

KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS - IV
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	Unit 1: My land	1.Together we can	Recitation & Explanation by the teacher with word meanings of difficult words	July DAY 1	July	Mime Time: Students act out a simple daily chore (like brushing teeth or sweeping). The class guesses the action. This builds energy for the 'searching' theme of the poem.	The teacher uses specific hand gestures for keywords. Students mirror these gestures during recitation to anchor the meaning of the words in their physical memory.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts such as prose and poetry.	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will be able to recite the poem with correct rhythm and identify rhyming word pairs (e.g., 'see' and 'me').	
			Recitation by each student	DAY 2		The Level Game: Call out 'Hands Up' or 'Hands Down'. Students must follow exactly. This settles the room before the focus shifts to individual reading.	students move from choral echo reading to purposeful individual recitation to build fluency, comprehension, and confidence.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts such as prose and poetry.	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students explain the central idea and mood of the poem in their own words after recitation.	
			Answer the following (notebook)	DAY 3		Chidiya ud game	Students interpret and perform poetry with comprehension, using appropriate expression, voice modulation, and vocabulary understanding.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts such as prose and poetry.	C-2.2 Understands main ideas and draws essential conclusions from the material read	Students answer questions on the poem's central theme, difficult words, and poetic devices like rhyme or imagery.	
			Exchange the conversation	DAY 4		Number clapping	Role-Play & Scaffolding: Use structured dialogue cards. Students practice taking turns, focusing on the difference between an incomplete thought (phrase) and a complete thought (sentence).	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 distinguish between phrases and complete sentences and apply them in daily dialogue	

			Collective noun	DAY 5		Atlas game in groups	Inductive Concept Building: Start with familiar examples (a class of students, a team of players). Transition to specialized terms found in literature.	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 identify and use appropriate collective nouns for groups of people, animals, and things.	
			prepositions	DAY 6		The Action: Give each row a different sound. Row 1: Clapping. Row 2: Stomping. Row 3: Clicking tongues. Row 4: Tapping desks.	Communicative Language Teaching (CLT): Focus on prepositions of place and direction through physical movement and real-classroom objects.	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 accurately describe the position of objects using correct prepositions.	
			Picture comprehension	DAY 7		You hum a tune and students identify the song	Use the 'Look-Think-Write' method. First, label objects in the picture, then create simple sentences, and finally connect them into a paragraph.	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 observe visual details and synthesize them into a grammatically correct narrative paragraph.	
		2. The Tinkling Bells	Reading & Explanation by the teacher with word meanings of difficult words	July DAY 1	July	Imitate sound of bell	Direct Instruction: Teacher-led expressive reading to model intonation and rhythm.	CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently.	C-1.2 Summarises core ideas from material read out in class	Summarizes core ideas from material read out in class.	
			Reading 1 stanza each by student	DAY 2		Make phone bell sound	Peer Learning: Students take turns reading specific stanzas to build confidence.	CG-5 Develops interest and preferences in reading	C-5.2 Demonstrates interest in reading books	Demonstrates interest and preferences in reading.	
			Answer the following (notebook)	DAY 3		Make the sound of school bell	Inquiry-Based Learning: Scaffolding literal and inferential questions	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Uses appropriate grammar and structure in writing.	
			Think and answer (notebook)	DAY 4		Make the sound of the bell in temple	Constructivist Approach: Relating themes of the lesson to real-world experiences	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Develops ability to write compound sentences to express experiences.	
			adjectives	DAY 5		Stand up and sit down	Inductive Method: Identifying descriptive words directly from the text	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Uses grammar to understand and communicate ideas coherently.	

			Speaking skills: situation bases questions	DAY 6		Clapping in rhythm	Communicative Approach: Role playing scenarios mentioned in the text.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Develops oral language skills using complex sentence structures.	
			Sentence framing	DAY 7		Hands up and down	Guided Practice: Building logical sentences using keywords from the lesson	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Uses appropriate grammar and structure in their writing.	
			Draw national symbols and bells in India	DAY 8		Draw bell in air using finger	Art-Integrated Learning: Visual representation of Indian heritage and symbols.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.3 Creates posters, invites, simple poems, stories and dialogues, with appropriate information and purpose	Integrates visual literacy with descriptive language.	
		3. Be Smart, Be Safe	Reading & Explanation by the teacher with word meanings of difficult words	July DAY 1	July	You act as the "Traffic Signal." When you say "Green Light," students walk in place. When you say "Red Light," they must freeze instantly.	Reading with emphasis on safety keywords and "cautionary" tones.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.2 Understands main ideas and draws essential conclusions from the material read	Students will be able to identify key safety rules and summarize the main message of the text.	
			Reading 1 stanza each by student	DAY 2		Tell students you will call out different objects. If the object is safe to touch (like a teddy bear), they clap once. If it is dangerous (like a hot stove or a sharp needle), they keep their hands behind their back.	Each student reads a stanza to practice fluency and pronunciation.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.2 Understands main ideas and draws essential conclusions from the material read	Students will develop confidence in public speaking and improve rhythmic reading skills.	
			Answer the following (notebook)	DAY 3		"Simon says... Put on your seatbelt," "Simon says... Wash your hands," "Simon says... Look left and right." (If you don't say "Simon says," and they move, they are out).	Moving from "What happened?" to "Why is this rule important?"	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.2 Understands main ideas and draws essential conclusions from the material read	Students will be able to construct logical, grammatically correct written responses.	

			True or false and choose the correct option	DAY 4		If you point with one finger, they say "Beep!" If you point with two fingers, they say "Honk!" * How: Do it faster and faster until the whole class is laughing at the "traffic" noise.	Quick-fire rounds to check comprehension of safety facts.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.2 Understands main ideas and draws essential conclusions from the material read	Students will demonstrate an accurate understanding of specific safety protocols.	
			Symbol identification and error spotting in the picture	DAY 5		On "Look Up," they look at the ceiling. On "Look Down," they look at their shoes. Suddenly switch it: "Look Right!" "Look Left!"	Using the "Spot the Mistake" method in pictures/posters.	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 be able to recognize safety signs and identify hazardous behaviors in visual contexts.	
			Countable and uncountable nouns	DAY 6		You act as the "Traffic Signal." When you say "Green Light," students walk in place. When you say "Red Light," they must freeze instantly.	Sorting "Safety Gear" (e.g., helmets, water, gloves) into categories.	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 correctly categorize nouns and use appropriate quantifiers (much/many/some).	
			Letter Writing	DAY 7		Tell students you will call out different objects. If the object is safe to touch (like a teddy bear), they clap once. If it is dangerous (like a hot stove or a sharp needle), they keep their hands behind their back.	Drafting a letter to a friend about staying safe.	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 master the informal letter format and use persuasive language to give advice.	
2	Unit 2: My Beautiful World	4. One Thing At A Time	Recitation & Explanation by the teacher with word meanings of difficult words	August DAY 1	August	Tell the class you will count to three, and they must clap exactly on three.	Teacher models expressive reading while highlighting "Focus Words."	CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently	C-1.2 Summarises core ideas from material read out in class	Students will be able to pronounce new vocabulary and define words like "might" and "main."	ASSESSMENT AS LEARNING
			Recitation by each student	DAY 2		Number clapping	Students read one after the other to build rhythmic awareness.	CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently	C-1.2 Summarises core ideas from material read out in class	Students will demonstrate oral fluency and the ability to recite poetry with proper intonation.	

			Answer the following (notebook)	DAY 3		Atlas game in groups	Using "Wh-" questions to extract literal meaning from the poem.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will be able to construct grammatically correct sentences to answer textual questions.
			Think and answer (notebook)	DAY 4		Pose a simple, low-stakes question. "Ice Cream or Cake?" "Dogs or Cats?" "Super Strength or Flying?"	Connecting the poem's theme of "Focus" to the students' daily routines.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will apply the poem's moral to personal life by identifying tasks that require full attention.
			Picture description	DAY 5		In and out of the place	Analyzing images to build vocabulary.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will be able to write 3-5 descriptive sentences about a visual scene using adjectives.
			Sub verb agreement	DAY 6		Students lock fingers and pin the other person's thumb down	Noticing how verbs change based on the subject in poem sentences.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will correctly apply subject-verb agreement rules in their own writing
			Paragraph writing – My Routine	DAY 7		Speed Hunt: Give a page number and a word; the first student to find the line where it appears win	Guiding students from brainstorming to drafting a structured paragraph.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will be able to organize thoughts chronologically to describe their daily schedule
			Draw pictures of activities you do in holidays	DAY 8		Stand up and down	Art-Integrated Learning: Translating poetic imagery into visual art	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.3 Creates posters, invites, simple poems, stories and dialogues, with appropriate information and purpose	Students will demonstrate comprehension of the poem by illustrating its central theme.
		5. The Old Stag	Reading & Explanation by the teacher with word meanings of difficult words	August DAY 1	August	A quick game of mimicry. When you say "Stag," students make antlers with their hands; when you say "Hunter," they freeze like a statue.	Use a picture of a stag to elicit prior knowledge about forest animals.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will be able to define at least 5 new vocabulary words.
			Reading 1 stanza each by student	DAY 2		"Echo Reading." You read a line with a specific emotion (sad, brave, excited), and the students must repeat it back exactly in that tone.	Use positive verbal cues ("Excellent pronunciation!") to encourage students as they read their assigned stanzas.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will demonstrate proper intonation and rhythm while reading poetry aloud.

			Answer the following (notebook)	DAY 3		Stone paper scissor	Move from lower-order (What happened?) to higher-order questions (Why did the stag feel this way?).	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will be able to extract specific facts from the text and record them accurately in their notebooks.
			Think and answer (notebook)	DAY 4		Birds chirping sound	Allow students to build their own interpretations of the stag's choices and character.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will demonstrate empathy and inferential thinking by explaining the deeper meaning behind the stag's actions.
			Descriptive words	DAY 5		Birds flying action	Use the blackboard to create a "Word Web" centered around the Stag (e.g., Majestic, Swift, Antlers).	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will identify and use descriptive adjectives to enhance their writing.
			Adverbs of manner	DAY 6		Make your own imaginary bird on a blank page	Show examples of how the stag moves (He ran swiftly) and ask students to identify the pattern (adding "-ly").	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 be able to transform adjectives into adverbs of manner and use them correctly in sentences.
			Dialogue writing	DAY 7		"The Mute Interview" Pair students up. They have one minute to "talk" to each other using only hand gestures and facial expressions. When time is up, ask them what they think the other person was trying to say. This demonstrates why clear words (dialogue) are necessary to understand a story.	"The Mute Interview" Pair students up. They have one minute to "talk" to each other using only hand gestures and facial expressions. When time is up, ask them what they think the other person was trying to say. This demonstrates why clear words (dialogue) are necessary to understand a story.	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 be able to use quotation marks and punctuation correctly.

			Paragraph Writing – My Best Friend	DAY 8		The Mystery Friend" Ask every student to write down three physical traits of a classmate without naming them (e.g., "blue water bottle," "red shoes," "curly hair"). You read them aloud, and the class has to guess who it is. This highlights the importance of descriptive details in writing.	Use a visual of a hamburger to explain paragraph structure: Top Bun (Topic Sentence), Meat/Veggie (Supporting Details/Stories about the friend), and Bottom Bun (Concluding Sentence/Why they are the best).	CG-4 Acquires a more comprehensive range of words in various contexts	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts	Students will organize a paragraph with a clear beginning, middle, and end.	
			Speaking skills – situation based question	DAY 9		Make sound of rain	Give small groups a "What would you do?" card (e.g., "You see someone sitting alone at lunch" or "You accidentally broke a vase"). Have them discuss and then present their spoken response to the class.	CG-4 Acquires a more comprehensive range of words in various contexts	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts	Students will demonstrate empathy and problem-solving through verbal responses.	
		6. Braille	Reading & Explanation by the teacher with word meanings of difficult words	September DAY 1	September	"Close Your Eyes Challenge" – Students close eyes for 1 min and identify 3 sounds around them. Discuss how we use senses other than sight.	Interactive read-aloud by teacher + visual word mapping.	CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently	C-1.1 Converses fluently and meaningfully in different contexts	Students will be able to explain the central theme of "Braille", list 5 difficult words with meanings, and relate to Helen Keller/Louis Braille.	ASSESSMENT FOR LEARNING
			Reading 1 stanza each by student	DAY 2		"Blind Drawing" – In pairs, one student describes a picture without naming it. Partner draws with eyes closed.	Cooperative learning. Students read stanzas in groups, peer correct pronunciation. Teacher models intonation.	CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently	C-1.1 Converses fluently and meaningfully in different contexts	Students will read the text with proper pronunciation and pauses, and summarize their assigned stanza in 1 line.	
			Answer the following (notebook)	DAY 3		Chidiya ud game	Guided practice + Q&A method.	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 answer comprehension questions using textual evidence and frame answers in complete sentences.	

			Think and answer (notebook)	DAY 4		Parrot Mimicry	Critical thinking + HOTS questions. Use think-pair-share before writing.	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 express personal opinions, connect text to real life, and show empathy towards visually impaired people.	
			Writing name in Braille	DAY 5		Truth or Dare (Text Version): Ask a student a fact about the story. If they get it wrong, they 'dare' to find the answer in 30 seconds.	Experiential learning. Provide Braille alphabet chart + cardboard + bindis/pulses to create raised dots.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.3 Creates posters, invites, simple poems, stories and dialogues, with appropriate information and purpose	Students will identify the Braille alphabet and write their own name using the 6-dot Braille system.	
			Present and Past Continuous Tense	DAY 6		Chidiya ud game	Inductive method. Give examples from "Braille" lesson. Students derive rules for is/am/are + ing and was/were + ing.	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 differentiate between present and past continuous tense and frame 5 sentences of each correctly.	
			Picture based story	DAY 7		Stone paper scissor	Communicative approach + visual stimulus. Show picture related to overcoming disability. Use story mountain structure.	CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently	C-1.1 Converses fluently and meaningfully in different contexts	Students will create a coherent story of 80-100 words using picture cues, with proper beginning, middle, end, and tense usage.	ASSESSMENT OF LEARNING
3	Unit 3: Fun with Games	7. Fit Body, Fit Mind, Fit Nation	Recitation & Explanation by the teacher with word meanings of difficult words	November DAY 1	November	Mime Time: Students act out a simple daily chore (like brushing teeth or sweeping). The class guesses the action. This builds energy for the 'searching' theme of the poem.	Teacher models reading with physical gestures for "action words."	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will be able to define and use context-appropriate vocabulary related to health and fitness.	
			Recitation by each student	DAY 2		The Level Game: Call out 'Hands Up' or 'Hands Down'. Students must follow exactly. This settles the room before the focus shifts to individual reading.	Students recite in pairs, giving each other "high-fives" for correct pronunciation and rhythm.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will demonstrate oral fluency and expressive reading skills.	

			Answer the following (notebook)	DAY 3		Chidiya ud game	Scaffolding questions to help students extract facts about fitness from the text.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will construct grammatically correct written responses based on literal comprehension.	
			Think and answer (notebook)	DAY 4		Number clapping	Connecting the lesson to the students' personal sports interests and daily habits.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will apply critical thinking to explain why a fit mind is as important as a fit body.	
			adjectives	DAY 5		Atlas game in groups	Students "hunt" for describing words in the poem that describe a fit person or a strong nation.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will correctly identify and use adjectives to describe health and physical states.	
			Rhyming words	DAY 6		The Action: Give each row a different sound. Row 1: Clapping. Row 2: Stomping. Row 3: Clicking tongues. Row 4: Tapping desks.	Using a "Sound Match" game to identify rhythmic patterns in the poem.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will demonstrate phonological awareness by identifying and generating rhyming pairs.	
			Word meanings	DAY 7		You hum a tune and students identify the song	Write the core word in the center of the blackboard. Surround it with synonyms (words that mean the same), antonyms (opposites), and a "Personal Sentence" where the student uses the word to describe themselves.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will accurately define 5–8 new complex words from the text.	
			Discussion on Paralympic games	DAY 8		Mime Time: Students act out a simple daily chore (like brushing teeth or sweeping). The class guesses the action. This builds energy for the 'searching' theme of the poem.	Lead a guided discussion using open-ended questions that move from "What is it?" to "Why does it matter?"	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 explain the core concept of the Paralympic Games as a celebration of ability over disability.	

		8. The Lagori Champions	Reading & Explanation by the teacher with word meanings of difficult words	November DAY 1	November	The Level Game: Call out 'Hands Up' or 'Hands Down'. Students must follow exactly. This settles the room before the focus shifts to individual reading.	Teacher reads expressively, using gestures to explain words like "champion," "stumble," or "stack."	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will accurately define 5+ lesson-specific words and improve their listening comprehension.	
			Reading 1 stanza each by student	DAY 2		Chidiya ud game	Students read in small "teams" (like Lagori teams) to practice rhythm, volume, and clear pronunciation.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will demonstrate oral fluency and the ability to read poetry with appropriate emotional expression.	
			Answer the following (notebook)	DAY 3		Number clapping	Using a "Question Hunt" where students find the evidence in the text to answer literal questions.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will construct grammatically correct written sentences that accurately reflect the story's events.	
			Think and answer (notebook)	DAY 4		Atlas game in groups	Connecting the game of Lagori to their personal experiences with winning, losing, and teamwork.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will apply critical thinking to describe the values of sportsmanship and cooperation in their own words.	
			Textual exercise based on the lesson	DAY 5		The Action: Give each row a different sound. Row 1: Clapping. Row 2: Stomping. Row 3: Clicking tongues. Row 4: Tapping desks.	Completing grammar or vocabulary exercises by applying the rules learned during the week.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will demonstrate mastery of the unit's core linguistic concepts (e.g., verbs or descriptive adjectives).	
		9. Hekko	Reading & Explanation by the teacher with word meanings of difficult words	December DAY 1	December	make sounds of rain and thunder.	Teacher reads with proper intonation, pauses for difficult words.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students listen attentively and understand pronunciation of new words.	ASSESSMENT AS LEARNING
			Reading 1 stanza each by student	DAY 2		Rhythm Clap: The class claps in a 4/4 beat	Focus on fluency, rhythm, and expression. Teacher gives immediate feedback on clarity and voice modulation.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students read aloud with correct pronunciation and confidence.	

			Answer the following (notebook)	DAY 3		Speed Hunt: Give a page number and a word; the first student to find the line where it appears win	Discuss answers orally first, highlight keywords from text, then move to independent writing. Use sentence starters for struggling learners.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students frame answers in complete sentences with textual evidence.	
			Think and answer (notebook)	DAY 4		Make sound of raindrops	Move from literal to inferential questions. Use think-pair-share to build ideas before writing.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students develop empathy and imaginative thinking.	
			Homophones	DAY 5		Stand up and sit down	First explain concept with examples from Hekko if any, then expand.	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 define homophones and differentiate sound vs spelling.	
			Simple Past Tense	DAY 6		Stone paper scissor game	Extract past tense verbs from Hekko poem first: pulled, ran, barked. Show action → say present → say past. Use a verb chart with add -ed and irregular verbs.	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 convert 8-10 common present tense verbs to past tense.	
			Identification of games by its description	DAY 7		Students act out a simple daily chore (like brushing teeth or sweeping). The class guesses the action.	Read descriptions of games like hide and seek, kabaddi, football. Focus on key clues: number of players, equipment, rules. Use picture flashcards for support.	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 develop vocabulary related to sports and play: team, toss, goal, court.	
			Writing about a new game you want to play	DAY 8		Tell about your favourite cricketer	Creative writing + Process approach. Steps: Brainstorm → Organize using a web: Name, Players, Things Needed, How to Play, Rules → Draft → Share. Show a model paragraph on board first.	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 structure ideas using What, How, Why to describe a game.	

4	Unit 4: Up High	10. Glass Bangles	Recitation & Explanation by the teacher with word meanings of difficult words	January DAY 1	January	Mime Time: Students act out a simple daily chore (like brushing teeth or sweeping). The class guesses the action. This builds energy for the 'searching' theme of the poem.	Teacher recites poem with rhythm and hand movements. Explains setting: Firozabad, bangle- sellers, rainbow colours.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry	C-2.2 Understands main ideas and draws essential conclusions from the material read	Students relate the poem to Indian culture and craft of bangle-making.	
			Recitation by each student	DAY 2		The Level Game: Call out 'Hands Up' or 'Hands Down'. Students must follow exactly. This settles the room before the focus shifts to individual reading.	Students recite 2-4 lines each. Focus on stress, pause, and clarity.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students recite the poem with correct pronunciation and confidence.	
			Answer the following (notebook)	DAY 3		Chidiya ud game	Discuss each question, locate lines in poem that give clues. Use the "P-Q-E" method: Point → Quote from poem → Explain in own words. Provide sentence starters.	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 write answers in complete sentences with evidence from text.	
			Think and answer (notebook)	DAY 4		Number clapping	Move beyond text to Why are bangles called "circles of light"? Why is their job difficult? Use think-pair- share before writing to build ideas.	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 express personal opinions and feelings in writing with reasons.	
			Words as both nouns and verbs	DAY 5		Atlas game in groups	Pick words from poem: gleam, light, bangle. Show sentences: The bangles have a bright gleam (noun) vs The bangles gleam in sunlight (verb). Students make their own pair- sentences.	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 identify words that can function as both nouns and verbs.	
			Paragraph Writing – activities you do in free time	DAY 6		The Action: Give each row a different sound. Row 1: Clapping. Row 2: Stomping. Row 3: Clicking tongues. Row 4: Tapping desks.	Brainstorm as class: reading, drawing, cycling, helping mother. Use a writing frame: In my free time, I like to... First, I... Then I... I feel... because... Teacher writes a model paragraph.	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 write a coherent paragraph of 6-8 sentences on personal free-time activities.	

			Prepositions of place	DAY 7		You hum a tune and students identify the song	First connect to Glass Bangles: Bangles on the arms, sellers in the market, colours in the basket. Use classroom objects + pictures. Make a "Preposition Corner" with a toy and box to demo in, on, under, beside, in front of, between.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.3 Creates posters, invites, simple poems, stories and dialogues, with appropriate information and purpose	Students identify and use 6+ prepositions of place: in, on, under, behind, between, near, in front of.	
			Draw a magical swing that can take you anywhere	DAY 8		Mime Time: Students act out a simple daily chore (like brushing teeth or sweeping). The class guesses the action. This builds energy for the 'searching' theme of the poem.	Link to Glass Bangles theme of beauty and dreams. Discuss: What makes a swing magical? Clouds? Rainbow ropes? Stars? Show 2-3 sample drawings. Give criteria: 1. Draw swing 2. Show where it goes 3. Label 3 things. Then 2-line description below.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.2 Understands main ideas and draws essential conclusions from the material read	Students use imagination to visualize and draw a creative, theme-based picture.	
		11. A Journey to the Magical Mountains	Reading & Explanation by the teacher with word meanings of difficult words	January DAY 1	January	"Close Your Eyes Challenge" – Students close eyes for 1 min and identify 3 sounds around them. Discuss how we use senses other than sight.	Teacher reads with voice modulation for "magical" parts. Pause at difficult words: summit, valley, mist, echo, enchanted, trail. Use pictures/maps of mountains and gestures. Connect to Himalayas for Indian context.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students listen attentively and visualize the setting of the story	ASSESSMENT AS LEARNING
			Reading 1 stanza each by student	DAY 2		"Blind Drawing" – In pairs, one student describes a picture without naming it. Partner draws with eyes closed.	Divide text into stanzas/paragraphs. Teacher models expression for wonder/mystery. Students read aloud, focusing on punctuation and flow.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students read fluently with proper pronunciation, pause, and expression.	
			Answer the following (notebook)	DAY 3		Chidiya ud game	Discuss "what, where, why" questions from text. Teach how to find answers in lines. Use keyword highlighting. Provide sentence frames: The mountains were magical because...	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students write answers in complete sentences with textual support.	

			Think and answer (notebook)	DAY 4		Parrot Mimicry	Focus on inferential/evaluative Qs: Why were the mountains called magical? How would you feel there? Would you like to go? Why? Discuss before writing to build reasoning.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students develop creative and critical thinking about fantasy elements.	
			Textual exercises	DAY 5		Truth or Dare (Text Version): Ask a student a fact about the story. If they get it wrong, they 'dare' to find the answer in 30 seconds.	Do exercises from textbook: vocabulary, grammar, sequencing. Use pair-work for Match the following and Put events in order. Teacher checks and explains errors immediately.	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 revise vocabulary, sequencing, and grammar from the chapter.	
			Conjunctions	DAY 6		Chidiya ud game	Pick 2 short sentences from Magical Mountains: The path was steep. We were not tired. → Join with but. Teach and, but, or, because, so. Use sentence strips to physically join sentences.	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 use and, but, because, or, so to combine 2 simple sentences correctly.	ASSESSMENT FOR LEARNING
		12. Maheshwar	Reading & Explanation by the teacher with word meanings of difficult words	February DAY 1	February	Mime Time: Students act out a simple daily chore (like brushing teeth or sweeping). The class guesses the action. This builds energy for the 'searching' theme of the poem.	Teacher reads with map of India/M.P. on board to locate Maheshwar. Explain difficult words with visuals: ghat, fort, weavers, loom, pilgrims, Ahilyabai Holkar. Tell 1-2 lines about Queen Ahilyabai's work.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students understand that Maheshwar is a historic town on river Narmada in Madhya Pradesh.	
			Reading 1 stanza each by student	DAY 2			Focus on names: Maheshwar, Narmada, Ahilyabai. Mark pauses at commas/full stops. Peer claps for clear reading.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students read the text fluently with correct pronunciation of Indian names/places.	
			Answer the following (notebook)	DAY 3		The Level Game: Call out 'Hands Up' or 'Hands Down'. Students must follow exactly. This settles the room before the focus shifts to individual reading.	Locate answers in text together first. Use "copy-paste-rephrase" — copy keywords, then write in own words. Model one answer on board.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students frame answers in complete sentences using text evidence.	

			Think and answer (notebook)	DAY 4			Discuss inferential Qs: Why is Maheshwar special? How did Ahilyabai help people? Why should we protect heritage places? Use think-pair-share before writing.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students develop pride in Indian culture and empathy for artisans.	
			Synonyms	DAY 5		Chidiya ud game	Pick words from Maheshwar text: beautiful, famous, calm, big. Find synonyms in pairs: beautiful → lovely, pretty. Make a "Synonym Wall" chart. Use in own sentences.	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 define synonyms as "words with same or similar meaning".	
			Articles	DAY 6		Number clapping	Revise: a before consonant sound, an before vowel sound, the for specific things. Pick examples from text: a ghat, an old fort, the Narmada river. Fill blanks worksheet.	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 differentiate between a, an, the and state basic usage rules.	
			Writing skill: Description Writing	DAY 7		Atlas game in groups	Discuss: How to describe a place? Name, location, what you see, hear, feel, why famous. Show model paragraph on Maheshwar. Use web: Place → Looks → Sounds → Famous for → I feel.	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 write a descriptive paragraph of 8-10 sentences on Maheshwar or their town.	ASSESSMENT OF LEARNING