


KIDS WORLD SCHOOL, NAGPUR

SESSION – 2026-27

CLASS - III

SUBJECT – R 1 READING

UNIT			Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome
No.	Topic	Sub-Topic	Starting	Closing					
UNIT 1	The Forest on the Hill	11X Pg No. 1	JULY DAY 1	JULY	<b>My Word, My Action</b> Steps: Teacher says an action word (run, jump, clap, read). Students act it out.	Students will listen and repeat with proper accent	CG-4 Develops a wide range of vocabulary in various contexts and through different sources	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts in other content areas	Students will develop a wide range of vocabulary in various contexts and through different sources
UNIT 1	The Forest on the Hill	SHEET 11XA and 11XB (Revising oo as in roof and Special words - editing) Pg No. 2 and 3	DAY 2		<b>Find the OO Ingredient:</b> Teacher says 3–4 words: book, roof, sun, food Students clap when they hear the “oo” sound	Read and write with proper accent	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.1 Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning and ending, and forming paragraphs	Students will develop the ability to write simple and compound sentence structures to express their understanding and experiences
UNIT 1	The Forest on the Hill	STORY 11X (words we know, old sound, special words and some longer words) Pg No. 4 and 5	DAY 3		<b>Yes or No Game:</b> Steps: Teacher says simple sentences: “A cat can fly.” “We read books.” Students say “Yes” or “No” with actions (thumbs up/down).	Read with proper accent	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources.	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts.	Students will acquire a more comprehensive range of words in various contexts (of home and school experience) through different sources.
UNIT 1	The Forest on the Hill	READING Pg No. 6, 7, 8 and 9	DAY 4		<b>Quick Word Sort:</b> Teacher asks students to quickly categorize words by their endings. For example, "Find all the words that end in -ck!" (brick, trick, click, flick, quick).	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 1	The Forest on the Hill	READING Pg No. 10, 11, 12 and 13	DAY 5		<b>One Word Talk:</b> Ask: “Say one word you think about when you hear this title” Students respond quickly.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 1	The Forest on the Hill	READING Pg No. 14, 15, 16, and 17	DAY 6		“Title Talk”  Teacher says the story title And student “What do you think will happen?” Take 2 quick answers.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading..

UNIT 1	The Forest on the Hill	READING and STORY 11X (words we've used) Pg No. 18, 19, 20 and 21	DAY 7		<b>Picture Peek:</b> Teacher shows a picture from the story; Students say one word about it.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 1	The Forest on the Hill	SHEET 11XC (Comprehension of story 11X) Pg No. 22	DAY 8		<b>Word Hunt Challenge:</b> The teacher asks students to find and circle these three "secret" words on their page as fast as they can: Forest Hill Lost.	Checking in deep knowledge of students.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text.	Students will develop the ability to write simple and compound sentence structures to express their understanding and experiences.
UNIT 2	THE LAND OF PINK TREES	STORY NUMBER 12X Pg No. 23	AUGUST DAY 1	AUGUST	<b>Pass the Word:</b> 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.	Students will listen and repeat with proper accent.	CG-4 Develops a wide range of vocabulary in various contexts and through different sources.	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts in other content areas.	Students will develop a wide range of vocabulary in various contexts and through different sources.
UNIT 2	THE LAND OF PINK TREES	SHEET 12XA and 12XB (Revising e as in be and Special words - tense) Pg No. 24 and 25	DAY 2		<b>Clap for:</b> Teacher says words: bee, cat, tree, pen Students clap only when they hear "ee" sound.	Read and write with proper accent.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.1 Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning and ending, and forming paragraphs.	Students will develop the ability to write simple and compound sentence structures to express their understanding and experiences.
UNIT 2	THE LAND OF PINK TREES	STORY 12X (Words we know, old sound, special words and some longer words) Pg No. 26 and 27	DAY 3		<b>Turn &amp; Tell:</b> Turn to partner and tell one line/word.	Read with proper accent.	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources.	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts.	Students will acquire a more comprehensive range of words in various contexts (of home and school experience) through different sources.
UNIT 2	THE LAND OF PINK TREES	Reading Pg No. 28, 29, 30 and 31	DAY 4		<b>Invisible Chair Reading:</b> Pretend to sit and read in the air.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 2	THE LAND OF PINK TREES	Reading Pg No. 32, 33, 34 and 35	DAY 5		<b>Read &amp; Show Emotion:</b> Read a word/sentence → show feeling with face.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 2	THE LAND OF PINK TREES	Reading Pg No. 36, 37, 38 and 39	DAY 6		<b>Build a Sentence:</b> Each student says one word → make a simple sentence.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.

UNIT 2	THE LAND OF PINK TREES	READING AND STORY 12X (words we've used and some new words) Pg No. 40, 41, 42 and 43	DAY 7		<b>Listen &amp; Find:</b> Teacher says a word → students find it quickly.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 2	THE LAND OF PINK TREES	SHEET 12XC Comprehension of story 12X Pg No. 44	DAY 8		<b>Pass the Line:</b> Each child reads one word from the same line.	Checking in deep knowledge of students.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text.	Students will develop the ability to write simple and compound sentence structures to express their understanding and experiences.
UNIT 3	My Dinner Stinks	STORY NUMBER 13X Pg No. 45	SEPTEMBER DAY 1	SEPTEMBER	<b>Read &amp; Draw in Air:</b> Read a word and draw its shape in the air.	Students will listen and repeat with proper accent.	CG-4 Develops a wide range of vocabulary in various contexts and through different sources.	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts in other content areas	Students will develop a wide range of vocabulary in various contexts and through different sources.
UNIT 3	My Dinner Stinks	SHEET 13XA and 13XB (Revising y as in by and Special words – word order) Pg No. 46 and 47	DAY 2		<b>Quick Question:</b> Ask: "What is this?" / "Who is this?" Students find and answer softly.	Read and write with proper accent.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.1 Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning and ending, and forming paragraphs.	Students will develop the ability to write simple and compound sentence structures to express their understanding and experiences.
UNIT 3	My Dinner Stinks	STORY 12X Words we know, old sound, special words and some longer words) Pg No. 48 and 49	DAY 3		<b>Read &amp; Match Action:</b> Read a word → match it with a silent action.	Read with proper accent.	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources.	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts.	Students will acquire a more comprehensive range of words in various contexts (of home and school experience) through different sources.
UNIT 3	My Dinner Stinks	Reading Pg No. 50, 51, 52 and 53	DAY 4		<b>Silent Story Guess:</b> Look at page → guess what is happening.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 3	My Dinner Stinks	Reading Pg No. 54, 55, 56 and 57	DAY 5		<b>Spot the Difference:</b> Compare two pictures/pages and say one difference.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.

UNIT 3	My Dinner Stinks	Reading Pg No. 58, 59, 60 and 61	DAY 6		<b>Who Am I?</b> Teacher describes a character. Students guess by looking in the book.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 3	My Dinner Stinks	Reading and (words we've used and some new words) Pg No. 62, 63, 64 and 65	DAY 7		<b>Word Ladder:</b> Start with one word. Each student adds another word from the page.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 3	My Dinner Stinks	SHEET 13XC Comprehension of story 13XC) Pg No. 66	DAY 8		<b>Read &amp; Point Game:</b> Teacher reads a line. Students point to each word while listening.	Checking in deep knowledge of students.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text.	Students will develop the ability to write simple and compound sentence structures to express their understanding and experiences.
UNIT 4	My Dinner Stinks	STORY NUMBER 14X	SEPTEMBER DAY 1	SEPTEMBER	<b>Find &amp; Tell:</b> Find one new word and tell its meaning (simple).	Students will listen and repeat with proper accent.	CG-4 Develops a wide range of vocabulary in various contexts and through different sources.	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts in other content areas.	Students will develop a wide range of vocabulary in various contexts and through different sources.
UNIT 4	My Dinner Stinks	SHEET 14XA and 14XB (Reviser as in sister and Special words – number)	DAY 2		<b>Guess the Story:</b> Show cover/page. Students guess what the story is about (1 sentence).	Read and write with proper accent.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.1 Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning and ending, and forming paragraphs.	Students will develop the ability to write simple and compound sentence structures to express their understanding and experiences.
UNIT 4	My Dinner Stinks	STORY 14X (Words we know, old sound, special words and some longer words) Pg No. 70 and 71	DAY 3		<b>Partner Reading:</b> Two students read one line each softly.	Read with proper accent.	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different source.	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts.	Students will acquire a more comprehensive range of words in various contexts (of home and school experience) through different sources.
UNIT 4	My Dinner Stinks	Reading Pg No. 72, 73, 74 and 75	DAY 4		<b>Quick Draw:</b> Students draw a tiny picture of something they read.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 4	My Dinner Stinks	Reading Pg No. 76, 77, 78 and 79	DAY 5		<b>Silent Question:</b> Ask a simple question: "Who is in the story?" Students find the answer in the book and point.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.

UNIT 4	My Dinner Stinks	Reading Pg No. 80, 81, 82 and 83	DAY 6		<b>One Line Chain:</b> Each student reads one line in turn. Continue like a chain around the class.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 4	My Dinner Stinks	Reading and STORY 14X (Words we've used, some new words) Pg No. 84, 85, 86 and 87	DAY 7		<b>Find the Sound:</b> Teacher says a sound (like "b" or "sh"). Students find words with that sound.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 4	My Dinner Stinks	SHEET 14XC Comprehension of story 14X Pg No. 88	DAY 8		<b>Echo Reading:</b> Teacher reads one line softly. Students repeat in the same tone.	Checking in deep knowledge of students.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text.	Students will develop the ability to write simple and compound sentence structures to express their understanding and experiences..
UNIT 5	A Present for Dad	STORY NUMBER 15X Pg No. 89	NOVEMBER DAY 1	NOVEMBER	<b>My Favorite Word:</b> Students choose one word they like. Say it softly to the class or partner.	Students will listen and repeat with proper accent.	CG-4 Develops a wide range of vocabulary in various contexts and through different sources.	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts in other content areas.	Students will develop a wide range of vocabulary in various contexts and through different sources.
UNIT 5	A Present for Dad	SHEET 15XA (Revising all as in tall and Special words - vocabulary ) Pg No. 90 and 91	DAY 2		<b>Read &amp; Act (Silent):</b> Students read a word/sentence. Show its meaning with actions (no talking).	Read and write with proper accent.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.1 Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning and ending, and forming paragraphs.	Students will develop the ability to write simple and compound sentence structures to express their understanding and experiences.
UNIT 5	A Present for Dad	STORY 15X (Words we know, old sound, special words and some longer words) Pg No. 92 and 93	DAY 3		<b>Picture to Words:</b> Look at a picture in the book. Students say 2-3 words about it softly.	Read with proper accent.	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources.	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts.	Students will acquire a more comprehensive range of words in various contexts (of home and school experience) through different sources.
UNIT 5	A Present for Dad	Reading Pg No. 94, 95, 96 and 97	DAY 4		<b>Word Hunt:</b> Give a task: "Find 3 easy words" or "Find 2 action words." Students search quietly and raise hand when done.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.

UNIT 5	A Present for Dad	Reading Pg No. 98, 99, 100 and 101	DAY 5		<b>Think–Pair–Share:</b> Students read a small part silently. Turn to a partner and share one word or idea.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 5	A Present for Dad	Reading 102, 103, 104 and 105	DAY 6		<b>Smile Word:</b> Read a word and smile after reading.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 5	A Present for Dad	Reading and STORY 15X (words we ‘ve used and some new words) 106, 107, 108 and 109	DAY 7		<b>Turn &amp; Look:</b> Turn page → find one known word.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 5	A Present for Dad	SHEET 15XC Comprehsion of story 15X Pg No. 110	DAY 8		<b>Lip Read:</b> Say a word using only lips (no sound).	Checking in deep knowledge of students.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text.	Students will develop the ability to write simple and compound sentence structures to express their understanding and experiences.
UNIT 6	A Present for Dad	STORY NUMBER 16X	DECEMBER DAY 1	DECEMBER	<b>Find a Friend:</b> Show one word to your partner.	Students will listen and repeat with proper accent.	CG-4 Develops a wide range of vocabulary in various contexts and through different sources.	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts in other content areas.	Students will develop a wide range of vocabulary in various contexts and through different sources.
UNIT 6	A Present for Dad	SHEET 16XA and 16XB (Revising oo as in cook and Special words - vocabulary ) Pg No. 112 and 113	DAY 2		<b>Point &amp; Pause:</b> Point to a word and pause silently.	Read and write with proper accent.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.1 Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning and ending, and forming paragraphs.	Students will develop the ability to write simple and compound sentence structures to express their understanding and experiences.
UNIT 6	A Present for Dad	STORY 16X (Words we know, old sound, special words and some longer words) Pg No. 114 and 115	DAY 3		<b>Air Read:</b> Trace a word in the air with your finger.	Read with proper accent.	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources.	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts.	Students will acquire a more comprehensive range of words in various contexts (of home and school experience) through different sources.

UNIT 6	A Present for Dad	Reading Pg No. 116, 117, 118 and 119	DAY 4		<b>Tiny Voice:</b> Read one word in a very tiny (soft) voice.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 6	A Present for Dad	Reading Pg No. 120, 121, 122 and 123	DAY 5		<b>Nod for Yes:</b> Teacher says a word → nod if you see it.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 6	A Present for Dad	Reading Pg No. 124, 125, 126 and 127	DAY 6		<b>Act &amp; Guess:</b> Do a simple action from the story Students guess what it is.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 6	A Present for Dad	Reading and STORY 16X (words we've used and some new words) Pg No. 128, 129, 130, and 131	DAY 7		<b>Blink Read:</b> Read one word when teacher blinks.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 6	A Present for Dad	SHEET 16XC Comprehen sion of story 16X) Pg No. 132	DAY 8		<b>Finish the Sentence:</b> Start: Teacher says this story might be about..." Students complete it quickly.	Checking in deep knowledge of students.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text.	Students will develop the ability to write simple and compound sentence structures to express their understanding and experiences.
UNIT 7	A Present for Dad	STORY NUMBER 17X Pg No. 133	JANUARY DAY 1	JANUARY	<b>Picture Peek:</b> Teacher Show a picture from the story. Students say one word about it.	Students will listen and repeat with proper accent.	CG-4 Develops a wide range of vocabulary in various contexts and through different sources.	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts in other content areas.	Students will develop a wide range of vocabulary in various contexts and through different sources.
UNIT 7	A Present for Dad	SHEET 17XA and 17XB (Revising sh as in fish and Special words - vocabulary ) Pg No. 134 and 135	DAY 2		<b>Show with Fingers:</b> Show how many words you can read on the page.	Students will listen and repeat with proper accent.	CG-4 Develops a wide range of vocabulary in various contexts and through different sources.	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts in other content areas.	Students will develop a wide range of vocabulary in various contexts and through different sources.

UNIT 7	A Present for Dad	STORY 17X (Words we know, old sound, special words and some longer words) Pg No. 136 And 137	DAY 3		<b>One Line Read:</b> Read just one short line together softly.	Read with proper accent.	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources.	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts.	Students will acquire a more comprehensive range of words in various contexts (of home and school experience) through different sources.
UNIT 7	A Present for Dad	Reading Pg No. 138, 139, 140 and 141	DAY 4		<b>Spot the Letter:</b> Find words starting with a given letter.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 7	A Present for Dad	Reading Pg No. 142, 143,144 and 145	DAY 5		<b>Tap &amp; Stop:</b> Tap while teacher reads → stop when you hear a word.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 7	A Present for Dad	Reading Pg No. 146, 147,148 and 149	DAY 6		<b>Quick Circle:</b> Each child says one word in a circle.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 7	A Present for Dad	READING and STORY 17X (words we 've used and some new words) Pg No. 150, 151, 152 and 153	DAY 7		<b>Match Sound:</b> Teacher says sound → students find a word with that sound.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 7	A Present for Dad	SHEET 17XC Comprehsion of story 17X Pg No. 154	DAY 8		<b>Whisper Chain:</b> Whisper a word to the next student.	Checking in deep knowledge of students.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text.	Students will develop the ability to write simple and compound sentence structures to express their understanding and experiences.
UNIT 8	The Silly Singer	STORY NUMBER 18X Pg No. 155	JANUARY DAY 1	JANUARY	<b>Finger Count:</b> Count how many times a word appears (show with fingers).	Students will listen and repeat with proper accent.	CG-4 Develops a wide range of vocabulary in various contexts and through different sources.	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts in other content areas.	Students will develop a wide range of vocabulary in various contexts and through different sources.

UNIT 8	The Silly Singer	SHEET 18XA and 18XB (Revising as in sing and Special words - vocabulary ) Pg No. 156 and 157	DAY 2		<b>Read &amp; Freeze:</b> Read one word → freeze like a statue.	Read and write with proper accent.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.1 Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning and ending, and forming paragraphs.	Students will develop the ability to write simple and compound sentence structures to express their understanding and experiences.
UNIT 8	The Silly Singer	STORY 18X (Words we know, old sound, special words and some longer words) Pg No. 158 and 159	DAY 3		<b>Eye Spy:</b> “I spy a word...” → students find it silently.	Read with proper accent.	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources.	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts.	Students will acquire a more comprehensive range of words in various contexts (of home and school experience) through different sources.
UNIT 8	The Silly Singer	Reading Pg No. 160, 161, 162 and 163	DAY 4		<b>Find Fast:</b> Teacher says word → first to find it raises hand silently.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 8	The Silly Singer	Reading Pg No. 164, 165, 166 and 167	DAY 6		<b>Pass &amp; Read:</b> Pass a book → each child reads one word.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 8	The Silly Singer	Reading Pg No. 168, 169, 170 and 171	DAY 7		<b>Sound It:</b> Teacher says word → students say first sound only.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 8	The Silly Singer	Reading and STORY 18X (words we ‘ve used, some new words) Pg No. 172, 173, 174 and 175	DAY 8		<b>Yes or No:</b> Teacher reads a word → students show thumbs up if they see it on that page.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 8	The Silly Singer	SHEET 18XC Comprehension of story 18X Pg No. 176	DAY 9		<b>Quick Look:</b> Look at page for 5 seconds → say one word you saw.	Checking in deep knowledge of students.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text.	Students will develop the ability to write simple and compound sentence structures to express their understanding and experiences.

UNIT 9	The Dark Barn	STORY NUMBER 19X Pg No. 177	FEBRUARY DAY 1	FEBRUARY	<b>Turn &amp; Tell:</b> Turn to partner → say one word from the page.	Students will listen and repeat with proper accent.	CG-4 Develops a wide range of vocabulary in various contexts and through different sources.	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts in other content areas.	Students will develop a wide range of vocabulary in various contexts and through different sources.
UNIT 9	The Dark Barn	SHEET 19XA and 19XB (Revising ar as in park and Special words - vocabulary ) Pg No. 178 and 179	DAY 2		<b>Show Me:</b> Teacher says a word → students point to it in the book.	Read and write with proper accent.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.1 Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning and ending, and forming paragraphs.	Students will develop the ability to write simple and compound sentence structures to express their understanding and experiences.
UNIT 9	The Dark Barn	STORY 19X (Words we know, old sound, special words and some longer words) Pg No. 180 and 181	DAY 3		<b>Word Tap:</b> Teacher says a word → students tap the table once.	Read with proper accent.	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources.	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts.	Students will acquire a more comprehensive range of words in various contexts (of home and school experience) through different sources.
UNIT 9	The Dark Barn	Reading Pg No. 182, 183, 184 and 185	DAY 4		<b>Read &amp; Sit:</b> Stand and read one word → sit down quickly.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 9	The Dark Barn	Reading Pg No. 186, 187, 188 and 189	DAY 5		<b>Find &amp; Show:</b> Write words on the board. Say one word, students quickly point to it or show with fingers.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 9	The Dark Barn	Reading Pg No. 190, 191, 192 and 193	DAY 6		<b>Silent Action:</b> Say a word (like run, jump). Students act silently—no noise!	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 9	The Dark Barn	Reading and STORY 19X (words we 've used, some new words) Pg No. 194, 195, 196, and 197	DAY 7		<b>One Word Read:</b> Each child reads one word from the book in turn.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.

UNIT 9	The Dark Barn	SHEET 19XC Comprehension of story 19X Pg No. 198	DAY 8		<b>Book Whisper:</b> Teacher whispers a word from a book. Students repeat softly and find it in their book.	Checking in deep knowledge of students.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text.	Students will develop the ability to write simple and compound sentence structures to express their understanding and experiences.
UNIT 10	The Holiday	STORY NUMBER 20X Pg No. 199	FEBRUARY DAY 1	FEBRUARY	<b>Picture Talk:</b> Show a book cover. Ask: "What do you see?" Students say 1–2 words only.	Students will listen and repeat with proper accent.	CG-4 Develops a wide range of vocabulary in various contexts and through different sources.	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts in other content areas.	Students will develop a wide range of vocabulary in various contexts and through different sources.
UNIT 10	The Holiday	SHEET 20XA and 20XB (Revising day as in day and Special words - vocabulary ) Pg No. 200 and 201	DAY 2		<b>Opposite Hand Action:</b> One hand open, one hand close Change quickly.	Read and write with proper accent.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.1 Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning and ending, and forming paragraphs.	Students will develop the ability to write simple and compound sentence structures to express their understanding and experiences.
UNIT 10	The Holiday	STORY 20X (Words we know, old sound, special words and some longer words) Pg No. 202 and 203	DAY 3		<b>Cross Crawl Exercise:</b> Right hand → touch left knee Left hand → touch right knee Repeat slowly.	Read with proper accent.	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources.	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts.	Students will acquire a more comprehensive range of words in various contexts (of home and school experience) through different sources.
UNIT 10	The Holiday	Reading Pg No. 204, 205, 206 and 207	DAY 4		<b>Action Rhyme with Brain Moves:</b> 👏 "Clap, tap, cross your hands, Touch your head and now stand!"	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 10	The Holiday	Reading Pg No. 208, 209, 210 and 211	DAY 5		<b>Animal Sound Guess:</b> Teacher makes sound: "Meow 🐱" Students guess: "Cat!"	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
UNIT 10	The Holiday	Reading Pg No. 212, 213, 214 and 215	DAY 6		<b>Quick Change Game:</b> Sit → Stand → Clap → Turn (fast change)	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.

<b>UNIT 10</b>	<b>The Holiday</b>	<b>Reading and STORY 20X (words we've used, some new words) Pg No. 216, 217, 218 and 219</b>	<b>DAY 7</b>		<b>Action Word Game:</b> Teacher Say a word and students do an action: jumps → students jump they → point to a group himself → point to themselves.	Read and understand the story with proper accent.	CG-5 Develops interest and preferences in reading.	C-5.2 Demonstrates interest in reading books from the library.	Students will develop interest and preferences in reading.
<b>UNIT 10</b>	<b>The Holiday</b>	<b>SHEET 20XC Comprehension of story 20X Pg No. 220</b>	<b>DAY 8</b>		<b>Clap for:</b> Teacher says words: bee, cat, tree, pen Students clap only when they hear "ee" sound.	Checking in deep knowledge of students.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text.	Students will develop the ability to write simple and compound sentence structures to express their understanding and experiences.