



CHAPTER: A HOUSE, A HOME

Grade: 6

Board: **CBSE**

Book: **Honeysuckle, NCERT**





1.


LEARNING OUTCOMES

[At the end of the chapter, the student should be able to:]





At the end of the chapter, the student should be able to:

- Write down the rhyming words.
 - Interpret the message of the poem.
 - Distinguish between a house and a home.
 - Understand the text and be able to answer questions on it.
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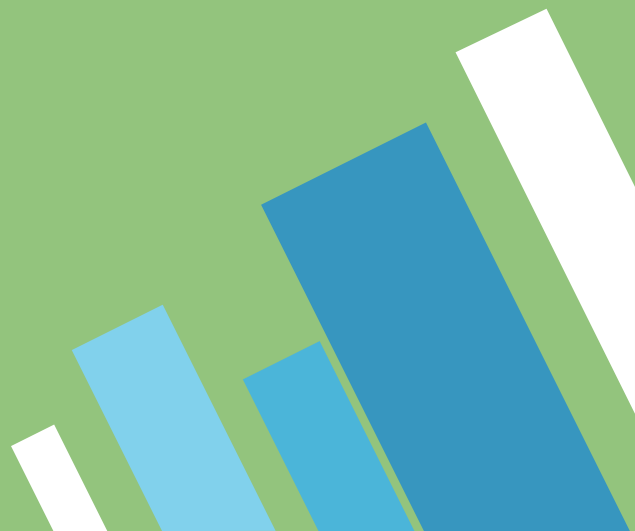


2.

VOCABULARY ENRICHMENT

New and difficult words:

Use the information about new words as and when they appear in the text. They can also be summarised in the beginning of the class or make the children note them after completion of the chapter.





1. YARD

Meaning: The grounds immediately surrounding a house that are usually covered with grass.

Sentence: The children were playing in the yard.

Synonyms: Garden, lawn, backyard.

No antonyms.





2. EAVES

Meaning: The lower border of a roof that overhangs the wall.

Sentence: My grandmother's house is very old and its eaves are crumbling.

Synonyms: Overhang, rim.

No antonyms.





3. STUCCO

Meaning: A thick material that hardens.

Sentence: The stucco on our house has my hand imprint on it.

Synonyms: Cement, mortar.





3.

TEACHING PLAN

While teaching this chapter, the teacher may employ the following methods



I. INTRODUCING THE CHAPTER : Class Discussion

Suggested Topic: ' *Homesick* '

Broad instructions :

Discussion Points:

- Ask the students the meaning of the word 'Homesick'.
Accept the answer:
A feeling of missing the home and wanting to return to it.
- Why do you think people feel homesick?
Accept the answers:
They miss the family.
They miss their room and the things in it.
They miss the comfort of their home.
- What would you miss the most about your home if you went somewhere?

Instructions for the teacher:

- Conduct discussions in a way to encourage maximum participation.
- Simultaneously, maintain discipline amongst students.
- Encourage weaker students to participate with their thoughts.
- Don't outrightly dismiss an answer, instead help the students with hints.
- Help the students to stay on track by keeping the discussions relevant and brief.

Concluding the discussion:

Conclude the discussion with the following sentence:

Let us now read a poem written by Lorraine M. Halli which will tell us the difference between a house and a home.

II. READING THE POEM

While teaching this poem, the teacher may employ the following methods:

- Use simple vocabulary and also introduce students to new words **yard**, **eaves** and **stucco**.
- Read the poem yourself and then ask a student to read the entire poem.
- Check for pronunciation and pauses.
- After the reading briefly explain each line.
- Allow students to express their own explanation.
- Discuss the rhyming words which are:
- Hard and yard, floors and doors, brothers and sisters, fathers and mothers, caring and sharing.
- Explain the message.
- It is the love and affection of the family members for each other that changes a house into a home.
- Questions should be asked frequently to test their understanding of the text.
- The teacher may ask the following questions:
 - What are houses made of?
 - Which adjective is used to describe wood?
 - What are the floors made of?
 - What kind of acts one should do for one's family?
 - What do we need to show our loved ones?

III. Vocabulary enrichment techniques

- Enhance the vocabulary of the students by discussing synonyms and antonyms of new words as and when they come in the text. Use the information provided in the Vocabulary Enrichment section above.
- Audio recordings may be used for teaching listening and speaking skills. Record the opinion of a colleague on 'faith' on your mobile and play it for the class.
- Worksheet 2 can be given after the class for reinforcing vocabulary learnt.

IV. Literature section preparation:

The teacher must highlight the important points of the poem such as:

1. The rhyming words.
2. Things a house is made of.
3. What comprises a home.
4. The message of the poem.

Worksheet 1 can be used for additional practise.

V. Concluding the chapter:

The teacher can conclude the chapter in the form of a class activity. The students can be asked to deliver a one minute speech on 'Their Favorite Room in their House'. Explain the topic. Ask students to state which is their favourite room and provide reasons for their choice. They can then in conclusion state what can they do to make their favourite room better.

Guidelines for the teachers:

- Every student has to take part.
- Instruct the students on the do's and don'ts.
- Tell them the importance of sticking to the time limit.
- Inform them that they have to memorize the speech.
- They cannot copy.
- Give the students enough time to prepare.
- Assure them of your help should they face any difficulties.
- The students must make an effort to do their best.
- They can remember the points covered in their speech instead of trying to memorize the entire speech.

- Listen carefully to others.
- Stand straight with a good posture.
- If feeling nervous look above the heads of your audience.

Conclusion:


Sum up the activity by discussing the words and phrases used. Praise the good speeches while motivating others to do better next time.



4.

WORKSHEETS

The teacher can either print the worksheets or write them on the blackboard. The worksheets can be used as a home assignment or even a class test.



WORKSHEET 1: LITERATURE

Best used: after completion of the text for extra practice on literature questions, home assignment.

Reference to context:

Q.1. It's brick and stone
and wood that's hard.

What is described here?

Who is the poet?

Write an antonym of 'hard'.

Q.2. It's loving and family
and doing for others.

What is described here?

What is a family made up of?

Write a synonym for 'loving'.

Short answer questions:

Q.1. What kind of floors does the poet talk about?

Q.2. How should we behave with our family members?

Q.3. What do we need to show our loved ones?

Brain teaser:

Q.1. If given the choice, what kind of a house would you build for yourself?

WORKSHEET 2: VOCABULARY

Best used: class-work or homework.

Q.1. You have just read a story about a house. Fill in the blanks with words associated with a house.

- a. We wash and brush our teeth in a _____.
- b. We look outside through a _____.
- c. We eat our meals in a _____.
- d. We go up the _____ to get to the second floor.
- e. We close a _____ to stop other people and animals from coming into the garden.

Q.2. Here are the names of different kinds of houses. Match them with the correct picture.

Tree house, Igloo, Cottage, Hut, Teepee, Cave, Castle.

a.



b.



WORKSHEET 2: VOCABULARY

c.



e.



g.



d.



f.



WORKSHEET 3: WRITING SKILLS

Best used: Homework.

Q.1. Write a short paragraph describing the house of your grandparents.



5.

SOLUTIONS

Provided below are the solutions to the worksheets.



WORKSHEET 1: LITERATURE

Reference to context.

- Q.1. a. A house.
b. Lorraine M. Halli.
c. Soft, easy.
- Q.2. a. A home.
b. Fathers and mothers, brothers and sisters.
c. Affectionate, fond, doting, adoring.

Short answer questions.

- Q.1. Tiles.
- Q.2. In a loving and affectionate way.
- Q.3. We will always care for them.

Brain teaser.

- Q.1. The answer may have the following:
- Description of the house.
 - Size.
 - Number of rooms.
 - Maybe a garden or a swimming pool.

WORKSHEET 2: Vocabulary

- Q.1. a. Bathroom.
b. Window.
c. Dining room.
d. Stairs.
e. Gate.

- Q.2. a. Cottage.
b. Igloo.
c. Teepee.
d. Hut.
e. Castle.
f. Cave.
g. Tree house.

WORKSHEET 3: WRITING SKILLS

Q.1. The answer should have the following points:

- Location of the house.

- Description of the house.

- Size.

- Reasons for like or dislike.



5.

RESOURCE LIST

The teacher can use any of the listed resources below if she has access to resources and time at hand



Resource books:

Publications such as **Madhuban and Oxford** are recommended for this grade level

Websites:

Following website can be used:

- www.familyfriendpoems.com/poem/she-makes-a-house-a-home