

KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS - VI
SUBJECT – R1 READING

UNIT			Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome
No.	Topic	Sub-Topic	Starting	Closing					
UNIT 1	KATE AND MATE	STORY NUMBER 31 Pg No. 1 - 09	JULY DAY 01	JULY	My Word, My Action Teacher will say an action word (smile, laugh, clap, read). Students act it out.	Activity-Based Learning: Students create story maps and illustrate the sequence of events.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	1. Students will identify letter sounds and pronounce words correctly. 2. Students will develop a wide range of vocabulary in various contexts and through different sources. Identify the main characters and setting of the story.
UNIT 1	KATE AND MATE	STORY NUMBER 31 Pg No. 09 - 18	DAY 02		Clap for CH: Teacher will say words. Clap only when you hear "ch" (chair, chip).	Inquiry-Based Learning: Students predict what might happen next and support their ideas with evidence from the text. Collaborative Learning: Students work in pairs to identify characters, setting, and key events.	CG-5: Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.	C-5.1: Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used.	Students will sequence the events in the correct order, make prediction using clues from the text and retell the story using words and illustrations.
UNIT 2	THE BOAT	STORY NUMBER 32 Pg No. 19 - 26	DAY 03		Yes or No Game: Teacher says simple sentences: "A cat can fly." "We read books." Students say "Yes" or "No" with actions (thumbs up/down).	Experiential Learning: Students discuss different types of boats and relate them to personal experiences.	CG-5: Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.	C-5.1: Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used.	Students will improve spelling, vocabulary, and reading fluency.
UNIT 2	THE BOAT	STORY NUMBER 32 Pg No. 27 - 36	DAY 04		Quick Word Sort: Teacher asks students to quickly categorize words by their endings from book. For example, "Find all the words that end in -ck!" (brick, trick, click, flick, quick).	Activity-Based Learning: Students design and label their own boat models. Collaborative Learning: Students work in groups to sequence the events of the story.	CG-4: Develops the ability to write reviews and uses the library to find references.	C-4.2: Uses books and other media resources effectively to find references to use in projects and other activities.	Students will develop confidence and interest in independent reading. Students will understand the key events of the story and relate them to real-life experiences. They will use new vocabulary and express their understanding through creative activities.
UNIT 3	ON THE HILL	STORY NUMBER 33 Pg No. 37 - 43	AUGUST DAY 01	AUGUST	One Word Talk: Teacher asks students "Say one word you think about when you hear this title" Students respond quickly.	Inquiry-Based Learning: Students observe clues in the text and infer how the characters feel.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	Students will recognize and differentiate between various letter sounds accurately.

UNIT 3	ON THE HILL	STORY NUMBER 33 Pg No. 44 - 49	DAY 02		Title Talk: Teacher says the story title and asks student "What do you think will happen?" Take 2 quick answers	Activity-Based Learning: Students draw the setting and describe its features.	CG-5: Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.	C-5.1: Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used.	Students will read age-appropriate words and sentences with improved pronunciation.
UNIT 3	ON THE HILL	STORY NUMBER 33 Pg No. 49 - 54	DAY 03		Nod for Yes Teacher says a word; students nod if you see it in the book.	Collaborative Learning: Students participate in group discussions about challenges faced by the characters.	CG-5: Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.	C-5.1: Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used.	Students will apply phonics rules while reading unfamiliar words independently. Students will describe the setting and explain how it influences the story. They will infer characters' feelings and accurately retell the sequence of events.
UNIT 4	THE CAT AND THE FISH	STORY NUMBER 34 Pg No. 55 - 60	SEPTEMBER DAY 01	SEPTEMBER	Pass the Word: Teacher says a simple word from the reader (e.g., "cat"). Each student quickly says a new word (cat → bat → hat...). Continue in a chain.	Activity-Based Learning: Students create comic strips retelling the story.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	Students will develop a wide range of vocabulary in various contexts and through different sources.
UNIT 4	THE CAT AND THE FISH	STORY NUMBER 34 Pg No. 61 - 65	DAY 02		Yes or No Teacher says a word. Thumbs up if it ends with y (ee sound).	Inquiry-Based Learning: Students predict outcomes and justify their predictions using textual evidence.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	Students will develop the ability to write simple and compound sentence structures to express their understanding and experiences.
UNIT 4	THE CAT AND THE FISH	STORY NUMBER 34 Pg No. 66 - 69	DAY 03		Word Repeat Chain: First student says a word, next repeats and adds one more.	Collaborative Learning: Students identify the story's problem and solution through group work.	CG-4: Develops the ability to write reviews and uses the library to find references.	C-4.2: Uses books and other media resources effectively to find references to use in projects and other activities.	Students will acquire a more comprehensive range of words in various contexts (of home and school experience) through different sources
UNIT 4	THE CAT AND THE FISH	STORY NUMBER 34 Pg No. 69 - 72	DAY 4		Quick Change Game: Sit → Stand → Clap → Turn (fast change)	Collaborative Learning: Students identify the story's problem and solution through group work.	CG-4: Develops the ability to write reviews and uses the library to find references.	C-4.2: Uses books and other media resources effectively to find references to use in projects and other activities.	Students will develop interest and preferences in reading. Students will identify the problem and solution in the story and support their predictions with evidence from the text. They will demonstrate comprehension by retelling the story in sequence.

UNIT 5	DOLLY DUCK	STORY NUMBER 35 Pg No. 73 - 78	OCTOBER DAY 01	OCTOBER	Quick Word Sort: Teacher asks students to quickly categorize words by their endings from book. For example, "Find all the words that end in -ck!" (brick, trick, click, flick, quick).	Experiential Learning: Students connect the duck's experiences with their observations of animals	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	Students will blend sounds to read simple words and sentences with confidence.
UNIT 5	DOLLY DUCK	STORY NUMBER 35 Pg No. 79 - 85	DAY 02		My Word, My Action Teacher will say an action word (smile, laugh, clap, read). Students act it out.	Activity-Based Learning: Students create character profiles highlighting traits and actions.	CG-4: Develops the ability to write reviews and uses the library to find references.	C-4.2: Uses books and other media resources effectively to find references to use in projects and other activities.	Students will improve spelling, vocabulary, and reading fluency.
UNIT 5	DOLLY DUCK	STORY NUMBER 35 Pg No. 86 - 90	DAY 03		Opposite Hand Action: One hand open, one hand close Change quickly	Collaborative Learning: Students work together to retell the story using picture cards.	CG-5: Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.	C-5.1: Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used.	Students will apply phonics rules while reading unfamiliar words independently. Students will describe the character's actions and traits while making connections to real-life experiences. They will retell the story using appropriate vocabulary and details.
UNIT 6	CAPTAIN HORNBLOWER	STORY NUMBER 36 Pg No. 91 - 104	NOVEMBER DAY 01	NOVEMBER	One Word Read: Each child reads one word from the book in turn.	Inquiry-Based Learning: Students examine the character's decisions and discuss possible alternatives.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	1.Students will read age-appropriate words and sentences with improved pronunciation. 2.Students will recognize and differentiate between various letter sounds accurately.
UNIT 6	CAPTAIN HORNBLOWER	STORY NUMBER 36 Pg No. 105- 112	DAY 02		Yes or No: Teacher says a word. Thumbs up if it is a wh word.	Activity-Based Learning: Students design a captain's logbook based on the story. Collaborative Learning: Students engage in role-play activities to explore character interactions.	CG-5: Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.	C-5.1: Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used.	Students will apply phonics rules while reading unfamiliar words independently. Students will explain the main events and discuss the consequences of characters' decisions. They will express their ideas confidently through role-play and collaborative discussions.
UNIT 7	THE FLYING DOCTOR SERVICE	STORY NUMBER 37 Pg No. 113- 118	DECEMBER DAY01	DECEMBER	Quick Look: Look at page for 5 seconds → say one word you saw.	Experiential Learning: Students learn about emergency services and discuss their importance.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	Students will recognize and differentiate between various letter sounds accurately.
UNIT 7	THE FLYING DOCTOR SERVICE	STORY NUMBER 37 Pg No. 119- 123	DAY 02		Silent Action: Say a word (like run, jump). Students act silently—no noise!	Inquiry-Based Learning: Students investigate how doctors help people in remote areas.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	Students will blend sounds to read simple words and sentences with confidence.

UNIT 7	THE FLYING DOCTOR SERVICE	STORY NUMBER 37 Pg No. 124- 128	DAY 03		Yes or No: Teacher reads a word → students show thumbs up if they see it on that page.	Collaborative Learning: Students work in groups to create posters about community helpers.	CG-4: Develops the ability to write reviews and uses the library to find references.	C-4.2: Uses books and other media resources effectively to find references to use in projects and other activities.	Students will acquire a more comprehensive range of words in various contexts (of home and school experience) through different sources.
UNIT 7	THE FLYING DOCTOR SERVICE	STORY NUMBER 37 Pg No. 129- 134	DAY 04		Word Tap: Teacher says a word → students tap the table once.	Collaborative Learning: Students work in groups to create posters about community helpers.	CG-5: Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.	C-5.1: Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used.	Students will develop interest and preferences in reading. Students will understand the importance of community helpers and identify key information from the text. They will connect the story to real-world situations and work effectively with peers.
UNIT 8	DAVID THE DUCK	STORY NUMBER 38 Pg No. 135- 140	JANUARY DAY 01	JANUARY	Show Me: Teacher says a word → students point to it in the book.	Activity-Based Learning: Students sequence story events using illustrations and captions	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	Students will recognize and differentiate between various letter sounds accurately.
UNIT 8	DAVID THE DUCK	STORY NUMBER 38 Pg No. 141 -146	DAY 02		Turn & Tell: Turn to partner → say one word from the page.	Inquiry-Based Learning: Students discuss the character's actions and their consequences.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	Students will develop a wide range of vocabulary in various contexts and through different sources.
UNIT 8	DAVID THE DUCK	STORY NUMBER 38 Pg No. 147- 151	DAY 03		Quick Look: Look at page for 5 seconds → say one word you saw.	Collaborative Learning: Students participate in shared storytelling and peer questioning activities.	CG-4: Develops the ability to write reviews and uses the library to find references.	C-4.2: Uses books and other media resources effectively to find references to use in projects and other activities.	Students will read age-appropriate words and sentences with improved pronunciation.
UNIT 8	DAVID THE DUCK	STORY NUMBER 38 Pg No. 152- 156	DAY 04		Sound It: Teacher will say a word → students will say first sound only.	Collaborative Learning: Students participate in shared storytelling and peer questioning activities.	CG-5: Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.	C-5.1: Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used.	Students will demonstrate better listening, comprehension, and communication skills. Students will sequence the events of the story and explain the outcomes of the character's actions. They will demonstrate understanding through storytelling and discussion.
UNIT 9	SILAS THE CAT	STORY NUMBER 39 Pg No. 157- 162	FEBRUARY DAY 01	FEBRUARY	Blink Read: Read one word when teacher blinks.	Activity-Based Learning: Students create storyboards showing important events.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	Students will recognize and differentiate between various letter sounds accurately.
UNIT 9	SILAS THE CAT	STORY NUMBER 39 Pg No. 162- 166	DAY 02		Pass & Read: Pass a book → each child reads one word.	Inquiry-Based Learning: Students infer character motivations using clues from the text.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	Students will read age-appropriate words and sentences with improved pronunciation.
UNIT 9	SILAS THE CAT	STORY NUMBER 39 Pg No. 167- 172	DAY 03		Opposite Hand Action: One hand open, one hand close Change quickly.	Collaborative Learning: Students work together to identify the central message and supporting details.	CG-4: Develops the ability to write reviews and uses the library to find references.	C-4.2: Uses books and other media resources effectively to find references to use in projects and other activities.	Students will apply phonics rules while reading unfamiliar words independently.

UNIT 9	SILAS THE CAT	STORY NUMBER 39 Pg No. 173- 178	DAY 04		Quick Change Game: Sit → Stand → Clap → Turn (fast change)	Collaborative Learning: Students work together to identify the central message and supporting details.	CG-5: Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.	C-5.1: Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used.	Students will participate actively in reading and speaking activities with confidence. Students will identify the central message of the story and infer characters' feelings and motivations. They will summarize the story using relevant details and examples.
UNIT 10	SHAWN AND THE GO-CART	STORY NUMBER 40 Pg No. 179- 185	MARCH DAY 01	MARCH	My Favorite Word: Students choose one word they like. Say it softly to the class or partner.	Experiential Learning: Students discuss safety rules related to riding and outdoor activities.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	Students will blend sounds to read simple words and sentences with confidence.
UNIT 10	SHAWN AND THE GO-CART	STORY NUMBER 40 Pg No. 186- 193	DAY 02		Word Hunt: Give a task: "Find 3 easy words" or "Find 2 action words." Students search quietly and raise hand when done.	Activity-Based Learning: Students design and label a go-cart model.	CG-4: Develops the ability to write reviews and uses the library to find references.	C-4.2: Uses books and other media resources effectively to find references to use in projects and other activities.	Students will participate actively in reading and speaking activities with confidence.
UNIT 10	SHAWN AND THE GO-CART	STORY NUMBER 40 Pg No. 194- 200	DAY 03		Close Eyes Listen: Students' close eyes. Listen and tell one word they heard.	Collaborative Learning: Students participate in group discussions to analyze the story's lesson and sequence of events.	CG-5: Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.	C-5.1: Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used.	Students will demonstrate better listening, comprehension, and communication skills. Students will identify the key events and lessons learned in the story. They will apply their understanding by discussing safety, making predictions, and sharing ideas with others.