

**KIDS WORLD SCHOOL,
NAGPUR
SESSION – 2026-27
CLASS - I
SUBJECT – ENGLISH**

UNIT		Topic	Sub-Topic	Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
1.	My Family and Me	Chapter 1. Two Little Hands	Rhyme - Two Little Hands (rhyme with action) Pg. No.1	July Day 1	July	Action game: Touch your head Touch your nose Clap your two little hands Hold your friend's hand Touch your ears	Observation-Based learning, Real-life connections Demonstration and question answer method, Activity based learning Using ICT	CG-9 Develops effective communication skills for day-today interactions in two languages1	C-9.1 Listens to and appreciates simple songs, rhymes, and poems	The students will listen to the rhyme and answer questions about it.	
1.	My Family and Me	Chapter 1. Two Little Hands	Repeat Rhyme New words and sight words Pg. No. 2	Day 2		Mid brain activity: 1 clap, 2 jump, 3 turn” Helps: body + brain connection	Activity-based and interactive learning through examples and identification	CG-9 Develops effective communication skills for day-today interactions in two languages1	C-9.1 Listens to and appreciates simple songs, rhymes, and poems	The students will recite the rhyme with actions and identify new words.	
1.	My Family and Me	Chapter 1. Two Little Hands	Revision Parts of the Body (rhyme) Pg. No. 3	Day 3		Mid brain activity: 1 clap, 2 jump 3 turn” Helps: body + brain connection	Activity-based and interactive teaching through examples, picture identification, discussion, and classroom activities.	CG-3 Develops a fit and flexible body	C-3.1 Shows coordination between sensorial perceptions and body movements	The students will identify and name body parts correctly.	
1.	My Family and Me	Chapter 1. Two Little Hands	Repeat after teacher (Body parts rhyme) Pg. No. 4	Day 4		Freeze Game – Dance & freeze	Action-based and play-way learning through poem recitation, body movements, actions, and rhythmic activities.	CG-13 Develops habits of learning that allows them to engage actively in formal learning environments such as a school classroom	C-13.1 Attention and intentional action: Acquire skills to plan, focus attention, and direct activities to achieve specific goals	The students will identify body parts and recite the rhyme with correct pronunciation.	

1.	My Family and Me	Chapter 1. Two Little Hands	Talk in pairs (This\That\ These\ Those) Pg. No. 5	Day 5		Freeze Game – Dance & freeze	Activity-based learning, examples from daily life, games, and practice exercises	CG-9 Develops effective communication skills for day-today interactions	C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary	Students will be identifies near and far objects and speak about them in pairs	
1.	My Family and Me	Chapter 1. Two Little Hands	Parts of body(match) Read words and sentences (body parts) Pg. No. 6 and 7	Day 6		“Magic Hands” Activity Ask children to show what their little hands can do: Clap, Wave, draw in air, make a heart shape, pretend to eat, pretend to hug someone Then say: “Our two little hands do many good things for our family and for us.	Creative writing, sentence formation, worksheet practice, and guided writing.	CG-10 Develops fluency in reading in Language 1	C-10.1 Develops phonological awareness and blends phonemes or syllables into words and segment words into phonemes or syllables	Students will be break simple words into sounds or syllables	
1.	My Family and Me	Chapter 1. Two Little Hands	Activity My Hand Washing hands(instr uctions) Pg. No. 8	Day 7		Body Part Touch – “Bicycle action” children will stand in a circle and will do action of riding bicycle : pedal slow ,pedal fast, ring the bell, stop the bicycle, etc.	Group Learning. Use pictures for observation. Focus on sounds and actions. Drill & Practice Method	CG-1 Develops habits that keep them healthy and safe	C-1.2 Practises basic self-care and hygiene C-1.3 Keeps school/classroom hygienic and organised	Students will identify and talk about their hands and their uses	
1.	My Family and Me	Chapter 1. Two Little Hands	Activity My Hand Washing hands(instr uctions) Pg. No. 9	Day 8		Body Part Touch – “Bicycle action” children will stand in a circle and will do action of riding bicycle : pedal slow ,pedal fast, ring the bell, stop the bicycle, etc.	Group Learning. Use pictures for observation. Focus on sounds and actions. Drill & Practice Method	CG-1 Develops habits that keep them healthy and safe	C-1.2 Practises basic self-care and hygiene C-1.3 Keeps school/classroom hygienic and organised	Students will identify and talk about their hands and their uses	
1.	My Family and Me	Chapter 1. Two Little Hands	Alphabet song Write the letters (Aa	Day 9		Magic Word – (circle game) *make children sit in a circle.	Audio-based learning, storytelling, rhymes, and	CG-10 Develops fluency in reading in Language 1	C-10.6 Reads short poems and begins to appreciate a poem for its choice of words and	Students will recite the alphabet A-Z in correct sentence	

			to Ff) Pg. No. 10			*Pass a soft ball clapping is going on. *when the clapping stops a child will say any one magic word.	listening-response activities		imagination C-10.7 Reads and comprehends the meaning of short news items, instructions and recipes, and publicity material		
1.	My Family and Me	Chapter 1. Two Little Hands	Alphabet phonic song Pg. No. 11	Day 10		Magic Word – say each magic word and add an action: *Please - join hands *Thank you - smile, *Sorry - hold ear lightly * Excuse me - raise hand.	Audio-based learning, storytelling, rhymes, and listening-response activities	CG-11 Begins to read and write in Language 1	C-11.1 Develops phonological awareness and is able to blend phonemes or syllables into words and segment words into phonemes or syllables	Students will identify letter sounds (phonics) through the song	
1.	My Family and Me	Chapter 1. Two Little Hands	Letter sounds Pg. No. 12	Day 11		Phonics clap game : children will clap for each sound Ex : c/a/t start with simple three letter words	Audio-based activities like identifying sounds, words, and instructions.	CG-11 Begins to read and write in Language 1	C-11.1 Develops phonological awareness and is able to blend phonemes or syllables into words and segment words into phonemes or syllables	Students will read simple four letter words correctly	
1.	My Family and Me	Chapter 1. Two Little Hands	Let us Speak Letter sounds Pg. No. 13 and 14	Day 12		Phonics clap game : children will clap for each sound Ex : c/a/t start with simple three letter words	Phonics-based speaking using letter sounds and blending words.	CG-11 Begins to read and write in Language 1	C-11.1 Develops phonological awareness and is able to blend phonemes or syllables into words and segment words into phonemes or syllables	Students will read simple four letter words correctly	
1.	My Family and Me	Chapter 2. Greeting	Let us read Match pictures with sentences Pg. No. 15	JULY Day 1	JULY	Emotion Game – Show different faces happy/sad/angry	Guided reading using phonics and sight words.	CG-7 Makes sense of the world around through observation and logical thinking	C-7.1 Observes and understands different categories of objects and the relationships between them	The students will read basic sentences.	
1.	My Family and Me	Chapter 2. Greeting	Match pictures	Day 2		Emotion Game – Show different faces happy/sad/angry	Tracing, guided writing, and	CG-7 Makes sense of the world around through	C-7.1 Observes and understands different categories	The students will read basic sentences.	

			with sentences Pg. No. 16				picture-based sentence writing.	observation and logical thinking	of objects and the relationships between them		
1.	My Family and Me	Chapter 2. Greeting	Write letters (Gg to Pp) Pg. No. 17	Day 3		Guess the sound: *Teacher make a sound ssss.. *Children guess the letter "s"	Copy writing with correct spacing and formation of letters.	CG-10 Develops fluency in reading and writing in Language 1	C-10.8 Writes letters to express their understanding and experiences	Students will recognize letters G to P	
1.	My Family and Me	Chapter 2. Greeting	Letter sounds Say aloud letters Pg. No. 18 and 19	Day 4		Jump on the sound: say a sound and children will jump on that letter	Teaching letter sounds through songs, actions, and flashcards.	CG-10 Develops fluency in reading and writing in Language 1	C-10.2 Understands the basic structure or format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	Students will identify and produce correct sounds of letters	
1.	My Family and Me	Chapter 2. Greeting	Rhyme - Hop a Little New words Pg. No. 20 and 21	Day 5		Social & Group Activities Pass the Smile – Smile + greet	Multisensory Teaching Use all senses (see, hear, touch) and using of ICT	CG-11 Begins to read and write in Language 1	C-11.1 Develops phonological awareness and is able to blend phonemes or syllables into words and segment words into phonemes or syllables	Students will listen to and recite the rhyme "Hop a Little" with actions	
1.	My Family and Me	Chapter 2. Greeting	Picture talk Match the action with pictures Pg. No. 22 to 25	Day 6		Use magic words on the situation given by the teacher.	Action rhymes with rhythm and expressions.	CG-3 Develops a fit and flexible body	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities	Students will observe pictures and identify different actions	
1.	My Family and Me	Chapter 2. Greeting	Let us play and write Hopscotch Pg. No. 26 and 27	Day 7		Smile greeting circle *Children stand in a circle. *One child turns to the next, smile, and say "hello, brother."	Sound recognition games and matching activities.	CG-3 Develops a fit and flexible body	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities	Students will participate actively in hopscotch activity	

1.	My Family and Me	Chapter 2. Greeting	Fill in the words Pg. No. 28	Day 8		Group Clap Pattern – Follow rhythm	Copy writing with correct spacing and formation of letters..	CG-11 Begins to read and write in Language 1	C-11.1 Develops phonological awareness and is able to blend phonemes or syllables into words and segment words into phonemes or syllables	Students will read simple words and sentence	
1.	My Family and Me	Chapter 2. Greeting	Letter sounds Odd one out Pg. No. 29 and 30	Day 9		Tiny greeting rhyme "Good morning, mummy morning, daddy hello to my family I am happy"	Phonics-based speaking using letter sounds and blending words.	CG-10 Develops fluency in reading and writing in Language 1	C-10.2 Understands the basic structure or format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	Students will identify and differentiate letter sounds	
1.	My Family and Me	Chapter 2. Greeting	Write letters (Qq to Zz) Pg. No. 31	Day 10		Tiny greeting rhyme "Good night, mummy good night, daddy hello to my family I am happy"	Simple creative writing using keywords, pictures, and prompts.	CG-10 Develops fluency in reading and writing in Language 1	C-10.2 Understands the basic structure or format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	Students will recognize letters C to Z	
1.	My Family and Me	Chapter 2. Greeting	Letter sounds Circle the pictures with different starting sound Pg. No. 32 and 33	Day 11		Mid brain game: Cross Crawl Exercise Right hand → touch left knee Left hand → touch right knee Repeat slowly	Audio-based activities like identifying sounds, words, and instructions	CG-10 Develops fluency in reading and writing in Language 1	C-10.2 Understands the basic structure or format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	Students will identify beginning sound of words	
1.	My Family and Me	Chapter 2. Greeting	Picture talk Pg. No. 34 and 35	Day 12		Mid brain game: Cross Crawl Exercise Right hand → touch left knee Left hand → touch right knee Repeat slowly	Audio-based activities like identifying sounds, words, and instructions	CG-7 Makes sense of the world around through observation and logical thinking	C-7.3 Uses appropriate tools and technology in daily life situations and for learning	The students will listen to the teacher and follow simple instructions.	

1.	My Family and Me	Chapter 2. Greeting	My family (rhyme) Pg. No. 36	AUGUST T Day 13	AUGUST T	Mid brain game: Cross Crawl Exercise Right hand → touch left knee Left hand → touch right knee Repeat slowly	Play-Way Method, Learning through games and fun. Example: Action songs	CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms	C-4.1 Starts recognising 'self' as an individual belonging to a family and community C-4.2 Recognises different emotions and makes deliberate efforts to regulate them appropriately	Students will talk about their family members using simple sentences	ASSESSMENT FOR LEARNING
1.	My Family and Me	Chapter 2. Greeting	The Sparrow Family(rea d) Sight words, new words Pg. No. 37	Day 14		Helps: brain coordination + focus Eye Tracking Game Move finger left-right, up-down Students follow only with eyes Helps: concentration + visual tracking	Storytelling Method, Teach concept through stories.	CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms	C-4.1 Starts recognising 'self' as an individual belonging to a family and community C-4.2 Recognises different emotions and makes deliberate efforts to regulate them appropriately	Students will relate the story to their own story	
1.	My Family and Me	Chapter 2. Greeting	The Sparrow Family(rea d) Sight words, new words Pg. No. 38	Day 15		Helps: brain coordination + focus Eye Tracking Game Move finger left-right, up-down Students follow only with eyes Helps: concentration + visual tracking	Demonstration Method, Show and explain.	CG-10 Develops fluency in reading and writing in Language 1	C-10.2 Understands the basic structure or format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	Students will read and recognize sight words from the lesson	
1.	My Family and Me	Chapter 2. Greeting	Let us speak	Day 16		Helps: brain coordination + focus Eye Tracking Game	Question-Answer Method,	CG-10 Develops fluency in reading and writing in Language 1	C-10.1 Develops phonological awareness and blends phonemes	Students will answer simple questions about their family	

			(Questions and answers) Family members Pg. No. 39			Move finger left-right, up-down Students follow only with eyes Helps: concentration + visual tracking	Ask simple questions to involve students.		or syllables into words and segment words into phonemes or syllables	using basic words/sentences	
1.	My Family and Me	Chapter 2. Greeting	Draw a picture of your family F sound words Pg. No. 40	Day 17		brain game: Opposite Hand Action One hand open, one hand close Change quickly Helps: brain balance (left-right)	Experiential Learning, Learning through real-life experience.	CG-7 Makes sense of the world around through observation and logical thinking	C-7.1 Observes and understands different categories of objects and the relationships between them	Students will draw and represent their family	
1.	My Family and Me	Chapter 2. Greeting	F sound words Pg. No. 41	Day 18		brain game: Opposite Hand Action One hand open, one hand close Change quickly Helps: brain balance (left-right)	Experiential Learning, Learning through real-life experience.	CG-7 Makes sense of the world around through observation and logical thinking	C-7.1 Observes and understands different categories of objects and the relationships between them	Students will draw and represent their family	
1.	My Family and Me	Chapter 2. Greeting	Read and write the words Pg. No. 42	Day 19		brain game: Opposite Hand Action One hand open, one hand close Change quickly Helps: brain balance (left-right)	Phonics-based speaking using letter sounds and blending words.	CG-11 Begins to read and write in Language 1	C-11.2 Recognises most frequently occurring letters of the alphabet (forms of Akshar) of the script and uses this knowledge to read and write simple words and sentence	Students will recognize frequently used letters of the alphabet	
1.	My Family and Me	Chapter 2. Greeting	Picture talk Pg. No. 43	Day 20		brain game: Opposite Hand Action One hand open, one hand close Change quickly Helps: brain balance (left-right)	Phonics-based speaking using letter sounds and blending words.	CG-9 Develops effective communication skills for day-to-day interactions in two languages	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say	Students will identify the main character in it	
1.	My Family and Me	Chapter 2. Greeting	Letter sounds (Initial sound of the pictures) Pg. No. 44 and 45	Day 21		Quick Change Game Sit → Stand → Clap → Turn (fast change)	Phonics-based speaking using letter sounds and blending words.	CG-10 Develops fluency in reading and writing in Language 1	C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words	Students will recognize the initial sound of given pictures	

1.	My Family and Me	Chapter 2. Greeting	Make puppets Pg. No. 46	Day 22		Quick Change Game Sit → Stand → Clap → Turn (fast change)	Drawing, colouring, craft, and language-based creative activities.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1	C-9.1 Listens to and appreciates simple songs, rhymes, and poems C-9.2 Creates simple songs and poems on their own	Students will recite and sing the alphabet song with correct sequence	
1.	Grammar	Vowels and consonants	Explanation Pg. No. 81(WB)	AUGUST Day 1	AUGUST	Quick Change Game Sit → Stand → Clap → Turn (fast change)	Activity-based teaching using flashcards, objects, and games.	CG-10 Develops fluency in reading and writing in Language 1	C-10.1 Develops phonological awareness and blends phonemes or syllables into words and segment words into phonemes or syllables	Students will listen to the teacher's explanation attentively	
1.	Grammar	Vowels and consonants	Exercise Pg. No. 82(WB)	Day 2.		Group Clap Pattern – Follow rhythm	Activity-based teaching using flashcards, objects, and games.	CG-10 Develops fluency in reading and writing in Language 1	C-10.1 Develops phonological awareness and blends phonemes or syllables into words and segment words into phonemes or syllables	Students will participate actively in group and peer learning activities	
2.	Life Around Us	Chapter 1. Picture Time	Let us speak Pg. No. 47	Day 1		Eye Tracking Game Move finger left-right, up-down Students follow only with eyes Helps: concentration + visual tracking	Experiential Learning, Learning through real-life experience.	CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms	C-4.4 Shows cooperative behaviour with other children C-4.5 Understands and responds positively to social norms in the classroom and school	Improve speaking skills Students can say simple sentences	
2.	Life Around Us	Chapter 1. Picture Time	Fun with number (rhyme) With Questions and Answers Pg. No. 48 and 49	Day 2		Eye Tracking Game Move finger left-right, up-down Students follow only with eyes Helps: concentration + visual tracking	Question-Answer Method, Ask simple questions to involve students.	CG-9 Develops effective communication skills for day-to-day interactions in two languages	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say	Students will recite the rhyme with actions and answer simple questions.	

2.	Life Around Us	Chapter 1. Picture Time	Five little Monkeys (rhyme) Pg. No. 50	Day 3		Social & Group Activities Pass the Smile – Smile + greet	Multisensory Teaching Use all senses (see, hear, touch). Visual (charts) Audio (rhymes)	CG-9 Develops effective communication skills for day-to-day interactions in two languages	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say	Students can recite the rhyme with actions.	
2.	Life Around Us	Chapter 1. Picture Time	Five little Monkeys (rhyme) sight words and new words Pg. No. 51	Day 4		Social & Group Activities Pass the Smile – Smile + greet	Group Learning / Peer Learning Students learn in small groups.	CG-11 Begins to read and write in Language 1	C-11.1 Develops phonological awareness and is able to blend phonemes or syllables into words and segment words into phonemes or syllables	Students can recite the rhyme with actions and able to say sight and new words.	
2.	Life Around Us	Chapter 1. Picture Time	Let us do Pg. No. 52	Day 5		“Magic Hands” Activity Ask children to show what their little hands can do: Clap Wave Draw in air Make a heart shape Pretend to eat Pretend to hug someone Then say: “Our two little hands do many good things for our family.	Group Learning / Peer Learning Students learn in small groups.	CG-7 Makes sense of the world around through observation and logical thinking	C-7.1 Observes and understands different categories of objects and the relationships between them	Students can match animals with their name	
2.	Life Around Us	Chapter 1. Picture Time	Match animals with their name. Pg. No. 53	Day 6		“Magic Hands” Activity Ask children to show what their little hands can do: Clap Wave Draw in air Make a heart shape Pretend to eat Pretend to hug someone	Drawing and writing activities to express ideas creatively.	CG-7 Makes sense of the world around through observation and logical thinking	C-7.1 Observes and understands different categories of objects and the relationships between them	Students can match animals with their name	

						Then say: “Our two little hands do many good things for our family.					
2.	Life Around Us	Chapter 2. The cap seller and the Monkeys	The cap seller and the Monkeys (story) Reading and explanation Pg. No. 54	SEPTEMBER Day 1	SEPTEMBER	<p>“Magic Hands” Activity</p> <p>Ask children to show what their little hands can do:</p> <p>Clap, Wave, Draw in air</p> <p>Make a heart shape</p> <p>Pretend to eat</p> <p>Pretend to hug someone</p> <p>Then say: “Our two little hands do many good things for our family.</p>	Storytelling Method Teach concept through stories.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say	Students can read the story.	ASSESSMENT FOR LEARNING
2.	Life Around Us	Chapter 2. The cap seller and the Monkeys	The cap seller and the Monkeys (story) Reading and explanation Pg. No. 55 and 56	Day 2		Group Clap Pattern – Follow rhythm	Demonstration Method; Show and explain.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say	Students can read the story.	
2.	Life Around Us	Chapter 2. The cap seller and the Monkeys	The cap seller and the Monkeys (Exercise) Pg. No. 57	Day 3		Group Clap Pattern – Follow rhythm	Question-Answer Method, Ask simple questions to involve students.	CG-11 Begins to read and write in Language 1	C-11.2 Recognises most frequently occurring letters of the alphabet (forms of Akshar) of the script and uses this knowledge to read and write simple words and sentences	Students can answers of the questions from the story.	
2.	Life Around Us	Chapter 2. The cap seller and the Monkeys	The cap seller and the Monkeys (Exercise) Words and letters Pg. No. 58	Day 4		Opposite Hand Action One hand open, one hand close Change quickly Helps: brain balance (left-right)	Completing stories or sentences with simple vocabulary.	CG-11 Begins to read and write in Language 1	C-11.2 Recognises most frequently occurring letters of the alphabet (forms of Akshar) of the script and uses this knowledge to read and write simple	Students can read and write the words and letters.	

									words and sentences		
2.	Life Around Us	Chapter 2. The cap seller and the Monkeys	Let's colour and Write Pg. No. 59	Day 5		Opposite Hand Action One hand open, one hand close Change quickly Helps: brain balance (left-right)	Drawing and writing activities to express ideas creatively.	CG-11 Begins to read and write in Language 1	C-11.2 Recognises most frequently occurring letters of the alphabet (forms of Akshar) of the script and uses this knowledge to read and write simple words and sentences.	Students can read and write the words and letters.	
2.	Life Around Us	Chapter 2. The cap seller and the Monkeys	The cap seller and the Monkeys (Exercise) Words and letters Pg. No. 59 and 60	Day 6		Opposite Hand Action One hand open, one hand close Change quickly Helps: brain balance (left-right)	Copy writing with correct spacing and formation of letters.	CG-11 Begins to read and write in Language 1	C-11.2 Recognises most frequently occurring letters of the alphabet (forms of Akshar) of the script and uses this knowledge to read and write simple words and sentences.	Students can read and write the words and letters.	
2.	Life Around Us	Chapter 2. The cap seller and the Monkeys	The cap seller and the Monkeys (Exercise) Words and letters Pg. No. 61 and 62	Day 7		Opposite Hand Action One hand open, one hand close Change quickly Helps: brain balance (left-right)	Copy writing with correct spacing and formation of letters.	CG-11 Begins to read and write in Language 1	C-11.2 Recognises most frequently occurring letters of the alphabet (forms of Akshar) of the script and uses this knowledge to read and write simple words and sentences	Students can read and write the words and letters.	
2.	Life Around Us	Chapter 2. The cap seller and the Monkeys	Let us sing Butterflies (rhyme) Pg. No. 63 and 65	Day 8		Jump Count – Count while jumping	Repetition and group recitation for pronunciation and fluency.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1	C-9.1 Listens to and appreciates simple songs, rhymes, and poems C-9.2 Creates simple songs and poems on their own	Students can say the rhyme with actions.	
2.	Life Around Us	Chapter 2. The cap seller and the Monkeys	Let us speak Say and clap Pg. No. 64	Day 9		Jump Count – Count while jumping	Question-Answer Method, Ask simple questions to involve students.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1	C-9.1 Listens to and appreciates simple songs, rhymes, and poems C-9.2 Creates simple songs and	Students can answer the given questions.	

									poems on their own		
2.	Life Around Us	Chapter 2. The cap seller and the Monkeys	Let us write (Exercise) Pg. No. 66 and 67	Day 10		Helps: brain coordination + focus Eye Tracking Game Move finger left-right, up-down Students follow only with eyes Helps: concentration + visual tracking	Drill & Practice Method, Repetition for better learning.	CG-10 Develops fluency in reading and writing in Language 1	C-10.2 Understands the basic structure or format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	Students can read and write the words and letters.	
2.	Life Around Us	Chapter 2. The cap seller and the Monkeys	Let us read (Catch me if you can) Pg. No. 68 and 69	Day 11		Helps: brain coordination + focus Eye Tracking Game Move finger left-right, up-down Students follow only with eyes Helps: concentration + visual tracking	Sound recognition games and matching activities	CG-10 Develops fluency in reading and writing in Language 1	C-10.2 Understands the basic structure or format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	Students can recite the rhyme.	
2.	Life Around Us	Chapter 2. The cap seller and the Monkeys	Let us Listen (Exercise) Pg. No. 71	Day 12		My Favourite Thing – “My favourite colour is red.” One Word About Me – “I am happy / smart.” Introduce Your Friend – “This is my friend Rohan.”	Sound recognition games and matching activities	CG-9 Develops effective communication skills for day-to-day interactions in two languages1	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others	Students can read and write the words and letters.	
2.	Life Around Us	Chapter 2. The cap seller and the Monkeys	Let us Listen (Exercise) Pg. No. 72	Day 13		My Favourite Thing – “My favourite colour is red.” One Word About Me – “I am happy / smart.” Introduce Your Friend – “This is my friend Rohan.”	Sound recognition games and matching activities.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others	Students can read and write the words and letters.	
2.	Life Around Us	Chapter 2. The cap seller and the Monkeys	Let us explore and do (Exercise) Pg. No. 73 and 74	Day 14		Jump like a frog 🐸” “Walk like an elephant 🐘”	Drawing and writing activities to express ideas creatively.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others	Students can identify the words and able to do actions according it	

2.	Life Around Us	Chapter 3. A Farm	Let us sing A Farm (rhyme) Pg. No. 75	SEPTEMBER Day 1	SEPTEMBER	Animals sound activity	Use of audio-visual aids for better understanding.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1	C-9.1 Listens to and appreciates simple songs, rhymes, and poems C-9.2 Creates simple songs and poems on their own	Students can sing the rhyming song.
2.	Life Around Us	Chapter 3. A Farm	Let us do (Exercise) Pg. No. 76	Day 2		Clap, tap, cross your hands, Touch your head and now stand	Simple creative writing using keywords, pictures, and prompts.	CG-11 Begins to read and write in Language 1	C-11.2 Recognises most frequently occurring letters of the alphabet (forms of Akshar) of the script and uses this knowledge to read and write simple words and sentences	Students can read farm animals name and coloured according it.
2.	Life Around Us	Chapter 3. A Farm	Let us read Animals and birds Pg. No. 77	Day 3		Animal Flashcard Fun Show card → students say name + sound	Guided Reading Method (helps students read step by step)	CG-10 Develops fluency in reading and writing in Language 1	C-10.2 Understands the basic structure or format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	Students can read the story.
2.	Life Around Us	Chapter 3. A Farm	Let us read Animals and birds Pg. No. 78	Day 4		Big or Small Animal Teacher says: “Elephant” → students show big “Ant” → show small	Whole Language Approach (reading words/sentences with meaning)	CG-10 Develops fluency in reading and writing in Language 1	marks C-10.2 Understands the basic structure or format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation	The students will use size words big and small to describe animals
2.	Life Around Us	Chapter 3. A Farm	Let us read Animals and birds Pg. No. 79	Day 5		Cross Crawl Exercise Right hand → touch left knee Left hand → touch right knee Repeat slowly Helps: brain coordination + focus	Inclusive Teaching, Take care of all types of learners.	CG-10 Develops fluency in reading and writing in Language 1	marks C-10.2 Understands the basic structure or format of a book, idea of words in print and direction in which they are printed, and	The students will recognize names of common farm animals and birds.

									recognises basic punctuation		
2.	Life Around Us	Chapter 3. A Farm	Let us read Animals and birds New words Pg. No. 80	Day 6		Mirror Activity One child acts, other copies	Drill & Practice Method, Repetition for better learning.	CG-11 Begins to read and write in Language 1	C-11.1 Develops phonological awareness and is able to blend phonemes or syllables into words and segment words into phonemes or syllables	Students will read and learn new words of the story.	
2.	Life Around Us	Chapter 3. A Farm	Let us speak Talking in pair Pg. No. 81 and 82	Day 7		Animal Flashcard Fun Show card → students say name + sound	Phonics-based speaking using letter sounds and blending words.	CG-9 Develops effective communication skills for day-to-day interactions in two languages	C-9.3 Converses fluently and can hold a meaningful conversation C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others	The students will read animal names correctly.	
2.	Life Around Us	Chapter 3. A Farm	Fun time Pg. No. 83	Day 8		Cow → clap Tractor → no clap Plant → clap Bucket □ → no clap	Play-Way Method, Learning through games and fun.	CG-7 Makes sense of the world around through observation and logical thinking	C-7.1 Observes and understands different categories of objects and the relationships between them	The students will complete the activity.	ASSESSMENT OF LEARNING
2.	Grammar	Chapter 2. Articles	Articles (Explanation) WB Pg. No. 84	NOVEMBER Day 1	NOVEMBER	Colour Touch Say a colour →students quickly touch something of that colour.	Teach through picture cards and phonics sounds.	CG-9 Develops effective communication skills for day-to-day interactions in two languages	C-9.3 Converses fluently and can hold a meaningful conversation C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others	The students will identify when to use a or an.	
2.	Grammar	Chapter 2. Articles	Articles (Exercise) WB Pg. No. 85	Day 2		Stand–Sit–Jump Game Give quick commands: Stand... Sit... Jump... Clap!	Use simple oral examples like “an apple”, “a ball”.	CG-9 Develops effective communication skills for day-to-day interactions in two languages	C-9.3 Converses fluently and can hold a meaningful conversation C-9.4 Understands oral instructions for a complex task and gives clear oral	The students will complete the exercise correctly.	

									instructions for the same to others		
2.	Grammar	Chapter 2. Articles	Articles (Exercise) WB Pg. No. 86	Day 3		Fast–Slow Motion Do actions fast... then slow... then super slow	Conduct matching and speaking activities using objects and flashcards	CG-9 Develops effective communication skills for day-to day interactions in two languages	C-9.3 Converses fluently and can hold a meaningful conversation C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others	The students will complete the exercise correctly.	
2.	Grammar	Chapter 2. Articles	Articles (Exercise) WB Pg. No. 87	Day 4	15 th September	Count numbers: 1, 2, 3, BOOM (clap instead of number) (Repeat pattern—kids love it!)	Encourage learning through conversation, repetition, and worksheets.	CG-9 Develops effective communication skills for day-to day interactions in two languages	C-9.3 Converses fluently and can hold a meaningful conversation C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others	The students will complete the exercise correctly.	
3.	Food	Chapter 1. Fun with pictures	Let us speak (question and answer) Pg. No. 84 and 85	Day 1		The Game: Fruit & Veggie Pop-Up 0:00 –0:30 (Setup): Tell the kids: "If I name a Fruit, reach for the sky (standing)! If I name a Vegetable, touch your toes (crouching)!"	Question-Answer Method: Ask simple questions to involve students.	CG-7 Makes sense of the world around through observation and logical thinking	C-7.1 Observes and understands different categories of objects and the relationships between them C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypotheses and uses observations to explain their hypotheses	The students will identify and sort fruits and vegetables.	
3.	Food	Chapter 1. Fun with pictures	Let us sing "Fruits for all" rhyming song Pg. No. 86	Day 2		The Odd One Out: Say four words ("Apple, Banana, Dog, Grapes"). Students have to clap once when they hear the "non-fruit" word.	Activity-Based Learning (ABL) and use of ICT	CG-10 Develops fluency in reading and writing in Language 1	C-10.6 Reads short poems and begins to appreciate a poem for its choice of words and imagination	Students will listen to and enjoy a simple rhyming song.	

3.	Food	Chapter 1. Fun with pictures	Let us speak (Q and A) and let us do(activity) Pg. No. 87	Day 3		Fruit Rhythm Clap: Say a fruit name and have students clap out the syllables ("Ap-ple" = 2 claps; "Wa-ter-mel-on" = 4 fast claps).	Recitation of rhymes with actions and expressions.	CG-9 Develops effective communication skills for day-to day interactions in two languages1	C-9.3 Converses fluently and can hold a meaningful conversation C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others	The students will identify and use basic prepositions like in, on, under.	
3.	Food	Chapter 1. Fun with pictures	Let us read A visit to the market (story) Pg. No. 88	Day 4		Animal Food Guessing: Name an animal and have students shout out what that animal likes to eat ("Monkey" -> "Banana!", "Rabbit" -> "Carrot!")	Storytelling Method, Teach concept through stories.	CG-10 Develops fluency in reading and writing in Language 1	C-10.7 Reads and comprehends the meaning of short news items, instructions and recipes, and publicity material	The students will listen to a story about a market visit.	
3.	Food	Chapter 1. Fun with pictures	Let us read A visit to the market (story) Pg. No. 89	Day 5		“What Did I Buy?” Game Teacher says: “I went to the market and I bought” (apples). Students repeat and add one item each (banana, milk, toy, etc.). it's Builds listening + memory + speaking in a fun chain.	Show-and-tell and storytelling sessions.	CG-10 Develops fluency in reading and writing in Language 1	C-10.5 Reads short stories and comprehends their meaning by identifying characters, storyline and what the author wants to say on their own	Students will develop listening and speaking skills.	
3.	Food	Chapter 1. Fun with pictures	Let us read (story) sight words Pg. No. 90	DECEMBER Day 6	DECEMBER	4. “Show with Actions” Teacher says actions: buy vegetables, carry bag, give money, choose fruits. Students act quickly without speaking. Engages kinaesthetic learners and makes the class lively.	Guided reading using phonics and sight words.	CG-10 Develops fluency in reading and writing in Language 1	C-10.5 Reads short stories and comprehends their meaning by identifying characters, storyline and what the author wants to say on their own	Students will identify sight words and fluency in reading with using sight words.	
3.	Food	Chapter 1. Fun with pictures	Let us speak and let us read Pg. No. 91 and 92	Day 7		5. “Market Clap Game” Teacher says words: fruit, vegetable, toy, clothes.	Phonics-based speaking using letter sounds and blending words.	CG-10 Develops fluency in reading and writing in Language 1	C-10.5 Reads short stories and comprehends their meaning by identifying characters,	Students will identify common market-related items through	

						Students clap once for things found in the market, stay silent if not. It's Improves attention and quick thinking			storyline and what the author wants to say on their own	listening and recognition.	
3.	Food	Chapter 1. Fun with pictures	Think of words for the pictures and read aloud Pg. No. 93	Day 8		<p>“Quick Role Play”</p> <p>In pairs: one is a shopkeeper; one is a customer.</p> <p>Simple lines: “Give me apples.” “Here you are.” “Thank you!”</p> <p>Why it works: Encourages speaking and confidence.</p>	Audio-based activities like identifying sounds, words, and instructions.	CG-7 Makes sense of the world around through observation and logical thinking	C-7.1 Observes and understands different categories of objects and the relationships between them	Students will identify fruits and vegetables, read simple words aloud, answer simple oral questions.	
3.	Food	Chapter 1. Fun with pictures	Let us draw and let us write Pg. No. 94 and 95	Day 9		<p>Mid brain activity: 1 clap, 2 jump, 3 turn”</p> <p>👉 Helps: body + brain connection</p>	Demonstration Method, Show and explain.	CG-10 Develops fluency in reading and writing in Language 1	CG -10.8 Writes a paragraph to express their understanding and experiences	Students will write simple words Develops vocabulary and writing skills.	
3.	Food	Chapter 1. Fun with pictures	Fill in the blanks (vegetables are good for health) Pg. No. 97	Day 10		<p>Mirror Activity</p> <p>One child act, other copies</p>	Inclusive Teaching, Take care of all types of learners.	CG-10 Develops fluency in reading and writing in Language 1	C-10.7 Reads and comprehends the meaning of short news items, instructions and recipes, and publicity material	The students will identify when to use this or these.	
3.	Food	Chapter 1. Fun with pictures	Fill in the blanks (vegetables are good for health) Pg. No. 97	Day 11		<p>Mirror Activity</p> <p>One child act, other copies</p>	Inclusive Teaching, Take care of all types of learners.	CG-10 Develops fluency in reading and writing in Language 1	C-10.7 Reads and comprehends the meaning of short news items, instructions and recipes, and publicity material	The students will answer simple questions	
3.	Food	Chapter 2. The food we eat	Let us read (sentences) Pg. No. 98	DECEMBER Day 1	DECEMBER	<p>“Yummy or not? 😊”</p> <p>Teacher says food names: apple, chips, carrot, chocolate, spinach.</p> <p>Students show thumb up for “yummy” and</p>	Sound recognition games and matching activities.	CG-10 Develops fluency in reading and writing in Language 1	C-10.7 Reads and comprehends the meaning of short news items, instructions and recipes, and publicity material	Students will read sight words and new words and Sentences.	

						👎 for “not yummy”. It's a Quick, interactive, and gets every child involved.					
3.	Food	Chapter 2. The food we eat	New words, Sight words and Q /A Pg. No. 99	Day 2		3. “Healthy or Junk Jump” Teacher calls out foods. Students jump for healthy (fruit, vegetables) and stand still for junk food. It's a Builds basic awareness of healthy eating in a playful way.	Use of audio- visual aids for better understanding.	CG-10 Develops fluency in reading and writing in Language 1	C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words	Students will read sight words , new words , questions and answers.	
3.	Food	Chapter 2. The food we eat	Let us read (think of words for the pictures and read aloud) Pg. No. 100	Day 3		“Pass the Food Word” One student says a food item (rice). Next student quickly says another food (dal, apple, bread...). Continue fast like a chain. It will be Improve vocabulary and quick thinking.	Storytelling Method Teach concept through stories.	CG-10 Develops fluency in reading and writing in Language 1	C-10.2 Understands the basic structure or format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	Students will read and say simple food- related words from pictures or prompts.	
3.	Food	Chapter 2. The food we eat	Let us speak (Q and A) Pg. No. 101	Day 4		“Guess My Food” Teacher gives clues: “It is yellow. Monkeys like it.” Students guess: “Banana!” it will enhances listening and thinking skills in a fun way.	Question-Answer Method, Ask simple questions to involve students.	CG-9 Develops effective communication skills for day-to day interactions in two languages	C-9.3 Converses fluently and can hold a meaningful conversation	Students will develop speaking skills by answering the simple questions.	
3.	Food	Chapter 2. The food we eat	Let us do (matching) Let us draw Pg. No. 102	Day 5		Brain game: Opposite Hand Action One hand open, one hand close Change quickly Helps: brain balance (left-right)	Experiential Learning, Learning through real-life experience.	CG-7 Makes sense of the world around through observation and logical thinking	C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypotheses and uses observations to	Students can identify the shapes and match with food of same shape.	

									explain their hypotheses		
3.	Food	Chapter 2. The food we eat	Let us speak (fun with words) Match the image with sentences Pg. No. 103	Day 6		brain game: Opposite Hand Action One hand open, one hand close Change quickly Helps: brain balance (left-right)	Group Learning / Peer Learning, Students learn in small groups.	CG-10 Develops fluency in reading and writing in Language 1	C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words	Students will match food images with correct simple sentences.	
3.	Food	Chapter 2. The food we eat	Match the image with sentences Pg. No. 104	Day 7		brain game: Opposite Hand Action One hand open, one hand close Change quickly Helps: brain balance (left-right)	Activity-based and play-way method for easy understanding.	CG-10 Develops fluency in reading and writing in Language 1	C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words	Students will match food images with correct simple sentences.	
3.	Food	Chapter 2. The food we eat	Let us do (Riddles) Pg. No. 105	Day 8		Hands activity: Opposite Hand Action One hand open, one hand close Change quickly Helps: brain balance (left-right)	Activity-based and play-way method for easy understanding.	CG-10 Develops fluency in reading and writing in Language 1	C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words	The students will listen to food riddles and name the food item.	
3.	Grammar	Nouns	Explanation WB Pg. No. 88	JANUARY Day 1	JANUARY	Naming activity Teacher will say name of place things parson and another also when it will be naming word student will say "yes"	Encourage learning through conversation, repetition, and worksheets.	CG-10 Develops fluency in reading and writing in Language 1	C-10.1 Develops phonological awareness and blends phonemes or syllables into words and segment words into phonemes or syllables	Students will identify naming words (nouns) from spoken examples.	ASSESSMENT FOR LEARNING
3.	Grammar	Nouns	Exercise WB Pg. No. 89	Day 2		Quick Role Play " In pairs: one is a shopkeeper, one is a customer. Simple lines: "Give me apples." "Here you are." "Thank you!" Why it works: Encourages speaking and confidence	Encourage learning through conversation, repetition, and worksheets.	CG-10 Develops fluency in reading and writing in Language 1	C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words	Students will use simple nouns in real-life conversation through role play.	

4.	Grammar	pronouns	Explanation WB Pg. No. 90	Day 1		Helps: brain coordination + focus Eye Tracking Game Move finger left-right, up-down Students follow only with eyes	Encourage learning through conversation, repetition, and worksheets.	CG-10 Develops fluency in reading and writing in Language 1	C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words	Students will develop visual focus and coordination by following movement-based instructions.	
4.	Grammar	Pronouns	Exercise WB Pg. No. 91 and 92	Day 2		Animal Food Guessing: Name an animal and have students shout out what that animal likes to eat ("Monkey" -> "Banana!", "Rabbit" -> "Carrot!")	Drill & Practice Method, Repetition for better learning.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others	Students will respond to oral prompts using appropriate words in a game-based activity.	
5.	Grammar	Action words	Explanation WB Pg. No. 93	Day 1		Helps: brain coordination + focus Eye Tracking Game Move finger left-right, up-down Students follow only with eyes Helps: concentration + visual tracking	Activity-based and play-way method for easy understanding.	CG-10 Develops fluency in reading and writing in Language 1	C-10.2 Understands the basic structure or format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	Students will follow action-based instructions to improve eye coordination and focus.	
5.	Grammar	Action words	Exercise WB Pg. No. 94 and 95	Day 2		Mid brain activity: 1 clap, 2 jump, 3 turn” 👉 Helps: body + brain connection	Activity-based and play-way method for easy understanding.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others	The students will follow oral instructions using action words.	
4.	Seasons	Chapter 1. The four Seasons	Let us sing (rhyme) Pg. No. 106	Day 1.		1. Season Action Game Teacher says a season → children act it out Summer = fan themselves Winter = shiver Rainy = pretend to hold umbrella	Activity-Based Learning (ABL), Children learn by doing activities instead of only listening.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1	C-9.1 Listens to and appreciates simple songs, rhymes, and poems C-9.2 Creates simple songs and poems on their own	Identify the four seasons – Summer, Winter, Rainy, and Spring (if included). Respond to seasonal cues through actions	
4.	Seasons	Chapter 1. The four Seasons	Let us speak (Q and A) Pg. No. 107	Day 2		Dress for the Season Say a season → students quickly say what they wear (“Winter!” → “Sweater!”)	Experiential Learning, Learning through real-life experience.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1	C-9.3 Converses fluently and can hold a meaningful conversation	Students will identify the cycle of seasons and	

										Use simple vocabulary in conversation Speak basic words and short phrases related to seasons and clothing.	
4.	Seasons	Chapter 1. The four Seasons	Look at the pictures and tell the story in your own words. Pg. No. 108	Day 3		Sound Guess Make sounds → children guess the season “Tip-tip” → Rainy “Whoosh wind” → Winter	Conduct matching and speaking activities using objects and flashcards.	CG-7 Makes sense of the world around through observation and logical thinking	C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypotheses and uses observations to explain their hypotheses	The students will observe pictures and describe seasonal features.	
4.	Seasons	Chapter 1. The four Seasons	Let us read (seasons) Pg. No. 109 and 110	Day 4		Quick Draw in Air Teacher says “Sun” or “Cloud” → kids draw it in air (according season)	Encourage learning through conversation, repetition, and worksheets.	CG-10 Develops fluency in reading and writing in Language 1	C-10.2 Understands the basic structure or format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	Students will recognise and reads simple seasonal words Students identify and read basic words like <i>sun</i> , <i>cloud</i> , <i>rain</i> from the text.	
4.	Seasons	Chapter 1. The four Seasons	Let us speak (name of the clothes we wear) Pg. No. 111	Day 5		Blow the Wind Children pretend to blow strong wind (winter/storm fun) (Mouth exercise)	Encourage learning through conversation, repetition, and worksheets.	CG-9 Develops effective communication skills for day-to-day interactions in two languages	C-9.3 Converses fluently and can hold a meaningful conversation	The students will identify seasonal clothing like sweater, raincoat, cap.	
4.	Seasons	Chapter 1. The four Seasons	Let us do (A paper hat) Pg. No. 112	Day 6		Season Face activity Kids make faces: Happy (spring) Tired (summer) Cold (winter)	Multisensory Teaching, Use all senses (see, hear, touch).	CG-2 Develops sharpness in sensorial perceptions	C-2.1 Differentiates between shapes, colours, and their shades C-2.2 Develops visual memory for symbols and representations	Students will identify and differentiates colours and shapes and expresses seasons through facial expressions and visuals	
4.	Seasons	Chapter 1. The four Seasons	Let us sing (Pitter Patter/	Day 7		Sun Jump Say “Sun!” → kids jump once	Play-Way Method, Learning through games and fun.	CG-9 Develops effective communication	C-9.1 Listens to and appreciates simple songs,	Students will listen and enjoys	

			Rain) Pg. No. 113			Cloud: Float Kids move slowly like floating clouds Rain: Walk slowly like walking in rain	Example: Action songs Role play	skills for day-to-day interactions in two languages1	rhymes, and poems C-9.2 Creates simple songs and poems on their own	action songs , rhymes And expresses ideas through simple creative actions and words.	
4.	Seasons	Chapter 1. The four Seasons	Let us write (seasons related) Pg. No. 114	Day 8		One Word Season Each child says one word for a season (sun, rain, cold, etc.)	Drill & Practice Method, Repetition for better learning.	CG-10 Develops fluency in reading and writing in Language 1	C-10.8 Writes a paragraph to express their understanding and experiences	Students will write or say simple words related to different seasons Students will develop early writing readiness through repetition and practice	
4.	Seasons	Chapter 2. Anandi's Rainbow	Let us read (story) Pg. No. 115	JANUARY Day 1	JANUARY	“Magic Hands” Activity Ask children to show what their little hands can do: Clap, Wave, draw in air, make a heart shape, pretend to eat, pretend to hug someone Then say: “Our two little hands do many good things for our family and for us.	Storytelling Method, Teach concept through stories.	CG-10 Develops fluency in reading and writing in Language 1	C-10.4 Reads stories and passages with accuracy and fluency, with appropriate pauses and voice modulation	The students will listen to a simple story.	
4.	Seasons	Chapter 2. Anandi's Rainbow	Let us read (story) Pg. No. 116	Day 2		Quick Change Game Sit → Stand → Clap → Turn (fast change)	Storytelling Method, Teach concept through stories.	CG-10 Develops fluency in reading and writing in Language 1	C-10.4 Reads stories and passages with accuracy and fluency, with appropriate pauses and voice modulation	The students will listen to a story and identify the main characters	
4.	Seasons	Chapter 2. Anandi's Rainbow	Let us speak (Q and A) Pg. No. 117	Day 3		Freeze Game – Dance & freeze	Question-Answer Method, Ask simple questions to involve students.	CG-10 Develops fluency in reading and writing in Language 1	C-10.4 Reads stories and passages with accuracy and fluency, with appropriate pauses	Students will respond to simple oral questions using appropriate words or short sentences.	

									and voice modulation		
4.	Seasons	Chapter 2. Anandi's Rainbow	Let us do (Draw) Pg. No. 117	Day 4		Eye Tracking Game Move finger left-right, up-down Students follow only with eyes Helps: concentration + visual tracking	Group Learning / Peer Learning, Students learn in small groups.	CG-7 Makes sense of the world around through observation and logical thinking	C-7.1 Observes and understands different categories of objects and the relationships between them	Students will develop visual tracking and observation skills and improve concentration and group participation skills.	
4.	Seasons	Chapter 2. Anandi's Rainbow	Let us write Pg. No. 118	Day 5		Quick Draw in Air Teacher says "Sun" or "Cloud" → kids draw it in air (according season)	Encourage learning through conversation, repetition, and worksheets.	CG-10 Develops fluency in reading and writing in Language 1	C-10.8 Writes a paragraph to express their understanding and experiences	Students will write about myself	
6.	Grammar	Describing words	Explanation WB Pg. No. 96	FEBRUARY Day 1	FEBRUARY	"Guess the Animal" Teacher describes an animal using adjectives. Students guess the animal. Example: "It is big, grey, has a long trunk" → Elephant "It is small, white, soft" → Rabbit	Encourage learning through conversation, repetition, and worksheets.	CG-10 Develops fluency in reading and writing in Language 1	C-10.2 Understands the basic structure or format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	Students will identify animals based on describing words (adjectives).	ASSESSMENT FOR LEARNING
6.	Grammar	Describing words	Exercise WB Pg. No. 97	Day 2		"Describe Your Friend" Ask students to look at their partner. Each child says 2 describing words about their friend. Example: She is tall and kind He is happy and fast	Encourage learning through conversation, repetition, and worksheets.	CG-10 Develops fluency in reading and writing in Language 1	C-10.2 Understands the basic structure or format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	Students will use appropriate describing words to talk about people.	
7.	Grammar	Prepositions	Explanation WB Pg. No. 98	Day 1		"Where is the Teddy?" Keep a toy (teddy/pencil) in different places. Ask students: "Where is the teddy?"	Drill & Practice Method, Repetition for better learning.	CG-10 Develops fluency in reading and writing in Language 1	C-10.2 Understands the basic structure or format of a book, idea of words in print and direction in which they are	Students will use simple prepositions in sentences to describe position.	

						Examples: It is on the table It is under the chair			printed, and recognises basic punctuation marks		
7.	Grammar	Preposition	Exercise WB Pg. No. 99	Day 2		Mid brain activity Eye hand coordination	Drill & Practice Method, Repetition for better learning.	CG-10 Develops fluency in reading and writing in Language 1	C-10.2 Understands the basic structure or format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	Students will identify and use simple prepositions through coordinated actions.	
7.	Grammar	Preposition	Exercise WB Pg. No. 99	Day 3		Mid brain activity Hands and legs activity	Drill & Practice Method, Repetition for better learning.	CG-10 Develops fluency in reading and writing in Language 1	C-10.2 Understands the basic structure or format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	Students will use simple prepositions correctly through actions Recognises and follows verbal instructions related to position words.	ASSESSMENT OF LEARNING