nature of the image.

Assessment

35 mins

1. A yellow paper flower is pasted on a clear glass sheet in the given figure. When light shines on it and you look at the screen behind, what kind of shadow will you see?

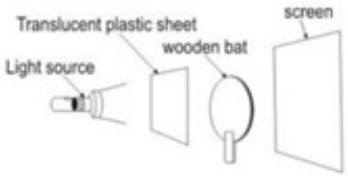
   (a) No shadow at all
   (b) A black shadow of the flower only
   (c) A yellow shadow of the flower and the glass
   (d) A shadow of the whole glass in many colours.

2. Which of the following is a non-luminous object?
   (a) Sun
   (b) Moon
   (c) Bulb
   (d) Burning candle

3. Classify the following objects as transparent, translucent, and opaque.
   Book, plastic sheet, air, butter paper, water, wood, tissue paper, metal.

4. What materials can be used to make a pinhole camera? How can it be used?

5. Light from a torch falls onto a translucent plastic sheet and a wooden bat as shown. Draw the image that will be seen on the screen?



6. Differentiate between luminous and non-luminous objects with one example each.

7. State two conditions necessary for the formation of a shadow.

8. In a completely dark room, if you hold up a mirror in front of you, will you see a reflection of yourself in the mirror? Explain briefly.

9. Why do polished surfaces cause glare in our eyes?

10. Riya places a book in front of a torch and observes a shadow on the wall.
    a) What type of object is the book in this scenario? Represent this scenario diagrammatically.
    b) Explain why a shadow is formed.
    c) If Riya uses a glass sheet instead of a book, will a shadow form? Justify your answer.

Answer Key

1. b) A black shadow of the flower only
2. b) Moon
3. The table below shows the classification of objects as transparent, translucent, and opaque.

Transparent	Translucent	Opaque
Air	Coloured plastic	Book
water	Butter paper	wood
	Tissue paper	metal

4. A pinhole camera can be made with simple materials like cardboard, tracing paper, and a pin. It can be used to image the sun and brightly lit objects.
5. The following image will be seen on the screen. A translucent plastic sheet will form a light-coloured shadow, whereas an opaque wooden bat shows a dark shadow.

6.

Luminous Object	Non-Luminous object
a. An object that emits light of its own, then the object is known as a Luminous object.	a. An object which do not emit its own light, it reflects the light of other objects, then the object is known as a non-luminous object.
b. For example: Sun	b. For example: Moon

7. Two necessary conditions for the formation of a shadow are:
   a) A source of light
   b) An opaque object that blocks the light
8. No, you will not see a reflection of yourself in a mirror in a completely dark room. Reflection requires light to bounce off an object and enter the eye. In a dark room, there is no light to be reflected off your body and onto the mirror. Therefore, no image will be formed in the mirror.
9. A polished surface produces regular reflections, which causes glare in our eyes.
10. a) The book is an opaque object. A diagrammatic representation of the scenario is shown below:

   b) A shadow is formed because the opaque book blocks the light from the torch, preventing it from reaching the wall behind.
   c) No, a glass sheet is transparent and allows light to pass through, so it won't form a distinct shadow.

Learning Level Tracker

Keep a record of unit/chapter assessment results in the tracker.

As you conduct assessments based on the activities suggested, put a tick mark as per the following:

Level 1: Not able to solve problems and having difficulty comprehending the problem

Level 2: Solves most of the problems with external support

Level 3: Solves problems independently

Name of the School:	**UDISE:**
Block:	**District:**
Name of the Teacher:	**Assessment Date:**

Class: 6		Subject: Science		
Roll No.	Name of the Student	Chapter: Light, Shadows, and Reflections		
		Level 1	Level 2	Level 3

Chapter 10 : Fun with Magnets

Activity 1 Magnetic Materials Sorting Challenge

35 mins

Materials Required

Bar magnet, plastic scale, pencil, iron nail, bamboo stick, metal spoon, small stone, paper clip, and safety pin.

Instructions

- Divide students into small groups of 3-4.
- Place a collection box with all testing objects at the centre of the class.

- Ask students to first predict which objects they think will be attracted to the magnet.
- Have them write these predictions in their notebooks before testing.
- Encourage them to explain why they made these predictions.
- Ask each student from the group to come in front and bring the magnet near the objects one by one.
- Ask them to observe which objects are attracted to the magnet and which are not.
- Ask them to make a table and sort those objects in different columns under the headings 'Attracted by magnet' and 'Not attracted by magnet'.
- Randomly call students from different groups to present their observation tables.
- Write the following questions on the board and discuss them with the whole class:
  - Based on your observations, what inferences can you make about the magnetic properties of the objects?
  - How might the magnetic properties of these objects be useful or relevant in everyday life?
- Guide the class to form a conclusion about magnetic and non-magnetic materials.

(Note for the teacher: Before conducting the activity, kindly ask students to bring magnets from home if they have any. If necessary, ensure that enough magnets are available for the activity by arranging them in advance.)

Activity 2 Exploring the Direction in which the Magnet Settles

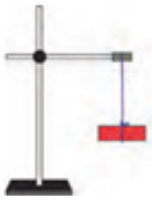
35 mins

Materials Required

Magnet, thread, and pencil.

Instructions

- Divide students into small groups of 3-4.
- Instruct students to start by marking one end of a bar magnet for identification.
- Tie a thread to the centre of the bar magnet and hang it from the stand.



- Inform them to allow the magnet to settle into a stable position and mark two points on the ground directly beneath its ends to show the position of the ends of the magnet when it comes to rest.
- Now ask them to draw a line joining the two points. This line shows the direction in which the magnet was pointing in its rest position.
- Afterwards, instruct students to rotate the magnet, let it come to rest again, and mark the new positions of its two ends on the ground.
- Rotate the magnet in other directions and note the final direction in which it comes to rest.
- Ask students to share their observations regarding the direction of the magnet in each case.
- Discuss the following questions with students:
  - Does the magnet always come to rest in the same direction? Why?
  - Are magnets used to find direction? How?
- Conclude the activity by discussing the direction in which the magnet settles.

(Note for the teacher: Inform students in advance to bring these materials for the classroom activity, or arrange the materials yourself if needed.)

Activity 3 Making a Simple Magnetic Compass

35 mins

Materials Required

Dry leaves, bowl, water, sewing needle, and magnet.

Instructions

- Divide students into small groups of 3-4.
- Ask students to magnetise the needle by stroking it with one end of the bar magnet in one direction about 20-30 times.
- Ask them carefully to fill the bowl half with water.

- Ask them to place the leaf in the bowl of water and then place the magnetised needle on top of it.
- Ask them to leave the setup undisturbed and observe the direction in which the needle align itself.
- Ask students to use the magnet to observe how the needle changes direction in the presence of the magnet, just like the needle of a magnetic compass.

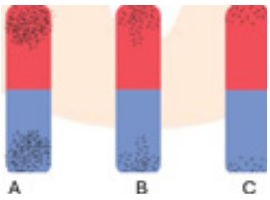
- Conclude the activity by discussing about magnetic compass with the students.

(Note for the teacher: Inform students in advance to bring these materials for the classroom activity or arrange the materials yourself if needed.)

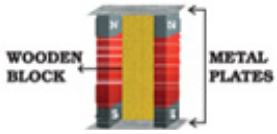
Assessment

35 mins

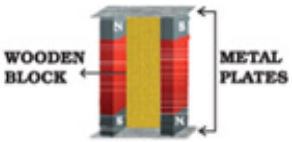
1. Which of the following gets attracted by the magnet?
   a) plastic
   b) paper
   c) iron
   d) wood
2. The magnets A, B and C, were dipped one by one in a heap of iron filling. The given figure shows the amount of iron fillings sticking to them. The strength of the magnets will be



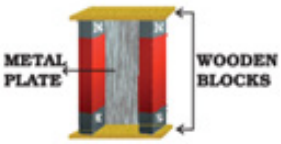
   a) A> B> C
   b) A<B<C
   c) A=B=C
   d) A<B>C
3. The given figure show arrangement to store two magnets. Which one of them is the correct arrangement?
   a)



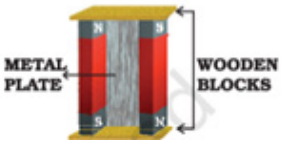
   b)



   c)

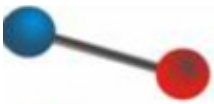
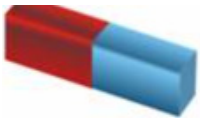


   d)

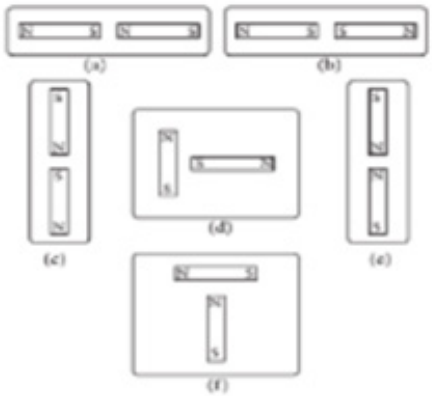


4. Match the following:

Column I	Column II
A. Magnetic compass	a. 

B. Cylindrical magnet	b. 
C. Bar magnet	c. 
D. Horse- shoe magnet	d. 
E. Ball- ended magnet	e. 

5. How can magnets be used to separate junk in a junkyard?
6. A few iron nails and screws were mixed with wooden shavings while a carpenter was working. How can you help him get the nails and screws back from the scrap without wasting his time searching with his hands?
7. If the Earth is itself a magnet, can you guess the poles of the Earth's magnet by looking at the direction of the magnetic compass?
8. What care should be taken while handling a magnet? Mention any two.
9. The following diagram shows two magnets near one another. Use the words 'attract,' 'repel,' or 'turn around' to describe what happens in each case. Give reasons for your answer.



10. A toy duck has a bar magnet hidden inside its body along its length. Using another bar magnet, how will you find out which pole of the magnet is facing the front of the duck?

Answer Key

1. c) Iron
2. The correct option is (a) A>B>C
3. The correct option is (b)
4. A-b, B-a, C-e, D-c, E-d
5. Materials such as iron, nickel, and cobalt are attracted to magnets. Therefore, materials made of such magnetic substance can be separated in a junkyard by attracting them to a strong magnet. Hence, cranes with larger magnetic capacity are used in a junkyard for the separation of junk.
6. With the help of a magnet we can attract all iron nails and screws and can separate them from wooden shaving. As the iron nails and screw are magnetic in nature and will get attracted to the magnet, whereas wooden shavings are non-magnetic.
7. Yes, we can guess the poles of the Earth's magnetic field by looking at the direction of the magnetic compass. The end of the compass needle pointing North actually indicates the magnetic south pole of the Earth, since unlike poles attract each other.
8. The following are the two precautions to be taken while handling the magnet:
   a) Magnets should never be fired, hammered, or thrown from a great height.
   b) Magnets should be stored in pairs, with opposite poles facing each other.
9. a.) Unlike poles attract each other.
   b) Like poles repel each other.
   c) Unlike poles attract each other.
   d) Perpendicular poles turn around and attract one another.
   e) Like poles repel each other.
   f) Perpendicular poles turn around and attract one another.
10. We know that unlike poles attract each other while like poles repel each other. In case of a toy duck, if the front of the toy duck gets attracted to the north pole of the magnet, then it is the south pole of the bar magnet hidden inside the duck, and vice versa.

Learning Level Tracker

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Name of the School:	**UDISE:**
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Name of the Teacher:	**Assessment Date:**

Class: 6		Subject: Science		
Roll No.	Name of the Student	Chapter: Fun with Magnets		
		Level 1	Level 2	Level 3

Chapter 11 : Air Around Us

Activity 1 Air Takes Up Space – Inverted Bottle Experiment

35 mins

Materials Required

Transparent plastic bottle, bowl (wide-mouthed, large enough for the bottle), and water.

Instructions

- Conduct the activity in such a way that students perform it in pairs.
- Ask students to fill the bowl halfway with water.
- Ask them to take an empty dry plastic bottle and ensure no holes or cracks.

- Instruct them to invert the bottle carefully and slowly push it straight down into the bowl filled with water without tilting.
- Ask them to observe the water level inside the bottle.
- Now ask them to tilt the bottle slightly while it's still underwater and observe what happens.
- Instruct students to repeat the activity once or twice for better observation.
- Randomly call students to present their observations.
- Write the following questions on the board and discuss them with the whole class:
  - Based on your observations, what stopped the water from entering the bottle at first?
  - What came out as bubbles when the bottle was tilted?
- Guide the class to form a conclusion that air occupies space.

(Note for the teacher: A day before, inform students to bring the materials used in the activity from home. If necessary, arrange some materials on your own for the activity in advance.)

Activity 2 Oxygen Supports Burning

35 mins

Materials Required

Small candle, matchsticks, transparent plastic bottle, small potted plants or leaves with stems in water (money plant), a plate

Instructions

- Divide students into small groups of 3-4.

- Instruct students to start by lighting two candles and placing them on two different plates.
- Now ask them to place the second lit candle along with the plotted plant.
- Ask students to cover both the setup with an inverted plastic bottle.

(Note for the teacher: Ensure student safety while conducting the activity.)

- Ask them to observe how long both candles burn.
- Ask students to share their observations
- Discuss the following questions with students:
  - Why does the candle go out when covered?
  - What does this activity tell us about the role of air in burning?
  - How do plants and animals help balance oxygen in the air?
- Conclude the activity by discussing how oxygen supports burning.

(Note for the teacher: Inform students in advance to bring these materials for the classroom activity, or arrange the materials yourself if needed.)

Activity 3 Soil Breaths Too!

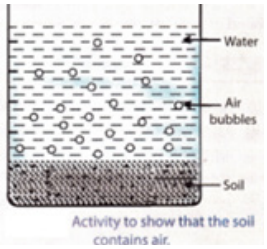
35 mins

Materials Required

Transparent plastic bowl, dry soil, spoon/ twig

Instructions

- Divide students into small groups of 3-4.
- Ask students to fill half the plastic bowl with dry soil.
- Ask them to slowly pour water into the bowl until it covers the soil completely.
- Ask them to observe for bubbles rising from the soil.



Activity to show that the soil contains air.

- Ask them to wait for 5-10 minutes and then stir the soil gently with a spoon or twig.
- Ask students to note if more bubbles appear.
- Conclude the activity by discussing these questions with the students.
  - Where do the bubbles come from?
  - Why is it important for soil to contain air?
  - Name any creatures that live in the soil and use the air?

(Note for the teacher: Inform students in advance to bring these materials for the classroom activity, or arrange the materials yourself if needed.)

Assessment

35 mins

1. Which component of air helps in burning?
   a) oxygen
   b) nitrogen
   c) carbon dioxide
   d) water vapour
2. Riya is experimenting in a dark room with the curtains closed. She opens a small slit in the window so that a narrow beam of sunlight can enter. She sees tiny shining particles moving in the beam of light.
   What do these particles tell us about the air in the room?
   a) Air has oxygen.
   b) Air has nitrogen.
   c) Air has water vapour
   d) Air has dust particles.
3. Which gas is released after the burning of fuels?
   a) oxygen
   b) nitrogen
   c) carbon dioxide
   d) water vapour
4. The pie chart shows the different gases that contribute to the total composition of air. What atmospheric gas does the area shown by the blue colour in the pie chart represent?
   a) oxygen
   b) nitrogen
   c) carbon dioxide
   d) water vapour

5. How do plant roots get air for their respiration in soil?
6. Why does a lump of cotton wool shrink in water?
7. Why do you think mountaineers carry oxygen cylinders with them while climbing high mountains?
8. Why, during an incident of fire, is one advised to wrap a woollen blanket over a burning object?
9. Why are fine hair and mucus present in our nostrils? Why should we not breathe in by mouth?
10. Observe the given image and answer the following questions:

   - Why do you think the policeman is wearing a mask?
   - What is the policeman using to cover his nose and mouth?
   - What can you say about the air in the place shown in the image?

Answer Key

1. a) Oxygen
2. d) Air has dust particles.
3. c) Carbon dioxide
4. b) Nitrogen
5. The plant roots breathe using the oxygen trapped in the spaces between the soil particles.
6. A lump of cotton wool has a lot of air trapped in the spaces between its fibres. When you put the cotton in water, the air comes out, and water fills those spaces. This makes the cotton lump shrink because the air inside it is replaced by water.
7. The amount of oxygen decreases at high altitudes. So, for normal breathing, mountaineers carry oxygen cylinders with them while climbing high mountains.
8. A woollen blanket is used to cover a burning object because it cuts off the supply of air (oxygen), which is needed for the fire to keep burning. Wool does not catch fire easily and acts as a barrier between the fire and the air. Without air, the fire goes out. That is why wrapping a woollen blanket helps to stop the fire.
9. When we breathe through our nose, air goes in along with some dust. But inside our nose, there are tiny hairs and sticky mucus that trap the dust and stop it from going into our lungs. Our mouth doesn't have these protections. So, if we breathe through our mouth, dust can go directly into our body. That's why it is better to breathe through the nose.
10. a) The policeman has covered his face with a mask to protect himself from breathing harmful or dirty air, such as smoke, dust, or pollution.
    b) The policeman is using a mask to cover his nose and mouth.
    c) The air in the place seems to be polluted, as the policeman is wearing a mask. This means the air might contain dust, smoke, or other harmful substances.

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Name of the School:	**UDISE:**
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Class: 6		Subject: Science		
Roll No.	Name of the Student	Chapter: Air Around Us		
		Level 1	Level 2	Level 3

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